



School District No. 51 (Boundary)

Regular Meeting of the Board of Education

December 11, 2012 at 6:00 p.m.

School Board Office

Agenda

Call to Order

Presentations/Delegations

- ASK Project - Marilyn Strukoff & Tammy Jacobs presenting
- Aldergrove Middle School Visit -- Sean Anderson & Claire Naylor presenting

10 Minute Comment Period

Adoption of Agenda

Adoption of Minutes

November 6, 2012 – Regular Meeting

Report on In-Camera Meeting from November 6, 2012

The Board discussed personnel issues, properties/facilities, business items as well as a potential partnership opportunity with Selkirk College.

Business Items

1. Superintendent's Report

- November Report 2012 (Attachment)
- Monthly Class configurations (In Compliance with Bill 33)
- Superintendent's Report on Student Achievement 2012/2013 (Attachment)
- Strategic Plan Progress Report (Attachment)
- Quebec Exchange 2013/14 (Attachment)

2. Secretary-Treasurer's Report

- November Report 2012 (Attachment)
- Enrollment November 2012 (Attachment)
- Expenditure Report (Attachment)

3. Director of Instruction's Report

- November Report 2012 (Attachment)

4. Year In Review

- Chairperson Rezansoff to report

5. Talking Break – Year In Review/Strategic Plan

6. Capital Project Bylaw No. 114932 – School Bus Approvals & Funding

MOTION: “That the Board of Education unanimously agrees to give the Capital Project Bylaw No. 114932 all three readings at this meeting of December 11, 2012.”

MOTION: “A BYLAW by the Board of Education of School District No. 51 (Boundary) (hereinafter called the “Board”) to adopt a Capital Project of the Board pursuant to Sections 143 (2) and 144 (1) of the School Act, R.S.B.C. 1996, c. 412 as amended from time to time (called the “Act”). WHEREAS in accordance with provisions of the *School Act* the Minister of Education (hereinafter called the “Minister”) has approved Capital Project No. 114932.

NOW THEREFORE the Board agrees to the following:

(a) Upon approval to proceed, commence the Project and proceed diligently and use its best efforts to complete the project substantially in accordance with the Project Agreement;

(b) Observe and comply with any rule, policy or regulation of the Minister as may be applicable to the Board or the Project; and,

(c) Maintain proper books of account, and other information and documents with respect to the affairs of the Project, as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board approved by the Minister and specifying a maximum expenditure of \$540,523 for Project No. 114932 is hereby adopted.

2. This Bylaw may be cited as “School District No. 51 (Boundary) Capital Project Bylaw No. 114932.

MOTION: “That the Board of School District No. 51 (Boundary) approve the Capital Project Bylaw No. 114932 as read a first, second and third time, passed and adopted the 11th day of December 2012.

7. Financial Disclosure Statements

These need to be returned to the Secretary-Treasurer between January 1 and January 15 of each year.

8. **Board Representatives for 2013 (Attachment)**

Board Representatives to the BCSTA and BCPSEA must be elected by January 15, 2013.

- **Election of Board Chair** VOTE (Beige)

The Superintendent will assume the Chair for the Board Chairperson selection proceedings. The Secretary-Treasurer to call for nominations for the position of Board Chair and will conduct the vote by ballot.

MOTION: "That the Board elect _____ as the Board Chair for 2013.

- **Election – BCSTA Provincial Councilor** VOTE (Baby Blue) and **Alternate** VOTE (Orange)

The BCSTA Bylaws require that a Provincial Councilor and Alternate be elected between December 1st and the following January 15th.

MOTION: "That the Board elect _____ as the Trustee Representative to the BCSTA Provincial Council and _____ as the Alternate for 2013."

- **Election – BCPSEA Representative** VOTE (Salmon) and **Alternate** VOTE (Light Pink)

MOTION: "That the Board elect _____ as the Trustee Representative to the BCPSEA and _____ as the Alternate for 2013."

- **Okanagan Labor Relations Council (OLRC)** VOTE (Dark Purple)

MOTION: "That the Board appoint _____ as the Trustee Representative to the Okanagan Labor Relations Council (OLRC) and Jeanette Hanlon, Secretary-Treasurer as the Alternate for 2013."

9. **Report on Middle School Briefing Note (Attachment)**

10. **Committee Reports**

- Committee Structures
- Policy Committee
 - Sexual Orientation Policy

MOTION: "That the Board approve for circulation the following policies:

- Field Trip Policy #3060 (Attachment)
- Distribution Union Political Information Policy (Attachment)

MOTION: "That the Board approve for deletion the following policy:

- Curricular/Co-curricular/Extra Curricular Trips Policy #3061(Attachment)

11. Trustee Reports

- 2012 Educational Leadership Conference
- Kootenay Boundary Branch Meeting

12. Around the Boundary November 2012

13. Trustee Activities and Upcoming Events

- BCPSEA 19th AGM – January 25-26, 2013

Future Agenda Items

Next Board Meeting: January 8, 2013 – 6:00 p.m.
Boundary Learning Centre

Adjournment

QUESTION PERIOD

The purpose of this portion of the Agenda is to provide the opportunity to members of the public, press, radio and staff to ask questions or request clarification on items placed on this evening's Regular Meeting Agenda.

Questions which do not arise from the Agenda may certainly be addressed. Points may be raised before or after the meeting days by approaching the Executive Officers or Chairperson. If such queries require formal address by the Board, they can be submitted, in writing, and considered for placement on the Agenda for subsequent meetings. Such inquiries are welcomed as many routine questions can be handled by the staff.

School District No. 51 (Boundary)

Minutes of a Regular Meeting of the Board of Education of School District No. 51 (Boundary)
held Tuesday November 6, 2012, 6:00 p.m. at the School Board Office

The Chairperson called the Meeting to order at 6:04 p.m.

Present:	Mrs. T. Rezansoff	Chairperson
	Ms. V. Gee	Trustee
	Mr. K. Harshenin	Trustee
	Mr. D. Reid	Trustee
	Mrs. C. Riddle	Trustee
	Mrs. C. Strukoff	Trustee
	Mrs. R. Zitko	Trustee
	Mr. M. Strukoff	Superintendent
	Mrs. J. Hanlon	Secretary-Treasurer
Absent:	Ms. M. Ruzicka	Director of Instruction

Presentations/Delegations

Principals Doug Lacey and Kevin Argue presented information about the After School Program. Heather Shilton, Health Promoting Schools Coordinator presented information about healthy options.

Adoption of Agenda

MOVED Reid
2ND Zitko

[“That the Agenda for November 6, 2012 be adopted as circulated.”](#)

CARRIED

Adoption of Minutes

MOVED C. Strukoff
2ND Gee

[“That the Minutes of the October 9, 2012 Board Meeting be adopted as circulated.”](#)

CARRIED

Report on In-Camera Meeting from October 9, 2012

The Board discussed personnel issues, properties/facilities, and business items as well as various external organization surveys that need to be completed.

Business Items

1. Superintendent’s Report

The Superintendent’s report was presented. He highlighted the grad rate and FSA results.

2. Secretary-Treasurer's Report

The Secretary-Treasurer presented the Operations/Transportation and enrolment reports for October 2012. She also presented the expenditure report and did a powerpoint presentation on the 2012/2013 budget.

3. Director of Instruction's Report

Report for October 2012 was presented by the Superintendent. Trustee Riddle updated the Board on the Erase Bullying sessions held in Castlegar.

4. Talking Break

- The Superintendent reported on a RCMP Education Program presented by Marty Kooiman to the Principals of the District.

5. Middle Schools Dialogue

The Board made the following motion:

MOVED Gee
2ND Reid

["That the Board will make a final decision at the February 2013 Board Meeting if it will be proceeding with the Middle School. The earliest possible implementation date would be the 2014/2015 School Year."](#)

CARRIED

6. Committee Reports

- Policy Committee – Trustee Gee gave a policy meeting update.
- Committee structures were discussed. This item will be on the December Board Meeting.
- Board chair Rezansoff updated the Board on the progress of the Superintendent search.

7. Trustee Reports

Trustee Reid reported on the Provincial council meeting and Trustee Strukoff presented on the BCPSEA Symposium.

8. Around the Boundary October 2012

October 2012 presentation was given.

Meeting adjourned at 9:00 p.m.

Chairperson

Secretary-Treasurer



Michael Strukoff
Superintendent of Schools
Month-End Report
November 2012

EDUCATION

Class Size & Composition

- All classes are in compliance with Bill 22

District Initiatives

- Transition meetings between the Superintendent Designate are already taking place. Pressing issues include restructuring of senior management and school-based administration.
- The District is one of ten districts participating in a Ministry initiative to explore better use of data warehousing and analysis of ministry and district gathered data. A preliminary meeting with Gerald Morton has taken place. Development of a plan is now underway. The objective is to store, analyze and apply our data more effectively to improve student achievement.
- Marty Kooiman - RCMP Community Prevention and Education officer, presented to the District Leadership team and to BISM. The hope is that this new relationship will lead to sustained initiatives on community prevention education across all grades and in a sustained approach.
- Fluid Survey – the Enterprise Edition has been purchased by the District. The initial purchase had a limited scope but this new license increases the number of users and possible applications.



Congratulations to the BCSS Jr Girls Volleyball team and Coach Baia. They won the West Kootenay Jr. Zone Championships

Literacy

- The Fall District read and write assessments have been completed
- Five teachers are participating in an international research initiative from the University of Otago in Dunedin New Zealand designed to examine the impact of the SmartLearning project on student outcomes. Two participating teachers in the study will be presenting at the Board Meeting.

Social Responsibility

- The Erase Bullying web site and anonymous reporting instrument has gone live. The District Erase Bullying team has met and is putting in place protocols to follow-up with complaints received via the web site and mobile app.

Ministry Initiatives

- Ministerial Orders & Regulations concerning school calendars and hours of instruction (attached) provide Boards of Education more flexibility. Since SD51 has not considered any departure from their current 4-day week calendar, the only impact of this legislation is the timelines for development of school calendars. Schools must make their school calendars public by February 28, 2013 and the Board must approve and submit calendars to the Ministry of Education by March 13, 2013. School Calendars will be submitted to the Board of Education at the March 12, 2013 regular board meeting.
- The District's Learning Improvement Spending Plan has been approved for the 2012-2013 school year.

Meetings out of District for the Superintendent

- No travel scheduled for the month of December

PROVINCE OF BRITISH COLUMBIA
REGULATION OF THE MINISTER OF
EDUCATION

School Act

Ministerial Order No. **M 243**

I, Don McRae, Minister of Education, order that the attached School Calendar Regulation is made.

DEPOSITED

November 8, 2012

B.C. REG. **314/2012**

Oct 23 2012
Date


Minister of Education

(This part is for administrative purposes only and is not part of the Order.)

Authority under which Order is made:

Act and section: School Act, R.S.B.C. 1996, c. 412, ss. 87.01, 87.02 and 168.02

Other: _____

October 10, 2012

R 639/2012/33

SCHOOL CALENDAR REGULATION

Application of regulation

- 1 This regulation applies to the school calendar for the 2013/2014 school year and subsequent school years.

Definitions

- 2 In this regulation:
 - “Act” means the *School Act*;
 - “day of instruction” means, in respect of any school, a day in a school calendar year in which students receive instruction in an educational program;
 - “days in session” means, in respect of any school, the days in a school calendar year on which the principal, vice principals, directors of instruction and teachers of the school are scheduled to be available for instructional, non-instructional or administrative activities;
 - “non-instructional day” means, in respect of any school, a day in session in a school calendar year that is not a day of instruction.

Prescribed minimum hours of instruction

- 3 (1) Subject to subsection (2), the following are the prescribed minimum hours of instruction that a board must offer to students enrolled in the schools in its school district:
 - (a) 853 hours of instruction for students in kindergarten;
 - (b) 878 hours of instruction for students in grades 1 to 7;
 - (c) 952 hours of instruction for students in grades 8 to 12.
- (2) There are no prescribed minimum hours of instructions that a board must offer to students enrolled in a distributed learning school.

Prescribed information in school calendars

- 4 (1) For the purposes of section 87.01 (3) (b) [*school calendar*] of the Act, the following information is prescribed in respect of a school calendar for a school that is not a distributed learning school:
 - (a) subject to subsection (3), the number and dates of the days in session;
 - (b) subject to subsection (3), the number and dates of each day of instruction;
 - (c) the vacation periods and the dates of statutory holidays;
 - (d) the dates of each non-instructional day;
 - (e) the number of hours of instruction offered to students in each grade.
- (2) For the purposes of section 87.01 (3) (b) of the Act, the following information is prescribed in respect of a school calendar for a distributed learning school:
 - (a) the number and dates of the days in session,
 - (b) the dates on which the principal, vice principals, directors of instruction and teachers of the school are available for instruction,
 - (c) the vacation periods and the dates of statutory holidays.

- (3) A board is not required to include in a school calendar the information described in subsection (1) (a) and (b) if the days are for optional or remedial learning activities scheduled during vacation periods.

Consultations

- 5
 - (1) For the purposes of section 87.01 (7) [*school calendar*] of the Act, a board must make publicly available a school calendar that it proposes to submit to the minister under section 87.01 (5) or (6) of the Act at least one month before the date the school calendar must be submitted to the minister.
 - (2) The board must provide an opportunity to
 - (a) the parents of the students enrolled in each school to which the proposed school calendar is to apply, and
 - (b) representatives of employees of the board assigned to the schoolto provide comments to the board with respect to the school calendar made publicly available under subsection (1).
 - (3) For certainty, subsections (1) and (2) do not apply in respect of a school calendar that has been amended based on comments previously provided under subsection (2).

Amending a school calendar

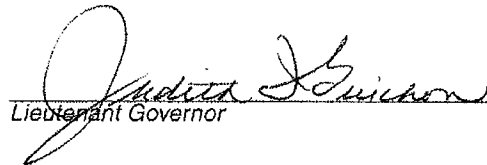
- 6
 - (1) For the purposes of section 87.02 [*school calendar – amendment*] of the Act, a board must make publicly available proposed amendments to a school calendar at least one month before making the amendments.
 - (2) A board must, as soon as practicable and, in any event, within 30 days of amending a school calendar under section 87.02 of the Act, provide the minister with the amended school calendar.
 - (3) Subsections (1) and (2) do not apply to a board that reschedules a non-instructional day previously scheduled in a school calendar if the board gives notice of the change to
 - (a) the parents of the students enrolled in the school to which the proposed change is to apply, and
 - (b) the representatives of employees of the board assigned to the school.

Form of school calendar

- 7
 - A board must use the school calendar forms published by the minister to
 - (a) submit one or more school calendars to the minister under section 87.01 [*school calendar*] of the Act, and
 - (b) provide an amended school calendar to the minister under section 6 (2) of this regulation.

PROVINCE OF BRITISH COLUMBIA
ORDER OF THE LIEUTENANT GOVERNOR IN COUNCIL

Order in Council No. **730** . Approved and Ordered **NOV - 8 2012**


Lieutenant Governor

Executive Council Chambers, Victoria

On the recommendation of the undersigned, the Lieutenant Governor, by and with the advice and consent of the Executive Council, orders that section 1 (2) of the School Regulation, B.C. Reg. 265/89, is amended

(a) *by adding the following definition:*

“**hour of instruction**” means, in respect of any school, an hour in which students of the school receive instruction in an educational program, and does not include recesses, lunch periods and other scheduled breaks between classes; , *and*

(b) *by repealing the definition of “instruction in an educational program” and substituting the following:*

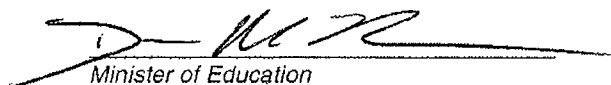
“**instruction**” or “**instruction in an educational program**” means the board approved provision of educational programs to students and includes the provision of

- (a) work study and work experience programs,
- (b) examinations, and
- (c) other learning activities provided by the board.

DEPOSITED

November 9, 2012

B.C. REG. **323/2012**


Minister of Education


Presiding Member of the Executive Council

(This part is for administrative purposes only and is not part of the Order.)

Authority under which Order is made:

Act and section: School Act, R.S.B.C. 1996, c. 412, s. 175

Other: OIC 1281/89

October 10, 2012

R/990/2012/33

Superintendent's Report on Student Achievement

2012/2013

- Ensure transparency and accountability for each school district in terms of its responsibility for improving student achievement, and
- Provide information that will facilitate subsequent planning for continuing improvement of student achievement at the school and school district levels

Data and evidence used to report student achievement should include provincial and local (district) measures. Local data could include a number of district wide instruments commonly used, district designed measures such as school assessments and teacher classroom assessments

Districts may report additional areas of student achievement arising from the most recent achievement contract.

The Superintendent's report is a public document, should be "reader friendly" and easily understandable.

The Superintendent's Report

- ☐ Should be brief and to the point
- ☐ Should be focussed on results and evidence of acquired results
- ☐ Should be a useful point of departure for future planning.
- ☐ Must be submitted to the Board of Education by December 15
- ☐ Must be submitted by email by January 31.

Ministry of Education School Act

Section 22 of the School Act states the following:

"A board must appoint a superintendent of schools for a school district who, under the general direction of the board..., (b.1) must, on or before December 15 of a school year, prepare and submit to the board a report on student achievement in that district for the previous year

Section 79.3 goes on to say:

"On receipt of a report submitted by a superintendent of schools under Section 23 (1)(b 1), the board must, on approval of the report,

- A) Immediately, and in any event no later than January 31st of the school year in which the board receives the report, submit that report to the minister, and
- B) As soon as practicable, make the report available to the public "

Please use this form to summarize the required elements of the Superintendent's Report

While images cannot be inserted into the form, you may reference an appendix of supporting materials (e.g charts, tables) and attach them to the submission email.

The completed report will be published on the Ministry website

Questions and/or concerns

Direct questions and/or concerns to the Ministry by email: EDUC.Achievement@gov.bc.ca

School District No

School District Name

1. Improving Areas of Student Achievement

What is improving?

- 1 The Six-Year Completion rate for SD51 has improved for a 6th year
2. Aboriginal six-year completion rate has a 6 year improving trend.
- 3 District FSA scores have improved for a 3rd year in a row

What evidence confirms this area of improvement?

- 1 The Six-Year Completion rate for 2011-2012 is 94%. In actual numbers 8 students did not graduate.
2. Aboriginal Six-Year Completion rate for 2011-2012 is 93%. In actual numbers 2 students did not graduate.
- 3 Composite FSA results had a third year in a row increase and continue to be 4% above the provincial Average

2. Challenging Areas

What trends in student achievement are of concern to you?

- 1 In examinable secondary courses, females outperform males.
2. Grade 4 Numeracy achievement has plateaued
- 3 While our graduation rate is high, our students perform below the province in the number of students earning a C+ or greater in Math 10, English 10, English 12 and Socials 11

What evidence indicates this is an area of concern?

- 1 In grade 10, 11 and 12 examinable courses over five years, females on average out perform males by 15%
2. FSA scores, required Provincial Exams and Blended Marks
- 3 Blended Final Marks Summary for Required Examinations

3. Programs / Performance / Results & Intervention

Comment on the effect of interventions and programs with specific reference to goals and targets set out in your last Achievement Contract.

SD51 normal sources of data, report card marks, fall and spring reading, writing and numeracy assessments are not available due to teacher job actions during the 2011-2012 school year. FSA scores and provincial examination marks are available because it was possible for principals and vice-principals to administer these assessments.

Goal 1: To improve student achievement in Literacy. The district was able to deliver the Ready Set Learn parent/child pre-school sessions in each elementary school. Average class size was below provincial averages. Nutrition program funding was made available and each school maintained their program.

Goal 2: Develop the capacity to implement and use emerging technologies in day to day classroom instruction to obtain achievement levels above provincial averages for all learners. Where the deliverables did not require teacher direct participation goals were met. Two non-instructional days were held prior to job action so in-service goals on use of technologies were provided. All teachers were provided with new laptops during the course of the year. Voluntary technology in-services were not provided due to job action.

Goal 3: Develop a District-wide approach to support environmentally sustainable practices. The strategy for this goal required the participation of teachers which was not available.

Goal 4: Develop a District-shared vision, shared responsibilities and harmonized actions with Interior Health. We are in year two with a Health Promoting School Coordinator. This position has increased the profile and discussions of healthy schools initiatives in our district including the initiation of new activities such as iWalk and Active Transportation.

Please include comments on the effect of interventions and programs. Based on acquired evidence, what efforts appear to be making a difference?

Our nutrition program continues to receive high satisfaction ratings. It is open to any student in a school but despite that we are not seeing any abuses.

With declining enrollment we were forced to change some of our StrongStart programs to the outreach model. This has worked out well with participation rates meeting our targets.

We have an established a Roots of Empathy program. This program helps students cope better with anxiety and to develop empathy to school mates.

The Boundary Integrated Services Model (BISM) is a partnership of community agencies which was formed to help leverage our mutual resources to the benefit of children in our communities. Partners include Public Health, MCFD, Sunshine Little Peoples' Society, Boundary Family and Individual Services and the school district. This partnership serves the needs of children and families in our communities.

The Academy of Learning in Math and Reading was launched. This is an online learning system targeting specific identified learners.

The positive process that was developed and applied in the renewal of our Aboriginal Enhancement Agreement increased the status of the program in the eyes of our students and communities.

In the West Boundary a very rural part of our district, the Boundary Family and Individual Services Society, in partnership with the School District, offered an after school club for boys after school club and for the girls - iView.

In the Grand Forks area the district was invited and successfully applied for an after school sports grant for vulnerable children. A grant of \$20,000 was awarded for the program with the opportunity for funding in future years.

3. Programs / Performance / Results & Intervention (continued)

List any other Achievement programs you may have implemented in addition to previous years goals and targets and their results.

The District has not launched any new achievement programs. It has strengthened and added to those launched last year

Our online learning initiative is now the responsibility of our District Vice-Principal of Student Services. Course offerings have been expanded, teacher training has been provided in-District and the relationship with SD10 has been strengthened.

The Academy of Learning for Reading and Math experienced growing pains. Some technical and some requiring additional staff training. This has been accomplished and for 2012-2013 additional licensing was purchased because of the increasing demand.

School District No. 51 (Boundary) has provided Kurzweil Educational Systems. At its most basic level, Kurzweil is a computer based text reader that will allow a child to listen to scanned or digital texts while following along on screen. At a more complex level it is a very strong piece of software that allows students to overcome reading deficits, increase fluency by utilizing a choral or silent read along strategy, as well as increase vocabulary. Our fibre network initiative has allowed us to install wireless access coverage in all areas of all our schools. We have now upgraded to a web-based Kurzweil licence that give our students access with mobile devices. The uptake by students and demand for access has been a demonstration of the integration of this initiative into our special education programs.

4. Targets (Summarize the targets set out in your Achievement Contracts)

1) Literacy: Identify your district's target(s) for literacy

SD51 Uses the SmartLearning Assessment tool developed by SD40 (New Westminster).

District 4-year average on District Assessments

Grade 1 to 9 student receiving 2.5 or higher in 2010-2011

Reading 83%

Writing 82%

Target for 2012-2013

Reading 85%

Writing 85%

Due to job action, district-wide assessments were not done in the 2011-2012 school year

State the specific evidence and measures of student achievement in literacy and the results that have been realized

Due to job action, district-wide assessments were not done in the 2011-2012 school year SD51 has an extensive assessment process that takes place in the fall and again in the spring to monitor student progress in literacy

The only measures we have available for the year are our FSA results. Grade 4 participation rate was 89% and Grade 7 participation was 95%.

In Reading, all categories for grade 4 and 7 exceeded 2010-2011 results and exceeded provincial averages.

In Writing, FSA three-year results have not been received.

4. Targets (Summarize the targets set out in your Achievement Contracts) (continued)

II.) Completion Rates: Identify your district's target(s) for completion rates.

Six Year Completion Rates:

06/07	81%
07/08	84%
08/09	84%
09/10	85%
10/11	94%
11/12	94%
12/13	maintain this level our small numbers can result in quick shifts.

State the specific evidence and measures of student achievement for completion rates and the results that have been realized.

SD51 has had a steady increase in the Six Year Completion rate for five years.

We were surprised at our 94% rate in 2010-2011 and did not believe we could sustain this level. Employment opportunities in Alberta will continue to attract some of our families. Now that we have a second year at the 94% rate, sustainability is a goal.

The steady success of our Six Year Completion Rate is attributed to the district focus of supporting vulnerable students and families and its Special Education programs. SD51 was an early adopter and supporter of Early Years Program, our development and commitment to Family Centres in all of our Elementary Schools and the partnership with Boundary Family Individual Services Society have created community and school supports that encourage and help students stay in school and graduate.

4. Targets (Summarize the targets set out in your Achievement Contracts) (continued)

III.) Aboriginal Education: Identify your district's target(s) for aboriginal student improvement.

Please see attachments at the end of this report

State the specific evidence and measures of student achievement for aboriginal students and the results that have been realized.

Please see attachments at the end of this report

5. Children in Care

Summarize the work and your efforts in meeting the needs of Children in Care.

School based teams in each school identify Children in Care. A summary sheet on the student is prepared. Key items that are being tracked are:

- ~For elementary students are they in their age appropriate grade
- ~For secondary students are they on track for graduation with their peers
- ~Determine if the student has an Education Plan or IEP
- ~Identify support being received ie Child and Youth Care Counselor, EA support...
- ~Type of community support available to the student

What categories of Children in Care have been successfully identified and are being monitored?
(i e.) continuing custody orders, temporary custody orders, other

SD51 does not look at only specific categories of Children in Care. Instead any student who is formally fostered, in care of a relative with or without the support of MCFD, living with friends or just "couch surfing" are being identified and monitored. We are able to use this expanded definition simply because we have small enrollment and therefore have very low numbers for Children in Care.

What structures are in place to provide effective communications among MCFD offices, social workers, foster parents and schools?

Every fall each principal and a member of his School Based Team meet with the MCFD District Supervisor to discuss the case load. Each school provides the MCFD District Supervisor with individual summary sheets for their school. Foster parents are part of the normal parent communication procedures in each school.

What results are being achieved by students within the identified categories?

Secondary		
On Track to Graduate with Peers 95%	Meeting Expectations 86%	Not Meeting Expectations 14%
Elementary		
With Age Appropriate Peers 94%	Meeting Expectations 73%	Not Meeting Expectations 27%

6. Early Learning

What strategies are in place to address the needs identified in Early Learning?

- 1 Community partnerships facilitated completion of Ages and Stages Questionnaire III prior to Kindergarten entry at Early Years programs, Strong Start programs and with Kindergarten parent/teacher meetings in June prior to school entry
2. Kindergarten Continua:
 - a) Oral Language Continuum completed before November before first report card
 - b) Social Responsibility Continuum completed in February for second report card
 - c) Writing & Responding or SMART 5 point Writing Assessment in May
3. Speech and Language Therapists complete a hearing screening and consult with Kg teachers on oral language continuum results
4. Teacher-led interventions in the classroom.
5. Meeting with parents for home/school work
6. Referral to Learning Assistance teacher and School Based Teams/IEP if needed
7. Referral to Speech and Language therapist, OT and PT if needed
8. Referral for consultation with District Education Psychologist as to 'next steps' may include more classroom-based strategies and/or fuller assessment

7. Other Comments

The declining economy in the Boundary has created negative impacts on our students. EDI trends confirm this – the vulnerability trend is up for the past four consecutive years. Our planning is focusing on Early Years, building and strengthening partnerships with our community and recognizing that the social fabric and support for students will be critical. As part of this recognition, SD51 is now participating in MDI to more carefully monitor our trends, and continues to strongly support partnerships, our network of Family Centres and Early Years programs throughout the District.

Declining enrollment is impacting our secondary schools in particular. Fewer students has resulted in fewer staff and course offerings. We are focusing on developing a blended learning environment and in consultation with SD10 who are much further along on this journey. This initiative positions School District No. 51 to deliver "Learning Empowered by Technology".

Our current high achievement levels continue to defy socioeconomic statistical expectations. A six-year trend of improvement in the Six Year Completion rate with the last two years at 94% for all students and 93% for aboriginal students is a District record. We attribute our success to the dedication of our staff, our network of Family Centres, our strong partnership with Boundary Family and Individual Services Society and our community partnership – Boundary Individual Services Model (BISM). The partners in BISM are the local office of the Ministry of Children and Families, Public Health, Boundary Family and Individual Services Society, Sunshine Valley Child Care Society and School District No. 51 (Boundary).

If you can achieve your dreams alone, your dreams are not big enough.

~Anonymous

Submitted by
Michael Strukoff
Superintendent, SD51

8. Board approval date: December 11, 2012

Submit by Email

APPENDIX

SCHOOL DISTRICT NO. 51

BOUNDARY

SUPERINTENDENTS ANNUAL REPORT

2012-2013



ABORIGINAL ENHANCEMENT AGREEMENT GOALS 2011-2016

Success for Aboriginal students will be defined by the realization of the following goals:

Emotional Goal: All Aboriginal students will experience a sense of belonging, self-respect and pride of heritage.

Rationale

We believe that increased appreciation and acceptance of Aboriginal culture from all students and staff is fundamental **to an Aboriginal learner's sense of belonging and plays a significant role in school completion.** Ongoing research indicates that being connected to an adult in the home, at school and in the community helps in the formation of healthy relationships, and a positive self-concept which is fundamental to life-long success.



Indicators

- Improved attendance rate for those who have missed 8 or more days of school in 2011/2012
- Improved sense of belonging as measured on the Aboriginal Education rubric or satisfaction survey
- Increased appreciation and acceptance of Aboriginal culture from others in the school as measured by an Aboriginal education culture rubric or satisfaction survey

Inquiry dialogue:

How are we establishing and evaluating the environment that supports Aboriginal learners in developing a sense of belonging, self-respect and pride of heritage?

Intellectual Goal: All partners will work towards increasing the level of academic success for Aboriginal students.

Rationale

We want all students with Aboriginal ancestry to make consistent progress in school achievement. We recognize that key transition times – such as school entry into Kindergarten, from Elementary to Secondary School, and from Secondary School into careers or post-secondary institutions are critical foundational times for learner success. Student enhancement plans will be in place for each student as a road map to achieving their personal goals.



Indicators

- Increase the number of students meeting or exceeding expectations in Reading and Numeracy
- Improve Reading and Numeracy achievement results
- Increase student participation in and performance on English 10 and English 12 provincial exams
- Improve final letter grades in Secondary Math, English and Communications
- Increase or maintain six year school completion rates at 85% or higher

Inquiry dialogue:

How are we improving and evaluating the academic achievement for all Aboriginal learners?

Spiritual Goal: All Aboriginal students will increase their awareness, knowledge and pride of their ancestry through the recognition and honouring of their culture, traditions, history and language in an inclusive environment with all learners in classrooms.

Rationale

It is critical for all staff and learners in classrooms to increase their awareness, knowledge and respect of and for Aboriginal culture, traditions and language as this will anchor a deeper appreciation of the history of this land and the way that the Original Peoples lived their lives in the more distant past, the present and into the future.



Indicators

- Increase the number of students participating in school, district or community Aboriginal cultural opportunities
- Increase the knowledge and appreciation for the culture of the Okanagan People, recognizing that the Boundary School District is located in their traditional territory, as measured by Aboriginal Education rubric or student survey

Inquiry dialogue:

How are we including all Aboriginal learners, staff and members of the school community in supporting and successfully participating in the achievement of this goal?

Physical Goal: All Aboriginal students will increase their awareness of healthy choices that enhance their well-being.

Rationale

Research increasingly reinforces the importance of living healthy lifestyles. From the food that you eat, to the amount of physical activity you get and the healthy habits that you develop – all play a critical role in being ready to learn and participating fully in other learning and social activities.

Indicators

- Increase student participation in activities and programs that support healthy choices and active living
- Increase student knowledge on drug awareness and support for substance abuse/misuse
- Increase student attendance at school



Inquiry dialogue:

How are we increasing Aboriginal learner awareness of healthy choices that enhance their physical well-being?



School District No. 51 (Boundary) Strategic Plan 2010-2015

Approved June 8, 2010

Status as of December 2010

Status as of December 2011

Status as of December 2012 (7 months of job action limited progress)

Prepared with consultation by:
Michael Strukoff
Superintendent of Schools/CEO
For the Board of Education
July 2010 to June 2015

**“Do not confine your children
to your own learning, for they
were born in another time.”**

Hebrew Proverb

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Community Response

The Board of Education has embarked on extending its strategic planning from a one-year plan to a rolling five-year plan. A longer term plan will be more effective as a touchstone for the Board as they make their month-to-month decisions on the performance of the District. To start on this process the Board initiated four public forums and four employee forums in the fall of 2009. Additional meetings were held with the District Development Team and Principals and Vice-Principals. The following topics were discussed:

- Topic 1: Preserving Course Options**
- Topic 2: Managing Declining Enrolment**
- Topic 3: School Configuration**
- Topic 4: More Agencies In Our Schools**
- Topic 5: All Day Kindergarten**

These topics lead to broad discussions across the District. The Board of Education and senior management have considered the input received from the community and staff, factored in the changing landscape of Ministry of Education regulations, oversight and government direction. This draft represents the collaborative efforts of the Board of Education and Senior Management of the District.

The Round 2 forums were held in May 2010 - two public forums and two forums with employees. Round 2 forums responded to a working draft. Additional meetings were held with the District Development team and principals and vice-principals.

A Strategic Plan is a living document and the Board of Education will annually review the document itself and the progress the District is making in the implementation of the plans.

The Board of Education would like to thank all staff, parents, community members and students who gave so generously of their time during the forum process. Your thoughtful comments were most informative and helpful in our deliberations.

Trustees:

Teresa Rezansoff, Chair
Sally Garcelon
Vicki Gee
Ken Harshenin
John Malloff
Cathy Riddle
Kris Sabourin

Student Achievement

The Board of School Trustees, School District No. 51 (Boundary) is committed to providing opportunities for students to develop their individual and unique potentials in harmony with home, school and community, thus enabling them to become mature responsible citizens with inquiring minds and a desire for lifelong learning.

Priorities

1. Support for each student to transition successfully from home to Early Learning Programs, to Kindergarten through to graduation and beyond.
2. Every student will graduate with a career/life plan and the skills, credentials, and experiences to meet the plan.
3. Every learner wants to go to school – to learn, to contribute, and to achieve personal success.
4. Every learner will have the knowledge to make safe and healthy choices.

Student Achievement - Possible Strategic Actions

1. During this time frame of increasing financial constraints, maintain key support structures, services and initiatives to obtain **achievement levels** above provincial averages for all learners, including Aboriginal students. **June 2010 information will establish the baseline. Details will be in the Annual Superintendents report. See attachment on Graduation rates and FSA results. An area of concern is that the 4 provincially examinable courses SS 11, English 10, Science 10 and English 12 have 10 or more students at GFSS who failed last year.**
2. **Align in-service and professional development activities** to support the District goals and objectives. (For example: A District goal is to integrate technology into the classroom. Resources would then be made available for in-service to realize this goal). **Pro D Provided to teachers if it is applicable, Moodle, Kindergarten Early Years, Essential Skills. Use of technology provided through some in house training as school based Pro D. Trustee initiative funds at the district and school levels available to support additional teacher in-service as needed. This alignment continues to occur. District and School based in-service has focused on technology (SmartBoards, Kurzweil, Academy of Learning Academy, Jump Math, Moodle) Non-instructional Days continued and alignment continued, SmartBoards, Jump Math, Circle of Courage, use if iPads**
3. Further develop action plans to help all teachers in their implementation of **quality assessment and differentiated instructional practices**. **Trustee initiative funds at the district and school levels available to support additional teacher in-service as needed. For 2011-2012 Pro-d funds have been budget - \$85,000 Due to job action minimal progress in this area.**
4. Develop and implement the District's **Health Promoting Schools Plan and Provincial Physical Activity** requirements. **In Progress. Healthy School co-ordinator grant successfully applied for and a coordinator has been hired. Initial efforts have focused on building awareness through presentations made to school staffs, some PAC's and at a community event. (This is a 3 year project.) Due to job action minimal progress in this area**
5. **Integrate technologies** to support the teaching and learning process. Some examples include:
 - ✓ Supporting interested teachers who value and seek opportunities to use technology as a tool for learning, for increasing student engagement and extending learning beyond the curriculum. **This has been done as far as district and school resources have been available. 35 LCD projectors installed, 19 SmartBoards and 3 document readers and numerous ipads.**

Continued with all teachers receiving new laptops, ipads introduced in the AB ED program and Special Education

- ✓ Investigate implementation of an Internal Virtual School* This is underway with GFSS leading the way. Visitation to SD 10 has happen in November and GFSS was the only school that participated.
- ✓ Joining the BC Learning Network to gain access to Distributed Learning courseware offerings. This is a consortium of BC School Districts pooling their resources for the development and sharing of online courses using open source software such as Moodle*. Done
- ✓ Support teachers interested in learning and using Moodle. Six teachers have received this training through an agreement with Selkirk College. Two cohorts of 3 teachers with 10 hours of small group training. With the responsibility for this initiative assigned to the District Vice-Principal the initiative has started to expand. More teachers involved, more courses available and additional training provided.

*Check Glossary for an explanation of this term.

Immediate Action Items

- Renew our Aboriginal Enhancement Agreement effective July 2011 (Director of Instruction and Aboriginal Advisory Committee+) Director of Instruction is working hard with teachers teaching Aboriginal Education to provide support throughout the day during lunch and afterschool. In addition to district wide culture activities, they are building on a pilot done last year that brings in Aboriginal elders and other members of BANAC and the Boundary Metis Assoc. to share and demonstrate cultural offerings during the lunch hour at the two elementary schools in Grand Forks and in the West Boundary. July 2012 is when the Boundary Aboriginal Enhancement Agreement renewal needs to be completed. Done
- Develop a District Health Promoting School Plan (Superintendent and Director of Instruction+) The plan is articulated in the terms of the contract with the Interior Health Authority. There is significant room for districts to personalize district implementation, based on the readiness of individual schools to move forward. Due to job action minimal progress in this area.
- Proceed with our Community Network in partnership with the City of Grand Forks (Superintendent, Secretary-Treasurer, IT Manager+) Signed Memorandum of Agreement. Set up steering committee to work on managing network and equipment for both entities moving forward. Done. Joint use agreement signed and the development of a business plan underway.
- Proceed with joining the BC Learning Network and access its resources. (Superintendent, Principal GFSS) Done

+ Indicates individuals or groups responsible for initiating the action

Facility Use Plans

All building facilities in the East and West Boundary continue to operate as they have in the past. Summary of Options (detailed descriptions can be found in the Appendix)

Capital Planning – Facilities

For the 2010-2011 Capital Plan, Christina Lake Elementary will stay on the submission however for 2011-2012, the necessary groundwork for replacement of BCSS and GFSS will be completed and circumstances permitting replacement for these two schools will be the goal. The specifics of the school configuration and location will be determined at a future date. The options that were discussed are included in the Appendix for reference.

Each year the District is required to submit a facilities Capital Plan. This past two years the District has submitted a plan to replace Christina Lake Elementary. The changes in our economy, the aging of our population and the school enrollment forecast all point to the need in a dramatic shift in our future planning. More than one school can be on our Capital Plan.

Action

1. Meet with the Cities of Grand Forks, Greenwood and the Village of Midway to discuss Capital Plans before they are made public. (Superintendent+) Will need to meet with administration of all of our communities and research with the Ministry of Education how much information is going to be required to add BCSS and GFSS to the Capital Plan. Done. At this time with the province's financial constraints and seismic upgrades underway there is no need to take on the expenses of adding any schools to the Capital Plan

Technology in Education

Technology has held out hope for significantly impacting education. These changes have been slower than predicted but the pace of technological change is now increasing in schools. School District 51 recognizes that it must keep pace and make technology available to future generations of students.

Priorities

1. Develop a network backbone that will support District technology needs into the future. Develop partnerships with local governments for the most economical technology services we can develop. Talking with the City of Grand Forks Administration and Technology Manager on how and what level of service the City requires and whether our current structure will continue to work.

Action Items

1. Launch the **Community Network*** by September 2010. (Superintendent, Secretary-Treasurer, IT Manager+) **February 2011 Fully launched September 2012**
2. With the City of Grand Forks, develop a **governance model** for the Community Network. (Superintendent, Secretary-Treasurer, IT Manager+) **Presently pursuing Done**
3. **Reach out to the Village of Midway and the City of Greenwood** to determine their interest in the network and keep updated for inclusion in various options of the Community Network. (Superintendent+) **Need to have the City of Grand Forks and School District up and running before any commitment can be made to these parties. The City of Grand Forks representatives will be having the next discussion on this issue with their City Administrators. This is still on hold.**
4. Update our five-year **District Technology Architecture Plan*** to reflect the Community Network infrastructure. (Secretary-Treasurer & IT Department+) **Working on this, we know we need to upgrade both secondary schools by September 2011. Network and wireless is most pressing issues at this time. With the moving forward of the Community plan wireless has been expanded in all schools and improved or stabilization of internet connectivity has been achieved at all schools.**
5. Develop a **District Learning and Technology Plan (DLT)** focused on building capacity to impact achievement in a 21st century learning paradigm. The focus would be to build a common vision of using technology to positively impact student achievement. (District Technology Committee+) **First meeting is scheduled in January 2011. Due to job action minimal progress in this area**

*Check Glossary

+ Indicates individuals or groups responsible for initiating the action

Human Resources

The Board of Education recognizes that the next five years will be challenging due to the many changes the District will be facing. There will be the ongoing challenge of declining enrollment and the restructuring that will bring. There will also be the challenge of diminishing resources. But most significantly there will be challenge of **Student Learning in the 21st Century** and how we as an organization and individually respond. We will need to stay committed to our own commitment to life time learning and we will need to continue exploring ways to improve the education experience for our students.

Priorities

1. Positive relationships with our employee groups are maintained
2. The most qualified and suitable people are hired and promoted
3. Health and safety of employees, students, volunteers and parents are top priorities
4. Investigate strategies for efficient sharing of specialists between schools
5. Re-visit Employee recognition practices in the district

Actions

1. Have in place sound financial controls to insure accountability and safeguarding of public assets (Board of Education, Superintendent, Secretary-Treasurer+) **The slow and steady work in this area has resulted in very positive external audit reports. The last audit report had only a few minor observations. This work is never complete but currently at a very high level.**
2. Align financial resources with plans and strategies (Board of Education, District Management Team+) **Purchased a variety of technologies Smart Boards, Document Cameras, Projectors, most recently iPADS. We need to make sure that these resources are engaging students and teachers are finding them useful tools. We need to analyze our success and failures before we purchase more resources. The district has not provided any more fund from its operating budget for these types of technologies. Schools and the Ab Ed Program have directed some of their financial resources for some additional purchases – usually at the request of teachers**
3. Explore further shared services and contracting with other partners (Superintendent, Secretary-Treasurer+) **This is underway with Selkirk College, City of Grand Forks and small business in Grand Forks**
4. Optimize space utilization (Board of Education, Superintendent, Secretary-Treasurer+) **Discussions have been initiated with Selkirk College**
5. Encourage and help all employees to realize efficiencies (District Management Team+) **Have met with maintenance staff to identify additional efficiencies, considering the staff reduction in that Department. Analyzing employee leaves and will meet with unions to proceed with protocols to insure that the terms of the collective agreements are clearly identified Due to job action minimal progress in this area**
6. Explore ways to enhance communication and share information with the public and stakeholders (Communications Committee) **District and schools are utilizing websites for public information. No significant initiatives in this area. Board Chair is writing a column for local newspapers, greater use of district and school websites, some additional presence on the radio with interviews and sponsorship of public service ads**

+ Indicates individuals or groups responsible for initiating the action

District Leadership

The Board of Education and school communities value the leadership of the District Leadership Team. Upon retirement or departure of members of the District Leadership Team the structure and positions will be reviewed. **Underway**

School Based Leadership

The Board of Education and school communities value the leadership of building Principals and Vice-Principals. The Board will be maintaining this basic framework but upon retirement or departure of members of our Principal and Vice-Principal team the structure and positions will be reviewed.

VP position at BCSS not filled at BCSS when a vacancy occurred due to a retirement.

Accountability

As stewards of the public purse the Board is responsible for the stewardship of District resources present and future.

Priorities

1. All decisions are made in the best interest of students
2. The District will strive to “stretch the dollar”
3. Long-term stability and sustainability are considerations in all financial decisions
4. Flexibility in the system is maintained to accommodate unexpected challenges
5. Initiatives will be pursued to increase revenue to the District
6. Services are environmentally conscious
7. Community and partner group input is valued
8. All effort will be made to make actions and decisions as transparent as possible and reflect our values

Actions - Ongoing

7. Have in place sound financial controls to insure accountability and safeguarding of public assets
8. Align financial resources with plans and strategies
9. Explore further shared services and contracting with other partners
10. Optimize space utilization
11. Encourage and help all employees to realize efficiencies

Michael Strukoff
Superintendent of Schools
December 2012



Future Planning

As I completed the progress report on the 2010-2015 Strategic Plan it became evident that the majority of the goals in the plan have been addressed or circumstances have changed. The development of a new plan should begin in the 2013-2014 school year.

Grand Forks Secondary School

P.O. Box 339, Grand Forks, B.C. V0H 1H0
TELEPHONE: 250 442-8285 FAX: 250 442-2085



Nov 27, 2012

Mr. Michael Strukoff
Superintendent
School District #51 (Boundary)

Dear Mr. Strukoff and SD51 Board of Trustees,

Re: Request for Approval in Principle – Quebec Exchange 2013/14

Students taking French in Grades 10 and 11 have been invited to do a trip to round out their French language and cultural experience. We are applying to SEVEC (Society for Educational Visits and Exchanges Canada) and are hoping to carry out an exchange with a francophone group in Quebec next fall. The organization pays for the exchanges through money from Heritage Canada so most of the students' costs will be looked after. The group organizer will pay a \$50 application fee and once the group has been accepted the students will pay a \$50 individual application fee. The participants will be fundraising this year in order to cover the costs of activities when the partner school visit Grand Forks.

The details are as follows:

- 20 students max
- 2 Teacher chaperones (David Reimer and Kristen Merry)
- Dates to be decided after application is approved
- Details to be determined through contact with the exchange group and with SEVEC organizers
Package and guidelines (<http://www.sevec.ca/home/>)
- Suitable host families interviewed and prepared
- Fundraising efforts throughout this year and next

I have spoken with Mr. Stewart and he has given me verbal approval. Fortunately he has organized an exchange with SEVEC in 2010 and has offered to give advice and guidance if needed.

If you have any other questions please don't hesitate to contact me at david.reimer@sd51.bc.ca.

Thank you for your consideration.

Sincerely,

David Reimer (B.Ed)
French Teacher
Grand Forks Secondary School



Month-end Report November 2012

J. Hanlon

Secretary-Treasurer

Technology

The Technology Department has been busy installing the new VOIP telephone, and PA system at WBES. They have also put a new VOIP system in at the Glanville Centre. As we install the VOIP systems in the schools, the family centers will also be changed over.

They have also completed revitalizing the Midway Elementary School lab. They completed building and testing the elementary image which has been deployed to Midway Elementary. Perley Elementary school will be next.

FirstClass has been upgraded and moved to a different server.

Finances

During December I will begin looking at cost pressures for the 2013/2014 budget. I will give an update on the 2012/2013 Budget at the January Board meeting as to the status of the current year's finances. The amended budget will need to be passed by the Board at the February meeting or by February 28, 2013 when it is due to the Ministry of Education.

Maintenance

We have spent the Annual Facilities Grant monies for this year. More funding will be announced in March. We are continuing to look at all our facilities and will make a recommendation as to what projects will need to be undertaken. The funds for the Annual Facilities Grant need to be spent by March 31st of the following year.



We have a few maintenance people on leave. Therefore once it snows, the services to the schools will experience a slowdown as we will require all the maintenance personnel to help with snow removal.

BCASBO Leadership Series & Leadership Conference

The BCASBO Association has a leadership series that takes place over a two year period. I was involved in the first series offered in 2009/2010. I was asked to sit on the planning committee for the second series which started in February 2012 and will end in February 2013. There will be five sessions in total. Most sessions are tied to other events such as the Leadership Conference held in November 2012 in Vancouver with all partner groups. Our group met the day and evening before the conference started. We had to make adjustments to our original Agenda due to presenters that were unable to attend at the last minute. Even with those unexpected challenges, the sessions and conversations went very well. It was nice to network and talk about the trends in education with my colleagues the bean counters!

Transportation

If you have not already heard, we are the lucky recipients of four new buses. We hope to have them ordered by the time you read this report. This is great news as we will have a fairly new fleet.



Head Count

	December 11, 2012	September 30, 2012	Increase (Decrease)	06-Nov-12
GFSS	341	343	(2.0000)	341
Perley	262	259	3.0000	262
Hutton	251	250	1.0000	251
CLES	100	101	(1.0000)	98
BCSS	133	131	2.0000	132
MES	30	29	1.0000	29
GWD	35	34	1.0000	34
WBES	114	113	1.0000	114
BES	11	11	-	11
Big White	18	18	-	18
Walker	24	24	-	24
Total	1319	1313	6.0000	1314

Fund : 0 General Operating

OB	TITLE	NOV	YEAR TO DATE	ENCUMBERED	FULL YEAR BUDGET	AVAILABLE	PERC
10	Principal & Vice Principal Sal	92,060.98	451,079.73		1,108,903	657,823	59
11	Teacher Salaries	599,769.88	1,795,341.02		6,019,488	4,224,147	70
12	Non-Teachers Salaries	236,316.94	878,766.98		2,728,694	1,849,927	68
13	Management Salaries	32,713.75	167,160.43		404,946	237,786	59
14	Substitute Salaries	50,972.86	167,192.71		550,316	383,123	70
19	Trustees Indemnity	6,169.94	30,849.70		74,042	43,192	58
21	Statutory Benifits	27,811.03	118,208.85		579,316	461,107	80
22	Pension Plans	125,111.33	412,422.94		1,293,376	880,953	68
23	Medical And Life Benifits	50,201.73	230,366.93		613,040	382,673	62
31	Services	38,614.11	189,792.60	7,240.76	580,397	383,364	66
33	Student Transportation	7,109.83	27,360.31		83,985	56,625	67
34	Training & Travel	40,582.39	122,393.20		249,395	127,002	51
36	Rentals & Leases	2,819.02	14,095.10		33,528	19,433	58
37	Dues And Fees	29,273.79	59,831.40		71,790	11,959	17
39	Insurance	31,300.00	59,968.00		67,400	7,432	11
51	Supplies	63,498.74	222,092.03	40,505.36	846,896	584,299	69
52	Learning Resources	4,157.33	21,249.19	2,222.78	48,830	25,358	52
53	Library Books	577.02	2,446.13	509.41	26,880	23,924	89
54	Electricity	34,568.88	82,572.26		285,000	202,428	71
55	Heat	10,267.99	20,464.22		163,000	142,536	87
56	Water And Sewage	2,168.30	4,341.80		20,000	15,658	78
57	Garbage And Recycling	50.00	5,428.61		16,000	10,571	66
58	Furn. & Equipment Replacement				65,000	65,000	100
59	Computer Equipment Replacement				100,000	100,000	100
TOTAL FOR Fund - 0		1,486,115.84	5,083,424.14	50,478.31	16,030,222	10,896,320	68
GRAND TOTAL		1,486,115.84	5,083,424.14	50,478.31	16,030,222	10,896,320	68



Director of Instruction Maxine Ruzicka December 2012 Board Report

Aboriginal Education

- Four members of the Boundary Aboriginal Education Advisory Council attended the First Nations Education Steering Committee (FNESC) Provincial Conference which took place November 22 to 24 in Vancouver. The main focus of this conference was the Truth and Reconciliation process and what it means in education. We had a lot of fun, connected with others and shared resources and ideas.
- I attended an Aboriginal Education Branch ministry meeting the day before the FNESC conference in Vancouver. Ministry staff and representatives from School Districts shared resources, reporting and data gathering strategies. School District 53 has just completed a grade 4 curriculum unit on the Okanagan People. Helen Gallagher, District Culture Facilitator will be coming to SD 51 in January to present the unit to all teachers with grade 4 students.
- Cultural presentations this month included Terry Jackson completing the carving project with GFSS woodworking class and the clay mural project with Jan DeHaan's art class. (A blessing of the mural will take place later in December, and it will be hung in the main office at GFSS.) Terry is also involved in a carving project at BCSS. Joanie Holmes worked with the grade 4/5 class at Perley Elementary on making Pine Needle Baskets. We were again fortunate to welcome Russell Podgurney to continue the drumming classes with schools all around the School District.
- Aboriginal Information, Culture and Issues circle on Moodle is wrapping up – and I look forward to report out on student learning in January.

Early Years

- Throughout the month of November I participated in several EDI (Early Development Inventory) webinars. The purpose of the webinars with HELP/UBC each year is to ensure that the district coordinator is fully aware of the protocols and the UBC ethics board requirements when conducting the EDI (and the MDI) in schools. In January, there is a more extensive training (by myself and our community early years partner) on completing the survey for teachers new to kindergarten, and a much shorter review for those teachers that have been trained in the past. Parents of kindergarten children are required to receive letters from HELP/UBC at least 4 weeks in advance of the survey being conducted through their kindergarten teacher or school. The letter gives some background information on the purpose of this longitudinal research study – that the results are reported for a cohort of children as population health research and at no time are individual student results available. The letter also states that all children will have the survey conducted unless the parent contacts the school to say they don't wish to have their child involved, in other words, 'passive consent' by the parent(s). School District 51 has been involved with this research for over ten years.

Middle (Years) Development Inventory

- Throughout November I have attended a staff meeting at most elementary schools to review the results from the February 2012 grade 4, student led MDI survey. There was a lot of great dialogue and inquiry about the results and what students at this level have to say about their lives, their school, home and community. Due to the small number of students at many of our schools, it is important to see what the current grade 4 students have to say – and if there is a trend when the data for the two years is compiled.
- HELP/UBC changed the timing of the 2012/13 MDI to a 2 week period in November based on feedback last year that February was not a good month to have grade 4 students complete this survey. (grade 4 FSA happens in February)

Special Education

- Below is a chart from the Ministry of Education – Diversity branch that indicates the incidence rate of student designations in various special education categories in the Boundary from 2006 to 2013. Every year, we receive the provincial rate compared to the School District rate. Districts are required to report (to the Ministry) the reasons behind an increase in any category that is significantly above the provincial average. This year, I reported on our percentage of students with Intensive Behaviour or Serious Mental Health classification and those with Mild Intellectual Disabilities. Please note, even though we are still higher than the provincial average for the Intensive Behaviour/Serious Mental Health designation, we have decreased the number of students with this designation over the past two years.
- I attended a district meeting regarding a project with Gerald Morton and Shawn Cameron (from the Ministry) regarding data collection and sources of evidence for informing program results and monitoring student cohort achievement through a coordinated electronic platform that will pull the data from a variety of sources. Having this opportunity available to SD 51 will greatly reduce time compiling and working with the ‘numbers’ from individual schools to pull together into a district report for areas such as CommunityLINK, Aboriginal Education Annual Report, possibly the StrongStart Reflections tool and for evaluation of Special Education IEP individual student achievement.

District 51	06/07	07/08	08/09	09/10	10/11	11/12	12/13P	Chng	12/13P	Distr	Prov
Boundary									Distr	Inc	Inc
Phys Dep/DeafBlnd	2	2	1	1	0	0	1	1	1313	0.08%	0.12
Mod-Prf Int Dis	7	7	4	4	4	5	3	-2	1313	0.23%	0.34
Phys Dis/Chr Hlth	12	11	13	17	18	18	17	-1	1313	1.29%	1.32
Vis Imp	1	1	1	1	1	1	0	-1	1313	0.00%	0.06
Deaf/HH	2	1	0	0	0	0	0	0	1313	0.00%	0.19
Autism	8	7	10	15	13	13	13	0	1313	0.99%	1.15
IBI/SMI	30	23	21	24	29	25	22	-3	1313	1.68%	1.26
Mild Int Dis	9	4	4	5	9	5	8	3	1313	0.61%	0.39
Gifted	0	0	0	0	0	0	0	0	1313	0.00%	1.18
LD	34	25	26	33	37	38	35	-3	1313	2.67%	3.35
MBS/MI	32	29	18	16	12	15	12	-3	1313	0.91%	1.05

- I have met with most student support teachers to debrief the results from our October Internal Audit. I had invited the Director of Student Support in SD 8 to join us, and he brought two of his student support district staff to have an orientation by Jennifer Turner and myself on how to conduct an internal audit on ‘designated’ student files. I have been involved in conducting internal audits for over 10 years. Usually, the files from two or three categories are audited, and then, using the Ministry audit checklist, a summary of the strengths and areas that need improvement are identified. Jennifer and I will join them at the end of January to assist in their Internal Audit.

School Psychologist

3- full Psych Ed Assessments completed

2 - assessment consultations

7- student educational programming consultations

2- Preschool Provincial Integration Specialist Program applications / assessment review

College of Psychologist Annual General Meeting

School Assessment Caseload review / update - 3 schools

District Vice-Principal Student Services

District SPED presentation on LD assessment / diagnosis and the RTI model

BCCASE Executive Meeting - Regional Chair for Administrators of Student Services

ERASE Regional Coordination Meeting, review of online tool

POPFASD Provincial Steering Committee and host of Provincial District Partner Conference

Internal Audit Results to Hutton / WBES

BCeSIS Student Services Module - help site, use of reporting tool, and reporting deadlines.

ARC-BC 3 new users approval, use summary report submitted to Director

Evergreen Certificate Documentation draft submitted for review



SCHOOL DISTRICT NO. 51 (BOUNDARY) BOARD REPRESENTATIVES - 2013

Board members are asked to sit on external committees and groups as representatives of School District #51. Representatives of the District are expected to take a District point of view when representing the District. They should relay District concerns to the individual groups/organizations and report back to the Board on issues when necessary to do so. Some of these external positions are appointed and some need to be elected by the Board as a whole. The current major positions are as follows.

DISTRICT SCHOLARSHIP

_____ EAST

_____ WEST

BCSTA - KOOTENAY BOUNDARY BRANCH

**CATHY RIDDLE
DAVID REID**

BCSTA PROVINCIAL COUNCIL

BCPSEA REPRESENTATIVE COUNCIL

OKANAGAN LABOUR RELATIONS COUNCIL

JEANETTE HANLON

CHILDREN, YOUTH & FAMILY COMMITTEE

BOUNDARY INTEGRATED SERVICES MODEL

RECREATION COMMISSION

- GRAND FORKS
- Christina Lake

CITY COUNCIL LIAISON (ON AN AS NEEDED BASIS)

- GRAND FORKS
- GREENWOOD
- MIDWAY
- AREA C
- AREA D
- AREA E

**TERESA REZANSOFF/KEN HARSHENIN
CATHY RIDDLE
VICKI GEE
CINDY STRUKOFF
DAVE REID
ROSE ZITKO**



SD 51 (Boundary)

Briefing Note

Date: December 11, 2012

Topic: MIDDLE SCHOOL - FEBRUARY 2013 BOARD MEETING

Middle Schools is an item on the upcoming Board Meeting agenda for December 11, 2012. In the Trustee area we have created a folder within the **Agenda folder** with a compilation of the District Design 2013 information gathered to date.

Please consider whether there is any further information as a Board that you feel is still needed to assist the Board in making an informed decision at the February Board Meeting regarding the Middle Schools reconfiguration in our District.



SCHOOL DISTRICT NO. 51 (BOUNDARY) BOARD COMMITTEES -2013

POLICY DEVELOPMENT

The Policy Committee shall hold regular meetings with the intent of developing and maintaining District Policies. They are to involve education partners in the development of School District Policy. The Committee shall make recommendation to the School Board on individual policy adoption or modification.

OPERATIONS

The Committee shall review, explore and make recommendations to the Board on any major issues dealing with facilities or transportation that require the attention of the Board.

PERSONNEL

AD HOC REPRESENTATION

Administration may call on members of this Committee when needed to sit in on personnel or employee relations meetings.

COMMUNITY ENGAGEMENT COMMITTEE OF THE WHOLE

_____ – CO CHAIRS

_____ – CO CHAIRS

The intent of this Committee of the Whole is to engage the public in matters relating to education and to provide a venue for informal conversations on education to take place between the Board and the Public. This committee will meet four (4) times a year, twice in the East and twice in the West.

FINANCE COMMITTEE

JEANETTE HANLON

(CHAIRER BY THE SECRETARY-TREASURER)

This Committee is responsible for the fiscal stewardship of the School District. It has responsibility for all matters of fiscal policy including submission of the recommended annual operating budget to the Board. The Committee is to involve education partners in the budget process.

ABORIGINAL EDUCATION

DISTRICT DEVELOPMENT TEAM

COMMUNITY LITERACY COMMITTEE

BOARD VICE-CHAIRPERSON

**** Alternate every month ****

MARCH & SEPTEMBER
FEBRUARY & AUGUST
JUNE & DECEMBER
MAY & NOVEMBER
APRIL & OCTOBER
JANUARY & JULY

CATHY RIDDLE
CINDY STRUKOFF
ROSE ZITKO
KEN HARSHENIN
VICKI GEE
DAVE REID

SCHOOL DISTRICT NO. 51 (BOUNDARY)
P O L I C Y

SECTION	TITLE	NO. 3060
EDUCATIONAL PROGRAMS/ SERVICES	<u>Field Trips</u>	

DATE ADOPTED:
DATE AMENDED:

The Board recognizes the educational value of many activities that take place outside the classroom and encourages student participation in such activities.

All such activities must be well planned and supervised, have demonstrable educational value, proper advance preparation, informed parental consent (consent given with full knowledge of the risks involved and the probable consequences of the proposed activity), adequate supervision and a high standard of care.

While there is a risk factor involved in all activities, the Board will not approve field trips that have a high level of risk. A list of prohibited field trips may be found in Appendix A.

The Board recognizes that safety for all students and staff is a primary requirement.

The type of trip, the location of the trip and the level of activity must be matched to the qualifications and abilities of the lead teacher, supervisors, and instructors.

The Youth Safe Outdoors Manual is approved for use as a resource for schools to help ensure safe off-site activities for students and can be found on the All Staff Desktop/Field Trips.

Field trips generally will fall under the following categories:

1. Extra Curricular Field Trips

These include all voluntary activities that take place generally after school hours or on weekends under the sponsorship and/or instruction of a teacher. Such activities may involve travel away from the school for purposes of competition.

eg: athletic activities

Band

Drama

Fine Arts presentations

2. Curricular Field Trips

These involve activities that take place as extensions of the classroom learning situation and involve trips away from the school for as little as one period or as long as several days.

3. Out-Of-Province/Country Educational Travel Field Trips

These involve travel to other provinces within Canada or to foreign countries. Their purpose is to broaden students' understanding of other cultures and to help them to see their relationship in the world as a Canadian.

4. Commercial or Interest-Based Excursions (involving students but not organized by the School District)

The Board will not assume any responsibility for commercial or interest-based field trips or excursions that have not received approval or endorsement by the Board. These are either provided by companies specializing in student travel, or for trips that provide an excursion for students based on a common interest. There are reputable companies that offer this service and their travel experience is worth considering.

Employees may, as individuals, participate in student package tours or interest-based excursions provided it is Board approved.

Exemptions

Where individual students travel to attend a place of work or study are not normally considered field trips: Career Preparation, Career Education, Career Apprenticeship Programs and Career Co-op Programs trips, Rotary Exchange.

R E G U L A T I O N S

Approval and Documentation

1. Principals may approve the following:
 - single day trips (within B.C.)
 - B.C. trips involving Fine Arts, school athletic teams involved in league play, playoffs, provincials and exhibition tournaments including those involving overnight stays.
2. The Superintendent (designate) may approve all other B.C. trips up to three days duration as well as single day trips to the USA.

3. The Board may approve B.C. trips exceeding three days and all trips out-of-province/country except single day trips to the U.S.

For student trips involving travel out-of-province/country, approval in principle from the Board must be obtained at least four months in advance and prior to holding meetings with parents. This request is to be submitted in writing with important details as requested in consultation with the Superintendent (designate).

All field trip proposals requiring Superintendent or Board approval must include the "Application for Field Trips" (Appendix B), the "Field Trips Qualifications Checklist" (Appendix C), and all required documentation. Application for student trips, other than out-of-province/country, requiring Board approval must be submitted three months in advance.

General Requirements for all Field Trips

In all cases, the financial responsibility of the Board shall be limited to budget allocation.

Signed consent forms and accident reports for any students that are injured on a Field trip must be kept for 2 years after the completion of a trip or until a student reaches 19 years of age.

All participating students are to stay with the group. Visits with friends or relatives that require the student to leave the group are not permitted.

Informed parental consent, in writing, must be obtained for all trips.

All field trips must be planned with reasonable foreknowledge of the area to which the group will be going.

Staff, volunteers, and chaperones are not allowed to bring their own children on any field trip unless the child is from the school and grade participating in the trip. An exception may be made for school athletic teams participating in league play, playoffs, and exhibition tournaments including those involving overnight stays. With the approval of the principal, a coach may be accompanied by his/her child if an additional chaperone is provided for the trip.

Students shall conform to the school code of conduct while on school activities.

The Board may request a report from the lead teacher following a field trip.

Funding

Students will not be excluded from curricular field trips because of an inability to pay. The Board hardship policy would apply.

Out-of-Province/Country Educational Travel Field Trips

The Board must be adequately indemnified against all liability concerned with the trips undertaken for Out-of-Province Educational Travel, (e.g. - medical coverage, loss of money, failure to travel due to sickness, etc.)

All students travelling to foreign countries, including the USA, on day or overnight trips, must have individual medical coverage.

All students travelling to foreign countries, including the U.S.A., must have a valid passport and a signed letter from the parent(s)/guardian(s) giving their son/daughter permission to travel and receive emergency medical treatment if required while travelling with the school group.

It is required that the lead teacher check with the borders or customs to determine what specific travel documents may be required.

All students travelling to foreign countries may also be required to have an individual visa, and/or other specific documents as required by each country. Group visas are not acceptable.

Funds deposited for travel may be at risk if travel plans require cancellation or postponement. The financial failure of a travel agency may also result in loss of funds. Travel arrangements shall be made with travel agents that allow trip postponement/cancellation in the event of a travel safety threat. When travel agents are used for any travel, they must be covered by a travel assurance fund recognized by a provincial or federal government agency.

Travel Safety Warnings

Student travel to countries that are or subsequently become identified through travel safety warnings by the Government of Canada shall not occur during the period of such warning unless the Board of Education specifically approves such travel during this period.

Chaperone and Supervisor Requirements for Trips Involving an Overnight Stay

These requirements for chaperones will apply for all overnight trips:

1. Chaperones must be adults approved by the principal. Chaperons must have a current, valid criminal record check completed. See Appendix E for sample letter to potential chaperones.
2. There will be a minimum of two chaperones, including the lead teacher or adult.
3. At least one female chaperone will be required if any female student is a participant. Likewise, at least one male chaperone will be required if any male student is a participant.

School Requirements

The principal of a school shall review the merits of each field trip prior to approving it. Additionally, he/she shall ensure that staff in charge are aware of district and school policies and monitor their adherence. The principal and/or lead teacher shall provide assurance that the criteria established by the Board within these regulations have been met by completing the "Application for Field Trips" and/or providing the school office with the required documentation.

Planning

- the goals and objectives of the trip must be available as part of the planning process
- planning, including educational activities prior, during and after field trips
- the Field Trips Qualifications Checklist completed in advance of the trip (Appendix C)
- complete checklist/records including telephone numbers/medical numbers of all students and adults travelling on field trips. Leave copies for the school and the sponsoring teacher for each field trip
- complete the district and school emergency checklist with copies for the school office and the sponsoring teacher for each field trip
- deal with inappropriate student conduct
- ensure suitable accommodation
- ensure suitable transportation
- confirm assignment of teachers on call
- teachers and students shall make provisions for missed course work because of participation in curricular or extra-curricular trips. Additionally, students must take responsibility for completing work/assignments missed as the result of a field trip
- Except for local specific activities which are required for a course, such as excursions to business establishments and local sites, P.E. activities etc., lead teachers must carry a copy of:
 - the district field trip policy and regulations,
 - a copy of the district emergency procedures.

Safety Requirements

- risk management and emergency response plans
- preparation and maintenance of appropriate first-aid supplies
- treating/evaluating ill or injured students
- In the event of a student's serious violation of the school code, the administration of the school or the district shall be contacted before the lead teacher takes action relating to the student. A student shall not be asked to return home on his or her own unless specific arrangements are made by the administrator, nor shall the action taken by a teacher deprive a student of appropriate supervision.

Consent

- The lead teacher for out-of-province/country trips, overnight trips, and for trips where additional precautions are necessary, shall meet with parents/guardians well in advance of the proposed trip. Where parents/guardians do not avail themselves of this opportunity, the student shall not be permitted to attend the field trip until this requirement has been met. Regular ski trips of one day duration to local mountains or P.E. activities are excluded.

Supervision

The Board recognizes that the age of the children and the activity is a factor in the number of supervisors required. Field trips must be attended by at least one teacher unless an exception is made by a Principal. The following guidelines are suggested but common sense and responsibility in setting supervision levels rests between the sponsoring teacher and school principal:

- One teacher for every thirty (30) students
- Depending on the age and activity, chaperones should be included to ensure a suitable student-adult ratio
 - at the primary grade levels eleven to one (11-1)
 - Grades 4 – 12 of fifteen to one (15-1)
 - For specific activities which are required for a course, such as visiting local sites and business establishments, P.E. activities, etc., or for extra-curricular team activities where groups may be slightly larger than ten (10), in which case only a teacher is required
 - If traveling overnight or out-of-province a ten to one (10-1) ration would be appropriate.
 - The principal may approve a non-teaching staff member as the lead for a daytime low-risk field trip of 15 students or less. In addition the principal shall also ensure that the parents are informed of who the field trip leader will be.

Transportation Approvals

All transportation arrangements must be approved in advance by an administrator or designate as required by the policy and regulations on "Transportation of Students".

Additional Safety Requirements - Field Trips (General Checklist – see Appendix F)

1. A first aid safety kit must accompany all school field trips except for trips within the immediate vicinity of the school.
2. Whenever possible, an adult trained in first-aid shall accompany students on field trips.
3. Suitable safety helmets are required for students participating in bicycle, skateboarding, rollerblading, skating, skiing activities, downhill/snowboarding, tobogganing/tubing etc.
4. Appropriate attire must be ensured by the lead teacher for all students suitable for the field trip prior to leaving.
5. Specialty skills, for which certifying agencies exist, may only be instructed by certified instructors up to the level and under the conditions provided for in the certification. e.g. canoeing
6. Specialty skills for which no certifying agency exists may only be instructed by trained and experienced instructors under the supervision of the lead teacher as determined by the principal.
7. For activities involving a swimming pool or natural body of water, a Red Cross certified life guard is required. If group is over 30 students, two life guards are required.

Moderate Risk Field Trips – Refer to Appendix A

The Principal of each school will follow these written procedures for field trips where the tolerance of risk is deemed greater than low (in addition to the School requirements).

1. A meeting with parents must take place prior to the trip. Students are not permitted to attend any of these activities unless their parent/legal guardian has attended a meeting in person.
2. Prior to the trip a Parent Consent for Field Trips form (Appendix D) must be signed by the parent and received by the teacher in charge. Details of risk must be clearly stated.
3. The Field Trip Qualifications Checklist must be completed and signed by the lead teacher in consultation with the Principal well in advance of the trip. (Appendix C)
4. Trained/certified instructors must be in place. The number and certification/training level will be determined by the risk level of the activity.
5. A detailed emergency response plan must be in place.

6. Specialty skills, such as rock climbing, swimming, canoeing, kayaking, for which certifying agencies exist, may only be instructed by certified instructors under the supervision of the lead teacher up to the level and under the conditions provided by the instructor's certification.
7. Lead teacher/instructor must have prior knowledge and understanding of the area being used for the activities.
8. Students must have pre-educational training and safety instruction prior to the field trip, both at the school and at the activity areas.

Ski Trip/Winter Activity Requirements (General checklist see Appendix G)

1. Two adults, one of whom must be a teacher, must be responsible for each bus, except where a minibus is used in which case the teacher driver shall be responsible. Where the driver of a minibus is not a teacher, a teacher must ride with students in the minibus.
2. Students must only embark or disembark at school or on the ski hill except where the principal has made specific other arrangements. Where the principal has made arrangements to permit en route embarking and disembarking, appropriate contact shall be made with school authorities to ensure suitable attendance records are maintained by all parties.
3. Attendance must be taken on the bus before the bus leaves the school. A copy of the attendance must be available in the school office and carried on the trip by the lead teacher.
4. Once the buses arrive at the mountain, students must remain on the buses until ski personnel are ready for them. Supervising teachers must not dismiss the students until mountain personnel complete their instructions and group presentation. The teachers in charge of the ski activity shall be responsible for coordinating with mountain personnel.
5. Supervisors/chaperones shall provide designated "on hill" supervision.

Move around different slopes at set times designated by lead teacher.

Each supervisor/chaperone shall have responsibility for a specific group of students, and shall take attendance at noon time or designated times during the day.

Supervisors/chaperones will actively monitor and enforce areas of use on the hill, i.e. out of bounds areas, and ensure that runs are appropriate for the level of the skier.

6. At the end of the day, students shall return to the same bus on which they arrived. Attendance must be taken before the buses leave the ski area. No student shall return to the school on a different vehicle, private or otherwise, except for emergencies, in which case the supervising teacher shall determine the new travelling arrangement. Additionally, where a parent/guardian has provided written authorization for different travel arrangements, a lead teacher may permit alternate arrangements if he/she determines the request to be appropriate. All records must reflect this arrangement.
7. The lead teacher must check with the mountain personnel for messages or complaints before allowing the buses to leave.
8. Once all students are present, the lead teacher shall give approval for the buses to return to the school.
9. Students must receive educational training and safety instruction prior to any ski trip/winter activity. Students must be assessed for their ability at the mountain, and they must participate in a lesson consistent with their ability level. (See Moderate Risk Field Trips.)

To Board for Approval to Circulate Dec 11, 2012

FIELD TRIP GUIDE

Samples of Moderate Risk Activities

(Require Field Trips Qualifications Checklist)

- archery
- canoeing
- fencing
- kayaking
- mountain biking
- mountain hiking on designated trails
- rock climbing – restricted to top rope only
-
- scuba diving
- cross country, downhill skiing and snowboarding (see special provisions)
- stage fighting and moving
- swimming including open water
- trail riding
- tethered hot air ballooning
- wall climbing
- watercraft
- elementary trampolining at an approved gymnastic facility
- sliding on snow is restricted to the use of flexible, flat mats such as ‘crazy carpets’
- tubing at an approved tube-park facility
- wilderness camping

Note: These are samples only, moderate and high risk activities are not limited to those listed.

Samples of High Risk (Prohibited) Activities

- bicycle motocross (BMX)
- boxing or kickboxing
- bungee jumping
- caving (spelunking)
- demolition derbies
- dunk tanks
- extreme sports
- hang gliding, paragliding, parachuting, sky diving
- horse jumping
- hot air balloon rides (untethered)
- ice climbing
- mechanical bull riding or other mechanical rodeo events
- motorcycling of any kind
- motorized watercraft operation and racing
- snowmobiling
- motorized watercraft operation and racing
- mountain scrambling and technical mountaineering
- paintball, laser tag games or war games
- rifle ranges or activities involving firearms
- tobogganing, bobsledding, sledding and tubing (exception: tubing at an approved tube-park facility)
- trampolining (exception: elementary trampolining at an approved gymnastic facility)
- white water rafting

FIELD TRIP GUIDE

Nature of Trip	Duration	Approved By	Parent Consent	Safety/Special Considerations
Walking Trips from school (visits to local sites, businesses, recreation for PE activities, etc.)	Less than 2 hours	Principal	General - may be done for each year in September	Chaperones - depending on age of student (for primary an adult ratio of 10 to 1)
Single day trips	1 day	Principal	Informed	
▪ Bicycle trips	1 day	Principal	Informed	- vests and/or red or yellow pinnies, suitable safety helmets (parent approved), guide cars, first aid kit and person
▪ Swimming (including lessons at the local pool)	1 day	Principal	Informed	- certified life guard(s) - first aid kit and person
▪ Skating (arena, outdoor rink)	1 day	Principal	Informed	- suitable safety helmets (parent approved) - first aid kit and person
▪ Skateboarding, rollerblading activities	1 day	Principal	Informed	- suitable safety helmets (parent approved) - first aid kit and person
▪ Ski trips/Winter Activities (regular day trips to local mountains)	1 day	Principal	Informed	- see specific provisions in policy - mandatory educational training and safety instruction prior to ski trip/winter activity - suitable safety helmets (parent approved) - first Aid kits - mandatory participation in ski lesson

FIELD TRIP GUIDE

Nature of Trip	Duration	Approved By	Parent Consent	Safety/Special Considerations
Single day trips to USA	1 day	Superintendent - submit 30 days in advance	Informed consent	<ul style="list-style-type: none"> - Field Trip Qualifications Checklist completed - itinerary attached to application form
Moderate Risk Field Trips	May be any duration	Principal	Informed consent Parent/Guardian meeting	<ul style="list-style-type: none"> - Field Trip Qualifications Checklist completed - trained/certified instructors in place - detailed emergency response plan in place - instruction by certified instructors, up to the level and under the conditions provided for this certification - lead teacher/instructor must have prior knowledge and understanding of the area being used for instruction - students must have pre-educational training and safety instruction prior to field trip, both at school and at the activity areas
BC trips	2 - 3 days	Superintendent - submit 30 days in advance	Informed consent Parent/guardian meeting	<ul style="list-style-type: none"> - Field Trip Qualifications Checklist completed - itinerary attached to application form
Trips exceeding 3 days	4+ days	Board - submit 3 months in advance for approval	Informed consent Parent/guardian meeting	<ul style="list-style-type: none"> - Field Trip Qualifications Checklist completed - itinerary attached to application form - exceptions will be considered – e.g. winning placement for a provincial competition or event
Out of province (not including 1 day trips to USA)	1+ days	Board - 4 months previous for approval-in-principle prior to parent meetings - 2 months for final approval	Informed consent Parent/guardian meeting	<ul style="list-style-type: none"> - Field Trip Qualifications Checklist completed - itinerary attached to application form
International	1+ days	Board - 4 months previous for approval-in-principle prior to parent meetings - 2 months for final approval	Informed consent Parent/guardian meeting	<ul style="list-style-type: none"> - Field Trip Qualifications Checklist completed - medical coverage (essential for USA) - able to cover loss of money (insurance coverage) - failure to travel due to sickness - check with borders or customs to check for specific documents required - itinerary attached to application form - passport

SCHOOL DISTRICT No. 51 (Boundary)
APPLICATION FOR FIELD TRIPS
Requiring Superintendent or Board Approval

TEACHER _____ SCHOOL _____

DATE OF APPLICATION _____ DATE OF TRIP _____

ACTIVITY/DESTINATION _____

GRADE(S) _____ SUBJECT _____

Please Check One Box: 1. Curricular ☐ 2. Extra-Curricular ☐

PLANNING:

GOALS OF TRIP _____

ATTACH OUTLINE OF EDUCATIONAL ACTIVITIES (OUTLINE FOR PARENTS)

Include educational activities prior, during and after the trip; worksheets and projects if applicable; names of chaperones; and itinerary.

DATE OF PARENT INFORMATION MEETING (as required by policy) _____

Number of Students Involved _____ Number & Names of Chaperones _____

TRIP COSTS:

METHOD OF TRAVEL _____ \$ _____

LODGING ARRANGEMENTS _____ \$ _____

MEALS _____ \$ _____

ADDITIONAL _____ \$ _____

TOTAL COSTS \$ _____

SOURCE OF FUNDS: (If more space is required, use back of form)

_____ \$ _____

_____ \$ _____

_____ \$ _____

I have read the School District Field Trip Policy

Approved By _____

Principal

Teacher

Superintendent of Schools

PLEASE NOTE:

1. Prior to planning a trip, approval in principle must be obtained from the Superintendent or the Board, as per this policy.
2. The Superintendent is to be provided with an updated itinerary and chaperone list if these were changed or unavailable at time of original submission.
3. Applications for final approval must be submitted three months in advance for Board approval, 30 days in advance for superintendent approval.
4. Attach a completed Field Trip Qualifications Checklist (Appendix C)
5. Attach an itinerary

6. A follow-up report is to be submitted to the principal

- 4 -

To Board for Approval to Circulate Dec 11 2012

Field Trips Qualifications Checklist

The teacher in charge should complete this checklist and return it to the Principal for the initial planning stages of the activity. The Principal will use this checklist in conjunction with discussions with the teacher in charge to determine the risk tolerance of the activity.

Instructions: Rate each of the following sub categories out of a possible 3 marks.

(0 = Unqualified, 1 = Minimally Qualified, 2 = Moderately Qualified, 3 = Qualified)

(0 = High Risk, 1 = Moderate Risk, 2 = Low Risk, 3 = Minimal Risk).

Add up your scores and plot your total score on the Qualification/Preparedness Continuum.

Activity & Date: _____ **Lead Teacher:** _____

Training & Experience	Unqualified	Minimally Qualified	Moderately Qualified	Qualified
Local Knowledge	0	1	2	3
Certification/Qualifications	0	1	2	3
Equipment	0	1	2	3
Proven Decision Making Ability	0	1	2	3
Field Trip Experience	0	1	2	3
First Aid Training	0	1	2	3
Instructional Experience	0	1	2	3
Student Preparation	0	1	2	3
Chaperones/Supervisors	0	1	2	3
Location	High Risk	Moderate Risk	Low Risk	Minimal Risk
Severe Weather Probability	0	1	2	3
Terrain	0	1	2	3
Isolation	0	1	2	3
Environmental Hazards/Conditions	0	1	2	3
TOTAL =				/39

Potential Hazards: _____

Other (A statement(s) regarding such factors as Emergency services availability, access to communications or other factors as may be applicable: _____)

QUALIFICATIONS/PREPAREDNESS CONTINUUM (Plot total score above on the line below)

/	/	/	/	/	/	/	/
0		10		20		30	39
Unqualified High Risk		Minimally Qualified Moderate Risk		Moderately Qualified Low Risk		Qualified Minimal Risk	

Approved Yes ☐ No ☐

Teacher's Signature

Principal's Signature

Date

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APPENDIX D

SCHOOL DISTRICT NO. 51
PARENT CONSENT FOR FIELD TRIPS
STUDENT ACTIVITY / FIELD TRIP

_____ is planning the following student activity/activities. Your written permission is required by the school if your child is to attend.

Description of the activity: _____

Special Requirements/Equipment: _____

Location of Activity: _____

Town: _____

Dates(s): _____

Mode of Transportation: _____

Accommodations: _____

Field Trip Leader (must be staff member): _____

Chaperones: _____

Departure Time/Date: _____

Anticipated Return Time/Date: _____

If you have any questions at all regarding this activity, please contact the undersigned at _____.

Accidents can be the results of the nature of the activity and can occur with or without any fault on either the part of the student, or the School Board or its employees or agents, or the facility where the activity is taking place. By allowing your son/daughter to participate in this activity, you are accepting the risk of an accident occurring, and agree all these activities, as described above, are suitable for your child.

Field Trip Leader

Administrator

If you do not wish your child to accompany his or her class on this trip, please contact me and I will arrange alternate supervision.

I give _____ (name of student) permission to participate in the field trip to _____ on _____. I understand that my child may be exposed to certain risks while participating in this activity. Accidents and injuries may occur.

Consent/Waiver – Booster Seats:

- ☐ My child is over 9 years of age OR over 4'9" – no booster seat required
- ☐ My child is over 18kg/40 lbs AND under 4'9" – booster seat required
- ☐ My child will bring a portable booster seat that does not require installation into the driver's vehicle
- ☐ My child does not have a car seat or booster seat that is appropriate for his/her age and weight. I request that the school provide an appropriate child car booster seat for my child.

Signature of Parent / Guardian

Date

Printed name of Parent / Guardian

Medical Number

APPENDIX E

Home/Work/Emergency Phone

-6-

SAMPLE CHAPERONE LETTER

Date: _____

Dear _____:

Thank you for offering to accompany and chaperone our students while on the field trip to _____ on _____. Please note that chaperones must be adults approved by the Principal who are willing to submit to a criminal record check upon request by an administrator.

If approved as a chaperone, we ask you to consider the following:

1. We expect exemplary behaviour from our students. They must behave in such a manner as to observe the same rules and regulations as if they were attending school. Teachers will remind students of any specific guidelines prior to the trip. These will be shared with you.
2. Chaperones should feel free to remind students of the expected code of conduct and general deportment expectations, however, any serious concerns should be referred to teachers for appropriate discipline intervention and follow up.
3. All individuals who are involved in the operation of our school have a responsibility to maintain confidentiality. This is to protect the students and staff. No doubt you will observe different approaches to the teaching and management of students. You might also observe students who are "learning different" or who stand out due to noticeable emotional or maturity differences. As a chaperone, you must agree to maintain confidentiality in such instances.
4. Volunteers who transport students must fill in a District No. 51 Volunteer Driver Form, complete a Driver Abstract and have the prior approval of an Administrator. Students who ride with parent drivers (other than their own parents) must have permission from their parents in writing.
5. Please do not bring other siblings with you. In special circumstances this might be appropriate but we ask that you discuss this with the sponsor teacher or school administration beforehand.
6. Our school district and school has a "No Smoking Policy" which encompasses all aspects of all field trips. Therefore, no smoking is allowed during fieldtrips when students are present. Consumption of alcohol or illegal drugs are not allowed.
7. If in doubt, please ask a staff member! If you feel at all uncomfortable at any time about your experiences, please discuss them with one of the teachers. We want you to feel comfortable and confident as you interact with students.

Thank you for your cooperation and understanding. Your time, energy and assistance will help enhance this educational opportunity for our students, and we want your experience to be enjoyable and productive. If you have any questions about your responsibilities, please discuss them with one of the teachers or an administrator. We want you to volunteer again!

Yours very truly,

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APPENDIX F

Page 1

School District No. 5 (Boundary) Generic FIELD TRIP CHECKLIST

Directions: This form is to be completed by the teacher and submitted to the Principal with supporting documentation.

Type of Field Trip:

1. Approved by Principal ☐ Walking Trip ☐ Single Day Trip
2. Approved by Superintendent: ☐ BC Trip (2 – 3 days) ☐ Single Day Trip to USA
(Application must be submitted 30 days prior to trip.)
3. Approved by Board ☐ BC Trip (4+ days) ☐ Out of Province ☐ International
(Applications must be submitted 3 months prior to trip. In addition, international field trips must be submitted 4 months prior to trip and prior to parent meetings for 'Approval in Principle', then again 2 months prior for final approval.)

Special Considerations:

☐ Moderate Risk

- ☐ Lead teacher has familiarized self with District Field Trip Policy (E – 4) and School Procedures
- ☐ Field trip application form completed (attached)
- ☐ Itinerary completed. Location/maps of outdoor activity areas provided. (attach)
- ☐ Parent information and consent form prepared (attach)
- ☐ Parent meeting planned (Out of Province, overnight and moderate risk trips).
Date: _____
- ☐ Field Trips Qualification Checklist completed (attached) (overnight, outdoor education, moderate risk, superintendent and Board approval field trips) Agreed to and signed by principal
- ☐ Transportation and accommodation arrangements
- ☐ Source of Funds, fund raising
- ☐ Special Arrangements for regular day ski trips, swimming, biking, etc.
- ☐ Appropriate chaperones in place (teacher to students = 1:30, adults to students = 1:10) (names attached)
- ☐ Arrangements for educational training and safety instruction. Date: _____
- ☐ Leave forms (if required) completed, approved by principal
- ☐ Preparation of student lists with telephone numbers/medical numbers of all students and adults on trip. Copies for office and sponsor teachers. Medical needs listed / reviewed.
- ☐ Arrangements for first aid person and kit
- ☐ Copy of district field trip policy and regulations, school policy, district emergency procedures (green and yellow booklet)

Submitted by: _____

Date: _____

Approved: _____
(Teacher's Signature)
(Principal's Signature)

Date: _____

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APPENDIX F

REQUIREMENTS FOR SPECIFIC TYPES OF TRIPS (Planning guide)

1. Bicycle trips:
 - ☐ bikes checked for mechanical safety
 - ☐ suitable safety helmets / parent approved
 - ☐ guide cars (if on highway)
 - ☐ first aid kit
2. Swimming:
 - ☐ certified life guard
 - ☐ first aid kit
3. Skating:
 - ☐ suitable safety helmet / parent approved
 - ☐ first aid kit
4. Skate boarding, rollerblading activities:
 - ☐ suitable safety helmets / parent approved
 - ☐ first aid kit
5. Ski trips/winter activities (including snowboarding):
 - ☐ teacher is aware of specific provisions in policy
 - ☐ educational training and safety instruction prior to ski trip/winter activity
 - ☐ suitable safety helmets / parent approved
 - ☐ first aid kit
 - ☐ ski/boarding lessons arranged with mountain (all students)
6. Moderate Risk Field Trip:
 - ☐ Field Trip Qualifications Checklist Completed
 - ☐ trained certified instructors in place
 - ☐ detailed emergency response plan in place
 - ☐ instruction by certified instructors, up to the level and under the conditions provided for the certification
 - ☐ lead teacher/instructor has prior knowledge and understanding of the area being used for instruction (has map of where instruction will take place)
 - ☐ pre-educational training and safety instruction for students to take place prior to activity, both at school and at the activity areas
7. International Trip:
 - ☐ Field Trip Qualifications Checklist Completed
 - ☐ medical coverage for students and adults / immunization shots
 - ☐ loss of money
 - ☐ failure to travel due to sickness

Checklist: Regular day Ski/Snowboard Trips to Local Mountains

- _____ Principal review: "The principal of a school shall review the merits of each field trip prior to approving it. Additionally, he/she shall ensure that teachers in charge are aware of district and school policies and monitor their adherence. The principal and/or lead teacher shall provide assurance that the criteria established by the Board within these regulations have been met by completing the 'Application for Field Trips' and/or providing the school office with the required documentation"
- _____ Transportation arrangements approved in advance by administrator or designate.
- _____ Supervision: one teacher for every thirty (30) students. Additionally, chaperones as required to reach a ratio of ten to one (10:1)
- _____ Supervision: Follow Regulation under 'Ski Trip/Winter Activity Provisions'
- _____ Field Trip Qualifications Checklist must be completed and signed by the lead teacher in consultation with the Principal well in advance of the trip.
- _____ Lead teacher – needs to be designated. This person will also act as liaison with office and administration. The Board has the right to request a report from the lead teacher following a field trip.
- _____ Parent Consent for Field Trip signed prior to the trip by each parent and received by the teacher in charge. (Copy for the office)
- _____ Pre-educational training and safety instruction prior to trip at the school – attendance will be used to verify this.
- _____ LOA submitted two weeks prior to trip (regardless if TOC required)
- _____ Preparation of checklist/records including telephone numbers/medical numbers of all students and adults traveling on field trips with copies for the school and the sponsoring teacher for each field trip (as per Board policy)
- _____ Preparation of the district and school emergency checklist with copies for the school office and the sponsoring teacher for each field trip (as per Board policy)
- _____ TOC in place – teachers should check with the office to ensure that their TOC has arrived. If not, teachers will work with the office to ensure their classes are covered.
- _____ First aid safety kit must accompany all school field trips (except if in the immediate vicinity of the school).
- _____ Alternate arrangements – teachers must provide for students not attending the trip. Submit a list of students and plan for supervision of those students to the office.
- _____ Missed work: students must take responsibility for completing work/assignments missed as a result of field trip
- _____ Helmets – parent approved, suitable safety helmets required for all school skiing activities
- _____ Student violation of school code – refer to regulations regarding administrative consultation
- _____ Volunteers – need to have a current criminal record check completed and on file in the office.

To Board for Approval to Circulate Dec 11 2012

SCHOOL DISTRICT NO. 51 (BOUNDARY)

P O L I C Y

SECTION	TITLE	NO.
GOVERNANCE/COMMUNICATIONS	<u>Distributing Union/Political Information</u>	

DATE ADOPTED:

DATE AMENDED:

The Board has a duty to ensure that it fulfills its statutory responsibilities and duties, and that it operates the School District efficiently and effectively and in a manner which maintains the confidence of students, parents and the public. The Board recognizes that employees have sought to express their views to parents in a variety of manners and that freedom of expression is subject to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society.

In accordance with these principles, the following Regulation sets out procedures which will be followed should an employee wish to distribute information or material on school property to parents or through students. This policy and procedure does not apply to situations where the School or District Administration requests or directs employees to distribute information or material on school property to parents or through students.

R E G U L A T I O N S

Employees and School/District Administration will follow this procedure prior to employees distributing any information/material on school property to parents or through students.

An Employee who wishes to distribute information/material on school property to parents or through students must provide to the Superintendent or his/her designate an advance copy of such information/material along with an explanation of the method they intend on using to distribute the material.

District Administration will review the information/material for the purpose of determining whether its distribution with the content and in the manner proposed would impair the District's ability to achieve its objectives set out above. The review will include consideration of the following:

- Whether the information/material is relevant to educational matters applicable to the intended recipients;
- Whether the content of the information/material is accurate so that the expression is not misleading such that confusion and/or conflict would likely be created;

- Whether the distribution of the information/material is appropriate when considered in the context of the employee's express and implied duties, including the duty of loyalty to the District; and
- Whether the proposed manner of distribution is appropriate when considering the ability of the District to achieve its objectives outlined above.
- The review will also involve consideration of whether there are any measures which can be taken, short of banning distribution, which would balance the employee's freedom of expression with the District's ability to achieve its objectives outlined above.
- Should District Administration determine that the content or proposed method of distribution of the information/material must be modified in order for the District to achieve its objectives outlined above, the District will raise the matter with the employee, or his or her union if the information/material emanates from the union, and will outline its concerns in relation to the above considerations and invite discussion on modifications to the content or manner of distribution that would minimally impair the employee's freedom of expression while at the same time achieving the objectives of the District.
- If those discussions result in an agreement concerning the distribution of the information/material, then the distribution will proceed in accordance with that agreement. Should there be no agreement concerning the content and manner of distribution of the information/material, the employee(s) will be directed not to distribute the information/material on school property to parents or through students.
- Should District Administration determine that the proposed content and manner of distribution of the information/material does not require modification in order for the District to achieve its objectives outlined above, the District will inform the employee (or union, as the case may be) of this and the information/material may be distributed with the content and in the manner originally proposed.
- In all cases, information/material approved by the District for distribution must be placed in a sealed envelope and clearly marked/addressed to the parent/guardian. Further, in order to ensure there is no confusion regarding from whom this communication is coming, the document and envelope should clearly indicate the authorship.

SCHOOL DISTRICT NO. 51 (BOUNDARY)

P O L I C Y

SECTION	TITLE	NO. 3061
EDUCATIONAL PROGRAMS/ SERVICES	<u>Curricular/Co-Curricular/Extra-Curricular Trips</u>	

DATE ADOPTED: March 13, 2001

DATE AMENDED:

The Board recognizes the educational and social value of field trips as a valuable component of the educational program. Students participating in all day and extended trip/activities are considered to be under the same care and guidance of the teaching staff as when in school.

R E G U L A T I O N S

1. All volunteers on such trips will have undergone a Criminal Record Search (see Policy 1290).
2. A driver abstract, if applicable, will be presented to the School Administrative Officer or designate for approval prior to the commencement of the trip.
3. A vehicle check, if conveyance is by private vehicle, will be conducted in accordance with District Form, VCL 01 and be filed at the school.
4. The Driver's current valid insurance coverage will be reviewed and approved by the Administrative Officer. A photocopy will be filed at the school.
5. All documentation, records and approvals will be maintained at the school.
6. Provincial licensing and passenger load capacities (as of January 26, 2001) are as follows:
 - Private Vehicle - Class 5 - no restriction on number of passengers but each requires an individual seat belt.
 - GFSS Van - Class 4 - 15 passengers with seat Belts.
 - BCSS Mini Bus - Class 4 - 15 Secondary or 23 Elementary students. No seat belts