



**RESOURCES COMMITTEE**  
**School Board Office**  
**3143 Jacklin Road**  
**October 8, 2019 – 7:00 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, Nuu-chah-nulth.  
(words gifted by the three nations SD62 works with)*
- 2. REPORT**
- 3. PRESENTATIONS (10 min.)**
- 4. NEW BUSINESS**
  - 4.1 Transportation Review Modelling
  - 4.2 Enrolment & School Capacity Update
  - 4.3 Capital Planning Update
- 5. ADJOURNMENT**
- 6. NEXT MEETING DATE:** November 12, 2019

## **Committee Report of Decisions/Discussions**

### **Resources Committee Meeting**

### **September 17, 2019**

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#### **Attendees:**

Dianna Seaton, Trustee (Committee Chair)  
Wendy Hobbs, Trustee (Committee Member)  
Allison Watson, Trustee (Committee Member)  
Ravi Parmar, Trustee  
Bob Phillips, Trustee  
Maggie Clark, CUPE  
Ed Berlando, STA  
Amanda Dowhy, SPEAC  
Krista Leakey, SPVPA

#### **Staff:**

Scott Stinson, Superintendent & CEO  
Harold Cull, Secretary Treasurer  
Tracey Syrota, Transportation Manager

#### **1. Territorial Acknowledgement**

Dianna Seaton, Committee Chair, called the meeting to order and read the acknowledgement of the first nations' territories.

Dianna welcomed everybody to the meeting and asked for introductions to be made of each of the attendees and staff.

#### **2. Report from June Meeting**

The report from the Committee's June 2019 meeting, that was received by the Board later that month, was attached as part of the meeting materials.

#### **4. New Business**

##### **4a. Transportation Update and Review**

Tracey Syrota, Transportation Manager gave members of the Resource Committee an update regarding the start up for the year. Last year SD62 had 4000 student riders, this year that number is 4300 with transportation still receiving applications from families. Transportation staff and drivers felt that the start-up of the school year was relatively smooth although there were some buses in overload situations (this stemmed from

students riding on incorrect routes). Those situations have been dealt with and routes will continue to be reviewed as necessary.

Tracey provided some initial thoughts on items that her team may evaluate in the future, these included:

- Potential Web-based software system-shared services model which will have an interface with a parent portal;
- GPS tracking of buses; and
- Bell time study.

Tracey also provided an update on the Transportation Safety Committee Recommendations. The Transportation team:

- 1) has installed internal and external cameras on 27 of our 41 buses;
- 2) will continue to update the bus driver's manual;
- 3) will start the Provincial School Bus Driver Training Program (module 1 of 7); and
- 4) will produce messaging surrounding 2019 National School Bus Safety Week which runs from October 21-25.

The Board's transportation principles were introduced and discussion included whether or not the Board would like to staff to review these principles.

The Resource Committee recommends the Board of Education direct staff to review the following areas of transportation and report back to the Resource Committee in November:

- a) Administration and/or ridership fees;
- b) Walk limits (urban/rural) of specific routes;
- c) Pick up and drop off areas; and
- d) Routes to bus stops (must be safe/efficient).

If supported by the Board, Harold Cull will provide an interim report in October 2019 to Resource Committee members with regards to progress and the proposed modelling of these items.

Ravi Parmar provided a briefing to the members of the BC Transit Committee. There may be an opportunity to work with BC Transit in the future to improve the service to SD 62 students.

#### **4b. Goudy Field Use Agreement**

Scott Stinson provided an update on the Goudy Field Use Agreement. When the City of Langford replaced its turf at Goudy Field and donated the used turf to SD62, it became necessary to revise the current joint use agreement. Revision of the policy has occurred, however Resource Committee members required further information on the booking procedures and Scott confirmed the current practice has been working for the school in this regard.

The Resource Committee recommends the Board of Education approve and sign the Goudy Field Use Agreement as presented to the Board at their September 24, 2019 meeting.

#### **4c. 18/19 Year End Financial Position**

Harold provided a 18/19 year-end financial position to Resource Committee members:

- The accumulated surplus as at June 30, 2019 was \$4.716 m of which \$.223 m is restricted for specific uses (school generated and supply funds) and \$1.839 m that was committed but not expensed by June 30;
- This leaves a balance of \$2.654 m or 2.34% of the operating budget as the amount of the District's financial reserve;
- Board policy allows for a total reserve amount of 2% so the District is currently \$.364 m over the allowable amount;
- The Audit Committee discussed that the Ministry's recommendation is to have a reserve of up to 4% of operating expenses so the District is well within that amount; and
- Staff recommend to retain this amount in the reserve until government's recommendations for the Funding Formula Review are known.

#### **4d. Capital Planning Structure and Update**

Staff discussed the capital planning governance structure that was provided to the Committee and Board in June. It includes:

- Board Oversight;
- Capital Steering Committee;
- Capital Project Working Groups:
  - West Langford Elementary;
  - West Langford Middle School;
  - Royal Bay Expansion; and
  - Future Projects.

Harold spoke to details regarding the West Langford Builds:

- HCMA Architects have been selected (from the District approved list of architects) to design both the middle and elementary school at West Langford;
- Staff in consultation with HCMA are planning for location of schools, fields, parking lots, bus stops;
- Each school will be a separate building with separate fields and parking lots (the bus loop will be shared);
- Site planning will continue for the next month or so at which time we hope to tender the contract for the civil work (blasting and elevations); and
- Designs for the schools will continue and we hope to tender the construction portion of the work by the spring which could lead to construction beginning in the summer of 2020.

Meeting adjourned at 8:44.

## **Committee Info Note**

### **Resources Committee Meeting**

#### **October 8, 2019**

#### **Agenda Item: 4a Transportation Review Modelling**

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##### **Introduction**

- At their September meeting, the Committee discussed and recommended to the Board that staff conduct a review of the Board's transportation principles
- The Board agreed and passed the following motion on September 25, 2019:

The Board of Education of School District 62 (Sooke) directs staff to review the following areas of transportation and report back to the Resources Committee in November 2019:

- Administration and/or ridership fees;
- Walk limits (urban/rural) of specific routes;
- Pick up and drop off areas; and
- Routes to bus stops (must be safe/efficient).

##### **Proposed Model**

- Prior to beginning the work, staff would like to provide the Committee with a proposed model to review and consider to ensure that the information brought back meets the needs of the District
- The highlights of the model for each principle include:
  - a) Initial Questions
  - b) Data Sources
  - c) Measurable Impacts
  - d) Recommendations
- By agreeing on the model prior to starting the work, staff will be able to conduct the necessary work and present a meaningful document to the Committee for discussion
- A sample model outline is attached for discussion purposes
- **An overarching question for the Committee would be is there any interest in asking our stakeholders, outside of the Committee meeting, for input at this stage of the process?**

## SCHOOL DISTRICT SIX TWO (SOOKE) TRANSPORTATION REVIEW – PROPOSED MODEL

**FALL 2019**

Review Model	Admin. Fees	Ridership Fees	Walk Limits	Pick Up/Drop Off Areas	Routes to Bus Stops
<b>Initial Questions</b>	1) Do other Districts charge an admin. fee? 2) If so, what is the average fee? 3) If so, can the Transportation Grant from MoE still be received? 4) What is the estimated impact of charging an admin. fee have on the # of riders? 5) What is the estimated impact on service levels if the # of riders are reduced as a result? 6) What would a fee waiver process look like based on financial situations?	1) Do other Districts charge ridership fees? 2) If so, what is the average fee? 3) If so, what are the fees for in and out of catchment riders? 4) If so, can the Transportation Grant from MoE still be received? 5) What is the estimated impact of charging a ridership fee have on the # of riders? 6) What is the estimated impact on service levels if the # of riders are reduced as a result? 7) What would a fee waiver process look like based on financial situations?	1) What is our District’s policy on walk limits? 2) Do other Districts have walk limits that are enforced? 3) Could walk limits vary from rural to urban routes? 4) What is the estimated impact of enforcing walk limits have on the # of riders? 5) What is the estimated impact on service levels if the # of riders are reduced as a result? 6) What would an exemption process look like based on individual situations?	1) Are there additional efficiencies to be made for collapsing pick up and drop off areas? 2) What parameters would need to be set to realize those additional efficiencies? 3) Are those parameters different for rural and urban routes? 4) What is the estimated impact on service levels if efficiencies are found as a result? 5) What is the criteria required to ensure safety and efficiency goals are met on an equitable basis?	1) Is there work that can be done by the District to improve safety at/to: a. External bus stops? b. Internal bus stops? 2) Can the existing routes be made more efficient and effective? 3) How and when could changing catchment areas impact routes? 4) Can changing bell times improve existing or proposed routes? 5) What is the criteria required to ensure safety and efficiency goals are met on an equitable basis?
<b>Data Sources</b>	<ul style="list-style-type: none"> <li>❖ Provincial SD Survey</li> <li>❖ Confirmation from MoE</li> <li>❖ Discussions with other SDs</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provincial SD Survey</li> <li>❖ Confirmation from MoE</li> <li>❖ Discussions with other SDs</li> <li>❖ Transportation software</li> </ul>	<ul style="list-style-type: none"> <li>❖ Provincial SD Survey</li> <li>❖ Discussions with other SDs</li> <li>❖ Transportation software</li> </ul>	<ul style="list-style-type: none"> <li>❖ Transportation software</li> <li>❖ Discussions with other SDs</li> <li>❖ Physical review of existing or proposed stops</li> </ul>	<ul style="list-style-type: none"> <li>❖ Transportation software</li> <li>❖ Discussions with schools</li> <li>❖ Discussions with the Catchment Review team</li> </ul>
<b>Measurable Impacts</b>	<ul style="list-style-type: none"> <li>⬇ Amount of revenue generated</li> <li>⬇ Reduced # of riders</li> <li>⬇ Impact on wait and ride times for remaining riders</li> </ul>	<ul style="list-style-type: none"> <li>⬇ Amount of revenue generated</li> <li>⬇ Reduced # of riders</li> <li>⬇ Impact on wait and ride times for remaining riders</li> </ul>	<ul style="list-style-type: none"> <li>⬇ Reduced # of riders</li> <li>⬇ Impact on wait and ride times for remaining riders</li> </ul>	<ul style="list-style-type: none"> <li>⬇ Impact on wait and ride times</li> </ul>	<ul style="list-style-type: none"> <li>⬇ Impact on wait and ride times</li> </ul>
<b>Recommendations</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>





## **Committee Info Note**

### **Resources Committee Meeting**

#### **October 8, 2019**

#### **Agenda Item: 4b Enrolment & School Capacity Update**

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##### **Introduction**

- Staff are in the final stages of confirming actual enrolment for the 19/20 school year as at September 30, 2019
- The District has reported their numbers to the Ministry of Education (MoE) and the confirmation process has begun
- It is anticipated that the actual enrolment numbers will be confirmed in the middle of October
- Through this reporting process, both head count and full time equivalency (FTE) amounts are used
- For comparisons to operating capacities, head count has been used in the analysis
- A summary, by school, has been attached comparing actual enrolment to:
  - School operating capacity (buildings plus modulars)
  - Total operating capacity (school/modulars plus portables)
  - Estimates from the Long Range Facilities Plan

##### **Conclusions**

###### *Compared to Capacity*

- Overall, the District is sitting at 111.08% capacity for school and modular spaces
- When taking into consideration the 55 portables as part of this analysis, the District is at 97.48% capacity
- The Ministry has identified 95% as the optimal capacity level
- Consistent with our Capital Plan submission of June 30, our greatest space pressures continue to be in the following locations:



- 1) **Royal Bay Expansion** – the school capacity is overdrawn by 34.50% and the 10 portables in place have made it manageable at 3.46% over capacity.
- 2) **North Langford Elementary** – the combination of Lakewood and Millstream has 196 more students than capacity and growth in this area has exceeded even the long range estimates by 16 students.
- 3) **South Langford Elementary** – we have filled up both Happy Valley and Wishart and now are working on Colwood (97.47%). Even as our overall long range numbers are down, this area is still up 13 from those estimates. Staff are looking for land in both the South Langford and Colwood areas to address these pressures.
- 4) **North Langford Secondary** – after the completion of the RBSS expansion of 600 seats, our utilization rate will be 90% (assuming 2019 enrolment numbers). This excludes the District's International Program that will be used to balance these schools to capacity in the short term. Given our strong middle school numbers, it is anticipated this project will remain high on our priority list.
- 5) **Sooke River Elementary** – based on our four elementary schools in the Milnes Landing family, we are at 5.5% above school capacity and at 98.5% of total capacity. We'll continue to monitor this group of schools.

#### *Compared to the Long Range Facilities Plan (LRFP)*

- ❖ Our overall estimate, completed two years ago, is short by 199 students or 1.86%
- ❖ The Royal Bay family estimate is fairly close (-.25%) whereas Belmont is short by 99 students and Miles Landing by 91
- ❖ Staff feel the estimates will balance themselves out over the medium and long term as the District is still adding approximately 280 students to the District this year

**SOOKE SCHOOL DISTRICT - SIX TWO**  
**SUMMARY OF ACTUAL 2019/20 ENROLMENT AS A % OF OPERATING CAPACITY**

Family/School	FCI	Operating Capacity			Actual Head Count (Sept 2019 1701)			Direct LRF Estimates			Variance from LRF	
		School	Portables	Total	Actual Sept '19 Head Count (@ Sep 30/19)	% of School Operating Capacity	% of Total Operating Capacity	Estimated Sept '19 Head Count from LRF	% of School Operating Capacity	% of Total Operating Capacity	Variance between Actual & LRF (#)	Variance between Actual & LRF (%)
<b>BELMONT FAMILY</b>												
Belmont		1,200	72	1,272	1,263	105.25%	99.29%	1,305	108.75%	102.59%	-42	-3.22%
Spencer	0.36	650	192	842	831	127.85%	98.69%	845	130.00%	100.36%	-14	-1.66%
Ruth King	0.36	286		286	310	108.39%	108.39%	288	100.70%	100.70%	22	7.64%
Willway	0.40	242		242	192	79.34%	79.34%	195	80.58%	80.58%	-3	-1.54%
John Stubbs	0.02	759		759	787	103.69%	103.69%	849	111.86%	111.86%	-62	-7.30%
Lakewood	0.14	352	72	424	461	130.97%	108.73%	476	135.23%	112.26%	-15	-3.15%
Millstream	0.53	198	72	270	285	143.94%	105.56%	254	128.28%	94.07%	31	12.20%
David Cameron	0.15	352	48	400	370	105.11%	92.50%	381	108.24%	95.25%	-11	-2.89%
Savory	0.38	176	24	200	207	117.61%	103.50%	212	120.45%	106.00%	-5	-2.36%
<b>Sub-total/Avg.</b>	<b>0.26</b>	<b>4,215</b>	<b>480</b>	<b>4,695</b>	<b>4,706</b>	<b>111.65%</b>	<b>100.23%</b>	<b>4,805</b>	<b>114.00%</b>	<b>102.34%</b>	<b>-99</b>	<b>-2.06%</b>
<b>ROYAL BAY FAMILY</b>												
Royal Bay		800	240	1,040	1,076	134.50%	103.46%	1,142	142.75%	109.81%	-66	-5.78%
Dunsmuir	0.26	600	312	912	846	141.00%	92.76%	813	135.50%	89.14%	33	4.06%
Colwood	0.09	198		198	193	97.47%	97.47%	183	92.42%	92.42%	10	5.46%
Sangster	0.33	198		198	239	120.71%	120.71%	243	122.73%	122.73%	-4	-1.65%
Wishart	0.35	352	72	424	409	116.19%	96.46%	354	100.57%	83.49%	55	15.54%
Happy Valley	0.05	352	48	400	422	119.89%	105.50%	474	134.66%	118.50%	-52	-10.97%
Crystal View	0.05	286		286	252	88.11%	88.11%	220	76.92%	76.92%	32	14.55%
Hans Helgesen	0.23	220		220	198	90.00%	90.00%	215	97.73%	97.73%	-17	-7.91%
<b>Sub-total/Avg.</b>	<b>0.17</b>	<b>3,006</b>	<b>672</b>	<b>3,678</b>	<b>3,635</b>	<b>120.92%</b>	<b>98.83%</b>	<b>3,644</b>	<b>121.22%</b>	<b>99.08%</b>	<b>-9</b>	<b>-0.25%</b>
<b>EDWARD MILNE FAMILY</b>												
Edward Milne	0.19	650	72	722	580	89.23%	80.33%	616	94.77%	85.32%	-36	-5.84%
Journey	0.06	575	24	599	517	89.91%	86.31%	534	92.87%	89.15%	-17	-3.18%
Saseenos	0.48	176		176	162	92.05%	92.05%	140	79.55%	79.55%	22	15.71%
Poirier	0.19	374	24	398	384	102.67%	96.48%	405	108.29%	101.76%	-21	-5.19%
Sooke	0.52	264	48	312	309	117.05%	99.04%	344	130.30%	110.26%	-35	-10.17%
John Muir	0.30	198		198	213	107.58%	107.58%	217	109.60%	109.60%	-4	-1.84%
<b>Sub-total/Avg.</b>	<b>0.29</b>	<b>2,237</b>	<b>168</b>	<b>2,405</b>	<b>2,165</b>	<b>96.78%</b>	<b>90.02%</b>	<b>2,256</b>	<b>100.85%</b>	<b>93.80%</b>	<b>-91</b>	<b>-4.03%</b>
<b>District Total</b>		<b>9,458</b>	<b>1,320</b>	<b>10,778</b>	<b>10,506</b>	<b>111.08%</b>	<b>97.48%</b>	<b>10,705</b>	<b>113.18%</b>	<b>99.32%</b>	<b>-199</b>	<b>-1.86%</b>

**Notes:**

School capacities are Operating Capacities per the Long Range Facilities Plan and include 11 modulars

Total of 59 portables (less 4 at Westshore Colwood) throughout the District which includes 5 installed for Sept 2019 with capacity being reflected as 24 students (55 @24 = 1,320)

FCI = Facilities Condition Index @ Mar 2018 and the provincial average is .42 (red amounts reflect schools with a higher than avg. index)

13% of our schools (3 of 23) have a FCI greater than the provincial average reflecting the majority of our buildings are in better shape than the provincial average

**Committee Info Note**  
**Resources Committee Meeting**  
**October 8, 2019**  
**Agenda Item: 4c Capital Planning Update**

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- Staff continue to work on multiple projects as part of the District's Capital Plan submission

**Royal Bay Expansion**

- Work continues on the 600 seat expansion at Royal Bay
- Knappett Construction has been deployed on site since spring break and work remains on schedule
- The structural steel work is just completed while the building envelope and concrete work is expected to last until mid-December
- Overall construction of the project is estimated to be completed by the end of July with Substantial Completion set for August 7, 2020
- Some recent pictures have been included in the Committee package to provide a visual of the work completed to date

**West Langford Projects & Catchment Review**

- The attached summary has been provided to give Committee members an update on the West Langford projects as well as the upcoming Catchment Review project
- A summary table is also provided that will be used on the District's website to give readers a quick status update on the major capital projects of the District

School District # 62

Consultation Group



SOOKE  
SCHOOLS 62  
Shaping Tomorrow Today

# STRATEGIC PLAN

2018-2021



# NA'TSA'MAHT

Sooke School District acknowledges the traditional territories of the Coast Salish: T'Sou-ke Nation and Scia'new Nation and Nuu-chah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt Nation and Songhees Nation.

Hych'ka

Kleco Kleco or ʔekoo ʔekoo



**NA'TSA'MAHT means...**

*"Being of one mind, one spirit.*

*Together, working side by side, supporting each other, walking together. Good mind, good spirit for the good of our children, for the good of Mother Earth sustaining us."*

**– ELDER SHIRLEY ALPHONSE**

Marsee or Miigwich

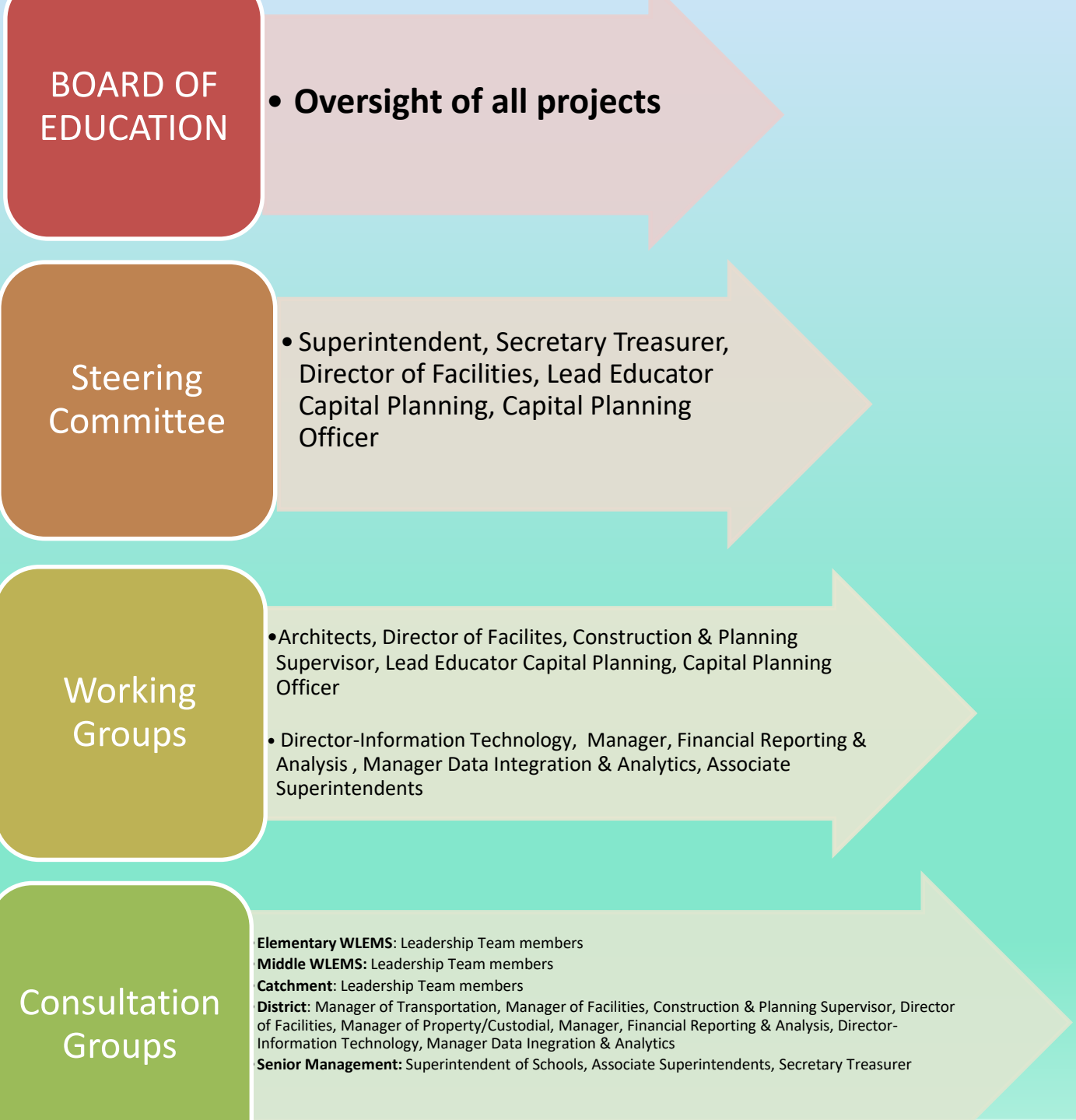


# Guiding Principles

We believe in:

- Fostering a **sense of belonging** among students, teachers, staff, community members, and families, where everyone is an essential member of the building and school community.
- Building a **vibrant**, inspiring, and livable place for human connection, where everyone is energized to take part and take care of each other.
- Creating a **safe** and comfortable atmosphere for learning, teaching, and growing, and everyone has the security of knowing they can participate without barriers.
- Being **flexible** and fluid, giving opportunity to all to explore, collaborate, and adapt to the future at their own pace.
- Providing a supportive environment for thorough inquiry and conscientious learning for students, teachers, staff, and community members.

**SOOKE SCHOOL  
DISTRICT  
CAPITAL  
PLANNING  
MODEL**



# Why have a Consultation Group?

## *Focus on Educational Needs*

- Process of engagement and understanding the many needs of the school system while at the same time adhering to the project budget
- Utilization of the “Wisdom in the Room” (expertise within the School District)
- Focus on inclusion of best practice educational research such as 21<sup>st</sup> Century learning principles within the building design

# Mandate of the Consultation Groups

- Design Goal:
  - Design a school for the school district for the next 50 years that embodies the philosophy of SD # 62 Elementary and Middle Schools.
- Consultation Group Roles and Responsibilities:
  - Act as a consultative group for Architects during design
  - Support the vision and goals of the District
  - Design educational programming space based on best practice and research
  - Problem solves to maintain integrity of educational programming
  - Collaborate with Educators for input throughout the process
- Facilities Personnel Roles and Responsibilities:
  - Provide feedback to the Architects during design
  - Continue to work with the Working Group and make decisions between meetings and after schematic
  - Collaborate with staff to gain their input into design & functionality
- Adherence to Budget and Role of the Project Manager:
  - Budget Overview
  - Doesn't drive decisions but influences decision
  - There may be changes due to budget and fluctuating construction costs

## **Our Vision**

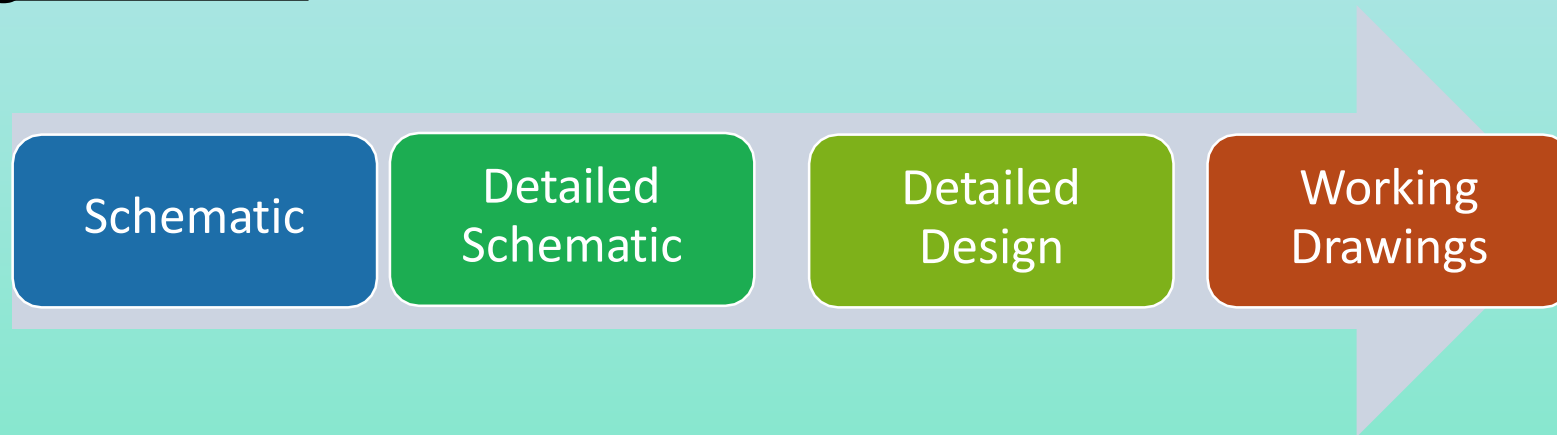
We honour student voice and choice through engaging, purposeful and experiential learning in a safe and respectful community.

## **Our Values**

– Relationships – Choice –  
Respect – Integrity – Trust –  
Safety

# Design Process and Timeline

- **Full Design Process**



- This Consultation group is working on Schematic and Detailed Schematic elements of the Design Process.

# Design Process

- Preliminary Design
- Schematic Design
- Design Development
- Construction Documents
- Tender
- Contract Administration
- Post Construction / Warranty





# Introduction To Design

- Thinking as an educator (creativity and best practice is key)
  - How do staff and students use these spaces and what flexibility do they offer?
  - What does 10-12m<sup>2</sup> feel like for an office? What does 78m<sup>2</sup> feel like for a primary or intermediate classroom? What does 90m<sup>2</sup> feel like for Kindergarten?
  - What sorts of spaces are necessary to meet students and staff needs and still stay within area?
  - How do students flow through these spaces?
  - How does supervision of these spaces work?
- Codes that govern us

# Best Practice Research

- It is important to be reminded of the current best practice research in education and what do we mean when we are using these terms?
  - Social Emotional Learning
  - Inquiry-Based Learning
  - 21<sup>st</sup> Century Learning Principles
  - Universal Design For Learning
  - Response to Intervention/Inclusion



# What do we mean by Social Emotional Learning?

[www.casel.org](http://www.casel.org)

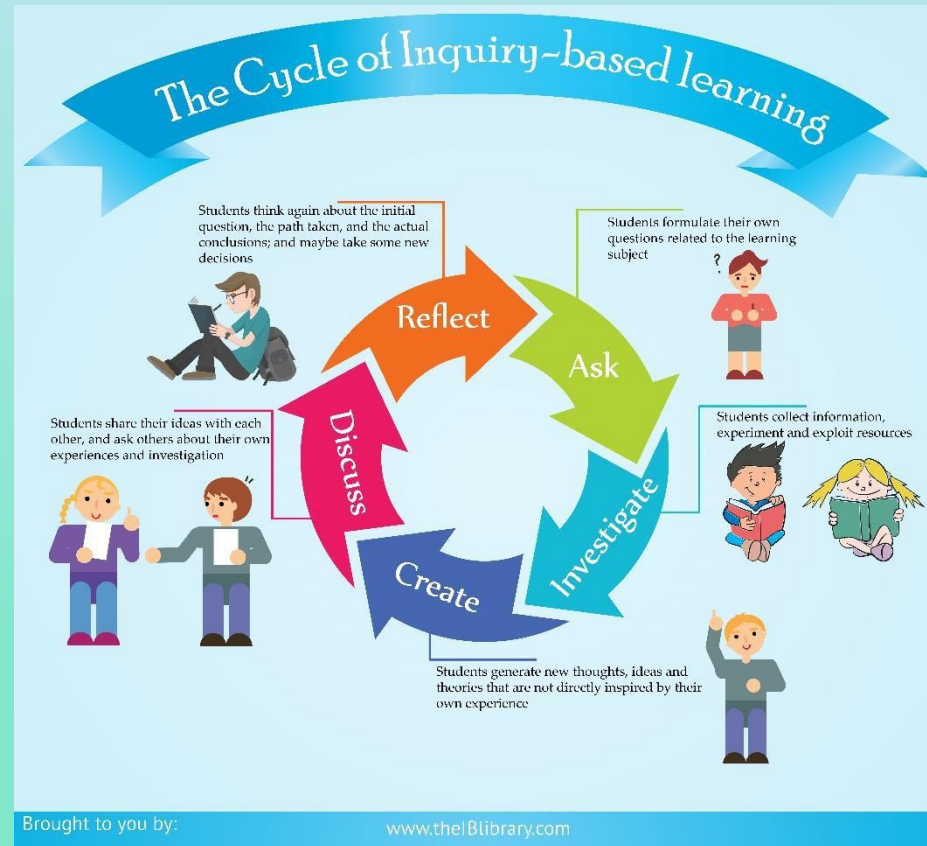
- Process of acquiring and effectively applying the knowledge, attitudes, and skills necessary to understand and manage emotions
- Based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful



# What do we mean by Inquiry-Based Learning?

([www.edutopia.org](http://www.edutopia.org)/[www.peoplemagazines.net](http://www.peoplemagazines.net))

- Use questions, problems, and scenarios to help students learn through questioning
- Meaningful connections to engage their learning








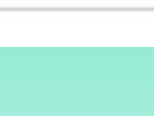
# What do we mean by 21<sup>st</sup> Century Learning Principles?

([www.oraclefoundation.org](http://www.oraclefoundation.org))

**ORACLE**  
EDUCATION FOUNDATION

## 21<sup>st</sup> Century Learning

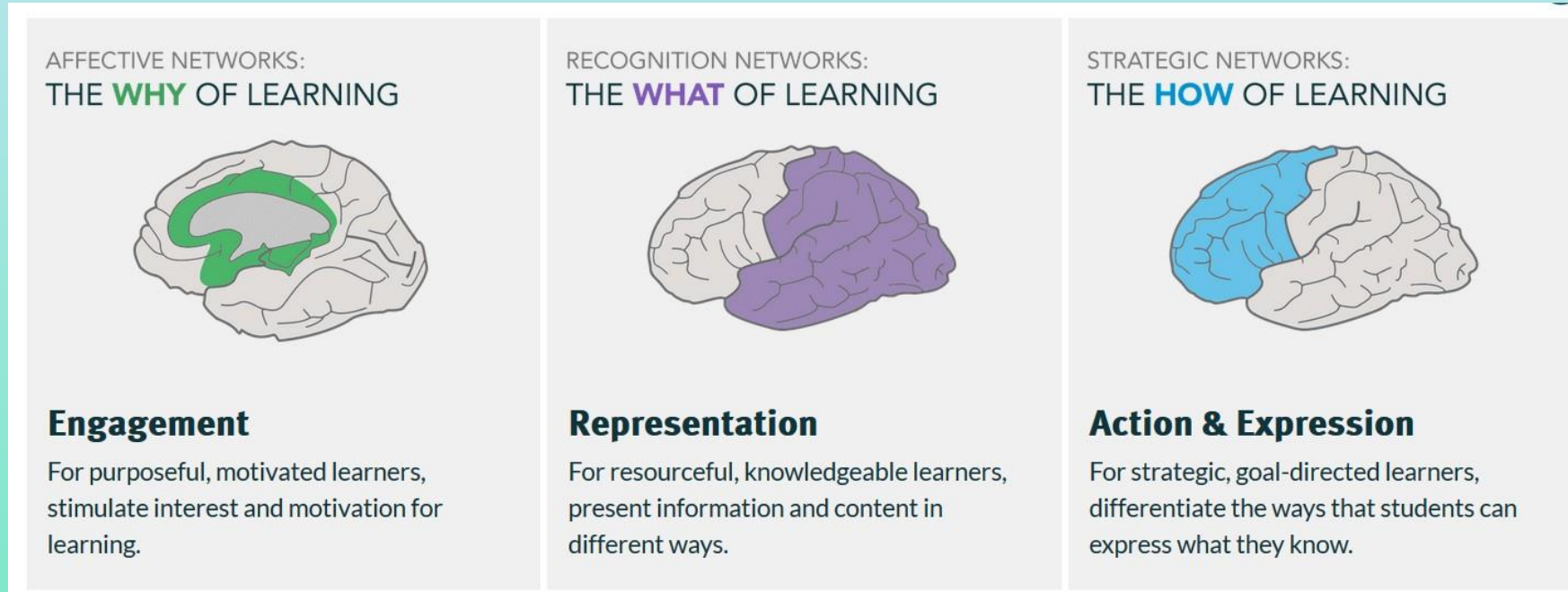
### 21<sup>st</sup> Century Skills

Seven Cs	Component Skills
 <b>Critical Thinking &amp; Problem-solving</b>	Research, Analysis, Synthesis, Project Management, etc.
 <b>Creativity &amp; Innovation</b>	New Knowledge Creation, "Best Fit" Design Solutions, Artful Storytelling, etc.
 <b>Collaboration, Teamwork &amp; Leadership</b>	Cooperation, Compromise, Consensus, Community-building, etc.
 <b>Cross-cultural Understanding</b>	Across Diverse Ethnic, Knowledge & Organizational Cultures
 <b>Communication &amp; Media Fluency</b>	Crafting & Analyzing Messages & Using Media Effectively
 <b>Computing &amp; ICT Fluency</b>	Effective Use of Electronic Information & Knowledge Tools
<b>Career &amp; Learning Self-reliance</b>	Managing Change, Lifelong Learning & Career Redefinition



# What do we mean by Universal Design For Learning?

([www.cast.org](http://www.cast.org))



Based on scientific insights into how humans learn as everyone learns in different ways

Framework to improve and optimize teaching and learning for all people

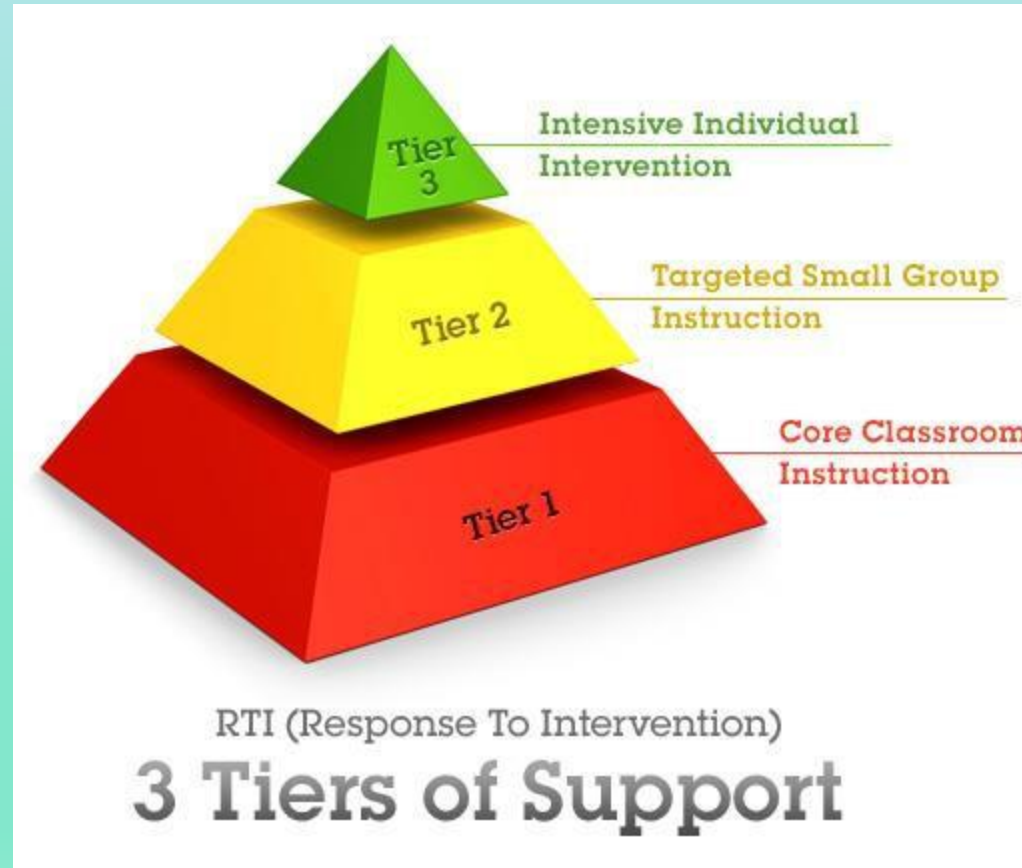
Want to expose students to a variety of kinds of learning and engagement so they can best discover how they learn



# What do we mean by Response to Intervention and how does it relate to inclusion?

([www.rtinetwork.org](http://www.rtinetwork.org))/ ([www.hopeofdetroit.org](http://www.hopeofdetroit.org))

- Multi-tier approach to the early identification and support of students with learning and behavior needs
- High-quality instruction
- Focus on inclusion of all students



# New B.C. Curriculum Core Competencies

(<https://curriculum.gov.bc.ca/competencies>)

1) Communication

2) Creative and Critical Thinking

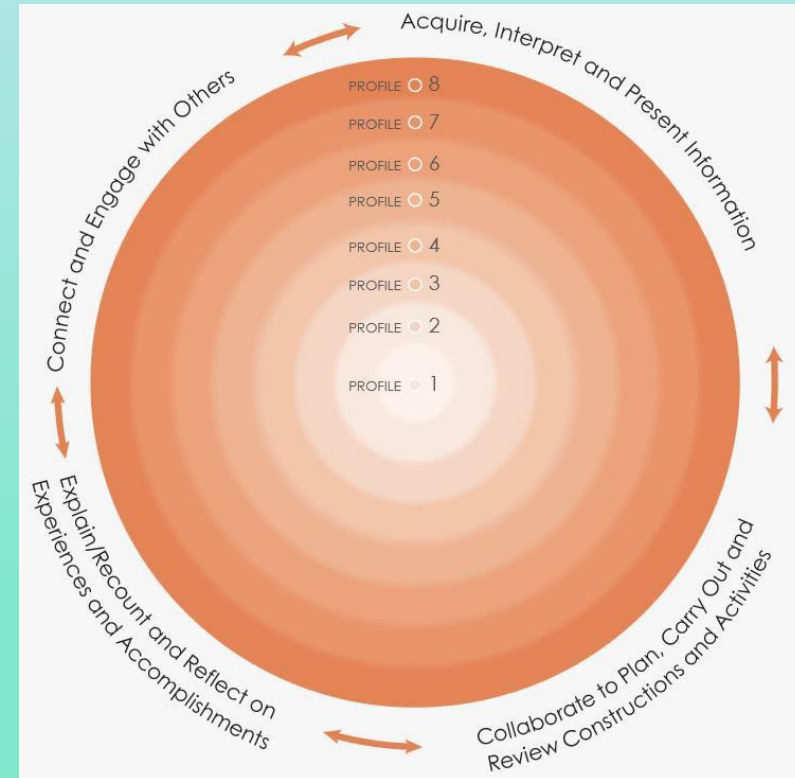
3) Personal and Social

Positive Personal and Cultural  
Identity

Self Awareness and Responsibility

Social Responsibility

Core competencies are embedded  
and evident within the learning  
standards.



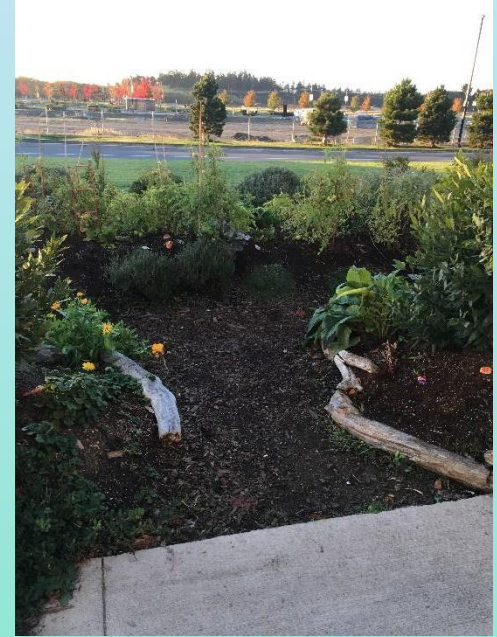
# Additional Consideration: NLC Concept Overview

- Inclusion of Neighbourhood Learning Centre (NLC) space in the building is pending Ministerial approval and funding.
- Goal: to create innovative ways to design schools that mutually benefit both the school and community.
- Variety of models for enhanced programming spaces are possible.
- Inclusion examples in previous SD62 schools:
  - Enhanced gym, enhanced fine and performing arts spaces, and a daycare.

# Environmental Sustainability

LEED (Leadership in Energy & Environmental Design)

- Water efficient fixtures
- Solar shading of windows
- Access to daylight and views from all occupied spaces
- Recycling centers throughout the school
- High efficiency mechanical units
- Natural material selection including polished concrete floors; exposed wood and steelwork; low-VOC containing paint materials; recycled material content in floor coverings and furnishings.



# Thank You



**CAPITAL PLANNING UPDATE AS AT OCTOBER 3, 2019**

**West Langford Elementary and Middle Schools**

- Consultation Groups have had an initial meeting to provide input to architects about the site elevations and some building assumptions
- The elevation and civil work remains the highest risk in the project and staff will continue to work with the consultants and Consultation Groups to maximize the design of the schools
- The process of naming the schools will begin soon via Thought Exchange prior to bringing to the Board for decision

**Catchment / Boundary Review process**

- Baragar Training – tool used for manipulating catchment lines and extracting data
- Consultation group meeting
- Introduction of the process to the community, with a focus on elementary school PACs in the Royal Bay and Belmont families

Project	Project Description	Current Status	Date of Approval	Design Complete	Tender Award	Construction Completion	Occupancy
Royal Bay Secondary Expansion	Addition of 600 students	Under construction	Feb. 2018	Complete	Awarded	July, 2020	Sept, 2020
Elementary in West Langford	New School (capacity 500)	Under design	March, 2019	April, 2020		May, 2022	Sept, 2022
Middle School in West Langford	New School (capacity 700)	Under design	March, 2019	April, 2020		May, 2022	Sept, 2022
Elementary in North Langford	New School (capacity 500)	Seeking approval	TBD				
Elementary in South Langford	New School (capacity 500)	Acquiring property	TBD				
Secondary in North Langford	New School (capacity 800 to 1,000)	Pending enrolment	TBD				
Elementary at Sooke River	New School (capacity 500)	Pending enrolment	TBD				
Elementary at Royal Bay	New School (capacity 500)	Acquiring property	TBD				



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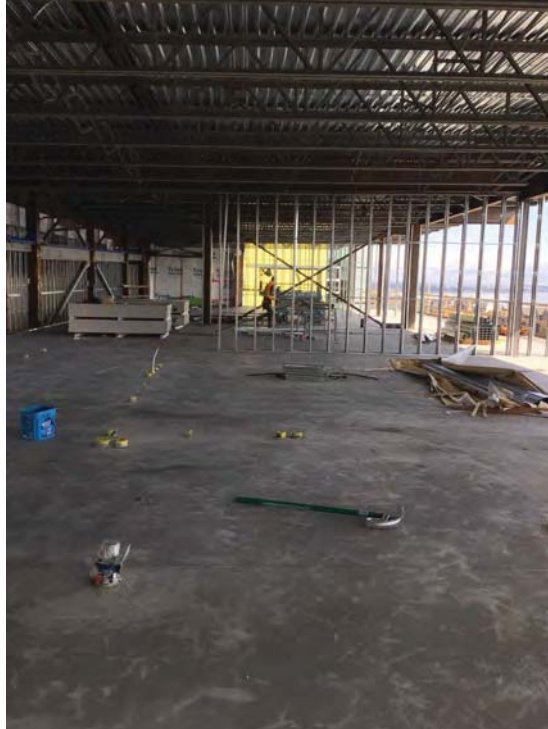
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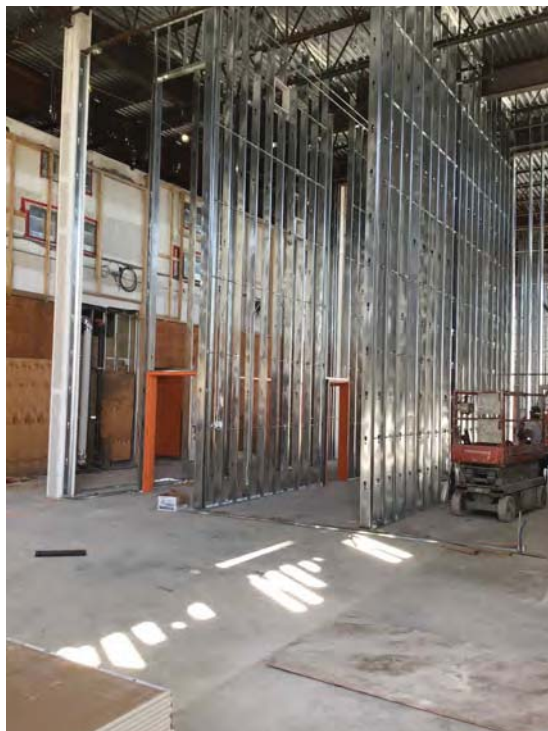
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