

SCHOOL DISTRICT NO. 52 (PRINCE RUPERT)

A G E N D A

**REGULAR OPEN SCHOOL BOARD MEETING
MEETING HELD AT BOOTH MEETING ROOM
AND ON ZOOM**

Monday, October 16, 2023- 7:00 P.M.

1. **Adoption of Agenda**
2. **Presentation(s):**
 - 2.1 None
3. **Approval of the Minutes of the**
 - 3.1 Open Board Meeting Held on September 25, 2023 (p. 3)
4. **Necessity of Closed Meeting and Agenda**
 - 4.1 Approval of Agenda
 - 4.2 Approval of Minutes of the In-Camera Meeting held September 25, 2023
 - 4.3 Human Resources Report
 - 4.4 Secretary-Treasurer's Report
 - 4.5 Other
 - 4.6 Legal Items
 - 4.7 Information Items
 - 4.8 Old Business
 - 4.9 Items for Release
5. **Correspondence**
 - 5.1 Addressed to the Board
None
 - 5.2 Copied to the Board
 - 5.2.1 September 12, 2023 letter from BCSTA to Minister Dean and Singh re: Family Connection Centres (p. 12)
 - 5.2.2 October 4, 2023 letter of congratulations from BCSTA to Tracy Humphreys (p. 16)
6. **Superintendent of Schools' Report**
 - 6.1 For Board Information:
 - 6.1.1 Field Trips (p. 17)
 - 6.1.2 Enrolment
 - 6.1.3 Upcoming Projects/Learning/Other
7. **Secretary-Treasurer's Report**
 - 7.1 September 2023 Expenditures Report (p.18)
 - 7.2 September 2023 Operations Department Report (p. 20)
 - 7.3 September 2023 Information Technology Department Report (p. 21)

8. **Committee Reports**
 - 8.1 Finance & Building Committee **(Trustees Beil, Maier, Pucci)**
 - 8.1.1 School Infrastructure Program (FIP) Capital Submission (Feeding Futures)
 - 8.2 Framework for Enhancing Student Learning **(Trustees Horne, Sanchez)**
 - 8.2.1 Annual Student Learning Report (p. 22)
 - 8.3 Provincial Council **(Trustees Maier, Pucci)**
 - 8.4 Indigenous Education Council **(Trustees Toye, Sanchez)**
 - 8.5 Policy Committee **(Trustees Horne, Toye)**
 - 8.5.1 October 10, 2023 Meeting minutes (p. 48)
 - 8.5.2 Policies for Approval
 - 8.5.2.1 6720 – Privacy Policy (p. 49)
 - 8.5.2.2 6730 – Public Interest Disclosure Policy (p. 51)
 - 8.5.2.3 1120 – French Immersion Policy (p. 54)
 - 8.5.3 Policies for Introduction/Discussion
 - 8.5.3.1 Multimedia Devices (NEW) (p. 55)
 - 8.5.3.2 1140 – Student Reporting Policy (p. 56)
 - 8.5.4 Policies for Review
 - 8.5.4.1 1220 – International Student Policy (p. 57)
 - 8.6 District Technology Steering Committee **(Trustee Horne)**
9. **Old Business**
10. **New Business**
 - 10.1 Administrative Assistants, Team Leaders and Department Heads (p. 58)
11. **Information Items**
 - 11.1 BCSTA NIB & NW Joint Branch meeting, Oct 13 & 14, 2023
 - 11.2 Advocacy Day, Board Chairs, October 19, 2023
 - 11.3 Professional Development Day, October 20, 2023
 - 11.4 BCPSEA Symposium, November 2 & 3, 2023
 - 11.5 Board of Education meeting, November 7, 2023 (Election)
 - 11.6 Remembrance Day Stat, November 10, 2023
 - 11.7 BCSSA, November 16 & 17, 2023
 - 11.8 Board of Education meeting, November 16, 2023
12. **10 Minute Question and Answer Period**
13. **Adjournment**

SCHOOL DISTRICT NO. 52 (PRINCE RUPERT)

MINUTES

REGULAR OPEN SCHOOL BOARD MEETING
MEETING HELD IN THE BOOTH MEETING ROOM
Monday, September 25, 2023 – 7:00 P.M.

Trustees Present: J. Beil, D. Dalton, J. Horne, K. Maier, M. Pucci

Staff Present: S. Pond, G. Slykhuis, M. Cross, D. Gautam, T. Dickens

Regrets: K. Toye, A. Samoil, L. Sanchez, B. Verissimo, J. Warburton

Vice-Chair Beil acknowledged that the meeting is being held on traditional Ts'msyen territory. The meeting was called to order at 7:00 p.m.

1. Adoption of Agenda

Motion 20230925-1.0a

Horne "Be it resolved by the Board of Education of School District No. 52
Maier (Prince Rupert) that the Agenda is approved as amended with the
addition of the Audited Financial Statements."

Carried

Motion 20230925-1.0b

Pucci "Be it resolved by the Board of Education of School District No. 52
Dalton (Prince Rupert) that the Re-naming of the CHSS gym be added to the
Agenda."

**2 in
favor, 3
opposed
Defeated**

2. Appointment of Acting Secretary-Treasurer

Motion 20230925-2.0

"Be it resolved by the Board of Education of School District No. 52
(Prince Rupert) that the Board appoint Gerry Slykhuis as Acting
Secretary-Treasurer."

Carried

3. Presentation(s): Anna Marie Prohaska

Vice-Chair Beil introduced Anna Marie Prohaska from CHSS. She presented on the potential CHSS field trip to Ottawa. Experiences Canada has been around for a number of years and they reached out to do this exchange where students from Ottawa would come to Prince Rupert and students from Prince Rupert would go to Ottawa. Experiences Canada pays for the flights and we need to fundraise for the extras for the students. Potentially students would miss 4 days of school. Billet families for all students and teachers to stay with.

Trustees expressed their thanks for this presentation. This seems like a fantastic opportunity for the students. Trustees welcome the cultural diversity this experience will bring to the students. It is wonderful that they don't have to do a lot of fundraising for this.

4. Approval of the Minutes of the

4.1 Open Board Meeting held June 20, 2023

Motion 20230925-4.1

Horne "Be it resolved by the Board of Education of School District No. 52
Pucci (Prince Rupert) that the minutes of the open Board meeting held June
20, 2023 be approved as presented." **Carried**

4.2 Special Open Board Meeting held on July 20, 2023

Motion 20230925-4.2

Pucci "Be it resolved by the Board of Education of School District No. 52
Horne (Prince Rupert) that the minutes of the open Board meeting held July
20, 2023 be approved as presented." **Carried**

4.3 Special Open Board Meeting held on September 5, 2023

Motion 20230925-4.3

Pucci "Be it resolved by the Board of Education of School District No. 52
Horne (Prince Rupert) that the minutes of the open Board meetings held
September 5, 2023 be approved as presented." **Carried**

5. **Necessity of Closed Meetings and Agenda**

- 5.1 Approval of Agenda
- 5.2 Approval of Minutes of the In-Camera Meeting held June 20, 2023.
- 5.3 Human Resources Report
- 5.4 Secretary-Treasurer's Report
- 5.5 Other
- 5.6 Legal Items
- 5.7 Information Items
- 5.8 Old Business
- 5.9 Items for Release

Motion 20230925-5.0a

Dalton "Be it resolved by the Board of Education of School District No. 52
Horne (Prince Rupert) that the closed meeting be held and that agenda
items 1 through 9 be approved." **Carried**

6. **Correspondence**

- 6.1 Addressed to the Board
 - 6.1.1 August 20, 2023 letter "Concerns regarding cell service dead zones at Charles Hays Secondary School"

Motion 20230925-6.1.1

Horne "Be it resolved by the Board of Education of School District No. 52
Pucci (Prince Rupert) that the letter 6.1.1 be deferred to the District Tech
Steering Committee." **Carried**

- 6.2 Copied to the Board

- 6.2.1 June 13, 2023 letter from BCSTA re: BCSTA Presentation Questions

Motion 20230925-6.2.1

Horne "Be it resolved by the Board of Education of School District No. 52
Dalton (Prince Rupert) that the letter 6.2.1 be received and filed." **Carried**

- 6.2.2 June 29, 2023 letter of congratulations from BCSTA to Ravi Parmar

Motion 20230925-6.2.2

Horne "Be it resolved by the Board of Education of School District No. 52
Dalton (Prince Rupert) that the letter 6.2.2 be received and filed."

Carried

6.2.3 June 29, 2023 letter from SD 33 tom Minister Singh re: Request for
Additional Funding

Motion 20230925-6.2.3

Horne "Be it resolved by the Board of Education of School District No. 52
Dalton (Prince Rupert) that the letter 6.2.3 be received and filed."

Carried

6.2.4 July 7, 2023 letter of congratulations from BCSTA to Gino Bondi

Motion 20230925-6.2.4

Horne "Be it resolved by the Board of Education of School District No. 52
Dalton (Prince Rupert) that the letter 6.2.4 be received and filed."

Carried

6.2.5 July 10, 2023 letter from National Advisory Council on Publicly Funded
Education to Prime Minister Trudeau re: Federal Support of a National
Advisory Council on Publicly Funded Public Education

Motion 20230925-6.2.5

Maier "Be it resolved by the Board of Education of School District No. 52
Pucci (Prince Rupert) that the letter 6.2.5 be received and filed."

Carried

6.2.6 August 29, 2023 letter of thanks from BCSTA to Laura Ward

Motion 20230925-6.2.6

Maier "Be it resolved by the Board of Education of School District No. 52
Pucci (Prince Rupert) that the letter 6.2.6 be received and filed."

Carried

6.2.7 September 12, 2023 letter from BCSTA to Minister Dean and Singh re:
Family Connection Centres.

Motion 20230925-6.2.7

Maier "Be it resolved by the Board of Education of School District No. 52
Pucci (Prince Rupert) that the letter 6.2.7 be received and filed."

Carried

6.2.8 AGM Motion Letters

6.2.8.1 July 12, 2023 letter from BCSTA re: Supporting the Single
Mothers Alliance for Transit for Teens Campaign in Achieving
Free Public Transit for Youth Ages 13 to 18 in BC

6.2.8.2 July 12, 2023 letter from BCSTA re: Provincial Teacher Shortage

6.2.8.3 July 12, 2023 letter from BCSTA to Chris Brown re: Ministry of
Education and Child Care Funding Support for Technology

- 6.2.8.4 July 12, 2023 letter from BCSTA to Chris Brown re: Review and Streamlining of Provincial Reporting Requirements
- 6.2.8.5 July 12, 2023 letter from BCSTA to Cloe Nicholls re: Inclusion of English Language Learners in the Framework for Enhancing Student Learning
- 6.2.8.6 July 12, 2023 letter from BCSTA to Honourable Selina Robinson re: BC Loan Forgiveness Program/Certified Teachers
- 6.2.8.7 July 20, 2023 letter from BCSTA to Chris Brown re: Capital Cost Sharing
- 6.2.8.8 July 20, 2023 letter from BCSTA to Honourable Katrine Conroy re: Inflationary Costs
- 6.2.8.9 July 20, 2023 letter from BCSTA to Honourable Rachna Singh re: Accessible Washrooms
- 6.2.8.10 July 20, 2023 letter from BCSTA to Honourable Rachna Singh re: Action to Address Peer to Peer Sexual Misconduct
- 6.2.8.11 Aug 18, 2023 letter from BCSTA to Chris Brown re: Review of School Area Standards
- 6.2.8.12 Aug 18, 2023 letter from BCSTA to Chris Brown re: Updating Audit Parameters to Align with Current Ministry of Education and Child Care Practices
- 6.2.8.13 Aug 18, 2023 letter from BCSTA to Honourable Rachna Singh re: Funding for CommunityLINK and the Equity of Opportunity Supplement
- 6.2.8.14 Aug 18, 2023 letter from BCSTA to Minister Conroy and Singh re: Accounting for Increased Operational Costs and Portable Classroom Funding
- 6.2.8.15 Aug 21, 2023 letter from BCSTA to Honourable Rachna Singh re: Annual Facilities Grant Funding to Meet CleanBC Goals

Motion 20230925-6.2.8

Maier "Be it resolved by the Board of Education of School District No. 52
 Pucci (Prince Rupert) that the letters 6.2.8.1 to 6.2.8.15 be received and filed."

Carried

7. Superintendent of Schools Report

7.1 For Board Information:

7.1.1 Field Trips

The Acting Superintendent presented the list of approved field trips and answered questions from Trustees.

Motion 20230925-7.2.1

Horne "Be it resolved by the Board of Education of School District No. 52
 Dalton (Prince Rupert) that the Ottawa field trip proposal be accepted as presented."

Carried

7.1.2 Enrolment

The Director of Instruction reported that because it is September our enrolment is not set yet. District Principal LS is working hard to make sure all designations are correct. Staff is currently working on the 1701

reports to the Ministry.

7.1.2.1 Enrolment graph

Our numbers are looking like they will be similar to last year. The graph shows the five-year trend.

7.1.3 Upcoming Projects/Learning/Other

The Acting Superintendent provided a summary of recent school activities and upcoming events.

Enrolment is comparable to last year and we have 1809 students so far. School improvement plans will be up on school websites by September 30th.

The Accessibility Plan was completed as a Northern Region – the plan has links to each individual District. This can be found on our website under the Board tab right below the Strategic Plan. People with accessibility concerns can use the feedback form to advise SD 52.

Implementation Day was focused on Mental Health and Wellness. We were pleased to have two power sessions and five Ignite sessions from presenters who were all from SD 52 or the community.

The School District will be hosting a Truth and Reconciliation Walk at CHSS on Friday at 10:30 am and flags will be at half-mast for the weekend.

Our before and After School care programs are popular. Currently, we have six spaces available at Conrad and we could add another twelve spaces if we hire another staff member. At Pineridge, we are full but could add another twelve spaces if we hire another staff member.

Roosevelt and Lax Kxeen both have wait lists at this time.

8. Secretary Treasurer and Director of Finance’s Report

8.1 June – Aug 2023 Operations Department Report

The Acting Secretary-Treasurer presented the Operations Department Report for June - Aug 2023 and answered questions from Trustees.

8.2 June – Aug 2023 Information Technology Department Report

The Manager of IT presented the Information Technology Department Report for June - Aug 2023 and answered questions from Trustees.

8.3 Audited Financial Statements

Motion 20230925-8.3

Horne “Be it resolved by the Board of Education of School District No. 52
Pucci (Prince Rupert) that the Audited Financial Statements be accepted as presented.”

Carried

Trustees had questioned the auditors on the report and have done what they needed to do.

9. **Committee Reports**

9.1 Finance & Building Committee

(Trustees Beil, Maier, Pucci)

9.1.1 2023 Capital Project Update

9.1.2 2024-25 Minor Capital Projects

Motion 20230925-9.1.2

Pucci "Be it resolved by the Board of Education of School District No. 52
Horne (Prince Rupert) that in accordance with provisions under section
142(4) of the School Act, the proposed 2024/25 Minor Capital Plan, as
provided on the Five-Year Capital Plan Summary for 2024/25
submitted to the Ministry of Education, be approved."

Carried

Green initiative discussion – expected to upgrade schools but not give enough money to do this. Thank you to ST for putting this together to get the most we can.

9.1.3 2023/24 Capital Bylaw

Motion 20230925-9.1.3a

Pucci "Be it resolved by the Board of Education of School District No. 52
Dalton (Prince Rupert) that all three reading of the School District No. 52
(Prince Rupert) Capital Bylaw No. 2023/24-CPSD52-02 be read at
the same meeting."

Carried

**CAPITAL BYLAW NO. 2023/24-CPSD52-02
CAPITAL PLAN**

WHEREAS in accordance with section 142 of the *School Act*, the Board of Education of School District No. 52 (hereinafter called the "Board") has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

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

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

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2023/24 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated September 15, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 52 Capital Bylaw No. 2023/24-CPSD52-02.

Motion 20230925-9.1.3.b

Horne "Be it resolved by the Board of Education of School District No. 52
Dalton (Prince Rupert) that the School District No. 52 (Prince Rupert) Capital
Bylaw No. 2023/24-CPSD52-02 be read a first time the 25th day of
September, 2023."

Carried

Motion 20230925-9.1.3.c

Horne "Be it resolved by the Board of Education of School District No. 52
Maier (Prince Rupert) that the School District No. 52 (Prince Rupert) Capital
Bylaw No. 2023/24-CPSD52-02 be read a second time the 25th day of
September, 2023."

Carried

Motion 20230925-9.1.3.d

Horne "Be it resolved by the Board of Education of School District No. 52
Maier (Prince Rupert) that the School District No. 52 (Prince Rupert) Capital
Bylaw No. 2023/24-CPSD52-02 be read a third time, finally passed
and approved the 25th day of September, 2023."

Carried

- 9.2 Framework for Enhancing Student Learning (Trustees Horne, Sanchez)
None
- 9.3 Provincial Council (Trustees Maier, Pucci)
Oct 20, 21 provincial council meeting. Noted deadlines to make motions.
- 9.4 Indigenous Education Council (Trustees Toye, Sanchez)
- 9.5 Policy Committee (Trustees Horne, Toye)
 - 9.5.1 September 20, 2023 meeting
Trustee Horne presented the minutes of the September 20, 2023
meeting of the Policy Committee.
 - 9.5.2 Policies for Approval
 - 9.5.2.1 2110 – Staff Recruitment & Retention Policy
 - 9.5.2.2 1430 – District Support Committee Policy

Motion 20230925-9.5.2.1/2a

Horne "Be it resolved by the Board of Education of School District No. 52
Pucci (Prince Rupert) that 2110 – Staff Recruitment & Retention Policy
and 1430 – District Support Committee Policy be approved as
presented."

Carried

- 9.5.3 Policies for Review
 - 9.5.3.1 NEW – 6720 – Privacy Policy

Motion 20230925-9.5.3.1a

Horne "Be it resolved by the Board of Education of School District No. 52
Maier (Prince Rupert) to send this policy to the district's partner groups to
review."

Carried

- 9.5.3.2 NEW – 6730 – Public Interest Disclosure Policy

Motion 20230925-9.5.3.2a

Horne "Be it resolved by the Board of Education of School District No. 52
Maier (Prince Rupert) to send this policy to the district's partner groups to
review."

Carried

Referenced with Whistleblower policy as they overlap. They should be their own policies.

9.2.3.4 1120 – French Immersion Policy

Motion 20230925-9.5.3.4a

Horne "Be it resolved by the Board of Education of School District No. 52
Maier (Prince Rupert) to send this policy to the district's partner groups for
review."

Carried

Trustee Horne would like the board to think about how the new policies are quite a bit longer than what we have usually been doing. The policy committee has tried to clean up and simplify our policies. Consider in future to discuss the way we do our policies at the policy committee meetings.

9.6 District Technology Steering Committee
None

10. **Old Business**
None

11. **New Business**
None

12. **Information Items:**

- 12.1 Implementation Day, Friday, September 22, 2023
Vice-Chair Beil noted that Implementation Day was on Friday, September 22, 2023.
- 12.2 National Day for Truth & Reconciliation, Monday, October 2, 2023
Vice-Chair Beil noted that Implementation Day is on Monday, October 2, 2023.
- 12.3 Thanksgiving Day, Monday, October 9, 2023
Vice-Chair Beil noted that Thanksgiving Day is on Monday, October 9, 2023.
- 12.4 All Superintendent's Meeting, October 12, 2023
Vice-Chair Beil noted that the All Superintendent's Meeting is on October 12, 2023.
- 12.5 BCSTA NW & NIB Branch Meeting, October 13-14, 2023
Vice-Chair Beil noted that the BCSTA NW & NIB Branch Meeting is on October 13 & 14, 2023.
- 12.6 Board Chair's Meeting, October 19, 2023
Vice-Chair Beil noted that the Board Chair's meeting is on October 19, 2023.
- 12.7 Provincial Council, October 20-21, 2023
Vice-Chair Beil noted that Provincial Council is on October 20-21, 2023.
- 12.8 Board of Education meeting, October 16, 2023
Vice-Chair Beil noted that the Board of Education meeting is on October 16, 2023.

12.9 Professional Development Day, October 20, 2023

Vice-Chair Beil noted that the Professional Development Day is on October 20, 2023.

13. **10 Minute Question and Answer Period**

None

14. **Adjournment**

Vice-Chair Beil adjourned the meeting at 7:48 p.m.



September 12, 2023

The Honourable Mitzi Dean
Minister of Children and Family Development
PO Box 9770, Stn Prov Govt
Victoria, B.C. V8W 9S5
mcf.minister@gov.bc.ca

The Honourable Rachna Singh
Minister of Education and Child Care
PO Box 9045, Stn Prov Govt
Victoria, B.C. V8W 9E2
ecc.minister@gov.bc.ca

Dear Minister Dean and Minister Singh,

Subject: Family Connection Centres

At the British Columbia School Trustees Association's 2023 annual general meeting, our members, representing all 60 boards of education in B.C., passed the following resolution:

"That BCSTA review the Family Connection Centre (FCC) model being piloted in BC to support member boards in better understanding the intended interaction between their district and the FCC in supporting students.

And

"That BCSTA request that the Ministry of Child and Family Development and the Ministry of Education and Child Care include public education partners, including school boards and rightsholders, in consultation and planning where the Family Connection Centre rollout and implementation will impact public education."

Boards of education across the province have significant interest in the family connection centres, which are currently in the pilot phase. As part of our association's dedication to supporting member boards of education in understanding how these changes in support systems will impact schools and students, we are also asking that your ministries consult with boards of education, rights-holders and other K-12 public education partners regarding family connection centres.

The use and expansion of these centres, whilst supporting families, do have the potential to impact services and programs provided at schools. As this work progresses, clear communication between the centres and school staff is required to ensure that the supports and services students receive and expect remain intact.



British Columbia
School Trustees
Association

In their unique role as voices of their local communities, boards of education are equipped to provide feedback on local expectations and opportunities related to family connection centres.

I look forward to working with you both in supporting boards of education and leveraging their strengths as we continue to serve students and families throughout B.C. to the best of our abilities.

Sincerely,

A handwritten signature in black ink that reads "Carolyn Broady". The signature is written in a cursive, flowing style.

Carolyn Broady

President

British Columbia School Trustees Association

Motion: A20234

Enclosure: Original motion rationale

CC: Christina Zacharuk, Deputy Minister, Ministry of Education and Child Care
Chris Brown, Assistant Deputy Minister, Ministry of Education and Child Care
BCSTA member boards of education
Suzanne Hoffman, CEO, BCSTA
BCSTA Board of Directors



4. Family Connection Centres

Category: BCSTA

Motion #:	4 : A20234	Sponsor:	Chilliwack
Meeting:	AGM 2023	Action:	<i>not specified</i>
Category:		Outcome:	<i>not specified</i>
Disposition:	Carried as amended		

Motion as Adopted:

BE IT RESOLVED:

That BCSTA review the Family Connection Centre (FCC) model being piloted in BC to support member boards in better understanding the intended interaction between their district and the FCC in supporting students.

AND

That BCSTA request that the Ministry of Child and Family Development and the Ministry of Education and Child Care include public education partners, including school boards and rightsholders, in consultation and planning where the Family Connection Centre rollout and implementation will impact public education.

Motion as Presented:

BE IT RESOLVED:

That BCSTA review the Family Connection Centre (FCC) model being piloted in BC to support member boards in better understanding the intended interaction between their district and the FCC in supporting students.

AND

That BCSTA request that the Ministry of Child and Family Development and the Ministry of Education and Child Care include public education partners, including school boards, in consultation and planning where the Family Connection Centre rollout and implementation will impact public education.

Rationale:

The proposed Family Connection Centre (FCC) model, now being piloted in four regions of the province, proposes a significant shift in the delivery of supports for individuals with disabilities and diverse abilities and their families. The FCCs are designed to provide support for children and youth from birth to 19 years of age. While the initial timeline has been put on pause to evaluate and consult regarding next steps, the shift proposes to end current structures of support through programs such as the At-Home Program and the Autism Funding Benefit in favour of a non-diagnosis or deficit-based approach to the delivery of support.

Trustees should be aware of the strong feelings held by those impacted by the proposed changes. As examples, many in the Autism community see this as a losing support they rely upon while many in the FASD community see this as the potential to deliver support that is much needed. It is further complicated as it does propose to shift funding from current

service providers. Again, as an example Infant and Child Development Centres may lose funding if they are unsuccessful in the tender process.

While support for students outside school have a direct impact on how they are equipped to succeed and learn while at school, the FCCs also propose a more direct interaction for consideration by member boards. Drawing directly from the FCC Service Expectations and Description, currently guiding the pilot projects:

“Some of the centre’s professionals (e.g., occupational, and physical therapists) will also be members of school-based teams that support the educational and functional goals of children and youth with support needs within the school and home settings. Others will actively engage school-based teams, with consent from the child or youth and their family, to ensure consistent approaches to supporting a child or youth’s individualized education plan.”

The intent of the motion is to direct the BCSTA to support member boards in understanding the considerations of the proposed shift in support for learners, and to urge the respective ministries to include public education stakeholders in discussions that relate to supports in schools.

Reference(s):

https://www2.gov.bc.ca/assets/gov/family-and-social-supports/children-teens-with-support-needs/1_cysn_service_framework.pdf

Attention to 8.0 on Pg 30

https://www2.gov.bc.ca/assets/gov/family-and-social-supports/children-teens-with-support-needs/2_cysn_framework_-_family_connections_centres.pdf

Attention to 1.2.3 starting on Pg 9

<https://news.gov.bc.ca/releases/2022PREM0095-001797>

Pause on rollout to evaluate and consult further

<https://news.gov.bc.ca/releases/2023CFD0001-000002>

Operators announced in four regions

<https://www.cbc.ca/news/canada/british-columbia/starbright-contract-loss-children-special-needs-1.6715772>

Anticipation of Further rollout next year (as reported January 2023)

<https://www2.gov.bc.ca/gov/content/health/managing-your-health/child-behaviour-development/support-needs/complex-health-needs/at-home-program>

At Home Program

<https://www2.gov.bc.ca/gov/content/health/managing-your-health/child-behaviour-development/support-needs/autism-spectrum-disorder/autism-funding>

Autism Funding Benefit

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.



British Columbia
School Trustees
Association

October 4, 2023

Tracy Humphreys

Executive Director

British Columbia Confederation of Parent Advisory Councils

Unit C - 2288 Elgin Avenue

Port Coquitlam, B.C. V3C 2B2

tracyhumphreys@bccpac.bc.ca

Dear Tracy,

Congratulations on being named the executive director of the British Columbia Confederation of Parent Advisory Councils, and thank you for taking this vital role in public education. Our associations have a long history of collaboration as K-12 education partners, and I look forward to building on that history with you and your team.

On behalf of the British Columbia School Trustees Association, thank you for committing yourself to putting students first in B.C. by taking on this key leadership role. I look forward to connecting with you soon so we may continue to find ways to improve student outcomes throughout the province.

Sincerely,

A handwritten signature in black ink that reads "Carolyn Broady". The signature is written in a cursive, flowing style.

Carolyn Broady

President

British Columbia School Trustees Association

CC: BCSTA member boards of education
Suzanne Hoffman, CEO, BCSTA
BCSTA Board of Directors

**SUPERINTENDENT OF SCHOOLS REPORT
TO BOARD OF SCHOOL TRUSTEES**

October 10, 2023

7.1 For Board Information:**7.1.1 Field Trips Approved**

	School	Dates	# School Days	Grade	Purpose
1.	PCS	September 28, 2023	1	10-12	Terrace Bowling and Boston Pizza
2.	CHSS	September 30, 2023	0	9-12	Smithers race for cross country team
3.	CHSS	October 7, 2023	0	11/12	Terrace senior girls volleyball playday
4.	CHSS	October 14, 2023	0	11/12	Hazelton senior girls volleyball playday
5.	PRMS	October 14, 21, 2023	0	8	Smithers/Kitimat girls volleyball playdays
6.	CHSS	October 14, November 4 & 11, 2023	0	9/10	Smither x2, Terrace Volleyball games
7.	PRMS	October 14, November 4 & 11, 2023	0	8	Terrace and Smithers boys volleyball
8.	CHSS	October 21, 2023	0	9-12	Hazelton for cross country zones
9.	CHSS	October 28, 2023	0	11/12	Kitimat Senior girls volleyball playday

7.1.2 Enrolment

7.1.3 Upcoming Projects/Learning/Other

School District No. 52 - Prince Rupert Financial Results as at September 30, 2023

	2023/24 Budget	Year-to-Date Sep 30	Remainder	Remainder %	Months
Operating Revenue	28,483,397	3,051,498	25,431,899	89.3%	
Operating Expenses:					
Salaries:					
Teachers	10,895,478	1,166,280	9,729,198	89.3%	10
Principals and Vice Principals	2,080,217	525,621	1,554,596	74.7%	12
Educational Assistants	2,149,342	136,815	2,012,527	93.6%	10
Support Staff	2,333,598	411,054	1,922,544	82.4%	10&12
Other Professionals	1,793,886	499,891	1,293,995	72.1%	12
Substitutes	1,157,278	80,027	1,077,251	93.1%	10
<i>Total Salaries</i>	20,409,799	2,819,688	17,590,111	86.2%	
Employee Benefits	4,751,777	576,090	4,175,687	87.9%	10&12
Total Salaries and Benefits	25,161,576	3,395,778	21,765,798	86.5%	
Services and Supplies	3,485,233	616,946	2,868,287	82.3%	10&12
Total Operating Expenses	28,646,809	4,012,724	24,634,085	86.0%	
Operating Income (Loss)	(163,412)	(961,226)	797,814		

Fund : 0 Operating

PR	TITLE	SEP	YEAR TO DATE	ENCUMBERED	FULL YEAR BUDGET	AVAILABLE	PERC
Function : 1 Instruction							
02	Regular Instruction	1,241,419.36	1,407,143.18		13,824,855	12,417,712	90
03	Career Preparation	10,718.86	10,807.53		63,086	52,278	83
07	Library Services	35,852.40	35,884.38		529,442	493,558	93
08	Counselling	12,036.45	15,502.80		342,579	327,076	95
10	Special Education	366,226.63	483,971.52		4,320,037	3,836,065	89
30	English Language Development	90.00	90.00		2,373	2,283	96
31	Aboriginal Education	169,108.57	229,165.81		1,937,372	1,708,206	88
41	Business Admin	185,223.07	473,240.15		1,573,741	1,100,501	70
TOTAL FOR Function - 1		2,020,675.34	2,655,805.37	0.00	22,593,485	19,937,680	88
Function : 4 District Administration							
11	Education Admin	40,201.10	116,419.55		317,549	201,129	63
40	Governance	8,871.21	45,907.33		185,779	139,872	75
41	Business Admin	98,373.35	288,783.10	1,050.00	1,509,447	1,219,614	81
TOTAL FOR Function - 4		147,445.66	451,109.98	1,050.00	2,012,775	1,560,615	78
Function : 5 Maintenance & Operations							
41	Business Admin	25,284.13	70,689.94		268,909	198,219	74
50	Plant Maintenance	212,396.78	748,017.86	6,170.58	2,743,102	1,988,914	73
52	Maintenance Of Grounds	8,416.45	20,727.28		138,111	117,384	85
56	Utilities	19,638.08	42,536.67		559,399	516,862	92
TOTAL FOR Function - 5		265,735.44	881,971.75	6,170.58	3,709,521	2,821,379	76
Function : 7 Transportation							
41	Business Admin	397.99	1,195.17		2,636	1,441	55
70	Student Transportation	18,088.62	22,641.92		328,392	305,750	93
TOTAL FOR Function - 7		18,486.61	23,837.09	0.00	331,028	307,191	93
TOTAL FOR Fund - 0		2,452,343.05	4,012,724.19	7,220.58	28,646,809	24,626,864	86
GRAND TOTAL		2,452,343.05	4,012,724.19	7,220.58	28,646,809	24,626,864	86

Monthly Report to the Board

September 2023

Facilities: With the return of students and staff, the Operations Department was kept busy responding to work requests as everyone got settled in for a new year.

Unit ventilator install at Roosevelt is still underway.

Low temperature coil replacement at CHSS is still underway.

Custodial: We have a good supply masks and sanitizer ready to be distributed to schools if needed.

Energy & Conservation DDC Programming at Conrad was updated.

Transportation Our 2019 Field Trip Bus had a Body Control Module replaced, we are investigating if this is covered under warranty.

We are pleased to announce that staff are utilizing our 2019 Field Trip bus and driver for intown and out of town field trips.

Health & Safety District OHS committee had the first meeting of the season.



INFORMATION TECHNOLOGY DEPARTMENT

Dinesh Gautam, Manager, Information Technology

Monthly Report to the Board

SEPT 2023

- **Network Status-** No Power Outage reported.
- **Computer purchases-** No Laptop Purchased
- **School Startup-** Technicians were very busy in the Month of September due to School startup, creating new student and employee accounts, resetting passwords, and relocating computers for staff.
- **WIFI Access Points-** Updated the firmware on all the Ubiquity Wireless access point for better stability and security.
- **1701:** IT Technicians were busy ensuring all data which is to be submitted to the Ministry is error-free and accurate.
- **SmartBoard:** 10 New Hikvision smartboard were purchased for Roosevelt School. The Roosevelt French department funded the purchase of the smartboard for French Classrooms in Roosevelt school. These new 65-inch smartboards from Hikvision offer advanced features such as the ability to create lessons using a whiteboard, enabling both staff and students to display content from their personal devices to the smartboard using the WonderCast apps available on iOS and Android devices.



Enhancing Student Learning Report

September 2023

In Review of Year 2 of School District 52,
Prince Rupert Strategic Plan 2021-2026



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Introduction: District Context

This report is provided to the Minister of Education and our school district community as part of School District 52 Prince Rupert's commitment to continuous improvement. This is in keeping with the [Framework for Enhancing Student Learning Policy](#) as set out by [Ministerial Order](#). It should be noted that the previous peer review was based on an old Strategic Plan and this report is based on the current 2021-2026 [Strategic Plan](#).

Ła Bala Sgan

School District 52 would like to acknowledge the traditional and unceded territory of the Ts'msyen and of the Sm'algyax speaking peoples who have been stewards of this land since time immemorial. The land is very important to Ts'msyen peoples and is ingrained in language and culture. It is also a connection between ancestors, the present and the future. School District 52 acknowledges the responsibility to learn about Ts'msyen culture and relationships to the land and will commit to pursuing ongoing learning.

School District 52 embraces the responsibility to engage in meaningful learning about Ts'msyen culture and the profound relationships they hold with the land. We are committed to fostering an ongoing journey of understanding and respect.

Our Location ...Ts'msyen Territory



The Prince Rupert School District serves just under 2000 students in the communities of Port Edward, Metlakatla and Hartley Bay (Gitga'at First Nation), as well as the city of Prince Rupert.

SD52 currently has a Local Education Agreement with Gitga'at First Nation and Metakatla First Nation.

Prince Rupert is a port city situated on Kxeen, just north of the mouth of the Skeena River. We are located in the heart of the Ts'msyen and Sm'algyax speaking nations. Kxeen is connected to the neighbouring nations of the Gitksan, Nisga'a, Haida, Haisla, Heiltsuk, Tait'an and Wet'suwet'en peoples.



SD 52 supports 1814 students in 5 Elementary Schools, 1 Secondary School, 1 Middle School, an Alternate School and one First Nations Independent Elementary/Junior/Secondary School. There are 7 Board of Education Trustees.

As of September 30, 2023, we have 204 teachers, 226 support staff, and 31 excluded staff which includes principals and vice principals.

We provide several unique programs in support of students, including the following:

- Sm'algyax Language Program from Strong Start – Gr.12
- After School Sports and Arts Programs
- Youth Explore, Work and Learn Trades Dual Credit Partnership with Coast Mountain College (CMC)
- A new ECE Dual Credit Partnership with CMC and SD 91
- Strong Start Programs in 4 locations.
- Summer Read and Play in Hartley Bay (Gitga'at) and Prince Rupert
- Indigenous Role Model Program
- French Immersion K – 12
- Wilwilaaysk Family Wellness and Mental Health Literacy Support
- Indigenous Coach Mentors
- District Drumming Program for all students and staff

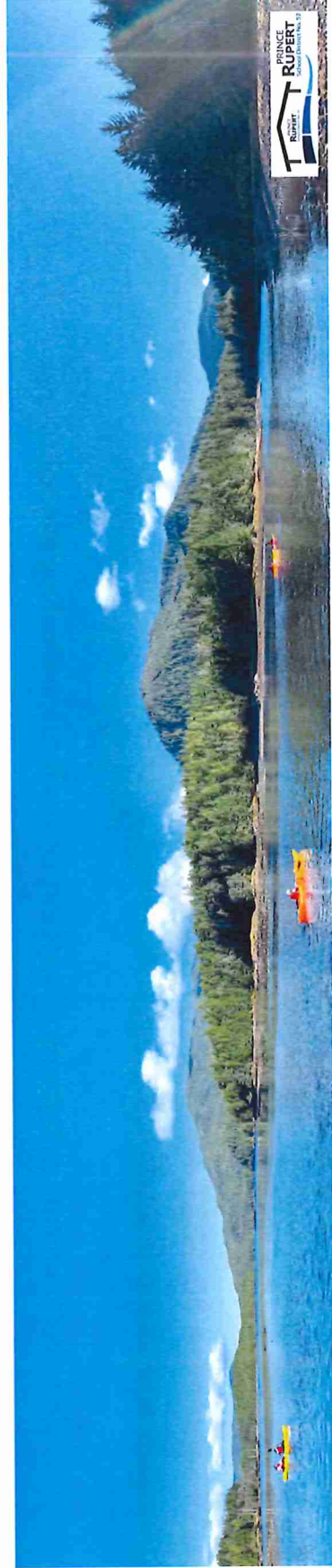
We are guided by our :

Vision

Learners on Ts'msyen territory will be competent, creative and critical thinkers with a strong sense of identity.

Mission

School District 52 learners benefit from our diverse community, skilled staff, natural environment, and local culture. We are committed to a safe, equitable, and inclusive educational system where student voice is honoured and students are empowered to learn.



and

Values

Equity

Courageous, innovative, inclusive and personalized learning inspires success for all.

Relationship

Interactions are grounded in integrity and compassion

Collaboration

Working together helps to build community and hear all voices

Inclusion

Honor the diversity of our learning community.

Place

Respect and care for the natural environment and an understanding of the history of the territory.



Łoodis Ip'nuun

Respect yourself

Łooda sila gyedn

Respect others

Łooda txa'nii goo

Respect all things

Partnership / Changing Possibilities for Young Children

Partnerships

Students/Teachers

Administrators, and school staff provide welcoming, enriching, and culturally responsive learning environments for Indigenous and all learners.

The Prince Rupert Board

of Education is actively and enthusiastically engaged in supporting Aboriginal learners. Throughout many years, members of the board have become knowledgeable and committed advocates for excellence in education for all learners, with a specific focus on Aboriginal learners' outcomes.

Parents and Families

provide a firm foundation for their children, celebrating successes with learners, helping them build confidence to face challenges, and acknowledging the importance of school in the lives of children and youth.

Community, Regional, and National

partners support our learners. Through partnerships with businesses, colleges and universities, organizations, and Aboriginal communities, we are able to offer many programs that enable our learners to make successful transitions to the adult world.

Changing Possibilities 4 Young Children

"Changing Possibilities for Young Children (CP4YC) is a partnership between The Ministry of Education and Child Care (MOECC) and the United Way of the Lower Mainland (UWLM) and was initiated in the fall of 2017. CP4YC is based on the successful Changing Results for Young Readers framework that was implemented in 57 BC School Districts from 2012 – 2015. CP4YC is a collaborative inquiry project that brings together Community-based Early Childhood Educators, Strong Start Facilitators, and Kindergarten Teachers who are released to work collaboratively in six joint professional learning sessions with release time provided by the CP4YC Project.

CP4YC focuses on social and emotional well-being to improve outcomes for young children. One of the CP4YC goals is to identify and apply a strengthened understanding of quality practices associated with improving the social and emotional well-being of young children. Another goal is to increase the coherence in pedagogy between Early Childhood Educators and Primary Educators."

From website: <https://cr4yr.com/about/>



Reflecting Back

Our school district continues to be focused on three main goals:

Equity - as evidenced by improving achievement for all students in literacy and numeracy as well as improving graduation rates the disparity for indigenous students is recognized and has been a focus of our intentions and attention.

Truth and Reconciliation - growing our understanding of the truth as staff and students and finding ways to bring reconciliation to life. The Indigenous Education Department should not be expected to do all this work and yet, they are a wonderful resource for our learning.

Mental Health and Wellness - in these times mental health has become a great concern and School District 52 has put supports in place for staff and students to learn more about looking after their mental health and finding ways to be well.

- The data provided by the MOECC in July 2023 for this report has been included for assessment and evaluation.
- The data offers insights into the representation of Indigenous learners within achievement data. This data holds significance because it parallels the individual experiences and achievements of students in our schools.
- This data is also reflected in our School District 52 Annual District Growth Report, created by the Indigenous Education Department of SD52, which also includes District specific data achievement in the Ts'msyen Sm'algyax language program.

This report is approved and shared with the Indigenous Education Council as well, to inform decision making and in proper consultation with rights holders of the territory. This report also marks growth toward the Indigenous Education Partnership Agreement goals which include:

1. Increase Indigenous learners' knowledge of Indigenous language, culture and history.
2. Increasing Indigenous learners' achievement in reading and writing
3. Increasing Indigenous learner's achievement in numeracy
4. Increasing Indigenous learners' successful transitions, completion rates and graduation rates

The Annual District Growth Plan for 2021 -2023 can be accessed here:

<https://www.dropbox.com/scl/fi/0qxxh5y4k25lcm9u53qaan/SD52-District-Annual-Growth-Report-2021-2023.pdf?rlkey=lztha5imn63hnekcnvsvb6ry8&dl=0>

Based on our district goal of moving toward equity in educational outcomes, and addressing disproportionate barriers for Indigenous students, our district is reinvigorating our participation in the Equity Scan. We are participating in the equity scan, both as a district, and each individual school is also conducting their own specific equity scans. These school-level scans are designed to pinpoint and address the specific barriers faced by Indigenous students, enabling us to provide more tailored and inclusive support for each student's unique needs.

The SD52 Equity Scan Report for 2022-2023 can be accessed here:

https://www.dropbox.com/scl/fi/815fhtk3ennfk49osa4mv/EQUITY-ACTION-PLAN_2023_FINAL-SD52.docx?rlkey=77qgdftz4ecx5et37nb311395&dl=0

Furthermore, our district has made available an equity-focused report in conjunction with our district's equity scan, titled the "SD52 Report on Indigenous Children and Youth in Care and Learners with Disabilities or Diverse Abilities." In conjunction with our district's Equity Scan, we have also provided an additional report that emphasizes equity. You can retrieve this report by clicking the link provided below:

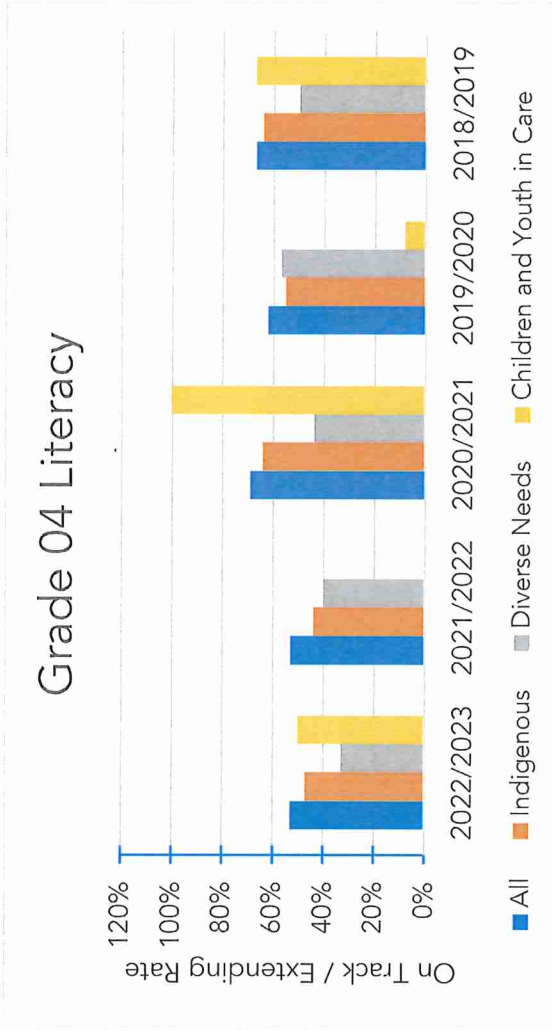
SD52 Indigenous Children and Youth in Care and Learners with Disabilities or Diverse Abilities Report:
<https://www.dropbox.com/scl/fi/lld0mm420kiz3zuti187b/SD52-Indigenous-Children-and-Youth-in-Care-and-Learners-with-Disabilities-or-Diverse-Abilities-Reporting-Template-2022-2023.docx?rlkey=o6be6gggc0jl4r6jy0fhjri53&dl=0>

2022-2023 Student Learning Outcomes

Educational Outcome : Literacy

Grade 4 Literacy Expectations

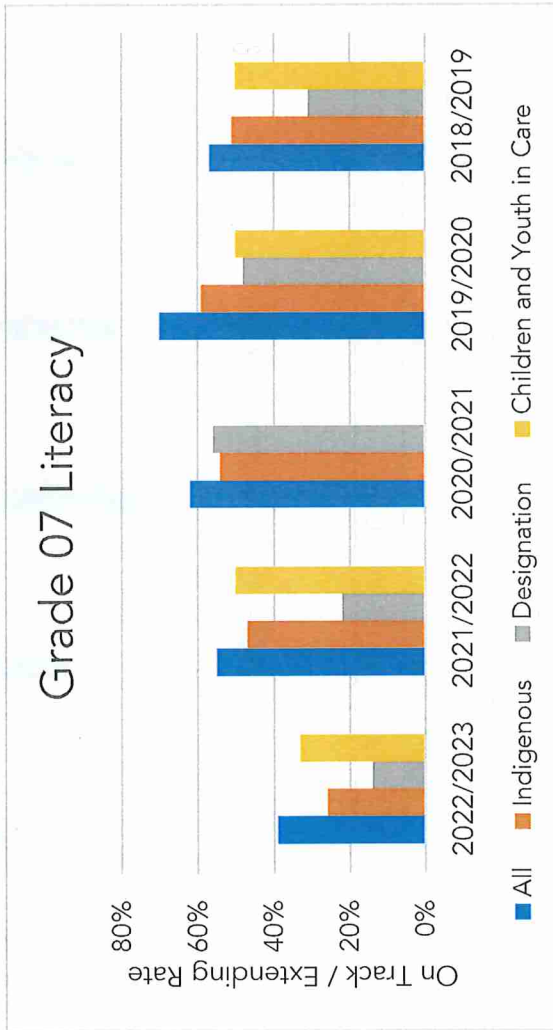
Students	2022/2023	2021/2022	2020/2021	2019/2020	2018/2019
All	53%	53%	69%	62%	67%
Indigenous	47%	44%	64%	55%	64%
Diverse Needs	33%	40%	44%	57%	50%
Children and Youth in Care	50%	0%	100%	8%	67%



In 2022/2023 at the Grade 4 level, School District 52 had a lower proportion of students who were either on-track or extending (53%) than the percentage of students across all B.C. public schools (73%). Our Indigenous students had a lower proportion of students who were on-track or extending (47%), compared to the provincial average of the same sub-group (59%). Similarly, our Students with Diverse Needs also had a lower proportion of students who were on-track or extending (33%), compared to the provincial average of the same sub-group (62%). However, our Children and Youth in Care had a higher percentage than the provincial average. (57% compared to 47%).

Grade 7 Literacy Expectations

Students	2022/2023	2021/2022	2020/2021	2019/2020	2018/2019
All	39%	55%	62%	70%	57%
Indigenous	26%	47%	54%	59%	51%
Designation	14%	22%	56%	48%	31%
Children and Youth in Care	33%	50%	0%	50%	50%



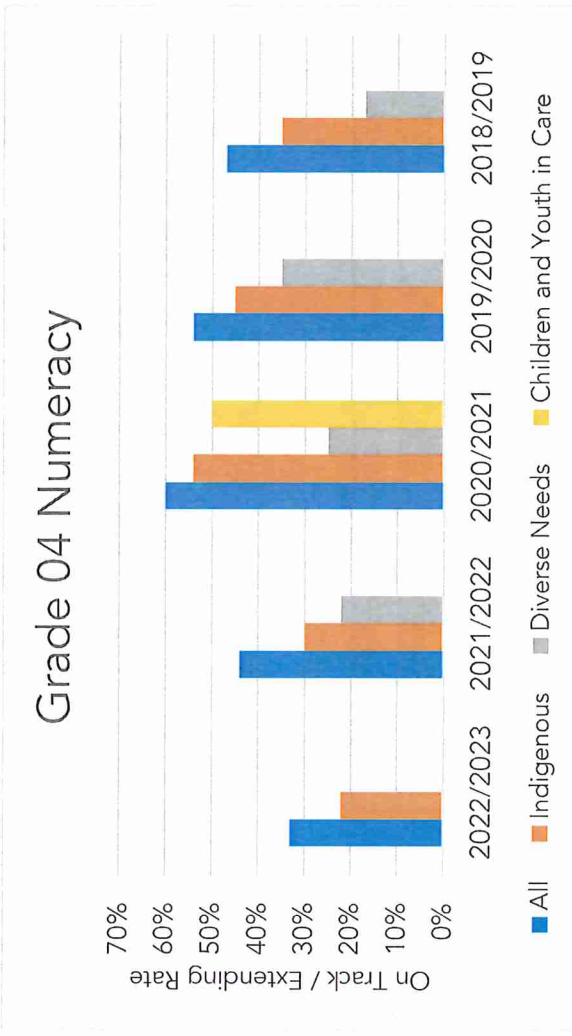
In 2022/2023 at the Grade 7 level, School District 52 had a lower proportion of students who were either on-track or extending (39%) than the percentage of students across all B.C. public schools (69%). Our Indigenous students had a lower proportion of students who were on-track or extending (26%), compared to the provincial average of the same sub-group (50%). Similarly, our Students with Diverse Needs also had a lower proportion of students who were on-track or exceeding (14%), compared to the provincial average of the same sub-group (49%). Our Children and Youth in Care had a higher percentage than the provincial average. (33% compared to 29%)

2022-2023 Student Learning Outcomes

Educational Outcomes: Numeracy

Grade 4 Numeracy Expectations

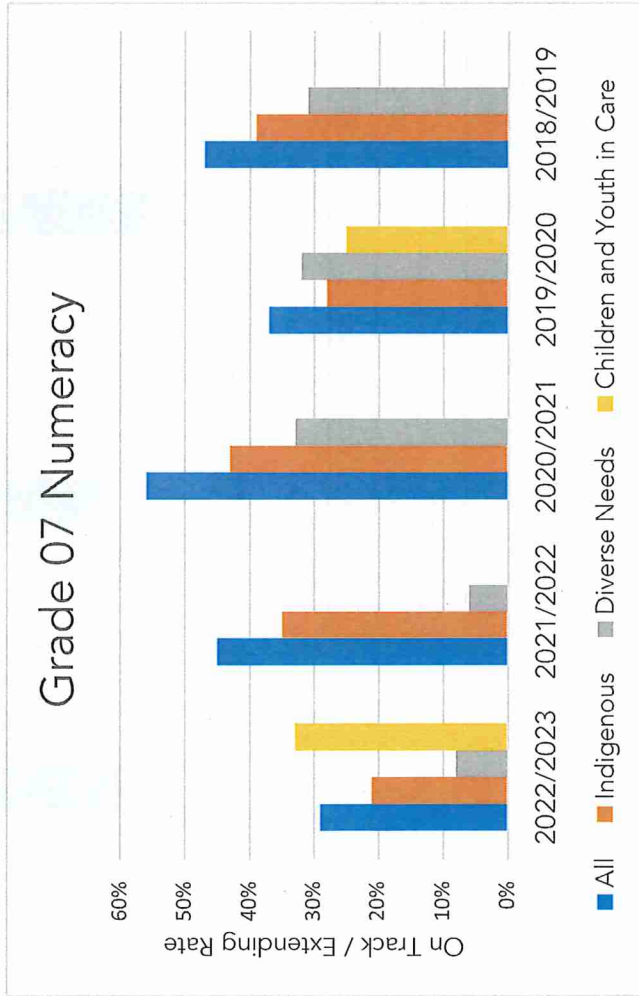
Students	2022/2023	2021/2022	2020/2021	2019/2020	2018/2019
All	33%	44%	60%	54%	47%
Indigenous	22%	30%	54%	45%	35%
Diverse Needs	0%	22%	25%	35%	17%
Children and Youth in Care	0%	0%	50%	0%	0%



In 2022/2023 at the Grade 4 level, School District 52 had a lower proportion of students who were either on-track or extending (33%) than the percentage of students across all B.C. public schools (63%). Our Indigenous students had a lower proportion of students who were on-track or extending (22%), compared to the provincial average of the same sub-group (44%). Similarly, our Students with Diverse Needs also had a lower proportion of students who were on-track or exceeding (0%), compared to the provincial average of the same sub-group (51%). Our students in the Children and Youth in Care category reported (0%) as compared to the provincial average (33%).

Grade 7 Numeracy Expectations

Students	2022/2023	2021/2022	2020/2021	2019/2020	2018/2019
All	29%	45%	56%	37%	47%
Indigenous	21%	35%	43%	28%	39%
Diverse Needs	8%	6%	33%	32%	31%
Children and Youth in Care	33%	0%	N/A	25%	0%

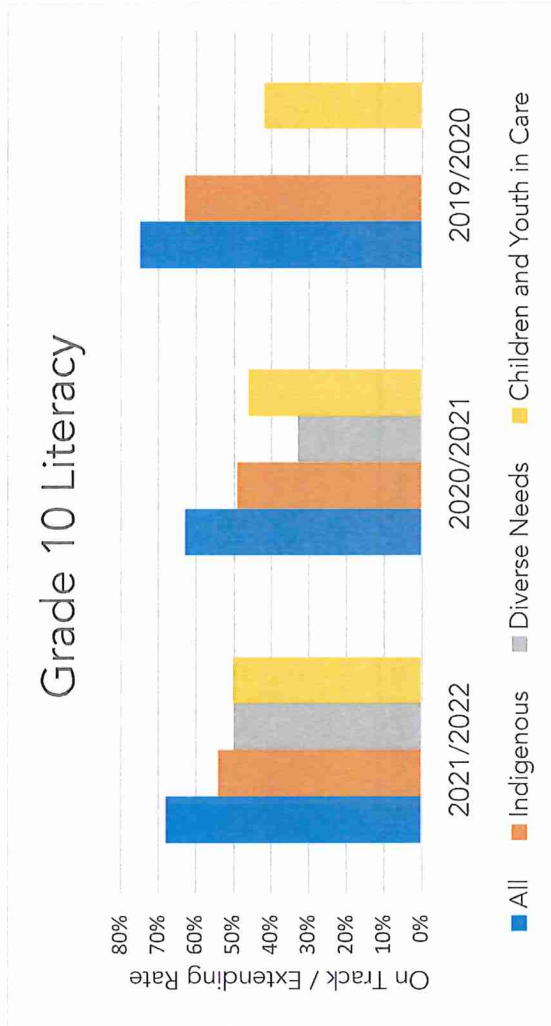


In 2022/2023 at the Grade 7 level, School District 52 had a lower proportion of students who were either on-track or extending (29%) than the percentage of students across all B.C. public schools (57%). Our Indigenous students had a lower proportion of students who were on-track or extending (21%), compared to the provincial average of the same sub-group (36%). Similarly, our Students with Diverse Needs also had a lower proportion of students who were on-track or exceeding (8%), compared to the provincial average of the same sub-group (40%). Our Children and Youth in Care reported a higher percentage than the provincial average. (33% compared to 19%).

Grade 10 Literacy Expectations

The Grade 10 Literacy Assessment examines students' ability to utilize critical thinking and analytical skills for comprehending a diverse range of texts and their proficiency in expressing their ideas. This assessment is not tied to a specific course but rather focuses on the cultivation of literacy skills that extend across multiple subjects.

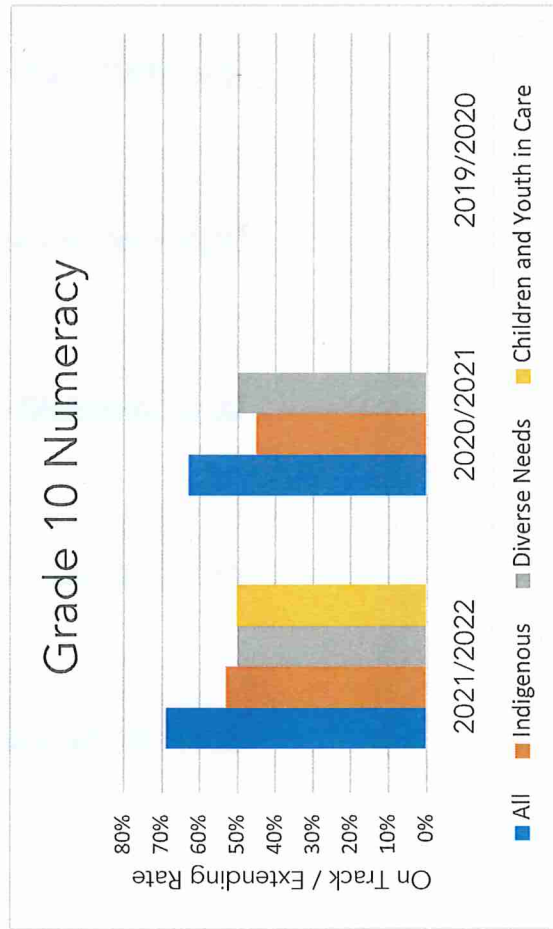
Students	2021/2022	2020/2021	2019/2020
All	68%	63%	75%
Indigenous	54%	49%	63%
Diverse Needs	50%	33%	0%
Children and Youth in Care	50%	46%	42%



In 2021/2021 school year, at the Grade 10 level, School District 52 had a lower proportion of students who were either on-track or extending (68%) than the percentage of students across all B.C. public schools (81%). (54%) of our Indigenous students were on-track or extending compared to the provincial average of the same sub-group at (63%). Our Students with Diverse Needs reported a higher proportion of students who were on-track or exceeding (50%), compared to the provincial average of the same sub-group (40%). Our Children and Youth in Care reported a percentage of (50%) compared to the provincial average. (65%).

Grade 10 Numeracy Expectations

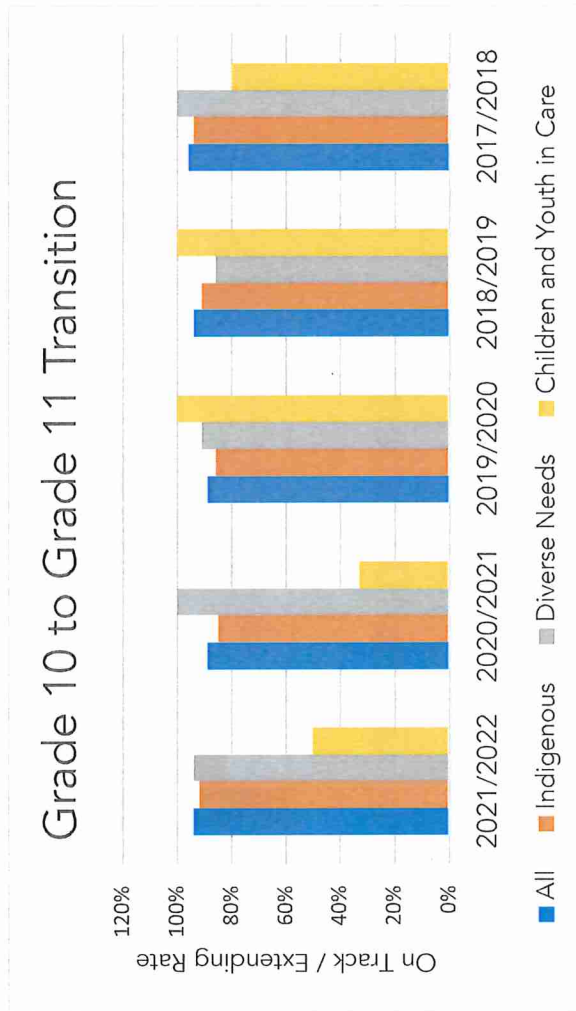
Students	2021/2022	2020/2021	2019/2020
All	69%	63%	0%
Indigenous	53%	45%	0%
Diverse Needs	50%	50%	0%
Children and Youth in Care	50%	0%	0%



In 2021/2021 school year, at the Grade 10 numeracy expectations, School District 52 had a lower proportion of students who were either on-track or extending (69%) than the percentage of students across all B.C. public schools (75%). (53% of our Indigenous students were on-track or extending compared to the provincial average of the same sub-group at (57%). Our Students with Diverse Needs reported a proportion of students who were on-track or exceeding at (50%), compared to the provincial average of the same sub-group (61%). Our Children and Youth in Care reported a higher percentage than the provincial average. (50% compared to 36%).

Relevant Additional/Local Data and Evidence Grade 10 to Grade 11 Transition

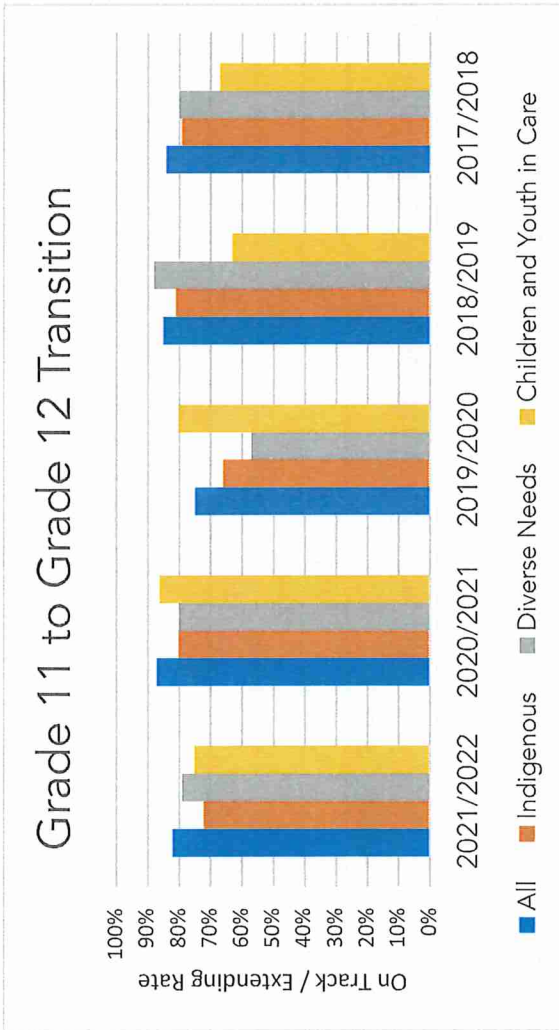
Students	2021/2022	2020/2021	2019/2020	2018/2019	2017/2018
All	94%	89%	89%	94%	96%
Indigenous	92%	85%	86%	91%	94%
Diverse Needs	94%	100%	91%	86%	100%
Children and Youth in Care	50%	33%	100%	100%	80%



School District 52 supports and helps students so that they smoothly transition from one grade level to the next. Transitions can be challenging for students and providing support can improve their academic and personal development outcomes. The district supports students through various initiatives such as academic support, counseling and, parent and family involvement as well as social and emotional support.

Grade 11 to Grade 12 Transition

Students	2021/2022	2020/2021	2019/2020	2018/2019	2017/2018
All	82%	87%	75%	85%	84%
Indigenous	72%	80%	66%	81%	79%
Diverse Needs	79%	80%	57%	88%	80%
Children and Youth in Care	75%	86%	80%	63%	67%



For the 2021/2022 school year, the transition percentage of students in Grades 10 and 11 at Sd52 were almost at par with the provincial average of about 94% to 78% in all domains except for students in the Children and Youth in Care sub-domain transitioning from Grade 10 to 11 where the district average was (50%) compared to the provincial average of (85%)

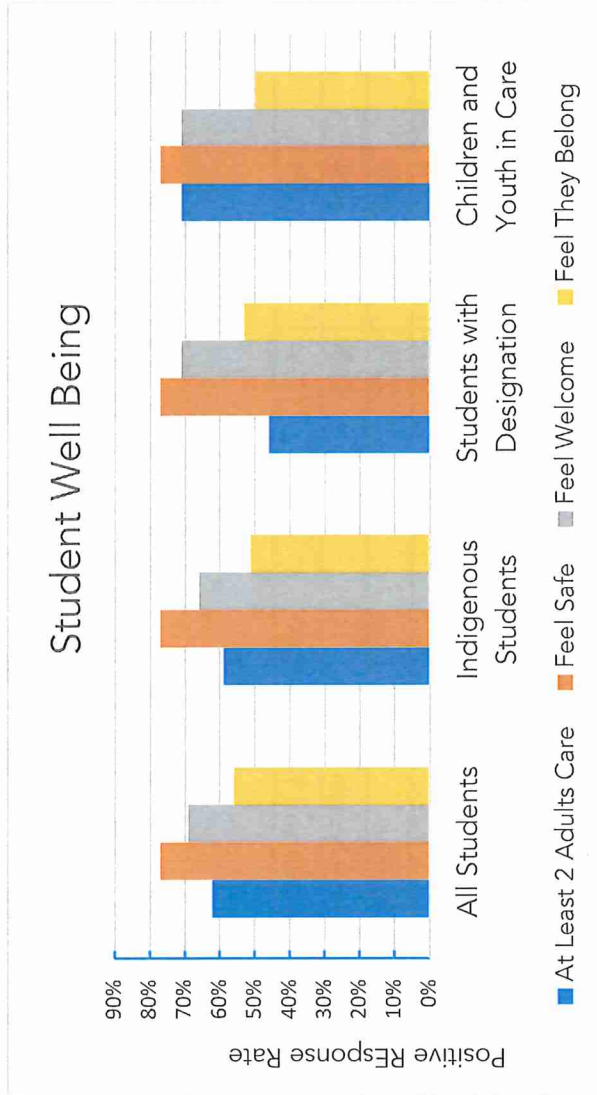
Student Well Being

A student's early development can significantly affect their school success, emotional growth, and overall life quality. Identifying potential challenges during their school years are essential to target resources and programs where the district can make the most difference. The student learning survey (SLS) is a provincial survey administered on an annual basis to measure indicators of their development, well-being, and feelings of being safe and welcome at school as well as their perception of how many adults at school care about them.

Students	All Students	Indigenous Students	Students with Designation	Children and Youth in Care
At Least 2 Adults Care	62%	59%	46%	71%
Feel Safe	77%	77%	77%	77%
Feel Welcome	69%	66%	71%	71%
Feel They Belong	56%	51%	53%	50%

In the 2021/22 school year, nearly six (62%) of students felt that an adult cared about them. (71%) Children and Youth in Care and about 5 to 6 out of 10 Indigenous Students and Students with Designation felt that at least 2 adults cared about them.

Between (77%) to (66%) of the students felt safe and welcome in school. 5 out of 10 students felt like they belong at school.

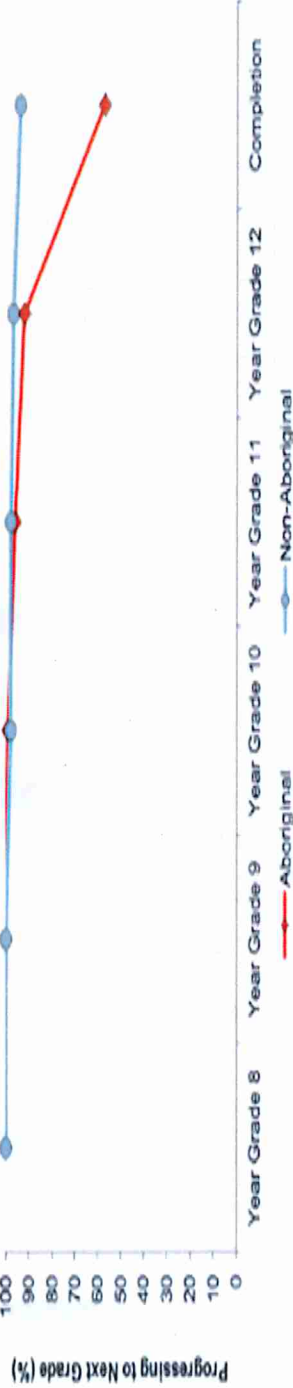


Grade Transition and School Graduation

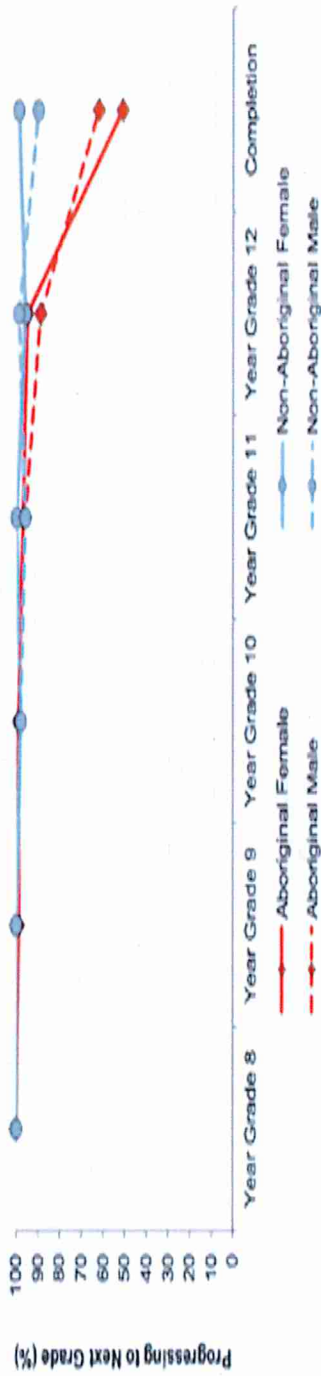
Grade to grade transition let us know the percentage of learners who make a successful transition to a higher grade. Successful transitions in the chart below apply to learners who were in the Prince Rupert School District in grade 8 and who are now anywhere in the BC public school system, even if they move away from Prince Rupert. Looking at patterns of transition for learners helps us learn what percentage is staying in school and successfully moving forward to graduation.

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2016/17	100	100	100	100	100	100
Grade 8	100	99	100	100	100	100
Grade 9	100	99	100	100	100	100
Grade 10	99	98	98	98	98	98
Grade 11	96	97	96	98	100	96
Grade 12	92	95	89	97	99	99
Completion	57	51	62	94	99	90

Progress of Students Entering Grade 8



Progress of Students Entering Grade 8: Gender



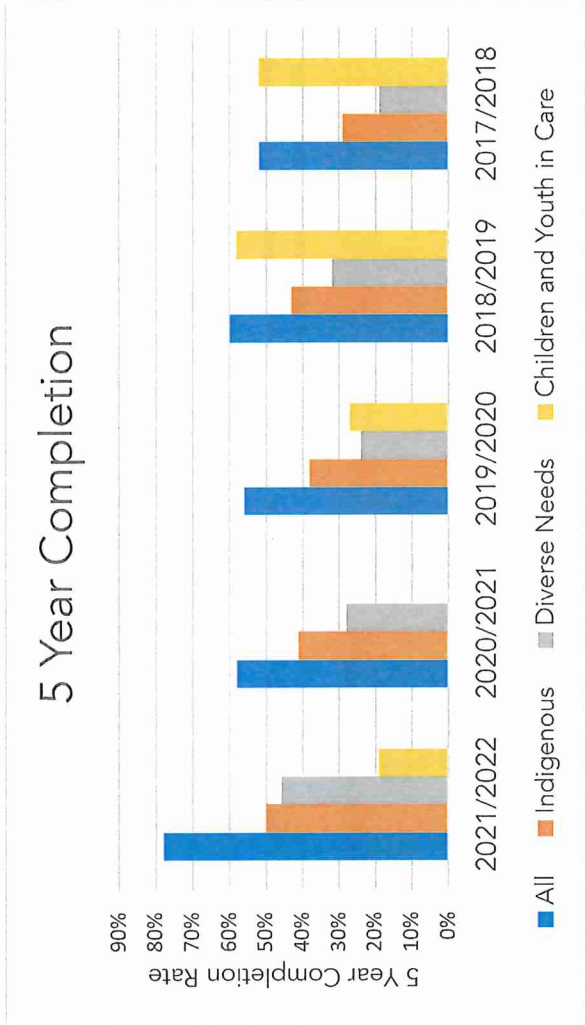
Progress of Students Entering Grade 8 in September 2016

Career Development
Education Outcome: Students Will Graduate
Measure: Achieved Dogwood Within 5 Years

Students	2021/2022	2020/2021	2019/2020	2018/2019	2017/2018
All	78%	58%	56%	60%	52%
Indigenous	50%	41%	38%	43%	29%
Diverse Needs	46%	28%	24%	32%	19%
Children and Youth in Care	19%	0%	27%	58%	52%

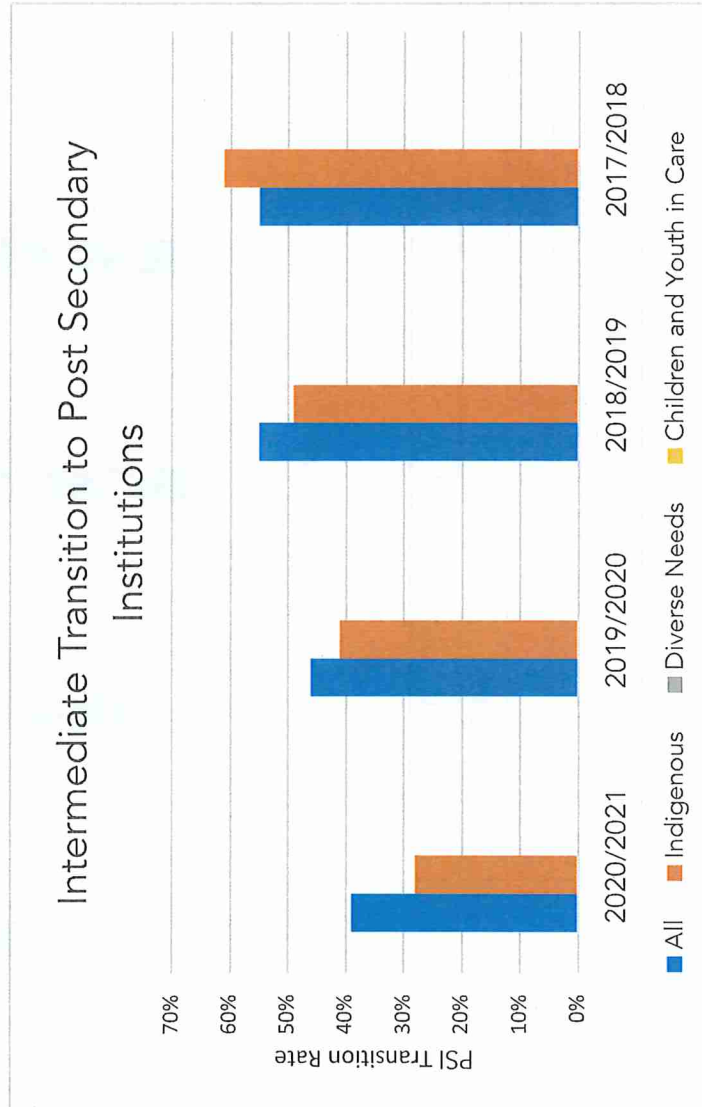
The 5-year completion rate in 2021/22 at Sd52 was about (9%) lower than the provincial average of (86%). Indigenous students were at about (10%) lower and Students with Disability and Diverse Needs were about (20%) lower than the provincial average of (65%).

Sd52 is committed to increasing our graduation rates through various initiatives that focus on improvement of both staff in all departments and students.



Educational Outcome: Life and Career Core Competencies
Measure: Transition to Post Secondary
Intermediate Transition to Post Secondary

Students	2020/2021	2019/2020	2018/2019	2017/2018
All	39%	46%	55%	55%
Indigenous	28%	41%	49%	61%
Diverse Needs	0%	0%	0%	0%
Children and Youth in Care	0%	0%	0%	0%

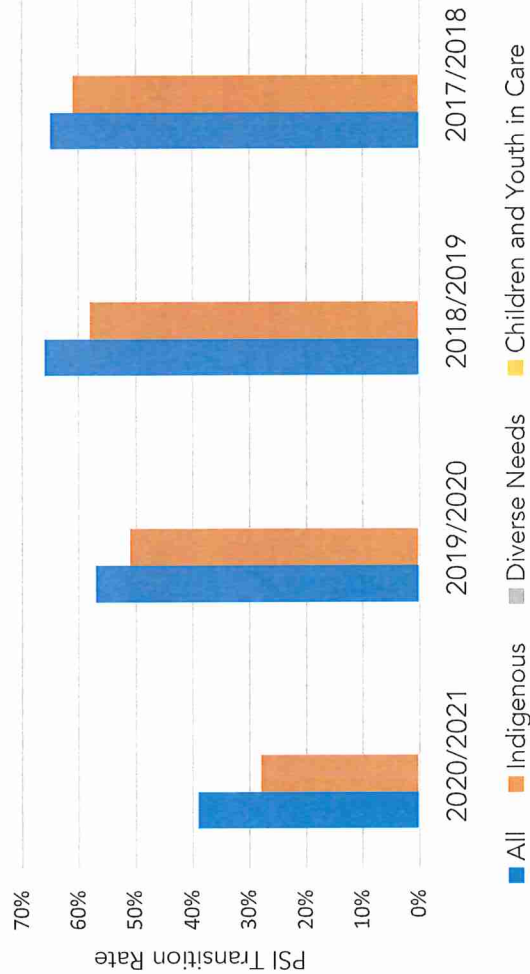


Sd52 students transitioned to B.C. public post-secondary institutions at a lower rate (39%) than the provincial rate of (51%) in 2020/21. The number of Indigenous students that transitioned to post-secondary institutions were about 3 in 10 and there were no reported students with diverse needs or Children and Youth in Care that transitioned in the 2020/21 year.

Within 3 Years Transition to Post Secondary

Students	2020/2021	2019/2020	2018/2019	2017/2018
All	39%	57%	66%	65%
Indigenous	28%	51%	58%	61%
Diverse Needs	0%	0%	0%	0%
Children and Youth in Care	0%	0%	0%	0%

Within 3 Years Transition to Post-Secondary Institutions



Sd52 students who transitioned to post-secondary institutions within 3 years in 2020/21 were at (39%) compared to the provincial average of (51%). The number of Indigenous students were at (28%) compared to the (36%) province wide. There were no reported diverse and or children in youth and care that transitioned in 2020/21.

Relevant Additional/Local Data

Celebrating our Successes for the Past Year

SD52 District Annual Growth Report 2021-2023:
<https://www.dropbox.com/sc/fi/0qXH5y4k25lcm9u53gaan/SD52-District-Annual-Growth-Report-2021-2023.pdf?rlkey=lztha5imn63hnekcnvsb6ny8&dl=0>

SD52 Indigenous Children and Youth in Care and Learners with Disabilities or Diverse Abilities Report 2022-23:
<https://www.dropbox.com/sc/fi/ldd0mm420kiz3zuti187b/SD52-Indigenous-Children-and-Youth-in-Care-and-Learners-with-Disabilities-or-Diverse-Abilities-Reporting-Template-2022-2023.docx?rlkey=o6be6gggc0jl4r6jy0fhjri53&dl=0>

SD52 Equity in Action Plan Report 2022-2023
https://www.dropbox.com/sc/fi/815fhtk3ennfk49osa4mv/EQUITY-ACTION-PLAN_2023_FINAL-SD52.docx?rlkey=77ggdfz4ecx5et37nb3l1395&dl=0

Conclusion and Future Directions:

Our commitment to continuous improvement for all students is viewed through the lens of Equity, Truth and Reconciliation and Mental Health and Wellness. School Plans reflect the work that is happening in every school to continuously improve outcomes for students. Schools are conducting their own Equity Scans to check systems and instructional strategies (as examples) for inequity and this is continuous.

The Indigenous Education Council recognizes that all learning has its roots in children's early learning experiences. Indigenous education is a shared responsibility and commitment to work together to improve educational success for Indigenous students. We will continue to celebrate with momentum!

We will:

- Continue creating district and school equity goals which is specific, focused, and actionable with a timeline.
- Amplify Indigenous youth voices in establishing goals and directions.
- Support mental health and wellness by emphasizing land-based teachings.
- Continue Language Revitalization through documenting, recording, and archiving our many resources.
- Continue to develop and provide enhanced curriculum in Sm'algay language.
- Provide French Immersion Programming.
- Encourage students to enrol in Indigenous focused courses beyond the graduation requirement.
- Cultivating inviting school environments that encourage students to attend school regularly and on time so that they can best benefit from instruction.
- Provide inclusive instruction for all learners.
- Improve successful transition rates throughout school and beyond.
- Provide coach mentors for graduation support.
- Specific equity-based literacy and numeracy goals for students in kindergarten to Grade 3.
- Continue to respond to and advocate toward the TRCs Calls to Action for Reconciliation in Education.

The Framework for Enhancing Student Learning Committee will review the 2022-2023 achievement and survey data together in November 2023 as they begin a new cycle for 2023-2024.

School District No. 52 (Prince Rupert)
Policy Committee
Tuesday, October 10, 2023
4:30 pm

MINUTES

In attendance: James Horne
Kate Toye
Sandy Pond
Louisa Sanchez (Observer)
Kristy Maier (Observer)
Brittney Verissimo
Tammy Dickens
Danielle Dalton (Observer)

The meeting was called to order at 4:34 p.m.

1. Policies for Approval
 - a. 6720 – Privacy Policy
 - b. 6730 – Public Interest Disclosure Policy
 - c. 1120 – French Immersion Policy

The committee agreed to present these Policies at the Board meeting for approval.

2. Policies for Introduction
 - a. Multimedia Devices – (NEW)
 - b. 1140 – Student Reporting Policy

The committee agreed to present these Policies at the Board meeting for discussion.

3. Policies for Review
 - a. 1220 – International Student Policy

The committee agreed to present this Policy at the Board meeting to be sent for review.

3. Other Business
None.

Meeting Adjourned at 5:25 p.m.

Next Meeting: Monday, November 6, 2023

Policy No. **6720**

Date Approved:

Date Amended:

6720 Privacy Policy

PURPOSE

School District 52, Prince Rupert ("School District") is committed to ensuring the privacy, confidentiality and security of all personal information that it collects, uses, discloses and maintains in connection with its programs and activities. The School District complies with the School Act ("Act") and the Freedom of Information and Protection of Privacy Act (FIPPA) in relation to the protection of privacy. This Policy sets out the School District's commitment, standards and expectations regarding the appropriate practices for the collection, use and protection of personal information.

PRINCIPLES

The School District and all Staff shall uphold the privacy, confidentiality and appropriate use of personal information in compliance with the School Act, FIPPA and the procedures, including by:

- being open and transparent about the purposes for which personal information may be collected and used by the School District;
- collecting and using personal information only as necessary to carry out the School District's authorized programs and activities;
- sharing personal information internally with staff only on a need-to-know basis;
- sharing personal information with third parties with the knowledge and consent of affected individuals, unless otherwise authorized or required under FIPPA, the School Act or other applicable laws;
- ensuring personal information is protected against unauthorized access, use, disclosure, loss or destruction; and
- complying with FIPPA and all Procedures for the accuracy, protection, use, disclosure, storage, retrieval, correction and appropriate use of personal information.

TRANSPARENCY AND ACCOUNTABILITY

The School District strives to be open and transparent with the community about its programs and activities and has processes in place to support the timely response to access requests submitted under FIPPA and the proactive release of information of interest to the community.

RESPONSIBILITY

The Superintendent has been designated by the Board of Education as the “head” of the School District for the purposes of FIPPA and has overarching responsibility for ensuring compliance with this Policy, FIPPA and the requirements of the School Act pertaining to student records, including the implementation of administrative procedures and maintenance of a Privacy Management Program. As permitted under section 76.1(b) of the Freedom of Information and Protection of Privacy Act, the Board authorizes the Director of Human Resources, Privacy Officer to administer the Act and make operational decisions.

DEFINITIONS

- a) “personal information” means recorded information about an identifiable individual, but does not include an individual’s business contact information (business address, email address, telephone number);
- b) “FIPPA” means the BC Freedom of Information and Protection of Privacy Act;
- c) “Procedures” means the administrative procedures to this Policy;
- d) “Staff” means all employees, contractors and volunteers of the School District;

References:

Freedom of Information and Protection of Privacy Act, R.S.B.C. 1996, c. Part 3;
School Act, R.S.B.C. 1996, c. 412 sections 9, 79(3)
Student Records Disclosure Order (M14/91)

Policy No. 6730

Date Approved:

Date Amended:

6730 Public Interest Disclosure Policy

PURPOSE

The Board of Education of School District No.52 ("School District") is committed to honesty, integrity and accountability in its operations, programs and services, and to promoting a culture of openness and transparency. The School District encourages and supports all personnel in bringing forward reports of unlawful acts and acts of wrongdoing in a manner consistent with the provisions of the British Columbia *Public Interest Disclosure Act* ("PIDA").

The purpose of this Policy and related Procedures is to establish a process, in compliance with PIDA, for employees and trustees to report, in good faith, wrongful or unlawful conduct without fear of retaliation or reprisal.

SCOPE OF POLICY

This Policy applies to alleged wrongdoing related to the School District's operations or personnel. This Policy does not displace other mechanisms set out in School District Policy for addressing and enforcing standards of conduct, disputes, complaints, or grievances, including issues of discrimination, bullying and harassment, occupational health and safety, or disputes over employment matters or under collective agreements.

DEFINITIONS

In this Policy and the Procedures, the following capitalized terms are defined as indicated:

"Advice" means advice that may be requested in respect of making a Disclosure or a complaint about a Reprisal under this Policy or PIDA;

"Discloser" means an Employee or Trustee who makes a Disclosure or seeks Advice or makes a complaint about a Reprisal;

"Disclosure" means a report of Wrongdoing made under this Policy and includes allegations of Wrongdoing received by the School District from the Ombudsperson or another government institution for investigation in accordance with PIDA;

"Employee" refers to a past and present employee of the School District;

"FIPPA" means the *Freedom of Information and Protection of Privacy Act*, and all regulations thereto;

"Investigation" means an investigation undertaken by the School District under this Policy or by the Ombudsperson under PIDA;

"Personal Information" has the same meaning set out in FIPPA, namely "recorded information about an identifiable individual", and includes any information from which the identity of the Discloser or any person who is accused of Wrongdoing or participates in an Investigation can be deduced or inferred;

"PIDA" means the *Public Interest Disclosure Act* of British Columbia, and all regulations thereto;

"Procedure" means the School District's Administrative Procedure associated with this Policy, as amended;

"Reprisal" means the imposition of, and any threat to impose, discipline, demotion, termination or any other act that adversely affects employment or working condition of an Employee or Trustee because they made a Disclosure, sought Advice, made a complaint about a Reprisal or participated in an Investigation;

"Trustee" means a past or present member of the School District's Board of Education; and

"Wrongdoing" refers to:

- a. a serious act or omission that, if proven, would constitute an offence under an enactment of British Columbia or Canada;
- b. an act or omission that creates a substantial and specific danger to the life, health or safety of persons, or to the environment, other than a danger that is inherent in the performance of an employee's duties or functions;
- c. a serious misuse of public funds or public assets;
- d. gross or systematic mismanagement;
- e. knowingly directing or counselling a person to commit any act or omission described in paragraphs (a) to (d) above.

STATEMENT OF PRINCIPLES

The School District is committed to supporting ethical conduct in its operations, and seeks to foster a culture in which Employees and Trustees are encouraged to disclose Wrongdoing,

including by receiving, investigating and responding to Disclosures and by providing information and training about PIDA, this Policy and the Procedures.

- The School District will investigate Disclosures that it receives under this Policy. Investigations under this Policy will be carried out in accordance with the principles of procedural fairness and natural justice.
- The School District will not commit or tolerate Reprisals against any Employee or Trustee who, in good faith, makes a request for Advice, makes a Disclosure, participates in an Investigation or makes a complaint under this Policy.
- The School District is committed to protecting the privacy of Disclosers, persons accused of Wrongdoing and those who participate in Investigations in a manner that is consistent with its obligations under PIDA and FIPPA.

PRIVACY AND CONFIDENTIALITY

All Personal Information that the School District collects, uses or shares in the course of receiving or responding to a Disclosure, a request for Advice, a complaint of a Reprisal, or conducting an Investigation will be treated as confidential and will be used and disclosed as described in this Policy, the Procedures, PIDA or as otherwise permitted or required under FIPPA and other applicable laws.

REPORTING

Each year, the Superintendent shall prepare, in accordance with the requirements of PIDA, and make available, a report concerning any Disclosures received, Investigations undertaken and findings of Wrongdoing. All reporting under this Policy will be in compliance with the requirements of FIPPA.

RESPONSIBILITY

The Superintendent is responsible for the administration of this Policy, and shall ensure that training and instruction is available to all Employees and Trustees concerning this Policy, the Procedures and PIDA.

In the event that the Superintendent is unable or unavailable to perform their duties under this Policy, the Superintendent may delegate their authority in writing to the Secretary-Treasurer or other senior members of the School District.

Policy No. 1120
Date Approved: January 14, 2014
Date Amended:

1120 French Immersion Policy

The School is committed to supporting the French Immersion programming as it provides an option for students in the school district to become bilingual in both of Canada's official languages, English and French.

The Board of Education believes that students should have the opportunity to receive instruction in the French language through French Immersion programs in elementary, middle, and secondary grades. The French Immersion program operates as an optional district program. The French Immersion Program is not intended to be a selective program.

It is in students' best interests that classes include students with a variety of aptitudes, cultures, and backgrounds. The Board believes that French Immersion instruction should be available to all students who desire to be enrolled in the program, providing staffing requirements can be accommodated.

REFERENCES

School Act, section 5(3)
Ministry of Education Policy: French Immersion Program
Ministerial Order 333/99, Educational Program Guide Order
Ministerial Order 295/95, Required Areas of Study in an Educational Program
Ministerial Order 302/04, Graduation Program Order
1120-10 French Immersion Regulation

Policy No.
Date Approved:
Date Amended:

Multimedia Devices

The Board of Education of School District No. 52(Prince Rupert) believes that the appropriate use of multimedia devices, such as cell phone and other digital devices, play an important role in communications, and may enhance student learning opportunities. The Board of Education believes that best practices would include student voice and collaboration of the creation of expectations. These devices should in no way interfere with the safety, security and privacy of students and/or staff, or with school operations.

Guidelines

1. Schools shall inform students and parents of their expectations regarding the use of multimedia devices. Specific expectations regarding the use of multimedia devices will be consistent with the school's Code of Conduct.
2. At no time should a multimedia device be used to capture an image or a voice recording of another person during school hours or school activities, unless specific authorization is provided by a principal and/or staff member.
3. No pictures of students or staff in schools or at associated facilities or activities may be uploaded to school, public or private websites without the written consent of the person or persons and/or their parents or guardians, in the photograph.
4. At no time should a multimedia device be used for the purpose of cyber-bullying which is defined as the use of any electronic communications device to convey a message in any form (text, image, audio, or video) that defames, intimidates, harasses or is otherwise intended to harm, insult or humiliate another in a deliberate, repeated or hostile or unwanted manner under a person's false or true identity.
5. An infraction involving the use of a multimedia device that could jeopardize the safety or create discomfort and/or embarrassment to any person may result in disciplinary action and/or criminal charges.

Related Policies and Regulations:

Policy No. 1140
Date Approved:
Date Amended: 11-Apr-2017, 12-Sept-2017

1140 Student—Reporting Communicating Student Learning & Reporting Policy

Student Reporting - Communicating Student Learning to Parents

The Board of Education recognizes that communication among students, parents, teachers and administrators fosters positive relations and encourages student academic and social growth.

Further, the Board recognizes that there are many different ways of reporting to parents and encourages the use of non-traditional methods of reporting student progress and achievement that support the tenets of formative, growth based learning. These include, for example, the use of student portfolios (digital or otherwise), criterion referenced assessment outcomes, student-led conferences and demonstrations of learning through student projects.

The Board encourages school communities to examine, and propose alternate forms of ~~K-9~~ reporting that could potentially better demonstrate student growth over time than past reporting practices. Proposed forms of reporting that enhance student awareness of his/her academic and social-emotional growth as well as more clearly communicate student improvement to parents are encouraged.

References:

Ministerial Order 191/94, the Progress report Order
Ministerial Order 192/94, the Provincial Letter Grades Order
Ministerial Order 295/95, the Required Areas of Study Order
Regulation 265/89, the School regulation
1140-10 – Student Reporting Regulation

Policy No. 1220
Date Approved:
Date Amended: 11-February-2020

1140 International Students Policy

Many students from other countries have come to British Columbia for schooling because their families value the high quality of education provided by our school system. Some International students enroll in Canadian schools to upgrade their language ability in one or both of Canada's official languages. Some students enroll to benefit from the cross-cultural experience of living and attending school in a country other than their own. Others come in order to graduate from secondary schools and earn a Dogwood Diploma.

The Board supports enrollment of international students and strives to meet their educational needs while ensuring that those who graduate meet all of the requirements of the Ministry of Education legislation and policy.

International students who graduate must meet all graduation requirements in ways that ensure competence in either French or English. In accordance with Ministry policy, international students may be restricted in the number and type of courses given credit through equivalency, external credits, or challenge.

Enrollment of international and non-reciprocal exchange students is subject to space being available and to tuition being paid to cover costs of their educational program.

Enrollment of reciprocal exchange students is subject to a local student attending overseas in their stead.

REFERENCES

Ministry of Education Policy, International Student Graduation Credit

Ministerial Order 302/04, the Graduation Program Order

[1220-10 - - International and Non-Reciprocal Exchange Students - Admission and Tuition Regulation](#)

**ADMIN ASSISTANTS, TEAM LEADERS AND DEPARTMENT HEADS FOR EACH
SCHOOL**

CHSS

Admin Assistant at CHSS: Lonni Bryant

Department Heads

English - Danielle Dueck and Brendan Turner

Special Education (Learning Services) – Kathy Offut and Karina Anderson

Mathematics- Jason Wick

Counselling- Troy O'Toole

Practical and Applied Skills (ADST)- Megan Cooper

PE- Jacqueline Jackson

Languages- Nancy Griffith Zahner

Fine and Performing Arts- Alison O'Toole

Social Studies- Derrick Laychuk

Science – Sarah Johnson

Athletic Director – Kevin Sawka

PINERIDGE

Admin Assistant at Pineridge: Andrew Martin

PCS

Admin Assistant at PCS: Dighton Haynes

PRMS

Admin Assistant: David Strand

Grade 6 – Sheryl Proskiw/Kathy Murphy

Grade 7 – Vonda Robinson

Grade 8 & Humanities – Arianne Loranger-Saindon

Grade 8 & Math/Science – Craig Munro

Technology – Chris Reed

Support Services – David Strand

Second Languages – Bart Hughes

PE/Extracurricular – Denise Wilson

CONRAD

Admin Assistant – Lisa Scherr

ROOSEVELT

Admin Assistant – Noone yet

LAX KXEEN

Admin Assistant – Steven Einarson