

# Public Board of Education Meeting Agenda



April 25, 2023  
6:30 p.m.  
School District Office

1. Acknowledgement that the meeting is being held on the traditional and unceded territory of the Northern Secwepemc People

- 1.1. Call to Order

2. **Approval of Agenda**

*THAT the agenda for the April 25, 2023, Public Meeting of the Board of Education be approved*

- 2.1. Adoption of Minutes**

*THAT the minutes of the March 28, 2023, Public Meeting of the Board of Education be approved as presented.*

- 2.2. Closed Meeting Report**

*THAT the report of the March 28, 2023, In-Camera Meeting of the Board be approved as presented.*

3. **Presentation(s)**

- 3.1. CCTA – Member Survey Review (10 mins)

- 3.2. Careers Department – RCMP Academy (10 mins)

4. **Delegation - None**

5. **Reports**

- 5.1. Superintendent | Secretary-Treasurer**

- 5.1.1 Capital Bylaw**

In order to proceed with three (3) readings, we require unanimous consent.

*THAT the Board of Education proceed with three readings of the Capital Bylaw.*

“Learning, Growing, and Belonging Together”

*THAT School District No. 27 (Cariboo-Chilcotin) Capital Bylaw No. 2023/24-CPSD27-01 in the amount of \$1,794,920 be read a **FIRST** time this 25th day of April 2023.*

*THAT School District No. 27 (Cariboo-Chilcotin) Capital Bylaw No. 2023/24-CPSD27-01 in the amount of \$1,794,920 be read a **SECOND** time this 25th day of April 2023.*

*THAT School District No. 27 (Cariboo-Chilcotin) Capital Bylaw No. 2023/24-CPSD27-01 in the amount of \$1,794,920 be read a **THIRD** time this 25th day of April 2023.*

## 5.2. Committee Reports

- Finance & Facilities and Transportation Committee

*THAT the Board of Education Board of Education proceed with three readings of the Capital Bylaw.*

- Policy Committee - No Policy meeting was held in April.
- Education Committee

*THAT the Board of Education approve the Board/Authority Authorized Course, Equine Studies 10 as an elective offering in School District 27 at Anahim Lake Elm / Sec School.*

## 5.3 Trustees

- Forbes
- Delainey

## 5.4 Liaison / Representation

## 6. Reading File

### 6.1. Correspondence to the Board

## 7. Adjournment

*THAT the public meeting of the Board of Education be adjourned at \_\_\_\_\_ p.m.*

## 8. Public Comments

# Public Board of Education Meeting Minutes



March 28, 2023 (6:30 p.m. – 6:55 p.m.)

**Trustees in Attendance:** Angie Delainey, Anne Kohut, Mike Franklin.

**TEAMS:** Mary Forbes, Linda Martens.

**Absent:** Ciel Patenaude, Willow Macdonald.

**Staff:** Superintendent / Acting ST Chris van der Mark, Deputy Superintendent Cheryl Lenardon, Directors of Instruction Sean Cameron, Anita Richardson, Director of Operations, Patrick McCarron, Executive Assistant Jodi Symmes.

## 1. Opening by Chair

### 1.1. Call to Order

Board Chair called the meeting to order at 6:30p.m. and acknowledged that the meeting was being held on the traditional and unceded territory of the Northern Secwepemc (Shuswap) People.

## 2. Agenda and Minutes

### 2.1. Approval of Agenda

THAT the agenda for the March 28, 2023, Public Meeting of the Board of Education be approved.

O2023.03.28-01

Moved: Trustee Forbes  
Seconded: Trustee Kohut  
**CARRIED**

### 2.2. Adoption of Minutes

THAT the minutes of the February 28, 2023, Public Meeting of the Board of Education be approved as presented.

O2023.03.28-02

Moved: Trustee Franklin  
Seconded: Trustee Kohut  
**CARRIED**

“Learning, Growing, and Belonging Together”

### 2.3. Receipt of In-Camera Meeting Report

THAT the report of the February 28, 2023, In-Camera Meeting of the Board be approved as presented.

O2023.03.28-03

Moved: Trustee Franklin  
Seconded: Trustee Kohut  
**CARRIED**

### 3. Presentation - None

### 4. Delegation - None

### 5. Reports

#### 5.1. Superintendent | Secretary-Treasurer

O2023.03.28-04

Moved: Trustee Forbes  
Seconded: Trustee Franklin  
**CARRIED**

#### 5.2. Committee Reports

- Finance & Facilities and Transportation Committee

**THAT** the School calendars for 2023/24 - 2024/25 be submitted to the Ministry of Education for approval.

O2023.03.28-05

Moved: Trustee Franklin  
Seconded: Trustee Kohut  
**CARRIED**

- Policy Committee  
No Policy meeting was held in March.
- Education Committee  
No motions arising

#### 5.3 Trustees

- Martens
- Forbes

#### 5.4 Liaison / Representation

**6. Reading File**

**6.1 Correspondence to the Board**

**7. Adjournment**

The meeting adjourned at 6:55 p.m.

**8. Public Comments**

An opportunity was provided for public comments pertaining to the agenda.

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Chris van der Mark  
Acting Secretary-Treasurer

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Ciel Patenaude  
Chair



**In-Camera Meeting Notes provided pursuant to Section 72 (3) of the *School Act*:**

*"A board must prepare a record containing a general statement as to the nature of the matters discussed and the general nature of the decisions reached at a meeting from which persons other than trustees or officers of the board, or both, were excluded, and the record must be open for inspection at all reasonable times by any person, who may make copies and extracts on payment of a fee set by the board".*

**DATE:** March 28, 2023                      **LOCATION:** School Board Office

**TRUSTEE PRESENT:** Angie Delaine, Anne Kohut, Mike Franklin.

**TRUSTEE ATTENDING VIA TEAMS:** Linda Martens, Mary Forbes,

**REGRETS:** Ciel Patenaude, Willow Macdonald.

**STAFF PRESENT:** Superintendent | Acting Secretary-Treasurer Chris van der Mark, Deputy Superintendent Cheryl Lenardon, Directors of Instruction Sean Cameron, Anita Richardson, Director of Human Resources Taryn Aumond, Director of Operations Patrick McCarron, Jodi Symmes, Executive Assistant.

1. Opening by Chair
  - 1.1. Call to Order – 5:30 p.m. and acknowledgment of traditional territory.
2. Agenda and Minutes
  - 2.1. Approval of Agenda
  - 2.2. Adoption of Minutes
3. Action Items
4. Discussion Items
  - 4.1 Liaison Meetings Update
  - 4.2 Property Update
5. Information Items
  - 5.1. Staffing Update
6. Adjournment – 5:55 p.m.

**TO: Board of Education**

**FROM: Chris van der Mark**

**DATE: April 25, 2023**

**RE: Superintendent | Secretary-Treasurer Report**

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### **LEADERSHIP SERIES**

We hosted our third leadership dinner of the year close to 40 teachers, some administration and support staff gathered to continue developing the collaborative district structure we have been working towards. Key area of discussions were focused on building connections for kids to enjoy learning. As indicated in *Ensouling our Schools*, “our classrooms become happier places for teachers to teach when they are happier places for children to learn.” The discussions continue to be fabulous and free flowing. Our celebration dinner will be in early June.



### **LEARNING SERIES**

We are fortunate to have Carole Fullerton and Shelley Moore joining SD#27 for the April 28<sup>th</sup> Non-Instructional Day. Once again, they will be working with teachers in classrooms on the Thursday as well. Ms. Fullerton is spending time at Cataline Elementary and Columneetza, While Ms. Moore is at Nesika Elementary and LCSS. Thanks to all sites for facilitating these learning opportunities.

We have almost finalized our speakers list for the 2023-34 series. A big shout out to the CCTA and PVPA for their continued support of these initiatives.

### **NUMERACY ASSESSMENT**

SD#27 has made numeracy a key focus of the learning planning with regards to instructional capacity. Both here and provincially, numerical competency has been a concern. Through our work with top experts, teachers have begun to ask about better assessment practices to match improved instructional strategies. A group of pilot schools led by Ms. Zurak, Ms. Small, and Mr. Helmer are being joined by keen observers from other schools as part of the work to introduce a multi-grade numeracy assessment. Interest actually exceeds our capacity at the moment, but we hope to have a k-9 numeracy tool across the District in the near future. Great to see the change in practice being driven by classrooms and schools and supported by administration and the District.

**“Learning, Growing, and Belonging Together”**



### **CHANGING RESULTS FOR YOUNG LEARNERS**

Last month, Ms. Beulah Munson (Early Learning Coordinator) hosted a provincial facilitator and k/1 or childcare providers to share success stories, collaborate and move practice forward and make sure students have the best start possible in the education system. Ms. Munson will share some of the work at a later date.

### **BCSSA SPRING FORUM**

This April the Superintendent’s Association hosted its annual Spring Conference. The Keynote presenter was Jo Chrona, author of WAYI WAH! Ms. Chrona is also our SD27 Keynote to start the 2023-24 school year in September. Deputy Lenardon arranged for a team of teachers and administrators, as well as members of the FNEC table to form a larger district team for this event. It was an opportune time to bring people together, especially as schools work to ensure they have planned appropriately to meet the Indigenous Graduation Requirement.

### **BCSTA SPRING AGM**

SD#27 Trustees and Senior Staff will be joining colleagues from around the province for the annual gathering in Vancouver from the 27-30. Trustees continue to learn about good governance while sharing their experiences and learning about the key work in our sector.

### **STARFISH BACKPACK PROGRAM**

Thanks to Rotary for hosting the dinner and auction to support the Starfish Backpack Program in schools. Rotary has provided the funding and work for a number of years. This year, SD27 also contributed through the affordability funds. SD27 plans to continue supporting this valuable work. Thanks to the large team of SD27 admin and staff who showed up to enjoy the evening and support a good cause. Big kudos to MLA Doerkson for taking on the MC duties and crushing the auction.

### **STAFFING & BUDGET**

As presented at Finance, Facilities and Transportation, we are well into budget development for the coming year.

Over the past few years, we have been able to add:

Annual IT Lease Commitment	\$500 k
School Supplies and Resources	\$490 k



Learning Initiatives	\$150 k
Mentorship*	\$100 k
Recruitment	\$250 k
Additional Custodial**	\$190 k
Counselling Ratio above CA	\$220 k
Lifts for Exempt and Excluded***	\$180 k
Helping Teachers	\$220 k

This year, we also have considerations for:

White Fleet replacements	\$400 k
Mini Bus for Sport/Extra Curricular (x2)	\$300 k
Learning Initiative increase (1 time)	\$80 k
Exempt and Excluded Lifts (year 2)*	\$240 k
Additional Tech/Network Upgrade	\$700 k
Careers	\$30k

Preliminary information for 2023-24 budget planning is positive. The Ministry released the base funding allocation information and there have been increases in student allocations.

Supplement	2023/24 Rate Increase	2023/24 Rates
Basic Allocation (standard, continuing education and alternate schools)	\$740	\$8,625
Basic Allocation (online learning)	\$600	\$6,960
Students with Special Needs – Level 1	\$4,220	\$49,070
Students with Special Needs – Level 2	\$2,000	\$23,280
Students with Special Needs – Level 3	\$1,010	\$11,760
English / French Language Learners	\$150	\$1,735
Indigenous Education	\$145	\$1,710

Based on projections, we will be building a budget on \$60,918,421 for the 2023-24 school year, up from \$55,699,652 this past year. Beyond the per pupil increase, there is also the increased wages through the public sector bargaining settlements. This also does not include special purpose funds such as LINKS, AFG, and other Capital Grants. We also expect a continuation of a fund to support food programs in schools.

The Finance Department will have the first run of the budget ready for the May Finance, Facilities and Transportation meeting. We will then have a better understanding if all of our system asks will fit into the projected budget, or if we will need to consider allocations from surplus where appropriate.

We continue to be on track for the 2023-24 year, as indicated in the snapshot provided by incoming Secretary-Treasurer, Ms. Hooker.

# Finance and Facilities & Transportation Committee Meeting Report



April 11, 2023 (3:00 p.m. – 4:10 p.m.)

**Trustees in Attendance:** Angie Delainey (Chaired Mtg.) Anne Kohut, Mike Franklin.

**TEAMS:** Willow Macdonald, Mary Forbes.

**Regrets:** Ciel Patenaude, Linda Martens.

**Staff:** Superintendent / Acting ST Chris van der Mark, Deputy Superintendent Cheryl Lenardon, Directors of Instructions Sean Cameron, Director of Human Resources, Taryn Aumond. Executive Assistant Jodi Symmes.

Agenda Item	Notes	Action		
Acknowledgment of Traditional Territory				
1. February 14, 2023, Committee Report	The committee reviewed the report and recommended no changes.	None.		
2. Budget - Yearly Projections - 2023-2024 Development	Superintendent van der Mark provided a snapshot of the yearly projections and the outline for the 2023 – 2024 Budget development. Trustees appreciated the new graphic developed by our incoming Secretary-Treasurer, Ms. Hooker.	None. Information only		
3. 2022/23 Annual five Year Capital Plan submission	Superintendent van der Mark provided an overview of the Minor Capital grant requiring a bylaw to be passed in order to accept the funding.	Recommendation that the Board of Education proceed with three readings of the Capital Bylaw		
4. District Intrusion System	Director of Instruction Sean Cameron provided an update to the committee on the current state of the Districts intrusion systems, and the proposed plan moving forward.	None. Information only.		
5. Proposed Future Meeting Dates				
	<b>MEETING</b>	<b>DATE</b>	<b>TIME</b>	<b>LOCATION</b>
	Finance/Facilities Committee	May 9, 2023	3:00 p.m.	Board Office
	Finance/Facilities Committee	June 13, 2023	3:00 p.m.	Board Office

“Learning, Growing, and Belonging Together”

# Snapshot 2022-2023

## SCHOOL DISTRICT #27 Amended Annual Budget

**Operating Revenue - \$ 59.61 million**  
**Less: Operating Expenses - \$ 58.61 million**  
**Net Revenue (Deficit) - \$ 1.00 million**

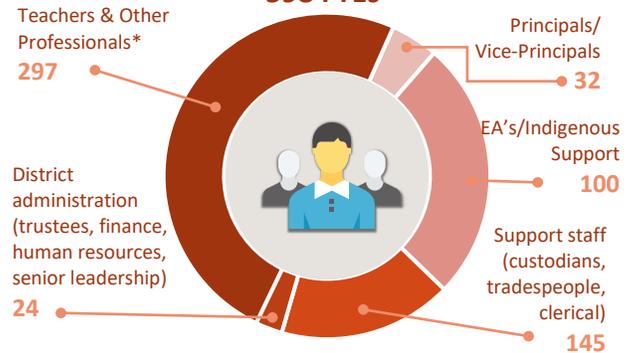
### Where the money comes from

#### Revenues



### Our staff team

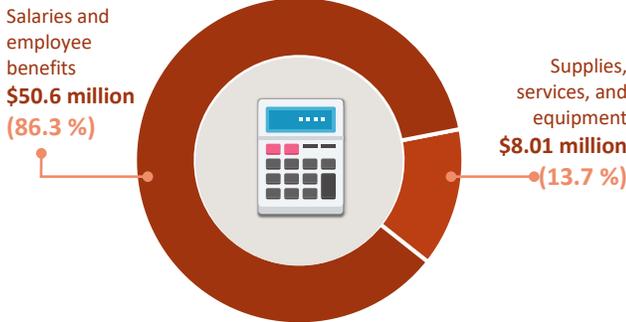
#### 598 FTEs



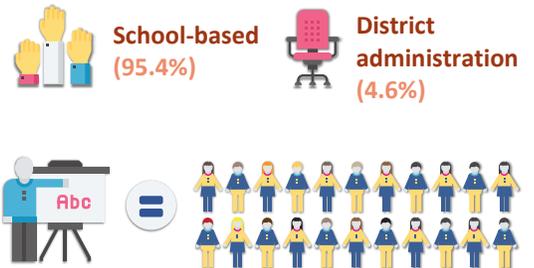
The total # of employees includes P/T, TTOC's & casual

### Where the money goes

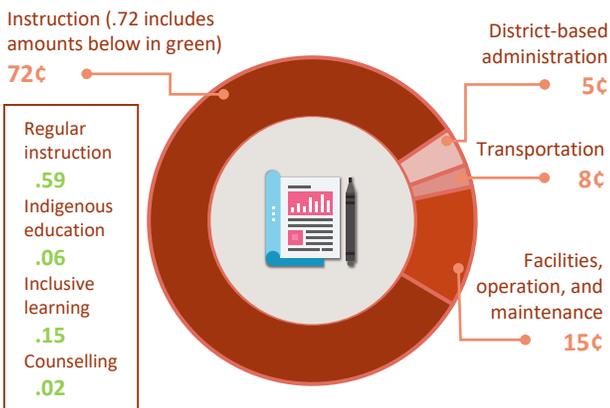
#### Expenditures



#### \$58.6 million of operating expenses



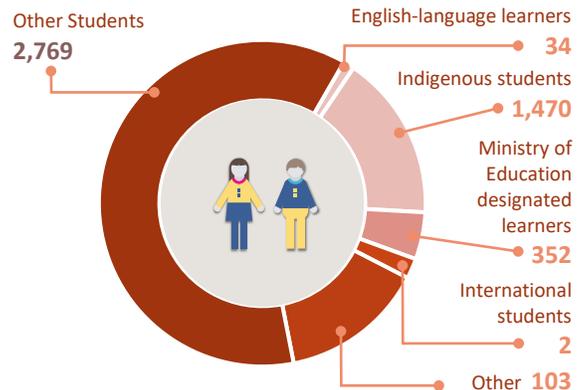
### How each dollar is spent



Regular instruction	.59
Indigenous education	.06
Inclusive learning	.15
Counselling	.02

**one student** = **\$12,392** **total spent**

### FTE Students 4730



Enrolment is projected to have negative or low growth over next 10 years

## Our schools

## Core French & Immersion



**1684 FTE students** are enrolled in French programming



**VIVE LE FRANCAIS!!**

## Inclusive learning



**\$6.4 million budgeted** (2022-2023)



Fluid and flexible learning spaces in schools; including several unique programs

## Regular program completion rates



**85% approx.** High School graduation levels holding steady within our five-year range.

## Post Secondary pathways



**198 students** participated in pathways & partnerships programs in 2021-2022

## Class size-composition



**\$4.4 million** to restore collective agreement class size and composition language in 2022-2023 resulting in 24 additional teachers to enhance learning.



- 12** Elementary schools
- 7** Elementary/Junior Secondary Schools
- 1** Middle School
- 2** Secondary schools
- 2** Continuing/alternate education centers

*School District #27 has 12 urban schools and 12 rural schools.*

## Upcoming planned capital investments



**\$500,000** Annual IT Lease Commitment



**\$400,000** White Fleet Replacements



**\$300,000** Buses for Sports/X-tra Curricular

**\$700,000** Tech/Network Upgrade

*The above improvements are suggested projects that will be considered in the 23/24 Annual Budget process.*

## Engaging our community



Public Board of Education and committee meetings



Website visitors



Parent Advisory Councils

*Ongoing community partnerships and consultation for budgets, LRF, strategic planning, boundary, and catchment consultations*



Providing public education to students in: **3 larger municipalities and 6 outlying areas**

(Williams Lake, 100 Mile House, 150 Mile House, Anahim Lake, Alexis Creek, Big Lake, Horsefly, Likely, Lac La Hache and Tatla Lake)

**First Nation Communities** (Secwépemc, Tsilhqot'in & Dakelh First Nations)

[www.sd27.bc.ca](http://www.sd27.bc.ca)  
School District 27: Cariboo-Chilcotin  
350 North 2<sup>nd</sup> Ave, Williams Lake, BC V2G 1Z9  
250-398-3800

**Our Mission:** Ensuring all students have meaningful learning experiences, empowering them to succeed in an ever-changing world

**TO: Finance and Facilities Committee**

**FROM: Chris van der Mark**

**DATE: April 11, 2023**

**RE: Budget Development 2023-24**

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**BACKGROUND**

Having completed the amended budget in March, we continue to monitor any expected surplus from current year while also beginning the task of building the budget for 2023-24 based on projected enrolment and funding.

**DISCUSSION**

Our amended budget showed a projected year end surplus of \$980 k. As we continue to monitor expenses and revenues, we continue to be on track for a surplus, though there will be a correction resulting from the compliance audit.

- STAFFING & BUDGET

Preliminary information for 2023-24 budget planning is positive. The Ministry released the base funding allocation information and there have been increases in student allocations. Based on projections, we will be building a budget on \$60,918,421 for the 2023-24 school year, up from \$55,699,652 this past year. Beyond the per pupil increase, there is also the increased wages through the public sector bargaining settlements.

<b>Supplement</b>	<b>2023/24 Rate Increase</b>	<b>2023/24 Rates</b>
Basic Allocation (standard, continuing education and alternate schools)	\$740	\$8,625
Basic Allocation (online learning)	\$600	\$6,960
Students with Special Needs – Level 1	\$4,220	\$49,070
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Students with Special Needs – Level 3	\$1,010	\$11,760
English / French Language Learners	\$150	\$1,735
Indigenous Education	\$145	\$1,710

**“Learning, Growing, and Belonging Together”**

Special purpose funds such as LINKS, AFG, and other Capital Grants. We also expect a continuation of a fund to support food programs in schools.

2023-24 Op Block	CEF	LIF	LINK	AFG (Op portion)	Pay Equity	Transportation	Feeding Futures (NEW)	Labour Settlement
<b>60,918,421</b>	4,356,939	230,585	719,732	311,807	665,837	739,024	<b>637,732</b>	

Senior Staff reviewed school projections for September over Spring Break as part of the early budget preparation. Elementary schools submit projections and proposed class configuration based on collective agreement (CA) language, while secondary plan based on an enrolling fte allocation. Non- enrolling staffing is driven by District Ratio under the CA. Since 89% of the budget is people, getting this as accurate as possible is important.

**Current planning levels indicate:**

	22-23 Proj		23-24 Proj	
	FTE	\$	FTE	\$
<b>Support Staff</b>	135.0	5,726,938.9	134.0	5,976,579.0
<b>Teaching Staff</b>	297.0	23,337,802.0	305.0	26,197,544.5
<b>Facilities / Trans</b>	110.0	6,430,518.0	113.0	7,060,377.0
<b>PVP</b>	32.0	3,964,470.0	32.0	4,308,130.0
<b>Other Exempt</b>	24.0	2,290,519.0	27.0	2,682,531.0
<b>Total</b>	<b>598.0</b>	<b>41,750,247.9</b>	<b>611.0</b>	<b>46,225,161.5</b>
<b>*Note Excludes Benefits</b>				

**Allocation of projected budget to projected staffing =**

Beyond budget implications, we continue to explore better service delivery options where possible. We are looking carefully at how and where DL is offered to best align service with population. We are also working with school-based administration regarding recommendations from the latest compliance audit where alternate criteria and service delivery were concerned.

The other 11% is everything else. Supplies, white fleet, gas, utilities and any other “wish list” items we may have. As discussed in Finance and Facilities, over the past few years, we have been able to add:

Annual IT Lease Commitment	\$500 k
School Supplies and Resources	\$490 k
Learning Initiatives	\$150 k
Mentorship*	\$100 k
Recruitment	\$250 k
Additional Custodial**	\$190 k

Counselling Ratio above CA	\$220 k
Lifts for Exempt and Excluded***	\$180 k
Helping Teachers	\$220 k

This year, we also have considerations for:

White Fleet replacements	\$400 k
Mini Bus for Sport/Extra Curricular (x2)	\$300 k
Learning Initiative increase (1 time)	\$80 k
Exempt and Excluded Lifts (year 2) *	\$240 k
Additional Tech/Wireless Upgrade	\$700 k
Careers	\$30 k

Preliminary information for 2023-24 budget planning is positive. The Ministry released the base funding allocation information and there have been increases in student allocations.



**TO: Finance and Facilities Committee**

**FROM: Chris van der Mark**

**DATE: April 11, 2023**

**RE: 2022/23 Annual Five Year Capital plan submission and Ministry's Decision**

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**BACKGROUND:**

The SD had submitted 2022/23 Annual Five-Year Capital Plan for Major and Minor Capital programs. At the end of March, we received the Ministry's decision on our application.

**New projects for SEP, CNCP, BEP, PEP**

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Lake City Secondary	SEP - Roofing Upgrades	\$900,000	Proceed to design, tender & construction. To be completed by March 31, 2024.
Peter Skene Ogden Secondary*	SEP - HVAC Upgrades	\$219,997	Proceed to design, tender & construction. To be completed by December 31, 2023.
Peter Skene Ogden Secondary*	CNCP - HVAC Upgrades	\$311,281	Proceed to design, tender & construction. To be completed by December 31, 2023.

*\*Funded in part by Canada through the Ventilation Improvement Fund (VIF). Please see accompanying APFA for details*

**“Learning, Growing, and Belonging Together”**

**New projects for BUS**

Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry	Next Steps & Timing
A0273	C 76 with 0 wheelchair spaces	\$184,649	Proceed to ordering the school bus(es) between April 3rd and May 15th, 2023 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at <a href="http://www.astsbc.org">http://www.astsbc.org</a>
A0276	C (52-57) with 0 wheelchair spaces	\$178,993	Proceed to ordering the school bus(es) between April 3rd and May 15th, 2023 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at <a href="http://www.astsbc.org">http://www.astsbc.org</a>

The amount approved is one million seven hundred four thousand and nine hundred twenty dollars (1,794,920).

**DISCUSSION:**

In order to proceed, the Board will need to pass the annual Capital Bylaw. This would require three (3) readings and would require unanimous consent at the April Board Meeting to allow the SD to receive funds and proceed with tender where applicable.

Although we do not usually request unanimous consent, this bylaw is simply the confirmation that we will *accept the funding for the projects we requested last year, that have now been approved.*

Once adopted, the SD will proceed to design, tender and construction (to be completed by March 31, 2024) and proceed with ordering of buses.

Director McCarron and his team will begin formulating the priority list for the 2023-24 submission.

**RECOMMENDATION:**

THAT the Board of Education proceed with three readings of the Capital Bylaw.



March 9, 2023

Ref: 288311

To: Secretary-Treasurer and Superintendent  
School District No. 27 (Cariboo-Chilcotin)

**Capital Plan Bylaw No. 2023/24-CPSD27-01**

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2023/24

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This letter is in response to your School District's 2023/24 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs and provides direction for advancing supported and approved capital projects. **Please see all bolded sections below for information.**

The Ministry has reviewed all 60 school districts' Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs to determine priorities for available capital funding in the following programs:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)
- School Enhancement Program (SEP)
- **School Food Infrastructure Program (FIP)\***
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

**\*Note: The FIP is a new program commencing in fiscal year 2023/24. FIP project requests are required to be submitted as part of the capital plan submissions that are due on June 30, 2023. School districts will be advised of approved FIP projects in early fall via an amended 2023/24 Capital Plan Response letter. Further information regarding the scope of the program, program criteria, and eligible projects will be included in the 2024/25 Capital Plan Instructions.**

The following tables identify major capital projects that are supported to proceed to the next stage, if applicable, as well as minor capital projects that are approved for funding and can proceed to procurement.

**MINOR CAPITAL PROJECTS (SEP, CNCP, BEP, PEP, BUS)**

Below are tables for the minor capital projects that are approved. The table identifies School Enhancement Program (SEP), Carbon Neutral Capital Program (CNCP), Building Envelope Program (BEP), Playground Equipment Program (PEP), as well as the Bus Acquisition Program (BUS), if applicable.

**New projects for SEP, CNCP, BEP, PEP**

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Lake City Secondary	SEP - Roofing Upgrades	\$900,000	Proceed to design, tender & construction. To be completed by March 31, 2024.
Peter Skene Ogden Secondary*	SEP - HVAC Upgrades	\$219,997	Proceed to design, tender & construction. To be completed by December 31, 2023.
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\*Funded in part by Canada through the Ventilation Improvement Fund (VIF). Please see accompanying APFA for details

**New projects for BUS**

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An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2023/24 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Bylaw Number provided at the beginning of this document) for its approved 2023/24 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning/capital-bylaws>

The Capital Bylaw and the APFA must be signed, dated, and emailed to Ministry Planning Officer Nathan Whipp at [Nathan.Whipp@gov.bc.ca](mailto:Nathan.Whipp@gov.bc.ca) as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

As the 2023/24 Capital Plan process is now complete, the Capital Plan Instructions for the upcoming 2024/25 Annual Five-Year Capital Plan submission process (using the Ministry's Capital Asset Planning System (CAPS) online platform) will be available on the Ministry's [Capital Planning](#) webpage by April 1<sup>st</sup>, 2023.

NOTE: School districts' Capital Plan submission deadlines for the 2024/25 fiscal year, using the CAPS online platform, will be as follows:

- **June 30, 2023** – Major Capital Programs (SMP, EXP, REP, RDP, SAP, BEP); Minor Capital Programs (FIP).
- **September 30, 2023** – Minor Capital Programs (SEP, CNCP, PEP, BUS).

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer. School districts may wish to provide Major and Minor Capital submissions by the June 30, 2023 deadline.

Additionally, the Annual Facility Grant (AFG) project requests for the 2023/24 fiscal year are to be submitted using the CAPS online platform, on or before May 31, 2023.

Please contact your respective Regional Director or Planning Officer as per the [Capital Management Branch Contact List](#) with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process.

Sincerely,



Francois Bertrand, Executive Director  
Capital Management Branch

pc: Damien Crowell, Director, Major Capital Projects, Capital Management Branch  
Geoff Croshaw, A/Director, Minor Capital Programs and Finance Unit, Capital  
Management Branch

## **ANNUAL PROGRAMS FUNDING AGREEMENT**

This Annual Programs Funding Agreement dated for reference the 9<sup>th</sup> day of March 2023, is in effect for the 2023/24 fiscal year period of April 1, 2023 to March 31, 2024.

BETWEEN: **His Majesty the King in Right of the Province of British Columbia**, represented by the Minister of Education and Child Care (the "Ministry")

OF THE FIRST PART

AND: **the Board of Education of School District No. 27 (Cariboo-Chilcotin)** (the "Board")

OF THE SECOND PART.

The parties agree as follows:

### **1. DEFINITIONS**

1.01 In this Agreement, unless the context otherwise requires:

"Agreement" means the Annual Programs Funding Agreement;

"Board" or "Board of Education" means a board of school trustees constituted under the *School Act* [RSBC 1996] c. 412 and any person designated by the Board to act with respect to a provision of this Agreement;

"Business Day" means a day, other than a Saturday or Sunday or Statutory Holiday, on which Provincial government offices are open for normal business in British Columbia;

"Capital Funding Grant" means a funding grant authorized by the Minister of Finance in accordance with section 56.1 of the *Financial Administration Act* [RSBC1996] c. 138;

"Certificate of Approval" means the Certificate of Approval described in paragraph 3.04;

"Eligible Expenditure(s)" means those expenditure(s) areas more particularly described in paragraph 3.01;

"Event of Force Majeure" means invasion, rebellion, hostilities, sabotage, government regulations or controls, acts of God, strikes, lockouts or labour disputes that are a major disabling event or circumstance in relation to the normal operations of the party concerned as a whole that is beyond the reasonable control of the party directly affected and results in a material delay, interruption or failure by such party in carrying out its duties, covenants or obligations under this Agreement;

"Minister" means the Minister of Education and Child Care, and includes the Deputy Minister of Education and Child Care and any person designated by either of them to act with respect to a provision of this Agreement;

"Ministry" means the Ministry of Education and Child Care of the Province of British Columbia;

*2023/24 Annual Programs Funding Agreement for School District No. 27 (Cariboo-Chilcotin)*

"Project" means the project(s) described in paragraph 3.01;

"Schools Protection Program" means the risk management program administered and delivered by the Risk Management Branch of the Ministry of Finance in conjunction with the Ministry of Education and Child Care, and includes the "Schools Protection Program Reference Manual" and all amendments and updates to the program and manual;

"Treasury Board" means the Treasury Board established under the *Financial Administration Act* [RSBC 1996] c. 138.

## **2. THIS AGREEMENT**

2.01 The following Schedules are attached to and form an integral part of this Annual Programs Funding Agreement:

- SCHEDULE A -Communications Protocol Agreement on Minor Capital Projects between the Ministry of Education and Child Care (ECC) and School Districts
- SCHEDULE B - Terms, Conditions and Agreement for Minor Capital Projects Funded through the Ventilation Improvement Fund (VIF)

## **3. PROVINCIAL FUNDING CONTRIBUTIONS AND OBLIGATIONS**

3.01 The Ministry will provide capital funding to the Board which is to be used for the purposes of the following Project:

<b>Facility Name</b>	<b>Program Project Description</b>	<b>Amount Funded by Ministry</b>	<b>Next Steps &amp; Timing</b>
Lake City Secondary	SEP - Roofing Upgrades	\$900,000	Proceed to design, tender & construction. To be completed by March 31, 2024.
Peter Skene Ogden Secondary*	SEP - HVAC Upgrades	\$219,997	Proceed to design, tender & construction. To be completed by December 31, 2023.
Peter Skene Ogden Secondary*	CNCP - HVAC Upgrades	\$311,281	Proceed to design, tender & construction. To be completed by December 31, 2023.

*\*Funded in part by Canada through the Ventilation Improvement Fund (VIF). Projects supported through the VIF must adhere to the terms and criteria outlined in Schedule B.*



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Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry	Next Steps & Timing
A0273	C 76 with 0 wheelchair spaces	\$184,649	Proceed to ordering the school bus(es) between April 3rd and May 15th, 2023 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at <a href="http://www.astsbc.org">http://www.astsbc.org</a>
A0276	C (52-57) with 0 wheelchair spaces	\$178,993	Proceed to ordering the school bus(es) between April 3rd and May 15th, 2023 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at <a href="http://www.astsbc.org">http://www.astsbc.org</a>

- 3.02 The Ministry will, in no event, provide more than the amount listed above.
- 3.03 The Ministry will provide the capital funding in paragraph 3.01 in the form of a Capital Funding Grant.
- 3.04 Payment of a Capital Funding Grant is subject to the Ministry issuing a Certificate of Approval for the Project in paragraph 3.01 in accordance with Treasury Board policies and directives and to the following conditions:
  - a) in no case may the Board make a draw against funds available under a Certificate of Approval, unless the draw is reimbursement for Eligible Expenditure(s) properly incurred by the Board in connection with the Project;
  - b) the Ministry may modify or withhold a Capital Funding Grant and applicable Certificate of Approval, or any portion thereof, in the event the Board fails to observe, perform and comply with any provision of this Agreement or if, in the opinion of the Ministry, there has been a material change in the Project;
  - c) the Board will comply with all applicable policies and directives of the Treasury Board respecting Capital Funding Grants.
- 3.05 Notwithstanding any other provision of this Agreement, the payment of funds by the Ministry to the Board, pursuant to this Agreement, is subject to the provisions of the *Financial Administration Act* ("the Act"), which makes that payment obligation subject to:

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- a) there being sufficient monies available in an appropriation, as defined in the Act, to enable the Ministry, in any fiscal year or part thereof when any payment of money by the Ministry to the Board falls due pursuant to this Agreement, to make that payment;
- b) Treasury Board, as defined in the Act, not having controlled or limited, pursuant to the Act, expenditure(s) under any appropriation referred to in this subparagraph a).

**4. BOARD OBLIGATIONS**

4.01 The Board will:

- a) carry out the Project in a manner that ensures:
  - i) delivery within budget;
  - ii) completion by March 31, 2024;
  - iii) scope details are fully met upon completion;
  - iv) accrued cost-savings realized from completed capital projects as approved in this Agreement are reported to the Ministry and transferred into the school district's Minister-Restricted Capital account, unless otherwise agreed to in writing by the Ministry.
- b) comply with all policies and best practices related to Capital Project Procurement, as documented in the Capital Asset Management Framework and Capital Procurement Checklist published by the Ministry of Finance;
- c) procure the Project in accordance with the Capital Asset Management Framework;
- d) include in any contracts all standard insurance and indemnification clauses required by the Schools Protection Program;
- e) ensure all communication related to the Capital Project conforms to the "Communications Protocol Agreement on Minor Capital Projects between the Ministry of Education and Child Care and School Districts" (provided as Schedule A). Note this protocol may be amended from time to time by the Ministry, with the most current version of the protocol being used.
- f) ensure all projects funded in part by Canada through the VIF adhere to the all terms and criteria outlined in the "*Terms, Conditions and Agreement for Minor Capital Projects Funded Through the Ventilation Improvement Fund (VIF)*" (provided as Schedule B).

4.02 Provide written notice to the Ministry of Education and Child Care immediately upon completion of each Project. (Note: the Ministry will be following up with school districts regarding delayed and/or incomplete projects in early January, at which time the Ministry may choose to reallocate associated funds depending on the status of the Project).

*2023/24 Annual Programs Funding Agreement for School District No. 27 (Cariboo-Chilcotin)*

- 4.03 At the request of the Ministry, prepare additional reports relating to the Project.
- 4.04 Notify the Ministry immediately, in writing, should any Event of Force Majeure arise that could materially affect the scope, costs or schedule of the Project.
- 4.05 Indemnify and save harmless the Province of British Columbia and its employees and agents from and against any losses, claims, damages, actions, causes of action, costs and expenses that the Province of British Columbia or any of its employees or agents may sustain, incur, suffer or be put to at any time, either before or after this agreement ends, which are based upon, arise out of or occur, directly or indirectly, by reason of, any act or omission by the Board or by any of its agents, employees, officers, directors, or contractors with respect to the Project.
- 4.06 Purchase school buses through the Request for Standing Offer (RFSO) portal available through the Association of School Transportation Services of BC (ASTSBC).
- 4.07 Reserve two (2) percent of the Total Funding amount provided under the Bus Acquisition Program in paragraph 3.01 as fee payment for ASTSBC's administration services. The ASTSBC will invoice the Board once buses have been ordered. This fee is included in the Capital Funding Grant and is not an additional cost to the Board.

**5. EVENT OF FORCE MAJEURE**

- 5.01 In the Event of Force Majeure:
  - a) the Board will immediately notify the Ministry, in writing, describing the Event of Force Majeure.
  - b) within five (5) Business Days of being notified of the Event of Force Majeure, the Ministry will communicate with the Board to explore what steps are to be taken to mitigate the Event of Force Majeure, determine an appropriate course of action, and establish an estimated cost related to the Event of Force Majeure.
  - c) the course of action must be agreed to by the Ministry and the Board.
  - d) either party may request the assistance of an independent cost consultant appointed by mutual agreement of the parties.
  - e) the Ministry will not approve any expenditure(s) incurred prior to the agreed course of action unless the costs were demonstrably incurred for the preservation of life and/or safety.

**6. PUBLIC ANNOUNCEMENTS**

- 6.01 Any public announcement relating to the Project will be in accordance with the "Communications Protocol Agreement on Minor Capital Projects between the Ministry of Education and Child Care and School Districts" (provided as Schedule A).

**7. NOTICE**

7.01 Any notice or communication required or permitted to be given under this Agreement will be in writing and will be considered to have been sufficiently given if delivered by hand or electronic transmission to the physical address or electronic mail address of each party set out below:

a) if to the Board:

School District No. 27 (Cariboo-Chilcotin)  
350 Second Ave N, Quesnel, BC, V2J 5K2  
Attention: Chris van der Mark, Secretary-Treasurer  
Email: Chris.vandermark@sd27.bc.ca

b) if to the Ministry:

Ministry of Education and Child Care  
PO Box 9151 Stn Prov Govt, Victoria, BC, V8W 9H1  
Attention: Nathan Whipp  
Email: Nathan.Whipp@gov.bc.ca

7.02 Any such notice or communication will be considered to have been received:

a) if delivered by hand during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day;

b) if sent by electronic transmission during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day, provided that:

- i) the receiving party has, by electronic transmission or by hand delivery, acknowledged to the notifying party that it has received such notice; or
- ii) within twenty-four (24) hours after sending the notice, the notifying party has also sent a copy of such notice to the receiving party by hand delivery.

7.03 Delivery by mail will not be considered timely notice under this Agreement.

7.04 In the event a contact name changes for either the Ministry or for the Board, then parties must be notified within five (5) Business Days.

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IN WITNESS WHEREOF the parties have executed this Agreement, in duplicate, as of the day and year first above written.

SIGNED on behalf of His Majesty the King )  
in Right of the Province of British Columbia )  
by a duly authorized designate of the )  
Minister of Education and Child Care )

\_\_\_\_\_  
Authorized Signatory (For the Minister of Education and  
Child Care)

\_\_\_\_\_  
Name (Print)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date Signed (Month/Day/Year)

SIGNED on behalf of **the Board** )  
**of Education of School District** )  
**No. 27 (Cariboo-Chilcotin)** by its duly )  
authorized signatories )

\_\_\_\_\_  
Signatory (Secretary Treasurer)

\_\_\_\_\_  
Name (Print)

\_\_\_\_\_  
Date Signed (Month/Day/Year)

## SCHEDULE A

### **COMMUNICATIONS PROTOCOL AGREEMENT ON MINOR CAPITAL PROJECTS BETWEEN THE MINISTRY OF EDUCATION AND CHILD CARE (ECC) AND SCHOOL DISTRICTS**

#### **News Release**

Upon issuance of Capital Plan approvals and funding agreements to school districts, ECC will issue public news releases regarding minor capital projects. School district(s) may be requested to provide a quote from a designated representative for such news releases.

#### **Signage**

Significant, high-profile minor capital construction projects and/or initiatives approved in the ECC Capital Plan **may** be requested to be identified by signage prominently displayed at the site. ECC will notify a school district(s) if this is the case.

**If requested**, signs must conform to Government of B.C.'s Infrastructure Sign Specifications and be produced by Government Communications and Public Engagement (GCPE) graphics department. In addition to the BC logo, school districts and other funding partners will be identified with their logos on signage. Signs are to be installed as soon as possible after announcement of the project, and amended to include the amount of investment and date of completion after award of the contract and preferably before the start of work. The signs are to remain on the site until the work is completed and after any completion ceremonies where applicable. A digital picture of the sign is to be sent to GCPE after it has been installed. Cost of the sign is to be funded from the approved project budget. School districts are responsible for installing the signs.

The steps from signage design to installation are as follows:

1. Project is announced;
2. GCPE will have their graphics department create a construction sign;
3. GCPE graphics department will create and send the approved file to Kings Printer for print production;
4. Kings Printer will notify GCPE when the sign is ready;
5. GCPE will notify the school district(s) when the sign is ready to be ordered and provide them with the online requisition form: <http://brokerage.qp.gov.bc.ca/submit-print/print-form.aspx>;
6. The school district(s) orders, pays and arranges for the sign to be installed. Signs are to be post mounted in a visible location;
7. School district(s) will notify GCPE when the sign is installed and send photo as confirmation.

#### **Official Ceremonies**

ECC will notify a school district(s) if an official ceremony **may** be held to commemorate the launch and/or ground-breaking for a project. The parties shall co-operate in the organization ceremonies, and messages and public statements for such events should be mutually agreed upon.

#### **Plaques**

ECC **may** request the district provide and install (upon completion of significant, high-profile construction projects and/or initiatives), a plaque bearing an appropriate inscription. The design, wording and specifications of such plaques must be approved by ECC. Cost of the plaque is to be funded from the approved project budget.

**SCHEDULE B**

**TERMS, CONDITIONS AND AGREEMENT FOR MINOR CAPITAL PROJECTS FUNDED THROUGH THE VENTILATION IMPROVEMENT FUND (VIF)**

**VIF: PROJECT INFORMATION**

- A.1 Project Title: ECC – SD 27 – Peter Skene Ogden Secondary Ventilation Improvements  
Project No. VF0001
- A.2 The SD27 (Cariboo-Chilcotin) Project will consist of the following:  
  
A renewal ventilation improvement project that requires the replacement of two end of life air handling units. It is required to increase occupant comfort while drastically reducing energy consumption. The completed project will increase outdoor air intake.
- A.3 The Commencement Date of the Project is January 15, 2023 which is the date the Project was approved.
- A.4 The Completion Date of the Project is December 31, 2023. All project works shall be completed by this date. The Project must also reach Substantial Completion before this date.

**VIF: PAYMENT TERMS AND CONDITIONS**

- B.1 Payment by the Province of the financial contributions from Canada:  
  
Canada has approved a financial contribution for the Project which will not exceed the lesser of eighty percent (80%) of the total approved Eligible Expenditures of the Project or Four Hundred Twenty Five Thousand and Twenty Two Dollars and Zero Cents (\$425,022) being the maximum amount (the ‘Total Contribution’) approved to be paid under this Agreement to pay for Eligible Expenditures incurred by the recipient.  
  
Canada’s financial contribution will be paid by the Province to the Recipient in accordance with the terms and conditions of this Schedule II and this Agreement.
- B.2 Timing of Eligible Expenditures:  
  
The Province will not make any payment for Eligible Expenditures incurred before the Commencement Date or after the Completion Date.
- B.3 Timing of Claims:
- B.3.1 The Recipient will be eligible for payment once claims for Eligible Expenditures have been submitted to and approved by the Province. The Recipient will submit to the Province online claims setting out the amount of Eligible Expenditures actually incurred and paid by the Recipient to the date of such claims.
- B.3.2 The Recipient will submit a claim to the Province covering Eligible Expenditures that have been incurred and paid on a semi-annual basis at a minimum.

*2023/24 Annual Programs Funding Agreement for School District No. 27 (Cariboo-Chilcotin)*

- B.3.3 No reimbursement will be paid if a claim is received later than March 31, 2024.
- B.3.4 The Province will not reimburse a claim unless the following have been submitted and approved in accordance with Schedule III of this Agreement:
- (a) current periodic progress report and/or final report; and
  - (b) any other additional reporting requirements as required under Schedule III of this Agreement.
- B.3.5 Notwithstanding any other provisions of this Agreement, the parties agree the Province is entitled to withhold the final ten percent (10%) of the Total Contribution amount until the Province has received and approved the Final Report required under section C.2 of Schedule III of this Agreement.

**VIF: REPORTING REQUIREMENTS**

C.1 Periodic Progress Reports:

The Recipient will submit to the Province through IBA-ICIP Staff on a semi-annual basis and/or upon request by the Province, periodic progress reports ending March 31 and September 30 of each year of the term of this Agreement commencing on the first reporting period following the Commencement Date and ending on the Project Completion Date. Each report will be due on the seventh (7<sup>th</sup>) day of the month following the end of the reporting period. The periodic progress reports will be in a form established by the Province.

C.2 Final Report:

In order to receive final payment when the Project is completed, the Recipient will submit to the Province through IBA-ICIP Staff a Final Report, in a form established by the Province.

C.3 Project Audit Report:

Prior to payment of the final claim for Eligible Expenditures, the Recipient may also be required to provide, upon request by the Province, a Project audit report from an auditor qualified to conduct an audit of financial statements under the Canadian Auditing Standards, confirming that the Project expenditures have been made in compliance with this Agreement and the IBA-ICIP. If required by the Province, the audit is to be in accordance with the form and reporting standards recommended by the Canadian Institute of Chartered Accountants.

Reports submitted by the Recipient under this section are for the Province's information and IBA-ICIP guidelines accountability only, and their review by the Province in no way endorses, approves or verifies the findings, technical data, results, quality statements, representations or recommendations therein, and the Recipient warrants that all information contained in any report is true and correct.

C.4 Other Information:



The Recipient will provide the Province through IBA-ICIP Staff, upon request, all such other information concerning the progress of the Project to completion and payment of Eligible Expenditures, including, but not limited to, Budget Forecast Reports, as may be required by the Province from time to time.

## VIF: ELIGIBLE AND INELIGIBLE EXPENDITURES

### D.1 ELIGIBLE EXPENDITURES

Excluding those identified under Section D.2 (Ineligible Expenditures), Eligible Expenditures will be all costs considered by the Province to be direct and necessary for the successful implementation of the Project. Eligible Expenditures will include the following:

- a) capital costs, design and planning costs, and costs related to meeting specific Program requirements;
- b) communication related expenses including expenditures for Project related signage;
- c) the incremental costs of the Recipient's employees may be included as Eligible Expenditures under the following conditions:
  - i. The Recipient is able to demonstrate that it is not economically feasible to tender a contract; and
  - ii. The arrangement is approved in advance and in writing by the Province and Canada;
- d) leasing of equipment directly related to the construction of the Project;
- e) costs incurred between the Commencement Date and the Completion Date setout in Schedule I.

### D.2 INELIGIBLE EXPENDITURES

The following expenditures are ineligible:

- a) expenditures incurred prior to the Commencement Date;
- b) cost incurred for cancelled projects;
- c) land acquisition;
- d) financing charges, legal fees, and interest payments on loans, including those related to easements (e.g. surveys);
- e) leasing land, buildings and other facilities; leasing equipment except those noted under D.1(d) above; real estate fees and related costs;
- f) furnishings and non-fixed assets which are not essential for the operation of the Asset/Project with the exception of temporary infrastructure and non-fixed assets funded under this Agreement, as approved by the Province.
- g) costs associated with operating expenses and regularly scheduled maintenance work;
- h) the expenditures related to any goods and services which are received through donations or in kind;

*2023/24 Annual Programs Funding Agreement for School District No. 27 (Cariboo-Chilcotin)*

- i) any overhead expenditures, including salaries and other employment benefits of any employees of the Recipient, direct or indirect operating or administrative expenditures of Recipients, and more specifically expenditures related to planning, engineering, architecture, supervision, management and other activities normally carried out by Recipient staff except in accordance with subsections D.1(c) in the Eligible Expenditures above;
- j) provincial sales tax or goods and services tax for which the Recipient is eligible for a tax rebate and all other costs eligible for rebates;
- k) permit fees charged by the Recipient to itself;
- l) costs of relocating entire communities;
- m) costs incurred after December 31, 2023; and
- n) other costs that, in the opinion of the Province, are not considered to be direct and necessary for the successful implementation of a project.

**TO: Finance and Facilities Committee**

**FROM: Sean Cameron & Patrick McCarron**

**DATE: April 11, 2023**

**RE: District Intrusion System**

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## **BACKGROUND**

District intrusion system refers to the alarm system that notifies a monitoring company and district staff of break-ins or unexpected entrance to our facilities. All district sites are required to have a reliable alarm system.

## **DISCUSSION**

At present all district sites have an alarm system in place. While these systems work, there significant limitations that impact both the reliability and functionality of this product.

All of the alarm panels work independently at the site where it is installed. There is no central database or ability to manage all sites at once. For district level or multi-site codes, staff program each panel individually with a shared code. To update alarm codes or perform other maintenance staff travel to the site or use “dial in” function that allows them to connect to the panel using the equivalent of dial up internet. In most cases it is faster to actually drive to the site, this includes rural schools. This is for all changes to any codes used with the system. The current panels also have limitations on the number of unique codes that can be loaded to them.

The limitations with the panels from a user code management perspective have led to significant security concerns. As a general practice all sites utilize a shared code model. With this model we are not able to create a log of site access. We are also not able to update and remove codes at the same rate of staff turnover. Numerous staff that have left the district under a variety of circumstances with knowledge of active codes allowing access to district sites.

The other significant issue with our current intrusion system are the sensors that register motion and send a signal back to the panel. At present all our sites have low quality sensors that do not fully support enterprise use. High quality enterprise sensors have sensitivity adjustment to limit false alarms for items like papers on bulletin boards. At present Operations is receiving false alarms multiple times a week.

We are currently researching and collecting quotes for modern hardware that will address the limitations noted above. The refresh will include multi-zone sensors with sensitivity

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adjustment. These sensors will allow the district to adjust the sensitivity of sensors to sound the alarm for any motion that aligns with defined criteria for a human or animal moving throughout the building. This will limit the false alarms and ensure all actual break-ins result in a call out. The updated product will also allow for central management and the use of staff assigned codes moving away from the less secure model of sharing codes. This will also lead to massive improvements in the efficiency of staff working with and updating the system.

### **RECOMMENDATION**

None. For information only.

# Education Committee Meeting Report



April 12, 2023 (4:02 p.m. – 6:27 p.m.)

**Trustees in Attendance:** Anne Kohut, (Chaired Mtg.) Mary Forbes, Mike Franklin.

**TEAMS:** Willow Macdonald.

**Regrets:** Ciel Patenaude.

**Staff:** Superintendent / Acting ST Chris van der Mark, Deputy Superintendent Cheryl Lenardon, Directors of Instructions Sean Cameron, Anita Richardson, Executive Assistant Jodi Symmes.

Agenda Item	Notes	Action
Acknowledgment of Traditional Territory		
1. March 8, 2023, Committee Report	The committee reviewed the report and recommended no changes.	None.
2. School Plans	<p><b>Forest Grove Elementary</b> Principal, Ty Lytton, provided a presentation on how the school has implemented its plan with a focus on instructional capacity and place-based learning. Proximity to the local curling rink, and many lakes allows the students and teachers to take advantage of lots of outdoor activities. This allows the students to have some unique opportunities. The school is approximately a 10min drive from <a href="#">Eliza Archie Memorial School</a>. This allows the students and teachers to learn from local Indigenous communities on a firsthand basis. Significant engagement of staff with numeracy initiatives and use of manipulatives.</p> <p><b>Ecole Nesika Elementary</b> Principal, Holly Zurak, Vice-Principal Dwayne Benvin provided a presentation on their schools focus on Indigenous Learning, and Place Based Learning. Ensuring that the students' feel safe and included is a top priority. <a href="#">Learning the First Peoples Principles</a> is important for students and teaching staff at Nesika. Students are doing hands on learning, including beading and drumming. Meeting with local Indigenous leaders within the community to learn stories, and songs has been something that the students have fully embraced. The staff have a book club going on, reading <a href="#">Wayi Wah!</a> as well as many other pieces of learning.</p>	None. Information only.

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Agenda Item	Notes	Action
<b>3. Recruitment</b>	<p>Superintendent van der Mark provided an update on the strategies that the district has been taking to recruit teachers.</p> <ul style="list-style-type: none"> <li>- Recruitment fairs</li> <li>- Collaboration with CCTA</li> <li>- Incentives</li> </ul> <p>CCTA President Jessica Jill, and Amy Kolinsky presented the results of a member's survey that has been developed in the district with the assistance of the BCFT research centre.</p> <ul style="list-style-type: none"> <li>- The survey took place in February 2023. This survey is something that the CCTA would like to complete yearly to see where the changes are.</li> <li>- Survey shows significant challenges teachers face in their roles</li> <li>- Survey shows concerns with potential burnout</li> <li>- Survey shows good relationships developing between staff and admin</li> <li>- CCTA acknowledged that a number of things are outside of the control of the SD and are part of wider, systemic issues.</li> </ul>	<p>None. Information only.</p>
<b>4. Catchment / Bussing</b>	<p>Superintendent van der Mark provided an update on the current state of the district catchments and bussing. With the implementation of Transfinder, we have been able to determine that our processes or failure to follow the, is part of the problem. At the time of this report, over half of the South end students are being bussed to schools that are outside of their catchment.</p> <p>A letter will be sent to School of Choice families to remind them they are required to arrange for the pick-up/drop off their children.</p>	<p>None. Information only.</p>
<b>5. GROW</b>	<p>Superintendent van der Mark reviewed proposed changes that are being looked at for the Distant Learning we have in the district.</p>	<p>None. Information only.</p>
<b>6. Board Authorized Course</b>	<p>Director of Instruction, Richardson brought a BAA forward for the committee to review. Although this course is created for Anahim Lake, it could be implemented at rural schools.</p>	<p>THAT the Board of Education approve the Board/Authority Authorized Course, Equine Studies 10 as an elective offering in School District 27 at Anahim</p>

Agenda Item	Notes	Action	
		Lake Elm / Sec School.	
<b>7. Proposed Future Meeting Dates</b>			
<b>MEETING</b>	<b>DATE</b>	<b>TIME</b>	<b>LOCATION</b>
Education Committee	May 10, 2023	4:00 p.m.	Board Office
Education Committee	June 14, 2023	4:00 p.m.	Board Office

DRAFT

**TO: Education Committee**

**FROM: Chris van der Mark**

**DATE: April 12, 2023**

**RE: Recruitment**

---

**BACKGROUND:**

SD 27 continues to work hard to address some of the workforce issues that exist not only across our region, but also across the province. Shortages create additional pressures across our schools. Leaves are more challenging to grant or fill. If we have failure to fill, non-enrolling staff (LST, counselling, library), admin or district staff may be re-assigned to cover. This can be tiring and certainly frustrating.

The Ministry has recently partnered with 5 northern/central districts most impacted by staff shortages (we are not in that cohort). We hope to learn from this work.

**DISCUSSION:**

We continue to work at strategies to increase recruitment and retention. Certainly, the recruitment incentives may be helpful (\$\$, housing), but without question, some of our best success has come from the learning opportunities. New candidates are interested in being part of the learning as they start their career. That's a recruitment piece. Existing staff are also engaged in the learning. That's a retention piece.

We are able to see some of this through the engagement in the learning pieces (professional development/in-service) as well as the increasing participation in the leadership series and associated team building across the District.

Recruitment has also increasingly become a team effort. Recruitment involves teachers, PVP, HR and Sr Admin. We need to continue developing the culture and understanding of the "team".

COVID-19 will have also further complicated the challenges in our sector and in society.

We have worked hard to elevate the status of SD27 as a leading district with a culture of learning and collaboration with professionals. We still have work to do.

The CCTA has done some work to survey their members around satisfaction and is going to share this early survey results as part of this conversation.

*See CCTA presentation.*

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**TO:** Education Committee

**FROM:** Chris van der Mark/ Patrick McCarron

**DATE:** April 12, 2023

**RE:** Bussing and Catchments

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### **BACKGROUND:**

It has been some time since catchment information has been updated in SD 27. The combination of historic school closures and shifting demographics are also not reflected in historic catchment models.

COVID and other workforce issues have magnified some concerns with regards to our transportation service delivery. Consequently, transportation has been working through technological solutions to better understand the issue. They have begun with the South End (100 Mile and Area).

*See attachments.*

### **DISCUSSION:**

The first course of action has been gathering up to date and accurate information on ridership.

- Where do students live?
- What school is their catchment?
- What school do they attend?

We have some immediate factors that are impacting service delivery.

#### 1. School of Choice Students

We appearing to be bussing more than 130 elementary students whose parents have chose to send them to a school other than their local school. This is more than 20% of the students being transported to places other than their catchment school.

All letters for School of Choice approval include, ***“Please be advised that parents/guardians will assume responsibility for transportation and any additional costs incurred by the School of Choice registration.”***

We also have families who are unhappy with the bus route (time) and crowding, despite not actually being entitled to the regular bus service through their school of choice request. Ironically, it has been our willingness to try to make it work that creates the poor outcome.

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2. Bus routes being determined by other factors
  - a. School bell schedule
  - b. Driver schedule

Transportation is going to continue examining the implications of the additional transportation of students. Letters are going to out of catchment riders that this service may not be continuing in the future.

It is possible, if solutions of bus runs include elimination of school of choice riders, this service could end in September or, at best, be grandfathered out.

**RECCOMENDATION:**

None. Information only. Will be updated in May.

2. Bus routes being determined by other factors
  - a. School bell schedule
  - b. Driver schedule

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It is possible, if solutions of bus runs include elimination of school of choice riders, this service could end in September or, at best, be grandfathered out.

**RECCOMENDATION:**

None. Information only. Will be updated in May.

~~ Data gathering, and analysis is continuing. Preliminary results have so far discovered informal and formal arrangements.

**Part 1**

Name	Utilization % (not Incl. Portables)	Utilization % (Incl. Portables)
<b>100 Mile Elementary</b>	<b>80.82%</b>	<b>67.05%</b>
<b>Forest grove</b>	<b>61.43%</b>	<b>61.43%</b>
<b>Horse Lake</b>	<b>69.63%</b>	<b>69.63%</b>
<b>Lac La Hache</b>	<b>25.22%</b>	<b>25.22%</b>
<b>Mile 108</b>	<b>61.25%</b>	<b>61.25%</b>
<b>Peter Skene Ogden</b>	<b>92.50%</b>	<b>79.29%</b>

**Part 2**

Route Overlap - (Elementary/High school mixed)	16 routes
HL AM Overlap = Routes 39, 40, 49, 54, 55	
HL PM Overlap = Routes 39 part 2, 40, 48, 49, 53, 54, 55 part 1*2	
FG AM Overlap = Routes 41, 47, 52	
FG PM Overlap = Routes 39 part 1, 41, 47, 52	
Mile 108 AM = Routes 57, 51, 53	
Mile 108 PM = Routes 57, 51, 50, 55	
<b>School of Choice Students Registered for busing (elementary)</b>	<b>15 routes</b>
<b>Number of SOC/Courtesy bus riders</b>	<b>134 Elem</b>

**RECOMENDATION:**

None. Information only.

**TO: Education Committee**

**FROM: Chris van der Mark**

**DATE: April 12, 2023**

**RE: GROW**

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**BACKGROUND:**

SD27 has run its Distance Learning offerings (k-12) through GROW, located on North 2<sup>nd</sup> Ave. in Williams Lake. Over the past couple of years, the Ministry of Education has been moving to a larger regional “hub” model of providers.

**DISCUSSION:**

SD27 will be no longer offering localized DL for grades 8-12. Students may still pursue DL courses and their school will connect them with the appropriate “hub” provider. If we think of DL as “anywhere, any time,” there is no reason for the 8-12 opportunities to be locally provided. Moreover, the rate of completion/success does not indicate any increased benefit of local context.

The K-7 offering is more unique, and due to the age of students and location of families, may require a local context/contact point. However, we are not currently set up to allow for easy access.

Many (more than half) of our k-7 families do not live in or near the WL area. Additionally, ideally, an elementary DL option would be connected with an elementary school with space to allow access to other features (gymnasium). Our current location is closest to a growing elementary school with limited access to a gym.

Further, given the considerable geography of the District, we need to consider a physical location that is more accessible for all families.

The current distribution of families in GROW is:

South End (Central): 38  
North End: 22  
Rural (West): 4

We are currently exploring potential with regards to more central elementary schools that also have space to add GROW as a small DL component. Lac La Hache Elementary

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seems to fit that description so far. We are continuing to work through the logistics, including discussions with admin and GROW PAC.

**RECOMENDATION:**

None. Information only.

**TO: Education Committee**

**FROM: Anita Richardson**

**DATE: April 12, 2023**

**RE: Board/Authority Authorized (BAA) Course – Equine Studies 10**

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**BACKGROUND:**

BAA courses provide an opportunity for educators to explore content beyond the boundaries of BC Ministry of Education and Child Care curriculum. BAA courses help educators respond to the local needs of schools and their communities, and to provide choice and flexibility for students. BAA courses may overlap with Big Ideas and Curricular Competencies of Ministry courses.

**DISCUSSION:**

This course has been discussed and developed over a number of years for rural communities. It was discussed at the FNEC table, as well as with individual communities as a possible elective option for communities that have community horse care and riding programs.

This course is especially important in rural communities as it is difficult to establish elective programs for rural secondary students because of the lack of qualified instructors for many elective areas. As most communities have horse program instructors, it then makes sense to offer Equine Studies as an elective option.

For the most part, community horse programs operate outside of the school day. Offering elective choices where students can gain credit for learning they do outside of school time and in their community, is a great way to help students see the connections between their lives and school. It is also a great opportunity to show students that the school district supports their interests by offering such elective options.

The application for this course is specific to Anahim Lake and was modeled on a course offered in Chilliwack. However, once it is established, it is possible that it could also run through the public schools in conjunction with community Equine Studies instructors in any of the rural communities with public school connections. It is my hope that this elective choice is the first of many courses that are offered through community to better support the elective needs of rural students.

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**RECCOMENDATION:**

THAT the Board of Education approve the Board/Authority Authorized Course, Equine Studies 10 as an elective offering in School District 27 at Anahim Lake Elementary-Secondary School.



Board of Education of  
**School District No. 27 (Cariboo-Chilcotin)**  
**Board/Authority Authorized Course Framework**

<b>School District/Independent School Authority Name:</b> Cariboo-Chilcotin	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD27
<b>Developed by:</b> Jerome Beauchamp, Bonnie Sauder, Terra Hatch	<b>Date Developed:</b> December 14, 2022
<b>School Name:</b> Anahim Lake Elementary/Jr. Secondary	<b>Principal's Name:</b> Bonnie Sauder
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School Districts only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Equine Studies 10	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 100

**Board/Authority Prerequisite(s):**

None

**Special Training, Facilities or Equipment Required:**

None

**Course Synopsis:**

This course is designed to introduce students with little or no riding experience to the world of horses. Students will develop a general knowledge of horses, use terminology related to horses, and demonstrate correct safety procedures related to the riding and care of horses. The practical knowledge and skills developed in this course will improve their experience with horses and will improve the health and welfare of the horses in their care. The skills developed in this course will be a foundation for lifelong learning as

students continue to pursue their interest and love of horses. Students do not need to own or have access to a horse to participate and be successful in this course.

### **Goals:**

This course will enable students to understand important concepts about the health and welfare of horses and animals in general. Students will develop skills and understanding in the Equestrian field with an emphasis on horse health and care, communication, riding skills, safety when working with animals and career connections.

### **Rationale:**

Students will develop a sense of responsibility, ownership, and confidence in their ability to care for a horse and will develop a life-long love for horses and animals in general. The concepts and skills learned in the course will help build more caring individuals who can time manage, care for others, and demonstrate strength and learning in the Core Competencies of Social Responsibility, Personal and Social Awareness, and Communication.

### **Aboriginal Worldviews and Perspectives:**

Several central themes raised in Aboriginal Worldviews and Perspectives in the Classroom are at the forefront of Equine Studies 10.

1. Strength-based, learner centered practice: teacher as facilitator; setting the bar high focusing on what students can do; promotion of self-regulation and student initiative; use of self-assessment and reflective learning (p.48)
2. Through observation and participation in online activities, students may develop a greater sense of self, as the student reflects on their own strengths and identity as a learner (p.9)
3. Experiential learning affords the student an opportunity to learn about and experience the role of a rider as an observer (peers, teachers, role models through readings, etc.) and to learn skills needed to lead within the school and/or community (p.36)
4. Provides opportunity to learn about and embrace the local community's Aboriginal history and culture, connecting students to the local Indigenous community connected to the field (p.34). Students will interview an Aboriginal horse owner in the area and/or make connections through an alternative assignment. In the Horse breed and colours unit, students report on at least ten different breeds of horses, tracing the origin of at least five breeds that have an Aboriginal connection.
5. Provides an opportunity for "real world" applications of concepts such as collaboration, facilitation, guidance, and teaching and to connect with the local indigenous community members connected to the field (p.36)
6. Connected and relationship (p.16) are key aspects central to student success in Equine Studies.

**BIG IDEAS**

1	2	3	4
Career opportunities and paths are broadened through <b>responsibility, effective communication, and collaboration.</b>	Having a positive connection to and respect for animals, the outdoors, and environment leads to a <b>healthy and balanced life</b>	<b>Mindfulness</b> creates patience, flexibility, and self-awareness	Learning how to learn online prepares us to be <b>lifelong learners</b> who can <b>adapt</b> to changing situations and career opportunities

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>• follow directions and ask <b>clarifying questions</b></li> <li>• <b>self-assess and reflect</b> on their learning and connect their learning to potential <b>career opportunities</b></li> <li>• model <b>adaptability and flexibility</b> skills</li> <li>• recognize the need for deadlines and communicate effectively with teachers regarding progress</li> <li>• <b>design assignment layouts</b> in collaboration with the teacher</li> <li>• connect with the equine industry to develop styles and techniques for future involvement in the equine industry</li> </ul>	<p><b>Core content</b> units of course:</p> <p><i>Students are expected to know the following:</i></p> <ol style="list-style-type: none"> <li>I. <i>Horse Safety</i></li> <li>II. <i>Horse History</i></li> <li>III. <i>Horse Breeds and colors</i></li> <li>IV. <i>Equine Anatomy</i></li> <li>V. <i>Equine Gaits</i></li> <li>VI. <i>Equine Diseases and Health Issues</i></li> <li>VII. <i>Equine Nutrition</i></li> <li>VIII. <i>Equine Terminology</i></li> <li>IX. <i>Participation</i></li> </ol> <p><i>Additionally, student learning will include the Core Competencies of B.C.'s New Curriculum:</i></p>

- |   |
|---|
| <ul style="list-style-type: none"><li>i. <b>Communication-</b> students will learn effective communication skills including effective questioning and effective interpersonal and intrapersonal skills</li><li>ii. <b>Leadership-</b> students will learn about various learning and leadership styles</li><li>iii. <b>Organization-</b> students will learn organization strategies and techniques for working with horses that can translate into real life and the workplace</li><li>iv. <b>Social Responsibility-</b> students will learn how social responsibility plays a role in problem solving and decision making when it comes to horses and animals in general.</li></ul> |
|---|

## Big Ideas – Elaborations

### Effective Communication:

- Demonstrate an ability to communicate in various settings
- Use a variety of means to communicate so that there is a common understanding and
- Able to communicate clearly, positively, and in a meaningful way which helps with the training of, relationship building, and other inherent risks associated with interacting with horses and other large animals
- Use a variety of mediums to demonstrate learning

### Collaboration:

- Demonstrate teamwork with others, horse owners, and with horses to produce, create something, and work towards reaching a common goal

### Healthy and balanced life:

- Understand that interacting with horses is physical in nature leading to an increased level of fitness and to a positive outlook which helps decrease stress

### Responsibility:

- Demonstrate the ability to take care of a horse, which translates into taking care of animals, other people, and things in life in general

### Mindfulness:

- Display how interacting with horses requires calmly acknowledging one's feelings, thoughts, and bodily sensations and how understanding this is key to building the trust and relationship with horses required to effectively train and work with them

### Lifelong learners:

- Ability to learn in the online and self-directed format that exists in this course requires continuous development and reflection

### Adapt:

- Establish and modify various strategies to find out what works best is required when working with horses requires

## Curricular Competencies – Elaborations

### Clarifying Questions:

- Ask questions to seek a clearer understanding when they are not sure of something- this may be in relation to how to complete an assignment, how to work directly with a horse, or how to understand and apply content in the course

### Self-assess and reflect:

- Look closely at, think about, provide evidence of, evaluate, and critique one's progress throughout the course

### Career Opportunities:

- Explore career connections and paths in the equestrian field and explore how skills learned in the course translate to employability skills

### Adaptability and flexibility:

- Respond to changing circumstances such as being prepared for different types of weather and in the online world, adjusting to different ways of providing information when they run into potential technology glitches

### Design assignment layouts:

- Through choice and collaboration with the teacher, plan out the way assignments will be arranged and presented (eg. Video; PowerPoint etc.).

## Content – Elaborations

### Core Units (Theory):

#### *Horse Safety: How a Horse thinks. (Predator vs Prey)*

- Examine and discuss elements of communication between horses and between humans and horses
- Differentiate between unwelcome behaviours and their causes
- Identify common behaviours of horses and the methods available to prevent and/or manage these problems
- Doing things safely around horses transfers to doing things safely in other areas in life/ quietness and skills of observation

## Content – Elaborations

### ***Horse Breeds and colors:***

- Explain the fundamentals of genetics and how they apply to the expression of genetic disorders and determining coat colour
- Investigate and discuss the development of breeds

### ***Equine Anatomy:***

- Identify the important anatomical structures and their functions in the horse
- Learn terminology and concepts that will assist in discussing injuries and disease, should they occur, with a veterinarian

### ***Equine Gaits:***

- Horse movements occur naturally in the wild. How does a rider duplicate these gaits on command?

### ***Equine Nutrition:***

- Identify and describe important anatomical structures and basic functions of the gastrointestinal tract as well as how it functions to meet the nutritional needs of the horse
- Identify the special needs of different classes of horses such as performance horses, broodmares, and foals
- Know the characteristics of typical horse feeds as well as function of major components of the equine diet
- Understand theory as it relates to the feeding of horses, including the functions and required levels of the various nutrients in the diet
- Identify the function of the major components of the equine diet and the role of forage, concentrates and supplements in the feeding of horses for good health

### ***Participation:***

- There is a participation aspect to the course - either a rider evaluation (signed by their coach) or if they are a non-rider - an evaluation of a show or clinic in their area.
- Student provides evidence that they participated with horses and care of the animal.
- Evidence of daily or weekly chores and duties.
- Responsibilities, self-reflections on: connections developed, participation, built trust, safety within each daily or weekly experience.



## Content – Elaborations

### **Communication**

- Importance of confidentiality and privacy
- Strategies for clear communication (verbal and non-verbal)
- How communication skills are developed
- How to model cooperation and respect
- Effective questioning skills
- Effective interpersonal and intrapersonal skills

### **Leadership**

- Effective strategies for working with groups and individuals
- Various learning styles
- Importance of initiative through anticipating and planning for action
- Leadership styles

### **Organization**

- Strategies and techniques for an organized workplace
- Effective record keeping
- Appropriate actions and initiatives to manage time

### **Social Responsibility**

- Problem solving strategies
- Decision making strategies
- Time management strategies
- Inclusive practices

### **Recommended Instructional Components:**

Will include but not be limited to:

- Storytelling – review the stories of horse enthusiasts and why they are passionate about horses; create own story
- Practical on-site riding lessons by a certified instructor

- Logging riding time and observations of various options in the horse world (i.e., Mid-course Reflection)
- Writing of quizzes/tests
- Segmentation of information (broken into parts and synthesized, i.e., text)
- Technology (visual and/or structured presentation medium; PowerPoint presentation; forum posts; soundbites)
- Modeling problem-solving steps
- Presenting cues to prompt strategies use
- Supplementing teacher instruction (e.g., individual support and tutoring)
- Small interactive groups

**Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)**

**Formative assessments** may include:

- Ongoing self-assessment for and as learning
- Descriptive feedback from the teacher for learning
- Setting goals for learning (what are you learning, how is it going, where to next? Loop)
- Tasks related to learning as checks for understanding (knowing, understanding)

**Summative Assessments** may include:

- Application of skills in authentic settings and with authentic tasks (understanding, applying, demonstrating)
- Formal presentations of learning that could include oral, written, visual, and/or technology-based representation of learning
- Various assignments, quizzes, and tests
- Tasks related to learning as checks for understanding (knowing, understanding)
- Application of skills in authentic settings and with authentic tasks (doing, understanding, knowing)

**Learning Resources:**

Magazines: Western Horseman, Horse Care, Horse Journal

Websites: Western Canada Veterinary College, Horse Council of BC

Equine Canada Learn to Ride Program

Canadian Pony Club Riding Levels Program

**TO: Board of Education**

**FROM: Mary Forbes**

**DATE: April 25, 2023**

**RE: Trustee Report**

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Superintendent van der Mark is proud of the regular leadership meetings where not only teachers attend, and recently other staff members including IUOE members are joining in. A special thank you Melanie Johnny and Alexis Creek School and the Highschool who all got together with parents and students to talk about transitions to high school.

A discussion about the significant absenteeism in students post covid followed.

The conversation addressed the "how sick is sick?" conversation and how parents, children and staff navigate the landscape post covid. We are also mindful that there may be classroom environments that are discouraging for students.

We need to intentionally create connections. A big roadblock is finding a place to live or finding boarding homes for students. It's hard on the kids and is a significant roadblock to attendance.

Mr. van der Mark mentioned that Distance Learning is being reconsidered to have more specific opportunities/access to rural and remote. The Superintendent mentioned the district is aware of the roadblocks and is working towards finding creative solutions. Grant Gustafson and Cheryl Lenardon both reminded the table of Independent Learning Credits associated with traditional learning opportunities e.g. The wagon ride, so far, few students have applied for this new accredited program.

We continue to have unique small schools that create challenges of finding appropriate credit options when and if boarding is not appropriate. Mr. van der Mark addressed the challenges of this unique service by saying that staffing and program availability can sometime derail DL plans.

Mr. Gustafson addressed the budget lines and replied to questions. Mr. van der Mark mentioned the budget will not be impacted by the 1701 audit but may be reflected in a revision to surplus. Services will continue. We need to ensure service is being documented appropriately. Grant will be working with sites on this.

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Cheryl and Grant are meeting early April to bring forward a good system to implement this with targeted funds using technology in partnership with Sean Cameron. Mr. van der Mark provided thanks to Grant Gustafson for his comprehensive budget work.

An affordability funds summary to date was presented on by Cheryl Lenardon. Provided by the Ministry to help families with higher cost of living through food, clothing, supplies for this one-time funding. Starfish Backpacks get stocked with food for weekends provided by Rotary who were provided funds to expand. Schools so far have expended 61% of the funds with food and clothing being the main items.

**5 proposals were reviewed by the FNEC table;**

1. Traditional Field Trips to Farwell, Soda Creek, and Hat Creek Ranch
2. Drumming at Graduation Ceremony
3. Bead looms and beads for grade 3/4
4. May 5 Red Dress event- Michelle suggests perhaps invite Martina Pierre where the woman's warrior song originates from at Mt. Currie/ St'at'imc people Lil'wat Nation.
5. Indigenous Painting techniques with themes MMMIWG2S, Warriors, Our Land, Plants & Medicines-finished pieces will be displayed at Red Dress event.

**Updates from FN Role Model candidates;**

Mr. Robert Fahoun hosted a role model essay writing workshop. Ms. Alexis Walsh provided a public speaking workshop for the role models. Role model candidates visited local schools and handed out prizes for the poetry competition.

**TO: Board of Education**

**FROM: Angie Delainey**

**DATE: April 25, 2023**

**RE: Trustee Report**

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I attended the Board Chair update call on April 6<sup>th</sup> in Chair Patenaude's absence. Topics discussed during the call were:

- **Guide: Public Engagement During Board Meetings**
  - A guide with examples of questions, policies, and practices for boards of education to consider as they continue to welcome the public and hold meetings that are productive and engaging.
  - The Ministry and BCSTA are revising codes of conducts for trustees, and we will see some direction on what we may need to consider.
- **SD68 info sheet on political presentations**
  - This document, provided by SD68 (Nanaimo), contains background on SD68 policies that support chairs during meetings. It is a useful companion to the guide above.
- **Ministry of Education and Child Care: SOGI-Inclusive Education**
  - The Ministry of Education and Child Care and all provincial K-12 education partners have a collective commitment to ensure schools are free from discrimination. The ministry has provided key messaging and examples of anti-SOGI tactics for boards to reference.
  - Minister Racha Singh reaffirmed the Ministries commitment to SOGI and the goal of creating safe, welcoming, inclusive environments for kids and the idea that people need to show up as they are.
- More funding for school food programs, our district will receive roughly 600K no prediction on if this one time or not.

I also attended the Northern Interior BCPSEA meeting in Prince George on April 17<sup>th</sup> and the topics discussed were:

- overview of BCPSEA's strategic plan for 2023-25 which includes a vision of and inclusive and thriving BC public education sector with a workforce that fosters student success. Their mission is providing trusted sectoral leadership in labour

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relations and human resources by working together to ensure the success of the public education system. With 5 goals:

1. Sectoral leadership and service excellence
  2. Stakeholder and partner relations
  3. Effective resource management and sustainable operations
  4. Equity, Diversity, and Inclusion
  5. Reconciliation
- Recruitment and Retention update for the northern pilot project
    1. Incentive options are with legal
    2. Hopeful that there will be funding for another year to continue work on the project
    3. Reviewing design of mentorship
    4. Exploring teacher education - hybrid models of training (TRB is starting to soften on the idea of hybrid), paid practicums have been discussed, no decision yet
    5. Developing evaluation tools
    6. Figuring out how to get more seats
    7. Recommendation to take a look at job postings and the views, look thru your postings and find out if you are just renewing a posting or not. If a post has 2000 views and only one applicant that might indicate your post needs some work.
  - We had a few round table discussions where we provided feedback to BCPSEA on ways they can serve us better
  - High level provincial grievances update on TTOC/ Causal sick leave eligibility