School District No. 51 (Boundary)

Regular Meeting of the Board of Education
School Board Office, Grand Forks, BC
November 17, 2026 at 6:00 p.m.

Agenda

Link to Meeting

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
October 27, 2026 – Regular Meeting Minutes (Attachment)

Report on In-Camera Meeting from October 27, 2026
The Board discussed personnel issues, properties/facilities, as well as CUPE Collective Agreement Ratification.

Recognition, Presentations and Delegations
- Lois Ehman – District Principal of Student Services to present on Early Years Programs

10-Minute Comment Period for Rightsholders and Partners
The purpose of the 10-Minute 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)
- Student Voice – Student Trustees – GFSS: Emma Irwin & Isys Simard, BCSS: Kaela Colin & Montana Maarhuis
- District Highlights

Business Items

1. **Committee Reports**

EDUCATION
- N/A

FINANCE
- N/A

OPERATIONS
- N/A

POLICY
- N/A

2. **Board Chair Report**
    - Annual Board Work plan for 2026-27 (Attachment)

3. **Senior Management Reports**
    - Superintendent Report (Attachment)
    - Secretary Treasurer Report (Attachment)

4. **Trustee Reports**
    - BCSTA Provincial Council
    - Rec Commission
    - BISM
    - BCSTA Kootenay Boundary Branch
    - PAC Highlights
    - BCPSEA
    - OLRC
    - Rural and Remote
    - DPAC

5. **Around the Boundary**

Trustee Activities and Upcoming Events

-
- BCSTA Trustee Academy – November 26-28, 2026
- BCPSEA Symposium – November 30 – December 1, 2026
- BCPSEA AGM – February 5, 2027 (virtual)
- BCSTA Provincial Council – February 19, 2027
- BCSTA AGM – April 15-17, 2027
- BCSTA Kootenay Boundary Branch AGM – TBA

Future Agenda Items

- Catchment Areas
- Strategic Plan
- Final Long Range Facilities Plan

Next Board Meeting: **December 15, 2026**
6:00 p.m.
School Board Office, Grand Forks, BC

15-MINUTE 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. While the Board believes that communication with the public is extremely important, the regular Board is not the appropriate setting for general discussion, or comment by residents. Matters currently under negotiation or litigation or related to personnel or specific students will not be permitted. Public with general comments or questions are encouraged to contact the Chair or Superintendent individually.

One question will be taken from each person, after which, time permitting, each person may present a second question. Speakers must identify themselves before speaking. All questions will be directed to the Chair, who may refer the question to the Superintendent or Secretary Treasurer. The Chair may restrict the length of time any one individual may speak. The response to a question will be made during the meeting, when possible, or deferred until a later date when information becomes available. Individuals addressing the Board assume personal responsibility for all statements made to the Board. The Chair will use judgment to stop any inappropriate questions that would be better discussed in a different forum. The Chair may use discretion to terminate any speaker's privilege or exclude a speaker from the meeting if, after due warning, the speaker persists with conduct or remarks which the Chair considers inappropriate.

Adjournment

SCHOOL DISTRICT NO. 51 (BOUNDARY)

Open Meeting of the Board of Education
October 27, 2026, at 6:00 p.m.

Minutes

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

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

Acknowledgement of the Indigenous peoples and ancestors.

Adoption of Agenda

MOVED/SECONDED

"That the Agenda for October 27, 2026, be adopted as presented."

CARRIED

Adoption of Minutes

MOVED/SECONDED

"That the September 22, 2026, Regular Board Meeting minutes be adopted as presented."

CARRIED

Recognition, Presentation and Delegations

- West Boundary Elementary School (WBES)– Developing Our School Growth Plan presented Nick Bond and Celia Brower. Sharing the growth plan story. When you're at a school for a long period, you develop different items to focus on over the years. When WBES team looked at data in 2022- Literacy emerged as the greatest area of need. From this data review, they made some large changes in 2023 to address these numbers and pivoted them from writing to reading. Looked at the science behind reading instruction. Looked for a balance and programs which UFLI mostly early learning focus and had large buy in from teachers. Used Secret Stories to supplement these learning. No more Levelled Readers and focused on skills and what needed to be worked on. Focused on patterns and started working in small groups which is important for inclusion and normalize break out groups and support groups. Groups became not only for students that need extra support but everyone. The trends are

showing that this approach is working. The love of reading is big focus, but science is used to support these changes. Take aways – Consistency and daily bases plus common language and evidence-based practice. Now pivoting to Mathematics because it is on par with other schools. Trying to go to fundamentals approach and looking for a program that can help develop students in Numeracy. When kids get to school, looking for rhythm and reptation for students to help be successful learners. Student Voice is on a steady increase. Goal is that every student sees themselves as capable mathematicians. Team support from all the teachers. Staff are trying new things and support each other with feedback loops to make it better. All events are reflected on and scheduled and planned at the beginning of the year.

10-Minute Comment Period for Rightsholder and Partners

Janine Frsaser – reflected on previous discussions regarding the implementation of new K-3 screening assessments, emphasizing the need for adequate resources and release time to support the wellbeing of both teachers and students. She expressed appreciation to My Home School West Boundary for its presentation on explicit instruction and its emphasis on balancing effective literacy practices with student engagement and joy in learning. Drawing connections to recent professional learning with literacy expert Adrian Gear, Janine highlighted the importance of balancing decoding, comprehension, and fostering a love of reading, while also commending the school's focus on mentorship, intervention, and meeting student needs. She welcomed and congratulated both returning and newly elected trustees, acknowledging the challenges of the role and thanking them for their commitment to students and staff. Janine noted her appreciation for the board's collaborative and respectful approach during a time of changing government priorities and funding uncertainties. She also expressed support for Policy 124 (Trustee Code of Conduct), particularly the board's annual reaffirmation of its commitment, and praised the board's focus on student achievement, equity, and wellbeing. Janine emphasized the connection between teacher and student wellness and recognized ongoing district efforts to promote wellbeing through consultation and regular district meetings. She further commended the board's commitment to advocating for high-quality public education and encouraged trustees to continue representing the needs and perspectives of Boundary students and staff to government decisionmakers. Janine concluded by thanking all trustees for their service and dedication, with special recognition for those completing their terms and their valuable contributions to School District 51.

Strategic Plan Update

- Superintendent Davidson presented the Strategic Plan Update that has a strategic commitment to create learning environments where every student experiences a sense of belonging, is valued for their unique identity and strengths, and has equitable access to opportunities for success.
- School Trustee – Student Trustees – GFSS: Emma Irwin & Isys Simard – The Student Trustee reported that school sports are underway, with both boys' and girls' volleyball teams participating in recent games. Several clubs have begun meeting, including the Global Citizenship Club, which has been organizing fundraisers and a bake sale. The club also coordinated the school's student vote, in which students selected the NDP candidate. The art class continues its school beautification project by painting classroom doors with subject-themed designs. Preparations are underway for the drama production *The Sound of Murder*, supported by fundraising efforts, while extracurricular activities such as archery continue after school. Student Council is also organizing the school's Halloween costume contest, including judging and prize distribution.
- BCSS: Kaela Colin & Montana – The Student Trustees reported on a variety of BCSS activities, including Halloween Week events, Roadrunner Club activities, preparations for the Remembrance Day show

choir performance, outdoor learning opportunities at Wilgress Lake Community Forest, and rehearsals for *Little Women: The Musical*. Updates were also provided on athletics, student engagement in the recent provincial election student vote, the Textiles Club thrift store fundraiser, the adoption of a new student-designed school logo, and Youth Advisory Council discussions focused on school improvements and enhancing the student experience.

Business Items

1. **Committee Reports**

POLICY

- Policy 124 – Trustee Code of conduct

MOVED/SECONDED

MOTION: "That the Board of Education adopts the Policy 124 as presented"

CARRIED

2. **Board Chair Report**
   - Annual Board Work Plan – this is to be updated and presented at Novembers meeting.
   - Board Chair Hall provided an update highlighting As Board Chair and trustee, she is deeply grateful for the opportunity to have served alongside such dedicated colleagues, staff, and community members. This term has been a rewarding journey of learning, collaboration, and shared commitment to student success. She extends her sincere congratulations to newly elected trustees Katie, Liddie, and James, and thank all candidates who participated in the democratic process. She also acknowledge returning trustees Rose, Mark, and Katie for providing continuity and leadership, and offer heartfelt thanks to Larisa, Bronwen, and Jamie for their dedicated service and contributions throughout their terms. She would also like to recognize the School Board Office teams, past and present, whose professionalism and support have been invaluable to the Board's work. As her term comes to a close, she leave with immense gratitude for the trust placed in her and confidence that the Board will continue building on a strong foundation in service of students, families, and communities.

3. **Senior Management Reports**

- Superintendent Davidson presented report **Key Highlights such as:**
  - Continued school visits and leadership learning focused on school growth plans, evidence of student learning, instructional leadership, and building leadership capacity to support student achievement and well-being.
  - Significant progress was made toward establishing the **Boundary Indigenous Education Council (BIEC)** through collaboration with Indigenous partners, development of Terms of Reference, and ongoing relationship-building activities.
  - District leadership focused on staff wellness and organizational culture, using Guarding Minds at Work survey results to identify strengths and areas for growth related to communication, trust, employee voice, and workload management.
  - Community engagement remained a priority through partnerships with Indigenous organizations, community agencies, parent groups, educational partners, and regional leaders to support student success and well-being.
- The Superintendent reported continued progress on the District's Strategic Directions through ongoing school visits, leadership development, and community engagement activities. Work toward establishing the Boundary Indigenous Education Council advanced through collaboration with Indigenous partners and development of governance structures. School growth planning

discussions highlighted strategies to strengthen student engagement, achievement, and agency, while district leadership learning emphasized the importance of high-quality teaching and leadership in improving student outcomes. District leaders also focused on staff wellness, organizational culture, and relational leadership, informed by Guarding Minds at Work survey results and Compassionate Systems Leadership training. Community partnerships continued to strengthen through engagement with Indigenous communities, family service organizations, parent groups, and educational partners, supporting responsive programming and positive outcomes for students across the district.

- Superintendent Allen, commented on the Upcoming School Events: Previously, there was a principal in the district that would scour the schools for events. Going to work on a plan to give trustees an opportunity to know how they can see what is coming up and how they can participate. PAC meetings can be used to bring information forward. Principal reports could be used to gather information to provide this information.
- Secretary Treasurer Zare presented an update on school Cash online – training of the staff and creating forms which will go live on November 3, 2026,
    - Government Reporting Entity (GRE) – every quarter needs this information submitted and one transition Zare made was to ensure that processes are transparent and consistent with use of the data,
    - Banking Transition – services like commercial card, tax payment and filing services, Cheque pro for electronic cheque deposits, and Business document solutions with cheque issuance, printing and distribution.
    - Budget Ownership and Monthly Reporting – showing ownership across departments and programs, including targeted funding – large sum needs to be spent through different departments so there is no surplus that could be taken back. Bringing more transparent budget so everyone is aware of our funds. Trying to affordability funds that can be allotted in the budget.
    - Classroom Enhancement Funding (CEF) submission – due mid-October, PVP played large roll in getting this data. Put the numbers of teachers needed and awaiting approval from the Government. Trustee Hall thanked Zare for showing them behind the scenes.
    - Secretary Treasurer Zare discussed enrollment update and highlighted trends. This was reported through 1701 submission. Indicates the allocation of 1,207.25FTE which shows a decrease in 8.50FTE from the Budget. With these submissions, it shows that there has been higher ELL and special needs. Enrollment across other districts has shown steady decline like SD51. Trustees would like to see individual school details.
    - Director of Operations Reid discussed the Long Rand Facility Plan Update that introduced the process with engaging a third party to provide an unbiased evaluation of space utilization, building performance, operational efficiency, future capacity requirements, regulatory and code compliance. When first started this process, looked to the Board and Secretary Treasure for guidance on what type of engagement we wanted from third party. Need to focus on student needs in the future with aging facilities. Functional efficiencies and every district are fighting for same pot of money so need to spend money wisely to maximize outcome. ThinkSpace has collected and reviewed the student number information both current and historical, the facility condition index numbers, school capacities both operational and nominal, and geographical locations. This will give us better data to make decisions about facilities.

4. Trustee Reports

- BCSTA Provincial Council – n/a
- Recreation Commission – n/a

- Boundary Integrated Services Model (BISM) – next meeting Nov 2, 2026
- BCSTA Kootenay Boundary Branch – n/a
- BCPSEA – additional general meeting
- PAC Highlights – Trustee Van Marck provided written reports – First Pow Wow was held at Perley on Oct 2 and 3, 3rd annual Harvest Fest on Oct 22, Halloween costume parade on Oct 29 – funding request from Marcie Carney for Lego league were approved by Hutton PAC. Roots and empathy will go ahead this year. Next fundraiser is Smelly Pencils. Hutton PAC is applying for BINGO license again and waiting approval from SBO office. Perley PAC – Hosted the Pow Wow. Perley received a large flower bulb grant (400 bulbs) from "Bulbs for Kids" and students will be planting them in the Re-Wild area on Oct 15th. Early Winter Market is set for November 14th. Gaming grant funds have been received and deposited for 2026/27 school year. Submission from Marcie Carney for Perley PAC was voted on and approved. West Boundary – Wilgress trip and community forest sponsored the bus trip, bike ride, skating started, Halloween celebrations. Beaverdell did bottle drive for fundraiser and had field trip to Kelowna.
- Okanagan Labor Relations Council – AGM and board of directors – 4th year of strategic plan completed and new one in place. Looking to communicate with new Trustee's and training online. Reviewing some policies for surveillance and GPS systems. Meet and greet at symposium. 256 investigations happened this year.
- Rural and Remote – Trustee – n/a
- DPAC – next meeting in January

Trustee Activities and Upcoming Events

- BCSTA Trustee Academy – November 26-28, 2026
- BCPSEA Symposium – November 30 – December 1, 2026
- BCPSEA AGM – February 5, 2027 (virtual)
- BCSTA Provincial Council – February 19, 2027
- BCSTA Provincial Council – February 19, 2027
- BCSTA AGM – April 15-17, 2027
- BCSTA Kootenay Boundary Branch AGM – TBA

Future Agenda Items

- Catchment Areas
- Strategic Plan
- Final Long Range Facilities Plan

Question Period

- Questions asked if there was data to be found specific to the Boundary from the McQueary Report the October 27, 2026 Regular Agenda.

Meeting adjourned at 8:20p.m.

_____ _____

Chairperson Secretary-Treasurer

DRAFT

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November 2026 Strategic Plan Update

Nutrition and School Food Programs School District No. 51 (Boundary)

Strategic Plan Alignment

- Equity, Inclusion and Belonging / Wellness and Resilience

Strategic Commitment

- To create learning environments where every student experiences a sense of belonging, is valued for their unique identity and strengths, and has equitable access to opportunities for success.

- To foster healthy, resilient school communities where students and staff experience physical, social, emotional, and psychological well-being.

This report provides the Board of Education with an overview of the nutrition and school food programs operating across School District No. 51 (Boundary), including program purposes, funding sources, service delivery, partnerships, utilization, accomplishments, and emerging challenges.

1. **Why School Food Programs Matter**

   School food programs support student success by reducing barriers to learning, supporting health and wellness, reducing stigma through universal access, improving food literacy, supporting families experiencing food insecurity, and strengthening community partnerships. The district's approach is grounded in the belief that food supports learning readiness, belonging, and equitable access to educational opportunities. The district strives for widespread participation and reduced stigma through universal access models.
   Key strategies include:
   - Free breakfast and snack access for all students.
   - Pay-what-you-can approaches for lunch programs.
   - Confidential assistance options for families who cannot afford lunch fees.
   - Delivery-based family food supports for rural communities.
   - Student involvement in gardens, harvest clubs, kitchens, and food preparation activities

2. Funding Sources and Allocations

Feeding Futures Fund (Province of British Columbia)

The Feeding Futures Fund provides stable, flexible funding intended to:

- Support universal access to nutritious food in schools.
- Address student food insecurity.
- Fund food purchases.
- Support staffing required to coordinate and deliver food programs.
- Purchase equipment and infrastructure necessary to expand food services.

In SD51, Feeding Futures currently supports the majority of food purchases, staffing, transportation, and operational delivery of school food services.

National School Food Program (Government of Canada)

The National School Food Program represents federal investment in long-term school food programming with a vison to ensure that all children and youth in Canada have access to nutritious food at school, in an inclusive, non-stigmatizing environment that fosters healthy practices, while strengthening connections with local food systems, the environment and culture.

The district currently receives support through complementary funding streams

Funding Sources (2025-2026)	
Funding Source	Amount
Feeding Futures (Provincial)	$350,000
Carry Forward	$156,104
National School Food Program (Federal)	$59,150
Total Available Funding	$565,254

Expenditures (2025-2026)	
Category	Amount
Food Purchases	$232,565
Staffing	$140,224
Equipment & Infrastructure	$52,689
Total Expenditures	$425, 478

3. **School Food Programming across SD51 (2025-2026)**

A comprehensive program of breakfast, lunch and snack programs are available in all schools. In 2025/2026 approximately 55% of students accessed breakfast programs, 34% accessed lunch programs and 75% accessed snack programs. Expansion of lunch services in the three largest schools increased overall access by approximately 900 students.

4. **Food for Families Program**

In addition to school-based services, the district operates a Food for Families program that supports households experiencing food insecurity. 16 families served supporting 74 individuals in West Boundary. 22 families being served supporting 87 individuals in East Boundary. These services are particularly important for rural communities with limited access to traditional food bank services.

5. **School Food Program staffing**

Health Promoting Schools Food Coordinator - The program is led by the Health Promoting Schools Food Coordinator who is is responsible for the facilitation, coordination, and support of food programs that support healthy food programs within the district. **(10 month position - 7 hours per day)**

Food Services Assistant - Under the direction of the Health Promoting Schools Food Coordinator and general supervision of the school Principal, the Food Services Assistant (FSA) assists with the operation of school meal and snack programs, including preparing and serving food, maintaining food safety, monitoring students at mealtimes, and maintaining food records. **(2 positions – 4.5 hours per day)**

Food Services Worker - Under the direction and general supervision of the school Principal, the Food Services Worker (FSW) prepares and serves school meal and snack programs, while maintaining food safety. **(1.5 hours per day at each site)**

6. **Community Partnerships**

Strong community partnerships have supported expanded food access for students in the district.

Boundary Community Ventures Association (Gospel Chapel) - Preparation of east-boundary hot lunch meals, Food recovery and redistribution, Support for Food for Families programming.

Munch-a-Lunch - Supports lunch service delivery in East Boundary schools.

Save-On-Foods - Provides food purchasing support and a 10% discount, provide order preparation for pick up.

BC Agriculture in the Classroom - Supplies fresh food products and supports procurement of local foods.

7. Food Preparation and Distribution Infrastructure



The program operates primarily out of the "Hutton Hideaway" in the portable structure behind John A. Hutton Elementary. The space while sufficient is operating at capacity. It includes commercial-grade refrigeration and freezer capacity, food storage areas, food preparation equipment, and the utensils and resources necessary to safely receive, store, prepare, package, and distribute food throughout the district. The district is currently working to modify an existing second washroom in the space to increase necessary cool storage space.

Next Steps & Summary

School food programs in SD51 have expanded significantly and provide breakfast, lunch, and snacks in all district schools while also supporting vulnerable families through the Food for Families program. Through the combined investment of the provincial Feeding Futures Fund, the federal National School Food Program, dedicated district staff, and strong community partnerships, the district has substantially increased student access to nutritious food and reduced barriers associated with food insecurity.

Consistent with Canadian research and the objectives of both the provincial Feeding Futures Fund and the federal National School Food Program, access to nutritious food is recognized as a foundational support for learning. By improving students' readiness to learn, engagement, attendance, and overall well-being, school nutrition programs contribute directly to the conditions necessary for academic achievement and student success[1].







[1]Mary Curnutte et al., "School Nutrition Policies and Associations With Academic Outcomes: A Comprehensive Summary of Current Evidence," *Journal of School Health* 96, no. 10 (2026): e70244.
J Sch Health. 2026 Oct 6;96(10)

School District 51 Boundary

Board of Education Annual Work Plan

SEPTEMBER

- Approve Enhancing Student Learning Report
  - School Growth Plans
- Approve 2025/26 Audited Financial Statements
  - Review Independent Auditor's Report
  - Review Financial Statement Discussion & Analysis (FSD&A)
- Approve 2026/27 Five-Year Capital Plan – Minor Projects

OCTOBER

- Receive September 30th 1701 – Student Data count information
- School Growth Plans shared with the Board
- Ratify CUPE

NOVEMBER

- Elections for Board positions
- Commit to Trustee Code of Conduct
- BCSTA Trustee Academy
- BCPSEA Symposium
-

DECEMBER

- Committee reps and liaison assignments confirmed
- Approve 2026/27 Budget Process and Timeline

JANUARY

- Receive 2026/27MECC Recalculated Grant
- Review District Graduation/Completion Rates
- Financial Disclosures (due January 15th)
-

FEBRUARY

- Adopt 2026/27Amended Annual Budget Bylaw
- Approve 2026/27 School Calendar
- Represent SD51 at BCPSEA
- RepresentSD51 at BCSTA Provincial Council
- Receive 3-year enrollment projections

MARCH

No regularly scheduled meetings

APRIL

- Review of first draft of 2026/27 Annual Budget
- Adopt 2026/27 Capital Funding Bylaw
- Represent SD51 at BCSTA Annual General Meeting

MAY

- Review second draft of 2026/27 Annual Budget
- Review Annual Facilities Grant (AFG) Spending Plan
- Approve Out-of-Province tuition rate for 2026/27

JUNE

- Adopt 2026/27 Annual Budget Bylaw
- Approve 2027/28 Five-Year Capital Plan – Major Projects

JULY/AUGUST

No regularly scheduled meetings

Other work expected in 2026/27:

- Collective agreement
- Finalize Long-Range Facilities Plan (LRFP)
- Accessibility Report
- Catchment Areas
- Strategic Plan Update for 27/28

Agenda

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Superintendent Report

November 2026
Allen Davidson

School Growth Plans/Visits

Throughout end of October and into November, I continued to visit schools and work collaboratively with Principals and Vice-Principals to build leadership capacity in for instructional leadership and management leadership. These connections provided opportunities to support school leaders in responding to emerging challenges, celebrating successes, strengthening relationships, and advancing district priorities. Consistent with our commitment to a culture of continuous improvement, discussions focused on student learning, inclusive practices, staffing and operational needs, and collaborative problem-solving in support of positive learning and working environments across the district.

District Leadership Team Meeting

October 29, 2026 - D.A. Perley Elementary School

The District Leadership Team (DLT) is meeting monthly for collaborative learning and capacity building. In October we met at D.A. Perley Elementary School and focused on leadership culture, collaboration, and operational updates. The meeting was part of our ongoing response to feedback received through the Guarding Minds at Work survey, which identified leadership culture and communication between schools and the School Board Office as areas for continued growth.

The leadership learning portion of the day focused on developing a shared culture framework for district leaders. Through reflection on feedback collected from school leaders, participants identified several foundational commitments that will guide the work of the team moving forward. These included building and maintaining trust, ensuring all voices are heard, learning together, demonstrating accountability and follow-through, supporting one another, and keeping students at the centre of decision-making. Trust, collaboration, professional relationships, and student-centred leadership emerged as consistent priorities across the feedback provided by administrators. This work is grounded in current instructional



leadership research and literature and the DLT is grounding learning in the work of Viviane Robinson's work ***Student Centered Leadership*** (2016).

The second portion of the meeting focused on operational and management matters, including district attendance tracking requirements, health and safety updates, professional learning opportunities, and current initiatives within Human Resources and Operations. School Board Office leaders provided updates related to finance, staffing, safety, and facilities management to ensure consistent communication and support for school-based administration.

Strategic Directions Alignment

Wellness & Resilience

- Directly addresses Guarding Minds at Work findings.
- Supports psychologically safe workplaces and positive organizational culture.
- Promotes leadership practices that support staff well-being and engagement.

Community Connections

- Strengthens relationships between schools and the School Board Office.
- Improves communication, trust, and collaboration across the organization

School District and Interior Health Partners Network Meeting

October 29, 2026 – Virtual

I participated in the School District and Health Authority Partners Network Meeting, hosted collaboratively by Interior Health and school district partners from across the region. The meeting brought together education and health leaders to discuss student wellness, mental health, preventative health measures, and opportunities for strengthened partnerships between school districts and health authorities. This was an excellent opportunity to understand the systems and structures and services available to students, families and school personnel. A key strategy for my entry plan as Superintendent is understanding the partner organizations, key personnel and contacts, and services available to provide wrap around support to students.

Dr. Fatemeh Sabet, Medical Health Officer, highlighted current public health priorities including respiratory illness prevention, student sleep health, and the potential impacts of seasonal daylight changes on student well-being. Particular emphasis was placed on mental wellness, implementation of the newly released national standards for mental health promotion in schools, and opportunities for school districts to access Interior Health support in this work.

Interior Health staff also shared updates regarding nursing support services, delegated medical care programs, substance use prevention initiatives, school immunization programs, youth harm reduction resources, and healthy eating and food security supports available to schools. Presenters emphasized collaborative approaches that support student health, reduce barriers to learning, and strengthen the well-being of children and youth across the region.

Strategic Directions Alignment

Wellness & Resilience

- Supports district work related to student mental health and wellness.
- Provides access to evidence-informed resources supporting student resilience.
- Strengthens preventative approaches to substance use and health promotion.

Community Connections

- Enhances partnerships with Interior Health and regional service providers.
- Supports coordinated approaches to student well-being

BC School Superintendents Association Conference - Leading Systems for Equity and Excellence

November 4-6, 2026

I attended the BC School Superintendents Association (BCSSA) Fall Conference, *Leading Systems for Equity and Excellence*, in Vancouver. The conference brought together superintendents and educational leaders from across British Columbia to explore leadership practices that advance equity, inclusion, student success, and system improvement.

Pre-Conference - Superintendent Leadership Institute (November 4)

Prior to the formal conference, I participated in the second gathering of the inaugural BCSSA Superintendent Leadership Institute cohort. The Leadership Institute was established to support superintendent leadership development through a combination of face-to-face learning, reflection, mentorship, professional resources, and collaborative inquiry with colleagues across the province.

The session focussed on **Working with People: Board Orientations and Beyond**, an especially timely topic following the recent elections. Learning centred on effective Board orientation practices, governance relationships, communication strategies, and the important leadership work involved in establishing positive and productive relationships between Boards of Education and senior leadership teams. Participants engaged in practical problem-solving, structured dialogue, and reflection on governance challenges facing school districts across the province. The session reinforced the importance of clarity of roles, trust-based relationships, effective communication, and shared understanding in advancing student success through strong governance.

Learning Partners Program (November 4)

Grounded in the BCSSA Leadership Competencies and the principles outlined in The Spirit of Leadership, the Learning Partners Program is designed to support members who are new to their role or navigating a leadership transition. The program connects participants with experienced and accomplished retired senior district leaders who serve as mentors and trusted professional partners.

Participation in the program includes:

- A one-to-one professional partnership tailored to your leadership needs and context (Dr. Stepehen Petrucci)
- Regular, ongoing contact between partners through a variety of communication methods
- Thoughtful matching of mentors based on role, experience, district context, geography, and areas of expertise
- Pre-conference learning sessions held in advance of the BCSSA Summer and Fall Conferences, providing opportunities to connect with colleagues and engage with representatives from the Ministry of Education and Child Care
- A confidential professional relationship that supports open dialogue and reflection

At this session we engaged in role-alike structured dialogue on Governance, Instructional Leadership, and challenges of practice. The opportunity to engage with an experienced former superintendent provides valuable access to practical wisdom, coaching, and professional reflection.

Day 1 Conference Keynote (November 5)

Transforming Leadership Learning: Designing Sustainable Systemic Change. Louise Stoll and Liz Robinson

The plenary keynote by Louise Stoll and Liz Robinson focused on the leadership conditions necessary to create sustainable system improvement. Their presentation challenged participants to consider how educational leadership can move beyond short-term initiatives toward deep, lasting change that is embedded across systems.

A key message from the session was the importance of leadership coherence, collective responsibility, and continuous learning across all levels of the education system. Presenters emphasized that sustainable improvement requires strong connections between schools, districts, partner organizations, and communities. Their discussion also highlighted the importance of place-based leadership and creating conditions that allow innovation, collaboration, and shared ownership of outcomes to flourish.

The learning aligns closely with our work in SD 51 as we continue to strengthen collaboration, foster leadership capacity throughout the organization, and advance strategic priorities that support equitable outcomes for all learners.

Breakout Session (November 5)

Whose Input Shapes the Plan? Equitable Engagement and Priority Learners in the Strategic Plan

This session explored how school districts can ensure strategic planning processes authentically include the voices of priority learners, families, and communities that may not traditionally participate in engagement activities.

Leaders from Richmond School District, School District 57 (Prince George), and their community engagement partners shared their experiences developing strategic plans grounded in meaningful consultation with Indigenous learners, English Language Learners, families, and historically

underrepresented groups. Presenters spoke candidly about building trust, creating culturally responsive engagement processes, addressing difficult feedback, and ensuring that community input results in meaningful action rather than consultation alone.

Several key questions guided discussion:

- Whose voices are missing from our planning processes?
- How do we create trust with communities that may have previously felt unheard?
- How do governance and leadership teams respond constructively to difficult feedback?
- How do we ensure engagement influences strategic priorities and actions?

This learning was particularly relevant to SD 51. Over the coming year, the Board of Trustees and Superintendent will be developing an engagement process to inform the renewal and development of the district's next Strategic Plan prior to the end of the 2027 calendar year. The session provided practical examples and valuable considerations for ensuring our future planning process is inclusive, relationship-based, and centred on the needs and aspirations of students, families, staff, Indigenous rightsholders, and community partners.

Day 2 - Conference Keynote (November 6)

Presence, Practice, Pedagogy, and Permanence in Indigenous Education - Dr. Niigaan Sinclair

The keynote session by Dr. Niigaan Sinclair, journalist, author, Professor of Indigenous Studies at the University of Manitoba, and son of former Truth and Reconciliation Commission Chair Murray Sinclair provided highlights of both advances and

Dr. Sinclair challenged educational leaders to reflect on the progress that has been made since the release of the Truth and Reconciliation Commission's Calls to Action in 2015 and to consider whether reconciliation efforts are becoming deeply embedded within educational systems. He emphasized that Indigenous education should not exist as a separate initiative, but should be reflected throughout curriculum, relationships, school culture, leadership practices, and decision-making processes.

The presentation encouraged leaders to ask difficult questions about how progress is measured, how commitment to reconciliation can be sustained through changing political and fiscal environments, and what is required to ensure that reconciliation becomes a permanent feature of public education rather than a temporary priority.

Again, this session was timely as SD 51 works to establish our Indigenous Education Council with local First Nations and Indigenous shareholders as reported on last month.

Breakout Session (November 6)

Indigenous Education Impact Initiative

During the afternoon, I attended a session focused on the work of the Network of Inquiry and Indigenous Education (NOIIE) and the Indigenous Education Impact Initiative (IEII).

The session highlighted how collaborative inquiry can support meaningful and sustained improvements for Indigenous learners. Using the Spiral of Inquiry framework, school teams from across British Columbia shared examples of how they engaged deeply with students and communities to better understand learner experiences, identify barriers, and implement responsive actions that improved learning environments and outcomes.

Presenters emphasized that successful inquiry begins with listening carefully to learners and understanding the unique strengths, aspirations, and experiences present within local contexts. Teams described how engagement with Indigenous learners led to changes in instructional practices, relationships, support structures, and school culture.

A particularly powerful message was that inquiry should not be viewed as a short-term project but as an ongoing way of working. When stories of learning and impact are shared across schools, districts, and professional networks, they contribute to broader systemic change and help embed equity-oriented practices throughout the education system.

The session reinforced the value of School District 51's continued use of inquiry-based improvement processes and highlighted the importance of ensuring Indigenous learner perspectives remain central to district and school improvement efforts.

The learning coming out of the BCSSA Conference will inform ongoing district work related to leadership development, governance, Indigenous education, student well-being, and strategic planning as we continue advancing the Board's strategic priorities in service of student success.

Strategic Directions Alignment

Student Voice & Agency

- Reinforces the importance of intentionally including student perspectives in planning and decision-making.
- Supports future strategic planning processes that prioritize learner voice and experience.

Equity, Inclusion & Belonging

- Encourages engagement structures that ensure traditionally underrepresented groups are meaningfully included.
- Promotes planning processes that are responsive to diverse learner needs.

Community Connections

- Strengthens approaches to stake-holder, community, and Indigenous engagement in district planning.

Respectfully submitted



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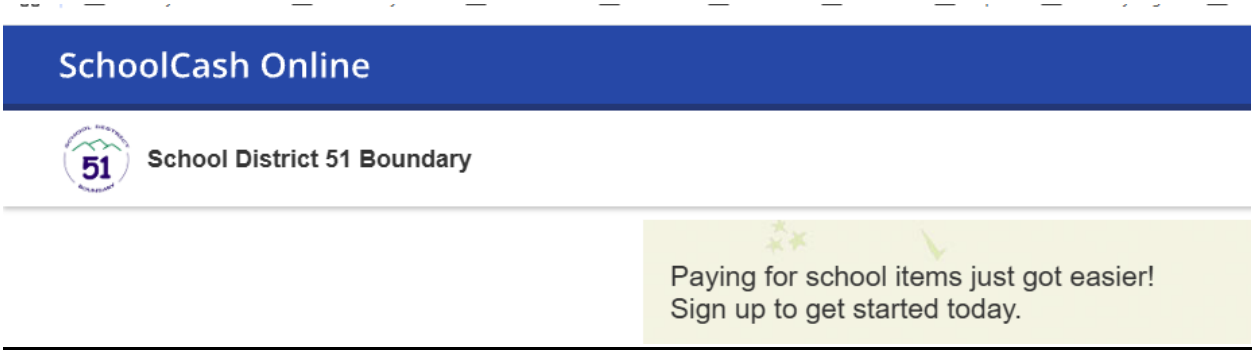
Board Report

Date: November 17, 2026
To: Board
From: Iman Zare, Secretary Treasurer
Subject: Secretary Treasurer Report

Introduction:

The purpose of this report is to provide some updates to the Board with regards to activity that Secretary Treasurer and his team has been working on.

School Cash Online:



SchoolCash Online launched district-wide on November 3, 2026, as planned. The District's online payment portal is active and families have begun using it for school-related payments. As of the preparation of this report, approximately $10,000 in online payments has been recorded and allocated to the relevant school trust accounts. The rollout supports more convenient payment options, reduces manual cash handling and provides clearer transaction records. The Finance team will continue monitoring uptake, reconciliations and support needs as schools adopt the system.

Teacher Staffing Information and FTE Reporting

To improve visibility over teacher staffing and support more consistent budgeting and resource allocation, the District has developed a centralized school-level staffing model identifying

enrolling and non-enrolling teacher assignments and full-time equivalent (FTE) allocations. The model has been shared with principals and vice-principals for verification. The next phase is to reconcile the verified school information with positions in the HR system and prioritize standard SDS reports for ongoing monitoring. This work will also strengthen the reliability of information used for staffing planning and applicable collective agreement and Classroom Enhancement Fund reporting. The verification and system reconciliation remain in progress.

Implementation of the CUPE Collective Agreement

Following the negotiated changes to the CUPE collective agreement, Payroll is working with the District's software provider, SDS, to configure and validate the related payroll changes, including vacation-pay arrangements for affected employee groups. Where employee elections are required under the agreement, Payroll and IT are developing a digital process to collect and document those selections. Implementation will include review of the applicable agreement provisions, employee communication and testing before payroll changes are applied.

Electronic Timesheets and SDS Cloud

The District is working with SDS, our enterprise resource planning (ERP) system provider, to improve access to the electronic timesheet system. Currently, employees must be connected to the District's network to access and submit their timesheets, which limits flexibility, particularly for staff such as custodians and educational assistants who may need to access the system from different locations or devices. As part of this work, the District is also exploring the transition to SDS Cloud, which could provide more flexible and secure access to the system, reduce the need to maintain on-premises servers, and offer enhanced data backup, disaster recovery, and cybersecurity capabilities.

Trustee Orientation

The Administration Office has been working on onboarding the newly elected trustees to support a smooth transition into their roles. This includes coordinating the necessary documentation, setting up payroll and IT access, establishing district email accounts, and ensuring trustees have access to the systems and resources needed to carry out their responsibilities. The team is also coordinating administrative arrangements and providing ongoing support to help trustees become familiar with District processes and operations.

School Operating Budget

A consistent methodology has been developed for allocating annual school operating budgets across elementary and secondary schools, taking into account the applicable allocation criteria. Schools have received their 2026/27 operating allocations. Monthly budget-to-actual expenditure reports are also being provided to schools to support transparency, timely monitoring and informed spending decisions throughout the year.

Indigenous Education Reporting to the Ministry

The District is finalizing its 2025/26 reporting to the Ministry of Education and Child Care on Indigenous Education Targeted Funding (IETF) and Indigenous Education Council (IEC) Capacity Funding. The reporting includes financial information and descriptions of relevant activities and engagement. In accordance with Ministry requirements, the Indigenous Education Council is to review and approve the applicable plans, expenditures and reporting before submission. Monthly monitoring of Indigenous Education funding and expenditures is being developed to strengthen oversight and support timely reporting.

G.F.S.S Flood Restoration Works – Additional Ministry Funding

The District has been working with the Ministry of Infrastructure to submit and reconcile claims related to flood restoration work at Grand Forks Secondary School (GFSS). Recently, the Ministry approved additional funding to support these restoration costs. The process involves extensive administrative work to compile supporting documentation and meet the Ministry's reporting and claim requirements. This work has been progressing well, and the additional funding is a positive development in supporting the District's recovery of flood restoration expenditures.