



School District No. 51 (Boundary)

Regular Meeting of the Board of Education

September 8, 2015 at 6:00 p.m.

School Board Office

Agenda

Call to Order

Presentations/Delegations

- Audited Financial Statements 2014-2015 (Attachment)

MOTION: [“That the Board approve the Audited Financial Statements for the Fiscal Year 2014-2015, as presented.”](#)

- Community Literacy Plan - Sheila Dobie

10 Minute Comment Period

Adoption of Agenda

Adoption of Minutes

June 9, 2015 – Regular Meeting Minutes

Report on In-Camera Meeting from June 9, 2015

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

Business Items

1. Superintendent's/Director of Learning Report

- Report for Summer 2015 (Attachment)
- School Growth Plans (Attachment)
- August Days
- Fire Impacts

2. Secretary-Treasurer's Report

- Report for Summer 2015 (Attachment)

3. Capital Plans

- Capital Plan for Buses - due September 15
- Capital Plan Minor Projects
- 5 Year Capital Plan due November

4. Future Planning

5. Committee Reports (Attachment)

- Proposed Meeting Dates 2015/2016

6. Talking Break

7. Trustee Reports

Trustee Activities and Upcoming Events

- Kootenay Boundary BCSTA Fall Branch Meeting AGM New Denver– September 18-20, 2015
- BCPSEA Symposium – October 22-23, 2015
- BCSTA Provincial Council Meeting – October 23-24, 2015
- BCSTA Trustee Academy – November 26-29, 2015
- Ministry of Education -- October 21, 2015 -- SUP/ST Board Chair
- BCSTA Board Chair Pro D Meeting -- October 22, 2015

Future Agenda Items

Next Board Meeting: **October 13, 2015**
Boundary Learning Centre

Adjournment

QUESTION PERIOD

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

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

Audited Financial Statements of

School District No. 51 (Boundary)

June 30, 2015

School District No. 51 (Boundary)

June 30, 2015

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School District No. 51 (Boundary)

MANAGEMENT REPORT

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Management's Responsibility for the Financial Statements.

The accompanying financial statements of School District No. 51 (Boundary) have been prepared by management in accordance with the accounting requirements of Section 23.1 of the Budget Transparency and Accountability Act of British Columbia, supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board, and the integrity and objectivity of these statements are management's responsibility. Management is also responsible for all of the notes to the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements.

The preparation of financial statements necessarily involves the use of estimates based on management's judgment particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and reliable financial information is produced.

The Board of Education of School District No. 51 (Boundary) (called the "Board") is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises these responsibilities through the Board. The Board reviews internal financial statements on a monthly basis and externally audited financial statements yearly.

The external auditors', Grant Thornton LLP, conduct an independent examination, in accordance with Canadian generally accepted auditing standards, and express their opinion on the financial statements. The external auditors' have full and free access to financial management of School District No. 51 (Boundary) and meet when required. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the School District's financial statements.

On behalf of School District No. 51 (Boundary)

Signature of the _____ of the Board of Education	Date Signed _____
Signature of the _____ Superintendent	Date Signed _____

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Signature of the Secretary Treasurer

Date Signed

Agenda



Independent auditors' report

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To the Board of Education of
School District No. 51 (Boundary) and the Ministry of Education

We have audited the accompanying financial statements of School District No. 51 (Boundary), which comprise the statement of financial position as at June 30, 2015 and the statement of operations, statement of changes in net financial assets (debt) and statement of cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's responsibility for the financial statements

Management is responsible for the preparation of these financial statements in accordance with the accounting requirements of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the District's preparation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements of School District No. 51 (Boundary) for the year ended June 30, 2015 are prepared, in all material respects, in accordance with the accounting requirements of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

Emphasis of matter

Without modifying our opinion, we draw attention to Note 3 to the financial statements, which describes the basis of accounting and the significant differences between such basis of accounting and Canadian public sector accounting standards.

Other matters

Our audit was conducted for the purposes of forming an opinion on the financial statements taken as a whole. The supplementary information included in Schedules 1 through 4 is presented for purposes of additional information and is not a required part of the financial statements. Such information has been subject to the auditing procedures applied, only to the extent necessary to express an opinion in the audit of the financial statements taken as a whole.

Kelowna, Canada
September 8, 2015

Chartered Accountants

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School District No. 51 (Boundary)

Statement 1

Statement of Financial Position

As at June 30, 2015

	2015 Actual	2014 Actual
	\$	\$
Financial Assets		
Cash and Cash Equivalents	3,740,693	3,984,136
Accounts Receivable		
Due from Province - Ministry of Education	224,620	166,549
Other (Note 4)	94,559	111,484
Total Financial Assets	4,059,872	4,262,169
Liabilities		
Accounts Payable and Accrued Liabilities		
Due to Province - Ministry of Education	-	330,925
Other (Note 5)	729,350	654,631
Unearned Revenue (Note 6)	44,280	44,280
Deferred Revenue (Note 7)	344,033	304,355
Deferred Capital Revenue (Note 8)	12,544,876	12,790,817
Employee Future Benefits (Note 9)	349,495	331,092
Capital Lease Obligations (Note 10)	301,685	332,968
Total Liabilities	14,313,719	14,789,068
Net Financial Assets (Debt)	(10,253,847)	(10,526,899)
Non-Financial Assets		
Tangible Capital Assets (Note 11)	20,657,199	21,077,469
Prepaid Expenses	16,342	18,549
Total Non-Financial Assets	20,673,541	21,096,018
Accumulated Surplus (Deficit)	10,419,694	10,569,119

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Date Signed

Signature of the Secretary Treasurer

Date Signed

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Agenda

School District No. 51 (Boundary)

Statement 2

Statement of Operations

Year Ended June 30, 2015

	2015 Budget	2015 Actual	2014 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education	15,822,691	15,670,621	15,649,952
Other	103,786	179,325	179,058
Tuition	11,500	11,100	35,344
Other Revenue	212,294	290,199	302,581
Rentals and Leases	53,633	62,402	62,399
Investment Income	40,000	69,704	59,951
Amortization of Deferred Capital Revenue	731,561	760,833	696,346
Total Revenue	16,975,465	17,044,184	16,985,631
Expenses			
Instruction	12,618,571	12,186,109	11,697,954
District Administration	886,479	814,533	799,692
Operations and Maintenance	3,446,563	3,436,922	3,551,366
Transportation and Housing	797,225	754,328	668,581
Debt Services	1,716	1,717	1,877
Total Expense	17,750,554	17,193,609	16,719,470
Surplus (Deficit) for the year	(775,089)	(149,425)	266,161
Accumulated Surplus (Deficit) from Operations, beginning of year		10,569,119	10,302,958
Accumulated Surplus (Deficit) from Operations, end of year		10,419,694	10,569,119

Agenda

School District No. 51 (Boundary)
Statement of Changes in Net Financial Assets (Debt)
Year Ended June 30, 2015

Statement 4

	2015 Budget	2015 Actual	2014 Actual
	\$	\$	\$
Surplus (Deficit) for the year	<u>(775,089)</u>	<u>(149,425)</u>	266,161
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	(1,528,232)	(854,453)	(1,727,296)
Amortization of Tangible Capital Assets	1,256,232	1,274,723	1,247,233
Total Effect of change in Tangible Capital Assets	<u>(272,000)</u>	<u>420,270</u>	<u>(480,063)</u>
Use of Prepaid Expenses		2,207	(16,650)
Total Effect of change in Other Non-Financial Assets	<u>-</u>	<u>2,207</u>	<u>(16,650)</u>
(Increase) Decrease in Net Financial Assets (Debt), before Net Remeasurement Gains (Losses)	<u>(1,047,089)</u>	273,052	(230,552)
Net Remeasurement Gains (Losses)			
(Increase) Decrease in Net Financial Assets (Debt)		273,052	(230,552)
Net Financial Assets (Debt), beginning of year		(10,526,899)	(10,296,347)
Net Financial Assets (Debt), end of year		<u>(10,253,847)</u>	<u>(10,526,899)</u>

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School District No. 51 (Boundary)

Statement 5

Statement of Cash Flows

Year Ended June 30, 2015

	2015 Actual \$	2014 Actual \$
Operating Transactions		
Surplus (Deficit) for the year	(149,425)	266,161
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	(41,146)	(69,883)
Prepaid Expenses	2,207	(16,650)
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	(256,206)	141,133
Deferred Revenue	39,678	12,715
Employee Future Benefits	18,403	23,111
Amortization of Tangible Capital Assets	1,274,723	1,247,233
Amortization of Deferred Capital Revenue	(760,833)	(696,346)
Total Operating Transactions	127,401	907,474
Capital Transactions		
Tangible Capital Assets Purchased	(661,561)	(1,727,296)
Tangible Capital Assets -WIP Purchased	(192,892)	-
Total Capital Transactions	(854,453)	(1,727,296)
Financing Transactions		
Capital Revenue Received	514,892	1,413,007
Capital Lease Payment	(31,283)	(31,123)
Capital Revenue Non Capital Expenses	-	(21,716)
Total Financing Transactions	483,609	1,360,168
Net Increase (Decrease) in Cash and Cash Equivalents	(243,443)	540,346
Cash and Cash Equivalents, beginning of year	3,984,136	3,443,790
Cash and Cash Equivalents, end of year	3,740,693	3,984,136
Cash and Cash Equivalents, end of year, is made up of:		
Cash	3,679,261	3,946,576
Cash Equivalents	61,432	37,560
	3,740,693	3,984,136

Agenda

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The accompanying notes are an integral part of these financial statements.

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SCHOOL DISTRICT NO. 51 (BOUNDARY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2015

NOTE 1 AUTHORITY AND PURPOSE

The School District, established on December 2, 1996 operates under authority of the *School Act* of British Columbia as a corporation under the name of "The Board of Education of School District No. 51 (Boundary)", and operates as "School District No. 51 (Boundary)." A board of education ("Board") elected for a three-year term governs the School District. The School District provides educational programs to students enrolled in schools in the district, and is principally funded by the Province of British Columbia through the Ministry of Education. School District No. 51 (Boundary) is exempt from federal and provincial corporate income taxes.

NOTE 2 ADOPTION OF NEW ACCOUNTING POLICY

On July 1, 2014, the School District adopted PS 3260 *Liability for Contaminated Sites*. The standard was applied on a retroactive basis to July 1, 2013 and did not result in any adjustments to financial liabilities, tangible capital assets or accumulated surplus of the District.

NOTE 3 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

a) Basis of Accounting

These financial statements have been prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia. This Section requires that the financial statements be prepared in accordance with Canadian public sector accounting standards except in regard to the accounting for government transfers as set out in Notes 3(e) and 3(l).

In November 2011, Treasury Board provided a directive through Restricted Contributions Regulation 198/2011 providing direction for the reporting of restricted contributions whether they are received or receivable by the School District before or after this regulation was in effect.

As noted in Notes 3 (e) and 3 (l), Section 23.1 of the Budget Transparency and Accountability Act and its related regulations require the School District to recognize government transfers for the acquisition of capital assets into revenue on the same basis as the related amortization expense. As these transfers do not contain stipulations that create a liability, Canadian public sector accounting standards would require these grants to be fully recognized into revenue. The impact of this difference on the financial statements of the School District is as follows:

- June 30, 2014– increase in annual surplus by \$692,526
- June 30, 2014 – increase in accumulated surplus and decrease in deferred contributions by \$12,668,556
- June 30, 2015– decrease in annual surplus by \$248,351
- June 30, 2015 – increase in accumulated surplus and decrease in deferred contributions by \$12,420,205

SCHOOL DISTRICT NO. 51 (BOUNDARY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2015

NOTE 3 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(Continued)*

b) Cash and Cash Equivalents

Cash and cash equivalents include cash balances and term deposits that are readily convertible to known amounts of cash and that are subject to an insignificant risk of change in value. These cash equivalents generally have a maturity of three months or less at acquisition and are held for the purpose of meeting short-term cash commitments rather than for investing.

c) Accounts Receivable

Accounts receivable are measured at amortized cost and shown net of allowance for doubtful accounts.

d) Unearned Revenue

Unearned revenue includes revenue for services to be delivered in future periods and receipt of proceeds for services or products to be delivered in a future period. Revenue will be recognized in that future period when the services are provided.

e) Deferred Revenue and Deferred Capital Revenue

Deferred revenue includes contributions received with stipulations that meet the description of restricted contributions in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. When restrictions are met, deferred revenue is recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability as detailed in Note 3 (l).

Funding received for the acquisition of depreciable tangible capital assets is recorded as deferred capital revenue and amortized over the life of the asset acquired as revenue in the statement of operations. This accounting treatment is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met unless the transfer contains a stipulation that creates a liability in which case the transfer is recognized as revenue over the period that the liability is extinguished. See Note 3 (a) for the impact of this policy on these financial statements.

SCHOOL DISTRICT NO. 51 (BOUNDARY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2015

NOTE 3 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(Continued)*

f) Employee Future Benefits

The School District provides certain post-employment benefits including vested and non-vested benefits for certain employees pursuant to certain contracts and union agreements.

The School District accrues its obligations and related costs including both vested and non-vested benefits under employee future benefit plans. Benefits include vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, vacation, overtime and death benefits. The benefits cost is actuarially determined using the projected unit credit method pro-rated on service and using management's best estimate of expected salary escalation, termination rates, retirement rates and mortality. The discount rate used to measure obligations is based on the cost of borrowing.

The cumulative unrecognized actuarial gains and losses are amortized over the expected average remaining service lifetime (EARSL) of active employees covered under the plan.

The most recent valuation of the obligation was performed at March 31, 2013 and projected to June 30, 2016. The next valuation will be performed at March 31, 2016 for use at June 30, 2016. For the purposes of determining the financial position of the plans and the employee future benefit costs, a measurement date of March 31 was adopted for all periods subsequent to July 1, 2004.

The School district and its employees make contributions to the Teachers' Pension Plan and Municipal Pension Plan. The plans are multi-employer plans where assets and obligations are not separated. The costs are expensed as incurred.

g) Asset Retirement Obligations

Liabilities are recognized for statutory, contractual or legal obligations associated with the retirement of tangible capital assets when those obligations result from the acquisition, construction, development or normal operation of the assets. The obligations are measured initially at fair value, determined using present value methodology, and the resulting costs capitalized into the carrying amount of the related tangible capital asset. In subsequent periods, the liability is adjusted for accretion and any changes in the amount or timing of the underlying future cash flows. The capitalized asset retirement cost is amortized on the same basis as the related asset and accretion expense is included in the Statement of Operations.

SCHOOL DISTRICT NO. 51 (BOUNDARY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2015

NOTE 3 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(Continued)*

h) Tangible Capital Assets

The following criteria apply:

- Tangible capital assets acquired or constructed are recorded at cost which includes amounts that are directly related to the acquisition, design, construction, development, improvement or betterment of the assets. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset.
- Donated tangible capital assets are recorded at their fair market value on the date of donation, except in circumstances where fair value cannot be reasonably determined, which are then recognized at nominal value. Transfers of capital assets from related parties are recorded at carrying value.
- Work-in-progress is recorded as an acquisition to the applicable asset class at substantial completion.
- Tangible capital assets are written down to residual value when conditions indicate they no longer contribute to the ability of the School District to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. The write-downs are accounted for as expenses in the Statement of Operations.
- Buildings that are demolished or destroyed are written-off.
- The cost, less residual value, of tangible capital assets (excluding sites), is amortized on a straight-line basis over the estimated useful life of the asset. It is management's responsibility to determine the appropriate useful lives for tangible capital assets. These useful lives are reviewed on a regular basis or if significant events initiate the need to revise. Estimated useful life is as follows:

Buildings	40 years
Furniture & Equipment	10 years
Vehicles	10 years
Computer Software	5 years
Computer Hardware	5 years

SCHOOL DISTRICT NO. 51 (BOUNDARY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2015

NOTE 3 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(Continued)*

i) Capital Leases

Leases that, from the point of view of the lessee, transfer substantially all the benefits and risks incident to ownership of the property to the School District are considered capital leases. These are accounted for as an asset and an obligation. Capital lease obligations are recorded at the present value of the minimum lease payments excluding executor costs, e.g., insurance, maintenance costs, etc. The discount rate used to determine the present value of the lease payments is the lower of the School District's rate for incremental borrowing or the interest rate implicit in the lease.

All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

j) Prepaid Expenses

Prepaid licenses and insurance are included as a prepaid expense and stated at acquisition cost and are charged to expense over the periods expected to benefit from it.

k) Funds and Reserves

Certain amounts, as approved by the Board are set aside in accumulated surplus for future operating and capital purposes. Transfers to and from funds and reserves are an adjustment to the respective fund when approved (see Notes 13 – Interfund Transfers and Note 18 – Internally Restricted Surplus).

l) Revenue Recognition

Revenues are recognized in the period in which the transactions or events occurred that gave rise to the revenues. All revenues are recorded on an accrual basis, except when the accruals cannot be determined with a reasonable degree of certainty or when their estimation is impracticable.

Contributions received or where eligibility criteria have been met are recognized as revenue except where the contribution meets the criteria for deferral as described below. Eligibility criteria are the criteria that the School District has to meet in order to receive the contributions including authorization by the transferring government.

**SCHOOL DISTRICT NO. 51 (BOUNDARY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2015**

NOTE 3 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(Continued)*

l) Revenue Recognition (cont'd)

For contributions subject to a legislative or contractual stipulation or restriction as to their use, revenue is recognized as follows:

- Non-capital contributions for specific purposes are recorded as deferred revenue and recognized as revenue in the year related expenses are incurred,
- Contributions restricted for site acquisitions are recorded as revenue when the sites are purchased, and
- Contributions restricted for tangible capital assets acquisitions other than sites are recorded as deferred capital revenue and amortized over the useful life of the related assets.

Donated tangible capital assets other than sites are recorded at fair market value and amortized over the useful life of the assets. Donated sites are recorded as revenue at fair market value when received or receivable

The accounting treatment for restricted contributions is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met unless the transfer contains a stipulation that meets the criteria for liability recognition in which case the transfer is recognized as revenue over the period that the liability is extinguished. See Note 3 (a) for the impact of this policy on these financial statements.

Revenue related to fees or services received in advance of the fee being earned or the service is performed is deferred and recognized when the fee is earned or service performed.

Investment income is reported in the period earned. When required by the funding party or related Act, investment income earned on deferred revenue is added to the deferred revenue balance.

m) Expenditures

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed. Interest expense includes interest paid on capital lease and is included in debt services.

Categories of Salaries

- Principals, Vice-Principals, and Directors of Instruction employed under an administrative officer contract are categorized as Principals and Vice-Principals.
- Superintendents, Assistant Superintendents, Secretary-Treasurers, Trustees and other employees excluded from union contracts are categorized as Other Professionals.

SCHOOL DISTRICT NO. 51 (BOUNDARY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2015

NOTE 3 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(Continued)*

m) Expenditures (cont'd)

Allocation of Costs

- Operating expenses are reported by function, program, and object. Whenever possible, expenditures are determined by actual identification. Additional costs pertaining to specific instructional programs, such as special and aboriginal education, are allocated to these programs. All other costs are allocated to related programs.
- Actual salaries of personnel assigned to two or more functions or programs are allocated based on the time spent in each function and program. School-based clerical salaries are allocated to school administration and partially to other programs to which they may be assigned. Principals and Vice-Principals salaries are allocated to school administration and may be partially allocated to other programs to recognize their other responsibilities.
- Employee benefits and allowances are allocated to the same programs, and in the same proportions, as the individual's salary.
- Supplies and services are allocated based on actual program identification.

n) Financial Instruments

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. The School District recognizes a financial instrument when it becomes a party to a financial instrument contract.

Financial instruments consist of cash and cash equivalents, accounts receivable, and accounts payable and accrued liabilities. Unless otherwise noted, it is management's opinion that the School District is not exposed to significant credit, liquidity or market risks arising from these financial instruments.

All financial assets and liabilities are recorded at cost or amortized cost and the associated transaction costs are added to the carrying value of these investments upon initial recognition. Transaction costs are incremental costs directly attributable to the acquisition or issue of a financial asset or a financial liability.

Unrealized gains and losses from changes in the fair value of financial instruments are recognized in the statement of remeasurement gains and losses. Upon settlement, the cumulative gain or loss is reclassified from the statement of remeasurement gains and losses and recognized in the statement of operations. Interest and dividends attributable to financial instruments are reported in the Statement of Operations.

All financial assets except derivatives are tested annually for impairment. When financial assets are impaired, impairment losses are recorded in the Statement of Operations. A write-down of a portfolio investment to reflect a loss in value is not reversed for a subsequent increase in value.

SCHOOL DISTRICT NO. 51 (BOUNDARY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2015

NOTE 3 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES *(Continued)*

n) Financial Instruments (cont'd)

For financial instruments measured using amortized cost, the effective interest rate method is used to determine interest revenue or expense.

o) Measurement Uncertainty

Preparation of financial statements in accordance with the basis of accounting described in Note 3 (a) requires management to make estimates and assumptions that impact reported amounts of assets and liabilities at the date of the financial statements and revenues and expenses during the reporting periods. Significant areas requiring the use of management estimates relate to the potential impairment of assets, rates for amortization and estimated employee future benefits. Actual results could differ from those estimates.

NOTE 4 ACCOUNTS RECEIVABLE – OTHER RECEIVABLES

	2015	2014
GST rebate	\$ 40,532	\$ 57,562
PAC receivable	-	1,517
BCTF receivable	6,390	9,458
BDTA receivable	35,705	10,408
Miscellaneous receivables	8,087	14,224
School based funds	3,845	18,315
	<u>\$ 94,559</u>	<u>\$ 111,484</u>

NOTE 5 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES - OTHER

	2015	2014
Trade payables and other	\$ 275,353	\$ 225,708
Salaries and benefits payable	126,602	123,259
Accrued vacation pay	52,634	51,437
Teacher 12 month pay accrual	274,761	254,227
	<u>\$ 729,350</u>	<u>\$ 654,631</u>

SCHOOL DISTRICT NO. 51 (BOUNDARY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2015

NOTE 6 UNEARNED REVENUE

	2015	2014
Balance, beginning of year: Community Network	\$ 44,280	\$ 44,280
Changes for the year: Community Network	-	-
Balance, end of year: Community Network	\$ 44,280	\$ 44,280

NOTE 7 DEFERRED REVENUE

Deferred revenue includes unspent grants and contributions received that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board, i.e., the stipulations associated with those grants and contributions have not yet been fulfilled. Detailed information about the changes in deferred revenue is included in Schedule 3A.

	2015	2014
Balance, beginning of year	\$ 304,355	\$ 291,640
Add: Restricted grants	1,079,559	889,608
Less: Allocated to revenue	(1,039,881)	(876,893)
Balance, end of year	\$ 344,033	\$ 304,355

NOTE 8 DEFERRED CAPITAL REVENUE

Deferred capital revenue includes grants and contributions received that are restricted by the contributor for the acquisition of tangible capital assets that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. Once spent, the contributions are amortized into revenue over the life of the asset acquired. Detailed information about the change in deferred capital revenue is included in Schedule 4C and 4D.

	2015	2014
Balance, beginning of year	\$ 12,790,817	\$ 12,095,872
Add: Deferred revenue – capital additions	319,590	1,388,872
Add: Deferred revenue -work in progress	192,892	-
Add: Interest income	2,410	2,419
Less: Amortization of deferred capital revenue	(760,833)	(696,346)
Balance, end of year	\$ 12,544,876	\$ 12,790,817

SCHOOL DISTRICT NO. 51 (BOUNDARY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2015

NOTE 9 EMPLOYEE FUTURE BENEFITS

Benefits include vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, vacation, overtime and death benefits. Funding is provided when the benefits are paid and accordingly, there are no plan assets. Although no plan assets are uniquely identified, the School District has provided for the payment of these benefits.

	2015	2014
Reconciliation of Accrued Benefit Obligation		
Accrued Benefit Obligation – April 1	\$ 440,340	\$ 464,587
Service Cost	31,136	31,046
Interest Cost	14,379	13,925
Benefit Payments	(19,584)	(53,658)
Actuarial Gain	(13,231)	(15,560)
Accrued Benefit Obligation – March 31	<u>\$ 453,040</u>	<u>\$ 440,340</u>
Reconciliation of Funded Status at End of Fiscal Year		
Accrued Benefit Obligation - March 31	\$ 453,040	\$ 440,340
Market Value of Plan Assets - March 31	-	-
Funded Status - (Deficit)	(453,040)	(440,340)
Employer Contributions After Measurement Date	24,932	-
Benefit Expense After Measurement Date	(11,307)	(11,379)
Unamortized Net Actuarial Loss	89,920	120,626
Accrued Benefit (Liability) - June 30	<u>\$ (349,495)</u>	<u>\$ (331,092)</u>
Reconciliation of Change in Accrued Benefit Liability		
Accrued Benefit Liability - July 1	\$ 331,092	\$ 307,982
Net Expense for Fiscal Year	62,919	64,528
Employer Contributions	(44,516)	(41,417)
Accrued Benefit Liability - June 30	<u>\$ 349,495</u>	<u>\$ 331,092</u>
Components of Net Benefit Expense		
Service Cost	\$ 32,065	\$ 31,069
Interest Cost	13,378	14,038
Amortization of Net Actuarial Loss	17,476	19,421
Net Benefit Expense	<u>\$ 62,919</u>	<u>\$ 64,528</u>

SCHOOL DISTRICT NO. 51 (BOUNDARY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2015

NOTE 9 EMPLOYEE FUTURE BENEFITS *(Continued)*

The significant actuarial assumptions adopted for measuring the School District's accrued benefit obligations are:

	2015	2014
Discount Rate – April 1	3.25%	3.00%
Discount Rate – March 31	2.25%	3.25%
Long Term Salary Growth – April 1	2.50% + seniority	2.50% + seniority
Long Term Salary Growth – March 31	2.50% + seniority	2.50% + seniority
EARSL – March 31	8.0	8.0

NOTE 10 CAPITAL LEASE OBLIGATIONS

The District has entered into a fifteen year capital lease for land and building in Grand Forks, BC. The lease expires on November 1, 2024, at which point the District has an option to purchase the property for \$1.

	2015	2014
June 30, 2015	\$ -	\$ 33,000
June 30, 2016	33,000	33,000
June 30, 2017	33,000	33,000
June 30, 2018	33,000	33,000
June 30, 2019	33,000	33,000
June 30, 2020	33,000	33,000
Thereafter	144,800	144,800
Total minimum lease payments	309,800	342,800
Less amount representing interest at 0.516%	(8,115)	(9,832)
Balance of the obligation	\$ 301,685	\$ 332,968

Total interest on leases for the year was \$1,717 (2014 - \$1,877).

SCHOOL DISTRICT NO. 51 (BOUNDARY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2015

NOTE 11 TANGIBLE CAPITAL ASSETS

	2015	2014
Net Book Value		
Sites	\$ 2,059,384	\$ 2,059,384
Buildings	15,758,258	16,087,458
Buildings – Work in Progress	192,892	-
Vehicles	1,120,526	1,227,359
Furniture and equipment	1,055,319	1,154,526
Computer Hardware	437,186	505,247
Computer Software	33,634	43,495
Total	\$ 20,657,199	\$ 21,077,469

	Balance at July 1, 2014	Additions	Disposals	Balance at June 30, 2015
Cost				
Sites	\$ 2,059,384	\$ -	\$ -	\$ 2,059,384
Buildings	34,795,657	396,384	-	35,192,041
Buildings – Work in Progress	-	192,892	-	192,892
Vehicles	1,732,242	66,391	(207,473)	1,591,160
Furniture and equipment	1,997,933	100,586	(73,429)	2,025,090
Computer Hardware	831,311	98,200	(64,847)	864,664
Computer Software	49,304	-	-	49,304
Total	\$ 41,465,831	\$ 854,453	\$ (345,749)	\$ 41,974,535

	Balance at July 1, 2014	Additions	Disposals	Balance at June 30, 2015
Accumulated Amortization				
Sites	\$ -	\$ -	\$ -	\$ -
Buildings	18,708,199	725,584	-	19,433,783
Vehicles	504,883	173,224	(207,473)	470,634
Furniture and equipment	843,407	199,793	(73,429)	969,771
Computer Hardware	326,064	166,261	(64,847)	427,478
Computer Software	5,809	9,861	-	15,670
Total	\$ 20,388,362	1,274,723	\$ (345,749)	\$ 21,317,336

SCHOOL DISTRICT NO. 51 (BOUNDARY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2015

NOTE 11 TANGIBLE CAPITAL ASSETS (Continued)

	Balance at July 1, 2013	Additions	Disposals	Balance at June 30, 2014
Cost				
Sites	\$ 2,059,384	\$ -	\$ -	\$ 2,059,384
Buildings	34,264,568	531,089	-	34,795,657
Vehicles	1,156,035	925,729	(349,522)	1,732,242
Furniture and equipment	1,839,312	158,621	-	1,997,933
Computer Hardware	1,127,295	73,421	(369,405)	831,311
Computer Software	23,822	38,436	(12,954)	49,304
Total	\$ 40,470,416	\$ 1,727,296	\$ (731,881)	\$ 41,465,831

Accumulated Amortization	Balance at July 1, 2013	Additions	Disposals	Balance at June 30, 2014
Sites	\$ -	\$ -	\$ -	\$ -
Buildings	17,990,723	717,476	-	18,708,199
Vehicles	738,801	115,604	(349,522)	504,883
Furniture and equipment	659,476	183,931	-	843,407
Computer Hardware	470,011	225,458	(369,405)	326,064
Computer Software	13,999	4,764	(12,954)	5,809
Total	\$ 19,873,010	1,247,233	\$ (731,881)	\$ 20,388,362

- Included in sites are assets held under capital lease with a cost of \$184,053 (2014 - \$184,053). Included in buildings are assets held under capital lease with a cost of \$335,939 (2014 - \$335,939) and accumulated amortization of \$50,388 (2014 - \$41,990).
- Included in buildings – work in progress are in-progress capital projects with a cost of \$192,892 (2014 - \$nil). Amortization of these assets will commence when the asset is put into service.

SCHOOL DISTRICT NO. 51 (BOUNDARY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2015

NOTE 12 EMPLOYEE PENSION PLANS

The school district and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan, jointly trusted pension Plans. The board of trustees for these plans represents plan members and employers and is responsible for the management of the pension plan including investment of the assets and administration of benefits. The pension plans are multi-employer defined benefit pension plans.

Basic pension benefits provided are based on a formula. As at December 31, 2013, the Teachers' Pension Plan has about 45,000 active members from school districts, and approximately 33,000 retired members from school districts. As at December 31, 2013, the Municipal Pension Plan has about 182,000 active members, of which approximately 24,000 are from school districts.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and the adequacy of plan funding. The most recent actuarial valuation of the Teachers' Pension Plan as at December 31, 2011 indicated an \$855 million funding deficit for basic pension benefits. The next valuation will be as at December 31, 2014 with results available in 2015. The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2012 indicated a \$1,370 million funding deficit for basic pension benefits. The next valuation will be as at December 31, 2015 with results available in 2016. Employers participating in the plan record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plan records accrued liabilities and accrued assets for the plan in aggregate with the result that there is no consistent and reliable basis for allocating the obligation, plan assets and cost to individual entities participating in the plan.

The School District paid \$1,374,039 (2014 - \$1,284,713) for employer contributions to these plans in the year ended June 30, 2015.

NOTE 13 INTERFUND TRANSFERS

Interfund transfers between the operating, special purpose and capital funds for the year ended June 30, 2015, were as follows:

- Operating funds transferred to local capital - \$158,000 (2014 - \$408,000)
- Tangible capital assets purchased from special purpose funds - \$42,794 (2014 - \$4,814)
- Capital assets purchased from operating funds - \$145,954 (2014 - \$73,759)

NOTE 14 RELATED PARTY TRANSACTIONS

The School District is related through common ownership to all Province of British Columbia ministries, agencies, school districts, health authorities, colleges, universities, and crown corporations. Transactions with these entities, unless disclosed separately, are considered to be in the normal course of operations and are recorded at the exchange amount.

SCHOOL DISTRICT NO. 51 (BOUNDARY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2015

NOTE 15 BUDGET FIGURES

Budget figures included in the financial statements are the original planned budget approved by the Board through the adoption of an annual budget on May 13, 2014. While PSAS require the presentation of the originally planned budget, an amended budget based on more accurate enrollment numbers was approved by the Board and filed with the Ministry of Education on February 10, 2015. Significant changes between the original and amended budget are as follows:

	Original Budget	Amended Budget	Change
Revenue			
Provincial Grants MOE	\$ 15,882,691	\$ 15,600,807	\$ (281,884)
Amortization of deferred capital revenue	731,561	760,833	29,272
Other	361,213	458,178	96,965
	<u>\$ 16,975,465</u>	<u>\$ 16,819,818</u>	<u>\$ (155,647)</u>
Expenses			
Instruction	\$ 12,618,571	\$ 12,455,570	\$ (163,001)
District Administration	886,479	888,106	1,627
Operations and Maintenance	3,446,563	3,618,508	171,945
Transportation and Housing	797,225	622,046	(175,179)
Debt services	1,716	1,716	-
	<u>\$ 17,750,554</u>	<u>\$ 17,585,946</u>	<u>\$ (164,608)</u>

NOTE 16 ASSET RETIREMENT OBLIGATION

Legal liabilities may exist for the removal or disposal of asbestos in schools that will undergo major renovations or demolition. The fair value of the liability for asbestos removal or disposal will be recognized in the period in which it is incurred if a reasonable estimate of fair value can be made. As at June 30, 2015, the liability is not reasonably determinable.

NOTE 17 EXPENSE BY OBJECT

	2015	2014
Salaries and benefits	\$ 13,350,975	\$ 12,726,784
Services and supplies	2,566,194	2,743,576
Interest	1,717	1,877
Amortization	1,274,723	1,247,233
	<u>\$ 17,193,609</u>	<u>\$ 16,719,470</u>

SCHOOL DISTRICT NO. 51 (BOUNDARY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2015

NOTE 18 INTERNALLY RESTRICTED SURPLUS – OPERATING FUND

	2015	2014
Internally restricted (appropriated) by Board for:		
Schools and other programs	\$ 87,071	\$ 109,461
Aboriginal programs	8,430	41,541
Furniture & Equipment	15,608	-
Playground equipment	5,000	5,000
Cultural	1,218	-
Speech services	1,940	3,367
Auditorium Trust	4,088	18,856
Community Network	55,230	37,625
2014/2015 budget appropriation	-	441,702
2015/2016 budget appropriation	708,130	-
Subtotal internally restricted	886,715	657,552
Unrestricted operating surplus	840,576	1,063,378
Total available for future operations	<u>\$ 1,727,291</u>	<u>\$ 1,720,930</u>

NOTE 19 ECONOMIC DEPENDENCE

The operations of the School District are dependent on continued funding from the Ministry of Education and various governmental agencies to carry out its programs. These financial statements have been prepared on a going concern basis.

NOTE 20 RISK MANAGEMENT

The School District has exposure to the following risks from its use of financial instruments: credit risk, market risk and liquidity risk.

The Board ensures that the School District has identified its risks and ensures that management monitors and controls them.

a) Credit risk:

Credit risk is the risk of financial loss to an institution if a customer or counterparty to a financial instrument fails to meet its contractual obligations. Such risks arise principally from certain financial assets held consisting of cash and cash equivalents and accounts receivable.

The School District is exposed to credit risk in the event of non-performance by a borrower. This risk is mitigated as most amounts receivable are due from the Province and are collectible.

It is management's opinion that the School District is not exposed to significant credit risk associated with its cash and cash equivalents as they are placed in recognized British Columbia institutions and the School District invests solely in term deposits.

SCHOOL DISTRICT NO. 51 (BOUNDARY)
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2015

NOTE 20 RISK MANAGEMENT (Continued)

b) Market risk:

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. Market risk is comprised of currency risk and interest rate risk.

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the foreign exchange rates. It is management's opinion that the School District is not exposed to significant currency risk, as amounts held and purchases made in foreign currency are insignificant.

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the market interest rates. The School District is exposed to interest rate risk through its cash and cash equivalents. It is management's opinion that the School District is not exposed to significant interest rate risk as they invest solely in term deposits that have a maturity date of no more than 3 years.

c) Liquidity risk

Liquidity risk is the risk that the School District will not be able to meet its financial obligations as they become due.

The School District manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the School District's reputation.

Risk Management and insurance services for all School Districts in British Columbia are provided by the Risk Management Branch of the Ministry of Finance.

NOTE 21 COMPARATIVE FIGURES

Certain of the comparative figures have been reclassified to conform with the financial statement presentation adopted for the current year.

School District No. 51 (Boundary)

Schedule 1

Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2015

	Operating Fund	Special Purpose Fund	Capital Fund	2015 Actual	2014 Actual
	\$	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	1,720,930		8,848,189	10,569,119	10,302,958
Changes for the year					
Surplus (Deficit) for the year	310,315	42,794	(502,534)	(149,425)	266,161
Interfund Transfers					
Tangible Capital Assets Purchased	(145,954)	(42,794)	188,748	-	
Local Capital	(125,000)		125,000	-	
Other	(33,000)		33,000	-	
Net Changes for the year	6,361	-	(155,786)	(149,425)	266,161
Accumulated Surplus (Deficit), end of year - Statement 2	1,727,291	-	8,692,403	10,419,694	10,569,119

School District No. 51 (Boundary)

Schedule 2

Schedule of Operating Operations

Year Ended June 30, 2015

	2015 Budget \$	2015 Actual \$	2014 Actual \$
Revenues			
Provincial Grants			
Ministry of Education	15,171,585	14,939,771	15,100,003
Other	103,786	103,876	103,786
Tuition	11,500	11,100	35,344
Other Revenue	12,294	56,617	29,193
Rentals and Leases	53,633	62,402	62,399
Investment Income	30,000	56,631	49,714
Total Revenue	15,382,798	15,230,397	15,380,439
Expenses			
Instruction	11,846,562	11,312,020	10,873,614
District Administration	886,479	814,533	799,692
Operations and Maintenance	2,284,354	2,212,425	2,234,678
Transportation and Housing	624,105	581,104	668,581
Total Expense	15,641,500	14,920,082	14,576,565
Operating Surplus (Deficit) for the year	(258,702)	310,315	803,874
Budgeted Appropriation (Retirement) of Surplus (Deficit)	441,702		
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	(25,000)	(145,954)	(73,759)
Local Capital	(125,000)	(125,000)	(375,000)
Other	(33,000)	(33,000)	(33,000)
Total Net Transfers	(183,000)	(303,954)	(481,759)
Total Operating Surplus (Deficit), for the year	-	6,361	322,115
Operating Surplus (Deficit), beginning of year		1,720,930	1,398,815
Operating Surplus (Deficit), end of year		1,727,291	1,720,930
Operating Surplus (Deficit), end of year			
Internally Restricted		886,715	657,552
Unrestricted		840,576	1,063,378
Total Operating Surplus (Deficit), end of year		1,727,291	1,720,930

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School District No. 51 (Boundary)

Schedule 2A

Schedule of Operating Revenue by Source

Year Ended June 30, 2015

	2015 Budget \$	2015 Actual \$	2014 Actual \$
Provincial Grants - Ministry of Education			
Operating Grant, Ministry of Education	15,046,340	15,085,751	15,321,445
Strike Savings Recovery	-	(523,004)	(365,581)
Other Ministry of Education Grants			
Labour Settlement Funding	-	224,629	
Pay Equity	105,245	105,245	105,245
Funding for Graduated Adults	-	277	277
Carbon Tax Rebate	20,000	28,707	30,645
FSA	-	7,972	7,972
Benefit Increase Reimbursement	-	10,194	-
Total Provincial Grants - Ministry of Education	15,171,585	14,939,771	15,100,003
Provincial Grants - Other	103,786	103,876	103,786
Tuition			
Offshore Tuition Fees	11,500	11,100	35,344
Total Tuition	11,500	11,100	35,344
Other Revenues			
Miscellaneous			
Fortis Rebate	-	37,000	-
Benefit Increase Reimbursement	10,194	-	10,194
Art Start	2,100	6,445	13,000
Sale of Assets	-	9,434	300
Miscellaneous	-	3,738	5,699
Total Other Revenue	12,294	56,617	29,193
Rentals and Leases	53,633	62,402	62,399
Investment Income	30,000	56,631	49,714
Total Operating Revenue	15,382,798	15,230,397	15,380,439

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School District No. 51 (Boundary)

Schedule 2B

Schedule of Operating Expense by Object

Year Ended June 30, 2015

	2015 Budget	2015 Actual	2014 Actual
	\$	\$	\$
Salaries			
Teachers	5,896,568	5,490,004	5,319,101
Principals and Vice Principals	1,001,399	987,673	978,704
Educational Assistants	891,013	922,903	816,436
Support Staff	2,048,102	2,033,304	2,022,096
Other Professionals	480,512	480,480	475,119
Substitutes	491,488	427,298	418,234
Total Salaries	10,809,082	10,341,662	10,029,690
Employee Benefits	2,572,882	2,580,261	2,376,216
Total Salaries and Benefits	13,381,964	12,921,923	12,405,906
Services and Supplies			
Services	579,297	514,006	530,809
Student Transportation	83,105	90,107	76,665
Professional Development and Travel	239,810	223,246	222,623
Dues and Fees	71,790	55,275	61,445
Insurance	67,400	64,783	62,278
Supplies	754,134	603,955	748,999
Utilities	464,000	446,787	467,840
Total Services and Supplies	2,259,536	1,998,159	2,170,659
Total Operating Expense	15,641,500	14,920,082	14,576,565

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School District No. 51 (Boundary)

Operating Expense by Function, Program and Object

Year Ended June 30, 2015

Schedule 2C

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	4,613,202	116,597	17,054	73,165	-	327,079	5,147,097
1.03 Career Programs	44,114	-	-	-	-	-	44,114
1.07 Library Services	84,370	1,103	-	22,327	-	-	107,800
1.08 Counselling	105,312	-	-	-	-	-	105,312
1.10 Special Education	484,195	125,135	838,570	124,135	-	57,602	1,629,637
1.31 Aboriginal Education	158,811	-	67,279	-	-	3,304	229,394
1.41 School Administration	-	711,627	-	324,750	-	12,509	1,048,886
1.64 Other	-	-	-	-	-	-	-
Total Function 1	5,490,004	954,462	922,903	544,377	-	400,494	8,312,240
4 District Administration							
4.11 Educational Administration	-	33,211	-	52,243	131,187	-	216,641
4.40 School District Governance	-	-	-	-	76,954	-	76,954
4.41 Business Administration	-	-	-	132,470	96,401	-	228,871
Total Function 4	-	33,211	-	184,713	304,542	-	522,466
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	-	-	-	21,089	47,919	-	69,008
5.50 Maintenance Operations	-	-	-	909,359	80,100	17,255	1,006,714
5.52 Maintenance of Grounds	-	-	-	71,267	-	-	71,267
5.56 Utilities	-	-	-	-	-	-	-
Total Function 5	-	-	-	1,001,715	128,019	17,255	1,146,989
7 Transportation and Housing							
7.41 Transportation and Housing Administration	-	-	-	13,969	47,919	-	61,888
7.70 Student Transportation	-	-	-	288,530	-	9,549	298,079
Total Function 7	-	-	-	302,499	47,919	9,549	359,967
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	5,490,004	987,673	922,903	2,033,304	480,480	427,298	10,341,662

School District No. 51 (Boundary)

Operating Expense by Function, Program and Object

Year Ended June 30, 2015

Schedule 2C

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2015 Actual	2015 Budget	2014 Actual
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	5,147,097	1,317,448	6,464,545	579,142	7,043,687	7,609,927	6,772,713
1.03 Career Programs	44,114	10,328	54,442	663	55,105	54,509	58,750
1.07 Library Services	107,800	32,254	140,054	14,726	154,780	165,039	157,016
1.08 Counseling	105,312	27,324	132,636	1,243	133,879	137,709	134,052
1.10 Special Education	1,629,637	408,244	2,037,881	104,146	2,142,027	2,106,627	1,985,492
1.31 Aboriginal Education	229,394	65,480	294,874	94,535	389,409	383,960	402,577
1.41 School Administration	1,048,886	264,083	1,312,969	75,146	1,388,115	1,374,391	1,358,393
1.64 Other	-	-	-	5,018	5,018	14,400	4,621
Total Function 1	8,312,240	2,125,161	10,437,401	874,619	11,312,020	11,846,562	10,873,614
4 District Administration							
4.11 Educational Administration	216,641	49,651	266,292	36,257	302,549	292,034	297,612
4.40 School District Governance	76,954	1,256	78,210	45,912	124,122	161,227	128,114
4.41 Business Administration	228,871	50,565	279,436	108,426	387,862	433,218	373,966
Total Function 4	522,466	101,472	623,938	190,595	814,533	886,479	799,692
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	69,008	15,401	84,409	33,275	117,684	121,881	114,078
5.50 Maintenance Operations	1,006,714	242,944	1,249,658	266,600	1,516,258	1,562,624	1,526,893
5.52 Maintenance of Grounds	71,267	14,297	85,564	25,812	111,376	115,849	104,759
5.56 Utilities	-	-	-	467,107	467,107	484,000	488,948
Total Function 5	1,146,989	272,642	1,419,631	792,794	2,212,425	2,284,354	2,234,678
7 Transportation and Housing							
7.41 Transportation and Housing Administration	61,888	13,053	74,941	743	75,684	77,619	71,465
7.70 Student Transportation	298,079	67,933	366,012	139,408	505,420	546,486	597,116
Total Function 7	359,967	80,986	440,953	140,151	581,104	624,105	668,581
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	10,341,662	2,580,261	12,921,923	1,998,159	14,920,082	15,641,500	14,576,565

School District No. 51 (Boundary)

Schedule of Special Purpose Operations

Year Ended June 30, 2015

Schedule 3

	2015 Budget \$	2015 Actual \$	2014 Actual \$
Revenues			
Provincial Grants			
Ministry of Education	651,106	730,850	528,233
Other	-	75,449	75,272
Other Revenue	200,000	233,582	273,388
Total Revenue	<u>851,106</u>	<u>1,039,881</u>	<u>876,893</u>
Expenses			
Instruction	772,009	874,089	824,340
Operations and Maintenance	79,097	122,998	47,739
Total Expense	<u>851,106</u>	<u>997,087</u>	<u>872,079</u>
Special Purpose Surplus (Deficit) for the year	<u>-</u>	<u>42,794</u>	<u>4,814</u>
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased	-	(42,794)	(4,814)
Total Net Transfers	<u>-</u>	<u>(42,794)</u>	<u>(4,814)</u>
Total Special Purpose Surplus (Deficit) for the year	<u>-</u>	<u>-</u>	<u>-</u>
Special Purpose Surplus (Deficit), beginning of year			
Special Purpose Surplus (Deficit), end of year		<u>-</u>	<u>-</u>

Agenda

School District No. 51 (Boundary)

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2015

Schedule 3A

	Annual Facility Grant	Learning Improvement Fund	Special Education Equipment	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	Community- LINK	Service Delivery Transformation
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	616	1,214	7,625	261,098	-	-	22,782	-	-
Add: Restricted Grants									
Provincial Grants - Ministry of Education	122,998	303,639	3,045	-	128,000	19,600	9,855	133,530	25,000
Provincial Grants - Other	-	-	-	-	-	-	-	-	-
Other	-	-	-	258,728	-	-	-	-	-
	122,998	303,639	3,045	258,728	128,000	19,600	9,855	133,530	25,000
Less: Allocated to Revenue	122,998	304,853	-	233,582	128,000	19,600	21,869	133,530	-
Deferred Revenue, end of year	616	-	10,670	286,244	-	-	10,768	-	25,000
Revenues									
Provincial Grants - Ministry of Education	122,998	304,853	-	-	128,000	19,600	21,869	133,530	-
Provincial Grants - Other	-	-	-	-	-	-	-	-	-
Other Revenue	-	-	-	233,582	-	-	-	-	-
	122,998	304,853	-	233,582	128,000	19,600	21,869	133,530	-
Expenses									
Salaries									
Teachers	-	190,939	-	-	-	-	-	-	-
Educational Assistants	-	45,786	-	-	-	-	-	76,456	-
Other Professionals	-	-	-	-	-	-	-	-	-
	-	236,725	-	-	-	-	-	76,456	-
Employee Benefits		68,128						17,867	
Services and Supplies	83,204	-	-	230,582	128,000	19,600	21,869	39,207	-
	83,204	304,853	-	230,582	128,000	19,600	21,869	133,530	-
Net Revenue (Expense) before Interfund Transfers	39,794	-	-	3,000	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	(39,794)	-	-	(3,000)	-	-	-	-	-
	(39,794)	-	-	(3,000)	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 51 (Boundary)

Changes in Special Purpose Funds and Expense by Object

Year Ended June 30, 2015

Schedule 3A

	Health Coordinator	Dash BC	TOTAL
	\$	\$	\$
Deferred Revenue, beginning of year	11,020	-	304,355
Add: Restricted Grants			
Provincial Grants - Ministry of Education	-	-	745,667
Provincial Grants - Other	30,805	44,359	75,164
Other	-	-	258,728
	30,805	44,359	1,079,559
Less: Allocated to Revenue	31,090	44,359	1,039,881
Deferred Revenue, end of year	10,735	-	344,033
Revenues			
Provincial Grants - Ministry of Education	-	-	730,850
Provincial Grants - Other	31,090	44,359	75,449
Other Revenue	-	-	233,582
	31,090	44,359	1,039,881
Expenses			
Salaries			
Teachers	-	-	190,939
Educational Assistants	-	-	122,242
Other Professionals	27,879	-	27,879
	27,879	-	341,060
Employee Benefits	1,997	-	87,992
Services and Supplies	1,214	44,359	568,035
	31,090	44,359	997,087
Net Revenue (Expense) before Interfund Transfers	-	-	42,794
Interfund Transfers			
Tangible Capital Assets Purchased	-	-	(42,794)
	-	-	(42,794)
Net Revenue (Expense)	-	-	-

School District No. 51 (Boundary)

Schedule 4

Schedule of Capital Operations

Year Ended June 30, 2015

	2015 Budget	2015 Actual			2014 Actual
		Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$	\$
Revenues					
Provincial Grants					
Ministry of Education	-	-		-	21,716
Investment Income	10,000		13,073	13,073	10,237
Amortization of Deferred Capital Revenue	731,561	760,833		760,833	696,346
Total Revenue	741,561	760,833	13,073	773,906	728,299
Expenses					
Operations and Maintenance	-	-	-	-	21,716
Amortization of Tangible Capital Assets					
Operations and Maintenance	1,083,112	1,101,499		1,101,499	1,247,233
Transportation and Housing	173,120	173,224		173,224	
Debt services					
Capital Lease Interest	1,716		1,717	1,717	1,877
Total Expense	1,257,948	1,274,723	1,717	1,276,440	1,270,826
Capital Surplus (Deficit) for the year	(516,387)	(513,890)	11,356	(502,534)	(542,527)
Net Transfers (to) from other funds					
Tangible Capital Assets Purchased	25,000	188,748		188,748	78,573
Local Capital	125,000		125,000	125,000	375,000
Capital Lease Payment	33,000		33,000	33,000	33,000
Total Net Transfers	183,000	188,748	158,000	346,748	486,573
Other Adjustments to Fund Balances					
Tangible Capital Assets Purchased from Local Capital		153,223	(153,223)	-	
Principal Payment					
Capital Lease		31,283	(31,283)	-	
Total Other Adjustments to Fund Balances		184,506	(184,506)	-	
Total Capital Surplus (Deficit) for the year	(333,387)	(140,636)	(15,150)	(155,786)	(55,954)
Capital Surplus (Deficit), beginning of year		8,075,944	772,245	8,848,189	8,904,143
Capital Surplus (Deficit), end of year		7,935,308	757,095	8,692,403	8,848,189

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School District No. 51 (Boundary)

Tangible Capital Assets
Year Ended June 30, 2015

Schedule 4A

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
Cost, beginning of year	2,059,384	34,795,657	1,997,933	1,732,242	49,304	831,311	41,465,831
Changes for the Year							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw	-	319,590	-	-	-	-	319,590
Operating Fund	-	37,000	47,314	31,098	-	30,542	145,954
Special Purpose Funds	-	39,794	3,000	-	-	-	42,794
Local Capital	-	-	50,272	35,293	-	67,658	153,223
	-	396,384	100,586	66,391	-	98,200	661,561
Decrease:							
Deemed Disposals			73,429	207,473		64,847	345,749
	-	-	73,429	207,473	-	64,847	345,749
Cost, end of year	2,059,384	35,192,041	2,025,090	1,591,160	49,304	864,664	41,781,643
Work in Progress, end of year		192,892					192,892
Cost and Work in Progress, end of year	2,059,384	35,384,933	2,025,090	1,591,160	49,304	864,664	41,974,535
Accumulated Amortization, beginning of year		18,708,199	843,407	504,883	5,809	326,064	20,388,362
Changes for the Year							
Increase: Amortization for the Year		725,584	199,793	173,224	9,861	166,261	1,274,723
Decrease:							
Deemed Disposals			73,429	207,473	-	64,847	345,749
			73,429	207,473	-	64,847	345,749
Accumulated Amortization, end of year		19,433,783	969,771	470,634	15,670	427,478	21,317,336
Tangible Capital Assets - Net	2,059,384	15,951,150	1,055,319	1,120,526	33,634	437,186	20,657,199

School District No. 51 (Boundary)

Schedule 4B

Tangible Capital Assets - Work in Progress

Year Ended June 30, 2015

	Buildings	Furniture and Equipment	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$
Work in Progress, beginning of year	-	-	-	-	-
Changes for the Year					
Increase:					
Deferred Capital Revenue - Bylaw	192,892	-	-	-	192,892
	192,892	-	-	-	192,892
Net Changes for the Year	192,892	-	-	-	192,892
Work in Progress, end of year	192,892	-	-	-	192,892

School District No. 51 (Boundary)

Schedule 4C

Deferred Capital Revenue

Year Ended June 30, 2015

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	\$	\$	\$	\$
Deferred Capital Revenue, beginning of year	12,509,398	-	159,158	12,668,556
Changes for the Year				
Increase:				
Transferred from Deferred Revenue - Capital Additions	319,590	-	-	319,590
	319,590	-	-	319,590
Decrease:				
Amortization of Deferred Capital Revenue	735,211	-	25,622	760,833
	735,211	-	25,622	760,833
Net Changes for the Year	(415,621)	-	(25,622)	(441,243)
Deferred Capital Revenue, end of year	12,093,777	-	133,536	12,227,313
Work in Progress, beginning of year	-	-	-	-
Changes for the Year				
Increase				
Transferred from Deferred Revenue - Work in Progress	192,892	-	-	192,892
	192,892	-	-	192,892
Net Changes for the Year	192,892	-	-	192,892
Work in Progress, end of year	192,892	-	-	192,892
Total Deferred Capital Revenue, end of year	12,286,669	-	133,536	12,420,205

Agenda

School District No. 51 (Boundary)

Changes in Unspent Deferred Capital Revenue

Year Ended June 30, 2015

Schedule 4D

	Bylaw Capital	MEd Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
Balance, beginning of year	\$ -	\$ 122,261	\$ -	\$ -	\$ -	\$ 122,261
Changes for the Year						
Increase:						
Provincial Grants - Ministry of Education	512,482					512,482
Investment Income		2,410				2,410
	512,482	2,410	-	-	-	514,892
Decrease:						
Transferred to DCR - Capital Additions	319,590					319,590
Transferred to DCR - Work in Progress	192,892					192,892
	512,482	-	-	-	-	512,482
Net Changes for the Year	-	2,410	-	-	-	2,410
Balance, end of year	-	124,671	-	-	-	124,671

School District No. 51 (Boundary)

Minutes of a Regular Meeting of the Board of Education of School District No. 51 (Boundary) held
Tuesday, June 9, 2015 at the School Board Office

The Chairperson called the meeting to order at 6:01 p.m.

Present:	Mrs. T. Rezansoff	Chairperson
	Mrs. C. Strukoff	Vice-Chair
	Mrs. K. Jepsen	Trustee
	Mr. D. Reid	Trustee
	Mrs. C. Riddle	Trustee
	Mrs. R. Zitko	Trustee
	Mr. K. Argue	Superintendent
	Mrs. J. Hanlon	Secretary-Treasurer
	Mr. D. Lacey	Director of Learning

Absent: Mr. M. Danyluk Trustee

Acknowledgement of the Aboriginal peoples and ancestors.

Presentations/Delegations

- Leigh Starchuk asked the Board to consider a liaison to the Community Futures Board.
- Lisa Thatcher presented on Genius Hour happenings at Perley Elementary School.
- Global Citizens - Teachers Laura Matheson and Kristen Merry along with *Me to We* students presented to the Board on their recent trip to Seattle.

Adoption of Agenda

MOVED Reid
2ND Riddle

"That the Agenda for June 9, 2015 be adopted as presented with the addition of Out of Province Fees 2015/2016 under the Secretary-Treasurer's report."

CARRIED

Adoption of Minutes

MOVED Strukoff
2ND Reid

"That the Minutes of the May 12, 2015, Regular Board Meeting be adopted as circulated."

CARRIED

Report on In-Camera Meeting from May 12, 2015

The Board discussed personnel issues, properties/facilities, business items as well as the Education Assistant Training Program.

Correspondence

Correspondence from the Self-Advocate Group was reviewed.

Community Futures Facility Use request was discussed.

MOVED Jepsen
2ND Reid

“That the Board approve the Community Futures request for use of the facility, if available, but that they will not approve the use of alcohol on the premise.”

CARRIED

Business Items

1. Superintendent’s Report

The Superintendent reported on May meetings and school visits.

2. Secretary-Treasurer’s Report

The Secretary-Treasurer presented her report for May 2015 as well as the enrolment and expenditure reports.

Out of Province Fees

MOVED Riddle
2ND Jepsen

“That the annual fee for out of province students be set at \$12,000 for the 2015/2016 school year.”

CARRIED

3. Annual Budget Bylaw

MOVED Zitko
2ND Riddle

“That the Board unanimously agrees to give the Annual Budget Bylaw 2015/2016 all three readings at this meeting of June 9, 2015.”

CARRIED

MOVED Riddle
2ND Reid

“A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 51 (Boundary) (called the “Board”) to adopt the Annual Budget of the Board for the fiscal year 2015/2016 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the “Act”).

1. The Board has complied with the provisions of the Act respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 51 (Boundary) Annual Budget Bylaw for fiscal year 2015/2016.
3. The attached Statement 2 showing the estimated revenue and expense for the 2015/2016 fiscal year and the total Budget Bylaw amount of \$18,555,768 for the 2015/2016 fiscal year was prepared in accordance with the Act.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2015/2016.

CARRIED

MOVED Reid
2ND Strukoff

“That the Board of Education of School District No. 51 (Boundary) approve the Annual Budget Bylaw 2015/2016 as read, a first, second and third time, passed and adopted.”

CARRIED

4. **Director of Learning Report**
The Director of Learning reported on May 2015 events as well as the School District Education Assistant Training Program.
5. **SD51 Planning Cycle for Enhancing Student Learning**
The Superintendent, Secretary-Treasurer and Director of Learning reported on the 2014/2015 budget additions, as well as the successes of the current year. They also reported on the impact the staff and public consultations had on the 2015/2016 budget, the status of the 2015/2016 School Growth Plans and that further consultations will be happening in the fall, both with the public and staff.
6. **Talking Break**
There was discussion regarding the Enhanced Student Learning guidelines.
7. **Enhancing Student Learning**
Based on the discussion today the Board Chair will provide input to the committee.
8. **Update on Use of Facilities**
The Board Chair reported that the Policy committee will be looking at this policy.
9. **Committee Reports**
Doug Lacey gave an update on the planning for the Gateway Project celebration. There were no updates from the Finance, Operations or Policy committees

10. Trustee Reports

- Trustee Strukoff reported out on the BISM committee.
- Chairperson Rezansoff and Trustee Zitko reported on the BCSTA/BCPSEA Advisory court case.
- Superintendent Argue report out on District Literacy Committee and Trustee Strukoff and Trustee Jepsen reported PAC highlights from Christina Lake and J.A. Hutton Elementary Schools.
- Nothing to report from the Rec Commission, BCPSEA Rep Council, BCSTA Kootenay Boundary Branch, or Okanagan Labour Relations Council.

11. Around the Boundary

May 2015 Around the Boundary was presented.

Meeting adjourned 8:34 p.m.

Chairperson

Secretary-Treasurer



Kevin Argue
Superintendent of Schools
Month End Report
August 2015

School Visitations

Doug Lacey and I have visited the following schools over the summer:

- *Grand Forks Secondary*
- *Perley Elementary*
- *Walker Development Centre*
- *Hutton Elementary*
- *Boundary Central Secondary*
- *Big White Community School*

District Planning

- *SD51 Hiring - 46 teacher positions posted – 12 new teachers to SD51 – 6 positions yet to be filled*
- *Early work completed on the new Framework for Enhancing Student Learning. District plans to be shared with the Ministry of Education in the Spring of 2016.*
- *Early work completed on the new Framework for Enhancing Student Learning*

Achievement Contract

The 4 Goals of the SD51 Achievement Contract for 2014-2015 are:

- 1. To embed the Inquiry Process into teaching and learning throughout School District 51*
- 2. To improve student achievement in Reading*
- 3. To increase students' access and use of technology to deepen learning and authentically communicate their knowledge*
- 4. To improve the positive, social emotional connectedness of our students to their school experience through school initiatives supported by our Health Promoting Schools Coordinator*

School Readiness

- *We have met with all school Principals regarding the state of their building and preparedness for opening schools.*
- *We are monitoring school needs in light of the forest fires' impact in the Boundary.*
- *We have reports of many new enrollments at schools.*

Ministry Initiatives

- *Erase Bullying – Kevin Argue Superintendent contact/Safe Schools Coordinator.*
- *Completion of the annual Aboriginal Education Report to the Ministry*

Meetings out of the District

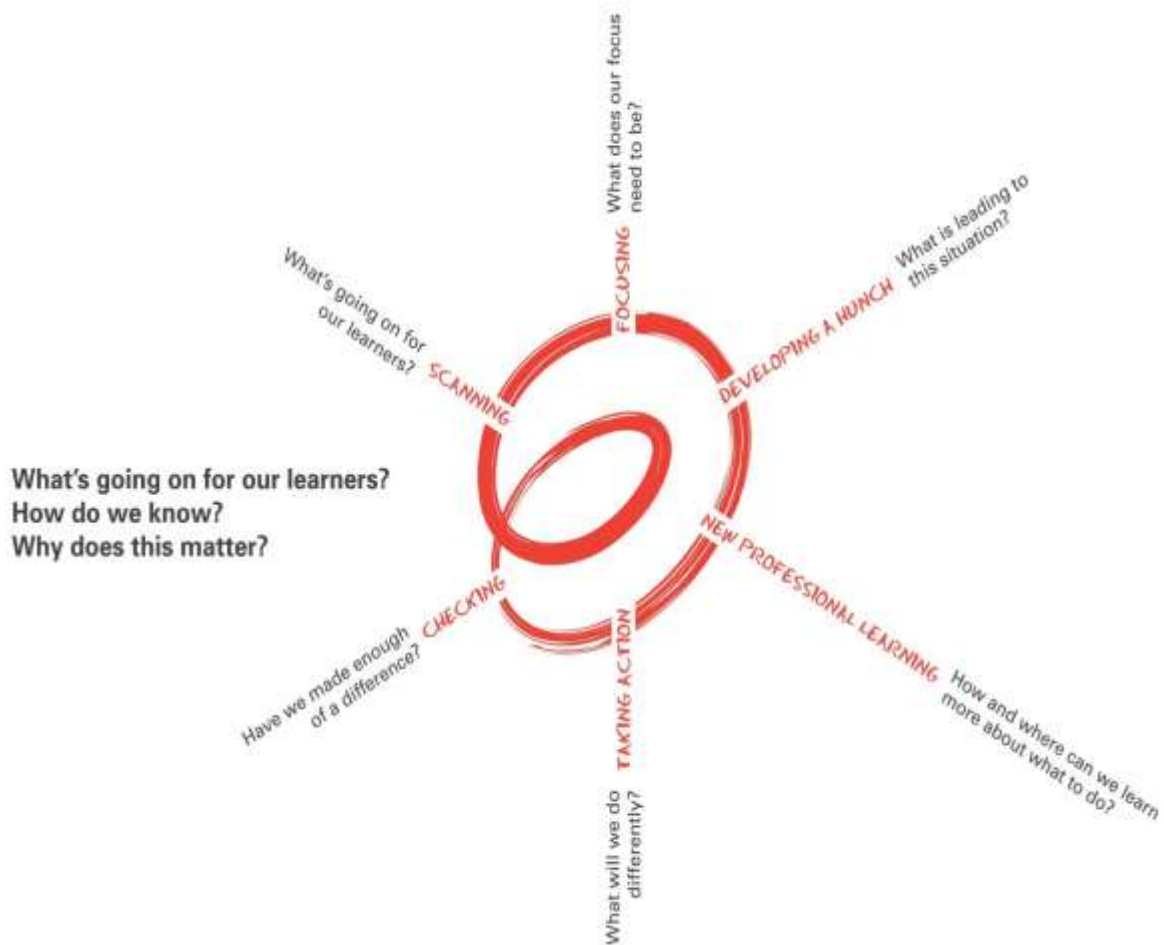
- *UBC Inquiry Conference – July 6-8*
- *Apple Briefing – Framework for Planning – Richmond – July 9*
- *BCSSA Summer Conference – Kelowna – August 19-21*

Meetings in District

- *District Leadership meeting – September 3*
 - *School Inquiry Growth Plans*
 - *The New Curriculum*
 - *Mentoring of New Staff*
 - *MyEducationBC –first steps*

SPIRALS OF INQUIRY

For Equity and Quality Boundary
Boundary Central Secondary School
School Inquiry 2015-16



School Context:

BCSS serves a large rural geographic area from Eholt to the East, to Carmi Junction and Christian Valley to the North, to Sidley Mountain to the West. 90% of our students are bussed in to Midway. In this school year 2013-14, we have approximately 125 students from grade 8-12 and anticipate that numbers will remain the same or possibly increase slightly for the coming school year, 2014-15.

BCSS offers a complete program of studies to enable rural students to move into post-secondary, with a complement of specialty programs in the Emergency Fire Services area. We have strong visual and performing arts, trades and physical education courses and, for a small school, are able to offer a variety of elective courses in response to student interest such as Calculus 12, Sustainable Resources 12, Strength and Fitness 11/12 and Fitness for Life 11/12.

Students from this school have performed consistently well on provincial and other diagnostic exams and have scored a notable ranking in terms of school effectiveness. Our goals, thus far, have been focused around Literacy, Numeracy and Social Responsibility, Global Awareness and Conservation with a continued focus on the Implementation of the Aboriginal Enhancement Agreement.

Boundary Central has two feeder schools, West Boundary Elementary and Greenwood Elementary. BCSS parents have opportunity to become involved in our school through volunteer coaching, classroom volunteering and an active Parent Advisory Council/School Planning Council.

SCANNING- What's going on for our Learners?

BCSS students come from a variety of school backgrounds and experiences including homeschooling. Staff recognizes that we have a very significant level of high needs students (both categorized and uncategorized) and both academically and socially, for our total population. Staff also recognizes that school is often the most common and reliable factor in the lives of these young people and that we need to maintain a very strong connection to our students.

Many students at BCSS face challenges including the following:

- low income
- single parent families
- dysfunctional home situations
- home situations where parents are minimally involved in their childrens' educational experience

Insofar as self-regulation, many BCSS students are challenged in terms of:

- homework completion/studying
 - Emotional regulation
- -strong, consistent work ethic
- -valuing education for its own sake
- -being proactive learners and actively listening in class
- -long and short term goal setting
- -responsibility for their own learning

They often seem more focused on socialization than they are on their own academic progress. Work is sometimes rushed to completion and often is of questionable quality. Extra assistance is offered but many students do not take advantage of it.

BCSS students also have many positive attributes. They work well with teachers and are cooperative and polite. They appreciate their school and its many positive attributes. They get involved in school activities and sports and are appreciative of the dedication and involvement that staff provides. They support each other and have strong connections to each other and to the staff.

FOCUSING- What does our focus need to be?

A school-wide focus on self-regulation would be very appropriate in view of the identified challenges of our student population. As such, BCSS would:

- continue to review and reinforce school-wide language and framework to promote being an active, attentive and focused learner. (Based on Zones of Regulation-GREEN ZONE- however with a more appropriate level for older students.
- instruct students to plan and be more pro-active about their individual self-regulation needs –development of short and long term goals
- develop and maintain students' personal strategies to assist in their self-regulation goals. Possibly re-connect with the "learning styles" focus of some years ago and do some presentations to students to assist them with purposeful self-focus.
- see teachers consciously modeling the organizational, time-management and study skills we want to see students adopt
- ensure that students understand the purpose of the focus on self-regulation and how it will improve their academic achievement. (The WHY of doing this)
- ensure that parents understand the self-regulation focus and become involved in the continuing process. This could be achieved through newsletter articles, PAC and SPC meetings, evening educational sessions etc.

Inquiry Question: "Does the teaching and modeling of self-regulation skills/strategies enable students to self-direct their learning and improve their achievement?"

DEVELOPING A HUNCH-What is leading to this situation?

- BCSS students come from a wide variety of home situations and educational experiences.
- BCSS students are going to need direct instruction to assist them in understanding how to be in the "state" that is conducive to effective learning: calm and focused
- Students will have varying abilities to control and promote their own self-regulation
- This is not a "one size fits all" strategy. Different students will need a variety of levels of support and it will take significant time.
- Student self-regulation should lead to improved achievement levels

NEW PROFESSIONAL LEARNING- How and where can we learn more about what to do?

Teachers will need to have the opportunity for collaborative planning time devoted to self-regulation and the creation of appropriate strategies for our school and its students.

A resource library of skills and strategies as well as websites, printed materials will be developed for teacher referral and to strengthen teacher understanding of the power of self-regulation, how it can make sense in their personal teaching practice and how it can be applied in their classrooms.

Sharing of successes and challenges as the self-regulation focus is developed is essential. The topic "self-regulation" will be included on each staff meeting agenda to allow time for staff to share their classroom experiences, successes and challenges.

Staff will need to receive additional training on the self-regulation strategies. This could be provided during non-instructional days throughout the year.

TAKING ACTION-What will we do differently?

BCSS will:

- Consistently review and reinforce school-wide self-regulation framework as a teaching staff. This can be done through visual display in classrooms and hallways as well as by a variety of communication venues such as assemblies, student grade group meetings, teacher focus in classrooms and cultural performances.
- Develop and teach personal strategies and pathways to assist students in developing their own self-regulation through Teacher NID's and Prod training.
- Instruct students how to plan and why planning is essential in their own self-regulation development. Stop enabling behaviours when students come to class unprepared.
- Have students use the inquiry question model in their own self-regulation process to assist with understanding of how commitment to this model will enhance their learning
- As the self-regulation strategy is developed, have opportunity for reflection and collaboration
- Buy into some school wide strategies as identified ones that would specifically work for our students or that address more global concerns. Staff will continue to research this in the 2015-16 school year
- continue to reinforce the positive power of self-regulation and its effect on academic success and overall happiness
- display self-regulation strategies (successes and challenges) through bulletin boards,
- -promote a "whole school" focus and commitment to self-regulation.
- provide parent involvement opportunities

AREAS OF SPECIFIC FOCUS:

1. Ensure that students are prepared and ready to learn. Take the time to promote this.
2. Organization and time management
3. Emphasize respect for self and respect for others.
4. Child and youth care worker employed to help kids outside of class time cope and regulate.

CHECKING- Have we made enough of a difference?

Students and teachers will make qualitative observations of:

- students becoming used to the strategies of self-regulation and how they can apply them to their own learning
- common language of self-regulation will be used within the school environment
- students will build a repertoire of strategies that work for them and for their learning
- students will be able to verbalize regarding what they are learning about self-regulation-
- "last ten minute" strategy as outlined above for Grade 8 and 9 students in particular.

Direct observation and Ministry of Education Satisfaction survey questions (Grade 10 and 12)

- whether students have a greater understanding of self-regulation and the strategies they need themselves
- whether students refer to their repertoire of self-regulation strategies and apply them to their work
- whether students are talking the self-regulation talk. Are they using self-regulation vocabulary to describe their learning experiences and can they describe the effect that self-regulation has on their learning
- students are more engaged in their learning

Tracking of specific students (ie Aboriginal male, Grade 8 female) would assess:

- whether specific strategies will be taught to address the diverse requirements of students
- whether students have increased self-regulation resources to rely upon
- whether student have the ability to articulate what they are learning about self-regulation and why
- whether student learning is enhanced
- whether students are more engaged in their learning

A file **could be developed** for each of the targeted students including such information as report cards, report card comments, read and write information (Gr 8 and 9) surveys etc)

Specific time needs to be set aside (designated at staff meetings) or teacher collaboration time organized to "keep the conversation going" and to celebrate successes/discuss concerns.

An ongoing review of the progress of the Self-regulation goal would ensure that individual and group student needs are being effectively addressed.

Note**: The plan to implement the use of planners as a portion of the self-regulation direction by Grade 8 and 9 teachers next year may constitute an offshoot spiral growth plan for our school.

1. Scanning

Student survey data and feedback from staff indicated that our work in connectedness had paid off and that we had concerns in other areas that warranted our attention. In particular how students needed to become more self-reliant and the importance of building our aspects of our school community.

2. Focusing

Building Self-reliance in our Students
(Developing Problem Solving, Grit, Taking ownership for learning)

Developing School Culture and Community
(Social Responsibility, Digital Courtesy, Respect, Outreach/interaction, Spirit/Pride)

5. Checking

What's going on for our learners?
How do we know?
Why does this matter?

**3. Developing a Hunch/Learning**

- *too much reliance on teachers to answer questions, supply materials, etc*
- cell phone use still an issue in many classes so a need exists to develop a digital courtesy framework
- teachers see a need to improve ties with the community in support of project learning, displaying student work, and acting as mentors in learning process
- grit is being measured but not deliberately taught

4. Taking Action (Science/Math –black/SS-EN-Lang – green/Prac-Fine Arts – red/PE- purple/Stud Services – blue)**Self-Reliance**

- Mnemonic poster created by the department / Teach how to ask thoughtful questions / Three big ideas a semester –asking questions, organization ,exam study skills
- Spend more time teaching course specific problem solving skills (Agendas, list of strategies before going to teacher, small open ended projects to develop confidence in decision making / teach students how to approach teacher with better question
- Create a presentation about self-reliance to be delivered to every grade at the beginning of the year/Bringing supplies (pens, papers....) Fun rewards, positive reinforcements-juniors/Following through with consequences around late works/making up tests.
- Investigate the sub-60 club for P.E either with Friday school format or other
- Design poster for Sept to help with self-reliance (specific strategies to help SPED/LA students with this/Self-regulation skills taught in grade 8 rotation (monthly mini-lessons for junior classes/Hall passes for students who need these and teach how to use properly

School Culture

- Department created cell-phone policy to be distributed at the beginning of the semester – check in during department meetings
- Individual class decision on dealing with cell phones / Report on cell use in Grid Scale / Hallway beautification / Sub 60 class...Fridays
- Erin will start a school blog next year and a twitter account/Summer sports day (athletic and fun activities)!! Let's try this instead of PYP next year. It would be a great way to end the year/Add cell phone use to grit scale (digital courtesy)
- looking at changing the PYP format; maybe do department based days/activities; Over the top event will be run by PE department/ Athletic Challenge display case
- Hot lunch program once a month out of DLC in combination with foods program/Organize a staff beautification day to target a specific part of the school

Agenda

Walker Development Centre Growth Plan 2015-2016

Inquiry:

2014-15: How can we improve student attendance rates in the Junior and Senior Programs at the Walker Development Centre so that our students build the true capacity to re-enter their home schools as successful learners?

2015-16: How can we improve student attendance rates in the Junior and Senior Programs at the Walker Development Centre so that our students build the true capacity to achieve their educational goals in a timely manner? Those may include both short and long-term goals, such as course completion, grade completion and eventual graduation.

Scanning (What's going on for our learners?):

Our student population are referred to our alternate education centre as struggling learners in the regular school system for intellectual, social-emotional, motivational and behavioural reasons.

In our Junior Program we have found that a number of our students in Grades 7 to 9 have high absentee rates over 25%. There are a number of reasons for this occurring; including a population of students with high levels of stress and anxiety, and personal, social-emotional and/or health issues.

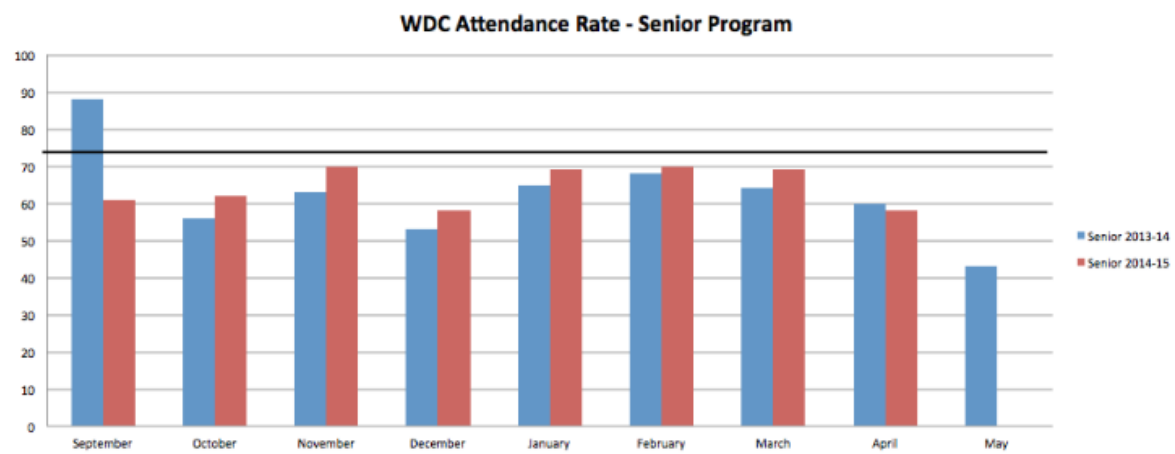
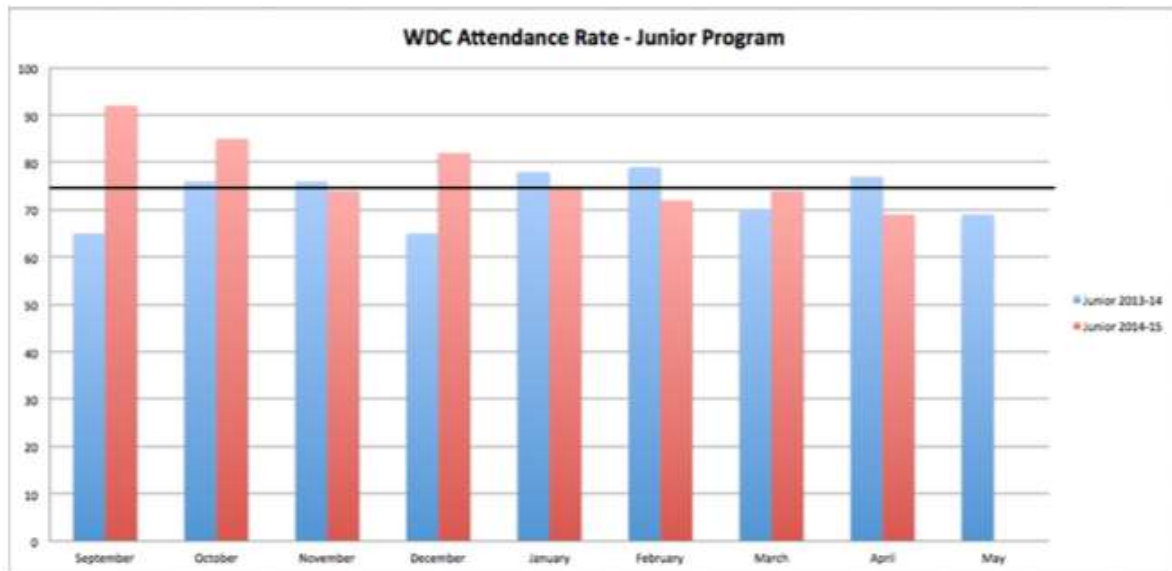
In our Junior Program we have found that a number of our students in Grades 7 to 9 have an aggregate attendance rate of **74%**. There are a number of reasons for this occurring; including a population of students with high levels of stress and anxiety, and personal, social-emotional and/or health issues. **Our goal is to raise this to between 75 and 80%.**

In our Senior Program, we are finding fluctuating rates of attendance, depending on the time of the year: with a significant decrease after the Spring Break. These attendance trends are attributable to many complex factors; such as having difficulty envisioning a positive future, being in unstable living situations, and having high-risk behaviours outside of school time, and becoming disillusioned with their decelerating pace of course completion. Further, a number of our senior students may start looking for employment in spring month when seasonal job openings occur in the Valley.

In our Senior Program we have found that a number of our students in Grades 10 to 12 have an aggregate attendance rate of **67%**. The reasons for this continue to be the

same as last year. Our goal is to raise aggregate attendance rate to between 70 - 75%.

Attendance Data:



Focusing (What does our focus need to be?)

How do we get all of our WDC students to attend school on a more frequent and consistent basis, especially for these learners, who have had a history of struggling in school settings?

Developing a hunch (What is leading to this situation?)

Walker's commitment to connection with students is a necessary first step to re-engaging learners in school. We feel that this is a strength of our program, and the school provides a safe, welcoming environment for students based on strong personal relationships. However, overcoming students' discouragement towards learning, their belief that learning is simply a means to an end of which they feel they are unable to achieve, and their general sense of not fitting in school settings, is a difficult task. Students have become habituated to disengaging from the learning process, and have learned that absence is a way of avoidance. In terms of the Senior program, as the year unfolds students' initial motivation to overcome their challenges in our alternate setting dissipates. Our hunch to improve these situations is still grounded in building connected relationships with the staff and with their Walker Development Centre peers. **We feel, and the data supports that progress is being made.**

Learning (How and where can we learn more about what to do?)

The Walker Development Centre staff regularly attends the annual B.C. Alternate Education Conference in Vancouver in February. Attendance is a consistent theme in all alternate education facilities across the province. **Last year**, the staff went through a Best Practices Quality Review process and identified key areas to focus on to support student engagement and attendance in alternate schools. This has informed, **and continues to inform**, our actions below.

Many new strategies to improve attendance at alternate school settings **are** shared, most focussed on developing a sense of belonging and mentorship of adults in the buildings. The actions we are taking below are based on those strategies.

Taking action (What will we do differently?)

Create strong partnerships with community members [including senior citizens] and Aboriginal Elders through involvement in school programs to allow our students to make new connections with other adults. This could be by adults auditing courses or enrolling in individual courses as part of an Adult Graduation program. We will do this by providing a flexible schedule in which the Senior and Adult programs coincide.

We are **continuing to work** with our Aboriginal Elders to encourage them to take adult courses and work alongside, and with, our senior students. Our hope **continues to be** that strong examples of lifelong learning and personal connection will increase our senior students' sense of belonging, personal motivation and determination.

To encourage to students to take community offered certification programs outside of school times (eg. Food Safe, WHMIS, First Aid, Drivers Licence, attaining all provincial federal Identification documents).

Institute pre- and post-assessment of basic literacy and numeracy skills so that students can see the progress they are making as they work through individually programmed, self-paced curricular courses. **We have acquired new diagnostic**

assessment instrument for literacy and numeracy. For the 2015-16 school year, the staff will design systems to provide staff time to give assessments to individuals.

Continue to focus on celebration of student successes on a regular and consistent basis, including successes academically, socially and within the larger community setting.

Continue to explore and experiment with project-based learning as part of individualized programs to help students be more successful.

Pilot Dreambox adaptive learning platform for numeracy with our junior students; with hopes of filling their many gaps of mathematical skills and conceptual understandings.

Continue to experiment with different celebrations of attendance and acknowledgement of student success. For example, we currently recognize a 75% or better attendance record by students four times a year. ~~We plan to change this to a monthly attendance award.~~

Checking (Have we made enough of a difference?)

We will check our attendance data in December, March and June, and compare it with the above.

~~Success of our actions can be measured by the number of community members joining our Adult program, becoming regular visitors to our school or involved in school activities, such as field trips, nature walks, cooking, etc.~~

A self-reporting survey for our Junior and Senior students to measure their attitudes towards school and learning, sense of belonging, and feelings of success was administered in April 2015. The results of the survey are attached. They will be used to compare to results first in December 2015 and post survey April 2016.

1. Scanning:

1. Our students are not consistently demonstrating some important virtues and skills such as respect, active listening, courage, kindness, caring, responsibility, and positive digital citizenship
2. Our students lack independence and confidence in problem solving – for example they have difficulty tackling problems on their own / getting started on tasks.

2. Focusing:

1. Teaching and practicing the virtues and skills identified as being most integral for becoming positive, contributing citizens
2. Improving student attitudes towards problem solving and encouraging resilience and building independence.

3. Developing a hunch:

They are almost constantly in contact with other people through technology and parenting, education, and general rules of etiquette are struggling to catch up with how they interact in the digital world. Our students are lacking opportunities to do things for themselves. Changes in technology also mean that students spend less time doing tasks with their hands (creating, designing and building things) that require perseverance and problem solving skills.



Checking:

1. Survey questions around leadership opportunities the students have had
2. Survey questions around what types of opportunities students have had to direct and show their own learning

Taking Action:

1. We will select 6-8 virtues / skills that we view as most effective to increasing student citizenship and focus on them throughout the year through classroom lessons, buddy activities, school-wide events and assemblies.
2. Create as many learning opportunities as we can for students around leadership and problem solving in order to increase student ownership and encourage independence (examples include).
 - a. IPAD Cart Management and IPAD ProD Participation
 - b. Extended Makers Day
 - c. Tower Garden Care and Maintenance
 - d. Hot Lunch Program
 - e. Staff working together to understand CC profiles and incorporate into daily learning and evaluation.

4. Learning:

1. Staff development in understanding of Core Competencies – Problem Solving, Personal Responsibility and Cultural Understanding
2. Pro-D Project Based Learning
3. Continue to work with both teachers and students planning IPAD activities
4. Makers Day Research

Dr. D.A. Perley Elementary 2015-2016

1. Scanning:

Do students feel connected to the school, their class and their learning?
Are students feeling anxiety that gets in the way of their learning?
Do students feel emotionally and academically supported at school?
Are students recognized for their effort?
Does staff have a true understanding of what life is like for students outside of school?

2. Focusing:

Our focus needs to be continuing to create an environment where students feel connected and to reduce the anxiety for students. We need to focus on the social and emotional needs of our learners by:
Being mindful of our own actions in increasing student anxiety
Teaching what causes anxiety or worry
Teaching how to relieve anxiety
Teaching problem solving

3. Developing a hunch:

Perley students come from a variety of home situations. Some dealing with poverty and substance abuse
Overwhelming number of students do not get enough sleep.
An increase in the number of primary students coming into school with anxiety issues.
Social Media issues lead to a greater level of anxiety, which is often brought to and dealt with at school.
Hunger impacts the learning of some of our students



Checking:

Observations
Staff and School Based Team conversations
Student surveys (beginning and end of year)
Class achievement levels/FSA results
Track behavior incidents – including those that are dealt with but not referred to the office.

Taking Action:

Continue to provide and expand upon the breakfast and snack programs for hungry students.
Classroom teachers to meet with/interview each student early in the year to gain a better understanding of each child
Develop a routine for regular communication between school and home to keep families informed
Initiate or maintain class meetings
Increase social media literacy and responsibility
Continue to teach and strengthen understanding of the Zones of Regulation in primary grades.
Provide time for grade group teachers to meet and plan to better meet the needs of all learners. This will be even more important with Team Teacher model and establishing consistent routines and expectations for grade groups.
Committing to one another about the goals in the growth plan.
Sharing with one another about action taken over the course of the year.

4. Learning:

School based staff development around Mindfulness, Zones of Regulation, and strategies for decreasing anxiety or dealing with anxiety in students.
Sharing resources amongst staff and other schools around brain development, anxiety and self regulation.
Encourage staff to seek our Pro-D opportunities on their own about reducing anxiety and self-reguation.

Scanning:

Hutton Staff is still committed to supporting the social and emotional needs of our staff and students for 2015/16. After a scan we felt that although we have seen improvements in connectivity we would like to continue to teach to goals that would decrease student anxiety, increase our school spirit, celebrate successes and thus positively impact student learning and connectedness.

Checking:

We will create a simple questionnaire (using the Social/Emotional as a guide) that staff students and parents (we hope) will take in September and then again in April/May and measure the change.

We will keep track of the number of office referrals and see if there is a downward trend as the year progresses.

Monthly we will observe and note the attitudes and see if they change the school culture in a positive way when we are teaching manners and respectful behavior. Our hope is vandalism, foul language, defiance, and non-performance will decrease.

2015/162. Focusing:

Disruptive behavior

Disconnectedness

Diversity

If we nurture the social and emotional needs of our learners, they will be more connected to the school and be more successful academically.

What's going on for our learners?
How do we know?
Why does this matter?

Taking Action:

Hutton will continue to support our growth plan goals in a variety of ways. Collectively we will continue with the HAWKS program and the Principal's 100 Club, & BIG and little buddies. We would also like to add school wide/primary/intermediate assemblies to teach and demonstrate our monthly goals that support the growth plan. We would like to learn more about Incredible Flexible You and Super Flex as well – two programs that support self-regulation in elementary schools. We would also like to implement IPAD mentoring school wide and implement house teams to work on Genius Hour, Odyssey of the Mind, Maker Days & PBL in order to master differentiation and increase our support of our diverse learners to create more connectivity and learning. Individually teachers will continue to embrace ABED projects, academic field trips, DARE, Family Life, mindset and self-regulation. We are also going to implement K/1 screening, and a K/1 self-regulation whole class program, develop and implement a diagnostic assessment battery and sensory resources and programs in order to support our SPED students more effectively. All of which we hope will support our goal by creating enriching activities that foster more connected and engaged students.

3. Developing a hunch:

We want to focus on the social emotional and the lack of connectivity but it is so broad we had to really focus our question.

How will teaching and modelling respectful behavior and manners impact the connectivity and thus the social/emotional well-being of all our learners including staff and students?

4. Learning:

To support our 2014-15 growth plan Hutton settled on a theme to teach and reward respectful behavior and manners school wide– The Principal's 100 Club. The club enabled us to support the growth plan in three essential ways to ensure the success of the 100 club:

Individually by modelling and rewarding respectful behavior throughout the day everywhere by everyone; in the **classroom** by teaching to specific goals in order to deepen the understanding of our growth plan, and **collectively as a school** in which we celebrated and rewarded students at a broader level through the daily drawing of names and BINGO luncheons. The three tiered approach was effective and we will expand on it this year.

1. Scanning:

4School Community

- Do students feel connected to their learning in a meaningful way?

Reading

- Are all readers able to flourish and grow regardless of their challenges and/or starting point?

PBL

- Could PBL support all grades/learning styles?

2. Focusing:

4School Community

- How can we use this 4-school model to continue to grow connectedness in our learners?

Reading

- How is screening our readers enabling us to understand the strengths and challenges that our readers encounter?

PBL

- Would PBL increase higher engagement/independence in all learners?

What's going on for our learners?
How do we know?
Why does this matter?



Checking:

4School Community

- Greater level of connectedness

Reading

- Increased achievement in reading using our screening tool
- Greater level of reading for enjoyment
- Greater level of teacher understanding of reading levels and the components of reading

PBL

- Increased learning engagement/independence
- Greater level of teacher understanding

3. Developing a hunch:

4School Community

- If we continue to promote intentional interaction between schools will it promote growth in connectedness?

Reading

- Will explicit teaching of reading strategies help students be self aware of their reading strengths and challenges?

PBL

- If all classroom teachers commit to a PBL framework of the same one subject per term, will it ultimately support teacher understandings?
- Understanding our circle of courage individualized learning plan experience and grow it to include reading.

4. Learning:

4School Community

- 4school Professional Learning Community coming together to support one another

Reading

- Continued relationship with reading consultant
- Continued participation in changing readers – district initiative

PBL

- 4School Professional Learning Community
- have representation on district Inquiry team

Taking Action:

4School Community

- Grow a 4 school common calendar
- Student profiles (survey connectedness)
- Report cards

Reading

- Individualized student reading profiles (create goals, student understand their personal scores)
- Promote/model love of reading
- Primary/Intermediate reading initiatives

PBL

- Support teacher focus on PBL

School District No. 51 School Growth Plans 2015 - 2016						
School	Topic					
	Social Emotional Correctedness	Self Regulation	Social Responsibility	Grit	Writing	Project Based Learning
Big White Community School			X		X	
Beaverdell Elementary School	X					X
West Boundary Elementary School	X					X
Midway Elementary School	X					X
Boundary Central Secondary School		X				
Greenwood Elementary School	X					X
Hutton Elementary School	X					
Grand Forks Secondary School			X	X		
Perley Elementary School	X		X			
Walker Development Centre	X					X
Christina Lake Elementary School		X	X			



Operations/Transportation Report

J. Hanlon, Secretary-Treasurer

SUMMER 2015

Summer is a busy time for the Maintenance, Custodian and Technology Departments. They work throughout the summer months to ensure that our schools are up and running for the first day. We appreciate all the time and effort they put into their jobs to keep our District running so efficiently.

Maintenance Projects

The following maintenance projects were done over the summer months:

Grand Forks Secondary School

- Boiler upgrade
- Hoist Inspections
- Fire system inspections
- Renovated bathroom in boys change room
- New paint on lockers and hallways
- New stair grips in stairwell in the middle of school
- Painted and reorganized Art Room and Auto Shop
- Installed new equipment in Woodshop
- Installed sound system in Auditorium

D.A. Perley Elementary

- New carpet in Music portable
- Relocated AbEd room to Perley Playstation and expanded the Special Ed room
- Removed hut and old shed
- Renovated men's staff washroom

J.A. Hutton Elementary

- Removed old Music and Storage portables and relocated the newer portable replaced in the technology fire in 2011
- Carpeted and set up the interior of the moved portable for the Music room
- Replaced flooring in kindergarten room

Christina Lake Elementary

- Renovated the Nutrition room and created a Health room
- Replaced a roof top unit
- Replaced flooring in the change rooms

Boundary Central Secondary

- Removed a wall to expand the Principal's office

4-Schools (Midway, Greenwood, West Boundary Elementary)

- Renovated kitchen at Midway Elementary
- Painted primary area at West Boundary Elementary
- Painted cupboards and classrooms at West Boundary Elementary
- Re-carpeted West Boundary Elementary staffroom

Big White Community School

- Added a classroom at Big White

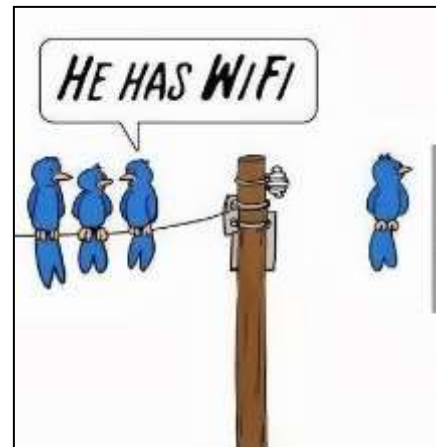
General Work

- Classroom upgrades & changes such as removing or adding shelves, whiteboards and outdated resources throughout the District
- Small cement work jobs

Technology Department

The technology department has been busy with the following:

- Processed (cleaned, reimaged) all teacher laptops
- Renamed all staff user login accounts
- Ordered and configured two (2) iPad carts (JAHE and DAPE)
- Installed additional wireless access points at Hutton and Perley for new carts
- Split student and staff server storage partitions to secure and segment file storage
- Started consultation with PLNet for planning of the Next Generation Network
- Started provisioning Office 365 software for staff and students
- Assisted the City and Ministry of Forests during the fire, ensuring the technical services were addressed to carry out the operations they needed during this time of emergency
- Energywise Power Management was installed to save power
- Upgrade to Windows 8 at both Secondary School labs



Finance

The audit was done in July. The auditors will be presenting the financial statements at the September meeting.

Lynn Heriot, Payroll Administrator, processed Records of Employment for ten month support staff, Teachers on Call as well as teachers who had temporary assignments.

The next District expenditure report will be presented at the November Board Meeting.

Agenda

TENTATIVE BOARD MEETINGS for 2015-2016

BOARD OF EDUCATION MEETING DATES

Tuesday, September 8, 2015 School Board Office
Tuesday, October 13, 2015 Boundary Learning Centre
Tuesday, November 10, 2015 School Board Office
Tuesday, December 8, 2015 School Board Office
Tuesday, January 12, 2016 Boundary Learning Centre
Tuesday, February 9, 2016 School Board Office
Tuesday, March 8, 2016 School Board Office
Tuesday, April 12, 2016 Boundary Learning Centre
Tuesday, May 10, 2016 School Board Office
Tuesday, June 14, 2016 School Board Office

POLICY DEVELOPMENT – 4th Tuesday -- All meetings at 4:30 pm (Rose Zitko & David Reid – co chairs)

- Tuesday, September 22, 2015
- Tuesday, October 27, 2015
- Tuesday, November 24, 2015
- Tuesday, January 26, 2016
- Tuesday, February 23, 2016
- Tuesday, April 26, 2016
- Tuesday, May 24, 2016