



**RESOURCES COMMITTEE**  
**School Board Office**  
**Via MS Teams**  
**August 26, 2020 – 6:00 p.m.**

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**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, Nuuchahnulth.  
(words gifted by the three nations SD62 works with)*

**2. REPORT**

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

**4. NEW BUSINESS**

- 4.1 Return to School Plan – Safety/Transportation
- 4.2 19/20 Financial Year End Summary
- 4.3 HR Plan Update and Priorities
- 4.4 Information Technology Plan Update
- 4.5 Capital Project Summary Update

**5. ADJOURNMENT**

**6. NEXT MEETING DATE: September 15, 2020**



## Committee Report of Resources Committee Meeting via MS Teams June 9, 2020

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**Present:**

- Bob Beckett, Trustee (Committee Chair)
- Wendy Hobbs, Trustee (Committee Member)
- Allison Watson, Trustee (Committee Member)
- Ravi Parmar, Trustee
- Krista Leakey, SPVPA
- Ed Berlando, STA
- Bruce Woodcock, CUPE
- Amanda Dowhy, SPEAC
- Scott Stinson, Superintendent & CEO
- Harold Cull, Secretary Treasurer

### 1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

*The meeting was called to order at 7:00 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 May 12, 2020 Resources Committee Meeting was reviewed by the committee members.

### 3. PRESENTATIONS

There were no presentations.

### 4. NEW BUSINESS

#### 4.1 Return to School

- Trustee Beckett recognized the great work of the District's staff during the pandemic while our schools were closed and also for the work involved with the re-opening of our schools and offices

#### 4.2 2020 Workplace Engagement Survey (WES) Update

- Staff provided the Committee with an update on the WES survey in terms of the response rate (63%) and the number of total responses (1,111) received
- It is expected that the initial results, at the District level, will be shared with the Board at their June 23<sup>rd</sup> Board meeting

#### 4.3 20/21 Budget Narrative and Details

- Staff provided a summary presentation to the Committee outlining the highlights of the 20/21 proposed budget that will be presented to the Board for their consideration at the Special Public Budget meeting of June 16, 2020
- The presentation was provided to complement the detailed Budget Narrative and Template that was included as part of the Committee package
- The Committee discussed a number of the budget components and the stakeholders were provided an opportunity to voice any last concerns with the budget plan prior to it being debated by the Board
- The Committee was supportive of the proposed budget being presented to the Board on June 16

#### 4.4 21/22 Capital Plan Submission

- Staff provided a detailed presentation of the 21/22 Capital Plan projects to be considered by the Board on June 23<sup>rd</sup>
- The Committee's discussion was focused on the balance between the different regions of the District as well as combining phases of the different projects as a strategy to build and open schools through a streamlined approach
- The Committee asked a number of questions regarding the proposed plan and were supportive of the plan being presented to the Board

#### **Recommended Motion for the Board of Education:**

**“That the Board of Education of School District 62 (Sooke) approve the 5-year Capital Plan submission as presented to the Resources Committee on June 9, 2020”.**

#### **5. ADJOURNMENT AND NEXT MEETING DATE:** September 15, 2020



## Committee Info Note Resource Committee Meeting August 26, 2020

### Agenda Item: 4.1 – Return to School Plan (Safety/Transportation)

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#### Background

- Based on information provided by the Ministry of Education, the District has been preparing a Return to School Plan that will be reviewed by the Board and Ministry prior to being released to the public
- Although consultation on the Plan with our stakeholders has occurred, it was determined that the safety and transportation portions should also be reviewed with the Resource Committee
- The education portion of the Plan is being reviewed by the Education Policy Committee at their meeting on August 25<sup>th</sup>
- A draft of section 9 (Transportation) have been included in the meeting materials

#### Section 2 Health and Safety

- The District's handbook has been updated with the latest information from the Centre for Disease Control (CDC)
- The Ministry has provided the District with a Safe Return to School Grant (\$42.470 million over all 60 districts) in the following amounts:

Funding Use	Amount
Reusable Masks	\$44,482
Improved Hand Hygiene	\$188,118
Computers & Assistive Technology	\$63,547
Cleaning Supplies	\$104,624
Cleaning Frequency	\$471,834
<b>Total</b>	<b>\$872,605</b>

- With this funding, staff have ordered/begun:
  - a) masks for students and staff;
  - b) hand hygiene/cleaning stations for all schools (2 for middle and secondary schools);
  - c) hand sanitizer for all portables;
  - d) additional cleaning supplies; and
  - e) the hiring process for additional custodians

## **Section 9 Transportation**

- Once the Return to School Plan is distributed to the public, parents will need to confirm if transportation services are still required
- In order to create revised routes, the Transportation Department requires:
  - a) the bell times for schools; and
  - b) registered riders
- It is anticipated that rider confirmation will commence on August 27<sup>th</sup> once the plan is communicated and families can make a decision on whether transportation services will be required
- This process will be open for one week (September 3<sup>rd</sup>)
- Based on the confirmations received, routes will be created and communicated to riders by September 10<sup>th</sup> with a proposed start up of transportation services on September 14<sup>th</sup>
- Changes from the 19/20 school year include:
  - Assigned seating to allow for contact tracing – no courtesy riders
  - Masks to be worn by drivers and riders (lack of cohort isolation and physical distancing)
  - Elementary students separated from middle/secondary students – possible staggered bell schedules
  - High touch point areas will be cleaned after each run
  - Deep cleaning/fogging will be done each day
  - Parent portal to access important route information
  - GPS tracking

## **Facilities and Ground Staff**

- Consistent with the process followed in June while schools were occupied by staff and students, Facilities and Grounds staff will ensure the school administration teams are aware when they are at their schools to comply with physical distancing requirements

## Section 2: Health and Safety

1. Provide a copy of your district's updated health and safety plan that implements the [Public Health Guidance for K-12 Schools](#) and [WorkSafeBC](#) guidelines.
2. Indicate the date when your district's health and safety committee became/will be operational.  
 August 24, 2020
3. Provide a summary of the updates made to your district's plan in the following areas:
  - Cleaning and disinfecting
  - Physical distancing strategies
  - Hand hygiene
  - Personal protective equipment for students and staff (including re-useable masks)
  - Symptom assessment and illness policies/procedures
  - Improvements to school ventilation systems, if required
  - Student transportation on buses

- existing District handbook has been reviewed to ensure protocols are consistent with shift to stage 2
- stand alone hand hygiene stations have been sourced and placed at each school entrance and dry portable with additional hand hygiene stations placed at each middle and secondary school
- hand hygiene funding = \$168,000 (pre-tax)
- two reusable masks have been ordered for all staff and 75% of students (11,750 adult and 8,250 youth reusable masks).
- 7,500 disposable masks for use at schools and on buses for those forgetting their reusable masks
- HVAC filters will continue to be replaced on a regular schedule basis
- staff to continue Co2 levels and outside air dampers to ensure appropriate air exchange and Co2 levels maintained.
- Masks and/or shields for drivers will no longer be optional.
- Masks for all riding students will be provided.
- Plan to separate elementary riders from middle/secondary riders.
- high touch points on buses will be cleaned after each run
- deep cleaning/fogging will occur on buses at night prior to next shift (daily deep cleans)
- assigned seating for students to allow for contact tracing
- 1 custodian schools revert to night shift with additional custodian hired for partial day shift. 2 custodian schools split day and night shift. 3+ split with opening, mid-day and night shifts.
- 2 custodian schools will be split to have a day and night shift

4. Outline the schedule for health and safety training and orientation of school district staff, including new employees and staff who work at multiple sites and/or across multiple cohorts in a school (e.g. counsellors, learning assistants, prep teachers, Education Assistants).

- District Occupational Health and Safety Team (DOHS) meets Aug. 24
- school-based Joint Occupational Health and Safety Teams (JOHS) meet on Tuesday, Sept. 8.
- all staff are trained in new OH&S protocols on Tues. Sept 8 (and 9 if necessary).
- school-based staff will prepare their buildings and classrooms for student return and communicate to parents the processes for student access.
- TTOCs will be trained through the District's Human Resources department and will be available to schools once training is complete. TTOCs will be able to work across the district and will be provided with reusable masks and have face shields available for use at each school site.
- Itinerant staff will be organized to support a smaller group of schools than typical and will be expected to follow H&S protocols for physical distancing and mask wearing.

## Section 9: Transportation

1. Describe any transportation arrangements your district has in place to get students, including First Nations and students with diverse abilities/disabilities, to school.

- projected to have 34 standard routes and 3 accessible routes
- 1 Tripartite Education Agreement route (Port Renfrew to Sooke)
- ~4,700 anticipated riders (based on 19/20 school year) - may be less based on overall student return rate

- once the Return to School Plan is finalized and communicated, students will have to re-register to confirm transportation needs (opens Aug 27th)

- registration will close on September 3rd
- routes will be created based on revised ridership and bell times and communicated to riders on September 10th
- first day of transportation will be September 14th
- riders will be assigned seats

- additional functionality (parent portal, GPS tracking and contact tracing ability) will be introduced for the 20/21 school year

2. Describe the consultation process in developing the plan as well as how BC Tripartite Education Agreement obligations are being met.

- consultation on transportation related issues should be included in Section 6 of the Return to School Plan



**Committee Info Note**  
**Resource Committee Meeting**  
**August 26, 2020**  
**Agenda Item: 4.2 – 19/20 Financial Year End Summary**

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**Background**

- At the Committee's meeting in May, staff presented the Quarter 3 forecast for the 19/20 year which reflected a targeted surplus for the year of **\$1.294 m**
- This targeted amount was determined based on the estimated pandemic savings required in order to increase the projected reserve to **\$4.198 m** or roughly 3.45% of the annual expenditure amount
- The Board passed a motion increasing the annual reserve amount from 2% to 4% for the end of the 19/20 year only in order to create enough savings to absorb the international enrolment shortfall expected in 20/21 due to the pandemic

**Actual Results (Unaudited)**

- The Finance Department has been busy all summer closing the books on the 19/20 year and the auditors are currently reviewing the year's financial statements
- The attached spreadsheet reflects a total operating surplus as at June 30, 2020 of \$7.193 m as it will appear on the financial statements
- This surplus is broken down into the following categories:
  - a) Internally Restricted - \$.444 m
  - b) Due to operations spanning the school year - \$1.952 m
  - c) Due to anticipated unusual expenses - \$4.797 m
- From a financial management perspective, staff have been focusing on the last category as this amount represents the unrestricted surplus or the District's financial reserve per Board policy F-333

- Comparing the actual results to the Q3 targets, the initial year end numbers are reflecting:
  - 19/20 annual surplus of **\$2.477 m** (up \$1.183 m from the Q3 target)
  - An **unrestricted** financial reserve of **\$4.797 m** (up \$.599 m from the Q3 target)
- The majority of the additional savings (\$.941 m of the total \$1.183 m) is from benefit savings as staff were not able to take advantage of dental and other extended health benefits during the height of the pandemic
- Staff have also set aside \$.310 m for incremental costs that may be required as part of September's Safe Return to School Plan for additional staffing
- The financial reserve amount of \$4.797 m represents 4% of the preliminary budget's \$119.930 m expenditure budget – as per the Board motion allowing a temporary increase in the reserve

### Fiscal 20/21 Projected Year End Position

- Based on the Board approved Preliminary budget, the District expects to end the 20/21 year with a financial reserve of \$2.602 m or roughly 2.13% of the operating budget as reflected below:

<b>OPERATING FUND FINANCIAL RESERVE (UNRESTRICTED) FOR THE FISCAL YEAR ENDING JUNE 30, 2021</b>		
		<b>FINAL AMOUNT</b>
<b>A</b>	FINANCIAL RESERVE, BEGINNING OF YEAR	\$ 4,796,937
	FY21 PRELIM BUDGET - REVENUES	117,735,665
	FY21 PRELIM BUDGET - EXPENSES	119,930,423
<b>B</b>	OPERATING RESULTS FOR THE YEAR 2020/21	\$ (2,194,758)
<b>C = A+B</b>	<b>FINANCIAL RESERVE, END OF YEAR</b>	<b>\$ 2,602,179</b>
	TOTAL 2020/21 OPERATING FUND EXPENSES - PRELIMINARY BUDGET	\$ 119,930,423
	TOTAL 2020/21 OPERATING FUND EXPENSES - CARRY FORWARD AMOUNTS	\$ 2,395,950
	TOTAL 2020/21 OPERATING FUND EXPENSES - ESTIMATED AMENDED BUDGET	\$ 122,326,373 <b>2.13%</b>

2% of \$122 M	\$ 2,446,527
Amount of reserve to reduce / (increase) to get to 2% threshold	\$ 155,652

**SCHOOL DISTRICT SIX TWO  
OPERATING FUND SURPLUS  
FOR THE FISCAL YEAR ENDING JUNE 30 2020**

		FINAL AMOUNT
<b>A</b>	OPERATING SURPLUS, BEGINNING OF YEAR	\$ 4,715,615
<b>B</b>	OPERATING SURPLUS, FOR THE YEAR 2019/20	\$ 2,477,276
<b>C = A+B</b>	<b>OPERATING SURPLUS, END OF YEAR</b>	<b>\$ 7,192,891</b>

INTERNALLY RESTRICTED SURPLUS

Due to nature of constraints on funds

Indigenous Education	\$ 45,971
Discretionary School Generated Funds	\$ 134,351
School budget balances	\$ 233,096
Various unspent grants	\$ 30,337

Total - Due to nature of constraints on funds	\$ 443,754
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Due to operations spanning the school year

IT Dept	\$ 176,137
Careers	\$ 83,108
Curriculum	\$ 50,000
Inclusive Education Services	\$ 169,142
English Second Dialect	\$ 1,708
Transportation	\$ 50,432
Rental revenue	\$ 120,000
Emergency supplies	\$ 9,898
VOIP	\$ 40,000
EMCS theatre seats	\$ 109,849
Transportation Safety Committee	\$ 30,791
Electric buses	\$ 232,577
Sewage hookups	\$ 488,146
Port Renfrew update	\$ 75,000
Grad videos	\$ -
Other FY20 enhancements	\$ 5,409
COVID 19 Incremental Expenditures	\$ 310,003

Total - Due to operations spanning the school year	\$ 1,952,199
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Due to anticipated unusual expenses

Financial reserve - FY18	\$ 1,012,286
Financial reserve - FY19 annual	\$ 210,000
Financial reserve - FY19 excess	\$ 1,431,832
Financial reserve - FY20 annual	\$ 250,000
Financial reserve - FY20 excess	\$ 1,892,819

Total - Due to anticipated unusual expenses	\$ 4,796,937
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<b>D</b>	<b>TOTAL INTERNALLY RESTRICTED SURPLUS</b>	<b>\$ 7,192,891</b>
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<b>E = C-D</b>	<b>UNRESTRICTED SURPLUS</b>	<b>\$ (0)</b>
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[F-333 Financial Reserve Regulation](#)

ct shall build and maintain an accumulated reserve of 2% of operating expenses"

ANCIAL RESERVE	\$ 4,796,937
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.0/21 OPERATING FUND EXPENSES - PRELIMINARY BUDGET	\$ 119,930,423
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4% of \$119 M	\$ 4,797,217
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Amount of reserve to reduce / (increase) to get to 4% threshold	\$ (280)
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## **Committee Info Note Resource Committee Meeting August 26, 2020**

### **Agenda Item: 4.3 – HR Plan Update and Priorities**

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#### **Background**

- In 2018, Human Resources (HR) began creating a HR Operational Plan to align with the District's Strategic Plan. To support this plan and evolve the HR department from transactional to strategic, the Manager, Educational Staffing position was transformed into a Manager, Strategic HR in 2019.
- During the past year, the HR Operational Plan was reviewed and actions began being implemented
- Attached is the updated draft version of the HR Operational Plan which is being presented to the Executive Team on Wednesday, August 26 for final approval.
- This updated HR Operational plan contains three (3) goals which are aligned to the District's Strategic Plan:
  1. Attraction and Recruitment
  2. Engagement and Wellness
  3. Performance and Growth
- In implementing this plan, the following guiding principles will be at the forefront:
  - Align to business
  - Support our leaders and employees
  - Be an employer of choice
  - Promote a health and safe work environment
  - Foster the growth of our employees
  - Continuously evolve to meet the needs of a growth district
- Under each of these goals are objectives (13) and actions (36). Seven (7) actions are directly from the District's Strategic Plan.
- The presentation at the Resource Committee Meeting will walk you through:
  - What's Been Done in 2019-2020
  - What's Our Focus for 2020-2021



# **Human Resources**

# **Operational**

# **Plan**



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## BACKGROUND

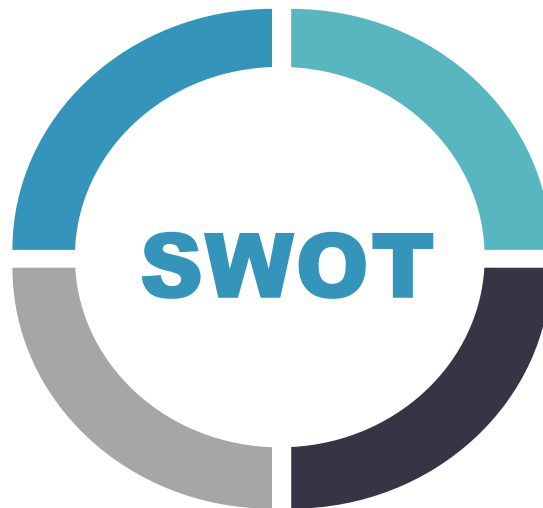
By assessing the current environment in terms of strengths and weakness (internal) and opportunities and threats (external), HR has identified the team's strengths which will assist us in maximizing our opportunities and minimizing out threats while understanding our weaknesses.

### STRENGTHS

- Engaged workforce
- Low turnover
- Evolving HR team
- SD62 Strategic Plan

### OPPORTUNITIES

- Growing district
- Employer of choice
- Innovative mindset for transformational change
- Internal talent



### WEAKNESSES

- Budget constraints
- Stretched resources
- Competing priorities
- Policies and procedures

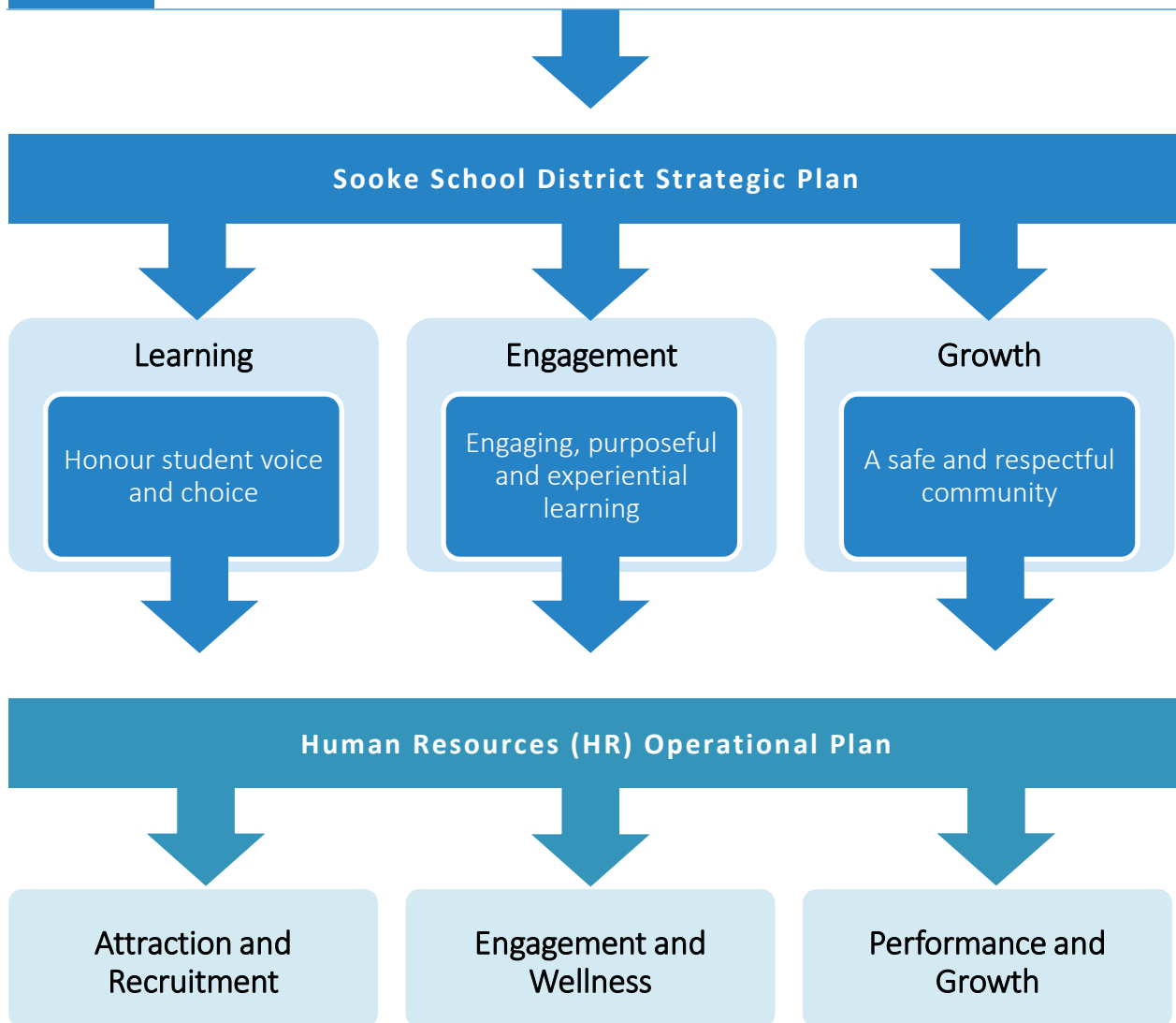
### THREATS

- Competition with other Schools Districts
- Labour market shortages for specialty positions
- Political instability
- Keeping up with growth

# OVERVIEW

Human Resources stands behind our commitment to support the Sooke School District’s Strategic Plan, by aligning the Human Resources (HR) Operational Plan to the overall vision, mission, values, goals and objectives:

<b>Vision:</b>	We honour student voice and choice through engaging, purposeful and experiential learning in a safe and respectful community.
<b>Mission:</b>	To help develop informed, literate and resilient citizens through engagement in a safe, respectful and responsive School District #62 learning community.
<b>Values:</b>	Relationships, Choice, Respect, Integrity, Trust, Safety





## GUIDING PRINCIPLES

In creating and implementing this HR Operational Plan, the following guiding principles will be at the forefront of everything we do:

- 
- **Align to the business** by ensuring all strategies, programs and initiatives contribute to the overall success of the Sooke School District.
  - **Support our leaders and employees** in order to provide the best working and learning environment for our students.
  - **Be an employer of choice** to ensure we attain and retain the talent we need to grow for the future.
  - **Promote a healthy and safe work environment** for our employees.
  - **Foster the growth of our employees** by creating a culture that encourages the development of employees to reach their full potential.
  - **Continuously evolve to meet the needs of a growing district** by introducing and reviewing HR programs and services on an on-going basis using a collaborative approach.
-

## SUMMARY OF GOALS AND OBJECTIVES

The Human Resources (HR) Operational Plan is divided into three goals which operate as our pillars of value-added contribution to support leadership and staff and ultimately our students:



### Attraction and Recruitment

- Brand the Sooke School District as an employer of choice to attract and recruit new talent.

### Engagement and Wellness

- Retain valuable talent by keeping employees engaged and safe and promoting recognition and wellness.

### Performance and Growth

- Empower employees to perform their best by providing them with opportunities to learn and grow.

- **Recruitment:** Innovate the recruitment process through the development of a recruitment strategy
- **Attraction:** Expand our market presence by building strong relationships
- **Compensation/Benefits:** Ensure exempt compensation and benefits remain competitive
- **On/off Boarding:** Enhance onboarding process to welcome our new employees or existing employees changing positions and ensure processes are in place to off board employees efficiently
- **Recognition:** Continuously improve how we meaningfully recognize our employees
- **Health and Safety:** Foster an environment that promotes employees' health, safety and wellness
- **Attendance Support:** Promote a healthy workforce that is supported during absences and when planning and returning to work
- **Engagement:** Cultivate a healthy work culture that consists of highly engaged employees and positive working relationships with internal/external stakeholders
- **Performance Management:** Develop a performance culture that promotes both individual and organizational success
- **Competency Framework:** Optimize organizational effectiveness through the alignment of HR programs and initiatives
- **Learning and Development:** Support the development and growth of our employees
- **Succession Management:** Build succession plans in order to fulfill future business needs
- **Workforce Planning:** Create an ever-evolving workforce plan to support our fast growing and dynamic district

# OBJECTIVES AND ACTIVITIES



## 1. ATTRACTION AND RECRUITMENT

*Brand the Sooke School District as an employer of choice to attract and recruit new talent.*

<p><b>Recruitment:</b> <i>Innovate the recruitment process through the development of a recruitment strategy</i></p>	<p>1.1 Redesign job postings to appeal to candidates</p> <p>1.2 Utilize social media to gain greater exposure especially for difficult to fill positions</p> <p>1.3 Update policies and procedures to ensure consistency</p> <p>1.4 Provide tools to leaders on the recruitment process such as interview guides and reference check templates</p>
<p><b>Attraction:</b> <i>Expand our market presence by building strong relationships</i></p>	<p>1.5 Create a brand for recruitment and HR</p> <p>1.6 Broaden our connection with educational institutions and community resources by attending job and career fairs to increase brand awareness</p> <p>1.7 Enhance our internal networks by introducing an employee referral program</p>
<p><b>Compensation/Benefits:</b> <i>Ensure exempt compensation and benefits remain competitive</i></p>	<p>1.8 Complete review of exempt benefits package</p> <p>1.9 Ensure benefits are clearly communicated to employees</p> <p>1.10 Create and clearly communicate the exempt compensation philosophy, framework, guidelines and policies</p>
<p><b>On/off Boarding:</b> <i>Enhance onboarding process to welcome our new employees or existing employees changing positions and ensure processes are in place to off board employees efficiently</i></p>	<p>1.11 Create a corporate orientation guide for employees</p> <p>1.12 Develop off-boarding processes to ensure consistent process and procedures are followed which also allows for transfer of corporate knowledge</p> <p>1.13 Provide leaders with guides to efficiently onboard and orient employees who are either new to the Sooke School District or specific schools or departments/roles (and returning from long-term leaves)</p> <p>1.14 Introduce a new hire onboarding survey to measure success and continuously improve the new hire experience</p>



## 2. ENGAGEMENT AND WELLNESS

*Retain valuable talent by keeping employees engaged and safe and promoting recognition and wellness.*

<p><b>Recognition:</b> <i>Continuously improve how we meaningfully recognize our employees</i></p>	<p>2.1 Continually improve the annual recognition event for length of service and retirement</p> <p>2.2 Review intervals at which employees are recognized for length of service to include 1st year and every 5 years</p> <p>2.3 <b>Explore strategies designed to recognize and celebrate the work of individual/groups of employees such as recognition based on the District's values (SD62 Strategic Plan 2.4.c)</b></p>
<p><b>Health and Safety:</b> <i>Foster an environment that promotes employees' health, safety and wellness</i></p>	<p>2.4 Develop training and programs to ensure District and WorkSafe BC legislative requirements are met</p> <p>2.5 <b>Enhance the District's Occupational Health and Safety (OHS) capacity through the promotion of initiatives and programs that support staff health, safety and well-being (SD62 Strategic Plan 2.1.b and 2.3.a)</b></p>
<p><b>Attendance Support:</b> <i>Promote a healthy workforce that is supported during absences and when planning and returning to work</i></p>	<p>2.6 Improve communication to employees on current leaves and support them while they are absent from work and upon their return to work</p> <p>2.7 Develop an attendance support program to positively, pro-actively and consistently assist those who have difficulty with attendance while recognizing those with exceptional attendance by:</p> <p>2.7.1 <i>With union participation and support, communicating and implementing a program and policy where employees clearly understand the standards and what is expected</i></p> <p>2.7.2 <i>Analyzing current attendance patterns and trends through accurate attendance records</i></p> <p>2.7.3 <i>When necessary, creating individualized wellness plans for those employees needing assistance in improving their attendance</i></p> <p>2.8 Promote health and wellness through a variety of initiatives that foster well-being</p>
<p><b>Engagement:</b> <i>Cultivate a healthy work culture that consists of highly engaged employees and positive working relationships with internal/external stakeholders</i></p>	<p>2.9 <b>Establish regular meetings between senior management and STA, CUPE and SPVPA to determine needs and concerns related to employee satisfaction and engagement (SD62 Strategic Plan 2.4.a)</b></p>

**Engagement:**

*Cultivate a healthy work culture that consists of highly engaged employees and positive working relationships with internal/external stakeholders*

*Continued...*

- 2.10 **Conduct a regular engagement survey to collect data on employee satisfaction and communicate the results to all employees** (*SD62 Strategic Plan 2.4.d and 2.5.c*)
- 2.11 Develop engagement strategies/action plans to improve results based on employee feedback and communicate progress to employees on a regular basis
- 2.12 **Conduct exit and stay interviews to gain greater insight into retaining our valuable talent** (*SD62 Strategic Plan 2.4.d and 2.5.c*)
- 2.13 Foster positive and productive working relationships with union representatives and other internal/external stakeholders
- 2.14 Create an environment where there is consistent application of implementation and interpretation of Human Resources policies and practices pertaining to legislation and collective agreement compliance for all District staff



### 3. PERFORMANCE AND GROWTH

*Empower employees to perform their best and provide them with opportunities to learn and grow.*

<p><b>Performance Management:</b> <i>Develop a performance culture that promotes both individual and organizational success</i></p>	<p>3.1 Determine the philosophy around performance management and update the performance review process based on employee and stakeholder feedback and union support to:</p> <p><i>3.1.1 Develop a performance review cycle that aligns individuals to organizational values and goals</i></p> <p><i>3.1.2 Ensure performance measures are aligned to core and/or job specific competencies to assist in improving individual performance</i></p> <p><i>3.1.3 Incorporate individual growth and development plans to link with career and succession planning</i></p> <p><i>3.1.4 Ensure performance reviews are completed for all employee groups on a regular basis</i></p> <p>3.2 Assist leaders to effectively have performance and career growth conversations with their employees using a coaching approach by providing them with guides, tools and information sessions</p> <p>3.3 Develop key performance indicators (KPIs) for PVPs and exempt leaders which are integrated with the Annual Growth Plan (AGP) and tied to pay for performance</p>
<p><b>Competency Framework:</b> <i>Optimize organizational effectiveness through the alignment of HR programs and initiatives</i></p>	<p>3.4 Create a competencies framework that provides a foundation of clearly defined expectations that is aligned throughout all HR processes starting with job descriptions, job postings, interview questions and reference checks</p> <p>3.5 Determine leadership competencies and link them to the succession planning and leadership development initiatives</p>
<p><b>Learning and Development:</b> <i>Support the development and growth of our employees</i></p>	<p>3.6 <b>Through feedback gathered on the effectiveness of current learning opportunities, explore different learning models to support the development all employee groups (SD62 Strategic Plan 2.5.a and 2.5.b)</b></p> <p>3.7 Provide opportunities for continuous learning for both personal and professional development through on-the-job development, projects, special assignments, coaching and career planning</p>

<p><b>Learning and Development:</b> <i>Support the development and growth of our employees</i></p> <p><i>Continued...</i></p>	<p>3.8 Create a leaders' orientation to ensure leaders understand collective agreements, labour laws and corporate programs and their role within them</p> <p>3.9 <b>Provide training for any new systems that are implemented to ensure employees have the adequate resources to implement and manage change (SD62 Strategic Plan 3.4.d and 3.4.e)</b></p>
<p><b>Succession Management:</b> <i>Build succession plans in order to fulfill future business needs</i></p>	<p>3.10 Review organizational structure and identify key positions and vacancy risks</p> <p>3.11 Assess internal talent to determine readiness and skills gaps through a transparent and objective process that incorporates leadership competencies and follows a clear recruitment selection process</p> <p>3.12 Create individualized development plans for potential successors</p> <p>3.13 Develop external recruitment strategies for mission critical positions where no potential internal successors are identified</p> <p>3.14 Determine knowledge transfer/retention plans to mitigate vacancy risks and ensure successor success</p> <p>3.15 Explore mentorship opportunities to help facilitate growth from within</p>
<p><b>Workforce Planning:</b> <i>Create an ever-evolving workforce plan to support our fast growing and dynamic district</i></p>	<p>3.16 Complete a skills inventory on current employees</p> <p>3.17 Develop short- and longer-term projections to determine required positions and skills to support future growth</p> <p>3.18 Create strategies based on gaps analysis to proactively address any skills shortages</p>

# PRIORITIES ROADMAP

## What's Been Done in 2019-2020

Goals	Key Activities	Actions Completed
Attraction and Recruitment	1.1 <b>Recruitment:</b> Redesign job descriptions and job postings to appeal to candidates	✓ Created template for exempt job descriptions
	1.2 <b>Recruitment:</b> Utilize social media to gain greater exposure especially for difficult to fill positions	✓ Created a LinkedIn page for SD62
	1.3 <b>Recruitment:</b> Update policies and procedures to ensure consistency	✓ Developed recruitment procedures for PVP positions including a screening/scoring process
	1.5 <b>Attraction:</b> Create a brand for recruitment and HR	✓ Purchased branded materials for career fairs
	1.6 <b>Attraction:</b> Broaden our connection with educational institutions and community resources by attending job and career fairs to increase brand awareness	✓ Attended three career fairs across Canada to strengthen brand and recruit for FRIMM
	1.8 <b>Compensation/Benefits:</b> Complete review of exempt benefits package	✓ Moved Exempt to Teachers benefits plan
Engagement and Wellness	2.4 <b>Health and Safety:</b> Develop training and programs to ensure District and WorkSafe BC legislative requirements are met <i>(Carry Over Priority)</i>	<ul style="list-style-type: none"> <li>✓ Developed and implemented violence in the workplace protocols</li> <li>✓ Created and launched various COVID-19 handbook versions including training to all staff</li> <li>✓ Streamlined first aid training</li> <li>✓ Provided WHMIS 2015 training to all staff</li> </ul>
	2.9 <b>Engagement:</b> Establish regular meetings between senior management and STA, CUPE and SPVPA to determine needs and concerns related to employee satisfaction and engagement <i>(SD62 Strategic Plan)</i>	<ul style="list-style-type: none"> <li>✓ Continued to hold regularly scheduled labour management meetings</li> <li>✓ HR participated in two PVP training events</li> </ul>
	2.10 <b>Engagement:</b> Conduct a regular engagement survey to collect data on employee satisfaction and communicate the results to all employees <i>(SD62 Strategic Plan)</i>	✓ Conducted 2 <sup>nd</sup> Work Environment Survey in June 2020
	2.13 <b>Engagement:</b> Foster positive and productive working relationships with union representatives and other internal/external stakeholders <i>(Carry Over Priority)</i>	✓ Collaborated with the STA to develop post and fill documentation
	2.14 <b>Engagement:</b> Create an environment where there is consistent application of implementation and interpretation of Human Resources policies and practices pertaining to legislation and collective agreement compliance for all District staff <i>(Carry Over Priority)</i>	<ul style="list-style-type: none"> <li>✓ Developed procedures for appointment reduction and leave requests</li> <li>✓ Working on consistent application of FTE calculations for scheduling purposes</li> <li>✓ Drafted four MOAs and LOUs with STA and CUPE</li> </ul>
Performance and Growth	3.9 <b>Learning and Development:</b> Provide training for any new systems that are implemented to ensure employees have the adequate resources to implement and manage change <i>(SD62 Strategic Plan)</i>	<ul style="list-style-type: none"> <li>✓ Trained Secretaries to enter schedules into atrieve</li> <li>✓ Trained Transportation to enter absences and ADS and editing and approving timesheets in atrieve</li> </ul>
	3.16 <b>Workforce Planning:</b> Complete a skills inventory on current employees	✓ Audited teacher qualifications for teachers with 3 years or less seniority



## What's Our Focus for 2020-2021

Goals	Key Activities and Actions to Achieve for 20/21	Jul-Aug	Sep-Oct	Nov-Dec	Jan-Feb	Mar-Apr	May-Jun
Attraction and Recruitment	1.4 <b>Recruitment:</b> Provide tools to leaders on the recruitment process <ul style="list-style-type: none"> <li>Interview/reference questions are created based on competencies</li> </ul>						
	1.11 <b>On/Offboarding:</b> Create a corporate orientation guide for employees <ul style="list-style-type: none"> <li>An onboarding guide and checklist is created for all new employees</li> </ul>						
	1.12 <b>On/Offboarding:</b> Develop off-boarding processes <ul style="list-style-type: none"> <li>An off-boarding process and checklist is created and shared with staff</li> </ul>						
	1.13 <b>On/Offboarding:</b> Provide leaders with guides to efficiently onboard <ul style="list-style-type: none"> <li>An onboarding guide and checklist is created for leaders to assist when new employees start employment</li> </ul>						
Engagement and Wellness	2.1 <b>Recognition:</b> Continually improve the annual recognition event <ul style="list-style-type: none"> <li>Using the feedback from 2020, improve the recognition event for 2021</li> </ul>						
	2.2 <b>Recognition:</b> Review intervals at which employees are recognized <ul style="list-style-type: none"> <li>Recognition intervals reviewed, communicated and launched for 2021</li> </ul>						
	2.3 <b>Recognition:</b> Explore recognition strategies <ul style="list-style-type: none"> <li>Greater celebration and recognition of employees (SD62 Strategic Plan)</li> </ul>						
	2.11 <b>Engagement:</b> Develop engagement strategies/action plans <ul style="list-style-type: none"> <li>Toolkits created for leaders to share results and create actions plans</li> </ul>						
Performance and Growth	3.1 <b>Performance Management:</b> Determine performance management process <ul style="list-style-type: none"> <li>Using a consultative approach, determine a corporate performance evaluation process with desired outcomes</li> </ul>						
	3.2 <b>Performance Management:</b> Assist leaders to effectively provide feedback <ul style="list-style-type: none"> <li>Provide leaders with tools on providing feedback and coaching</li> </ul>						
	3.3 <b>Performance Management:</b> Develop key performance indicators (KPIs) <ul style="list-style-type: none"> <li>Provide Executive and PVP with mandate letters for 20-21 based on the strategic initiatives to be accomplished</li> </ul>	Executive Complete					
	3.4 <b>Competency Framework:</b> Create a competencies framework <ul style="list-style-type: none"> <li>Determine competencies and embedded into all HR programs</li> </ul>						
	3.5 <b>Competency Framework:</b> Determine leadership competencies <ul style="list-style-type: none"> <li>Leadership competencies created and embedded into new job descriptions and recruitment processes</li> </ul>						
	3.17 <b>Workforce Planning:</b> Develop short- and longer-term projections <ul style="list-style-type: none"> <li>Develop a framework to assist with future staffing projections</li> </ul>						

## What's Next for 2021-2022

Goals	Key Activities
Attraction and Recruitment	1.7 <b>Recruitment:</b> Enhance our internal networks by introducing an employee referral program
	1.9 <b>Compensation/Benefits:</b> Ensure benefits are clearly communicated to employees
	1.10 <b>Compensation/Benefits:</b> Create and clearly communicate the exempt compensation philosophy, framework, guidelines and policies
	1.14 <b>On/Offboarding:</b> Introduce a new hire onboarding survey to measure success and continuously improve the new hire experience
Engagement and Wellness	2.5 <b>Health and Safety:</b> Enhance the District's Occupational Health and Safety (OHS) capacity through the promotion of initiatives and programs that support staff health, safety and well-being ( <i>SD62 Strategic Plan</i> )
	2.6 <b>Attendance Support:</b> Improve communication to employees on current leaves and support them while they are absent from work and upon their return to work
	2.7 <b>Attendance Support:</b> Develop an attendance support program to positively, pro-actively and consistently assist those who have difficulty with attendance while recognizing those with exceptional attendance
	2.8 <b>Attendance Support:</b> Promote health and wellness through a variety of initiatives that foster well-being
	2.12 <b>Engagement:</b> Conduct exit and stay interviews to gain greater insight into retaining our valuable talent ( <i>SD62 Strategic Plan</i> )
Performance and Growth	3.6 <b>Learning and Development:</b> Through feedback gathered on the effectiveness of current learning opportunities, explore different learning models to support the development all employee groups ( <i>SD62 Strategic Plan</i> )
	3.7 <b>Learning and Development:</b> Provide opportunities for continuous learning for both personal and professional development through on-the-job development, projects, special assignments, coaching and career planning
	3.8 <b>Learning and Development:</b> Create a leaders' orientation to ensure leaders understand collective agreements, labour laws and corporate programs and their role within them
	3.10 <b>Succession Management:</b> Review organizational structure and identify key positions and vacancy risks
	3.11 <b>Succession Management:</b> Assess internal talent to determine readiness and skills gaps through a transparent and objective process that incorporates leadership competencies and follows a clear recruitment selection process
	3.12 <b>Succession Management:</b> Create individualized development plans for potential successors
	3.13 <b>Succession Management:</b> Develop external recruitment strategies for mission critical positions where no potential internal successors are identified
	3.14 <b>Succession Management:</b> Determine knowledge transfer/retention plans to mitigate vacancy risks and ensure successor success
3.15 <b>Succession Management:</b> Explore mentorship opportunities to help facilitate growth from within	
3.18 <b>Workforce Planning:</b> Create strategies based on gaps analysis to proactively address any skills shortages	

## Committee Info Note Resource Committee Meeting August 26, 2020

### Agenda Item: 4.4 – Information Technology Plan Update

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#### **Background**

- The use of technology in schools has increased significantly over the past decade. Previously, desktop and laptop computers were prohibitively expensive, and a shared model was the only viable option for school districts to consider. However, the advent of lower cost Chromebooks and other computing devices has allowed the ratio of devices to students to increase significantly.
- ~A survey of school principals (Feb 2020) suggested that secondary school principals advocate for a 1:1 ration of devices to students, Middle school Principals advocated for a 1:2 ratio of devices for students and Elementary school Principals advocated for 1:3 or 1:4 ratio for grades 3-5.
- Elementary school principals also advocated for K-3 students to have increased ratio of iPads.
- Given COVID-19 and the potential of going back to remote learning, the timing for increasing the ratio of devices to students is appropriate.

#### **Proposal for Discussion**

- The IT department proposes a model where each secondary school student starting grade 9 would get an individualized Chromebook that they would keep for the duration of their school journey.
- The costs associated would be as per below:

Year	Projected number of Grade 9 Students	Chromebooks Available	Chromebooks Needed	Additional Cost
2020-2021	801	675	126	\$45,000
2021-2022	851		851	\$312,743
2022-2023	944		944	\$364,762
2023-2024	946		946	\$383,414
2024-2025	963		963	\$409,516

\* 2020-2021 funded from IT operational budget + COVID-19 supplemental funding of ~\$60,000

\* 2021 to 2024 Baragar projected grade 9 students

\* 5% Annual cost increase included in projections

~ Principal IT survey results attached

Table: Current ratio of devices to students per school (iPads, Chromebooks, Desktops, Laptops)

School	2020-2021 Students	Chromebook	Chromebook Ratio	iPad	iPad Ratio	Desktop (labs, library)
<b>Elementary</b>	<b>4712</b>	<b>749</b>	<b>1:6.3</b>	<b>487</b>	<b>1:10</b>	<b>93</b>
Colwood Elementary	178	62	1:2.9	24	1:7	3
Crystal View Elementary	240	90	1:2.7	28	1:9	10
David Cameron Elementary	388	56	1:6.9	12	1:32	18
Ecole Poirier Elementary	394	68	1:5.8	59	1:7	5
Hans Helgesen Elementary	197	33	1:6	20	1:10	8
Happy Valley Elementary	432	48	1:9	36	1:12	3
John Muir Elementary	222	45	1:4.9	24	1:9	3
Lakewood Elementary	445	36	1:12.4	42	1:11	3
Millstream Elementary	301	25	1:12	33	1:9	3
Port Renfrew Elementary	19	5	1:3.8	2	1:10	
Ruth King Elementary	313	21	1:14.9	37	1:8	10
Sangster Elementary	234	40	1:5.9	24	1:10	3
Saseenos Elementary	176	36	1:4.9	6	1:29	3
Savory Elementary	226	28	1:8.1	41	1:6	2
Sooke Elementary	292	21	1:13.9	41	1:7	3
Willway Elementary	206	55	1:3.7	29	1:7	4
Wishart Elementary	449	80	1:5.6	29	1:15	12
<b>Middle</b>	<b>2570</b>	<b>1066</b>	<b>1:2.4</b>	<b>135</b>		<b>294</b>
Dunsmuir Middle School	879	353	1:2.5	48		31
John Stubbs Middle	298	177	1:1.7	47		39
Journey Middle School	531	264	1:2	9		92
Spencer Middle School	862	272	1:3.2	31		132
<b>Secondary</b>	<b>3252</b>	<b>1575</b>	<b>1:2.1</b>	<b>62</b>		<b>548</b>
<b>Belmont Secondary</b>	1435	533	1:2.7	21		246
<b>EMCS</b>	632	162	1:3.9	23		137
<b>Royal Bay Secondary</b>	1185	880	1:1.3	18		165
<b>Alternate</b>		<b>91</b>		<b>14</b>		<b>19</b>
Westshore Langford (DL and CE)	708	1		1		19
Westshore Colwood (Byte Program)	120	90		13		
Westshore Sooke (Byte Program)	46					
<b>Department</b>						
Aboriginal Education		37				
Academies		4				
Curriculum		1				
ELL		62		17		
Inclusive Education		113				1
International Program		9				
<b>Grand Total</b>		<b>3481</b>		<b>698</b>		<b>954</b>

\* Ratios are represented as the number of students vs. the number of devices.

\* Windows laptops are not included in the counts

## Secondary School Principal/ Vice Principal 1

- 1) What is the right ratio of iPads/Chromebooks/Laptops for your school? Once we define this, I can assess how many devices are needed at each school to bring you up to standard and establish an equitable floor.
  - All our non-specialized teachers/staff are moving towards solely using Chromebooks in their classrooms. The iPads that we have were purchased prior to the movement towards Chromebooks. They are now only used for research purposes & G-Suite capabilities. Where the art department was heavily reliant on them for the cameras, students now use their own devices (all within FOIPAP criteria).
  - Teachers are very clear in stating that any money spend on student mobile technology, moving forward, should be spent on Chromebooks.
  
- 2) What other standards do you think need to be set so that schools can be given the district support they need (think IT related equipment and software, training or just standards in general)?
  - A major support would be having up-to-date, IT supported software in place before removing/deleting antiquated or unused software (i.e. Mastergrade, Adobe). A realistic timeline for training would be key as well, and possibly in-service or pro-d.
  - We would also like district IT support and expertise on all (not just student, but parent and staff) online behaviours
  - Continue excellent work order status
  - Increased MyEd support for staff
  - More MyEd training for on-call and new-hire clerical

Things to consider as you think about Secondary School IT Equipment Standards:

- All labs to have fixed desktops with the monitor, etc. – labs for gaming/graphics are higher-end desktops/laptops.
  - o 1 Digital Lab, 1 Tech/CAD Lab, desktops in Learning Commons/Library (20-25)
  
- 9-12: 1:2 ratio of Chromebooks?
  - o YES – due to students in non-tech dependent classes such as PE or shops
  - o Some students will bring their own, coupled with the possibility of a district-supported discount program)
  
- iPads ratio?
  - o Not needed - See above statement
  
- Windows desktops outside of labs?

- We'd like more Chromebooks (no need for Windows desktops, EXCEPT for Inclusion Services support room, staff (CUPE and STA prep), Learning Commons
  - Laptops outside of labs?
    - No, just staff
  - MAC devices?
    - Film course using iMovie/MAC mini-lab
  - BYOD vs school or district funded devices – especially consider the sustainability of funding?
    - The BYOD model wouldn't work very well at EMCS, giving the SES of many of our students/families. Our school would be better suited to a district-funded device model or the possibility of district-discounted machines for purchase by families
    - BYOD not as a policy, but certainly there as an option for students
- 3) From a communications perspective, we need some ability to consult and inform your teachers as we move IT software to standards – e.g. removing unsupported copies of Integrate or finding alternatives to Lanschool, Adobe, and one-off software, etc. How do we engage with you and your schools to define standards on these?
- IT staff present at staff mtgs to answer questions. One to one laptop rollout was successful (working one to one with staff)
  - Collaborative pro-d/In-service
  - Work with IT leads well in advance

### **Middle School Principal**

What is the right ratio of iPads/Chromebooks/Laptops for your school? Once we define this, I can assess how many devices are needed at each school to bring you up to standard and establish an equitable floor.

This is something we always struggle with. As much as I would love to add Chromebooks to the student supply list, we just can't at xxxx Middle. Right now we are struggling with the use of devices because we have recently banned phones from the classroom. I thought we could teach our students to use them for learning purposes, but we just had so many issues last year, so phones are in the lockers.

However, some teachers did use phones and now they are needing the Chromebooks more and more. I think we now have approx. 180 Chromebooks, so we try to have a team of 4 teachers share one cart. This is not nearly enough. At a middle school our size (877 next year), we really need one set for each partner teacher. This would amount to 440 Chromebooks to be share in the school. Sounds like a lot, but students are fully engaged when using these Chromebooks.

Is there any way to work with Staples to see if they will partner with xxxxx Middle School? Maybe they would give us a deal.

What other standards do you think need to be set so that schools can be given the district support they need (think IT related equipment and software, training or just standards in general)?

Maybe just the regular equipment such as the cords needed to use the equipment. Not sure this is your department, but we really need our textbooks on-line. We do not get the learning resources we once did to purchase textbooks, so now teachers us them just as extra resources. It is difficult for all students to bring a textbook home. We do not have enough. Can we access these textbooks on-line? If would save us a ton of money on paper. We are finding that teachers are photocopying booklets or sections of the textbook. It would be great if students could access the textbooks on-line.

From a communications perspective, we need some ability to consult and inform your teachers as we move IT software to standards – e.g. removing unsupported copies of Integrate or finding alternatives to Lanschool, Adobe, and one-off software, etc. How do we engage with you and your schools to define standards on these?

It would be great if you could attend a staff meeting - maybe in March to talk to the xxxx Staff and pitch some of these ideas.

## Elementary Principals

### Elementary Principal/Vice-Principal 1

I think that we need 2-1 for Chromebooks in Grade 3, but in Grade 4 and 5 1-1 would be amazing. I know that sounds outrageous but we are really using them.

iPads- 5 per primary class. I think more than anything ALL classes need Sound Field systems! This is a big one for me. (yes, it is all about me)

Also- PVP phone costs (phone and bill) covered by District. Either added to school budget or paid directly by district office.

Projectors/sound systems in gyms would be incredible.

### Elementary Principal/Vice-Principal 2

- 1) What is the right ratio of iPads/Chromebooks for your school? Once we define this, I can assess how many devices are needed at each school to bring you up to standard and establish an equitable floor.

I believe we need at least two class sets of iPads and Chrome books for a small school such as us (that would be two groups of 15 X Chromebooks an iPads) for project-based learning. That would put us at about 5 students to 1 unit. I don't see as much need for an individual set in the classroom – a Laptop for the classroom would work.

At the Leadership meeting, I asked a question on what the elementary needs are – some potentially interpreted as me questioning more funding to elementary schools. Far from it, my belief is that we should have equity in the system and we need to understand the gaps that have to be funded as projects rather than one-offs. As an example, laptop and projector rollout are being treated as district projects. I would like to see the same for chalkboard replacements and gym projectors and other equipment.

- 2) What other standards do you think need to be set so that elementary schools can be given the district support they need (think IT related equipment, training or just elementary standards in general)? I think some training on cyber safety and Pro D on using the devices for tools not toys + not using the Chromebooks just for typing documents.

We have received grants for \$6300 so will be ordering more iPads and Chromebooks in the near future. iPads are great for any level; the apps need to be vetted by IT though and no more than 20 ish should be allowed on any device. I also believe that one (or two) people at the Elementary level per school should have access to download apps so that we do not get garbage on board...

### Elementary Principal/Vice-Principal 3

I believe there needs to be an additional chrome book/lap top trolley in schools over 400. It would be great if this could be absorbed through district funds versus PAC funds. Additionally, it would be valuable to have one iPad per class in order to collect digital images (at the very least) on district equipment versus personal cell phones.



#### Elementary Principal/Vice-Principal 4

I think the ratio for Chromebooks should be about 1- class set per 2 grade 4 and 5 classrooms. (I am not sure if a class set is one per student, if may not be.) So, a school with 4 classes of grades 4 and 5s would need 2 class sets. This should provide enough time for every class including the younger classes when they use them.

-For iPads, it really depends on teacher use. It is ridiculous to have them sit and get outdated. I wonder if there would be a way to have teachers sign them out for the year if they would use 1-5 in their class. I have seen many primary classes make great use of an iPad, but now they are getting so outdated they are becoming frustrating. Teachers using FreshGrade or similar should have one available to them. This sign out could then be continued if the teacher wants it.

-I am not sure if we are getting caught up but: white board, doc camera, and projector in every classroom. A movable short throw projector and a white square for use in the gym at every school. The training is so difficult as it is so dependent on the individual teachers. I think the answer may be the short how-to videos on the intranet. So maybe a way of letting teachers know they are available and easy to access. The availability of coding robots would be great to equalize, but I would hate to see them sitting in a cupboard if the teachers in a school were not using them. Maybe just increasing the amount available through the DRC. (This may not be an IT cost.)

#### Elementary Principal/Vice-Principal 5

In terms of iPads, for primary, 4-5 per class would be ideal. This would work as a station for students and provide access for the teacher or EA should they choose to use as an assessment documentation tool. So, I guess the ratio for me would look like 1:5 ish?

Chromebooks to me are more of an intermediate tool....1:2 being ideal. As a "vulnerable school" right now we are short of everything as our iPads were donated by PAC years ago. Many classes have no tech at all. But many are asking for it to use on reading programs or math software, especially for our struggling learners.

I would say we are currently getting by for the time being with the Chromebook situation, but could use another 10-20 iPads easily to support student learning. Anything would help really...we had to make a schedule to share because our need is outstripping our supply.

#### Elementary Principal/Vice-Principal 6

- 1) What is the right ratio of iPads/Chromebooks/Laptops for your school? Once we define this, I can assess how many devices are needed at each school to bring you up to standard and establish an equitable floor. [We feel two Chromebook carts per school under 300 and 3 carts for schools over 300 and 5-7 iPads per classroom would be sufficient for elementary schools. I also think it is important to finish outfitting classrooms with sound field systems \(i.e. Redcats\) as well.](#)
- 2) What other standards do you think need to be set so that schools can be given the district support they need (think IT related equipment and software, training or just standards in general)? [Some more training on GAFE would be excellent for educators 2-5 and a menu of specific apps that students can use to develop skills on the iPads listed and explained. I know that we often go to the self-service app but many won't download because more licenses need to be acquired and I am unsure that principals and teachers know this. \(It looks like the app just won't load\)](#)
- 3) [Surveys work well or also visiting us during our monthly staff meeting would be welcome](#)

### Elementary Principal/Vice-Principal 7

We believe that every educator needs a laptop. In a school of 300 like this, we would hope for a minimum of 75 iPads and perhaps 50 or even 75 Chromebooks. It's not necessary to have one per student but to have enough for two classes to be using them at a time would be great.

We have talked about standards regarding privacy (with what we are allowed to do with student photos for example – are we safe re: privacy to develop photos at London Drugs or Costco?) Apps are another privacy issue standard... could we have more guidance regarding ones that we should use or not use?

We also think doc stations should be in Learning Commons, LS rooms, and anywhere a teacher or TTOC might want to use a projector.

The standard of training is important too. We appreciate all the inservice that has happened this year.

The service through JIRA has been great – that is an excellent example of a standard that is successful

We could use more laptops for TTOCs to use when teachers are away. They are taking laptops home when they go home so some days the laptop doesn't return when the teacher is home ill.

For Assessment and reporting, teachers don't want to use their own phones to do the Fresh Grade system. They need a device supplied by the district.

To communicate with staff in general, if we have lead time, we can email and discuss at staff meetings but ultimately, we think the surveys work best for capturing larger amounts of data.

### Elementary Principal/Vice-Principal 8

1. What is the right ratio of iPads/Chromebooks/Laptops for your school? Once we define this, I can assess how many devices are needed at each school to bring you up to standard and establish an equitable floor. **For K-3, 5 iPads per class would be ideal. For Grades 4 & 5, a 1:2 ratio would be ideal but if that's not possible, at the bare minimum 5 Chromebooks per class in addition to 28 Chromebooks in the cart. More classes are currently using the Chromebook cart so an additional cart would be helpful.**
2. What other standards do you think need to be set so that schools can be given the district support they need (think IT related equipment and software, training or just standards in general)? **Cyber safety training as well as training on the various apps that teachers can use to help students represent their thinking (i.e., Book Creator, iMovie, Google Read & Write, Google Docs). Additionally, it would be beneficial if the tools/materials/training related to coding were standardized at the district level for all the schools.**
3. From a communications perspective, we need some ability to consult and inform your teachers as we move IT software to standards – e.g. removing unsupported copies of Integrate or finding alternatives to Lanschool, Adobe, and one-off software, etc. How do we engage with you and your schools to define standards on these? **Would a tech committee with member from the IT dept., PVP, & STA work to help define the standards? There is a wealth of tech knowledge in our district that could be tapped!**

**Potential Ratios**

Below are some thoughts on ratios. Please note that my High School and Middle thoughts, are based on previous out of district experiences (most recently an independent 1:1 Middle School that was connected to an independent 1:1 High School)

Level	Ratio	Rationale
High school	1:1 + specialty labs	<ul style="list-style-type: none"> <li>- Personalized learning</li> <li>- Differentiation of content, delivery, and demonstration of learning</li> <li>- Digital textbooks, and all other resources</li> <li>- UDL</li> <li>- On-line learning platform</li> <li>- Assessment (digital portfolio/capstone)</li> <li>- Mobile</li> <li>- Reduction in paper</li> </ul>
Middle School	1:2 + Specialty lab?	<ul style="list-style-type: none"> <li>- Personalized learning</li> <li>- Differentiation of content, delivery, and demonstration of learning</li> <li>- Digital textbooks, and all other resources</li> <li>- UDL</li> <li>- On-line learning platform</li> <li>- Assessment (digital portfolio/capstone)</li> <li>- Mobile</li> <li>- Reduction in paper</li> <li>- Teachers would be able to make technology use part of their daily routine, so that it would become a consistent conduit to learning, demonstration of learning and assessment for and of learning, thereby replacing paper and photocopying of resources</li> <li>- 50% technology time for students, would still provide space and time in the curriculum for hands on, experiential, inquiry activities. Technology could still be available to support in these non-tech focused activities (research, procedures, write-ups, assessment, etc.). As well for subjects when students do not frequently use technology</li> <li>- Set of Chromebooks shared between 2 teachers</li> </ul>
Intermediate (Grades 3-5)	1:3 or 1:4	<ul style="list-style-type: none"> <li>- Set of Chromebooks shared between 3 or potentially 4 teachers</li> <li>- Consistency in use to develop basic Digital Citizenship and Digital Literacy skills</li> <li>- By having Chromebooks readily available for teachers/classes each day, they would become a part of the daily instruction and learning</li> <li>- Important to spend a focus in the intermediate years on digital safety, however the students need the opportunity</li> </ul>

		<p>to practice what they learn – i.e. Appropriate Social media posting and sharing, can be learned through Google Classroom and docs, or posting on FreshGrade</p> <ul style="list-style-type: none"> <li>- If consistently available, students would follow through on their curiosity (in search for answers) and then also creation /demonstration of learning through tech</li> <li>- Personalized learning</li> <li>- Differentiation of content, delivery, and demonstration of learning</li> <li>- Digital textbooks, and all other resources</li> <li>- UDL</li> <li>- On-line learning platform</li> <li>- Assessment (digital portfolio/capstone)</li> <li>- Mobile</li> <li>- Reduction in paper</li> <li>- Teachers would be able to make technology use part of their daily routine, so that it would become a consistent conduit to learning, demonstration of learning and assessment for and of learning, thereby replacing paper and photocopying of resources</li> </ul>
Grade 2s	Need weekly access to weekly Chromebooks	<ul style="list-style-type: none"> <li>- Literacy and numeracy activities</li> <li>- Beginning assessment or creation</li> <li>- Digital Literacy</li> </ul>
iPads – K-3	1:5 or 1:4 + 1 teacher iPad (documentation for assessment if using FreshGrade)	<ul style="list-style-type: none"> <li>- 4 is the ideal size of a group to work on creating something or a project – hence 1 iPad to 4 students</li> <li>- 4 or 5 will allow for the use of an iPad as a literacy or numeracy centre</li> <li>- 1 iPad for every 4 will allow for quick digital self-assessment or documentation of learning artifacts for FreshGrade for students within a classroom, or potentially other Points of Progress</li> <li>- Digital books – reading and creating</li> <li>- Photos and movie creation</li> </ul>
iPads 4-5	2-4 per classroom (1 for teacher documentation and assessment if using FreshGrade)	<ul style="list-style-type: none"> <li>- Each classroom should have immediate access to an iPad or Chromebook besides the teacher device, for inquiry and research</li> <li>- Tool available for research and creation</li> <li>- Documentation and assessment</li> <li>- Portable (outside and to other classes)</li> <li>- Breaks for students</li> <li>- Centres or additional literacy/numeracy activity</li> <li>- Digital books – reading and creating (Chromebooks also do this, but the mobility is an advantage)</li> <li>- Photos, movies, and auditory use for demonstrating learning</li> </ul>

**Committee Info Note**  
**Resource Committee Meeting**  
**August 26, 2020**  
**Agenda Item: 4.5 – Capital Projects Update**

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**Background**

- As usual over the summer, staff have been completing and managing a number of capital related projects to prepare our sites for September
- Attached is a summary of projects being worked on by our staff in Facilities
- This list is another good example of the great work of our staff as we gear up for another school year
- In addition to these projects, there are a number of major capital projects underway as summarized by:

**Pexisen Elementary and Centre Mountain Lellum**

- Blasting and leveling continues
- The school construction tender closed on August 11th with 4 bids being received
- Farmer Construction was low bid with reference checks and evaluation completed on August 14th
- Project awarded to Farmer Construction on August 18<sup>th</sup> and construction is anticipated to start in the fall

**Royal Bay Expansion**

- Construction continues with the Fire Alarm Verification nearing completion
- Building Commissioning is ongoing with the occupancy inspection planned for August 28th
- Parking and bus loop construction planned to be complete on August 28th

- Cleaning and furniture move started the week of August 17th

### **RBSS – Fieldhouse Expansion**

- Underground services complete and the concrete slab has been poured
- Steel structure installed with project completion planned for the end of September

### **Dunsmuir Phase II – Window and HVAC Upgrade**

- The project (window, HVAC and door) upgrade is nearing completion and is expected to be completed by the end of September

### **Portables**

- The portables have been delivered to the new locations with the construction of ramps, stairs, electrical nearing completion
- Occupancy is planned for August 28th
- Cleaning has started in some portables and the move of furniture is planned for week of August 24th

### **Sewer – Savory and Spencer**

- Work is ongoing and completion is planned for the end of August

# Summer 2020 Projects

Priority	School	Location/Room Number	Work Description	Project Completion Time (from August 13)
1	Various	2020 Summer Portables	Interior set-up, cabinet/shelving installation, IT support, related issues.	4-6 weeks
1a	Wishart	On the Rear/Upper Field	2 portable building Installations	3 weeks
1b	Ruth King	On the Pavement beside the West Field	2 portable building Installations	2 weeks
2	Wishart	Rear Field Fringe	Build Washcar	4-6 weeks
3	Sangster	1008	New HVAC Unit Installation	(Contractor Confirmation this Week) 4-6 weeks
4	Willway	Gym Floor Exhaust System	Install exhaust fan, controls, ducting, and protection wall in gym	(Contractor Confirmation this Week) 4-6 weeks
5	Wishart	South East Property Line	Construct Concrete Retaining Wall	2 weeks (Currently on hold)
6	Crystal View	1111 Staff/Accessible Washroom	Remove shower, repair drywall, paint and tile. Install new change table.	40% complete. 2 weeks
7	EMCS	Custodial Room 1087 and affected area	Contractor to remove affected drywall and remove any mold or mildew in the area. SD62 to Repair.	4-6 weeks for complete remediation and repairs to be completed.
8	EMCS	Exterior Stair Railings Field side of school	Media blasting of metal railings, prime, and paint	Started Monday August 10
9	Transportation	Parking Lot and Electrical Room	Electric Vehicle charging stations to be installed	Construction started. 3 weeks.
10	Wishart	Room 1030 (Library Entrance Forier)	Install magnetic hold open devices for 4 doors in the forier	1 week (Waiting for Product)
11	Lakewood	Principal's office/Staffroom	New replacement thermal window units for security. Obscured lam glass at new play area	Staffroom Complete. 2 days for Principal's office
12	Entire School District	Projector Installations	EMCS Phase IV	September. 4-6 weeks
12a	SBO	IT Generator Installation	Install correct cable to conform to revised engineering plan.	2 days. (September Project)
13	Dunsmuir	Washroom Door Sight Line Repair	Build Blind and reverse door swing to block sight line of urnals	1 week. (September)
14	EMCS	Theatre	Install new LED Stage Lights to replace existing Florecent lighting	1 week (Currently on hold)
15	Millstream	Gym Entrance	New doors, door hardware, access control hardware	September. 1 week
15a	Sangster	Annex Entrance	New doors, door hardware, access control hardware	September. 1 week
16	Colwood	Former Computer Lab	New Counter Tops and cabinet repairs	Tops complete. Renovations in the Fall (Brandon O.)
17	Sangster	Front of the School near the Main Entrance	Install new School name signage on freshly painted facia	Assessing
18	Sangster	Entire School	Install new Fire Alarm System	Winter Break
19	EMCS	Theatre	Replace all theatre seats	Anticipating confirmation of shipping
20	Happy Valley	Room 1125	Install new Air Glider Swing anchor. Including engineering.	Waiting for budget
21	Lakewood	1060	Install new Air Glider Swing anchor. Including engineering.	Waiting for budget
Complete	Happy Valley	1111 Staff/Accessible Washroom	Remove light, wire a 15 amp outlet, install new change table, misc. repairs	complete
Complete	John Stubbs	2222 (Art Room)	Build pony Walls and Gates to control access to the mezanine	Complete