



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

Regular Board Meeting

AGENDA

Monday, October 6, 2025, 6:30 p.m.

Tolmie Boardroom, 556 Boleskine Road

Broadcasted via YouTube

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

A. COMMENCEMENT OF MEETING

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

A.1. Acknowledgement of Traditional Territories

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

A.2. Approval of the Agenda

Recommended Motion:
That the October 6, 2025 agenda be approved.

A.3. Approval of the Minutes

- a. Approval of the September 15, 2025 Regular Board Meeting Minutes

Recommended Motion:
That the September 15, 2025 Regular Board Meeting minutes be approved.

A.4. Business Arising from the Minutes

A.5. District Celebrations

- a. Early Childhood Educators – District Principal Early Years and Childcare Shortt

A.6. Community Presentations

B. CORRESPONDENCE

- B.1. September 28, 2025 Greater Victoria Teachers' Association to Official Trustee Bell – Trustee Electoral Area**

C. OFFICIAL TRUSTEE REPORT

- C.1. Monthly Report**

D. BOARD COMMITTEE REPORTS

E. DISTRICT LEADERSHIP TEAM REPORTS

E.1. Superintendent's Report

- a. Monthly Report
- b. 2025-2026 Elementary School Goals (School Plans)

Recommended Motion:

That the Official Trustee of School District No. 61 (Greater Victoria) approve the 2025-2026 Elementary School Plans as presented.

- c. Climate Action Plan Update – Associate Superintendent Powell and Director of Facilities Services Vistisen-Harwood.
- d. Revision and/or Deletion of Board Policies

Recommended Motion:

That the Official Trustee of School District No. 61 (Greater Victoria) approve the deletion of the following Board policies:

Policy 1162 *Educational Heritage*
Policy 1325.4 *Publicity for Non-School Events*
Policy 2101 *Deputy Superintendent of Schools*
Policy 2110 *Secretary Treasurer*
Policy 2115 *Associate Superintendent of Schools*
Policy 2120.010 *Director of Facilities*
Policy 2120.020 *Director of Learning Resources and Information Services*
Policy 2120.025 *Director of Human Resource Services*
Policy 2120.030 *District Principal of Learning Initiatives*
Policy 2120.062 *Director of Student Support Services*
Policy 2123.041 *Manager of Purchasing Services*
Policy 2127.067 *First Nations District Counsellors*
Policy 2212.2 *District Principal Special Education Services*
Policy 4152.51 *Medical Services Association and Group Life Extension*
Policy 4199 *Staff Reports*
Policy 4220.3 *Purchasing Services Buyer*
Policy 6164.1 *Health Services.*

E.2. Secretary-Treasurer's Report

- a. 2025-2026 Student Enrolment Report
- b. 2026-2027 Budget Development Process – Draft
- c. Monthly Financial Report: September 2025
- d. Monthly Budget Change Report: September 2025

F. QUESTION PERIOD (15 minutes total)

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

G.1. Record of In-Camera Board of Education Meeting – September 15, 2025

G.2. Record of Special In-Camera Board of Education Meeting – September 29, 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

Tolmie Boardroom, 556 Boleskine Road

Monday, September 15, 2025, 6:30 p.m.

Official Trustee: Sherri Bell

Administration: Deb Whitten, Superintendent, Katrina Stride, Secretary-Treasurer, Tom Aerts, Deputy Superintendent, Sean Powell, Associate Superintendent, Dr. Shelly Wilton, Director of Indigenous Education, Marni Vistisen-Harwood, Director of Facilities Services, Mike Knudson, Director of Human Resource Services, Vicki Roberts, VPVPA, Julie Lutner, Associate Secretary-Treasurer, Hervinder Parmar, Director of Finance, Budgets and Financial Reporting, David Hovis, Director of Instruction, Sean McCartney, Director of Instruction

Songhees Nation: Anevey Quocksister, Student Success Manager

Partners: Norm Issac, CUPE 382, Tricia Thexton, CUPE 947

A. COMMENCEMENT OF MEETING

The 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 September 15, 2025 agenda be approved.

A.3. Approval of the Minutes

a. Approval of the June 16, 2025 Regular Board Meeting Minutes

The Official Trustee passed the following motion:

That the June 16, 2025 Regular Board Meeting minutes be approved.

A.4. Business Arising from the Minutes

None.

A.5. 2024-2025 Audit Findings Report, Lenora Lee, KPMG, Auditors Presentation

Lenora Lee from KPMG, the District's external auditor, presented the 2024-2025 Audit Findings Report for information and provided highlights. Lenora Lee reported a clean audit and unqualified opinion on the District's financial statements and congratulated the Financial Services Team on requiring no adjustments.

The Official Trustee thanked Lenora Lee for the report as well as the entire Financial Services Team for their work on the clean audit.

A.6. District Celebrations

a. Welcome & Learning Centre – Pilot Summer Middle School Program

Director of Instruction Hovis, Vice-Principal Vic West Elementary Galhon and Multicultural Liaison Worker Rubin provided an overview of the Summer Middle School Program initiative held at SJ Willis Education Centre and emphasized the strong cross-departmental collaboration contributing to its success. It was shared that the program supported students with limited access to summer learning opportunities, and focused on strengthening literacy and numeracy through hands-on, engaging, and choice-driven experiences.

The Official Trustee thanked staff for the presentation.

A.7. Community Presentations

None.

B. CORRESPONDENCE

C. OFFICIAL TRUSTEE REPORT

C.1. Monthly Report

Official Trustee Bell provided a verbal report:

- Update on Trustee Electoral Areas:
 - Convened meetings with the task force twice during the summer
 - Met with members of the Songhees and Esquimalt Nations
 - Launched online public survey for feedback on the draft proposal in early August

- Held public information and engagement session at SJ Willis in early September with participation from all members of the task force
- Proposal to be submitted to the Minister by end of September
- The Official Trustee, as part of a BC School Trustees Association committee, is participating in a jurisdictional scan of school district policies and administrative procedures to develop a framework that aligns policies and administrative procedures across the province. It was noted that Greater Victoria, along with Surrey, has the highest number of policies of the school districts in BC.
- Convened a Partners of School District No. 61 meeting to discuss electoral areas, policies, and the 2026-2027 budget development process .
- Toured Cedar Hill Middle School with the School Principal. Expressed sincere thanks to everyone involved in getting the new school built and ready for students.

C.2. Annual Board Reports 2025-2026

Official Trustee Bell provided the Annual Board Reports for the 2025-2026 school year.

D. BOARD COMMITTEE REPORTS

D.1. Audit Sub-Committee Report

a. 2024-2025 Financial Year End

Secretary-Treasurer Stride provided an overview of the appropriation of operating surplus included in the 2024-2025 Audited Financial Statements.

Official Trustee Bell had questions of clarification.

The Official Trustee passed the following motion:

That the Official Trustee of School District No. 61 (Greater Victoria) approves the appropriation of \$11,225,081 of the operating surplus as follows: 1) internally restricted \$9,975,081 and 2) unrestricted (contingency) \$1,250,000.

Secretary-Treasurer Stride thanked all Financial Services staff for their work on all of the financial statements being presented. Secretary-Treasurer Stride referenced the discussion at the Audit Sub-Committee meeting regarding the financial statements and FSD&A Report.

Official Trustee Bell had questions of clarification

The Official Trustee passed the following motion:

That the Official Trustee of School District No. 61 (Greater Victoria) approves the Audited Financial Statements of School District No. 61 (Greater Victoria) for the year ended June 30, 2025;

AND FURTHER,

that the Official Trustee, the Superintendent and the Secretary-Treasurer be authorized to affix their signatures to the statements, where applicable, on behalf of the Board.

The Official Trustee passed the following motion:

That the Official Trustee of School District No. 61 (Greater Victoria) approves the Financial Statement Discussion and Analysis Report for the year ended June 30, 2025.

Secretary-Treasurer advised that the draft Multi-Year Financial Plan 2025-2028 reviewed during the 2025-2026 budget development process had been updated to reflect updated budget assumptions and the impacts of the one-time and ongoing budget decisions that were made by the Board in April 2025.

The Official Trustee passed the following motion:

That the Official Trustee of School District No. 61 (Greater Victoria) accepts the Multi-Year Financial Plan 2025-2028.

Secretary-Treasurer Stride provided an overview of the Statement of Financial Information including an explanation that the report is prepared on a cash basis and that employee expenses include all expenses related to a position and not just what might be considered a personal benefit.

The Official Trustee passed the following motion:

That the Official Trustee of School District No. 61 (Greater Victoria) approves the schedules as required by the Financial Information Act for the period July 1, 2024 to June 30, 2025;

AND FURTHER,

that the approved schedules be posted to the District website.

E. DISTRICT LEADERSHIP TEAM REPORT

E.1. Superintendent's Report

a. Monthly Report

Superintendent's Whitten provided the report for information.

b. Enhancing Student Learning Annual Report 2025-2026

Superintendent Whitten presented the Enhancing Student Learning Annual Report for the 2025–2026 school year.

Deputy Superintendent Aerts, Director of Instruction Hovis, and Director of Indigenous Education Dr. Wilton highlighted the key findings and strategies in the report. It was emphasized how the collected data aligns with strategic goals and reflects ongoing efforts to improve student outcomes across all schools.

The Official Trustee had questions of clarification.

The Official Trustee expressed appreciation for the comprehensive nature of the report and the collaborative work across departments to ensure continuous improvement in student learning.

The Official Trustee passed the following motion:

That the Official Trustee of School District No. 61 (Greater Victoria) approve the Enhancing Student Learning Annual Report 2025-2026, as presented.

c. Anaphylaxis Aggregate Report 2024-2025

Superintendent Whitten provided the Anaphylaxis Aggregate Report for the 2024-2025 school year.

d. Revision and/or Deletion of Board Policies

Superintendent Whitten provided rationale for the deletion of the following Board policies: Policy 6120 Learner-Focused Education; Policy 6135.2 Career and Personal Planning 8-12 Sensitive Curriculum Issues; Policy 6161.1 Learning Resources for Classroom Use; and Policy 6164.8 Learning Assistance Program.

The Official Trustee passed the following motion:

That the Official Trustee of School District No. 61 (Greater Victoria) approves the deletion of the following Board policies: Policy 6120 Learner-Focused Education; Policy 6135.2 Career and Personal Planning 8-12 Sensitive Curriculum Issues; Policy 6161.1 Learning Resources for Classroom Use; and Policy 6164.8 Learning Assistance Program.

E.2. Secretary-Treasurer's Report

a. Monthly Financial Report

Secretary-Treasurer Stride provided the June 2025, July 2025 and August 2025 reports for information.

b. Monthly Budget Change Report

Secretary-Treasurer Stride provided the June 2025 and August 2025 reports for information.

c. Quarterly Facilities Operations and Capital Project Update – September 2025

Director of Facilities Services Vistisen-Harwood provided the quarterly report for September 2025 for information.

Official Trustee Bell thanked all facilities staff for all the hard work over the summer.

d. Cedar Hill Middle School - Disposal (SRW) Bylaw Waterworks

Secretary-Treasurer Stride shared that the Official Trustee had approved a disposal (SRW) bylaw for waterworks at Cedar Hill Middle School in favour of the District of Saanich. It was explained that the Official Trustee carried three readings of the bylaw by poll vote due to the urgent requirement for the SRW to be on title prior to the issuance of an occupancy permit.

F. QUESTION PERIOD

Q: What plans does the District have to protect the safety of Vic High students and provide optimal conditions for the athletic training that they deserve?

A: Superintendent Whitten emphasized that safety remains the District's top priority. The District will follow up with the administration at Vic High to determine if there are any concerns regarding the safety of the training spaces. It was also expressed that there is a sense of pride in the quality of the amenity spaces provided at Vic High.

Q: The former Trustees have filed a petition with the BC Supreme court for a judicial review of their termination does any portion of the legal fees come the school district budget and expenses?

A: Official Trustee Bell stated that the school district does not pay any legal fees on behalf of the former Trustees.

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

G.1. Record of Special In-Camera of Education Meeting – April 2, 2025

G.2. Record of Special In-Camera of Education Meeting – April 3, 2025

G.3. Record of In-Camera Board of Education Meeting – June 16, 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 8:23 p.m.

Official Trustee

Secretary-Treasurer



Greater Victoria Teachers' Association

5-515 Dupplin Road Victoria BC V8Z 1C2

t. 250.595.0181 f. 250.595.0189 info@gvta.net gvta.net

September 28, 2025

Dear Official Trustee Sherri Bell,

On behalf of the Greater Victoria Teachers' Association, I am writing to express our significant concern about the potential transition from an at-large electoral model to a trustee electoral area model for School District 61. It is the position of the GVTA that any fundamental changes to our electoral system should not be decided until after we have democratically elected trustees and a fulsome and transparent consultation process has occurred.

We first wish to express our unequivocal support for the creation of designated school board trustee seats for Esquimalt and Songhees Nations. To achieve real, material, reconciliation public governance institutions must embrace the self-determination of Indigenous nations and change their structures to undo generations of colonial harm. We hope the creation of these seats will be a step towards repairing the historic wrongs and broken relationships that the institutions of education in Canada have wrought.

However, the timeline and process by which School District 61 has undertaken the review have been inappropriate and inadequate and we are deeply concerned that they will further exacerbate the already tenuous trust that the public has in local public education governance in our city. Further, we believe the serious problems with the timeline and process will undermine confidence in and support for any potentially positive changes that may be proposed.

There has been a fundamental lack of transparency around the process for the creation of the task force, and its meetings and discussions. There has been no opportunity to hear or engage in public debate about the proposal. Having this process undertaken by an appointed government official, who is lacking the democratic mandate of elected trustees, will create scepticism and mistrust around the final decision. At a time when a resurgent far-right is attacking democratic institutions at every turn and capitalizing on public resentment over lack of accountability by elected officials, this is a deeply irresponsible move.



Greater Victoria Teachers' Association

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I attended the single public engagement session on September 9. It lasted for two hours. Part way through I counted 49 attendees, fewer than 15 of which I was sure were members of the public, not public officials or representatives. Two days after this, the online feedback form closed. This public consultation is in stunning contrast to the years long process of consultation for amalgamation including the creation of the Victoria-Saanich Citizens Assembly which provided substantial public input and direction. Additionally, the proposed changes are presented as increasing democratic representation, but this is clearly not a given. Under the proposed electoral area change the two areas of Victoria and Saanich will have four trustees representing around 225,000 people, while the other municipal regions will have 3 trustees representing around 55,000 people. We are deeply concerned about the anti-democratic nature of this misbalance and wonder why other models of reform have seemingly not been considered.

My position puts me in frequent communication with members of the public who are interested in local governance and public education matters. The concerns I raise in this letter – and worse - have been repeatedly raised to me by others. Perhaps most concerning is the cynicism I hear expressed around these changes. As Official Trustee, I have heard you repeatedly state that your primary goal is to ensure the next elected board of trustees can start their mandate successfully. I am deeply concerned the outcome of this process will be contrary to this goal.

Sincerely,

Carolyn Howe

President, Greater Victoria Teachers' Association

cc: Minister of Education, Lisa Beare; GVTA Staff Representatives

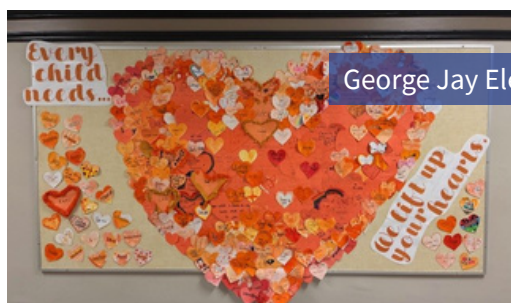
National Day for Truth and Reconciliation



Tolmie Board Office



Cedar Hill Middle



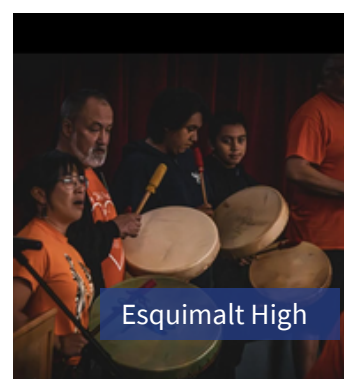
George Jay Elementary



Central Middle



Reynolds Secondary



Esquimalt High



Tillicum Elementary



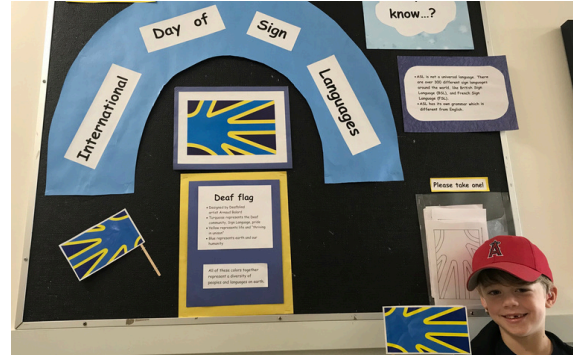
Superintendent Deb Whitten Learning Report

October 6, 2025



Sept 22 - Vic High Student is Camosun bound thanks to support of Rogers grant

- [Black Press](#)



Sept 23 - International Day of Sign Languages



Sept 29 - Tillicum Elementary land blessing before new tree and shrub planting

Congratulations / Gratitude

Gratitude to our teachers for your time, effort, and passion you bring to our school communities. Thank you for making a difference. Happy World Teachers' Day!

Gratitude to the Indigenous Department for assisting with the Tillicum Elementary land blessing.

Gratitude to the staff and students at Tillicum for their engagement in the Tillicum land blessing.

Upcoming

Oct 1 - Nov 10 - FSA administration

Oct 5 - World Teachers' Day

Oct 13 - Thanksgiving

Oct 24 - Pro D Day

Oct 31 - Halloween

Nov 8 - Indigenous Veterans Day

Nov 11 - Remembrance Day

Nov 21 - Pro D Day

TO: The Board of Education
FROM: Deb Whitten, Superintendent of Schools
RE: 2025-2026 Elementary School Goals (School Plans)
DATE: October 6, 2025

Purpose

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

Background

The Strategic Plan 2020-2028, sets the following Goals and Strategies for the Schools/District:

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

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

Throughout the 2024-25 school year, our district focused on the process and development of school goals through a continuous improvement cycle. The continuous improvement cycle identified which actions will make the biggest impact; implementing the actions in a strategic manner; assessing the actions to determine if the actions created a positive change; and planning how, where, and when we can improve. During each monthly administrator meeting we will spend time examining data, reviewing our strategies and collaborating on promising practices.

The Elementary School Plans have been provided for approval.

At the Board meeting November 24, 2025, Middle School Plans will be provided and at the December 8, 2025, Secondary School Plans will be provided.

Recommended Motion:

That the Official Trustee of School District No. 61 (Greater Victoria) approve the 2025-2026 Elementary school plans as presented.

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



Braefoot Elementary 2025-26 School Growth Plan



2025-26 TOTAL NUMBER OF STUDENTS: 240

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Goal: Develop and Implement a coordinated approach for supporting students' social and emotional learning.

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

Strategic Plan Goal 3

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Goal: To improve the overall number of students reading at grade level.

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

Strategic Plan Goal 1



Campus View Elementary 2025-26 School Growth Plan



2025-26 TOTAL NUMBER OF STUDENTS: 459

Goal: Literacy: To continue and enhance our incorporation of structured literacy instruction and resources into classroom programming to support the literacy learning of all students.

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

Strategic Plan Goal 3



Cloverdale Elementary School 2025-26 School Growth Plan



2025-26 TOTAL NUMBER OF STUDENTS: 347

Goal: Social emotional learning: Intentional teaching and practicing of high impact self regulation strategies to increase student ability to apply them

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

Strategic Plan Goal 3



Craigflower Elementary 2025-26 School Growth Plan



2025-26 TOTAL NUMBER OF STUDENTS: 180

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Goal: Improve Literacy - Reading Writing and Oral Language

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

Strategic Plan Goal 2

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Goal: Improve Social-Emotional Well-Being - Self Regulation, Mindfulness with a Sense of Belonging

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

Strategic Plan Goal 3



Doncaster Elementary 2025-26 School Growth Plan



2025-26 TOTAL NUMBER OF STUDENTS: 434

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Goal: How might the implementation of The Spirit of Alliances (a) positively impact the Social and Emotional Well-Being of our students and

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

Strategic Plan Goal 3

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Goal: (b) support Outdoor Learning and Experiences while

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

Strategic Plan Goal 2

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Goal: (c) deepening our understanding and commitment to the Truth and Reconciliation journey.

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

Strategic Plan Goal 2



Eagle View Elementary 2025-26 School Growth Plan



2025-26 TOTAL NUMBER OF STUDENTS: 288

Goal: To support all learners in becoming proficient readers and writers by centering the learning around the students and by gathering and ongoing reflection of student data.

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

Strategic Plan Goal 3



Frank Hobbs Elementary 2025-26 School Growth Plan



2025-26 TOTAL NUMBER OF STUDENTS: 253

Goal: Create a welcoming community where all students can succeed

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

Strategic Plan Goal 1



George Jay Elementary 2025-26 School Growth Plan



2025-26 TOTAL NUMBER OF STUDENTS: 435

Goal: To engage in school-wide Social-emotional regulation programs, (The Zones of Regulation and Second Step) to continue to build common language from K to 5 and trauma informed behavioural support strategies.

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

Strategic Plan Goal 1

Goal: To develop a solid foundation of literacy skills that focus on oral language development, reading comprehension and the writing process.

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

Strategic Plan Goal 1

Goal: To promote belonging and identity of Indigenous history and traditions through whole-school Indigenous drumming initiatives.

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

Strategic Plan Goal 2



Hillcrest Elementary 2025-26 School Growth Plan



2025-26 TOTAL NUMBER OF STUDENTS: 282

Goal: To adopt practices that support culturally responsive and barrier-free learning environments a with a particular focus on Indigenous Education for all students.

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

Strategic Plan Goal 3

Goal: To improve student literacy across the curriculum for all students with a particular focus on early learning.

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

Strategic Plan Goal 1



James Bay Community 2025-26 School Growth Plan



2025-26 TOTAL NUMBER OF STUDENTS: 181

Goal: "I Matter": To support students and families when they are vulnerable.

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

Strategic Plan Goal 1

Goal: "I Belong": To deepen our knowledge and understanding about how we can be more culturally responsive reflecting on our best practices. To ensure all students feel a strong sense of BELONGING.

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

Strategic Plan Goal 2



Lake Hill Elementary 2025-26 School Growth Plan



2025-26 TOTAL NUMBER OF STUDENTS: 224

Goal: We will improve student reading through a balanced approach that includes differentiated instruction with a focus on informed, explicit reading instruction while developing our students' love of reading and self-worth.

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

Strategic Plan Goal 1



Macaulay Elementary 2025-26 School Growth Plan



2025-26 TOTAL NUMBER OF STUDENTS: 495

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Goal: To enhance literacy skills, particularly in reading and writing, while fostering cultural responsibility and acknowledging the diversity within our community to ensure students achieve grade level proficiency."

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

Strategic Plan Goal 2

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Goal: To enhance numeracy skills across all grades, while fostering cultural responsibility and acknowledging the diversity within our community. By incorporating diverse cultural perspectives into our math curriculum and teaching practices, we aim to make math more relevant and accessible to all students. Through this approach, we strive to empower students to not only excel in math but also appreciate the cultural significance of mathematical concepts in different communities."

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

Strategic Plan Goal 1

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Goal: Developing positive student behaviours – through the school-wide use of the Second Step Program, Mind Up program and the Effective Behaviour System

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

Strategic Plan Goal 3



Margaret Jenkins Elementary 2025-26 School Growth Plan



2025-26 TOTAL NUMBER OF STUDENTS: 461

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Goal: We will be an inclusive school where all children can thrive

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

Strategic Plan Goal 3

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Goal: As educators, we will collaborate with each other in our learning and teaching

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

Strategic Plan Goal 1

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Goal: We will learn about and care for the environment we live in, with indigenous learning and understanding in mind and heart

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

Strategic Plan Goal 3



Marigold School 2025-26 School Growth Plan



2025-26 TOTAL NUMBER OF STUDENTS: 301

Goal: To continue to develop and improve Literacy skills in our students by fostering a continuum of learning through consistent, common assessment language and anchoring as educators, while continuing to focus on embedding Indigenous learning and resources

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

Strategic Plan Goal 3

Goal: To develop an inclusive and culturally responsive learning environment that fosters the social emotional well-being of our students, staff and community.

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

Strategic Plan Goal 3



McKenzie Elementary 2025-26 School Growth Plan



2025-26 TOTAL NUMBER OF STUDENTS: 258

Goal: As a staff and community, we will provide students with opportunities to improve or increase their sense of belonging at school.

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

Strategic Plan Goal 3

Goal: To improve writing through more explicit, tactile, and oral language pre-writing strategies.

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

Strategic Plan Goal 1



Northridge Elementary 2025-26 School Growth Plan



2025-26 TOTAL NUMBER OF STUDENTS: 268

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Goal: To improve student writing achievement through increased engagement and inclusive and culturally responsive writing practices.

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

Strategic Plan Goal 1

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Goal: To increase engagement and connectedness of all students especially our indigenous students as well as focus on core competency student self reflection

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

Strategic Plan Goal 2

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Goal: To increase student connection and belonging

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



Oaklands Elementary 2025-26 School Growth Plan



2025-26 TOTAL NUMBER OF STUDENTS: 450

Goal: To improve student writing through a focus on, identity, belonging and Story-Marker Studio.

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

Strategic Plan Goal 1

Goal: To increase students' well-being, connectedness and sense of belonging.

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

Strategic Plan Goal 3



Quadra Elementary 2025-26 School Growth Plan



2025-26 TOTAL NUMBER OF STUDENTS: 468

Goal: Identify each child's unique needs and provide tailored supports to ensure their holistic development and success.

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

Strategic Plan Goal 1



Rogers Elementary 2025-26 School Growth Plan



2025-26 TOTAL NUMBER OF STUDENTS: 259

Goal: To further develop student descriptive written language.

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

Strategic Plan Goal 1

Goal: To create a supportive and inclusive school environment, that nurtures neurodiversity, and fosters positive relationships.

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

Strategic Plan Goal 3



Sir James Douglas 2025-26 School Growth Plan



2025-26 TOTAL NUMBER OF STUDENTS: 392

.....

Goal: Improving literacy – by increasing the number of students in each grade who are making progress in reading, writing and oral expression

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

Strategic Plan Goal 2

.....

Goal: Improving students’ skills for learning – through the school-wide use of explicit executive functioning lessons and activities

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

Strategic Plan Goal 3

.....

Goal: Improving numeracy skills – by increasing the number of students in each grade who are making progress in numeracy

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

Strategic Plan Goal 1



South Park Family School 2025-26 School Growth Plan



2025-26 TOTAL NUMBER OF STUDENTS: 174

Goal: To develop a deeper understanding of who we are as a school community. To explore our shared beliefs, values and understandings to redefine and understand South Park Family School's place within these shared beliefs and values. To share these beliefs and have them reflected in all we do at South Park and the physical space of South Park to ensure we are a culturally responsive, inclusive and welcoming space for all.

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

Strategic Plan Goal 1



Strawberry Vale Elementary 2025-26 School Growth Plan



2025-26 TOTAL NUMBER OF STUDENTS: 272

Goal: To foster an inclusive, culturally responsive and nature based learning COMMUNITY that will support and improve all learners' personal and academic success.

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

Strategic Plan Goal 1



Sundance-Bank Elementary School 2025-26 School Growth Plan



2025-26 TOTAL NUMBER OF STUDENTS: 86

Goal: To support and further develop students' Executive Function skills in order to increase their personal and academic success.

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

Strategic Plan Goal 1

Goal: To increase reading fluency and comprehension through joyful learning

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

Strategic Plan Goal 1



Tillicum Community School 2025-26 School Growth Plan



2025-26 TOTAL NUMBER OF STUDENTS: 459

Goal: To increase student interest in and motivation for reading and reading achievement, as measured by classroom language arts performance and reading progress levels, by promoting a love of reading and reading strategy development: Belief - creating high interest libraries and book lists, that are more closely tied to student interests, will generate motivation and lead to more reading, hence increased practice and ability.

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

Strategic Plan Goal 1



Torquay Elementary 2025-26 School Growth Plan



2025-26 TOTAL NUMBER OF STUDENTS: 314

.....

Goal: Students will continue to develop awareness, acceptance, and empathy of themselves and others through Identity, Diversity, Justice and Action.

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

Strategic Plan Goal 1

.....

Goal: Torquay staff will develop cultural pedagogy through exploring our various points of privilege.

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

Strategic Plan Goal 1



Victoria West Elementary 2025-26 School Growth Plan



2025-26 TOTAL NUMBER OF STUDENTS: 345

Goal: At Vic West Elementary, we will continue to create an inclusive and culturally responsive learning environment for all students with an emphasis on the core foundations of learning (Social Emotional, Physical Literacy, Fine Arts, Literacy and Numeracy) as part of our students' journey of self and their role in their community.

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

Strategic Plan Goal 1



View Royal Elementary 2025-26 School Growth Plan



2025-26 TOTAL NUMBER OF STUDENTS: 289

Goal: (Early Literacy) Our goal is to ensure that every student at View Royal becomes a proficient and enthusiastic reader and writer by the end of elementary school while honouring and supporting their individual learning journeys.

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

Strategic Plan Goal 1



Willows Elementary 2025-26 School Growth Plan



2025-26 TOTAL NUMBER OF STUDENTS: 518

Goal: To enhance student writing skills across all grade levels by focusing on vocabulary development, improving sentence structure, idea development, and clarity of expression through targeted instruction, collaborative writing and editing, and consistent practice across curricular areas.

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

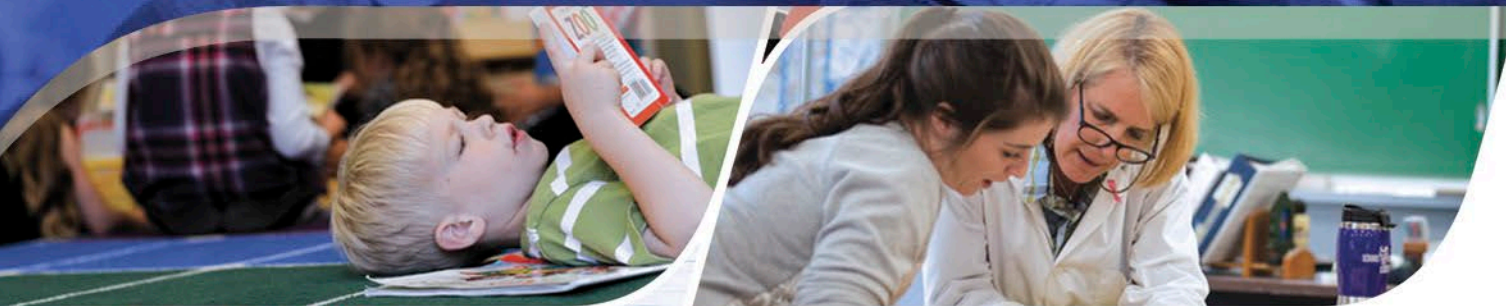
Strategic Plan Goal 1

Goal: To deepen our understanding and commitment to the Truth and Reconciliation journey as adults and students of our school community.

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



One *Learning* Community



Board of Education Meeting October 6, 2025

Climate Action Working Group

Formerly known as the Climate Action Ad Hoc Committee

Goal: Actioning the objectives in the Climate Action Plan

Working Group will meet six times this year

Five Pillars of the Plan



LEARNING, ENGAGEMENT, LEADERSHIP



LANDS AND WATER STEWARDSHIP



WASTE REDUCTION

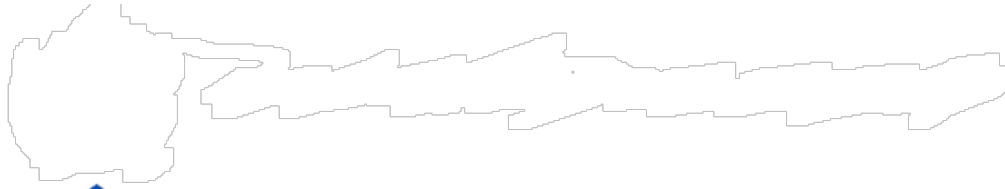


ENERGY MANAGEMENT

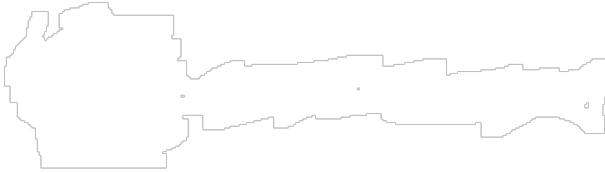


SUSTAINABLE TRANSPORTATION

Greater Victoria
School District
Climate Action
Plan (CAP)
2022–2027



LANDS AND WATER STEWARDSHIP



ENERGY MANAGEMENT



SUSTAINABLE TRANSPORTATION

Our energy conservation strategies and priorities are outlined in SD61's Strategic Energy Management Plan (SEMP)

SD61 is an active participant of the BC Hydro Energy Wise Network Program, an energy conservation program that supports BC organizations in leading student and staff engagement campaigns

Utility Costs

Annually the District spends upwards of \$4m on utilities:
Gas, Water and Electricity

Decisions are made to decrease the Districts carbon footprint, and decrease the use of energy resources

Water Leak Detection and Analysis



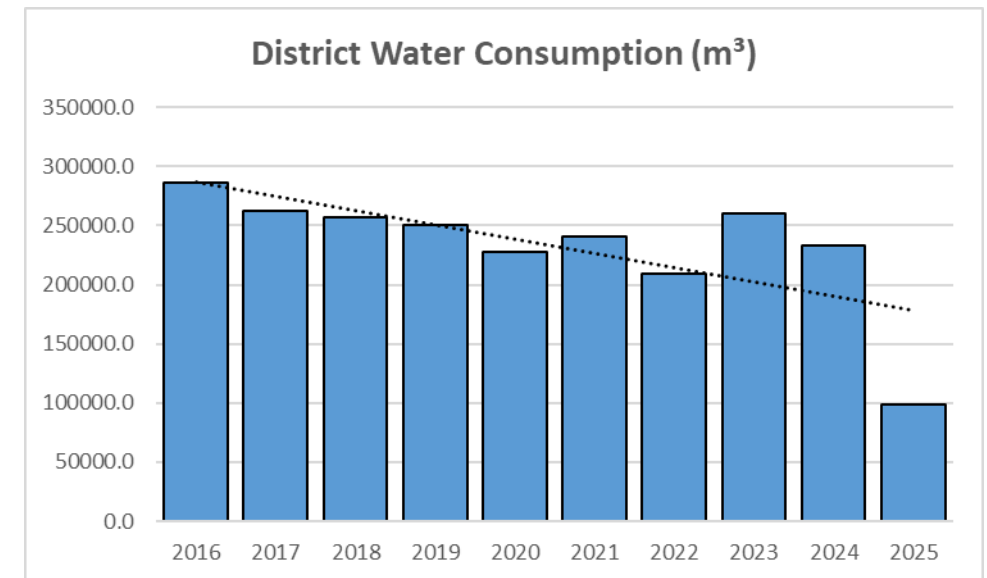
Implemented real-time monitoring

Predictive water equation

Able to determine areas of high leak probability

Identify leaks quicker (2023/24 Year)

Leaks totaling over \$25k were identified and corrected



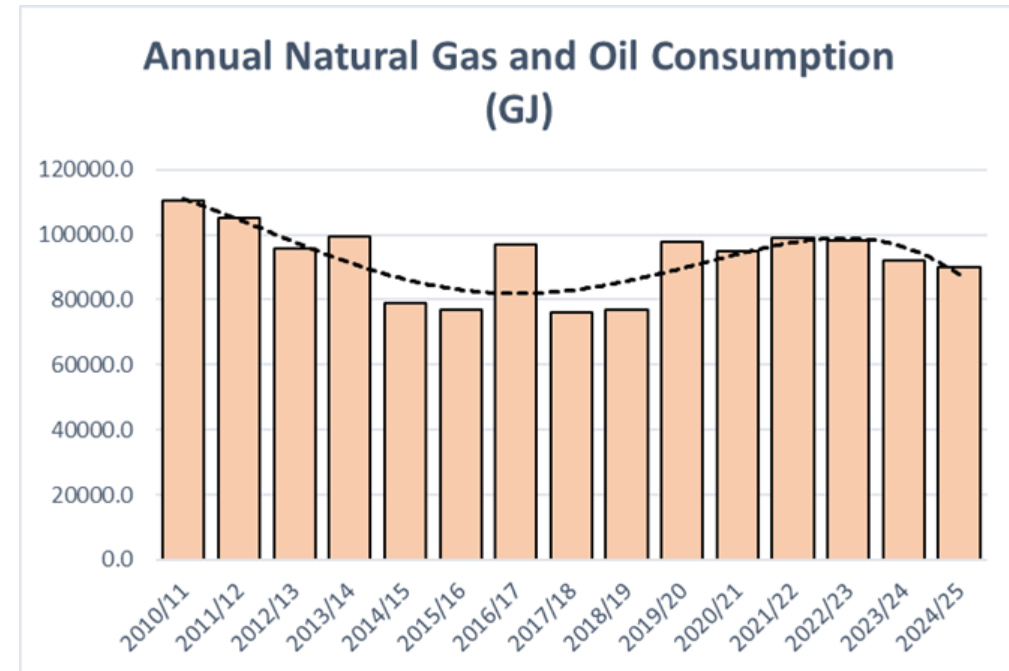
Natural Gas Consumption



Downward trend has been driven by heating plant and building control (DDC) upgrades since 2010

Sharp uptick in 2020 with large increases in building ventilation (COVID)

Downward trend has reemerged with continued heating plant upgrades and continuous optimization.



Continuous Optimization of Building Controls

Implementation 2022/23 school year

Investigate building controls to improve energy savings opportunities

Implementations often address greenhouse gas emissions

Examples

Reviewed heating which is operating outside of schedules (i.e. heating over the holidays)

Broken or stuck dampers – drawing in outside air that must be heated

Button in rental gyms that provide clients the opportunity to add more heat if required

Heating Plant and Direct Digital Controls (DDC) Upgrades

Eagle View – Boiler and DDC Upgrade



Replaced one boiler for two high efficiency boilers (redundancy)

Replaced and upgraded the DDC controls

Installed heat pump in the child care area that takes on a portion of the heating load

Colquitz – Boiler Upgrade

Replaced two boilers with four high efficiency boilers

No DDC control upgrades at this time

	Electricity Decrease- year one	Natural Gas Decrease – year one
Eagle View	28%	46%
Colquitz	14%	22%

Ongoing Heating Plant and Direct Digital Controls (DDC) Upgrades

Five Year Capital Plan

- Torquay (Air Handling Unit Replacement)
- Uplands Heating Plant (Boiler Replacement)
- Strawberry Vale Heating Plants (Boiler Replacement)
- Arbutus Middle (pneumatic heating valve replacement)
- Lambrick Park Heating Plant (Boiler Replacement)

Direct Digital Control Upgrades Currently Underway

- Vic West, Margaret Jenkins, Strawberry Vale, Shoreline

Cedar Hill Middle School

- Net Zero Energy Ready School - ready and able to achieve net zero in future (generate what energy is used)
- Geothermal system
- 100kW Solar Array
- Air and Ground Source heat pumps with back up gas boiler

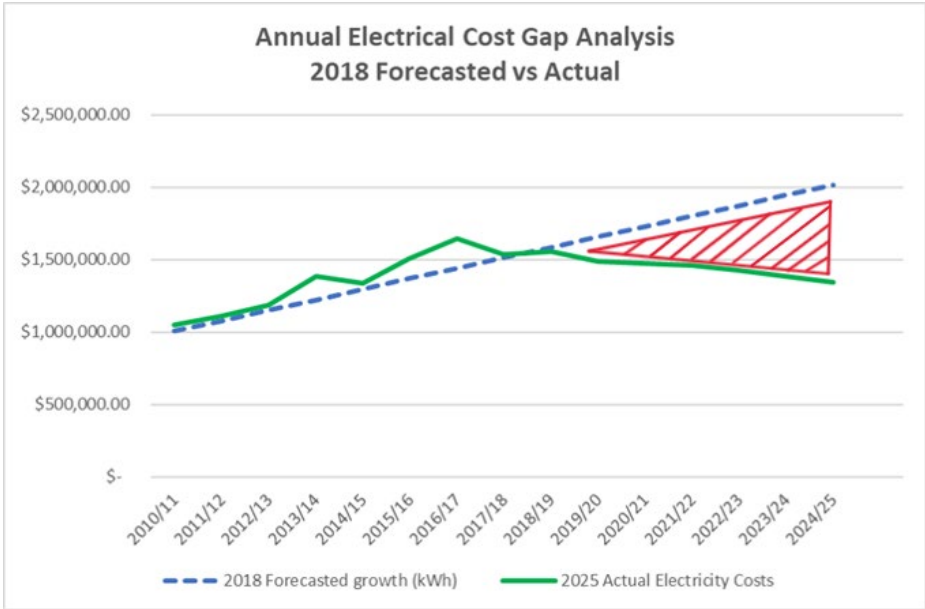
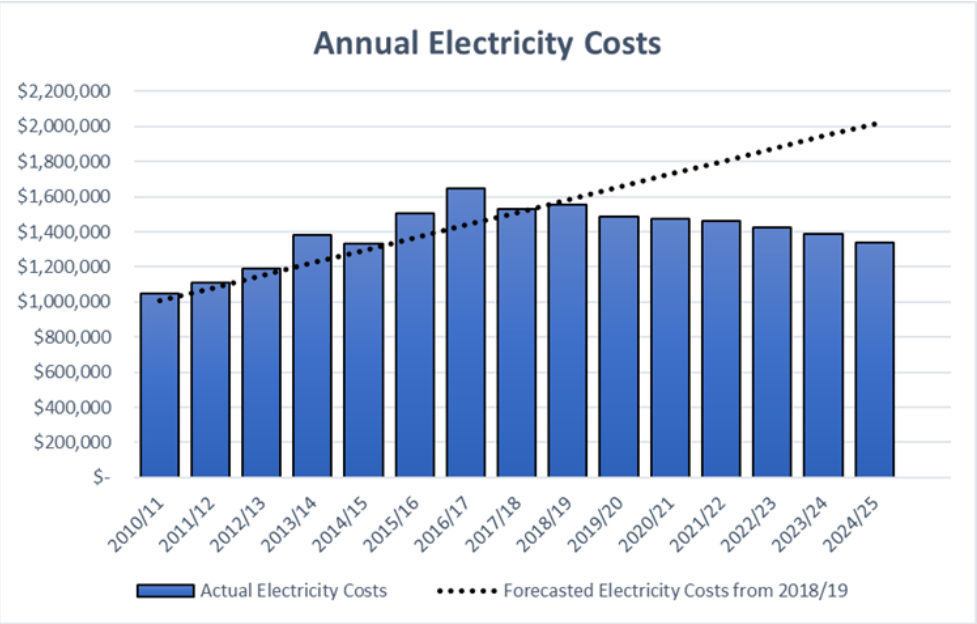
Annual Electrical Costs

Reviewed costs from 2010 – 2018 - upward trend

2019 – energy management projects implemented

Since 2019 saved over \$2.5 million dollars

Nearly \$700,000 in potential costs avoided in 2024/25



Energy Upgrades - LED Lighting Upgrades

Started LED upgrades in 2019/20 to Present

Retrofitting existing light fixtures to LED at all district locations

2-3 year return on investment for LED projects (\$250k on rebates collected)

All lighting projects save electricity which is about 3x more costly than natural gas

Projected electrical savings to date is approximately 12 GWh overall



Child Care Units

District has been building child care units throughout the District

Fully electric units with heat pumps for cooling

Light Carbon footprint



Solar Projects

Cedar Hill Middle School
100kW Photovoltaic Array

Torquay
24 kW Photovoltaic Array
Generates roughly 20MWh per year
Annually school uses 300MWh in electricity



Energy Initiatives

Energy Manager has a number of programs that raise awareness and help to change human bad habits when it comes to wasting resources

Initiatives are low cost and make students and staff aware of simple ways to save energy

Sweater days, Light switch stickers, Space heater defeater, Paper scorecards, Door stickers are a few



Paper Usage – Score Card

Implemented throughout School District in 2023

18% drop in carbon footprint from using sugar sheet paper

Total Carbon Footprint
706 kgCO₂ -carbon footprint for all paper used at South Park (4.06 kgCO₂ per student)

Switch to 100% sugar sheet save a further 8.98 kgCO₂

School data with little to no Sugar Sheet Paper Usage
15,196 kgCO₂ – equivalent of 3 car off the road

Percent Recycled Paper (by weight):

96.6%
Up from 0% 2023/24

Ranking: 1 of 27
Last year: 20

Top Score:
South Park: 96.6%

Total Carbon Footprint:

706 kg CO₂

Per Student:

4.06 kg CO₂
Down from 8.78 kg per student

Ranking: 1
Last year: 13

Top Score:
Southpark: 4.06 per student

Total avoidable carbon footprint by switching to 100% recycled paper:

8.98 kg CO₂

NOTE: 100% recycled equivalent paper is available at nearly identical cost and is currently being successfully used throughout the district.

Fleet Vehicles and EV Charging

Zero emission vehicles

SD currently has three electric fleet vehicles

Four electric buses

18 EV chargers since in 2021

Chargers are located throughout SD

District collects carbon credits for the electric buses

Received over 60% of the total costs back in rebates



Summary

District is moving in the right direction to decrease our use of electricity, natural gas and water.

District is actively working to decrease energy and Green House Gas

- Boiler and DDC Upgrades

- Continuous Optimization Program

Emissions through various initiatives

- Energy Awareness

- Water Tracking

- Solar Arrays

- LED Upgrades

- Electric Vehicles and EV chargers

- New Child Care Builds

Greater Victoria School District Climate Action Plan (CAP) 2022–2027



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Introduction

The Greater Victoria School District lies within the territories of the Lekwungen peoples, known today as Esquimalt and Songhees Nations who have been here since time immemorial and their history in this area is long and rich.

The District recognizes the Lekwungen peoples as the traditional custodians of the land in which we are located. We will look for opportunities to collaborate on actions and issues of mutual interest, including actions related to climate change. The District respectfully acknowledges the First Nations' long history of land stewardship and knowledge of the land and will look for opportunities to learn from and collaborate with the Esquimalt and Songhees Nations to help us improve our District's resilience to a changing climate.



Connection to the Greater Victoria Strategic Plan

In the writing of this Climate Action Plan, we have been reminded of the importance of a collaborative community and the necessity of a focus. To ground our work we have identified five, core pillars that will carry this work. The pillars are as follows: 1) Education, Engagement and Leadership; 2) Lands and Water Stewardship; 3) Waste Reduction; 4) Energy Management; and 5) Sustainable Transportation. The work that is initiated by this plan will be limitless and will certainly overlap between pillars. All action work that occurs as part of the plan will be respectful of the three, main goal areas of the Greater Victoria School District's Strategic Plan.

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

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

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



About the Greater Victoria School District

The Greater Victoria School District No. 61 is located in the capital city of British Columbia and covers the municipalities of Esquimalt, Oak Bay, Victoria, View Royal and a portion of Saanich and Highlands.

The Greater Victoria School District is proud to provide quality education for 20,000 students in 28 elementary schools (Kindergarten to Grade Five), 10 middle schools (grades six to eight), and seven secondary schools (grades nine to 12). More than 1,000 International Students from across the globe attend schools in our District, and each year, over 650 adult learners register in the Continuing Education Program. Our District also offers a variety of Programs of Choice, including French Immersion.

Mission

We nurture each student's learning and well-being in a safe, responsive, and inclusive learning community

Vision


Each student within our world-class learning community has the opportunity to fulfill their potential and pursue their aspirations.

Values

Engagement – Students are actively engaged in their education and connected to our learning community.
Equity – We give each student the opportunity to fulfill their potential.
Innovation/Positive Change – We are innovative. We constantly seek ways to make positive change.
Integrity – We are ethical and fair.
Openness and Transparency – We are open about the decisions we make and how we make them.
Partnerships – We create open and respectful partnerships with each member of our learning community.
Respect – We respect ourselves, others, and our environment.
Social Responsibility and Justice – It is our shared responsibility to work with and inspire students to create a better world.

Energy, Environment and Climate Change

The Greater Victoria School District has a long-standing commitment to the environment. In 2008, the Board of Education adopted Policy 4216.22 ENERGY, ENVIRONMENT, AND CLIMATE CHANGE. The Board of Education takes it as its responsibility to ensure that every effort is made to conserve energy and resources in order to reduce the District's carbon footprint. This requires an ongoing, integrated, and systematic approach to energy management, including assessing performance, setting goals, creating an action plan, and tracking and communicating results. The Greater Victoria School Districts Board of Education made its climate emergency declaration on June 24, 2019. The following Board motion carried unanimously:



“That the Board of Education of School District No. 61 (Greater Victoria) recognize that the breakdown of the stable climate and sea level under which human life has developed constitutes an emergency, and that in declaring a climate emergency the Board:

- a) direct the Superintendent to develop a Climate Action Plan that establishes targets and strategies commensurate with the Intergovernmental Panel on Climate Change's call to limit warming to 1.5 degrees;**
- b) direct the Superintendent to report back on specific actions and resources that could be included in future correspondence to the provincial or federal government; and**
- c) demonstrate leadership by directing the Board Chair to write letters to other school boards, local MLAs, and Provincial governments encouraging them to declare climate emergencies and develop targets and strategies to combat climate change.”**

Public education is tasked with preparing children for their future, and in doing so we must consider what future awaits them. We recognize that the breakdown of the stable climate and sea level under which human life has developed constitutes an emergency, and we developed a Climate Action Plan that establishes targets and strategies in alignment with the United Nation's Intergovernmental Panel on Climate Change's call to limit warming to 1.5 degrees.

Our Pillars and Strategies

The following Greater Victoria School District Sustainability Pillars provide a foundational structure that supports sustainability initiatives focused on fostering student, educator, and staff engagement through environmental stewardship at the school and district levels. Each of the Plan's pillars outline goals, objectives, targets, and actions to focus on for the next 5 years to provide a roadmap for implementation. The Board of Education is committed to establishing and supporting a Climate Action Committee who will regularly report to the Board and community about the implementation of the Climate Action Plan.



LEARNING, ENGAGEMENT, LEADERSHIP



LANDS AND WATER STEWARDSHIP



WASTE REDUCTION



ENERGY MANAGEMENT



SUSTAINABLE TRANSPORTATION



PILLAR 1: LEARNING, ENGAGEMENT, LEADERSHIP

Support culturally responsive and locally relevant educational practices in the curricular areas of sustainability while incorporating and promoting holistic Indigenous ways of knowing and being.

The Learning and Engagement pillar supports the implementation of the other Climate Action goals by building awareness and education on environmental topics and everyday actions we can take to reduce our impact. Providing support for students, educators and parents who are passionate about sustainability education is a key part of the Greater Victoria School District's Climate Action Plan (CAP). We will provide extracurricular activities and leadership development opportunities to engage our schools to work together to achieve the goals outlined in the CAP. We aspire to have a learning community where sustainability is the basis for all decisions, and our school community members are engaged on climate action issues.

Thanks to the innovative and creative staff in the facilities sign shop we were able to offer elementary students the opportunity to take part in climate action in a fun, engaging and educational way. Each student was given a template in which to design their own light switcher sticker. The design was their idea of what would serve as a good reminder of when to turn off the lights. The templates were digitized and processed into each student's very own sticker. The program started in October 2022 as a small pilot project at Tillicum Elementary. It quickly grew to involve 25 of 27 elementary schools. Participation at these schools surpassed 80% and we were overwhelmed with the positive feedback. This program will return by popular demand in 2023, and we will now include middle and secondary school art and environmental classes.



LEARNING, ENGAGEMENT, LEADERSHIP

Key Objectives and Actions

Objective	Action
Expand and support culturally responsive and locally relevant professional learning opportunities and nurture leadership around learning on the land and sustainability.	<ul style="list-style-type: none"> • Create and expand communities of practice through opportunities such as local land-based community partnerships. • Develop a professional learning series for students and staff that promote an understanding of Lekwungen history, territory and contemporary matters and the important relationship to the land.
Create learning environments that recognize the unique identity, heritage, and traditional practices of the Songhees and Esquimalt Nations.	<ul style="list-style-type: none"> • Develop a list of recommended open-ended resources to support the BC curriculum, to integrate First Peoples Principles of Learning, authentic Indigenous resources, and diverse learning experiences including land-based education and traditional ecological knowledge with a focus on Lekwungen and Coast Salish culture from Kindergarten through Grade 12.
Identify innovative means and additional opportunities to enhance and inspire student engagement with locally relevant sustainability.	<ul style="list-style-type: none"> • Honour diverse student voices with particular attention to Indigenous Ways of Being to directly inform further action. • Engage school-based sustainability teams to lead sustainability initiatives, including climate resiliency in their school learning community. • Identify additional opportunities to inspire student engagement with sustainability learning, experiences, and practices. • Support the development of programs, including Board Authority Authorized (BAA) courses, that have a curricular focus on land-based education, traditional ecological knowledge and sustainability.
Identify and advocate for fully funded sustainable development of School District Facilities and school grounds resilient to climate change.	<ul style="list-style-type: none"> • Send letters to the Ministry of Education and Child Care requesting funding to support additional GHG reducing projects. • Send letters to the Ministry of Education and Child Care requesting funding to purchase new high efficiency condensing boilers. • Send letters to the Ministry of Education and Child Care requesting funding to support additional window and roofing upgrades/repairs. • Send letters to the Ministry of Education and Child Care requesting funding to support additional photovoltaic generation systems. • Send letters to the Ministry of Education and Child Care requesting funding to support NetZero Ready buildings. • Continue to develop and advocate programs that create behavioural change, awareness, and accountability to promote a positive culture shift towards eco-friendly habits across the district and to help plan for a climate ready future.



PILLAR 2: LANDS AND WATER STEWARDSHIP

To approach all decisions which affect water or land, in a culturally responsible manner, with the goal of sustainability.

With less than 1% of all water on the planet considered safe to drink, water conservation is important to preserve our potable water supply. The Greater Victoria School District currently consumes over 200,000,000 litres of water per year, which is equivalent to the same amount of water as 80 Olympic- sized swimming pools. Across all district-owned facilities, each year we use over 11,000 litres of water per student on average.

As a school district, our water management priorities include ensuring that our buildings have safe and efficient water fixtures and infrastructure and developing a water conservation strategy to achieve further water reductions. Conserving water will result in cost savings for potable water, wastewater disposal costs and will reduce the energy needed to pump, treat and heat water.

SD61 will develop a Water Conservation Strategy, applying a similar approach that was adopted during the development of the Zero Waste Strategy. This will include reviewing water consumption data, conducting a water audit of target buildings, engaging stakeholders for feedback, and drafting a strategy to reduce water consumption. We will explore opportunities for water conservation more fully during years 4 and 5 of the CAP, following the strategy development process described in the Plan Implementation section.

Before any water conservation initiatives can be implemented, the District should first address the issue of lead contamination in potable water that exists in many of our schools and buildings. In accordance with Island health (IH) regulations, weekly flushing of potable water systems is required to limit lead levels in our drinking water supply. Weekly system flushing requires a significant amount of water and represents a significant opportunity for water conservation for the District.



In June 2022, we put to a predictive equation for water consumption to work to help identify potential locations where undetected leaks might exist. We then used a real-time water monitoring system to check buildings of high potential.

We were able to identify and confirm the repair of leaks at 4 sites and conserve this precious resource while strengthening the resiliency of our community to withstand drought.



PILLAR 2: LANDS AND WATER STEWARDSHIP

Key Objectives and Actions

Objective	Action
Develop a Water Conservation Strategy	<ul style="list-style-type: none"> • Moving towards real-time monitoring of water usage. • Identify water conservation opportunities and actions via consultation with key stakeholders and advisory committees. • Consider alternative water supply option such as rainwater capture and greywater use.
Ensure that schools have safe and efficient water fixtures and infrastructure.	<ul style="list-style-type: none"> • Replace end-of-life plumbing and water fixtures with low flow versions in all buildings and schools.
Reduce our impact on the land and implement restorative efforts.	<ul style="list-style-type: none"> • Update land use guidelines that honours Indigenous knowledge, prioritizes the use of native plants, and promotes the inclusion of trees on school grounds to increase our urban forest. Trees will reduce our carbon footprint by sequestering carbon, filter air and water, protect our watersheds, create shade, provide habitat, and slow wind and stormwater. • Schools will work with a District arborist, in alignment with municipal partners, to introduce drought resistant plants. • Support school based initiatives that implement culturally responsive, restorative efforts. • Engage in a consultation process with students, facilities staff, and educators to co-develop a Grounds Greening Plan. • Identify opportunities to green grounds at both schools and other district facilities. • Investigate larger pilot projects that support behavior change in our communities. • Explore a district- wide inquiry project that explores what it means to give back to the land. • Support learning opportunities that educate about and strengthen food security.



PILLAR 3: WASTE REDUCTION

Reduce our overall waste and increase waste diverted from the landfill.

Reducing the overall waste that enters and exits our schools and buildings is the responsibility of all members of our school district. The achievement of this goal begins with a shift in human behavior. This shift begins with the products we purchase and the packaging that enters our schools. As part of our Zero Waste strategy, all students, staff and parents will be asked to pack in and pack out.

A Zero Waste strategy is one that requires education, leadership and collaboration. Schools require necessary recycling infrastructure for the waste that does still enter a school and an understanding of how best to recycle.

Collaboration will be important with both the existing waste hauler to align operations and improve consistency of messaging on what types of waste are accepted in each waste stream. Waste audits will help identify metrics to assess current waste rates and opportunities for improvement. The audits will also be used to track progress and compare contamination and diversion rates from before and after school-based campaigns.



PILLAR 3: WASTE REDUCTION

Key Objectives and Actions

Objective	Action
Implement sustainable purchasing practices.	<ul style="list-style-type: none"> • Highlight the importance of sustainable purchasing practice in Regulation 3323. • Encourage all schools and departments to purchase from sustainable companies.
Implement a Zero Waste Strategy.	<ul style="list-style-type: none"> • Develop an implementation plan and report on progress annually. • Highlight a district-wide focus on litter less lunches K-12. • Celebrate initiatives that are focused on a Zero Waste goal. • Ensure each school has adequate, consistent, and effective waste infrastructure. • Improve waste signage and communications to educate users on what types of waste go in each waste stream to reduce contamination. • Work with the existing waste hauler and key stakeholders to identify and implement options to increase waste diversion and reduce contamination. • Apply for applicable grants to support initiatives and advocate with the provincial government for sustainable funding.



PILLAR 4: ENERGY MANAGEMENT

Increase energy efficiency and conservation through projects and engagement.

The Greater Victoria School District is focused on achieving an overall reduction in energy use through energy efficiency projects, technology and equipment upgrades, and behaviour change campaigns. Our energy conservation strategies and priorities are outlined in SD61's **Strategic Energy Management Plan (SEMP)**, which is reviewed and updated annually as part of our energy incentive funding provided by utilities.

The District currently uses natural gas for 64% of our energy needs, primarily for heating buildings. However, natural gas use accounts for 85% of our GHG emissions. To reduce our emissions and achieve our GHG reduction targets, we must reduce our natural gas as well as factor in the additional cost of electricity as we transition. We are committed to moving toward full electrification. The SEMP must include a triple bottom line approach and business case development to achieve low-carbon electrification in both an environmentally and fiscally responsible manner.

We will identify further opportunities for natural gas and electricity reduction by conducting feasibility studies and establishing a roster of projects that will be implemented over the next five years. Our key strategies include continuous optimization of buildings to achieve energy savings, reduce emissions, and save costs. As we transition building energy systems from natural gas to electricity, implementing renewable energy sources, such as solar panels, will help offset additional electricity use and energy costs.

SD61 is also an active participant of the BC Hydro Energy Wise Network Program, an energy conservation program funded by BC Hydro and FortisBC that supports BC organizations in leading student and staff engagement campaigns. Given the level of alignment between the goals of the Energy Wise Network and the Eco-Wise Program, both initiatives are run in tandem.

Plans were put in place in 2022 to enter into the BC Hydro Continuous Optimization program. 2023 will see the completion of our first 3 buildings under this program, with plans to continue and hopefully pick up the pace. This program should become a foundation for energy management moving forward.



PILLAR 4: ENERGY MANAGEMENT

Key Objectives and Actions

Objective	Action
Reduce overall energy consumption.	<ul style="list-style-type: none"> • Implement Strategic Energy Management Plan (SEMP). • Continue the optimization and recommissioning of HVAC systems. • Replace end of life heating plants and mechanical equipment with high efficiency options. • Change all lighting systems to LED lighting. • Explore options for recovery of heat energy. • Improve measurement and verification of energy use and savings projects.
Reduce GHG emissions in our buildings by 50% before 2030.	<ul style="list-style-type: none"> • Integrate low carbon electrification during heating plant replacement when feasible. • Ensure optimization and recommissioning, specifically targeting natural gas consumption. • Add heat recovery ventilation in natural gas heated buildings. • Complete building envelope upgrades including replacement of older, inefficient windows and doors. • Employ renewable energy solutions. • Ensure prioritization of projects that reduce emissions.
Improve communications and engagement.	<ul style="list-style-type: none"> • Develop and launch engagement and behaviour change programs in connection with school based environmental teams. • Create an interactive environment that reports key performance indicators to staff and students through dashboards and monthly reports.



PILLAR 5: SUSTAINABLE TRANSPORTATION

Promote low-carbon transportation options for district operations and commuting to and from school and work.

Our goal is to encourage energy efficient and low-carbon ways of getting around for our district fleet and for staff, students, and educators commuting to our schools. At a district level, our aim is to use vehicles wisely to reduce our carbon emissions and impact on the environment.

Low-cost behaviour change opportunities will be pursued first, such as promoting fuel efficient driving and route planning practices for the District fleet, while funding opportunities for fleet upgrades are identified and secured. Engaging key stakeholder groups, such as the Grounds Crew, will be an important part of the strategy to identify opportunities to reduce the environmental impact of moving goods and people around the district.

SD61 aims to optimize the district fleet by replacing vehicles with more fuel-efficient and electric vehicle (EV) models, focusing first on light passenger vehicles and as vehicles are retired and replaced. For larger fleet vehicles where electric alternatives do not yet exist, additional research will be needed to identify fuel efficient and alternative fuel options. It will also be necessary to invest in EV charging infrastructure and research into suitable locations to support the transition to electric vehicles.

We also aim to promote educational and engagement programs to encourage sustainable modes of transportation, such as walking, biking, carpooling, or taking transit to school and work. The District will review opportunities to participate in programs such as Bike to Work/School Week and sustainable commuting to school programs as well as improving data on current commuting methods, barriers, and opportunities to choose sustainable modes of transport.

PILLAR 5: SUSTAINABLE TRANSPORTATION

Key Objectives and Actions

Objective	Action
Operate an efficient and low carbon district fleet.	<ul style="list-style-type: none"> Continue to add charging stations for all fleet vehicles/buses. Replacement of internal combustion engine (ICE) with zero-emission vehicles (ZEV). Optimize trip routes to maximize fuel economy (e.g. for school buses and district fleet). Engage key stakeholder groups, such as the Grounds Crew and Learning Services, to identify opportunities to improve fleet and travel efficiencies. Identify opportunities to improve data collection for the district fleet. Identify funding opportunities for fleet and infrastructure, e.g. via Clean BC program, Carbon Neutral Capital Fund, and other funding sources.
Promote active and low-carbon commuting options.	<ul style="list-style-type: none"> Promote carpooling to reduce vehicle trips and district incentives for purchasing bus passes. Ensure that all sustainable transportation signage is visible and up to date at all schools. Celebrate programs to encourage active transportation to schools, e.g. 'Bike to Work Week' and 'Walk and Roll to School' campaigns. Providing safe and convenient bicycle and walking infrastructure, along with end-of-trip facilities, at schools and district offices ensures a secure and practical means of transportation for students and staff, promoting physical activity and reducing traffic congestion. Investigate location options to install Level-2 EV charging stations at school sites, collaborating with the various municipalities/ City, when appropriate.



Quadra Elementary school bike shelter.

Electric Buses and Charging Infrastructure

As of March 2023, the districts electric buses had already driven over 25,000 km. Avoiding an estimated 25 tCO₂e of emissions



In the summer of 2022, we were able to take advantage of one of Clean BC's most generous EV incentives to date. This rebate provided 75% of all costs, including infrastructure. Three charging stations along with electrical infrastructure were put in place at fleet parking.

556 Boleskine Road
Victoria, BC V8Z 1E8

www.sd61.bc.ca



Office of the Superintendent

Deb Whitten – Superintendent

To: The Board of Education
From: Deb Whitten, Superintendent of Schools
Date: October 6, 2025
RE: Revision and/or Deletion of Board Policies

Background:

As a district we continue to review Board Policies and revise or delete as required. At times some policies become obsolete or redundant due to changes within the district, with the curriculum, through the introduction of new Board policies, or changes to programming.

Further, policies are not defined or mandated in the *School Act*. Policies tend to be created with staff and members of the Board as governance structures and should outline practices that exercise their power. Policy provides a mechanism for the Board of Education to provide direction and setting expectations.

The information contained in the following job-related policies are within the scope of the responsibilities of the Superintendent and as such these policies should be deleted with job descriptions being updated for current roles:

- POLICY 2101 Deputy Superintendent of Schools*
- POLICY 2110 Secretary-Treasurer*
- POLICY 2115 Associate Superintendent of Schools*
- POLICY 2120.010 Director of Facilities*
- POLICY 2120.020 Director of Learning Resources and Information Services
- POLICY 2120.025 Director of Human Resource Services*
- POLICY 2120.030 District Principal of Learning Initiatives
- POLICY 2120.062 Director of Student Support Services
- POLICY 2123.041 Manager of Purchasing Services*
- POLICY 2127.067 First Nations District Counsellors*

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.

- POLICY 2212.2 District Principal Special Education Services
- POLICY 4220.3 Purchasing Services Buyer

*Denotes that an updated job description will be created for these positions.

As per the mission and vision of the District's Strategic Plan, the Greater Victoria School District focuses on meeting the needs of all students in a safe, responsive and inclusive learning environment for students to fulfill their potential and pursue their aspirations. As a result, certain Board Policies reflect courses, initiatives or programs that no longer align with current language and practices and therefore the corresponding policy is no longer required. In addition, some Policies reflect language that is incorporated in a Collective Agreement or other document and should not be reflected in a policy.

Policy 1162 Educational Heritage was approved in 1979 and is not a governance consideration. The district continues to value the preservation of historical significance; however, a policy directing staff to provide an annual budget for this work this is no longer practical or relevant.

Policy 1325.4 Publicity for Non-School Events was approved in 1972 and references how schools should deal with the publicity of an event. In addition to this not being a governance related issue, it is current practice that individual schools do not provide publicity for any privately organized or supported events.

District Policies 4152.51 Medical Services Association and Group Life Extension, and 6164.1 Health Services should no longer be referenced in Board Policies as these are collective agreement items.

Policy 4199 Staff Reports which was approved in 1976 references staff reports that should be provided to the Board of School Trustees in October and May with three-year objectives in staffing reviewed in each reporting period. We no longer report three-year objectives in this manner, rather we report enrollment projections annually, staffing as it relates to our enrollment and staffing numbers throughout the budget process.

Further, the following policies are no longer relevant and should be deleted:

- POLICY 1162 Educational Heritage (1979)
- POLICY 1325.4 Publicity for Non-School Events (1972)
- POLICY 4152.51 Medical Services Association and Group Life Extension (1973)
- POLICY 4199 Staff Reports (1976)
- POLICY 6164.1 Health Services (1975)

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.

Recommended Motion:

That the Official Trustee of School District No. 61 (Greater Victoria) approve the deletion of the following Board policies:

Policy 1162	Educational Heritage
Policy 1325.4	Publicity for Non-School Events
Policy 2101	Deputy Superintendent of Schools
Policy 2110	Secretary Treasurer
Policy 2115	Associate Superintendent of Schools
Policy 2120.010	Director of Facilities
Policy 2120.020	Director of Learning Resources and Information Services
Policy 2120.025	Director of Human Resource Services
Policy 2120.030	District Principal of Learning Initiatives
Policy 2120.062	Director of Student Support Services
Policy 2123.041	Manager of Purchasing Services
Policy 2127.067	First Nations District Counsellors
Policy 2212.2	District Principal Special Education Services
Policy 4152.51	Medical Services Association and Group Life Extension
Policy 4199	Staff Reports
Policy 4220.3	Purchasing Services Buyer
Policy 6164.1	Health Services.

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POLICY 1162

EDUCATIONAL HERITAGE

The Board accepts, as an aspect of its responsibility, the preservation of our education heritage through the collection and display of memorabilia from its School District's history. The Board, with respect to this policy, directs its administration to establish archives, invite public donations to them and to identify an area of the annual budget where the Board may commit funds for the preservation, restoration and display of these historical articles reminiscent of our educational past.

Greater Victoria School Board

Adopted: November 26, 1979

Modification to this document is not permitted without prior written consent from the Greater Victoria School District.



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POLICY 1325.4

PUBLICITY FOR NON-SCHOOL EVENTS

Any event or enterprise given publicity in the school shall

- a) have demonstrable educational value, or
- b) promote the general benefit of the community

The schools shall not give publicity to an event or enterprise intended primarily to result in private financial profit.

Greater Victoria School District

Approved: June 19, 1972

POLICY 2101

DEPUTY SUPERINTENDENT OF SCHOOLS

The Deputy Superintendent shall be responsible to the Superintendent of Schools for the performance of duties and responsibilities.

The Deputy Superintendent is responsible for the coordination and oversight of all education programs and services in the District. The role of Deputy Superintendent includes, but is not limited to, the development, implementation and assessment of the educational program of the District; implementing the Board of Education's strategic goals related to learning and instruction; and coordinating a professional learning program for district staff.

The Deputy Superintendent shall serve as the Acting Superintendent in the absence of the Superintendent of Schools.

Greater Victoria School District

Approved: October 24, 2016

POLICY 2110

SECRETARY-TREASURER

GENERAL

The Secretary-Treasurer, as the Chief Financial Officer, is responsible to the Superintendent for the financial, legal and general business activities of the Board at all levels of the system. The Secretary-Treasurer through sound financial planning and management ensures fiscal responsibility and accountability.

Greater Victoria School District

Adopted: June 24 and 25, 1991

Reviewed: March 2012

POLICY 2115

ASSOCIATE SUPERINTENDENT

GENERAL

The Associate Superintendent is directly accountable to the Superintendent for ensuring that school principals provide educational leadership which enhances the quality of learning in schools. The Associate Superintendent ensures that curriculum implementation and student support services assist in realizing school plans and, further, that school plans are consistent with the District mission and goals.

Greater Victoria School District

Adopted: June 24 and 25, 1991

Updated and renamed: February 20, 2012



The Greater Victoria School District is committed to each student's success in learning within a responsive and safe environment.

POLICY 2120.010

DIRECTOR OF FACILITIES

GENERAL

The Director of Facilities is responsible to the Superintendent for managing the overall operations of the District, including organizing and directing operations activities, maintenance, rentals, transportation and construction to ensure that students and staff have a clean, healthy and safe environment in which to work and learn.

Greater Victoria School District

Approved: June 24 & 25, 1991

Modification to this document is not permitted without prior written consent from the Greater Victoria School District.



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POLICY 2120.020

DIRECTOR OF LEARNING RESOURCES AND INFORMATION SERVICES

GENERAL

The Director of Learning Resources and Information Services is responsible to the Superintendent for the provision and management of an integrated information system as well as the acquisition or development and distribution of learning resources. The Director of Learning Resources ensures the provision of technological systems for the large scale storage of data and the immediate and efficient retrieval of information for all departments and schools.

Greater Victoria School District

Approved: June 24 & 25, 1991

Modification to this document is not permitted without prior written consent from the Greater Victoria School District.

POLICY 2120.025

DIRECTOR OF HUMAN RESOURCE SERVICES

GENERAL

The Director of Human Resources Services is responsible to the Superintendent of Schools for devising, implementing and managing staffing processes which ensure the ongoing development of resourceful employees. The Director of Human Resource Services provides services in the areas of human resource leadership, health and safety, recruitment and labour relations. The Director of Human Resources Services actively supports and fosters the development of personnel who demonstrate a commitment to the learner and to learning.

Greater Victoria School District

Approved: June 24 & 25, 1991

Revised: February 2015



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POLICY 2120.030

DISTRICT PRINCIPAL OF LEARNING INITIATIVES

The Board of Education may appoint a District Principal of Learning Initiatives whose function shall be to provide the necessary support and professional development opportunities for schools to achieve their goals.

Greater Victoria School District

Approved: June 22, 1992

Revised and renamed: September 17, 2012

Modification to this document is not permitted without prior written consent from the Greater Victoria School District.



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POLICY 2120.062

DIRECTOR OF STUDENT SUPPORT SERVICES

GENERAL

The Director of Student Support Services is responsible to the Superintendent in assisting schools to ensure that all students can achieve their personalized learning goals. The Director provides programs, staff, and expertise to meet the identified special learning needs of students. The Director coordinates through appropriate guidance and counselling the screening and placement of students with special learning needs in both integrated and self-contained district programs.

Greater Victoria School District

Approved: November 23, 1987

Renumbered & Revised: June 1991

Modification to this document is not permitted without prior written consent from the Greater Victoria School District.

POLICY 2123.041

MANAGER OF PURCHASING SERVICES

The Board may appoint a Manager of Purchasing Services who shall be responsible to the Associate Secretary-Treasurer. The Manager of Purchasing Services shall direct the activities of the Purchasing Department and the Central Receiving Depot and develop policies for the efficient management and supervision of these areas.

Greater Victoria School District

Approved: October 15, 1973 (as #2122.041)

Revised: December 16, 1974

Revised, retitled & renumbered: June 23, 1980 (as #2123.041)

Revised: January 25, 1988

Revised and renamed: October 21, 2013



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POLICY 2127.067

FIRST NATIONS DISTRICT COUNSELLORS

The Board of School Trustees may appoint one or more First Nations District counsellors whose function shall be to work with First Nations students, First Nation's parents, First Nations communities, professional staff and others in order to provide social, emotional and cultural support for First Nations individuals who require their support.

The First Nations District counsellor(s) shall have specific responsibilities as outlined in Administrative Regulation 2127.067.

Greater Victoria School District

Approved: February 22, 1999

Modification to this document is not permitted without prior written consent from the Greater Victoria School District.

POLICY 2212.2

DISTRICT PRINCIPAL SPECIAL EDUCATION SERVICES

The Board of Education may appoint a District Principal, Special Education Services, who is responsible for the Special Education Department and for district leadership in the implementation of initiatives and provincial guidelines related to special education.

Greater Victoria School District

Approved: November 23, 1987

Revised: October 15, 2012



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POLICY 4152.51

MEDICAL SERVICES ASSOCIATION AND GROUP LIFE EXTENSION

The Board of School Trustees may extend benefits for Medical Services Association and Group Life coverage at the expiry of sick leave for both teachers and non-teachers as determined by the Superintendent or his delegate.

At no time shall these extended benefits be continued longer than six (6) calendar months from the expiry of the sick leave.

For leave without pay or upon expiration of the benefits as outlined above, benefits for Medical Services Association and Group Life may be continued provided the teacher requests his extension in writing and pays both portions of the costs involved.

Greater Victoria School District

Approved: September 17, 1973



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POLICY 4199

STAFF REPORTS

Staff reports will be presented to the Board of School Trustees at the regular meetings of the Board in October and May of each year. Three year objectives in staffing will be reviewed at each reporting period.

Greater Victoria School District

Adopted: November 15, 1976

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POLICY 4220.3

PURCHASING SERVICES

BUYERS

The Board may appoint one or more buyers who shall report directly to, and be responsible to, the Associate Secretary-Treasurer or Manager of Purchasing Services for purchasing supplies, equipment, services and materials required by the School District to the best advantage under Department policies and procedures.

Greater Victoria School District

Approved: June 21, 1971

Revised: July 1975

Revised: October 2013

Modification to this document is not permitted without prior written consent from the Greater Victoria School District.



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POLICY 6164.1

HEALTH SERVICES

Health services for the School District shall be the responsibility of the Capital Regional Community Health Board.

Greater Victoria School District

Adopted: January 20, 1975

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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: October 6, 2025

RE: **2025-2026 Student Enrolment Report**

Background

Baragar Systems (Baragar) provides the District with K-12 enrolment projections for the upcoming school year in mid-December. Baragar is a company specializing in customized planning software for school districts, serving over 100 school districts across Canada and the United States. A cross-departmental team reviews Baragar's projections and may adjust them based on local knowledge. These projections are reviewed again in early February once kindergarten registration numbers are available.

Supplement for Unique Student Needs enrolments are prepared in January based on the knowledge of department heads and the number of incoming kindergarten students, graduating grade 12 students and any other factors that may impact enrolment. These projections are then compared to the February 1701 enrolment snapshot to assess reasonableness.

Financial Services submits enrolment projections to the Ministry of Education and Child Care (the Ministry) each year in mid-February. These projections are used by the Ministry to calculate the District's preliminary funding, which informs the development of the Annual Budget. Preliminary funding is announced in mid-March.

Ministry funding is recalculated in December based on actual enrolments as at September 29. This updated funding informs the development of the Amended Annual Budget.

There are three other enrolment data collections during the year:

- July – this collection provides funding for Summer Learning and cross-enrolled grade 8 and 9 students. These enrolments are included in this report.
- February – this collection provides funding for Continuing Education and Distributed Learning enrolments, Inclusive Learning Enrolment Growth after September, and Newcomer Refugee funding. These enrolments are not included in this report, as actual enrolment data will not be available until April 2026.
- May – this collection provides funding for Continuing Education and Distributed Learning enrolments. These enrolments are not included in this report, as actual enrolment data will not be available until June 2026.

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.

This report provides an enrolment update for the 2025-2026 school year, comparing the actual enrolment at September 29, 2025 with both the projected enrolment for 2025-2026 and the actual enrolment from September 29, 2024 (prior year). The enrolment data is based on the preliminary 1701 enrolment snapshot as at September 29, 2025; therefore, some numbers may change before enrolment is finalized at the end of October.

K-12 School-Aged Enrolment

As shown in the attached seven-year enrolment comparison, kindergarten to grade 12 school-aged enrolment has decreased by 67.7 FTE or 0.3% compared to the projected enrolment and by 67.0 FTE or 0.3% compared to the prior year actual enrolment.

Actual kindergarten enrolment has decreased by 49.0 FTE compared to the projected enrolment and by 161.0 FTE compared to the prior year enrolment. Overall, Elementary enrolment has decreased by 143.0 FTE compared to the projected enrolment and by 292.0 FTE compared to the prior year enrolment.

Middle school-aged enrolment has increased by 10.0 FTE compared to the projected enrolment and by 75.0 FTE compared to the prior year enrolment.

Secondary school-aged enrolment has increased by 65.0 FTE compared to the projected enrolment and by 155.6 FTE compared to the prior year enrolment. The increase from projected enrolment is due to an increase of 21 students and an increase of 44.0 FTE related to a change in the headcount to FTE ratio. Students in kindergarten to grade 9 are funded as 1.0 full-time equivalent (FTE). Secondary students in grades 10 to 12 are funded based on eligible courses taken; one FTE is equal to 8 courses. On average, students in the District take more than 8 courses, resulting in funding for more FTE than the actual student headcount. The historical headcount to FTE ratio is provided below.

Grade 9 to 12 Headcount to FTE Ratio					
2021-2022 Actual	2022-2023 Actual	2023-2024 Actual	2024-2025 Actual	2025-2026 Projected	2025-2026 Actual
1:1.104	1:1.097	1:1.090	1:1.103	1:1.095	1:1.103

Supplement for Unique Student Needs

The District receives additional funding beyond the basic per-student FTE allocation to support students with unique needs, recognizing that some students may require additional supports and/or services to fully access and participate in educational programs.

	2024-2025 Actual	2025-2026 Projected	2025-2026 Actual
Level 1 Inclusive Learning	19	18	20
Level 2 Inclusive Learning	1,086	1,088	1,223
Level 3 Inclusive Learning	485	487	464
English Language Learning	2,483	2,483	2,633
Indigenous Education	1,482	1,482	1,465
Adult Education	18.375	19.000	14.100

Inclusive Learning enrolment has increased compared to the projected and prior year enrolments. The increase in Level 2 Inclusive Learning student enrolment is primarily due to new autism diagnoses and support needs, especially in the early years. The growth can also be attributed to an increase in the number of families accessing outside supports and/or assessments.

English Language Learning (ELL) student enrolment has grown by 6.0% compared to the projected and prior year enrolments. The overall growth in enrolment can be attributed to an increase in Ministry-funded international students, whose parents are in Canada on a study or work permit and immigrant permanent residents (including refugees) and families new to the District who are eligible for ELL services.

The decrease in Indigenous Education student enrolment is due to a large number of grade 12 students who left in June 2025, and a smaller number of kindergarten students who arrived in September 2025. The Indigenous Education department has worked in collaboration with all of the Four Houses as they moved through this year's Indigenous student enrolment, and they are aware of this year's enrolment numbers.

Funding

The Ministry will announce recalculated funding, based on actual enrolment as of September 29, 2025, in mid-December. Any adjustments to funding will be incorporated into the revised deficit projection, which will be presented as part of the Amended Annual Budget in February.

The Board of Education of School District No. 61 (Greater Victoria)
2025/2026 Enrolment as at September 29, 2025 (not finalized)

	MECC Signed-off	MECC Signed-off	MECC Signed-off	MECC Signed-off	MECC Signed-off	MECC Signed-off		at Sept 29, 2025		
	2019/20 Actual FTE	2020/21 Actual FTE	2021/22 Actual FTE	2022/23 Actual FTE	2023/24 Actual FTE	2024/25 Actual FTE	2025/26 Projected FTE	2025/26 Actual FTE	2025/26 Actual vs 2025/26 Projected Enrolment	2025/26 Actual vs 2024/25 Actual Enrolment
Kindergarten - English	1,131.0	1,134.0	1,071.0	1,087.0	1,076.0	1,031.0	961.0	912.0	(49.0)	(119.0)
Kindergarten - French	341.0	334.0	365.0	317.0	314.0	326.0	284.0	284.0	-	(42.0)
	1,472.0	1,468.0	1,436.0	1,404.0	1,390.0	1,357.0	1,245.0	1,196.0	(49.0)	(161.0)
1 to 5 - English	5,911.0	5,704.0	5,928.0	5,972.0	6,073.0	6,111.0	6,055.0	5,975.0	(80.0)	(136.0)
1 to 5 - French	1,671.0	1,594.0	1,612.0	1,629.0	1,630.0	1,592.0	1,611.0	1,597.0	(14.0)	5.0
	7,582.0	7,298.0	7,540.0	7,601.0	7,703.0	7,703.0	7,666.0	7,572.0	(94.0)	(131.0)
Total Elementary	9,054.0	8,766.0	8,976.0	9,005.0	9,093.0	9,060.0	8,911.0	8,768.0	(143.0)	(292.0)
Middle - English	3,164.5	3,095.0	3,203.0	3,312.0	3,444.0	3,545.0	3,633.0	3,640.0	7.0	95.0
Middle - French	1,080.0	1,101.0	1,111.0	1,052.0	1,041.0	1,087.0	1,064.0	1,067.0	3.0	(20.0)
Total Middle	4,244.5	4,196.0	4,314.0	4,364.0	4,485.0	4,632.0	4,697.0	4,707.0	10.0	75.0
Secondary - English	5,129.7	5,183.2	5,317.3	5,364.6	5,575.1	5,748.7	5,914.1	5,913.0	(1.1)	164.3
Secondary - French	918.1	961.7	971.8	1,068.2	1,035.4	1,082.3	1,007.4	1,073.5	66.1	(8.8)
Total Secondary	6,047.8	6,144.9	6,289.1	6,432.8	6,610.4	6,830.9	6,921.5	6,986.5	65.0	155.6
Victor	14.0	13.0	18.0	19.0	18.0	15.0	16.0	9.0	(7.0)	(6.0)
Continuing Education	22.3	11.3	4.6	5.0	6.9	6.3	6.6	5.5	(1.1)	(0.8)
The Link	43.2	16.8	28.9	5.9	7.5	4.7	3.4	7.8	4.4	3.1
Alternative Education	222.0	204.0	164.0	168.0	161.0	174.0	168.0	172.0	4.0	(2.0)
Total	301.4	245.1	215.6	197.9	193.4	199.9	194.0	194.3	0.3	(5.6)
Total School-Age	19,647.7	19,351.9	19,794.7	19,999.7	20,381.8	20,722.8	20,723.5	20,655.8	(67.7)	(67.0)
Non-Graduated Adults	11.6	10.1	8.0	8.8	17.3	18.4	19.0	14.1	(4.9)	(4.3)
Grand Total	19,659.3	19,362.0	19,802.7	20,008.5	20,399.1	20,741.2	20,742.5	20,669.9	(72.6)	(71.3)
							English School-Age	(122.8)	(1.3)	
							French School-Age	55.1	(65.8)	
							Adults	(4.9)	(4.3)	
							Total	(72.6)	(71.3)	
Note: July 2025, Feb 2026, and May 2026 counts not included										

Note: July 2025, Feb 2026, and May 2026 counts not included

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: October 6, 2025

RE: **2026-2027 Budget Development Process - Draft**

2026-2027 Budget Development Process

As we begin planning for the 2026-2027 Annual Budget, please review the attached draft of the 2026-2027 Budget Development Process.

Key considerations for the draft budget development process:

- Opportunities for student voice and input through Student Connections meetings
- Engagement with Partners of SD61 to support shared learning and gather meaningful feedback
- Guidance from the Indigenous Education Council (IEC) on grants related to Indigenous students
- Preliminary presentation of a balanced 2026-2027 Annual Budget in early March, prior to Ministry's funding announcement (expected by March 15)
- Updated presentation of a balanced 2026-2027 Annual Budget in late March or early April, following the Ministry's funding announcement
- Final presentation and approval of 2026-2027 Annual Budget: Wednesday, April 8
- Distribution of staffing packages to schools: Friday, April 10
- Post-budget survey to gather feedback on the budget development process

Next Steps

The draft budget development process will be reviewed and discussed at Partners of SD61 meetings in both October and November.

The final 2026-2027 Budget Development Process will be presented to the Official Trustee for approval at the Regular Board Meeting on November 24, 2025.

Supporting Documents

2026-2027 Budget Development Process – Draft

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.

2026-2027 BUDGET Development Process

**OCT-
NOV**

Budget Development Process

- Draft budget development process presented for feedback and discussion at Partners of SD61 meetings in October and November
- Final budget development process presented to Official Trustee for approval in November

**JAN-
FEB**

Student Connections

- Opportunity for students at all middle and secondary schools to provide feedback

FEB 15 - Enrolment Projections

- 2026-2027 enrolment projections are submitted by the Greater Victoria School District to the Ministry of Education and Child Care

Public Meeting

MAR

2026-2027 Annual Budget Presentation

- Balanced 2026-2027 Annual Budget presented
- Based on projected Ministry operating grants

MAR

Indigenous Education Council (IEC) Meeting

MAR

Partners of SD61 Meeting – Budget Conversation

2026-2027 BUDGET Development Process

MAR 15 - Ministry Operating Grant Announcement

- Ministry announces operating grants based on submitted 2026-2027 enrolment projections

Public Meeting

MAR-
APR

Special Budget Meeting – 2026-2027 Annual Budget

- Balanced 2026-2027 Annual Budget presented
- Based on confirmed Ministry operating grants

APR

Partners of SD61 Meeting – Budget Conversation (Tentative)

Public Meeting

APR
8

Special Board Meeting – 2026-2027 Annual Budget Approval

- Three readings of the 2026-2027 Annual Budget Bylaw

APR
9-17

Budget Development Process Feedback Survey

- Public online survey to gather feedback on the budget development process

Board Meetings

For live/recorded meeting links, how to submit questions, and agenda packages, visit:

www.sd61.bc.ca/board-of-education/meetings-of-the-board

MONTHLY FINANCIAL REPORT - OPERATING REVENUES - September 2025
(September 2025 ran before month end; September 2024 ran after month end)

	2025-2026						2024-2025					
	Budget	Sept 2025	YTD	Available	%	!!	Budget	Sept 2024	YTD	Available	%	
602 CE/HL OTHER FEES	200	255	255	(55)	-28%	!!	50	125	125	(75)	-150%	
605 CE/HL REGISTRATION FEES	10,100	3,000	3,350	6,750	67%	!!	10,045	4,500	4,750	5,295	53%	
621 MINISTRY BLOCK FUNDING	237,778,118	12,673,356	26,963,874	210,814,244	89%	!!	233,138,448	12,300,665	26,165,910	206,972,538	89%	
629 OTHER MIN OF ED GRANTS	2,203,772	108,449	108,449	2,095,323	95%	!!	2,259,138	336,888	336,888	1,922,250	85%	
641 REVENUE -OTHER PROV MINISTRIES	250,548	0	8,798	241,750	96%	!!	286,649	165,500	168,399	118,250	41%	
642 REVENUE -OTHER SCHOOL DISTRICTS	0	0	0	0	0%	!!	0	(6,120)	0	0	0%	
644 CE/HL COURSE FEES	3,500	2,800	2,800	700	20%	!!	8,500	100	100	8,400	99%	
645 REVENUE-CAFETERIA	22,256	16,416	21,814	442	2%	!!	16,056	12,755	16,010	46	0%	
647 OFFSHORE STUDENTS TUITION FEES	14,983,429	145,556	12,091,651	2,891,778	19%	!!	15,667,733	280,092	13,537,710	2,130,023	14%	
648 LOCAL EDUCATION AGREEMENTS	795,694	203,886	203,886	591,808	74%	!!	940,239	0	214,343	725,896	77%	
649 MISC FEES & REVENUE	2,508,572	185,578	1,213,909	1,294,663	52%	!!	1,885,906	76,048	788,390	1,097,516	58%	
651 COMMUNITY USE OF FACILITIES	2,487,610	202,672	363,332	2,124,278	85%	!!	2,170,445	370,560	369,385	1,801,061	83%	
652 COMMUNITY USE OF FIELDS	151,786	11,314	70,475	81,312	54%	!!	85,903	67,954	67,954	17,949	21%	
653 COMMUNITY USE OF THEATRE	85,139	2,763	2,763	82,376	97%	!!	51,140	20,955	20,955	30,185	59%	
654 PARKING FEES	30,863	2,713	8,589	22,274	72%	!!	36,678	15,176	15,507	21,171	58%	
655 RENTALS LIAB INS REVENUE	11,140	1,763	6,251	4,889	44%	!!	6,516	6,090	6,090	426	7%	
659 OTHER RENTALS & LEASES	920,313	117,074	302,281	618,032	67%	!!	824,569	38,568	131,596	692,973	84%	
661 INTEREST	21,101	1,979	4,059	17,042	81%	!!	58,062	2,391	7,031	51,031	88%	
669 INVESTMENT REVENUE	1,260,914	180,621	295,945	964,969	77%	!!	1,871,006	206,514	465,229	1,405,777	75%	
671 SURPLUS FROM PRIOR YEAR	7,655,631	0	11,225,081	(3,569,450)	-47%	!!	6,317,792	9,060,318	9,060,318	(2,742,526)	-43%	
GRAND TOTAL	271,180,686	13,860,196	52,897,562	218,283,124	80%		265,634,875	22,959,080	51,376,689	214,258,186	81%	

MONTHLY FINANCIAL REPORT - OPERATING EXPENDITURES - September 2025
(September 2025 ran before month end; September 2024 ran after month end)

	2025-2026							2024-2025						
	Budget	Sept 2025	YTD	Encumbrances	Total Exp	Available	% !!	Budget	Sept 2024	YTD	Encumbrances	Total Exp	Available	%
SALARIES														
111 CERTIFICATED TEACHERS	115,349,916	11,022,796	11,043,700		11,043,700	104,306,216	90% !!	112,320,004	10,979,316	10,971,141		10,971,141	101,348,863	90%
112 P&VP SALARIES	15,426,828	1,267,078	3,639,154		3,639,154	11,787,674	76% !!	15,373,210	1,171,289	3,527,052		3,527,052	11,846,158	77%
114 ALLIED SPECIALISTS	2,136,961	199,909	199,909		199,909	1,937,052	91% !!	2,211,957	221,671	221,671		221,671	1,990,286	90%
115 DEPARTMENT HEAD ALLOWANCES	300,591	25,875	25,875		25,875	274,716	91% !!	302,830	24,654	24,654		24,654	278,176	92%
120 EXEMPT STAFF (CERT)	1,337,465	102,573	292,899		292,899	1,044,566	78% !!	1,153,640	113,914	307,273		307,273	846,367	73%
121 EXEMPT STAFF (NON-CERT)	4,100,863	274,206	896,856		896,856	3,204,007	78% !!	4,078,756	247,635	882,386		882,386	3,196,370	78%
122 CUSTODIANS	2,140,925	163,000	544,309		544,309	1,596,616	75% !!	2,154,970	164,855	540,331		540,331	1,614,639	75%
123 JANITORS	4,513,304	302,811	1,077,811		1,077,811	3,435,493	76% !!	4,493,622	315,706	1,069,619		1,069,619	3,424,003	76%
125 FOREPERSON	602,492	50,430	145,702		145,702	456,790	76% !!	603,994	46,595	123,993		123,993	480,001	79%
126 TRADESPEOPLE	4,543,072	349,452	1,032,253		1,032,253	3,510,819	77% !!	4,317,824	333,063	1,023,129		1,023,129	3,294,695	76%
131 SCHOOL ASSISTANT SALARIES	21,689,479	1,431,423	1,671,612		1,671,612	20,017,867	92% !!	22,046,552	1,320,844	1,507,385		1,507,385	20,539,167	93%
142 CLERICAL SALARIES	10,541,709	777,621	1,644,344		1,644,344	8,897,365	84% !!	10,384,402	761,755	1,615,913		1,615,913	8,768,489	84%
161 TLOC SALARIES	11,637,994	756,898	820,305		820,305	10,817,689	93% !!	11,275,888	944,069	926,126		926,126	10,349,762	92%
165 RELIEF LABOUR	356,050	57,103	114,319		114,319	241,731	68% !!	355,724	40,652	73,679		73,679	282,045	79%
166 382 EXTRA STAFF SALARIES	314,148	9,714	133,181		133,181	180,967	58% !!	303,388	14,304	213,136		213,136	90,252	30%
167 SCHOOL ASSIST RELIEF	268,342	132,648	134,332		134,332	134,010	50% !!	288,353	105,940	119,215		119,215	169,138	59%
168 CASUAL CLERICAL SALARIES	63,682	12,684	13,754		13,754	49,928	78% !!	92,732	9,286	24,366		24,366	68,366	74%
170 FRENCH LANG ASSIST	0	2,900	2,900		2,900	(2,900)	0% !!	0	0	0		0	0	0%
191 TRUSTEES INDEMNITY	228,594	18,750	56,250		56,250	172,344	75% !!	257,671	21,143	63,429		63,429	194,242	75%
199 RECOVERIES	(111,699)	(9,912)	(13,675)		(13,675)	(98,024)	88% !!	(111,155)	(11,116)	(14,847)		(14,847)	(96,308)	87%
TOTAL -- SALARIES	195,440,716	16,947,959	23,475,791	0	23,475,791	171,964,925	88% !!	191,904,362	16,825,576	23,219,650	0	23,219,650	168,684,712	88%
BENEFITS														
211 TEACHER BENEFITS	29,990,978	2,606,003	3,957,549		3,957,549	26,033,429	87% !!	28,597,736	2,540,702	3,776,295		3,776,295	24,821,441	87%
212 P&VP BENEFITS	3,224,206	219,249	687,540		687,540	2,536,666	79% !!	3,194,966	198,127	644,463		644,463	2,550,503	80%
214 ALLIED SPECIALISTS BENEFITS	555,610	49,590	74,005		74,005	481,605	87% !!	563,184	53,037	73,782		73,782	489,402	87%
215 DEPT HEAD ALLOWANCE BENEFITS	78,154	6,423	9,766		9,766	68,388	88% !!	77,105	5,897	8,661		8,661	68,444	89%
218 EMPLOYEE FUTURE BENEFITS EXPENSE	521,467	(762,489)	(217,383)		(217,383)	738,850	142% !!	467,910	(540,300)	(145,880)		(145,880)	613,790	131%
220 EXEMPT (CERT) - BENEFITS	251,442	16,639	52,421		52,421	199,021	79% !!	221,301	14,072	49,342		49,342	171,959	78%
221 EXEMPT (N-CERT) BENEFITS	779,162	45,494	168,177		168,177	610,985	78% !!	786,442	37,765	162,479		162,479	623,963	79%
222 CUSTODIAN BENEFITS	515,963	43,409	145,893		145,893	370,070	72% !!	492,643	41,867	140,238		140,238	352,405	72%
223 JANITOR BENEFITS	1,087,706	83,604	296,319		296,319	791,387	73% !!	1,027,277	80,937	285,771		285,771	741,506	72%
225 FOREPERSON BENEFITS	145,201	12,744	37,495		37,495	107,706	74% !!	138,078	10,515	31,969		31,969	106,109	77%
226 TRADESPEOPLE BENEFITS	1,094,766	101,474	286,746		286,746	808,020	74% !!	987,088	82,919	257,515		257,515	729,573	74%
231 SCHOOL ASSISTANT BENEFITS	5,856,159	393,762	682,982		682,982	5,173,177	88% !!	5,807,152	585,302	585,302		585,302	5,221,850	90%
242 CLERICAL BENEFITS	2,849,436	214,899	553,491		553,491	2,295,945	81% !!	2,735,157	209,742	509,910		509,910	2,225,247	81%
261 TLOC BENEFITS	2,513,640	170,556	250,535		250,535	2,263,105	90% !!	2,435,587	199,581	255,629		255,629	2,179,958	90%
265 RELIEF LABOUR BENEFITS	45,574	7,040	13,746		13,746	31,828	70% !!	40,553	4,772	9,056		9,056	31,497	78%
266 382 EXTRA STAFF BENEFITS	40,211	1,402	17,621		17,621	22,590	56% !!	34,586	1,773	25,317		25,317	9,269	27%
267 SCHOOL ASSISTANT RELIEF BENEFITS	30,591	15,089	15,345		15,345	15,246	50% !!	32,864	12,681	14,253		14,253	18,611	57%
268 CASUAL CLERICAL BENEFITS	7,259	1,798	2,146		2,146	5,113	70% !!	10,572	1,398	3,458		3,458	7,114	67%
270 FRENCH LANG ASSIST BENEFITS	0	322	322		322	(322)	0% !!	0	0	0		0	0	0%
291 TRUSTEE BENEFITS	18,059	366	1,097		1,097	16,962	94% !!	20,871	1,722	5,165		5,165	15,706	75%
TOTAL -- BENEFITS	49,605,584	3,227,372	7,035,813	0	7,035,813	42,569,771	86% !!	47,671,072	3,338,617	6,692,727	0	6,692,727	40,978,345	86%
SERVICES & SUPPLIES														
311 AUDIT	35,255	6,198	0		0	35,255	100% !!	32,004	4,572	0		0	32,004	100%
312 LEGAL	325,000	1,353	8,755		8,755	316,245	97% !!	475,000	66,650	104,118		104,118	370,882	78%
323 SOFTWARE MAINTENANCE	1,453,001	101,565	1,084,339	124,289	1,208,628	244,373	17% !!	1,354,069	468,650	1,152,496	16,459	1,168,956	185,113	14%
324 HARDWARE MAINTENANCE	120,070	0	7,363	35,131	42,494	77,576	65% !!	120,070	16,474	45,963		45,963	74,107	62%
331 CONTRACTED TRANSPORTATION	1,136,251	1,827	8,609		8,609	1,127,642	99% !!	933,789	8,492	24,033		24,033	909,756	97%
332 TRANSPORTATION ASSISTANCE	39,729	8,640	8,789		8,789	30,940	78% !!	39,645	3,965	3,965		3,965	35,681	90%
334 SCHOOL JOURNEYS	87,144	778	16,069		16,069	71,075	82% !!	84,067	18,923	25,853		25,853	58,214	69%
341 PRO-D & TRAVEL	995,996	344,034	426,554	3,961	430,516	565,480	57% !!	910,658	313,125	381,542	10,109	391,652	519,007	57%
342 TRAVEL MILEAGE	2,850	760	1,050		1,050	1,800	63% !!	2,850	321	1,400		1,400	1,450	51%
343 LOCAL MILEAGE	57,262	2,886	5,250		5,250	52,012	91% !!	68,944	2,151	3,680		3,680	65,264	95%
364 LEASES	108,851	2,905	5,810		5,810	103,041	95% !!	62,851	8	8,706		8,706	54,145	86%
371 MEMBERSHIP FEES	137,417	579	95,555		95,555	41,862	30% !!	135,302	255	93,790		93,790	41,512	31%
391 PREMIUMS	659,087	645	50,110		50,110	608,977	92% !!	599,177	70,816	119,813		119,813	479,364	80%

MONTHLY FINANCIAL REPORT - OPERATING EXPENDITURES - September 2025

(September 2025 ran before month end; September 2024 ran after month end)

	2025-2026						2024-2025								
	Budget	Sept 2025	YTD	Encumbrances	Total Exp	Available	%	!!	Budget	Sept 2024	YTD	Encumbrances	Total Exp	Available	%
392 DEDUCTIBLES PAID	0	0	0		0	0	0%	!!	0	0	(30,000)		(30,000)	30,000	0%
399 SERVICES RECOVERY	0	(11,458)	(11,458)		(11,458)	11,458	0%	!!	0	0	(15,303)		(15,303)	15,303	0%
421 POINT OF SALE FEES	24,200	608	3,641		3,641	20,559	85%	!!	23,900	3,006	5,534		5,534	18,366	77%
422 BANK SERVICE CHARGES	71,648	3,575	9,821		9,821	61,827	86%	!!	46,182	4,995	14,277		14,277	31,905	69%
431 LAND TELEPHONE	175,000	23,436	34,132		34,132	140,868	80%	!!	170,000	19,356	45,412		45,412	124,588	73%
438 CELL PHONES	151,878	18,575	53,401		53,401	98,477	65%	!!	152,179	15,018	53,383		53,383	98,796	65%
439 DIGITAL SERVICES RECOVERY	850,000	0	0		0	850,000	100%	!!	830,987	0	0		0	830,987	100%
441 POSTAGE	15,129	6,029	13,852		13,852	1,277	8%	!!	19,430	3,191	7,240		7,240	12,190	63%
444 COURIER SERVICE	17,569	8,688	8,631		8,631	8,938	51%	!!	18,112	3,193	3,449		3,449	14,663	81%
445 ADVERTISING	99,342	6,929	38,610		38,610	60,732	61%	!!	98,292	25,001	64,402		64,402	33,890	34%
446 PHOTOCOPYING	75,307	2,832	16,430		16,430	58,877	78%	!!	64,154	13,505	13,505		13,505	50,649	79%
447 PRINTING SERVICES	7,657	1,640	1,640		1,640	6,017	79%	!!	6,102	1,082	16,880		16,880	(10,778)	-177%
448 AGENT FEE	1,263,741	18,176	690,056		690,056	573,685	45%	!!	1,194,320	38,944	681,116		681,116	513,204	43%
450 GRANTS	115,007	0	0		0	115,007	100%	!!	114,692	0	0		0	114,692	100%
451 CULTURAL ENRICHMENT	7,800	0	0		0	7,800	100%	!!	7,800	0	0		0	7,800	100%
452 HONORARIA	12,700	4,175	4,175		4,175	8,525	67%	!!	13,000	150	150		150	12,850	99%
453 SCHOLARSHIPS	26,258	2,500	2,500		2,500	23,758	90%	!!	17,610	1,000	1,000		1,000	16,610	94%
457 GIFT / GIFT CERTIFICATES	1,534	439	439		439	1,095	71%	!!	1,534	479	529		529	1,005	65%
460 LICENCES	24,710	0	0		0	24,710	100%	!!	24,710	0	0		0	24,710	100%
462 SECURITY	95,000	5,768	20,832		20,832	74,168	78%	!!	95,000	3,562	18,826		18,826	76,174	80%
467 FLEET TELEMATICS	24,500	6,035	20,219		20,219	4,281	17%	!!	24,500	1,744	11,096		11,096	13,404	55%
469 MISCELLANEOUS SERVICES	3,379,466	325,778	843,085	983,195	1,826,280	1,553,186	46%	!!	3,296,675	272,559	568,249	848,988	1,417,237	1,879,438	57%
481 PORTABLE MOVES	60,000	0	0		0	60,000	100%	!!	60,000	0	5,861	15,170	21,031	38,969	65%
501 CAFETERIA FOOD	74,355	39,207	39,207		39,207	35,148	47%	!!	68,614	19,776	19,776		19,776	48,838	71%
503 WOOD	878	3,051	3,051		3,051	(2,173)	-247%	!!	687	537	537		537	150	22%
504 METAL	(297)	1,790	1,790		1,790	(2,087)	703%	!!	0	0	0		0	0	0%
508 AUTOMOTIVE	(297)	0	0		0	(297)	100%	!!	0	0	0		0	0	0%
511 ADMINISTRATIVE SUPPLIES	133,409	52,756	66,589		66,589	66,820	50%	!!	135,960	47,612	67,751		67,751	68,209	50%
512 COPY/PRINTER SUPPLIES	37,181	29,022	28,381		28,381	8,800	24%	!!	21,649	25,002	25,721		25,721	(4,072)	-19%
514 JANITORIAL SUPPLIES	562,000	104,890	145,105		145,105	416,895	74%	!!	562,000	132,428	162,001		162,001	399,999	71%
515 VEHICLE SUPPLIES	80,000	12,946	32,937		32,937	47,063	59%	!!	80,000	24,743	54,397		54,397	25,603	32%
516 MEDICAL SUPPLIES	1,665	2,143	2,143		2,143	(478)	-29%	!!	1,775	1,403	1,403		1,403	372	21%
517 TIRE PURCHASES	25,000	624	11,460		11,460	13,540	54%	!!	25,000	5,383	9,303		9,303	15,697	63%
518 VEHICLE FUEL PURCHASES	180,534	21,063	55,983		55,983	124,551	69%	!!	180,534	17,799	48,571		48,571	131,963	73%
519 INSTRUCTIONAL SUPPLIES	6,206,535	403,980	634,667	216,103	850,769	5,355,766	86%	!!	6,104,661	403,752	655,598	179,365	834,963	5,269,698	86%
520 BOOKS & GUIDES	591,695	45,755	47,994		47,994	543,701	92%	!!	618,188	22,647	28,309		28,309	589,879	95%
525 MAGAZINES & PERIODICALS	108	893	923		923	(815)	-754%	!!	1,432	599	629		629	803	56%
530 AUDIO VISUAL MATERIALS	0	0	0		0	0	0%	!!	26	95	95		95	(69)	-264%
534 SOFTWARE	4,690	(18,127)	0		0	4,690	100%	!!	7,253	1,092	14,278		14,278	(7,025)	-97%
541 LIGHT & POWER	1,590,000	58,658	161,240		161,240	1,428,760	90%	!!	1,618,000	71,613	168,273		168,273	1,449,727	90%
551 GAS	1,745,640	6,942	19,375		19,375	1,726,265	99%	!!	1,892,000	10,729	(40,501)		(40,501)	1,932,501	102%
552 OIL	40,000	0	0		0	40,000	100%	!!	29,250	8,443	8,443		8,443	20,807	71%
561 WATER	552,000	141,623	245,496		245,496	306,504	56%	!!	532,000	108,968	156,224		156,224	375,776	71%
562 SEWER USER CHARGE	320,000	30,209	84,290		84,290	235,710	74%	!!	325,000	46,533	78,843		78,843	246,157	76%
563 STORMWATER	128,000	0	0		0	128,000	100%	!!	112,500	0	0		0	112,500	100%
572 GARBAGE DISPOSAL	210,000	11,016	23,869		23,869	186,131	89%	!!	190,000	11,271	21,595		21,595	168,405	89%
581 FURNITURE & EQUIP PURCH	357,873	40,710	93,569	57,365	150,934	206,939	58%	!!	569,135	52,684	84,963	108,799	193,762	375,373	66%
582 VEHICLE PURCHASES	165,000	0	141,753		141,753	23,247	14%	!!	65,000	0	0		0	65,000	100%
590 COMPUTER PURCHASES	1,474,201	189,716	413,675	1,644	415,319	1,058,882	72%	!!	1,886,725	1,891	257,413	58,838	316,251	1,570,474	83%
594 RECONCILIATION ADJUSTMENTS	0	(32)	57		57	(57)	0%	!!	0	19	122		122	(122)	0%
595 INTERFUND TRANSFERS	49,050	0	0		0	49,050	100%	!!	0	0	0		0	0	0%
599 SUPPLIES RECOVERIES	(51,193)	(30,294)	(54,364)		(54,364)	3,171	-6%	!!	(65,553)	(26,940)	(69,269)		(69,269)	3,716	-6%
TOTAL -- SERVICES & SUPPLIES	26,134,386	2,044,436	5,667,446	1,421,688	7,089,134	19,045,252	73%	!!	26,059,441	2,369,265	5,185,441	1,237,728	6,423,169	19,636,272	75%
GRAND TOTAL	271,180,686	22,219,767	36,179,050	1,421,688	37,600,738	233,579,948	86%	!!	265,634,875	22,533,457	35,097,818	1,237,728	36,335,547	229,299,328	86%

2025-2026 Budget Change Report: September 2025 - Operating

	Revenue	Expenses
2025-2026 Preliminary Budget - Operating (Board Approved Apr 8-25)	\$ 263,466,504	\$ 267,104,030
Surplus Appropriation (Board Approved Apr 8-25)		
Budgeted 24-25 Surplus Appropriation - Allocated to Expense	3,637,526	-
	3,637,526	-
Changes - Surplus Appropriation (Board Approved Sept 15-25)		
Net School Funded Balances	755,255	755,255
Purchase Order Commitments	505,482	505,482
Department Carry Forwards	2,757,368	2,757,368
	4,018,105	4,018,105
	271,122,135	271,122,135
Changes - Amended Budget		
ASSAI Deferred Revenue	8,798	8,798
Tillicum Climate Risk Reduction Grant	233,400	233,400
Provincial Resource Centre for the Visually Impaired Grant	4,900	4,900
Misc Donations and Revenues to August 31	42,243	42,243
SkilledTradesBC Grant Reduction	(7,600)	(7,600)
ArtStarts Grant Reduction (Pause in Operations for 2025-2026)	(17,600)	(17,600)
Misc Donations and Revenues to September 30	18,290	18,290
Total Changes:	282,431	282,431
2025-2026 Amended Budget - Operating to September 30, 2025	\$ 271,404,566	\$ 271,404,566
Contingencies and Fund Balances at June 30, 2025		
Unrestricted Operating Surplus (Contingency) - District (Board Approved Sept 15/25)	\$ 1,250,000	
0.48% of prior year operating expenses	\$ 1,250,000	
Local Capital	\$ 291,962	
Ministry of Education and Child Care Restricted Capital	15,077,926	
	\$ 15,369,888	

2025-2026 Budget Change Report: September 2025 - Special Purpose

StrongStart

2025-2026 Ministry Grant Increase

Revenue	Expenses
\$	\$
12,000	12,000
12,000	12,000

Changing Results for Young Children

2025-2026 Ministry Grant Reduction

(11,250)	(11,250)
(11,250)	(11,250)

SEY2KT (Early Years to Kindergarten)

2025-2026 Ministry Grant Reduction

(19,000)	(19,000)
(19,000)	(19,000)

Ledger School (Provincial Resource Program)

2025-2026 Ministry Grant Increase

16,672	16,672
16,672	16,672

Provincial Inclusion Outreach (Provincial Resource Program)

2025-2026 Ministry Grant Increase

5,477	5,477
5,477	5,477

National School Food Program

2025-2026 Ministry Grant

374,040	374,040
374,040	374,040

2025-2026 Budget Change Report: September 2025 - Capital

Local Capital

Interest Income to September 30

Revenue	Expenses
\$	\$
1,461	-
1,461	-

Ministry of Education and Child Care Restricted

Interest Income to September 30

75,463	-
75,463	-

SECTION 72 REPORT

Present:

Official Trustee Sherri Bell

Administration:

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

The Board of Education discussed the following matters:

- Administration
- Facilities

General decisions made by the Board:

- Administration
- Facilities

SECTION 72 REPORT

Present:

Official Trustee Sherri Bell

Administration:

Deb Whitten, Superintendent, Katrina Stride, Secretary-Treasurer

The Board of Education discussed the following matters:

- Facilities

General decisions made by the Board:

- Facilities