



School District No. 51 (Boundary)

Regular Meeting of the Board of Education

April 17, 2018 at 6:00 p.m.

Boundary Learning Centre

Agenda

Call to Order

Opening Acknowledgement

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

Presentations/Delegations

- French Exchange Trip – Heather Slaney, teacher at BCSS

10 Minute Comment Period

Adoption of Agenda

Adoption of Minutes

March 13, 2018 – Regular Board Meeting Minutes

Report on In-Camera Meeting from March 13, 2018

The Board discussed personnel issues, properties/facilities, business items, as well as the Superintendent and Secretary-Treasurer hiring process.

Correspondence

Nil

Business Items

1. Superintendent's Report

- March 2018 Report (Attachment)

2. Secretary-Treasurer's Report

- March 2018 Report (Attachment)
- Enrolment Report (Attachment)
- Expenditure Report (Attachment)

3. Director of Learning Report

- March 2018 Report (Attachment)

4. Financial Framework for Supporting Student Success

5. Ministry Funding Formula Review (Attachment – trustees only)

6. Consultation Review -- District Framework for Supporting Student Success

7. Talking Break

How can we ensure students in SD51 engage in classroom cultural experiences connected to Canada and the rest of the world?

8. Committee Reports

Indigenous Committee
Operations Committee

Finance Committee
Audit Committee

Policy Committee (Attachment)

MOTION: "That the Board has reviewed the attached policies and agrees that there are no amendments required at this time."

9. Trustee Reports

Rec Commission
BISM
BCSTA Kootenay Boundary Branch
Okanagan Labour Relations Council

BCPSEA/BCSTA Rep Council
PAC Highlights
District Literacy

10. Around the Boundary

Trustee Activities and Upcoming Events

- BCSTA AGM – April 26-29, 2018
- Policy Meeting – April 23, 2018
- BCSS Graduation -- June 9, 2018
- GFSS Graduation – June 23, 2018
- Walker Graduation -- tbd
- Trustee Election Timelines
- Nomination/endorsement packages ready for distribution – July 27, 2018
- Last day for Board of Education to adopt a bylaw to apply to the *general school election* – August 6, 2018
- Nomination Period begins – September 4 to September 14, 2018 by 4 p.m.
- Campaign period – September 22 to October 20, 2018
- Election Day – October 20, 2018
- Campaign Financial Disclosure Statement Filing Deadline – January 18, 2019

Future Agenda Items

Next Board Meeting: May 8, 2018 – 6:00 p.m.
School Board Office

Adjournment

QUESTION PERIOD

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

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

School District No. 51 (Boundary)

Minutes of a Regular Meeting of the Board of Education of School District No. 51 (Boundary) held
Tuesday, March 13, 2018 at the School Board Office

The Chairperson called the meeting to order at 6:06 p.m.

Present:	Mrs. C. Strukoff	Chair
	Mr. M. Danyluk	Trustee
	Mrs. K. Jepsen	Trustee
	Mr. D. Reid	Trustee
	Mrs. T. Rezansoff	Trustee
	Mr. K. Argue	Superintendent
	Mrs. J. Hanlon	Secretary-Treasurer (via phone)
	Mr. D. Lacey	Director Learning
Absent:	Mrs. R. Zitko	Vice Chair
	Mrs. C. Riddle	Trustee

Acknowledgement of the Indigenous peoples and ancestors.

Presentations/Delegations

Vice Principal, Scott Stewart presented on Financial Literacy in education.

Adoption of Agenda

MOVED Rezansoff
2ND Danyluk

[“That the Agenda for March 13, 2018 be adopted as circulated.”](#)

CARRIED

Adoption of Minutes

MOVED Reid
2ND Danyluk

[“That the February 13, 2018 Regular Board Meeting minutes be adopted as amended.”](#)

CARRIED

Report on In-Camera Meeting from February 13, 2018

The Board discussed personnel issues, properties/facilities, business items, website update and the hiring process of the Secretary Treasurer and Superintendent.

Correspondence

NIL

Business Items

1. Superintendent's Report

The Superintendent reported on Principal professional development and school visitations as well as how teachers are taking lead in District Pro-D.

MOVED Rezansoff
2ND Reid

"That the Board approve the School Calendars as presented."

CARRIED

2. Secretary-Treasurer's Report

The Secretary-Treasurer presented the Operations/Transportation report for February 2018 and reported on expenditures to date as well as enrolment changes.

3. Update on Secretary-Treasurer Appointment

Superintendent Argue reported that Miranda Burdock has been hired as the new Secretary-Treasurer for School District No. 51, effective August 1, 2018.

4. Director of Learning Report

The Director of Learning reported on the Shelly Moore and Leyton Schnellart sessions, as well as meetings in and out of District during the month of February.

5. Update on Staff Consultations & Public Meeting Consultations

The Board discussed the consultation process.

6. Talking Break

Discussed the importance of teaching financial literacy in the schools.

7. Committee Reports

- Indigenous Education Committee - Trustee Danyluk reported on the consultation questionnaire results and Director of Learning Lacey reported on the February Indigenous events for students.
- Finance Committee – Secretary Treasurer Hanlon reported on the February 27th meeting.
- Policy Committee

MOVED Rezansoff
2ND Danyluk

"That the Board has reviewed the attached policies and agrees that there are no amendments required at this time."

CARRIED

MOVED
2ND Danyluk
 Reid

“That the Board approve the housekeeping changes to the following policies:

- Policy 1000 – The School District
- Policy 1120 – Concerns & Complaints
- Policy 1140 – Appeal Process
- Policy 1352 – Role of the Board Chair
- Policy 1353 – Role of the Vice Chair
- Policy 1354 – Role of the Trustee
- Policy 2000- Retention & Disposal of School District Documents.”

CARRIED

MOVED
2ND Rezansoff
 Jepsen

“That the following policies be deleted:

- Policy 1240 – Recognition of Employee/Student in Special Circumstances
- Policy 1341 – School Planning Councils.”

CARRIED

MOVED
2ND Rezansoff
 Danyluk

“That the Board amend section 2a and 2b of Policy 1340 referring to School Planning Councils as the School Planning Council is no longer referred to in the School Act.”

CARRIED

8. Trustee Reports

- PAC Highlights - Trustees Reid and Jepsen reported out on Hutton and Perley School events respectively. Trustee Danyluk reported on Boundary Central Secondary School successful fundraising for the Quebec Exchange trip. Chair Strukoff reported on the Christina Lake Elementary School consultation process to date, as well as the Secretary-Treasurer and Superintendent hiring process.
- BCPSEA/BCSTA Rep Council - Trustee Jepsen reported out on the Provincial Council meeting.
- OLRC - Trustee Rezansoff reported out on the OLRC meeting.
- BCSTA Funding Formula Review - Chair Strukoff and Trustee Rezansoff reported out.

9. Around the Boundary

Around the Boundary for February was presented.

Meeting adjourned at 7:51 p.m.

DRAFT

Chairperson

Secretary-Treasurer



School Visitations

Visited the following Schools this month:

- Perley Elementary -- visited classes and met with the Principal
- Hutton Elementary -- visited classes and attended the Hutton Hawks presentation and attended the Co-Learners day in Amy Zorn's class
- GFSS -- met with the Principal and Vice Principal and visited classes
- WBES – Visited classrooms and met with the Principal
- Phone conversations with all school principals

District Planning

- Planning for Superintendent hiring
- District Leadership Team and Board of Education Planning mtg.
- Framework for Enhancing Student Learning District Plans- posted
- District Plans have been shared with the Community and Min of Ed.
- Learning51
 - **SD51 August Day – Professional Learning**
 - **School Based NID's**
 - **Co-Learners – Leyton Schnellart – Doug Lacey**
 - **Building Inclusive Classrooms – Shelly Moore**
 - **Numeracy Teaching and Learning – Carole Fullerton**
 - **Indigenous Inquiry – Judy Halbert and Linda Kaser**
 - **Computational Thinking – Shawn Lockhart and SD51 teachers**
 - **Environmental Education – Place conscious learning**
- Planning for Aboriginal Student Success
 - Enhancement Agreements
 - SD51 Aboriginal Education Advisory Council
 - Indigenous Student forums at BCSS and GFSS

Meetings out of the District

- Ministry of Education – All Superintendents mtg., Richmond – March 1st

Meetings in District

- Phone calls with all school principals – March 5th
- Policy Review mtg. – March 5th
- Agenda mtg. -- March 6th
- Co-Learners Day with Leyton Schnellart. – March 7th
- Meeting with Superintendent candidate – March 8th
- Phone meeting with Anne Cooper – March 8th
- Meeting with Anne Cooper and the Board of Education – March 13th
- Board of Education mtg. – March. 13th
- District Leadership Team GoTo mtg. – March 14th
- SD51 Managers mtg. – March 14th
- Meeting with BDTA President Debra Klockenbrink – March 14th





Secretary-Treasurer's Report J. Hanlon, Secretary-Treasurer March 2018

Finance

In March, we received the funding announcement for 2018-2019. We will receive \$15,521,862. All of the factors have changed to adjust for teacher and support staff increases for 2018/2019. As in previous years, we are projecting our enrolment will decrease slightly, and since we are out of funding protection we will need to continue closely monitoring our enrolment to make sure we are estimating our revenue and expenditures as accurately as we can.

Special Purpose Funds

We will receive Special Purpose Funds in the amount of 1,028,243. This amount consists of:

- Classroom Enhancement Fund - \$828,066
- Community Link - \$139,123
- Learning Improvement Support staff fund - \$61,054.
- Annual Facilities Grant - \$547,536

The Classroom Enhancement fund does not include any overhead or remedy at this point.

School Enhancement Programs

The Ministry has funded the District for the three School Enhancement Projects submitted for last June. We will be funded \$518,000 for the following projects:



- washroom upgrades at Perley
- gym flooring repairs at Perley, Hutton, West Boundary, Greenwood, & Christina Lake Elementary Schools as well as Boundary Central Secondary School.
- replacement of plumbing lines – Midway, Christina Lake and Beaverdell Elementary schools

As reported in January we are getting additional monies, along with monies already received for the 24 passenger bus, to get a 76 passenger bus. We were pleasantly surprised that we were also approved for a second 76 passenger bus.

Youth Trade Capital Equipment Program

Last year we applied for a three-year plan to replace aging equipment in our shops and to buy robotic kits for elementary schools. We have purchased some of the equipment, but there is still monies left for purchase of robotics.

Maintenance/Technology/Custodial

Over the spring break:

- the Maintenance and Technology Departments dealt with routine work orders
- the Community Network equipment arrived
- custodians did the spring clean the first week of spring break, and
- we continued to work on AFG and the Capital Plans due for June 30th

**As of March 31, 2018
Compared to February 16, 2018
Head Count**

	March 31, 2018	February 16, 2018	Increase (Decrease)	September 30, 2017
Secondary				
BCSS	134	131	3.0000	128
GFSS	360	363	(3.0000)	365
Elementary				
BES	9	11	(2.0000)	9
Big White	19	26	(7.0000)	30
CLES	86	85	1.0000	81
GWD	30	30	-	28
Hutton	262	261	1.0000	266
MES	39	36	3.0000	43
Perley	230	230	-	230
WBES	75	75	-	75
Alternate School				
Walker	38	34	4.0000	32
Total	1282.0000	1282.0000	0.0000	1287.0000

Expenditure Report

Object	Title	March	YTD	ENCUMBERED	BUDGET	Remaining	%
10	Principal & Vice Principal	98,804.75	877,575.59		1,175,695	298,119	25
11	Teacher Salaries	574,194.15	3,961,997.47		5,744,731	1,782,734	31
12	Non-Teachers Salaries	269,883.78	2,188,847.53		3,221,382	1,032,534	32
13	Management Salaries	36,723.10	330,507.90		449,489	118,981	26
14	Substitute Salaries	25,987.44	399,043.32		556,096	157,053	28
19	Trustees Indemnity	6,623.81	59,614.29		79,440	19,826	25
21	Statutory Benefits	75,081.49	401,548.22		600,414	198,866	33
22	Pension Plans	117,343.70	914,655.55		1,312,675	398,019	30
23	Medical And Life Benefits	63,819.72	528,481.26		727,807	199,326	27
31	Services	39,364.00	340,561.49	54,058.16	736,865	342,245	46
33	Student Transportation	10,291.91	103,945.36		135,217	31,272	23
34	Training & Travel	5,111.13	137,954.51		259,523	121,568	47
36	Rentals & Leases	2,794.00	25,146.00		33,528	8,382	25
37	Dues And Fees	359.37	58,155.75		71,890	13,734	19
39	Insurance	-1,000.00	52,652.92		57,500	4,847	8
51	Supplies	64,558.85	609,531.50	23,457.73	1,155,214	522,225	40
54	Electricity	12,419.52	185,640.77		329,400	143,759	44
55	Heat	11,771.60	76,191.39		114,600	38,409	34
56	Water And Sewage	764.21	9,462.36		21,730	12,268	56
57	Garbage And Recycling	1,934.93	13,832.70		13,400	-433	-3
Totals		\$ 1,416,831.46	\$ 11,275,345.88	\$ 77,515.89	\$ 16,796,596.00	\$ 5,443,734.00	32



March 2018 Report

Director of Learning

Doug Lacey

Staff Learning and School Visits

- March 7th – Co-facilitated Co-Learners Day with Leyton Schnellert
- March 8th – Attended Hutton HAWKS Recognition Ceremony
- March 14th – Participated in regular Principal/Superintendent go-to meeting
- March 15th – Attended “Hutton’s Got Talent” assembly

Provincial/Regional/Community Meetings

- March 8th – Participated Community “Blanket Exercise” regarding Indigenous history in Canada
- March 8th – Completed two reference checks on superintendent candidates
- March 9th – Completed three reference checks on superintendent candidates
- March 13th - Completed a reference check on superintendent candidate
- March 13th – Participated in Kootenay-Boundary Environmental Education (KBEE) Steering Committee meeting
- March 13th – Participated regular monthly meeting of the Board of Education
- March 13th - Completed a reference check on superintendent candidate
- March 15th – Completed four reference checks on superintendent candidates

BCSSA Funding Model Review Submission – February 2018

A. Introduction

The British Columbia School Superintendents Association (BCSSA) is pleased to provide a written submission to the Ministry of Education regarding the current Funding Model Review.

The information provided in this response originates from the Association's Executive Committee and BCSSA members serving on the Technical Review Committee. The comments and recommendations reflect the vision and values of the BCSSA. As provincial educational leaders, we believe that the Funding Allocation System should align with the redesigned curriculum and with Ministry of Education, School Districts', and Boards of Education vision and values. Through effective, transparent, and equitable resourcing to the K-12 Education sector, together we demonstrate to the system what we value in education.

While there is certainly a need for a larger quantum of funding to be directed towards the education system, the BCSSA also recognizes the need for structure and accountability within the allocation formula and for the efficient use of existing funding. It is incumbent upon all stakeholders to use available resources as effectively as possible to support all learners' success.

The main principles of equitability, understandability, balance, efficiency, and effectiveness highlighted in the Education Finance Advisory Committee Report from 1993 are still pertinent and likely will form a similar set of shared principles adopted by the BCSTA and the Ministry of Education in the current 2018-19 Funding Allocation System Review.

There are aspects of the current Funding Allocation System that are working well, and other areas in which improvement is recommended.

This document highlights key themes from the BCSSA's perspective as system leaders, and provides recommendations for moving forward as we vision a new Funding Allocation System together.

B. What's Working Well – Structures to Keep in the Funding Allocation System

The BCSSA acknowledges that while there are certainly challenges with the current funding formula, there are elements that do work well for most school districts. Districts appreciate the following:

- Transparency: knowing the factors that constitute the funding formula
- Long term planning:
 - Accounting in advance for salary costs
 - Funding timelines provided well in advance
- Funding targeted for the most vulnerable students:
 - Ensuring that indigenous students, students with diverse learning needs, English Language learners and other vulnerable learners receive additional funding
 - Blending of per pupil funding as well as special needs funding
- Recognition of unique demographic and geographic features:
 - Acknowledgment of the additional costs to provide education in rural and remote areas of the province
- The concept of Funding Protection to deal with declining enrolment
- Per course funding for Graduation Years courses that allows for more choice and flexibility for personalization of learning, and career and post-secondary partnerships
- Cross-enrollment between Distributed Learning and brick and mortar neighbourhood schools
- Holdback funding now provided up front, rather than in holdback reserve which assists growing enrolment districts

C. Five Key Recommendations for Change

- Recommendation #1: Ensure Equity and Access for All Learners
- Recommendation #2: Increase Flexibility in the Funding Model to Support All Learners
- Recommendation #3: Revise the Current Funding Protection Model
- Recommendation #4: Ensure that the Funding Model Provides for Increased Costs and Inflation
- Recommendation #5: Review Compliance Audit System

Recommendation #1: Ensure Equity and Access for All Learners

Ensure Equity for ALL Learners

- ✓ *Continue to provide measures to address equity and access to high quality learning for all learners.*
- ✓ *Ensure that funding allocation assists in leveling the playing field and maximizing success for our Aboriginal learners, those with diverse learning needs, learners in urban centres, and those in rural and remote contexts.*
- ✓ *Continue with Aboriginal Education targeted funds*
- ✓ *Consider Revision of Special Education Funding Factors*
- ✓ *Consider Student Socio-Emotional Support and Mental Well-being*
- ✓ *Ensure access to a high quality education, choice and options for ALL learners*
- ✓ *Increase Access to Educational Programs for Rural and Remote Learners*
- ✓ *Review Inequities and Risk/Volatility of Districts Generating Funding through International Education Programs*

In every conversation regarding the funding model, the concept of equity is at the forefront of the dialogue. Equity is complex, and equity is also key to ensure a successful resourcing model to school districts.

Continue to provide measures to address equity and access to high quality learning for all learners

Equity is contextual in nature, dependent upon location, climate, demographics, and access to services. Equity must consider student and community socio-economic factors. The diverse equity needs are faced in both rural and remote, as well as larger urban districts.

There is a moral imperative to provide equitable opportunity and access to a high quality education for all learners. Currently there is targeted funding for Special Education, Aboriginal Education, and English Language Learners. Funding for these learners must continue.

Continue with Aboriginal Education targeted funds

We concur that targeted funds are essential for Aboriginal Education to ensure that our indigenous learners are provided with services and support to meet their needs. Targeted

funding helps ensure that Aboriginal learners are resourced and that we continue to raise the bar on Aboriginal learner success and achievement. Reporting on Aboriginal learners in District Plans for Learning, in School Growth Plans and in Ministry data is also key to keeping our focus.

Consider Revision of Special Education Funding Factors

In the area of Special Education, we agree that specific funding for Special Education must continue as this funding supports some of our most vulnerable learners. Yet there are problems with what the current funding allocation system has begat. Based on designating students through assessment and then placing them in categories to gain funding has driven behaviour. The time and resources spent assessing and documenting Special Education designations takes time away from direct service to those learners. Long wait periods for assessments and high costs for district consultants and specialists burden the system. Increases in the number of “grey area” or vulnerable learners with Q designations with funding through the block not targeted challenges district budgets and resources.

Most districts far exceed the amount received in Ministry Special Education funding in order to serve the needs of their diverse learners. The positive shift in practice in the past fifteen years to Inclusion of students with diverse needs in classrooms is very successful educationally, yet often means higher costs to support high needs students. This is an area to examine how best to ensure equity whilst considering accountability and the many political pressures.

Consider Student Socio-Emotional Support and Mental Well-being

There are a growing number of students requiring socio-emotional and mental well-being support in our schools. This is critical to many students’ success. The funding formula could allow greater flexibility in allowing districts to access community supports if they exist locally and if not, then to provide the means to create solutions that address their unique community needs.

Some learners don’t fit within Special Education designated categories and have multiple vulnerabilities. Currently districts do not receive specific funding to support these learners. In previous years, the Learning Improvement Fund allowed for some degree of flexibility, however there is now less flexibility with the restored contract language and CEF. In some cases, the parameters required by the Classroom Enhancement Fund have actually created further inequities among districts. With the expectation that there are more specialist educators such as school psychologists, counsellors, and resource teachers required, smaller districts struggle with the ability to recruit qualified staff and to program for small multi-grade classrooms, let alone find places for these teachers to live. This adds further pressure to provide services for already vulnerable learners.

Ensure access to a high quality education, choice and options for ALL learners

In addition, it is essential that the funding model provides equitable access for all learners to choose from a rich array of secondary courses and learning experiences, especially in the Graduation Years. Likewise, all learners need access to socio-emotional support, to community services and resources, to transportation, to athletics, arts programs, trades, career and post-

secondary experiences, and to extra-curricular activities. Access is not equitable for all learners as communities, socio-economic factors, and school and community size contribute to wide variations across the province. Provision in the funding formula to address these factors is critical. The funding allocation system needs to better align with the redesigned curriculum to ensure success for each child.

Increase Access to Educational Programs for Rural and Remote Learners

Students in smaller or more rural districts deserve as much of a robust selection of educational opportunities as do their counterparts in larger more urban areas. The new diverse and rich secondary program course options become challenging to operationalize in smaller districts and some families choose to leave a district or region because of their lack of options. The flexibility and choice offered for students because of the vast and exciting curricular options are almost a “double edged sword” for those districts hindered by small student populations. The Ministry needs to consider a funding model that accounts for a more creative vision of blended learning, perhaps with a provincial learning hub that is funded for all districts.

Review Inequities and Risk/Volatility of Districts Generating Funding through International Education Programs

Access to creating and sustaining lucrative International Education programs is inequitable across the province, with larger urban districts or those closer to regional centres and airports, benefiting from this increased district-generated revenue as well as the benefits of global learning for their local students. Small rural and remote districts are disadvantaged by their geography and the scale of the human resources needed to develop, market and administer International Education programs, thus intensifying the already significant rural access and equity issues and lack of resources that districts with International Ed can provide.

Yet, even for those districts who generate significant dollars to their budgets each year through International Education programs, there are challenges and risks inherent. International Education is not a reliable source of funding given the volatility of international markets and competition amongst districts for the dollars that these students bring into district budgets.

Recommendation #2: Increase Flexibility in the Funding Model to Support All Learners

Increase Flexibility in the Funding Model to Support Learners

- ✓ *Ensure we can do what we need to do: flexibly support learning and success for learners*
- ✓ *Build greater flexibility in Capital Funding*
- ✓ *Consider Volatility and Financial Risk in International Education Programs*
- ✓ *Impact of current Capital funding rules on District Operating budgets*
- ✓ *Consider Complexity of Capital Funding, Surplus Policy and District Operating budgets*
- ✓ *Revise Funding Protection Model*

Ensure we can do what we need to do: flexibly support learning and success for learners

The redesigned curriculum and our heightened focus on the personalized needs of each learner, demands that we re-examine the need for flexibility in funding. We teach learners differently than in the past. We use space and time in different ways than in previous times in education with a focus on meeting our learners' needs in flexible ways.

Both the allocation system and the audit compliance aspects of the current funding allocation system need to be aligned with educational transformation and our curriculum redesign to meet both current and future needs of our learners.

Build Greater Flexibility in Capital Funding

There is also a need to allow districts to have more flexibility relating to capital expenditures and planning. While operating grants and capital grants are currently different funding streams, at the District level, capital and operating budgets intersect and need to be considered together. There are significant restrictions on both sets of funds that create challenges in long term capital planning and which force districts to make difficult choices between much-needed staffing and critical building maintenance or building new schools.

Districts find themselves compensating for a lack of Annual Facilities Grant funding (AFG) with their operating budgets in order to support student learning. Repairing and maintaining school buildings and creating safe classroom learning environments are fundamental to successful learning.

Consider Volatility and Financial Risk International Education Programs

Districts do not have a way to generate revenue other than relying on International Education Programs. Yet, International Education programs pose fiscal management issues and risks to school districts should there be serious changes in the international economy. International programs are one of the few ways that district who are able, can generate significant additional operating funds, so the flexibility is needed. Yet the stability of these revenues and equitability of these programs are challenging.

Consider Complexity of Capital funding, Surplus Policy and District Operating budgets

There appears at times to be a lack of transparency regarding the process regarding the ability of districts to build new schools. Likewise, the funding system discourages districts to retain surplus funds to "save" for such large-scale projects. In fact, districts can sometimes feel penalized for having strong fiscal management with plans for long-term goals. On the other hand, it is challenging to expect that Districts provide fifty percent of the costs required to build new schools as they do not have the ability to generate revenue.

At present, districts often find themselves in the difficult position of having to sacrifice future progress and much needed capital facilities in order to accommodate staffing needs. The same applies to the re-purposing of space. Districts would benefit from having more flexibility in the parameters imposed on space to more easily accommodate facility changes required by the re-

designed curriculum (such as Maker Spaces and Career Programs) if they had the ability to use funding more flexibly. Secondary and middle school programs are a prime example of such a need. That said, inequity also exists in this area as small districts without the ability to provide Career programs and without access to post-secondary partner institutions are hindered as they receive no additional funding to renovate existing facilities or offer programs.

In sum, there is a need for transparency, predictability, and clarity around the long-term planning and capital funding processes.

Recommendation #3: Revise Funding Protection Model

Revise Funding Protection Model

The Funding Protection model, designed to address a provincial challenge around declining enrolment is not as effective as in the past. There is no question that there needs to be something in place to support districts who continue to struggle with decreasing enrolment. When Funding Protection was in place for districts without annual reductions, it served as some protection, though most districts faced significant cuts to programs and staff each year as they prepared for the hardship of losing funding protection.

The hardship of “coming out of Funding Protection” for the past four years has meant annual funding reductions of 1.5% compounded every year for districts who are already struggling to provide service for their learners. Equity is a concern as these districts have already made all feasible reductions in staffing, operations and overhead, and each year face having to make more and more cuts to staffing and programs for learners while intensifying workload and job complexity for those remaining staff.

Recommendation #4: Ensure the Funding Allocation System provides for Increased Costs and Pressures

Ensure that the Funding Model Provides for Increased Costs and Pressures

- ✓ *Address Funding Predictability for Districts with Enrolment Growth.*
- ✓ *Address Costs of Inflation.*
- ✓ *Fund Exempt Compensation costs.*

Address Predictable Funding for Districts with Enrolment Growth

While some districts still face declining enrolment, many districts face steady and often unpredictable enrolment growth. Enrolment growth brings pressures in capital areas with the need to increase space for more students and also causes challenges to provide equitable service and support as student enrolment climbs.

Whilst we appreciate the efforts of the Ministry to more frequently monitor enrolment and enrolment trends to better anticipate increases in enrolment, there also needs to be consideration in the Funding Allocation System to account for these dramatic changes happening across the province. The pressures are intense.

Address Costs of Inflation

Districts continue to struggle with the rising costs of inflation and so many factors that are out of their control. Although the easiest factor to predict is the cost of staffing, unanticipated growth in enrolment creates challenges in other areas and districts face significant increases in costs they have little or no control over.

Inflationary costs due to increases in hydro, gas, propane, electricity, transportation, carbon tax, technology infrastructure and hardware, snow removal, municipal water rates, educational consultants, and the cost of portables and many other supplies need to be considered in the funding formula. While districts do receive some funding for student travel and transportation for example, the current funding model does not account for high travel costs for staff or trustees to events such as BCSTA, Ministry meetings, or, travel to support students attending athletic or arts events. At present, districts find themselves cutting supports to students to pay for these necessary and rising expenses.

Fund Exempt Compensation Increase Costs

Significant and rising costs are borne by districts each year due to the need to internally fund exempt compensation increases approved by PSEC. Each year, compression is exacerbated between teacher wage and benefit increases and exempt staff, and districts struggle to retain their exempt staff and deal with intense recruitment challenges. Boards of Education are funding exempt compensation from operating budgets, which are already constrained. The Funding Allocation System should ensure that exempt compensation as well as teacher and support staff compensation increases are within the formula.

Recommendation #5: Review Compliance Audit System

Review Compliance Audit System

While we agree that there needs to be accountability for tax dollars, there are some inherent challenges with the current Compliance Audit system. A review of this system is needed to put resources where they will most make a difference. We suggest better training and preparation for districts well in advance of potential audits is essential. Staff change quickly in our new recruitment and retention paradigm, and the relative infrequency in these checks for some districts, and inconsistent communication of expectations around documentation are challenges.

Both the Ministry and districts spend much significant time and many dollars in the Compliance Audit system. How could compliance be improved and resources be better spent? How can

compliance audits better align with the goals of the redesigned curriculum and reflect the transformative and flexible practice that is going on in schools to better meet the needs of all learners? How can the implementation of innovative and personalized structures for learners be encouraged rather than discouraged through the compliance audit system? How can the abrupt reduction in funding lost due to an audit be better mitigated? For BC to be a world leader in educational transformation, our funding formula and audit criteria need to align with innovative practice and high impact strategies and structures for teaching and learning.

D: Conclusion

The British Columbia School Superintendents Association is proud of our high performing education system and of our role as educational leaders to continue to improve outcomes for all learners. Ensuring the Funding Allocation System aligns with our efforts and success in transforming teaching and learning and focuses on student success is key. There is good work happening across our province and the FAS is a foundational structure to support that work.

The BCSSA appreciates the opportunity to have input into this process and to continue to collaborate with the Ministry, together ensuring success for all of our learners.

We humbly submit this response to help inform a revised funding formula that includes processes and procedures that are clear, understandable, predictable, and transparent, while allowing flexibility to best meet those aims.

SCHOOL DISTRICT NO. 51 (BOUNDARY)

P O L I C Y

SECTION	TITLE	NO. 5050
STUDENTS	<u>Access to Student Records</u>	

DATE ADOPTED: May 11, 1999

DATE AMENDED: October 13, 2009

Access to Student Records should be available to parents and guardians. The following guidelines are in place to ensure freedom of information and the protection of privacy.

R E G U L A T I O N S

1. When parents wish to view the files of their children, they shall request an appointment with the Principal or a person designated by the Principal.
2. Students wishing to view their files shall follow the same procedure as described in Regulation No. 1.
3. The Principal or a person designated by the Principal shall be in attendance at all times to present and interpret the information included in the file.
4. Upon written authorization of a custodial parent, a non-custodial appropriate professional may be permitted to view the file under the same conditions as in Regulation No.1.
5. No item(s) shall be removed, however, notes may be taken and photocopies provided upon request.
6. Only School District No. 51 professional staff and those expressly named by this policy and these regulations shall be permitted to view a child's file.
7. A current custody order, where applicable, shall be requested of the parent and a copy kept in the student's file. This shall enable legal guardian(s) to access the student's file.
8. Should any uncertainties arise over unusual requests or interpretation of these regulations, clarification and/or direction should be sought from the Superintendent of Schools.

SCHOOL DISTRICT NO. 51 (BOUNDARY)

P O L I C Y

SECTION	TITLE	NO. 5070
STUDENTS	<u>Transportation of Students in Private Vehicles</u>	

DATE ADOPTED: April 11, 2000

DATE AMENDED: March 11, 2003

November 10, 2008

The District recognizes the need to transport students to and from curricular and student activities. The District also recognizes that it is not always possible to provide bus transportation services and that private vehicles may be used with the regulations as determined by Board policies and regulations.

The District recognizes that the safety of pupils while being transported on curricular and student activities using private vehicles, is of the highest importance and has therefore established in regulation, safety standards and procedures which are to be enforced with the strictest priority and adherence.

R E G U L A T I O N S

Building Principals or their designates are responsible for the management of all student activities and for reviewing the appropriateness of each student activity, and supervision and safety of the participants.

The following guidelines are to be followed when transporting students to or from a school or a school activity conducted within an approved curricular or extra curricular program.

1. The Principal may designate a supervisor to assume overall responsibility for arrangements and supervision of the travel and activity. The supervisor would normally be the classroom teacher, coach, or activity sponsor.
2. A passenger list, including home contact telephone numbers for the passengers must be both available in the school and carried with the supervisor.
3. The Principal will ensure that a Volunteer Driver Application has been completed by each volunteer driver. A copy of the vehicle insurance (minimum two million dollars, recommended five million dollars coverage) and the Driver Abstract must be on file at the school. The Driver Abstract and Vehicle Checklist must be completed every year. Each vehicle used must have a Vehicle Checklist completed. The trip supervisor will ensure that the Vehicle Safety Checklist is completed and on file at the school office.

4. The Principal will ensure that anyone serving as a driver on overnight and/or out-of-district trips has undergone a Criminal Record Search that must be on file at the school.
5. It is the responsibility of the school trip supervisor to obtain, prior to the trip, the written consent of the parent or guardian of each student being transported.
6. The supervisor will ensure that the number of persons being carried in a given passenger vehicle shall not exceed the normal carrying capacity of that vehicle and that there is a seat belt for each person in the vehicle.
7. The student passenger riding in the front seat of a vehicle equipped with an air bag shall be in compliance with the vehicle manufacturer's recommendation.
8. The student passengers riding in this vehicle comply with all child restraint requirements.

The Vehicle Checklist Form and the Volunteer Driver Application Form follow this policy.



SCHOOL DISTRICT NO. 51 (BOUNDARY)

VEHICLE CHECKLIST

Vehicle Owner's Name _____

Year/Make/Model of Vehicle _____

PRE-TRIP CHECKLIST

The following should be checked to ensure the vehicle is in proper working order:

Wipers/Washer Fluid	_____	Lights (high/low)	_____
Turn Signals	_____	Seat Belts	_____
Brakes/Parking Brake	_____	# of Seat Belts	_____
Tires	_____	Fluid Levels	_____

Children riding in the front passenger seat of vehicles equipped with passenger air bags will be in compliance with the vehicle manufacturer's recommendation.

REMINDER – Before driving, check and adjust the following:

Mirrors _____ Seat _____ Luggage Packed Securely _____

All child restraint requirements (booster seats, air bags) _____

Comments/Notations:

Driver's Signature

Authorized time frame (length of authorization for vehicle use):

Please return completed form to the school prior to the trip.



SCHOOL DISTRICT NO. 51 (BOUNDARY) VOLUNTEER DRIVER APPLICATION

SCHOOL	
Driver's Name	
Address	
Telephone	

VEHICLES TO BE USED:	VEHICLE ONE	VEHICLE TWO
Year/Make/Style		
Colour		
License Plate No.		
Passenger Capacity		
Owner's Name		
Insurance Expiry Date		

REGULATIONS

In volunteering to transport students, I confirm my awareness of the following School District regulations:

1. Vehicles used for student transportation must be rated appropriately and insured with (minimum \$2,000,000, recommended \$5,000,000) Third Party Liability Insurance. The vehicle must be properly equipped with seat belts for each occupant; seat belts must be secured when traveling.
2. The School District does not accept responsibility for any damage to the vehicle in the event of an accident, nor for deductible, loss of insurance discount or loss of use.
3. If during the year, the insurance is altered or a different vehicle is used, the owner of the vehicle must notify the school and update the Volunteer Driver Application prior to transporting students.
4. The volunteer driver and owner should ensure that, to the best of his/her knowledge, the motor vehicle used for student transportation, is in good mechanical condition.
5. Vehicles used will only be driven by the volunteer driver noted above who must be at least 21 years of age and in good health. The driver should be accident free for at least three years and cannot be a secondary school student. The driver must provide a copy of his/her current driver's license and abstract (completed annually) to the school Principal/Vice-Principal.
6. The vehicle must be equipped with winter, all season tires and/or chains for winter conditions.
7. For safety and health reasons, volunteer drivers are asked not to allow smoking in their vehicles while transporting students.
8. The driver must not, at any time during his/her performance as a volunteer driver, imbibe any alcoholic beverages or use any restricted substances.
9. The driver must not operate the vehicle in an unsafe manner or in contravention of any statute or regulation governing the operation of motor vehicles.

- NOTES:**
- A. If a vehicle has the capacity to carry more than nine occupants the driver must have a Class 4 driver's license.
 - B. The School District provides Excess Third Party Liability coverage for volunteer drivers and owners while lawfully operating vehicles on behalf of the School District.

VOLUNTEER DRIVER'S AND VEHICLE OWNER'S DECLARATIONS

I/We have read the above items 1 through 9, including notes, regarding transportation of students for sanctioned school activities and agree to follow these School District regulations.

(Driver's Signature)

(Date)

VDA03

Agenda

SCHOOL DISTRICT NO. 51 (BOUNDARY)

P O L I C Y

SECTION	TITLE	NO. 5100
STUDENTS	<u>Out of Province Students</u>	

DATE ADOPTED: June 12, 2007

DATE AMENDED: February 8, 2011

The Board of Education recognizes that on occasion, out of province and out of country families that are not ordinarily resident in British Columbia may wish to have their children attend a School in School District No. 51 (Boundary).

Such families do not meet Section 82 (2) of the School Act, which states that a student is resident in a school district if the student is ordinarily resident in the school district and the person designated as the guardian of the student is ordinarily resident in British Columbia. Such residency is required in order for the District to receive Ministry of Education funding.

Since funding is not received from the Ministry of Education, a fee will be charged to these students as set out in the regulations.

R E G U L A T I O N S

The Superintendent has the sole authority to authorize the acceptance and registration of out of province students.

On a yearly basis:

- These students will be subject to age qualifications and placement conditions.
- The student must not require additional services and their placement in a class must not violate class size legislation.

The yearly tuition fee will be reviewed annually for each school year.

Payment of such funds must be made in advance to the District Office.

Should such a student enroll part way through the year the amount will be pro-rated.

The student should have a local guardian/sponsor to contact for emergency purposes.

SCHOOL DISTRICT NO. 51 (BOUNDARY)

P O L I C Y

SECTION	TITLE	NO. 5020
STUDENTS	<u>Student Promotion/Placement</u>	

DATE ADOPTED: January 12, 1999

DATE AMENDED: December 8, 2009

The Board believes that the promotion/placement of any student should be based on the judgment of what is best for the student, considering his/her intellectual, social, physical and emotional needs. The Board also takes into account the fact that effective education requires the presence of continuous and appropriate challenge to stimulate interest, effort and achievement in keeping with the student's ability.

R E G U L A T I O N S

1. The Principal of each school shall establish appropriate promotion/placement policies and procedures consistent with Provincial and District guidelines and requirements.
2. The Principal should ensure that parents of students who may be at risk are familiar with the promotion/placement policies and procedures at the school.
3. Promotion/placement in secondary school should be by course.
4. The Board recognizes that on occasion there may be a need for retention or acceleration. See Policy 5030 Student Retention/Acceleration.
5. The Principal of the school in accordance with the School Act retains paramount authority in the placement of students.

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

SECTION	TITLE	NO. 5030
STUDENTS	<u>Student Grade</u> <u>Retention/Acceleration</u>	

DATE ADOPTED: June 27, 2000

DATE AMENDED: April 13, 2010

In School District 51 (Boundary), promotion practices are expected to be in alignment with current research findings. Students will not normally repeat a program of studies in elementary grades or otherwise be retained in a grade to join a younger age group. Each school is expected to develop appropriate intervention strategies.

In highly unusual circumstances, exceptions may be made for retention or acceleration. In these exceptional instances, it is imperative that the decision to retain be made by the school-based team in consultation with Superintendent (or designate(s)). Prior to holding a school-based meeting or entering into any discussion with parents regarding retention/acceleration Principals are expected to provide the Superintendent (or his/her designate) with appropriate documentation regarding any student who is being considered for retention or acceleration.

Any such decision requires informed and signed parental consent indicating that the parents are aware of current research on student retention/acceleration. Such a record of parental consent would clearly document why retention/acceleration would be in the best, long-term interest of the child. To assist with the "informed consent" requirement, current research publications on student retention/acceleration will be available at schools.

Please Note: In compliance with the School Act, promotion/placement in secondary school should be by course.

The Principal of the school in accordance with the School Act retains paramount authority in the placement of students.

SCHOOL DISTRICT NO. 51 (BOUNDARY)

P O L I C Y

SECTION	TITLE	NO. 5040
STUDENTS	<u>Student Records</u>	

DATE ADOPTED: February 24, 1999

DATE AMENDED: April 13, 2010

Student records shall be maintained with due attention to the confidential nature of such documents. No information pertaining to any student shall be obtained, retained or used for any purpose other than for the welfare of the student and employees concerned.

The information contained in a student's record shall only be accessible to other professional agencies when a written request has been made by the legal parent/guardian or legal representative of the student, or by the student if he/she is an adult, except where permission has been explicitly granted by the Superintendent of Schools or where the release of such records is required by an enactment or by court order.

Subject to any other statutory or other legal authority or requirement that authorizes or requires disclosure, any person who receives information from a student record shall not disclose that information to any other person except for the purposes of delivering or planning the delivery of the services referred to above.

R E G U L A T I O N S

A Permanent Student Record:

- is to be completed in accordance with the Ministry of Education "Permanent Student Record Completion Instructions", which are effective at the time of completion
- shall include the student progress reports for the two most recent years, or a copy of the Transcript of Grades, issued by the Ministry of Education; and,
- where letter grades are not set out in a student progress report for a student in Kindergarten to Grade 12, shall include a written record of those letter grades.

The School Principal shall ensure that all significant information and records (with the exception of the Permanent Student Record) relating to the development of a student is contained in one school file.

Individual student files may include such other data as standardized testing scores, scholastic aptitude testing results, medical alert information, special placement data, anecdotal comments, and records of awards or scholarships.

The School Principal has the duty to inform any employee(s) who may be exposed to the risk of violence from a student who has a history of violent behaviour and whom the employees are likely to encounter in the course of their work.

The storage and/or transmission of a student's file is the responsibility of the Principal of the school in which the student is, or has been, enrolled. Schools are often accessible to the general public; therefore, it is the responsibility of the School Principal to ensure that students' records are kept in a secure manner.

Student records are to be retained in accordance with Policy 2000, Retention and Destruction of Records. No information shall be kept beyond its useful life.

Each receiving principal of the school system (elementary, intermediate or graduation) shall review such records upon receipt, and any information no longer considered relevant should be destroyed in a confidential manner.

Unless a request for the transfer of the student's file to another school is received, the file shall be stored by the school. Files should be destroyed in a confidential manner at the school level or sent to the Board Office clearly marked "shred" after the student would have turned 22 years of age, except for the Permanent Student Record and the two most recent years of Student Progress Reports or the Transcript of Grades.

The District shall ensure that the Permanent Student Record of each former student in School District 51 who has not subsequently enrolled in another BC public school is stored for a minimum of 55 years after the student leaves the system.

The District shall ensure that the two most recent years of Student Progress Reports or the Transcript of Grades of each graduate of School District 51 is stored for a minimum of 55 years in a safe storage facility.

Achievement records shall be forwarded to prospective employers, or others, only upon the written request of the student or former student.

A student shall have the right to review the contents of his/her records by arrangements through the Superintendent of Schools and/or the School Principal and is entitled to a copy of his/her records free of charge.

The parent or legal guardian of a student shall have the right to review the contents of that student's records by arrangement through the Superintendent of Schools and the School Principal and is entitled to a copy of the student's records free of charge.

The Board's insurer has the right of access to student records in accordance with the School Act and Ministerial Order.

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

SECTION	TITLE	NO. 5090
STUDENTS	<u>School Attendance/Catchment Areas</u>	

DATE ADOPTED: June 27, 2000
DATE AMENDED:

The Board expects that students will attend the District school which serves their attendance area.

However, the Board also recognizes that for educational, personal or social reasons, parents may wish their children to attend another District school.

R E G U L A T I O N S

The Board permits parents/guardians to register their children in the District school of their choice on a space-available basis.

Transportation to the school outside a student's attendance area is the responsibility of the parent/guardian; however the School District's buses may be used on a space-available basis and only if the bus network permits connection to the school concerned at the scheduled time.

SCHOOL DISTRICT NO. 51 (BOUNDARY)

P O L I C Y

SECTION	TITLE	NO. 5120
STUDENTS	<u>Student Lockers/District Property Search and Seizure</u>	

DATE ADOPTED: June 12, 2007

DATE AMENDED:

The Board is committed to the provision and maintenance of a safe and caring environment in which all learners can achieve academic excellence, personal growth and responsible citizenship.

The Board recognizes that during the course of their attendance in a school, that students require the convenience of a locker for the storage of personal and learning materials and may elect to have a locker assigned by the school. A locker will be assigned to a student only if the student acknowledges the terms of its use in a signed school locker agreement.

The Board believes that students are entitled to be free from unreasonable search and seizure by teachers and school district officials. Lockers will be searched only if the terms of the school locker agreement have been flagrantly disregarded or if reasonable and probable cause exists to believe that the locker contains prohibited materials listed below.

The Board strictly prohibits the possession of materials that are illegal, weapons-related or substances that may be harmful to the safety of others on all school district property and assets. The possession or display of materials which may be demeaning to others is also prohibited.

Where reasonable and probable cause exists with respect to drugs or explosive materials, the school may request the assistance of the RCMP and employ the use of sniffer dogs.

The Board is aware of the delicate balance between the privacy rights of students and its mandated responsibility to provide a safe learning environment.

(Ref. Canadian Criminal Code, Criminal Youth Justice Act, Canadian Charter of Rights and Freedoms)

REGULATIONS

1. School Locker Agreement- Appendix 1

The Board expects that students and parents will be advised at the beginning of each year of the terms of the signed school locker agreement. It is expected that students will adhere to this agreement.

2. Random Searches

The Board will not condone random locker searches.

2.1. Any locker search will be conducted at anytime if circumstances are deemed necessary.

3. Sniffer Dogs

3.1. The use of sniffer dogs will be employed only in response to a specific and serious concern about drugs or other prohibited materials being in the school and not for deterrent purposes.

3.2. The use of sniffer dogs will be confined to the school hallways and classrooms.

3.3. Sniffer dogs will not be used to sniff students or student backpacks on a random basis, unless the backpack is unattended.

3.4. Students will be advised of a sniffer dog search prior to its occurrence and should be made in a minimally intrusive way so as not to impact the school learning environment.

4. Effectiveness of the search

In the case of a positive identification of the presence of prohibited items, the administrator in the presence of the RCMP dog handler will remove the student lock and relock the lock with a school lock. The locker will not be opened or searched.

4.1. The student and parent will be notified and the locker will be reopened in their presence with two administrators in attendance.

5. Maintenance of Records

The school will maintain a record pertaining to the search of lockers and the use of sniffer dogs. The record should be inclusive of dates, evidence found, circumstances causing the search and attendees.

5.1. The record will be sent to the Superintendent of Schools each month as part of the school's monthly administrative report.



SCHOOL DISTRICT NO. 51 (BOUNDARY)

SCHOOL LOCKER AGREEMENT

WAIVER

I _____ understand and acknowledge that the locker assigned to _____ may be subject to inspection by School Authorities, who may conscript the services of the RCMP and/or the RCMP dog unit in the inspection of said locker.

I understand that lockers are provided for the convenience of students in the course of their studies and understand that in accordance with Board Policy and Regulations, narcotics, illegal materials, stolen items, weapons or other materials detrimental to the safety of the school are strictly prohibited.

I understand that this waiver will be in effect for the duration of my son/daughter's enrolment at (name of school).

Signed:

Parent/Guardian

Student

Date: D/M/Y

Locker Number Assigned