

Public Board of Education Meeting Agenda



**June 25, 2024
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 June 25, 2024, Public Meeting of the Board of Education be approved.

2.1. Adoption of Minutes

THAT the minutes of the May 28, 2024, Public Meeting of the Board of Education be approved as presented.

2.2. In-Camera Meeting Report

THAT the report of the May 28, 2024, In-Camera Meeting of the Board of Education approved as presented.

3. Presentation (s) – Innovation Grants (3)

4. Delegation – CCPVPA

5. Reports

5.1. Superintendent's Report

5.2. Secretary-Treasurer Report

- 5.2.1** Budget 2024-25
link to PowerPoint Presentation
link to Budget Snapshot

- 5.2.2** Financial update to June 30
Financial Update, Operating Surplus, and Local Capital Committee Reports

THAT the Board of Education approves moving \$2,250,000 from Operating Surplus to Local Capital as part of the 2023/2024 Fiscal Year End.

THAT the Board of Education approves reallocating priorities within Local Capital and transferring any available Operating Surplus into Local Capital as part of the 2023/2024 Fiscal Year End.

- 5.2.3 Revised 2024/25 Minor Capital Plan (Letter, Bylaw)**
“Learning, Growing, and Belonging Together”

5.3.1 Finance & Facilities and Transportation Committee

Briefing Note - Revised - Transportation Optimization - September 2024

THAT the Board of Education accepts the Transportation changes to be implemented for September 2024 and the ongoing optimization and alignment with Policy and AP 770.

THAT School District No. 27 (Cariboo-Chilcotin) Annual Budget Bylaw for fiscal year 2024-2025 in the amount of \$77,558,144 be read the **third** time this 25th day of June 2024.

THAT the Board of Education of School District No. 27 (Cariboo-Chilcotin) approves the proposed Five-Year Major Capital Plan to be submitted for 2025/2026 to the Ministry of Education and Child Care.

THAT the Board approves the publication of all school fee schedules for the 2024-2025 school year.

5.3.2 Policy Committee

THAT the Board of Education adopts Policy 390 and new AP 390.

5.3.3 Education Committee

THAT the Board of Education approves the PSO French Immersion Europe field trip in principle with final approval in January 2025, pending confirmation of details prior to the trip.

THAT the Board of Education approves the PSO Costa Rica field trip in principle with final approval in January 2025, pending confirmation of details prior to the trip.

5.3. Trustees

5.4. Liaison / Representation

6 Information (Reading File)

CCPVPA letter

District of 100 Mile House – Bus Concerns

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



May 28, 2024 (6:30 p.m.)

Trustees in Attendance: Ciel Patenaude (Chair), Angie Delainey, Anne Kohut, Michael Franklin, Mary Forbes, Willow Macdonald (left at 6:50 p.m.).

TEAMS:

Regrets: Linda Martens.

Staff: Superintendent Chris van der Mark, Secretary-Treasurer Brenda Hooker, Deputy Superintendent Cheryl Lenardon, Directors of Instruction Sean Cameron, Anita Richardson, Wendell Hiltz, Executive Assistant Jodi Symmes.

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 May 28, 2024, Public Meeting of the Board of Education be approved.

O2024.05.28-01

Moved: Trustee Macdonald
Seconded: Trustee Kohut
CARRIED Unanimously

Adoption of Minutes

THAT the minutes of the April 23, 2024, Public Meeting of the Board of Education be approved as presented.

O2024.05.28-02

Moved: Trustee Macdonald
Seconded: Trustee Forbes
CARRIED Unanimously

2.1 In-Camera Meeting Report

THAT the report of the April 23, 2024, In-Camera Meeting of the Board be approved as presented.

O2024.05.28-03

Moved: Trustee Macdonald
Seconded: Trustee Kohut
CARRIED Unanimously

“Learning, Growing, and Belonging Together”

3. **Presentation** – Heavy Metal Rocks presentation was given by Mr. Parent. The group had 24 sponsors, and pieces of equipment in the 2024 year and has been running since 2011.

Reviewed all the different opportunities and all aspects and roles that the students have open to them.

31 students applied in 2024, with a full interview process, including a resume, driver's license and attendance reports. 24 took part. 12 students took part in the 100 Mile HMR.

4. **Delegation** – None

5. **Reports**

5.1 Superintendent's Report

5.1.1 Framework For Enhancing Student Learning Key Focus Areas and Priorities

THAT the Board confirms the key focus areas as presented to guide the development of the draft District Plan for Learner Success for review by the Board in September.

O2024.05.28-04

Moved: Trustee Macdonald

Seconded: Trustee Kohut

CARRIED Unanimously

5.2 Secretary-Treasurer Report

5.2.1 [Budget 2024-25](#) / [PowerPoint Presentation](#) / [Budget Snapshot](#)

5.3 Committee Reports

5.3.1 Finance & Facilities and Transportation Committee:

THAT The Board of Education directs staff to continue to operationalize transportation route optimization to align practice with Policy and AP 770 which may include developing an application process for courtesy and school-of-choice riders, contingent on bus routes having available seats.

O2024.05.28-05

Moved: Trustee Kohut

Seconded: Trustee Forbes

CARRIED Unanimously

THAT the Board of Education receive an update at the June committee meeting on details of the operational changes to be implemented for September 2024.

O2024.05.28-06

Moved: Trustee Forbes

Seconded: Trustee Franklin

CARRIED Unanimously

THAT the Board of Education for SD#27 (Cariboo-Chilcotin) approves staff to conduct detailed planning and costing for a replacement Facilities and Transportation Works Yard at the Glendale property, with the understanding that information will then be brought back to the Board for a final decision.

O2024.05.28-07

Moved: Trustee Forbes
Seconded: Trustee Kohut
CARRIED Unanimously

THAT the Board of Education proceed with the first two (2) readings of the Annual Budget Bylaw at the May 28th, 2024, Public Board Meeting.

O2024.05.28-08

Moved: Trustee Kohut
Seconded: Trustee Franklin
CARRIED Unanimously

THAT School District No. 27 (Cariboo-Chilcotin) Annual Budget Bylaw for fiscal year 2024-2025 in the amount of \$77,558,144 be read the first time this 28th day of May 2024.

O2024.05.28-09

Moved: Trustee Patenaude
Seconded: Trustee Forbes
CARRIED Unanimously

THAT School District No. 27 (Cariboo-Chilcotin) Annual Budget Bylaw for fiscal year 2024-2025 in the amount of \$77,558,144 be read the second time this 28th day of May 2024.

O2024.05.28-10

Moved: Trustee Patenaude
Seconded: Trustee Forbes
CARRIED Unanimously

THAT the Board of Education for School District #27 approve staff to submit an application for a minor capital childcare project at Chilcotin Rd Elementary School.

O2024.05.28-11

Moved: Trustee Forbes
Seconded: Trustee Franklin
CARRIED Unanimously

5.3.2 Policy Committee:

THAT the Board of Education leave revised Policy 390 and new AP 390 out for consultation for additional feedback.

O2024.05.28-12

Moved: Trustee Patenaude

Seconded: Trustee Kohut

CARRIED Unanimously

5.3.3 Education Committee:

From Superintendents Report:

THAT the Board confirms the key focus areas as presented to guide the development of the draft District Plan for Learner Success for review by the Board in September.

5.4 Trustees

- [Trustee Patenaude report.](#)

5.5 Liaison / Representation – None

6. Information (Reading File) – None

7. Adjournment

The meeting adjourned at 8:17 p.m.

8. Public Comments

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

Brenda Hooker
Secretary-Treasurer

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:	May 28, 2024
TRUSTEE PRESENT:	Ciel Patenaude (Chair), Angie Delainey, Willow Macdonald (Chair), Anne Kohut, Michael Franklin, Mary Forbes.
TRUSTEE ATTENDING VIA TEAMS:	
REGRETS:	Linda Martens.
STAFF PRESENT:	Superintendent Chris van der Mark, Secretary-Treasurer Brenda Hooker, Deputy Superintendent Cheryl Lenardon, Directors of Instruction Sean Cameron, Anita Richardson, Wendell Hiltz, Director of Human Resources Taryn Aumond, Executive Assistant Jodi Symmes.

1. Opening by Chair
 - 1.1. Call to Order – 5:04 p.m. and acknowledgment of traditional territory.
2. Agenda and Minutes
 - 2.1. Approval of Agenda
 - 2.2. Adoption of Minutes
3. Action Items
 - 3.1. Personnel
4. Discussion Items
 - 4.1. BN Update
 - 4.2. Potential Conflict of Interest
5. Information Items
 - 5.1. Staffing Update
6. Adjournment – 5:41 p.m.

TO: Board of Education

FROM: Chris van der Mark

DATE: June 25, 2024

RE: Superintendent

BUS ACCIDENT

We would like to take this opportunity to express our gratitude to our staff, first responders and passers-by who provided assistance on Friday at the scene of the bus crash. While we are relieved as a school community to know the injuries sustained by our students and staff were not in the magnitude we feared, we are also aware there is a family who was not fortunate, and for them, we are heart broken.

On Sunday, the schools got together at 100 Mile Elementary to allow students, staff, and parents to gather as needed with appropriate supports. The Operations department has also spent time debriefing with transportation and facilities personnel. I cannot commend enough the SD27 team who has been working on this around the clock to ensure their students, families and staff are cared for. Yesterday, additional supports were deployed to schools to be of assistance as needed.

SD27 is grateful for the ongoing support from partners, especially The Ministry of Education and Child Care and Safer Schools teams who have been providing guidance, assistance, and support throughout this unprecedented situation.

An incident such as this may affect people in different ways, and at different times, even if one was not directly connected to the incident. Please pay attention to your well-being and those around you to ensure you are supported and supporting as needed.

NATIONAL INDIGENOUS DAY

Thank you to all of our staff and community partners for their engagement in and recognition of National Indigenous Day! It was a beautiful day in the park with a fantastic parade. I especially loved hearing from local Chiefs and elders who have visibly seen the ongoing commitment to Truth and Reconciliation across our school and community.

THANK YOU!!

Five years ago, I was invited to take on this role in a District that was seen to be in considerable turmoil. Over the past 5 years, SD27 staff (at all levels) have worked relentlessly to establish a direction and momentum that was previously difficult under challenging circumstances. It has been a team effort. From the the transportation department modernizing busing to maintenance across sites, to technology and finance, the work in the district has been transformational.

“Learning, Growing, and Belonging Together”

Understanding roles and responsibilities while establishing proper processes has been an essential component in our transformation. We have worked hard to focus on issues, not who yells loudest about the issue or who is best connected. There are a multitude of processes available for people to solve issues and people with legitimate concerns have no difficulties utilizing legitimate processes.

Across schools, a renewed focus on learning, indigenous ways of knowing and doing and inclusion has revitalized school environments where learning is at the heart of what schools do. Students, across the district, report being safer, a greater sense of belonging, and a belief that more adults care about them. This is only possible because of the focus on support staff, teachers and administration working together with a common goal... student success.

5 years ago we struggled to attract staff, especially teaching staff and leaders, to come to our school district. Now, through partnerships with the CCTA and the best professional development in the province, we are consistently amongst the most successful with recruitment. Moreover, we increasingly see our teacher leaders wanting to become school administrators while fully understanding the complex expectations of these roles.



On virtually every metric, SD 27 is performing better than ever, especially with some of our best reading and numeracy results at grade 4 and graduation completion. This is only possible through the commitment our educators have shown in engaging in learning opportunities and improved common assessment practices.

In my 5 years here, I have seen some practices that concerned me, and I have been fortunate to see a leadership team grow that wants to do better, lean into the work, and improve life chances for students. It's hard work, and I am proud of the leadership commitment we have seen by growing local leaders while also recruiting exceptional leaders from other places. Having leaders willing to, and committed to, doing the actual work is non-negotiable. It would be hard not to point out that we have accomplished this work despite having to endure a pandemic, which by all accounts, we navigated as well as (if not better than) any other district in the province.

Amongst the hard work, highlights (and low lights), one highlight will stand out to me. On June 3, at our year-end FNEC table meeting, I had the honor of being blanketed by our communities that represent the FNEC table across SD27. This remains the most humbling event of my educational career and I do not have words to capture my gratitude. The work and progress of that table from where we started 5 years ago is profound and an indication of the work staff are



engaged in across schools. Without the work being visible in schools, this would not be possible.

We have come far, but the work is far from done. I fully expect SD27 to continue to improve with the team around Superintendent Lenardon, and in 5 years time, it will be better than it is today. That is the work. Get better every day, even in the face of those who would drag you down. Be better. I hope for great things in your future.

As Monique Gray Smith reminds us, be grateful and have hope.

"I hope you are kind."

"I hope you have belly laughs."

"I hope you love to learn."

I hope...

SCHOOL DISTRICT ADMINISTRATION CHANGES

Welcome, and congratulations to those stepping into new leadership roles in the Fall!

Acting Director of Operations- Marcus Loewen
Chilcotin Road Elementary - Mr. Doug Brown, Principal
Nesika Elementary- Mrs. Heather McKinnon, Vice Principal
Columneetza Junior Secondary- Ms. Alina Cameron, Vice Principal
Lake City Secondary- Ms. Nara Riplinger, Vice Principal
Peter Skene Ogden Secondary- Mr. Robert MacDonald
Likely AND Big Lake Elementary- Ms. Sari Small

RETIREMENT RECOGNITION DINNER

Thank you to all who attended the recognition dinner last week. Congratulations to all those who are looking forward to a new exciting chapter. Thank you all for your work and your part in the ongoing efforts of SD27 to be better every day. It truly does take a village.

SETTING THE RECORD STRAIGHT

At a recent meeting, it was disturbing to hear a past practice of our alternate school heralded as an exemplar, including by some former staff. There is no world in which our former practices could be celebrated.

Our previous alternate model failed to comply, even remotely, with ministry guidelines. 5 years ago, that program resulted in an audit in which the report included the phrase, "decimation of funding." The issues included:

- Claiming students who did not attend.
- Claiming students who did not meet the criteria.
- Claiming students without providing a learning plan or path to achieve graduation credits.
- Placing students as young as 16 on an Adult Dogwood path
- Significant concerns regarding the validity of exam scores

All of these practices disproportionately impacted Indigenous students as there were up to 177 students on the books, almost entirely of Indigenous background.

It has taken these past years to completely re-structure our service delivery while working with the high schools to ensure their services reasonably provide opportunities for the success of a wide range of students. It is disheartening that we would hear the public advocate for such a model, let alone former employees who should know better and claim to have the interests of students in mind. No part of our former model had the best interests of students at heart.

The current staff at Skyline are to be commended for their ongoing efforts to restructure an alternate model that meets ministry guidelines while providing an environment of care for their students.

Not only were practices like this leading to financial turmoil and uncertainty of the district, but the pattern of choosing inefficient and ineffective service providers further handicapped the district with regards to management of capital assets, security and use of technology across the district, including the core financial management systems that had not been updated in 33 years.

Starting with a comprehensive audit by IBM highlighting significant problems across all facets of the district, Director Cameron began reshaping SD27. Under Director Cameron's leadership, SD27's modernization efforts have placed us as one of the top school districts in the province with regards to the quality of technology available and the integration of service. Following this work, IBM has since had SD27 present their work, commenting "through the leadership of Superintendent, Chris van der Mark, and his senior team, their recognition on the importance of leveraging key areas have been critical to their district and others who have been following throughout the province."

What some people fail to connect is how SD27 has gone from being in financial peril and struggling to meet core functions, to being a systems leader in a very short time. While other districts may have struggles to balance budgets, SD 27 is consistently running a balanced budget while injecting more money into core educational services and tackling long-neglected facilities issues. Mr. Wallin's work has been invaluable in this progress. The professional learning partnerships with the CCTA not only resulting in the best learning opportunities for our staff, but it also results in our teachers having significantly more disposable professional development funds than other teachers in the province. All of this work is connected under a District Plan for Learner Success, developed largely by the tireless efforts of Deputy Superintendent Lenardon. Look at the previous plan to understand just how profound the improvements have been in SD27.

SD27 has had the good fortune to have been led by a Board that understands its role as governors and focuses on improved student results without getting dragged into the fray of personal agendas and personal politics or connections where decisions are based on individual agendas. Only by creating and adhering to processes has the space been created for SD27 to move forward and possibly begin to thrive. Those conditions largely remain, though I would caution you to be aware of those who would harken back to SD27's most challenging years of dysfunction, mismanagement, and mistrust as a model to strive

for. Who benefits from that? If it was so good, why was it so broken? The work, and the kids, are too important to be sidelined by selfish, unethical agendas. Facts and evidence matter. Those who do not learn from history....

IN GRATITUDE

Not wanting to sign off with the above, I'd like to end my report with gratitude.

There have been so many good people here to make progress possible. While the Board has set the way, the Board office team has become superb. Our partner unions have been engaged and critical as needed, but always focused on moving the district and their members forward to be better, resulting in some of the best opportunities possible for their members. The DPAC has grown from non-existent to a cooperative of active parents genuinely excited about their kids' schools and how we work to do even better. Our school-based administration has embraced the leadership challenges and responsibilities of the work and now has an active role in developing school culture and student success. We have worked hard to improve communication with local partners such as the City of Williams Lake, The CRD and the District of 100 Mile and through partnerships continue to work better together. As mentioned earlier though, I am most grateful to the many First Nations Communities the district serves and their ongoing grace and kindness in working with us to move forward in a good way. We will continue to learn with and from that example, and I cannot help but take this learning forward into whatever the future may hold.

I am grateful to the team that will carry on and ensure we are better tomorrow than we are today.

TO: Board of Education

FROM: Brenda Hooker

DATE: June 25, 2024

RE: Secretary-Treasurer Report

OVERVIEW

It's hard to believe that a school year has passed since I joined the District. Since then, we have seen transitions in both the Facilities and Education departments, undertaken a much-needed Transportation review, refreshed the Strategic Plan, continued to make improvements in our Financial reporting and transparency, improved our security and undertaken a number of new Capital projects including the early stages of planning to replace our Facilities/Works yard.

COLUMNEETZA DAYCARE / CAFETERIA PROJECT UPDATE

The project is at the interior finishing stage on the daycare floors. Work on the vestibule to access the upper floor is underway. We are still looking at late fall before we receive occupancy. A consultant meeting occurred earlier today, and a partner tour of the facility is being organized for mid-July.

Staff has recently received confirmation that the Ministry will support the cost escalation request of \$627,056.04. This was very welcome news as we move into the final phase to complete the project.



“Learning, Growing, and Belonging Together”

CAPITAL PROJECTS

The building envelope project at Forest Grove Elementary is underway. Windows, doors, and siding orders are complete so the work will start in the summer while students are not in classes. The school has selected the siding color options and demo has started (before).



The four minor capital roofing project tenders have been awarded and work has started at PSO.

The kitchen renovation project is also started at 150 Mile Elementary.

The playground for Lac La Hache has been ordered and will be installed this summer. The Mile 108 accessible playground is installed and in use, (see below).



The minor capital HVAC upgrade for Tatla Lake Elementary project is underway.

Work is also underway for FIP kitchen repairs at Lake City Secondary. We are planning to repair existing equipment and purchase and install new equipment to facilitate the feeding future program at the school.

FACILITIES YARD

Consultants have been retained to conduct the site assessment for Glendale which is the first step in finalizing a plan and design before Class D costing estimates are undertaken.

MINISTRY RESTRICTED CAPITAL

The Ministry has approved the District's request to access the remainder of the restricted capital for ongoing security and accessibility improvements. Thus, staff has started Phase 2 of the Mile 108 Elementary School ramp and continues with security upgrades throughout the District.

MAJOR CAPITAL REQUESTS

Initial conversations have happened with the major and minor capital departments at the Ministry. We have confirmation that our AFG plan has been accepted and the COA funding for the minor projects is now available to draw.

The minor capital submission for 25/26 will be presented at the September committee meeting for finalization at the September 24th board meeting.

For major capital, the Ministry supports our continued advocacy for Marie Sharpe Elementary to move forward as a replacement project along with the other projects brought forward from 24/25 including demolition of McLeese Lake and Bridge Lake and the replacing of 100 Mile Elementary.

CHILD CARE CAPITAL REQUESTS

Staff has received feedback regarding our childcare application for the portable renovation at Chilcotin Rd Elementary. Staff had a conversation with the Ministry Childcare Capital staff. They will be sending a letter with rectification requests, basically a request for more information about the project. This is good news as it means the application for the creation of 20 spaces is moving forward in the approval process. They also clarified the new application process for major and minor childcare applications. Minor projects (under \$500,000) for 25/26 will be accepted until September 30, 2024. Major projects (over \$500,000) for 25/26 will be accepted until June 30, 2024. They are strongly encouraging applications. At the June committee meeting, we discussed a major childcare project at 150 Mile Elementary, staff has a briefing note about childcare projects later on in the agenda.

BUS REPLACEMENT

Last Friday, we had an engine failure in one of our buses. It was not scheduled for replacement and the repairs will far outweigh the value of the unit. By Ministry standards it is not even halfway to the full milage before replacement. Staff contacted the Ministry Capital team for assistance. They have agreed to amend our 2024/2025 Minor Capital approval letter and fully fund a replacement unit for this bus ahead of schedule. We are extremely grateful for the funding however this means we need to pass an amended Capital Bylaw. Later in the agenda staff is asking the Board to unanimously approve all three readings of the amended 2024/2025 Capital Bylaw-02.



2024-2025 Budget

MAY 2024

Agenda

Where do we get our funding?

Enrolment

Budget Priorities

What makes a budget more robust?

Budget Risks

2024-2025 Budget Projections

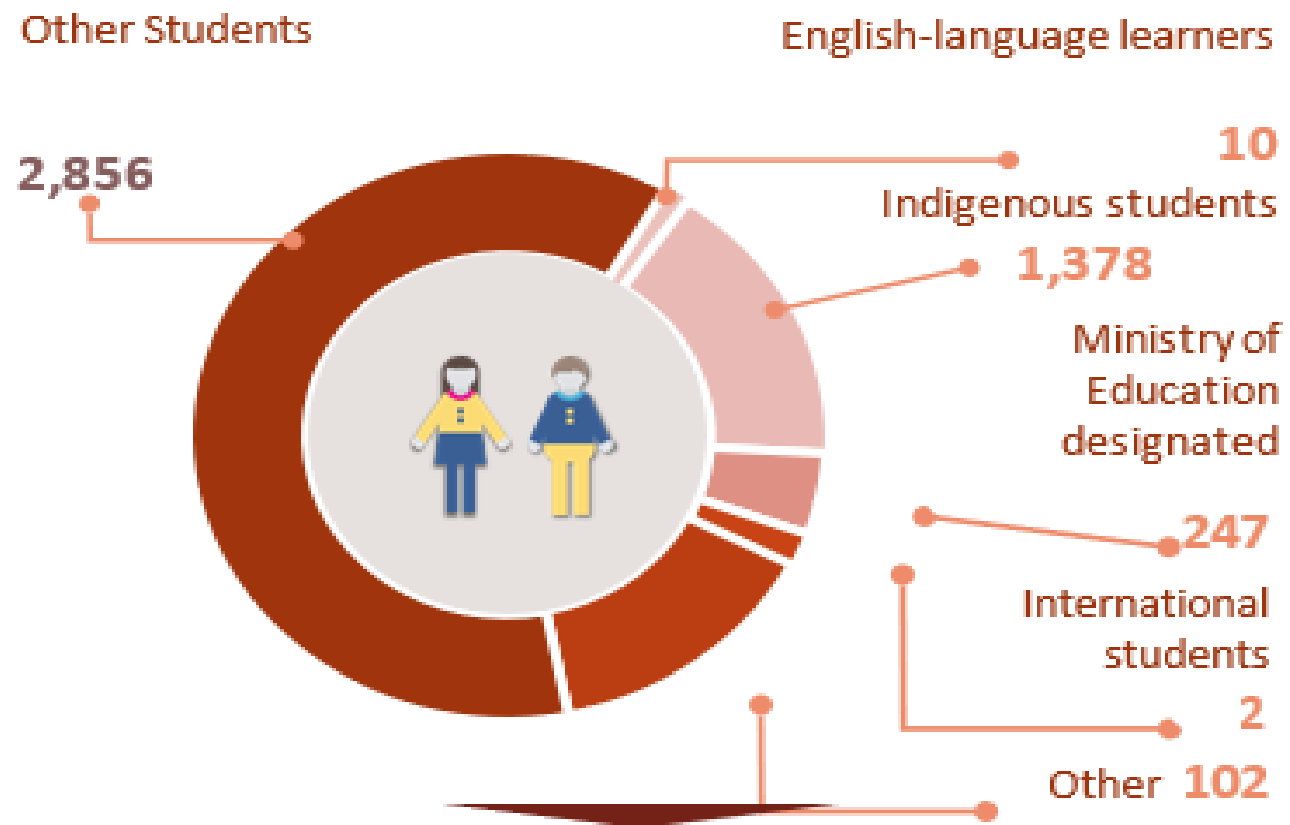
Reserve Summary

Where do we
get our
funding?

2024-2025
Operating
Revenues
\$64.8 Million



FTE Students 4595



Enrolment



Budget Priorities

Continuing Priorities

	2024-2025
Annual IT Lease Commitment	\$550,000
School Based Allocations	\$1,075,000
Learning Initiatives	\$150,000
Mentorship	\$133,000
Recruitment	\$100,000
Additional Custodial	\$190,000
Counselling Ratio above CA	\$220,000
Lifts for Exempt and Excluded	\$240,000
Helping Teachers	\$220,000
Total	\$2,878,000



Annual Operating Capital Spend	2024-2025
White Fleet Replacements	\$80,000
Custodial Equipment Replacements	\$80,000
Tech/Network Upgrades	\$50,000
Total	\$210,000

Upcoming planned capital investments



\$1,000,000

Security/PA Upgrades



\$1,800,000

School Roof Replacements



\$1,800,000

Daycare Upper Floor

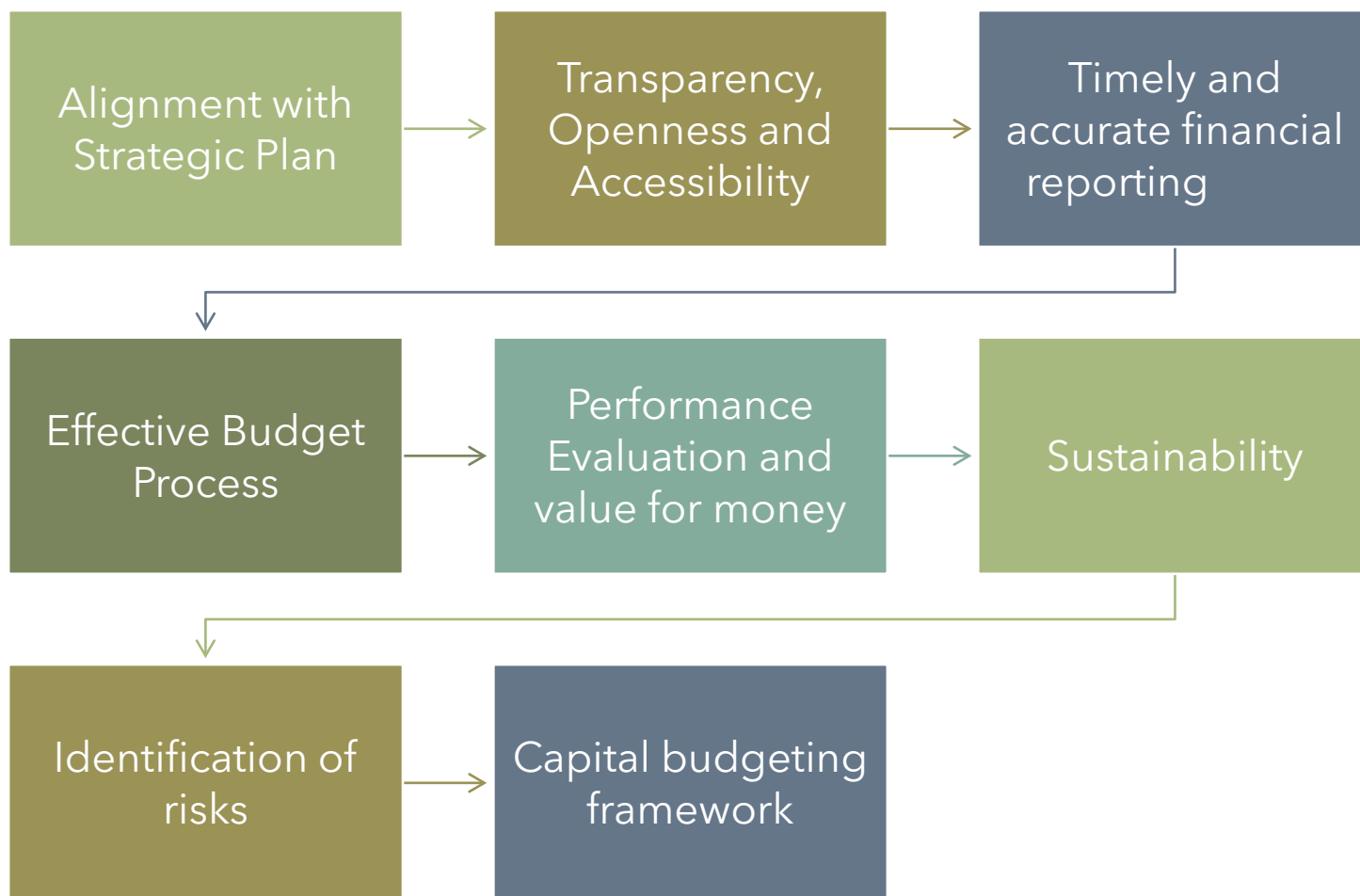
\$ 800,000

one Building Envelope retrofit



Budget Priorities

Capital Priorities



What
makes a
budget
more
robust?





Budget Risks

Collective Agreements

Enrolment

Government Funding

Average Wage Costs

Regulatory Decisions

Budget Estimates / Forecasts

Inflation

Weather

Sick Leaves/ Absences

Utilities

Expenditures

Salaries and
employee
benefits
\$53.9 million
(84.5 %)

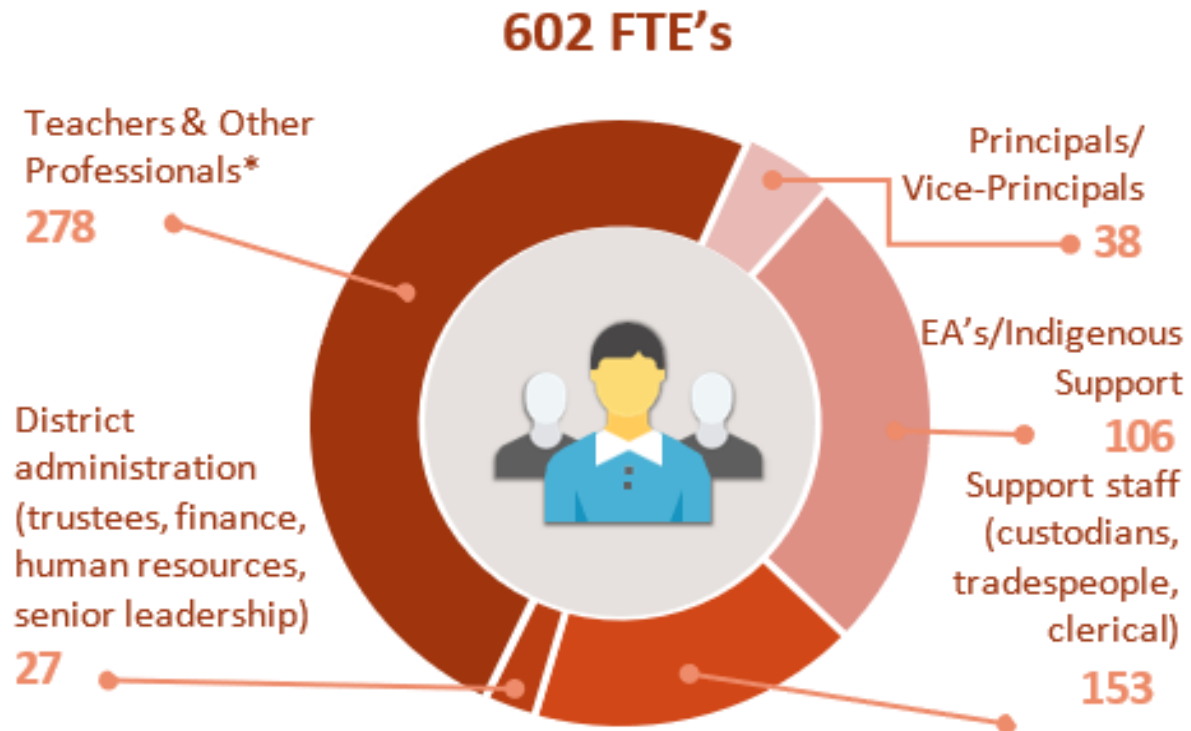


Supplies,
services, and
equipment
\$9.87 million
(15.5 %)

Where the
money goes



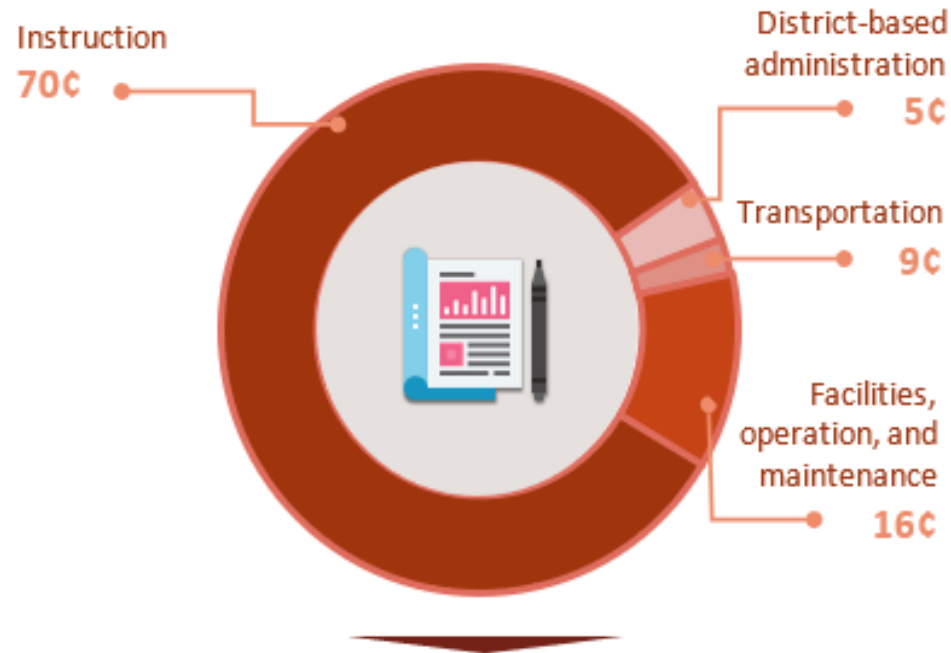
Our Staff Team



The total # of employees is 894 and includes P/T, TTOC's, casual & leaves.



How each dollar is spent



  **\$13,890**

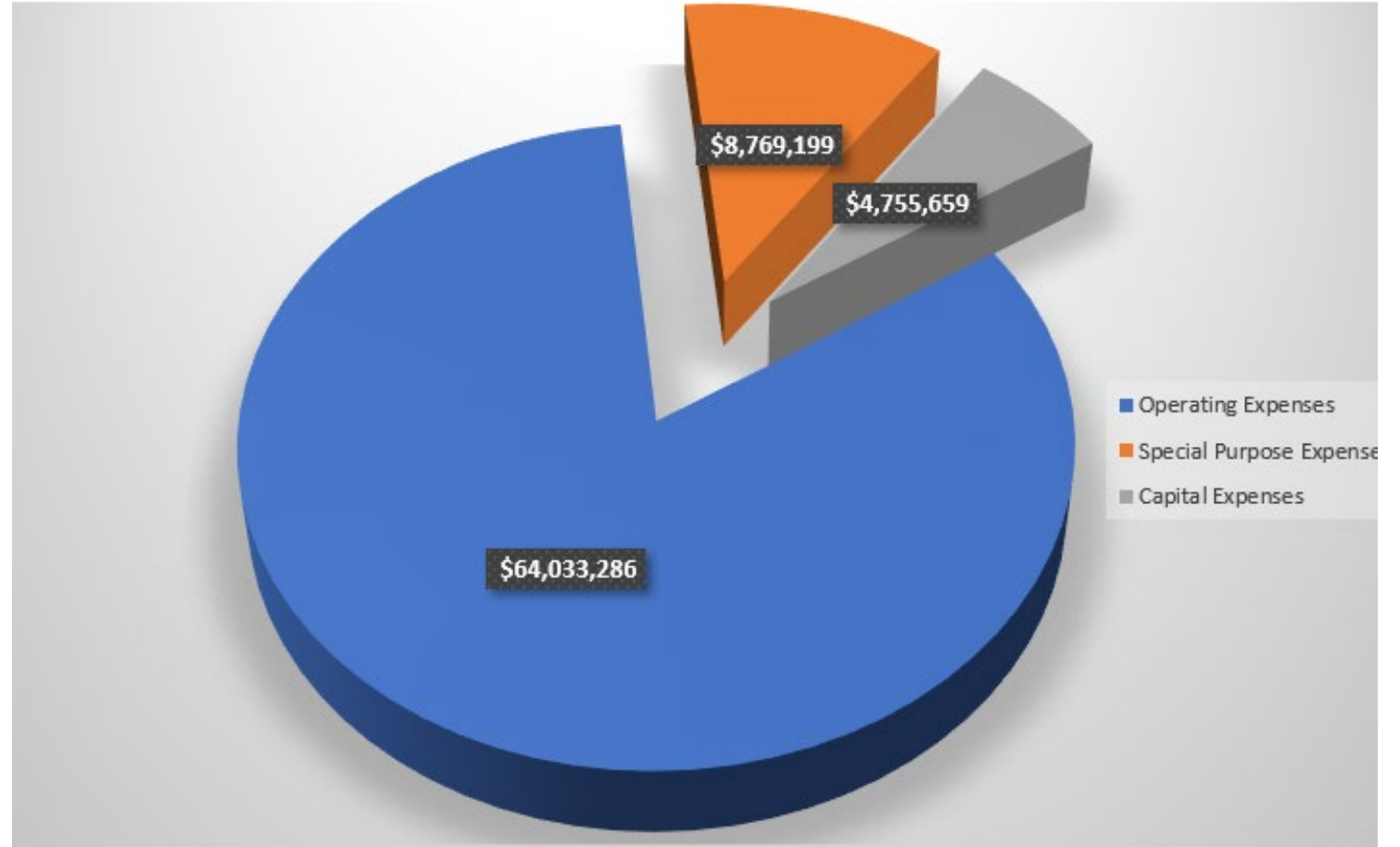
one student **total spent**



How Each Dollar is Spent

2024-2025 Budgeted Bylaw Expenditures \$77.6 Million

Statement 2



Reserve Summary

Operating Fund	Budget 2025	Amended Budget 2024	Actual 2023	Actual 2022	Actual 2021
Restricted - School Based	103,657	103,657	103,657	333,396	491,772
Restricted - First Nations	483,810	483,810	483,810	439,608	387,320
Restricted- Other	2,450,000	2,450,000	2,450,000	-	-
Unrestricted Surplus	1,330,774	1,330,774	1,330,774	6,009,509	4,042,705
Total Operating Surplus	4,368,241	4,368,241	4,368,241	6,782,513	4,921,797
Special Purpose Funds (Restricted)	15,000	15,000	15,000	15,000	15,000
Capital Fund					
Local Capital (Future Capital Purchases)	9,490,856	9,091,584	7,454,360	4,477,084	3,277,085
Invested in Tangible Capital Assets (Amort)	12,143,506	11,928,451	11,524,210	15,753,401	17,500,198
Total Capital Surplus	21,634,362	21,020,035	18,978,570	20,230,485	20,777,283
Total SD27 Accumulated Surplus	26,017,603	25,403,276	23,361,811	27,027,998	25,714,080
* Unrestricted Spending					
Other Potential Funding Sources					
Restricted MECC Capital Fund					
Additions /Removals	(1,000,000)	(1,000,000)	806,243	-	428,980
Restricted MECC Capital Fund	654,991	1,654,991	2,654,991	1,848,748	1,848,748





Questions / Comments

Brenda Hooker, CPA, CGA,
Secretary Treasurer

Paul Wallin CPA,CGA,
Manager of Finance

Snapshot 2024-2025

SCHOOL DISTRICT #27 Annual Budget

Operating Revenue - \$ 64.79 million
Less: Operating Expenses - \$ 63.82 million
Net Revenue (Deficit) - \$.97 million

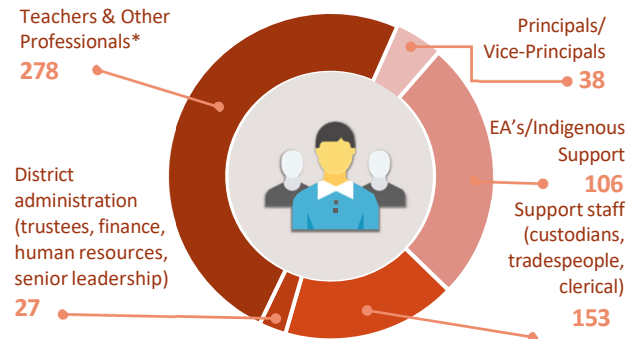
Where the money comes from

Revenues



Our staff team

602 FTE's



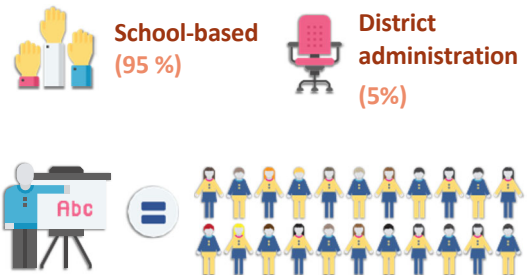
The total # of employees is 894 and includes P/T, TTOC's, casual & leaves.

Where the money goes

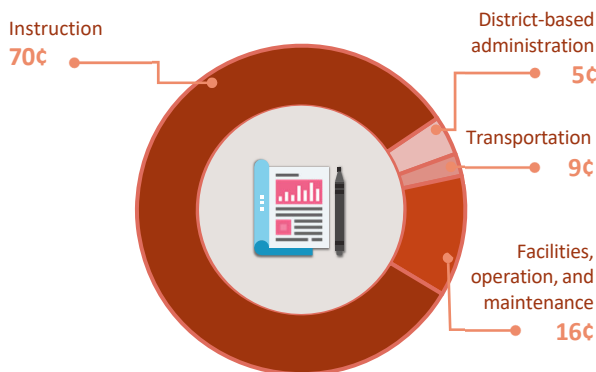
Expenditures



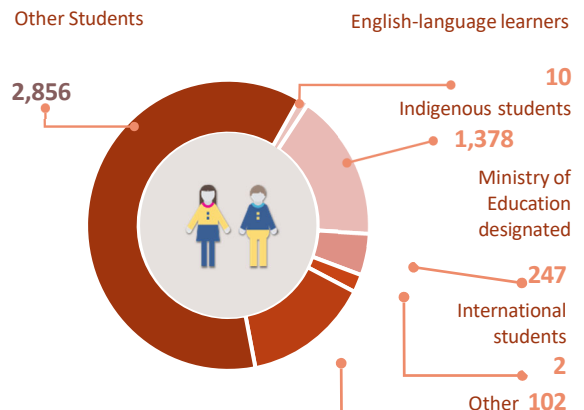
\$63.8 million of operating expenses



How each dollar is spent



FTE Students 4595



 **\$13,890**
 one student total spent



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

Core French & Immersion

Bonjour!

1735 FTE students
are enrolled in French programming



VIVE LE FRANCAIS!!

Inclusive learning



\$6.5 million budgeted
(2024-2025)



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



\$4.44 million

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

Our schools



- 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



\$1,000,000

Security/PA Upgrades



\$1,800,000

School Roof Replacements



\$1,800,000

Daycare Upper Floor

\$ 800,000

one Building Envelope retrofit

*The above improvements are board approved or MECC funded capital projects planned for completion in the **24/25 Fiscal Year**.*

Engaging our community



Public Board of Education and committee meetings



Website visitors



Parent Advisory Councils

Ongoing community partnerships and consultation for budgets, LRFP, strategic planning, boundary, transportation, 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

School District 27: Cariboo-Chilcotin

350 North 2nd Ave, Williams Lake, BC V2G 1Z9

Our Mission:

Ensuring all students have meaningful learning experiences, empowering them to succeed in an ever-changing

SD 27 Operating Fund - Financial Report - July 1 2023 to May 31, 2024

Operating Revenue	Actuals May 2024	Forecast Actuals to Jun 2024	Amended Annual Budget	% of budget received to May 31st	# of Months	
Ministry of Education: Operating						Revenues will be higher than budgeted
Grants	\$ 53,874,030	\$ 59,877,622	\$59,549,319	90.5%	12	due to enrollment change
Tuition	13,750	13,750	13,750	100.0%	12	
Other Revenue	3,535,266	3,566,266	3,409,458	103.7%	12	Increased FN student rate
Rentals	128,199	135,199	105,230	121.8%	12	
Interest	707,789	707,789	600,000	118.0%	12	Interest Income increasing as rates have held higher
Total Operating Revenue	\$ 58,259,034	\$ 64,300,626	\$63,677,757	91.5%		Revenues are higher than budgeted

Operating Expense	Actual	Fcst Actuals	Amended Annual Budget	% of budget expended to May 31st	# of Months	
Salaries						
Teachers	18,600,413	20,693,396	20,176,169	92.2%	10	
Principals and Vice-Principals	4,723,428	5,152,850	5,731,033	82.4%	12	
Educational Assistants	3,267,259	3,630,982	3,689,514	88.6%	10	
Support Staff	8,510,308	9,454,194	9,302,388	91.5%	10	
Other Professionals	1,588,271	2,136,868	2,055,496	77.3%	12	year end holiday accrual
Substitutes (TOC's)	1,195,866	1,358,367	1,409,252	84.9%	10	
	37,885,545	42,426,657	42,363,852	89.4%		Overall slightly higher than budgeted
Employee Benefits	9,101,736	9,880,417	8,936,474	101.8%	12	Higher than forecast
Total Salaries and Benefits	\$46,987,281	\$52,307,074	\$51,300,326	91.6%		
Services and Supplies	7,926,015	9,027,758	9,002,951	88.0%	12	
Total Operating Expenses	\$54,913,296	\$61,334,832	\$60,303,277	91.1%		
Accumulated Surplus - Jul 1 2023	\$4,368,241	\$4,368,241	\$4,368,241			
Capital Purchases from Operating	-\$717,110	-\$760,314	-\$537,256	133.5%	12	Full asset purchases are recorded at yr end
Operating Net Revenue (Expense)	\$2,628,628	\$2,205,480	\$2,837,224			
Application of Local Capital	-\$1,080,204	-\$1,156,391	-\$1,637,224			
Net Changes for the Year	\$1,548,424	\$1,049,089	\$1,200,000			
Accumulated Surplus - June 30 2024	\$5,916,665	\$5,417,330	\$5,568,241			

Notes to SD27 Operating Financial Report:

Overall the District revenues are higher than forecast in the amended budget however our expenses are also higher. This report and the March GRE report to the Ministry both indicate a small operating surplus. The numbers presented here are a snapshot to the end of May and a forecast to the end of June. This is an in-depth forecast report to the Board ahead of the finalized financial statements. There are still some assumptions present here and Finance has erred on the side of caution to present a conservative forecast. Adjustments are still being made between the Operating, SPF and Capital cost centers, which will

TO: Board of Education

FROM: Brenda Hooker, Secretary-Treasurer

DATE: June 25, 2024

RE: Financial Update, Operating Surplus, and Local Capital

BACKGROUND

June 30, 2024, is the fiscal year-end for the Board of Education. As per the attached report, Finance staff is forecasting that the District will continue to be in a positive financial position, and is projecting an operating surplus of \$1.1 M. We have outlined significant items of deferred maintenance that the facilities department continues to prioritize addressing through AFG funds, Ministry of Education and Child Care Restricted Capital, and the existing Local Capital surplus.

As well, SD27 developed Policy 630-Accumulated Operating Surplus, and Policy 665-Financial Planning and Reporting to align and comply with Ministry guidelines.

DISCUSSION

Policy 630 establishes a contingency reserve of between 2-4 % of operating expenses, after amounts that are internally restricted.

If, after we have ensured that we are following Policy 630 – Accumulated Operating Surplus and Policy 665 – Financial Planning and Reporting, there are any additional surplus funds, we will consider additional transfers from Operating to Local Capital initiatives. Local Capital is the appropriate accounting treatment for multi-year projects and transparency.

In the 2022/2023 Financial Statements, the District recorded a \$4,368,241 Operating Surplus. Through finding other sources of funding for the projects that were not Internally Restricted or Contingency Surplus, we are able to transfer into our Local Capital. In the 2023/2024 Fiscal Year End, staff is recommending moving \$2,250,000 from Operating Surplus to Local Capital. This was discussed with the Board at April's public board meeting when three capital priority recommendations were passed.

This year's financial statements will record the formal moving of those funds from Operating Surplus to Local Capital funds for the capital projects that the Board has discussed:

- The upper floor at Columneetza finished for usage as District meeting room space at \$1,800,000 and,
- \$200,000 into Local Capital for Building/Security projects in addition to the funds allocated from MECC Restricted.

“Learning, Growing, and Belonging Together”

- The balance of \$250,000 towards addressing needs in the Facilities/Works yard.

Staff proposes to reallocate some of the funds within the 2022/2023 Local Capital balance of \$7,454,360 to different priorities as outlined below.

Staff will account for the projects already committed to by the Board including the:

- \$ 800,000 Board commitment to the Columneetza Dorm Daycare project
- \$ 160,000 for a mini-bus carryforward as not yet received
- \$1,800,000 for the Upper Floor meeting room project

Staff will account for emerging priorities including:

- \$ 80,000 for 2 annual White Fleet replacements
- Funds set aside for the Facilities/Works Yard project
- Necessary Building/Security upgrades including PA's, Physical & Virtual Security, Camera's & Wiring

22/23 previous Local Capital allocations that will be reduced are:

- The \$4,100,000 in Building Envelopes as \$800,000 has been transferred to the daycare project and we intend to submit for 100 Mile Elementary refresh as a 24/25 Minor Capital request.
- The \$1,904,360 in the Facilities Reserve will be reduced to allocate some funds to Building/Security and some to the Facilities/Works Yard.
- The \$50,000 for the Long-Range Facilities Plan will now be funded through AFG.

The current projected operating surplus of \$1.1 M will exceed the amount we typically set aside for contingency reserve. Staff also proposes that we allocate any excess of Operating Surplus towards Local Capital for both ongoing Building/Security improvements and the Facilities/Transportation Yard project.

It is important to note that these changes will be reflected in the Draft 2023/2024 Year-End Financial Statements that the Board will review and approve in September 2024. This briefing note is presented for transparency, but the Board could make changes in the proposed allocations before the statements are finalized by the Board.

RECOMMENDATION

THAT the Board of Education approves moving \$2,250,000 from Operating Surplus to Local Capital as part of the 2023/2024 Fiscal Year End.

THAT the Board of Education approves reallocating priorities within Local Capital and transferring any available Operating Surplus into Local Capital as part of the 2023/2024 Fiscal Year End.

BRIEFING NOTE



TO: The Board of Education

FROM: Brenda Hooker, Secretary-Treasurer

DATE: June 25, 2024

RE: Major Capital Plan submission 2025-26

BACKGROUND

The School Act provides that the Minister of Education and Child Care may require a Board of Education to prepare and submit a capital plan for its school district to the Ministry. Under this authority, the Ministry has established that capital plans will be submitted annually for its review.

The capital plan must set out particulars for each capital project that a board proposes to undertake during a period specified by the Minister, with five years as the requested period for Government capital planning purposes. A key requirement for the submitted capital plan is an estimate of the capital funding that would be required for each proposed capital project.

Thus, each year the district submits minor and major capital requests to the Ministry that require additional funding beyond the Annual Facilities Grant (AFG). Major Capital requests are typically for large projects like the replacement of Marie Sharpe Elementary. Minor Capital typically involves newer school buses, HVAC, energy savings projects, playgrounds, and roofing etc.

Similar to last year, the submission deadline dates are as follows:

- AFG – May 17th - **submitted**.
- Major Capital – June 30th, 2024 – in this Briefing Note
- Minor Capital (SEP, CNCP, PEP, BUS) – September 30, 2024 – will come to the Sept committee/board meeting.

MAJOR CAPITAL

School Replacement Projects

Priority	Description
1	Marie Sharpe Elementary School – Replacement (REP)

The Major Capital information entered into MyCAPS (MECC's capital program) for the 2024-2025 submission will be updated and refreshed based on the direction provided by our capital planning officers.

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The MECC capital officers remain very much in support of moving a replacement school for Marie Sharpe forward in the capital planning cycle.

For long-term planning, the District will also resubmit replacing 100 Mile House Elementary as its second major capital priority after Marie Sharpe.

Rural Community Demolition Request Program

Rural Districts Program (RDP) funding is provided for the full or partial demolition of vacant board-owned buildings.

Priority	Description
1	McLeese Lake Elementary
2	Bridge Lake Elementary

Major Child Care Program

On April 2, 2024, the Ministry launched new functionality in MyCAPS to allow school districts to begin planning for Child Care (CC) as part of their broader K-12 Capital Planning. The purpose of this enhancement is to enable school districts to develop and submit capital plans for childcare funding through MyCAPS. The process replaced the previous New Spaces Fund application process and Major projects need to be submitted by June 30, 2024, so staff is preparing submissions under the category of Major Projects – CC – New Spaces.

The first submission will be to purchase a new childcare modular for 150 Mile Elementary. We are working with our architect, school-based administration, and the current childcare provider to finalize the submission. The request will be to expand the current number of after-school care seats to 36, connect the new structure to the existing Strong Start portable and refresh the exterior of the Strong Start. The proposed budget will include construction costs, equipment, site preparation, architectural costs, indoor and outdoor play equipment, and appliances.

In addition, MECC has requested Districts submit a notice of intent for childcare projects identified as needs over the next five years.

Extensive need for childcare spaces throughout the Cariboo region has been identified. The 2020 Child Care Needs Assessment (CNA) indicated over 800 under 5 childcare spaces were needed and 500 before and after school spaces.

Staff have confirmed that the CNA needs are still there, and recent public feedback confirms childcare is a large concern for families. An updated review of existing childcare programs and available space within our schools is being undertaken.

The Board approved the 2024/2025 Minor Capital submission for the May 15th deadline to renovate a portable for after-school care at Chilcotin Rd Elementary. On June 18th the ST

had a conversation with Capital – Child Care around additional information needed for the Chilcotin Rd project. The information will be gathered and submitted and it's heartening to know that the minor application is moving forward.

As well, the Capital folks discussed the new processes for submitting feedback for childcare needs in our communities. In our 5-Year Major Capital Plan due by June 30th, 2024, MECC requested that Districts submit anything around need that we have identified. Basically a notice of our intent to create new child care spaces within the next 5-year window.

Staff assumes there would be no objection to the District submitting an intent to create space at a few more identified locations including Mile 108 Elementary, Horse Lake Elementary and Forest Grove Elementary. These will be very high-level notifications to the Ministry that would not even begin to move forward until the spring of 2025. This gives the Board plenty of time to flesh out the information at committee meetings in the fall of 2024 and gather current childcare needs assessments.

As well, should an updated CNA not support the projects submitted, MyCAPS can be updated, and submission requests changed.

This request for listing potential childcare projects will not change the 2025/2026 Major Capital recommendation, so staff supports submitting the requested information.

RECOMMENDATION

The School Act states that prior to the Ministry's consideration of a school district's capital plan for approval, a board of education must approve the capital plan for its school district by Board Resolution.

THAT the Board of Education of School District No. 27 (Cariboo-Chilcotin) approves the proposed Five-Year Major Capital Plan to be submitted for 2025/2026 to the Ministry of Education and Child Care.



June 20, 2024

Ref: 300046

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

Capital Plan Bylaw No. 2024/25-CPSD27-02

Re: Ministry Response to the Amended Annual Five-Year Capital Plan Submission for 2024/25

This letter is in response to your School District's Amended 2024/25 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)
 - Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- **Bus Acquisition Program (BUS)**

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, FIP, CNCP, BEP, PEP, BUS)

Below are tables for the minor capital projects that are approved. The table identifies School Enhancement Program (SEP), Food Infrastructure Program (FIP), 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, FIP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
100 Mile House Elementary, Mile 108 Elementary, Peter Skene Ogden Secondary	SEP - Roofing Upgrades	\$1,831,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Tatla Lake Elem-Jr Secondary	CNCP - HVAC Upgrades	\$500,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Lac La Hache Elementary	PEP - Accessible Playground Equipment	\$195,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Lake City Secondary	FIP - Kitchen Equipment and Upgrade	\$100,000	Proceed to design, tender & construction. To be completed by March 31, 2025.

New projects for BUS

Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry	Next Steps & Timing
A0275	C 76 with 0 wheelchair spaces	TBD - See Note Below	Proceed to ordering the school bus(es) between April 2nd and May 17th, 2024 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsb.org
A0277	C (52-57) with 0 wheelchair spaces	TBD - See Note Below	Proceed to ordering the school bus(es) between April 2nd and May 17th, 2024 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsb.org
A32713	D (80+RE) with 0 wheelchair spaces	TBD - See Note Below	Proceed to ordering the school bus(es) between April 2nd and May 17th, 2024 from the list of approved vendors available through the Bus Standing Offer portal on the

			ASTSBC website at http://www.astsbc.org
A0274	C 76 with 0 wheelchair spaces	TBD - See Note Below	Proceed to ordering the school bus(es) between April 2nd and May 17th, 2024 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org
A32714	D (80+RE) with 0 wheelchair spaces	TBD - See Note Below	Proceed to ordering the school bus(es) immediately from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at http://www.astsbc.org

NOTE: BUS funding amounts will be determined once school districts place their order(s) with bus manufacturer(s). Please contact Branch Director Michael Nyikes with any questions regarding this.

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 2024/25 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 2024/25 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 the Ministry's Capital Management Branch at CMB@gov.bc.ca as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

As the 2024/25 Capital Plan process is now complete, the Capital Plan Instructions for the upcoming 2025/26 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 1st, 2024.

School districts' capital plan submission deadlines for the 2025/26 fiscal year, using the CAPS online platform, will be as follows:

- **June 30, 2024**
 - Major Capital Programs (SMP, EXP, REP, RDP, SAP)
- **July 1, 2024**
 - Major Capital Programs (BEP)
- **September 30, 2024**
 - Minor Capital Programs (SEP, CNCP, PEP, BUS)
- **October 1, 2024**
 - Minor Capital Programs (FIP)

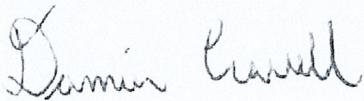
The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer.

Additionally, the Annual Facility Grant (AFG) project requests for the 2024/25 fiscal year are to be submitted using the CAPS online platform, on or before May 31, 2024.

NOTE: It is strongly encouraged that school districts discuss the draft versions of their intended capital projects and AFG project requests with Ministry staff well in advance of submission deadlines.

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,



Damien Crowell, Executive Director
Capital Management Branch

pc: Geoff Croshaw, Acting Director, Major Capital Projects, Capital Management Branch
Michael Nyikes, Director, Minor Capital Projects, Programs and Finance, Capital Management Branch

CAPITAL BYLAW NO. 2024/25-CPSD27-02
CAPITAL PLAN 2024/25

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 27 (Cariboo-Chilcotin) (hereinafter called the “Board”) has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2024/25 Capital Plan as amended by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated June 20, 2024, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 27 (Cariboo-Chilcotin) Capital Bylaw No. 2024-25-CPSD27-02.

READ A FIRST TIME THE 25th DAY OF June 2024;

READ A SECOND TIME THE 25th DAY OF June 2024;

READ A THIRD TIME, PASSED THE 25th DAY OF June 2024;

Board Chair

Secretary-Treasurer

- 3. I HEREBY CERTIFY this to be a true and original School District No. 27 (Cariboo-Chilcotin) Capital Bylaw No.2024-25-CPSD27-01 adopted by the Board the 25th day of June 2024.

Secretary-Treasurer

Finance and Facilities & Transportation Committee Meeting Report



June 11, 2024 (4:15 p.m. – 5:33 p.m.)

Trustees in Attendance:	Ciel Patenaude (Chaired Mtg.), Willow Macdonald, Anne Kohut, Michael Franklin.
TEAMS:	Angie Delaine, Linda Martens.
Regrets:	Mary Forbes.
Staff:	Superintendent Chris van der Mark, Deputy Superintendent Cheryl Lenardon, Secretary-Treasurer Brenda Hooker, Directors of Education - Sean Cameron, Anita Richardson, Wendell Hiltz, Director of Human Resources - Taryn Aumond, Executive Assistant Jodi Symmes.

Agenda Item	Notes	Action
Acknowledgment of Traditional Territory		
1. May 14, 2024, Committee Report	The committee reviewed the report and recommended no changes.	None.
2. Cybersecurity Presentation	Director of Learning and Innovation, Sean Cameron reviewed information on the District's Cybersecurity status. Mr. Jeff Budzinski, Principal Consultant for Unit 42 (paloalto) was introduced. Jeff provided an overview of Unit 42 and its threat landscape within North America. Although the Ministry advises on the minimum level of security a district must have, the district decides on what overall level of security they wish to have.	None. Information only.
3. Transportation Optimization Update	Superintendent van der Mark and Secretary-Treasurer Hooker provided an update on the Transportation Optimization work that has been ongoing. The proposed revised routing changes for September 2024 were reviewed with the committee. Q - IUOE – Is there an idea of how many hours of reduction can be expected? - 4 hours, and one run, and this will allow for more field trip coverage.	RECOMMENDATIONS: THAT the Board of Education School District No. 27 (Cariboo-Chilcotin) accepts the Transportation changes to be implemented for September 2024 and the ongoing optimization of Policy and AP 770.
4. Annual Budget 2024/25 Update	Secretary-Treasurer Hooker presented the budget information for the 2024-2025 year.	RECOMMENDATION: THAT the Board of Education School District No. 27 (Cariboo-Chilcotin) Annual

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Agenda Item	Notes	Action
		Budget Bylaw for the fiscal year 2024-2025 in the amount of \$77,558,144 be read the third time this 25th day of June 2024.
5. Major Capital Plan Submission 2025/26	Secretary-Treasurer Hooker presented the Major Capital Plan request that will be submitted to the ministry for SD27 2025-2026 year.	RECOMMENDATION: THAT the Board of Education of School District No. 27 (Cariboo-Chilcotin) approves the proposed Five-Year Major Capital Plan to be submitted for 2025/2026 to the Ministry of Education and Child Care.
6. School Fees 2024/25	Secretary-Treasurer Hooker presented the School Fees for 2024-2025 for the committee to review.	RECOMMENDATION: THAT the Board of Education School District No. 27 (Cariboo-Chilcotin) approves the publication of all school fee schedules for the 2024-2025 school year.
7. Trustee Remuneration	Secretary-Treasurer Hooker reviewed Policy 160, Trustee Remuneration and Expenses with the committee.	None. Following the process established in Policy 160.

Proposed Future Meeting Dates

MEETING	DATE	TIME	LOCATION
Finance/Facilities Committee	September 10, 2024	4:15 p.m.	Board Office
Finance/Facilities Committee	October 8, 2024	4:15 p.m.	Board Office
Finance/Facilities Committee	November 12, 2024	4:15 p.m.	Board Office
Finance/Facilities Committee	December 10, 2024	4:15 p.m.	Board Office
Finance/Facilities Committee	January 7, 2025	4:15 p.m.	Board Office
Finance/Facilities Committee	February 11, 2025	4:15 p.m.	Board Office
Finance/Facilities Committee	No Mtg. in March		
Finance/Facilities Committee	April 15, 2025	4:15 p.m.	Board Office
Finance/Facilities Committee	May 14, 2025	4:15 p.m.	Board Office
Finance/Facilities Committee	June 11, 2025	4:15 p.m.	Board Office

TO: Board of Education

FROM: Chris van der Mark / Brenda Hooker

DATE: June 25, 2024

RE: Revised - Transportation Optimization - September 2024

ISSUE

Over time, practices developed throughout the District leading to catchments and bus routes that were inconsistent with the district Transportation Policy and AP 770. The district will continue to revise the AP to reflect current and better practices. Bus route changes are ongoing to provide the foundation for more consistent, transparent, and efficient practice.

BACKGROUND

While there is a clear understanding that in the district historic practices are inefficient, it is also clear that a thoughtful, multi-year approach is necessary for implementing change. At the public board meeting, the SD27 Board accepted the following direction from the May committee meeting: to grandfather current school of choice (SoC) and courtesy riders, build bus routes with a 3 km walk limit (where it is safe to do so), and no longer accept new SoC/Courtesy bus riders applications until September each year when the district is certain there are vacant seats on the route.

A new, annual SoC/Courtesy rider application process for bus transportation is being developed that will make clear that SoC/Courtesy riders will only have access to transportation if the seats are not needed for catchment students and the bus route is economically viable.

Since the June 11, 2024, committee meeting:

The District has received feedback regarding the proposed September 2024 changes, mostly regarding the reduction in bus stops and the walk limits in the south end of the District. Staff had already been reviewing the routes and further changes are proposed.

Staff is also confirming provincial standards for walk limits and have confirmed that 4 km's for Elementary and 4.8 km's for Secondary are standards that are used as far north as SD81-Fort Nelson.

As previously mentioned, Wildwood Elementary School was permanently closed in 2015 and its students are bused to Marie Sharpe via a Transportation Hub. This is not a new concept for our District, utilized in areas that are more rural than the south end of our District. An **FAQ document** was prepared to provide clarity around the proposed changes.

DISCUSSION

Given the range of options available for creating consistency, the initial steps are outlined below and will begin the process of annual optimization with minimal interruption to existing

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users.

School of Choice and Courtesy Riders

Grandfathering current SoC/Courtesy Riders: 2023-24 was the first year SD27 made an effort to adhere to policies and procedures with regard to transportation. In 2024-2025, the Transportation Department will verify every bus registrant to ensure that only catchment students are registered in the regular process. Existing SoC/Courtesy riders will be allowed to re-register annually until they attend secondary school.

Until then, access to existing transportation services for grandfathered SoC/Courtesy riders will be maintained, where feasible. For clarity, existing Courtesy riders (as per the definition in AP 770 - to childcare or second home locations) are also grandfathered.

The Senior Team is also reviewing the question regarding Big Lake and the historic practice of grade 7 students attending Columneetza with the 'bowl' school cohort, even though we staff/run Big Lake as a k-7 school. This consideration does not impact busing, at this time, but we need a consistent approach.

Route Optimization:

The current 57 bus routes are being reviewed for adherence to walk limits and with the intention of development of transportation 'hubs' at safe locations for the bus and students.

Riders will still be provided transportation, but families are responsible for ensuring their child(ren) get to the bus stop. Consideration exists to have lower walk limits where possible in rural settings but ultimately will provide a safer, more efficient service.

An immediate benefit is the time students spend on the bus is minimized. The specific routes that will be impacted for September 2024 are:

- Route 53 - will be eliminated and the riders who are currently on this route will now be on Route 45 and 50 in the AM. In the PM the route will not be required due to the change in walk limits, coverage by another route and paying some travel assistance for 3 students. This run previously covered 103 Mile area in the AM, and Horse Lake/Deka in the PM. We are confident we can absorb the employee affected.
- Route 47 - this run will be changed and be only serviced by one bus. Previously this run did part of Run 52. With the change, it will repeat its own section 3 times per day. This will make for efficient operations - one driver and create student comfort of knowing which bus to be getting on. There will be some changes on this run increasing some distance between stops and thus decreasing stops overall. This run is a Forest Grove area route.
- Route 52 - this run will be changed and will only be serviced by one bus. This will make for efficient operation and the same safety aspects mentioned above. There will also be some changes on this run increasing some walking to stops and decreasing stops overall. This run is a Bradley Wilcox Rd area route and will result in increased hours for the driver.
- Route 39 – will be shortened. This bus primarily is the Deka Lake bus, however it also

did an early afternoon run for Forest Grove. Going forward this deleted section will be done by the Route 47 bus. This will create a one-hour reduction of time on this run but will increase the field trip opportunities for the driver.

There will also be other multiple routes with walk limits aligned with our Policy and AP in the Mile 108, Horse Lake Area, as well in Williams Lake: Westridge, Golf course, and the end of South Lake Side Dr - Russet Bluff.

Transportation Assistance:

In unique situations, the District receives transportation applications from isolated riders in a remote area and it is simply prohibitive to run a bus route. In these circumstances, the consideration will be supporting families through transportation assistance to the nearest catchment bus stop.

OVERALL

Transportation will continue to review additional routes and identify optimizations within the direction provided by the Board. Students and Parents/Caregivers will be provided reasonable notice if the bus stop location or route is changing.

Part of the optimization process includes ongoing review to deal with operational issues or unforeseen implications related to the optimization process and adherence to the AP.

The Transportation Department understands that adjustments to routes/stops while school is in session are disruptive to families and, where possible, these changes will only occur during summer break. If route changes mid-school year are necessary, the Department will plan for implementation after winter and spring breaks.

As the grandfathered SoC/Courtesy rider students transition into catchment schools, the bus routes will need ongoing review and optimization. For example, early estimates are that by the 2026/2027 school year, up to 50% of the Horse Lake grandfathered riders will either be serviced by regular routes or not require a ride.

Transportation Sept 2024 Route Adjustments – Revised Maps

The recommendation brought forward to the Board on June 11th is unchanged.

RECOMMENDATION

THAT the Board of Education accepts the Transportation changes to be implemented for September 2024 and the ongoing optimization and alignment with Policy and AP 770.

Transportation FAQ's

Preamble:

SD#27 is conducting an in-depth review of our current transportation routes. The BC School Act does not require school districts to provide school bus transportation services and therefore it is the responsibility of each family to determine the best transportation option, to and from school, to meet their needs. The District has also been reviewing our existing routes compared with our transportation policies and administrative procedures. We have identified that there are inconsistencies between our policies and our practices.

Statistics:

SD#27 transports approximately 3,000 students over 8,000 kms per day. We operate 57 bus routes and around 30 % of the current ridership are School of Choice (SoC) or Courtesy Riders. The District has Policy and AP 770 which outline the provision of the service to students.

Questions and Answers:

Q. Why has the District undertaken a Transportation review?

A. The District is undertaking a transportation review for multiple reasons: safety of staff and students, consistent service, and effective and efficient bus routes. Our goal is to ensure resources are better utilized across education, transportation, and facilities.

Q. What does the District mean by optimization?

A. Our inconsistent practice is a result of trying to accommodate diverse requests which, ironically, cause frustrations from users due to complex runs, length of runs and combination of runs when we are short of bus drivers. Optimization is simplifying our routes, reducing the number of bus stops, and eliminating redundant routes.

Q. Why does the District's Transportation need to be optimized?

A. Having not been reviewed in over 10 years, routes and stops were added that are not in-line with Board policy. The District has finite resources, and we must be fiscally responsible in all areas of our budget allocations to ensure maximum resources are directed toward improving education outcomes. Unsafe and inefficient bus routes divert resources from the classroom. In the 2024/2025 annual budget, projected transportation costs have risen to \$5,976,142 or 9.4% of our total operating expenses. This is an increase of 1.1% since 2023. This is not sustainable and is putting budget pressure on our allocations to classroom instruction and our significant accumulation of deferred maintenance.

Q. What is meant by School of Choice riders?

A. SD#27 students registered at a school other than their local catchment school. When families make this choice, they are informed that transportation to and from a SoC will be their responsibility.

Q. What is meant by Courtesy riders?

A. Private school riders who pay for the service or those SD#27 students going places other than between home and school (i.e Day Care).

Q. What is meant by under-utilized seats? Why are they an issue?

A. These are seats where catchment students register for bus service but then don't regularly use the service. This creates buses that are not at capacity and prevents the District from making the seat available to another student or amalgamating routes. If seats are not utilized, they could be reassigned unless the extraordinary circumstances are relayed to Transportation.

Q. What is meant by a Transportation Hub?

A. A location that students walk to where buses can park, pick up students, and turn around easily. Hubs will reduce traffic violations and increase safety for students and bus drivers.

Q. Why are we adhering to a walk limit and why 3 km?

A. This has always been the District's walk limit and is a standard distance provincially though several Districts have limits up to 5 kms.

- It is healthy for kids to be more active.
- Usually, where walking is a concern, parents work together to ensure older and younger siblings/neighbors walk together or parents arrange to transport to designated pick up points.
- Some local school communities already engage in this deliberate work as part of promoting healthy communities.
- The School District has been flexible in its adherence to the 3km.

Q. How is the School District considering rural students affected by distance, lack of extra-curricular activities, lack of public transit, lack of sidewalks & streetlights, and wildlife?

A. Parents choose where to raise their families and the District respects those choices. However, parents are then responsible to get kids to the nearest bus stop and/or school. It is not the responsibility of the District to accommodate these choices other than to provide access to an educational program which can either be remote or in-person at catchment schools.

- As per above, the School District continues to be flexible with regards to the 3km limit

Q. Why can't a parent write a note so kids can ride a bus and go to visit friends, to extra curricular activities or friend's homes?

A. This is a liability issue. The District is moving to an electronic system for riders to check on/off the bus. When our Transportation system is so complex, we need to know who is on each bus for those rare instances when we experience unforeseen circumstances.

Q. Why can't hockey gear be carried on school buses?

A. Large bags or cases are prohibited inside the bus by Transport Canada for student safety.

Q. Will you be providing after school care for families affected?

A. The School District has committed to grandfathering where possible.

- The District is also exploring creating before and after school spaces at both Chilcotin Rd Elementary School and 150 Mile Elementary, which as per current practice would be offered to 3rd party childcare operators.

Q. Why is there not more consideration by the District for rural students affected by distance, lack of extra-curricular activities, lack of public transit, lack of sidewalks & streetlights, and wildlife?

A. Parents have chosen where to raise their families and the District respects those choices. However, parents are then responsible to get kids to the nearest bus stop and/or school. It is not the responsibility of the District to accommodate these choices other than to provide access to an educational program which can either be remote or in-person at catchment schools.

Q. What is the issue when buses are underutilized and mostly empty?

A. Inefficiency. Routes can be amalgamated, and costs can be reduced by providing a more efficient service with fuller, fewer buses.

Q. What is the timeframe for Transportation changes?

A. Ongoing. Transportation optimization is a constant process. Immediate changes will be done gradually and thoughtfully with the first in effect for September 2024.

Q. What changes will be made for September 2024?

A. Currently, the changes are largely related to **walk limits** and **transportation hubs**, most specifically in:

- Westridge
- South Lakeside
- 108 Mile
- Horse Lake

The School District has committed to:

- Grandfathering SoC riders and Courtesy riders going to private school, a second home or childcare until they age out of requiring the SoC bus service.
- Creating Transportation Hubs and adhering to our stated 3 km walk limits (where reasonable). This will result in fewer bus stops and faster, efficient routes.

Q. If my child is not currently grandfathered, they can still apply for transportation services if they are SoC or a Courtesy Rider?

A. YES. However, no new SoC or Courtesy riders will be considered until each fall, and we are certain that available seats will not be needed for catchment students. Before these optional riders are added there will be an annual application process based on priority criteria.

Q. Where can families go for specific information?

A. For the previous Board discussions at the Finance, Facility & Transportation Committee regarding these changes, parents can review information at [Committees of the Board \(sd27.bc.ca\)](https://sd27.bc.ca/committees-of-the-board). For specific situations or concerns, parents can email transportation.info@sd27.bc.ca

POLICY COMMITTEE AGENDA

June 11, 2024 – 6:00 p.m.

WELCOME AND ACKNOWLEDGEMENT

This meeting is being held on the traditional and unceded territory of the Secwépemc People.

1. May 14, 2024, Committee Report
2. AP 770 – Transportation - Update
3. Safe and Caring School Communities
 - a. Policy 390 – Safe and Caring School Communities
 - b. AP 390 – Safe and Caring School Communities – School Codes of Conduct
4. Future Meeting Dates:

MEETING	DATE	TIME	LOCATION
Policy Committee	September 10, 2024	5:00 p.m.	Board Office
Policy Committee	October 8, 2024	5:00 p.m.	Board Office
Policy Committee	November 12, 2024	5:00 p.m.	Board Office
Policy Committee	December 10, 2024	5:00 p.m.	Board Office
Policy Committee	January 7, 2025	5:00 p.m.	Board Office
Policy Committee	February 11, 2025	5:00 p.m.	Board Office
Policy Committee	No Mtg. in March		
Policy Committee	April 15, 2025	5:00 p.m.	Board Office
Policy Committee	May 14, 2025	5:00 p.m.	Board Office
Policy Committee	June 11, 2025	5:00 p.m.	Board Office

“Learning, Growing, and Belonging Together”

Policy Committee Meeting Report



May 14, 2024 (7:01 p.m. – 7:04 p.m.)

Trustees in Attendance: Mary Forbes, Anne Kohut, Ciel Patenaude,

TEAMS: Willow Macdonald.

Regrets: Michael Franklin, Linda Martens.

Staff: Superintendent Chris van der Mark, Deputy Superintendent Cheryl Lenardon, Secretary-Treasurer Brenda Hooker, Directors of Instruction Sean Cameron and Anita Richardson, Executive Assistant Jodi Symmes.

Agenda Item	Notes	Action
Acknowledgment of Traditional Territory		
1. April 9, 2024, Committee Report	The committee reviewed the report and recommended no changes.	None.
2. POLICY 390 Safe and Caring School Communities	Superintendent van der Mark provided an update on the public feedback received on the amendments to 390 Safe and Caring School Communities for the committee to review. As of the May meeting, one parent had responded.	Recommendation: THAT the Board of Education leave revised Policy 390 and new AP 390 out for consultation for additional feedback.
3. Proposed Future Meeting Dates		
MEETING	DATE	TIME
Policy Committee	June 11, 2024	6:00 p.m.
		LOCATION
		Board Office

“Learning, Growing, and Belonging Together”

TO: Policy Committee

FROM: Chris van der Mark, Superintendent

DATE: June 12, 2024

RE: AP 770 – Transportation

BACKGROUND

As part of the ongoing transportation review and optimization, district staff continues to update and refine AP 770 to remove outdated pieces of information and provide additional clarity where needed.

Pertinent sections are highlighted.

RECOMMENDATION

None. Information only.

DRAFT

RATIONALE:

The District operates a student transportation service in order to provide the best and safest access to and from schools. The District takes into consideration student educational needs, student safety, system efficiency, financial accountability, and provincial legislation. However, the BC School Act does not require school districts to provide school bus transportation services and therefore it is also the responsibility of each family to determine the best transportation option to and from school to meet their needs. The first priority for the use of school buses shall be transporting students to and from their catchment schools to attend school in accordance with standard school hours.

PROCEDURE:

Definitions:

"catchment area child" means a person of school age and resident in the catchment area of the school;

"non-catchment area child" means a person of school age, a resident in the school district, and not a resident in the catchment area of the school;

"non-school district child" means a person of school age, resident in British Columbia, and not resident in the school district;

"previous school year" means the school year previous to the school year for which the person is applying to enroll in an educational program;

"eligible, regular rider" means a student who resides outside the walk limits established by the Board of Education and attends their catchment school. Eligibility is not a "right" to transportation services. Bus service is a privilege, which eligible students may use;

"courtesy rider" means a student being transported that is not attending a district school; student living within the established limit; student being transported on a different bus other than their designated bus, or a rider who requests transportation service to a location other than school;

"school of choice rider" means a student who attends an SD27 school that is not their catchment school;

"school district child" means a catchment area child or a non-catchment area child.

1. General Information:

1.1 Students living beyond 3.0 km from their catchment school may be eligible for transportation or transportation assistance to and from school.

1.2 Parents/caregivers are required to apply annually for transportation.

1.3 Students with special needs shall not be subject to 1.1 above but will require the approval of the Manager of Operations - Transportation as per section 4 below.

- 1.4 Bus stops will be set by the Manager of Operations - Transportation with safety and walk limits considered. School bus loading zones at schools must be adequately supervised.
- 1.5 Parents/guardians are responsible for transporting and supervising students to/from the bus stop.
- 1.6 Requests for bus route extensions must be made to the Manager of Operations - Transportation.
- 1.7 The Transportation Department reserves the right to remove students who are holding a seat, but not utilizing the seat on a regular basis. If a student is removed from ridership, they will be required to reapply for the service. If there is a unique circumstance or a medical situation, please advise the Transportation Department so ridership is not canceled.
- 1.8 School bus drivers are responsible for the safe operation of their vehicles and must follow the "Canadian School Bus Driver Training Manual - British Columbia Version" in the driver's handbook.
- 1.9 Students are responsible for their behavior and must abide by the student code of conduct established by the District.
- 1.10 Students who have been suspended from school may not ride District buses during the period of their suspension.
- 1.11 School Principals / Vice-Principals will notify the Dispatcher of students suspended from school, as well as any students not allowed to ride the school bus.

2. Cold Weather Procedures

Parents must exercise discretion as to whether students should be sent to school when temperatures are low, and conditions are hazardous. Responsibility for such decisions cannot rest with the manager, the bus driver, or the district.

Cancellation of school buses will be determined by the Manager of Operations - Transportation (or designate).

The cancellation will be posted on the School District Website www.sd27.bc.ca and notifications will be sent by email of all cancellations or issues to the Superintendent of Schools, School Principals / Vice-Principals and District Senior Staff.

3. Road Conditions

If road conditions are such that, in the opinion of the school bus driver the school bus cannot operate safely, they must contact their immediate supervisor to report the road situation. The immediate supervisor shall notify the Manager of Operations - Transportation immediately.

4. Transportation of Students with Disabilities and Diverse Abilities

When a student with an identified Ministry of Education and Child Care special education designation is not mobile or does not exhibit a level of self-control high enough to be transported safely on the regular bus run a request to ride the special education bus will be reviewed with the school administration and finalized by the Manager of Operations-Transportation provided that:

- 4.1 Confirmation of the special education designation is provided by the Director of Instruction, Inclusive Education.
- 4.2 Where it is necessary for the student to be secured with a harness, consultation has taken place with the school district Occupational Therapist to ensure the proper fit of equipment.
- 4.3 All safety planning and emergency training has been completed specifically to the child's needs, including, but not limited to, where a student is secured with a harness or locking mechanism (as in the case of a wheelchair).
- 4.4 Clear communication procedures are in place with the school, parent and transportation staff regarding the needs and progress of the student.

5. School of Choice / Courtesy Riders

As made clear in the School of Choice application, parents are advised that they assume responsibility to transport students attending school outside their catchment area. will only be considered, on a case-by-case basis, if there is availability on an existing, regularly scheduled bus route.

For 2024/2025 school year School of Choice Riders who were riders in the 2023/2024 school year will be grandfathered. This will be reviewed on an annual basis until those riders age out through attendance at a local secondary school.

School of Choice/Courtesy Riders Process

- 1) Those seeking seats as SoC or as a Courtesy Rider will need to apply for consideration to be reviewed in September once space, if any, is determined.
 - a) This application is a yearly process and not an entitlement once granted, but solely determined by space as part of the annual transportation optimization review.
- 2) Seats not required for eligible students on existing school bus routes will be made available to Elementary and Middle school students as courtesy riders based on the following criteria on a route-by-route basis:
 - a) Access to SD program
 - b) Existing sibling on bus
- 3) In the case of a student residing with parents or caregivers in more than one home, one address will be accepted for eligibility purposes. However, where possible, consideration will be given to an alternate stop (e.g., Second residence

or Daycare) on the same route or a courtesy seat on another route within the same catchment, if a parent submits an application and provided there are no remaining courtesy applications on that route.

- 4) The Superintendent of Schools has the authority to place a student on a bus route.

6. Students Attending Independent Schools

- 6.1 When students from an Independent School Board disembark from busses at District Schools, the independent school must notify the Transportation department of the names and ages of students who wish to board the bus. The district assumes no responsibility for the supervision of these students. The principal of the District School may require that a supervisor from the non-district school be present to supervise at the bus loading zone.
- 6.2 Independent School riders will be charged a fee. An invoice will be submitted to the Independent Schools in October for the months of September through December. A second invoice will be submitted to the Independent Schools in February for the months of January through June inclusive. The monthly fee will be determined by the district by January for the following school year.

7. Homestay Bus Run

Students riding the Homestay Bus must have an updated pass every year stating what school they attend.

8. Routes

- 8.1 School bus routes are established based on safety and efficiency of service for students who meet the eligibility criteria.
- 8.2 Route changes must be approved by the Director of Operations or delegate.
- 8.3 A bus route will only be created if the cost of providing transportation service is viable.
- 8.4 Being eligible for transportation services does not guarantee full door-to-door services. Factors such as cost, distance, effect on pick-up and drop-off times, and consistency of student ridership will impact the availability of the transportation services and bus routes provided.
- 8.5 As per 1.1.9, service may be removed if student behavior is not in compliance with our code of conduct.

9. Transportation Assistance

Many students in the District travel long distances to school or to the nearest bus stop. Financial assistance may be available to assist parents with transporting students on a case-by-case basis.

- 9.1 The level of financial assistance available to approved claimants will be set by the District and reviewed annually. Application forms are available at each school and will show the current rate of assistance.
- 9.2 Transportation assistance may be granted to parents or guardians who must convey students to their catchment school and where no bus service is provided.
- 9.3 Transportation assistance may be granted to parents or guardians who must convey students' distances which exceed 3.0 km to the nearest bus stop.
- 9.4 The parent or guardian shall be paid only for the actual number of round trips driven by the parent or guardian to the nearest bus stop or school. However, in no case shall the number of paid round trips to the school or bus stop exceed two round trips per day.
- 9.5 Application for transportation assistance must be submitted annually to the School District Office.
- 9.6 Approval for transportation assistance will be granted effective at the beginning of the month in which the claim is made and paid within thirty (30) days of the request.
- 9.7 Claim forms should be submitted monthly and within thirty (30) days of the end of the month being claimed. Claims submitted after thirty days may not be considered.

10. Transportation of Students by Other Means

Where transportation of students is required, school buses will be used wherever feasible. However, the district recognizes that students must sometimes be transported by means other than buses. Approval for such transportation should be given by the school principal/vice-principal and with the utmost concern for the safety of the students.

- 10.1 Approval for transportation of **students** by means other than a District school bus shall be given only where the approving principal is satisfied that the driver of any vehicle used in the transportation of students has adequate insurance, a valid driver's license, that the vehicle is in an adequate state of repair, vehicle registration is current, that the tires on the vehicle are appropriate for the time of the year and the weather and that the Driver Information form is completed. The Driver Information form will be kept at the school for two years.
The Driver Information form should not be taken as a guarantee of driver suitability. The principal or supervisor should use good judgment in determining the suitability of drivers and vehicles. The principal or supervisor should conduct a visual inspection of the volunteer's vehicle and be in a position to deny the use of a vehicle which has obvious safety deficiencies (bald tires, lack of seat belts, etc.)

and to ensure that the number of persons being carried in a vehicle does not exceed the normal carrying capacity of that vehicle. Small children should not be transported in the front passenger seat equipped with an airbag.

- 10.2 Private vehicles used for student transportation must be rated appropriately and insured with minimum Third-Party Liability insurance of \$1,000,000. A minimum of at least \$10,000,000 is required for buses (i.e., a motor vehicle designed to carry more than ten (10) persons). The minimum limits for primary automobile liability are SPP requirements.
- 10.3 The school district will not accept responsibility for any damage to the volunteer's vehicle in the event of an accident, nor for deductible, loss of insurance discount or loss of use.
- 10.4 Vehicles used will only be driven by an approved driver who must be at least 21 years of age. The driver cannot be a secondary school student and must provide, to the principal or vice-principal, a copy of their current driver's license, current driver's abstract, and proof of vehicle registration and insurance. The vehicle must be properly equipped with sufficient seat belts for each occupant, seat belts must be worn when travelling.
- 10.5 The driver must not, at any time during their performance as an approved driver, imbibe any alcoholic beverage, or use any restricted substance or any medication that may impair their ability to operate a motor vehicle.
- 10.6 For safety and health reasons, approved drivers are not to allow smoking in their vehicles while transporting students. The driver must not operate the vehicle in an unsafe manner or in contravention of any statute or regulation governing the operation of motor vehicles.

11. The Use of Mini-Busses for Extra-Curricular Travel

- 11.1 Minibuses are provided to secondary schools to support extra-curricular student and school-based activities. The busses supplement the transportation provided by volunteers.

Only people over the age of 25 who are approved by the Manager of Operations - Transportation may operate the busses. A (minimum) Unrestricted Class 4 BC Driver's License is required to operate the vehicles.

- 11.2 The use of the vehicles must be arranged through the school Principal and the SD27 Transportation department.
- 11.3 The Principal shall communicate with the Manager of Operations - Transportation, periodically, to coordinate appropriate vehicle maintenance.
- 11.4 Students shall not operate the buses.
- 11.5 An initial/annual orientation shall be provided to all operators which, at a minimum, will include the following:

- i) Safety features of the vehicle
 - ii) Emergency procedures
 - iii) Out-of-district repair procedures
 - iv) Vehicle operating training, including: 1. maximum hours of driving per day
2. assessing road and weather conditions 3. safe handling of the vehicle
- 11.6 The driver must complete a pre-trip and post-trip inspection, which are written, as well as keep a log if travel is beyond 160 km of the home terminal.
- 11.7 No operator shall exceed 13 hours of driving time per day.
- 11.8 A driver must not drive after the driver has accumulated 14 hours of on-duty time in a day.
- 11.9 For all travel (within and without the district), a detailed itinerary and passenger manifest must be provided to the school principal.
- 11.10 For overnight travel, the Principal shall ensure that the operator has access to a functioning cellular telephone and a list of emergency contact names and telephone numbers.

Note: *If the vehicle has the capacity to carry more than ten passengers, including the driver, the driver must have an Unrestricted Class 4 driver's license and the vehicle must carry a **school bus permit**. If the vehicle has the capacity to carry over 25 passengers, including the driver, the driver must have a Class 1 or 2 driver's license and the vehicle must carry a **school bus permit**.*

Link to Form: [APF 770 Volunteer Driver Information Form](#)

TO: Policy Committee

FROM: Chris van der Mark, Superintendent

DATE: June 11, 2024

RE: Policy/AP 390 Safe and Caring School Communities

ISSUE

In February, the Ministry indicated a requirement for districts to update their policies and or Administrative Procedures with regards to Codes of Conduct, specifically as the applied to cell phones and digital devices. The revised Order included:

Further to section 6 (d.1), the statements about restricting the use of personal digital devices at school must address the following matters:

- (a) restrictions on the use of personal digital devices at school, including during hours of instruction;
- (b) use of personal digital devices for instructional purposes and digital literacy;
- (c) use of personal digital devices that is appropriate to a student's age and developmental stage;
- (d) accessibility and accommodation needs;
- (e) medical and health needs;
- (f) equity to support learning outcomes.

School administration has been reviewing the proposed AP with students, staff and parents, with added emphasis also being applied to the broader review of the Code of Conduct.

BACKGROUND

All schools have been required to develop and communicate codes of conduct in accordance with the Provincial Standards for Codes of Conduct Order. These are required to be updated yearly. This process has demonstrated that the yearly review may not have been as vigorous and thorough as we might have hoped.

While outright banning of such devices has been tried in other jurisdictions, it has largely been unsuccessful. Appropriate restrictions and education are considered a more measured and successful approach that will ultimately help our student be safer in their use of technology while also being more aware of its broader uses and risks.

DISCUSSION

Digital Devices

There has been very limited feedback on this revision from the public. We are up to 5 responses. The one public response was specific to a request the SD standardize practice more clearly due to concerns that may arise due to the perceived school based autonomy. Discussions with school based admin indicate a more prescriptive approach will likely be more difficult and time consuming to enforce. The preference, at this time, is to educate appropriate use.

The District Policy and AP has been developed with school administration to be responsive of school needs. We have very different school communities, with very different experiences and practices with regards to technology. While schools must be compliant with the intent of the Order and the SD guidelines, there is the flexibility for some schools to be more rigid, but there is not the flexibility to not meet the base requirement and intent. We are not attempting to apply a one size fits all approach. Schools will be able to amend their Codes of Conduct as required. If necessary, the SD may need to consider making the AP more rigid. There is no evidence at this time.

Schools have been engaging with their students, staff and parents to establish appropriate, consistent practices. This is essential. Schools are also reminding their parents that if they do not want their child on a digital device, they should not send them to school with one.

Schools are also thinking about their communication with parents and students so students know on what days a digital device may be required for learning.

We have no indication from school administration that the AP needs to be more restrictive. Where school communities feel that is necessary, they will work with their students, staff, and parents accordingly. We would certainly not impose a district wide restriction based on this limited feedback.

DPAC has not expressed any concerns with the proposed AP.

Broader Code of Conduct Issues

As part of the revision, the SD developed a broader AP to encapsulate the historic parameters of the Order and provide better guidelines to schools for their Codes of Conduct. Recent concerns from incidents at a school(s) has also highlighted this need.

Again, the AP serves as a guide that all schools must meet. That said, not all schools will have the exact same Code of Conduct. If a parent has questions about their child's school's Code of Conduct, that discussion is for that school not the Board. If it is a broader safety concern it would ultimately work through entities such as PAC's or school staff. An individual's concern is not, by default a school concern.

The broader Code of Conduct does not appear to be an issue for schools across the School District. Columneetza and Lake City appear to have pockets of concerned parents. Columneetza has made opportunities for parents to attend meetings for feedback and continues to work with staff and students to refine where necessary. There has been limited feedback from parents. 6 parents attended the session with 4 responding. Some of the feedback is being incorporated into their Coded of Conduct which will be having considerable revisions.

Lake City, as of this note, has had zero contact from parents to discuss the code of conduct and has received no feedback to date.

The student feedback has also been informative, and schools are working to incorporate their feedback. It should also be noted, student feedback through the Student Learning Survey shows student reflections across the SD and specifically at Columneetza and Lake City as feeling safe. This does not mean every student feels safe. However, schools now have the ability to follow up and be more proactive based on this information. Incidents occur that are troubling, but there is no evidence they are occurring at an elevated or alarming rate. School data continues to show remarkably low % of students engaged in these issues. There may also be circumstance where incidents are not reported. Clearly the school cannot respond to issues that are not reported, but even if we factor in some degree of omission, the occurrences are low. This will not be comforting if your child is the one in the incident. However, schools are working harder than ever to build a culture of community and safety. They can't do it on their own. Most issues start outside of school but occur inside.

Schools also utilize the Erase Report It Tool and other resources to help students who may not be comfortable reporting.

Some recent feedback includes requests that schools provide specific numbers of days for a given offence, provide a chart etc. That is prohibitive as not every infraction can be listed and for a variety of reason, consequences may vary. Again, the SD does not set out a chart telling schools how long to suspend a child at every grade for every incident, and this is not the intent of the Order.

Schools create their expectations in accordance with policy and legislation and they respond accordingly to the situation at their school. If a parent disputes that decision, there is a process for that, but it starts with talking to the person making the decision, not bypassing them directly with hopes of overturning the decision maker. PAC is also an excellent body for working with and communicating concerns. To date, this has not been an issue at PAC, with the exception of a contingent of the Columneetza/Lake City PAC in May.

DPAC has communicated no issues or concerns with regards to the broader Code of Conduct, though they have shared that communication of school Codes of Conduct appears inconsistent at best and the yearly review/consultation has felt similar.

- As per feedback, the Senior Team will be being far more thorough in its September review to ensure compliance, including a report to the Board in October to demonstrate compliance.

As we discuss Codes of Conduct it is also possible, we are seeing another outcome of the isolation created by COVID. People appear unable or unwilling to discuss their issue at its source. Unsurprisingly, the outcomes are unsatisfying.

Through their school community conversations however, we are seeing some more specific consequences and structure being developed that are compliant with the overarching expectations of increasing consequences as children get older and for repeated incidents. There are also limitations under the School Act with regards to how severe some consequences at the school level can be.

Given the new component regarding digital devices and the enhanced focus on Codes of Conduct, the Board should consider a plan to review the effectiveness of this Policy and AP.

RECOMMENDATION

THAT the Board of Education adopt Policy 390 and new AP 390.

BOARD OF EDUCATION

POLICY 390 SAFE AND CARING SCHOOL COMMUNITIES



The Board of Education strives to develop positive and inclusive school cultures and is committed to fostering optimal environments for learning. A key part of this work includes fostering school connectedness and developing protocols for preventing and intervening in instances of bullying, and other worrisome behaviours.

The Superintendent (or designate) will ensure the following to address efforts to achieve safe and caring schools:

1. A District Safe School Coordinator is appointed, and teams are established as required to proactively support students and address safety concerns.
2. Each school develops and implements a code of conduct in accordance with the Provincial Standards for Codes of Conduct Order.
 - a. School staff are responsible for consistently supporting and applying the District's and School's Code of Conduct and establishing a positive climate in which structure, support and encouragement assist students in developing a sense of self-discipline and responsibility. School staff is required to inform volunteers and the school community about the Code of Conduct and its expectations.
 - b. Students are responsible for respecting the rights and dignity of others in learning environments free from discrimination as set out in the BC Human Rights Code and becoming actively and productively involved in their own academic learning and social growth.
 - c. Each school will have clear procedures, under their Code of Conduct, related to the acceptable use of digital technology in accordance with the school district's acceptable use AP 620 and AP 390 Safe and Caring School Communities - School Codes of Conduct
 - d. Parents/Guardians and all other adults working with students are responsible for knowing and supporting the District's and School's Code of Conduct and encouraging students to understand and follow these Codes of Conduct.
3. The District makes the provincial online reporting tool for bullying and worrisome conduct available on the district and school websites.
4. The District coordinates the development and implementation of a community violence threat risk assessment protocol.

Related Legislation: [Provincial Standards for Codes of Conduct Order \(M276/07\) School Act Part 2, Div. 1, Section 6.](#)

Related Contract Article: Nil

Adopted: February 2022

Amended: XXXX

**AP 390 SAFE AND CARING SCHOOL
COMMUNITIES-SCHOOL CODES OF CONDUCT
Policy 390 Safe and Caring School Communities**



RATIONALE:

The Board of Education strives to develop positive and inclusive school cultures and is committed to fostering optimal environments for learning. A key part of this work includes fostering school connectedness and developing protocols for preventing and intervening in instances of bullying, and other worrisome behaviours.

PROCESS:

1. The Superintendent will ensure that each Principal, in consultation with staff, parents and, when appropriate, students, establishes a code of conduct for his/her school that is consistent with the District Student Code of Conduct, and which reflects the provincial standards.
2. The school's Code of Conduct and a summary of the district's administrative procedures or policies on Student Suspension (AP 320), Illicit Substances (Policy 311), and use of digital devices (AP 620) shall be communicated to all students annually.
3. Under the Freedom of Information and Privacy Protection Act and/or other relevant legislation, it may be necessary to advise other parties of serious breaches of the District Student Code of Conduct

2. School Environment

The Board believes that acceptable behaviours and conduct are fostered in a positive climate in which:

- 2.1 all students feel safe, valued, and trusted, and have the opportunity to develop, assume and maintain responsibility and self-motivation.
- 2.2 all students feel supported without fear of retaliation in reporting unsafe conditions, actions, or potential incidents.
- 2.3 there is a joint effort to learn and a feeling of mutual respect among staff, students, and parents.
- 2.4 appropriate behaviour is taught, encouraged, modelled, practiced, and acknowledged, thereby increasing student self-respect and positive social behaviours.
- 2.5 disciplinary action, wherever possible, is preventative and restorative, rather than solely punitive.
- 2.6 expectations for student behaviour increase as they become older and more mature.

- 2.7 disciplinary action is considerate of students with special needs if these students are unable to fully comply with the code of conduct due to a diagnosed disability of an intellectual, physical, sensory, emotional, or behavioural nature.

3. Conduct Expectations

- 3.1 The Board believes that acceptable student conduct, based on respect for oneself, respect for others, and respect for property is essential to the development of responsible citizens. To this end, students are expected to:
- 3.2 be aware of and obey all school rules.
- 3.3 respect the rights of all persons within the school including peers, staff, parents, and volunteers.
- 3.4 refrain from lying, cheating, and stealing.
- 3.5 attend classes punctually and regularly.
- 3.6 work cooperatively and diligently at their studies and home assignments.
- 3.7 respect the legitimate authority of the school staff.
- 3.8 respect all school property, including buildings and equipment.
 - 3.8.1 respect the diversity of our school community.
- 3.9 behave safely and responsibly at all times.
- 3.10 refrain from any behaviour that would threaten, harass, bully*, intimidate, assault, or discriminate against, in any way, any person within the school community on or off school property (*Bullying includes but is not limited to physical or verbal intimidation, verbal harassment and cyberbullying).
- 3.11 refrain from being in possession of or under the influence of drugs and/or alcohol in all school facilities or on school grounds or at school-sponsored functions and activities:
- 3.12 refrain from being in possession of weapons of any kind in school or at school activities.
- 3.13 refrain from inappropriate computer usage and/or multi-media devices in accordance with Board AP 620 (cell phones, cameras, tablets, etc.)
 - 3.13.1 Schools are required to include specific guidelines with regards to the acceptable use of digital devices, including locations and time of day
 - 3.13.2 Schools will set an appropriate range of classroom strategies for restricting the use of digital devices. These may include:
 - Caddy or “apartment”
 - Basket

- Device face down and in sight
- Devices not out or visible
- Other

3.13.3 Elementary and Secondary schools may differ, and it is expected elementary schools may be more restrictive due to limited productive use opportunities.

3.13.4 Secondary schools will not allow digital devices in classes such as PE or shops (or others as determined by the school) unless a part of a student's learning plan.

3.13.5 Students are not permitted to leave the classroom with their phone/device during class time and are not permitted to have them in bathrooms.

The Board believes that any breach of Code of Conduct behaviours or expectations would be considered unacceptable. Students are encouraged to inform a responsible adult when becoming aware of any infraction of the Code of Conduct.

4. Consequences

4.1 Students will be disciplined in a timely and fair manner and such discipline shall be in accordance with AP 320 – Student Suspensions.

4.1.1 Students who fail to adhere to the school and classroom guidelines for digital devices as per 3.13 may:

- Have their device taken away
- Be prohibited from having a device on school property.
- Be suspended in accordance with AP 320—Student Suspensions

4.2 Students, while attending school, school-sponsored functions, and activities, shall be subject to the District Code of Conduct as well as the school's Code of Conduct. Students may be subject to discipline under the school and/or District Code of Conduct for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School District property, at a school-sponsored function or activity, or elsewhere.

4.3 Serious breaches of conduct that threaten the safety and welfare of others will be referred directly to an indefinite suspension including a review from a representative of the Superintendent.

Education Committee Meeting Report



June 12, 2024 (4:00 p.m. – 5:36 p.m.)

Trustees in Attendance: Anne Kohut (Chaired Mtg.), Ciel Patenaude, Willow Macdonald.

TEAMS: Linda Martens.

Regrets: Michael Franklin, Mary Forbes.

Staff: Superintendent Chris van der Mark, Deputy Superintendent Cheryl Lenardon, Secretary-Treasurer Brenda Hooker, Directors of Instruction Sean Cameron, Wendell Hiltz and Anita Richardson, and Executive Assistant Jodi Symmes.

Agenda Item	Notes	Action
Acknowledgment of Traditional Territory		
1. May 15, 2024, Report	The committee reviewed the report and recommended no changes.	None.
2. PSO – Field Trip Presentation - French Immersion Europe	Deputy Superintendent Lenardon introduced the group of presenters from Peter Skene Ogden Secondary who will be undertaking the proposed French Immersion extra-curricular field trip to Europe March 14-31, 2025, for review and discussion. - Chloe provided a review of the itinerary for the trip. The first interest meeting has taken place and the second is scheduled for September 2024.	Recommendation: THAT the Board of Education approves the PSO French Immersion Europe field trip in principle with final approval in January 2025, pending confirmation of details prior to the trip.
3. PSO – Field Trip Presentation – Costa Rica	Deputy Superintendent Lenardon introduced the group of presenters from Peter Skene Ogden Secondary who will be undertaking the proposed Costa Rica March 16-26, 2025, for review and discussion. - Tai St. Pierre reviewed the itinerary for a trip to Costa Rica. The primary focus of the trip is on environmental science.	Recommendation: THAT the Board of Education approves the PSO Costa Rica field trip in principle with final approval in January 2025, pending confirmation of details prior to the trip.
4. BC CAISE Presentation	Director, Wendell Hiltz introduced the group of presenters who attended the BC CAISE Conference in Vancouver on May 23 and 24, 2024. - The district had 8 staff members attend the conference that is focused on inclusive education. - Thank you to Ms. Davis, Ms. Langton, and Mr. Mills for sharing their learning and ongoing plans to make schools more inclusive for learners.	None. Information only.

“Learning, Growing, and Belonging Together”

350 North 2nd Avenue Williams Lake, BC V2G 1Z9 **Tel:** 250.398.3800 **Web:** www.sd27.bc.ca

CARIBOO-CHILCOTIN PRINCIPAL/VICE-PRINCIPAL ASSOCIATION

Board of Education
School District 27
June 14, 2024

Dear Members of the School Board,

I am writing to express our collective sentiments regarding the invaluable contributions of Chris to our administrative team and the district at large. Chris has consistently demonstrated an unwavering commitment to be available to support us with any situation and assist us in following proper process. His leadership has undeniably raised the bar for both the administrative team and the entire district.

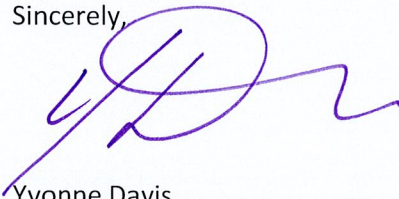
Chris has set high expectations for all of us and as a result has propelled this district forward in remarkable ways. We have always felt comfortable approaching Chris with any concerns or issues, knowing that while we may not always agree, his advice is consistently sound and well considered.

Speaking on behalf of the administrative team present at the meeting on June 10th, we wish to convey our frustration and anger over the misrepresentation by Mr. Calvin Dubray, who presumed our thoughts and decided to speak on our behalf. This individual insinuated that they understood our views and suggested that we feel unsupported which is unequivocally untrue. Such statements do not reflect our views or experiences.

Chris' support has been steadfast, and his leadership continues to inspire confidence and progress within our district. It is important that the board recognizes the true sentiments of the administrative team and understands that any claims to the contrary is baseless and misinformed.

We appreciate the board's attention to this matter and hope that our perspective clarifies any misunderstandings. Thank you for your time and consideration.

Sincerely,



Yvonne Davis
President CCPVPA
on behalf of CCPVPA executive



June 19th, 2024

School District No. 27
350 North 2nd Avenue
Williams Lake, BC
V2G 1Z9

Att: Chris Van der Mark, Superintendent of Schools

Dear Chirs and Members of the Board,

On behalf of the District of 100 Mile House Council, I am writing to voice our strong opposition to the proposed changes to the bus routes for School District 27, set to take effect in September 2024. I would like to align our stance with the compelling points made by a fellow concerned parent from our community, whose letter dated June 11, 2024, vividly outlines the significant drawbacks of this proposal.

This parent, whose children have been using the current bus route from 108 Mile Ranch to 100 Mile House High School and Elementary for over five years, highlights several critical safety and logistical issues that warrant serious reconsideration. Here are the key concerns:

- **Safety of Pick-up/Drop-off Locations:**

The current pick-up/drop-off point is a short and safe walk from their home. The proposed change relocates it to a main road where traffic speed is higher and less controlled. The new location is on a curve, further increasing the risk of accidents, especially in poor weather conditions. This new point also requires children to cross the main road, substantially elevating the risk to their safety.

- **Lengthier and More Hazardous Walks:**

The proposed changes would result in a considerably longer and more dangerous walk for the children, who would need to traverse a lengthy hill without sidewalks or road shoulders. The rural setting lacks city-like infrastructure, making the walk especially perilous during winter when roads are not promptly plowed, and pathways are obstructed by snow.

- **Impact on Community:**

The proposed changes do not offer any significant benefits to justify the added risk and inconvenience. The slight reduction in bus ride time does not outweigh the considerable increase in walking time and the associated dangers. Many families in 100 Mile House, 108 Mile Ranch, and surrounding areas will be adversely affected, compounding daily stresses in an already challenging environment.

Given these points, we urge the Board to thoroughly reassess the proposed Transportation Optimization plan. It is crucial to prioritize the safety and well-being of our children over minimal efficiency gains. The current system, despite its imperfections, offers a safer and more reliable option for our rural community.

The District of 100 Mile Houses respectfully request that the Board considers these concerns seriously and explores alternative solutions that do not compromise the safety of our children. I believe a site visit to understand the real-life conditions of these proposed changes would be highly beneficial.

Thank you for your attention to this critical matter.

Sincerely,



Maureen Pinkney

Mayor

cc: Honourable Rachna Singh, Minister of Education and Child Care

