



School District No. 51 (Boundary)

Regular Meeting of the Board of Education

April 19, 2022 at 6:00 p.m.

Via Zoom

Agenda

Call to Order

Opening Acknowledgement

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

10 Minute Comment Period

Adoption of Agenda

Adoption of Minutes

March 15, 2022 – Regular Meeting Minutes

Report on In-Camera Meeting from March 15, 2022

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

Correspondence

W. Osellame on behalf of the Committee to Save Midway Elementary School

Business Items

1. Strategic Plan Update (Attachment)

- Equity, Inclusion & Belonging
- Student Voice & Agency
- Wellness & Resiliency
- Community Connections

2. Presentations/Discussion

- Jamie Stewart – Outdoor Education

3. Big White Community School Proposed Reconfiguration

4. Committee Reports

FINANCE

- Expenditure Report (Attachment)
- Preliminary Operating Grant 2022/23 (Attachment)
- Request for Proposal – Financial Audit Service

OPERATIONS

- **Capital Projects** (Attachment)
- **Capital Plan Bylaw No. 2022/23-CPSD51-01**

MOTION: "That the Board of Education unanimously agrees to give the Capital Project Bylaw No. 2022/23-CPSD51-01 all three readings at this meeting of March 15, 2022."

MOTION: "A BYLAW by the Board of Education of School District No. 51 (Boundary) (hereinafter called the "Board") to adopt a Capital Plan of the Board pursuant to Sections 143 (2) and 144 (1) of the *School Act*. WHEREAS in accordance with provisions of the *School Act* the Minister of Education (hereinafter called the "Minister") has approved the Capital Plan of the Board.

NOW THEREFORE the Board agrees to the following:

- (a) Authorize the Secretary-Treasurer to execute Project Agreement(s) related to the expenditures contemplated by the Capital Plan;
- (b) Upon ministerial approval to proceed, commence the Project(s) and proceed diligently and use its best efforts to complete each Project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the Project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the Project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board for the 2022/23 Capital Plan as approved by the Minister, to include the supported project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent dated March 15, 2022, is hereby adopted.
2. This Bylaw may be cited as School District No.51 (Boundary) Capital Bylaw No. 2022/23-CPSD51-01."

MOTION: "That the Board of School District No. 51 (Boundary) approve the Capital Bylaw No. 2022/23-CPSD51-01 as read a first, second and third time, passed and adopted the 14th day of April 2022."

POLICY

Policy No. 2073 – Accumulated Operating Surplus (Attachment)

MOTION: "That the Board approve for circulation Policy No. 2073 – Accumulated Operating Surplus, as presented."

Draft Policy – Financial Management and Reporting (Attachment)

MOTION: “That the Board approve for circulation Draft Policy – Financial Management and Reporting, as presented.”

5. Board Chair Report

6. Senior Management Reports

- Superintendent Report (Attachment)
 - School Reports (Attachment)
- Secretary Treasurer Report (Attachment)

7. Trustee Reports

- | | |
|--|----------------------|
| • Boundary Indigenous Education Advisory Committee | • PAC Highlights |
| • BCSTA Provincial Council | • BCPSEA AGM Update |
| • Rec Commission | • OLRC |
| • BISM | • Community Literacy |
| • BCSTA Kootenay Boundary Branch | • GFSSAG |

8. Around the Boundary

Trustee Activities and Upcoming Events

- BCSTA AGM – April 21-24, 2022
- BCSTA Provincial Council – April 23, 2022

Budget Process Timeline

- April 26, 2022 – Finance Committee Meeting (Staff review, preliminary budget comparisons)
- May 24, 2022 – Finance Committee Meeting (Review and approval of budget considerations)
- June 9, 2022 – Finance Committee Meeting (Review draft 2022/23 budget)
- June 21, 2022 – Board Meeting (Adoption of 22/23 budget)

Future Agenda Items

Next Board Meeting: **May 17, 2022**
 6:00 p.m. via Zoom

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 15, 2022 via Zoom

The Chairperson called the meeting to order at 6:03 p.m.

Present:	R. Zitko	Chair
	J. Massey	Vice Chair
	B. Bird	Trustee
	M. Danyluk	Trustee
	C. Strukoff	Trustee
	L. Van Marck	Trustee
	K. Jepsen	Trustee
	A. Lautard	Superintendent
	M. Burdock	Secretary-Treasurer

Absent: Nil

Acknowledgement of the Indigenous peoples and ancestors.

Adoption of Agenda

MOVED Bird
2ND Jepsen

"That the Agenda for March 15, 2022 be adopted as circulated."

CARRIED

Adoption of Minutes

MOVED Massey
2ND Bird

"That the February 15, 2021 Regular Board Meeting minutes be adopted as amended."

CARRIED

Correspondence

Business Items

1. Strategic Plan Update

- Superintendent Lautard gave an update on Strategic Plan initiatives
- Student Trustees Jacob and Peyton gave an update on events at Boundary Central and Grand Forks Secondary Schools

2. Presentations and Delegations

- Vice Principal Kirsten Rezansoff reported on her work around self-regulation through breathing
- Teacher Sarah Stoochnoff guided a five-minute breathing exercise with the Board

3. Proposed Closure of Midway Elementary School

- Board Chair Zitko presented the policy and summarized the consultation process timeline of the proposed closure of Midway Elementary School
- General Trustee discussion
- Public comments
- Vote

MOVED
2ND Bird
 Strukoff

“That the Board of Education permanently close Midway Elementary School effective June 30, 2022 and reconfigure Greenwood Elementary School as a K-7 school effective September 2022.”

CARRIED

MOVED
2ND Strukoff
 Massey

“That the Board of Education unanimously agrees to give the School Closure Bylaw No. 2022 – 01 – Midway Elementary School all three readings at this meeting of March 15, 2022.”

CARRIED

MOVED
2ND Massey
 Bird

“A BYLAW by the Board of Education of School District No. 51 (Boundary) (hereinafter called the "Board") to close Midway Elementary School pursuant to Sections 73 of the *School Act*,

WHEREAS section 73 of the *School Act* states that a board may, subject to the orders of the Minister, open, close or reopen a school permanently or for a specified period of time;

AND WHEREAS pursuant to School Opening and Closure Order, Ministerial Order 194/08, closing a school permanently means the closing, for a period exceeding 12 months, of a school building used for purposes of providing an educational program to students;

AND WHEREAS pursuant to said Ministerial Order 194/08, if a school board decides to permanently close a school under section 73 of the *School Act*, the board must, without delay, provide the Ministry with written notification of the decision containing the following information:

- (a) The school's name
- (b) The school's facility number
- (c) The school's address
- (d) The date on which the school will close

AND WHEREAS pursuant to said Ministerial Order 194/08, the Board of Education has developed and implemented its School Closure Policy No. 1330 that includes a public consultation process with respect to permanent school closures and this policy has been made available to the public;

AND WHEREAS the Board of Education has applied the above-noted policy in accordance with Ministerial Order 194/08;

NOW THEREFORE be it resolved that the Board of Education of School District No. 51 (Boundary) permanently closes Midway Elementary School, Facility No. 05113005, located at 540 7th Avenue, Midway, BC, on June 30, 2022.

This bylaw may be cited as School District No. 51 (Boundary) School Closure Bylaw No. 2022 – 01 – Midway Elementary School."

CARRIED

MOVED
2ND Massey
 Bird

"That the Board of School District No. 51 (Boundary) approve the School Closure Bylaw No. 2022-01-Midway Elementary School as read a first, second, and third time, passed and adopted the 15th day of March 2022."

CARRIED

4. Committee Reports

FINANCE

- Secretary Treasurer Burdock presented the expenditure report to date and highlighted that the amended budget was approved at the end of February and will be entered into the accounting system for the March report. Variances remain off due to original numbers
- Secretary Treasurer Burdock highlighted the significant variance between sick days versus long term sick leave
- Secretary Treasurer highlighted the page break down of supplies and services
- Secretary Treasurer Burdock and Director of Operations David Reid will be purchasing some larger ticket items which will use the furniture and equipment budget
- Secretary Treasurer Burdock presented the enrolment projections for the next three years
- Secretary Treasurer Burdock also highlighted that the Kindergarten numbers in Grand Forks are abnormally low

OPERATIONS

- Secretary Treasurer Burdock reported that the capital response letter has not been received yet and should be arriving anytime

POLICY

- Secretary Treasurer Burdock reported on surplus policy
- Secretary Treasurer Burdock also reported on the trustee elections policy

5. Board Chair Report

- Board Chair Zitko reported on the implementation of an Indigenous focused course required for graduation for the 2023-24 school year
- Board Chair Zitko reported on the updates around COVID mandates which will take effect the first day of Spring Break
- Board Chair Zitko also reported on the voting training available for the BCSTA AGM

6. Senior Management Reports

- Superintendent Lautard presented her report for February 2022 as well as the schools' reports on February events
- Secretary Treasurer Burdock presented her report for February 2022

7. Trustee Reports

- Boundary Indigenous Education Advisory Committee
- BCSTA Provincial Council
- Rec Commission – Trustee Massey reported out
- BISM – Trustee Strukoff reported out
- PAC Highlights – Trustees Van Marck, Jepsen, and Zitko reported out
- BCPSEA – Trustee Danyluk reported out
- OLRC – Trustee Bird reported out
- Community Literacy
- GFSSAG
- BCSTA Kootenay Boundary Branch

8. Around the Boundary

Around the Boundary for February 2022 was presented.

Meeting adjourned at 9:17 p.m.

Chairperson

Secretary-Treasurer

March 22, 2022

To: Miranda Burdock
Secretary- Treasurer
SD 51 (Boundary)

c.c.

Anna Lautard
Superintendent of Schools
SD 51 (Boundary)

Rose Zitko
SD 51 Board Chair

Dear Secretary-Treasurer Burdock:

I have been asked to submit this letter on behalf of the Committee to Save Midway Elementary School. This letter was distributed to committee members for review and approval.

Please consider this a formal letter requesting the **Appeal of the Board Decision to Permanently Close Midway Elementary School (MES)**, which was made Tuesday March 15, 2022 at a regular Board meeting.

As per District Policy 1120, 1130, and 1140, we, as a committee of concerned parents and stakeholders for Midway Elementary School, request the Secretary-Treasurer submit this request for Appeal to the Board on our behalf for the following reasons:

1. In the meetings that were held, Stakeholders were presented with constantly changing and inconsistent information as rationale for advocating the closure of MES. Affected stakeholders were never provided consistent information to confirm what the actual issues might be.
2. The Board received submissions from this committee, as well as from other affected stakeholders, and the Board did not respond to suggestions.
3. A petition advocating keeping MES open with over 700 names was submitted but the Board provided no response regarding that submission.
4. The Board has never provided any suggestions nor offered any strategies to stakeholders regarding what needed to be done to keep MES open, despite the claim on the part of the Board that "nothing was written in stone".
5. The 'consultation' process consisted of back-and-forth presentations for and against closure rather than meaningful discussion and problem solving.
6. Board members refused to meet with stakeholders independently until the very end of the process. This detracted from the possibility of solving whatever the alleged issues might be.

7. No evidence was ever presented to confirm that MES school programs harboured issues that needed repair.
8. Stakeholders (and trustees, as one trustee admitted) were often uninformed and at times unaware of the information that was being presented and needed to be considered. The Power Point delivered March 10, 2022 was information that no one, including Board members, had seen or had access to prior to the meeting. This unanticipated presentation permitted no time for anyone to assess or discuss, yet trustees pressed us to come up with on-the-spot solutions based on masked data and very short time frame.
9. The requests and constant pleas from the stakeholder group for the Board to **form a working group** to adequately assess any perceived problems and formulate viable solutions was completely ignored from the very first time we presented this strategy. This strategy was presented in our initial letter of submission to the Board. That suggests to us that the Board was not willing, and had no intention of working with us, towards remediation of the perceived issues recommending closure of MES.

We request that the Board recognize that the Process for determining a decision of this magnitude was appallingly flawed, rushed and unfair.

The Process that took place regarding closure of MES circumvented the ability for discussion, collaboration, and collective remediation, which is guaranteed in any democratic society.

The School Act states in Section 73 and 168; Ministerial Order 194/08 and subsection 5 under **Closure of Schools**, that:

“5 (1) The public consultation process must include:

(a) A fair consideration of the community’s input and adequate opportunity to respond.....”

We do not agree that the Board met or provided fair consideration of the community’s input that is consistent with the ministerial requirement in subsection 5 above when discussion of our input has never occurred. The community’s input is overwhelmingly in favour of keeping MES open (over 700 people), yet the Board does not appear to have taken that input into consideration. There are no responses from the Board, nor any record of discussions held regarding any of our submissions.

We do not agree the Board met or provided for adequate opportunity for community to respond as per ministerial requirement in subsection 5 above when new and previously unseen information was presented at all the meetings. No previous opportunity for any members of the stakeholder group to review or formulate responses was ever provided. Instead, we were barraged with trustees insisting that we convey our ideas and propose solutions despite an unreasonable and unfair time frame. It is not reasonable to expect anyone to generate viable solutions when they are exposed to the information just minutes before. In comparison, the Board has been asked several times to review our proposals and suggestions, and to respond to them, yet despite a reasonable amount of time to consider responses, that never occurred. We do not believe that constitutes a fair process nor fair consideration as per the School Act.

We ask that the Board review the insufficient and defective Process that was used to make this most critical decision. We ask that you please put on hold the action from the vote to close MES, and form a working group made up of a design of the Board's choosing, but inclusive of stakeholder representatives. We ask that the Board then consider the recommendations of that group, so that the opportunity for fair consideration of the issues and community input come to fruition. We then will agree that whatever that working group recommends to the Board is what will determine the final result.

We look forward to your reply.
Thank you.

Respectfully submitted,
By: Walt Osellame
On behalf of The Committee to Save Midway Elementary School

Strategic Plan Update

Each month, specific initiatives relating to School District 51's [Strategic Plan](#) will be reported on to assess the progress made thus far. Some of the initiatives can be found in [year one](#) of the district's strategic operational plan, while others may be imbedded into school structures. Schools also can report on budget proposals used for their school growth plans.

Student Trustee Reports

- Jacob Colin: BCSS
- Payton Maffioli: GFSS
- Abby Segstro: GFSS

School Initiatives

- Walker Development Centre
 - Outdoor Education
 - TV installed in Gym over Spring Break and Apps purchased.
 - Four Paddleboards purchased prior to Spring Break
 - Instructor course purchased for teacher to attend May 6/7, 2022, and Paddle Canada membership purchased.
 - This national membership required to receive and maintain "instructor" status and offers ongoing training and information regarding outdoors activities, specifically paddling.
 - Teacher is excited to attend.
 - Left to purchase are personal floatation devices (aka lifejackets) to accompany paddle board use.
- Big White Community School
 - Outdoor Education
 - Purchased the following:
 - Set of replacement snowshoes for primary/intermediate grades (\$1,200)
 - In process of ordering gear for trail building backpacks (\$800)
 - Literacy grant and 0.25 teacher time
 - Created a school-wide literacy program focused around one hour literacy block, 3 days a week with students place into smaller grade groups: K-2, 3-4, 5-8
 - Younger literacy groups (k-2, 3-4) have the following centers:
 - reading (epic or to self, or with a buddy or teacher)
 - journaling
 - building writers program
 - word work

- Plan to incorporate guided reading into centers once have completed more professional development
- Ordered new books for library (high interest books and levelled readers).
- Bought bins to organize library so more accessible for students
- Noticed that school-wide literacy block very beneficial for students (teacher and parent feedback).
 - Smaller groups allow for increased attention and focus.
 - Teachers can provide more immediate feedback
 - Using centers approach has built some structure
 - Increased confidence in learners' reading and writing abilities.

District Initiatives

- Truth and Reconciliation Inquiry
 - Angela Bragg and Kirsten Rezansoff sent a Truth and Reconciliation Curriculum survey to teachers to gain a better understanding of where teachers are at with their practice and how the district can support this important work.
 - Unfortunately, not many teachers responded
 - Those who did respond, however, taught from kindergarten to grade 12
 - The following questions were asked:
 - Grades/courses taught
 - What do you do in this/these courses that addresses the truth of Indigenous experiences in Canada?
 - What resources do you use to help you do this important work?
 - What other resources would you like to have access to support this aspect of the curriculum? You may list specific resources and/or give an idea of what kind of resources would be helpful.
 - Hopefully there is enough information gathered to give direction on next steps (buying resources, organizing professional development, etc.,).
- Drone Camp
 - Peter Scott has finalized other details
 - Scheduled for May 21 – 22, 2022
 - There will be 24 students in total, 12 in each group
 - Morning session from 8:30 – 1:30
 - Afternoon session from 2:30 – 7:30
 - Both sessions at Grand Forks Secondary School in gym
 - Lunch and dinner not provided (must bring food)
 - Most students will be from high schools, but will have a few grade seven students as well
 - Next year, Peter will be able to take the Drone Camp experience to other schools, so not limited by ability to come to Grand Forks.

Fund : 0 General Operating

OB	TITLE	MAR	YEAR TO DATE	ENCUMBERED	FULL YEAR BUDGET	AVAILABLE	PERC
10	Principal & Vice Principal Sal	107,515.01	957,744.00		1,295,785	338,041	26
11	Teacher Salaries	669,111.79	4,740,212.33		6,621,831	1,881,619	28
12	Non-Teachers Salaries	381,431.76	2,784,566.29		4,159,992	1,375,426	33
13	Management Salaries	41,420.50	377,570.19		567,450	189,880	33
14	Substitute Salaries	52,995.09	352,701.40		617,945	265,244	43
19	Trustees Indemnity	7,769.67	69,927.03		93,236	23,309	25
21	Statutory Benefits	128,624.76	723,744.35		982,377	258,633	26
22	Pension Plans	120,459.95	895,202.73		1,389,459	494,256	36
23	Medical And Life Benefits	62,023.06	411,795.63		842,242	430,446	51
31	Services	135,661.07	498,083.60		730,664	232,580	32
33	Student Transportation	15,406.68	66,036.94		123,213	57,176	46
34	Training & Travel	26,512.75	132,148.56	11,718.00	266,609	122,742	46
36	Rentals & Leases	2,794.00	25,146.00		33,528	8,382	25
37	Dues And Fees		32,847.22		38,177	5,330	14
39	Insurance		41,922.79		45,075	3,152	7
51	Supplies	109,370.88	561,675.84	44.75	935,134	373,413	40
52	Learning Resources	1,956.75	18,010.61		47,259	29,248	62
53	Library Books	2,958.45	8,024.08		25,990	17,966	69
54	Electricity	46,573.93	196,734.28		277,070	80,336	29
55	Heat	30,997.90	154,498.69		160,810	6,311	4
56	Water And Sewage	3,307.62	13,400.03		22,820	9,420	41
57	Garbage And Recycling	2,355.02	15,982.85		27,440	11,457	42
58	Furn. & Equipment Replacement	4,617.16	10,521.91		197,700	187,178	95
59	Computer Equipment Replacement		1,988.27	36,108.80	10,100	27,997-	277-
TOTAL FOR Fund - 0		1,953,863.80	13,090,485.62	47,871.55	19,511,906	6,373,549	33
GRAND TOTAL		1,953,863.80	13,090,485.62	47,871.55	19,511,906	6,373,549	33

OBJECT				Year-to-Date	Budget	Unspent	% Unspent	NOTES
11/12	Salaries:	Teachers/Non-teachers	10 month employees	7,524,779	10,781,823	3,257,044	30.21%	7 out of 10 months, expect 30% unspent.
10/13/19		PVPs/Mgmt/Trustees	12 month employees	1,405,241	1,956,471	551,230	28.17%	9 out of 12 months, expect 25% unspent
14		Substitues	Sick, Sick Family, LT Sick,	352,701	617,945	265,244	42.92%	Majority of costs associated with 10 month employees expect 30% unspent.
21	Benefits:	Statutory benefits (EI, CPP)	Employer paid portion of CPP and EI ; as well as 1.95% Employer Health Tax (EHT)	723,744	982,377	258,633	26.33%	Majority of costs associated with 10 month employees (30% unspent); CPP/EI paid on calendar year - many employees max out by June.
22/23		Pension/Medical and Life	Employer paid portion of pension contributions (TPP and MPP); as well as employer paid premiums for extended health benefits and dental	1,306,998	2,231,701	924,703	41.43%	Mix of 10 and 12 month employees, but majority are 10 month (30% unspent)
31-39	Services:	Includes: Services, Student Transportation, Training/Travel, Rentals, Dues/Fees and Insurance		807,903	1,237,266	429,363	34.70%	See NOTE 1 below for details
51	Supplies:	Supplies		561,721	935,134	373,413	39.93%	Schoool budgets (supplies for instruction, SpEd, AbEd, Admin) as well as: SBO, Maintenance, Cusotidal and Transportation supplies
52/53		Learning Resources/Library Books		26,035	73,249	47,214	64.46%	School budgets for library books and learning resource
54/55		Electricity/Heat,		351,233	437,880	86,647	19.79%	9 out of 12 months, expect 25% unspent
56/57		Water/Sewer and Garbage/Recycling		29,383	50,260	20,877	41.54%	9 out of 12 months, expect 25% unspent
58/59		Furniture/Equipment & Computer Equipment Replacement		48,619	207,800	159,181	76.60%	School furniture/equipment budgets, as well as: equipment for Operations and all IT/tech replacements
				13,138,357	19,511,906	6,373,549	32.66%	

NOTE 1

These are expenses that are not necessarily incurred evenly throughout the year:

Object	Year-to-Date	Budget	Unspent	% Unspent	
31 Services	498,083.60	730,664.00	232,580.40	31.83%	Consulting (OLRC, SD23 re Claims Mgmt contrac), Legal, Audit, Telephone, Contract Software, Postage
33 Student transportation	66,036.94	123,213.00	57,176.06	46.40%	Schools transportation budgets (curricular, extra-curricular, and transportation grant)
34 Training/ Travel	143,866.56	266,609.00	122,742.44	46.04%	Training/travel across SD (instruction, District admin, O&M, transportation)
36 Rentals/Leases,	25,146.00	33,528.00	8,382.00	25.00%	525 monthly lease from City, 8 out of 12 months (25% unspent)
37 Dues/Fees	32,847.22	38,177.00	5,329.78	13.96%	Senior mgmt professional association fees, BCSTA, Make a Future
39 Insurance	41,922.79	45,075.00	3,152.21	6.99%	SPP and fleet insurance (paid upfront)
	807,903.11	1,237,266.00	429,362.89		



Briefing Note

Preliminary Operating Grant 2022/23

On March 11, the Ministry released the preliminary operating grant tables for 2022/23. The operating grant totals \$5.887 billion for the province, which represents a \$131 million increase from the recalculated grants for 2021/22. The increase reflects additional funding for projected enrolment growth at the published per student rates. There are 559K school-age FTE projected in BC for September 2022, with 35 districts projecting enrolment increases.

There are no substantial changes to the funding formula for 2022/23, and all the rates and formulae are unchanged from the 2021/22 school year.

Basic Allocation	7,885
Level 1 Special Needs	44,850
Level 2 Special Needs	21,280
Level 3 Special Needs	10,750
Indigenous Education	1,565
Adult Education	5,030

You can access the Operating Grants Manual and funding tables here:
[2022/23 Estimated Operating Grants - Province of British Columbia \(gov.bc.ca\)](https://www2.gov.bc.ca/gov/content/education-training/operating-grants/)

The Preliminary Operating Grant for SD51 for 2021/22 is **\$18,316,444** (see attached). Change by category is as follows:

	<u>2022/23</u>	<u>2021/22</u>	Change
Projected enrolment (FTE)	1,242,5012	1,244,7500	-2,2488
BASIC ALLOCATION			
Standard (Regular) Schools	9,584,227	9,592,103	-7,876
Alternate Schools	212,895	222,751	-9,856
Home Schooling & Course Challenges	3,246	1,000	2,246
	9,800,368	9,815,854	-15,486
SUPPLEMENT FOR ENROLMENT DECLINE			
1% to 4% Enrolment Decline	153,600	0	+153,600
4%+ Enrolment Decline	24,004	0	+24,004
	177,604	0	+177,604
UNIQUE STUDENT			
Level 1 Special Needs	89,700	89,700	0
Level 2 Special Needs	1,723,680	1,808,800	-85,120
Level 3 Special Needs	161,250	172,000	-10,750
Indigenous Education	521,145	530,535	-9,390
Adult Education	0	3,395	-3,395
Equity of Opportunity Supplement	72,226	62,924	+9,302
	2,568,001	2,667,354	-99,353
OTHER SUPPLEMENTS			
Salary differential	204,456	265,893	-61,437
Unique Geographic Factors	5,620,634	5,556,177	+64,457
Curriculum and Learning Support Fund	11,687	11,166	521
	18,382,750	18,316,444	+66,306

Please note the above information does not reflect the closure of Midway Elementary School. As reported in the January 24/2022 information session, the closure will result in a reduction to the Supplement for Unique Geographic Factors of approximately \$232,815. However, this supplement is calculated based on previous year enrolment. As such, the effect of the closure will first be reflected in the preliminary operating grant for the 2023/24 school year.

Estimated Operating Grants - 2022/23 School Year

School District 51 Boundary

September 2022 Enrolment Count

	School-Age Enrolment	Funding Level	Funding	Total Supplement
Standard (Regular) Schools	1,215.5012	\$7,885	\$9,584,227	
Continuing Education	0.0000	\$7,885	\$0	
Alternate Schools	27.0000	\$7,885	\$212,895	
Online Learning	0.0000	\$6,360	\$0	
Home Schooling	12	\$250	\$3,000	
Course Challenges	1	\$246	\$246	
Total Enrolment-Based Funding (September)	1,242.5012			\$9,800,368

	Total Enrol. Change	Funding Level	Funding	Total Supplement
1% to 4% Enrolment Decline	-55.9988	\$3,943	\$153,600	
4%+ Enrolment Decline		\$5,914	\$24,004	
Significant Cumulative Decline (7%+)	60.1875	\$3,943	\$0	
Supplement for Enrolment Decline				\$177,604

	Enrolment	Funding Level	Funding	Total Supplement
Level 1 Special Needs	2	\$44,850	\$89,700	
Level 2 Special Needs	81	\$21,280	\$1,723,680	
Level 3 Special Needs	15	\$10,750	\$161,250	
English Language Learning	0	\$1,585	\$0	
Indigenous Education	333	\$1,565	\$521,145	
Adult Education	0.0000	\$5,030	\$0	
Equity of Opportunity Supplement			\$72,226	

Supplement for Unique Student Needs **\$2,568,001**

Variance from Provincial Average	-\$284	
Estimated Number of Educators	69.028	-\$19,604

	Enrolment	Funding Level	Funding	Total Supplement
FTE Distribution	1,242.5012	\$180.33	\$224,060	
Supplement for Salary Differential				\$204,456

Supplement for Unique Geographic Factors **\$5,620,634**

Funding Protection **\$0**

Curriculum and Learning Support Fund **\$11,687**

September 2022 Enrolment Count, Total **\$18,382,750**

July 2022 Enrolment Count

	Enrolment	Funding Level	Funding	Total Supplement
Summer Learning Grade 1-7	0	\$224	\$0	
Summer Learning Grade 8-9	0	\$224	\$0	
Summer Learning Grade 10-12	0	\$448	\$0	
Supplemental Summer Learning Funding			\$0	
Cross-Enrolment, Grade 8 and 9	0	\$448	\$0	
Summer Learning, Total				\$0

February 2023 Enrolment Count

	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	0.0000	\$7,885	\$0	
Adult FTE - Continuing Education	0.0000	\$5,030	\$0	
K-Gr 9 School-Age FTE - Online Learning	0.0000	\$3,180	\$0	
Gr 10-12 School-Age FTE - Online Learning	0.0000	\$6,360	\$0	
Adult FTE - Online Learning	0.0000	\$5,030	\$0	
Level 1 Special Needs Enrolment Growth	0	\$22,425	\$0	
Level 2 Special Needs Enrolment Growth	0	\$10,640	\$0	
Level 3 Special Needs Enrolment Growth	0	\$5,375	\$0	
Newcomer Refugees	0.0000	\$3,943	\$0	
ELL Supplement - Newcomer Refugees	0	\$793	\$0	
February 2023 Enrolment Count, Total				\$0

May 2023 Enrolment Count

	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	0.0000	\$7,885	\$0	
Adult FTE - Continuing Education	0.0000	\$5,030	\$0	
K-Gr 9 School-Age FTE - Online Learning	0.0000	\$2,120	\$0	
Gr 10-12 School-Age FTE - Online Learning	0.0000	\$6,360	\$0	
Adult FTE - Online Learning	0.0000	\$5,030	\$0	
May 2023 Enrolment Count, Total				\$0

2022/23 Full-Year Estimated Total **\$18,382,750**

Estimated 2022/23 Operating Grant from Indigenous Services Canada	\$0
Estimated 2022/23 Operating Grant from Ministry of Education	\$18,382,750



Briefing Note

Annual Five-year Capital Plan Approval

The Board prepares an Annual Five-year Capital Plan for submission to the Ministry of Education and Child Care each year, which may include requests for funding for capital projects under the following programs:

Major Capital Programs:

- Seismic Mitigation Program (SMP)
- School Replacement Program (REP)
- School Expansion Program (EXP)
- Rural Districts Program (RDP)

Minor Capital Programs:

- School Enhancement Program (SEP)
- Playground Equipment Program (PEP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Bus Acquisition Program (BUS)

The Ministry issues Capital Plan Response Letters to districts in early March identifying which submission requests have been approved. Boards of Education are then required to adopt a Capital Bylaw for the approved Capital Plan (see attached).

The following tables outline the submission requests included in SD51's 2022/2023 Annual Five-year Capital Plan submission in September 2021, including which projects were approved for funding per our Capital Plan Response Letter received on March 15/2022.

School Enhancement Program:

Site(s)	Project	Approved
Hutton	Room ventilator unit replacements	YES
BCSS	Roof replacement on area 4(a), (b) and (c) – 18,991 sq ft	YES
BCSS	Water system replacement	
MES	Roof replacement – 12,294 sq ft	YES
All schools	Electrical PA system replacement	

Carbon Neutral Capital Program:

Site(s)	Project	Approved
Marlex, Midway bus garage	Electrical bus charging infrastructure	
CLES, GFSS, Perley, Hutton, BCSS and WBES	LED lighting and control design upgrade	YES
BCSS	Roofing insulation	YES

Bus Acquisition Program:

New/Replacement Bus Type	Approved
C76 with 2 wheelchair space(s)	YES
C76 with 0 wheelchair space(s)	YES

Playground Equipment Program:

Site(s)	Project	Approved
Perley	Playground resurfacing and addition of accessible playground equipment	

No Major Capital Program requests were submitted for 2022/2023.

Once the Capital Bylaw is adopted by the Board, all approved projects identified above can proceed to design, tender and construction/acquisition.

CAPITAL BYLAW NO. 2022/23-CPSD51-01
CAPITAL PLAN 2022/23

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 51 (Boundary) (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

- (a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;
- (b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;
- (c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,
- (d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2022/23 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 15, 2022, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 51 (Boundary) Capital Bylaw No. 2022/23-CPSD51-01.

READ A FIRST TIME THE XXth DAY OF XXX 2022;
READ A SECOND TIME THE XXth DAY OF XXX 2022;
READ A THIRD TIME, PASSED THE XXth DAY OF XXX 2022.

APPLY CORPORATE SEAL

Board Chair

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 51 (Boundary) Capital Bylaw No. 2022/23-CPSD51-01 adopted by the Board the XXth DAY OF XXX 2022.

Secretary-Treasurer

SCHOOL DISTRICT NO. 51 (BOUNDARY)

P O L I C Y

SECTION	TITLE	NO. 2073
FINANCE/FACILITIES	<u>Accumulated Operating Surplus</u>	

DATE ADOPTED: June 19, 2018

The Board of Education of School District No. 51 (the “Board”) is required by legislation to prepare a balanced annual budget. As outlined in the *School Act*, boards of education are not permitted to incur a deficit of any kind and, therefore, must plan appropriately. Estimated spending must not exceed estimated revenue plus accumulated operating surplus.

An accumulated operating surplus represents the extent to which operating revenue from all previous years exceeds operating expenditures from all previous years after any inter-fund transfers. The use of an operating surplus enables the Board to engage in long-term planning, mitigate financial risk and support consistent programs and services to all students. Surplus balances provide flexibility to absorb future year one-time costs, unforeseen expenditures or reduced revenue due to declining enrolment. To support long-term financial planning, the Board can restrict operating surplus for use in future years with consistent rules and guidelines in place.

This policy ensures accountable and transparent financial planning; established procedures to guide the accumulation, spending and reporting of operating surplus funds; and outlines how the Board will engage with local community and education partner groups, including local First Nations and Metis Nation BC. This policy aligns and ensures compliance with the Ministry of Education’s Accumulated Operating Surplus Policy and Financial Planning and Reporting Policy.

To increase transparency, all surplus appropriations require board resolution in a public meeting. Approval of appropriations related to confidential matters or land, legal or personnel matters shall be considered in a closed board meeting.

The reporting of surpluses and inter-fund transfers are publicly provided through both the financial statement and budget reporting processes. The District budget reporting process will outline the initial plan for surpluses and transfers. The financial statements will report on actual surpluses and transfers in any given budget year.

Consultation and Engagement

Prior to approval of the Annual Budget, the Board will consult and engage with education partners and local First Nations and Metis Nation BC on proposed uses of the accumulated operating surplus. Consultation and engagement will include:

- Where, when and how there will be opportunities to provide input, feedback and ask questions regarding the Board’s annual budget and Board’s operating surplus accumulation, reporting and planned use;
- How the feedback will be used; and
- Any specific opportunities to provide feedback

This engagement will be consistent with the consultation processes outlined in the Board’s Financial Planning and Reporting policy. Information regarding these processes are available on the District website (www.sd51.bc.ca).

Categories of Operating Surplus

Internally Restricted Operating Surplus

The Board may approve restrictions to set aside a portion of the operating surplus for items that are linked to multi-year strategic objectives and future operational needs. Such restrictions must be made only for defined operational needs within defined timelines, including services or purchases that are directly related to the Boards' Strategic Plan, operational needs or enhanced educational outcomes for students.

Three categories of Internally Restricted Operating Surplus include:

1. *Restricted Due to the Nature of Constraints on the Funds:*
 - a. The Board may receive grants or other revenue for specific or targeted purposes. If these grants/funds are not spent, the balance is internally restricted to be used for the specified use in future years. Examples include:
 - i. Contractual obligations (i.e. professional development);
 - ii. Indigenous Education targeted funding; or
 - iii. School generated funds (not externally restricted).
2. *Restricted for Anticipated Unusual Expenses Identified by the Board*
 - a. To support effective planning, there will be situations where management has identified one-time and intermittent projects that will not be funded by revenues in that year or where, if they are funded from annual Provincial Operating grants, this may cause fluctuations or reductions in educational service levels. Examples include:
 - i. Staffing needs that are short-term and variable in nature;
 - ii. Self-insurance for minor equipment loss and breakage;
 - iii. Implementation of new initiatives; or
 - iv. Impact of emerging events (i.e. COVID-19 pandemic).
3. *Restricted for Operations Spanning Multiple School Years*
 - a. To support effective operational planning there will be situations where operating surplus funds may need to be carried over to future years, such as:
 - i. Future years' Operations/Budget;
 - ii. Schools and department surplus/carryforwards;
 - iii. Operating projects in progress;
 - iv. Technology, utilities, equipment and Capital projects, including amounts to be transferred to Local Capital;
 - v. Purchase order commitments;
 - vi. Educational programs spanning multiple years.

Unrestricted Operating Surplus (Contingency Reserve)

The Board is responsible for ensuring the District is protected financially from extraordinary circumstances which would negatively impact operations and the education of students. In these circumstances, the Board needs to have access to enough funds to continue to provide educational services and maintain regular operations without implementing one-time service cuts. To discharge this responsibility, the Board will establish a contingency reserve from available operating surplus which would be used to mitigate any negative impact such circumstances might cause.

The Board shall maintain a contingency reserve of at least 2% of operating expenditures and not exceeding 5% of operating expenditures.

The Board may approve the use of contingency reserve under the following circumstances:

1. *Emergent Operating Issues:* Major non-recurring costs related to emergency events or situations which cannot be anticipated and budgeted for and when it may not be feasible to absorb the cost of such events in other budget areas. Examples include:

- a. Extraordinary costs associated with severe inclement weather, forest fires etc.
 - b. Payment of severances (wages and benefits) upon termination of employment;
 - c. Settlement of any legal action not covered by insurance;
 - d. Coverage for disaster recovery expenditures;
 - e. Replacement of equipment essential to the continuation of safe operations of District facilities;
 - f. Coverage for unexpected additional capital project costs not funded by the Ministry of Education; or
 - g. Extraordinary or unknown cost pressures not known at time of budget development.
2. *Offset Unrealized Revenues*: Some revenue sources are cyclical in nature and subject to downturns in the economy and other factors. The Board cannot always anticipate such fluctuations or rely on budgetary savings or other revenues to offset these shortfalls. In these cases, the Board can use contingency funds to continue to provide educational services and maintain operations without implementing one-time service cuts.

In recognizing that the use of the contingency reserve represents a one-time source of funding, the Board will incorporate into its future budget planning processes, strategies to re-establish the contingency reserve. Such strategies may be implemented over a period of two years.

Restricted for Future Capital Cost Share

To support major capital projects that are identified in the Board's 5-year Capital Plan and approved by the Minister of Education for concept plan or business case development, the Board may restrict operating surplus to satisfy capital project cost share expectations at the time the project is brought forward for funding approval.

Local Capital

Local capital includes the Board's portion of any proceeds from the disposition of capital assets, transfers from operating funds and interest earned on Local Capital funds restricted for the purchase of tangible capital assets. Local Capital purchases are typically not funded through the Ministry of Education's capital programs (i.e. maintenance vehicles and technology equipment).

Transfers from operating funds to Local Capital must be made only for specific initiatives that have a clear linkage to the Board's strategic goals or that address capital asset investments or that meet the specified needs of the District.

Special Purpose Funds

The Board will maintain a surplus within a special purpose fund where it is beneficial to do so in achieving the intent of that fund.

Inter-Fund Transfers

Inter-Fund Transfers are funds transferred from one fund to another (e.g. between Operating Fund and Capital Fund/Local Capital). Inter-fund transfers must be made through board resolution. Approval of interfund transfers related to confidential matters or land, legal or personnel matters shall be considered in a closed board meeting.

Reporting Requirements

The Board will provide the Ministry with an annual report on its budget allocation decisions (including operating surplus and Local Capital), demonstrating that approved allocations support the Board's strategic objectives.

Links to related policy documents:

[K-12 Public Education Accumulated Operating Surplus Policy](#)

[K-12 Public Education Financial Planning and Reporting Policy](#)

~~The Board of Education of School District No. 51 (Boundary) is responsible for ensuring that the District is financially healthy and protected from financial forecasting risk and unforeseen circumstances which would negatively impact the education of students. The Board views that an accumulated operating surplus is critical for supporting continued student learning success.~~

~~The accumulated operating surplus allows the School District to:~~

- ~~• Budget for one-time and or multiyear funding of student learning initiatives, operations projects and education programs~~
- ~~• Manage the District's financial risks;~~
- ~~• Create a contingency fund for unforeseen circumstances~~

~~The Board of Education recognizes that any operating revenue that is not expended in a fiscal year is added to the accumulated surplus which is presented as either internally restricted or unrestricted surplus.~~

~~Internally Restricted Surplus~~

~~The District's annual audited financial statements provide details with respect to the components of internally restricted surplus.~~

~~The following is a list of examples of surplus funds allocations under internally restricted surplus:~~

- ~~• School and school program carry-forwards~~
- ~~• Aboriginal Education unexpended funds~~
- ~~• Educational programs or initiatives~~
- ~~• Purchase order commitments~~
- ~~• Future years operating budget expenditures~~

~~Contingency Reserve~~

~~The allocation of surplus towards contingency is a prudent measure which will enable the district to manage unexpected costs that may arise during the school year. The contingency reserve should be maintained at a value between 2% and 4% of the district operating expenditures. This amount will be recorded on the financial statements under restricted surplus.~~

~~The following is a list of examples of items the contingency could be used for:~~

- ~~• The elimination of any deficit arising at the end of a fiscal year of operations~~
- ~~• The funding of cost pressures in a fiscal year that were not known at the time of budget development~~
- ~~• Payment of severances (wages and benefits) upon termination of employment~~
- ~~• The settlement of any legal action that is not covered by insurance~~
- ~~• Coverage for disaster recovery expenditures~~

~~Unrestricted Surplus~~

~~Any surplus funds which have not been restricted by the Board will be on the financial statement as unrestricted surplus funds. The Board will consider the use of such funds in subsequent budget years.~~

Transfer of Funds

~~It is expected that the annual operating budget will allow transfers to local capital which are sufficient to allow efficient replacement or acquisition of assets. Transfer to local capital should be authorized through budget bylaw process or by separate Board motion.~~

The Secretary-Treasurer will:

~~Recommend the necessary allocations and transfers so that the District's Restricted Operating Surplus and Unrestricted Operating Surplus are maintained in accordance with this policy.~~

~~Conduct an annual review of all Restricted Operating Surplus and Unrestricted Operating Surplus balances and report the results of the review to the Board of Education.~~

~~Recommend to the Board revisions or amendments to this policy to the Board as may be required, as a result of changes in applicable Ministry of education directives, accounting standards.~~

SCHOOL DISTRICT NO. 51 (BOUNDARY)

P O L I C Y

SECTION	TITLE	NO. XXXX
FINANCE/FACILITIES	<u>Financial Planning and Reporting</u>	

DATE ADOPTED: To be determined

The Board of Education of School No. 51 (Boundary) (the “Board”) believes that establishing strategic priorities and associated operational plans will enhance student educational outcomes. The Board also believes that aligning funding and resources to those strategic priorities and engaging in multiyear financial planning are crucial for the effective operation of the District and provision of quality educational programs and learning environments for students and staff.

This policy aligns and ensures compliance with the Ministry of Education’s Accumulated Operating Surplus Policy and Financial Planning and Reporting Policy.

The Board will develop, implement and provide to the Ministry of Education a Financial Plan spanning three years. This Financial Plan will outline financial strategies to address long-term financial goals, including how funding and resources will be used to support the strategic plans and operational needs of the District. Prominent among these strategic plans and operational needs will be enhancing student educational outcomes.

The Board represents the community and will be open and transparent on the resource allocations, along with seeking community input on those allocations. To support meaningful engagement and promote transparency, materials and reports will be developed in a manner that will enhance readers’ understanding of the District’s financial position and changes to its financial position.

Management is responsible to the Board for outlining performance measures to evaluate achievement of the objectives and the risks inherent in the Financial Plan. Management is also responsible for establishing internal controls over spending and providing regular financial reporting.

Financial Plan Principles

- a. The Board is committed to:
 - a. Establish an appropriate engagement process;
 - b. Develop the Financial Plan in a consultative and open manner; and
 - c. Ensure information and engagement opportunities to receive information, provide input and raise questions are available throughout the process.
- b. Engagement of our school communities, staff, education partners, and local Indigenous groups, including First Nations and Métis Nation BC, will be present throughout the planning, development and reporting of the Financial Plan.
- c. Throughout the fiscal year, management will provide regular financial reporting updates. This reporting will compare actual and forecasted expenditures to the budget plan and progress to the achievement of the operational plans.
- d. Management will produce a Financial Statement Discussion and Analysis report to assist readers in understanding the financial position, financial performance and cash flows presented in the audited financial statements. This report is one element of the robust annual school district financial reporting framework established by the Ministry of Education

to address the reporting requirements, as specified in the School Act and to align with the Budget Transparency and Accountability Act.

- e. The Board will formally approve an annual budget by June 30 of each year, and will amend the budget as conditions change and information becomes available and approve an amended budget by February 28 of each year.
- f. Twice annually, management will report on the alignment of resources with strategic goals.
- g. The Board will report annually to our school communities, staff, education partners, and local Indigenous groups, including First Nations and Métis Nation BC, on the progress towards meeting Board objectives as outlined in the Financial Plan.
- h. The Board will evaluate the financial and budget planning processes on an annual basis, identifying lessons learned and revisions for future consideration.

REGULATIONS

Timelines and Engagement Opportunities for Financial Planning and Reporting

September	Regular Board meeting	Presentation of Audited Financial Statements and Financial Statement Discussion & Analysis report
Early February	Finance Committee Meeting	Presentation of draft Amended Budget
February	Regular Board meeting	Adoption of Amended Budget.
March	Public Meeting	World Café, initial budget presentation
April	Stakeholder surveys	What is working well?
May	Finance Committee Meeting	Draft Annual Budget and Financial Plan for consideration. Draft Framework for Enhancing Student Learning.
June	Regular Board meeting	Approval of Financial Plan and adoption of Annual Budget. Approval of Framework for Enhancing Student Learning.
November to June	Regular Board meeting	Monthly operations budget update, comparison to actual



**Month-End Report
March 2022
Anna Lautard
Superintendent of Schools**

COVID-19 Update

- After the Provincial Health Officer announced the lifting of COVID 19 restrictions on March 10, 2022, the Ministry of Education and the BC Centre for Disease Control released updates to the Provincial COVID-19 Communicable Disease Guidelines for K-12 Settings. The changes came into effect the first Monday of Spring Break, which was March 21st.
- Following is a summary of the key changes:
 - The decision to wear a mask or face covering is a personal choice for staff, students, and visitors. A person's choice is to be supported and respected.
 - Schools can return to classroom and learning environment configurations and activities that best meet learner needs and preferred educational approaches, though should still consider strategies to create space between people.
 - No capacity limits for school events with just students, staff, and necessary volunteers.
 - Inter-school events or those with visitors should not exceed 50% capacity. When the Gatherings and Events Public Health Order is lifted (tentatively end of the day on April 7, 2022), this will go to 100%.
 - Schools can return to routine sign-in/sign out practices as well as routine pick up/drop off practices. Visitor and community access are allowed.
- The changes were communicated to staff and families March 17, 2022.
- Masks are still available at schools for those who choose to wear one.

COOPERATE Session

- As part of the Framework for Enhancing Student Learning, districts have been divided into cohorts to establish communities of learning regarding FESL and its components, especially around developing a continuous improvement cycle to ensure intentional focus on improving student learning, particularly for vulnerable students.
- Since our strategic plan is new and so am I, SD 51 has been placed in the COOPERATE Cohort
- Quick reminder about the COOPERATE Community of Practice:
 - Intended to bring Superintendents, and team members when relevant, together as a Community of Practice for a year-long deeper dive into Enhancing Student Learning through Strategic Planning and Continuous Improvement Planning.
 - This structure will create time and space to
 - reflect on the feedback received through the Peer Review process,
 - self-assess where our Districts is at,
 - learn together; share and build on promising practices, and,
 - collaboratively address challenges arising from strategic planning and ongoing cycles of continuous improvement.

- As well, specialists will join the cohort to provoke thinking and consider current research on a variety of topics and will infuse important information, and perspectives acquired, into our work as change leaders.
- The focus for the 2-day session was on understanding the forthcoming peer review document that was supposed to have been sent the first week of April.
 - The document will be a critique of our Enhancing Student Learning Report as well as a commentary on our Strategic Plan, in particular the operational goals for the year.
- During the session, superintendents were put into groups and had an opportunity to perform assessments on other districts as well as self-assessments.
- This year, there are three focus areas for the peer review:
 - Reviewed, analyzed, and interpreted classroom, school, district, and provincial data (including the Framework required data set) to illuminate emerging areas of need and inequities of student learning outcomes and to determine progress being made
 - Activated an effective strategic engagement process, with a priority on engaging Indigenous peoples and communities, First Nation communities, and other equity-seeking groups
 - Adjusted their district operational plans to align with their student learning goal(s) as articulated within the Board's Strategic Plan.
- Looking forward to receiving the peer review to help us plan for 2022-23 school year.

Professional Development

- As part of my mentorship program with BC Superintendent of School Association, I was able to attend a leadership webinar called Navigating Complex Challenges with former superintendent Mike McKay.
 - It was the inspiration I needed at the perfect moment in time!
- Discussion centred on how essential strategic leadership is in complex times, and the difficulty in balancing the different roles superintendents play.
 - Not only are they team members, but they are team leaders on multiple levels
 - Must be able to talk the talk as well as walk the walk
 - Need to have a courageous voice
 - Doing what is right is not always popular
- Mike presented a number of ways to view leadership
 - Important to realize that different lenses change our view of the picture, so must intentionally use those different perspectives
 - Need to have a moral imperative/guiding light to guide the work
 - Must ensure this guiding light is clear to me and others
 - Leadership must be clear, unambiguous and courageous
- Mike ended the session with Five Calls to Action:
 - Students first
 - Results matter
 - Count what counts
 - We are all responsible
 - Do what is right
- Again, I am grateful to trustees and the district for supporting my learning with this mentorship program.

Meetings

Mar	1 st	Agenda Setting Cooperate Continuous Improvement Session – all day World Cafe
	2 nd	Cooperate Continuous Improvement Session – half day District Leadership Team Update
	3 rd	Compassionate Systems Leadership Community Practice Provincial Indigenous Lead Circle Zoom Rural Education Advisory Council Zoom
	4 th	New Superintendent Webinar with Mike McKay FESL Feedback Review meeting with Ministry Minister of Education Meeting
	8 th	Agenda Setting Management meeting Budget Meeting with Stakeholder presentations
	9 th	Framework in Action Series
	10 th	Public Consultation on proposed Midway Elementary closure at Greenwood Elementary
	11 th	Deputy Minister and K-12 Communicable Disease Guidelines Update
	15 th	Agenda Setting Management Meeting Board Meetings
	16 th	Health and Wellness Committee Grand Forks Social Services Advisory Group District Leadership Team Update
	17 th	Compassionate Systems Leadership Community of Practice BCSSA Mentor Provincial Mental Health Leads Network District Principal of Technology meeting
	18 th	Okanagan Labour Relations Corporation meeting
	31 st	Cooperate Session

SD 51 LEARNING TOGETHER

- April 7, 2022 – District Leadership Team “Learning Together” Session
- February 2, 2022 – District Leadership Team “Learning Together” Session
- November 26, October 14, and September 2: Katie White and Assessment through a Leadership Lens with District Leadership Team “Learning Together” sessions
- September 27 – 30: Compassionate Systems Leadership
 - Four members of District Leadership team
- August 30 – September 1: Non-Instruction Days

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



School District 51 Boundary

School Updates – April 2022



- Students went on a snowshoe adventure with Rose Zitko
- Celebrated 100 days of school with snacks!
- Ginette helped students understand more about turtles and beavers through puppets storytelling
- Grade 1,2,3's created a rhyming scavenger hunt for their kindergarten friends
- Buttercup sketches are taking place around the schoolyard as the hardy flowers welcome spring



BIG WHITE COMMUNITY SCHOOL

- Our Young Entrepreneurs Show was just before Spring Break – it was a great success
- Skiing has finished for the season
- Our daily literacy hour is really helping students improve their skills and we are looking forward to our reading and writing assessment week at the end of this month



Boundary Central Secondary School

- Environmental Science 12 students spent a morning at GES interviewing students for their inquiry projects



CHRISTINA LAKE ELEMENTARY SCHOOL

- We headed off to Spring Break after an afternoon of building fires and cooking bannock
- Students enjoyed wearing green to celebrate St. Patrick's Day
- Our basketball season wrapped up with a play day at BCSS – thanks to all our coaches for their time and energy!
- Science projects are underway as our intermediates prepare for the District Science Fair in May



DR. D.A. PERLEY ELEMENTARY SCHOOL

- Our swim program is continuing – every class is taking lessons at the moment
- We had a great spirit week leading up to Spring Break – PJ Day, Beach Day, Anything But a Backpack Day, and finally Green/St. Patrick's Day
- Our basketball season finished with a fabulous Play Day hosted at BCSS! Huge thank you to all who coached!
- Our Moving in the Morning program has expanded so students now lap the whole school yard and graph their daily distance



Grand Forks Secondary School

- Students enjoyed some ski days late this season
- Our students really enjoyed learning about birch bark biting and then trying it themselves
- Spring clubs and sports are happening including girls soccer, track and field, ultimate frisbee, and our mountain bike club
- Several students had poetry, art, or video projects place in the regional Legion Remembrance Day contest – congratulations!



- All intermediates and most staff went for a walk on National Walking Day down the Trans Canada trail to see what spring changes have occurred
- The annual popsicle stick bridge contest has completed with most intermediate students choosing to enter the competition.
- Grade 6/7's have begun a unit on Japan that connects to the 80th anniversary of Japanese Internment in Greenwood. Their intention is to create a display of 1000 cranes for the July memorial event.
- Grade 4/5's have displayed their bird images at Riverside Centre and are now busily making plans to build bluebird boxes with the help of the BCSS shop classes.
- We are also taking on the challenge of beginning school days with a walk around the school yard to see if it helps students with self-regulation.



- Students have started working on their science fair projects
- In person assemblies are back up and running including hearing our school concert band
- Our bridge building work is wrapping up – students have enjoyed creating their bridges
- Intermediate students have started to participate in intermural activities



Midway Elementary School

- Had a fabulous day fishing for crawdads with Jamie Stewart at the Kettle River. Most were joyfully wading in the water by the end of the day.
- Hosted one final basketball tournament for the district (grade 4/5's played) and those that weren't on the team enjoyed an adventure around Midway by acting as tourists
- Grade 2/3 class has a new teacher, Ruth Langland.
- Vannessa Smythe gave birth to a baby girl, Sylvia Irene Smythe.



WALKER DEVELOPMENT CENTRE

- Students created Pysanky Ukrainian Easter Eggs this month
- We had a great training session with Naloxone kits
- Students enjoyed carrying out science experiments



WEST BOUNDARY ELEMENTARY SCHOOL

- Students had their last basketball game against Hutton after the break
- The annual bridge competition has been entered by many, including Mr. Bond
- The morning announcements have become a daily job for a grade four student
- The primary students enjoyed an adventure with Jamie Stewart at Marshall Lake
- The hot lunch program continues to grow at WBES with garlic bread being a fare enjoyed by all



Secretary-Treasurer's Report March 2022

Budget/Finance

2021/22 Operating Grant

Following the February 1701 student data collection, the Ministry releases a final summary of each district's operating grant. Changes in student enrolment will not impact the grant, however, enrolment increases in categories for the Supplement for Unique Student Needs will result in additional funding. SD51's operating grant remains unchanged at \$18,596,278 for 2021/22 after the February 1701.

2022/23 Operating Grant

On March 11, the Ministry of Education announced the preliminary grants for the 2022/23 school year.

SD51 will receive the following operating grants:

1. Operating Block Funding grant: \$18,382,750 (2021- \$18,316,444), see Briefing Note for details
2. Pay Equity grant: \$105,245 (2021 - no change)
3. Student Transportation Fund grant: \$153,588 (2021 - no change)

NOTE: The operating block funding is based on our February enrolment projections. Final funding will be recalculated in December based on our actual enrolment count in September.

SD51 will also receive the following special purpose grants:

1. Classroom Enhancement Fund (CEF): \$931,217 (2020 - \$812,937)
 - a. Staffing - \$906,119 (2021 - \$787,839)
 - b. Overhead - \$25,098 (2021 - no change)
2. Learning Improvement Fund (LIF): \$62,570 (2021 - \$63,772)
3. Community Link: \$150,143 (2021 - no change)
4. Annual Facilities Grant: \$581,327 (2021 - \$557,184)
 - a. Capital portion - \$467,956 (2021 - \$443,835)
 - b. Operating portion - \$113,371 (2021 - \$113,349)

Annual Budget 2022/23

Class configurations and teacher staffing for September 2022 is underway based on projected enrolment. The preliminary budget is being updated accordingly. All other staffing and supply/service levels will be maintained, with adjustments made for known changes. The Finance Committee and PVP are scheduled to meet on April 26 to review initial staffing and the preliminary budget in relation to the preliminary operating grant.

Professional Learning

I attended the following professional development/training sessions in March:

- BC Bid Information Session for Broader Public Sector
- BCASBO, Mentorship Program Kick-off
- BC School Bus Purchase Program
- Harris & Company (Lindsie Thompson), Workplace Investigations
- Carbon Neutral Government Program, 2021 CNG Reporting and CGRT Refresher

Operations Update

All 2021/22 AFG, SEP and CNCP projects were completed for March 31/2022 capital year-end. The Annual Five-Year Capital Plan Response Letter for the 2022/23 submission was received on March 15th - see Briefing Notes for details on approved projects.

Other operations highlights/projects for March include:

- Worked with architect on accessibility audit throughout the District
- Submitted application for federal grant through the Low Carbon Economy Fund
- Gathered information for the Energy Management Program support team
- Worked with irrigation design company
- Worked with BC Housing to extend scope of the WBES building envelope project
- Maintenance team closed out 118 work orders
- Custodial team completed deep clean of all sites over Spring Break
- Continued HVAC Merv-13 filter installation/replacement project
- IT washroom repair and reno
- SBO meeting room reno
- Focus on building exteriors and fields, including:
 - Playground repairs
 - Tree pruning at Hutton and BCSS
 - Sweeping and clean-up of sidewalks, parking areas