



School District No. 51 (Boundary)

Regular Meeting of the Board of Education

March 9, 2021 at 6:00 p.m.

Via Zoom

Agenda

Call to Order

Opening Acknowledgement

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

10 Minute Comment Period

Adoption of Agenda

Adoption of Minutes

February 9, 2021 – Regular Meeting Minutes

Report on In-Camera Meeting from February 9, 2021

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

Correspondence

Business Items

1. Superintendent's Report

- Report for February 2021 (Attachment)

2. Secretary-Treasurer's Report

- Report February 2021 (Attachment)
- Enrolment Report (Attachment)
- Expenditure Report (Attachment)

3. Update on Budget Consultations

4. Presentations & Delegations – 6:30 p.m.

Neurosequential Model in Education – Mind Map

5. Open Discussion

What are the impacts (effects) of using NME interventions in schools?

6. District Mental Health Supports (Attachment)

7. Committee Reports

- Finance Committee
- Operations Committee

- Policy Committee

MOTION: "That the Board approve and adopt Policy No. 1170 – Conflict of Interest, Pecuniary Interest, as presented."

MOTION: "That the Board approve for circulation Policy No. 4090 - Prevention of Violence in the Workplace, as presented."

8. Provincial Council – Draft 2021-2022 Budget

9. Trustee Reports

Rec Commission	BCPSEA
BISM	Okanagan Labour Relations Council
Community Literacy	BCSTA Kootenay Boundary Branch
PAC Highlights	BCSTA Provincial Council
GFSSAG	Student Trustees
Boundary Indigenous Education Advisory Council	

10. Around the Boundary - WDC

Trustee Activities and Upcoming Events

- BCSTA AGM – April 16-18, 2021 (location tba)
- BCSTA Provincial Council – April 17, 2021 (location tba)

Budget Process Timeline:

Meeting #4 – April 20 – Board reviews compiled results, recommendations, staffing & budget

Meeting #5 – May or June Board Meeting – Final Budget Approval 2021-2022

Future Agenda Items

Next Board Meeting: April 13, 2021 at 6:00 p.m. – Via Zoom

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, February 9, 2021 Via Zoom

The Chairperson called the meeting to order at 6:01 p.m.

Present:	R. Zitko	Chair
	J. Massey	Vice Chair
	B. Bird	Trustee
	M. Danyluk	Trustee
	K. Jepsen	Trustee
	C. Strukoff	Trustee
	L. Van Marck	Trustee
	A. Lautard	Acting Superintendent
	M. Burdock	Secretary-Treasurer

Absent:	K. Minette	Superintendent
	E. Burroughs	Student Trustee
	M. Hanlon	Student Trustee
	A. Ketler	Student Trustee
	B. Thornton	Student Trustee

Acknowledgement of the Indigenous peoples and ancestors.

Presentations/Delegations

Nil

Adoption of Agenda

MOVED Massey
2ND Van Marck

["That the Agenda for February 9, 2021 be adopted as circulated."](#)

CARRIED

Adoption of Minutes

MOVED Strukoff
2ND Bird

["That the January 12, 2021 Regular Board Meeting minutes be adopted as circulated."](#)

CARRIED

Correspondence

Nil

Business Items

1. Superintendent’s Report

- Acting Superintendent Lautard presented the January 2021 report. She also gave updates on the strategic plan process and a pilot project SD51 is involved in, as well as reported out on the Food for Families program.

2. Secretary-Treasurer’s Report

- Secretary-Treasurer Burdock presented the Operations/Transportation report for January 2021 and presented the expenditure report to date.
- Information regarding the rental of School District facilities was presented. The Board made the following motion:

MOVED Bird
2ND Danyluk

“That the Board accept Management’s recommendation for the suspension of renting District facilities and that the consideration be reviewed at the September 2021 Board Meeting.”

CARRIED

- Secretary-Treasurer Burdock presented information regarding the installation of video surveillance in SD51. The Board supported further investigation into this venture.

3. Presentation

Carol Mitchell, Health Promoting School Coordinator for SD51, presented information on SAGA-GSA events and upcoming projects and presentations.

4. Talking Break

Discussed how we can promote inclusion of our LGBTQ2S+ community in our schools & district.

5. Amended Budget 2020/2021

Secretary-Treasurer Burdock presented the Amended Budget.

MOVED Van Marck
2ND Jepsen

“That the Board unanimously agrees to give the Amended Annual Budget Bylaw all three readings at this meeting of February 9, 2021.”

CARRIED

MOVED Massey
2ND Strukoff

“A Bylaw of the Board of Education of School District No. 51 (Boundary) (called the “Board”) to

adopt the Amended Annual Budget of the Board for the fiscal year 2020/2021 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 Amended Annual Budget adopted by this bylaw.

2. This bylaw may be cited as School District No. 51 (Boundary) Amended Annual Budget Bylaw for fiscal year 2020/2021.

3. The attached Statement 2 showing the estimated revenue and expense for the 2020/2021 fiscal year and the total budget bylaw amount of \$22,576,694 for the 2020/2021 fiscal year was prepared in accordance with the Act.

4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2020/2021.

CARRIED

MOVED Strukoff
2ND Massey

“That the Board of Education of School District No. 51 (Boundary) approve the Amended Annual Budget Bylaw for 2020/2021 fiscal year, as read a first, second and third time, passed and adopted the 9th day of February 2021.”

CARRIED

6. BCPSEA AGM Update

Trustee Danyluk gave an update on the BCPSEA AGM.

7. Communication Plan Update

Acting Superintendent Lautard reported out on the investigation of the responsibility, expense and time necessary in the hiring of personnel to support communication and social media.

8. Committee Reports

Indigenous Education Committee – Trustee Massey reported out.

9. Trustee Reports

BCSTA Kootenay Boundary Branch – Trustee Strukoff reported out.

PAC Highlights – Trustees Strukoff, Jepsen and Board Chair Zitko reported on PAC meetings attended.

BISM - Trustee Jepsen reported out.

10. Around the Boundary

Christina Lake Elementary School - Around the Boundary was presented.

Meeting adjourned at 8:20 p.m.

DRAFT

Chairperson

Secretary-Treasurer

Agenda



Month-End Report for January 2021 Anna Lautard Acting Superintendent of Schools

COVID-19 Update

SD 51's Health and Safety Guidelines were updated to reflect the enhanced measures introduced by the Ministry of Education on February 4, 2021. The guidelines were uploaded to our website on February 26th, and families and staff received emails with the link.

As mentioned at the last board meeting, there have been significant changes to masking guidelines, with K-12 staff and secondary students being required to wear non-medical masks in schools, except when at their desk/workstation, eating or drinking, or a barrier is in place. There have also been significant changes to staff only spaces as well as certain programs like Music, Physical Education, and Extracurricular Activities/School Sports. Face-to-face interaction has been identified as a risk for transmission, which was reflected in the update.

However, the enhanced measures were not wholesale changes. They were updates and improvements based on lessons learned. The biggest lesson is to follow the guidelines diligently, which is why the BC Centre for Disease Control released the Health and Safety Checklists for schools to use to ensure this diligence.

The PVP group with the school health and safety committees and/or staff have been working through the [Health and Safety Checklist](#) to assess individual school plans with the Ministry of Education's Health and Safety Guidelines. These enhanced measures are meant to give clarity to some situations and emphasize the importance of minimizing certain activities. I have included the link so you can see what measures are being assessed: administrative, environmental, personal, and personal protective equipment. This checklist provides a framework for all of us around our school safety plans so we can work together to keep our schools as safe as possible.

On a final note about COVID-19, you may have heard news about a drastic increase in COVID-19 WorkSafe claims in the Education sector. It is accurate that the Education sector has the second highest accepted claims with Health Care being first in the number of accepted claims; however, it is important to put this in context. Health Care has 1,851 accepted claims, while K-12 has 139. Please remember there are 45,000 teachers and another 50,000 – 60,000 support/exempt staff who are going into our schools every day, Monday to Friday. We are still doing very well as a sector and our protocols are working.

The vaccine rollout timeline has changed somewhat with Dr. Henry's announcement on March 1st. According to the health officials, every eligible adult in BC should be able to receive a first dose of the COVID-19 vaccine by July. We are currently in stage two of the vaccination plan, which is senior-focused. We will be receiving updates from the Ministry on the rollout and its ramifications on our September start-up.

Strategic Planning

Dream Team has been compiled and we have our first meeting this Friday at 10:00. Jane and Lisa put together kits for team members to welcome them to the process and to give them some necessary information. These kits are in the process of being delivered to participants. We have 17 team members, not including trustees or senior management. We are so excited to start the work!

Timeline

- Dream Team meetings: March 12, 19, April 9 and 16, from 10 am – 11:30 a.m. by Zoom
- Culminating meeting: Friday, April 30th in the morning
- May: Goals, objectives, and targets will be developed based on our new Vision, Mission and Values. There will be two distinct pathways of focus: education and operations. These two pathways support the overall goal of improved student success.
- June: Trustees will put on final touches and approve.

Continuous Improvement Pilot Project

We had our “Data Room” meeting with the Continuous Improvement team at the Ministry on Wednesday, February 10th. We were joined by a number of the PVP group who were interested in understanding the role data will play in not only their school growth plans, but also the Framework for Enhancing Student Learning (FESL) report and SD 51’s strategic plan. The Continuous Improvement team took us on a “tour” of those data sets required by the ministerial order:

- FSA – Grade 4 & 7 Reading and Numeracy
- Grad Assessment (Grade 10 Literacy & Numeracy) outcomes
- Grade to Grade Transitions
- Student Learning Survey
- 5-year completion rates
- Post-secondary transitions

This data is held on the Ministry’s SharePoint site and we have two people who are able to access it (Miranda and I). This is because the data has a lot of personal information from all schools. After this meeting, we have asked the IT department to look at creating “data rooms” for individual schools that would be able to hold the data confidentially, but still allow principals to access when needed for school growth plans or other kinds of inquiries. We are looking forward to the PVP group being able to access necessary information in a timely manner.

We then had a debriefing meeting on February 19th where the Continuous Improvement team went over the initial “data room” meeting and gave insight on how to approach strategic planning. We received some very helpful “checklists”, which has given us greater context about the requirements for both the strategic plan and the Framework for Enhancing Student Learning report.

We have also been able to partake in the Ministry's Framework in Action series about strategic planning. The speakers have been simply amazing and have added a lot of insight to my understanding of the process:

- Systems Thinking & the Global Context: Tony Mackay
- Curiosity & Inquiry – Scanning for Impact: Dr. Judy Halbert & Dr. Linda Kaser
- Strategic Engagements – An Authentic Approach: Gay Robinson
- Comprehensive Approaches to Strategic Indigenous Engagement: Dr. Lorna Wanosts'a7 Williams
- Equity and Excellence: Enhancing the Life Chances of All Students: Dr. Avis Glaze
- Action for Impact – Establishing High-Yield Strategies and Measures: panel discussion
- System-Wide Efficacy – Alignment of Financial and Operational Plans: panel discussion

In addition, there is an FESL series of webinars called "Gearing Up" that goes deeper than the above ones. All the webinars have been recorded, so we are able to access if we cannot make the particular day or time it is held. One of the bonuses of being able to attend, however, is participating in the small group reflections and conversations. Hearing others' experiences is very helpful.

Budget Process for 2021/22 School Year

February was a busy month in terms of the budget process. On February 16th, we had our board presentation to staff, families and community as well as individual schools hosting their World Cafés. We also had our educational partners present to the board on February 23rd. The board was able to meet with BDTA president, CUPE president, Aboriginal Education and Student Services as well.

Timeline

- April 20 – Board reviews compiled results, Recommendations, Staffing and Budget
- May or June Board Meeting – Final Budget Approval 2021/22

Distance Learning

With Spring Break approaching, we sent out letters to SD 51's Distance Learning families reminding them that April 6, 2021 is the next opportunity to return to their "bricks and mortar" school. At this moment, we have 29 students in our DL program with approximately 6 of those students planning to return after spring break.

Meetings in District

- 1st BDTA Professional Development committee
- 2nd Management meeting
Finance committee
- 3rd Early Years meeting with Kootenay-Boundary chapter of BCSSA
PVP personnel meeting
- 4th TTOC interview

- Action for Impact webinar: Framework in Action series
- DLT meeting
- 5th Partner Liaison Meeting with Ministry of Education
- Trustee Zoom meeting
- Sector Leadership Update with Ministry of Education
- 8th PVP personnel meeting
- 9th Management Meeting
- School Board meeting
- 10th PVP personnel meeting
- Rural Education Advisory meeting with Minister Whiteside
- Data Room - Continuous Improvement Pilot Project meeting
- 11th Meeting with Deputy Minister Scott MacDonald
- Okanagan Labour Relations Council meeting
- Gearing Up - Strategic Engagement Part 1 webinar: FESL series
- 12th PVP personnel meeting
- Compassionate Systems Leadership – Community of Practice
- Superintendent Update with Ministry of Education
- 16th Kootenay Boundary BCSSA Chapter Superintendent meeting
- Budget Process: Board presentation and World Café
- 17th PVP personnel meeting (times 3)
- BDTA meeting
- 18th West Kootenay Teacher Candidates pedagogical stance presentations
- Neurosequential Model in Education
- Gearing Up - Strategic Engagement Part 2: FESL series
- 22nd Senior management meeting: updated health measures
- 23rd Management Meeting
- Budget Process: Education Partners Presentations
- 24th Early Years Leads provincial meeting
- PVP personnel meeting
- CUPE, BDTA meeting re: updated guidelines
- 25th Indigenous Education provincial meeting
- System-Wide Efficacy: Framework in Action series
- GFSS PVP & District Principal of Student Services meeting
- 29th District Leadership Team meeting
- Compassionate Systems Leadership – Community of Practice

Learning 51

- Truth and Reconciliation – Monique Gray Smith – Sept 25, 2020
- Numeracy Teaching and Learning – Grade 4 -7 - Carole Fullerton
 - October 28th & 29th

- February 23rd & 24th
 - Literacy Assessment and Intervention K-3 – Starting January 2021
 - Computational Thinking: Transitioning/Scope and Sequence for K-8 w/ Shawn Lockhart and SD51 teachers
 - Trauma Informed Practice
 - Compassionate Systems
 - Changing Results for Young Children



Secretary-Treasurer's Report
Miranda Burdock, CPA, CA
February 2021

Budget/Finance

Annual Budget 2021/22

The Provincial budget is typically announced publicly on the third Tuesday in February, which includes announcement of the operating and capital budgets for K-12. Due to the provincial election in the Fall and an extended interregnum period, Budget 2021 won't be announced until sometime in April 2021.

The Ministry of Education is still expecting to announce the preliminary operating grant information for 2021/22 to districts on March 12; however, it may come with a caveat.

Anna and I are using the enrolment projection information prepared this month to start discussing class configurations and teacher staffing for next year with school Principals. We are also meeting with Michell Bennett, Principal of Student Services, in March to review Learning Support Teacher and EA staffing at each site based on projected composition. We are looking forward to presenting this information to the Board in early April, in consideration of the information collected from our partner groups during our Budget consultations in February.

Capital Planning

We are expecting to receive confirmation from the Ministry shortly on our Annual 5-year Capital Plan for 2021/22. This will outline which of the projects we submitted under the School Enhancement Program were approved, and will allow Dave and I to begin coordinating as required.

The preliminary operating grants that will be released on March 12th will confirm our Annual Facilities Grant (AFG) for 2021/22. Our AFG submission outlining the projects to be completed under this program is due June 30.

Payroll Update

2020 T4s and T4As were completed for all District employees/contractors in February by our Payroll Clerk, Lynn Heriot. Digital copies were emailed out to staff. Printed copies can also be requested from the Board Office.

February Enrolment Count

The second enrolment count (1701 student data collection) for 2020/21 was done on February 12, and uploaded to the verification software on February 19. We do not get any additional funding for increased school-age/adult enrolment based on this data collection, however, we will get a half year of funding for any changes in our numbers for students with Unique Special Needs.

Here is a summary of the data collected, compared to data collected at September 30/2019:

	September 30/2020	February 15/2021	Change
Headcount	1,246	1,267	+21
FTE	1,241.1250	1,248.250	+7.1250
Unique Student Needs			
Level 1 Special Needs	2	2	0
Level 2 Special Needs	81	86	5
Level 3 Special Needs	15	15	0

High Incident	98	104	6
Indigenous Education	342	345	3
French	512	514	2

Enrolment Projections

Enrolment projections for the next 3 school years were also submitted to the Ministry of Education in February. Projections continue to indicate a decline in enrolment as we graduate cohorts between 90 and 100 students, and welcome kindergarten cohorts between 70 and 80 students.

Projected enrolment as reported for the next 3 years is:

2020/21	2021/22	2022/23
1,244.7500	1,227.0000	1,193.00

Please see attached Briefing Note for details.

Operations

Transportation

- TylerTechnologies implementation - card options, planning for hardware installation, policy work etc.
- On-boarding new casual bus drivers

Custodians

- Order completed for replacement equipment for 2020-21
- Spring Break heavy clean schedule sent out
- On-boarding daytime cleaners and casual custodians

Security

- Re-keying outside has started at Perley, Glanville, Walker, School Board Office

Maintenance

- Working on the School Board Office
- Elevator repair work and procedure for lowering at GFSS
- Classroom heating unit repairs GFSS
- Standardizing HVAC control systems

Capital

- City of Grand Forks removed tree at Perley crosswalk due to safety reasons
- Applied for Kal Tire replay grant
- Preparing documents for GFSS science wing upgrade
- Site visits for energy audits GFSS, Perley, and BCSS



Briefing Note

Enrolment Projections

Every February, all school districts in BC are required to submit enrolment projections for the next 3 school years to the Ministry of Education.

Our starting basis for enrolment projections is the student data collected from the February 1701 process. Here are the student Headcount and FTE by school at September 30, 2020 and February 15, 2021:

	Actual		Change
	Sept 2020	Feb 2021	
GFSS	377	382	+5
BCSS	134	133	-1
WDC	28	29	+1
PERLEY	216	218	+2
HUTTON	217	217	0
CLES	86	85	-1
MIDWAY	33	33	0
GREENWOOD	43	45	+2
WBES	75	80	+5
BEAVERDELL	8	9	+1
BIG WHITE	29	36	+7
Total Headcount	1,246	1,267	+21
Total FTE	1,241.1250	1248.2500	+7.1250

We take the February data for grades K to 8 and roll it forward to predict enrolment for Grades 1 to 9 for the following year(s).

For grades 10-12, we take the headcount for each grade from the February data and roll it forward and then apply a factor based on the historical ratio of headcount vs. FTE for each grade/school.

To project kindergarten enrolment, we collect information from Interior Health on birth rates in both the East and West Boundary. We also gather data from each school on kindergarten registrations, as well as review StrongStart enrolment data.

As per the recommendations from the Ministry, we also consider the following:

- Student movement to/from other districts, other provinces, and independent schools;

- New school openings/closures in our district or nearby districts;
- Refugee student influx/general immigration;
- New real estate developments or new businesses coming into operation that would attract families (or closures that would cause departures);
- Other regional/local sensitives and/or natural disasters that could impact enrolment.

After all considerations, here are the projections for the next 3 years:

	Projected		
	Sept 2021	Sept 2022	Sept 2023
Includes: K-12 Standard School Age FTE	1,216.5000	1,198.7500	1,164.7500
Alternate ED School Age FTE	28.5000	28.5000	28.5000
Total	1,244.7500	1,227.0000	1,193.00

In addition to reporting school-age FTE, we also reported projections for Unique Student Needs categories as follows:

	Sept 2020	Sept 2021	Sept 2022
Level 1 Special Needs	2	2	2
Level 2 Special Needs	85	84	81
Level 3 Special Needs	16	15	15
Indigenous Education FTE	339	331	322

These projections are also based on historical trends, while considering the proportional enrolment typically experienced by our district.

Fund : 0 General Operating

OB	TITLE	FEB	YEAR TO DATE	ENCUMBERED	FULL YEAR BUDGET	AVAILABLE	PERC
10	Principal & Vice Principal Sal	110,661.46	870,238.76		1,177,788	307,549	26
11	Teacher Salaries	627,682.13	3,688,042.21		6,316,176	2,628,134	42
12	Non-Teachers Salaries	344,042.75	2,115,146.62		3,630,311	1,515,164	42
13	Management Salaries	46,001.30	356,407.71		839,751	483,343	58
14	Substitute Salaries	43,676.19	255,174.84		593,965	338,790	57
19	Trustees Indemnity	7,617.36	60,938.89		91,408	30,469	33
21	Statutory Benefits	116,069.53	509,673.23		956,470	446,797	47
22	Pension Plans	116,264.94	744,204.60		1,316,659	572,454	43
23	Medical And Life Benefits	58,097.64	406,212.78		731,919	325,706	45
31	Services	23,700.87	223,451.86		640,762	417,310	65
33	Student Transportation	7,737.13	22,666.81		81,789	59,122	72
34	Training & Travel	6,100.82	60,724.25	1,600.00	226,037	163,713	72
36	Rentals & Leases	2,887.50	22,445.50		33,528	11,083	33
37	Dues And Fees		57,823.01		93,057	35,234	38
39	Insurance	376.00	48,960.79		48,100	861-	2-
51	Supplies	55,893.91	464,566.53	10,263.25	923,775	448,945	49
52	Learning Resources	2,373.14	20,402.30		45,838	25,436	55
53	Library Books	356.96	6,590.64		59,960	53,369	89
54	Electricity	11,816.34	136,266.60		320,000	183,733	57
55	Heat	25,222.98	84,008.29		107,000	22,992	21
56	Water And Sewage	83.25	13,015.71		33,000	19,984	61
57	Garbage And Recycling	1,813.29	16,114.07		12,500	3,614-	29-
58	Furn. & Equipment Replacement	1,638.43	16,971.42		35,850	18,879	53
59	Computer Equipment Replacement	2,370.91	5,217.27		26,150	20,933	80
TOTAL FOR Fund - 0		1,612,484.83	10,205,264.69	11,863.25	18,341,793	8,124,665	44
GRAND TOTAL		1,612,484.83	10,205,264.69	11,863.25	18,341,793	8,124,665	44

OBJECT			Year-to-Date	Budget	Unspent	% Unspent	NOTES	
11/12	Salaries:	Teachers/Non-teachers	10 month employees	5,803,189	9,946,487	4,143,298	41.66%	6 out of 10 months, expect 40% unspent
10/13/19		PVPs/Mgmt/Trustees	12 month employees	1,287,585	2,108,947	821,362	38.95%	8 out of 12 months, expect 33.33% unspent
14		Substitues	Sick, Sick Family, LT Sick,	255,175	593,965	338,790	57.04%	Majority of costs associated with 10 month employees expect 40% unspent. Fewer absences than expected (espeically compared to PY increase)
21	Benefits:	Staturtory benefits (EI, CPP)	Employer paid portion of CPP and EI ; as well as 1.95% Employer Health Tax (EHT)	509,673	956,470	446,797	46.71%	Majority of costs associated with 10 month employees (40% unspent); CPP/EI paid on calendar year - many employees max out by June (high costs Jan - June).
22/23		Pension/Medical and Life	Employer paid portion of pension contributions (TPP and MPP); as well as employer paid premiums for extended health benefits and dental	1,150,417	2,048,578	898,161	43.84%	Mix of 10 and 12 month employees, but majority are 10 month (40% unspent)
31-39	Services:	Includes: Services, Student Transportation, Training/Travel, Rentals, Dues/Fees and Insurance		437,672	1,123,273	685,601	61.04%	See NOTE 1 below for details
51	Supplies:	Supplies		474,830	923,775	448,945	48.60%	Schoool budgets (supplies for instruction, SpEd, AbEd, Admin) as well as: SBO, Maintenance, Cusotidal and Transportation supplies
52/53		Learning Resources/Library Books		26,993	105,798	78,805	74.49%	School budgets for library books and learning resource
54/55		Electricity/Heat,		220,275	427,000	206,725	48.41%	8 out of 12 monthss (33.33% unspent)
56/57		Water/Sewer and Garbage/Recycling		29,130	45,500	16,370	35.98%	8 out of 12 monthss (33.33% unspent)
58/59		Furniture/Equipment & Computer Equipment Replacement		22,189	62,000	39,811	64.21%	School furniture/equipment budgets, equipment for Operations and IT/tech replacements
				10,217,128	18,341,793	8,124,665	44.30%	

NOTE 1

These are expenses that are not necessarily incurred evenly throughout the year:

Object	Year-to-Date	Budget	Unspent	% Unspent	
31 Services	223,451.86	640,762.00	417,310.14	65.13%	Consulting, Legal, Audit, Telephone, Contract Software, Postage
33 Student transportation	22,666.81	81,789.00	59,122.19	72.29%	Schools transportation budgets (curricular, extra-curricular, and transportation grant)
34 Training/ Travel	62,324.25	226,037.00	163,712.75	72.43%	Training/travel across SD (instruction, District admin, O&M, transportation)
36 Rentals/Leases,	22,445.50	33,528.00	11,082.50	33.05%	525 monthly lease from City, 8 out of 12 months (33.33% unspent)
37 Dues/Fees	57,823.01	93,057.00	35,233.99	37.86%	Senior mgmt professional association fees, BCSTA, Make a Future, OLRC, SD23 re Claims Mgmt contract
39 Insurance	48,960.79	48,100.00	- 860.79	-1.79%	SPP and fleet insurance (paid upfront)
	437,672.22	1,123,273.00	685,600.78		



Briefing Note

Date: March 9, 2021

Topic: **Mental Health and Well-being Supports in SD 51**

In December, I presented on how the district has used its mental health grant to promote mental health and well-being, so some of this information may sound familiar.

Background:

For the past three years, SD51 has received grant funding from the Ministry of Education to build more capacity in mental health and well-being related knowledge, skills, and resources. With this funding as well as other initiatives, the district has sought to nurture learning environments in which all members of the school community are supporting individual resilience, creating supportive settings and addressing the impact of broader determinants of mental health.

With the [Mental Health in Schools Strategy](#), we are committed to imbedding positive mental health in all aspects of our education systems, including culture, leadership, curriculum and learning environments. Through this positive mental health promotion, all students will be helped and those who are most vulnerable will have other opportunities of support.

The foundational elements of mental health promotion are social and emotional learning, trauma-informed practice, and mental health literacy, with the added focus this year of compassionate systems leadership and supporting adult well-being. An over-arching consideration is that these approaches are through the lens of Indigenous perspectives and are occurring in culturally safe and inclusive environments.



The above diagram outlines the Province of BC's new approach to transforming BC's system of care for mental health and addictions. The Education system plays a significant role within this approach, as explained in [A Pathway to Hope: A roadmap for making mental health and addictions care better for people in British Columbia](#). We do not, however, have total responsibility for mental health, but rather focus on mental health promotion as well as work with our community and ministry partners.

Mental well-being, or positive mental health, involves the capacity to think, feel and act in ways that improve our ability to enjoy life and deal with its challenges. Schools play an important role in supporting students to build the skills and knowledge that contribute to their overall well-being.

It helps to think of mental health as being on a spectrum with some students needing more help than others. Or we can look at it through the RTI model, where we have universal supports that help all students, small group or one-to-one support for those who still need some help, and then we offer more intensive supports for those few students who require even more.

Classroom and School Supports:

Support for mental health and well-being starts in classrooms and schools. We want students to have safe, supportive experiences where they feel welcome and supported. Engaging, effective instruction and prevention-focused systems are also in place to promote positive behaviour. Classrooms and schools across the district vary in how they approach this goal, but following are examples:

- Core competencies in curriculum: each of the competencies (communication, thinking, and personal and social) support emotional learning and allow concepts related to mental wellness to be embedded in all subjects at each grade level
- Physical and Health Education: focuses on well-being and the connections between physical, intellectual, mental and social health
- Social emotional learning programs like Play is the Way or Zones of Regulation that specifically target social emotional learning, helping students regulate, identify feelings and build resilience. Can be school-wide or only classroom-based
- Mindfulness and/or breathing first thing in the morning to help students regulate and start their day on a positive note
- Incorporating First Peoples Principles of Learning into practice; Indigenous knowledge and perspectives; Indigenous Education
- Instructional programs/focus like outdoor education, music, theatre, hands-on learning
- Extracurricular activities/clubs, like SAGA groups, Social Justice clubs, Spirit clubs, gaming club, Student Council, plays & other performances, intramurals, sports teams, etc.,
- Mental Health literacy programs with Healthy School coordinator
- Positive behaviour programs that teach and model positive social/character traits
- Breakfast and lunch programs
- Afterschool programs connected with BFS
- Food for Families

Sometimes universal supports in classrooms and/or schools are not enough and some students need more help with their social emotional learning and/or well-being. A teacher, a qualified professional or a community partner may use classroom-based or small group interventions to help. Following are some examples:

- Child and Youth Care Worker has a lunchtime “friendship” group to help students develop social competencies.
- Boundary Family Services worker meets with group of students who have anxiety or other “thematic” challenges.
- Indigenous Culture and Student Success facilitators do check-ins with Indigenous students to see how they are doing.
- CYCWs check in regularly with those students who need extra support.
- School-based teams meet regularly to discuss concerns and to problem-solve how to support students. SD 51 has an Applied Behaviour Analyst who is able to provide guidance as well.

At times, some students need even more one-to-one support. We have school counsellors and CYCWs, but we also reach out to community agencies such as Boundary Family Services, Child and Youth Mental Health, or Freedom Quest. Many of these groups are part of the Boundary Integrated Services Model and/or West Boundary Inter-Agency Services. We know that the resources they have are not always sufficient for our need, especially for our more remote schools. Add in a pandemic, and the need is even more apparent. For that reason, SD 51 has a pilot project for the elementary schools in the west. Four students and their caregivers are receiving one-to-one counselling sessions/interventions (meet once a week for an hour, over 10 weeks) that will end before Spring Break. The pilot project will be evaluated in terms of impact before Spring Break.

To support student well-being and resiliency, adults must also have the tools and practices to support their own well-being. Stress experienced by staff can negatively impact other staff and students, impacting everyone in the building, which has never been more apparent than during the COVID-19 pandemic. Throughout the pandemic, teachers and school staff remain focused on supporting their students, while trying to maintain their own mental health and establish balance in new ways of living and teaching. SD 51 has a variety of programs to support staff, including Amy Allan’s wellness checks and her confidential one-to-one staff support, the employee and family assistance plan, and the Lifespeak website.

SD 51 Personnel Who Support Mental Health and Well-being:

Child & Youth Care Workers (Elementary)
 Counsellors (Secondary)
 Elder in Residence
 Indigenous Culture and Student Success Facilitators
 Teachers
 Principals & Vice-Principals
 Learning Support Teachers
 Education Assistants
 Applied Behaviour Analyst
 Healthy School Coordinator
 Pilot Project: One-to-one Student counselling in west

Outside Agencies:

Boundary Family Services (child & youth counselling; family counselling; after school programs; youth support services)
 Child & Youth Mental Health (Ministry of Child and Family Development)
 Freedom Quest
 Victim Services

In the process:

Training in Neurosequential Model in Education for trauma-informed practice

Conclusion:

From the Early Development Index (EDI) data, we know that many students entering kindergarten in SD 51 are vulnerable on more than one scale (physical health & well-being; language & cognitive development; social competence; emotional maturity; communication skills & general knowledge). We also know that SD 51 students become less vulnerable as they progress in school (as shown by data in Middle Development Index, Student Learning Survey, Grad Completion rates, etc.). Why? Because teachers and staff do incredible jobs at the classroom and school levels, helping students develop emotionally, socially, intellectually and physically.

However, we also know that mental health concerns are rising, and there is greater need for students and families in our communities. One of the challenges we face as a district is not knowing the specifics of special purpose funding (mental health grant, etc.) until fall, well after our planning for the new school year. We also must remember SD 51 plays one part in the mental health approach. It is not on our shoulders alone, and we must work collaboratively with outside agencies to support them as well.

SCHOOL DISTRICT NO. 51 (BOUNDARY)

P O L I C Y

SECTION	TITLE	NO. 1170
GOVERNANCE/COMMUNICATIONS	<u>Conflict of Interest, Pecuniary Interest</u>	

DATE ADOPTED: February 8, 2000

DATE AMENDED:

The Board has confidence in its employees to carry out their duties in an ethical and responsible manner. Therefore, it is in the best interest of all concerned to clearly understand the breadth and scope of this expectation.

As employees and trustees occupy positions of special trust and confidence, the Board expects them to conduct themselves in such a manner to avoid conflict of interest or the perception thereof. The Board expects employees to discharge their duties and responsibilities professionally and impartially.

Employees are expected to request a determination of the Superintendent or Secretary Treasurer before engaging in any activity which might reasonably raise questions about a possible conflict of interest.

Definitions:

- *Conflict of Interest* arises where an employee's private interest affects the discharge of their duties with the District.
- A *direct pecuniary conflict of interest* will be deemed to exist where an employee receives remuneration (other than expenses) above and beyond the employee's regular salary or wages, whether from the District or any other source, for services that have been performed in the course of the employee's normal employment with the District, or for the sale of work or materials produced for the District as part of the employee's normal duties.
- *Indirect pecuniary conflict of interest* exists where an employee uses his/her position to make a decision or effectively influence a decision that would result in a pecuniary benefit to a relative, partner, business associate or close friend.
- *Employee* is all personnel of SD51 including the Trustees.

REGULATIONS

Examples of conflict of interest situations include:

- when an employee's private activities or financial interests are, or appear to be in conflict with his/her responsibilities and duties towards the Employer;
- when an employee's private interests or activities hinder his/her ability to act in the best interest of the Employer or is perceived as such;
- when an employee gains an advantage in their private activities or financial interests as a result of knowledge, or involvement in the business of the District;
- when an employee's actions compromise or undermine the trust which the public places in the District or, damages the reputation of the District

This policy is not intended to prohibit employees and their immediate families from conducting legitimate business with the Board, but to establish parameters regarding how such business is to be conducted.

1. Employees must exercise care in the management of their activities and private personal affairs so as not to benefit from, or appear to benefit from:
 - 1.1 the use of information acquired during the course of their duties, where such information is not generally available to the public;
 - 1.2 any corporate transactions over which they can influence decisions;
2. Employees must not engage in off-duty activities which place them in a conflict of interest whether actual or perceived;
3. Employees must not work for remuneration outside their employment with the District if such secondary employment interferes with the employee's obligation to the employer.
4. An employee is prohibited from engaging in employment which is in direct competition with the activities of the District;
5. Employees must ensure that their private interests do not prejudice their effectiveness in their position or compromise or embarrass the District;
6. Employees must not place themselves in a position where they are, or may be, under an obligation to any person who has a business or other dealings with the District and would benefit from special consideration or treatment by the employee;
7. Where an employee has an awareness in a matter through family or private interests (club or organization), that can impact the outcome of a District decision, the employee should recuse themselves from the process or discussion.

An employee having a question about whether participation in any activity would be contrary to this policy is urged to request a determination from the Superintendent or designate to discuss the proposed activity and to receive guidance and advice with respect to the same.

SCHOOL DISTRICT NO. 51 (BOUNDARY)

P O L I C Y

SECTION	TITLE	NO. 4090
HEALTH/SAFETY	<u>Violence, Intimidation, Harassment, Threats</u> Prevention of Violence in the Workplace	

DATE ADOPTED: January 13, 1998

DATE AMENDED: December 13, 2004

DATE REVIEWED: March 13, 2018

~~The Board shall consider any action of violence or intimidation, harassment or threats on school premises to be a serious risk to the school environment and to the safety of students and staff. The Board shall take appropriate action to ensure the safety of staff and students.~~

The Board of Education of School District No. 51 (Boundary) recognizes the right of all employees to work in an environment free from violence under the *Workers Compensation Act*.

The Board is committed to protecting employees from incidents of violence in the workplace, and as a result will conduct risk assessments and will establish a violence prevention program when there is any risk of injury to workers from violence arising out of their employment.

It is the responsibility of all personnel to identify and report situations of risk so that appropriate planning for prevention, intervention and follow-up can be undertaken.

REGULATIONS

1. Definition of Workplace Violence per OH&S Regulation 4.27:

The attempted or actual exercise by a person, other than a worker, of any physical force so as to cause injury to a worker, and includes any threatening statement or behaviour which gives a worker reasonable cause to believe that he or she is at risk of injury.

2. The Superintendent or designate will be responsible to maintain Violence/ Threat Risk Assessment procedures and ensure risk assessments are performed as required..
3. Where a risk assessment indicates potential for violent incidents exists, the Secretary Treasurer or designate will be responsible to ensure a Violence Prevention Program is established in collaboration with the Joint Health & Safety Committee and/or worker health and safety representatives.

4. The Violence Prevention Program will include the following components:
 - a. Policy/approach to preventing violent incidents
 - b. Identification of risks and when/how risk assessments will be completed;
 - c. Prevention procedures
 - d. Worker/supervisor training
 - e. Procedures for reporting and investigation incidents
 - f. Incident follow-ups
 - g. Program review
5. All records and incidents will be treated in a confidential manner.
6. Provisions for dealing with violence between two (2) or more employees of the Board will be covered by Occupational Health & Safety Regulations, Policy No. 4100, Respectful Workplace, and/or any terms of Collective Agreements as appropriate.

- ~~1. The Board requires all school district employees to comply with the WCB Regulations Protection of Workers from Violence in the Workplace.~~
- ~~2. The Board expects that individuals who performs or participates in acts of violence, intimidation, harassment or threats shall be governed by the appropriate District policy or Criminal Code.~~
- ~~3. When a school or department believes any act by a person to be of a violent or intimidating nature, the administrator or designate shall:
 - a) Make all reasonable efforts to minimize the risk to all members of the school community.
 - b) Report the incident to the Superintendent /Secretary Treasurer/Designate. and/or the RCMP and ensure the incident is documented.
 - c) Ensure appropriate discipline procedure/action or follow-up occurs expeditiously.~~

~~**Note:** For the purpose of this policy, school functions include any assembly, meeting or gathering of students, or student field trips under the supervision or direction of the Board, representatives of the Board, or the teaching, non-teaching, or supervisory staff in the course of their duties.~~