



School District No. 51 (Boundary)

Regular Meeting of the Board of Education

December 10, 2013 at 6:00 p.m.

School Board Office

Agenda

Call to Order

Presentations/Delegations

Project Heavy Duty

10 Minute Comment Period

Adoption of Agenda

Adoption of Minutes

November 12, 2013 – Regular Meeting

Report on In-Camera Meeting from November 12, 2013

The Board discussed personnel issues, properties/facilities, ratified the CUPE contract and the Board was provided with an update from the Principal on the four school model.

Correspondence

- Phoenix Foundation (Attachment)
- Letter to Minister of Education Regarding Carbon Action (Attachment)

Business Items

1. Superintendent's Report

- November Report 2013 (Attachment)
- Superintendent Report on Student Achievement (Attachment)

2. Secretary-Treasurer's Report

- November Report 2013 (Attachment)
- Enrolment November 2013 (Attachment)
- Expenditure Report (Attachment)

3. Director of Learning Report

- November Report 2013 (Attachment)

4. Year In Review

- Chairperson Rezansoff to report

5. Talking Break

- Trades & Transition

6. **Connecting with Local Governments & MLA**

- Grand Forks City at GFSS

7. **Financial Disclosure Statements** (Attachment)

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

8. **Election of Board Chair and Vice Chair**

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

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

MOTION: "That the Board elect _____ as the Board Chair for December 10, 2013 to December 9, 2014."

- **Election of Vice Chair** VOTE (Grey)

MOTION: "That the Board elect _____ as the Board Vice-Chair for December 10, 2013 to December 9, 2014."

9. **Board Representatives for 2014** (Attachment)

Must be elected by January 15, 2014.

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

MOTION: "That the Board elect _____ as the Trustee Representative to the BCSTA Provincial Council and _____ as the Alternate for 2014."

- **Election – BCPSEA Representative Council/BCSTA Bargaining Council Representative** VOTE (Salmon) and **Alternate** VOTE (Light Pink)

MOTION: "That the Board elect _____ as the BSPSEA Representative Council/BCSTA Bargaining Council Representative and _____ as the Alternate for 2014."

- **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 2014."

10. Committee Reports

- Committee Structures (Attachment)
- Policy Committee (Attachment 1, Attachment 2)
- Fundraising

MOTION: “That the Board approve and adopt Policy No. 1320 Fundraising.”

- Use of Facilities and Equipment by Staff

MOTION: “That the Board approve and adopt Policy No. 2065 Use of Facilities and Equipment by Staff.”

11. Trustee Reports

- Kootenay Boundary Motion Building Session
- BCSTA Trustee Academy

12. Around the Boundary November 2013

13. Trustee Activities and Upcoming Events

- 19th Annual Aboriginal Education Conference – December 12-14, 2013
- BCPSEA 20th AGM – January 24, 2014

Future Agenda Items

Next Board Meeting: January 14, 2014 – 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 12, 2013 at the School Board Office

The Chairperson called the meeting to order at 6:03 p.m.

Present:	Mrs. T. Rezansoff	Chairperson
	Mrs. C. Riddle	Vice Chair
	Mrs. V. Gee	Trustee
	Mr. K. Harshenin	Trustee
	Mr. D. Reid	Trustee
	Mrs. C. Strukoff	Trustee
	Mrs. R. Zitko	Trustee
	Mr. K. Argue	Superintendent
	Mrs. J. Hanlon	Secretary-Treasurer
	Mr. D. Lacey	Director of Learning

Presentations/Delegations

David Reimer and students shared some of the highlights from the French Exchange Trip.

Adoption of Agenda

MOVED Harshenin
2ND Reid

[“That the Agenda for November 12, 2013 be adopted with the addition under 6. Trustee Reports - Conflict of Interest Questions from BCSTA and Letter to the Minister of Aboriginal Affairs.”](#)

CARRIED

Adoption of Minutes

MOVED Strukoff
2ND Zitko

[“That the Minutes of the October 8, 2013 Board Meeting be adopted as circulated.”](#)

CARRIED

Report on In-Camera Meeting from October 8, 2013

The Board discussed personnel issues, properties/facilities, and business items.

Business Items

1. Superintendent’s Report

The Superintendent reported on the October school visits. He has been in communication with SPERAS Consulting regarding Suicide Prevention and Self Harm Awareness initiatives. He reported that the Ministry has announced a new student information system to replace BCeSIS. Implementation date is still pending.

2. Secretary-Treasurer’s Report

The Secretary-Treasurer’s month end report outlined reporting forms the District is required to submit to the Ministry of Education. She advised the Board that the District will be getting three new buses. She also presented the month end expenditure and enrollment reports.

3. Director of Learning Report

The Director of Learning presented the October 2013 report. He gave a brief description of school visits for October, and shared that the student learning plans have been completed for all Aboriginal students. He also highlighted the Aboriginal education experiences taking place at the two high schools.

4. Talking Break

The talking break was used to discuss the impact of extracurricular programs on student learning and engagement.

5. Committee Reports

Trustee Gee reported on the Policy Committee meeting and the development of the Sexual Orientation and Gender Diversity Policy. The Secretary-Treasurer reported on the Operations Committee Meeting.

6. Trustee Reports

Trustees Reid and Riddle reported on the BCSTA Provincial Council Meeting and Trustee Strukoff reported on the BCPSEA Symposium.

The Board discussed two questions from the BCSTA regarding conflict of interest. Trustee Gee asked that a letter be written and be copied to other districts and partners as it may have a broader impact and influence.

7. Around the Boundary

October 2013 Around the Boundary was presented.

Meeting adjourned at 8:03 p.m.

Chairperson

Secretary-Treasurer



Phoenix Foundation of the Boundary Communities

Beaverdell • Bridesville • Carmi • Christian Valley • Christina Lake • Grand Forks • Greenwood • Kettle Valley • Midway • Rock Creek • Westbridge

November 1, 2013

**Permanent
Endowments:**

- ♦Community
- ♦Child & Youth
- ♦Environment
- ♦Animal Welfare
- ♦Health

**Fields of
Interest:**

- ♦Seniors
- ♦Aboriginal
- ♦Arts & Culture
- ♦Early Childhood
Development

Grant Seekers:

*Letter of Intent
deadline Feb 28*

YSHIFT?

*Our Youth Doing
Philanthropy.
'Youth engaging
Youth'*

Partners with:

- ♦Greenwood
Improvement
Society
- ♦Village of Midway
- ♦Vancouver
Foundation

***Income Tax
Receipts are
issued for all
donations.***

***Building a Better
Boundary since
1997***

SD51

Mrs. Teresa Rezansoff, Board Chair
PO Box 640
Grand Forks, BC V0H 1H0

Dear Mrs. Rezansoff;

Phoenix Foundation of the Boundary Community is embarking on taking the pulse of the Boundary through Vital Signs 2014. Vital Signs 2009 had a high level of support from our Region and was a significant driver for the Phoenix Foundation for grant priorities in our annual disbursements. Since then, governmental and non-governmental agencies alike have reported that Vital Signs 2009 investigation and subsequent report had a significant role in focusing directions and priorities. In addition, non-profit agencies in particular used Vital Signs 2009 to leverage funding to support families and projects throughout the Boundary.

We believe that current information, updated research and the voice of today's Boundary residents is needed to determine priorities for the next five years.

The Phoenix Foundation greatly appreciated School District 51 support for Vital Signs 2009 and look forward to your continued contributions to engage citizens throughout the Boundary in identification of indicators of the key issues, to determine and conduct the relevant research, writing and production essential to a successful Vital Signs 2014. The cost of producing Vital Signs 2009 was approximately \$32,000. To date we have secured about \$18,000. We would greatly appreciate a donation of \$1,000 from your organization. The Phoenix Foundation can issue a tax receipt for donations.

We would be more than pleased to do a presentation to your directors and staff prior to January 31, 2014. To respond to our request and/or to book a presentation please contact me at your earliest convenience.

Sincerely,

Doug Lacey, Vice President

doug.lacey@sd51.bc.ca

250-442-8258

cc: Mr. Kevin Argue, Superintendent



PO Box 1012 • Grand Forks BC V0H 1H0 • Telephone: Mona Mattei (Executive Director): 250-443-1899

E-mail: phoenixfoundationbdry@gmail.com • URL: www.phoenix-foundation.net

**Proud
Members
of:**



COMMUNITY
FOUNDATIONS
OF CANADA
all for community.

and



Agenda

BOUNDARY COMMUNITIES'

VitalSigns®

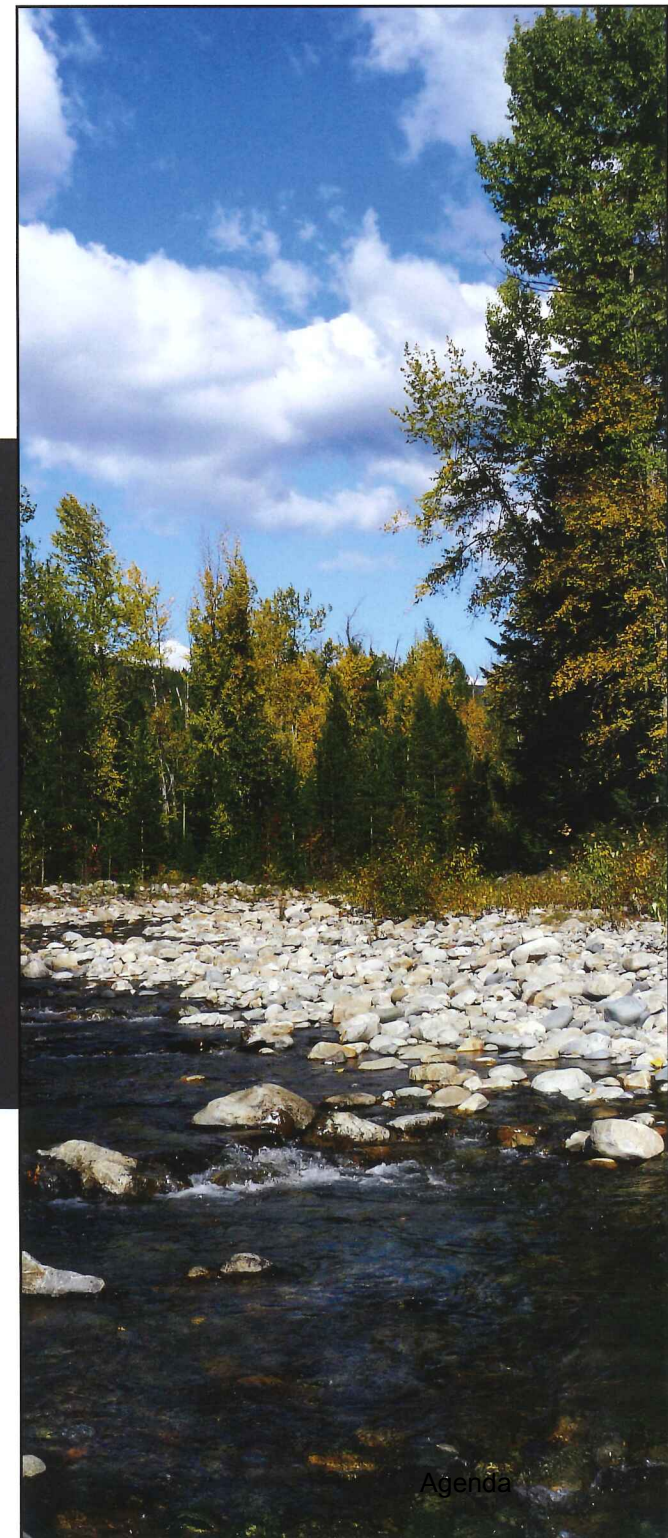
2009

CHRISTINA LAKE • GRAND FORKS • GREENWOOD • MIDWAY • ROCK CREEK • BRIDESVILLE • BEAVERDELL

X Eleven key issues

X Hundreds of citizen graders

X One snapshot of our community



Contents

Methodology	2
About the Boundary	3
President's Message	3

Indicators

Learning	4
Getting Around	5
Environment	6
Health & Wellness	7
Housing	8
Arts & Culture	9
Gap Between Rich & Poor	10
Safety	11
Food Security	12
Belonging & Leadership	13
Work	14
Acknowledgements	15
Funders & Partners	15

BOUNDARY COMMUNITIES'

VitalSigns®

CHRISTINA LAKE • GRAND FORKS • GREENWOOD • MIDWAY • ROCK CREEK • BRIDESVILLE • BEAVERDELL

Steering Committee

A Steering Committee made up of Phoenix Foundation Directors and local community leaders was struck to begin the enormous task of producing the Boundary Communities' Vital Signs Report. The Committee contracted a Project Team to organize Town Hall consultation meetings, make contact with community organizations, sift through and analyze data provided, and to write the grading survey and report card.

Index of Grading

- A Awesome! We're doing great
- B Doing well
- C+ Not bad, but could do better
- C Of concern, needs attention
- D In dire need of corrective action

Citizen Graders

Registration was open to everyone; 239 Boundary citizens chose to be graders including:

- 50% from Grand Forks
- 28% from Area D
- 9% from Area C
- 3% from Greenwood
- 4% from Midway
- 6% from Area E

All grading and rating in this report and supplementary publications created by our Boundary Communities' Vital Signs partners was assigned by community graders – not by the Phoenix Foundation. Average scores were used.

The **input of our youth** was also essential to help identify areas of strength and improvement. Youth play a vital role in our community including those who belong to volunteer groups such as YSHIFT, Kick Start, and the Community Youth Table.

These youth contribute to our community by giving their time, energy, and input on various areas concerning all youth and their communities at large. They gain skills in leadership, communication, and self awareness that will benefit them today and in their future. We'll share in that future.

Methodology

Research & Data

Research

SPARC BC (Social Planning And Research Council), along with many local community contacts and experts, ensured the indicators for the Boundary's Vital Signs were relevant, accurate, and comprehensive. Community Foundations of Canada, who retained the Centre for the Study of Living Standards to undertake national research, provided additional expertise.

All source data can be accessed online at www.phoenix-foundation.net.

Because of the size of our population and for the sake of citizen privacy, various data were not available to us. In these cases, we have noted the data as reported by the Regional District of Kootenay Boundary or Local Health Areas 12 and 13. For ease of reading, most percentages were rounded to the nearest per cent.

Comparable statistics for BC and Canada were provided when available.

Based on the economic downturn locally and internationally, many statistics will have changed since the Census data of 2006, typically offering a bleaker picture than is being reported here.

Indicator & Data Selection

These were selected and prioritized based on the following guidelines:

- Perceived community interest
- Availability, currency and likelihood of data being updated regularly for future trending
- Cost of data collection
- A three year cycle of core indicators agreed upon by all community foundations participating in Vital Signs

It was interesting to observe the community's perception of the data did not always align with the significance or reality of the data reported in the survey. As you read the report, you may want to ask yourself why we, as a community, perceive ourselves in certain ways even though hard data tells us a different story.



Agenda



About the Boundary

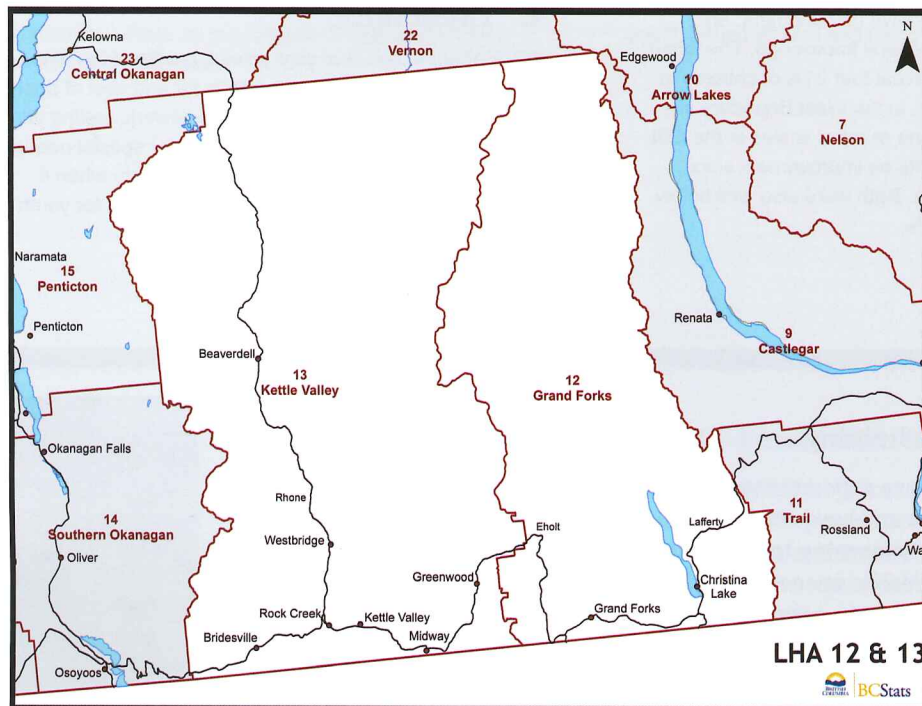
Boundary Country is a 7,000 square kilometre region between the Okanagan Valley and the West Kootenay on the Canada/US border. The area is made up of three incorporated municipalities including Grand Forks (2006 Census population, 4,036), Greenwood (625), Midway (621) and three unincorporated electoral areas including Area C – Christina Lake (1,435), Area D – Rural Grand Forks (3,176), and the southern half of Area E (2,234) including communities such as Rock Creek, Westbridge, Bridesville, and Beaverdell.

Our population is aging and, by gender and age within each community, shows a higher than average distribution of the 45 and over population and a lower than average distribution of people between the ages of 0-44.

Our Foundation

In 1997, a small group of local citizens took it upon themselves to establish a community foundation dedicated to making the Boundary a better place to live and work; to raise families and to age gracefully; to run businesses and to enjoy our beautiful environment; to have access to affordable artistic, recreational and cultural programs and activities.

Since it started, the Phoenix Foundation of the Boundary Communities has been instrumental in bringing hope to the lives of our citizens by funding more than 80 organizations in the Boundary area and granting more than \$250,000. Our local foundation intentionally serves the communities of Beaverdell, Bridesville, Rock Creek, Midway, Greenwood, Grand Forks and Christina Lake.



President's Message

A Canadian Initiative with a Boundary Area Focus

On behalf of the Board of Directors of the Phoenix Foundation of the Boundary Communities, it is my pleasure to welcome you to our first Vital Signs Report.

This Report is not meant to break new statistical ground or provide answers to the problem areas identified in it. Rather, it is intended to illustrate how we citizens view ourselves and our life together.

In part, it will guide the Foundation's granting decisions and give us another level of understanding to advise donors of the priorities of our communities. We hope it will spark dialogue and influence the decisions of grant recipients, charities, community groups and organizations, service clubs, business large and small, all levels of government - municipal, regional, provincial, and federal - and those who support our community through donations and volunteerism.

Vital Signs can benefit the Boundary by:

- Highlighting areas of need to encourage further dialogue and response from institutions, elected leaders, charitable organizations, and citizens;
- Encouraging cross-sector, holistic thinking on the overall vitality of our communities and provide impetus for cross-sector initiatives;
- Building community capacity through shared knowledge for good decision-making.

I wish to thank those who have provided financial and in-kind contributions; to the many people and organizations who gave their time by participating in town hall meetings, sharing information, serving as 'graders' or by offering advice. This was a 'community effort' in the truest sense of those words and the Foundation greatly appreciates your interest and commitment to this endeavour.

We hope you are moved reading Boundary Communities' Vital Signs. Let the report serve as a tool to learn and the findings spur you to action in your sphere of influence and in helping our Foundation to do everything possible to improve the quality of life for all those who reside in our great communities. Use Vital Signs to stimulate dialogue and learning, around policy and strategic planning tables, at work, at school, at home. Making a difference is not restricted to those who are privileged or financially wealthy; it is encouraged of everyone generous of spirit. You can make a difference.

Maxine Ruzicka, President, Phoenix Foundation of the Boundary Communities

Agenda

Learning C+

It is more critical than ever that all generations embrace lifelong learning as a pathway to well-being and gainful employment.

B Aboriginal high school completion rate

The graduation rate among Aboriginal students across the Boundary School District has been higher than the provincial average for the past three years which is also the case for our student population overall. Since 2003, between 90% and 100% of grade 12 Aboriginal students graduate who are eligible to graduate. Up to 20% of our local students claim Aboriginal ancestry.

C+ Vulnerability of children on the EDI

The Early Development Instrument (EDI) measures the developmental well-being of kindergarten children in five areas: physical well-being; social competence; emotional maturity; language and cognitive development; and, communication skills and general knowledge. The latest data collected in 2006/07 reveal that 21% of children in the East Boundary and 15% in the West Boundary are considered vulnerable on one or more scales of the EDI. In both cases, this represents an improvement since 2001/02 from 23% and 19%. Both were also well below the province average of 30%.

C+ Lifelong learning

The Composite Learning Index (CLI) is a national index that measures the state of learning in our communities. It combines data from 24 different learning-related indicators that include the different ways people learn – in school, at home, at work, and within their community. A high CLI score means a particular city or community possesses learning conditions that support social and economic success. In 2009, all Boundary communities scored 73 or 74 out of a possible 100. In the same period, the index value in BC was 77 and for Canada 75; over the last three years, these index values are on a declining trend, as are the Boundary values.

C Youth voice

Think about things like: your school, quality of learning opportunities, adequate preparation for and cost of post-secondary education, curriculum, homework, testing and grading, class sizes, and opportunities for special needs students. How would you grade the Boundary when it comes to learning and education opportunities for youth?



How the Foundation is helping...

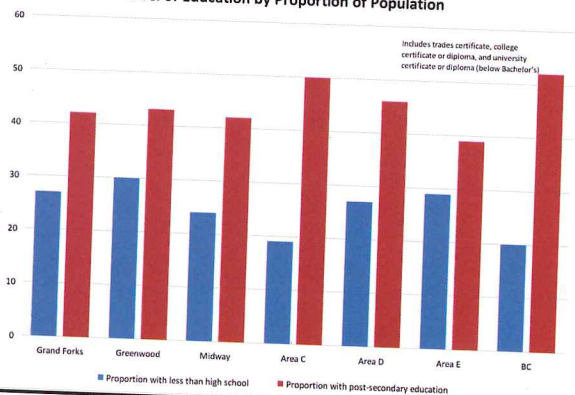
Phoenix Foundation grants have provided **resources to every library** in the Boundary and have supported a range of **programs from early learning to adult literacy** programs. The Phoenix Foundation sponsored an 'Estate & Wills Planning' session to meet the needs of citizens and service providers alike.

How you can help...

- Have a bookcase accessible to all family members in your home.
- Get a library card – it's free!
- Help your child daily with homework.



Level of Education by Proportion of Population



C Getting Around

Our ability to get around relates directly to our quality of life and environment and the health of our local economy.

C- Proportion of workers who use public transportation to get to work

In 2006 in BC overall, public transportation provided a means for 10% of the population to get to work or school – and the number is on the increase. In 2006, not one worker in the Boundary area reported accessing the Handi Dart bus, currently the sole form of public transportation, to get to work. Our geographic area covers approximately 7000 square kilometers.

C- Mode of transportation taken to work or school

In 2006, 78% of Boundary residents reported driving themselves to work or school and an additional 10% travelled by vehicle as passengers. Those who walked were 8% and 3% cycled.

C Community bus capacity

Did you know that anyone can ride the Handi Dart? The local bus has capacity for up to 20 people and travels within Grand Forks and to and from Greenwood on Fridays. In 2006, ridership was approximately 8200, in 2007 7200, and in 2008, it was 7400. The Boundary Transit System funding is cost-shared between the Regional District of Kootenay Boundary and BC Transit. The system is operated by the Interior Health Authority.

C- Youth voice

Think about things like: the cost of the bus (Greyhound), bike routes, the reliance on cars, available taxi service. How would you grade the Boundary when it comes to youth getting around and using transit?

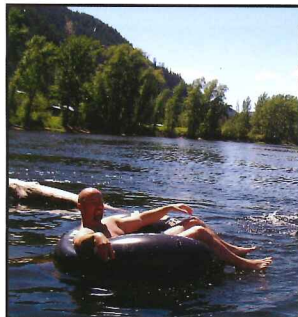


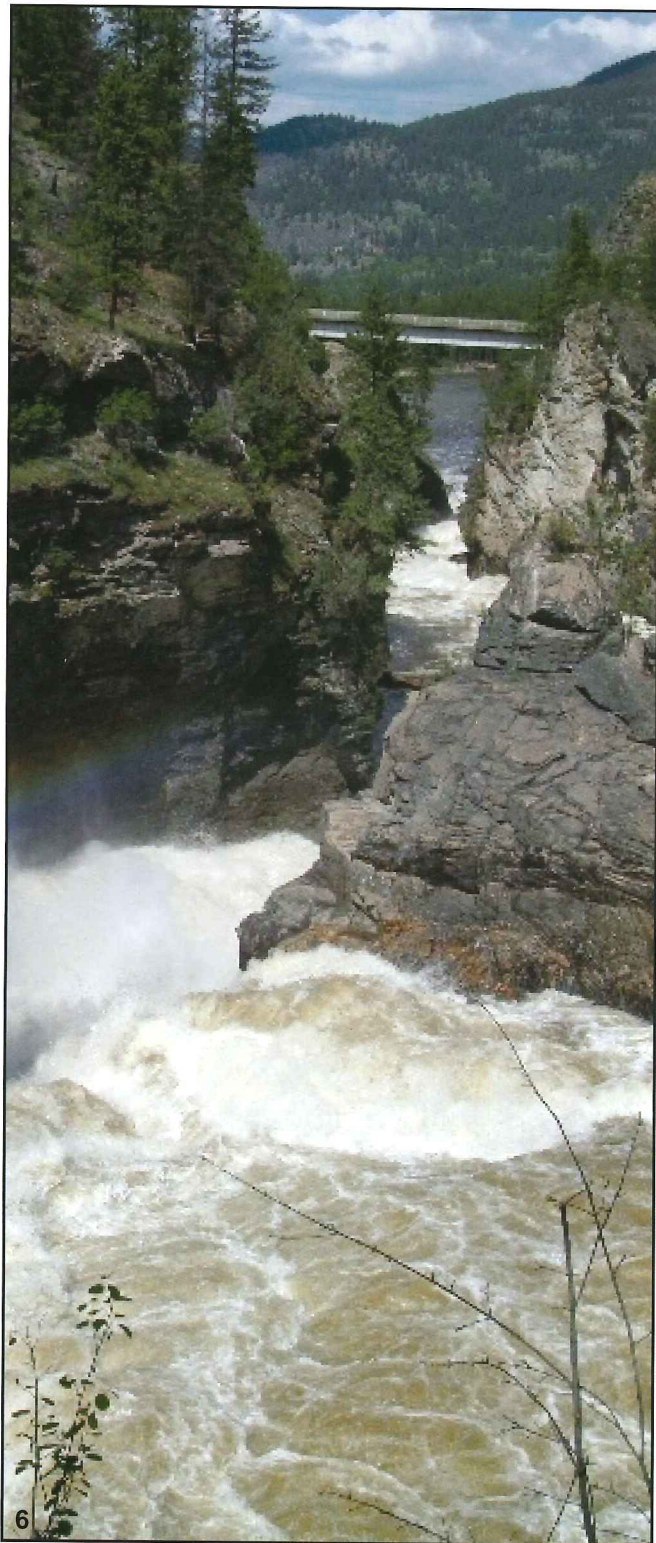
How you can help...

- Contact the Volunteer Driver Program at 250-442-2162; take someone to a medical appointment this year.
- Start a carpool bulletin board in a central community location.

How the Foundation is helping...

Phoenix Foundation grants to the **Red Cross Loan Cupboard** purchased equipment to improve people's ability to get out and around. Grants to various groups have created and enhanced the **network of trails throughout the Boundary** for people of all ages to enjoy. Check out www.gftrails.com.





Environment C

Our watershed security, quality of air, and how we dispose of our waste are important elements of our regional identity and sustainability of our recreation, leisure, and eco-system.

C+ Air Quality Index (AQI)

Air quality has improved in Grand Forks since 2006. Average AQIs between 10 and 12 (0 to 25 is good) were reported for late 2006 and early 2007. The AQI continued to decline through to late 2008 indicating an improvement in air quality in Grand Forks over this time period. Air quality has been measured since 2006 and only in Grand Forks.

B Garbage, recycling, and composting rates

In 2008, at least 10,500 tonnes of waste were generated in the Boundary. Of this, 6,400 tonnes were garbage, 1,400 were recycled, and 2,700 tonnes were composted by the regional district. At least 39% of our waste was diverted from landfills; the Canada-wide average is 22%. It is likely our diversion number is significantly higher as private recycling companies and backyard composting are not accounted for in this data. It is also important to note 95% of Boundary residents have access to collection programs.



How the Foundation is helping...

The Phoenix Foundation secured a donor and a grant to establish an **Environment Endowment** and then convened a meeting of groups and individuals from across the Boundary to talk about priority environmental issues. For many, it was the first time they were all in a room together at the same time to talk about their concerns.

D Rivers & waterway health

The Kettle River was found to be BC's second most endangered river in 2009 for a variety of reasons including development proposals and excessive water withdrawal in its upper reaches. In the past three summers, the Kettle has also experienced record low flows resulting in higher water temperatures, increased algal growth, and the deterioration of habitat for fish and other aquatic organisms.

D Aquifer & water quality

BC's groundwater observation well network has two monitoring wells in the Boundary – in Beaverdell and Grand Forks. Overall, water table levels, particularly seasonal highs, in both monitoring wells have been declining since the late 1990s. The water table has declined over the last ten years.

C Youth voice

Think about things like: environmental awareness, quality of air, the health of our rivers and lakes, recycling, pollution, greenhouse gas emissions, climate change. How would you grade the Boundary when it comes to going green?

How you can help...

- Be water wise agriculturally and in your home. Reduce your consumption.
- Is your household aiming for Zero Waste? Find out more at www.rdkb.com.



C Health & Wellness

The state of our personal health is influenced by the quality of what we take in from our local environment from air, water, and food to our physical activity and lifestyle decisions.

C+ Low weight births

Babies born weighing less than 2500 grams/5.5 pounds are proven to be at greater risk of having a disability or certain diseases. As of 2006, approximately 57 babies of every 1000 born in the East Boundary were considered low weight. In the West Boundary, 30 babies per 1000 were low weight. The provincial average was 55 babies per 1000.

C- Access to a regular doctor

As of 2008 in the Kootenay Boundary region, about 86% of those over 12 years of age and 92% of those 65 and older indicated they had a regular medical doctor; both numbers are below the provincial average. "We (in the Boundary area) are presently one of the most understaffed medical groups in the Interior Health Region," explains Dr. Sebastian. "Despite having five doctors for more than 12,000 patients, we have also made a commitment to serve all newcomers to our community. The feeling of the local medical group is that it would be morally and ethically wrong to close our practices."

C Self-rated health among youth

When asked about their state of mental and emotional health, 88% of youth agreed or mostly agreed with the statement, "I usually feel good about myself." At the same time, 15% indicated they experienced considerable pressure in their lives; 12% indicated the level of pressure was "almost more than they could take." These numbers are on par with provincial averages.

D Youth alcohol consumption

As of 2007, over half of our Boundary youth (55%) ages 12 to 19 self-reported to be consuming alcohol at least once per month and 20% were drinking on a weekly basis.

C+ Youth voice

Think about mental health and addiction, activities that promote healthy lifestyles, family health services, and clinics such as Options for Sexual Health (OPT). How would you grade the Boundary when it comes to supporting the health and wellness of youth?



How you can help...

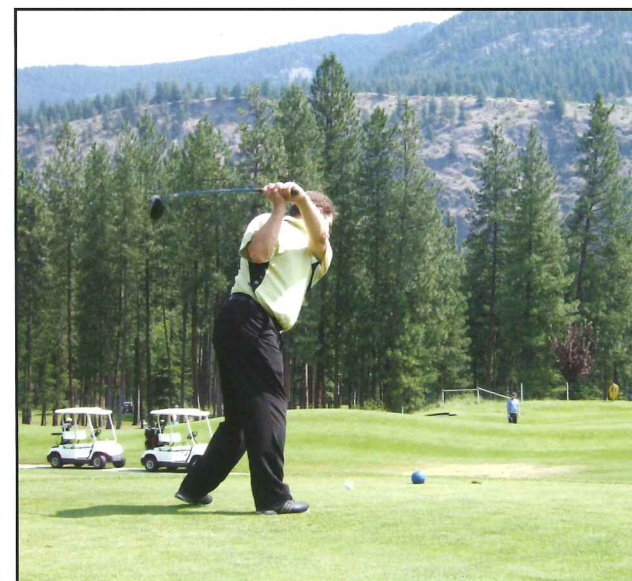
- Want to quit smoking? Click quitnow.ca or call 1-877-455-2233.
- Ask your Recreation Commission what's available in your area. Check out www.rdkb.com.



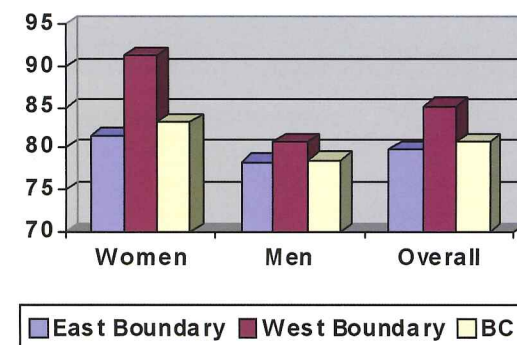
How the Foundation is helping...

The Phoenix Foundation supports vibrant groups of youth across the Boundary who engage in philanthropy. 'Youth helping Youth' is a pathway to wellness...their own and ours as well.

The Phoenix Foundation also responded to a need to establish a **Seniors' Endowment** to enhance the lives, health, and well-being of the senior population of the Boundary.



Life Expectancy 2002-06





Housing C

An adequate mix of safe and affordable housing benefits individuals and our community-at-large. Where we live shapes how we experience our community and regional area.

C Subsidized housing

The number of households receiving housing subsidies in a community is an indicator of the supply of affordable housing for those unable to afford market rents. In March 2009, 137 households across the Boundary were either living in subsidized units or receiving some form of rent supplements. Of those, 71% are senior households and 29% are low income families.

C Proportion of dwelling units requiring major repair

A high proportion of dwelling units requiring major repair within a community may suggest local homeowners are having difficulty covering costs related to maintenance and upkeep. Four Boundary communities had proportions higher than the provincial 7% and federal 8% levels: Greenwood at 20%, Midway at 16%, Area E at 16%, and Grand Forks at 11%. Area D is at 7% and Area C at 4%.

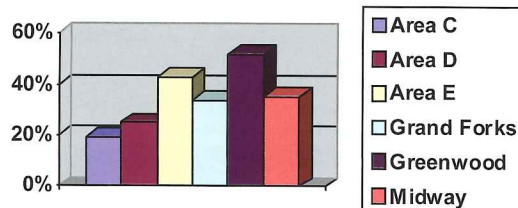
C+ Median monthly payments for dwellings

Median monthly payments for rental units in all Boundary communities are lower than the BC level (\$752) and the national level (\$671). Median monthly payments for owner-occupied dwellings in all Boundary communities are roughly half the median monthly BC level (\$876) and national level (\$839). The Boundary is unique in that median monthly payments for owned homes are more affordable than median monthly payments for rent. The opposite is the case in the province and the country.

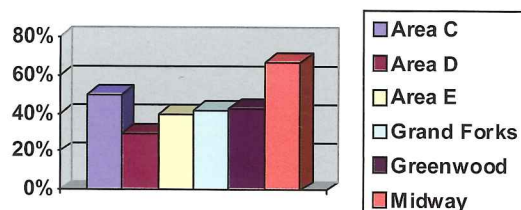
C Youth voice

Think about things like: youth homelessness, youth living independently (on their own), cost of housing for families, cost of renting. How would you grade the Boundary when it comes to the availability and affordability of decent housing for youth and young adults?

Owner Households Spending More Than 30% of Household Income on Shelter Costs



Renter Households Spending More Than 30% of Household Income on Shelter Costs



Points to ponder:

Did you know that for many citizens across the Boundary **renting a home is more expensive than being a homeowner?** (Stats Canada, median monthly payments, 2006) More affordable, adequate rental options are needed.

How you can help...

- Support those that promote affordable, alternative housing options such as Habitat for Humanity or the Grand Forks and District Housing Society or contact your local elected official.



C+ Arts & Culture

The arts and culture have the power to enrich, educate, and inspire -- enabling Boundary citizens to connect with our communities, gain insight to each other, and generate income.

C+ Employment in occupations related to arts, culture, recreation, and sport

Over the last few years, the number of people employed in this sector has incrementally increased – suggesting the sector is gaining strength.

C Library usage

Circulation of number of books/materials per capita is below the 2007 provincial average of 11 at the Grand Forks Library (9) and Greenwood (6), but well above in Midway (17).

B Number of diverse cultural institutions available

According to the 2007 Boundary Country Arts and Cultural Scan, across the Boundary there are 6 museums, 4 art galleries, 4 public libraries, and 18 cultural/artifact sites.

B Attendance at arts, cultural, and sporting events

There are many events held across the Boundary each year. Examples include: Rock Creek Fall Fair with 10,000 to 12,000 visitors annually; Grand Forks International Baseball Tournament with up to 6,000 people attending; Kettle River Day with 150 in attendance; Grand Forks Art Gallery sees more than 3,000 visitors at wine tastings, concerts, Canada Day Celebration, and Gallery openings; Boundary Artisan Association saw almost 2,000 visitors during the studio tour, Christmas Faire, and Artisans' Market; and, the Christina Lake Arts and Artisans' Society report approximately 500 people attending festivals and events.

C- Youth voice

Think about things like: cost of events, range of plays and movies that interest youth, live music, libraries, community centres, coffee shops, all-ages nightclubs, parks and other places to hang out. How would you grade the Boundary when it comes to our local arts scene for young people as well as availability and quality of 'youth spaces' in the Boundary?



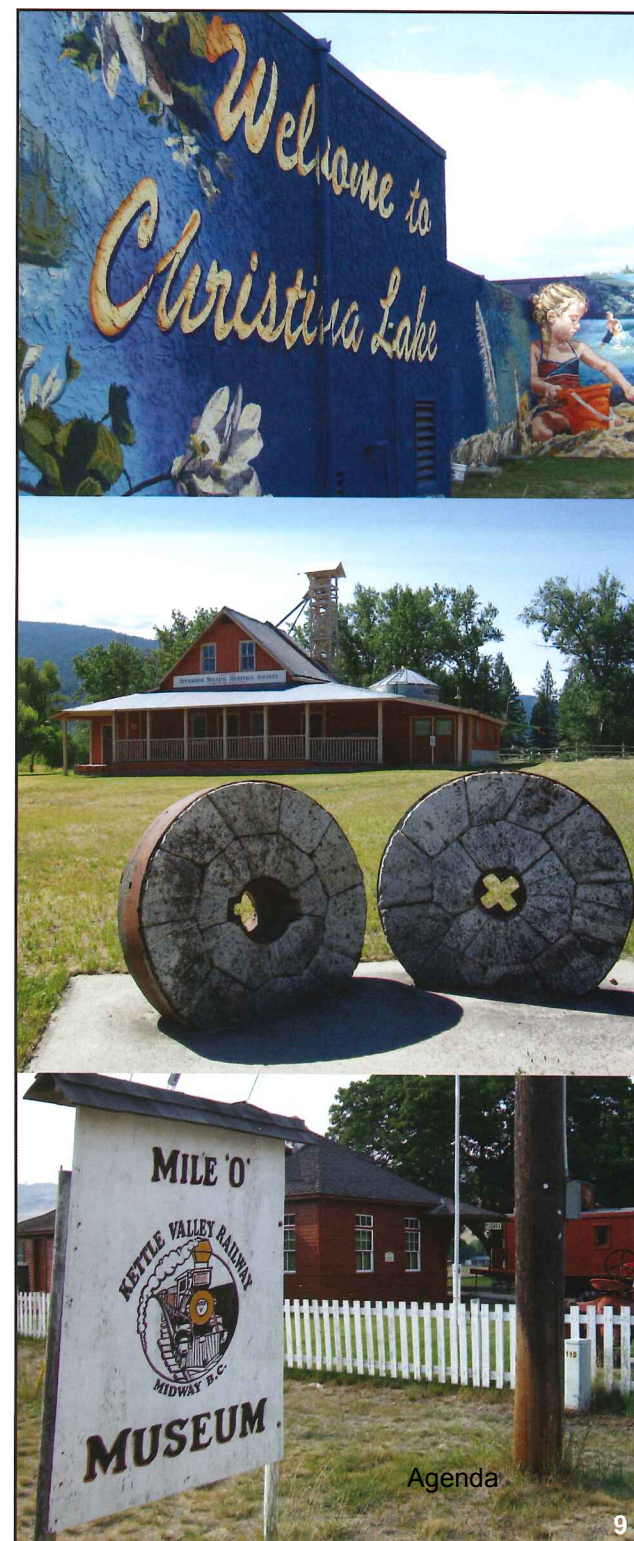
How you can help...

- Visit our galleries and museums. Give memberships as gifts.
- Take in a musical or theatrical performance or a sports event. Make it a family affair.

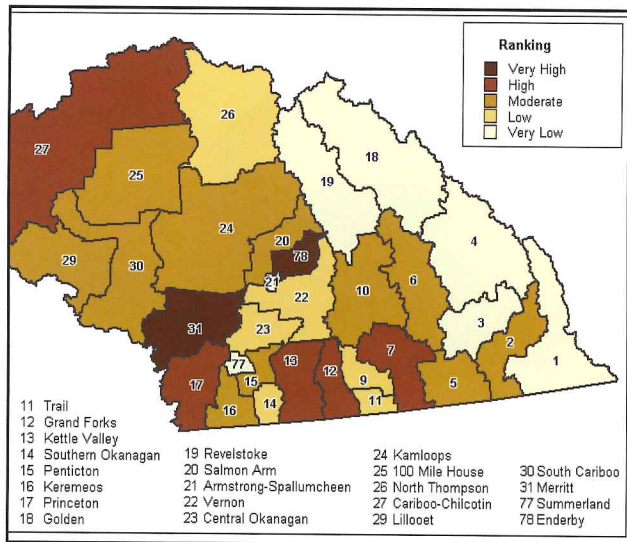


How the Foundation is helping...

Phoenix Foundation grants have **provided vital supports to both art and culture** through our museums, art galleries, theatre, music and cultural groups, and the arts council.



Agenda



Composite Index of Human Economic Hardship by Local Health Area (2006)

The Index of Human Economic Hardship variables include those who are receiving government income assistance and those 65+ receiving the maximum Guaranteed Income Supplement (GIS). Local Health Areas (LHAs) 12 and 13 (covering the East and West Boundary) are ranked 'high' suggesting a high level of economic hardship relative to other BC LHAs.



This is one of the issue areas where the overall grade assigned by community citizens is higher than the grades they gave to the individual indicator statements.

Gap Between Rich & Poor C

Across our Boundary communities, inadequate income increases the vulnerability of our citizens -- particularly those most at risk such as our children and our seniors.

C- Proportion of low income residents

Those households whose income falls beneath the Low Income Cut Off (LICO) rate are considered to be living in poverty. In 2005, there were about 1200 Boundary area residents in LICO households after tax or 10% living in poverty. This translates into 7% in Area C, 13% in Grand Forks, 6% in Area D, 12% in Greenwood, 5% in Midway, and 12% in Area E. It is expected the proportion of residents living in poverty has increased since 2005, due to the recent economic downturn.

D Proportion of low income children

In 2005, 24% of children (17 and under) in Grand Forks were living in poverty; 4% in Area D; 10% in Greenwood. The percentage of children living in poverty has since likely increased across the Boundary due to the economic downturn.

C- Proportion of low income seniors

The percentage of low income seniors measures the proportion of those 65 years and older who are low income. In 2005, 16% of seniors in Grand Forks were low income before tax; 21% in Midway, 10% in Area D, and 8% in Area E.

C- Percent of population receiving income assistance benefits

In September 2008, the percent of our population up to age 64 receiving Income Assistance (benefits offered by the Province to eligible citizens based on need) ranged from 6% in the East Boundary to 7% in the West Boundary. Both figures are higher than the provincial level at 4%.

C Youth voice

Think about things like: wages, the cost of living, levels of poverty. How would you grade the Boundary when it comes to addressing the gap between rich and poor?



Points to ponder...

Is any number of **people living in poverty** in the Boundary **acceptable**? The Phoenix Foundation funds agencies that provide no cost programs for children, youth, and families to ensure their continued availability. Funding to agencies like the Food Bank and Whispers of Hope supports immediate needs while we continue to work to reduce the inequity within our communities.

How you can help...

- Call the Boundary Family Centres to find out what local families need. 250-442-2267 or 1-877-442-5355.
- Choose to live below your means, so you can intentionally give more.



Agenda

C Safety

We must continue to work collaboratively to examine our safety measures - with emphasis on protection and prevention initiatives.

C- Violent crime rate

There were 95 reported violent crimes in the Boundary in 2008: 0 homicides, 92 assaults, and 3 sex offences. The incidence of violent crimes was 44% higher than in 2007 and 46% higher than in 2005. In 2008, the majority of these crimes (65%) occurred in Grand Forks.

C- Domestic violence

Domestic violence is an important and often hidden aspect of community safety. The impacts can include a wide range of acute and chronic physical and mental health problems and ripple through the entire family. Women and men are subject to domestic violence. A large number of incidents go unreported and the prevalence of the problem is difficult to measure. One way to track the issue is by looking at "bed day" statistics from the local women's shelter. Bed days are counted as each day a woman or child is provided with a space at the shelter.

The local women's shelter provided 1550 bed days April 2008 to March 2009; this represents 98 individual women and children. For the same period the previous year, bed days numbered 879 filled by 64 women and children.

C- Cyber bullying for school children

When asked about cyber bullying (being bullied via the internet), 19% of our Boundary high school students (GFSS and BCSS) say they experience it at school and 28% have the experience outside of school.

C Youth voice

Think about things like: levels of crime, bullying, relationship between police and youth, emergency preparedness (fire, flood), sexual exploitation of youth and internet safety, etc. How would you grade the Boundary when it comes to youth safety?

Something to consider:

The overall grade given to our feeling of safety is higher than the grades assigned by citizens to each of the statements within this category.

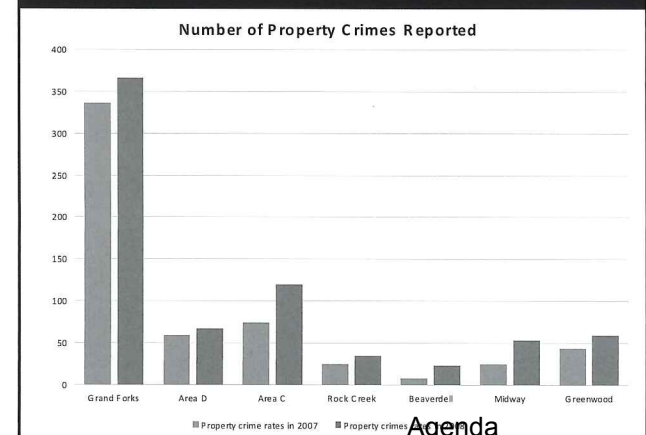


How you can help...

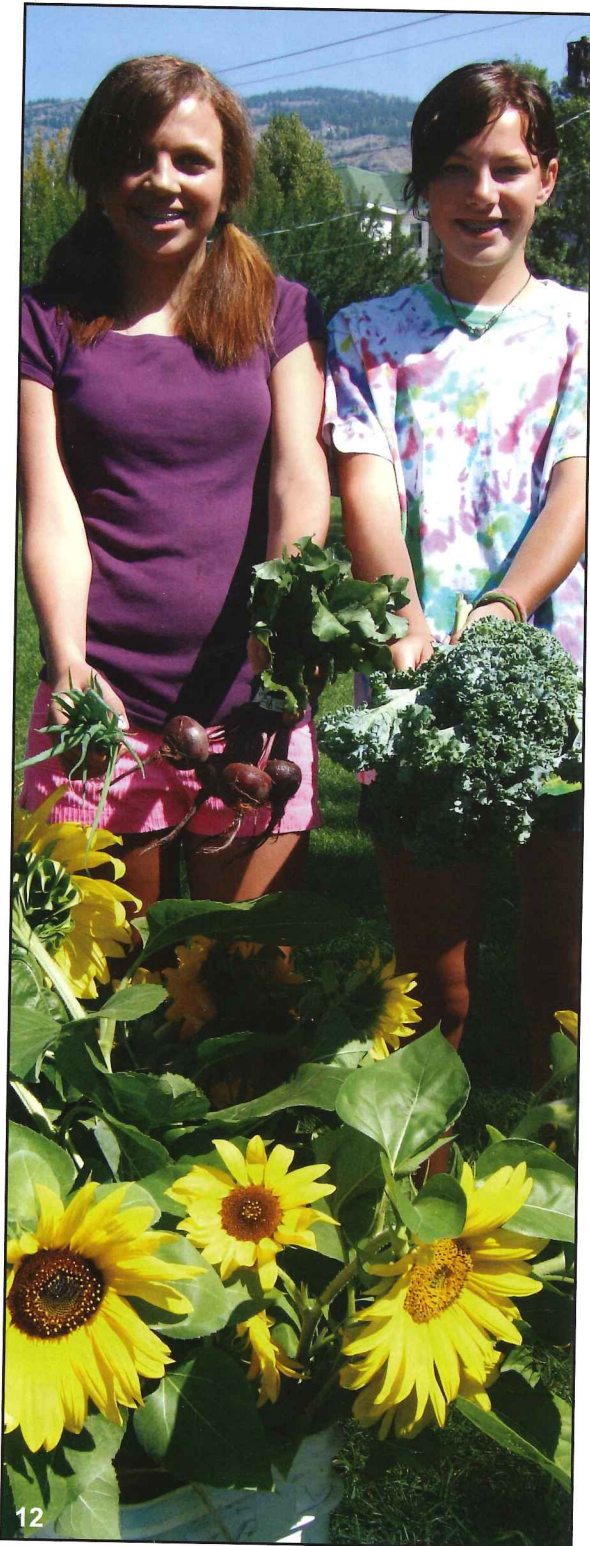
- Join or start Citizens on Patrol.
- For tips on safety and emergency preparedness at home for people and pets, go to www.SafeCanada.ca.

How the Foundation is helping...

In partnership with other groups such as School District 51 and the Safer Boundary Initiative, the Phoenix Foundation has helped fund the development and implementation of an **award-winning, violence prevention program for youth aged 12 to 18 years** called **Respectful Relationships**.



Agenda



Food Security C+

Access to affordable, healthy, local food makes a difference to our individual health, to the resilience and economic viability of our community, and to the integrity of our environment.

C+ Distribution of charitable food programs

Across the Boundary communities, meal and food distribution programs are offered through a number of agencies. The Boundary Family Centres, Whispers of Hope, and the Gospel Chapel are estimated to provide between 19,000 and 27,000 meals (largely hot lunches) per year and offer food and milk vouchers to pregnant mothers and families with children.

C+ Distribution of charitable food programs

In a three month period across the Boundary, an average of over 400 emergency food hampers are distributed. At Christmas, at least 275 hampers are distributed. The Boundary Community Food Bank has 325 registered food bank users from the Paulsen Bridge to Westbridge.

Did you know our valley once produced 350 rail cars of food each year? Agriculture is part of our Boundary heritage. How will it continue into our future?



Points to ponder...

The Phoenix Foundation helped establish our **Breastfeeding Center** by funding equipment, resources and training. Food Security begins with a community that accepts breastfeeding anytime/anywhere; health care providers with knowledge & skills to provide effective help, and a network of woman-to-woman mentorship.

Is any number of **hungry people** acceptable?

C- Charitable food programs and children

Up to 25% of students in Boundary School District 51, at some point, access the free breakfast and lunch programs. Up to 10% of our students arrive to school hungry every single day.

B Local farms and diversity of crops

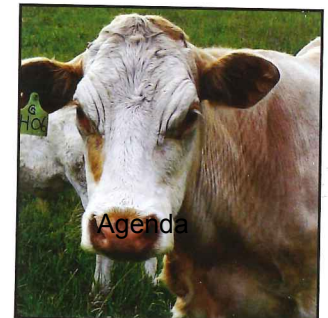
At the height of the season, the Grand Forks Farmers Market has at least seven area farms represented and several more food processors (providing baked goods and Russian food), as well as flower growers and natural fibre product producers. An informal survey of producers shows that the Boundary is home to a minimum 25 types of fruit and vegetables, many available in a range of varieties -- including at least 17 types of apples! This variety of food is on par with many other agricultural communities across the province.

C+ Youth voice

Think about access to and availability of affordable, healthy, local food, food programs like food banks and hampers. How would you grade the Boundary?

How you can help...

- Have a plot of land? Create a community garden!
- Check out the Grand Forks & Boundary Regional Agricultural Society at www.gfbras.ca.



Agenda

C+ Belonging & Leadership

The roles we each play in our communities contribute to the level and quality of local leadership and the well-being of our region.

B Proportion of tax filers making charitable donations

One quarter of tax filers in the Regional District of Kootenay Boundary (including Areas A, B, C, D, E, and E-Big White and the municipalities of Fruitvale, Grand Forks, Greenwood, Midway, Montrose, Rossland, Trail, and Warfield) declared charitable donations in 2007 which is 2 percentage points above the provincial rate. As in BC overall, the proportion of charitable donors has been in decline in our region, dropping 3% since 2001 and 7.5% since 2004.

C Sense of belonging to community

The Composite Learning Index (CLI) generates numeric scores for communities across Canada. In 2009, "learning to live together" (one of several components of the CLI and including access to community institutions, volunteering rates, participation in social clubs and organizations, and the extent of intercultural socialization) came out as follows across the Boundary: Grand Forks 3.3, Greenwood 2.8, Midway 3.3, Area C 2.8, Area D 3.0, Area E 2.7. All of our scores are below the average for Canadian small towns at 5.6 and rural communities at 5.4.

C+ Voter turnout

In 2008, 64% of registered voters in the Boundary area cast their vote in the federal election – 4 percentage points above the provincial average. In 2009, 64% of local voters cast their ballot in the provincial election – 8 percentage points above the provincial average.

B Volunteer rate

Thousands of volunteers contribute thousands of volunteer hours to our organizations and events. In 2008, Boundary Family Centres from Beaverdell to Christina Lake were supported by more than 2000 hours; Whispers of Hope by 3000 hours; Boundary Artisan Association by more than 800 hours; Grand Forks Art Gallery in excess of 5000 hours; the Rock Creek Fall Fair by a minimum 4000 hours; the Grand Forks International Baseball Tournament by more than 5300 volunteer hours.

C Youth voice

Think of things like: discrimination, homophobia, class and gender issues, having opportunities to explore and understand your own culture as well as those of other people. How would you grade the Boundary?



How you can help...

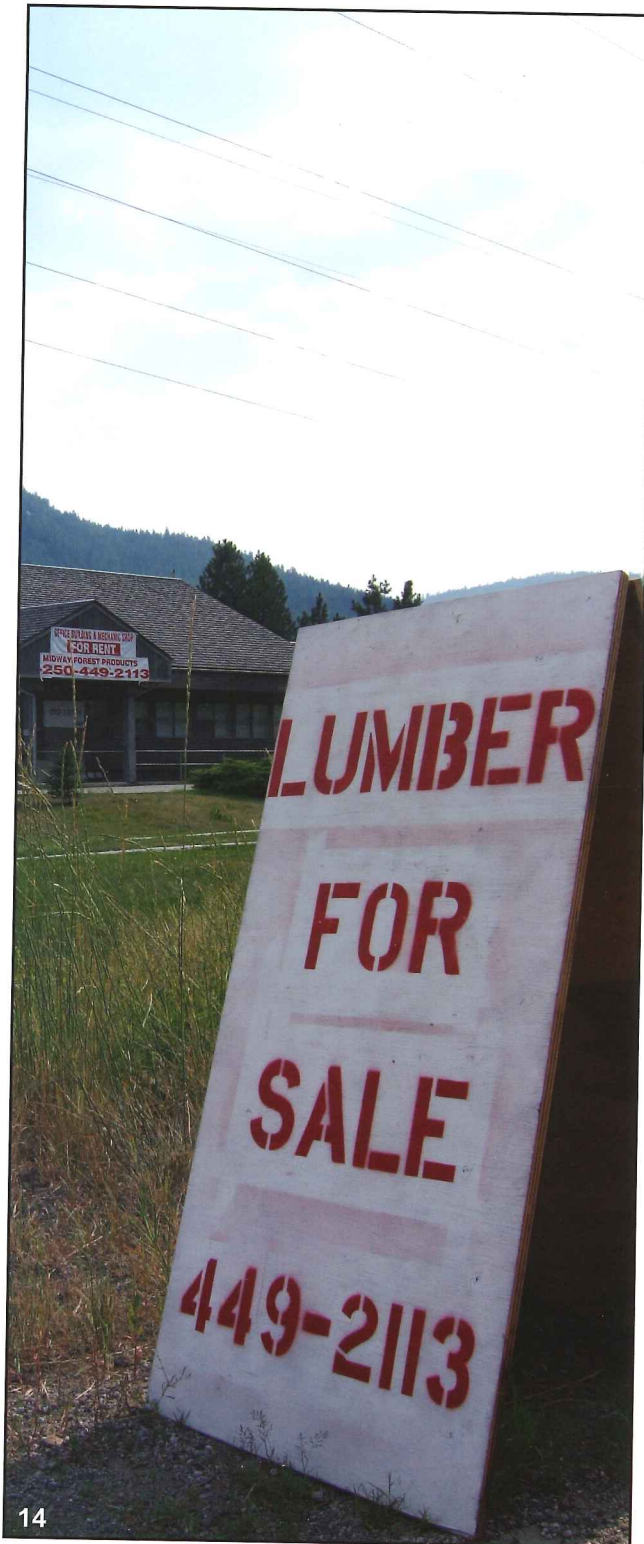
- Encourage and mentor a younger friend to take on a leadership role.
- Volunteer your time with the organization that touches your heart and passion.

Points to ponder...

Replacing the 5000 volunteer hours provided to the Grand Forks Art Gallery with paid staff, at the low rate of \$12/hour, **would cost \$60,000!**

We continue to benefit from the wisdom of **Dr. Martin Brokenleg, 'Circle of Courage' workshops** sponsored by the Foundation. Check out www.reclaiming.org.





Work C-

The availability of secure work for living wages is essential to our Boundary region economy.

D Changes in labour force and jobs by sub-region

The Boundary area experienced a direct loss of 700 jobs in forestry and manufacturing between 2007 and 2008.

C EI beneficiaries

Employment Insurance (EI) provides temporary financial assistance for unemployed Canadians while they look for work or upgrade their skills, while they are pregnant or caring for a newborn or adopted child, or while they are sick. Persons must contribute to the plan and qualify under the rules. In December 2008, the percentage of employment insurance beneficiaries in the Boundary ages 19 to 64 was 4% in the West Boundary – Local Health Area (LHA) 13 and 5% in the East Boundary LHA 12 while the provincial level was 3%.



Points to ponder...

Due to the actual number of people who are / will be coming off of EI benefits, we anticipate a continuing impact on our communities.

According to telephone book listings, there were approximately 490 businesses across the Boundary in the 2007/08 edition and the same in 2008/09.

C- EI & IA beneficiaries

In December 2008, the percentage of beneficiaries of either Employment Insurance or Income Assistance was approximately 7% in both the East and West Boundary (Local Health Areas 12 and 13). The provincial level was 5%.

C+ Number of new businesses created through the SEB Program

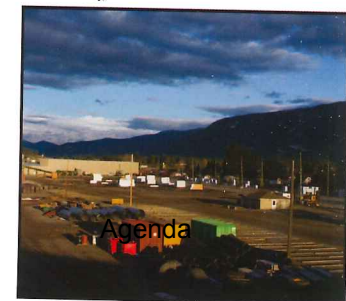
Community Futures' Self-Employment Benefit (SEB) Program is designed to assist individuals in creating employment for themselves and others by starting their own business venture. Since 2005, there have been 66 business start ups through the SEB Program; 61 of those are still operational.

C- Youth voice

Think about things like: the availability of work for young people, average wages, training needed for certain jobs, youth knowing about their rights in the workplace, the age when you can start working. How would you grade youth employment and training options in the Boundary?

How you can help...

- To support our local economy, shop locally for goods and services.
- Hire people running their own small business to do things you can't easily do.



Acknowledgements

Vital Signs Steering Committee & Project Team

Maxine Ruzicka
School District 51

Leda Leander
*Boundary Family & Individual Services
Society (BFISS)*

Wendy McCulloch
Community Futures Boundary

Linda Manzoni
Public Health Nursing

Margaret Steele
Housing Society

Jennifer Wetmore
Community Futures Boundary

Garry Peters
Ministry of Children & Family Development

Cathy Manson
Past CEO, Grand Forks Credit Union

Becky Deane
School District 51

Cathy Riddle
School District 51 Trustee

Denny Kemprud
Past Schools Superintendent

Jane Green
PivotPoint Coaching & Training

Karlyn Olsen
Project Assistant

Angela Soukoreff
Grand Forks Credit Union

Photography

Front Cover & Pages 2, 6, 12, 14 : Colton
Wheeler

Back Cover & Page 9 : Chris Hammett

Pages 4, 5, 7, 8, 9, 12, 14 : Angela Soukoreff

Pages 6, 13: Becky Deane

Thank you to the Robusters, BFISS, and
others for their photo contributions.

Design

The Vital Signs report template was designed
by Jacquie Morris (www.coblo.com), with
financial support from Vancouver Foundation.

Foundation Board of Directors

Maxine Ruzicka
President

Roland Krueger
Vice President

Cathy Manson
Director, Treasurer

Becky Deane
Director, YSHIFT

Bill Strookoff
Director, Fund Development

Leda Leander
Director, Secretary

Val Kelly
Director

Christine Thompson
Director

Linda Manzoni
Director, Grants

Denny Kemprud
Director, Marketing

Darla Ashton
Admin Assistant

Funders & Partners

BC Healthy Communities

Regional District of Kootenay Boundary
Economic Development Commission

Area C

Interior Health, Population Health

School District 51

Community Futures Boundary

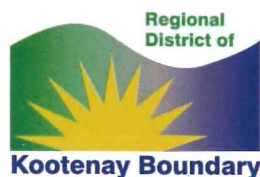
Boundary Family Centre Network

Success By 6

Grand Forks Credit Union

We gratefully acknowledge support of the
Rural BC Secretariat, through the Ministry
of Community and Rural Development.

Sponsors



BC Healthy Communities
People. Place. Potential.





BOUNDARY COMMUNITIES'

VitalSigns®

CHRISTINA LAKE • GRAND FORKS • GREENWOOD • MIDWAY • ROCK CREEK • BRIDESVILLE • BEAVERDELL



Vital Signs is a community check-up conducted by community foundations across Canada that measures the vitality of our communities, identifies significant trends, and shares opportunities for action in at least ten areas critical to quality of life.

Vital Signs is coordinated nationally by Community Foundations of Canada.



COMMUNITY
FOUNDATIONS
OF CANADA

The Vital Signs trademark is used with permission from Community Foundations of Canada.

**Phoenix Foundation
of the Boundary Communities**

Phone: 250 442 8258

Email: phoenix-foundation@telus.net

www.phoenix-foundation.net

SUPPORTED BY

vancouver
foundation
Agenda



British Columbia
School Trustees
Association

November 21, 2013

The Honourable Peter Fassbender

Minister of Education

PO Box 9045 Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Fassbender,

On behalf of the BCSTA Board of Directors, I would like to offer thanks to both you and Deputy Minister of Education Rob Wood for your time to meet with me yesterday. I appreciated the opportunity to discuss a number of matters of importance to Boards of Education. I would like to re-emphasize my feedback raised during our discussions regarding the recommendations of the Select Standing Committee on Finance and Government Services, and the recently announced changes to the Pacific Carbon Trust.

BCSTA was very pleased to see the Select Standing Committee's recommendations regarding education funding. The acknowledgement of the mounting cost pressures on Boards, and in particular the need for increased support for students with special needs; trades and technology programs; and facility upgrades was heartening. These are concerns that Boards have been expressing for some time, so we were pleased that the submissions of BCSTA and others were heard. I know that you also have personally recognized the economic challenges that Boards continue to face. Thank you for bringing this message to Treasury and for your goal of maximizing resources available to Boards in support of student achievement.

Regarding the changes that were announced yesterday to the Pacific Carbon Trust as part of the Government's Core Review, I would like to restate my request that the existing offset funds collected from Boards remain intact and fully available to school districts to increase their energy efficiency. Now that the government will be assuming direct control over the Trust we would appreciate the opportunity to discuss other potential improvements to the program.

Thank you, once again, for our meeting yesterday and for your ongoing commitment to work closely with BCSTA.

Sincerely,

Teresa Rezansoff
President

CC: Deputy Minister of Education, Rob Wood



School Visitations

- West Boundary Elementary School
 - Visited the classes of Mrs. Herdman, Mrs. McDonald, Mr. Oliveira and Mrs. Harper
 - Completed MDI survey with Grade 4 and 7 students
 - Fall Principal meeting with Jennifer MacDonald
- Hutton Elementary School
 - Completed MDI survey with Grade 4 and 7 students
 - Visited class of Mrs. Grieve,
 - Fall Principal meeting with Marci Butler
- Boundary Central Secondary School
 - Fall Principal meeting with Louise Bayles
 - Class visits with Mrs. Tripp, Mr. Spelay, Mrs. Lucente
- Greenwood Elementary School
 - Completed MDI survey with Grade 4 and 7 students
 - Fall Principal meeting with Brian Foy
- Perley Elementary School
 - Completed MDI survey with Grade 4 and 7 students
 - Fall Principal meeting with Bob Chapman
 - Met with Vice Principal Student Services Joanne Gidney
 - Visited Ms. Henniger, Mrs. Chursinoff, Ms. Abrosimoff and Mrs. Konar's classes,
- Grand Forks Secondary School
 - Fall Principal meeting with Scott Stewart
 - Fall Vice Principal meeting with Mike Phelan
 - Visited Ms. Merry, Mr. Hawkins, Mr. Anderson and Ms. Thompson's classes
- Christina Lake Elementary School
 - Fall Principal meeting with Shawn Lockhart
 - Completed MDI survey with Grade 4 and 7 students
 - Visited Ms. Rehbein and Ms. Nicholson's classes

District Planning

The Four Goals of the SD51 Achievement Contract are:

1. To embed the Inquiry Process into teaching and learning throughout SD51
 2. To improve student achievement in Reading, Writing and Numeracy
 3. To implement emerging technologies in teaching and learning in all classrooms for all students in School District 51
 4. To develop a District-shared vision to embed Health Promoting Schools initiatives into the schools and classrooms of School District 51
- I was able to share the Achievement Contract Goals at our DPAC meeting and at the Grand Forks Rotary Breakfast
- Plans are underway to have Suicide Prevention and Self Harm Reduction training come to SD51
 - We are also working to bring Social Media training to the District. Both of these sessions will occur for students, staff and parents
 - A group of Counsellors and Child Care Workers met to develop localized plans for our Violent Threat Risk Assessment protocols
 - Met with City of Grand Forks officials regarding our Community Network
 - District Leadership Team meeting with all Principals and Vice Principals

Ministry Initiatives

- Superintendent of Achievement Rick Davis visited SD15
- Principals and SBO staff participated in Communicating Student Learning Webinar presented by SD42

Meetings out of the District

- BCSSA Fall Conference – Vancouver November 20th
 - Keynotes:
 - ✓ Dylan Wiliam – Principled Curriculum and Assessment Design: Tools for Schools
 - ✓ Cathy Davidson – Learning to Learn: Why Education Needs a Paradigm Shift
 - ✓ Wab Kinew – Knowledge
 - ✓ Milton Chen – Edges if Innovation Moving to the Centre
 - ✓ <http://www.bcssa.org/events/current-events/fall-conference-2013/>
- BCSTA Trustee Academy – Vancouver – December 5-7

Superintendent's Report on Student Achievement 2013/2014

- ▶ 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 insert the required elements of the Superintendent's Report.

The completed report will be published on the Ministry website, as a PDF document.

Questions and/or concerns

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

Submission

Submit your document, by January 31, to the Ministry by email: EDUC.Achievement@gov.bc.ca

School District No:

School District Name:

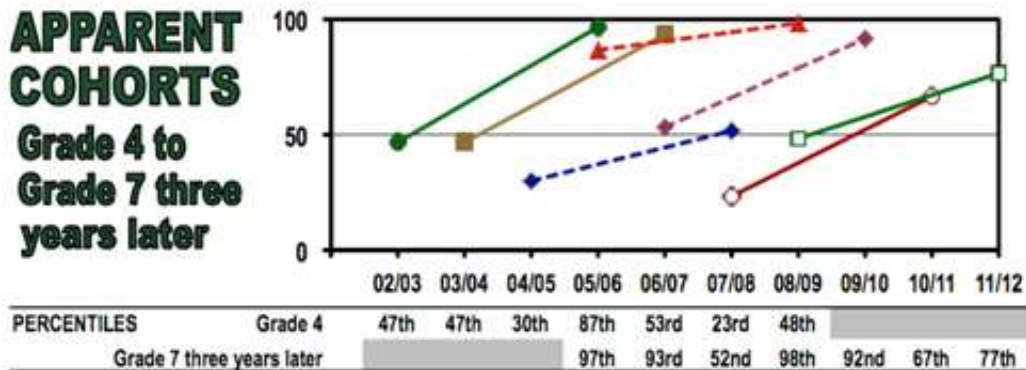
1. Improving Areas of Student Achievement

What is improving?

- Literacy
- Numeracy
- Graduation Rates
- Aboriginal Education Graduation Rates
- Safety Levels at Schools

What evidence confirms this area of improvement?

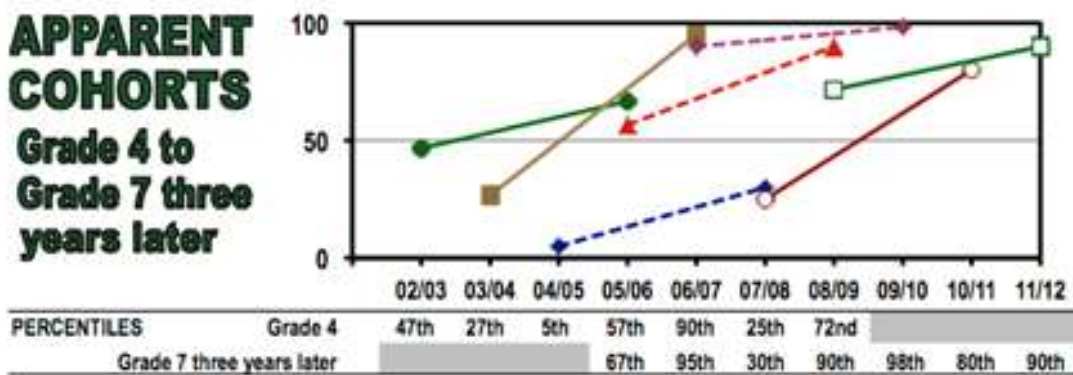
- FSA Grades 4 to 7 - Reading



NOTES

1. Apparent Cohorts include ALL students with usable FSA data. This includes students who left the district after Grade 4 and students who entered the district before Grade 7.
2. All results shown are based on percentages of assessed students. Non participants are not included.

- FSA Grades 4 to 7 - Numeracy

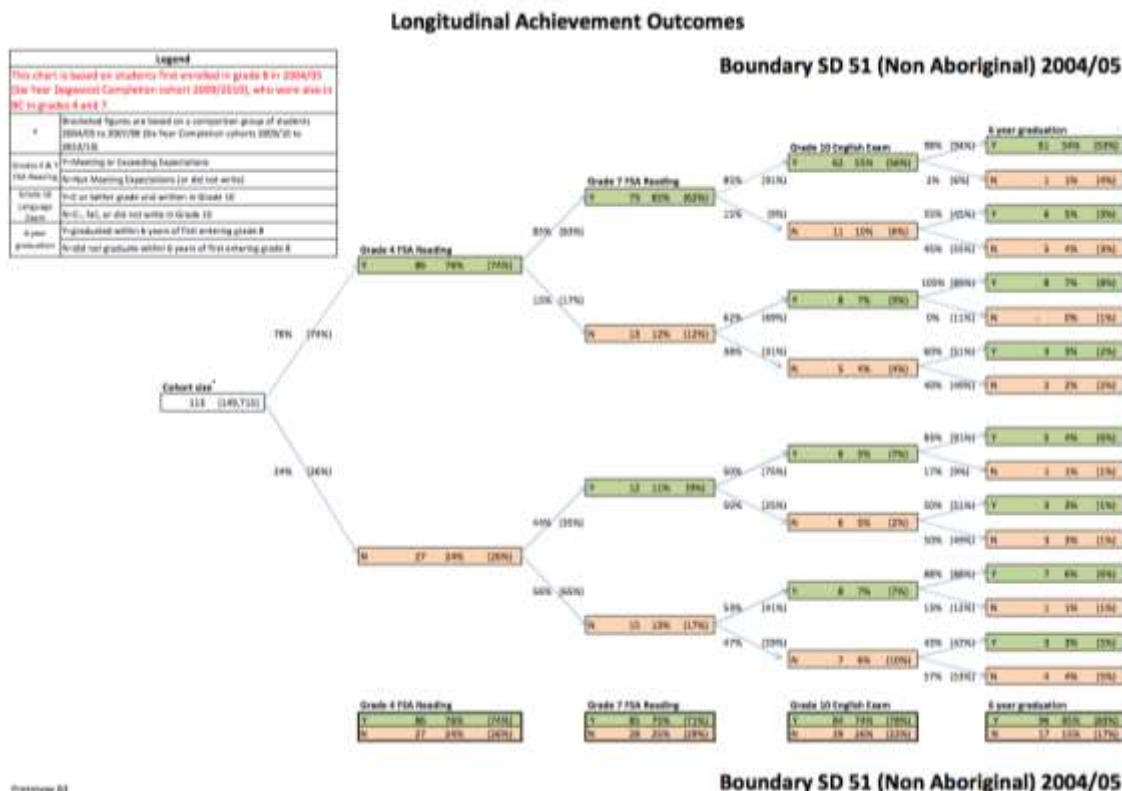
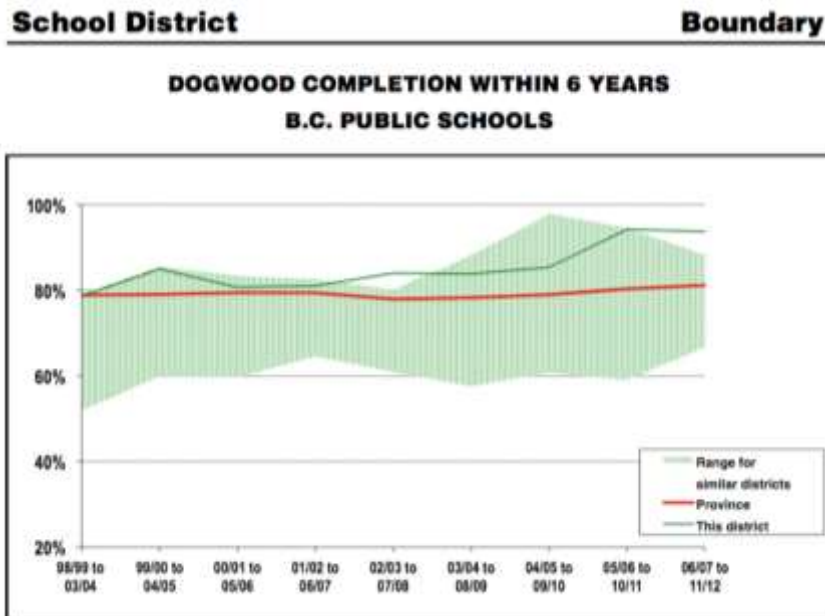


NOTES

1. Apparent Cohorts include ALL students with usable FSA data. This includes students who left the district after Grade 4 and students who entered the district before Grade 7.
2. All results shown are based on percentages of assessed students. Non participants are not included.

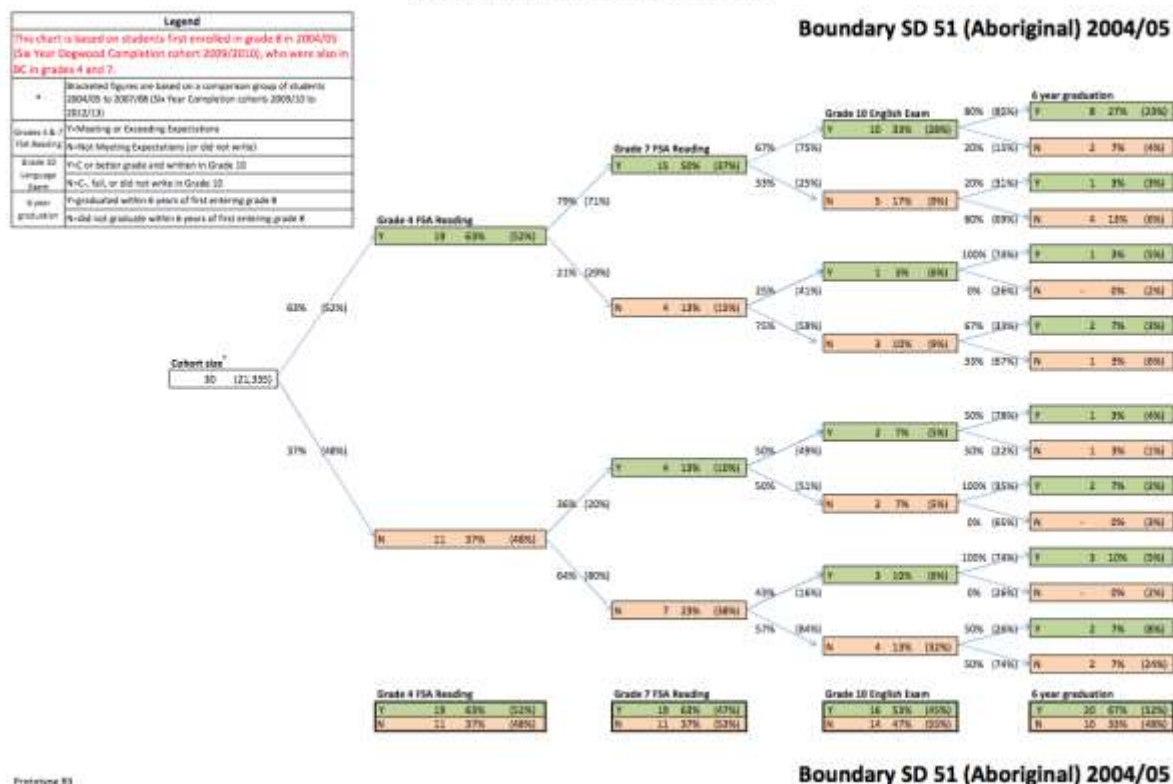
What evidence confirms this area of improvement? (cont'd)

- District Reading and Writing Assessments
- Grade 10 Provincial Exams
- English 12 Provincial Exam
- Middle Years Development Instrument (MDI)
- Satisfaction Surveys
- 6 Year Dogwood Completion



Prototype 63

Longitudinal Achievement Outcomes

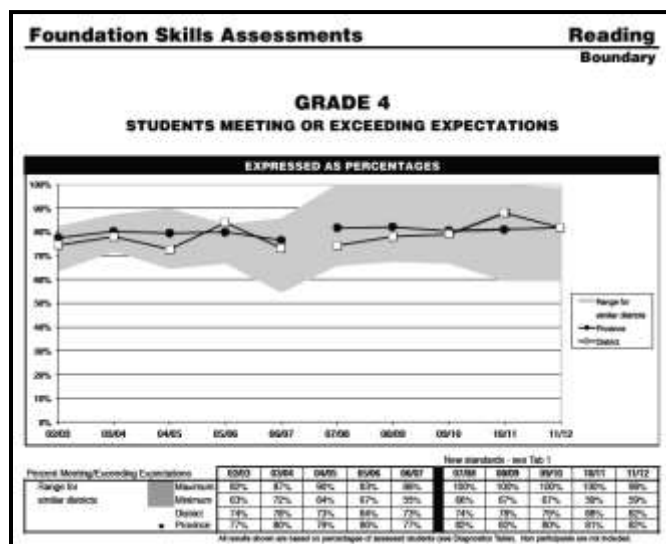


2. Challenging Areas

What trends in student achievement are of concern to you?

- Literacy readiness levels of students entering kindergarten
- Reading level of our Grade 4 students as seen on the FSA
- Non Aboriginal vs Aboriginal achievement gap of 10%

What evidence indicates this is an area of concern?



- Literacy levels of our kindergarten students as seen on the Oral Language Kindergarten Continuum (October), Social Responsibility Continuum (Jan/Feb) and the Smart Kindergarten Writing Assessment(Spring)
- SD51 adds value at all points of Provincial metrics, however our students start with significant challenges as they enter our system as seen on the EDI and Kindergarten assessments
- We have a 10% achievement gap between Aboriginal and Non-Aboriginal students on most systemic measures of achievement

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.

1. 90% involvement of staff in Inquiry
 - P/VP Admin and individual meetings with Sr. staff
 - Sr. Admin in schools modeling
 - Working to increase Innovative Learning Teams
2. Reading – collaboration between schools on Literacy – 83% at 2.5 or higher on District Assessment
 Writing – collaboration between schools on Literacy – 84% at 2.5 or higher on District Assessment
 Numeracy – Jump Math initiative – 90% at 50% or higher on Vancouver Island Online Numeracy Assessment
3. Increase the percentage of teachers utilizing technology regularly in their practice
4. Health Promoting School project on each site – in progress

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

1. Self Regulation practices on Social Emotional Learning
2. Aboriginal Learning plans allowing deeper personalized knowledge of students
3. Closer connections and regular communication with Principals on student achievement
4. Inquiry efforts to deepen and broaden student-school connectedness

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

1. Inquiry Process embedded in Growth Plan process in each school
2. Recovery Reading Program
3. Jump Math – Intermediate program
4. Skills and Trades Programs
 - Project Heavy Duty
 - Pathways Program
5. Use of Data Analytics to inform practice

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

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

Reading – 83% of students achieving 2.5 or high on SD51 Reading Assessment

Writing – 84% of students achieving 2.5 or higher on SD51 Writing Assessment

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

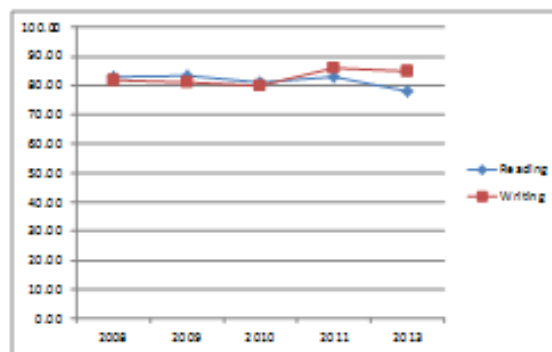
1. FSA Grade 4 & 7 Reading and Writing

Percentage of Students Meeting or Exceeding Expectations that wrote the FSA in 2013

	Grade 4	Grade 7
Reading	82%	83%
Writing	90%	88%

2. District Reading and Writing Assessments

**Five Year Trend of Students Meeting or Exceeding Expectations
District Reads and Writes—Grades 1—9**



3. Grade 10 English and Grade 12 English/Communications

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

School District 51 would like to consistently have a 90% 6 year completion rate.

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

Year	Ab. Ed Grad Rate	Over all Grad Rate
2010-11	86.7	94.2
2011-12	93.2	93.7

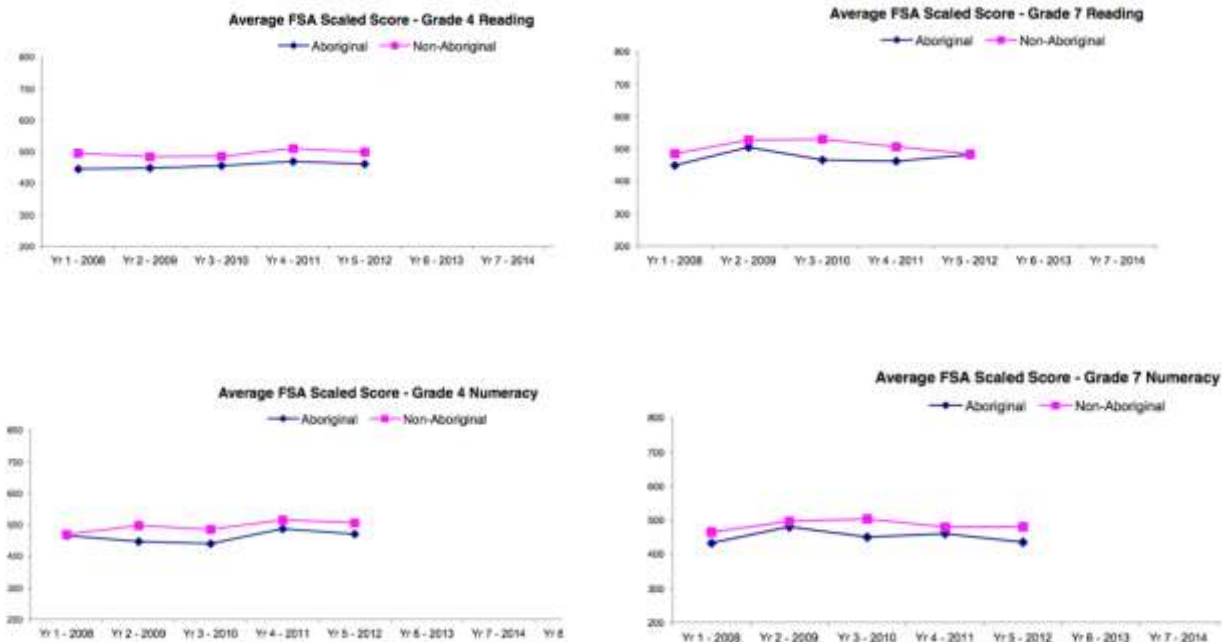
III.) Aboriginal Education: Identify your district's target(s) for aboriginal student improvement.

The School district has consistently hit the target of increasing the six year school completion rate of aboriginal students to 90% or above. Our focus now is to further narrow the achievement gap between non-aboriginal students and aboriginal students to zero for about an average of 10%.

Our greatest measure of success will be the raising of the number of aboriginal students achieving C+ or better on foundational provincial exams at the grade 10 and 12 levels to the same levels of the non-aboriginal student population.

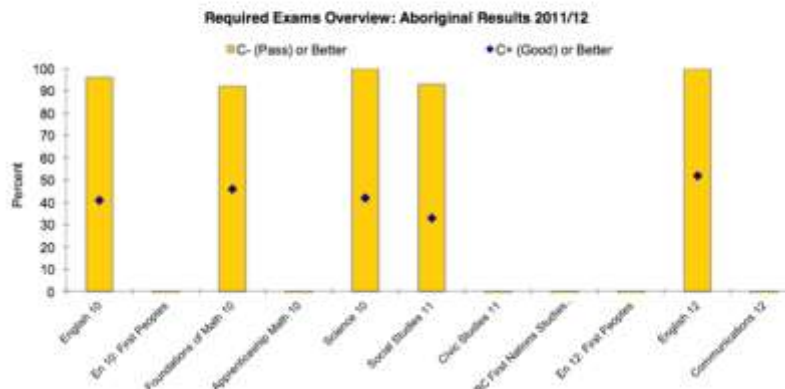
State the specific evidence and measures of student achievement for aboriginal students and the results that have been realized.

Reading and Writing Assessment
FSA



Provincial Exams

SCHOOL DISTRICT 51 (BOUNDARY) ABORIGINAL STUDENT ACHIEVEMENT TRENDS

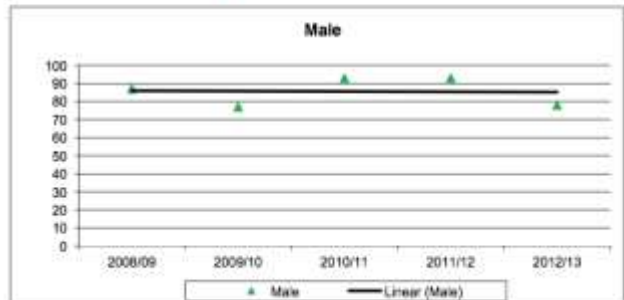
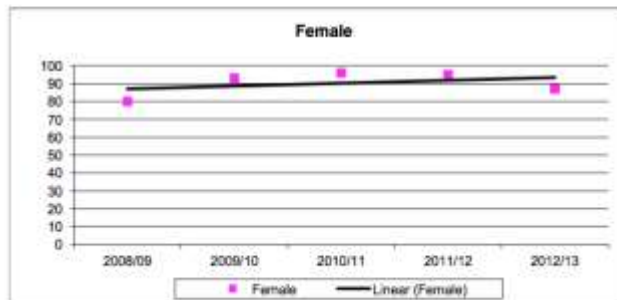
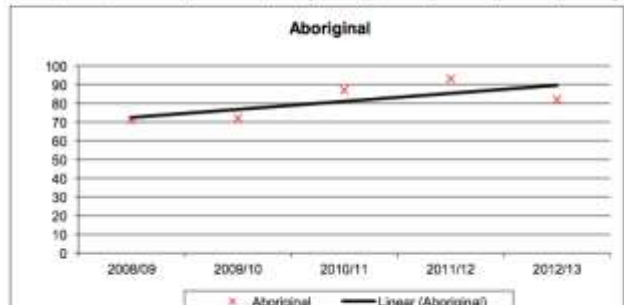
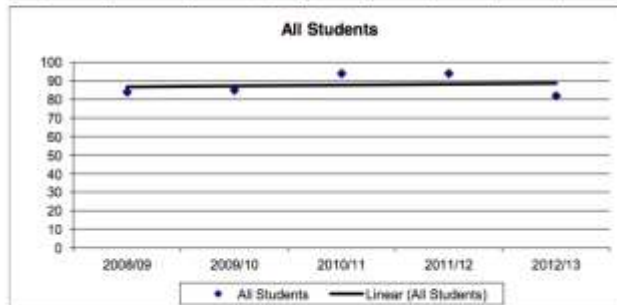


Six year completion rate

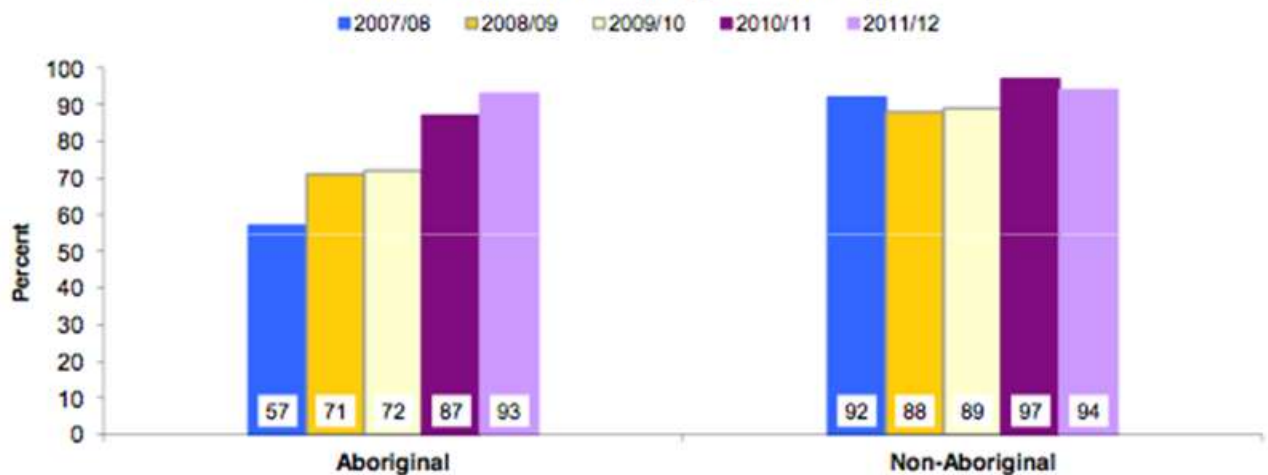
SD 051 (Boundary) Six-Year Completion Rate Charts

Rate (%)	2008/09	2009/10	2010/11	2011/12	2012/13
All Students	84	85	94	94	82
Female	80	93	96	95	87
Male	87	77	93	93	76
Aboriginal (included in figures above)	71	72	87	93	82

Count of Successful Students	2008/09	2009/10	2010/11	2011/12	2012/13
All Students	128	121	123	124	105
Female	58	68	55	63	49
Male	70	53	68	61	56
Aboriginal (included in figures above)	25	22	28	23	25



Six-Year Completion Rate: Aboriginal/Non-Aboriginal



5. Children in Care

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

- Strong Start
- Family Centres in schools
- CCW Connections
- Community Agency Partnering
- School Engagement ICM
- Community Link Nutrition Program
- ASSI (After School Sports/Arts) Program
- Boy's Mentoring Program
- Girl's Eye View Program

What categories of Children in Care have been successfully identified and are being monitored?
For example: continuing custody orders, temporary custody orders, other...

School District No. 51 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?

- Boundary Integrated Services
- Boundary Family and Individual Services Society
- Boundary Early Years Advisory Committee
- Aboriginal Education Advisory Committee

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%

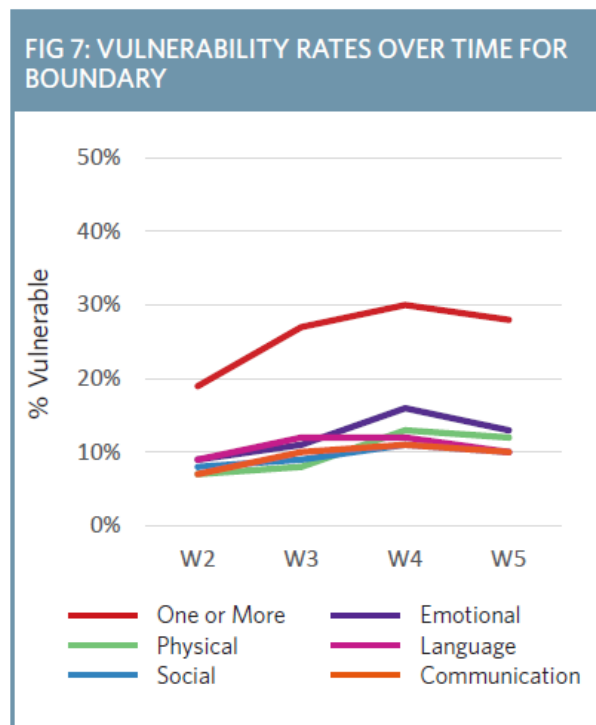
6. Early Learning

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

1. Community partnerships facilitated completion of Ages & 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 and Responding or SMART 5-Point Writing Assessment in May
3. Speech and Language Therapists complete a hearing screening and consult with Kindergarten 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, Occupational Therapist or Physio Therapist 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 continues to be a concern in our communities.



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 has been participating in the 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 enrolment 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 SD51 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 the Boundary Family and Individual Services Society and our community partnership – Boundary Integrated 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).

Submitted by:

Kevin Argue

Superintendent of Schools

School District No. 51 (Boundary)

8. Board approval date:



SECRETARY-TREASURER'S REPORT

November 2013

J. Hanlon, Secretary-Treasurer

Carbon Neutral Action Program

The Pacific Carbon Trust has set aside 5 million dollars for School Districts around the province. To receive a portion of these monies, Districts will need to submit an application. Last year we received monies to have an audit done. This audit outlined projects that would help to reduce our carbon footprint. The audit on Hutton School indicated that the boilers as well as the heating and cooling system are beyond their useful life. We are working on the costing for the mechanical upgrade of both the heating and cooling system. With or without additional funding we will need to replace the boilers, therefore we are developing a plan that can be implemented in stages over the next few years. Upgrading these systems will also make us eligible for some payback. If we are unsuccessful this year in our grant application, we will use a portion of the 2014/2015 Annual Facilities Grant for the boiler replacement at Hutton. The deadline for the application is January 17, 2014, with the announcement of successful applications coming at the end of February.

Finance Deadlines

December — Analyzing the cost pressures for the 2014/2015 budget.

January — Status update on the current year's finances and the amended budget (final budget) for the 2013/14 year.

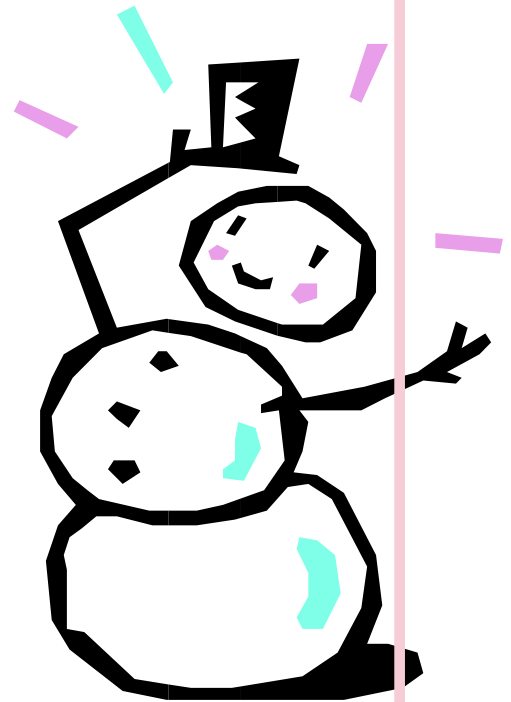
February — the amended budget will need to be passed at the February meeting or by February 28, 2014.

BCASBO Fall Professional Development Conference

I attended the BCASBO conference in November. Plenary sessions included an update from Chris Kennedy on education issues such as changing curriculum. Teresa and Alan Chell gave a presentation on changes with BCSTA and BCPSEA and there was an update on Shared Services with Joan Axford. There was a ministry update on ConnectEDBC which is the replacement for BCeSIS. I also attended sessions on disposal of properties, labour relations and another session on administration of pension.

Snow Plow Attachment

During the month of November a portion of one of our snow plows was stolen from the bus garage. This particular part attaches to the pickup and raises and lowers the blade. Fortunately the weather cooperated with us, and Dean and Brian worked quickly to ensure that we were ready for when the snow did fly. Replacement of this part amounted to approximately \$4,500.



School District No. 51 (Boundary)
Enrolment
As of November 30, 2013

Head Count

	30-Nov-13	31-Oct-13	Increase (Decrease)	30-Sep-13
GFSS	341	341	-	342
Perley	261	261	-	264
Hutton	242	241	1.0000	241
CLES	81	85	(4.0000)	85
BCSS	126	123	3.0000	123
MES	33	33	-	32
GWD	32	32	-	31
WBES	106	106	-	107
BES	10	10	-	10
Big White	32	27	5.0000	27
Walker	30	25	5.0000	22
Total	1294	1284	10.0000	1284

Expenditure Report

Object	Title	November	YTD	ENCUMBERED	BUDGET	Remaining	%
10	Principal & Vice Principal Sal	82,566.25	397,034.48		995,249	598,215	60
11	Teacher Salaries	570,608.45	1,695,453.38		5,750,161	4,054,708	71
12	Non-Teachers Salaries	238,357.61	919,024.30		2,879,075	1,960,051	68
13	Management Salaries	32,589.83	162,949.15		403,401	240,452	60
14	Substitute Salaries	36,297.25	134,699.36		509,159	374,460	74
19	Trustees Indemnity	6,268.40	31,342.00		75,223	43,881	58
21	Statutory Benifits	27,636.18	119,021.75		573,573	454,551	79
22	Pension Plans	128,271.70	420,383.65		1,374,038	953,654	69
23	Medical And Life Benifits	41,097.53	217,657.13		614,496	396,839	65
31	Services	36,667.46	189,232.00	3,211.01	564,297	371,854	66
33	Student Transportation	6,858.13	22,234.27		83,105	60,871	73
34	Training & Travel	24,823.57	117,768.91		229,810	112,041	49
36	Rentals & Leases	2,794.00	13,970.00		33,528	19,558	58
37	Dues And Fees	3,391.74	56,991.45		71,790	14,799	21
39	Insurance		61,114.00		67,400	6,286	9
51	Supplies	64,548.76	303,830.63	37,460.31	1,056,412	715,121	63
54	Electricity	35,461.26	90,010.95		283,000	192,989	68
55	Heat	12,622.66	18,942.33		143,000	124,058	87
56	Water And Sewage	2,540.19	4,839.35		21,000	16,161	77
57	Garbage And Recycling	1,043.84	4,792.74		17,000	12,207	72
Totals		1,354,444.81	4,981,291.83	40,671.32	15,744,717.00	10,722,756.00	68



November 2013 Report Director of Learning Doug Lacey

School Visits

Hutton Elementary School

- Visited Mrs. Naylor's Grade 6/7 classroom and observed a Remembrance Day art project in progress
- Attended Remembrance Day Assembly (Nov. 7)
- Attended Psych. Ed. Assessment Report out (Nov. 7)
- Supervised the completion of the Middle Years Development Instrument (MDI) with the grade 4 students (Nov. 13)
- Met with Mr. Argue and Ms. Butler (Nov. 13)



Perley Elementary School

- Supervised the completion of the Middle Years Development Instrument (MDI) with the grade 4 and 7 students (Nov. 12)
- Met with Mr. Argue and Mr. Chapman (Nov. 12)

Greenwood Elementary School

- Supervised the completion of the Middle Years Development Instrument (MDI) with the grade 4 students (Nov. 14)
- Met with Mr. Argue and Mr. Foy (Nov. 14)

Boundary Central Secondary School

- Met with Mr. Argue and Mrs. Bayles (Nov. 14)
- Visited Mr. Spelay's Science class and observed a hands-on project on electricity and circuit design (Nov. 14)
- Visited Mrs. Lucente's Foods class and observed students cooking a breakfast menu (Nov. 14)
- Visited Mrs. Tripp's Drama class and was entertained with the opening act of the West Side Story production (Nov. 14)



Midway Elementary School

- Visited students at lunchtime in their lunchroom (Nov. 19)

West Boundary Elementary School

- Supervised the completion of the Middle Years Development Instrument (MDI) with the grade 4 students (Nov. 15)
- Met with Mr. Argue and Mrs. MacDonald (Nov. 15)

Grand Forks Senior Secondary School

- Toured and visited GFSS Passions Day venues (Oct. 31)
- Attended Remembrance Day Assembly (Nov. 7)
- Met with Mr. Argue and Mr. Stewart (Nov. 19)
- Met with Mr. Argue and Mr. Phelan (Nov. 19)



Christina Lake Elementary School

- Visited Ms. Rehbein's Grade 4/5 classroom and observed a spelling lesson (November 13)
- Visited Ms. Nicholson's Grade 7 class and observed a mathematics lab on parallel and perpendicular line segments and their distance and angular relationships (Nov. 13)
- Visited Ms. King's grade 2/3 classroom and observed a lesson on writing growth poems and using the science of plant growth to stimulate poetic writing (Nov. 13)
- Met with Mr. Lockhart (Nov. 13)
- Attended school-wide assembly celebrating the retirement of Ms. Terry King, who has been at teacher at the school for 34 years (Nov. 28)



Special Education and Student Services

- November 15 and 18 – Performed an internal Special Education audit of files from all schools with Mrs. Gidney and Ms. Ruzicka
- Joanne Gidney has been working with individual schools as a support to enhance the work they are doing with students with special needs. This continues to be her major work on Wednesdays, as well as reviewing Special Education referral documents from schools. She has also been meeting regularly with Brenda Fitzner to ensure that timely and informative referrals are useful for our Psych. Ed. services.

Aboriginal Education

- Aboriginal Student Learning Plans have been completed for all students across the District. Aboriginal support staff and administration have been using the plans to build support structures for the students and for driving plans to meet the interests of the students.
- November 18 – 21 Russell Podguerney presented aboriginal drumming and singing in Christina Lake, Perley, Hutton, Greenwood and West Boundary Elementary Schools
- November 22 – Helen Gallagher trained a number of our grade 4/5 teachers on the grade 4/5 Okanagan Nation unit
- At West Boundary Elementary, the grade 4 class has just completed their study of Okanagan Peoples using the new curriculum. I presented the technology display portion, and we are working on medicine pouches.

Mural and Documentary Film Project

- The Mural and Documentary Film first stage has been completed.
- Students guided by Terry Jackson and Jan de Haan transferred Terry's design to ceramic tiles and they are now drying and being prepared for the firing. This mural will be donated to the Art Gallery in January. Terry Jackson and Mrs. Tripp's Art 10-12 class project is nearing completion. BCSS's mural is being painted on 4" light grey tiles to be framed and hung in a place of prominence in the school.
- The student film crew directed by Chris Bose from the Gulf Island Film School has completed the documentary film for The Mural Project. The students interviewed elders from our community, Art teachers and themselves, filmed the process of the mural from start to finish, as well as incorporating panoramic views from our local community. BCSS has contributed still shots to the film produced at GFSS – a student who attended GIFTS last year had a spare in Art block to help in project.





Ministry Reports

- November 8 – Completed the annual “Community Link” report on vulnerable students and supports for the 2012-13 school year.
- November 12 – Completed report response to the Ministry of Education on student with special needs percentages and increased, and outlining many supports for students with special needs across the District.
- November 27 – Participated in the District visit of Rick Davis, Ministry Superintendent of Achievement

Partnership Meetings

- November 1 – Attended B.C Alliance interior meeting with Ellen Strelaef, Early Learning and Special Education and Children and Youth with Special Needs (CYSN) – in Kamloops
- November 6 – Spent the day with Sean Cameron from the “Data Project” creating a data analytics dashboard for school principals.
- November 6 – Attended VTRA planning meeting with Kevin Argue, Terry-Ann Webster, Sabrina Rougeau, and Amy Allan
- November 20 -22 – Attended annual Fall BCSSA Conference in Vancouver
- November 25 – Attended BISM meeting
- November 25 – Attended and presented on new curriculum and new reporting concepts at the Boundary DPAC Meeting
- November 27 – Chaired the Boundary Aboriginal Education Advisory Council meeting

Other

- November 26 – Sat on Hiring Committee for teaching positions at Christina Lake Elementary and Hutton Elementary
- November 29 - Attended monthly District Leadership meeting
- November 21 – A number of the District Kindergarten teachers attended an evening training workshop on an Early Years anti-bullying program called “Safe Spaces” with a number of our StrongStart facilitators and early-years care providers.



You must complete a Statement of Disclosure form if you are:

- a nominee for election to provincial or local government office*, as a school trustee or as a director of a francophone education authority
- an elected local government official
- an elected school trustee, or a director of a francophone education authority
- an employee designated by a local government, a francophone education authority or the board of a school district
- a public employee designated by the Lieutenant Governor in Council

(*"local government" includes municipalities, regional districts and the Islands Trust)

Form and Fact Sheets:

This form, *Statement of Disclosure*, can be found on the B.C. Government Web site: **www.gov.bc.ca** [type 'Statement of Disclosure' in the search bar]. The form can be printed and completed by hand, or it can be completed at your computer then printed. If you do complete the form at your computer, you will not be able to save it so please ensure you have printed the completed form before exiting the program. There are also important fact sheets on the Financial Disclosure Act to accompany this form on the Web site:

- Fact Sheet for those accepting nomination as a municipal official [type 'AG04003-a' in the search bar]
- Fact Sheet for those accepting nomination as member of the Legislative Assembly in B.C. [type 'AG04003-b' in the search bar].

Who has access to the information on this form?

The *Financial Disclosure Act* requires you to disclose assets, liabilities and sources of income. Under section 6 (1) of the Act, statements of disclosure filed by nominees or municipal officials are available for public inspection during normal business hours. Statements filed by designated employees are not routinely available for public inspection. If you have questions about this form, please contact your solicitor or your political party's legal counsel.

What is a trustee? – s. 5 (2)

In the following questions the term "trustee" does not mean school trustee or Islands Trust trustee. Under the *Financial Disclosure Act* a trustee:

- holds a share in a corporation or an interest in land for your benefit, or is liable under the *Income Tax Act* (Canada) to pay income tax on income received on the share or land interest
- has an agreement entitling him or her to acquire an interest in land for your benefit

Person making disclosure:	<input type="text" value="last name"/>	<input type="text" value="first & middle name(s)"/>
Street, rural route, post office box:	<input type="text"/>	
City:	Province:	Postal Code:
<input type="text"/>	<input type="text"/>	<input type="text"/>
Level of government that applies to you:	<input type="checkbox"/> provincial <input type="checkbox"/> local government <input type="checkbox"/> school board/francophone education authority	

If sections do not provide enough space, attach a separate sheet to continue.

Assets s. – S. 3 (a)

List the name of each corporation in which you hold one or more shares, including shares held by a trustee on your behalf:

<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>

Liabilities – s. 3 (e)

List all creditors to whom you owe a debt. Do not include residential property debt (mortgage, lease or agreement for sale), money borrowed for household or personal living expenses, or any assets you hold in trust for another person:

<i>creditor's name(s)</i>	<i>creditor's address(es)</i>

Income – s. 3 (b-d)

List each of the businesses and organizations from which you receive financial remuneration for your services and identify your capacity as owner, part-owner, employee, trustee, partner or other (e.g. director of a company or society).

- Provincial nominees and designated employees must list all sources of income in the province.
- Local government officials, school board officials, francophone education authority directors and designated employees must list only income sources within the regional district that includes the municipality, local trust area or school district for which the official is elected or nominated, or where the employee holds the designated position

<i>your capacity</i>	<i>name(s) of business(es)/organization(s)</i>

Real Property – s. 3 (f)

List the legal description and address of all land in which you, or a trustee acting on your behalf, own an interest or have an agreement which entitles you to obtain an interest. Do not include your personal residence.

- Provincial nominees and designated employees must list all applicable land holdings in the province
- Local government officials, school board officials, francophone education authority directors and designated employees must list only applicable land holdings within the regional district that includes the municipality, local trust area or school district for which the official is elected or nominated, or where the employee holds the designated position

<i>legal description(s)</i>	<i>address(es)</i>

Corporate Assets – s. 5

Do you individually, or together with your spouse, child, brother, sister, mother or father, own shares in a corporation which total more than 30% of votes for electing directors? (Include shares held by a trustee on your behalf, but not shares you hold by way of security.)

☐ no ☐ yes

If yes, please list the following information below & continue on a separate sheet as necessary:

- the name of each corporation and all of its subsidiaries
- in general terms, the type of business the corporation and its subsidiaries normally conduct
- a description and address of land in which the corporation, its subsidiaries or a trustee acting for the corporation, own an interest, or have an agreement entitling any of them to acquire an interest
- a list of creditors of the corporation, including its subsidiaries. You need not include debts of less than \$5,000 payable in 90 days
- a list of any other corporations in which the corporation, including its subsidiaries or trustees acting for them, holds one or more shares.

signature of person making disclosure

date

Where to send this completed disclosure form:

◆ Local government officials:

... to your local chief election officer

- with your nomination papers, and

... to the officer responsible for corporate administration

- between the 1st and 15th of January of each year you hold office, and
- by the 15th of the month after you leave office

◆ School board trustees/ Francophone Education Authority directors:

... to the secretary treasurer or chief executive officer of the authority

- with your nomination papers, and
- between the 1st and 15th of January of each year you hold office, and
- by the 15th of the month after you leave office

◆ Nominees for provincial office:

- with your nomination papers. If elected you will be advised of further disclosure requirements under the *Members' Conflict of Interest Act*.

◆ Designated Employees:

... to the appropriate disclosure clerk (local government officer responsible for corporate administration, secretary treasurer, or Clerk of the Legislative Assembly)

- by the 15th of the month you become a designated employee, and
- between the 1st and 15th of January of each year you are employed, and
- by the 15th of the month after you leave your position



SCHOOL DISTRICT NO. 51 (BOUNDARY) 2014 - BOARD REPRESENTATIVES/LIAISONS

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

CINDY STRUKOFF

BCSTA PROVINCIAL COUNCIL

BCPSEA REPRESENTATIVE COUNCIL/BCSTA BARGAINING COUNCIL REPRESENTATIVE

OKANAGAN LABOUR RELATIONS COUNCIL

JEANETTE HANLON

CHILDREN, YOUTH & FAMILY COMMITTEE

ABORIGINAL EDUCATION

COMMUNITY LITERACY 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



SCHOOL DISTRICT NO. 51 (BOUNDARY) 2014 -- BOARD COMMITTEES

POLICY DEVELOPMENT

-- CHAIR
COMMITTEE OF THE WHOLE

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 recommendations to the School Board on individual policy adoption and/or modification.

PERSONNEL COMMITTEE

AD HOC REPRESENTATION

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

ADHOC

The Board will form working groups or ad hoc committees on a situational basis as needed.

FINANCE/OPERATIONS COMMITTEES

ALTHOUGH THE FINANCE AND OPERATIONS COMMITTEES ARE SEPARATE, THESE COMMITTEE MEETINGS WILL BE HELD ON THE SAME DAY.

FINANCE COMMITTEE

- CO-CHAIR
JEANETTE HANLON - CO-CHAIR
COMMITTEE OF THE WHOLE

The Finance 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.

OPERATIONS COMMITTEE

-- CHAIR
COMMITTEE OF THE WHOLE

The Operations 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.

SCHOOL DISTRICT NO. 51 (BOUNDARY)

P O L I C Y

SECTION	TITLE	NO. 1320
GOVERNANCE/COMMUNICATIONS	<u>Fund Raising</u>	

DATE ADOPTED: January 12, 1999

DATE AMENDED: October 13, 2009

DATE AMENDED:

The Board recognizes that students, staff and/or the Parent Advisory Councils (PACs) may wish to raise funds or do community service for school or other charitable purposes. The Board also recognizes the educational, humanitarian and economic values of fundraising activities.

The Board supports the fundraising activities of students, staff and PACs. The Board recognizes the challenges these groups face to fund a variety of worthwhile activities and purchases. The Board seeks to balance how we fundraise with its role as a leader in the development of healthy, productive individuals and communities.

The Board also wants to recognize the relationship of the school community to the larger community. Individuals in the school community come and go over time. The relationship with the larger community is ongoing. Ideally, fundraising campaigns should promote strong students, schools, families and communities. They should promote good nutrition, physical activity and strong connections for schools and students within the wider community.

R E G U L A T I O N S

1. Schools, staff and PACs may participate in fundraising activities.
2. Any internal fund-raising or community service must have the prior approval of the school Principal. External activities, involving non-school agencies or to support non-school based charities or service events, must have the approval of the Superintendent or Superintendent's delegate in advance.
3. Door-to-door sales by students are not allowed.
4. Fundraising activities should be consistent with stated Board policy (eg. nutrition and fitness, health and safety), be legal, ethical, and benefit students.
5. Fundraising activities should be planned with the involvement of school administration, students, staff, and PACs as much as possible.
6. There must be no pressure or coercion to obtain involvement of any student, staff or parent in fundraising.
7. Fundraising and community service activities will be properly supervised.
8. Activities should be of a nature that does not contribute to unhealthy behaviours.

9. Fundraising organizers should be sensitive to the broader community.
10. Funds must be managed either by PAC or the school trust account.
11. Schools and PACs are encouraged to work with other schools and groups to share best practices.
12. Community service activity will benefit a worthwhile and appropriate recipient or cause such as UNICEF, Terry Fox Run.
13. Necessary permits, licences and insurance coverage will be obtained in advance.
14. No undue intrusion will exist on instructional or staff time.

REFERENCES

1. Nutrition and Fitness in Schools Policy No. 5130
2. "Guidelines for Food and Beverage Sales in BC Schools", Ministry of Education and Ministry of Healthy Living and Sport",
http://www.bced.gov.bc.ca/health/2010_food_guidelines.pdf

FUNDRAISING RESOURCE MATERIALS

1. DASH BC, Healthy Fundraising for Schools,
<http://healthyschoolsbc.ca/program/261/healthy-fundraising-for-schools>
2. Farm Bag Fundraising
<http://www.farmbagfundraiser.com>
3. Healthy Fundraising - Region of Peel
<http://www.peelregion.ca/health/baew/help-your-school/create-opportunity/healthy-fundraising.htm>
4. Fundraising the Healthy Way
http://projects.cbe.ab.ca/sss/teamingup/docs/fundraising_healthy_way.pdf
5. Healthy School Fundraising, Region of Durham
http://www.durham.ca/departments/health/food_nutrition/healthy_eating/nts/Healthy%20Choices%20for%20School%20Fundraising.pdf

SCHOOL DISTRICT NO. 51 (BOUNDARY)

P O L I C Y

SECTION	TITLE	NO. 2065
FINANCE/FACILITIES	<u>Use of Facilities and Equipment By Staff</u>	

DATE ADOPTED: April 13, 2010

DATE AMENDED:

The Board will permit employees the personal use of school district facilities, equipment other than vehicles and small hand tools (tools under \$100 in value). Employees may only use facilities in which they work and have access to equipment providing that the employee's request meets the following:

- a) facilities can only be used outside of the normal school and working hours provided they are not being used for school programs or are booked by the school
- b) does not conflict or interfere with School District or community use
- c) for individual employee use not group use
- d) is occasional and personal, not commercial
- e) does not consume materials and supplies
- f) has no adverse effect on the condition of the facilities and/or equipment
- g) does not interfere with the regular work hours or job performance
- h) the employee is familiar with the facility and equipment and the employee is competent to operate and has completed a written waiver of liability
- i) receives the prior approval of the individual responsible for the administration of the facility and receives the prior approval of the individual that occupies that part of the facility
- j) a waiver must be signed by employee prior for any use.

Exception:

Weight room facilities at GFSS and BCSS may be used by all School District No. 51 employees outside of normal school and working hours. No additional keys will be provided for staff members who do not work in those facilities. Employees using the weight rooms must adhere to clauses a) to j) above.



SCHOOL DISTRICT NO. 51 (BOUNDARY)

APPLICATION FOR USE OF SCHOOL DISTRICT FACILITIES AND EQUIPMENT

Facility to be used: _____

Reason for Use of Facility: _____

RULES GOVERNING USE OF FACILITIES AND EQUIPMENT

1. OBEY RULES

All the policies and rules that apply during working hours also apply during period of personal use of premises and equipment.

2. NON-COMPLIANCE AND DAMAGES

Infraction of rules, or any occurrence of unreported damage to facilities and equipment will result in suspension of use of privileges by the person(s) found responsible.

3. SMOKING

Smoking is prohibited in all School District buildings and on all School District grounds.

4. ALCOHOL

No alcoholic beverages shall be brought onto school property at any time, including during the use of facilities and/or equipment.

5. CLEAN UP

Facilities are to be left clean and in the same condition as prior to use.

6. USE OF EQUIPMENT

Person(s) must be competent to operate any equipment requested.

RELEASE/INDEMNIFICATION AND COVENANT NOT TO SUE

In consideration of my use of the facilities and equipment owned by School District No. 51 (Boundary) and indicated above I, the undersigned user, on behalf of myself, my heirs, representatives, executors, administrators and assigns, **HEREBY DO RELEASE SCHOOL DISTRICT NO. 51 (BOUNDARY)**, its trustees, officers, agents, employees and assigns (hereinafter referred to as the "School District") from any and all causes of action, claims or demands of any nature whatsoever, including but not limited to, any claim which I, my heirs, representatives, executors, administrators and assigns may now have, or have in the future against the School District, on account of personal injury, property damage, death or accident of any kind arising out of or in account of personal injury, property damage, death or accident of any kind, arising out of or in any way related to my use of the facilities and equipment, whether that use is supervised or unsupervised, however the injury or damage is caused, including, but not limited to, injuries or damages caused by the negligence of the School District.

In consideration of my use of the said facilities and equipment I, the undersigned, agree to **INDEMNIFY AND HOLD HARMLESS** the School District from any and all causes of action, claims, demands, losses, or costs of any nature whatever arising out of or in any way relating to my use of the facilities and equipment.

I hereby certify that I have full knowledge of the nature and extent of the risks inherent in the use of the facilities and equipment, and I am voluntarily assuming all the risks. I understand that I will be solely responsible for any loss or damage, or personal injury, including death to myself or others, which occurs as a result of my use of the facilities and equipment, and that by this agreement, I am relieving the School District of any and all liability for such loss, damage or death.

Dated at _____ B.C. this _____ day of _____, 20____.

Signature of Individual Responsible for Facility

User's Signature

Print Name

Print Name



SCHOOL DISTRICT NO. 51 (BOUNDARY)

USE OF BORROWED SCHOOL DISTRICT EQUIPMENT ACKNOWLEDGEMENT OF RESPONSIBILITY

In the event that School District No. 51 (Boundary) equipment is taken out of the District facility, the borrower must acknowledge responsibility for the borrowed equipment.

The borrower assumes full responsibility for its proper use and is liable for loss or damage to the said equipment. It will be incumbent upon the Supervisor to ensure that the equipment is returned in the same condition as when borrowed.

Site: _____ Department: _____

Equipment borrowed: _____

Model: _____

Serial No.: _____

Condition of Equipment: _____

Borrower's Name: _____ Supervisor's Initial: _____

Acknowledgement of equipment returned in same condition as when borrowed: _____

Supervisor's Signature: _____ Date Returned: _____

RELEASE/INDEMNIFICATION AND COVENANT NOT TO SUE

In consideration of my use of the facilities and equipment owned by School District No. 51 (Boundary) and indicated above I, the undersigned user, on behalf of myself, my heirs, representatives, executors, administrators and assigns, **HEREBY DO RELEASE SCHOOL DISTRICT NO. 51 (BOUNDARY)**, its trustees, officers, agents, employees and assigns (hereinafter referred to as the "School District") from any and all causes of action, claims or demands of any nature whatsoever, including but not limited to, any claim which I, my heirs, representatives, executors, administrators and assigns may now have, or have in the future against the School District, on account of personal injury, property damage, death or accident of any kind arising out of or in account of personal injury, property damage, death or accident of any kind, arising out of or in any way related to my use of the facilities and equipment, whether that use is supervised or unsupervised, however the injury or damage is caused, including, but not limited to, injuries or damages caused by the negligence of the School District.

In consideration of my use of the said facilities and equipment I, the undersigned, agree to **INDEMNIFY AND HOLD HARMLESS** the School District from any and all causes of action, claims, demands, losses, or costs of any nature whatever arising out of or in any way relating to my use of the facilities and equipment.

I hereby certify that I have full knowledge of the nature and extent of the risks inherent in the use of the facilities and equipment, and I am voluntarily assuming all the risks. I understand that I will be solely responsible for any loss or damage, or personal injury, including death to myself or others, which occurs as a result of my use of the facilities and equipment, and that by this agreement, I am relieving the School District of any and all liability for such loss, damage or death.

Dated at _____ B.C. this _____ day of _____, 20____.

Signature of Individual Responsible for Facility

User's Signature

Print Name

Print Name

One copy to Borrower
One copy to Supervisor