



School District No. 51 (Boundary)

Regular Meeting of the Board of Education

June 19, 2018 at 6:00 p.m.

Grand Forks Secondary School - Bistro

Agenda

Call to Order

Opening Acknowledgement

"We would like to give recognition and honour to all the Aboriginal peoples and ancestors, including the Interior Salish peoples, who lived here and cared for these lands."

Presentations/Delegations

- Flooding
- Indigenous Inquiry

10 Minute Comment Period

Adoption of Agenda

Adoption of Minutes

May 8, 2018 – Regular Board Meeting Minutes

Report on In-Camera Meeting from May 8, 2018

The Board discussed personnel issues, properties/facilities, and business items as well as the Accumulated Surplus policy.

Correspondence

Business Items

1. Superintendent's Report

- May 2018 Report (Attachment)
- School Growth Plan Goals (Attachment)
- BAA Courses (Attachment)

MOTION: "That the Board approve the following Board Authorized Courses: Visual Arts-Art Studio 11 and Visual Arts - Art Studio 12, as presented."

2. Secretary-Treasurer's Report

- May 2018 Report (Attachment)
- Enrolment Report (Attachment)
- Expenditure Report (Attachment)
- Local Capital Transfer
- Out of Province Fees (Attachment)

MOTION: "That the annual fee for out of province students be set at _____ for the 2018/2019 school year."

3. Director of Learning Report

- May 2018 Report (Attachment)

4. Evolution of Learning Highlights

5. Financial Framework (Attachment)

MOTION: "That the Board unanimously agrees to give the Annual Budget Bylaw 2018/2019 all three readings at this meeting of June 19, 2018."

MOTION: "A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 51 (Boundary) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2018/2019 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act* respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 51 (Boundary) Annual Budget Bylaw for fiscal year 2018/2019.
3. The attached Statement 2 showing the estimated revenue and expense for the 2018/2019 fiscal year and the total Budget Bylaw amount of \$19,606,666 for the 2018/2019 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2018/2019.

MOTION: "That the Board of Education of School District No. 51 (Boundary) approve the Annual Budget Bylaw 2018/2019 as read, a first, second and third time, passed and adopted."

6. SOGI

7. 5 Year Capital Plan (Attachment)

MOTION: "That the Board of Education approve the 5-year 2019/2020 Capital Plan as presented."

8. Talking Break

Value of students volunteering in the community.

9. Signing Authority

MOTION: "That the signing officers for School District No. 51 (Boundary) accounts held at the Grand Forks Credit Union be changed from Jeanette Hanlon, Secretary-Treasurer to Miranda Burdock, Secretary-Treasurer and from Kevin Argue Superintendent of Schools to Ken Minette, Superintendent of Schools effective August 1, 2018."

MOTION: "That the Board allows the transfer of funds without limit between all School District accounts, including the US chequing account."

MOTION: "That the Board no longer uses the Credit Union MasterCard and moves to the Grand Forks Credit Union Visa Card"

MOTION: "That the Board authorize Alex Campbell, Accounts Payable Clerk, to administer the Grand Forks Credit Union Visa Card for the School District and that the following positions hold cards with a total lending limit of \$45,000 (\$5,000 per card): Secretary-Treasurer, Superintendent of Schools, Director of Learning, Executive Assistant to Secretary-Treasurer/Superintendent, Payroll Administrator, Accounts Payable Clerk, Operations Manager, Technology Manager, and Office Receptionist."

10. Election Bylaw No. 1-2018 (Attachment)

11. Committee Reports

AbEd Committee	Policy Committee (Attachments)
Finance Committee	Operations Committee

12. Trustee Reports

Rec Commission	* BCSTA/BCPSEA Advisory
Community Literacy	* BISM
PAC Highlights	* BCSTA Kootenay Boundary Branch

13. Around the Boundary May/June 2018

Trustee Activities and Upcoming Events

- GFSS Graduation – June 23, 2018
- Trustee Election Timelines
- Nomination/endorsement packages ready for distribution – July 27, 2018
- Last day for Board of Education to adopt a bylaw to apply to the *general school election* – August 6, 2018
- Nomination Period begins – September 4 to September 14, 2018 by 4 p.m.
- Campaign period – September 22 to October 20, 2018
- Election Day – October 20, 2018

Future Agenda Items

Next Board Meeting: September 11, 2018 -- **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.

School District No. 51 (Boundary)

Minutes of a Regular Meeting of the Board of Education of School District No. 51 (Boundary)
held Tuesday May 8, 2018 at the School Board Office

The Chairperson called the meeting to order at 6:02 p.m.

Present:	Mrs. C. Strukoff	Chair
	Mrs. R. Zitko	Vice Chair
	Mr. M. Danyluk	Trustee
	Mrs. K. Jepsen	Trustee
	Mrs. C. Riddle	Trustee
	Mr. K. Argue	Superintendent
	Mrs. J. Hanlon	Secretary-Treasurer
	Mr. D. Lacey	Director Learning
	Ms. M. Burdock	Secretary-Treasurer Designate (via telephone)
Absent:	Mr. D. Reid	Trustee
	Mrs. T. Rezansoff	Trustee

Acknowledgement of the Indigenous peoples and ancestors.

Presentations/Delegations

There was a presentation on outdoor education by Sharon Peron and Jamie Stewart, teachers at Perley and Hutton respectively.

Adoption of Agenda

MOVED Riddle
2ND Zitko

"That the Agenda for May 8, 2018 be adopted as circulated."

CARRIED

Adoption of Minutes

MOVED Riddle
2ND Danyluk

"That the April 17, 2018 Regular Board Meeting minutes be adopted as circulated."

CARRIED

Report on In-Camera Meeting from April 17, 2018

The Board discussed personnel issues, properties/facilities, business items, as well as the hiring of the Superintendent.

Correspondence

NIL

Business Items

1. Superintendent's Report

The Superintendent reported on the Carol Fullerton visit, as well as meetings and school functions in the District. School Fees for 2018-2019 were approved as well as the Grand Forks Secondary School Quebec field trip for the 2018-2019 school year.

MOVED Danyluk
2ND Jepsen

["That the Board of Education approve the School Fees as presented."](#)

MOVED Riddle
2ND Zitko

["That the Board of Education give final approval to the Quebec Exchange 2018 field trip, as Amended, with the exception of the laser tag activity."](#)

CARRIED

2. Secretary-Treasurer's Report

The Secretary-Treasurer presented the Operations/Transportation report for April 2018 and reported on the Carbon Neutral Action Report, expenditures to date as well as enrolment changes.

3. Capital Plan 2018/19

- Washroom Upgrade– Dr. D.A. Perley Elementary
- Gym Flooring Upgrade – Dr. D.A. Perley; J.A. Hutton, West Boundary, Greenwood, Christina Lake Elementary Schools and Boundary Central Secondary School.
- Plumbing Upgrade – Midway, Christina Lake and Beaverdell Elementary Schools
- 2 Bus Replacements

MOVED Danyluk
2ND Jepsen

["That the Board of Education unanimously agrees to give the Capital Project Bylaw No. 2018/19-CPSD51-01 all three readings at this meeting of May 8, 2018."](#)

CARRIED

MOVED Jepsen
2ND Riddle

["A BYLAW by the Board of Education of School District No. 51 \(Boundary\) \(hereinafter Called the "Board"\) to adopt a Capital Plan of the Board pursuant to Sections 143 \(2\) and](#)

144 (1) of the *School Act*.

WHEREAS in accordance with provisions of the *School Act* the Minister of Education (hereinafter called the "Minister") has approved the Capital Plan of the Board.

NOW THEREFORE the Board agrees to the following:

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

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2018/19 Capital Plan as approved by the Minister, to include the supported project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent dated March 26, 2018, is hereby adopted.
- 2. This Bylaw may be cited as School District No.51 (Boundary) Capital Bylaw No. 2018/19-CPSD51-01."

CARRIED

MOVED Riddle
2ND Zitko

"That the Board of School District No. 51 (Boundary) approve the Capital Bylaw No. 2018/19 CPSD51-01 as read a first, second and third time, passed and adopted the 8th day of May 2018."

CARRIED

4. Director of Learning Report

The Director of Learning reported on the Shelly Moore session and data analysis he is doing with Ministry data on our District.

5. Talking Break

Discussed the potential for positive impacts of students learning outside the classroom.

6. Chief Election Officer

MOVED Zitko
2ND Danyluk

“That the Board of Education of School District No. 51 (Boundary) appoint Mrs. Jeanette Hanlon as Chief Election Officer for the School Trustee Election on October 20, 2018, and that Mrs. Hanlon be granted authority to appoint poll clerks and/or a Deputy Chief Election Officer, should the need arise.”

CARRIED

7. Consultation Review

Reviewed the consultation responses.

8. Committee Reports

- The Director of Learning reported on the AbEd Committee
- The Secretary-Treasurer reported out on the April 24th Finance and Operations Meeting
- Board Chair Strukoff reported on the Policy Committee Meeting. The following motions were made:

MOVED Danyluk
2ND Zitko

“That the Board has reviewed the attached policies and agrees that there are no amendments required at this time

- Policy 1000 -- The School District
- Policy 4000 – Child Protection
- Policy 4050 – Weapons.”

CARRIED

MOVED Zitko
2ND Riddle

“That the Board approve the housekeeping changes to the following policies:

- Policy 1040 – Board Meetings
- Policy 2006 - Disposal of Equipment and Assets
- Policy 2010 – School District Banking
- Policy 2040 – Signing Authority – Cheques
- Policy 5080 – Competition/Recognition Fund.”

CARRIED

MOVED Riddle
2ND Jepsen

“That the Board approve for circulation the following policies:

- Policy 1010 – Authority of the Board
- Policy 1351 – Role of the Board/Policy 1020 – Mandate of the Board (to be combined)
- Emergency Preparedness.”

CARRIED

MOVED Jepsen
2ND Riddle

“That the Board approve and adopt Policy No. 3020 -- *Copyright* as present.”

CARRIED

MOVED Riddle
2ND Zitko

“That the Board approve for circulation the Accumulated Surplus Policy”

CARRIED

9. **Trustee Reports**

- Trustee Zitko reported out from the BISM meeting and about the Greenwood Swim program
- Board Chair Strukoff reported on the BCSTA KBB meeting
- Trustees reported out on the BCSTA 114th AGM

10. **Around the Boundary**

Around the Boundary for April events was presented.

Meeting adjourned at 8:04 p.m.

Chairperson

Secretary-Treasurer

**Month-End Report
May 2018**



School Visitations

- I have visited the following Schools this month:
 - ✓ Perley Elementary - I visited classes and met with the Principal
 - ✓ GFSS – I met with the Principal and Vice Principal and visited classes and attended a Soccer Playday
 - ✓ CLES – Met with Principal and attended Spirit Pole Raising
 - ✓ Hutton – Met with Principal and visited classrooms
 - ✓ BCSS – Met with Principal and attended Grad
 - ✓ WBES/BES met with Principal and visited classes
 - ✓ I had phone conversations with all School Principals

District Planning

- Planning for Superintendent transition
- District Leadership Team and Board of Education Planning mtg
- Framework for Enhancing Student Learning District Plans
- District Plans have been shared with the Community and Min of Ed.
- Learning51
 - **SD51 August Day – Professional Learning**
 - **School Based NID's**
 - **Co-Learners – Leyton Schnellart – Doug Lacey**
 - **Building Inclusive Classrooms – Shelly Moore**
 - **Numeracy Teaching and Learning – Carole Fullerton**
 - **Indigenous Inquiry – Judy Halbert and Linda Kaser**
 - **Computational Thinking – Shawn Lockhart and SD51 teachers**
 - **Environmental Education – Place conscious learning**
- Planning for Aboriginal Student Success
 - Enhancement Agreements
 - SD51 Aboriginal Education Advisory Council
 - Indigenous Student forums at BCSS and GFSS

Meetings in District

- SD51 Managers meeting – May 2nd
- Meeting with BDTA President Debra Klockenbrink – May 3rd
- Attended SOGI session at GFSS – May 7th
- August Days meeting – May 8th
- Board of Education Meeting – May 9th
- Shelley Moore Inclusive Learning cohort day – May 9th
- EOC meeting – May 10/11/12/13/14/15/16/17
- Met with Health Promoting Schools Coordinator -- May 22nd
- District Leadership Team GoTo mtg – May 23rd
- Meeting with BDTA President Debra Klockenbrink – May 23rd
- Co-Learners Day – Leyton Schnellart
- District Leadership Team mtg – May 28th
- Meeting with the City of Grand Forks re Community Network – May 30th
- GFSS Careers 10 Mock Interviews – May 30th
- Computational Thinking School Challenge Day – May 31st



SD51 School Scanning 2018 - Big White

Data and Evidence Observed and Reviewed

<input type="checkbox"/> * FSA 4 Reading	<input type="checkbox"/> * District Reads	<input type="checkbox"/> Provincial Exams
<input type="checkbox"/> * FSA 4 Writing	<input type="checkbox"/> * District Writes	<input type="checkbox"/> * Other <u>Reading Assessment PM</u>
<input type="checkbox"/> * FSA 4 Numeracy	<input type="checkbox"/> * Report Card Marks	<input type="checkbox"/> * Satisfaction Survey
<input type="checkbox"/> * FSA 7 Reading	<input type="checkbox"/> * Teacher Anecdotal Surveys	<input type="checkbox"/> Student Learning Survey
<input type="checkbox"/> * FSA 7 Writing	<input type="checkbox"/> * School Student Survey	<input type="checkbox"/> Parent Learning Survey
<input type="checkbox"/> * FSA 7 Numeracy	<input type="checkbox"/> * Kindergarten Assessment	<input type="checkbox"/> Other

Observations from Scanning

School Strengths:

Tight community of kids and parents
Good relationship between parent's, kids and teachers
Support from local fire department, Police Department and Big White Resort (helping in class and events)
Big White Students include new students well into the school community
Outdoor play/Being in nature
Teachers providing opportunities for students at Big White and around our School District and area

School Challenges:

Isolation
Multi-level class
Withdrawn students from the community and school
Self-Regulation
Writing Process

School Process for Scanning

(Tell the story of what processes you followed through Scanning and how you have involved staff, students and your parent community)

- *School based team will meet to look over data; Team has outlined 3 upcoming goals for the 2018-2019 school year
- *Plans have been presented to PAC for conservations around strength, weaknesses and feedback.
- *Goals will be presented and shared with students to obtain their feedback.

SD51 School Goals 2018/19

School: Big White Community School

Goal # 1 - Human and Social Development

Goal Statement:

To focus on Social-Emotional Learning to reduce learning anxiety and foster positive behaviors; to teach students self-regulation skills and share a universal language transferable between grades and classes

Evidence that led you to this goal:

Younger students entering Intermediate class having anxiety
Students being able to monitor emotions and behaviour

How will you CHECK (What evidence will you use to know if you have made a difference for students)?

- *Self-Reflections
- *Circle of courage interviews (Ab Ed)
- *Students able to understand what they need to regulate throughout the day (walk, time alone, safe space)
- *Using common language example zones of regulations within the school
- *Celebrating gains in individuals at assemblies and/or awards day

Goal # 2 – Intellectual Development

Goal Statement:

Provide direct, instruction of reading strategies for small groups or individual students who are struggling for primary students.
Implement the writing process in the classroom, emphasizing mechanics and conventions within the writing process for intermediate students.

Evidence that led you to this goal:

- *District writing assessments and observations
- *FSA writing data
- *Teacher anecdotes and classroom samples
- *Reading Assessments

How will you CHECK (What evidence will you use to know if you have made a difference for students)

- *Classroom samples and work
- *District reads and writes data
- *FSA data
- *School reading assessments data

Goal # 3 - Career Development

Goal Statement:

Offer students opportunities to explore and develop personal interests, passions, and competencies while making connections with learning opportunities and career possibilities

Evidence that led to the goal:

- *Anecdotal data
- *Student surveys
- *Classroom engagement

How will you CHECK (What evidence will you use to know if you have made a difference for students)?

- *Student surveys
- *Anecdotal data regarding interactions, team work, responsibility around volunteer and career experiences
- *Pictures and visual evidence

SD51 School Scanning 2018 – Christina Lake Elementary

Data and Evidence Observed and Reviewed

<input checked="" type="checkbox"/> FSA 4 Reading	<input checked="" type="checkbox"/> District Reads	<input type="checkbox"/> Provincial Exams
<input checked="" type="checkbox"/> FSA 4 Writing	<input checked="" type="checkbox"/> District Writes	<input checked="" type="checkbox"/> Other <u>Behaviour data</u>
<input checked="" type="checkbox"/> FSA 4 Numeracy	<input type="checkbox"/> Report Card Marks	<input type="checkbox"/> Satisfaction Survey
<input checked="" type="checkbox"/> FSA 7 Reading	<input checked="" type="checkbox"/> Teacher Anecdotal Surveys	<input type="checkbox"/> Student Learning Survey
<input checked="" type="checkbox"/> FSA 7 Writing	<input type="checkbox"/> School Student Survey	<input type="checkbox"/> Parent Learning Survey
<input checked="" type="checkbox"/> FSA 7 Numeracy	<input type="checkbox"/> Kindergarten Assessment	<input type="checkbox"/> Other _____

Observations from Scanning

School Strengths:

- *School culture – student buy in; respect, gratitude, reputation, interconnectedness, consistency, generational
- *Traditions (fun days, school-wide reading, writing, breathing, buddies, sports day) – connecting students, staff, and community
- *Relationships and sense of belonging – staff and students; staff and staff (feels like a family)
- *Work ethic
- *Student creativity
- *Student leadership

School Challenges:

- *Encouraging new students and families feel part of the fabric of long-standing traditions and culture
- *Self-regulation
- *Mechanics of writing

School Process for Scanning

(Tell the story of what processes you followed through Scanning and how you have involved staff, students and your parent community)

- *School staff met to scan data, review anecdotal notes, and go over the checking done throughout the year; they outlined goal areas for next year
- *Plans were presented to the PAC and conversation and feedback followed
- *Goal areas will then be presented to students to obtain their feedback and ideas

SD51 School Goals 2018/19

School: CLES

Goal # 1 - Human and Social Development

Goal Statement: We will provide opportunities for new and returning students and families to feel part of the fabric of long-standing traditions and culture

Evidence that led you to this goal:

- *Teacher anecdotes and observation
- *Behavioural data

How will you CHECK (What evidence will you use to know if you have made a difference for students)

- *Teacher anecdotes and observation
- *Behavioural data
- *Student reflections

Goal # 2 – Intellectual Development

Goal Statement: Students will improve their writing mechanics by spending more time interacting with text

Evidence that led you to this goal:

- *District writing data and observations
- *FSA writing data
- *Teacher anecdotes and classroom samples

How will you CHECK (What evidence will you use to know if you have made a difference for students)

- *District writing data; FSA data; teacher anecdotes and classroom samples

Goal # 3 - Career Development

Goal Statement: Students will further develop self-regulation and problem-solving skills through career activities such as computational thinking, makers' way, and Indigenous skill integration

Evidence that led to the goal:

- *Teacher anecdotes (particularly behaviour and lack of regulation during school events in 2017-2018)
- *Student self-reflection

How will you CHECK (What evidence will you use to know if you have made a difference for students)

- *Teacher anecdotes; student reflection; digital evidence from events and activities

SD51 School Scanning 2018 - Walker Development

Data and Evidence Observed and Reviewed

- | | | |
|---|---|--|
| <input type="checkbox"/> FSA 4 Reading | <input type="checkbox"/> District Reads | <input type="checkbox"/> Provincial Exams |
| <input type="checkbox"/> FSA 4 Writing | <input type="checkbox"/> District Writes | <input checked="" type="checkbox"/> Other <u>Attendance Data</u> |
| <input type="checkbox"/> FSA 4 Numeracy | <input type="checkbox"/> Report Card Marks | <input type="checkbox"/> Satisfaction Survey |
| <input type="checkbox"/> FSA 7 Reading | <input checked="" type="checkbox"/> Teacher Anecdotal Surveys | <input type="checkbox"/> Student Learning Survey |
| <input type="checkbox"/> FSA 7 Writing | <input checked="" type="checkbox"/> School Student Survey | <input type="checkbox"/> Parent Learning Survey |
| <input type="checkbox"/> FSA 7 Numeracy | <input type="checkbox"/> Kindergarten Assessment | <input checked="" type="checkbox"/> Other <u>Core Competency Int</u> |

Observations from Scanning

School Strengths:

Caring, energetic and supportive staff, Connected students willing to share their life-challenges with school staff, Outdoor Education and Arts and Culture programs that support hand-on student learning in community, "Pathways" certification opportunities at the school for students, Ability of school staff to focus on each individual student and where they are at with their life challenges.

School Challenges:

For many of our students, the at-risk and anxiety laden behaviours impact their ability to attend more regularly and to stay focused on personal and intellectual growth while attending WDC. The Staff is becoming increasingly concerned about the use of cell phones during school time by students. This seems to have a disregulating effect on increasing numbers of students.

School Process for Scanning

(Tell the story of what processes you followed through Scanning and how you have involved staff, students and your parent community)

We have been monitoring attendance trends in the school for the past five years. We know that regular attendance is an indicator of how connected our students feel to the school and its staff, and it is also an indicator of the level of "distress" they are dealing with outside the school building. For a number of years we have had students complete online student surveys focussed on connection to school, importance of content they are learning, and how we are supporting them to be prepared for the world of work. The staff is now doing regular Core Competency interviews with each student to get a sense where they are at in all these areas. This has been most important information of our scan. In our small intimate school we have lots of opportunity to hear individual student voice to inform our perceptions. The staff meets regularly to review where we are at in our growth plan and met twice over the last two weeks to refine our growth plans based on how the year has gone. We have planted our feet on using SBT skills training with our students during the next school year to support their emotional problem solving abilities.

SD51 School Goals 2018/19

School: Walker Development (+)

Goal # 1 - Human and Social Development

Goal Statement:

To support WDC students to become better emotional problem solvers.

Evidence that led you to this goal:

Attendance Rates, Tracking of personal situations of our individuals students and supportive interventions of school staff,

How will you CHECK (What evidence will you use to know if you have made a difference for students)

Attendance Rates, Tracking of personal situations of our individuals students and supportive interventions of school staff,

Goal # 2 – Intellectual Development

Goal Statement:

WDC students finding greater personal meaning in what they are learning.

Evidence that led you to this goal:

Regular individual student Core Competency conferences during this school year. Student surveys.

How will you CHECK (What evidence will you use to know if you have made a difference for students)

Regular individual student Core Competency conferences during this school year. Student surveys.

Goal # 2 - Career Development

Goal Statement:

WDC students increase their employment opportunities in community.

Evidence that led to the goal:

Positive impact of number of WDC student finding and keeping part time employment in community due to the school's work on supporting them to get certifications and helping them to develop skill set to find and keep work.

How will you CHECK (What evidence will you use to know if you have made a difference for students)

Number of student attaining certifications and finding and keeping part-time work in community.

SD51 School Scanning 2018 - 4 Schools

Data and Evidence Observed and Reviewed

- | | | |
|---|---|--|
| <input type="checkbox"/> FSA 4 Reading | <input type="checkbox"/> District Reads | <input type="checkbox"/> Provincial Exams |
| <input checked="" type="checkbox"/> FSA 4 Writing | <input checked="" type="checkbox"/> District Writes | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> FSA 4 Numeracy | <input type="checkbox"/> Report Card Marks | <input type="checkbox"/> Satisfaction Survey |
| <input type="checkbox"/> FSA 7 Reading | <input checked="" type="checkbox"/> Teacher Anecdotal Surveys | <input checked="" type="checkbox"/> Student Learning Survey |
| <input checked="" type="checkbox"/> FSA 7 Writing | <input type="checkbox"/> School Student Survey | <input type="checkbox"/> Parent Learning Survey |
| <input type="checkbox"/> FSA 7 Numeracy | <input type="checkbox"/> Kindergarten Assessment | <input checked="" type="checkbox"/> Other <u>Discipline tracking</u> |

Observations from Scanning

School Strengths:

*Focus on reading (fluency and decoding) and reading comprehension has resulted in an upward trend. Targeted interventions and outside support combined with best practices has made a considerable difference with our students.

*4 Schools have embraced outside learning, from biking to gardening. Staff has attended outdoor conferences and are using The Covey's Guide to Connecting with Nature as well as the David Sobel workshop.

School Challenges:

*Downward trend in students' writing. Students are still not feeling confident in the writing process and are not having experiences with authentic writing opportunities.

*Students are not able to articulate the benefits of outdoor activities with their mental well-being. They do not understand how nature can help them self-regulate. Still having a lot of students "blowing up" and we are seeing more students coming to school with social/emotional challenges.

*Students are not taking ownership of their learning; they do not feel they have input into course work.

School Process for Scanning

(Tell the story of what processes you followed through Scanning and how you have involved staff, students and your parent community)

When we approached our school growth plan for next year, staff looked at the following data to inform our direction:

Academic

We have had writing as a focus for two years now. Students are definitely feeling more empowered with their writing, as shown by their responses in the Student Learning Survey (90% agree or strongly agree they are improving their writing). However, the results from the FSAs and District Writes show a downward trend and students are performing below the district and provincial averages for meeting/exceeding expectations. The disconnect between students' beliefs about their writing and their results was concerning. We wondered about the need for authentic writing experiences to help students engage meaningfully in the writing process. We also realized we have too many students not meeting expectations in terms of RTI (Response to Intervention). With this in mind, we will be implementing Tier 2 interventions to help those students who need direct instruction to develop missing essential skills.

Social Emotional

SD51 School Goals 2018/19

School: 4-Schools

Goal # 1 - Human and Social Development

Goal Statement: Students will intentionally connect their ability to self-regulate with their natural environment through experiential learning and Indigenous Principles of Learning.

Evidence that led you to this goal: This is a continuation of the work that we are doing with respect to promoting and explicitly teaching Indigenous Principles of Learning. From the Student Learning Survey, the question: "At school, I am learning how to care for my mental health. (for example, anxiety or stress management, anger management, relationship skills)" reflects many of the hopes from this explicit teaching.

How will you CHECK (What evidence will you use to know if you have made a difference for students)? Looking at the above question in the Student Learning Survey, we hope for an improvement in results (see attached questions).

Goal # 2 – Intellectual Development

Goal Statement: Students will gain confidence in their writing abilities, take ownership of their learning and improve their writing performance through authentic writing opportunities.

Evidence that led you to this goal: The FSA writing results for both Grade 4 and 7 as well as our District Writes indicate we are performing below the Provincial averages for meeting and exceeding expectations. These results have been trending negatively over the past 5 years.

How will you CHECK (What evidence will you use to know if you have made a difference for students)? Looking at the FSA Writing and the District Writes, we aspire to have improved results.

Goal # 3 - Career Development

Goal Statement: Students will be encouraged to make meaningful connections to their strengths and interests so as to better understand self and make goals.

Evidence that led to the goal: From the Student Learning Survey, we have noticed that while many of our students responded positively to the questions: "At school, are you taught to take ownership or control of your learning? (for example, choosing your own homework assignments, marking your work, making decisions about what you want to study)" and "At school, I provide input into what I learn, and how I learn (for example, suggesting topics that interest me, and choosing my projects)" we still have significant quantities of students replying with: "Sometimes", "Few times", "At no time", or "Don't know".

How will you CHECK (What evidence will you use to know if you have made a difference for students)? Looking at the above questions in the Student Learning Survey, we hope for an improvement in results (see attached questions)?

SD51 School Scanning 2018 - Hutton

Data and Evidence Observed and Reviewed

- | | | |
|---|---|---|
| <input type="checkbox"/> FSA 4 Reading | <input type="checkbox"/> District Reads | <input type="checkbox"/> Provincial Exams |
| <input type="checkbox"/> FSA 4 Writing | <input type="checkbox"/> District Writes | <input checked="" type="checkbox"/> Other MDI 4 & 7 |
| <input type="checkbox"/> FSA 4 Numeracy | <input type="checkbox"/> Report Card Marks | <input type="checkbox"/> Satisfaction Survey |
| <input type="checkbox"/> FSA 7 Reading | <input checked="" type="checkbox"/> Teacher Anecdotal Surveys | <input checked="" type="checkbox"/> Student Learning Survey |
| <input type="checkbox"/> FSA 7 Writing | <input type="checkbox"/> School Student Survey | <input type="checkbox"/> Parent Learning Survey |
| <input type="checkbox"/> FSA 7 Numeracy | <input type="checkbox"/> Kindergarten Assessment | <input checked="" type="checkbox"/> Other office incident referrals |

Observations from Scanning

School Strengths:

Staff reflection on growth from Fall to Spring Check: energetic/athletic - growth in stamina; creative; helpful; kind; developing a love/appreciation for reading - students are aware they are improving which is highly motivating - they are willing to practice and take risks; a school-wide reading focus inspired non-readers to TRY reading something WITH everyone else so they didn't feel isolated; developing trust and confidence; better able to work collaboratively/cooperatively with a variety of students

MDI & St. Learning Surveys: high self-concepts; high optimism for the future; students believe they can learn and have something to contribute; 88% of students feel connected to at least one adult in the school and 90% of students feel they are getting better at reading

School Challenges:

Staff reflection on growth from Fall to Spring Check: many students continue to struggle making good choices during their unstructured, less supervised (recess/lunch) and free time. Many students continue to create and thrive on social drama; modeling respectful behavior has not transferred to the way students interact with one another; at the primary level struggling readers still not doing their literacy based homework; some students still really dislike reading

MDI & St. Learning Surveys: 12% of students do not feel connected to an adult in the building; 50% of the grade 4's and 30% of the grade 7's struggle with friendships; students understand school expectations but struggle with following the rules, making positive choices and self-regulating, only 50-60% of our students read for pleasure (at least 4 times/wk).

School Process for Scanning

(Tell the story of what processes you followed through Scanning and how you have involved staff, students and your parent community)

Parents were invited to join the staff to look at the MDI's, student learning surveys and the teacher anecdotal forms. People broke into groups of 3-5 and focused on either the grade 4 or grade 7 survey results. Within those groups there was also an opportunity to share staff and/or parent reflections. Each group filled out a SCAN grid with the question "what is going on for our learners?". We came back as a large group and discussed the small group findings and then together filled out the FOCUS grid with the scan in mind, answering the question: "what does our focus need to be?". The final question we asked ourselves was: ARE WE ON THE RIGHT TRACK? We agreed yes we are and we are committing to our current school schools again for 2018/19.

Students were indirectly involved as they were not included in the process of analyzing results but they completed the assessments and surveys with their teachers who used that feedback in their anecdotal reporting.

SD51 School Goals 2018/19

School: Hutton

Goal # 1 - Human and Social Development

Goal Statement:

How will teaching and modeling respectful behavior and manners influence the connectivity and thus the social/emotional well-being of all our learners including staff and students?

Evidence that led you to this goal:

Disconnect between students knowing the rules/right thing to do and following the rules/doing the right thing (MDI, student learning survey, staff anecdotal); We also want to continue this goal because we see the positive connections students create with the adults in the building that are strengthened through our work with this goal.

How will you CHECK (What evidence will you use to know if you have made a difference for students)

Staff Anecdotal feedback on learners; MDI and student learning survey results checking for changes in behavior, attitude, effort, resilience, and (growth) mindset; incident reports

Goal # 2 – Intellectual Development

Goal Statement:

How do we develop independent, resilient, reflective readers?

Evidence that led you to this goal:

Staff anecdotal feedback on learners that students were struggling with reading and that as a result they were refusing to read saying it was "too hard", "not fun"

How will you CHECK (What evidence will you use to know if you have made a difference for students)

Staff Anecdotal feedback on learners; student feedback via self-assessments and competencies; possibly FSA - need more students participating; possibly district reads and writes - need a more consistent assessment;

Goal # 2 - Career Development

Goal Statement:

Both above goals

Evidence that led to the goal:

Please read the observations from the scan as well

How will you CHECK (What evidence will you use to know if you have made a difference for students)

SD51 School Scanning 2018 - Perley

Data and Evidence Observed and Reviewed

X FSA 4 Reading	X District Reads	___ Provincial Exams
X FSA 4 Writing	X District Writes	___ Other _____
X FSA 4 Numeracy	___ Report Card Marks	___ Satisfaction Survey
X FSA 7 Reading	X Teacher Anecdotal Surveys	X Student Learning Survey
X FSA 7 Writing	School Student Survey	___ Parent Learning Survey
X FSA 7 Numeracy	___ Kindergarten Assessment	X Other- MDI Grades 4 and 7

Observations from Scanning

School Strengths:

Teachers report that organizational skills and student personal responsibilities have improved with their focus on Executive Functioning skills.

All students report confidence in themselves – they CAN learn (student learning survey)

A high percentage of Perley students report having empathy for others (MDI survey)

School wide reading assessment data shows that 74% of students are 2.5 or higher on the year end reading assessment.

School Challenges:

Writing assessment data shows 55% of students improved in writing (3% better than last year) but more students dropped a level (6%) than last year.

Too many grade 7 students report they are bullied “Sometimes” or “Many times” (student learning survey)

A high number of students in grades 4 and 7 report they do not take part in activities or learn about Indigenous people. (Student Learning Surveys)

School causes stress or anxiety for many students (Student Learning Surveys)

Only half of our students report being optimistic (more good times than bad) (MDI survey)

School Process for Scanning

(Tell the story of what processes you followed through Scanning and how you have involved staff, students and your parent community)

As we do our scanning, we look at the various pieces of evidence listed above. Students in grades 4 and 7 have the opportunity to share in the form of surveys. We were unable to complete our school based surveys for the other grades this year. All teachers have made time to interview students about their writing. Teachers provide anecdotal evidence about student learning.

We invite interested parents and all teaching staff to meet after school to go over the data and the survey results. We share thoughts and ideas based on the data and conversations that smaller groups have. The ideas and discussions from this meeting help to form the ideas for our growth areas for the following year. We feel that we need to do a better job of assessing writing as the district writing assessment as it is now does not provide an accurate assessment of student writing ability.

SD51 School Goals 2018/19

School: Dr. D. A. Perley

Goal # 1 - Human and Social Development

Goal Statement:

To reduce student anxiety and improve school climate.

Evidence that led you to this goal:

Teacher feedback on student learning indicate student anxiety is high.

MDI surveys indicate 1/3 of grade 7 students do not feel there is an important adult for them at school

Students who indicate they are bullied some or many of the times is too high

Staff indicate that more school-wide and school community building events are needed

How will you CHECK (What evidence will you use to know if you have made a difference for students)

MDI and student learning surveys (grade 4 and 7)

School student surveys of all grades

Teacher feedback on student learning

Goal # 2 – Intellectual Development

Goal Statement:

Literacy: To improve student writing and increase student enjoyment of reading.

Evidence that led you to this goal:

Writing data improved marginally (55% vs 52% last year) over last year, but fell short of our goal.

Student reading assessment data is slightly stronger than writing results. In reading, 74% of students are a 2.5 or higher. In writing 70% of students are at a 2.5 or higher. Many students indicate they do not read for enjoyment.

We will focus on writing with the goal to have more students at 2.5 or higher and a higher percentage of students improving at least one level. We will also work on increasing the enjoyment of reading for all students.

SD51 School Scanning 2018 - Boundary Central Secondary

Data and Evidence Observed and Reviewed

- ☐ FSA 4 Reading
- ☐ FSA 4 Writing
- ☐ FSA 4 Numeracy

- ☐ District Reads
- ☐ District Writes
- ☒ Report Card Marks

- ☒ Provincial Exams
- ☒ Other numeracy assess
- ☒ Satisfaction Survey

- ☐ FSA 7 Reading
- ☐ FSA 7 Writing
- ☐ FSA 7 Numeracy

- ☒ Teacher Anecdotal Surveys
- ☐ School Student Survey
- ☐ Kindergarten Assessment

- ☒ Student Learning Survey
- ☐ Parent Learning Survey
- ☒ Other Link report

Observations from Scanning

School Strengths:

Resilient students. Caring staff. Inclusive environment. Safe. 70% on the honour roll. Full complement of secondary courses to choose from. Good facilities, brand new equipment in our shop as well as computer labs

School Challenges:

Student Apathy. Mental health issues. Poverty and poor nutrition. Attendance and Lates. Building becoming run down, needing paint etc

School Process for Scanning

(Tell the story of what processes you followed through Scanning and how you have involved staff, students and your parent community)

Ongoing process. These goals are part of a five year process of which we are in the third year. We meet as a staff weekly and discuss student needs. Over the years we have monitored Provincial exams, satisfaction survey's, LINK reports and observed and discussed our students in detail. The process of has also been discussed with PAC over time.

SD51 School Goals 2018/19

School: BCSS

Goal # 1 - Human and Social Development

Goal Statement:
Academic responsibility

Evidence that led you to this goal:
Ongoing goal, Teacher observations, attendance records, satisfaction surveys and parent feedback concerned about academic apathy.

How will you CHECK (What evidence will you use to know if you have made a difference for students)
Looking for an improved responses on Satisfaction surveys on: "I am doing my best at school." 30% of grades 10's and 12's said they do not do their best at school. Student absenteeism improvement.

Goal # 2 – Intellectual Development

Goal Statement:
Mental fitness for everyone.

Evidence that led you to this goal:
Ongoing goal, Teacher observations, attendance records and CYCW notes as provided on Link report. 40% of our students are receiving some type of counselling. During the 2017-18 school year we had 4 students hospitalized for mental illness.

How will you CHECK (What evidence will you use to know if you have made a difference for students)
Satisfaction survey results improved on questions on mental well being and resilience, Conferencing (Mrs. Hanson) results improving.

Goal # 2 - Career Development

Goal Statement:
Career preparation for all students

Evidence that led to the goal:
Ongoing goal, Teacher observations. A number of our students struggle with what to do after high school. Some leave for school only to drop out. Perhaps more experience with trades and vocational experiences in their home community will help them to pick the right profession?

How will you CHECK (What evidence will you use to know if you have made a difference for students)
Goal is 10 students complete work experience. We hope to get a students or studnets involved in the high school trades program.

SD51 School Scanning 2018 - Grand Forks Secondary

Data and Evidence Observed and Reviewed

<input type="checkbox"/> FSA 4 Reading	<input type="checkbox"/> District Reads	<input type="checkbox"/> Provincial Exams
<input type="checkbox"/> FSA 4 Writing	<input type="checkbox"/> District Writes	<input type="checkbox"/> Other _____
<input type="checkbox"/> FSA 4 Numeracy	<input type="checkbox"/> Report Card Marks	<input type="checkbox"/> Satisfaction Survey
<input type="checkbox"/> FSA 7 Reading	<input type="checkbox"/> Teacher Anecdotal Surveys	<input type="checkbox"/> Student Learning Survey
<input type="checkbox"/> FSA 7 Writing	<input type="checkbox"/> School Student Survey	<input type="checkbox"/> Parent Learning Survey
<input type="checkbox"/> FSA 7 Numeracy	<input type="checkbox"/> Kindergarten Assessment	<input type="checkbox"/> Other _____

Observations from Scanning

School Strengths: Learning Survey has our school above provincial averages

- 70% kids say they are learning to care for their physical health
- 3/4 kids feel welcome in our school
- 58% kids feel cared about by 4 or more adults
- students can access support/advice as needed (sometimes to always)
- students are feeling successful in grade transitions
- students generally feel they get to give input into how/why they learn
- school rules are clear
- students feel like teachers will help with their schoolwork

School Challenges

- more ab-ed activities
- 11% say not enough diversity with extra curricular
- 16% don't see teachers using learning examples

School Process for Scanning

(Tell the story of what processes you followed through Scanning and how you have involved staff, students and your parent community)

- Reviewed Student Learning survey with Staff and PAC

SD51 School Goals 2018/19

School: ____ GFSS _____

Goal # 1 - Human and Social Development

Goal Statement: Students connecting and understanding our environment

Evidence that led you to this goal:

- (SL survey) 60% of students feel they're learning little about how humans are effecting our environment
- Community experiences with flooding and fires

How will you CHECK (What evidence will you use to know if you have made a difference for students)
-increased in comfort of student connecting to their environment

Goal # 2 – Intellectual Development

Goal Statement: student ownership and control of learning

Evidence that led you to this goal:

38% of students felt (Many times) Ownership and control of learning
Marking criteria, staff wanting to continue work on learning maps

How will you CHECK (What evidence will you use to know if you have made a difference for students)

- Improved assessment and reporting processes

Goal # 2 - Career Development

Goal Statement: design a school(8-12) wide approach to supporting Career Development

Evidence that led to the goal:

We are stronger than Provincial average but want to continue to grow student confidence

How will you CHECK (What evidence will you use to know if you have made a difference for students)
All grades will have a responsibility to support Career Development and both staff and students will understand they're roll

BIG IDEAS

Art Studio embraces the selection and combination of a broad spectrum of materials, technologies, and processes for artistic expression.

The visual arts reflect the interconnectedness of the individual, community, history, and society.

Growth as an artist is dependent on perseverance, resilience, and reflection.

Meaningful artistic expression requires the engagement of the mind and body.

Visual arts provide a unique way to represent self, identity, and cultural expression.

Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none"> • Create artistic works collaboratively and as an individual using imagination, observation, and inquiry • Demonstrate creative thinking by using ideas inspired by exploration • Intentionally select and combine materials, processes, and technologies to convey an idea • Engage in appropriate risk taking to express thoughts and emotions • Experiment with a wide range of materials, processes, and technologies to create works of art • Apply skills that engage the body and mind • Develop skills and techniques in a wide range of styles and movements and a variety of technologies and processes • Investigate and identify ways that visual arts reflect concern for, or respond to, social and environmental issues • Demonstrate active and disciplined engagement in creating works of art and resolving creative challenges <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> • Understand the purpose of a critique and choose when to apply suggestions • Describe and analyze, using the language of visual arts, how artists use materials, technologies, processes, and environments in art making • Apply knowledge and skills from other contexts in the planning, creating, interpreting, and analyzing of artistic creations • Develop personal answers to aesthetic questions 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • visual arts elements, principles of design, and image development strategies, including but not limited to: <ul style="list-style-type: none"> – elements: colour, form, line, shape, space, texture, tone, value – principles of design: balance, contrast, emphasis, harmony, movement, pattern, repetition, rhythm, unity – image development strategies: abstraction, compression, distortion, elaboration, exaggeration, gesture, figurative, fragmentation, free association, juxtaposition, magnification, metamorphosis, minification, multiplication, point of view, reversal, rotation, simplification, stylization, thumbnail sketch • a variety of materials, strategies, techniques, and technologies that support creative processes • symbols and metaphors to represent ideas and perspectives in visual art • the role of the artist and audience in a variety of contexts • the influence of visual culture in social and other media

Learning Standards (continued)

Curricular Competencies	Content
<p>Communicating and documenting</p> <ul style="list-style-type: none"> • Share, document, and appreciate artworks in a variety of ways and contexts • Create works of art with a specific audience in mind • Communicate ideas and express emotions through art making • Demonstrate respect for self, others, and place through image making • Use visual art to communicate and respond to social and environmental issues occurring locally, regionally, and globally as they connect to personal values <p>Connecting and expanding</p> <ul style="list-style-type: none"> • Create artistic works to reflect personal voice, story, and values in connection with a specific place, time, and context • Explore Aboriginal perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through artistic works • Create personally meaningful artistic works that demonstrate an understanding of, and appreciation for, personal, social, cultural, environmental, and historical contexts • Expand skills, processes, inquiries, and works of art in connection with family, community, and the world • Explore and engage in the reciprocal relationship between the visual arts, cultures, and society • Explore the practice habits of professional artists and other people in related careers • Adapt learned arts skills or processes for use in new contexts • Apply problem-solving skills to facilitate innovation • Make connections through the visual arts among individuals in a learning community on a local, regional, and global scale • Demonstrate increasingly sophisticated application of the elements and principles of design, image development strategies, processes, and technologies • Demonstrate safe use, care, and maintenance of tools, equipment, materials, and work space 	<ul style="list-style-type: none"> • the impact of time and place on the emergence of artistic movements • contributions of innovative visual artists from a variety of movements, contexts, time periods, and cultures • the influence of social, cultural, historical, political, and personal context on artistic works • a range of local, national, global, and intercultural artists and movements • traditional and contemporary Aboriginal worldviews, stories, and history as expressed through the visual arts • cross-cultural perspectives as communicated through visual arts • personal and social responsibility associated with creating, perceiving, and responding in visual arts • the ethics of cultural appropriation and plagiarism • the role of the artist in presenting social justice issues to an audience

BIG IDEAS

Art Studio embraces the selection and combination of a broad spectrum of materials, technologies, and processes for artistic expression.

Active participation in the visual arts is an essential element of culture and personal identity, and reveals insights into the human experience.

Refining artistic expression requires perseverance, resilience, and **risk taking**.

Purposeful artistic choices enhance the depth and passion of the message.

Ideas and beliefs within a work of art have the power to effect change.

Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none"> • Create artistic works collaboratively and as an individual using imagination, observation, and inquiry • Demonstrate creative thinking and innovation by using ideas inspired by exploration • Intentionally select and combine materials, processes, and technologies to convey an idea, and justify their choices • Engage in appropriate risk taking to express thoughts and emotions • Experiment with a wide range of materials, processes, and technologies to create works of art in innovative way • Apply skills that engage the body and mind • Investigate and identify ways that visual arts reflect concern for, or respond to, social and environmental issues • Demonstrate active and disciplined engagement in creating works of art and resolving creative challenges <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> • Identify and initiate inquiry and effective critique strategies • Describe, analyze, interpret, and evaluate, using appropriate terminology, how artists use materials, technologies, processes, and environments in art making • Apply knowledge and skills from other contexts in the planning, creating, interpreting, and analyzing of artistic creations • Develop personal answers to aesthetic questions 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • visual arts elements, principles of design, and image development strategies, including but not limited to: <ul style="list-style-type: none"> – elements: colour, form, line, shape, space, texture, tone, value – principles of design: balance, contrast, emphasis, harmony, movement, pattern, repetition, rhythm, unity – image development strategies: abstraction, compression, distortion, elaboration, exaggeration, gesture, figurative, fragmentation, free association, juxtaposition, magnification, metamorphosis, minification, multiplication, point of view, reversal, rotation, simplification, stylization, thumbnail sketch • a variety of materials, strategies, techniques, and technologies that support creative processes • symbols and metaphors to represent ideas and perspectives in visual art • the role of the artist and audience in a variety of contexts • the influence of visual culture in social and other media • the influence of time and place on the emergence of artistic movements

Learning Standards (continued)

Curricular Competencies	Content
<p>Communicating and documenting</p> <ul style="list-style-type: none"> Share, document, and appreciate artworks in a variety of ways and contexts Anticipate audience and make design choices with an understanding and respect for their impact on that audience Communicate ideas and express emotions through art making Demonstrate respect for self, others, and place through image making Use visual art to communicate and respond to social and environmental issues occurring locally, regionally, and globally as they connect to personal values <p>Connecting and expanding</p> <ul style="list-style-type: none"> Create artistic works to reflect personal voice, story, and values in connection with a specific place, time, and context Explore Aboriginal perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through artistic works Create personally meaningful artistic works that demonstrate an understanding of, and appreciation for, personal, social, cultural, environmental, and historical contexts Expand skills, processes, inquiries, and works of art in connection with members of family, community, and the world Explore and engage in the reciprocal relationship between the visual arts, cultures, and society Explore the career opportunities of professional artists and other people in related careers Adapt learned arts skills or processes for use in new contexts Apply problem-solving skills to facilitate innovation Make connections through the visual arts among individuals in a learning community on a local, regional, and global scale Demonstrate increasingly sophisticated application of the elements and principles of design, image development strategies, processes, and technologies Demonstrate safe use, care, and maintenance of tools, equipment, materials, and work space 	<ul style="list-style-type: none"> contributions of innovative visual artists from a variety of movements, contexts, time periods, and cultures a range of local, national, global, and intercultural artists and movements history and theory of a variety of artistic movements, including their role in historical and contemporary societies traditional and contemporary Aboriginal worldviews, stories, and history as expressed through the visual arts cross-cultural perspectives as communicated through visual arts the influence of social, cultural, historical, political, and personal context on artistic works personal and social responsibility associated with creating, perceiving, and responding in visual arts the ethics of cultural appropriation and plagiarism the role of artists in presenting social justice issues to an audience



Secretary-Treasurer's Report

J. Hanlon, Secretary-Treasurer
May 2018

Fiscal Year End and Audit

The School District's fiscal year end is June 30th, which is also the snapshot date for our financial statements. The Auditors will come in for one day to do a preliminary audit on June 26th, and then will return to the District for five full days from July 16 to 20th. In September they will do a presentation of the financial statements to the Board.

Staffing

In May we worked on teacher staffing and configurations with Principals. We are currently putting out teacher postings and are hopeful to fill all positions by early July. We also held the post and fill for the Education Assistants. We continue to monitor our enrolment and class sizes.

Maintenance

We have finalized our summer projects. We have outstanding tenders on our roofing projects as well as the plumbing tender contract for re-doing Midway, Beaverdell and Christina Lake Schools. We are hopeful that we will be able to secure a contractor for this summer to do this work.

We have gym floor replacements planned for Greenwood and Hutton Elementary Schools. We will be stripping all other gym floors so they can be relined and resurfaced, with the exception of Grand Forks Secondary School.

Until the tenders close, we are holding off on some of our AFG projects to make sure we are within budget. AFG and Capital projects must be completed by March 31, 2019.

Transportation

We are adding a stop to the Greenwood-Midway bus route. We have six students living near Eholt that are attending schools in the west. Adding this stop will result in primary and secondary students in Greenwood being picked up 15 minutes earlier in the morning. We will have to change the start time for Greenwood Elementary from 8:20 to 8:35, the lunch hour will be 40 minutes instead of 52 minutes and the end of school



day will be changed by 3 minutes from 3:09 to 3:12. We will be sending notices home on the week of the Board Meeting so that students and parents will be notified well in advance of the September change over.

Technology

Flooding in the downtown core resulted in some of the Ministries from the Service BC building and the building on 1st street to move into the Board Room at the School Board Office. The Technology Department did an outstanding job of setting the Ministries up onto our community network. A huge thanks to them for all the work they did and how quickly they made this happen.

Art Starts

I have worked with Jan DeHaan, a retired teacher, to line up the cultural events for 2018/2019; a job I have been doing for 4 years now. I hope to pass this job onto one of our teachers for the 2019/2020 school year.

Events Attended

- Mountie for a Day
- BCSS Production
- Walker Grad



**As of May 31, 2018
Compared to April 30, 2018
Head Count**

	May 31, 2018	April 30, 2018	Increase (Decrease)	September 30, 2017
Secondary				
BCSS	133	133	-	128
GFSS	360	360	-	365
Elementary				
BES	11	9	2.0000	9
Big White	19	19	-	30
CLES	82	83	(1.0000)	81
GWD	28	29	(1.0000)	28
Hutton	261	261	-	266
MES	38	39	(1.0000)	43
Perley	229	230	(1.0000)	230
WBES	76	75	1.0000	75
Alternate School				
Walker	36	36	-	32
Total	1273.0000	1274.0000	-1.0000	1287.0000

Expenditure Report

Object	Title	May	YTD	ENCUMBERED	BUDGET	Remaining	%
10	Principal & Vice Principal Sal	98,804.75	1,075,185.09		1,175,695	100,510	9
11	Teacher Salaries	584,889.86	5,122,412.48		5,744,731	622,319	11
12	Non-Teachers Salaries	283,231.16	2,739,074.35		3,221,382	482,308	15
13	Management Salaries	36,723.10	403,954.10		449,489	45,535	10
14	Substitute Salaries	62,869.43	492,248.77		556,096	63,847	11
19	Trustees Indemnity	6,716.52	72,954.62		79,440	6,485	8
21	Statutory Benefits	77,320.87	553,315.26		600,414	47,099	8
22	Pension Plans	119,739.05	1,152,160.74		1,312,675	160,514	12
23	Medical And Life Benefits	56,840.83	635,152.21		727,807	92,655	13
31	Services	64,254.25	493,850.70	23,068.10	736,865	219,946	30
33	Student Transportation	8,295.98	121,188.16	175	135,217	13,854	10
34	Training & Travel	28,743.25	184,380.92		259,523	75,142	29
36	Rentals & Leases	2,794.00	30,734.00		33,528	2,794	8
37	Dues And Fees		59,021.76		71,890	12,868	18
39	Insurance	74	52,726.92		57,500	4,773	8
51	Supplies	150,456.47	828,217.50	30,408.31	1,155,214	296,588	19
54	Electricity	10,384.50	241,742.63		329,400	87,657	27
55	Heat	6,274.76	97,365.33		114,600	17,235	15
56	Water And Sewage	78.55	12,382.06		21,730	9,348	43
57	Garbage And Recycling	1,959.19	17,695.61		13,400	-4,296	-32
Totals		\$ 1,600,450.52	\$ 14,385,763.21	\$ 53,651.41	\$ 16,796,596.00	\$ 2,357,181.00	14



SD 51 (Boundary)

Briefing Note

The Board policy for Out of Province Student fees is decided annually. These students would not be funded by the provincial funding formula as they do not meet the requirement of Ordinary Resident.

Currently the Board has a rate of \$12,150 per student.

Based on 2017/2018 Final Revenue as of March 2018 from the Ministry of Education the amount per student FTE collected is \$12,233.

Based on 2018/2019 projected revenue from the Ministry of Education the amount per student FTE projected is \$12,389.

The Board will need to decide on the rate they would like to charge Out of Province Students to attend school for the 2018/2019 school year.



May/June 2018 Report

Director of Learning

Doug Lacey

Staff Learning and School Visits

- May 3rd – Attended GFSS Assembly
- May 7th – Attended BCSS presentation on SOGI
- May 9thth – Participated in Shelley Moore Cohort session on “Inclusive Classrooms”
- May 24th – Participated in Co-Learners’ final session with Leyton Schnellert
- May 29th – Attended “Spirit Pole” Raising Ceremony at Christina Lake Elementary School
- June 5th – Attended GFSS Aboriginal Grad Recognition Luncheon hosted by BANAC the Boundary Metis Community Association
- June 7th – Participated in Shelley Moore Cohort final session on “Inclusive Classrooms”
- June 13th – Visited Perley “Big Buddy Nature Day” at Eholt

Provincial/Regional/Community Meetings

- May 1st to 2nd – Hosted Kootenay-Boundary BCSSA Spring Chapter Council in Christina Lake
- May 7th - Chaired monthly meeting of the Boundary Integrated Services Model (BISM)
- May 8th – Attended steering committee meeting for “SKY”
- May 8th - Participated regular monthly meeting of the Board of Education
- May 11th – Participated in District Leadership Team Meeting
- May 23rd – Participated in planning session for Provincial Pro-D day planning with Selkirk College, and School Districts 8 and 20
- May 23rd – Chaired regular meeting of the Indigenous Education Advisory Council
- May 28th – Chaired Critical Incident Team meeting regarding flood impacts
- May 28th – Participated in District Leadership Team Meeting

- May 29th – Participated in Boundary Community Literacy Strategic Planning Session
- May 31st – Attended Changing Results for Young Children Provincial Network Session in Burnaby, B.C.
- June 1st – Presented at the Boundary Metis Community Association Lunch and Learn regarding the Indigenous Student consultations
- June 4th - Chaired monthly meeting of the Boundary Integrated Services Model (BISM)
- June 5th – Participated in meeting with Health Promoting School Coordinator
- June 11th – Participated in regional planning meeting for the new Ministry “Changing Results for Young Learners (CR4YL)” initiative for the 2018-19 school year
- June 13th – Participated in GFSS hiring interviews





Briefing Note

Topic: Annual Budget 2018/2019

Below is a summary of the annual budget. The comparative budget is the amended budget passed in February 2018.

The budget bylaw includes the following expenses.

Operating Expenses	\$16,507,048
Capital Assets Purchased from Operating	50,000
Special Purpose Funds	\$1,499,047
Special Purpose Funds Capital Assets Purchased	
Local Capital Purchases	222,000
Amortization of Capital Assets + Capital Lease Interest	1,328,571
Total Bylaw	\$19,606,666

Operating Expenses Include

Function 1- Instruction	\$12,399,371
Function 4- District Administration	\$ 943,015
Function 5 – Operations & Maintenance	\$ 2,473,890
Function 7 - Transportation	\$ 690,772
Total Operating Expenses	\$16,507,048

Special Purpose Funds (SPF) Expenses Include

Annual Facilities Grant (Operating portion Only)	\$ 113,349
Learning Improvement Fund	\$ 61,054
School Generated Funds	\$ 200,000
Strong Start	\$ 128,000
Ready Set Learn	\$ 19,600
OLEP (French Funds)	\$ 9,855
Community Link	\$ 139,123
Classroom Enhancement Fund Staffing	\$ 828,066
Total Budgeted Expenses SPF	\$ 1,499,047

Local Capital

The Local capital expenses for 2018/2019 consist of:

Server	\$ 30,000
Copiers Smaller Schools	\$ 20,000
Technology Plan	\$ 137,000
Community Network	\$ 35,000
Total Local Capital	\$ 222,000

Capital Lease & Amortization

The PSAB rules require Districts include the Amortization of Capital Assets in their Bylaw as well as the interest on our Capital Lease for the Walker Development Building.

Interest for Capital Lease	\$ 1,067
Amortization of Capital Assets	\$ 1,327,504
Total	\$ 1,328,571

Capital Expense from Operating

Every year we purchase items from Operating that are over \$2,500 and we are required to capitalize these items. I am estimating that amount for budget purposes to be \$50,000.

Capital Items purchased through Operating	\$ 50,000
Total	\$ 50,000

I also budget our transfer of \$125,000 to Local Capital, which we have been doing annually. This is a transfer from our operating surplus to Local Capital. This transaction is shown on Schedule 2 and 4.

Surplus Appropriation

We have used \$435,000 of surplus to balance the 2018/2019 budget.

Annual Budget

School District No. 51 (Boundary)

June 30, 2019

School District No. 51 (Boundary)

June 30, 2019

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*NOTE - Statement 1, Statement 3, Statement 5, Schedule 1 and Schedules 4A - 4D are used for Financial Statement reporting only.

ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 51 (BOUNDARY) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2018/2019 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 51 (Boundary) Annual Budget Bylaw for fiscal year 2018/2019.
3. The attached Statement 2 showing the estimated revenue and expense for the 2018/2019 fiscal year and the total budget bylaw amount of \$19,606,666 for the 2018/2019 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2018/2019.

READ A FIRST TIME THE 19th DAY OF JUNE, 2018;

READ A SECOND TIME THE 19th DAY OF JUNE, 2018;

READ A THIRD TIME, PASSED AND ADOPTED THE 19th DAY OF JUNE, 2018;

Chairperson of the Board

(Corporate Seal)

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 51 (Boundary) Annual Budget Bylaw 2018/2019, adopted by the Board the _____ DAY OF _____, 2018.

Secretary Treasurer

School District No. 51 (Boundary)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2019

	2019 Annual Budget	2018 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	1,271,500	1,284,125
Total Ministry Operating Grant Funded FTE's	1,271,500	1,284,125
Revenues	\$	\$
Provincial Grants		
Ministry of Education	17,384,757	17,737,996
Other	51,905	62,975
Tuition	12,150	30,300
Other Revenue	231,050	211,550
Rentals and Leases	59,233	53,233
Investment Income	50,000	50,000
Amortization of Deferred Capital Revenue	771,383	748,909
Total Revenue	18,560,478	18,894,963
Expenses		
Instruction	13,785,069	14,325,097
District Administration	943,015	943,931
Operations and Maintenance	3,914,743	3,768,714
Transportation and Housing	690,772	709,181
Debt Services	1,067	1,231
Total Expense	19,334,666	19,748,154
Net Revenue (Expense)	(774,188)	(853,191)
Budgeted Allocation (Retirement) of Surplus (Deficit)	435,000	550,000
Budgeted Surplus (Deficit), for the year	(339,188)	(303,191)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(339,188)	(303,191)
Budgeted Surplus (Deficit), for the year	(339,188)	(303,191)

School District No. 51 (Boundary)

Statement 2

Annual Budget - Revenue and Expense

Year Ended June 30, 2019

	2019 Annual Budget	2018 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	16,507,048	16,588,596
Operating - Tangible Capital Assets Purchased	50,000	50,000
Special Purpose Funds - Total Expense	1,499,047	1,889,458
Capital Fund - Total Expense	1,328,571	1,270,100
Capital Fund - Tangible Capital Assets Purchased from Local Capital	222,000	
Total Budget Bylaw Amount	19,606,666	19,798,154

Approved by the Board

Signature of the Chairperson of the Board of Education	Date Signed
Signature of the Superintendent	Date Signed
Signature of the Secretary Treasurer	Date Signed

School District No. 51 (Boundary)

Statement 4

Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2019

	2019 Annual Budget \$	2018 Amended Annual Budget \$
Surplus (Deficit) for the year	(774,188)	(853,191)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(50,000)	(50,000)
From Local Capital	(222,000)	
Total Acquisition of Tangible Capital Assets	(272,000)	(50,000)
Amortization of Tangible Capital Assets	1,327,504	1,268,869
Total Effect of change in Tangible Capital Assets	1,055,504	1,218,869
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	281,316	365,678

School District No. 51 (Boundary)

Schedule 2

Annual Budget - Operating Revenue and Expense

Year Ended June 30, 2019

	2019 Annual Budget \$	2018 Amended Annual Budget \$
Revenues		
Provincial Grants		
Ministry of Education	16,085,710	16,048,538
Other	51,905	62,975
Tuition	12,150	30,300
Other Revenue	31,050	11,550
Rentals and Leases	59,233	53,233
Investment Income	40,000	40,000
Total Revenue	16,280,048	16,246,596
Expenses		
Instruction	12,399,371	12,548,989
District Administration	943,015	943,931
Operations and Maintenance	2,473,890	2,386,495
Transportation and Housing	690,772	709,181
Total Expense	16,507,048	16,588,596
Net Revenue (Expense)	(227,000)	(342,000)
Budgeted Prior Year Surplus Appropriation	435,000	550,000
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(50,000)	(50,000)
Local Capital	(125,000)	(125,000)
Other	(33,000)	(33,000)
Total Net Transfers	(208,000)	(208,000)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 51 (Boundary)

Schedule 2A

Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2019

	2019 Annual Budget \$	2018 Amended Annual Budget \$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	15,752,973	15,630,913
Other Ministry of Education Grants		
Pay Equity	105,245	105,245
Transportation Supplement	153,588	153,588
Return of Administrative Savings		77,888
Carbon Tax Grant	20,000	27,000
PLN Revenue -Community Network	53,904	53,904
Total Provincial Grants - Ministry of Education	16,085,710	16,048,538
Provincial Grants - Other	51,905	62,975
Tuition		
International and Out of Province Students	12,150	30,300
Total Tuition	12,150	30,300
Other Revenues		
Miscellaneous		
ArtStarts	6,050	6,050
BCPSEA		5,500
City of Grand Forks	25,000	
Total Other Revenue	31,050	11,550
Rentals and Leases	59,233	53,233
Investment Income	40,000	40,000
Total Operating Revenue	16,280,048	16,246,596

School District No. 51 (Boundary)

Schedule 2B

Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2019

	2019 Annual Budget	2018 Amended Annual Budget
	\$	\$
Salaries		
Teachers	5,898,698	5,744,731
Principals and Vice Principals	1,188,483	1,175,695
Educational Assistants	1,100,307	1,178,124
Support Staff	2,185,685	2,043,258
Other Professionals	539,795	528,929
Substitutes	490,946	556,096
Total Salaries	11,403,914	11,226,833
Employee Benefits	2,763,525	2,640,896
Total Salaries and Benefits	14,167,439	13,867,729
Services and Supplies		
Services	642,032	736,865
Student Transportation	135,217	135,217
Professional Development and Travel	247,923	259,523
Dues and Fees	70,665	71,890
Insurance	57,500	57,500
Supplies	707,142	980,742
Utilities	479,130	479,130
Total Services and Supplies	2,339,609	2,720,867
Total Operating Expense	16,507,048	16,588,596

School District No. 51 (Boundary)

Schedule 2C

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2019

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	4,884,785	124,413		75,449		385,896	5,470,543
1.03 Career Programs							-
1.07 Library Services	86,718			22,211			108,929
1.08 Counselling	93,804						93,804
1.10 Special Education	684,075	170,472	989,783	143,961		53,611	2,041,902
1.31 Aboriginal Education	149,316		110,524				259,840
1.41 School Administration		854,135		325,695		6,074	1,185,904
1.64 Other							-
Total Function 1	5,898,698	1,149,020	1,100,307	567,316	-	445,581	9,160,922
4 District Administration							
4.11 Educational Administration		39,463		47,468	160,426		247,357
4.40 School District Governance					80,710		80,710
4.41 Business Administration				129,017	105,890		234,907
Total Function 4	-	39,463	-	176,485	347,026	-	562,974
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				20,824	53,076		73,900
5.50 Maintenance Operations				1,016,564	86,617	32,270	1,135,451
5.52 Maintenance of Grounds				66,366		3,500	69,866
5.56 Utilities							-
Total Function 5	-	-	-	1,103,754	139,693	35,770	1,279,217
7 Transportation and Housing							
7.41 Transportation and Housing Administration				17,279	53,076		70,355
7.70 Student Transportation				320,851		9,595	330,446
Total Function 7	-	-	-	338,130	53,076	9,595	400,801
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	5,898,698	1,188,483	1,100,307	2,185,685	539,795	490,946	11,403,914

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June 11, 2018 11:51

Agenda

School District No. 51 (Boundary)

Schedule 2C

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2019

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2019 Annual Budget	2018 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	5,470,543	1,370,932	6,841,475	675,781	7,517,256	7,617,279
1.03 Career Programs	-		-		-	2,500
1.07 Library Services	108,929	24,769	133,698	25,212	158,910	153,278
1.08 Counselling	93,804	21,188	114,992		114,992	191,757
1.10 Special Education	2,041,902	527,100	2,569,002	103,305	2,672,307	2,615,484
1.31 Aboriginal Education	259,840	58,871	318,711	88,419	407,130	438,807
1.41 School Administration	1,185,904	259,558	1,445,462	74,914	1,520,376	1,521,484
1.64 Other	-		-	8,400	8,400	8,400
Total Function 1	9,160,922	2,262,418	11,423,340	976,031	12,399,371	12,548,989
4 District Administration						
4.11 Educational Administration	247,357	49,987	297,344	28,550	325,894	315,327
4.40 School District Governance	80,710	3,226	83,936	72,750	156,686	139,621
4.41 Business Administration	234,907	48,121	283,028	177,407	460,435	488,983
Total Function 4	562,974	101,334	664,308	278,707	943,015	943,931
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	73,900	15,346	89,246	35,200	124,446	126,503
5.50 Maintenance Operations	1,135,451	263,999	1,399,450	289,483	1,688,933	1,592,481
5.52 Maintenance of Grounds	69,866	18,157	88,023	23,900	111,923	110,390
5.56 Utilities	-		-	548,588	548,588	557,121
Total Function 5	1,279,217	297,502	1,576,719	897,171	2,473,890	2,386,495
7 Transportation and Housing						
7.41 Transportation and Housing Administration	70,355	13,333	83,688	3,200	86,888	88,286
7.70 Student Transportation	330,446	88,938	419,384	184,500	603,884	620,895
Total Function 7	400,801	102,271	503,072	187,700	690,772	709,181
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	11,403,914	2,763,525	14,167,439	2,339,609	16,507,048	16,588,596

DRAFT - Not Finalized

June 11, 2018 11:51

Agenda

School District No. 51 (Boundary)

Schedule 3

Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2019

	2019	2018 Amended
	Annual Budget	Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	1,299,047	1,689,458
Other Revenue	200,000	200,000
Total Revenue	1,499,047	1,889,458
Expenses		
Instruction	1,385,698	1,776,108
Operations and Maintenance	113,349	113,350
Total Expense	1,499,047	1,889,458
Budgeted Surplus (Deficit), for the year	-	-

School District No. 51 (Boundary)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2019

Schedule 3A

	Annual Facility Grant	Learning Improvement Fund	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Staffing	TOTAL
	\$	\$	\$	\$		\$	\$	\$	\$
Deferred Revenue, beginning of year			260,000						260,000
Add: Restricted Grants									
Provincial Grants - Ministry of Education	113,349	61,054		128,000	19,600	9,855	139,123	828,066	1,299,047
Other			200,000						200,000
	113,349	61,054	200,000	128,000	19,600	9,855	139,123	828,066	1,499,047
Less: Allocated to Revenue	113,349	61,054	200,000	128,000	19,600	9,855	139,123	828,066	1,499,047
Deferred Revenue, end of year	-	-	260,000	-	-	-	-	-	260,000
Revenues									
Provincial Grants - Ministry of Education	113,349	61,054		128,000	19,600	9,855	139,123	828,066	1,299,047
Other Revenue			200,000						200,000
	113,349	61,054	200,000	128,000	19,600	9,855	139,123	828,066	1,499,047
Expenses									
Salaries									
Teachers								666,522	666,522
Educational Assistants		48,701					80,989		129,690
	-	48,701	-	-	-	-	80,989	666,522	796,212
Employee Benefits		12,353					20,349	161,544	194,246
Services and Supplies	113,349		200,000	128,000	19,600	9,855	37,785		508,589
	113,349	61,054	200,000	128,000	19,600	9,855	139,123	828,066	1,499,047
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 51 (Boundary)

Schedule 4

Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2019

	2019 Annual Budget			2018 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Investment Income		10,000	10,000	10,000
Amortization of Deferred Capital Revenue	771,383		771,383	748,909
Total Revenue	771,383	10,000	781,383	758,909
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	1,327,504		1,327,504	1,268,869
Debt Services				
Capital Lease Interest		1,067	1,067	1,231
Total Expense	1,327,504	1,067	1,328,571	1,270,100
Net Revenue (Expense)	(556,121)	8,933	(547,188)	(511,191)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	50,000		50,000	50,000
Local Capital		125,000	125,000	125,000
Capital Lease Payment		33,000	33,000	33,000
Total Net Transfers	50,000	158,000	208,000	208,000
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	222,000	(222,000)	-	
Principal Payment				
Capital Lease	31,933	(31,933)	-	
Total Other Adjustments to Fund Balances	253,933	(253,933)	-	
Budgeted Surplus (Deficit), for the year	(252,188)	(87,000)	(339,188)	(303,191)



Briefing Note

Date: June 11, 2018

Topic: 5 Year Capital Plan 2019/2020

The process for the 5 year Capital Plan needs to be submitted for June 30, 2018. The plan includes Seismic Upgrades, Expansion Projects, Replacement Projects, Building Envelope, School Enhancement Projects, Carbon Neutral, and School Bus and Playground Equipment requests. Once the projects are approved, the Board will be asked to pass a Bylaw next March or April. I am working with our Ministry contact to ensure they have all the necessary documentation (I am attaching a summary of the projects we will be submitting).

Replacement Projects

We continue to keep Christina Lake Elementary replacement as a place marker for the District. We are required to fund up to 50% of the cost of a replacement project. As a small District it would be a hardship to make such a contribution, but we might consider putting a certain portion of surplus to Local Capital to be able to provide some funding toward a replacement project in the future.

School Enhancement Projects

For the School Enhancement Program this year we are submitting the Hutton doors and windows replacement project.

Building Envelope

BC Housing did an investigation into West Boundary Elementary in 2010 and found that after seventeen years the exposed stucco and ceramic tile clad walls at WBES are suffering from moisture ingress and damage. We are submitting to have this corrected. This type of stucco would normally last 50+ years.

Playground Equipment

We are now able to submit for playground equipment on our 5 year capital plan so we will be submitting to replace WBES Playground.

Buses

We do not quite meet the requirements for school bus replacements but will submit the documentation on two of our buses.

We need to ensure that the amounts we are requesting are as accurate as possible. Once approved there is no extra monies and cost over runs would have to come from AFG.

2019/2020 FiveYear Capital Plan

	2019	2020	2021	2022	2023
Replacement Projects					
Christina Lake Elementary				\$ 4,838,750	
Building Envelope					
West Boundary Elementary School		\$ 966,000			
School Enhancement					
Doors and Window Replacement at Hutton	\$ 520,000				
Bus Replacements	2 Buses				
Playground Replacement WBES	\$ 115,000				

ELECTION BYLAW NO. 1-2018

MOTION:

“That the Board of Education unanimously agrees to give the **Elections Bylaw No. 1-2018** all three readings at this meeting of June 19, 2018.”

MOTION:

A BYLAW to provide for the determination of various procedures for the conduct of general school trustee elections and other Trustee elections.

Preamble:

Under the *School Act*, the Board of Education may, by Bylaw, determine various procedures and requirements to be applied in the conduct of Trustee elections.

In School District No. 51 (Boundary), Trustee elections in the following Trustee electoral areas are the responsibility of the following authorities:

<u>TEA#</u>	<u>Trustee Electoral Area Description</u>	<u>No. of Trustees</u>	<u>Authority Responsible for Conducting Elections</u>
#1	Municipality of the City of Grand Forks	two (2)	City of Grand Forks
#2	Electoral Area C (Christina Lake) of the Regional District of Kootenay Boundary	one (1)	School Board
#3	Electoral Area D – Rural Grand Forks of Regional District of Kootenay Boundary	one (1)	School Board
#4	Kettle Valley West of Electoral Area E of Regional District of Kootenay-Boundary (The Village of Midway plus the Rock Creek-Bridenville-Kettle Valley areas)	one (1)	School Board
#5	Kettle Valley North of Electoral Area E of Regional District of Kootenay-Boundary (Westbridge-Beaverdell-Christian Valley-Idabel Lake-Big White areas)	one (1)	School Board
#6	Kettle Valley East of Electoral Area E of Regional District of Kootenay-Boundary (The City of Greenwood and the rural areas of Greenwood and Midway)	one (1)	School Board

The Board of Education wishes to establish various procedures and requirements under the authority of the *School Act* for Trustee elections.

The Board of Education, in an open meeting of the School Board, enacts as follows:

1. Definitions:

The terms used shall have the meanings assigned by the *School Act* and the Local Government Act, and the Local Elections Campaign Financing Act except as the context indicates otherwise.

“Election” means a Trustee election.

“By-Election” means a Trustee election to fill a vacancy on the School Board in any of the circumstances described in section 36 of the School Act.

“Board” or “School Board” means the Board of Education of School District No. 51 (Boundary).

“General Voting Day” means the date on which general voting for a trustee election is to take place, whether part of the general school elections or a by-election.

“Other Local Governments” means, as applicable, The Corporation of the City of Grand Forks, The Corporation of the City of Greenwood, the Village of Midway, the Regional District of Kootenay-Boundary (RDKB).

2. Application

This bylaw applies to both elections and by-elections carried out by the School Board and by other authorities, except as otherwise indicated.

3. Order of Names on the Ballot

The order of names of candidates on the ballot will be arranged alphabetically by surname.

4. Resolution of Tie Votes after Judicial Recount

In the event of a tie vote after a judicial recount, the tie vote will be resolved by conducting a lot, in accordance with the Local Government Act.

5. Number of Nominators

The minimum number of qualified nominators for a trustee candidate is two.

6. Agreements with Other Local Governments

Pursuant to Section 38 of the *School Act*, the School Board authorizes the Secretary-Treasurer and/or the Chief Election Officer to enter into agreements on the Board’s behalf with other local governments for the purpose of conducting Trustee elections.

7. Use of Voting Machines

The use of automated voting machines, voting recorders, or other devices for voting in a school trustee election conducted in conjunction with a local government election is authorized in accordance with the procedures for voting, the form of ballot, and the procedures, rules, and requirements for counting of votes which are established by the bylaw adopted by that local government pursuant to Section 112 of the *Local Government Act*.

8. Mail Ballot Voting

There will be no mail ballot voting opportunities for trustee elections.

9. Application of Local Government Bylaws

In Trustee Electoral Area #1 the election bylaws of the City of Grand Forks apply to trustee elections conducted by the City of Grand Forks, except for bylaws determining the minimum number of nominators, the order of names on the ballot, the resolution of tie votes after judicial recount, requiring a nomination deposit, or any other matter on which the local government bylaws may not by law apply to a trustee election.

10. Required Advance Voting Opportunities

10.1 Unless the School Board is exempted from the requirement by Order of the Minister of Education, an-advance voting opportunity will be on the tenth day before general voting day.

10.2 Unless the School Board is exempted from the requirement for a second advance voting opportunity by Order of the Minister of Education or unless section 10.3 applies, a second advance voting opportunity will be held in Trustee Electoral Area #1, on the date specified in the bylaws of the Municipality of Grand Forks.

10.3 In Trustee Electoral Areas 2, 3, 4, 5, and 6, the required advance voting opportunity will be held on the tenth day before general voting day and no other advance voting opportunity will be held, except any that are established by the Chief Election Officer.

11. Additional Advance Voting Opportunities

The School Board authorizes the Chief Election Officer to establish additional advance voting opportunities for each election to be held in advance of general voting day and to designate the voting places, establish the date and the voting hours for these voting opportunities.

12. Additional General Voting Opportunities

The School Board authorizes the Chief Election Officer to establish additional general voting opportunities for general voting day for each election and to designate the voting places and voting hours, within the limits set out in the *Local Government Act*, for such voting opportunities.

13. Number of Scrutineers at Voting Places

The number of scrutineers for each candidate that may attend at an election is a maximum of one (1) scrutineer for each ballot box in use, as authorized under section 120 of the *Local Government Act*.

14. Repeal

Trustee Elections Bylaw No. 1-2014 is hereby repealed.

This Bylaw may be cited as School District No. 51 (Boundary) Trustee Elections Bylaw No. 1-2018 - A Bylaw to provide for the determination of various procedures for the conduct of Trustee elections."

MOTION:

"That the Board of School District No. 51 (Boundary) approve the Trustee Elections Bylaw No.1-2018 as read a first, second and third time, passed and adopted the 19th day of June 2018"

SCHOOL DISTRICT NO. 51 (BOUNDARY)

P O L I C Y

SECTION	TITLE	NO.
FINANCE/FACILITIES	<u>Accumulated Operating Surplus</u>	

DATE ADOPTED:

The Board of Education of School District No. 51 (Boundary) is responsible for ensuring that the District is financially healthy and protected from financial forecasting risk and unforeseen circumstances which would negatively impact the education of students. The Board views that an accumulated operating surplus is critical for supporting continued student learning success.

The accumulated operating surplus allows the School District to:

- Budget for one-time and or multiyear funding of student learning initiatives, operations projects and education programs
- Manage the District's financial risks;
- Create a contingency fund for unforeseen circumstances

The Board of Education recognizes that any operating revenue that is not expended in a fiscal year is added to the accumulated surplus which is presented as either internally restricted or unrestricted surplus.

Internally Restricted Surplus

The District's annual audited financial statements provide details with respect to the components of internally restricted surplus.

The following is a list of examples of surplus funds allocations under internally restricted surplus:

- School and school program carry-forwards
- Aboriginal Education unexpended funds
- Educational programs or initiatives
- Purchase order commitments
- Future years operating budget expenditures

Contingency Reserve

The allocation of surplus towards contingency is a prudent measure which will enable the district to manage unexpected costs that may arise during the school year. The contingency reserve should be maintained at a value between 2% and 4% of the district

operating expenditures. This amount will be recorded on the financial statements under restricted surplus.

The following is a list of examples of items the contingency could be used for:

- The elimination of any deficit arising at the end of a fiscal year of operations
- The funding of cost pressures in a fiscal year that were not known at the time of budget development
- Payment of severances (wages and benefits) upon termination of employment
- The settlement of any legal action that is not covered by insurance
- Coverage for disaster recovery expenditures

Unrestricted Surplus

Any surplus funds which have not been restricted by the Board will be on the financial statement as unrestricted surplus funds. The Board will consider the use of such funds in subsequent budget years.

Transfer of Funds

It is expected that the annual operating budget will allow transfers to local capital which are sufficient to allow efficient replacement or acquisition of assets. Transfer to local capital should be authorized through budget bylaw process or by separate Board motion.

The Secretary-Treasurer will:

Recommend the necessary allocations and transfers so that the District's Restricted Operating Surplus and Unrestricted Operating Surplus are maintained in accordance with this policy.

Conduct an annual review of all Restricted Operating Surplus and Unrestricted Operating Surplus balances and report the results of the review to the Board of Education.

Recommend to the Board revisions or amendments to this policy to the Board as may be required, as a result of changes in applicable Ministry of education directives, accounting standards.

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

SECTION	TITLE	NO. 1010
GOVERNANCE/COMMUNICATIONS	<u>Authority of the Board</u>	

DATE ADOPTED: January 13, 1998

DATE AMENDED: March 31, 2009

SCHOOL BOARD POWERS AND DUTIES

The School Act, Sections ~~39, 85 and 103~~ **30-72** pertain to the basic powers and duties of the Board of Education. Some specific powers and responsibilities are spread throughout the School Act and Regulations.

The sections of the School Act that apply to the legislated authority of the Board of School Trustees are available from the **School Board Office**. ~~Or or the following link:~~

~~<https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/revisedstatutescontents.pdf>~~

~~on the website?~~ Reference #1351

~~The Board shall concern itself primarily with broad questions of policy rather than administration of the District. The Board recognizes that the rights, powers, duties and liabilities of a Board of Education rest only with the legally constituted Board and not with committees of Trustees or individual Trustees. The application of policy is an administrative task to be performed by the Superintendent of Schools and the Secretary-Treasurer who shall be held responsible for the effective administration and supervision of the entire school system.~~

~~The Board, functioning within the framework of the School Act, and recognizing the authority of the Province, fulfils its responsibilities by acting as follows in the execution of its duties:~~

- ~~1.Establishes policy;~~
- ~~2.Approves locally developed curricula and provides instructional aids;~~
- ~~3.Appoints all staff members and prescribes their duties;~~
- ~~4.Approves the budget and policies whereby the administration may formulate procedures and regulations for the orderly accomplishment of business;~~
- ~~5.Estimates and seeks to provide funds for the operation, support, maintenance, improvement and extension of the school system;~~
- ~~6.~~

~~Provides for the planning, expansion, improvement, financing, construction, maintenance, use and disposition of physical plants of the school system;~~

~~7.Establishes goals and objectives for the educational programs and the operation of the District;~~

~~8.Provides for the dissemination of information relating to the schools necessary for creating a well-informed public;~~

~~9.Performs all other duties and responsibilities as outlined in the School Act and Regulations.~~

Policy for Adoption June 19, 2018

SCHOOL DISTRICT NO. 51 (BOUNDARY)

P O L I C Y

SECTION	TITLE	NO.
HEALTH/SAFETY	<u>Emergency Preparedness</u>	

DATE ADOPTED:

DATE AMENDED:

Preamble

An emergency is a sudden, unexpected occurrence requiring immediate action to stabilize a situation. Emergencies affecting school facilities and/or school transportation that may prevent use for an unspecified period of time may include:

- a) fire
- b) threats to school occupants or facilities (i.e. bomb threat)
- c) violent physical incident or threat
- d) school bus accident
- e) severe weather
- f) earthquake
- g) hazardous spills, accidents, or explosions
- h) floods

Policy

The Board recognizes the importance of being prepared for various types of emergencies, both natural and human, that could occur while school is in session. This necessitates the need to develop appropriate plans and procedures to deal with such emergencies at school facilities or involving school transport. To this end it is important that students, employees and parents be knowledgeable about the various emergency plans and procedures and to be prepared should such an emergency occur.

Direct responsibility for what may occur immediately following a response to a 911 call will lie with the Prime Responders (such as the RCMP, fire department, or Regional Emergency Plan Coordinator). The District's first responsibility is to ensure the immediate safety of students and staff by activating the appropriate emergency preparedness plan.

To assist and expedite setup, the Board directs that emergency plans and procedures be developed, implemented and maintained for all school and district facilities and school buses, and that:

- a) all employees shall be informed about the emergency plans and procedures to be followed at their work site, to ensure their safety and the safety of others
- b) students and employees shall practice the emergency procedures implemented at their school or work site
- c) parents shall be advised of the emergency procedures developed at the school(s) where their child(ren) are attending by September 30
- d) if materials and supplies beyond those normally provided by the school district are to be kept on hand to augment the school emergency procedures, then it shall be the responsibility of each school to obtain and maintain such supplies in good order
- e) After each emergency or incident, a debriefing session will be convened, chaired by the Superintendent or designate, to review procedures related to the incident.

Policy for Adoption June 19, 2018

SCHOOL DISTRICT NO. 51 (BOUNDARY)

P O L I C Y

SECTION	TITLE	NO. 1351
GOVERNANCE/COMMUNICATIONS Mandate and Role of the Board Policy #1020 Mandate of Board & #1351 have been combined into one and Policy #1010 Authority of the Board has been reduced as per attachment		

DATE ADOPTED: June 8, 2010

DATE AMENDED:

The Board of Education serves...

- students, by accepting prime responsibility for intellectual development and by sharing the responsibility for human/social and career development;
- parents, by working in partnership with them;
- the community, by maintaining a high quality system that displays accessibility, relevance, equity and accountability;
- staff by support and encouragement in their efforts in the education of the students.

As the corporate body elected by the voters, the Board of Education is responsible for the development of goals, policies and by-laws to guide the provision of educational services to students attending District schools and programs, in keeping with the requirements of government legislation and the values of the electorate.

R E G U L A T I O N S

Specific Areas of Responsibility

1. Accountability to the Provincial Government

The Board shall:

- 1.1. Act in accordance with all statutory requirements of the Government of British Columbia to implement educational standards and policies.
- 1.2. Perform Board functions required by governing legislation and existing Board policy.

2. Accountability to the Community

The Board shall:

- 2.1. Make decisions that reflect community values and represent the interests of the entire District.
- 2.2. Establish processes and provide opportunities for community input.
- 2.3. Report out on outcomes from the District Framework for Enhancing Student Learning. Success. District Directions and Performance Plan results.

- 2.4. Develop procedures for and hear appeals as required by statute and/or Board policy.
 - 2.5. Provide for two-way communication between the Board and stakeholder groups (District Parent Advisory Council, Boundary District Teachers' Association, Boundary District Principals' and Vice-Principals' Association and the Canadian Union of Public Employees), ~~School Planning Councils~~, Parent Advisory Councils and community at large.
 - 2.6. Model a culture of respect and integrity.
3. Planning
- The Board shall:
- 3.1. Provide overall direction for the District by establishing purpose, beliefs and values, mission statement, and guiding principles.
 - 3.2. Annually:
 - 3.2.1. set District goals and key results
 - 3.2.2. approve the Ministry required **District Framework Plan, for Enhancing Student Learning Success** ~~District Achievement Contract (educational goals)~~
 - 3.2.3. ~~ensure the District Directions Document (overall goals) are aligned with the District's Strategic Plan and fulfill Ministry Guidelines~~
 - 3.3. Approve the District's long-term Strategic Plan(s).
 - 3.4. ~~Annually approve the District Directions goal setting process and timelines.~~
 - 3.5. ~~Annually approve the District Achievement Contract for submission to the British Columbia Ministry of Education by the due date.~~
 - 3.6. Monitor progress toward the achievement of student outcomes and other desired results as defined in **the District Framework for Enhancing Student Learning Success**. ~~Achievement Contract.~~
 - 3.7. Annually evaluate the effectiveness of the District in achieving established goals and desired results.
 - 3.8. Approve the **Superintendent's Annual Report** **District Framework for Enhancing Student Learning** for distribution to the public.
 - 3.9. Annually approve school improvement growth plans.
4. Policy
- The Board shall:
- 4.1. Identify the purpose to be achieved and the criteria for a new policy.
 - 4.2. Make the final decision as to the approval of all policy statements.
 - 4.3. Evaluate policy impact to determine if policy has created the desired change.
 - 4.4. Determine policies which outline how the Board is to function.
 - 4.5. Delegate authority to the Superintendent to enact and define commensurate responsibilities.
5. Board/Superintendent Relations
- The Board shall:
- 5.1. Select the Superintendent.
 - 5.2. Provide the Superintendent with clear corporate direction.
 - 5.3. Delegate, in writing, administrative authority.
 - 5.4. Identify responsibility subject to the provisions and restrictions in provincial legislation and regulations.
 - 5.5. Evaluate the Superintendent's performance and annually review compensation.

5.6. Respect and make effective the role of the Superintendent.

6. Political Advocacy

The Board shall:

- 6.1. Meet with municipal governments and other educational/public service governing authorities as appropriate to achieve political ends.
- 6.2. Participate in sessions and make decisions regarding British Columbia School Trustees' Association and British Columbia Public Sector Employees' Association issues. Advance District positions and priorities through BCSTA meetings.

7. Board Development

The Board shall;

- 7.1. Regularly evaluate the Board's effectiveness with internal and external measures.

8. Fiscal

The Board shall:

- 8.1. Approve the principles, decision-making criteria, and assumptions for the creation of the annual budget.
- 8.2. Approve the annual budget which ensures resources available are allocated to achieve desired results as outlined in the **District Framework for Enhancing Student Learning Success** Achievement Contract and planning document.
- 8.3. Approve annually its five-year capital plan for submission to the British Columbia Ministry of Education by the due date.
- 8.4. At least once per trustee term review the District's facilities planning document to ensure the directions contained therein best meets the District's long-term facility needs.
 - 8.4.1.1. Declare facilities surplus to general school needs in the District.
 - 8.4.1.2. Lease of surplus school space for a period greater than one year.
 - 8.4.1.3. Approve by bylaw, disposition of land and buildings.
- 8.5. Annually Appoint or reappoint the auditor and approve the terms of engagement.
- 8.6. Review annually the audit report and management letter.
- 8.7. Ensure CEO fiscal accountability in managing the budget.
- 8.8. Make decisions regarding ratification of memoranda of agreement with bargaining units.
- 8.9. Make disbursements from the Capital Reserve Fund.
- 8.10. Approve the acquisition of school sites.
- 8.11. Approve the tender selection for contacts over \$500,000.00.

Selected Responsibilities

1. Approve annual District school calendars.
2. Approve Board Authority Authorized courses.
3. Hear appeals on the reconsideration of resource materials which are challenged.
4. Approve the naming of educational facilities.
5. Provide direction regarding the mandate for employee negotiations.

Reference: Policy No. 1355 Role of the Superintendent of Schools
Policy No. 2010 School District Banking