

Public Notice – Resources Committee Online Public Meeting


A public meeting of the Resources Committee for School District 62 (Sooke) **will be held on March 8, 2023, at 6:00 pm.**

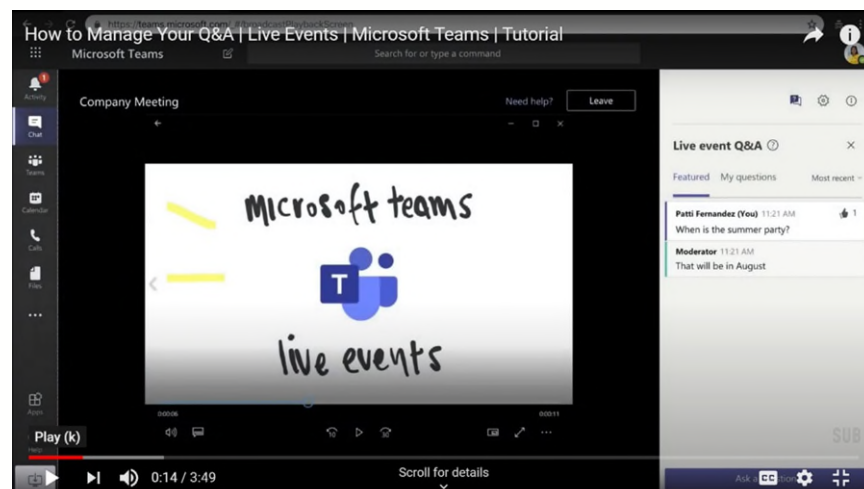
Please note that all Public Board and Committee meetings are now held in person at the District School Board Office, located at 3143 Jacklin Road, Victoria.

To participate in the meeting please click on this link:

To guide you, the following is information on how to join a live event in MS Teams.

<https://support.office.com/en-us/article/attend-a-live-event-in-teams-a1c7b989-ebb1-4479-b750-c86c9bc98d84>

- Anyone who has the link can attend the online meeting without logging in to MS Teams.
- Members of the public have the opportunity to ask questions related to agenda items discussed at the meeting:
 - Select the **Q&A**  function on the right side of the screen.
 - When asking a question using the Q&A function, please identify yourself. **Anonymous questions will not be responded to.**
 - A reminder for Stakeholder groups to use the **Q&A** function.
 - Members of the media can direct their questions to the Communications Manager at School District 62 for response following the meeting.



If you have questions regarding the meeting and how to access it that aren't answered in the link above please email info@sd62.bc.ca.



RESOURCES COMMITTEE
School Board Office
March 8, 2023 – 6:00 p.m.

A G E N D A

1. **CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Scia’new Nation, Coast Salish, and T’Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuu-chah-nulth. (words gifted by the three nations SD62 works with)
2. **REPORT** (page 3)
3. **PRESENTATIONS** (10 min.)
4. **BUSINESS**
 - 4.1 23/24 Operational Plan – Sue Grundy (page 5)
 - 4.2 23/24 Budget Development Process – Harold Cull (page 7)
 - 4.3 Digital Solutions Reconfiguration Plan – Farzaan Nusserwanji (page 10)
Proposed Motion: That the Board of Education of School District 62 (Sooke) support the re-branding of Information Technology to Digital Solutions to focus on Digital Literacy, Infrastructure and Tech Support, Cyber Risk and Security, Data Analytics and Records, and Digital Integration as core service areas identified.
 - 4.4 Design Standards for Capital Projects – Harold Cull (page 16)
Proposed Motion: That the Board of Education of School District 62 (Sooke) approve the Design Standards for Capital Projects developed from the Board’s Guiding Principles, as presented to the Resources Committee on March 8, 2023.
5. **ADJOURNMENT**
6. **NEXT MEETING DATE:** April 11, 2023





Committee Report of Resources Committee Meeting via MS Teams February 14, 2023

Present: Ebony Logins, Trustee (Committee Chair)
 Amanda Dowhy, Trustee (Committee Member)
 Trudy Spiller, Trustee (Committee Member) - virtual
 Russ Chipps, Trustee - virtual
 Paul Block, Acting Superintendent & CEO
 Harold Cull, Secretary-Treasurer
 Ed Berlando, STA
 Trudy Court, CUPE - virtual
 Ceilidh Deichmann, SPVPA
 Melissa Da Silva, SPEAC - virtual

Staff: Stanley Joyce, IT
 David Lee-Bonar, Assistant Secretary Treasurer - virtual
 Mhairi Bennett, Manager, Minor Capital
 Sue Grundy, Manager, Executive Operations

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 6:08 pm by the Committee Chair, who 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 Board of Education of Sooke School District 62 (Sooke) received the Resources Committee Report dated January 10, 2023, at its Public Board Meeting dated January 24, 2023.

3. PRESENTATIONS

4. BUSINESS

- 4.1 2023/24 District and School Fees: - Paul Block/Harold Cull
- a) SD62 ADULT Learning Fee Schedule
 - b) Secondary Schools District Fee Schedule for 2023/24
 - c) Middle Schools District Fee Schedule for 2023/24
 - d) Academy Programs – proposed Fee Schedule for 24/25
 - e) International Program Fees for 24/25
 - f) Transportation Program Fees

Staff provided an overview of the 2023/24 District and School Fees and the 24/25 International Student Program Fees to the Resources Committee and answered several questions on specific fees being proposed. The Committee supported the following motion going forward to the Board for their review and consideration.

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the District and School Fees for the 2023/2024 school year as presented at the Resources Committee meeting of February 14, 2023.

4.2 Minor Capital Update – Mhairi Bennett

Mhairi Bennett provided an update to the Resources Committee on facilities work completed from April 1 to December 31, 2022, in the Minor Capital Plan and the Annual Facilities Grant Projects. The Resources Committee and District staff also thanked Mhairi for her work and dedication to the Minor Capital Program over the last several years and wished her well in all future endeavors.

4.3 22/23 Q2 Financial Forecast – David Lee-Bonar

David Lee-Bonar provided a 22/23 Q2 Financial Forecast to the Committee outlining the estimated year-end financial position of the District. It is estimated that the District will end the fiscal year with a deficit of \$613,974 and financial reserve of \$1.851 m or 1.27% of the operating budget. Staff will continue to manage this year's budget and will complete the Q3 forecast in May 2023. Once the Q3 forecast is completed, staff will provide an update to the Committee.

4.4 2022/23 Amended Budget – David Lee-Bonar

David Lee-Bonar discussed the 2022/23 Amended Budget with the Resources Committee. The amount of \$188,486,324 is an increase of \$16,917,423 from the amount previously approved by the Board of Education on May 24, 2022. The Committee asked several questions pertaining to the changes to the budget for the Board of Education consideration at the end of the month and supported the following motion going forward.

Recommended Motion: That the Board of Education of School District 62 (Sooke) give first, second and third readings to the 2022/23 Amended Annual Budget Bylaw specifying a total budget of \$188,486,324.

4.5 2023/24 Budget Development – Harold Cull

The budget process for the 23/24 fiscal year has begun. The Board of Education has approved the budget principles, assertions and timeliness, and work on the operational plan and budget estimates are ongoing. Staff discussed the revised estimate forecast for 23/24 and the anticipated impacts on the budget. The Committee also discussed the draft operational plan projects being proposed for next year and provided input on these projects. Some of the common themes that the Committee supported centred around employee supports, SOGI, and student voice and choice.

5. ADJOURNMENT AND NEXT MEETING DATE: March 8, 2023

Committee Info Note

Resources Committee Meeting

March 8, 2023

Agenda Item 4.1: 23/24 Operational Plan

PURPOSE

- This information note provides details of the latest draft of the 2023-2024 Operational Plan
- This version is being used in the budget development process to determine which projects can be funded or resourced from a capacity perspective
- The final version of the Operational Plan will be presented to the Board, for their information, along with the draft budget at the April 18th Education Committee of the Whole meeting

BACKGROUND

- At the February Resources Committee meeting, details of the budget development process were discussed, including the development of the Operational Plan.
- The intent of the annual Operational Plan is to outline the work required to continue to deliver on the objectives of the 2021-2025 Strategic Plan.
- Development work has continued with feed in from the Leadership Team, the Resources Committee and from Stakeholder presentations to the Board of Education.
- Attachment 1 details the current draft of the Operational Plan which has been refined in terms of the inclusion and description of each item.
- Feedback from members of the Resources Committee included support for:
 - Diversity, Equity and Inclusion, particularly sexual identity and gender identities (SOGI), given that they were raised by the community during the Trustee Elections in October 2022 and features heavily on the strategic plan;
 - The Employee Attendance Support Program; and
 - Student voice and choice.
- The Executive has estimated the potential costs each item for the 23-24 school year totaling ~\$1.5 million.
- The next stage will be to ensure the affordability of the Operational Plan by selecting items that allow a balanced budget to be presented to the Board for their consideration.

Prepared by: Sue Grundy, Manager, Executive Operations

Appendix 1 - Draft SD62 Operational Plan 2023-2024

OBJ	ITEM	LEAD	NEEDS	COST
L1	Begin to implement audit recommendations for diversity, equity and inclusion (DEI)	Monica	200K (position, training, release time)	200
L1	Implement and monitor Indigenous graduation credit courses to ensure students have access to Indigenous content courses and to determine needed supports for educators	Paul	No cost	0
L2	Early Learning and Childcare Programs - Continue to build the strategy: (1) our early learning programs effective pathways for transition to school; and (2) building community partnerships	Dave (Frances)	260K	260
L2	Implement the curriculum department plan related to K-12 literacy development	Dave (Denise)	No cost	0
L2	Continue to implement the Middle School Philosophy by seeking alignment and consistency among the middle school timetables	Monica	(One-time funding for schools re ADST Gr 6&7. Equipment and resources course redesign reset)	150
L3	Define and enhance the practices and processes of the work of the Safe Schools Team (digital threat assessment)	Monica (Vanessa)	150K (100K Teacher for digital safety, 50K for SEF to move into Exempt)	150
L4	Explore the use of digital tools for learning to enhance staff use of technology to deliver pedagogy. (build technological capacity amongst staff)	Farzaan	50K release time. 50K teacher mentor	100
L4	Continue to develop comprehensive plan for program pathways and course offerings at the Westshore post-secondary site	Paul	No cost	0
L4	Careers/Applied Design, Skills, and Technologies (ADST) - Enhance support for the Career and ADST K-12 curriculums in support of voice and choice	Paul/Dave	No cost	0
E1	Implement the equity hiring practices plan	Fred	No cost	0
E1	Developing a model to support Succession Planning for the Leadership Team.	Fred	5-10K (expertise review and release time?)	10
E1	Leadership Training - Implement training tools for the leadership team on labour relations, the Collective Agreement, conflict management, having difficult conversations	Fred	5K ongoing work	5
E1	Leadership Training – Implement training on Sexual Assault and Harassment – Determine and then implement training for leadership to deal with receiving claims of sexual assault and sexual harassment from students.	Monica	5K release time	5
E2	Implement pathways to graduation - Increase graduation outcomes for students with Indigenous ancestry by using a data gathering tool and process to track progress (E2/L2)	Paul	No cost internal	0
E2	Create opportunities and resources to learn and value Indigenous languages in schools (Curriculum/NIE) (L1, E2)	Paul	No cost internal	0
E3	Continue to implement the strategic communications plan	Scott	cost elsewhere	0
E4	Implement new Employee Attendance Support Program with an emphasis on providing supports for those in need	Fred	2K	2
E4	Continue to implement the Healthy Schools, Healthy People (HSHP) Framework	Dave (Vanessa)	107K	107
G2	Create and implement the use of technical specs that complement the design guidelines and standards (expand to include existing spaces)	Harold	No cost	0
G2	Implement the LRFP to support annual and multi-year space planning activities	Harold	No cost- begin using the doc	0
G2	Develop a strategy to ensure effective community use of our spaces	Harold	No cost	0
G3	Investigate the requirements to integrate data across Business (finance, HR) and Education departments to align resourcing across Strategic and Operational Objectives linking back to Student Success	Farzaan	\$100K	100
G3	Implement cyber security and privacy policies in partnership with curricular, inclusive, and safe school objectives	Farzaan	\$250 software, training, support	250
G3	Develop and implement a governance process for acquisition, integration, and management of digital assets in support of educational and support services	Farzaan	No cost 23/24	0
G3	Facilitate the development of Records Management Framework for the Board, district depts, and schools	Farzaan	Records Manager	135
G4	Create an ethical framework for decision-making to guide board-level decisions (for example, around social responsibility including dealing with systemic racism and addressing TRC actions and other issues)	Monica/Harold (board)	No cost	0
G4	Continue to implement the Energy Sustainability Plan in order to reduce the district's environmental footprint	Harold	No cost	0
G4	To develop and then undertake an environmental scan of the district ahead of renewing the strategic plan (census data)	Harold	No cost	0
G4	Develop a strategic approach to organizational growth (people, process, technology) that assists us in making structural and resource decisions.	Fred	\$75K	75
			TOTAL	1,549,000



Committee Info Note

Resource Committee Meeting

March 8, 2022

Agenda Item: 4.2 23/24 Budget Development Process

Background

- The budget development process for the 23/24 school year continues
- Staff will lead the Committee through a budget presentation at the meeting with the following path:
 - 1) Budget Priorities – summary of themes heard to date and proposed projects
 - 2) Budget Context – increased certainty as enrolment amounts have been estimated
 - 3) **Plan – what should our approach be to address the estimated pressures?**

Budget Priorities

- Through the budget discussions with the Leadership Team (February 1st and March 1st) and our partner groups (February 21st), the following budget priority themes continue to be at the forefront:
 - 1) Early education opportunities
 - 2) Diversity, inclusion and equity
 - 3) Growth/maturity of the organization
- The District is still in the process of gathering input on budget priorities from our students (March 7th) and public (through a survey) and this further input will be used to finalize the themes or budget narrative of the District
- Any additional input/changes to this list will be added into the budget process

Enrolment Revenue

- As presented at the February 28th Board meeting, the District is estimating a standard K-12 enrolment amount of 12,900 with the rest of the enrolment estimates by category on the attached summary for the 22/23 school year
- The following table reflects some highlights from the enrolment estimates provided to the Ministry in February

FTE Type	22/23	23/24	Increase
K-12 Standard	12,250	12,900	650/5%
Continuing Ed	18.63	28	9.37/50%
Level 1	12	12	Nil
Level 2	633	730	97/15%
Level 3	388	450	62/16%
ELL	1,115	1,432	317/28%

- The estimated revenue generated from this enrolment, based on the existing funding formula that will be confirmed in mid-March, is \$7.900 m
- Added to the \$633,000 carried forward from the 22/23 enrolment, the District is estimating to have an additional \$8.533 m of revenue for the 23/24 school year
- This amount does not include any negotiated salary increase funding that will be determined and provided during the year

Expenditures

- The direct staffing (teachers and IES) required based on the enrolment growth is estimated to be \$4.933 m leaving a net increase in funding of \$3.600 m as reflected below

Incremental 23/24 Enrolment Revenue =	\$7.900 m
Structural 22/23 Enrolment Revenue =	\$.633 m
Direct Teacher & TOC Staffing =	(\$2.138 m)
Direct IES Costs =	(\$2.795 m)
New Revenue to Spend in 23/24 =	\$3.600 m

- In addition to the direct staffing costs, there are several non-discretionary costs associated with the incremental revenue
- These costs, noted below, are driven on enrolment growth (per student FTE amounts), decisions made in previous years (Program Review) or costs outside the control of the District or part of negotiated agreements (inflation, etc.)

New Revenue to Spend in 23/24 =	\$3.600 m
Ratios – school supplies, digital services, insurance =	(\$.297 m)
Program Review – attendance support, AFG, wellness =	(\$.112 m)
Pressures – inflation, increments, benefits =	<u>(\$2.202 m)</u>
Discretionary Dough to spend in 23/24 =	\$.989 m

Budget Plan

- Based on the available funding for discretionary items (\$.989 m) and the priorities identified, the Executive will develop a plan to present to the Board at the April 18th Committee of the Whole meeting for their review and consideration
- This plan will include the budget impacts announced by the Province on February 28th (to be summarized at the Committee meeting) and will be informed by the multi-year budget for the District
- Staff will walk the Committee through a presentation providing an update on the current state of the budget



Committee Info Note

Resources Committee Meeting

March 8, 2023

Agenda Item: 4.3 - Digital Solutions- Rebranding and Reconfiguration Plan

Background

- The IT Operational Plan from 2018-2022 has been completed. Under the mandate of the Executive Director, IT staff have been working to create a new multi-year plan.
- At the Committee meeting of November 8, 2022, staff provided an update on the work completed to date on the Digital Solutions Operational Plan
- The Committee asked several questions and asked for additional information:
 1. Provide information about the process followed especially gathering stakeholder input
 2. Provide a gap analysis as part of the plan
 3. Clarify the ask of the resources committee

Purpose

- The purpose of this topic is to provide a final review at the Resources Committee to ensure support for the proposed motion to the Board regarding the rebranding of IT to “Digital Solutions” and reconfiguration to include the five key areas identified in this note.
- To provide responses to the questions from the committee from the Nov 8th, 2022 presentation to the Resources Committee:
 - Approach to the development of the Digital Solutions plan is provided in section A.
 - Gap analysis is provided in sections B1-B3.
 - Target State for Digital Solutions is outlined in section C.
 - Feedback from Leadership and partner groups is provided in a summary format in section D.

A. Overview of Digital Solutions Plan Approach

1. Assessment of the Current State was conducted including a review of 11,900 service tickets that are supported by the IT Team.
2. A review of the current operating model was conducted focused on deepening an understanding of areas of decentralized, shared/hybrid, and centralized organizational design, procurement, and delivery of technology functions
3. Opportunities for Innovation and Continual Service Improvement and efficiency were identified.
4. An analysis of external trends impacting the educational sector and global digital transformation efforts along with a review of our district growth and increasing complexity were conducted.
5. Multiple surveys of the Executive and Leadership team were conducted to identify needs in our schools and departments as input to the development of standards and establishment of future areas of focus.
6. The SD62 response to these internal pressures and external factors was defined by developing a Target State that could be achieved over the next 5 years by reconfiguring the department to provide enhanced Digital Solutions and Services.
7. Additional stakeholder discussions and partner conversations have occurred since the last Resources Committee update.



B. Gap Analysis:

B.1 Gap analysis was conducted on the existing Operating Model (Executive summary below):

IT Governance Principles:

- **No defined policy statements on IT governance nor any consistent governance model.**
- Most departments purchase their own software with little awareness of IT Governance and Architecture Principles.

Cyber Security and Privacy:

- The assumption is that CIO is accountable. Given the distributed nature of IT decisions, this is virtually impossible.
- IT manages access controls for Email, One Drive, MyEd and Educational Apps. HR, Finance, and Facilities manage access to their information systems and data. Schools/Education Depts often circumvent controls via Google
- **IT is expected to provide Privacy and Security assurance with little oversight of access controls or procurement.**
- Cyber Security policy approved by the Board and implementation planning has begun.

Infrastructure and Tech Support:

- Significant progress made in this domain over the past four years by central funding and roll out of standard classroom packages including Laptops, Docks, and Projectors for all Teachers above 0.6 FTE and WIFI in every classroom.
- Overall, over 12000+ devices are supported by a staff of 9 (IT Ops/Service Desk).
- However, Student devices - **8,000+ devices are decentralized with little or no support**
- **Schools buy student devices, and many departments purchase their own staff devices**

Business Applications and Data

- Great progress made in improving the accuracy of enrolment projections, building out staffing allocation, and establishing student success metrics along with an extensive internal intranet (Engage).
- However, schools/department purchase their own software leading to siloed implementations and tech proliferation.
- Inconsistent user experience. Information is hard to access and find due to multiple applications and comms tools.
- **Training on Digital Literacy for Staff – Teaching staff, PVP and CUPE is a significant gap as we have no Ed Tech department**

Investment Prioritization & Digital Initiatives

- As a district, we are defining projects and selecting applications we need in siloes and then the obligation is to fund, secure, and support. No clear process or decision model as Budgets are distributed within departments.
- **Shadow IT/ 'Vendor shopping approach'. No discovery capabilities of the extent of shadow IT resulting in limited control; No formal requirements for documentation, lack of formal workflows, or oversight of procurement to ensure rationalization of application. Over 500+ siloed apps.**
- IT is viewed as a roadblock when trying to apply a 'district lens.', enforce process or point out risks.
- **Strong risk that investments in digital tools, data, and initiatives do not deliver the expected results.**



B.2. Gap analysis was also conducted on the Digital Initiatives/funding support (Executive summary of gaps below):

- Department staff Laptops/Docks/Monitors
- Teaching staff below 0.4 FTE
- CUPE devices (SEFs, EAs, Custodians, etc.)
- Replace Smartboards/VOIP/PA Systems
- Student devices (iPads/Labs/Chromebook)
- New Divisions & Growth of staff
- Promote Digital Literacy and pedagogical use of technology in the classroom
- Enhanced support for Curricular, Safe Schools, and Inclusion Objectives
- FOIPPA Legislative Changes – gaps include policy, staff to support processing FOI requests, and training on the processes needed to ensure the Protection of Information Privacy
- Cyber Security and Risk Management Training and Software
- Records Management Framework, staff, and software
- Digital Governance
- Process library for and maps for key district processes
- Digitization of ARCs/ORCS – (HR/Finance/Board/School Records)
- Automation of budget software and financial controls
- Digital forms for VTRA, Digitization of whiteflies, IES screening, and workflow
- Support for replacement of Facilities work order system
- Support for enhancement to automation of the bussing system
- Social Media and Communications support for external websites

B.3 Gap analysis of staffing needs was conducted:






- Current operating budget and staffing level are significantly below our neighboring districts:
 - Sooke (12 FTE), Victoria (30 FTE), Saanich (19 FTE)
 - Proposed short, medium, and long-term staffing models have been provided to the Executive as input to the budget development process

C. Proposed Digital Solutions Target State

C.1. Service Objectives for reconfiguration of IT into 5 service areas as part of the Digital Solutions Plan

Services	Target
Digital Literacy	<ul style="list-style-type: none"> Digital Literacy – exploring how pedagogy is improved through technology Supports for Ed Tech Learning, Training, Cyber safety, Privacy, etc. with an emphasis on student success.
Infrastructure & Tech Support	<ul style="list-style-type: none"> Develop self-reliance within schools. Provide core infrastructure and service desk support and refresh end-user devices
Cyber Security and Privacy	<ul style="list-style-type: none"> Establish and implement policy & standards, and security controls, Provide training. Accountable Executives for each application system and associated security and privacy controls.
Data Analytics & Records	<ul style="list-style-type: none"> Data quality dashboards and reports for schools/depts Data quality, records retention, and file storage have central oversight, alignment and training
Digital Integration	<ul style="list-style-type: none"> Digital Advisory Committee and Board Oversight in place Data and processes are integrated, secured and unified.

C.2. Target State Operating Model was developed for each of the planned focus areas (Summary below)

	Decentralized	Shared	Unified	Target State thoughts
Digital Literacy/Online Learning				<ul style="list-style-type: none"> Digital Literacy – exploring how pedagogy is improved through technology Classroom support for Ed Tech Learning, AAC, Training, Privacy, etc. with an emphasis on student success. Conduct PIA on apps, provide training, videos CIO leads - Shared with Associates
Infrastructure & Tech Support				<ul style="list-style-type: none"> Develop self-reliance within schools and minimize the need for operational support Schools/Depts provide local support/ inventory mgmt. via TL/LA and increased staff time CIO is responsible for setting refresh standards and holds the budget for purchasing Leadership, Lab and Staff devices. CIO provides core infrastructure – network, servers, wifi, MS Office
Cyber Risk & Security				<ul style="list-style-type: none"> CIO accountable for governance and oversight –sets policy & standards, directs and monitors the design and implementation of effective information security controls, provides training Operational responsibility for compliance with security standards and directions rests with the Accountable Executive. Clear Accountable Executives for each application system and associated access controls. Schools/depts manage inventory and refresh hardware to keep up patches
Data Analytics & Records				<ul style="list-style-type: none"> CIO's office submits district-level reports to the Executive for sign off SBO depts/Schools manage their own data and records Data quality, records retention, and file storage have central oversight CIO's office gathers and audits data quality dashboards and reports for schools/depts SIS Clerks and departmental reports are centrally aligned within the Data team
Digital Integration				<ul style="list-style-type: none"> Digital Initiatives Operating Model in place with clear Accountable Executives Digital Advisory Committee and Board Oversight in place Schools/depts develop business requirements and process maps and CIO provides technical requirements, oversight and a "district lens"

CS Current State

TS Target State

D. Stakeholder Input and Feedback Gathering:

D.1 The gap analysis and planned reconfiguration were presented to the Leadership team. Feedback from ~90 + Leadership members (PVP/Directors/Managers) is summarized below:

<p>1. Given the shift to Digital that is occurring and is expected to continue to occur over the next 4-6 years, does the intent of rebranding, the scope of proposed services, and the operating model make sense?</p>
<ul style="list-style-type: none"> • Yes, a formalized approach to project approval sounds like the right next step. Cross-functional teams are also a great idea. • Yes, as long as students are put first • Yes, wondering about any costs that may be incurred or saved • Yes, but IT still needs to support IT infrastructure and users. We need more training, so people know how to use what we already have • Yes! • Need more clarity on the scope and the proposed services. Some of the proposed services look like they should fall under other areas such as curriculum/ST • Yes, it does – We really like the idea and the re-configuration. • Yes!
<p>2. What is Digital Solutions / IT s future role in increasing self-reliance and digital capacity within schools and departments?</p>
<ul style="list-style-type: none"> • Online programs (such as prismatic) have been huge for time savings. It is essential that implementation includes training to ensure staff/students are able to use resources with different levels of training. • To provide in all groups (STA, CUPE, PVP, Clerical) devices, curricular support, and direction. Consult with PVP as we end up being the 'go-to' at the schools • How will digital capacity be built in schools? Will it be through school, curriculum, or digital solutions? Need more supports with cyber safety, digital literacy, etc. – Who can teach/help with this? We feel it's a bigger conversation • Continuing the education piece, videos, training, etc. Provide opportunities for learning • Support for BYOD- equity, local expertise. Specialized training. Equity between schools for resources. • Staffing/training for independence. Focus on TL/Learning Commons teacher • More clarity on roles, not feeling a big shift is needed • Ensure PVP are given the opportunity to also learn programs that secretaries use e.g. Dashboards, MyEd scheduling for Middle school, Online Registration- we need to use it but don't have the training. • Training for secretaries needs to be slower, more consistent, and more personalized. • Education / Awareness for all staff.
<p>3. Given we are currently automating processes, acquiring software, and gathering data in a decentralized manner in schools and departments, who is authorized to accept Security and Privacy risk?</p>
<ul style="list-style-type: none"> • Cross-functional teams with a subject matter expert will assist to identify and understand security/privacy risks and mitigating strategies. • Find a balance with clear responsibilities • We don't think the individual schools are able to accept the security/privacy risk. Needs to be somewhat centralized but look at how it can be managed effectively. Teachers also need to have access to the tools they need, but may not be aware that they are opening themselves to risk. • Persons who understand and are capable of making these decisions. Often this is not the purchaser of the software. • Good question- Currently, PVP take risks with a decentralized model • This question needs more discussion • Data should not be gathering some types of data- others, specific to schools is working. • Oversight and education of staff needed. Only certain people should see it. E.g. In IEPs – all the compliance supporting documentation. Who has access and what level – (MyEd) • School-based staff using apps/websites that are security risks – How do we even know? It is an awareness issue.



D.2. Discussions with Representatives from CUPE and STA were held and summarized below:

CUPE

- In agreement with supporting moving forward with the 5 services proposed as long as the Board addresses CUPE member needs first (primarily access to devices and training).
- Addressing CUPE member needs first involves:
 - Access to Tech – could be by group (e.g. one in each classroom or tech for bus drivers (but not necessarily 1:1)). Will work with CUPE Executive to identify needs and strategy to ensure members know how and where to access.
 - Review of current inventory per school/department to audit ratio of devices accessible to members.
 - Signage required in schools for how to access tech and how to get service when required.
 - Training – access to training is critical as new software is being rolled out and employer expectations increase – this speaks to the need for devices + lifting digital literacy skills.
 - Will work with CUPE executive to identify the most effective way to reach members, especially for broad district-wide applications (e.g. Make a Future, Atrieve, Follett, JIRA, Work Orders, Engage).
 - More actively curate and manage content on Engage so it is accessible to CUPE members – currently too much and too fast.
 - CUPE Exec can help identify the needs and gaps (devices, skills, other) for members.

STA

- From an STA perspective, it would be valuable to ensure that all teaching staff with a continuing contract (0.2FTE and above) are given a laptop/device and to provide enough spares for TTOCs.
- Appreciate the need and intent of Digital Literacy/Training. From an STA perspective, it would be important to ensure that any employer-provided training is within the book-ends of the day and treated as in-service either via release time or using collab days.
- Happy that CUPE needs are also being heard.
- STA is in support of bringing a proposed motion forward to the next resources committee that the board support the re-branding and creation of the 5 service areas.

Next Steps

Proposed Motion: That the Board of Education of School District 62 (Sooke) support the re-branding of Information Technology to Digital Solutions to focus on Digital Literacy, Infrastructure and Tech Support, Cyber Risk and Security, Data Analytics and Records, and Digital Integration as core service areas identified.



Committee Information Note Resource Committee Meeting March 8, 2023

Agenda Item 4.4: Design Standards for Capital Projects

Background

- At their June 28, 2022 meeting, the Board approved the SD62 Design **Guiding Principles** for Capital Projects (attached)
- In an extension to this work, the 22-23 Operational Plan details the following:
 - Use the 2022 Design **Guiding Principles** for minor and major capital construction to develop **Design Standards** that will be systematically applied to all building design and construction
- Both the **Guiding Principles** and the **Design Standards** fall under the 2021-2025 Strategic Plan's Growth Objective 2: To build and maintain spaces and resources that support our creative and critical learning and our culture of belonging
- The intent of the standards is to provide a tangible example of the design requirements to support the guiding principles approved by the Board
- A working group has been meeting to build standards based on the design principles set in the last school year
- The working group used consultation findings from the design principles work to develop the design standards. The consultations included a Thought Exchange to the community, a Trustee Student Forum and feed in from committees, community partners and staff
- Staff are looking for any final input and possible Committee support on the following motion:

Proposed Motion: That the Board of Education of School District 62 (Sooke) approve the Design Standards for Capital Projects developed from the Board's Guiding Principles, as presented to the Resources Committee on March 8, 2023.



SD 62 Design Principles for Capital Projects (as approved by BoE in June 2022)

Projects, such as the building of new schools, are designed to be:

- (1) Supportive of the Board’s vision, mission and values;
- (2) Inclusive and welcoming (e.g., clearly identifiable entrance, open gathering spaces, accessible, secure);
- (3) Representative of the diverse student and staff populations, (e.g., gender neutral wash/change rooms, artwork/displays reflect staff and student diversity);
- (4) Reflective of our natural surroundings and local Indigenous cultures (e.g., natural materials, light and bright spaces, natural outdoor spaces, greenery, local Indigenous artists consulted for symbols/artwork; planning consultation with Indigenous nations);
- (5) Built with thought to their sustainability and environmental impact (e.g., materials, energy, resources);
- (6) Flexible, functional, innovative and practical (e.g., open spaces, flexible rooms, storage **space**, **eaves that provide dry outdoor spaces, multi-use areas for collaboration, common areas to support movement and informal gathering; consideration of technology usage**);
- (7) Built with thought to provide safe and healthy spaces (e.g., traffic management, safe building access, attention to sensory needs); and
- (8) To maximize partnership opportunities that reflect mutual interest in public education and the social, economic and environmental well-being of the local community.

SD 62 Spaces are designed to have:	
Design Principles	Design Standards
(1)-Supportive of the Board’s Vision, Mission, and Values	Full list of standards intended to support the Board’s vision, mission and values.
Vision: We honour student voice and choice through engaging, purposeful and experiential learning in a safe and respectful community	
Mission: Our Mission is to help develop informed, literate and resilient citizens through engagement in a safe, respectful, inclusive and responsive SD62 learning community	
Values: Relationships, Choice, Respect, Integrity, Trust, Safety, Diversity, Equity	
(2)-Inclusive and welcoming	<ul style="list-style-type: none"> • Welcoming landscaping leading to main entry • Clearly defined and identified main entry, inviting and open to all



	<ul style="list-style-type: none"> • SD62 Territorial Acknowledgement on display in main entry area • Inclusive signage • Open gathering spaces • Accessibility standards over and above BCBC standards to create a barrier-free environment • Secure buildings and sites to ensure students and staff feel safe. • Consistent floor plans on all levels • Open design that is warm and welcoming in all spaces
(3)-Representative of the diverse student and staff populations	<ul style="list-style-type: none"> • Small spaces for personal and cultural needs • Gender neutral wash/change rooms • Evidence of multiple languages reflecting our community
(4)-Reflective of our natural surroundings and local Indigenous cultures	<ul style="list-style-type: none"> • Been planned in consultation with Indigenous nations • Local Indigenous artists consulted for symbols/artwork • Artwork/displays that reflect staff and student diversity • Natural local materials (wood, plant life, stone) that connect the building to the land • Bright engaging connected spaces • Natural light – light airy space, large windows • Natural outdoor spaces • Greenery
(5)-Built with thought to their sustainability and environmental impact	<ul style="list-style-type: none"> • Materials that are sustainable or minimize environmental impact. Buildings are to be built equivalent to a LEED gold standard • Energy modelling done during the planning process and then in design of the build • Use local resources as much as possible and monitor the delivery of resources to ensure delivery is kept to a minimal standard • Spaces designed to use local, natural elements as the primary energy source
(6)-Flexible, functional, innovative, and practical	<ul style="list-style-type: none"> • Open spaces with clear sight lines • Flexible rooms that allow for collaborative teaching and seamless transitions • Storage spaces



	<ul style="list-style-type: none"> • Covered play and learning spaces • Multiuse areas for collaboration • Common areas to support ease of movement and informal gathering • Consideration of technology usage
(7)-Built with thought to provide safe and healthy spaces	<ul style="list-style-type: none"> • Traffic and transportation management • Safe building access • Attention to sensory needs (quiet spaces, low light spaces, tactile environment) • Natural surroundings and topography are utilized in building design to ensure sites are accessible and safe to manoeuvre around • Systems to provide comfortable environments where air quality can be easily managed and adjusted • Buildings and sites with acceptable lighting levels for all seasons
(8)-To maximize partnership opportunities that reflect mutual interest in public education and the social, economic and environmental wellbeing of the local community	<ul style="list-style-type: none"> • Multiple uses to support school and community • Collaborate and maximise public funds in the development of community resources

SLE Design Concepts



Cladding concept relates to trees & light within the landscape



Large canopy defines the entrance

Use of wood for columns and soffit at exterior

Reinforced fiber cement is reflective of the natural rock face found on site

Exposed wood structure



Neutral colors

Central stair acts as the 'heart of the school'

Use of wood for stair guardrails



Central stair at main floor

View to the outside



Learning Commons

Open concept



No hidden corners

Gender Neutral Washrooms



Open concept

Operable glass doors from classrooms

Collaborative environment

Operable classroom windows



Flexible furniture

Typical Classroom