SCHOOL DISTRICT NO. 52 (PRINCE RUPERT)

AGENDA

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

Tuesday, October 21 2025- 7:00 P.M.

1.	Adoption of Agenda
• •	raeparen er rigenaa

- 2. Presentation(s):
 - 2.1 Brendan Turner Decolonizing Library Resources
- 3. Approval of the Minutes of the
 - 3.1 Open Board Meeting Held on September 23, 2025 (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 23, 2025
 - 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 June 10, 2025 letter from MOE to BCTC (p. 9)
 - 5.2.2 September 11, 2025 letter from SD 8 to MOE (p. 11)
- 6. Superintendent of Schools' Report
 - 6.1 For Board Information:
 - 6.1.1 Field Trips (p 13)
 - 6.1.2 Enrolment

6.1.2.1 Enrolment graph (p.14)

- 6.1.3 Upcoming Projects/Learning/Other
- 7. Secretary-Treasurer's Report
 - 7.1 Statement of Operations September 2025 (p. 15)
 - 7.2 September 2025 Operations Department Reports (p. 17)
 - 7.3 September 2025 Information Technology Department Report (p. 18)
- 8. Committee Reports
 - 8.1 Finance & Building Committee

(Trustees Beil, Maier, Pucci)

	8.2	Frame	ework for E	nhancing Stud	dent Learning	(Truste	es Horne, Toye)
		8.2.1	Annual E	Enhancing Stud	dent Learning R	eport (p. 19)	
	8.3	Provir	ncial Counc	cil		(Trustees	Horne, Sanchez)
	8.4	Policy	/ Committee	e		(Truste	ees Maier, Toye)
		8.4.1	October	14, 2025 Mee	ting minutes (p	. 67)	
		8.4.2	Policies for None	for Approval			
		8.4.3	8.4.3.1		f the Secretary-1 Immersion Poli	Freasurer Policy (p. cy (p. 72)	68)
	8.5	Distric	ct Technolo	ogy Steering C	ommittee		(Trustee Horne)
9.	Old Busin	ess					
10.	New Busi	ness					
11.	Information Items						
	11.1 11.2 11.3 11.4	Provir Reme	ncial Counci mbrance D	relopment Day il, October 24, ay, November er 13-15, 2025	· 11, 2025	025	

- 12. 10 Minute Question and Answer Period
- Adjournment 13.

11.5

9.

Board of Education Meeting, November 18, 2025

SCHOOL DISTRICT NO. 52 (PRINCE RUPERT)

MINUTES

REGULAR OPEN SCHOOL BOARD MEETING MEETING HELD IN THE BOOTH MEETING ROOM Tuesday, September 23, 2025 – 7:00 P.M.

Trustees Present:

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

Staff Present:

S. Pond, A. Samoil, E. Vazquez, T. Dickens, A. Lihou, R. Edzerza, P. Khaira, K. MacIlroy,

L. Burger, C.Rourke

Regrets:

Trustee Horne

acknowledged that the meeting is being held on traditional Ts'msyen territory. The

meeting was called to order at 7:05 p.m.

1. Adoption of Agenda

Motion 20250923-1.0a

Dalton

"Be it resolved by the Board of Education of School District No. 52

Beil

(Prince Rupert) that the Agenda is approved as amended."

Carried

Move 7.1 and 7.2 to 2.0

Audited Financial Statements 2024-25

KPMG will be presenting a clean audit. Review of financial statements. Annual surplus of \$511,000. Accumulated surplus of \$7.9 million. \$5.7 million of that is the accounting value paid for accounting assets. Operating fund went from \$1.8 million in 2024 to \$2.2 million in 2025. No questions from Trustees.

Motion 20250923-2.0

Maier

"Be it resolved by the Board of Education of School District No. 52

Beil

(Prince Rupert) that the Board approve the auditors report as

presented",

Carried

3. **Approval of the Minutes of the**

3.1 Open Board Meeting held June 17, 2025

Motion 20250923-3.1

Dalton

"Be it resolved by the Board of Education of School District No. 52

Maier (Prince Rupe

(Prince Rupert) that the minutes of the open Board meeting held

June 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 June 17, 2025.
- 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 20250923-4.0a

Beil "Be it resolved by the Board of Education of School District No. 52 Maier

(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

None

- 5.2 Copied to the Board
 - May 15, 2025 letter from SD 71 to the Honourable Lisa Beare 5.2.1
 - 5.2.2 May 28, 2025 letter from SD 60 to MP Bob Zimmer
 - June 4, 2025 letter from SD 74 to BCSTA #1 5.2.3
 - 5.2.4 June 4, 2025 letter from SD 74 to BCSTA #2
 - June 6, 2025 letter from SD 46 to BCSTA 5.2.5
 - 5.2.6 June 12, 2025 letter from SD 72 to BCSTA

Motion 20250923-5.2

Beil "Be it resolved by the Board of Education of School District No. 52

(Prince Rupert) that Item 5.2.1 to 5.2.6 be received and filed." Maier

Carried

Superintendent of Schools Report 6.

- 6.1 For Board Information:
 - 6.1.1 Field Trips

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

6.1.2 **Enrolment**

The Director of Instruction, Carla Rourke reported enrolment is 1792 on June 30, 2025. As of September 23, 2025 enrolment is 1799. This could change by the 1701 count.

6.1.2.1 Enrolment graph Review of graph and trends.

6.1.3 Upcoming Projects/Learning/Other Superintendent Samoil shared that:

Most schools have held Meet the Staff Open Houses and Terry Fox runs.

New employee orientation/meet and greet.

Canadian Parents for French meetings have taken place at Roosevelt.

Implementation Day held on Friday, September 26th at the Lester Centre. We have invited Pete Bombaci from the Genwell Foundation to speak on human connections.

September 30th is the National Day for Truth and Reconciliation. Most schools are honoring this day on September 29th by wearing orange shirts, gathering and reflecting and participating in reconciliation walks.

Last week, Uncertified Teacher training was held at Booth.

Early Learning & Child Care:

The summer childcare program at Conrad Street Elementary School had 15 students attend consistently from July 2nd to August 15th. Welcome To Kindergarten sessions occurred at all elementary schools the first week of September. Overall participation rates for all schools were 95-100% attendance. The three before and after school programs operated by SD 52 at Conrad, Pineridge and Roosevelt Schools currently have 42 students enrolled. The Roots of Empathy program has expanded to 6 classrooms this year and will be offered at all elementary schools and the middle school. Port Edward child care program will move forward as there are 9-10 families interested to enroll children 3-5 years old. The license has been amended to reflect 18 spaces for 30 months to school age for the classroom at Port Edward Community School. ECE DC courses at CHSS will be funded by 1701 as the ministry grant concludes this school year. This program has 20 students at CHSS and 2 at PCS enrolled which will run during semester 2 at CHSS.

The replacement of PRMS has now progressed to building the foundation and build upwards. The permits are fully in place. Many discussions have been had about how to accommodate the learning commons. Staff have been consulted on many design and technology decisions.

We have reached out to the community to see expressions of interest for use options in the evenings and weekends. This was designed as a community school and so groups from the community will use it. The proposed opening date for the new middle school is September 1, 2027. Once the school is open then the demolition of the old school will begin.

Architects were visiting today to look at the property for the new childcare center. This is proposed to go by Lax Kxeen school. The Design looks very good.

7. Secretary Treasurer's Report

7.1 Audit Findings Report KPMG

Trustees did not have any questions for the KPMG report.

7.2 Capital Plan Bylaw

Motion	<u>20250923-7.3a</u>	
Beil	"Be it resolved by the Board of Education of School District No. 52	
Maier	(Prince Rupert) that all three readings of Capital Bylaw No. 2025/26-	
	CPSD52-02 be read at the same meeting."	Carried

CAPITAL BYLAW NO. 2025/26-CPSD52-02

5 of 72

CAPITAL PLAN 2025/26

WHEREAS in accordance with section 142 of the School Act, the Board of Education of School District No. 52 (Prince Rupert) (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 2025/26 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 May 15, 2025, is hereby adopted.
- 2. This Capital Bylaw may be cited as School District No. 52 Capital Bylaw No. 2025/26-CPSD52-02.

READ A FIRST TIME THE 23rd DAY OF SEPTEMBER 2025;

READ A SECOND TIME THE 23RD DAY OF SEPTEMBER 2025;

READ A THIRD TIME, PASSED THE 23RD DAY OF SEPTEMBER 2025.

Motion	20250923-7.3b	
Maier	"Be it resolved by the Board of Education of School District No. 52	
Beil	(Prince Rupert) that School District No. 52 Capital Bylaw No. 2025/26-	
	CPSD52-02 be read a first time the 23rd day of September 2025."	Carried

Motion 202	250923-7.3b	
Maier	"Be it resolved by the Board of Education of School District No. 52	
Sanchez	(Prince Rupert) that School District No. 52 Capital Bylaw No. 2025/26-	
	CPSD52-02 be read a second time the 23 rd day of September 2025."	Carried

Motion	20250923-7.3b	
Maier	"Be it resolved by the Board of Education of School District No. 52	
Dalton	(Prince Rupert) that School District No. 52 Capital Bylaw No. 2025/26-	
	CPSD52-02 be read a third time and passed the 23 rd day of September	
	2025."	Carried

7.3 2025/26 Annual Programs Funding Agreement – Amended
The Secretary-Treasurer presented the agreement and there were no questions from trustees.

7.4 2026-27 Minor Capital Plan

Motion 20250923-7.5 Beil "Be it resolved by the Board of Education of School District No. 52 Dalton (Prince Rupert) that approve the 2026-27 Minor Capital Plan be approved as presented." Carried

7.5 2026-27 Major Capital Plan

Motion 2	0250923-7.3	
Pucci	"Be it resolved by the Board of Education of School District No. 52	
Maier	(Prince Rupert) that the 2026-27 Major Capital Plan be approved as	
	presented."	Carried

- 7.6 Executive Compensation Disclosure Report
 No questions from Trustees. This report will be submitted to the Ministry.
- 7.7 June-Aug 2025 Operations Department Reports

 Trustees and the Secretary-Treasurer commended and thanked the Acting Director of Operations and staff for all the work he has been doing on many projects.
- 7.8 June-Aug 2025 Information Technology Department Report
 Trustees thanked all IT staff for all the work they have been doing to get our schools ready.

8. Committee Reports

8.1 Finance & Building Committee

Questions arose about Minor Capital and the money proposed to be spent on Westview. The Secretary-Treasurer clarified that this is not the operating fund but is a separate fund. There are some public organizations that are interested in leasing Westview. Alternatively, there is possibility of using this facility down the line if/while other schools are being replaced etc. HVAC improvements would need to be complete before it could be used for a school, but it could be used for commercial use.

8.2 Framework for Enhancing Student Learning (Trustees Horne, Toye)
Have not met.

8.3 Provincial Council (Trustees Horne, Sanchez)
Meeting in October

8.4 Policy Committee (Trustees Toye, Maier) 8.4.1 September 15, 2025, meeting Chair Toye presented the minutes of the September 15, 2025, meeting of the Policy Committee and answered questions from Trustees.

8.4.2 Policies for Approval

8.4.2.1 6320 – Superintendent/CEO Roles & Responsibilities Policy

8.4.2.2 1370 – Physical Restraint and Seclusion Policy

Motion 20250923-8.4.2a

Maier "Be it resolved by the Board of Education of School District No. 52

Beil (Prince Rupert) that 6320 – Superintendent/CEO Roles &

Responsibilities Policy and 1370 – Physical Restraint and Seclusion

Policy be approved."

Carried

8.4.3 Policies for Review None

8.5 District Technology Steering Committee Did not meet

9. Old Business

None

10. New Business

None

11. **Information Items:**

- 11.1 Implementation Day, September 26, 2025Chair Toye noted that Implementation Day is on September 26, 2025
- 11.2 National Day for Truth & Reconciliation, September 30, 2025 Chair Toye noted that the National Day for Truth & Reconciliation is on September 30, 2025.
- 11.3 Thanksgiving, October 13, 2025 Chair Toye noted that Thanksgiving is on October 13, 2025.
- 11.4 Board of Education Meeting, October 21, 2025 Chair Toye noted that the Board of Education meeting is on October 21, 2025.

12. 10 Minute Question and Answer Period

No questions

13. Adjournment

Chair Toye adjourned the meeting at 8:07 p.m.



June 10, 2025

Ref: 307345

Gunita Gupta, Chair British Columbia Teachers' Council Email: gunita.gupta@gov.bc.ca

Dear Gunita Gupta:

Congratulations on being elected to serve as the Chair of the British Columbia Teachers' Council (BCTC) for 2025/26.

The BCTC has an important mandate and is a critical partner in ensuring the delivery of quality teaching and learning in British Columbia's K-12 education system. The BCTC sets the standards for entry into the teaching profession as well as the standards that teachers are required to meet to maintain their certification, ensuring public trust and confidence in all educators in our system. The BCTC also oversees British Columbia's teacher education programs, setting standards, approving new programs and ensuring existing programs continue to meet the high standards required to recommend teacher candidates for entry into the profession.

As mentioned, when I met with Council, it is our government's priority to support effective learning for students across the province by expediting the certification and deployment of new and experienced international and domestic teachers, and to work with partners to prioritize excellence and global competitiveness of BC's student outcomes. To support these priorities, I am formally asking the BCTC to review, take action, and report on four areas of opportunity that are within your statutory mandate under the *Teachers Act*:

1- Certification Standards

I am requesting a thorough and expedient review of current certification standards with a view to eliminating unnecessary barriers and complexity, in particular for internationally educated teachers. This review should include considering academic, professional preparation and familiarization requirements to ensure that the experience and skill of teacher applicants is being considered and pre- and post-certification coursework does not place a disproportionate burden on qualified teachers from other jurisdictions.

2- Establishing additional certificate types

I am requesting a decision and action plan on creating differentiated certification pathways to better support the needs of the K-12 sector. You have the statutory ability to classify certificates of qualification into one or more types, including requiring that different certification standards be met for different types of certificates of qualification. I am requesting that you consult with K-12 partners and consider how you can create role-restricted certificates that still provide individuals with meaningful pathways to ladder to full certification.

.../2

3- Teacher Education Program Approval and Review

I am requesting a review of current approval framework for teacher education programs, including consultation with post-secondary institutions, employers and rightsholders. I am requesting that you review the ways in which existing standards and approaches to approval may adversely impact rural, remote and First Nations communities in having access to teacher training programs. Specifically, I am requesting that you consider your existing "conflict of interest" requirements for practicum placements as well as your position on blended/online delivery of programs.

4- Ongoing mandatory professional development as a requirement for maintaining certification. You have the statutory ability to establish requirements for all teachers to maintain a certificate of qualification. I am requesting a decision on whether the BCTC will establish a framework for ongoing mandatory professional development, as a requirement for maintaining certification, that can support excellence for every educator throughout their career, regardless of role or employer type.

Under my authority as set out in section 17 of the *Teachers Act*, I am asking you to submit a report to me outlining your work, decisions and progress on the above four areas by **February 28, 2026**. Under section 17(2) I am required to make this report public within 45 days of receiving it. I understand the BCTC is already looking at removing barriers and complexity for teacher certification and increasing flexibility of teacher education programs and I look forward to hearing from about your progress in these areas.

As indicated when I met with you, in addition to the existing support from the BCTC Secretariat, you have access to the full expertise and capacity of Ministry of Education and Child Care staff in providing coordination, research and recommendations. I encourage you to work through the Secretariat to access the resources you need to undertake this work. I want to thank you for your commitment in taking on this important work. Together, we can make sure we have the pathways to get the teachers we need into the system, and support them throughout their careers, as they are foundational to the success of all of our children.

If you have any questions please contact Kiersten Fisher, Acting Assistant Deputy Minister, Workforce, Accountability and Governance Division, by email at <u>Kiersten.Fisher@gov.bc.ca</u>.

Sincerely,

La Beac

Lisa Beare Minister

cc:

Kiersten Fisher, Acting Assistant Deputy Minister, Workplace, Accountability and Governance Division
British Columbia Teachers' Council



September 11, 2025

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

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

Honourable Brittny Anderson Minister of State for Local Governments and Rural Communities Member of Legislative Assembly Kootenay Central Parliament Buildings Victoria, BC V8V 1X4

Dear Ministers Anderson, Beare, and Ma:

Re: Capital Planning Equity for Rural Schools

On behalf of the Board of Education of School District No. 8 (Kootenay Lake), we write to draw your attention to the continued challenges rural school districts face in securing capital funding to address critical facility needs. Despite recent historic investments in school infrastructure across British Columbia, many rural communities, including ours, remain without the major capital support required to modernize aging facilities and ensure safe, equitable learning environments.

While we recognize and appreciate the provincial commitment of \$3.75 billion over three years toward new schools, seismic upgrades, and expanded capacity, particularly in areas of rapid population growth, the needs of rural districts like SD8 remain largely unmet. The shift in provincial priorities toward seismic upgrades and urban enrolment growth is understandable; however, capital renewal in smaller communities remains a relevant concern in our region, where schools are often beyond their functional lifespan.

Specifically in School District No. 8 (Kootenay Lake), Salmo Secondary stands as a case in point. For eight consecutive years, the Board has submitted a capital plan request to construct an \$18.7 million addition to the secondary school that would consolidate K-12 programming in a single, safe, modern facility. This project would allow students to move from the adjacent Salmo Elementary School, constructed in 1953 and now at the end of its serviceable life, into a purpose-built learning environment. Despite the educational,

operational, and long-term fiscal rationale, this proposal has not advanced under the current capital evaluation criteria.

In the absence of this major capital approval, we have redirected operating and Annual Facilities Grant funds to make essential repairs, including interior upgrades and maintenance updates. As the Province itself has acknowledged, deferring investment in school infrastructure only compounds lifecycle costs and limits the delivery of high-quality public education.

We are aware that the Province faces a significant projected deficit in Budget 2025 and that capital investments must be prioritized judiciously. We also understand that rural capital projects must compete with urgent seismic and capacity demands in high-growth districts. Nonetheless, we respectfully suggest that a review of rural capital prioritization is now warranted. The educational needs of students in communities like Salmo cannot be equitably met if capital renewal is continually deferred.

The Board urges the BC Government to consider mechanisms that better reflect the realities of rural school districts, where facility condition, geographic isolation, and the absence of alternate options make local school infrastructure not only essential, but foundational to student success and community stability. We welcome the opportunity to meet with you and provide further information on our capital plans and the condition of our facilities.

Thank you for your ongoing commitment to public education and for your consideration of this important matter.

Sincerely,

Dawn Lang, Chair, Board of Education

On behalf of the Board of Education of School District No. 8 (Kootenay Lake)

cc: Board of Education of School District No. 8 (Kootenay Lake)

Cathy MacArthur, Secretary-Treasurer, SD8 Trish Smillie, Superintendent, SD8

BC School Trustees Association

Diana Lockwood, Village of Salmo, Mayor

Aimee Watson, Regional District Central Kootenay (RDCK), Board Chair,

Hans Cunningham, RDCK, Area G Director for Salmo

Michelle Harris, Kootenay Lake DPAC, Chair

PRINCE RUPERT SCHOOL DISTRICT NO. 52

SUPERINTENDENT OF SCHOOLS REPORT TO BOARD OF SCHOOL TRUSTEES

October 21, 2025

6.1 For Board Information:

6.1.1 Field Trips Approved

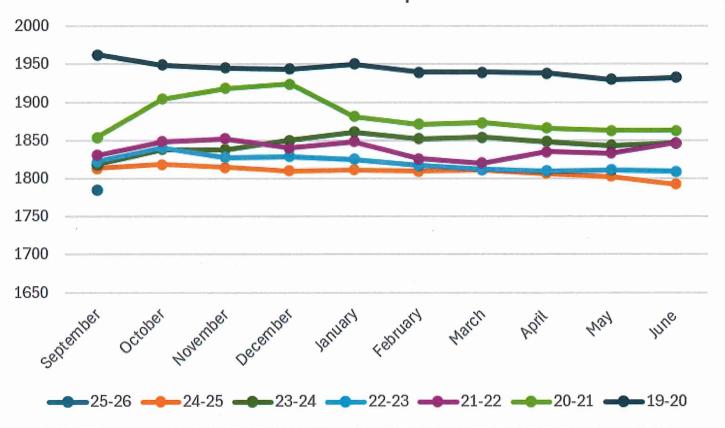
	School	Dates	# School Days	Grade	Purpose
1.	PRMS	Sept 27/Nov 7-8			Girls volleyball, Terrace, Smithers
2.	CHSS	Sept 27/25	0	9/10	Jr. Girls Volleyball in Smithers
3.	CHSS	Sept 27/25	0	9/10	Jr. Boys Volleyball in Terrace
4.	CHSS	Oct 4/25	0	9-12	Cross Country in Terrace
5.	PRMS	Oct 4, Nov 8/25	0		Boys volleyball
6.	CHSS	Oct 4, 11/25	0	11-12	Sr. Boys Volleyball in Smithers
7.	CHSS	Oct 11, 18 and Nov 8/25	0		Jr. Girls volleyball in Hazelton and Houston
8.	CHSS	Oct 18, 25 and Nov 8/25	0	9-10	Jr. Boys Volleyball in Terrace and Smithers
9.	CHSS	Oct 18, 25 and Nov 14, 15/25	1	10-12	Sr. Girls Volleyball in Smithers and Terrace
10.	CHSS	Oct 18, 25/25	0	9-12	Boys soccer in Kitimat and Terrace
11.	PRMS/ CHSS	May 12-16, 2026	3	6-12	PRMS & CHSS Concert and Jazz Bands
12.	CHSS	June 10, 2026	1		Kayaking at Kloya Bay for Outdoor Club

6.1.2 Enrolment

6.1.2.1 Enrolment Graph (p. 14)

6.1.3 Upcoming Projects/Learning/Other

Enrollment over the past 7 Years



The Board of Education of School District #52 (Prince Rupert) Unaudited Statement of Operations/Operating Fund

September 30, 2025

OPERATING FUND	YTD Budget 2025/26	Jul - Sep ACTUALS	Variance Favourable (Unfavour- able)	%	ANNUAL BUDGET 2025/26
REVENUE					
Provincial Grants, MECC	3,148,643	3,148,643		0.0%	26,987,568
LEA Funding From First Nations	125,958	125,958		0.0%	1,277,525
Provincial Grants, Other	1.27	ar bar-u		100.0%	32,483
International Student Tuition	47,700	47,700		0.0%	36,000
Other Revenue	8,669	8,669		0.0%	776,777
Rentals & Leases	24,660	21,142	(3,518)	-14.3%	98,640
Investment Income	55,000	57,407	2,407	4.4%	140,000
Total Revenue	3,410,630	3,409,519	(1,111)	0.0%	29,348,993
EXPENSE					
Salaries					
Teachers	1,055,972	1,045,128	10,844	1.0%	11,109,718
Principals & Vice-Principals	486,578	488,025	(1,447)	-0.3%	1,946,311
Education Assistants	161,727	159,956	1,771	1.1%	2,453,543
Support Staff	397,663	396,205	1,458	0.4%	2,308,744
Other Professionals	469,437	463,679	5,758	1.2%	1,917,746
Substitutes	145,531	153,181	(7,650)	-5.3%	1,135,553
Total Salaries	2,716,908	2,706,174	10,734	0.4%	20,871,615
Employee Benefits	647,848	617,046	30,802	4.8%	5,217,905
Total Salary & Benefits	3,364,756	3,323,220	41,536	1.2%	26,089,520
Services & Supplies	650,306	636,449	13,857	2.1%	3,957,425
Total Expense	4,015,062	3,959,669	55,393	1.4%	30,046,945
Surplus (Deficit) for the period	(604,432)	(550,150)	54,282	1.4%	(697,952)

ACR0L31-E Expenditure

PAGE 1

School District No. 52 EXPENDITURES BY PROGRAM AT SEPTEMBER 30, 2025 (Fund-Function-Program)

SDS GUI

Report ID 2001

GRAND TOTAL

-		(,				
Fund	d: 0 Operating						
PR	TITLE	SEP	YEAR TO DATE	ENCUMBERED	FULL YEAR BUDGET	AVAILABLE	PERC
Fund	ction: 1 Instruction						
02 03	Regular Instruction Career Preparation	1,185,385.46	1,175,412.12 1,325.00 55,086.29	6,654.70	12,907,690 6,589 629,119	11,732,278 5,264 574,033	91 80 91
07 08	Library Services Counselling	54,015.09 32,857.62	46,568.64		243,933	197,364	81
10 31 41	Special Education Aboriginal Education Business Admin	414,805.38 187,768.46 204,996.77	510,342.49 303,048.02 552,198.82	249.99	5,075,664 2,333,091 2,207,782	4,565,322 2,030,043 1,655,583	90 87 75
тот	AL FOR Function - 1	2,079,828.78	2,643,981.38	6,904.69	23,403,868	20,759,887	89
Fun	ction: 4 District						
11	Education Admin	55,707.94 33,203.52	143,088.52 58,566.82		487,913 248,009	344,824 189,442	71 76
40 41	Governance Business Admin	81,284.52 	216,949.90	1,155.00	1,492,523	1,275,573	85
тот	AL FOR Function - 4	170,195.98	418,605.24	1,155.00	2,228,445	1,809,840	81
Fun	ction: 5 Maintenance &						
41 50	Business Admin Plant Maintenance	13,577.71 249,705.18	32,946.91 760,815.36	56,654.92	349,930 2,896,498	316,983 2,135,683	91 74
52 56	Maintenance Of Utilities	5,691.80 31,409.14	17,524.63 57,586.01		138,828 673,754	121,303 616,168	87 91
тот	AL FOR Function - 5	300,383.83	868,872.91	56,654.92	4,059,010	3,190,137	79
Fun	ction: 7 Transportation						
41 70	Business Admin Student Transportation	444.51 23,151.34	1,345.96 26,864.03		4,395 351,227	3,049 324,363	69 92
тот	AL FOR Function - 7	23,595.85	28,209.99	0	355,622	327,412	92
ТОТ	AL FOR Fund - 0	2,574,004.44	3,959,669.52	64,714.61	30,046,945	26,087,275	87

3,959,669.52

64,714.61

30,046,945

2,574,004.44

26,087,275

87



Monthly Report to the Board

September 2025

Facilities:

The start of the school year was very smooth, with minimal shuffling of furniture and work orders. Two mechanical /civil issues arose:

- 1) CHSS needs a new elevator power pack with anticipated arrival in early November.
- 2) PRMS encountered a major sewer break due to a pile that was incorrectly placed. The COPR/Yellowridge and our school district worked together to resolve the issue.

Custodial:

The custodial crew did a fantastic job preparing the schools for the school year.

Energy &

Conservation:

All heating systems are up and running. One of the aging boilers at CHSS is awaiting parts and the domestic hot water boiler system needs replacement, and this has been ordered.

Transportation:

In town trips – 10 Out of town trips - 2

Health &Safety:

District OH & S Committee is planning on a late fall meeting.

Prince Rupert School District 52 634 6t Avenue East, V8J 1X1 Prince Rupert, B.C. T. 250.624.6717 F. 250.624.6517 www.rupertschools.ca

IT B	Soard Meeting Report – Summary
Date:	October 2025
1. Fii	rewall Upgrade – All Schools
	Firewalls were upgraded in all schools to meet the Ministry of Education and Child Care's network security requirements. These firewalls monitor and control incoming and outgoing network traffic based on established security rules.
2. Sc	hool Startup
	School startup was busy, with significant time spent setting up devices for staff and students, resetting passwords, and ensuring all technology was ready for the new school year. All iPad and laptop carts were reimaged to ensure devices are updated and ready for use.
3. Te	ech Team Hartley Bay Visit
	The tech team visited Hartley Bay to inventory existing equipment and identified the need to upgrade several devices. Specifically, WIFI access points, network switches, and display boards will be upgraded to improve connectivity and classroom technology.
4. Ec	quipment Upgrades for the Month
×	All secretary computers and monitors are being upgraded to enhance performance, reliability, and user experience. This upgrade ensures that secretarial staff have access to modern, dependable technology to support school operations.
Repo	rted by : Paramjit Khaira

SD52 Experience

Indigenous Ways of Knowing

Culture of Care

Future Focused System

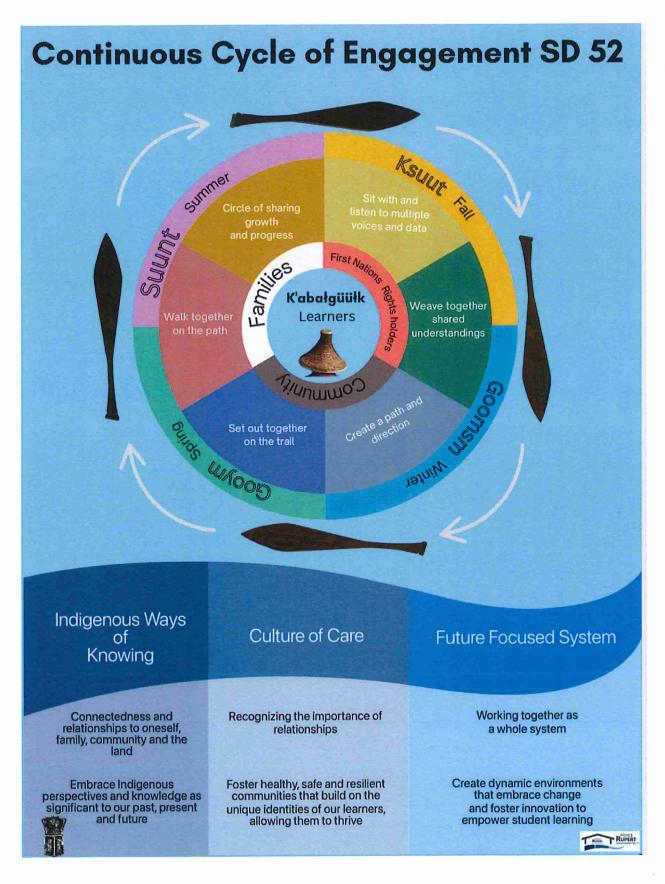
Prince Rupert SD52
Enhancing Student Learning Report
September 2025

Part 1: Review Data and Evidence

Pre-Populated Provincial Template

In Review of Year 5 of SD52 Strategic Plan 2021-2026

Board Approval TBD



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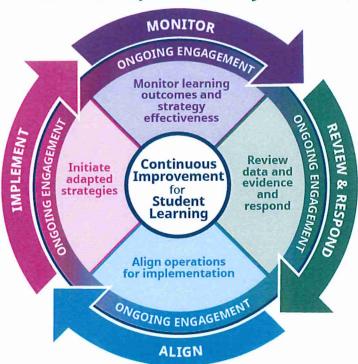
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Enhancing Student Learning Report:

Ministry Note

Each school district in British Columbia submits the Enhancing Student Learning Report annually, as required by the Enhancing Student Learning Reporting Order. The Report provides a progress update on the district's work to continuously improve learning outcomes, with a particular focus on equity of outcomes. It also summarizes the results of the district's ongoing review of student learning data and evidence. To expedite and standardize reporting, parts of this report are structured using a ministry-provided template.

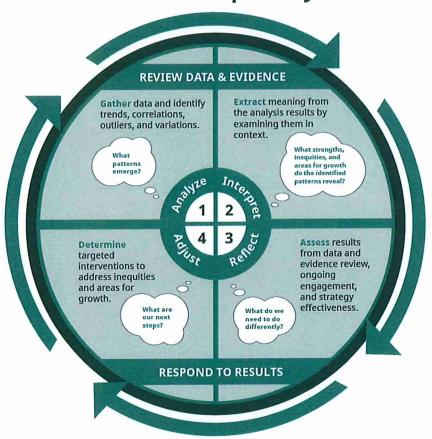
The Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This "Review and Respond Cycle" is actioned within the "Review and Respond" portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:



For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.

"Indigenous students, children and youth in care, and students with disabilities or diverse abilities" are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

The plan created by superintendents to operationalize the board's Strategic Plan within the district is referred to as an "implementation plan". The name of this plan may vary between districts, with other names such as an operational plan or action plan.

Review Data and Evidence

Part 1



Review Data and Evidence Provides:

- Visuals of the provincial data required by the Enhancing Student Learning Reporting Order
- · A summary of the district team's:
 - 1. Analysis (What patterns emerge?)
 - **2. Interpretation** (What strengths, inequities, and areas for growth do the identified patterns reveal?)

Theministryhas provided visual representations for therequired provincial measures set out in the Enhancing Student Learning Reporting Order. These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

Please note: As per the Protection of Personal Information when Reporting on Small Populations policy, this report **does not** display data points that: reflect groups of 9 students or fewer, or

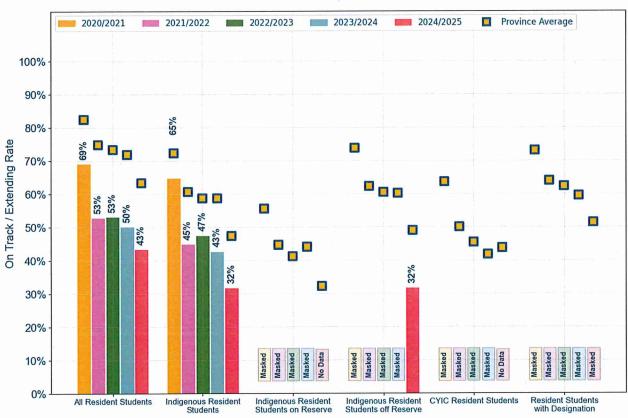
• pose a risk of individual student identification through the mosaic effect.

Intellectual Development

SD052 - Grade 4 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	114 65%	133 84%	124 69%	119 66%	124 78%
Indigenous Resident Students	87 59%	93 82%	80 71%	83 65%	77 74%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	18 56%	Masked	Masked	Masked

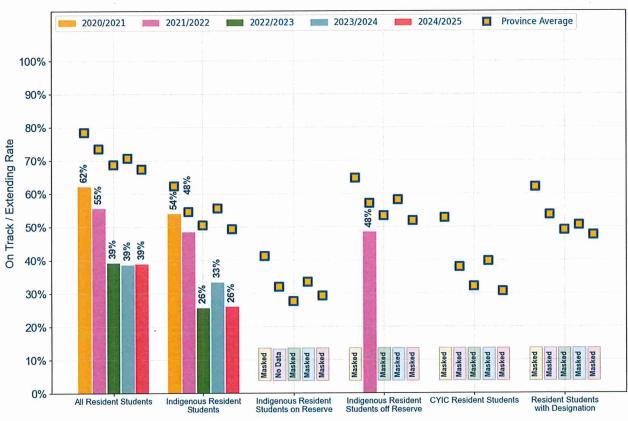
SD052 - Grade 4 FSA Literacy - On Track / Extending Rate



SD052 - Grade 7 FSA Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	148 59%	143 90%	158 91%	119 59%	137 88%
Indigenous Resident Students	102 51%	100 89%	98 88%	84 57%	92 88%
Indigenous Resident Students on Reserve	Masked	0	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	100 89%	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	31 52%	24 75%	37 78%	29 45%	21 71%

SD052 - Grade 7 FSA Literacy - On Track / Extending Rate

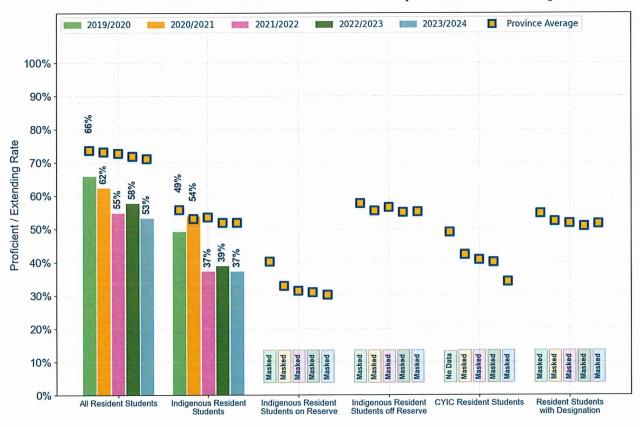


Measure 1.2: Grade 10 Literacy Expectations

SD052 - Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	151 76%	137 64%	173 69%	145 75%	167 74%
Indigenous Resident Students	91 64%	80 49%	101 55%	82 61%	99 61%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	33 45%	28 46%	33 52%	30 57%	37 51%

SD052 - Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate



Analysis:

data.

Outcome 1: Literacy

Measuring 1:1 Grade 4-7: Literacy

What data points are missing or masked, and how has this been considered? (2023-2024)

There were no Grade 4 Indigenous Students on Reserve this year which means there is no data. Schools collaborate with the Metlakatla School Coordinator regularly about student progress as per our Local Education Agreement (LEA). The other 32 students on reserve attend the school in Hartley Bay. There are 60 students living on reserve altogether. Numbers for Resident Student with Designations are too low and so that data is masked. Some students would have been excused from writing the assessment due to their diverse abilities. School teams pay attention to learning achievement for individual students. There were no children in care in Grade 4 this year and therefore, there is no

• What trends emerged from the analysis? What do these trends highlight for the district?

The literacy FSA data continues to trend down. This highlights the importance of the work we are doing for the K-3 literacy plan. It is noticed that our student outcomes are lower than the provincial average. We hope that our approach in working toward a district K-12 Literacy Framework will enhance student literacy outcomes and achievement. The grade 4 FSA participation rates remain relatively stable so that we feel that the data is accurate over time. This district data is also in line with the provincial decline in data which we are curious about.

What stories do the Literacy data and evidence reveal about the district's approach to supporting teaching and learning?

We notice that there is still a gap between Grade 4 Indigenous learner achievement and the All Resident student data. Our district is hoping that a streamlined district wide approach to literacy will improve literacy rates overall. Last year, educators and teams began working together to collect additional literacy assessment data with CORE Phonics, and San Diego Quick assessments as part of the creation of a district literacy framework. We know that this work has been started, but that there is more work to do.

 What stories do the Literacy data and evidence reveal about the district's current approaches to equity of learning for Indigenous students, children and youth in care and students with disabilities or diverse abilities in the district?

The data indicates that though efforts are being made, we have yet to see the improvements that we are looking for. The story that this tells us is that we are working toward identifying effective ways to ensure that students of priority populations are being supported. The Equity in Action plans we develop with schools from year to year also indicate areas of growth, and where more supports are needed.

Grade 7 FSA Literacy/Reading

What data points are missing or masked, and how has this been considered?

Indigenous students on reserve, Indigenous students off reserve, CYIC as well as students with designations are too low and therefore the data is masked. However, efforts are made at the school and district level to identify and prioritize students in these masked priority populations.

• What trends emerged from the analysis? What do these trends highlight for the district?

The Indigenous resident student data has declined from 33%-26%. There is also still a gap between the All Resident percentage of 39% and Indigenous resident student data of 26%. Each of these data sets are below the provincial data as well. This data is similar to what we have seen in the above Grade 4 data, that is indicating that additional changes in district literacy implementation will be necessary.

• What stories do the Literacy data and evidence reveal about the district's approach to supporting teaching and learning?

The participation rates for the Grade 7 FSAs have increased significantly, and are now on par with participation we observed in 2021-2022, therefore we feel it is more of an accurate indicator of student progress than last year, and are not as close to parity as may have been previously indicated. However, this data also indicates that more supports and specific teaching and learning strategies connected to literacy may be needed at the middle school grade level. Though early interventions are important, it will be important to ensure that students are supported at later grades as well.

• What stories do the Literacy data and evidence reveal about the district's current approaches to equity of learning for Indigenous students, children and youth in care and students with disabilities or diverse abilities in the district?

This data reinforces the need for additional work to be done in supporting priority learners, as well as literacy instruction, assessment and teaching and learning as a whole. There are still gaps in the data, but insights are still emerging. The story this also tells us that we need to meet with and consult Rights Holders on a scheduled cycle to help to inform decisions around implementation of supports. Supports are offered with Indigenous focused roles through the Indigenous Education Department, including programming that is offered outside the timetable such as Girl's Group, which support student belonging, connection and social emotional wellbeing, which may not be reflected in academic outcomes, but that have had positive indicators of success on the individual student level. The middle school is also participating in a 3 year specialized Indigenous Education Impact Initiative Inquiry through NOIIE which is centered on student success, belonging and wellbeing through student groups.

Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Grad Assessment Literacy (Proficient/ Extending Rate) (2022-2023)

What data points are missing or masked, and how has this been considered?
 The number of Indigenous Resident Students on reserve is low and therefore masked. School

teams collaborate with the Metlakatla School Coordinator to track the progress of priority learners in the community as well.

•

What trends emerged from the analysis? What do these trends highlight for the district?

The data is staying essentially static. The district is concerned that all students are below the provincial average. Therefore, the need for literacy outcome improvement continues in high school grades as well.

Indigenous students continue to be below parity and the gap remains consistent or parallel to All Resident Students. Outcomes for Students with Designations are masked due to low numbers.

 What stories do the Literacy data and evidence reveal about the district's approach to supporting teaching and learning?

Schools continue to remind students they can write this assessment up to 3 times in order to improve their personal outcome on the assessment. They also provide information sessions at Grade 10 and 12 to prepare students with practice and resources in order to prepare for writing a type of exam that is new to them. The Grade 10 graduation assessment is the first assessment connected to the graduation program, which can be overwhelming for students. Some supports and innovative solutions we are implementing such as Indigenous Coach Mentors, Indigenous Family Resource Workers and Indigenous Equity Mentors make targeted efforts to support priority learners in areas beyond the academic, which may not be reflected in the qualitative data sets.

 What stories do the Literacy data and evidence reveal about the district's current approaches to equity of learning for Indigenous students, children and youth in care and students with disabilities or diverse abilities in the district?

The Grade 10 literacy data reiterates the need for additional literacy support, teaching and learning especially for priority learners. High schools in the district continue to find additional innovative supportive solutions such as Food Sovereignty Mentor, Homework Club support, and classroom structures that support student, community and place based learning opportunities. The high school is also part of a 3 year Indigenous Education Impact Initiative inquiry connected to NOIIE as part of learning new ways to support priority learners.

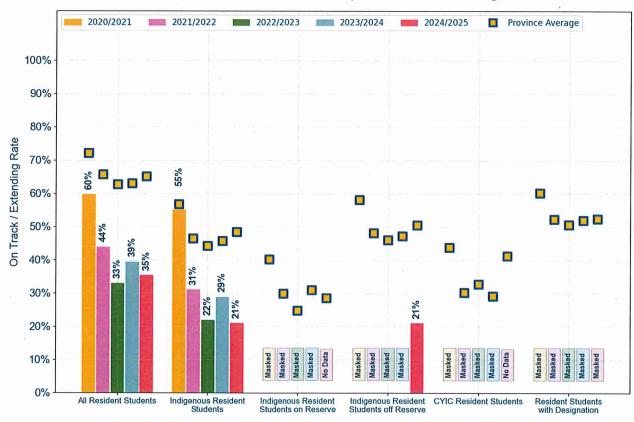
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

SD052 - Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	114 63%	133 80%	124 76%	119 64%	124 82%
Indigenous Resident Students	87 56%	93 76%	80 80%	83 63%	77 81%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

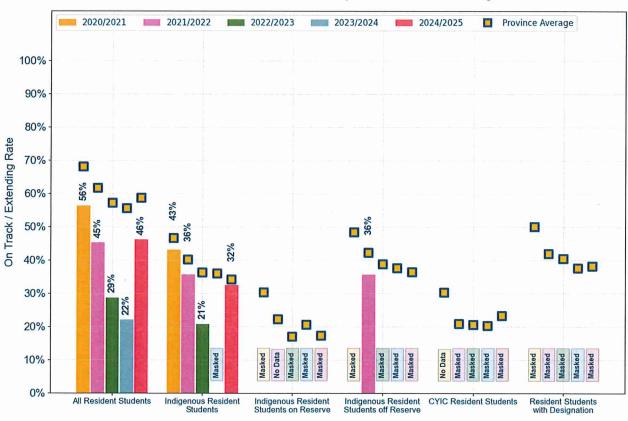
SD052 - Grade 4 FSA Numeracy - On Track / Extending Rate



SD052 - Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	148 59%	143 88%	158 86%	119 57%	137 85%
Indigenous Resident Students	102 50%	100 87%	98 79%	84 56%	92 84%
Indigenous Resident Students on Reserve	Masked	0	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	100 87%	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	31 48%	24 75%	37 68%	29 45%	21 67%

SD052 - Grade 7 FSA Numeracy - On Track / Extending Rate

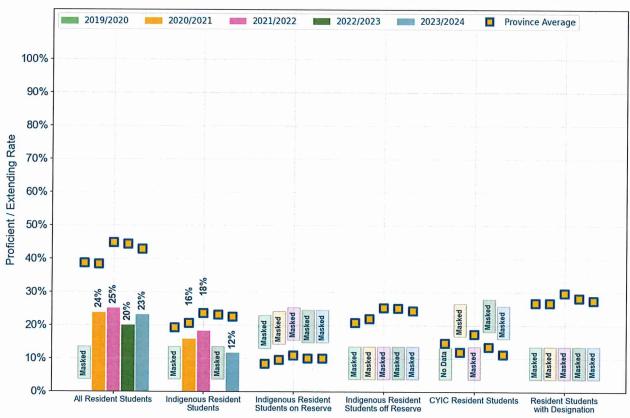


Measure 2.2: Grade 10 Numeracy Expectations

SD052 - Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	Masked	141 64%	174 70%	145 73%	167 75%
Indigenous Resident Students	Masked	84 45%	102 55%	83 57%	99 65%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	28 50%	32 50%	30 50%	37 62%

SD052 - Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate

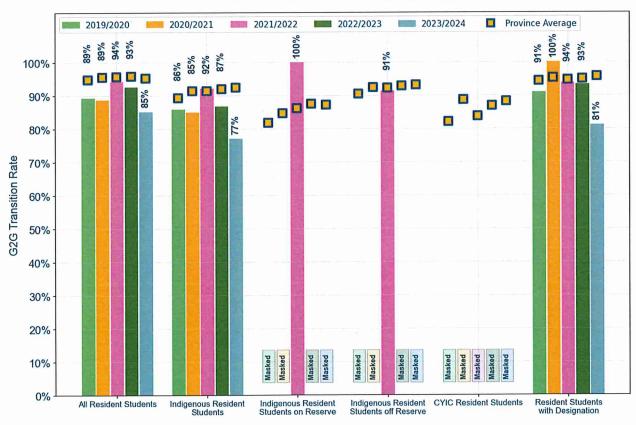


Measure 2.3: Grade-to-Grade Transitions

SD052 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	150	141	174	148	168
Indigenous Resident Students	92	86	102	83	100
Indigenous Resident Students on Reserve	Masked	Masked	10	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	92	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	33	28	32	30	37

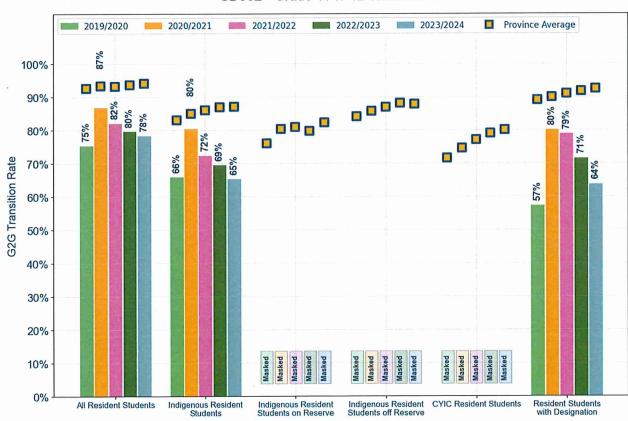
SD052 - Grade 10 to 11 Transition Rate



SD052 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	182	159	139	181	161
Indigenous Resident Students	117	102	83	111	92
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	28	40	33	35	33

SD052 - Grade 11 to 12 Transition Rate



Analysis and Interpretation Outcome 2: Numeracy

Measure 2.1: Grade 4 & 7 Numeracy Expectations Grade 4 FSA Numeracy (On-Track/Extending rate)

- What data points are missing or masked, and how has this been considered? Outcomes for Indigenous Students on Reserve, CYIC Resident Students and Students with Disabilities have all been masked because of small numbers. This is not an indicator of participation which is at about 80%, except for students with designations, these are smaller student populations therefore, the data requires masking.

 The rate for Indigenous learners is close to on par with the province but still below achievement proficiency goals for our district.
 - What trends emerged from the analysis? What do these trends highlight for the district?

In the previous year there was an improvement in numeracy achievement. However, last year we have noted that in Grade 4 the data has shown a slight decline. Additionally, our district data shows a disparity of about 30% from the provincial average. There is a 14% gap between the achievement of Indigenous and all students. Therefore, there is clearly still a need to increase equitable outcomes for Indigenous learners.

 What stories do the Numeracy data and evidence reveal about the district's approach to supporting teaching and learning?

It is difficult to determine what pieces of numeracy teaching and learning are effective or that need to change based on the data. We may need to engage in conversations as a district about common data points that will create a more comprehensive view of student needs and ways that we can improve outcomes. We as a district hope to gather feedback as to what programming and resources are being utilized and what is needed to support effective implementation.

What stories do the Numeracy data and evidence reveal about the district's current approaches to equity of learning for Indigenous students, children and youth in care and students with disabilities or diverse abilities in the district?

As above, our district may gain further insight into approaches for teaching and learning through a deeper dive into school based plans and inquiry connected to numeracy. Our district plans to investigate ways to gather information from educators and school staffs on what has been effective and what is needed in comprehensive numeracy instruction and assessment, toward a plan for action. The data is not showing a consistent trend over time, as the data isn't indicative of what strategies are working.

Grade 7 FSA Numeracy (On-Track/Extending)

What data points are missing or masked, and how has this been considered?

As in the data for Grade 4, Grade 7 outcomes for Indigenous Students on Reserve, CYIC Resident Students and Students with Disabilities have all been masked because of small numbers. This is not an indicator of participation which is at about 80%, these are smaller student populations therefore, the data requires masking.

The rate for Indigenous learners still below achievement proficiency goals for our district. We can see that a disparity still exists between the Indigenous and all learners.

 What trends emerged from the analysis? What do these trends highlight for the district?

There is an increase in participation rates from 2023-24 from approximately 50% to last year at about 80%. There has also been an increase in achievement for all students, and Indigenous resident students by a significant amount. It is difficult to determine from the masked data from Indigenous learners on and off reserve, CYIC and resident students with designations as to what the achievement data indicates.

• What stories do the Numeracy data and evidence reveal about the district's approach to supporting teaching and learning?

We are curious about the 2024-2025 Grade 7 cohort, and how the data has progressed between Grade 4 to Grade 7. We also wonder if the specialized numeracy instruction with designated mathematics teachers contributes to greater success in skill building and instruction in numeracy, as is found in a middle school model, compared to elementary school instruction.

• What stories do the Numeracy data and evidence reveal about the district's current approaches to equity of learning for Indigenous students, children and youth in care and students with disabilities or diverse abilities in the district?

Though the data is not reflective of what teaching and learning strategies may be effective or not, it is clear that the barriers to achievement for Indigenous students on and off reserve, CYIC and resident students with designations indicate inequity. We know that more work needs to be done to investigate specific supports and ways to address barriers to achievement. We plan to focus efforts on information gathering from rights holders and stakeholders about what ways we can strengthen teaching, learning and achievement.

Measure 2.2: Grade 10 Grad Assessment Numeracy Expectations Grade 10 Grad Assessment Numeracy (Proficient/Extending)

• What data points are missing or masked, and how has this been considered?

The data for Indigenous students on and off reserve, CYIC and resident students with designations is all masked, therefore it is difficult to analyze. The data for all learners has remained around 20%, with Indigenous learners remaining at about 15%. There is a disparity in outcomes here as well.

- What trends emerged from the analysis? What do these trends highlight for the district? Our district numeracy outcomes are in need of improvement and there is more work to do. The data indicates that the achievement of all learners is about 15% below the provincial average. Indigenous learners are shown to be more aligned with provincial averages, but these percentages are still below 30%. It is clear that more information and strategies are needed to promote student success into high school grades as well.
- What stories do the Numeracy data and evidence reveal about the district's approach to supporting teaching and learning?

As noted previously, Grade 10 Numeracy assessment does not align with how math classes at the secondary level are being taught, and feedback from students have indicated that this type of assessment doesn't reflect the skill building, teaching and learning that they are participating in. Or similarly, educators and students have indicated that they aren't connecting these skills in a transferable way to the assessment. Students have indicated that they are finding the format of the test difficult to follow and complete in an online capacity. Additionally, students and educators have let us know that they feel the assessment is dependent on significant levels of background knowledge and levels of literacy. Technology has also been a barrier, as in a northern rural region, the wifi is not always dependable, and some students do not learn or process best in a digital format with multi step questions.

• What stories do the Numeracy data and evidence reveal about the district's current approaches to equity of learning for Indigenous students, children and youth in care and students with disabilities or diverse abilities in the district?

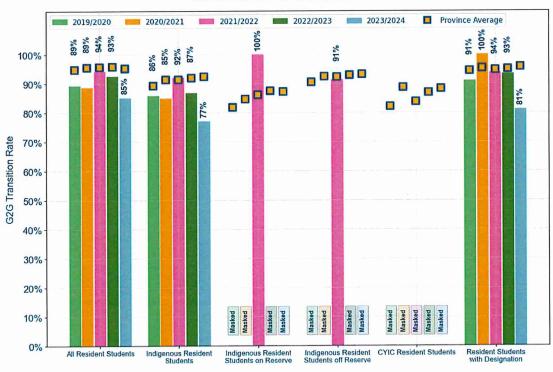
As we have noted previously as well, the data show that a disparity exists in priority populations even more with this type of assessment. Numeracy instruction and assessment requires removal of barriers, and more support to be successful for priority learners. We plan to look toward additional data sets to gauge where adjustments to teaching, learning and student supports are needed.

Measure 2.3: Grade-to-Grade Transitions

SD052 - Grade 10 to 11 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	150	141	174	148	168
Indigenous Resident Students	92	86	102	83	100
Indigenous Resident Students on Reserve	Masked	Masked	10	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	92	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	33	28	32	30	37

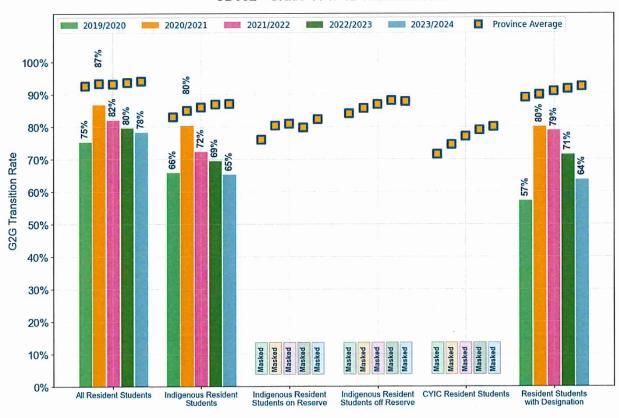
SD052 - Grade 10 to 11 Transition Rate



SD052 - Grade 11 to 12 Transition - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	182	159	139	181	161
Indigenous Resident Students	117	102	83	111	92
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	28	40	33	35	33

SD052 - Grade 11 to 12 Transition Rate



Measure 2.3: Grade to Grade Transitions Grade 10 to 11 Transition Rate

What data points are missing or masked, and how has this been considered? (2022-2023 data)

Data for Indigenous students living on reserve and Children and Youth In Care is masked due to small numbers.

- What trends emerged from the analysis? What do these trends highlight for the district? All students, Indigenous students, Indigenous and Resident Students with Designations trended down in 2023-24. The data for SD52 falls slightly below the provincial average. Our data has more variation year to year than the Provincial average due to small cohorts of 130 to 150 students.
- What stories do the Transitions data and evidence reveal about the district's approach to supporting teaching and learning?

Historically, students are in their first year of the graduation program and if they are struggling they will be repeating Grade 10 courses, this will impact transitions data.

• What stories do the Transitions data and evidence reveal about the district's current approaches to equity of learning for Indigenous students, children and youth in care and students with disabilities or diverse abilities in the district?

School teams meet regularly to track how priority students are doing academically, social emotionally and with their attendance. Grade 10 is the year that students enter the Graduation program and have letter grades. If a student does not pass a course, they must repeat it. This has an effect on whether they transition to Grade 11.

Grade 11 to 12 Transition Rate

- What data points are missing or masked, and how has this been considered?

 Data for Indigenous Students living on reserve, Indigenous students off reserve and for Children and Youth In Care is masked due to low student numbers.
- What trends emerged from the analysis? What do these trends highlight for the district?

This data is impacted by cohorts. If we draw a line from 2018-2019 to 2022-2023, we are trending down. We see that Indigenous students are transitioning at a lower rate than Non-Indigenous students, which was also the case last year. There was a slight decline from 80% to 78% in all students, and from 69%-65% for Indigenous students.

 What stories do the Transitions data and evidence reveal about the district's approach to supporting teaching and learning?

We will work with students until they have completed graduation, which means that some students may spend a second year in Grade 11 as in the year before.

What stories do the Transitions data and evidence reveal about the district's current approaches to equity of learning for Indigenous students, children and youth in care and students with disabilities or diverse abilities in the district?

The school district has implemented Indigenous Coach Mentors to support students on their path to graduation. We also have weekly meetings and graduation club for students as they get close to transition milestones. This data shows that there is still a need to have additional innovative strategies such as Coach Mentors or additional Indigenous Academic Graduation Teachers, in flexible roles that can support students individually with their completion goals.

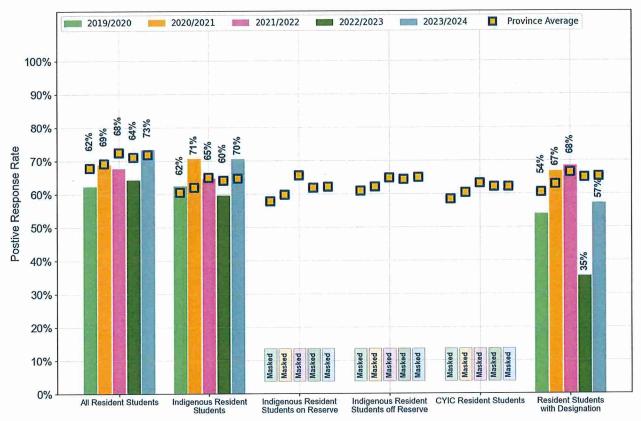
Human and Social Development Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

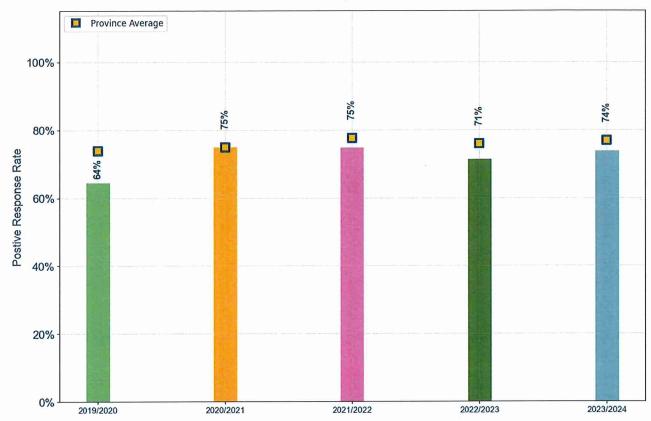
SD052 - Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	451 52%	392 59%	450 69%	430 60%	404 65%
Indigenous Resident Students	288 48%	263 50%	295 62%	261 56%	266 60%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	90 38%	73 52%	74 53%	76 47%	77 42%

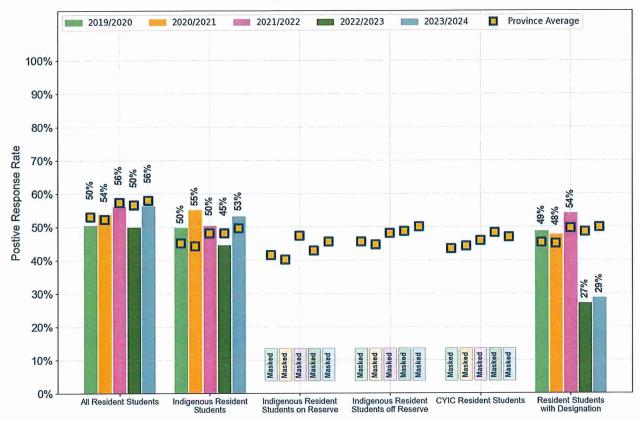
SD052 - Feel Welcome - Positive Response Rate for Grades 4, 7, and 10



SD052 - Feel Safe - Positive Response Rate for Grades 4, 7, and 10

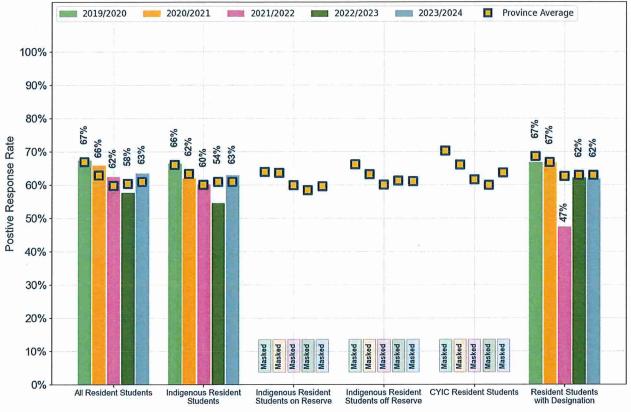


SD052 - Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10



Measure 3.2: Students Feel that Adults Care About Them at School

SD052 - 2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10



Analysis and Interpretation

Outcome 3: Students Feel Welcome, Safe, and Connected

Feel Welcome (Positive Response for Grades 4, 7 and 10)

- Data for Children and Youth in Care and Indigenous Students Living on Reserve and Indigenous students off reserve is masked due to low numbers.
- Results show a higher percentage of students feel welcome than the provincial average for Indigenous students. SD52 is on par with the number of Non-Indigenous students who indicate feeling welcome.
- Data for Students with Diverse Abilities and Disabilities shows a slightly lower number of students feel welcome than the provincial average. However, this number has increased from 35%-57%.

Feel Safe (Positive Response Rate for Grades 4, 7, and 10)

- •Since 2019-20, SD52 has increased the data in positive responses to a question about feeling safe at school and maintained the data at approximately 75%.
- This being said, all students feeling safe is slightly below par with the provincial data so there is more work to do.

Sense of Belonging (Positive Response Rate for Grades 4,7 and 10)

- Data for Children and Youth in Care and Indigenous Students Living on Reserve and Indigenous students off reserve is masked due to low numbers.
- Positive response for having a sense of belonging for all students is around 50 % and slightly lower than the provincial average.
- Indigenous resident students are above the provincial average at 53%.
- Students with diverse abilities and disabilities is trending much lower than the provincial average again.

2 or more Adults Care (Positive Response Rate for Grades 4, 7 and 10)

- Data for Children and Youth in Care and Indigenous Students Living on Reserve and Indigenous students living off reserve is masked due to low numbers.
- Positive responses that 2 or more adults care in their school shows that we are similar to the provincial average and that Indigenous and All students have increased to above par.
- The data for Students with Disabilities and Diverse Abilities data is the same as last year.

Outcome 3: Feel Welcome, Safe and Connected Continued: Overall trends and learnings that emerged through the analysis and interpretation

- We are trending lower than the provincial average
- Data for Children and Youth in Care and Indigenous Students Living on Reserve is consistently masked due to low numbers of students.
 - Indigenous students are trending lower than All Students in most categories.
- Students with diverse abilities and disabilities is trending down and lower than the provincial average again which we are curious and concerned about. We hope to gain more data on this through empathy interviews with individual students with diverse abilities and disabilities.

New areas for growth that emerged through the analysis and interpretation

- We are considering how to collect qualitative data from students and families at school wide events that helps uswith the "why" are students not feeling welcome, safe, like they belong or that there are 2 or more adults who care about them at school.
- We are continuing to collect data through our Indigenous Education Impact Initiative Inquiry Work at the Middle School and at Charles Hays Secondary School. There is also a Literacy and Numeracy Inquiry through NOIIE at Conrad Elementary School. We feel that this data will tell the story of how our students feel in their schools. An area for growth will be to collate that data to share for the AESL and with our rightsholders, and stakeholders in order to inform and adjust processes of support.

Existing areas for growth confirmed by the analysis and interpretation:

- We want all of our students to feel welcome, feel safe, feel like they belong and know that 2 or more adults care about them.
- An area for growth would be to understand why students do not feel welcome, safe, like they belong or know 2 or more adults care about them.

This summary will be used to inform the Annual Enhancing Student Learning Report.

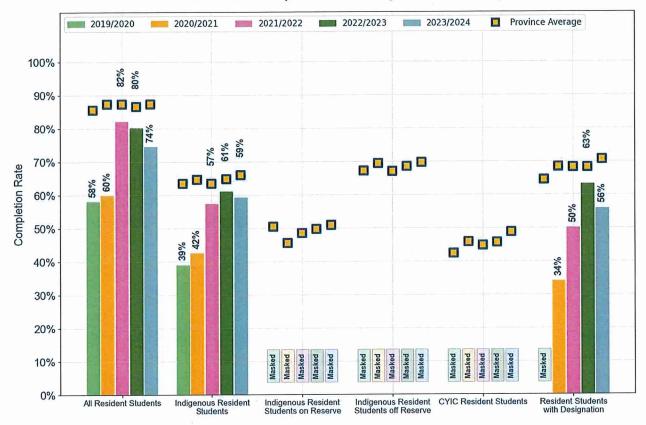
Career Development Educational Outcome 4: Graduation

Measure4.1:AchievedDogwoodwithin 5 Years

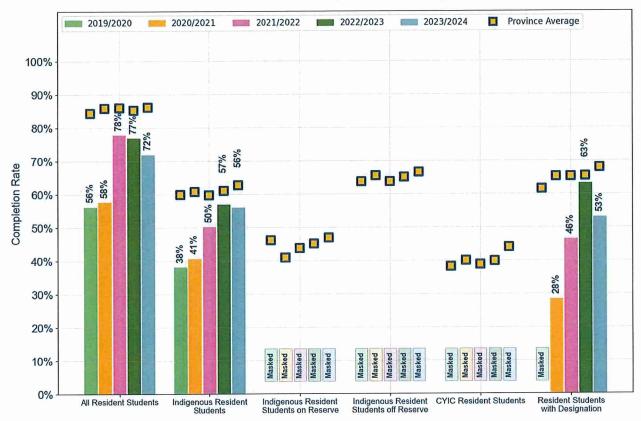
SD052 - Completion Rate - Cohort Count | Outmigration Estimation

political section	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	176 10	186 9	150 35	147 29	187 34
Indigenous Resident Students	112 7	116 5	91 21	89 17	109 20
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	Masked	37 2	36 8	33 6	41 7

SD052 - 5-Year Completion Rate - Dogwood + Adult Dogwood



SD052 - 5-Year Completion Rate - Dogwood



Analysis and Interpretation

Outcome 4: Graduation

5 - Year Completion Rate (Dogwood & Adult Dogwood)

- •CYIC, Students on reserve and students off reserve are all masked data points as is the trend in our district due to low numbers.
 - All students completion rates has decreased from 80%-74%
- Achievement rates for Indigenous learners has slightly decreased from 61-59% for resident students
- Resident students with designations has decreased from 63-56%

5-Year Completion Rate (Dogwood only)

- CYIC, Students on reserve and students off reserve are all masked data points as is the trend in our district due to low numbers.
 - The data for Indigenous students and all students has remained somewhat stable:
 - All students declined from 77-72%
 - Indigenous students had a slight decrease from 57-56%
 - Resident students with designations decreased from 63-53%

Outcome 4 Graduation: Continued

Overall trends and learnings that emerged through the analysis and interpretation:

- The data is relatively similar to recent past years
 - The data was trending upward in 2022-23 and has only slightly deviated with this trend.
 - Over the past 5 years there has been slight increases that have been somewhat maintained since the lower numbers of 2019-2020

New areas for growth that emerged through the analysis and interpretation:

• We have fewer students on the Adult Dogwood and we will continue to advocate for all students to complete the Dogwood Diploma.

Existing areas for growth confirmed by the analysis and interpretation:

- We continue to have a gap between Indigenous and Non-Indigenous students which is a focus.
 - The achievement data has continued slightly below the provincial average
 - There are students not indicated in this data, that have returned for 1-2 courses in their sixth year to complete and achieve a full dogwood diploma. This is a positive outcome because in the past, some students may have chosen to complete an adult graduation instead. Therefore, there are more students choosing to complete the dogwood diploma in a 6 year graduation span.

36

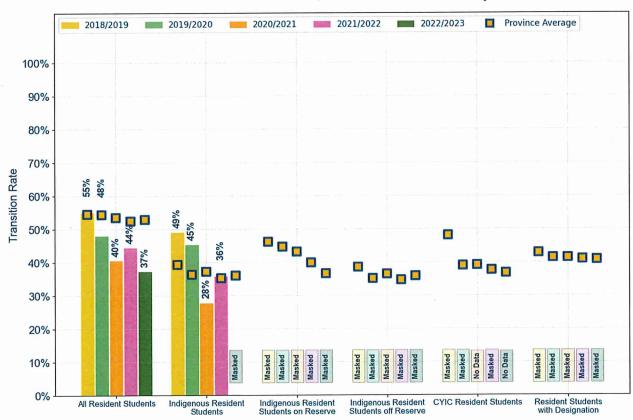
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

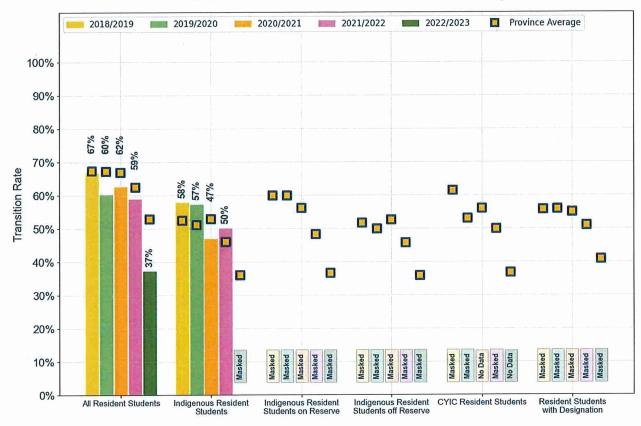
SD052 - Transition to Post-Secondary - Cohort Count

	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
All Resident Students	111	98	104	97	78
Indigenous Resident Students	45	42	47	42	Masked
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC Resident Students	Masked	Masked	0	Masked	0
Resident Students with Designation	Masked	Masked	Masked	Masked	Masked

SD052 - Immediate Transition to Post-Secondary



SD052 - Within 3 Years Transition to Post-Secondary



Analysis and Interpretation Outcome 5: Post-Secondary Transitions

Transition Rate to BC Public PSI (Immediate)

- Data for Indigenous Students on Reserve, Indigenous students off reserve, Children and Youth in Care and Students with Designations are masked due to low numbers in the cohort.
 - Immediate transitions for Indigenous students increased from 28-36% in 2021-22.
 - Of our students that transition to post secondary, a significant amount continue into schools that are outside of BC and would not be included in this data.
 - Since 2016-2017, there has been gradual trend downwards but since 2020-2021 we are trending in a more positive direction. It will be interesting to see if that continues.
 - We are not much below the provincial average for All Students and we are trending higher for Indigenous students and Indigenous Students not living on reserve than the Provincial average.
 - Students that choose to take a "gap" year and work to prepare for post secondary would not be included in the immediate PSI data. As we are from a smaller rural community, this could be a contributor to the data as well.
 - Some students are also choosing industry specific localized training connected to local industries such as the Port of Prince Rupert rather than immediately leaving to become post secondary trained.

Transition Rate to BC Public PSI (Within 3 Years)

- Data for Indigenous Students on Reserve, Indigenous students off reserve, Children and Youth in Care, Students with Designations, and Indigenous resident students are masked due to low numbers in the cohort.
- The transition rate is trending down for All Students from 59-37%
- The data shows that within 3 years less students have transitioned to PSI. We are curious about this decline, as the rates for Indigenous learners was previously beyond the provincial average.
 - We wonder if the availability of BC connected Indigenous recruitment camps and programming has encouraged Indigenous learners to transition to PSIs in BC.
 - We are hopeful and curious as to whether the changes in dual credit offerings such as ECE will make a difference for learners in expanding toward education in PSIs.
 - We think additional dual credit opportunities and recruitment camps offered locally would encourage more students to pursue post secondary education locally.

Outcome 5 Post Secondary Transitions Continued

The new areas for growth that emerged through analysis and interpretation:

- School teams meet to ensure they are supporting students in priority populations and the Senior Leadership Team is asking teams to be more intentional in collecting data for priority students so we support improvement, and creating equity action plans school by school.
- A continued area for growth identified is to collect local data specific to these priority groups through a variety of approaches and teams working one to one with Indigenous learners, CYIC, and priority learners with designations to address specific barriers to equity.

Existing areas for growth confirmed by analysis and interpretation:

- Equity and reducing the learning gap between Indigenous and Non-Indigenous students is a priority and the work will continue as a district, and in school learning communities.
- Further focus on closing the gap for Indigenous Students on Reserve, Children and Youth in Care and for Students with Diverse Abilities and Disabilities is required.
- Achievement for Literacy and Numeracy continue to be below the provincial average and this is a priority overall, which is indicated in our SD52 Strategic Plans.

SD52 PRINCE RUPERT

Interim Progress Report for the Enhancing Student Learning Report **September 2025**

Part 2b: Respond to Results

In Review of Year 5 of STRATEGIC PLAN 2021-2026

Board Approval TBD

Interim Progress Report for Enhancing Student Learning:

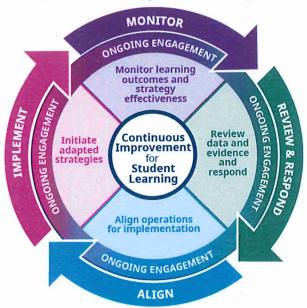
Ministry Note

Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a 3-year cycle. In this 3-year cycle, a district team submits a full Enhancing Student Learning report once and two Interim Progress Reports. Although brief and more concise, the Interim Progress Report meets the requirements of the Reporting Order.

The Interim Progress Report, as well as the full Enhancing Student Learning Report, both provide an update on the district team's work to continuously improve student learning outcomes, with a particular focus on improving equity of outcomes. Both reports summarize the results of the district team's ongoing review of student learning data and evidence.

For the Interim Progress Report, district teams are required to use the ministry-provided templates to standardize and expedite the reporting and annual review process.

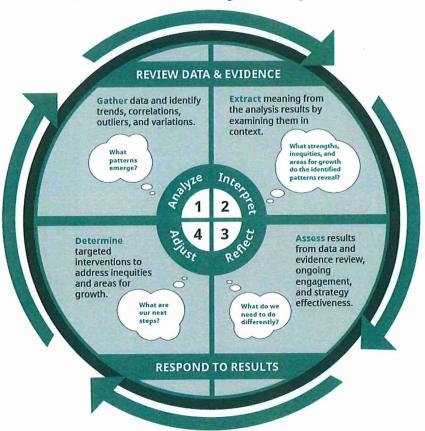
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This "Review and Respond Cycle" is actioned within the "Review and Respond" portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:



For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.

"Indigenous students, children and youth in care, and students with disabilities or diverse abilities" are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

The plan created by superintendents to operationalize the board's Strategic Plan within the district is referred to as an "implementation plan". The name of this plan may vary between districts, with other names such as an operational plan or action plan.

Interim Progress Report

Respond to Results

Part 2b



Please reference the district team's analysis and interpretation summaries provided in **Review Data and Evidence (Part 1)** to complete **Respond to Results (Part 2b).**

Interim Progress Report Provides:

• Continuous improvement information. As per the Framework Policy and the Enhancing Student Learning Reporting Order, the Report must include information on the board's approach to continuous improvement of student achievement and equity of outcomes for all learners.

Reflect and Adjust Chart



choose to complete the chart using the pillars of the Education Citizen—Intellectual Development, Human and Social Development, and Please note: If the district's current Strategic Plan outlines priorities with limited educational focused outcomes, districts teams may Career Development.

Щ	Equity				
드	crease achievement in	اير H	teracy rates, numeracy rate	Increase achievement in literacy rates, numeracy rates and transitions and graduation rates	ates
	Strategy		Area for Growth	Strategy Effectiveness	Adjustments and Adaptions
	District wide K-12	0	Achievement gaps	Participation rates in	Continue: Literacy Framework, middle
	Literacy Framework		persist in Indigenous	assessments improved, giving	school numeracy instruction, Indigenous
	with CORE Phonics,		literacy and numeracy	more reliable data	mentorship, dual credit.
	San Diego Quick		rates compared to non-	100000000000000000000000000000000000000	() () () () () () () () () ()
	assessments		Indigenous achievement	montoning tutoring dual	Adapt. Augil secondaly instruction inore
0	Regular tracking of		rates	(IIIeIIIO) SIIID, tatoliiig, adat	crosery with provincial assessments,
	graduation cohorts	0	District data has shown	credit/ silow positive stolles	ellibed cattalatty lesponsive pedagogy III
	with specialized staff		to below provincial	or student success, but	uteracy/numeracy.
	including Indigenous		averages in literacy,	system-wide outcomes	Discontinue: Sole reliance on provincial
	Coach Mentors		numeracy, and	ssalgold aloll alleda	data — must build local measures.
•	Dual credit programs		transitions.	 Graduation data shows more 	
	and industry	0	Completion rates	students completing	Introduce: Build more post secondary
	partnerships to		continue to be an area of	Dogwood instead of Adult	and community partnerships with local,
	improve transitions		need for all learners	Dogwood, a positive trend.	regional and remote learning
		0	Small cohorts mean	 Immediate PSI transition rates 	opportunities for students
			masked data for priority	improved for Indigenous	Targeted strategies for Grades 9-10 for
			learners (youth in care,	students, but 3-year	when students enter Pathway to
			students with	transitions have not	Graduation
			designations), but equity	improved.	
			plans identify them as		
			high need.		

	rielitat neattii Literacy	racy		
į	build capacity in m	Build capacity in mental health literacy for students, staff and families	staff and families	
341	Strategy	Area for Growth	Strategy Effectiveness	 Adjustments and Adaptions
•	Participation in	Student survey data shows:	Indigenous students •	Continue: Wellness-focused programs,
7.3	Indigenous Education	Safety: ~75% feel safe (slightly	report above-provincial	inquiry cycles, mentorship.
	NOIIE inquiries that	below provincial).	showing some	Adapt: Embed mental health literacy
4/1	integrate well-being	Belonging: ~50% feel they	success.	explicitly into curriculum and advisory
	and belonging.	belong (lower than provincial).	Targeted programs	structures.
	Staff providing •	Diverse abilities/disabilities:	(Girls' Group,	Discontinue: One-size-fits-all
	explicit support for	often masked and lower than	mentorship) yield	approaches to student well-being.
	students before high-	provincial averages.	positive indicators for	Introduce: Empathy interviews and
	stress assessments	1 × 1 × 1	individual students.	qualitative data collection at school
	(e.g., Homework	We need to ensure that mental		events
	Clubs, Girls' Groups,	health literacy is more	Overall sense of safety,	
3	mentorship programs	consistently embedded across	belonging, and adult	Stronger tracking of outcomes for
	that address social-	schools	connections can be	students with diverse abilities/disabilities
	emotional needs.	Need for deeper understanding	improved.	at the local level.
	Collecting student	of "why" students are		Dedicated mental health literacy teaching
	voice data	expressing the need for		roles, integrated with classroom
	(empathy	belonging and connection on		instruction.
	interviews, surveys	the survey.		
		Student belonging data mixed:		
		Indigenous students report		
W.H		higher belonging (53%) than		
		provincial average, but gaps		
		persist in other areas (safety,		
		adult connections).		
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School District No. 52 (Prince Rupert) Policy Committee Tuesday, October 14, 2025 4:30 pm

MINUTES

In Attendance: Andrew Samoil

Enrique Vazquez Kristy Maier

Louisa Sanchez (observer)

Tammy Dickens

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

1. Policies for Approval

None

- 2. Policies for Review
 - a. 6330 Role of the Secretary-Treasurer Policy
 - b. 7210 Annual Budget Policy
 - c. 1120 French Immersion Policy

The committee agreed Policies 6330 and 1120 be sent for review at the board meeting and to move Policy 7210 to the November Policy Committee meeting. The Secretary-Treasurer will compile the information needed to add to Policy 7210 for the next meeting.

3. Other Business

None

Meeting Adjourned 5:19 p.m.

Next Meeting: Monday, November 10, 2025

6330 Role of the Secretary-Treasurer

The Secretary-Treasurer is the Chief Financial Officer and Corporate Secretary of the Board in accordance with the School Act and corresponding regulations. In accordance with the district's dual authority model, the Secretary-Treasurer reports directly to the Superintendent. Areas of assigned responsibility include: overall fiscal management including but not restricted to operating and capital budget preparation, implementation and reporting. Other areas of assigned supervisory responsibility include: facilities/maintenance, transportation, grounds, and custodial.

Specific Areas of Responsibility

- 1. Secretary Treasurer/Board Relations
 - 1.1 Establish and maintain positive, professional working relationships with the Board.
 - 1.2 Respect and honour the roles and responsibilities of the Board and facilitate the effective implementation of those roles and responsibilities.
 - 1.3 Provide the information the Board requires to effectively perform its role including the provision of regular fiscal accountability reports.
 - 1.4 Organize, as required, Trustee elections and referenda in accordance with the School Act and Local Government Act.
 - 1.5 Perform such other duties as are assigned by the Board from time to time.

2. Fiscal Accountability

- 2.1 Ensure the District operates in a fiscally responsible manner including adherence to recognized accounting procedures.
- 2.2 Ensure Board assignment, Ministry requirements and other regulatory body requirements are complied with in a timely and effective manner.
- 2.3 Ensure that the annual operating and capital budget processes and other financial planning activities are consistent with Board direction and comply with applicable statues, and Ministry mandates.
- 2.4 Coordinate the annual District operating and capital budgeting processes including communicating the budget timetable and instructions to District staff, ensuring appropriate budget documentation from departments, analyzing departmental budget submissions, compiling the total District

- budget, and preparing budget summary reports for use by the District management team and the Board in its budget related decision-making.
- 2.5 Provide leadership and exercise overall responsibility for implementing capital projects approved by the Board.
- 2.6 Work effectively with the Ministry to the advantage of the District in regard to capital funding.
- 2.7 Develop recommended short-term and long-term capital plans to address the requirement for new facilities, renovations and up grading of facilities.
- 2.8 Ensure any deficiencies identified in the audit report and management letter are remediated in a timely manner and follow up reports that document the status of deficiencies and remediation efforts are provided to the Board.
- 2.9 Shall be the corporate secretary to the Board of Education including recording of board proceedings and provision of security as per *Section 23 of the School Act*.

3. Human Resources/Labour Relations

- 3.1 Provide supervisory oversight, coordination, and support for all staff within areas of assigned responsibility.
- 3.2 Act as the lead negotiator for support staff agreements.
- 3.3 Act as the District Management Representative at step three of the support staff grievance process providing advice and recommendations which are in accordance with the terms and spirit of the IUOE Collective Agreement and which maintain the integrity of the District.
- 3.4 Provide advice to principals and managers concerning the implementation. Interpretation or administration of the support staff collective agreements and related labour legislation.
- 3.5 Liaise with the British Columbia Public School Employers' Association (BCPSEA) regarding bargaining and collective agreement administration and ensure that collective agreements personal services contracts comply with BCPSEA policies and directives.

4. Organizational Management

- 4.1 Demonstrate effective organizational skills resulting in District compliance with all legal, Ministerial and Board mandates, community partnerships and timelines, including: ensuring the custody of deeds, leases, agreements, contracts, insurance policies, and other corporate documents.
- 4.2 Ensure compliance with all Occupational Health and Safety requirements within areas of assigned responsibilities.

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5. Leadership Practices

- 5.1 Practice leadership in a manner that is viewed positively and has the support of those supervised in carrying out the directives of the Board.
- 5.2 Work effectively with all District staff to make the Board's will a reality and to develop and maintain a positive productive work environment in the District.
- 5.3 Work effectively in the District's dual authority structure resulting in strong support for Board direction.
- 5.4 Develop positive working relationships with other members of District senior management and employee groups.
- 5.5 Develop effective and productive relationships with all agencies, organizations and institutions with common interests in the District including municipal and regional officials, auditors, bankers, ministries of the provincial government and other school Districts.

6. Communications and Community Relations

6.1 Take appropriate actions to ensure positive external and internal communication are developed and maintained within areas of assigned responsibility.

7. Strategic Planning and Reporting

7.1 Ensure the budget is developed in accordance with a timeline which ensures the Board's ability to provide informed decision making to support strategic priorities.

8. Policy and Administrative Procedures

8.1 Provide guidance, recommendations and support in the planning, development, implementation, evaluation and revision of policies and of administrative procedures within areas of assigned responsibility.

9. Transportation

- 9.1 Ensure that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviour while being transported to or from school programs on transportation provided by the District.
- 9.2 Ensure student transportation is provided with due regard for safety, efficiency and length of ride.

10. Facilities

10.1 Ensure the facilities and grounds are provided and maintained in a timely manner with due regard for safety, accommodation of all students and program need.

References: Section 23, School Act Policy No.

1120

Date Approved: Date Amended:

January 14, 2014 October 16, 2023

1120 French Immersion Policy

The School District is committed to supporting the French Immersion program 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