



FINANCE FACILITIES & TRANSPORTATION COMMITTEE MEETING AGENDA

May 10, 2022 – 4:00 p.m.

WELCOME AND ACKNOWLEDGEMENT

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

1. April 12, 2022 Meeting Report
2. Draft 2 of the 2022-2023 Budget
3. FESL Update
4. Health and Safety
5. Carbon Neutral Report
6. School fees
7. Future Meeting Dates:

MEETING	DATE	TIME	LOCATION
Finance/Facilities Committee	June 14, 2022	5:00 p.m.	Board Office



**FINANCE AND FACILITIES & TRANSPORTATION COMMITTEE
MEETING REPORT**

April 12, 2022 (4:00 p.m. – 5:01 p.m.)

In Attendance: Angie Delaine, Mary Forbes, Anne Kohut, Willow Macdonald, Linda Martens, Alexis Walch

Attending via Teams: Ciel Patenaude

Staff: Superintendent Chris van der Mark, Secretary-Treasurer Harinder Singh, Assistant Superintendent Cheryl Lenardon, Directors of Instruction Sean Cameron, Dean Coder, and Cathy van der Mark, Manager of Facilities and Transportation Patrick McCarron, Director of Human Resources, Taryn Aumond (4:06), Executive Assistant Jodi Symmes

Agenda Item	Notes	Action
Acknowledgment of Traditional Territory		
1. March 8, 2022 Committee Report	The committee reviewed the report and recommended no changes.	None.
2. COVID-19 Update	Superintendent van der Mark provided an update on the two weeks since the District classes returned from Spring Break. The District has nothing significant to report on, as a sector we are doing well.	None. Provided for information.
3. Keyless Entry Demo	Mr. Ryan Andres, and Mr. Kyle Toland provided a demonstration of the SALTO keyless entry system that the District is considering installing at all locations. They provided a demonstration of the existing system provided to new and current staff member for access, to schools and District buildings. On average, it takes 5-7 minutes per new entry, provided staff are not interrupted. The District is planning for installation over the summer at all locations.	None. Provided for information.
4. 2022-2023 Budget	Mr. Singh provided the committee with the first draft overview of the 2022-2023 budget. The committee had no questions at this time.	None. Provided for information.



Agenda Item	Notes	Action												
5. Annual Facilities Grant (AFG)	Mr. McCarron and Superintendent van der Mark reviewed the AFG list provided for current year AFG projects, as well as prioritized projects for 2022-2023.	None, provided for information.												
6. School Fees	Mr. Singh, and Ms. Lenardon have been engaging with Principals to collect information on proposed and existing school fees. Existing school fees will be assessed and a complete report of proposed fees for the 2022-2023 School Year will be presented at May's committee meeting.	List of fees to be presented at May Committee Meeting.												
7. Proposed Future Meeting Dates														
<table border="1"> <thead> <tr> <th data-bbox="191 825 618 863">MEETING</th> <th data-bbox="623 825 959 863">DATE</th> <th data-bbox="964 825 1149 863">TIME</th> <th data-bbox="1154 825 1430 863">LOCATION</th> </tr> </thead> <tbody> <tr> <td data-bbox="191 869 618 907">Finance/Facilities Committee</td> <td data-bbox="623 869 959 907">May 10, 2022</td> <td data-bbox="964 869 1149 907">5:00 p.m.</td> <td data-bbox="1154 869 1430 907">Board Office</td> </tr> <tr> <td data-bbox="191 913 618 951">Finance/Facilities Committee</td> <td data-bbox="623 913 959 951">June 14, 2022</td> <td data-bbox="964 913 1149 951">5:00 p.m.</td> <td data-bbox="1154 913 1430 951">Board Office</td> </tr> </tbody> </table>			MEETING	DATE	TIME	LOCATION	Finance/Facilities Committee	May 10, 2022	5:00 p.m.	Board Office	Finance/Facilities Committee	June 14, 2022	5:00 p.m.	Board Office
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Briefing Note

TO: Finance & Facilities Committee

FROM: Harinder Singh

DATE: May 10, 2022

RE: Budget 2022-23- Draft 2

BACKGROUND

Power Point and Draft 2 of Annual Budget Excel sheet (Ministry Format) to be presented at the May 10, 2022 Finance & Facilities committee meeting.

RECOMMENDATION

None. Information only.



Briefing Note

TO: Finance & Facilities Committee

FROM: Chris van der Mark

DATE: May 10, 2022

RE: FESL

BACKGROUND

Last year, school districts were required to submit their Framework for Enhancing Student Learning. SD# 27 submitted as part of their revised Strategic Plan.

DISCUSSION

Peer Review Teams provided feedback on SD#27 Plans and we received positive feedback regarding district strengths, specifically with regards the disaggregation and use of local and provincial data.

ADDITIONAL SUPPORTING EVIDENCE: In the Enhancing Student Learning Report, the Provincial data is shared and disaggregated to emphasize the data for students experiencing marginalization. In addition, the district has "Scorecards" and is pulling data from report cards, classroom, and district assessments to look at students with Indigenous ancestry (analyzing student success for those living on and off reserve), Children and Youth in Care, and students with disabilities or diverse abilities.

SD#27 has worked hard over the past couple of years to use high quality data that is easily available and used regularly as part of regular, ongoing assessment of student achievement across multiple measures.

Key District data has included District reading (EPRA, DART) and writing (school wide) assessments as part of regular classroom instruction as well regular report card information in similar domains or subject areas. The District uses a similar "on track" indicator to show performance on these measures. These results can be triangulated at the grades 4 and 7 level with the FSA's.

The School District continues to work hard to raise the bar and lower the gap, and recognizes the role good assessment practice has in providing equity, as outlined in the First Nations Leadership Council's letter:



- FNEESC has supported the Foundation Skills Assessment (FSA), since its inception, as a mechanism for highlighting the needs of and inequities faced by First Nations learners.
- Recognizing that the most authentic assessments of individual students are in-classroom assessments, we will continue to support the FSAs at least until the time that BC's public education system has supported First Nations learners in achieving parity across these metrics.
- In a recent letter to the Minister of Education, the First Nations Leadership Council called for an end to the campaign against the FSAs and for the Ministry to honour its BCTEA commitments and continue the administration of the assessments.
- The BC Auditor General's 2015 *Audit of the Education of Aboriginal Students in the B.C. Public School System* notes that "The ministry has identified Aboriginal student participation in the FSA as a strong predictor of graduation, likely because it ensures schools pay attention to individual student progress."

The ability to triangulate and reflect with the provincial standard (FSA) is critical in establishing equity and quality. Administration and teaching staff are becoming more familiar and "anchored" in their understanding and practice as they become more comfortable and aware of the use and function of these assessments in improving instruction and learning. The data is most useful if it is used at the school level to plan. The District uses the school data to show trends in cohorts over time and, ultimately, to provide evidence if we are using our resources appropriately to improve student success. Without evidence, we only have an opinion.

Our district assessment data is relatively new, and has been incomplete at times, partially due to COVID, but we are beginning to have a baseline that allows for triangulation and discussion, especially when considering other factors.

Historic FSA numbers have been largely consistent with provincial norms, though our participation rate is higher than average as schools have done a good job to improve participation and thus provide better information of student progress. This year's (21-22) FSA results are broken out differently than historic (Reading, Writing, Numeracy TO Literacy Numeracy) and as such we have included 20-21 for consistency while reviewing our ongoing collection of local and external assessments for consistency going forward.

As we use the data better, we are also examining the Indigenous On and Off Reserve disaggregation.



Foundation Skills Assessment

"On Track or Extending" Expectations, 2020-21 – Public Schools

	Indigenous On-Reserve	Indigenous, not including On-Reserve	Non-Indigenous
Grade 4 Reading	56%	74%	84%
Grade 4 Writing	63%	71%	83%
Grade 4 Numeracy	38%	58%	75%
Grade 7 Reading	42%	65%	81%
Grade 7 Writing	63%	74%	87%
Grade 7 Numeracy	29%	48%	71%

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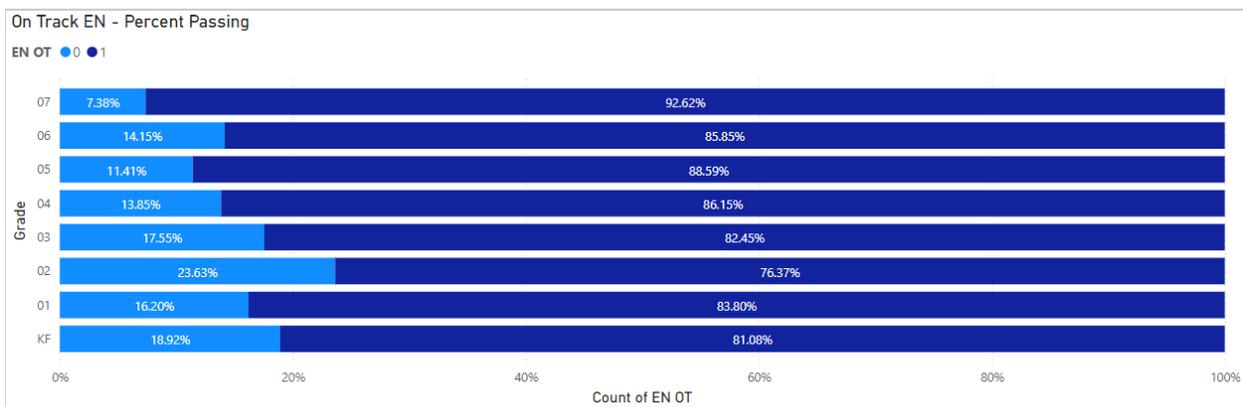
Foundation Skills Assessment

"On Track or Extending" Expectations, 2020-21 – SD 27

	Indigenous	Non-Indigenous
Grade 4 Reading	76%	74%
Grade 4 Writing	78%	78%
Grade 4 Numeracy	58%	62%
Grade 7 Reading	56%	76%
Grade 7 Writing	71%	81%
Grade 7 Numeracy	38%	67%

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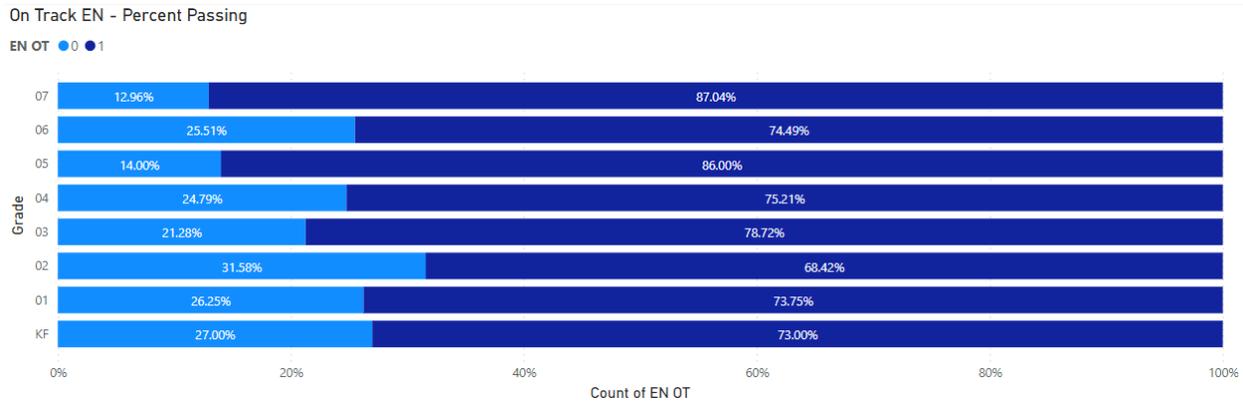
SD#27 K-7 Report Card Data (ALL) "On Track"



"Learning, Growing and Belonging Together"



SD#27 K-7 Report Card Data (IND)



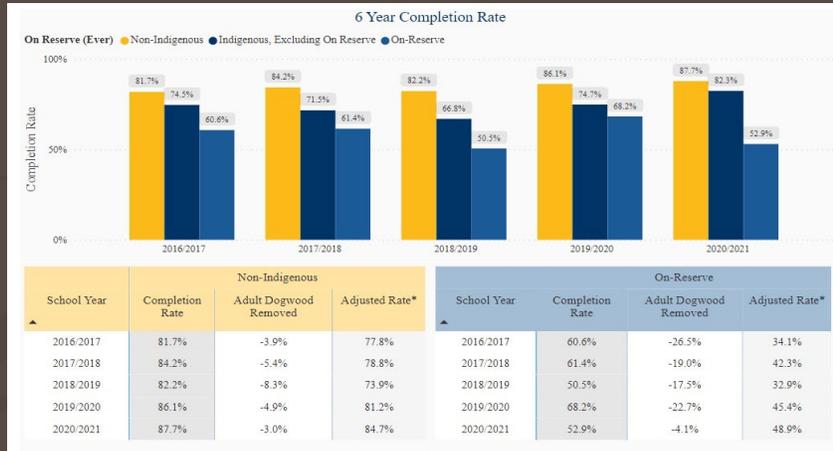
Similarly, we continue to look carefully at the 5 and 6 year graduation rates. We continue to see a positive trend in completion rates (Dogwood), but as we improve, we also need to ensure the improved completion is supported by quality, and equity. We are paying closer attention to the numbers of students on the Evergreen (school completion) as well as the number of students receiving Adult Dogwood diplomas, specifically, the variance with regards to the distribution of Indigenous and non-Indigenous students.

Six-Year Completion Rate, Adult Dogwood Contribution, Public Schools

School Year	Indigenous On-Reserve			Non-Indigenous		
	Six-Year Completion Rate	Adult Dogwood Removed	Adjusted Rate Adult Dogwood Removed	Six-Year Completion Rate	Adult Dogwood Removed	Adjusted Rate Adult Dogwood Removed
2016-17	57%	-11%	46%	90%	-2%	88%
2017-18	63%	-11%	52%	91%	-2%	89%
2018-19	58%	-13%	45%	92%	-3%	89%
2019-20	61%	-15%	46%	92%	-2%	90%
2020-21	62%	-12%	50%	93%	-3%	90%

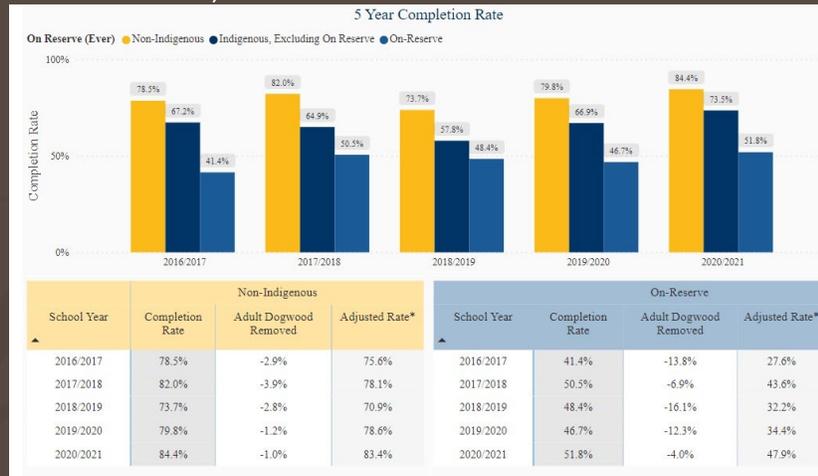


Six-Year Completion Rate, Adult Dogwood Contribution, SD 27



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Five-Year Completion Rate, Adult Dogwood Contribution, SD 27



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Feedback included:

- consideration for increasing student voice in data
- considerations for increased outreach with Indigenous communities
- considerations with regards to strategies to close the On and Off reserve equity gap

While the entirety of the work could not be captured in the document, Mr. Gustafson continues to do tremendous work with FNEC partners, both at the table and in community. We are excited at the progress that has been made with regards to the

“Learning, Growing and Belonging Together”



LEA's and the improved connection and communication that is happening between schools and community, rather than just the Indigenous Education Department. This is everybody's work.

RECOMMENDATION

None. Information only. There will be a more thorough review as part of the Strategic Plan update in June.



SCHOOL DISTRICT NO. 27 (CARIBOO-CHILCOTIN)

BOARD CHAIRPERSON: Ciel Patenaude

SUPERINTENDENT: Chris van der Mark

The information below was gathered through a peer review process and is intended to provide feedback to your district **in relation to three key areas of continuous improvement planning**. This feedback affirms the good work that is happening in your district as well as outlines some specific considerations and questions for your reflection, to help inform your work to support successful outcomes and improve equity of outcomes for all students.

FOCUS AREA 1

Reviewed, analyzed, and interpreted classroom, school, district, and provincial data (including the Framework required data set) to illuminate emerging areas of need and inequities of student learning outcomes and to determine progress being made.

DISTRICT STRENGTH: We noticed the effective use of local contextual information.

SUPPORTING EVIDENCE: The district uses local data, particularly attendance data, to provide a more complete picture of student success and for identifying focus areas for growth. Equity, and the district focus on indigenous learners, and indigenous learning and culture is woven throughout the Strategic Plan and is not limited to one focus area.

ADDITIONAL DISTRICT STRENGTH: We noticed the disaggregation of the local data and analysis of the Provincial disaggregated data to understand inequities, with special attention to Indigenous students, Children and Youth in Care, and students with disabilities or diverse abilities.



ADDITIONAL SUPPORTING EVIDENCE: In the Enhancing Student Learning Report, the Provincial data is shared and disaggregated to emphasize the data for students experiencing marginalization. In addition, the district has "Scorecards" and is pulling data from report cards, classroom, and district assessments to look at students with Indigenous ancestry (analyzing student success for those living on and off reserve), Children and Youth in Care, and students with disabilities or diverse abilities.

CONSIDERATION: A area for further consideration is to include more qualitative sources of data, such as what might be gathered through student consultation.

SUPPORTING EVIDENCE: The Strategic Plan (Student Consultation) does indicate that students provided insight to some of the data, but it is not clear what those insights and suggestions are, nor how they influence the content of the Enhancing Student Learning Report. It would be interesting and informative if the district considered providing some of the specific student suggested actions and strategies in future reports.

MEDIATIVE QUESTION: *How could the influence of student input on the district's continuous improvement planning processes be more clearly demonstrated?*

FOCUS AREA 2

Activated an effective strategic engagement process, with a priority on engaging Indigenous peoples and communities, First Nation communities, and other equity seeking groups.

DISTRICT STRENGTH: We noticed that the district documented a clear and transparent consultation process, with a defined purpose and scope, which was clearly communicated to the public to promote further inquiry, curiosity, and participation.

SUPPORTING EVIDENCE: The District consulted with staff, the public, and students and engaged in an Equity Scan to help guide the development of their refreshed Strategic Plan.

CONSIDERATION: An area for further consideration is for the district to provide evidence that there was engagement with Indigenous peoples and communities separate from the



general public, and to reflect in the Report on where the current outreach activities fall on the continuum of consultation vs engagement vs partnership.

SUPPORTING EVIDENCE: The Strategic Plan outlines the public consultation process, but it does not describe or outline intentional outreach to the Indigenous communities, i.e., public consultation can be unsafe for Indigenous rightsholders and stakeholders.

MEDIATIVE QUESTION: *How might this Enhancing Student Learning report accurately and comprehensively capture the range of engagement work that the district is undertaking?*

FOCUS AREA 3

Adjusted their District Operational Plans to align with their student learning goal(s) as articulated within the Board's Strategic Plan.

DISTRICT STRENGTH: We noticed the Strategy Map clearly lays out the relationship between Provincial and local performance indicators, priority growth areas for the district, enabling actions and accountability mechanisms (i.e., scorecards and leadership team oversight).

SUPPORTING EVIDENCE: Detailed descriptions of seven priority "growth areas" for the district and supporting actions are provided.

The scorecards include clear statements of intention as well as tracking methods and performance indicators.

CONSIDERATION: An area for further consideration might be to specify the strategies the district will be implementing to close the equity gaps for Indigenous students living on and off reserve, Children and Youth in Care and students with disabilities & diverse abilities.

SUPPORTING EVIDENCE: We noticed that there is an extra scorecard for "student success" (in addition to the scorecards for the 7 priority growth areas). However, unlike the other 7 scorecards there are no performance indicators stated (what will success look like?);



rather, the scorecard appears to be more of a year-over-year tracking tool without specific targets set.

MEDIATIVE QUESTION: *As part of the annual review of operational plans, how will the district ensure the allocation of resources to the highest yield/highest impact actions, aligned with student learning goals, given the large number of:*

- *key growth areas*
- *actions identified to support key growth areas, and*
- *actions identified to enable effective structure, process, and capacity building?*

We would like to acknowledge and thank you for your diligence in creating your district's inaugural Enhancing Student Learning Report. As you know, this is our first year of full implementation of the Framework for Enhancing Student Learning, and our goal throughout this process has been to create opportunities for reciprocal peer-based learning, where we collectively build capacity within the education system and continuously improve strategic and continuous improvement planning processes to enable better outcomes for all students in BC.

If there are any questions regarding this report, please email: educ.framework@gov.bc.ca



Briefing Note

TO: Finance & Facilities Committee
FROM: Patrick McCarron
DATE: May 10, 2022
RE: Health and Safety

BACKGROUND

Over the past year, we have identified several gaps within the systems for Health and Safety. The gaps in general include mechanisms and process for collecting and storing data, follow-up processes to ensure WorkSafe compliance in all buildings and management understanding in their roles and responsibilities under WorkSafe.

DISCUSSION

Previously an in-house database was created to maintain all of the Health and Safety data. Although the in-house database was a solution at the time, with retirements, the maintenance of the database wasn't sustainable. Significant improvements have been made in our IT infrastructure, and we will be leveraging both TEAMS and the Portal to house documents required for compliance purposes. In addition, for claims management, we are implementing the Occupational Health and Safety module in Atrieve, which will provide for tracking of claims and direct reporting to WorkSafe.

To ensure all principals/managers understand their roles and responsibilities with respect to incident investigations under WorkSafe, supervisor training was held on April 29th with Cariboo Safety, where 27 staff were in attendance. This was well attended and assists in building a culture of safety prevention.

The team has also been working on processes and procedures for Violence prevention in the workplace. Information will be shared with the District Health and Safety Committee in an upcoming meeting and then training will be provided to all principals/managers over the summer.

RECOMMENDATION

None. Information only.



Briefing Note

TO: Finance & Facilities Committee
FROM: Harinder Singh
DATE: May 10, 2022
RE: Carbon Neutral Government program requirements

BACKGROUND

Under B.C.'s Carbon Neutral Government program all provincial public sector organizations (PSOs) follow a five-step process to achieve carbon neutrality. Five-step process

1. **Measure** greenhouse gas (GHG) emissions from buildings, vehicles, and paper use
2. **Reduce** emissions as much as possible by conserving electricity and fossil fuels
3. **Offset** remaining emissions by purchasing an equivalent amount of high-quality, made-in-B.C. carbon offsets
4. **Report** annually on progress through the PSO Climate Change Accountability Report (PSO CCAR), formerly the Carbon Neutral Action Report (CNAR)
5. **Verify** data and emissions

April 30, 2022 was our deadline to report the consumption data for 2021. Report is attached.

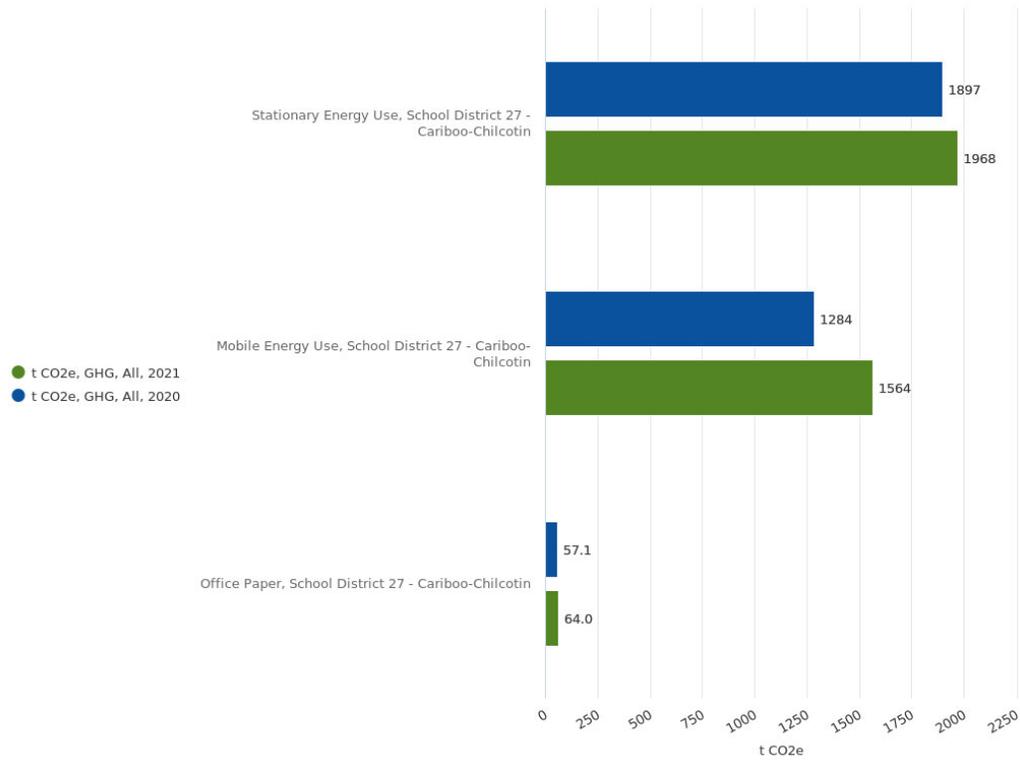
RECOMMENDATION

None. Information only.

Annual Comparison by Site - All Sources

	t CO ₂ e, GHG, All	
	2020	2021
School District 27 - Cariboo-Chilcotin		
Stationary Energy Use	1,897	1,968
Mobile Energy Use	1,284	1,564
Office Paper	57.1	64.0

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Briefing Note

TO: Finance & Facilities Committee
FROM: Harinder Singh
DATE: May 10, 2022
RE: School Fees

BACKGROUND

BOARD POLICY: [Policy 325 – School Fees](#)

The Board of Education of School District No. 27 (Cariboo-Chilcotin) will provide curricular instruction, activities, programs, and resource materials free of charge to school age students subject to exceptions authorized by the School Act. Deposits may be required for educational resource materials and fees charged for optional supplementary materials, musical instruments, costs associated with specialty academies and trades programs, and other purposes defined by the School Act or Ministerial Order. The Board will annually approve and publish the schedule of deposits and fees to be charged in the following school year by schools. The Board will ensure fees and deposits will not become a barrier to student participation in required activities or programs by requiring each school to clearly communicate the process for waiving a school fee in the case of financial hardship.

RECOMMENDATION

To set school fees for the school year September 1, 2022, to June 30, 2023

1. Planners: No Fees.
2. Supplies: Thirty Dollars (\$30.00). Optional Participation in a bulk order.
3. Artists Fees: No Fees.
4. Hockey Academy: Two Hundred Dollars (\$200.00).
5. Aquatics Program: One Hundred Twenty-Five Dollars (\$125.00)

