

Public Notice – Resources Committee Online Public Meeting

A public meeting of the Resources Committee for School District 62 (Sooke) **will be held on December 2, 2020 at 6:00 pm.**


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

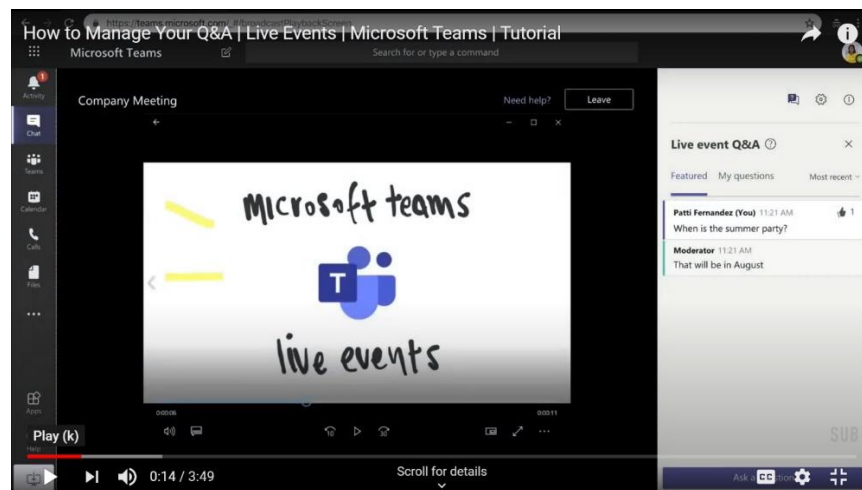
To participate in the meeting please click on this link:

<https://jump.sd62.bc.ca/httpsjumpsd62bccResourcesCommitteeMeeting-December-2>

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

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

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



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

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



RESOURCES COMMITTEE
School Board Office
Via MS Teams
December 2, 2020 – 6:00 p.m.

A G E N D A

- 1. CALL TO ORDER AND ACKNOWLEDGMENT OF FIRST NATIONS TERRITORIES**
We are honoured to be meeting on the traditional territories of the Coast Salish, specifically Esquimalt Nation, Songhees Nation, and acknowledge the three nations SD62 works with directly in our schools: Scia'new Nation, Coast Salish, and T'Sou-ke Nation; including the West Coast Pacheedaht Nation, Nuuchahnulth. (words gifted by the three nations SD62 works with)
- 2. REPORT** (page 3)
- 3. PRESENTATIONS** (10 min.)
- 4. NEW BUSINESS**
 - 4.1 Catchment Review – Scott Stinson (page 5)
 - 4.2 International & Westshore Fees – Scott Stinson (page 8)
 - 4.3 Risk Management Review Mitigation Strategies – Harold Cull (page 10)
 - 4.4 Transportation Policy and Regulations Review – Harold Cull (page 13)
- 5. ADJOURNMENT**
- 6. NEXT MEETING DATE:** January 12, 2021



Committee Report of Resources Committee Meeting via MS Teams November 10, 2020

Present: Bob Beckett, Trustee (Committee Chair)
 Wendy Hobbs, Trustee (Committee Member)
 Allison Watson, Trustee (Committee Member)
 Krista Leakey, SPVPA
 Amanda Dowhy, SPEAC
 Ed Berlando, STA
 Bruce Woodcock, CUPE
 Harold Cull, Secretary Treasurer
 Nicole Gestwa, 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 Committee Report for the October 13, 2020 Resources Committee Meeting was reviewed by the committee members.

3. PRESENTATIONS

There were no presentations.

4. NEW BUSINESS

4.1 Risk Management Plan Review – Harold Cull

Staff provided a two-step process to the Committee in which the Enterprise wide Risk Management (ERM) Plan will be reviewed. A review of the list of risks was started at the meeting and any additional comments/feedbacks are to be provided to staff by November 27th. Once the list of risks is complete, the Committee will review the applicable mitigation strategies to ensure the risks are managed to a tolerable level.

4.2 20/21 Quarter 1 Financial Forecast – Harold Cull

Staff provided an update to the Committee on the position of the current school/fiscal year. As there are a significant number of outstanding items to be estimated, the forecast will continue to revised after quarter two and three. Quarter two will take place in February, a larger number of variables will be known at this time and access to reserve may be necessary.

4.3 Transportation Model Feedback and Proposed Changes – Harold Cull

Staff have reviewed the transportation model, and received feedback from the community. Staff have requested comments from the Committee on the following items:

- Implementation of an administrative fee;
- Create a defined registration period;
- Service to catchment schools only;
- Removing walk limits.

Discussion centered around the safety fee, and what safety protocols it would be used for. Furthermore, the Committee requested staff to look at other options to dissuade ghost riders other than charging a fee. Staff indicated that they will bring survey results from other Districts to the Education-Policy Committee for information.

SPEAC supports a Town Hall 2-3 weeks prior to the changes to the Transportation Model. They would like to include a video on how the system works in addition to a FAQ section.

Recommended Motion for the Board of Education:

“That the Board of Education of School District 62 (Sooke) direct staff to prepare draft revisions to Board Policy and Regulation F-100 for review and consideration by the Education-Policy Committee at their December 2, 2020 meeting”.

After subsequent discussion following the meeting, it was determined that the above recommended motion will not be required in order for staff to bring revised policy and regulation drafts to the Education-Policy Committee.

5. ADJOURNMENT AND NEXT MEETING DATE: December 8, 2020

Committee Information Note Resource Committee Meeting December 2, 2020

Agenda Item 4.1 Catchment Review Recommendations

Background

- In recent months, district staff have been seeking input from the public to proposed catchment and program changes to redistribute the student population to make more efficient use of district facilities.
 - Catchment changes are required due to two new schools being built in response to the rapid enrolment growing in the district.
 - Program changes have been proposed to reduce over-crowding in classrooms and lower the number of students learning in portables.
- This information note shares the Consultation Group's recommended options that emerged from analysis of the catchment review feedback.
 - The consultation process included:
 - Boundary changes to Ruth King, David Cameron, Colwood, Willway and Happy Valley;
 - Pexsisen's catchment will consist of addresses previously considered part of Happy Valley, David Cameron and Willway catchments;
 - Ruth King students who live south of Goldstream and East of Peatt will attend David Cameron;
 - Colwood students who live north of the Island Highway will attend David Cameron;
 - Aligning John Stubbs and Dunsmuir middle schools to Royal Bay and Centre Mountain Lellum and Spencer to Belmont Secondary;
 - This would require relocating the Belmont Zone French Immersion program from Belmont to Royal Bay.
 - Boundary changes to Crystal View, which would see Belmont Park families attending Colwood as part of their revised catchment boundary;
 - Consider relocating the District French Immersion program from Millstream to Crystal View.

Current Context

- We consulted with our community regarding the proposed catchment changes by providing various opportunities for feedback, including: thoughtexchange, Townhall, Catch 62 email, PAC meetings and staff meetings.
- Input received included:
 - The proposed catchment boundary changes are acceptable to most parents, especially if the grandparenting of siblings is applied.
 - This is especially relevant for the Belmont Park families. Many families indicated that they would likely request to stay at Crystal View which would result in the school being over

- capacity if French Immersion were also to move. This would require a further decision about whether grandparenting could be allowed for Belmont Park families.
- The proposed move of the elementary French Immersion program from Millstream to Crystal View raised the largest number of concerns, specifically from those parents with children currently in that program.
 - The majority of students in the program (71%) live on the north side of the highway and would no longer be able to walk to their neighborhood school. The move would have implications to the school district to provide transportation to Crystal View.
 - Currently 45% of the students in the French Immersion program at Millstream walk or bike to school.
 - Some families indicated that they may withdraw their child from French Immersion, resulting in the French Immersion program losing students. The consultation findings suggest that approximately 20% (84 out of 146) of students would prefer to remain at Millstream in the English program rather than moving to Crystal View to continue the French Immersion program. The decision to stay within their community prevailed over staying in the program for those families.
- A minority (8 emails sent from parents/students out of the population of 99 students) of secondary French Immersion families had concerns relating to academy, siblings and specific extracurricular needs.
 - A few current Grade 8 students were concerned about transportation to Royal Bay.
- Future Considerations:
 - There should be awareness of the impact on the following with regards to this work:
 - Districts capacity for change is limited with regards to resources.
 - Transportation- there may be a financial and resource impact on:
 - busing students to Royal Bay.
 - with the Belmont Park change to Colwood both schools may need additional busing for at least a year.
 - Human Resources- there is a need for focus on French Immersion staff moving from Belmont to Royal Bay and how this connects with the Collective Agreement.
 - As new staff is hired for the new schools, there will be an abundance of postings and hiring involving the HR staff.
 - School Resources - How will resource needs be met with a new secondary French Immersion program, especially since there is a gradual transition between 2 schools?
 - Communications - There will be a need for ongoing communications with schools and families as we move forward on changes to catchment boundaries.
 - More schools in the future will require increased or continued District resources including release time for consultation process. This would include revisiting boundary changes and new school input.
 - There may be a need to close catchment boundaries to control unplanned school overpopulation.

Recommendation to the Board

- Having reviewed feedback from the public and stakeholders, the Consultation Group recommends that the Board consider the following option:
 - Adjust and accept the catchment boundary changes as presented.
 - This allows for feeder schools to shift to their family of schools. Belmont Park (Ecole John Stubbs) to Royal Bay.
 - This allows for a gradual transition of Belmont Park families to Colwood from Crystal View.
 - Not making the elementary French Immersion program change.
 - We believe there is capacity in the short term until we can look at a longer-term solution.
 - This will allow more consultation to occur with parents living on the north side of the highway.
 - Students/families will not need to make a decision between remaining at Millstream or in the French Immersion program.
 - There will be no need to rebuild the program at another school since they are in a community of support. Resources will not be lost in the transition (ex: PAC funded and purchased resources).
 - Millstream will continue to require students to attend classes in portables.
 - Some French Immersion staff may have decided to change to English to stay at their current school, resulting in less specialty teachers in the district.

Committee Info Note

Resources Committee Meeting

December 2, 2020

Agenda Item: 4.2 – International & Westshore Fees

Background

- The International Student Program (ISP) typical summer program will not likely happen this summer as in previous years due to the pandemic
- Under regular circumstances, short-term summer groups come for largely a cultural and activities-based experience
- The ISP Department is looking at options for students to either stay over the summer (rather than returning to their home country if they are not comfortable with that), or to potentially welcome some students for an academic program that would be delivered in collaboration with WestShore Centre for Learning
- This educational programming will consist of summer academic courses delivered both in class and through distributed learning
- As this programming has not been offered before and therefore fees have not been established and approved by the Board, the ISP Department is looking for Board approval on fees as noted below

ITEM	FEE	NOTES
Summer academic courses	\$1,250	<ul style="list-style-type: none"> • For students living in district and staying over summer • Standard tuition breaks down to \$1,687 per course for Sept to June; the proposed fee is discounted given the summer experience will be different than the regular school year • The fee is consistent with what SD #61 charged in 2020
DL courses for SD62's international students	\$775	<ul style="list-style-type: none"> • Fee is consistent with the amount of funding received from the Province for DL courses (\$762.50)

Proposed Motion:

That the Board of Education of School District 62 (Sooke) approve the summer 2021 fee of \$1,250/course for in class academic instruction and \$775/course for distributed learning instruction offered by the International Student Department.

Committee Info Note Resources Committee Meeting December 2, 2020

Agenda Item: 4.3 – Risk Management Review Mitigation Strategies

Background

- The SD went through an Enterprise wide Risk Management (ERM) process in the spring of 2018 and reviewed it again at the Resource Committee meeting in October 2018
- This process included a risk identification and assessment process
- Once identified, the risks were then assessed from a likelihood and impact perspective
- The results of this process are summarized on the attached Risk Register
- It has been recommended that the register is reviewed on a regular basis

Proposed Approach

- In order to complete this review, it is suggested the Committee take a two step approach to the update:
 - 1) Review the list of risks to ensure it is complete – November 10th
 - 2) **Based on the revised list of risks, identify all mitigation strategies in place to manage the risks – December 2th**
- Based on these changes to the matrix, the Board will be able to re-rank the risks to ensure all risks are being managed to tolerable levels

Risk Ref	Risk Type/Category	Risk Item	Risk Description	Potential Risk Drivers	Current Mitigation/Compensating Controls	Primary Risk Impact Category	Impact	Likelihood	Risk Rating	Rank Order	Additional Mitigation/Compensating Controls	Impact	Likelihood	Risk Rating	Rank Order	Strategic Plan Linkage
1	Strategic	Resistance to change	The risk that SD62 staff are resistant to the adoption of the Strategic Plan and that the School District is unable to adequately deploy the resources required for this change.	<ul style="list-style-type: none"> Lack of turnover in certain positions 	<ul style="list-style-type: none"> Key leaders in management roles to drive change and add needed skillsets 	Operational Efficiency and Effectiveness Risk	2.80	2.10	5.88	22		2.80	2.10	5.88	22	
2	Strategic	Organizational capacity	The risk that SD62 may not have the organizational capacity (people and expertise) to manage all current and planned initiatives and projects, while maintaining effective regular operations during a period of unparalleled growth in the School District.	<ul style="list-style-type: none"> Funding/resource constraints leading to SD62 being unable to fill needed requirements Skillsets of employees within certain roles may not meet the current needs of SD62 leaving other employees with an increased workload Continuous expansion of programming may not be aligned with staffing requirements 	<ul style="list-style-type: none"> Key leaders in management roles to drive change and add needed skillsets 	Operational Efficiency and Effectiveness Risk	3.80	3.50	13.30	2		3.80	3.50	13.30	2	
3	Strategic	International student program	The risk that SD62 is unable to diversify its base of international students and that the program is perceived to be denying access to domestic students in favor of international students.	<ul style="list-style-type: none"> Rising cost of housing in the region Shifting demographics 	<ul style="list-style-type: none"> The District continues to grow its strong brand 	Financial Resources Risk	3.00	3.10	9.30	14		3.00	3.10	9.30	14	
4	Strategic	Governance	The risk that a lack of clarity of roles and responsibilities between SD62's management and board leads to conflicts, lack of objective challenge of management, or poor working relationships.		<ul style="list-style-type: none"> Clarify roles by clear Board governance documents (Governance Bylaw #1, etc.) 	Operational Efficiency and Effectiveness Risk	4.10	2.50	10.25	12		4.10	2.50	10.25	12	
5	Strategic	Shifts in curriculum	The risk that SD62 staff are unable to efficiently and correctly deliver the new curriculum.	<ul style="list-style-type: none"> Shifts in the mandate of the Ministry of Education Shifts in the government policy Increased pressure on high schools to deliver high quality education to ensure the academic success of its students 		Strategic / Reputational Risk	3.80	2.60	9.88	13		3.80	2.60	9.88	13	
6	Reputation	Supporting students with special needs	The risk that SD62 does not have sufficient funding or available positions to adequately support and provide a positive experience to its growing volume of students with special academic or behavioral needs.	<ul style="list-style-type: none"> High rotation among special needs professionals Higher cost per student for students with special needs 	<ul style="list-style-type: none"> The School District is planning to hire more EAs and other professionals to accommodate students with special needs 	Strategic / Reputational Risk	4.00	3.20	12.80	3		4.00	3.20	12.80	3	
7	Reputation	Ethical breaches by staff	The risk that ethical breaches or misconduct by SD62 staff results in legal or financial penalties or reputation damage (or possibly a decrease in enrollment levels).	<ul style="list-style-type: none"> Increased use of social media Difficulty associated with monitoring and identifying ethical breaches 	<ul style="list-style-type: none"> Heightened scrutiny around teacher/student conduct Development and institution of policies 	Strategic / Reputational Risk	3.50	2.10	7.35	19		3.50	2.10	7.35	19	
8	Reputation	Privacy and cyber security	The risk that SD62 may be the subject of a cyber security breach or internal leak, resulting in the loss of confidential or personal information, resulting in reputational damage, loss of credibility, and possible legal or regulatory action.	<ul style="list-style-type: none"> Ageing equipment and IT infrastructure Lack of independent internal reviews pertaining to potential system vulnerability Lack of access/permission control for users 	<ul style="list-style-type: none"> Installation of encryption software Network segregation Spam filtering Firewalls Complex password protection 	Strategic / Reputational Risk	4.10	2.80	11.48	6		4.10	2.80	11.48	6	
9	Reputation	Relationship with the Provincial and Local Governments and other stakeholders	The risk that SD62's inability to maintain a solid relationship with the Provincial and Local Governments and other stakeholders will hinder the district from reaching its goals.			Strategic / Reputational Risk	3.50	2.10	7.35	18		3.50	2.10	7.35	18	
10	Operations	Regulatory compliance	The risk that SD62 does not adequately comply with regulatory requirements (e.g., the School Act, OH&S rules, changing building codes, union requirements for staff, data storage requirements).	<ul style="list-style-type: none"> Lack of internal reviews to detect compliance breaches Lack of employee awareness regarding policies/procedures/controls Compliance-related policies may not reflect current practice Increase in external regulatory and procedural requirements (e.g. building code, life safety and privacy protection) 	<ul style="list-style-type: none"> Success in increasing awareness of certain regulatory requirements and establishing protocols to ensure that they are met Independent audit to address issues related to health and safety compliance and performance (e.g., the lack of asbestos management program or safe work procedures) 	Compliance Risk (Regulatory / Legal / Contractual)	3.50	1.80	6.30	20		3.50	1.80	6.30	20	
11	Operations	Student and staff safety	The risk that incidents related to the safety of students and staff within SD62's care, including violence, threats and emergency preparedness, require significant resources to prevent and manage.	<ul style="list-style-type: none"> Ageing facilities Lack of employee awareness around health and safety policies/procedures/controls Lack of staff training around health and safety Inadequate understanding of external health and safety requirements Lack of effective communication and coordination around health and safety and risk management issues. World health event impacting students, staff and community 	<ul style="list-style-type: none"> Increased focus on health and safety through a number of District-wide initiatives Good relationship with the local Police Regular lock-down drills Good communication procedures. Staff handbook/protocols to ensure OH&S for staff and students 	Strategic/Reputational Risk	3.50	2.30	8.05	17		3.50	2.30	8.05	17	
12	Operations	Student and Staff Wellness	The risk that SD62 is unable to provide an engaging and healthy environment for students and teachers that is focused on wellness.			Strategic / Reputational Risk	4.00	3.00	12.00	5		4.00	3.00	12.00	5	
13	Operations	Business continuity	The risk that SD62 may not be able to provide sufficient appropriate educational continuity or emergency response to manage plausible events (e.g., hazards, catastrophes, pandemics) while managing the cost of continuity planning.	<ul style="list-style-type: none"> Ageing facilities and lack of funding for initiatives such as continuity planning Lack of staff training around continuity planning 		Operational Efficiency and Effectiveness Risk	3.60	3.10	11.16	8		3.60	3.10	11.16	8	

Risk Ref	Risk Type/Category	Risk Item	Risk Description	Potential Risk Drivers	Current Mitigation/Compensating Controls	Primary Risk Impact Category	Impact	Likelihood	Risk Rating	Rank Order	Additional Mitigation/Compensating Controls	Impact	Likelihood	Risk Rating	Rank Order	Strategic Plan Linkage
14	Operations	Managerial governance and accountability	The risk that SD62's organizational alignment, including lines of authority and accountability, decision making structure and holding people accountable for their performance/activities are not effective and/or lack strategic focus.	<ul style="list-style-type: none"> Lack of formal performance management process Lack of defined performance expectations 	<ul style="list-style-type: none"> Performance expectations are high and lived through the District's culture rather than being formally instituted. Executive mandate letters creating clear accountability of program and project delivery 	Operational Efficiency and Effectiveness Risk	3.10	1.90	5.89	21		3.10	1.90	5.89	21	
15	Operations	Communication	The risk that SD62 is unable to communicate key messages to key stakeholders.			Operational Efficiency and Effectiveness Risk	4.10	3.00	12.30	4		4.10	3.00	12.30	4	
16	Financial	Political landscape/financial stability	The risk that shifts in the political landscape or changes to the funding formula may lead to changes in budgeting/funding, requiring cuts in staffing, programming, etc.	<ul style="list-style-type: none"> Shifts in the mandate of the Ministry of Education Shifts in government policy 	<ul style="list-style-type: none"> Robust, revenue-generating international student program in place 	Financial Resources Risk	3.60	2.90	10.44	11		3.60	2.90	10.44	11	
17	Financial	Financial Management Training	The risk that SD62's staff responsible for financial management lack sufficient financial training and skills to make informed budgeting decisions to allocate available funding optimally to achieve the best educational outcomes and manage various possible budget scenarios.			Financial Resources Risk	3.60	2.40	8.64	15		3.60	2.40	8.64	15	
18	Financial	Financial fraud	The risk of successful fraudulent activities perpetrated by employees, stakeholders, or students against SD62 (e.g., misappropriation of financial, physical, or information assets).	<ul style="list-style-type: none"> Lack of budget review (variance tracking) and follow-up 	<ul style="list-style-type: none"> Improved procurement/vendor selection process Implementation of online payment system to reduce cash handling at schools Increased focus on internal controls as well as segregation of duties. 	Financial Resources Risk	3.00	1.60	4.80	23		3.00	1.60	4.80	23	
19	Financial	Underfunding of programs	The risk of consistent underfunding of educational programs and the associated infrastructure support costs required to deliver on the goals of the School District.	<ul style="list-style-type: none"> Shifts in the mandate of the Ministry of Education Shifts in government policy 		Financial Resources Risk	3.70	2.90	10.73	9		3.70	2.90	10.73	9	
20	Human Resources	Performance management	The risk that SD62 does not have sufficient performance management processes in place to identify underperformance or reward high performers.	<ul style="list-style-type: none"> Lack of formal performance management processes Lack of defined performance expectations Change-resistant culture 	<ul style="list-style-type: none"> Performance expectations are high and lived through the District's culture rather than being formally instituted 	Human Resources Risk	3.10	2.60	8.06	16		3.10	2.60	8.06	16	
21	Human Resources	Succession Planning	The risk that SD62 is unable to adequately plan for and replace potential vacancies within key management, teaching and administrative positions, leading to potential loss of organizational knowledge and skills when employees leave the School District.	<ul style="list-style-type: none"> Lack of formalized succession planning process Lack of resources to invest in processes related to succession planning 		Strategic / Reputation	3.80	2.80	10.64	10		3.80	2.80	10.64	10	
22	Human Resources	Labor disruption	The risk that an agreement cannot be reached with Unions which may lead to a strike or labor disruption and that the relationship with local employee groups could negatively impact SD62's ability to meet its goals.	<ul style="list-style-type: none"> Lack of flexibility around negotiating or renegotiating collective bargaining agreements 	<ul style="list-style-type: none"> Relations with Union are stronger than they have been in recent years 	Operational Efficiency and Effectiveness Risk	4.10	4.00	16.40	1		4.10	4.00	16.40	1	
23	Facilities	Facility maintenance	The risk that SD62 is unable to adequately maintain all of its schools and facilities, resulting in further facility degradation, a sub-optimal teaching environment, and higher capital costs over the long-term for major repairs and replacements.	<ul style="list-style-type: none"> Ageing facilities Competing maintenance/renovation priorities Insufficient government funding for cyclical maintenance 	<ul style="list-style-type: none"> Planned/recent facility upgrades Development and institution of a long-term facilities maintenance plan 	Health and Safety Risk	3.60	3.10	11.16	7		3.60	3.10	11.16	7	

Committee Info Note

Resources Committee Meeting

December 2, 2020

Agenda Item: 4.4 – Transportation Policy and Regulations Review

- As discussed at November’s Resources Committee meeting, the draft Transportation Policy and Regulation (F-100) was presented at last night’s Education-Policy Committee meeting
- The highlights of the changes to the drafts are:
 - Service to in-catchment students only with exceptions for educational programs of choice and academy students
 - \$25/rider safety fee to be used to fund rider swipe cards in 20/21 and a safety coordinator function in 21/22 moving forward
 - Defined registration period beginning on February 1st with a proposed late registration fee kicking in at September 1st
 - To the extent possible, routes to be designed dropping off students no earlier than 30 minutes before 1st bell and no later than 30 minutes after last bell
- The draft policy and regulations will be reviewed by the Education-Policy Committee on December 2th with the intent for the Board to consider approving a Notice of Motion at their December 15th Board meeting

School District #62 (Sooke)

TRANSPORTATION	No.: F-100
	Effective: Sep. 22/81 Revised: Feb. 22/83; Oct. 22/83; May 23/89; Oct. 23/90; Jul. 6/05; Jan 26/21

SCHOOL BOARD POLICY

The Board of School Trustees of School District No. 62 (Sooke) will establish an efficient and effective school transportation system to provide for the transportation of students to and from their nearest catchment school.

The School Act does not require school districts to provide school bus transportation services and therefore it is the responsibility of each family to determine the best transportation option to and from school to meet their needs.

School District #62 (Sooke) will provide transportation services for students to their catchment schools under the following guiding principles:

- 1) Transportation services will be provided on a priority basis based on the age of the student and the distance from the student's catchment school;
- 2) Transportation services will be provided to schools outside of a student's catchment, but within their existing zone of schools, when the student is attending an educational program of choice or an academy that is not offered at their catchment school;
- 3) A safety fee to directly increase the safety of students and staff using the District's transportation system.
- 4) Transportation will be provided in a manner that ensures student safety and efficiency, while balancing service costs with the costs of providing direct educational services to the students of the District.

Policy References:

Fee Waiver Policy

School District #62 (Sooke)

TRANSPORTATION	No.: F-100
	Effective: Sep. 22/81 Revised: Feb. 22/83; Oct. 22/83; May 23/89; Oct. 23/90; Jul. 6/05; <u>Jan 26/21</u>

SCHOOL BOARD POLICY

The Board of School Trustees of School District No. 62 (Sooke) will establish an efficient and effective school transportation system to provide for the transportation of students to and from their nearest catchment school.

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~~The School Act allows does not require school districts to provide a school bus transportation system services and therefore it is the responsibility of each family to determine the best transportation option to and from school thatto meets their needs, and to locally develop criteria for transporting students. The costs of these services are shared between the Ministry and the Board. The school district may determine a fee to help defray the cost of transportation. In addition, school districts may transport, at local expense, students who are not covered by Ministry guidelines.~~

Commented [HC1]: Removed in from the School Act in 2002

~~The major aim of the school bus transportation system is to transport students safely, economically and in a manner which meets educational program requirements (school hours, special needs). The Board of Education of School District #62 (Sooke) has made the decision to will provide transportation services for students to their catchment schools under the following guiding principles:~~

- ~~1) Transportation services will be provided on a priority basis based on the age of the student and the distance from the student's catchment school;~~
- ~~2) Transportation services will also be provided to schools outside of a student's catchment, but within their existing zone of schools, when the student is attending an educational program of choice or an academy that is not offered at their catchment school;~~
- ~~3) The District will charge all riders with a safety fee to directly increase the safety of students and staff using the District's transportation system.~~
- ~~4) The aim of the District's Transportation system is to will be provided in a manner that ensures transport students safely and efficiency, ly while balancing the service costs of the transportation services with the costs of providing direct educational services to the students of the District.~~

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Commented [HC2]: We have defined the programs of choice to be FI and TASK. Elective courses do not meet this definition of a program of choice.

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Commented [SS3]: Is it a fee to families or for each student?

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Policy References:

Fee Waiver Policy

Statutory References:

School Act, section XX

School District #62 (Sooke)

TRANSPORTATION	No.: F-100
	Effective: Sept. 22/81 Revised: Feb. 22/83; Oct. 22/83; May 23/89; Oct. 23/90; Jul. 5/05; Jan 26/21

ADMINISTRATIVE REGULATIONS**1. Registration Process**

The District will utilize a defined period registration process that will open on February 1st of each year. On April 30th of each year, the registration period will pause, and District staff will use registered rider information at that time to develop bus routes for the following year.

All riders registering after May 1st of each year will be placed on an existing route pending available room and on a "first-come-first-served" basis.

The District will post the routes for the following year and will communicate the route information (stops and times) to families by June 30th.

Registration will remain open for the remainder of the school year in which the service is being provided.

Additional routes will only be created if the Secretary Treasurer requests and receives additional funding from the Board of Education to add additional routes.

2. Transportation Fees

The District will not charge students a fee for transportation services (ridership fee).

The District will charge an annual Safety Fee to be used to improve the safety for students and staff engaged in District transportation services. This fee, set annually by the Board, will not exceed \$25/rider.

The District will charge a late registration fee to be set annually by the Board and not to exceed \$100/rider, for any registration request received after September 1st. Exceptions will be provided to families moving into or within the District after the late registration date.

As with all District fees, a fee waiver process will be available to families if any fee causes undue financial hardship.

3. Eligible Riders

Eligible riders are considered to be those students travelling to their catchment school or students attending an educational program of choice or academy program not offered at their catchment school.

Educational programs of choice are defined as:

- French Immersion; and
- Trades Awareness and Skills Knowledge.

Accessible busing will be provided to those students requiring this service.

4. Student Walk Limits

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

Primary students: 4 km to or from school

Intermediate & Graduation students: 4.8 km to or from school

These limits are measured by the shortest possible road distance. The walk limits from home also apply where a student is required to walk to a designated bus stop.

The District will not follow these Student Walk Limit guidelines and instead will work with the school and local authorities to identify and/or create safe routes to school. The intent of these safe routes is to increase the number of those walking and wheeling to and from school which will support the health and wellness of our students.

Where safe routes to a school have been identified, bus transportation services will not be offered by the District.

5. Route and Schedule Changes

Where proposed changes would affect school arrival and departure times, the Secretary-Treasurer shall consult with the principal(s) involved and with the Superintendent of Schools before approval is given.

Addition or deletion of routes requires the approval of the Secretary-Treasurer.

To the extent possible, routes will be designed to have students arrive at school no earlier than 30 minutes before the school's 1st bell and depart from schools no later than 30 minutes after the school's final bell.

Route schedules will be sent to schools and registered riders by June 30th of the preceding year. It is in the best interests of the District and the riders that passenger lists be kept as current as possible.

School District #62 (Sooke)

TRANSPORTATION	No.: F-100
	Effective: Sept. 22/81 Revised: Feb. 22/83; Oct. 22/83; May 23/89; Oct. 23/90; Jul. 5/05; Jan 26/21

ADMINISTRATIVE REGULATIONS

1. Registration Process

The District will utilize a defined period registration process that will open on February 1st of each year. ~~At~~On April 30th of each year, the registration period will pause, and District staff will use registered the information of the registered rider informations at that time to develop the bus routes for the following year.

All riders registering after May 1st of each year will be placed on an existing route pending available room and on a "first-come-first-served" basis.

The District will post the routes for the following year and will communicate the route information (stops and times) to families by June 30th.

Registration will ~~be~~remain open for the remainder of the school year in which the service is being provided. ~~and a \$100 late registration fee will be charged for any registration requests received after September 1st. Exceptions will be provided to families moving into the District after the beginning of the school year or for families that can demonstrate financial hardship.~~

Additional routes will ~~not be created unless~~only be created if the Secretary Treasurer requests and receives additional funding from the Board of Education to add additional routes.

2. Transportation Fees

The District will not charge students a fee for transportation services (ridership fee).

The District will charge an annual ~~S~~safety Ffee to be used to improve the safety for the students and staff engaged in theDistrict transportation services. This fee, ~~will be set annually by the Board, d on an annual basis and will not exceed \$25/rider.~~

The District will charge a late registration fee to be set annually by the Board and not to exceed \$100/rider, for any registration request received after September 1st. Exceptions will be provided to families moving into or within the District after the late registration date. ~~or for families that can demonstrate financial hardship. As noted above, a late registration fee of \$100/rider will be charged to those riders requesting service after September 1st of the school year in which services are requested. An exemption will be provided to those families that move into the District during the school year.~~

As with all District fees, a fee waiver process will be available to families if any fee causes undue financial hardship.

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Commented [SS1]: Is this an appropriate time frame for registration. Would May 30 be better. Seems like a pretty small window.

Commented [HC2]: Transportation staff will work with education staff during their discussions around bell times.

Commented [HC3]:

Commented [SS4]: June 1?

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Commented [SS5]: June 30?

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Commented [SS6]: Typically, we don't ask them to demonstrate, only to indicate.

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Commented [SS7]: Typically, we don't ask them to demonstrate, only to indicate.

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Commented [SS8]: I can't find a policy that specifically references financial hardship and our fee waiver policy. This statement should point back to that information.

3. Eligible Riders

~~Eligible riders are considered to be those while balancing the costs of the system with the costs of providing direct educational services, transportation will only be provided to~~ students travelling to their catchment school or students attending an educational program of choice or academy program not offered at their catchment school.

Educational programs of choice are defined as:

- French Immersion; and
- Trades Awareness and Skills Knowledge.

Accessible busing will be provided to those students requiring this service.

Commented [SS9]: Already covered in the guiding principles.

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Commented [SS10]: I can't find the School Act section that applies to this, we may want to review and make sure we are consistent.

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Commented [SS11]: Wondering about the wording here.

1.4. Student Walk Limits

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

- Primary students: 4 km to or from school**
- Intermediate & Graduation students: 4.8 km to or from school**

These limits are measured by the shortest possible road distance.

The walk limits from home also apply where a student is required to walk to a designated bus stop.
~~The Transportation Supervisor will determine who is eligible for school bus service.~~

The District will not follow these Student Walk Limit guidelines and instead will work with the school and local authorities to identify and/or create safe routes to school. The intent of these safe routes is to increase the number of those walking and wheeling to and from school which will support the health and wellness of our students.

Where safe routes to a school have been identified, bus transportation services will not be offered by the District.

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Commented [SS11]: Wondering about the wording here.

2. Transportation of Riders

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

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

3.5. Route and Schedule Changes

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

Addition or deletion of routes requires the approval of the Secretary-Treasurer.

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To the extent possible, ~~it is the intent that routes will be designed to drop off~~ have students arrive at school no earlier than 30 minutes before the school's 1st bell and ~~will pick up students~~ depart from schools no later than 30 minutes after the school's final bell.

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Route schedules will be sent to schools and registered riders ~~when routes are completed each year~~ by June 30th of the preceding year. It is in the best interests of the ~~district~~ District and the riders that passenger lists be kept as current as possible.

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