



BUDGET ADVISORY COMMITTEE MEETING

Thursday, May 2 2024 3:00 pm, Board
Room

Committee Members:

Keven Elder, Chair
Susan Hickman, Trustee
Elsie McMurphy, Trustee
Dave Eberwein, Superintendent of Schools
Paul McKenzie, Assistant Superintendent
Peter Westhaver, Director of Instruction
Carly Hunter, Director of Instruction
Jason Reid, Secretary Treasurer
Megan Cimaglia, Director of Finance

Don Peterson, STA
Elaine Ting, STA
Candace Whitney, CUPE
Laura Mackie, CUPE
Mel Paas, SAA
Tassie Harris, SAA
Spencer Gray, SIS
Megan Misovic, COPACS

AGENDA

1. Welcome
2. Review BAC Committee April 11, 2024 Meeting Notes
3. Review results of Community Budget Consultation (briefing attached)
4. Committee recommendation to balance Budget 2024/25, considering:
 - revisions to fiscal forecast, if any (verbal update in meeting)
 - themes from survey and feedback sessions
 - committee advice to the board regarding reduction options and the extent to which any are palatable
 - committee advice to the board regarding the extent to which the contingency should be used to address the structural shortfall (some, none, all)
 - committee advice to the board on any additional advocacy for funding enhancements
5. Next steps



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Susan Hickman, Trustee
Elsie McMurphy, Trustee
Dave Eberwein, Superintendent of Schools
Paul McKenzie, Assistant Superintendent
Peter Westhaver, Director of Instruction
Carly Hunter, Director of Instruction,
regrets
Jason Reid, Secretary Treasurer
Megan Cimaglia, Director of Finance

Don Peterson, STA
Elaine Ting, STA, regrets
Candace Whitney, CUPE
Laura Mackie, CUPE
Mel Paas, SAA
Tassie Harris, SAA
Spencer Gray, SISP
Megan Misovic, COPACS, regrets

Other attendees: Chair Dunford, Vice Chair Silzer, Trustee Vandall, Trustee VanWell

Meeting Notes

- Committee Chair Elder acknowledged the meeting was being held on the territory of the WSÁNEĆ people and welcomed committee members and guests.
- The committee reviewed the meeting notes from the February 21, 2024 BAC committee meeting.
- The Secretary Treasurer and Chair Dunford provided an update on the status of the budget advocacy motions recently adopted by the Board.
- The committee reviewed and discussed the April Facts Package including updated enrolment projections, the operating grant calculation, the estimate of operating fund budget pressure, strategic budget priorities, and the risk management report.
- The committee reviewed and discussed the Community Engagement Plan. There was overall support for the proposed approach.
- Committee Chair Elder adjourned the meeting at 4:46pm.

Next meeting: **Thursday, May 2, 2024, 3:00-5:00pm**

To: Budget Advisory Committee

Prepared By: Jason Reid
Secretary Treasurer

Subject: Community Budget Consultation

Date: April 30, 2024

This briefing note summarizes the results of the community budget consultation process to date.

Community Budget Meeting (April 17th) – see Attachment 1

The community budget meeting was held on April 17th at Bayside Middle School. There were 40 participants that signed into the meeting (2023 budget meeting: 30 participants signed in).

The budget presentation and related budget consultation document can be viewed on the [budget planning site](#). The key questions posed at the meeting and through the consultation were:

- How to align the budget with strategic priorities?
- If necessary in 2024/25 or in future budgets, where should reductions be made to offset unfunded inflationary costs?
- How should the Board balance program continuity with the increased budget risk resulting from using contingency reserve to fund continuing expenditures?

Following the presentation and questions and answers, there was a table discussion session where participants discussed the following question: *“Considering the significant implications of unfunded inflationary pressure, what advice would you give to the Board of Education in developing the 2024/25 Preliminary Budget?”*

The participant feedback recorded on the worksheets was compiled and is included as attachment 1. I noted the following themes:

- Use the contingency to fund the proposed expenditures (including fully funding tech), or to only fund some of the proposed expenditures.
- Continue/increase advocacy for funding for inflationary cost pressures.
- There were a variety of revenue generation suggestions, and a number of participants suggesting implementing/increasing fees for transportation.
- Protect funding for (do not cut) instructional programs/staffing.
- There was mixed support (some in favour and some opposed) for reducing Custodial, Strongstart, and Crossing Guards.
- Some suggested reducing administration.
- Technology
 - If necessary, defer a decision on increasing funding for technology until the fall
 - Move to a “Bring your own device” (BYOD) model
 - Increase WIFI access

Community Survey Results (closed April 29th) – see Attachment 2

The community survey closed on April 29th (end of day) and there were 55 survey responses (2023 - 28 responses, 2022 – 164 responses, and 2021 – 69 survey responses). The survey results are included in attachment 2.

I noted the following themes in the survey results:

- Increased focus on academics/core programs
- More student supports – Education Assistants, student/classroom supports, counselling/IST, mental health supports, literacy
- Reduce administration / district staff
- Information Technology – technology a funding priority (for most who commented on tech) / reassess technology plan / a few recommended not increasing funding for technology
- Transportation – implement or increase fees / parents should fund the cost
- Mixed support for funding Strongstart, crossing guards, and daytime custodial.
- Use contingency fund
- Continue/increase advocacy for funding for inflationary cost pressures.

Student Voice Meetings – see Attachments 3 and 4

Over the past few weeks, senior staff and Trustees met with students at ILC (Broadmead), Parkland Secondary, Stelly's Secondary and Claremont Secondary. In Parkland, Stelly's and Claremont there was a student voice meeting that was more broadly attended and then a second smaller meeting with Indigenous Program Students that was more focused on the goal of Indigenous Learner Success.

Each of these sessions included a presentation followed by questions and answers, and then a table discussion. The table discussion question for these sessions was: *“What advice do you have for the Board of Education in developing the 2024/25 Budget”*.

Attachment 3 includes a summary of the notes taken during the student voice meetings, and includes any additional themes noted from the student voice feedback (see attachment 4).

While the feedback received in the regular student voice meetings was varied, I noted the following key themes:

- Information technology
 - Numerous comments on the importance of funding technology as it broadly impacts students/programs
 - Focus on specific IT needs – high-end devices not needed for most of what we do (chromebooks are sufficient)
 - Most students could “Bring your own device” (BYOD). Move to BYOD and focus tech investments on those students/families without tech.

- Tech connects to all parts of student learning. Limited technology is impeding completion of school work (many assignments are in google classroom or other online platforms). Equitable access is an issue. Not enough chromebooks to meet demand. Need to level the playing field.
- Greater need for technology in secondary schools relative to middle school
- Upgrade WIFI
- Make school work less dependent on technology. Almost all work is online with some reliance on tech.
- Retaining people is more important than technology
- Supporting mental health is important (continuous supports)
- Use contingency to cover shortfall if confident financial pressure may be less
- Transportation
 - Bus service important in North Zone (less public transit options)
 - Bussing is important, but could it be reduced.

I noted the following themes from the sessions with Indigenous program students:

- More professional development (for staff) focused on Indigenous culture, language, and racism.
- More land-based learning.
- Break the stigma about Indigenous courses (they are not less than)
- Partner with language revitalization groups for credit
- Support for mental health, bullying, racism
- Technology
 - Technology is important
 - Build in BYOD for those students that can. Many students already do, and most could bring their own device.
 - Teaching and learning are built on technology now. Availability of chromebooks is not meeting demand. Lack of technology at home is a challenge for google based assignments (more tech at school can increase this gap).
 - Could use chromebooks for basic needs (most of the time) and higher end laptops (more expensive) only when necessary
 - Upgrade WIFI
- Instead of focus on technology, should be greater focus on social life, teamwork, collaboration, sharing perspectives, transition support (building social circles). Technology can be isolating.
- Every person that works here is important for students. Better to keep one person than buy 30 laptops. People matter – for supporting education and mental health.
- Support for transition into school – one on one mentorship / Indigenous leadership students can be more connected to feeder schools and the kids coming in

Meeting with WSÁNEĆ School Board

On April 17th, Board Chair Dunford and senior district staff met with representatives of the WSÁNEĆ School Board to discuss the context for Budget 2024/25. Concern was expressed over the implications of unfunded inflationary pressures. The importance of the Saanich School Board and the WSÁNEĆ School Board working collaboratively to support students was discussed. WSÁNEĆ School Board members expressed appreciation for having the meeting to discuss budget planning.

Next Steps

The next step is for the Budget Advisory Community to develop a recommendation for balancing Budget 2024/25 for consideration by the Board of Education at the May 8, 2024 Special Budget Meeting.

With respect,

Jason Reid
Secretary Treasurer

Attachments: 1 – Community Budget Meeting Table Discussion
2 – Community Survey Results and Theme Summary
3 – Student Voice Meeting Notes
4 – Student Voice Feedback

Attachment 1: Community Budget Meeting Table Discussion

Question – Considering the significant implications of unfunded inflationary pressure, what advice would you give to the Board of Education in developing the 2024/25 preliminary budget?

Responses:

- More electric buses
- Increase the bus fee
- Exploring limited sponsorship around technology
- Why not take \$900,000 from contingency and balance
- Preserve daytime custodial
- Protect Instructional programs/staffing
- Continue to advocate for more funding
- If necessary, defer tech plan funding until fall
- Charge even higher bus fees to parents but forgive w/ student and family affordability fund.
- Use PACs/COPACS for fundraising for devices equitably across schools.
- Do not cut strong start or teachers (advocate for funding)
- Corporate purchasing for IT – bulk purchasing
- Income based transportation fees
- Charge student/staff for Parking – also aligns with climate goals and increase active transportation
- Charge for computer loss/textbook loss / damage deposit
- Tell parents how much of their program costs could be paid by hosting an international student
- Reduce temperatures and close doors in facilities to reduce energy consumption
- Rent the field at Allegro Dance to farmers to make hay
- Cut the daytime custodians and wait to decide about the IT later.
- Look at alternative sources of revenue to become less dependent/reliant on Provincial grants. Hire a designated person to look after alternative sources of revenue
- Removal of the Health and Wellness manager
- Increase advocacy to the Ministry to implement new funding
- Consider a technology deposit fee
- We must keep the concept of equity at the forefront of our decisions
- Rather than abandoning the tech plan, we should do a little bit at a time (reduce \$300K to start)
- More fundraising through PACs

Attachment 1: Community Budget Meeting Table Discussion

- Need to get our Provincial government to shift their thinking – every student should receive a device.
- Lease/Rent out buses in the Summer
- Rental increases for community use.
- Share plan for wellness program with partner groups.
- Not the time to be adding administrative positions. Need to engage with STA/BCTF on the addition of anything to do with health. Union does a lot with health and wellness.
- Eliminate or delay Health and Wellness Manager. It is not the time to be adding things
- Increase the revenue we can generate at SIDES
- Make cuts that have the least impact on classrooms and kids
- Delay implementation of tech plan and potentially seek partnerships
- Use contingency funds and increase efforts to advocate with the BC Government.
- More transparency with budgets – especially with additions to budget even when cost neutral
- Cut Health and Wellness Manager – Duplicate service – provided by BCTF
- More cuts to administration
- Avoid cuts to positions/programs that directly affect students
- Search out more revenue
- Increase cost of bussing – look to other districts for model
- Recruiter for International Schools and SIDES
- Increase charges for bus
- Eliminate crossing guard funding and require/request municipalities to fully fund.
- Eliminate strong start programs – as its not funded adequately, so why “top-up”?
- Have children bring their own device for families that can afford to / Those families that cannot will use school devices / Reduces amount of devices that are needed.
- Use contingency to fund deficit this year as it appears there is momentum and collaboration with similar districts to activate change with BC government
- Install solar panels on district property and sell electricity
- Charge for transportation (with corresponding rebate for low-income families) – maybe \$50/month?
- Ramp up advocacy for funding inflationary pressure and take a chance on the current proposed expenditures
- Contingency fund usage may be the most prudent decision this year given uncertainty of enrollment, possibility of advocacy around funding model changing. Options for “cuts” are truly not options. Question is full \$920,000 or a portion of? Again suggested cuts are really options.

Attachment 1: Community Budget Meeting Table Discussion

- Use 1 million of the \$2.5 million contingency and see how the year goes. You can review the actual costs and enrollment in the fall and adjust if necessary.
- Additional revenue through bus fees – consider a sliding scale and consider equity and access.
- Continue to educate the public on the funding model and lack of support for inflationary costs.
- Can we use special purpose grants more effectively to address cost pressures (advocate for increased flexibility).
- Do not support cutting crossing guards and Strongstart.
- Custodial reductions across the whole district, rather than focused at Elementary
- Consider taking part of the costs from contingency but maintaining an understanding of risk.
- Bring your own device and increase wifi access
- Decrease technology in Elementary
- Increase transportation fees
- Course by course funding options (to increase funding).

Attachment 2 - Community Survey Results

Response	1.What best describes your connection to the Saanich School District? *	2. Do you have advice regarding alignment of the budget with strategic priorities? [open ended – 250 word limit]	3. If necessary to balance Budget 2024/25 or future budgets, what budget reductions should be considered to offset inflationary cost pressures? [open ended – 250 word limit]	4.Do you have any further advice for the Board of Education regarding Budget 2024/25? [open ended – 250 word limit]	Theme Summary (district entered)
1	Parent/Guardian/Grandparent	I would love to see the inclusion of financial management and financial knowledge into the curriculum, and would support increasing spending to achieve this	Fewer prod days, fewer substitute teaching days		Reduce substitute teaching days
2	Parent/Guardian/Grandparent	I really want a focus on academics versus money spent on extracurricular. As important as extracurricular is, this might have to be a focus for families outside of the school at this time due to budget restraints.		I feel that the focus has shifted from academics. In the school act there is a time expectation that children are taught. Has this changed over the years? It must've shortened the number of teaching time for children with all the teachers pro days. Why don't the teachers come back in August and do all their prep and pro D days prior to the students returning? I feel like the game of teachers being paid part of the year versus out full year Has given them the ability to not be responsible to do, etc. on their holiday time. They make as much or more than most full-time workers but get up to 3 to 4 months off a year. If we take their wage and stretch it out over the year, it will help all children those on the academic stream and those that need more help.	Increased focus on academics
3	Parent/Guardian/Grandparent	That the strategic priorities overlooks numeracy and science seems a shocking oversight.	I cannot see how the schools can operate with less.		
4	Parent/Guardian/Grandparent	Academic focus as a primary fundamental. Additional staff aid where required.	Reduction in politically motivate programs	Dispatch of the current elementary report card with a return to accountable testing system	Increased focus on academics
5	Parent/Guardian/Grandparent		Focus on the programs that are of crucial importance to our children's development and safety.	We have taken out our child from the public school due to horrible state education system is right now, and we felt she was not safe at her school. The lack of Teachers and EAs is hurting our kids, and I'm not sure how much this is related to bad management or just lack of funds.	Focus on programs important for development and safety
6	Parent/Guardian/Grandparent	The SD must budget for teachers and good education. Don't spent funding on a food program unless ALL children are part of the program. While I most certainly understand the financial pressures and that they are really hard times, a parent's No. 1 responsibility is to feed their kids and make sure they are safe. It is not the School District's responsibility to feed children. However, if the SD wants to take on this responsibility, ALL children should be part of the program.	Unfortunately, I have not looked at the budget in detail, however I understand things are going up and unfortunately, the public needs to pay for it. That's just how it is. Again, the SD should not look into programs outside their EDUCATIONAL responsibility - i.e. feeding children - that's a parent's responsibility. My parents were immigrants to this country and worked 2-3 jobs to make ends meet, they never looked for government assistance, - GET A JOB!	I don't have any feedback with respect to the budget I do have feedback regarding the educational system and that Teachers should focus more on teaching and not speeding time on informing / communicating with parents via email every week! Kids are in school 6 hrs/day and I expect them to be able to read and write - if they can't, there is a problem with the education system. While I understand the School would like to involve parents, please understand that parents need to WORK so they can feed their children. TEACHERS should teach kids, NOT FEED them.	Focus on core educational programs and not food programs
7	Parent/Guardian/Grandparent	Increase funding for EAs and students with additional support needs.			Increased funding for EAs and students with additional support needs
8	Parent/Guardian/Grandparent		Bussing. Unless the parents are making this a revenue neutral program this is a perk to parents that dont have to drive or walk the kids to school. Those using this perk should fund this perk.		Reduce funding for bussing - parents should pay the cost.
9	Parent/Guardian/Grandparent	Accommodation of the growing needs in the classroom needs more priority in order for teachers to be able to focus on educating. As well, having enough back-up (i.e. subs) for both E.A.'s and teachers in the district is paramount.	It would be very helpful if the board could put out a list of things both educational and non-educational items that is responsible for (i.e. transportation). Then, we, as parents, would like to be part of the decision-making for what is priority, and what isn't.	Please acknowledge the growing special needs of students in the classrooms, and how this is affecting the learning environment and retention of good teachers.	Increased classroom supports / Growing special needs of students
10	Parent/Guardian/Grandparent	He can I get a bill for my kid to go to school. It's hundreds of dollars per year but is supposed to be free in BC. Still no food program either in Canada. You should all be embarrassed.	Fire EA's and hire actual teachers.	How about putting kids as priorities instead of administrators salaries. I like to see the whole bunch of your salaries reduces so kids can get what they deserve. Education in BC is a joke compared to Alberta and Ontario. Your not teaching anything and raising a generation of idiots.	
11	Parent/Guardian/Grandparent	Technology programming should not be cut at the expense of lower enrollment. It is a disservice to the student body to reduce tech programming. Swap this with transportation funding. If children do not live within walking or biking distance to their institution they're not living in a sustainable way and can afford bus fees, or have access to PAC funded help for bussing.	Transportation. If we want busses we can pay for them, or PAC can help raise money to cover costs. Technology should not be cut over Transportation. Let's be clear we still want busses operational, but let's move the cost to the parents. This also can alleviate strains on out of catchment program issues.	Start preparing for AI integration within schools. It is here and will progress rapidly. You need to prepare for the student body to use it, for teachers to help show kids how to use it and spot mis-disinformation effectively. Create budget space for technology.	Funding for technology a priority over transportation. Move the cost of the transportation system to parents.
12	Parent/Guardian/Grandparent	I would like to see more funding into bus transportation to ensure families (including those with French Immersion students) have a reasonable way of getting their kids to and from school. This kind of investment helps women stay in the workforce, ensures kids of all socioeconomic backgrounds can continue on to middle school in French Immersion, and significantly reduces cars on the road and congestions at schools.	I would be comfortable seeing reductions in technology in schools as students are already spending worrisome amounts of time in front of screens.		Increase funding for transportation (including for French immersion students)

Attachment 2 - Community Survey Results

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13	Parent/Guardian/Grandparent	Do not charge \$25 to register for the bus program. This is program is already paid for through taxes and is absolute bullshit.	Reduce the middle management at the school board by 25%. The challenge isn't a lack of finances, it is how the money is spent and distributed. Follow the money and you'll find the problems.	Year after year it becomes more apparent that the children are not the primary focus of education. Between 2 week spring breaks, pro d days and all the other holidays I believe BC has one the lowest classroom times in Canada around 888.25 a year. This isn't something to be proud of but rather ashamed. We're following a pedagogical model that stems from the horse and buggy area. Appearing to be 'woke' with territorial acknowledgements it would be nice to see some social evolution with proper school schedules.	
14	Parent/Guardian/Grandparent	Less food more field trips for the kids. Get them outside, covid kids need a reset.	The kids (and thus parents) love having guest speakers (dr professor, theatre play, weird science guy....). It's a nice break and different way for them to learn. Would love to see a monthly guest in the schools.	Pay someone to clean up the play ground and field PLEASE!! Clothes, even shoes are left out there for the entire summer and only because I play chuck it with my dog in the school field, do I pick up these items every week. It gives a terrible impression of the school and should take more than 15min for the custodian or rotating classrooms to clean up. I am urked to see the schoolground in such filthy state and it's a pretty sad role model as adults and teachers to leave it this way.	Less food and more field trips for students. Guest speakers. Improved grounds maintenance.
15	Parent/Guardian/Grandparent	providing students with healthy food is a great place to focus. Making sure textbooks are new/current. I remember how disenchanting it was to learn out of textbooks that were 30 years old. TAs in classes where the teachers continue to stress the need for extra help	field trips. They are usually not very interesting and take a lot of time and resources to organize for little return.		Healthy food ,current text books, and field trips
16	Parent/Guardian/Grandparent	I disagree with the strategic priorities so this is difficult for me to answer. Instead I will make these observations and ask a few questions (despite knowing I will never get an answer): - budget allocation for special education is ridiculously high - I see nothing allocated to support students who are exceeding expectations and need to be challenged - what exactly is Indigenous Learner Success? - mental health & wellness, global citizenship, and literacy expenditures aren't obvious in the budget numbers so how can I tell if they are being addressed? - mental health & wellness for who? students? staff? volunteers? - why is numeracy not a strategic priority? - why is physical fitness not a strategic priority considering it is instrumental in helping with mental health & wellness?	Indigenous Learner Success as I'm not sure what it is and I believe this is something that should be getting addressed within First Nation communities.	Encourage leadership to formulate a more realistic list of priorities that truly help ALL students not just special needs and Indigenous learners.	
17	Parent/Guardian/Grandparent			It's a small but mighty group but please don't cut our amazing itinerant staff - they are already spread so thin and doing important work for children with support needs and their families who often don't have the ability to advocate for themselves	Do not cut itinerant staff
18	Community Member	You committed to the strategic priorities so you need to keep them at the center and invest in them.	French K-4 when it's not even required	Ask the Local Nation to write a letter to the province advocating for funding to cover inflation	Reduce French K-4. Ask local Nation to advocate for inflation funding.
19	Staff	Maintain the current Literacy Supports in Schools (Teacher-Librarians; Reading Recovery; secondary literacy classes). Create District policy on cell phone use to align with student mental health, including education for teachers so they fully understand the implications of this problem.	Eliminate the idea of adding a Health and Wellness Manager.	The last cuts should be services that are closest to the students. Investigate leveraging SIDES as a potential revenue generating source. Now that it is a POLS we have an opportunity. Many smaller communities cannot offer a full slate of courses but with SIDES being able to enroll kids from across BC, we could fill a gap for students while at the same time generating revenue for the district.	Maintain current literacy supports. Policy on cell phones aligning with mental health (including educating staff). Eliminate Health and Wellness manager. Leverage SIDES as potential revenue generating source.
20	Parent/Guardian/Grandparent			I would like to see the school district implement a compost and recycle program in each school. I was quite surprised and disappointed to learn the schools in this district do not recycle or compost. In addition to helping climate change, it also helps children learn how to properly recycle and compost.	Compost and recycle program

Attachment 2 - Community Survey Results

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21 Staff		Much like the advice the airlines give to parents (to out their oxygen masks on before helping their children), I think the focus needs to be on helping teachers deal with the incredible complexity of their classrooms. So many are facing burnout, medical leaves or even changing careers. We have students that are too hard to manage, without support or at least adequate support, and too many of them. Classrooms needs to stop being crammed to overflowing. More EAs are needed to support in each room.	Things that don't impact the teachers doing their jobs. So maybe board office positions or equipment purchases, travelling expenses, raises for executives, more marketing to increase community use and perhaps up the prices, some lay coaches for volunteering time, omit sports banquet, charge more for school buses.	Do you look into grants or petitioning the government for more money? We are being asked to do more with less every year. It is so discouraging.	More support for classroom teachers. More EAs. Reduce Administration.
22 Staff		More Counseling in elementary schools and IST supports needed.	Unnecessary management or positions at the school board level. Select courses at high school level. Music, if necessary.	Take a really good look at equality of services and staff at elementary schools versus the middle and high schools based on population and needs. If more focus was on Elementary maybe we could avoid some issues as students get older.	More counselling and IST support in elementary schools. Reduce unnecessary Board office positions.
23 Staff		The need to support IT is paramount for this budget. The lack of IT resources, equipment, training and support is reaching abysmal levels. This permeates and impacts the capacity of our district in drastic ways. It also contributes to the negative direction of health and wellness of our staff.	The Health and Wellness Management position should not be funded. It is a big assumption that it will be reliable for revenue neutral costing. This will increase administration overhead and reduce staff Health and Wellness during a difficult time. The way it has been rolled out with little to no communication or consultation with stakeholders demonstrates it is not focused on improving Health and Wellness among our staff, but more so to reduce TOC costs for the district. Without staff engagement this will not be achievable and will have the opposite impact than intended.	Please continue and expand your advocacy with the Ministry to address the inflationary pressures. Consider engaging with parent groups, media and local MLAs to raise awareness and engagement on this important issue. Without more funding none of the district's strategic goals are achievable.	Need to support IT. Do not fund Health and Wellness position. Continue and expand advocacy.
24 Parent/Guardian/Grandparent					
25 Parent/Guardian/Grandparent		Focus on the basics - reading, writing and arithmetic. Extra skill development in high school should be things that translate to real life success in the future - writing emails professionally/respectfully, applying for jobs, interviewing skills, feeling connected to community/society, finding work-life balance. Have the marketing classes "raise money" for certain things the school needs.	Library books - keep hard copies to a minimum and focus on tablets/computers students can use. We are moving towards a paperless world. Partner with Camosun to get college students learning about yard care to look after the grounds/lawns, and apprenticeship painters to do painting upkeep. Survey the students to see what they think they could do without (or is not being utilized).	Report cards - do not leave this to the students to show their parents using their ID/log-in. I am curious how many parents have not seen their child's report card since this came in to effect. Not sure I have a solution (since printing report cards costs money), but parent's need to be apprised of student progress and this process makes it incumbent on the student to share access to the report card.	Focus on basics (core academics) and real life skills. Reduce hard copy resources. Use students (apprentices) for district maintenance work.
26 Parent/Guardian/Grandparent		Focus on student oriented priorities, not those that are appealing as an organization and more ideals based - need to have to enhance education, not nice to have to increase organization profile	Focus spending on areas where student outcomes are most based. Limit spending on areas where organizational ideals, which are more likely to change over time, are currently focused.		Focus on student oriented priorities and focus funding on student outcomes.
27 Staff		How is the new Wellness position going to help the budget? How do you know that the position will be cost neutral?	Reduce District level positions	Why did every classroom at Keating get new phones?	Reduce district level positions
28 Staff		If one of the areas for key focus is mental health and wellness then funds need to be directed specifically to that area. This does not include a district contract with an online agency (which as of 4 months on now I am unable to register for and have access to) or email bulletins about mental health resources for teachers to use in classrooms. Funding needs to be used for direct service to students-more counsellors with more time to support mental health programs in classrooms, provide direct counselling support to students, support families to navigate their way through the waitlists of community agencies.	District staff reductions need to happen and those funds need to be redirected to on the ground student supports. Teachers are resourceful and skilled educators. We do not need teacher leaders being paid to work from the board office to provide resources to classroom teachers. The costs for teacher leaders needs to be directed to schools and supporting students. Our district is of such a size that we do not need a superintendent and multiple directors. The cost savings from reducing board administrators needs to be redirected to schools and supporting students.	No direct classroom or student support reductions should happen. Budget reductions need to happen out of the classroom with no direct service impacts to students.	Increase mental health supports for teachers to use in classrooms. Reduce district staff.
29 Staff		I would love to see some money put towards implementing structured literacy. I would like to know more about the Wellness manager position?		how can we advocate for more money	Fund implementing structured literacy. Advocate for more funding
30 Staff		Yes!! - you cannot have strategic priorities without appropriate funding	I do not have enough information on options to answer this question	Please provide staff with more information on the health and wellness program - what will this look like? DO NOT reduce non-enrolling staffing - this will directly affect the priority goals in the strategic plan - particularly Mental health and Wellness and Literacy	Do not reduce non-enrolling staff - links to strategic priorities
31 Staff		Even though district is not required to provide transportation and crossing guards, they are both crucial for our students safety. Being on a public bus is not safe younger children and our neurodiverse community. Not providing transportation will negatively affect attendance. A small fee could be considered for bus students waived where cost is a challenge.	Don't print fancy posters and install expensive computer screens the size of giant TVs in our schools. It's a waste of money.		small fee for transportation. Less money on fancy posters and expensive tech.

Attachment 2 - Community Survey Results

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32	Staff	Increase EA and Specialized EA compensation (pay and sick leave) to attract and retain qualified people to these jobs...they are a vital, irreplaceable members of the school staffing team			Increase EA compensation to attract qualified people.
33	Parent/Guardian/Grandparent	1). Creating an environment for children to a achieve there best academics 2) music/sports 3) no WOK 4) no equity - EQUALITY of everything including race and gender - no differences - as a parent we treat all our kids with the same love and caring - helping them achieve the best person they can - not giving one special pizza lunches because they are genetically different than the other and excluding the rest - this is discriminatory	1) either hire custodians that do the work - they are worth it! But cut the ones that slack 2) cut school district administration - there is a lot of jobs that can be combined at this level and admin in the high schools. Elementary and middle are already stretched.	Eliminate the cap on class sizes - renegotiate contract - I know this is not an option but this significantly hinders school structure and costs of portables	Cut school district administration. Eliminate the cap on class sizes.
34	Staff	To better support teacher's health and wellness, we should prioritize increasing support in the classroom, in order to reduce teacher burnout. This is a better use of money than creating a new role (health & wellness manager). It also supports students more directly. While there may be some benefits to a health & wellness manager, I believe this would increase anxiety around falling ill. It also puts a burden to "prove" that you are ill by providing a Doctor's note during a time where most people struggle to see a doctor, even in urgent situations. This then also adds strain to the healthcare system with little to no gain.	Don't hire a health a wellness manager.	Consult the STA/teachers before creating new positions.	Increase direct classroom supports. Don't hire Helath and Wellness manager.
35	Staff	ANY "excess" funds should best be used in a way that DIRECTLY enhances student learning outcomes; ex. an extra specialist teacher in Literacy support for early Primary, a behaviour interventionist that will work directly with students, another counsellor to help with the overflowing needs for trauma informed support; ANY area where students benefit rather than creating yet another board office position that funnels funds away from student learning. PLEASE give due consideration to any positions that might be under utilized at the SBO rather than create a new position where there is no need. I speak directly to the idea that the Board has suggested in creating a new position of Health and Wellness "manager"; a position that will be an abuse of funds that could be so better utilized on the "front lines", supporting those who care for our students on a daily basis. Having proper supports in place will better serve staff "wellness" than any new position at the board office level ever could. We have been encouraged by media & our own safety policies to stay home if we are sick, to ensure our students' and their families safety and, therefore, it stands to reason that sick leave may appear to be "on the rise". Unless we return to a system where we can check students' health and request they leave when they arrive ill, we on the front lines will continue to be vulnerable to becoming ill & a "wellness" manager can't help that.	Please look at closing CDC altogether. This expensive venture costs our District a HUGE amount of money and, while I do not wish to seem disrespectful to the work that this program is attempting to do, it has simply not proven to be beneficial in the big picture of how to best help these students. Medical and neuro-divergent needs are at an all time high and proving extremely challenging to integrate into our classrooms. We need to create a committee across all levels for those who work directly with these vulnerable students and whose classrooms are directly impacted in addressing these students HUGE needs, to figure out a better way forward that will be more cost effective and enhance ALL students' learning across our District. For years, CDC has simply been referred to as "respite" for the class and teacher who have an intensive behaviour student leave the 'regular' classroom to attend CDC, only to have that same student return exhibiting the same behaviours that they left with. It is time to restructure this system, saving the operating costs, and figure out a better way forward to address not only intensive behaviour but the severely challenged medical and neuro-diverse students whose extremely high needs are impacting every child in the class that they share the space with as well as consuming any teacher tasked with planning a differentiated curriculum that now asks them to be an OT/PT, psychologist, nurse and family counsellor AND teach their remaining students.	Please do not provide funds to any area that does not directly enhance student learning. We truly do not need any more board office, management type positions. We on the front lines continue to show up every day to teach ALL of the students before us and the current system of inclusion is simply not working well. It is time for a good overhaul of "how" we are attempting to address all of these unbelievably diverse needs and ask the teachers, who are before these very students every day, ask US what WE think will make the most impact and put funds there, rather than creating more "management" level jobs that will take away sorely needed funds from schools. I have the benefit of being both a long time teacher as well as long time Saanich parent and from both ends, I have observed our system decline severely from what it was when I began teaching as well as watching my own children's journey. Teachers are working harder than ever before to try and address the very challenging needs we are presented with and morale is low as we simply cannot be everything to every student. Please consider reserving any available funds to create teacher driven programs that will allow for classroom teachers to plan, direct and implement programs that will address the high needs at their own school level rather than have board office 'managers' create said programs that often miss the mark.	Use excess funds to directly enhance student learning outcomes (classroom supports). Do not add Board Office positions. Close the CDC (expensive).
36	Staff	The introduction of a Health and Wellness manager may seem like it is aligned with the Strategic Plan but the lack of consultation and details shared with staff is causing immediate distress to many staff members. The information we are receiving about Nanaimo's "service" leads vulnerable staff to believe they will be subject to increased stigma and barriers to mental health and wellness by forcing them to reveal their private struggles and diagnoses.	Avoid introducing any management positions that will be damaging to staff morale and relationships.	Put your heads together and find a way to create new income rather than cutting.	

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37	Staff	One of the strategic priorities of Saanich Schools states "Health and Wellness". Since the pandemic and with the increase in needs within our classrooms and the lack of support to address these the Mental Health and Wellness of teachers has deteriorated. The information that there will be a new manager put in place to address this comes with mixed feelings; hope and concern. Although I would hope that the district is approaching this from the standpoint of helping its employees improve their Health and Wellness through supports and programs, recent events have caused concern that this is not the approach the district is taking. Teachers are compassionate and caring individuals who pour their time into educating their students. This comes at a cost and without the necessary supports, teachers will turn to other professions as a way to balance their health and wellness. It is my hope that the district will consider providing further consultation with teachers as to what would improve our health and wellness as employees.			
38	Staff			I would strongly discourage the "Health & Wellness" program and manager that is being proposed if it is to police how many sick days I am taking. More information is required for me to be happy about this.	
39	Parent/Guardian/Grandparent	I don't have advice, however I wish for a safer school in KELSET. Safety should always be priority. This would include but, not limited to EA's for behaviour challenged children, messaging that allows children to seek help without having to attend a principal or vice principal's office, have more collaborative meetings with parents about their children if they so choose it, conduct surveys of the parent body on safety 3 times a year (being, middle and end of school year).	Increase bus use fees to 100\$ per family and ask for documentation if this not affordable for parents. Shorten day time janitorial services to 1/2 Or 1/4 time. Use public bussing for out trips -BC transit will work with the group if needed per outing (children are free), or utilize parent volunteers.		Increased school safety including more Eas for behavioural issues. Implement bus fees and reduce daytime custodial. Use public transit where possible.
40	Parent/Guardian/Grandparent	Addressing budget constraints through administrative and salary reductions necessitates a balanced, strategic approach to safeguard educational quality and morale. Key strategies include:Audit and Restructure Administrative Roles: Perform audits to identify inefficiencies and overlap in administrative roles, streamlining functions without compromising effectiveness.Hiring Freeze: Implement a temporary hiring freeze for non-essential administrative positions, allowing natural attrition to reduce payroll while assessing long-term staffing needs.Voluntary Reductions: Encourage voluntary salary reductions and offer early retirement incentives to senior staff, reducing salary expenses and enabling strategic reallocation of resources.Freeze Salaries: Temporarily freeze salary increases for administrative staff as a short-term budget alignment measure, clearly communicating the rationale and emphasizing the temporary nature of this strategy.	Addressing budget constraints through administrative and salary reductions necessitates a balanced, strategic approach to safeguard educational quality and morale. Key strategies include:Audit and Restructure Administrative Roles: Perform audits to identify inefficiencies and overlap in administrative roles, streamlining functions without compromising effectiveness.Hiring Freeze: Implement a temporary hiring freeze for non-essential administrative positions, allowing natural attrition to reduce payroll while assessing long-term staffing needs.Voluntary Reductions: Encourage voluntary salary reductions and offer early retirement incentives to senior staff, reducing salary expenses and enabling strategic reallocation of resources.Freeze Salaries: Temporarily freeze salary increases for administrative staff as a short-term budget alignment measure, clearly communicating the rationale and emphasizing the temporary nature of this strategy.	To navigate fiscal challenges and align with strategic priorities, consider these approaches:Intensify Advocacy: Amplify efforts to secure more funding from governmental bodies, particularly for unfunded inflationary pressures. Collaborate with other districts to advocate for a funding model that better reflects current financial realities.Community Consultation: Deepen community engagement through surveys and meetings to gain diverse insights, fostering transparency and inclusion in budget planning.Strategic Prioritization: Focus on key priorities like literacy and mental health, assessing program effectiveness and adjusting resources to maximize impact on student outcomes.	Reduce administration / intensify advocacy / focus on key priorities / operational efficiencies including substitutes and technology /reassess technology plan
		Benefit Package Adjustments: Analyze and adjust benefit packages in consultation with unions and staff associations, seeking cost savings while maintaining the district's competitive edge in staff recruitment and retention.Merit-based Pay Adjustments: Introduce a system for evaluating the performance of administrative roles, focusing resources on high-performing individuals and critical functions.Automation: Identify opportunities for automating administrative processes to reduce manual work, potentially decreasing the need for certain staffing positions.Stakeholder Engagement: Involve the school community in discussions about potential cuts to ensure decisions minimize impact on student outcomes and staff morale.Approaching administrative and salary reductions with caution, strategic planning, and community engagement is vital for maintaining the district's educational standards and staff well-being.	Benefit Package Adjustments: Analyze and adjust benefit packages in consultation with unions and staff associations, seeking cost savings while maintaining the district's competitive edge in staff recruitment and retention.Merit-based Pay Adjustments: Introduce a system for evaluating the performance of administrative roles, focusing resources on high-performing individuals and critical functions.Automation: Identify opportunities for automating administrative processes to reduce manual work, potentially decreasing the need for certain staffing positions.Stakeholder Engagement: Involve the school community in discussions about potential cuts to ensure decisions minimize impact on student outcomes and staff morale.Approaching administrative and salary reductions with caution, strategic planning, and community engagement is vital for maintaining the district's educational standards and staff well-being.	Operational Efficiencies: Seek efficiency across operations, including substitute expenses and technology use, to find savings without compromising quality.Technology Reassessment: Evaluate the technology plan critically, distinguishing essential from optional investments, and pursue partnerships to mitigate costs.Contingency Planning: Develop a detailed contingency plan for various budget scenarios, ensuring readiness for swift adaptation to financial fluctuations.Long-term Sustainability: Aim for long-term financial health through reserve building, alternative revenue exploration, and capital planning.Transparent Communication: Ensure clear, open communication about budget decisions and challenges to build community trust and understanding.These strategies equip the Board of Education to effectively address budgetary constraints while supporting the district's mission and strategic goals.	See above

Attachment 2 - Community Survey Results

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41	Staff		Explore the potential of students bringing their own devices (Chromebooks, laptops etc).		Explore students bringing their own tech device (BYOD)
42	Staff	This year use the contingency fund as it appears that the momentum and energy from advocacy is looking promising for change.	Have all bus students pay for ridership. If families cannot, we can subsidize. This needs to be a user pay program. Eliminate Strong Start. This is a provincial gov't initiative and they are not fully funding (not funding inflation). We are providing opportunities for families to engage with the neighborhood schools - and there are more opportunities planned ahead. Crossing guards should be funded by municipalities. In a time when there are financial pressures on schools, we must be funding core programs. Rent our buses out in the summers. Panorama, hockey camps, etc could use the vehicles. Could provide drivers if they wish to work at various times in the summer.	Make this very well and very publicly known. Put the document you have on the website in the newspaper, the review, go onto CFAE etc etc. In a time of crisis we need to let the public take some advocacy on our behalf.	Use contingency fund and momentum from advocacy looks promising. Bus system needs to be user pay program. Crossing guards should be funded by municipalities. When there are financial pressures, we must focus on core programs. Expand advocacy.
43	Staff		As a staff member, I hear often from my colleagues about their future plans to leave the district. I also have a goal to complete some schooling and leave the district. With the rising costs of inflation, we as employees cannot afford to work in SD63 due to low wages and more cuts. I sincerely feel for the families who have children in SD63 schools, especially the families who require additional support. Some drastic changes need to be made to attract and retain support staff.		
44	Staff	No.	Increased bus fees Efficiencies in middle/high school custodial hours (daytime reduction)		Increase bus fees. Reduce custodial hours.
45	Student		Don't buy coloured paint for crosswalks.		
46	Staff	If staff is reduced in the budget and enrolment increases how will the current staff be able to handle the higher enrolment. Daytime custodians are critical to ongoing daytime sanitary conditions in the school, especially the smaller children having accidents or sudden sickness is a major contributor to not only other students being exposed to illness but the staff are being infected by germs including flu and Covid resulting in staffing shortages. The crossing guards at all the schools are critical as well as placed in very high traffic and danger zones, not only are they instrumental in keeping children safe but everyone safe. I believe a study of danger zones and safety will ensure the critical need to keep the crossing guards.	Please consider making your cuts by either keeping your management salaries frozen and not adding more management positions. There are many more ways to decrease spending without compromising staffing issues.	Please scrutinize wasted expenditures and prioritize students and staff	Daytime custodial and crossing guards are critical. Freeze management salaries and do not add more management positions. Scrutinize wasteful expenditure and prioritize students and staff.
47	Parent/Guardian/Grandparent		I feel that cuts to strong start and daytime custodial elementary school staff would be the first restrictions. I think the province has put a lot of money into funding daycare for families recently and there are other community organizations dedicated to early childhood learning for children who don't attend daycare/preschool. If the government wants strong start they can fund it in my opinion. I don't agree with removing crossing guards as that seems to be a safety issue. I also don't agree with cutting transportation even though I don't use it for my children. I think asking for more fees for bus service would be completely acceptable if riders want to continue to have transportation.		Reduce strong start and daytime custodial in elementary schools. Do not cut crossing guards. Increase fees for transportation.
48	Parent/Guardian/Grandparent	Reduce the technology budget for the upcoming year. Keep Strong Start centers open. Cutting foundational Early Years programming is nothing but problematic and will be a huge loss and step backwards for the community.	Reduce the technology budget for one year, use contingency to cover what cannot be reduced in non-enrolling and keep strong start open as it is invaluable for families who do not have access or funds to enroll their children in preschool and is an important equity pathway for families.	Keep pushing the government to update the funding model. It is ridiculously outdated.	Do not increase funding to technology plan. Fund Strongstart centres. Continue advocacy.

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49	Parent/Guardian/Grandparent		I attended the community budget meeting on April 17. From the list of budget reductions that's feasible, I suggested students, especially the older grades could take on the responsibility of daytime custodian work. If we make our kids clean after themselves at home, their bedrooms etc., why can't we have the same philosophy run at school? It's their community, set up for their use, so if they create the mess, they can also be the solution! Also a good experiment/training opportunity to address some entitlement and privilege challenges some may experience. Similar proposal to crossing guards - set up a safety committee with student reps from Grade 5 so it would be an honourable thing to "earn" this job as a senior student with enough training. Volunteers is another possibility for crossing guards.	It is a vicious cycle if we continue cutting budgets on near-core programs. More budgets cuts, fewer enrollments then less revenue as a result - as a parent, seeing this budget outlook does not make me feel optimistic about my kids' future in the public education system. It just doesn't seem like the core education for an ordinary average family is getting any investment or focus at least. The government put so much focus on targeted programs and special purpose funds for exclusive target audience that seem to have great PR value and draw positive media attention. However, the ordinary average family is left behind and was told inflation to be blamed. Stronger advocacy is needed to empower us as parents, as a community to understand (and hopefully influence) the budget allocation and prioritization.	Have students clean schools. Stronger advocacy is needed.
50	Parent/Guardian/Grandparent	Presumably you have, but focus on the core deliverables. What are the extras and nice to haves. Maybe they have to go. Are there other non-government grants , funding, or (corporate or non-profit or other) sponsorships available that could be applied to any areas currently paid out of operating budget? Are their fundraising opportunities (that wouldn't complete with PACs and sports or community clubs).	Would clearing any special ed assessments and getting designations in place bring more funding? (Undiagnosed kids strain the system (teachers, classmates) so getting them assessed and funded could more than pay for itself. (Increase number of psych ed and other assessments performed). Encourage schools to put forward full / complete robust lists requesting assessments to gauge demand. Do you need a short term program or role to focus on bringing down sick time / on call teachers? My work has to create a program / temporary roll to actively manage (ultimately bring down) WCB and return to work costs. Is there an opportunity to use some of the extra government funding (affordability money etc) for any of these costs (like tech) instead of allowing schools to use them for field trips and nice to haves?	EA / classroom supports is critical. Technology is also critical - the education system will not be preparing kids for success in university and adult careers without adequate technology in school.	Focus on core deliverables. Can you use affordability fund for technology. Technology is critical.
51	Parent/Guardian/Grandparent		Hi, Before we consider cutting the crossing guards (the safety of our children) I am wonder if it has been looked into the monthly/yearly fee of food purchases. I don't mean food that is being provided to the children that don't have a lunch or the families that require extra help. I am referring to the meetings that are held at restaurants or meetings with meals provided, the treats that are possibly being brought to staff, the daily coffees. We all know that when trying to cut spending personally the first to go is cutting out going to restaurants. I understand when out of town for meetings or conferences but if you are in Victoria and choose to have your meeting at a restaurant instead of your office that seems unnecessary. This could already be the case that meals for meeting and treats are not permitted but if they are could you please look into the cost of this.		Reduce food a meetings
52	Parent/Guardian/Grandparent	Ensure greater focus on literacy - our children are falling behind every decade and we are competing with media at easy disposal. We need schools to invest more time into reading and writing as it's fundamental to expressing themselves, building empathy, creative problem solving and executive functioning. Partner with local non profits and volunteers who can provide in-class support to teachers.	Look at new revenue streams and ways to share and decrease recreation/facility costs - partner with local recreation groups like pickleball, panorama, local town governments to build and rent facilities. You provide land, they build facility, joint revenue streams.	Please engage the community in how you are planning to invest the funding for school meals locally. Many groups are trying to support this initiative.	Greater focus on literacy. Partner with NPOs/volunteers to support teachers. Increased revenues through community use/recreation.

Attachment 2 - Community Survey Results

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53	Parent/Guardian/Grandparent	<p>The strategic priorities must prioritize the absolute basic necessities. Children go to school to learn academics. Children benefit from specialized programs surrounding mental health, cultural, and global citizenship. However; these programs shouldn't come before basic education such as literacy, math or sciences. I have seen school spending around bringing in EXTRA cultural, diversity, global citizenship aimed programs. Some of these very expensive programs use school budgets to teach moral values to children. Administration told me schools now spend the majority of their time teaching values and morals; and little time teaching academics! Clearly boundaries are blurred as this is the parent's lane! I don't know how some of these presenters even pass vetting. One presenter didn't have any credentials at all. Some have credentials, but are highly controversial. I have come to believe that these "advocates" show up to claim there is not enough being done to combat whatever issue, followed by very expensive book baskets, presenters or programs. These extras should not be in school budgets. They should be fundraised through PACs if that is what parents want for their kids. Also; the district has a great indigenous liaison program. Why are schools using precious school budgets to go above and beyond this? If there is complaints from bullying advocate parents they should be shown the budget, and told to advocate at their PACS. Schools have become the hot bed of political activists, and the pressure is too much for our schools.</p>	<p>Like I mentioned above start cutting non essential school sourced enhanced programs for global citizenship, cultural, and mental health. Many school sourced (not district sourced) are divisive, have poor results (not backed by research), and seem poorly vetted. Schools should not have their own spending budget for these programs in their individual school plans. Teachers have training in these areas and they can determine how to best support their classes. I don't think it is necessary to bring in expensive presenters. Lean on PACs and volunteers to provide these sorts of programs if they are so in demand. I am a huge proponent of mental health and wellness supports, and I think they are important programs that our family would likely need in the future. However; it is more important to me that qualified teachers, busses and safety supports (Xing guards) are available over specialized individual help. Again; possibly PACs could use some of their fundraising dollars to support families in need at their schools. All kids benefit from a librarian, but not all kids benefit from personal assessments. Lastly; no devices (including iPads) at the elementary level. Please see link www.drkardaras.com/research.html from an addiction psychiatrist specializing in childhood tech addictions in the US. Children get time at school on devices then going home to devices. Survey families of older kids. Many kids bring their own laptops, and maybe the school doesn't need to replace as many as estimated.</p>	<p>I am truly impressed that the district is taking the initiative to reach out to parents for feedback. These are difficult choices, but I think it might be time to take the burden of provincial virtue signalling of political agendas off the backs of schools. Certainly do not do more anymore than what is mandated in that area. If they won't fund inflationary pressures; then the district should not have to pull money from strong start or crossing guards to fund EXTRA global citizenship, mental health, DEI or SOGI programming (allocations for enhanced program priorities). Go Woke and Go Broke is real. It seems everyone is getting paid these days to help advocate for someone or something. The financial weight is real. It's unfair to everyone especially minorities who are exploited by people charging thousands of dollars to give the same old DEI sessions we have all heard over and over. It's exploitative because these same minorities may miss out on crossing guards, mental health support, strong start or assessments, so someone can make a lot of money teaching kids about privilege or and over again. How infuriating!</p>	<p>Focus on necessities (academics) and less time on values and morals. Less focus on enhancing programs for global citizenship, cultural and mental health. No devices (including IPADS) at elementary.</p>
54	Parent/Guardian/Grandparent	<p>Focus the budget on the kids, not on what a select few parents feel are needed. Spend funds on actually teaching the kids material, and not just how to apologize. Let families teach their own children the values they want their kids to have. The school district does not have a role in the belief system of students and their families.</p>	<p>Reduce funds spent on reconciliation efforts. There are enough government funds for those.</p>	<p>Please stop implementing unnecessary cost expensive surveys so you can feel good about the decisions you make. Think of the students and make decisions that will actually make a difference for their education.</p>	<p>Focus on education and let families teach their kids values.</p>
55	Parent/Guardian/Grandparent			<p>Mandatory Crossing guards and other traffic related safety measures should not be on the list to cut funding to. Child safety is/should be number one priority to protect our greatest asset: our children.</p>	<p>Do not cut crossing guards.</p>

Attachment 3 – Student Voice Meeting Notes

The summaries below reflect notes taken of conversations during the meetings, and key themes identified in student survey responses (attachment 4).

Individual Learning Centre (Broadmead) - April 15, 2024

- Focus on mental health priority
- Increased student advocacy / student awareness

Claremont Secondary - April 24, 2024

Student Leadership Group

- Technology Plan – important as broadly impacts students/programs
- Technology Plan – focus technology on specific needs. We do not need high-end computers for most of what we do. Survey students to determine need and ability to bring own device. Focus on students who are not able to have their own devices.
- Reduce cleaning.
- Make school work less dependent on technology.
- Access more grants if possible and use at least some contingency
- Continue consulting
- Increase continuous mental health support (versus staggered support)
- More education for teachers regarding racism and Indigenous culture
- More field trips (big ones how to live)
- Focus on how a person feels, It's not just about money
- Protect the key areas

First Nations Leadership Students

- Professional development targeting racism
- More land-based learning (field trips) doing what First Nations people would do
- Teachers more affiliated with local Nation – better understanding of culture, language etc.
- De-emphasize book-based learning, get to the land
- Programs with Indigenous leadership from school and community
- Break the stigmas about Indigenous courses (Indigenous courses like EFP are not less)
- Partner with language revitalization groups for credit (Eg with Victoria Native Friendship Centre)
- Technology:
 - Keep refreshing tech
 - BYOD
 - Get one in grade 9, then cycle back to new grade 9s, or keep it

Attachment 3 – Student Voice Meeting Notes

Parkland Secondary - April 25, 2024

Student Leadership Group

- General consensus that technology is important. Technology is a big part of school – for accessing online resources and completing assignments. Connects to all parts of student learning.
- Limited access to technology is impeding completion of school work. Shortage of chromebooks.
- Need for greater access to technology in secondary school relative to middle school.
- Equitable access to technology is an issue. Sometimes access to a computer is necessary to complete an assignment in google classroom. Reduce dependence on technology for assignments?
- If technology is the focus, why are we still funding/using hardcopy textbooks?
- Need to upgrade WIFI system.
- Pull from other areas of the budget to fund the \$500K/year shortfall in the tech plan.
- Bus service is important in the north zone and some students depend on it (less public transit options).
- Reduce bussing at middle and secondary.
- Reduce costs of transportation including field trips
- Do we need to continue funding crossing guards (not a line item in other districts)?

First Nations Leadership Students

- Availability of chromebooks does not meet demand.
- Build in “Bring Your Own Device” (BYOD) focus for those who can bring devices. Many students already do, and most could.
- Teaching and learning are built on tech now
- It would be a bigger problem to not have technology than to reduce in other areas
- There is a greater need for technology in secondary as more assignments require technology. Is it possible to shift more devices from middle to secondary?
- Lack of technology at home is also a challenge for Google based assignments. Lots of Google classroom assignments and often no technology to sign out.
- Cut transportation? No. It’s important, but could we cut back a bit?
- Help for little ones. Volunteer hours for older students to tutor/walk elementary. Or volunteer to serve as crossing guards.
- School counselors are a great and needed resource
- But there needs to be more support for bullying, racism. Not much is done even if it is reported, unless someone has multiple offenses. They just get talked to then it gets worse. This needs more reflection – lots of work to do here.
- Mental health supports are important. There is a need.

Attachment 3 – Student Voice Meeting Notes

Stelly's Secondary - April 26, 2024

Student Leadership Group

- Good questions about the funding model
- Retain daytime custodial in elementary schools
- Can high school students do more as volunteers or for credit? Can parents volunteer? For example crossing guards, perhaps high school students as volunteers for work experience credit. Crossing guards are very important for safety reasons.
- Worried that if we cut transportation students may drop out. They need it.
- Can there be some savings by tweaking bus routes, on some less full buses?
- Fees for bus.
- Funding for tech plan is important - tech plays a major role in our education today
- Not everyone has access to technology at home and lots of classes require the use of technology. So to create an equal playing field for everyone, having technologies at schools are a very important part of people's education
- Balance new technology with "Bring Your Own Device" (BYOD)
- More flexibility in accessing tech devices as opposed to class sets
- Almost all work is done online or with at least some use of tech
- Can we reduce reliance on technology? Instead of frequently using Google classroom or similar
- Challenge of multiple platforms, Word vs google docs tough to go back and forth. Brightspace LMS with word vs Google docs and classrooms
- Do not reduce the number of people. There may be some positions that are not technically "required", but they are all needed. Kids, even more as "COVID" generations come through, need these connections. And we need support for all of the diversity.
- Maintaining people is more important than technology.
- Spend some contingency to offset current shortfall, but only if we are confident that we will either get inflation relief from gov or will see less cost over time
- Idea: wait until the fall to see if there is enough flexibility to afford the 500k for the tech plan
- Reduce costs where possible without eliminating programs. Reduce bus service where access to city transit. Can we get free bus passes for city transit?
- Technology is important, but not more important than transportation of educational program staff
- Do everything we can to get inflation funding (advocacy)

First Nations Leadership Students

- Sell the old technology (use funds to help purchase new)
- More EAs is great. And more teachers. Better to talk to people and ask questions than to have more tech for searching on line. People over technology. "Better to keep that one person than to buy 30 laptops".
- Every person working here matters, and each of those people is a student's "person"
- One-on-one transition support (Mentor)
- More teaching from the heart and the land
- Keep combatting racism. "As long as there are people there will be racism. It's about how we address it"

Attachment 3 – Student Voice Meeting Notes

- What is optimal technology investment in terms of value for dollar? Use Chromebooks for basic needs (most of the time), and higher end laptops only where necessary
- And, every student needs access to at least a simple device for simple work (like an old Chromebook). All students need access for the new realities of Google classroom, bright space, searches, LMS, etc
- Tech: less is more. Instead of focus on technology should be greater focus on social life, teamwork, collaboration, sharing perspectives, transition support (building social circles). Technology can be isolating.
- More one-on-one connection with students transitioning into SD63 school (i.e. mentor)
- Indigenous leadership students can be more connected to feeder schools and kids coming in
- Indigenous students and families (like others) may not have tech at home. Students having access to technology at home should not be an assumption by teachers. More tech at school can create a bigger gap.
- Transportation. Using school cards to get on city bus. Or free bus passes. Like in C River and N Island.
- Transit bus routes. Can they expand, eg on West Saanich?
- Tech: so many desktops never get used. Lose a lab. And kids don't respect the desktop machines
- Four laptop carts. 3 @ 30, 1 @ 15. Better to have 4 @ 30 and leave one for takeouts.
- Laptops better than chromebooks but Chromebooks cheaper.
- More tech infrastructure for WiFi (slow / inconsistent)
- Re excess staff beyond contractual. They are all needed. Eg Indigenous support staff are very helpful for transfer from other schools, and advice for post secondary.
- People matter, for education and mental health
- And we don't need textbooks! Companies are going digital
- Maybe some. Booklets and "as needed" print materials can help.
- Furniture. A lot is bought. Can more be donated? Parents, businesses.

Attachment 4 - Student Voice Feedback

Response	Which school do you attend?	What advice do you have for the Board of Education in developing the 2024/25 Budget?
1	Claremont	I believe that the Board of Education should continue to fund the tech plan - as it is an initiative that impacts the majority of students within the school. I think that when looking towards next year's budget, they should consider making changes to how they are allocating money when it comes to mental health (ie. continual support vs staggered support) as right now, the initiatives implemented, I feel, are not connecting to students and are not making the difference that is intended.
2	Claremont	My advice would be to hold or limit the tech plan. I personally don't feel like claremont needs any new technology, everything we have here works to a high enough level for students to fully display their ability's. If anything I say we only fund new technology for the students who need it, so for example fund new technology for the coding and engineering programs but no where else, what we have now works well for typing on documents or creating slideshows, we simply don't need brand new and high level computers for 99% of the work done at this school.
3	Claremont	Before adjusting the tech plan budget, do surveys with students, and students parents. Ask them if they have their own computers that they are willing to bring, that have the functions that meet what is required to do all the schoolwork. If there is a large number of students with their own devices, maybe the tech plan budget can be made smaller, and the funds can be allocated elsewhere.
4	Claremont	I'm wondering if there's any way we can put more money into savings. I understand that there is no extra money in the budget, but even if we took a little bit out and put it into savings we would have more savings later on. Over the years the little bit of money could turn into the safety net. The technology budget could be held out longer. I don't think we need to update the tech this year, I think lots of students have their own tech that they can bring if they're told too. Doing surveys to figure out who needs tech help would be useful as well. The contingency budget could be used a little, as long as you can continue to put money away. Is there any way you could guess the budget a little over and then put that money away?
5	Claremont	I think that reducing the amount of money spent on cleaning would probably be able to make difference without causing a significant amount of change. For example maybe having daytime cleaning only a couple days a week instead of everyday. If the cost of technology is getting to expensive i think that school work could be made less dependent on technology. Also asking students to bring their own devices would probably help in high schools. Chrome books and computers can be more focused on those who are not able to have their own devices.
6	Claremont	My advice for developing the 2024/25 budget would be to make sure you are aware of what is going on in the schools and what is needed. For example seeing what schools need technology and what schools don't because the students have them. Another thing I would say is to at least use some of the contingency budget because if it isn't ever spent you might as well not have the money.
7	Parkland	Cut school bus services for Middle and Secondary students, re-distribute it to the tech budget.
8	Parkland	Something that I would suggest for the budget of the upcoming school year is if we want go more digital then we should sell most book resources to update the wifi because the wifi went down multiple time so we should upgrade the system with the money aquarist from books accessed from online resources.
9	Parkland	I would definitely say we should try to save more money towards our tech plan because it connects to all parts of student learning. I believe that even if we have to cut from other areas we should. Taking away from the tech plan would be taking away from every other area within the school.
10	Parkland	Cutting the crossing guards and turning to volunteers is a great alternative. As for cutting the buses, not as much. If there are any parents like mine, I nor my younger siblings are getting in a car with a stranger. This is for safety. Unfortunately I don't have a lot of knowledge about budgeting so I have nothing else say. I hope to talk with you more.
11	Stelly's	I would advise that the school board ask the community for help. Every community knows that school is very important, and I feel like if they knew that the schools were struggling with jobs they could help with, they would help. Maybe a local computer store would be willing to send an IT person over once a week, or maybe local parents or even upper grade kids would be willing to volunteer as crossing guards. If the school board asks for help, I believe that the community would help.
12	Stelly's	- Transportation: Is there a way we can charge a bus fee for families can afford it?
13	Stelly's	- Can we incorporate more volunteers into the district for less necessary resources (crossing guards, ect.) -implementing a small fee for transportation; then also having a support system for those who can't afford it-technology can be cut down but i think it should stay an important part of the school
14	Stelly's	I think that we should really try to keep our technology budget going strong, because I find that the tech plays a major role in our education today. It makes a huge difference for when we've missed a day and need to catch up to be able to view the slides and notes from the class, and to have access to laptops and computers at school really could make a difference for the students who aren't able to work at home with what they have.
15	Stelly's	- Seeking assistance from High school students and parents for support in crossing guards and things along those lines - For technology using a different checkout system for just number of Chromebooks -Diversity for children to feel seen can be hard in our district which (especially racially) isn't diverse, so while attempting to supplement this through staffing is important but should be accompanied by videos etc. (especially in early learning where this is more applicable and easy to integrate into curriculums) -IT support from students who are interested
16	Stelly's	Overall finding ways to reduce cost by limiting and making things more efficient but not completely dropping programs. Ex. Running less buses (not running more then one on a specific route), having day time cleaning at elementary schools start at lunch and work for a specific time amount each day instead of having them all day long.

Attachment 4 - Student Voice Feedback

Response	Which school do you attend?	What advice do you have for the Board of Education in developing the 2024/25 Budget?
17	Stelly's	Bring back a fee for school busses No more ipads instead laptops/chromebooks
18	Stelly's	Outsourcing to community and parents for things like crossing guards, car pools and tech support. As well as focusing school buses to areas where there's is no access to public transport. I also think we should hold off on the tech budget seeing as the big majority of our tech is not in need of immediate repair
19	Stelly's	<ul style="list-style-type: none"> • We could have more resources towards AP courses(college courses). Others schools has lot of these courses and we students from Stelly's does not have many courses to take, so we have to leave mid school to attend other schools, which creates discourage to do these harder courses. •We could trim down the budget for cleaning elementary schools and save money from that. If we trim 75% or 50% and help once every 6 months we could still be helping and saving money. If we want we could create this into a volunteering service for these schools. . Technology is very important for our learning we should strive to keep teaching with computers respectfully. University's all use computers so we shouldn't stop using tech and having a public space to use computers for studying. • Since school buses use lots of gas, and gas is very expensive, we should strive to change the busses from gas to electric over the nest few years for the better health benefits for our environment and to save money in the future. As well we could change some of the buses routes to better efficient. By making less buses drive on the same routes we could save some gas out of this department. • We could also save money by using digital textbooks instead of paper copy's . By doing this we would not have the need of repairing or replacing new text books every year, But I only recommend doing this change, to either grade ten and above or grade 11 and above. Sometimes immaturity in the computers can lead to not learning but I believe that once you become a grade 11 or grade 10 you should become mature enough to not get distracted with tech knowledge at school. <p>Thank you for reading</p>
20	Stelly's	Technology is important, but it's not worth kids missing school because they can't take the bus. And it's not worth kids losing vital support from additional staff.
21	ILC	Cuts could be made by dropping the daytime janitorial staff in elementary schools and instead teaching the children to help clean up like they do in many schools in Japan. This would both lower costs and teach responsibility in a real-life situation. Charging parents (who are able to afford it) for bus transportation for their children but still helping the families who are financially struggling. Getting students more involved, making sure they know what is going on so they will be more inclined to do some activism/raise awareness regarding school districts often being underfunded.
22	Claremont (Indigenous Program)	More field trips, and experiences. I think being outside and learning with experiences really reinforces learning. More First Nation based field trips and language learnings!
23	Claremont (Indigenous Program)	We need more trips and education for teachers of racism towards native people
24	Claremont (Indigenous Program)	More overnight trips learning off the land maybe going fishing or gathering camping or something
25	Claremont (Indigenous Program)	Field trips!! Land based learning, traditional type courses... education for teachers on how to teach the courses... traditional languages being taught! Also we need a couch in the culture room! We need it to be more homey and comfortable
26	Claremont (Indigenous Program)	More land base learning going on fields trips and teachers being more educated about local nations around sannich and teaching more indigenous stuff . instead of teaching a book
27	Claremont (Indigenous Program)	Educate teachers on our traditions and educate way more on racism, different ways of learning not all students are the same we all learn differently. Also you guys need to have all the classes way more engaging for students who loose focus easily. Keep having these small meetings

Attachment 4 - Student Voice Feedback

Response	Which school do you attend?	What advice do you have for the Board of Education in developing the 2024/25 Budget?
28	Claremont (Indigenous Program)	<ul style="list-style-type: none"> - Language revitalization: the VNFC (Victoria native friendship centre) has language revitalization programs where individuals can learn traditional languages, and if our schools can partner with them or a similar organization to use these language resources as official school courses, getting language 10/11/12 credits and support through the school (plus having it recognized as an active course outside of time table so it can be balanced with other courses the student is taking.) - land-based education experiences such as a multi-day trip to the Haida Gwaii region and get hands-on experience and compensate elders for their knowledge and teachings. - more indigenous courses that are enjoyable such as foods with an indigenous component (learning about native plants and their medicinal/nutritional values) and making traditional foods. - ecological restoration opportunities for students: there is a current project around the Tod Inlet area where 'workers' are getting educated on invasive and non-invasive plant species in the area and working to restore the area. There could be an opportunity to partner with this organization and have a group of students go out once or twice a month and give a hand, learn about the land, and help restore it. - workshops offered through the school such as ribbon clothing workshops (ribbon skirt making and other pieces of clothing), there is a company in the area that does these workshops called the auntie-collective. Additionally, other workshops like drum making or hide-handling and tanning. <p>A portion of the budget should go towards activities and opportunities that recognize, celebrate, and teach some of the invaluable traditional knowledge that is available in our coastal communities.</p>
29	Parkland (Indigenous Program)	<p>A good start to the bus overcrowding</p> <p>Would be to consider getting slightly larger school buses (40 feet) instead of the usual 35 feet. Everything else is pretty good.</p>
30	Stelly's (Indigenous Program)	<ul style="list-style-type: none"> •Indigenous communities having access to technology •“Buddy System” between Indigenous grade 9 – 12 – for transitional period •Teach more local Indigenous History and enlist first nations people to teach classes such as – canoe sessions, pow wows, bone game •Indigenous counsellor to be more of an open space •Students to be more comfortable with talking about their issues •Woodwork/Furniture Restoration class •Update Textbooks (outdated) / Laptops instead of desktops
31	Stelly's (Indigenous Program)	<ul style="list-style-type: none"> •Access to Tech Equipment significantly important. Important as some students may not have access at home •Recycling /Selling old equipment for revenue to fund for future equipment •Update Wi-Fi (slow) •More laptops instead of desktops (desktops slower). Labs (more desktops) not used all the time. Laptops in cultural room have been helpful
32	Stelly's (Indigenous Program)	<p>Have each laptop cart fully filled with laptops/chromebooks, because some of them do not have a lot. Better internet connection.</p>
33	Stelly's (Indigenous Program)	<p>Each laptop cart filled to its fullest (30 laptops). More internet connection routers (unstable internet). Laptops rather than chromebooks.</p>
34	Stelly's (Indigenous Program)	<ul style="list-style-type: none"> •Ensure crossing guards at Elementary schools – not needed at Middle schools •Expansion to public buses for transportation •Textbooks are not used that often – we can save money by purchasing less. •Indigenous support staff important for transition to high school or university. Mental Health - pushing more supports into CLE/CLC •Furniture – ask for donations from parents/community
35	Stelly's (Indigenous Program)	<ul style="list-style-type: none"> •Resell items •Multiple visits for transition / lots of changes to meet people and start to feel safe / Indigenous Tour Guide •More conversations - Social Awareness Bins •Grade 12 mentor system