



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

Regular Board Meeting

AGENDA

Monday, April 20, 2026, 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 April 20, 2026 agenda be approved.

A.3. Approval of the Minutes

a. Approval of the March 9, 2026 Regular Board Meeting Minutes

Recommended Motion:
That the March 9, 2026 Regular Board Meeting minutes be approved.

b. Approval of the April 8, 2026 Special Board Meeting Minutes

Recommended Motion:
That the April 8, 2026 Special Board Meeting minutes be approved.

A.4. Business Arising from the Minutes

A.5. District Celebrations

- a. Battle of the Books – Teacher Librarian Aerts, Gordon Head Middle School
- b. Wellness Fair – Grade 12 Students Annie Dos Santos and Ephrata Abebe

A.6. Community Presentations

B. CORRESPONDENCE

- B.1. March 20, 2026, CUPE 947 to Official Trustee and Superintendent Whitten, 2026-2027 Budget**
- B.2. April 8, 2026, Victoria Confederation of Parent Advisory Councils to Official Trustee, 2026-2027 Budget**
- B.3. April 8, 2026, Advocacy for Music in Schools to Official Trustee and Superintendent Whitten, 2026-2027 Budget**

C. OFFICIAL TRUSTEE REPORT

C.1. Monthly Report

- a. Board Policy Review for Boards of Education

D. BOARD COMMITTEE REPORTS

E. DISTRICT LEADERSHIP TEAM REPORTS

E.1. Superintendent's Report

- a. Monthly Report
- b. 2028-2029 School Calendar

Recommended Motion:

That the Official Trustee of The Board of Education of School District No. 61 (Greater Victoria) approve the posting of the following 2028-2029 school calendar on the School District website for a period of one month.

- c. Deletion of Board Policies

Recommended Motion:

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

Policy 4115.4	Position (Job) Sharing
Policy 4213	Universal Precautions Procedures
Policy 4301	Non-Professional Personnel – Performance Appraisal
Policy 6120.1	Programs of Choice

E.2. Secretary-Treasurer's Report

- a. 2026-2027 Annual Five-Year Capital Plan Bylaw

Recommended Motion:

That the Official Trustee of The Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of The Board of Education of School District No. 61 (Greater Victoria) Capital Bylaw No. 2026/27-CPSD61-01 at the April 20, 2026 Board meeting.

Recommended Motions:

That the Board of Education of School District No. 61 (Greater Victoria) Capital Bylaw No. 2026/27-CPSD61-01 for the 2026/27 Annual Five-Year Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 27, 2026, be:

Read a first time this 20th day of April, 2026;

That the Board of Education of School District No. 61 (Greater Victoria) Capital Bylaw No. 2026/27-CPSD61-01 for the 2026/27 Annual Five-Year Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 27, 2026, be:

Read a second time this 20th day of April, 2026;

That the Board of Education of School District No. 61 (Greater Victoria) Capital Bylaw No. 2026/27-CPSD61-01 for the 2026/27 Annual Five-Year Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 27, 2026, be:

Read a third time, passed and adopted this 20th day of April, 2026;

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

- b. 2026-2027 Annual Facility Grant (AFG) Expenditure Plan Submission

F. QUESTION PERIOD (15 minutes total)

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

G.1. Record of In-Camera Board of Education Meeting – March 9, 2026

G.2. Record of Special In-Camera Board of Education Meeting – March 23, 2026

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, March 9, 2026, 6:30 p.m.

Official Trustee: Sherri Bell

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

Songhees Nation: Anevay Quocksister, Student Success Manager

Partners: Norm Isaac, CUPE 382, Shawna Abbott, CUPE 947, Cindy Romphf, GVTA, Saloumeh Pourmalek, VCPAC

A. COMMENCEMENT OF MEETING

This meeting began at 6:30 p.m.

A.1. Acknowledgement of Traditional Territories

Official Trustee Bell recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

A.2. Approval of the Agenda

The Official Trustee passed the following motion:

That the March 9, 2026 agenda be approved.

A.3. Approval of the Minutes

- a. Approval of the February 23, 2026 Regular Board Meeting Minutes

The Official Trustee passed the following motion:

That the February 23, 2026 Regular Board Meeting minutes be approved.

A.4. Business Arising from the Minutes

None.

A.5. District Celebrations

- a. Associate Superintendent Powell presented on the School Food Sustainability grants in the District.

Official Trustee Bell had questions of clarification.

A.6. Community Presentations

None.

B. CORRESPONDENCE

None.

C. OFFICIAL TRUSTEE REPORT

C.1. Monthly Report

Official Trustee Bell provided a verbal report:

- Extended congratulations to GVTA on the ratification of a four-year collective agreement
- Attended the Oak Bay Young Exceptional Star (YES) Awards
- Ongoing participation on BCSTA Policy Committee. The Policy Framework has now been released.
- Attended meeting with Esquimalt Nation about the 2026 Trustee Election
- Attended fundraiser hosted by 1000 x 5 Children's Book Recycling Project
- Provided an update on the 2026-2027 Budget Development Process including a reminder of the public meeting on March 30

D. BOARD COMMITTEE REPORTS

None.

E. DISTRICT LEADERSHIP TEAM REPORTS

E.1. Superintendent's Report

- a. Monthly Report

Superintendent Whitten provided the report for information.

b. Deletion of Board Policies

Superintendent Whitten provided rationale for the deletion of two Board policies.

The Official Trustee passed the following motion:

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

Policy 1422	Recognition of Significant Contributions to the District
Policy 3323	Purchasing Services

E.2. Secretary-Treasurer's Report

a. Quarterly Facilities Operations and Capital Projects Update: March 2026

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

Official Trustee Bell had questions of clarification.

F. QUESTION PERIOD

Q: Will there be an opportunity in the budget process to consider the current need for students to complete upgrading prior to attending post-secondary?

A: Official Trustee replied that Superintendent Whitten and Director of Indigenous Education Wilton will arrange a time to meet and respond to the question.

Q: What will happen to the \$4.6 million risk reserve held by the Ministry for Cedar Hill Middle School if there are no risks?

A: Secretary-Treasurer Stride replied that the Ministry currently holds the risk reserve funding and, if the District does not require the funding, it will remain with the Ministry.

G. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

G.1. Record of In-Camera Board of Education Meeting – February 23, 2026

G.2. Record of Special In-Camera Board of Education Meeting – March 4, 2026

H. NEW BUSINESS/NOTICE OF MOTIONS

H.1. New Business

None.

H.2. Notice of Motions

None.

I. ADJOURNMENT

The Official Trustee adjourned the meeting at 7:00 p.m.

Official Trustee

Secretary-Treasurer

DRAFT



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

Special Board Meeting

MINUTES

Broadcasted via YouTube

Wednesday, April 8, 2026, 6:30 p.m.

Official Trustee: Sherri Bell

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

Songhees Nation: Anevay Quocksister, Student Success Manager

Partners: Jane Massy, CUPE 947, Carolyn Howe, GVTA, Saloumeh Pourmalek, VCPAC, Norm Isaac, CUPE 382

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 April 8, 2026 agenda be approved.

Official Trustee Bell expressed thanks to everyone who provided input during the 2026-2027 budget development process.

B. 2026-2027 ANNUAL BUDGET

B.1. 2026-2027 Annual Budget Report

Secretary-Treasurer Stride referenced the 2026-2027 Annual Budget Report.

B.2. 2026-2027 Annual Budget Ministry Template

Secretary-Treasurer Stride referenced the 2026-2027 Annual Budget Ministry Template.

B.3. Draft Multi-Year Financial Plan 2026-2029

Secretary-Treasurer Stride referenced the Draft Multi-Year Financial Plan 2026-2029.

B.4. Budget Bylaw Readings

Official Trustee Bell invited the partners at the table to provide feedback on the 2026-2027 Annual Budget prior to the budget bylaw readings.

CUPE 947 Vice President Massy, GVTA President Howe and VCPAC President Pourmalek made presentations concerning the budget.

The Official Trustee passed the following motion:

That the Official Trustee of The Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of The Board of Education of School District No. 61 (Greater Victoria) 2026-2027 Annual Budget Bylaw at the Special Board Meeting on April 8, 2026.

The Official Trustee passed the following motion:

That the Board of Education of School District No. 61 (Greater Victoria) 2026-2027 Annual Budget Bylaw in the amount of \$330,693,988 be:

Read a first time on the 8th day of April, 2026.

The Official Trustee passed the following motion:

That the Board of Education of School District No. 61 (Greater Victoria) 2026-2027 Annual Budget Bylaw in the amount of \$330,693,988 be:

Read a second time on the 8th day of April, 2026.

The Official Trustee passed the following motion:

That the Board of Education of School District No. 61 (Greater Victoria) 2026-2027 Annual Budget Bylaw in the amount of \$330,693,988 be:

Read a third time, passed and adopted on the 8th day of April, 2026;

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

C. CORRESPONDENCE

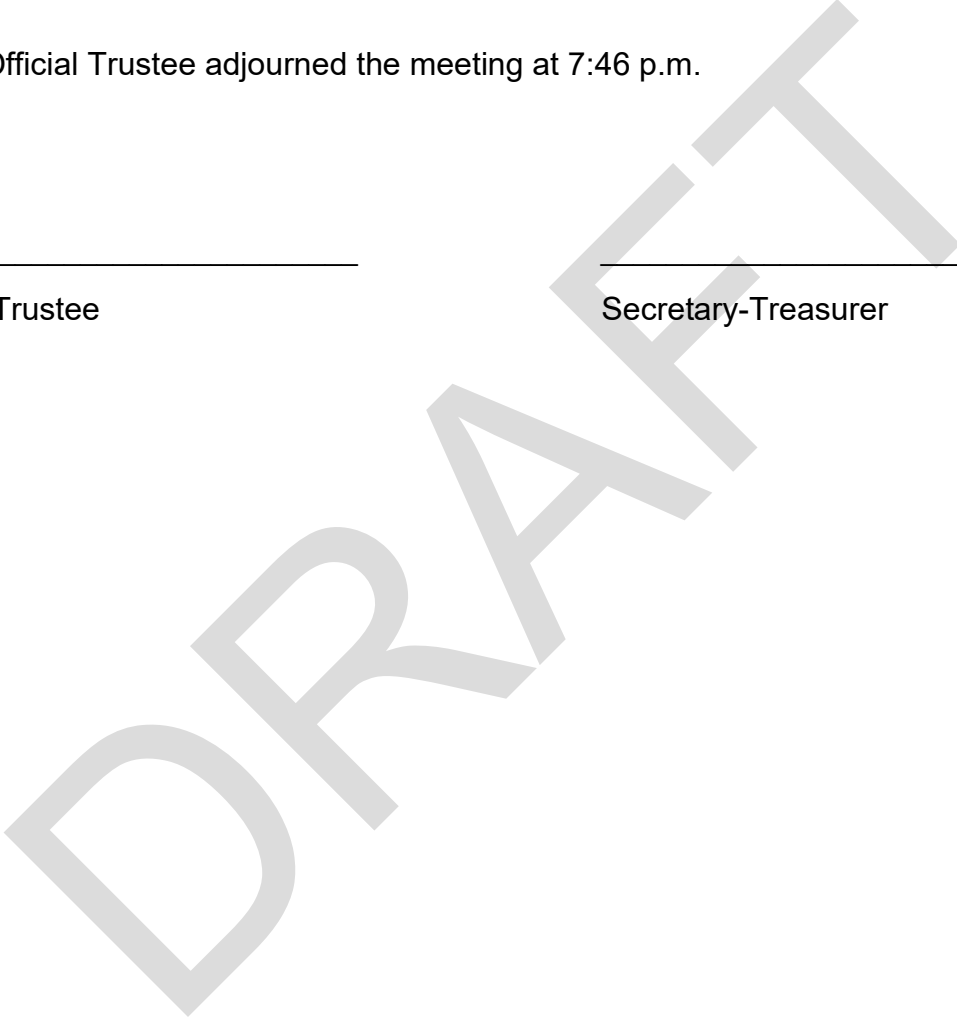
C.1. March 30, 2026 Greater Victoria Teachers' Association (GVTA) to Official Trustee Bell – 2026-2027 Annual Budget Feedback

D. ADJOURNMENT

The Official Trustee adjourned the meeting at 7:46 p.m.

Official Trustee

Secretary-Treasurer



Dear Sherri and Deb,

CUPE 947 is deeply concerned about the proposed elimination of ECE Classroom positions as part of the current budget reductions. These positions are not discretionary. They are an essential component of early learning and a critical layer of support for some of the most complex and vulnerable classrooms in SD61.

ECEs bring specialized training in child development that cannot be replicated or absorbed by other staff. They collaborate directly with classroom teachers to support students across all developmental domains—physical, emotional, social, and academic. Their work is foundational to early intervention, regulation, and the creation of safe, stable learning environments.

These positions also play a vital role in classrooms experiencing significant behavioural and safety challenges. ECEs provide consistency, de-escalation strategies, and developmental expertise that help prevent crises before they occur. Removing them will destabilize classrooms that are already stretched to their limits.

If these positions are cut, we must ask: Where will this support come from?

Teachers cannot absorb this workload without compromising instruction. Educational Assistants are already working beyond capacity. Administrators cannot fill the gap. And the students who rely on this support—particularly those with emerging or complex needs—will feel the impact immediately and profoundly.

Budget decisions that reduce direct student support are not cost-neutral. They create downstream pressures: increased behavioural escalations, higher safety risks, more disruptions to learning, and greater demands on already strained staff. Cutting ECE Classroom positions undermines early learning, early intervention, and the district's stated commitment to inclusive education.

We urge the Board to reconsider this reduction and to prioritize the preservation of supports that directly affect student well-being, classroom stability, and long-term educational outcomes.

CUPE 947 stands ready to work collaboratively toward solutions that protect students and maintain the integrity of early learning in SD61

Sincerely,

Shawna Abbott

President, CUPE947

Written Submission to School District No. 61 – 2026–2027 Annual Budget Submitted by: Victoria Confederation of Parent Advisory Councils (VCPAC)

Introduction

The Victoria Confederation of Parent Advisory Councils (VCPAC) represents families and Parent Advisory Councils (PACs) from schools across School District No. 61 (Greater Victoria). This written submission is provided in advance of, and for inclusion with, the final budget presentation materials for the 2026–2027 budget cycle.

Acknowledgement of Process and Community Voices

VCPAC acknowledges the extensive work undertaken by the district, trustees, and staff in preparing the 2026–2027 budget under significant financial constraints. We also recognize the concerns raised by education partners, including educators, support staff, and community organizations, whose perspectives reinforce shared priorities around student safety, learning conditions, and equity.

We further acknowledge the students and families who have provided written submissions, spoken at consultation meetings, and engaged throughout the budget process. Their feedback has been thoughtful, informed, and rooted in lived experience within SD61 classrooms. VCPAC emphasizes that authentic parent and student engagement must meaningfully inform both budget decisions and longer-term advocacy.

Student-Centered Priorities and Appreciation

VCPAC wishes to express appreciation that the district has prioritized students by ensuring there are no reductions to Educational Assistant staffing or to school-based counsellors. These roles are foundational to inclusive education, student mental health, classroom safety, and equitable learning conditions, and protecting them reflects a clear commitment to student wellbeing.

Understanding the Constraints

Families recognize that the challenges facing SD61 did not arise in a single budget cycle. They are the result of longstanding structural funding pressures, rising classroom complexity, and increasing operational costs that have not been fully addressed through provincial education funding. Parents are increasingly concerned about being asked to choose between programs and support that are all essential to students' health, wellbeing, and educational success.

Trade-offs between mental-health supports, inclusive education services, core classroom staffing, and enrichment opportunities do not reflect community values; they reflect systemic funding limitations. VCPAC does not believe families or districts should be placed in this position.

Context Facing Families and Students

This budget is being considered at a time when many families in SD61 are experiencing heightened stress. Global conflict, recurring climate-related emergencies, housing insecurity, and financial pressures are affecting students and caregivers across our communities. These realities directly influence student wellbeing, sense of safety, and readiness to learn.

In this context, schools play a critical role as stable, supportive environments. Public education must be adequately resourced to meet existing and emerging student needs and to support long-term community wellbeing.

Priority: Investment in Classroom

From VCPAC's perspective, investment in classrooms must remain the highest priority. Sustained investment in student mental-health supports, inclusive education, classroom supervision, and learning conditions is essential to ensuring that every student has an equitable opportunity to succeed.

VCPAC recognizes the fiscal constraints facing the district and encourages SD61 to continue exploring opportunities to reduce costs and responsibly maximize revenue, including through effective use of school facilities and community spaces. We also encourage the district to examine approaches used successfully in other districts, such as embedding music programming within instructional time as part of the core curriculum, to protect high-impact student programs in an equitable and sustainable manner.

Provincial Responsibility and Advocacy

VCPAC remains concerned that the pressures reflected in this budget are indicative of broader challenges facing public education funding across British Columbia. Districts should not be expected to continually absorb structural shortfalls without impacting student experiences. On March 12, VCPAC passed a motion calling for provincial investments to be directed toward:

- Educational Assistants and inclusive education
- Student mental health and counselling supports
- Classroom complexity and learning conditions
- School-based childcare that supports families and student readiness

Parents are not asking for enhancements or additional layers. We are asking for stable, predictable, need-based funding that reflects the realities of today's classrooms and supports the fundamental conditions required for students to learn, thrive, and belong.

Closing

A call of collective advocacy to Minister Beare: VCPAC calls on you to work with districts, educators, and families to deliver sustainable education funding that reflects the real complexity of today's classrooms, because strengthening public education is essential to the wellbeing and future of British Columbia.

Advocacy for Music in Schools

April 8, 2026

Dear Minister Beare, Superintendent Whitten and Official Trustee Bell,

The Advocacy for Music in Schools (AMIS) group—a coalition of families, educators, and community members within the Greater Victoria School District 61—is writing to express our profound alarm regarding the proposed 2026-27 budget and the shrouded process used to reach these decisions.

Our members are not merely observers; we represent a legacy of community investment and are active partners in the success of this District. AMIS has successfully advocated for and raised significant funds to preserve Elementary Strings and support the Cooper Smith Library. We now have secondary students in our district fundraising for middle school music programs that they always thought would be there for younger students to access. Our community has consistently stepped up to fill gaps because we believe music education is a fundamental right, not a luxury. However, we cannot fundraise our way out of systemic cuts that threaten the very core of our students' educational experience.

We are deeply disillusioned by a budget process that has silenced the public. While a "roundtable" was held that was open to the public, the Official Trustee's refusal to engage in direct dialogue at individual tables rendered the event a performative exercise rather than a meaningful consultation. There have been no opportunities for members of the public to directly address the Official Trustee and District staff at a meeting. Furthermore, the District's decision to withhold

public letters from the community in their final budget meeting is a staggering blow to transparency.

As an appointed "caretaker," the Official Trustee lacks the mandate of the local electorate. To make permanent, structural cuts without the oversight of a democratically elected Board is a fundamental violation of public trust.

A \$1.6-million deficit should not be balanced on the backs of our most vulnerable students. We are vehemently opposed to the proposed 20 percent cut to middle school music—which follows a previous 20 percent reduction only two years ago. Choirs and musical theatre are the most inclusive and accessible programs we offer. They require no instruments to rent—only a student's voice and their courage. For many students, these programs are their primary "reason to show up" at school. They are lifelines that foster belonging, school connection, and mental health.

Furthermore, targeting music programs, counseling for mature students working toward their adult Dogwood diplomas, youth and family counselors, school psychologists, Early Childhood Educators to support kindergarten students, speech and language pathologists, and the Pathways and Partnerships trades program are an attack on equity. These cuts directly hurt Indigenous students, LGBTQ+ youth, and those struggling in traditional settings. By heavily reducing these supports, the District is effectively dismantling the safety nets that keep these students engaged and safe, pushing them further to the margins of the educational system.

We recognize that the Ministry of Education and Child Care holds the ultimate responsibility for the oversight of the Official Trustee. We formally petition the Ministry to:

1. Prioritize Students Over Spreadsheets: Direct the Official Trustee to protect direct-to-student programming and essential support services.
2. Halt Structural Changes: Defer all permanent, foundational changes to the educational landscape until a democratically elected Board is restored or elected.
3. Restore Public Accountability: Ensure that the voices of parents, caregivers, and staff—the true stakeholders of our District—are not just heard, but heeded.

The community's stance is clear. Here is a petition (<https://c.org/sKXNCDm5n6>), signed by over 700 individuals, who demand immediate intervention and a return to transparent governance in SD61. Our students deserve to be seen, supported, and to have access to student programs so that they can thrive.

We look forward to your prompt response and a budget that reflects the values of our community.

Sincerely,

Paula Marchese

Paula Marchese on behalf of Advocacy for Music in Schools (AMIS)



British Columbia
School Trustees
Association

Policy Review for Boards of Education

BOARD POLICY REVIEW
ADVISORY COMMITTEE



Policy Review for Boards of Education

CONTRIBUTIONS FROM:



Policy Review for Boards of Education

Policy work is integral for boards of education to ensure effective governance. Policies provide strategic, values-based oversight and establish standards for the school district. They also ensure accountability to the local community and support the board's statutory role under the *School Act*.

Effective policies create strong governance by ensuring values-driven leadership that strengthens strategic oversight, supports sound decision-making, and creates conditions for student success.

PURPOSE: Policies serve as the board's primary resource expressing values and priorities while delegating implementation and operationalization to the superintendent. The board is responsible for developing, updating, and maintaining these policies.

ROLE: Policy development is about setting a board's governance framework and is solely the work of, and within the purview of, the board of education.

CLARITY: Policy defines roles and responsibilities, emphasizing the distinction between governance (policy and oversight) and operations (administrative procedures and day-to-day management).

TRANSPARENCY AND ACCOUNTABILITY: Policies require open decision-making and set measurable standards for ethical conduct and performance.

COMMUNITY ENGAGEMENT: Encourages public input and builds trust.

An effective policy manual is a living document that should be maintained and reviewed regularly to ensure it remains current, relevant and responsive to evolving needs.

In alignment with board policies, administrative procedures describe how the superintendent and staff implement board policy and other operational matters. Administrative procedures are detailed rules, guidelines, and processes developed by the superintendent or senior administration that guide the day-to-day operations of the school district.

Board Policy Review Advisory Committee

In June 2025, the BCSTA and Ministry of Education and Child Care identified the need for boards of education to review and modernize their policy manuals. As a result, the Board Policy Review Advisory Committee was established to develop guiding documentation to support boards of education in this work.

The Advisory Committee members, who include representatives of education partner groups, were appointed in June 2025. The committee has met eight times from July 2025 to January 2026 to develop materials to support boards in their policy review. The documentation developed by the committee aims to assist boards in establishing their governance direction and strategic vision by formulating a comprehensive set of foundational policies. The committee also acknowledges the importance of local district autonomy when developing policies that align with each district's priorities.

The committee:

- identified exemplar policies for reference
- developed materials to support boards in policy work
- provided clarity between policy and administrative procedures
- suggested workflow over three phases

PHASE 1: REVIEW OF THE DISTRICT'S POLICY MANUAL.

- Evaluate the structure used for policy manuals.
- Update and/or develop the core 13 foundational policies.
- Archive/delete any outdated policies.
- Identify policies that are operational and delegate to the superintendent to develop/update administrative procedures.

PHASE 2: UPDATE AND DEVELOP THE REMAINING POLICIES.

PHASE 3: DEVELOP A WORKPLAN FOR ONGOING REVIEW AND UPDATE OF POLICIES.

Note: Boards should follow their own Policy Development process as outlined in policy.

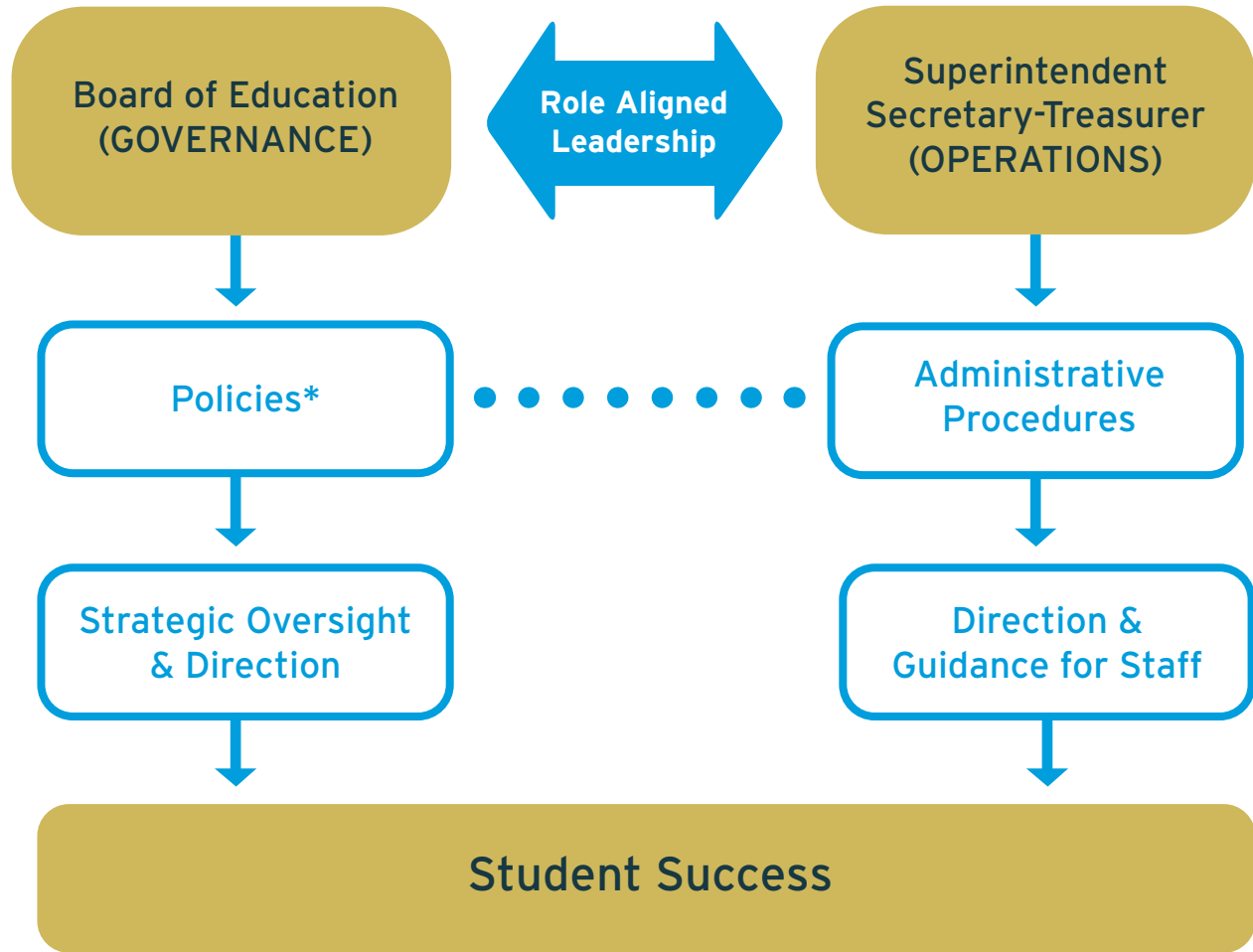
The goal is for boards of education to review and modernize board policies listed in Phase 1 of the documents by October 2026 and then continue updating policy manuals through the 2026-2030 term.

Board Policy Review Advisory Committee members:

- **Carolyn Broady**, BCSTA Past President, Board Liaison and Committee Chair
- **Jen Mezei**, Burnaby, Vice-Chair
- **Kelli Sullivan**, Vernon, Chair
- **Sherri Bell**, Greater Victoria, Official Trustee
- **Pius Ryan**, North Vancouver, Superintendent, BCSSA Liaison
- **Jennifer Woollends**, Quesnel, Secretary-Treasurer, BCASBO Liaison
- **Connor Morris**, Director, Public K-12 Policy & Communications, FNEESC Liaison
- **David Nelson**, Director, Member Support Services, BCPVPA Liaison
- **Kiersten Fisher**, Executive Director, Governance and Legislation Branch, Ministry of Education and Child Care Liaison
- **Michael Rossi**, Deputy CEO, BCSTA
- **Maggie Yuen**, Executive Administrator, BCSTA
- **Suzanne Hoffman**, Consultant

Board Policy Review:

Policy (GOVERNANCE) & Administrative Procedures (OPERATIONS)



POLICY sets out the principles, expectations, and rules guiding how a school district is governed and operates.

ADMINISTRATIVE PROCEDURES are detailed rules, guidelines, and processes developed by the superintendent or senior administration in alignment with school board policies.

*Some boards may have governance bylaws in their policy manual. Refer to *Appendix A* for more information about bylaws.

Definitions:

Policy, Bylaw and Administrative Procedure

WHAT IS SCHOOL BOARD GOVERNANCE?

- A policy-based system through which the board establishes direction.
- Focusing the district on continuous, evidence-informed improvement in student learning and well-being.
- Ensuring clear delegation of authority with accountability.

Structures	Who's Responsible	What
Policy	Board	A policy sets out the principles, expectations, and rules guiding how a school district is governed and operates. A policy is not mandated but it articulates board values and guides decision making.
Standing/ Operational Bylaw	Board	A bylaw is a type of policy with a higher level of process attached to it. Refer to <i>Appendix A</i> for more information about bylaws.
Administrative Procedure	Staff	Administrative procedures are detailed rules, guidelines, and processes developed by the superintendent or senior administration that guides the day-to-day operations of the school district.

	Policy	Administrative Procedure
Purpose	States the principles, values, and expectations that guide the district.	Provides staff with rules, guidelines and processes to implement operational decisions.
Focus	The “ why ” and the “ what ” for boards of education	The “ how ” for staff
Authority	Created/approved by the board; publicly available	Created/approved by superintendent, may be connected to a board policy or stand alone.
Examples	Role of Board Chair, Role of Board, Role of Superintendent, Trustee Code of Conduct, Board Delegation of Authority, Recruitment and Selection of Personnel	Personnel practices, field trip approvals, student registration, emergency preparedness, provision of AED & Naloxone kits
Change Process	Formal board motion required, including notice of motion	Operational updates are communicated to the board by the superintendent.

Why This Distinction Matters

- Keeps the board focused on strategy and outcomes
- Preserves administrative authority and flexibility
- Strengthens accountability and role clarity
- **POLICY:** *“The district will strive to ensure all students have equitable access to technology.”*
- **ADMINISTRATIVE PROCEDURE:** *“IT will assign devices through the district inventory system and monitor replacement cycles.”*

Policy vs. Admin Procedure Decision Matrix

Question	Policy	Admin Procedure
Does it express a belief, value, or principle?	✓	
Is it required by Legislation?*	✓	✓
Does it direct day-to-day operations?		✓
Does it give strategic direction to the district?	✓	
Does it primarily involve detailed steps, timelines, or forms?		✓
Is it required to be approved by the board?	✓	
Can it be changed without board approval?		✓

Policy:

STUDENT HEALTH AND SAFETY: *"The Board is committed to providing a safe, healthy, and inclusive learning environment for all students and staff."*

Administrative Procedure:

ANAPHYLAXIS MANAGEMENT: *"School administrators will ensure individual care plans are in place for students with life-threatening allergies, including staff training and emergency response protocols."*

ADMINISTRATION OF MEDICATION: *"Designated staff will administer medication to students in accordance with medical authorization forms, storage requirements, and documentation standards."*

CONCUSSION MANAGEMENT: *"Staff will follow return-to-learn and return-to-play protocols for students who sustain a suspected concussion."*

STUDENT MEDICAL CONDITIONS: *"Schools will maintain records and implement supports for students with chronic or complex medical needs."*

Exemplar Policies to Govern Effectively

Topics that should be covered in policies

(not necessarily individual policies, topics can be embedded in different policies)

Phase 1 Policies to Govern Effectively		
Policy	District	Policy
Role of the Board	Abbotsford	Policy 2 (LINK)
Role of the Superintendent	Delta	Policy 12 (LINK)
Delegation of Authority <i>(if not already incorporated in Role of the Superintendent) ** would be optimal to have a stand-alone policy</i>	West Vancouver	Policy 12 (LINK)
Foundational Statements	Langley	Policy 1 (LINK)
Role of the Trustee	Comox	Policy 3 (LINK , p12)
Role of the Board Chair	Okanagan Skaha	Policy 5 (LINK)
Role of the Vice-Chair	West Vancouver	Policy 7 (LINK)
Trustee Code of Conduct (Includes Conflict of Interest)	Abbotsford	Policy 6 (LINK)
Recruitment and Selection of Personnel <i>(if not already incorporated in Role of the Superintendent)</i>	Langley	Policy 15 (LINK)
Policy Development	Vancouver	Policy 10 (LINK)
Indemnification (Bylaw)*	* Please refer to Appendix A for more information about bylaws and exemplars	
Trustee Election (Bylaw)*		
Appeals (Bylaw)*		

* ensure that they are in place as they are mandated by School Act. Refer to Appendix A for more information about bylaws.

Policies for future phase		
Policy	District	Policy
Board Governance Operations	Langley	Policy 7 (LINK)
Board Committees	Comox	Policy 8 (LINK , p52)
Board Representation/ Representative	Abbotsford	Policy 9 (LINK)
Accumulating Operating and Surplus	Vancouver	Policy 19 (LINK)
Financial Planning and Reporting	Cowichan	Policy 24 (LINK)
School Closure Policy (and Bylaw) - Catchment/reconfiguration	Langley Burnaby	Policy 14 (LINK) Policy 12 (LINK)
Child Care	Kamloops Thompson	Policy 18 (LINK)
Student Transportation	Okanagan Skaha	Policy 18 (LINK , p81)
Disposal of Land (Bylaw) and Improvements	Abbotsford	Policy 20 (LINK)
Trustee Renumeration and Professional Development - Includes Trustee expenses	Maple Ridge Pitt Meadows	Policy 2920 (LINK)

Policy Category	Policies
<p>Required by Legislation</p>	<ul style="list-style-type: none"> • Bylaws: Appeals, Indemnification/Trustee Election* • Budget • Capital • Disposition of land • Child Care • Exempt Staff • Hardship • School Closure • Procedural bylaws
<p>Suggested Policies to assist in effective decision making</p>	<ul style="list-style-type: none"> • Trustee remuneration • Board evaluation and monitoring • Trustee professional development • School catchment
<p>Examples of Local Policies reflecting unique community context</p>	<ul style="list-style-type: none"> • Student trustee • Racial equity • Business companies
<p>Examples of Policies that should be Administrative Procedures</p>	<ul style="list-style-type: none"> • Anaphylaxis • Field trips • Video Surveillance • Provision of Menstrual Products to Students • Physical Restraint and Exclusion in Schools

** ensure that they are in place as they are mandated by School Act. Refer to Appendix A for more information about bylaws.*

Policy Development Process for Boards of Education

(BOARD TO REVIEW WITH SR STAFF AND/OR CONSULTANT)

1. PURPOSE

- Why are we doing this review?
- Why is it important for your board?
- How does this help your board with your governance and how it operates?
- Determine your board's comfort level for what can be accomplished.
 - Can all the policies be updated/reviewed within a four-year term?
- How does this policy change help boards free up more time to strategically set a positive direction for the district instead of simply rubber-stamping decisions?

2. STRUCTURE

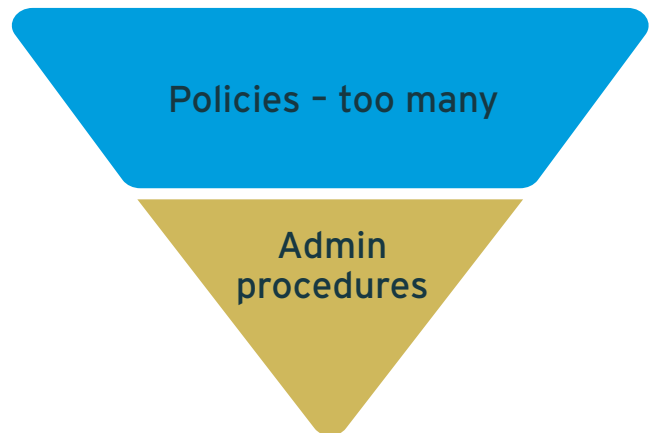
- Policy development is the work of the board of education, and it is solely the purview of the board.
 - Will the work be done by the whole board (committee of the whole) or by a sub-committee of the board?
- They are the board's policies, so, as a group, decide IF, when, who, or how consultation might take place.
 - When appropriate, consider engaging partner groups.
 - When appropriate, may need community engagement.

- What is your board's structure for policy development/review?
 - Does the board have a good understanding of policy vs. administrative procedures (AP's)?
- What is your policy review process? (See point 3 below)
 - Which policies need to be deleted? Amalgamated? Revised?
 - Which policies should be administrative procedures?
- How will your new policies be updated?
 - Will a replacement policy manual be adopted all at once, by one motion?
 - Will you adopt one policy at a time?

3. POLICY REVIEW

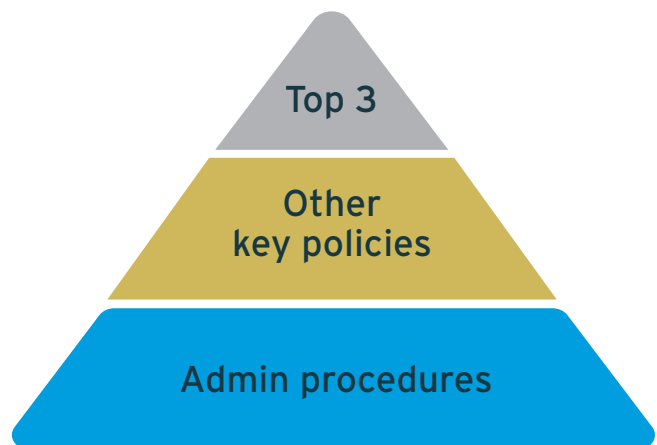
- When were your policies last reviewed?
 - Are they still relevant?
 - Have they recently been updated to modernize language, or has a full review taken place?
 - Should some policies be APs?
 - How will the trustees and senior staff identify what should be policy vs. an AP?

- After determining your comfort zone as a board, review bylaws and policies and categorize them
 - Identify if bylaw > policy > admin procedure.
 - Board to review bylaws and policies
 - Staff to review admin procedures
 - When Boards review bylaws and policies.
 - Are the policies required?
 - Can they be amalgamated?
 - Are they irrelevant? Can they be deleted?
- Identify the structure for your policy manual.
 - Boards may benefit from reorganizing their board policy manual so that it is easier to navigate, clearly focused on governance and aligned with how boards function.
 - Is there a clear delineation between board policy and administrative procedure?



Unstable Governance Structure

**BEFORE POLICY RESTRUCTURE:
86 Policies,
6 Administrative Procedures**
Example: Refer to Appendix B



Stable Governance Structure

**AFTER POLICY RESTRUCTURE:
21 Policies,
70 Administrative Procedures**
Example: Refer to Appendix C

- Review the proposed policies for deletion and approve at each board meeting.
- Amalgamated policies - thoughtfully review of policies that should be amalgamated
 - Once deleted and amalgamated, bylaws/policies are addressed, then align board policies with the BCSTA framework.
- How does your district indicate or note in the footer the work that has been done to your policies?
 - Best practice - clear definition of revise, review and update of a policy.
 - Need to be clear what is done and when it was done to the policy (in the footer)
 - REVIEW: review of policy, reviewed by board/consultant
 - UPDATE: language updates only
 - Examples of updates: When a district considers updating language (he/she → they) - not fully revised, only language updates
 - Modernizing language from regulations to administrative procedures
 - REVISE: fully reviewed, discussed, revised and approved by the board

APPENDIX A - BYLAW

Bylaw	
Definition	<ul style="list-style-type: none"> • A formal board of education decision requiring three (3) separate readings before adoption under the <i>School Act</i> (Section 3, Joint Rights and Duties). • A standing (procedural) bylaw is a type of policy with a higher level of process attached to it. • A bylaw cannot be easily changed and requires a robust approval process as outlined in <i>School Act</i>. • Guide decisions mandated by law <ul style="list-style-type: none"> • Some decisions must be made by passing a bylaw • There are two different types of bylaws standing (procedural) bylaws and operational bylaws. <ul style="list-style-type: none"> • STANDING (PROCEDURAL) BYLAWS: Standing Bylaws are used to establish procedures to be followed for certain matters • OPERATIONAL BYLAWS: Operational Bylaws are bylaws adopted by the board to establish procedures and administrative requirements necessary to fulfill the board's legal and operational obligations under applicable legislation and regulations.
Purpose	Governs how the board itself operates
Focus	How the board governs itself
Authority	Approved by the board; may be required and must comply with legislation
Examples	Standing (Procedural) Bylaws
	Appeals Bylaw (under section 11 of the <i>School Act</i>)
	Indemnification (under section 95 of the <i>School Act</i>)
	Trustee Elections Bylaw (under part 4 of the <i>School Act</i>)
	Operational Bylaws (not necessarily listed in your District's Policy/Bylaws)
	<ul style="list-style-type: none"> • Acquisition or disposition of land by a board (<i>School Act s. 65</i>) • Adoption of a budget (<i>School Act s. 113</i>) • Certain other financial matters (Division 7 of Part 6 of the <i>School Act</i>) • School Closure (<i>School Act s. 73</i>) <p>Some operational bylaws such as school closure bylaws are embedded in a robust school closure policy.</p>

APPENDIX B - BEFORE POLICY RESTRUCTURE



POLICY STATEMENTS & ADMINISTRATIVE PROCEDURES

INDEX – NUMERICAL ORDER

Policy Number	Title	Date Adopted/Revised
1.	MANDATE AND GOVERNANCE	
1.00	Foundational Statement	Rev. Apr. 2021
1.05	Trustee Code of Ethics	Rev. Apr. 2021
1.10	District Policy and Policy Development	Rev. Sept. 2007
1.15	Trustee-Effectiveness Activities and Representation of the Board	Jan. 1982
1.20	Appeal of Decisions Bylaw	June 1990
2.	COMMUNITY	
2.05	Community Relations and Public Information	Feb. 1977
2.10	Parent/Student Committees	Rev. June 1990
2.11	School Planning Councils	Rev. Nov. 2007
2.15	Volunteers in District Schools	Rev. Mar. 2003
2.20	Community Use of Schools: Serving and Consumption of Alcoholic Beverages	Feb. 1980
2.25	District Parents' Advisory Council	Rev. Feb. 2016
2.30	Home Education	Rev. Nov. 2007
2.40	Event Protocols	Rev. May 2015
2.50	Whistle-Blower Protection	June 2020
2.50.AP	Whistle-Blower Protection	June 2020
3.	ADMINISTRATION	
3.00	Financial Management	Nov. 2019
3.00.AP	Financial Management	Feb. 2022
3.05	Transportation of Students	Rev. May 2008
3.10	Securing Money Collected by Schools	Rev. May 2008
3.15	Commercialism in Schools	Nov. 1975
3.16	Fundraising Activities in Schools	Rev. Feb. 1992
3.17	Charitable Donations	Rev. Apr. 2009
3.18	Charitable Organizations – Access to Schools	May 1988
3.20	Closure of Schools by Reason of Weather or Other Causes	Rev. June 1990
3.25	Emergency Ambulance Service	Rev. Feb. 2003
3.30	Traffic and Pedestrian Safety for Students	Feb. 1982
3.35	Emergency Preparedness	Feb. 2016
3.40	Reporting Fires, Attempted Arson, Vandalism, and Breaking and Entering	Feb. 1960
3.50	Liability for Damage to Automobiles in School Automotive Shops	Oct. 1979
3.65	Fees and Deposits	Rev. Nov. 2007
3.80	Purchasing of Goods and Services	Rev. Feb. 2009

APPENDIX B - BEFORE POLICY RESTRUCTURE

4. PERSONNEL

4.00	Collection, Management, Security of and Access to Information Records	Rev. Jan. 2016
4.05	Workplace Bullying and Harassment Prevention	Rev. Jan 2020
4.05.AP	Workplace Bullying and Harassment Prevention	Rev. Feb 2022
4.10	Access to Data on Staff and Students	May 1984
4.15	Healthy and Safe Environment	Apr. 1983
4.20	Worker's Compensation	Jan. 1963
4.32	Retirement Policy	Rev. May 2008
4.35	Retirement Gratuities for Teachers	Rev. Jan. 2016
4.40	Maternity/Parenthood Leave	June 1988
4.45	Employment of Uncertified Teaching Personnel	Rev. May 2008
4.46	Conflict of Interest	Rev. Sept. 2007
4.50	Administrative Staff: Performance of Evaluation	May 2018

5. STUDENTS

5.00	Promoting Student Health	Apr. 2011
5.05	Admission and Placement of Students into the Burnaby School System	Rev. Feb. 2016
5.08	Positive School Climate	Rev. Oct. 2017
5.09	Weapons	Rev. Jul. 1993
5.10	Violence, Threat and Intimidation	Rev. June 2019
5.11	Administration of Medication at School	Rev. Oct. 1997
5.12	Treatment of Head Lice in Schools	Rev. Feb. 2008
5.13	Anaphylaxis	Mar. 2000
5.14	Physical Restraint and Seclusion	June 2020
5.14.AP	Physical Restraint and Seclusion	June 2020
5.15	Student and Other School Records: Access Storage and Transfer	Rev. Jan. 2016
5.20	Reporting Suspected Cases of Child Abuse	Rev. May 2000
5.25	Personal Costs to Students	June 1978
5.31	Substance Abuse	Nov. 2001
5.40	Student Choice – Animal Dissection	Jan. 2011
5.32	Research in Schools	Rev. Sept. 2007
5.45	Sexual Orientation/Gender Identity	Rev. Nov. 2019

6. INSTRUCTION

6.05	School Calendars and Hours of Instruction	Rev. June 1990
6.10	Assessment of Students as Individuals	Rev. Jan. 1990
6.15	Assessment of Students as Members of a Group	Sept. 1980
6.20	Reporting to Parents	Oct. 1987
6.30	Grouping Students for Regular and Special Programs	Rev. June 1990
6.31	Alternative Delivery – Health and Career Education	June 2007
6.35	Program and School Consolidation	Mar. 1983
6.40	Multiculturalism and Race Relations	Mar. 1985
6.44	Portrayal of Violence	June 1990
6.45	Propagandist or Prejudicial Conduct	Nov. 1981
6.50	School Libraries	May 1982
6.55	Selection of Learning Resources	Sept. 1979

APPENDIX B - BEFORE POLICY RESTRUCTURE

6.65	Physical and Healthy Education and Related Programs	Aug. 1978
7.	FACILITIES	
7.05	School Keys and Building Security	Sept. 1973
7.10	Smoke & Vape Free Environment	Rev. Jan 2020
7.15	Utilization of Space and Facilities	Sept. 1979
7.15.AP	Provision of Menstrual Products	Jan. 2020
7.15.AP-2	Electronic Vehicle Charging Stations	Feb. 2022
7.20	Snow Removal	Jan. 1973
7.25	Parking on School Side of Streets	Jan. 1967
7.30	Maintenance of Order	Rev. June 2017
7.35	Bylaw No. 3 (Trespass)	Feb. 1972
7.40	Fire Prevention	Apr. 1960
7.50	School Closure	Feb. 2006
7.55	Disposal of Real Property and Improvements	Feb. 2006
7.60	Childcare Programs in District Facilities	Apr. 2014
7.70	Environmental Sustainability	Mar. 2010
7.80	Surveillance	Rev. May 2018
7.90	District Technologies and Information Systems	Apr. 2014

* IP = Interim Policy

Updated February 2022

APPENDIX C - AFTER POLICY RESTRUCTURE



POLICY STATEMENTS & ADMINISTRATIVE PROCEDURES

INDEX – NUMERICAL ORDER

POLICIES

Policy Number	Title	Date Adopted/Revised
MANDATE AND GOVERNANCE		
1	Foundational Statement	Rev. Nov. 2025
2	District Policy and Policy Development	Rev. Nov. 2024
3	Role of the Board	Rev. May 2025
4	Role of the Trustee	Sep. 2024
5	Trustee Code of Conduct	Rev. Jun. 2024
6	Delegation of Authority	Sep. 2024
7	Role of the Superintendent	Sep. 2024
8	Supporting Trustee Learning and Professional Development Opportunities	Rev. Nov. 2024
9	Appeal of Decisions Bylaw	Rev. Nov. 2024
10	Financial Management	Rev. Mar. 2025
11	Community Schools	Rev. Mar. 2025
12	Permanent School Closure	Rev. Mar. 2025
13	Child Care Programs in School District Facilities	Rev. Mar. 2025
14	Disposal or Lease of Real Property and Improvements	Rev. Mar. 2025
15	Trustee Accommodation	May 2025
16	Racial Equity	Rev. May 2025
17	Sexual Orientation, Gender Identity and Gender Expression	Rev. Mar. 2025
18	Physical Restraint and Seclusion	Rev. May 2025
19	Sanctuary Schools	May 2025
22	Public Interest Disclosure Policy	Jun. 2024
25	Burnaby School District Privacy Policy	Jun. 2024

ADMINISTRATIVE PROCEDURES

AP Number	Title	Date Adopted/Revised
ADMINISTRATION		
100	Development and Review of Administrative Procedures	Mar. 2025
101	Financial Management	Feb. 2022
102	School Fees	Rev. Jun. 2025
103	Fundraising Activities in Schools	Rev. Jun. 2025
104	Charitable Donations	Rev. Jun. 2025
105	Response to Unexpected Health Emergencies	Nov. 2025
3.05	Transportation of Students	Rev. May 2008
3.10	Securing Money Collected by Schools	Rev. May 2008
3.15	Commercialism in Schools	Nov. 1975
3.18	Charitable Organizations – Access to Schools	May 1988

APPENDIX C - AFTER POLICY RESTRUCTURE

3.20	Closure of Schools by Reason of Weather or Other Causes	Rev. Nov. 2011
3.30	Traffic and Pedestrian Safety for Students	Feb. 1982
3.35	Emergency Preparedness	Rev. Feb. 2016
3.80	Purchasing of Goods and Services	Jan. 2007
COMMUNITY		
200	Whistle-Blower Protection	Rev. Jun. 2024
200	Whistle-Blower Protection – Appendix 1	Rev. Jun. 2024
2.10	Parent/Student Committees	Rev. Apr. 2021
2.11	School Planning Councils	Rev. Apr. 2021
2.15	Volunteers in District Schools	Rev. Apr. 2021
2.20	Community Use of Schools: Serving and Consumption of Alcoholic Beverages	Rev. Apr. 2021
2.25	District Parents' Advisory Council	Rev. Apr. 2021
2.40	Event Protocols	Rev. Nov. 2021
PERSONNEL		
300	Recruitment, Selection, and Transfer of Personnel	Mar. 2025
301	Privacy Breach Management Procedure	Jun. 2024
302	Privacy Management Program	Jun. 2024
303	Workplace Bullying and Harassment Prevention	Rev. Jun. 2022
4.15	Healthy and Safe Environment	Apr. 1983
4.17	Biohazards, Including Bloodborne Pathogens	Jan. 2011
4.20	Worker's Compensation	Jan. 1963
4.32	Retirement Policy	Rev. May 2008
4.35	Retirement Gratuities for Teachers	Rev. Jan. 2016
4.40	Birthing/Parental/Adoption/Parenthood Leave	Jun. 1988
4.45	Employment of Uncertified Teaching Personnel	Rev. May 2008
4.46	Conflict of Interest	Rev. Sep. 2007
4.50	Administrative Staff: Evaluation of Performance	Rev. Jan. 2023
INSTRUCTION		
400	Selection of Learning Resources	Rev. Mar. 2025
401	Field Experiences	Rev. Apr. 2025
402	Physical Restraint and Seclusion	Rev. Mar. 2025
403	Sexual Orientation, Gender Identity and Gender Expression	Mar. 2025
404	Weapons	Rev. Mar. 2025
405	Violence, Threat and Intimidation	Rev. Jun. 2025
406	Student Suspension & District Student Intervention Committee	Jun. 2025
407	Reporting Suspected Cases of Child Abuse and Neglect	Rev. Jun. 2025
408	Administration of Medication at School	Rev. Jun. 2025
409	Anaphylaxis	Rev. Jun. 2025
410	Alternative Delivery in the Physical Health & Education Curriculum	Rev. Jun. 2025
411	Assessment of Students & Reporting of Student Achievement	Rev. Jun. 2025
412	Admission and Placement of Students in the Burnaby School District	Rev. Nov. 2025
5.00	Promoting Student Health	Nov. 2011
5.08	Positive School and Work Climate	Rev. Oct. 2017

APPENDIX C - AFTER POLICY RESTRUCTURE

5.12	Treatment of Head Lice in Schools	Rev. Feb. 2008
5.15	Student and Other School Records: Access Storage and Transfer	Rev. Nov. 2011
5.32	Research in Schools	Rev. Sep. 2007
5.40	Student Choice – Animal Dissection	Jan. 2011
6.05	School Calendars and Hours of Instruction	Rev. Apr. 2014
6.30	Grouping Students for Regular and Special Programs	Rev. May 2010
6.35	Program and School Consolidation	Mar. 1983
6.45	Propagandist or Prejudicial Conduct	Nov. 1981
6.50	School Libraries	May 1982
6.65	Physical and Healthy Education and Related Programs	Rev. Apr. 2011

FACILITIES

500	Naming or Remaining of District Facilities	Mar. 2025
501	Provision of Menstrual Products	Jan. 2020
502	Electric Vehicle Charging Stations	Feb. 2022
503	Snow Removal	Rev. Jun. 2025
504	Smoke & Vape Free Environment	Rev. Jun. 2025
7.15	Utilization of Space and Facilities	Sep. 1979
7.30	Maintenance of Order	Rev. Jun. 2017
7.70	Environmental Sustainability	Mar. 2010
7.80	Surveillance	Rev. May 2018
7.90	District Technologies and Information Systems	Apr. 2014

* IP = Interim Policy

Rev. Nov 27, 2025

Policy Review for Boards of Education



BOARD POLICY REVIEW
ADVISORY COMMITTEE

News from School District No. 61



Mar 12 - Oaklands Elementary helps care for Garry Oak trees



Mar 12 - First Junior Lahal Tournament held at Shoreline Middle School



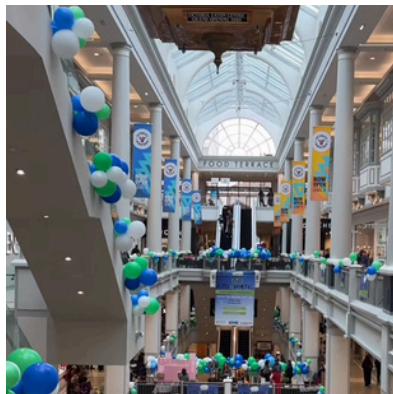
Mar 13 - Will's Jams visits French Immersion schools like Marigold Elementary



Mar 30 - Public budget meeting welcomes feedback



Apr 1 - Esquimalt High robotics qualifies for World Championships



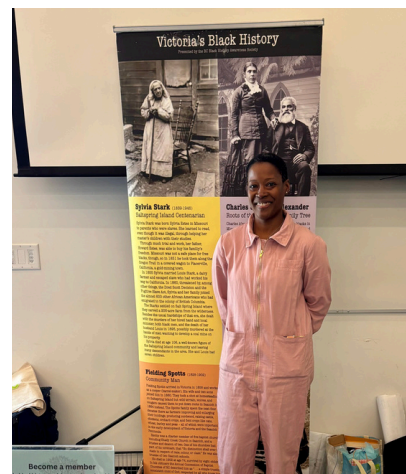
Apr 11 - Entrepreneurial students sell their made items at UVic's Kidovate



Apr 12/13 - SD61 Students Compete in Vancouver Island Science Fair

News from School District No. 61

April 8 - Third Annual Vic High Wellness Resource Fair



News from School District No. 61



Upcoming: Waste Reduction Week

The Climate Action Working Group is promoting Waste Reduction Week April 20-24 as part of the District's ongoing commitment to climate action. Staff are welcome to take part by:

1. Completing [classroom activities](#) and champion [student-led initiatives](#)
2. Incorporating [waste reduction education](#) into Earth Day (April 22) assemblies
3. Completing this [online form](#) and be entered in to **WIN a Climate Action themed prize pack** for students and staff to enjoy.

Congratulations / Gratitude

Thank you to our Finance team for all their work to produce a proposed balanced budget and to all who have supported with opportunities for our community to provide their feedback.

Thank you to the Indigenous Education Department and Shoreline Middle School for planning and hosting the first Junior Lahal Tournament to unite schools, districts, and community!

Thank you to Annie and Ephrata for their work to organize this year's Wellness Resource Fair!

Upcoming

April - Autism Acceptance Month and Sikh Heritage Month

April 20-24 - Waste Reduction Week

April 22 - Earth Day

April 22 - Administrative Professionals Day

April 28 - National Day of Mourning

May - Asian Heritage Month and Canadian Jewish Heritage Month

May 1 - Principal and Vice-Principal Appreciation Day

May 4-10 - Mental Health Week

May 5 - Red Dress Day

May 14 - District Orientation / Student Transition Day

May 15 - Pro D Day (No Classes)

May 15 - Moosehide Campaign Day

May 15 - International Day of Families

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

May 18 - Victoria Day (No Classes)

May 24-30 - National AccessAbility Week

May 25 - Next Board Meeting

To: The Board of Education

From: Tom Aerts, Deputy Superintendent

Date: April 20, 2026

RE: 2028-2029 School Calendar

Background:

Following consultations with CUPE 382, CUPE 947, GVTA, VCPAC, VPVPA, and School Districts 62 and 63, a draft calendar has been developed for the 2028/2029 school year. The school calendars for both the 2026/2027 and 2027/2028 school years have already been approved by the previous Board. Our goal is to align these calendars as closely as possible with our neighbouring districts, Sooke and Saanich, while ensuring ample notice for community members. The approval of the school calendar will re-establish a three-year calendar extending through the 2028/2029 school year.

The Board of Education of School District No. 61 must provide an opportunity for parents and representatives of the employees to provide comments to the Board of Education with respect to the proposed school calendar.

Recommended Motion:

That the Official Trustee of the Board of Education of School District No. 61 (Greater Victoria) approve the posting of the following 2028-2029 school calendar on the School District website for a period of one month.

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

	2028-2029 School Calendar
Professional Development Days (Non-instructional days)	Monday, September 20, 2028 Friday, October 22, 2028 Friday, November 26, 2028 Friday, February 18, 2029 Friday, May 19, 2029 * One additional day with date chosen by each school
School Opening	Tuesday, September 7, 2028
National Day of Truth and Reconciliation	Thursday, September 30, 2028
Thanksgiving	Monday, October 11, 2028
Remembrance Day	Thursday, November 11, 2028
Last day of classes before Winter vacation	Friday, December 17, 2028
Schools re-open after Winter vacation	Tuesday, January 4, 2029
Family Day	Monday, February 21, 2029
Last day of class before Spring vacation	Friday, March 17, 2029
Schools re-open after Spring vacation	Monday, April 3, 2029
Good Friday	Friday, April 14, 2029
Easter Monday	Monday, April 17, 2029
Victoria Day	Monday, May 22, 2029
Administrative Day and School Closing	Friday, June 30, 2029

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

Office of the Superintendent

Deb Whitten – Superintendent

To: The Board of Education
From: Deb Whitten, Superintendent of Schools
Date: April 20, 2026
RE: **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.

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 district documents and should not be reflected in a policy.

The information contained in the following policies are no longer relevant within our district and as such these policies should be deleted:

- POLICY 4115.4 Position (Job) Sharing
- POLICY 4213 Universal Precautions Procedures
- POLICY 4301 Non-Professional Personnel – Performance Appraisal
- POLICY 6120.1 Programs of Choice
- POLICY 6141.1 Board Authority Authorized Courses
- POLICY 6142.05 Education of Students or Learners with Gifted Abilities

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 4115.4, Position (Job) Sharing was approved in 1983. The policy is not necessary as the relevant and updated information is included in respective Collective Agreement.

Policy 4213, Universal Precautions Procedures was approved in 1997. This policy is captured in WorkSafe protocols and should not be a policy.

Policy 4301, Non-Professional Personnel which was approved in 1971. The policy contains language that is included in the employment contracts and should not be a policy.

Policy 6120.1, Programs of Choice was approved in 2002. The language in this policy is dated and should be revised and included as an Administrative Procedure.

Policy 6141.1, Board Authority Authorized Courses was adopted in 1976 and last revised in 2012. The language in this policy no longer reflects Ministerial Order 285/04, Board Authorized Course Order and should become an Administrative Procedure which will include language regarding the Indigenous-focused graduation requirement, and the procedures set out in the Handbook of Procedures and the BC Graduation Program Policy Guide.

Policy 6142.05, Education of Students or Learners with Gifted Abilities was first adopted in 1987 and revised in 1992. The language in this policy is dated and does not align with the Ministry of Education and Child Care's Inclusive Education Services – A Manual of Policies, Procedures and Guidelines.

Recommended Motion:

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

- POLICY 4115.4 Position (Job) Sharing
- POLICY 4213 Universal Precautions Procedures
- POLICY 4301 Non-Professional Personnel – Performance Appraisal
- POLICY 6120.1 Programs of Choice
- POLICY 6141.1 Board Authority Authorized Courses
- POLICY 6142.05 Education of Students or Learners with Gifted Abilities

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



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

POLICY 4115.4

POSITION (JOB) SHARING

The Board encourages the development and application of innovative and flexible staffing procedures that: retain the services of highly qualified and experienced teachers; that minimize the requirement of terminating the appointments of teachers on continuing appointment; and that increase the opportunities for recruiting and appointing to teaching positions, younger and less experienced teachers. To these ends, the Board endorses the practice of position (job) sharing.

In position sharing, teachers with full time continuing appointments take a reduced teaching assignment for a period of one school year with the understanding that their assignment will return to full time upon the expiry of that school year.

Greater Victoria School District

Adopted: March 21, 1983

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



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

POLICY 4213

UNIVERSAL PRECAUTIONS PROCEDURES

Preamble

Universal Precautions are prudent practices that apply to the prevention of infectious disease transmission. They are based on the premise that all persons are a potential source of infection.

Universal Precautions are designed to prevent the spread of microorganisms among persons. The use of Universal Precautions interrupts the chain of infection. The spread of infection requires three key elements:

1. a source of infecting organisms
2. a susceptible host, and
3. a means of transmission for the organism.

Universal Precautions recommended by the School Medical Officer must be used by all persons in our district.

Policy Statement

The Board supports the concept of Universal Precautions as a method to provide simple and basic precautions against the transmission of disease. To assure a standard of practice within our district, the Board directs all persons to follow the Universal Precautions as outlined in the attendant regulation to this policy.

Greater Victoria School District

Approved: May 26, 1997

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



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

POLICY 4301

NON-PROFESSIONAL PERSONNEL

PERFORMANCE APPRAISAL

Prior to confirmation of permanent employment or the granting of an increment, a performance appraisal report shall be submitted for all non-certificated employees, and permanent employment may be denied or an increment withheld if satisfactory performance or development is not indicated. The appraisal form shall be signed by the Department Head and the employee concerned.

Greater Victoria School District

Approved: June 1971

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



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

POLICY 6120.1

PROGRAMS OF CHOICE

The Greater Victoria School District recognizes its obligation, consistent with the School Act and relevant provincial legislation, to provide an educational program for all students of school age. It is the goal of the Board to offer programs promoting excellence in instruction and optimal achievement for all students.

The Board may support community or district initiated educational programs that bring a particular educational emphasis to student talents or to particular student needs, within the parameters of provincially prescribed and / or locally developed curriculum.

Greater Victoria School District

Approved: December 9, 2002

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

POLICY 6141.1

BOARD AUTHORITY AUTHORIZED COURSES

The Board of Education of School District No. 61 (Greater Victoria) encourages the development of Board Authority Authorized courses to meet the particular needs of the community and students. In so doing, it requires that all proposed Board Authority Authorized courses be submitted, using the District template in compliance with the *Board/Authority Authorized Courses: Requirements and Procedures*, to the Board, through the Education Policy Development Committee, for approval and be within the parameters of the established or proposed budget.

Greater Victoria School District

Adopted: February 16, 1976
Revised: November 28, 1977
Revised and renamed: April 16, 2012

Reference: Ministry Publication: Board/ Authority Authorized Courses:
Requirements & Procedures

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POLICY 6142.05

EDUCATION OF STUDENTS OR LEARNERS WITH GIFTED ABILITIES

Every student must be challenged in order to develop his or her potential. For students or learners with gifted abilities this challenge cannot often occur unless their programs are significantly different from regular programs. The degree of difference in programming required will depend on the individual student. Therefore, the Board believes that our District should provide a variety of challenging opportunities for learning. As an interim measure, until the Board can secure the resources necessary to provide school-based gifted and enrichment opportunities in all schools for all children, based upon Renzuli's triad revolving door model, the Board will offer a centralized District Challenge Program.

Greater Victoria School District

Adopted: July 27, 1987

Revised: May 25, 1992

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

TO: The Board of Education
FROM: Katrina Stride, Secretary-Treasurer
DATE: April 20, 2026
RE: **2026-2027 Annual Five-Year Capital Plan Bylaw**

2026-2027 Capital Budget Outcomes and Next Steps

On March 27, 2026, the school district received a letter in response to its 2026-2027 Annual Five-Year Capital Plan submission for both Minor and Major Capital Programs. The letter is attached.

Major Capital Programs

There were no new major capital projects supported for 2026-2027.

For projects in business case development from previous years, the final business case for Project #150466 Sundance-Bank Elementary – Seismic Mitigation is with the Ministry for funding approval decision.

Project #	Project Name	Project Type	Direction or Update
150466	Sundance Elementary	Seismic Mitigation	Final business case is with Ministry for funding approval decision

Minor Capital Programs

There were no Playground Enhancement Program (PEP) projects supported for 2026-2027.

The minor capital projects that were approved for funding and can proceed to design, tender and construction for completion by March 31, 2027 include:

School Enhancement Program (SEP)

- South Park Elementary – Final phase of replacement of slate roofing tiles and terracotta ridge caps and finials
- Victoria High – Woodshop dust collector upgrade

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.

- Central Middle – Sprinkler head replacement at various sites within the school district

Carbon Neutral Capital Program (CNCP)

- Torquay Elementary – Air handling units' replacement

Food Infrastructure Program (FIP)

- Colquitz Middle – Kitchen expansions at Colquitz Middle, Northridge Elementary, Glanford Middle, Reynolds Secondary, SJ Burnside, and Esquimalt High

Facility Name	Program Project Description	Amount funded by Ministry
South Park Family School	SEP - Roofing Upgrades	\$750,000
Victoria High School	SEP - HVAC Upgrades	\$700,000
Central Middle	SEP - Plumbing Upgrades	\$200,000
Torquay Elementary	CNCP - HVAC Upgrades	\$500,000
Colquitz Middle	FIP - Kitchen Equipment and Infrastructure Upgrades	\$188,000

2027-2028 Annual Five Year Capital Draft Submission

The draft submission for the 2027-2028 Annual Five-Year Capital Plan will be presented for information at the Board of Education meeting on May 25, 2026. The final submission will be presented for approval at the Board of Education meeting on June 15, 2026, and submitted to the Ministry by the June 30, 2026 deadline.

Recommended Motions

In order for the Capital Bylaw to be passed in one meeting, the Official Trustee must agree to complete all three readings of the Capital Bylaw.

That the Official Trustee of The Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of the Board of Education of School District No. 61 (Greater Victoria) Capital Bylaw No. 2026/27-CPSD61-01 at the April 20, 2026 Board meeting.

The motions below reflect a summary of the wording in the Board of Education of School District No. 61 (Greater Victoria) Capital Bylaw No. 2026/27-CPSD61-01 Capital Plan 2026/27. The Board of Education of School District No. 61 (Greater Victoria) Capital Bylaw No. 2026/27-CPSD61-01 Capital Plan 2026/27 in its entirety is attached.

That the Board of Education of School District No. 61 (Greater Victoria) Capital Bylaw No. 2026/27-CPSD61-01 for the 2026/27 Annual Five-Year Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 27, 2026, be:

Read a first time this 20th day of April, 2026;

That the Board of Education of School District No. 61 (Greater Victoria) Capital Bylaw No. 2026/27-CPSD61-01 for the 2026/27 Annual Five-Year Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 27, 2026, be:

Read a second time this 20th day of April, 2026;

That the Board of Education of School District No. 61 (Greater Victoria) Capital Bylaw No. 2026/27-CPSD61-01 for the 2026/27 Annual Five-Year Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 27, 2026, be:

Read a third time, passed and adopted this 20th day of April, 2026;

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

Supporting Documents

2026/27 Capital Budget Outcomes and Next Steps Letter dated March 27, 2026
Capital Plan Bylaw No. 2026/27-CPSD61-01 Capital Plan 2026/27



March 27, 2026
Our Ref. 27122

Deb Whitten
Superintendent
Greater Victoria School District (SD61)

Email Address: dwhitten@sd61.bc.ca

Dear Deb Whitten:

Thank you for your organization's Capital Plan Submission, which was provided last year to the Ministry of Infrastructure.

This letter provides:

- 1) Direction for advancing supported capital projects in your submission (Appendix A).
- 2) Important information regarding your upcoming Capital Planning submission (Appendix B).

If you have questions about the information provided, please reach out to me or the contacts provided in the attached materials.

Sincerely,

Bobbi Plecas
Deputy Minister

pc: Katrina Stride, Secretary-Treasurer, Greater Victoria School District (SD61)

Education and Child Care Capital Branch

Appendix A: Direction for advancing supported capital projects

Capital Bylaw No.: 2026/27-CPSD61-01

Projects in Business Case Development

New Projects

There are no new projects identified at this time to proceed to business case development.

Existing projects

The following table provides an update on projects approved in previous years that are still in business case development.

Project #	Project Name	Project Type	Direction or Update
150466	Sundance Elementary	Seismic Mitigation	Final business case is with Ministry for funding approval decision

Minor Capital Projects

The table below reflects minor capital projects that are approved for funding and can proceed to procurement in the following program areas:

- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

Funding allocation for minor capital projects

Facility Name	Program Project Description	Amount funded by Ministry
South Park Family School	SEP - Roofing Upgrades	\$750,000
Victoria High School	SEP - HVAC Upgrades	\$700,000
Central Middle	SEP - Plumbing Upgrades	\$200,000
Torquay Elementary	CNCP - HVAC Upgrades	\$500,000
Colquitz Middle	FIP - Kitchen Equipment and Infrastructure Upgrades	\$188,000

These projects are now to proceed to design, tender and construction and to be completed by March 31, 2027.

An Annual Programs Funding Agreement (APFA) accompanies this Letter which outlines specific Ministry and Board-related obligations associated with the approved Minor Capital projects for the 2026/27 fiscal year. Please email a signed/dated copy of the Annual Programs Funding Agreement to the Ministry at CMB@gov.bc.ca.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw. A Capital Bylaw identifies the Board's acknowledgement of the approved project and its responsibility to meet capital projects scope, schedule, and budget. The template for the Capital Bylaw can be found on the Ministry's website in the [Publications and Resources](#) section. Please use the Capital Bylaw Number provided at the top of Appendix A for the supported and/or approved 2026/27 Five-Year Capital Plan projects as identified in this letter. The Capital Bylaw must be adopted by your Board and uploaded onto your School District's online MyCAPS portal in order for the Ministry to issue Certificates of Approval. A step-by-step guide of this process is attached for your reference.

Note on Public Announcements

Prior to any public announcements pertaining to any of the projects identified in this document, please have your communications staff contact the Ministry of Infrastructure's communications lead - Preet Grewal, Communications Director, Ministry of Infrastructure Government Communications and Public Engagement, at preet.grewal@gov.bc.ca.

Project Signage

Projects proceeding to construction require a BC Government '[StrongerBC' construction sign](#). Signs should be affixed once fencing is up. Please connect with your Ministry of Infrastructure contact when you are ready to begin design work on the construction sign for the project.

Terms on Management of Capital Projects

Existing terms and conditions for capital projects remain in effect. For more information and resources, please visit the [Capital Management Site](#).

Capital Procurement

Please ensure that all procurement is undertaken in accordance with the [Capital Asset Management Framework \(CAMF\)](#) for public sector bodies. Specifically, procurement must be fair, open, competitive, transparent, and must effectively manage budget and schedule risk. This includes conducting conflict of interest checks to identify any business or

professional relationships between members of the capital project procurement team (and their advisors) and the proponents.

All priority investment projects require a procurement options analysis and may be audited to confirm that all procurement activities have been undertaken in accordance with CAMF.

School Site Acquisition Charge

As part of the Board's 2026/27 approved capital plan, the eligible school site requirement set out in the final resolution of the Board of Education in accordance with s. 574(5) of the *Local Government Act*, is accepted by the Ministry.

The local government may commence the collection of an applicable per dwelling unit charge from residential developers on behalf of a Board after the Board's adoption of a bylaw setting the School Site Acquisition Charges for the School District as s. 575(3) of the *Local Government Act* prescribes. The School Site Acquisition Charge may only come into effect 60 days (including weekends and holidays) after that bylaw is adopted by a Board of Education.

Please contact CMB@gov.bc.ca with any questions regarding School Site Acquisition Charges.

Appendix B: Information for Annual Five-Year Capital Planning submissions

Updated Capital Plan Instructions for the Annual Five-Year Capital Plan submission process will be available on the Ministry's [Capital Management Site](#) in early April 2026.

School districts' capital plan submission deadlines are:

- **May 15, 2026**
 - 2026/27 Child Care Capital Program (SASG)
- **May 15, 2026**
 - 2026/27 Minor Capital Programs (AFG)
- **June 30, 2026**
 - 2027/28 Major Capital Programs (SMP, EXP, REP, RDP)
- **September 29, 2026**
 - 2027/28 Minor Capital Programs (SEP, CNCP, PEP, BUS, FIP, BEP)

For school district project planning purposes, the Annual Facility Grant (AFG) Allocation Table will be available on the Ministry's website in the [K-12 Capital Planning Resources](#) section in early April 2026.

The Ministry recommends school districts discuss draft versions of their intended capital projects requests with Child Care, Minor and Major [Capital Branch Staff](#) well in advance of the submission deadlines noted above.

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the current and next budget cycle, while enabling school districts additional time and flexibility to plan over the summer.

**THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)
CAPITAL BYLAW NO. 2026/27-CPSD61-01
CAPITAL PLAN 2026/27**

WHEREAS in accordance with section 142 of the School Act, the Board of Education of School District No. 61 (Greater Victoria) (hereinafter called the “Board”) has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the School Act, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2026/27 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 27, 2026 is hereby adopted.
- 2. This Capital Bylaw may be cited as The Board of Education of School District No. 61 (Greater Victoria) Capital Bylaw No. 2026/27-CPSD61-01.

READ A FIRST TIME THE 20th DAY OF April, 2026;
READ A SECOND TIME THE 20th DAY OF April, 2026;
READ A THIRD TIME, PASSED THE 20th DAY OF April, 2026.

Official Trustee

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original The Board of Education of School District No. 61 (Greater Victoria) Capital Bylaw No. 2026/27-CPSD61-01 adopted by the Board the 20th day of April, 2026.

Secretary-Treasurer

TO: The Board of Education

FROM: Katrina Stride, Secretary-Treasurer

DATE: April 20, 2026

RE: **2026-2027 Annual Facility Grant (AFG) Expenditure Plan Submission**

Annual Facility Grant (AFG) Ministry Policy

The Annual Facility Grant (AFG) is intended for annual facility projects required to maintain facility assets through their anticipated economic life and to prevent premature deterioration of these assets.

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

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

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

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

There are 9 main categories of eligible AFG expenditures:

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

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.

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

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

Examples of ineligible use of annual facility grants include:

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

2026-2027 Annual Facility Grant (AFG)

For 2026-2027, the District will receive funding in the amount of \$5,910,071 for AFG; \$745,787 in Operating (\$815,163 less a recovery of \$69,376 for its share of the Capital Asset Management System), and \$5,164,283 in Capital. Total AFG funding in 2026-2027 has increased \$292,232 from the funding received in 2025-2026.

The 2026-2027 AFG Expenditure Plan Submission encompasses total AFG funding of \$5,910,071.

2026-2027 AFG Expenditure Plan Submission

To comply with Treasury Board direction, each school district must annually provide the Ministry with an AFG expenditure plan prior to the allocation of AFG funding. Specifically, each school district's plan will include a list of AFG projects and expenditures expected to be undertaken during the Ministry's fiscal year (April 1 to March 31). The deadline for submission of the 2026-2027 AFG expenditure plan is May 15, 2026.

The District's 2026-2027 AFG Expenditure Plan Submission is attached for information.

Supporting Document

2026-2027 Annual Facility Grant (AFG) Expenditure Plan Submission

Submission Summary

Submission Summary:	AFG 2026/2027 2026-05-15 MAIN - K12
Submission Type:	Expenditure Plan
School District:	Greater Victoria (SD61)
Open Date:	2026-04-07
Close Date:	2026-05-15
Submission Status:	Draft

Submission Category	Sum Total Project Cost
AFG	\$5,910,071
Total	\$5,910,071

AFG							
Project Number	Existing Facility?	Facility/Site	Project Type	VFA Requirement #	SD Project ID	Project Description	Total Project Cost
172060	Yes	Arbutus Global Middle School	Plumbing (AFG)			Domestic Hot Water, Air Source Heat Pump Upgrades	\$20,000
171960	Yes	Campus View Elementary	Electrical (AFG)			PA Upgrades	\$50,000
171963	Yes	Central Middle School	Electrical (AFG)			Security Upgrade	\$25,000
171965	Yes	Cloverdale Traditional Elementary	Electrical (AFG)			WiFi Upgrade	\$20,000
171873	Yes	Colquitz Middle School	Interior Construction			Full Interior Hallway Flooring Replacement	\$250,000
171874	No	District	Asbestos Abatement			Asbestos Removal	\$150,000
171866	Yes	Eagle View Elementary	Roofing (AFG)			Roof Replacement Areas 1 and 5	\$350,000
171971	Yes	Ecole Macaulay Elementary	Electrical (AFG)			PA and Tel Upgrades	\$30,000
171869	Yes	Ecole Quadra Elementary	Roofing (AFG)			Roof Replacement 3 and 15	\$350,000
171865	Yes	Esquimalt High	Roofing (AFG)			Roof Replacement Area 6	\$650,071
171877	Yes	Esquimalt High	Electrical (AFG)			Fire Alarm Upgrade	\$225,000
171964	Yes	Esquimalt High	Electrical (AFG)			Security and PA Upgrade	\$30,000
171967	Yes	George Jay Elementary	Electrical (AFG)			Security and WiFi Upgrade	\$20,000
171876	Yes	Glanford Middle School	Site Upgrades			Exterior Paint and Rot Repair	\$300,000
171867	Yes	Hillcrest Elementary	Roofing (AFG)			Roof Replacement Areas 7 and 7a	\$800,000
172062	Yes	Hillcrest Elementary	HVAC (AFG)			Unit Ventilator Installation	\$30,000
171868	Yes	Lambrick Park Secondary	Roofing (AFG)			Roof Replacement Areas 4a, 4b, 11, 12 & 13	\$550,000
172063	Yes	Lambrick Park Secondary	HVAC (AFG)			Direct Digital Controls Upgrade	\$35,000

Submission Summary

171968	Yes	Lansdowne Middle School	Electrical (AFG)		PA and Tel Upgrade	\$20,000
172016	Yes	Mckenzie Elementary	HVAC (AFG)		Direct Digit Controls and Pneumatic System Upgrades	\$58,000
171962	Yes	Mount Douglas Secondary	Electrical (AFG)		Security Upgrade	\$25,000
172059	Yes	Mount Douglas Secondary	Plumbing (AFG)		Domestic Hot Water - Air Source Heat Pump Upgrades	\$20,000
172269	Yes	Mount Douglas Secondary	Plumbing (AFG)		Domestic Water Pipe Upgrades	\$300,000
171872	Yes	Oak Bay Secondary	HVAC (AFG)		Direct Digital Controls Upgrade	\$350,000
171970	Yes	Oaklands Elementary	Electrical (AFG)		WiFi and PA Upgrade	\$30,000
171870	Yes	Shoreline Community Middle School	Roofing (AFG)		Roof Replacement Areas 3 and office	\$400,000
171961	Yes	Shoreline Community Middle School	Electrical (AFG)		Security Upgrade	\$20,000
171969	Yes	South Park Family School	Electrical (AFG)		WiFi Upgrade	\$25,000
171878	Yes	Spectrum Community School	Exterior Wall Systems		Exterior Wall Repair	\$300,000
171966	Yes	Torquay Elementary	Electrical (AFG)		Security and WiFi Upgrade	\$65,000
171875	Yes	Uplands Elementary	Electrical (AFG)		Fire Alarm Upgrade	\$200,000
172141	Yes	Victor School	HVAC (AFG)		Direct Digital Controls Upgrade with Removal of Pneumatics	\$142,000
172061	Yes	Victoria High School	HVAC (AFG)		Continuous Optimization	\$20,000
171959	Yes	View Royal Elementary	Electrical (AFG)		Security and Tel upgrades	\$50,000
					Submission Category Total:	\$5,910,071

SECTION 72 REPORT

Present:

Official Trustee Sherri Bell

Administration:

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

The Board of Education discussed the following matters:

- Administration

General decisions made by the Board:

- Nil

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