



School District No. 51 (Boundary)

Regular Meeting of the Board of Education

October 19, 2021 at 6:00 p.m.

Boundary Learning Centre

Agenda

Call to Order

Opening Acknowledgement

"With gratitude, we acknowledge that School District 51 resides on the unceded traditional territory of the Interior Salish people. We also acknowledge the enduring presence of all First Nations, Inuit and Métis people. May we always live and care for these lands with respect."

10 Minute Comment Period

Adoption of Agenda

Adoption of Minutes

September 21, 2021 – Regular Meeting Minutes

Report on In-Camera Meeting from September 21, 2021

The Board discussed personnel issues, properties/facilities, business items and the Auditor's Report.

Correspondence

- Parent Letter to the Board
- Parent Letter to the Board

Business Items

1. Superintendent Report (Attachment)

- Class size averages
- Food Security (Attachment)

2. Secretary-Treasurer's Report (Attachment)

- 2020/21 Enrolment/Operating Grant (Attachment)
- CEF/Remedy
- External Video Surveillance

3. Presentations/Delegations

Denise Herdman – Changing Results for Young Children Inquiry

4. Framework for Enhancing Student Success

- School Growth Plans (Attachment)

5. Budget Considerations

6. Committee Reports

Finance Committee
Operations Committee
Trustee Orientation Committee
Policy Committee

MOTION: “That the Board approve for circulation Policy No. 3063 – StrongStart Early Learning Centres, as presented.”

MOTION: “That the Board approve for circulation Draft Policy – Global Positioning Systems on District Vehicles, as presented.”

7. Trustee Reports

Rec Commission	* BCPSEA
BISM	* OLRC
BCSTA Kootenay Boundary Branch	* Community Literacy
PAC Highlights	* GFSSAG
Student Trustees	* Boundary Indigenous Education Advisory Committee

8. Around the Boundary

Trustee Activities and Upcoming Events

- BCSTA Provincial Council Meeting – October 23, 2021
- BCPSEA fall Symposium – November 4-5, 2021
- BCSTA Trustee Academy – December 2-4, 2021
- BCSTA Provincial Council Meeting – February 11/12, 2022
- BCSTA AGM – April 21-24, 2022
- BCSTA Provincial Council – April 23, 2022

Future Agenda Items

Next Board Meeting: **November 16, 2021 at 6:00 p.m.**
 School Board Office

Adjournment

QUESTION PERIOD

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

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

School District No. 51 (Boundary)

Minutes of a Regular Meeting of the Board of Education of School District No. 51 (Boundary)
held Tuesday, September 21, 2021 at the School Board Office

The Chairperson called the meeting to order at 6:03 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: Nil

Acknowledgement of the Indigenous peoples and ancestors.

Presentations/Delegations

Nil

Adoption of Agenda

MOVED Jepsen
2ND Danyluk

"That the Agenda for September 21, 2021 be adopted as circulated."

CARRIED

Adoption of Minutes

MOVED Massey
2ND Strukoff

*"That the June 8, 2021 Regular Board Meeting minutes be adopted as amended, with the addition of the word
"out" under #10."*

CARRIED

Correspondence

Nil

Business Items

1. 2020-2021 Audited Financial Statements

MOVED Strukoff
2ND Massey

“That the Board of Education approve an operating surplus appropriation in the 2020/21 financial statements for an internal restriction of up to \$500,000 to support strategic direction initiatives in the 2021/22 school year.”

CARRIED

MOVED Danyluk
2ND Van Marck

“That the Board of Education receive and approve the Audited Financial Statements for the year ended June 30, 2021.”

CARRIED

2. Superintendent’s Report

Superintendent Lautard presented the report for Summer 2021. She highlighted the COVID protocols to date as well as the challenges SD51 has had in recruiting teachers.

3. Secretary-Treasurer’s Report

Secretary-Treasurer Burdock reported out on the status of summer 2021 projects. She also presented proposed committee meeting dates for the 21/22 school year.

4. Enhancing Student Learning

MOVED Strukoff
2ND Massey

“That the Board of Education receive and approve the School District No. 51 (Boundary) Enhancing Student Learning Report for 2020/21 for submission to the Ministry of Education, publication and ongoing use as a planning document.”

CARRIED

5. Strategic Plan

MOVED Van Marck
2ND Bird

“That the Board of Education receive and approve the 2021-2026 School District No. 51 (Boundary) Strategic Plan for submission to the Ministry of Education, distribution, publication and ongoing use as a planning document.”

CARRIED

6. Five-year Capital Plan Submission 2022/23

MOVED Massey
2ND Jepsen

“That the Board of Education receive and approve the 2022/2023 Five-Year Capital Plan for submission to the Ministry of Education.”

CARRIED

5. **Committee Reports**

- KBB AGM 2021 Committee – Zoom AGM meeting on September 26 at 1:00 p.m.

6. **Trustee Reports**

BCPSEA – Trustee Danyluk reported on the upcoming AGM as well as upcoming bargaining training dates.

BISM – Superintendent Lautard reported out.

PAC Highlights – Board Chair Zitko reported out on the Beaverdell Pac Meeting.

Student Trustees – Board Chair Zitko and Superintendent Lautard met with a prospective student trustee at Boundary Central Secondary.

Meeting adjourned at 7:45 p.m.

Chairperson

Secretary-Treasurer

From: Ashley and Eric Spring

Date: Thursday, October 7, 2021 at 3:16 PM

Hello Rose,

I am emailing to state my support for mandatory vaccination for school district employees. My son Corbin is in Kindergarten at WBES and has already missed 3 weeks of school due to covid outbreaks in the classroom and school. I strongly believe that mandating school district employees to get vaccinated would be a huge step in the right direction towards creating a safer school for our children. As a parent I want to be able to send my children to school feeling like I am leaving them in the safest possible environment, but having unvaccinated staff working directly with or alongside these young children, who do not yet have the choice to be vaccinated, does not create a sense of safety in any way.

Many aspects of this virus are out of our control, but mandatory vaccination is one thing that the school board does now have control of, so I urge you to take a huge step towards making the school a safe place again and mandate vaccines for school district employees.

Thank you for your time and consideration,
Ashley Spring

We, the concerned parents and community members of Grand Forks, are providing this package to you to allow you an opportunity to examine some scientific data and information about the issues we are all currently facing regarding Covid-19 protocols and mandates. This information provides a different perspective than that given by the mainstream media, by government leaders, and by some scientists and medical doctors.

We love our children more than anything else in the world and want the brightest future for all of them. Fortunately, we have this wonderful world-wide web, where all of us humans can share information at light speed, which allows us to see and hear data and information from many qualified and experienced scientists and doctors who have found themselves censored and shut down when they have dared to challenge the authoritarian message about Covid-19 that is echoed by most governments at all levels around the world.

What we are seeing from these credible scientists, medical doctors and other professional, educated people all over the world is not congruent with what our health authorities here in Canada are telling us. For example, daily mask wearing has been proven to be extremely harmful, especially for children. Not only does science prove the harms, but so does common sense. Even the boxes surgical masks come in clearly state that masks do nothing to stop virus transmission. Please reconsider your mask-wearing policies for our children.

Secondly, at this point in time, and for many months (or years) to come, these vaccines must be considered to be in the experimental stage as the clinical trials are yet to finish (for example the Pfizer jab will finish clinical trials in 2023). Not enough time has gone by since these new-technology genetically engineered vaccines have been used on humans to know for sure what any negative long-term effects may be. Additionally, the raw, honest data of current deaths and severe adverse reactions caused by the emergency-use authorized Covid-19 vaccines is horrifying. Perhaps you do not realize this, but **by allowing experimental vaccine clinics in our schools, you have assumed liability** for all current and future compensation claims from families who may have to live with the long-term consequences of injury from the vaccine. We plead with you to take some time to re-think your decision to allow such clinics in SD 51 schools.

We are sharing this information with you because we have seen that a thorough and honest cost-benefit analysis has not been performed by authorities at any level prior to the implementation of any of the Covid-19 related mandates – from lockdowns to vaccine passports. As concerned Canadians, we have done much research on both sides of these issues, which has allowed us to perform the thorough and honest risk-benefit analysis that has been lacking. As we have done our research, we have focused our attention on seeking answers for the following three questions:

- 1 - Are the mandates necessary?
- 2 - Are they effective?
- 3 - Are they safe?

If you carefully and open-mindedly examine the information provided below, we hope you will realize, as we did, that the answer to all of these three questions is a very resounding NO!

Ghandi once said: "Civil disobedience becomes a sacred duty when the state becomes lawless."

We want to challenge you to do your duty to truly protect our children, whatever the personal cost.

Please take the time to open the following links and carefully read through the information provided therein, which proves there is a very important and censored side to the covid narrative. We hope that you all will see that this data does not back up what our unelected health authorities are saying.

We look forward to following up at the school board meeting on the 21st of September 2021.

Very kind regards,

Anna Leksinska, Lisa Sipponen, Laurie Nichols, Sukie Lawrence & Other Concerned Boundary Residents

VAERS (Vaccine Adverse Event Reporting System):

<https://vaers.hhs.gov>

Canada's Adverse Reaction Database:

<https://health-infobase.canada.ca/covid-19/vaccine-safety/#a6>

Unlike VAERS, VigiAccess has more than 2 million adverse reactions entered for Europe. Please visit <http://vigiaccess.org/> click the box to confirm and then enter "Covid-19 Vaccine" when it asks to enter tradename of drug.

*Prior to June 2021 the WHO (World Health Organisation) recommended to **NOT** vaccinate children under 16. After June 2021 they now **ONLY** recommend to vaccinate those at high risk (compromised immune systems, etc.) **NOT HEALTHY CHILDREN**. Why are you allowing experimentation on Canadian children against the WHO recommendations??

[COVID-19 Vaccines Advice \(who.int\)](https://www.who.int/emergencies/diseases/novel-coronavirus-2019/covid-19-vaccines/advice)

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/covid-19-vaccines/advice>

These guys are great defenders of children:

<https://childrenshealthdefense.org/defender/vaers-cdc-injuries-deaths-covid-vaccines-fda-third-shot-immunocompromised/>

Dr. Steven Pelech, Division of Neurology in the Department of Medicine at UBC, and Senate Representative for Faculty of Graduate and Post-doctoral Studies writes how much more of a risk the mRNA shots pose to kids than covid:

<https://westernstandardonline.com/2021/08/ubc-scientist-raises-concern-over-vaccine-risks-and-variant-misinformation/>

CDC lists vaccinated deaths as unvaccinated if they occurred post first jab or within 14 days from second jab:

https://articles.mercola.com/sites/articles/archive/2021/09/15/cdc-lists-vaccinated-deaths-as-unvaccinated.aspx?ui=f42236ca29822f8d46aaa03f5f715d5fa9c821bc10a37409727a1b29ea53fe73&sd=20210816&cid_source=dnl&cid_medium=email&cid_content=art1HL&cid=20210915&mid=DM993588&rid=1265350700

*Young health care worker and GRAND FORKS resident gets paralyzed from Moderna injection and won't qualify for BC Vax pass.

https://www.rebelnews.com/bc_vax_pass_punishes_young_health_care_worker_who_cant_walk_following_moderna_jab

Bonnie Henry herself said we should not be wearing masks, so why are you masking our children?

https://youtu.be/-CefaYs_pFs

Remember when the masks being given out in schools were recalled because they contained toxic graphene?

<https://humansarefree.com/2021/04/bombshell-disposable-blue-face-masks-found-to-contain-toxic-asbestos-like-substance-that-destroys-lungs.html>

<https://www.cbc.ca/news/canada/new-brunswick/health-canada-disposable-1.5974867>

EDMONTON RESPIRATOR EXPERT HAS CONCERNS:

We all have an immune system that can fight and overcome any COVID-19 threat if its healthy and we nurture it. Humanity has survived naturally for untold thousands of years. Now suddenly billionaires, certain government officials and medical officers are demanding us to accept an experimental chemical shot with no demonstrated health benefit. What's in it for them? We must take control over our health as no one, is truly responsible for it – except us. Now that you know the truth and the criminal deception perpetrated on us, what are you going to do about it? Thank you for reading this open letter and letting me share my expertise. I ask that you share this with the public via media statement as we are all committed to promoting good health for all Canadians. If you would like others to read this, please forward a donation of any amount to help with printing costs: maskbrochure@gmail.com. If you have a question or comment, I would love to hear from you. I can best be reached: chris@safecom-inc.com. Sincerely, Chris Schaefer Respirator Specialist Edmonton, Alberta, Canada

Re: Government Health Services mandate that all Canadians wear an N95 disposable, surgical or nonmedical mask in public to reduce the likelihood of transmitting or developing a condition from the coronavirus - known as COVID-19. I have been teaching and conducting respirator fit testing for over 20 years and now currently for my company SafeCom Training Services Inc. My clients include all levels of government, our military, healthcare providers, educational institutions and private industry. I am a published author and a recognized authority on this subject. The mandated disposable N95, surgical and nonmedical masks are not actually by definition, even masks at all. Masks that cover mouth and nose

must have engineered breathing openings that allow the easy flow of air in when we inhale and easy flow of air out when we exhale. Examples of masks include respirator masks, halloween masks, scuba masks and hockey goalie masks. Lacking engineered openings, the mandated closed cover, traps hazardedly high concentrations of exhaled carbon dioxide thereby causing the restriction of available oxygen, which the wearer is forced to inhale. It is very hazardous to re-inhale your exhaled carbon dioxide. These covers that are mandated are simply – breathing barriers. I also refer to them as closed covers and instruments of self-suffocation.

Breathing Barriers Trap Carbon Dioxide and Lower Oxygen By lacking engineered inhalation and exhalation valves – unlike a real respirator, these closed cover breathing barriers cause the wearer, exposure to high carbon dioxide and low oxygen levels that are rated as Immediately Dangerous to Life and Health (IDLH). Normal carbon dioxide in air is approximately 400 PPM (parts per million). In April 2021, Health Canada set the indoor exposure limit to carbon dioxide at 1000 PPM. Residential indoor air quality guidelines: Carbon dioxide - Canada.ca I have personally measured carbon dioxide levels within two minutes of wearing at over 40,000 PPM. Normal Oxygen in air is 20.9%. I have personally measured oxygen levels within two minutes of wearing as low as 17.5%. What the ongoing effects of these hazardous air exposures will have on the wearers' health will vary. However, if I were to measure these exact same levels inside a confined space, in which workers were present, I would have to initiate an immediate evacuation alarm to get them out. If hazardous air for yourself and your children isn't enough of a concern for you to ditch the breathing barrier, then I have a couple more good reasons for you.

Closed Covers Breed Harmful Bacteria Besides trapping exhaled carbon dioxide and creating a low oxygen atmosphere, these breathing barriers also trap heat and moisture. I know you have been told that the cover catches droplets that stop virus transmission, however that is impossible as 99% of all viral particles are airborne and enter our eyes and pores of our skin just as easily as mouth and nose. They travel through the air and can stay airborne for hours, if not days, depending on size and air movements. It is impossible for any filtering respirator, much less a piece of cloth or paper fitted over your mouth and nose, to protect you or anyone else from viral transmission. By trapping heat and moisture, the inside material of your cover stays warm and moist, which is the perfect environment for harmful bacteria to form, grow and multiply, right in front of your mouth and nose. These closed covers are all bacteria generators. What effect does this have in hospitals on patient infection and poor decision making by health care professionals? Does this bacteria generator increase the risk of patient infection? Does the forced low oxygen atmosphere caused by the closed cover contribute to the poor decisions made by health care professionals that result in 28,000 deaths in Canada every YEAR due to preventable medical errors? <https://www.rcinet.ca/en/2019/10/28/thousands-die-from-medicalerrors-yearly-notes-advocacy-group/> Trapping heat and moisture also causes the degradation of the material of the cover which can cause the user to inhale the chemicals and fibers used in the manufacture of the cover.

Our Children at Risk Wearing a breathing barrier will only harm your health and especially your child's health. Why? Because children have a higher breathing rate than adults and require oxygen more frequently. Forcing your child to experience an oxygen deficient atmosphere is torture. <https://www.dignity.dk/.../torture.../torture-by-asphyxiation/> This does not include the forced chemical sanitizers our children are subject to in schools several times a day. These sanitizers falsely called "hand" are poison. Type in the brand name and product name and the letters msds into an internet search to learn the truth. Anyone that has completed WHMIS training knows this. Common warnings regarding

this product include: Wear gloves and goggles when handling. If skin contact occurs, flush with running water at least 15 mins. Remember, many chemicals, including sanitizer, can enter our blood and organs simply through skin absorption, the exact same way that nicotine and testosterone through a medication patch do. Lastly, read the sanitizer label. It kills 99.99% of BACTERIA, not viruses. **It has NO EFFECT on viruses.** We have a lot of healthy bacteria in our bodies for digestion and other functions. What affect does this absorbed poison have on that? So if breathing barriers and sanitizer cause us harm, despite what you have been told by Government Health Services, how are you supposed to protect your health? What about the age-old, tried, tested and proven method of a healthy diet, clean water, avoidance of man-made foods, plenty of fresh air, sunshine, moderate exercise, restful sleep, laughter and avoidance of stress.

The images below are official data from Europe, Scotland and the UK direct from their own government websites. When the swine flu vaccine was recalled due to its dangers, **only 25 people had died as a result.** Now, if you add together the official reported deaths from around the world, over **50,000** men women and children have been killed by these covid jabs.



EudraVigilance - European database of suspected adverse drug reaction reports

The European Medicines Agency publishes these data so that its stakeholders, including the general public, can access information that European regulatory authorities use to review the safety of a medicine or active substance. **Transparency** is a key guiding principle of the Agency.

COVID-19 Vaccine Adverse Drug Reactions
21,766 DEAD
2,074,410 Injuries Through Aug 14, 2021
COVID-19 MRNA VACCINE MODERNA (CX-024414)
COVID-19 MRNA VACCINE PFIZER-BIONTECH
COVID-19 VACCINE ASTRAZENECA (CHADOX1 NCOV-19)
COVID-19 VACCINE JANSSEN (AD26.COV2.S)



EUROPEAN MEDICINES AGENCY
SCIENCE MEDICINES HEALTH

Eudra**Vigilance**



5,522 DEAD Within 28 Days following COVID-19 Vaccines

AstraZeneca Shots: 3,643 DEAD

Pfizer Shots: 1,877 DEAD

Moderna Shots: 2 DEAD

1559 DEAD

1,135,579 COVID-19 Vaccine Injuries

9 December 2020 to 4 August 2021

Research and analysis

Coronavirus (COVID-19) vaccine adverse reactions

A weekly report covering adverse reactions to approved
COVID-19 vaccines



Additional Links:

<https://aapsonline.org/majority-of-physicians-decline-covid-shots-according-to-survey/>

<https://theexpose.uk/2021/08/19/1-in-1-7-million-children-died-with-covid-1-in-9-suffered-serious-adverse-reaction-covid-vaccine/>

<https://dailyexpose.co.uk/2021/08/26/holocaust-survivors-send-open-letter-to-the-mhra-demanding-an-end-to-the-covid-19-vaccine-roll-out-because-they-are-seeing-another-holocaust-unfold-before-their-eyes/>

<https://humansarefree.com/wp-content/uploads/2021/07/USA-6985-Dead-from-COVID-Vaccines-and-411911-Adverse-Reactions-%E2%80%93-Now-a-Top-50-Cause-of-Death.jpg>

<https://humansarefree.com/2021/08/highly-educated-americans-are-vaccine-hesitant.html>

Mandatory PCR, criminal offense:

<https://newtube.app/user/GSHforLife/4nQvEIE>

Websites of Interest:

Childrenshealthdefence.ca

Enableair.com

Awakecanada.org

Thefreedomorg.ca

Oneeyedbudgie.com

Policeonguard.ca

Vaccinechoicecanada.com

Freedomrising.info

Worlddoctorsalliance.com

Thehighwire.com

Corbettreport.com

Pressfortruth.ca

Weareallessential.ca

Stand4thee.com

Awarriorcalls.com

Takeactioncanada.ca

Brightlightnews.com

Gbdeclaration.org

Jccf.ca

Swprs.org

Action4canada.com

Americasfrontlinedoctors.com

Constitutionalconventions.ca

Stopworldcontrol.com

Evidencenotfear.com

Activistpost.com

Freedomforumcanada.com

Standupcanada.solutions

12 year old Canadian sums it up for us here:

https://youtu.be/44JdB61n_kw

Thank you for your time.



**Month-End Report
September 2021
Anna Lautard
Superintendent of Schools**

COVID Update

Beginning October 4, the Ministry of Education and Public Health Office expanded its health and safety measures requiring masks for Kindergarten to Grade 3 students when inside a school building or riding a bus.

- The measure built on the existing guidelines that applied to all students in Grades 4 to 12. To meet this new requirement, SD 51 ordered child-sized disposable masks that were shared with elementary schools.
- Letter was sent to SD 51 families and staff on October 1 to communicate expanded measures.
 - First week centred around building stamina with lots of breaks for primary students.
- [SD 51 Communicable Disease Plan](#) was also updated with changes highlighted in yellow.
- Exemptions still exist as before:
 - A person who cannot tolerate wearing a mask for health or behavioural reasons,
 - A person who is unable to put on or remove a mask without assistance of another person,
 - If the mask is removed temporarily for the purposes of identifying the person wearing it,
 - If the mask is removed temporarily to engage in educational activities that cannot be performed while wearing a mask (e.g., playing a wind instrument, engaging in high-intensity physical activity, etc.),
 - If a person is eating or drinking,
 - If a person is behind a barrier or,
 - While providing a service to a person with a disability or diverse ability (including but not limited to a hearing impairment) where visual cues, facial expressions and/or lip-reading movements is important.

Dr. Henry also announced that Regional Health Authorities would start posting K-12 school “potential exposure events” to their websites starting on Tuesday, September 28. Interior Health’s school exposures can be found [here](#).

- The school and dates of exposure will be posted IF:
 - A person (staff or student) attended school while infectious, and there is an increased risk of COVID-19 to the groups they were part of. For most instances, this will be their classroom(s).
- Interior Health directly contacts people who are identified as close contacts and will give those people guidance. The School District does not identify or contact those identified as close contacts.
- It is recognized there is often a delay in public health being notified of a positive lab test and the case investigation starting, so postings may “lag behind” individual parents sharing information.
- It is essential for parents to monitor their children’s health daily and keep children home if they are unwell. This is especially essential as we start to see other respiratory viruses increase.
- The trajectory and level of cases among school-aged children reflect overall community vaccination rates.

- Most transmission is happening in households or social settings, not in schools.
- The best way to prevent COVID-19 from entering schools is for everyone eligible (school staff, parents, students 12 and over) to get 2 doses of a COVID-19 vaccine.

On October 5, the BC Public Service announced that all provincial government employees are required to be fully vaccinated by November 22, 2021. School staff is not included in this requirement because they do not work for the provincial government; they work for individual boards of education. Currently, there is no order to require mandatory vaccination in the K-12 education sector. The provincial health officer has stated that these requirements are the responsibility of the employer in conjunction with seeking legal guidance.

The Ministry of Education has established a committee with all stakeholders to address the complexity of these issues and support boards in their role as the employer. We will be awaiting information from this committee and will continue to work with Interior Health to understand what actions are appropriate and contribute to a helpful mitigation strategy.

Proposed K-12 Student Reporting Policy

The Ministry of Education is asking for public engagement on the [Proposed K-12 Student Reporting Policy](#) which is replacing three different policies into one. The new policy is aligned with the curriculum that was introduced beginning in 2016 and will ensure parents receive information about:

- Student progress in each subject area the student is currently studying,
- Areas of significant student growth and opportunities for further development,
- Student attendance.

The policy will also give students a voice in their learning by requiring student self-assessment and goal setting to be included in reports home.

To give feedback, the Ministry asks you to read the [proposed policy](#) as well as the following:

- [Summary of the Proposed Policy](#)
- [Draft K-12 Student Reporting Policy: Background & Rationale](#)

Public feedback period will run until November 5, 2021. In November 2021, a “What We Heard Report” summarizing this feedback will be released. The Ministry of Education will then release an updated and final policy in January 2022. Once approved, this final policy is projected to come into effect for the 2022/23 school year.

To give feedback, please go to this [link](#). For more information, please go to the [Reporting on Student Learning in the Classroom](#) website.

Strategic Plan

The District’s strategic plan and enhancing student learning report, both of which were passed at the last board meeting, can be found on [SD 51 website](#).

- Site also has the following links:

- Operational plan for year one
- Educational foundations
- Cycle of improvement
- School growth plans

For my reports, I will be using the strategic directions to give you updates on how particular initiatives are progressing. This month, I am focusing on two areas: Equity, Inclusion and Belonging, and Wellbeing and Resiliency. In future months, District principals and vice-principals will also be sharing insight on these areas as we begin to monitor our progress on SD 51's operational plan.

Equity, Inclusion and Belonging

Canada's first National Day for Truth and Reconciliation was marked on September 30, 2021. On September 29, I shared the following message with SD 51 students, families, and staff:

On September 30, School District 51 (Boundary) will observe National Day for Truth and Reconciliation, which means schools throughout the District will be closed.

This day is meant to honour the children who went to residential schools: the survivors and those who never made it home. It is a day to learn about these schools' horrific history and continued legacy, a day to honour all the families and communities affected, and a day to think about how we, as individuals and as communities, can answer the calls to action and begin the journey to reconciliation.

This week, staff and students have been engaged in many different activities to deepen student knowledge and understanding of residential schools and to honour the lost children and the survivors.

SD 51 encourages you to use September 30th as a day for education and reflection, to learn about the history and effects of residential schools and to think about how to support reconciliation with action. Following are a few resources to help you begin this journey:

[Indigenous Learning Series](#)

[Truth and Reconciliation Commission of Canada: Calls to Action](#)

[Reconciliation Reality Check](#) with Murray Sinclair

The Honorable Murray Sinclair said, "We have described for you a mountain. We have shown you the path to the top. We call upon you to do the climbing."

Now is the time to begin this momentous climb: to recognize the historical and ongoing wrongs committed against Indigenous peoples, to listen deeply to their experiences past and present, and to work intentionally and whole-heartedly towards reconciliation through the calls to action.

Each school marked Truth and Reconciliation Day in different ways:

- Grand Forks Secondary: virtual assembly with Joanie Holmes, Elder in Residence, doing a virtual land acknowledgement and speaking of the significance of the day, sharing video clip of survivor's stories, open house with bannock and orange shirt pins at lunch, individual classroom activities, bulletin boards and posters
- Walker Development Centre: Truth & Reconciliation-themed coffee house, activities with Wanda Hecht and Carol Mitchell creating items symbolizing Orange Shirt Day (pins, flags, bracelets)

- Big White Community School: watched video, whole school activity, made orange shirt pins and other crafts
- Boundary Central Secondary: students and staff wearing orange shirts, Foods class serving salmon and potato cakes for entire school, one class sharing traditional games with other classes, individual classroom activities
- 4 Schools: stories and activities with individual classes
- Hutton, Perley and Christina Lake Elementary: individual classroom activities, made orange shirt pins, orange bracelets or orange feather flags

Flags were also at half-mast throughout School District 51 to commemorate and honour those children who attended residential schools, their families, and their communities.

Wellness and Resilience

One of the elements in the Ministry of Education's *Mental Health in Schools Strategy* that I shared with you last February is Compassionate Systems Leadership, which has a focus on cultivating system-wide well-being through compassionate leadership.

To support student well-being and resiliency, adults must have the tools and practices to support their own well-being. Compassionate systems leadership (CSL) helps the adults to do this with three core elements to support systems change:

1. Internal work: includes self-reflection and practice (personal mastery)
2. Relationship work: authentic connections where space is created to be truly present (reflective or generative interactions)
3. System work: connections between self, others, and the broader system (systems thinking)

CSL in education is an approach that inspires transformation and instructional best practices that lead to student success. It is anchored in self-awareness, social awareness, responsible decision-making, self-management and relationship skills. Building on the strong foundation of leadership development that already exists, we need to engage new system awareness tools and embed compassion into the work.

Last year, Michell Bennett and I were able to take the Introduction to Compassionate Systems Framework with Peter Senge and Mette Boell where we were introduced to the tools and approaches that have been developed for CSL. I was able to continue this work throughout the year with my involvement in a community of practice that had participants from all over British Columbia.

This year, four members of the District Leadership Team attended the virtual workshop with Peter Senge and Mette Boell: Nick Bond from West Boundary Elementary, Brian Foy from Grand Forks Secondary, Bo Macfarlane from Boundary Central Secondary and Peter Scott from Hutton. The vision will be for the District Leadership Team to work together to build their CSL toolkit – to grow their understanding of self as a leader, to deepen their relationships with others, and to approach the complex problems of today with an eye on transforming systems to create more positive outcomes with larger, more sustainable change.

Meetings

Sept	1 st	District Leadership Team Biweekly Update Interior Health & Educational Partners meeting
	2 nd	SD 51 Learning Together Session with Katie White
	8 th	Agenda Setting Management Update
	9 th	Deputy Minister Update
	13 th	Boundary Integrated Services Model meeting Elder in-Residence Update
	14 th	Agenda Setting Management Update Finance, Operations and Trustee Orientation Committee meeting
	15 th	SD 51 Health and Wellness meeting DLT Update
	16 th	BCSSA Regional Human Resources Update
	21 st	Agenda Setting Management Update Board Meetings
	22 nd	Grand Forks Social Services Advisory Group meeting New Employee Orientation meeting
	23 rd	Framework for Enhancing Student Learning inaugural co-hort meeting Neurosequential Model in Education session
	24 th	StrongStart interviews Provincial Indigenous District Leads Zoom Circle
	27 th	Changing Results for Young Learners
	28 th	Policy Committee meeting
	29 th	Teacher Interview DLT Update

SD 51 LEARNING TOGETHER

- September 27 – 30: Compassionate Systems Leadership
 - Four members of District Leadership team
- September 2: Katie White and Assessment through a Leadership Lens
 - District Leadership Team
- August 30 – September 1: Non-Instruction Days
 - Big White Community School (2 days)
 - Indigenous Learning/Ripple Effect of Resiliency – Monique Gray Smith Course
 - School Growth Plan
 - Staff Professional Inquiries

- 4-Schools (2 days)
 - School Community
 - Truth & Reconciliation
 - Outdoor Education
- Boundary Central Secondary School (3 days)
 - Ripple Effect of Resiliency – Monique Gray Smith Course
 - Open Parachute – mental health literacy
 - School Growth Plan
- Hutton Elementary (2 days)
 - Literacy – Katie White, guided reading, literature circles
 - Social Emotional Learning – student profiles, class profiles, school profiles
 - School Growth Plan
- Perley Elementary (2 days)
 - Wellness & Resiliency
 - Calmness within the Storm, Leader in Me, breathing practice
 - Strategic Directions & School Growth Plan
 - School Culture & Climate
- Walker Development Centre (2 days)
 - Ripple Effect of Resiliency – Monique Gray Smith Course
 - Open Parachute – mental health literacy
 - School Growth Plan
- Grand Forks Secondary School (2 days)
 - Universal Design for Learning (UDL)
 - First Peoples Principles of Learning
 - School Growth Plan
- Christina Lake Elementary School (2 days)
 - Wellness & Resiliency
 - Calmness within the Storm, Leader in Me, breathing practice
 - Strategic Directions & School Growth Plan
 - School Culture & Climate

K-12 Student Reporting Policy

Date came into force or revised

July 1, 2022

Status

New

Policy statement

Consistent, timely and meaningful student reporting across British Columbia's K-12 school system supports student learning by ensuring parents/caregivers and students are informed about student progress.

The K-12 Student Reporting Policy (the "Policy") outlines the requirements for reporting on student learning: it requires Descriptive Feedback in clear and accessible language and the use of the Provincial Proficiency Scale to ensure all students understand what they can do to ensure proficiency and growth. The Policy also requires Student Self-Assessment and Student Goal Setting as part of the reporting process.

The Policy applies to all students, including students with disabilities and diverse abilities and English and French language learners.

Rationale

Consistent, timely and meaningful student reporting in clear and accessible language enables parents/caregivers, students, teachers and administrators to proactively work together to enhance student success. Students are best positioned for success when parents/caregivers are made aware of learning challenges and prompted to provide support.

The use of the Provincial Proficiency Scale gives students and parents/caregivers a clear understanding of both what students can already do and areas for future growth. Self-reflection is an important part of learning and developing: Student Self-Assessment and Student Goal Setting help to involve students in the assessment process and encourage a sense of ownership over performance.

All students, including students with disabilities and diverse abilities as well as English and French language learners, should be working toward the Learning Standards of the Provincial Curriculum and should receive Learning Updates and Summaries of Learning.

Authority

See the following Ministerial Orders and Regulation:

- Ministerial Order 192/94, the [Provincial Letter Grades Order \(PDF\)](#)
- Ministerial Order 191/94, the [Student Progress Report Order \(PDF\)](#)
- Ministerial Order 190/91, the [Permanent Student Record Order \(PDF\)](#)
- Ministerial Order 295/95, the [Required Areas of Study in an Educational Program Order \(PDF\)](#)
- Regulation 265/89, the [School Regulation \(PDF\)](#)

Definitions

Core Competencies – Sets of intellectual, personal, social and emotional proficiencies all students need in order to engage in deep, lifelong learning. The Core Competencies are Communication, Thinking, and Personal and Social.

Descriptive Feedback – Written comments and/or documented conversations that describe student performance in relation to the Learning Standards and may describe how student learning will be supported by the teacher. This feedback should be in clear language that is accessible to parents/caregivers.

Learning Updates – Responsive and timely updates to parents/caregivers about student progress in relation to the Learning Standards of the Provincial Curriculum. The requirements for Learning Updates are detailed in the Student Reporting Policy and ensure parents/caregivers are well informed about student learning.

Learning Standards – The curricular competency Learning Standards (including the skills, strategies, and processes that students develop over time) and the content Learning Standards (the essential topics and knowledge at each grade level), as set out in the Provincial Curriculum.

Provincial Proficiency Scale – The four categories of student performance (Emerging, Developing, Proficient or Extending) as defined in the Provincial Letter Grades Order and the Student Progress Report Order.

Student Goal Setting – Student goals for their own learning and development for the given school year. Goal setting should begin as early in the year as possible and is usually a year long process. Goals should be informed by Student Self-Assessment of the Core Competencies and may connect learning to broader career and life aspirations.

Student Self-Assessment – Student reflection on their personal progress in developing the Core Competencies and student reflection on their learning engagement and responsibility. These reflections should inform Student Goal Setting.

Summary of Learning – A summative, written report to parents/caregivers that describes student progress and achievement at the end of a school year.

Student Reporting Policy for Grades K-12

As specified by the Student Progress Report Order, Boards of Education must provide all parents/caregivers with at least 4 Learning Updates during the school year and 1 Summary of Learning at the end of the school year.

Learning Updates

Learning Updates provide responsive and timely information to parents/caregivers about student progress in relation to the Learning Standards of the Provincial Curriculum. During the school year, parents/caregivers must be provided with at least 4 Learning Updates, at least 2 of which must follow the requirements below.

Grades K-9

For Grades K-9, at least 2 of the Learning Updates provided during the school year must be written and must include:

- communication of progress in each subject area currently being studied in relation to the Learning Standards, using the Provincial Proficiency Scale and Descriptive Feedback;
- feedback on student attendance, areas of significant growth and opportunities for further development; and
- student-generated content including Student Self-Assessment of the Core Competencies and Student Goal Setting.

Timing of Learning Updates is determined at the district level, but at least 1 Learning Update must take place within the first 25% of scheduled instructional time.

Grades 10-12

For Grades 10-12, at least 2 of the Learning Updates provided during the school year must be written and must include:

- communication of progress in each subject area currently being studied in relation to the Learning Standards, using letter grades and percentages and Descriptive Feedback—these Learning Updates may also include the Provincial Proficiency Scale;
- feedback on student attendance, areas of significant growth and opportunities for further development; and
- student-generated content including Student Self-Assessment of the Core Competencies and Student Goal Setting.

Timing of Learning Updates is determined at the district level, but at least 1 Learning Update must take place within the first 25% of scheduled instructional time.

Summary of Learning

As specified by the Student Progress Report Order, at the end of the school year Boards of Education must provide 1 written Summary of Learning to parents/caregivers. The Summary of Learning will use clear and accessible language to provide information about student progress in relation to the Learning Standards of the Provincial Curriculum.

Grades K-9

For Grades K-9, the Summary of Learning must include:

- a summary of student progress in all subject areas studied during the school year using the Provincial Proficiency Scale and Descriptive Feedback;
- a summary of student attendance, areas of significant growth, and opportunities for further development; and
- a student-generated summary of Student Self-Assessment of the Core Competencies and Student Goal Setting.

Grades 10-12

For Grades 10-12, the Summary of Learning must include:

- a summary of student progress in all subject areas studied during the school year using letter grades and percentages and Descriptive Feedback—the Summary of Learning may also include the Provincial Proficiency Scale;
- a summary of student attendance, areas of significant growth, and opportunities for further development; and
- a student-generated summary of Student Self-Assessment of the Core Competencies and Student Goal Setting.

Inclusive Education

This Policy applies to all students, including students with disabilities or diverse abilities, English Language Learners, and French Language Learners, who may also have individual learning goals identified in a document such as an Individual Education Plan (IEP) or an Annual Instruction Plan (AIP).

Insufficient Evidence of Learning

As defined in the Provincial Letter Grades Order, the "IE" reporting symbol will be used on Learning Updates to alert parents/caregivers when students, for a variety of reasons, have provided insufficient evidence of learning in relation to the Learning Standards of the Provincial

Curriculum. The "IE" symbol is temporary and indicates that further information is required before students can be assessed.

When an "IE" reporting symbol has been assigned teachers must:

- identify the subject areas where there is insufficient evidence of learning
- develop a plan of action to support students in meeting the Learning Standards of the Provincial Curriculum; and
- inform students and parents/caregivers and provide an opportunity to discuss the plan of action, including the insufficient evidence of learning, any problems the student is having, possible solutions, suggested supports and a timeline for resolution.



Briefing Note

Food for Families Fall 2021 Update

The Food for Families program started off with a bang with many stakeholders being contacted the week before school began. I have a staff of one, who generally works on Fridays. She puts together orders, restocks, organizes, breaks down bulk items to smaller containers as well as cleans.

We are working closely with CYCW's and school support staff to help individual schools make the best use of the program. Food orders were sent out to both high schools, most of the elementary schools as well as Big White. The Transition House supports families from Raven Place to pick up orders. We have already filled 8 individual grocery orders, 4 for West and 4 for Grand Forks. Boundary Family Services have the bins for this.

This Fall the local Food Bank has already donated over 300 lbs. of goods as well as a freezer full of frozen chicken. I will be looking for more donations to continue keeping the stock filled and fresh. I have also continued to attend monthly Regional Food Security meetings via zoom. This has been invaluable.

~ Carol Mitchell
Healthy Schools Coordinator



ORDERS MUST BE IN BY NOON ON THURSDAY

ORDERS CAN BE PICKED UP FRIDAY AFTERNOON (we will call/email with a time)

Contact Carol Mitchell Carol.Mitchell@sd51.bc.ca or call 250-442-8275 EXT 80324

250-442-2267 EXT 40236

Name _____ Phone _____

Number of people in home. Adults _____ Children _____

Email _____

Will pick up _____ Address (If delivered) _____

Community contact person or agency (if applicable) _____

We should have the following items when available in OCTOBER. CHECK THE ITEMS YOU WOULD LIKE:

Pre- packed MEALS Pasta and Sauce _____

CHILLI- navy beans, kidney beans, tomatoes, corn, chilli powder _____

Lunch Packs (KD, ABC pasta, Soup etc) _____ Canned veggie Chilli _____

Snack packs (crackers, granola bars, apple sauce, fruit cups) _____

Peanut butter _____ canned Salmon _____ Dry Lentils _____ Chick Peas _____ Rice _____ Corn _____

Breakfast Cereal _____ Oatmeal _____

Dairy Milk _____ Eggs _____ Yogurt _____

Frozen Bread _____ English muffins _____ Bagels _____

Frozen Chicken _____

Produce Potatoes _____ Carrots _____ Onions _____ Fruit (apples or oranges or bananas) _____

Other

Due to Covid we ask that you wait outside on the porch and we will bring out your order.

We use Covid precautions when we repackage or handle food.



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

Ministry Reporting

Fall is reporting time at the Ministry of Education (MoE)! Following are the reports we have been working on that are due in September and October.

- 2020/21
 - *Indigenous Education Targeted Funding Financial Report* - Financial data and commentary on how these targeted funds were spent last fiscal. We spent our full funding of \$513,000 on staffing, learning resources, pro-d, honoraria, field trips, special projects and scholarships.
 - *Classroom Enhancement Fund (CEF) Year-end Reporting* - Financial report confirming: teacher FTE/classification and total salaries/benefits paid through CEF, remedy paid to teachers for classes not in compliance with class size and composition language, and CEF overhead costs incurred by the District.
 - *PSEC Labour Information Gathering & Executive Reporting (LIGER)* - Public sector employers are responsible for both:
 - Senior Employee Compensation Reporting - Ongoing reporting for all exempt employees whose annual base salary is \$125,000 or more; and
 - Executive Compensation Disclosure Reporting - Annual executive compensation disclosure for the CEO and next four top decision-makers with a base salary of \$125,000 or more for the period July 1/2020 to June 30/2021. LIGER disclosure reporting can be found [here](#).
- 2021/22
 - *1701 Student Data Collection* - Collection of data on student FTE and Headcount, as well as data on Unique Student Needs categories (ELL, Special Education, Indigenous Education and Adult Education). The data reported drives our operating grant from the MoE, which is confirmed in December. The snapshot date was September 30th, with the final verification report due October 8th.
 - *Form 1530* - Collection of data on all employee positions in the District that are funded through the operating budget. The categories include: Teachers, Principals/Vice-Principals, EAs, Support Staff, and Other Professionals. We use this information for salary coding and budgeting.
 - *Q1 EDAS* - Quarterly report on employee status, YTD earnings, benefits, base salary, FTE etc. The Q1 EDAS is used by the Ministry to calculate the supplement for salary differential that is part of our operating grant.
 - *1601 School Data Collection* - Reports school demographics information including physical and mailing address, telephone and fax number, email address, name of principal/head teacher, and school organization.
 - *Q1 GRE* - Quarterly financial report that is used to consolidate the financial results of the District into the Province's financials.
 - *Classroom Enhancement Fund, Initial Reporting* - CEF is special purpose funding provided to the District to fund additional costs associated with ensuring we are in compliance with the reinstated 2001 language for class size and composition. CEF staffing information as of September 30th.
 - *Asset Retirement Obligation* - To support a change in accounting standards effective in 2022, districts submitted initial cost estimates for asset retirement obligations to the Ministry for things like asbestos abatement, removal of buried fuel/oil tanks, and remediation of lead paint/pipes.

- *2022/23 Five Year Capital Plan* - As approved by the Board in September, we completed and submitted our 2022/23 Five Year Capital Plan through the new web-based platform, MyCaps.
- *Return to School Recovery Plan Reporting* - We will receive \$44,322 to support COVID-19 recovery in 2021/22. We will use the funds to purchase masks, other PPE (plexi-glass), custodial supplies and day-time cleaners.

Budget/Finance

Fiscal Year-end & Audit

Our June 30, 2021 audited financial statements were approved by the Board last month and were submitted to the Ministry.

2020-21 Annual Budget

The annual budget was set and approved by the Board in June based on preliminary enrolment projections. I've been updating based on actual enrolment and staffing. It will be entered into the accounting system this month and the Board will be presented with an expenditure report for the first 4 months of the year at the November board meeting.

Enrolment

Per 1701 data collection, total funded FTE at September 30/2021 is 1,299.500 (2020 - 1,241.125). See Briefing Note on Enrolment for details.

Professional Learning

- Kootenay Boundary Branch AGM, September 26/2021
- BCASBO/ST Only Meeting, October 14/2021
- BCSTA/MoE Partner Liaison Meeting, October 15/2021

Operations/Transportation

In addition to completing several capital projects from summer 2021 and supporting our school start-up in September, Dave and the transportation team worked hard over the past two weeks on the amalgamation of Route 4 in Grand Forks. It required many hours of routing, including having our drivers test out the new runs and confirm stop times outside of their standard working hours. A big thank you to this group for their patience and support while we worked through this challenge!



Briefing Note

September 30, 2021 Enrolment

In February of each year, all districts in BC report projected enrolment information for the upcoming school year to the Ministry. Based on these projections, the Ministry announces preliminary operating funding for each district in early March. At September 30, all districts in BC then report actual enrolment information to the Ministry through the 1701 verification process. Our 1701 verification for September 30, 2021 reported the following:

Enrolment (FTE) by site

Site	2020 Actual	2021 Projected	2021 Actual	Change
Grand Forks Secondary	369.625	371.500	387.750	+16.250
Perley Elementary	216	214	238	+24
Hutton Elementary	217	224	228	+4
Christina Lake Elementary	86	85	77	-8
Boundary Central Secondary	137.000	128.625	130.750	+2.125
Midway Elementary	33	35	31	-4
Greenwood Elementary	43	38	41	+3
West Boundary Elementary	75	81	97	+16
Beaverdell Elementary	8	9	12	+3
Big White Community School	29	30	35	+5
Walker Development Centre	27.500	28.625	22.000	-6.625
Total:	1,241.125	1,244.750	1,299.500	+54.750

Enrolment (FTE) by grade:

Grade	2020 Actual	2021 Projection	2021 Actual
Kindergarten	71	80	90
Grade 1	85	87	86
Grade 2	85	84	93
Grade 3	91	88	92
Grade 4	91	87	100
Grade 5	96	99	92
Grade 6	89	94	112
Grade 7	94	93	91
Grade 8	113	114	108
Grade 9	104	106	116
Grade 10	108.2500	110.125	107.750
Grade 11	119.7500	116.500	103.750
Grade 12	92.7500	85.500	107.625

Adult Students	0.5000	0.625	0.375
Total:	1,241.1250	1,244.750	1,299.50

In March 2021, SD51's estimated 2021/22 operating grant from the Ministry was **\$18,316,444** (see attached).

Using an Operating Grant Funding Estimator, an estimate of SD51's recalculated 2021/22 operating grant from the Ministry is **\$18,671,876**.

The anticipated increase of \$355,432 is due to the increased student FTE from projections.

Please note the estimate assumes there will be no change in rates or basic allocations from the preliminary grants announced in March. The Ministry will confirm recalculated grants in December 2021.

SCHOOL GROWTH PLANS

Secondary Schools

- Boundary Central Secondary
- Grand Forks Secondary School
- Walker Development Centre

Elementary Schools

- Beaverdell Elementary
- Big White Community School
- Christina Lake Elementary
- Dr. D. A. Perley Elementary
- Greenwood Elementary
- John A. Hutton Elementary
- Midway Elementary
- West Boundary Elementary

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

SECTION	TITLE	NO. 3063
EDUCATIONAL PROGRAMS/ SERVICES	<u>StrongStart Early Learning Centres</u>	

DATE ADOPTED: June 12, 2007

DATE AMENDED:

The purpose of StrongStart Centres is to provide school-based, high quality early learning programs for children younger than school age accompanied by a parent or caregiver, designed to support the success of students when they enter Kindergarten.

The years between birth and school-age are a critical time in a child's life. The experiences that children have in the early years influence their future health, well-being, and life-long learning. By investing in children's early years, we can positively affect the future lives of British Columbians. Children who have had exposure to language-rich environments and play-based early learning experiences are more likely to develop the skills, knowledge and dispositions to support their success in school.

R E G U L A T I O N S

~~The District will maintain StrongStart data and records.~~

~~The District will collect enrolment and attendance information about the adults and children (by age) attending the centre, including names, birthdates and ages of children, and other information necessary for the successful operation of the program and to report to the Ministry.~~

~~The District will endeavour to create quarterly reports regarding total monthly and average daily attendance at the centres for each month for both adults and children to be shared with the Ministry for the following dates:~~

- ~~▪ November 10 (attendance for September and October),~~
- ~~▪ January 10 (attendance for November and December)~~
- ~~▪ April 10 (attendance for January through March), and~~
- ~~▪ July 10 (attendance for April through June).~~

~~A format will be provided by the Province for this purpose.~~

The District must:

- Ensure each child who attends each Centre is assigned a Personal Education Number (PEN), using the PEN request process the District currently uses or the automated process built into MyEducation BC.
- Collect enrolment and attendance information about each child (by age) who attends each Centre including the child's name and age and his or her family's contact information
- Ensure positive attendance for each child attending is reported by entering that information into MyEducation BC
- Facilitators running the program are certified Early Childhood Educators
- StrongStart Early Learning Centres are situated in appropriate, available school space, preferably schools offering Kindergarten
- Designated space is or will be surplus to school district need and will be dedicated to the Centre
- A parent, family member, or caregiver accompanies the child in the StrongStart Centre at all times – the Service in the Strong Start Centre is not designated child care

The Ministry extracts attendance reports once a year on July 10 (attendance for September through June).

The District will submit to the Ministry an account of quality assurance measures practiced in the School Year using the Early Years Summary Report by the end of September.

Appendix 1

“StrongStart centres Early Learning Centres” - A free early learning program located in schools, for preschool children accompanied by parent, other adult family member or caregiver, created through an agreement between school districts and the Ministry of Education.

“StrongStart BC Early Learning Outreach Programs” – provide quality early learning experiences for children in rural and remote communities. Outreach programs operate on a reduced schedule to accommodate the many remote locations they serve.

“Early learning” – the knowledge, skills and dispositions that preschool children acquire in the years before school entry in key developmental domains: cognitive, physical, language and communication, social and emotional.

~~StrongStart early learning centres should be designed and operated to meet the following standards:~~

- ~~▪ Promote language, physical and social/emotional development of preschool children (program emphasis will be on 3 to 5 year olds but designed to accommodate families with children age 0-5)~~
- ~~▪ Free of charge for parents/caregivers attending with their preschool children~~
- ~~▪ Demonstrate collaboration with community to meet the unique needs of the neighbourhood~~

- ~~Provide opportunities for parents/caregivers to observe and practice activities that support early learning~~
- ~~Open five days per week for 3-4 hours per day~~
- ~~Operate on days in the district's school calendar, or throughout the calendar year~~
- ~~Link parents/caregivers to services offered by health authorities, community agencies and other social service providers (e.g., early screening, libraries, English as A Second Language services, parent resource centres, child care services, referrals for children who may have developmental or other special needs)~~
- ~~Offer family-friendly environments where parents/caregivers can make connections~~

~~StrongStart early learning centres should include the following activities:~~

- ~~organized activities such as story time, music, singing~~
- ~~access to books, art materials, and puzzles~~
- ~~play areas that promote creativity, exploratory individual and group play (such as water, sand, clay, blocks)~~
- ~~movement and large muscle play activities~~
- ~~snack time, with food that models healthy eating~~
- ~~outreach component to reach the most hard to serve families~~

StrongStart BC facilitators provide a positive early learning experience for children (aged birth to five) and their families. Their goal is to create an interactive, play-based environment that supports caregivers and children to enjoy learning together, develop essential skills and prepare for a transition to school.

Facilitators influence, nurture and support our next generation reach its fullest potential by:

- Planning and leading early learning activities and curriculum based on the B.C. Early Learning Framework
- Offering thoughtful and creative play experiences
- Exploring language through story, music and word-play
- Fostering discovery through books, art and manipulatives
- Modelling healthy exercise and food choices
- Encouraging parents and caregivers to participate in activities
- Supporting and facilitating parent/caregiver and child relationships
- Referring and connecting families to community resources

~~The District will ensure that:~~

- ~~Facilitators running the centre are certified Early Childhood Educators~~
- ~~StrongStart early learning centres Early Learning Centres and Outreach Programs are situated in appropriate, available school space, preferably schools offering Kindergarten~~
- ~~Designated space is or will be surplus to school district need and will be dedicated to the Centre~~
- ~~A parent, family member, or caregiver accompanies the child in the StrongStart centre at all times — the Service in the Strong Start centre is not designated child care.~~

General information on StrongStart Centres may be found at
http://www.bced.gov.bc.ca/literacy/early_learning/ss_centres.htm

<https://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/strongstart-bc>
<https://www2.gov.bc.ca/gov/content/education-training/early-learning/support/programs/strongstart-bc>

SCHOOL DISTRICT NO. 51 (BOUNDARY)

P O L I C Y

SECTION	TITLE	NO. XXXX
GOVERNANCE & COMMUNICATION	<u>Global Positioning Systems on District Vehicles</u>	

DATE ADOPTED: XXXXX

DATE AMENDED:

Scope

This GPS Policy (the “**Policy**”) applies to all School District 51 (“**SD51**” or the “**District**”) employees driving SD51 vehicles, including maintenance vehicles and buses (collectively, the “**Vehicles**”).

Purpose

SD51 is committed to ensuring the safety of employees, the protection of its property and the efficiency of its operations. In order to achieve these and related objectives, SD51 may track the location, movement and operation of Vehicles through the use of global positioning system transmitters and related technology (“**GPS**”).

SD51 also takes seriously its obligations to adopt responsible practices regarding the collection, use and disclosure of personal information about its employees and is committed to ensuring that the use of GPS is in full compliance with the *Freedom of Information and Protection of Privacy Act* (“**FIPPA**”).

The purpose of this Policy and related regulations is to provide employees with reasonable and appropriate notice of the use of GPS and to establish guidelines regarding the collection, use and disclosure of personal information of employees obtained under this Policy using GPS (“**GPS Data**”).

R E G U L A T I O N S

GPS is affixed to Vehicles and its functioning allows for the collection and monitoring of employee location, routes, mileage, speed, hours worked, whether the GPS feature has been disconnected, and irregular driving activities such as harsh acceleration, braking or cornering.

Such information collected using GPS may be used for purposes that include the following:

- i. employee safety purposes;
- ii. facilitating emergency response if required;
- iii. tracking Vehicle location to protect against loss, vandalism or theft;

- iv. tracking employee start and finish times to improve dispatching and scheduling;
- v. confirming service and delivery to sites;
- vi. identifying and addressing dangerous driving practices, including use of excessive speed;
- vii. improving efficiency by monitoring and evaluating driving patterns and routes;
- viii. monitoring fuel consumption and Vehicle idling time to reduce waste and gas emissions;
- ix. collecting data that will assist SD51 when investigating Vehicle collisions or similar accidents;
- x. assisting SD51 in investigating incidents involving SD51 Vehicles;
- xi. assisting in SD51's response to complaints;
- xii. assisting SD51 in the efficient maintenance of Vehicles and to reduce maintenance costs through early mechanical diagnosis; and
- xiii. assisting in compliance with SD51 legal and regulatory obligations, including occupational health and safety requirements.

Use of GPS Data, Investigative Purposes & Discipline

GPS Data may be subject to audits undertaken at periodic intervals or in response to identified risks, incidents or predetermined events. GPS Data will not be monitored in real-time on an ongoing continuous basis, but may be routinely accessed, audited or reviewed for the purposes described in this Policy and in accordance with FIPPA.

While the primary use of GPS is to increase employee safety and protect SD51 property, SD51 reserves the right to access, use and rely upon GPS Data for investigative, employment and disciplinary purposes (up to and including termination) in compliance with FIPPA, including, without limitation, in the following circumstances:

- i. where a Vehicle is operated outside of approved procedures or otherwise contrary to District policy;
- ii. where a Vehicle is operated contrary to applicable laws, including the *Motor Vehicle Act*, or contrary to prudent and careful standards for a trained operator holding a valid licence or certification to operate the Vehicle;
- iii. where an employee is involved in any sort of collision, incident or accident where there is or may be an allegation of fault against the employee or SD 51;
- iv. where a complaint has been made by a third party about the unsafe or unlawful operation of a Vehicle;
- v. where GPS Data may yield data relevant to an ongoing investigation; and
- vi. where an issue is identified through an audit of GPS Data that requires further investigation.

Any action to remove, bypass, disconnect or damage GPS equipment will be grounds for discipline up to and including termination.

Access, Storage and Security

GPS Data is protected by reasonable security measures and access is restricted by SD51 to authorized users who must have proper credentials to access the information. Authorized SD51 personnel will be permitted to access this data only on a need to know basis, and employees who are granted access are expected to keep this information confidential and to use it only in

accordance with this Policy. Failure of authorized personnel to keep confidential and safeguard this information appropriately and in accordance with this Policy may be subject to discipline.

GPS Data is stored by Geotab, a third-party service provider, using servers based in Canada. Geotab are also used to perform maintenance, troubleshooting and related services on GPS-related software and functions. SD51 only provides access to the information that is necessary for the applicable service to be performed. In addition, we require service providers to protect the information in a manner that is consistent with our privacy policies, security practices and *FIPPA*.

Individual Vehicle operator names will not be used or entered into any GPS equipment. Driving activity will be monitored and tracked using an identification number to ensure the Vehicle operator's name is protected from unauthorized access, use and disclosure.

Responsibility for the operation of the system and access to the GPS vests in the Secretary Treasurer. Any concern or complaints about the operation of the system should be directed to the Secretary Treasurer through the School Board Office.

Retention

SD51 maintains personal information for only as long as it is needed for employment, business, operational or legal reasons. Any personal information that is used to make a decision about an individual will be retained for at least one year in compliance with *FIPPA*. SD51 may be required by law to retain some personal information for longer periods.

Questions

Questions, concerns or complaints about this Policy or the use of GPS can be directed to the Secretary Treasurer.