



School District No. 51 (Boundary)

Regular Meeting of the Board of Education
Greenwood Elementary School, Greenwood, BC
January 27, 2026 at 6:00 p.m.

Agenda

Call to Order

Land Acknowledgement

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

Adoption of Agenda

Adoption of Minutes

December 16, 2025 – Regular Meeting Minutes

Report on In-Camera Meeting from December 16, 2025

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

Recognition, Presentations and Delegations

10-Minute Comment Period for Rightsholders and Partners

The purpose of the 10-Minute Comment Period is to provide an opportunity for brief input on any of the meeting's agenda items that the Board will be considering.

Strategic Plan Update (Attachment)

Presentation by Jennifer Eaton – Greenwood Elementary School Teacher:
“Not Just Visitors Anymore: Growing Relationships Between Students and Seniors”

Business Items

- Committee Reports

EDUCATION

FINANCE

- Expenditure Report to December 31, 2025 (Attachment)
- 2025/2026 Recalculated Operating Grant (Attachment)
- 2026/2027 Budget Process (Attachment)

OPERATIONS

- DRAFT Long-Range Facilities Plan (Attachment)

POLICY

- 120, Board Role and Responsibilities (Attachment)
- 121, Role of Trustees (Attachment)

MOTION: **"THAT the housekeeping changes to policy 120, *Board Role and Responsibilities* and policy 121, *Role of Trustees* as recommended by the Policy Committee be adopted as presented."**

- **Board Chair Report**
- **Senior Management Reports**
 - Superintendent Report (Attachment)
 - Accessibility Update (Attachment)
 - Upcoming Events (Attachment)
 - Secretary Treasurer Report (Attachment)
- **Trustee Reports**
 - BCSTA Provincial Council
 - Rec Commission
 - BISM
 - BCSTA Kootenay Boundary Branch
 - BCPSEA
 - OLRC
 - Rural and Remote
 - PAC Highlights (Attachment)
- **Around the Boundary**

Trustee Activities and Upcoming Events

- Education Committee – February 10, 2026 (virtual)
- Finance/Operations Committee – February 17, 2026 (virtual)
- BCPSEA AGM – January 29, 2026 (virtual)
- BCSTA Provincial Council – February 20, 2026 (virtual)
- BCSTA AGM – April 9-11, 2026

Future Agenda Items

Next Board Meeting: **February 24, 2026**
6:00 p.m.
School Board Office

15-MINUTE QUESTION PERIOD

The purpose of this portion of the Agenda is to provide the opportunity to members of the public, press, radio and staff to ask questions or request clarification on items placed on this evening's Regular Meeting Agenda. While the Board believes that communication with the public is extremely important, the regular Board is not the appropriate setting for general discussion, or comment by residents. Matters currently under negotiation or litigation or related to personnel or specific students will not be permitted. Public with general comments or questions are encouraged to contact the Chair or Superintendent individually.

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

Adjournment

SCHOOL DISTRICT NO. 51 (BOUNDARY)

Open Meeting of the Board of Education

December 16, 2025, at 6:00 p.m.

Minutes

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

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

Acknowledgement of the Indigenous peoples and ancestors.

Adoption of Agenda

MOVED/SECONDED

“That the Agenda for December 16, 2025, be adopted as circulated.”

CARRIED

Adoption of Minutes

MOVED/SECONDED

“That the November 25, 2025, Regular Board Meeting minutes be adopted as circulated.”

CARRIED

MOVED/SECONDED

“That the November 25, 2025, Election Meeting minutes be adopted as circulated.”

CARRIED

Correspondence

Nil

Strategic Plan Update

- Superintendent Lautard introduced GFSS and BCSS Student Trustees, who provided the following update:
 - GFSS: Emma & Alex – November 17, 2025 was Louis Riel Day; Global Citizen Club had a bake sale to raise money for the cat shelter and Boundary Food Bank; Battle of the Boundary – girls

vs boys; Drama Productions - Ride the Cyclone and The Brothers Grimm Spectaculathion – performance was well-attended; Band Concert has been fundraising and performing concerts; Passion day for students – options include playing hockey, making crafts and baking; January 5th, 2026 we are back to school and hoping for a welcome back BBQ; Thursday Global Citizen Write for Rights – writing letters with the purpose to help people around the world that may be wrongfully imprisoned; Student Council hosting 8 days of Holiday Spirit – lots of participation; Yearbook Committee having meetings on Wednesdays at lunch.

- BCSS: Elizabeth and Kaela –BCSS is buzzing with energy; Congrats to the Grads of 2026, they have completed Capstone projects and chosen the design for grad hoodies; Senior French class has a dance December 17, 2025 to raise money for French trip; Student Council had meeting and learned how to stock and manage vending machines; Christmas Spirit Week; Grade 9 PE students are curling; Basketball has started with practices Mon/Wed.
- Superintendent Lautard presented the Strategic Plan Update, sharing information about District Reading Assessments and Student Learning Survey results (provincial).

Business Items

- **Committee Reports**

EDUCATION

Nil

FINANCE

- Secretary Treasurer Burdock presented the Expenditure Report to November 30/2025
 - Salaries/benefits, including substitutes costs, are currently tracking as expected.
 - Negative variance in Dues/Fees is a coding error; all other Services/supplies tracking as expected.
- Secretary Treasurer Burdock reviewed the 2026/27 Budget Process/Timeline for second time.
 - Conflict identified with BCSTA AGM and Partner Group engagement in April. Schedule will be reviewed/updated and brought forward again in January.

OPERATIONS

Nil

POLICY

- Next meeting is scheduled for January 6, 2026.

- **Board Chair Report**

- Board Chair Hall shared the Trustee Committees and School Liaison appointments.

- **Senior Management Reports**

- Superintendent Lautard presented her report, sharing details of the District Wellness Committee and Well at Work program.
 - Secretary Treasurer Burdock presented her report, highlighting that the 2025/26 recalculated operating grant table will be released by MECC December 18, as well as her attendance at the BSASBO conference in November.

- **Trustee Reports**

- BCSTA Provincial Council – Trustee Massey reported out
- Recreation Commission – Trustee Bird reported out
- Boundary Integrated Services Model – Trustee Van Marck reported out
- BCSTA Kootenay Boundary Branch – Trustee Massey reported out
 - KBB motion building session scheduled for January 24, 2026
- BCPSEA – Trustee Jepsen reported out
- PAC Highlights
 - Trustee Van Marck provided written reports
 - Trustee Jepsen and Vice Chair Zitko provided verbal reports
- Okanagan Labour Relations Council – Nothing to report
- Rural and Remote – Trustee Jepsen reported out
- 2025 BCSTA Trustee Academy
 - Board Chair Hall, Trustee Jepsen and Trustee Massey reported out

Question Period

Nil

Future Agenda Items

- Long Range Facilities Plan
- Accessibility update

Meeting adjourned at 7:54 p.m.

Chairperson

Secretary-Treasurer

Strategic Plan Update

January 2026

Student Trustees Reports

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

Strategic Priorities 2025/2026

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

Education Work Committee

- Next meeting is Tuesday, February 10 starting at 5:15
- Anticipated data to be presented:
 - How Are We Doing Report, Kindergarten screening, Foundation Skills Assessments

Counselling Update

- Last June, the decision was made to retain the district counselling position as well as ensuring one-to-one counselling availability in the west end of the district
- The following information is from Marcie Carney, District Teacher Counsellor for K-7 students in East and at Big White Community School for Fall 2025 (the entire report has not been shared as some information had to be masked due to small cohort at schools)
 - As of December 15, 2025, 42 students have been referred for counselling, with 47 taking part in small groups, individual counselling, or consultation

- Over 70% of the support focused on trauma, social emotional growth and behaviour
- Students in grades 6-9 represented 58% of those served
- 29% of the students self-identify as Indigenous
- 68% receive 1:1 counselling, 22% receive small group, 10% receive consultation
- Starting September 25, 27 students received 1:1 counselling, while 20 students began weekly group session the week of October 7
- Counselling services by grades: K-2 – 6%, Gr 3-5 – 35%, Gr 6-9 – 58%
- Reasons for referrals:
 - Anxiety – 14%
 - Trauma – 32%
 - Behaviour – 18%
 - Social Emotional – 24%
 - Grief – 12%
- In the west, Boundary Central Secondary has a clinician to support students for 8 hours a week
- West Boundary Elementary and Greenwood also have a clinician to support a total of 10 students and their families

Fund : 0 General operating

FULL YEAR

OBJECT				Year-to-Date	Budget	Unspent	% Unspent	NOTES
11/12	Salaries:	Teachers/Non-teachers	10 month employees	4,587,937	11,432,853	6,844,916	59.87%	4 out of 10 months, expect 60% unspent.
10/13/19		PVPs/Mgmt/Trustees	12 month employees	1,168,447	2,444,429	1,275,982	52.20%	6 out of 12 months, expect around 50% unspent
14		Substitutes	Sick, Sick Family, LT Sick,	334,059	979,834	645,775	65.91%	Majority of costs associated with 10 month employees expect 60% unspent.
21	Benefits:	Statutory benefits (EI, CPP)	Employer paid portion of CPP and EI ; as well as 1.95% Employer Health Tax (EHT)	443,836	1,232,925	789,089	64.00%	Majority of costs associated with 10 month employees (60% 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	945,531	2,474,488	1,528,957	61.79%	Mix of 10 and 12 month employees, but majority are 10 month (60% unspent)
31-39	Services:	Includes: Services, Student Transportation, Training/Travel, Rentals, Dues/Fees and Insurance		587,646	1,315,455	727,809	55.33%	See NOTE 1 below for details
51	Supplies:	Supplies		258,119	723,873	465,754	64.34%	School budgets (supplies for instruction, SpEd, AbEd, Admin) as well as: SBO, Maintenance, Custodial and Transportation supplies
52/53		Learning Resources/Library Books		16,322	49,188	32,866	66.82%	School budgets for library books and learning resource
54/55		Electricity/Heat,		160,182	470,000	309,818	65.92%	6 out of 12 months (50% unspent) - expect surplus as colder months to come
56/57		Water/Sewer and Garbage/Recycling		21,702	72,000	50,298	69.86%	6 out of 12 months (expect 50% unspent)
58/59		Furniture/Equipment & Computer Equipment Replacement		25,750	35,000	9,250	26.43%	School furniture/equipment budgets, as well as: equipment for Operations and all IT/tech replacements
				8,549,532	21,230,045	12,680,513	59.73%	

NOTE 1

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

Object	Year-to-Date	Budget	Unspent	% Unspent
31 Services	367,275.19	806,980.00	439,704.81	54.49% Consulting, Legal, Audit, Telephone, Contract Software, Postage
33 Student transportation	24,147.25	148,978.00	124,830.75	83.79% Schools transportation budgets (curricular, extra-curricular, and transportation grant)
34 Training/ Travel	82,590.50	242,637.00	160,046.50	65.96% Training/travel across SD (instruction, District admin, O&M, transportation)
37 Dues/Fees	48,489.63	44,210.00	- 4,279.63	-9.68% Senior mgmt professional association fees, BCSTA, Make a Future, OLRC, SD23 re Claims Mgmt contract
39 Insurance	65,143.92	72,650.00	7,506.08	10.33% SPP and fleet insurance (paid upfront)
	587,646.49	1,315,455.00	727,808.51	



Briefing Note

2026/27 Annual Budget Process/Timeline

GOALS:

1. Alignment with Strategic Plan/Priorities
2. Stakeholder Engagement (internal and external)
3. Transparent Communication

Other important dates:

February 15 = Enrolment projections for 2026/27, 2027/28 and 2028/29 due to MECC

February 28 = 2025/26 Amended budget due to MECC

February 28 = Teacher leave requests due to SD51

Mid-March = Initial Operating Grant announced by MECC; Initial class configurations and teacher staffing developed

May 15 = Deadline for teacher lay-off/transfers

June 12 = Education Assistant Post & Fill for September 2026

June 30 = 2026/27 Annual Budget due to MECC

Proposed budget process/timeline for 2026/27:

DATE	Meeting	Description
December 16	Board of Education Meeting	Proposed Budget Process/Timeline finalized
January 13	Finance Committee Meeting	Review of initial enrolment projections and current year results
February 17	Finance Committee Meeting	Review of final enrolment projections and draft Amended Annual Budget for 2025/26
February 24	Board of Education Meeting	Amended Annual Budget for 2025/26 adopted
February/early March	SURVEY	Public engagement – Online surveys sent to staff, students, families
April 14	Finance Committee Meeting	Review of initial staffing and preliminary budget compared to 2026/27 initial operating grant and projected surplus; Review of survey results.
End of April/early May	TBD	Partner Group Engagement
May 12	Finance Committee Meeting	Review of draft 1 of Annual Budget based on known circumstances to date, including Partner Group Feedback
May TBD *Placeholder*	Finance Committee Meeting	Review of draft 2 of Annual Budget (if required)
June 9	Finance Committee Meeting	Review final draft 2026/27 Annual Budget for recommendation to the Board
June 23	Board of Education Meeting	Adopt 2026/27 Annual Budget



Briefing Note

2025/26 Recalculated Operating Grant

In February each year, all districts in BC report projected enrolment information for the upcoming school year to the Ministry of Education & Child Care (MECC). Based on these projections, MECC announces preliminary operating funding in early March.

At September 30, MECC collects actual student enrolment through the 1701 verification process. MECC then recalculates the operating funding based on these actuals and announces the recalculated funding in December for that school year.

On December 18, 2025, MECC released the 2025/26 Recalculated Operating Grant tables.

Provincial highlights:

- Rates and basic allocation formula remain unchanged from initial announcement in March 2025
- Provincial school-aged enrolment at September 30th per 1701 data collection = 586,734 for total block funding of \$7.267 billion
 - Represents a decrease of 2,675 FTE from September 2024, which is first annual decrease in 11 years (aside from pandemic)
 - Online Learning enrolment increased 6.4% to 9,450 FTE
- 26 districts will receive the Supplement for Enrolment Decline compared to 16 districts in 2024
- Inclusive Education/Level 2 enrolment increased by 3,280 compared to previous September, for a total funding increase of \$87 million to \$1.062 billion
- Classroom Enhancement Fund (CEF) = \$854.9 million, up 7% from 2024 (\$799 mil)
- No change to Learning Improvement Fund, CommunityLINK, Pay Equity, Student Transportation funding or Feeding Futures Fund.

School District No. 51 (Boundary) highlights:

- Preliminary operating grant (March 2025): \$20,906,186 (2024 = \$20,935,315)
- Recalculated Operating Grant: \$21,277,560 (2024 = \$21,005,224)
- Increase of **\$371,374**, with details as follows:

	March estimates	September actual	Change	Impact (\$)
K - 12 enrolment (\$9,015/FTE)	1,245.250	1,260.3750	+15.125	\$136,353
Homeschoolers (\$250 per)	12	17	+5	\$1,250
Enrollment decline	\$105,087	\$36,903	-68,184	-\$68,184
Indigenous education (\$1,790 per)	351	359	+8	+\$14,320
English Language Learners (\$1,815 per)	0	49	+49	+\$88,935
Inclusive Ed, Level 1 (\$51,300 per)	1	1	-	-
Inclusive Ed, Level 2 (\$24,340 per)	99	103	+4	+\$97,360
Inclusive Ed, Level 3 (\$12,300 per)	9	14	+5	+\$61,500
Adult Ed enrolment (\$5,755 per)	0	1.8750	+1.8750	+\$10,791
Equity of Opportunity	\$78,309	\$79,866	+\$1,577	+\$1,557
Salary differential**	+\$791	+\$1,861	+\$1,070	+\$78,846
Funding Protection	\$51,354	0	-\$51,354	-\$51,354
Total increase				\$371,374

**Preliminary grant included supplement for salary differential of \$279,278 as SD51 average teacher salary was calculated to be \$791 more than the provincial average. Per 2025 EDAS, actual SD51 average teacher salary is \$1,861 higher than the provincial average, resulting in estimated supplement for salary differential of \$358,125.

Interim Operating Grants Overview - 2025/26 School Year
(Following the September 2025 Enrolment Count)

School District 51 (Boundary)

September 2025 Enrolment Count				
	School-Age Enrolment	Funding Level	Funding	Total Supplement
Standard (Regular) Schools	1,240,3750	\$9,015	\$11,181,981	
Continuing Education	0.0000	\$9,015	\$0	
Alternate Schools	20.0000	\$9,015	\$180,300	
Online Learning	0.0000	\$7,280	\$0	
Home Schooling	17	\$250	\$4,250	
Course Challenges	0	\$282	\$0	
Total Enrolment-Based Funding (September)	1,260,3750		\$11,366,531	
	Total Enrol. Change	Funding Level	Funding	Total Supplement
1% to 4% Enrolment Decline	-21.0000	\$4,508	\$36,903	
4%+ Enrolment Decline		\$6,761	\$0	
Significant Cumulative Decline (7%+)	-18.1250	\$4,508	\$0	
Supplement for Enrolment Decline			\$36,903	
	Enrolment	Funding Level	Funding	Total Supplement
Level 1 Inclusive Education	1	\$51,300	\$51,300	
Level 2 Inclusive Education	103	\$24,340	\$2,507,020	
Level 3 Inclusive Education	14	\$12,300	\$172,200	
English Language Learning	49	\$1,815	\$88,935	
Indigenous Education	359	\$1,790	\$642,610	
Adult Education	1,8750	\$5,755	\$10,791	
Equity of Opportunity Supplement			\$79,866	
Supplement for Unique Student Needs				\$3,552,722
	Funding			
Variance from Provincial Average	\$1,861			
Estimated Number of Educators	70,125			
	Enrolment	Level	Funding	Total Supplement
FTE Distribution	1,262,2500	\$180.33	\$227,622	
Supplement for Salary Differential				\$358,125
Supplement for Unique Geographic Factors				\$5,839,086
Funding Protection				\$0
Curriculum and Learning Support Fund				\$11,532
September 2025 Enrolment Count, Total				\$21,164,899

July 2025 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
Summer Learning Grade 1-7	0	\$260	\$0	
Summer Learning Grade 8-9	0	\$260	\$0	
Summer Learning Grade 10-12	0	\$510	\$0	
Supplemental Summer Learning Funding				\$0
Cross-Enrolment, Grade 8 and 9	0	\$510	\$0	
Summer Learning, Total				\$0
February 2026 Enrolment Count*				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	0.0000	\$9,015	\$0	
Adult FTE - Continuing Education	0.0000	\$5,755	\$0	
K-Gr 9 School-Age FTE - Online Learning	0.0000	\$3,640	\$0	
Gr 10-12 School-Age FTE - Online Learning	0.0000	\$7,280	\$0	
Adult FTE - Online Learning	0.0000	\$5,755	\$0	
Level 1 Inclusive Education Enrolment Growth	0	\$25,650	\$0	
Level 2 Inclusive Education Enrolment Growth	0	\$12,170	\$0	
Level 3 Inclusive Education Enrolment Growth	0	\$6,150	\$0	
Newcomer Refugees	0.0000	\$4,508	\$0	
ELL Supplement - Newcomer Refugees	0	\$908	\$0	
February 2026 Enrolment Count, Total				\$0
May 2026 Enrolment Count*				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	0.0000	\$9,015	\$0	
Adult FTE - Continuing Education	0.0000	\$5,755	\$0	
K-Gr 9 School-Age FTE - Online Learning	0.0000	\$2,427	\$0	
Gr 10-12 School-Age FTE - Online Learning	0.0000	\$7,280	\$0	
Adult FTE - Online Learning	0.0000	\$5,755	\$0	
May 2026 Enrolment Count, Total				\$0
Indigenous Education Councils				\$112,661
2025/26 Full-Year Estimated Total				\$21,277,560
Estimated 2025/26 Operating Grant from Indigenous Services Canada				\$0
Estimated 2025/26 Operating Grant from Ministry of Education and Child Care				\$21,277,560

*Note: Highlighted sections are estimated and will be updated following the February and May enrolment counts



Long Range Facilities Plan

2025/26 – 2033/34

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Land Statement and Acknowledgement

With gratitude, we acknowledge that School District No. 51 (Boundary) resides on the unceded traditional territory of the Interior Salish people. We also acknowledge the enduring presence of all First Nations, Inuit and Metis people. May we always live and care for these lands with respect.

DRAFT

Executive Summary

British Columbia school districts are required by the Ministry of Education and Child Care (MECC) and Ministry of Infrastructure (MOI) to maintain an up-to-date Long-Range Facilities Plan (LRFP) demonstrating that school district facilities are managed effectively, economically and efficiently to meet educational goals. LRFPs are guidance documents that identify facility needs and opportunities from a district-wide perspective.

This LRFP includes analysis of past, current and forecasted student enrolment; facility capacity utilization; facility condition assessments; vision and strategic planning principles; evaluation of options; and recommendations. The intent of the LRFP is to provide a strategic framework and direction for future School District No. 51 (Boundary) Annual Five-Year Capital Plan submissions and to provide staff with direction for future capital project planning.

School District No. 51 (Boundary) operates ten schools throughout communities in the East and West Boundary:

- Beaverdell Elementary (K-3)
- Big White Community School (K-9)
- Boundary Central Secondary (8-12)
- Christina Lake Elementary (K-7)
- Dr. D. A. Perley Elementary (K-7)
- Grand Forks Secondary (8-12)
- Greenwood Elementary (K-7)
- John A. Hutton Elementary (K-7)
- Walker Development Center (7-12)
- West Boundary Elementary (K-7)

All schools operate on a 4-day school week, with students typically in session Monday through Thursday. There are currently no established catchment areas in the District. While families are able to register their children at their school of choice, the majority of students attend their neighbourhood school.

Total enrolment in the Boundary has been stable, with a slight decreasing trend over the last 2 years, which is projected to continue over the next ten years. The main reason for this downward trend is that fewer future kindergarten enrolments are expected than the number of outgoing Grade 12 students and in-migration to the Boundary is not expected to add significant enrolment over the planning period. No school closures are recommended and no net new schools are expected to be required over the next ten years; however, significant maintenance/renovation projects are required to maintain the condition of facilities and ensure accessible standards are being met. In addition, enrolment projections should be monitored and evaluated closely to assess whether a catchment area review is required and to ensure facilities are being used as efficiently as possible.

Summary of Key Recommendations

1. Do not consider any school closures in the short-term
2. Consultation on implementation of catchment areas
3. Adopt capital planning principles
4. Develop capital plans to maximize opportunities from MOI minor capital funding programs, including accessibility upgrades
5. Make requests for a major renovation of Boundary Central Secondary School

I. LONG RANGE FACILITIES PLANNING

A. Purpose and Process

A Long-Range Facilities Plan is meant to guide capital planning decisions; to validate annual capital plan requests to the MOI; to provide high-level facilities information to partner groups and the public; and to generally support a long-term vision for the management of school district buildings and properties.

Among other things, the LRFP considers:

- ✓ High-level educational programming and future needs
- ✓ Demographics and enrolment forecasts
- ✓ Facility capacities and utilization
- ✓ Facility condition and maintenance requirements
- ✓ Staff housing requirements (if applicable)
- ✓ Community partnerships

This is the first LRFP developed by SD 51 and includes current information and data as of Winter 2025/2026 about enrolment and facility condition, and other details required to make sound capital planning and investment decisions.

B. Guiding Principles

The MOI 2026/27 Capital Plan Instructions document requires boards of education to develop and maintain a comprehensive LRFP to “guide board of education decisions regarding capital asset management and capital plan submissions, both in terms of facility operations and educational programming.” A school district LRFP most commonly uses a ten-year planning horizon and must account for the unique circumstances of a school district now and into the future.

Project requests in a school district’s Annual Five-Year Capital Plan submission should be supported by the recommendations and findings of an up-to-date LRFP. Although a LRFP is not required to be submitted as part of each Annual Five-Year Capital Plan submission, MOI or MECC may request that a school district reference relevant sections of the LRFP to inform the capital plan review and evaluation process. MOI and MECC staff may consult a school district’s LRFP to ensure annual capital requests are aligned with long-term planning.

An LRFP is not meant to simply identify capital projects that are needed in the school district the way an Annual Five-Year Capital Plan does. Rather, a LRFP is a comprehensive planning tool that covers a longer time frame and describes how a board of education plans to manage existing facilities and identifies any new facilities that may be required to accommodate enrolment growth.

The scenarios envisioned and the recommendations adopted in the LRFP should respond to various factors, but be primarily focused on:

- Forecasted enrolment growth or decline
- Building condition and maintenance requirements, including seismic risk (if relevant)
- Potential changes in educational programming and grade configurations
- Catchment boundaries
- Other community- and facility-specific needs

DRAFT

II. SCHOOL DISTRICT OVERVIEW

A. About the School District

SD 51 is comprised of rural communities located in the southeastern part of BC and spans from Big White to Christina Lake. Covering an area of almost 7,000 square kilometers, bus transportation for students is a critical service that has been consistently prioritized. As well, the Boundary experiences weather extremes throughout the year with temperatures reaching lows of minus 20 degrees Celsius in the winter months and highs of up to 40 degrees Celsius during the summer. Energy efficient and properly insulated facilities with appropriately functioning HVAC systems are crucial.

The District provides educational programs to approximately 1,300 students in grades K to 12 in 6 elementary schools, 2 secondary schools, 1 alternate school and a K-9 community school. Enrolment has been moderately stable over the past 10 years, and a key focus for the District has been to keep small rural schools open with a full range of programs and services. SD 51 does not currently offer any special programming such as French immersion or art/sport academies.

SD 51 shares boundaries with Local Health Area 126 (Grand Forks) and 127 (Kettle Valley) and with Area C, Area D and Area E of the Regional District of Kootenay Boundary (see Figure 1).

FIGURE 1 -



B. School District No. 51 (Boundary) Strategic Plan

Education facilities are essential to the success of any school district in BC. A comprehensive LRFP is required by MOI and necessary to ensure school district assets are being well maintained and there is a plan for accommodating future needs. An LRFP must be aligned with a school district's strategic plan.

SD 51's 2021-2026 Strategic Plan is built on the following vision and mission:



Our Vision

To nurture curiosity, resilience and joy in all

Our Mission

To ensure our students are flourishing today so they can build a confident future tomorrow



To ensure our vision and mission resonate and come alive for students, staff, families and the community, the Board established the following strategic directions as a lens for which to consider all decisions, financial and otherwise:

- Equity, inclusion and belonging
- Student voice and agency
- Wellness and resilience
- Community connections

We value

Kindness and compassion
Indigenous ways of knowing
Growth mindset
Honesty and courage
Connectedness and relationships

We believe

Everyone has a role to play in Reconciliation
Students need a sense of belonging, mastery, independence and generosity to reach their full potential
Everyone has something to contribute
We are stronger together
Students flourish when they feel safe and are connected to nature and community
Students who feel a sense of purpose and power over their learning are more engaged
Mistakes are opportunities to learn

School district facilities indirectly support the Board's strategic plan through ...

C. Student Achievement

Education is key in improving overall social and economic indicators. It is the responsibility of MECC and boards of education to establish the conditions for student success. This includes creating and maintaining high-quality, safe, healthy, and functional education facilities for students, teachers, staff, and community members.

Although the functionality, design, and condition of education facilities are not the leading factors in overall student achievement and success, research demonstrates that the quality and functionality of school facilities do affect student achievement. Some of the ways in which school facilities can affect student outcomes include:

- Air quality
- Temperature and moisture control
- Acoustics and noise
- Lighting and vision
- Classroom size and layout
- Wayfinding and circulation
- Access to outdoor/green space

D. Specialized Programs and Services

Walker Development Centre Alternate Program

An alternate program for students in grades 7 to 12 is offered through Walker Development Centre in Grand Forks. This program focuses on providing educational, social and emotional supports for students whose needs are not being met in a traditional school program by providing differentiated instruction, specialized program delivery and enhanced counselling services based on students' needs. Walker Development Centre improves the opportunities for vulnerable and at-risk students to experience success.

E. Facilities and Environmental Responsibility

To include summary of CNCP/energy efficient projects.

F. LRFP Consultation

The development of a LRFP requires engagement with internal partner groups (i.e. staff, students, families), the public and with other partners (i.e. municipalities and regional district) as set out in the MOI's Long-Range Facilities Plan Guidelines. Since SD 51 is not projected to experience significant enrolment growth, there are no capacity utilization challenges, and schools are generally in good operating condition, the level of engagement for this LRFP was modest.

Meetings with local government are important during the creation of an LRFP to ensure there are no substantial developments that would cause a material change in the population forecasts from other sources, such as Statistics Canada, BC Stats, school district staff forecasts, Baragar, etc. Local knowledge of current activities can help supplement other data. Seeing as all demographic sources are consistently forecasting very little change in enrolment over the next ten years, individual meetings were not held with the City of Grand Forks, City of Greenwood, Village of Midway or the Regional District of the Kootenay Boundary.

III. GOVERNMENT AND MINISTRY INITIATIVES

A. Mandate Letters

The Minister of Education and Child Care's mandate letter from the Premier in January 2025 includes several items that have implications for capital planning. The Minister is directed to prioritize the following task related to facilities:

- Support effective learning for students across the province by working with the Minister of Infrastructure to accelerate the delivery of new and expanded schools in a cost-effective manner, and by working with the Minister of Post Secondary Education and Future Skills to expedite the certification and deployment of new and experienced international and domestic teachers.

The new Ministry of Infrastructure (MOI) was created after the election in Fall 2024. This is important for the various provincial capital programs, including for schools, as capital departments were all moved into the new Ministry.

The MOI's January 2025 mandate letter includes several items that are relevant to school district capital planning and management. The MOI is directed to prioritize the following tasks:

- In order to protect key services that British Columbians rely on, work with the Minister of Finance to review all existing major infrastructure initiatives to ensure our capital program remains relevant, supports economic growth, and helps deliver high-quality services while keeping costs low for British Columbians. This is important in the context of current Provincial budget constraints and globally driven cost inflation of key inputs.
- Recognizing BC's growing communities and aging infrastructure, ensure faster delivery of cost-effective, high-quality generational investments.
- Structure our capital plan to minimize cost inflation due to labour shortages or overlapping demands on a limited pool of bidders while prioritizing delivery of high-quality infrastructure across the province.
- Identify and implement opportunities to reduce costs for taxpayers and expedite approval and construction of projects, including standardization of infrastructure like schools, hospital patient towers, child care facilities, and drug treatment or mental health facilities, but not limited to these projects.

B. Universal Child Care – New Spaces Fund

Together with MECC and MOI, school districts have significant roles to play as the Province implements universal child care programs. Schools will be essential in creating affordable, accessible, and inclusive child care spaces, including before- and after-school spaces. Supporting child care workers and educating those who would like to become child care workers will also be key to meeting the needs of urban and rural communities as BC seeks to expand child care services.

The ChildCareBC New Spaces Fund has two streams that are relevant to school districts:

School Age Care on School Grounds

This funding stream is available to BC School Boards, First Nation Schools, First Nation Independent Schools, and Other Eligible Independent Schools interested in creating or expanding access to new licensed School Age Care on School Grounds spaces through ground-up builds, renovations, and/or the purchase of equipment. This stream was established in 2022/23 and is intended to assist in the creation of licensed school-age child care spaces on school grounds through a more streamlined application process. Additionally, to be eligible for the School Age Care on School Grounds stream, the project must fall within the maximum cost-per-space threshold of \$40,000. Projects above this cost per space are ineligible for this stream.

Primary Stream

School Districts are also eligible to apply under the New Spaces Fund, if creating other licensed child care types as well or instead of School Age Care on School Grounds spaces.

Full eligibility requirements can be found in the [Major Capital Grants Funding Guidelines](#).

Changes to the New Spaces Fund in 2022-23 included:

- An open intake for applications was implemented for the 2022/23 fiscal year. The intake closes when funding runs out or at the end of the funding cycle
- Maximum provincial funding amounts were removed to support larger space creation projects, with prioritization for projects with a cost per space of \$40,000 or less
- Increased priority for projects creating infant toddler child care spaces
- Increased priority on school age space creation, including a new application stream BC School Boards, First Nation Schools, First Nation Independent Schools, and Other Eligible Independent Schools creating new School Age Care on School Grounds licence category type
- Added eligibility for the funding of consulting services incurred up to 12 months prior to entering a funding agreement
- New requirement for projects to include a minimum 10% contingency fund

Capital funding programs for child care space have not been fully integrated with capital funding programs for K-12 space. The current LRFP Guidelines do not provide any specific requirements for child care space analysis in a school district LRFP, other than to encourage school districts to leverage underutilized school space for community needs such as child care. Consequently, child care spaces are not fully integrated into this LRFP.

C. Wood First Act and Mass Timber

The *Wood First Act* requires “the use of wood as the primary building material in all new provincially funded buildings, in a manner consistent with the building regulations within the meaning of the *Building Act*.” This only applies to new construction and would only be a consideration for SD 51 if a large major capital project was approved. The Province has also taken steps towards requiring the use of mass timber in provincial infrastructure projects, where appropriate.

D. Accessible BC Act

Public sector organizations, like school districts, need to be aware of three requirements that came into force on September 1, 2022:

- Establish an accessibility committee
- Develop an accessibility plan
- Establish a process for receiving public feedback

Accessibility Committees

Accessibility committees are intended to help accessible organizations identify barriers to individuals in or interacting with the organization, and to advise the organizations on how to remove and prevent these barriers. To the extent possible, these committees should:

- have at least half of their members be persons with disabilities or individuals who represent a disability-serving organization
- have a membership which reflects the diversity of persons with disabilities in British Columbia
- have at least one member who is an Indigenous person

Accessibility Plans

Accessibility plans must outline how accessible organizations will identify, remove and prevent barriers to individuals in the organization or interacting with it. An accessibility plan does not need to be complete or comprehensive at the start. It is intended to be a developing and evolving plan. Accessible organizations must review and update these plans at least once every three years.

In developing and updating an accessibility plan, accessible organizations must consult with their accessibility committee and consider the following principles:

<ul style="list-style-type: none">• Inclusion• Adaptability• Diversity	<ul style="list-style-type: none">• Collaboration• self-determination• universal design
--	---

The plan, and its focus, will likely be distinct to the organization and dependent on its mandate. Accessible organizations do not have to submit their accessibility plans to the provincial government

for review or approval, but organizations should make their plans available to the public (i.e. by publishing it on their website).

Accessibility Feedback

Public sector organizations must establish a process for receiving public feedback to help inform accessibility plans and decisions.

SD 51's Accessibility Plan

SD 51 released a comprehensive Accessibility Plan in January 2025 that satisfies all of the provincial requirements outlined above. Accessibility upgrades are considered as part of the annual process of prioritizing maintenance and minor capital improvements. Accessibility is also a key consideration for upgrades during larger capital renovation projects.

IV. CAPITAL FUNDING PROGRAMS

School Districts are responsible for managing the overall maintenance and repair of district facilities, as well as the supervision of all new construction activities associated with these facilities. Funding for public school buildings and structural improvements is shared between the Provincial government, through MOI, and boards of education.

A. Ministry Capital Programs

In addition to using annual operating funding to support the maintenance and repair of schools and other education facilities, school districts are allocated funding through a variety of capital funding programs that are tailored to address specific needs. Some are formula-based and school districts receive a calculated amount each year, while others are application-based and school districts request funding through their annual capital plan and MOI determines allocations. The following is a summary of the capital funding programs.

1) Annual Facilities Grant

The Annual Facilities Grant (AFG) is provided annually to school districts to fund facility projects required to maintain facilities through their economic life and to prevent premature deterioration of assets. AFG may be used at the school district's discretion to ensure facilities are safe and functioning well. Each school district should have a current maintenance plan that articulates the strategy to maintain or improve the condition of the school district's facilities within its inventory of capital assets and to allocate AFG accordingly.

There are 9 main categories of eligible AFG expenditures:

- ✓ **Accessibility upgrades** include improvements related to access for persons with mobility issues or physical disabilities.
- ✓ **Asbestos Abatement** include mitigation and/or remediation of asbestos affected areas.

- ✓ **Electrical upgrades** include improvements or replacements of power supply and distribution systems, fire protection systems, and technological infrastructure upgrades to accommodate computer and telecommunications networks.
- ✓ **Exterior Wall System upgrades** include improvements to protect the fabric of the building, including exterior painting, window and door replacement, building envelope repair and replacement, structural and non-structural seismic mitigation.
- ✓ **HVAC upgrades** include improvements, replacements or provision of heating, ventilation, and air conditioning systems.
- ✓ **Interior Construction upgrades** include improvements of school facilities related to flooring, wall partitions, non-structural upgrades, and the provision of educational programming.
- ✓ **Plumbing upgrades** include improvements, replacements or provision of washroom and plumbing systems, and safe drinking water.
- ✓ **Roofing upgrades** include scheduled roof replacements and major roof repairs
- ✓ **Site upgrades** include site improvements including positive site drainage; repairs to sidewalks, parking lots, site access/egress, paved work areas, paved play areas, and play fields; repairs, upgrading or replacement of playground equipment; perimeter safety fencing; contaminated soil remediation; underground storage tanks removal; sewer or water services; underground irrigation systems; traffic safety.

Figure 2 shows that SD 51 will receive close to \$800,000 in AFG funding in 2025/26. Although this amount has increased by about 37% from five years ago, it is not necessarily keeping up with the rate of inflationary costs of labour and equipment.

Figure 1: SD 51 Annual Facility Grant (AFG) Funding (2021/22 to 2025/26)

Year	Total Allocation
2025/26	795,525
2024/25	724,608
2023/24	709,653
2022/23	581,327
2021/22	581,327

2) Minor Capital Programs

School Enhancement Program (SEP)

The SEP was launched in 2014 to help school districts extend the life of their facilities through a wide range of improvement projects, including:

- Roofing upgrades (i.e., replacement, repair)
- Exterior Wall System upgrades (i.e., cladding, insulation, windows, building envelope)
- Interior Construction upgrades (i.e., interior accessibility, flooring, wall partitions)
- HVAC upgrades (i.e., heating, ventilation, air conditioning)
- Electrical upgrades (i.e., power supply, distribution systems, fire protection systems)

- Plumbing upgrades (i.e., washrooms, water fountains, re-piping)

Consideration is also given to whether the project proposals:

- Address issues affecting safety or the effective functioning of the school.
- Are in schools with unique significant importance to the school district such as those in rural areas with limited alternatives.
- Where the benefits over the costs of the improvements are positive over the appropriate time horizon for the investment.

Successful SEP projects are chosen based on need, priority and how well the projects support student learning and safety.

Carbon Neutral Capital Program (CNCP)

The CNCP is available to school districts to provide funding specifically for energy-efficiency projects and projects that lower a school district's Greenhouse Gas (GHG) emissions. When selecting priorities for CNCP funding, the school district should consider the following:

- The measurable emissions reductions and operational cost savings
- Coordination with other capital program needs for the schools, such as Seismic Mitigation Program (SMP)
- That the LRFP demonstrates the school district is working towards optimizing available space
- Priorities are assessed based on what will do the greatest good for the greatest number of students
- Previous recent projects have been delivered within the scope, schedule and budget
- The school district has the resources to successfully deliver the project

Building Envelope Program (BEP)

The BEP program is a specific and limited program for school facilities built between 1980 and 2000 which have been assessed and are supported by a risk assessment report facilitated by BC Housing as having a building envelope design issue resulting in water ingress due to premature building envelope failure. SD 51 does not currently have any approved BEP projects.

Playground Equipment Program (PEP)

Supporting inclusion and accessibility for all children, the Playground Equipment Program (PEP) is available to provide specific funding to purchase and install new or replacement playground equipment that is universal in design, and in compliance with accessibility measures as defined through the [Canadian Standards Association CAN/CSA-Z614-14 \(R2019\): Children's Playspaces and Equipment](#).

Universal design aims to create environments that can be used by as many people as possible without special adaptions or modifications, and projects can include equipment and appropriate surfacing which create an inclusive and accessible playground concept.

To meet the range of students' needs in designing playgrounds to include every child, school districts should consider all physical, mental, intellectual, learning, communication or sensory impairment – or functional limitations – whether permanent, temporary or episodic in nature, that in interaction with a barrier, hinders a person's full and equal participation in society

This equipment is to be permanently fixed on a school site and could include appropriate ground cover for fall protection, improved access, and increased mobility.

Bus Acquisition Program (BUS)

The Bus Acquisition Program (BUS) provides funding for school bus replacements and, where need can be demonstrated, net new buses for new routes required due to increased enrolment. Bus acquisition funding is based on a capital allowance and school districts must procure their school buses using the annual Request for Standing Offer (RFSO) process managed by the Association of School Transportation Services of British Columbia (ASTSBC). Details of the RFSO can be found at <https://astsbc.org/>.

Bus funding requests that will be eligible funding will consider the following:

- School bus age and/or mileage
- Existing buses with safety and mechanical issues (based on CVSE report)
- New school buses to support new routes due to increased district enrolments that are without current service
- School district's intention to create their own bussing services versus using third-party contracted services

School Food Infrastructure Program (FIP)

The School Food Infrastructure Program (FIP) is an annual program intended to assist boards of education with creating, improving, or expanding infrastructure to feed students across all communities in British Columbia. The FIP is directly tied to government's broader Feeding Futures program, which is a commitment to ensure students are properly fed for learning to enhance positive academic and healthy outcomes for students.

The following overarching requirements apply to the FIP:

- Proposed FIP projects should be focused on minor upgrades such as:
 - Refrigerated vehicles to support the delivery of prepared meals from centralized kitchen facilities to schools
 - The purchase and installation of new or used kitchen equipment (e.g. refrigerators, freezers, dishwashers, stoves, ovens, etc.)
 - Space and functionality improvements to ensure kitchens meet local health authority requirements
 - Equipment and infrastructure to support traditional food gathering and preparation (e.g. fishing equipment, smokehouses, non-fur trapping equipment)

- Food storage (refrigerated or dry storage).

The FIP is not an enhancement fund to construct new kitchens and cannot be used to construct net new space.

Recent SD 51 Minor Capital Projects

Figure 3 shows that SD 51 has received almost \$8 million from minor capital funding programs over the past five fiscal years. The School Enhancement Program is particularly important for small and mid-sized school districts like SD 51 because it allows the district to complete larger projects that would be extremely difficult to fund through AFG, the operating budget or any combination of the two.

Figure 2: School District 51 Minor Capital Program Funding (2021/22 to 2025/26)

Fiscal Year	Site	Program	Project	Funding
2025/26	DAPE, CLES	SEP	Roofing Upgrades	\$378,000
	GFSS	SEP	Interior Construction Upgrades	\$350,000
	DAPE, JAHE	CNCP	Energy Upgrades	\$190,000
	DAPE	FIP	Kitchen Equipment and Upgrade	\$120,000
	GES	PEP	Universally Accessible Playground Equipment	\$200,000
	District	BUS	Internal Combustion C76	\$243,312
2024/25	DAPE	SEP	Roofing Upgrades	\$550,000
	JAHE, WBES, BES	SEP	Interior Construction Upgrades	\$150,000
	GFSS	CNCP	Energy Upgrades	\$250,000
	DAPE, BCSS	CNCP	E-bus Charging Infrastructure	\$450,000
	District	BUS	D80+ FE with 3 wheelchair spaces	\$294,960
2023/24	BCSS	SEP	Roofing Upgrades	\$200,000
	WBES	SEP	Exterior Wall Systems Upgrade	\$200,000
	BCSS, GFSS, JAHE	SEP	HVAC Upgrades	\$515,000
	JAHE	SEP	HVAC Upgrades	\$55,000
	JAHE	SEP	Plumbing Upgrades	\$63,000
	BCSS	SEP	HVAC Upgrades	\$100,000
	District	CNCP	Energy Upgrades	\$203,000
	DAPE	PEP	Accessible Playground Equipment	\$195,000
	GES	FIP	Kitchen Equipment and Upgrade	\$65,000
	JAHE	FIP	Kitchen Equipment and Upgrade	\$70,000
2022/23	BCSS	FIP	Kitchen Equipment	\$15,000
	DAPE	FIP	Kitchen Equipment	\$15,000
	JAHE	SEP	HVAC Upgrade	\$161,000
	MES	SEP	Roofing Upgrade	\$400,000
	BCSS	SEP	Roofing Upgrade	\$617,159
	DAPE	CNCP	Electrical Upgrade	\$80,000
	BCSS	CNCP	Exterior Wall Systems	\$180,000
	DAPE	CNCP	Energy Upgrades	\$70,900

	District	BUS	C 76 with 2 wheelchair spaces	\$172,342
	District	BUS	C 76	\$159,252
2021/22	GFSS	SEP	Interior Renovations	\$ 510,000
	WBES	SEP	Roofing Upgrades	\$ 120,000
	GFSS	SEP	HVAC Upgrades	\$ 250,000
	GFSS	CNCP	LED Lighting Upgrade	\$ 25,000
	CLES	CNCP	LED Lighting Upgrade	\$ 15,000
	DAPE	CNCP	HVAC Upgrade	\$ 196,000
	JAHE	PEP	Universally Accessible Playground	\$ 165,000
TOTAL FUNDING				\$7,993,925

3) Major Capital Programs

School Expansion Program (EXP)

The EXP funds the construction of new schools and additions to existing schools in areas that are experiencing high population growth and where a school district can demonstrate that existing facilities are already operating over capacity.

MOI's priority for expanding school space is in areas experiencing consistent and rapid, high density population growth due to economic development and where space optimization has been demonstrated. MOI requires all capital funding requests for space expansions to be supported by:

- A cost-benefit analysis based on the selection of the “least cost option” over the life of the school
- Current Long-Range Facilities Plan that demonstrates a school district is working towards achieving optimal space utilization
- Verification that enrollment has increased in the area over the previous five consecutive years and will continue for the next 10 years
- A cost share commitment by the Board of Education based on available capital funding

Optimal space utilization varies between large urban districts and small rural districts due to practical realities of population distribution, density, travel distances and weather extremes. An approach to optimizing space utilization varies between school districts due to declining enrolment, stable enrolment, increasing enrolment or shifting enrolment within the school district. For most areas, a forecast of ten years is the standard for anticipating growth and should be included when assessing utilization.

School Replacement Program (REP)

This program funds the replacement of schools that have reached the end of their useful life and where the further investment of capital dollars is not substantiated due to major structural issues or the accumulation of maintenance needs exceeds the cost of replacement.

All REP projects, which include a full replacement school or a partial replacement of an existing school, must be supported by a recent building condition assessment and engineering reports substantiating that the school building or a portion of a school has reached or will shortly reach the end of its expected useful life.

Standardized Facility Condition Assessments (FCAs) of all schools in the Province are done every five years by the VFA Canada Inc., which also assesses public infrastructure for the other provincial ministries that have capital assets. The FCAs for all schools in the province provide the provincial government with comparable data to support the provincial government's capital plan for public infrastructure renewal.

Seismic Mitigation Program (SMP)

The SMP began in 2005 after the completion of an assessment of all schools in high-risk seismic zones across the province. The SMP funds seismic upgrading projects for schools that were assessed as being high-risk of structural collapse in an earthquake. For more on the SMP, see Section VII on page 38.

Rural Districts Program (RDP)

The RDP assists school districts with school facilities in rural communities. The intention of the RDP is to target funding for specific types of projects that would directly benefit school facilities in rural communities. RDP projects are typically not included under the MOI's Major Capital Program or Minor Capital Program. RDP may provide funding for the full and partial demolition of board-owned buildings, and for capital projects associated with the consolidation of under-utilized schools. RDP funding support will only be considered for schools in communities with a population of less than 15,000 inhabitants and only in those school districts located outside of the Lower Mainland, Greater Victoria, and Kelowna. SD51 has never received any funding under the RDP; **however, this is a program the District may look to in future as a funding opportunity to address facilities surplus to the District's educational needs.**

Recent SD 51 Major Capital Projects

SD 51 has not received provincial funding for a major capital project in over 20 years. Christina Lake Elementary was submitted for replacement in 2018, however, the request was removed due to upgrades that have substantially improved the facility condition index. The 2026-27 Major Capital submission included a priority 3 request for partial replacement/major renovation of Boundary Central Secondary to reduce the overall footprint ("right-size" the school) and redesign the interior to increase natural light and create an improved learning environment for students.

B. MOI Capital Processes

Most school district capital planning, data input, and project submissions are done in MOI's capital planning system, MyCAPS. All school districts have access to MyCAPS and are required to submit project requests into the system using the proper MOI submission templates.

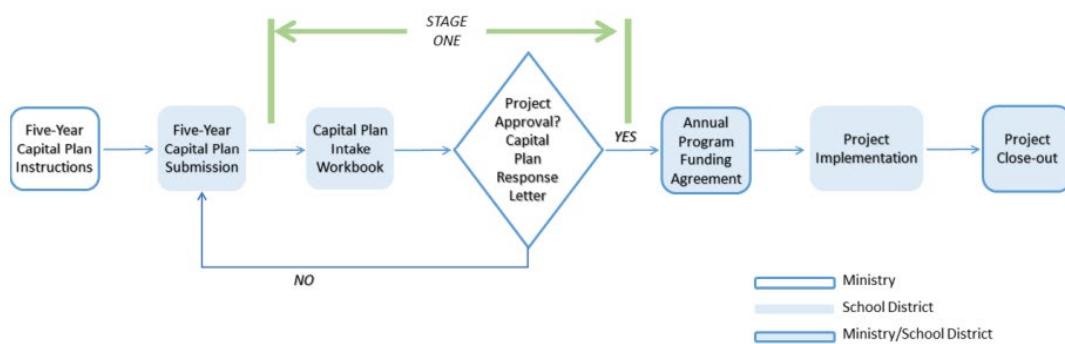
Typically, school districts must submit project requests each year in June (major projects) and September (minor projects), and requests follow an approval process that is dependent on the capital program with which the project is associated.

One-Stage Approval Process

All minor capital requests made for projects in SEP, CNCP, BUS, PEP, and BEP undergo a one-stage approval process (see Figure 4). MOI support for a qualifying project request will be based on the information provided by school districts in MyCAPS.

For AFG funding, the school district must submit an annual expenditure plan that shows how the district plans to use their AFG allocation for the year. AFG plans are simply reviewed by MOI to ensure that proposed AFG projects are eligible projects under AFG policy.

Figure 3: Ministry Approval Process for SEP, CNCP, BUS, PEP, FIP, and BEP



Two and Three-Stage Approval Processes

Requests made for major capital projects in SMP, EXP, and REP undergo a more extensive two or three-stage process (see Figure 5), dependent on project risk level, complexity, and size/value. Initial Ministry support for project requests is based on Project Request Factsheets that are submitted in MyCAPS. RDP projects are subject to a two-stage approval process shown in Figure 6.

Under all major capital processes, a board of education is responsible for using its own local funds to cover the initial costs for any planning work and reports required to determine a proposed scope and preliminary cost estimates for a requested capital project.

Figure 4: Ministry Approval Process for EXP, SMP and REP

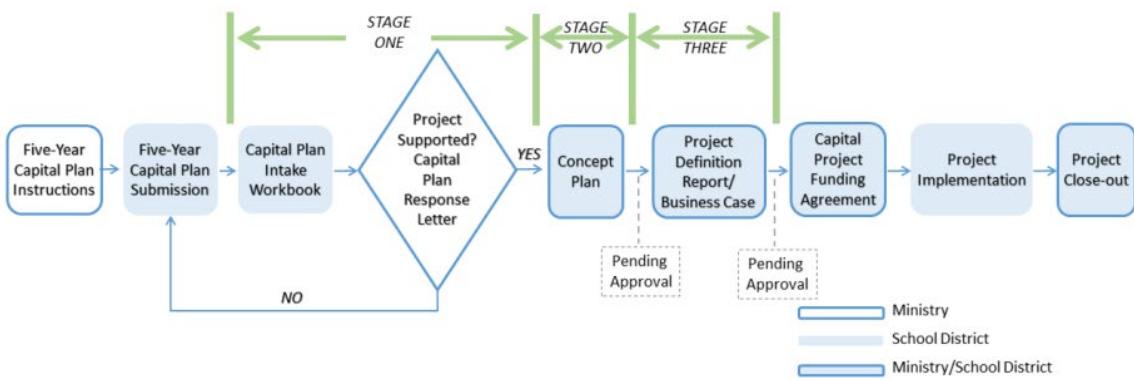
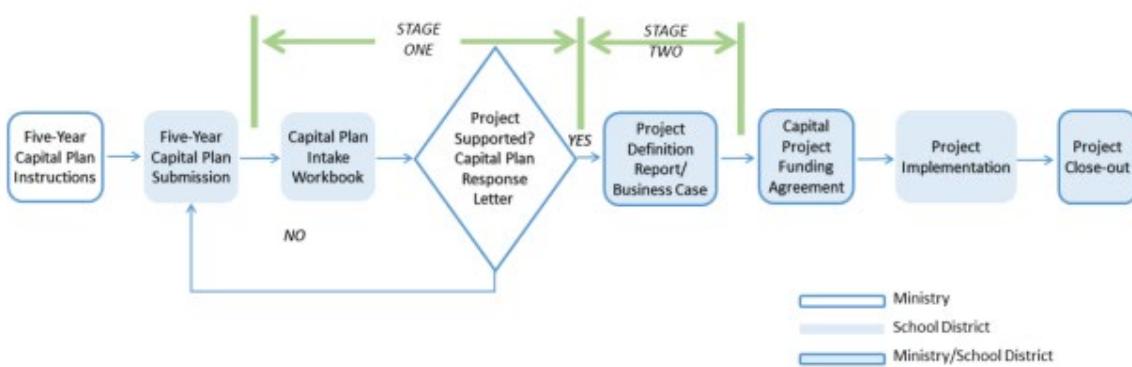


Figure 5: Ministry Approval Process for RDP



Board Resolutions

In accordance with section 142 (4) of the *School Act*, boards of education must provide a Board Resolution in support of its annual Five-Year Capital Plan submission to the Ministry.

Boards are to provide up to three separate Board Resolutions, one for the Major Capital Program submissions, one for Minor Capital Program submissions and one for Building Envelope Program submissions (if applicable).

Completed Board Resolutions are to be uploaded in MyCAPS in conjunction with the capital plan submitted to MOI staff for each of the respective Call for Submissions. Notably, AFG expenditure plan submissions to MOI do not require a Board Resolution.

Capital Plan Response Letters

Once the assessment of capital plan submissions from all school districts has been completed by MOI, and the provincial Budget has been released, MOI will notify each school district with a written response regarding their Five-Year Capital Plan submission, usually in March or April.

The Capital Plan Response Letter identifies the specific capital projects from the Major Capital Programs that are supported for further business case development and from the Minor Capital Programs that are approved for procurement and capital funding.

The Capital Plan Response Letter also advises the school district of the next steps for each of the supported or approved projects, which may include:

- Proceed to acquiring a site for EXP projects
- Proceed to developing a business case (Concept Plan or Project Definition Report) for SMP, EXP and REP projects
- Proceed to developing a business case for RDP projects
- Proceed to the design, tender and construction for SEP and CNCP projects
- Proceed to acquiring a bus for BUS projects
- Proceed to purchase and installation of playground equipment for PEP projects
- Work with BC Housing, when contacted, on developing BEP projects

As only a portion of all proposed projects submitted in the annual Five-Year Capital Plan may be supported or approved for capital funding under MOI's Capital Plan; ministerial approval is rarely granted for a board's capital plan in its entirety. For the purposes of section 142 (5) of the *School Act*, a capital plan with modification will instead be approved, which will only include those capital projects that have been identified in the Capital Plan Response Letter.

AFG projects are not identified in a Capital Plan Response Letter. School districts are notified of the amount of their approved AFG funding, both capital and operating portions, as part of the Provincial funding announcement made annually on or before March 15 by the Minister, in accordance with s. 106.2 of the *School Act*.

V. SD 51 FACILITIES

Figure 7 shows the 10 facility assets owned by SD 51 currently supporting educational programs, with the year of construction (approximate) and grade configuration. Details of other facility assets owned by SD 51 currently in use for district operations are also listed.

Figure 6: School District Facilities

FACILITY	LOCATION	YEAR CONSTRUCTED	GRADE CONFIGURATION
Educational Facilities			
Beaverdell Elementary	Beaverdell	1946	K - 3
Big White Community School	Big White Resort	2005	K - 9
Boundary Central Secondary	Midway	1969/1978	8 - 12
Christina Lake Elementary	Christina Lake	1961	K - 7
Dr. D. A. Perley Elementary	Grand Forks	1972	K - 7
John A. Hutton Elementary	Grand Forks	1964	K - 7
Grand Forks Secondary	Grand Forks	1950	8 - 12
Greenwood Elementary	Greenwood	1989	K - 7
Walker Development Centre	Grand Forks	1977	7 - 12
West Boundary Elementary	Rock Creek	1994	K - 7
FACILITY	LOCATION	YEAR CONSTRUCTED	CURRENT USE
Support/Other Facilities			
Data Centre/525 Central Ave	Grand Forks	1977	Houses district network infrastructure and admin offices
GFSS Child Care (leased to COINS)	Grand Forks	2019	Leased to COINS for Aboriginal Headstart Child Care Program
Grand Forks Bus Garage (Marlex)	Grand Forks	1976	Bus/fleet maintenance and storage (EAST)
Hutton Hideaway	Grand Forks	1999	SD51 School Food Program
IT Building	Grand Forks	1947	Technology department operations
Midway Bus Garage	Midway	1987	Bus/fleet maintenance and storage (WEST)
Perley Annex	Grand Forks	1999	Perley Indigenous Education program
School Board Office	Grand Forks	1976	Administrative services

Information about each school and district facility is provided below.

Beaverdell Elementary School (BES), located at 5873 Hwy 33 in Beaverdell, serves students in kindergarten to grade 3. It is the smallest school in SD 51 in both size and enrolment, with 12 students currently registered.

The building is approximately 337 square meters and includes 3 large classrooms. One classroom (~100 square meters) is dedicated for the early years (0-5)/StrongStart program and has a separate entrance and washroom. The remaining ~237 square meters includes dedicated learning space for students (classroom, small library), an office space, washrooms and storage/custodial closet.

To address uncertainty around the continued operation of BES, the Board of Education adopted policy in 20XX confirming consultation on school closure would only be considered if enrolment dropped below 8 students for two consecutive years in a row or below 6 students in any one year.

No major renovations have been undertaken at BES in the past 10 years; however, all new exterior windows were installed in 2025.

Required repairs and system upgrades/replacements include:
<ul style="list-style-type: none">• Roof replacement (Area 1), 7915 square feet• Flooring, 3400 square feet• LED Lighting upgrade
Consultation feedback also suggested:
<ul style="list-style-type: none">• Upgrade to solar panel• Accessibility upgrades (ramp and handrail to main entrance, accessible playground equipment)• Pave parking lot

Big White Community School (BWCS) serves students in kindergarten to grade 9 that live at Big White Ski Resort and surrounding area. BWCS is located at 400 Happy Valley Road, and is the newest facility in SD 51 (built in 2005).

BWCS is approximately 902 square meters and currently enrols 37 students in two divisions, one K-3 class and one gr. 4-9 class. A portion of the basement is leased to the Big White Community Development Association for an early years/preschool program.

Required repairs and system upgrades/replacements include:
<ul style="list-style-type: none">• Fencing and outdoor equipment repairs• Roof replacement (2029/30)• LED Lighting upgrade• Window replacements• HVAC upgrade (replace 3 electric furnaces)
Consultation feedback also suggested:
<ul style="list-style-type: none">• NewSpaces funding for separate child care facility• Soccer field netting• Irrigation installed• Covered outdoor space (tennis court)

Boundary Central Secondary School (BCSS) is the only secondary school in the West Boundary, serving students in grade 8 to 12 that live in and around Beaverdell, Christian Valley, Westbridge, Bridesville, Rock Creek, Midway and Greenwood. The main school (4851 square meters) was built in 1969, with the Industrial Arts building added in 1978 (495 square meters), which houses an auditorium and auto shop.

Capacity of BCSS is 450 students. The average student enrolment over the past 5 years has been 125 and current enrolment projections do not suggest any significant increase in the next 10 years.

Major renovation projects at the school over the last 5 years include:

- HVAC upgrade (2023)
- Roof replacement and insulation upgrade (2022; 2023)
- Science lab upgrade (2020)
- Air handler purchase (2020) and install (2021)
- Security system upgrade (2020) and network switch upgrade (2021)

Required repairs and system upgrades/replacements include:
<ul style="list-style-type: none">• Roof replacement (2029-2035)• LED Lighting upgrade• Building envelope (exterior windows and doors replaced)• HVAC upgrade (Replacement of 2 rooftop gas units, 2 rooftop heat pumps and 11 more heat pumps)
Consultation feedback also suggested:
<ul style="list-style-type: none">• Changerooms• Increase size/number of windows

Located at 49 West Lake Drive, **Christina Lake Elementary School (CLES)**, is a K-7 school for students living in and around Christina Lake. The school is walking distance to the Christina Lake public beach, and students are able to explore

Originally built in 1961, CLES has capacity for 135 students with average enrolment being around 70 students in grades K-7 in recent years. A full irrigation system replacement was completed in 2025, as well as a partial roof replacement. There is a large covered outdoor learning space located at the front of the school, as well as

Required repairs and system upgrades/replacements include:
<ul style="list-style-type: none">• Exterior windows

- Accessibility upgrades (lift to upstairs/library)
- Flooring
- HVAC upgrade (2 mini split system, 3 rooftop units, 2 furnaces, 1 heat pump)

Consultation feedback also suggested:

- Pave parking lot

Dr. D. A. Perley Elementary School (DAPE), is one of two elementary schools in Grand Forks. It is located at 1200 Central Avenue, across the street from GFSS and the School Board Office. The school building is approximately 2820 square meters. Other district facilities located on school grounds include: the Glanville Centre (~1000 square meters, built in 1920, leased to Boundary Family Services) and the Perley Annex (~150 square meters, built in 1999 as a child care facility, currently used as the DAPE Indigenous Education Centre).

DAPE enrolls approximately 220 students in grades K-7. The school is located on a large site which features an outdoor learning area, known as the Perley ReWilding, and an expansive playground with accessible features such as rubbing surfacing and equipment.

A full irrigation system replacement was completed in 2024, as well as a partial roof replacement and food program/kitchen renovation.

Required repairs and system upgrades/replacements include:

- Exterior doors/windows
- Accessibility (ramp at front/main entrance, stage)
- Flooring
- Roof replacement
- HVAC (2 boilers, 70-ton chiller)

Consultation feedback also suggested:

- Parent drop-off/pick-up solution (safety)
- NewSpaces funding application to house StrongStart, before- and after-school care and childcare
- Improvements to sensory room

John A. Hutton Elementary School (JAHE) is located at 2575 75th Avenue and is one of two elementary schools in Grand Forks. Built in 1967, the building is approximately 3120 square meters and has undergone major renovation in the past as it was originally designed with a large courtyard in the centre that was later turned into classroom space.

JAHE serves an average of 230 students in K-7. With 14 classrooms, it is the only school in the District operating near capacity utilization.

On school grounds is the JAHE Annex, also known as the Hutton Hideaway. It is approximately 150 square meters and was built in 1999 as a child care facility, and now houses the District School Food Program.

Required repairs and system upgrades/replacements include:
<ul style="list-style-type: none">• Roof replacement• Flooring• HVAC (Replacement of 9 rooftop heat pump units)• Accessibility upgrades (stage)• Exterior painted• Insulation upgrade (recommended in energy audit)
Consultation feedback also suggested:
<ul style="list-style-type: none">• Barrier between school field and neighbouring orchard• StrongStart washroom• Staff room (increase area or move)• Siding (change from wood)• Washroom/change room update• Playground extended, outdoor classroom added• Computer lab updated into functional space

Grand Forks Secondary School (GFSS) is the largest school in SD 51 in both size and enrolment. Located at 1331 Central Avenue, the building is approximately 8782 square meters. Built in 1950, GFSS has an operating capacity of 650 students but typically enrols an average of 400 in grades 8 through 12.

The school is two stories and is the only district facility with an elevator. The school includes a large gymnasium with changerooms in the basement and bleachers built overtop, creating significant accessibility challenges that need to be addressed. The school is also home to an auditorium with full sound/lighting features that is used for both school and community productions.

Required repairs and system upgrades/replacements include:
<ul style="list-style-type: none">• Roof replacement• Exterior doors/windows replaced• Irrigation system replacement• Accessibility upgrades (Elevator replacement, changerooms, bleachers)

- Replace main break and add electrical meter
- Flooring
- HVAC (Replacement of 2 heat pumps and 2 rooftop units)
- Exterior painted
- Foods room/exhaust fans
- Outdoor court resurfacing
- Insulation upgrade (recommended in energy audit)

Consultation feedback also suggested:

- Auditorium upgrades: seats and curtain replaced, new rigging system for stage
- Autoshop ventilation
- Epoxy floor in auto shop and art room

Greenwood Elementary School (GES) is located at 785 N. Copper Avenue and serves students in grades K-7 in Greenwood and Midway. The school is approximately 1673 square meters, with an operating capacity of 112. Average enrolment in recent years is around 70.

A playground upgrade was completed in 2025 to add accessible surfacing and equipment, as well as to replace old equipment.

Required repairs and system upgrades/replacements include:

- Roof replacement
- LED Lighting upgrade
- Accessibility (washroom, transition plates/automatic door, wider doorways)
- Exterior windows
- Flooring
- Concrete repairs
- HVAC (2 air handling units, 3 heat pumps)

Consultation feedback also suggested:

- Expansion of StrongStart area
- Increased storage
-

Walker Development Centre (WDC) is located at 525 Central Avenue in a strata unit, with the other strata unit owned by the City of Grand Forks. The total area owned by SD 51 is 418 square meters and includes WDC, the District's data centre and administrative office spaces.

WDC is an alternate school program for students in grades 7 to 12 whose needs are not being met in a traditional school program by providing differentiated instruction, specialized program delivery and enhanced counselling services based on students' needs. Average enrolment at WDC is 25 students.

The interior of WDC offers an open concept classroom setting, with office spaces on the outer walls, a full kitchen and large front office and staff room. However, there is limited outdoor space for students aside from a small fenced area of the parking lot at the back of the building with picnic tables.

Required repairs and system upgrades/replacements include:
<ul style="list-style-type: none">• Roof replacement• Exterior windows• LED Lighting upgrades• HVAC (replacement of 4 rooftop units/heat pumps)
Consultation feedback also suggested:
<ul style="list-style-type: none">• Green/improved outdoor space for students (benches)• Pave parking lot• Exterior beautification/curb appeal, better signage

Located at 4035 S. Kettle Valley Road, **West Boundary Elementary School (WBES)** is 2045 square meters and was built in 1994. A bright and spacious main entrance leads directly into the school library, where large windows bring in natural light and breathtaking views of the mountainside that is adjacent to the school fields.

Due to the timing of construction, WBES underwent a major Building Envelope project between 2019 and 2021 to address water ingress as a result of the building envelope design. A water chloritization system was installed in 2020, and concrete work has been completed in the parking lot and around the school in recent years.

Required repairs and system upgrades/replacements include:
<ul style="list-style-type: none">• Roof replacement• Exterior windows• LED Lighting upgrade• HVAC (replace 14 heat pumps)
Consultation feedback also suggested:

VI. FACILITY CONDITION

All public school district facilities in BC are assessed on a rolling five-year basis under a provincial contract with VFA Canada Inc. (VFA). VFA assessors visit each school district to conduct a visual inspection of all systems within the educational facilities.

The results of the building inspections culminate in a detailed report on the condition of each school with the key metric being Facility Condition Index (FCI), which quickly reflects the condition on a scale of 0 to 1.00. FCI is based on the following formula:

$$\text{FCI} = \text{Cost to Remedy Maintenance Deficiencies} / \text{Value of Facility}$$

A score of 0.0 represents a brand-new building with no requirements, while a higher FCI closer to 1.0 represents a building that requires significant system renewal and replacement. The average FCI for all public school facilities in BC is approximately 0.47.

The broad building systems reviewed in VFA assessments are:

- Exterior building envelope
- Interior construction and conveyance
- Electrical systems
- Heating, ventilation, and air conditioning systems
- Plumbing systems
- Structure
- Site

While the value of the FCI is not a perfect indicator of the condition of an individual school (such as, “good”, “fair”, “poor” or even “critical”), it does provide a reasonable indication as to the amount of capital investment that will be required to keep a facility in an acceptable operational condition (see Figure 8). This information should assist a board of education in determining its long-term maintenance plan and deciding whether necessary building component upgrades or replacement – as well as changes in the BC Building Code and BC Energy Code requirement - can be managed using its AFG and local capital funds or that capital funding should be requested from a Minor Capital Program. Ultimately, it may become more practical and fiscally prudent to request a partial or full replacement.

Figure 7: FCI Rating Scale

Rating	Condition	Remarks
0.00-0.05	Excellent	Near new condition, meets present and foreseeable future requirements
0.05-0.15	Good	Meets all present requirements
0.15-0.30	Average	Has significant deficiencies, but meets minimum requirements; some significant building system components nearing end of normal life-cycle

0.30-0.60	Poor	Does not meet requirements; immediate attention required to significant building systems; some significant building systems at end of life-cycle
0.60-1.00	Very Poor	Does not meet requirements; immediate attention required to most significant building systems; most significant building systems at end of their life-cycle

Much of the FCI data highlights what it will cost to replace all of the requirements of a facility. In other words, the FCI reflects the full renewal/replacement cost to restore the life of the asset or component to zero. Depending on the type of facility and usage, an acceptable FCI target may vary. The target of an FCI <.10 as being GOOD does not reflect the reality of available funding, usage and facility maintenance issues faced by school districts, and the practical reality of replacing building systems even if they are still operating well. Also, aesthetic issues that are less than ideal may be acceptable, so efforts are usually made to extend the useful life of assets by focussing on items that are critical to building operations and safety.

District facilities were last assessed in 2023 by VFA Canada Inc. under the MECC's Capital Asset Maintenance program. SD 51 facilities have an average FCI of 0.18 (see Figure 9), which is significantly better than the provincial average of 0.47.

Overall, SD 51's facilities have been very well maintained, especially considering the high average age (60 years) of these facilities. Clearly, Gulf Island's facilities and finance staff have been making good repair and maintenance decisions, they are making good choices when prioritizing capital plan funding requests, and they are managing maintenance projects extremely well.

Figure 8: School District 51 (Boundary) Facility Condition Index Scores by Facility (Age)

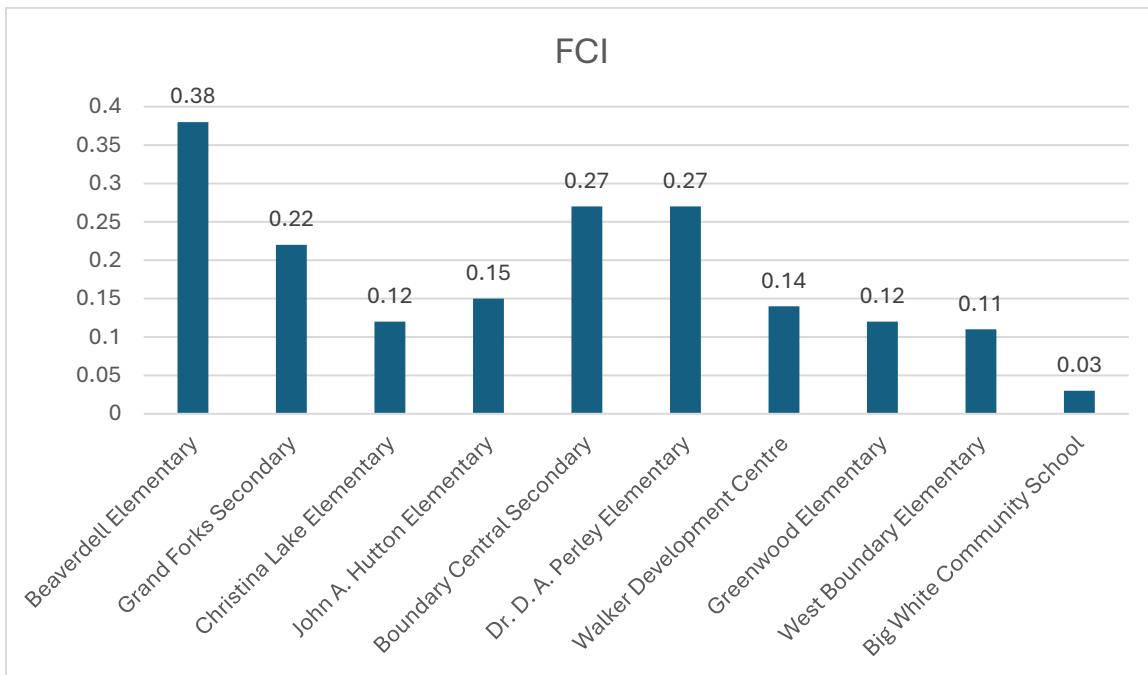


Figure 9 shows that SD51's average FCI of school facilities of 0.18 is excellent, which points to sound capital management, planning and decision-making.

VII. DEMOGRAPHICS & ENROLMENT FORECASTS

A. Enrolment History and Projections

Various sources are utilized to establish enrolment projections for school districts. The primary sources are school district data and future estimates, BC Stats and Government of Canada census data, and Baragar. All of this data is examined to create projections to inform potential facility needs in different circumstances. There is quite a high degree of confidence in the enrolment projections in this LRFP as there is no evidence of any extreme growth or decline in the ten-year planning horizon.

The majority of the school age population in BC attends English language public schools, though some students do attend other schools, such as independent schools, French language public schools operated by School District No. 93 (Conseil Scolaire Francophone), or homeschool or distributed (online) learning programs.

Total school age population estimates for the SD 51 are shown in Figure 13, which shows SD 51 enrolment forecasts by grade using BC stats data to estimate by both headcount and FTE.

Figure 9: Total 10-Year Headcount and FTE Enrolment Forecasts for SD 51 by Grade

**Enrolment forecast table outstanding

B. Capacity Utilization

There are two ways of calculating the capacity of a school – design (or nominal) capacity and operating capacity.

- 1) **Design Capacity** is a standardized calculation that is consistent for every school in every school district. It is based on the following capacities per instructional space:
 - Kindergarten – 20 pupils per classroom
 - Elementary – 25 pupils per classroom
 - Middle and Secondary – 25 pupils per classroom and vocational module
- 2) **Operating Capacity** is calculated using the design capacity and then adjusting for local conditions, primarily the class size provisions in collective agreements. Operating and design capacity will often be the same for a secondary school, but operating capacity is almost always lower than design capacity for elementary schools.

Below is an example of a school district with the following class sizes:

- Kindergarten: 19 pupils
- Grades 1-3: 21 pupils
- Grades 4-7: 25 pupils

With four grade 4-7 classrooms and three grade 1-3 classrooms, the average elementary class size is 23.29. In this example, a K-7 school with a design capacity of 40 kindergarten (2 classrooms) and 275 elementary (11 classrooms) will have an operating capacity of 38 kindergarten (19 x 2) and 256 elementary (11 x 23.29).

Capacity utilization is then calculated as a percentage, by dividing student enrolment by the operating capacity. Capacity utilization forecasts for every SD 51 school are shown in Figure 14. The overall capacity utilization for SD 51 is XX% which is near the optimal level of 90% to 100%.

*Comments on capacity utilization incomplete

Figure 10: 10-Year Capacity Utilization Forecasts for SD 51, by School

**Capacity utilization table incomplete

School	Nominal Capacity	Operating Capacity	Current Enrolment	Capacity Utilization
Beaverdell Elementary	70	61		
Big White Community School	70	66		
Boundary Central Secondary	450	450		
Christina Lake Elementary	145	135		
Dr. D. A. Perley Elementary	370	341		
Grand Forks Secondary	650	650		
Greenwood Elementary	145	112		
John A. Hutton Elementary	270	229		
Walker Development Center	30	30		
West Boundary Elementary	195	182		

VIII. RECOMMENDATIONS

*Recommendations Incomplete

IX. APPENDICES



To nurture curiosity, resilience and joy in all

120 BOARD ROLE AND RESPONSIBILITIES

The Board of Education has, as its primary role, the governance of the ~~s~~School District with a commitment to student achievement. The Board fulfills this role, in part, through the development and implementation of a strategic plan that establishes a vision, mission, values and priorities to align the work of staff and direct resources.

The Board has a foundational responsibility to competently protect the interests, ~~image~~ reputation and credibility of the ~~s~~School District, to ensure its financial viability and to act in accordance with all applicable laws, regulations and policies.

The Board's authority is established within the *School Act* and its regulations. The rights, powers, duties and liabilities of the Board rest only with the legally constituted Board, and not with committees of Trustees or individual Trustees.

In the following areas of responsibility, the Board shall:

1. Accountability
 - 1.1. Act in accordance with all statutory requirements of the Government of Canada and British Columbia..
 - 1.2. Act in accordance with Ministry policy in the delivery of all programs and services.
2. Engagement with the Community
 - 2.1. Make decisions that are informed by community values and represent the interests of the entire District.
 - 2.2. Establish processes and provide opportunities for community input.
 - 2.3. Report out on outcomes from the ~~District Framework for~~ Enhancing Student Learning Report.
 - 2.4. Develop procedures for and hear appeals as required by statute and/or Board Bylaw.
 - 2.5. Provide for two-way communication with rightsholders, partner groups (District Parent Advisory Council, Boundary District Teachers' Association, Boundary District Principals' and Vice-Principals' Association, ~~and the~~ Canadian Union of Public Employees Local 2098, Parent Advisory Councils, and District Youth Advisory Council) and the community at large.
 - 2.6. Model a culture of respect and integrity.



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3. Planning
 - 3.1. Provide overall direction for the District by maintaining a strategic plan that establishes a vision, mission, values and priorities
 - 3.2. Approve and monitor progress toward the achievement of student outcomes and other desired results as defined in the District Framework Continuous Improvement Program for Enhancing Student Learning.
 - 3.3. Annually evaluate the effectiveness of the District in achieving established goals and desired results.
 - 3.4. Annually approve school growth plans.
4. Policy
 - 4.1. Identify, develop and approve Board policies.
 - 4.2. Delegate authority to the Superintendent to communicate and implement Board policy.
5. Board/Superintendent Relations
 - 5.1. Select the Superintendent.
 - 5.2. Provide the Superintendent with clear corporate direction.
 - 5.3. Delegate administrative authority and key responsibilities subject to the provisions and restrictions in provincial legislation and regulations.
 - 5.4. Evaluate the Superintendent's performance and annually review compensation.
 - 5.5. Respect and support the Superintendent.
6. Political Advocacy
 - 6.1. Meet with municipal governments and other educational/public service governing authorities as appropriate to achieve political ends.
 - 6.2. Participate in sessions and advance District positions and priorities to the British Columbia School Trustees' Association and British Columbia Public Sector Employees' Association issues.
7. Board Development
 - 7.1. Pursue orientation and learning opportunities to support good governance.
 - 7.2. Regularly assess the Board's effectiveness with internal and external measures.
8. Fiscal Responsibilities
 - 8.1. Establish a Financial Plan and Annual District Budget
 - 8.2. Approve the principles, decision-making criteria, and assumptions for the creation of the Annual Budget.



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- 8.3. Approve the Annual Budget which ensures resources available are allocated to achieve desired results as outlined in the Strategic Plan, as well as the District Framework for Enhancing Student Learning Report planning document.
- 8.4. Approve annually its five-year capital plan for submission to the Ministry by the due date.
- 8.5. Establish and keep current a District Facilities Plan
 - 8.5.1. Declare facilities surplus to general school needs in the District.
 - 8.5.2. Lease of surplus school space for a period greater than five years.
 - 8.5.3. Approve by bylaw, disposition of land and buildings.
- 8.6. Appoint or reappoint the auditor and approve the terms of engagement.
- 8.7. Annually Review the audit report and management letter.
- 8.8. Ensure senior management fiscal accountability in oversight of the budget.
- 8.9. Make disbursements from the Capital Reserve Fund.
- 8.10. Approve the acquisition of school sites.

9. Specific Statutory Responsibilities
 - 9.1. Approve the annual school calendars.
 - 9.2. Approve Board Authority Authorized courses.
 - 9.3. Hear appeals on the reconsideration of resource materials which are challenged.
 - 9.4. Approve the naming of educational facilities.
 - 9.5. Provide direction regarding the mandate for employee negotiations.
 - 9.6. Approve ratification of Memoranda of Agreements with bargaining units.



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121 ROLE OF TRUSTEES

The role of Trustees is to contribute to the Board as it carries out its mandate and strategic plan. The oath of office taken by each Trustee when they assume office binds the individual to work diligently and faithfully in support of public education.

The *School Act* gives no individual authority to Trustees. As members of the corporate Board, Trustees are accountable to the public for the collective decisions of the Board, and for the delivery and quality of educational services. A Trustee must serve the community as an elected representative, but the Trustee's primary task is to act as a member of a corporate board. While Trustees act as representatives of their community, their primary role is to participate in policy-making and strategic planning that are in the interests of all the District's students and are grounded in promoting student achievement and well-being.

The decisions of the Board in a properly constituted meeting are those of the corporation. A Trustee who is given corporate authority to act on behalf of the Board may carry out duties individually, but only as an agent of the Board. A Trustee acting individually has only the authority and status of any other citizen of the District.

Trustees bring a range of skills, experience, knowledge, values, beliefs and opinions to their role. Their background does not necessarily include teaching, administration, or any other aspect of education. This diversity helps Trustees provide a balance between the interests of a broader community and the interests of those involved in the delivery of education.

[DRAFTING NOTE, THE MATERIALS BELOW WILL MOVE TO A NEW POLICY ENTITLED PROFESSIONAL LEARNING]

Specific Responsibilities of Individual Trustees

1. Become familiar with District policies and procedures, meeting agendas, and reports in order to participate in Board business.
2. Participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for the education of students within the District.



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3. Support the decisions of the Board and monitor progress to ensure decisions are implemented.
4. Refer queries, or issues and problems not covered by Board policy, to the Board for corporate discussion, decision or delegation.
5. ~~Refer queries, issues or problems raised by a parent or community member about a teacher or classroom, to the teacher or about a principal or a school, to the principal and, where appropriate, inform the Superintendent. Refer employees, parents or community members with queries about a teacher or classroom, back to the teacher or about a principal or school, back to the principal or, where appropriate, to the Superintendent. Reference Policy 250, Addressing Concerns and Complaints for further information.~~
6. Bring to the attention of the Board any issues that may significantly affect the District and interpret the needs of the community to the Board.
7. Exercise authority within defined limits when delegated such responsibility.
8. Participate in Board/Trustee professional learning sessions so the quality of leadership and governance in the District is enhanced.
9. Share the materials and ideas gained with fellow Trustees at the Board meeting immediately following a Trustee development activity.
10. Stay current with respect to local, regional, provincial, national and international educational issues and trends.
11. Strive to develop a positive and respectful learning and working culture both within the Board and the District.
12. Act as a liaison to assigned schools.
13. Attend District or school events when invited and when possible.
14. Become familiar with, and adhere to, the Trustee Code of Conduct.
15. Participate in Board Committees as assigned by the Board Chair.



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5. Refer employees, parents or community members with queries about a teacher or classroom, back to the teacher or about a principal or school, back to the principal or, where appropriate, to the Superintendent. Reference Policy 250, *Addressing Concerns and Complaints* for further information.
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Strategic Planning

- After the February 10th Education Committee meeting, I will present the survey results for trustees. The aim will be to finalize vision, mission and values.
- I have started planning for the next stage of gathering information/input from students, staff, families and district partners around the following question:
 - What skills and attributes do you want a graduate of SD 51 to have?
- The Youth Advisory Council at BCSS is refining the above question as well as the following to ensure the questions are engaging for students (that is, they want to answer them!):

Safe at school

- What helps you feel safe at school and/or in a classroom?
- What feels unsafe? Specifically, what actions/attitudes/beliefs contribute to feeling unsafe?
- How can a sense of safety be encouraged at school? What advice would you give to staff? To your fellow students?

Welcome at school

- What specifically creates a sense of being welcome for you at school and/or in a classroom?
- What discourages a sense of welcome? Specifically, what actions/attitudes/beliefs contribute to feeling unwelcome?
- How can a sense of welcome be created at school? What advice would you give to staff? To your fellow students?

Belonging at school

- What specifically creates a sense of belonging for you at school and/or in a classroom?
- What discourages a sense of belonging? Specifically, what actions/attitudes/beliefs contribute to feeling as if you don't belong?
- How can a sense of belonging be created at school? What advice would you give to staff? To your fellow students?

Adults Who Care

- How do you know adults care about you? Specifically, what actions/attitudes/beliefs do you see that show adults care.
- What actions/attitudes/beliefs do you see that suggest adults do not care about you?

Proposed District School Calendar 2026-2027

- The following proposed calendar is being circulated for feedback
- The final version will be presented at the February Board Meeting for approval then sent to the Ministry (deadline is March 31, 2026)

School District No. 51 (Boundary)
PROPOSED DISTRICT SCHOOL CALENDAR
2026 – 2027

Month	Day	
August	31	Jointly Planned BDTA/SD51 Professional Development Day
September	1	District Professional Development Day
	8	School Opening Day - dismissal at 11:30 a.m. (Schools in session Tuesday to Friday this week)
	11	Friday - School in Session
	30	National Day of Truth and Reconciliation (Schools in session Mon, Tues, Thurs, Fri)
October	2	Friday - School in Session
	12	Thanksgiving Day (Schools in session Tuesday to Friday this week)
	16	Friday - School in Session
	23	Provincial Professional Development Day
November	11	Remembrance Day (Schools in session Mon, Tues, Thurs, Fri)
	13	Friday - School in Session
December	17	Last day of classes before Winter Vacation
January	4	School Re-Opens after Winter Vacation
February	15	Family Day (Schools in session Tuesday to Friday this week)
	19	Friday - School in Session
March	18	Last day of classes before Spring Vacation
April	5	School Re-Opens after Spring Vacation
May	24	Victoria Day (Schools in session Tuesday to Friday this week)
	28	Friday - School in Session
	29	Last Day for Students - dismissal at 11:30 a.m.
	30	Administrative Day

Days in Session	160
Number of Days of Instruction	153
Number of Non-Instructional Days	6
Number of Administrative Days	1

School is closed on Friday unless otherwise noted.



Briefing Note

Accessibility Update

Last January, the recommendations from SD 51's Accessibility Committee were presented. With the budget constraints for 2025/26 school year as well as the delay with the Long Range Facilities Plan, the Board was not able to make decisions regarding certain recommendations that were cost-items.

Work has continued, however, in terms of accessibility for the 2025 year as demonstrated with the following projects:

- Purchased a diesel accessible bus 25510
- Added 4 accessible washrooms at GFSS
- Moved and built one new accessible washroom at Perley
- Redesigning the bleachers in the gym at GFSS
- Redesigning the changerooms for accessibility at GFSS
- Added an accessible area to playgrounds at WBES and GES
- Started fixing concrete around GES for accessibility
- Finished fixing concrete around WBES for accessibility
- LED lights at Perley and gym at GFSS

Other Inclusive Culture and Practices recommendations have also been district practice or implemented:

- Use SET BC training opportunities to teach staff to use communicative supports
- Ensure enough noise cancelling headphones for students who need them
- Provide multiple options so students can access a quiet space, special interests or connection with trusted adults or items
- Make renovations efficient by completing nearby accessibility updates when renovations are being completed – if part of building code, will be updated
- Buses need to be accessible for physically and behaviourally challenged students
- Provide bus driver training to support students with physical or behavioural challenges
- Supply technology to support reading and writing
- Highlight individual inclusion goals within student's IEPs – many schools do this
- Interest specific groups/clubs in elementary and secondary schools – many clubs exist
- Compassionate Systems Awareness work with Terry Taylor and Learning Support Teachers and Principal/Vice Principal team
- Technology should be available for all students
- Students who need technology support need to be using the support as early as possible

Future Actions:

- Administrative procedure/memo to staff regarding use of fonts and colours that support visual understanding
- Administrative procedure/memo to staff regarding communication in newsletters, notices, and other forms written in manner easily understood (no jargon)
- Inclusive Education create document for best practice regarding
 - Assemblies
 - Fire alarms
 - Reducing noise (chairs/furniture moving)
 - Connecting with all students even if non-verbal/low cognition

The goal is to come back to the recommendations once the Long Range Facilities Plan is complete. The Board will be able to base decisions on recommendations and complete an Accessibility Plan to guide the district's actions.



School District 51 Boundary

Upcoming School Events – January 2026

Beaverdell Elementary

- January 29 Literacy Day Celebration
- February 12 Valentine's Day Celebration
- February 25 Pink Shirt Day

Big White Community School

- January 27 Ski Day
- January 29 Skating/Tubing with Lakeside School
- February 12 Valentine's Day Activities
- February 20 YES Show at Happy Valley

Boundary Central Secondary School

- January 22, 24, 25 Mamma Mia Production
- January 30-31 Senior Girls Basketball Tournament at GFSS
- February 6-7 Junior Girls and Boys Basketball Tournament at GFSS

Christina Lake Elementary School

- January 28 Grade 4-7 Snowshoe/Cross Country Ski
- January 29 6/7 Basketball game at GES
- February 3, 10, and 17 Intermediate Ski/Board Program
- February 20 Outdoor Education Day

Dr. D.A. Perley Elementary School

- January 26 Final Day of Intermediate Ski/Board Program
- January 27 Literacy Day
- January 29 Monthly Assembly at 11:30
- February 20 Feel Good Friday

Grand Forks Secondary School

- January 28 Semester 2 Begins
- February 11 Summary of Learning Reports Home to Families

Greenwood Elementary School

- January 28 Ski Day at Baldy
-

John.A. Hutton Elementary School

- January 27 Monthly Assembly at 10am
- February 11 6/7 Basketball at WBES

Walker Development Centre

- No update at this time

West Boundary Elementary School

- January 27 Family Literacy Day
- February 2 Monday Night Basketball
- February 5 Intermediate Ski Day
- February 12 Valentine's Dance



Secretary-Treasurer's Report

January 2026

Budget/Finance

2025/26 Amended Annual Budget

MECC announced the Recalculated Operating Grant tables on December 18th, and confirmed 2025/26 block funding for SD 51 of **\$21,277,560** - see briefing note for details. The draft 2025/26 Amended Annual Budget is underway and will be presented at the Finance Committee meeting in February.

2026/27 Annual Budget

Enrolment projections form the basis for our preliminary operating grant and are the first step in our annual budgeting cycle. *Preliminary* enrolment projections of overall student FTE for 2026 to 2028 were presented at the Finance/Operations Committee meeting on January 13 as follows:

Jan 2026 per MyEd BC	Projections 2026	Projections 2027	Projections 2028
1,268.375	1,231.500	1,210.500	1,204.250

Projections will be finalized in consultation with schools and the February 1701/Student Data Collection, and submitted to MECC by February 15th. Final data will be shared next month.

Payroll

Although our fiscal year-end is June 30th, payroll must be reported on a calendar year and our payroll department worked over Winter Break to complete the payroll year-end close for December 31. Preparation of T4's and T4A's will begin in the coming weeks. In addition, preparation of the quarterly EDAS is underway, which reports employee status, YTD earnings, benefits, base salary, FTE etc. and is due to MECC by the end of the month.

Professional Learning/Meetings

- BCASBO, Funding Equity Committee – December 16 (virtual)
- MECC, Recalculated Operating Grant Table Announcement – December 18 (virtual)
- Kootenay Boundary Branch, ST Only Meeting – January 7 (virtual); presentation by Schools Protection Program
- BCASBO, Executive Committee Meeting – January 14 (virtual)
- Okanagan Labour Relations Council, Staff Update – January 15 (virtual)
- BCPSEA, Sector Call/Bargaining Update – January 16 (virtual)

Technology

Following is a summary of key tasks and projects completed in addition to regular IT operations throughout December and January:

Server & Cluster Modernization – Reviewed and decommissioned 2 legacy servers; migration of 4 more servers from old hardware to new cluster; planning phase to move wireless controller to new cluster.

Automation & In-House Development: Rollout of 5 in-house solutions for password expiry – Windows app for password expiry, Mac app for password expiry, Mac app to sync password, Password expiry email notifications, and MS Teams channel report (summary of expired passwords).

Hardware & Systems Management – Replaced Marlex switch power unit; Set-up and patched new phone/lines for breakfast room at DAPE.

Infrastructure Upgrades & Security Enhancements – Upgraded site firewalls to recommended latest version.

Greenwood Elementary PAC

We had a meeting on January 14th.

There was a big discussion around shutting down the PAC. 3 of the members wanted to end it and gave their resignations. It was decided that the PAC continues and the positions were filled by other members. Angela told them how valued they are and how much she appreciates all they do. Angela also mentioned that there are new families in our community, so the school is growing.

Upcoming events are the science fair that Mr. Scott will come and help with.

ISPARK (indigenous sport rec council) was given a \$1000 grant to help with sport groups and food in the community.

A survey was given to the students about safety in the school. Some students mentioned they feel unsafe in the bathrooms and changerooms. It was decided a trusted adult/teacher would stand outside these areas.

There is a new mixed basketball team. Trish and Angela will run the program.

Next meeting Feb 18th

Katie

Perley PAC Meeting Highlights

Date: Monday, January 12, 2026

Principal/Vice Principal Report

“Smooth, quiet start after winter break” reported from Principal Lockhart.

Basketball starting for indoors, skiing and skating coming up for outdoors.

January 27th is Literacy Day – students & staff get to dress up as their favourite book character.

Reminder that the affordability fund for families needs to be used, Principal Lockhart will again be sending messaging out that there are funds available to help out families.

School Trustee Report

I asked how the DPAC formation was coming along – there is another meeting coming up and there is definitely an interest from Perley.

I also talked more about the affordability funds for families and the different things that this money could cover.

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

About \$1,200 raised at bake sale put on by the grade 7s.

Future fundraisers will be chocolates and candles for Valentine’s Day and Mother’s Day. Still also contemplating a family fun night fundraiser as well.

Next meeting is Monday, February 2nd @ 5:00pm

Larisa Van Marck
School Trustee – SD51

Hutton PAC Meeting Highlights

Date: Monday, January 12, 2026

Principal's & Teacher's Reports

Busy start to the new year with four more students enrolling at Hutton. Principal Scott is reporting that the school is reaching its maximum student capacity.

Hutton Christmas Variety Show survey went out to parents with positive reviews coming back, people definitely appreciated an added evening performance.

Basketball, curling, skating and skiing all starting for Hutton students.

ELL lunch and learn for Hutton staff on January 21st., with a presentation from SD20.

School Trustee Report

I asked if Hutton PAC is interested in DPAC formation, they are and their president will be attending the next DPAC meeting.

I also talked more about the affordability funds for families and the different things that this money could cover.

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

Fundraisers coming up are four bingo nights in the gym with two of them being grade 7 fundraisers. PAC has applied for the gaming license for adult bingo. Kids can sell snacks outside of the bingo area.

West Coast Seeds campaign will be advertised tomorrow.

PAC is considering paying for a ventriloquist to come and do a show at Hutton. A lady by the name of Kellie Haines – a very popular ventriloquist in the lower mainland that does school shows.

Next meeting is Monday February 9th @ 6:00pm

Larisa Van Marck
School Trustee – SD51

WBES PAC Meeting January 14, 2026

Lots is happening @ WBES!!

36 students signed up for basketball (grade 4-7)

After school art

Intramurals- 64 students signed up (over 90% participation). Most ever.

Indigenous Cooking Program started by Jeanette

Sewing Club; DnD Club; Lego Science Club

Family Literacy Day is coming up –

Science Fair is coming up in March

Skiing: 3 intermediate ski days @ Baldy; 1 beginner ski day @ Baldy

Exploring the possibility of portable outdoor aluminum bleachers for the field

Looking into the possibility of bringing in a puppet ventriloquist show from a couple out of Vancouver. Other PACs have been contacted with the possibility and costs details. With Arts Starts funding gone this would be a welcome event.

Grad hoodies are designed and ready to be ordered.

And as always, PAC had a very successful pre-Christmas series of fundraisers and are working on upcoming spring fundraisers (Purdy's, Kernels, 50/50, pie, hot lunch.