



School District No. 51 (Boundary)

Regular Meeting of the Board of Education

Greenwood Elementary, Greenwood BC

January 28, 2025 at 6:00 p.m.

Agenda

Call to Order

Land Acknowledgement

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

10-Minute Comment Period for Rightsholders and Partners

The purpose of the comment period is to provide an opportunity for brief input on any of the meeting's agenda items that the Board will be considering.

Adoption of Agenda

Adoption of Minutes

December 17, 2024 – Regular Meeting Minutes

Report on In-Camera Meeting from December 17, 2024

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

Correspondence

Business Items

1. Presentations/Discussion

- Angela Bragg, Principal of Greenwood Elementary, and Ian Moslin, Teacher at Greenwood Elementary – Outdoor Learning

2. Strategic Plan Update (Attachment)

3. Committee Reports

FINANCE

- Expenditure Report (Attachment)
- 2024/2025 Budget Update

OPERATIONS

POLICY

- *School Act*, Section 11 Appeal Procedures Bylaw No. 3-24 (Attachment)

MOTION: “That School District No. 51 (Boundary) *School Act*, Section 11 Appeal Procedures Bylaw No. 3-24 be given first reading on this 28th day of January 2025.”

MOTION: “That the Board adopt the following policies as recommended by the Policy Committee:

- 510, Financial Management and Reporting (repealing and replacing policy 2074, Financial Management and Reporting);
- 511, Accumulated Operating Surplus (repealing and replacing policy 2073, Accumulated Operating Surplus)
- 530, Expectations for Fundraising (repealing and replacing policy 1320, Fundraising);
- 540, Provision of Child Care Programs (repealing and replacing policy 3071, Provision of Child Care Programs);
- 562, Disposal of Equipment and Assets (repealing and replacing policy 2006, Disposal of Equipment and Assets); and
- 581, Video Surveillance (repealing and replacing policy 2070, Video Surveillance – Exterior of Properties and policy 2071, Video Surveillance – School Buses).”

MOTION: “That the Board approve the following revised policies for circulation as recommended by the Policy Committee:

- 520, Signing Authorities (repealing and replacing policy 2030, Signing Authority in the Absence of the Secretary Treasurer or Superintendent; 2040, Signing Authority – Cheques; and 2050, Signing Authority – Legal Documents);
- 550, Public Use of Facilities (repealing and replacing policy 2060, Public Use of Facilities);
- 560, School Closure (repealing and replacing policy 560, School Closure);
- 561, Disposal of Land and Building (repealing and replacing policy 2005, Disposal of Land and Building); and
- 570, Provision of Transportation (repealing and replacing policy 5091, Bus Transportation and Walk Limits).”

MOTION: “That the Board adopt the following housekeeping change:

- Policy 1356, Global Positioning Systems on District Vehicles be renumbered to policy 580, Global Positioning Systems on District Vehicles.”

4. Board Chair Report

- Trustee Reps and Committees (Attachment)

5. Senior Management Reports

- Superintendent Report (Attachment)
 - School Upcoming Events (Attachment)
- Secretary Treasurer Report (Attachment)

6. Trustee Reports

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

7. Around the Boundary

Trustee Activities and Upcoming Events

- BCPSEA AGM – January 30-31, 2025
- Provincial Council – February 22, 2025
- Partner Liaison Meeting – March 6-7, 2025
- BCSTA AGM – April 24-27, 2025

Future Agenda Items

Next Board Meeting: **February 25, 2025**
 6:00 p.m.
 School Board Office, Grand Forks, BC

Adjournment

15-MINUTE QUESTION PERIOD

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

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

SCHOOL DISTRICT NO. 51 (BOUNDARY)

Open Meeting of the Board of Education
December 17, 2024, at 6:00 p.m.

Minutes

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

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

Absent: Nil

Acknowledgement of the Indigenous peoples and ancestors.

Adoption of Agenda

MOVED/SECONDED

["That the Agenda for December 17, 2024, be adopted as circulated."](#)

CARRIED

Adoption of Minutes

MOVED/SECONDED

["That the November 26, 2024, Regular Board Meeting minutes be adopted as circulated."](#)

CARRIED

MOVED/SECONDED

["That the November 26, 2024, Election Meeting minutes be adopted as circulated."](#)

CARRIED

Correspondence

Nil

Business Items

1. Strategic Plan Update

- Superintendent Lautard introduced the strategic plan update and invited student trustees to share their updates.
 - Cerys Hoover provided an update for GFSS – The Global Citizenship Club ran a food drive and participated in the annual Write for Rights; the Art Gala is on display; there was a staff vs student volleyball game; the Ski and Board Club is preparing for a trip to Big White in January and there is a school dance scheduled in February. Beautification of the school includes signage and murals, and student announcements have encouraged more student voice and participation.
 - Elizabeth Tsigonias and Adaline Molloy provided an update for BCSS - the theatre group production of Chicago will be in January, the Youth Advisory Council is still discussing vending machines; Spirit Club is running activities: decorating contests, Christmas spirit day, minute-to-win-it games; spirit wear has been delivered; basketball season started; gr. 10 and 12 students went to a museum and rock climbing in Kelowna; and the Physics 11/12 class went skating in Midway.
- Superintendent Lautard highlighted the strategic initiative updates including the Neuro-sequential Model for Education being guided by Kirsten Rezansoff and Peter Scott, as well as Peter Scott’s Applied Design Skills and Technologies (ADST) portfolio.

2. Committee Reports

FINANCE

- Secretary Treasurer Burdock presented the Expenditure Report to November 30/2024 and provided the following highlights:
 - Salaries and benefits are on track. Substitute/replacement costs continue to trend high. Will review in more detail at Finance Committee meeting in January.
 - Spending on supplies and services is on track.
- Secretary Treasurer Burdock presented the 2025-2026 Budget Process and highlighting the key goals of improving stakeholder engagement and improving alignment with strategic plan priorities. Board discussed World Café and internal consultation process, including suggestion for a workshop-style approach.

OPERATIONS

- Secretary Treasurer Burdock presented the 2024/2025 Five-Year Capital Plan Amendment. MECC opened a call for submission in response to approval of ZETF applications.

MOVED/SECONDED

“In accordance with provisions under section 142(4) of the *School Act*, the Board of Education of School District No. 51 (Boundary) hereby approves the amendment to the Five-Year Capital Plan for 2024/25 for submission to the Ministry of Education and Child Care.”

CARRIED

POLICY

Nil

3. Accessibility Update

- Superintendent Lautard presented the Accessibility Update and highlighted that some items will fall under administrative procedures, some cost items are District responsibility, some cost items are school responsibility, and some items will be included on the survey that will go out to families as part of the Long-Range Facilities Plan.

4. Board Chair Report

- Board Chair Zitko provided a verbal update:
 - Phone call with the Minister of Education and Childcare, Lisa Beare, went well, shared SD51's financial and capital maintenance pressures.
 - Also had introductory phone call with the newly appointed Minister of Infrastructure, Bowinn Ma.

5. Senior Management Reports

- Superintendent Lautard presented her report and highlighted her All Superintendents meeting on November 21st and the Christmas concerts that she has been attending.
- Secretary Treasurer Burdock presented her report and highlighted the announcement that the recalculated operating grant will not be released until January 2025 and how it may impact the amended budget process, as well as the flood which occurred at the Perley Indigenous Ed building.

6. Trustee Reports

- BCSTA Provincial Council – No report available
- Recreation Commission – No report available
- Boundary Integrated Services Model – No report available
- BCSTA Kootenay Boundary Branch – Motion building session on January 18th
- BCPSEA – No update available
- PAC Highlights – Trustees Danyluk and Van Marck provided written reports
- Okanagan Labour Relations Council – No update available
- Rural and Remote – No update available

7. Around the Boundary

Future Agenda Items

Meeting adjourned at 7:31 p.m.

Chairperson

Secretary-Treasurer

Strategic Plan Update January 2025

Student Trustees Reports

Boundary Central Secondary School (BCSS)

- Elizabeth Tsigonias and Adaline Molloy

Grand Forks Secondary School (GFSS)

- Cerys Hoover, Kenna MacGregor, and Ashton Finstad

Reminder: Strategic Priorities 2024/25

Priority One: Students have strong foundational skills and competencies

- Literacy
- Numeracy
- Core and curricular competencies

Priority Two: Students have developed a sense of identity, resilience, belonging, wellness and are centred in their learning

- Social emotional learning
- Student agency (voice and choice)
- Community connections

Priority Three: Systemic transformation to eliminate barriers to equity

- Truth and Reconciliation
- Inclusive practices/increased representation for diversity
- Radical listening experiences with priority students and families
- Action for priority students

Strategic Initiative Updates

Circle of Courage and Talking Circles

- Part of our strategic plan
 - Under priority one, two and three
- Elder in Residence, Joanie Holmes, is once again working with students grade 6 – 9 this year
 - Her update is following this report
- We changed the format this year
 - Combining quadrants (Belonging and Mastery; Independence and Generosity)

- There were a lot of talking circles last year
 - Trying to improve engagement for all
 - There were a lot of talking circles doing it 4 times per class!
 - Being mindful of time and energy
- Pre-work for teachers to do with classes
 - We believe it is very important for teachers to be integrating Circle of Courage into every day classroom practice
 - So before Joanie's visit, teachers were asked to talk about Circle of Courage and talking circles
 - To activate students' prior knowledge and help ground practice of talking circles
- Belonging and Mastery prework questions:
 1. Describe a place you feel you belong.
 2. How has your sense of belonging changed this year? Do you feel you belong in your grade? Your classes? Your learning?
 3. What would help you feel more like you belong at school and in your learning?
 4. What is something you really want to master or learn to do this year?
 5. How will it feel when you reach that goal?
 6. What do you think will be the challenges to reaching that goal?
- Independence and Generosity prework questions:
 1. Where do you experience independence?
 2. What are some choices that you have made?
 3. When/where do you believe in yourself and have confidence?
 4. What affects the way you feel about yourself?
 5. What are some strategies that help you regulate your emotions?
 6. How do you take care of yourself? How do you take care of others?
 7. Who has been generous with you? How does that feel?
 8. What are some ways you have been or could be generous to yourself? To others?
- Culminating celebration
 - At the end of May, there will be two feasts
 - One in the west for students from BCSS, Greenwood Elementary, West Boundary Elementary and Big White Community Schools
 - One in the east for students from GFSS, Hutton Elementary, Perley Elementary and Christina Lake Elementary Schools
 - Planning for this celebration is just starting
 - Invitation to go out to Trustees

Circle of Courage Update – Elder in-Residence, Joan Holmes

January 15, 2025

With the Circle of Courage concept, the hope was to create a safe and comfortable place for students to be able to speak about the topics of Belonging (I Am loved), Mastery (I can succeed), Independence (I can make decisions) and Generosity (I have a purpose), and to help them realize the importance of balance in their lives. These topics are hard to talk about and could cause anyone to hold back because of fear and humiliation.

Last year 2023-2024, in School District #51, there were 23 classes of grade 6 to 9. Having 4 quadrants of the Medicine Wheel and 23 classes, (facilitated 92 talking circles. It was challenging and fulfilling. The circles that were not so rosy were few and the rest of the sessions made up for those few. It was an honour and a commitment that I would not hesitate to repeat.

This year 2024-2025, we combined the first 2 quadrants, Belonging and Mastery for each of the 23 classes. In our opinion this was a good way to go. Our reasons for doing so were

1. Repetition leads to boredom and lack of participation
2. A measure of progress
3. More participation from staff

Gratefully, we are experiencing a sense of comfort and openness from the students the staff and myself.

I am looking forwards to the new semester and the second half of the Circle of Courage quadrants, Independence and Generosity. I am also looking forward to the celebration after all the 23 class sessions are completed.

I would like to thank the Trustees, Superintendent Lautard, and Administration staff, the District staff and the students, for their support, guidance and friendship. The role of Elder-in-Residence has given my life purpose and acceptance. Thank you all.

All My Relations,

Joan M. Holmes

Fund : 0 General Operating

OB	TITLE	DEC	YEAR TO DATE	ENCUMBERED	FULL YEAR BUDGET	AVAILABLE	PERC
10	Principal & Vice Principal Sal	127,120.26	749,859.28		1,538,522	788,663	51
11	Teacher Salaries	705,063.72	2,813,347.94		7,028,170	4,214,822	60
12	Non-Teachers Salaries	402,934.56	1,896,718.07		4,647,071	2,750,353	59
13	Management Salaries	71,967.59	363,441.04		750,838	387,397	52
14	Substitute Salaries	97,787.66	385,235.65		709,625	324,389	46
19	Trustees Indemnity	9,096.85	54,581.10		105,837	51,256	48
21	Statutory Benefits	84,607.39	445,443.64		1,263,003	817,559	65
22	Pension Plans	134,454.23	594,604.12		1,529,071	934,467	61
23	Medical And Life Benefits	88,004.09	375,045.86		931,630	556,584	60
31	Services	94,232.06	400,563.64		832,501	431,937	52
33	Student Transportation	9,027.19	39,209.78		155,290	116,080	75
34	Training & Travel	52,372.29	97,003.10		301,975	204,972	68
36	Rentals & Leases	2,794.00	13,970.00		12,800	1,170-	9-
37	Dues And Fees	2,169.20	33,743.56		38,635	4,891	13
39	Insurance	4,299.80	61,359.80		61,274	86-	
51	Supplies	81,642.22	322,762.44		842,418	519,656	62
52	Learning Resources		10,532.09		51,104	40,572	79
53	Library Books	1,119.17	3,902.67		24,737	20,834	84
54	Electricity	11,693.61	115,782.77		265,000	149,217	56
55	Heat	21,463.34	47,258.91		175,000	127,741	73
56	Water And Sewage	997.60	9,823.50		25,000	15,177	61
57	Garbage And Recycling	6,933.05	17,376.15		34,000	16,624	49
58	Furn. & Equipment Replacement		6,852.85		12,000	5,147	43
59	Computer Equipment Replacement		6,710.11		12,500	5,790	46
TOTAL FOR Fund - 0		2,009,779.88	8,865,128.07	0.00	21,348,001	12,482,873	58
GRAND TOTAL		2,009,779.88	8,865,128.07	0.00	21,348,001	12,482,873	58

OBJECT				Year-to-Date	Budget	Unspent	% Unspent	NOTES
11/12	Salaries:	Teachers/Non-teachers	10 month employees	4,710,066	11,675,241	6,965,175	59.66%	4 out of 10 months, expect 60% unspent.
10/13/19		PVPs/Mgmt/Trustees	12 month employees	1,167,881	2,395,197	1,227,316	51.24%	6 out of 12 months, expect around 50% unspent
14		Substitues	Sick, Sick Family, LT Sick,	385,236	709,625	324,389	45.71%	Majority of costs associated with 10 month employees expect 60% unspent.
21	Benefits:	Staturtory benefits (EI, CPP)	Employer paid portion of CPP and EI ; as well as 1.95% Employer Health Tax (EHT)	445,444	1,263,003	817,559	64.73%	Majority of costs associated with 10 month employees (60% unspent); CPP/EI paid on calendar year - many employees max out by June.
22/23		Pension/Medical and Life	Employer paid portion of pension contributions (TPP and MPP); as well as employer paid premiums for extended health benefits and dental	969,650	2,460,701	1,491,051	60.59%	Mix of 10 and 12 month employees, but majority are 10 month (60% unspent)
31-39	Services:	Includes: Services, Student Transportation, Training/Travel, Rentals, Dues/Fees and Insurance		645,850	1,402,475	756,625	53.95%	See NOTE 1 below for details
51	Supplies:	Supplies		322,762	842,418	519,656	61.69%	Schoool budgets (supplies for instruction, SpEd, AbEd, Admin) as well as: SBO, Maintenance, Cusotidal and Transportation supplies
52/53		Learning Resources/Library Books		14,435	75,841	61,406	80.97%	School budgets for library books and learning resource
54/55		Electricity/Heat,		163,042	440,000	276,958	62.95%	6 out of 12 monthss (50% unspent) - expect surplus as colder months to come
56/57		Water/Sewer and Garbage/Recycling		27,200	59,000	31,800	53.90%	6 out of 12 monthss (expect 50% unspent)
58/59		Furniture/Equipment & Computer Equipment Replacement		13,563	24,500	10,937	44.64%	School furniture/equipment budgets, as well as: equipment for Operations and all IT/tech replacements
				8,865,128	21,348,001	12,482,873	58.47%	

NOTE 1

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

Object	Year-to-Date	Budget	Unspent	% Unspent	
31 Services	400,563.64	832,501.00	431,937.36	51.88%	Consulting, Legal, Audit, Telephone, Contract Software, Postage
33 Student transportation	39,209.78	155,290.00	116,080.22	74.75%	Schools transportation budgets (curricular, extra-curricular, and transportation grant)
34 Training/ Travel	97,003.10	301,975.00	204,971.90	67.88%	Training/travel across SD (instruction, District admin, O&M, transportation)
36 Rentals/Leases,	13,970.00	12,800.00	1,170.00	-9.14%	525 monthly lease from City - final pymt in Nov 2024
37 Dues/Fees	33,743.56	38,635.00	4,891.44	12.66%	Senior mgmt professional association fees, BCSTA, Make a Future, OLRC, SD23 re Claims Mgmt contract
39 Insurance	61,359.80	61,274.00	85.80	-0.14%	SPP and fleet insurance (paid upfront)
	645,849.88	1,402,475.00	756,625.12		

**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 51 (BOUNDARY)**

**Bylaw 3-2024
School Act Section 11 Appeal Procedures**

A Bylaw of the Board of Education of School District 51 (Boundary) (the “Board”) to establish procedures governing School Act Section 11 appeals to the Board.

WHEREAS in accordance with the Section 11 of the *School Act*, the Board must, by Bylaw, determine procedures to consider certain appeals;

AND WHEREAS the *School Act* provides that a student entitled to an educational program in the School District or the parent/guardian/caregiver of the student may appeal a decision of an employee of the Board which significantly affects the education, health or safety of the student. Such appeals will be heard by the Board, at a duly constituted meeting of the Board;

AND WHEREAS to ensure the integrity of appeal processes, appellants will not be subject to reprisals;

AND WHEREAS the Board believes that, where appropriate, the resolution of concerns can be most effectively addressed at the point the concern occurred. The Board requires students, parents/guardians/caregivers to bring concerns forward to the staff member who made the decision prior to accessing the appeal process in accordance with Policy 250 Addressing Concerns and Complaints;

AND WHEREAS the Board recognizes that decisions that do not significantly affect the education, health or safety of a student are within the final authority of the Superintendent.

NOW THEREFORE The Board, in an open meeting, **ENACTS AS FOLLOWS:**

1. Citation

This Bylaw may be cited as “School District No. 51 (Boundary) Bylaw 3-2024 School Act Section 11 Appeal Procedures”.

~~Procedures for hearing appeals shall be applied in accordance with the guiding principles in the board’s appeal policy.~~

2. Definitions

1.1-2.1. The terms used in this Bylaw shall have the meanings assigned by the *School Act* and *Regulations* made thereunder.

1.2-2.2. For purposes of this Bylaw, a student or parent/guardian/caregiver filing the appeal can be referred to as the “Appellant”.

1.3-2.3. Any employee whose decision is being appealed can be referred to as the “Affected Employee”;

- 2.4. For purposes of this bylaw, ~~[Note: “School days” means that the days that school is in session and for greater clarity this time period does not ~~run~~ include days during a school break.~~

3. Fairness Principles

- 3.1. Appellants can expect fairness in the appeals process, including:
- 3.1.1. the right to be heard,
 - 3.1.2. the right to adequate notice and timely receipt of relevant information,
 - 3.1.3. being provided with reasons for decisions,
 - 3.1.4. an impartial decision maker, and
 - 3.1.5. a respectful process, free from retaliation.

4. Decisions Which May Be Appealed

- 4.1. The Board recognizes the right of a student or parent/guardian/caregiver of a student to appeal a decision of an employee of the Board under Section 11 of the *School Act* where such decision significantly affects the education, health or safety of the student.
- 4.2. A “decision” for the purposes of this Bylaw includes the failure of an employee to make a decision.
- 4.3. Examples of grounds for appeal include, but are not limited to:
- 4.3.1. disciplinary suspension from school;
 - 4.3.2. suspension from an educational program, if no other educational program is provided by the Board;
 - 4.3.3. expulsion from an educational program;
 - 4.3.4. refusal to offer an educational program to a student who is sixteen (16) years of age or older;
 - 4.3.5. requirement to complete all or part of an educational program by distributed learning, or in an alternate program, as a disciplinary measure, where space and facilities are available in a school;
 - 4.3.6. exclusion from school for a health condition;
 - 4.3.7. failure to provide an Individual Education Plan to a student with special needs;
 - 4.3.8. failure to offer to consult with a parent/guardian/caregiver regarding the placement or Individual Education Plan of a student with special needs;
 - 4.3.9. denial of an educational program by failure to take action in respect of a complaint of bullying, intimidation, harassment, racism or threat or use of weapons or violence by one or more students against another student; and
 - 4.3.10. any other decision that, in the opinion of the Board, significantly affects the education, health or safety of a student.

5. Prior to Commencing a Formal Appeal Pre-Appeal Dispute Resolution Process

- 5.1. The ~~student and/or parent~~Appellant ~~shall~~should undertake the dispute resolution steps outlined in ~~the board’s “Board Policy 250 Addressing Concerns and Complaints Avenues of Help” policy~~ or other applicable district policy-procedures to try to resolve the concern before filing an appeal to the ~~board~~Board.

5.2. If the ~~applicable~~ dispute resolution process above does not resolve the concern, an appeal is normally ~~from an appeal of~~ the decision of the highest supervisor ~~y officer~~ who dealt with the matter in the dispute resolution process.

6. Refusal to Hear Appeals

6.1. The Board may refuse to hear an appeal where:

6.1.1. the appeal has not been filed within the time limits set out in paragraph 7.1 below; or

6.1.2. the Appellant has failed to follow the steps outlined in Board Policy 250 Addressing Concerns and Complaints.

6.2. The Board shall refuse to hear the appeal if the Board, in its discretion, determines that the decision does not significantly affect the student's education, health or safety.

6.3. Where the Board refuses to hear an appeal, it shall provide written reasons to the Appellant.

7. Starting A Formal Appeal

7.1. If the steps in ~~Section—paragraph 4—5.1~~ are not successful, a ~~parent~~parent/guardian/caregiver and/or student begins the ~~board~~Board appeal process by presenting a written Notice of Appeal to the Secretary Treasurer within ~~fifteen—sixteen~~ (15/16) school days after being informed of the decision that is being appealed, or from the date of completion of the dispute resolution steps referred to in ~~paragraph 4.5.1~~, whichever is later. ~~Under 4.6 below, the board may waive this 15-day time limit.~~

7.1.1. If the Appellant can demonstrate that there are reasonable grounds upon which to extend this time limit, the Board will consider whether to extend the time limit.

4.4.7.2. The Notice of Appeal, shall be sent to the Secretary Treasurer, or designate, and must include:

7.2.1. ~~The~~the name, address, email address (if applicable), phone number of the Appellant and, where the parent/guardian/caregiver is initiating the appeal on behalf of the student, the name of the student;

4.4.1.7.2.2. ~~and school~~the current placement of the student i.e. school, grade and/or program;(including, where appropriate, grade level and home room teacher)

4.4.2. ~~The name and address of the person(s) making the appeal~~

4.4.3.7.2.3. a description of the ~~The~~decision that is being appealed and its effect on the education, health or safety of the student;

4.4.4.7.2.4. ~~The~~the name of the Board employee(s) who made the decision;

7.2.5. ~~The~~the date on which the ~~student and/or parent/guardian~~Appellant bringing the appeal ~~were~~was informed of the decision;

7.2.6. if the Notice of Appeal is filed outside the time limit in paragraph 7.1 above, the reasons the Notice of Appeal was not filed within the time limit.

4.4.5. ~~The name of the Board employee(s) who made the decision being appealed~~

4.4.6. ~~A~~a summary of the steps taken by the student and/or Appellant to resolve the matter in accordance with Board Policy 250 Addressing Concerns and Complaints;

7.2.7.

~~1.4.7. Particulars of the effect on the student's education, health or safety~~

~~1.4.8-7.2.8. The grounds for the appeal and the action requested; and or relief sought;~~

~~1.4.9. A summary of the steps taken by the student and/or parent/guardian to resolve the matter~~

~~1.4.10-7.2.9. Whether whether the person Appellant making an appeal is requestingwishes the Board to consider an oral hearing.~~

~~Whether the person making an appeal requires any special accommodation in order to proceed with the appeal (such as interpretation services at the hearing of the appeal.)~~

~~7.3. The District will offer assistance with preparing a Notice of Appeal if requested, as follows:~~

~~7.3.1. An Appeal Form is available, but not mandatory, provided the information in paragraph 7.2 is included in the Notice of Appeal.~~

~~7.3.2. The services of an uninvolved staff member as a navigator.~~

~~7.3.3. Accommodations, such as interpretive services or visual aids, when needed.~~

~~7.4. The District encourages Appellants to receive the support of other local, regional, or provincial organizations to prepare an appeal.~~

~~7.4.1. Indigenous students and/or parents/guardians/caregivers are encouraged to access supports that may include: district Indigenous Education staff or advocacy services available to them from the local First Nations, Métis Associations or other local, regional, or provincial supports.~~

~~7.5. The Appellant may withdraw their appeal at any time.~~

~~7.6. An appeal to the Board commences with receipt of the written Notice of Appeal by the Secretary Treasurer.~~

8. Acknowledgement of Appeals

~~1.5. The Secretary Treasurer or designate is responsiblewill, upon receiving the Notice of Appeal: on behalf of the Board for:~~

~~1.6-8.1. receiving Notices of Appeal~~

~~8.1.1. promptly provide a copy of the Notice of Appeal and any other information the Appellant submits in support of their appeal to: the Board, the Superintendent of Schools ("the Superintendent"), or designate, and, to an Affected Employee; and~~

~~8.1.2. confirm with the Appellant, in writing, receipt of the Notice of Appeal. In accordance with paragraph 11.4, the Board shall make a decision within 45 days from the date the Notice of Appeal was received.~~

~~1.7. reviewing Notices of Appeal for completeness and timeliness~~

~~1.8. giving any notices required under collective agreements~~

~~1.9. receiving and distributing documents relevant to an appeal~~

~~1.10. communicating with the appellants and others on matters relating to an appeal hearing~~

~~1.11. arranging for any accommodation required, and~~

~~1.12. scheduling hearings.~~

~~1.13.~~

~~8.2. The Secretary Treasurer may shall designate another staff member to carry out these responsibilities. If if the Secretary Treasurer has participated in the dispute resolution~~

steps or is the employee whose decision is being appealed, ~~another staff member shall be designated.~~

9. Before the Hearing Responsibilities

9.1. The Secretary Treasurer, or designate, is responsible for reviewing the Notice of Appeal and for communicating with the Appellant and others on matters related to the appeal.

9.2. Where, in the opinion of the Secretary Treasurer, or designate, the appeal does not comply with the requirements for an appeal established under this Bylaw or Section 11 of the *School Act*, it is not a decision of an employee which significantly affects the student's education, health or safety, the appeal was not filed in a timely manner, the appellant has failed to follow Policy 250 Addressing Concerns and Complaints, the Secretary Treasurer, or designate, shall refer the preliminary matter to the Board for a determination.

9.3. The Board will make a preliminary decision, if required, within 8 school days of receipt of the appeal.

9.3.1. The Board shall inform the Appellant, the Superintendent and any Affected Employee of the preliminary decision, in writing and provide reasons for the decision, including a refusal to hear the appeal.

9.4. Where there is no preliminary matter to be determined, arrangements will be made for the hearing of the appeal by the Board.

9.5. The Board may hear an appeal despite any defects in form or technical irregularities and may relieve against time limits.

9.6. The Board may make any interim or procedural decision it considers necessary pending the disposition of the appeal.

9.7. Any notices required under relevant collective agreements shall be given.

~~1.13.1. there is any other preliminary matter that should be settled before a hearing of an appeal on its merits;~~

~~the Secretary Treasurer may schedule a preliminary hearing before the Board for purposes of a decision on that matter, without first complying with all requirements of section 3. (Any applicable collective agreement requirements must still be complied with).~~

~~1.14. Appellants are notified of a preliminary hearing and provided with the opportunity to make written submissions on the preliminary issue to be determined.~~

~~1.15. Upon receipt of the Notice of Appeal, the Superintendent shall be notified. The Superintendent or a person designated by the Superintendent to be responsible for investigation and presentation on the appeal will prepare a report for the Board concerning the matter under appeal and is responsible for gathering the information to be presented to the Board, other than the information to be presented by the appellant.~~

~~1.16. If the appellant is a student under the age of 19 and no parent is named as an appellant, a parent will be notified.~~

- ~~1.17. If the appellant has not met with the Superintendent during the dispute resolution process, at the Superintendent's request the appellant is required to meet with the Superintendent, or a person designated by the Superintendent. A report of this meeting shall be included in the report prepared under 3.1. The report may include the Superintendent's recommendations as to whether the dispute should be referred to an outside mediator.~~
- ~~1.18. Any notices required under relevant collective agreements are given.
3.5 Instead of an oral hearing, the Board may determine that an appeal will be decided based on written submissions only.
The appellant is notified of the date, time and place for hearing of the appeal and of the requirement to provide any documents in advance.
A copy of the report prepared under 3.1 will be provided to the appellant no later than 48 hours before the time set for hearing.~~
- ~~1.19.—.~~

10. Board Hearing And Decision

- ~~10.1. The Board may decide the appeal based on written submissions, oral submissions or a combination thereof.~~
- ~~10.2. Any Board meeting to consider written submissions or hear oral submissions in respect of an appeal will be held in a closed session.~~
- ~~10.3. The Board shall provide directions to the Appellant and the Superintendent concerning:~~
- ~~10.3.1. whether it requires written submissions and if so, the deadlines and any other directions concerning the written submissions; and/or~~
- ~~10.3.1.1. Where a written submission is provided by the Superintendent or designate, the Appellants and the employee whose decision is being appealed shall receive a copy of the submission.~~
- ~~10.3.1.2. Where a written submission is provided by the Appellant, the Superintendent or designate and the employee whose decision is being appealed shall receive a copy of the submission.~~
- ~~10.3.2. whether it will hold a meeting for the purpose of hearing oral submissions and if so, the date, place, time and location of the meeting and any time limits or other directions concerning oral submissions to be made at the meeting.~~
- ~~10.3.2.1. Consideration will be given regarding the location of the hearing, as it might impact Appellants.~~
- ~~1.20. The appellant is required to provide copies of any documents on which he or she intends to rely, or copies of written submissions, no later than 24 hours before the date set for hearing.~~
- ~~10.4. The purpose of the submissions is to:~~
- ~~10.4.1. allow the Superintendent, or designate, an opportunity to explain the decision giving rise to the Appeal, the reasons for the decision and to respond to information presented by the appellant; and~~
- ~~10.4.2. allow the appellant to explain their appeal and respond to the information presented by the Superintendent or designate.~~

10.5. The Board may ask questions of clarification of the parties before deciding the appeal and may adjourn any meeting of the Board held to consider the appeal for the purpose of obtaining further information.

10.6. An Affected Employee shall have the opportunity to provide a written reply to any allegations contained in the Notice of Appeal and may attend any meeting of the Board held in respect of the appeal where the Appellant is present and shall, if they attend, be accompanied by a representative of the Boundary District Teachers' Association.

10.7. During the appeal process, the Appellant may be represented by an advocate, support person and/or interpreter/translator, who may make submissions on behalf of the Appellant.

11. Decision

11.1. As a fairness principle, decision maker(s) for an appeal must be impartial to the parties to the appeal and the issue to be decided. Therefore, those involved making a decision will have had no prior involvement with the original decision. Any staff involved in the original decision shall not attend or participate in appeal deliberations.

11.2. The Board shall make any decision that it considers appropriate in respect of the matter that is being appealed.

11.3. The Board shall decide the appeal based only on the submissions presented to it in accordance with this Bylaw.

11.4. The Board must make a decision within 45 calendar days from the date the Notice of Appeal was received.

11.4.1. Whenever possible appeal decisions will be made as expeditiously as the circumstances of the appeal dictate.

11.5. The Board shall notify the Appellant, the Superintendent and any Affected Employee of the decision of the Board and shall promptly provide written reasons for the decision.

11.6. If an Appellant believes the Board's response is unfair, unreasonable or inconsistent with this Bylaw or legislation, an Appellant may raise their concerns with the Office of the Ombudsperson. The Ombudsperson is an independent Officer of the B.C. Legislature who impartially investigates complaints from the public to ensure people are treated fairly in the delivery of government services. For more information, visit their website www.bcombudsperson.ca or call 1-800-567-3247.

~~1.21. The Board will decide the appeal based on the oral and/or written submissions presented to it and, for an oral hearing, will determine the order of, and time allotted for, submissions.~~

~~1.22. At any time, the Board may request further information from the appellant or the Superintendent or designate and may adjourn in order that such information may be obtained.~~

~~1.23. The Board may invite submissions from any person whose interests may be affected by the Board's decision on the appeal.~~

~~1.24. Appeals and decisions on appeals will be held in closed session.~~

- ~~1.25. The Board will ensure that each party has received all documentation provided by the other party prior to the hearing.~~
- ~~1.26. At the end of each party's submission, trustees may ask questions.~~
- ~~1.27. When questioning by trustees is complete, the parties leave, and the Board meets to decide how it will dispose of the appeal.~~
- ~~1.28. The Board's decision is final, subject to any rights to appeal under the School Act. The Board may reconsider its decision only~~
- ~~1.29. if it is satisfied that new evidence or information would have a material effect on the decision and the failure to present that evidence or information at the original hearing is satisfactorily explained;~~
- ~~1.30. the decision contravenes law; or~~
~~a reconsideration is directed or requested in connection with an appeal of the board's decision under School Act s.11.1.~~
- ~~1.31. The parties will be promptly notified of the Board's decision. Written reasons will be provided as soon as practicable.~~
- 11.7. Appellants who have appeal rights under School Act s.11.1 will be advised of those rights when or before they are notified of the board's reasons for decision. An Appellant may have a right to appeal a decision of the Board made under this Bylaw to the Student Appeals Branch of the Ministry of Education under s. 11.1 of the School Act.

Postal Address: Registrar, Student Appeals
Ministry of Education, Student Appeals Branch
PO Box 9146 Stn Prov Govt,
Victoria, BC V8W 9H1

Email EDUC.studentappeals@gov.bc.ca
Telephone 1-877-387-8037 or 250-387-8037
Website https://www2.gov.bc.ca/gov/content/education-training/k-12/support/student-disputes-and-appeals

~~This Bylaw may be cited as School District No. 51 (Boundary)~~

12. Repeal

School District No. 51 Bylaw No. 1-2008 Appeal Procedure is hereby repealed.

Read a first time the xxst day of June 2024.

Read a second time the xxst day of June 2024.

Read a third time, passed and adopted the xxst day of June 2024.

Board Chairperson

Secretary-Treasurer

I HEREBY CERTIFY this to be a true copy of School District No. 51 (Boundary) Trustee Elections Bylaw No. 3-2024 as adopted by the School Board on the xxst day of xx 2024.

Secretary-Treasurer



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POLICY 510 FINANCIAL PLANNING AND REPORTING

The Board of Education believes that establishing strategic priorities and associated operational plans will enhance student educational outcomes. The Board also believes that aligning funding and resources to those strategic priorities and engaging in multiyear financial planning are crucial for the effective operation of the District and provision of quality educational programs and learning environments for students and staff.

This policy aligns and ensures compliance with Ministry policy regarding financial planning.

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

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

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

Financial Plan Principles

- a. The Board commits to develop the *Financial Plan* in a consultative and open manner.
- b. The Board will establish an engagement process to receive input from staff, education partner groups, local First Nations and Métis Nation BC, and the community on the strategic objectives, resource priorities and allocation options.
- c. When developing the *Financial Plan*, the Board will ensure that information and engagement opportunities are provided throughout the process. Specific dates and times will be published about key opportunities for staff, education partner groups,



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- local First Nations and Métis Nation BC, and the community to receive information, provide input and raise questions.
- d. Throughout the fiscal year, regular financial reporting will be provided, comparing actual and forecasted expenditures to the budget plan and progress to the achievement of the operational plans.
- e. The Secretary Treasurer will produce a Financial Statement Discussion and Analysis report to assist readers in understanding the financial position, financial performance and cash flows presented in the audited financial statements. This report is one element of the robust annual District financial reporting framework established by the Ministry to address the reporting requirements, as specified in the *School Act* and to align with the *Budget Transparency and Accountability Act*.
- f. Each year, the Board will formally approve an annual budget by June 30, amending as conditions change and information becomes available, with approval of an amended budget by February 28.
- g. The Superintendent will report on the alignment of resources with strategic goals on a regular basis.
- h. The Board will report annually to education partner groups, local First Nations and Métis Nation BC, and the community on the progress towards meeting Board objectives as outlined in the *Financial Plan*.
- i. The Board will evaluate the financial and budget planning processes on an annual basis, identifying lessons learned and revisions for future consideration.

Timelines and Engagement Opportunities for Financial Planning and Reporting

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



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POLICY 511 ACCUMULATED OPERATING SURPLUS

The Board of Education is required by legislation to prepare a balanced annual budget. As outlined within the *School Act*, boards of education are not permitted to incur a deficit of any kind and, therefore, must plan appropriately. Estimated spending must not exceed estimated revenue plus accumulated operating surplus.

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

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

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

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

Inter-Fund Transfers are funds transferred from one fund to another (e.g. between Operating Fund and Capital Fund/Local Capital). Inter-fund transfers must be made through Board resolution.

Consultation and Engagement



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

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

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

Categories of Operating Surplus

The Board uses the following categories to manage operating surplus.

Internally Restricted Operating Surplus

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

Three categories of Internally Restricted Operating Surplus include:

1. Restricted Due to the Nature of Constraints on the Funds:
 - 1.1. The Board may receive grants or other revenue for specific or targeted purposes. If these grants/funds are not spent, the balance is internally restricted to be used for the specified use in future years. Examples include:
 - 1.1.1. Contractual obligations (i.e. professional development);
 - 1.1.2. Indigenous Education targeted funding; or
 - 1.1.3. School generated funds (not externally restricted).
2. Restricted for Anticipated Unusual Expenses Identified by the Board



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2.1. To support effective planning, there will be situations where management has identified one-time and intermittent projects that will not be funded by revenues in that year or where, if they are funded from annual Provincial Operating grants, this may cause fluctuations or reductions in educational service levels. Examples include:

- 2.1.1. Staffing needs that are short-term and variable in nature;
- 2.1.2. Self-insurance for minor equipment loss and breakage;
- 2.1.3. Implementation of new initiatives; or
- 2.1.4. Impact of emerging events (i.e. COVID-19 pandemic).

3. Restricted for Operations Spanning Multiple School Years

3.1. To support effective operational planning there will be situations where operating surplus funds may need to be carried over to future years, such as:

- 3.1.1. Future years' Operations/Budget;
- 3.1.2. Schools and department surplus/carryforwards;
- 3.1.3. Operating projects in progress;
- 3.1.4. Technology, utilities, equipment and Capital projects, including amounts to be transferred to Local Capital;
- 3.1.5. Purchase order commitments;
- 3.1.6. Educational programs spanning multiple years.

Unrestricted Operating Surplus (Contingency Reserve)

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

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

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



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1. *Emergent Operating Issues:* Major non-recurring costs related to emergency events or situations which cannot be anticipated and budgeted for and when it may not be feasible to absorb the cost of such events in other budget areas. Examples include:
 - 1.1. . Extraordinary costs associated with severe inclement weather, forest fires etc.
 - 1.2. Payment of severances (wages and benefits) upon termination of employment;
 - 1.3. Settlement of any legal action not covered by insurance;
 - 1.4. Coverage for disaster recovery expenditures;
 - 1.5. Replacement of equipment essential to the continuation of safe operations of District facilities;
 - 1.6. Coverage for unexpected additional capital project costs not funded by the Ministry of Education; or
 - 1.7. Extraordinary or unknown cost pressures not known at time of budget development.

2. *Offset Unrealized Revenues:* Some revenue sources are cyclical in nature and subject to downturns in the economy and other factors. The Board cannot always anticipate such fluctuations or rely on budgetary savings or other revenues to offset these shortfalls. In these cases, the Board can use contingency funds to continue to provide educational services and maintain operations without implementing one-time service cuts.

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

Restricted for Future Capital Cost Share

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

Local Capital

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



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

Special Purpose Funds

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

Reporting Requirements

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



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POLICY 530 EXPECTATIONS FOR FUNDRAISING

The Board of Education recognizes that students, staff, parents and/or the Parent Advisory Councils (PACs) may wish to raise funds or perform community service for the school or other charitable organizations.

The Board acknowledges the educational, humanitarian and economic values of fundraising and service activities and supports same. The Board recognizes the challenges groups face to fund a variety of worthwhile activities and purchases, and seeks to balance fundraising with the development of healthy, productive individuals and communities.

The Board believes all aspects of fundraising undertaken should be ethical, in harmony with the goals of public education and utilizing sound financial and business management practices.

All funds generated by school/student/parents fundraising are public funds entrusted to the Board through school principals and must be administered as a public trust. Parent Advisory Councils will account for funds raised using established PAC banking procedures.



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POLICY 540 PROVISION OF CHILD CARE PROGRAMS

The Board of Education recognises the benefit and need for safe and quality community child care programs. The purpose of this policy is to provide guidance with respect to how the Board will effectively promote and facilitate the use of Board property for the purpose of providing child care programs in accordance with the *School Act*.

The Board will, on an ongoing basis, assess community need for child care programs on Board property, through engagement with employee groups, parents/guardians, local Indigenous community representatives, Rightsholders, Indigenous service providers and existing child care operators.

The use of Board property by licensed child care providers must not disrupt or otherwise interfere with the provision of educational activities including early learning programs and extracurricular school activities.

Guidelines

1. The Board will promote the use of Board property for the provision of child care programs, at a minimum, between the hours of 7 a.m. and 6 p.m. on business days, by either the Board or third party licensees.
2. If child care programs are to be provided on Board property, the Board will consider, on an ongoing basis, whether those programs are best provided by licensees other than the Board, the Board, or a combination of both.
3. Child care programs, if operated by the Board, will be operated for a fee no greater than the direct costs the Board incurs in providing the child care program.
4. Fees for the use of Board property by licensees other than the Board will not exceed the direct and indirect costs the Board incurs in making Board property available for the child care program. Direct and indirect costs include:
 - 4.1. utilities;
 - 4.2. maintenance and repair;
 - 4.3. a reasonable allowance for the cost of providing custodial services; and
 - 4.4. a reasonable allowance for time School District administrators and other staff spend on matters relating to the use of Board property by licensed child care providers.



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5. If child care programs are operated by a licensee other than the Board, the Board will require the licensee to comply with this Policy.
6. In selecting licensees other than the Board to operate a child care program, the Board will give special consideration to the candidates' proposals to: (a) provide inclusive child care; and, (b) foster Indigenous reconciliation in child care.
7. If the Board decides to operate a child care program, the Board will ensure that it is operated in a manner that:
 - 7.1. fosters Indigenous reconciliation in child care. In particular, the child care program will be operated consistently with the following principles of the British Columbia *Declaration on the Rights of Indigenous Peoples Act*: Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and “Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education”; and
 - 7.2. is inclusive and consistent with the principles of non-discrimination set out in the British Columbia *Human Rights Code*.
8. Any contract with a licensee other than the Board, to provide a child care program on Board property must be in writing and subject to review no less than every three years. The contract must contain:
 - 8.1. description of the direct and indirect costs for which the licensee is responsible;
 - 8.2. an agreement by the licensee to comply with this policy and all other applicable policies;
 - 8.3. a provision describing how the agreement can be terminated by the Board or the licensee;
 - 8.4. an allocation of responsibility to ensure adequate insurance is in place to protect the interests of the Board;
 - 8.5. a statement that the agreement can only be amended in writing, signed by the Board and the licensee;
 - 8.6. a requirement for the licensee to maintain appropriate standards of performance;
 - 8.7. a description of processes for ongoing engagement with the licensee in the provision of child care; and a requirement that the licensee must at all times maintain the required license to operate a child care facility.



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9. Prior to entering into or renewing a contract with a licensee other than the Board to provide a child care program on Board property, the Board will consider:
 - 9.1. whether it is preferable for the Board to become a licensee and operate a child care program directly;
 - 9.2. the availability of School District staff to provide before and after school care;
 - 9.3. whether, with respect to a licensee seeking renewal or extension of a contract, the licensee has performed its obligations under this Policy and its contract with the Board, with specific regard to performance in respect of providing an inclusive child care program and one that promotes indigenous reconciliation in child care.



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POLICY 562 DISPOSAL OF EQUIPMENT AND ASSETS

The Board of Education believes that assets that are surplus to the needs of the District or are at the end of their useful life are to be disposed of at fair market value.

The Board recognizes that District assets are purchased with public funds and are to be disposed of efficiently and transparently.

The Board authorizes the Secretary Treasurer to develop and implement procedures for the disposal of surplus assets.

Guidelines

1. Equipment and assets determined to be obsolete or surplus to the requirements of the District may be disposed only with the authorization of the Secretary Treasurer.
2. For items estimated to be under \$3,000 dollars in value, the method of sale shall be determined by the Secretary Treasurer. Items over \$3,000 dollars in value shall be offered for sale by the soliciting of sealed bids or public auction, provided that such an auction is advertised sufficiently in advance.
3. When planning for the disposal of surplus assets the Secretary Treasurer shall consider:
 - 3.1. In cases of replacement, surplus assets may be offered for trade-in purposes with proceeds used to reduce the cost of the replacement items.
 - 3.2. The disposal of a medium with information capacity must be done in a manner to protect the privacy and security of the stored information.
 - 3.3. If sale of the item has proven unsuccessful, the item may be donated, recycled or discarded.



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POLICY 581 VIDEO SURVEILLANCE

The Board of Education believes that for reasons of deterring acts of vandalism, crime, and inappropriate behavior; and enhancing student safety, the use of video surveillance equipment is authorized.

The Board recognizes their responsibility to provide a learning and working environment for students, staff and others that recognizes the right to assemble and associate without undue intrusion on personal privacy balanced with commitment for the protection of District property and the property of others.

In balancing personal privacy with safety, the Board recognizes the value of, and supports the limited use of video surveillance systems on Board property and school busses. Such use shall comply with all federal and provincial legislation and regulation. In no case is video surveillance intended to monitor the work of employees.

In addition, the Board believes that, where video surveillance is utilized, its purpose shall be to augment, rather than to replace, direct supervision.

Guidelines

1. In accordance with the *School Act*, appropriate approvals of the Parent Advisory Council will be obtained.

MOVE REGULATIONS TO AN ADMIN PROCEDURE



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POLICY ~~2030/40/50520~~ SIGNING AUTHORITIES

The Board, in designating the Superintendent as its Chief Executive Officer delegates to the Superintendent the authority to establish the District's signing authorities. Signing authority is the right granted to an individual by virtue of their position in the organization to approve or commit the expenditure of funds on behalf of the Board.

The three types of Signing Authority are Spending Authority, Contracting Authority, and Payment Authority.

Signing authorities will be established to match, to the extent possible, decision making and accountability at the level of the organization closest to the operational impact of those decisions.

Spending Authority

An individual with spending authority has full authorization to commit funds within their assigned budget and within the limitations established. The individual must ensure that sufficient funds exist within a budget to cover a particular expenditure as well as all known obligations.

The Secretary Treasurer will establish:

- procedures for approval of expenditures; and
- limitations on spending authority, typically in the form of a dollar amount threshold.

Individuals shall not approve spending that will confer a benefit on themselves including their own reimbursement of business expenses. These expenses must be approved by a supervisor.

Further, individuals shall not solely authorize the spending for immediate family members.

Contracting Authority

An individual with contracting authority is permitted to sign legal documentation giving effect to contracts. Contracting authority is limited to a select senior staff who, by virtue of



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their position and background, have the ability to examine fully the implications of a particular contractual obligation.

The Superintendent's employment contract terms must be approved by the Board and signed by the Board Chair and Secretary Treasurer. Amendments to the contract terms, including salary changes, must be approved by Board motion.

The Secretary Treasurer's employment contact must be signed by the Board Chair and the Superintendent.

Payment authority

Payment authority is the function of releasing payment for authorized spending or for authorized investment purposes from District bank accounts or credit facilities. Payment authority is restricted to the Secretary Treasurer and Superintendent.

Policy 2040 Signing Authority—Cheques Signing Officers

The District signing officers for all cheques of School District No.51 (Boundary) shall consist of/include the following:

- a. ~~a)~~ Chairperson of the Board Board Chair
- b. ~~b)~~ Superintendent of Schools
- b. ~~Secretary-Treasurer~~
- e. ~~c)~~ Secretary Treasurer
- d.c. ~~e)~~ Designated Accounts Payable Clerk
- e.d. ~~f)~~ All Trustees

Legal Documents and District Corporate Seal

Authority to affix the District Corporate Seal is restricted to the Superintendent and the Secretary-Treasurer for use on corporate documentation.

The signing officers for execution of all legal documents and any documents requiring the District corporate seal shall be the Board Chair and one of the Superintendent of Schools or the Secretary-Treasurer.



School District 51 Boundary

BOARD OF EDUCATION POLICY

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For contracts and other legal documents requiring an officer of the Board, the signing officers shall be the Superintendent of Schools and the Secretary Treasurer.



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Electronic Signatures

The signatures on system produced cheques shall carry the electronic signature of the Secretary Treasurer.

The signature on system-produced purchase orders shall carry the electronic signature of the Secretary-Treasurer.

Guidelines

~~1. Unless otherwise directed by the Board, authority for the signing of all cheques is given to the signing officers according to the following schedule:~~

~~2. a. Cheques not exceeding \$7,500 require one of the following signatures:~~

~~3. One of: Superintendent of Schools, Secretary-Treasurer, or~~

~~1. For payments not exceeding \$30,000, the Superintendent of Schools or Secretary-Treasurer has signing authority.~~

~~4. b. Cheques Payments exceeding \$7,500/30,000 require twøone of the following signatures:~~

~~5. One of: Superintendent of Schools or, Secretary-Treasurer, or Designated Accounts Payable Clerk and one of~~

~~6. One of: Chairperson of the Board or a Trustee.~~

~~2.~~

~~7. Electronic Payments or Transfers~~

~~8.3.~~ The following payments can be made electronically or by transfer without signature or limit:

a)

- Receiver General
- ~~b)~~ Teachers' Pension
- ~~c)~~ Municipal Pension
- ~~d)~~ Workers' Compensation Board
- ~~e)~~ Public Education Benefit Trust
- Employer Health Tax
- Pacific Blue Cross
- Progress payments related to capital projects

s

~~The signing officers for School District No. 51 (Boundary) for all legal documents are the~~



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~~Chairperson of the Board and one of, the Superintendent of Schools or the Secretary-Treasurer.~~

~~The signing officers of all legal documents the Chairperson of the Board and one of the Superintendent of Schools or the Secretary-Treasurer~~

~~Policy 2030 Signing Authority in the Absence of the Secretary Treasurer or Superintendent~~

~~In the absence of the Secretary-Treasurer or the Superintendent, the Board may authorize a member of staff to sign such legal and financial documents, with or without the corporate seal, as may be required to ensure continued operation of the School District.~~



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POLICY ~~2060-550~~ PUBLIC USE OF SCHOOL FACILITIES

~~The Board of Education recognizes that school facilities represent a major public investment and should be available for public use to the greatest extent possible. This~~ The following policy applies to all rentals of ~~School~~ District facilities except those for which the ~~School~~ Board has entered into a separate Joint Use Agreement.

~~The policy regarding community/public use of School District facilities shall be based on the following premise:~~

~~1. The School Board's~~ first consideration for the use of ~~school~~ District facilities is to meet the needs of students and school programs ~~during daytime periods and such evening and weekend periods~~ as may be required.

~~2. The Board agrees, however, that school facilities should be used as extensively as possible by community/public organizations and other groups when not required for District educational programs. Preference will be given to activities of educational, cultural or recreational value and to children's groups.~~

~~3. The School Board considers that~~ The the schedule of fees and ~~accompanying~~ terms and conditions for community use of school facilities ~~should are be~~ governed by the following several principles: considerations:

- ~~• —Need for recognition by all groups~~ of building-related costs.
- ~~• —Need for adequate control of use by School~~ District officials.
- ~~• —Provision of graduated fees, with lowest rates charged to student-related activities and highest to private or commercial activities.~~

Guidelines

~~4.~~

1. When school facilities are not required for District purposes, preference will be given to activities of educational, cultural or recreational value for children and youth groups.

1.2. The following priorities shall apply to community/public use of school buildings, grounds and facilities:

~~1.1. — Educational~~



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~~1.2. — A logical extension of the Board's educational programs and any, e.g. school co-curricular programs (free usage between 3:30 p.m. and 10:00 p.m. or one hour before the custodial shift ends on school days).~~

~~1.3.1.1. — Approved education or any other focused group, e.g. Fire Suppression classes.~~

~~1.4. —~~

~~1.5.1.2. — Cultural/Recreational Use: including cultural learning or physical well-being, fitness~~

~~1.6.1.3. — Community Service: including service clubs, fund-raising events, government and community agencies, class reunions, recognized political groups, activities, and appropriate celebrations, etc.~~

~~1.7. —~~

~~1.8.1.4. — Other Use: including Private and/or for-out-of-town profit-making programs, commercial organizations, government agencies, and religious groups, Private private recreational teaching or instructional of recreational activities other than those covered by the Recreation Commission.~~

~~School facilities will not be available for personal celebrations.~~

~~NOTE: Individuals or organizations sponsoring activities for recreational use or physical fitness may be sponsored through the Recreation Commission in the Grand Forks Geographical Area, however, arrangements for use of gymnasiums will be booked by the school office in liaison with the Recreation Director. Use of grounds is to be arranged through the Recreation Commission. Contact the Recreation Commission at 250-442-2202. It is to be noted that the Board's policy and regulations apply to the use of grounds.~~



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POLICY ~~1330-560~~ SCHOOL CLOSURE

The Board of Education is responsible under the *School Act* for the effective and efficient operation of schools in the District.

The Board may consider closing schools for a variety of reasons, some of which include:

- declining student enrolment such that ~~the a~~ school is no longer educationally, economically or operationally viable;
- restructuring of educational programs, consolidation of operations and relocation of students to other schools in the ~~School~~ District which results in ~~the a~~ school being deemed surplus to the District's educational needs; or
- ~~the a~~ school is being replaced on a new site with a newly constructed school.

The closure of schools ~~has can have~~ significant impacts and therefore the Board will follow a process that provides adequate opportunity to consult with the community and relevant constituencies and those who will be affected prior to any final decision being made.

Guidelines

REGULATIONS

1. Process

1. Consideration of Possible School Closure

1.1. The Board may, by resolution or bylaw passed at an open meeting of the Board, of which at least two weeks' notice to the public of the matter to be considered, determine to consider the closure of one or more schools. Should such a bylaw or resolution pass, the Board will embark on a consultation process to determine whether to move forward with a bylaw to close that or those schools.

~~1.1. First reading of a by-law to consider closure of one or more schools will be voted on at an open meeting of the board, of which parents, staff and the community have received at least two weeks' notice of this agenda item.~~

- ~~1.2. A decision to consider a school closure will be followed by a public consultation period of at least 60 days undertaken by the Board and the Board will give fair consideration to public input prior to making a final decision on any proposed closure of a school. The purpose of the consultative process is to ensure that all points of view and viable options are considered. Fair consideration includes the concept that the proposal to close a school could be changed or reversed.~~
- ~~1.3. The final decision on a school closure will be voted on by giving second and third reading of a bylaw at one or more open Board meetings.~~

2. Public Consultation

- 2.1. There shall be a public consultation period following a decision to consider the closure of a school but preceding the decision whether to close a school or not of at least 60 days undertaken by the Board and its staff. The Board will give fair consideration to public input prior to making a final decision on any proposed closure of a school. The final decision on a school closure will be made at one or more public meetings to consider three readings of a bylaw for that purpose.
- 2.2. The consultation process ~~should~~ shall provide an opportunity for the community and relevant constituencies and particularly those who will be affected by a proposed closure to participate in the process. The Board will take the following steps to ensure that an open, meaningful public consultation will take place:
- 2.3. The Board will make available to the public, in writing, pertinent facts and information that may be considered by the Board with respect to school closure, including but not limited to:
- 2.3.1. reasons for the proposed school closure;
 - 2.3.2. the specific school that is being considered for closure
 - 2.3.3. how the proposed closure would affect the catchment areas of affected schools;
 - 2.3.4. the general effect on surrounding schools;
 - 2.3.5. the number of students who would be affected, at both the closed school and surrounding schools;
 - 2.3.6. the effect of the proposed closure on district-provided student transportation;
 - 2.3.7. educational program/course implications for the affected students;
 - 2.3.8. the proposed effective date for the closure
 - 2.3.9. financial considerations;
 - 2.3.10. impact on the Board's capital plan;
 - 2.3.11. possible alternative community use of all or part of the school; and
 - 2.3.12. proposed use of the closed school(s) including potential lease or sale.

3. Process

3.1. The Board shall follow the following process for considering the closure of a school, with such amendments as may be determined by the Board and its staff to be appropriate in the circumstances.

3.2. The Board will hold at least one public meeting to discuss the proposed closure, summarize written submissions and listen to community concerns and proposed options.

3.3. The Board may hold a second public meeting to discuss the proposed closure, summarize written submissions, and listen to community concerns and proposed options.

3.4. At least one (1) public meeting shall be located at the school designated for closure or a suitable facility in the community the school is located in.

3.5. The time and location of any public meeting will be appropriately advertised to ensure adequate advance notification to affected persons or groups in the community. This will include written notification to students and/or parents/guardians of students currently attending a potentially closed school, a clearly visible notice in any local newspaper and electronic posting on the district's website.

3.6. The Board will summarize the following at the beginning of any public forum::

3.6.1. implications of the proposed closure;

3.6.2. implementation plans, including the timing of the proposed closure;

3.6.3. options that the Board considered as alternatives to the proposed closure;

3.6.4. assessment of projected growth in the area of the school;

3.6.5. summary of written submissions presented to the Board by members of the community;

3.6.6. possible future uses for the school building/property; and

3.6.7. other information considered significant with respect to any school closure decision.

3.7. Minutes will be kept of any public meeting to record concerns or options raised regarding the proposed closure.

3.8. The Board will provide an adequate opportunity (no less than 21 calendar days) for affected persons members of the community to submit a written response to any proposed school closure.; Information and directions on how to submit a written response to the Board shall be articulated provided. The information and directions should shall advise

potential correspondents that their written response may be referred to at subsequent public forums made public as part of the closure process, respecting the closure, unless the correspondent specifically states in the written response that the correspondent wishes his or her name and address to remain confidential, and that is permitted by the Freedom of Information and Protection of Privacy Act.

3.9. Records will be maintained of all consultation, including: advertising, agenda, minutes, dates of consultations, working group and public community consultation meetings, copies of information provided at these meetings, names of trustees/district staff who attended these meetings, a record of individuals attending public community consultation meetings, a record of questions asked, and responses given and any other related correspondence to and from the Board.

4. Decision

~~2.1.~~

~~2.2.~~

~~2.3. The time and place of public meetings should be appropriately advertised to ensure adequate advance notification to affected persons in the community. Fourteen (14) days advance notification shall be provided. Generally, this will mean a letter will be sent to homes of students in both the school being considered for closure and the school(s) receiving new students via Canada Post. A notice shall be placed in a local newspaper as well as notice to local governments and to all users of the school space who have ongoing written agreements or leases.~~

~~2.4.~~

~~2.5. At least one (1) public meeting shall be located at the school designated for closure or a suitable facility in the community the school is located in.~~

~~2.6.~~

~~2.7. The Board should take the following steps to ensure that an open and meaningful public consultation has taken place:~~

~~2.8.~~

~~2.9. Make available at a public meeting, a full disclosure of all facts and information considered by the school board with respect to any proposed school closure including:~~

~~2.10. _____~~

~~2.11. _____ which specific school(s) are being considered for closure;~~

~~2.12. _____ the proposed effective date of the closure(s);~~

~~2.13. _____ reasons and implications for the proposed school closure~~

~~2.14. _____ how the proposed closure would affect the current catchment area for each school;~~

~~2.15. _____ the general effect on surrounding schools;~~

~~2.16. _____ the number of students who would be affected at both the closed school(s) and surrounding schools;~~

- ~~2.17. consideration of future enrolment growth of persons of school age, of less than school age and adults;~~
- ~~2.18. the effect of proposed closures on board-provided student transportation;~~
- ~~2.19. educational program/course implications for the affected students;~~
- ~~2.20. financial considerations;~~
- ~~2.21. impact on the Board's five year capital plan;~~
- ~~2.22. possible alternative community use of all or part of the school;~~
- ~~2.23. proposed use of the closed school(s) including potential lease or sale.~~

~~2.24.1.1. Provide an adequate opportunity (no less than 21 calendar days) for affected persons to submit a written response to any proposed school closure; information and directions on how to submit a written response to the Board shall be articulated. The information and directions should advise potential correspondents that their written response may be referred to at subsequent public forums respecting the closure, unless the correspondent specifically states in the written response that the correspondent wishes his or her name and address to remain confidential.~~

~~2.25. —~~

~~2.26. — Hold a second public meeting to discuss the proposed closure, summarize written submissions, and listen to community concerns and proposed options.~~

~~2.27. —~~

~~2.28. — Maintain records of all consultation, including: advertising, agenda, minutes, dates of consultations, working group and public community consultation meetings, copies of information provided at these meetings, names of trustees/district staff who attended these meetings, a record of individuals attending public community consultation meetings, a record of questions asked, and responses given and any other related correspondence to and from the Board.~~

~~2.29. —~~

~~2.30. — The information gathered during the consultation process will be considered by the Board prior to making a final decision. The Board may vote to close the school, not to close the school, or on an alternate option make another decision, based on the results of the consultation process, which may include engaging in further consultation on other options other than the school closure under consideration. Additional consultation may be undertaken if the recommendations on closure are substantially different from those originally proposed.~~

~~4.1. —~~

3.5. Notification to the Minister

~~3.1.~~ If the Board decides to permanently close a school under Section 73 of the School Act, the Board must, without delay, provide the Minister with written notification of the decision containing the following information:

~~3.2.5.1.~~

~~5.1.1.~~ the school's name;

~~3.2.1.~~ —

~~3.2.2.~~ the school's facility number;

~~5.1.2.~~ —

~~3.2.3.~~ the school's address; and

~~5.1.3.~~ —

~~3.2.4.5.1.4.~~ the date on which the school will close.



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POLICY ~~5612005~~ DISPOSAL OF LAND AND BUILDINGS

The Board of Education recognizes that from time to time certain lands and improvements may become surplus to the educational needs of the ~~School~~ District and may therefore consider the disposal of such ~~the need to dispose of~~ surplus land and buildings.

Prior to consideration of any possible disposal of lands or buildings, the Board will make a determination whether such lands or buildings are surplus to the educational needs of the District. In making such determination, the Board will:

- Consider and comply with any guidance or direction from the Ministry responsible for K-12 public education in British Columbia;
- Undertake, with stakeholders, local governments, community organizations and/or the public, such consultations as the Board may consider appropriate with respect to the lands or buildings involved.

~~This A~~ consultation process shall include:

- Consideration of future enrolment growth in the ~~School~~ District, including K-12, adult programs and early learning;
- Consideration of alternative community use of surplus space in school buildings and other facilities;
- A fair consideration of the community's input and adequate opportunity for the community to respond the Board's possible plan for the lands or buildings.

The Board ~~of Education~~ believes that where ~~School District No. 51 (Boundary)~~ lands or buildings have an asset of School District No. 51 (Boundary) has been designated as surplus, every effort should be made to dispose of that asset in such a manner consistent with Ministry direction, and where such land or buildings are to be disposed of, the Board will seek to accrue that the maximum financial benefit ~~accrues~~ accrues to the ~~School~~ District given the nature of the body which is acquiring the lands or buildings. The Board of Education, therefore, requires that any surplus land and building assets ~~shall will~~ shall will be offered for sale to the general ~~publ~~ public, unless such disposal is to another board or institution for educational purposes.e. ~~Exception to this policy includes land exchanges and transactions with public bodies or charities.~~

REGULATIONS

Legislative References: School Act [RSBC 1996, Section 65(5)] and ~~Section~~ 96; Ministerial Order 193/08

Collective Agreement References: Nil

Date Adopted: June 8, 2004

Date Amended: December 13, 2004, June 26, 2019, XXX, 2024

Guidelines

~~1.~~—Where the Board has ~~determined~~s that any given land and/or facility is surplus to current needs and should be disposed of, the following ~~principles~~ will apply:

~~2.1.~~—

~~2.1.~~—The Board will consider whether or not the asset will meet any future education needs of the District. If the property is not required for future educational purposes a Board motion will be passed to proceed with disposition;

~~2.2.~~—

~~2.3.1.1.~~ The Board shall obtain an appraisal of the property by an independent professional appraiser to obtain an estimate of the fair market value of the land and/or buildings~~facility~~;

~~2.4.1.2.~~ After appraisal, authority to dispose of the surplus asset at fair the best available market value~~price~~ is assigned~~delegated~~ to the Secretary-Treasurer who will establish the public process for its disposal, which shall be consistent with the intent of this P~~p~~olicy;

~~2.5.~~—

~~2.6.1.3.~~ A~~A~~ acceptance or rejection of any offers will be~~is~~ subject to Board consideration~~approval~~;

~~2.7.~~—

~~2.8.1.4.~~ Once the Board has determined a successful purchaser, a Board bylaw authorizing the disposal will be made pursuant to Section 65(5) of the School Act; and

~~2.9.~~—

~~2.10.1.5.~~ Notification to the Minister of Education will be made pursuant to the Disposal of Land or Improvements Order.

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POLICY 570 PROVISION OF TRANSPORTATION ~~5091 BUS TRANSPORTATION & WALK LIMITS~~

BUS TRANSPORTATION

~~The Board of Education recognizes the rural nature of the School District No. 51 (Boundary) and is a rural district. As safe bus and accessible transportation plays a key role in student learning the provision of education programs for some students, the District is committed to providing safe and efficient transportation in a caring manner.~~

The following factors are considered when determining whether to provide bussing transportation services:

- whether there are sufficient students to justify the service,
- whether road conditions are suitable for school buses, ~~and~~
- the distance affected students live from the nearest school. ~~—~~
- ~~As well, bussing services provided are dependent on~~ available funding ~~(reviewed annually), and~~
- ~~and~~ the need for operational efficiencies.

It is ~~the a~~ parent/guardian's responsibility to determine how their children will safely travel to and from school or to and from the bus pick up and drop off locations.

~~The School Act does not require school districts to provide student transportation services. However, individual Boards of Education, at their discretion, may provide transportation services for certain students to and from school.~~

In accordance with the School Act, transportation for students going to and from school is provided at the discretion of the Board. ~~It will be dictated by Ministry funding guidelines, available funding, and the need for operational efficiencies.~~

It is recognized that bus transportation routes ~~will may~~ not ~~suit satisfy~~ the requests of all parents. The allocation of an accessible bus to a route will be made based on balancing the needs of individual students with the requirement to safely transport all students to school.



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~~The Board will also make every effort to ensure inclusive practices occur for all school activities requiring bussing. If school bus transportation is not practical, the Board may consider providing “transportation assistance” to parents. The needs of students with a disability or diverse ability shall be fully considered in planning transportation services.circumstances~~

REGULATIONS

Guidelines

~~1. Where school bus transportation is established, eligible riders include: School bus transportation may be provided free of charge to:~~

~~1.1. a) A pPrimary (K-3) students residing more than 4.0 kilometres from his/hertheir neighbourhood catchment area school; or~~

~~1.2. b) SA student in grades 4-12 residing more than 4.8 kilometres from his/her their neighbourhood catchment area school.~~

~~1.2.1.3. These distances shall be measured from the nearest passable road to a public the designated school in which therewhere the is a grade level is and placement offered. for the student(s).~~

~~Bus services are sometimes provided to students within the walk limits outlined in section 1 as a courtesy, providing there is available seating on the bus and time in the schedule. Should Eligible riders will always be accommodated over courtesy riders. overcrowding occur, these students will be denied bus transportation.~~

The balance of the policy dealing with student behaviour to move to an Administrative Procedure

~~2. — 2. Bus routes will be reviewed annually with emphasis on safety and efficient use of resources.~~

~~School bus routes are established on the basis of safety and efficiency of service for students who meet the criteria for eligibility.~~

- ~~Route changes must be approved by the Director of Operations or designate~~
- ~~New routes may be considered with a minimum of sixteen (16) eligible students.~~
- ~~Where possible, routes will be designed to minimize the time students spend on a bus.~~
- ~~Routes will be reviewed annually~~



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~~4. Student behaviour is a significant factor in bus travel and safety. Traveling on a school bus is a privilege which may be suspended or revoked for a student not observing Codes of Conduct, and procedures below:~~

- ~~• Wait for the school bus only in the area designated as a school bus loading zone;~~
- ~~• Board or leave a school bus in an orderly manner;~~
- ~~• Remain safely seated until the bus stops at intended destination;~~
- ~~• Be courteous to other passengers and the driver;~~
- ~~• Abide by instructions posted in the bus or given directly by the bus driver.~~

~~5. Also, students who ride buses will be asked to sign a bus riding contract each year. Bus drivers are required to report cases of unacceptable student behaviour to the school principal. Consequences of such behaviour will be as per the District's progressive discipline policy (noted on XXX form).~~

~~6. The bus driver is authorized to:~~

- ~~• Cancel a trip when, in his/her opinion, the current road conditions are unsafe, and continuation of the trip presents a hazard to students on the bus;~~
- ~~• Drive the bus and its riders to a location where a school Principal or District-based administrator can take appropriate action if there are concerns regarding discipline, safety or other exceptional circumstances~~



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POLICY 580 ~~1356~~ GLOBAL POSITIONING SYSTEMS ON DISTRICT VEHICLE

Scope

This GPS Policy (the “**Policy**”) applies to all School District 51 (“**SD51**” or the “**District**”) employees driving SD51 vehicles, including maintenance vehicles and buses (collectively, the “**Vehicles**”).

Purpose

SD51 is committed to ensuring the safety of employees, the protection of its property and the efficiency of its operations. In order to achieve these and related objectives, SD51 may track the location, movement and operation of Vehicles through the use of global positioning system transmitters and related technology (“**GPS**”).

SD51 also takes seriously its obligations to adopt responsible practices regarding the collection, use and disclosure of personal information about its employees and is committed to ensuring that the use of GPS is in full compliance with the *Freedom of Information and Protection of Privacy Act* (“**FIPPA**”).

The purpose of this Policy and related regulations is to provide employees with reasonable and appropriate notice of the use of GPS and to establish guidelines regarding the collection, use and disclosure of personal information of employees obtained under this Policy using GPS (“**GPS Data**”).

Regulations Guidelines

1. GPS is affixed to Vehicles and its functioning allows for the collection and monitoring of employee location, routes, mileage, speed, hours worked, whether the GPS feature has been disconnected, and irregular driving activities such as harsh acceleration, braking or cornering.
2. Such information collected using GPS may be used for purposes that include the following:
 - 2.1. employee safety purposes;
 - 2.2. facilitating emergency response if required;



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- 2.3. tracking Vehicle location to protect against loss, vandalism or theft;
 - 2.4. tracking employee start and finish times to improve dispatching and scheduling;
 - 2.5. confirming service and delivery to sites;
 - 2.6. identifying and addressing dangerous driving practices, including use of excessive speed;
 - 2.7. improving efficiency by monitoring and evaluating driving patterns and routes;
 - 2.8. monitoring fuel consumption and Vehicle idling time to reduce waste and gas emissions;
 - 2.9. collecting data that will assist SD51 when investigating Vehicle collisions or similar accidents;
 - 2.10. assisting SD51 in investigating incidents involving SD51 Vehicles;
 - 2.11. assisting in SD51's response to complaints;
 - 2.12. assisting SD51 in the efficient maintenance of Vehicles and to reduce maintenance costs through early mechanical diagnosis; and
 - 2.13. assisting in compliance with SD51 legal and regulatory obligations, including occupational health and safety requirements.
3. Use of GPS Data, Investigative Purposes & Discipline
- 3.1. GPS Data may be subject to audits undertaken at periodic intervals or in response to identified risks, incidents or predetermined events. GPS Data will not be monitored in real-time on an ongoing continuous basis, but may be routinely accessed, audited or reviewed for the purposes described in this Policy and in accordance with FIPPA.
 - 3.2. While the primary use of GPS is to increase employee safety and protect SD51 property, SD51 reserves the right to access, use and rely upon GPS Data for investigative, employment and disciplinary purposes (up to and including termination) in compliance with FIPPA, including, without limitation, in the following circumstances:
 - 3.2.1. where a Vehicle is operated outside of approved procedures or otherwise contrary to District policy;
 - 3.2.2. where a Vehicle is operated contrary to applicable laws, including the Motor Vehicle Act, or contrary to prudent and careful standards for a trained operator holding a valid licence or certification to operate the Vehicle;



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- 3.2.3. where an employee is involved in any sort of collision, incident or accident where there is or may be an allegation of fault against the employee or SD 51;
 - 3.2.4. where a complaint has been made by a third party about the unsafe or unlawful operation of a Vehicle;
 - 3.2.5. where GPS Data may yield data relevant to an ongoing investigation; and
 - 3.2.6. where an issue is identified through an audit of GPS Data that requires further investigation.
 - 3.3. Any action to remove, bypass, disconnect or damage GPS equipment will be grounds for discipline up to and including termination.
4. Access, Storage and Security
 - 4.1. GPS Data is protected by reasonable security measures and access is restricted by SD51 to authorized users who must have proper credentials to access the information. Authorized SD51 personnel will be permitted to access this data only on a need to know basis, and employees who are granted access are expected to keep this information confidential and to use it only in accordance with this Policy. Failure of authorized personnel to keep confidential and safeguard this information appropriately and in accordance with this Policy may be subject to discipline.
 - 4.2. GPS Data is stored by Geotab, a third-party service provider, using servers based in Canada. Geotab are also used to perform maintenance, troubleshooting and related services on GPS-related software and functions. SD51 only provides access to the information that is necessary for the applicable service to be performed. In addition, we require service providers to protect the information in a manner that is consistent with our privacy policies, security practices and *FIPPA*.
 - 4.3. Individual Vehicle operator names will not be used or entered into any GPS equipment. Driving activity will be monitored and tracked using an identification number to ensure the Vehicle operator's name is protected from unauthorized access, use and disclosure.



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- 4.4. Responsibility for the operation of the system and access to the GPS vests in the Secretary Treasurer. Any concern or complaints about the operation of the system should be directed to the Secretary Treasurer through the School Board Office.
5. Retention
 - 5.1. SD51 maintains personal information for only as long as it is needed for employment, business, operational or legal reasons. Any personal information that is used to make a decision about an individual will be retained for at least one year in compliance with FIPPA. SD51 may be required by law to retain some personal information for longer periods.
6. Questions
 - 6.1. Questions, concerns or complaints about this Policy or the use of GPS can be directed to the Secretary Treasurer.

2025 – Board Representatives

Board members are asked to sit on external committees and groups as representatives of School District #51. Representatives of the District are expected to take a District point of view when representing the District. They should relay District concerns to the individual groups/organizations and report back to the Board on issues when necessary to do so. Some of these external positions are appointed and some need to be elected by the Board as a whole. The current major positions are as follows.

Committee

Representative

DISTRICT SCHOLARSHIP

Jaime/Shannon– EAST Rose/
Mark/Katie-- WEST

BCSTA – KOOTENAY BOUNDARY BRANCH

Jaime Massey
_____ - Alternate

BCSTA PROVINCIAL COUNCIL

Katie Jepsen
Mark Danyluk - Alternate

BCPSEA REPRESENTATIVE COUNCIL/BCSTA BARGAINING COUNCIL REPRESENTATIVE

Jaime Massey
Bronwen Bird - Alternate

OKANAGAN LABOUR RELATIONS COUNCIL

Jaime Massey
Miranda Burdock - Alternate

BOUNDARY INTEGRATED SERVICES MODEL

Larisa VanMark
Rose Zitko - Alternate

RECREATION COMMISSION (GF & CL)

Bronwen Bird

Parent Advisory Council Representatives

Big White Community School

- Bronwen Bird
- Rose Zitko (Alternate)

Beaverdell Elementary

- Rose Zitko
- Mark Danyluk (Alternate)

West Boundary Elementary

- Mark Danyluk
- Rose Zitko (Alternate)

Boundary Central Secondary

- Mark Danyluk
- Katie Jepsen (Alternate)

Greenwood Elementary

- Katie Jepsen
- Rose Zitko (Alternate)

Hutton Elementary

- Larisa VanMark
- Jaime Massey (Alternate)

Perley Elementary

- Larisa VanMark
- Jaime Massey (Alternate)

Grand Forks Secondary

- Shannon Hall
- Jaime Massey (Alternate)

Walker Development

- Jaime Massey

Christina Lake Elementary

- Shannon Hall
- Bronwen Bird (Alternate)

2025 Board Committees

<p><u>Policy Development</u></p> <p>Chair - Bronwen Vice Chair - Larisa</p>	<ul style="list-style-type: none"> The Policy Committee shall hold regular meetings with the intent of developing and maintaining District policies. They are to involve education partners in the development of School District policy. The Committee shall make recommendations to the School Board on individual policy adoption and/or modification.
<p><u>Personnel Committee</u></p>	<ul style="list-style-type: none"> Administration may call on members of this Committee when needed to sit in on personnel or employee relations meetings.
<p><u>Ad Hoc Committees</u> Ad Hoc Representation</p>	<ul style="list-style-type: none"> The Board will form working groups or ad hoc committees on a situational basis as needed.
<p><u>Finance/Operations/Audit Committee</u></p> <p>Chair - Mark Vice Chair - Rose</p>	<ul style="list-style-type: none"> The Finance Committee is responsible for the fiscal stewardship of the School District. It has responsibility for all matters of fiscal policy including submission of the recommended annual operating budget to the Board. The Committee is to involve education partners in the budget process. The Operations Committee will review, explore and make recommendations to the Board on any major issues dealing with facilities or transportation that requires the attention of the Board The Audit Committee will deal with audit recommendations and processes.
<p><u>Education Committee</u></p> <p>Chair - Jaime Vice - Shannon</p>	<ul style="list-style-type: none"> The purpose of the Education Committee is to review student learning and well-being indicators and, where warranted, provide recommendations to the Board.



Highlights

Indigenous Education Update

- Indigenous Education Leads Call
 - Kirsten Rezansoff, District Vice Principal, attended
 - Have scheduled meeting with Leona Prince, Assistant Superintendent of Indigenous Education, on February 6
 - To update on status of Boundary Indigenous Education Council and terms of reference
- Indigenous Education Council (IEC)
 - Letter sent to Okanagan Nation Alliance inviting them to send two representatives to be members of the district's IEC
 - Received reply from Jennifer Lewis, Wellness Manager for Syilx Nation, that she will be following up as soon as possible with names of representatives

Child Care Update

- Seamless Day program at Perley Elementary
 - Kirsten Rezansoff, District Vice Principal, facilitates
 - 20 students currently attending, 23 registered in total
 - Majority are attending after school
 - Most mornings are only 2-3 students
 - EA support is available for students who need extra help
 -
 - Students attend from Hutton,
 - Buses used for transportation to and from Perley
 - Biggest challenge: employee absences
 - No replacement ECEs available
- Just B4 program
 - Posting went out for this program
 - Temporary StrongStart facilitator
 - Will be running out of West Boundary Elementary's StrongStart room
 - We only have a few StrongStart rooms that allow for Just B4 program to run with only one adult
 - It is a preschool program, so able to access funding supports for families
- Child Care building application
 - Have not heard anything so probably not successful
 - Will continue to apply
 - Looking at working with other providers in community

School Visits

- Christina Lake Elementary Concert and Hutton Elementary concerts
 - I was able to attend both concerts just before winter break
 - It was a lot of fun to see the students immersed in the performance
 - Very enjoyable!

Christina Lake





- Grand Forks Secondary School (GFSS)
 - I was able to visit the Science lab while a grade 6/7 class from Hutton (Ms. Perkin's class) was visiting Ms. Fraser's Chemistry 11 class
 - The GFSS students were showing students around the school as well as demonstrating a chemistry experiment that the grade 6/7s were then able to do
 - During this time, Mr. Houlton's Biology class also came to the Science Lab
 - His students were doing a frog dissection
 - It was a treat to see how the space functions with different classes – it was absolutely seamless!







Calendar

Dec	17	Agenda Setting
		Christina Lake Elementary Concert
		Board of Education Meetings
	18	Hutton Elementary Concert
	19	West Boundary Elementary visit
		Greenwood Elementary visit
Jan	7	Agenda Setting
		Policy Committee
	8	Elder in Residence Update
	9	Principal/Vice Principal (PVP) Growth Plan Update
	10	Kootenay Boundary Superintendent Update
		Bylaw working session
	13	Boundary Integrated Services Model meeting
		Child and Youth in Care Update with Ministry of Children and Family Development
		Peace Initiative meeting – Rotary Club
		Grand Forks Secondary Capstone
	14	PVP Growth Plan Updates (x2)
		Grand Forks Secondary Science Lab visit (with Grade 6/7 Hutton students)
	15	Indigenous Education Leads Call
		PVP Growth Plan Update
	16	Okanagan Labour Relations Corp staff meeting



School District 51 Boundary

Upcoming School Events – January 2025

Beaverdell Elementary

- No report at this time

Big White Community School

- No report at this time

Boundary Central Secondary School

- January 23/25 Musical Theatre Presents Chicago
- January 30 End of Semester 1
- February 6 Learning Updates
- February 10-12 Grad Photos

Christina Lake Elementary School

- January 23 Winter Fun Day and Lego League Scrimmage
- January 30 First Intermediate Ski Day at Red Mountain
- February 21 Winter Survival Day at Bonanza
- March 5 Science Fair (Grades 2-7)

Dr. D.A. Perley Elementary School

- January 23 District First Lego League Scrimmage
- January 27 Literacy Day/Dress as a Book Character
- January 30 11:30 Assembly
- February 10/11 First Ski Day for Grade 4-7
- February 21 Feel Good Friday

Grand Forks Secondary School

- January 29 Semester 2 Begins
- February 24 PAC Meeting
- February 26 Masquerade Dance

Greenwood Elementary School

- January 27 Family Literacy Day
- January 28 Cyber Safety with Telus
- January 30 Wilgress Lake Snowshoeing trip- grades 5-7
- February 5 Global School Play Day
- February 13 Skating and Friendship Lunch; Parkview Manor visiting Grade 5/6
- February 19- Skiing at Baldy (all grades)

John.A. Hutton Elementary School

- January 23 District First Lego League Scrimmage
- January 28 Winterfest
- January 30 6/7 Basketball (hosting WBES)

Walker Development Centre

- No report at this time

West Boundary Elementary School

- January 27 Literacy Day/Dress as a book character
- January 30 6/7 Basketball Game at Hutton
- February 6 Intermediate Ski Day
- February 13 Valentine's Day Dance and Candygrams



Secretary-Treasurer's Report December/January 2025

Budget/Finance

2024/25 Amended Budget

In early December, the Deputy Minister of Education announced recalculated operating grants would be released in January 2025 instead of mid-December this year. As a result, development of the 2024/25 amended budget is delayed. MECC has scheduled a call with secretary treasurers for January 28 to release the recalculated grant tables and provide timelines on the submission deadline for amended budgets.

Based on current information available and the assumption that rates and the basic allocation formula remains unchanged from March 2024, SD51's estimated Recalculated Operating Grant for 2024/25 is \$21,005,224, which is \$69,909 higher than the preliminary operating grant announced in March 2024 of \$20,935,315. This information will be confirmed for the Board in February with details of the change from the preliminary grant. The draft 2024/25 amended budget will be presented at the Finance Committee meeting in February.

Budget 2025/26

Enrolment projections form the basis for our preliminary operating grant and are the first step in our annual budgeting cycle. The starting basis for enrolment projections is the student data collected from the February 1701 process, which will occur on February 7. Enrolment projections for 2025 to 2027 will be presented at the Finance Committee meeting on February 18.

Payroll

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

Professional Learning/Meetings

- Kootenay Boundary Branch, ST Only Meeting – January 8 (virtual)
- BCASBO, Finance Management Group – January 10 (virtual)
- BCASBO, Funding Equity Committee – January 16 (virtual)
- Okanagan Labour Relations Council, Staff Update – January 16 (virtual)
- BCPSEA, Changes to Emergency Planning for Hazardous Substances – January 17 (virtual)
- MECC, EDX 1701 Training for ST's – January 21 (virtual)
- BCASBO, Executive Committee Meeting – January 23 (virtual)

Technology

In response to increased cybersecurity risk in the K-12 sector, Focused Education Resources has procured Cybersecurity Incident Response Retainer Services. The services are available to all school districts in BC and include, in the event of a breach or cybersecurity incident, immediate access to a cybersecurity expert team that will support the district with initial assessment and development and implementation of a response plan. The team also has expertise in ransomware investigations and negotiations, if required. Participation is voluntary and is at no upfront cost to school districts. In consultation with our IT Manager, Morgan Strohmman, SD51 has confirmed our participation in the program.

Operations/Transportation

Transportation

- In January, buses travelled 26,707 km on regular routes, as well as
 - 18 field trips in the West for 1,525 km and
 - 27 field trips in the East for 2,057 km
- Developing bus card protocols

Custodial

- Successfully completed deep cleaning at every site over Winter break
- Procured equipment for floor maintenance program

Maintenance closed out 116 work orders from December 12 – January 23 . Items of note include:

- Perley Indigenous Education building repairs completed
- Correcting deficiencies from Fire Department inspections
- Boiler maintenance
- BCSS flooring repairs completed
- Working with Interior Health at the BLC to develop a separate security account

Other Projects/Work

- Attended the ASTSBC (The Association of School Transportation Services of BC) meeting in Kelowna
- Working with Interior Health on air quality monitoring
- Working with Environmental Operators Certification Program on water system maintenance
- Working with the engineer on the BCSS HVAC project
- Working with the evolving Zero Emissions Transit Fund (ZETF) application approval
- Government reporting for completed capital projects

Hutton PAC Meeting Highlights

Date: Wednesday, January 15, 2025

Principal's & Teacher's Reports

Christmas concert feedback survey was sent out to all care givers, positive reviews on length of program but an evening performance was requested in addition to the day performance by many people that took the survey. They are looking at how they can do that for the next one.

Basketball has started for the grade 6/7s and possibly a 4/5 team if there is enough interest.

Lego scrimmage is coming up at Hutton on January 23rd. The Lego clubs from different schools compete by completing tasks involving building Lego spheros and coding.

Science Fair judges are still needed.

Month end assembly on January 29th; some members of the GF Legion will be there to make a presentation and hand out awards to some students that entered their Remembrance Day contest.

School Trustee Report

I reported out on:

The completion of the review and revamping of all District policies, the last ones that are on our website for public input.

Regrets that we cannot attend the Winterfest Carnival coming up as it is on January 28th, same day as our District meeting in Greenwood.

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

President is trying to get District to put in speed bumps/dips in the parking lot and is talking to Principal Scott on how to do that. A lot of close calls reported because of speeding in the parking lot.

Panago Pizza has contacted Hutton PAC about supplying pizza for hot lunch program. Panago delivered and donated three pizzas to the meeting to have everyone test it out – with good reviews. Hot lunch will be starting up again, this term with Panago Pizza and Wooden Spoon food options.

Seed fundraiser coming up next and possibly Krispy Kreme Donuts and Kernel's Popcorn after that. Winterfest will be happening at Hutton on January 28th, funds raised will be going towards shade sails to help with shade on the field near playground and possibly bus stops.

Next meeting is Monday, February 10th @ 6pm

Larisa Van Marck
School Trustee – SD51

Perley PAC Meeting Highlights

Date: Monday, January 13, 2025

Principal/Vice Principal Report

PAC was thanked for funding blue mats for the gym and two sets of new dodge balls (12 each side) that are being well used already.

Basketball is starting for Grade 6 & 7 kids, staff coached. Looking at maybe Grade 4/5 teams as well if coaching comes through.

Diana M. is starting an after school tutoring program that would be Mondays 3:15-4:00 run out of the AbEd building. She is including some high school students to also tutor and it will all be focussed on literacy and numeracy. Open to all students.

Peace Club starting for Grades 6 and 7 students. Some teachers have taken a peace literacy course and want youth involved, especially in the world peace gathering in April. This will also be a pre-cursor for entering the Global Citizenship Group in high school.

School Trustee Report

I reported out on:

The Policies that were put on our website for public input and that we are now done with our complete overhaul of all policies. I encouraged PAC to go on the district website to look at our policy pages.

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

The Fundraising Coordinator has resigned and the position is now open. The PAC agreed to keep the rest of the fundraisers for the school year at just two main ones – Valentines Day chocolates from Lucky Pheasant in February and a Family Fun Night in May. Both gaming and fundraising accounts have healthy amounts in them so they will concentrate on purposefully spending money and concentrated fundraising.

Next meeting is Monday, February 3rd @ 5:30pm

Larisa Van Marck
School Trustee – SD51