

Public Notice – Resources Committee Online Public Meeting

A public meeting of the Resources Committee for School District 62 (Sooke) **will be held on June 14, 2022 at 6:00 pm.**

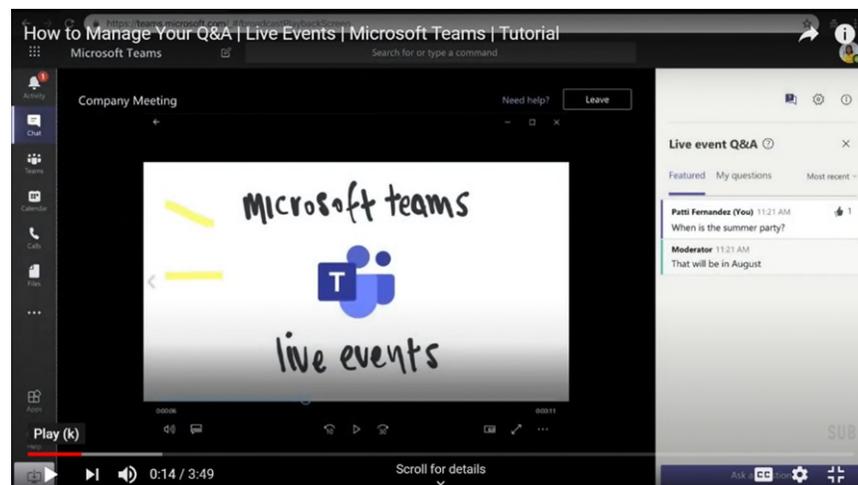
Please note that all Public Board and Committee meetings are now held in person at the District School Board Office, located at 3143 Jacklin Road, Victoria.

To participate in the meeting please click on this link: [ResourcesCommitteeMeeting-June-14-2022](#)

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
Via MS Teams
June 14, 2022 – 6:00 p.m.

A G E N D A

1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES

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

2. REPORT (page 3)

3. PRESENTATIONS (10 min.)

4. BUSINESS

4.1 23/24 Capital Plan Submission – Harold Cull (page 5)

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the 23/24 Capital Plan submission as presented to the Resources Committee on June 14, 2022.

4.2 Business Continuity Plan – Farzaan Nusserwanji (page 11)

4.3 Design Principles for Capital Projects – Harold Cull (page 70)

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the design guiding principles, reflective of the voices of our students, partners, Indigenous nations, and community for capital projects, as presented to the Resources Committee on June 14, 2022.

4.4 District Facility Bookings – Harold Cull (page 78)

5. ADJOURNMENT

6. NEXT MEETING DATE: September 13, 2022



Committee Report of Resources Committee Meeting via MS Teams May 10, 2022

Present: Bob Beckett, Trustee (Committee Chair)
 Bob Phillips, Trustee (Committee Member)
 Dianna Seaton, Trustee (standing in for Trustee Hobbs)
 Scott Stinson, Superintendent & CEO
 Harold Cull, Secretary-Treasurer
 Michele MacIntosh, SPEAC
 Ed Berlando, STA
 Trudy Court, CUPE

Staff: Windy Beadall, District Principal, Capital Construction
 David Lee-Bonar, Assistant Secretary-Treasurer
 Mhairi Nicolson, Manager, Minor Capital Construction
 Randy Cobb, Manager, Transportation
 Pete Godau, Director, Facilities
 Steve Tonnesen, IT

1. CALL TO ORDER AND ACKNOWLEDGEMENT OF FIRST NATIONS TERRITORIES

The meeting was called to order at 6:00 pm by the Committee Chair, Bob Beckett 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 April 10, 2022 at its Public Board Meeting dated April 24, 2022.

3. PRESENTATIONS

3.1 Heathy Schools, Healthy People (HSHP): Potential Capital Partnerships – Cindy Andrew
 Staff have been working with the HSHP regional network to identify potential partnerships for capital expansion/addition projects. The HSHP table (Cindy Andrew, Dalyce Dixon and Scott Bradford) presented to the Committee on possible partnerships that the Board may consider including in their June 2022 Capital Plan submission. The presentation was well received and the Committee looks forward to reviewing some of the initial details of potential partnerships at their June meeting.

4. BUSINESS

4.1 21/22 Quarter 3 Financial Forecast - David Lee-Bonar
 David Lee-Bonar provided an overview of the 21/22 Quarter 3 financial position of the District to the Resources Committee. The forecasted pressure for this year is \$350,000 although the Q3 forecast is

historically understated and the District may end the year in a stronger financial position than forecasted. With this forecasted deficit amount, the year end financial reserve amount is estimated to be \$3.022 m or 2.29%.

Using the multi-year budget to inform the financial decisions of the District (guiding budget principle), staff are recommending that the additional reserve above the 2% policy amount (\$386,000) be retained and used to address future year pressures due to inflation and predicted opening of new schools.

The Committee discussed the forecast and supported the following motion going forward to the Board of Education.

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the one-time increase of the financial reserve to an amount of not greater than 3% as at June 30, 2022.

4.2 23/24 Capital Plan & Long-Range Enrolment Estimate – Windy Beadall/Harold Cull

Staff continue to develop the data required to determine the 23/24 Capital Plan priorities. The Committee reviewed the long-range enrolment estimates up to 2036, including the amount of deficient seats the District is forecasting. The Committee reviewed the initial draft of project priorities and discussed various strategies to present to the Ministry of Education. Further, the Committee discussed the space needs of the District as well as the staffing levels required to support of students and the potential use of school gyms as classrooms if community gyms could be created.

4.3 AFG & Minor Capital Program Summary as at Q4 – Mhairi Nicolson

Staff provided a presentation on the minor capital projects in process to the Resources Committee. They discussed the benefit of sharing the minor capital work with the local municipalities.

4.4 Transportation's Safe Route Guiding Principles – Randy Cobb/Harold Cull

The Resources Committee discussed the limited resources (buses and drivers) facing the system and the challenges. The Committee also discussed increasing the distance/walking time from close drop off sites and a safety standard for the drop-off sites. The Resources Committee agreed to present this to the full Board of Education for consideration and debate, as transportation is a discretionary service provided by the Board of Education

4 **ADJOURNMENT AND NEXT MEETING DATE:** June 14, 2022

Committee Info Note

Resources Committee Meeting

June 14, 2022

Agenda Item: 4.1 23/24 Capital Plan Submission

Background

- The District is required to submit a 5-year Capital Plan to the Ministry as approved by the Board
- The requirement is that the plan is submitted by June 30th for Major Capital and September 30th for Minor Capital
- As the last scheduled Board meeting is set for June 28th, staff are preparing a plan for the Board's consideration at their June meeting
- Staff would like the input and support of the Resources Committee on the Major Capital projects, prior to making a recommendation to the Board

Capital Plan Components

- the District's Capital Plan submission is broken down into a number of programs:

Major Capital

- 1) Seismic Mitigation Program (SMP)
- 2) School Expansion Program (EXP)
- 3) School Replacement Program (REP)
- 4) Rural Districts Program (RDP)
- 5) Building Envelope Program (BEP)

Minor Capital

- 6) School Enhancement Program (SEP)
- 7) Carbon Neutral Program (CNCP)
- 8) Bus Acquisition Program (BUS)
- 9) Playground Equipment Program (PEP)
- 10) Annual Facility Grant (AFG)

SMP – the Seismic Program is largely based on the assessment of current seismic risk. A structural engineer has reviewed our District's buildings and staff have prioritize the seismic projects based on this assessment.

EXP – due to the accelerated and substantial growth of the District, the Expansion Program is a key part of the Capital Plan submission and will be the focus of the discussions. The acquisition of land and the construction of schools has now been separated for submission purposes. As land issues are dealt by the Board in camera, the public dialogue will be centred around construction.

REP – the Replacement Program includes full and partial school replacement. Historically, staff have prioritized replacement projects by the Facility Condition Index (FCI). The list of projects has been fairly consistent from year to year and the expectation is that replacing schools in our District has a low probability given the large amount of new spaces required.

BEP – the Building Envelope Program is funding for remediation to address known building envelope issues. Schools such as Edward Milne, Willway and David Cameron have been on the list in previous years.

MAJOR CAPITAL PROGRAM

Seismic Mitigation Program

- Based on the engineering reports, the top projects for the District are:
 - 1) Port Renfrew Elementary – Year 1
 - 2) Sooke Elementary – Year 1
 - 3) Millstream Elementary – Year 3 (use additional North Langford Elementary seats as swing space)
 - 4) John Muir Elementary – Year 4 (use existing Sooke Elementary as swing space)
 - 5) Saseenos Elementary – Year 5 (use existing Sooke Elementary as swing space)
 - 6) Willway Elementary – Year 5
 - 7) Savory Elementary – Year 5

Expansion Program & Long Range Enrolment Data

- In order to develop the capital plan expansion priorities, staff have updated the long-range enrolment forecast (attached) initially created for the 2018 Long Range Facilities Plan
- Staff have taken the initial estimates and have revised them based on the rolling average growth rate over the last 5 years (with greater emphasis on the recent years)
- This approach was tested against the actual enrolment over the last 10 years and has proven to have a strong correlation to the actual results over those 10 years
- Staff are not sure that the past growth of the District will be reflective of the anticipated future growth of the District – therefore these estimates may be understated
- The District has been advised that growth in Langford is expected to significantly increase as the City focuses on high density in its core

- Based on the existing enrolment estimates, staff feel that new elementary schools in South Colwood and North Langford are the number 1 priorities
- Staff will be submitting a request to build both schools at the same time through a modified repeat design process
- This will shorten the project timelines and is anticipated to save money on design and construction

Potential Partnerships

- Staff continue to work with the Village Initiative to identify potential partnerships to be included in the District's submission

Next Steps

- Now that the priorities have been drafted, staff would like feedback from the Committee on the proposed priorities prior to going to the Board for approval

Proposed Motion:

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the 23/24 Capital Plan submission as presented to the Resources Committee on June 14, 2022.

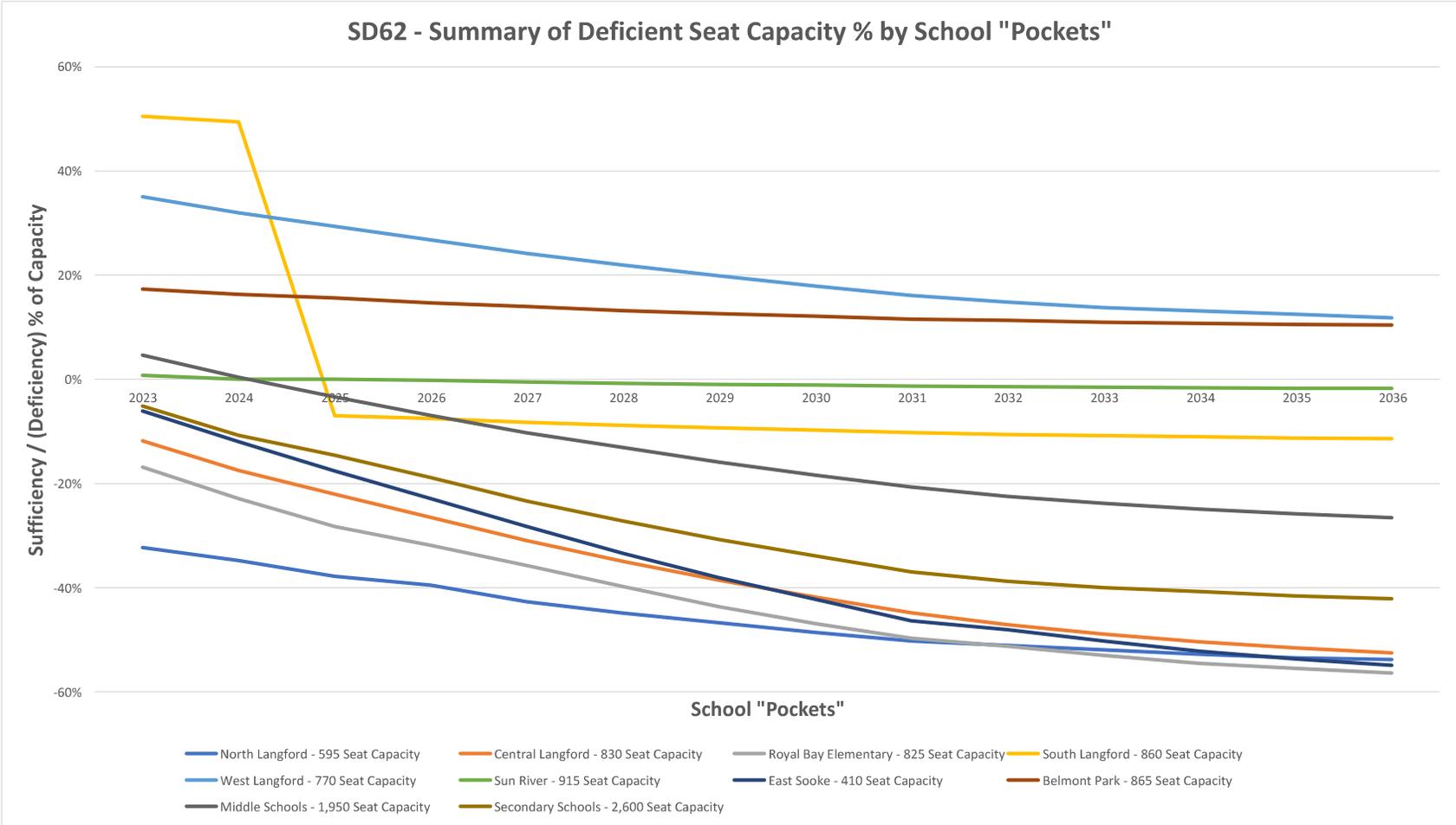
Major Capital

Capital Program	Project Details		Funding Requirements				
	Descriptor	Location	23/24	24/25	25/26	26/27	27/28
Expansion	New Elementary School	South Colwood	\$	\$	\$		
	New Elementary School	North Langford	\$	\$	\$		
	New Secondary School	North Langford		\$	\$	\$	
	New Elementary School	Sooke River			\$	\$	\$
	New Middle School	South Colwood			\$	\$	\$
	New Elementary School	South Colwood			\$	\$	\$
Seismic	Port Renfrew Elementary	Sooke	\$	\$			
	Sooke Elementary	Sooke	\$	\$	\$		
	Millstream Elementary	Langford			\$	\$	
	John Muir Elementary	Sooke				\$	\$
	Saseenos Elementary	Sooke					\$
	Willway Elementary	Langford					\$
	Savory Elementary	Langford					\$
Replacement	Millstream Elementary	Langford			\$	\$	
	Sangster	Colwood			\$	\$	\$
	Spencer Middle	Langford				\$	\$
Additions	Ruth King Elementary	Langford	\$	\$			
	Spencer Middle	Langford	\$	\$			
	Millstream Elementary	Langford			\$	\$	
Building Envelope	Edward Milne Secondary	Sooke	\$	\$	\$		
	Willway Elementary	Langford		\$			
	David Cameron Elementary	Colwood			\$		

School District #62

Summary of Deficient Seats by School "Pockets"

School Name	Revised Projection						
	2022	2023	2024	2025	2026	2027 5 Average	
NORTH LANGFORD							
Deficient seats	-192	-207	-225	-235	-254	-267	-237.60
	132.27%	134.79%	137.82%	139.50%	142.69%	144.87%	139.93%
CENTRAL LANGFORD							
Deficient Seats	-98	-145	-183	-220	-257	-290	-219.00
	111.81%	117.47%	122.05%	126.51%	130.96%	134.94%	126.39%
ROYAL BAY ELEMENTARY							
Deficient Seats	-139	-189	-233	-263	-295	-328	-261.60
	116.85%	122.91%	128.24%	131.88%	135.76%	139.76%	131.71%
SOUTH LANGFORD							
Deficient Seats	-46	-55	-60	-65	-71	-76	-65.40
	49.53%	50.58%	106.98%	107.56%	108.26%	108.84%	96.44%
WEST LANGFORD							
Deficient Seats	270	246	226	206	186	169	206.60
	64.94%	68.05%	70.65%	73.25%	75.84%	78.05%	73.17%
SUN RIVER							
Deficient Seats	7	0	0	-2	-5	-7	-2.80
	99.23%	100.00%	100.00%	100.22%	100.55%	100.77%	100.31%
East Sooke							
Deficient Seats	-25	-49	-72	-94	-116	-137	-93.60
	106.10%	111.95%	117.56%	122.93%	128.29%	133.41%	122.83%
Belmont Park							
Deficient Seats	150	141	135	127	121	114	127.60
	78.02%	82.66%	83.70%	84.39%	85.32%	86.01%	84.42%
MIDDLE SCHOOLS - Belmont Zone							
Deficient Seats	90	7	-66	-135	-200	-255	-129.80
	95.38%	99.64%	103.38%	106.92%	110.26%	113.08%	127.08%
SECONDARY SCHOOLS - Belmont Zone							
Deficient Seats	-133	-279	-378	-491	-607	-707	-492.40
	105.12%	110.73%	114.54%	118.88%	123.35%	127.19%	118.94%
District Total - Deficient Seats	(116)	(530)	(856)	(1,172)	(1,498)	(1,784)	(1,168.00)
District Total - Capacity %	101.14%	105.23%	108.06%	111.04%	114.11%	116.80%	111.05%



	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
North Langford - 595 Seat Capacity	-32%	-35%	-38%	-39%	-43%	-45%	-47%	-49%	-50%	-51%	-52%	-53%	-53%	-54%
Central Langford - 830 Seat Capacity	-12%	-17%	-22%	-27%	-31%	-35%	-39%	-42%	-45%	-47%	-49%	-50%	-52%	-53%
Royal Bay Elementary - 825 Seat Capacity	-17%	-23%	-28%	-32%	-36%	-40%	-44%	-47%	-50%	-51%	-53%	-55%	-56%	-56%
South Langford - 860 Seat Capacity	50%	49%	-7%	-8%	-8%	-9%	-9%	-10%	-10%	-11%	-11%	-11%	-11%	-11%
West Langford - 770 Seat Capacity	35%	32%	29%	27%	24%	22%	20%	18%	16%	15%	14%	13%	12%	12%
Sun River - 915 Seat Capacity	1%	0%	0%	0%	-1%	-1%	-1%	-1%	-1%	-1%	-2%	-2%	-2%	-2%
East Sooke - 410 Seat Capacity	-6%	-12%	-18%	-23%	-28%	-33%	-38%	-42%	-46%	-48%	-50%	-52%	-54%	-55%
Belmont Park - 865 Seat Capacity	17%	16%	16%	15%	14%	13%	13%	12%	12%	11%	11%	11%	11%	10%
Middle Schools - 1,950 Seat Capacity	5%	0%	-3%	-7%	-10%	-13%	-16%	-18%	-21%	-22%	-24%	-25%	-26%	-27%
Secondary Schools - 2,600 Seat Capacity	-5%	-11%	-15%	-19%	-23%	-27%	-31%	-34%	-37%	-39%	-40%	-41%	-42%	-42%

Committee Info Note
Resource Committee Meeting
June 14, 2022
Agenda Item 4.2: Business Continuity Plan

PURPOSE To present to the Resources Committee, the completed work for the SD62 Business Continuity Plan

BACKGROUND

- The need for a Business Continuity Plan was identified as an Audit finding
- The Resources Committee had previously provided input to the workplan
- Engaged External Consultant to help develop a comprehensive BCP Plan for the Board
- Tabletop Exercise with Executives, Directors, Managers, and members of the Emergency Management Team (EMT)

NEXT STEPS

- Request the Resources Committee to review the BCP Plan, and supporting materials and provide feedback

Respectfully submitted,

Farzaan Nusserwanji
Executive Director – Information Technology
and Chief Information Officer

Business Continuity Planning for SD62



Topics

- Overview of BCP Plan and supporting materials
- Overview of Table-Top Exercise



BCM Plan for the school district

BUSINESS CONTINUITY PLAN



School District 62 (Sooke)

July 2021

Prepared for:

*School District No. 62 (Sooke)
143 Jacklin Road, Victoria, BC V9B 5R1*



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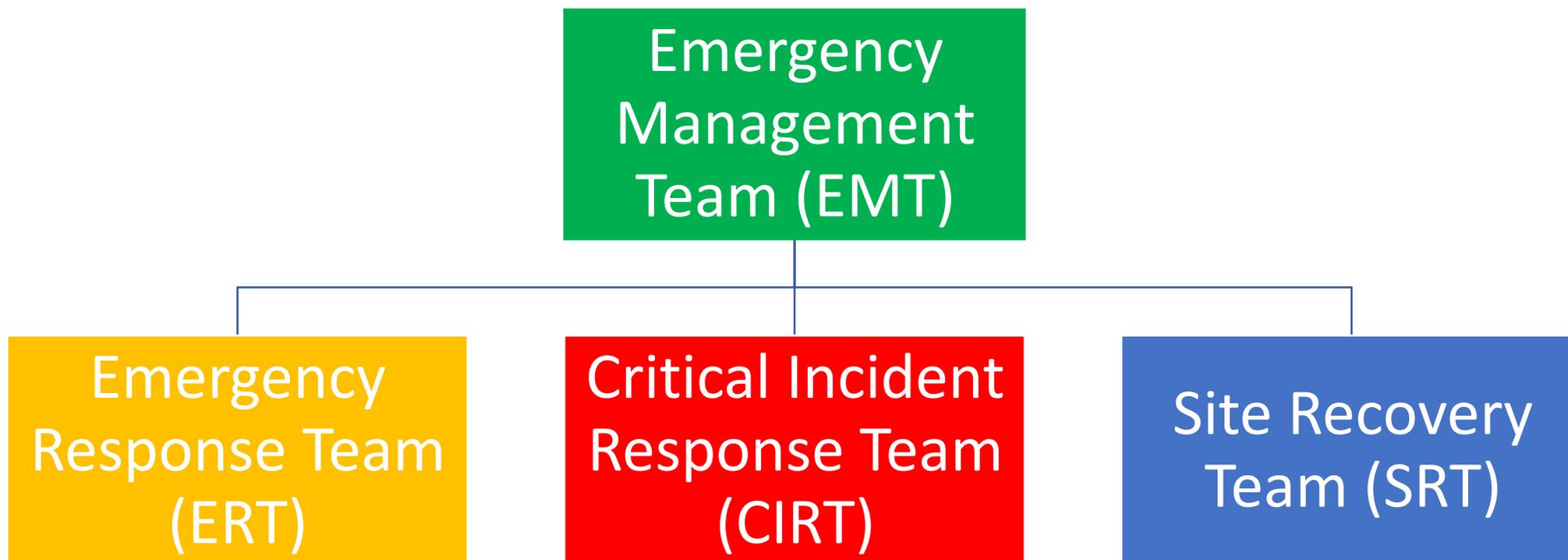
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Organizational structure



Roles & Responsibilities

Emergency management Team

- Overall management of the incident
- Situational assessment
- Activation of plans
- Communications with key stakeholders
- Coordination and allocation of resources

Membership:

- **Superintendent is the Lead**
- **Secretary-Treasurer is the Alternate**
- Associate Superintendents for EMCS, Belmont and Royal Bay
- Manager, Communications
- Director, Facilities
- Executive Director, Human Resources
- Executive Director, Information Technology
- Manager, Executive Operations



Roles & Responsibilities

Site recovery team

- Liaise with any external service providers to assist with site salvage and restoration process.
- Coordinate repair and rebuild of impacted site.
- Coordinate reopening School District 62's operations and building(s).

Membership

- **Manager, Facilities is the Lead**
- **Manager, Property / Custodial Services is the Alternate**
- Manager, IT Operations (assessing impacts to IT equipment)
- Manager, Occupational Health & Safety
- Additional staff from the Facilities department will be added when needed.



Roles & Responsibilities

Critical incident response team

- respond to a critical incident impacting a school and/or schools.
- It would be triggered when there is a traumatic, significant or critical health and safety issue concerning a student, teacher and/or staff member.

Membership:

- **District Principal, Safe / Healthy Schools is the Lead**
- **District Principal, Inclusive Education Services is the Alternate**
- School Counsellors for the specific school
- District Teacher Counsellors trained in Critical Incident Response brought in to support school-based counselling staff
- Safe School Coordinator and School Based Social Workers



Communications plan

- Superintendent takes the lead
- Backup is communications manager
- Appendix a – contact lists
- Appendix b – communications matrix



Before a disruptive event

- Risk assessment
- Alerts and warnings
- Facility alarms and utility shut offs
- Onsite emergency supplies
- Prior to evacuation
- Assembly locations



During a disruptive event



Plan activation

Based on the extent of the damage, business impacts, time of day and assessment results, the ***Superintendent or designate*** will take the lead and will consult with the ***Manager, Facilities*** and other members of the Leadership Team, then decide whether to:

- Activate all / partial Business Continuity Plan (BCP).

The following positions are authorized to activate this Plan, in whole or in part:

- Superintendent, or
- Secretary-Treasurer
- Refer to the **Checklist for EMT Leader** in [Appendix C](#)



checklists

- Emergency management team
- Business unit leads
- Damage assessment



Temporary relocation strategy

The following locations have been designated for temporary relocation of School Board operations:

- Royal Bay Secondary School
- Belmont Secondary School

Refer to [Appendix E](#) for **Relocation Strategies** for meeting locations for EMT if Royal Bay or Belmont Schools are not the appropriate location for the Emergency Management Team to assemble.



Critical resources appendix b

- Priority Ranking
- Critical staffing plan
- External dependencies
- critical systems listing
- Physical Vital records inventory
- Critical assets
- Continuity strategy
- Emergency supplies
- Workplace allocation



After a disruptive event

- Restoration and reopening
- Post incident debriefing
 - After action report



Continuous improvement

- Maintenance
- Training and awareness
- Exercising the plan



Reference materials

Checklist for Emergency Management Team

Checklist for Business Unit leads

Business Unit BCP Workbooks

Appendix A – Contact Lists

Appendix B – Internal & External Communications Matrix

Appendix D – Consolidated Rollups of Critical Resource Requirements

Appendix G – Checklist for Damage Assessment Coordination



BCP Table-Top Exercise



Exercise scenario

There was a Fire at the SD62 building early Sunday morning.

The fire department suspects the fire started by an electrical problem.

The building is currently deemed inaccessible at this point

no one is allowed onsite until a full investigation is conducted.

The Power has been shutdown to ensure no further damages occur.



Topics for discussion

Detection / Initial Notification

Communications / Escalation

Life Safety

Roles and Responsibilities

Initial Response Activities

Impact Assessment

Set Priorities for Continuity

Activation of Plans

Monitoring & Reporting



BUSINESS CONTINUITY PLAN



School District 62 (Sooke)



April 2022

Prepared for:

*School District No. 62 (Sooke)
3143 Jacklin Road, Victoria, BC V9B 5R1*

Prepared By:

BENINI CONSULTING



Risk Readiness, Rapid Recovery

Lisa Benini
Benini Consulting Ltd
Nanaimo, BC
Tel: (250) 813-2435
Ltbenini@gmail.com

The purpose of this document is to outline a plan so that School District 62 can continue operations and provide essential services to its clients in the event of a major disruption. The plan anticipates two different scenarios:

1. Where any one of our buildings are subject to a disaster resulting in prolonged inaccessibility such as a fire; and
2. Where the disaster is more widespread, such as an earthquake, affecting our main building and other buildings in the neighborhood and potentially our other buildings.

This Plan will be reviewed and updated annually by **May 1** under direction of the *Executive Director of Information Technology*.

EMERGENCY CONTACT INFORMATION



IN CASE OF EMERGENCY CALL 9-1-1

SCHOOL DISTRICT 62 CONTACTS

After Hours # for Reporting Emergencies	(250) 384-2353
Facilities	(250) 474-9840
Transportation	(250) 474-9845
Media Inquiries	(250) 686-3750
Main Number	(250) 474-9800

PROVINCIAL / LOCAL EMERGENCY AGENCIES

Langford Fire Department Non-Emergency	(250) 478-9555
Westshore RCMP Non- Emergency	(250) 474-2264
BC Ambulance Services Non-Emergency	(250) 953-3298
EMBC (Earthquakes, Tsunami, Spills)	1-800-663-3456
Red Cross	1-888-800-6493

PROVINCIAL / LOCAL HEALTH & SOCIAL SERVICES

Victoria General Hospital	(250) 727-4212
Island Health Crisis Line	1-888-494-3888
City of Langford	(250) 478-7882
HealthLinkBC for health advice	8-1-1
BC Drug and Poison Control	1-800-567-8911

UTILITIES

BC Hydro	1-800-BCHYDRO (800-224-9376)
Fortis BC (Gas Leaks)	1-800-663-9911
BC 211 Community Services	2-1-1
After Hours Public Works	(250) 478-7770
TELUS Security	(250) 384-2353

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How to use this Plan

The purpose of the Business Continuity Plan (BCP) is to prepare School District 62 to respond and recover from a major emergency or disaster.

This plan is organized for simplicity into nine sections. It also includes an appendix section of relevant information to support the plan.

The first section outlines basic organizational information on School District 62. The second section outlines the basic organizational structure and roles and responsibilities. The third section provides an outline on how to communicate when a major disruption occurs.

The fourth section provides guidance on how School District 62 will respond to a disruption to their operations with actions to either safely evacuate from the facility, or shelter from any danger outside the facility until it has passed. It also provides School District 62 staff with actions to address continuity of its operations if they have been evacuated from the building and are unable to reoccupy the facility for a prolonged time.

The fifth section provides guidance on what to do once the event is over and how to resume School District 62 operations.

The sixth section provides guidance on how to sustain the plan.

The seventh section is the appendices which contains several supporting documentation such as contact lists, critical resources, evacuation and shelter-in-place plans, checklists, forms, etc.

The eighth section is the annex which contains a number of emergency response procedures for specific threats and hazards. It also indicates the link to the Critical Incident Response Team.

The ninth section is the link to all the Departmental BCP Workbooks.

Acronyms / Abbreviations

BCEMS	BC Emergency Management System
BCP	Business Continuity Plan
BIA	Business Impact Analysis
CIRT	Critical Incident Response Team
COOP	Continuity of Operations
CRC	Canadian Red Cross
EMBC	Emergency Management BC
EOC	Emergency Operations Centre (usual name for local government)
EMT	Emergency Management Team
EP	Emergency Plan
ERT	Emergency Response Team
ESS	Emergency Social Services
HazMat	Hazardous Materials
HRVA	Hazard, Risk & Vulnerability Analysis
IC	Incident Commander
ICP	Incident Command Post
ICS	Incident Command System
NGOs	Non-Government Organizations
PAs	Partner Agencies
PECC	Provincial Emergency Coordination Centre
PREOC	Provincial Regional Emergency Operations Centre
PI	Public Information
RA	Risk Assessment
RCMP	Royal Canadian Mounted Police
SRT	Site Recovery Team

GENERAL INFORMATION

This plan covers the following locations:

- Board Office at Jacklin Road
 - Facilities Office at Spencer Road
-

CRITICAL INCIDENT REPORTING PROCESS AT A SCHOOL:

This document is not intended to replace the process clearly defined by the School District to respond to incidents involving schools. However, it does outline how the SBO Management will respond to any events including those impacting their own operations.

1. Refer to [CIRT Deployment Process](#) in Annex for details on how to respond to an incident involving schools.

INSURANCE INFORMATION:

ORGANIZATION: BC Government Risk Management Branch

ADDRESS: P.O. Box 3586, Victoria, BC V8W 3W6

MAIN CONTACT #: Schools Protection Program

[rm MoC 2021 SPP.pdf \(bcspp.org\)](#)

Telephone: (250) 356-1794

Fax: (250) 356-6222

Email: protection.program@bcspp.org

AFTER HOURS CONTACT:

Submit incident report: <https://www.incident-request.org/>,

Notes:

Once a disaster has occurred, Facilities submits an incident report here: <https://www.incident-request.org/>, which is a system used under the Schools Protection Program (SPP) managed by BC Government Risk Management Branch. This triggers SPP to allocate an insurance provider to the claim. SD62 would have the Director or Manager of Facilities meet the adjuster on site to discuss/manage the process.

RESPONSIBILITY OF STAFF

All staff are responsible for their own personal safety, the safety of others, and for helping to ensure there is appropriate notification of any issue that can harm people, information, assets, or service delivery.

Preservation of life and safety of people is the **top priority** for all aspects of emergency response and business continuity plan activation. At no time should any individuals put themselves or any other persons in harm's way during the execution of the tasks listed in this or any other continuity plan.

ROLES AND RESPONSIBILITIES

The following outlines the roles and responsibilities for responding to a major disruption to School District 62 operations.

EMERGENCY MANAGEMENT TEAM (EMT)

School District 62 has established an Emergency Management Team (EMT) to take command and control when there is a major disruption to School District 62 operations and/or any buildings.

This team will be responsible for the following:

- Ensure communications with SD62 staff at large, schools and other key stakeholders.
- Consult with and report to the Ministry.
- Liaise with any outside entities and key stakeholders on any extraordinary issues.
- Initiate activation of the emergency response and business continuity organization.
- Receive damage assessments reports, decide on the level of response based on criticality of operations, and declare appropriate activation of plans.
- Authorize those responsible for business continuity to activate their response and continuity procedures if impacted by a disruptive event.
- Set priorities for overall response, continuity and recovery efforts with the impacted SD62 operations.
- Approve action plans and status report updates and ensure appropriate collection and distribution.
- Manage public relations and work closely with SD62 Spokesperson.
- Approve expenditures required for response, continuity and recovery efforts.
- Request resources or assistance from public authorities when necessary.
- De-activate when situation stabilized and coordinate return to business as usual.

The following are members of this team:

- **Superintendent is the Lead**
- **Secretary-Treasurer is the Alternate**
- Associate Superintendents for EMCS, Belmont and Royal Bay
- Manager, Communications
- Director, Facilities
- Executive Director, Human Resources
- Executive Director, Information Technology
- Manager, Executive Operations

A checklist can be found in [Appendix C](#) for the EMT Leader to follow.

BUILDING EMERGENCY/FIRE WARDENS

School District 62 has assigned several staff as emergency/fire wardens at each building. Those Emergency Wardens will ensure the safety of all individuals onsite and safely evacuate if necessary. The Chief Emergency/Fire Warden will be responsible for reporting to the Superintendent or designate on evacuation or shelter in place process. The Chief Fire Warden is the SBO liaison to first responders. Once life/safety issues are dealt with, then the lead of the Emergency Response Team will gather more information on the extent of the outage and the impacts on operations.

EMERGENCY RESPONSE TEAM (ERT)

School District 62 has established an Emergency Response Team (ERT) to respond to incidents when they happen and coordinate response activities at the impacted site.

This team will be activated when an event results in damages to School District 62' operations and/or any buildings. The ERT Lead will liaise with first responders, claims/insurance adjusters, security company and other service providers to:

- Coordinate containment to further reduce impact to assets and physical records.
- Liaise with claims/insurance adjusters coming to the impacted site.
- Coordinate security of the organization's assets and access control measures.
- Coordinate damage assessment and report status to EMT.

The following are members of this team:

- **Manager, Facilities would take the lead**
- Manager, Occupational Health & Safety
- Manager, Property / Custodial Services
- Other managers may be added depending on the severity and impacts from the event.

A checklist can be found in [Appendix G](#) for the Emergency Response Team Lead to follow.

SITE RECOVERY TEAM (SRT)

School District 62 has established a Site Recovery Team to deal with site salvage and restoration once the incident is stabilized and response activities are completed.

The Site Recovery Team Lead will liaise with the selected Restoration Companies and other service providers to return School District 62 operations at the impacted site if feasible. This team may be the same members of the Emergency Response Team; however it will depend on the consequences of the event. The Lead will:

- Liaise with any external service providers to assist with site salvage and restoration process.
- Coordinate repair and rebuild of impacted site.
- Coordinate reopening School District 62's operations and building(s).

The following are members of this team:

- **Manager, Facilities is the Lead**
- **Manager, Property / Custodial Services is the Alternate**
- Manager, IT Operations (assessing impacts to IT equipment)
- Manager, Occupational Health & Safety
- Additional staff from the Facilities department will be added when needed.

A checklist can be found in [Appendix H](#) for the Site Recovery Team Lead to follow.

CRITICAL INCIDENT RESPONSE TEAM (CIRT)

School District 62 has established a Critical Incident Response Team to respond to a critical incident impacting a school and/or schools. It would be triggered when there is a traumatic, significant or critical health and safety issue concerning a student, teacher and/or staff member. The goals of the team are to provide social emotional support, prevent further trauma and to assist with recovery and continuity of learning.

The following are members of this team:

- **District Principal, Safe / Healthy Schools is the Lead**
- **District Principal, Inclusive Education Services is the Alternate**
- School Counsellors for the specific school
- District Teacher Counsellors trained in Critical Incident Response brought in to support school-based counselling staff
- Safe School Coordinator and School Based Social Workers

Then, the following additional members may be called up depending on circumstances:

- District Mental Health Clinician
- Manager, Transportation (coordinate any transportation changes for students)
- District Principal, International Programs (communicate with international students)
- District Principal, Indigenous Education
- Communications Manager

Refer to the **Critical Incident Response Plan** found in [Annex](#).

COMMUNICATIONS PLAN

MANAGER ON CALL PROCESS

School District 62 has established an On-Call process for emergency notification outside business hours with the Facilities team. The following positions have been identified for this monthly rotation:

1. Manager, Facilities (Director, Facilities is currently acting during leave of absence)
2. Manager, Property & Custodial Services
3. Manager, Minor Capital Construction

Contact information for these people has been provided to TELUS Security who is responsible for monitoring the alarms at all buildings 24x7. TELUS Security monitoring centre has a list of persons to call for specific requests and if the Monitoring operator(s) cannot figure it out, then they would call the Manager On-Call and that Manager will direct the next action, or whether or not an action is required at all.

For anyone seeing a hazard, vandalism or break-in at any building is to report the incident by calling **250.384.2353 (TELUS SECURITY monitoring centre)**.

SCHOOL DISTRICT 62 SPOKESPERSON IN AN EMERGENCY:

The following person should be contacted immediately if there is any type of major disruption to School District 62' operations and will serve as the official spokesperson in an emergency.

PRIMARY EMERGENCY COMMUNICATIONS CONTACT: Superintendent

HOW TO CONTACT: Cell # 250-508-5812

If the person above is unavailable or inaccessible, the person below will succeed in management of the emergency.

BACKUP EMERGENCY COMMUNICATIONS CONTACT: Communications Manager

HOW TO CONTACT: Cell # 250-474-9846

The following has been set up as the out-of-area contact who will function as our “message board” after a disaster:

OUT-OF-AREA CONTACT:

HOW TO CONTACT:

ONLINE SERVICES: FaceBook, Twitter

STAFF EMERGENCY CONTACT PROCESS

In an emergency, it may be necessary to contact our staff, and advise whether to come to the work or not.

SD62 Senior Management Team will communicate with our staff in the following way:

Who will take the lead	What method will be used?
<p>Superintendent <i>Backup: Secretary-Treasurer</i> Or <i>May be directed through the Leadership Team directly to their staff</i></p>	<ol style="list-style-type: none"> 1. Email 2. MS Teams 3. Phone 4. App push notification 5. Media Outlets (e.g. CFAX, Shaw TV) 6. In-Person Meeting

SD62 staff can communicate with SD62 Management Team in the following way?

<ol style="list-style-type: none"> 1. Email / MS Teams your direct report 2. Phone your direct report 3. Check the SD62 website for information 4. Check the SD62 social media channels

Refer to [Appendix A](#) for detailed contact list.

SCHOOLS EMERGENCY CONTACT PROCESS

In an emergency, it may be necessary to contact Schools and Departments Programs Initiatives and advise them on the incident if necessary.

We will communicate in the following way:

Target Group	Who will take the lead?	What method will be used?
Principals / Vice Principals	Superintendent (lead) Manager, Communications may send to PVPs on behalf of Superintendent's approval.	<ol style="list-style-type: none"> 1. Email 2. Phone 3. MS Teams 4. In-person meeting
Students	Direction from Superintendent. Manager, Communications and/or Principals and/or VP send out to the families directly.	<ol style="list-style-type: none"> 1. MyEd 2. School Messenger 3. Email 4. Social Media 5. Website 6. Media Outlets
Parents / Guardians	Direction from Superintendent	<ol style="list-style-type: none"> 1. MyEd 2. School Messenger

	<p>Manager, Communications and/or Principals and/or VPs send out to the families directly.</p> <p>Manager, Communications for social media & Manager, Communications and /or IT for websites.</p> <p>Manager Communications, IT and/or Principals and/or VPs for distribution using School App</p>	<ol style="list-style-type: none"> 3. Email 4. Social Media 5. Website 6. Media Outlets
International Students	<p>District Principal, International Programs</p> <p><i>Backup: Superintendent</i></p>	<ol style="list-style-type: none"> 1. Email 2. Phone
<p>School PACs SPEAC (District PACs)</p>	<p>Superintendent to SPEAC President</p> <p>SPEAC President to PAC Presidents</p> <p>PVPs Email to School PACs</p> <p>Or</p> <p>School Based Principals and/or VPs to share with their own PAC Chairs</p>	<ol style="list-style-type: none"> 1. Email 2. Phone
Trustees	Superintendent or Secretary-Treasurer would direct.	<ol style="list-style-type: none"> 1. Email 2. Phone

Our schools can contact School District 62 in the following way:

1. Call SD62 public line
2. Send an email
3. Check the SD62 website for information
4. Check the SD62 social media channels

Refer to [Appendix A](#) for detailed contact list.

MINISTRY OF EDUCATION & OTHER PROVINCIAL GOVT EMERGENCY CONTACT PROCESS

In an emergency, it may be necessary to contact the various Ministries and Provincial Agencies to advise them of School District 62 situation.

We will communicate with them in the following way:

Who takes the lead?	What method will be used?
<p>Superintendent to Deputy Minister of Education</p> <p><i>Backup: Secretary-Treasurer</i></p> <p>Manager, Communications to Ministry of Education Communications Rep.</p>	<p>1. Email</p> <p>2. Phone</p> <p>3. Virtual Meeting</p>

The Provincial Government Ministries and Agencies can contact us in the following way:

- | |
|---|
| <ol style="list-style-type: none"> 1. Call Superintendent (Cell) or SD62 Public Line 2. Send an email to Superintendent 3. Check the SD62 website for information 4. Check the SD62 social media channels |
|---|

Refer to [Appendix A](#) for detailed contact list.

KEY STAKEHOLDER CONTACT PROCESS

In an emergency, it may be necessary to contact the partner agencies, contractors, suppliers and vendors to advise them of School District 62 situation.

We will update our key stakeholders on our School District 62 operations in the following way:

Target Group	Who will take the lead?	What method will be used?
Unions Presidents	<p>Superintendent</p> <p><i>Backup: Manager, Labour Relations</i></p>	<p>1. Email</p> <p>2. Phone</p>
First Nations	<p>Associate Superintendent (RBCC Family)</p> <p><i>Backup: DP & DVP Na'tsa'maht</i></p>	<p>1. Email</p> <p>2. Phone</p>
Municipalities	<p>Superintendent or Secretary-Treasurer</p>	<p>1. Email</p> <p>2. Phone</p>
Other School Districts	<p>Superintendent / Secretary-Treasurer</p> <p><i>Backup: Manager, Communications</i></p>	<p>1. Email</p> <p>2. Phone</p>

External Partners with Inclusive Education Services	District Principal, IES <i>Backup: District Vice Principal, IES</i>	1. Email 2. Phone
WorkSafeBC	Manager, Occupational Health & Safety <i>Backup: OHS Claims Coordinator</i>	1. Online Service 2. Email
Financial Institution Vendors (AP)	Assistant Secretary-Treasurer <i>Backup: Senior Budget Analyst</i>	1. Email 2. Phone 3. Canada Post
IT Vendors	Executive Director, ITS <i>Backup: Manager, IT Operations</i>	1. Email 2. Phone
Construction Companies	Director, Facilities <i>Backup: Manager, Major Construction Projects</i> <i>Backup: Manager, Minor Construction Projects</i>	1. Phone 2. Email
Maintenance Vendors	Director, Facilities Manager, Facilities Manager, Property/Custodial	1. Phone 2. Email
Bus Drivers	Manager, Transportation <i>Backup: Clerk/Dispatcher</i>	1. Phone 2.
Media	Manager, Communications <i>Backup: Superintendent</i>	1. Email 2. Phone
General Public	Manager, Communications or IT for websites updates Manager, Communications for Social Media updates	1. Website 2. Social Media

Our key stakeholders can contact us in the following way:

1. Call SD62 public number
2. Signage on front doors of the specific SD62 buildings
3. Send an email to general SD62 account
4. Check the SD62 website for information
5. Check the SD62 social media channels

Refer to [Appendix A](#) for detailed contact list.

Important Social Media Feeds

The following is a list of social media feeds to keep you informed during a disaster:

BC Hydro: @bchydro	Fortis BC: @FortisBC
BC Emergency Alerts: @EmergencyInfoBC	PreparedBC: @PreparedBC
Langford: #LangfordBC	Sooke: #SookeBC
Metchosin: #MetchosinBC	
	#AMBERalert
#BCFlood	#BCStorm
#BCWildfire	#BCearthquake, #earthquake
#BCtsunami, #tsunami	#evacuation

Here are some additional alert systems which will provide information on emergency, disasters and other type of incidents:

Emergency Mgmt BC	<ul style="list-style-type: none"> • https://www.emergencyinfobc.gov.bc.ca/
Westshore Alert System	<ul style="list-style-type: none"> • https://alertable.ca/signup/index.html?site=BC7B#alertMessage
Canada Alert Ready System	<ul style="list-style-type: none"> • https://www.alertready.ca

BEFORE A DISRUPTIVE EVENT

RISK ASSESSMENT

The following represents the risk assessment conducted for School District 62 on May 16, 2021.

Threats / Hazards	Probability	Impact on SD62 Board Office	Impact on School District as a whole	Total Impact	Adequacy of Existing Control Status
Cyber Attack (Data / Applications)	5	5	3	20	3 - Fair
Cyber Attack (Network)	5	5	3	20	4 - Good
Severe Weather	5	4	4	20	4 - Good
Structural Fire	4	5	4	18	3 - Fair
Power Outage	5	4	3	17.5	3 - Fair
Public Health Emergency	5	3	4	17.5	4 - Good
IT System Failure (Cloud)	4	4	4	16	4 - Good
Earthquake	3	5	5	15	3 - Fair
Human Error	4	4	3	14	3 - Fair
Work Interruption (Job Action)	3	4	5	13.5	4 - Good
Loss /Illness of Key Staff	5	3	2	12.5	3 - Fair
Workplace Violence	3	4	4	12	4 - Good
Bomb Threat	2	5	5	10	3 - Fair
Excessive Smoke from Wildfires	4	2	2	8	4 - Good
IT System Failure (on premise)	4	2	2	8	4 - Good
Building Flood / Water Damage (Burst Pipes)	3	2	3	7.5	3 - Fair
Transportation Closure (Difficulties getting to work)	3	2	3	7.5	4 - Good
Telecommunications Outage	5	1	2	7.5	4 - Good
Wildfire	2	4	3	7	3 - Fair
Loss of Access to Premise (asbestos)	2	3	4	7	4 - Good

Threats / Hazards	Probability	Impact on SD62 Board Office	Impact on School District as a whole	Total Impact	Adequacy of Existing Control Status
Hazardous Material Release	2	3	3	6	3 - Fair
Tree fallen on Building	3	2	2	6	3 - Fair

See [Appendix I](#) for the full risk assessment reports on how School District 62 has minimized its impacts from these events at the various sites.

See [Annex](#) for specific emergency response procedures.

ALERTS AND WARNINGS

Depending on the type of the event, staff may be required to shelter in place or evacuate the building. The School District has Emergency/Fire Wardens who have been trained to coordinate the initial response for life/safety measures.

1. Instructions on an **Evacuation** of the building, or
 - a. Refer to [Appendix J](#) for evacuation process at SBO.
2. Instruction on how to **Shelter-in-place** until the threat has passed.

Refer to [Annex](#) for applicable emergency response procedures.

When an incident occurs, an **onsite Manager or designate (Facilities Director)** is alerted and initiates **fan out** to the **SD62 Superintendent or designate**. The **Facilities Manager or designate** will assess the situation and determine the impact on SD62 operations. Once an assessment is complete:

- The **Facilities Manager or designate** will provide a status update to SD62 Emergency Management Team,
- The **Superintendent or designate** will update the Schools and Ministries on the situation.
- The **Human Resources** will alert staff according to the [Communication Plan](#), refer to [Appendix B](#) for the **Internal & External Communication Matrix**.

Based on the extent of the damage, operational impacts and assessment results, the **Superintendent or designate** will take the lead and will consult with the members of the Senior Management Team and then decide whether to:

1. Activate all / partial SD62 Business Continuity Plan (BCP).
2. Activate the **Emergency Management Team** structure and designate a lead and its members depending on the business continuity event.
3. Activate the **Emergency Response Team** structure and designate a lead and its members depending on the business continuity event.
4. Activate the **Critical Incident Response Team** structure and designate a lead and its members depending on the extent of the event.

Refer to [Appendix A](#) for contact information and notify staff, schools, ministries, parents/students, partner agencies, and other key stakeholders. See [Internal & External Communications](#) in Appendix B for more details.

FACILITY ALARMS & UTILITY SHUT OFFS

The following outlines the access process to each building:

Building Access

Building Name	Keys	Instructions
School Board Office	FOB	Emergency Lighting is throughout the building leading to exits.
Spencer Road	FOB	There is a key to access through the back door. Emergency light packs are installed at exits.
Amy Road		
Sooke building		

Alarms

Alarm Location	Audio	Visual	Comments
School Board Office*	Yes	None	Fire alarm system is located in the electrical room bottom floor next to the lunchroom (1009) and is monitored by TELUS Security. There are pull stations at the exits from the building. Smoke detectors in the hallways and heat detectors in the rooms. No sprinkler system in place.
Spencer Road	Yes	None	Smoke detectors in the hallways. No fire alarm system installed. Air horns are used to alert staff and are located in each section. No sprinkler system in place.
Amy Road			
Sooke building			

* After hours, all School Board buildings are monitored by **TELUS SECURITY** who will notify *Facilities Manager or Manager On call*. Any staff entering the building after hours needs to contact Telus Security to let them know how long they intend to be onsite otherwise a guard will be deployed to the site.

Security Company	TELUS Security
Contact Information	(250) 384-2353

As the School District owns its buildings, the Facilities Manager is responsible for problems that may arise.

Building Owner	SD 62 Facilities
Contact Information	(250) 474-9840 (during the day) Manager on call after hours who will be reached by TELUS Security

BUSINESS CONTINUITY PLAN – School District 62

In an emergency, it may be necessary to shut off certain utilities to prevent further safety risk and damage.

Utility Shut-offs

Description	Location
School Board Office	
Electricity	Main Electrical room Bottom Floor Room 1009
*Gas	<i>It is not recommended by Fortis to shut off gas.</i> Shut off located on Jacklin Roadside outside of Room 1010
Water	Located in parking lot on Jacklin Roadside
Spencer Road Office	
Electricity	Main Electrical Room main building
*Gas	<i>It is not recommended by Fortis to shut off gas.</i> Located at bottom of stairs to main building (side access)
Water	Shut off located next to parking lot (Spencer roadside)

* Do not shut off your natural gas if you receive an evacuation order. If fire or emergency officials request FortisBC to do so, we will turn off natural gas service as a precautionary measure, or if there is an immediate threat to FortisBC infrastructure. Once fire or emergency officials confirm the situation is safe, there are a number of steps that FortisBC takes to safely restore natural gas service.

If there is major damage to any of SD62 buildings, then the Manager of Facilities would coordinate and potentially contact the following restoration company for assistance.

Preferred Restoration Company	Downs Construction
Contact Information	250-384-1390 info@downsconstruction.com

ONSITE EMERGENCY SUPPLIES

Emergency Supply Kits for staff have been established and are situated in the following locations:

1. School Board Office: There are 3 tote bags located in the Lobby by washrooms, under stairs next to IES and near the back door by IT area. These tote bags have work gloves, paperwork, reflective vests, hard hats, radio and first aid supplies. No formal list or checklist.
2. Facilities Office: There are first aid supplies, reflective vests, and hard hats in all vans and radios in main portable. No formal list or checklist.

PRIOR TO EVACUATION

If you have to evacuate and it is safe to do so, perform the following tasks to minimize impacts:

This is a suggested list:

List items that you would want protected such as valuable assets and physical records.

- Grab and go bag containing the Business Continuity Plan and contact lists.

- Any laptops
- Physical Files
- Master Keys
- Remove items from fire-proof safe.

Refer to the procedures in [Appendix J](#) for detailed steps to evacuate the School Board Office.

ASSEMBLY LOCATIONS

It is essential to clearly identify assembly locations for safe evacuation. Once identified ensure all staff and volunteers are familiar with the assembly locations and drills are practiced regularly.

1. A primary assembly location has been identified, which is fairly close to the building but at a safe distance.
2. An alternate assembly location has been identified, which further away from the primary assembly location and should be used if it is unsafe to be near the building.
3. An inside assembly location has been identified for assembly for inclement weather.

Buildings	Location
School Board Office	
1. Primary	Front parking lot/SD62 sign
2. Alternate	TBD
3. <i>Inside Location</i>	Lobby/board room A
Spencer Road	
1. Primary	Front or portable
2. Alternate	TBD
3. <i>Inside Location</i>	Lunchroom
Amy Road	
1. Primary	
2. Alternate	
3. <i>Inside Location</i>	
Sooke Building	
1. Primary	
2. Alternate	
3. <i>Inside Location</i>	

Important Community Places

The following lists contains important places within our community during a disaster:

Place	Reason
Depending on the severity and nature of the event, the Municipal Recreation or Community Centers may be designated as reception center for people to assemble.	For Evacuee Registration

Social Media, Radio, TV channels are the best places to get information about a disruptive event in the region.

DURING A DISRUPTIVE EVENT

PLAN ACTIVATION

The response decisions made during the early phases of a disruptive event are the most critical. Early actions and decisions will often determine the success or failure of later emergency response and mitigation activities.

Based on the extent of the damage, business impacts, time of day and assessment results, the *Superintendent or designate* will take the lead and will consult with the *Manager, Facilities* and other members of the Leadership Team, then decide whether to:

- Activate all / partial Business Continuity Plan (BCP).

The following positions are authorized to activate this Plan, in whole or in part:

- Superintendent, or
- Secretary-Treasurer

Refer to the **Checklist for EMT Leader** in [Appendix C](#) for a checklist, which outlines actions that the Emergency Management Team can follow to manage a disruptive event.

This may require notification to employees, schools and other key stakeholders if not done already.

DAMAGE ASSESSMENT COORDINATION

The [[Facilities Manager or designate](#)] will liaise with First Responders to determine the nature of the incident, the extent of the damage and wait for release of impacted site back to School District 62. Then the [[Facilities Manager or designate](#)] will coordinate damage assessment activities once safe to do so. Make sure to secure the impacted site from those unauthorized to access it. Depending on the extent of the damage and impacts, an **Emergency Response Team (ERT)** may be assembled to support the Facilities Manager. See the [Roles and Responsibilities](#) section for membership.

Refer to [Appendix G](#) for a checklist to assist you with coordinating damage assessment.

BUSINESS DISRUPTION SCENARIOS

Refer to [Appendix C](#) for high level actions to guide SD62 Emergency Management Team through typical business disruptions as follows: **This Appendix needs to be validated**

1. Loss of Power
2. Loss of Water
3. Loss of Technology
4. Loss of Telecommunications

TEMPORARY RELOCATION OF SD62 OPERATIONS

Once life safety has been taken care of and a damage assessment is completed, it may be necessary to relocate SD62 operations temporarily. If the workplace is inhabitable due to a disruption, then **SD62 Emergency Management Team** will need to relocate their staff to a temporary location and/or send staff home to work remotely if feasible.

The following locations have been designated for temporary relocation of School Board operations:

1. Royal Bay Secondary School
2. Belmont Secondary School

Refer to [Appendix E](#) for **Relocation Strategies** for meeting locations for EMT if Royal Bay or Belmont Schools are not the appropriate location for the Emergency Management Team to assemble.

CONTINUITY OF CRITICAL SD62 OPERATIONS

The following describes critical business function, strategy and who is responsible for carrying them out. The worst time possible time for a disaster would be the wintertime.

Critical Business Function	Strategy for Continuity	Responsibility
Detection / Escalation	Once a major disruption has been detected by anyone, it should be reported to the “go-to” Person at the impacted site for assessment and escalation.	Manager of Facilities or Manager onsite at time of the event
Communications	Coordinated by the Emergency Management Team. See Internal & External Communications table for details.	Superintendent or designate will delegate
Building Condition	Refer to Checklist for Damage Assessment Coordination in Appendix G .	Manager of Facilities will take the lead and possibly assemble an Emergency Response Team

BUSINESS CONTINUITY PLAN – School District 62

Critical Business Function	Strategy for Continuity	Responsibility
Telephone Communications	Main Line: Call forward to [] (<i>need to define procedures with Telus</i>)	Executive Director, IT Manager of IT Operations
Relocation	Refer to Appendix D for possible relocation meeting locations for convening the leadership team or meet virtually. A decision will be made based on severity of the event and how long the workplace maybe inaccessible or inhabitable. Royal Bay / Belmont Secondary Schools have been identified as a possible alternate workplace for those School Board staff that can't work at home.	Emergency Management Team
Notification to key stakeholders re. building closure	Notice for post office, staff, schools, etc. Notice on Web site with new location or any changes to any programs.	Communications Manager
Financial Payments	Accounts Payable is done through EFT for the majority of their vendors, some receive manual cheques as well as one off vendors. This is a weekly process and could be suspended for some time. If no access to the systems, it could be done through creating manual cheques and referring to banking system. <i>Accounts Receivable is handled ?</i>	Director of Finance <i>Manager, Accounting Services</i>
Payroll	Bank Files exported to the SD Server. Could use bank file to re-do payroll. Re-do payroll from last run by rerunning and sending to the bank. Could also consider alternating the bank file number but discuss this with the Bank. Do have a couple of days to ensure the payroll is correct. (Wednesday submit payroll file but would have until 11am on Thursday to confirm).	Director of Finance <i>Senior Payroll Technician</i>

Critical Business Function	Strategy for Continuity	Responsibility
Procurement / Signing Authority	Coordinate with Emergency Management Team. Follow the existing practices for procurement and signing authority and the CFO would be responsible for extraordinary expenses.	Chief Financial Officer
Site Recovery	Refer to Checklist for restoration and reopen coordination in Appendix H . Refer to Checklist for how to handle wet and damaged records in Appendix I .	Manager of Facilities <i>Manager,</i> <i>Property/Custodial</i>
Insurance Claims Processing	Contact Risk Management Branch via the CPP guidelines online process. Coordinate with Insurance Provider for onsite damage assessment and claims processing	Director of Finance
Insurance Adjusters	Meet the insurance adjusters onsite to assess damage and initiate site recovery	Manager of Facilities

Refer to [Appendix B](#) for a listing of **Critical Functions**.

CRITICAL STAFFING PLAN

Our staff are essential to continuity of the School District 62 operations.

Refer to [Appendix D](#) for the **Critical Staffing Plan**, which outlines key positions' primary and backup assignees, where they live, when they are required to support critical operations, and whether they are able to work from home.

INFORMATION TECHNOLOGY / SYSTEMS RECOVERY PLAN

The following steps have been taken to protect our IT systems:

- Firewalls installed
- Regular updates of security software
- Anti-virus software installed

- Malware protection
- Access control to school shares assigned daily,
- DMZ,
- Anti-phishing,
- App whitelisting,
- Zone firewalls,
- Segregated guest and staff networks,
- MDM for all district devices,
- Asset management,
- Daily backups of critical data

The following is an overview of the IT Disaster Recovery Plan:

- Key elements of our communications infrastructure are in the Cloud and can be accessed remotely – Office 365, MyEd, Atrieve, Teams/One Drive
- Our recovery window for deleted email is 4 weeks after which it is purged
- Teams/One drive recovery is available for 180 days
- We have a backup line for internet services via Shaw to supplement Telus NGN for our main data center at the board office
- We have a backup diesel generator that can run critical data center services

The following is an overview of the Data Backup Strategy for Critical Data:

- All file servers, on prem databases and active directory data are backed up nightly at 6pm via Data Protection Manager at Royal Bay and stored for 60 days

Applications and Software

Refer to [Appendix B](#) for a listing of **Critical Systems requirements** and a rollup of business units' recovery objectives.

VITAL PHYSICAL RECORDS

The following outlines the back-up strategy for physical records stored **ONSITE**:

Most physical records are stored in the File Room mainly Student Records. The School District does send student records offsite to CUBE when they have reach 19 and keeps until they are 21 then they are destroyed.

The Red Files are confidential files from the Psychologists and are kept for at least 7 years.

Reports from the Speech Pathologists are also kept in hardcopy offsite.

Refer to [Appendix B](#) for a listing of **Vital Records and Documentation**, which outlines where they are located and how to recover.

TELECOMMUNICATIONS PLAN

The following outlines how we will maintain communications with our staff and other key stakeholders, if our landlines go down:

School District 62 Public Line	We are on VOIP and have a backup PBX and backup internet connection. If the PBX is down, the phone is forwarded to voicemail which is remotely accessible.
School District 62 Fax Line	We don't have a backup (and likely do not need one as fax use is minimal)

CRITICAL ASSETS

If there is a major disruption, some critical assets may be impacted, therefore it will be essential to contact the School District's Insurance Program to dispatch insurance adjusters and initiate a process to either repair or replace.

Refer to [Appendix G](#) for a checklist on how to coordinate damage assessment properly and [Appendix H](#) for a checklist on how to coordination site salvage and restoration.

After a Disruptive Event

RETURN AND RESTORE SCHOOL DISTRICT 62 OPERATIONS

Once the incident is under control and the first response agencies have released the impacted facility back to School District 62, it will be important to develop a site recovery plan.

A decision will be required by the Emergency Management Team on whether the impacted site can be restored, and School District 62 operations can be resumed. This will depend on the outcome of the damage assessment.

The [Superintendent or designate](#) will decide on whether to assign staff to the Site Recovery Team and begin planning for site restoration.

Refer to [Appendix H](#) for a checklist to assist you with coordinating site restoration and reopening activities.

POST INCIDENT DEBRIEFING

Once School District 62 is able to return to business as usual, a Post-Incident Debriefing should be conducted with all staff involved. This is a critical process of reviewing an event or incident to determine what went well and what needs work; what to remember and what to never forget. It's the step you must get in the habit of taking after every single incident you respond to. Not just the biggies—every single one. The outcomes of this debriefing become the actions for updating the Business Continuity Plan as well as the basis for future exercises and training sessions.

School District 62 [Superintendent or designate](#) should hold a debriefing shortly after an event to capture any urgent issues, which may need to be resolved due to safety concerns. This may involve consultation with staff and other external sources, and in some cases; a simple evaluation form can be used to fulfill this task or brief follow up meetings.

An After-Action Report can be used to gather their insights during the debriefing. Refer to [Appendix F](#) for the format.

This may trigger updates to this plan and should be done immediately thereafter.

CONTINUOUS IMPROVEMENT

MAINTENANCE

School District 62 Management should review this plan *at least once per year*.

The Business Continuity Plan will be updated when:

- School District 62 has undergone a reorganization.
- There has been a change in the Contact Lists.

BUSINESS CONTINUITY PLAN – School District 62

- There is a change in School District 62’s location.
- There are amendments or corrections resulting from exercises, training or experience.
- There have been changes in applicable legislation or regulations; or
- Deemed necessary by School District 62 Management.

A copy of the Business Continuity Plan should be distributed to as follows:

- *Complete plan will be held by School District 62 Superintendent.*
- *An electronic version will be kept on School District 62 MS Teams: Leadership Channel in a Folder titled “BCP/EMT”.*
- *An electronic version will be kept with all members of School District 62’ leadership team.*
- *A hard copy of the Plan should be located in safe, secured but accessible locations as follows:*
 - *[location] in the [safe box].*

TRAINING AND AWARENESS

Every staff needs to understand what is expected from this plan. The following describes how School District 62 will educate its staff:

- *New employee orientation*
- *Annual Training Session in house*

EXERCISING THE PLAN

The Business Continuity Plan should be exercised *at minimum once every year*, or as deemed necessary by School District 62 Management.

The following describes how School District 62 will exercise this plan:

- *Plan Review: review the contents of the plan with those who have a responsibility to carry out the actions in the plan.*
- *Drill: conduct an emergency evacuation drill at least annually to ensure everyone knows how to evacuate the workplace and those responsible know his or her duties.*
- *Tabletop Exercise: using a realistic scenario, walk through the plan with those identified in the plan to assess the issues and validate the plan has documented the procedures.*
- *Callout: conduct a notification process to key group using different communications protocols e.g. cells, email, phones, etc.*

All exercises should be documented and reported to the Senior Management Team and kept for record keeping purposes.

Refer to the **Exercise Log** in [Appendix J](#) for history exercises.

APPENDICES

APPENDIX A – CONTACT LISTS

The following contact lists can be found in **MS Teams Leadership Channel in a folder BCP/EMT**:

1. **Staff**
2. **Schools**
3. **Ministry of Education & Other Provincial Government Agencies**
4. **Suppliers / External Stakeholders Contact**

APPENDIX B – INTERNAL AND EXTERNAL COMMUNICATIONS MATRIX

This table indicates the audience group, the method to communicate, and who will be responsible for doing so and where the source is kept.

Stored in *MS Teams Leadership Channel in a folder BCP/EMT*

APPENDIX C – CHECKLISTS

This Appendix references two documents:

1. Senior Management Team (aka *Emergency Management Team*)
2. Business Unit Leads

Stored in *MS Teams Leadership Channel in a folder BCP/EMT*

APPENDIX D – CONSOLIDATED ROLLUP OF CRITICAL RESOURCES

This Appendix refers to the master roll up of all the Business Units' BCP Workbooks:

1. **Priority of Functions**
2. **Critical Staffing Plan**
3. **Listing of Critical Systems Reliance**
4. **Listing of Vital Records and Documents**
5. **Listing of Critical Assets**

Stored in *MS Teams Leadership Channel in a folder BCP/EMT*

APPENDIX E – RELOCATION STRATEGIES FOR MEETING LOCATIONS

This Appendix refers to:

Potential meeting locations for Relocation in Westshore area if Royal Bay and/or Belmont Secondary Schools are inaccessible, or the Emergency Management Team needs a different meeting location.

Stored in *MS Teams Leadership Channel in a folder BCP/EMT*

APPENDIX F – FORMS

This Appendix references three documents:

1. Each document is a form which can be used to respond to a disruption and capture critical information:
 - a. Activity Log to log decisions and issues.
 - b. Status Report to report progress from a business unit to EMT
 - c. After Action Report to capture lessons observed after a disruption to ensure the plans are kept up to date.

Stored in *MS Teams Leadership Channel in a folder BCP/EMT*

APPENDIX G – CHECKLIST FOR DAMAGE ASSESSMENT COORDINATION

This Appendix refers to:

1. A WORD document titled “**Checklist for Damage Assessment Coordination**” which is a step-by-step checklist for conducting a damage assessment at the impacted building.

Stored in *MS Teams Leadership Channel in a folder BCP/EMT*

APPENDIX H – CHECKLIST FOR RESTORATION AND REOPEN COORDINATION

This Appendix refers to:

1. A WORD document titled “**Checklist for Restoration and Reopen Coordination**” which is a step-by-step checklist for conducting a salvage and restoration process at the impacted building, and then how to reopen.
2. A WORD document titled “**Wet and Damaged Records Guidelines**” which provides guidance on how to handle wet and damaged records in the workplace.

Stored in *MS Teams Leadership Channel in a folder BCP/EMT*

APPENDIX I – RISK ASSESSMENT / RISK MITIGATION

This Appendix refers to the findings from the Risk Assessment including risk mitigation strategies.

Stored in *MS Teams Leadership Channel in a folder BCP/EMT*

APPENDIX J – EVACUATION PROCEDURES FOR SCHOOL BOARD OFFICE

This Appendix refers specifically to evacuation procedures for the School Board Office. Other SD62 buildings will have similar process.

Stored in *MS Teams Leadership Channel in a folder BCP/EMT*

APPENDIX K – EXERCISE LOG

This Appendix refers to a log of exercises on the School District’s Business Continuity Plan.

Stored in *MS Teams Leadership Channel in a folder BCP/EMT*

ANNEX

EMERGENCY RESPONSE PROCEDURES

A separate document has been created which includes emergency response procedures for the following situation. Some of these procedures are specifically directed to schools: **Need a decision whether these emergency response procedures are necessary**
[\[insert path of where these documents are stored\]](#)

1. Fire
2. Threat to School Occupants or Facilities (i.e. Bomb threat)
3. Hold and Secure & Lockdown
4. School Bus Accident
5. Severe Weather
6. Earthquake
7. Hazardous Spills, Accidents or Explosions
8. Abduction
9. Incident on Field Trip
10. Pandemic

CIRT DEPLOYMENT PROCESS

A separate document has been created which outlines the deployment process for the Critical Incident Response Team (CIRT). This team would be activated to respond to an incident at a school. It may be at time of an incident that this team as well as the Emergency Management Team is activated at the same time to respond to disruptions at a school, multiple schools and/or the School Board Office.

[\[insert path of this document\]](#)

BUSINESS UNIT BCP WORKBOOKS

A folder with the above title contains an Excel document for each business unit. It is the BCP Workbook for that business unit and has a number of worksheets which has the following information:

- **Priority of Functions.** *Describes the functions for the School District 62 operations and how it critical they are continuity.*
- **Staff Contact List.** *List of all employees and their contact information.*
- **Critical Staffing Plan.** *Identify the critical positions or roles associated with supporting the critical functions including primary and alternates as well as any special procedures.*
- **External Dependencies.** *List of external dependencies and the associated contact information.*
- **Systems.** *A listing of all the critical applications, software, and systems required to support continuity of the School District 62 operations including recovery times and manual workarounds if applicable.*
- **Vital Records.** *A listing of vital records for your business unit including primary and alternate locations, media format and recovery solution.*
- **Critical Assets.** *A listing of any unique equipment, tools, and supplies required by your business unit including original vendor, maintenance vendor and whether rental is available.*
- **Continuity Strategy.** *Describes strategies for continuity of critical functions for your business unit including reference to supporting documentation such as SOSD62, Downtime procedures, Forms, etc.*

OFFICE OF THE CEO

DEPARTMENTS PROGRAMS INITIATIVES

FACILITIES & TRANSPORTATION

FINANCE

HUMAN RESOURCES

INCLUSIVE EDUCATION SERVICES

INFORMATION TECHNOLOGY

Committee Info Note

Resource Committee Meeting

June 14, 2022

Agenda Item 4.3: Design Principles for Capital Projects

Background

- At their June 2021 meeting, the Board passed the following motion:

That the Board of Education of School District 62 (Sooke) direct staff to create an engagement process to develop guiding principles reflective of the voices of our students, partners, Indigenous nations, and community, to support future direction on capital projects.

- Based on this motion, staff began the engagement process to develop these guiding principles
- The District's New Schools' Consultation group met to create the initial set of guiding principles for discussion
- Based on this draft, the Resources Committee reviewed the principles and provided their input
- It was determined at that meeting, that the Resources Committee would also review the final version of the principles prior to going to the full Board for the review and consideration
- From Resources, the updated principles were shared with our Indigenous partners and students at the Trustee-Student forum held on March 11, 2022
- Valuable input was received from students and trustees and the forum marked a high point for student engagement with the Board
- The revised principles were then shared with our community through a Thought Exchange issued from May 12-26, 2022
- Feedback received from this Thought Exchange (attached) was reviewed and the principles once again were updated (the "Proposed" version of the principles have been attached)
- This "Revised" version of the principles have been attached for final input from the Resources Committee prior to going to the BoE

- Staff are looking for any final input and possible Committee support on the following motion:

Recommended Motion: That the Board of Education of School District 62 (Sooke) approve the design guiding principles, reflective of the voices of our students, partners, Indigenous nations, and community for capital projects, as presented to the Resources Committee on June 14, 2022.

Next Steps

- Once approved, the guiding principles will be used to develop design standards that will assist staff in creating new spaces and upgrading existing spaces to ensure consistent learning and working environments in our District
- This next step is anticipated to be incorporated into the 22/23 Operational Plan in support of **Goal 3/Objective 2** of the Board's Strategic Plan

(Proposed) SD62 Design Principles for Capital Projects



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

1. Supportive of the Board's vision, mission and values
2. Inclusive, welcoming and safe (e.g., clearly identifiable entrance, open gathering spaces, accessible, considerate of noise sensitivities, secure)
3. Representative of the diverse student and staff populations, (e.g., gender neutral wash/change rooms, artwork/displays reflect staff and student diversity, rainbow crosswalk, Indigenous garden)
4. Reflective of our natural surroundings and local cultures (e.g., natural materials, light and bright spaces, greenery, Indigenous symbols/artwork)
5. Built with thought to their sustainability and environmental impact (e.g., materials, energy, resources)
6. Flexible and functional (e.g., open spaces, flexible rooms, multi-use areas for collaboration, common areas to support movement and informal gathering)

(Revised) SD62 Design Principles for Capital Projects

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 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.





Engagement Report: Is there anything that you would change about the proposed design principles?

Introduction

With SD62s rapidly growing student enrollment forecast to continue for the next ten years, the building of new schools is urgently required. We are currently seeking approval from the Ministry of Education to build five new schools between now and 2030. While the Ministry of Education's Area Standards (2012), guides our new capital development, we still have the opportunity to put our unique SD62 imprint on the buildings. To understand what the SD62 community would recommend for new schools and other buildings, we engaged broadly with our stakeholders.

The engagement gathered community-wide feedback through Thought Exchange about the proposed guiding design principles, that were developed in consultation with our staff, our partner groups and with student leaders who attended the Trustee Student Forum in March 2022.

The proposed principles will guide future capital projects such as the design of new schools.

The Thought Exchange ran from May 12-May 26 and was engaged with by 316 participants who made 150 thoughts and 3987 ratings.



316
Participants



150
Thoughts



3,987
Ratings

Participants reviewed the proposed principles (Attachment 1) prior to responding to the Thought Exchange question which asked, "Is there anything that you would change about the proposed design principles?"

Four survey questions were asked up front to understand the demographics that we were curious about whether specific responses emerged from these groups.

Survey question	Answer	Percent	Count	Responses
Are you a current SD62 Student?	Yes	27.52	82	298
	No	72.48	216	298
Do you currently work for SD62?	Yes	11.86	35	295

	No	88.14	260	295
Do you identify as a person of Indigenous heritage/ ancestry?	Yes	7.53	22	292
	No	92.47	270	292
Do you identify as a member of a visible minority? ⁱ	Yes	14.48	42	290
	No	85.52	248	290
Do you identify as having a disability? ⁱⁱ	Yes	11.68	34	291
	No	88.32	257	291

ⁱ This means people, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour

ⁱⁱ Including a physical, mental, intellectual, cognitive, learning, communication or sensory impairment?

Thoughts and Ratings

The 150 thoughts were categorized based on the nature of the response. The total number of coded items is 155 as five (5) responses had more than one code. The largest number of thoughts expressed were that the draft principles are good (n=42). A large number of comments didn't relate to the design principles (n=32) but to broader operational aspects. There were many comments - both for and against - on gender neutral spaces (n=20).

Specific thoughts about 'green space' or 'nature' came up nine (9) times but were also heavily supported by others. In terms of overall ratings, the highest and second highest rated thoughts were about ensuring natural greenspace is retained within the design for builds. The third most ranked thought was about partnerships with municipalities and developers to deal with rapid population growth and building schools ahead of the need for them.

Thought Category	Times Mentioned
Draft Principles are Good	42
Comments were not directly relevant to the topic of design principles	32
Gender neutral spaces	20
About the principles/having design principles	10
Green/Nature	8
Diversity	7
Indigenous	6
Location/Parking	5
Planning and partnership	5
Sensory/Calm/Quiet/deregulate/prayer	5
Healthy	4
Don't Know/?	4
Staff Space	3
Energy saving	3
Size and flexibility	3
Maintenance	1

- (3) A new principle could be added with regards to health and safety which could tie in with concerns expressed about parking and traffic management. This could mean we take “safe” out of Principle Two and expand it into **Principle 7** as the following:

“Built with thought to provide safe and healthy spaces (e.g. traffic management, safe building access, attention to sensory needs).

- (4) To include the idea of community partnership, welcoming in different support groups for students, a new **Principle 8** could be:

To maximise partnership opportunities that reflect mutual interest in public education and the social, economic and environmental well-being of the local community.

The inclusion of Principle 8 supports existing work that is underway. We have Memoranda of Understanding with the Districts of Sooke, Langford and Colwood. Work is being undertaken to provide more accurate forecasts of enrollment numbers so that we can create effective capital plan requests to the Ministry to be able to build new schools.

Outcome: Revised Design Principles

Should these suggestions be approved by the Board of Education, the principles (Attachment 2) would be revised to:

- (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); and
- (6) Flexible, functional 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).
- (8) To maximise partnership opportunities that reflect mutual interest in public education and the social, economic and environmental well-being of the local community.

Committee Info Note
Resource Committee Meeting
June 14, 2022
Agenda Item: 4.4 District Facility Bookings

Background

- In 2021, SD 62 made the decision not to renew the agreement with West Parks and Recreation regarding its management of facility bookings for our Belmont and Royal Bay families
- SD 62 provided notice to West Parks and Recreation (WSPR) that the District will take over the booking process
- Beginning in September 2022, SD 62 will make its own rental bookings through the Book King Facility Scheduling Software for most of the facilities in the Belmont and Royal Bay families
- The City of Langford will book the Centre Mountain Lellum field and WSPR will continue booking the Royal Bay field and track

Book King Facility Scheduling Software

- To facilitate the booking process, the District will expand its use of the Book King software package that is currently being used by the Edward Milne Community School Society (EMCSS)
- EMCSS will continue to book facilities for the Milnes Landing family of schools
- Book King has been created by a local developer and is a cloud-based all in one Recreation Management Software package
- Book King's Scheduling Module is designed to optimize the organization's use of its facilities, services and equipment through an intuitive user interface
- It will prevent double or conflict bookings from occurring and make the booking process more efficient for staff and the public with our powerful rules-based facility booking engine
- Beginning in September 2022:
 - potential user groups will begin the online booking process;
 - an online calendar for customers to view available spaces/times to rent will be available; and

- an online payment POS system will be in place
- A robust communications plan will be developed to announce the change in process and to identify the landing spot on the District's website for facility bookings