



School District No. 51 (Boundary)

Regular Meeting of the Board of Education

January 8, 2013 at 6:00 p.m.

Boundary Learning Centre

Agenda

Call to Order

Presentations/Delegations

Principal Stewart - Trades Program at GFSS (Attachment)

10 Minute Comment Period

Adoption of Agenda

Adoption of Minutes

December 11, 2012 – Regular Meeting

Report on In-Camera Meeting from December 11, 2012

The Board released that they discussed personnel issues, business items and that transition meetings with the new Superintendent Designate are taking place along with planning for the restructuring of senior management and school based administration.

Business Items

1. Superintendent's Report

- December Report 2012 (Attachment)

2. Secretary-Treasurer's Report

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

3. Director of Instruction's Report

- January 2013 Report (Attachment)

4. Talking Break

Finances 2012/2013 - Amended Budget

5. Budget Priorities of District (Briefing Note)

6. School Calendar (Briefing Note)

7. Committee Structures

8. Trustee Reports

9. Around the Boundary December 2012

10. Trustee Activities and Upcoming Events

BCPSEA 19th AGM – January 25-26, 2013

Future Agenda Items

Next Board Meeting: February 12, 2013 – 6:00 p.m.
School Board Office

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.



Selkirk
College
December 20, 2012

WITHIN REACH - BEYOND IMAGINATION

Chair Rezansoff and Directors
School District 51
1021 Central Ave Box 640
Grand Forks, B.C.
VOH 1H0

Dear Board Chair and Directors,

This letter is a thank you for the Board's support of the recently completed **Pathways Program** which ran from September to December, 2012. As you know, the program was a partnership between SD#51 and Selkirk College which provided students in Grades 11/12 with the opportunity to gain certification in a variety of programs aimed at increasing employment opportunities and broadening the students' scope of learning.

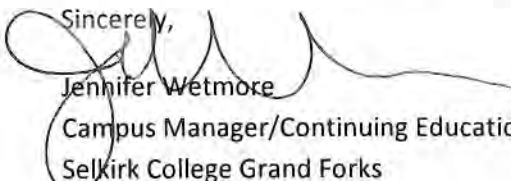
While I understand that you will be receiving a presentation in the New Year from staff involved in the program, I wanted to offer my heartfelt thanks for the Board's support. There were upwards of 20 students who "signed on", who stuck with the rigours of the program, and who gained significant benefit from the work they put in. The staff at Selkirk College were impressed with the conduct of the students, and with their determination to complete the courses required.

The success of this program can be attributed to the students, SD#51 staff (Mrs. Helen Argue and Mr. Scott Stewart) and to the Selkirk College instructors involved. Over the course of this process, I have shared our experience(s) with my counterparts in Castlegar, Nelson, Kaslo, Trail and Nakusp. All of them have shown great interest in looking at programs like this one in their own communities and I expect that requests for partnership such as this will be put forward throughout the region. I am proud to have been a part of the development and implementation of the **Pathways Program** here in the Boundary and understand the profound impact that experiences such as this have on young learners.

In discussion with the students involved, local employers, and local government in our region, I heard wholehearted support of this program. I do hope that we can continue to provide this type of program to our children in the coming years. It is essential that our students gain every advantage they can as they embark on their life experience after high school.

Please don't hesitate to contact me with any questions and again, I thank you for your support.

Sincerely,



Jennifer Wetmore

Campus Manager/Continuing Education Coordinator
Selkirk College Grand Forks

www.selkirk.ca 250 442 2704

School District No. 51 (Boundary)

Minutes of a Regular Meeting of the Board of Education of School District No. 51 (Boundary)
held Tuesday December 11, 2012, 6:00 p.m. at the School Board Office

The Chairperson called the Meeting to order at 6:00 p.m.

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

Presentations/Delegations

Tammy Jacobs and Marilyn Strukoff reported on the work in the Changing Reader Initiative in SD51 and the work that they are doing on the ASK Project – an international research project on SmartLearning based out of Ortega University in New Zealand. (Details of ASK will be in the December District newsletter)

Claire Naylor and Sean Anderson presented to the Board of Education on their impressions of the November visit to Betty Gilbert Middle School in Aldergrove.

Adoption of Agenda

MOVED C.Strukoff
2ND Zitko

[“That the Agenda for December 11, 2012 be adopted as circulated.”](#)

CARRIED

Adoption of Minutes

MOVED Harshenin
2ND Riddle

[“That the Minutes of the November 6, 2012 Board Meeting be adopted as circulated.”](#)

CARRIED

Report on In-Camera Meeting from November 6, 2012

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

Business Items

1. Superintendent's Report

The Superintendent's monthly report was presented as well as the Superintendent's Report on Student Achievement for 2012/2013. The following motion was made:

MOVED Riddle
2ND Harshenin

"That the Superintendent's Report on Student Achievement be accepted as presented."
CARRIED

Superintendent Strukoff presented an update on the Strategic Plan. He recommended the Board develops a new plan that would be a living document. This could be accomplished by removing completed actions and the adding of items as needed.

- Quebec Exchange 2013/2014

MOVED C. Strukoff
2ND Reid

"That the Board approve in principle the 2013/2014 Quebec Exchange."
CARRIED

2. Secretary-Treasurer's Report

The Secretary-Treasurer presented the Operations/Transportation and enrolment reports for November 2012. The November expenditure report was also circulated.

3. Director of Instruction's Report

Report for November 2012 was presented by the Director of Instruction.

4. Year in Review

Board Chair Teresa Rezansoff presented an overview of the year's events.

5. Talking Break

- Year in Review/Strategic Plan

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

MOVED C. Strukoff
2ND Riddle

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

MOVED Reid
2ND Zitko

“A BYLAW by the Board of Education of School District No. 51 (Boundary) (hereinafter called the “Board”) to adopt a Capital Project of the Board pursuant to Sections 143 (2) and 144 (1) of the School Act, R.S.B.C. 1996, c. 412 as amended from time to time (called the Act).”

WHEREAS in accordance with provisions of the *School Act* the Minister of Education (hereinafter called the “Minister”) has approved Capital Project No. 114932.

NOW THEREFORE the Board agrees to the following:

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

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

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

NOW THEREFORE the Board enacts as follows:

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

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

CARRIED

MOVED Zitko
2ND Harshenin

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

CARRIED

7. Financial Disclosure Statements

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

8. Board Representatives for 2013

The Superintendent assumed the Chair for the Board Chairperson selection proceedings. The Secretary-Treasurer called for nominations for the position of Board Chair.

MOVED Riddle
2ND C. Strukoff

"That the Board elect Teresa Rezansoff as the Board Chair for 2013."

CARRIED

MOVED Harshenin
2ND Zitko

"That the Board elect Cathy Riddle as the Trustee Representative to the BCSTA Provincial Council and David Reid as the Alternate for 2013."

CARRIED

MOVED Reid
2ND Harshenin

"That the Board elect Cindy Strukoff as the Trustee Representative to the BCPSEA and Ken Harshenin as the Alternate for 2013."

CARRIED

MOVED C. Strukoff
2ND Riddle

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

CARRIED

9. Report on Middle School

In January trustee liaisons will advise PAC's that a decision on the Middle school in Grand Forks will be made at the February Board Meeting and ask if they have any more input for the Board.

The Board will invite staff to a roundtable discussion on January 23, 2013 at 4:00 p.m.

10. Committee Reports

Board Committees will continue to be committees of the whole for another year. Trustees will forward to the Board chair the committees they wish to chair.

- Policy Committee
Sexual Orientation Policy – This policy was discussed and the following motion made.

MOVED Gee
2ND Reid

"That the Board reaffirm this policy back to the Policy committee"

CARRIED

MOVED Gee
2ND Zitko

“That the Board approve for circulation the Field Trip Policy #3060.”

CARRIED

MOVED Gee
2ND Zitko

“That the Board approve the amendment to the wording “any information” in Distributing Union/Political information Policy regulations to read union/political information.”

CARRIED

MOVED Gee
2ND Reid

“That the Board approve for circulation the Distribution Union Political Information Policy as amended.”

CARRIED

MOVED Gee
2ND Reid

“That the Board approve for deletion the following policy: Curricular/Co-curricular/Extra Curricular Trips Policy #3061.”

CARRIED

11. Trustee Reports

Trustees shared input from the 2012 Education Leadership Conference and the Kootenay Boundary Branch Meeting.

12. Around the Boundary

November 2012 presentation was given.

Meeting adjourned at 9:38 p.m.

Chairperson

Secretary-Treasurer



Michael Strukoff
Superintendent of Schools

Month-End Report December 2012

EDUCATION

Class Size & Composition

- All classes are in compliance

District Initiatives

- The District Health Promoting Committee has been meeting. Part of their work has included an inventory of different Health Promoting Activities schools are engaged in. A summary is attached to this report. The District Committee continues to meet and keep this work moving forward.
- The recruitment of a Director of Learning is underway. It is expected an announcement will be made by January 21, 2013.
- Aboriginal Clay Mural Blessing: specific details will be in the Director of Instruction report.



Maxine Ruzicka at GFSS for the
Aboriginal Clay Mural Blessing Dec 17, 2012

Social Responsibility

- Kootenay-Boundary Region Erase Bullying coordinators are meeting in June. The District will be making a financial contribution for \$500 toward resource development the committee is initiating.

School Calendar

- Changes to school calendar legislation and regulations have impacted the timelines for preparing school calendars. Schools need to consult and circulate their calendar to their school community by February 28th. Boards must approve calendars by March 15th. A proposal is in the agenda package for the Board to consider

Meetings out of District for the Superintendent

- Monday, Jan 14, 2013 ERAC Board Mtg. Vancouver
- Tuesday, Jan 15, 2013 Regional BCPSEA Mtg. Kelowna
- Thursday, Jan 16, 2013 Mtg. with regional CAOs and District
- Thursday, Friday, Jan 24 & 25 BCPSEA Annual Mtg.



THE
UNIVERSITY OF
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PHYSICAL ACTIVITY AND HEALTHY EATING AT SCHOOL STUDY

Title of study: Evaluating the influence of nutrition and physical activity policies on the school environment, obesogenic behaviours, and weight outcomes

Study funded by: Canadian Institutes of Health Research



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December 12, 2012



Dear District Administrator,

As you may recall, your district granted permission for school principals to participate in a research study entitled "Evaluating the influence of nutrition and physical activity policies on the school environment, obesogenic behaviours and weight outcomes." Data for this study was collected in the 2011-2012 school year. The overall goal of this study was to examine factors that can influence the implementation of healthy nutrition and physical activity guidelines in the school environment. Enclosed is a report highlighting preliminary findings from this study.

A paper copy of this report is being distributed to:

- school districts that granted us permission to conduct the study, and
- schools that completed the survey

In addition, a copy of this report will be provided to the Ministries of Education, Health Services, and Healthy Living and Sport. If you would like to share these findings within your school district, an electronic copy of this report is available at <http://www.childrenlivinghealthy.ca/publications.htm>.

I hope that you find this report to be of interest and I would like to reiterate our appreciation for your continued support and participation in the studies conducted by our research team.

Please feel free to contact myself, Dr. Louise Mâsse at lmasse@cfri.ubc.ca or the project coordinator, Maria Valente at mvalente@cfri.ubc.ca if you have any questions about this study or the information included in this report.

Sincerely,

Louise C. Mâsse, Ph.D.
Associate Professor
University of British Columbia
Department of Pediatrics



PHYSICAL ACTIVITY AND HEALTHY EATING AT SCHOOL STUDY – PRELIMINARY FINDINGS

In British Columbia, as well as Canada, overweight and obesity among children has become a serious public health concern. Physical inactivity and poor eating habits are key factors associated with overweight and obesity. Schools are a critical setting for health promotion as most children attend school. Focusing on healthy eating and physical activity is important given that both are related to academic performance.

PURPOSE

This report summarizes the preliminary findings of the Healthy Eating and Physical Activity at School Study, conducted by the University of British Columbia and the University of Victoria. The purpose of this study is to:

- Examine the physical activity and nutrition environment of schools;
- Assess the extent to which schools have been able to implement the Daily Physical Activity (DPA) guidelines and the guidelines for Food and Beverage Sales in British Columbia Schools (FBSS); and
- Document the barriers and facilitators to the implementation of the DPA and FBSS guidelines.

METHODS

In the 2011/2012 school year, school principals (or a designated knowledgeable staff) were invited to complete a questionnaire. The questionnaire measured physical activity and healthy eating at school, while also asking a number of questions relating to the implementation of the DPA and FBSS guidelines.

Approval to conduct our study was obtained from 49 of the 59 school districts in British Columbia (83% response rate); however, only 41 districts were represented in the final sample (we received no school surveys from 8 districts). Independent, Francophone, First Nations, and distance education schools were excluded from our sample, as we were not able to address unique issues specific to these contexts. In total, 490 schools returned the school survey (47% response rate).

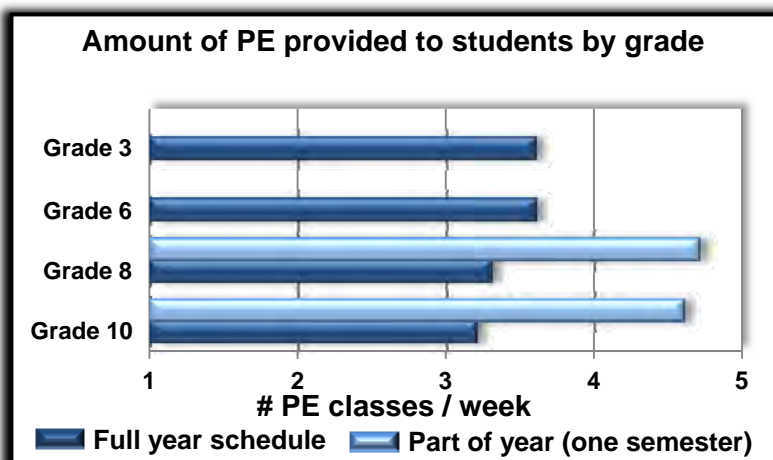
SCHOOL CHARACTERISTICS

Schools were classified as being an elementary school if grades 7 or lower were taught at the school, and were classified as a middle / high (M/H) school if grades 8 through 12 were taught at the school.

- A total of 347 elementary schools (74%), and 125 M/H schools (26%) participated in the survey.
- The majority of schools were situated in inner city / urban and suburban environments (34%, each), while 30% were from rural locations.

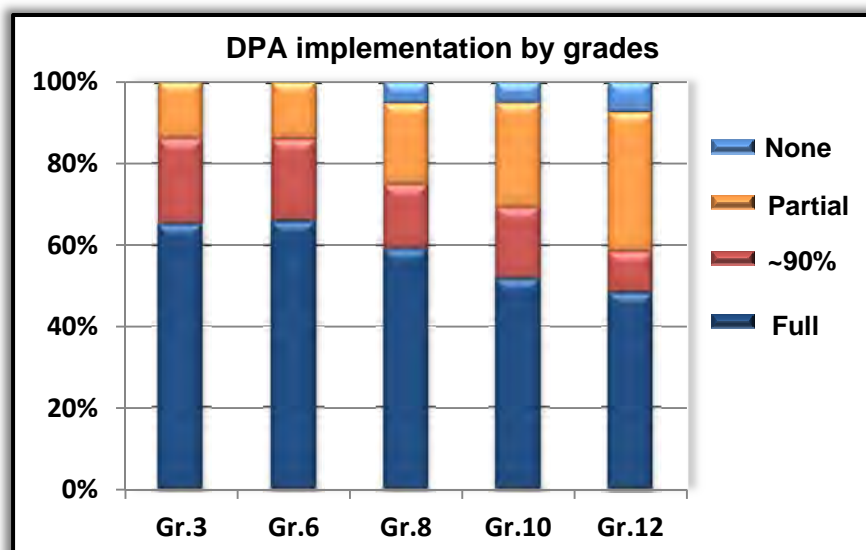
AMOUNT OF PHYSICAL EDUCATION (PE) IN SCHOOLS

The figure on the right shows the amount of physical education (PE) schools provided to grade 3, 6, 8, and 10 students in an average week. Grade 3 and 6 students had an average of 3.6 PE classes per week throughout the school year. For grades 8 and 10, PE was sometimes provided throughout the year and sometimes for a semester. In schools where PE was provided throughout the year, grade 8 and 10 students received 3.3 and 3.2 PE classes per week, respectively. In contrast, when PE was only offered in one semester, grade 8 and 10 students received 4.7 and 4.6 PE classes per week, respectively.



AVAILABILITY OF PE SPECIALISTS: 10% of elementary schools reported having a dedicated PE specialist (bachelor trained PE teacher) for the provision of PE, while 89% of M/H schools reported having access to at least one dedicated PE specialist.

IMPLEMENTATION OF THE DPA (DAILY PHYSICAL ACTIVITY) GUIDELINES



The percentage of schools that reported implementing the DPA guidelines varied by grade, with higher implementation reported for the lower grades. For example, schools reported full implementation or almost full implementation (~90%) in 86% of the grade 3 and 6 schools, 75% in grade 8 schools, 69% in grade 10 schools, and 58% in grade 12 schools.

Overall, implementation was much harder to achieve in the higher grades. It is also important to factor into these results that the way in which DPA is reported differs for students of different grades. For example, in grades 3, 6, and 8, teachers are responsible for tracking the 150 minutes per week, while in grades 10 and 12 students self-report their physical activity.

The majority of schools reported attempting to meet the DPA guidelines through a combination of PE scheduling and other PA opportunities (82%), while 15% reported using the PE schedule only, and 2% reported relying only on other PA opportunities.

SUPPORT FOR THE DPA (DAILY PHYSICAL ACTIVITY) GUIDELINES

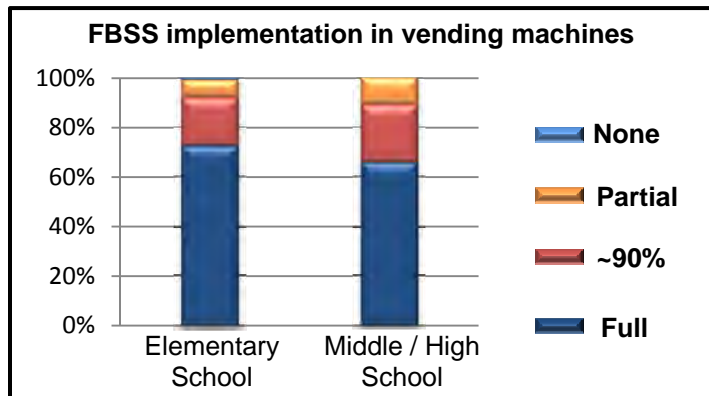
Elementary schools seemed to have stronger support for the DPA guidelines from principals, students, staff, and parents than M/H schools. In addition, respondents felt that students in M/H schools were the least supportive of the DPA guidelines while parents were the most supportive. Elementary schools felt they had greater capacity or resources to meet the DPA guidelines than M/H schools. Relating to aids for implementation of DPA, the majority of elementary schools agreed that Action Schools! BC helped the school implement the physical activity guidelines. In addition, elementary and M/H schools felt district support was instrumental for implementation (68% and 51%, respectively). A minority of schools (about 27% of elementary and M/H schools) felt that community stakeholders (e.g., municipal recreation) were instrumental in the implementation of the DPA guidelines. Elementary school principals had a higher level of agreement that DPA had general positive outcomes than M/H school principals. Most schools felt DPA helped with academic performance, while about 50% felt DPA took time away from other subjects.

	% Agreement	
	Elementary schools	Middle/High schools
SUPPORT FOR THE DPA GUIDELINES		
Principals support for DPA	84%	62%
Students support for DPA	96%	57%
Staff support for DPA	94%	69%
Parents support for DPA	93%	73%
CAPACITY FOR DPA IMPLEMENTATION		
Adequate resources (e.g. facilities, equipment, staff, funding)	86%	69%
AIDS FOR DPA IMPLEMENTATION		
Action Schools! BC helped with implementation	87%	Not applicable
District was instrumental for implementation	68%	51%
Community stakeholders were instrumental for implementation	27%	27%
SPECIFIC OUTCOMES FROM DPA IMPLEMENTATION		
DPA had general positive outcomes (i.e. better fitness, less bullying)	78%	63%
DPA helped academic performance	95%	89%
DPA took time away from other subjects	49%	51%

Agenda

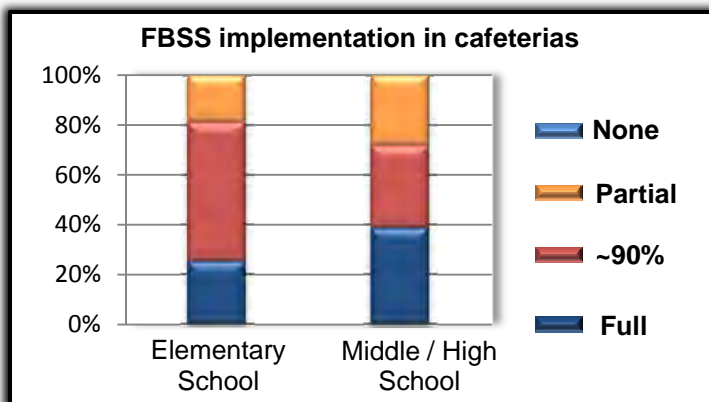
IMPLEMENTATION OF THE FBSS (FOOD AND BEVERAGE SALES IN SCHOOLS) GUIDELINES

Implementation of the FBSS guidelines in vending machines and school cafeterias is shown below.



In total, 20% of elementary schools reported having vending machines and among these schools about 70% were fully implementing the FBSS guidelines.

In contrast, more M/H schools reported having vending machines (85%). Among M/H schools with vending machines about 65% reported fully implementing the FBSS guidelines.

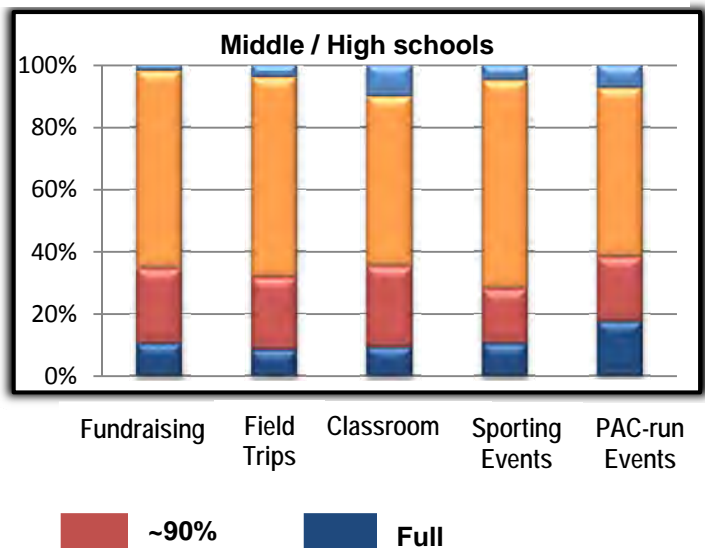
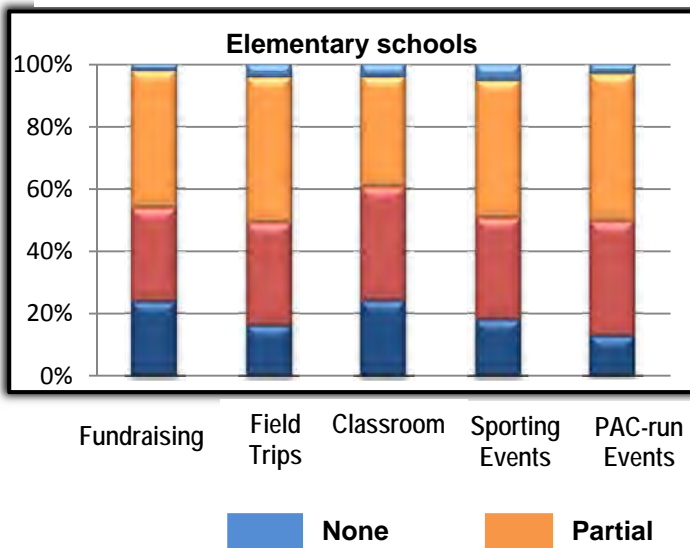


In total, 5% of elementary schools and 65% of M/H schools reported having a cafeteria at their school (where food is sold and prepared on-site) and, among these schools, few reported implementing the FBSS guidelines in full (25% of elementary schools and 38% of M/H schools). Conversely, 56% of elementary schools and 33% of M/H schools felt that implementation of the FBSS guidelines was close to 90%. Thus, when combining those that reported almost full implementation and full implementation, a large majority of schools are self-reporting to being close to or having implemented the guidelines.

Implementation of the FBSS guidelines in other school areas is shown below for elementary and M/H schools separately. The areas examined are implementation of the FBSS guidelines for: fundraising activities, field trips, the classroom setting, sporting events, or Parent Advisory Council (PAC) run events.

Overall, implementation of the FBSS guidelines in these five areas was much lower in M/H schools than in elementary schools. Most schools struggled with implementation of the FBSS guidelines since most schools reported not being close to implementing the guidelines. When we combined schools that were fully implementing the FBSS guidelines with those that reported 90% implementation, it appears that less than 60% of elementary schools and less than 40% of M/H schools were implementing the FBSS guidelines in these five areas.

Level of implementation of FBSS in other school areas



SUPPORT FOR THE FBSS (FOOD AND BEVERAGE SALES IN SCHOOLS) GUIDELINES

Staff were the most supportive of the FBSS guidelines in both elementary and M/H schools, followed by parents, principals, and teachers. Slight differences in support were observed by school type, with support being higher for the elementary schools than in the M/H schools, except for parental support which was higher in M/H schools than in elementary schools. About 60% of schools felt they had sufficient capacity (e.g. resources, knowledgeable staff) to implement the FBSS guidelines and there were no differences between elementary schools versus M/H schools.

A majority of elementary schools (71%) felt the PAC was instrumental for implementing the FBSS guidelines, while a minority of M/H schools felt this way (33%). Most schools felt that the district was instrumental for implementing the FBSS guidelines (69% and 72% for elementary and M/H schools, respectively). In contrast, less than half of elementary and M/H schools felt community stakeholders (e.g. grocers, farmers) were instrumental for implementation. Slightly more elementary schools felt that the FBSS guidelines had general positive outcomes (e.g. students are healthier or more educated about healthy eating) than did M/H schools (85% and 76%, respectively). Almost half (48%) of M/H schools felt that the implementation of the FBSS guidelines resulted in more children leaving the school grounds at lunchtime.

	% Agreement	
	Elementary schools	Middle/High schools
SUPPORT FOR THE FBSS GUIDELINES		
Principal support for FBSS	74%	66%
Students support for FBSS	69%	46%
Staff support for FBSS	97%	94%
Parents support for FBSS	84%	88%
CAPACITY FOR FBSS IMPLEMENTATION		
Capacity to meet FBSS guidelines	58%	60%
AIDS FOR FBSS IMPLEMENTATION		
PAC was instrumental for implementation	71%	33%
District was instrumental for implementation	69%	72%
Community stakeholders were instrumental for implementation	47%	27%
SPECIFIC OUTCOMES FROM FBSS IMPLEMENTATION		
FBSS had general positive outcomes	85%	76%
FBSS has caused more students to leave grounds at lunchtime	Not applicable	48%

CONCLUDING COMMENTS

Overall, elementary schools reported a higher implementation of both the DPA and the FBSS guidelines than did M/H schools. We do know from the research literature that full implementation of nutrition and physical activity guidelines takes time to achieve. Monitoring the implementation of these guidelines is important as the overall benefit of these guidelines cannot be achieved unless schools fully implement them.

ACKNOWLEDGEMENTS

The research team would like to thank all of the schools and school districts that participated in this study. We realize that schools have many competing priorities which makes it difficult to participate in research studies. We would also like to thank the Canadian Institutes for Health Research for funding this study.

CONTACT INFORMATION

For more information about this evaluation, please contact Dr. Louise C. Masse, Associate Professor in the School of Population and Public Health at the University of British Columbia (lmasse@cfri.ubc.ca) or Ms. Maria Valente, Research Coordinator at the Developmental Neurosciences and Child Health research centre at the University of British Columbia (mvalente@cfri.ubc.ca).



a place of mind



University of Victoria



Agenda

	GFSS	Perley	Hutton	CLES	Walker	BCSS	MES	GES	WBES	Beaverdell	Big White
Intervention/Activity											
Healthy Eating	T, P, E	T,P,E,PS	T,P,E,PS	T,P,E,PS	T,P,E,PS	T, P, E	T, P, E	T,P,E,PS	T, P, E	T, P, E	T,P,E,PS
Breakfast Program	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Salad Bar									✓		
Action Schools! BC											
Sip Smart											
BC School Fruit & Vegetable Program	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
School Milk BC							✓	✓	✓	✓	
Healthy Hot Lunch							✓	✓	✓	✓	
Healthy Vending Machine	✓										
Meal Planning, Cooking					✓	✓					✓
Physical Activity	T,E,P,PS	T,P,E,PS	T,P,E,PS	T,P,E,PS	T	T,E,P	T,P,E	T,P,E,PS	T,E,P	T,E,P	T,P,E,PS
30 min DPA		✓	✓	✓	✓		✓	✓	✓	✓	✓
Action Schools! BC									✓		
iWalk				✓	✓						✓
Intramural/Team/Group Sports	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Social/Emotional Health	T,E,P,PS	T,E,P,PS	T,E,P,PS	T,E,P,PS	T,E,P,PS	T,E,P,PS	T,E,P,PS	T,E,P,PS	T,E,P,PS	T,E,P,PS	T,E,P,PS
Roots of Empathy		✓	✓	✓			✓	✓	✓		✓
Buddies Program		✓	✓	✓							
Healthy Relationships							✓	✓			
Body Image	✓							✓			
FRIENDS		✓	✓	✓			✓	✓	✓	✓	✓
Fitness for Life											
CAP	✓										
Individual Counselling	✓	✓	✓	✓	✓	✓			✓		
Group Counselling/Programming	✓	✓	✓	✓		✓		✓			
PARTY (anti-drinking program)	✓										

School Environment	T,P	T,P,E	T,P,E	T,P,E	P,E	T,P,E,PS	T,P,E,PS	T,P,E,PS	T,P,E	T,P,E	T,P,E
Monthly Fire/Emergency Drills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Antibullying Program	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Safe play equipment/environment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
School Connections	✓	✓	✓	✓	✓		✓	✓			✓
Tobacco Reduction	✓					✓					
Pillars											
T=Teaching and Learning											
P=Healthy School Policy											
E=Social and Physical Environment											
PS=Partnerships and Services											



Operation Transportation Report December 2012 J. Hanlon, Secretary-Treasurer

Maintenance

In December the maintenance staff had days while schools were in session that required snow removal. They continued to work on routine work orders and also took some time to spend with family during the holidays.

Custodians

During the December school break, our custodians do a heavy clean. While custodians at each school have different schedules they still do a major clean during this time. They also had time with family over the break as well.



Technology

The technology staff continued to do a lot of trouble shooting. During December they updated the First Class client to a newer version. The updates will provide more features and they are testing and seeing what features we can use. Technicians also attended a session on automatic imaging in a windows environment.

Grounds



I want to bring to the attention of the Board that the deer in Grand Forks are providing a problem on school grounds. We did try to address the problem with utilizing bus drivers to pick up the deer droppings. It was somewhat effective. If we don't come up with a solution our grounds will become totally useless for sports and other events. During a soccer tournament this fall the problem became most evident. We had the ball as well as students covered in the droppings. This is not a healthy situation and will need to be

addressed. The deer droppings are also being tracked into the schools. While we could make indoor shoes mandatory at all schools and build a place for shoe storage at the door, this would not address the health and field usage issues involved. This solution would only address the tracking inside the building but not the grounds themselves.

Head Count				
	January 8, 2013	September 30, 2012	Increase (Decrease)	December 11, 2012
GFSS	341	343	(2.0000)	341
Perley	262	259	3.0000	262
Hutton	251	250	1.0000	251
CLES	100	101	(1.0000)	100
BCSS	131	131	-	133
MES	31	29	2.0000	30
GWD	35	34	1.0000	35
WBES	114	113	1.0000	114
BES	11	11	-	11
Big White	20	18	2.0000	18
Walker	24	24	-	24
Total	1320	1313	7.0000	1319

Fund : 0 General Operating

OB	TITLE	DEC	YEAR TO DATE	ENCUMBERED	FULL YEAR BUDGET	AVAILABLE	PERC
10	Principal & Vice Principal Sal	92,060.98	543,140.71		1,108,903	565,762	51
11	Teacher Salaries	598,284.17	2,393,625.19		6,019,488	3,625,863	60
12	Non-Teachers Salaries	226,676.73	1,105,443.71		2,728,694	1,623,250	59
13	Management Salaries	32,713.75	199,874.18		404,946	205,072	51
14	Substitute Salaries	37,246.93	204,439.64		550,316	345,876	63
19	Trustees Indemnity	6,169.94	37,019.64		74,042	37,022	50
21	Statutory Benifits	21,780.40	139,989.25		579,316	439,327	76
22	Pension Plans	122,944.44	535,367.38		1,293,376	758,009	59
23	Medical And Life Benifits	54,584.87	284,951.80		613,040	328,088	54
31	Services	20,655.85	210,448.45	7,892.44	580,397	362,056	62
33	Student Transportation	3,760.16	31,120.47		83,985	52,865	63
34	Training & Travel	13,443.45	135,836.65		249,395	113,558	46
36	Rentals & Leases	3,080.00	17,175.10		33,528	16,353	49
37	Dues And Fees	116.76	59,948.16		71,790	11,842	16
39	Insurance		59,968.00		67,400	7,432	11
51	Supplies	52,259.55	274,351.58	23,951.90	846,896	548,593	65
52	Learning Resources	175.81	21,425.00	2,294.48	48,830	25,111	51
53	Library Books	341.10	2,787.23	432.32	26,880	23,660	88
54	Electricity	9,513.67	92,085.93		285,000	192,914	68
55	Heat	7,567.60	28,031.82		163,000	134,968	83
56	Water And Sewage		4,341.80		20,000	15,658	78
57	Garbage And Recycling	2,241.14	7,669.75		16,000	8,330	52
58	Furn. & Equipment Replacement				65,000	65,000	100
59	Computer Equipment Replacement				100,000	100,000	100
TOTAL FOR Fund - 0		1,305,617.30	6,389,041.44	34,571.14	16,030,222	9,606,609	60
GRAND TOTAL		1,305,617.30	6,389,041.44	34,571.14	16,030,222	9,606,609	60



January 2013 Report

Director of Instruction

Maxine Ruzicka

Aboriginal Education

- On December 17, GFSS hosted a blessing ceremony for the completed 'Coherent Assertion' Aboriginal design clay mural. This was the accumulation of a 4 week collaborative work between Aboriginal Artist in Residence, Mr. Terry Jackson, Mrs. Wanda Hecht, (Aboriginal Education Teacher), Mr. Jan de Haan (Art Teacher) and his grade 9/10 art class, who all spoke about their role(s) in the project and the importance of recognizing and appreciating the role of Aboriginal art design in the regular curriculum.



- I would also like to thank the following for their participation in the ceremony: Mrs. Joan Holmes (BANAC chair and elder), Mr. Danny Williamson (Boundary Metis Community Assoc. and elder) for opening and closing prayers, Mr. Shawn Lockhart (GFSS vice-principal) formal welcome to GFSS and recognition of the invitees, the Aboriginal Community Women's Drum Group for their blessing songs and closing remarks from Mr. Michael Strukoff (Superintendent). Mr. de Haan and the students distributed commemorative gift t-shirts that they had personally prepared, with a silk-screened picture of the 'Coherent Assertion' clay mural design. Thank-you to the Trustees, Aboriginal community members and media who attended, making this a memorable occasion for all.*

- The Aboriginal Education Advisory held their December 4 meeting at Perley Elementary School – I would like to thank Mrs. Wanda Hecht, Aboriginal Education Teacher for hosting us in the Aboriginal Education room. These meetings are important sharing times, for the schools and District to share the work that has been done since the last meeting, and for the Aboriginal Community groups (BANAC and Boundary Metis) and the Aboriginal Family Support Worker (BFISS) to share the activities and events that they are planning. In the past, this sharing has resulted in joint ventures and collaborative planning between the District and Aboriginal community groups.



Left –some members of the Boundary Aboriginal Education Advisory making informal connections before and after the meeting.

Right – Joan Holmes and Danny Williamson admiring the fine work done by students on their pine needle baskets.

Below- Laranna Androsoff – Aboriginal Family support Worker with teacher Brenda Boyd



Special Education

- A District Student Support Services meeting and in-service was held on December 4 at the School Board Office. A focus of the session was a review of the SD 51 internal audit that was completed in the fall, the implications of the recent Moore Supreme Court Case. We worked on goal and objective writing for students diagnosed with learning disabilities and updates from district partners POPARD, POPFASD, SET BC and PISP.
- On December 7, SD 51 hosted a 'Playful Brain' workshop for SD 51 Child and Youth Counselors and staff, MCFD Child and Youth Mental Health Clinicians and Boundary Family and Individual Services Society Counselors. Facilitators for this workshop from the Kelowna based Stepping Stones agency presented a hands-on counseling approach to the work of Dr. Bruce Perry. An understanding of neurobiology and current research was a prerequisite to attending this in-service.



Briefing Note

Date: December 20, 2012

Topic: Budget Priorities and Process Considerations

Budget Priorities

The Board's budget priorities should be linked to the Board's Strategic Plan and District goals, Ministry Initiatives and mandates through legislation.

As mentioned at the December Board meeting, the Strategic plan should be a living document that is reviewed annually by the Board. Items that have been addressed should be removed and items that are ongoing would remain and new items added as needed.

As Management, we refer to the Strategic Plan and to the Superintendent's report on student achievement to ensure that we are fulfilling the Board's goals and objectives.

The Board is encouraged to set the directions for the District through the Strategic Plan. The Plan should provide clear goals and objectives which in turn provides Management with the guiding principles to ensure these goals are met.

Budget Process

The budget process the District has used for the last three years is as follows:

The Leadership team for the District, consisting of the Principals and Senior Management, work together on staffing allocations. Please remember 85% of the District budget is salaries and benefits.

Based on enrolment, reductions or additions to schools are identified over a series of meetings.

Services and supplies are looked at to see if there are any cost savings.

The Secretary-Treasurer along with the Operations Manager looks at busing, custodial and maintenance to see if there are any efficiencies that can be made.

Cost pressures are added to the budget.

The Leadership team continues to work on the budget and in April provides the Board with the recommended reductions or additions.

Public Input into the Budget process

In January, public meetings were held to gather input from stakeholders as to what they see as priorities. Various methods have been used over the years. Here are a few:

- Letters home to parents asking for feedback
- Priority list developed and stakeholders asked to rank in order of priorities

Listed below are other ways that could involve stakeholders in the process:

- Unions given opportunity to meet with the Board at a closed meeting to voice their priorities.
- The Board liaison attends PAC meetings and has the PAC voice their priorities and the liaison reports back to the Board.
- Using technology and the District website, the public is encouraged to provide input into the process.

In April the public is also apprised of the financial situation and the reductions the District is looking at that are not personnel related. If reductions or changes of significance have been made, the Board becomes involved in these consultations. (i.e. potential school closure, elimination of a bus route, or reconfiguration (middle school).

The Board is obligated to consult when major changes are being suggested.

The Board has until June 30th of any school year to pass a balanced budget. Depending on the year and the reductions, it has passed a budget as early as May and as late as June.

Questions for the Board to consider:

Even though the Strategic Plan is a five year plan with an ending date of 2015, does the Board wish to update the plan? This plan will provide Management with the guiding principles to develop the budget as well as the guidelines to manage the District.

Is the Board satisfied with the budget process and allowing the leadership group of Principals and Senior Management working together on the budget and providing a recommendation to the Board?

If this group is suggesting a significant change, the Board will need to become involved in the consultation process as the final decision rests with the Board.

Is consultation with the public enough on major changes or should there be another avenue for input and if so, what process should be used?



Briefing Note

Date: December 20, 2012

Topic: School Calendar 2013-2014

Background

Effective this year the government has changed the rules on school calendars. The purpose of these changes is to provide Districts with flexibility as they implement personalized learning. In particular:

1. The Ministry of Education will no longer produce a standard school calendar.
2. The school calendar is no longer limited to 10 months – September through June. It is a 12-month calendar.
3. Instead of specifying the days and minutes of instruction in a 10 month period, the Ministry specifies the hours of instruction for secondary students and for elementary students in a 12-month period.
4. Timelines for making school calendars public has moved from May 31 to February 28 and Board approval is now required by March 15, not May 15.
5. In addition, collective agreements with teachers may add some restrictions on the development of a school calendar. For example the maximum length of a school day. This is not in the SD51 teacher collective agreement.

Context for 2013-2014

SD51 has not considered any calendar changes. Senior management is working on the premise that the 2013-2014 school calendar should be similar to the 2012-2013 school calendar. Start after Labour Day, end on the 2nd to last working day of June (for students) and have 2 week Winter and Spring Breaks. Everything stays the same.

Nevertheless, due to the new changes on school calendars SD51 can reduce the number of days in session by **3 days** as a cost saving measure. We can do this because in the past the number of days of instruction from year to year could vary by as much as 5 days. For example in one year the school year starts September 2nd and another year it starts September 7th this also varied the number of days and hours of instruction. This is now standardized by a fixed number of hours of instruction no matter when Labour Day falls.

The District can reduce the number of days of instruction by 3 days and leave the length of the school day the same as in the current school year 2012-2013. Lunch hours at all schools would decrease by 7 minutes: 43 minutes at the elementary level and 40 minutes at secondary.

The three less days of instruction would be applied in the weeks we have a statutory holiday. So in 2013-2014:

Thanksgiving Day, Monday, Oct 8/13	in Session on Friday
Remembrance Day Monday, Nov 11/13	not in session on Friday (a 3 day week)
Family Day, Monday, Feb 10/14	not in session on Friday (a 3 day week)
Victoria Day, Monday, May 20/14	not in session on Friday (a 3 day week)

An interesting development that has occurred is employee and student absenteeism is higher on two day weekends – whether it is the Friday school is in session or the Monday. The change may positively impact that trend.

Savings to the District would amount to \$18,000

SCHOOL CALENDAR FORM - GENERAL

For All School Types Except Distributed Learning Schools

2013/2014 CALENDAR

INSTRUCTIONS: Using the Fill Colour tool, highlight the Non-Instructional days and Vacation Periods with the colours in the legend.



- Instructional
- Non-Instructional Already Determined
- Vacation Period
- Statutory Holiday
- Possible Days Not in Session For increased Savings

JULY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- Instructional
- Non-Instructional
- Vacation Period
- Statutory Holiday



Ministry of
Education

(School Name)
PROPOSED SCHOOL CALENDAR
2013 - 2014

Month	Day	
August	26	District Professional Development Day
	27	District Professional Development Day
September	3	School Opening Day (Dismissal at 11:30 a.m.) (School in session Tuesday to Friday this week)
	6	Friday - School in Session
October	11	Thanksgiving Day (School in session Tuesday to Friday this week)
	18	Friday - School in Session
	25	Provincial Professional Development Day TBC
November	11	Remembrance Day observed
	15	Friday - School Not in Session
December	19	School Closes for Winter Vacation (Last day of classes)
January	6	School Re-Opens after Winter Vacation (School in session Tuesday to Friday this week)
February	10	Family Day
	14	Friday - School Not in Session
March	17	School Closes for Spring Vacation (Last Day of classes)
March	31	School Re-Opens after Spring Vacation
April	18	Good Friday
April	21	Easter Monday (School in session Tuesday to Friday this week)
	25	Friday - School in Session
May	19	Victoria Day (School in session Tuesday to Friday this week)
	23	Friday - School Not in Session
June	26	Last Day for Students (Dismissal at 11:30 a.m.)
	27	Administrative Day

Days in Session	160
Number of Days of Instruction	153
Number of Non-Instructional Days	6
Number of Administrative Days	1
Length of School Day (ie: 6 hrs 45 mins)	
Minutes of Operation (Office Hours)	
Total Instructional Time	349 min/day (Elem) 377 min/day (Sec)
School Commences	
Lunch (start and end time)	
Dismissal	
Recess (start and end time) (elementary)	
Minutes in each block (secondary)	
Minutes between blocks (secondary)	

School is closed on Friday unless otherwise noted.

Parents and staff have been consulted and agree with this *proposed* calendar

Principal's Signature

Date