



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

Regular Board Meeting

AGENDA

Via Zoom

Monday, December 9, 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 December 9, 2024 agenda be approved.

A.3. Approval of the Minutes

a. Approval of the November 25, 2024 Regular Board Minutes

Recommended Motion:
That the November 25, 2024 Regular Board minutes be approved.

A.4. Business Arising from the Minutes

A.5. Student Achievement

A.6. District Presentations

A.7. Community Presentations (5 minutes per presentation)

- a. Bank Street School Preservation Taskforce – Murray Gudmundson

B. CORRESPONDENCE

C. TRUSTEE REPORTS

C.1. Chair's Report

- a. Chair's Report
- b. Trustee Assignments
- c. Standing Committee Chair Elections
 - a. Education Policy and Directions Committee
 - b. Operations Policy and Planning Committee
- d. Motion to Destroy Election Ballots/Text Messages

Recommended Motion:

That the election ballots/text messages be destroyed.

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

D. BOARD COMMITTEE REPORTS

D.1. Combined Education Policy and Directions Committee and Operations Policy and Planning Committee

- a. Draft combined minutes from the December 2, 2024 meeting – information only
- b. Recommended motions from the December 2, 2024 meeting:

Recommended Motion:

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

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. Appeal Bylaw 9330.1 – Review Bylaw and Associated Feedback Forms
- c. Cost and Impact Analysis on Monthly Early School Closure for Collaboration at Elementary Schools

- d. 2024-2025 Secondary School Plans

Recommended Motion:

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

- e. 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. 2025-2026 Budget Update

F. QUESTION PERIOD (15 minutes total)

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

G.1. Record of In-Camera Board of Education Meeting – November 25, 2024

H. NEW BUSINESS/NOTICE OF MOTIONS

H.1. New Business

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

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

Trustee Regrets: Angela Carmichael

Administration: 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, Dr. Jeff Davis, Director of International Education, Dr. Shelly Wilton, Director of Indigenous Education, Vicki Roberts, VPVPA

Songhees Nation: Anevay Belliveau, Education Team

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 Paynter
Seconded by Trustee Kwan

That the November 25, 2024 agenda be approved.

Amendment

Moved by Trustee McNally
Seconded by Trustee Kwan

Move New Business Presentation to follow the approval of the agenda.

Motion Carried Unanimously

Moved by Trustee Paynter
Seconded by Trustee Kwan

That the November 25, 2024 agenda be approved, as amended.

For (6): Trustees David, Duncan, Gagnon, Kwan, McNally and Paynter
Abstain (1): Trustee Mahbobi

Motion Carried Unanimously

Trustee Baillaut joined the meeting.

A.3. New Business

Human Rights Commissioner Kasari Govender presented on School Liaison Officers (SLOs).

Trustees had questions of clarification.

A.4. Trustee Elections

a. Election of Chair

Secretary-Treasurer Stride called for nominations for the position of Chair of the Board of Education for a one-year term ending November 2025.

Nominations were received for Trustee Duncan.

Trustee Duncan accepted the nomination.

Secretary-Treasurer Stride declared Trustee Duncan the Chair of the Board of Education by acclamation.

Secretary-Treasurer Stride passed the gavel to Chair Duncan.

b. Election of Vice-Chair

Chair Duncan called for nominations for the position of Vice-Chair of the Board of Education for a one-year term ending November 2025.

Nominations were received for Trustees Kwan and Paynter.

Trustee Paynter declined the nomination and Trustee Kwan accepted.

Chair Duncan declared Trustee Kwan the Vice-Chair of the Board of Education by acclamation.

c. Election of British Columbia Public School Employers' Association Representative

Chair Duncan called for nominations for the position of British Columbia School Employers' Association (BCPSEA) Representative for a one-year term ending November 2025.

Nominations were received for Trustees Gagnon, Kwan, Mahbobi and Paynter.

Trustees Gagnon, Mahbobi, and Paynter declined the nomination and Trustee Kwan accepted.

Chair Duncan declared Trustee Kwan the representative to BCPSEA by acclamation.

d. Election of British Columbia Trustees' Association Provincial Councilor

Chair Duncan called for nominations for the position of British Columbia School Trustees' Association (BCSTA) representative for a one-year term ending November 2025.

Nominations were received for Trustees Baillaut, Duncan, Gagnon and Mahbobi.

Trustees Baillaut, Duncan, and Gagnon declined the nomination and Trustee Mahbobi accepted.

Chair Duncan declared Trustee Mahbobi the representative to BCSTA by acclamation.

e. Motion to Destroy Election Ballots/Text Messages

Moved by Trustee McNally

Seconded by Trustee Mahbobi

That the election ballots/text messages be destroyed.

Motion Carried Unanimously

A.5. Approval of the Minutes

Approval of the October 28, 2024 Regular Board Minutes

Moved by Trustee Baillaut

Seconded by Trustee Kwan

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

Amendment

Moved by Trustee Paynter

Seconded by Trustee Mahbobi

F. Question Period

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 **with staff**.

Motion Carried Unanimously

Moved by Trustee Baillaut

Seconded by Trustee Kwan

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

Motion Carried Unanimously

Approval of the November 14, 2024 Special Open Board Minutes

Moved by Trustee Kwan

Seconded by Trustee Paynter

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

Motion Carried Unanimously

A.6. Business Arising from the Minutes

Trustee Duncan asked if there were any updates on the Elementary School Plans being presented to the Parent Advisory Committees at each school.

Associate Superintendent Aerts stated that all Administrators were directed to ensure all school plans were brought their school Parent Advisory Committees.

A.7. Student Achievement

None.

A.8. District Presentations

None.

A.9. Community Presentations

Dr. Rebecca Nelems presented on Youth Gang Prevention in Greater Victoria.

Trustees had questions of clarification.

B. CORRESPONDENCE

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

Trustee Kwan discussed the letter that the Greater Victoria Teachers' Association sent to Minister Singh.

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

Trustee Kwan referenced the School Act and stated that the letters should be addressed to the Minister's office.

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

Chair Duncan presented her report for information.

b. 2024-25 District Annual Work Plan

Chair Duncan presented the Annual Work Plan for information.

Partners had questions about the Annual Work Plan.

C.2. Trustees' Reports

None.

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:

Moved by Trustee Kwan

Seconded by Trustee Paynter

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

Moved by Trustee Kwan

Seconded by Trustee Paynter

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

Moved by Trustee Kwan

Seconded by Trustee Paynter

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

D.3. Climate Action Plan Implementation Ad Hoc Committee

a. Recommended Motions

Moved by Trustee Gagnon
Seconded by Trustee Kwan

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.

Trustees and Partners discussed an amendment to the motion.

Amendment

Moved by Trustee Kwan
Seconded by Trustee Gagnon

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, ~~including funding for facilities upgrades to adapt to a changing climate, develop through capital funding, nutrition programming and other initiatives. in need of advocacy.~~

Motion Carried Unanimously

Moved by Trustee Gagnon
Seconded by Trustee Kwan

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, including funding for facilities upgrades to adapt to a changing climate, nutrition programming and other initiatives.

Motion Carried Unanimously

Moved by Trustee Gagnon
Seconded by Trustee Kwan

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.

Motion Carried Unanimously

E. DISTRICT LEADERSHIP TEAM REPORTS

E.1. Superintendent's Report

a. Monthly Report

The report was provided for information.

Trustees had questions of clarification.

Moved by Trustee Mahbobi

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

b. International Education Bi-Annual Report

Director of International Education Davis presented the International Education Bi-Annual Report.

Trustees had questions of clarification.

c. 2024-2025 Middle School Plans

Trustees had questions of clarification.

Moved by Trustee Kwan

Seconded by Trustee Mahbobi

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

For (7): Trustees David, Duncan, Gagnon, Kwan, Mahbobi, McNally and Paynter

Abstain (1): Trustee Baillaut

Motion Carried Unanimously

d. Trustee Questions

None.

E.2. Secretary-Treasurer's Report

a. Monthly Report

Secretary-Treasurer Stride provided the report for information.

Trustees had questions of clarification.

Moved by Trustee Kwan

Seconded by Trustee Baillaut

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

Motion Carried Unanimously

b. Sundance-Bank Elementary School Engagement Report

Secretary-Treasurer Stride provided the report for information.

Trustees and Partners had questions of clarification.

c. 2025-2026 Budget Update

i. Values and Guiding Principles

Secretary-Treasurer Stride provided the revised Values and Guiding Principles for review. Discussion ensued with a recommendation to refer the motion to a future meeting.

Moved by Trustee Kwan

Seconded by Trustee Gagnon

That the motion "*That the Board of Education of School District No. 61 (Greater Victoria) approved the revised Values and Guiding Principles.*" be referred to the Combined Education Policy and Directions and Operations Policy and Planning Committee meeting on December 2, 2024.

Motion Carried Unanimously

ii. Budget Development Process

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

Trustees had questions of clarification.

Moved by Trustee Kwan

Seconded by Trustee Mahbobi

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

Motion Carried Unanimously

F. QUESTION PERIOD

Q: Why did it take the Minister of Education to direct this board to update the school safety plan and work with the local police departments?

A: Chair Duncan explained that the Board engaged with Police first during the review process when Police were invited to take part in the review committee work. Following the decision, the Board invited all Police Boards to meet to discuss student safety. Police Boards were then invited to work with the school district to develop a communication protocol. One Police Board accepted the invitation, and, prior to the Minister's Order, the other Police Boards were still undecided about whether they wanted to participate in the development of a communication protocol. Delegations from both the police service and the school district progressed the communication protocol development work over the summer. We were looking to continue that work when the Minister's Order came out. To clarify, the safety plan highlights what safety looks like in our school district and includes new items that have been implemented. Our safety related work in the school district is continuous and ongoing. The submission to the Minister will be reviewed. Chair Duncan invited staff to speak to ongoing operational safety planning. Staff had nothing further to add.

Q: Regarding the Worrisome Online Behaviour program. What is the annual cost to the district for funding the program?

A: Acting Associate Superintendent Powell stated that the cost is approximately \$900 per month.

Q: Why is this board using stats and experiences from the United States and Toronto to make decisions about removing services such as School Police Liaison Officers from our children, while not listening to our regional professionals and parents of these students.

A: Chair Duncan stated that the Board did not only look at the United States and Toronto. The previous Board passed a motion directing that a review of how the District was using SPLOs be undertaken. That review happened over a number of years and included thousands of pages of information, data, and research from multiple jurisdictions including Canada. It also included feedback received from partner representatives around the Committee table, feedback from a speaker series that allowed folks to share their personal lived experiences in person and in writing. As well, the Board considered the District survey results and the recommendations from the Human Rights Commissioner. As part of considering the Human Rights Commissioner's recommendations the Board committed to and carried out further advocacy by writing to the Province in August 2023 asking that it commission research into the impacts of SPLOs on K-12 students, with a particular emphasis on minoritized students, and students with diverse abilities and disabilities. There is a recognition that more research needs to be undertaken and that we need to have access to disaggregated data. The Board also asked police services to provide us with information and disaggregated data.

Q: Did the HRC (Human Rights Commissioner) consult with the Four Houses before she made her recommendation about removing the SPLOs (Saanich Police Liaison Officers)?

A: Chair Duncan stated that the question is not for the Board and should be directed to the Human Rights Commissioner.

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

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

E.2. Record of Special In-Camera Board of Education Meeting – October 28, 2024

E.3. Record of Special In-Camera Board of Education Meeting – November 4, 2024

- E.4. Record of Special In-Camera Board of Education Meeting** – November 4, 2024
- E.5. Record of Special In-Camera Board of Education Meeting** – November 14, 2024

H. NEW BUSINESS/NOTICE OF MOTIONS

E.1. New Business

None.

E.2. Notice of Motions

None.

I. ADJOURNMENT

The meeting adjourned at 10:01 p.m.

Moved by Trustee Gagnon
Seconded by Trustee Baillaut

That the meeting be adjourned.

Motion Carried Unanimously

Chair

Secretary-Treasurer

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*

TO: Board of Education
FROM: Trustee Duncan
RE: Chair's Report
DATE: December 9, 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. 2025-2026 Budget Process- Student Connection meetings
5. Island Health Board of Directors Partnership Breakfast
6. VCPAC Monthly Meeting

Acknowledgement: Thank you to our staff and students for all their hard work and dedication this year. We wish you all a very happy and healthy holiday season and a Happy New Year!

Reminders: The Board's first Standing Committee meeting after the holiday break will be Education Policy and Directions on Monday, 13 January 2025.

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 Trustee Assignments

Current Ad Hoc Committees

[Advocacy Ad Hoc Committee](#)- Derek Gagnon, Natalie Baillaut

[Climate Action Plan Implementation Review Ad Hoc Committee](#)- Nicole Duncan, Derek Gagnon

[District Facilities Plan Ad Hoc Committee](#)- Derek Gagnon

[Equity Ad Hoc Committee](#)- Karin Kwan, Natalie Baillaut

[French Advisory Ad Hoc Committee](#)- Natalie Baillaut

[George Jay Naming Ad Hoc Committee](#)- Rob Paynter

[Music Equity Ad Hoc Committee](#)- Karin Kwan, Emily Mahbobi

Sub Committees

Policy Sub Committee: <https://www.sd61.bc.ca/our-district/documents/name/bylaw-9130-3-policy-sub-committee-2/> - (Nicole Duncan, Emily Mahbobi)

Audit Sub Committee: <https://www.sd61.bc.ca/our-district/documents/name/bylaw-9130-4-audit-sub-committee/> - (Karin Kwan, Rob Paynter)

Standing Committees

Education Policy and Directions: <https://www.sd61.bc.ca/our-district/documents/name/bylaw-9130-1-the-education-policy-and-directions-committee/> - (Diane McNally, Natalie Baillaut, Mavis David, Emily Mahbobi)

Operations, Policy and Planning: <https://www.sd61.bc.ca/our-district/documents/name/bylaw-9130-2-the-operations-policy-and-planning-committee-2/> - (Derek Gagnon, Karin Kwan, Rob Paynter)

Family of Schools

Esquimalt High Family of Schools- Mavis David

Lambrick Park Secondary School Family of Schools- Derek Gagnon

Mount Douglas Secondary Family of Schools- Rob Paynter

Oak Bay High Family of Schools- Nicole Duncan

Reynolds Secondary Family of Schools- Emily Mahbobi

Spectrum Community School Family of Schools- Karin Kwan

Victoria High Family of Schools- Natalie Baillaut

SJ Burnside- Nicole Duncan

Municipal Liaisons: Esquimalt (Rob Paynter), Highlands (Diane McNally), Oak Bay (Natalie Baillaut), Saanich (Karin Kwan), Victoria (Nicole Duncan), View Royal (Emily Mahbobi).

CRD Victoria Youth and Family Justice Committee – Mavis David (Nicole Duncan- alternate)



The Board of Education of School District No. 61 (Greater Victoria)
Combined Education Policy and Directions and
Operations Policy and Planning Committee Meeting
MEETING MINUTES
Monday, Dec 2, 2024, 7:00 p.m.

Trustees Present: **Education Policy and Directions members:** Emily Mahbobi (Chair), Natalie Baillaut, Mavis David

Operations Policy and Planning members: Derek Gagnon (Chair), Karin Kwan, Rob Paynter, Nicole Duncan (ex officio)

Trustee Regrets: 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, Dr. Shelly Wilton, Director of Indigenous Education, Marni Vistisen-Harwood, Director of Facilities Services, Brenna O'Connor, VPVPA

Partners: Shawna Abbott, CUPE 947, Ilana Hampton, GVTA, Cindy Romphf, GVTA, Nyssa Temmel, VCPAC

A. COMMENCEMENT OF MEETING

The meeting was called to order at 7:00 p.m.

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 Combined Education Policy and Directions and Operations Policy and Planning Committees meeting agenda

Moved by Trustee David

That the Dec 2, 2024 Combined Education Policy and Directions and Operations Policy and Planning Committees meeting agenda be approved.

Motion Carried Unanimously

B. EDUCATION POLICY AND DIRECTIONS COMMITTEE

B.1. Approval of the Minutes

Moved by Trustee Duncan

That the November 4, 2024 Education Policy and Directions Committee meeting minutes be approved.

Motion Carried Unanimously

B.2. Business Arising from Minutes

At the November 4, 2024 Education Policy and Directions Committee meeting, the annual anaphylaxis quality review was provided. Trustees had a follow up question for staff concerning what happens when students are on a school field trip.

Superintendent Whitten replied that teachers carry an extra epi pen with them when on a field trip.

C. PRESENTATIONS TO THE COMMITTEE

Staff

- C.1.** Principal James Hansen, Margaret Jenkins Elementary School, presented on Numeracy in the District.

Trustees and Partners had questions of clarification.

D. NEW BUSINESS

D.1. Equity Ad Hoc Committee

Associate Superintendent Aerts presented two recommended motions from the Equity Ad Hoc Committee.

Trustees and partners reviewed the proposed equity audit recommended by the committee and raised questions for clarification. After further discussion, it was agreed that the Operations Policy and Planning Committee would not endorse the equity audit. Trustees suggested that the Equity Ad Hoc Committee continue its work on the motion

carried by the Board during the Special Open Board of Education Meeting on October 1, 2024.

Additionally, Trustees and partners discussed a motion recommending that the Board write to the Ministry of Education and Childcare to advocate for increased funding for Justice, Equity, Diversity, and Inclusion (JEDI) initiatives. Trustees requested more specific details from the Equity Ad Hoc Committee regarding the content of the letter to be sent to the Ministry.

E. NOTICE OF MOTION

None.

F. GENERAL ANNOUNCEMENTS

None.

Chair Mahbobi passed the gavel to Chair Gagnon.

G. OPERATIONS POLICY AND PLANNING COMMITTEE

G.1. Approval of the Minutes

Moved by Trustee Paynter

That the November 18, 2024 Operations Policy and Planning Committee meeting minutes be approved.

Motion Carried Unanimously

G.2. Business Arising from Minutes

Trustee Duncan inquired with Secretary-Treasurer Stride whether staff had received a reply from the District of Saanich regarding the Board's request for crossing guard funding.

Secretary-Treasurer Stride responded that staff had not yet received a response.

H. PRESENTATIONS TO THE COMMITTEE

None.

I. SUPERINTENDENT'S REPORT

None.

J. PERSONNEL ITEMS

None.

K. FINANCE AND LEGAL AFFAIRS

K.1. 2025-2026 Budget Update – Values and Guiding Principles

Secretary-Treasurer Stride provided the revised Values and Guiding Principles for review.

Trustees, Partners and Staff discussed the Values and Guiding Principles and suggested amendments.

Moved by Trustee Gagnon

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

Amendment

Moved by Trustee Paynter

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 the Indigenous Education Department.~~

For (1): Paynter

Against (3): Duncan, Gagnon, Kwan

Motion Failed (1 to 3)

Amendment

Moved by Trustee Duncan

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 **multiyear** financial report. As a result, the organization recognizes constraint and the ability to do many things, but not all things.

Amendment

Moved by Trustee Kwan

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 Combined Education Policy and Directions & Operations Policy and Planning Committees

Learning initiatives and will make financial connections to complete the annual ~~multiyear~~ financial reports, such as the Financial Statement Discussion and Analysis Report and the Multi-Year Financial Plan. As a result, the organization recognizes constraint and the ability to do many things, but not all things.

Motion Carried Unanimously

Moved by Trustee Gagnon

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

Motion Carried Unanimously

K.2. Monthly Financial Report: November 2024

Secretary-Treasurer Stride provided the report for information.

K.3. Budget Change Report: November 2024

Secretary-Treasurer Stride provided the report for information.

L. FACILITIES PLANNING

L.1. Operations Update: November 2024

Director of Facilities Services Vistisen-Harwood provided an update.

Trustees had questions of clarification.

L.2. Cedar Hill School Seismic Project Update

Director of Facilities Services Vistisen-Harwood provided an update.

Trustees had questions of clarification.

M. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

None.

N. NEW BUSINESS

None.

O. NOTICE OF MOTION

None.

P. GENERAL ANNOUNCEMENTS

None.

Combined Education Policy and Directions & Operations Policy and Planning Committees
Meeting Minutes Dec 2, 2024

Q. ADJOURNMENT

Moved by Trustee Kwan

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 8:39 p.m.

DRAFT

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: Operations Policy and Planning Committee Meeting
FROM: Katrina Stride, Secretary-Treasurer
DATE: December 2, 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.

Recommended Motion:

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

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.

~~Budget 2025-2026~~ Annual Budget

VALUES AND GUIDING PRINCIPLES

January 29, 2024 – BOARD APPROVED

December 2, 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.

One *Learning* Community

- 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 reports, such as the Financial Statement Discussion and Analysis Report and the Multi-Year Financial Plan. 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.



2025-2026 Annual Budget

VALUES AND GUIDING PRINCIPLES

January 29, 2024 – BOARD APPROVED

December 2, 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 the Indigenous Education Department.

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:
 - providing comprehensive and equitable educational programs and services to Indigenous students;
 - improving Indigenous student achievement; and
 - 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.
- b) advising on grants provided under the School Act in relation to Indigenous students;

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One *Learning* Community



- 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, 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, 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 annual financial reports, such as the Financial Statement Discussion and Analysis Report and the Multi-Year Financial Plan. 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 9, 2025.

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.

TO: The Board of Education
FROM: Deb Whitten, Superintendent of Schools
RE: Superintendent's Report
DATE: December 9, 2024

District Updates:

Please see below the Student Achievement and related opportunities the Superintendent has and will be involved with during the month of December 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.

- Administrators' Meeting – December 5, 2024: Leading (Literacy & Numeracy) Learning; 2025-26 Budget.
- EDI Meeting with student participants from the Representative Advisory Council of Students – December 9, 2024 at the School Board Office
- Oak Bay – Student Connections – December 11, 2024 at Oak Bay High re 2025-26 Budget Discussion
- Vic High – Student Connections – December 17, 2024 at Vic High re 2025-26 Budget Discussion
- Monthly Meeting with the Director of International Student Education
- School Visits – Professional Growth: December 9 (James Bay Community Schools); December 11 (Quadra Elementary).

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

- Bi-weekly Meeting with the Director of Indigenous Education – December 12, 2024
- Esquimalt Nation Local Education Agreement (LEA) Writing – December 16, 2024
- Songhees Nation Local Education Agreement (LEA) Writing – December 16, 2024

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

- Monthly Inclusive Learning Meeting – December 20, 2024

Gratitude: The Superintendent would like to thank the following:

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.

- Special recognition and thank you to Dave Emerson, Assistant Manager of Building Operations, Custodial, Cartage, Building Security and Rentals, who recently retired after 35+ years of service to the Greater Victoria School District. We wish you a very happy retirement!
- As the Fall Athletic Season has come to a close, I would like to recognize the many coaches, officials, umpires and other volunteers who contributed to successful Aquatics, Soccer, Cross Country, Field Hockey, Rowing, and Volleyball Seasons.

As you are aware, schools in the Greater Victoria School District are very busy places with several winter events planned across the district.

Included in these events are: Jazz Concerts, Fine Arts Showcases, Winter Music Concerts, Theatre productions, RnB Lights of Wonder, Choir to City Hall, as well as Spirit Days, Learning Celebrations, Toonie Emporiums, Crafternoons, and a Winter Feast. Thank you to all of the staff, students and parents who have spent many hours rehearsing, performing and celebrating student achievement this winter season.

In addition to those events, many students and staff throughout the district are involved in important giving initiatives including: Food Drives, Sock and Mitten Trees, Care Packages, Holiday Food Drives and Care Packages.

My sincere gratitude and appreciation goes to all of the school-based staff and students who have tirelessly organized, canvassed, collected and donated items for these very important community fundraisers.

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.

Office of the Superintendent

Deb Whitten – Superintendent

To: The Board of Education
From: Deb Whitten, Superintendent of Schools
Date: December 9, 2024
RE: **Appeal Process Bylaw 9330.1 Annual Review**

Background:

As per Bylaw 9330.1 Section VIII. Review Process, each appellant and each employee(s) whose decision has been appealed will be given the opportunity to provide feedback on their experience on the Appeal Process (see Bylaw 9330.1, attachment 2). This feedback will be reported to the Board of Education annually and utilized when reviewing this bylaw and when developing new procedures to ensure mechanisms for ongoing annual reporting feedback from Bylaw 9330.1, and that the Appeal Process remains balanced and fair.

Information:

In 2024, one Appeal was heard; no feedback was received from the Appellant.

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BYLAW 9330.1 (attachment 2) Appeal Process

Please mail to: **Board Chair, Greater Victoria School District 61**
556 Boleskine Road, Victoria, BC V8Z 1E8

FEEDBACK ON THE PROCESS OF APPEAL

This feedback may be given anonymously, or the appellant/employee whose decision was appealed, may provide their identifying data. Information so shared will be utilized in the review process for Bylaw 9330.1

1. **Name: *optional***

(First) _____ (Last) _____

2. **Please check one:**

☐ Parent ☐ Guardian ☐ Student ☐ Employee

3. **Were your concerns welcome?** _____

Were they taken seriously by the School District? _____

4. **Were you made to feel as comfortable as possible under the circumstances?**

5. **Were you assisted in clearly addressing your concern(s)?** _____

6. **Did you have all the information relative to the decision being made as soon as was possible?**

Did you have to ask for the information? _____



7. Did you feel your views were sought before decisions were made?

8. Did you feel your views were taken into account in the final decision?

9. Were the decisions made adequately explained to you? _____

10. Did you feel that the Appeals Process was clear in its steps and requirements? _____

If not, how would you suggest clarifying them? _____

11. Do you have any comments that would help the Educational Community ensure a fair and user-friendly process for appeals? _____

Thank you.

cc. Board of Education, School District No. 61

Office of the Superintendent

Deb Whitten – Superintendent

To: The Board of Education
From: Deb Whitten, Superintendent of Schools
Date: December 9, 2024
RE: Cost and Impact Analysis on Monthly Early School Closure for Collaboration at Elementary Schools

Background

In April 2024, the Board of Education directed the Superintendent to evaluate the costs and impacts of implementing a monthly early school closure at elementary schools to facilitate school-based staff collaboration. A recommendation is to be provided by December 2024.

Introduction

Structured collaboration during the school day allows staff to engage in meaningful discussions on instructional practices and student outcomes. While such opportunities are beneficial, they come with direct and indirect costs. This memo outlines the cost analysis and implications of a monthly early school closure at elementary schools and provides a recommendation.

Cost Analysis and Implications

1. Impact on Caregivers

Early school closures would place additional burdens on parents, particularly regarding childcare. Many families depend on the school schedule to align with their work hours. Adjusting to earlier pick-up times could necessitate after-school care, which may not be readily available or affordable. For some families, this added cost and inconvenience may outweigh the potential benefits of staff collaboration.

2. Impact on Instructional Time

Reducing the school day would result in a loss of mandated instructional hours. To comply with Ministry of Education requirements, school days would need to be extended to compensate. This adjustment could result in increased costs for teaching and support staff.

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3. Collective Agreement Implications

Extending the school day to provide collaboration time intersects with collective agreement provisions. Any changes would require negotiation with local and provincial unions and the employer's association (BCPSEA), potentially incurring additional financial and administrative burdens.

4. Equity Concerns

The impacts of early closures are unlikely to be felt equally. Families in some communities may face greater challenges, including less flexible work schedules and fewer affordable childcare options. Additionally, students reliant on school programs or extracurricular activities may experience disruptions.

Conclusion and Recommendation

While monthly early closures would provide dedicated collaboration time for staff, the associated costs—in terms of instructional time, equity, childcare, and labour—are significant.

It is therefore recommended that the district allocate, on a three-year trial basis, collaboration release time funds of \$10,000 each to four equity-deserving elementary schools as an alternative to a district wide elementary school approach.

This recommendation would allow for collaboration opportunities for staff members (including, but not limited to classroom teachers, Educational Assistants, teacher counsellors, etc.) who wish to use these release funds to plan for their shared students. Further, this targeted approach supports collaboration efforts while mitigating widespread disruptions and costs and allows the district to evaluate and amend before considering a broader or alternative approach.

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TO: The Board of Education
FROM: Deb Whitten, Superintendent of Schools
RE: 2024-2025 School Goals (School Plans)
DATE: December 9, 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.

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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.

The Secondary School Plans have been provided for approval.

Recommended Motion:

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

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Esquimalt High School 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 890

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

Agenda topic on Staff Meetings - Our "Why". Additional connections on Pro D days, working groups (NOIEE, Grade 9 Team, SBT etc.) Presentations to PAC. Ongoing meetings with Student Advisory Council with a focus on incorporating student voice.

Goal: Foster health, wellness, connection and belonging for all.

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

We have aligned our working groups and committees with this goal. We are encouraging a focus on connections, even before content, acknowledging that this is foundational. We have teams within the school (NOIEE, Grade 9 Team) that share this work. The creation of our "Raft" class prioritizes relationships and connections for our Grade 9 students. We also have a strong school based team and counseling support model, in addition to our Career Education and PE departments who are committed to including positive mental health strategies in the classroom. We continue to provide flexible timetable options for students experiencing mental health challenges.

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">- Implementation of Grade 9 Advisory (Raft) to focus on relationships, connection, belonging- maintain monitoring of student attendance and engagement-continue to use the ESQ social media to encourage and support positive mental and physical health for our school community.-counselors to support/mentor PE teachers around mental health lessons in PE 9 & 10"Truth and Reconciliation Team" made up of staff and students interested in planning school wide events and education to support education towards reconciliation.	<ul style="list-style-type: none">-School Based Team minutes-counselor/admin attendance tracking- connecting with our community mental health partners to provide added support for our students.	<ul style="list-style-type: none">- a budget for the Reconciliation team to plan school wide activities, including honoraria for guest speakers- a small amount of staffing to provide a classroom where students can "land" after they return to school from a mental health crisis (counselor/teaching time).

Create/Refine structures that foster relationships, connections and belonging. For instance, we are proposing a Grade 9 Advisory model for the 2023-2024 school year as we have identified this as a priority transition year.	<ul style="list-style-type: none"> - Data from Student surveys, self-reflection, scanning interviews, focus groups - Evidence of increased sense of pride, ownership of physical building - decreased instances of vandalism, graffiti etc. 	We are currently making use of grant money through NOIIE and some IEd funding for release time to bring working groups together for the Proposal.
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Goal: Create meaningful learning opportunities with purpose and dignity for all our learners.

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 have built in a support structure (Focus Block) in our timetable to support learners - we continue to refine this model moving forward into next year. We continue to develop our instructional practice to meet the diverse needs of our learners. We are refining the role of our school based team to best support our learners.

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?
<div>-provide adaption and choice for students in the classroom</div> <div>- build in creative interventions as needed to support student learning</div> <div>-provide cross curricular learning opportunities , including team teaching across curricular areas.</div> <div>-plan teacher collaboration and professional learning opportunities to build capacity around inclusive education & sound assessment practices in the classroom</div> <div>-Being purposeful about what we are doing in the classroom and making sure students understand what we are doing on purpose and why</div>	<div>- student success in classes</div> <div>-student engagement survey</div> <div>-students being able to remain connected to our school when they may require some flexible learning arrangements</div>	<div>- professional learning funds to support teacher collaboration and professional learning</div>



Lambrick Park High School 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 620

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

Meetings (Staff, student and PAC)
Weekly News Updates
Social Media

Goal: To further advance a culture at Lambrick Park that embraces diversity and is responsive to its community.

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

Students and staff are accepting and inclusive of everyone, but some data* suggests we can improve on this.

*based on School Wide Survey results

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?
ISP Leadership	Survey results from ISP students (entrance and exits surveys) Feedback from ISP staff	1 block of FTE (non enrolling) to support the inclusion and connection of our large ISP group into our school culture)
Enhance Indigenous initiatives (more visible and frequent events and info)	Establish an Indigenous Student Advisory Council/ Indigenous Plant Garden is started Identification of IED Space and ceremony in the planning stages	Admin time to liaise with IED and organize a Indigenous Google Classroom to help organize support and activities for students of Indigenous Ancestry Include families of Indigenous Ancestry in our visibility and cultural initiatives
Continue to support clubs and activities such as: Multi-Cultural Fair, GSA	Participation rates and survey results (school based and Student Learning surveys)	Some of the Leadership class time and staff support to plan the event (1 of 4 or 5 school culture building events throughout the year supported by the Leadership Class) ISP Leadership (non-enrolling) time to include International Students to participate GSA initiatives

Include observances and holidays in our school calendar that reflect our diverse students, families and communities.	Be more aware of the range of cultural, religious and traditional celebrations and observances. Acknowledge on Instagram and around the school, including office and/or library displays. Avoid scheduling School Events on major holidays when and where possible.	A good broad base calendar for reference to do our best to meet culturally diverse needs etc
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Goal: To strengthen connections within our Lambrick Family of Schools to encourage catchment area students to remain in the pathway.

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

Strategic Plan Goal 3

Primary Area of Goal Focus

Other

Strengths in this Goal Area

Historically a large number of local students choose other schools.
Recently the trend has seen fewer catchment students go elsewhere
Still a significant # of catchment students that choose to attend a different high school.

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?
Increase our school student population with students and families who choose to stay within pathway and attend Lambrick Park.	Track incoming and outgoing annually Increased #s at the school and district Have 121 grade 9's: 2023/2024 compared to Have 109 grade 9's: 2022/23 Lambassadors (leadership class) specifically for working with pathway schools and events Track and support positive interaction(s) with family of schools (invitations to visit LP to middle and elementary schools).	2 blocks of FTE to specifically focus on community connections (Leadership and Lambassadors)

Goal: Support and strengthen student effort, resiliency, and socially responsible behaviours.

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

Strategic Plan Goal 1

Primary Area of Goal Focus

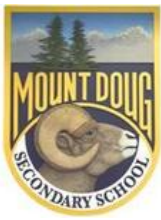
Mental Health

Strengths in this Goal Area

We have a culture of acceptance and inclusion.
Diverse population

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?
Focus on establishing routines and expectations post pandemic	student/school surveys behaviour office referral #s	Revisit at each staff meeting (check-ins) Pro-D Sessions on team and community building (approx \$3000 annually)



Mount Douglas Secondary 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 962

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

RAMPAC Meetings
Staff Meetings
Staff Committee Meetings
Student Club
Staff Group(s)
Staff Collaboration

Goal: Create an inclusive and culturally responsive learning environment to improve student engagement and success.

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

We are a culturally diverse school.
We are open to reflecting on our practice and systems.
We are willing to make changes.

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?
We want to increase the 5 year completion rate.	Increase in percentage of 5 year completion rate.	Learning support and counselling teams. Pro D around assessment and trauma informed practices.
We want to increase the percentage of students that feel safe.	Increase in percentage of students that identify they feel safe from the SLS data.	Visual representation around the school supporting a safe environment. Pro D - Equity Book Club Student BIPOC Conversation Tables Student clubs and groups Learning Commons transformation to a more welcoming and inclusive learning space

We want to increase the percentage of students who feel they belong.	Increase in percentage of students that identify they belong from the SLS data.	Visual representation around the school supporting a safe environment. Pro D - Equity Book Club Student BIPOC Conversation Tables Student clubs and groups Learning Commons transformation to a more welcoming and inclusive learning space
We want to increase the percentage of students that feel welcome in our school.	Increase in percentage of students that identify they feel welcome from the SLS data.	Visual representation around the school supporting a safe environment. Pro D - Equity Book Club Student BIPOC Conversation Tables Student clubs and groups Learning Commons transformation to a more welcoming and inclusive learning space



Oak Bay Secondary 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 1365

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

PAC meetings
Staff meetings
Professional development days
Department head meetings
School newsletter
School website
School Assemblies

Goal: Create an inclusive school environment with a focus on all learners' overall wellness.

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

Strategic Plan Goal 1

Primary Area of Goal Focus

Mental Health

Strengths in this Goal Area

Previous professional development
Strong focus in PHE 9 and PHE 10 classes on many aspects of wellness
Counsellors supporting Wellness in classes and individually.
Community agency workshops provided in English 11 & 12 classes.
Dedicated staff member, as part of her teaching assignment, working with staff to resource and support this goal

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 a comprehensive grade 9 through 12 Wellness plan to ensure all students receive education around - Mental Health - Health relationships (consent) - Substance use - Sex education - Role of bystander - Nutrition - Transition to life after school (PSI, GAP year, employment)	- Calendar of events by grade will be created. - Community agency presentations and in services session scheduled. - YDI Data - Student Learning Survey data	- 2 blocks of FTE to for Wellness coordinator - Money for guest speakers and in service sessions
Professional learning for all staff during Professional Development Days during 2021-22 school year with a focus on supporting social emotional learning and mental health literacy.	Professional Development Days agendas are focus on this goal.	- Funds for guest speakers. - Release time for Professional Development committee to plan and organize days.

Student levels of feeling safe and sense of belonging increase (Student Learning Survey data)	- Student Learning Survey data will show an increase in students indicating they feel safe and have a sense of belonging at school.	
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Reynolds Secondary 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 1004

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

PAC meetings

Staff meetings

Professional Development Days

Student Advisory Committee (Principals Advisory)

More students will self-report school is a place where they belong. Increased connectedness of students to the school community may be indicated in a variety of ways (eg improved participation in intra and extra curricular activities), and as indicated by their responses on the Student Learning Survey.

Reynolds students and staff will collaborate with the school community, such as the Reynolds Mental Health Ambassadors, to encourage the skill development of social emotional learning: People who are socially aware and responsible contribute to the well-being of their social and physical environments. They support the development of welcoming and inclusive communities, where people feel safe and have a sense of belonging.

Goal: Connect students to their learning through the learning process and assessment/self-assessment

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

Strategic Plan Goal 1

Primary Area of Goal Focus

Mental Health

Strengths in this Goal Area

Being connected to school is essential for success as a learner. Connected learners take steps to ensure their well-being, set goals and monitor progress. They regulate emotions and manage stress, recognize and advocate for their own rights, thus, contributing to the wellbeing of the school 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?
<p>Mental Health Literacy – collaboration with English department classes for supporting mental health and wellness literacy for students</p> <p>Help students identify at least one adult for supports regarding Mental Health Literacy</p> <p>Opportunities for athletics, clubs, intramurals, leadership</p> <p>More effective communication – Increasing digital literacy among staff to engage with students using different platforms (ie. school app, Google Classroom, etc)</p> <p>Anti-Racism Collaboration with both staff and students working toward actively addressing issues around racism at Reynolds, such as, systemic structures, microaggressions and issues regarding racism that impact learners success in school</p> <p>Create a more inclusive Reynolds culture among our school community</p> <p>TLC</p> <p>Provide opportunities for academic support</p> <p>Provide students with skills and strategies to advocate and communicate with teachers regarding their learning</p> <p>Build relationships among staff and students to collaboratively support student learning</p>	<p>Students will self-report an increase in school being a place where they belong</p> <p>Students will indicate an increase of connectedness in the school community by their responses on the Student Learning Survey</p> <p>Increased regular attendance and participation in clubs</p> <p>Increased App usage by staff, students and parents</p> <p>Increased engagement and access to TLC curriculum and support</p>	<p>Mental Health Literacy</p> <p>Mental Health Ambassadors</p> <p>Y19 – Mindfulness for Youth</p> <p>Partnering with school based counsellors to support teachers who are supporting students</p> <p>Increased personalized communication – School App</p> <p>Training opportunities for staff/students</p> <p>Staff Pro-D opportunities for learning and development</p> <p>Anti-Racist Collaboration</p> <p>Pride Club</p> <p>Reynolds Welcome Committee</p> <p>TLC</p>

Goal: Better connect students to school

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

Strategic Plan Goal 3

Primary Area of Goal Focus

Other

Strengths in this Goal Area

Being connected to school is essential for success as a learner. Connected learners take steps to ensure their well-being, set goals and monitor progress. They regulate emotions and manage stress, recognize and advocate for their own rights, thus, contributing to the wellbeing of the school 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?
Mental Health Literacy – collaboration with English department classes for supporting mental health and wellness literacy for students Help students identify at least one adult for supports regarding Mental Health Literacy Opportunities for athletics, clubs, intramurals, leadership More effective communication – Increasing digital literacy among staff to engage with students using different platforms (ie. school app, Google Classroom, etc) Anti-Racism Collaboration with both staff and students working toward actively addressing issues around racism at Reynolds, such as, systemic structures, microaggressions and issues regarding racism that impact learners success in school Create a more inclusive Reynolds culture among our school community TLC Provide online and in person opportunities for academic support Provide students with skills and strategies to advocate and communicate with teachers regarding their learning Build relationships among staff and students to collaboratively support student learning	Students will self-report an increase in school being a place where they belong Students will indicate an increase of connectedness in the school community by their responses on the Student Learning Survey Increased regular attendance and participation in clubs Increased App usage by staff, students and parents Increased engagement and access to TLC curriculum and support	Mental Health Literacy Mental Health Ambassadors Y19 – Mindfulness for Youth Partnering with school based counsellors to support teachers who are supporting students Increased personalized communication – School App Training opportunities for staff/students Staff Pro-D opportunities for learning and development Anti-Racist Collaboration Minority Empowerment club Pride Club Reynolds Welcome Committee TLC

2023-24 TOTAL NUMBER OF STUDENTS: 182

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

We have a standing item at staff meetings where we discuss our personal contributions to the school goals.
We discuss the school goals at our monthly "community meeting" with our students.

Goal: Focus on increasing connection and engagement to support students' personal progress.

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

Our entire staff is willing to try new initiatives and go above and beyond to create opportunities for our students to take part in our community, and grow as learners and as people.

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>As a staff, we want our students:</p> <ul style="list-style-type: none"> • To attend • To feel safe • To feel included (culturally, gender/sexuality, part of our community) • To feel a sense of pride (in school, in their own accomplishments) • To notice their personal growth • To set and achieve goals • To engage in a meaningful way while here 	<p>Due to our school context, much of the quantitative data available to other schools is either unavailable or unreliable for us.</p> <p>However, we have committed to regularly noticing qualitative data and student data.</p> <p>As well, we will continue to use the data available to us and continue to explore other options for authentic quantitative feedback on our goals, such as accurate attendance and completion feedback.</p>	<p>As small bits of staffing aren't super helpful in our context, we will be using our leftover FTE for release time for further collaboration and work on our school goals and student support.</p>



Spectrum Community School 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 1162

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

- School goal working group
- Staff meetings
- PAC Meetings
- Student leadership
- To all students through goal setting & reflection process
- Newsletters
- Alumni

Goal: To increase a sense of connection and belonging for all members of our learning 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

- Strong identity of what Spectrum represents (warm fuzzies, hokies).
- Dedicated staff that provide numerous extracurricular activities including:
 - Numerous sports teams
 - Vibrant dance program
 - Exceptional fine/performing arts opportunities (band, choir, musical theatre, drama, etc).
 - Growing robotics team (including mentorship to neighboring elementary school)
 - Various clubs (GSA, D & D, Green team, Book club, Boardgame cafe, AV club, Nail club, etc).
- Indigenous cultural space (Lahal, drumming, student lunches, campus cousins leaders)
- Large student leadership group & many opportunities to volunteer & support events in school and community
- Collaborative school-based team (counsellors, YFCs, inclusive learning, admin)
- Programs of choice- Hockey Academy, Athletic Leadership
- Peer tutoring opportunities
- Many open spaces / classrooms at lunch for students to connect
- Numerous elective course offerings
- Dedicated PAC / parent 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?
<p>Increase students' sense of connection and belonging to Spectrum & use student voice to determine their needs.</p> <p>Once student needs are determined, we want to be able to make the necessary changes.</p> <p>Current needs from students include:</p> <ul style="list-style-type: none"> - More mental health/ sexual health supports/ student presentations - Increased opportunities to connect with others at lunch - More opportunities for school-wide celebrations 	<ul style="list-style-type: none"> - Anecdotal feedback from students, staff, families and the broader community. - Student voice/ feedback (forums, school based surveys) - Student Learning Survey - COMPASS Survey - Attendance data - SBT referrals - Participation rates in extracurricular activities (athletics and clubs) 	<p>Use existing structures such as:</p> <ul style="list-style-type: none"> - Collaboration time - Staff meetings/ DH meetings to review goals and strategies - CLC/CLE for increased student presentations - Increased school-wide assemblies /celebrations <p>Staffing to facilitate intramurals/ open gym at lunch.</p> <ul style="list-style-type: none"> - Mental health grant to facilitate human nature counselling - Collaborate with community agencies for additional mental health presentations (MYST, HOPE project, NEED2, Island Sexual Health, etc.) - Youth Wellness Clinic (partnership with VIHA) - New communication app to ensure everyone is aware of happenings around the school
<p>Increase staff / family connection and belonging to Spectrum.</p> <p>Continue to provide opportunities for staff to connect and collaborate with each other (weekly collab time, opportunities to socialize with colleagues, school celebrations).</p> <p>Increase opportunities for families to come into the school (open house, meet the teacher evening, performances to families, PAC events, parent education events).</p>	<ul style="list-style-type: none"> - Staff reflections & feedback - PAC/ family feedback 	<ul style="list-style-type: none"> - Collaboration time - Funding to support school/staff/PAC events - Communication app - Weekly newsletters
<p>- On-going professional development for staff to increase knowledge, strategies and best practices to support students' sense of belonging and connection at school.</p>	<ul style="list-style-type: none"> - Feedback from students, staff, families - Student voice/ feedback (forums, school based surveys) - Student Learning Survey - Attendance data - SBT referrals 	<ul style="list-style-type: none"> - Release Time - Pro-D funding

Goal: To further develop a collective responsibility for Indigenous Education.

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

Strategic Plan Goal 2

Primary Area of Goal Focus

Indigenous

Strengths in this Goal Area

- Strong desire to further develop relationships with local nations
- Sharing of Indigenous resources/content by several staff
- Ongoing collaboration with the District's Indigenous Department
- Continued desire for professional growth in Indigenous Education
- Ongoing connection opportunities for Indigenous students (lunches, Lahal, drumming, leadership)
- Growing opportunities and engagement through Campus Cousins
- Many staff collaborating on teaching the Indigenous focused courses

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">- All staff/ departments take an active role in decolonizing classrooms, and teaching Indigenous perspectives and ways of learning.- Ensure that Indigenous culture is visibly embedded in our ongoing practice.- Continue to develop more Indigenous school-wide events.	<ul style="list-style-type: none">- Anecdotal feedback from students, staff, families and the broader community.- Student voice- feedback (forums, school based surveys)- Student Learning Survey- Attendance data- SBT referrals- Student achievement- Feedback from local nations/elders- Classroom structures/routines- Student participation in Indigenous activities (i.e. Lahal tournament, drumming, etc).	<ul style="list-style-type: none">- Funding for local Indigenous resources- Collaboration time- Professional learning funds- Funds to support school-wide events (i.e. Lahal tournament)
<ul style="list-style-type: none">-Continued professional learning opportunities (Pro-D days organized in collaboration with IED, opportunities to learn from elders, land-based learning, Lahal).- Form an Indigenous Ed committee (open to all staff) to lead Indigenous focused events and learning for our school community.	<ul style="list-style-type: none">- Staff feedback & reflections- Student, staff and community participation in Indigenous focused events	<ul style="list-style-type: none">- Pro-D funding/ release time



Victoria High School 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 883

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

School based Pro D used to establish, enact and review school goals. Presentation to PAC. Engage with principal's student advisory group.

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

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

Strategic Plan Goal 1

Primary Area of Goal Focus

Indigenous

Strengths in this Goal Area

Eliminate the gap in graduation rates between Indigenous and all student 5 year graduation rate.

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?
Ab Ed YFC for outreach and student academic and cultural support Indigenous Education Advisor Indigenous culture is visibly recognized and celebrated throughout the school. Drumming club and events, MMIWG day, Reconciliation activities.	5 year graduation rates	Ab Ed YFC for outreach and student academic and cultural support Indigenous Education Advisor

Victor School

2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 17

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

1. Newsletter
2. Regular Staff Meetings
3. Ongoing Professional learning for all staff- daily morning meeting structure
4. Weekly Student Support meetings to target individual student needs
5. Collaborative "Response Team" district structure to problem solve and provide collegial support for the most complex students in catchment schools

Goal:

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

Vibrant and diverse community of learners ranging from age 7 to 19 with a wide range of learning profiles; diversity is our strength.

Collaborative culture with daily team time for problem solving and goal setting that includes multidisciplinary supports and a focus on CBIEP development and implementation.

Strong community connections within school setting- intentional collaboration with MCFD and VIHA supports regularly.

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?
Increasing instructional capacity by intentionally using Universal Design for Learning practices including inquiry learning.	<ol style="list-style-type: none"> 1. When we transition students from Victor School, we will see transfer of strong instructional practises to new catchment setting. 2. We will see smooth transitions by the student and family into their catchment school (less time needed in supported transition) 3. Increased engagement of students in learning environment and the social community at Victor. 	<ol style="list-style-type: none"> 1. Additional FTE to support teaching and case management of increased student population- 1.0. This additional teaching time supports instructional design at Victor and transitions in and out of Victor School in a timely manner once students/family have stabilized. 2. Increased release time for Professional Learning opportunities so that the teaching team can collaborate around instructional practises: 4 PM sessions 4 times a year. \$4,000.

Goal: Continue to extend and expand "Wrap Around Responses" to support school based teams K-12 with their collaborative responses to supporting students and families with the most complex needs.

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

Provision of strong collaborative professional team and community supports for students with diverse needs.
Expertise of a transdisciplinary team on site and connected at district level

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?
Increase number of students staying in their catchment schools and returning to catchment schools from Victor School site. Create a strong stabilization location for students who may require an alternate space and targeted tier 3 programming wrap-around supports for varying lengths of time.	Fewer students requiring "movement out" of their catchment school to Victor School. Increased confidence and sense of capacity of school based teams to predict, plan and respond to students with diverse and complex needs.	Teaching TTOC time to release Victor School ILTs and DEA to push into schools for wrap around responses. Ongoing support with safety planning in schools- enhanced CPI - reframing behaviour as communication.

Office of the Secretary-Treasurer

Katrina Stride – Secretary-Treasurer

TO: The Board of Education
FROM: Katrina Stride, Secretary-Treasurer
DATE: December 9, 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 November 25, 2024.

Activities

- Student Connections meetings (8)
- EDI meeting with Representatives Advisory Council of Students
- Data Night – Part 2
- Meetings with community partners
- Meetings with municipalities
- Meetings with legal counsel
- Daily and weekly Senior Leadership Team meetings
- Weekly Board Chair and Superintendent agenda-setting meetings
- Weekly Superintendent meetings
- Bi-weekly Board Chair meetings
- Monthly Standing Committee and Board meetings
- Monthly Administrators' meeting
- Professional Development:
 - CRM110 - Risk Management Principles and Practices (12-week course) - SFU

Recommended motion

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

Office of the Secretary-Treasurer

Katrina Stride – Secretary-Treasurer

TO: The Board of Education

FROM: Katrina Stride, Secretary-Treasurer

DATE: December 9, 2024

RE: **2025-2026 Budget Update**

Initial 2025-2026 Budget Feedback Survey

On Tuesday, November 26, 2024, the Initial 2025-2026 Budget Feedback Survey was launched on the District website and social media sites (Facebook, Instagram and X). The link to the survey is [here](#).

On Thursday, November 28, 2024, email invitations were sent to the following recipients:

- Four Houses: Esquimalt Nation, Songhees Nation, Métis Nation of Greater Victoria, and Urban Peoples House Indigenous Advisory (UPHIA)
- Education Partners; CUPE 382, CUPE 947, GVTA, and VCPAC
- Victoria Principals and Vice Principals Association
- Exempt Staff
- School Administrators to share with school community (staff, parents, students)

The survey is open to anyone who would like to participate until 4pm on Friday, December 13, 2024. Survey results will be shared at the Regular Board meeting scheduled for January 27, 2025.

Student Connections Meetings

For the 2025-2026 Budget Development Process, Student Connections meetings were expanded to include Middle Schools and Secondary Schools. To date, eight (8) schools have welcomed Trustees and members of the Senior Leadership Team to engage with students and hear about what is important to them. Meetings at the remaining ten (10) schools are scheduled in December and early January.

The detailed notes from the Student Connections meetings will be shared with Trustees at the In-Camera Board meeting scheduled for January 27, 2025. Key themes will be shared at the Regular Board meeting scheduled for January 27, 2025.

2025-2026 Budget Development Process

The current 2025-2026 Budget Development Process is attached for information.

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.

GREATER VICTORIA SCHOOL DISTRICT

2025-2026 BUDGET DEVELOPMENT PROCESS - APPROVED OCTOBER 28, 2024 - REVISED NOVEMBER 25, 2024

Status	Date	Day of Week	Time of Day	Event Description	Attendees	Meeting Type	Location	Agenda Deadline
Completed	September 23	Monday	Evening	Budget Development Process Feedback	Open Invite	Regular Open	Zoom	September 18
Completed	October 21	Monday	Evening	Proposed Budget Development Process	Open Invite	OPPs	Zoom	October 16
Completed	October 28	Monday	Evening	Approval of Budget Development Process	Open Invite	Regular Open	Zoom	October 23
Completed	October 29	Tuesday	Daytime	Communication - Board Budget Highlights				
Completed	November 13	Wednesday	Daytime	Indigenous Education Council (IEC)	IEC Members, Director of IED, Superintendent	Regular Monthly	In-person	
Completed	November 18	Monday	Evening	Representative Advisory Council of Student	Student Reps (Sec), Senior Leadership Team (SLT)	Regular Monthly	In-person	
In Progress	November 25 - December 13			2025-2026 Budget Initial Feedback Survey	Open Invite			
Completed	November 25	Monday	Evening	2025-2026 Budget Update	Open Invite	Regular Open	Zoom	November 20
Completed	November 26	Tuesday	Daytime	Communication - Board Budget Highlights				
Completed	November 26	Tuesday	Daytime	Student Connections - Cedar Hill Middle	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
Completed	November 27	Wednesday	Daytime	Student Connections - Shoreline Middle	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
Completed	November 28	Thursday	Daytime	Student Connections - Arbutus Middle	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
Completed	November 28	Thursday	Daytime	Student Connections - Gordon Head Middle	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
Completed	December 2	Monday	Evening	Representative Advisory Council of Students	Student Reps (Sec), SLT	Regular Monthly	In-person	
Completed	December 3	Tuesday	Daytime	Student Connections - Lambrick Park Secondary	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
Completed	December 4	Wednesday	Daytime	Student Connections - Monterey Middle	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
Completed	December 5	Thursday	Daytime	Student Connections - Rockheights Middle	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
Completed	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	

Status	Date	Day of Week	Time of Day	Event Description	Attendees	Meeting Type	Location	Agenda Deadline
	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				
	March 31 - April 4			Partner Connections - CUPE 382	CUPE 382 Reps, Trustees, SLT, F/S	Small Group	In-person	
	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, Diane McNally, Rob Paynter

Regrets:

Trustee Angela Carmichael

Administration:

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

The Board of Education discussed the following matters:

- Administration
- Legal
- Personnel
- Property

General decisions made by the Board:

- Administration
- Legal
- Personnel
- Property