

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**

Tuesday, February 18, 2025- 7:00 P.M.

1. **Adoption of Agenda**
2. **Presentation(s):**
 - 2.1 Andree Michaud – Social Emotional Learning
3. **Approval of the Minutes of the**
 - 3.1 Open Board Meeting Held on January 21, 2024 (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 January 21, 2024
 - 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 December 16, 2024 letter from SD 42 to Honourable Spencer Chandra Herbert re: BC Summer & Winter Games (p. 8)
 - 5.2.2 January 27, 2025 letter from SD 72 to Minister Beare and Minister Ma re: Advocacy for the Rebuild of Cedar Annex and Support Laichwiltach Family Life Society (p. 10)
6. **Superintendent of Schools' Report**
 - 6.1 For Board Information:
 - 6.1.1 Field Trips (p.12)
 - 6.1.2 Enrolment
 - 6.1.2.1 Enrolment graph (p.13)
 - 6.1.3 Upcoming Projects/Learning/Other
7. **Secretary-Treasurer's Report**
 - 7.1 January 2025 Statement of Operations Report (p.14)
 - 7.2 January 2025 Operations Department Report (p.18)
 - 7.3 January 2025 Information Technology Department Report (p.19)
 - 7.4 School Fees & Deposits (p. 21)

8. **Committee Reports**
 - 8.1 Finance & Building Committee **(Trustees Beil, Maier, Pucci)**
 - 8.2 Framework for Enhancing Student Learning **(Trustees Horne, Toye)**
 - 8.2.1 2023-24 Student Learning Survey – S. Pond (p. 23)
 - 8.3 Provincial Council **(Trustees Horne, Sanchez)**
 - 8.4 Policy Committee **(Trustees Horne, Toye)**
 - 8.4.1 February 10, 2025 Meeting minutes (p. 26)
 - 8.4.2 Policies for Approval
 - 8.4.2.1 1410 – Student Code of Conduct (p. 27)
 - 8.4.2.2 1420 – District Code of Conduct (p. 30)
 - 8.4.2.3 1450 – Respectful School Communities Policy (p. 32)
 - 8.4.3 Policies for Review
 - 8.4.3.1 6110 – Vision, Mission and Foundational Principles Policy (p. 34)
 - 8.5 District Technology Steering Committee **(Trustee Horne)**
9. **Old Business**
10. **New Business**
11. **Information Items**
 - 11.1 Provincial Council, February 22, 2025
 - 11.2 Board Chair/Superintendent/BCASBO and PL Meetings, March 6 & 7, 2025
 - 11.3 Board of Education Meeting, March 11, 2025
 - 11.4 Spring Break, March 17 – 28, 2025
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
Tuesday, January 21, 2025 – 7:00 P.M.**

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

Staff Present: S. Pond, A. Samoil, E. Vazquez, T. Dickens, D. Gautam, A. Lihou, P. Khaira, R. Edzerza

Regrets:

Chair Toye acknowledged that the meeting is being held on traditional Ts'msyen territory. The meeting was called to order at 7:06 p.m.

1. Adoption of Agenda

Motion 20250121-1.0a

Beil "Be it resolved by the Board of Education of School District No. 52
Pucci (Prince Rupert) that the Agenda is approved as amended"

Carried

Late Item – Correspondence to the Board - Letter from PRDTU

2. Presentation(s):

Cam & Eva Hill – Literacy Learning Activities

Mr. Hill highlighted his FNEESC conference presentation on "Living off the Land and Sea". He shared how people have been going to Kiel and harvesting from the seas for thousands of years. Not many youth are able to go and participate in harvesting anymore for various reasons. They have tried to incorporate all of this learning, language and culture into their schools. It is meaningful for students to have the opportunity to do this and learn where their ancestors formerly fished and harvested. Mr. Hill expressed that it is up to us as educators to promote this learning. The connection to land, water, language and culture is vital for students as is academic learning. The joy and pride the students have when they come back from kiel with memories and the knowledge that their people were there is incomparable.

Chair Toye thanked the Hill's for this presentation and expressed gratitude for all of the hard work they have done and continue to do.

3. Approval of the Minutes of the

3.1 Open Board Meeting held December 17, 2024

Motion 20250121-3.1

Pucci "Be it resolved by the Board of Education of School District No. 52
Dalton (Prince Rupert) that the minutes of the open Board meeting held
December 17, 2025 be approved as presented",

Carried

4. Necessity of Closed Meetings and Agenda

- 4.1 Approval of Agenda
- 4.2 Approval of Minutes of the In-Camera Meeting held December 17, 2024.
- 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

Motion 20250121-4.0a

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

Carried

5. Correspondence

- 5.1 Addressed to the Board
 - 5.1.1 December 17, 2024 letter from PRDTU

Motion 20250121-5.1

Beil "Be it resolved by the Board of Education of School District No. 52
 Horne (Prince Rupert) that 5.2.1 and 5.2.2 be received and filed."

Carried

No direction from the board has been given to move forward with the International Student program. A presentation to the board was made to determine if there was a flavour for it. An International Student Program may be considered sometime in the future, but at this time it is not. Trustees suggested that any further questions go to Andrew and he will report to the board. Discussion arose how SD 82 has had success with their program and had more applicants than families to place these students with. The board could potentially look at sharing with SD 82 and generating extra revenue.

- 5.2 Copied to the Board
 - None

6. Superintendent of Schools Report

- 6.1 For Board Information:

6.1.1 Field Trips

The Superintendent presented the list of approved field trips and answered questions from Trustees. Discussion arose regarding the bus that broke down on a recent trip to Prince George. Superintendent Samoil confirmed it was repaired and is ready for future use.

6.1.2 Enrolment

The Assistant Superintendent reported that enrolment is at 1,810 as of December 31, 2024. 1,116 of those students are Indigenous.

6.1.2.1 Enrolment graph

Review of graph and trends.

6.1.3 Upcoming Projects/Learning/Other

The Superintendent Andrew Samoil, provided a summary of recent school activities and upcoming events in the school district.

"Welcome to French", French Immersion sessions are happening Jan 21st and 22nd in the Roosevelt school library.

Carnaval is currently being planned for Feb 13th at Roosevelt and Feb 18th

at PRMS.

Family Literacy Day is on January 27th and many of our schools recognizing this day by way of book swaps or school wide read-a-thons.

Kindergarten registration begins in February, on business days between February 1-15 at all schools.

Many families were impacted by the Sherbrooke Apartment fire on Christmas Eve. Schools have rallied together in this time of need and donated many items and offered as much support as possible.

Pineridge – Jan 20 to Feb 7 – Spirit of Healthy Kids Challenge. This is a school wide challenge each day in the gym.

Grad assessments for Literacy 10, Numeracy 10 are happening between January 13-24th.

The high school exchange trip is booked for Feb 6-13 via Experiences Canada. Ten students from Prince Rupert are paired with twenty students from Saint-Raymond, QB. Quebec students will visit here from May 21-28, 2025.

Early Learning & Child Care:

Kindergarten registration advertisement information is going out to the schools and community this week. École Roosevelt Park Community School is hosting a French Immersion information session for parents on January 21st to 22nd. Child care information at these sessions will be available for the new program opening in September 2025. Early Childhood Education Dual Credit courses begin next Semester at CHSS and PCS students. Twenty-one students registered. Conrad and Pineridge child care programs continue to receive new students.

PRMS seismic upgrades: Yellowridge Construction has taken over the site and have secured it with yellow fencing. They are starting on the road access. The band room will be demolished on Friday and Saturday. There will be a parking study with counters to monitor the commercial traffic, etc to determine how it will be affected by the future construction.

Indigenous Ed Learning updates:

Author Kim Spenser class visits have recently happened. She wrote "Weird Rules to Follow".

Student groups including the Young Matriarchs, Indigenous Student Leadership groups, Girls Group in PCS, CHSS and PRMS.

Indigenous Ed. Dept presented at FNEESC. This professional learning will be offered at Wap Sigatgyet on Friday.

Clams were donated from the Hill's for students to learn about harvesting, processing and food sovereignty.

Making some connections between Mathematics and beadwork design have been a focal point.

Changing Results for Young Children continues.

A moment of silence was held for Teresa Lauther.

7. Acting Secretary Treasurer's Report

7.1 December Statement of Operations Report

The Secretary-Treasurer presented the December statement of operations report and answered questions from Trustees.

- 7.2 December 2024 Operations Department Report
The Secretary-Treasurer presented the Operations Report for December 2024 and answered questions from Trustees. Trustees asked about the kitchen progress. It is a bit behind but It is anticipated to be open by around spring break.
- 7.3 December 2024 Information Technology Department Report
The Manager of IT presented the Information Technology Department Report for December 2024 and answered questions from Trustees.

8. **Committee Reports**

- 8.1 Finance & Building Committee **(Trustees Beil, Maier, Pucci)**
- 8.2 Framework for Enhancing Student Learning **(Trustees Horne, Toye)**
 - 8.2.1 Graduation Data
The How are we Doing Report for 2023-24 was released in November 2024. This report shows that the percent of Indigenous students who graduated with a Dogwood or Adult Dogwood increased from 57% to 61% for the 2023-2024 five-year completion rate. It further showed that the percent of Indigenous students who graduated with a Dogwood or Adult Dogwood increased from 73% to 82% for the 2023-2024 six-year completion rate.
- 8.3 Provincial Council **(Trustees Horne, Sanchez)**
Next meeting is coming up in February via zoom
- 8.4 Policy Committee **(Trustees Horne, Toye)**
 - 8.4.1 January 14, 2025 meeting
Trustee Horne presented the minutes of the January 14, 2025 meeting of the Policy Committee and answered questions from Trustees.
 - 8.4.2 Policies for Approval
None
 - 8.4.3 Policies for Review
 - 8.4.3.1 1410 – Student Code of Conduct
 - 8.4.3.2 1420 - District Code of Conduct
 - 8.4.3.3 1450 – Respectful School Communities

Motion 202501-8.4.3

<p>Horne Beil</p>	<p>“Be it resolved by the Board of Education of School District No. 52 (Prince Rupert) that 1410 – School Code of Conduct, 1420 – District Code of Conduct, and 1450 – Respectful School Communities Policies be sent for review.”</p>	<p>Carried</p>
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- 8.5 District Technology Steering Committee
The Committee met this last week. They discussed authentication and the importance of MFA. It creates a layer of defence, safeguards privacy and helps to prevent attacks. The two methods of Multi-Factor Authentications used are either by SMS or Microsoft Authenticator APP. A survey will go to staff to identify which method they prefer.
The District needs to approve AI tools geared toward students. The committee will

look into this and determine which ones are most appropriate. There has been some training by IT for the processes included in bringing AI to our schools.

Motion 202501-8.5

Beil "Be it resolved by the Board of Education of School District No. 52
Horne (Prince Rupert) that the meeting be extended."

Carried

9. **Old Business**

The Secretary-Treasurer examined the SOFI report and looked into the question of who is Phillip Tieu. He discovered that they were an agent acting for international students and the transaction in question was a refund.

10. **New Business**

None

11. **Information Items:**

11.1 Welcome to French Immersion Sessions, January 21 & 22, 2025

Chair Toye noted that the Welcome to French Immersion Sessions are on January 21 & 22, 2025.

11.2 Non-Instructional Day Elementary & Middle Schools, January 24, 2025.

Chair Toye noted that the Non-Instructional Day for Elementary & Middle Schools is on January 24, 2025.

11.3 Non-Instructional Day Secondary, February 13, 2025

Chair Toye noted that the Non-Instructional Day for Secondary School is on February 13, 2025

11.4 Indigenous Implementation Day, February 14, 2025

Chair Toye noted that the Indigenous Implementation Day is on February 14, 2025

11.5 Family Day, February 17, 2025

Chair Toye noted that Family Day is on February 17, 2025

11.6 Board of Education Meeting, February 18, 2025

Chair Toye noted that the Board of Education Meeting is on February 18, 2025

12. **10 Minute Question and Answer Period**

Q: PRDTU president thanked the Board for accepting the letter regarding the International Student Program and for committing to follow up with it if the program is approved by the Board.

13. **Adjournment**

Chair Toye adjourned the meeting at 8:47 p.m.

December 16, 2024

Honourable Spencer Chandra Herbert
Minister of Tourism, Arts, Culture and Sport
Parliament Buildings
Victoria, BC V8V 1X4
TACS.Minister@gov.bc.ca

Dear Minister Chandra Herbert:

RE: BC Summer & Winter Games

We are writing on behalf of School District 42 Maple Ridge/Pitt Meadows, School District 73 Kamloops Thompson, and School District 67 Okanagan Skaha to express our shared concern regarding the funding model for **BC Summer & Winter Games** (the "BC Games"). Maple Ridge recently hosted the games and have shared our experience with our school district colleagues who will be hosting upcoming games. The BC Games, a thrilling event that brings communities together and supports young athletes in their athletic endeavors, is a testament to the spirit and unity of our province. However, we believe the current funding model does not adequately address the diverse financial realities of different host communities.

As you are aware, the funding for the BC Games has remained largely unchanged since 2008, with only a modest increase in 2023. The stagnant funding has put significant pressure on communities like Maple Ridge, where the ability to secure corporate sponsorships is considerably more restricted compared to communities with increased options for industrial and private support. The expectation for all communities to meet the same financial obligations regardless of their size or local economy creates an uneven playing field that can undermine the very spirit of the games.

It's important to note that the costs to the school district include, but are not limited to, janitorial services, maintenance, waste disposal, hydro, managerial and administrative planning and oversight, loss of rental income for the eight days that the facilities were booked, increased deferred maintenance costs, and more. One of our most pressing concerns is the expectation that school districts bear these financial burdens for the games. In Maple Ridge, despite recovering a portion of direct operating costs incurred, the balance of unrecovered costs incurred and to be incurred by the school district has placed added strain on an already underfunded public education system, requiring the diversion of essential operating funds and human resources to support the event. We anticipate that this same financial reality will be shared by those districts who will be hosting the games in the future if the funding model is not addressed.

We strongly believe in the importance of the BC Games and the opportunities they provide for young athletes. However, we urge you to reconsider and restructure the funding model to better reflect the unique circumstances of each host community. Specifically, we ask that the province increase the base funding for the games to account for inflation and the rising costs associated with hosting such events. Additionally, we request that the requirement for school districts to contribute from their operating funds be reconsidered, as this burdens our educational institutions and often affects our most vulnerable students most.

School District 42 was committed to supporting the BC Games and the athletes participating, but the funding model must be equitable and sustainable for all host communities. We hope you will consider our concerns and ensure that the BC Games can continue to be a successful and inspiring event for years.

While the current financial structure of the Games was unsustainable, we would like to stress our commitment to the continuation of these games. The benefits it provides to young people across the province is evident and the sense of community pride felt throughout Maple Ridge was palpable.

We appreciate your attention to this important matter and look forward to your response. We are hopeful that a solution can be found that benefits all British Columbians and supports the continued success of the BC Games.

Sincerely,



Elaine Yamamoto, Chairperson
Board of Education of School District No. 42 (Maple Ridge-Pitt Meadows)

cc: Lisa Beare, M.L.A. Minister of Education and Child Care
Lawrence Mok, M.L.A.
James Palanio, Chairperson SD67
Heather Grieve, Chairperson SD73
Mayor and Council, City of Maple Ridge
Alison Noble, President & CEO, BC Games Society
Laura Butler, Chair, 2024 BC Summer Games
BCSTA President and CEO
All Boards of Education



CAMPBELL RIVER

School District 72

January 27, 2025

The Honourable Lisa Beare
Minister of Education and Child Care
PO Box 9045, Stn Prov Govt
Victoria, BC V8W 9E2

The Honourable Bowinn Ma
Minister of Infrastructure
PO Box 9021, Stn Prov Govt
Victoria, BC V8W 9E2

Re: Advocacy for the Rebuild of Cedar Annex and Support for Laichwiltach Family Life Society

Dear Minister Beare and Minister Ma:

On behalf of the Board of Education for School District 72 (Campbell River), I am writing to advocate for the rebuilding of Cedar Annex, a vital community-based facility and home to the Laichwiltach Family Life Society for the past 20 years. This facility, which was significantly damaged by fire in July 2024, serves as a cornerstone for providing essential childcare, family supports, and cultural connections to Indigenous families, many of whom live away from their home communities and face unique challenges.

The BC NDP's campaign promise to replace Cedar Elementary and rebuild the Laichwiltach Family Life Society ([David Eby and the BC NDP will build a new school in Campbell River](#)) presents a critical opportunity to deliver on a commitment that will benefit countless vulnerable families. The Cedar Annex is not just a building – it is the heart of integrated family and Indigenous community care in Campbell River and for our surrounding area.

The Laichwiltach Family Life Society, from its location in the Cedar Annex on the Cedar Elementary School grounds, operates within walking distance of all levels of schools, the hospital, and essential services, making it a lifeline for the families it serves. Its programs, supported by the Ministry of Education and Child Care, the Ministry of Children and Family Development, and health services, address vital needs, including:

- **Childcare:** Before- and after-school care, as well as early childhood care, accessible to working parents.
- **Family care:** Programs supporting at-risk teens, new parents, and families in crisis, including culturally meaningful connections to foster resilience and healing.
- **Counselling and cultural connections:** Services that celebrate and honour the diverse Indigenous backgrounds within our community, fostering belonging and identity.
- **Inter-generational connections and supports:** Programs that create and nurture inter-generational connections between youth and elders, as well as important elder support.

Laichwiltach Family Life Society has also recently started an Indigenous community health centre in downtown Campbell River. All the administrative services for this health centre and their other services are supported by staff working out of the Cedar Annex.

The unique circumstances of these families – many living hours away from their homes – underscore the importance of the Cedar Annex as a central hub for providing support and cultural connections. Should Cedar Annex not be rebuilt, these families risk losing the critical supports they rely on, further marginalizing a vulnerable population.

Minister Beare, this project is not just about rebuilding a structure. It is about honouring a commitment to reconciliation, equity, and community wellbeing. By delivering a new facility that serves both Cedar Elementary and the Laichwiltach Family Life Society, the government will fulfill part of its campaign promise while ensuring that families continue to have access to the supports that allow them to thrive.

We respectfully urge you to prioritize this rebuild, along with the rebuilding of Cedar Elementary School, in the province's capital planning. The continued success of Laichwiltach Family Life Society and the well-being of the families it serves depends on it.

Thank you for your attention to this important matter. We are committed to working with you and other government ministries, as necessary, to see the rebuild of Cedar Annex for the Laichwiltach Family Life Society come to fruition.

Sincerely,



Kat Eddy
Chair, Board of Education
School District 72 (Campbell River)

cc: The Honourable David Eby, M.L.A. Premier of British Columbia
The Honourable Jodie Wickens, M.L.A. Minister of Children & Family Development
The Honourable Anna Kindy, M.L.A. North Island
The Board of the Laichwiltach Family Life Society
Audrey Wilson, Executive Director, Laichwiltach Family Life Society
BC School Trustees' Association



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

February 18, 2025

6.1 For Board Information:

6.1.1 **Field Trips Approved**

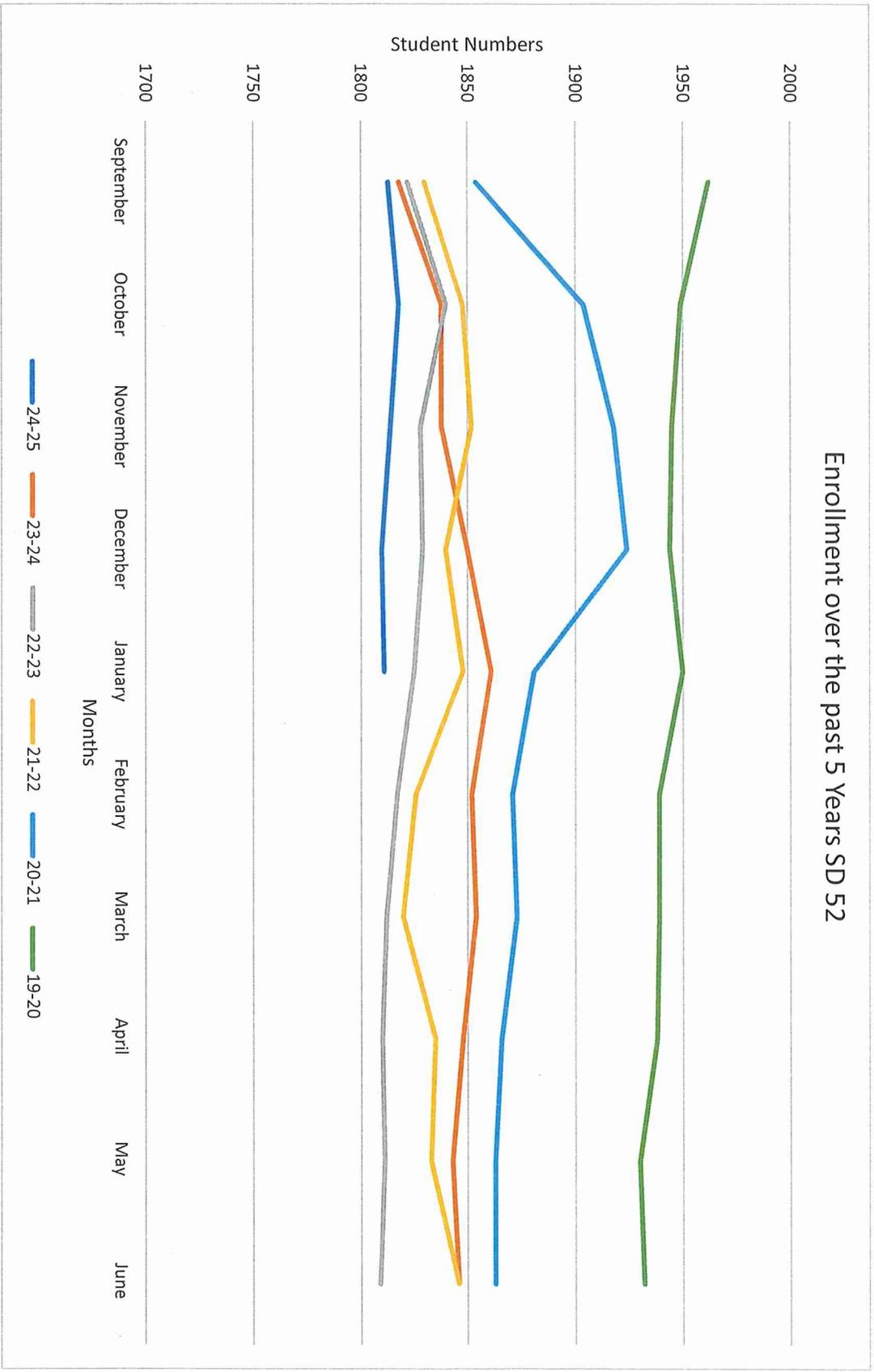
	School	Dates	# School Days	Grade	Purpose
1.	Lax Kxeen	March 6, 2025	1	4/5	Skiing at Shames Mountain

6.1.2 Enrolment

6.1.2.1 Enrolment Graph (p.)

6.1.3 Upcoming Projects/Learning/Other

Enrollment over the past 5 Years SD 52



January 31, 2025
slp

School District #52 (Prince Rupert)

UNAUDITED STATEMENT OF OPERATIONS/OPERATING FUND

January 31, 2025

OPERATING FUND	Variance				PRELIM ANNUAL BUDGET 2024/25
	YTD Budget 2024/25	Jul - Jan ACTUALS	Favourable (Unfavourable)	%	
REVENUE					
Provincial Grants, MECC	13,544,088	13,544,088	-	0.0%	26,735,581
LEA Funding From First Nations	629,790	629,790	-	0.0%	1,285,650
Provincial Grants, Other	16,242	16,242	-	0.0%	32,483
International Student Tuition	68,550	68,550	-	0.0%	136,000
Other Revenue	375,926	297,196	(78,730)	-20.9%	951,851
Rentals & Leases	17,500	93,116	75,616	432.1%	30,000
Investment Income	58,333	167,905	109,572	187.8%	100,000
Total Revenue	14,710,429	14,816,887	106,458	0.7%	29,271,565
EXPENSE					
Salaries					
Teachers	5,469,708	5,419,928	49,780	0.9%	11,085,279
Principals & Vice-Principals	1,322,616	1,322,616	-	0.0%	2,430,298
Education Assistants	1,232,709	1,207,399	25,310	2.1%	2,503,544
Support Staff	1,349,743	1,293,893	55,850	4.1%	2,446,344
Other Professionals	767,425	1,012,404	(244,979)	-31.9%	1,315,585
Substitutes	611,230	624,627	(13,397)	-2.2%	1,185,553
Total Salaries	10,753,431	10,880,867	(127,436)	-1.2%	20,966,603
Employee Benefits	2,501,800	2,482,634	19,166	0.8%	4,816,428
Total Salary & Benefits	13,255,231	13,363,501	(108,270)	-0.8%	25,783,031
Services & Supplies	1,787,673	1,774,588	13,085	0.7%	3,757,425
Total Expense	15,042,904	15,138,089	(95,185)	-0.6%	29,540,456
Net Revenue (Expense)	(332,475)	(321,202)	11,273	0.1%	(268,891)
Indigenous Ed Surplus Included					
	-	-	-		12,991
Drawn from Reserves					
	-	-	-		315,900
Capital Asset Purchases					
	-	-	-		(60,000)
Surplus (Deficit) for Year	(332,475)	(321,202)	11,273		-

School District No. 52 (Prince Rupert)
Operating Grants Approved by MECC

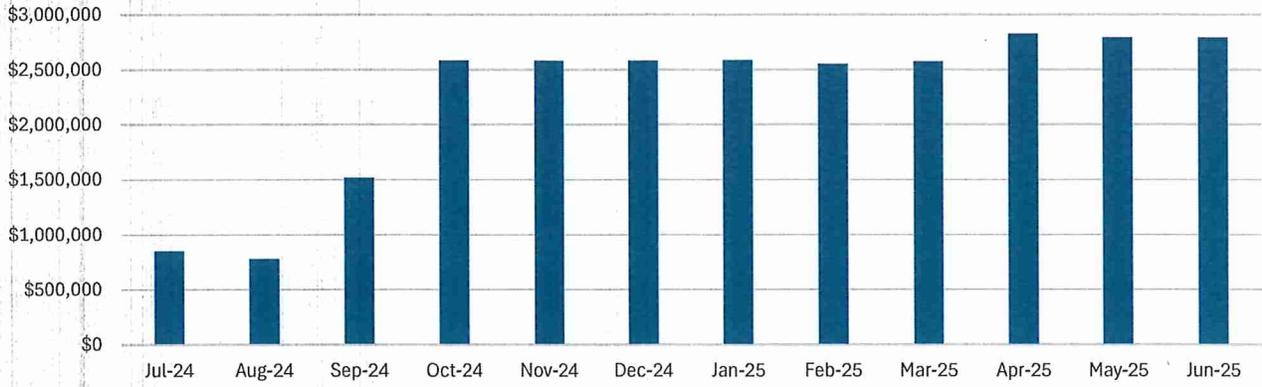
Month	Funds already received or scheduled	%	Total by Quarter	Total by Semester
Jul-24	\$851,028	3.1%		
Aug-24	\$778,239	2.9%		
Sep-24	\$1,517,574	5.6%	11.6%	
Oct-24	\$2,585,686	9.6%		
Nov-24	\$2,581,860	9.5%		
Dec-24	\$2,581,932	9.5%	28.7%	40.3%
Jan-25	\$2,588,209	9.6%		
Feb-25	\$2,556,220	9.5%		
Mar-25	\$2,576,755	9.5%	28.6%	
Apr-25	\$2,830,244	10.5%		
May-25	\$2,794,968	10.3%		
Jun-25	\$2,794,965	10.3%	31.1%	59.7%
Total	\$27,037,680	100.0%	100.0%	100.0%

Operating Grants included:	\$	%
General Operating Grant ¹	\$25,889,947	96%
Pay Equity	\$706,027	3%
Labour Settlement Funding	\$243,813	1%
Student Transportation Fund	\$117,597	0%
Indigenous Education Council Funding	\$72,790	0%
Shared Cost Agreement - Scoring Activities	\$7,506	0%
Total	\$27,037,680	100%

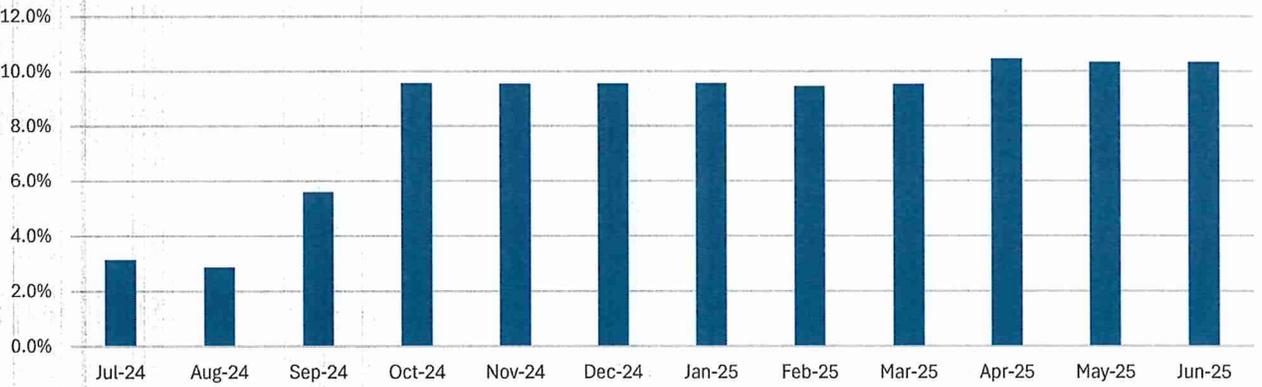
¹ Amount may change once guidelines for amended budget are published by MECC later this month

*Child Care Grants not included

2024/2025 Operating Grants approved by MECC
 Monthly Expected Revenues in \$



2024/2025 Operating Grants approved by MECC
 Monthly Expected Revenues in %



Fund : 0 Operating

PR	TITLE	JAN	YEAR TO DATE	ENCUMBERED	FULL YEAR BUDGET	AVAILABLE	PERC
Function : 1 Instruction							
02	Regular Instruction	1,338,475.39	6,251,539.90		12,998,480	6,746,940	52
03	Career Preparation	812.07	2,622.30		78,970	76,348	97
07	Library Services	65,928.11	303,722.03		435,060	131,338	30
08	Counselling	25,660.23	165,172.32		292,891	127,719	44
10	Special Education	536,193.67	2,643,687.52		5,121,634	2,477,946	48
30	English Language Development		84.98		2,373	2,288	96
31	Aboriginal Education	207,829.55	1,076,367.02		2,079,970	1,003,603	48
41	Business Admin	210,453.12	1,298,194.15	13,111.98	2,139,032	827,726	39
TOTAL FOR Function - 1		2,385,352.14	11,741,390.22	13,111.98	23,148,410	11,393,908	49
Function : 4 District Administration							
11	Education Admin	41,745.26	274,301.89		469,856	195,554	42
40	Governance	15,747.08	135,212.16		190,959	55,747	29
41	Business Admin	120,952.69	752,376.78	412.16	1,137,722	384,933	34
TOTAL FOR Function - 4		178,445.03	1,161,890.83	412.16	1,798,537	636,234	35
Function : 5 Maintenance & Operations							
41	Business Admin	12,162.09	233,412.21		262,391	28,979	11
50	Plant Maintenance	230,448.70	1,558,651.72	7,307.83	3,171,873	1,605,913	51
52	Maintenance Of Grounds	12,200.50	59,366.07		171,090	111,724	65
56	Utilities	56,349.94	207,037.15		623,399	416,362	67
TOTAL FOR Function - 5		311,161.23	2,058,467.15	7,307.83	4,228,753	2,162,978	51
Function : 7 Transportation							
41	Business Admin	503.91	1,929.91		958	972	101
70	Student Transportation	44,487.05	174,411.83		363,798	189,386	52
TOTAL FOR Function - 7		44,990.96	176,341.74	0.00	364,756	188,414	52
TOTAL FOR Fund - 0		2,919,949.36	15,138,089.94	20,831.97	29,540,456	14,381,534	49
GRAND TOTAL		2,919,949.36	15,138,089.94	20,831.97	29,540,456	14,381,534	49

Monthly Report to the Board

January 2025

Facilities:

PRMS: Assisted Yellow Ridge on placing safety fencing around various locations Around the school. Removed items from the old Band Room-gas furnace/plumbing/ fire bells/intruder alarm and various items that we can use around the district.

Booth kitchen-Electrical rough in is now complete. Main electrical panel is back ordered till the end of February. Range hoods have arrived. Flooring started Jan 23.

Roosevelt-Plumbing of the girls' shower room has been completed. This is to accommodate for a student shower and special needs washroom. Westview -Girls washroom ceiling and student desk chair backs have been removed due to asbestos content.

We had one of our Blue Bird buses break down in Prince George which took lots of leg work to have it fixed and get the students home with another company. We have a new inspection company in Kitimat for our Bluebird fleet, first one heads up at the end of this month. Various school received upgraded projector heads for their smart boards.

Custodial

Regular cleaning and maintenance of interiors. Winter brings sand and salt into the buildings which is difficult to remove.

Energy/Conservation

Roosevelt-Pacific Northwest Electric will be running main power and control wires to all the hallway heaters, starting Jan 27. We will also be prepping for the 4 new boilers which will be installed Feb 14-17.

Transportation

January in town trips. Field trips (no cost) 10
Out of town (cost recovery) 6-CHSS /1 PRMS

Health & Safety

We have good stock of hand sanitizer and sprays available for use in the classroom, which can be ordered through our work request system.

Monthly Report to the Board

January 2025

Network Status:

In January, multiple power outages were reported, primarily affecting Pineridge. These outages, caused by BC Hydro, temporarily impacted some IT systems. However, there were no instances of data loss or corruption.

Computer Purchase:

Fifteen laptops were purchased for PCS School to enhance the student learning experience. These new devices will provide access to up-to-date educational resources, facilitate interactive and personalized learning, and improve digital literacy skills essential for the future.

Infrastructure Upgrades:

Our team has completed upgrades to servers, network switches, and firewalls, enhancing the overall performance and security of our IT infrastructure.

CHSS:

CHSS Lab 200 now features state-of-the-art desktop computers. We have renewed Unity software licenses, providing free student accounts and saving the district \$2,040 USD per student per year. Unity software enables students to create and develop real-time 3D games, apps, and experiences for various industries, including entertainment, film, automotive, architecture, and more. This semester, computer science students will be learning about Unity and game development.



INFORMATION TECHNOLOGY
DEPARTMENT
DINESH GAUTAM, MANAGER,
INFORMATION TECHNOLOGY

School Start:

Technicians were busy supporting staff and students with login issues, creating new staff and student accounts, reimaging and setting up new computers, and replacing old computers.

Multi-Factor Authentication (MFA):

All VPN users must now authenticate to Office 365 using MFA. This includes all staff and contractors, adding an extra layer of security for our school system as they access information.

SmartBoard:

Nine new Hikvision smartboards were purchased for schools. Roosevelt, LaxKxeen, and PRMS will be using these smartboards. These smartboards offer advanced features such as the ability to create lessons using a whiteboard and enable both staff and students to display content from their personal devices to the smartboard using the WonderCast apps available on iOS and Android devices.

End-of-Life Devices:

As Windows 10 reaches its end of life, many of our devices will not be able to upgrade to Windows 11. It is advisable to allocate attention and budget to prevent further disruption in our education system. Running end-of-life devices creates significant security concerns.

School Supplies/fees/deposits 2025-26

School	
Conrad Street Elementary School District 52 825 Conrad Street 250-624-4935	Bulk Purchase K-2 \$35.00 3-5 \$40.00
Lax Kxeen Elementary School District 52 601 William Booth Way 250-624-6218	Bulk Purchase K-2 \$35.00 3-5 \$40.00
Pineridge Elementary School District 52 1700 Sloan Avenue 250-627-7054	Bulk Purchase K-2 \$35.00 3-5 \$40.00
Port Edward Community School 633, Sunset Drive, Port Edward 250-629-3551	Bulk Purchase K-2 \$30.00 3-5 \$35.00
Ecole Roosevelt Park Community School 800 Summit Avenue 250-624-6126	Bulk Purchase K-2 \$30.00 3-5 \$35.00
Prince Rupert Middle School District 52 417 9 th Avenue West 250-624-6757	Hockey Academy \$750
Charles Hays Secondary School District 52 201 Prince Rupert Blvd 250-624-5031	See lists provided

2025-26 School Fees and Deposits CHSS

CHSS

Textbook Deposit	\$50.00	Special arrangements are made for those who are unable to pay this deposit. Refundable upon graduation providing textbooks are returned.	
Textiles	varies	School will supply basic project materials, however, Grade 9 – 12 students can purchase their own materials and supplies.	Student materially benefits – projects chosen and kept by the student.
Shop/Technology	varies	School will supply basic project materials, however, in grade 9 – 12 students can provide own materials and supplies or purchase from the school.	Student materially benefits – projects chosen and kept by the student.
Art 9 – 12 Photography 10-12	Varies \$50 camera deposit Other costs vary	School will supply basic project materials. Students may choose to purchase additional project materials. Deposit refundable with return of an undamaged camera at the end of a course. School will supply basic project materials. Students may choose to purchase additional project materials.	Student materially benefits – projects chosen and kept by the student.
Workbooks for Accounting, Maths and Science	\$30	Students may wish to purchase their own workbooks rather than use the schools.	Student materially benefits.
Guitar 10-12 Deposit	\$50	Students may bring their own guitar to class. The deposit is refunded upon the return of an undamaged guitar.	
Youth Train in Trades – Deposit	Varies	This deposit is refunded upon the successful completion of the program with a mark of 70%. Students may be required to purchase textbooks, tools or work wear.	Student materially benefits.
Foods	varies	School will supply basic materials, however, Grade 9 – 12 students can purchase their own supplies for special projects.	Student materially benefits – projects chosen and kept by the student.

Prince Rupert 2023/2024 Student Learning Survey Results

Grade 4/7

Grade 10/12

2023/2024

2023/2024

Survey Question	Total Count	Positive	Prior Yr Diff (pp)	Total Count	Positive	Prior Yr Diff (pp)
<i>Indigenous Participation</i>						
S133 - At school, do you participate in any ongoing Indigenous (First Nations, Inuit, Metis) programs or activities?	162	19.8%	7.5	129	10.9%	-2.0
S73 - At school, do you participate in any Indigenous (First Nations, Inuit, Metis) celebrations or activities?	163	31.3%	12.1	130	26.2%	6.6
<i>Indigenous Study</i>						
NQ20 - At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?	165	52.1%	0.7	130	59.2%	-11.5
S131 - At school, are you being taught the local First Nations' language(s)?	164	50.6%	0.6	129	36.4%	2.9
S132 - At school, are you being taught about local First Nations?	167	50.9%	4.0	129	58.9%	-0.3
<i>Emotional Development</i>						
S10 - When you make a decision to do something, do you stop to think about how it might affect other people?	162	54.9%	3.8	127	62.2%	5.7

Grade 4/7

Grade 10/12

2023/2024

2023/2024

Survey Question	Total Count	Positive	Prior Yr Diff (pp)	Total Count	Positive	Prior Yr Diff (pp)
S14 - I am satisfied that in school I learn how to express emotion, and deal with emotional problems that I may face in the future.			NA	NA	127	42.5%

10.5

Resiliency

C2 - When I am facing difficult tasks, I keep trying until I succeed.	161	64.0%	4.5	128	57.8%	2.6
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C5 - I believe I can be successful at almost anything I set my mind to.	72	50.0%	1.2	129	58.1%	1.6
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Adult support

Q26A - At your school, how many adults do you feel care about you (for example, teachers, counsellors, student helpers)?	163	65.0%	4.7	129	65.9%	5.1
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S110 - At school, are you able to get extra help when needed?	166	59.0%	2.4	129	55.8%	-10.2
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S50 - At school, how often are concepts explained in ways that you can understand?	165	52.7%	-9.3	130	50.8%	-1.6
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S96 - At school, are you able to get the information and advice that you need? (for example, from teachers or counsellors)	165	67.9%	4.8	130	66.2%	-2.6
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S99 - Do the adults at your school value and welcome your questions?	166	69.9%	3.4	130	68.5%	1.6
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Grade 4/7

Grade 10/12

2023/2024

2023/2024

Survey Question	Total Count	Positive	Prior Yr Diff (pp)	Total Count	Positive	Prior Yr Diff (pp)
<i>Belonging</i>						
NQ10 - I am happy at my school. (Gr 4); I would like to go to a different school. (Gr 7/10/12)	163	65.6%	2.2	129	36.4%	-1.7
NQ16 - Do you feel welcome at your school?	164	73.2%	9.9	130	70.8%	8.6
Q3 - Do you like school?	166	56.0%	2.9	130	37.7%	-4.9
S81 - Is school a place where you feel like you belong?	164	54.3%	1.5	129	60.5%	15.9
<i>Mental Health</i>						
S120 - Does school make you feel stressed or anxious?	163	29.4%	-7.7	127	16.5%	-5.2
S122 - Do you feel good about yourself?	160	58.8%	0.4	128	57.0%	10.1
S128B - How would you describe your mental health?	74	55.4%	-6.0	129	55.0%	10.2

School District No. 52 (Prince Rupert)
Policy Committee
Tuesday, February 10, 2025
4:30 pm

MINUTES

In Attendance: James Horne
Danielle Dalton (Observer)
Kristy Maier (Observer)
Andrew Samoil
Enrique Vazquez
Tammy Dickens

The meeting was called to order at 4:38 p.m.

1. Policies for Approval
 - a. 1410 – Student Code of Conduct Policy
 - b. 1420 – District Code of Conduct Policy
 - c. 1450 – Respectful School Communities Policy

The committee agreed to send Policies 1410, 1420, and 1450 to the Board meeting for approval.

2. Policies for Review
 - a. 6260 – Conflict of Interest Policy
 - b. 6110 – Vision, Mission and Foundational Principles Policy

The committee agreed to table Conflict of Interest until March and to write new Vision/Mission for the Board meeting to be sent for review.

3. Other Business

Meeting Adjourned at 5: 04 p.m.

Next Meeting: Monday, March 3, 2025

Policy No. 1410
Date Approved: January 11, 2011
Date Amended: October 15, 2024

1410 ~~District Code of Conduct and Anti-Racism Policy~~
Student Code of Conduct

POLICY

~~Setting expectations for student and staff behavior in schools is part of the Board of Education's governance role for the district.~~

The Prince Rupert School District is committed to promoting schools ~~should be~~ that are safe, welcoming, caring and orderly places. ~~The Board believes that every child should be treated with courtesy, dignity & respect.~~ All students are encouraged to succeed and to engage in their educational programs ~~and be confident, creative & critical thinkers with a strong sense of identity, with a sense of hope, purpose and control.~~ Such an environment is best built on a foundation of ~~respect (in Sm'algaya~~; Łoomsk: respect for others, for property and for community.

The Board is committed to the principles and values set out in the Charter of Rights and Freedoms, ~~First Peoples Principals of Learning~~, and the BC Human Rights Code. In particular, the Board is committed to providing a working and learning environment free from discrimination. Decisions must be free of any discrimination based on the race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons.

~~The Board is committed to supporting an environment free from intentional or unintentional racism or discrimination for all students, employees, and trustees and shall:~~

- ~~a) provide opportunities for employees, students, and trustees to acquire the necessary knowledge, skills, and attitudes to identify and respond effectively to racism;~~
- ~~b) develop and implement procedures for resolving incidents of racism; and~~
- ~~c) monitor and investigate reported incidents of racism~~

In light of the negative impact personal digital devices are having on instruction, learning and student mental health, the Board is committed to restricting the use of personal digital devices in schools based on the following guidelines (See Policy 1390 Restrictions on Student Use of Personal Digital Devices):

~~All students will have access to school/district owned technology at an age appropriate level~~

~~Schools will exempt specific students from restrictions when they are needed for full inclusion in learning activities.~~

~~Schools will make accommodations for students with medical and health needs that outline the need for these devices.~~

~~At the elementary school level, the use of access to personal internet-connected devices will not be permitted at any time during the school day.~~

~~At a minimum, access to and the use of personal internet-connected devices at the middle and secondary levels will not be permitted during instructional time. At the teacher's discretion, an exemption may be made when their use supports learning.~~

~~The security and storage of internet-connected devices is the sole responsibility of the owner/user. The District assumes no responsibility for the safety, security, loss, repair or replacement of such devices.~~

~~Definition — "Personal Internet-Connected Devices" include, but are not limited to, cell phones, smartphones, tablet computers, smartwatches, and portable video game systems.~~

~~The Board believes that the responsibility for student behavior and conduct in schools is shared among students, staff, and parents and guardians in order to create a safe, caring and orderly learning and working environment.~~

The District Code of Conduct Regulations provides a framework with respect to expectations for student behavior:

- a) while at school;
- b) during school related activities whether on or off school property; or
- c) engaging in any activity that has an impact on or connection with the school environment, including social media.

~~Individual~~ Schools will develop their own code of conduct ~~codes of conduct are to be developed~~ within this framework by the principal, representatives of staff, students, and parents and guardians will all have input when developing and updating the school code of conduct. ~~This will be created annually & reported to the Board of Education.~~

Students and employees have the responsibility to conduct themselves in accordance with the codes of conduct established by the school district and by their school. Failure to comply with district expectations may result in appropriate consequences.

Whenever possible and where appropriate, consequences for unacceptable student conduct shall be restorative in nature. ~~Restitution/restorative practices strengthen students by helping them learn to~~

~~problem solve and restore relationships. If restorative practices are not successful, other measures, including student suspension and exclusion from school, may be necessary. Students will be disciplined in a timely and fair manner, and such discipline shall be in accordance with district regulations.~~

REFERENCES

- Ministerial Order No. M89
- School Act: Preamble, Sections 2, 6(1), 75(1), 76(2)(3), 85(1)(1.1)(2), 169(3), and 177
- Statement of Education Policy Order (OIC 1280/89) Mandate for the School System
- Ministerial Order 265/89: School Regulation
- Ministerial Order 276/07: Provincial Standards for Codes of Conduct Order
- Ministry Document: Safe, Caring, and Orderly Schools (2008)
- Ministry Document: Diversity in BC Schools: A Framework (2008)
- Ministry Document: Developing and Reviewing Codes of Conduct: A Companion to the Provincial Standards for Codes of Conduct Ministerial Order (2007)
- BC Ministry of Education – Safe, Caring, and Orderly Schools Resources (see <http://www.bced.gov.bc.ca/sco/resources.htm>)
- The Constitution Act (1982)
- Multiculturalism Act (RSBC 1996)
- BC Human Rights Code (RSBC 1996, c 210)
- Employment Equity Act (1995)
- Official Languages Act (1985)
- 1390 – Restrictions on Student Use of Personal Digital Devices Policy
- 1410-10 - - District Code of Conduct Regulation
- 1410-20 - - Use and or Possession of Illegal Drugs, Cannabis and Alcohol Regulation
- 1420-10 - - Student Responsibilities, Discipline and Suspension Regulation
- 1430 - - District Discipline Committee Policy
- 1440 - - Diversity in Schools Policy
- 1440-10 - - Multiculturalism Regulation
- 1440-20 - - Sexual Orientation Regulation
- 1510-10A - - Student and or Parent Appeal - Form
- 2310 - - Protection of Students and Maintenance of Order Policy
- 3110-10 – School Bus and Ferry Discipline Regulation
- 4210-20 – Weapons Regulation
- Strategic Plan

Policy No. 1420

Date Approved:

Date Amended:

1420 District Code of Conduct Policy

The Board is dedicated to fostering a respectful, inclusive, and safe environment for all members of our district community, including students, staff, trustees, parents/caregivers, invited guests, and visitors. Upholding the principles of the British Columbia Human Rights Code, the Canadian Charter of Rights and Freedoms, and the Canadian Human Rights Act is a shared responsibility.

Core Principles:

- **Respect for Diversity:** We honor the diverse backgrounds and identities of our community members, ensuring no discrimination based on race, color, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age.
- **Safe and Orderly Environment:** Our schools and facilities are havens where everyone should feel secure and valued. This extends to all district-organized or sponsored activities, and even social media interactions impacting community safety.

Positive Behavior: All school community members are expected to:

- Act with courtesy, safety, and thoughtfulness.
- Never threaten, harass, intimidate, or assault in any form, any person within our School District community, through physical violence, verbal abuse or any forms of digital or print communication.
- Never be in possession of weapons, dangerous items, alcohol, or illegal drugs while in school, workplaces or during school related activities whether on or off school property.
- Treat school district property with care and pride.

The Board promotes:

- A drug and alcohol-free environment.
- Nonviolent conflict resolution.
- Intolerance of bullying and harassment.

School Community Responsibilities:

- Each member is encouraged to practice and embody respect, care, and courtesy daily.
- Everyone is accountable for reporting violations of the Code of Conduct.
- Steps will be taken to prevent retaliation against individuals reporting breaches.

Compliance:

Any violation of this Code will prompt intervention and/or disciplinary action. By collectively adhering to these standards, we celebrate the rich diversity of our district and work towards a common goal of creating a harmonious school community.

Related Policies and Regulations:

- Ministerial Order No. M89
- School Act: Preamble, Sections 2, 6(1), 75(1), 76(2)(3), 85(1)(1.1)(2), 169(3), and 177
- Statement of Education Policy Order (OIC 1280/89) Mandate for the School System
- Ministerial Order 265/89: School Regulation
- Ministerial Order 276/07: Provincial Standards for Codes of Conduct Order
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- Ministry Document: Developing and Reviewing Codes of Conduct: A Companion to the Provincial Standards for Codes of Conduct Ministerial Order (2007)
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- The Constitution Act (1982)
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- 1440-20 - - Sexual Orientation Regulation
- 1510-10A - - Student and or Parent Appeal - Form
- 2310 - - Protection of Students and Maintenance of Order Policy
- 3110-10 – School Bus and Ferry Discipline Regulation
- 4210-20 – Weapons Regulation
- Strategic Plan

Policy No. 1450

Date Approved:

Date Amended:

1450 Respectful School Communities Policy

The Board of Education recognizes and values the diversity found within its communities and believes that each individual contributes to the strength of the district's culture so all members of the school community learn and work together in an atmosphere of respect and safety, free from discrimination, harassment and/or exclusion.

Accordingly, educational programs, student and adult behaviours, and district operations should promote positive interactions and be anti-racist and free from divisive actions and attitudes based upon: identity, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression or age, of that person.

The Board further expects that every individual in its care or employ, is treated with respect and understanding within their learning and working communities.

This policy applies to all members of the school district community including, but not limited to, students, staff, trustees, parents and caregivers, volunteers, contractors and other persons who are invited to or who work on Board property.

This policy applies to discrimination or harassment that may take place outside of Board property, but which has the effect of or results in adversely affecting the Board's learning and working communities.

This policy seeks to:

- Support inclusion of all students and employees regardless of real or perceived differences as outlined in the *B.C. Human Rights Code*.
- Ensure that learning and working settings are free from discrimination and harassment.
- Ensure that communications are free from discrimination and harassment.
- Raise awareness and improve understanding of Human Rights and the lives of all people.
- Defines appropriate terms, behaviours and actions in order to prevent discrimination and harassment through greater awareness of/and responsiveness to their harmful effects.
- Promote a systemic response through staff and professional development that strives to identify and address educational practices, policies, and procedures that perpetuate all forms of discrimination.
- Make resources and support services available and visible for students and staff throughout the schools.
- Act collectively to reduce discrimination and other systemic barriers that are faced by students, families, and staff and the community at large.
- Ensure that all complaints are taken seriously and dealt with expeditiously and effectively.

Related Policies and Regulations:

- Ministerial Order No. M89
- School Act: Preamble, Sections 2, 6(1), 75(1), 76(2)(3), 85(1)(1.1)(2), 169(3), and 177
- Statement of Education Policy Order (OIC 1280/89) Mandate for the School System
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- 3110-10 – School Bus and Ferry Discipline Regulation
- 4210-20 – Weapons Regulation
- Strategic Plan

6110 Vision, Mission and Foundational Principles Policy

~~The Board will develop and maintain the following documents as part of their strategic plan:~~

- ~~1. A long-term vision statement.~~
- ~~2. An aspirational mission statement.~~
- ~~3. Belief statements.~~

~~These documents must be consistent with the mandate of the BC Public School System. In performing its duties, the Board will make decisions and set policies that are consistent with the vision statement, mission statement and belief statements.~~

~~The Board recognizes the merit of clearly articulated statements of its Mandate, Vision, and Values. These statements reflect the unique character of its character of its community and provide guidance in the governance, policy development, and goal setting for School District 52. The Board’s Vision and Values were developed through comprehensive consultation with its educational partner groups and the broader community.~~

~~In accordance with the *School Act*, Regulations, and Ministerial Orders, the Board’s Mandate is guided by the British Columbia Legislature and Ministry of Education. The Mandate provides the foundation for the Board’s governance, its goals, attributes, duties, rights, and responsibilities.~~

~~The Board’s Vision expands upon the School District’s Mandate. The Vision provides direction, clarity, and focus to the Board’s overall educational philosophy and objectives for the School District.~~

~~The Board’s Values guide the School District’s organization and service. The Values of trust, responsibility, respect, and collaboration are demonstrated and integrated into the Board’s governance and interactions with its students, employees, parents, and local and global community.~~

~~These statements guide the Board, its employees, educational partner groups, and local community to reach beyond the core mandate and realize the highest standards for the~~

delivery of education to all students.

The purpose of the British Columbia school system is to enable all learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

Statement of Education Policy Order
(Mandate for the School System)
Order in Council 1280/89

Vision

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

Mission

We are committed to a safe, equitable, and inclusive education system. Student voice is honoured and students are empowered to learn from our diverse community, skilled staff, natural environment, and local culture.

Values

- Equity – Courageous, engaging and personalized learning inspires success for all.
- Relationship – Interactions are grounded in integrity and compassion.
- Place – Respect and care for the natural environment and an understanding of the history of the territory.
- Collaboration – Working together helps to build community and hear all voices.
- Inclusion – Honour the diversity of our inclusive learning community.
- Respect yourself.
- Respect others.
- Respect all things.

REFERENCES

- [BC School Act](#)
- [School Act, Trustee Oath of Office Regulation](#)
- Ministry of Education Policy – Framework for Enhancing Student Learning