

Public Notice – Resources Committee Online Public Meeting

A public meeting of the Resources Committee for School District 62 (Sooke) **will be held on October 13, 2020 at 6:00 pm.**

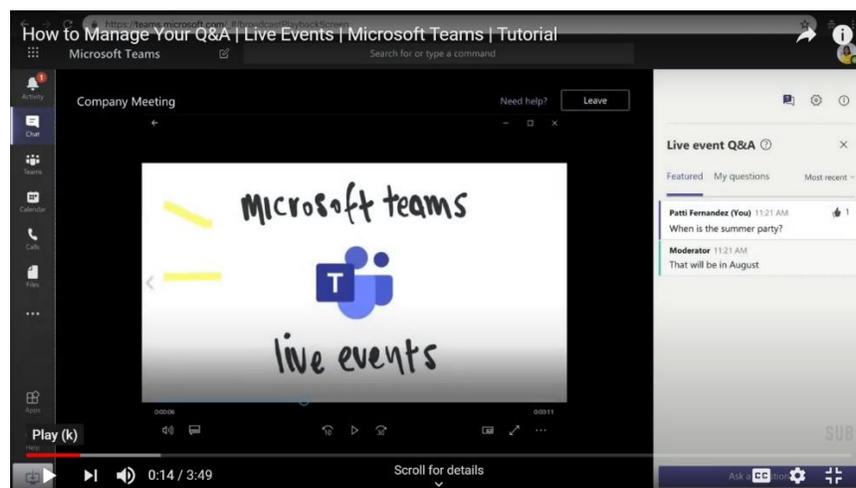
Requirements that limit the size of public gatherings due to the COVID-19 pandemic mean this meeting will proceed differently than they have in the past. The meeting will be conducted online via MS teams. We encourage members of the public to join the LIVE Event.

To participate in the meeting please click on this link: [ResourcesCommitteeMeeting-October-13](#)

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.



For those who are unable to join the meetings, they will be recorded and audio will be available upon request following the meeting by emailing kross@sd62.bc.ca.

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.



RESOURCES COMMITTEE
School Board Office
Via MS Teams Live
October 13, 2020 – 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, 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**
- 3. PRESENTATIONS (10 min.)**
- 4. NEW BUSINESS**
 - 4.1 Catchment Review Communication Plan – Scott Stinson/Windy Beadall
 - 4.2 Enrolment Update – Paul Block
 - 4.3 Transportation Model Review – Harold Cull
 - 4.4 Safe Return to School Grant Update – Harold Cull
 - 4.5 Facilities Plan – Harold Cull
- 5. ADJOURNMENT**
- 6. NEXT MEETING DATE:** November 10, 2020



Committee Report of Resources Committee Meeting via MS Teams September 15, 2020

Present:

- Bob Beckett, Trustee (Committee Chair)
- Wendy Hobbs, Trustee (Committee Member)
- Allison Watson, Trustee (Committee Member)
- Ravi Parmar, Trustee
- Margot Swinburnson, Trustee
- Krista Leakey, SPVPA
- Ed Berlando, STA
- Bruce Woodcock, CUPE
- Scott Stinson, Superintendent & CEO
- Harold Cull, Secretary Treasurer
- Windy Beadall, District Principal, Capital
- Stanley Joyce, IT
- Nicole Gestwa, IT

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 6:06 pm by the Committee Chair, Bob Beckett acknowledged 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 Committee Report for the August 26, 2020 Resources Committee Meeting was reviewed by the committee members.

3. PRESENTATIONS

There were no presentations.

4. NEW BUSINESS

4.1 Catchment Review – Windy Beadall

Scott Stinson and Windy Beadall updated the Resources Committee members on the catchment review process to date and provided two options for consideration. The Resources Committee discussed the two options and the impacts to the proposed catchment changes. Furthermore, they discussed future changes to catchment, as additional schools are built. In conclusion, the Resources Committee

supported the two options moving forward to the Board of Education prior to public consultation. It was also noted that a communications plan is necessary as the consultation process moves forward.

4.2 Royal Bay Expansion Update – Windy Beadall

Windy Beadall updated the Resources Committee members on the completion of the Royal Bay Expansion Project, and provided some pictures of the completed wing. The school successfully opened on Monday with a capacity for 1,400 students.

4.3 Transportation – Harold Cull

Staff provided a summary of the improvements and challenges of the first few days of transportation. The Resource Committee thanked members of the transportation department for their hard work and continued dedication as well as parents and students for their patience.

4.4 Safe Return to School Funding – Harold Cull

Harold Cull provided an overview of the Safe Return to School Funding that the District received from the Ministry of Education and federal government. Potential uses for the funding include: staffing; learning resources; training; and equipment.

5. **ADJOURNMENT AND NEXT MEETING DATE:** October 13, 2020



Committee Info Note Resource Committee Meeting October 13, 2020

Agenda Item: 4.1 – Catchment Review Communications Plan

Background

- Further to the presentation made at the September Resource Committee meeting on the Catchment Review process, staff would like to propose the following Communications Plan for the review as attached and summarized below
- The purpose of the Communications Plan is to simplify a complex issue and to provide all stakeholders with the proposed changes being contemplated for the catchment boundaries
- Staff are aware of the importance of having a strong communications roll out of the proposed catchment boundaries as these changes will impact a large number of families and staff
- The Plan is focused on the primary audience (staff and parents) but also addresses our secondary audience of students and the public
- The four main goals of the Plan are to:
 - 1) Clearly inform parents and staff of the proposed changes;
 - 2) Engage with parents and staff to collect valuable input and insight;
 - 3) Reassure parents that their student's seat in their existing catchment is safe; and
 - 4) Support the Board in answering questions from our stakeholders.

Communication Plan / Next Steps

October 8	Presentation to the District Leadership Team
October 6 to 27	PVP present plans to their staff and PACs
October 28	Town Hall Meeting via MS Teams @ 6:30 pm
October 18 to November 13	Thought Exchange launched after Town Hall meeting
December 15	Board decides on catchment lines based on community input
January 2021	Public is informed of the revised catchment boundaries

Catchment Review – Catch 62

COMMUNICATIONS PLAN

PURPOSE

This communications plan is intended to provide information to staff, families and the community at large about the proposed changes to SD62 school catchment areas, creation of new catchment areas and the relocation of French Immersion. This plan will guide the District on how best to unveil these plans internally and externally.

BACKGROUND

With the opening of two new schools (Pexsisen Elementary and Centre Mountain Lellum Middle), SD62 needs to shift its students in order to both populate the new schools and create space for more students at other schools. Presentations of the proposed changes will first be shown to staff, followed by parent advisory committees, families and the general public. It is expected that most inquiries will be centered around parents wishing to keep the same school for their children (current and incoming), the relocation of the French Immersion program and the move of Belmont Park students from Crystal View to Colwood. The hope is to gain parent and staff buy in, not create variations of the plan based on the public's many specifications.

AUDIENCE

Primary: Staff & Parents

Secondary: Students & Public

GOALS & OBJECTIVES

There are four main goals of this communications plan:

1. Clearly inform parents of the proposed changes
2. Engage with parents to collect valuable input and insight
3. Reassure parents who would be in a new catchment that their seat in their current school is safe.
4. Provide support for the Board of Education when it comes to answering questions from families and staff.

Objective

As face-to-face engagement opportunities with parents are not possible, SD62 will need to come up with a way in which parents feel like they have been clearly informed and have a space to provide input. It also supports the Board of Education and places them at the forefront to parents, staff and the general public.

1. Provide a clear plan for parents and staff.
2. Create two-way communication opportunities between the Board of Education with all District audiences.
3. Create information for staff ahead of time to help answer questions as well as a FAQ for parents.

KEY MESSAGES

- SD62 aims to minimize disruption to student learning.
- Students will have the opportunity to stay in their current school until they age-out.
- Current students will have admission priority over new students into the school.
- Two new schools equals two new catchment boundaries.
- New catchments will help to balance out the number of students in a school.
- Creates cohesive school communities around catchment schools.
- Creating community within proximity.
- SD62 continues to value and manage programs of choice so that they are running at their highest levels.
- The French Immersion program is not changing, only relocating.

Engagement Platforms

- Staff and PAC meetings with Power Point presentations and question periods
- Thought Exchange for dialogue between parents and SD62.
- Email
- Social media
- District and school websites
- Virtual Forums/Town Hall meeting, including Q&A

STRATEGY

Tactic	Timeline
Windy to create PPT presentation “Catch 62” and present to consultation group for feedback.	Last week of September
Catch 62 presentation sent to schools to present at Staff meetings and PAC meetings.	First week of October
PVP present changes to staff and PAC meetings.	Oct. 6 - 27
Catch 62 presentation presented to Leadership Meeting	October 8, 1 p.m.
Windy to present Catch 62 to Board at Resource Committee meeting	October 13
Catch 62 presentation and FAQ added to “District Growth” section of website.	October 14

News item created on SD62 website and Engage.	October 14
Catch 62 presentation mentions in social media. Direct people to the District Growth section.	October 15
Draft letter to parents informing of catchment review, presentation, submitting questions, Townhall and ThoughtExchange	October 16
Send out letter above to schools (pass to employees) and to families, post on school websites.	October 20
Send out reminder to parents about Townhall	October 26
Post ThoughtExchange	October 28
Scott to present Townhall Meeting.	6:30 p.m., October 28
Thought Exchange live	October 28
Parents, staff and community submit input on Thought Exchange.	October 28
Parents and community contribute to ThoughtExchange	October 28 – November 13, 5 p.m.
Reminders for people to participate via social media	October 28 – November 13
Thought Exchange closes	November 13, 5:30 p.m.
Input gathered and put into “what we heard” one-pager for parents & community	November 23-27
Information presented to Board of Education	December 15
Conclusion and information posted on “District Growth” section and parents informed.	December ?

FAQ

1. Why is SD62 conducting a catchment review?
2. When will all of these changes take place?
3. Can my child stay in their current school even though we will be in a different catchment after the changes?
4. I already have a child in the school. Can my younger child attend the same school when they go to kindergarten?
5. When can I request for my child to remain in their current school?
6. When can I put in a school change request for my child who will be entering kindergarten?
7. Why is SD62 moving French Immersion from Millstream to Crystal View?
8. Why isn't a French Immersion program going to be added to Pexsisen or Centre Mountain Lellum?
9. Why will the French Immersion transition over to Royal Bay from Belmont?
10. Why isn't SD62 moving more students out of the Happy Valley catchment?
11. Why aren't the catchment boundaries in Milnes Landing changing?

Committee Info Note

Resource Committee Meeting

October 13, 2020

Agenda Item: 4.2 – Enrolment Update

Background

- Staff are in the process of finalizing the actual enrolment for September 2020 through the 1701 process – **it is expected the final numbers will be confirmed during the week of October 13th**
- The Committee may remember that the annual budget is based on an estimate of enrolment that is created in February
- Once the school year starts in September, actual enrolment is confirmed and the budget amounts are then adjusted to reflect the actual enrolment numbers

Actual vs. Budget Amounts

- At a summary level, the actual vs. budget amounts can be reflected as (school by school details attached):

Level	Budget	Actual	Variance
Elementary	5,290	5,193	(97)
Middle	2,607	2,525	(82)
Secondary	3,216	3,229	13
K-12 Subtotal	11,113	10,947	(166)
Alternate	423	350	(73)
District Total	11,536	11,297	239

- As noted above, the enrolment numbers are still fluid and will be finalized shortly
- The K-12 numbers are relatively static with the largest potential change happening on the Alternate line as Distributed Learning courses are activated and counted in our enrolment numbers

- Based on the October 8th enrolment snapshot above, the District is looking at a funding shortfall of:

Level	Shortfall
K-12	\$1.256 m
Alternate	\$.508 m
District Total	\$1.764 m

- Staff are confident that Distributed Learning courses will continue to be added and will offset the \$.508 m pressure in the Alternate program and may also cut into the K-12 shortfall
- Staff have developed a plan to address the residual shortfall while minimizing impacts to the system:
 - Utilizing greater than budgeted International Program FTEs as the borders to international students open up on October 20th – upwards of 90 FTEs & \$1.000 m
 - Reduce staffing at secondary due to less than budgeted enrolment levels
 - Review supply budgets that have been supported by grant funding
- These residual changes to staffing/supplies should have minimal effect and **will keep additional resources**, due to lower than budgeted enrolment, in the system and supporting students during the pandemic

Enrolment Update - October 8, 2020		2020/21 Budget	8-Oct Actual	Variance		
Sooke School District 1701						
Elementary	Colwood	192	176.00	(16.00)		
Elementary	Crystal View	253	251.05	(1.95)		
Elementary	David Cameron	390	384.00	(6.00)		
Elementary	Hans Helgesen	201	195.05	(5.95)		
Elementary	Happy Valley	435	431.00	(4.00)		
Elementary	John Muir	214	216.38	2.38		
Elementary	John Stubbs Elementary	513	520.00	7.00		
Elementary	Lakewood	444	449.00	5.00		
Elementary	Millstream (English)	152	276.00	124.00		
Elementary	Millstream (French Immersion)	153		(153.00)		
Elementary	Poirier (English)	124	385.05	261.05		
Elementary	Poirier (French Immersion)	249		(249.00)		
Elementary	Port Renfrew	20	18.00	(2.00)		
Elementary	Ruth King	310	320.05	10.05		
Elementary	Sangster	245	233.05	(11.95)		
Elementary	Saseenos	176	180.19	4.19		
Elementary	Savory	228	221.00	(7.00)		
Elementary	Sooke	319	288.19	(30.81)		
Elementary	Willway	214	206.00	(8.00)		
Elementary	Wishart	458	443.00	(15.00)		
Totals:		5,290	5,193.01	(96.99)		
Middle	Dunsmuir	877	865.05	(11.95)		
Middle	John Stubbs Middle	309	299.00	(10.00)		
Middle	Journey	544	523.00	(21.00)		
Middle	Journey			-		
Middle	Spencer	877	838.05	(38.95)		
Totals:		2,607	2,525.10	(81.90)		
Secondary	Belmont (English)	1,326	1,401.05	75.05		
Secondary	Belmont (French Immersion)			-		
Secondary	Edward Milne	665	625.75	(39.25)		
Secondary	Royal Bay	1,225	1,201.98	(23.02)		
Totals:		3,216	3,228.78	12.78		
District Totals:		11,113	10,946.89	(166.11)	2.30%	(1,255,792)
Alternate	Byte	240	209.00	(31.00)		(234,360)
Alternate	JDF	155	125.81	(29.19)		(178,059)
Alternate	Westshore	28	15.50	(12.50)		(94,500)
Totals:		423	350.31	(72.69)		
District Totals:		11,536	11,297.20	(238.80)		(1,762,711)

Committee Info Note
Resource Committee Meeting
October 13, 2020
Agenda Item: 4.3 – Transportation Model Review

Background

- There have been a number of transportation challenges, as highlighted at the September Resource Committee meeting, during this year’s school start up that have amplified the systematic issues
- The systematic issues causing the majority of these challenges can be summarized as:
 - Late and on-going registration of riders keeping routes and times in constant flux;
 - Too many riders for the amount of buses and drivers available resulting in long ride and wait times;
 - Riders registering for bussing without using the service leading to inefficient routes; and
 - Incorrect data in the student database being imported into the transportation system creating incorrect routes; and
- Back in 2017, the Board approved the following guiding principles for staff to manage the transportation system through:
 - 1) Transportation services will be provided;
 - 2) Funding levels will remain consistent and will increase with enrolment growth;
 - 3) Staff to utilize central drop off and pick up areas; and
 - 4) **Remaining system components to remain status quo**
- During the 19/20 school year, the Board gave staff the following direction regarding the review of the District’s transportation model:

From September 2019:

That the Board of Education of School District 62 (Sooke) direct the Resources Committee to bring forward a discussion of transportation needs for students and areas to be explored further by staff.

From May 2020:

That the Board of Education of School District 62 (Sooke) revisit the subject of a transportation administration fee, including the full public consultation process, in the Fall of 2020 leading into the budget process during the Winter of 2020.

- **Given the significant and ongoing challenges facing the transportation system, staff feel the 4th principle noted above needs to be reviewed and changes considered**
- As a result, staff will be collecting input from our stakeholders and will be presenting options for the Board to consider for potential changes to the District's transportation policy and regulation (F100) that was last updated in 2005
- The schedule for this review (consultation and policy debate) is noted at the end of this Info Note

Areas of Review

- To provide a direct correlation from the systematic challenges and to areas of review, staff will be looking at the following:
 - ✓ Defined Registration period
 - ✓ Service to Catchment Schools only
 - ✓ Update of and compliance with walk limits
 - ✓ Implementation of an administration fee
- The review will consist of a public Thought Exchange from October 14th to 27th as well as reaching out to other Districts in the Province providing transportation services
- The District's Thought Exchange on these issues will be coordinated with the Catchment Review consultation process in order to not overload parents with feedback requests

Defined Registration Period

- For last several years, the registration period was opened and closed in the spring allowing routes to be developed and communicated to parents prior to the end of the previous school year
- With the uncertainty around the start of this school year and the gradual return to the classroom, insufficient time was provided for the Transportation Department to plan and communicate the routes for 20/21
- It is felt that the District needs to get back to a predefined registration period that provides certainty to the system in the spring

- To gather input, staff will be asking:

1. SD62 is considering a defined registration window in early spring. Routes would then be created and route information sent to registrants before summer break. (Registrations can take place after the registration window, but will be subject to capacity/availability).

Q. Do you see any challenges with this approach?

Service to Catchment Schools Only

- The District's current routes in the Belmont and Royal Bay families can be summarized as coordinated chaos and crisscrossing from corner to corner
- These routes have been created and modified since 2015 when the two high schools were open
- Prior to this, the majority of routes used Belmont as a "transportation hub" to transfer students to out of catchment schools which allowed for some efficiencies
- These routes, although inefficient, support the District's vision of honouring student choice by transporting students to schools outside of their catchment areas
- This is less of an issue and the routes are much more efficient in the Milnes Landing family with only one middle and secondary school
- It should be noted the District receives a transportation grant from the Ministry of Education and in order to receive the grant, fees can't be charged to in-catchment students so there is a recognition at the Ministry level of the differences in riders
- Staff feel this option may provide the greatest impact on reducing the number of riders and thereby increasing service levels to the remaining riders
- To gather input, staff will be asking:

2. SD62 is considering offering school bus transportation to students within their catchment only. School bus transportation would not be available for a student who attends a school outside of their catchment. (French Immersion would be in the French Immersion catchment). BC Transit hub stations could be used for secondary school students who attend a school outside of their catchment school. They would have the option of taking SD62 school bus transportation to a BC Transit exchange to continue the remainder of the way on BC Transit.

Q. Do you support this change?

- In the current transportation regulation, the District has walk limits of 4 km for primary and 4.8 km for intermediate and graduation students
- These walk limits are not enforced
- Staff are cognizant that these limits are too far in today's society but would like to get input on smaller limits for the urban areas only of our District where other safe routes are available for students
- The length of the limits can be debated and staff would like to start with getting input on limits of 1 km for elementary students and 2 km from middle and secondary students
- The split between school level seems more applicable than the previous split of primary/intermediate
- Staff feel that the number of riders will be significantly reduced if walk limits are redefined and complied with
- To gather input, staff will be asking:

3. As in many other districts, SD62 is considering imposing walk limits. Students within these walk limits would not be eligible for school bus transportation. (Does not include students on our accessible buses). Elementary = 1 km radius of the school, Middle/Secondary = 2 km radius of the school.

Q. What are your thoughts on this proposed change?

Implementation of an Administration Fee

- Further to the direction provided by the Board at their May 2020 meeting, staff are now wanting to consult with the public on their thoughts of charging an administration fee of \$25/rider
- It is anticipated that this fee will remove those riders that register but do not utilize transportation services (ghost riders)
- The removal of these ghost riders from the system will allow for the routes to be modified and made more efficient (less ride and wait times)
- Drivers have noticed a greater amount of non-riders this year which is a result of the pandemic and the number of ghost riders
- To gather input, staff will be asking:

4. To help deter people from registering, but not using the system (“ghost riders”), SD62 is proposing a \$25 registration fee.

Q. Is this something you would be in agreement with?

Conclusion

- Over the next month, staff will reach out to our stakeholders with these questions to get their input
- Similar topics will be discussed with other Districts that provide transportation services in order to get a sense of what other Districts are doing
- Based on the input received, staff will review the existing transportation policy and regulation (F100) and will make recommendations to the Board for their consideration on changes based on the following timelines:

Meeting	Date	Action
Board of Education	October 27	Advise Board the review has been restarted and proposed approach
Resources Committee	November 10	Review feedback received and proposed policy & regulation changes
Education Policy	December 1	Present proposed policy and regulation changes for consideration
Board of Education	December 15	Consider changes & Notice of Motion (if supported by Ed Policy)
Education Policy	January 5	Review and feedback on proposed changes
Board of Education	January 26	Debate the revised Transportation Policy and Regulation (F100)

School District #62 (Sooke)

TRANSPORTATION	No.: F-100
	Effective: Sep. 22/81 Revised: Feb. 22/83; Oct. 22/83; May 23/89; Oct. 23/90; Jul. 6/05

SCHOOL BOARD POLICY

The School Act allows school districts to provide a school bus transportation system and to locally develop criteria for transporting students. The costs of these services are shared between the Ministry and the Board. The school district may determine a fee to help defray the cost of transportation. In addition, school districts may transport, at local expense, students who are not covered by Ministry guidelines.

The major aim of the school bus transportation system is to transport students safely, economically and in a manner which meets educational program requirements (school hours, special needs).

School District #62 (Sooke)

TRANSPORTATION	No.: F-100
	Effective: Sept. 22/81 Revised: Feb. 22/83; Oct. 22/83; May 23/89; Oct. 23/90; Jul. 5/05

ADMINISTRATIVE REGULATIONS**1. Student Walk Limits**

The Ministry of Education's guidelines for student walk limits are as follows:

Primary students: 4 km to or from school

Intermediate & Graduation students: 4.8 km to or from school

These limits are measured by the shortest possible road distance.

The walk limits from home also apply where a student is required to walk to a designated bus stop.

The Transportation Supervisor will determine who is eligible for school bus service.

2. Transportation of Riders

Riders will only be transported within the terms of Board policy. In determining whether a rider will be picked up, the following questions will apply:

- a) Can pickup be made without a route change?
- b) Can pickup be made without causing scheduling problems?
- c) Is there room on the bus?
- d) Is the stop at least one mile from the school?

3. Route and Schedule Changes

Proposed changes in routes or schedules, other than minor adjustments, shall be approved by the Secretary-Treasurer before being implemented. Where proposed changes would affect school arrival and departure times, the Secretary-Treasurer shall consult with the principal(s) involved and with the Superintendent of Schools before approval is given. Addition or deletion of routes requires the approval of the Secretary-Treasurer.

Route schedules will be sent to schools and registered riders when routes are completed each year. It is in the best interests of the district and the riders that passenger lists be kept as current as possible.

**Committee Info Note
Resource Committee Meeting
October 13, 2020
Agenda Item: 4.4 – Federal Funding Update**

Background

- Further to the Resource Committee meeting of September 15th, staff have continued to refine their estimates of the uses of the federal funding as part of the **Safe Return to School grant**
- The federal government has provided funding in the amount of \$2.000 b to support the safe return of students and staff to school with the Provincial share being \$242.000 m
- This funding will be received in two installments (September and January) and is required to be spent prior to the end of the school year
- The District has received \$2.088 m and can expect to receive up to an additional \$2.200 m for a total estimated allocation of **\$4.288 m**

Estimated Uses and Amounts

- Both the federal and provincial governments have indicated that there will be some flexibility on how districts can use the federal funding with a focus on the following areas:
 - Staffing
 - Learning Resources
 - Training
 - Equipment & Supplies
 - Before & After School Care
- Based on internal discussions and conversations with our stakeholders, staff are planning to utilize the federal funding in the following manner:

Areas	Details	Estimate (\$m)
Staffing	Remote teachers – 20 down to 15 for the 2 nd semester	\$1.675
	Non-enrolling teachers – DL, Counselling support, Hospital/Homebound, Academies	\$.285
	TTOC Replacement	\$.200
	School Engagement Facilitators (6)	\$.192
	Custodial, Bus Drivers. HVAC, MyEd Helpdesk, Lunchtime Supervisors, OH&S support	\$.828
Sub-total		\$3.180
Learning Resources	School Supply budgets	\$.100
	Technology	\$.140
Sub-total		\$.240
Training	Teachers & Support Staff	\$.070
Equipment	Heating, Ventilation & Air Conditioning (HVAC)	\$.650
	Custodial	\$.030
	Plexiglas	\$.040
	General Equipment Supplies	\$.150
	Furniture for remote learning (desks, chairs, headphones and dividers)	\$.045
	Temporary Storage	\$.126
Sub-total		\$1.041
Total		\$4.531

Note: The District also has set aside \$.275 m to address a safe return to school from the pandemic and this funding will be available if all of the \$4.531 m of expenditures noted above materializes

Committee Info Note

Resource Committee Meeting

October 13, 2020

Agenda Item: 4.5 – Facilities Plan

Background

- As part of the current Strategic Plan (G3/O1/C), staff have developed a draft Facilities Plan initially designed to fulfill the strategic direction of the District:
 - ✓ Ensure fair and equitable access to Capital & Maintenance funding for all District buildings; and
 - ✓ Provide leadership in environmental practices
- In addition to these strategies, the draft plan is also intended to:
 - ❖ Provide the future direction of Facilities in support of student success and the District's growth;
 - ❖ Improve service and communication levels;
 - ❖ Increase employee engagement; and
 - ❖ Address internal audit recommendations.
- The plan, from a Facilities perspective, **is focused on creating, maintaining and sustaining**
- As a result, we have identified 3 major goal areas:
 - Capital
 - Maintenance
 - Sustainability
- The draft plan is attached for the Committee's review and staff will lead a presentation at the meeting summarizing the key points with a focus on receiving feedback on the overall Plan as well as answering the following questions:
 - 1) **Are the 3 Goals (Capital, Maintenance & Sustainability) the right pillars to support student success and District growth?**
 - 2) **Do you see any gaps in the Plan that need to be addressed?**

School District 62 (Sooke)

Facilities Plan – July '21 to Jun '24

Purpose of the Facilities Plan:

The Sooke School District Facilities Department is comprised of experienced managers, clerks, trades persons and grounds staff. The staff support the district in caring for the sites, buildings and systems that house the delivery of education to over 11,000 students.

The purpose of this plan is to guide the future direction of Facilities to align with the growth of the District as described in the Strategic Plan.

District Vision:

We honour student voice and choice through engaging, purposeful and experiential learning in a safe and respectful community.

Facilities Mission:

To create and maintain, efficient, engaging, clean and safe learning environments that support student success today and into the future.

In order to efficiently and effectively support the District, there needs to be a fundamental shift in the approach to maintaining our facilities and buildings.

Currently, the service model is based largely on a reactive model (fixing). Ultimately, the preferred method of service delivery would be a preventative model (maintain) where facilities staff are able to schedule regular site visits to complete routine maintenance. While at the location of the scheduled visit, staff would investigate and/or complete tasks or repairs the schools feel are necessary (preventative). Our current model is providing a service where schools call facilities to respond and repair broken or past life systems and equipment (reactive).

District Growth Goal: To accommodate growth and changing demographics by creating safe and respectful environments that inspire learning.

The District has three main goals as outlined in the Strategic Plan 2018-2021: Learning, Engagement and Growth. Facilities goals relate directly to the third priority of growth. The Facilities Goals have been broken down into:

Facilities Goals:

- 1) Capital**
- 2) Maintenance**
- 3) Sustainability**

CAPITAL GOAL - To design and build safe and vibrant learning spaces

1. To manage the long-range facilities needs of SD 62

- a. Update the Long-Range Facilities Plan as it continues to be a living document that supports major capital projects for the foreseeable future – **June 30, 2021**
- b. Identify the temporary, new and reconfigured space needs of the district in order to design and construct bright, safe and vibrant spaces that support learning – **June 30, 2021**
- c. Create a committee structure to administer the identification and approval process for capital projects – **December 31, 2020**

2. To provide leadership in the management and delivery of major capital projects

- a. Identify and gain approval of major capital projects through the annual capital plan submission – **June 30, 2021**
- b. Manage the schedule and delivery of the approved projects per the Capital Funding Agreement (CFA) – **ongoing**
- c. Create an avenue for Facilities and Educational staff to provide input into the design of sites and schools in the delivery of the approved projects – **December 31, 2020**

3. To ensure a transparent process in the delivery of minor capital projects

- a. Identify and gain approval of minor capital projects through the annual capital plan submission – **June 30, 2021**
- b. Review, update and clearly articulate the approval process for Annual Facilities Grant (AFG) and school-based requests – **June 30, 2021**
- c. Manage the schedule and delivery of the approved projects – **ongoing**
- d. Maintain a detailed inventory of district facilities and buildings and develop a life cycle replacement schedule – **June 30, 2021**
- e. Create a catalogue of viable capital requests at the school/department level for review by the Minor Capital Committee – **June 30, 2021**

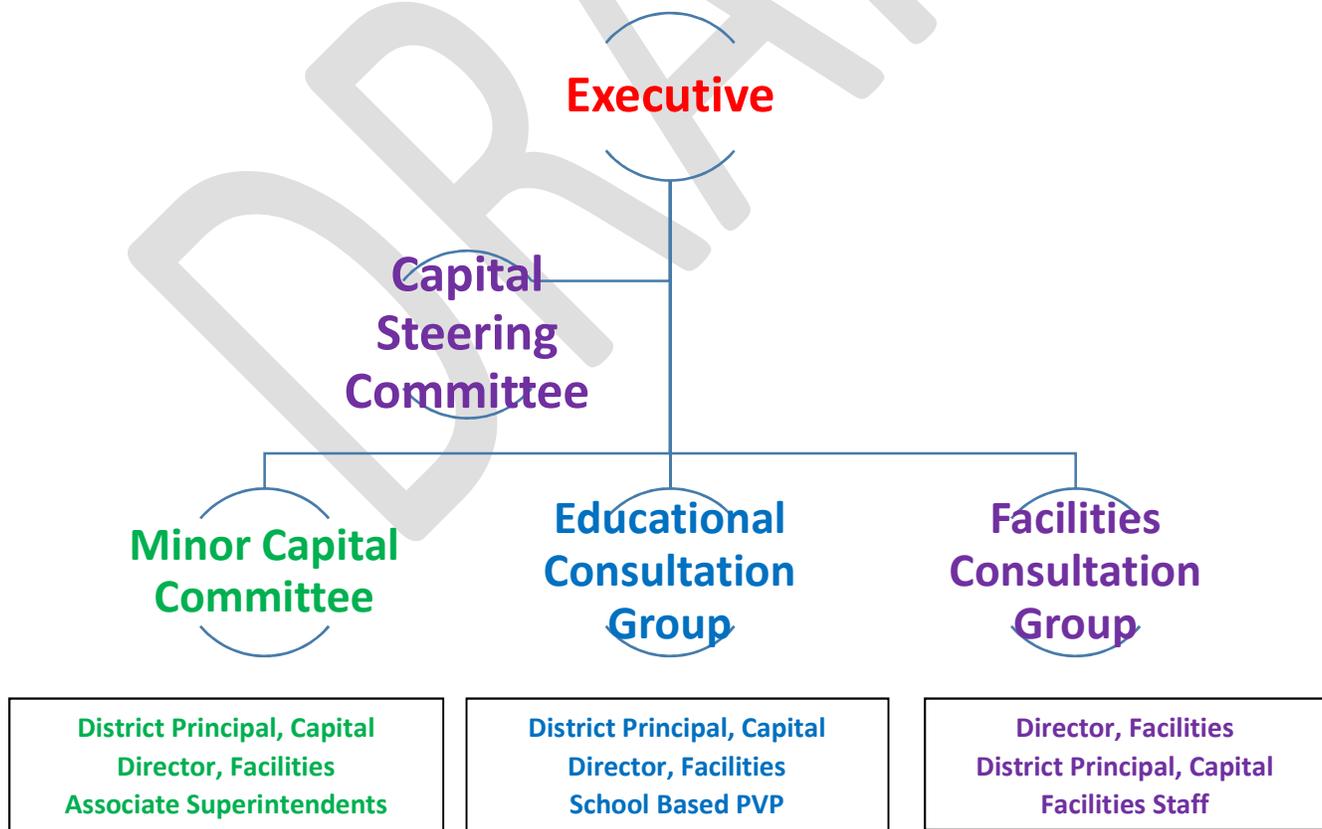
Performance Measures - Capital

Measure	20/21	21/22	22/23	23/24
Updated Long Range Capital Plan		X		X
Deliver Pexsisen & Lellum projects on time/budget			X	
Redefined Minor Capital approval process		X		X

Capital Governance Structure

The following capital governance structure has been designed to manage all facets of the District’s capital program including project planning, design and delivery:

- 1) **Major Capital Projects** – the planning, design and delivery will be the responsibility of the Capital Steering Committee with both consultation groups leading the design process for the District. The Executive will be updated on a regular basis and will have an open invite to the design meetings. These projects include expansion, replacement, seismic and school enhancements.
- 2) **Minor Capital Projects** – the central approval function for minor capital projects (school upgrades, AFG, external funded projects) will rest with the Minor Capital Committee. This centralized function will ensure adherence to District standards and consistency among schools and departments. The existing AFG project identification and review process will continue with recommended projects flowing to the Committee for approval.



MAINTENANCE GOAL - To maintain a learning environment where educators and students feel comfortable and are able to focus on student success

- 1. To develop and support an efficient and effective preventative maintenance program for district assets that increases building and system life spans**
 - a. Assess sites, buildings, systems and equipment and create an inventory of existing conditions – **June 30, 2022**
 - b. Create a preventative maintenance program that maximizes the efficiency and effectiveness of our buildings and sites by developing checklists and schedules of work to be completed on a regular basis to optimize the learning environment – **June 30, 2022**
 - c. Maintain and utilize system and equipment manuals – **ongoing**
 - d. Create and update staffing manuals to ensure consistency of service delivery – **June 30, 2021**
- 2. To improve service levels through efficient processes, practices and communication**
 - a. Review the current request tracking system(s) to ensure it is meeting the needs of the entire system – **December 31, 2021**
 - b. Create benchmarks and target goals for average response times – **June 30, 2021**
 - c. Increase communication of work request status and estimated time of completion – **December 31, 2021**
 - d. Review custodial service delivery and standards through the Custodial Review Committee – **ongoing**

Performance Measures - Maintenance

Measure	20/21	21/22	22/23	23/24
Preventative Maintenance Program		X		
Customer Satisfaction Rate	Benchmark	+X%	+Y%	-Z%
Average Response Times	Benchmark	-X%	-Y%	-Z%

SUSTAINABILITY GOAL – To reduce School District #62 environmental footprint and energy consumption:

- 1. To enhance SD62’s culture of environmental practices for a strong and sustainable future**
 - a. Create an Energy Sustainability Plan (ESP) – June 30, 2021
 - b. Agree on baseline data to identify Clean BC targets – June 30, 2021
 - c. Update/Create Energy Sustainability Policy/Regulation – December 31, 2021
 - d. Create a process to implement the ESP – December 31, 2021
 - e. Initiate Education and Awareness of Sustainability – ongoing

- 2. To position SD 62 as a provincial leader in Sustainability Management**
 - a. Monitor and record work processes – ongoing
 - b. Monitor and record district utility use to create key performance measures – June 30, 2021
 - c. Create Energy and Emission performance measures – June 30, 2021
 - d. Create Energy/Emission reduction project plan – June 30, 2021
 - e. Incorporate Energy/Emission reduction project plan for Maintenance and Capital programs into the Energy Sustainability Plan (ESP) – June 30, 2021
 - f. Incorporate high energy efficiency and low carbon foot-print technologies, equipment, vehicles to new projects – ongoing

- 3. To maximize the savings through SD 62’s Energy Management Model**
 - a. Identify inefficient components and create a list for life cycle replacement – June 30, 2022
 - b. Create SD62’s Energy Management Model – June 30, 2021
 - c. Improve HVAC operational efficiency by adapting advanced technologies and methodologies – ongoing

Performance Measures - Sustainability

Measure	20/21	21/22	22/23	23/24
Energy Sustainability Plan	X			X
Energy & Emission Measures	Benchmark	-X%	-Y%	-Z%
Average Utility Costs	Benchmark	-X%	-Y%	-Z%

Staffing:

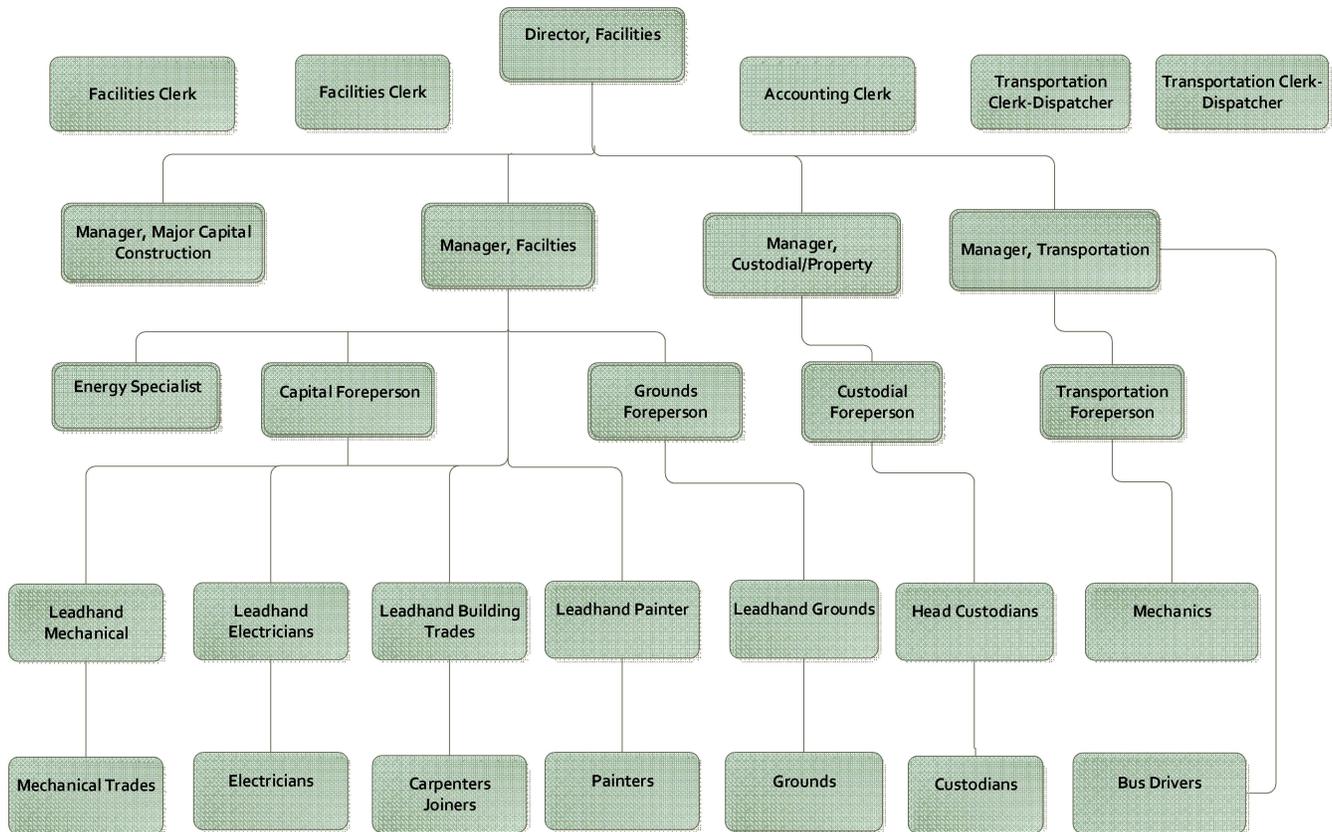
As our School District continues to grow, the District needs to look at ways to add resources to address the workload created by change and growth. This plan identifies the necessary staff resources required to make the shift to a preventative maintenance approach as well as the required resources to manage a capital program in a rapidly growing school district.

In visioning our role to support learning, engagement and growth, we see the District providing resources and creating standards where the Facilities staff have answers and solutions for the challenges when they present themselves. This will provide an environment that supports the District’s Strategic Plan and the ultimate goal of student success.

School District #62 (Sooke) Facilities Organization (Existing)

School District #62 (Sooke) Facilities Organization

October 2020

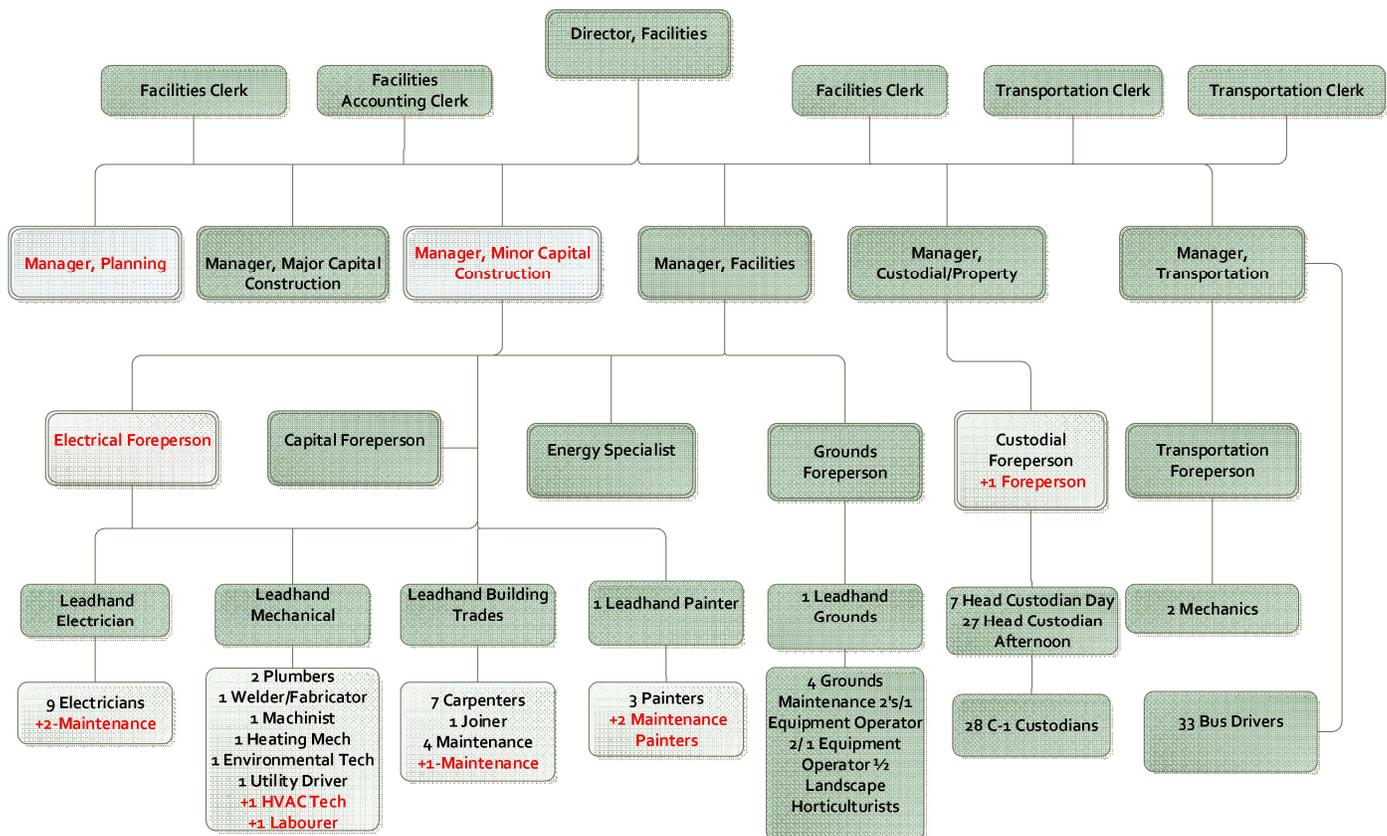


An analysis was conducted in 2017 (Axford Report) that indicated the average square meter per maintenance staff of 5 similar districts was 4,718 compared to our District's average of 5,139. During the years of budget reductions, the Facilities Department has absorbed more than their share of the reductions in order to maintain service levels in the classroom. This erosion of base funding has taken its toll on staff as well as the facilities we serve. The following is a proposed organizational chart intended to restore the previous reductions and to position the District to be able to make the fundamental shift to a preventative maintenance model and appropriate capital governance structure required by the District.

School District #62 (Sooke) Facilities Organization (Proposed)

School District #62 (Sooke) Facilities Organization

July 1, 2021



Resource Table

There will be additional resources required in order to make this shift to a preventative maintenance approach and to enhance the capital governance structure. The following table reflects the anticipated structural resources required:

Goal	Expenditure Type	20/21	21/22	22/23	23/24
Capital					
	Staffing				
	- Manager, Minor Capital	Base	\$125,000		
	- Manager, Planning		\$125,000		
	- Electrical Foreperson (funding)	Base	\$10,000		
	Project Funding		\$125,000	\$125,000	\$125,000
	Services		\$50,000	\$50,000	\$50,000
	Equipment & Supplies		\$50,000	\$50,000	
Subtotal			\$485,000	\$225,000	\$175,000
Maintenance					
	Staffing				
	- 1 Custodial Foreperson	CDN Grant \$	\$75,000		
	- 1 HVAC Technician	CDN Grant \$	\$75,000		
	- 1 carpenter			\$75,000	
	- 1 electrician			\$75,000	
	- 1 electrician (funding only)		\$75,000		
	- 1 painter			\$75,000	
	- 1 painter (funding only)		\$75,000		
	- 2 Grounds Maintenance 2		\$50,000	\$50,000	
	- 1 Labourer			\$75,000	
	Services	CDN Grant \$	\$50,000	\$50,000	\$50,000
	Supplies	CDN Grant \$	\$50,000	\$50,000	\$50,000
Subtotal			\$450,000	\$450,000	\$100,000
Sustainability					
	Staffing				
	Project Funding		\$50,000	\$50,000	\$100,000
	Services	CDN Grant \$	\$50,000		
	Equipment & Supplies		\$100,000		
Subtotal			\$200,000	\$50,000	\$100,000
Total			\$1,135,000	\$725,000	\$375,000