



**The Board of Education of School District No. 61 (Greater Victoria)
Combined Education Policy and Directions Committee and Operations Policy and Planning
Committee Meeting**

AGENDA

**Monday, March 2, 2020, 7:00 p.m.
Tolmie Boardroom, 556 Boleskine Road**

Chairperson: Trustee Duncan (Education Policy), Trustee Leonard (Operations Policy)

Pages

A. COMMENCEMENT OF MEETING **7:00 PM**

This meeting is being audio and video recorded. The video can be viewed on the District website.

A.1 Acknowledgement of Traditional Territories

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

A.2 Approval of the Combined Education Policy and Directions Committee & Operations Policy and Planning Committee Meeting Agenda

Recommended Motion:

That the March 2, 2020 Combined Education Policy and Directions Committee and Operations Policy and Planning Committee meeting agenda be approved.

B. EDUCATION POLICY AND DIRECTIONS COMMITTEE

B.1 Approval of the Minutes

- a. Approval of the February 3, 2020 Education Policy and Directions Committee meeting minutes

1

Recommended Motion:

That the February 3, 2020 Education Policy and Directions Committee meeting minutes be approved.

B.2 Business arising from Minutes

B.3 Presentations to the Committee

- a. French Immersion/International Baccalaureate Programs - Evelyn Funk

B.4 New Business

7:05 PM

- a. Introduction of Student Representative - Shelley Green
Leonie Ebert, Lambrick Park

- b. District Team Update - Harold Caldwell & Louise Sheffer

5

- c. Ad Hoc Committee Recommendation - Trustee McNally

7:10 PM

Recommendation:

That the Board of Education of School District No. 61 (Greater Victoria) instruct the Superintendent to ensure that the Ad Hoc Committee Meetings Minutes pages includes current minutes and reports to the Board as required from all functioning Ad Hoc Committees, beginning immediately.

- d. Aboriginal Education Annual Report - Shelly Niemi & Craig Schellenberg

7:20 PM

6

- e. Privacy Update - Andy Canty

7:40 PM

18

B.5 Notice of Motion

B.6 General Announcements

C.	OPERATIONS POLICY AND PLANNING COMMITTEE	8:00 PM	
C.1	Approval of the Minutes		
a.	Approval of the February 10, 2020 Operation Policy and Planning Committee meeting minutes		28
	<p>Recommended Motion: That the February 10, 2020 Operations Policy and Planning Committee meeting minutes be approved.</p>		
C.2	Business Arising from Minutes		
C.3	Presentations	8:05 PM	
a.	STAR Project - Audrey Smith		36
b.	STAR Project - Colin Kronchite		
C.4	Superintendent's Report		
C.5	Personnel Items		
C.6	Finance and Legal Affairs	8:15 PM	
a.	Policy Sub-Committee Report		50
	<p>Recommendation: That the Board of Education of School District No. 61 (Greater Victoria) abandon Policies 4117, 4122, 4210.1, 4302, 5118.4, 5119.5, 5125, 5125.1; AND FURTHER That the Board refer Policy 5118.3 to the Superintendent for administration manual consideration.</p>		
C.7	Facilities Planning		
a.	Climate Action Report: Information Technology for Learning – Andy Canty & Greg Kitchen	8:20 PM	62
b.	2019 Seismic Risk Re-Assessment - Chuck Morris	8:40 PM	71

c.	Monthly Operations Update - Chuck Morris	8:45 PM	73
d.	Inclusion for Learning Strategy Update - Sean McCartney	8:50 PM	78
e.	Capital Planning Cycle - Chuck Morris	9:00 PM	83

C.8 New Business

C.9 Notice of Motion

C.10 General Announcements

D. ADJOURNMENT

Recommended Motion:
That the meeting adjourn.



Education Policy and Directions Committee Meeting

MINUTES

February 3, 2020, 7:00 p.m.

Trustees Present: Nicole Duncan, Tom Ferris, Ryan Painter, Angie Hentze , Rob Paynter

Trustee Regrets: Diane McNally, Elaine Leonard, Jordan Watters, Ann Whiteaker

Administration: Shelley Green, Superintendent of Schools, Kim Morris, Secretary-Treasurer, Deb Whitten, Deputy Superintendent, Greg Kitchen, Associate Superintendent, Colin Roberts, Associate Superintendent, Kim Roberts – Secretary Treasurer, Sheyda Shams, Student Representative, Louise Sheffer, Director of District Team, Harold Caldwell, Director of District Team, Cindy Graf, GVTA Representative, Jodi Whiteman, VCPAC President, Connor McCoy, VPVPA Representative, Andree Porter, Executive Assistant (recorder)

A. COMMENCEMENT OF MEETING

The meeting was called to order at 7:20 p.m.

A.1 Acknowledgement of Traditional Territories

Chair Duncan recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories we live, we learn and we do our work.

A.2 Approval of the Agenda

Moved by Trustee Painter

That the February 3, 2020 Education Policy & Direction Committee agenda be approved.

Motion Carried Unanimously

A.3 Approval of the Minutes

- a. Approval of the January 6, 2020 Education Policy and Directions meeting minutes

Moved by Trustee Painter

That the January 6, 2020 Education Policy and Directions Committee meeting minutes be approved.

Motion Carried Unanimously

A.4 Business arising from Minutes

B. PRESENTATIONS TO THE COMMITTEE

B.1 Mentorship Program / Ilda Turcotte (GVTA)

B.2 Mentorship Program / Lena Palermo (GVTA)

C. NEW BUSINESS

C.1 Introduction of Student Representative

Superintendent Shelley Green introduced and welcomed Student Representative, Sheyda Shams of Esquimalt High School, to the Education Policy and Directions Committee meeting.

C.2 Greater Victoria Students Visit to Tokyo Board of Education: Dec 2019 - Jeff Davis, Teacher(s), Student Group

Jeff Davis, Director of the International Student Program and Reid Litster, Senior Manager of Marketing and Student Support Services at Uplands Campus provided the committee with a brief background of the Student Outbound Program. In December 2019 and in partnership with the Tokyo Board of Education, ten Greater Victoria School District students and one chaperone/teacher (Dan Geneau) took part in Tokyo Study Abroad. Two of the students presented their experiences and highlights of the trip for the committee. The students made note of the positive impact the Tokyo trip and Student Outbound Program has made in their everyday lives, specifically boosting confidence in themselves, their ability to connect with other cultures, and to seek out future opportunities that will allow them to

grow further. Questions of clarification were asked and kudos were provided to the group

C.3 Pathways & Partnerships Annual Report - Lindsay Johnson

District Vice-Principal of Pathways and Partnerships, Lindsay Johnson, and District Coordinators, Bonnie Alexander and Kevin Blecic, provided the committee with an overview of the February 2020 Pathways & Partnerships Progress Update, highlighting the 2 main goals for the department along with the related strategies that have been created to help achieve these goals. The group reviewed in-depth, the programs currently being offered by the department, noting how each program relates back to the main goals and strategies. Mrs. Johnson highlighted the TASK – Bike Shelter Project which is a collaboration with the Facilities department, noting that 3 new bike shelters will be built by students alongside CUPE members at Lambrick Secondary. Mrs. Johnson also highlighted the new Discover Technology Program, which is fully funded through a grant from the Ministry of Education and hosted by Camosun College and South Island Partnership. Questions of clarification were asked and kudos were provided.

C.4 2019/2020 Parent Education Funds Update - Deb Whitten

Deputy Superintendent, Deb Whitten, referred the committee to the report provided in their agenda packages with respect to the Parent Education Fund for 2019-2020. Mrs. Whitten made note that \$1400 of the budget is remaining and will be carried over to the 2020-2021 year. Questions of clarification were asked.

C.5 Parent, Staff & Student Survey Update - Deb Whitten

Deputy Superintendent, Deb Whitten, provided a verbal update in regards to the Inclusion Survey which will be aimed towards Parents, Students & Staff. Feedback from the VCPAC Sub Committee has been received and will be reviewed and implemented where possible prior to deploying the survey in early to mid-February 2020.

C.6 District Team Updates - Harold Caldwell & Louise Sheffer

District Team Directors, Harold Caldwell & Louise Sheffer, provided the committee with a verbal update in regards to the District Team's on-going work, highlighting the Traumatic Events Systems Training (TES) that was completed in January 2020, the current vetting of applicants for the Arbutus Program, and the upcoming Enhancing Learning Grant

Celebration taking place in May 2020. Questions of clarification were asked.

D. NOTICE OF MOTION

E. GENERAL ANNOUNCEMENTS

F. ADJOURNMENT

Moved by Trustee Painter

That the meeting adjourn.

The meeting adjourned at 8:58 p.m.

Motion Carried Unanimously

Chair

Secretary-Treasurer

DISTRICT TEAM

556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8
PHONE (250) 920-3400 FAX (250) 920-3461

Update for March 2020

We have had a very busy February. Most of our learning sessions K-12 are in full swing. Our team members are regularly connecting with schools offering a variety of job embedded supports, co-planning and co-teaching opportunities. Please see below for a brief outline of the current work we are doing to support all learners and staff.

Literacy :

- POPEY Workshop: Exploring Social Emotional Learning through K-3 Literacy Experiences
- ELL Professional Learning Community
- Literacy in all Content Areas-Grade 3-5: 2 cohorts
- Resource Fair for French Immersion
- Andree Poulin- Author Visits to various French Immersion schools
- Dinner and Dialogue K-12 Staff Book Club Discussions
- 8 Elementary schools- Piloting the Learning Application

Numeracy :

- Grade 3-5 Numeracy Series with Nikki Lineham
- Middle School Numeracy Series with Nikki Lineham

Mental Health :

- CPI Training
- Second Step Pro D K-5

Increase Student Engagement

- Middle School Engaging all Learners- Learning Round 1 of 3
- Middle School Engaging all Learners- Webinar
- UVIC Symphony Education Concerts
- Pink Shirt Day
- POPARD visits to schools

Early Years

- Early Learning Framework Implementation
- CR4YC: Changing results for young children- Ministry of Ed grant

Harold Caldwell Louise Sheffer

Directors of District Teams

We collaboratively support competency-based learning, instruction and assessment for all members of our *One Learning Community*.

SD61 Indigenous Education Department



Annual Report to the Board of Education SD61

March 2, 2020

ACADEMIC ACHIEVEMENT

BELONGING AND IDENTITY

AWARENESS AND UNDERSTANDING

RELATIONSHIP AND PARTNERSHIP



The courage to make change requires a proactive plan in which everyone has a role. (Butch Dick, Songhees Nation)



Indigenous Student Demographics

September 30, 2019

Métis	319 (20%)	Elementary	697
First Nations	1196 (79%)	Middle	362
Inuit	15 (1%)	Secondary	471
TOTAL	1530	TOTAL	1530

Indigenous Student Totals by School – Elementary (September 30, 2019)

Braefoot	9	McKenzie	16
Campus View	11	Northridge	21
Cloverdale	13	Oaklands	31
Craigflower	85	Quadra	56
Doncaster	25	Rogers	22
Eagleview	18	Sir James Douglas	23
Frank Hobbs	19	South Park	16
George Jay	82	Strawberry Vale	16
Hillcrest	12	Tillicum	48
James Bay	29	Torquay	11
Lake Hill	3	Vic West	29
Macauley	37	View Royal	24
Margaret Jenkins	7	Willows	12
Marigold	22		

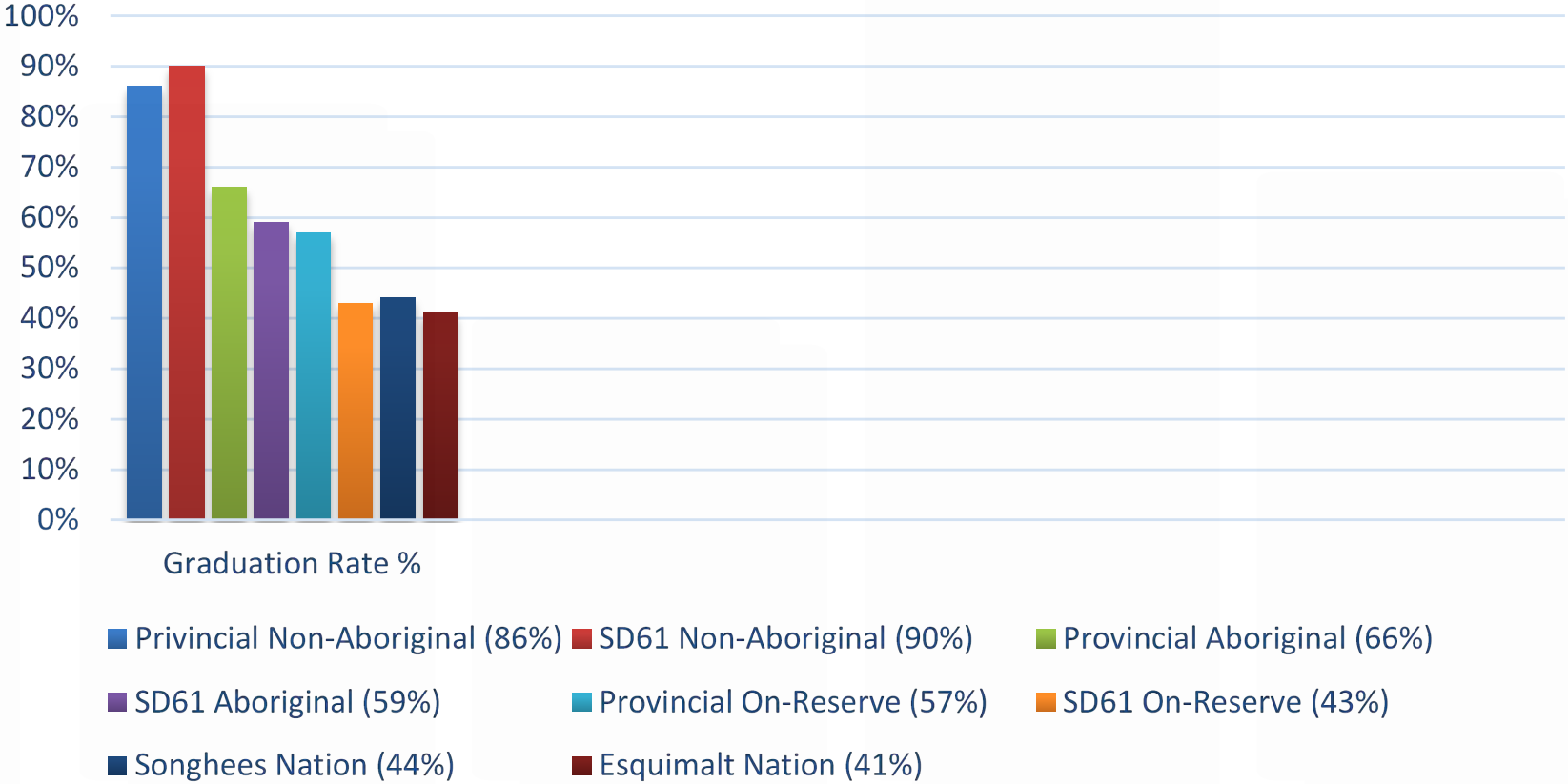
Indigenous Student Totals By School – Middle (September 30, 2019)

Arbutus	25	Gordon Head	12
Cedar Hill	24	Lansdowne	40
Central	80	Monterey	10
Colquitz	45	Rockheights	40
Glanford	21	Shoreline	65

Indigenous Student Totals by School – Secondary (September 30, 2019)

Esquimalt	131	Vic High	75
Lambrick Park	22	SJ Burnside	61
Mt Douglas	28	Home Learners Link	6
Reynolds	45	Cont. Ed. School Aged	1
Spectrum	79		

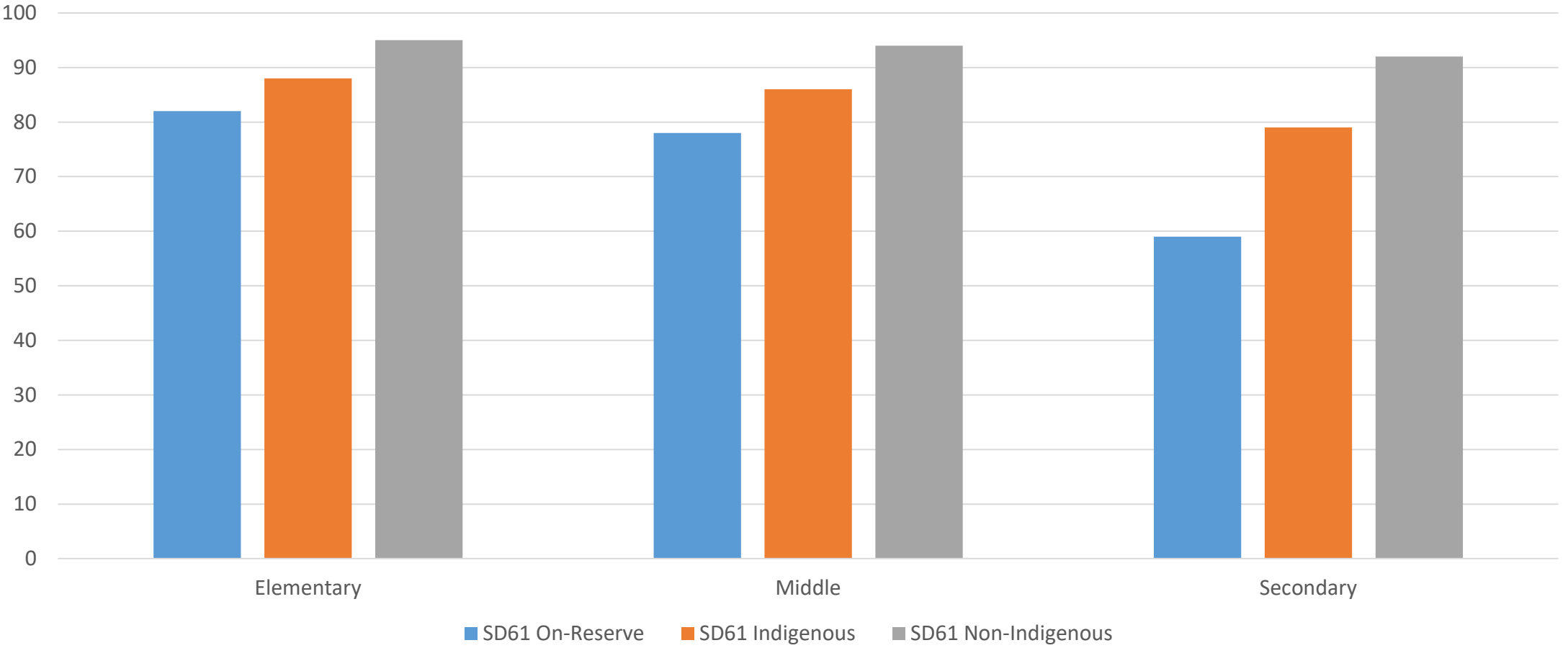
Graduation Rates 2017-18



Graduation – 6 Year Completion

	% Indigenous SD61	% Non-Indigenous SD61	% Indigenous Provincial	% Non-Indigenous Provincial
2008-2009	37	73	49	82
2009-2010	41	76	51	82
2010-2011	49	78	54	83
2011-2012	53	80	57	82
2012-2013	51	87	60	84
2013-2014	64	87	62	84
2014-2015	57	91	63	84
2015-2016	56	90	64	84
2016-2017	65	89	66	86
2017-2018	59	90	70	86

SD61 Student Attendance Rate % 2018-2019



System Alignment and Collaboration

- Pathways and Partnerships

 - Trades Trailer

 - Career Planning

- Learning Team

 - Literacy, Science, Math, Early Learning, Dinner and Dialogue

- Student Services

 - Children and Youth in Care

- Partnership

 - Local Education Agreement with Songhees Nation and Esquimalt Nation

 - Indigenous Ad Hoc Committee

 - Metis Nation

- Schools

 - Collaborative Planning with every school

Professional Learning for Teachers, Support Staff, and Administration: Building Capacity

- Decolonizing School Libraries
- First Peoples Principles of Learning
- Indigenous Learning Leadership Series
- Blanket Exercise
- Indigenous Student Information App Training

Questions or Comments?



One *Learning* Community



IT for Learning Department

Privacy and Security Update



Privacy Related Initiatives

- DPSO Group formed (Data Privacy and Security Operations Group)
- ETAC (Educational Technology Advisory Committee)
- Technology for Learning standing agenda
- Partner consultation: OIPC, Focused (ERAC), Ministry of Education, OCIO/BC Gov, other School Districts
- Privacy and Security Conference, Feb 5-7, Victoria
- Strategy: OIPC Privacy Management, NIST Privacy Framework
- Understanding the recent FIPPA amendment – next step to ‘cloud’ services



Privacy Related Projects Underway

Digital tools inventory

- Audit of 3rd party services (websites, apps, extensions) where students are potentially using their G-suite accounts.
- Elem: 268 incl. Prodigy Math, Typing Club, Flipgrid, Readworks
- Middle: 446 incl. Duolingo, Thinglink, Kahoot!, Kidblog, Soundtrap
- Secondary: 529 incl. Canva, Quizizz, Code.org, Grammarly



Privacy Related Projects Underway (cont.)

Data Classification Project

- Identifying and classifying data based on sensitivity and the impact the information could have on the organization if the data is breached
- Procedures for the creation, usage, storage, disclosure, and removal of data
- Know what data exists, where it lives, and how to protect it



PRIVACY & SECURITY

[Privacy Talking Points](#)

[G-Suite For Education](#)

[Responsible Use Guidelines](#)

[Security & Personal Information](#)

[Consent Process](#)

[Accommodations](#)

[FAQ For Teachers](#)

[Spam Reporting](#)

[Resources](#)

[Teaching Students About
Privacy](#)

[Web Content Protection](#)

PRIVACY TALKING POINTS

Privacy Restrictions

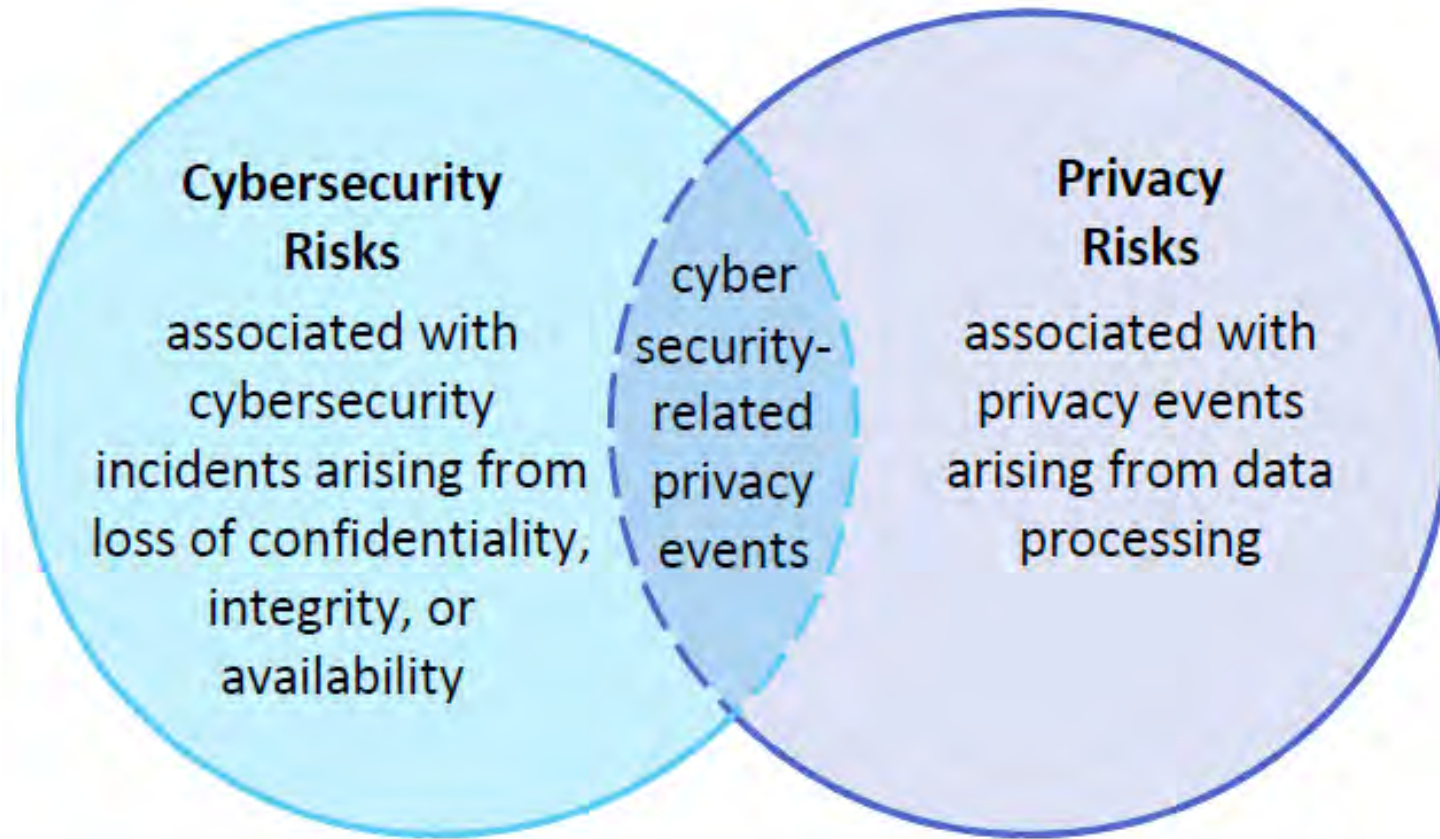
Our use of online tools like G Suite For Education—and other apps and services that store student data in the cloud—is governed by provincial legislation called the *Freedom of Information and Protection of Privacy Act* (FIPPA). FIPPA requires that BC public institutions store a citizen's personal data on Canadian soil, and that personal information should only be stored on third party servers if due diligence is undertaken. In the case of school districts, due diligence consists of two main elements:

1. *Privacy Impact Assessments* (PIAs)— A PIA demonstrates that the district has investigated potential privacy and data security risks posed by a web app or service, and taken steps taken to mitigate those risks.
2. *Consent*—Informed consent should be sought for services that store and access personal data outside of Canada.

Please know that if we are unable to fulfill your app requests it is because we have a duty to protect the privacy of our students, and to obey the laws of British Columbia.



The Privacy and Security Relationship



Security Related Initiatives

- Security framework assessment – BC Gov. Defensible Security, NIST Cybersecurity Framework
- Data Classification project
- Making our network more secure
- Phishing response workflow
- Malware detection workflow
- Systems logging improvements



The Bigger Goal

Helping to build a
privacy and security
aware culture



Thank you & Questions



Operations Policy and Planning Committee Meeting

REGULAR MINUTES

February 10, 2020, 7:00 p.m.

Trustees Present: Elaine Leonard, Ann Whiteaker, Jordan Watters

Other Trustees Present: Diane McNally, Nicole Duncan

Administration: Shelley Green, Superintendent of Schools, Kim Morris, Secretary-Treasurer, Deb Whitten, Deputy Superintendent, Greg Kitchen, Associate Superintendent, Colin Roberts, Associate Superintendent, Katrina Stride, Associate Secretary-Treasurer, Hervinder Parmar, Acting Director of Finance, Budgets and Financial Reporting, Chuck Morris, Director of Facilities Services, Lisa McPhail, Communication and Community Engagement Officer, Marne Jensen, Associate Director of Human Resources, Jane Massey, CUPE 947 Representative, Kristil Hammer, VCPAC Representative, Robin Toszczak, GVTA Representative, Connor McCoy, VPVPA Representative, Jana Relf, VPVPA Representative, Paul Knapik, CUPE 382 Representative, Andree Porter, Executive Assistant (Recorder)

1. COMMENCEMENT OF MEETING

The meeting commenced at 7:00 pm.

1.1 Acknowledgement of Traditional Territories

1.2 Approval of the Agenda

Moved by Trustee Whiteaker

That the February 10, 2020 Operations Policy and Planning Committee meeting agenda be approved with the following amendment:

The addition of Item E.5.c – Funding Model Review

Motion Carried Unanimously

1.3 Approval of the Minutes

- a. Operations Policy and Planning Committee Meeting of January 20, 2020

Moved by Trustee Whiteaker

That the January 20, 2020 Operations Policy and Planning Committee meeting minutes be approved.

Motion Carried Unanimously

1.4 Business arising from Minutes

2. PRESENTATIONS TO THE COMMITTEE

2.1 Victoria High School Redesign / Richard Fleming

Mr. Fleming first thanked the District for proactively consulting with stakeholders regarding the Victoria High School Redesign, and also applauded Principal Aaron Parker for his consultative and efficient efforts in this process. Mr. Fleming highlighted his concerns around adequate space for Victoria High School future enrolment growth.

3. SUPERINTENDENT'S REPORT

3.1 Recognition of Student Representative

Superintendent Shelley Green introduced and welcomed Student Representative, Sheyda Shams of Esquimalt High School, to the Education Policy and Directions Committee meeting.

3.2 Communications and Community Engagement Update - Lisa McPhail

Communications and Community Engagement Officer McPhail, provided an in-depth presentation highlighting the District's growth in communications engagement over the last 3 years and showcased how this growth has benefited students, parents and staff. Mrs. McPhail also spoke to the goals of her department and the on-going work that is being done to achieve each goal. Mrs. McPhail thanked each of the Trustees for their on-going dedication to attend public engagements.

4. PERSONNEL ITEMS

5. FINANCE AND LEGAL AFFAIRS

5.1 Policy Sub-Committee Report

Secretary Treasurer Morris provided background information relative to the Policy Sub-Committee and its current review of the Board policy manual. Mrs. Morris presented a list of policies recommended to the Board of Education for abandonment or reclassification as administrative procedures. Questions of clarification were asked.

Moved by Trustee Whiteaker

That the Board of Education of School District No. 61 (Greater Victoria) abandon Policies 1325.1, 1420.1, 2105, 2120.5, 2221, 3500, 3502, 3545.3 and 4111;

AND FURTHER

That the Board refer Policies 2105, 2221 and 3545.3 to the Superintendent for administration manual consideration.

Carried Unanimously

5.2 Enrolment Projections 2020-2021

Secretary-Treasurer Morris thanked Associate Secretary-Treasurer Stride and Acting Director of Finance, Budgets and Financial Reporting Parmar, for their work in compiling the enrolment projections report. Secretary-Treasurer Morris reported conservative enrolment growth of 20 FTE students in 2020-2021, noting that 2020-2021 will be the first year of the boundary change. Questions of clarification were asked.

5.3 Boundary Review Implementation Update

Secretary-Treasurer Morris provided an update relative to the Boundary Review Implementation. Beginning in 2020-2021, the former Richmond Elementary School building will be re-opened as Lansdowne South campus of Lansdowne Middle School, to house Grade 6 students. Lansdowne Main Campus will continue to house Grades 7 and 8 students. Beginning in 2020-2021 the Sundance Bank site will house its first Kindergarten cohort in portables. Principals and staffs were asked for start-up needs for the two sites. The requests are currently being reviewed for consideration and will determine the total costs that will be

incurred. The Committee was notified that the costs will begin to appear in the 2020-2021 budget consideration for the Board of Education. Questions of clarification were asked.

5.4 2019-2020 Amended Annual Budget

Secretary-Treasurer Morris thanked Associate Secretary-Treasurer Stride and Acting Director of Finance, Budgets and Financial Reporting Parmar, for their work to amend the 2019-2020 Annual Budget. Mrs. Morris provided a high level comparison of the preliminary to amended annual budget. Questions of clarification were asked.

- a. Recommendation # 1: Three Readings

Moved by Trustee Whiteaker

That the Board of Education of School District No. 61 (Greater Victoria) agree to give all three readings of the 2019-2020 Amended Annual Budget Bylaw at the Regular Board meeting on February 24, 2020.

Carried Unanimously

- b. Recommendation # 2

Recommendation No. 2 was referred to the February 27th 2020 Board of Education meeting

That the School District No. 61 (Greater Victoria) Amended Annual Budget Bylaw for fiscal year 2019-2020 in the amount of \$262,397,401 be:

Read a first time the 24th day of February, 2020;

Read a second time the 24th day of February, 2020;

Read a third time, passed and adopted the 24th day of February, 2020;

And that the Secretary Treasurer and Board Chair be authorized to sign, seal and execute this Bylaw on behalf of the Board.

5.5 Budget 2020-2021

- a. Online Engagement Update:

Communications and Community Engagement Officer McPhail, provided an update relative to the input collected during a Budget 2020-2021 online engagement. Using a new platform called 'ThoughtExchange', the District engaged more than 1700 participants, which included students, staff, parents and community members. Some of the key themes that emerged amongst stakeholders included: more interactive learning, additional supports for mental health and educational assistants, and more nature-based learning and more excursions. Mrs. McPhail advised that a full report will be coming to the Board of Education.

b. Student Symposium Report:

Secretary-Treasurer Morris provided a summary of the Student Symposium, held on February 5th 2020, to inform the 2020-2021 budget. Mrs. Morris provided a special thank-you to the Principals & Vice-Principals of the Middle and Secondary Schools for sending students, noting that 50 Grades 8 and 11 students attended. Mrs. Morris highlighted select comments left by students, and encouraged the Committee members and Trustees to review all comments provided in the report.

c. Funding Model Review:

Secretary-Treasurer Morris updated on the recent Ministry announcement relative to the Funding Model Review and its impact on the 2020-2021 fiscal year. The implementation has been broken down into two phases. Mrs. Morris noted the most impactful part of the announcement for the community, is that the special education prevalence model, and funding by headcount instead of per course, will not be in effect for the 2020-2021 year.

6. FACILITIES PLANNING

6.1 Monthly Operations Update - Chuck Morris

Director of Facilities Services Morris provided an overview of the Monthly Operations Update for January 2020, including progress on major and minor capital projects, occupational health and safety, and service requests. Mr. Morris, and in turn Chair Leonard, applauded his team for its effectiveness and hard work during the snow days.

6.2 Climate Action Report: Garden Projects - Marcus Lobb (F2SBC), Aaren Topley (PHABC), Janelle Hatch (Island Health)

Associate Superintendent Kitchen, provided background, noting that past presentations focused on individual school based gardens, while this presentation will focus on all school gardens within the district. Marcus Lobb of Farm to School BC, Aaren Topley from the Public Health Association of BC, and Janelle Hatch, Healthy Schools Coordinator for Island Health presented an overview of the District's 24 existing school gardens, and related programs such as Harvest4Knowledge, Victoria High Schools Learning Farm, and Seed the City program at Reynolds Secondary. Their research found that 16 of the 24 existing gardens are currently functional due to sustainability challenges, and introduced the "Components of Sustainable School Garden Integration" chart. Recommendations were provided along with a proposed process called the "Greening Application" which helps create a detailed plan and foundation for sustainable school gardens. Suggested next steps on how to implement the Greening Application were provided. The committee members thanked the group for its presentation and requested that any related research documents be shared with the District for review.

6.3 Victoria High School Potential Amenities Survey - Lisa McPhail

Communications and Community Engagement Officer McPhail, reported the engagement summary report, providing background information on the Victoria High School redesign, the related engagement process, as well as a detailed list of the survey responses. Mrs. McPhail noted that the overall top three requested amenities and enhancements for the school were as follows: improvements to the current theatre, upgrades to the current gymnasium, and a new track and field.

7. PUBLIC DISCLOSURE OF IN-CAMERA ITEMS

8. NEW BUSINESS

8.1 Health & Safety Reporting - Trustee Duncan

Prior to the commencement of discussion, Associate Director of Human Resources Jensen, provided the committee with an overview of the existing Health & Safety reporting practices for the District. Trustee Duncan provided rationale relative to the following recommendations regarding Health & Safety Reporting:

a. Recommendation # 1

That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent to provide the Board of Education quarterly, and as required, a report on the operation of the District's student health and safety framework (mechanisms, measures and safety policies and procedures). The report should include, but not be limited to, the following: **a.** recommendations made by the District Occupational Health & Safety Committee pertaining to student health and safety; **b.** aggregate incident tracking data pertaining to student health and safety and a trends analysis; **c.** overview of all District and school based monitoring, planning and mitigations (including compliance controls in place) to prioritize and address student health and safety; **d.** communicate any recommendations for operational and strategic level improvements specifically aimed at student health and safety.

Questions of clarification were asked and a group discussion took place. An amendment to the recommendation was made.

Moved by Trustee Whiteaker

That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent to provide the Board of Education a report on the operation of the District's student health and safety framework and communicate any recommendations for operational and strategic level improvements specifically aimed at student health and safety.

Carried

b. Recommendation # 2

That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent to provide the Board of Education quarterly, and as required a report on the District's compliance with workplace safety legislation. The report should include but not be limited to the following: **a.** recommendations made by the District Occupational Health & Safety Committee; **b.** workplace incident aggregate tracking data; **c.** overview of all District and school based monitoring, planning and mitigations in place to prioritize and address occupational health and safety in SD61, including compliance controls in place; **d.** communicate any recommendations for operational and strategic level improvements.

Questions of clarification were asked and a group discussion took place. An amendment to the recommendation was made.

Moved by Trustee Whiteaker

That the Board of Education of School District No.61 (Greater Victoria) direct the Superintendent to provide the Board of Education annually, a report on the District's compliance with workplace safety legislation and communicate any recommendations for operational and strategic level improvements.

Carried

9. NOTICE OF MOTION

10. GENERAL ANNOUNCEMENTS

11. ADJOURNMENT

Moved by Trustee Whiteaker

That the meeting adjourn.

The meeting adjourned at 9:38 p.m.

Motion Carried Unanimously

Chair

Secretary-Treasurer



Spectrum Turf & Rink Project

Presented: March 2nd, 2020 to SD61 Ed. Policy / Operational Committee

Presented by: Audrey Smith (Spectrum PAC), Collin Cronkhite (Colquitz Parent, & Technical Committee)

Spectrum Turf & Rink (STAR) Project

- \$14 million project
- Stakeholder-based
- No cost to district
- Limited risk to the district





SPECTRUM LANE

BURNSIDE RD W

STAR Project: The Building



STAR Project: The Building

- Sprung Structure
 - 25 Year Membrane Warranty
 - 50 Year Aluminum Warranty
- Songhees & Esquimalt Nation Integration
- Child-Care Facility



STAR Project Stakeholders



STAR Project: SAANICH MUNICIPALITY



- ***MARKET ANALYSIS SURVEY (04/2019):***
 - *Tremendous unmet demand for ice-time*
- Seeking partnerships with SD61 & 63
- *"We are planning a feasibility study [for a third rink] into our 2020 Budget."*
 - Graham Thomson
Saanich Municipality
(December 2019)

STAR Project: The Building

-Eco-Efficient Compared to Traditional Structures

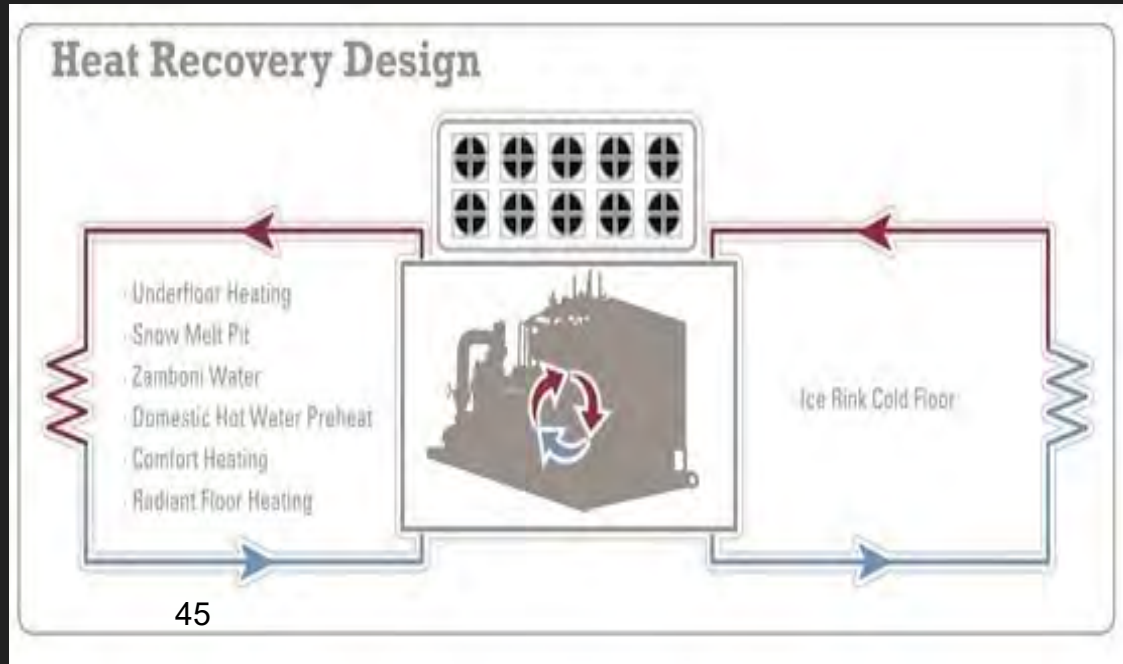
	Sprung Structure (7,152ft ²)	Traditional Structure (7,500ft ²)	
Energy Star Performance Rating	44	1	
Building Carbon Emission Rate	0.005 MtCO ₂ e/ft ²	0.014 MtCO ₂ e/ft ²	64%
Annual Energy Consumption	31,287 kWh	136,680 kWh	77%
	8,971 m ³	12,145 m ³	26%
Annual Carbon Emission	18.55 MtCO ₂ e/year	80.57 MtCO ₂ e/year	77%
	17.34 MtCO ₂ e/year	23.48 MtCO ₂ e/year	26%
Annual Energy Costs	\$11,110 - Electricity	\$34,456 - Electricity	68%
	\$4,964 - Gas	\$10,296 - Gas	52%
Normalized Energy Consumption	20.1 joules/dd/ft ²	36.5 joules/dd/ft ²	45%

STAR Project: The Rink

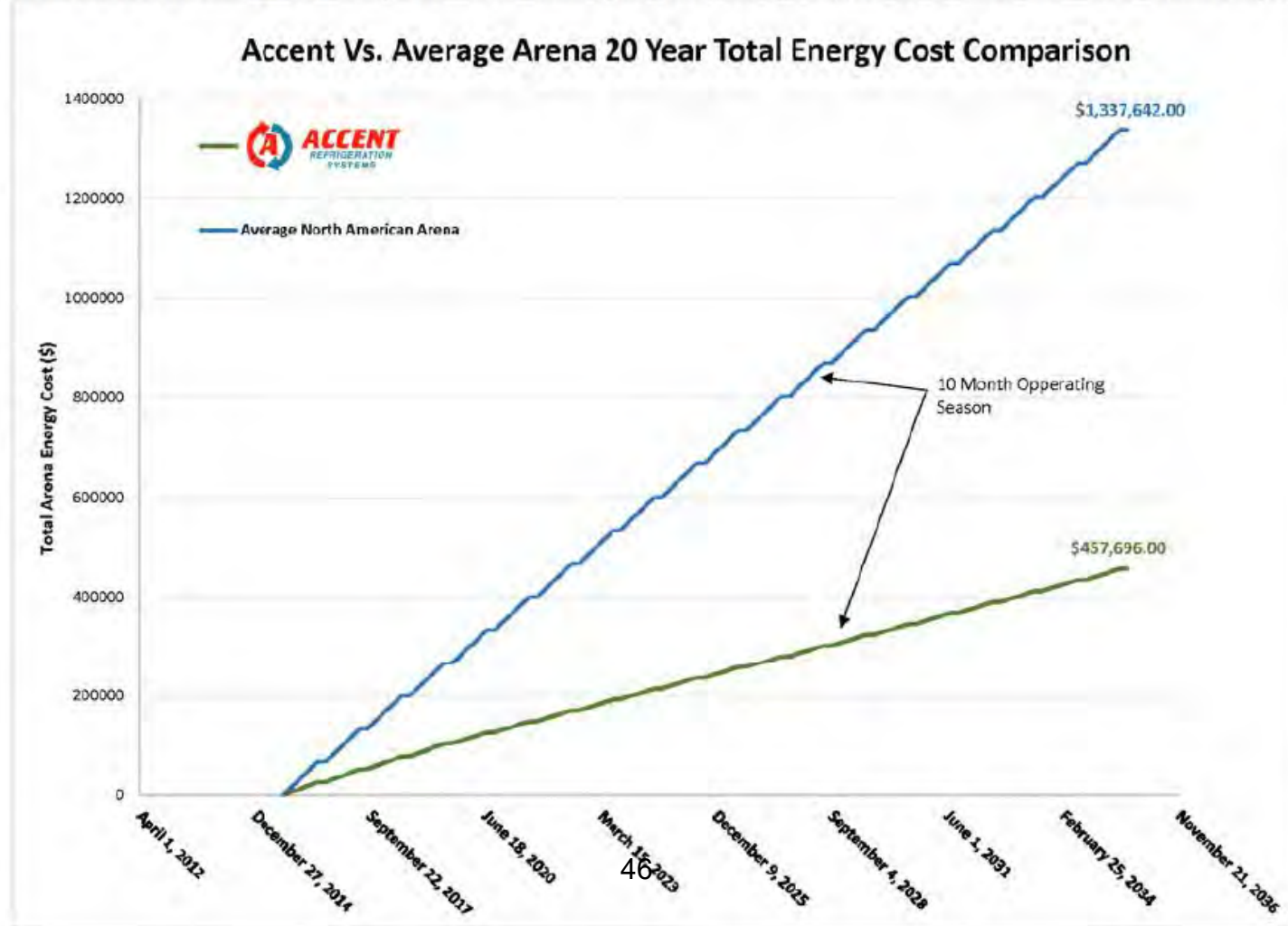
- Freon System (Not Toxic unlike Ammonia)

- No Engineer Needed

- Recapture Heat / Minimize Carbon Footprint for SD61



Graph 1 - Ice rink installed at Shawnigan Lake School is going to save the school over \$850,000.00 in the next 20 years



STAR Project: Financial Feasibility

Project Financial Assumptions	Turf (1 field)	Arena
Estimated Capital Cost	\$2.6 million	\$11.4 million
Funding Sources	TBD	TBD
Capital Assumptions (included in project cost)	7.5% Escalation + 7.5% Contingency	7.5% Escalation + 25% Contingency
Operating Assumptions	<p>Revenues based on hours available and market rates with free use by SD61.</p> <p>Expenses include utilities, maintenance and 10 yr turf replacement cost</p>	<p>Revenues based on hours available and market rates with free use by SD61, lease and ancillary revenues.</p> <p>Expenses include support staff, utilities, maintenance and 25 yr surface replacement</p>
NPV over Asset Lifecycle (3% discount)	<p>25 years</p> <p>\$ 1.35 million (Operating)</p> <p>\$ 0.56 million (Cashflow)</p>	<p>40 years</p> <p>\$9.73 million (Operating)</p> <p>\$5.12 million (Cashflow)</p>

- Amounts are based on information from estimates provide by previous arena and turf projects (Oak Bay High project, Piikani Nation Rink and Collingwood Rink)
- Financial modeling is for feasibility purposes only and will be further refined as project amounts and operating estimates are confirmed through the business plan development process.

STAR Project: Turf Field

- Burnaby study on water use – Turf fields get six times the use compared to grass fields
- Turf is 98% recycled when taken away
- Target Technologies in Burnaby & turn into recycled plastic composite wood
- Infill (rubber) is 100% recovered & reused
- Burnaby study on water use – Turf fields get six times the use compared to grass fields
- New emerging technologies for recycled turf

STAR Project: The Asks

- 1) Can SD61 formally ask Saanich Municipality to consider STAR Project in their feasibility study for an additional rink in Saanich
- 2) Can STAR Committee gather feedback from Burnside neighbours (has been a ongoing question from SD61 staff)
- 3) Can we start formalizing turf partnerships

TO: Education/Operations Policy & Planning Committee
FROM: Kim Morris, on behalf of the Policy Sub-Committee
RE: Recommended Policies for Abandonment
DATE: March 2, 2020

Background:

The Policy Sub-Committee is reviewing the policy manual for relevance and currency, streamlining of procedures and assurance that the manual reflects policies and regulations of the Board, not administrative procedures. To that end, the Committee is recommending abandon or re-classify the policies below.

Recommended Abandonment or Re-Classification:

Type	Number	Last Adopted	Title	Action
Policy	4117	1982	Supervision and Evaluation of Educational Personnel	Abandon
Policy	4122	2019	Substitute Teachers	Abandon
Policy	4210.1	2019	Clerical Assistance in Schools	Abandon
Policy	4302	1985	Multiculturalism	Abandon
Policy	5118.3	1981	Enrolment of Non-Resident Students in District	Re-Classify in Admin Manual
Policy	5118.4	1981	Fees for Psychological & Speech Assessment	Abandon
Policy	5119.5	1980	Student Retention - (Preventative/Remedial)	Abandon
Policy	5125	1992	Evaluation of Student Progress	Abandon
Policy	5125.1	1996	Student Records	Abandon

Recommendation:

That the Board of Education of School District No. 61 (Greater Victoria) abandon Policies 4117, 4122, 4210.1, 4302, 5118.4, 5119.5, 5125, 5125.1;

AND FURTHER

That the Board refer Policy 5118.3 to the Superintendent for administration manual consideration.

POLICY 4117

SUPERVISION AND EVALUATION OF EDUCATIONAL PERSONNEL

It is accepted that superior instructional services to students and a high level of staff morale and commitment result in part from a fair and constructive process of personnel supervision and evaluation. A fair and constructive process for the supervision and evaluation of personnel has, as its fundamental aim, the systematic improvement of performance.

All supervisory and evaluative behaviours should be based on the assumption that personnel recognize the need for continual growth and development and want to expand their knowledge and improve their skills. Within this framework, the purpose of supervision and the role of the supervisor are to facilitate the acquisition and expansion of professional skills.

The purpose of evaluation and the role of the evaluator are to assess the skills of personnel and report formally on the strengths and weaknesses at particular points in their career.

1. The purposes of supervision and evaluation shall be clearly stated and well known to all personnel.
2. All educational personnel should be informed in clear terms the criteria by which they are to be evaluated and the processes to be used in carrying out the evaluation.
3. All personnel, as part of their evaluation and supervision, should receive feedback on their performance.
4. If significant improvements are judged to be necessary, personnel shall be notified of the areas requiring improvement and provided the necessary time and opportunities to carry out the prescribed improvements.

5. Formal reports on personnel shall, as prescribed, be based on criteria-related observed behaviours and shall be based on a representative number of observations.

Greater Victoria School District

Adopted: April 26, 1982



*The Greater Victoria School District is committed to
each student's success in learning within
a responsive and safe environment.*

POLICY 4122

SUBSTITUTE TEACHERS

In accordance with the provisions of the School Act, the Board of School trustees may make provision for the employment of substitute teachers.

The Superintendent of Schools, or their delegate is responsible for developing appropriate regulations governing the employment of substitute teachers with the following provisions:

- a) The rate of daily remuneration shall be stated in the Teacher's Salary Agreement, which is reviewed once a year.
- b) All candidates for substitute teaching positions must make formal application to the Instruction-Administration Office. Applicants must re- apply annually.

Greater Victoria School District

Adopted: April 21, 1969

Various revisions

Revised: July 10, 1978

Revised: November 1981

Revised: July 26, 1982

Revised: March 2019



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POLICY 4210.1

CLERICAL ASSISTANCE IN SCHOOLS

Clerical assistance will be provided in all schools for the purpose of relieving administrators and teachers of clerical work.

In order to provide for varying needs from school to school, the amount of clerical assistance may be adjusted at the discretion of the Superintendent or their delegate, provided that the total costs of this service in the District do not exceed the amounts provided in the annual budget of the Board.

Greater Victoria School District

Adopted: January 1962
Revised: February 1970
Revised: July 1975
Revised: March 2019

POLICY 4302

MULTICULTURALISM

1. The Board of School Trustees and its employees in their commitment to a comprehensive education program shall affirm and promote the dignity and fundamental worth of human beings of all ethno-cultural and religious backgrounds.
2. School district personnel in the implementation of the curriculum and school activities shall foster the understanding, acceptance and appreciation of ethnic diversity.
3. The Board does not and shall not tolerate any discriminatory acts involving racial, ethnic, or religious prejudice by its personnel, students or Trustees.
4. A Multicultural Advisory Committee shall be established to assist the Education Policy Development Committee in dealing with issues and problems of mutual concern.

Any overt act such as name calling, ethnic slurs, graffiti or physical violence which is aimed at depicting a particular ethnic group in an unfavourable light or lowers the self-esteem of a person because of his/her ethnic, racial or religious background, shall be defined as a discriminatory act.

Greater Victoria School District

Adopted: November 26, 1984

Revised: April 22, 1985



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POLICY 5118.3

ENROLMENT OF NON-RESIDENT STUDENTS IN DISTRICT SUPPORT SERVICES PROGRAMS

Enrolment of non-resident students in District 61 Support Services Programs shall only occur when:

1. The District has appropriate staffing for its own students.
2. The District has sufficient accommodation and materials over and above the needs of its own students.

Greater Victoria School District

Adopted: December 14, 1981

POLICY 5118.4

FEES FOR PSYCHOLOGICAL AND SPEECH ASSESSMENT OF NON-RESIDENT STUDENTS

Psychological and speech assessments of non-resident children may be performed by staff of the District, and fees charged therefore, provided that an executed agreement has been entered into with the Board of the District of such children.

Greater Victoria School District

Adopted: December 14, 1981

POLICY 5119.5

STUDENT RETENTION - (PREVENTATIVE/REMEDIAL)

It is the decision of the Board that its administration and staff place emphasis on both student services and student retention. It is the belief of the Board that student "drop outs" can, in many instances, be predicted and that students who exhibit behaviour of potential drop outs can be helpful. It is Board Policy, therefore, that preventative strategies be developed and utilized.

In addition, the Board believes that remedial strategies be developed to assist those who are in the process of dropping out, have already dropped out or are being suspended. Specifically, it is Board Policy that an active re-entry program be considered a vital part of individual school and school district activity.

Greater Victoria School District

Adopted: June 9, 1980

POLICY 5125

EVALUATION OF STUDENT PROGRESS

Rationale

Greater Victoria School District, in concert with the Province of British Columbia, believes that the primary function of education is the development of the individual. This view is expressed in the Ministry of Education's Mandate for the School System. It is expressed in the Mission Statement, Beliefs, and Primary Goal of Greater Victoria School District. Within this view, the central task of schools is to develop those characteristics in students which will enable them to live effectively in a complex society. The underlying assumption is that abilities can be developed and enhanced by educational means, and that the major resources of schools should nurture and support students so that they can develop into confident, independent individuals, who can communicate capably and live and work productively in cooperation with others.

The Board emphasizes, therefore, the fundamental importance of evaluation in carrying out this public mandate for education. The essential function of evaluation is to improve teaching and learning so that students' abilities can be developed and enhanced. In establishing this policy, then, the Board intends that evaluation serve both to determine and to facilitate student progress.

General

The Board believes that evaluation of student progress should be based upon relevant broadly-based evidence of achievement. The Board believes that the evaluation process should be a positive and an integral part of instruction.

The Board defines evaluation as the assessment or measurement of achievement, the judgment of what the measurement means, and the determination of appropriate resulting action.

It is the intent of the Board that individual student evaluation will:

- encourage the student to aspire to personal excellence;
- describe growth in attitude, skills and knowledge;
- describe the student's progress within the context of widely held expectations for student achievement;
- be ongoing, informative, and positive in contributing to further learning and development;
- be purposeful and based on a wide variety of evidence;
- will fit the curricula to the support of individual student needs;
- reflect a balanced emphasis on both the process and products of learning;
- will help determine the learning the student next needs to undertake;
- involve the student in goal setting and self-assessment.

Greater Victoria School District

Adopted: May 25, 1992



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POLICY 5125.1

STUDENT RECORDS

The District shall maintain student records as required by legislation and as necessary for provision of appropriate educational services to students. Records shall be complete and accurate, and kept in a secure and confidential manner. Release, transfer and retention of records shall be carefully monitored.

Greater Victoria School District

Approved: February 1979

Renamed and Revised: May 27, 1996



One *Learning* Community



IT for Learning Department

Climate Action Report



The 'Greening' of IT

- Server virtualization
- Mobile devices
 - Energy efficiency
- Digital transformation



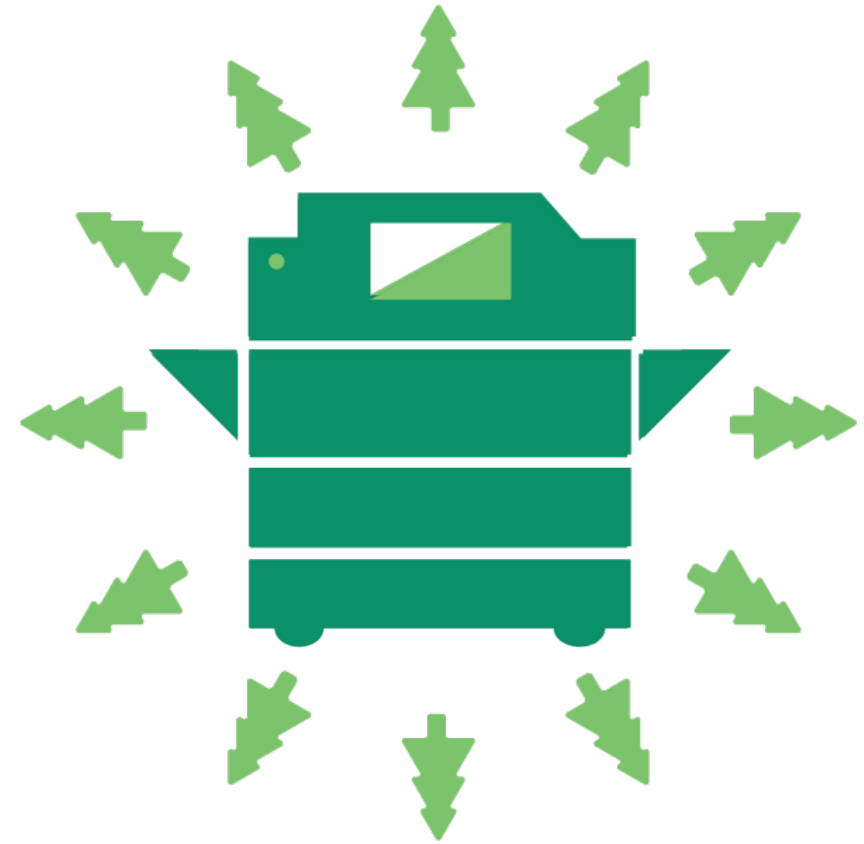
Managed Print Services

- The MPS project changes the way we print
- Documents sent to print are only actually printed when the member of staff is physically at the printer
- This improves privacy but also saves a significant amount of paper because many documents that are sent to print are never actually retrieved



Managed Print Services

- 160,000 sheets of paper saved since the start of the MPS project
- That's approximately 20 trees, 2kg of CO2, or 130,000 standard light bulb hours
- The MPS project is 40% complete



Application Development

- ‘Digital transformation’
- One example, many opportunities
- The ELL AIP Application digitized the following paper workflows:
 - Annual Instructional Plan
 - Adaptations
 - Evidence of services
 - Consultation log
- Approx. 20,000 sheets of paper saved per year



Computer Energy Management

- We automate the shutdown of approx. 7,000 workstations between 9pm and 6am
- Laptops, iPads and Chromebooks have automatic low power modes when not in use.



IT for Learning - Next Steps

- Benchmark the data
- Prioritize digital transformation
- Support the Facilities department energy management initiatives
- Electronics recycle and re-use
- Sustainable IT procurement
- Build sustainability into project planning



Thank you & Questions

TO: Education/Operations Policy & Planning Committee
FROM: Chuck Morris, Director of Facilities
RE: 2019 Seismic Risk Re-Assessment
DATE: March 2, 2020

Background:

In March 2018 the Ministry announced that implementation of the 2015 National Building Code, and more specifically, seismic changes to the Code, had resulted in significant changes to seismic loading in parts of British Columbia, including Victoria. Those changes acted as a catalyst for the release of new Seismic Retrofit Guidelines, commonly known as SRG3, from the Engineers and Geoscientists of British Columbia.

Following release of those new Guidelines, and with funding from the Ministry, we engaged Seismic Engineers to carry out Seismic Assessments of our Schools, with some exceptions, such as Schools built after 1990, inactive Schools, Schools already fully upgraded, etc.

Prior to this new initiative, the GVSD has been carrying out seismic upgrading of our High Risk Schools, under various initiatives, since 2002, and of the previously identified High Risk Schools, have completed seismic upgrading of 16 schools, have 2 schools currently approved and/or under construction, and have 7 schools remaining for further planning and seismic upgrading.

We had new Seismic Assessments carried out on approximately 95 School Blocks in 33 Schools. The result of those Assessments is that there are 78 High Risk School Blocks in 28 Schools, as well as 4 other High Risk Schools that are currently at planning, and so were not re-assessed. Of the 'new' High Risk Schools, it is noted that approximately 10 of them have previous seismic upgrading and were deemed under the previous Code to have been completed, seismically.

A summary of projects and their seismic status are in the table following:

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

Seismic Update after SRG3			20-Feb-20
School	Ministry Rating Assigned	Status	Comment
Braefoot	H1	Approved, at Construction	
Campus View	H1	Approved, at Construction	
Vic High (Ph 2)	H1	Approved, at Construction	
Central		Completed	
Gordon Head		Completed	
Margaret Jenkins		Completed	
Monterey		Completed	
Mount Doug		Completed	
Quadra		Completed	
Willows		Completed	
Cloverdale	H1	Partly completed previously	New Blocks identified as H1 by SRG3 review
Doncaster	H1	Partly completed previously	New Blocks identified as H1 by SRG3 review
Glanford	H1	Partly completed previously	New Blocks identified as H1 by SRG3 review
James Bay	H1	Partly completed previously	New Blocks identified as H1 by SRG3 review
Lansdowne	H2	Partly completed previously	New Blocks identified as H2 by SRG3 review
McKenzie	H1	Partly completed previously	New Blocks identified as H1 by SRG3 review
South Park	H1	Partly completed previously	New Blocks identified as H1 by SRG3 review
Tillicum	H1	Partly completed previously	New Blocks identified as H1 by SRG3 review
Vic West	H1	Partly completed previously	New Blocks identified as H1 by SRG3 review
Macaulay	H1	Planning Underway	
Arbutus	H1	Supported, Planning Underway	
Cedar Hill	H1	Supported, Planning Underway	
Craigflower	H1	Supported, Planning Underway	
Lambrick	H1	Supported, Planning Underway	
Reynolds	H1	Supported, Planning Underway	
Shoreline	H1	Supported, Planning Underway	
Bank Street	H1		Newly classified as H1 by SRG3 review
Dean Heights	H2		Newly classified as H1 by SRG3 review
Esquimalt	H1		Newly classified as H1 by SRG3 review
Frank Hobbs	H1		Newly classified as H1 by SRG3 review
Hillcrest	H1		Newly classified as H1 by SRG3 review
Lake Hill	H1		Newly classified as H1 by SRG3 review
Marigold	H1		Newly classified as H1 by SRG3 review
Northridge	H1		Newly classified as H1 by SRG3 review
Oaklands	H1		Newly classified as H1 by SRG3 review
Rockheights	H1		Newly classified as H1 by SRG3 review
Spectrum	H1		Newly classified as H1 by SRG3 review
Sundance	H1		Newly classified as H1 by SRG3 review
Torquay	H1		Newly classified as H1 by SRG3 review
Victor	H1		Newly classified as H1 by SRG3 review
View Royal	H1		Newly classified as H1 by SRG3 review

Recommendation:

None. Provided for information.

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.



FACILITIES SERVICES

491 CECILIA AVENUE, VICTORIA, BRITISH COLUMBIA V8T 4T4
PHONE (250) 920-3400 FAX (250) 920-3461

Update for February, 2020

Capital Projects, Operations, Transportation & Planning

MAJOR CAPITAL

- **Braefoot Elementary School - Seismic Upgrade**
Construction Manager – Kinetic Construction
Architect – HCMA
Construction is well underway and progress is good.
Centre building block is substantially completed.
Project is on budget and scheduled for completion in July.
Braefoot will be moved back from Richmond School in July and August.
- **S.J. Willis - Upgrading to accommodate Vic High**
Construction Manager – Heatherbrae Builders
Architect – HDR
The first phase, demolition and asbestos abatement, is complete.
Construction work underway in all areas.
Project is on budget and scheduled for completion in July.
Vic High will be moved to SJ Willis in July and August
Photos – in April update
- **Victoria High School – Seismic Upgrade and Addition**
Construction Manager – Durwest Construction Management
Architect – HDR
Design of the seismic upgrading and addition is at the Conceptual Design Stage.
Discussion is underway with the School Community and the City of Victoria regarding the proposed Neighbourhood Learning Centre
Discussion is underway with the School Community regarding possible Amenities to include in the project.
Construction will start with demolition/abatement in August (estimate).
Victoria High School will relocate to SJ Willis in July/August 2020 and return in July/August 2022.

- **Cedar Hill Middle School Seismic Upgrade/Replacement and Shoreline Middle School Seismic Upgrade/Partial Replacement**

Working on revisions/updates to the Project Definition Reports for resubmission to the Ministry.

MINOR CAPITAL

- Victor school is on schedule to have all the vinyl board, and shelving installed by middle of March, giving the custodian time to clean and wax the floors.
- The seismic work at Campus View is 95% done with exterior paving to complete once the plant opens. The planning and purchasing is well underway for the work that will need to occur before the end of June to move the portables at Campus View.
- The two child care units at Doncaster are well underway as are the two units at Vic West.
- Crews will be at Macaulay now until Spring Break to prepare the current two portable units for the placement of the child care studio.
- The Tolmie Trades and Training Building is starting to take shape with the George Jay portable planned to be the first build out of the structure.
- The students and staff are back into the Marigold portable with excellent air clearance results. The inclusive learning spaces at Marigold are nearing completion.
- The inclusive learning spaces at Eagle View are well underway.
- The team met at Tillicum to finalize all the inclusive and library common plans and a team will be there next week to complete the work that should take about 2 months. The washroom is nearing completion as well.
- The student accessibility spaces at Doncaster (washroom and work room) are nearing completion.
- Staff has started working on two new classrooms at Eagle View for the 20/21 school year with Tech packages already installed and shelving in the shop queue.
- Staff meet last week to finalize a plan for a student with visual impairments that will need assistance moving from Colquitz Middle school to Spectrum Secondary school. Staff are working to finalize plans for a work space for the Brailist that will need to be sound proof and have ventilation. As well railings around the school will need to be extended to ensure the student's safety and independence.
- The George Jay music portable site has now been surveyed and drawings have been finalized with crews starting the build.
- The unit at Sundance is now finalized and BP drawings submitted to the City of Victoria.
- Crews will be on site before spring break to move a wall at Doncaster so an external crew can be on site over March break to work on repairing the sloped floor in room 10.

OCCUPATIONAL HEALTH & SAFETY

- Assist with Violence prevention survey and roll out plan
- Sourcing consulting for finalizing Health & Safety Manual
- Supporting DOSH committee with recommendations/concerns

- Ergo equipment accommodations
- Monthly OHS meeting with management
- JOHS inspection at facilities
- Facilities orientation (draft complete)
- Schedule annual hearing test
- Air monitor calibration
- Review confined space plan
- All hygiene reports from 2018-2019 collected for review
- Attend schools regarding any safety concerns that require immediate attention
- Burnside chemistry lab visit – Develop plan for lab safety
- Hazardous waste removal scheduled

Priority (March 2020)

- Facilities presentation
- VPP survey roll out
- Lab safety
- Finalize facilities orientation

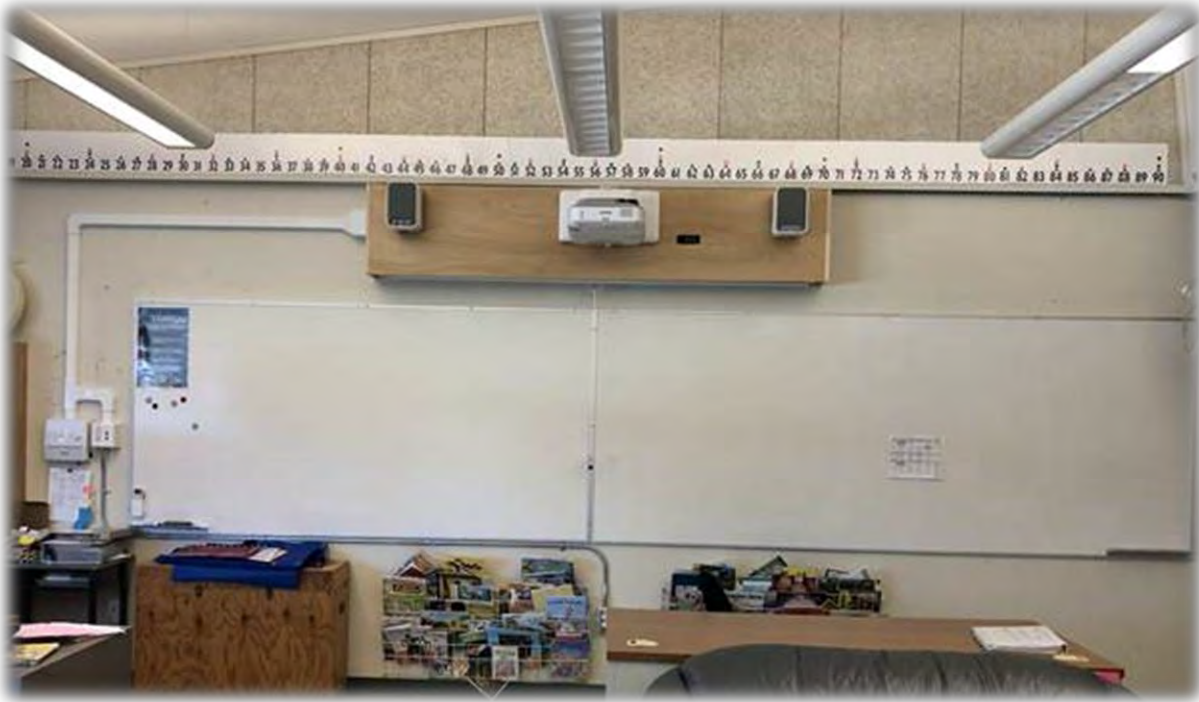
MAINTENANCE FEBRUARY REPORT

Blair Higgs our new Assistant Manager of Building Maintenance is now settling into his new role here at Facilities. Blair moved into the Exempt position from his role as a Capital Electrician. He is now working on the setup and implementation of the Preventative Maintenance tasks in Asset Planner for the Electrical Department and will then move on to other areas. Our teams are working diligently to complete as many Service Requests as they can and continue to do so in an efficient manner.

Below are some of the numbers from the month.

Service Requests Created (Feb):	844
Service Requests Completed (Feb):	830
Service Requests Currently Open:	1,126
Service Requests Open Last Report:	1,145
Service Requests Created To Date:	8,532
Service Requests Created This Time Last Year:	10,366

NETWORKS COMMUNICATION & SECURITY SYSTEMS DEPARTMENT



During the month of February we are looking to complete 225 Service Requests.

Our team outfitted the two new classrooms at Eagle View with their Tech Packages and we are well underway adding network and telephone locations and PA coverage in the new renovated areas.

New or upgraded projection systems were completed in Monterey, Esquimalt, Rockheights, Lake Hill and Lambrick Park.

The new projection system maintenance app the Hillary Russell put together is working out well for the team with Cedar Hill, James Bay, Oaklands, Richmond and Vic High receiving maintenance support on all their projection equipment this month.

The security tech Josh Delgado has laid out and ordered all the hardware to upgrade the Security and Access Control System at Rogers Elementary over Spring Break.

He has also been working on the Before and After School Care portables as well as looking into some of the security coverage on our existing portables.

The contractors at both the Braefoot and S.J.Willis sites are well underway and Hilary, Josh and I are providing regular technical support and preparing to join their crew onsite and begin terminating the network and get those systems ready to be brought online.

OPERATIONS DEPARTMENT

The weather is finally turning around and the schools will benefit. Although our custodial teams had high absenteeism due to illness at the beginning of the month, we saw a significant change in the days before the district-wide Professional Development day. We took advantage of this lowered absenteeism to put additional spare board support into all of our operations. We are looking forward to a strong push as we approach the spring break.

Mark Baggott, Manager, Building Operations, has met with our custodial foreman to mitigate infection risk in the district due to precautionary concerns relative to coronavirus. Please note that we currently spend 528 hours cleaning schools per night. Cleaning high-touch surfaces constitutes a small percentage of these hours. In order to accommodate a focus on high-touch surfaces, we will need to re-distribute the daily work.

CURRENT STATE:

- Daily: Sweep and spot mop floors. Vacuum carpets (K-3). Clean desktops (K-1). Garbage, recycling, and compost removal.
- Daily: Sweep and spot mop stairwells & hallways.
- Daily: Clean and disinfect washrooms.
- Weekly: Clean desktops (K-5).

PROPOSED STATE:

- Daily: Clean and disinfect high-touch surfaces, including: desktops, chair backs, table tops, light switches, door knobs.
- Daily: Clean and disinfect stair handrails. Clean and disinfect water fountains.
- Daily: Clean and disinfect washrooms.
- Weekly: Sweep floors. Vacuum carpets (K-2).

The effect for the schools will be:

- Clean, disinfected high-touch surfaces.
- Moderate to dirty floors and carpets.

Please note that this will ensure each school is clean and disinfected by 9:00am each morning. School administrators must remain vigilant with regards to healthy practices (i.e. coughing into the elbow, regular hand washing). Other recommendations include reducing/eliminating any time students spend on upholstered seats and/or carpets. These surfaces cannot be effectively disinfected on a daily or weekly basis.

Together, we can mitigate this risk.

THANKS

Thanks to all of our staff for digging in and ensuring work gets done in a timely fashion. Your work is appreciated greatly.

Director of Facilities



556 BOLESKINE ROAD, VICTORIA, BRITISH COLUMBIA V8Z 1E8

Phone (250) 475-4157 Fax (250) 475-4238

MEMO

From: Sean McCartney, District Principal

To: Operations Committee

Date: March 2, 2020

RE: Inclusion for Learning Strategy

Background:

Attached to this memo is the Inclusion for Learning Strategy, which was approved at the May 2018 Board Meeting. The strategy aims to provide the appropriate infrastructure and supplies to ensure that all schools can equitably offer an Inclusive Learning environment. The approved capital budget to complete the required Facilities work is \$875,000. An operating budget of \$200,000 was also created for the required equipment and supplies.

Challenges with competing priorities for Facilities staff made progress difficult during the 2018/19 school year. However, this year there has been significant progress, outlined below.

Update:

Capital: Approximately \$150,000 has been spent on construction from the capital budget.

Attached is a grid showing completed work to date. The initial goal continues to be completing required work at highest need schools and all elementary schools.

Completed: George Jay, James Bay, McKenzie, Sir James Douglas, Central

In progress: Braefoot, Craigflower, Doncaster, Eagle View, Marigold, Tillicum, Torquay, Mt. Doug

Operating: Approximately \$125,000 has been spent on equipment and supplies from the operating budget.

Supplies: All schools have received funds and guiding considerations for purchasing sensory supplies. The guiding considerations were created in consultation with learning support team staff, district occupational therapists and physiotherapists. Elementary schools completed a bulk order in the spring, 2019.

Equipment: The equipment portion of the operating budget continues to be used to support furniture purchases as professional spaces are created.

#	School Name	Initial Site Visit complete? (w/ Principal)	Rest of Staff consulted	Work Plan complete	Work Scheduled	Work Complete	Notes
Elementary Schools							
1	Braefoot					Summer 2020	Included in seismic project
2	Campus View					Summer 2019	Additional professional space being created summer 2020 with portable reconfiguration
3	Cloverdale Traditional						
4	Craigflower				Work in Progress		
5	Doncaster				Work in Progress		
6	Eagle View				Work in Progress		
7	Ecole Macaulay						
8	Ecole Marigold				Work in Progress		
9	Ecole Willows						
10	Frank Hobbs						Renovations completed as part of another Capital project (in the Summer of 2018)
11	George Jay					Summer 2018	
12	Hillcrest						
13	James Bay					Summer 2018	
14	Lake Hill						
15	Margaret Jenkins						
16	McKenzie					Winter 2019	
17	North Ridge						
18	Oaklands						
19	Quadra						
20	Rogers						

	All strategy spaces already in place
	Action taken/completed
	No action yet

21	Sir James Douglas					Winter 2020	
22	South Park						
23	Strawberry Vale						
24	Tillicum				Work in progress		This work will happen in conjunction w/ their Library Commons renovation (Spring 2020)
25	Torquay				Work in progress		Minor renovations underway
26	Vic West						
27	View Royal						
Middle Schools							
1	Cedar Hill						
2	Arbutus						
3	Rockheights						
4	Glanford						
5	Monterey						
6	Shoreline						
7	Lansdowne						
8	Central Middle					Spring 2019	
9	Colquitz						
10	Gordon Head						
Secondary Schools							
1	Esquimalt						
2	Lambrick Park						
3	Mount Doug				Summer 2018		Work partially completed; further work to be done in future
4	Reynolds						
5	Spectrum						
6	Oak Bay HS						
7	Vic High						



Inclusion for Learning Strategy

Mission

We nurture each student's learning and well-being in a safe, responsive, and inclusive learning community.

Vision

Each student within our world-class learning community has the opportunity to fulfill their potential and pursue their aspirations.

Inclusion in the GVSD

The Greater Victoria School District is committed to inclusion in all of our schools.

Inclusion is a way of thinking and acting, grounded in a belief that with the right supports, every learner can be successful in their school and classroom. Inclusive schools embrace the value of our diversity and see our differences as strengths. All students have an authentic sense of belonging in their school community and are supported to develop their full potential in the academic, social-emotional and physical domains.

Inclusive schools require fluid and flexible learning spaces beyond the general classrooms that can be used to meet the demands of ever changing student needs. We want all students to receive supports in general classrooms as much as possible. However, we also recognize that more targeted and specialized interventions need to be offered to individuals or smaller groups in other inclusive learning spaces.

Strategic Priorities

1. Student Success

- Raise the achievement of all students by ensuring equity of access to flexible supports and spaces in classrooms and across schools.
- Create exceptional, flexible learning environments that equitably support and appropriately challenge all students to reach their potential.



Inclusion for Learning Strategy

2. Educator Success

- Create exceptional, flexible learning environments for teachers and other professionals to provide more targeted and specialized interventions to individuals or small groups.
- Provide further opportunities for educator collaboration.
- Showcase and celebrate examples of innovative promising practice in learning and teaching.

Action Plan: Infrastructure & Supplies

Equip every school with five flexible use spaces. Ensure that each flexible use space is age-appropriately equipped, through consultation with professionals including SBT members, SLPs & OTs.

List of flexible spaces: each space will have a door, window, phone and appropriate equipment for use

1 Sensory Space: self-regulation space (eg. For body breaks)

1 Calm Space: self-regulation space (eg. For de-escalation)

1 Learning Support Space: for small group learning support and/or flexible learning space

2 Professional Spaces: for school and/or itinerant staff working with individuals or small groups

*These must be private spaces to ensure safety and dignity of all learners.

Proposed Steps for Implementation:

Step 1: complete work on highest need schools and quick fixes

Step 2: complete remaining Elementary schools (2018-19 school year)

Step 3: complete remaining Middle / Secondary schools (2019-20 school year)



Office of the Facilities Services

School District No. 61 (Greater Victoria)
491 Cecelia Ave, Victoria, BC V8T 4T4
Phone (250) 920-3400 Fax (250) 920-3461

Chuck Morris - Director

TO: Education/Operations Policy & Planning Committee
FROM: Chuck Morris, Director of Facilities
RE: Capital Planning/Annual Capital Planning Cycle
DATE: March 2, 2020

Background:

Expenditures for buildings, furniture, equipment, computer hardware and software, and vehicles costing more than \$5,000 each are considered capital expenditures. These expenditures increase the value of the District's asset pool.

Because capital expenditures are large dollar purchases, it is important to have a capital planning cycle in order to build reserves to meet future enrolment growth, refresh technology, replace aging infrastructure, contribute to major capital projects involving Ministry funding, and provide quality learning and working environments for students and staff.

Capital funding can come from:

Source of Funding	Mechanism to Fund	Timeframe	Frequency
Operating Budget	Transfers to Local Capital during regular budget process	30-Apr	Annually
Operating Budget	Transfers to Local Capital at year end surplus appropriation	30-Sep	Annually
Special Purpose Annual Facilities Grant	Ministry of Education Spending Plan	31-Mar	Annually
Ministry Restricted Capital	Annual 5-Year Capital Plan	30-Jun	Annually
Sale of Property	25% proceeds to Local Capital/75% to Restricted Capital		
Other	Project dependent eg. Youth Trades Capital Equipment Grant		

Capital expenditures can be made from:

Sources of Spending	Authority
Operating Budget	Board Approved Annual Budget
Special Purpose Annual Facilities Grant	Ministry received Spending Plan and Issuance of Certificate of Approval
Local Capital	Board Motion
Ministry Restricted Capital	Board Motion and Ministry Approval
Other	Case by case dependent

Operating

Typical SD61 budgets \$540,000 for technology hardware refresh and \$100,000 for childcare spaces from its operating fund to be transferred to Local Capital, on an annual basis. The process to commit funds to

Local Capital happens during the annual budget process by April 30th each year, or can happen at year end if the Board has surplus it would like to appropriate to a future capital upgrade.

Special Purpose

Annual Facilities Grant is typically \$3.9m annually. The District's 2019/2020 Spending Plan is attached as Appendix "A".

There are 12 categories of eligible annual facility grant expenditures:

- Roof Replacements (including scheduled roof replacements and major roof repairs)
- Mechanical System Upgrades (improvements, replacements or provision of heating, ventilation, air conditioning or plumbing systems)
- Electrical System Upgrades (improvements or replacements of power supply and distribution systems)
- Facility Upgrades (improvements to protect the fabric of the plant, including exterior painting, window and door replacement, building envelope repair and replacement, structural and non-structural seismic mitigation)
- Loss Prevention Projects (improvements, replacements or provision of fire protection system)
- Functional Improvements (improvements of school facilities related to the provision of educational programming)
- Technology Infrastructure Upgrades (improvements to accommodate computer and telecommunications networks)
- Site Upgrades (site improvements including positive site drainage; repairs to sidewalks, parking lots, site access/egress, paved work areas, paved play areas, and play fields; repairs, upgrading or replacement of playground equipment; perimeter safety fencing; contaminated soil remediation; underground storage tanks removal)
- Disabled Access (improvements related to access for persons with physical disabilities)
- Asbestos Abatement
- Health and Safety Upgrades (improvements related to indoor air quality, traffic safety, and non-structural upgrades)
- Site Servicing (improvements, replacements or provision of sewer, drainage or water services; underground irrigation systems).

The AFG budget is allocated each year taking into account a number of factors. The District has over 2 million square feet of roof, thus a percentage of the AFG budget is allocated to major roof repairs or replacements. There are annual budgets allocated to asbestos remediation, health and safety, energy retrofits, loss prevention, technology and infrastructure upgrades and the creation of new classroom spaces. For the next few years there will be a budget allocated towards upgrading our dust collection systems to ensure they are compliant. The remaining monies go towards site improvement and facility upgrades.

Planning Cycle:

Step 1: Set priorities to avoid major interruption of instruction:

- a) systems that have failed or are failing
- b) efficiencies to lower greenhouse gas emissions
- c) infrastructure that requires remediation or upgrading
- d) support improvements to Building Envelope (exterior repairs and painting)

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

- e) other modifications / repairs by other Departments where it makes sense to complete an upgrade or replacement of systems while walls are open or roof being replaced (e.g. roof replacement where we need to add a seismic diaphragm).

Step 2: Once projects have been prioritized by Staff, Ministry's AFG Spending Plan template is completed and submitted for approval.

Step 3: Ministry approval.

Step 4: Spend as close to plan as possible and adjust for emergent needs during the fiscal year.

Step 5: Re-submit Spending Plan template to MOE, indicating actual expenditures.

Ministry Restricted Fund

School Districts' Annual Five-Year Capital Plan submissions are used to inform the selection of priority capital projects for the Ministry's following fiscal year. They also provide the Ministry insight into future year priorities that are used in longer term capital planning. The District's 2020/2021 Five Year Capital Plan is attached as Appendix "B".

The Ministry is typically seeking submissions for consideration of project funding in the following capital programs:

- a) **Seismic Mitigation Program** upgrade or replace High Risk Schools, as prioritized by the School District based on their seismic risk, age, and condition, and the District's Long Term Facilities Plan (the LTFP).
- b) **School Expansion Program** to purchase new sites, construct new schools or add to existing schools, supported by the LTFP and the need to accommodate enrolment increases.
- c) **School Replacement Program** to replace existing schools where assessments substantiate that the school building, or a portion of it, has reached the end of its expected physical life, supported by the LTFP.
- d) **Building Envelope Program (BEP)** for schools built between 1980 and 2000 that have undergone a Building Envelope Condition Assessment, are prioritized by BC Housing, and where the LTFP supports the need for the school or addition. Generally BEP projects are considered when there is a premature failure to a major system in the school (ie the exterior finish).
- e) **School Enhancement Program (SEP)** to support projects that will improve the safety, facility condition, energy efficiency, and functionality of existing schools, in an effort to extend their useful life. Projects must have an estimated cost between \$100,000 and \$3,000,000, and are prioritized by the School District.
- f) **Carbon Neutral Capital Program (CNCP)** to support energy-efficiency projects that lower a School District's carbon emissions. The School District prioritizes these submissions largely based on measurable emissions reductions and operation cost-savings expected as a result of the project.
- g) **Bus Acquisition Program (BUS)** to support the purchase of school buses.
- h) **Playground Equipment Program (PEP)** to purchase and install new or replacement of standard and universally accessible playground equipment. Submissions made under this program are prioritized by the School District based on schools needs and condition of existing playground equipment.

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Funding in any given year is not predictable as all project requests in each of the 60 school districts' capital plans goes into the same provincial pool of funding for prioritization by the Ministry.

Planning Cycle:

- Step 1: Review the Ministry of Education's Annual 5-Year Capital Plan Instructions found at <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning>
- Step 2: Determine projects using enrolment projections, facility condition indices, health and safety requirements, business case analysis and local knowledge.
- Step 3: Complete necessary reports to support the plan and the Ministry template.
- Step 4: Board approval and submission to Ministry by June 30 for the fiscal year after the upcoming year (e.g. In June 2020, the Board will submit its plan for the 21/22 fiscal year)
- Step 5: Receive the Capital Plan Response Letter in early March, identifying the nature of Ministerial approval (supported or approved) and providing next steps if any, for each project (e.g. proceeding to design and construction, proceeding to development of a PDR, proceeding to acquire a school site).

Other:

In 2016-2017, the Ministry of Jobs, Tourism, and Skills Training (JTST), in liaison with the Industry Training Authority (ITA), developed the Youth Trades Capital Equipment Program (YTCEP). The program was developed to provide three (3) years of funding for school districts to upgrade or purchase new trades training equipment to support youth trades programs.

The District submitted and received funding for a three year spending plan: 2016-2017 \$405K, 2017-2018 \$238K, and 2018-2019 \$200K. The District's spending plan included items such as tools, ventilation equipment, trades equipment and heavy machinery. The District spending plan is attached as Appendix "C".

The District reports on spending to the ITA by October 31 each year.

Thank you to Jim Soles, Associate Director of Facilities and Manager of Major Capital Projects, Marni Vistisen-Harwood, Manager – Capital Planning and Implementation, and Katrina Stride, Associate Secretary-Treasurer for their contributions to the memo.

Recommendation:

Information only.

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.



District: 61 Greater Victoria

[illegible]

Ministry of Education Capital Plan 2020/21 Request Summary

School District Number	61
School District Name	Greater Victoria
Long Range Facility Plan Last Updated:	Sunday, October 1, 2017

SD #	All
Program	Total or Estimated Project Cost
Addition	\$1
New School	\$31,000,000
Seismic	\$10
BEP	\$2,145,000
SEP	\$3,500,000
CNCP	\$1,465,000
Grand Total	\$38,110,011

** PEP and BUS not included*

Program Name	Project Priority	Facility or Project Name	Project Description	Total/Estimated Project Cost
Addition	1	Reynolds Secondary School	Increase capacity to 1300	\$1.00
		New Downtown Victoria		
New School	1	Elementary School	New 350 Capacity School in Vic High Catchment Area	\$0.00
Seismic	1	Cedar Hill	Seismic Replacement (11 H1 Blocks)	\$1.00
Seismic	2	Shoreline	Seismic Upgrade of 5 H1 Blocks	\$1.00
Seismic	3	Northridge	Seismic Upgrade of 4 H1 Blocks	\$1.00
Seismic	4	Reynolds	Seismic Upgrade of 7 H1 Blocks	\$1.00
Seismic	5	Macaulay	Seismic Upgrade of 3 H1 Blocks	\$1.00
Seismic	6	Arbutus	Seismic Upgrade of 3 H1 Blocks	\$1.00
Seismic	7	Richmond	Seismic Upgrade of 3 H1 Blocks	\$1.00
Seismic	8	Tolmie Building	Seismic Upgrade of 1 H1, 1 H2 Blocks	\$1.00
Seismic	9	Bank Street	Seismic Upgrade of 1 H1 Block	\$1.00
Seismic	10	Sundance	Seismic Upgrade of 3 H1 Blocks	\$1.00
Seismic	11	Esquimalt	Seismic Upgrade of 2 H1 Blocks	\$0.00
BEP	1	Lambrick Park Secondary	Building envelope upgrade 1993 addition	\$1,375,000.00
BEP	2	Mount Douglas High School	Building envelope upgrade 1993 addition	\$770,000.00
SEP	1	Victoria High School	Mechanical Upgrade, Phase 1 of 2	\$750,000.00
SEP	2	South Park Elementary School	Roof Replacement	\$1,000,000.00
SEP	4	Victoria High School	Window Replacement, Phase 1 of 2	\$900,000.00

Ministry of Education Capital Plan 2020/21 Request Summary

Program Name	Project Priority	Facility or Project Name	Project Description	Total/Estimated Project Cost
SEP	3	Mount Douglas High School	Window Replacement Phase 3	\$450,000.00
SEP	5	Central Middle School	Replace Gymnasium Flooring	\$400,000.00
			Replace existing boilers with new energy efficient boilers	
CNCP	1	Spectrum Secondary School		\$650,000.00
CNCP	2	Spectrum Secondary School	Upgrade the DDC to a walker system	\$350,000.00
CNCP	3	Tillicum	Update the last zone to a reliable system	\$65,000.00
CNCP	4	Lambrick Park	Upgrade to walker system	\$250,000.00
CNCP	5	South Park	Upgrade the DDC to a walker system	\$150,000.00
PEP	1	Doncaster Elementary	Universally Accessible Playground Equipment	
PEP	2	Northridge Elementary	Universally Accessible Playground Equipment	
PEP	3	Victoria West	Universally Accessible Playground Equipment	
Total				\$7,110,011.00

School District 61 (Greater Victoria) Youth Trade Capital Equipment Program (YTCEP) 3-Year Plan

SD#	Project Priority 2016/17	Project Priority 2017/18	Project Priority 2018/19	Facility Name	ITA Youth Trades Program Being Supported	Equipment Type	Project Description	Project Rationale	2016/17	2017/18	2018/19	Grand Total
61	1			Victoria High	Youth Train in Trades - (formerly ACE IT)	Ventilation equipment	Victoria High Plasma Cutter Ventilation Install	Current Plasma Cutter has no ventilation thus is a health and safety concern. Ventilation equipment needs to be installed to ensure a safe and healthy work environment. The equipment is currently not being used. The Plasma cutter is equipment that is necessary for students to learn to pursue a successful career in the trades, apprentice program.	\$30,000	\$0	\$0	\$30,000
61	1			Esquimalt Secondary	Youth Train in Trades - (formerly ACE IT)	Tools	Esquimalt Secondary Automotive Shop New Jack Purchase Part No/ Westward WSW13X032	Numerous replacement Jacks (2 units) are required for the automotive program at Esquimalt Secondary. These units are essential for the safety of the staff and students. Having safe, functional jacks are not only a safety requirement but will teach the students proper use and safety. These tools will enable a safer working environment and will save the school district maintenance costs. The students can learn on industry standard equipment and pursue a career in the automotive trades apprentice programs.	\$2,200	\$0	\$0	\$2,200
61	1			Lambrick Park Secondary	Youth Explore Trades Sampler - (formerly New Course)	Heavy machinery	Lambrick Park Wood Lathe - Installation of rear guards for the three woodfast lathes model no. MC908 x2, M408H	Three new wood lathes need guards to be purchased and installed. These wood lathes are an integral part of the student learning process to enable the students to pursue a career in the trades. The new wood lathes will have safety guards installed and will encourage more students to join the program.	\$750	\$0	\$0	\$750
61	1			Spectrum Secondary	Applied Design, Skills and Technology (ADST) - (formerly Shop Class)	Ventilation Equipment	Spectrum Secondary Metal Welding Booths (total 4) Ventilation Repair.	Current Welding Booth ventilation readings have failed significantly. Need is to repair current booths and have all four booths in working order so students and staff can work in a safe and healthy environment. Having all four booths function will reduce the maintenance cost significantly. The booths are a requirement to ensure the health and safety of the students and staff and also to ensure the students work within industry standards and complete the	\$10,000	\$0	\$0	\$10,000
61	1			Spectrum Secondary	Applied Design, Skills and Technology (ADST) - (formerly Shop Class)	Ventilation equipment	Spectrum Secondary Metal Shop Forge and Foundry Ventilation Repair	Current ventilation readings for the forge and foundry indicate that unit is non-functioning. The equipment has been locked out due to health and safety concerns for students and staff. In order to proceed with an integral portion of the program the ventilation needs to be functioning to industry standards. Students and staff will benefit from this ventilation repair by having a safer, functioning work environment.	\$10,000	\$0	\$0	\$10,000

School District 61 (Greater Victoria) Youth Trade Capital Equipment Program (YTCEP) 3-Year Plan

SD#	Project Priority 2016/17	Project Priority 2017/18	Project Priority 2018/19	Facility Name	ITA Youth Trades Program Being Supported	Equipment Type	Project Description	Project Rationale	2016/17	2017/18	2018/19	Grand Total
61	1			Secondary Wood Shops (Spectrum and Reynolds)	Applied Design, Skills and Technology (ADST) - (formerly Shop Class)	Ventilation Equipment	Secondary School Wood Shop Prevention of Fire and Explosions Equipment Installation. Dampers with interlock disconnects, and spark detectors need to be installed at all two secondary wood shops.	Currently all secondary shops do not have blowback dampers, abort gates, spark detectors or interlocks to ensure safety in event of a fire/explosion. For safety these installations are necessary to comply with Work Safe BC and to ensure the safety of the staff and students who frequent the wood shops. Safety of the students and staff is paramount for SD61. Estimated equipment age is greater than 20 years.	\$400,000	\$0	\$0	\$400,000
61	1			Victoria High	Youth Train in Trades - (formerly ACE IT)	Heavy machinery	Victoria High 4 Post Rotary Hoist Replacement in BOTH Automotive and AutoBody Shops (total 2 hoists replaced)	Victoria High runs a successful auto shop and autobody programs and has two old worn out hoists. Due to age and condition these hoists need to be replaced and not repaired. Replacement hoists will not decrease the maintenance cost but will increase the safety for students and staff. Replacement would allow the students and staff to work in a safe environment while gaining experience to pursue a career in the automotive / heavy duty mechanic trades.	\$50,000	\$0	\$0	\$50,000
61	1			Mt Doug	Applied Design, Skills and Technology (ADST) - (formerly Shop Class)	Heavy machinery	Mt. Doug Car Hoist Replacement. Replace with rotary lift SM014 for consistency	Replace Hydraulic Hoist. Current Hoist has failed safety inspection due to lack of ramps. Ramps cannot be purchased for current hoist due to age of equipment. This piece of new equipment will encourage more students to participate in a safe program. Students will be required to know how to use this equipment safely when they pursue a post-secondary trade apprenticeship program.	\$25,000	\$0	\$0	\$25,000
61	1			Mt. Doug	Applied Design, Skills and Technology (ADST) - (formerly Shop Class)	Other	Mt. Doug Small Engine Shop Standard Modern Lathe needs a guard install	Current Lathe is 46 years old, is in decent shape and replacement parts can be obtained but lathe requires rear chip guard and shield. The installation of the shield will ensure students are not splashed with any materials and the rear chip guard will ensure student and staff safety from flying debris. The shield will be interlocked to ensure student safety, so that if the lathe is turned on, the shield will close.	\$1,000	\$0	\$0	\$1,000
61	1			Lambrick Park and Mt. Doug Secondary	Applied Design, Skills and Technology (ADST) - (formerly Shop Class)	Ventilation equipment	Secondary School Wood Shop Prevention of Fire and Explosions Equipment Installation. Dampers with interlock disconnects, and spark detectors need to be installed at all two secondary wood shops.	Currently all secondary shops do not have blowback dampers, abort gates, spark detectors or interlocks to ensure safety in event of a fire/explosion. For safety these installations are necessary to comply with Work Safe BC and to ensure the safety of the staff and students who frequent the wood shops. Safety of the students and staff is paramount for SD61. Estimated equipment age is greater than 20 years.	\$400,000	\$0	\$0	\$400,000

School District 61 (Greater Victoria) Youth Trade Capital Equipment Program (YTCEP) 3-Year Plan

SD#	Project Priority 2016/17	Project Priority 2017/18	Project Priority 2018/19	Facility Name	ITA Youth Trades Program Being Supported	Equipment Type	Project Description	Project Rationale	2016/17	2017/18	2018/19	Grand Total
61	2			Esquimalt Secondary	Youth Train in Trades - (formerly ACE IT)	Tools	Esquimalt Secondary Automotive Shop New Battery Charger purchase model Black and Decker BC 15BD 15Amp Bench Battery Charger with Engine Start Timer	New Battery Charger (2 units) are required at Esquimalt Secondary. Currently the students are using other cars to "jump" and charge a dead battery. Having a working battery charger will enable the students to use a tool that is out in industry and an integral part of their learning. Students in Esquimalts Automotive program can pursue careers in the trades apprentice programs.	\$400	\$0	\$0	\$400
61	2			Esquimalt Secondary	Youth Train in Trades - (formerly ACE IT)	Tools	Esquimalt Secondary Automotive Shop New OBD2 Car Fault Code Reader Car Diagnostic Scanner Automotive Tool Purchase (2 units)	Purchase of an OBD2 Car Scanner (2 units) will allow students to scan cars that are newer than 2004. This scanner will enable students to learn about modern technology that is incorporated into vehicles while at the same time diagnosing and repairing the problem. The new purchase will be invaluable for the staff and students and is an integral tool for their educational pursuits. These students are excited to pursue a career in the automotive trades apprentice programs.	\$350	\$0	\$0	\$350
61	2			Esquimalt Secondary	Applied Design, Skills and Technology (ADST) - (formerly Shop Class)	Heavy machinery	Esquimalt Wood Shop New Planer Replacement (Replacement of one SCM Planer Model No. SCM-S52 for one Magnum Industrial ML-5000)	One new Wood Planer needs to be purchased and installed. This replacement equipment is mandatory for the program to function. The current planer is old, worn and replacement parts are hard to purchase. The new equipment purchase will improve the students safety while at the same time giving them invaluable time on a	\$3,733	\$0	\$0	\$3,733
61	2			Esquimalt Secondary	Youth Train in Trades - (formerly ACE IT)	Tools	Esquimalt Secondary Culinary New Doyon (1270715) EA Dough Sheeter Countertop 120V/60/1 HP	The culinary program at Esquimalt Secondary is in need of a dough sheeter. This tool will allow more students to participate in the program and will allow the students to gain valuable experience and excitement to pursue a career in a culinary program.	\$4,000	\$0	\$0	\$4,000
61	2			Victoria High	Youth Train in Trades - (formerly ACE IT)	Tools	Vic High AutoBody new DL Portable Sander (2 Units required)	Two new DL. Sander Portable Filtration Units need to be purchased. Currently there is no filtration system for students or staff at the autobody shop. Currently the staff and students sand in an outdoor environment which is subject to the weather. This equipment is necessary for safety and for a successful autobody program. This equipment will encourage more students to participate in a safer program. Students are required to know how to use this equipment when they pursue a post secondary career in	\$9,300	\$0	\$0	\$9,300

School District 61 (Greater Victoria) Youth Trade Capital Equipment Program (YTCEP) 3-Year Plan

SD#	Project Priority 2016/17	Project Priority 2017/18	Project Priority 2018/19	Facility Name	ITA Youth Trades Program Being Supported	Equipment Type	Project Description	Project Rationale	2016/17	2017/18	2018/19	Grand Total
61	2			Victoria High	Youth Explore Trades Skills - (formerly Skills Exploration)	Tools	Vic High Oil Drain Equipment Replacement. Model No. Ackland LN3601 (2 units)	New Oil Drain Purchase (2 units). There is currently one old, and worn, working oil drain in poor condition. This equipment is necessary for an automotive program and will encourage students to participate in a safer program. This equipment is a requirement for students when they pursue an automotive or heavy duty mechanics secondary trades apprentice program. The new equipment purchase will save time and money due to less service repairs needed.	\$900	\$0	\$0	\$900
61	2			Victoria High	Youth Explore Trades Skills - (formerly Skills Exploration)	Tools	Vic High Auto Shop New Jack Purchase Part No/ Westward WSW13X032 (2 units)	Good Quality Car Jacks are required for the automotive shop (2 units). There are currently no car jacks in working order and non working jacks are old and worn and not worth repairing. This equipment is needed for safety purposes and encourage more students to participate in the Auto program. The equipment is something students are required to know how to use if they pursue a career in a post secondary automotive or heavy duty mechanics program.	\$2,200	\$0	\$0	\$2,200
61	2			Victoria High	Youth Explore Trades Skills - (formerly Skills Exploration)	Tools	Victoria High Replacement Tire Change Machine - Coats RC-45 Rim Tire Changer with Air or Elec motor drive	Victoria High runs a successful autobody program and requires a working tire changing machine. This machine will give the students valuable experience and allow them to use tools to gain experience and take this experience with them when they pursue a career in the automotive trades.	\$4,500	\$0	\$0	\$4,500
61	2			Victoria High	Youth Train in Trades - (formerly ACE IT)	Tools	Victoria High Wheel Balancer Machine - Coats 775	Victoria High runs a successful autobody program and requires a working wheel balancer machine. This machine will give the students valuable experience and allow them to use tools to gain experience and take this experience with them when they pursue a career in the automotive trades.	\$3,500	\$0	\$0	\$3,500
61	2			Secondary Schools (Esquimalt, Lambrick, Mt. Doug, Oak Bay, Reynolds, Spectrum)	Applied Design, Skills and Technology (ADST) - (formerly Shop Class)	Heavy machinery	Six Secondary School Wood Shop Saw Stop Installation (Industrial Model with dust collection blade guard). Following Secondary School require saw stops (Esquimalt 2 units; Spectrum 2 units; Lambrick 2 units; Mt. Doug 2 units; Oak Bay 2 units; Reynolds 2 units; Spectrum 2 units)	The safety of SD 61 students and staff is important to SD61. The SD is wanting to ensure that all wood shops replace the current table saws with saw stops to ensure the safety of the students and staff. Saw stops will allow more students to learn in a safer environment which will retain and invite more students into the wood shops programs and will allow more students to pursue a career in the trades.	\$39,594	\$0	\$0	\$39,594

School District 61 (Greater Victoria) Youth Trade Capital Equipment Program (YTCEP) 3-Year Plan

SD#	Project Priority 2016/17	Project Priority 2017/18	Project Priority 2018/19	Facility Name	ITA Youth Trades Program Being Supported	Equipment Type	Project Description	Project Rationale	2016/17	2017/18	2018/19	Grand Total
61	2			Mt. Doug	Applied Design, Skills and Technology (ADST) - (formerly Shop Class)	Heavy machinery	Mt. Doug Secondary Metal Shop Kiln Replacement to a Johnson Gas Forge Appliance.	The kiln at Mt. Doug needs to be replaced. The current kiln is 30 years old and very worn. The Kiln is an integral part of the program and is equipment the students are required to know how to operate when they further their education in a trades program. The replacement of the kiln will allow more students to participate in the program.	\$16,095	\$0	\$0	\$16,095
61		2		Lambrick Park Secondary	Youth Explore Trades Sampler - (formerly New Course)	Heavy machinery	Lambrick Park New Metal Lathe Replacements (Replacement of TWO Metal Harrison M300 Lathes for Standard Modern 1400 Series with Rear Chip Guard)	Two Metal Lathes are to be purchased and installed. This replacement equipment is mandatory for the program to function. The current metal lathes are old, worn, lacking guards and there are no replacement parts available. The new equipment purchase will increase safety for staff and students and will encourage more students to participate in a safer program. The new equipment will also decrease the maintenance costs associated with the old equipment. The students are required to know how to use this equipment when	\$0	\$44,000	\$0	\$44,000
61		2		Lambrick Park Secondary	Youth Explore Trades Sampler - (formerly New Course)	Heavy machinery	Lambrick Park Metal Shop Rockwell Disc/Sander Combo (Replace Rockwell 4.38023E+11 with Magnum Industrial #MI-16-300)	Replacement Belt/Sander Combo is needed to ensure the safety of the students and staff. Current tool is old, worn, lacking guards, and would be difficult to repair based on age and condition. Replacement will ensure that students can continue to gain valuable experience and pursue a career in a trades program while at the same time being more cost efficient for the school district.	\$0	\$1,232	\$0	\$1,232
61		2		Lambrick Park Secondary	Youth Explore Trades Sampler - (formerly New Course)	Heavy machinery	Lambrick Park Secondary Metal Shop New Milling Machine Replacement (Replace Mill Model with King Industrial PDM-30 Milling Machine)	A replacement metal Milling Machine needs to be purchased and installed. This replacement equipment is mandatory for the program to function. The current milling machine is obsolete, old and worn. There are no replacement parts available for the current machine. New Machine will have proper guards and will not only increase safety for staff and students but will encourage	\$0	\$3,703	\$0	\$3,703
61		2		Esquimalt Secondary	Youth Train in Trades - (formerly ACE IT)	Heavy machinery	Esquimalt Secondary Auto Shop New Brake Lathe Replacement (Replace Boxford Lathe with RELS 2000)	A new brake lathe needs to be purchased and installed. This replacement equipment is mandatory for the program to function. The current lathe is old, worn, lacking guards and no replacement parts are available. The new equipment purchase will increase safety for staff and students and will encourage more students to participate in a safer program. The students are required to know how to use this equipment when they pursue a post secondary apprentice program.	\$0	\$4,500	\$0	\$4,500

School District 61 (Greater Victoria) Youth Trade Capital Equipment Program (YTCEP) 3-Year Plan

SD#	Project Priority 2016/17	Project Priority 2017/18	Project Priority 2018/19	Facility Name	ITA Youth Trades Program Being Supported	Equipment Type	Project Description	Project Rationale	2016/17	2017/18	2018/19	Grand Total
61			2	Lambrick Park Secondary	Youth Explore Trades Sampler - (formerly New Course)	Heavy machinery	Lambrick Park Wood Shop Rockwell Disc/belt Sander Combo (Replace Rockwell 4.29023E+11 with Magnum Industrial #MI-16-300)	Replacement disc/Belt Sander Combo is needed to ensure the safety of the students and staff. Current tool is old, worn and lacking guards. Replacement sander will ensure that the students can continue to gain valuable skills in a safe environment which will encourage more students to pursue a career in a trades program.	\$0	\$0	\$1,232	\$1,232
61			1	Lambrick Park	Youth Explore Trades Sampler - (formerly New Course)	Ventilation equipment	Lambrick Park Spray Booth Ventilation	Due to health and Safety the Spray Booth at Lambrick Park requires new ventilation equipment. The ventilation equipment will ensure the health and safety of the students and staff. The spray booth is an integral part of the student learning and is a requirement for the program to continue.	\$0	\$0	\$60,000	\$60,000
61			1	Spectrum Secondary	Applied Design, Skills and Technology (ADST) - (formerly Shop Class)	Ventilation Equipment	Spectrum Secondary Plasma Cutter Ventilation Installation	Current Plasma Cutter has no ventilation thus is a health and safety concern. Ventilation equipment needs to be installed to ensure a safe and healthy work environment and to ensure the safety of the students due to light that is emitted. The Plasma cutter is equipment that is necessary for a student to learn to pursue a career in the trades, apprentice program.	\$0	\$0	\$60,000	\$60,000
61		1		5 Middle School Woodshops (Re-circulating Dust Extractors at Arbutus, Central, Colquitz, Cedar Hill, and Lansdowne)	Applied Design, Skills and Technology (ADST) - (formerly Shop Class)	Ventilation equipment	5 Middle Schools Wood Shops with re-circulating dust extraction systems Fire and Explosions Equipment Installation. Dampers with interlock disconnects, and spark detectors need to be installed at 5 Middle School	Currently Five Middle School wood shops that have a re-circulating dust extraction system do not have blowback dampers, abort gates, spark detectors or interlocks to ensure safety in event of a fire/explosion. For safety these installations are necessary to comply with Work Safe BC and to ensure the safety of the staff and students who frequent the wood shops. Safety of the students and staff is paramount for SD61.	\$0	\$1,000,000		\$1,000,000
61			1	5 Middle School Woodshops (non-recirculating Dust Extractors at Glandford, Gordon Head, Monterey, Shoreline and Rockheights)	Applied Design, Skills and Technology (ADST) - (formerly Shop Class)	Ventilation equipment	5 Middle Schools Wood Shops with non-recirculating dust extraction systems Fire and Explosions Equipment Installation. Dampers with interlock disconnects, and spark detectors need	Currently five Middle School shops that have non-recirculating dust extraction units do not have blowback dampers, spark detectors or interlocks to ensure safety in event of a fire/explosion. For safety these installations are necessary to comply with Work Safe BC and to ensure the safety of the staff and students who frequent the wood shops. Safety of the students and staff is paramount for SD61. Estimated equipment age is	\$0	\$0	\$500,000	\$500,000

School District 61 (Greater Victoria) Youth Trade Capital Equipment Program (YTCEP) 3-Year Plan

SD#	Project Priority 2016/17	Project Priority 2017/18	Project Priority 2018/19	Facility Name	ITA Youth Trades Program Being Supported	Equipment Type	Project Description	Project Rationale	2016/17	2017/18	2018/19	Grand Total
61			3	All ten Middle Schools (Arbutus, Cedar Hill, Central, Colquitz, Glanford, Gordon Head, Lansdowne, Monterey, Rockheights, Shoreline)	Applied Design, Skills and Technology (ADST) - (formerly Shop Class)	Tools	All ten middle schools Wood Shop (Arbutus, Cedar Hill, Central, Colquitz, Glanford, Gordon Head, Lansdowne, Monterey, Rockheights, Shoreline) new Scroll Saw Purchase (2 Units per schools = 20	Scroll Saws are in intergral piece of equipment in middle school wood shops. This equipment is mandatory for all middle school wood shops to function. The current scroll saws are in high demand and in high use. Having two new scroll saws per middle school will allow for the schools to function in a safer manner while at the same time delivering superior woodshop courses. The new scroll saws will also save in maintenace costs as the	\$0	\$0	\$16,000	\$16,000
61		2		Middle Schools (Cedar Hill, Central, Colquitz, Glanford, Gordon Head, Lansdowne, Rockheights, Shoreline)	Applied Design, Skills and Technology (ADST) - (formerly Shop Class)	Heavy machinery	Eight Middle School Wood Shop Saw Stop Installation (Industrial Model with dust collection blade guard). Following Middle Schools all require one saw stop - Shoreline, Cedar Hill, Central, Colquitz, Glanford,	The safety of SD 61 students and staff is important to SD61. The SD is wanting to ensure that all wood shops replace the current table saws with saw stops to ensure the safety of the students and staff. Saw stops will allow more students to learn in a safer enviornment which will retain and invite more students into the wood shops programs and will allow more students to pursue a career in the trades.	\$0	\$52,792	\$0	\$52,792
61		2		Victoria High	Youth Train in Trades - (formerly ACE IT)	Heavy machinery	Victoria High AutoBody Rockwell Grinder Replacement (Replace Rockwell Grinder Model 4.29021E+11 with King Industrial Model KC-1295)	Rockwell Grinder needs to be replaced as equipment is old, worn and lacking guards. The grinder is an intergral tool to the program and one that the students need to know how to use properly to pursue a career in the trades. A new grinder will save the SD maintenance costs.	\$0	\$1,260	\$0	\$1,260
61			2	Lansdowne Middle School	Applied Design, Skills and Technology (ADST) - (formerly Shop Class)	Heavy machinery	Lansdowne Middle School Wood Lathe replacement (2 units) - Replace two Delta Wood Lathes with WoodFast Model C1000	Two Delta wood lathes need to be replaced with WoodFast Model C1000. Current wood lathes are in bad disrepair, have no guards and parts are impossible to aquire. New wood lathes will allow the students to learn on newer safer equipment which will not only decrease the school district's maintenance costs but will increase student participation and confidence and will encourage more students to pursue careers in the trades programs.	\$0	\$0	\$7,000	\$7,000
61			2	Cedar Hill Middle School	Applied Design, Skills and Technology (ADST) - (formerly Shop Class)	Heavy machinery	Cedar Hill Middle School 18" Rockwell Planer replace with Magnum Industrial MI-31400	Cedar Hill Middle school has a successful wood shop program and requiers a decent working planer. The current planer is not in decent condition and replacement parts are difficult to aquire. The new planer will allow the students to become excited to attend the woodshop class and more students will attend due to better equipment. The new equipment will also reduce the school district's maintenance costs.	\$0	\$0	\$3,733	\$3,733

School District 61 (Greater Victoria) Youth Trade Capital Equipment Program (YTCEP) 3-Year Plan

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61			2	Cedar Hill Middle School	Applied Design, Skills and Technology (ADST) - (formerly Shop Class)	Heavy machinery	Cedar Hill Middle School 6" General Jointer replacements with Magnum Industrial MI-81350	Cedar Hill Middle School has an old, worn 6" jointer that is in high demand by the students. A replacement jointer would allow the students to use equipment that is safe and functional while at the same time allowing them to participate in a wood program. A new piece of equipment will increase the student's participation and excitement and will encourage more students to pursue a career in the trades, while at the same time	\$0	\$0	\$2,204	\$2,204
61		2		Mt. Doug	Applied Design, Skills and Technology (ADST) - (formerly Shop Class)	Heavy machinery	Mt. Doug Metal Shop Lathe Replacement (Replace San Yuen Model No. SY-NG-1700A with a Standard Modern 1400 Series metal lathe with a rear chip guard)	Current Lathe is 37 years old, worn, has no guards and replacement parts are hard to acquire. New lathe will have guards and will be up to industry safety standards. The new lathe will allow more students to participate in the program and acquire the skills they need to pursue a career in the trades, while at the same time decreasing the maintenance costs by over half.	\$0	\$22,000	\$0	\$22,000
61		2		Mt. Doug	Applied Design, Skills and Technology (ADST) - (formerly Shop Class)	Heavy machinery	Mt. Doug Metal Shop Milling Machine Replacement (Replace Kao Fong Mill Model KF-GA-F with King Industrial Model PDM-30)	A replacement metal Milling Machine needs to be purchased and installed. This replacement equipment is mandatory for the program to function. The milling machine is obsolete, old and worn. There are no replacement parts available for the current machine. New equipment purchase will allow the School District to save half the maintenance	\$0	\$3,703	\$0	\$3,703
61			2	Mt. Doug	Applied Design, Skills and Technology (ADST) - (formerly Shop Class)	Heavy machinery	Mt. Doug Metal Shop Rockwell Buffer/Sander Replacement (Replace Rockwell Sander/Buffer model 29 with Magnum Industrial Model MI-16-300)	A replacement buffer/sander needs to be purchased for the Mt. Doug program. This equipment is an integral part of the program and the students need to know how to use this equipment when they pursue a career in the trades programs.	\$0	\$0	\$1,232	\$1,232
61		1		All 17 Shops (Mt. Doug, Cedar Hill, Colquitz, Rockheights, Lansdowne, Lambrick, Esquimalt, Spectrum, Arbutus, Central, Glanford, Gordon Head, Monterey, Oak Bay, Reynolds, Shoreline, Victoria High)		Other	Various Guard installation at all 17 shops for various pieces of equipment. Budget of 5k per shop has been allocated for this project.	SD61 has hired consultants to complete a full shop inspection at all 17 school locations. The audit on all shops will not be complete until after this report is submitted. Each shop is in need of guard installations on various pieces of equipment for the safety of the staff and students.	\$0	\$85,000	\$0	\$85,000

School District 61 (Greater Victoria) Youth Trade Capital Equipment Program (YTCEP) 3-Year Plan

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61		2		Mt. Doug	Applied Design, Skills and Technology (ADST) - (formerly Shop Class)	Heavy machinery	Mt. Doug Wood Shop TWO Delta Wood Lathes Model 46-200 Replaced with Two WoodFast Model C1000	Two new wood lathes need to be purchased and installed. These wood lathes are an integral part of the student learning process to enable the students to pursue a career in the trades. The new wood lathes will have safety guards and will encourage more students to join the program while at the same	\$0	\$7,000	\$0	\$7,000
61			2	Mt. Doug	Applied Design, Skills and Technology (ADST) - (formerly Shop Class)	Heavy machinery	Mt. Doug Wood Shop Delta Grinder Model 25-226 Repair	The Mt. Doug grinder model 25-226 needs to be repaired. There are replacement parts available and this piece of equipment is an integral part of the program. The students are required to know how to use this equipment in the program.	\$0	\$0	\$300	\$300
61			2	Mt. Doug	Applied Design, Skills and Technology (ADST) - (formerly Shop Class)	Heavy machinery	Mt. Doug Wadkins Jointer Model 9BFT.661540 replace with Magnum Industrial MI-81350	One new Wood jointer needs to be purchased and installed. This replacement equipment is mandatroy for the program to function. The current jointer is old, worn and replacement parts are hard to purchase. The new equipment purchase will improve the students safety while at the same time giving them invaluable time on a machine that will hone their skills to pursue a career in a carpentry trades program.	\$0	\$0	\$2,204	\$2,204
61			3	Victoria High	Youth Explore Trades Skills - (formerly Skills Exploration)	Tools	Victoria High New Tool Purchase (24 Framing Hammers, 24 16ft/5m Stanley Tape Measures, 12 Klein Wire Strippers, 1 1250lb Big Red Engine Stand, 1 Jet 68L Oil Container with pressurized drain to pump out 24 engines	Misc tools are required at Victoria High to continue providing the level of training that the students require to pursue a career in the trades. Tools will allow more students to continue with the trades programs and become excited to enter into a career in the trades.	\$0	\$0	\$2,402	\$2,402
61			3	Lambrick Secondary	Youth Explore Trades Sampler - (formerly New Course)	Tools	Lambrick Park Secondary New Tool Purchase (9 Mikita skill saws, 3 Makita 18V cordless drill/impact drivers, 4 4" stanley levels, 1 werner fiberglass extention ladder, 3 miller mig welders, 6 miller welding helmets, 9 Klein voltage	Misc tools are required at Lambrick Park to continue providing the level of training that the students require to pursue a career in the trades. These tools will allow more students to enter into the program and become excited about pursuing a career in the trades.	\$0	\$0	\$8,500	\$8,500

School District 61 (Greater Victoria) Youth Trade Capital Equipment Program (YTCEP) 3-Year Plan

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61			3	Lambrick Secondary	Youth Explore Trades Sampler - (formerly New Course)	Tools	Lambrick Park Misc Tools (20 3 way switches, 20 single pole switches, 40 lamp keyless holders, 40 Iberville Gangable Device Box with NMD90 Cable Clamps and positioning tab, 40 Iberville Octagonal Box with NMD90 Cable Clamps)	Misc tools are required at Lambrick Park to continue providing the level of training that the students require to pursue a career in the trades. These tools will allow more students to enter into the program and become excited about pursuing a career in the trades.	\$0	\$0	\$3,165	\$3,165
61			2	Victoria High	Youth Explore Trades Skills - (formerly Skills Exploration)	Heavy machinery	Victoria High Bandsaw Model 2CB2B65497 Replaced with General International Model 90-290 with Extension Table (B-390) and rip fence system (T-28-390)	Replace Band Saw with General International Band Saw. Current Band Saw is a Wadkin Bursgreen and is old, in poor condition and can't get parts for anymore. This piece of equipment will encourage more students to participate in the program. The equipment is something that students will need to know how to use if they pursue a career in a post secondary trades apprenticeship program for carpentry.	\$0	\$0	\$2,202	\$2,202
61			1	Victoria High and Esquimalt Secondary	Applied Design, Skills and Technology (ADST) - (formerly Shop Class)	Ventilation equipment	Secondary School Wood Shop Prevention of Fire and Explosions Equipment Installation. Dampers with interlock disconnects, and spark detectors need to be installed at all two secondary woodshops	Currently all secondary shops do not have blowback dampers, abort gates, spark detectors or interlocks to ensure safety in event of a fire/explosion. For safety these installations are necessary to comply with Work Safe BC and to ensure the safety of the staff and students who frequent the wood shops. Safety of the students and staff is paramount for SD61. Estimated equipment age is greater than 20 years.	\$0	\$0	\$400,000	\$400,000

FILTERED SUB-TOTAL \$1,013,522 \$1,225,190 \$1,070,175 \$3,308,887