



School District No. 51 (Boundary)

Regular Meeting of the Board of Education

School Board Office Grand Forks, BC

May 26, 2026 at 6:00 p.m.

Agenda

Zoom Link

Call to Order

Land 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.

Adoption of Agenda

Adoption of Minutes

April 21, 2026 – Regular Meeting Minutes

Report on In-Camera Meeting from April 21, 2026

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

Recognition, Presentations and Delegations

10-Minute Comment Period for Rightsholders and Partners

The purpose of the comment period is to provide an opportunity for brief input on any of the meeting's agenda items that the Board will be considering.

Strategic Plan Update (Attachment)

Business Items

1. Committee Reports

EDUCATION

- Briefing Note (Attachment)
- Data Talk Presentation (Attachment)

FINANCE

- Expenditure Report (Attachment)
- 2026/27 Annual Budget – Draft 2 (Attachment)

OPERATIONS

- Capital Projects Updates -Annual Facility Grant (Attachment)

POLICY

- N/A

SCHOOL DISTRICT NO. 51 (BOUNDARY)

Open Meeting of the Board of Education

April 21, 2026, at 6:00 p.m.

Minutes

The Chairperson called the meeting to order at 6:04 pm.

Present:	S. Hall	Chair
	R. Zitko	Vice Chair
	B. Bird	Trustee
	J. Massey	Trustee
	L. Van Marck	Trustee
	K. Jepsen	Trustee
	M. Danyluk	Trustee
	A. Lautard	Superintendent
	I. Zare	Secretary-Treasurer
	D. Reid	Guest

Absent:

Acknowledgement of the Indigenous peoples and ancestors.

Adoption of Agenda

MOVED/SECONDED

Motion: "That the Agenda for April 21, 2026, be adopted as circulated."

CARRIED

Adoption of Minutes

MOVED/SECONDED

Motion: "That the February 24, 2026, Regular Board Meeting minutes be adopted as circulated."

Motion: "That the March 17, 2026, Special Regular Board Meeting minutes be adopted as circulated."

CARRIED

Recognition, Presentations and Delegations

Nil

10-Minutes Comment Period for Rightsholders and Partners

BDTA President, Janine Fraser, commented on the data from EDI. Frazer presented the importance of early intervention. Key findings are that early years intervention help with brain development. Starting early helps with development overall in later years. Positive outcomes lead to long term effects. WBES has new program to support early development to help transition into the regular school setting. Barriers to families getting the support needed for early intervention and needing help to get the tools for these families to overcome

challenges.

Strategic Plan Update

- Presented by Nick Bond - students presented about school photograph and the school has two camera's that get shared, breakfast program for all students, lunch helpers from grade 7 to help with for younger kids, Clip board to keep track of ball sign out and started because balls were being destroyed from being left out overnight. Jobs created to fill all the roles. Need resume to get a job. If you receive three strikes, then you can get fired. Tickets are paid for these jobs. It cost tickets to get things like a desk, locker, movie choice, chair. If you do not get a job then students would have to stay extra to get tickets to pay rent. These activities help show how to make money, how to save money, how to get jobs, give responsibility, shows pride. School garden – all organic, use the produce in the school and taken care of by students. Different tasks include: Ipad Supervisor, Bake Sale, Haunted house, Snack shack, Candy grams, Breakfast room and Hot lunch helpers. From fundraisers or Legacy Fund the school uses these to buy equipment for everyone to use like balls, bats and gloves
- Superintendent Lautard discussed strategic Priorities 2025/26 – Priority One: Students have strong foundational skills and competencies, Priority two: Students have developed as sense of identity, resilience, belonging, wellness and are centered in their learning, Priority Three: Systemic transformation to eliminate barriers to equity.

Business Items

1. Committee Reports

EDUCATION

- Student Trustees – Emma from GFSS – Global Citizen club doing a clothing swap, student council hide rubber ducks for candy, Waterloo Math just happened, Drama club practicing Adam's family. Elizabeth from BCSS – Students participated in musical festival. Ukulele and archery club just started. Golf team starting – focused on developing skills and have had a few new students join. Girls Soccer has started and have a new coach. Grease is drama production students are working on. Grad planning coming together with Hoodies just came in and grads are very happy with them. There is a new French emersion student and thanks to teachers that go above and beyond to help students, and he was able to graduate early due to extra help from teachers.

FINANCE

- Secretary Treasurer Zare presented the Expenditure Report to March 31, 2026. Zare discussed that the balance was tracking well with the amended budget. The balance sheet shows that Total expense is at 67%. Teachers' salaries for March have been processed in accordance with the new collective agreement. Retroactive adjustments for the period from July 2025 to February 2026 are expected to be processed by the end of May. Separate labour settlement funding from the Ministry is anticipated to offset these additional costs. The retrospective payments for other staff members will be processed once the collective agreements are finalized and the relevant Ministry announcements are received. Overall, expenditure is in line with the budget, with a slight overall decrease primarily due to lower substitute costs.
- 2026/2027 Preliminary Operating Grant (Attachment)
Secretary Treasure Zare discussed that the Ministry of Education and Child Care announced the preliminary operation grant allocation for school districts for 2026/2027

fiscal year. This allocation is based on district enrollment projections submitted in February 2026. The provincial operating grant block is projected to decrease across most districts. This decrease represents a decrease of about 1% compared to September 2025. The Ministry's recent funding announcement results in a net negative impact of approximately \$388K to the Districts funding compared to the 2025/2026 Amended Budget. The District anticipates receiving additional funding from the Ministry to offset labour settlement costs for wage increases once the collective agreement negotiations are finalized.

OPERATIONS

- Capital Plan Bylaw No. 2026/27-CPSD51-01 (Attachment) . Secretary Treasure Zare discussed how the board prepares and submits an Annual Five-Year Capital Plan to the Ministry of Infrastructure. This plan includes requests for funding for minor capital projects and where applicable major capital projects. The Ministry issues Capital Plan Response letters to school districts in March or April, identifying which project requests have been approved. Then, Boards of Education are required to adopt Capital Bylaw reflecting the approved capital plan and an annual funding agreement. The Minor Capital projects that have been approved for funding and are ready to proceed to procurement are: Grand Forks Secondary has some roofing and plumbing upgrades and Boundary Central Secondary & West Boundary Elementary are having HVAC upgrades.

MOVED/SECONDED

MOTION: "That the Board of Education of School District No. 51 (Boundary) approve having all three readings of the Capital Plan Bylaw No. 2026/27-CPSD51- 01 in this one meeting."

MOTION: "That School District No. 51 (Boundary) Capital Plan Bylaw No. 2026/27-CPSD51- 01 be given first reading."

MOTION: "That School District No. 51 (Boundary) Capital Plan Bylaw No. 2026/27-CPSD51- 01 be given second reading."

MOTION: "That School District No. 51 (Boundary) Capital Plan Bylaw No. 2026/27-CPSD51- 01, be given third reading, reconsidered, and finally passed and adopted on this 21st day of April 2026."

CARRIED

POLICY

- Election Bylaw No. 2026 (Attachment). Secretary Treasure Zare discussed general school elections to elect trustees for all boards of education in the province that are held every four years on the third Saturday of October, with the next election scheduled for Saturday October 17, 2026.

MOVED/SECONDED

MOTION: “That the Board of Education of School District No. 51 (Boundary) approve having all three readings of the Election Bylaw No. 2026 in this one meeting.”

MOTION: “That School District No. 51 (Boundary) Election Bylaw No. 2026 be given first reading.”

MOTION: “That School District No. 51 (Boundary) Election Bylaw No. 2026 be given second reading.”

MOTION: “That School District No. 51 (Boundary) Election Bylaw No. 2026 be given third reading, reconsidered, and finally passed and adopted on this 21st day of April 2026.”

CARRIED

2. Board Chair Report

- Board Chair Hall provided a verbal update with respect to the board receiving correspondence from two parents with concerns. The first resulted in a meeting which took place at GFSS with Superintendent Lautard, Vice Chair Zitko & Board Chair Hall on Tuesday April 21, 2026. Items discussed: Trustee Elections and local representation, website and communication, accessibility and inequity in school sports and lack of budgets and accountability. Superintendent Lautard will investigate the concerns and will provide a response directly to the parent. The 2nd correspondence was received regarding the athletic program and a reply was sent.

3. Senior Management Reports

- Superintendent Lautard presented her report and provided further comments on:
 - The Ministry of Education & Child Care (MECC) secured funding to support continuation of Early Learning Child Care Leads (ELCCL) for two school years (26/27 & 27/28). No funding for these programs through normal funds in operating grant. This funding helped districts hire staff to support childcare programs, including Seamless Day and Just B4 programs, on school grounds.
 - This new agreement is aligned with the ministry’s mandate commitment to expand school age care on school grounds. The agreement includes greater emphasis on sustaining existing childcare programs, while continuing to support the overall objectives of the former ELCC project and preparing for expansion of School Age Child Care.
 - The Child Care Pilot Project focuses on continuing to operate childcare spaces initiated through the pilot programs, identify opportunities for improved operational efficiency and work towards implementation, determine when and how to change to parent fee structures can be implemented to reduce impact on families, while supporting cost-recovery efforts.
 - District has had a Seamless Day program operating at Perley Elementary since June 2023 that provides Qualified Early Childhood Educators (ECEs) provide before – and after-school care for school aged children and are in a Kindergarten classroom

providing support during class time.

- The funding provided by the Ministry has supported this program financially. The parent fees do not cover the wages for the 2 ECEs. Part of the 2026/27 school year will be implementing a cost-recovery program where all costs are covered, and parents' fees are still reasonable.
- District found an Early Childcare Educator to run a Just B4 preschool at West Boundary Elementary. Kirsten Rezansoff, District Vice Principal, completed the licensing process almost 2 years ago; however, District was unable to hire a qualified ECE until March 2026. District has enough funds to sustain the program until June 2027. The focus for next year, however, will be to ensure sustainability/cost recovery.
- Secretary Treasurer (ST) Zare presented his report on:
 - Banking – currently the Beem Credit Union cannot accommodate our policy that requires two signatures over \$30,000. Beem Credit Union cannot distinguish between amounts on Cheques so now requires two signatures on every approval which is adding delays. ST Zare is waiting for the bank to come up with solution but looking for guidance from the Board on what next steps could look like to expedite the banking procedures.
 - Update: Money for Just B4, room for improvement in reports for tracking costs. Utilize the system to determine where funds are being used.

4. Trustee Reports

- BCSTA Provincial Council – Trustee Massey reported out
- Recreation Commission – Trustee Bird reported out and highlights were that there is a need for new Zamboni, atv club presented at meeting, special event at aquatic center that targeted special needs use for sensory focus.
- Boundary Integrated Services Model – Trustee Van Marck reported out on recent meeting where a motion to approve money that is sitting there for family counseling and how families are referred to this program. 8 sessions for 8 families. Waitlist for early childcare is 2 years.
- BCSTA Kootenay Boundary Branch – Trustee Massey reported out. Sessions included: Language for learning, Media training, cyber security, and elections information for each branch.
- BCSTA AGM Reports - Trustee Zitko and Danyluk reported out.
- BCPSEA – Trustee Jepsen reported out. CUPE Agreements have been reached. Money allocations have been sent out. Support Staff – 2026 and 2027 will get funding of \$30,000. Can ask for more funds for reconciliation.
- Okanagan Labour Relations Council – Nothing to report
- Rural and Remote – Trustee Jepsen reported out
- PAC Highlights
 - Trustee Jepsen, and Van Marck provided written reports

5. Around the Boundary

Trustee Activities and Upcoming Events

- BCSS Grad – June 13, 2026 at 11 am
- GFSS Grad – June 13, 2026 at 3 pm
- WDC Grad – June 18, 2026 at 5 pm

Future Agenda Items

Next Board Meeting: May 26, 2026
6:00 p.m.

School Board Office, Grand Forks, B.C

Question Period

Meeting adjourned at 7:44 p.m.

Chairperson

Secretary-Treasurer

DRAFT

Strategic Plan Update May 2026

Student Trustees Reports

- Grand Forks Secondary School (GFSS):
 - Alex O’Dell, Ava More and Emma Irwin
- Boundary Central Secondary School (BCSS):
 - Elizabeth Tsigonias and Kaela Colin

Strategic Priorities 2025/2026

- Priority One: Students have strong foundational skills and competencies
 - Literacy
 - Numeracy
 - Core and curricular competencies
- Priority Two: Students have developed a sense of identity, resilience, belonging, wellness and are centred in their learning
 - Social emotional learning
 - Student agency (voice and choice)
 - Community connection
- Priority Three: Systemic transformation to eliminate barriers to equity
 - Truth and Reconciliation
 - Inclusive practices/increased representation for diversity
 - Radical listening experiences with priority students and families
 - Action for priority students

Update on Provincial Outreach Program: Early Years

- By the end of May, we will have run 8 in-person POPEY sessions with Jen Kelly, as well as 3 after school virtual sessions.
 - 4 in east end of district and 4 in west end of district
- In-person sessions have included all K-3 teachers in the district.
 - Teachers had TTOCs for their classes on these in-service days
 - Sessions based on teachers’ input – what did they want to learn to better support their literacy practices
- After school sessions were voluntary
 - Teachers were invited to pick a “wonder child” to practice strategies/skills shared in POPEY sessions
 - 15 teachers participated in these sessions!

- Teachers gained many early literacy skills to practice in their classrooms including:
 - Centres
 - Writing skills
 - Reading skills
 - Phonics skills.
- For 2026/27, the focus will be on Grades 4 – 9 for literacy

Update on Well at Work Program

- The first stage of assessing workplace wellbeing in SD 51 was the [Guarding Minds survey](#), which has been completed by many staff in the district. This survey assesses 13 factors connected to psychological health and safety in the workplace.
- We are now onto the second stage where the goal is to look more closely at the experiences of employees through interviews to gain a deeper understanding of the issues that are affecting workplace wellbeing.
 - A variety of employees from across job classes have been asked to participate.
- Charlie Naylor will be conducting the interviews
 - PhD (UBC), MA (SFU), BA (university of London, UK), Post-Graduate Teaching Certificate, University of Sheffield, UK.
 - Taught in secondary school in the UK, community colleges in Australia and universities in BC.
 - Retired Senior Researcher, BC Teachers' Federation.
 - Also a presenter and researcher for **Well at Work**, an initiative of the [EdCan network](#), a national organization focused on research and knowledge mobilization to support Canadian school districts:
- Any information employees provide will remain confidential, and nothing shared with Charlie Naylor will be communicated to others in a way that you might be identified.
 - All information collected will be anonymized and edited to maintain employee privacy, so they cannot be identified from any remarks made.
- Further to employees' consent to participate in this interview, they may end an interview at any time, without need to provide a rationale. There are no repercussions to employees for not completing this interview.
 - Employees may also at any time withdraw consent to be a participant in this research.
- Based on these interviews, and the data already collected, a report will be provided to the school district hopefully before the June Regular Board meeting.



Briefing Note

Education Committee Meeting Summary

At the May 5, 2026, Education Committee meeting, the data from the following surveys were presented:

- Middle Years Development Index 2025/26
- Graduation Assessments 2024/25
- Aboriginal “How Are We Doing Report?” 2024/25

This briefing note summarizes the PowerPoint document and discussion from the committee meeting. The PowerPoint can be found after this summary.

Middle Years Development Instrument (MDI) 2025/26 – Grade 4 and Grade 7

Why the Middle Years Matter:

- Experiences in the middle years, especially between the ages of 10 to 13, have critical and long-lasting effects.
 - They are powerful predictors of adolescent adjustment and future success.
 - During this time, children are experiencing significant cognitive, social and emotional changes that establish their lifelong identity and set the stage for adolescence and adulthood
 - The overall health and well-being of children in their middle years affects their ability to concentrate and learn, develop and maintain friendships, and make thoughtful decisions.
 - Children at this age develop ideas about how they may or may not “fit in” to their social and academic environments – these ideas have the power to either promote health and academic achievement or lead to negative outcomes such as depression and anxiety in adulthood.
- Important reminder: it is a time of risk, but also a time of opportunity.
- Mounting evidence suggests that positive relationships to adults and peers during this critical time can increase a child’s resiliency and school and life success.

How are SD51 Students Doing?

- SD 51 students report low well-being, meaning they score in the low range on at least 1 of the 5 measures of well-being (optimism, self-esteem, happiness, absence of sadness and general health).
- In terms of assets such as adult relationships, out-of-school activities, peer relationships, and nutrition and sleep, we see that grade 4s have more positive experiences than grade 7s.
 - Breakfast and sleep are still concerns for a number of students.
 - From grade 4 to grade 7, we continue to see a decline in optimism, self-esteem and happiness for students as well as an increase in sadness and worry.
 - Still concerning number of students reporting a low sense of belonging with peers and with school.
 - The number of students on technology for 4+ hours a day is concerning (social media, watching TV/YouTube, play video games, texting, etc.).
 - of grade 7s reported a low sense of intimacy with friends.
 - Victimization and bullying continue to be an issue.

What now?

- Reports to schools so they can see responses with their students
 - How can these concerns be reflected in school growth plans
- Continue to encourage student voice and agency
 - Youth advisory council/student council at secondary schools
 - Leadership opportunities at elementary schools
 - District Youth Advisory Councils and Student Trustees
 - Student listening experiences/empathy interviews
- Circle of Courage
 - Building social-emotional understanding and resilience with students and staff
 - Perley's work with Circle of Courage under the guidance of Diana Marcoux, Indigenous Culture and Student Success Facilitator, and Kirsten Rezansoff, Vice-Principal at Perley, will be shared with teachers at August Days

Graduation Assessments 2024/25

There are three assessments that must be completed for students to graduate. While they are necessary for graduation, they do not impact students' grades.

- Numeracy 10
- Literacy 10
- Literacy 12

Typically, students take these assessments at the end of the semester in which they are taking the corresponding course, such as the following:

- English First Peoples 10
- Pre-Calculus 10
- English Studies 12

Indigenous students, students with designations, and children and youth in care continue to be under-represented in participation as first-time writers for all assessments.

- Have seen some progress with increasing participation.
- Question remains: why do these groups of students not take the assessment in the semester they take the corresponding course?
- Also, how does this affect a comparison between these groups of students and other SD 51 students in the emerging and developing levels?
- Note: data is from the 2024/25 school year. Did the rates improve in 2025/26 with the intentional focus on full participation?

Indigenous students, students with designations, and children and youth in care continue to be over-represented in the emerging and developing levels.

- Not achieving at the same level as other students.

What now?

- Continue to focus on participation rate
 - Part of discussion with principals/vice principals
- Literacy Grant
 - Staff professional development with focus on Grades 4 - 9 for next year
- School Growth Plans
 - Numeracy

Aboriginal Students “How Are We Doing Report”

Things to remember with this report:

- Once a student has self-identified as being Indigenous, the student is included in all reported outcomes.
- Tripartite partners have agreed to keep using Aboriginal in the report.
- This report is for the 204/25 school year.
- Use multiple sources of information whenever possible.
- Ensure comparability of information from different sources.
- Consider participation rates, review data trends and be cautious of data representing small numbers of students.

33.6% of SD 51 students have ever self-identified as Indigenous. This ratio should be represented in all programs.

- Indigenous students are over-represented in certain programs/areas such as alternate schools, Adult Dogwood, designations (especially in behaviour and mental health categories), and children and youth in care.
- Indigenous students are under-represented in a variety of assessment participation rates and academic courses as well as in receiving a grade of B+ in academic courses.

What now?

- Continue with tracking Indigenous learners
 - Discussions with PVP about school processes (school-based teams, interventions, gaps, supports needed)
- Circle of Courage/Talking Circles
 - Working with District Youth Advisory Council to create listening experiences
- Discussions with PVP about vulnerable students at risk for not graduating
 - How is this being tracked? What are the interventions being used? What supports are in place?

Next meeting is Tuesday, June 16, 2026, at 5:15 via Teams.

Data Talk

School District No. 51 Education Meeting

May 5, 2026

MDI
2025/26



WELL-BEING INDEX

The Well-being Index combines MDI measures relating to children's physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children's mental and physical health.

MEASURES

Optimism

Happiness

Self-Esteem

Absence of Sadness

General Health



High Well-being (Thriving)

Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.



Medium Well-being

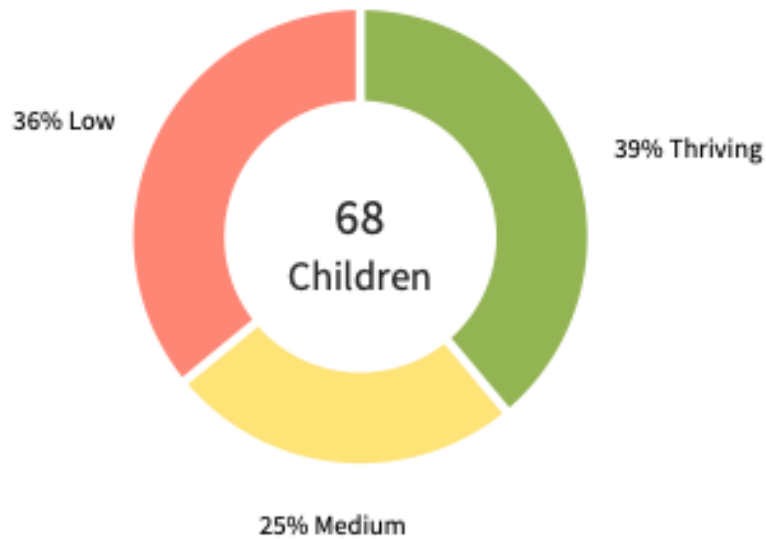
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.



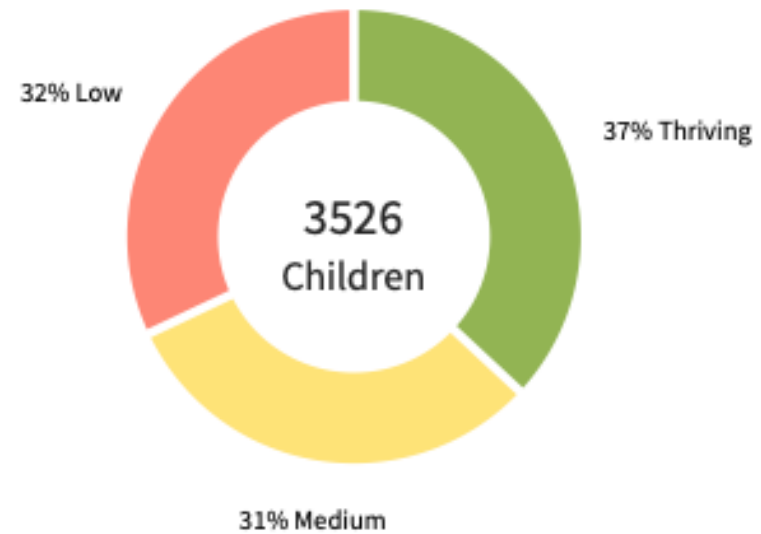
Low Well-being

Children who score in the low range on at least 1 of the 5 measures of well-being.

**BOUNDARY
GRADE 4**



**ALL PARTICIPATING SCHOOLS
GRADE 4**





High Well-being (Thriving)

Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.



Medium Well-being

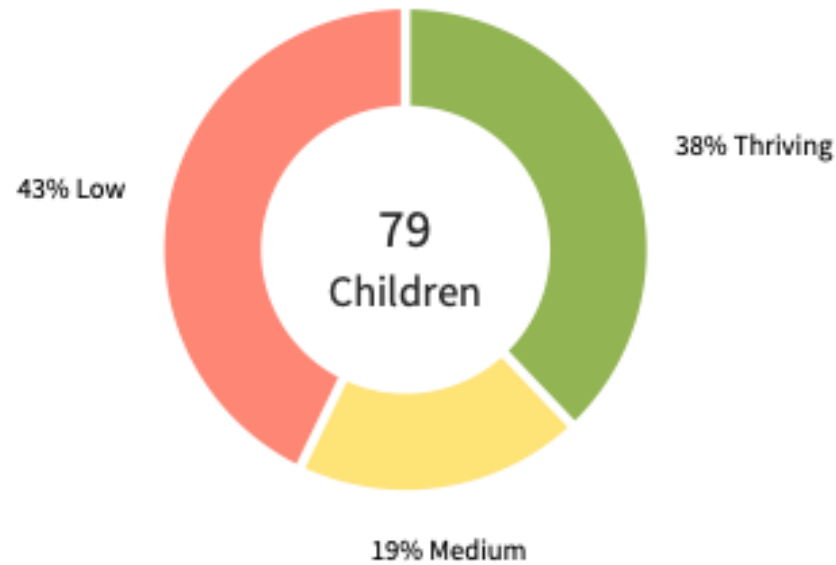
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.



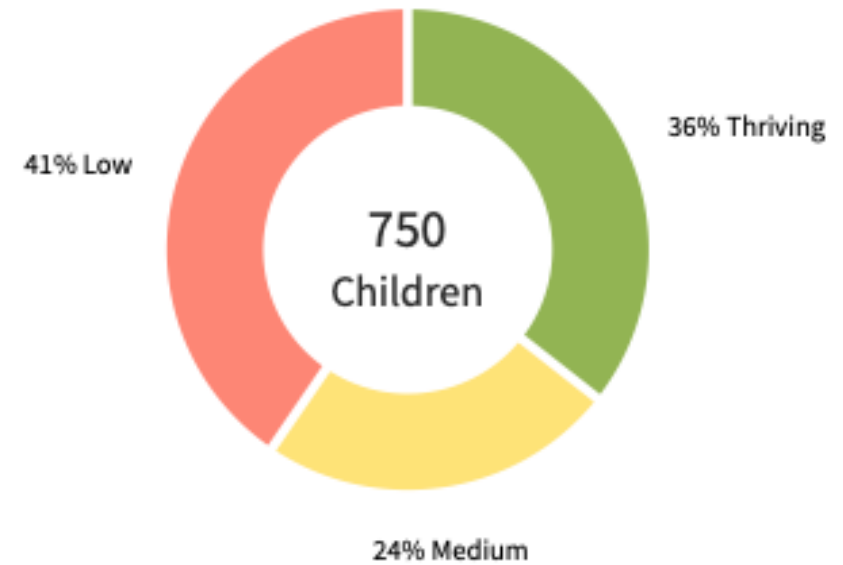
Low Well-being

Children who score in the low range on at least 1 of the 5 measures of well-being.

**BOUNDARY
GRADE 7**



**ALL PARTICIPATING SCHOOLS
GRADE 7**



ASSETS INDEX

The Assets Index combines MDI measures that highlight four key assets that help to promote children's positive development and well-being. Assets are positive experiences, relationships or behaviours present in children's lives. Assets are considered actionable, meaning that schools and communities can focus their efforts in these areas to create the conditions and contexts where children can thrive.

Notes: In the 2022/23 reporting year, the MDI questionnaire was changed to ask children about their activities outside of school hours. In previous years, children were asked about their activities only during the hours of 3 pm to 6 pm on school days. As a result, the Out-of-School Activities Asset data are not comparable to the After-School Activities Asset data from previous years.

School Experiences are also considered to be an asset that contribute to children's well-being; however, this asset is not reported as part of the Assets Index to prevent the ranking of individual schools or sites. Please refer to the School Climate and Bullying and Victimization measures for data related to this asset.



ADULT RELATIONSHIPS

Adults at School
Adults in the Neighbourhood
Adults at Home



PEER RELATIONSHIPS

Peer Belonging
Friendship Intimacy



NUTRITION & SLEEP

Eating Breakfast
Meals with Adults in Your
Family
Frequency of Good Sleep



OUT-OF-SCHOOL ACTIVITIES

Organized Activities



ADULT RELATIONSHIPS

- Adults at School
- Adults in the Neighbourhood
- Adults at Home



PEER RELATIONSHIPS

- Peer Belonging
- Friendship Intimacy



NUTRITION & SLEEP

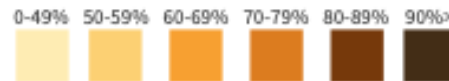
- Eating Breakfast
- Meals with Adults in Your Family
- Frequency of Good Sleep



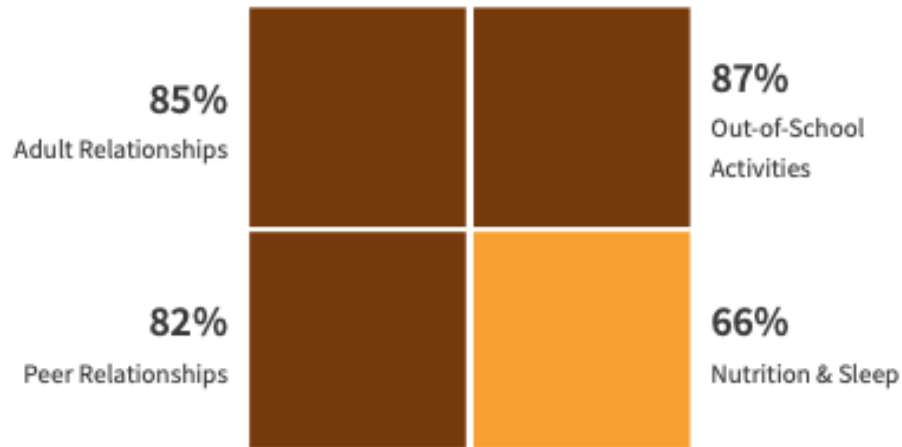
OUT-OF-SCHOOL ACTIVITIES

- Organized Activities

Percentage of children reporting the presence of an asset



BOUNDARY GRADE 4



ALL PARTICIPATING SCHOOLS GRADE 4



Grade Four



ADULT RELATIONSHIPS

- Adults at School
- Adults in the Neighbourhood
- Adults at Home



PEER RELATIONSHIPS

- Peer Belonging
- Friendship Intimacy



NUTRITION & SLEEP

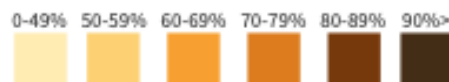
- Eating Breakfast
- Meals with Adults in Your Family
- Frequency of Good Sleep



OUT-OF-SCHOOL ACTIVITIES

- Organized Activities

Percentage of children reporting the presence of an asset



BOUNDARY GRADE 7



ALL PARTICIPATING SCHOOLS GRADE 7



78%
Out-of-School Activities

68%
Nutrition & Sleep

91%
Out-of-School Activities

61%
Nutrition & Sleep

Social Emotional Development: Some Trends

- Continue to see a decrease in optimism, self-esteem, happiness from grade 4 to 7
- Also, an increase in sadness and worry between grades 4 and 7

Physical Health and Well-being

- Still a significant number of students eat breakfast two or fewer times a week (Gr 4 – 16% and Gr 7 – 26%)
- Those who responded “never to 1 day” to the question “How many days do you spend 30 minutes or more in nature during a normal week?” Gr 4 – 26% and Gr 7 – 21%
- Percent of students going to bed after 10 on weekdays: Gr 4 – 23% and Gr 7 – 38%
- The percentage of students rating their mental health as fair to poor: Gr 4 – 18% and Gr 7 – 48%

Connectedness

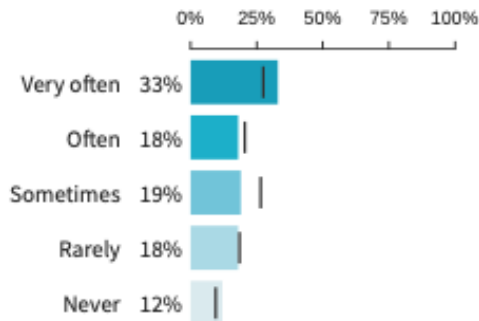
- Peer belonging
 - Grade 4 – 16% of students reported “low” sense of belonging
 - Grade 7 – 21% of students reported “low” sense of belonging
- Friendship Intimacy
 - Grade 4 – 8% of students feel they have a low sense of intimacy with friends
 - Grade 7 – 9% of students feel they have a low sense of intimacy with friends

Use of Out-of-School Time

- Many students respond “never” to certain activities (Grade 4/7 results)
- Screen time statistics continue to be concerning:
 - 4+ hours playing video/computer games – 11% and 19%
 - 4+ hours watching TV/Netflix/YouTube – 17% and 19%
 - 4+ hours texting/chatting – 6% and 15%
 - 4+ hours on social media – Grade 7s at 16%

Children were asked if they spend time on their phone or other electronic devices before they go to sleep.

SCREEN TIME & SLEEP



School Experiences

- School climate (people care about each other)
 - Grade 4 - 12% low
 - Grade 7 – 18% low
- School belonging
 - Grade 4 – 17% low
 - Grade 7 – 22% low
- Victimization and Bullying
 - About every week/many times a week
 - Grade 4 – 6% cyber, 10% social, 14% verbal, 4% physical
 - Grade 7 – 0% cyber, 7% social, 10% verbal, 3% physical

What now?

- Established Youth Advisory Council and Student Councils at each secondary school
- District Youth Advisory Council and Student Trustees
- School Growth Plans

Graduation Assessments

2024/25



Year	BC	SD51	Indigenous Ever	Indigenous Never	Designation Ever	Designation Never	CYIC Ever	CYIC Never
2020/2021	80.3%	86.7%	75.0%	92.8%	82.4%	87.5%	MSK	MSK
2021/2022	81.1%	83.2%	72.5%	89.6%	76.0%	85.4%	MSK	MSK
2022/2023	86.4%	79.8%	63.2%	87.7%	59.4%	87.4%	MSK	MSK
2023/2024	85.6%	88.9%	74.2	94.8%	66.7%	96.3%	MSK	MSK
2024/2025	85.9%	89.7%	81.8%	93.8%	70.6%	93.8%	MSK	MSK

GRADE 10 LITERACY ASSESSMENT PARTICIPATION

Year	BC	SD51	Indigenous Ever	Indigenous Never	Designation Ever	Designation Never	CYIC Ever	CYIC Never
2019/2020	47.2%	72.5%	67.5%	75.0%	62.5%	75.0%	MSK	MSK
2020/2021	77.3%	87.9%	78.4%	92.9%	88.9%	87.6%	MSK	MSK
2021/2022	76.3%	86.4%	82.5%	88.6%	84.0%	87.1%	MSK	MSK
2022/2023	82.2%	88.9%	75.7%	95.0%	75.0%	94.1%	MSK	MSK
2023/2024	81.8%	86.1%	74.2%	90.9%	66.7%	92.6%	MSK	MSK
2024/2025	81.6%	92.9%	85.3%	96.9%	77.8%	96.3%	MSK	MSK

GRADE 10 NUMERACY ASSESSMENT PARTICIPATION

Year	BC	SD51	Indigenous Ever	Indigenous Never	Designation Ever	Designation Never	CYIC Ever	CYIC Never
2021/2022	74.1%	84.5%	81.8%	86.1%	60.7%	92.0%	MSK	MSK
2022/2023	80.0%	88.6%	74.3%	95.7%	68.4%	93.0%	MSK	MSK
2023/2024	80.6%	89.0%	84.2%	91.5%	85.2%	90.2%	MSK	MSK
2024/2025	81.6%	87.7%	73.7%	94.0%	73.5%	93.2%	MSK	MSK

GRADE 12 LITERACY ASSESSMENT PARTICIPATION

Year	Emerging		Developing		Proficient		Extending	
	SD 51	BC	SD51	BC	SD51	BC	SD51	BC
2020/2021	0.9%	5.0%	24.8%	21.9%	66.4%	61.0%	8.0%	12.1%
2021/2022	5.5%	5.0%	22.7%	22.3%	63.6%	62.0%	8.2%	10.8%
2022/2023	2.6%	5.2%	20.9%	23.0%	69.6%	60.9%	7.0%	10.9%
2023/2024	0.0%	5.7%	21.7%	23.2%	65.2%	60.9%	13.0%	10.2%
2024/2025	8.2%	5.6%	16.5%	24.3%	69.1%	60.8%	6.2%	9.3%

GRADE 10 LITERACY ASSESSMENT RESULTS

Year	Emerging		Developing		Proficient		Extending	
	SD 51	BC	SD51	BC	SD51	BC	SD51	BC
2020/2021	22.0%	21.2%	47.5%	40.4%	27.0%	34.1%	3.5%	4.3%
2021/2022	20.7%	16.9%	43.8%	38.3%	32.2%	35.3%	3.3%	9.4%
2022/2023	13.7%	15.2%	30.8%	40.5%	50.4%	34.3%	5.1%	10.0%
2023/2024	11.6%	17.0%	52.7%	40.2%	29.5%	33.3%	6.3%	9.5%
2024/2025	8.8%	13.1%	40.2%	38.9%	45.1%	37%	5.9%	11.0%

GRADE 10 NUMERACY ASSESSMENT RESULTS

Year	Emerging		Developing		Proficient		Extending	
	SD 51	BC	SD51	BC	SD51	BC	SD51	BC
2021/2022	1.9%	1.9%	21.2%	19.7%	56.7%	60.4%	20.2%	17.9%
2022/2023	0.0%	2.1%	16.3%	21.0%	69.6%	59.7%	14.1%	17.3%
2023/2024	1.0%	2.3%	11.8%	20.8%	68.6%	60.6%	18.6%	16.3%
2024/2025	0.8%	2.5%	19.5%	21.7%	62.7%	60.3%	16.9%	15.5%

GRADE 12 LITERACY ASSESSMENT RESULTS

Year	Indigenous		Students with designations		Children and Youth in Care	
	Ever	Never	Ever	Never	Ever	Never
2020/2021	32.4%	22.4%	61.1%	18.9%	MSK	MSK
2021/2022	26.4%	29.2%	52.0%	21.1%	MSK	MSK
2022/2023	33.3%	19.0%	45.4%	18.3%	MSK	MSK
2023/2024	24.2%	20.7%	33.0%	18.7%	MSK	MSK
2024/2025	25.8%	24.3%	18.8%	25.9%	MSK	MSK

GRADE 10 LITERACY ASSESSMENT RESULTS

PRIORITY STUDENTS: Emerging and Developing

Year	Indigenous		Students with designations		Children and Youth in Care	
	Ever	Never	Ever	Never	Ever	Never
2020/2021	76.4%	65.5%	91.3%	76.3%	MSK	MSK
2021/2022	70.7%	61.3%	78.6%	60.2%	MSK	MSK
2022/2023	46.9%	43.5%	61.6%	39.6%	MSK	MSK
2023/2024	63.3%	64.7%	59.1%	65.6%	MSK	MSK
2024/2025	53.1%	47.1%	55.6%	47.6%	MSK	MSK

GRADE 10 NUMERACY ASSESSMENT RESULTS

PRIORITY STUDENTS: Emerging and Developing

Year	Indigenous		Students with designations		Children and Youth in Care	
	Ever	Never	Ever	Never	Ever	Never
2021/2022	27.0%	20.9%	47.7%	16.9%	MSK	MSK
2022/2023	26.9%	12.1%	50.0%	11.3%	MSK	MSK
2023/2024	18.7%	10%	29.6%	6.7%	MSK	MSK
2024/2025	34.4%	15.1%	25.9%	18.7%	MSK	MSK

GRADE 12 LITERACY ASSESSMENT RESULTS

PRIORITY STUDENTS: Emerging and Developing

What Now?

- Intentional increasing participation rate - will continue to be a focus
- Literacy Grant
 - Grades 8 & 9 for next year
 - Staff professional development
- School Growth Plans
 - Numeracy

“How Are We Doing?” Report

2024/2025

Some things to remember...

- Once a student has self-identified as being Indigenous, the student is included in all reported outcomes
- Tripartite partners have agreed to keep using Aboriginal in the report
- This report is for the 204/25 school year
- Use multiple sources of information whenever possible
- Ensure comparability of information from different sources
- Consider participation rates
- Be cautious of data representing small numbers of students
- Review data trends

SD 51 Information

- Students self-identifying as Indigenous in SD 51: 29.6%
- Students self-identifying in other years in SD 51: 4.0%

- Total 33.6%

- Indigenous female in SD 51: 15.1%
- Indigenous male in SD 51: 18.5%

Alternate School

- Indigenous students: 57%
- Non-Indigenous students: 43%

- When comparing male and female, there is an over-representation of female students at the alternate school for both Indigenous and non-Indigenous students (results are masked)

- Remember:
 - Almost 34% of the total SD51 student body is Indigenous – this ratio should be represented in all programs
 - This over-representation of Indigenous students at Alternate School has been a trend for over 5 years

Students with disabilities or diverse abilities

- Total number of students in SD 51 with designations: 203
- 43% of these students are Indigenous (84 of 195)
- Many results are masked for confidentiality; however, we know that:
 - Indigenous students are overly represented in behaviour/mental health categories especially in intermediate grades

Foundation Skills Assessment

- Grade 4 Literacy and Numeracy are masked; however, the following is noted:
 - Indigenous students have lower participation rates than non-Indigenous students (91% to 97% with literacy; 88% to 97% with numeracy)
 - Indigenous students are over-represented in the emerging category
- Grade 7 Literacy and Numeracy
 - Indigenous students have lower participation rates than non-Indigenous (90% to 100%)
 - Indigenous students over-represented in the emerging category

Literacy and Numeracy Assessments

(First time writers)

- Numeracy 10
 - 85% of Indigenous students participated
 - 97% of non-Indigenous students participated
 - This disparity has been a trend since 2018/19; however, it is improving
 - Results are masked but Indigenous learners are over-represented in the emerging category
- Literacy 10
 - 82% of Indigenous students participated
 - 94% of non-Indigenous students participated
 - This has been a trend since 2020/21; however, it is improving
 - Results are masked but Indigenous learners are over-represented in the emerging category
- Literacy 12
 - 74% of Indigenous students participated – decrease (84% last year)
 - 94% of non-Indigenous participated
 - This trend has been for the past 3 years
 - Results are masked but Indigenous and non-Indigenous students are performing almost at par for proficiency, but Indigenous students are over-represented in developing and under-represented in extending

Course Mark Results

- English 10
 - Indigenous students: C+ or better: 71% B or better: 46%
 - Non-Indigenous students: C+ or better: 81% B or better: 69%
- Foundations of Math/Pre-Calculus 10
 - Indigenous students: C+ or better: 67% B or better: 48%
 - Non-Indigenous students: C+ or better: 70% B or better: 62%
- Science 10
 - Indigenous students: C+ or better: 69% B or better: 47%
 - Non-Indigenous students: C+ or better: 81% B or better: 65%
- English 12
 - Indigenous students: C+ or better: 83% B or better: 52%
 - Non-Indigenous students: C+ or better: 87% B or better: 65%

Five-Year & Six-Year Completion Rate

- Five-Year – no Adult Dogwoods
 - All Indigenous students: 80%
 - Female: 80%
 - Male: 80%
 - All Non-Indigenous students: 94%
 - Female: 100%
 - Male: 85%
- Six-Year
 - All Indigenous students: 93%
 - Female: 91%
 - Male: 95%
 - All Non-Indigenous students: 98%
 - Female: 100%
 - Male: 89%
 - Adult Dogwood – 3% of the graduates had Adult Dogwoods
 - All these students were Indigenous

Children & Youth In Care (Ever)

- 64% of the CYICs are Indigenous; 36% of CYICs are non-Indigenous
- 10% of Indigenous students in SD 51 have been CYIC (ever)
- Completion rates

Student Learning Survey Grade 4

- Do you feel safe at school? All the time or many times
 - Indigenous students: 64%
 - Non-Indigenous: 86%
- Do you feel welcome at your school? All the time or many times
 - Indigenous students: 70%
 - Non-Indigenous students: 83%
- Is school a place where you feel like you belong? All the time/many times
 - Indigenous students: 67%
 - Non-Indigenous students: 66%

Student Learning Survey Grade 7

- Do you feel safe at school? All the time or many times
 - Indigenous students: 74%
 - Non-Indigenous: 82%
- Do you feel welcome at your school? All the time or many times
 - Indigenous students: 88%
 - Non-Indigenous students: 77%
- Is school a place where you feel like you belong? All the time/many times
 - Indigenous students: 77%
 - Non-Indigenous students: 62%

Student Learning Survey Grade 10

- Do you feel safe at school? All the time or many times
 - Indigenous students: 70%
 - Non-Indigenous: 69%
- Do you feel welcome at your school? All the time or many times
 - Indigenous students: 48%
 - Non-Indigenous students: 71%
- Is school a place where you feel like you belong? All the time/many times
 - Indigenous students: 41%
 - Non-Indigenous students: 45%

Student Learning Survey Grade 12

- Do you feel safe at school? All the time or many times
 - Indigenous students: 92%
 - Non-Indigenous: 86%
- Do you feel welcome at your school? All the time or many times
 - Indigenous students: 85%
 - Non-Indigenous students: 84%
- Is school a place where you feel like you belong? All the time/many times
 - Indigenous students: masked but significantly less than non-Indigenous
 - Non-Indigenous students: 75%

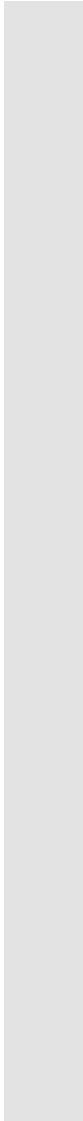
What now?

- Continue with tracking Indigenous learners
 - Discussions with PVP about school processes (school-based teams, interventions, gaps, supports needed)
- Circle of Courage/Talking Circles
 - Working with District Youth Advisory Council to create listening experiences/empathy interviews



Next Meeting

June 16, 2026





School District No. 51 (Boundary)
Box 640, 1021 Central Avenue
Grand Forks, BC V0H 1H0
PHONE: 250-442-8258 FAX: 250-442-8800
Website: www.sd51.bc.ca

Board Report

Date: May 26, 2026
To: Board
From: Iman Zare, Secretary-Treasurer
Subject: Expenditure Report as of April 30, 2026

Background:

This report provides an update on expenditures incurred as of April 30, 2026, for the 2025/2026 school year.

Introduction:

The monthly expenditure report is provided to the Board to enhance transparency and provide greater visibility into ongoing costs.

Information:

The table below provides an overview of year-to-date expenditures as of April 30, 2026, along with a comparison to the amended budget and the prior year actual costs for the same period:

Expense	2025-26 - Amended Budget	YTD April - 2026 Costs	Balance	Spent %	YTD April 2025 Costs
Teachers	\$7,240,773	\$6,091,042	\$1,149,731	84%	\$5,823,541
Principals and Vice Principals	\$1,493,529	\$1,230,382	\$263,147	82%	\$1,258,340
Educational Assistants	\$1,498,010	\$1,219,692	\$278,318	81%	\$1,208,451
Support Staff	\$2,793,866	\$2,250,490	\$543,376	81%	\$2,316,622
Other Professionals	\$988,913	\$795,159	\$193,754	80%	\$694,001
Substitutes	\$837,834	\$577,539	\$260,295	69%	\$787,934
Benefits	\$3,874,068	\$2,915,887	\$958,181	75%	\$2,910,346
Total Salaries and Benefits	\$18,726,993	\$15,080,191	\$3,646,802	81%	\$14,999,234
Services	\$829,980	\$575,947	\$254,033	69%	\$684,783
Student Transportation	\$133,545	\$72,325	\$61,220	54%	\$99,831
Professional Development & Travel	\$237,817	\$126,793	\$111,024	53%	\$140,284
Dues And Fees	\$44,210	\$33,945	\$10,265	77%	\$41,122
Rentals and leases	\$0	\$0	\$0	NA	\$13,970
Insurance	\$73,705	\$65,144	\$8,561	88%	\$69,212
Supplies	\$888,943	\$464,017	\$424,926	52%	\$534,095
Utilities	\$515,000	\$385,323	\$129,677	75%	\$422,630
Furn. & Equipment Replacement	\$0	\$42,727	(\$42,727)	NA	\$9,705
Computer Equipment Replacement	\$0	\$0	\$0	NA	\$12,129
Total Services and Supplies	\$2,723,200	\$1,766,220	\$956,980	65%	\$2,027,762
Total Expense	\$21,450,193	\$16,846,411	\$4,603,782	79%	\$17,026,996

The table presents expenditures in a format consistent with Ministry reporting and year-end financial statements. This approach supports improved monitoring of expenditures against the Board-approved budget. At its last meeting, the Finance Committee expressed interest in moving to this format rather than continuing with the previous format.

Recommendation:

THAT the Board receive this information.



School District No. 51 (Boundary)
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Grand Forks, BC V0H 1H0
PHONE: 250-442-8258 FAX: 250-442-8800
Website: www.sd51.bc.ca

Board Report

Date: May 26, 2026
To: Board
From: Iman Zare, Secretary-Treasurer
Subject: Second Draft of the 2026/2027 Budget

Background:

The first draft of the 2026/2027 budget was presented to the Finance Committee on April 14, 2026. This report provides further updates to the first draft and presents the second draft based on additional information received and further analysis completed.

Introduction:

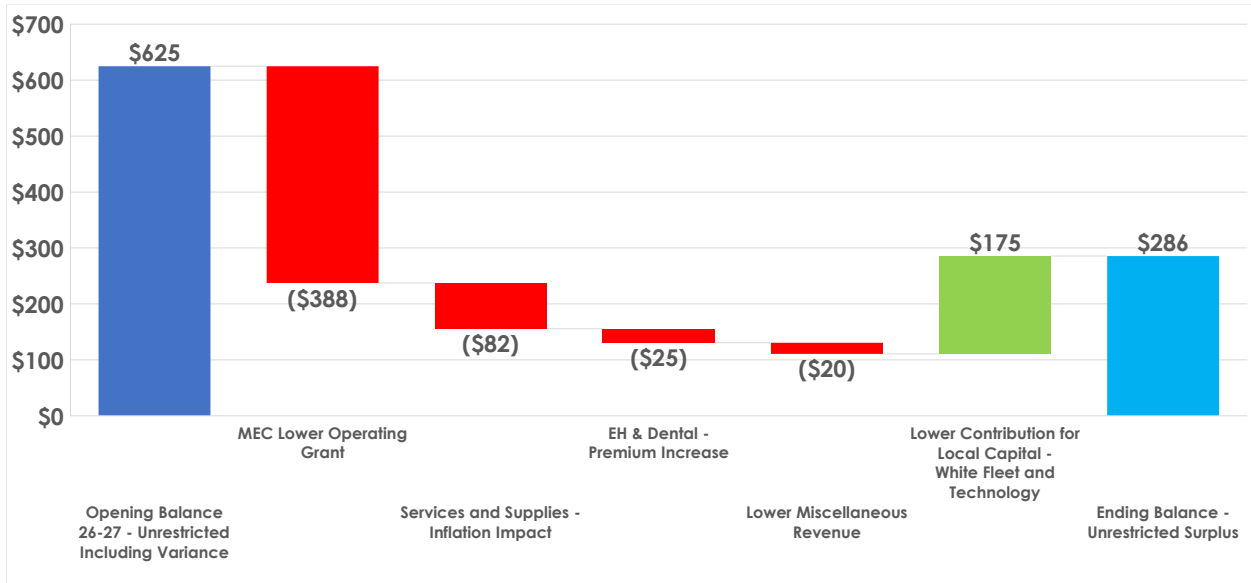
The second draft of the 2026/2027 budget forecasts a slightly improved position, reducing the projected deficit by approximately \$100K compared to the first draft. The improvement is primarily due to additional expected Ministry funding for projected increases in enrolment, including students with diverse abilities or disabilities. This is partially offset by additional salary and benefit costs, mainly for teachers and support staff.

Considerations:

First Draft of Budget

The key operating budget changes from the 2025/2026 Amended Budget are summarized below:

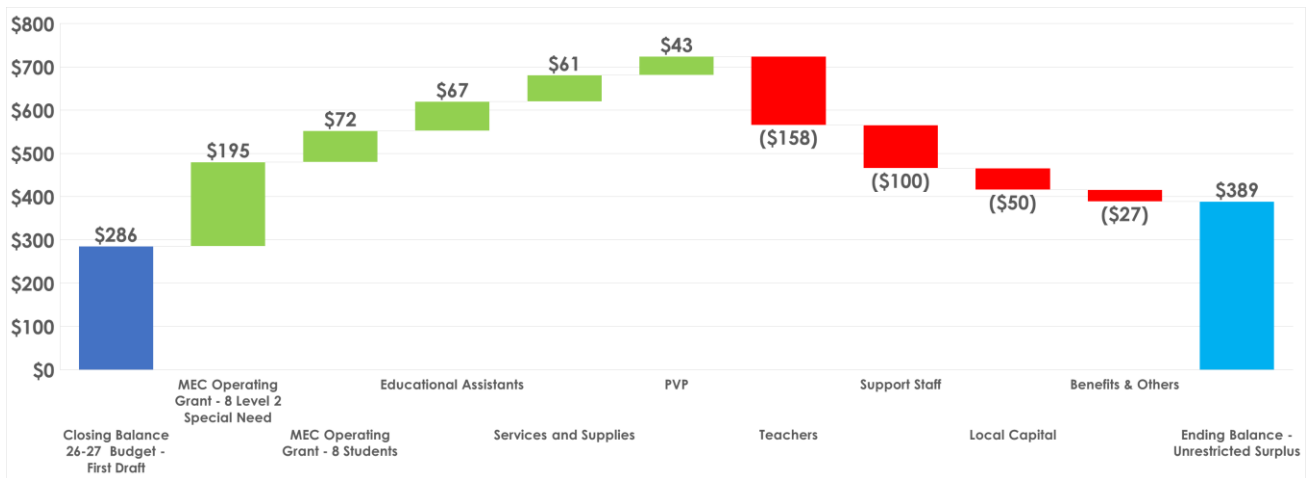
Changes in Unrestricted Surplus from Amended 2025/2026 to Status Quo 2026/2027 (in \$000)



Second Draft of Budget

The key operating budget changes from the first draft of the 2026/2027 budget are summarized below:

Changes in Unrestricted Surplus from the first draft 2026/2027 budget to the second draft (in \$000)



As shown above, these changes result in an overall increase in unrestricted accumulated operating surplus of approximately \$100K compared to the first draft.

Each of the major elements is discussed further below.

Ministry of Education and Child Care Grants

Enrolment is projected to increase in comparison to the first draft, as the number of designated students is now expected to be higher than originally anticipated. This will increase both regular K-12 funding and Level 2 diverse abilities funding. Overall, Ministry operating grant funding is expected to increase by approximately \$267K compared to the first draft.

Salaries, Benefits and Services and Supplies

Amounts in \$000

Expense	2023-24 - Actuals	2024-25 - Actuals	2025-26 - Preliminary	2025-26 - Amended	2026-27 - First Draft	2026-27 - Second Draft	Variance vs First Draft
Teachers	\$7,202	\$7,355	\$7,187	\$7,241	\$7,241	\$7,399	(\$158)
PVP	\$1,564	\$1,513	\$1,494	\$1,494	\$1,494	\$1,450	\$43
EAs	\$1,584	\$1,528	\$1,432	\$1,498	\$1,498	\$1,431	\$67
Support Staff	\$2,822	\$2,991	\$2,799	\$2,794	\$2,794	\$2,894	(\$100)
Other Professionals	\$857	\$865	\$989	\$989	\$989	\$976	\$13
Substitutes	\$822	\$936	\$980	\$838	\$838	\$838	\$0
Benefits	\$3,457	\$3,660	\$3,715	\$3,874	\$3,899	\$3,939	(\$40)
Total S&B	\$18,309	\$18,846	\$18,596	\$18,727	\$18,752	\$18,927	(\$175)
Services & Supplies	\$2,880	\$2,636	\$2,664	\$2,723	\$2,805	\$2,744	\$61
Total Expense	\$21,189	\$21,482	\$21,260	\$21,450	\$21,557	\$21,670	(\$113)

Teachers' salaries are projected to increase by \$158K compared to the first draft, based on further analysis and a review of prior year expenditures. This increase is primarily due to an underestimation of costs in the amended budget, which formed the basis of the first draft, or status quo, budget.

The forecast for Educational Assistants is lower than the first draft budget by approximately \$67K, mainly due to updated expectations regarding the number of EAs needed by each school. Principal and Vice Principal salaries are also projected to be lower than the first draft budget, primarily due to a review of funding allocations that resulted in more costs being charged to special purpose funds based on the nature of the work performed by PVPs.

Similarly, support staff salaries are projected to be \$100K higher than the first draft, based on further analysis and a review of prior year expenditures. This increase is primarily due to an underestimation of costs in the amended budget, which formed the basis of the first draft, or status quo, budget.

Benefits are expected to be \$40K higher than the first draft budget, mainly due to the increase in overall salary costs, which results in a corresponding increase in benefit costs.

The main cost elements contributing to services and supplies were reviewed. Based on this analysis, overall costs are expected to be \$61K lower than the first draft budget. The services and supplies budget includes the estimated cost of engaging an external expert to support the Long

Range Facilities Plan and the establishment of catchment areas, as discussed at the last Finance and Operations Committee meeting. It also includes the estimated cost of engaging an external consultant to act as the District's election officer, considering the upcoming election and the work required.

Overall, total expenditures are expected to have an unfavourable variance of approximately \$113K compared to the first draft.

Other Considerations: Given the current workload, the District's finance team, especially the payroll function, is under significant pressure. Adding a finance position with payroll and accounting expertise would reduce the risk of payment interruptions and support more sustainable operations.

Local Capital

After reviewing the local capital fund and considering future requirements for network and servers, hardware, and the white fleet, it is projected that the 2026/2027 contribution should increase from \$250K to \$300K. This represents a \$50K increase compared to the first draft budget. The increase will support more consistent annual contributions and help avoid large one time contributions, such as the one required in the current year. A healthy local capital fund will also provide the District with more flexibility for modernization projects. The table below summarizes projected local capital needs and contributions in future years:

Amounts in \$000

Year	Opening Balance	Network/ Servers	Hardware	White Fleet Replacement Plan	Other	Interest Earned	Reserve Contributions	Ending Balance (June 30th)
2020-21	\$1,091	-\$157	\$0	-\$104	\$0	\$12	\$125	\$967
2021-22	\$967	-\$200	\$0	-\$59	\$0	\$13	\$375	\$1,096
2022-23	\$1,096	-\$56	-\$458	-\$16	-\$139	\$37	\$250	\$714
2023-24	\$714	-\$79	-\$48	-\$187	-\$500	\$20	\$250	\$170
2024-25	\$170	-\$40	-\$161	-\$40	-\$194	\$4	\$275	\$14
2025-26	\$14	\$0	-\$63	-\$90	-\$115	\$2	\$425	\$173
2026-27	\$173	-\$120	-\$73	-\$95	\$0	\$5	\$300	\$191
2027-28	\$191	-\$165	-\$202	-\$75	\$0	\$5	\$350	\$104
2028-29	\$104	-\$116	-\$130	-\$85	\$0	\$3	\$300	\$75
2029-30	\$75	-\$188	\$0	-\$75	\$0	\$3	\$250	\$65
2030-31	\$65	-\$94	-\$15	-\$95	\$0	\$5	\$250	\$116
2031-32	\$116	-\$92	\$0	-\$95	\$0	\$5	\$250	\$184

Fund Balance

The table below shows the projected fund balance based on the updates made in the second draft budget, compared to the first draft budget. The percentage of unrestricted surplus to operating expenditure has also been included. The projected percentage remains below the 2% to 2.5% range stated in Policy 511, Accumulated Operating Surplus.

Fund Balance	2025-26 - Amended	2026-27 - First Draft	2026-27 - Second Draft	Variance vs First Draft
Opening Fund Balance	\$1,007,531	\$1,029,557	\$1,029,557	\$0
Increase in Surplus/(Deficit)	\$22,026	(\$317,518)	(\$214,141)	\$103,377
	\$1,029,557	\$712,039	\$815,416	\$103,377
Comprised of:				
Unrestricted Surplus	\$603,057	\$285,539	\$388,916	\$103,377
Restricted Surplus	\$426,500	\$426,500	\$426,500	\$0
Fund Balance, End of Year	\$1,029,557	\$712,039	\$815,416	\$103,377
Unrestricted Surplus % to Operating Expenditure	2.81%	1.32%	1.79%	

Financial Details

Detailed financial information, including projected revenues and expenditures, is provided in Appendix A.

Classroom Enhancement Funding

The Ministry of Education and Child Care has provided classroom enhancement funding to school districts in recent years to support classroom enhancements and, more specifically, to comply with classroom composition and configuration requirements under the collective agreements. The tables below show the average allocation to districts across the province and the historical allocation to Boundary School District:

Preliminary Classroom Enhancement Fund (CEF) Allocation for 2026/2027

Amounts in \$000

No	School District	Estimated Operating	CEF Allocation	% to Operating Grant
38	Richmond	\$255,793	\$52,317	20.5%
35	Langley	\$305,289	\$60,406	19.8%
58	Nicola-Similkameen	\$28,745	\$5,345	18.6%
8	Kootenay Lake	\$62,201	\$10,580	17.0%
50	Haida Gwaii	\$12,521	\$2,122	16.9%
62	Sooke	\$177,627	\$29,910	16.8%
48	Sea to Sky	\$66,726	\$9,423	14.1%
82	Coast Mountains	\$59,866	\$8,120	13.6%
23	Central Okanagan	\$291,824	\$39,391	13.5%
43	Coquitlam	\$375,403	\$50,592	13.5%
78	Fraser-Cascade	\$29,096	\$3,855	13.2%
20	Kootenay-Columbia	\$52,134	\$6,854	13.1%
42	Maple Ridge-Pitt Meadows	\$199,768	\$25,694	12.9%
5	Southeast Kootenay	\$80,618	\$10,323	12.8%
64	Gulf Islands	\$22,205	\$2,800	12.6%
	Various Others	\$5,202,450	\$492,231	9.5%
Total Province		\$7,222,268	\$809,962	11.2%

No	School District	Estimated Operating	CEF Allocation	% to Operating Grant
51	Boundary	\$20,890	\$1,523	7.3%

Historical Classroom Enhancement Fund (CEF) Allocation for School District No. 51 (Boundary)

Amounts in \$000

Year	FTE	Staffing	Overhead	Remedies	Total
2018-19	9.8	\$908	\$28	\$27	\$963
2019-20	8.7	\$868	\$28	\$32	\$929
2020-21	8.2	\$875	\$25	\$37	\$938
2021-22	8.3	\$906	\$25	\$46	\$977
2022-23	8.4	\$939	\$25	\$36	\$1,001
2023-24	11.9	\$1,423	\$27	\$55	\$1,505
2024-25	11.1	\$1,454	\$28	\$96	\$1,578
2025-26	11.0	\$1,494	\$29	\$71	\$1,594
2026-27		\$1,494	\$29	\$0	\$1,523

A meeting was held with the Ministry to discuss the CEF allocation to SD51. Following the meeting, a letter was sent to the Ministry requesting an additional FTE allocation for geographically diverse schools. Depending on the Ministry's decision, the impacts will be considered in the 2026/2027 budget.

Next Steps:

As per the timetable below, the 2026/2027 budget will be discussed and finalized at the next Finance Committee meeting and then presented to the Board for approval at the next Board meeting.

2026-2027 Budget Calendar

Date	Topic	Audience
April 14, 2026	Review of the first draft of the 2026/27 Annual Budget	Finance/Operations Committee
May 12, 2026	Review of the second draft of the 2026/27 Annual Budget	Finance/Operations Committee
May 2026	Obtaining Public Feedback - <u>World</u> Café Meeting	Public
June 9, 2026	Review of the final draft of the 2026/27 Annual Budget	Finance/Operations Committee
June 23, 2026	Approve 2026/27 Annual Budget	Board of Education

Recommendation:

THAT the Finance and Operations Committee receive this information.

	2026-27 - First Draft	2026-27 - Second Draft	Variance	%
Revenue				
Ministry of Education & Child Care (MECC) Operating Grant	\$20,889,712	\$21,156,553	\$266,841	1.3%
Other MECC Grants	\$314,399	\$314,399	\$0	0.0%
Other Provincial Grants	\$49,260	\$49,260	\$0	0.0%
International Education	\$5,000	\$5,000	\$0	0.0%
Investment Income	\$100,000	\$100,000	\$0	0.0%
Rentals & Leases	\$50,000	\$50,000	\$0	0.0%
Other Fees & Revenues	\$151,000	\$151,000	\$0	0.0%
Total Grants & Revenues	\$21,559,371	\$21,826,212	\$266,841	1.2%
Expenditure				
Teachers	\$7,240,773	\$7,399,052	(\$158,279)	-2.2%
Educational Assistants	\$1,493,529	\$1,450,214	\$43,315	2.9%
Support Staff	\$1,498,010	\$1,430,677	\$67,333	4.5%
Principals and Vice Principals	\$2,793,866	\$2,893,866	(\$100,000)	-3.6%
Other Professionals	\$988,913	\$975,760	\$13,153	1.3%
Substitutes	\$837,834	\$837,834	\$0	0.0%
Benefits	\$3,899,068	\$3,939,144	(\$40,076)	-1.0%
Total Salaries and Benefits	\$18,751,993	\$18,926,547	(\$174,554)	-0.9%
Services & Supplies	\$2,804,896	\$2,743,807	\$61,089	2.2%
Total Expenses	\$21,556,889	\$21,670,354	(\$113,465)	-0.5%
Net Revenue (Expense) for the Year	\$2,482	\$155,859	\$153,377	6179.6%
Tangible Capital Assets Purchased	(\$70,000)	(\$70,000)	\$0	0.0%
Local Capital	(\$250,000)	(\$300,000)	(\$50,000)	20.0%
Surplus /(Deficit)	(\$317,518)	(\$214,141)	\$103,377	-32.6%

Fund Balance

	2026-27 - First Draft	2026-27 - Second Draft	Variance	%
Fund Balance Beginning of the Year	\$1,029,557	\$1,029,557	\$0	0.0%
Increase in Surplus/(Deficit)	(\$317,518)	(\$214,141)	\$103,377	32.6%
Fund Balance End of the Year	\$712,039	\$815,416	\$103,377	14.5%
Comprised of:				
Restricted Surplus	\$426,500	\$426,500	\$0	0.0%
Unrestricted Surplus	\$285,539	\$388,916	\$103,377	36.2%
% of Operating Expenditure	1.32%	1.79%		



School District No. 51 (Boundary)

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Board Report

Date: May 26, 2026
 To: Board
 From: David Reid, Director of Operations
 Subject: Annual Facility Grant – 2026/2027

Background:

As discussed at the recent Finance and Operations Committee meeting held on May 12, 2026, the details of the Annual Facility Grant for 2026/2027 are outlined below. Photos related to some of the work have been included in Appendix A.

Annual Facilities Grant – 2026-27

Annual fire suppression system testing	Hutton - plumbing upgrade		
Backflow and water testing	Hutton - interior work, lock, wall repair		
Annual hoist inspections	Greenwood - concrete repairs		
Facility exterior maintenance program	Greenwood - exhaust fan hood		
Gym flooring resurfacing	Greenwood - window treatment		
Roofing maintenance	BCSS - plumbing upgrade		
Annual security system maintenance	BCSS - irrigation work		
Annual wood shop duct cleaning at BCSS and GFSS	BCSS - outdoor court resurfacing		
Parking lot line painting	West Boundary - window treatment		
Emergency light installation in shop areas	West Boundary - Septic system work		
Septic system work (Marlex)	West Boundary - interior work, doors		
GFSS - Irrigation project design, pump <u>vfd</u>	<u>Beaverdell</u> - window treatment		
GFSS - New goal posts	<u>Beaverdell</u> - Septic system work		
Perley - Accessibility upgrades	Big White - Field fencing		
Perley - HVAC ducting cleaning			
Perley - classroom flooring	CAMS	\$	
Perley Glanville - plumbing upgrade		9,476	
Hutton – classroom flooring	Net Capital	\$	705,398
	Net Operating	\$	101,868
	Total allocation to districts	\$	807,266
	Total Annual Facilities Grant	\$	816,742

Appendix A – Photos of Related Work Activities





Safe Schools BC – the Ministry of Education and Child Care’s (MECC’s) comprehensive, trauma-informed approach to keeping K-12 educational environments secure and inclusive.

Key Components:

- The *erase* Strategy: Expect Respect and a Safe Education is the provincial strategy focusing on mental health, substance use, anti-racism, and preventing gang involvement.
- Anonymous Reporting: Students, parents and educators can securely and confidentially report worrisome behaviours, bullying, or threats using the erase Report It Tool.
- Threat Assessment: the province partners with Safer Schools Together to provide behavioral and digital threat assessment training to educators and law enforcement to prevent violence and support at-risk youth.
- Student Codes of Conduct for the District and for each individual school

At school sites, the principal is responsible for the operation and management of the school, including knowing what to do in an emergency to protect students and staff.

- A school-based plan must be in place.
- Principal must maintain order during an emergency and ensure students are able to return safely to parents or approved guardians.
- The principal, or designate, is the person-in-charge during an emergency at their school.
- The principal is also responsible for conducting drills on an annual basis:
 - 6 fire drills (BC Fire Code requirement).
 - 3 earthquake drills (BC Earthquake Alliance recommendation)
 - 2 lockdown drills (RCMP recommendation).
- In SD 51, these drills may be done with local First Responders.
- Schools incorporate and integrate emergency drills into learning experiences in ways that increase student understanding and capacity across the curriculum.

- All school personnel, including principals, teachers, education assistants, clerical, maintenance and others, as well as students, are expected to be familiar with the emergency management plan and to understand their particular role(s) in carrying it out.
 - Support staff play critical role in emergency response.

Violent Threat Risk Assessment (VTRA)

- The District has a protocol for responding to student threats/high risk behaviours.
- A VTRA is the process of determining if an individual poses a risk to a known or unknown target.
 - Concerns may originate from a specific threat or from worrisome behaviours such as increased violent ideations or behaviours that suggest the frequency, intensity, and recency of violence potential may be increasing.
 - VTRAs consist of data collection, risk reduction, and intervention planning.
- High Risk Behaviours indicate that the person of concern is at high or imminent risk to harm self or others. Immediate Risk Situations are those that require immediate police intervention.
- Bo Macfarlane, principal of Boundary Central Secondary and Big White Community Schools, is our Safe School Coordinator and supports the VTRA process.
 - He is also responsible for monitoring the online reporting tool, liaising with school administrators regarding student reports, building the capacity of school personnel to present and respond to safety concerns, and liaising with the MECC.



School District 51 Boundary

Upcoming School Events – May/June 20262026

Beaverdell Elementary

- May 22 PJ Day and Waffles

Big White Community School

- June 4 Art Attack Trip to Grand Forks
- June 15 Bike and Beach Field Trip
- June 17 Indigenous People's Day at BCSS
- June 22 Awards Day and BBQ
- June 23 Little Mermaid Play

Boundary Central Secondary School

- June 2 11:30 Indigenous Grad Luncheon
- June 13 11:00 Grad Ceremony
- June 17 Indigenous People's Day Celebration

Christina Lake Elementary School

- June 1-4 Grade 6/7 Vancouver-Victoria Field Trip
- June 11 CLES Sports Day
- June 18 Kindergarten Orientation
- June 25 Pancake Breakfast and Final Assembly

Dr. D.A. Perley Elementary School

- May 28 11am Yo Yo Presentation and May Assembly
- June 10 Welcome to Kindergarten Event
- June 15 Indigenous People's Day Celebration (with Hutton)
- June 22 Kindergarten Graduation
- June 25 Final Assembly (9am) and Grade 7 Grad (10am)

Grand Forks Secondary School

- June 4 Lupine Awards
- June 4-7 Drama Production (The Addams Family)
- June 9 7pm Scholarship Assembly
- June 13 3pm Graduation Ceremony
- June 16 Indigenous People's Day Celebration

Greenwood Elementary School

- May 22 Jump Rope for Heart

John.A. Hutton Elementary School

- June 2 Welcome to Kindergarten Event
- June 4 Fire Truck Splash Down Day

- June 11 Grade 7 Year End Field Trip
- June 15 Indigenous People's Day Celebration at Perley

Walker Development Centre

- May 22 Driving Range Trip
- Button making, edible plant walk, hiking (coming up, no dates scheduled yet)
- June 18 5pm Graduation Ceremony at the Art Gallery

West Boundary Elementary School

- May 26 Tropical Day, Dance, and Talent Show
- May 27 Kindergarten Orientation
- May 28 Ignite the Wild (Outdoor activities and fire)
- June 3 Rainbow Day

BC Public School Employers' Association Annual General Meeting

The 33rd Annual General Meeting (AGM) of the British Columbia Public School Employers' Association (BCPSEA) will be **June 15, 2026, from 10 a.m. to 11 a.m.** The AGM will be online via Microsoft Teams.

Under BCPSEA's [revised bylaws](#), BCPSEA will now hold two general meetings each year – an Annual General Meeting (AGM) in June and an Additional General Meeting (Additional GM) in February.

The AGM includes only the business required under the *Societies Act*: presentation of the 2025-2026 financial statements, report of the auditor (if any), and appointment of the auditor (if required).

The Additional GM will include election of Directors, resolutions, approval of the annual budget, report of the Directors, and other business as required.

Attendance at the AGM

Each board of education is represented at the AGM by a Trustee Representative who carries the vote of their board of education.

The Trustee Representative must not be in a conflict of interest situation as defined by the association's bylaws:

1.1 "conflict of interest" means any of the following circumstances, as determined by the Board:

- a. where a trustee has a direct or indirect pecuniary interest, within the meaning of the *School Act*, in respect of teacher or support staff collective bargaining or in respect of the administration of a teacher or support staff collective agreement
- b. where a conflict of interest exists at common law for a trustee in respect of teacher or support staff collective bargaining or in respect of the administration of a teacher or support staff collective agreement

2.4 No person in a conflict of interest is eligible:

- a. to be elected to the Board of Directors of the Association
- b. to represent a member at any general meeting of the Association
- c. to represent a member at any other function of the Association.

Program

A copy of the preliminary program is attached for your information.

Registration

Registration is required in advance and the deadline to register is **June 8, 2026**. All registrations will be verified and approved, after which the meeting link will be emailed to registered participants.

Registration: [LINK](#)

Questions

For questions regarding the AGM, please contact Donna Verones (donnav@bcpsea.bc.ca).

Attachments:

- Preliminary program

Hutton PAC Meeting Highlights

Date: Monday, May 11, 2026

Principal's & Teacher's Reports

Cultural Fair sponsored by CBAL was a huge success. Groups from three classes picked a country and set up tables representing cultural aspects from that country. Food, games and language were some of the examples of cultural representation.

Last minute bridges were entered in the Kootenay Bridge Building Competition, there was not much notice this year so only about twenty bridges were entered from Hutton. Even though there weren't many entries, a Grade 7 student from Hutton won for that division and received \$100 and two students from the same class won a telescope worth about \$700 from a prize draw.

Mr. Jamie Stewart's class and their little buddies from kindergarten will be going to Nelson May 12th for the salmon release.

Ms. Smuin did a presentation on the importance of the School Trustee elections coming up in October and how crucial it is for community engagement in this election. This came after she attended a conference in Surrey over the weekend with members from the BCTF, CUPE and PAC parents all focused on school trustees and what their roles are and how important this election is. In my opinion, our District should ask Ms. Smuin to present to our community – she is very passionate and concerned about this subject and would be a great advocate for us.

School Trustee Report

I talked about our projected deficit for the 2026/2027 school year because of declining enrolment in our district and across the province as well as no increase in funding from the Ministry.

We discussed some of the proposed projects to be funded in the 2026/27 Annual Facilities Grant for Hutton.

PAC Reports (President's, Treasurer's and Fundraising)

Finding shade at Hutton is a problem. With temperatures getting higher earlier in the year and now the gazebo at the front of the school out of commission, kids are having a hard time finding shade when they are outside. Shade sails have been looked into to be funded by PAC but district approved sails are much too expensive for PAC fundraising efforts. Grants will be looked into, and possibly some funding might be asked for from the Ministry of Health and Interior Health if there are no options with the Ministry of Education and Childcare.

Classroom requests for end of year PAC funding are due by Wednesday.

AGM will be held on June 8th., no one is committing to running again at this time.

Next meeting is Monday, June 8th at 6:00

Larisa Van Marck

School Trustee – SD51

Perley PAC Meeting Highlights

Date: Monday, May 11, 2026

Principal/Vice Principal Report

Perley is getting ready for the Bob Chapman district track meet coming up May 22nd, a lot to organize. Secretaries at schools have been very thoughtful putting groups together and making sure every student has at least someone they know in their group and feel comfortable and have fun competing. Big call out for volunteers to help.

School Trustee Report

I talked about our projected deficit for the 2026/2027 school year because of declining enrolment in our district and across the province as well as no increase in funding from the Ministry.

We discussed the extension of funding from the Ministry for Seamless Day until June 2027.

PAC Reports (President's, Treasurer's and Fundraising)

Each class is being allocated \$400 from the PAC for year end celebrations.

Perley Family Fun Day is set for May 28th and there was a good discussion of succession of PAC and shoulder tapping members at this event as well as advertising all the projects and events that PAC has funded this year. AGM for PAC will be held June 1st.

Next meeting is Monday, June 1st @ 5pm

Larisa Van Marck
School Trustee – SD51