SOOKE SCHOOLS 62
Shaping Tomorrow Today

Public Notice – Resources Committee Online Public Meeting

A public meeting of the Resources Committee for School District 62 (Sooke) **will be held on November 15, 2022 at 6:00 pm.**

Please note that all Public Board and Committee meetings are now held in person at the District School Board Office, located at 3143 Jacklin Road, Victoria.

To participate in the meeting please click on this link: **Follow Link**

To guide you, the following is information on how to join a live event in MS Teams.
https://support.office.com/en-us/article/attend-a-live-event-in-teams-a1c7b989-ebb1-4479-b750-c86c9bc98d84

- Anyone who has the link can attend the online meeting without logging in to MS Teams.
- Members of the public have the opportunity to ask questions related to agenda items discussed at the meeting:
  - Select the **Q&A** function on the right side of the screen.
  - When asking a question using the Q&A function, please identify yourself. **Anonymous questions will not be responded to.**
    - A reminder for Stakeholder groups to use the **Q&A** function.
  - Members of the media can direct their questions to the Communications Manager at School District 62 for response following the meeting.
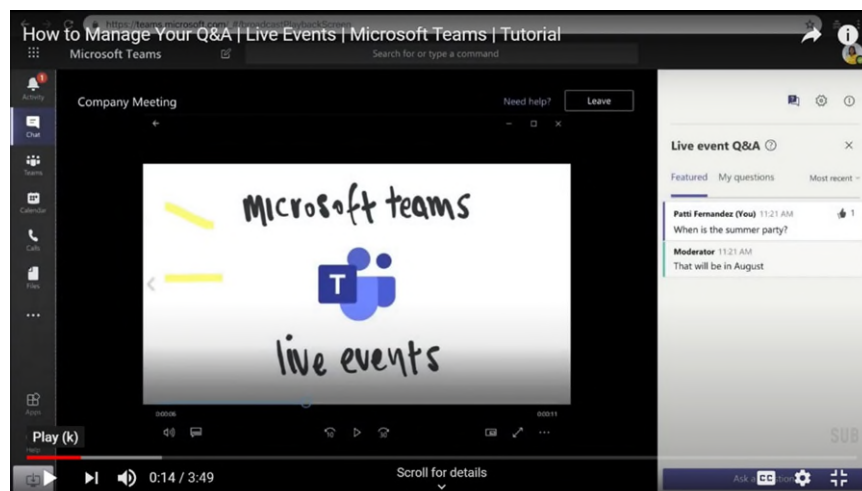
If you have questions regarding the meeting and how to access it that aren't answered in the link above please email info@sd62.bc.ca.

SOOKE 62 SCHOOLS
Shaping Tomorrow Today

RESOURCES COMMITTEE
School Board Office
Via MS Teams
November 15, 2022 – 6:00 p.m.

A G E N D A

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
   We are honoured to be meeting on the traditional territories of the Coast Salish,
   specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62
   works with directly in our schools: Scia'new Nation, Coast Salish, and T'Sou-ke Nation;
   including the West Coast Pacheedaht Nation, Nuu-chah-nulth.
   (words gifted by the three nations SD62 works with)

2. **REPORT** (page 3)

3. **PRESENTATIONS** (10 min.)

4. **BUSINESS**
   4.1   First Quarter Reporting
     4.1.1   Minor Capital Program – Mhairi Bennett (page 5)
     4.1.2   Q1 Financial Forecast – David Lee Bonar (page 10)

   4.2   Amended Budget Impacts & Process – David Lee Bonar (page 14)
   4.3   Catchment Review Update – Windy Beadall (page 17)
   4.4   Digital Solutions Operational Plan – Farzaan Nusserwanji (page 23)

5. **ADJOURNMENT**

6. **NEXT MEETING DATE**: December 7, 2022

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Committee Report of
Resources Committee Meeting via MS Teams
October 11, 2022

Present:　　Bob Beckett, Trustee (Committee Chair)
Wendy Hobbs, Trustee (Committee Member)
Bob Phillips, Trustee (Committee Member)
Scott Stinson, Superintendent & CEO
Harold Cull, Secretary-Treasurer
Ed Berlando, STA
Trudy Court, CUPE
Melissa Da Silva, SPEAC
Ceilidh Deichmann, SPVPA

Staff:　　David Strange, Associate Superintendent
David Lee-Bonar, Assistant Secretary Treasurer
Nicole Gestwa, IT

1. **CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES**
   The meeting was called to order at 6:00 pm by the Committee Chair, Bob Beckett acknowledging that we are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation and acknowledge the three nation SD 62 works with directly in our schools; Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation Nuu-chah-nulth. (words gifted by the three Nations SD62 works with)

2. **COMMITTEE REPORT**
   The Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated September 13, 2022 at its Public Board Meeting dated September 27, 2022.

3. **PRESENTATIONS**

4. **BUSINESS**

   4.1 <u>Student and Family Affordability Fund – David Strange</u>
   On August 29, 2022 the Minister of Education and Child Care announced the introduction of the Student and Family Affordability Fund; the District received an allocation of $1,251,529. Staff made a presentation on the proposed approach to be taken on the implementation of the District's share of the Student and Family Affordability Fund. A similar presentation was discussed with trustees and partners at the Education-Policy Committee Meeting held on October 4, 2022. Staff advised that further work needs to be done in order to administer this fund. Ongoing consultation will occur throughout the year and the Committee also talked about the impact of the fund on fees.

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4.2 Updated Enrolment Estimates by School – David Lee-Bonar
The staff are in the process of finalizing the actual enrolment numbers at the school level for submission to the Ministry later this month. Staff presented the Resources Committee an estimate revealing an increase of 589 FTEs or 5% from last year. The Committee discussed the amended budget process that the Board will consider in December.

4.3 Space Planning for 23/24 to 25/26 – Harold Cull
Staff presented the upcoming space challenges as a result of the enrolment discussed above. The Committee discussed options identified in the "Order of Operations" and the proposed order. It was also discussed the importance of working with the local municipalities to understand the impact of local development on the enrolment estimates.

5. **ADJOURNMENT AND NEXT MEETING DATE**: November 15, 2022

Committee Info Note
Resources Committee Meeting
November 15, 2022
Agenda Item: 4.1.1 – Minor Capital Program

Background

- As part of their annual work plan, the Board (BoE) will be receiving quarterly updates from staff on key measures in the following areas:

> - Strategic Plan
> - FESL (where applicable)
> - Na'tsa'maht agreement
> - Financial Forecast
> - Enrolment report
> - Minor & Major Capital Work

- Staff have attached summary documents outlining the work completed on:
  - Minor Capital projects (MoE, District and Grant)
  - Annual Facilities Grant

- The AFG funding is provided by the Ministry on their fiscal year (April to March) and therefore we are reporting out on government's 2nd quarter while it is the school district's 1st quarter

- Meaning tonight's update will be for the period of April 1 to September 30, 2022

- The Enrolment Report was provided to the Board in October and there is no change to report

Minor Capital Process

- A refresher, the following diagram highlights the minor capital program process from request to completion of supported projects

- This process is overseen by the Minor Capital Committee (MiCap) to ensure prioritized distribution of funding across the District's goals and objectives

1

MINOR CAPITAL PROJECT PROCESS

SCHOOL

- MiCap to visits schools and reviews requests to define scope
- Projects which are not supported are removed from the requests forms and are communicated with school Administration
- MiCap Committee communicate which projects are supported for upcoming Minor Capital year

REVIEW Q4

JANUARY — **FEBRUARY** — **MARCH** — APRIL

FACILITIES

- Requested Minor Capital Projects are reviewed and categorized by MiCap Committee
- Facilities completes estimates and project timelines for project scopes selected for budget approval
- MiCap Committee determines which projects are supported for upcoming Minor Capital Budget year
- Facilities prepares Minor Capital budget and submits it to the Ministry
- Facilities prepares schedule for upcoming Minor Capital year
- Facilities submits report to Ministry for previous years completed projects

SEPTEMBER

AUGUST — **JULY** — **JUNE** — **MAY**

PROJECT EXECUTION Q1

Facilities communicates with schools with regards to construction schedules and submits work schedules to Administration at schools where work will be taking place

I WE ARE HERE

Q2

- School Administration prepares Minor Capital 3 Year Plan Request Form
- Review previous requests and determine which items are still a priority with Associate. Identify any new requests.
- Return completed Minor Capital 3 Year Plan Request Form to Facilities

SCHOOL

OCTOBER — **NOVEMBER** — **DECEMBER**

PLANNING Q3

- Minor Capital 3 Year Plan Request Form is issued to schools from Facilities
- Facilities answers any questions from school Administration or Associate

FACILITIES

Minor Capital

- Three Ministry funded Minor Capital projects are currently underway, which include: building envelope, school enhancement and carbon neutral capital program

- A COA extension has been requested for the carbon neutral capital program due to supply chain challenges in the procurement of windows

- A series of mechanical projects were also completed using both the HVAC and HEPA Start up grants

Annual Facilities Grant (AFG) Projects

- One hundred and ten AFG projects were supported for 22/23 minor capital year

- We are roughly 30% through the projects, we are on budget and slightly behind schedule

- The summary list also identifies emergent projects that have been completed this year

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School District Six Two (Sooke)
Minor Capital Program Summary
April 1, 2022 to March 31, 2023

April 1, 2022 to Sept 30, 2022
Project Update

MoE Funded Projects							
Grant Program	**Location**	**Description**	**Budget**	**% of Minor Capital Budget**	**YTD**	**% Complete**	**Notes**
Building Envelope (BEP)	Hans Helgesen	Hans Helgensen Roof and Envelope Replacement	$ 2,900,000	65.86%	$ 2,750,000	95%	
School Enhancement (SEP)	Spencer	Mechanical Upgrade Phase 2	$ 1,000,000	22.71%	$ 680,000	68%	
Carbon Neutral Capital Program (CNCP)	John Muir	Window Replacement and Phase 1 of Mechanical Upgrade	$ 350,000	7.95%	$ 80,000	23%	COA extension requested due to window lead time
Total - MoE Funded Projects			**$ 4,250,000**	**96.51%**	**$ 3,510,000**	**83%**	

Other Grants & Distrcit Funded Projects							
Program	**Location**	**Description**	**Budget**	**% of Minor Capital Budget**	**YTD**	**% Complete**	**Notes**
StartUp HVAC	Millstream	Adding CO2 sensors to classrooms downstairs	$ 6,000	0.14%	$ 6,000	100%	
StartUp HVAC	John Muir	Unit ventilator installation room 1017	$ 55,000	1.25%	$ 55,000	100%	
StartUp HEPA	Sangster	Unit ventilator installation room 1009	$ 60,000	1.36%	$ 60,000	100%	
StartUp HEPA	Ruth King	Ventilation for room 1009	$ 9,000	0.20%	$ 9,000	100%	
21/22 SEP Funding	Spencer	Room 1044 Conversion - new flooring	$ 3,500	0.08%	$ 3,500	100%	
Major Capital	PEXSISEN	NLC Washroom - Addition of partitions	$ 20,000	0.45%	$ -	0%	Scheduled
Total - Other Grants & District Funded Projects			**$ 153,500**	**3.49%**	**$ 133,500**		

Total Minor Capital Program			**$ 4,403,500**	**72%**	**$ 3,643,500**	**83%**	

School District Six Two (Sooke)
Summary of Annual Facilities Grant
April 1, 2022 to March 31, 2023

April 1, 2022 to Sept 30, 2022

		PROGRAMS				
Program	Location	Description	Budget	YTD	% Complete	Notes
Roofing	John Stubbs	Gutter repairs at lower and upper roof	$ 25,000	$ 25,000	100%	
Roofing	Sooke Carpentry Shop	Roof Replacement	$ 25,000	$ 25,000	100%	
Mechanical Upgrades	EMCS	DDC Mechanical Controls Upgrade	$ 75,000	$ 75,000	100%	
Flooring	Journey	Replacement of carpet in raised area by windows	$ 15,000	$ -	0%	Scheduled
Flooring	Ruth King	Remove carpet in 1003 and replace with marmoleum	$ 18,000	$ -	0%	Scheduled
Flooring	Sangster	Remove carpet in 1007 and replace with marmoleum	$ 18,000	$ -	0%	Scheduled
Flooring	Wishart	Remove carpet in 1056 and replace with marmoleum	$ 18,000	$ -	0%	Scheduled
Flooring	Sooke	Library flooring replacement (carpet tile)	$ 18,000	$ 9,000	50%	
Electrical Upgrades	RBSS	Upgrade projector in conference room (IT to support with projector purchase)	$ 5,000	$ -	0%	Cancelled
Electrical Upgrades	Various	Projector upgrade of 50 projectors (IT to support with material costs)	$ 20,000	$ -	0%	
Electrical Upgrades	John Stubbs	Repair/replacement of automatic light switches throughout school (existing are failing/end of life)	$ 15,000	$ 5,000	33%	
Electrical Upgrades	Savory	Replace washroom light switches with keyed switches	$ 5,000	$ -	0%	
Electrical Upgrades	Spencer	Inner circle lighting replacement (summer 2022)	$ 70,000	$ 70,000	100%	
Drainage	Sangster	Exterior drainage upgrade phase 2 (fire lane and modular area)	$ 28,000	$ -	0%	
Door Replacements	Sooke	Exterior door replacements (5x)	$ 22,500	$ -	0%	
Parking Lot/Hard Surfaces	Willway	Parking lot upgrade/replacement of failing asphalt, new lines	$ 125,000	$ 120,000	96%	
Programs Total			**$ 502,500**	**$ 329,000**	**65%**	

PROJECTS			
Project Type	**Location**	**Description**	**Budget**
Additional Emergent Projects (using contingency - YTD costs as indicated above)			
Emergent	Sooke	FOB for storage area, for new WLEMS equipment storage	$ 300
IT Project	Lakewood	Upgrade 12 projectors to short throw	$ 3,500
Roll Over	Spencer	Data Cabling	$ 4,000
Roll Over	Dunsmuir	Data Cabling	$ 4,800
Emergent	Transportation	Power for exterior tent, and additional tent panel	$ 500
Health and Safety	EMCS	Eye wash station for science prep room	$ 1,500

Committee Info Note
Resources Committee Meeting
November 15, 2022
Agenda Item: 4.1.2 Q1 Financial Forecast

Background

- After completion of the first quarter (Q1), second quarter (Q2), and third quarter (Q3) of the fiscal year, staff complete a forecast of where we expect to finish the year financially

- Meeting with budget managers and departments, Finance completed the financial forecast for the current fiscal year with actual revenues and expenditures as at September 30, 2022 (Q1)

- Given the amount of time left in the year, there remains a significant number of outstanding items to be estimated which makes the forecasting process difficult to accurately estimate at this time

- As a result, the following is the District's best estimate of where we expect to end the year and these estimates will be revised as we work through the financial forecasts after the second and third quarters

- Historically, the Q1 forecasted ending reserve is understated and the District will typically end in a better financial position than what is stated during this initial forecast

Q1 Forecasted Year End Position

- Summaries based on revenues and expenditures by function (**Appendix A**) and expenditure type (**Appendix B**) have been provided for the Committee's review

- Staff have estimated that the District will end the fiscal year (June 30) with a potential accumulated surplus of **$3.217 m** or **2.27%** of total expenditures which is **$.387 m** in excess of the Board's financial reserve policy of 2%

- The anticipated year end surplus of $3.217 m is $708,646 more than the budgeted surplus

- Of the $708,646 variance from budget, $107,236 is anticipated to be structural savings whereas the remaining $601,410 are one-time savings

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Assumptions and Next Steps

- There are a number of assumptions used in this forecast that may impact the final numbers

- These assumptions include:
    o A Classroom Enhancement Fund (CEF) recovery of 173.9 FTEs
    o That there will be no impact from the Ministry's Salary Differential calculation
    o There will be a benefit holiday received this fiscal year similar to the 2021/22 amount
    o The Ministry will fund the entire amount of enrolment growth
    o All other budget items will come in as forecasted

- Next steps include completing the Q2 Forecast in February at which time more of the variables will be known (CEF recovery, Salary Differential, February enrolment and actual staffing)

- The Q2 Forecast will be used to draft the District's Amended Budget for the Board's consideration

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Appendix A
School District Six Two
Summary of Q1 Forecast by Financial Statement Function

	BUDGET	Q1 FORECAST	VARIANCE	
Revenues				
Provincial Grants			-	
Ministry of Education	127,668,989	130,586,738	(2,917,749)	SEPT ENROL INCREASE = $2.8M; FEB ENROL = $0.1M
Municipal Grants Spent on Sites			-	
Tuition	6,899,749	6,183,556	716,193	INT'L ENROL UNDER BUDGET BY 8 FTE (242 FTE vs BUDGET 250 FTE)
Other Revenue	933,065	1,038,830	(105,765)	ADD'L CROSSING GUARD REVENUES ($45K) & TRANSPORT SAFETY FEES ($67K)
Rentals and Leases	502,500	541,355	(38,855)	
Investment Income	353,875	775,355	(421,480)	SEPT INTEREST RATE = 3.75%; SEPT 2021 RATE = 0.95%
Total Revenue	**136,358,178**	**139,125,834**	**(2,767,656)**	
Expenses				
Instruction	117,234,726	118,063,020	(828,295)	BENEFITS & EA STAFFING = $1.45M; OFFSET BY INT'L SAVINGS OF $0.65M
District Administration	6,454,277	6,504,699	(50,422)	
Operations and Maintenance	12,259,573	12,444,660	(185,087)	INFLATIONARY PRESSURES FOR FACILITIES SUPPL/SERV
Transportation and Housing	2,937,422	3,753,696	(816,274)	3 ADD'L ROUTES ($280K); FUEL ($370K); SAFETY ($67K)
Total Expense	**138,885,998**	**140,766,076**	**(1,880,078)**	
Net Revenue (Expense)	(2,527,820)	(1,640,241)	(887,579)	
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	(540,268)	(719,201)	178,933	ELECTRIC BUSES ($220K)
Surplus (Deficit), for the year	**(3,068,088)**	**(2,359,442)**	**(708,646)**	
Total Reserve as at June 30 2022	5,576,128	5,576,128	-	
Operating Surplus (Deficit) for the year	(3,068,088)	(2,359,442)	(708,646)	
Total Reserve as at June 30 2023	2,508,040	3,216,686	(708,646)	
Reserve % of Total Expenditures as at June 30 2023	1.80%	2.27%		

Appendix B
School District Six Two
Summary of Q1 Forecast by Financial Statement Expenditure Type

	BUDGET	Q1 FORECAST	VARIANCE	
SALARIES				
TEACHERS	52,869,698	51,394,424	1,475,274	INCREASED CEF SPF ALLOCATION AND HIRING LAG
PVP	9,366,175	9,226,315	139,860	
EA	12,648,457	13,435,692	(787,235)	ADD'L EA STAFFING TO ADDRESS ENROL INCREASE
SUPPORT STAFF	13,467,236	13,171,141	296,095	CUSTODIAL ($175K) & MAINTENANCE ($160K)
OTHER PROF	4,923,920	5,113,589	(189,669)	IT DEPT & IES DEPT STAFFING
SUBSTITUTES	5,195,989	5,666,964	(470,975)	TOC, CUSTODIAL, BUS DRIVER REPLACEMENTS
TOTAL SALARIES	98,471,475	98,008,125	463,350	
EMPLOYEE BENEFITS	24,150,513	25,947,306	(1,796,793)	EMPLOYEE FUTURE BENEFITS ($800K), TEACHERS ($765K); & TOC ($100K)
SERVICES AND SUPPLIES				
SERVICES	7,433,314	7,219,168	214,146	INT'L PROGRAM SAVINGS = $530K; FACILITIES PRESSURE = $195K
STUDENT TRANSPORTATION		-	-	
PROFESSIONAL DEVELOPMENT AND TRAVEL	908,443	939,395	(30,952)	
RENTALS AND LEASES	364,891	407,961	(43,070)	
DUES AND FEES	167,156	175,320	(8,164)	
INSURANCE	467,651	475,878	(8,227)	
SUPPLIES	5,115,911	5,746,566	(630,655)	TRANPORT FUEL ($370K) & TRANSPORT SAFETY ($67K)
UTILITIES	1,780,844	1,837,757	(56,913)	
BAD DEBT	25,800	8,600	17,200	
TOTAL SERVICES AND SUPPLIES	16,264,010	16,810,645	(546,635)	
TOTAL OPERATING EXPENSE	138,885,998	140,766,076	(1,880,078)	
TANGIBLE CAPITAL ASSETS PURCHASED	540,268	719,201	(178,933)	ELECTRIC BUSES ($220K)

Committee Info Note
Resources Committee Meeting
November 15, 2022
Agenda Item: 4.2 – Amended Budget Impacts & Process

Background

- As part of the District's budget process (per attached), the School Act requires the District to have an Amended Budget approved by the Board, no later than the end of February of each fiscal year

- This second budget process provides an opportunity for the District to realign its budget with any significant changes that may occur from the first budget

- In the past, significant budget changes to the District have been as a result of changes to the Operating Grant (due to changes in enrolment and the salary differential), the Classroom Enhancement Fund (CEF) Grant, and District staffing

- Staff have completed the annual 1701 process by reporting to the Ministry the September enrolment figures which are used to determine the District's Operating Grant for the year

- The Ministry will be confirming the recalculated Operating Grant in December before the winter break

- Staff have also submitted to the Ministry its CEF Grant request

- The Ministry will either announce the final CEF Grant allocations for the year in December before the winter break or mid-January upon return from the winter break

- Using the Q2 Forecast to be completed in February, which includes the 1701 report and CEF request submissions, staff will create the Amended Budget for the Board to review and consider in February

Expenditure Plan and Next Steps

- In order to utilize the funding this fiscal, staff will be developing an expenditure plan for the $708,646 identified in the Q1 forecast to be included in the Amended Budget

- This plan will be both structural and one-time expenditure options to address the needs of the District

- The potential pressures that staff have identified include portables and electric buses

- Staff will present options to the Committee in December to address these and other pressures with consideration of the 3-Year Budget

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Initial Budget (June 2022)

- 1701 Actual Count
- CEF submission
- Q1 expenditure plan of $708,646

Amended Budget (February 2023)

Budget Process

WE ARE HERE

June – Prelim Budget	Sept – 2021/22 Carry FWD	Oct to Feb – Amended Budget	Feb to April 2023 – Next Year's Budget

	A	B	C = A+B		D	E = C+D	F	G = E+F
	2022/23 PRELIM BUDGET	2021/22 CARRY FWD	2022/23 CURRENT BUDGET		2022/23 1701 COUNT & OTHER CHANGES	2022/23 AMENDED BUDGET	2023/24 CHANGES	2023/24 PRELIM BUDGET
Total Revenue	136,305,678	52,500	136,358,178					
Total Expenditures	137,328,912	2,097,354	139,426,266					
Surplus (Deficit), for the year	(1,023,234)	(2,044,854)	(3,068,088)		-	-	-	-
Total Reserve as at June 30 2022	3,371,116		5,576,128					
Surplus (Deficit), for the year	(1,023,234)	(2,044,854)	(3,068,088)					
Total Reserve as at June 30 2023	2,347,882	(2,044,854)	2,508,040		-	-	-	-

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Committee Info Note
Resource Committee Meeting
November 15, 2022
Agenda Item: 4.3 Catchment Review Update

Background

As of September 2022, the District implemented new catchment boundary changes that were recommended and passed at a Board meeting in January 2021.

The boundaries indicated below have emerged as areas for reconsidered by the Catchment Consultation Group and ultimately the Board of Education:

- Revisiting the boundary changes to Crystal View, which currently have Belmont Park families attending Colwood as part of their revised catchment boundary.
- Review the current boundary for East Sooke. They are currently in the Saseenos catchment.

Current Context

BELMONT PARK FAMILIES
Crystal View families living in the Belmont Park area were thought to attend Colwood as there was a move in the Colwood boundary that would allow for the transition of the Belmont Park families to enroll at Colwood.

Throughout the School Change Process families were given an opportunity to continue at their current school, which would now be out of catchment, with the understanding that their child would not receive bus transportation.
- This resulted in many Colwood students (who would now be in the new David Cameron catchment) requesting to stay at Colwood.
- The Belmont Park families felt that they were not given significant notice and the District afforded them 1 year of bus service to CV.
  - This resulted in most families requesting that they stay at CV for the year.
  - This also resulted in no bus service needed for the Colwood school (which currently does not have a bus service to the school).

EAST SOOKE FAMILIES

East Sooke consideration of attending Saseenos or Hans Helgesen.
- Hans Helgesen and Saseenos are both at capacity with their current catchment lines. A change would mean that one of the schools would have space and the other school would need to send students to an overflow school.

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- The data shows that out of 74 K-5 students in the East Sooke area, 65% of the students attend Saseenos. 20 % of the students in this catchment attend Hans Helgesen and 15% attend other district schools.
- The students in this East Sooke/Saseenos catchment receive bus transportation to and from school.
- Families who choose to request a school change to Hans Helgesen are considered in accordance with the Registration Priorities.
- The students who request a school change and are accepted into their out of catchment school are responsible for their own transportation to and from school.

Proposed Changes

BELMONT PARK

- Boundary change as of September 2022   - Reverted boundary changes for September 2023
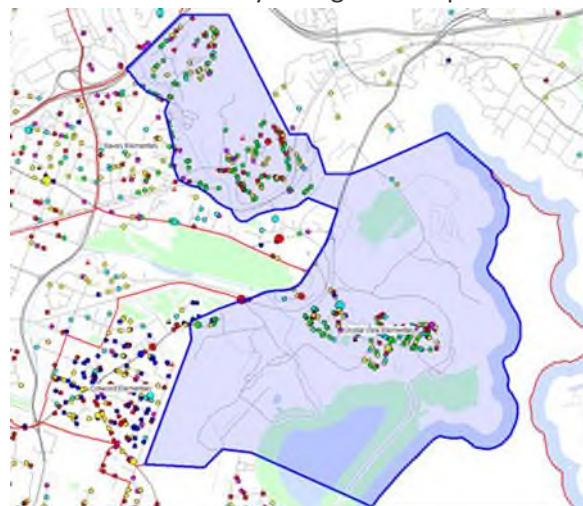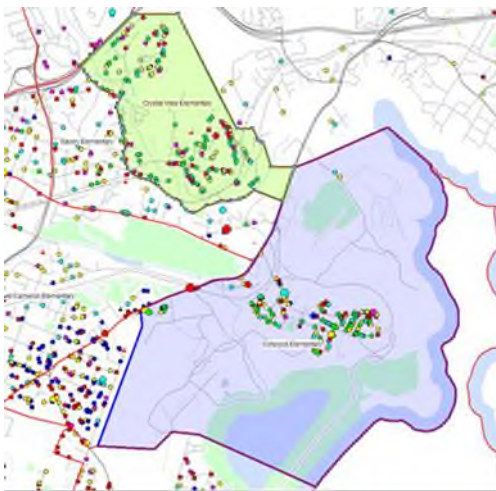
Retain change in the west section of Royal Roads to Colwood

- Consider reverting the change of boundaries for Belmont Park families to continue to be bussed and attend Crystal View.

EAST SOOKE

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- Retain the catchment area currently in place. This allows for space in both Saseenos and Hans Helgesen schools.

NEXT STEPS

- Receive feedback through the Resources Committee.
- Share the committee recommendations with the impacted communities and solicit any additional feedback.
- Bring a final recommendation to the Board of Education in December after considering all feedback.

School District #62 (Sooke)

	No.: F-502
SCHOOL CATCHMENT AREAS AND STUDENT PLACEMENT	Effective: Oct. 13/81 Revised: June 9/87; Feb. 28/06; Sept. 27/22 Reviewed: June 7/22; June 28/22; Sept. 27/22

SCHOOL BOARD POLICY

Recognizing the constraints of transportation, programs and facilities, the Board of Education will establish school catchment areas for the purpose of student attendance, and may adjust these from time to time as necessary. School catchment areas are available from the district web site (www.sd62.bc.ca).

The Board recognizes that special programs, family arrangements, course requirements, parent/student preference and perhaps other circumstances will lead to requests for some students to enroll in a school other than the one in whose catchment area they reside. In general, and within the constraints noted above, the Board supports a "flexible boundary" system reflective of student choice, as far as it is practicable in a rapidly expanding area.

The Superintendent of Schools shall develop procedures for dealing with school change requests (SCRs), and shall outline these procedures in Administrative Regulations. Approval of requests shall follow these guidelines.

A.   Program Related Requests

If the district recommends that the student enroll in a program which is only available in another school, approval of the request shall be automatic. Family-initiated requests to change schools where the neighbourhood school does not offer that course or programme required by the student shall be approved if space is available.

B.   General Requests

1.   The receiving principal must be satisfied that there is adequate accommodation at the appropriate grade level in the requested school.
2.   The parent/guardian assumes responsibility for transportation if the situation does not meet the requirements of Board policy on student transportation.
3.   Efforts shall be made by the District office to resolve any difficulties between home and school which may have given rise to the school change request.

Statutory References:
British Columbia *School Act*: Sections 2, 3 and 74.1

District Policy:
Policy and Regulations F-100 – Transportation
Policy C-350 – Parent-Student Appeals

School District #62 (Sooke)

	No.: F-502
SCHOOL CATCHMENT AREAS AND STUDENT PLACEMENT	Effective: Feb. 28/06 Revised: Sept. 24/13; Oct. 2/18; Sept. 27/22 Reviewed: Oct. 2/18; June 7/22; June 28/22; Sept. 27/22

ADMINISTRATIVE REGULATIONS

Student Placement:

1. The Board will make available an educational program to all persons of school age in British Columbia who enroll in the district in alignment with the *School Act*.

2. The Board may assign and reassign students to specific schools.

3. The Board may, in accordance with any terms and conditions specified by the Board, permit a person who is older than school age to attend an educational program or to enroll and receive instruction in an educational program sufficient to meet the general requirements for graduation.

4. For each school year, the Superintendent or designate may establish a date by which an application to enroll a person in an educational program must be received by the Superintendent or designate for the purposes of this policy. The Superintendent may establish different dates for different grades, educational programs, or schools, based on the categories of catchment area, non-catchment area and non-school district.

5. Parents requesting a change of school for their child will be required to complete a school change form (SCR) available from schools or from the District Web site (www.sd62.bc.ca.)

6. Prior to confirming school change requests, the receiving principal shall:

    a. consult with the principal of the school being requested.

    b. be satisfied that the student can be properly accommodated in the grade and/or program.

    c. be satisfied that sufficient space will remain in the school to accept any new registrations from students' resident in the school's neighbourhood.

    d. Consult with the Associate Superintendent for their Family of Schools to determine any district priorities and for final approval.

7. If the Superintendent or designate determines that space and facilities are available at the school in which the educational program is made available, a person whose application was received by the Board by the date established is entitled to be considered for enrolment in that educational program in the following descending order of priority, as established by the *School Act*:

    a. A catchment area child who, in the previous school year, attended the school at which the educational program is made available.

    b. A catchment area child with siblings currently attending the school.

    c. A catchment area child.

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      d. A non-catchment area child.

          i. with siblings previously registered in the school.

         ii. who have Day Care arrangements in the school catchment area.

       iii. any other requests.

      e. A non-school district child.

8. If the Superintendent or designate determines that space and facilities are available at the school in which the educational program is made available, a child referred to in #7 is entitled to enroll in an educational program in priority to any other registering child whose application was received by the Board after the date established for applications.

9. If two or more persons have the same priority category, the persons have, as between themselves, priority according to the date and time established under the above process. The Board may choose to hold a "lottery" to determine registration for any priority category established in #7 so as to allow sufficient time for all children to be registered prior to the date set by the Board.

10. For students accepted to a school outside their own catchment area parents/guardians are to assume full responsibility for the transportation of the student to and from school and any related extra supervision requirements.

11. Once a transfer is granted, the student may not be able to return to the catchment area school during that school year.

12. The Board shall incur no additional costs as a result of the approval of any transfer application.

School Catchment Areas:

13. Each school, with the exception of, Juan de Fuca Distributed Learning (JDFL), BYTE and District Academy Programs, shall have a designated catchment area. Additionally, each school offering French Immersion programing shall have defined catchment areas specific to the program. Schools with multiple programs may also have specific catchment areas.

14. Boundary areas for catchments will be reviewed by the Board as required. The review process will include broad consultation with affected families and school communities.

15. For the purposes of this policy, a person's catchment area is determined by their residency as of the date that application to enroll is submitted to the Superintendent or designate.

16. Recommendations for catchment boundary changes will be brought forward to the Board for a final decision.

17. Appeals of decisions made with regard to this policy are governed by Policy C-350 Parent/Student Appeals.

Committee Info Note
Resources Committee Meeting
November 15, 2022
Agenda Item 4.4: Digital Solutions Operational Plan

Purpose

- To introduce to the Resources committee the due diligence conducted on refreshing the Information Technology plan and rebranding to "Digital Solutions"

Background and Context

- The IT Operational Plan from 2018-2022 has been completed.
- We have been working to create a new four-year operating plan.
- Establishing resources needs to deliver on two core Strategic Plan Objectives:
    - Learning 2: To provide opportunities for learners to develop critical and creative thinking skills (and objectives L1, G3).
    - Growth 3: To embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources (and objectives L1, L2, E3, G1).

Proposal

From its legacy function of providing service support for school and department devices, IT is evolving to be the driving force behind the digital transformation required to keep up with district growth.

Reconfigure to provide the following core services:

    1) Digital Literacy
    2) Infrastructure and Tech Support
    3) Cyber Security and Privacy protection
    4) Data Analytics and Records Management
    5) Digital Integration- initiative oversight/process automation

The Request of the Resources Committee

We want to ensure Alignment, Coherence, Efficacy and Risk Management in all we do as we move to digital and automated modes of learning and working.

- Do the rebranding and proposed reconfiguration make sense?
- What additional services and standards do you want to see included in the budget process?

Respectfully submitted,

Farzaan Nusserwanji
Chief Information Officer and
Executive Director – Information Technology

Intro to Digital Solutions

Purpose

- The IT Operational Plan from 2018-2022 has been completed.

- We have been working to create a new four-year operating plan.

- The purpose of this presentation is to introduce the direction we are headed and solicit input…

Context: What skills do students need for the future?

- Over 70% of the jobs that people do today did not exist 50 years ago

- 85% of job types that will exist in 2030 don't yet exist.

- 65% of primary school entrants will work in professions that don't exist yet.
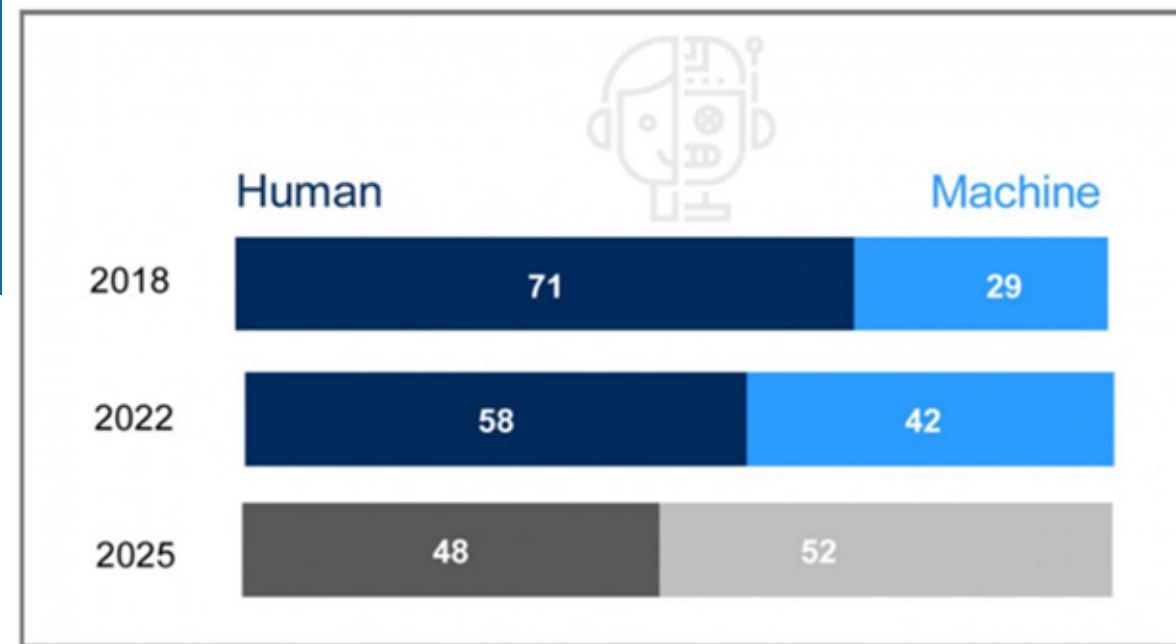

These are 5 skills kids will need in the future
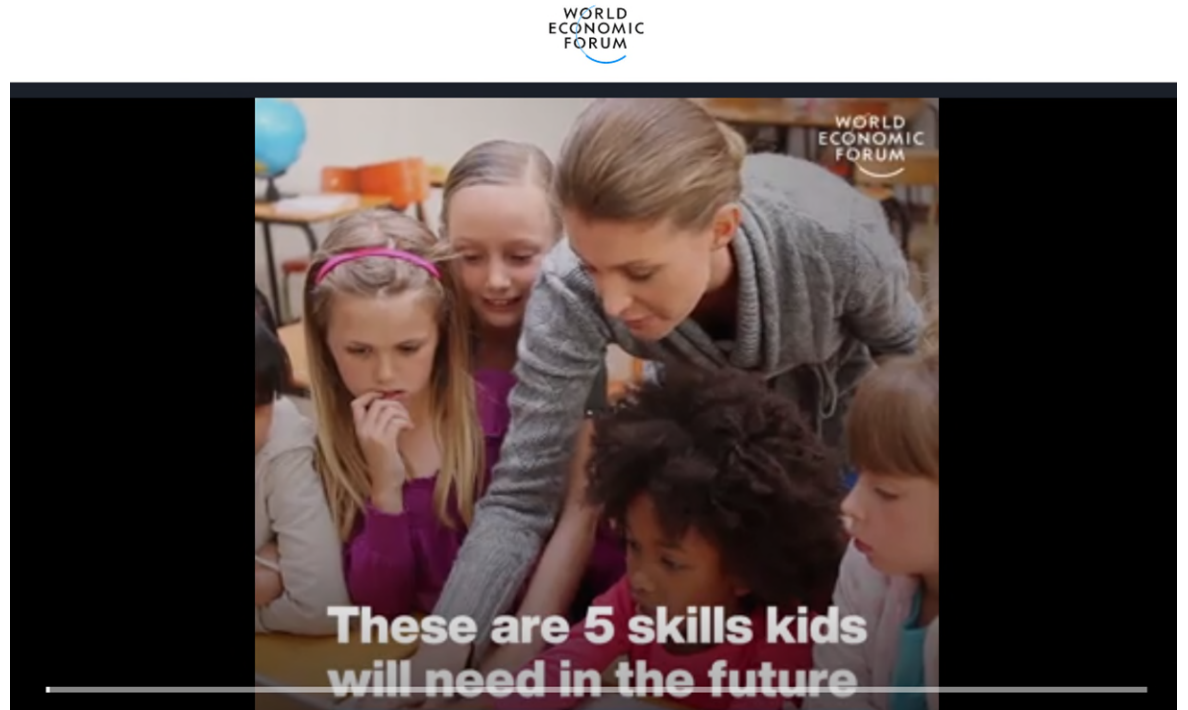
- [5 Skills Kids Will Need In The Future | World Economic Forum (weforum.org)](https://weforum.org)

Division of Labor is shifting fast....

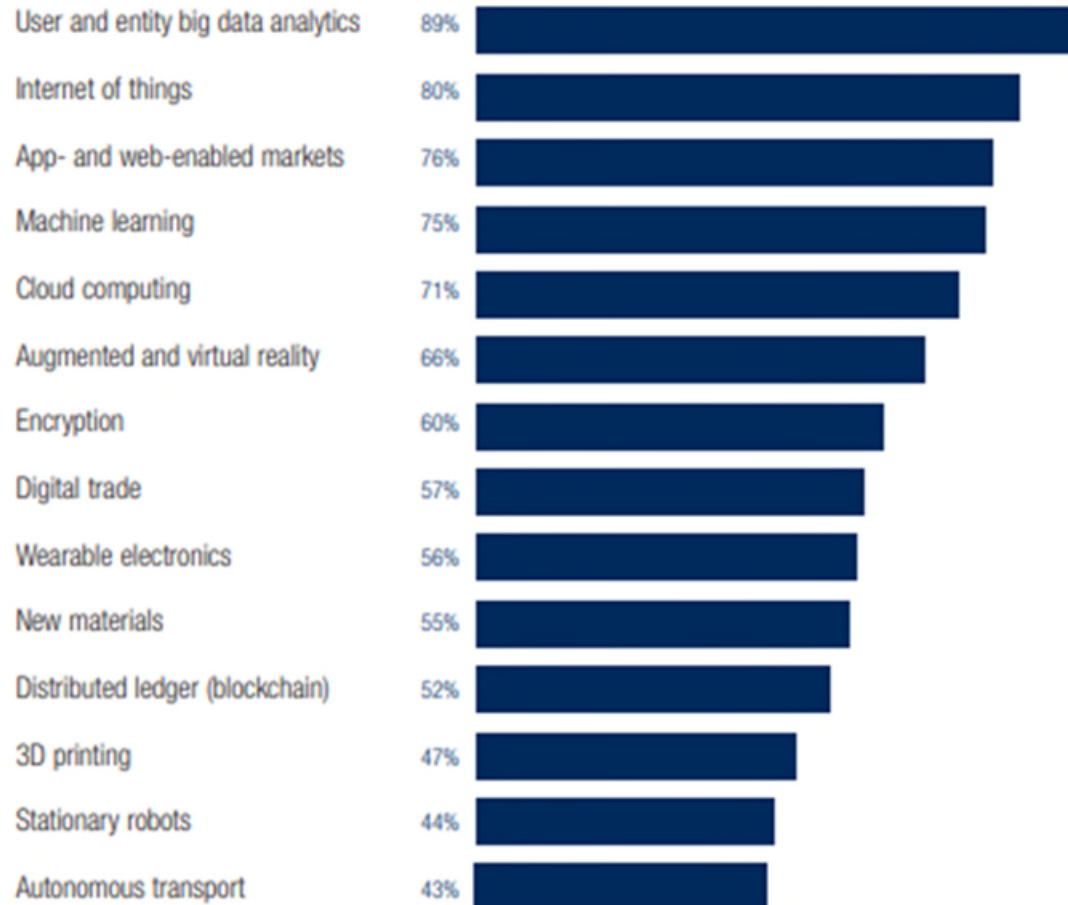Source: World Economic Forum Future of Jobs Report,

Canadian survey of employers:

- Accelerate digitalization of work processes (e.g. digital tools) (84%)
- Look to automate tasks (84%)
- Provide opportunities to work remotely (83%)
- Hire trained skills/up-skill (81%)
- Accelerate digitalization and internal training to upskill/re-skill (78%)
- Outsource/Restructure/Transfer work (65%)

Technologies to watch..

Technology adoption

Technology	%
User and entity big data analytics	89%
Internet of things	80%
App- and web-enabled markets	76%
Machine learning	75%
Cloud computing	71%
Augmented and virtual reality	66%
Encryption	60%
Digital trade	57%
Wearable electronics	56%
New materials	55%
Distributed ledger (blockchain)	52%
3D printing	47%
Stationary robots	44%
Autonomous transport	43%

How is SD62 responding?

Digital Transformation
Enrolment growth driving the ongoing need for better insights, scalability to support student success, staff and community engagement

Operating Model Shift
Expanding services to improve capacity for staff through enhanced services and solutions, will allow our schools and departments to focus on student learning and administrative operations.

Benefits
Digital Literacy for staff and students, Innovation, reducing manual work, Cyber Security and Risk management, Cross-functional teamwork, Fiscal responsibility

SD62 Digital Solutions

Strategic Plan Objectives:

Learning 2: To provide opportunities for learners to develop critical and creative thinking skills (and objectives L1, G3)

Growth 3: To embrace digital technologies and manage increasing complexity by leveraging the strategic use of resources (and objectives L1, L2, E3, G1)

Strong support from PVP & Leadership for the new direction of rebranding "IT" to reflect a new purpose in supporting Student Success and Growth

Re-configuring to provide Services and Solutions for:

1) Digital Literacy
2) Infrastructure and Tech Support
3) Cyber Security and Privacy protection
4) Data Analytics and Records Management
5) Digital Integration- initiative oversight/process automation

4-5 Year Target State

Services	Target
Digital Literacy	• Digital Literacy – exploring how pedagogy is improved through technology • Supports for Ed Tech Learning, Training, Cyber safety, Privacy, etc. with an emphasis on student success.
Infrastructure & Tech Support	• Develop self-reliance within schools. • Provide core infrastructure and service desk support and refresh end-user devices
Cyber Security and Privacy	• Establish and implement policy & standards, and security controls, Provide training. • Accountable Executives for each application system and associated security and privacy controls.
Data Analytics & Records	• Data quality dashboards and reports for schools/depts • Data quality, records retention, and file storage have central oversight, alignment and training
Digital Integration	• Digital Advisory Committee and Board Oversight in place • Data and processes are integrated, secured and unified.

Sample of needs to be prioritized over the next four years….

Learning enabled by Digital Literacy & training on existing tools and classroom supports	Engagement can be improved with inclusive, collaborative processes and practices	Accommodating Growth requires Operational Efficiency and automation in processes
 • Refresh End User Devices and classroom packages • Refresh Data Center and Server/network infrastructure in keeping with security, risk and functional needs (WAPs, NGN, Firewalls, Switches, Servers) • MyEd support	• Enrolment Projections • Student Data Management • Student Success Metrics • Continue to provide excellence in 1st line support via IT Service Desk for end-users (myEd, Email, troubleshooting, etc.) • Continue to provide support for 1701, SADE/TRAX, Surveys/Student Success Dashboards/Enrolment projections,	• Staffing Allocation System, Baragar • Lockers system • Registration System • Parent Portal • Follett • Comms Tools (Appazur, School Messenger, Engage, One drive, etc.) • Prismatic • Recruiting & Onboarding automation
Unfunded/Decentralized • Promote Digital Literacy and pedagogical use of technology in the classroom with emphasis on Curricular and Inclusion objectives • Department staff Laptops/Docks/Monitors • Teaching staff below 0.4 FTE • CUPE devices (SEFs, EAs, Custodians, etc.) • Replace Smartboards/VOIP/PA Systems • Student devices (iPads/Labs/Chromebook) • New Divisions & Growth of staff • Spaces, MyBlueprint • Over 500 + Apps	Unfunded/Decentralized • FOIPPA • Cyber Security & Risk Management • Records Management • Digital Governance • BCP Policy and Management • Process Library and Maps for key processes • Social Media & Communications support • Salto integration with Atrieve (Key Cards/Fobs) • Training /Training/Training	Unfunded/Decentralized • Performance Management automation • Digitization of paper records (HR/Finance/Board/Schools) • Financial process automation (A/P) • Financial Controls for Staffing • Budget Planning Automation • Budget Management Automation • VTRA, Online forms • IES Digitization of Whitefiles • IST Screening and workflow (complex forms) • Facilities Work Order system

Included in the current funding technology model (with exception of growth & inflation)	Not included in the current technology staffing/funding model

Resource needs that have been identified as input to the Budget

Services	Resource Needs
Digital Literacy	• Staffing, Training, Release time • CUPE and Teacher training
Infrastructure & Tech Support	• Teachers – School & District based (proposed 0.2 FTE and above) - laptop + dock station + doc camera • Approx. 250-300 lost/damaged laptops/per year • Clerical – SBO & School-based (laptop + dock + 1 monitor) • TTOC/Spares - 1:5 ratio for Schools • District-wide software solutions (MS Office, Follett, Baragar, School Messenger, etc. • Infrastructure hardware/software, servers, switches, networks • Projectors & WAPs for each classroom/learning space (refresh every 7 years • Staffing on a 1:1000 student ratio
Cyber Security and Privacy	• Manager, Cyber Security and Privacy • Security Awareness Training – software and release time • Encrypted file-sharing capability for sensitive data • Software for log management and event correlation, Proofpoint, MDM, SIEM/SOAR, and other technologies recommended in the internal audit report • Periodic Vulnerability Assessments, "Ethical hacking" and Cyber maturity studies as recommended in the internal audit report • Cyber Insurance and incident response service
Data Analytics & Records	• Data Analytics Manager and staff • Records Manager and staff • PowerBI • Records management and content management software
Digital Integration	• Project Management, Business Process Analysis, Forms and Application Development, • Software platforms as required for specific business and educational processes (HR, Finance, Payroll, Transportation, IES, NIE, etc)

We want to ensure Alignment, Coherence, Efficacy and Risk Management in all we do as we move to digital and automated modes of learning and working.

- Do the rebranding and proposed reconfiguration make sense?

- What additional services and standards do you want to see included in the budget process?