



The Board of Education of School District No. 61 (Greater Victoria)

Regular Board Meeting

AGENDA

Via Zoom

Monday, November 25, 2024, 7:30 p.m.

Broadcasted via YouTube

<https://bit.ly/3czx8bA>

A. COMMENCEMENT OF MEETING

This meeting is being audio and video recorded. The video can be viewed on the District website.

A.1. Acknowledgement of Traditional Territories

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

A.2. Approval of the Agenda

Recommended Motion:

That the November 25, 2024 agenda be approved.

A.3. Trustee Elections

- a. Election of Chair
- b. Election of Vice-Chair
- c. Election of British Columbia Public School Employers' Association Representative
- d. Election of British Columbia Trustees' Association Provincial Councilor
- e. Motion to Destroy Election Ballots/Text Messages

Recommended Motion:

That the election ballots/text messages be destroyed.

A.4. Approval of the Minutes

Approval of the October 28, 2024 Regular Board Minutes

Recommended Motion:

That the October 28, 2024 Regular Board minutes be approved.

Approval of the November 14, 2024 Special Open Board Minutes

Recommended Motion:

That the November 14, 2024 Special Open Board minutes be approved.

A.5. Business Arising from the Minutes

A.6. Student Achievement

A.7. District Presentations

A.8. Community Presentations (5 minutes per presentation)

- a. Youth Gang Prevention in Greater Victoria – Dr. Rebecca Nelems

B. CORRESPONDENCE

B.1. September 27, 2024, Greater Victoria Teachers' Association to Minister Singh, Ministerial Directive on Safety in School District No. 61

B.2. October 9, 2024, Township of Esquimalt to Greater Victoria School District No. 61 Board of Education, Consideration of a Trustee Electoral Area election model

B.3. October 22, 2024, District of Highlands to Greater Victoria School District No. 61 Board of Education, Consideration of a Trustee Electoral Area Election Model

B.4. November 8, 2024, Greater Victoria Teachers' Association to Premier Eby, Advocacy for Adequate Funding for Public Education

C. TRUSTEE REPORTS

C.1. Chair's Report

- a. Chair's Report
- b. 2024-25 District Annual Work Plan

C.2. Trustees' Reports (2 minutes per verbal presentation)

D. BOARD COMMITTEE REPORTS

D.1. Education Policy and Directions Committee

- a. Draft minutes from the November 4, 2024 meeting – information only

D.2. Operations Policy and Planning Committee

- a. Draft minutes from the November 18, 2024 meeting - Information only
- b. Recommended motions from the November 18, 2024 meeting:

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) accept revised Administrative Regulation 1161.4 *Critical Incident and Privacy Breach*.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) accept the September 2024 Quarterly Financial Report as presented to the Audit Sub-Committee.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to update Regulation 1330 Community Use of Schools and Grounds and Regulation 1325 Partnership to require that a business case is prepared and presented to the Board of Education for consideration and approval prior to the school district entering into negotiations regarding potential joint use agreements or other partnerships with external parties regarding the use of schools and grounds;

AND FURTHER

provide the Board of Education any additional recommendations regarding updates needed to Regulations 1330 and 1325.

D.3. Climate Action Plan Implementation Ad Hoc Committee

- a. Recommended Motions

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) write to the Provincial Government advocating for increased funding for climate action initiatives, facilities develop through capital funding, nutrition programming and other initiatives in need of advocacy.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the amended Climate Action Plan Implementation Review Ad Hoc Committee terms of reference.

E. DISTRICT LEADERSHIP TEAM REPORTS

E.1. Superintendent's Report

- a. Monthly Report

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) receive the Superintendent's report as presented.

- b. International Education Bi-Annual Report

- c. 2024-2025 Middle School Plans

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2024-2025 Middle School Plans as presented.

- d. Trustee Questions

E.2. Secretary-Treasurer's Report

- a. Monthly Report

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) receive the Secretary-Treasurer's report as presented.

- b. Sundance-Bank Elementary School Engagement Report

- c. 2025-2026 Budget Update

- i. Values and Guiding Principles

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approved the revised Values and Guiding Principles.

- ii. Budget Development Process

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the updated 2025-2026 Budget Development Process.

F. QUESTION PERIOD (15 minutes total)

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

G.1. Record of In-Camera Board of Education Meeting – October 28, 2024

- G.2. Record of Special In-Camera Board of Education Meeting** – October 28, 2024
- G.3. Record of Special In-Camera Board of Education Meeting** – November 4, 2024
- G.4. Record of Special In-Camera Board of Education Meeting** – November 4, 2024
- G.5. Record of Special In-Camera Board of Education Meeting** – November 14, 2024

H. NEW BUSINESS/NOTICE OF MOTIONS

H.1. New Business

- a. Human Rights Commissioner on School Liaison Officers (SLOs), Kasari Govender, and Engagement Advisor, Liz Maze Presentation followed by a Q&A

H.2. Notice of Motions

I. ADJOURNMENT

Recommended Motion:
That the meeting be adjourned.



The Board of Education of School District No. 61 (Greater Victoria)

Regular Board Meeting

MINUTES

Monday, October 28, 2024, 7:30 p.m.

Trustees Present:	Nicole Duncan, Board Chair, Karin Kwan, Vice-Chair, Natalie Baillaut, Mavis David, Derek Gagnon, Emily Mahbobi, Rob Paynter
Trustee Regrets:	Angela Carmichael, Diane McNally
Administration:	Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Tom Aerts, Associate Superintendent, Sean Powell, Acting Associate Superintendent, Julie Lutner, Associate Secretary-Treasurer, Marni Vistisen-Harwood, Director of Facilities Services, Vicki Roberts, VPVPA
Partners:	Shawna Abbott, CUPE 947, Carolyn Howe, GVTA, Braden Hutchins, VCPAC, Darren Reed, CUPE 382

A. COMMENCEMENT OF MEETING

This meeting began at 7:30 p.m.

A.1. Acknowledgement of Traditional Territories

Chair Duncan recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

A.2. Approval of the Agenda

Moved by Trustee Baillaut

Seconded by Trustee David

That the October 28, 2024 agenda be approved.

Amendment

Moved by Trustee Mahbobi

Seconded by Trustee Baillaut

That the motion "*That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to provide the Board and the Equity Ad Hoc Committee with a break down of student to staff incident for each Elementary school;*

AND FURTHER

Break down each elementary schools data into student to staff incident in English track and student to staff incident in French track and within these categories indicate the number of students with an IEP, a designation (indicate the designation) or an assigned learning support (note the nature of the assigned learning support) by timeline to be determined.” be added to the agenda under H.1. New Business.

Motion Carried Unanimously

Moved by Trustee Baillaut
Seconded by Trustee David

That the October 28, 2024 agenda be approved as amended.

Motion Carried Unanimously

A.3. Approval of the Minutes

- a. Approval of the September 23, 2024 Regular Board Minutes

Moved by Trustee Mahbobi
Seconded by Trustee Paynter

That the September 23, 2024 Regular Board minutes be approved.

Motion Carried Unanimously

- b. Approval of the October 1, 2024 Special Open Board Minutes

Moved by Trustee Mahbobi
Seconded by Trustee Paynter

That the October 1, 2024 Special Open Board minutes be approved.

Motion Carried Unanimously

- c. Approval of the October 10, 2024 Special Open Board Minutes

Moved by Trustee Mahbobi
Seconded by Trustee Paynter

That the October 10, 2024 Special Open Board minutes be approved.

Motion Carried Unanimously

A.4. Business Arising from the Minutes

None.

A.5. District Presentations

None.

A.6. Community Presentations

- a. Emma Hillian did not attend the meeting to make a presentation.

B. CORRESPONDENCE

None.

C. TRUSTEE REPORTS

C.1. Chair's Report

a. Chair's Report

Chair Duncan presented her report for information.

C.2. Trustees' Reports

None.

D. BOARD COMMITTEE REPORTS

D.1. Education Policy and Directions Committee

a. Draft minutes from the October 7, 2024 meeting – information only

b. Recommended motion from the October 7, 2024 meeting:

Associate Superintendent Aerts presented revised Regulation 6163.1 *Learning Resources*.

Trustees suggested revisions to the Regulation.

Amendment to the Regulation

Moved by Trustee Paynter

Seconded by Trustee Mahbobi

Insert at II, 4.b.v. The requester will be invited to make representations to the Board with respect to their request for reconsideration.

Motion Carried Unanimously

Amendment to the Regulation

Moved by Trustee Paynter

Seconded by Trustee Baillaut

Insert at II, 6. The Superintendent or designate will be responsible for communicating the decision to the schools in the District as appropriate.

Motion Carried Unanimously

Amendment to the Regulation

Moved by Trustee Kwan

Seconded by Trustee Paynter

Insert at II, b.iv.iii. Any other relevant information that was gathered during the District Level process **or that the Board requests.**

Motion Carried Unanimously

Moved by Trustee Kwan
Seconded by Trustee Mahbobi

That the Board of Education of School District No. 61 (Greater Victoria) accept revised Regulation 6163.1 *Learning Resources*, as amended.

Motion Carried Unanimously

D.2. Operations Policy and Planning Committee

- a. Draft minutes from the October 21, 2024 meeting – information only

E. DISTRICT LEADERSHIP TEAM REPORTS

E.1. Superintendent's Report

- a. Monthly Report

Superintendent Whitten provided the report for information.

Trustees had questions of clarification.

Moved by Trustee Kwan
Seconded by Trustee Gagnon

That the Board of Education of School District No. 61 (Greater Victoria) receive the Superintendent's report as presented.

Motion Carried Unanimously

Trustee Baillaut left the meeting.

- b. 2024-2025 Elementary School Plans

Superintendent Whitten provided the 2024-2025 Elementary School Plans for approval.

Trustees and Partners had questions of clarification.

Moved by Trustee Kwan
Seconded by Trustee Gagnon

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to work with the principal of each elementary school in the school district to ensure that;

1. The School Plan is presented to each respective school parent advisory council (PAC) along with request for PAC input;
2. To identify and then ensure there are common objectives and measures in place and tracked throughout the 2024-2025 school year in alignment with the Boards strategic plan;

AND FURTHER

Upon completion of this work to present the revised elementary school plans to the Board.

Trustees and Partners discussed the motion.

Amendment

Moved by Trustee Kwan

Seconded by Trustee Paynter

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to work with the principal of each elementary school in the school district to ensure that;

1. The School Plan is presented to each respective school parent advisory council (PAC) along with request for PAC input;
2. To identify and then ensure there are common objectives and measures in place and tracked throughout the 2024~~5~~-2025~~6~~ school year in alignment with the Boards strategic plan;

AND FURTHER

Upon completion of this work to present the revised elementary school plans to the Board.

Motion Carried Unanimously

Moved by Trustee Kwan

Seconded by Trustee Gagnon

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to work with the principal of each elementary school in the school district to ensure that;

1. The School Plan is presented to each respective school parent advisory council (PAC) along with request for PAC input;
2. To identify and then ensure there are common objectives and measures in place and tracked throughout the 2025-2026 school year in alignment with the Boards strategic plan;

AND FURTHER

Upon completion of this work to present the revised elementary school plans to the Board.

Motion Carried Unanimously

c. Equity Ad Hoc Committee Terms of Reference

Associate Superintendent Aerts provided rationale for the revised Equity Ad Hoc Committee Terms of Reference.

Trustees and Partners discussed the Terms of Reference and suggested revisions.

Moved by Trustee Mahbobi

Seconded by Trustee Gagnon

That the Board of Education of School District No. 61 (Greater Victoria) approve the revised Terms of Reference for the Equity Ad Hoc Committee.

Amendment to the Terms of Reference

Moved by Trustee Gagnon

Seconded by Trustee Mahbobi

Add the word 'accessible' to the paragraph under Purpose.

Purpose:

The Equity Ad Hoc Board Committee is an ad hoc committee established by the Board for the purpose of examining the practices of the District to determine the extent to which equitable justice, equity, diversity, inclusive (JEDI) and **accessible** policies, practices, and culture opportunities are being provided for students and staff.

Motion Carried Unanimously

Moved by Trustee Mahbobi

Seconded by Trustee Gagnon

That the Board of Education of School District No. 61 (Greater Victoria) approve the revised Terms of Reference for the Equity Ad Hoc Committee, as amended.

Motion Carried Unanimously

d. Trustee Questions

None.

E.2. Secretary-Treasurer's Report

a. Monthly Report

Secretary-Treasurer Stride provided the report for information.

Moved by Trustee David

Seconded by Trustee Mahbobi

That the Board of Education of School District No. 61 (Greater Victoria) receive the Secretary-Treasurer's report as presented.

Motion Carried Unanimously

b. Poll Vote Results

Secretary-Treasurer Stride provided a memo outlining the poll vote results from October 3, 2024.

Moved by Trustee Duncan

Seconded by Trustee Paynter

That the Board of Education of School District No. 61 (Greater Victoria) Caledonia Gas Distribution Disposal (Right-of-Way) of Real Property Bylaw 25-01, being a bylaw to grant a Statutory Right-of-Way to FortisBC Energy on such portion of the Property shown in bold outline on Explanatory Plan EPP140972 on the Caledonia Redevelopment property beside Victoria High School legally described as PID: 031-731-848, Lot A, Sections 50 and

53 Spring Ridge, Victoria City, District Plan EPP88786 in respect of civil infrastructure associated with the distribution of gas by FortisBC Energy and related works:

Read a third time, passed and adopted this 3rd day of October, 2024;

and that the Secretary-Treasurer and the Board Chair be authorized to execute and seal this bylaw on behalf of the Board.

For (5): Trustees Duncan, Gagnon, Mahbobi, McNally and Paynter

Against (1): Trustee Kwan

Abstain (2): Trustees Baillaut, David

Motion Carried (5 to 1)

c. 2024-2025 Enrolment Update

Secretary-Treasurer Stride provided the 2024-2025 enrolment update for information.

Trustees had questions of clarification.

d. 2025-2026 Budget Development Process

Secretary-Treasurer Stride provided the 2025-2026 Budget Development Process for approval.

Moved by Trustee Kwan

Seconded by Trustee Paynter

That the Board of Education of School District No.61 (Greater Victoria) approve the 2025-2026 Budget Development Process with the following changes:

1. Student Connections will be scheduled for 2 hours each and open to any student that wishes to participate, the key themes arising from each of the eight secondary school 2023-24 student connections will be provided to middle and secondary students in advance of the event;
2. Two Partner Connections meetings with the Board will be scheduled with each partner after the proposed staff expenditures and reductions are provided and another prior to the Board's 2025-2026 budget deliberations;
3. The Superintendent will ensure that all proposed options from staff for both expenditures and reductions are presented to the Board at the earliest possible stage in the 2025-2026 budget development process.
4. A Budget 2025-2026 bulletin/newsletter summarizing the Board's budget decision will be sent out directly to our entire learning community.

Motion Carried Unanimously

F. QUESTION PERIOD

Q: When making student safety decisions, does the board review data within "Worrisome Online Behaviour Reports" (WOB) or related monthly trend data summaries of the program?

A: Chair Duncan stated that the Board is not involved in regular monitoring of WOB reports. Staff is responsible for sharing information with the Board at an in-camera meeting, as needed. Safe Schools Coordinator, Acting Associate Superintendent Powell, confirmed that staff receive the WOB reports, review the data, and work with District counselors to support students in schools.

Q: Will the Board continue to make the Annual Strategic Working Plan available on the website?

A: Chair Duncan stated that the Board will continue to make the work plan available to the public. It was noted that there has been a delay in providing the work plan as the Board is working through some revisions.

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

G.1. Record of Special In-Camera Board of Education Meeting – September 19, 2024

G.2. Record of In-Camera Board of Education Meeting – September 23, 2024

G.3. Record of Special In-Camera Board of Education Meeting - October 1, 2024

G.4. Record of Special In-Camera Board of Education Meeting – October 10, 2024

G.5. Record of Special In-Camera Board of Education Meeting – October 21, 2024

H. NEW BUSINESS/NOTICE OF MOTIONS

H.1. New Business

Moved by Trustee Mahbobi

Seconded by Trustee Kwan

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to provide the Board and the Equity Ad Hoc Committee with a break down of student to staff incident for each Elementary school;

AND FURTHER

Break down each elementary schools data into student to staff incident in English track and student to staff incident in French track and within these categories indicate the number of students with an IEP, a designation (indicate the designation) or an assigned learning support (note the nature of the assigned learning support) by timeline to be determined.

Trustees, Partners and Staff discussed the motion.

Amendment

Moved by Trustee Kwan

Seconded by Trustee Mahbobi

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to provide the Board and the Equity Ad Hoc Committee with a break down of student to staff incident for each Elementary school;

AND FURTHER

Break down each elementary schools data into student to staff incident in English track and student to staff incident in French track and within these categories indicate the number of students with an IEP, a designation (indicate the designation) ~~or an assigned learning support (note the nature of the assigned learning support)~~ by the November 18, 2024 Operations Policy and Planning Committee meeting.

Motion Carried Unanimously

Trustees discussed the amended motion.

Moved by Trustee Mahbobi

Seconded by Trustee Kwan

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to provide the Board and the Equity Ad Hoc Committee with a break down of student to staff incident for each Elementary school;

AND FURTHER

Break down each elementary school's data into student to staff incident in English track and student to staff incident in French track and within these categories indicate the number of students with an IEP, a designation (indicate the designation) by the November 18, 2024 Operations Policy and Planning Committee meeting.

For (4): Trustees David, Duncan, Kwan, and Mahbobi
Abstain (2): Trustees Gagnon, Paynter

Chair Duncan declared that the Motion Carried.

The status of the motion was questioned and upon advice from the Secretary-Treasurer Chair Duncan declared that the Motion Failed.

It was subsequently determined that Chair Duncan's initial declaration was accurate and the Motion Carried. The Superintendent was directed to provide the requested information.

Motion Carried Unanimously

H.2. Notice of Motions

None.

I. ADJOURNMENT

The meeting adjourned at 10:31 p.m.

Moved by Trustee Mahbobi

Seconded by Trustee David

That the meeting be adjourned.

For (4): Trustees David, Gagnon, Mahbobi and Paynter
Against (1): Trustee Duncan
Abstain (1): Trustee Kwan

Motion Carried (4 to 1)

Chair

Secretary-Treasurer



**The Board of Education of School District No. 61 (Greater Victoria)
Special Open Board Meeting
MINUTES**

Thursday, November 14, 2024, 7:30 p.m.

Trustees Present: Nicole Duncan, Board Chair, Karin Kwan, Vice-Chair, Natalie Baillaut, Mavis David, Emily Mahbobi, Diane McNally, Rob Paynter

Trustee Regrets: Angela Carmichael, Derek Gagnon

Administration: Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Tom Aerts, Associate Superintendent, Sean Powell, Acting Associate Superintendent, Julie Luther, Associate Secretary-Treasurer, Jennifer Person, Acting Director, Information Technology, Josh Barks, Acting District Principal, Information Technology, Sarah Winkler, VPVPA

Partners: Shauna Abbott, CUPE 947, Carolyn Howe, GVTA, Carlene Nex, VCPAC

A. COMMENCEMENT OF MEETING

The meeting began at 7:30 p.m.

A.1. Acknowledgement of Traditional Territories

Chair Duncan recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

A.2. Approval of the Agenda

Moved by Trustee McNally

Seconded by Trustee Mahbobi

That the November 14, 2024 agenda be approved.

Motion Carried Unanimously

A.3. Community Presentations

None.

B. CORRESPONDENCE

None.

C. DISTRICT LEADERSHIP TEAM REPORTS

C.1. Secretary-Treasurer's Report

- a. Student Device Ratios Update

Secretary-Treasurer Stride provided an overview of the memo.

Trustees and Partners had questions of clarification.

Moved by Trustee Kwan

Seconded by Trustee Paynter

That the Board of Education of School District No. 61 (Greater Victoria) approve the purchase of up to 700 Chromebooks to bring all schools to at least the Board-approved student device ratio of 4:1 at Elementary schools and 3:1 at Middle and Secondary schools.

Motion Carried Unanimously

D. QUESTION PERIOD

None.

E. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

None.

F. NEW BUSINESS/NOTICE OF MOTIONS

None.

G. ADJOURNMENT

Moved by Trustee David

Seconded by Trustee McNally

That the meeting be adjourned.

Motion Carried Unanimously

The meeting adjourned at 8:34 p.m.

Chair

Secretary-Treasurer

POLICY REPORT:
MOBILE YOUTH SERVICES TEAM (MYST):
CRITICAL STATUS REPORT AND RECOMMENDATIONS

Prepared by Dr. Rebecca Nelems¹ (PhD)
Capital Regional District, BC
September 26, 2024

Executive Summary:

This report presents the recent findings and recommendations of an external review of the Mobile Youth Services Team (MYST), CRD, BC. Conducted by a local researcher with expertise in child-centred programming and well being, this report is based in an analysis of a wide range of data and Key Informant Interviews (KIIs) with leaders representing the education, government, legal, health, police, social services and child welfare sectors who have worked directly with MYST. The research consistently showed that:

- As one of the fastest growing Capital Regional Districts (CRD) in Canada, and with the intersecting crises of opioids, homelessness, mental health, surging gang presence and online exploitation, ***we have reached an urgent crisis point with respect to youth gang exploitation and entrenchment*** in our region.
- The ***Mobile Youth Services Team (MYST) is directly reducing and preventing youth gang exploitation across the CRD*** by offering effective, economically efficient, critical and unique support to youth.
- Despite the surging needs, and MYST's proven track record, ***funding for MYST has reached a crisis point***, with MYST having to dramatically reduce its operations effective as of September 30, 2024.

Recommendations include:

- 1. To secure long-term, 5-year funding to support two full-time MYST teams.**
- 2. To urgently convene local leadership across education, health, police, legal services, child and family services, and all levels of government to strategize and guide long-term, inter-institutional funding mechanisms and strategies.**
- 3. To conduct research on MYST as a model of youth-centred, wraparound support that could be replicated in other municipalities and capital regional districts across Canada.**

¹ This report was prepared by Dr. Rebecca Nelems (PhD), Assistant Professor with the Centre for Social Sciences at Athabasca University (AU) & Associate Faculty in Leadership Studies at Royal Roads University (RRU). The research for this report was made possible with the support of the Victoria Family Court and Youth Justice Committee (VFCYJC), Capital Regional District (CRD).

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1. MYST PROGRAM

1.1 Overview

The Mobile Youth Services Team (MYST) is a critical, multi-disciplinary, integrated unit that has served the CRD and youth at risk for ten years in its current form. The team is made up of one child, youth and family counselor and one police officer. While both the Pacific Centre Family Services Association (PCFSA) and police agencies have had gang prevention programs since the mid-2000s, MYST's unique collaboration between a police officer and community counselor was initiated in 2014 when following a community meeting, they decided to pool resources and join forces in their shared goal of preventing youth gang exploitation and entrenchment. The police position is currently funded by the Greater Victoria Police Integrated Units, and the counsellor position has been funded by various funding sources secured by PCFSA.

Up until Monday, September 30, 2024 – when funding for the counselor position will be reduced to two days/week – the two-person team carried a large case load, currently handling 250+ active case files involving Greater Victoria children and teenagers who are experiencing – or at severe risk of – exploitation (online and in-person), drug addiction, homelessness, mental health issues, sexual exploitation, violence, gang recruitment and entanglement. The team has also maintained relationships and contact with 23 youth who have ‘aged out’.

The MYST approach is unique in the region, with a police officer and community counsellor working together to take a hands-on, strength-based approach to building relationships and trust with young people. Their multi-jurisdictional coverage follows youth across geographies and systems in ways that helps break down silos of information that often exists between institutions and sectors. They are often the first – *if not the only* – point of contact for young people in crisis, and their families. The MYST approach supports both intervention and prevention, enabling the team to have their finger on the pulse of who is at risk, but may not yet have reached crisis or interacted with the criminal justice system. However, the team is often the liaison for both young people once they do enter crisis, whether their contact occurs with the education, health or criminal justice system, and professionals working within these systems.

The work of MYST is “24/7”. Documents, reports and interviewees testified to the fact that this team frequently works around the clock – for example, in schools in the mornings, on the streets in the afternoon, attending committee meetings in evenings, etc. – all whilst responding to calls and emerging crises on the street.

In addition to a sizeable case load and expansive geographical coverage, the scope of MYST's work is considerable. It entails providing:

- responsive, ongoing counselling support and education to young people who are in crisis or at severe risk;
- support and education to parents and families of young people in crisis or at risk;

- strength-based support and opportunities to direct youth towards positive life alternatives (e.g. School of Rock);
- presentations, education and training in schools (children, teachers and administration);
- ongoing support to youth and families as they navigate health, education, housing, community services, and criminal justice systems;
- updates and presentations to the Victoria Family Court and Youth Justice Committee (VFCYJC), municipal councillors, hospitals, Victoria Native Friendship Centre, Child and Youth Mental Health centres, and Capital Regional District appointees about the mounting crisis experienced by vulnerable youth in the region;
- support for vital ongoing partnerships with provincial ministries and government agencies, Victoria and regional police departments, CRD municipalities, school districts, hospital and frontline health workers, including mental health workers, and the Capital Region Action Team for Sexually Exploited Youth (CRAT/SEY), which is affiliated with VFCYJC; and
- liaison, data-sharing and advocacy with wide range of actors, including municipal and provincial government workers, police, child welfare, youth justice advocates, educators and health workers.

1.2 Context

The population of greater Victoria has increased rapidly, reaching 470,921 in 2024. This represents a 2.9% population increase in the last year, an increase of roughly 85,000 people over a ten-year period (386,770 in 2014) and 124,000 over the past twenty years (347,239 in 2004). Langford currently has the fastest growing population, seeing a 31.8% population increase in just a five-year period – a statistic that directly impacts the entire Greater Victoria region. While it is expected that youth exploitation would rise in proportion to the population, Greater Victoria is seeing *an exponential increase in exploitation due to the intersecting crises that are affecting youth and families in the region*. These crises include increased: gang presence and activity; online exploitation; drug and opiate use; sexual exploitation and trafficking; peer-to-peer exploitation; targeting of younger children; weapon possession and use; homelessness; and mental health issues, including suicide.

While gang violence and youth exploitation are not new in the Greater Victoria area, lower mainland gangs have increasingly entrenched themselves in the region in the last five-seven years, including the Glory Boys, Brothers' Keepers and Red Scorpion. Gang-affiliated local youth are increasingly being used to run “drug lines” whereby they are expected to create customer bases using online platforms and social media (e.g. Snapchat) to advertise and maintain this base.

The rise in unhoused youth and families has also increased youth vulnerability as unhoused youth are often exploited, trafficked, or used to deal drugs. MYST has documented youth being trafficked to the mainland, other parts of Vancouver Island, and in downtown Victoria.

Skyrocketing cases of mental health issues, drug use and addictions in the region – particularly in the past five years – are exacerbating these vulnerabilities significantly. With the normalization of opiates and other “party drugs”, youth between the ages of 11-18 are increasingly using. Predators will often use drugs as a tool to continually exploit the youth once they become addicted. Cases of fentanyl use amongst at-risk youth have resulted in some of the overdose deaths we have seen in the region, including one case of a twelve-year-old.

Online exploitation has also dramatically increased in the past five years, with significant mental health effects. It is noted that exploitation started via online grooming has a greater tendency to escalate into high-risk violence when this shifts to face-to-face. The dissolution of healthy families and extended family units – due to increased poverty – is one cause several interviewees cited as the reasons for young people’s susceptibility to online exploitation. Online and face-to-face sexual exploitation of both girls and boys has also been on the rise, also often preying on young people’s drug addictions or debts.

Overall, MYST has observed an increase in the number of youth being exploited, and a growing number of younger children are being targeted, exposed and exploited. MYST is increasingly being contacted by elementary schools and parents who are concerned about their kids who are under age 12. Cases in which youth are themselves the predators exploiting their peers are also on the rise. According to MYST: *“the tide of violence on our streets is rising and online exploitation is increasingly normalized...Young victims are experiencing trauma, including suicidal ideation.”* Significant trauma impact has been observed in youth who witness and/or participate in violent acts associated with gangs.

3. FINDINGS: IMPACT OF THE MYST PROGRAM

This review found MYST to be a unique, multi-disciplinary, inter-institutional partnership through which the team has built significant relationships of trust and support with young people from across the CRD. Youth have been highly responsive to engaging with the unique team of a police officer and youth counselor work together, and MYST has built significant trust and relationships, including maintaining relationships even after youth pass the age of 18. Interviewees commented that this is one of the most unique elements of MYST as most other actors within the various systems (health, education, justice, police, social services, etc.) *simply are not able to invest the kind of time into relationship-building and meeting young people “where they are, and where they are at” as the MYST team has.* This has also given them unique access to the latest information ‘on the street’, which has proved critical for a wide range of service providers and the police.

MYST is often the first – *if not the most critical* – point of contact for *young people in crisis, and their families:*

- As of June 2024, MYST had 254 youth (active cases) to whom they were offering direct support, offering consultations to a wide range of agencies, monitoring for risk and/or providing support to parents and caregivers. All of these youth are at severe risk of, or experiencing exploitation, related to drug addiction, homelessness, mental health issues, sexual exploitation, trafficking, violence, gang recruitment and entanglement
- MYST continues to support 23 youth who have “aged out” (over age 18), recognizing that this critical support has important downstream effects for both these individuals and the wider community
- MYST’s advancement of protection and/or intervention orders has resulted in the prevention of potentially numerous criminal offences by 100+ youth
- MYST has conducted presentations on healthy relationships, exploitation and gangs to 23 schools representing 2,530 students in 11 schools across the CRD
- MYST has made presentations to the following agencies: Crown, MCFD, Surrounded by Cedar, Queen Alexandra Hospital, Victoria Native Friendship Center, Child and Youth Mental Health, Detox

Positive outcomes of MYST’s work for youth can be measured on a continuum of indicators, ranging from: reduced police contact; locating missing persons; exiting from gangs and exploitative relationships and situations; transitioning to long term counselling programs; reunification with families; strengthening foster parent relationships; engagement with services; increased mental and/or physical health; increased positive engagement in (and/or or a return to) school; and accessing employment programs and other pro-social activities. ***Progress along this spectrum has been documented for the majority (+/- 88%) of youth that MYST has supported to date.*** Positive outcomes for numerous families have also been tracked.

Insofar as they have been able to successfully support and direct young people away from exploitation, harm and risk, ***MYST is making an important contribution to the prevention and reduction of crime, exploitation and violence in the Greater Victoria Area.*** They are directly contributing to increased community safety on the streets, at schools and in the home. MYST is thus indirectly reducing the burden on numerous systems and actors in the region, at a time when these systems are facing unprecedented pressures from intersecting social, economic and health crises in the region.

However, beyond reducing the burden on other agencies and services, MYST was found to be directly contributing to the work of police, child welfare, youth justice advocates, health care workers, educators, school administrators, and government actors, due to the unique information and data to which they have access through their connections and relationships with young people. Interviewees unanimously agreed that MYST offers unique value to the community in the following ways:

- **Providing multi-jurisdictional coverage:** MYST is not restricted to working in one sector or geography, instead following youth across geographies and systems. This offers more effective wraparound support to youth that better meets their needs and the needs of their parents and families.
- **Partnering with all sectors and agencies:** Interviewees noted the way in which MYST was constantly partnering and liaising with different sectors, agencies and systems (education, health, legal, child welfare, etc.). MYST maintains vital ongoing partnerships with provincial ministries, local government and non-governmental agencies, Victoria and regional police departments, CRD municipalities, schools, the Capital Region Action Team for Sexually Exploited Youth (CRAT/SEY), which is affiliated directly with VFCYJC, hospital staff, mental health workers and Vancouver Island Health Authority staff. However, they also actively partner through events, training, and putting positive supports in place for young people.
- **Acting as advocates and “quarterbacks” for youth:** The team is cited as operating as “quarterbacks” for youth as they move through the legal system via Child and Youth Advocacy Centres (e.g. Westshore, Victoria), and plays important roles such as introducing youth to specialized investigator teams (where more involved investigations are needed) in ways that support these actors to more readily establish trust, safety and comfort with youth.
- **Breaking down information silos and connecting actors and information:** By moving across geographies and systems, MYST helps to break down silos of information and understanding that often exists within and between institutions and sectors. Interviewees

reported receiving highly valuable information from MYST about youth that directly advanced their own ability to support them.

- **Relationship-orientation and long-term engagement with youth:** Relationship-building takes time and is particularly important when working with youth who are experiencing – or at risk of – exploitation. MYST was identified as being exceptionally skilled at building these relationships and maintaining long-term engagement with youth in the region. Having someone with a youth-centred counseling approach was also seen as critical to building trust, understanding and a sense of mutual respect. Having consistency of MYST personnel is crucial to the ability of this team to offer support, prevent exploitation and share information with different actors in the region, including the police.
- **Unique combination of a police officer and a youth counselor:** This was seen as a factor that has built curiosity and willingness amongst youth to build trust and relationships with the team. Interviewees noted that many young people would not necessarily ‘hang out’ with a police officer, but that the presence of a counselor has enabled this trust-building to take place. Some noted that the particular information that the police officer could offer – about aspects of the criminal justice system – was incredibly valued and useful to the youth they too had interacted with.
- **Strength-based approach of the team:** Interviewees consistently noted that the style of the MYST personnel was non-hierarchical and empowering, working with them in respectful ways to identify other positive life pathways, such as through programs like the Rock School program.
- **Visibility in community:** Having a mobile team who ‘walks the street’ was seen as offering a critical service, making it known amongst youth that there was a resource available to them, and removing barriers many youth would experience in accessing support.
- **Having their ‘finger on the pulse’ of trends occurring with youth:** From being the first to identify online exploitation happening decades ago, MYST team members hear the ‘word on the street’ directly from young people who confide in them and share critical information. This information proves critical to advising many local agencies with respect to current trends, etc. Interviewees noted that many youth actively recommend to other youth that they trust and engage with MYST, again underlining the importance of staffing continuity within these roles.

- **Particular skills and expertise of current team members:** It would be remiss to leave out that all interviewees spoke of the particular skills, experience, qualities and capacities of the current MYST team members. Genuine concern and care, sensitive, innovative, youth-centred engagement and approaches, and highly knowledgeable about the systems they are navigating - are some of the qualities interviewees identified. Whilst the recommendations below focus on securing funding and long-term support for MYST in general, it is also noted that the long-term retention of the current MYST personnel is viewed as a critical element to ensuring that MYST's current impact is maintained, and the strategic growth of MYST's operations is optimized through appropriate succession planning and capacity building of future personnel.

2 ANALYSIS AND CONCLUSIONS

The following conclusions were reached based on a comprehensive analysis of the data reviewed.

Conclusion 1: Current reductions in funding mean the MYST program is having to significantly reduce its services and may eventually have to shut down.

As of the week of September 30th, 2024, the counsellor position in MYST will be reduced to only two days/week, due to lack of funding for the program. Not all regional police departments have confirmed their ongoing funding for MYST, which could result in reducing the budget allocation of the police position for MYST dramatically. Inconsistent, precarious funding of MYST threatens staff retention and ongoing consistency of program staff and their relationships with youth, that have been so critical to the program's effectiveness.

Conclusion 2: Long-term commitment in the form of funding, inter-institutional collaboration and strategic planning is required by actors from across all levels of government (municipal, provincial and federal), civil society, criminal justice, police, education and health to support and ensure the ongoing services provided by MYST.

MYST's mandate affects the public safety and well being of families, young people and communities across the Capital Regional District. The work of MYST directly contributes to achieving the mandates of all agencies concerned with local, regional and federal governance, health, education, community and family services, legal services, police and the criminal justice system. However, there has been no strategic, inter-institutional long-term plan or agreement for supporting MYST moving forward. This includes attending to the need to ensure continuity of MYST personnel to secure current impact and to support the strategic growth of the program and its impact, and the need to engage in succession planning, training and capacity building and human resources into the future.

Conclusion 3: MYST is an existing strength and resource in the region, offering local actors the critical opportunity to invest in effective prevention and intervention in a highly cost-efficient way, which is not being offered by any other existing service in the region.

The health, education, criminal justice, community and family services systems are well poised in the region for critical preventative and interventionist support. Trends towards increased gang presence and increasing exploitation needs to be acted upon now, to prevent compounding exploitations that are resulting (e.g. predators grooming of youth now includes conditioning these youth into child pornography and pedophilia). MYST has a proven track record with respect to its work in the areas of intervention and prevention of youth exploitation cases.

Conclusion 4: MYST's current and anticipated future workload is untenable and unsustainable for even one MYST team, let alone the reduced capacity of the team moving forward.

Even the pre-existing team of two full-time personnel, which is no longer be in place as of the week of September 30, 2024, would not be able to keep up with growing number of youth in need, as risks increase. Gang presence continues to be on the rise in the region and the complexity of youth exploitation is dramatically increasing (e.g. predators grooming of youth now includes conditioning into child pornography, etc.). There has been an increasing demand on MYST for educational support and training of young people, educators, parents, community agencies and members. Even when operating one full-time team, MYST support and services have been needed around the clock, which a single team could not physically provide. Long-term commitment of funding for a minimum of two police positions is needed from police agencies to address the level of need currently documented in the region. Secure, long-term funding for a minimum of two counselor positions is also needed.

Conclusion 5: Given MYST’s track record as an effective, cost-efficient, inter-institutional and cross-jurisdictional approach to youth gang prevention, there is a significant opportunity to research MYST as an innovative, youth-centred adapted wraparound model that could be replicated by other municipalities and capital regional districts across Canada.

The issues BC’s CRD are facing with respect to youth gang exploitation and entrenchment are urgent. However, they are not unique to our region or province alone. Municipalities and capital regional districts across Canada – and North America – are facing relatable crises. *The unique factor about our CRD is we have an effective and cost-efficient model for offering wraparound support to young people already in place: MYST.* Long-term research on this program could document and showcase a replicable model that would benefit other cities, whilst further strengthening MYST in our own community by continuing to build on success factors and evidence for what works.

3 RECOMMENDATIONS

Recommendation 1:

To urgently secure long-term, five-year funding (2024-2029) to support a minimum of two full-time MYST teams, each consisting of one police officer and one counsellor.

Moving forward, the total **estimated annual budget** needed to support two full-time MYST teams is approximately \$670,000-\$700,000, including all staffing, administrative, infrastructure and operational costs.

Recommendation 2:

To urgently convene local leadership across education, health, police, legal services, child and family services, and all levels of government to strategize and guide long-term, inter-institutional funding mechanisms and strategies for MYST.

The primary goals for the multi-sector, inter-institutional meetings would be to: (i) establish clear, long-term (2024-2029) budget-sharing agreements across agencies and levels of government (municipal and provincial) to ensure the long-term funding for MYST; and (ii) generate long-term planning with respect to MYST human resources, financial and monitoring and evaluation strategies. Community support and institutional leadership is urgently needed to raise the long-term secure support needed by the MYST program.

Recommendation 3:

To conduct research on MYST as a youth-centred, modified wraparound model that could be replicated in other municipalities and capital regional districts across Canada.

The MYST program not only needs to be sustainably funded to avert its closure and reduction of services, it needs to be expanded upon, recognized and replicated, moving forward. Long-term research on this program could offer replicable models for other cities across Canada and North America, and help further strengthen MYST's approach in our own community by continuing to build on success factors and evidence for what works. Inter-institutional research partnerships could leverage substantial federal government funds to support these components.

4 CONCLUDING REMARKS

MYST is a critical upstream intervention that is proven, effective, and cost-efficient, offering unique value to youth, their families, the wider community, and multiple agencies working to make our community safe and healthy. Many interviewees advised that the MYST team should be “more than doubled”. With this in mind, this report aims to advocate for the immediate funding of two MYST teams, whilst securing leadership and partnership moving forward, so we have a shared solution for achieving the thriving, healthy and safe community we all hope to have in the future.

For comments or questions, please do not hesitate to contact Dr. Rebecca Nelems @ RNelems@athabascau.ca.

Sincerely,



Rebecca Nelems, PhD

Assistant Professor, Centre for Social Sciences, Athabasca University (AU)

Associate Faculty, School of Leadership Studies, Royal Roads University (RRU)

Certified Trainer & Quality Assessor, Center for Youth Program Quality (CYPQ)

5 APPENDICES

5.1 MYST Team Testimonies

5.2 Key Informant Interviews (KIIs)

5.3 List of Documents Reviewed

5.4 Letters of Support for MYST Proposal

5.1 MYST Team Testimonies

Testimony – Mia Golden, MYST Counselor

I have been working as the counsellor half of the MYST team since January 2014. The MYST mandate focuses on the prevention of youth exploitation which includes online exploitation, sexual exploitation, sex trafficking, and gang recruitment. It is busy. Never have I worked in a program that was so busy. The work is intense, challenging, emotional at times, enriching, and you never know what the day will bring. The only constant is every morning you hope there isn't a message or a voicemail alerting you of a youth passing. It's a strange way to start the day, but it's now second nature.

This is not a job for one person. It's not even a job for two. Yes, we have been doing it, but it isn't sustainable. The level of risks to youth has increased since I first began. When I first began, we still had SLOs in the schools. They too were building relationships with students and were often the first point of contact when a youth disclosed an exploitive experience. Now we are that point of contact. School staff understand the distress involved in a disclosure and reach out to our team knowing the response will be developmentally appropriate and trauma informed. Not everyone has that training, so they want to ensure the child is met with the best potential response possible. So, they call us.

The skillset involved for the team is unique given the complexities of the cases we are met with each day. The counsellor best suited for this position has significant experience working with youth, marginalized individuals, systems, and a strong parent education background. The police officer half needs to be cloned from my current partner, Cst. Gord Magee. His ability to see all the moving parts within a file is extraordinary. Despite MYST not taking on the investigative side of any files, Gord consistently knows the trajectory of a file and what needs to be done and as a result so many files that are forwarded to their designated investigator have significant background work done to support the continued work on it. And then there is his temperament. Members of this team require specific empathy and understanding of all the behaviors of those we work with. Whether it's the families or the youth. This job is riddled with frustrating scenarios. Having the capacity to see through it and debrief with your partner is what makes the people on this team able to continue on. Currently, with just the two of us, we only have each other to debrief and strategize with. We happen to do extremely well together, and I believe that is why we have been able to sustain the quality of work and attentiveness to those who reach out for services. But when one of us takes a few days off, the load is not manageable. Well, it is currently not manageable, but when having to go solo it is overwhelming.

There is nothing like this work. But it is heavy. A new trend we are seeing are youth are not only being groomed online for images and videos, but pedophiles are now also grooming children and youth to watch child pornography and abuse images within their sexual talks with the pedophiles. That a "MAP" is just another part of the LGBTQ continuum. What is a MAP? It's a Minor Attracted Person. Children and youth are being targeted for indoctrination into the world of pedophilia as well as the BDSM community.

We have gang members from the mainland recruiting middle and high school students, and we recently met with some elementary school students who were vaping.

The number of youth who are becoming addicted to substances and being sex trafficked and exploited is staggering.

Most days we get a call from a parent or school with at least one new referral. We cannot keep up. We are also relied on to provide school presentations on gangs, exploitation, consent, and the impact of pornography on the brain. We are also regularly asked to come in and give talks to school and community resources' staff.

I could go on about this work because there is so much involved, I could go on about how working with my partner has made all the difference in this work, I could go on about the intensity and often extremely dark side of this work and how critical self-care is to avoid or manage vicarious trauma. But I will also say there is nothing like this work. It is important, I would say it's critical. Not only for our youth and their families, but for our communities and society as a whole. We need the future to be healthy, and prevention and immediate interventions are what is needed. Two people doing this work (while collaborating with other valuable services and organizations) is a start, but it is not going to give us the outcomes we need. We need a bigger team.

Thank you,

Mia Golden

June 15, 2024

Testimony – Cst Gord Magee, MYST Police Officer

I have been a police officer for 27 years in 2 countries. I have held various roles over the years. Since being the successful applicant for the police officer half of MYST in 2020, I have had the honour of working with Mia Golden as my partner. I remember her saying at the beginning of our partnership, “Hold on!” The nature of the calls we get from parents, community partners and youth themselves is nothing short of horrific. From drug addiction, mental health and exploitation to gang involvement and sex trafficking, the work takes an even greater personal toll because it involves kids. The complexity of these issues and the fact that meaningful, immediate intervention must be voluntary, certainly makes an already difficult job, much more so. One youth will have multiple contacts from MYST, forming strong, positive relationships. There will also be numerous meetings and consultations with parents, guardians and community partners in relation to this youth. Multiply this by approximately 160 youth and rising, and the sheer volume makes it quite clear that this is unsustainable for 2 people for the entire CRD. The number of contacts from schools has increased since School Liaison Officers have been removed. Issues that arise in the school community that would normally be addressed by SLO’s are now being handled by patrol and MYST, which is already overtasked. We also provide presentations in schools and community centres in the CRD on healthy relationships, consent and gangs which is part of the proactive role of MYST.

On a personal note, my daily routine starts with apprehension in checking my work phone in the morning to see if a youth has died. That’s before I leave my house. This is also not sustainable. As partners, Mia and I rely heavily on each other for our mental health. I have started seeing the department psychologist due to the pressure and gravity of this role. This is part of the proactive approach that enables me to manage all that this role entails.

The current model of MYST and the burden the workload places on Mia and myself is not sustainable. There needs to be more teams to effectively continue to support youth and their families. I want to make it clear that this particular role is the most important one I have undertaken in my 27 years as a police officer and one that I am honoured to hold. I would like to remain in this role for as long as I can. We have formed great working relationships with our community partners and have an excellent reputation in the community. We will be able to accomplish so much more with more staff.

Thank you,

Cst Gord Magee

June 11, 2024

5.2 Key Informant Interviews (KIIs)

In preparing this report, 12 confidential Key Informant Interviews (KIIs) were conducted with individuals with the following institutions who have direct experience working with MYST:

- BC Government
- Vancouver Island Health Authority
- Victoria Family Court and Youth Justice Committee (members include municipal councillors, school district trustees and Capital Regional District appointees)
- Victoria Child Abuse Prevention and Counselling Centre
- Safer Schools Together
- School District 61
- School District 62
- Pacific Centre Family Services Association (PCFSA)
- Victoria Police Department

5.3 List of Documents Reviewed

- PCFSA, 2022-2023 Gun and Gang Violence Action Fund (GGVAF) – Quarterly Progress Report – Quarter 1
- PCFSA, 2022-2023 Gun and Gang Violence Action Fund (GGVAF) – Quarterly Progress Report – Quarter 2
- PCFSA, 2022-2023 Gun and Gang Violence Action Fund (GGVAF) – Quarterly Progress Report – Quarter 3
- PCFSA, 2022-2023 Gun and Gang Violence Action Fund (GGVAF) – Quarterly Progress Report – Quarter 4
- PCFSA, 2021 Year End Report, Gun and Gang Violence Action Fund (GGVAF)
- PCFSA, 2019 Year End Report, Gun and Gang Violence Action Fund (GGVAF)
- PCFSA Annual Report, CRED, 2016-2017
- PCFSA Annual Report, CRED, 2017-2018
- PCFSA Annual Report, CRED, 2018-2019
- PCFSA, External evaluation report, Youth Gang Intervention and Mentorship Initiative (YGIMI), April 2013
- MYST REPORT 2023 for VFCYJC
- Luring Investigation started by MYST
- [Surrey man faces luring, sexual assault charges | Vancouver Sun](#)
- Letter of Support – Laura Vye, Victoria Child Abuse Prevention and Counselling Centre
- MYST YOUTH template – running active list (some have aged out, but are still being offered support from MYST as there are few other supports)
- Missing Youth Reports 2023
- PCFSA, Media Statement, CRED, March 15, 2018
- Rock School Proposal
- Letter of Support for Constable Gord Magee
- MYST: Explain your role
- 2022 CRED Advocacy letter VFCYJC
- Case Study of youth supported by MYST
- Victoria Family Court and Youth Justice Committee, “Increased Funding and Staff Resources for MYST/CRED”, October 7, 2022
- Victoria Family Court and Youth Justice Committee, “Letter to the Minister of Public Safety and Solicitor General,” November 20, 2023
- Letter, “CRED Program and Civil Forfeiture Funding”, by Insp. Michael Brown Officer in Charge – MYST Victoria Police Department, November 22, 2022
- Marie-Terese Little, Mayor, District of Metchosin, Letter to The Honourable Grace Lore, Minister of Children and Family Development The Honourable Mike Farnworth, Minister of Public Safety and Solicitor General The Honourable Niki Sharma, Attorney General, February 15, 2024

- Policing and Security Branch Ministry of Public Safety & Solicitor General, BC Government, “One-time Funding: Pacific Centre Family Services Association”, March 31, 2023
- Greater Victoria Police Integrated Units, Annual Report 2020-2021
- Greater Victoria Police Integrated Units, Annual Report 2021-2022
- PCFSA Special Report to the Chiefs of Police for the Capital Regional District, BC, CRED Program, May 2014

Letters of support for expanding the MYST team were also reviewed and received from individuals from:

- Victoria Child Abuse Prevention and Counselling Centre
- Victoria and West Shore Child and Youth Advocacy Centres (CYAC)
- Safer Schools Together
- Greater Victoria School District (GVSD) 61
- Youth & Family Mental Health and Substance Use (CYFMHSU)
- Ministry of Children and Family Development (MCFD)
- Capital Region Action Team
- Victoria Family Court and Youth Justice Committee (VFCYJC)



Collaborating for Change: Addressing youth gang exploitation in Greater Victoria

Presentation to SD61

November 25, 2024

Dr. Rebecca Nelems, Athabasca University

RNelems@athabascau.ca

Youth gang exploitation in Victoria, BC has become a “wicked problem”

Youth gang exploitation / entrenchment is on the rise in Victoria, exacerbated by unprecedented poverty, homelessness, opioids crisis, youth mental health issues, sexual and online exploitation

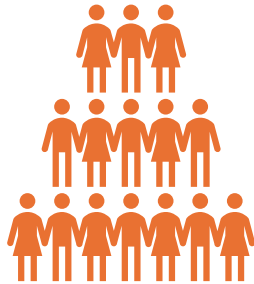


“Wicked problems” are highly complex challenges that cross sectors, authority structures, policy arenas, group interests, political boundaries, geographic, political and administrative jurisdictions (Weber & Khademan, 2008)



Wicked problems require collaborative, multi-sectoral, systems thinking solutions (Robinson, 2015)

Mobile Youth Service Team (MYST)



MYST is a highly **effective, cost-efficient, community-based** program currently providing unique, critical support to 250+ youth and their families, including those most-at-risk.



MYST is a **2-person team (recently reduced to 1.4)** and its caseload *indicates its capacity, not the demand* for MYST services.



MYST has a **success rate of approximately 88%**, including youth exiting from gang and gang exploitation, and having increased pro-social activities.

A lack of funding for MYST poses direct risks for Victoria's youth, their families and the wider community

- Despite a 10+ year track record, **MYST remains precariously funded**, falling through the cracks of agencies' jurisdictional and institutional funding silos
- According to public health experts, **institutional funding practices and policies** can themselves constitute risk factors, as “structural determinants” (Heller et al., 2024) of communities' health and well being
- Reducing the efficacy of MYST **negatively affects the entire community**



This youth-centred,
action-oriented research
aims to create funding security
for youth gang prevention in
Greater Victoria
by bringing key agencies and
institutions together
to collaborate in new ways

- Often research focuses on how to best address a wicked problem such as youth gang entrenchment, however, Victoria already has a highly effective model in MYST
- With collaboration from Athabasca University (AU), Pacific Centre Family Services Association (PCFSA) and the Victoria Family Court and Youth Justice Committee (VFCYJC), this research *turns the spotlight on our institutional practices and funding mechanisms*, to answer:

How might we best ensure long-term, sustainable funding of effective youth gang prevention programming in Greater Victoria?

Planned Research Outcomes

1. New forms of inter-agency collaboration secure long-term, inter-agency funding for youth gang prevention programming in Greater Victoria
2. Support for youth at risk of gang exploitation and entrenchment in Greater Victoria is bolstered
3. Greater Victoria's collaborative approach to youth gang prevention will be shared as a model that other cities across Canada can replicate



Thank you

Dr. Rebecca Nelems (RNelems@athabascau.ca)

Assistant Professor, Centre for Social Sciences, Athabasca University (AU)

Associate Faculty, School of Leadership Studies, Royal Roads University (RRU)

Certified Trainer & Quality Assessor, Center for Youth Program Quality (CYPQ)

Areas of expertise: Community-based & youth-centred research; youth gang prevention; transformative systems change theory; institutional capacity building; collaborative leadership; DEI, decolonization, and social justice; participatory research design and methodologies.



Greater Victoria Teachers' Association

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September 27, 2024

Via Email

The Honourable Rachna Singh , M.L.A.
Minister of Education and Child Care

Dear Minister Singh,

Re: Ministerial Directive on safety in School District 61

The Great Victoria Teachers Association (GVTA) is deeply concerned about the anti-democratic circumvention of local governance processes the Ministry of Education and Child Care has engaged in to deliver this directive. In taking this action, the ministry has undermined the authority of our board, and created perfect conditions for their removal should a government hostile to public education or progressive values be elected. The timing could not be worse for governance in School District 61.

The Ministry was made well aware of the timeline of the Greater Victoria School District Board of Trustees and the Board's commitment to respond to Ministerial concerns and questions following their September 23rd meeting. Rather than respect the democratic processes of the Board, the Ministry has taken the unprecedented step of ordering the Board to take action that they have not discussed or been consulted on.

The demands of the Ministerial Directive are concerning in their own right. Each point ignores the years of work and community consultation undertaken by the Board and the teachers of SD61 to implement robust safety plans, and ignores the actual needs of our schools. As president of the GVTA, I regularly speak with teachers at all our schools as well as senior administration across the District. We know that the alleged increase in gang violence and recruitment is not something we see day to day in our schools, and despite repeated requests to the police to provide any evidence they have of this, it has not been forthcoming. What is real are the dire conditions in public schools which are a direct result of ongoing austerity funding. Those working in and attending schools face a lack of basic classroom resources and supplies let alone the lack of extracurricular enrichments students need, a severe lack of counsellors and mental health services, filthy and unmaintained buildings, overcrowded classrooms, and not nearly sufficient

specialist learning support to meet the desperate need. These unsustainable working conditions are leading to a mass exodus of teachers and other education workers from an unmanageable career. It is outrageous that police seemingly have a direct conduit to the Minister of Education while teachers on the ground in our schools are routinely left unheard.

Though it remains unsaid in the directive, it is clear that it is, at least partially, in response to the decision of the Board to end the School Police Liaison Officer (SPLO) program. The SPLO program was ended pending clarity on the program's purpose and evidence of the program's efficacy and need in matters that cannot be handled by non-police services, superseding the potential harms that the casual presence of police in schools may cause. This was in accordance with the recommendations of BC Human Rights Commissioner Kasari Govender, and regular reporting by the BC Human Rights Commission.

This directive is not about creating a safety plan. If it was, it would have acknowledged the work already done to provide for the holistic safety of students at schools and not narrow the meaning of safety to only what is provided by law enforcement. This directive is about forcing the school district to defer to police over how to handle student safety, effectively circumventing the democratic control of schools. Local police services have consistently delayed and ignored the overtures for cooperation on matters of school safety that the Board has given them, only to turn around and act as if they are the aggrieved and ignored party. If there is a faltering relationship between police services and the Board it is entirely the responsibility of the police.

Sincerely,

A handwritten signature in black ink, appearing to read 'Carolyn Howe', with a stylized flourish at the end.

Carolyn Howe

President

Greater Victoria Teachers' Association

cc: GVTA Executive Committee; SD61 Board Chair Nicole Duncan; SD61 Superintendent Deb Whitten; BCTF President Clint Johnston; BC Human Rights Commission Kasari Govender; BC Civil Liberties Association



CORPORATION OF THE TOWNSHIP OF ESQUIMALT

Municipal Hall, 1229 Esquimalt Road, Victoria, B.C. V9A 3P1
Website: www.esquimalt.ca Email: info@esquimalt.ca

Telephone (250) 414-7100
Fax (250) 414-7111

File No. 0550-11

October 9, 2024

Greater Victoria School District No. 61
Nicole Duncan, Board Chair, Greater Victoria School District No. 61
556 Boleskine Road
Victoria, BC V8Z 1E8

Via email to: nduncan@sd61.bc.ca

Dear Greater Victoria School District 61 Board of Education Chair Nicole Duncan and Trustees:

Re: Consideration of a Trustee Electoral Area election model

I am writing on behalf of the Township of Esquimalt Council to ask that the Greater Victoria School District 61 consider implementing a Trustee Electoral Area election model for the upcoming 2026 Local Government/Board of Education elections.

Key components of the Township of Esquimalt's 2023-2026 Council Priorities involve good governance and organizational excellence as well as strong relationships and partnerships. It is in this spirit we make this request as it could provide improved local area representation.

In supporting these priorities, the Township of Esquimalt Council passed the following motion at our September 23, 2024 meeting:

"THEREFORE, BE IT RESOLVED that the Township of Esquimalt ask that the Greater Victoria School District 61 Board of Education consider a Trustee Electoral Area election model to be implemented in time for the 2026 Local Government/Board of Education elections.

AND BE IT FURTHER RESOLVED that the Township of Esquimalt author letters to the City of Victoria, District of Saanich, District of Oak Bay, Town of View Royal, District of Highlands, the Songhees Nation and Esquimalt Nation informing them of the Township's request to the Greater Victoria School District 61 Board of Education."



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The vast majority of B.C. school districts that serve multiple municipalities, including three of the four school districts within the Capital Regional District, have already implemented a Trustee Electoral Area election model whereby local communities each separately elect their own School Trustee representative(s) to help optimize fair and equitable school board representation among the various communities. We support consultation and representation for First Nations Communities as well. In addition to achieving more geographically balanced representation, such a model would also help make school trustee elections more efficient for each administering municipality as well as improving access and reducing barriers for school trustee candidates while strengthening connectedness between local candidates and their community's voters.

The Township of Esquimalt recognizes and respects your Board of Education's autonomy in selecting the best representation model for electing school trustees within Greater Victoria School District 61.

As such, please give consideration of our request of your Board. If you are agreeable to consideration of our request, we anticipate and appreciate that your consideration will require consultation with each municipality and Indigenous community included within School District 61 as well as approval from the Ministry of Education. By giving this matter consideration now, you are enabled with sufficient time to implement a Trustee Electoral Area model for the 2026 Local Government/Board of Education elections in the event that you ultimately opt to make this change for the school district in which we all share.

Sincerely,

Mayor Barbara Desjardins

Attachments:

- Appendix A** - Election Systems for CRD School Districts
- Appendix B** - List of BC School Districts that Elect Trustees Proportionally by Community/Trustee Electoral Areas

Appendix A: Election Systems for CRD School Districts.

There are four school districts within the CRD which elect school board trustees as follows:

Greater Victoria School District #61:

- 9 trustee positions elected 100% At-Large.
- No local community/geographic representation guaranteed.

Sooke School District #62:

- 7 trustee positions elected separately from two Trustee Electoral Areas:

Trustee Electoral Areas	Number of Trustees
Belmont Zone – Langford, Colwood, Metchosin, and a portion of Highlands	Four
Milnes Landing Zone - Sooke, Port Renfrew	Three
TOTAL	Seven

Saanich School District #63:

- 7 trustee positions elected separately from four Trustee Electoral Areas:

Trustee Electoral Areas	Number of Trustees
District of North Saanich	Two
Town of Sidney	One
District of Central Saanich	Two
Partial District of Saanich	Two
TOTAL	Seven

Gulf Islands School District #64:

- 7 trustee positions elected separately from five Trustee Electoral Areas:

Trustee Electoral Areas	Number of Trustees
Salt Spring Island	Three
Galiano Island	One
Pender Islands	One
Saturna Island	One
Mayne Island	One
TOTAL	Seven

Appendix B: List of BC School Districts that Elect Trustees Proportionally By Community/Trustee Electoral Areas:

In B.C., there are 60 public school districts of which 44 serve multiple municipalities with representation elected proportionally by community with the Trustee Electoral Area model. The remaining 16 school districts predominately serve only one municipality and, therefore, appropriately elect school trustees at-large within their single municipality (e.g. Vancouver District 39, Burnaby District 41, Richmond District 38, etc.).

In contrast to School District 61, almost all other B.C. school districts that serve more than one municipality have implemented an equitable election by the Trustee Electoral Area system including as follows:

SCHOOL DISTRICT	Separated Trustee Electoral Areas for Electing School Trustees
District 5 - Southeast Kootenay	<u>Five Electoral Areas:</u> <ul style="list-style-type: none"> • City of Cranbrook • District of Sparwood • City of Fernie • District of Elkford • Regional District of East Kootenay Rural Area
District 6 - Rocky Mountain	<u>Five Electoral Areas:</u> <ul style="list-style-type: none"> • City of Kimberley • Town of Golden • District of Invermere • Village of Canal Flats • Village of Radium Hot Springs
District 8 - Kootenay Lake	<u>Six Electoral Areas:</u> <ul style="list-style-type: none"> • City of Nelson • Town of Creston • Salmo, Taghum & Blewett • Village of Kaslo & North Rural Zone • Slocan Valley / Bonnington • South Rural Zone
District 10 - Arrow Lakes	<u>Four Electoral Areas:</u> <ul style="list-style-type: none"> • Ward system with trustees elected by 4 separated geographic zones
District 20 – Kootenay Columbia	<u>Six Electoral Areas:</u> <ul style="list-style-type: none"> • Ward system with trustees elected by 6 separated geographic zones
District 22 - Vernon	<u>Three Electoral Areas:</u> <ul style="list-style-type: none"> • City of Vernon • District of Coldstream

	<ul style="list-style-type: none"> • Village of Lumby
District 23 - Central Okanagan	<u>Four Electoral Areas:</u> <ul style="list-style-type: none"> • City of Kelowna • City of West Kelowna • District of Lake Country • District of Peachland
District 27 – Cariboo Chilcotin	<u>Seven Electoral Areas:</u> <ul style="list-style-type: none"> • Ward system with trustees elected by 7 separated geographic zones
District 35 - Langley	<u>Two Electoral Areas:</u> <ul style="list-style-type: none"> • Township of Langley • City of Langley
District 36 - Surrey	<u>Two Electoral Areas:</u> <ul style="list-style-type: none"> • City of Surrey • City of White Rock
District 42 - Maple Ridge/Pitt Meadows	<u>Two Electoral Areas:</u> <ul style="list-style-type: none"> • City of Maple Ridge • City of Pitt Meadows
District 43 - Coquitlam	<u>Four Electoral Areas:</u> <ul style="list-style-type: none"> • City of Coquitlam • City of Port Coquitlam • City of Port Moody • Villages of Anmore and Belcarra
District 44 – North Vancouver	<u>Two Electoral Areas:</u> <ul style="list-style-type: none"> • District of North Vancouver • City of North Vancouver
District 46 - Sunshine Coast	<u>Three Electoral Areas:</u> <ul style="list-style-type: none"> • Upper Sunshine Coast • Central Sunshine Coast • Lower Sunshine Coast
District 48 - Sea to Sky	<u>Five Electoral Areas:</u> <ul style="list-style-type: none"> • District of Squamish • Resort Municipality of Whistler • Village of Pemberton • Regional District Area C • Regional District Area D
District 49 - Central Coast	<u>Two Electoral Areas:</u> <ul style="list-style-type: none"> • Ward system with trustees elected by 2 separated geographic zones
District 50 - Haida Gwaii	<u>Five Electoral Areas:</u> <ul style="list-style-type: none"> • Ward system with trustees elected by 5 separated geographic zones

District 51 - Boundary	<u>Five Electoral Areas:</u> <ul style="list-style-type: none"> • City of Grand Forks • Christina Lake • Kettle Valley East • Kettle Valley North • Kettle Valley West
District 52 - Prince Rupert	<u>Two Electoral Areas:</u> <ul style="list-style-type: none"> • City of Surrey • City of White Rock
District 53 - Okanagan Similkameen	<u>Four Electoral Areas:</u> <ul style="list-style-type: none"> • Town of Osoyoos • Town of Oliver • Village of Keremeos • Okanagan Falls
District 54 - Bulkley Valley	<u>Four Electoral Areas:</u> <ul style="list-style-type: none"> • Town of Smithers • Town of Houston • Village of Telkwa • Lake Kathlyn/ Evelyn/ Moricetown
District 57 - Prince George	<u>Three Electoral Areas:</u> <ul style="list-style-type: none"> • City of Prince George • District of Mackenzie • Robson Valley
District 58 – Nicola Similkameen	<u>Two Electoral Areas:</u> <ul style="list-style-type: none"> • City of Merritt • Town of Princeton
District 59 - Peace River South	<u>Four Electoral Areas:</u> <ul style="list-style-type: none"> • City of Dawson Creek • District of Chetwynd • District of Tumbler Ridge • Pouce Coupe & Rural Areas
District 60 - Peace River North	<u>Five Electoral Areas:</u> <ul style="list-style-type: none"> • Ward system with trustees elected by 5 separated geographic zones
District 62 - Sooke	<u>Two Electoral Areas:</u> <ul style="list-style-type: none"> • Belmont Zone • Milnes Landing Zone
District 63 - Saanich	<u>Four Electoral Areas:</u> <ul style="list-style-type: none"> • Partial District of Saanich • Town of Sidney • District of Central Saanich • District of North Saanich

District 64 - Gulf Islands	<u>Five Electoral Areas:</u> <ul style="list-style-type: none"> • Salt Spring Island • Galiano Island • Pender Islands • Saturna Island • Mayne Island
District 67 - Okanagan Skaha	<u>Three Electoral Areas:</u> <ul style="list-style-type: none"> • City of Penticton • District of Summerland • Rural Zone Area
District 69 - Qualicum	<u>Four Electoral Areas:</u> <ul style="list-style-type: none"> • Ward system with trustees elected by 4 separated geographic zones
District 70 - Pacific Rim	<u>Two Electoral Areas:</u> <ul style="list-style-type: none"> • Alberni Valley • West Coast
District 71 - Comox Valley	<u>Five Electoral Areas:</u> <ul style="list-style-type: none"> • City of Courtenay • Town of Comox • Village of Cumberland • Area A • Area C
District 72 - Campbell River	<u>Three Electoral Areas:</u> <ul style="list-style-type: none"> • Greater Campbell River • Quadra • Sayward Valley
District 73 - Kamloops/Thompson	<u>Five Electoral Areas:</u> <ul style="list-style-type: none"> • City of Kamloops • District of Barriere • District of Logan Lake • District of Clear Water • Village of Chase/Sun Peaks
District 74 - Gold Trail	<u>Seven Electoral Areas:</u> <ul style="list-style-type: none"> • Ward system with trustees elected by 7 separated geographic zones
District 75 - Mission	<u>Two Electoral Areas:</u> <ul style="list-style-type: none"> • City of Mission • Fraser Valley Regional District
District 78 - Fraser/Cascade	<u>Three Electoral Areas:</u>

	<ul style="list-style-type: none"> • Ward system with trustees elected by 3 separated geographic zones
District 82 - Coast Mountains	<u>Five Electoral Areas:</u> <ul style="list-style-type: none"> • City of Terrace • City of Kitimat • District of Stewart • Village of Hazelton • Thornhill Community
District 83 - North Okanagan/Shuswap	<u>Four Electoral Areas:</u> <ul style="list-style-type: none"> • City of Salmon Arm • City of Armstrong/ District of Spallumchen • City of Enderby/ District of Sicamous • Rural Zone Area
District 84 - Vancouver Island West	<u>Four Electoral Areas:</u> <ul style="list-style-type: none"> • Village of Zeballos • Village of Gold River • Village of Tahsis • Kyuquot Community
District 85 - Vancouver Island North	<u>Three Electoral Areas:</u> <ul style="list-style-type: none"> • Ward system with trustees elected by 3 separated geographic zones
District 87 - Stikine	<u>Five Electoral Areas:</u> <ul style="list-style-type: none"> • Town of Atlin • Dease Lake • Iskut • Lower Post • Telegraph Creek
District 91 - Nechako Lakes	<u>Six Electoral Areas:</u> <ul style="list-style-type: none"> • District of Vanderhoof • District of Fort St. James • Village of Burns Lake • Village of Fraser Lake • Village of Granisle • Grassy Plains/Francois Lake
District 92 - Nisga'a	<u>Five Electoral Areas:</u> <ul style="list-style-type: none"> • Laxgaltsap • Gitlaxtaamiks

	<ul style="list-style-type: none"> • Gitwinksihlkw • Gingolx • Nass Camp
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File: 0400.60

October 22, 2024

Greater Victoria School District No. 61
Nicole Duncan, Board Chair
556 Boleskine Road
Victoria BC V8Z 1E8

Email: nduncan@sd61.bc.ca

Dear Nicole Duncan:

Re: Consideration of a Trustee Electoral Area Election Model

At a meeting held October 21, 2024, District of Highlands Council passed the following resolution:

"That a letter be sent to the Greater Victoria School District No. 61 supporting the Township of Esquimalt's request of the implementation of a Trustee Electoral Area election model for the upcoming 2026 Local Government/Board of Education elections."

If you require any additional information, please contact me by email at airving@highlands.ca or by telephone at 250-474-1773.

Sincerely,

Amanda Irving
Corporate Officer

cc: Township of Esquimalt



Greater Victoria Teachers' Association

5-515 Dupplin Road Victoria BC V8Z 1C2
t. 250.595.0181 f. 250.595.0189 info@gvta.net gvta.net

The Honourable David Eby
Premier of British Columbia
PO BOX 9041 STN PROV GOVT
Victoria, BC V8W 9E1

November 8, 2024

Dear Premier,

I am writing to sincerely congratulate you on the successful election results. The Greater Victoria Teachers' Association worked hard, during this election period, to elevate issues important to teachers, students and families. As part of this work we held meetings in all forty-seven schools in Victoria. We met with teachers, identified issues in the parties' platforms that would directly impact education, and talked about what we felt was most important to strengthen and improve our public education system. We also engaged with the wider public, to ensure that education issues were highlighted in the public discourse.

It was clear in our school visits that, despite the real threats to education proposed by the Conservatives, there was a significant lack of enthusiasm for the NDP. Teachers shared their perspective that they have seen no significant concrete improvements to the state of education in the seven years you have held leadership. School staffing levels are insufficient to deliver the education our students deserve. Workload has become increasingly unmanageable. In fact, the shortage of teachers we see across the province is directly connected to untenable working conditions, which drive new teachers out of the profession. Every day, teachers strive to attend to students' incredibly varied academic, social and emotional needs. Essential to solving the teacher shortage is a meaningful improvement in the time teachers have available to adequately meet the ever increasing demands. While we applaud your election commitment to provide an Educational Assistant in all K-3 classrooms, and increase the number of teacher counselors, for the typical classroom teacher, this does not put more time in the day to prepare, assess, differentiate learning, respond to increasing issues of mental health and violence in classrooms, liaise with parents, and attend to the ever increasing administrative tasks teachers are required to do. As one secondary school teacher said, 'there is nothing in this platform for us and our students.' **The upcoming bargaining round provides an opportunity for your government to take these issues seriously and we urge you to ensure that adequate funding is available to BCPSEA so that this bargaining round can productively address these issues.**

Our facilities are outdated, and often unsafe. The state of our schools and the magnitude of funding required has been carefully documented in a June, 2024 report by the BC School Trustees Association. **We recommend that your government look closely at the needs identified in this report and incorporate these findings into your upcoming mandate.** In addition, we urge you to consider how facility upgrades

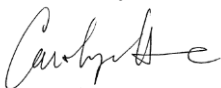
can be integrated with climate commitments. **Once a school is closed for seismic upgrades or significant facility improvements, the money should be there for the retrofit to make that school net zero.** (<https://bcsta.org/media-release-report-highlights-urgent-need-for-school-maintenance-funding/>)

While we are relieved that the new government is committed to inclusive schools, anti-racism initiatives, and fostering healthy social cohesion, it is important to recognize the political context in which this election took place. Working class families everywhere are dismayed with governments that are not addressing the most fundamental issue of our day: the rising inequality that manifests for ordinary people as unaffordable housing, high prices, stagnant or falling wages due to inflationary pressures, and lack of access to the services families need. In these circumstances, a political opening forms for those parties seeking to scapegoat others, such as our 2SLGBTQIA+ community, or new immigrants, for the shortcomings of the government. **We need bold action to fundamentally shift the allocation of wealth and resources in our society.** BC is a wealthy province, in a wealthy country. Yet that wealth is overwhelmingly concentrated in an elite few and in corporate profits. These should be the sources of funding to pay for the many services all citizens deserve, including public education. Simply printing more money through higher deficits only results in increased inflation which hurts middle and lower income families the most. **There must be a program to increase tax revenue in a manner that is fundamentally redistributive.**

Finally, we wish to highlight the need for drastic changes in our approach to the toxic drug crisis. Teachers across Victoria have children in class who have lost parents due to the toxic drug crisis. No child should grow up without a parent due to government inaction. More shockingly still, overdose deaths are the leading cause of death for 10-17 year olds - our students. Mandatory treatment will do nothing to solve this problem. This is a healthcare issue. We need treatment programs for all those on waiting lists, ready to get treatment now. And we need proper support for those people when they finish the program and return to their lives. Pandering to calls to treat this issue as a criminal justice issue, rather than a health issue, will only lead to more tragic lives lost. **We urge you to immediately put into action the many excellent recommendations of the death review panel reports to the Chief Coroner from 2018, 2022 and 2023.** (https://www2.gov.bc.ca/assets/gov/birth-adoption-death-marriage-and-divorce/deaths/coroners-service/death-review-panel/an_urgent_response_to_a_continuing_crisis_report.pdf)

Teachers in Greater Victoria voted for governance that would be fundamentally committed to the well-being of all British Columbians. We are hopeful for bold action that will have lasting transformative impacts on our communities. The NDP has been given another term, and the opportunity to lead courageously. We look forward to seeing this courage and commitment in action.

Sincerely,



Carolyn Howe, President
Greater Victoria Teachers' Association

CC: VCPAC President Braden Hutchins, the Board of Trustees, Superintendent Deb Whitten, Victoria Teachers, BCTF President Clint Johnston, VLC President Kirk Mercer

Board of Education

Chair: Nicole Duncan Vice-Chair: Karin Kwan

Trustees: Natalie Baillaut, Angela Carmichael, Mavis David,

Derek Gagnon, Emily Mahbobi,

Diane McNally, Rob Paynter

School District No. 61 (Greater Victoria)
556 Boleskine Road, Victoria, BC V8Z 1E8
Phone (250) 475-4106 Fax (250) 475-4112

TO: Board of Education

FROM: Trustee Duncan

RE: Chair's Report

DATE: November 25, 2024

Activities on behalf of the Board:

1. Weekly Chair/Superintendent agenda planning meetings to set the agendas for our meetings.
2. Bi-weekly check-in/signing meeting with Superintendent and Secretary-Treasurer.
3. Correspondence and meetings on behalf of the Board.
4. Representative Advisory Council of Students' monthly meeting.
5. Climate Action Plan Implementation Review Ad Hoc Committee.
6. Data Night, Tolmie Board Room, 28 November 2024.

Acknowledgement: Indigenous Veterans Day (November 8) and Remembrance Day (November 11) are annual opportunities to acknowledge and honor the memory of those who served, and who continue to serve in defense of our country and in peace keeping missions around the world.

Thank you to the students and staff of Cloverdale Elementary School who included me in their Indigenous Veterans Day and Remembrance Day Ceremony.

Reminders: Trustee Assignments will be made in December 2024 (for Standing Committees, Sub Committees, and Ad Hoc Committees).

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

One *Learning* Community

2024-2025 DISTRICT ANNUAL WORK PLAN

The Importance of a Governance Framework

Effective Boards of Education have a governance structure that is designed to support decision making grounded in a Board's strategic plan and supported by quality information and forward planning. The work of the Board of Education is organized into a series of regularly scheduled Board meetings and through the Board's committee structure. The work of the Board of Education is guided by our District's core values of respect, equity, integrity, transparency, innovation, sustainability, social responsibility, partnership and engagement.

In a broad sense, the Board of Education, working hand-in-hand with the Superintendent, District leadership team, and local education partners are responsible for the following:

- Setting the strategic direction for the District;
- Establishing District policy and the District's annual budget;
- Monitoring the performance of the system and adjusting plans as necessary;
- Attending to both internal and external compliance and accountability;
- Engaging effectively with stakeholders and the public while operating on the basis of transparency; and
- Advocating for public education locally and provincially.

In the annual work plan, the activities of the Board for the coming year are identified as a way to communicate the work of the Board and to operate in a transparent manner. In addition to the work identified in the annual work plan, the Board will address emergent issues as needed during the school year.

In each month, the work of the Board is aligned to the governance framework above. While not an exhaustive list, the broad categories operate as an efficient and effective organizer for the work of the Board. This framework does not reference routine communications and ongoing operational reporting required as part of the regular Board meetings such as Capital Project Updates and the Operations Report.

Vision and Goals

Our mission is to “...*nurture each student's learning and well-being in a safe, responsive and inclusive learning community.*” The Board has established goals that support the overall District vision that: “*Each student within our world-class learning community has the opportunity to fulfill their potential and pursue their aspirations.*”

We realize this vision through:

- Relationships with Rightsholders.
- Relationships with community partners to broaden opportunities for students.
- Supporting culturally responsive and engaging learning environments for all students.
- Operational accountability and performance metrics that prioritize resources to directly support learning.
- Advocacy for necessary facilities and resources.
- Supporting schools and workplaces that are safe and caring for all.

From Governance and Goals to a Strategic District Annual Work Plan

As part of effective governance, each year our Board of Education identifies a strategic work plan for the year ahead. This work plan is tailored to the specific events, issues and priorities that are on the Board's horizon in the coming school year while attending to the ongoing governance and compliance issues that are annual in nature.

Each year we work toward achieving our District mission and vision for students in partnership with our learning community. We focus on establishing priority practices through a continuous improvement cycle to best support student learning and well-being. These priority practices guide our efforts to support schools and our pursuit of inclusive and engaging learning environments for students.

Strategic Plan 2020-2025

Goal 1

Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.

Strategy 1:

Develop and support high quality learning opportunities through the implementation of curriculum in order to improve student achievement.

Strategy 2:

Engage and collaborate with students, families and staff to provide an inclusive learning environment that will enhance and support student learning, identities and well-being.

Strategy 3:

Address the inequity of outcomes for diverse learners in literacy, numeracy, engagement and completion rates.

Goal 2

Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.

Strategy 1:

Critically examine personal and systemic biases, attitudes, beliefs, values and practices to increase student and staff understanding and appreciation of Indigenous worldviews, histories and perspectives.

Strategy 2:

Engage and collaborate with local Nations, Indigenous educators, Indigenous community leaders, Elders and families to enhance Indigenous student learning and well-being and identity.

Strategy 3:

Address the inequity of outcomes for Indigenous learners in literacy, numeracy, attendance and graduation rates.

Goal 3

Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.

Strategy 1:

Continue to provide professional learning opportunities to all staff in K-12 to further support implementation of social emotional learning, physical literacy and mental health literacy that improves outcomes for students and classrooms.

Strategy 2:

Work in collaboration with Ministry of Children & Family Development to provide joint educational planning and support for children and youth in care that helps develop the child's personality, talents and mental and physical abilities to the fullest for current and future success.

Strategy 3:

Engage and collaborate with families to encourage awareness of and engagement in physical literacy and mental health literacy that improves outcomes for students in classrooms and at home.

Strategy 4:

Address the inequity of opportunity for all learners to maximize physical health and mental well-being.

September 2024

September 3: Schools Open

September 23: Non-Instructional Day

September 30: National Day for Truth and Reconciliation

Strategic Direction and Learning

- Continuous Improvement – Student Achievement: Inclusive Learning (Ed Policy)
- Annual Data Plan: FSA, Student Learning Survey, EDI, MDI, McCreary (Ed Policy)
- Annual Enhancing Student Learning Report (ESLR) 2024-2025 (Ed Policy and Regular Board)
- Board Meeting Format Update (Zoom/In-person) (Regular Board)
- District Annual Work Plan 2024-2025 (Regular Board)
- 2024-2025 Budget Development Process Feedback (Regular Board)
- Recognize Orange Shirt Day – September 30 (events take place during the week of September 23)

System Planning and Performance Monitoring

- Anaphylaxis Aggregate Report 2023-2024 (Ed Policy)
- Monthly Capital Projects Update (Operations Policy and Planning (OPPs))
- Monthly Facilities Report (OPPs)
- Monthly Financial Report and Budget Change Report (OPPs)

External Compliance and Accountability

- Review 2023-2024 Audit Findings Report [Management Response Letter, if any] (Audit Sub-Committee and Regular Board)
- Approve 2023-2024 Audited Financial Statements and Notes for September 30 submission to Ministry (Audit Sub-Committee and Regular Board)
 - Approve 2023-2024 Operating Surplus Appropriation
 - Approve 2023-2024 Financial Statement Discussion and Analysis Report
- Approve 2024-2027 Multi-Year Financial Report (Audit Sub-Committee and Regular Board)
- Approve 2023-2024 Statement of Financial Information (SOFI) Report (Audit Sub-Committee and Regular Board)

Engagement with Stakeholders and Public Recognition Events

- Welcome Letter to Employees, Parents and Community

October 2024

October 25: Non-Instructional Day

October 25 - 26: BCSTA Fall Provincial Council

Strategic Direction and Learning

- Continuous Improvement – Student Achievement: Literacy (Data including FSA and Literacy Assessments and CSL data if available) (Ed Policy)
- Children and Youth in Care Annual Report (Ed Policy)
- School Plans – Elementary Level (Ed Policy and Regular Board)
- 2025-2026 Budget Development Process (OPPs and Regular Board)

System Planning and Performance Monitoring

- Occupational Health & Safety Annual Report (OPPs)
- Monthly Capital Projects Update (OPPs)
- Monthly Facilities Report (OPPs)
- Monthly Financial Report and Budget Change Report (OPPs)

External Compliance and Accountability

- 2024-2025 Student Enrolment Update (September 1701 Report) (OPPs)

Advocacy for Public Education and Provincial Liaison

- BCSTA Fall Provincial Council
- Partners-Liaison Meeting

November 2024

November 22: Non-Instructional Day

November 7 - 8: BCPSEA Fall Symposium

November 21 - 23: BCSTA Trustee Academy

Strategic Direction and Learning

- Continuous Improvement – Student Achievement: Mental Health & Wellness (Data including McCreary and Student Learning Survey) (Ed Policy)
- School Plans – Middle School Level – Education Policy and Directions Committee Meeting (Ed Policy and Regular Board)
- International Student Program Bi-Annual Report (OPPs)
- 2025-2026 Budget Update (Regular Board)
- Elect Board Chair and Vice-Chair, BCPSEA Rep., BCSTA Rep. (Regular Board)

System Planning and Performance Monitoring

- Anaphylaxis Quality Review – every 3 years; next in Spring 2027 (Ed Policy)
- IT for Learning Update (OPPs)
- Monthly Capital Projects Update (OPPs)
- Monthly Facilities Report (OPPs)
- Monthly Financial Report and Budget Change Report (OPPs)
- Privacy Management Program Administrative Regulations One-Year Review (OPPs)

External Compliance and Accountability

- Approve September 2024 Quarterly Financial Report through Audit Sub-Committee (OPPs and Regular Board)

Engagement with Stakeholders and Public Recognition Events

- Attend Remembrance Day Ceremonies in the Community

Advocacy for Public Education and Provincial Liaison

- Attend BCPSEA Regional Meetings
- Attend BCPSEA Fall Symposium

Trustee Professional Development In-Service

- Attend BCSTA Trustee Academy – November 21 - 23, 2024

December 2024

December 23, 2024 to January 3, 2025 – Winter Break

Strategic Direction and Learning

- Continuous Improvement – Student Achievement: Numeracy (Data including FSA, Numeracy Assessment and CSL data if available) (Ed Policy)
- School Plans – Secondary School Level – Education Policy and Directions Committee Meeting (Ed Policy and Regular Board)
- 2025-2026 Budget Update (Regular Board)
- Standing Committee Trustee Assignments and Chair Elections (Regular Board)
- Sub-Committee Trustee Assignments (Regular Board)

System Planning and Performance Monitoring

- Monthly Capital Projects Update (OPPs)
- Monthly Facilities Report (OPPs)
- Monthly Financial Report and Budget Change Report (OPPs)
- Annual Review of Appeal Process Bylaw 9330.1 and Attachments (Regular Board)

Engagement with Stakeholders and Public Recognition Events

- Attend December Social Events as Invited
- Invitations to Municipalities – Board & Councils to Meet (February, March, April)

January 2025

Schools Reopen: Monday, January 6, 2025

January 30 - 31: BCPSEA AGM

Strategic Direction and Learning

- Continuous Improvement – Student Achievement: Career Development (Data including Completion Rate, Grade to Grade Transition Rate, Post-Secondary Transitions) (Ed Policy)
- 2025-2026 Budget Update (Regular Board)
- Long-Range Facilities Plan Board Working Session

System Planning and Performance Monitoring

- Approve BAA Courses for 2025-2026 (Ed Policy and Regular Board)
- Monthly Capital Projects Update (OPPs)
- Monthly Facilities Report (OPPs)
- Monthly Financial Report and Budget Change Report (OPPs)

Advocacy for Public Education and Provincial Liaison

- Attend BCPSEA AGM
- Prepare Submission of Motions to BCSTA AGM (April 24 - 26, 2025)

February 2025

February 14: Non-Instructional Day

February 22: BCSTA Provincial Council

Strategic Direction and Learning

- Continuous Improvement – Student Achievement: Early Years (Data including CHEQ and CSL data if available) (Ed Policy)
- Review 2025-2026 and 2026-2027 School Calendars (OPPs and Regular Board)
- International Education Update – Annual Report (OPPs)
- 2025-2026 Budget Update (Regular Board)
- Acknowledge Pink Shirt Day – Anti-bullying

System Planning and Performance Monitoring

- Long-Range Facilities Plan Update (OPPs)
- Monthly Capital Projects Update (OPPs)
- Monthly Facilities Report (OPPs)
- Monthly Financial Report and Budget Change Report (OPPs)
- Approve International Student Fees (every two years) for 2025-2026 (OPPs and Regular Board)

External Compliance and Accountability

- 2025-2026 Student Enrolment Report for February 28 submission to the Ministry (OPPs)
- Approve December 2024 Quarterly Financial Report through Audit Sub-Committee (OPPs and Regular Board)
- Approve 2024-2025 Amended Annual Budget Bylaw for February 28 submission to the Ministry (Regular Board)

Engagement with Stakeholders and Public Recognition Events

- Attend Meetings with Municipalities

Advocacy for Public Education and Provincial Liaison

- Represent Board at BCSTA Provincial Council Meeting

Trustee Professional Development In-Service

- BCSTA Motions to Propose – Provincial Direction

March 2025

March 1 - 2: Vancouver Island School Trustees' Association (VISTA) Conference

March 6 - 7: Partner Liaison Meeting / Board Chairs' Meeting

March 17 - 28: Spring Break

Schools Re-Open: Monday, March 31

Strategic Direction and Learning

- Continuous Improvement – Student Achievement: "How Are We Doing?" (HAWD) (Indigenous Education) (Ed Policy)
- Schools' Codes of Conduct - for review (Ed Policy)
- 2025-2026 Budget Update (OPPs)
- Strategic Plan Renewal Process (Regular Board)

System Planning and Performance Monitoring

- Feedback from Schools / Staff / Students / Parents re: Personal Digital Devices (Ed Policy)
- Communications Update (OPPs)
- Monthly Capital Projects Update (OPPs)
- Monthly Facilities Report (OPPs)
- Monthly Financial Report and Budget Change Report (OPPs)
- Climate Action Review (OPPs)

External Compliance and Accountability

- Ministry of Education and Child Care 2025-2026 Operating Grant announcement by March 15

Engagement with Stakeholders and Public Recognition Events

- Attend Meetings with Municipalities

Advocacy for Public Education and Provincial Liaison

- Prepare Communications about 2025-2026 Annual Budget

Trustee Professional Development In-Service

- Preparation for BCSTA AGM motions that the Board wishes to present
- Attend VISTA Conference

April 2025

April 24 - 26: BCSTA AGM and BCSTA Provincial Council

Strategic Direction and Learning

- Continuous Improvement – Student Achievement: Literacy (Data including FSA, Literacy Assessment and CSL data if available) (Ed Policy)
- International Student Program Bi-Annual Report (OPPs)
- 2025-2026 Annual Budget Bylaw – Readings 1, 2 & 3 (Special Board)

System Planning and Performance Monitoring

- Approve 2027-2028 and 2028-2029 School Calendars (OPPS and Regular Board)
- Approve 2025-2026 Annual Five-Year Capital Plan Bylaw for projects approved by Ministry in March 2025 (OPPs and Regular Board)
- Review 2025-2026 Annual Facility Grant (AFG) Expenditure Plan for May 2025 submission to Ministry (OPPs)
- Human Resources – Staffing Update, Timelines and Processes (OPPs)
- Lead in Water Report (OPPs)
- Annual Student Transfer Data Report (OPPs)
- Monthly Capital Projects Update (OPPs)
- Monthly Facilities Report (OPPs)
- Monthly Financial Report and Budget Change Report (OPPs)

External Compliance and Accountability

- Approve Long-Range Facilities Plan Process (OPPs and Regular Board)

Engagement with Stakeholders and Public Recognition Events

- 2025-2026 Budget Development Process Debrief (Regular Board)
- Observe the National Day of Mourning (April 28)
- Attend Meetings with Municipalities

Advocacy for Public Education and Provincial Liaison

- Attend the BCSTA AGM
- Attend the BCSTA Provincial Council Meeting

May 2025

May 16: Non-Instructional Day (Ministry of Education and Child Care Indigenous Focus)

Strategic Direction and Learning

- Continuous Improvement – Student Achievement: English Language Learners (ELL) and French Immersion (Data including FSA, Literacy Achievement, Numeracy Achievement and CSL data if applicable) (Ed Policy)
- Approve the 2025-2026 Board of Education and Standing Committee Dates (OPPs and Regular Board)
- Approve 2025-2026 Academy Fees (OPPs and Regular Board)

System Planning and Performance Monitoring

- Review Draft 2026-2027 Annual Five-Year Capital Plan for Minor and Major Capital Programs (OPPs)
- 2025-2026 Student Enrolment Report for Middle & Secondary (OPPs)
- Child Care Annual Report (OPPs)
- Ad Hoc Committee Annual Review (Regular Board)

External Compliance and Accountability

- Climate Change Accountability Report for May 31 submission to Climate Action Secretariat (OPPs)
- Approve March 2025 Quarterly Financial Report through Audit Sub-Committee (OPPs and Regular Board)
- Appoint Auditor (if applicable) through Audit Sub-Committee (Regular Board)
- Approve 2024-2025 Audit Planning Report through Audit Sub-Committee (Regular Board)

June 2025

June 26: Last day of school for students

Strategic Direction and Learning

- Continuous Improvement – Student Achievement: Review of 2024-2025 Summary (Ed Policy)
- Human Resource Services Staffing Report (OPPs)
- Acknowledge National Indigenous Peoples' Day (June 21) – Traditional Welcome

System Planning and Performance Monitoring

- Monthly Capital Projects Update (OPPs)
- Monthly Facilities Report (OPPs)
- Monthly Financial Report and Budget Change Report (OPPs)

External Compliance and Accountability

- Approve 2026-2027 Annual Five-Year Capital Plan for Minor and Major Capital Programs for June 2025 submission to Ministry (OPPs and Regular Board)
- Public Interest Disclosure Act (Whistleblower) – Annual Report (to be posted on District Website) (Regular Board)

Engagement with Stakeholders and Public Recognition Events

- Attend Graduation Ceremonies
- Trustees Yearly Report on Ad Hoc Committee Work

2024-2025 Board Meeting Dates

The public is welcome to attend regular Standing Committee and Board meetings.

- Standing Committee meetings start at 7:00 p.m.
- Board meetings start at 7:30 p.m.
- Please refer to the District website for further information: <https://www.sd61.bc.ca/board-of-education/meetings-of-the-board/>

Education Policy and Directions	Operations Policy and Planning Committee	Board of Education
Monday, Sept. 9, 2024	Monday, Sept. 16, 2024	Monday, Sept. 23, 2024
Monday, Oct. 7, 2024	Monday, Oct. 21, 2024	Monday, Oct. 28, 2024
Monday, Nov. 4, 2024	Monday, Nov. 18, 2024	Monday, Nov. 25, 2024
Monday, Dec. 2, 2024 (combined with OPPS)	Monday, Dec. 2, 2024 (combined with Ed)	Monday, Dec. 9, 2024
Monday, Jan. 13, 2025	Monday, Jan. 20, 2025	Monday, Jan. 27, 2025
Monday, Feb. 3, 2025	Monday, Feb. 10, 2025	Monday, Feb. 24, 2025
Monday, Mar. 3, 2025 (combined with OPPS)	Monday, Mar. 3, 2025 (combined with Ed)	Monday, Mar. 10, 2025
Monday, Apr. 7, 2025	Monday, Apr. 14, 2025	Monday, Apr. 28, 2025
Monday, May 5, 2025	Monday, May 12, 2025	Monday, May 26, 2025
Monday, June 2, 2025	Monday, June 9, 2025	Monday, June 16, 2025



The Board of Education of School District No. 61 (Greater Victoria)
Education Policy and Directions Committee Meeting
MINUTES
Monday, November 4, 2024, 7:00 p.m.

Trustees Present: **Education Policy and Directions members:** Emily Mahbobi (Chair), Natalie Baillaut, Nicole Duncan (Ex Officio)

Trustee Regrets: Mavis David, Diane McNally

Administration: Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Tom Aerts, Associate Superintendent, Sean Powell, Acting Associate Superintendent, Jessie Moore, VPVPA, Marni Vistisen-Harwood, Director of Facilities Services

Partners: Ilana Hampton, GVTA, Nyssa Temmel, VCPAC

A. COMMENCEMENT OF MEETING

A.1. Acknowledgement of Traditional Territories

Chair Mahbobi recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories we live, we learn, and we do our work.

A.2. Approval of the Agenda

Moved by Trustee Baillaut

That the November 4, 2024 agenda be approved.

Motion Carried Unanimously

A.3. Approval of the Minutes

Moved by Trustee Baillaut

That the October 7, 2024 Education Policy and Directions Committee meeting minutes, be approved.

Motion Carried Unanimously

A.4. Business Arising from Minutes

None.

B. PRESENTATIONS TO THE COMMITTEE

None.

C. NEW BUSINESS

C.1. Acting Associate Superintendent Powell presented the mental health and wellness update memo provided by District Principal Nadine Naughton.

Trustees and Partners had questions of clarification.

C.2. Superintendent Whitten provided the Anaphylaxis Quality Review.

Trustees and Partners had questions of clarification.

D. NOTICE OF MOTION

None.

E. GENERAL ANNOUNCEMENTS

None.

F. ADJOURNMENT

Moved by Trustee Baillaut

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 7:21 p.m.



The Board of Education of School District No. 61 (Greater Victoria)
Operations Policy and Planning Committee Meeting
MEETING MINUTES
Monday, November 18, 2024, 7:00 p.m.

Trustees Present: **Operations Policy and Planning members:** Derek Gagnon (Chair), Nicole Duncan (Ex Officio), Karin Kwan, Rob Paynter

Administration: Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Tom Aerts, Associate Superintendent, Sean Powell, Acting Associate Superintendent, Marni Vistisen-Harwood, Director of Facilities Services, Julie Lutner, Associate Secretary-Treasurer, Jennifer Person, Acting Director of Information Technology, Josh Barks, Acting District Principal of Information Technology, Tina Pierik, VPVPA

Partners: Shawna Abbott, CUPE 947, Darren Reed, CUPE 382, Cindy Romphf, GVTA, Nyssa Temmel, VCPAC

A. COMMENCEMENT OF MEETING

The meeting began at 7:00 p.m.

A.1. Acknowledgement of Traditional Territories

Chair Gagnon recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories we live, we learn, and we do our work.

A.2. Approval of the Agenda

Moved by Trustee Kwan

That the November 18, 2024 agenda be approved.

Motion Carried Unanimously

A.3. Approval of the Minutes

Moved by Trustee Kwan

That the October 21, 2024 Operations Policy and Planning Committee meeting minutes be approved.

Motion Carried Unanimously

A.4. Business Arising from Minutes

Trustee Kwan inquired whether the District of Saanich had provided a response to the crossing guard letter sent by the Board.

Secretary-Treasurer Stride advised that she had not Received a response.

B. PRESENTATIONS TO THE COMMITTEE

Staff

B.1. Acting Director of Information Technology Person presented the Information Technology for Learning Department update.

Trustees and Partners provided comments and observations for consideration.

C. SUPERINTENDENT'S REPORT

C.1. Superintendent Whitten presented Elementary School Data for information.

Trustees and Partners had questions of clarification and discussed the data from the memo. Superintendent Whitten offered to define the various acronyms used for designations and confirm percentage calculations. It was determined that next steps will include review with the Inclusive Education Department and the Equity Ad Hoc Committee.

C.2. Privacy Management Program – Administrative Regulations Review

Secretary-Treasurer Stride provided an update on the Privacy Management Program as well as rationale for the motion.

Trustees had questions of clarification.

Moved by Trustee Kwan

That the Board of Education of School District No. 61 (Greater Victoria) accept revised Administrative Regulation 1161.4 *Critical Incident and Privacy Breach*.

Motion Carried Unanimously

D. PERSONNEL ITEMS

None.

E. FINANCE AND LEGAL AFFAIRS

E.1. Audit Sub-Committee Report

Secretary-Treasurer Stride provided the report for information.

Moved by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) accept the September 2024 Quarterly Financial Report as presented to the Audit Sub-Committee.

Motion Carried Unanimously

E.2. Monthly Financial Report: October 2024

Secretary-Treasurer Stride provided the October 2024 Monthly Financial Report for information.

Trustees had questions of clarification.

E.3. Budget Change Report: October 2024

Secretary-Treasurer Stride provided the October 2024 Budget Change Report for information.

Trustees had questions of clarification.

F. FACILITIES PLANNING

F.1. Operations Update: November 2024

Director of Facilities Services Vistisen-Harwood provided the Operations update for November 2024.

Trustees and partners had questions of clarification.

F.2. Cedar Hill Middle School Seismic Project Update

Director of Facilities Services Vistisen-Harwood provided the Cedar Hill Middle school seismic project update.

Trustees had questions of clarification.

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

None.

H. NEW BUSINESS

H.1. Update Regulations 1330 *Community Use of Schools and Grounds* and 1325 *Partnership*

Trustee Duncan provided rationale for the motion.

Trustees and Partners discussed the motion.

Moved by Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to update Regulation 1330 Community Use of Schools and Grounds and Regulation 1325 Partnership to require that a business case is prepared and presented to the Board of Education for consideration and approval prior to the school district entering into negotiations regarding potential joint use agreements or other partnerships with external parties regarding the use of schools and grounds;

AND FURTHER

provide the Board of Education any additional recommendations regarding updates needed to Regulations 1330 and 1325.

Motion Carried Unanimously

I. NOTICE OF MOTION

None.

J. GENERAL ANNOUNCEMENTS

Trustee Duncan informed the Committee that Human Rights Commissioner Kasari Govender will be making a presentation to the Board at the Regular Board meeting on Monday, November 25, 2024.

K. ADJOURNMENT

Moved by Trustee Duncan

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 8:25 p.m.

DRAFT

Office of the Secretary-Treasurer

Katrina Stride – Secretary-Treasurer

TO: Operations Policy and Planning Committee

FROM: Katrina Stride, Secretary-Treasurer

DATE: November 18, 2024

RE: **Privacy Management Program – Administrative Regulations Review**

Background

Section 36.2 of the Freedom of Information and Protection of Privacy Act (FOIPPA) requires B.C. public bodies to develop a Privacy Management Program (PMP). A PMP is an evolving set of policies, procedures and tools developed by a public body to enable systematic privacy protection throughout the personal information lifecycle. The School District's [Privacy Management Program](#) is located under Resources on the District website.

Board Motion

At the Regular Board meeting held on November 27, 2023, the Board approved the following motion:

That the Board of Education of School District No. 61 (Greater Victoria) accept Administrative Regulations 1161.2 Privacy Management Program, 1161.3 Privacy Impact Assessments, and 1161.4 Critical Incident and Privacy Breach as presented on November 27, 2023;
AND FURTHER,
Direct the Superintendent to bring the Administrative Regulations to the Board of Education for review within one year at the Operations Policy and Planning meeting in November 2024.

Administrative Regulations Review

The Acting Director, Information Technology for Learning (ITL) and designated Privacy Officers (Acting District Principal, ITL and Secretary-Treasurer) reviewed Administrative Regulations 1161.2 Privacy Management Program, 1161.3 Privacy Impact Assessments, and 1161.4 Critical Incident and Privacy Breach. Minor wording changes are proposed for Administrative Regulation 1161.4 Critical Incident and Privacy Breach as attached.

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

Impact of Privacy Management Program Implementation

The implementation of the PMP has proven to be challenging in some areas. Challenges include the completion and review of Privacy Impact Assessments (PIAs) for both business services (district-wide digital services) and educational services (classroom-based digital services), and the generation of informed consent letters for educational services.

Recommended Motion

The following motion is recommended:

That the Board of Education of School District No. 61 (Greater Victoria) accept revised Administrative Regulation 1161.4 Critical Incident and Privacy Breach.

Supporting Documents

Administrative Regulation 1161.2 Privacy Management Program

Administrative Regulation 1161.3 Privacy Impact Assessments

Administrative Regulation 1161.4 Critical Incident and Privacy Breach – Tracked Changes

PRIVACY MANAGEMENT PROGRAM

PURPOSE

As a public body that is subject to the British Columbia Freedom of Information and Protection of Privacy Act (the “Act” or FIPPA), the Board of Education of School District No. 61 (Greater Victoria School District) (“School District”) is committed to upholding the principles of privacy, transparency and accountability. This means that the School District recognizes the fundamental importance of maintaining the privacy and security of the personal information that it collects, uses, and discloses in the course of its operations and programs. The School District also acknowledges and supports transparency with the community by facilitating access to School District records and information in accordance with the requirements of the Act.

This Privacy Management Program document serves as an Administrative Regulation to Policy 1161: Freedom of Information and Protection of Privacy. It aims to provide School District Staff, Contractors, and Volunteers with the guidelines and regulations to ensure the effective implementation of the Policy.

Public information relating to the Privacy Management Program will be updated on the Greater Victoria School District website here:

DEFINITIONS

Where used in this Administrative Regulation, the following terms have the following meanings:

1. “Consent” means express written consent to the collection, use or disclosure of personal information; unless otherwise authorized or required by law.
2. “FIPPA” means the BC Freedom of Information and Protection of Privacy Act, and regulations thereto;
3. “Head” means the Superintendent, and includes any person to whom the Head has delegated (in writing) their powers to act as Head;
4. “Personal Information” means recorded information about an identifiable individual, but excludes a person’s business contact information. Personal information may also be identifiable through the ‘mosaic effect’. The mosaic effect is a concept that illustrates how elements of information may be non-identifiable on their own but when combined could become personally identifiable. For example, a male in his 20s who lives in Vancouver and drives a black Honda would not be identifiable. However, a male in his 60s who lives in Smithers and drives a yellow Lamborghini would be identifiable.
5. “Administrative Regulations” means regulations enacted by the School District under its Freedom of Information and Protection of Privacy Policy;

6. “Records” include any paper or electronic media used to store or record information, including all paper and electronic records, books, documents, photographs, audio or visual recordings, computer files, email and correspondence;
7. “Staff” or “Employees” refers to all employees of the School District who are required to comply with FIPPA and all relevant School District policies and regulations;
8. “Contractors” refers to a service provider retained under a contract to perform services for the School District. Contractors are required to comply with FIPPA and all relevant School District policies and regulations;
9. “Volunteers” refers to community members carrying out volunteer activities on behalf of the School District. Volunteers are required to comply with FIPPA and all relevant School District policies and regulations.

PRINCIPLES

School District Staff are responsible for:

1. making reasonable efforts to familiarize themselves with this Administrative Regulation and the requirements of FIPPA, including by participating in privacy training initiatives offered by the School District such as [FIPPA: Protecting Information Training](#)
2. following responsible information management practices to ensure that the School District collects, uses and discloses Personal Information in compliance with FIPPA and other applicable laws; see <https://techforlearning.sd61.bc.ca/> for updates and information.
3. seeking at all times to protect Personal Information against unauthorized collection, use and disclosure, including by limiting the sharing of sensitive Personal Information on a need-to-know basis, and use the information only for the purpose for which it was collected.
Example: Medical information collected for emergency protocols should not be used for any other purpose;
4. cooperating with School District procedures to facilitate the appropriate release of Records within its custody or control in response to access requests received from members of the community under FIPPA. See <https://www.sd61.bc.ca/our-district/about-us/request-for-access-to-information/>;
5. cooperating with School District procedures for enabling informed consent (see the Greater Victoria School District online portals [Parent Connect](#) and [Student Connect](#)),
6. the completion of Privacy Impact Assessments;
7. reporting privacy breaches to the School District in accordance with the School District’s Administrative Regulations (see Administrative Regulation 1161.4 Critical Incident and Privacy Breach

RESPONSIBILITIES OF THE HEAD

The implementation of this Administrative Regulation is the responsibility of the Superintendent, who is the “Head” of the School District, including for all purposes under FIPPA. The Head is also responsible for ensuring there is a process for completing and documenting Privacy Impact Assessments and, as required, Information Sharing Agreements. The Head may delegate any of their powers under this Regulation or FIPPA to other School District Employees by written delegation.

RESPONSIBILITIES OF THE PRIVACY OFFICERS

The Privacy Officers are responsible, in consultation with the Head, to ensure that all PIAs and Supplemental Reviews are completed in accordance with the requirements of FIPPA and this Regulation.

The Privacy Officers are also responsible for:

1. being the points of contact for privacy-related matters such as privacy questions or concerns;
2. the development, implementation, and maintenance of privacy policies and/or procedures; and
3. supporting the public body’s compliance with FIPPA.

COMMITMENT TO PRIVACY PROTECTION

The School District protects the privacy of students, staff and individuals whose Personal Information it collects, uses, shares and retains, and expects all Staff to follow responsible information management practices to ensure that the School District fully complies with its obligations under FIPPA and other applicable laws.

The School District and Staff respect the privacy and confidentiality of Personal Information entrusted to them in the course of their duties, and collects, uses and discloses Personal Information only where authorized by FIPPA.

PURPOSES FOR COLLECTING PERSONAL INFORMATION

The School District communicates the purposes for which Personal Information is collected at or before the time the information is collected, unless otherwise permitted or required by FIPPA.

In the ordinary course of carrying out its programs and activities, the School District collects Personal Information of its students for purposes including:

1. registration, enrollment and transfer of students;
2. to provide and deliver educational programs and services;
3. to accommodate students with disabilities and diverse learning needs;
4. to communicate with students and respond to inquiries or complaints;
5. to prepare and provide assessments of student performance;
6. supervise and ensure the safety and security of the School District (such as through the use of video surveillance);
7. to investigate and respond to accidents, safety events, misconduct and similar incidents;
8. ensure compliance with applicable School District bylaws, policies and other laws;
9. to make all required reports and filings to the Ministry of Advanced Education; and
10. other purposes set out in the Administrative Regulations or required under applicable laws.

In the ordinary course of carrying out its employment programs and activities, the School District collects the Personal Information of prospective, current and former Staff for purposes including:

1. hiring and recruitment;
2. to manage and administer the employment relationship;
3. to communicate with authorized union representatives;
4. to administer employment compensation and benefits;
5. to evaluate performance and manage disciplinary incidents;
6. to supervise and ensure the safety and security of the School District (such as through the use of video surveillance);
7. to investigate and respond to accidents, safety events, misconduct and similar incidents;
8. to ensure compliance with applicable School District policies and other applicable laws; and
9. for other purposes set out in the Procedures or required under applicable laws.

COLLECTION, USE AND DISCLOSURE OF PERSONAL INFORMATION

The School District limits the Personal Information it collects to information to what is related to and necessary in order to carry out its programs and activities or for other purposes authorized by FIPPA.

The School District seeks to collect Personal Information by fair, lawful and transparent means, including by collecting Personal Information directly from the individual, except where otherwise authorized by FIPPA.

The School District seeks to inform individuals from whom it collects Personal Information the purposes for which the information is being collected, the legal authority for collecting it and the name and contact information of someone at the School District who can answer questions about the collection and use of the information;

The School District limits the internal and external use and sharing of Personal Information to what is required and authorized by FIPPA or consented to by the individual.

The School District only uses or discloses Personal Information for the purpose for which it was collected, except with the individual's consent or as otherwise required or permitted by FIPPA or other laws.

SECURING PERSONAL INFORMATION

The School District protects Personal Information by ensuring it has reasonable security safeguards in place which are appropriate to the sensitivity of the information. Such security safeguards shall include consideration of physical security, organizational security and electronic security.

All Staff have a duty to protect the privacy and security of Personal Information collected and used by them as part of their ongoing employment responsibilities, including by complying with the terms of this Administrative Regulation, and all related Regulations.

The School District provides training to all Staff to ensure they have the requisite knowledge to ensure compliance with the terms of this Administrative Regulation and the FIPPA.

RETENTION AND DISPOSAL

The School District does not seek to retain Personal Information longer than necessary to satisfy the School District's applicable operational, instructional, financial, and legal needs.

Personal information that is no longer required for either administrative, operational, financial, legal, or historical purposes shall be securely destroyed in a confidential manner in accordance with School District policies and approved record retention protocols.

The Greater Victoria School Districts records retention guidelines are currently being reviewed as part of the Privacy Management Program.

ACCURACY AND CORRECTION

The School District shall make reasonable efforts to ensure the accuracy of the Personal Information that they collect and use in the course of performing their duties.

Individuals have the right to request the correction of their Personal Information, and the School District will receive and respond to such requests in accordance with the FIPPA and School District Administrative Regulations.

ACCESS TO INFORMATION

The School District supports appropriate transparency and accountability in its operations by making information available to the public as permitted or required under FIPPA.

The Head shall, on at least an annual basis, consider and designate categories of Records that will be made available to the public without the need to make a request in accordance with FIPPA.

The School District recognizes that individuals may make requests for access to Records within the custody and control of the School District, and the School District will respond to such requests in accordance with FIPPA and the Regulations.

The School District recognizes that individuals have a right to access their own Personal Information within the custody and control of the School District, and will facilitate such access in accordance with the requirements of FIPPA.

COMPLAINTS AND INQUIRIES

Questions or complaints about the School District's information management practices should be directed to the Privacy Officers at privacy@sd61.bc.ca

The School District will respond to all complaints in writing.

REVIEW

This Administrative Regulation relates to newly amended legislation for public bodies and will therefore be reviewed annually until further notice.

RELATED ACTS AND REGULATIONS

School Act and Regulations

Freedom of Information and Protection of Privacy Act (FIPPA) and Regulations

Ministerial Order 462: Personal Information Disclosure For Storage Outside of Canada Regulation

Ministerial Order 411: Education and Advanced Education

Ministerial Order 450: Finance and Advanced Education

Ministerial Order 351: Education

Ministerial Order 030: Citizen's Services

Ministerial Order 276: Environment

SUPPORTING REFERENCES, POLICIES, REGULATIONS AND FORMS

Policy 1161 Freedom of Information and Protection of Privacy

Administrative Regulation 1161.1 Fees for Access to Information

Administrative Regulation 1161.3 Privacy Impact Assessments

Administrative Regulation 1161.4 Critical Incident and Privacy Breach

Adopted: November 27, 2023

Revised:

PRIVACY IMPACT ASSESSMENTS

PURPOSE

The Board of Education of School District No. 61 (Greater Victoria School District) (“School District”) is responsible for ensuring that it protects the Personal Information within its custody and control, including by complying with the provisions of the Freedom of Information and Protection of Privacy Act (“FIPPA”). FIPPA requires that the School District conduct a Privacy Impact Assessment (“PIA”) to ensure that all collection, use, disclosure, protection, and processing of Personal Information by the School District is compliant with FIPPA.

A Privacy Impact Assessment (PIA) is an in-depth review of any new or significantly revised initiative, project, activity, or program to ensure that it is compliant with the provisions of FIPPA, to identify and mitigate risks arising from the initiative and to ensure that the initiative appropriately protects the privacy of individuals. A PIA often takes the form of a checklist or questionnaire that requires consideration of the collection, use, and disclosure of personal information in connection with a particular initiative. It also addresses the ways in which personal information is protected, and the existence and mitigation of any privacy-related risks.

Preparing a PIA is a mandatory legal obligation for school districts under FIPPA. However, even before PIAs were legally required they represented privacy best practice. A PIA serves as evidence that the school district conducted appropriate due diligence before implementing new initiatives involving personal information, and that they took appropriate steps to mitigate risk. PIAs can be useful in protecting the school district from liability in the event of a privacy breach, and they also provide a valuable source of institutional memory about how and why certain decisions were made.

The PIA document should be written clearly and in plain language. In the future, it may be reviewed or considered by privacy regulators, the courts, members of the public or the next generation of school district management; therefore, it is important that the initiative and the school district’s decisions about privacy risks are clearly described and articulated.

The purpose of this Regulation is to set out the School District’s process for conducting PIAs in accordance with the provisions of FIPPA.

SCOPE & RESPONSIBILITY

This Administrative Regulation applies to all new and significantly revised Initiatives of the School District.

All employees of the School District are expected to be aware of and follow this Administrative Regulation in the event that they are involved in a new or significantly revised Initiative.

Departments and management employees are responsible to plan and implement new or significantly revised Initiatives in accordance with the requirements of this Administrative Regulation.

DEFINITIONS

1. “Staff” or “Employees” refers to all employees of the School District who are required to comply with FIPPA and all relevant School District policies and regulations;
2. “Contractors” refers to a service provider retained under a contract to perform services for the School District. Contractors are required to comply with FIPPA and all relevant School District policies and regulations;
3. “Volunteers” refers to community members carrying out volunteer activities on behalf of the School District. Volunteers are required to comply with FIPPA and all relevant School District policies and regulations.
4. “Head” means the Superintendent of the School District or any person to whom the Superintendent has delegated their powers under this Administrative Regulation.
5. “Initiative” means any enactment, system, project, program, or activity of the School District;
6. “Personal Information” means any recorded information about an identifiable individual that is within the control of the School District and includes information about any student or any Employee of the School District. Personal Information does not include business contact information, such as email address and telephone number, that would allow a person to be contacted at work. Personal information may also be identifiable through the 'mosaic effect'. The mosaic effect is a concept that illustrates how elements of information may be non-identifiable on their own but when combined could become personally identifiable. For example, a male in his 20s who lives in Vancouver and drives a black Honda would not be identifiable. However, a male in his 60s who lives in Smithers and drives a yellow Lamborghini would be identifiable.
7. “PIA” means a Privacy Impact Assessment performed in accordance with the requirements of FIPPA;
8. “Privacy Officers” mean the Secretary Treasurer and Director, IT for Learning, who have been designated by the Head as the Privacy Officers for the School District.
9. “Responsible Employee” means the Department Head or other Employee who is responsible for overseeing an Initiative, and in the event of doubt, means the Employee designated in the PIA as the Responsible Employee;
10. “Supplemental Review” means an enhanced process for reviewing the privacy and data security measures in place to protect sensitive Personal Information in connection with an Initiative involving the storage of Personal Information outside of Canada.

DESIGNATE ACCOUNTABILITY

School districts must designate the appropriate person responsible for new or substantially changed programs or activities that require a Privacy Impact Assessment. The level of responsibility should vary in proportion to the sensitivity of the personal information involved and the risks of the initiative. The person responsible for the initiative must ensure that they have read, agreed with and accepted the risks and mitigation strategies. The PIA must finally be reviewed, approved and ‘signed off’ by the Privacy Officer and/or Head of the public body.

RESPONSIBILITIES OF THE HEAD

The implementation of this Administrative Regulation is the responsibility of the Superintendent, who is the “Head” of the School District, including for all purposes under FIPPA. The Head is also responsible for ensuring there is a process for completing and documenting Privacy Impact Assessments and, as required, Information Sharing Agreements. The Head may delegate any of their powers under this Regulation or FIPPA to other School District Employees by written delegation.

RESPONSIBILITIES OF THE PRIVACY OFFICERS

The Privacy Officers are responsible, in consultation with the Head, to ensure that all PIAs and Supplemental Reviews are completed in accordance with the requirements of FIPPA and this Regulation.

RESPONSIBILITIES OF ALL EMPLOYEES

All Employees are responsible for:

1. understanding that all purchases of software must be pre-approved by the Information Technology for Learning Department to ensure the completion of a Privacy Impact Assessment and compliance with the Freedom of Information and Protection of Privacy Act, as per the [Greater Victoria School District Purchasing Regulation](#);
2. understanding that any Employees responsible for developing or introducing a new or significantly revised Initiative that involve or may involve the collection, use, disclosure or processing of Personal Information by the School District must report that Initiative to the Privacy Officer at an early stage in its development;
3. cooperating with the Privacy Officers and providing all requested information needed to complete the PIA when involved in a new or significantly revised Initiative;
4. cooperating with the Privacy Officers, at the request of the Privacy Officers, in the preparation of any other PIA that the Privacy Officer decides to perform;

THE ROLE OF THE RESPONSIBLE EMPLOYEE

Responsible Employees are responsible for:

1. ensuring that new and significantly revised Initiatives for which they are the Responsible Employee are referred to the Privacy Officers for completion of a PIA;
2. supporting all required work necessary for the completion and approval of the PIA;
3. being familiar with and ensuring that the Initiative is carried out in compliance with the PIA; and
4. requesting that the Privacy Officer make amendments to the PIA when needed and when significant changes to the initiative are made.

INITIATIVES INVOLVING THE STORAGE OF PERSONAL INFORMATION

1. Employees may not engage in any new or significantly revised Initiative that involves the storage of Personal Information until the Privacy Officers have completed and the Head has approved a PIA and any required Supplemental Review.
2. The Responsible Employee or Department may not enter into a binding commitment to participate in any Initiative that involves the storage of Personal Information outside of Canada unless any required Supplemental Review has been completed and approved by the Head.
3. It is the responsibility of the Privacy Officers to determine whether a Supplemental Review is required in relation to any Initiative, and to ensure that the Supplemental Review is completed in accordance with the requirements of FIPPA.
4. The Head is responsible for reviewing and, if appropriate, approving all Supplemental Reviews and in doing so must consider risk factors including:
 - a. the likelihood that the Initiative will give rise to an unauthorized, collection, use, disclosure or storage of Personal Information;
 - b. the impact to an individual of an unauthorized collection, use, disclosure or storage of Personal Information;
 - c. whether the Personal Information is stored by a service provider;
 - d. where the Personal Information is stored;
 - e. whether the Supplemental Review sets out mitigation strategies proportionate to the level of risk posted by the Initiative.
5. Approval of a Supplemental Review by the Head shall be documented in writing.

CONTACT INFORMATION

Questions or comments about this Policy may be addressed to the Privacy Officers via email:
privacy@sd61.bc.ca

REVIEW

This Administrative Regulation relates to newly amended legislation for public bodies and will therefore be reviewed annually until further notice.

RELATED ACTS AND REGULATION

School Act and Regulations

Freedom of Information and Protection of Privacy Act (FIPPA) and Regulations

SUPPORTING REFERENCES, POLICIES, REGULATIONS AND FORMS

Policy 1161 Freedom of Information and Protection of Privacy

Administrative Regulation 1161.1 Fees for Access to Information

Administrative Regulation 1161.2 Privacy Management Program

Administrative Regulation 1161.4 Critical Incident and Privacy Breach

Adopted: November 27, 2023

Revised:

CRITICAL INCIDENT AND PRIVACY BREACH

PURPOSE

The Board of Education of School District No. 61 (Greater Victoria School District) (“School District”) is committed to ensuring the protection and security of all personal information within its control. That commitment includes responding effectively and efficiently to privacy breach incidents that may occur.

The purpose of this Administrative Regulation is to set out the School District’s process for responding to significant privacy breaches and to complying with its notice and other obligations under the Freedom of Information and Protection of Privacy Act (FIPPA).

If a school district experiences a breach incident, it is important that it acts quickly to assess the nature and extent of any harm that might arise from disclosure. Understanding how affected individuals may be impacted by a privacy breach places the district in the best position to determine how to mitigate any negative consequences flowing from the breach.

“Harm” must be assessed with a view to all of the surrounding circumstances, including the nature and sensitivity of the personal information, the nature of the breach (e.g., malicious actor or inadvertent breach), and the likelihood of the information being used for unauthorized purposes.

Public bodies have a mandatory obligation to notify affected individuals and to report privacy breaches without unreasonable delay in any circumstances where the breach incident gives rise to a risk of “significant harm”. Significant harm includes financial loss, physical harm and identity theft, but it also includes other types of harm like physical harm, humiliation, damage to reputation, and loss of employment. The phrase “significant harm” is defined in section 36.3 of the Act as follows:

WHAT IS A ‘PRIVACY BREACH’

A “privacy breach” refers to the theft or loss, or the collection, use or disclosure of personal information that is not authorized under FIPPA. If a privacy breach occurs in relation to personal information within the control of the school district, then the district is responsible for responding to the breach and mitigating any harmful effects arising from the incident.

The term “privacy breach” is defined in section 36.3 of FIPPA, Privacy breaches should be responded to with urgency to ensure impacted individuals are able to take immediate action to protect themselves from potential harm.

How can staff report a Privacy Breach or Critical Incident?

There are multiple ways for staff to report a privacy breach or critical incident

1. Email the Privacy Officers at privacy@sd61.bc.ca
2. Submit a Help Desk ticket to the IT for Learning Department explaining the concern. Click the orange button on the [Tech For Learning website](#) to submit a ticket or email helpdesk@sd61.bc.ca
3. Phone the IT For Learning Help Desk at (250) 475-4188 (working hours apply)

SCOPE & RESPONSIBILITY

All Staff of the School District are expected to be aware of and follow this Regulation in the event of a privacy breach.

DEFINITIONS

1. “Head” means the Superintendent, and includes any person to whom the Head has delegated their powers by written instrument.
2. “Personal Information” means any recorded information about an identifiable individual that is within the control of the School District, and includes information about any student or any Staff member of the School District. Personal Information does not include business contact information, such as email address and telephone number, that would allow a person to be contacted at work. Personal information may also be identifiable through the 'mosaic effect'. The mosaic effect is a concept that illustrates how elements of information may be non-identifiable on their own but when combined could become personally identifiable. For example, a male in his 20s who lives in Vancouver and drives a black Honda would not be identifiable. However, a male in his 60s who lives in Smithers and drives a yellow Lamborghini would be identifiable.
3. “Privacy Breach” means the theft or loss of or the collection, use or disclosure of Personal Information not authorized by FIPPA, and includes cyber and ransomware attacks and other situations where there are reasonable grounds to believe that any such unauthorized activities have taken place or there is a reasonable belief that they will take place.
4. “Significant Harm” means significant harm to the individual, including identity theft or significant
 - a. bodily harm
 - b. humiliation
 - c. damage to reputation or relationships
 - d. loss of employment, business or professional opportunities
 - e. financial loss
 - f. negative impact on a credit record, or
 - g. damage to, or loss of, property
5. “Privacy Officers” means the positions designated by the Head as Privacy Officers for the School District, which are the Secretary Treasurer and the Director of IT for Learning;
6. “Records” means books, documents, maps, drawings, photographs, letters, vouchers, papers and any other thing on which information is recorded or stored by graphic, electronic, mechanical or other means, but does not include a computer program or other mechanism that produces records;
7. “Staff” or “Employees” refers to all employees of the School District who are required to comply with FIPPA and all relevant School District policies and regulations;
8. “Contractors” refers to a service provider retained under a contract to perform services for the School District. Contractors are required to comply with FIPPA and all relevant School District policies and regulations;
9. “Volunteers” refers to community members carrying out volunteer activities on behalf of the School District. Volunteers are required to comply with FIPPA and all relevant School District policies and regulations.

RESPONSIBILITIES OF THE HEAD

The implementation of this Administrative Regulation is the responsibility of the Superintendent, who is the “Head” of the School District, including for all purposes under FIPPA. The Head is also responsible for ensuring there is a process for completing and documenting Privacy Impact Assessments and, as required, Information Sharing Agreements. The Head may delegate any of their powers under this Regulation or FIPPA to other School District Employees by written delegation.

RESPONSIBILITIES OF ALL EMPLOYEES

1. All Staff must without delay report all actual, suspected or expected Privacy Breach incidents of which they become aware in accordance with this Regulation. All Staff have a legal responsibility under FIPPA to report Privacy Breaches to the Head.
2. Privacy Breach reports may also be made to the Privacy Officer, who has delegated responsibility for receiving and responding to such reports.
3. If there is any question about whether an incident constitutes a Privacy Breach or whether the incident has occurred, Staff should consult with the Privacy Officer.
4. All Personnel must provide their full cooperation in any investigation or response to a Privacy Breach incident, and comply with this Regulation for responding to Privacy Breach incidents.
5. Any member of Staff who knowingly refuses or neglects to report a Privacy Breach in accordance with this Regulation may be subject to discipline, up to and including dismissal.

PRIVACY BREACH RESPONSE

The School District follows the guidance of the Office of the Information and Privacy Commissioner in its response to privacy breaches when they occur. The following steps outline the process taken by school district staff in the event of a breach:

1. Step One – Report and Contain

- a. Upon discovering or learning of a Privacy Breach, all Staff shall:
 - i. Immediately report the Privacy Breach to the Head or to the Privacy Officers.
 - ii. Take any immediately available actions to stop or contain the Privacy Breach, such as by:
 1. isolating or suspending the activity that led to the Privacy Breach; and
 2. taking steps to recover Personal Information, Records or affected equipment.
 3. preserve any information or evidence related to the Privacy Breach in order to support the School District’s incident response.
- b. Upon being notified of a Privacy Breach the Head or the Privacy Officers in

consultation with the Head, shall implement all available measures to stop or contain the Privacy Breach. Containing the Privacy Breach shall be the first priority of the Privacy Breach response, and all Staff are expected to provide their full cooperation with such initiatives.

2. Step Two – Assessment and Containment

- a. The Privacy Officers shall take steps to, in consultation with the Head, contain the Privacy Breach by making the following assessments:
 - i. the cause of the Privacy Breach;
 - ii. if additional steps are required to contain the Privacy Breach, and, if so, to implement such steps as necessary;
 - iii. identify the type and sensitivity of the Personal Information involved in the Privacy Breach, and any steps that have been taken or can be taken to minimize the harm arising from the Privacy Breach;
 - iv. identify the individuals affected by the Privacy Breach, or whose Personal Information may have been involved in the Privacy Breach;
 - v. determine or estimate the number of affected individuals and compile a list of such individuals, if possible; and
 - vi. make preliminary assessments of the types of harm that may flow from the Privacy Breach.
- b. The Head, in consultation with the Privacy Officers, shall be responsible to, without delay, assess whether the Privacy Breach could reasonably be expected to result in significant harm to individuals (“Significant Harm”). That determination shall be made with consideration of the following categories of harm or potential harm:
 - i. bodily harm;
 - ii. humiliation;
 - iii. damage to reputation or relationships;
 - iv. of employment, business or professional opportunities;
 - v. financial loss;
 - vi. negative impact on credit record,
 - vii. damage to, or loss of, property,
 - viii. the sensitivity of the Personal Information involved in the Privacy Breach; and
 - ix. the risk of identity theft.

3. Step Three – Notification

- a. If the Head determines that the Privacy Breach could reasonably be expected to result in Significant Harm to individuals, then the Head shall make arrangements to:
 - i. report the Privacy Breach to the Office of the Information and Privacy Commissioner; and
 - ii. provide notice of the Privacy Breach to affected individuals, unless the Head

determines that providing such notice could reasonably be expected to result in grave or immediate harm to an individual's safety or physical or mental health or threaten another individual's safety or physical or mental health.

- b. If the Head determines that the Privacy Breach does not give rise to a reasonable expectation of Significant Harm, then the Head may still proceed with notification to affected individual if the Head determines that notification would be in the public interest or if a failure to notify would be inconsistent with the School District's obligations or undermine public confidence in the School District.
- c. Determinations about notification of a Privacy Breach shall be made without delay following the Privacy Breach, and notification shall be undertaken as soon as reasonably possible. If any law enforcement agencies are involved in the Privacy Breach incident, then notification may also be undertaken in consultation with such agencies.

4. Step 4 – Prevention

- a. The Head, or the Privacy Officers in consultation with the Head, shall complete an investigation into the causes of each Breach Incident reported under this Administrative Regulation, and shall implement measures to prevent recurrences of similar incidents. These measures shall be incorporated into the regular Privacy Management Program review.

CONTACT INFORMATION

Questions or comments about this Policy may be addressed to the Privacy Officers via email: privacy@sd61.bc.ca

REVIEW

This Administrative Regulation relates to newly amended legislation for public bodies and will therefore be reviewed annually until further notice.

RELATED ACTS AND REGULATION

School Act and Regulations
Freedom of Information and Protection of Privacy Act (FIPPA) and Regulations

SUPPORTING REFERENCES, POLICIES, REGULATIONS AND FORMS

Policy 1161 Freedom of Information and Protection of Privacy
Administrative Regulation 1161.1 Fees for Access to Information
Administrative Regulation 1161.2 Privacy Management Program
Administrative Regulation 1161.3 Privacy Impact Assessments

Adopted: November 27, 2023
Revised:

Office of the Secretary-Treasurer

School District No. 61 (Greater Victoria)
556 Boleskine Road, Victoria, BC V8Z 1E8
Phone (250) 475-4117 Fax (250) 475-4112

Katrina Stride – Secretary-Treasurer

TO: Operations Policy and Planning Committee

FROM: Katrina Stride, Secretary-Treasurer on behalf of the Audit Sub-Committee

DATE: November 18, 2024

RE: **Audit Sub-Committee Report – November 14, 2024 Meeting**

Background:

The Audit Sub-Committee held a meeting on November 14, 2024. New business included discussion of the September 2024 Quarterly Financial Report.

There is one recommendation to the Board from the Audit Sub-Committee.

Recommendation:

September 2024 Quarterly Financial Report

Julie Lutner, Associate Secretary-Treasurer, provided highlights of the quarterly financial report for the period ending September 30, 2024. Trustees recommended that the Board accept the September 2024 Quarterly Financial Report through the Audit Sub-Committee Report.

That the Board of Education of School District No. 61 (Greater Victoria) accept the September 2024 Quarterly Financial Report as presented to the Audit Committee.

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

Office of the Secretary-Treasurer

Katrina Stride – Secretary-Treasurer

TO: Audit Sub-Committee

FROM: Katrina Stride, Secretary-Treasurer

DATE: November 14, 2024

RE: **September 30, 2024 Quarterly Financial Report**

Background

The format of the Quarterly Financial Report is consistent with Schedule 2A “*Schedule of Operating Revenue By Source*” and Schedule 2B “*Schedule of Operating Expense by Object*” of the School District’s financial statements. The budget reflected in the financial statements is the Annual Operating Budget approved by the Board in April 2024.

The September 2024 Quarterly Financial Report uses the Annual Operating Budget which is based on estimated revenue and expenses for the year. It does not include budget related to approved surplus carry-forwards from prior years or budget adjustments made subsequent to the approval of the Annual Operating Budget. In comparison, the budget used in the Monthly Financial Report and the Monthly Budget Change Report includes budget related to approved surplus carry-forwards from prior years and budget adjustments made subsequent to the approval of the Annual Operating Budget.

The September 2024 Quarterly Financial Report shows the year-to-date actual revenue and expenditures as a percentage of the Annual Operating Budget. Actual expenditures reflect all costs for the year including those related to approved surplus carryforwards from prior years. Prior year information has been included for comparative purposes.

The December 2024 Quarterly Financial Report will be the same format as the September 2024 Quarterly Financial Report. The March 2025 Quarterly Financial Report will be updated to include the Amended Annual Operating Budget which will be approved by the Board in February 2025. The Amended Annual Operating Budget will be based on revenue and expenses calculated on actual September 30, 2024 enrolment counts, grants confirmed subsequent to the approval of the Annual Operating Budget, and budget related to approved surplus carryforwards from prior years. It will not include budget adjustments made subsequent to the approval of the Amended Annual Operating Budget.

Revenue

Ministry of Education and Child Care Operating Grant as a percentage of the related budget is 11.38%, as compared to 11.35% in the prior year. Operating grant revenue is recognized as it is received.

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

Other Ministry of Education and Child Care Grants as a percentage of the related budget is 10.53% compared to 3.40% in the prior year. The amount of revenue recognized in each quarter is affected by the receipt of new grants, as well as the timing of grant payments. In the current year, labour settlement funding (LSF) for the 1% cost-of-living adjustment (COLA) for teachers, support staff, non-educator exempt and administrators in leadership roles, and the 2% salary increase for administrators in leadership roles was provided subsequent to the preparation of the Annual Budget. Some of the revenue was received by September 30th; however, the budget for LSF will be adjusted in the Amended Annual Budget. Other Ministry of Education and Child Care Grants received includes Pay Equity, Funding for Graduated Adults, Student Transportation Fund, Support Staff benefits Grant and FSA Scorer Grant.

Revenue from Other Provincial Ministries in the current year is related to the After School Sport and Arts Initiative (ASSAI) grants from the Ministry of Tourism, Arts, Culture and Sport and SkilledTradesBC funding (previously called Industry Training Authority). Actual revenues received as a percentage of the Annual Operating Budget is lower in the current year due to the timing of when the grants were received.

Offshore Tuition Fees are fees received for the International Education (IE) Program. All Offshore Tuition Fees related to the current school year that were collected and deferred in the previous school year have been brought into revenue as of July 1, 2024. Offshore Tuition Fees as a percentage of the related budget are 86.41% compared to 86.48% in the prior year.

Local Education Agreement (LEA) Tuition is revenue received from the Federal Government to support the LEA with the Songhees Nation. This revenue will be based on actual enrolment and the equivalent amount is deducted from the Ministry of Education and Child Care Operating Grant.

Continuing Education and Distributed Learning Fees consist of registration and course fees for Continuing Education and The Link (Distributed Learning). These Fees as a percentage of the related budget are 1.18% compared to 14.2% in the prior year. The timing of this revenue varies year to year.

Rentals and Leases revenue as a percentage of the related budget is 18.98% compared to 16.73% in the prior year. Additional revenue was received in the current year related to the 2024 BC Provincial General Election.

Investment Income as a percentage of the related budget is 26.29% as compared to 32.75% in the prior year. The 2024-2025 Annual Budget included projected interest rates of 4.95% from July – September 2024. However, actual interest rates were 4.95% from July 1 – July 24, 2024, 4.70% from July 25 – September 4, 2024, 4.45% from September 5 – October 23, 2024 and 3.95% as of October 24, 2024. It is expected that Investment Income will come in lower than projected by June 30, 2025.

Miscellaneous Revenue includes other grants, fees, commissions and rebates, and general donations. The amount and timing of this revenue varies each year. Revenue received in the current year is comparable to the amount received in the prior year. However, the prior year Annual Budget related to International Education revenues was understated but was subsequently adjusted in the Amended Annual Budget. This resulted in a higher percentage of revenue received relative to the budget, compared to the current year.

Total Operating Revenue is 16.31% of the related budget as compared to 16.39% in the prior year.

Expenditure by Object

Teacher, Educational Assistants and Substitute Salaries to date are 9.40% of the combined related budgets as compared to 9.51% in the prior year. As the school year starts in September, it is expected that 1/10th (10%) of the salaries would be incurred to date as these positions are paid over 10 months. Educational Assistants Salaries as a percentage of the related budget is 7.34% in the current year compared to 6.65% in the prior year. Educational Assistant Salaries tend to be lower in September due to increased job turnover.

As new jobs are created in September due to increased enrolment, these jobs are often filled by continuing employees at other school locations, which then creates new vacancies when they move to their new position.

Principals and Vice Principals, Support Staff and Other Professionals salaries are 22.32% of the combined related budgets as compared to 22.37% in the prior year. These positions are generally paid over 12 months; therefore, it is expected that salaries to date would approximate 25% of the Operating Budget.

Employee Benefits are at 14.20% of the related budget compared to 14.00% in the prior year.

Total Salaries and Benefits are 12.64% of the related budget as compared to 12.67% in the prior year.

Services are at 35.43% of the related budget as compared to 41.02% in the prior year. Actual expenditures are higher in the current year as a result of timing differences in the payment of software maintenance invoices.

Student Transportation as a percentage of the related budget is at 5.10% as compared to 10.38% in the prior year. Student Transportation expenses were \$43K higher in the prior year due to an increase in bussing for short-term summer camps related to increased enrolment.

Professional Development and Travel is at 62.98% of the related budget as compared to 12.86% in the prior year. The Greater Victoria Teachers' Association (GVTA) has received additional professional development funds in the current year through the collective agreement. A payment was made to the GVTA in September 2024 for \$0.3 million.

Rentals and Leases as a percentage of the related budget is at 13.85% as compared to 0.00% in the prior year. The budget for Rentals and Leases reflects the expected cost of the operating leases on fleet vehicles for Facilities Services. In the 2023/2024 Annual Operating Budget Facilities found \$791K in one-time savings, which included a reduction of lease costs. The reduction was applied against Services and Supplies when preparing the budget which is why a budget for Rentals and Leases was shown last year, even though there were no expenses. This was adjusted in the 2023/2024 Amended Annual Operating Budget.

Dues and Fees are at 71.52% of the related budget as compared to 188.19% in the prior year. In the 2023/2024 budget process, a decision was made by the Board to end its membership with the British Columbia School Trustees Association (BCSTA). However, subsequently a decision was made to continue its membership. This was adjusted in the 2023/2024 Amended Annual Operating Budget.

Insurance is at 14.99% of the related budget as compared to 21.43% in the prior year. In the current year, an accrual for \$30K was set up for deductibles on pending insurance claims. In the current year, the accrual was reversed but the final settlement has not yet been received so this amount is still showing as a credit.

Supplies are at 20.24% of the related budget as compared to 18.10% in the prior year. The expenses are comparable year over year.

Utilities are at 8.36% of the related budget as compared to 8.14% in the prior year. Utility costs in the first quarter of the year tend not to vary significantly due to milder weather and low building occupancy during summer.

Capital Asset Purchases are expenditures from the Operating Fund that will be transferred to the Capital Fund. Capital asset purchases in the current year include computer technology devices, theater equipment, network infrastructure, furniture, and portable expenditures. Capital Asset Purchases in the prior year were higher than the current year as the Information Technology for Learning department made significant teacher laptop and network infrastructure purchases in the first quarter of 2024.

Total Services and Supplies are 23.13% of the related budget as compared to 28.22% in the prior year.

Total Operating Expenditures are 13.55% of the related budget as compared to 13.98% in the prior year.

Overall, the year-to-date results are comparable to the prior year and reflect school district operations.

SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
QUARTERLY FINANCIAL REPORT
SEPTEMBER 30, 2024
ACTUAL AS A PERCENTAGE OF THE ANNUAL OPERATING BUDGET

	2024/2025 Annual Operating Budget	Actual September 30, 2024	Percentage of Annual Operating Budget	2023/2024 Annual Operating Budget	Actual September 30, 2023	Percentage of Annual Operating Budget
REVENUE						
Ministry of Education and Child Care Operating Grant	229,913,818	26,165,910	11.38%	214,200,316	24,318,473	11.35%
Other Ministry of Education and Child Care Grants	3,199,377	336,888	10.53%	3,192,995	108,449	3.40%
Other Provincial Ministries	283,750	85,649	30.18%	274,039	92,531	33.77%
Offshore Tuition Fees	15,667,733	13,537,710	86.41%	15,670,739	13,552,060	86.48%
Local Education Agreement Tuition	940,239	214,343	22.80%	757,317	174,491	23.04%
Continuing Education and Distributed Learning Fees	8,500	100	1.18%	10,000	1,420	14.20%
Rentals and Leases	3,221,690	611,487	18.98%	3,007,985	503,102	16.73%
Investment Income	1,796,068	472,260	26.29%	1,465,200	479,877	32.75%
Miscellaneous Revenue	2,064,573	809,274	39.20%	1,059,845	758,959	71.61%
Budgeted Prior Year Operating Surplus Appropriation	1,897,592			4,342,059		
Total Operating Revenue	258,993,340	42,233,621	16.31%	243,980,495	39,989,362	16.39%
EXPENDITURE BY OBJECT						
Teachers Salaries	111,628,325	10,995,795	9.85%	107,167,700	10,706,152	9.99%
Principals and Vice Principals Salaries	14,773,538	3,519,289	23.82%	13,862,405	3,390,881	24.46%
Educational Assistants Salaries	23,546,895	1,729,056	7.34%	22,947,651	1,527,052	6.65%
Support Staff Salaries	21,695,793	4,579,037	21.11%	21,046,809	4,409,922	20.95%
Other Professionals Salaries	5,434,157	1,253,087	23.06%	4,956,475	1,115,960	22.52%
Substitutes Salaries	12,357,749	1,143,387	9.25%	10,398,295	1,124,522	10.81%
Employee Benefits	47,137,413	6,692,727	14.20%	43,076,847	6,031,014	14.00%
Total Salaries and Benefits	236,573,870	29,912,378	12.64%	223,456,182	28,305,503	12.67%
Services	7,940,940	2,813,486	35.43%	6,440,743	2,642,274	41.02%
Student Transportation	1,056,234	53,850	5.10%	932,286	96,798	10.38%
Professional Development and Travel	589,539	371,319	62.98%	676,572	87,017	12.86%
Rentals and Leases	62,851	8,706	13.85%	109,851	-	0.00%
Dues and Fees	131,133	93,790	71.52%	49,700	93,531	188.19%
Insurance	599,177	89,813	14.99%	479,973	102,877	21.43%
Supplies	5,029,375	1,017,767	20.24%	5,374,738	972,824	18.10%
Utilities	4,698,750	392,877	8.36%	4,442,200	361,426	8.14%
Capital Asset Purchases	2,311,471	343,832	14.88%	2,018,250	1,435,500	71.13%
Total Services and Supplies	22,419,470	5,185,440	23.13%	20,524,313	5,792,247	28.22%
Total Operating Expenditure	258,993,340	35,097,818	13.55%	243,980,495	34,097,750	13.98%

Climate Action Plan Implementation Ad Hoc Committee Terms of Reference

Purpose:

The Climate Action Plan Implementation Ad Hoc Committee is an ad hoc committee established by the Board for the purpose of reviewing the implementation of the District's Climate Action Plan (CAP) 2022-2027, reviewing the initiatives, measurements and progress made towards meeting our Green House Gas (GHG) emission reduction targets as required by the Climate Accountability Act and reported in the Climate Change Accountability Report each year.

Deliverables:

To complete an annual review and report its' findings and recommendations for change to the Board regarding the implementation, measurements and commitments of the Greater Victoria School District's climate action initiatives including:

- Climate Change Accountability Report
- Climate Action Plan (2022-2027):
 - Education, Engagement, and Leadership
 - Lands and Water Stewardship
 - Waste Reduction
 - Energy Management
 - Sustainable Transportation
- District Long Range Facilities Plan

Membership:

- Two Trustees, one as Chair of the Committee
- Superintendent or designate
- One Energy Manager
- One staff member from the Facilities Department
- Two VPVPA members
- Two representatives from the Greater Victoria Teachers' Association
- One representative from the Canadian Union of Public Employees Local 382
- One representative from the Canadian Union of Public Employees Local 947
- One representative from the Victoria Confederation of Parent Advisory Councils
- The Superintendent will engage with representatives from the Four Houses to determine whether each wish to engage with the Committee's work, and if so, how (examples – direct involvement in Committee meetings, receive and provide comments on meeting agendas and meeting summaries, other).
- At least two student representatives and feedback from the Student Representative Advisory

Timeline:

- The Committee shall complete its' review and report its' findings and recommendations at the Regular Board meeting in ~~October~~ June each year.
- The Committee will meet at least quarterly and as required in order to complete its' work.

Voting:

- It is expected that the Committee will use a consensus model for decision making. When this is not possible, all recommendations will be provided to the Board of Education.

Procedural Note:

- The Committee will be able to seek information from district staff and outside sources as determined by the Committee.
- The Committee meeting agendas, minutes, times and location will be posted on the District website.
- There is a budget of \$5,000 to support the Ad Hoc Committee's work.

Date adopted:

June 17, 2024

Revised: November 25, 2024

TO: The Board of Education
FROM: Deb Whitten, Superintendent of Schools
RE: Superintendent's Report
DATE: November 25, 2024

District Updates:

Please see below the Student Achievement and related opportunities the Superintendent has been involved with during the month of November aligned to the Strategic Plan:

Goal 1: Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.

- Principals and Vice Principals Leadership Development Meeting: November 7, 2024 – Topic: Investigations
- Administrators' Meeting – November 7, 2024: Mental Health & Wellbeing; School Goals; PIDA Reminder; 2025-26 Budget Planning Overview
- Representative Advisory council of Students – November 18, 2024 at Vic High School, Topics included: Policy Review; Wellness Fair Planning; 2025-26 Budget Process
- All Superintendents' Meeting – November 21, 2024
- Monthly Meeting with VPVPA President and Vice-President – November 27, 2024
- Music Equity Ad Hoc Committee Meeting – November 27, 2024
- Data Night – Part 2: November 28, 2024
- Monthly Meeting with the Director of International Student Education
- School Visits – Professional Growth: November 1 (Vic High School); November 4 (George Jay); November 14 (James Bay); November 15 (South Park) and (Sir James Douglas); November 28 (Quadra); November 29 (Margaret Jenkins) and (Oaklands)

Goal 2: Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.

- Songhees Nation Local Education Agreements (LEA) Writing – November 20, 2024
- Bi-weekly Meeting with the Director of Indigenous Education – November 13 & 27, 2024

Goal 3: Create an inclusive and culturally responsive learning environment that will support learners' physical and mental well-being.

- 2025 Wellness Fair Planning Meeting with Student Representative – November 6, 2024

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

- Monthly Inclusive Learning Meeting – November 22, 2024

Gratitude: The Superintendent would like to thank the following:

- The Facilities Department for their work and assistance with the recent wind storms, ensuring that our schools, fields, and playgrounds remain safe and secure.
- Teachers, Principals and Vice-Principals on all of their work in Communicating Student Learning.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) receive the Superintendent's Report, as presented

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.



To: Board of Education
From: Dr. Jeffrey Davis, Director, International Education
Date: November 25, 2024
RE: Bi-Annual Report: International Student Program

Background

Further to the November 6, 2023, Education Policy and Directions Memo International Student Program and as per Policy 5128 International Student Enrollment, Section 3.9, this memo provides the bi-annual report on the International Student Program including the current student enrollment and any recommendations for future enrollment levels which are based on the availability of space in the 2025-2026 school year.

Information

For the 2024-2025 school year, it is projected there will be 740 students enrolled in secondary schools, 49 students enrolled in middle schools and 61 students enrolled at elementary schools for a total of 850 international students enrolled in the Greater Victoria School District. Table 1 below includes enrolment levels of Ministry-funded international students for the 2024-2025 school year based on MyEducation BC data as of November 19, 2024. The parent(s) of these students are defined by Immigration Refugees and Citizenship Canada (IRCC) as temporary residents. Most temporary residents are provided entry to Canada on a work permit or study permit. For the 2024-2025 school year, there are 468 students enrolled in secondary schools, 364 students enrolled in middle schools and 778 students enrolled at elementary schools for a total of 1610 Ministry-funded international students enrolled in the Greater Victoria School District. International Education staff also support the entry of Ministry-funded international students to the Greater Victoria School District.

Based on the multi-year contractual agreements, of the current projected 850 International students enrolled in the District, 365 international students are anticipated to return and 475 new students are projected to join the District for the 2025-2026 school year. Therefore, the projected and recommended number of international students for the 2025-2026 school year is 840 (Table 2). This projection is based on the availability of space and historical knowledge including school placements.

Table 1

2024-2025 International Student Program Annualized Enrollment and the Projected Enrollments				
	School Capacity	2024/25 Projected Enrollments (not including ISP)	2024/25 Ministry Funding Eligible International Student Enrollment per MyEd at Nov. 19, 2024	2024/25 Annualized International Student Enrollment
Secondary School				
Esquimalt	995.00	824.00	43.00	110.00
Lambrick Park	734.00	463.00	43.00	135.00
Mt. Doug	925.00	709.00	88.00	180.00
Oak Bay	1286.00	1231.00	73.00	75.00
Reynolds	995.00	934.00	72.00	50.00
Spectrum	1201.00	1057.00	66.00	100.00
Vic High	1000.00	901.00	83.00	90.00
Total Secondary	7136.00	6119.00	468.00	740.00
Middle School				
Arbutus	500.00	442.00	48.00	17.00
Cedar Hill	550.00	550.00	59.00	7.00
Central	650.00	528.00	42.00	2.00
Colquitz	500.00	511.00	43.00	
Glanford	450.00	357.00	19.00	5.00
Gordon Head	425.00	366.00	33.00	9.00
Lansdowne	900.00	761.00	51.00	5.00
Monterey	475.00	409.00	26.00	3.00
Rockheights	400.00	304.00	21.00	1.00
Shoreline	425.00	413.00	22.00	
Total Middle	5275.00	4641.00	364.00	49.00
Elementary School				
Braefoot	309.00	237.00	32.00	3.00
Campus View	498.00	454.00	39.00	7.00
Cloverdale	332.00	332.00	56.00	0.00
Craigflower	219.00	169.00	14.00	0.00
Doncaster	438.00	417.00	20.00	0.00
Eagle View	241.00	285.00	13.00	0.00
Frank Hobbs	328.00	250.00	31.00	10.50
George Jay	509.00	440.00	48.00	2.00
Hillcrest	373.00	272.00	34.00	11.00
James Bay	196.00	181.00	33.00	1.00
Lake Hill	324.00	224.00	18.00	3.00
Macaulay	460.00	495.00	32.00	0.00
Margaret Jenkins	476.00	445.00	20.00	5.50
Marigold	282.00	300.00	10.00	0.00
McKenzie	305.00	255.00	20.00	0.00
Northridge	286.00	254.00	24.00	0.00
Oaklands	485.00	465.00	34.00	0.00
Quadra	504.00	463.00	46.00	0.50
Rogers	332.00	262.00	25.00	2.00
Sir James Douglas	460.00	403.00	14.00	3.50
South Park	196.00	178.00	39.00	3.00
Strawberry Vale	309.00	275.00	15.00	1.00
Sundance Bank	86.00	85.00	7.00	0.00
Tillicum	395.00	456.00	48.00	0.00
Torquay	283.00	298.00	39.00	3.50
Vic West	332.00	332.00	26.00	0.00
View Royal	399.00	286.00	17.00	1.00
Willows	492.00	519.00	24.00	1.00
Total Elementary	9849.00	9032.00	778.00	58.50

Table 2

2025-2026 International Student Program Annualized Enrollment and the Projected Enrollments			
	School Capacity	2025/26 Baragar Projected Enrollments (not including ISP)	2025/26 Recommendations for International Student Enrollment
Secondary School			
Esquimalt	995.00	887.00	90.00
Lambrick Park	734.00	453.00	125.00
Mt. Doug	925.00	665.00	180.00
Oak Bay	1286.00	1273.00	40.00
Reynolds	995.00	919.00	65.00
Spectrum	1201.00	1068.00	120.00
Vic High	1000.00	845.00	125.00
Total Secondary	7136.00	6110.00	745.00
Middle School			
Arbutus	500.00	430.00	17.00
Cedar Hill	550.00	582.00	1.00
Central	650.00	520.00	2.00
Colquitz	500.00	476.00	1.00
Glanford	450.00	374.00	5.00
Gordon Head	425.00	385.00	9.00
Lansdowne	900.00	730.00	5.00
Monterey	475.00	412.00	3.00
Rockheights	400.00	276.00	1.00
Shoreline	425.00	380.00	1.00
Total Middle	5275.00	4565.00	45.00
Elementary School			
Braefoot	309.00	198.00	3.00
Campus View	498.00	428.00	5.00
Cloverdale	332.00	312.00	
Craigflower	219.00	161.00	
Doncaster	438.00	401.00	
Eagle View	241.00	284.00	
Frank Hobbs	328.00	229.00	8.00
George Jay	509.00	377.00	2.00
Hillcrest	373.00	252.00	8.00
James Bay	196.00	139.00	1.00
Lake Hill	324.00	193.00	3.00
Macaulay	460.00	455.00	
Margaret Jenkins	476.00	446.00	4.00
Marigold	282.00	260.00	
McKenzie	305.00	229.00	
Northridge	286.00	246.00	
Oaklands	485.00	460.00	2.00
Quadra	504.00	441.00	
Rogers	332.00	214.00	2.00
Sir James Douglas	460.00	366.00	3.00
South Park	196.00	147.00	3.00
Strawberry Vale	309.00	250.00	1.00
Sundance Bank	86.00	82.00	
Tillicum	395.00	398.00	
Torquay	283.00	275.00	3.00
Vic West	332.00	315.00	
View Royal	399.00	278.00	1.00
Willows	492.00	474.00	1.00
Total Elementary	9849.00	8310.00	50.00

Table 3

2026-2027 International Student Program Annualized Enrollment and the Projected Enrollments			
	School Capacity	2026/27 Baragar Projected Enrollments (not including ISP)	2026/27 Recommendations for International Student Enrollment
Secondary School			
Esquimalt	995.00	891.00	90.00
Lambrick Park	734.00	474.00	125.00
Mt. Doug	925.00	690.00	180.00
Oak Bay	1286.00	1295.00	10.00
Reynolds	995.00	924.00	60.00
Spectrum	1201.00	1080.00	120.00
Vic High	1000.00	807.00	125.00
Total Secondary	7136.00	6161.00	710.00
Middle School			
Arbutus	500.00	436.00	18.00
Cedar Hill	550.00	591.00	0.00
Central	650.00	489.00	3.00
Colquitz	500.00	532.00	0.00
Glanford	450.00	373.00	5.00
Gordon Head	425.00	382.00	9.00
Lansdowne	900.00	725.00	5.00
Monterey	475.00	432.00	3.00
Rockheights	400.00	277.00	1.00
Shoreline	425.00	395.00	1.00
Total Middle	5275.00	4632.00	45.00
Elementary School			
Braefoot	309.00	181.00	3.00
Campus View	498.00	421.00	5.00
Cloverdale	332.00	307.00	
Craigflower	219.00	166.00	
Doncaster	438.00	386.00	
Eagle View	241.00	268.00	
Frank Hobbs	328.00	218.00	8.00
George Jay	509.00	355.00	2.00
Hillcrest	373.00	235.00	8.00
James Bay	196.00	135.00	1.00
Lake Hill	324.00	183.00	3.00
Macaulay	460.00	446.00	
Margaret Jenkins	476.00	437.00	4.00
Marigold	282.00	251.00	
McKenzie	305.00	214.00	
Northridge	286.00	234.00	
Oaklands	485.00	456.00	2.00
Quadra	504.00	434.00	
Rogers	332.00	210.00	2.00
Sir James Douglas	460.00	352.00	3.00
South Park	196.00	145.00	3.00
Strawberry Vale	309.00	243.00	1.00
Sundance Bank	86.00	93.00	
Tillicum	395.00	385.00	
Torquay	283.00	263.00	3.00
Vic West	332.00	306.00	
View Royal	399.00	274.00	1.00
Willows	492.00	438.00	1.00
Total Elementary	9849.00	8036.00	50.00

TO: The Board of Education
FROM: Deb Whitten, Superintendent of Schools
RE: 2024-2025 School Goals (School Plans)
DATE: November 25, 2024

Purpose

As per the School Act, Division 2 – Parents, Section 8.3 School plan (1) In each school year, a board must approve a school plan for every school in the school district. (2) A board must make a school plan approved under subsection (1) available to the parents of students attending that school.

Background

The Strategic Plan 2020-2025, sets the following Goals and Strategies for the Schools/District:

Goal 1	Goal 2	Goal 3
Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.	Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.	Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.
Strategy 1: Develop and support high quality learning opportunities through the implementation of curriculum in order to improve student achievement.	Strategy 1: Critically examine personal and systemic biases, attitudes, beliefs, values and practices to increase student and staff understanding and appreciation of Indigenous worldviews, histories and perspectives.	Strategy 1: Continue to provide professional learning opportunities to all staff in K-12 to further support implementation of social emotional learning, physical literacy and mental health literacy that improves outcomes for students and classrooms.
Strategy 2: Engage and collaborate with students, families and staff to provide an inclusive learning environment that will enhance and support student learning, identities and well-being.	Strategy 2: Engage and collaborate with local Nations, Indigenous educators, Indigenous community leaders, Elders and families to enhance Indigenous student learning and well-being and identity.	Strategy 2: Work in collaboration with Ministry of Children & Family Development to provide joint educational planning and support for children and youth in care that helps develop the child's personality, talents and mental and physical abilities to the fullest for current and future success.
Strategy 3: Address the inequity of outcomes for diverse learners in literacy, numeracy, engagement and completion rates.	Strategy 3: Address the inequity of outcomes for Indigenous learners in literacy, numeracy, attendance and graduation rates.	Strategy 3: Engage and collaborate with families to encourage awareness of and engagement in physical literacy and mental health literacy that improves outcomes for students in classrooms and at home.
		Strategy 4: Address the inequity of opportunity for all learners to maximize physical health and mental well-being.

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

Throughout the 2023-24 school year, our district focused on the process and development of school goals through a continuous improvement cycle. The continuous improvement cycle identified which actions will make the biggest impact; implementing the actions in a strategic manner; assessing the actions to determine if the actions created a positive change; and planning how, where, and when we can improve.

In this memo Middle School Plans can be accessed [here](#).

At the Board meeting December 9, 2024, Secondary School Plans will be provided.

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve the 2024-2025 Middle school plans as presented.

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.



Arbutus Global Middle School 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 435

How are you communicating your goals and progress to staff, parents and the wider community?

Staff:

- Main focus of most monthly Staff Meetings
- Primary focus of our Team Leaders Meetings
- Main focus of our school-wide Professional Development Day activities
- Periodic overview of relevant school goal(s) and related actions in staff-wide emails in relation to various related school initiatives and/or professional learning opportunities
- A regular topic of informal conversations with staff members in relation to addressing emergent issues and/or sharing ideas to further ongoing school improvement

Parents/Community:

- Principal's presentation of School Vision, Goal(s), and Related Initiatives at PAC Meeting
- Overview of School Vision, Goals, & Initiatives included in principal's email to parent community, and articulated in introductory comments at school events
- School Vision, Goal(s), and related Initiatives posted on our school website
- Periodic reference to and discussion of relevant aspects of our evolving school vision, goal(s) and actions at monthly PAC Meetings and in conversations with PAC Executive
- Periodic emails to the parent community-at-large in relation to planning & implementation of various school initiatives/activities/etc. stemming from our School Vision & Goal(s)
- A regular topic of informal conversations with parents and community members in relation to addressing emergent issues and/or sharing ideas to further ongoing school improvement

Goal: To further student well-being and sense-of-belonging

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 3

Primary Area of Goal Focus

Mental Health

Strengths in this Goal Area

Well Established Features:

- MIDDLE SCHOOL MODEL pillars/organizational structures & underlying philosophy, including Advisory & Team Structures, Exploratory & Enrichment, and Flexible Scheduling especially via partner-tchrs
- INTEGRATION OF DUAL TRACK ST's through organization of Exploratory & Enrichment classes
- EXTENSIVE EXTRA/CO-CURRICULAR ATHLETICS & MUSIC PROGRAMS
- WIDE ARRAY of INCLUSION-FOCUSED (e.g. GSA, Indigenous, and Social Justice/Anti-Racism) and INTEREST-BASED CLUBS/ACTIVITIES

New and/or Revitalized Features (started in Sept of 2023):

- SCHOOL VISION redevelopment/reinvigoration process resulting in five phrases – foster Belonging, explore Passions, embrace Challenges, further Wellbeing, and cultivate Sustainability – within which our shorter-term School Goal(s) & Actions develop and grow
- TEAM LEADERS MTGS focus primarily on development & implementation of our School Vision, Goal(s) & related Actions
- STAFF MTGS & SCHOOL-WIDE PRO D DAYS focus primarily on furthering School Vision & Goal(s)
- STUDENT SUPPORT STRUCTURES include integration of LSTs & Counselor at Student Support Mtgs with Admin & Core Tchrs
- STUDENT SURVEY conducted schoolwide in Term 2 focused on measuring progress toward our School Goal
- B.C. ADOLESCENT HEALTH SURVEY DATA informing Actions within our School Goal, most notably:
 - Having three or more in-person friends has been linked to positive outcomes. Percentage of youth with three or more such friends decreased from 81% in 2018 to 69% in 2023; participation in interest-based activities is one key way that youth form & maintain friendships
 - Sense of connection with adults at school is a key variable of adolescent health, and over the past 20 years, there's been a significant drop (from 59% to 34%) of youth reporting that they have a caring and supportive adult outside of their family
 - There is a strong link between physical activity & mental health; 4 to 14% drop in physical activity over the last 25 years

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
Maintain and/or enhance the scope, quality, and/or participation levels in OPTIONAL SCHOOL-BASED ACTIVITIES aimed at furthering students' sense of belonging and well-being, including: <ul style="list-style-type: none"> -Student Inclusion-Focused Groups (i.e. Anti-Racism, GSA, Indigenous, International, Social Connections for priority st's) -Interest-Based Student Clubs -High-quality Music (band, choir, strings) Program -Extensive Extracurricular Athletics Program 	<ul style="list-style-type: none"> –MDI ((Middle Years Development Instrument) survey results -Grade 7 Student Learning Survey results, particularly regarding participation in relevant activities -Attendance data -School-created all-students Wellbeing Survey results, particularly regarding level of participation in optional school-based activities -Staff input - based on observation of and conversations with students (and parents) – regarding degree that this strategy is making a difference 	<ul style="list-style-type: none"> -\$2,000 set aside for resources and/or TOC release to support Inclusion-Focused Groups & Interest-Based Club activities –School organization providing: <ul style="list-style-type: none"> -1 block/week each for Math Challengers, Social Skills/Connections Group, and Community Service -4 additional blocks/week for support & enhancement of Indigenous, Gifted, International Students Community, and Music Education -3 blocks/week for further support of Athletics Program -2 blocks/week (starting May 2024) for staff-led Skateboarding Social Group with priority students –Approximately \$12,000 (PAC & School funds) to support replacement and upgrading of Athletics & Music equipment as well as participation/activity costs

Implementation of “1 2 3 CONNECTORS” (an in-house version of “2 x 10”) initiative aimed at connecting priority students with an additional staff member	<ul style="list-style-type: none"> –MDI (Middle Years Development Instrument) survey results -Grade 7 Student Learning Survey results, particularly regarding “belonging” and “welcome” -Attendance data -School-created all-students Wellbeing Survey results, particularly regarding number of adults with whom students feel a “good connection” -Staff input - based on observations of and conversations with students (and parents) – regarding degree that this strategy is making a difference 	–School Ldrshp and Team Ldrs time focused on furthering overall Vision, Goal(s) and Actions, including “1 2 3 Connectors” Initiative with Team Leaders and school-at-large
Teaching of UNIVERSAL HUMAN NEEDS & Constructive Ways to Meet Our Needs . . . to Staff & Parents in 2023-24 . . . to Students via ad hoc responses with priority students in 2023-24 [with planning to implement proactively and school-wide in 2024-25]	<ul style="list-style-type: none"> –Grade 7 Student Learning Survey results, particularly regarding “feeling safe” -School-created all-students Wellbeing Survey results, particularly regarding the degree to which relevant Human Needs are met at school -Attendance data -Staff input - based on observations of and conversations with students (and parents) – regarding degree that this strategy is making a difference 	–Approx. \$1,500 plus school Ldrshp time for whole-staff Pro D Day (co- led by Dr. Allison Rees & Principal Andrews) focused on Universal Human Needs & Supporting Constructive Strategies to meet those needs at whole-staff Pro D Day (including lunch altogether) \$450 to Dr. Allison Rees to lead Parent Ed Evening focused on the Universal Human Needs & Supporting Youth meeting those needs in constructive ways
Maintain and enhance educational PARTNERSHIPS WITH UVIC, providing enriched learning opportunities to further student wellness, including: <ul style="list-style-type: none"> -Dept of Kinesiology (enriched physical fitness/health activities) -School of Music (enriched music learning) -(new partnership) Dept of Psychology (enriched learning activities about the brain & neurodiversity) 	<ul style="list-style-type: none"> –MDI (Middle Years Development Instrument) survey results -School-created all-students Wellbeing Survey results, particularly regarding degree of growth and learning -Attendance data -Staff input - based on observation of and conversations with students (and parents) – regarding degree that this strategy is making a difference 	–Athletic Director, Music Teacher, and School Ldrshp time to maintain and enhance these partnerships and coordinate associated initiatives
MENTAL HEALTH & WELLNESS MONTH featuring an array of activities focused on furthering students' understandings and skills to maintain their mental health & wellbeing	<ul style="list-style-type: none"> –MDI ((Middle Years Development Instrument) survey results -School-created all-students Wellbeing Survey results, particularly regarding level of participation in optional school-based activities -Attendance data -Staff input - based on observation of and conversations with students (and parents) – regarding degree that this strategy is making a difference 	<ul style="list-style-type: none"> -\$3,000 toward activity leaders, guest speakers, and participation incentive prizes –Counselor & school Ldrshp time to plan and implement this initiative

New PLAYGROUND PROJECT to add structures for physical play to our school grounds (prioritizing features via results of a Student Playground Survey)	– School-created all-students Wellbeing Survey results, particularly around recess-time use of playground features -Attendance data -Staff input - based on observations of and conversations with students (and parents) – regarding degree that this strategy is making a difference	–Approx. \$30,000 in 2023-24 (via School & PAC fundraising)
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Cedar Hill Middle School 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 562

How are you communicating your goals and progress to staff, parents and the wider community?

- Newsletters for families
- Social Media for families and wider community
- Emails connections to community members
- Explicit conversations at PAC meetings, staff meetings, school team meetings

Goal: Goal: We will continue to create a culturally responsive educational environment.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 3

Primary Area of Goal Focus

Diverse

Strengths in this Goal Area

This goal area is an essential part of creating a school community that embraces each student's individuality and honours the diversity that exists at Cedar Hill.

Continuing to focus on this goal will address the inequity that exists in all areas of diversity, visible and invisible.

Focusing on this goal will continue to challenge and encourage us to learn about anti-racism and to strive to be a school culture steeped in anti-racism.

Focusing on this goal for the third year allows us to be continuously mindful of our individual paradigms, our collective expectations and behaviours and our collective growth and sharing together as a staff and student body.

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
<ul style="list-style-type: none"> • Inventory of culturally responsive resources (ex: classroom resources) • Better awareness of how to teach hard topics (ex: confronting racism, genocide, alienation) • Build staff capacity with professional development (ex: book club, school presentations, guest speakers, videos, lived experiences) • Built-in building-wide initiatives (ex: MLL world map of student population, multi-lingual announcements, recognition of culturally significant events both small scale and large scale.) • Advisory Program as educational space <ul style="list-style-type: none"> * Students, staff and guests feeling harmony and unity at Cedar Hill * Continuation of Cedar Circle Drum Group, Boys Group, Melanin Magic Group, the Grind Basketball Group, Mental Health Club, Rainbow Club with outside support * Continue to receive and use CREAN grant to host a BIPOC group * Use of common resources for educational purposes such as "This Book is Anti-Racist" and "How to Avoid MicroAggressions" 	<ul style="list-style-type: none"> - Student Learning Survey feedback - MDI results - All staff survey/feedback - anecdotal - Student feedback through Advisory Program 	<p>We have allocated \$4000 to ensure that staff who want to move forward with endeavours related to Creating a Culturally Responsive Educational Environment at Cedar Hill have access to funds to do the work.</p> <p>We talk about this goal at staff meetings, school based team meetings, EAG meetings and in hallway conversations.</p>

Goal: GOAL 2: We will strengthen our focus on examining reading assessments.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Reading

Strengths in this Goal Area

CHMS School Based Team has been doing reading assessments for many years.

There are several reading assessment area experts on staff who do reading assessments and reading interventions in classes.

As staff shifts, we encourage sharing what assessments have been done in the past while embracing new assessments.

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
1. We aim to understand our areas of need to align reading assessments with research based practices (DIBELS and F&P Benchmarks Assessment System).	1. We will see that the assessments are streamlined to the grades.	1. Time to learn the reading assessments (DIBELS & F&P Benchmark Assessment System).
2. We aim to improve the consistency of reading assessment and reading intervention practices in classrooms and on teams.	2. We will see a increase in the number of students who are able to access classroom materials and content due to a decrease in reading barriers.	2. Time to learn the middle school reading interventions (CAFE & Daily 5).
3. We aim to understand our individual and collective biases related to reading assessment and reading interventions.	3. We will see an increase in consistency in assessment use, results and teaching and learning interventions.	3. Collaboration time for teachers and Case Managers.
4. We aim to better know each student and the entire student population's reading strengths and needs.	4. We will see an increase in collaboration amongst teachers and amongst teachers and Case Managers.	4. School based professional development days and lunch 'n' learns - a committed focus to learning and understanding.
5. We aim to have data for the School Based Team to align support to needs, on a larger school scale.	5. We will see an improved intensive intervention for reading strategies both in class and for out-of-class support.	
6. We aim to continue to foster a love of reading through a rich and varied Library Learning Commons.	6. We will continue to see high numbers of students accessing the library resources for independent reading.	

Goal: GOAL 3: We will build educational connections with community both inside and outside the school.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 3

Primary Area of Goal Focus

Mental Health

Strengths in this Goal Area

This goal will provide opportunities that have depth and breadth beyond the curriculum that will provide opportunities to students that will capitalize on individual interests.

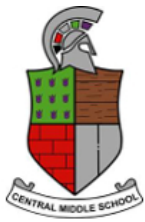
Opportunities are limitless.

Opportunities can be created in classrooms, in the school, outside the school, by anyone with interest.

Over the years, strong community connections have been fostered by many staff, past and present.

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
<p>1. We aim to build educational connections with community partners, like Saanich Community Liaison Officers, Saanich Fire Department, Saanich Parks & Recreation and CFB Esquimalt.</p> <p>2. We aim to build educational connections with neighbours of the school: Rosebank Gardens Senior Community, St. Luke's Anglican Church Community, Lutheran Church of the Cross, Community, Shelbourne Community Kitchen, Metis Child Care Centre.</p> <p>3. We aim to build educational connections with the local eco-restoration community: Victoria, Green Team, The Royal Commonwealth Society VI, Saanich Parks and Recreation, the Pulling Together Program, PEPÁ?E? HÁUTW_ (Blossoming Place) etc. We will build a three year plan to work on an invasive species pull on the Cedar Hill Grounds.</p> <p>4. We aim to build educational connections with our SD61 partners: the grounds departments and Michael Croteau and the Indigenous Education Department and John Harris.</p> <p>5. We aim to build connections with organizations that will support augmentative programs or offerings in the school: CREAN, Optimist Club, Breakfast Club of Canada.</p>	<p>We will see the connections coming to life in classrooms, in after school programs in clubs and in classroom field trips.</p> <p>We will see teachers accessing community as resources for learning.</p> <p>We will showcase our accomplishments on the CHMS Instagram page, Newsletter and in emails.</p>	<p>Time/Effort/Passion</p> <p>All donations from organizations.</p> <p>We have allocated \$2000 for Clubs and Community Connections for staff to access to augment projects or endeavours related to clubs and community.</p> <p>PAC has allocated \$1350 (similar to their music & athletics & library allocation) to clubs and community connections.</p> <p>A dedicated afternoon of Case Management time for community outings with students.</p> <p>A number of dedicated blocks of EAG time for community outings with students.</p>



Central Middle School 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 502

How are you communicating your goals and progress to staff, parents and the wider community?

Staff- goals will be on every document sent to staff. We will look at where we are at and where we are going at Team Leader and Staff Meetings regularly. When we make decisions we will orient to our goal.

Students- we will discuss on announcements and in advisory. Student forum a place where students can have voice and be part of the planning on how we accomplish thi.

Parents- will be on our Central Weekly (at the top). We will introduce and revisit with our PAC monthly. During school orientations we will mention and discuss how we will measure.

Wider Community- on our letterhead and social media platforms.

Goal: Students at Central Middle School will feel safe, seen and supported.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 3

Primary Area of Goal Focus

Diverse

Strengths in this Goal Area

Central has a history of supporting diverse learners from a variety of backgrounds and we wish to highlight this. We want to continue to demonstrate that our staff is considering the diversity within our building when planning everything they do. We know that academic learning can only happen when students feel connected and grounded emotionally, mentally, and physically.

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
Students can access social emotional support.	Surveys. Attendance. Increased number of students accessing counseling before the situation gets more serious. Report card data.	Increase counseling time using Community Link money. Counsellors to support students with preventative strategies . Increase VP time using CEF funds so that the VP is available to support students in crisis.
Students can access more academic support even if they don't have an IEP.	Attendance. Surveys. Assessment analysis. Report Card data. FSA results.	Look at IL and SBT for ways to increase a more "drop in" student support so when students need it they can access it. Blend with in class support. This support might be social, emotional or academic. Use of CEF funds to increase ILST time.

Increased student voice on what they need to be safe seen and supported.	Student Learning Survey. School Google Form. Team Meetings. Student clubs.	Student Forum or enrichment for Student Leadership. Looking for \$500 for supplies for these meetings. We will reinstate a SOCA group as well as focus on Indigenous students through their groups.
Students can see themselves reflected at school in the hallways, on announcements, in our resources, guests speakers in our every day time at school.	SLS. School Google Form. Student Forum.	Discuss with the staff that run some of these activities in school. Invest resource money into our library, class libraries and initiatives. Art work? More Indigenous reflection of the lands we are on. Estimated \$2000-\$3000
Bring in more guest speakers around internet safety, positive relationships etc... These should be shared opportunities for students, staff and parents.	Student Learning Survey. Report card data and FSA results.	Time to find up to date and effective sessions for students. Honorariums and gifting as necessary. We will bring in MYST as well as looking at the White Hatter guest speaker.
More opportunities for students to find their place at school- to develop personal identity and connection to school.	Surveys. Report card data and FSA results.	Money for supplies to have a diversity of club, extracurricular, PBL and enrichment opportunities. \$2000-\$4000. Additional FTE for experiential learning (PBL) to allow collaboration and co-teaching of projects that students can connect to their learning.
Staff development on supporting adolescent learners so we are all on the same page.	Surveys.	District focus on SEL and adolescent development during prod. Provide NCVI training for all staff. Updated information and research on what is going on for our kids. We are determining a book for a Book Club about working with priority learners in an ever-changing environment. Increase VP time to support this work using CEF funds.

Goal: To provide a supportive environment and a variety of opportunities for students at Central in the middle years that can help them experience new things on their journey towards their individual potential.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

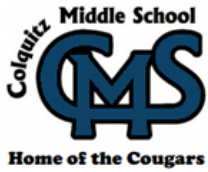
Diverse

Strengths in this Goal Area

We already have many avenues in our Central school schedule to provide space for all our learners to do different things. We have a diverse staff with many strengths to help deliver programming and opportunities.

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
Provide opportunities for our SOCA and Indigenous students to come together.	Number of students attending regularly. Use of SLC for data on feeling supported. Team meetings where students share their own voices.	Grant money in community. Use of CEF funds for regular release of teachers. Community guests. Continue to partner with Lansdowne and Vic High as part of our family of schools.
Provide more diverse and authentic experiences for students to try new activities through enrichment	Team meetings. SLC. Behavior data. Attendance data.	\$1000-\$2000 dedicated to Enrichment. Use of PAC funds. Reach out to community.
Increase the number of students participating in athletics, musical, music program and extracurricular clubs	Look at the numbers in attendance. Look at attendance data for curricular blocks. Survey students.	\$2000-3000 for equipment/ transportation/ supplies Release an AD to organize (2 blocks per week)
PBL- increase opportunity for project based learning in classes	Attendance data. Proficiency data. Behavior information.	CEF to have explo teachers available to advisory teachers to create PBL opportunities to all.



Colquitz Middle School 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 522

How are you communicating your goals and progress to staff, parents and the wider community?

- As a staff we discuss our goals and strategies at every staff meeting.
- We share both with our parents through our weekly NWAC (Next Week at Colquitz) and at PAC meetings.
- Our goals and strategies are regularly discussed in classes with students and in grade pod (team) meetings.

Goal: Create a safe and inclusive culture that addresses the needs of all school members.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Diverse

Strengths in this Goal Area

- At Colquitz we have a diverse and inclusive community.

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
Create opportunities to build relationships based on common interests	<ul style="list-style-type: none">- Greater student engagement and staff involvement- A broader offering of opportunities being available to students.	<ul style="list-style-type: none">- Flexible funds to provide enrichment opportunities for students- FTE for staff to organize and coordinate school clubs
Define and examine our inclusivity at Colquitz	<ul style="list-style-type: none">- Greater student and staff connection and engagement- increased and broader enrolment in extra-curricular activities- increased presence aboriginal culture and ways of learning in the school- increased presence of groups/clubs dedicated to represent and support marginalized groups	<ul style="list-style-type: none">- inquiry grants to explore this question with a small group- funds to buy staff wide books to help support this work

Greater staff collaboration and communication	<ul style="list-style-type: none">- increased focus on improving practice- increase in extra-curricular opportunities for students- increased staff connection and cohesion	<ul style="list-style-type: none">- dedicated FTE for teacher collaboration- structured collaboration opportunities to work as a group, example Learning Rounds
Create more and broader community connections	<ul style="list-style-type: none">- greater integration with the community- increased community based student learning opportunities	<ul style="list-style-type: none">- Continued Pathways and Partnerships opportunities- Increased connection with local colleges and universities

Goal: Create a school community that strives for personal growth and excellence in learning.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Other

Strengths in this Goal Area

- a skilled and experienced staff

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
- create opportunities to grow communication skills	- more open and deliberate communication and collaboration between staff members	-Professional development opportunities to develop communication skills
- create structures and space to share learning	- increased collaboration between staff and students (divisions) - greater integration between divisions and across and between grade levels - in both the academic and non-academic setting.	
- adopt the proficiency based marking system	- the system is fully implemented by all teaching staff - teachers see a shift in student around 'marks' vs learning and growth	- district support in introducing and implementing the system



Glanford Middle School 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 367

How are you communicating your goals and progress to staff, parents and the wider community?

This school goal was developed with staff through staff meetings, Team Leaders, collaboration time and was shared with parents and PAC. We have shared in newsletters and through other forms of parent communication.

Goal: At Glanford our goal is to create common school wide assessment practices that promote individual growth for both students and staff with a focus on relationship, clarity and ongoing feedback.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Other

Strengths in this Goal Area

benefits all learners
creates a culture of learning
builds staff capacity

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
<p>We have 3 primary areas we have identified that we want to accomplish through our goal:</p> <p>1. At Glanford for the past many years there has been a strong focus on community and connections. While maintaining the work that has been established through this previous goal, we want to put more time, focus and resources towards supporting a cohesive and intentional focus on learning.</p> <p>2. Through this goal we aim to increase student agency in their learning and value the process of learning.</p> <p>3. Through this focus on assessment practice we aim to increase access to learning for all, embed more inclusive learning strategies, and build an equitable learning community where there is a focus on learning (vs focus on grades and achievement)</p>	<p>At this stage we are using anecdotal observations, staff reflection and student reflection.</p> <p>At each pro-d (last year and this year) we spend time sharing, asking questions, and developing next steps together.</p> <p>We will be using staff and student goal setting this year and that will add to our evidence as we see how they are making and meeting goals.</p>	<p>We would benefit from a staff lead who would provide staff members time to co-plan, collaborate, curate resources and monitor progress. Our staff is keen to work together in teams and this would be a very well utilized resource.</p> <p>Release time for team leaders to collaborate with admin on plans and school goal implementation</p> <p>\$1000 for resources (online workshop/books/pro-d presenter)</p>



Gordon Head Middle School 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 360

How are you communicating your goals and progress to staff, parents and the wider community?

School Website. Staff meetings. PAC meetings. Professional Development days.

Goal: 1) Promote positive student mental health, resiliency & a growth mindset.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 3

Primary Area of Goal Focus

Mental Health

Strengths in this Goal Area

This is year two for this goal. We already have a strong, well-established SEL program.

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
1. School-wide focus on factors that promote positive mental health (sleep, nutrition, physical activity, anxiety-reducing strategies), 2. Continue weekly in-class SEL lessons using Second Step. 3. Parent education opportunities to support student mental health.	1. Increased school attendance of our anxious students. 2. student & parent surveys	1. Focused classroom instruction time for SEL lessons. 2. Using announcements & the Grizzly Gatherings for whole school messaging, and instruction. 3. Supplies for the Grizzly Den (our self-regulation room)

Goal: 2) Focusing on the core competency of building social awareness & responsibility Focus on the skills to build relationships, contributing to community & caring for the environment, resolving problems & valuing diversity.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Other

Strengths in this Goal Area

1) We already have a well-established SEL program (Second Step)

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
1. Promote socially responsible behavior in our students (language & actions that promote a safe, caring community where diversity is celebrated). 2. Promote ethical decision-making in our students.	1. referrals to the office decrease 2. students report feeling safe & connected in our school community.	1. Purposeful about using our announcements, SEL lessons, parent education nights, and Grizzly Gatherings to promote socially responsible and ethical behavior.



Lansdowne Middle School 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 726

How are you communicating your goals and progress to staff, parents and the wider community?

1. Staff: We have had two goals at Lansdowne since 2017. To strengthen the work in these areas we have two goal committees, that regularly meet to drive initiatives in our school. We use our .1 prod funding each year to release staff to meet and learn about the two goals areas. These two committees regularly present to staff at monthly staff meetings and present at school based professional development days.

2. Parents:

We communicate our school goals in depth at each PAC meeting and we embed updates about initiatives in school newsletters. For our Positive Digital Culture goal, we have hosted parent education nights to communicate with parents.

Parents can also see our goals bulletin board in our hallway and on our website.

3. Wider Community

We have partnered with a UVIC team to assess the progress of our PDC goal. We also have our two goals posted on our website.

Goal: 1. Creating a culture of connectedness in our school community.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 3

Primary Area of Goal Focus

Mental Health

Strengths in this Goal Area

It is extremely important for both student learning and social-emotional development that students and staff feel connected in our school. This is a big part of our culture and why we feel that students can learn. The goal was originally initiated from our 2018 MDI results where 41% of students felt that they were only connected to one adult. Over the last few years, we have continued to see a need to focus on this area as reflected in our Student Learning Surveys.

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
<p>1. Identifying Vulnerable students with staff. At staff meetings, connecting advisory and non-advisory teachers with vulnerable students from other classes. Create a culture where all adults are connecting with kids.</p> <p>2. Create opportunities for staff-to-staff, staff-to-student, and student-to-student connections. This includes sporting and game-based activities as well as clubs and after school initiatives.</p> <p>3. Partner classes for middle school. Connecting classes from the South and North campuses that would otherwise not know each other. This will provide further opportunities for grade six connections to the North Campus and grade 7/8 students.</p>	<p>1. School designed, student connectedness surveys. Immediate understanding on whether students feel connected.</p> <p>2. yearly MDI results</p> <p>3. attendance(both staff and students)</p> <p>4. Student Learning Survey</p> <p>5. Anecdotal</p>	<p>Every year we allocate funds - approx \$4500 to facilitate initiatives for Staff and student connectedness initiatives.</p>



Monterey Middle School 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 435

How are you communicating your goals and progress to staff, parents and the wider community?

Staff:

- Main focus of most monthly Staff Meetings, including an overview of School Growth Plan Venn Diagram and related initiatives/strategies at opening Staff Meeting, then zeroing in on various specific goals and related initiatives at subsequent Staff Meetings
- Primary focus of our Team Leaders Meetings
- Main focus of our school-wide Professional Development Day activities
- Periodic overview of relevant school goal(s) in staff-wide emails in relation to various related professional learning opportunities/initiatives/etc.
- A regular topic of informal conversations with staff members in relation to addressing emergent issues and/or sharing ideas to further ongoing improvement of our school

Parents/Community:

- Principal's overview of School Growth Plan Venn Diagram is a regular agenda item at opening PAC Meeting
- Overview of School Growth Plan included in principal's email to parent community at school-year start-up, and articulated in introductory comments at school music concerts
- School Growth Plan Venn Diagram is the first "quick link" on our school website
- Periodic reference to relevant school goal(s) - in relation to planning & implementation of various school initiatives/activities/etc. - at monthly PAC Meetings and in conversations with PAC Executive as well as in emails to the parent community-at-large
- A regular topic of informal conversations with parents and community members in relation to addressing emergent issues and/or furthering ongoing improvement of our school

Goal: Further Student Wellness

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 3

Primary Area of Goal Focus

Diverse

Strengths in this Goal Area

- MIDDLE SCHOOL MODEL pillars/organizational structures and underlying philosophy, including Advisory & Teams Structures, Exploratory/Music/Enrichment Programming, and Flex Scheduling especially via partner-teachers
- TEAM LEADERS focus on development of school goals & strategies over multiple years

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
<p>1. Foster INCLUSIVITY and a SENSE OF BELONGING via: School-wide INDIGENOUS-FOCUSED learning activities:</p> <ul style="list-style-type: none"> - Drum Making Workshops for parents and students - Salmon Feast/Salmon story to celebrate the grade 8 year end - Camp Thunderbird trip for our Indigenous students (traditional plants/medicines walk, archery, canoeing) - continue to use Gr 7: "Borders" graphic novel and Gr 8: "The Secret Path" - Grade-wide assembly with presentation from Songhees member and VP on Truth & Reconciliation - Development/Enhancement of activities and infrastructure aimed at supporting SENSE OF COMMUNITY at the school, team, class, and club/group level - Special INCLUSIVITY/ANTI-PREJUDICE PRESENTATIONS, LEARNING ACTIVITIES, & COMMUNITY-WIDE MESSAGING in terms of Indigenous, Anti-Racism, Holocaust, & SOGI education - Advisory Presentations on the following topics: making better choices, connecting with personal values, solving difficult situations, confidence in self and others, taking intelligent risks, determining what is important and not important, making lasting connections 	<p>–Student Learning Survey, particularly re: ... feeling welcome/safe/belonging ... Indigenous-focused education ... valuing diversity</p> <p>-Attendance & Affective domains "at risk" data</p> <p>-Monterey Student Engagement survey results (note: new in-house survey developed in 2022-23, designed to both monitor as well as encourage student participation in optional athletics/teams, music ensembles, interest-based clubs, and student leadership opportunities)</p>	<p>–For a: Further collaboration with District INED for guidance as well as use of school INED funds for additional resources and teacher in-service/release-time to further capacity in teaching Indigenous Ed for all students</p>

<p>2. Support MENTAL-HEALTH & FURTHER SOCIAL-EMOTIONAL GROWTH via:</p> <ul style="list-style-type: none"> - Further use of restorative approaches to behavioural concerns - School Club (counselor-supported) furthering stigma-free awareness of mental health concerns - Island Sexual Health/Needs 2 presentations around student wellness - A full slate of diverse clubs to bring students together with students who share common interests. We have clubs around: astronomy, drama, D&D, Chess, SOGI/GSA, board games club, papercraft club, and our basketball and badminton clubs - We also offer a wide range of recreational and competitive athletics - Boys Club to promote positive attributes (skills, interests and aptitudes) amongst a select group of grade 7 and 8 boys - Advisory Presentations: strategies about getting along/problem solving, how to manage stress 	<ul style="list-style-type: none"> - Relevant aspects of above indicators/measures - Student Learning Survey results - Participation in clubs and athletics - level and nature of office referrals and of student interaction need of school counsellor 	<p>–For a: Professional collaboration time and support for implementation of "Second Step" (or equivalent) lessons by advisory/core teachers, supported by counselor & PVP, including:</p> <ul style="list-style-type: none"> -schoolwide PD Day time -approx 20 min per staff mtg -PVP & counselor time for above -teacher-release time for above <p>For b: Professional collaboration (including teacher release time) and support for furthering restorative approaches, especially PVP time to lead faculty capacity-building as well as respond directly to emergent concerns in a restorative manner</p> <p>c) counselor collaboration with relevant outside agencies (Youth Mental Health), District Team, & relevant school faculty</p>
<p>Further NATURE CONNECTIONS and PHYSICAL ACTIVITY via:</p> <ul style="list-style-type: none"> - Continued support of extensive ATHLETICS PROGRAM - Continued support of OCEAN STUDIES program - Next steps in creation of Monterey RAINGARDEN - Follow-up (final phase) of CRD's READY, STEP, ROLL (RSR) Program to support self-propelled, active transportation to and from school 	<ul style="list-style-type: none"> - relevant aspects of above indicators/measures - ongoing support of PAC - ongoing support of community resources 	<ul style="list-style-type: none"> - .082 Athletics coordination time - funds (amount TBD) for further development of Monterey Raingarden - continued investment (shared with CRD, Municipality, and PAC) in structures (i.e. more bike racks) and events (i.e. prizes for "bike train" and "kiss & go" dropoff locations) to further support active transportation

Goal: Further Student Literacy & Numeracy Skills

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Diverse

Strengths in this Goal Area

- Well-developed TEAM-BASED STUDENT SUPPORT STRUCTURES (core teams, tchr-partners, & SBT, & Student Support Mtgs) to identify, prioritize, & support student needs in academic domains
- Previous sharing/exploration/implement approaches to EFFICIENT & MEANINGFUL ASSESSMENT & INSTRUCTIONS

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
1. September school-based Pro D Day to focus on review of Wellness Goal and development of this new literacy/numeracy goal.	-FSA results in reading, writing, numeracy -School-selected tools to be used for measuring progress in both literacy and numeracy to be determined through Sept PD Day	- Release time for Pro D planning group
2. Follow-up on above with literacy and numeracy committees of interested teachers and admin to lead school-wide implementation that includes: - purchase of grade 6 and grade 8 Math resources that support this goal - have the teachers using these resources present the materials to staff - revamp and inventory science resources so that all teachers have continuous access and funding to resources aimed at improving our science programming - implementation of tools to measure student proficiency in literacy & numeracy - analysis of results to determine specific areas of needs and strategies to support/teach to those needs - support with training/implementation of relevant instructional and assessment strategies - ongoing reflection/review and adjustment of above	- As above - measure uptake of Math resources offered and same of new science resources	Collaboration time for: - teacher leaders to plan professional learning activities for PD Days and staff mtgs - PD Day and staff mtg time - PVP time to support above - release time for relevant teachers if/as needed to further implement this strategy
3. Further Pro D Days and/or workshops/presentations at staff meetings, etc. related to implementation of the above	-See above	- Funds for attending related conferences/workshops or paying facilitator fees for relevant presentations/workshops for faculty at the school



Rockheights Middle School 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 279

How are you communicating your goals and progress to staff, parents and the wider community?

With staff via staff meetings. We share these with parents through our PAC meetings, weekly parent updates and on our school website.

Goal: To increase the reading and writing achievement of all students at Rockheights Middle School by ensuring that all students have the skills needed to be independent communicators through reading, writing and thinking.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Reading

Strengths in this Goal Area

Foundation established in 2021/2022 of school wide assessment and intervention in the area of phonological awareness, decoding and reading fluency.

Rich array of levelled library resources for teaching and learning purposes.

Teacher-librarian with a passion for sharing reading via resources and programs.

Two years of school leadership around reading interventions involving dedicated staff as well as our SBT.

Creation and integration of "Reading Lounge" practice in classes.

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
Assess each student's reading level at the beginning of the school year using the DIBELS benchmark system assessment tool to identify needs and baseline levels for all students.	Teachers will have an understanding of the individual and group reading levels in their classes. Students identified as needing additional support will work with our "literacy interventionists" to provide targeted individual and small group support. We will also collect data throughout to identify growth and areas of need.	Teachers to continue the literacy intervention work with our students. Classroom Teachers along with administrators and inclusive learning teachers will continue to analyze data and plan classroom supports using our data.
We are hoping to build capacity of our staff around reading and writing instruction	Some of the the strategies that have been used in small group settings will be applied by our Advisory teachers more widely across the school	Our literacy support teacher as well as out Inclusive Learning team will co-teach with classroom teachers

We will continue to build our levelled library resources with rich resources for teaching, learning and independent reading.	The resources will be accessed regularly by teachers and students and teacher librarian will be showcasing and sharing resources.	Teacher librarian to resource library with books and guides supporting goal. Books & Guides: \$4000
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Goal: To have a strong connection to the world outside of the walls of the classroom as extended learning places: natural world and community.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 2

Primary Area of Goal Focus

Diverse

Strengths in this Goal Area

At Rockheights, we are on the traditional territory of the Esquimalt and Songees Nations, with the neighbouring Garry Oak Ecosystem of Highrock Park, walking distance to Saxe Point and Macaulay Point oceanside spaces and very close to the Township of Esquimalt core and CFB Naden. All of these resources are within reach, having learning potential within the curriculum to both build and expand learning.

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
Continue to foster the relationship with community partners such as the Township of Esquimalt and many of our community partners, to have opportunities related to learning about the community surrounding us.	Connections will be made and students will have opportunities to be involved in a variety of community events and also to take on leadership roles within our community.	Continue to maintain and expand our involvement with community groups such as the Rainbow Kitchen, Esquimalt Parks and Recreation, Compassionate Warehouse, and more
Connect our students to the First Peoples Principles of Learning and find ways to honour Indigenous knowledges and ways of being through the connections to the surrounding territories.	Our students will continue to develop an understanding for place as it relates to our present Indigenous connections, past history and future and their place within it.	Rockheights needs to further strengthen the connection to the Indigenous Education Department and a series of events that can support and enhance our connection to the local nations.
Develop and expand a series of experiences so that all of our students have: 1. sense of identity (Gr.6) 2. connection to our immediate community (Gr. 7) 3. a sense of their role as stewards for the natural world (Gr. 8)	Explore survey data to see if there are trends in connection to place. Projects include: Grade 6 - Coats of Identity project for all students Grade 7 - Focus on student opportunities in the local community. Community mapping and exploration of resources available Grade 8 - Focus on Exploring the Salish Sea and regular visits to the natural areas around our school. Creation of stewardship projects by students.	Materials and resources to support trips into community and ensure supervision and safety needs of these types of events

Goal: To continue to prioritize Social-Emotional Learning as a pillar of the staff and student awareness.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 3

Primary Area of Goal Focus

Mental Health

Strengths in this Goal Area

The staff at Rockheights had an intensive focus on learning about: trauma informed practices, social-emotional development with the middle school brain as well as a full year on learning about Ross Greene's theory and practice around Collaborative and Proactive Solutions. From this learning, significant paradigm shifts occurred in the staff responses to student behaviour and the corresponding supports that were provided. As well, systemic practices have been put in place to better support students: individualized programming where possible, a Raven's Nest alternative space, "Plan B" dialogues that include students in a solution-based approach and an overall more synergistic and proactive staff approach to dealing with students. Some of the tangible results have been: student supports are more personalized, student reactions have lessened and the overall culture of the school is lighter, more positive and progressive where a larger focus on learning is happening.

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
Continue to ensure the school culture is strong and positive, with a focus on deeply understanding students, finding proactive solutions and supports and support each learner to find his/her/their success.	We will have a school culture that is upbeat, productive and positive. Opportunities will be plentiful for students and staff will be eager to offer diverse learning opportunities with active student engagement,	Accessing the mental health professional development offerings in SD61, where staff are attending. Continue to try to establish and liaise between the SBT and the Indigenous Education Department.
We want to build on our students opportunities to have voice and choice in their learning opportunities so that they can rebuild a sense of connection and belonging at school.	Through school based student surveys that we will complete at the beginning of the year we will establish the needs and areas of focus. Use of a staff/ student connectedness survey to ensure that all students have connections to adults in our building. School based team meetings that focus on this area.	Administrator availability is integral to the student support system, as members of the School Based Team, student IEPs and interventions. Having multiple opportunities for students and staff to socialize and connect with others is essential: leadership group, sports teams, enrichment activities, music opportunities, library connections, clubs, various outdoor activities, community connections.
Provide a variety of opportunities for students to identify resources and build positive relationships with the many individuals in our community	Through MDI data as well as by seeing an increase participation in our many school wide initiatives such as community clean ups, human library events and partnership work with the municipality	



Shoreline Community 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 400

How are you communicating your goals and progress to staff, parents and the wider community?

Staff meetings, team leader meetings, pac meetings, professional development days

Goal: To implement and extend a common language and understanding in literacy using the curricular competencies in order to improve our students learning experience and increase our students success.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Diverse

Strengths in this Goal Area

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
<ul style="list-style-type: none">- Common literacy assessment/locally developed for both the English and French streams- Group coding of assessments to identify skills to be taught- Instruction will be based on benchmarks- Identify what we will do on purpose to develop these skills- Supports our school vision that we are in the process of developing- Includes targeted intervention when necessary (i.e non readers)	<ul style="list-style-type: none">- This year we have use the TRI(targeted reading assessment) and pm benchmarks to ascertain where our students are at.- Ongong planning looking at what have we noticed, where to next, what do we need to accomplish our goals- We will continue to use measures such as the FSA, MDI, SLC,TRI and locally developed assessments to know how we are doing and set instructional goals.- we plan to assess students on an ongoing basis	<ul style="list-style-type: none">- District personnel to support and facilitate the learning- Support to develop a FRIM resource- PRO D to enhance teacher practice- Reading intervention program to support non-readers-Bring staff together to collaborate on scoring and planning/goal setting on an ongoing basis- Release time for planning/coding- FTE for teacher coordinator

Office of the Secretary-Treasurer

Katrina Stride – Secretary-Treasurer

TO: The Board of Education

FROM: Katrina Stride, Secretary-Treasurer

DATE: November 25, 2024

RE: **Monthly Report**

Purpose

The purpose of this report is to update the Board on some of the activities of the Secretary-Treasurer since October 28, 2024.

Activities

- Victoria Principals and Vice Principals Association (VPVPA) event
- Tolmie Staff Meeting
- Meetings with community partners
- Meetings with legal counsel
- Daily and weekly Senior Leadership Team meetings
- Weekly Board Chair and Superintendent agenda-setting meetings
- Weekly Superintendent meetings
- Weekly Budget meetings
- Bi-weekly Board Chair meetings
- Bi-weekly Facilities and Superintendent meetings
- Bi-weekly Information Technology for Learning meetings
- Monthly Standing Committee and Board meetings
- Monthly Board Chair, Vice Chair and Superintendent meeting
- Monthly Administrators' meeting
- Monthly District Leadership Team meeting
- Monthly Representatives Advisory Council of Students meeting
- Monthly Cedar Hill construction project meeting with Facilities and School Principal
- Monthly enrolment projections, capacity and planning meeting
- Monthly Purchasing Services meeting
- Quarterly BCASBO Vancouver Island Zone meetings
- Quarterly Audit Sub-Committee meeting

Recommended motion

That the Board of Education of School District No. 61 (Greater Victoria) receive the Secretary-Treasurer's Report as presented.

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.



Sundance-Bank Elementary School Engagement Report

November 2024

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Introduction

The Greater Victoria School District (GVSD), in collaboration with Iredale Architects and MAKE Projects Limited, has developed a Project Definition Report (PDR) and determined that Sundance-Bank Elementary School is in need of a seismic upgrade and expansion based on:

- **Enrolment Increase:** In 2024-2025, the school is serving 86 students in Kindergarten to Grade 3. To ensure capacity for future students, further grades will be added until the 2026-2027 school year when the school will serve Kindergarten to Grade 5. Enrolment projections have defined the need to increase capacity to 240 students.
- **Facilities Conditions:** The latest Facility Condition Report stated a Facility Condition Index (FCI) for the Sundance building of 74% (a FCI rating of 30% places the facility in critical condition) and a FCI of over 100% for the Bank Street School building.
- **Seismic Requirements:** Both buildings are severely outdated with respect to current seismic codes and educational needs, requiring significant investment to be usable. The seismic classification of both buildings in the event of an earthquake is High 1 (H1), or in other words, has the highest risk of widespread structural failure and a Probability of P1 with expectations of total damage, highest life safety consequences, and total collapse.

The PDR has revealed three potential viable options to address the above concerns:

Options	Option 1: Involves expanding Sundance-Bank Elementary School onto the adjacent Garry Oak Field.	Option 2: Involves demolishing the existing Bank Street School and expanding Sundance-Bank Elementary School by way of modular building units on the property.	Option 3: Involves demolishing the existing Bank Street School and expanding Sundance-Bank Elementary School on the Bank Street School site through traditional construction means.
Considerations	<ul style="list-style-type: none"> • Existing Bank Street School remains with 13m high permanent safety barrier • Impact on Garry Oak trees • Less natural play space • Smaller play field 	<ul style="list-style-type: none"> • Demolition of Bank Street School • Some impact to Garry Oak trees • Covered parking below the building • Natural play area retained • Modular units built quicker • Potential future maintenance costs 	<ul style="list-style-type: none"> • Demolition of Bank Street School • Least impact to Garry Oak trees • More natural play area available
	<ul style="list-style-type: none"> • Expanded learning space to 10 classrooms (240 capacity) • Neighbourhood Learning Centre (NLC) included • Childcare on site • Demolition of the existing Sundance building 		

Purpose

The purpose of this document is to summarize meaningful engagement with stakeholders including Rightsholders, present and future students, teachers, families, feeder school families and students, neighbours, and various other community groups and individuals. This document aims to capture public feedback gathered through an open house event and online survey which:

- 1) Informed the public of three seismic upgrade and expansion options for the Sundance-Bank site and sought feedback on which of the three options was the most preferred.
- 2) Informed the public of a planned NLC at the site and gained feedback on preferred amenities.

Open House Event Summary

Public Open House #1

Date: Wednesday, August 7, 2024
Location: Sundance-Bank Elementary School Gymnasium
Format: In-person drop-in gallery style display of boards and informal Q&A
Attendees: ~50 community members including parents/caregivers of current and future students, Sundance-Bank neighbours, Oak Bay neighbours
 2 Board of Education Trustees
 5 GVSD representatives
 2 Iredale Architects representatives
 1 MAKE Projects Limited representative

Communications & Advertising

Invitations to the open house (including QR code and link to the online survey) were sent to the following groups:

	Group	Medium	Date
1	City of Victoria Counsellors	Email with PDF Invitation	July 30, 2024
2	Trustees	Email with PDF Invitation	July 30, 2024
3	Four Houses	Email with PDF Invitation	July 31, 2024
4	Sundance-Bank Staff and Administration	Email with PDF Invitation	July 31, 2024
5	Sundance-Bank Families	School Messenger	July 31, 2024
6	South Jubilee Neighbourhood Association	Email with PDF Invitation	July 31, 2024

After invitations were sent out, a media advisory was distributed to promote both the open house and the survey which was to go live the same day, August 7, 2024. The media advisory was sent to local radio stations, TV stations, and newspapers (CFAX, CTV, CHEK, Times Colonist, Black Press, etc.) and [earned coverage](#). The media advisory was also posted to the School District's website and advertised on the home page of the website using the banner slide function.

The open house and survey were advertised through print ads in the Oak Bay News newspaper and on the School District's social media platforms (Instagram, Facebook, X).

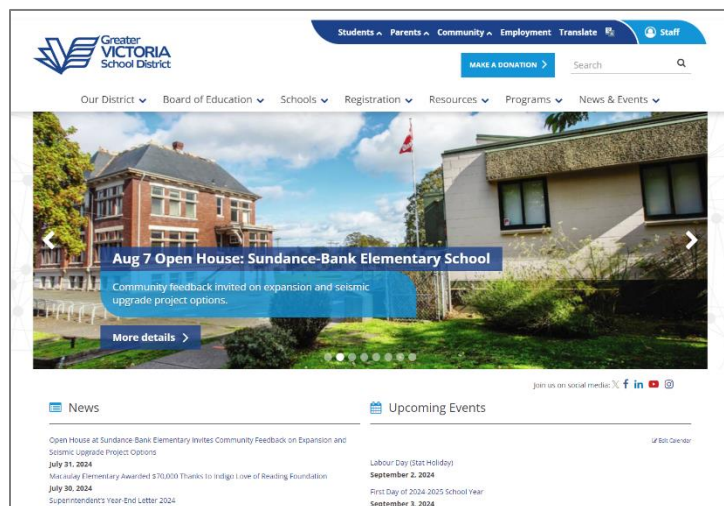
Flyers promoting the open house and the feedback survey were distributed to 200 houses in the Sundance-Bank neighbourhood on July 31, 2024. Posters were also placed on existing signage at the school and neighbourhood hubs such as Redfern Park. The flyer/poster/invitation is included as **Appendix A** within this report.



Print ad for Oak Bay News



Poster at Red Fern Park



Website banner



Poster at Bank Street School site

Open House Information Boards

There were ten boards (**Appendix B** with **Appendix C** including transcribed comments) that were presented to the public in a gallery-style format:

- A welcome board with a Territorial Acknowledgement
- A section outlining the project rationale for both school sites (2 boards)
- A board to showcase the project timeline and define the scope of feedback
- A section outlining the proposed project options with considerations and proposed site plans (3 informational boards, 1 board seeking input)
- A board explaining Neighbourhood Learning Centres (1 board seeking feedback on amenities)
- A board seeking input on any additional feedback

Participants were encouraged to provide responses to the prompting questions using sticky notes, by adding stickers to indicate their preferences, or by filling out the online survey. Paper comment cards were available for attendees, should that be a more accessible option than moving about the space or accessing the online survey.

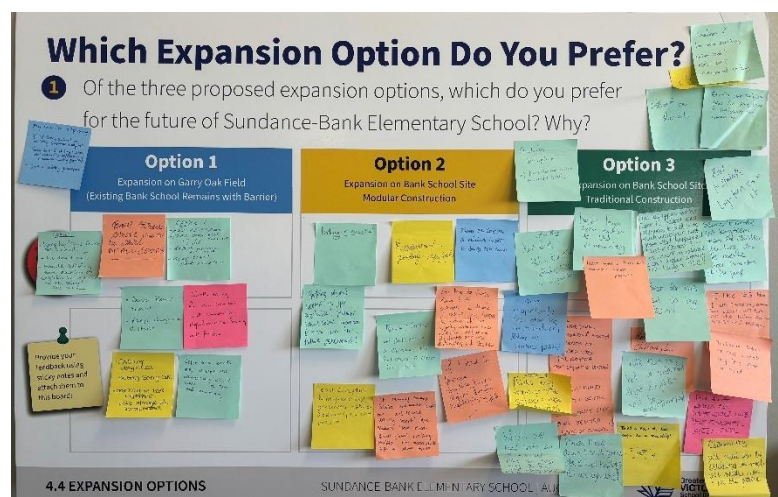
Members of Iredale Architects, Make Projects and the School District were on hand to answer questions and listen to comments. All feedback was recorded and incorporated into this document.

Summary of Feedback Boards

4.4 Expansion Options

Question: *Of the three proposed expansion options, which do you prefer for the future of Sundance-Bank Elementary School? Why?*

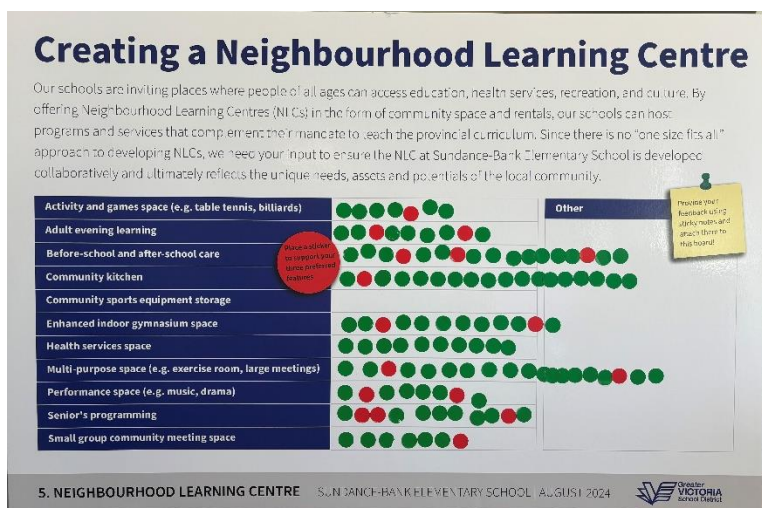
The majority of respondents supported Option 3 with many noting that this option presents a long-term focus with less impact to natural areas. Option 1 and 2 had lower levels of support. Of those that preferred Option 1, many commented on saving Bank Street School due to its history and heritage. Many of those that supported Option 2 commented on a preference for underground parking and faster construction.



5.0 Neighbourhood Learning Centre

Question: *Place a sticker to support your three preferred features for a new Neighbourhood Learning Centre.*

The majority of respondents indicated their preferences for multi-purpose space, community kitchen, before-school and after-school care, and enhanced indoor gymnasium space. No respondents indicated a preference for community sports equipment storage.

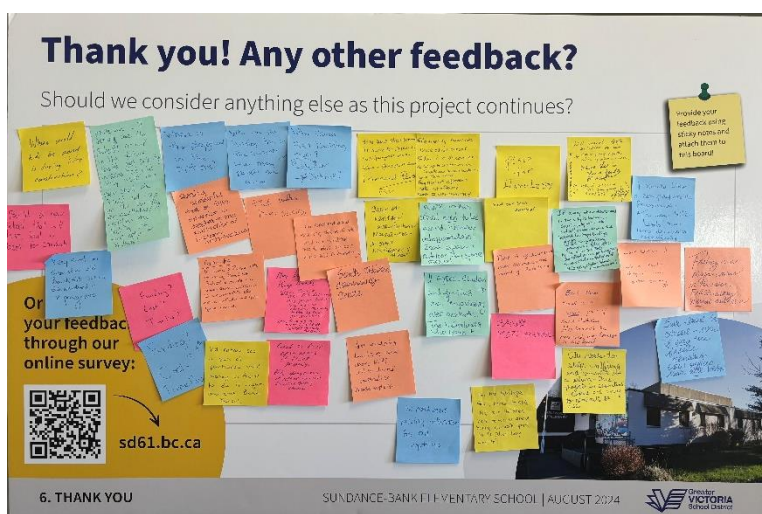


6.0 Any other Feedback?

Question: *Should we consider anything else as this project continues?*

Many comments reiterated feedback received from the 4.4 Expansion Options board. New comments or concerns included:

- Interest to know more about funding/cost of each option and project timelines
- Interest in building a new school that resembles the Bank Street School
- Concern for Leighton intersection during construction
- Concern for environmental impacts of each option
- Curiosity for where an outdoor playground would go
- Curiosity for who owns the Bank Street School building



Online Survey

The school district also produced a public survey. The 10-question survey was posted on the website and was open from August 7 to August 21 (and extended to August 31) after its launch at the August 7 Open House. The survey was promoted through the same avenues as the Open House, using a QR code to direct community members to the digital survey. There was a total of 487 responses.

Respondents included Rightsholders, neighbours, parents, community members, and staff. A copy of the survey (**Appendix D**) and survey response summaries (**Appendix E**) are included in this report.

The survey focused on the same two questions as the open house:

1) Of the three proposed expansion options, which do you prefer for the future of Sundance-Bank Elementary School?

Option 3 stood out as the most preferred option, with 59% of respondents agreeing with this option compared to 32% for Option 1 and 23% for Option 2.

Options	Option 1: Involves expanding Sundance-Bank Elementary School onto the adjacent Garry Oak Field.	Option 2: Involves demolishing the existing Bank Street School and expanding Sundance-Bank Elementary School by way of modular building units on the property.	Option 3: Involves demolishing the existing Bank Street School and expanding Sundance-Bank Elementary School on the Bank Street School site through traditional construction means.
Results	<ul style="list-style-type: none"> • 32% for • 68% against 	<ul style="list-style-type: none"> • 23% for • 77% against 	<ul style="list-style-type: none"> • 59% for • 41% against

Themes summarized from long-answer questions about hopes and concerns:

- Community understands the need for site upgrades from a safety perspective
- The small-scale community-feel of the school is important with some respondents mentioning desire to keep the façade of the original school (with some direct references to Vic High) or to at least ensure it visually fits the character of the neighbourhood (no desire for “plastic panels,” “cheap materials,” or “artistic statements”)
- Accessibility within and around the school should be prioritized (especially for parking)
- The growing neighbourhood needs a larger school (both in the sense of number of classroom and spanning Kindergarten to Grade 5) with more community space
- Desire to preserve outdoor green spaces for the school and community use (support for maintaining green spaces and Garry Oak trees)
- Concerns about construction interfering with surrounding traffic flow and potential for road closures and limited street access in the neighbourhood
- Concerns about limited availability of street parking, as parking is already an issue
- Some respondents inquired about where students will go while the construction takes place and how their drop-off/pick-up routines may change
- Concerns about project timelines and eagerness to begin the project (no matter the preferred option)
- Mixed comments on either keeping the heritage building and knocking it down to rebuild

- Concerns about the barrier wall being an eye sore if the Bank Street School building were to be maintained
- Some references to moving past heritage/colonial preservation and looking forward to developing inclusive spaces that commit to reconciliation and Indigenous-use spaces

2) What amenities would you be interested in seeing included in the Neighbourhood Learning Centre located within the upgraded Sundance-Bank Elementary School? Select your top three priorities.

“Before and after school care” (337 votes) had the most support by far with “multi-purpose space” (173 votes), “performance space” (143 votes), and “adult evening learning” (139 votes) also receiving support.

Additional themes noted from long-answer question about the NLC:

- Many mentions of respondents opting for “whatever is best for student use”
- Some respondents questioning funding and budget within their answers (potential for more education about where an NLC receives funding from)
- Interest for a community library
- Interest for more outdoor play space (without interfering with Garry Oak trees)
- Garden space was also a popular additional amenity (some referring to a vegetable garden and some referring to an Indigenous garden)
- Some respondents noting that funding would be better spent on upgrading existing community spaces (such as Oak Bay Recreation Centre) rather than using funding to replicate such spaces as additions to the school
- Some respondents expressed interest in using NLC funding for the school itself (i.e. learning and classroom spaces) to benefit students


Conclusion

Based on feedback collected during the open house held on August 7, 2024 and subsequent online survey, the Greater Victoria School District, architect team, and MAKE Projects will consider Option 3 as a potential way forward to upgrade the Sundance-Bank site. The Greater Victoria School District will consider all feedback collected and aims to inform the community about future updates including potential future additional engagement sessions.

Appendices

Appendix A	Open House Invitation/Flyer
Appendix B	All Boards
Appendix C	Boards with Transcribed Sticky Note Comments
Appendix D	Online Survey
Appendix E	Survey Results

Appendix A: Open House Invitation/Flyer



You're Invited!

OPEN HOUSE: August 7, 2024 at 4:00pm


Help shape the future of Sundance-Bank Elementary School

As a member of the Sundance-Bank learning community, we'd like to invite you to an open house on Wednesday, August 7, 2024 from 4:00pm to 7:00pm. Drop in to the gymnasium at Sundance-Bank Elementary School to voice your input and ideas for the future.

Your comments will help inform which expansion option will be considered to address current challenges that the school is facing such as enrolment increases, facilities conditions, and seismic safety requirements. We would also like your help to prioritize features within the school's new Neighbourhood Learning Centre.

We look forward to creating collaborative spaces together.

Can't make the open house? Take the survey!



Survey opens on August 7: visit www.sd61.bc.ca or scan the QR code to have your say!

This survey closes on Wednesday, August 21, 2024 at 4:00pm.
Email community@sd61.bc.ca if you need support.

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

www.sd61.bc.ca | community@sd61.bc.ca

Page 1/1

Appendix B: All Boards

WELCOME

SUNDANCE-BANK ELEMENTARY SCHOOL

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.



1. TERRITORIAL ACKNOWLEDGMENT

SUNDANCE-BANK ELEMENTARY SCHOOL | AUGUST 2024



Sundance School Project Rationale

1 Enrolment Increase

- Projected enrolment increase of 2,300 within the District over the next 15 years.
- In 2023, Sundance served 86 students in Kindergarten to Grade 2.
- Enrolment projections defined the need to increase capacity to 240.
- Further grades will be added until the 2025/26 school year when the school will serve Kindergarten to Grade 5.

2 Facilities Condition

- The latest Facility Condition Report stated a Facility Condition Index (FCI) of 74%.
- A FCI rating of 30% places the facility in critical condition and is at risk of:
 - Not being able to meet educational requirements
 - Potential consistent issues with building envelope
 - Major building system failures
 - High user dissatisfaction
 - Deferred maintenance at unacceptable levels

3 Seismic Requirements

- The 1967 building is severely outdated with respect to current seismic code requirements and educational needs.
- In September 2023, a Seismic Project Identification Report was conducted to evaluate the performance of the facility.
- The report determined that during a seismic event, the school will experience:
 - Total damage
 - Highest life safety consequences
 - Demolition post-event outcome



2.1 BACKGROUND INFORMATION

SUNDANCE-BANK ELEMENTARY SCHOOL | AUGUST 2024



Bank School Project Rationale

1 Building Background

- Heritage Registered Building constructed in 1910.
- Currently empty and in a state of disrepair with no funding available for maintenance.
- Would require significant upgrades to be safe and functional including:
 - Building accessibility (ramps, elevators, and other accessible features)
 - Building envelope
 - Windows
 - Roof
 - Mechanical/electrical systems
 - Full interior retrofit
- Classroom sizes do not meet current day standards.



2 Facilities Condition

- The building has a predicted Facility Condition Index (FCI) of 100%.
- FCI is in a critical state due to the age and failure of current systems.
- A FCI rating of 30% places the facility in critical condition and is at risk of:
 - Not being able to meet educational requirements
 - Potential consent issues with building envelope
 - Major building system failures
 - High user dissatisfaction
 - Deferred maintenance at unacceptable levels

3 Seismic Requirements

- The 1910 building is severely outdated with respect to current seismic codes and educational needs, requiring significant investment to be suitable.
- Seismic classification in the event of an earthquake:
 - High (3.0): highest risk of widespread structural failure
 - Probability 1 (P1): expectations of total damage, highest life safety consequences, and total collapse
- Various assessments in 2020 and 2021 indicate seismic retrofit and upgrades would cost between \$5.7 million to \$7.6 million.



2.2 BACKGROUND INFORMATION

SUNDANCE-BANK ELEMENTARY SCHOOL | AUGUST 2024



Project Timeline



Your Feedback Needed on Two Topics

- Of the three proposed expansion options, which do you prefer for the future of Sundance-Bank Elementary School?
- Knowing that the future of Sundance-Bank will include a Neighbourhood Learning Centre (NLC), how do you envision this space?

3. TIMELINE & ENGAGEMENT

SUNDANCE-BANK ELEMENTARY SCHOOL | AUGUST 2024



Option 1: Expansion on Garry Oak Field

Considerations Unique to Option 1:

- Existing Bank School remains with 13m high permanent safety barrier

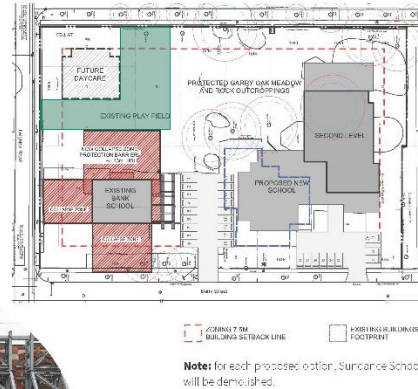
- Impact on Garry Oak trees
- Less natural play space
- Smaller play field

Considerations (For All Options):

- 10 classrooms (240 capacity)
- NLC included
- Child care on site



At a height of 13 metres, a permanent safety barrier is required so long as Bank School remains standing.



4.1 EXPANSION OPTIONS

SUNDANCE-BANK ELEMENTARY SCHOOL | AUGUST 2024



Option 2: Expansion on Bank School Site Modular Construction

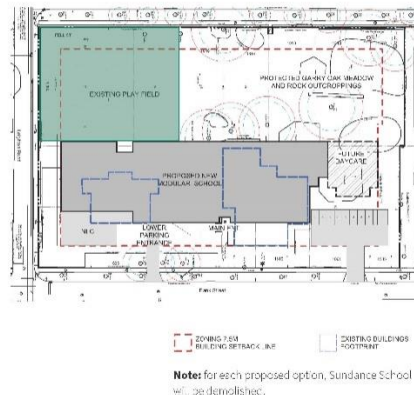
Considerations Unique to Option 2:

- Demolition of Bank School

- Some impact to Garry Oak trees
- Covered parking below building
- Natural play area retained
- Modular units built quicker
- Potential future maintenance costs

Considerations (For All Options):

- 10 classrooms (240 capacity)
- NLC included
- Child care on site



4.2 EXPANSION OPTIONS

SUNDANCE-BANK ELEMENTARY SCHOOL | AUGUST 2024



Option 3: Expansion on Bank School Site Traditional Construction

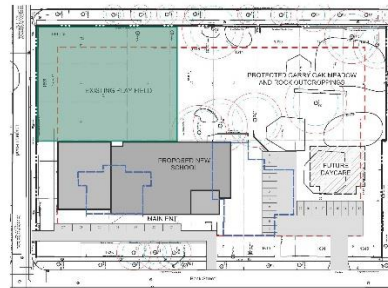
Considerations Unique to Option 3:

•Demolition of Bank School

- Least impact to Garry Oak trees
- More natural play area available

Considerations (For All Options):

- 10 classrooms (240 capacity)
- NLC included
- Child care on site



4.3 EXPANSION OPTIONS

SUNDANCE-BANK ELEMENTARY SCHOOL | AUGUST 2024



Which Expansion Option Do You Prefer?

- 1 Of the three proposed expansion options, which do you prefer for the future of Sundance-Bank Elementary School? Why?

	Option 1 Expansion on Garry Oak Field (Existing Bank School Remains with Barrier)	Option 2 Expansion on Bank School Site Modular Construction	Option 3 Expansion on Bank School Site Traditional Construction
Place a sticker to support your three preferred features			
Provide your feedback using sticky notes and attach them to this board:			

4.4 EXPANSION OPTIONS

SUNDANCE-BANK ELEMENTARY SCHOOL | AUGUST 2024



Creating a Neighbourhood Learning Centre

Our schools are inviting places where people of all ages can access education, health services, recreation, and culture. By offering Neighbourhood Learning Centres (NLCs) in the form of community space and rentals, our schools can host programs and services that complement their mandate to teach the provincial curriculum. Since there is no "one size fits all" approach to developing NLCs, we need your input to ensure the NLC at Sundance-Bank Elementary School is developed collaboratively and ultimately reflects the unique needs, assets and potentials of the local community.

Activity and games space (e.g. table tennis, billiards)		Other
Adult evening learning		
Before-school and after-school care		
Community kitchen		
Community sports equipment storage		
Enhanced indoor gymnasium space		
Health services space		
Multi-purpose space (e.g. exercise room, large meetings)		
Performance space (e.g. music, drama)		
Senior's programming		
Small group community meeting space		

Place a sticker to support your three preferred features

Provide your feedback using sticky notes and attach them to this board!

5. NEIGHBOURHOOD LEARNING CENTRE SUNDANCE-BANK ELEMENTARY SCHOOL | AUGUST 2024



Thank you! Any other feedback?

Should we consider anything else as this project continues?

Or provide your feedback through our online survey:



sd61.bc.ca

Provide your feedback using sticky notes and attach them to this board!



6. THANK YOU

SUNDANCE-BANK ELEMENTARY SCHOOL | AUGUST 2024

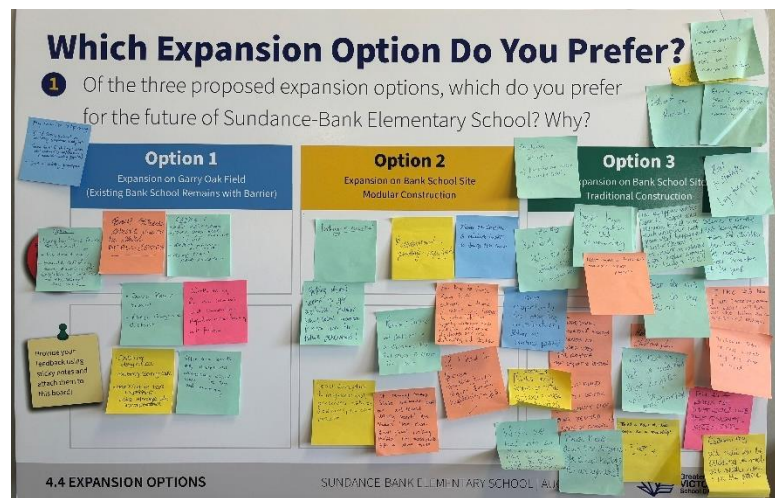


Appendix C: Boards with Transcribed Sticky Note Comments

4.4 Expansion Options

Option 1 Sticky Note Comments: Expansion on Garry Oak Field (Existing Bank Street School Remains with Barrier)

- Existing play area
- Existing Garry Oaks
- Parking is less important, bike storage should be incorporated
- Save Bank School
- Keep daycare distant
- Worth saving the school and community, hopefully more funding will follow
- Add vegetation, tear down building if too expensive to use, better working building, more space for residence.
- Keep heritage bank st school. Fundraising? Should definitely leave blocking off Leighton until decision on school are made
- Option 1 sounds very interesting architecturally which would be fun and exciting
- Bank St school must be saved at all costs



Option 2 Sticky Note Comments: Expansion on Bank Street School Site (Modular Construction)

- Parking is essential
- Faster construction and minimal impact to Garry Oak Trees
- Least disruptive to Neighbourhood, preserves natural features, quickest results
- Parking always seems to get overlooked! Modular school seems innovative and more room for future generations
- Underground parking important
- Parking and traffic on Bank St is a nightmare. This plan seems to address the best
- It actually makes more sense and would look cool and would actually benefit the students the most. Underground parking makes the most sense space wise as well
- I am fine with taking down both schools. I think it takes way longer to retrofit. I am slightly leaning towards the modular because it's faster and less disturbing but see how the traditional construction is better long term.

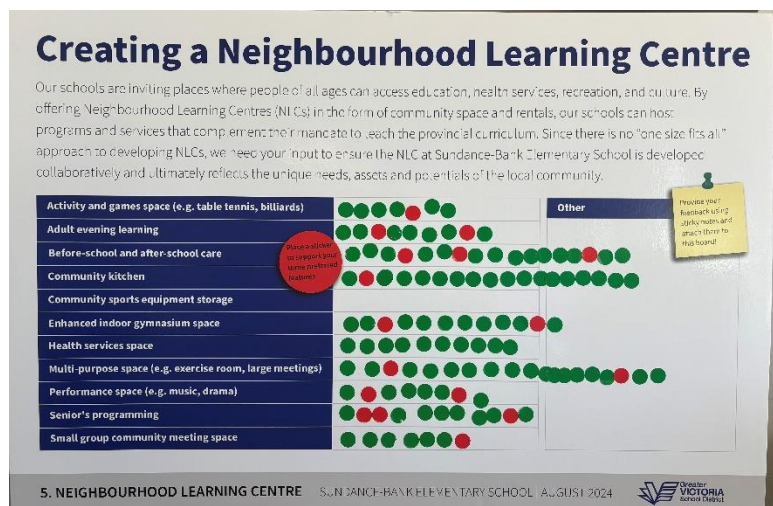
Option 3 Sticky Note Comments: Expansion on Bank Street School Site (Traditional Construction)

- Grudgingly best option. If funding no option, renovate both
- Best for students long term vision ++
- Least impact on trees and maintain natural play space

- Best for the future kids/families attending school in the neighborhood
- If I had to choose – funding being major hurdle begrudgingly #3
- More opportunity for interesting architecture, safer with surface parking
- I'm disappointed the Bank St school was allowed to fall into disrepair, but given that happened I prefer Option 3 – less impact on natural areas and higher density. I like having an NLC
- I like option 3, but I am concerned about how busy it will be at the laiton intersection - my home
- Best for kids for the long term
- Best option for the community
- Ensuring most utilized space for play, school and availability for community
- Please knock down the dangerous old school building, it's an eyesore!
- Modern school with childcare please
- Build a Bank st that looks like the original 1900 one
- Seems the best long term option for children and families, who will use the school 10 months a year.
- Like this one but understand that Leighton will be pedestrianized
- Build a Bank St that looks like a spaceship
- Option 3 – we need to be building to meet our needs now and in the future
- The “traditional” construction should incorporate all intended uses for play, the layout and design.
- Can we build a new school that looks like our beloved Bank St School
- Wish we had info on timelines, Not the best way to find out your kid starts Grade 3 in 4 weeks
- Where will the kids go during the building phase?
- Option 3 – Thinks long term – new school = new opportunities. Make sure there is enough parking for staff
- Timelines? Too much parking? Step code? Net zero? Underground parking?
- This option seems to have a better long term goal in mind

5.0 Neighbourhood Learning Centre

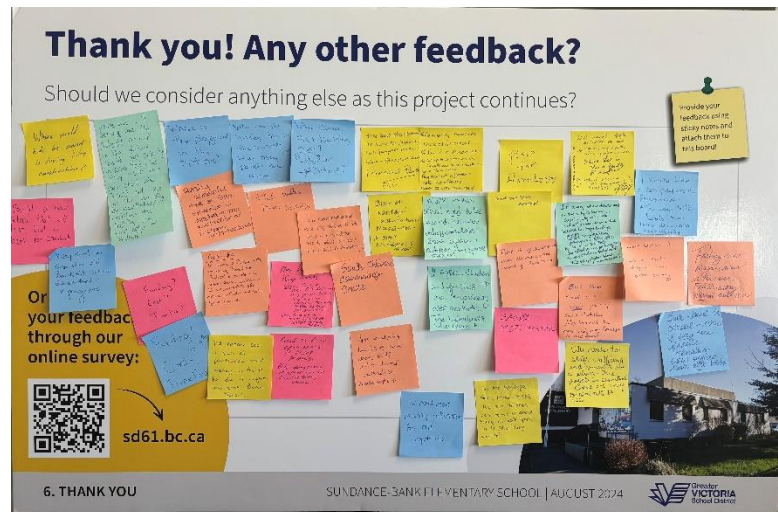
- Activity and Game Space = 7
- Adult Learning = 9
- Before and after school care = 17
- Community Kitchen = 18
- Community Sports Storage = 0
- Enhanced Indoor Gymnasium = 12
- Health Service Space = 10
- Multi-purpose space (exercise room / large meetings)= 19
- Performance Space = 8



- Seniors Programming = 11
- Small Group Community Meeting Space = 7


6.0 Thank you! Any other feedback?

- I agree, children and families are the priority over aesthetics. The individuals who learn and work in this school need to be heard. We need adequate classroom space and outdoor play space please. People who will actually use the school or will in the future should get priority in terms of what they want in a new school. We should not keep an old building for aesthetics / nostalgia since that is the worst option for students.
- I am concerned about how long this will take – will my children need to move school while this is happening.
- Cost of heritage architecture, remediation – first sign? Multiply by at least five
- I'd rather see a sea of portables until money is found to do it right and save Bank School.
- For heritage folk, I need to ask, Did your children have to worry about having enough space in the school they went too?
- We need more pricing information for all options.
- Yes wondering timelines and where kids will be during the construction. Please explain.
- I would like a comprehensive presentation – too many talking heads – now more discussions collectively
- Use school building as an emergency center when earthquake arrives. Where else is there a facility for overflow. School storage for emergency supplies there are none.
- If every other development in the city is increasing density, why not a new school, so we can save the beloved heritage building AND save existing greenspace? Also lets build a 100% LEED certified green building for new school on footprint of this ugly, cinder-block Sundance school.
- Build year 3000 spaceship!
- Where would kids be moved to during construction. Option one agree
- Love Option 3 – with smaller footprint and better parking
- Parking is a major concern in this area. Fell St is very narrow and is a difficult street for fire trucks emergency to navigate. Should not be parking on both sides, residential only!
- City needs to stop waffling and commit to a plan – this project is essential, plus costs are only to continue to rise
- Save 1900 school
- Bank Street School is an iconic part of South Jubilee. If it cannot be preserved pay homage in new building.



- Save Bank St school – even if only the façade remains. SD61 offices have old building.
- There is no discussion about environmental impact of the options.
- South Jubilee Community Center
- Very sad to see the old Bank Street school demolished - ? progress
- Build a new school that will last, that is best for students
- Really unhelpful that so little intention is directed to the protection of historic architecture
- Where is the playground in the options?
- Place for homeless
- Good to keep open space if treed properly. Building dangerous if left as is when expected quake arrives.
- Completely renovate bank street school. Join it to sundance. Go up to 3 stories in Sundance to accommodate more classrooms. Playfield not affected – Oaks not affected – Better environmentally.
- Make Bank St school the center for daycare, multipurpose room and before and after school care. Like Option 1
- More trees, keep roads, electric cars, and 2 door self-driving make greatly bike use, no additional expenditure and especially same direction bike lanes – learn from China, huge bike roads, change roads from cars.
- Option #4 – Preserve or restore the existing Bank St. school, build an extra building is accommodate the learning center and extra space needed
- Who owns Bank building now? City or District?
- Funding? Costs? Timeline? Option 1
- Funding? Costs? Timeline?
- The laiten intersection
- Why are you holding this in the summer, when many people are away.... Agree with Option 1

Appendix D: Online Survey



Sundance-Bank Elementary School Feedback Survey

Thank you for your interest in the future of Sundance-Bank Elementary School. Your feedback will help inform which expansion option will be considered to address current challenges that the school is facing such as enrolment increases, facilities conditions, and seismic safety requirements. We would also like your help to prioritize features within the school's new Neighbourhood Learning Centre.

This survey opens on August 7 and closes on August 31 at 11:45pm (extended deadline). Your response to the survey will be anonymous and all responses received will be compiled and reviewed by the Board of Education.

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

* Required

Introduction

1

Which of the below best describes your connection to the Greater Victoria School District? *

Select your answer

2

What are your hopes for a new Sundance-Bank Elementary School? *

Enter your answer

3

Do you have any concerns about expanding Sundance-Bank Elementary School? *

Enter your answer

Expansion Options

This section explores three expansion options we are considering for the future of Sundance-Bank Elementary School. We encourage you to read all three options before responding to each question of whether or not you are in support of each option.

Note: all options include an increase in capacity from 4 classrooms to 10 classrooms (240 capacity), a Neighbourhood Learning Centre, and an on-site child care. All options also require that the Sundance-Bank Elementary School building be demolished.

4

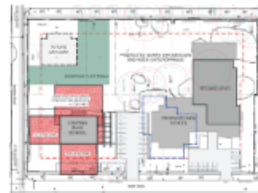
Option 1: Involves expanding Sundance-Bank Elementary School onto the adjacent Garry Oak Field.

Considerations:

- Existing Bank School remains with permanent 13m high safety barrier
- Impact on Garry Oak trees
- Less natural play space
- Smaller play field



Option 1: Expansion on Garry Oak Field Existing Bank School Remains



- ☐ Yes, I support Option 1
- ☐ No, I do not support Option 1

5

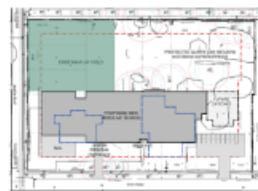
Option 2: Involves demolishing the existing Bank School and expanding Sundance-Bank Elementary School by way of modular building units on the property.

Considerations:

- Demolition of Bank School
- Some impact to Garry Oak trees
- Covered parking below building
- Natural play area retained
- Modular units built quicker
- Potential future maintenance costs



Option 2: Expansion on Bank School Site Modular Construction (Demolition of Bank School)



- ☐ Yes, I support Option 2
- ☐ No, I do not support Option 2

6

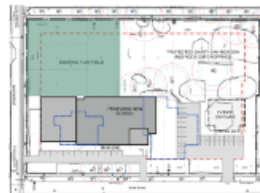
Option 3: Involves demolishing the existing Bank School and expanding Sundance-Bank Elementary School on the Bank School site through traditional construction means.

Considerations:

- Demolition of Bank School
- Least impact to Garry Oak trees
- More natural play area available



Option 3: Expansion on Bank School Site Traditional Construction (Demolition of Bank School)



- ☐ Yes, I support Option 3
- ☐ No, I do not support Option 3


Neighbourhood Learning Centre



Our schools are inviting places where people of all ages can access education, health services, recreation, and culture. By offering Neighbourhood Learning Centres (NLCs) in the form of community space and rentals, our schools can host programs and services that complement their mandate to teach the provincial curriculum. This model promotes strong school-community partnerships to better meet the needs of children, families, and the whole community.

Since there is no "one size fits all" approach to developing NLCs, we need your input to ensure the NLC at Sundance-Bank is developed collaboratively and reflects the needs, assets and potential of the local community.

7

What amenities would you be interested in seeing included in the Neighbourhood Learning Centre located within the upgraded Sundance-Bank Elementary School? Select your top three priorities. 

Please select 3 options.

- ☐ Activity and games space (e.g. table tennis, billiards)
- ☐ Adult evening learning
- ☐ Before-school and after-school care
- ☐ Community kitchen
- ☐ Community sports equipment storage
- ☐ Enhanced indoor gymnasium space
- ☐ Health services space

- ☐ Health services space
- ☐ Multi-purpose space (e.g. exercise room, large meetings)
- ☐ Performance space (e.g. music, drama)
- ☐ Senior's programming
- ☐ Small group community meeting space
- ☐ Other

8

Do you have any other feedback or considerations for the future Neighbourhood Learning Centre?

Enter your answer

Conclusion

9

How might we keep you informed of the process as we continue planning for Sundance-Bank Elementary School? Select all that apply.

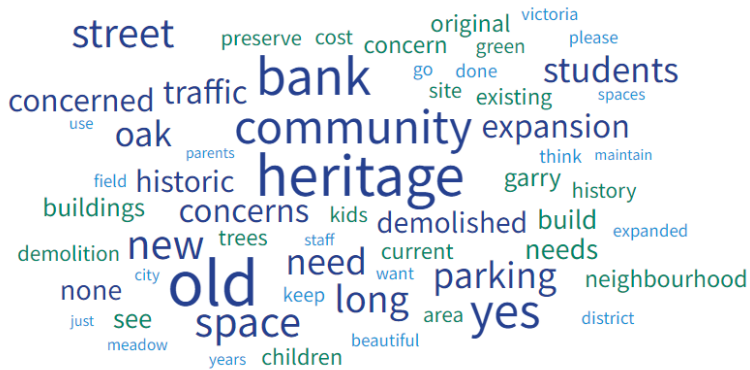
- ☐ Email
- ☐ District website (www.sd61.bc.ca)
- ☐ School website
- ☐ School newsletter
- ☐ Social media (Facebook and Instagram)
- ☐ Newspaper
- ☐ Radio
- ☐ Television news (i.e. media coverage)
- ☐ Flyers
- ☐ Other

10

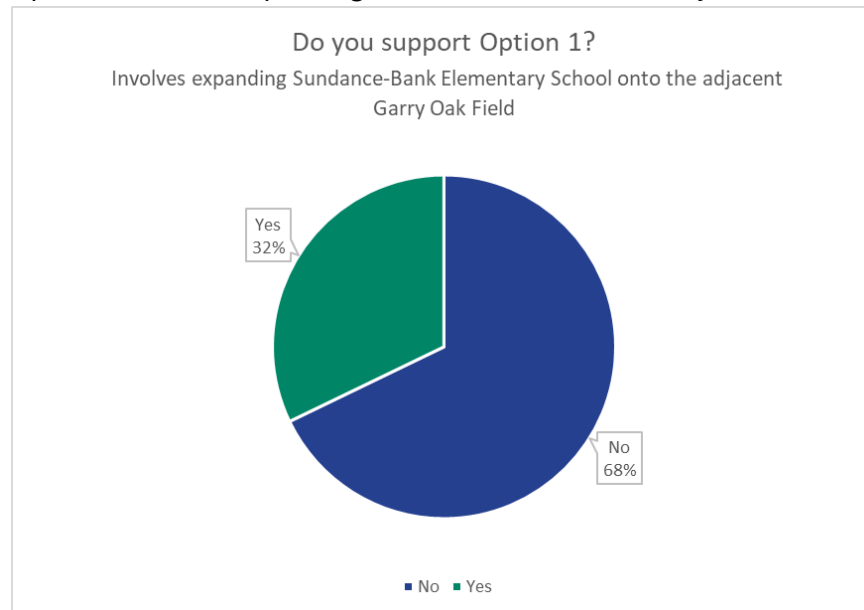
Do you have any other feedback to provide?

Enter your answer

60-Word Word Cloud (“school” and “building” excluded):

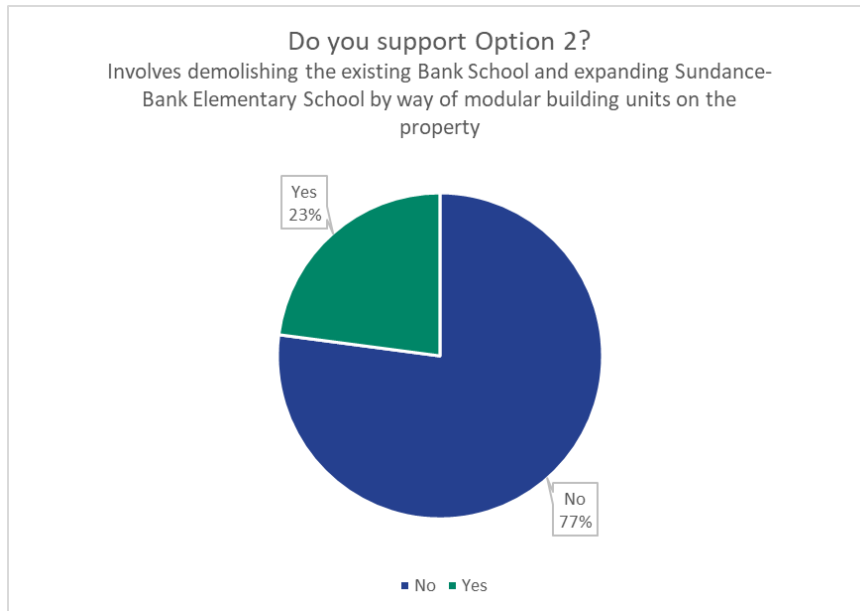


Option 1: Involves expanding Sundance-Bank Elementary School onto the adjacent Garry Oak Field.

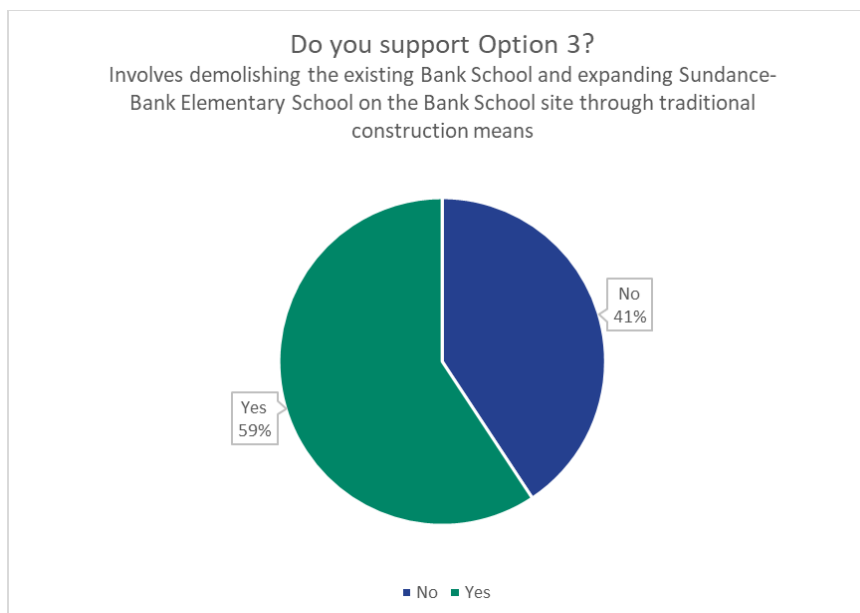


Question 5 [Multiple Choice]:

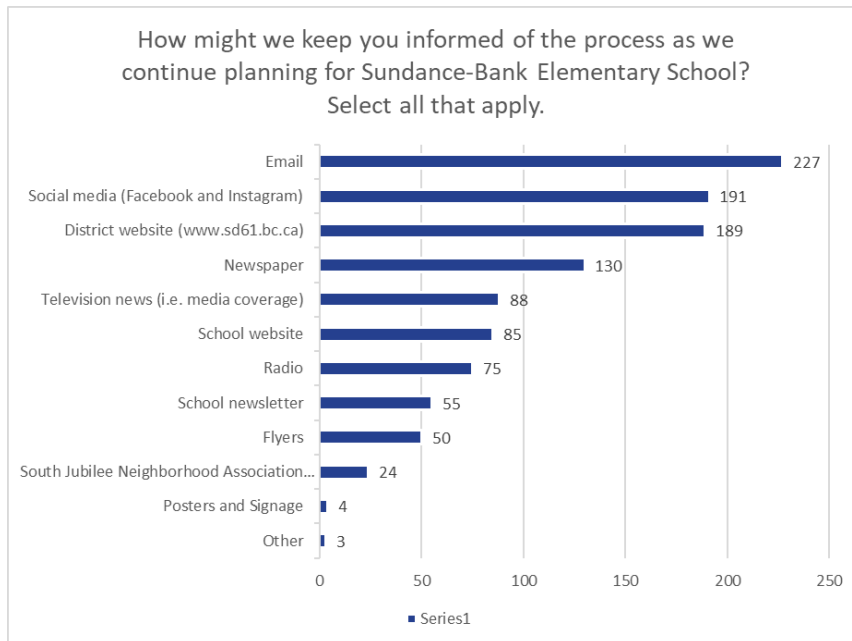
Option 2: Involves demolishing the existing Bank School and expanding Sundance-Bank Elementary School by way of modular building units on the property.

**Question 6 [Multiple Choice]:**

Option 3: Involves demolishing the existing Bank School and expanding Sundance-Bank Elementary School on the Bank School site through traditional construction means.

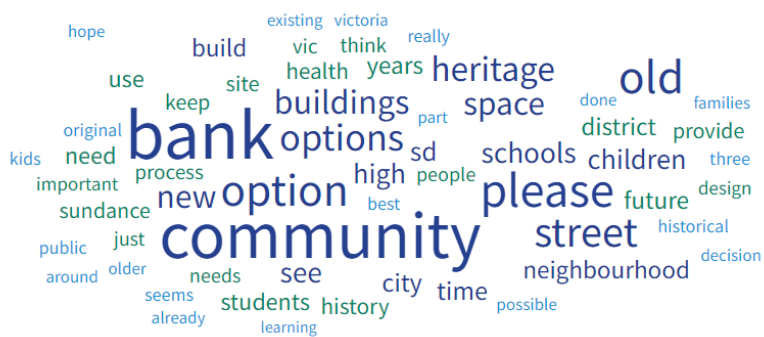


How might we keep you informed of the process as we continue planning for Sundance-Bank Elementary School? Select all that apply.



Do you have any other feedback to provide?

60-Word Word Cloud (“school” and “building” excluded):



Office of the Secretary-Treasurer

School District No. 61 (Greater Victoria)
556 Boleskine Road, Victoria, BC V8Z 1E8
Phone (250) 475-4106 Fax (250) 475-4112

Katrina Stride – Secretary-Treasurer

TO: The Board of Education
FROM: Katrina Stride, Secretary-Treasurer
DATE: November 25, 2024
RE: **2025-2026 Budget Update**

Values and Guiding Principles

On January 29, 2024, the Board approved the Values and Guiding Principles for the development of the 2024-2025 Annual Budget. The Values and Guiding Principles document has been revised as follows:

- Changed the heading from Budget 2024-2025 to 2025-2026 Annual Budget
- Changed the date of the third reading of the Budget Bylaw from April 11, 2024 to April 9, 2025
- Updated the Relationships, Indigenous and Collaboration sections to acknowledge the role of the Indigenous Education Council and add language in relation to cultural safety and responsiveness.
- Updated the first bullet under Sustainability and Ability to Withstand Change to recognize that there may be other risks not listed, e.g. financial risk.

The Values and Guiding Principles document revised with tracked changes is attached.

2025-2026 Budget Development Process

On October 28, 2024, the Board approved the 2025-2026 Budget Development Process with some proposed changes to the structure of the Student Connections meetings, the timing of the Partner Connections meetings, the incorporation of staff options for expenditures and reductions early in the budget process, and the creation of a budget bulletin/newsletter following the approval of the budget that will be sent out to the entire learning community.

The changes made to the 2025-2026 Budget Development Process from what was included in the agenda package on October 28, 2024 include:

- Adjusted the dates for the 2025-2026 Budget Survey to begin in late November and end in early December
- Added the specific dates in November, December and early January for the Student Connections meetings with Middle and Secondary Schools
- Selected the Regular Board meeting on January 27 to present Staff Options for Expenditures and Reductions

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

- Adjusted the dates of the first Partner and VPVPA Connections meetings to February
- Added a second set of Partner and VPVPA Connections meetings after Spring Break and before budget deliberations begin on April 8
- Shifted the Communications – Board Budget Highlights on April 10 to Communications – Budget Bulletin/Newsletter on April 11 (will take longer for translations)

The updated 2025-2026 Budget Development Process is attached.

Recommended Motions

The following motions are recommended:

That the Board of Education of School District No. 61 (Greater Victoria) approve the revised Values and Guiding Principles.

That the Board of Education of School District No. 61 (Greater Victoria) approve the updated 2025-2026 Budget Development Process.

Supporting Documents

Values and Guiding Principles – Tracked Changes
2025-2026 Budget Development Process – Updated

~~Budget 2025-2026~~ Annual Budget

VALUES AND GUIDING PRINCIPLES

January 29, 2024 – BOARD APPROVED

November 25, 2024 – REVISED

Students

Students are at the centre of all we do in SD61. Students are our primary stakeholder and must have voice and agency in their learning. The budget will focus on provision of service for every student to succeed, recognizing that all learners are unique and have differing needs. Quantitative and qualitative data are both important.

Relationships

Partnerships and relationships are strengthened by demonstrating mutual respect and cultural safety which includes the recognition of expertise, recognition of diverse opinions and ability to have civil discourse. We assume good intentions on all sides and for all ideas. Trust will be built by having authentic and difficult conversations with transparency and building understanding over time. The budget will be communicated clearly and regularly throughout the process.

Indigenous

The budget process will be culturally respectful and responsive to the needs of Indigenous peoples and will include the Indigenous Education Council (IEC), and representatives of the Four Houses through the processes that have been established with ~~and~~ the Indigenous Education Department ~~within the Budget process~~.

The School Act requires each board to establish and maintain an IEC. The purposes of the IEC are set out at s. 87.00(1) of the School Act, and are as follows:

a) advising the board on any matter relating to:

- o providing comprehensive and equitable educational programs and services to Indigenous students;
- o improving Indigenous student achievement; and
- o integrating into learning environments Indigenous world views and perspectives, in particular, those of the First Nation, the Modern Treaty Nations, or the Nisga'a Nation in whose territory the board operates.

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

- b) advising on grants provided under the School Act in relation to Indigenous students;
- c) approving plans, spending and reporting of targeted grants related to Indigenous students;
- d) advising the board in relation to the distinct languages, cultures, customs, traditions, practices or history of the First Nations, the Treaty First Nations, or the Nisga'a Nation in whose traditional territory the board operates, through advice from the Indigenous education council members representing those First Nations, Treaty First Nations or the Nisga'a Nation.

In addition to consulting with the IEC on budget matters relevant to Indigenous students, Trustees, the Board and Staff will utilize the Indigenous Education Department's regularly scheduled meetings with the Songhees Nation, Esquimalt Nation, Urban Indigenous Peoples' House Advisory (UPHIA) and the Métis Nation of Greater Victoria as the conduits to share information, collaborate~~consult~~, seek input and direction. The Board and Staff will attend meetings with Songhees Nation, Esquimalt Nation, UPHIA, the Métis Nation of Greater Victoria and the Indigenous Education Department when invited and/or when any concerns and/or clarity is required.

Alignment

Budget decisions will align to the District's Strategic Plan's goals and strategies and the District Framework for Enhancing Student Learning. Priority will be given to Strategic Plan and Framework for Enhancing Student Learning initiatives and will make financial connections to complete the annual financial report. As a result, the organization recognizes constraint and the ability to do many things, but not all things.

Timelines

The Board will adhere to the Board approved budget process timelines in order for the organization to meet its system, staffing and collective agreement obligations to properly place human and financial resources in schools and provide stability in the organization. In the process, the learning community will be informed about the time constraints for the final budget approval. The Board will give third reading to the budget no later than April ~~9¹¹~~, 202~~5~~⁴.

Collaboration

The budget will be an inclusive, collaborative and culturally responsive process where stakeholders and Rightsholders have the opportunity to understand the District budget, be made aware of positive and negative impacts of proposed budget options and to provide input on same, and where possible to co-create solutions. Participants should feel heard at the end of the budget process while also understanding that feedback and input are provided for the Board's consideration in its decision making. Quiet voices will require extra attention.

Sustainability and Ability to Withstand Change

To advance sustainability the Board will:

- commit to administrative and operational efficiencies, and appropriate management of risk including, but not limited to, the provision of safe and healthy learning environments and sustainable environmental practices;
- move toward matching revenues to expenses so the organization does not rely on surplus to balance on-going costs from year to year;
- spend surplus on one-time initiatives and priorities, and not on-going expenses;
- recognize that the needs of students change from year to year and so will the budget allocations;
- protect reserves and contingency even when there is pressure to spend in times of constraint;
- consider long term financial planning and three-year budget forecasts.

GREATER VICTORIA SCHOOL DISTRICT
2025-2026 BUDGET DEVELOPMENT PROCESS - APPROVED OCTOBER 28, 2024 - REVISED NOVEMBER 25, 2024

Date	Day of Week	Time of Day	Event Description	Attendees	Meeting Type	Location	Agenda Deadline
September 23	Monday	Evening	Budget Development Process Feedback	Open Invite	Regular Open	Zoom	September 18
October 21	Monday	Evening	Proposed Budget Development Process	Open Invite	OPPs	Zoom	October 16
October 28	Monday	Evening	Approval of Budget Development Process	Open Invite	Regular Open	Zoom	October 23
October 29	Tuesday	Daytime	Communication - Board Budget Highlights				
November 13	Wednesday	Daytime	Indigenous Education Council (IEC)	IEC Members, Director of IED, Superintendent	Regular Monthly	In-person	
November 18	Monday	Evening	Representative Advisory Council of Student	Student Reps (Sec), Senior Leadership Team (SLT)	Regular Monthly	In-person	
November 25 - December 13			2025-2026 Budget Initial Feedback Survey	Open Invite			
November 25	Monday	Evening	2025-2026 Budget Update	Open Invite	Regular Open	Zoom	November 20
November 26	Tuesday	Daytime	Communication - Board Budget Highlights				
November 26	Tuesday	Daytime	Student Connections - Cedar Hill Middle	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
November 27	Wednesday	Daytime	Student Connections - Shoreline Middle	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
November 28	Thursday	Daytime	Student Connections - Arbutus Middle	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
November 28	Thursday	Daytime	Student Connections - Gordon Head Middle	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
December 2	Monday	Evening	Representative Advisory Council of Students	Student Reps (Sec), SLT	Regular Monthly	In-person	
December 3	Tuesday	Daytime	Student Connections - Lambrick Park Secondary	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
December 4	Wednesday	Daytime	Student Connections - Monterey Middle	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
December 5	Thursday	Daytime	Student Connections - Rockheights Middle	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
December 6	Friday	Daytime	Student Connections - Esquimalt High	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
December 9	Monday	Evening	2025-2026 Budget Update	Open Invite	Regular Open	Zoom	December 4
December 10	Tuesday	Daytime	Communication - Board Budget Highlights				
December 10	Tuesday	Daytime	Student Connections - Mt. Doug Secondary	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
December 11	Wednesday	Daytime	Student Connections - Oak Bay High	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
December 11	Wednesday	Daytime	Student Connections - SJ Burnside Alternative	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
December 12	Thursday	Daytime	Student Connections - Reynolds Secondary	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
December 16	Monday	Daytime	Student Connections - Glanford Middle	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
December 17	Tuesday	Daytime	Student Connections - Spectrum Community	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
December 17	Tuesday	Daytime	Student Connections - Victoria High	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
December 18	Wednesday	Daytime	Student Connections - Colquitz Middle	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
December 18	Wednesday	Daytime	Indigenous Education Council (IEC)	IEC Members, Director of IED, Superintendent	Regular Monthly	In-person	
December 23 - January 3			Winter Break				
January 8	Wednesday	Daytime	Student Connections - Lansdowne Middle	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
January 9	Thursday	Daytime	Student Connections - Central Middle	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
January 15	Wednesday	Daytime	Indigenous Education Council (IEC)	IEC Members, Director of IED, Superintendent	Regular Monthly	In-person	
January 20	Monday	Evening	Representative Advisory Council of Students	Student Reps (Sec), SLT	Regular Monthly	In-person	
January 27	Monday	Evening	2025-2026 Budget Update - Staff Options	Open Invite	Regular Open	Zoom	January 22
January 28	Tuesday	Daytime	Communication - Board Budget Highlights				
January 28 - February 7			Partner Connections - CUPE 382	CUPE 382 Reps, Trustees, SLT, F/S	Small Group	In-person	
January 28 - February 7			Partner Connections - CUPE 947	CUPE 947 Reps, Trustees, SLT, F/S	Small Group	In-person	
January 28 - February 7			Partner Connections - GVTA	GVTA Reps, Trustees, SLT, F/S	Small Group	In-person	
January 28 - February 7			Partner Connections - VCPAC	VCPAC Reps, Trustees, SLT, F/S	Small Group	In-person	
January 28 - February 7			VPVPA Connections	VPVPA Reps, Trustees, SLT, F/S	Small Group	In-person	
February 10	Monday	Evening	Representative Advisory Council of Students	Student Reps (Sec), SLT	Regular Monthly	In-person	
February 15			2025-2026 Enrolment Estimates to Ministry				
February 19	Wednesday	Daytime	Indigenous Education Council (IEC)	IEC Members, Director of IED, Superintendent	Regular Monthly	In-person	
February 24	Monday	Evening	2024-2025 Amended Annual Budget Approval	Open Invite	Regular Open	Zoom	February 19
February 24	Monday	Evening	2025-2026 Budget Update	Open Invite	Regular Open	Zoom	February 19
February 25	Tuesday	Daytime	Communication - Board Budget Highlights				
March 3	Monday	Evening	Representative Advisory Council of Students	Student Reps (Sec), SLT	Regular Monthly	In-person	
March 4	Tuesday	Evening	Public Budget Consultation Meeting	Open Invite		In-person	February 28
March 10	Monday	Evening	2025-2026 Budget Update	Open Invite	Regular Open	Zoom	March 5
March 11	Tuesday	Daytime	Communication - Board Budget Highlights				
March 12	Wednesday	Daytime	Indigenous Education Council (IEC)	IEC Members, Director of IED, Superintendent	Regular Monthly	In-person	
March 14	Friday		2025-2026 Ministry Funding Announcement				
March 17 - 28			Spring Break	Board of Education Meeting November 25, 2024			180
March 31 - April 4			Partner Connections - CUPE 382	CUPE 382 Reps, Trustees, SLT, F/S	Small Group	In-person	

GREATER VICTORIA SCHOOL DISTRICT
2025-2026 BUDGET DEVELOPMENT PROCESS - APPROVED OCTOBER 28, 2024 - REVISED NOVEMBER 25, 2024

Date	Day of Week	Time of Day	Event Description	Attendees	Meeting Type	Location	Agenda Deadline
March 31 - April 4			Partner Connections - CUPE 947	CUPE 947 Reps, Trustees, SLT, F/S	Small Group	In-person	
March 31 - April 4			Partner Connections - GVTA	GVTA Reps, Trustees, SLT, F/S	Small Group	In-person	
March 31 - April 4			Partner Connections - VCPAC	VCPAC Reps, Trustees, SLT, F/S	Small Group	In-person	
March 31 - April 4			VPVPA Connections	VPVPA Reps, Trustees, SLT, F/S	Small Group	In-person	
April 8	Tuesday	Evening	1st or 1st and 2nd Bylaw Reading	Open Invite	Special Open	Zoom	April 4
April 9	Wednesday	Daytime	Communication - Board Budget Highlights				
April 9	Wednesday	Evening	3rd or 2nd and 3rd Bylaw Reading/BUDGET PASSED	Open Invite	Special Open	Zoom	April 8
April 11	Friday	Daytime	Communication - Budget Bulletin/Newsletter				
April 11	Friday	Daytime	Staffing Packages to Schools				
April 11 - 23	Friday	Daytime	Budget Development Process Feedback Survey				
April 18 - 21			Easter Weekend				
April 28	Monday	Evening	Summary of Budget Development Process Feedback	Open Invite	Regular Open	Zoom	April 23

SECTION 72 REPORT

Present:

Trustees, Natalie Baillaut, Mavis David, Nicole Duncan, Derek Gagnon, Karin Kwan, Emily Mahbobi, Rob Paynter

Regrets:

Trustees, Angela Carmichael, Diane McNally

Administration:

Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Tom Aerts, Associate Superintendent, Sean Powell, Acting Associate Superintendent, Mike Knudson, Director of Human Resource Services, Julie Lutner, Associate Secretary-Treasurer, Marni Vistisen-Harwood, Director of Facilities Services

The Board of Education discussed the following matters:

- Legal
- Personnel
- Property

General decisions made by the Board:

- Legal
- Personnel
- Property

SECTION 72 REPORT

Present:

Trustees, Natalie Baillaut, Mavis David, Nicole Duncan, Derek Gagnon, Karin Kwan, Emily Mahbobi, Rob Paynter

Regrets:

Trustees, Angela Carmichael, Diane McNally

Administration:

Katrina Stride, Secretary-Treasurer, Julie Lutner, Associate Secretary-Treasurer, Marni Vistisen-Harwood, Director of Facilities Services

The Board of Education discussed the following matters:

- Property

General decisions made by the Board:

- Property

SECTION 72 REPORT

Present:

Trustees, Natalie Baillaut, Nicole Duncan, Derek Gagnon, Karin Kwan, Rob Paynter

Regrets:

Trustees, Angela Carmichael, Mavis David, Emily Mahbobi, Diane McNally

Administration:

Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Tom Aerts, Associate Superintendent, Sean Powell, Acting Associate Superintendent

The Board of Education discussed the following matters:

- Legal

General decisions made by the Board:

- Legal

SECTION 72 REPORT

Present:

Trustees, Natalie Baillaut, Nicole Duncan, Derek Gagnon, Karin Kwan, Rob Paynter

Regrets:

Trustees, Angela Carmichael, Mavis David, Emily Mahbobi, Diane McNally

Administration:

Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer

The Board of Education discussed the following matters:

- Personnel

General decisions made by the Board:

- Nil

SECTION 72 REPORT

Present:

Trustees, Natalie Baillaut, Mavis David, Nicole Duncan, Derek Gagnon, Karin Kwan, Emily Mahbobi, Diane McNally, Rob Paynter

Regrets:

Trustee Angela Carmichael

Administration:

Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Tom Aerts, Associate Superintendent, Sean Powell, Acting Associate Superintendent

The Board of Education discussed the following matters:

- Legal

General decisions made by the Board:

- Nil