



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

**Regular Board Meeting**

**AGENDA**

**Tuesday, April 29, 2025, 6:30 p.m.**

**Tolmie Boardroom, 556 Boleskine Road**

**Broadcasted via YouTube**

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

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**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 April 29, 2025 agenda be approved.

**A.3. Approval of the Minutes**

- a. Approval of the March 31, 2025 Regular Board Meeting Minutes

Recommended Motion:

That the March 31, 2025 Regular Board Meeting minutes be approved.

- b. Approval of the April 2, 2025 Special Budget Meeting Minutes

Recommended Motion:

That the April 2, 2025 Special Budget Meeting minutes be approved.



- c. Approval of the April 8, 2025 Special Board Meeting Minutes

Recommended Motion:

That the April 8, 2025 Special Board Meeting minutes be approved.

**A.4. Business Arising from the Minutes**

**A.5. District Celebrations**

- a. Spectrum Basketball Team

**A.6. Community Presentations**

**B. CORRESPONDENCE**

**C. OFFICAL TRUSTEE REPORT**

**D. BOARD COMMITTEE REPORTS**

**E. DISTRICT LEADERSHIP TEAM REPORTS**

**E.1. Superintendent's Report**

- a. Monthly Report
- b. 2027-2028 School Calendar

Recommended Motion:

That the Official Trustee of School District No. 61 (Greater Victoria) approve the posting of the following 2027/2028 school calendar on the School District website for a period of one month:

**2027/2028 School Calendar\***

School Opening September 7, 2027

First non-instructional day September 20, 2027

National Day for Truth and Reconciliation September 30, 2027

Thanksgiving October 11, 2027

Second non-instructional day October 22, 2027

(Province wide)

Remembrance Day November 11, 2027

Third non-instructional day November 26, 2027

Schools close for Winter vacation December 17, 2027

Schools re-open after Winter vacation January 4, 2028

Fourth non-instructional day February 18, 2028

Family Day February 21, 2028

Schools close for Spring vacation March 17, 2028

Schools re-open after Spring vacation April 3, 2028

Good Friday April 14, 2028

Easter Monday April 17, 2028

Fifth non-instructional day May 19, 2028



Victoria Day May 22, 2028  
Administrative Day and School Closing June 30, 2028  
\* Sixth non-instructional day to be chosen by each school

c. 2025-2026 Specialty Academy Fees

Recommended Motion:

That the Official Trustee of School District No. 61 (Greater Victoria) make available to the public, via the District website, the schedules of fees that have been approved by the Parent Advisory Council for the school where the Official Trustee proposes to offer a specialty academy.

**E.2. Secretary-Treasurer's Report**

- a. 2025-2026 Annual Facility Grant (AFG) Expenditure Plan Submission
- b. 2026-2027 Annual Five Year Capital Plan - DRAFT
- c. Tillicum Elementary – Green Infrastructure Project Update
- d. Monthly Financial Report: March 2025
- e. Monthly Budget Change Report: March 2025
- f. 2025-2026 Budget Update
  - i. 2025-2026 Budget Development Process Survey Results

**F. QUESTION PERIOD (15 minutes total)**

**G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS**

**G.1. Record of Special In-Camera Board of Education Meeting – March 26, 2025**

**G.2. Record of In-Camera Board of Education Meeting – March 31, 2025**

**H. NEW BUSINESS/NOTICE OF MOTIONS**

**H.1. New Business**

**H.2. Notice of Motions**

**I. ADJOURNMENT**

Recommended Motion:

That the Official Trustee adjourn the meeting.





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

**Regular Board Meeting**

**MINUTES**

**Via Zoom**

**Monday, March 31, 2025, 6:30 p.m.**

Official Trustee:	Sherri Bell
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, Marni Vistisen-Harwood, Director of Facilities Services, Sarah Winkler, VPVPA
Songhees Nation:	Anevay Quocksister, Student Success Manager
Guest:	Dr. Kevin Godden, Ministry of Education and Child Care Special Advisor
Partners:	Shawna Abbott, CUPE 947, Carolyn Howe, GVTA

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**A. COMMENCEMENT OF MEETING**

This meeting began at 6:30 p.m.

**A.1. Acknowledgement of Traditional Territories**

Official Trustee Bell 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**

The Official Trustee passed the following motion:

That the March 31, 2025 agenda be approved.

**A.3. Approval of the Minutes**

The Official Trustee passed the following motion:



That the February 25, 2025 minutes be approved.

**A.4. Business Arising from the Minutes**

None.

**A.5. District Presentations**

None.

**A.6. Community Presentations**

None.

**B. CORRESPONDENCE**

**B.1. March 19, 2025, Corporation of the Township of Esquimalt to the Official Trustee, Trustee Electoral Area Election Model**

**C. OFFICIAL TRUSTEE REPORT**

**C.1. Official Trustee Report**

Official Trustee Bell provided a verbal report which included the following items:

- Thankful for the opportunity to meet with so many people over the past two months
- Current focus on the preparation of the 2025-2026 Annual Budget; highlighted special meetings with partners and upcoming meetings where the balanced budget will be presented and then finalized
- Spent 3 days in meetings for trustees: one day with Board Chairs, one day with the Superintendent, Secretary-Treasurer and Ministry, and one day with trustee representatives from Vancouver Island with the highlight being a tour of the new Victoria High School
- Met with the Minister of Education and Child Care to discuss the Safety Plan and provide an update
- Next Board meeting will be face-to-face with an option to access the meeting online if unable to attend in person; livestreaming on YouTube will continue

**D. BOARD COMMITTEE REPORTS**

**D.1. Policy Sub-Committee**

Secretary-Treasurer Stride stated that the Policy Sub-Committee met and reviewed Board Bylaws and Policies specific to the recent change in the composition of the Board of Education.

Education Partners provided comment on the bylaw suspensions and revisions.



The Official Trustee passed the following motion.

That the Official Trustee of School District No. 61 (Greater Victoria) agrees to give all three readings of the temporary suspension or revision of Board Bylaws specific to the change in the composition of the Board of Education at the March 31, 2025 Board meeting.

The Official Trustee passed three readings of the following bylaw:

That the following suspended Board Bylaws:

- 1) Bylaw 9130.0 Standing Committees
- 2) Bylaw 9130.1 The Education Policy and Directions Committee
- 3) Bylaw 9130.2 The Operations Policy and Planning Committee
- 4) Bylaw 9250.2 Notices of Motion
- 5) Bylaw 9360.2 Meetings of the Standing Committees

AND FURTHER,

the following revised Board Bylaws:

- 1) Bylaw 9010.0 Bylaws of the Board
- 2) Bylaw 9011.0 Poll Votes
- 3) Bylaw 9110.0 Organization
- 4) Bylaw 9130.3 Policy Sub-Committee
- 5) Bylaw 9130.4 Audit Sub-Committee
- 6) Bylaw 9140.0 Ad Hoc Committee of the Board
- 7) Bylaw 9210.0 The Development of Policy
- 8) Bylaw 9220.0 Administrative Regulations
- 9) Bylaw 9221.0 Board Administration Relationships
- 10) Bylaw 9222.0 Trustee Access to Information
- 11) Bylaw 9330.1 Appeal Process (and attachment)
- 12) Bylaw 9360.0 General Meeting of the Board
- 13) Bylaw 9360.01 Question Period During General Meetings of the Board of Education
- 14) Bylaw 9360.1 In-Camera Meetings: General Sessions
- 15) Bylaw 9368.0 Procedure

Be read a first time the 31<sup>st</sup> day of March, 2025;

Be read a second time the 31<sup>st</sup> day of March, 2025;

Be read a third time, passed and adopted the 31<sup>st</sup> day of March, 2025.

## **E. DISTRICT LEADERSHIP TEAM REPORTS**

### **E.1. Superintendent's Report**

#### **a. Monthly Report**



Superintendent Whitten provided the report for information.

b. March 31, 2025 Safety Plan

Superintendent Whitten and Dr. Kevin Godden provided the Safety Plan.

The Official Trustee had questions of clarification.

The Official Trustee passed the following motion:

That the Official Trustee of School District No. 61 (Greater Victoria) approves the Safety Plan for submission to the Minister of Education and Child Care.

**E.2. Secretary-Treasurer's Report**

a. 2025-2026 Capital Plan Bylaw

Secretary-Treasurer Stride provided rationale for the motions.

The Official Trustee passed the following motion:

That the Official Trustee of School District No. 61 (Greater Victoria) agrees to give all three readings of School District No. 61 (Greater Victoria) Capital Bylaw No. 2025/26-CPSD61-01 at the March 31, 2025 Board meeting.

The Official Trustee passed three readings of the following bylaw:

That the Board of Education of School District No. 61 (Greater Victoria) Capital Bylaw No. 2025/26-CPSD61-01 for the 2025/26 Annual Five-Year Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 25, 2025, be:

Read a first time this 31st day of March, 2025;

Read a second time this 31st day of March, 2025;

Read a third time, passed and adopted this 31st day of March, 2025;

And that the Secretary-Treasurer and the Official Trustee be authorized to sign, seal and execute this Bylaw on behalf of the Board.

b. Local Capital – District Contribution Cedar Hill Middle Seismic Capital Project

Secretary-Treasurer Stride provided rationale for the motion.

The Official Trustee passed the following motion:

That the Official Trustee of School District No. 61 (Greater Victoria) approves the allocation of \$3,618,499 from the Local Capital Reserve for the District



contribution to the Cedar Hill Middle School Seismic Capital Project as set out by the Ministry of Education and Child Care.

c. Monthly Financial Report: February 2025

Secretary-Treasurer Stride provided the report for information.

The Official Trustee had questions of clarification.

d. Monthly Budget Change Report: February 2025

Secretary-Treasurer Stride provided the report for information.

The Official Trustee had questions of clarification.

e. 2025-2026 Budget Update

i. 2025-2026 Budget Development Process

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

f. Quarterly Facilities Operations and Capital Projects Update: March 2025

Director of Facilities Vistisen-Harwood provided the report for information.

Official Trustee Bell had questions of clarification.

g. Annual Water Sampling Report

Director of Facilities Vistisen-Harwood provided the report for information.

**F. QUESTION PERIOD**

None.

**G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS**

**G.1. Record of In-Camera Board of Education Meeting – February 25, 2025**

**H. NEW BUSINESS/NOTICE OF MOTIONS**

**H.1. New Business**

None.

**H.2. Notice of Motions**

None.



**I. ADJOURNMENT**

The Official Trustee adjourned the meeting at 7:27 p.m.

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Official Trustee

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Secretary-Treasurer

DRAFT





**The Board of Education of School District No. 61 (Greater Victoria)**  
**Special Budget Meeting**  
**MINUTES**  
**Via Zoom**  
**Wednesday, April 2, 2025, 6:30 p.m.**

Official Trustee: Sherri Bell

Administration: Deb Whitten, Superintendent, Katrina Stride, Secretary-Treasurer, Tom Aerts, Associate Superintendent, Sean Powell, Acting Associate Superintendent, Julie Lutner, Associate Secretary-Treasurer, Hervinder Parmar, Director of Finance, Budgets and Financial Reporting, Dr. Shelly Wilton, Director of Indigenous Education, Marni Vistisen-Harwood, Director of Facilities Services, Sarah Winkler, VPVPA

Songhees Nation: Erin Glasgow, Director of Education, Anevay Quocksister, Student Success Manager

Partners: Shawna Abbott, CUPE 947, Carolyn Howe, GVTA, Chris Clarke, GVTA, Norman Isaac, CUPE 382

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**A. COMMENCEMENT OF MEETING**

This meeting began at 6:30 p.m.

**A.1. Acknowledgement of Traditional Territories**

Official Trustee Bell 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**

The Official Trustee passed the following motion:

That the April 2, 2025 Special Budget Meeting agenda be approved.

**B. 2025-2026 ANNUAL BUDGET**

**B.1. Values and Guiding Principles**



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

**B.2. 2025-2026 Budget Development Process – What We Have Heard So Far**

Secretary-Treasurer Stride provided an overview of the 2025-2026 Budget Development Process.

**B.3. 2025-2026 Annual Budget Memo**

Secretary-Treasurer Stride presented the 2025-2026 Annual Budget.

**B.4. 2025-2026 Budget Balancing Recommendation Worksheet**

Secretary-Treasurer Stride presented the 2025-2026 Budget Balancing Recommendation Worksheet.

**B.5. Draft 2025-2026 Annual Budget Ministry Template**

Secretary-Treasurer Stride presented the Draft 2025-2026 Annual Budget Ministry Template.

**B.6. Draft Multi-Year Financial Plan Memo and Worksheet**

Secretary-Treasurer Stride presented the Draft Multi-Year Financial Forecast memo and worksheet.

**B.7. Questions and Feedback**

Education Partners asked questions of clarification. Responses to questions submitted in advance of the meeting were provided.

**C. ADJOURNMENT**

The Official Trustee adjourned the meeting at 7:43 p.m.

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Official Trustee

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Secretary-Treasurer





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

**Special Board Meeting**

**MINUTES**

**Via Zoom**

**Tuesday, April 8, 2025, 6:30 p.m.**

Official Trustee: Sherri Bell

Administration: Deb Whitten, Superintendent, Katrina Stride, Secretary-Treasurer, Tom Aerts, Associate Superintendent, Sean Powell, Acting Associate Superintendent, Julie Lutner, Associate Secretary-Treasurer, Hervinder Parmar, Director of Finance, Budgets and Financial Reporting, Dr. Shelly Wilton, Director of Indigenous Education, Jeff Davis, Director of International Education, Mike Knudson, Director of Human Resource Services, Sarah Winkler, VPVPA

Esquimalt Nation: Kalie Dyer, Director of Education

Songhees Nation: Anevay Quocksister, Student Success Manager

Partners: Shawna Abbott, CUPE 947, Carolyn Howe, GVTA

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**A. COMMENCEMENT OF MEETING**

This meeting began at 6:30 p.m.

**A.1. Acknowledgement of Traditional Territories**

Official Trustee Bell 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**

The Official Trustee passed the following motion:

That the April 8, 2025 Special Board Meeting agenda be approved.

**B. 2025-2026 ANNUAL BUDGET**

**B.1. 2025-2026 Annual Budget Memo - April 8, 2025**



Secretary-Treasurer Stride referenced the updated 2025-2026 Annual Budget Memo.

**B.1.1. 2025-2026 Budget Balancing Recommendations Worksheet (Updated)**

Secretary-Treasurer Stride referenced the updated 2025-2026 Budget Balancing Recommendation Worksheet.

**B.1.2. 2025-2026 Annual Budget Ministry Template (Updated)**

Secretary-Treasurer Stride referenced the updated 2025-2026 Annual Budget Ministry Template.

**B.1.3. Draft Multi-Year Financial Plan (Updated)**

Secretary-Treasurer Stride referenced the updated Draft Multi-Year Financial Plan.

**B.1.4. Agenda Package – Special Budget Meeting – April 2, 2025**

Secretary-Treasurer Stride provided the Agenda Package from the Special Budget Meeting on April 2, 2025.

**B.1.5. Questions and Feedback**

Responses to questions submitted in advance of the meeting were provided.

**B.2. Budget Bylaw Readings**

The Official Trustee passed the following motion:

That the Official Trustee of School District No. 61 (Greater Victoria) agrees to give all three readings of the Board of Education of School District No. 61 (Greater Victoria) 2025-2026 Annual Budget Bylaw at the Special Board Meeting on April 8, 2025.

The Official Trustee passed the first reading of the following bylaw:

That the Board of Education of School District No. 61 (Greater Victoria) 2025-2026 Annual Budget Bylaw in the amount of \$331,518,909 be:

Read a first time on the 8th day of April, 2025.

The Official Trustee passed the second reading of the following bylaw:

That the Board of Education of School District No. 61 (Greater Victoria) 2025-2026 Annual Budget Bylaw in the amount of \$331,518,909 be:

Read a second time on the 8th day of April, 2025.



The Official Trustee passed the third reading of the following bylaw:

That the Board of Education of School District No. 61 (Greater Victoria) 2025-2026 Annual Budget Bylaw in the amount of \$331,518,909 be:

Read a third time, passed and adopted on the 8th day of April, 2025;

And that the Secretary-Treasurer and the Official Trustee be authorized to sign, seal and execute this Bylaw on behalf of the Board.

Official Trustee Bell expressed thanks to everyone who provided input during the 2025-2026 budget development process and to the Financial Services staff for all they have done to prepare the budget. Official Trustee Bell shared that the budget process for the 2026-2027 school year will be developed with the feedback received from the online survey and further discussion with partners.

### **C. ADJOURNMENT**

The Official Trustee adjourned the meeting at 6:57 p.m.

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Official Trustee

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Secretary-Treasurer



## News from School District No. 61



**Apr 4 - Oak Bay and Reynolds students receive impressive scholarship as high-achieving golf caddies**

- [Black Press](#)
- [Victoria Buzz](#)



**Apr 10 - Student-led Equity, Diversity, and Inclusion Forum provided platform for minority students to voice experiences and improve inclusivity**



**Apr 11 - Future in Justice event introduced female BIPOC students to a variety of law career pathways**



**Apr 12 - Astronomy expert visits Vic High**

- [Times Colonist](#)



**Apr 16 - Second annual Wellness Resource Fair at Vic High connects students with mental health and wellness resources in the community**



**Apr 16 - Reynolds students host all candidates election forum**

- [Black Press](#)



## News Continued



**Apr 17 - Principal and Vice-Principal spread Easter cheer at Craigflower Elementary**



**Apr 18 - Campus View Elementary participating in Bike Bus program**

- [Black Press](#)



**April 24 - SD61 Career Fair hosted 100+ exhibitors for secondary students**

## Congratulations / Gratitude

Congrats to Cedar Hill Middle School staff for hosting two celebratory events as they prepare for transitioning to their new replacement school.

Congrats to all Youth Work in Trades Award winners!

Thank you to all our Administrative Professionals for their hard work to keep our schools and district programs organized.

Thank you to our Health and Safety team for acknowledging the National Day of Mourning on April 28 and supporting our workers always.

## Upcoming

**May 3** - PISE Family Festival

**May 5** - Red Dress Day

**May 5** - Mental Health Week

**May 12** - Rainbow Week

**May 15** - Moose Hide Campaign Day

**May 15** - District Orientation / Student Transition Day

**May 17** - International Day Against Homophobia, Biphobia and Transphobia

**May 25** - AccessAbility Week



# Office of the Associate Superintendent

*Tom Aerts – Associate Superintendent*

**To:** Board of Education Meeting

**From:** Tom Aerts, Associate Superintendent

**Date:** April 29, 2025

**RE:** 2027-2028 School Calendar

## **Background:**

Following consultations with CUPE 382, CUPE 947, GVTA, VCPAC, VPVPA, and School Districts 62 and 63, a draft calendar has been developed for the 2027/2028 school year. The school calendars for both the 2025/2026 and 2026/2027 school years have already been approved by the previous Board. Our goal is to align these calendars as closely as possible with our neighbouring districts, Sooke and Saanich, while ensuring ample notice for community members. The approval of this school calendar will re-establish a three-year calendar extending through the 2027/2028 school year.

The Board must provide an opportunity for parents and representatives of the employees to provide comments to the Board with respect to the proposed school calendar.

## **Recommended Motion:**

That the Official Trustee of School District No. 61 (Greater Victoria) approve the posting of the following 2027-2028 school calendar on the School District website for a period of one month.

*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.*



	2027-2028 School Calendar
Professional Development Days (Non-instructional days)	Monday, September 20, 2027 Friday, October 22, 2027 Friday, November 26, 2027 Friday, February 18, 2028 Friday, May 19, 2028 * One additional day with date chosen by each school
School Opening	Tuesday, September 7, 2027
National Day of Truth and Reconciliation	Thursday, September 30, 2027
Thanksgiving	Monday, October 11, 2027
Remembrance Day	Thursday, November 11, 2027
Last day of classes before Winter vacation	Friday, December 17, 2027
Schools re-open after Winter vacation	Tuesday, January 4, 2028
Family Day	Monday, February 21, 2028
Last day of class before Spring vacation	Friday, March 17, 2028
Schools re-open after Spring vacation	Monday, April 3, 2028
Good Friday	Friday, April 14, 2028
Easter Monday	Monday, April 17, 2028
Victoria Day	Monday, May 22, 2028
Administrative Day and School Closing	Friday, June 30, 2028

*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





# Office of the Associate Superintendent

School District No. 61 (Greater Victoria)  
556 Boleskine Road, Victoria, BC V8Z 1E8  
Phone (250) 475-4220 Fax (250) 475-4112

*Tom Aerts – Associate Superintendent*

**To:** Board of Education Meeting  
**From:** Tom Aerts, Associate Superintendent  
**Date:** April 29, 2025  
**RE:** 2025-2026 Specialty Academy Fees

## Background:

In accordance with Section 82.1 of the School Act, a Board may charge a student enrolled in a specialty academy fees relating to the direct costs incurred by the Board in providing the specialty academy that are in addition to the costs of providing a standard educational program. The Parent Advisory Council where the specialty academy is offered must be consulted and approval of the schedule of fees must be obtained by the Parent Advisory Council, after which a Board that offers specialty academy must establish a schedule of fees to be charged and make the schedule of fees available to the public. This must be completed by July 1<sup>st</sup>.

In accordance with [Policy 6159](#), the Greater Victoria Board of Education is committed to ensuring that no student will be denied educational opportunities due to financial hardship.

## Discussion:

Attached to this memorandum is the Academy Schedule of Fees, approved and signed by their Parent Advisory Councils, for:

- Esquimalt High School Rugby Academy
- Lambrick Park Diamond for Excellence Baseball and Softball Academy
- Reynolds Secondary Centre for Soccer Excellence Academy
- Spectrum Hockey Skills Academy

## Recommended Motion:

That the Official Trustee of School District No. 61 (Greater Victoria) make available to the public via the District website, the schedules of fees that have been approved by the Parent Advisory Council for the school where the Official Trustee proposes to offer a specialty academy.

*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.*





# ESQUIMALT HIGH SCHOOL

847 Colville Road, Victoria, B.C. V9A 4N9

phone 382-9226 fax 361-1263 esquimalt@sd61.bc.ca

## The Esquimalt High School Rugby Academy

Section 82.1 (2) of the School Act states: "A board may offer Specialty Academies if..."

- (a) The board has consulted with the parents' advisory council for the school where the board proposes to offer the specialty academy, and

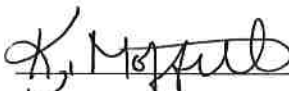
Section 82.1 (6) Before establishing a schedule of fees.... a board must:

- (a) Consult with the parents' advisory council for the school where the specialty academy is offered, and
- (b) Obtain the approval of the parents' advisory council for the schedule of fees.

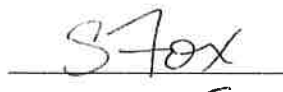
The following is the 2025-26 fee structure for the **Esquimalt High School Rugby Academy** as approved by our parent advisory council:

The cost to students for participating in the **Esquimalt High School Rugby Academy** is **\$100** per month for a yearly fee (10 months) of **\$1000**. Consistent with district policy, no student will be excluded due to financial hardship.

Signatures:

  
\_\_\_\_\_  
Krista Moffett  
PAC Member Signature & Name

  
\_\_\_\_\_  
Kirsten Andersen  
PAC Member Signature & Name

  
\_\_\_\_\_  
Sue Fox  
PAC Member Signature & Name

  
\_\_\_\_\_  
Meaghan Shute  
PAC Member Signature & Name

Sarah Garr  
  
\_\_\_\_\_  
Principal Signature & Name





# Lambrick Park Secondary School

4139 Torquay Drive, Victoria, B.C. V8N 3L1

Phone: 250-477-0181 Fax #: 250-477-0143

Website: [www.lambrickpark.sd61.bc.ca](http://www.lambrickpark.sd61.bc.ca)

Email: [lambrickpark@sd61.bc.ca](mailto:lambrickpark@sd61.bc.ca)

*Gord Mitchell, Principal*

*Emily Mathias, Vice Principal*

## The Lambrick Park Secondary Baseball and Softball Academy

Section 82.1 (2) of the School Act states: "A board may offer Specialty Academies if..."

- (a) The board has consulted with the parents' advisory council for the school where the board proposes to offer the specialty academy, and

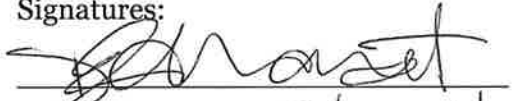
Section 82.1 (6) Before establishing a schedule of fees.... a board must:

- (a) Consult with the parents' advisory council for the school where the specialty academy is offered, and  
(b) Obtain the approval of the parents' advisory council for the schedule of fees.


The following is the 2025-26 fee structure for the **Lambrick Park Secondary Baseball and Softball Academy** as approved by our parent advisory council:

The cost to students for participating in the **Lambrick Park Secondary Baseball and Softball Academy** is **\$156** per month for a yearly fee (10 months) of **\$1560** Consistent with district policy, no student will be excluded due to financial hardship.

Signatures:

  
Dana Eckardt


PAC Member Signature & Name

  
Amanda Mackenzie

PAC Member Signature & Name

  
Norey Phagura


PAC Member Signature & Name

  
Sally Tinis

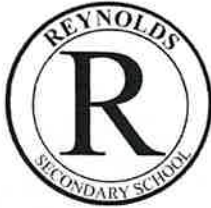
PAC Member Signature & Name

  
MICHELLE BARKWAY

Principal Signature & Name

  
Gord Mitchell  
Principal





# École Reynolds Secondary School

3963 Borden St. Victoria, BC V8P 3H9  
Telephone: (250) 479-1696  
www.reynolds.sd61.ca reynolds@sd61.bc.ca

## The Reynolds Centre for Soccer Excellence

Section 82.1 (2) of the School Act states: "A board may offer Specialty Academies if..."

- (a) The board has consulted with the parents' advisory council for the school where the board proposes to offer the specialty academy, and

Section 82.1 (6) Before establishing a schedule of fees.... a board must:

- (a) Consult with the parents' advisory council for the school where the specialty academy is offered, and
- (b) Obtain the approval of the parents' advisory council for the schedule of fees.

The following is the 2025-26 fee structure for the Reynolds Centre for Soccer Excellence as approved by our parent advisory council:


The cost to students for participating in the Reynolds Centre for Soccer Excellence is \$1,144.00 for a yearly fee for grade 9, 10 and 11 students and \$624.00 for grade 12 students.

Consistent with district policy, no student will be excluded due to financial hardship.

Signatures:

  
Maryse Neilson.

PAC Member Signature & Name

  
Peter Tyrell

PAC Member Signature & Name

\_\_\_\_\_  
PAC Member Signature & Name

\_\_\_\_\_  
PAC Member Signature & Name

  
Bruce Bidney  
Principal Signature & Name





# SPECTRUM COMMUNITY SCHOOL

957 Burnside Road  
Victoria, BC V8Z 6E9  
Email: [spectrum@sd61.bc.ca](mailto:spectrum@sd61.bc.ca)

The Spectrum Hockey Academy

Section 82.1 (2) of the School Act states: "A board may offer Specialty Academies if..."

- (a) The board has consulted with the parents' advisory council for the school where the board proposes to offer the specialty academy, and

Section 82.1 (6) Before establishing a schedule of fees.... a board must:

- (a) Consult with the parents' advisory council for the school where the specialty academy is offered, and
- (b) Obtain the approval of the parents' advisory council for the schedule of fees.

The following is the 2025-26 fee structure for the Spectrum Hockey Academy as approved by our parent advisory council:

The cost to students for participating in the Spectrum Hockey Academy is \$175.00 per month for a yearly fee (10 months) of 1750.00 AMOUNT. Consistent with district policy, no student will be excluded due to financial hardship.

Signatures:

Christine SurrIDGE  
C SurrIDGE  
PAC Member Signature & Name

Kindree Draper  
[Signature]  
PAC Member Signature & Name

SERENA JAMRA  
[Signature]  
PAC Member Signature & Name

\_\_\_\_\_  
\_\_\_\_\_  
PAC Member Signature & Name

Aaron Norris  
[Signature]  
Principal Signature & Name



# 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: April 29, 2025

RE: **2025-2026 Annual Facility Grant (AFG) Expenditure Plan Submission**

## Annual Facility Grant (AFG) Ministry Policy

As per the Ministry of Education and Child Care website, the AFG is intended for annual facility projects required to maintain facility assets through their anticipated economic life and to prevent premature deterioration of these assets.

The amount of a board of education's annual facility grant will be calculated by the Ministry of Education and Child Care using a formula based on student enrolment and average age of facilities, with an adjustment made for unique geographic factors.

A board of education may expend its annual facility grant for the purpose of:

- upgrading or replacing existing facility components throughout the expected economic life of an existing capital asset;
- enhancing the service potential of an existing capital asset or a component of an existing capital asset by correcting deficiencies in design or construction, and unsafe conditions;
- significantly lowering the associated operating costs of an existing capital asset; or
- extending the life of an existing capital asset or a component of an existing capital asset beyond its original life expectancy.

A board of education is responsible for managing its annual facility grant funds to enable any emergent health and safety expenditures to be addressed within a fiscal year.

There are 9 main categories of eligible AFG expenditures:

- **Accessibility upgrades** (improvements related to access for persons with mobility issues or physical disabilities);
- **Asbestos Abatement** (mitigation and/or remediation of asbestos affected areas);
- **Electrical upgrades** (improvements or replacements of power supply and distribution systems, fire protection systems, and technological infrastructure upgrades to accommodate computer and telecommunications networks);

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- **Exterior Wall System upgrades** (improvements to protect the fabric of the building, including exterior painting, window and door replacement, building envelope repair and replacement, structural and non-structural seismic mitigation);
- **HVAC upgrades** (improvements, replacements or provision of heating, ventilation, and air conditioning systems);
- **Interior Construction upgrades** (improvements of school facilities related to flooring, wall partitions, non-structural upgrades, and the provision of educational programming);
- **Plumbing upgrades** (improvements, replacements or provision of washroom and plumbing systems, and safe drinking water);
- **Roofing upgrades** (scheduled roof replacements and major roof repairs);
- **Site upgrades** (site improvements including positive site drainage; repairs to sidewalks, parking lots, site access/egress, paved work areas, paved play areas, and play fields; repairs, upgrading or replacement of playground equipment; perimeter safety fencing; contaminated soil remediation; underground storage tanks removal; sewer or water services; underground irrigation systems; traffic safety).

Expenditures for annual facility projects may include any associated consultant fees.

Examples of ineligible use of annual facility grants include:

- building expansions resulting in increases to gross facility area or nominal capacity
- building acquisitions
- site acquisitions
- acquisition of equipment, furnishings, personal computers and peripherals, servers, or vehicles and their accessories.

### **2025-2026 Annual Facility Grant (AFG)**

For 2025-2026, the District will receive funding in the amount of \$5,617,839 for AFG; \$741,458 in Operating (\$810,431 less a recovery of \$68,973 for its share of the Capital Asset Management System), and \$4,876,381 in Capital. Total AFG funding in 2025-2026 has increased \$437,978 from the funding received in 2024-2025.

The 2025-2026 AFG Expenditure Plan Submission encompasses total AFG funding of \$5,617,839.

### **2025-2026 AFG Expenditure Plan Submission**

To comply with Treasury Board direction, each school district must annually provide the Ministry with an AFG expenditure plan prior to the allocation of AFG funding. Specifically, each school district's plan will include a list of AFG projects and expenditures expected to be undertaken during the Ministry's fiscal year (April 1st to March 31st). The deadline for submission of the 2025-2026 AFG expenditure plan is May 16, 2025.

The District's 2025-2026 AFG Expenditure Plan Submission is attached for information.

### **Supporting Document**

2025-2026 Annual Facility Grant (AFG) Expenditure Plan Submission



# Submission Summary

<b>Submission Summary:</b>	AFG 2025/2026   2025-05-16   MAIN - K12
<b>Submission Type:</b>	Expenditure Plan
<b>School District:</b>	Greater Victoria (SD61)
<b>Open Date:</b>	2025-04-07
<b>Close Date:</b>	2025-05-16
<b>Submission Status:</b>	Draft

Submission Category	Sum Total Project Cost
AFG	\$5,617,839
<b>Total</b>	<b>\$5,617,839</b>

AFG							
Project Number	Existing Facility?	Facility/Site	Project Type	VFA Requirement #	SD Project ID	Project Description	Total Project Cost
168578	Yes	Arbutus Global Middle School	Interior Construction (AFG)			Interior and Exterior paint and repair	\$225,000
168593	Yes	Arbutus Global Middle School	Electrical (AFG)			Network Infrastructure Upgrade	\$20,000
168899	Yes	Arbutus Global Middle School	Interior Construction (AFG)			Replacement of the glass roof and window walls that are no longer serviceable	\$110,000
168594	Yes	Campus View Elementary	Electrical (AFG)			Network Infrastructure Upgrade	\$25,000
168567	Yes	Central Middle School	Electrical (AFG)			LED lighting Upgrade	\$70,000
168583	Yes	Colquitz Middle School	HVAC (AFG)			Recommissioning and Optimization of DDC	\$9,000
168597	No	District Wide	Accessibility Upgrades (AFG)			Accessibility Upgrades	\$100,000
168598	No	District Wide	Asbestos Abatement (AFG)			Asbestos Removal	\$100,000
168574	Yes	Doncaster Elementary	Roofing (AFG)			Replace Areas 2,3A, 3B, 4 and 7B	\$730,000
168572	Yes	Eagle View Elementary	Roofing (AFG)			Replace Area 2 with metal roof	\$185,000
168595	Yes	Ecole Willows Elementary	Electrical (AFG)			Network Infrastructure Upgrade	\$10,000
168592	Yes	Esquimalt High	Electrical (AFG)			Network Communications Upgrade	\$10,000
168573	Yes	George Jay Elementary	Roofing (AFG)			Replace Area 6	\$190,000
168575	Yes	Glanford Middle School	Roofing (AFG)			Replace Areas 1E,F, G and 10	\$350,000
168582	Yes	Glanford Middle School	HVAC (AFG)			Recommissioning and Optimization of DDC	\$9,000
168586	Yes	Hillcrest Elementary	Electrical (AFG)			Telecommunications Upgrade	\$35,000
168601	Yes	Hillcrest Elementary	HVAC (AFG)			Replace old Herman Nelsons units in classrooms	\$250,000



## Submission Summary

168576	Yes	James Bay Community	Interior Construction (AFG)			Gym Floor Upgrade	\$150,000
168901	Yes	James Bay Community	Interior Construction (AFG)			Floor replacement in 8 rooms and corridor 1016	\$90,000
168569	Yes	Lambrick Park Secondary	Electrical (AFG)			LED Lighting Upgrade - Math Wing	\$25,000
168587	Yes	Lansdowne Middle School	Electrical (AFG)			Telecommunications Upgrade	\$20,000
168563	Yes	Margaret Jenkins Elementary	HVAC (AFG)			DDC upgrade	\$65,000
168580	Yes	Mckenzie Elementary	HVAC (AFG)			Gyms - DDC Upgrades and optimization	\$7,500
168606	Yes	Mount Douglas Secondary	Plumbing (AFG)			Water Line Upgrade and Fire System Compressor Upgrade	\$200,000
168526	Yes	Oaklands Elementary	Roofing (AFG)			Roof replacement for the 1914 building	\$300,000
168570	Yes	Oaklands Elementary	HVAC (AFG)			Ventilation Upgrade -1013 building unit ventilators	\$650,000
168591	Yes	Oaklands Elementary	Electrical (AFG)			Telecommunications Upgrades	\$25,000
168564	Yes	Shoreline Community Middle School	HVAC (AFG)			DDC Upgrade	\$70,000
168596	Yes	Shoreline Community Middle School	Electrical (AFG)			Network Infrastructure Upgrade	\$15,000
168588	Yes	Sir James Douglas Elementary	Electrical (AFG)			Network Infrastructure Upgrade	\$50,000
168568	Yes	Spectrum Community School	Electrical (AFG)			LED Lighting Upgrade - Large Gym and Optimization of DDC	\$25,000
168600	Yes	Spectrum Community School	Interior Construction (AFG)			Kitchen Upgrades	\$150,000
168566	Yes	Strawberry Vale Elementary	HVAC (AFG)			DDC Upgrade	\$150,000
168571	Yes	Strawberry Vale Elementary	Exterior Wall Systems (AFG)			Exterior Siding Upgrade	\$150,000
168589	Yes	Strawberry Vale Elementary	Electrical (AFG)			Network Infrastructure Upgrade	\$40,000
168900	Yes	Tillicum Community School	Exterior Wall Systems (AFG)			Replace single pane windows	\$100,000
168604	No	Various Site	Plumbing (AFG)			Install Backflow Devices on Fire Sprinkler Systems at SJ Willis, Tolmie, Lansdowne North, Shoreline, Craigflower, George Jay, Lake Hill, Macaulay, Northridge, and Rogers	\$100,000
168603	No	Various Sites	Site Upgrades (AFG)			Paving and site prep for various side walks and parking lots. The sites are Torquay, Tolmie, Lansdowne North, Shoreline, Glanford, Vic West, Oak Bay, Reynolds, and Hillcrest	\$175,000
168605	No	Various Sites	Electrical (AFG)			Elevator and Lift Upgrades - Braefoot, Cloverdale, Reynolds, Willows, Craigflower	\$194,839
168608	No	Various Sites	Site Upgrades (AFG)			Field Upgrades - aeration, sand, soil, seed - Mt.Doug, Spectrum, Esquimalt, Lambrick Park, Rockheights, Colquitz, Shoreline, Oak Bay, Arbutus	\$50,000
168579	Yes	Victor School	HVAC (AFG)			Gym - DDC Upgrade	\$7,500
168565	Yes	Victoria West Elementary	HVAC (AFG)			DDC Upgrade	\$130,000



## Submission Summary

168602	Yes	Victoria West Elementary	Interior Construction (AFG)			Interior Paint	\$200,000
168590	Yes	View Royal Elementary	Electrical (AFG)			Network Infrastructure Upgrade	\$50,000
						Submission Category Total:	<b>\$5,617,839</b>



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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: April 29, 2025

RE: **2026-2027 Annual Five-Year Capital Plan – DRAFT**

## Annual Five-Year Capital Plan

The District is required to annually prepare and submit to the Ministry a five-year capital plan. The Ministry expects that the capital plan will reflect a strategy for balancing the supply of existing facilities against both current and projected enrolment demands. There is also an expectation that the capital plan will reflect the replacement or rejuvenation of existing facilities, including seismic upgrades and building envelope remediation.

The five-year capital plan includes both major and minor capital programs. The deadline for submission of the capital plan is as follows:

- Major Capital Programs (EXP, SMP) – June 30, 2025
- Minor Capital Programs (CNCP, PEP, SEP) – September 30, 2025
- Minor Capital Program (FIP) – October 1, 2025

The staggered deadlines allow for additional flexibility and time to plan over the summer; however, the District will be submitting both major and minor capital programs by June 30, 2025.

## Major Capital Programs

Planning for major capital programs is over a five-year period. Major capital programs in the draft submission include:

- School Expansion Program (EXP) – increase capacity of existing school (includes additions)
- Seismic Mitigation Program (SMP) – seismically upgrade or replace existing school to mitigate seismic risk

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The **Major Capital Plan Submission** includes the following requests totalling **\$221,124,629**:

**School Expansion Program (EXP) - Additions:**

Reynolds Secondary	31,141,526
Cedar Hill Middle	15,002,449
	<b>\$46,143,975</b>

**Seismic Mitigation Program (SMP):**

Shoreline Middle	\$72,659,075
Reynolds Secondary	45,127,941
Northridge Elementary	20,758,807
Victoria West Elementary	12,180,187
Richmond Elementary	18,331,638
McKenzie Elementary	5,923,006
	<b>\$174,980,654</b>

Details for each of these projects can be located in the attached Draft 2026-2027 Major Capital Submission Summary.

**Minor Capital Programs**

Planning for minor capital programs is over a one-year period. Minor capital programs in the draft submission include:

- Carbon Neutral Capital Program (CNCP) – energy-efficiency projects that lower carbon emissions
- Playground Equipment Program (PEP) – new or replacement universally accessible playgrounds
- School Enhancement Program (SEP) – renovate or upgrade buildings to help extend the life
- Food Infrastructure Program (FIP) – one-time capital costs for Feeding Futures Food Program

The **Minor Capital Plan Submissions** include the following requests totalling **\$5,910,000**:

**Carbon Neutral Capital Program (CNCP):**

Torquay Elementary	Electrical	\$500,000
Uplands Elementary	HVAC	700,000
Strawberry Vale Elementary	HVAC	500,000
Arbutus Middle	Energy	400,000
Lambrick Park Secondary	HVAC	700,000
		<b>\$2,800,000</b>

**Playground Equipment Program (PEP):**

Craigflower Elementary	Replacement	\$195,000
Victoria West Elementary	Replacement	195,000
Oaklands Elementary	Replacement	195,000
		<b>\$585,000</b>



**School Enhancement Program (SEP):**

South Park Elementary	Roofing	\$750,000
Central – various sites	Plumbing	200,000
Victoria High	HVAC	700,000
Central Middle	Electrical	250,000
Spectrum Secondary	Interior Construction	400,000
		<b>\$2,300,000</b>

**Food Infrastructure Program (FIP):**

Colquitz – various sites	Food Infrastructure	225,000
		<b>\$225,000</b>

Details for each of these projects can be located in the attached Draft 2026-2027 Minor Capital (CNCP, PEP, SEP) Submission Summary for a total of \$5,685,000 and Draft 2026-2027 Minor Capital (FIP) Submission Summary for a total of \$225,000.

**Child Care Capital Planning**

There are no requests for either minor or major capital projects for Child Care for 2026-2027.

**2026-2027 Annual Five-Year Capital Plan - FINAL**

The Ministry requires that the 2026-2027 Annual Five-Year Capital Plan be approved by Board motion prior to submission to the Ministry; one motion for major capital, and one motion for minor capital. The final submission summaries for the 2026-2027 Annual Five-Year Capital Plan will be presented for approval at the Regular Board meeting on May 26, 2025. Ministry approval of requested 2026-2027 capital projects will be announced in March 2026.

**Supporting Documents**

Draft 2026-2027 Major Capital Submission Summary  
 Draft 2026-2027 Minor Capital (CNCP, PEP, SEP) Submission Summary  
 Draft 2026-2027 Minor Capital (FIP) Submission Summary



## Submission Summary

<b>Submission Summary:</b>	Major 2026/2027   2025-06-30   MAIN - K12
<b>Submission Type:</b>	Capital Plan
<b>School District:</b>	Greater Victoria (SD61)
<b>Open Date:</b>	2025-04-07
<b>Close Date:</b>	2025-06-30
<b>Submission Status:</b>	Draft

Submission Category	Sum Total Project Cost
Addition	\$46,143,975
Seismic	\$174,980,654
<b>Total</b>	<b>\$221,124,629</b>

ADDITION					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	156365	Reynolds Secondary	Addition	300 seat addition to meet secondary enrolment pressure.	\$31,141,526
2	160410	Cedar Hill Middle	Addition	4 classroom addition to meet middle school enrolment pressure.	\$15,002,449
				Submission Category Total:	<b>\$46,143,975</b>
SEISMIC					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	160418	Shoreline Middle	Full Replacement	Replace Shoreline Middle with a new facility.	\$72,659,075
2	150443	Reynolds Secondary	Partial Replacement	Seismic Upgrade of 6 H1 Blocks	\$45,127,941
3	150419	Northridge Elementary	Upgrade	Seismic Upgrade of 4 H1 Blocks	\$20,758,807
4	150473	Victoria West Elementary	Upgrade	Seismic Upgrade of 3 H1 Blocks	\$12,180,187
5	150444	Richmond Elementary	Upgrade	Seismic Upgrade of 3 H1 Blocks	\$18,331,638
6	150409	Mckenzie Elementary	Upgrade	Seismic Upgrade of 1 H1 Block, 1 H2 Block and 1 H3 Block.	\$5,923,006
				Submission Category Total:	<b>\$174,980,654</b>



## Submission Summary

<b>Submission Summary:</b>	Minor 2026/2027   2025-09-30   MAIN - K12
<b>Submission Type:</b>	Capital Plan
<b>School District:</b>	Greater Victoria (SD61)
<b>Open Date:</b>	2025-04-07
<b>Close Date:</b>	2025-09-30
<b>Submission Status:</b>	Draft

Submission Category	Sum Total Funding Requested
CNCP	\$2,800,000
SEP	\$2,300,000
PEP	\$585,000
<b>Total</b>	<b>\$5,685,000</b>

CNCP					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	168648	Torquay Elementary	Electrical (CNCP)	Six air handling units are at end of life and need replacing.	\$500,000
2	160412	Uplands Elementary	HVAC (CNCP)	Boiler replacement with energy efficient condensing boilers and DDC installation.	\$700,000
3	168676	Strawberry Vale Elementary	HVAC (CNCP)	Single boiler nearing end of life and needs replacement.	\$500,000
4	168688	Arbutus Global Middle School	Energy (CNCP)	Replace pneumatic heating valves and thermostats.	\$400,000
5	151404	Lambrick Park Secondary	HVAC (CNCP)	Replace existing boilers with new energy efficient units. New units will decrease GHG and save on energy. Current boilers are the oldest in the SD.	\$700,000
Submission Category Total:					<b>\$2,800,000</b>
PEP					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	168611	Craigflower Elementary	Replacement (PEP)	Craigflower has an aged wooden play structure that should be removed. The school and community will benefit from an accessible playgrounds for years to come.	\$195,000
2	152033	Victoria West Elementary	Replacement (PEP)	Vic West has a diverse community of needs and the students and community will benefit from an accessible playground. The school does not have an accessible playground on site and has one play space that is located down a long non-accessible pathway to the field below.	\$195,000
3	168649	Oaklands Elementary	Replacement (PEP)	Oaklands has a diverse selection of playground structure that are in various states of needing repairs and replacement. The school community has varied needs that will benefit from an accessible playground.	\$195,000
Submission Category Total:					<b>\$585,000</b>



## Submission Summary

SD Category Rank	Project Number	Facility/Site	Project Type	SEP	
				Project Description	Total Funding Requested
1	164563	South Park Family School	Roofing (SEP)	Phase 4 - Roof and terracotta and finial replacement for Heritage roof.	\$750,000
2	168747	Central Middle School	Plumbing (SEP)	Sprinkler head replacement at various sites.	\$200,000
3	168609	Victoria High School	HVAC (SEP)	Woodshop dust collector upgrade	\$700,000
4	168742	Central Middle School	Electrical (SEP)	Replace access points and switches at the following sites - Spectrum, Lansdowne North, Central, Gordon Head, Willows, Cloverdale, Campus View, and Mt.Doug.	\$250,000
5	151686	Spectrum Community School	Interior Construction (SEP)	Gym floor replacements. The current gym floors are in need of replacement as they have had some water damage. The replacement will be safer for the occupants while improving occupant comfort and reduce overall maintenance.	\$400,000
				Submission Category Total:	<b>\$2,300,000</b>



## Submission Summary

<b>Submission Summary:</b>	Minor 2026/2027   2025-10-01   FIP
<b>Submission Type:</b>	Capital Plan
<b>School District:</b>	Greater Victoria (SD61)
<b>Open Date:</b>	2025-04-07
<b>Close Date:</b>	2025-10-01
<b>Submission Status:</b>	Draft

Submission Category	Sum Total Funding Requested
SEP	\$225,000
<b>Total</b>	<b>\$225,000</b>

SEP					
SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Funding Requested
1	168868	Colquitz Middle School	Food Infrastructure (SEP)	Kitchen expansions due to the increased needs to Colquitz, Northridge, Glanford, Reynolds, SJ Burnside, and Esquimalt.	\$225,000
Submission Category Total:					<b>\$225,000</b>



# 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*

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**TO:** The Board of Education

**FROM:** Katrina Stride, Secretary-Treasurer

**DATE:** April 29, 2025

**RE:** **Tillicum Elementary – Green Infrastructure Project Update**

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## **Background**

The District of Saanich received a grant from the Union of BC Municipalities (UBCM) for a Green Infrastructure and Climate Resiliency Demonstration Project through the Disaster Risk Reduction – Climate Adaptation stream of the Community Emergency Preparedness Fund. A portion of the grant has been earmarked to create a green corridor by installing a rain garden, planting trees and native plants around Tillicum Elementary School to reduce heat, help mitigate flooding and cut carbon emissions for the entire Tillicum Community.

## **Tillicum Elementary School Open House and Survey**

The School District and the District of Saanich hosted a collaborative public open house at Tillicum Elementary School on March 11, 2025. The purpose of the open house was to gather feedback on a proposed design for the school's exterior landscape. The design aims to mitigate growing climate change impacts through the planting of Indigenous trees and plants. The project design also includes a raingarden and outdoor classroom, subject to additional funding.

The School District also launched a public online survey which was open to receive responses from March 11, 2025 to April 8, 2025.

## **Tillicum Elementary School Engagement Report**

The attached Tillicum Elementary School Engagement Report – Green Infrastructure and Climate Resiliency dated April 2025 includes the feedback received from the public open house and online survey.

*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.*





# Tillicum Elementary School Engagement Report

Green Infrastructure and Climate Resiliency

April 2025



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## Introduction

The Greater Victoria School District and the District of Saanich identified a collaborative, climate-focused opportunity to improve the Tillicum Elementary School site through green infrastructure. The project is also a product of a renewed passion initially expressed by the school's Parent Advisory Council to plant trees on the property.

Through informal feedback avenues within the school's learning community and at the District level, the project grew to include a rain garden to address a flooding and drainage issue due to the slope of the concrete near the school's playground. An outdoor classroom was also added to the project, incorporating an educational space into the landscape design.

Thanks to the efforts of the municipality of Saanich, the project is being generously supported by a \$396,865 grant from the Disaster Risk Reduction-Climate Adaptation funding stream of the Provincial Community Engagement Preparedness Fund. This is administered by the Union of BC Municipalities.

The project as a whole has many benefits of which contribute to the municipality's desire to increase tree canopy cover in the Tillicum-Burnside neighborhood and satisfy climate action goals within their Tillicum Green Infrastructure Project.

## Purpose

This document aims to capture public feedback on the proposed landscape design of the Tillicum Elementary site gathered through an open house and online survey.

The goals of the engagement were to inform the public about:

- 1) The Tillicum Green Infrastructure Project, a partnership project coordinated by the District of Saanich to mitigate climate change and upgrade the Tillicum-Burnside area with more tree canopy cover.
- 2) The importance of climate change awareness and the impacts of extreme heat and rainfall.
- 3) Native tree planting, vegetation, and raingardens and their ability to mitigate climate hazards.
- 4) The importance of Indigenous knowledge when restoring and caring for natural areas.
- 5) Future project engagement opportunities including a blessing of the land when the time comes to begin planting, in-class learning for students and staff, and a ceremony to celebrate the project once completed.

Feedback on a proposed design focused on:

- 1) Tree and shrub planting (with split rail fencing in various areas on the school site)
- 2) A potential raingarden (subject to grant body approval).
- 3) An outdoor classroom (subject to funding).



## Communications & Advertising

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

	Group	Medium	Date
1	Senior Leadership Team & Official Trustee	Email with PDF Invitation	February 27, 2025
2	Four Houses	Email with PDF Invitation	February 27, 2025
3	Tillicum Staff & PAC	Email with PDF Invitation	February 27, 2025
4	Tillicum Families	School Messenger	February 27, 2025
5	Burnside Gorge Community Association	Email with PDF Invitation	February 27, 2025

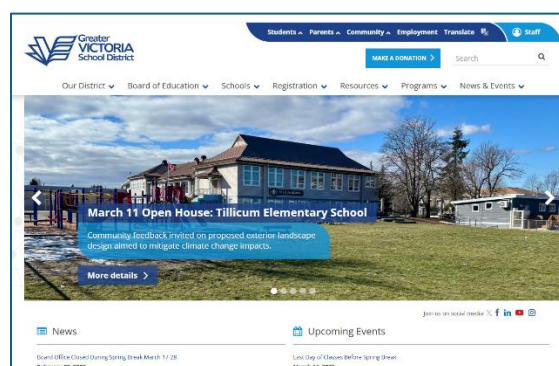
After invitations were sent out, a media advisory was distributed to promote both the open house and the survey which was to go live the same day, March 11, 2025. The media advisory was sent to local radio stations, TV stations, and newspapers (CFAX, CTV, CHEK, Times Colonist, Black Press, etc.) and earned coverage via the [Times Colonist](#), [Black Press](#), and [Victoria Buzz](#). The media advisory was also posted to the School District's website and advertised on the home page of the website using the banner slide function.

The open house and survey were advertised through print ads in Black Press newspapers and on the School District's social media platforms (Instagram, Facebook).

Flyers promoting the open house and the feedback survey were distributed to 131 houses in the Tillicum neighbourhood on March 1, 2025. The flyer/invitation is included as **Appendix A** within this report.



Print ad for Black Press Media

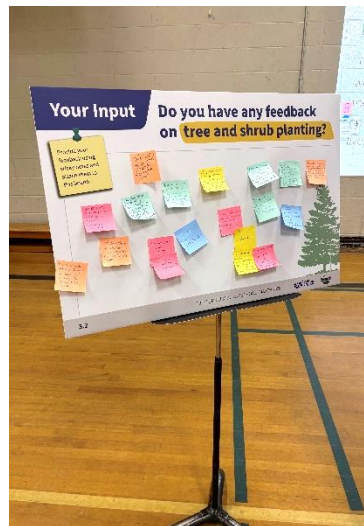
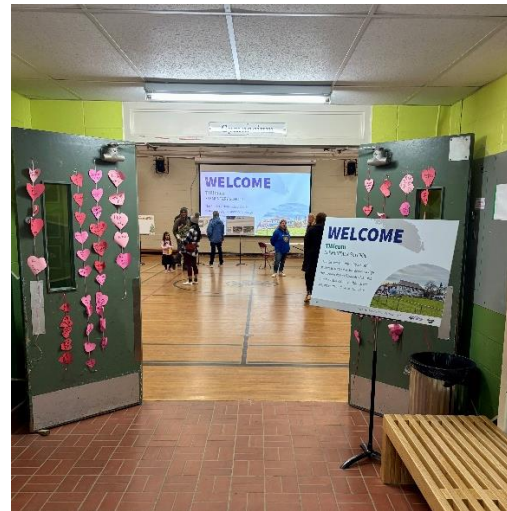


Website banner



## Open House Event Summary

- Date:** Tuesday, March 11, 2025
- Location:** Tillicum Elementary School Gymnasium
- Format:** In-person drop-in gallery style display of boards and informal Q&A with project experts
- Attendees:**
- ~70 community members (school staff, parents/caregivers, Tillicum neighbours)
  - 3 GVSD representatives (Communications, Indigenous Education, Facilities)
  - 2 GVSD Senior Leadership Team members
  - 2 Tillicum Elementary Administration (Principal and Vice Principal)
  - 2 District of Saanich representatives (Sustainability, Engineering)
  - 1 MDI Landscape Architects Inc. representative
  - 1 Indigenous Education Department representative
  - 1 Island Health, Safe and Healthy Schools





## Open House Information Boards

There were 20 boards (**Appendix B** with **Appendix C** including transcribed comments) that were presented to the public in a gallery-style format:

- Two welcome boards with a Territorial Acknowledgement
- A section detailing background information such as the larger scope of Saanich's Green Infrastructure Project, climate projections, benefits of green infrastructure, alignment and strategy, and funding information.
- Multiple copies of the proposed landscape design
- A pair of boards detailing the tree and shrub options with opportunity for feedback
- A pair of boards detailing the importance of rain gardens with opportunity for feedback
- A pair of boards detailing an outdoor classroom with opportunity for feedback
- A section outlining next steps including where we are in the process, ongoing engagement in the classroom and during upcoming groundbreaking / blessing of the land ceremony
- A final board for additional feedback with contact information for both the School District and Saanich Parks department

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

All feedback was recorded and incorporated into this document.

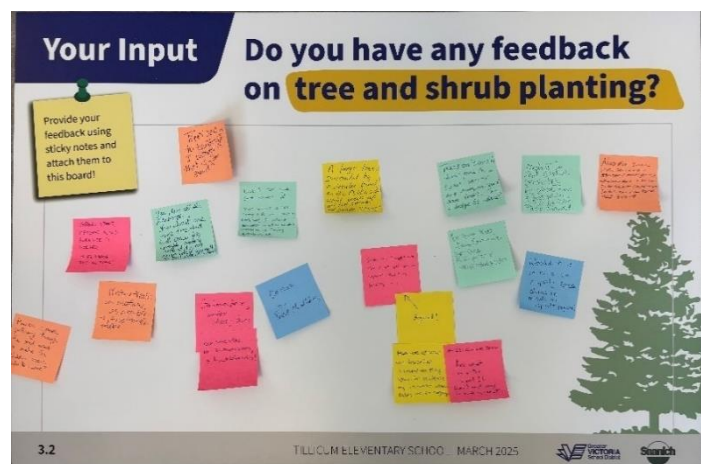
## Summary of Feedback Boards

### 3.2 Feedback on Tree and Shrub Planting

Question: *Do you have any feedback on tree and shrub planting?*

Respondents supported the tree and shrub options listed with the majority of them commenting that they appreciated the focus on Indigenous plants.

Multiple comments mentioned the urgent need for shade and expressed hope for mature trees to be planted so that shade could make an immediate impact (rather than waiting for saplings to grow). Although we understand the desire for urgent changes to be made in terms of increasing shade, we want to ensure that the trees we plant have the best chance of survival. Planting younger trees have a better chance of thriving in a new environment due to their faster growth rates and energy allocation, resiliency, and lower maintenance needs.



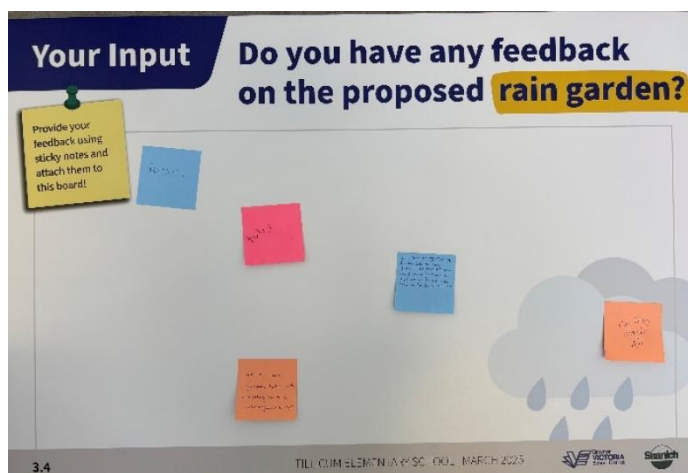


### 3.4 Feedback on the Rain Garden

Question: *Do you have any feedback on the proposed rain garden?*

Comments suggested to plant flowers in the rain garden. Indigenous plants and perennials that thrive in wet environments will be prioritized for the rain garden.

Some attendees were curious if the garden would double as a play area. The rain garden will be surrounded in split-rail fencing and will not be an area for children to play. Sectioning this area off will reduce the 'muddiness' of the area and allow plants to thrive.

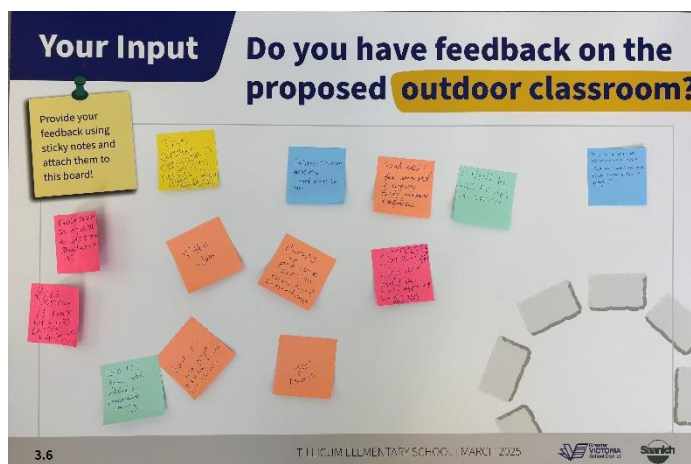


### 3.6 Feedback on the Outdoor Classroom

Question: *Do you have any feedback on the proposed outdoor classroom?*

All comments supported the idea of an outdoor classroom.

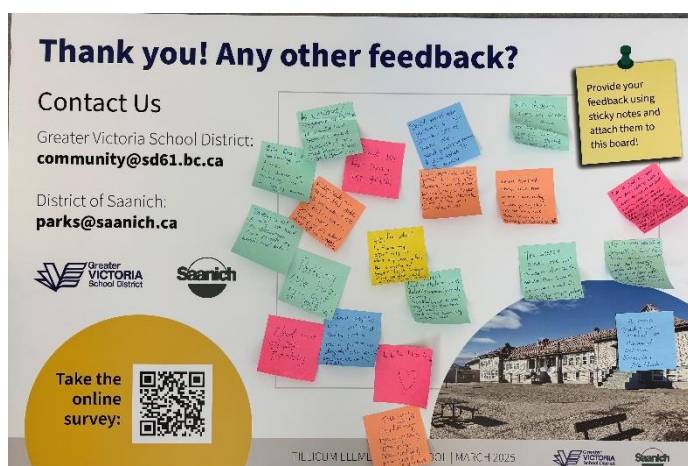
Some suggested improvements to the idea to ensure the area could be used year-round including the possibility of a cover to protect from sun and rain. In the future, funding for a trellis or other type of cover could be considered.



### 3.6 Other Feedback

Question: *Do you have any other feedback?*

Many comments raised concerns outside the scope of this project including existing road construction and parking (both on street and staff lots). This feedback has been shared with District of Saanich staff who have had discussions with the community on these topics.





## Online Survey

The school district also produced a public survey. The 5-question survey was posted on the website and was open from March 11 to April 8. The survey was promoted through the same avenues as the open house, using a QR code to direct community members to the digital survey. There was a total of 51 responses. Respondents included neighbours, parents/caregivers, community members, and staff. A copy of the survey (**Appendix D**) and response summaries (**Appendix E**) are included in this report.

The survey focused on the same three focus areas as the open house:

### **Trees and Shrub Planting**

Many comments expressed gratitude for prioritizing Indigenous plants and for including a large selection. Some suggested additional species and encouraged educational opportunities about the plant regardless of the species chosen.

Some comments expressed concern for the inclusion of plants with berries, particularly snowberries. Snowberries and other Indigenous plants with berries that are proposed for the site usually fruit during the summer months when schools are not in session. Such species occur on other SD61 school sites and throughout the wider community. Split-rail fencing, signage, education, and supervision are all ways to ensure that children respect nature and refrain from digesting berries.

### **Rain Garden**

We received positive feedback for both the aesthetic benefits of a rain garden amid the concrete near the playground as well as the benefits of flooding mitigation and storm water filtration. Some comments suggested adding multiple rain gardens and suggested that this feature be present for all schools and new builds. As with many great ideas, this is currently a budget limitation for this project.

There were some questions about adding trees to the rain garden for added shade. Yes, younger trees will be included in the rain garden design.

There was some concern for children playing in the rain garden and for it to end up collecting garbage. Split-rail fencing and maintenance will alleviate these concerns.

### **Outdoor Classroom**

Much support for this feature, with some referencing positive experiences with outdoor education opportunities at other schools.

Many suggested a cover for the outdoor classroom to support with shade/rain cover. In the future, there may be an opportunity for a cover to be added dependent on funding.

## Conclusion

The Greater Victoria School District will consider all feedback collected and aims to inform the community about future updates on this project. This report will be included in the April 29, 2025 Board of Education meeting where the Official Trustee will be presented with the engagement findings.



## Appendices

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



## Appendix A: Open House Invitation/Flyer



# Open House: You're Invited!

**March 11, 2025 at 4:00pm | Tillicum Elementary School**

The Greater Victoria School District and the District of Saanich are hosting a collaborative open house on Tuesday, March 11 at Tillicum Elementary School to gather feedback on a proposed design for the school's exterior landscape. The design aims to mitigate growing climate change impacts through the planting of Indigenous trees and plants. The project design also includes a raingarden and outdoor classroom, subject to funding.

All members of the community are welcome to drop-in and share their input between 4:00pm and 6:00pm. We look forward to creating collaborative spaces together.

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



**Survey opens on March 11: visit [www.sd61.bc.ca](http://www.sd61.bc.ca) or scan the QR code to have your say!**

This survey closes on Tuesday, April 8, 2025 at 4:00pm.

Email [community@sd61.bc.ca](mailto:community@sd61.bc.ca) if you need support.

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

[www.sd61.bc.ca](http://www.sd61.bc.ca)

Page 1/1





## Appendix B: All Boards

# WELCOME

## Tillicum ELEMENTARY SCHOOL

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



1.0
TILlicum ELEMENTARY SCHOOL | MARCH 2025



## Background Project Overview

The **Tillicum Green Infrastructure Project** is a partnership project coordinated by the District of Saanich to mitigate climate change and upgrade the Tillicum-Burnside area with extensive tree and vegetation planting and the creation of multiple rain gardens at the following locations:

- 1 Residential Roads Around Tillicum Elementary School**  
Construction of rain gardens, plantings, and road and sidewalk improvements began in early 2025 and are expected to be completed in the fall of 2025.
- 2 School Grounds of Tillicum Elementary**  
**Today**, we are asking for your input on the proposed landscape design on school property, which includes tree and shrub plantings as well as a rain garden and outdoor classroom.  
  
This project is being generously supported by a \$396,865 grant from the Disaster Risk Reduction-Climate Adaptation funding stream of the Provincial Community Emergency Preparedness Fund. This is administered by the Union of BC Municipalities.

2.1
TILlicum ELEMENTARY SCHOOL | MARCH 2025



## Background Climate Projections

The latest regional climate projections show that major weather events such as heat domes, wildfires, storms, and extreme rainfall will be more frequent and extreme in the future.




**Infographic summarizing key projections for the 2050s time period:**


- By the 2050s\*, on average:
  - More days above 25°C and even up to above 30°C
  - Less temperate and longer dry spells
  - More days of heavy rainfall (50-100 mm or more)
  - Less snow and less frequent snow
  - Longer, hotter, and more frequent heat waves
  - Cooling demand will be higher
  - Longer periods of rainfall and heavy rain in single days
  - Heating demand will be lower

\*under a high-emissions scenario

**Timescales for weather, climate, natural climate variability, and climate change:**

DAYS	MONTHS	DECADES	CENTURIES
<b>WEATHER</b>	<b>NATURAL CLIMATE VARIABILITY</b>	<b>CLIMATE CHANGE</b>	
Precipitation Cloudiness Cyclones Heatwaves	El Niño, La Niña cycles Pacific Decadal Oscillation Arctic Oscillation	Human-induced global warming Sea level rise (natural and human-caused) Changes to extreme weather	

Learn more and read the report: 

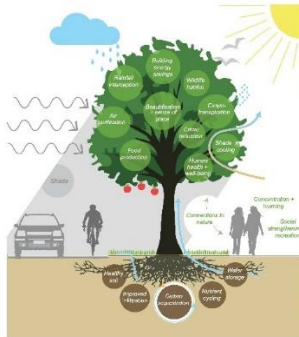
2.2
TILlicum ELEMENTARY SCHOOL | MARCH 2025





## Background Green Infrastructure Benefits

Green infrastructure such as trees, rain gardens and natural areas, offer many benefits including:

- 1 Resilience to Climate Change**  
Trees provide shade, cool the air and paved surfaces, reduce severity of storm impacts, reduce domestic water usage, and remove carbon dioxide from the air.
- 2 Biodiversity**  
Protecting and recovering Indigenous plants unique to this region can produce complex ecosystems that live for centuries and become lively habitats.
- 3 Human Health and Wellbeing**  
Tree canopies promote physical fitness, decrease social isolation, reduce anxiety, and contribute to a sense of wellness.

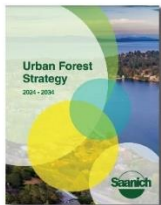


2.3

TILlicum ELEMENTARY SCHOOL | MARCH 2025



## Background Goals and Alignment



Learn more:



The project is also intended to support multiple goals and targets within:

Saanich's urban forest is crucial for the health and well-being of residents and is vital for livability of the community. The Urban Forest Strategy has three primary goals:

- Goal 1.** Protect, connect and enhance the urban forest in harmony with built and natural environments.
- Goal 2.** Foster a culture of community care for the urban forest.
- Goal 3.** Manage the urban forest adaptively based on experience, knowledge, and relationships.

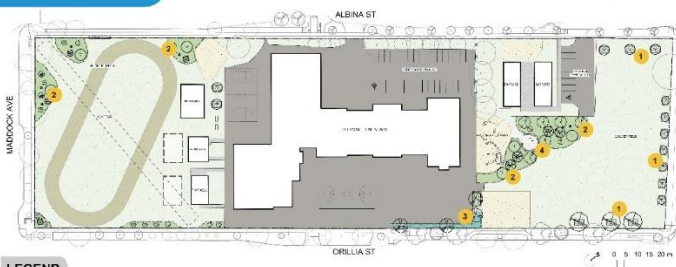


2.4

TILlicum ELEMENTARY SCHOOL | MARCH 2025



## Design Proposed Landscape Design



### LEGEND


3.0

TILlicum ELEMENTARY SCHOOL | MARCH 2025





## Your Input Tree and Shrub Planting

**Trees**

- ✓ Bigleaf Maple
- ✓ Autumn Flame Scarlet Maple
- ✓ Red Sunset Red Maple
- ✓ Red Alder
- ✓ Pacific Madrone
- ✓ Tupelo
- ✓ Shore Pine
- ✓ Douglas Fir
- ✓ Garry Oak
- ✓ Red Oak
- ✓ Western Red Cedar

**Rain Garden Plants**

- ✓ Soft Common Rush
- ✓ Slough Sedge
- ✓ Hardhack

**Perennials**

- ✓ Oregon Fern Lily
- ✓ Camellia
- ✓ Chocolate Lily

✓ Indigenous species

**Shrubs**

- ✓ Dwarf Red-Twigged Dogwood
- ✓ Red-Twigged Dogwood
- ✓ Red Flowering Currant
- ✓ Snowberry
- ✓ Cowslip
- ✓ Tall Oregon Grape
- ✓ Dwarf Oregon Grape
- ✓ Woody Sandpiper
- ✓ Yarrow
- ✓ Sward Fern
- ✓ Chokeberry
- ✓ Tufted Hair Grass
- ✓ Camas
- ✓ Noddy Rose
- ✓ Salal
- ✓ Red Huckleberry
- ✓ Salmonberry
- ✓ Blackcap Raspberry
- ✓ Lady Fern
- ✓ Miners Lettuce
- ✓ Bulbous Rose




3.1 TILlicum ELEMENTARY SCHOOL | MARCH 2025






## Your Input Do you have any feedback on tree and shrub planting?

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



3.2 TILlicum ELEMENTARY SCHOOL | MARCH 2025

## Your Input Rain Gardens

Rain gardens are landscape features consisting of sunken garden spaces where storm water runoff can pool and infiltrate into deep soil and/or take excess water to storm drains. The proposed rain garden (subject to funding) for Tillicum Elementary is located on the Orillia Street side of the property and designed to manage water runoff and flooding from the large paved play space. The rain garden will also enhance biodiversity, as different species can thrive in this type of habitat.

**Example of Rain Garden in SDEs**

**Craigflower Elementary School Rain Garden**



Students and staff planting in 2022.



Two years later in 2024, the rain garden is thriving.

3.3 TILlicum ELEMENTARY SCHOOL | MARCH 2025









**Your Input**

## Do you have any feedback on the proposed **rain garden?**

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



3.4
TIL LICUM ELEMENTARY SCHOOL | MARCH 2025

**Your Input**

## Outdoor Classroom

Outdoor classrooms provide all students with a space to learn in the fresh air and sunlight. The space helps facilitate meaningful engagement with nature, especially for Indigenous Education. The outdoor classroom may also be used for special events and gatherings.

There are various outdoor classrooms within the District. The proposed design (subject to funding) for Tillicum Elementary is based on the recently completed outdoor classroom at Esquimalt High.

Example of Outdoor Classroom in SD61

**Outdoor Classroom at Esquimalt High School**



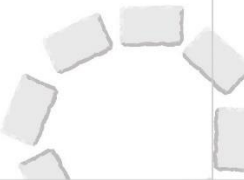

3.5
TIL LICUM ELEMENTARY SCHOOL | MARCH 2025






**Your Input**

## Do you have feedback on the proposed **outdoor classroom?**

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



3.6
TIL LICUM ELEMENTARY SCHOOL | MARCH 2025



## Timeline Where Are We in the Process?

- 1 Initial design informed by Tillicum Elementary Administration, PAC, Facilities Department, Indigenous Education Department, District of Saanich, and Elders Advisory Council.
- We Are Here!**  
2 **March 11, 2025:** Public feedback sought to finalize a fully-informed design.
- 3 **Summer 2025:** Preparation of staffing and site.
- 4 **End of Fall 2025:** Planting begins after a blessing of the land and alongside school-wide education and in-class activities.

4.1

TILlicum ELEMENTARY SCHOOL | MARCH 2025



## Next Steps Ongoing Engagement

- 1 **In-classroom and School Learning**  
Understanding Indigenous ways of being and knowing are crucial to the care and respect of natural areas.
- 2 **Online Survey Open Until April 8, 2025**  
Take more time to share your thoughts or pass along the link to a friend or family member.
- 3 **Groundbreaking / Blessing of the Land, Indigenous Art, and Celebration Ceremonies**  
More information coming soon!

Take the survey:



4.2

TILlicum ELEMENTARY SCHOOL | MARCH 2025



## Thank you! Any other feedback?

### Contact Us

Greater Victoria School District:  
**community@sd61.bc.ca**

District of Saanich:  
**parks@saanich.ca**



Take the online survey:



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



TILlicum ELEMENTARY SCHOOL | MARCH 2025





## Appendix C: Boards with Transcribed Sticky Note Comments

### 3.2 Tree and Shrub Planting

- Love it. More green stuff, thumbs up! Main concern is kids being kids and trampling everything. A balance between creating something immersive vs fencing everything off.
- Trees next to buildings? I wonder if that is fire smart?
- Yes love all the plantings. How about one more tree that will grow big (maybe seating around it) on North side of asphalt on East side of school
- Great start! Hedging along Burnside is needed. More shade the better!
- How can we create pathways through the treed areas to enable the children to access into the nature?
- Mature trees; as mature as possible. Try to get shade ASAP
- Salmonberry under shady trees
- Love the idea of salmonberry and huckleberries
- Camas. Try Red huckleberry
- A large tree surrounded by a circular bench on the Orilla side would break up all that concrete and provide SHADE!
- Evergreen trees along Burnside for noise mitigation and street beautification
- Asphalt in front of school (Orilla St), for shade have a fast growing tree planted such as a Dogwood
- TREES on Burnside should provide a visual barrier and dampen sound from traffic. Can a hedge be added?
- Wouldn't it be nice to supply some shade in middle of asphalt play area?
- Need for shade for southeast asphalt area (Orilla). Recommend a 20'x20' planter with fast growing tree(s). This will reduce heat build up.
- Somewhat disappointed the giant old barren asphalt desert is staying as-is
  - *Separate sticky note referencing the above note:* Agreed!
  - *Separate sticky note referencing the above note:* Alternative opinion: the blacktop is essential play space for students esp. in winter when the fields are so soggy
    - *Separate sticky note referencing the above note:* Re: Alternate Opinion. How about one or two trees? It doesn't take many to make an impact!

### 3.4 Rain Garden

- Daisies
- Tulips
- Will the rain garden help with flooding in the playground too?
- Will there be opportunity for the kids to move through the trees? They could have pathways throughout to ensure more spontaneous interaction?
- Can they play in it?

### 3.4 Classroom

- This outdoor classroom is necessity!! :) So crucial to promote outdoor learning!
- Outdoor classroom: Is it possible to add a covered structure over it?
- Bus stop on Burnside will need better lighting with trees
- Love it! Agree with adding a removable covering
- Overall, it's a nice project and important to avoid tree clustration
- <3 this idea



- Yes! Durable
- Canopy
- Outdoor classroom great idea. Covered would be nice.
- Outdoor classroom would be greatly appreciated as on the design plans. Important for connecting kids w nature + showing ownership over what happens in nature
- Great idea! Yes some sort of covering would increase usefulness
- It would be nice to have it covered
- Build a arbor structure over top of seating for vine-types + reduce heat!!


### **X Any Other Feedback**

- I like the trees <3
- School stuff is nice—but could easily put a 1-way pull thru (Alb-> Orillia) on Burnside end of fields
- Need more staff parking
- Parking (we have run out of staff parking!
- Parking is not a priority—we need to encourage more people to walk and bike!
- Sidewalk on residential side will increase risk to kids—more xing road. Just put all school drop off on school side
- Trees are great. Is planting taking away from play space? I'd pick play space over shrubs
- Bike Racks are overflowing at times. Any chance of expanding them? le adding another rack?
- Thank you for leaving the track
- Love the plans! Is there any opportunity to plant any trees within the concrete out front? Thick hedging along Burnside would be ideal! (sound, pollution)
- All the trees creating shade for all the students and community sounds amazing. Rain gardens will be great also love the classroom rock outside. Making our community more beautiful.
- The grass + gravel are not needed on Albina Rd, use this space for wider road for drop off/pickup + parking. Lawn rarely get cut.
- As a resident/neighbour on Orillia it would have been nice to be consulted on road plans 5 yrs ago before they dug up my lawn
- Don't need rain gardens on our streets—lots of lawns etc. Need parking more + plan takes it all away
- Rain gardens are great for long term planning, it's a wet biome. Roads can't get larger, time to find alternate modes of transport for some trips
- We are thrilled about more trees in the community. Although my child will be long gone from Tillicum I am thrilled for future students
- Will students consider collecting acorns, if not for their own project but to get trees started for next school
- Plan is good but does not accommodate student safety re: drop off and pickup cars turning around in middle of street, dumpsters being loaded and unloaded....tragedy waiting to happen—suggest modify running track so a pick-up zone utilizing Maddock and school side of fence to create a traffic circle
- This is very exciting. Overall, I feel there is too much concrete and not enough shade on the site. Please consider adding a few select trees in the vast expanse of cement
- 2 more speed bumps needed on Albina St between Burnside + Maddock



## Appendix D: Online Survey

English (United States)



# Tillicum Elementary - Landscape Design Feedback


The Greater Victoria School District and the District of Saanich are seeking feedback on a proposed design for the exterior landscape of the Tillicum Elementary School site. The project is part of Saanich's Green Infrastructure & Climate Resiliency Project which aims to mitigate growing climate change impacts by increasing tree canopy cover and building rain gardens. Thank you for your voice and for completing this survey by 4:00pm on April 8, 2025. Responses are anonymous, and results will be shared with the Official Trustee.

More information: <https://www.sd61.bc.ca/news-events/community/tillicum-greeninfrastructure/>

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

\* Required

### Proposed Landscape Design



**LEGEND**

- 1 Tree Planting
- 2 Cluster Planting
- 3 Rain Garden
- 4 Outdoor Classroom

1

Which of the options below best describe your connection the Greater Victoria School District? \*

- ☐ Representative of one of the Four Houses: Esquimalt Nation, Songhees Nation, Métis Nation of Greater Victoria, or Urban Peoples' House Indigenous Advisory
- ☐ Parent/Guardian/Caregiver
- ☐ Staff Member
- ☐ Student
- ☐ Tillicum/Gorge/Burnside Resident
- ☐ Other



2

A variety of trees and shrubs have been proposed in collaboration with the District of Saanich and the Greater Victoria School District with feedback from the Indigenous Education Department and the Elders Advisory Council. Species have been selected based on their likelihood to thrive in the Tillicum area, taking into account rainfall, soil type, cluster planting options, etc.

Do you have any feedback on the proposed selection of trees and shrubs? \*



#### Trees

- ✓ Bigleaf Maple
- ✓ Autumn Flame Scarlet Maple
- ✓ Red Sunset Red Maple
- ✓ Red Alder
- ✓ Pacific Madrone
- ✓ Tupelo
- ✓ Shore Pine
- ✓ Douglas Fir
- ✓ Garry Oak
- ✓ Red Oak
- ✓ Western Red Cedar

#### Shrubs

- ✓ Dwarf Red Twigged Dogwood
- ✓ Red Twigged Dogwood
- ✓ Red Flowering Currant
- ✓ Snowberry
- ✓ Downspire
- ✓ Tall Oregon Grape
- ✓ Dwarf Oregon Grape
- ✓ Woody Sunflower
- ✓ Yarrow
- ✓ Sword Fern
- ✓ Osoberry
- ✓ Tufted Hair Grass
- ✓ Camas
- ✓ Nootka Rose
- ✓ Salal
- ✓ Red Huckleberry
- ✓ Salmonberry
- ✓ Blackcap Raspberry
- ✓ Lady Fern
- ✓ Miners Lettuce
- ✓ Baldhip Rose

#### Rain Garden

- ✓ Soft Common Rush
- ✓ Slough Twinge
- ✓ Hardhack

#### Perennials

- ✓ Oregon Fawn Lily
- ✓ Camas
- ✓ Chocolate Lily

✓ Indigenous species

Enter your answer

3

Rain gardens are landscape features consisting of sunken garden spaces where storm water runoff can pool and infiltrate into deep soil and/or take excess water to storm drains. The proposed rain garden (subject to funding) for Tillicum Elementary is located on the Orillia Street side of the property and designed to manage water runoff and flooding from the large, paved play space. The rain garden will also enhance biodiversity, as different species can thrive in this type of habitat.

Do you have any feedback on the proposed rain garden? \*

#### Example of Existing Rain Garden in SD61

#### Craigflower Elementary School Rain Garden



Students and staff planting in 2022.




Two years later in 2024, the rain garden is thriving.

Enter your answer



4

Outdoor classrooms provide all students with a space to learn in the fresh air and sunlight. The space helps facilitate meaningful engagement with nature, especially for Indigenous Education. The outdoor classroom may also be used for special events and gatherings. There are various outdoor classrooms within the District. The proposed design (subject to funding) for Tillicum Elementary is based on the recently completed outdoor classroom at Esquimalt High.

Do you have any feedback on the proposed outdoor classroom? \* 

#### Example of Existing Outdoor Classroom in SD61

Outdoor classroom at Esquimalt High School



Enter your answer

5

Any additional feedback? \* 

#### Proposed Landscape Design



Enter your answer

You can print a copy of your answer after you submit

Submit

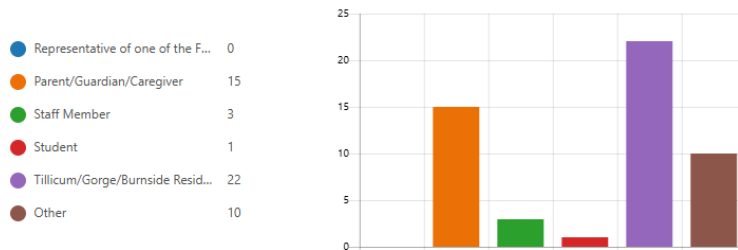


## Appendix E: Survey Results

### SECTION 1

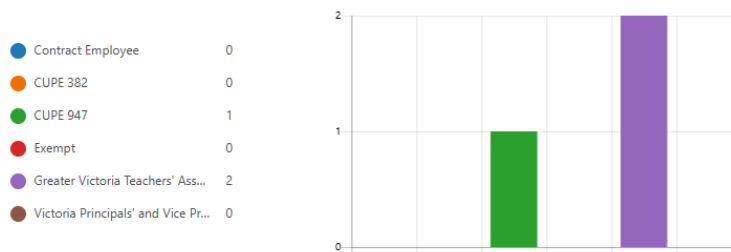
#### Question 1 [Multiple Choice with “Other” Text Option]:

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



#### Question 2 [Multiple Choice]:

To which employee group do you belong?



#### Question 3 [Open Text]:

A variety of trees and shrubs have been proposed in collaboration with the District of Saanich and the Greater Victoria School District with feedback from the Indigenous Education Department and the Elders Advisory Council. Species have been selected based on their likelihood to thrive in the Tillicum area, taking into account rainfall, soil type, cluster planting options, etc. Do you have any feedback on the proposed selection of trees and shrubs?

- There isn't going to be enough rain for cedars in the near future. Planting should focus on Garry oak meadow species and arbutus and other drought-tolerant species to improve viability. Food for wildlife and food for foraging residents should also be emphasized.
- N/A
- Selections sound good to me.
- Looks great
- No
- Nothing to add. Looks good.
- Maple trees and lillies
- Looks great!
- What about using the Miyawaki Method for a densified area on the grounds?
- these all look amazing. It is great to see so many native plants.
- Beautiful and practical suggestions!
- Seems good to me
- Love the selection of native plants



- If experts have been consulted then who am I to differ. Well done
- Looks like a good list to start with.
- Love it that you have chosen native species! Thanks for being a leader and example and hopefully an inspiration in this regard
- None
- Trees. Shrubs always end up looking unkempt and it's a lot of work to maintain. Lillies are toxic to animals.
- Love this idea of a rain garden hope lots of flowers too and the trees will give shade that is much needed
- All sound beautiful
- The selections look appropriate.
- Love that you have a variety of native plants. This will provide good habitat and native plant learning environment for the students.
- Love the idea of mostly indigenous species, with flowers!
- No
- Looks great!
- Fruit trees, food forest plants, FN medicine, KEXMIN
- Seems like a good variety.
- Looks good
- its sounds great, but kids will for sure try to eat all the berries, even the poisonous ones - great opportunity for education!
- Good to see a focus on local + Indigenous species
- Looks good!
- No
- Each year we have issues with all the chestnuts falling on the schoolyard and the children throwing them at each other. I would prefer to not have trees that totoms like this.
- The more the better!
- Hi, I am a landscape gardener and designer with more than a decade of experience. Here are my 2 cents:
  - Snowberry = toxic - please, we would prefer edible, kid friendly berries wherever possible. Such as:
  - Vaccinium ovatum - much less finicky than red huckleberry and also evergreen. It often has berries in the fall still when kids return to school. It's often used, even in commercial landscaping.
  - Also, please add some Saskatoon berries (Amelanchier) for spring flowers and summer berries, for both birds and neighbourhood residents.
  - For lower maintenance costs I would also avoid fussing about small annual stuff like miner's lettuce, or fancy natives like fawn and chocolate lilies. Remember dogs and kids and people in general will be trampling all over the place! We need tough as nails perennials. All perennial except maybe Slough sedge will require regular weeding and are in danger of being affected by dog activity and foot traffic, so unless they are being used in a sort of island to itself, educational area, I would not recommend.
- Indigenous plants would be great. Nothing that can become invasive
- Love that you're using native plants
- Good selection



- Yes its all a waste of money. stop bike lanes that no one uses then maybe use the money from that for this useless project
- Arbutus trees are very difficult to transplant and are unlikely to survive. Red Alder trees are prone to failure and are not really appropriate unless given lots of room (ie in a larger naturalized area).
- Indigenous species preferred.
- I support the use of climate resilience native species with cultural significance.
- Sounds good!
- In 2024, I planted a mini-forest in my yard in this neighborhood, using essentially this identical list. So, I think this is wonderful. I can tell you that Pacific madrone (aka Arbutus) are known to have a very high mortality rate upon transplantation, despite the fact that they seem to thrive in extremely rocky areas in nature. Nine months after planting, 2 out of 3 of my transplants are dead and the last one is hanging on for dear life.
- Just wondering if the snowberry has any toxicity issues with the younger students
- They all sound great
- Good
- Stick to native plants that will survive in our west coast environment and are self sustaining.
- Native species would be preferred
- Nice
- Children are more vulnerable to heat-related illness (dehydration, heat exhaustion, heatstroke) and skin damage from UV radiation, which can increase the risk of melanoma later in life. Providing sun safe and heat resilient settings for this group is critical to reducing these negative health impacts; and it also supports outdoor play opportunities which is critical for children's mental, physical and social development.
  - Green space is associated with improved health outcomes. For example, trees can capture and filter air pollutants which can improve air quality and are also associated with reduced air temperatures and relief from heat stress at a street and neighbourhood scale. Studies also suggest that having access to urban trees/local green areas fosters physical activity, provides mental health & well-being benefits and is associated with decreased stress and risks of chronic conditions. In addition, while all members of a community can benefit from exposure to green space, increasing access to nearby green space offers opportunities to reduce health inequities.
  - A couple of situations that may introduce ecosystem disservice: 1) when green space is poorly maintained or perceived as unsafe, it may increase stress and decrease health and well-being of residents 2) tree pollen can exacerbate allergies for some people stressed trees (e.g. due to drought) can also produce more pollen.
  - To maximize the health benefits of vegetation, consider tree and vegetation selection and placement with respect to climate resilience (e.g. suitable to site/environment; mitigates urban heat island effect, air pollution, stormwater runoff), allergens, aesthetics and maintenance
  - Sources: 1) Climate Change, Population Health and Health Equity (CPHA, CHASE, OPHA, 2023); 2) Healthy Built Environment Linkages Toolkit (PHSA 2018); 3) Shade Lookbook: A guide to designing sun safety (BC Cancer, Sunsafe BC, UBC, 2024); 4) Health of Canadians in a Changing Climate (Health Canada, 2024); 5) Factsheet: Tree stock selection (link: <https://greenmunicipalfund.ca/resources/factsheet-tree-stock-selection>); 6) Climate change, health equity, and the built environment: Public Health Practice Guide (ORCCA 2025)

#### Question 4 [Open Text]:

Rain gardens are landscape features consisting of sunken garden spaces where storm water runoff can



pool and infiltrate into deep soil and/or take excess water to storm drains. The proposed rain garden (subject to funding) for Tillicum Elementary is located on the Orillia Street side of the property and designed to manage water runoff and flooding from the large, paved play space. The rain garden will also enhance biodiversity, as different species can thrive in this type of habitat. Do you have any feedback on the proposed rain garden?

- Rain gardens are excellent ideas. Please integrate them everywhere they can possibly be placed on the schools' grounds.
- N/A
- Good idea.
- Rain gardens are great and should be considered in all new builds
- Ensure nothing poisoning to children
- Great idea.
- Good plan
- Is it meant for a place to play too? Or will the kids be asked to stay out of it? If so, I'm not sure about cutting into the kids play area for outdoor time as it's already not huge.
- great addition to the campus.
- A great way to beautify the school. In addition, to filter the water before getting into the stormwater system.
- Should be well suited for Tillicum school too!
- Great!
- I like it!
- Subject to funding? Of no \$ then what ?
- I appreciate that a rain garden is being included.
- Good idea
- None
- Makes sense to have
- What a fabulous idea and I love this as we also live on Orillia st so will love seeing the transformation
- Will be lovely if it is properly maintained
- A rain garden is very needed in this area. There is a high amount of pooling and flooding during rain in this area. There is a lot a significant amount of concrete. It would be great to break it up with a rain garden. I think this is a high priority.
- Yay! Great idea!
- More rain gardens would be ideal, if space allows. With increasing precipitation, it's important to build more green infrastructure in paved settings. Add in more veggie gardens too!
- Sounds great
- Great upgrade!
- I would like to see more extensive use of rain gardens around parking / paved areas
- I hope this gets implemented. Rain gardens are essential features of urban green infrastructure, and they can also serve as an educational opportunity for students to learn about biodiversity and climate change.
- I think rain gardens are always a good idea, always good to add more green space
- its awesome
- Nice way to get kids involved in local ecosystems
- Is there an initiative to build more rain gardens in the future?
- No



- Putting a rain garden on the outside of the fence would be a good idea
- Amazing!
- Great idea in terms of that specific spot which always floods in the winter! I wonder if Saskatoon berries (*Amelanchier alnifolia*) could be planted at the edges with hardhack? They love a moist ditchside.
- There is limited rain control
- Sounds like a great plan. Is there a way to tie it into class learning? Not just as it's being put together but for future years as well?
- Perhaps integrating even more rain gardens
- More wasted money
- They typically become garbage collectors so as long as the school staff have funding to clean out I think this is a great spot.
- Great inclusion. We need more rain gardens. I created one in our back yard and it has been great in controlling water/rain run-off in our sloping lot.
- I support the rain garden design. I would like to see additional rain gardens on the Albina St. or Burnside sides to manage and treat runoff.
- Epic!
- Since an over-arching goal is to increase canopy cover in this neighborhood, is there any chance you could add any type of trees here?
- No issue with this
- Awesome
- Good
- Try to create an environment that is self sustaining
- No
- Nice
- Climate hazards (e.g. stormwater flooding, extreme heat events) can result in direct health impacts (e.g. injury, impairment, heat exhaustion, exacerbating of existing conditions) and indirect health impacts (e.g. due to school operation disruption, infrastructure damage). Nature-based solutions, such as rain gardens, enhance resilience and safety to climate hazards. It also increases natural environments/greenspace which has health co-benefits as aforementioned. (Health of Canadians in a Changing Climate)

### Question 5 [Open Text]:

Outdoor classrooms provide all students with a space to learn in the fresh air and sunlight. The space helps facilitate meaningful engagement with nature, especially for Indigenous Education. The outdoor classroom may also be used for special events and gatherings. There are various outdoor classrooms within the District. The proposed design (subject to funding) for Tillicum Elementary is based on the recently completed outdoor classroom at Esquimalt High. Do you have any feedback on the proposed outdoor classroom?

- An outdoor classroom should also include a community garden or food garden for students, so that they can plant and tend both native and cultivated species as part of their education.
- Yes
- Great to have this as an option for outdoor learning.
- Totally support this. My grandchildren love outdoor school opportunities at Marigold. Kids are starved for nature based outdoor activities .
- Great idea fresh air



- High support for outdoor classrooms.
- Love this idea!
- Great sharing circle
- Outdoor classroom should be a shaded, with tall trees or with a simple structure. Without a shade or rain cover the usefulness drops dramatically.
- fresh air for the kids, will make learning so much fun!
- Excellent proposal!
- Love it!
- 10/10
- I like it
- No shade?
- Great idea; what about a covering, even a “fabric”, to protect from rain and sun?
- The outdoor classroom would benefit from a cover or canopy of some kind, so that it could be used in any weather.
- Always good to get kids outside and away from technology
- It's an awesome thing and hope it happens was wondering if it could have like a gazebo over it so could still go out when it rains ☁
- That will be great for the kids
- This is very needed at Tillicum Elementary. I hope that the partners can find funding to make this project happen.
- No
- Love it! Options for shade/shelter or mobile chalkboards would be great too!
- No
- Maybe some more trees
- larger capacity in outdoor classroom. Outdoor music / percussion
- This is good.
- we need more of these!!
- more plants!
- I hope it will be more aesthetic than this gravel pit
- Could there be a rain or cluster garden attached to the outdoor classroom? Perhaps it could add insight for the students for them to see and learn about the benefits of these gardens directly in their “classroom”.
- Will there be any covering of the outdoor classroom for use during rain or hot days (for shade)
- I think an outdoor garden space for a classroom would be fantastic. I would even like it to be covered. Would you even be better for our students?
- Love it!
- Love that it's circular
- Sounds great
- Seems like a nice idea I would love to see it at least partially covered (for shade or to use while the weather is mild but possibly raining)
- Any protection from jagged rock edges?
- same as all other answers more waste of money
- This would be fantastic for the students and teachers.
- Great idea. As an ex-teacher, I would have loved to have this option. I used a cemetery across the street from a high school that I taught at, in the 70's, as an outdoor classroom! the residents didn't mind.!
- Planting trees near the outdoor classroom would help provide shade for students.



- Those rocks look uncomfortable to sit on. No back support. Please only do this when the weather is nice, and put some camping chairs in there or something.
- This will be magical once you have some canopy cover to shade, shelter it.
- Great idea
- Comfy seating and circles are great
- Good
- Your design concepts are elaborate and expensive looking. What is the cost?
- Would a roof be helpful to make this an all-season learning space?
- Nice
- Consider heat, sun safety and shelter from changing seasons and weather conditions in the outdoor classroom design for year-round use. Co-design with students, teachers, IED staff etc. to support its use. Designing the outdoor classroom to be multi-purpose or with multi-purpose elements can also benefit the neighbourhood. Providing an inviting, inclusive outdoor space for broader community use beyond school hours can strengthen social cohesion. Also consider designing the outdoor space for all ages and physical abilities.

### Question 6 [Open Text]:

Any additional feedback?

- More trees on the Orillia Street side, please, as this is the south side and it can shade the grounds.
- N/A
- No additional feedback, but thoughtful of you to gather community feedback.
- So pleased this is happening
- Trees along burnside would be nice it's so stark currently
- I think this looks great and I look forward to seeing it.
- Outdoor classroom
- I would suggest leaving the field on the left for sports and not include cluster planting over there. The kids use it for soccer and in the proposed plan i don't see space enough for soccer nets and games, just the track.
- A thicker double layer of tall trees along Burnside would enhance the separation from the busy roadways noise and exposure.
- How can we help for this project to go forward?
- I'm a retired primary schoolteacher. Initiated there and used well at my elementary school.
- Is that a running track? Gravel? Rubberized?
- Hope this retains the ability to have dogs in the field after school hours as it's a valuable community space for non-students after hours. The design is great - love the addition of more trees in the area and native plantings!
- Make it happen quickly and cost effectively. EG keep SD employees out of it
- Looks like a good start and hoping it can grow. My vision is a paradigm shift so those who own land or spaces that include land, like this, shift to consider how it could be used more responsibly to either grow food or habitat. Nudge the new building on Tillicum and the bingo hall site to plant natives, include rain gardens. Link this to the native plant garden in the gorge park community garden and the native plant garden at Burnside and Wascana. Thank you for this. Let's do more! Laurie Jones.
- The pavement on the Orillia side is a barren ugly space. Yes I understand that you need a hard surface for children to play on when the fields get squishy and muddy in the winter. But could there even be a single tree with a potential to grow very large with possibly some seating around it to provide shade and beauty? Like a big leaf maple?



- None
- Outdoor classroom would be less noisy and less distractions on the other side of the school and closer to the actual school portable.
- What a great addition of trees and flowers making the school and community a more comfy space to hangout and have a lunch under the trees and maybe one of those walking stories
- The more trees the better!
- Many more trees and shrubs are needed for this neighbourhood and school grounds. There are very few areas of shelter and coverage at Tillicum. I hope this project proceeds well.
- No
- Happy to see that green landscaping is a concern, however I think there could be more green coverage than is represented in this plan. Replace some of the turf!?
- Looks better than existing space
- I love it
- I had hoped the forested / treed areas would be more extensive
- Seems like a solid plan to me!
- N/A
- nope!
- Nice to see a schoolyard that isn't just concrete and turf
- It would be nice to see more rain gardens surrounding the building!
- Will the student population be able to be involved in any of the work?
- I am fine with doing some garden worker around the school grounds, but we need to make sure that we have a soccer field for the students to play so we need to have a field that has two goals and it would be preferred on the Maddock School field as we also use that Field for track practice
- PLEASE get rid of the frisbee golf! I've seen way too many times adults almost hitting kids with frisbees after school and weekends. They don't belong on a little kid school ground. Move them to Hampton.
- No
- Sure
- I was personally hoping that it would include a learning garden for the students. Where classes would learn how to plant/grow/compost through out the year.
- Nice layout
- same as all other answers more waste of money
- The planting at the corner of Maddock and Orillia takes away one of the only usable baseball backstops for the immediate neighbourhood that is not over programmed like the ones at Hampton. I see parents and young kids using this to practice on the weekends all the time. I would leave that particular area alone so that it can be used for active recreation.
- As an avid gardener but not a landscape designer, this looks great to me.
- Planting additional trees on the fields will provide more shade for students and help meet canopy cover targets. Under story planting around the trees would support tree health.
- nope
- Burnside is really loud and busy, so tree plantings that block sound and dust will be nice. Trees and shrubs that provide food for the community and wildlife should be considered, eg. beaked hazelnut, saskatoon etc.
- Although they are not native, I do like the idea of the sunset Maple And the autumn Scarlet with good fall color. It is a nice sign of seasonal change for the neighbours and I'm sure staff and students as well.
- We're excited for all of it! Time outside is amazing
- None



- I love the fact that you are enhancing the tree canopy and understory
- No
- Nice
- Island Health encourages consideration of other measures to mitigate urban heat island effect from the paved surface and additional shade and shelter. - Landscape design that also promotes broader community use beyond school hours can expand recreational opportunities and foster social connections, thereby promoting healthier neighbourhoods. - Consider how the green infrastructure project can be woven into broader school strategies or planning that address other Tillicum Elementary School learning and health priorities (e.g. Indigenous land-based learning, food security/nutrition, physical activity, mental health active transportation, inclusivity etc.) By integrating and coordinating this project with other learning or health goals, there may be opportunities to seek additional grant funding, community partnerships and other supports. -If there are questions or further details requested regarding feedback provided, Island Health welcomes the opportunity for follow-up conversation.



## MONTHLY FINANCIAL REPORT - OPERATING REVENUES - March 2025

	2024-2025						2023-2024					
	Budget	Mar 2025	YTD	Available	%	!!	Budget	Mar 2024	YTD	Available	%	
602 CE/HL OTHER FEES	200	50	315	(115)	-58%	!!	50	0	30	20	40%	
605 CE/HL REGISTRATION FEES	10,100	650	10,260	(160)	-2%	!!	7,300	440	7,480	(180)	-2%	
621 MINISTRY BLOCK FUNDING	235,201,215	23,138,989	164,061,432	71,139,783	30%	!!	221,802,056	21,981,259	154,772,866	67,029,190	30%	
629 OTHER MIN OF ED GRANTS	4,692,977	527,682	2,515,400	2,177,577	46%	!!	6,018,122	863,030	3,543,299	2,474,823	41%	
641 REVENUE -OTHER PROV MINISTRIES	286,649	59,040	225,729	60,920	21%	!!	289,983	65,524	247,118	42,865	15%	
642 REVENUE -OTHER SCHOOL DISTRICTS	1,740	0	1,740	0	0%	!!	2,700	0	0	2,700	100%	
644 CE/HL COURSE FEES	3,500	700	1,500	2,000	57%	!!	8,500	0	1,430	7,070	83%	
645 REVENUE-CAFETERIA	210,517	16,984	210,106	411	0%	!!	174,681	17,264	174,663	18	0%	
647 OFFSHORE STUDENTS TUITION FEES	15,928,547	70,686	16,022,762	(94,215)	-1%	!!	16,378,362	222,095	16,455,241	(76,879)	0%	
648 LOCAL EDUCATION AGREEMENTS	795,694	0	596,771	198,923	25%	!!	925,099	0	705,179	219,920	24%	
649 MISC FEES & REVENUE	2,237,099	168,824	1,453,892	783,207	35%	!!	1,912,256	21,709	1,311,494	600,762	31%	
651 COMMUNITY USE OF FACILITIES	2,324,742	187,339	1,835,426	489,316	21%	!!	1,932,549	149,611	1,395,585	536,964	28%	
652 COMMUNITY USE OF FIELDS	120,000	8,362	94,950	25,050	21%	!!	82,857	7,322	43,483	39,374	48%	
653 COMMUNITY USE OF THEATRE	125,304	15,200	95,470	29,834	24%	!!	72,208	18,425	87,939	(15,731)	-22%	
654 PARKING FEES	31,970	2,890	27,095	4,875	15%	!!	35,878	3,080	17,495	18,383	51%	
655 RENTALS LIAB INS REVENUE	8,872	569	9,449	(577)	-7%	!!	6,361	215	6,239	122	2%	
659 OTHER RENTALS & LEASES	899,180	390,403	623,964	275,216	31%	!!	796,900	31,170	672,142	124,759	16%	
661 INTEREST	15,720	6,709	19,411	(3,691)	-23%	!!	74,447	4,671	46,539	27,908	37%	
669 INVESTMENT REVENUE	1,665,410	114,121	1,326,794	338,616	20%	!!	2,067,004	180,976	1,522,664	544,340	26%	
671 SURPLUS FROM PRIOR YEAR	6,317,792	0	9,060,318	(2,742,526)	-43%	!!	6,224,545	0	6,841,658	(617,113)	-10%	
						!!						
<b>GRAND TOTAL</b>	<b>270,877,228</b>	<b>24,709,197</b>	<b>198,192,784</b>	<b>72,684,444</b>	<b>27%</b>		<b>258,811,858</b>	<b>23,566,790</b>	<b>187,852,544</b>	<b>70,959,314</b>	<b>27%</b>	



# MONTHLY FINANCIAL REPORT - OPERATING EXPENDITURES - March 2025

	2024-2025							2023-2024						
	Budget	Mar 2025	YTD	Encumbrances	Total Exp	Available	% !!	Budget	Mar 2024	YTD	Encumbrances	Total Exp	Available	%
SALARIES														
111 CERTIFICATED TEACHERS	112,451,899	11,190,327	78,002,171		78,002,171	34,449,728	31% !!	107,802,422	10,963,726	75,474,777		75,474,777	32,327,645	30%
112 P&VP SALARIES	14,734,188	1,246,435	10,991,503		10,991,503	3,742,685	25% !!	14,454,646	1,205,385	10,863,751		10,863,751	3,590,895	25%
114 ALLIED SPECIALISTS	2,174,555	210,192	1,511,585		1,511,585	662,970	30% !!	2,113,172	196,642	1,368,496		1,368,496	744,676	35%
115 DEPARTMENT HEAD ALLOWANCES	302,830	30,099	211,709		211,709	91,121	30% !!	292,727	28,852	204,492		204,492	88,235	30%
120 EXEMPT STAFF (CERT)	1,207,852	85,204	903,089		903,089	304,763	25% !!	1,100,838	81,976	797,617		797,617	303,221	28%
121 EXEMPT STAFF (NON-CERT)	4,153,956	318,938	3,056,311		3,056,311	1,097,645	26% !!	3,992,795	306,359	2,887,591		2,887,591	1,105,204	28%
122 CUSTODIANS	2,142,852	161,046	1,602,956		1,602,956	539,896	25% !!	1,988,643	226,242	1,443,374		1,443,374	545,269	27%
123 JANITORS	4,293,622	318,222	3,201,345		3,201,345	1,092,277	25% !!	4,163,953	443,328	3,074,356		3,074,356	1,089,597	26%
125 FOREPERSONS	603,994	43,170	420,082		420,082	183,912	30% !!	619,901	63,749	475,226		475,226	144,675	23%
126 TRADES/LABOURERS	4,363,190	333,008	2,978,009		2,978,009	1,385,181	32% !!	4,292,184	457,073	3,006,585		3,006,585	1,285,599	30%
131 SCHOOL ASSISTANT SALARIES	23,323,795	2,088,196	14,819,080		14,819,080	8,504,715	36% !!	21,324,738	1,854,054	13,239,997		13,239,997	8,084,741	38%
142 CLERICAL SALARIES	10,366,703	821,803	7,011,977		7,011,977	3,354,726	32% !!	9,938,568	786,516	6,722,345		6,722,345	3,216,223	32%
161 TTOC SALARIES	12,008,646	1,004,614	9,327,400		9,327,400	2,681,246	22% !!	11,686,187	1,570,497	8,223,233		8,223,233	3,462,954	30%
165 RELIEF LABOUR	576,370	42,872	436,604		436,604	139,766	24% !!	543,391	55,299	350,540		350,540	192,851	35%
166 382 EXTRA STAFF SALARIES	474,992	43,310	396,636		396,636	78,356	16% !!	411,200	32,423	265,813		265,813	145,387	35%
167 SCHOOL ASSIST RELIEF	940,042	67,662	658,381		658,381	281,661	30% !!	917,465	81,335	634,767		634,767	282,698	31%
168 CASUAL CLERICAL SALARIES	80,421	449	39,574		39,574	40,847	51% !!	110,089	4,695	48,820		48,820	61,269	56%
170 FRENCH LANGUAGE ASSISTANT	0	0	0		0	0	0% !!	28,700	4,154	21,613		21,613	7,087	25%
191 TRUSTEES INDEMNITY	244,145	18,750	187,895		187,895	56,250	23% !!	249,260	21,143	185,831		185,831	63,429	25%
199 RECOVERIES	(111,155)	(11,271)	(81,695)		(81,695)	(29,460)	27% !!	(138,111)	(13,313)	(112,372)		(112,372)	(25,739)	19%
<b>TOTAL -- SALARIES</b>	<b>194,332,897</b>	<b>18,013,025</b>	<b>135,674,611</b>	<b>0</b>	<b>135,674,611</b>	<b>58,658,286</b>	<b>30% !!</b>	<b>185,892,768</b>	<b>18,370,135</b>	<b>129,176,854</b>	<b>0</b>	<b>129,176,854</b>	<b>56,715,914</b>	<b>31%</b>
BENEFITS														
211 TEACHER BENEFITS	28,091,070	2,685,373	18,718,673		18,718,673	9,372,397	33% !!	26,648,055	2,801,729	17,872,266		17,872,266	8,775,789	33%
212 P&VP BENEFITS	3,027,088	335,659	2,176,795		2,176,795	850,293	28% !!	3,024,482	296,182	2,107,863		2,107,863	916,619	30%
214 ALLIED SPECIALISTS BENEFITS	544,850	49,602	369,322		369,322	175,528	32% !!	458,559	50,031	305,249		305,249	153,310	33%
215 DEPT HEAD ALLOWANCE BENEFITS	75,663	7,687	50,180		50,180	25,483	34% !!	71,718	7,279	46,707		46,707	25,011	35%
218 EMPLOYEE FUTURE BENEFITS EXPENSE	436,067	(221,814)	(163,439)		(163,439)	599,506	137% !!	448,142	(442,769)	(152,564)		(152,564)	600,706	134%
220 EXEMPT (CERT) - BENEFITS	228,438	23,888	164,504		164,504	63,934	28% !!	209,160	20,770	149,841		149,841	59,319	28%
221 EXEMPT (N-CERT) BENEFITS	780,576	79,321	547,105		547,105	233,471	30% !!	778,592	69,603	520,793		520,793	257,799	33%
222 CUSTODIAN BENEFITS	492,659	35,233	405,550		405,550	87,109	18% !!	443,427	52,649	351,099		351,099	92,328	21%
223 JANITOR BENEFITS	987,319	71,611	821,185		821,185	166,134	17% !!	928,127	108,906	767,322		767,322	160,805	17%
225 FOREPERSONS BENEFITS	138,863	9,301	96,187		96,187	42,676	31% !!	135,946	94,982	94,982		94,982	40,964	30%
226 TRADES/LABOURER BENEFITS	1,002,689	72,237	713,711		713,711	288,978	29% !!	951,731	105,869	659,481		659,481	292,250	31%
231 SCHOOL ASSISTANT BENEFITS	5,934,183	499,939	3,872,084		3,872,084	2,062,099	35% !!	5,360,772	476,746	3,483,886		3,483,886	1,876,886	35%
242 CLERICAL BENEFITS	2,652,575	208,590	1,878,898		1,878,898	773,677	29% !!	2,488,208	203,967	1,776,932		1,776,932	711,276	29%
261 TTOC BENEFITS	2,528,686	234,106	2,057,379		2,057,379	471,307	19% !!	2,306,673	342,844	1,773,615		1,773,615	533,058	23%
265 RELIEF LABOUR BENEFITS	65,707	6,214	57,452		57,452	8,255	13% !!	58,856	7,035	42,196		42,196	16,660	28%
266 382 EXTRA STAFF BENEFITS	54,112	5,049	49,312		49,312	4,800	9% !!	43,850	3,711	27,867		27,867	15,983	36%
267 RELIEF ASSISTANT BENEFITS	107,954	7,892	78,249		78,249	29,705	28% !!	100,996	9,599	74,730		74,730	26,266	26%
268 CASUAL CLERICAL BENEFITS	8,963	53	5,371		5,371	3,592	40% !!	12,307	524	6,533		6,533	5,774	47%
270 FLA BENEFITS	0	0	0		0	0	0% !!	3,186	465	2,229		2,229	957	30%
291 TRUSTEE BENEFITS	19,775	1,738	15,730		15,730	4,045	20% !!	18,445	1,722	14,774		14,774	3,671	20%
<b>TOTAL -- BENEFITS</b>	<b>47,177,237</b>	<b>4,111,680</b>	<b>31,914,247</b>	<b>0</b>	<b>31,914,247</b>	<b>15,262,990</b>	<b>32% !!</b>	<b>44,491,232</b>	<b>4,131,300</b>	<b>29,925,802</b>	<b>0</b>	<b>29,925,802</b>	<b>14,565,430</b>	<b>33%</b>
SERVICES & SUPPLIES														
311 AUDIT	33,630	0	0		0	33,630	100% !!	28,448	0	4,572		4,572	23,876	84%
312 LEGAL	675,000	180,008	577,728		577,728	97,272	14% !!	425,000	41,591	285,027		285,027	139,973	33%
323 SOFTWARE MAINTENANCE	1,383,016	26,176	1,341,084	10,973	1,352,057	30,959	2% !!	1,133,993	16,967	1,090,840	27,432	1,118,272	15,721	1%
324 HARDWARE MAINTENANCE	120,070	4,286	50,248		50,248	69,822	58% !!	118,130	0	100,058		100,058	18,072	15%
331 CONTRACTED TRANSPORTATION	1,182,189	109,228	659,945	499,507	1,159,453	22,736	2% !!	948,374	98,201	576,861	470,548	1,047,410	(99,036)	-10%
332 TRANSPORTATION ASSISTANCE	40,333	8,760	29,935		29,935	10,398	26% !!	41,537	3,965	25,642		25,642	15,895	38%
334 SCHOOL JOURNEYS	104,756	0	49,101		49,101	55,655	53% !!	98,459	(349)	100,352		100,352	(1,893)	-2%
341 PRO-D & TRAVEL	1,143,912	64,492	666,140	10,109	676,249	467,663	41% !!	992,904	18,763	500,577	1,152	501,729	491,175	49%
342 TRAVEL MILEAGE	3,879	1,266	6,096		6,096	(2,217)	-57% !!	5,700	1,499	8,598		8,598	(2,898)	-51%
343 LOCAL MILEAGE	73,977	8,815	42,408		42,408	31,569	43% !!	70,733	6,136	41,302		41,302	29,431	42%
364 LEASES	62,851	5,888	38,115		38,115	24,736	39% !!	21,851	2,905	19,085		19,085	2,766	13%
371 MEMBERSHIP FEES	143,747	18,375	138,811		138,811	4,936	3% !!	131,797	15,068	122,285		122,285	9,512	7%
391 PREMIUMS	633,767	0	634,389		634,389	(622)	0% !!	535,970	0	534,702		534,702	1,268	0%
399 SERVICES RECOVERY	(960)	0	(16,263)		(16,263)	15,303	-1594% !!	0	0	(10,793)		(10,793)	10,793	0%
421 POINT OF SALE FEES	23,900	1,849	20,508		20,508	3,392	14% !!	17,630	4,099	25,618		25,618	(7,988)	-45%
422 BANK SERVICE CHARGES	73,902	6,183	50,523		50,523	23,380	32% !!	204,555	22,984	151,966		151,966	52,589	26%



# MONTHLY FINANCIAL REPORT - OPERATING EXPENDITURES - March 2025

	2024-2025							2023-2024						
	Budget	Mar 2025	YTD	Encumbrances	Total Exp	Available	% !!	Budget	Mar 2024	YTD	Encumbrances	Total Exp	Available	%
431 LAND TELEPHONE	173,500	15,755	128,951		128,951	44,549	26% !!	167,400	13,649	123,127		123,127	44,273	26%
438 CELL PHONES	201,585	16,038	148,959		148,959	52,626	26% !!	201,562	16,938	151,303		151,303	50,259	25%
439 DIGITAL SERVICES RECOVERY	845,987	0	0		0	845,987	100% !!	830,987	830,987	830,987		830,987	0	0%
441 POSTAGE	32,121	1,292	14,498		14,498	17,623	55% !!	38,896	1,230	18,637		18,637	20,259	52%
444 COURIER SERVICE	19,921	1,151	15,069		15,069	4,852	24% !!	16,902	117	15,957		15,957	945	6%
445 ADVERTISING	118,690	7,680	109,204		109,204	9,486	8% !!	115,187	1,570	83,925		83,925	31,262	27%
446 PHOTOCOPYING	242,607	32,933	208,919		208,919	33,688	14% !!	259,670	33,557	199,657		199,657	60,013	23%
447 PRINTING SERVICES	22,708	57	22,574		22,574	134	1% !!	10,038	0	3,944		3,944	6,094	61%
448 AGENT FEE	1,531,620	36,039	1,395,489		1,395,489	136,131	9% !!	1,414,010	70,118	1,509,971		1,509,971	(95,961)	-7%
450 GRANTS	114,148	0	46,312		46,312	67,836	59% !!	69,890	0	46,219		46,219	23,671	34%
451 CULTURAL ENRICHMENT	7,800	0	0		0	7,800	100% !!	0	0	0		0	0	0%
452 HONORARIA	13,150	925	12,525		12,525	625	5% !!	13,237	(100)	10,575		10,575	2,662	20%
453 SCHOLARSHIPS	17,610	1,000	6,500		6,500	11,110	63% !!	22,209	1,700	11,700		11,700	10,509	47%
457 GIFT / GIFT CERTIFICATES	1,534	16	784		784	750	49% !!	1,770	0	1,348		1,348	422	24%
460 LICENCES	24,710	20,682	20,682		20,682	4,028	16% !!	22,500	0	24,709		24,709	(2,209)	-10%
462 SECURITY	95,000	9,965	66,302	14,935	81,237	13,763	14% !!	84,000	4,719	65,733	3,759	69,492	14,508	17%
467 FLEET TELEMATICS	29,500	3,997	26,363		26,363	3,137	11% !!	24,500	0	10,096		10,096	14,404	59%
469 MISCELLANEOUS SERVICES	3,735,190	397,460	2,413,466	442,575	2,856,041	879,149	24% !!	3,384,099	365,050	2,361,883	485,529	2,847,412	536,687	16%
481 PORTABLE MOVES	60,000	0	5,861		5,861	54,139	90% !!	(5,000)	0	(5,000)		(5,000)	0	0%
499 COST RECOVERIES	0	0	0		0	0	0% !!	0	0	(3,343)		(3,343)	3,343	0%
501 CAFETERIA FOOD	336,015	12,545	201,004		201,004	135,011	40% !!	279,556	15,755	205,987		205,987	73,569	26%
503 WOOD	6,692	0	9,477		9,477	(2,785)	-42% !!	8,995	213	12,984		12,984	(3,989)	-44%
504 METAL	1,283	75	905		905	378	29% !!	2,206	67	3,150		3,150	(944)	-43%
505 APPLIED TECHNOLOGY SUPPLIES	0	0	452		452	(452)	0% !!	0	0	0		0	0	0%
508 AUTOMOTIVE	0	0	191		191	(191)	0% !!	0	0	0		0	0	0%
511 ADMINISTRATIVE SUPPLIES	306,286	15,718	276,692		276,692	29,594	10% !!	378,118	13,741	201,870		201,870	176,248	47%
512 COPY/PRINTER SUPPLIES	199,578	16,170	167,456		167,456	32,122	16% !!	201,186	8,623	155,171		155,171	46,015	23%
514 JANITORIAL SUPPLIES	562,000	85,468	545,031		545,031	16,969	3% !!	562,000	131,859	514,989	1,101	516,090	45,910	8%
515 VEHICLE SUPPLIES	160,275	6,969	133,110		133,110	27,165	17% !!	59,650	100,367	100,367		100,367	(40,717)	-68%
516 MEDICAL SUPPLIES	3,687	39	2,249		2,249	1,438	39% !!	2,938	622	3,353		3,353	(415)	-14%
517 TIRE PURCHASES	33,000	4,760	21,514		21,514	11,486	35% !!	25,000	4,116	22,420		22,420	2,580	10%
518 VEHICLE FUEL PURCHASES	180,534	15,892	155,757		155,757	24,777	14% !!	180,534	18,387	165,737		165,737	14,797	8%
519 INSTRUCTIONAL SUPPLIES	7,487,942	290,101	2,104,993	154,656	2,259,648	5,228,294	70% !!	7,130,394	193,490	2,152,089	36,738	2,188,827	4,941,567	69%
520 BOOKS & GUIDES	411,695	20,490	186,922		186,922	224,773	55% !!	569,117	29,817	229,333	13,951	243,284	325,833	57%
525 MAGAZINES & PERIODICALS	2,462	517	3,588		3,588	(1,126)	-46% !!	3,449	0	2,458		2,458	991	29%
530 AUDIO VISUAL MATERIALS	343	0	277		277	66	19% !!	77	39	138		138	(61)	-79%
534 SOFTWARE	20,710	39	16,515		16,515	4,195	20% !!	18,626	248	8,830	5,658	14,488	4,138	22%
541 LIGHT & POWER	1,528,000	138,984	947,890		947,890	580,110	38% !!	1,579,000	153,550	1,004,633		1,004,633	574,367	36%
551 GAS	1,342,000	152,909	922,206		922,206	419,794	31% !!	1,760,000	159,186	801,329		801,329	958,671	54%
552 OIL	39,250	0	31,759		31,759	7,491	19% !!	59,200	0	46,037		46,037	13,163	22%
561 WATER	533,000	32,981	419,986		419,986	113,014	21% !!	592,700	16,658	473,392		473,392	119,308	20%
562 SEWER USER CHARGE	310,000	28,161	237,175		237,175	72,825	23% !!	314,000	25,034	218,982		218,982	95,018	30%
563 STORMWATER	116,170	0	116,170		116,170	0	0% !!	105,000	0	91,312		91,312	13,688	13%
572 GARBAGE DISPOSAL	200,000	42,861	178,055		178,055	21,945	11% !!	183,500	20,423	119,536		119,536	63,964	35%
581 FURNITURE & EQUIP PURCH	579,194	31,365	392,581	96,051	488,632	90,562	16% !!	764,508	24,630	555,606	117,860	673,466	91,042	12%
582 VEHICLE PURCHASES	65,000	5,422	33,376		33,376	31,624	49% !!	65,000	0	1,635		1,635	63,365	97%
590 COMPUTER PURCHASES	2,212,377	35,416	1,054,414	193,046	1,247,461	964,916	44% !!	2,189,138	126,564	1,767,261	25,562	1,792,823	396,315	18%
594 RECONCILIATION ADJUSTMENTS	0	542	(7,200)		(7,200)	7,200	0% !!	0	(127)	8,390		8,390	(8,390)	0%
595 INTERFUND TRANSFER	40,875	0	0		0	40,875	100% !!	0	0	0		0	0	0%
599 SUPPLIES RECOVERIES	(296,624)	(19,028)	(311,172)		(311,172)	14,548	-5% !!	(52,972)	(2,400)	(76,019)	0	(76,019)	23,047	-44%
TOTAL -- SERVICES & SUPPLIES	29,367,094	1,898,711	16,772,595	1,421,853	18,194,448	11,172,646	38% !!	28,427,858	2,521,410	17,829,089	1,189,290	19,018,379	9,409,479	33%
GRAND TOTAL	270,877,228	24,023,417	184,361,452	1,421,853	185,783,306	85,093,922	31% !!	258,811,858	25,022,845	176,931,745	1,189,290	178,121,035	80,690,823	31%



## 2024-2025 Budget Change Report: March 2025 - Operating

	Revenue	Expenses
<b>2024-2025 Amended Annual Budget - Operating (Board Approved Feb 25-25)</b>	<b>\$ 264,486,750</b>	<b>\$ 266,400,066</b>
<b>Amended Surplus Appropriation (Board Approved February 26-24)</b>		
Budgeted Prior Year Surplus Appropriation	1,913,316	-
	<b>1,913,316</b>	<b>-</b>
	<b>266,400,066</b>	<b>266,400,066</b>
<b>Changes - subsequent to Amended Budget</b>		
Misc Donations and Revenues to February 28	28,149	28,149
South Island Partnership Grants	20,500	20,500
Misc Donations and Revenues to March 31	36,252	36,252
BC Hydro Commercial Energy Manager Program additional funding	10,000	10,000
Total Changes:	94,901	94,901
<b>2024-2025 Amended Budget - Operating to March 31, 2025</b>	<b>\$ 266,494,967</b>	<b>\$ 266,494,967</b>
<b>Unrestricted Operating Surplus (Contingency)</b>		
District (Board Approved Sep 23-24)	\$ 1,000,000	
0.40% of previous year's operating expense	\$ 1,000,000	



2024-2025 Budget Change Report: March 2025 - Special Purpose

National School Food Program  
2024/2025 Grant

Revenue	Expenses
86,275	86,275
86,275	86,275



## 2024-2025 Budget Change Report: March 2025 - Capital

### Local Capital

Interest Income to March 31

Revenue	Expenses
25,423	-
25,423	-

### Ministry of Education and Child Care Restricted

Interest Income to March 31

176,172	-
176,172	-



# Office of the Secretary-Treasurer

*Katrina Stride – Secretary-Treasurer*

**TO:** The Board of Education

**FROM:** Katrina Stride, Secretary-Treasurer

**DATE:** April 29, 2025

**RE:** **2025-2026 Budget Development Process Survey Results**

## Background

Following the approval of the 2025-2026 Annual Budget on April 8, 2025, the link to an online survey to obtain feedback on the 2025-2026 Budget Development Process was emailed to the following recipients:

- Representatives of the Four Houses: Esquimalt Nation, Songhees Nation, Métis Nation of Greater Victoria, and Urban Peoples' House Indigenous Advisory
- Partner Groups – CUPE 382, CUPE 947, GVTA, and VCPAC
- Principals and Vice Principals
- Parents/Guardians/Caregivers
- District Leadership Team
- Attendees at Internal Budget Working Sessions
- Attendees at Parent/Guardian/Caregiver Budget Session

The link to the survey was also included in a media release sent to local media and posted on the school district website and social media sites.

Survey participants had until 4pm on April 23, 2025 to respond. There were 40 responses received.

## Survey Results

### 1. Which of the below best describes your connection to the Greater Victoria School District?

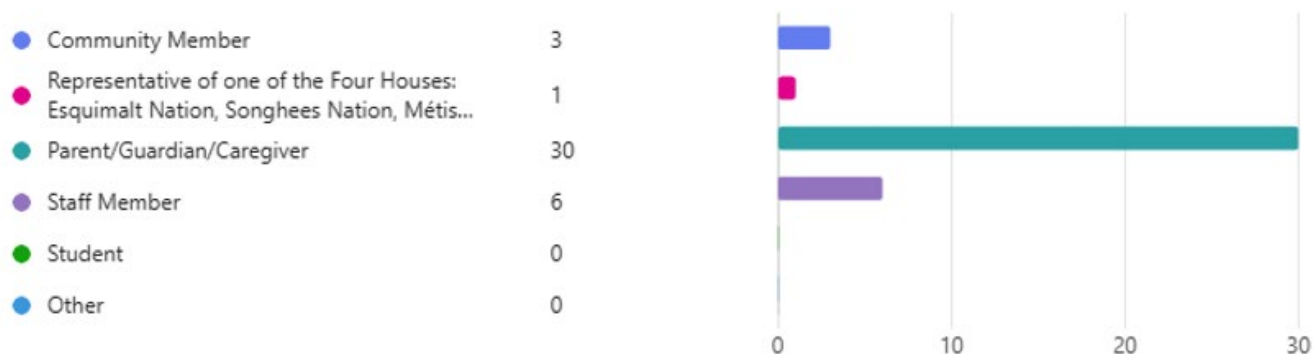
- a. Community Member
- b. Representative of one of the Four Houses: Esquimalt Nation, Songhees Nation, Métis Nation of Greater Victoria, or Urban Peoples' House Indigenous Advisory
- c. Parent/Guardian/Caregiver
- d. Staff Member
- e. Student
- f. Other

*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:**

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

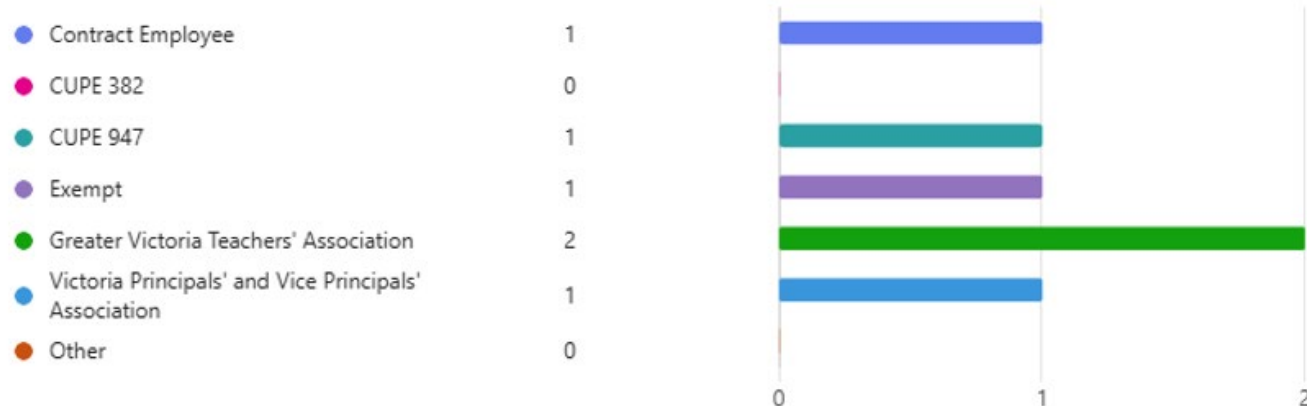


2. For Staff Members, to which Employee Group do you belong?

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

**Responses:**

2. To which Employee Group do you belong?





### 3. From your perspective, what worked in the current year's budget development process?

#### Responses:

- Communication
- Transparency
- Fewer meetings, more collaboration. It didn't feel like we were catering to one employee group; rather, we heard all voices.
- Continue soliciting information from students, staff, parents about what resources are needed in our schools & work together to foster a safe, inclusive & engaging learning environment. Continue to question programming that does not add value to our learning communities & remove these areas from our budget.
- There was a small amount of consultation, but honestly, the times chosen for meetings are difficult for parents to attend. If there is another way to gather feedback from parents (online surveys, after school discussions with babysitting provided) that might enable more participation. I'm glad that the budget was balanced, but what are we going to do when we don't have a surplus to pull from?
- There was engagement opportunities provided.
- As an international parent, I really appreciated the transparency throughout this year's budget process. It was clear, accessible, and thoughtfully communicated. I felt that the District made a genuine effort to keep families informed and involved. Being able to access the documents online and seeing regular updates helped build trust, especially for families like mine who are still getting familiar with how things work here.
- Collaborative process respecting input from all sides
- Straight forward. Did not touch middle and elementary school strings.
- I appreciated the effort made to connect with stakeholders.
- Having in-person presentations
- Listening to parents. School lunch program.
- Lots of consultation; straightforward facts about where we spend money as a district and where there are shortfalls.
- The process was calm this year. All stakeholders were given the opportunity for feedback and to be heard. Nice to see the board not being disrespectful and debating moving funds around at the last minute. The decisions that were made were made with thought and awareness.
- Including a link to this feedback form in print media articles.

### 4. Do you have any suggestions for next year's budget development process?

#### Responses:

- Focus more on outcomes (i.e. what is the target and plan to improve academic performance) and less on process. Remember that bureaucrats only care about the perfect process but what really matters is good results - which I have not seen great academic results in victoria public schools.
- More opportunities for the public to engage in the process in an accessible way. For example, online, in person, written etc. Also, find ways to ensure that all aspects of our childrens' education is guaranteed funding, to avoid regrettable and short sighted decisions for example to remove funding for a music curriculum.
- More meaningful, authentic, thoughtful participation from stakeholders. Requires advance distribution of materials for thoughtful consideration and more than one meeting to engage in discussion.
- Directly involve parents and Four House representatives right from the start.
- Continue with less meetings, start the process to look at reductions earlier in the process.
- More consultation, more ad-hoc groups (they were all cancelled after the board was fired) and more options for ELL and low income parents who may not be able to access participation options.
- Consider sending a survey to determine what the local budget priorities are from the perspective of parent / caregivers to help inform budget development.



- First, consider breaking down the public budget meetings into shorter sessions focused on specific topics like student supports, facilities, or technology. This would allow parents to attend the sessions that matter most to them and make participation more manageable. Second, after each key stage of the process—such as the public survey or consultation meetings—it would be helpful to share a short summary of the feedback received and how it was used. This would make the process feel more transparent and responsive to community input.
- Make considerable use of parent advisory councils, involving them in depth at their school level. Also rely on teacher input at the school level, possibly through their GVTA reps. The principle being: those most directly involved with the education of students are in the best position to offer constructive suggestions.
- Come into schools to see what “numbers” look like in reality.
- More marketing and transparency.
- Yes: don’t schedule the parent/caregiver input session during spring break when many families are away. It felt like you didn’t actually want feedback.
- Offering more than one session for parents and/or not doing it on spring break when so many families are away.
- I would like to see a parent engagement night with a focus on what the parents value and not asking the parents to prioritize the values of a small handful of student responses.
- I would not change much as this year’s process was thoughtful and fulsome
- Blend of online and in person feedback opportunities. Providing QR codes to print media outlets for ease of access, and announcing locations of in person events well in advance. Childcare provided at the feedback sessions.

## Other Comments

While the survey questions were specific to the budget development process, several respondents provided comments related to the budget. Responses that did not directly answer the survey questions have been included in the list below. References to specific individuals or responses that were unrelated to the budget or budget development process have not been included.

- Lots of money to feed hungry students
- There was insufficient opportunity for meaningful participation with stakeholders due to 3 readings in one night with one Trustee. This year’s process was performative (at best).
- I have had no involvement with the budget development process. This is the first invitation to participate that I have received, ever.
- Nothing works for your budget. You keep taking from our kids, and making parents donate money. I had to pay for my child who brings on extra funding due to autism for them to do Math Pre Cal in grade 12 workbook. It was not covered.
- Hiring enough EAs to fill absent employees
- Providing funding for learning support worked well.
- Can’t say as I don’t have a positive experience or trust with SD61
- Don’t know. Didn’t hear anything about it until today.
- We’ve already felt the impact of previous cutbacks—reduced student support, increased incidents of student violence, and not enough resources to address these issues. Staff are stretched to the limit, and there simply isn’t enough support to meet our students’ growing needs.
- Not much! We have been running on bare minimum with regards to counselling and learning support. Due to the current lack of supports in elementary, violent incidents towards students and staffs are almost daily!
- Increasing some helps for a student’s academic development.
- The fact that a budget was able to be created based on the circumstances is remarkable.
- Nothing. We have no representation.
- Based on the wording of these questions I doubt the genuine interest in receiving honest feedback



- We need more money to go into support staff. There are not enough support staff in any school out there and children are suffering. Instead of cutting EA's counselors and support, we should be adding twice as what we have. People are being burnt out and students time at school is becoming unsafe.
- Since they'rey is a surplus please reinstate the strings music program.
- a STEM specific school - let's have an academy that is actually ACADEMIC and make a high school for kids who want to learn can feel like part of a community. No Challenge program, no more sports academies - an actual school curriculum for critical thinking in math, science and engineering fields.
- Make more training accessible for teachers and EA for children who are neurodiverse.
- More funds allocated to special education students. Schools need more trained staff on site and available ie: EA's dedicated to one child not the entire classroom. School psychologist or psychiatrist, more educational support staff, in general. Every child is entitled to an education, but if your child has special needs and the school doesn't have staffing or funding available to provide education to every child, they get sent home and aren't gaining the education they are entitled to.
- Stop cutting programs that are desperately needed for students - music, councillors and EA's. Taking these things away (or cutting them to the point of making them unattainable for those that are vulnerable or financially struggling) is the laziest and cruelest way of "finding money" in the budget of an organization that has been traditionally bloated by administrators salaries.
- Reduce employees at board office instead of schools to save money. Allow schools to buy supplies wherever is cheapest instead of Monks.
- Spend more on Learning Support Teachers and hire more Educational Assistants. Don't spend so much on the music program.
- Students inclusive learning needs and more support. More support for High School students IEP support and assistance navigating with more communication to parents. School based arts programming and funding. Mandatory school fees. Safety in our schools keeping drugs, gangs and bullying out.
- Please refrain from making further cuts directly impacting our students' learning needs and social-emotional development. If we fail to support them during their elementary years, we risk seeing a rise in mental health challenges as they grow. Instead, cost-saving measures should be considered at the board level, particularly in areas where roles can be consolidated. For instance, do we truly require the current number of district principals?
- Begin the business of streamlining and downsizing administration early, both at the district level and at the school level. Investigate the ramifications of ALL certified staff at every school teaching at least one class per semester - a cost saving as well as having school administrators keep "in touch" with teacher loads and classroom issues. I believe they lose touch after about 3 years of being an administrator. Investigate cost savings which might result from any possible amalgamation opportunities with other boards, looking early to the future of municipality amalgamations. Engage the BC government to pick up costs of mental health issues which have been downloaded to the public education system. Keep all school property, but investigate renting parts of some buildings, which have capacity, to community health services offices on three-year contracts - I believe there is advantage and benefit to both schools and health services to be working from the same building(s). Negotiate with all unions to develop a process whereby the public school system is not burdened with people on long-term leave and are still getting paid - on this point, I am uncertain how long-term stress (and other) leave is handled, but there should be a process to transition long-term stress leave out of the education field, and unburdening education budgets. Thank you.
- Make cuts at the top district level by amalgamation with other districts. Our future society depends on education and supports starting in elementary.
- Cutting back on Learning Support and Counsellors in Elementary school is appalling. Presently the Learning Support teacher and ELL teacher in our school are putting out fires by replacing EA's on their breaks - for students who need full support- and dealing with violent situations. This has meant that students with learning needs are not getting the same service they used to get. The part-time counsellor is also unable to get to all the students they should due to the rise in violence and anxiety in students. To decrease the funding that is already not enough is not allowing students to have access to a full education. There will only be an increase in already challenging situations if this happens.



Surely, there can be some cuts at the district level rather than preventing students from getting support and an age when it is so vital.

- There needs to be a study of the aging schools within the district and what replacement or upgrades will look like.
- Schools need more funding. Period. Supplies are constantly cut, sports, music, ... the list goes on and on. Education dictates the future success of our country and Democracy; it should never EVER be nicked and dined.
- I didn't feel like the consultation process made an effort to reach out to parents at all. I attended the budget meeting on March 27. That meeting was supposed to be for parent input, and I came to give my input, yet we were only asked to rank what was deemed important to a handful of teens. I thought we would be asked for our input later but we were not. I didn't feel like we had time to give our input. Parents want to speak up for our elementary school children. There needs to be better consultation with families. Too many responses came from members of the teachers union and they were given too much floor time at the meeting. Also, way too much weight was put on a survey sample of 20 teenagers. This is something I will bring up to VCPAC and we will be monitoring carefully going forward.
- Stick with core skills of reading, writing, and arithmetic, arts and music, basic science and geography, with sports for team building values. Add STEM as an extra for fast track learners once core skills are mastered.
- Cutting learning support teachers is a devastating blow to already marginalized children and youth.



## SECTION 72 REPORT

**Present:**

Official Trustee Sherri Bell

**Administration:**

Katrina Stride, Secretary-Treasurer

The Board of Education discussed the following matters:

- Administration

General decisions made by the Board:

- Administration



## SECTION 72 REPORT

**Present:**

Official Trustee Sherri Bell

**Administration:**

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

The Board of Education discussed the following matters:

- Personnel
- Administration
- Facilities

General decisions made by the Board:

- Administration
- Facilities