



School District No. 51 (Boundary)

Regular Meeting of the Board of Education
Boundary Central Secondary School, Midway, BC
October 27, 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

September 22, 2026 – Regular Meeting Minutes (Attachment)

Report on In-Camera Meeting from September 22, 2026

The Board discussed personnel issues, properties/facilities, business items, as well as the final audit report to the Board.

Recognition, Presentations and Delegations

- West Boundary Elementary School - School Growth Plan progress – Principal, Nick Bond.

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)

- Student Voice – Student Trustees – GFSS: Emma Irwin & Isys Simard, BCSS: Kaela Colin & Montana Maarhuis
- District Highlights

Business Items

1. Committee Reports

POLICY

- Policy 124 – Trustee Code of Conduct (Attachment)

MOTION: *“That the Board of Education adopts the Policy 124 as presented.”*

2. Board Chair Report

- Annual Board Work Plan (Attachment)

MOTION: *“That the Board of Education adopts the Annual Board Work Plan as presented.”*

Agenda

3. Senior Management Reports

- Superintendent Report (Attachment)
 - Upcoming School Events (Verbal)
- Secretary Treasurer Report (Attachment)
2026/27 Student Enrolment (Attachment)
 - Long Range Facility Plan – Update (Attachment)

4. Trustee Reports

- BCSTA Provincial Council
- Rec Commission
- BISM
- BCSTA Kootenay Boundary Branch
- DPAC
- PAC Highlights (Attachment)
- BCPSEA
- OLRC
- Rural and Remote

5. Around the Boundary (Link)

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: **November 17, 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
September 22, 2026, at 6:00 p.m.

Minutes

The Chairperson called the meeting to order at 6:02 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 September 22, 2026, be adopted as presented."

CARRIED

Adoption of Minutes

MOVED/SECONDED

"That the June 23, 2026, Regular Board Meeting minutes be adopted as presented."

CARRIED

Recognition, Presentation and Delegations

- School Trustee – Montana, Kaela, - Kaela introduced herself and Montana – positive start with highlights road runner collective – students participate in activities that are outside the regular. Back to school pancake breakfast. Girls Volleyball has started. Drama production has started. Barrier fall fair with a few of the students participating. School Trustee Montana is showing a lamb.
- Celebrations – communications this week – West Boundary – was given a grant for music instruments. Celebrate all the staff who helped with Terry Fox run.

10-Minute Comment Period for Rightsholder and Partners

Jannine Frsaser – spoke about assessments for K-3. Teachers are told that they must do these assessments

three times over the year. Teachers are not being given any training in administration, implementation, or results. Extra Supports are need for appropriate students. Need to be able to identify these students early on so need more funding and not just the assessments. There is a need to invest in the teachers to be able to implement these assessments after training and awareness.

Strategic Plan Update

- Superintendent Davidson presented the Strategic Plan with no real change and wanted to highlight that the board voted to extend the plan for one extra year with all the changes in Management staff and trustee.
- School Growth Plans – developed through the year. They will be posted on website. Conversations will be happening with focus on goals each PVP has established. Good conversations on Why's with each of the plans.
- Trustee Zitko – is there a way at the end to get feedback from what went well or needed to be changed.
- Superintendent Davidson – has asked a PVP to make a presentation on how they made these goals and how they evolved. Measure on outcomes from school leadership.

Business Items

1. Committee Reports

FINANCE

- Independent Auditor's Report by BDO Canada LLP
- Kayla Northcote was the presenter – 4:30 – 4:42, engagement partner at BDO Canada LLP, presented the final audit report to the Board and confirmed a clean audit opinion has been issued.
 - **Audit at a glance:** \$1,300,00 Materiality is based on 5% of total expenses. Start Date: July 2026 to September 2026. No fraud has been detected. Confirmation that maintained independence accounts.
 - **Status of Audit:** Receipt of signed management representation letter, subsequent events review through to the financial statement's approval date, approval of financial statements by the board of trustees.
 - **Audit Findings:** All audit testing in revenue recognition, management override of internal controls, and school generated funds were executed as planned with no issues to be reported.
 - **Internal control Matters:** documented operating systems to assess the design and implementation of control activities, discussed and considered potential risks with management. No control deficiencies were noted that, in our opinion, are significant to discuss. We have, however, provided management with a letter outlining some best practice recommendations for consideration.
 - **Adjusted and Unadjusted differences:** There were no differences that were corrected by management during the audit engagement. There was one unadjusted difference: It was an estimate so not flow through financials.
 - **Section PS 1202** – commencement next year – how figures are presented in the future.

MOVED/SECONDED

MOTION: "That the Board of Education receive and approve the Audited Financial Statements for the year ended June 30, 2026"

CARRIED

- Internally Restricted Surplus – Operating Fund
 - Zare reviewed the note 17
 - Speech Services funds have been spent in the 2025 so this is why no funding in 2026 in the restricted surplus.

MOVED/SECONDED

MOTION: “That the Board of Education receive and approve the Internally Restricted Accumulated Operating Surplus as detailed in Note 17 of the Audited Financial Statements for the year ended June 30, 2026”

CARRIED

- 2025/2026 Audited Financial Statements
 - In response to a question from Board Chair Hall regarding the auditors’ recommended adjustments, Zare clarified that, in accordance with the auditors’ recommendation, both the expenditures and the related revenue associated with the flood restoration work were reported separately in the financial statements.
 - Zare presented 2025/2026 Financial Statement Discussion and Analysis

EDUCATION

- Enhancing Student Learning Report
 - Superintendent Davidson worked with previous Superintendent to establish a report
 - Did learn about pg 7 – grade 4 literacy having downward trend
 - Assessment validity could be next step
 - Early Literacy big focus and especially found big gaps after COVID.
 - Grade 7 and 10 catch up and this show staff have been working hard to reduce the gap.
 - Growth – not every student feels like they belong pg 24 of report
 - Trustee Hall – Comment – wellbeing high importance and so looking at implementation and how to do we hit the targets.
 - Superintend Davidson discussed a few ways to help with these and the strategies out there that educators can use and need to find what works and have some systems in place. Skill building is a big factor and helps build resilience of students. Building healthy relationships is not schools’ entire role and home life plays a factor in these relationships. Anyone who has been a teacher can see students come in with challenges so focus on building a classroom community with how we are going to treat others with respect and kindness. With all the positive focus and interactions at school, students at the end of year or school can surpass expectations.
 - Trustee Danyluk discussed that with guiding minds survey shows that if good environment then transfers down.

MOVED/SECONDED

MOTION: “That the Board of Education receive and approve the School District No. 51 (Boundary) Enhancing Student Learning Report for 2026/27 for submission to the

Ministry of Education and Child Care, publication and ongoing use as a planning document.”

CARRIED

OPERATIONS

- 2027/2028 Five-Year Capital Plan – Minor and Major Capital Programs submission

Major

- School Age Care on School Grounds program which supports the creation of net before/after school childcare spaces with existing school facilities.
- Floods – GFSS
- Submitting for a replacement – three years away – BCSS

Minor

- Roofing assessment – every 6 yrs
- Replace roof sections at Perley, Grand Forks Secondary School and Christina Lake Elementary School
- Replace elevator - Grand Forks Secondary School
- Fire suppression systems – Grand Forks Secondary School, West Boundary Elementary School
- Electrical upgrades – Walker Development Center
- Carbon Neutral – lighting upgrades – Boundary Central Secondary School, HVAC - Boundary Central Secondary School, Electrical – Grand Forks Secondary School
- Playground – upgrade surfacing - Christina Lake Elementary School
- Bus Acquisition – new electric bus
 - Purchased second year
 - Looking at different suppliers
 - Biggest push is mechanical support so limits where to purchase

MOVED/SECONDED

MOTION: “That, in accordance with provisions under section 142 (4) of the *School Act*, the Board of Education of School District No. 51 (Boundary) hereby approves the proposed Five-Year Capital Plan (Minor Capital Programs) for 2027/28, as provided on the Five-Year Capital Plan Summary for 2027/28 submitted to the Ministry of Education and Child Care.”

MOTION: “That, in accordance with provisions under section 142 (4) of the *School Act*, the Board of Education of School District No. 51 (Boundary) hereby approves the proposed Capital Plan (Major Capital Programs) for 2027/28, as provided on the Five-Year Capital Plan Summary for 2027/28 submitted to the Ministry of Education and Child Care.”

CARRIED

POLICY

- Policy 124- TRUSTEE CODE OF CONDUCT

MOVED/SECONDED

MOTION: “That the Board approve the following revised policy with amendment from the policy meeting for circulation as recommended by the Policy Committee: Policy 124 – TRUSTEE CODE OF CONDUCT”

CARRIED

2. Board Chair Report

- Board Chair Hall provided an update highlighting most recent Board Chair report
 - Congratulations to Trustees Zitko, Danyluk and Bird who were acclaimed in their respective areas as well as new incoming trustees Thomas for Area C and Thielman for Area D. I'd also like to wish Trustee Jepsen and Massey and all the other candidates the very best in the upcoming elections in Greenwood and the City of Grand Forks.
 - Highlights from the Board Chair call:
 - Minister Beare attended the call and noted that the Provincial Government is calling on reforms on social media and AI to take action to address the harms students are facing online in cooperation with the federal government.
 - School safety is the #1 Priority with the second priority being academic excellence – focusing on literacy and numeracy. Mandatory literacy screening in the early years is being implemented. The government is also looking into a math strategy in order to address the declines in that area as well.
 - Minister Beare noted that the partnerships with the IEC are really making a difference in outcomes for Indigenous students and the ministry is grateful for our partners for driving those outcomes. I know this is a priority for our district as well and I'm glad to hear that contact has been established and that conversations are being had.
 - Trevor Davides noted that the team is busy preparing for BCSTA Academy November 26-28 at the Hyatt Regency. The Academy following election is important so they've opted to make Academy the full three days with no preconference with hopes that trustees will be able to attend the full three days.
 - BCSTA is working with the EA's to register current trustee's for Academy and they will allow the individual names to be changed post election.

3. Senior Management Reports

- Superintendent Davidson presented report on entry plan progress where he has been focused on listening, learning and building relationships across the district and broader community. Through school visits, stakeholder meetings, professional learning, and organizational review. The observations and activities reflect early work in support of the Districts Strategic Directions: Equity, Inclusion & Belonging; Student Voice & Agency; Wellness & Resilience; and Community Connections. Made a visit to all schools first week of school and observed students happy and wanting to be at school. Superintendent Davidson wants to ensure best data available to help strong relationships. Indigenous education council not established at this time but in the process, this will give us access to resources. We will all improve by incorporating local focus and helps learning. August Days – shown leadership from staff and gathering student voices helps with engagement and transforms into success for students. Ministry focuses on student voice in the curriculum. Guarding Minds survey – Ministry puts dollars towards dollars for adult wellness which also helps students' success. Guarding Minds at Work Survey had input from all staff and reviewed at wellness committee. Some schools have used no instruction days to review this data and how to address the concerns. Teaching can be a very isolated work environment even with them being with students so shows that some teachers are experiencing roadblocks within their schools. Need systems in place so everyone feels valued at work. Community Connections – Boundary Integrated Services Model (BSIM) – this region is a shining example

of what this community has to offer. Wanted to highlight – project behind administrative procedure manual. Smaller districts – lots of internal guidance but no set procedures into General Administration, Instructional Programs and Materials, Students, Personnel and Employee relations, Business and Operations.

- Secretary Treasurer Zare verbally presented his report on Audit, school Cash online, Banking, payroll, and enrollment. Good results from the Audit – working on the recommendations. School Cash Online – Live at end of October. Banking change to RBC – services printing cheques or uploading payments – Payroll will move to RBC first. Have more support through RBC. Payroll – still having automated system and moving away from manual work. New System for maintenance – better system – enhanced abilities for actives, better value and user experience. Enrollment – favorable and higher than expected. Elections is coming up in Oct 17.
 - Trustee Hall -Does Cash online have a way to wave the fee for students – Secretary Treasure Zare responded yes there are abilities to wave fees for certain students when needed.

4. Trustee Reports

- BCSTA Provincial Council – No meeting to report
- Recreation Commission – Trustee Bird reported about the fire at the Grand Forks Arena, and aquatic staff seen the smoke and called the fire department. Contained to crawl space. Insurance haven't asked for investigation. Air quality delayed opening.
- Boundary Integrated Services Model (BISM) – Trustee Van Marck reported out on importance of this group. Theme is there is a 50 kid wait list = 2.5 year waitlist for early childcare. No mental health for child and youth currently. Recruitment is an issue. Concerning for our children. Police to be added to the BSIM. Boundary Family Services – 50th Anniversary Monday – might be on hold due to flooding in the building.
- BCSTA Kootenay Boundary Branch – N/A
- BCPSEA – Trustee Jepsen – sent out a report that updated actions for Slips, trips and falls resources now available, funding flow from support staff bargaining, Meeting date updates.
- PAC Highlights – Trustee Van Marck provided written reports – family affordability account got canceled. Munch a lunch – wondering if this is canceled. Secretary Treasure stated that it is still running and coordinator is Laurie Grant.
- Okanagan Labor Relations Council – No meeting to report
- Rural and Remote – Trustee Jepsen – on hold
- DPAC – No meeting to report

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

- Long Range Facilities Plan
- District Calendar of Events

Question Period

- No questions were asked relevant to the September 22, 2026 Regular Agenda.

Meeting adjourned at 7:50 p.m.

Chairperson

Secretary-Treasurer

DRAFT



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October 2026 Strategic Plan Update

Equity, Inclusion and Belonging

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.

Progress to Date

The beginning of a school year for students in our Boundary Schools represents one of the most important opportunities to establish inclusive, welcoming, and supportive learning environments. Across the District, school teams have demonstrated a strong commitment to ensuring students and families experienced a positive return to school.

Key observations include:

- Comprehensive school start-up planning focused on welcoming students and families.
- Intentional transition planning to support students moving between grades, schools, programs, and learning environments.
- Collaborative efforts by teachers, educational assistants, counsellors, administrators, and district staff to identify and respond to student needs early in the school year.
- Development of classroom and school climates that foster belonging, safety, positive relationships, and student engagement.
- Ongoing communication and partnership with families to support successful student transitions and learning experiences.
- School-based support teams working proactively to ensure learners receive timely and appropriate supports.
- Meaningful engagement and instruction for **Truth and Reconciliation**. School teams developed meaningful learning opportunities for students and school communities to deepen knowledge and understanding of residential schools and to honour the lost children and survivors. The Perley Powwow was a highlight in this work and many schools had opportunity to participate and deepen their understanding.

Next Steps

November report will include key information on Early Years programs, school nutrition, and work the District is doing to advance achievement and belonging for First Nations, Metis and Inuit students in the District.

Wellness and Resilience

Strategic Commitment

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

Progress to Date

District and school leaders recognize that student well-being and staff well-being are deeply interconnected. When staff experience supportive, psychologically safe, and healthy workplaces, they are better positioned to build positive relationships with students and create environments where learning can thrive.

This fall, schools have focused on both student wellness and staff well-being through several important initiatives.

Student Wellness

- School teams have established welcoming routines and structures that support safe, caring, and predictable learning environments.
- Collaborative student support processes continue to ensure students receive appropriate academic, social-emotional, and behavioural supports.
- Schools are promoting connectedness through extracurricular opportunities, athletics, arts, leadership activities, and community engagement.
- District staff supporting school nutrition programs have been recruited and programs in all schools are up and running.

Nutrition and Food Programs

The District continues to support student wellness through school-based nutrition initiatives designed to ensure students have access to nutritious food in our schools. These programs play an important role in supporting student health, readiness to learn, inclusion, and overall well-being.

Staff Wellness and Psychological Health

A significant area of progress this fall has been the growing engagement of school teams with the District's Guarding Minds at Work results

- Several schools have begun reviewing their school-specific data with staff teams.
- Staff discussions have focused on identifying strengths and opportunities for growth related to workplace well-being.

- Schools are incorporating conversations about psychological health and safety into staff meetings and Non-Instructional Days (NIDs).
- Particular attention is being given to strengthening: Organizational Culture, Respectful Workplace Practices, Psychological Safety and Staff Connection and Collaboration.
- This work represents an important step toward building healthy workplace cultures where staff feel valued, supported, and able to contribute meaningfully to school communities.

Why Staff Wellness Matters

Research and experience consistently demonstrate that student success is strengthened when educators and support staff are healthy, supported, and engaged.

Staff wellness is not separate from student wellness. It is a foundational condition that supports positive outcomes for students and sustainable success across the organization.



To nurture curiosity, resilience and joy in all

POLICY 124 TRUSTEE CODE OF CONDUCT

The Board and individual Trustees will conduct themselves in an ethical and professional manner, while maintaining a focus on student achievement, equity, and well-being. This commitment includes proper use of authority as well as respectful group and individual behaviour when acting as Trustees. Trustees fully acknowledge the critical trust invested in the Board by the electorate and are dedicated to governing the affairs and business the district in a fair and professional manner that recognizes and affirms the rights and dignity of the districts students and staff.

Upon being elected to a term as trustee, and as part of the inaugural meeting, trustees will commit to these statements by formally signing this Code of Conduct. Trustees will also indicate this commitment annually.

Trustees will:

1. Be strong advocates of high quality, free, public education for all students residing within the district.
2. Trustees shall abide by the policies of the Board, all applicable legislation and regulations, in particular the *School Act* and the Oath of Office.
3. Devote time, thought and study to the duties of a Trustee to be effective and provide credible service.
4. Consider information received from all sources and base decisions upon all available facts, upholding the majority decision of the Board. In doing so Trustees will be diligent in familiarizing themselves with supporting documents in advance of meetings in order to make informed decisions.
5. Work with fellow trustees in a spirit of harmony and co-operation and be respectful of differences of opinions. Trustees shall refrain from criticism of one another making discrediting comments about others or taking private action that could compromise the integrity or authority of Board.
6. Engage in full and open discussions in all matters, sharing any relevant information, to support the decision making process. Trustees recognize that effective governance depends on the



To nurture curiosity, resilience and joy in all

active participation and engagement of all members, whether attending meetings in person or remotely.

7. Present their views through the process of Board debate, regardless of holding a minority position or casting an opposition vote. Trustees shall accept and endorse majority decisions of the Board.
8. Maintain the integrity, confidence, and dignity of the office of trustee, with a commitment to responsible communications, including social media.
9. Be reminded, at all times, that as an individual, Trustees have no legal authority outside the meetings of the Board, unless the Board has so delegated.
10. Maintain the highest standards of civility and respect for others.
11. Deal appropriately with sensitive issues and respect and maintain the confidentiality of information and discussions, including those that take place during closed Board meetings and committee meetings.
12. Represent everyone the District serves, not a particular interest group or geographic area.
13. Declare any conflict of interest in accordance with Board policy.
14. Make every effort to attend all scheduled meetings of the Board in person, in the event of an unavoidable absence, Trustees shall inform the Board Chair.



School District 51 Boundary

BOARD OF EDUCATION ANNUAL WORK PLAN

SEPTEMBER

- Approve Enhancing Student Learning Report
 - School Growth Plans
- Approve 2024/25 Audited Financial Statements
 - Review Independent Auditor's Report
 - Review Financial Statement Discussion & Analysis (FSD&A)
- Approve 2026/27 Five-Year Capital Plan – Minor Projects
- BCTSA, Kootenay

OCTOBER

- Receive September 30th 1701 – Student Data count information
- Represent SD51 at BCSTA Provincial Council
- School Growth Plans shared with the Board

NOVEMBER

- BCPSEA Symposium
- Elections for Board positions
- Commit to Trustee Code of Conduct
- Board Performance Review process/ timeline
- BCSTA Trustee Academy
- Superintendent Search, finalize candidate profile

DECEMBER

- Committee reps and liaison assignments confirmed
- Adopt updated Elections Bylaw for 2026 General Local Elections
- Approve 2026/27 Budget Process and Timeline

JANUARY

- Receive 2025/26 MECC Recalculated Grant
- Represent SD51 at BCPSEA AGM
- Review District Graduation/Completion Rates
- Financial Disclosures (due January 15th)
- Superintendent Search, short-listing

FEBRUARY

- Adopt 2025/26 Amended Annual Budget Bylaw
- Approve 2026/27 School Calendar
- Represent SD51 at BCSTA Provincial Council
- Receive 3-year enrolment projections
- Superintendent Search, interviews and appointment of new Superintendent

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:

- Strategic Plan Update
- Ratify CUPE collective agreement
- Finalize Long-Range Facilities Plan (LRFP)
- Accessibility Report



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Superintendent Report

October 2026

Allen Davidson

School Growth Plans/Visits

This month continued school visits with Principals have provided continued opportunities to build and strengthen leadership capacity across the district. Between monthly DLT meeting sessions, school visits continue to be organized around a generative dialogue model focused on school growth plans, evidence of student learning, challenges of practice, and leadership development. These conversations provide opportunities to support principals and vice-principals in identifying the leadership actions that will advance teaching, learning, and student success within their schools.

Superintendent observations, actions and activities outlined in this report are organized to demonstrate progress within the District's Strategic Directions: Equity, Inclusion & Belonging; Student Voice & Agency; Wellness & Resilience; and Community Connections.

Strategic Direction 1: Equity, Inclusion & Belonging

The District continued efforts toward establishing the **Boundary Indigenous Education Council (BIEC)** through planning and engagement with local Indigenous partners Osoyoos Indian Band (OIB) and Okanagan Nation Alliance and non-local first nations voting members as required under [Bill 40 \(School Amendment Act, 2023\)](#). October 21 meetings focused on opportunities to deepen understanding of and the purposes of the IEC as set out in Bill 40. Additionally, Trustee representatives and District indigenous education staff members joined as non-voting members joined to learn about the purposes and intended outcomes for indigenous students with the establishment of an IEC. October 22 was an opportunity to develop Terms of Reference and next steps for the BIEC.

This month also included meetings with other local Indigenous partners and community representatives. Connections with Okanagan Nation Alliance through the **Fish in Schools** program (October 5) and participation in the Perley Pow Wow (October 2 & 3) further supported relationship building and opportunities for learning from Indigenous communities.

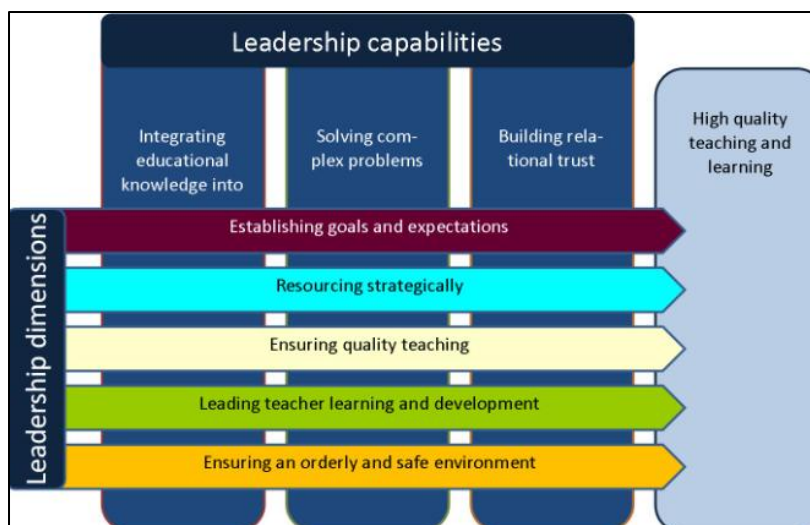
An important learning opportunity this month included connecting with **Elder-in-Residence Joanie Holmes** regarding her past work in the district and plans for continuing to continue relationship building, engaging with schools and school staff as well as ways to strengthen Indigenous perspectives and voices within district planning and leadership.

Strategic Direction 2: Student Voice & Agency

School visits throughout October continued to focus on school growth planning and evidence of student learning. Through conversations with principals, vice-principals, teachers, and students, schools shared strategies being implemented to support learner engagement, achievement, and student agency.

District leadership learning this month emphasized the importance of maintaining a clear moral purpose in student-centered leadership. Drawing upon Viviane Robinson's leadership research, learning conversations focused on the actions educational leaders can take to improve teaching and learning while simultaneously building leadership capacity among staff. Key research shared with Principals included understanding that two (2) factors show the highest yield in terms of raising achievement and increasing student learning and wellbeing:

- *Quality of teachers and teaching.*
- *Quality of leadership*



from Robinson, 2015

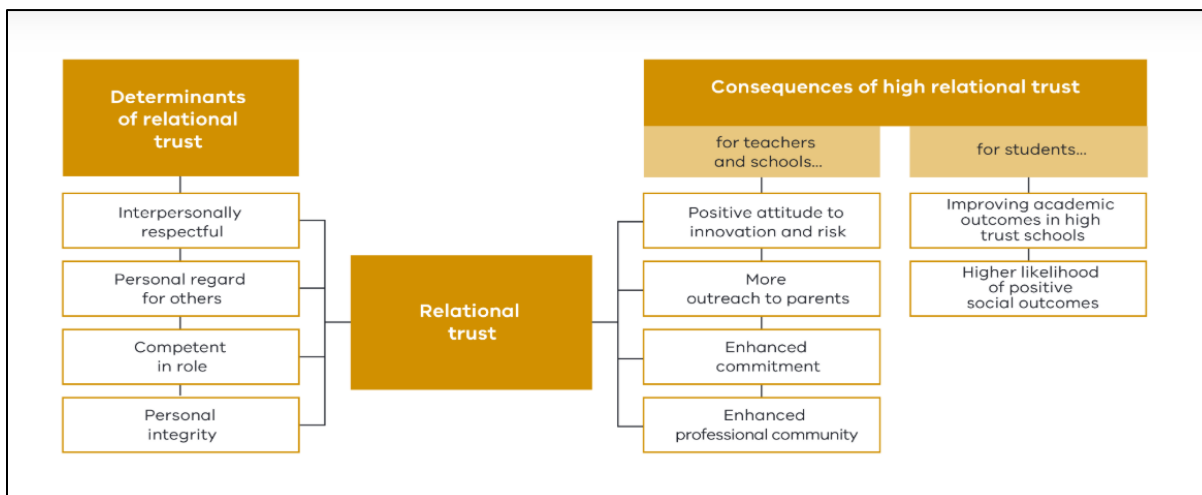
I joined Principals and vice-principals (October 7) as they engaged in professional learning with Kevin Reimer based on *A Year of Leading* (2025). These sessions provided practical leadership strategies designed to strengthen instructional leadership, reflective practice, and school improvement efforts.

Strategic Direction 3: Wellness & Resilience

Building upon September's review of the **Guarding Minds at Work** survey results, the October District Leadership Team meeting also focused on organizational culture and staff well-being.

Leaders examined areas of strength identified through the survey while also exploring opportunities for growth related to communication, trust, employee voice, and workload management. Through

collaborative dialogue, district and school leaders began work to establish **DLT Essential Agreements** and began considering actions that may strengthen workplace wellness and support positive organizational culture. District leadership examined the importance of relational trust and shared leadership as foundational elements in creating healthy, high-performing learning organizations.



From Robinson, 2015

The intent is to establish and model leadership culture that can translate to schools and sites so common structures, systems and psychologically safe environments are reinforced at all levels.

Participation in the **Compassionate Systems Leadership** training (October 8 & 9) provided background on leadership learning the system has been engaged in for the past few years and further supported district learning regarding systems thinking, relational leadership, and creating conditions that promote well-being, engagement, and resilience among staff and students. I attended these sessions with District Principal, Lois Ehman.

I met with Dr. Annie Smith with the **McCreary Center Society** (October 14) to further understand how the data shared in the **BC Adolescent Health Survey Results** can inform the District in supporting youth in our region. Opportunities for further engagement with McCreary Center Society to access workshops, presentations and engage with students and community were discussed and future meetings were committed to.

Strategic Direction 4: Community Connections

Community engagement remained a significant focus throughout October.

Participation in the Boundary Family Services 50th Anniversary celebration provided an opportunity to recognize the important role community agencies play in supporting children, youth, and families throughout the Boundary region.

- Meetings with educational and community partners included:
- Boundary Family Services
- Okanagan Nation Alliance

- Boundary principals and vice-principals
- Kootenay Boundary Superintendent colleagues
- Dr. Annie Smith, McCreary Centre Society
- Elder-in-Residence Joan Holmes
- District Parent Advisory Council leadership
- Indigenous community representatives participating in Indigenous Education Council planning

These engagements continue to strengthen partnerships that support student success, well-being, and responsive educational programming throughout the district

Organizational Excellence in Support of All Strategic Directions

District Leadership Team

A significant focus of October's work involved the establishment of a monthly District Leadership Team learning framework designed to strengthen leadership practice and organizational coherence across the district.

The DLT structure has two interconnected components:

Leadership Learning (The How)

Leadership learning sessions focus on strengthening organizational culture, instructional leadership, and shared leadership practices across the district.

Areas of focus include:

- District direction, priorities, and leadership vision.
- Professional learning and leadership development.
- Relationship building and team culture.
- Development of relational trust.
- Building leadership capacity across schools and district departments.
- Strengthening a student-centred leadership approach.

A key leadership message reinforced throughout the month was the importance of continually asking:

- What have I done to improve teaching and learning today?
- What have I done to build leadership capacity today?

Operations and Management Capacity Building (The What)

Operational learning sessions are designed to improve clarity, communication, and capacity across both school and district leadership teams.

Focus areas include:

- Organizational communication and support systems.
- Administrative responsibilities and key district timelines.
- Human resources and labour relations.
- Budget and financial management.
- Facilities, maintenance, and operations.

For the first time, these sessions bring together principals, vice-principals, school board office leaders, and district staff in a common learning environment. This integrated approach is intended to strengthen organizational alignment, improve communication, and build collective responsibility for district-wide priorities and student success.

Respectfully submitted

A handwritten signature in black ink, appearing to read 'Allen Davidson', with a long horizontal flourish extending to the right.

Allen Davidson, Superintendent of Schools



School District No. 51 (Boundary)
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Board Report

Date: October 27, 2026
To: Board
From: Iman Zare, Secretary-Treasurer
Subject: Secretary-Treasurer Report

Introduction:

This report provides the Board with an update on key financial, administrative and operational initiatives being undertaken by the Secretary-Treasurer's office.

School Cash Online:

A promotional banner for SchoolCash Online. On the left, text reads 'Paying for school items just got easier! Sign up to get started today.' Below this is a dark grey box with the heading 'What is SchoolCash Online?' and a description: 'SchoolCash Online is an easy to use and safe way to pay for your children's school fees. [Learn more](#)'. To the right of the text is an image of a pair of orange sneakers. At the bottom are two blue buttons: 'Register' and 'Sign In'. The background of the banner is light yellow with faint school-related icons like a backpack, a calculator, and the words 'Learn', 'Read', and '1+1=2'.

The District is preparing to implement SchoolCash Online, a platform that will allow families to pay school fees and other eligible charges electronically while supporting more consistent school-level financial administration.

SchoolCash Online is an established platform used by numerous school districts across British Columbia, with some districts having implemented it as early as the 2017/18 school year.

The Finance team has been actively involved in the implementation, coordinating training for school secretaries and Board Office staff, supporting school-level accounting processes and reconciliations, and working on the configuration and integration of the platform with the District's SDS financial system. Principals and vice-principals have also received an overview of the platform and its capabilities.

The District's Financial Administrator has played a key role in supporting school secretaries throughout the implementation, drawing on his in-depth knowledge of school trust accounts and existing accounting procedures.

The implementation is expected to make payments more convenient for families, reduce manual payment handling, improve financial reporting, and strengthen the consistency of school-level financial processes. The Finance team will continue to support schools throughout the transition.

The current target for the District-wide launch is November 3, 2026, subject to completion of final readiness checks.

GRE Reporting:

As part of the Government Reporting Entity (GRE), the District submits quarterly financial information to the Ministry of Education and Child Care for provincial financial reporting. The submissions include year-to-date financial results and supporting schedules, including information relating to assets, liabilities, deferred contributions and capital activity. This reporting supports the consolidation of school district information into the Province's financial accounts.

The Finance team has strengthened the process by recording relevant adjustments in the District's accounting system and developing reconciliations between the general ledger and the GRE reporting schedules by developing a robust financial model. These changes improve accuracy, transparency and auditability, reduce reliance on offline spreadsheets, and support continuity when responsibilities are transferred between staff.

Banking Transition



As previously reported to the Board, the District is progressing with its transition to RBC as its primary banking provider. RBC offers several services that may support the District's banking and payment processes, including:

- Electronic file transfer for payroll and accounts payable
- Commercial card services
- Tax payment and filing services
- Cheque-Pro for electronic cheque deposits
- Business Document Solutions cheque issuance for cheque printing and distribution

The transition is being implemented in stages to reduce operational risk. The immediate priority is testing and implementing electronic file transfers for payroll and accounts payable, where accuracy and uninterrupted payment processing are essential. The Payroll Administrator's prior experience with RBC in another school District has been valuable in supporting this work. Other banking services will be assessed and introduced as appropriate once the core payment processes are operating reliably.

The District's transition from Beem Credit Union to RBC is intended to strengthen financial controls, improve operational efficiency, and provide access to a broader range of banking services. A key consideration in selecting RBC was its ability to accommodate the approval limits and authorization requirements established under Board policy. RBC's banking platform supports these requirements, whereas Beem Credit Union was unable to provide the necessary functionality. RBC also offers more advanced electronic banking capabilities, a broader range of services, and dedicated support for the District's banking needs. These features are expected to streamline financial processes, reduce manual work, and strengthen oversight of District funds.

Budget Ownership and Monthly Reporting

The Finance team is working to clarify budget ownership across departments and programs, including targeted funding. Monthly budget-to-actual expenditure reports are being provided to identified budget holders, with support from the Finance Assistant role recently created. This approach is intended to improve financial visibility, identify potential over- or underspending earlier, and support timely discussions about resource allocation and program delivery.

Classroom Enhancement Funding (CEF) Submission

Ministry of Education and Child Care. CEF supports the costs associated with implementing restored class-size and class-composition provisions of the teachers' collective agreement, including eligible enrolling and non-enrolling teaching positions.

Considerable work was undertaken to verify teacher assignments and FTE allocations at each school, with valuable support from principals and vice-principals. This process highlighted limitations in the completeness and reliability of staffing information currently available through the District's HR module, requiring additional manual verification to meet Ministry reporting requirements.

A data review and cleansing initiative is now underway with the HR Department to address these gaps, improve the accuracy of staffing records, and ensure that reliable information can be generated directly from the HR module for future reporting.

The Ministry's confirmation of the District's 2026/27 CEF staffing allocation is expected in December 2026.



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Board Report

Date: October 27, 2026
To: Board
From: Iman Zare, Secretary Treasurer
Subject: Enrolment Update

Introduction:

This report provides the Board with an update on September 2026 Form 1701 student enrolment and the estimated funding implications compared with the 2026/27 Annual Budget.

Background:

The District's 2026/27 Annual Budget was developed using projected student enrolment and the Ministry's preliminary operating grant information. The September 2026 Form 1701 count provides updated enrolment information for comparison with those budget assumptions. The Ministry will use verified enrolment data in its subsequent operating grant recalculation.

Considerations

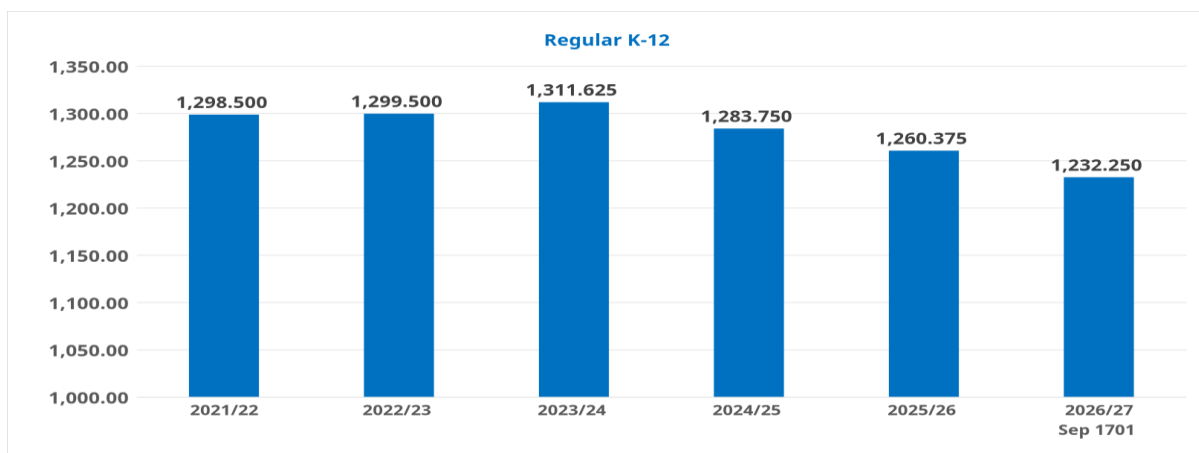
The September Count indicates a student base allocation of 1,207.25 FTE, compared with 1,215.75 FTE in the 2026/27 Annual Budget, a decrease of 8.50 FTE. The table below compares the Annual Budget with the September Count for the principal enrolment-based funding categories.

	2026-27 - Annual Budget			2026-27 -1701 Sep Count			Variance FTE	Variance \$
	FTE	\$/Student	\$ Amount	FTE	\$/Student	\$ Amount		
Student Base Allocation	1,215.75	\$9,015	\$10,959,986	1,207.25	\$9,015	\$10,883,359	-8.5	(\$76,628)
Alternate Schools	25.00	\$9,015	\$225,375	25.00	\$9,015	\$225,375	0.0	\$0
Sub-Total Base	1,240.75		\$11,185,361	1,232.25		\$11,108,734		(\$76,628)
Homeschoolers	17.00	\$250	\$4,250	17.00	\$250	\$4,250	0.0	\$0
ELL	49.00	\$1,815	\$88,935	67.00	\$1,815	\$121,605	18.0	\$32,670
Indigenous Education	338.00	\$1,790	\$605,020	351.00	\$1,790	\$628,290	13.0	\$23,270
Special Needs - Level 1	1.00	\$51,300	\$51,300	-	\$51,300	\$0	-1.0	(\$51,300)
Special Needs - Level 2	106.00	\$24,340	\$2,580,040	109.00	\$24,340	\$2,653,060	3.0	\$73,020
Special Needs - Level 3	13.00	\$12,300	\$159,900	15.00	\$12,300	\$184,500	2.0	\$24,600
Adult Education	-	\$5,755	\$0	1.00	\$5,755	\$5,755	1.0	\$5,755
Sub-Total Unique Student Needs			\$3,559,805			\$3,667,820		\$108,015
Grand Total							\$31,388	

Source: September 2026 Form 1701 Count compared with the 2026/27 Annual Budget. Dollar amounts are estimates for the categories shown and do not represent the full operating grant recalculation.

The September Count reflects an estimated decrease of \$76,628 in base allocation funding compared with the Annual Budget. This is more than offset by an estimated \$108,015 increase in unique student needs funding, resulting in a net favourable variance of approximately \$31,388 across the categories shown. Key differences include English Language Learners (67 compared with 49 budgeted), Indigenous Education (351 compared with 338), and Level 2 and Level 3 inclusive education (109 and 15, compared with 106 and 13). Level 1 inclusive education is one student below budget.

The following graph illustrates the District's historical enrolment trend. For budget monitoring, the primary consideration is the variance between the September Count and the 2026/27 Annual Budget, together with its impact on anticipated funding and resource planning.



Source: September Count – historical regular K–12 enrolment trend

Recommendations:

THAT the Board receive the 2026/27 Enrolment Update report for information.



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Board Report

Date: October 27, 2026
To: Board
From: David Reid, Director of Operations
Subject: Long Range Facility Plan Update

Introduction:

Most of the School Districts in the province engage third parties to do the Long-Range Facility Plan. As internal teams often become accustomed to facility deficiencies and operational workarounds, and an outside consultant provides an unbiased evaluation of:

- Space utilization
- Building performance
- Operational efficiency
- Future capacity requirements
- Regulatory and code compliance

This outside perspective often identifies issues and opportunities that internal staff may overlook.

Background Information

As previously communicated to the Board, the District has engaged a third-party to develop a Long-Range Facilities Plan for us.

Focus on Functionality

A strong facility plan is not just about the condition of buildings. It is about how effectively facilities support the mission of the organization.

A plan will typically assess:

- Workflow and operational processes
- Adjacencies between departments
- Traffic patterns for staff, visitors, and materials
- Capacity constraints

- Flexibility for future growth
- Technology requirements

This functional analysis helps ensure facilities support operations efficiently rather than simply maintaining existing infrastructure.

Functional Planning Helps Align Facilities with District Goals

Facilities should support where the district wants to be in 10, 20, or even 30 years.

For example, a facility may be structurally sound but no longer function effectively because:

- Service demands have changed
- Staffing levels have increased/decreased
- Parent expectations have evolved

A third party can evaluate these changing requirements and recommend facility solutions that support future operations.

Supports Future Student Base

Instead of solving today's problems, a long-range plan examines:

- Population growth/reduction
- Service demand projections
- Staffing forecasts
- Technology changes
- Efficiency opportunities

This helps avoid costly renovations or additions that may become obsolete in a few years.

Prioritizes Investments

Many districts face more facility needs than available funding.

A long-range facility plan assessment can help prioritize projects based on:

1. Functional deficiencies
2. Infrastructure condition
3. Regulatory requirements
4. Strategic importance
5. Return on investment

This creates a roadmap for boards, executives, or stakeholders.

Typical Deliverables Related to Functionality

A comprehensive long-range facility plan often includes:

- Existing facility functional assessment
- Space needs analysis
- Facility utilization review
- Growth/reduction projections
- Facility standards
- Capital improvement schedules
- Lifecycle replacement forecasts
- Funding strategies

Work Done So far

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.

Time Line

- Project initiation and data collection 2- 4 weeks
- Facility condition and functional assessment 4 – 8 weeks
- Future needs analysis 4-6 weeks
- Development of plan 4-8 weeks
- Present draft long range facility plan in February 2027

Catchment Area

Catchment area analysis identifies the geographic area from which a facility draws its students and helps answer questions such as:

- What service level?
- Where are service gaps?
- Are there transportation efficiencies?
- Are facilities appropriately sized for demand?

Recommendation:

THAT the Board of education receive this information.

Hutton PAC Meeting Highlights

Date: Monday, October 5, 2026

Principal's & Teacher's Reports

First Pow Wow that was held at Perley School on October 2nd and 3rd and was attended by Hutton students. Great feedback from students and staff as well as community members. Everyone is very excited to see this as an annual event.

3rd annual Harvest Fest is happening October 22nd.

Halloween costume parade is happening October 29th.

Scholastic book fair is November 16th to 18th.

Christmas concert planning has started, hoping for an evening and daytime show again this year.

School Trustee Report

I gave a brief update on the projected enrolment for 2026/27 and the 2027/2028 Minor Capital Program submissions.

I was given a card and some chocolates and many thanks from the PAC – it was a genuine pleasure attending their PAC meetings for the last eight years.

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

Funding request from Marcie Carney for Lego League 2026/2027 school team costs were approved by PAC.

Roots of Empathy will go ahead this year – mom and baby have been set.

We all got to check out some samples of Smencils – smelly pencils – that will be the next fundraiser.

PAC is applying for a BINGO license again this year, just waiting on dates to be approved by the SB Office.

Next meeting is Monday, November 2nd at 6:30pm

Larisa Van Marck
School Trustee – SD51

Perley PAC Meeting Highlights

Date: Monday, October 5th, 2026

Principal/Vice Principal Report

Perley hosted the first Youth Indigenous Pow Wow on Friday, October 2nd and Saturday, October 3rd. It was well attended on both days, hopes of it being part of the Perley culture for years to come.

Perley Open House will be on October 6th with two sessions: 2:15 – 3:30 and 5:00 – 6:30.

Perley received a large flower bulb grant (400 bulbs) from “Bulbs for Kids” and students will be planting them in the ReWild area on October 15th with hopes for blooms in the Spring.

School Trustee Report

I gave a brief update on the projected enrolment for 2026/27 and the Minor Capital submissions suggested for 2027/28.

It was a pleasure being the trustee liaison at Perley PAC meetings for the last four years, it was fun participating in their meetings and being welcomed into their lives and getting to know a new school. Thank you Perley PAC!

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

Early Winter Market is set for November 14th with still some room available for any vendors that are interested.

Gaming grant funds have been received and deposited for the 2026/27 school year.

Submission from Marcie Carney for PAC to help fund Perley entering into the Lego League was voted on and approved.

Next meeting TBA

Larisa Van Marck
School Trustee – SD51