



The Board of Education of School District No. 61 (Greater Victoria)
Regular Board Meeting
AGENDA
Via Zoom
Monday, January 27, 2025, 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 January 27, 2025 agenda be approved.

A.3. Approval of the Minutes

a. Approval of the December 9, 2024 Regular Board Minutes

Recommended Motion:
That the December 9, 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)

B. CORRESPONDENCE

B.1. December 24, 2024, City of Victoria to Board of Education, Advocacy on Unregulated Substances

C. TRUSTEE REPORTS

C.1. Chair's Report

- a. Chair's Report
- b. District Annual Work Plan January and February 2025

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

D. BOARD COMMITTEE REPORTS

D.1. Education Policy and Directions Committee

- a. Draft minutes from the January 13, 2025 meeting – information only

D.2. Operations Policy and Planning Committee

- a. Draft minutes from the January 20, 2025 meeting – information only

D.3. Greater Victoria Foundation for Learning Advisory Committee

- a. Recommended motion from the January 14, 2025 meeting:

Recommended Motion:
 That the Board of Education of School District No. 61 (Greater Victoria) ask the Greater Victoria Foundation for Learning to request voluntary revocation of its charitable registration.

D.4. Climate Action Plan Implementation Ad Hoc Committee

- a. Recommended motion from the January 15, 2025 meeting:

Recommended Motion:
 That the Board of Education of School District No. 61 (Greater Victoria) annually allocate funds (as a stand-alone budget line item) to implement the District's Climate Action Plan.

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. ESLR Feedback
- c. Freedom of Information General (Non-Personal) Responses to Post on District Website

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) approve posting the general (non-personal) Freedom of Information responses, with redactions as required, on the school district website.

- d. Trustee Questions

E.2. Secretary-Treasurer's Report

- a. Monthly Report

Recommended Motion:

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

- b. 2025-2026 Budget Update
 - i. Initial 2025-2026 Budget Feedback Survey Results
 - ii. Student Connections
 - iii. Staff Options – Expenditures and Reductions
 - iv. 2025-2026 Budget Development Process

F. QUESTION PERIOD (15 minutes total)

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

G.1. Record of In-Camera Board of Education Meeting – December 9, 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, December 9, 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: Deb Whitten, Superintendent, 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, Sarah Winkler, VPVPA

Songhees Nation: Anevay Belliveau, Student Success Manager

Partners: Shawna Abbott, CUPE 947, Carolyn Howe, GVTA, 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 Kwan
Seconded by Trustee Baillaut

That the December 9, 2024 agenda be approved.

Amendment

Moved by Trustee Kwan
Seconded by Trustee Baillaut

Add a presentation at A.7.b. Police in Schools – Andrea Vasquez Jimenez

Motion Carried Unanimously

Moved by Trustee Kwan
Seconded by Trustee Baillaut

That the December 9, 2024 agenda be approved, as amended.

Motion Carried Unanimously

A.3. Approval of the Minutes

Approval of the November 25, 2024 Regular Board Minutes

Moved by Trustee Kwan
Seconded by Trustee Baillaut

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

Motion Carried Unanimously

A.4. Business Arising from the Minutes

None.

A.5. Student Achievement

None.

A.6. District Presentations

None.

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

a. Murray Gudmundson presented on behalf of the Bank Street School Preservation Taskforce.

Trustees had questions of clarification.

b. Andrea Vasquez Jimenez presented on Police in Schools.

Partners and Trustees had questions of clarification.

B. CORRESPONDENCE

None.

C. TRUSTEE REPORTS

C.1. Chair's Report

a. Chair's Report

Chair Duncan provided the report for information.

Moved by Trustee Kwan
Seconded by Trustee Paynter

That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent to post the Safety Plan and cover letter on the school district website homepage tomorrow morning.

Motion Carried Unanimously

b. Trustee Assignments

Chair Duncan provided Trustee assignments for information.

c. Standing Committee Chair Elections

a. Education Policy and Directions Committee

Chair Duncan called for nominations for the position of Chair of the Education Policy and Directions Committee for a one-year term ending November 2025.

Nomination was received for Trustee Mahbobi.

Trustee Mahbobi accepted the nomination.

Chair Duncan declared Trustee Mahbobi the Chair of Education Policy and Directions Committee by acclamation.

b. Operations Policy and Planning Committee

Chair Duncan called for nominations for the position of Chair of the Operations Policy and Planning Committee for a one-year term ending November 2025.

Nominations were received for Trustees Gagnon and Paynter. Trustee Gagnon declined the nomination and Trustee Paynter accepted.

Chair Duncan declared Trustee Paynter the Chair of Operations Policy and Planning Committee by acclamation.

d. Motion to Destroy Election Ballots/Text Messages

Moved by Trustee Mahbobi

Seconded by Trustee Paynter

That the election ballots/text messages be destroyed.

Motion Carried Unanimously

C.2. Trustees' Reports

None.

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:

Moved by Trustee Paynter
Seconded by Trustee Kwan

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

Motion Carried Unanimously

E. DISTRICT LEADERSHIP TEAM REPORTS

E.1. Superintendent's Report

- a. Monthly Report

Superintendent Whitten presented the report for information.

Moved by Trustee Paynter
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. Appeal Bylaw 9330.1 – Review Bylaw and Associated Feedback Forms

Superintendent Whitten provided the annual report of Appeal Bylaw 9330.1.

- c. Cost and Impact Analysis on Monthly Early School Closure for Collaboration at Elementary Schools

Superintendent Whitten provided the cost and impact analysis for information.

Partners and Trustees had questions of clarification.

- d. 2024-2025 Secondary School Plans

Superintendent Whitten presented the 2024-2025 Secondary School plans.

Trustees had questions of clarification.

Moved by Trustee Baillaut
Seconded by Trustee Kwan

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

Motion Carried Unanimously

- e. Trustee Questions

None.

E.2. Secretary-Treasurer's Report

- a. Monthly Report

Secretary-Treasurer Stride provided the report for information.

Moved by Trustee Kwan

Seconded by Trustee Gagnon

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

Motion Carried Unanimously

- b. 2025-2026 Budget Update

Secretary-Treasurer Stride provided information on the Initial 2025-2026 Budget Feedback Survey that was launched on Tuesday, November 26, 2024. It was noted that the survey would be open to anyone who would like to participate until 4pm on Friday, December 13, 2024. Secretary-Treasurer Stride confirmed that survey results will be shared at the Regular Board meeting scheduled for January 27, 2025.

Secretary-Treasurer Stride advised that the Student Connections meetings will include all Middle and Secondary Schools, including SJ Burnside, and that the key themes will be shared at the Regular Board meeting scheduled for January 27, 2025.

F. QUESTION PERIOD

Q: Teachers are currently at the local bargaining table bargaining for our new contract, who are the Boards representatives at the table and what role do Trustees hold in the process?

A: Chair Duncan stated that the Board would be disclosing relevant information from an in-camera Board meeting at agenda item G. Public Disclosure of In-Camera Items and did not want to preempt that discussion. Chair Duncan clarified that Trustees can have a role as observers at the bargaining table.

Q: The Board is currently in local bargaining with your teachers, how is the Board represented at the table?

A: Chair Duncan replied that a Trustee's role is as an observer in the bargaining process.

Q: Given the statements made today by Minister of Education Lisa Beare including the appointment of a special advisor with a cost that will come at the expense of services to students of \$55,000 and given the budget constraints of this District will you consider reducing the Boards salary in the equivalent amount?

A: Chair Duncan responded that the costs associated with the Special Advisor appointed by the Ministry will be borne by the school district and that options for how to absorb those costs will be explored. Chair Duncan added that the school district, like many others, is operating with an extremely constrained and limited budget and it will be a challenge to find those funds. Chair Duncan stated that the school district will be looking for savings to avoid making any cuts to services to students.

Q: Has Trustee Carmichael been collecting pay while on leave, and when do you expect her to return?

A: Chair Duncan stated that Trustee Carmichael has been receiving her stipend while on leave, and that there is currently no expected return date.

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

Chair Duncan disclosed the following motion from the Regular In-camera Board meeting held on December 9, 2024:

That the Board of Education of School District No. 61 (Greater Victoria) appoint Trustee Kwan and Trustee Paynter to attend bargaining and be observers on behalf of the Board of Education.

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

H. NEW BUSINESS/NOTICE OF MOTIONS

H.1. New Business

None.

H.2. Notice of Motions

None.

I. ADJOURNMENT

The meeting adjourned at 8:38 p.m.

Moved by Trustee Baillaut
Seconded by Trustee Mahbobi

That the meeting be adjourned.

Motion Carried Unanimously

Chair

Secretary-Treasurer



December 24, 2024

Chief Constable Del Manak, Victoria Police Department
Nicole Duncan, SD61 Board Chair

Sent via email: del.manak@vicpd.ca, nduncan@sd61.bc.ca

Dear Chief Constable Del Manak and Chair Nicole Duncan,

I am writing to inform you that the following motion was passed during the City of Victoria Committee of the Whole meeting on December 5, 2024:

That Council directs the Mayor to request a formal update from the VicPD and SD61 about any efforts currently being undertaken to raise awareness about and prevent the use of unregulated substances, such as GHB and Rohypnol, commonly known as "date-rape drugs" with such a request copied to the provincial Ministers of Education and Health.

These drugs are known to circulate at local parties and bars, posing a significant threat to the safety and well-being of our residents, particularly young people. Considering recent tragic incidents in our region from the use of these unregulated substances, our Council is requesting an update on the efforts currently underway to prevent further tragedies.

We must continue to raise awareness and ensure our youth are equipped with the proper education, prevention strategies and response measures necessary to foster a safe environment for everyone.

Thank you for your dedication to this important matter.

Sincerely,

Marianne Alto
Victoria Mayor

"The City of Victoria recognizes the Songhees and Xwsepsum Nations in whose traditional territories we live and work "Hay swx qa"

THE CITY OF VICTORIA



OFFICE OF THE MAYOR

cc:

Honourable Lisa Beare, Minister of Education and Child Care ECC.Minister@gov.bc.ca

Honourable Josie Osborne, Minister of Health HLTH.Minister@gov.bc.ca

“The City of Victoria recognizes the Songhees and Xwsepsum Nations in whose traditional territories we live and work “Hay swx qa”

Board of Education

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

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: January 27, 2025

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. Climate Action Plan Implementation Review Ad Hoc Committee
5. BCSTA Board Chair's Call and Working Group
6. 2025-2026 Budget Process- Partner Connections
7. Representative Advisory Council of Students Meeting
8. VCPAC Special Meeting

Acknowledgement: On Tuesday, January 14, 2025 the Ombudsperson of British Columbia, Jay Chalke, announced his office has begun an investigation into the exclusion of students from schools in BC's K-12 public education system.

"Our office has received complaints from across the province about children, including those with disabilities, being excluded from school with little or no instruction," said Chalke. "We will examine the extent to which K-12 students are being excluded from schools across the province and whether those exclusions are fair. We will assess the role of the Ministry of Education and Child Care and school districts in these exclusions."

Complaints received by the Ombudsperson's office indicate that school districts are excluding students due to disruptive or unsafe behaviour, or inadequate resources devoted to adequately support the student's learning in the school. In some cases schools are reported to have informally excluded students from school entirely or for much of the school day.

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

Students or families of students who wish to contribute to the Ombudsperson's investigation can fill out a brief, confidential questionnaire. Those interested in speaking directly with an Ombudsperson investigator about their experience can provide their contact information when replying to the questionnaire. **The confidential questionnaire will be open until April 1, 2025 and can be accessed via the following url: <https://bcombudsperson.ca/school-exclusion>.**

Capital Bike in partnership with HUB Cycling is delivering Everyone Rides Grades 4 & 5 to nine elementary schools in SD61 this spring 2025 season at the following schools: Craigflower, Doncaster, Eagle View, Hillcrest, Sir James Douglas, Rogers, Quadra, Tillicum and Willows Elementary Schools. Learn2Ride is a fun, interactive 2-day course taught by trained instructors to build students' cycling knowledge, skills, road safety and confidence. **To make this course accessible to everyone, Capital Bike in partnership with HUB Cycling provide bikes and helmets and adaptive bikes students who don't have their own.** More information is available here: <https://ibikesmart.ca/courses/everyone-rides-grades-4-5/>.

Gordon Head Middle School is also taking part in the middle school program, Ride the Road grades 6 & 7, an immersive active travel course for grades 6 and 7 students developed by HUB Cycling. It incorporates hands-on activities to build cycling and pedestrian confidence regardless of students' incoming skill levels. Trained instructors lead lessons to demystify bike mechanics, practice bike handling skills, and solidify rules of the road, all of which culminate in a supportive ride through their school's neighbourhood.

Reminders & Additional Information:

- **SD61 Safety Plan Update on January 6, 2025 is available here:** <https://www.sd61.bc.ca/news-events/news/title/safety-plan-update-jan-6/>. See the Board's background memorandum submitted to the Minister of Education and Child Care along with a Safety Plan to the Minister of Education and Child Care that we are confident is responsive to Ministerial Order M406/24, building on our partnerships with Rightsholders, education partners, and police services, while still preserving the Board's statutory responsibility to oversee the delivery of all educational programs as well as health, social and other support services delivered to students and schools in the District. For the reasons set out in the background memorandum available here: <https://www.sd61.bc.ca/wp-content/uploads/sites/91/2025/01/2024-01-05-Memorandum-Email-Poll-re.-Safety-Plan.pdf>, the Board has also submitted two alternative Safety Plans for the Minister's consideration.
- **Commentary from Chair of the Greater Victoria Board of Education is available here:** <https://www.sd61.bc.ca/news-events/news/title/board-chair-commentary-jan14/>.
- **Letters to the Minister of Education and Child Care dated January 17, 2025 are available here:** <https://www.sd61.bc.ca/news-events/news/title/board-letters-jan17/>.

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



January 2025

Schools Reopen: Monday, January 6, 2025

January 30 - 31: BCPSEA AGM

Strategic Direction and Learning

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

System Planning and Performance Monitoring

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

Advocacy for Public Education and Provincial Liaison

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

February 2025

February 14: Non-Instructional Day

February 22: BCSTA Provincial Council

Strategic Direction and Learning

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

System Planning and Performance Monitoring

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

External Compliance and Accountability

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

Engagement with Stakeholders and Public Recognition Events

- Attend Meetings with Municipalities

Advocacy for Public Education and Provincial Liaison

- Represent Board at BCSTA Provincial Council Meeting

Trustee Professional Development In-Service

- BCSTA Motions to Propose – Provincial Direction



**The Board of Education of School District No. 61 (Greater Victoria) Education Policy and
Directions Committee Meeting
MINUTES**

Monday, January 13, 2025, 7:00 p.m.

- Trustees Present: **Education Policy and Directions members:** Emily Mahbobi (Chair), Natalie Baillaut, Mavis David, 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, Connor McCoy, VPVPA, Marni Vistisen-Harwood, Director of Facilities Services
- Songhees Nation: Anevay Belliveau, Student Success Manager
- Partners: Shawna Abbott, CUPE 947, Cindy Romphf, GVTA, Nyssa Temmel, VCPAC
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A. COMMENCEMENT OF MEETING

A.1. Acknowledgement of Traditional Territories

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

A.2. Approval of the Agenda

Moved by Trustee Duncan

That the January 13, 2025 agenda be approved.

Motion Carried Unanimously

A.3. Approval of the Minutes

Moved by Trustee Baillaut

That the December 2, 2024 Combined Education Policy and Directions Committee and Operations Policy and Planning Committee meeting minutes as they pertain to Education Policy and Directions Committee, be approved.

Amendment

Moved by Trustee Duncan

D.1.

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.

Motion Carried Unanimously

Moved by Trustee Baillaut

That the December 2, 2024 Combined Education Policy and Directions Committee and Operations Policy and Planning Committee meeting minutes as they pertain to Education Policy and Directions Committee, be approved, as amended.

A.4. Business Arising from Minutes

None.

B. PRESENTATIONS TO THE COMMITTEE

None.

C. NEW BUSINESS

- C.1.** Acting District Vice-Principal Blecic and District Career Education Coordinator Alexander presented on career development in the District. Career Center Coordinator, Tarra Clarke, and Career Center Department Head, Ken Henderson, highlighted Esquimalt Secondary students and the career education team.

Trustees thanked staff for the presentation and the work that they do.

- C.2.** Trustee Duncan presented Draft Policy 5145, *Police Questioning in Schools* for feedback.

By consensus it was decided that feedback be provided at the February 3, 2025 Education Policy and Directions Committee meeting.

D. NOTICE OF MOTION

None.

E. GENERAL ANNOUNCEMENTS

None.

F. ADJOURNMENT

Moved by Trustee David
That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 7:56 p.m.

DRAFT



**The Board of Education of School District No. 61 (Greater Victoria)
Operations Policy and Planning Committee Meeting
MEETING MINUTES
Monday, January 20, 2025, 7:00 p.m.**

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

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

Songhees Nation: Anevay Belliveau, Student Success Manager

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

A. COMMENCEMENT OF MEETING

The meeting began at 7:00 p.m.

A.1. Acknowledgement of Traditional Territories

Chair Paynter 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 Gagnon

That the January 20, 2025 agenda be approved.

Motion Carried Unanimously

A.3. Approval of the Minutes

Moved by Trustee Kwan

That the December 2, 2024 Combined Education Policy and Directions Committee and Operations Policy and Planning Committee meeting minutes as they pertain to Operations Policy and Planning Committee, be approved.

Motion Carried Unanimously

A.4. Business Arising from Minutes

None.

B. PRESENTATIONS TO THE COMMITTEE

None.

C. SUPERINTENDENT'S REPORT

None.

D. PERSONNEL ITEMS

None.

E. FINANCE AND LEGAL AFFAIRS

E.1. Student Devices Ratios Update

Secretary-Treasurer Stride provided the update for information.

Partners and Trustees had questions of clarification.

E.2. Monthly Financial Report: December 2024

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

Trustees had questions of clarification.

E.3. Budget Change Report: December 2024

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

F. FACILITIES PLANNING

F.1. Operations Update: January 2025

Director of Facilities Services Vistisen-Harwood provided the Operations update for January 2025.

Partners and Trustees had questions of clarification.

F.2. Cedar Hill Middle School Seismic Project Update

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

Trustees had questions of clarification.

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

None.

H. NEW BUSINESS

None.

I. NOTICE OF MOTION

None.

J. GENERAL ANNOUNCEMENTS

None.

K. ADJOURNMENT

Moved by Trustee Gagnon

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 7:39 p.m.



**Greater Victoria Foundation for Learning Advisory Committee
January 14, 2025
via Microsoft Teams**

Present: Natalie Baillaut (Trustee), Ai Linh Trinh (GVTA), Julie Lutner (Associate Secretary-Treasurer), Stefanie Sloboda (VPVPA)

Regrets: Tricia Thexton (CUPE 947)

The meeting began at 4 :10 p.m.

1. Introductions
2. Acknowledgement of Traditional Territories (conducted by Trustee Baillaut)
3. The committee reviewed the September 23, 2024 motion from Board of Education of School District No. 61 (Greater Victoria):

Approved Motion: *That the Board of Education of Greater Victoria (School District No. 61) direct the Superintendent to establish an advisory committee, including but not limited to Board, Finance Department member representation and education partners to evaluate how the Greater Victoria Foundation can be utilized moving forward. AND FURTHER Provide recommendations to the Board of Education.*

Action: *Superintendent to establish an advisory committee, including but not limited to Board, Finance Department member representation and education partners to evaluate how the Greater Victoria Foundation can be utilized moving forward. AND FURTHER Provide recommendations to the Board of Education.*

4. The committee reviewed the history of the Greater Victoria Foundation for Learning (the “Foundation”):
 - Incorporated under the Society Act November 8, 2000; has been inactive since.
 - The purpose of the Foundation is to seek outside financial support for programs that the Board of Education of School District No. 61 (Greater Victoria) (the “District”) believes are important to the student population and are not funded directly by the Ministry of Education and Child Care. Examples include establishing an Endowment Fund, scholarships, musical instruments, classroom audio aids, classroom technology, etc.
 - The District is also a registered charity; currently all donation tax receipts are issued out of the District.
 - Board members of the Foundation include Board Chair Nicole Duncan, Vice-Chair Karin Kwan, Superintendent Deb Whitten and Secretary-Treasurer Katrina Stride.
 - Current efforts related to the Foundation include preparing and filing a Registered Charity Information Return, preparing annual financial statements, coordinating and holding an Annual General Meeting, and paying \$600 a year to a third-party organization

to act as registered and records offices of the Foundation and maintain records, file annual report online and maintain record book and registers.

- In 2010, a business plan was presented to the Board for review and approval, which included hiring a Foundation Director and incurring other expenses that would be paid for by the District; the business plan was not approved. Concerns voiced by the Board at that time included: raising money for public education through business contributions; competing budget needs including District programs; the Ministry abrogating its responsibility if the Foundation raises funds that should be funded.
5. The committee reviewed a Notice of Ongoing Activity, dated October 31, 2024, from the Canada Revenue Agency; the letter stated the following:
- The Foundation has been inactive for at least 3 consecutive years.
 - Registered charities cannot be inactive and meet the requirements of the Income Tax Act (the Act requires both charitable organizations and foundations to be constituted and operated exclusively for charitable purposes, must be actively operating to meet requirements).
 - To remain compliant, the Board of the Foundation needs to either request the revocation of its status, begin charitable activities or provide an explanation for its inactivity and resume activities within 1 – 2 years.
 - The Foundation’s Board approved the following motion on December 18, 2024:
That an extraordinary general meeting be called once the advisory committee established to evaluate how the Greater Victoria Foundation can be utilized moving forward has made its recommendation to the Board of Education of School District No. 61 (Greater Victoria)
6. It was noted that there are a few school districts across the province who have separate foundations. Based on information from the Langley and Nanaimo school district foundations, they stressed that a Foundation will only be successful if an expert/champion is hired to lead the Foundation, rather than having the Foundation operated off the side of a current employee’s desk. This would mean that the District would have to fund the position and operating expenses until the Foundation was in a place to pay for these positions, which could take quite a few years. A discussion was had regarding the funding for this position:
- If appropriately staffed, there would be opportunities to increase charitable contributions to help students.
 - Why there aren’t more successful foundations in the province; is this a sign?
 - How long will costs have to be funded by the District? It would depend on the economy and success of fundraising efforts by the Director.
 - Schools are struggling with budget cuts; it wouldn’t look good perception wise to use funds that could be spent in the classroom.
 - Would be a tough sell to staff and public.
 - Would have to sacrifice something to support this.
 - Feels like a gamble with money we don’t have.
 - Don’t know what business plan could be presented that would not have positions funded by the Board.
 - Current staff have a full workload; work can’t be done off the side of someone’s desk. Having a fully funded Foundation will still require resources of existing staff.

7. A discussion took place regarding the pros and cons of retaining the Foundation's status:
- Public's recognition of a Foundation vs. Institution, e.g. donating to the Hospitals Foundation vs. donating directly to Island Health. The public might feel more comfortable donating to a foundation rather than to a publicly funded school/district.
 - People like donating directly to their school community, rather than a foundation, as they can see the direct impact that their contribution can have.
 - Fundraising for a school (e.g. new windows, playgrounds) is not as exciting as fundraising for life saving equipment, so may not generate the draw the Hospitals Foundation does.
 - Misconception of what Foundation can be used for – the Foundation would be used to fund one-time items/programs; shouldn't be used to balance the District's Operating Budget.
 - Concerns that the Foundation might take opportunities away from individual schools (e.g. grants, donations).
 - Having donations flow through a centralized foundation could ensure that they are equitably distributed among schools.
 - Lots of people struggling right now, harder climate, longer it takes to build financial resources within the Foundation, the longer we are taking services away from students (direct impact on students).
 - Don't know if political climate is there to support this.
 - If we were in a different situation, might be viable. Hard to get buy in, take away from schools, programs who are already struggling. It's a risk.
 - If charitable status is revoked, it may be hard to get again. Could we push the decision down two years? Don't think it would meet CRA requirements.
 - Schools know what they need at the school level and raise funds for that – would a separate foundation know their needs?
 - Don't want to commercialize public education system. Feels like a step towards privatizing education, two tier system.
 - Corporate branding – would that happen?
 - Doesn't feel right.
 - What is the vision of the Board – what do they want to raise funds for, and can we do it under the current structure without incurring additional costs?
8. A discussion was had around what the District could do instead of using the Foundation:
- If we wanted to engage/enhance community for fundraising, still could do that. Nothing stopping us from raising funds without a foundation as the District is a charitable organization; could seek charitable donations without the use of a Foundation.
 - Advocate to the Ministry.
 - Any benevolent donors who can help?



Recommendation to the Board of Education:

That the Greater Victoria Foundation for Learning Advisory Committee recommend to the Board of Education of School District No. 61 (Greater Victoria) to ask the Greater Victoria Foundation for Learning to request voluntary revocation of its charitable registration.

Motion Carried Unanimously

Meeting adjourned at 5:05 p.m.

TO: The Board of Education
FROM: Deb Whitten, Superintendent of Schools
RE: Superintendent's Report
DATE: January 27, 2025

Superintendent Updates:

- Code of Conduct: A new common Student Codes of Conduct for Elementary, Middle and Secondary schools for the 2025-2026 school year are being developed. These Codes of Conduct will be reviewed with students, staff, and parents starting soon.
- Student Representative Advisory Council: Planning is underway for the 2nd Equity Diversity Inclusion (EDI) student-led session for Middle and Secondary school students is scheduled for April 10th, and 2nd Wellness Fair will take place at Vic High on April 16th.

District Updates:

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

- Student Connections Meetings – January 9, 2025 (Central Middle School)
- Administrators' Meeting – January 16, 2025: Career Development; 2025-26 Budget
- Equity Diversity Inclusion (EDI) Meeting with Student Representatives – January 13, 2025
- 2024-2025 Principals and Vice-Principals Leadership Development – New BCVPVPA Leadership Competencies – January 16, 2025
- School Visits – Professional Growth: January 17, 2025 (Margaret Jenkins Elementary); January 20, 2025 (Oaklands Elementary).
- Representative Advisory Council of Students' Meeting – January 20, 2025 at Spectrum (2025-26 Budget Discussion; planning for the student-led EDI Youth Forum; and Wellness Fair)
- Elementary Principals and Vice-Principals' Meeting – January 23, 2025
- Partner Connections Meeting (2025-26 Budget) – January 28, 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.

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 – January 22, 2025
- Esquimalt Nation Local Education Agreement (LEA) Writing – January 8, 2025
- Songhees Nation Breakfast – January 9, 2025
- Métis Nation Meeting – January 10, 2025

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

- Music Equity Ad Hoc Committee Meeting – January 22, 2025
- Inclusive Learning meeting with District Principals – January 14, 2025

Gratitude: The Superintendent would like to thank the following:

- Oaklands Principal, Vice-Principal, and Staff, International Program Director and Staff, and Facilities Director, Manager and Staff for all their work in supporting the recent relocation to Uplands Campus.
- Acting Associate Superintendent Powell for planning and hosting the Climate Action Youth Forum on January 21, 2025.

Retirement:

- Congratulations and Best Wishes to Arch Fraser, Associate Director of Facilities. Arch has been a valued member of the District for 35 years. We will truly miss Arch's sense of humour, and willingness to help in every situation.

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: January 27, 2025
RE: **Framework for Enhancing Student Learning 2024 Annual Review**

Background

The Enhancing Student Learning Report (ESLR) is a touchpoint for our district to reflect and report on the progress made toward our Strategic Plan priorities. The ministry reviews ESLRs annually through a team comprised of ministry and sector representatives and provides feedback on strengths, considerations, and proficiency levels within the five focus areas:

1. District's approach to continuous improvement
2. Ongoing data and evidence review (qualitative and quantitative)
3. Ongoing strategic engagement focused on student learning
4. Alignment
5. Improving equity of learning outcomes for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities.

The Review team's feedback for each of the five focus areas included some areas of strength such as:

- “the report demonstrates some components of a continuous improvement cycle”
- “the report clearly identifies areas of growth based on the results of the data analysis and connects these areas for growth to district priorities”
- “the district's report shows evidence that the district has components of broad, meaningful, and ongoing engagement processes in place”
- “the report demonstrates a clear focus on Indigenous learners, including evidence-informed, targeted strategies”

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.

The Review team's feedback for each of the five focus areas also included some areas to consider such as:

- “future reports would benefit from articulating the district’s approach for planning and tracking targeted interventions for students with disabilities and diverse abilities.
- “future reports will benefit from showing how the district monitors the effectiveness of targeted strategies implemented to show support for specific cohorts of Indigenous learners”
- “future reports will benefit from articulating how the district’s continuous improvement process applies to the school plan development and review process.

It is important to note that the Annual Review is intended to support our district’s continuous improvement efforts and that the review reflects the content included in the Enhancing Student Learning Report. In some instances, where there was a noted consideration, it may reflect what was and was not included in the ESLR. Regardless, in the spirit of continuous improvement members of the District staff will spend time over the next several months reviewing the feedback as we reflect on the 2024-2025 plan in anticipation of the 2025-2026 Enhancing Student Learning Report.

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



REF: 304129

Framework for Enhancing Student Learning

2024 Annual Review Feedback

School District 61 – Greater Victoria

The Enhancing Student Learning Report (ESLR) is intended to fit within each district's continuous improvement cycle. It acts as an annual touchpoint for districts to reflect and report on the progress made toward the district strategic plan priorities. This allows districts to adapt strategies to focus on areas for growth on an ongoing basis, and to communicate progress with the public.

The ministry reviews ESLRs annually to monitor sector-wide progress and identify potential areas requiring support.

During the Annual Review, a team comprised of ministry and sector representatives read every district's ESLR and built consensus on strengths, considerations, and proficiency levels within five focus areas:

1. District's approach to continuous improvement
2. Ongoing data and evidence review (qualitative and quantitative data)
3. Ongoing strategic engagement focussed on student learning
4. Alignment
5. Improving equity of learning outcomes for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities

For additional context during the review process, the team referred to additional district documents, including but not limited to the district strategic plan, the Aboriginal How are We Doing Report, previous feedback reports, and samples of available school plans and operational plans.

This feedback report is intended to support SD61 Greater Victoria's continuous improvement efforts by providing constructive feedback on the September 2024 Enhancing Student Learning Report.

Focus Area 1 – District’s Overall Approach to Continuous Improvement

To demonstrate proficiency, districts are expected to provide evidence of a comprehensive, annual continuous improvement approach in place within the district, including:

Approach Overview

- Clear descriptions, illustrations (e.g., [Continuous improvement cycles](#)), and/or other indications of the district’s annual reflective processes, including:
 - Evidence of how the continuous improvement approach connects to school-level work
 - An explanation of how the district monitors the effectiveness of implemented strategies (i.e., [Monitoring Strategy Effectiveness Worksheet](#)).
 - Artefact/template for alignment
- Evidence that feedback from the previous year’s review has been considered during district planning.

Ongoing Data and Evidence Review (Qualitative Evidence and Quantitative Data)

- An explicit connection between the outcome of the data analysis and interpretation and the selection of targeted strategies and/or explicit interventions (i.e., what is being continued, adjusted, or added and why?)

Ongoing Strategic Engagement

- An explicit description of how feedback from ongoing strategic engagement informs the selection or adjustment of strategies (i.e., what actions were taken based on the received feedback?).

Adaptations

- An explicit description of how the district has monitored and adjusted strategies based on:
 - Data analysis and interpretation
 - Feedback from ongoing strategic engagement
 - The effectiveness of implemented strategies
- Evidence that feedback from the previous year’s review has been considered during district planning.

Alignment

- An explicit description of how district departments and schools are working in tandem to achieve strategic plan priorities (i.e., how is the district building system coherence?).

2024 Feedback
The district's report shows evidence of employing selected components of continuous improvement processes, while working to build upon their application.
Strength
The report demonstrates some components of a continuous improvement cycle.
Consideration
Future reports will benefit from articulating how the district's continuous improvement process applies to the school plan development and review process.

2023 Feedback
The district's report shows evidence that the district employs selected components of continuous improvement processes while working to build upon their application.
Strength
The report shows some components of a continuous improvement cycle.
Consideration
Future reports would benefit from articulating the process for monitoring the effectiveness of implemented strategies to inform adjustments and adaptations.

Focus Area 2 – Ongoing Data and Evidence Review (Qualitative and Quantitative Data)

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

- Clear evidence that the district has reviewed, analyzed, and interpreted both qualitative and quantitative sources of data and, where applicable, triangulated multiple sources of data to inform planning.

Required Data Template

- As provided in the “Section A: Pre-Populated Data Template,” visual representations of all the student performance data required by the [Enhancing Student Learning Reporting Order](#), masked where necessary and disaggregated to show results for Indigenous learners on and off reserve, children and youth in care, and students with disabilities or diverse abilities. To reflect the [Educated Citizen](#), data is organized into three pillars:
 - Intellectual Development
 - Human and Social Development

- Career Development
- Concise, reflective analyses and interpretations of all presented data, including:
 - Analyses and interpretations of disaggregated student performance data for **each** priority population.
 - Explicit acknowledgement of masked or missing data points, especially for priority populations, with an explanation of how these data points have been considered in the data review.
 - An overview of key trends, learnings, and existing or emerging areas for growth (“So what?”) that the data review illustrates.
- Clear identification of any inequities illuminated by the disaggregated student performance data sets.

Additional Data Sets

- Representations of supplemental relevant local and contextual sources of information that the district is using to triangulate with provincial data. Where districts are faced with low FSA participation rates, triangulation is especially important to better gauge student performance and identify achievement gaps. Additional measures may include:
 - Additional student performance data (both qualitative and quantitative data, including How Are We Doing Reports, attendance data, report card data, results from local assessments, student voice).
 - Qualitative data, for example:
 - MDI/YDI
 - Student voice
 - BC Adolescent Health Survey (from McCreary Centre Society)
 - “Tell Them from Me” survey
 - Contextual information (i.e., Equity Action Plans, Local Education Agreements, Enhancement Agreements).
 - Data and evidence collected regarding the impact of implemented strategies (both qualitative and quantitative data).
- Clear acknowledgement of trends (minimum 3 years) and inequities that emerged from the analysis and interpretation of data sets focussed on the priority populations, including qualitative evidence where applicable.

2024 Feedback

The district’s report shows clear evidence that the district has embedded comprehensive data and evidence review processes.

Strength

The report clearly identifies areas for growth based on the results of the data analysis and connects these areas for growth to district priorities. For example, the approach to equity of learning.

Considerations

Future reports will benefit from a more in-depth analysis and interpretation of indicators of success for priority populations and identified gaps.

2023 Feedback

The district's report shows evidence that the district engages in several components of comprehensive data and evidence review processes.

Strength

The report analyzes provincial data and some local data.

Consideration

Future reports would benefit from a clear articulation of emerging areas for growth illuminated by the data analysis and interpretation.

Focus Area 3 – Ongoing Strategic Engagement Focussed on Student Learning

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

Report Body (10 pages)

- A brief description of the district's strategic and deliberate processes for inclusive, ongoing, and meaningful engagement specific to the continuous improvement of student learning outcomes. This includes specific details on:
 - The Rightsholders and stakeholders involved (i.e. **who**), including:
 - Local First Nation(s) on whose territory the district operates schools;
 - District Indigenous Education Council;
 - First Nations, Métis, and Inuit parents/caregivers and students;
 - Existing district committees and structures (i.e., employee groups, DPAC);
 - Student groups; parents/caregivers and
 - The local community.
 - The format of the engagement process (i.e. **how**). This includes timing/frequency of engagement, level of engagement, and specific methods used to demonstrate an ongoing process.
- An explicit explanation of how the feedback gathered from engagement processes helped shape any adjustments and adaptations to strategies.

2024 Feedback

The district's report shows evidence that the district has components of broad, meaningful, and ongoing engagement processes in place.

Strength

The report describes an engagement process with multiple Rightsholders and stakeholders.
Consideration
Future reports will benefit from additional evidence demonstrating how ongoing strategic engagement feedback informs district actions in addressing areas for growth identified in the data and evidence review.

2023 Feedback
The district's report shows evidence that the district has components of broad and meaningful engagement processes in place.
Strength
The report shows evidence of an engagement plan with multiple Rightsholders and stakeholders.
Consideration
Future reports would benefit from including how engagement feedback informed next steps.

Focus Area 4 – Alignment

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

Report Body (10 pages)

- A description of the district's implementation plan and its alignment to the strategic plan.
- A description of how current school plans are aligned with the educational objectives from the district Strategic Plan. **(Vertical alignment.)**
- A description of the district's mechanism to monitor ongoing effectiveness and alignment of school plans.
- A description of how the district leveraged and/or re-allocated existing resources (i.e. finances, FTEs and staff time) to support successful implementation of new, adapted, or continued strategies.
- A description of how district operational plans/district departments (financial, human resources, information technology, engagement, communications, and long-range facilities) are aligned to support the implementation of new, adapted, or continued strategies. **(Horizontal alignment.)**

2024 Feedback
The district's report shows limited evidence that the district has vertical and horizontal alignment processes in place.
Consideration
Future reports will require evidence of school plans that are aligned with the district strategic plan.

2023 Feedback
The district's report shows evidence that the district has several components of vertical and horizontal alignment and adaptation processes in place.
Strength
The report demonstrates some alignment between the strategic plan and the district's implementation plan.
Consideration
Future reports would benefit from a clearer outline of how school plans are aligned to the strategic plan.

Focus Area 5 – Improving Equity of Learning Outcomes for Indigenous Learners, Children and Youth in Care, and Students with Disabilities or Diverse Abilities

To demonstrate proficiency in this focus area, districts are expected to include the following in the report:

Report Body (10 pages)

- Descriptions of how the district uses data to track and support cohorts of priority learners, including those represented in masked data sets.
- A description of the district's approach to address inequities in learning outcomes for identified priority populations, including:
 - District structures to address inequities identified through the data analysis and interpretation
 - Targeted, evidence-informed strategies implemented to address inequities for Indigenous learners, children and youth in care, and students with disabilities or diverse abilities.
 - Descriptions of how the district monitors the effectiveness and/or impact of currently implemented strategies.

Focus Area 5.1 – Focus on Indigenous Learners

2024 Feedback
The district's report shows some evidence that the district focusses on cohorts of Indigenous learners and is working to further improve equity of learning outcomes.
Strength
The report demonstrates a clear focus on Indigenous learners, including evidence-informed, targeted strategies.
Considerations
Future reports will benefit from showing how the district monitors the effectiveness of targeted strategies implemented to support specific cohorts of Indigenous learners.
District Promising Practices

The district is benefitting from participation in the province's Equity in Action initiative.

2023 Feedback

The district's report shows some evidence that the district focusses on Indigenous students and is working to further improve equity of learning outcomes.

Strength

The report shows some focus on Indigenous students with specific goals.

Consideration

Future reports would benefit from clearly articulating the effectiveness of resource allocation, identified to improve Indigenous student success. Future reports would also benefit from explicitly connecting targeted strategies to support the identified goals.

Focus Area 5.2 – Focus on Children and Youth in Care

2024 Feedback

The district's report shows some evidence that the district focusses on children and youth in care and is working to further improve equity of learning outcomes.

Strength

The report indicates some focus on children and youth in care.

Considerations

Future reports will benefit from describing how the district tracks and supports children and youth in care and wrap around approach in schools.

2023 Feedback

The district's report shows some evidence that the district focusses on children and youth in care and is working to further improve equity of learning outcomes.

Strength

The report shows some focus on children and youth in care in some data analysis.

Consideration

Future reports would benefit from articulating specific targeted strategies to address the areas for growth identified in the data analysis for children and youth in care.

Focus Area 5.3 – Focus on Students with Disabilities or Diverse Abilities

2024 Feedback

The district's report shows some evidence that the district focusses on students with disabilities or diverse abilities and is working to further improve equity of learning outcomes.

Strength

The report indicates some focus on students with disabilities or diverse abilities.

Considerations

Future reports will benefit from articulating the district's approach for planning and tracking targeted interventions for students with disabilities or diverse abilities.

2023 Feedback

The district's report shows some evidence that the district focusses on students with disabilities or diverse abilities and is working to further improve equity of learning outcomes.

Strength

The report shows some focus on students with disabilities or diverse abilities through data analysis and some targeted strategies.

Consideration

Future reports would benefit from specifically outlining targeted strategies used to address the achievement gap for students with disabilities or diverse abilities.

Accessibility and Readability

In addition to demonstrating proficiency in the above focus areas, reports are expected to:

- Be readable and accessible (i.e., written in plain language with elements such as graphics, bullet points, and a table of contents).



Office of the Secretary-Treasurer

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

Katrina Stride – Secretary-Treasurer

TO: The Board of Education
FROM: Katrina Stride, Secretary-Treasurer
DATE: January 27, 2025
RE: **Monthly Report**

Purpose

The purpose of this report is to update the Board on some of the activities of the Secretary-Treasurer since December 9, 2024.

Activities

- Student Connections meetings (10)
- 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
- Weekly Budget meetings
- Bi-weekly Board Chair meetings
- Bi-weekly Facilities and Superintendent meetings
- Bi-weekly Information Technology meetings
- Monthly Standing Committee and Board meetings
- Monthly Administrators' meeting
- Monthly Cedar Hill construction project meetings with Facilities and School Principal
- Monthly Board Chair, Vice Chair and Superintendent meeting
- Monthly District Leadership Team meeting
- Monthly Representative Advisory Council of Students meeting
- Monthly Facilities and Administrators meeting
- Monthly Student Enrollment Projections, Plans and Building Space meeting
- Annual Greater Victoria Foundation for Learning meeting
- Professional Development: EdX 1701 Secretary-Treasurer's Training

Recommended motion

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

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

Office of the Secretary-Treasurer

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

Katrina Stride – Secretary-Treasurer

TO: The Board of Education
FROM: Katrina Stride, Secretary-Treasurer
DATE: January 27, 2025
RE: **Initial 2025-2026 Budget Feedback Survey Results**

Background

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).

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)

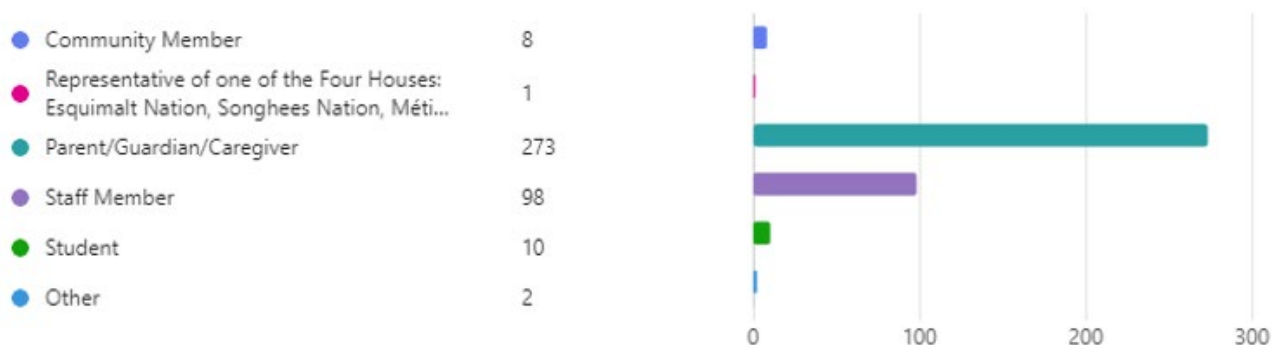
The survey was open to anyone who wanted to participate until 4pm on Friday, December 13, 2024. There were 393 responses received.

Survey Results

- 1. Which option below best describes your connection to the Greater Victoria School District?**
 - a. Community Member
 - b. Representative of one of the Four Houses: Esquimalt Nation, Songhees Nation, Métis Nation of Greater Victoria, or Urban Peoples' House Indigenous Advisory
 - c. Parent/Guardian/Caregiver
 - d. Staff Member
 - e. Student
 - f. Other

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.

Responses:



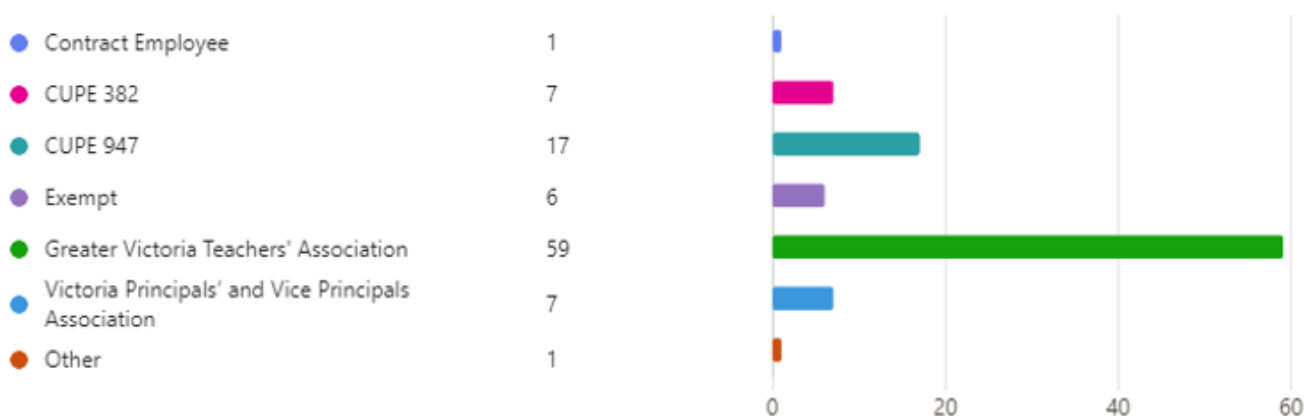
Other responses include the following:

- Parent and staff member
- Grandparent

2. For those respondents who selected Staff Member: To which Employee Group do you belong?

- Contract Employee
- CUPE 382
- CUPE 947
- Exempt
- Greater Victoria Teachers' Association
- Victoria Principals' and Vice Principals' Association
- Other

Responses:



Other responses include the following:

- CUPE 382 and CUPE 947

3. What input do you have regarding the focus areas of the Enhancing Student Learning Report, which include Literacy, Numeracy, Mental Health and Wellbeing, Career Development, and Early Years? More information on the Greater Victoria School District's Enhancing Student Learning Report, which includes the Strategic Plan and Multi-Year Financial Plan, is available on our website here: https://www.sd61.bc.ca/wp-content/uploads/sites/91/2024/10/FINAL_GVSD61_ESLR_SEPT23_2024.pdf

Main Themes Summarized from Written Responses:

Literacy and Numeracy

- Focused education and targeted supports for reading, writing, and math
- Speech and language development to address speech sound disorders and language delays
- Use more clear and objective early screening tools and evaluation reporting mechanisms to determine achievement levels

Mental Health and Wellbeing

- Increased mental health resources is needed, particularly counselling
- Many mentions of “social health” and “emotional support/intelligence” and “psychosocial education” to help with concerns such as anxiety and depression
- Advocacy for balancing physical activity and face-to-face learning
- Supporting student-led mental health initiatives
- Teaching how to access healthcare
- Concerns about social media and screen time
- Importance of music, sports, art, drama to supporting mental health
- Importance of meal programs and food security

Career Development

- Support for introducing experiential career options/development in earlier years
- Incorporating life skills into lessons, such as budgeting/taxes, team building, emotional intelligence, critical thinking, planning/organizing, problem solving, healthy living, etc.
- Education of available opportunities (trades training, volunteer, post-secondary options etc.)

Early Years

- More support for StrongStart, Kindergarten readiness events, and opportunities for families to connect before children enter the school system
- More staffing/recruiting for Early Childhood Educators

Other

- Concern for classroom and school safety
- Request for more support for behaviour management
- Intervention programs for children needing support
- More qualified staff, particularly Educational Assistants (EAs)
- More professional development for teachers focused on literacy and numeracy, diverse needs training, and French Immersion.
- Concern for class sizes being too large

4. Which areas of the budget do you believe need more investment?

Main Themes Summarized and Alphabetized from Written Responses:

Extracurricular and Exploratory

- Extracurriculars like music, arts, and drama that improve overall student engagement and support mental health and wellbeing
- Investment in physical education and sports (particularly for equipment upgrades and access)

Facilities and Maintenance

- Better maintenance and upgrades to school infrastructure, including the repair and maintenance of buildings, green spaces, and playgrounds
- Upgrades (particularly for older schools) to improve accessibility

Human Resources

- Hiring and retaining more staff, specifically classroom teachers, early childhood educators, educational assistants, and support staff to assist students with diverse needs
- Hiring more counsellors per school to be more available to students, helping support overall student mental health and wellbeing
- Hiring more custodians for longer hours during the school day
- Hiring more facilities workers to support with building repair and maintenance

Mental Health and Wellbeing

- More mental health resources, such as counselling services, wellness programs, and emotional support for students

Safety and Security

- Concern for classroom and school safety
- Student behavioural support

Teachers and Classrooms

- Larger classroom budgets for teachers so they don't have to use their own funds
- Smaller class sizes and additional teacher support to improve learning environments and help teachers manage diverse student needs more effectively
- Investment in professional development for teachers, particularly in areas like Indigenous Education, literacy, numeracy, inclusive education, and specialized teaching methods

Technology

- More investment and access to technology (Chromebooks) to support modern learning

5. Please provide any additional comments you would like to share as part of the initial feedback for the 2025-2026 Budget Development Process.

Main Themes Summarized and Alphabetized from Written Responses:

Funding Allocation and Transparency

- More transparent budget process
- Funding better allocated to support direct classroom needs rather than administrative overhead
- Funding core academic programs, such as literacy, numeracy, and science first, then balancing with extracurricular offerings that support mental health such as art, music, drama, and sports
- Advocacy for increased provincial funding to meet the growing demands in schools
- Equitable allocation of resources
- Involving parents and the wider community in the budget process

Mental Health and Wellbeing

- More mental health resources, counselling, and specialized support staff, such as EAs and Learning Support Teachers (LSTs), to address growing challenges in student wellbeing, particularly concerning behavioural and emotional issues

Safety and Security

- Concern for classroom and school safety
- Student behavioural support

Teachers and Classrooms

- Advocacy for reallocating funds from administrative positions to directly support students, such as hiring more EAs, counsellors, and inclusive education staff
- Concerns with overcrowding and a call for smaller class sizes
- Measures to address teacher burnout
- Better support for students with diverse needs, including more resources and trained staff
- Reinstitution of behaviour support programs and support for students with IEPs
- Increase professional development for teachers, particularly around mental health issues and the use of technology in the classroom

TO: The Board of Education
FROM: Katrina Stride, Secretary-Treasurer
DATE: January 27, 2025
RE: **Student Connections**

Background

Student Connections meetings were scheduled as part of the 2025-2026 Budget Development Process.

Student Connections Meetings

Trustees and members of the Senior Leadership Team met with school administration/staff and/or students at each of the middle schools and high schools, including SJ Burnside Education Centre. The purpose of the meetings was to connect with students on site at their school and engage in conversation around priorities for the 2025-2026 Budget.

Notes taken during these meetings were provided to Trustees. A summary of the themes emerging from these meetings are noted below (in no particular order).

Themes from Student Connections Meetings

- Mental Health
 - More access to counsellors; should be one available full-time
 - More awareness that counselling services are available
 - Counsellor in classroom to talk about difficult topics, e.g. suicide, mental health
 - Counsellors could go into each classroom to build relationships with students and make them feel more comfortable to reach out when needed
 - Consider alternative ways for a student to indicate to a counsellor that they need help
 - Trusted adult(s) to check in with students (so students don't need to find someone)
 - Mental health club for students
 - More mental health fairs across the district
 - Build time into school day for mental health, e.g. flex block
 - More education about anxiety, eating disorders, and bullying
- Sexual Health
 - More sexual health education and resources after Grade 10
 - Split sex education class into genders; hard to learn when people not taking it seriously
 - More discussion and information about menstruation

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- More education about impact of homophobic behaviour
- Youth clinic very helpful but limited access and not available at all schools
- More gender-neutral washrooms
- Personal safety awareness
- Substance Use
 - Students are vaping in the bathrooms
 - More proactive learning resources and education on substance use; risks and long-term effects
 - Preventative education for younger grades
 - Harm reduction programs
 - Naloxone training
 - Learn strategies and ways to help yourself without using substances
 - More community-based speakers
 - Remove stigma from substance use so students can get support
- Menstrual Products
 - Need better access to menstrual products
 - Products need to be of better quality, no cardboard applicators for tampons
 - Products and/or dispensers have been removed from bathrooms due to vandalism
 - Products need to be in all washrooms and stocked regularly
 - Uncomfortable to go to office and ask for products
- Nutrition Breaks and Access to Food
 - Not enough time to eat lunch
 - Lunch should be available on all school days
 - Potential for more variety and larger portions of food
 - No common space to sit and eat lunch
- Safety
 - Vandalism, vaping and safety concerns (especially in bathrooms)
 - More opportunities for training (First Aid, Naloxone, CPR, Lifeguarding)
 - More counsellors or trusted adults to help prevent racism
 - Need more education and celebration of culture and heritage
 - More anti-racism, anti-hate, and anti-bullying education
 - More supervision to help stop bullying and fighting
 - Need support from adults, not just students
- Network and Technology
 - Need access to more Chromebooks, not enough for the number of students
 - Equitable access to Chromebooks
 - Need Chromebooks for students with diverse abilities and ELL (translation services)
 - Don't need Chromebooks for every subject, e.g. language arts/social studies vs. math
 - Many Chromebooks need repairs or don't consistently connect to Wi-Fi
 - Structure of school building makes sharing Chromebooks challenging
 - Need technology that is better than Chromebooks
 - iPads don't work for all tasks, but can get more apps, has better camera and can record videos
 - Teacher usually won't allow BYOD in classroom
 - Consider number of hours of screen time, if also using screens at home
 - Wi-Fi not reliable for specialized equipment (visually impaired)
 - More headphones
 - Students need to know how to use technology for their future
 - Currently not a good balance between work on paper and work on technology
 - Not all students have access to technology outside of classroom
 - Some students and parents unable to access online report cards
 - Technology moving too quickly and not sustainable to keep updating
 - Eliminate student devices in classroom and use the budget for other items
 - Need better printers, if not using student devices
- Facilities
 - More garbage cans

- Most garbage cans are outside and garbage ending up on the ground, creating more work for the custodian
- Need compost and compost bins around school, and more time and resources dedicated to it
- Need brooms in classrooms
- More water fountains
- More bathrooms for convenience and to meet time constraints while out of classroom
- More frequent refills of soap dispensers and paper towel (some removed due to vandalism)
- Hand dryers not working; could be removed, as paper towel preferred
- Better quality toilet paper; very thin
- More frequent cleaning of gym floors, e.g. dusty and slippery, muddy
- Bathroom repairs and upgrades, e.g. holes in ceilings, stall doors and locks not working, sinks not draining, faucets shutting off, no hot water, fans not working, hand dryers not working
- Remove urinals or add privacy walls; not used and wasting water with auto-flush
- Better soundproofing in some areas of school
- Increase in graffiti and vandalism at school; need to address as public issue in schools
- Install chalkboard/whiteboard in washrooms for positive graffiti
- Put mirrors in classrooms to reduce number of students using the washrooms
- Breakers flipped in Home Economics and took 3 days for it to be flipped back; unable to use sewing machines
- Inconsistent heating and ventilation in buildings
- Low water pressure in sinks and water fountains
- Need outdoor shelter or covered areas for when it is raining
- More seating, e.g. benches, picnic tables
- Lockers need to be cleaned and repaired (not closing properly)
- Need new locks for lockers, as they are dented and getting stuck
- Reduce frequency of exterior/interior painting and use funds for other items
- Need sink in portable
- More custodians; improve cleanliness in classrooms
- New gym curtain (falling apart)
- Maintenance of playground
- Invest less in outdoor play space and put more towards technology
- Changeroom locks don't work
- Longer-handled garbage grabbers for student cleanup
- Fields need better drainage
- More trees for shade
- More fencing to restrict public access; increase student safety
- Pest control
- Shoe brushes to remove mud from outside and keep school cleaner
- PA system not working properly; either can't hear announcements or too loud
- More secure bike racks
- More classroom storage
- More quiet spaces to get work done
- Extra-curricular activities
 - Need professional coaches that have better sports skills and knowledge and not volunteers, similar to music
 - More field trips and more funding to support students facing financial hardship
 - More money for clubs
 - Sports teams need more money
 - Access to tutoring
 - More non-sports extracurricular activities, e.g. chess
- Supplies and Equipment
 - Shortage of school supplies, e.g. pencils, erasers, calculators (can't use phone anymore), etc.
 - Need pencil sharpeners that work
 - More fine arts and science lab supplies and equipment

- More money for exploratory classes, e.g. better wood for woodshop
- Families required to pay additional fees
- Creativity is limited by supply access or funding
- Teachers are spending their own money on classroom supplies
- More workbooks: having to do more work at home, but not always access to computer at home
- More sports equipment, e.g. dodgeballs; volleyballs; soccer balls; indoor hockey pucks, balls and sticks; badminton rackets, birdies and nets
- Repairs to outdoor basketball nets and soccer nets
- Repairs and/or replacement of indoor volleyball and badminton nets
- Less handheld whiteboards; not being used
- Better quality whiteboards and whiteboard pens
- Home Economics equipment is old and not functioning properly or completely broken, e.g. microwaves, ovens, and need more utensils
- More silent bikes for calming
- More boardgames
- Need bleachers and chairs in gym; floor is uncomfortable to sit on for assemblies
- Band instruments are old and need to be repaired and/or replaced
- New music stands
- New desks and chairs; current ones are old and falling apart
- Library books damaged and only some available
- Need new textbooks; very old and damaged
- Equity
 - Only the good sports teams get jerseys; other teams get pinnies; need more jerseys
 - Timing conflicts between groups and sports; unable to participate in everything that is of interest
 - Equitable access to sports facilities across the district
- Student Support, Curriculum and Reporting
 - Don't like the proficiency scale used on report cards
 - Implement a combination of proficiency and letter grade to get a defined % and feedback
 - More access to languages
 - Need support from other teachers or staff to get caught up when away; hard for main teacher to provide one-on-one support
 - School day to start and end later; lack of sleep, dark in mornings if walking, parents able to pick up after school
 - Substitutes for specialized teachers, such as music, do not have specialized training and can't teach the subject
 - More EAs in classroom
 - More learning supports
 - More resources and teachers for students with diverse learning abilities
 - Focus on needs vs. wants
 - Not enough adults in the classroom; EA time not consistent; have to wait for help
 - Support music programs
- Artificial Intelligence (AI)
 - Has a place in education, part of future
 - Need to learn how to use appropriately as a tool, no cheating
 - Teachers don't allow students to use it
- Engagement and Access to Budget Information
 - Would like more meetings with Trustees and Staff to talk about these things
 - Share budget information through school emails, not on announcements
 - Small assembly at school
 - Principal can let students know if student ideas will happen
 - Class representatives could meet and then share back with their classes
 - Connect with younger students (not just grades 11 & 12), as these are the students who will see the outcomes of decisions

- Implement a Youth Board with elected students
- Trustees email, either directly by student or through Principal
- More student awareness of survey; allow for students to complete the survey in class with teacher support
- Use Google Form to collect ideas for student engagement
- Students could vote on budget options in each class and then combine for school; help to narrow down to what is important to students
- Student advocacy for more budget from Province
- Students who are not in Leadership would also like to have a voice; reduce bias
- In-person once per year for budget information
- Budget bulletin for students; bulletin board or email

Office of the Secretary-Treasurer

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Katrina Stride – Secretary-Treasurer

TO: The Board of Education

FROM: Katrina Stride, Secretary-Treasurer

DATE: January 27, 2025

RE: **2025-2026 Budget Update – Staff Options – Expenditures and Reductions**

2025-2026 Budget Development Process

During the development of the 2025-2026 Annual Budget process, the Board requested that staff recommendations for expenditures and reductions be brought forward as early as possible in the budget development process. The purpose of reviewing staff recommendations earlier in the process is to ensure that there is adequate time to engage in dialogue about priority investments that align with strategic goals or meet legislative requirements, and to gain a deeper understanding of the potential impacts of any proposed reductions.

2025-2026 Projected Budget Deficit

	2025-2026 Projected
2024-2027 Multi-Year Financial Plan - Projected Deficit for 2025-2026	\$1,919,226
Appropriation of Accumulated Operating Surplus from 2023-2024	-1,792,526
Net Adjustments - Known Items	173,372
Projected Deficit for 2025-2026	\$300,072

In the 2024-2027 Multi-Year Financial Plan approved by the Board at the Regular In-Camera Board meeting on September 23, 2024, a deficit of \$1.9 million was projected for the 2025-2026 Annual Operating Budget. However, in the same meeting, the Board approved the appropriation of \$1.8 million of accumulated operating surplus from 2023-2024 to be applied against the deficit, which reduced it to \$0.1 million.

As Financial Services begins its work to finalize the 2024-2025 Amended Annual Budget and build the 2025-2026 Annual Budget, there are emerging items impacting the projected deficit. The \$1.9 million projected deficit has been adjusted for certain known items and has increased to \$2.1 million. The adjustments include projected enrolment growth (net of related expenses), tuition increases (net of enrolment decline), and declining interest rates on cash investments.

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For the purposes of this exercise, the 2025-2026 Projected Budget Deficit is \$0.3 million. However, it is very important that the Board understands that this a preliminary estimate that is being provided very early in the budget development process and there will be many other items that will impact the projected deficit before the budget is finalized and approved in April.

Priority Investments

To identify priority investments for the 2025-2026 Annual Budget, the Senior Leadership Team collaborated with Department Leaders and School Principals to identify unavoidable costs resulting from inflation and legislative changes, specific resources or initiatives required to meet operational and school goals in alignment with the strategic plan, and potential areas of savings. Following the first round of responses, the projected deficit increased from \$300K to almost \$3.0 million.

Revisiting the request to further prioritize the items put forward and to consider removing items or finding additional savings, the projected deficit was reduced to just under \$0.1 million as presented below:

Projected 2025-2026 Deficit at January 27, 2025	\$ 2,092,598
	Proposed Change
Budget Balancing Initiatives	\$
Reductions: One-Time	
Aviation Program	(44,850)
Entrust and Net Control (Lab PCs) Software	(13,834)
Techology Replacement Reserve	(106,215)
Student Device Purchases and Repairs	(16,256)
1.0 FTE Painter (CUPE 382)	(90,472)
Additions: Ongoing	
Add back 50% of prior year 20% School Supply Reduction	276,471
Add back 4 VPs to small schools with no VPs	95,581
0.40 FTE Teacher Collaboration at 4 Priority Schools (0.10 FTE each)	54,642
0.20 FTE Teacher Extracurricular Coordinator Student Mental Health & Wellness (0.10 FTE each E & M)	27,321
1.0 FTE Electrician (CUPE 382)	99,680
Network and Communications Supply Increase	50,000
Custodial Supply Increase	125,000
Grounds Supply Increase	135,000
Aruba Clearpass Software	12,905
HPE Nimble Support Software	7,149
Papercut Print Software	30,000
Cybersecurity: Azure Immutable Backups	50,000
Appropriation of June 30, 2024 Accumulated Surplus: One-Time	
June 30, 2024 Operating Surplus Available to Balance Budget	(1,792,526)
Balance Budget to \$0	\$ 992,194

Rationale for Priority Investments

The rationale for the items that have been included as priority initiatives, as well as one-time reductions, is noted below:

Reductions: One-Time

Aviation Program (0.50 FTE Teacher) (\$44,850)

There has been no success in finding a qualified instructor to fill this position, so the program will be paused for one year. The reduction includes a 0.50 FTE reduction in Teacher staffing and program materials and consumables. A portion of the funding comes from increased Ministry revenue, which will not be built into the 2025-2026 budget. This is the portion that is funded from the Operating Budget.

Entrust and Net Control (Lab PCs) Software (\$13,834)

These two items were prepaid in previous years, so no budget is required in 2025-2026. Budget will be required in 2026-2027.

Technology Replacement Reserve (\$106,215)

A budget of \$575,000 for educator laptops and \$40,000 for hub docking stations & peripherals is requested for 2025-2026, which is a reduction of \$106,215 from the 2024-2025 Annual Budget.

Student Device Purchases and Repairs Reserve (\$16,256)

On November 14, 2024, the Board approved the purchase of up to 700 Chromebooks to bring all schools to at least the Board-approved student ratio of 4:1 at Elementary schools and 3:1 at Middle and Secondary schools. A budget of \$25,000 for repairs and peripherals and \$75,000 for Chromebooks and iPads is being requested for 2025-2026, which is a reduction of \$16,256 from the 2024-2025 Annual Budget. Additionally, a surplus carry forward of \$45,000 was provided at June 30, 2024, which will not be needed for 2025-2026.

Painter Reduction (1.0 FTE CUPE 382) (\$90,472)

The funding for this position is to be reallocated to support the hiring of 1.0 FTE Electrician for 2025-2026 only. This reduction is contingent on the approval of hiring a 1.0 FTE Electrician. If the Electrician position is not approved, this reduction must be removed from the list as the funding will be needed to internally reallocate to fund an Electrician.

Additions: Ongoing

School Supplies (Add back 50% of reduction made in 2024-2025) \$276,471

Schools are being negatively impacted by the 20% reduction made to school supplies in 2024-2025. The feedback from schools, including students, is very clear that student learning is being impacted by having fewer resources being provided in their learning environments. This reduction is felt as a double impact, with inflationary costs for supplies in courses such as Foods, Tech Ed, and Art for example.

School Administration Time (Add 4 VPs back to small schools with no VPs) \$95,581

The overall learning environment in schools with only one administrator is being negatively impacted. Schools with two administrators allows for enhanced support for school goals, additional support for students with disabilities or diverse abilities, greater supervision for students during non-instructional times, leadership support during unexpected emergencies, and further support for curriculum, instruction and assessment. Further, the two administrators build and support positive and effective working relationships within the school and community. They also supervise and evaluate staff.

Collaboration Time (Add 0.10 FTE Teacher at each of 4 Priority Schools) \$54,642

Collaboration time for school staff helps to foster professional growth, improve instructional practices and enhances student achievement. Collaboration allows staff time to work as a team toward common goals or outcomes.

Extracurricular Coordinator (Add 0.10 FTE Teacher at Elementary & Middle) \$27,321

Currently all extracurricular activities are supported by volunteers. By allocating time at the elementary and middle school levels for organizational and logistical tasks, the efficiency and effectiveness of these efforts can be enhanced. This approach not only eases the burden on volunteers but also expands opportunities for students, contributing positively to their overall mental health and well-being

Electrician Addition (1.0 FTE CUPE 382) \$99,680

One additional position is required to complete documentation related to the newly legislated monthly fire alarm verification at all District sites. This position will also assist with the security needs within the District. The funding for this position is to come from a reduction of 1.0 FTE Painter in 2025-2026 only and will require budget to be added in 2026-2027.

Network & Communication Supply Increase \$50,000

This is a request to increase the Network and Communications supply budget to maintain the current inventory of technology packages and aging systems, to fund the increase in cost of equipment, and to outfit new enrolling classrooms with technology packages.

Custodial Supply Increase \$125,000

The cost of paper and cleaning products have increased, and new entrance mats are needed. Historically, supply overages have been funded using savings from vacant positions within Facilities Services. With increasing workload due to new classroom spaces, the Facilities Services Department can no longer consider vacant positions to cover material costs.

Grounds Supply Increase \$135,000

Fibar material cost has increased due to the number of natural and playground spaces. Historically, supply overages have been funded using savings from vacant positions within Facilities Services in other departments. With additional workload in departments, the Facilities Services Department can no longer consider vacant positions to cover material costs.

Aruba ClearPass Software \$12,905

Integral to our network operating infrastructure. Used for Wi-Fi authentication. Software is already in use, but there is no budget available to cover the cost.

HPE Nimble Support Software \$7,149

Vendor hardware support for data storage and equipment warranty. Three-year subscription purchased last year, but no budget available to cover the cost for the next two years.

Papercut Print Software \$30,000

To support print reduction and security of information. Software is already in use, but there is no budget to cover the cost.

Cybersecurity: Azure Immutable Backups**\$50,000**

Ransomware-proof data backups. Will enable us to recover in a reasonable time if we are compromised by a ransomware attack and potentially allow us to not negotiate with the criminal gang who is blackmailing us for huge sums of money. In 2024, Cowichan Valley and Okanagan Skaha were victims. In 2025, PowerSchool, our ERP vendor, was hit.

Appropriation of Accumulated Surplus**June 30, 2024 Operating Surplus Available to Balance the 2025-2026 Budget (\$1,792,526)**

On September 23, 2024, the Board approved the appropriation of \$1,792,526 towards balancing the 2025-2026 Operating Budget.

Holding Space for Other Identified Priorities

In the Minister of Education and Child Care's mandate letter dated January 16, 2025 from Premier Eby, there is a strong emphasis on teachers and schools having access to additional supports in the classroom and beyond, including the expansion of education assistants and counselling resources. The need for these additional supports is clearly echoed in the feedback received from departments, schools, students, parents, and the public. The funding announcement for the 2025-2026 school year will be made prior to March 15, 2025 and it is hoped that there is additional funding provided for these priority areas.

In addition to more funding to expand EAs and counselling services, almost \$3.0 million in priority investments were identified by departments and schools. The list below highlights the priority areas that were not included above and remain under consideration for inclusion in the budget pending the availability of resources:

Facilities Services	
9.0 FTE CUPE 382 Daytime Custodians	657,756
Network and Communications Supply - Additional	50,000
Security Supply	50,000
Custodial Supply - Additional	15,000
Mechanical Supply	250,000
Electrical Supply	200,000
Grounds Supply - Additional	15,000
Dump Truck - 7 year lease	36,000
Human Resource Services	
1.0 FTE Exempt HR Manager	131,230
1.0 FTE Exempt Health and Safety Coordinator	91,861
Inclusive Education	
Contracted Transportation (Bussing)	250,000
Specialized Equipment	40,000

Information Technology	
Hardware Disposal	5,000
Cybersecurity: Expanded Email Security (Abnormal)	40,000
Cybersecurity: SIEM (Sentinel)	40,000
Cybersecurity: Internal and external network and server pen test	60,000
District Website Upgrade	30,000
Technology Infrastructure	11,476
Student Devices - Waiting for ITL Recommendations	
Privacy Management	
1.0 FTE Exempt Privacy Officer	119,300

Capital Funding

Capital items, such as the dump truck or future purchases of student devices, can be purchased using capital funding. Depending on the availability of funding in Local Capital, the Board may want to use that funding to spend on capital items which frees up operating budget to spend on other initiatives.

Reductions

Departments were encouraged to find savings to fund priority resources and initiatives for their own departments and those identified across the district. Work continues internally to identify potential areas of savings should they be required to balance the budget or fund new initiatives.

Next Steps

Feedback from various sources, including the Initial 2025-2026 Budget Feedback Survey, Student Connections meetings, Education Partner and VPVPA Connections meetings, and the Public Budget Consultation meeting, will continue to be reviewed and considered. Feedback directly from Trustees in relation to budget priorities or areas of potential savings is welcomed.

Office of the Secretary-Treasurer

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Katrina Stride – Secretary-Treasurer

TO: The Board of Education
FROM: Katrina Stride, Secretary-Treasurer
DATE: January 27, 2025
RE: **2025-2026 Budget Development Process**

2025-2026 Budget Development Process

The minor changes made to the 2025-2026 Budget Development Process from what was included in the agenda package for the Regular Board meeting on November 25, 2024 include:

- Adjusted the date of the Student Connections meeting at Esquimalt High School from December 6 to December 13
- Added the specific dates between January 28 and February 7 for the Partner Connections meetings with CUPE 947 and GVTA, and the VPVPA Connections meeting. Dates for the Partner Connections meetings with CUPE 382 and VCPAC are still to be confirmed.
- Removed references to the Indigenous Education Council (IEC) meetings on November 13, December 18 and January 15. The first IEC meeting is scheduled for February 11. There will also be IEC meetings scheduled in March and April (dates to be determined).
- Updated the status column for all items to date.

Supporting Documents

2025-2026 Budget Development Process – Updated

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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 18	Monday	Evening	Representative Advisory Council of Student	Student Reps (Sec), Senior Leadership Team (SLT)	Regular Monthly	In-person	
Completed	November 25 - December 13			Initial 2025-2026 Budget 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 9	Monday	Evening	2025-2026 Budget Update	Open Invite	Regular Open	Zoom	December 4
Completed	December 10	Tuesday	Daytime	Communication - Board Budget Highlights				
Completed	December 10	Tuesday	Daytime	Student Connections - Mt. Doug Secondary	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
Completed	December 11	Wednesday	Daytime	Student Connections - Oak Bay High	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
Completed	December 11	Wednesday	Daytime	Student Connections - SJ Burnside Alternative	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
Completed	December 12	Thursday	Daytime	Student Connections - Reynolds Secondary	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
Completed	December 13	Friday	Daytime	Student Connections - Esquimalt High	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
Completed	December 16	Monday	Daytime	Student Connections - Glanford Middle	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
Completed	December 17	Tuesday	Daytime	Student Connections - Spectrum Community	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
Completed	December 17	Tuesday	Daytime	Student Connections - Victoria High	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
Completed	December 18	Wednesday	Daytime	Student Connections - Colquitz Middle	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
Completed	December 23 - January 3			Winter Break				
Completed	January 8	Wednesday	Daytime	Student Connections - Lansdowne Middle	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
Completed	January 9	Thursday	Daytime	Student Connections - Central Middle	Students, Board Chair, Trustee, PVP, SLT	Small Group	In-person	
Completed	January 20	Monday	Evening	Representative Advisory Council of Students	Student Reps (Sec), SLT	Regular	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	Tuesday	Evening	Partner Connections - CUPE 947	CUPE 947 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	
	February 6	Thursday	Evening	VPVA Connections	VPVA Reps, Trustees, SLT, F/S	Small Group	In-person	
	February 7	Friday	Evening	Partner Connections - GVTA	GVTA 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 11	Tuesday	Evening	Indigenous Education Council (IEC)	IEC Members, Director of IED, Superintendent	Regular	In-person	
	February 15			2025-2026 Enrolment Estimates to Ministry				
	February 24	Monday	Evening	2024-2025 Amended Annual Budget Approval	Open Invite	Regular Open	Zoom	February 19
	February 24	Monday	Evening	2025-2026 Budget Update	Open Invite	Regular Open	Zoom	February 19
	February 25	Tuesday	Daytime	Communication - Board Budget Highlights				
	March 3	Monday	Evening	Representative Advisory Council of Students	Student Reps (Sec), SLT	Regular Monthly	In-person	
	March 4	Tuesday	Evening	Public Budget Consultation Meeting	Open Invite		In-person	February 28
	March 10	Monday	Evening	2025-2026 Budget Update	Open Invite	Regular Open	Zoom	March 5
	March 11	Tuesday	Daytime	Communication - Board Budget Highlights				
	March		Evening	Indigenous Education Council (IEC)	IEC Members, Director of IED, Superintendent	Regular	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	57
	March 31 - April 4			Partner Connections - VCPAC	VCPAC Reps, Trustees, SLT, F/S	Small Group	In-person	

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

Status	Date	Day of Week	Time of Day	Event Description	Attendees	Meeting Type	Location	Agenda Deadline
	March 31 - April 4			VPVPA Connections	VPVPA Reps, Trustees, SLT, F/S	Small Group	In-person	
	April		Evening	Indigenous Education Council (IEC)	IEC Members, Director of IED, Superintendent	Regular	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:

Deb Whitten, Superintendent of Schools, Katrina Stride, Secretary-Treasurer, Tom Aerts, Associate Superintendent, Sean Powell, Acting Associate Superintendent, Julie Lutner, Associate Secretary-Treasurer, Marni Vistisen-Harwood, Director of Facilities Services, Dr. Shelly Wilton (Niemi), Director of Indigenous Education

The Board of Education discussed the following matters:

- Administration
- Personnel
- Property

General decisions made by the Board:

- Administration
- Personnel
- Property