



COVID-19 PRECAUTIONS FOR PUBLIC BOARD MEETING

The Board of Education of SD59 (PRS) will be holding their Public Board Meeting on Wednesday, November 17, 2021 starting at 1:00 pm in the School District Board Office.

This meeting is open to the public and all attendees must follow current health and safety protocols and guidelines as established by School District No. 59.

Please note, masks are mandatory to attend the meeting in person.

Anyone wishing to attend the public board meeting in person or via zoom must pre-register by noon (12 pm) on Tuesday, November 16, 2021. The gallery will have an occupancy limit, if the occupancy limit is reached an option to attend via zoom will be provided.

Please contact Richell Schwartz to register for the meeting:

Phone: 250-782-8571, ext. 217

Email: rschwartz@sd59.bc.ca



School District No.59 (Peace River South)

Open Board Meeting Agenda

Date: November 17, 2021 1:00 PM

Place: School District Board Office – Dawson Creek, BC

“We acknowledge that we share this territory with the people of Treaty 8”

APPROVAL OF AGENDA

1. ITEMS FOR ADOPTION

- R1.1 – Regular Board Meeting Minutes – October 20, 2021
- R1.2 – Excerpts Closed Meeting – October 20, 2021
- R1.3 – Excerpts Special Closed Meeting – November 3, 2021

2. BUSINESS ARISING

3. ESSENTIAL ITEMS

4. OTHER PRESENTATIONS

- R4.4 – Tumbler Ridge UNESCO Global Geopark – C. Helm/M. Maggs

5. REPORTS FROM THE SUPERINTENDENT OF SCHOOLS

- R5.1 – School/Student News
- R5.2 – Strategic Plan Review

6. REPORTS FROM THE SECRETARY-TREASURER

- R6.1 – Pouce Coupe School Expansion Update
- R6.2 – Financial Planning and Reporting Policy and Surplus Policy

7. TRUSTEE ITEMS

- R7.1 – BCSTA Update – T. Jones
- R7.2 – Staff Vaccination Policy – C. Anderson

8. COMMITTEE REPORTS

- R8.1 Policy Committee
 - R8.1.1 Policies for Adoption
 - Policy 3165 Public Interest Disclosure *New Policy

9. DIARY

10. QUESTION PERIOD

Questions or comments must relate to items in this meeting's agenda.

11. FUTURE BUSINESS / EVENTS

- 11.1 Open Board Meeting – December 15, 2021

BOARD OF EDUCATION OF SCHOOL DISTRICT NO.59
11600 – 7TH Street, Dawson Creek, BC V1G 4R8

Open Session Minutes

DATE & TIME: October 20, 2021 – 1:00 PM

PLACE: Chetwynd Recreation Centre – Chetwynd, BC

PRESENT: Trustees:
 C. Anderson (Chair)
 C. Hillton (Vice-Chair)
 T. Ziemer via zoom
 R. Gulick via teleconference
 T. Jones
 B. Borton
 J. Lalonde via zoom

C. Fennell, Superintendent
M. Readman, Assistant Superintendent
M. Panoulis, Secretary-Treasurer
R. Schwartz, Recording Secretary

The meeting was called to order at 1:08 pm.

“We acknowledge that we share this territory with the people of Treaty 8.”

APPROVAL OF AGENDA

Additions:

Deletions:

(2021-10-006)
MOVED/SECONDED – Borton/Jones
THAT, the Regular Meeting agenda be approved as presented.
CARRIED UNANIMOUSLY

1.0 ITEMS FOR ADOPTION

R1.1 Regular Board Meeting Minutes – September 22, 2021
The Chair asked for any corrections to the minutes.

(2021-10-007)

The Chair declared the minutes of the open meeting September 22, 2021 approved as presented.

R1.2 Excerpts of Closed Board Meeting – September 22, 2021

(2021-10-008)

The Chair declared the excerpts of the closed board meeting September 22, 2021 approved as presented.

2.0 BUSINESS ARISING

3.0 ESSENTIAL ITEMS

4.0 PRESENTATIONS

5.0 REPORTS FROM THE SUPERINTENDENT OF SCHOOLS

R5.1 School/Student News

The Superintendent reported school/student news:

- Truth and Reconciliation Week was recognized throughout the district during the last week of September, this included Orange Shirt Day on September 29th.
- Schools participated in Terry Fox runs across the district.
- DiscoverE Science sponsored science kits for Moberly Lake Elementary; the students are having fun learning about energy and circuits.
- Tremblay Elementary students enjoyed a field trip to Swan Lake and are cooking in focus groups.
- DCSS girls volleyball teams placed 3rd at a tournament in Prince George, the senior girls team is currently ranked 6th in the province.
- Little Prairie students are enjoying activities in their outdoor classroom.
- TRSS students are focusing on teamwork and cooperative learning.
- Canalta Elementary School just completed a very successful potato fundraiser. The students harvested the potatoes during the first snow fall of the season!
- Don Titus Montessori students are enjoying a new PE unit which explores playing outside; the students even enjoyed a Thanksgiving lunch outside.

R5.2 K-12 Communicable Disease Plan Update

The Superintendent reviewed the latest changes to the K-12 Communicable Disease Plan. All students in K-12 are now required to wear a mask while in school.

R5.3 Ratios, Class Size, Composition and Remedies Report

There are 11 schools not in compliance with class size and/or composition maximums as described in LOU #17. A meeting occurred with the union president of the PRSTA to report on best efforts to resolve any class size or composition issues. The District demonstrated best efforts and will be applying remedies in classrooms that are over class size and/or composition maximums.

The district is reporting a shortfall in following ratios:

- Teacher Librarian ratio (-0.669 FTE)
- Combined ratios of SERT, LAT and ELL (-1.413 FTE)
- Secondary Counsellors ratio (-0.068 FTE)

R5.4 Ministry K-12 Student Reporting Policy for Public Feedback

The Superintendent shared the draft policy on K-12 Student Reporting developed by the Ministry of Education. The Ministry is accepting public feedback on the policy until November 5, 2021. Once approved, the final policy is projected to come into effect for the 2022-23 school year.

R5.5 Field Trip Request

The grade 8/9 French Immersion group at DCSS-Central Campus submitted a field trip application request for a student trip to Quebec in the spring of 2022.

(2021-10-009)

MOVED/SECONDED – Hillton/Borton

THAT, the Board give approval to proceed with planning the French Immersion field trip to Quebec in the spring 2022.

CARRIED UNANIMOUSLY

R5.6 Unrestricted Operating Surplus Draft Plan

The Superintendent presented potential initiatives as part of the Unrestricted Operating Surplus Draft Plan. The initiatives were identified as key areas that could use additional funding support. The plan will be further developed to identify initiatives and allocate funding.

6.0 REPORTS FROM THE SECRETARY TREASURER

R6.1 2021-22 Final Enrollment

The final enrollment for the district was reported at 3672.06 FTE (an increase of 49.6 FTE from last year). Dawson Creek Secondary School has seen the largest increase of FTE (29.5) and Tumbler Ridge Elementary has the largest decreases in FTE (-20).

R6.2 2020-21 Executive Compensation Disclosure

The Secretary-Treasurer presented the 2020-21 Executive Compensation Disclosure Report. The report is an annual reporting requirement which includes the compensation philosophy of the district, including labour market comparators, cash and non-cash compensation, compensation administration and accountability. The disclosure includes the top five executive level decision makers with compensation over \$125,000. The report is reviewed by both BCPSEA and PSEC. This report is posted on the district website.

(2021-10-010)

MOVED/SECONDED – Jones/Borton

THAT, the Board receive the 2020-21 Executive Compensation Disclosure report as presented.

CARRIED UNANIMOUSLY

R6.3 Ventilation Report

The Secretary Treasurer updated the board on the upgrades made to the ventilation systems within the district to strengthen health and safety measures. Regular maintenance and inspections are conducted for all HVAC systems. Ventilation reports for each facility will be posted on the website.

R6.4 Banking Services Tender

The Secretary-Treasurer announced that the Canadian Imperial Bank of Commerce has been awarded the banking services tender. There will be a transition phase to move from the current bank to the new service provider. The new agreement will be for a five-year term.

The tender for banking services is in alignment with policy 5020: Auditors and Banking.

7.0 TRUSTEE ITEMS

R7.1 BCSTA Update – T. Jones

Trustee Jones presented the latest news and events from the BCSTA.

- Trustees attended the BCSTA Northern Interior Branch virtual meeting on October 2, 2021.
- Trustee Gulick is attending the BCSTA Provincial Learning Committee meetings on October 21 & 22, 2021.
- Trustee Jones will be attending the BCSTA Provincial Council virtual meeting on October 23, 2021.
- Trustees will be attending the BCSTA Academy conference to be held in Vancouver December 2-4, 2021.

Trustee Borton attended a board chair meeting with BCSTA and a partner liaison meeting with the Ministry of Education on behalf of Trustee Anderson. Trustee Borton provided an update from the meeting.

R7.2 Pro-D Report – T. Ziemer

Trustee Ziemer provided a professional development report to the board.

R7.3 Advisory Committee on Staff Vaccinations – C. Anderson

The Board Chair reported that the Ministry of Education has formed an advisory committee to review and build a framework for school districts to use if they mandate vaccinations for staff. The committee is expected to publish information in the near future. The board will consider the guidelines and framework from the advisory committee and BCPSEA after they have been received.

8.0 COMMITTEE REPORTS

9.0 DIARY

10.0 NOTICE OF MOTION

11.0 QUESTION PERIOD

A question and answer period was provided.

12.0 FUTURE BUSINESS

R12.1 - Regular Board Meeting – November 17, 2021

ADJOURNMENT

(2021-10-021)

MOVED –

THAT, the Regular Meeting be terminated. (3:55 PM)

CARRIED UNANIMOUSLY

CERTIFIED CORRECT:

(C. Anderson) Board Chair

(M. Panoulas) Secretary Treasurer



School District No.59 (Peace River South)

MEETING: Closed Board Meeting
DATE: October 20, 2021 11:00 AM
PLACE: School Board Office – Dawson Creek

The meeting was called to order and the following was reported.

Items for Adoption

- Approval of Agenda
- Closed Meeting Minutes – September 22, 2021

Business Arising

Trustee Items

Items discussed and reported included:

- BCPSEA Update
- Administration Benefit
- Superintendent Evaluation
- Letter to Board
- Board Chair Meeting Update

Superintendent's Reports

Items discussed and reported included:

- Personnel Matters

Secretary Treasurer's Reports

nil

Adjournment Motion

CERTIFIED CORRECT:

C. Anderson, Board Chair

M. Panoulis, Secretary Treasurer



School District No.59 (Peace River South)

MEETING: Special Closed Board Meeting
DATE: November 3, 2021 3:00 PM
PLACE: School Board Office – Dawson Creek

The meeting was called to order and the following was reported.

Items for Adoption

1.0 Conflict of Interest

2.0 Review of K-12 Sector Guidelines for Vaccination Policies

Adjournment Motion

CERTIFIED CORRECT:

C. Anderson, Board Chair

M. Panoulas, Secretary Treasurer



School District No.59 (Peace River South)

Strategic Plan/Operational Plan – Year 1 Review

A challenge for year one of our strategic and operational plan was navigating the ever-changing times of the pandemic. It affected attendance throughout the year which led to a drop in data overall, which was illustrated in our Framework for Enhancing Student Learning.

Priority 1 - EQUITY

In the SD 59 Peace River South Strategic Plan, priority 1 focuses on equity. Each student will have access to rich learning opportunities and supports that connect them to their passions and aspirations. The first goal is SD 59 will address areas of inequity within the district with a focus on Indigenous Education, Children in Care, and Students with Diversabilities.

To address areas of inequity within Indigenous education, data was looked at in literacy, numeracy, graduation rates, and the student learning survey. While our six-year graduation rates rose our school district data on reading comprehension showed a widening gap between students reading at grade level. Year 2 will plan targeted interventions to close those gaps.

Educational assistant positions have been posted to assist with return to school transitions that were affected by the pandemic. And while the one position was filled in Dawson Creek, the other position has been posted for two months in Chetwynd and remains unfilled.

Personal narratives were collected from students last year who disengaged. The themes from those narratives were: anxiety for families around Covid 19, lack of connection to the school, complexity of the quarter system did not allow for classes they wanted, not enjoying their cohorts, and a lack of relationships to peers and adults in the building.

To address areas of inequity with Children in Care, a review and update of the “Children in Care” document was completed. A monthly process was implemented at the school level to have the case managers and school-based teams review the document each month. Finally, data was collected to determine how children in care were doing academically. This information can be found in the “Framework for Enhancing Student Learning” – Appendix 1.

For students with diversabilities, an inclusion review was designed and implemented in consultation with the Learning Services department and completed in all schools. The new Competency Based IEP was researched and three schools were selected to pilot this IEP for the 2021-2022 school year. The Learning Services department participated in Dr. Jennifer Katz Universal Design for Learning Introductions Workshop in May. School and district teams connected to plan for the implementation and continued trailing.

The second goal is that the school district will build a positive culture that addresses social emotional learning and effective communication with the school community. Last year we compiled and purchased a list of research-based resources and made these available through the District Resource Centre (DRC). The following programs are being piloted in schools: Caring School Community, Second Step and PATHS Program. In addition, work continued on Mental Health Literacy with ongoing support in secondary schools and development of resources for elementary schools. For the upcoming year we will be collecting data on the implementation of these programs being used in connections with school growth plans.

The senior admin team participated in Compassionate Systems Leadership with Peter Sengue and Mette Boell out MIT. There was a four-day workshop and then global community calls and deep dive sessions. Our senior admin team then worked with the principal/vice-principal group and with the Indigenous Education coach mentors around the main components.

Effective communication was also a focus in priority 1. Each school has created a communication plan to address areas of inequity. Monthly newsletters are going home from schools and websites are being updated. Schools are tracking two-way communication to determine success.

A student voice adult leadership team was created amongst the three high schools. Teacher leaders then organized student voice at each location. This group met throughout the year and planned events for their schools. A meeting in June had each group present out what they had accomplished. The Central Campus student voice group was instrumental in creating a citizenship class that is now offered at the school, for every Grade 8 to complete.

Last year three staff newsletters were created and distributed to staff.

Priority 2 – FOUNDATIONAL SKILLS AND CORE COMPETENCIES

Strong literacy and numeracy skills connected with growth in thinking, communications and social awareness result in students who are successful in education, career and life.

For Goal 1, integrating Core competencies into all K-12 curricular areas as a foundation for learning, we are aware that work still needs to be done in this area. We still need to review instruction and assessment, collect exemplary resources and this year we will be creating a core competency working group to create resources for teachers.

For Goal 2, research was reviewed by the district Numeracy team to determine best strategies to engage learners in numeracy. We focused on research by John Hattie, Dr. Nicki Newton, and Joanne Boaler. The team also made adaptations to our SNAP assessment so that instructions and choice were clearer. Schools marked the assessment together and then received their results in a timely fashion so that it could be used to guide instruction.

Our district numeracy teacher created a series of webinars that were offered at the Primary Literacy meetings around best practice in teaching numeracy. Moving into Year 2, she will provide workshops to new teachers, and release time will be provided.

Using our district literacy data, there were drops in performance this year which is being looked at by school literacy teams to provide interventions to close those gaps. It can also be pointed out that due to our number of absences we had a drop in achievement data across the district. Our data can be seen in the Framework for Enhancing Student Learning – Appendix 1. We were able to hold all of our in-service on research-based literacy skills throughout the year on Zoom. It proved to be an invaluable resource for literacy in-service. We were able to zoom in Dr. Janet Mort, Maria Walther, Margo Southal, Tim Raszinski, and Ruth Culhan.

One action that did not happen was creating an Educated Citizen PLC for Grades 7 to 12. More work will be done around that this year.

Priority 3 – SUSTAINABLE USE OF OUR RESOURCES

We met with school-based administrators to discuss school needs and a number of projects were put in place based on this, specifically our plans moving forward for Crescent Park. This also helped with our continuation of AFG grants and capital planning annual submissions.

Due to the pandemic, the year was also spent upgrading ventilation with Merv 13 filters. We also made sure ventilation reports were completed and available on the website.

The Secretary-Treasurer created reports to compare school budgets from year to year, to determine cost-averaging of supplies and determine needs to address equity.

The district did create a Learning Commons that is on the website and accessible to all. We did not meet our target to create a policy/handbook regarding intellectual property and knowledge. This will be moved into year 2.

A leadership academy started in January with teachers and administrators from School District 59. We did not partner with any other district. We currently have 26 participants who meet monthly through zoom. This is an 18-month program to build leadership capacity.

The technology department was able to create an inventory to update the hardware and software of the district. Steps will be taken in year 2 to determine what each school needs and work to supply that over the course of the rest of the strategic plan. There was a suggestion in the draft surplus initiatives document to use surplus funds to fast-track equitable hardware in year 2.

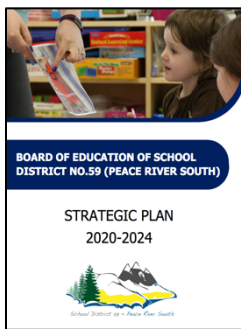
School District No. 59 Peace River South Framework For Enhancing Student Learning Report September 2021

To embrace, inspire, and value learning, meaningful communication, and integrity for each individual and the communities we serve. The Board of Education of School District No. 59 is guided by practices that challenge all to learn, work and lead together in equitable and effective ways. The Board values inclusion, equity, effective communication and positive culture within school communities that focus on student learning. We look forward to advancing our plan to ensure the success of each learner in School District No. 59.

Framework for Enhancing Student Learning

The Framework for Enhancing Student Learning brings a formalized approach to the planning and reporting expectations for schools with a focus on enhancing student learning and success. It combines accountability with evidence-informed decision making and system-wide continuous improvement to support equity of outcomes for all students in the provincial K-12 public system. The Framework also reflects a public commitment by Indigenous peoples, Indigenous rightsholders, education partners and communities to work together to improve student learning and enhance the intellectual, social and career development of all learners.

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/enhancing-student-learning>.

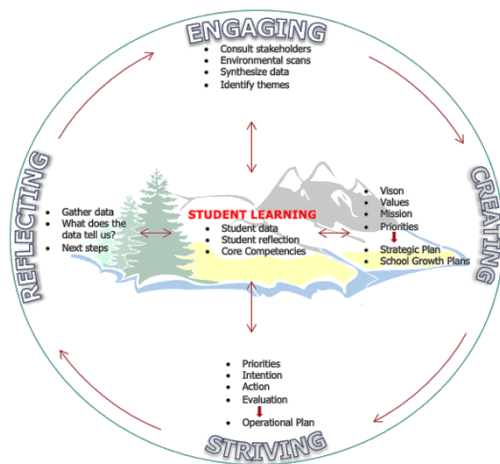


Board of Education of School District No. 59 (Peace River South) Strategic Plan 2020-2024 aligns with the Framework For Enhancing Student Learning Report expectations: <https://www.sd59.bc.ca/node/10373>

Review Cycle

School District No.59 has defined a set of priorities within an operational plan: Board of Education of School District No. 59 (PRS) Operational Plan 2020-2024 (<https://www.sd59.bc.ca/node/11531>). The plan is divided into specific goals, each having an Intention, Action and Evaluation plan. The priorities are in direct alignment with the Educational, Human and Social Development and Career Development

outcomes and measures defined within the Enhancing Student Learning Reporting Order (School Act, Sections 81 and 168 (2)(t)). Processes described in the **Evaluation** section of the School District No. 59 Operational Plan outline the review cycle for each goal on an annual basis and for the duration of the 2020-2024 Strategic Plan. Processes for reviewing data happen throughout the year.



Target dates for evaluation assessment have been set in each area. A variety of data sets are used to assess progress. Both ministry-based assessments (FSA, Student Learning Survey, Numeracy and Literacy Assessments) and district-based assessments (Fountas and Pinnell, Student Numeracy Assessment and Practice, individual student goal setting reviews, etc.) are reviewed annually and used as evidence to assess progress and to support in the determination of next steps. Each school has a school plan that will align with the Strategic Plan and specific language connected to the outcomes defined in the Reporting Order. Individual school plans are collected and reviewed annually to assess alignment. Schools are expected to use both ministry-based, district based and school based data to assess progress.

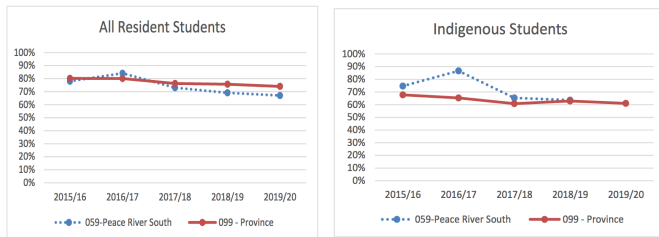
School District No. 59 Framework For Enhancing Student Learning Report

Intellectual Development

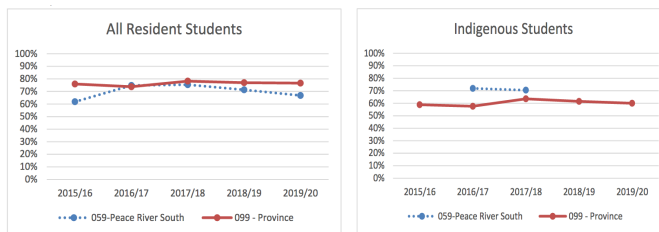
Students will meet or exceed literacy expectations for each grade level.

When looking at the three year trend for Grade 4 and 7 Foundation Skills Assessments, there has been a slight decrease for the Grade 4's and 7's for reading. Through the primary and intermediate literacy Professional Learning Communities, we continue to implement strategies in all grade levels that show the largest impact on achievement.

Grade 4 FSA Reading:



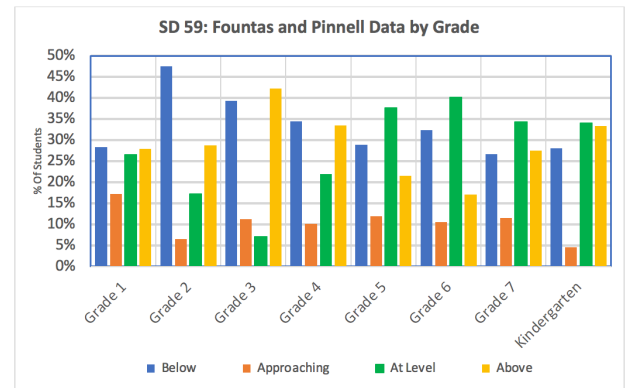
Grade 7 FSA Reading



For Indigenous students in Grade 4, they are reading on parity with non-Indigenous students, and on-reserve students exceed those off reserve. By Grade 7, Indigenous students are on par with non-Indigenous students, and those on and off reserve are at 70% for on track or exceeding, which is higher than our data for all students.

This year the district will be implementing fluency practice in intermediate grades to further close gaps, which should correlate with an increase in reading comprehension data. The District's Fountas and Pinnell data is similar. Data will be used as evidence to guide improvement. This year the District will target the Grade 3's first, to determine what skills students are missing so they can close the gaps and take off as readers.

2020-21 Fountas and Pinnell Data:



Student Learning Survey Report

There is a decline in students' beliefs about how their skills in reading and writing are improving between elementary-middle school years to high school. There is a need to address students literacy skills and feelings about literacy at the secondary level.

Students Reporting "Agree" or "Strongly Agree"

School Year	Grade 3/4 Students		Grade 7 Students		Grade 10 Students		Grade 12 Students	
	#	%	#	%	#	%	#	%
2016/17	162	76 -5	151	76 -3	87	55 -9	34	58 -7
2017/18	165	84 0	120	71 -3	84	60 -4	28	50 -16
2018/19	171	85 2	127	71 -1	67	56 -7	33	62 -4
2019/20	128	77 -5	127	70 -1	50	60 -5	38	57 -9
2020/21	165	80 -1	150	71 1	108	60 -4	62	56 -10

I continue to get better at reading (for example, even if my word knowledge is already good, there is something else that is continuing to improve). (Grade 3/4 in 2016/17 and grades 7, 10, 12)
I feel I am getting better at reading. (Grade 3/4 from 2017/18)

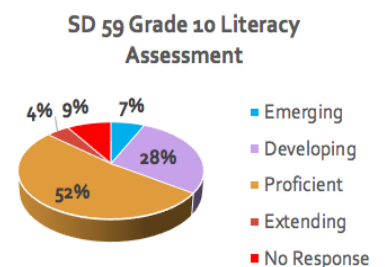
Students Reporting "Agree" or "Strongly Agree"

School Year	Grade 3/4 Students		Grade 7 Students		Grade 10 Students		Grade 12 Students	
	#	%	#	%	#	%	#	%
2016/17	173	82 3	140	71 -2	95	59 -9	34	58 -11
2017/18	155	79 3	119	71 -3	86	62 -7	32	57 -14
2018/19	159	78 4	119	67 -6	68	55 -14	30	57 -15
2019/20	119	71 -1	134	74 2	51	61 -9	39	59 -12
2020/21	147	73 2	146	69 -3	106	58 -11	65	59 -13

I continue to get better at writing (for example, even if my spelling is already good, there is something else that is continuing to improve). (Grade 3/4 in 2016/17 and grades 7, 10, 12)
I feel I am getting better at writing. (Grade 3/4 from 2017/18)

Grade 10 Literacy Assessment

56% of students who have completed the provincial Literacy Assessment are assessed as Proficient and Extending.



School District No. 59

Framework For Enhancing Student Learning Report

Intellectual Development

Students will meet or exceed numeracy expectations for each grade level.

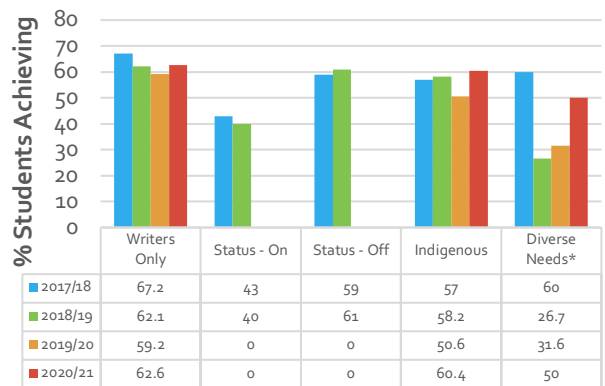
The reconfiguration of structures connected to the marking of the annual SNAP (Student Numeracy Assessment and Practice) Assessment created excellent dialogue around numeracy at both the individual school and the district level in the 2020-21 school year. The data from the 2021 SNAP shows continued strength across the grades in students' skills related to calculations as a comparison to previous year's data sets. Describing patterns and connecting numeracy concepts to the real world are areas needing attention in the 2021-22 school year. SNAP 2021 data will set a new baseline for assessing students' acquisition of numeracy skills in concert with assessment of FSA results.

A Grade 8 and 9 SNAP supporting learners preparing for the Graduation Program will be developed and implemented in the 2021-22 school year. The assessment will be developed by a team of math teachers and administrators between September and December. Classroom teachers will have access to the Grade 8-9 SNAP to use with students in January 2022. Students in Grades 8 and 9 will be assessed at the same as the annual K-7 assessment using the SNAP in April-May 2022. This new assessment structure will provide data that will inform instructional practice supporting students as they prepare for numeracy requirements within the Graduation Program.

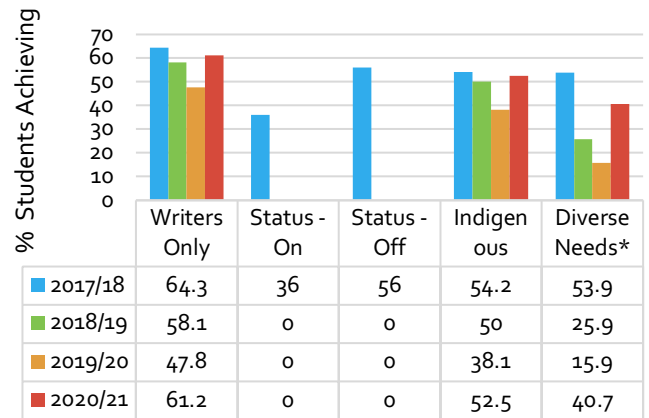
FSA data continues to show a disparity in achievement results between Indigenous and non-Indigenous students. A focus on supporting Indigenous learners as per the Strategic Plan's Goal 1 will continue. Grade 10 Numeracy Assessment results suggested a focus is needed in numeracy leading into the Graduation Program. Of the students who completed the numeracy assessment, 20% were either Proficient or Extending with 48% of the students at the Developing assessed level. The District will focus on numeracy instruction and assessment in the 2021-22 school year at the Grade 8-9 level though the creation and use of the SNAP.

Intellectual Development: Numeracy Provincial Assessments

**SD59 Grade 4 FSA Numeracy
Students On Track and Emerging**



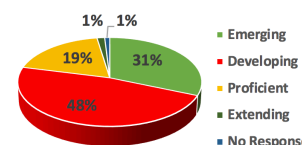
**SD 59 Grade 7 FSA Numeracy
Students On Track and Emerging**



The three year trends within the FSA data suggests a relative inconsistency in results for our students with a concerning dip in the 2019-20 school year. The return to historically similar results in 2020-21 for all students with the exception of students with Diverse Needs lends itself to further investigation which is outlined within the Students with Diversabilities section of this report.

SD 59 Grade 10 Numeracy Assessment Results

SD 59 Grade 10 Numeracy Assessment
Results



School District No. 59

Framework For Enhancing Student Learning Report

Intellectual Development Grade To Grade Transitions

There is relative consistency across the grades for transitions from grade-to-grade for students in Grades 8 through Grade 11. Percentages less than 100% often represent students who have left the district. The percentages connected to the School District 59 Indigenous population are concerning. The District will continue to track our students with Indigenous ancestry and will both build meaningful academic goals with them while pairing each student with, at least, two adults who care about them.

		ALL STUDENTS	INDIGENOUS	DIVERSE NEEDS
2017/18	Gr 8	96%	94%	95%
	Gr 9	96%	95%	100%
	Gr 10	96%	93%	100%
	Gr 11	93%	87%	80%
	2018/19	Gr 8	97%	96%
	Gr 9	94%	94%	78%
	Gr 10	93%	85%	72%
	Gr 11	86%	78%	72%
2019/20	Gr 8	98%	98%	97%
	Gr 9	94%	94%	94%
	Gr 10	93%	90%	78%
	Gr 11	83%	74%	88%

Human and Social Development

Students will feel welcome, safe and connected to their school.

The Operational Plan outlines a three year strategy to support learners through a social emotional learning context. Evidence from the Student Learning Survey – 2020-21 suggests this is an area for growth within our schools. Approximately 30-35% of our students do not feel welcome in our schools while fewer feel that our schools are places students feel they belong. Fewer students are feeling there are, at least, two adults who care about them at their school. The Student Learning Survey data is used as a foundation for the operational component of the SD No. 59 Framework for Enhancing Student Learning (FESL) plan.

Students Reporting "2 adults" or more

School Year	Grade 3/4 Students		Grade 7 Students		Grade 10 Students		Grade 12 Students	
	#	%	#	%	#	%	#	%

How many adults at your school care about you? (Grade 3/4 in 2016/17 and grades 7, 10, 12)

How many adults do you think care about you at your school? (Grade 3/4 from 2017/18)

2016/17	180	81.4	136	68.0	109	64.0	49	82.6
2017/18	164	84.9	140	77.10	111	78.14	50	88.12
2018/19	162	76.2	128	72.7	76	61.2	41	72.4
2019/20	127	75.5	124	65.1	67	75.10	59	89.12
2020/21	151	70.4	124	58.4	111	57.3	82	73.2

Do you feel welcome at your school?

2016/17	151	68.4	123	61.7	88	51.12	40	68.3
2017/18	146	73.5	109	60.8	93	65.3	32	57.7
2018/19	153	71.7	95	53.13	56	45.16	24	42.22
2019/20	117	69.7	111	59.6	52	60.2	43	66.3
2020/21	147	68.10	117	55.10	93	49.14	63	56.8

Is school a place where you feel like you belong?

2016/17	127	58.1	82	41.15	54	31.17	20	34.15
2017/18	120	61.1	79	43.12	63	44.3	19	33.15
2018/19	115	54.8	65	36.18	41	33.14	13	23.25
2019/20	87	51.9	76	40.12	27	30.17	31	46.2
2020/21	110	51.9	72	34.16	68	36.9	40	36.9

It the District's intention to increase the number and percentage of students who feel welcome, safe and connected to school through our Priority 1: Equity – Goal 2 Plan. We will establish a district framework for social emotional learning for all stakeholders. The framework will include professional development for teachers and administrators (Compassionate Systems Leadership).

By October 2021, school-based growth plans must be in alignment with the FESL. Schools are expected to build a vision for Social Emotional Learning and to demonstrate action toward this within their growth plans.

By June 2022, it is expected that Social Emotional Learning will be visible within schools' Codes of Conduct where recognition of the emotional needs of the individual student will be reflected within responses to conduct.



<https://bcchp.org/the-importance-of-social-emotional-learning-in-children/>

School District No. 59

Framework For Enhancing Student Learning Report

Career Development

Enhancing Student Learning Reporting Order Measure 4.1 – Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8.

School District No. 59 (Peace River South) is pleased to see an improvement in the 5 year graduation rate over the past 3 years, from 73% to 81%. While our rates still fall a few points short of the provincial average, the gap is decreasing. The gap between the results for all students and the results for Indigenous students continues to decrease but more work needs to be done. SD No.59 is actively working to close the gaps described above. Grade and grad coaching for our Indigenous students is making a difference. Additionally, our improved use of data to identify students at risk of not graduating is allowing for earlier timely interventions.

As outlined in the SD59 Strategic Plan, the District will build the skills and efficacy of all learners in balanced numeracy and literacy. *An updated graph displays grad results for 2019-20 comparing Indigenous and BC Students on page 9.

059-Peace River South					
Completion Rate					
District	Completion Rate				
	Rate	2015/16	2016/17	2017/18	2018/19
All Resident Students	76%	79%	73%	77%	81%
Indigenous Students	70%	59%	57%	66%	#N/A
Status - Off Reserve	70%	56%	58%	68%	#N/A
Status - On Reserve	69%	73%	48%	49%	#N/A
Children/Youth In Care	0%	#N/A	22%	10%	#N/A
Students with Disabilities or Diverse Abilities	50%	55%	44%	52%	61%

Measure 5.1 – Number and percentage of students transitioning to Canadian post-secondary institutions with 1 and 3 years

School District No. 59 appears to have a much lower percentage of students transitioning to post-secondary institution within 1 and 3 years than the provincial average (34% vs. 54% in 2019-20). However, SD59's close proximity to the Alberta border, the distance from most of the major post-secondary institutions in British Columbia, and anecdotal information suggests that a large number of our students are heading to post-secondary institutions in Alberta.

Career Development Partnerships

School District No. 59 has a well-established partnership with Northern Lights College and offers dual credit opportunities in trades, vocational and academic programs each year. Registration in these programs has been fairly consistent, with a recent dip due to uncertainty created by the COVID-19 pandemic. Students who complete their foundation programs though dual credit will sometimes take their next level training in Alberta as well.

In the coming school years, data will be gathered to track the number of students transitioning to Alberta post-secondary institutions.

We will continue to integrate core competencies into all K-12 curricular areas as a foundation for learning.

059-Peace River South					
Post-Secondary Institute Transition Within 1 Year					
District	Post-Secondary Institute Transition				
	Rate	2014/15	2015/16	2016/17	2017/18
All Resident Students	38%	33%	26%	29%	34%
Indigenous Students	#N/A	#N/A	#N/A	#N/A	#N/A
Status - Off Reserve	#N/A	#N/A	#N/A	#N/A	#N/A
Status - On Reserve	#N/A	#N/A	#N/A	#N/A	#N/A
Children/Youth In Care	#N/A	#N/A	#N/A	#N/A	#N/A
Students with Disabilities or Diverse Abilities	#N/A	#N/A	#N/A	#N/A	#N/A

There was a significant increase in the percentage of Grade 12 students who felt they had the basic social skills they need for the future in the 2019-20 school year. Students' feelings decreased in the 2020-21 school year. Social skills play a key role for students from a Career Development perspective as evidenced in the curriculum for Career-Life Connections and within the Core Competencies.

School Year	Students Reporting "Agree" or "Strongly Agree"							
	Grade 3/4 Students		Grade 7 Students		Grade 10 Students		Grade 12 Students	
	#	%	#	%	#	%	#	%
2016/17	Not asked	Not asked	Not asked	Not asked	83	51 -9	32	56 -5
2017/18	Not asked	Not asked	Not asked	Not asked	83	60 -1	26	47 -16
2018/19	Not asked	Not asked	Not asked	Not asked	63	53 -7	20	38 -25
2019/20	Not asked	Not asked	Not asked	Not asked	50	60 -2	42	64 0
2020/21	Not asked	Not asked	Not asked	Not asked	88	49 -11	63	57 -5

I am satisfied that in school I am learning basic social skills that I need for the future. (for example, inter-personal, communication, teamwork)

School District No. 59

Framework For Enhancing Student Learning Report

Children and Youth in Care

This data reflects the information on students who have been identified to SD59 as in care by the Ministry of Children and Families as of the 2020/2021 school year.

Children and Youth in Care: Intellectual Development

Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level.

Enhancing Student Learning Reporting Order Measure 1.1: 3-year trend for number/percentage of students on track or extending literacy expectations in Grade 4 and 7 on provincial assessments.

Measure 1.1:

- Grade 4 Reading – 60% on track or extending
- Grade 4 Writing – 75% on track or extending
- Grade 7 Reading – 15% on track or extending
- Grade 7 Writing – 35% on track or extending

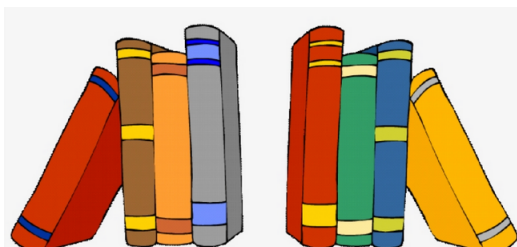
Measure 1.2: 3 year trend for number/percentage of students proficient or extending literacy expectations in grade 10 literacy assessments.

- 30% of students on proficient or extending
- 70% of students had not yet written the Grade 10 literacy assessment

Educational Outcome 2: Students will meet or exceed numeracy expectations for each grade level.

Measure 2.1: 3 year trend for number/percentage of students on track or extending numeracy expectations in grade 4 and 7 on provincial assessments.

- Grade 4 Numeracy – 50% on track or extending
- Grade 7 Numeracy – 10% on track or extending; 50% emerging



Children and Youth in Care: Intellectual Development

Measure 2.2: 3 year trend for number/percentage of students proficient or extending literacy expectations in grade 10 numeracy assessments.

- No students proficient or extending
- 20% Emerging
- Majority of students have not yet written the numeracy assessment

Measure 2.3: Number/percentage of students who are completing grade to grade transitions on time.

- All K-7 students in care are completing grade to grade transitions on time
 - 50% of students are meeting all meeting grade level expectations.
 - 30% of students are approaching or meeting grade level expectations
 - 20% of students are meeting expectations in Individual Education Plan goals.

Grades 10-12 students meeting grade level expectations for credits

- 50% of students are earning the credits needed at each grade level to be on track for graduation
- 50% of students are not earning the credits needed at each grade level to be on track for graduation

Children and Youth in Care: Human and Social Development

Educational Outcome 3: Students will feel welcome, safe, and connected to their school.

Measure 3.1: Number/percentage of students in Grades 4,7, and 10 who feel welcome, safe and have a sense of belonging in their school.

- *Limited K- 7 data (looked at attendance)*
 - 25% of students have 10 or less absences
 - 30% of students have between 11-20 absences
 - 45% of students have over 20 absences

School District No. 59

Framework For Enhancing Student Learning Report

Children and Youth in Care: Human and Social Development

Educational Outcome 3: Students will feel welcome, safe, and connected to their school continued:

- *Limited 8-12 data*
 - 10% of students withdrawn
 - 25% of students have 10 or less absences
 - 20% of students have between 11-20 absences
 - 50% of students have over 20 absences

Measure 3.12: Number/percentage of students in grades 4,7,and 10 who feel there are two or more adults at their school who care about them.

- No specific data

Children and Youth in Care: Career Development

Students will graduate.

Measure 4.1: Number/percentage of resident who achieved a Dogwood Diploma within 5 years of starting grade 8.

- On track to graduate
 - 50% of students in grades 10-12 are on track to graduate
 - 50% of students in grades 10-12 are not on track to graduate

Educational Outcome 5: Students will have the core competencies to achieve their career and life goals.

Measure 5.1: Number/percentage of students transitioning to Canadian post-secondary institutions within 1-3 years.

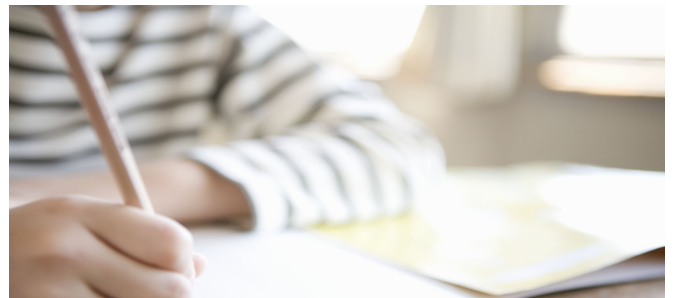
- No specific data

Children and Youth in Care: Next Steps

1. Update the current Children in Care planning document used in SD 59.
2. Develop a data collection process for schools to monitor data on Children and Youth in Care
3. Establish and implement regular process for reviewing progress of Children and Youth in Care through School-Based Team including
 - a. Monitoring academic progress and implementing supports
 - b. Establishing regular check-ins with students and their support systems
 - c. Monitoring attendance and implementing supports
4. Develop a plan to support students in writing provincial assessments: specifically, when students are writing the Grade 10/12 literacy assessment and Grade 10 numeracy assessment

Youth In Care and the Operational Plan

The School District No. 59 Operational Plan outlines a specific timeline for check-ins for youth in care. A monthly cycle where the "Children in Care" planning document is reviewed was initiated in May 2021. Processes connected to the monthly review will be assessed throughout the 2021-22 school year. Included in this process is the collection, assessment and review of Foundation Skills Assessment, Literacy and Numeracy, Graduation Rate and personal narrative data.



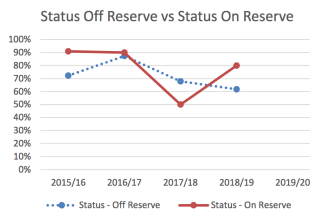
School District No. 59 Framework For Enhancing Student Learning Report

Indigenous Learners: Intellectual Development

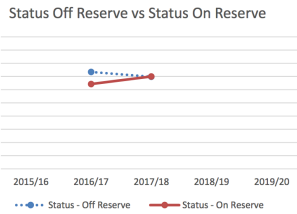
The data represents the percentage of students who were 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations on the Foundations Skills Assessment.

Literacy:

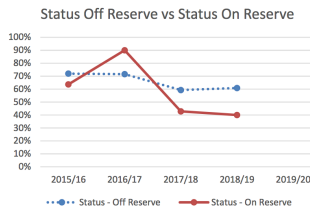
Grade 4 Reading



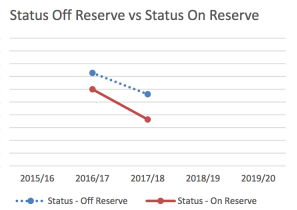
Grade 7 Reading



Grade 4 Numeracy:



Grade 7 Numeracy:



Grade 10 Literacy Assessment:

There is currently no unmasked data for Indigenous learners for the Grade 10 Literacy Assessment.

Grade 10 Numeracy Assessment:

There is currently no unmasked data for Indigenous learners for the Grade 10 Literacy Assessment.

Grade to Grade Transitions:

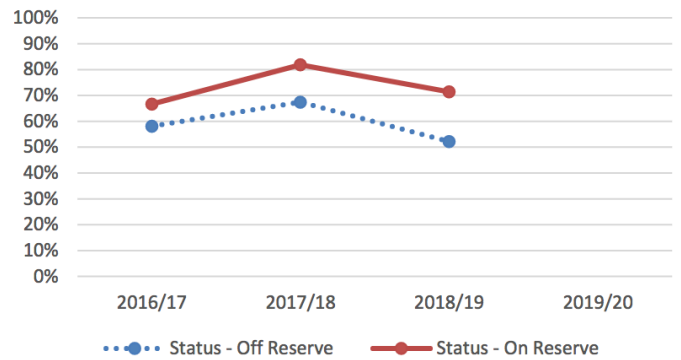
There is currently limited data separating Indigenous learners living off reserve in comparison to those living on reserve.



Human and Social Development

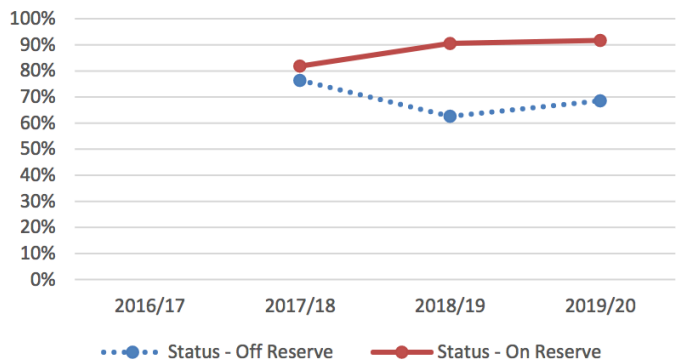
Students who 'Feel Welcome' at school.

Status Off Reserve vs Status On Reserve



Students who feel they have two or more adults at school who care about them.

Status Off Reserve vs Status On Reserve



Student who feel 'Safe' at school and students who feel a 'Sense of Belonging' at school:

There is currently limited data separating Indigenous learners living off reserve in comparison to those living on reserve.

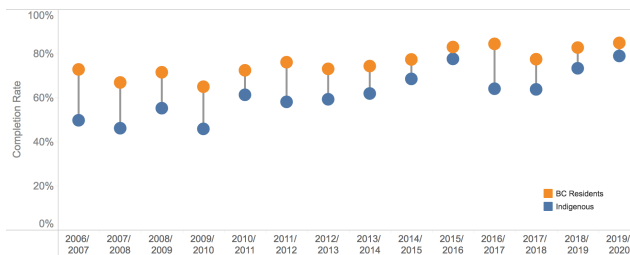
The limited data within this section does not represent the focus School District No. 59 has on Indigenous education. Our Coach Mentorship and Grade/Grad Coaching processes have been yielding results as evidenced in the graduation rates for our Indigenous students in recent years. The relationships forged with our in district Indigenous leaders have also led to data driven Indigenous Education Enhancement Agreements.

School District No. 59 Framework For Enhancing Student Learning Report

Indigenous Learners: Career Development Students will Graduate

School District No. 59 continues to focus on supporting Indigenous learners in graduating at the same pace as their peers. Through Grade and Grad Coaching and an intentional focus on supporting teachers in planning for the unique needs of each student (Coach-Mentorship Program), our Indigenous students are reaching parity with their peers. This progress is something to be celebrated but also something that we continue to keep focused on as a district.

Completion Rate Over Time for Indigenous and BC Residents



Student Group: **Indigenous**
Completion Rate 2019/20: **79%**
Total number of graduates: **67**

Five-year range for this district: **64% - 79%**

Typical range across B.C. (middle 50% of districts): **65% - 80%**

Transitions to Post Secondary Institutions

There is currently limited data separating Indigenous learners living off reserve in comparison to those living on reserve for students transitioning to a post-secondary institution within 1-3 years of graduation.



Students with Disabilities and Diverse Abilities

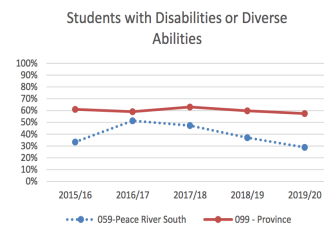
The district will engage in a process of using an inclusion review summary to identify areas of strength and inequity for students with disabilities and diverse abilities. The process will include:

- Implementation of interventions
- Assessment of impact
- Ongoing review

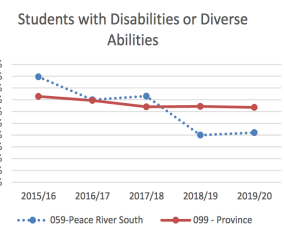
Target for selected teacher group: UDL Train the Trainer Program (May 2021 – June 2022)

The data represents the percentage of students who were 'On Track' or 'Extending' or who have 'Met' or 'Exceeded Expectations' on the Foundations Skills Assessment.

Grade 4 Reading



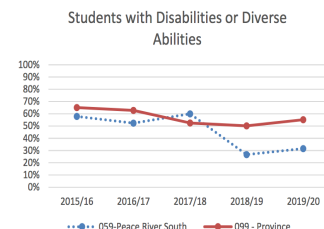
Grade 7 Reading



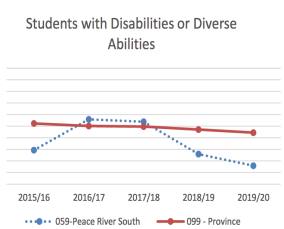
Grade 10 Literacy Assessment:

There is currently no unmasked data for Students with Disabilities or Diversabilities for the Grade 10 Literacy Assessment.

Grade 4 Numeracy



Grade 7 Numeracy

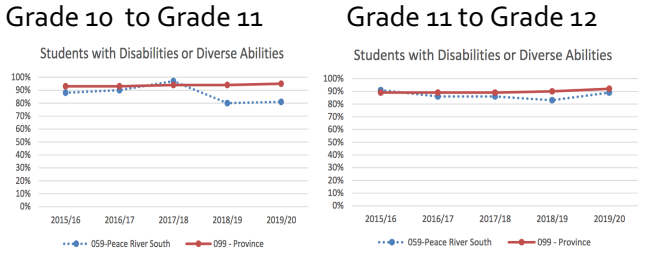


Grade 10 Numeracy Assessment:

There is currently no unmasked data for Students with Disabilities or Diversabilities for the Grade 10 Literacy Assessment.

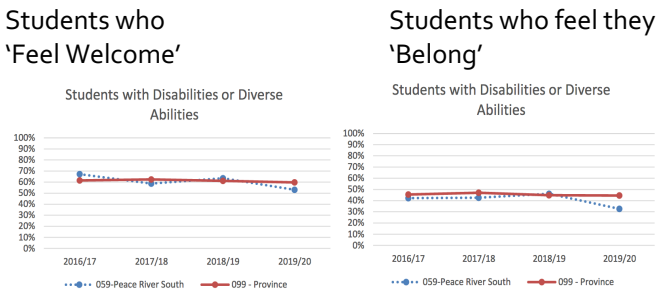
School District No. 59 Framework For Enhancing Student Learning Report

Grade to Grade Transitions for Students with Disabilities and Diversabilities



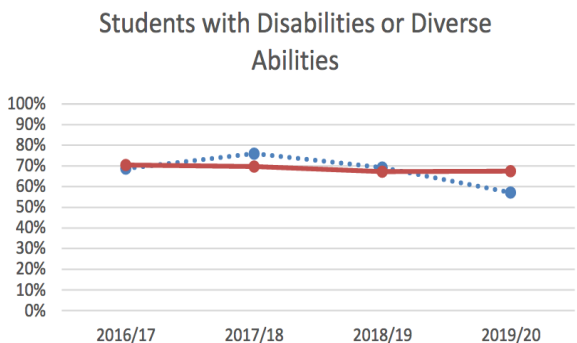
Programs for students with disabilities and diversabilities are monitored regularly by classroom teachers, administration, and learning services teams which speaks to the high percentages of grade-to-grade transitions. This regular, ongoing process will continue.

Human and Social Development for Student with Disabilities and Diversabilities



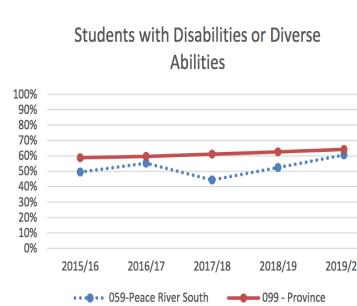
This is an alarming piece of data that supports the District's planned focus, as described in the Strategic Plan, on Social Emotional Learning and Equity.

Students who feel they have, at least, two adults who care for them.



Social Development for Student with Disabilities and Diversabilities

Career Development: 5-Year Completion Rate



Students with Diversabilities often complete their programs over six years rather than five. This low grad rate reflects the programming and time permitted for students to complete their programs at their individual pace.

School District No. 59's Approach to Continuous Improvement

School District No. 59's Continuous Approach to Improvement of Student Achievement is described within the 2020-2024 Strategic Plan. In the 2019-20 school year, the Board pursued an Engagement Process consult with SD No. 59 stakeholders to determine district based priorities. As a result of the process five key areas of strength were highlighted:

1. Opportunities for professional development and building capacity.
2. Strong foundations skills in primary literacy.
3. Strong Indigenous Education program striving for equity.
4. Access and availability of supports and resources that allow for differentiation and inclusion.
5. Strong new teacher mentorship program.

The engagement process led to the identification of three areas of focus for 2020-2024:

1. Equity
2. Foundational Skills and Core Competencies
3. Sustainable Use of our Resources

The three areas of focus aligned with the Framework for Enhancing Student Learning expectations and set the stage for deep data dives and planning for our students.

In addition, the areas of focus in concert with the Framework, align and connect with the School District No. 59 Indigenous Education Enhancement Agreement focus areas for increased Indigenous student sense of belonging and Indigenous student self-determination through engagement that will lead to academic success.



School District No.59 (Peace River South)

November 9, 2021

School District #59 Trustees

RE: Pouce Coupe Elementary Expansion Update

The Pouce Coupe Elementary Expansion is progressing. Most recent updates as of November 4, 2021 include the following.

- Exterior sidewalk is poured
- Windows are installed
- Siding of the exterior is underway, painting will be proceed when weather conditions allow
- Roof is watertight, roofing continues with placement of insulation and top membrane
- Scheduled to start plumbing the week of November 8
- Demolition of old mudroom is complete
- Once the exterior doorframe is installed, this will achieve lockdown



The last update in September identified an estimated completion date of November 7, 2021. That original estimate was not met, the contractor Northern Legendary Construction Ltd. and the district are aiming for the goal of completing the expansion over the Christmas break.

Melissa Panoulis
Secretary Treasurer



School District No.59 (Peace River South)

November 12, 2021

School District #59 Trustees

RE: New Ministry Financial Policies

On May 28, 2021 the Ministry of Education adopted two new policies, a Financial and Reporting Policy and Accumulated Operating Surplus Policy. Both of these policies were part of Phase 1 actions from the K-12 Provincial Education Funding Model Review.

Financial Planning and Reporting Policy

This policy directs boards to develop multi-year financial plans that identify how funding and resources will support board strategic plans, operational needs of the school district and improve educational outcomes for students.

Boards must develop, publish and maintain a local board policy that describes how they will engage with and report out to education partner and stakeholder groups, including local First Nations and Metis Nation BC on their multi-year financial plans.

To ensure that boards stay on target to achieve their strategic and financial goals, boards should develop and implement internal processes to monitor and track their financial progress and performance throughout the year and adjust strategic plans as required.

Accumulated Operating Surplus Policy

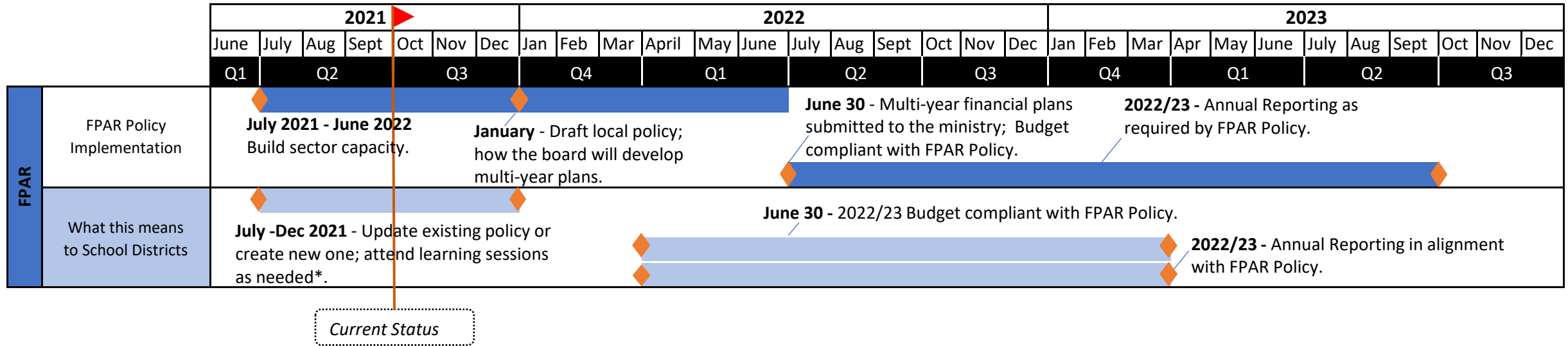
This policy ensures consistency, transparency and accountability for the use and reporting of operating funding that is not used in the year in which it was provided. It acknowledges it is appropriate for boards to maintain an operating surplus to manage financial risk and is a component of sound financial and strategic planning.

To demonstrate accountable and transparent financial planning, boards will develop a local policy with procedures that guide the accumulation, spending and reporting of operating surplus funds and the boards' engagement with their local community and education-partner groups, including local First Nations and Métis Nation BC. This local policy will clearly explain the purpose of operating surplus, include guidelines on how inter-fund transfers will be managed, and outline how financial risk will be mitigated by establishing a contingency operating surplus.

These two new Ministry of Education policies present an option to revisit existing policies, procedures and reporting to strengthen board processes in financial management. This implementation of the policies will be a phased approach. I will be working with the Policy Committee to bring forward drafts within the next two months.

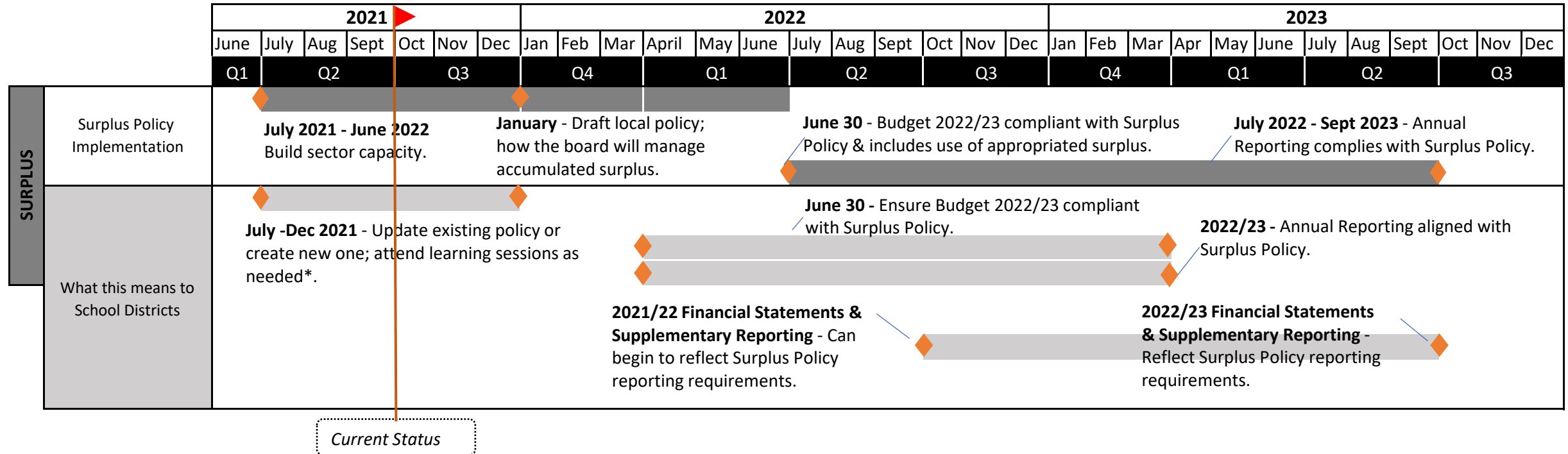
Melissa Panoulis
Secretary Treasurer

Financial Planning and Reporting (FPAR) Policy Implementation Timeline 2021-2023



*To request learning sessions, please contact the Funding & Financial Accountability Branch (EDUC.SRSD@gov.bc.ca).

Surplus Policy Implementation Timeline 2021-2023



*To request learning sessions, please contact the Funding & Financial Accountability Branch (EDUC.SRSD@gov.bc.ca).



School District No.59 (Peace River South)

November 12, 2021

Re: K-12 Sector Guidelines for Vaccination Policies

On October 5, 2021, it was announced that the Ministry of Education would form an advisory committee to review the issue of mandatory COVID-19 vaccination for employees in the education sector. The advisory committee has since approved guidelines for the K-12 sector and the BC Public School Employers' Association (BCPSEA) is developing an operational framework and template document.

Since no Provincial Health Order has been issued on this matter, the decision on staff vaccination lies with each individual Board of Education, as the employer.

The Board of Education of School District 59 is considering the guidelines and is gathering data to inform our decision. Discussion of labour relations matters, such as this, are to be held in meetings closed to the public, but the board will be reporting decisions publicly in open meetings.

Trustee Travis Jones has declared a conflict of interest, due to a family member who is employed by the district, and will not be taking part in board deliberations on the matter.

The Board of Education of School District 59 thanks all staff, students and members of our school communities for carefully adhering to our Communicable Disease Safety Plan and for following public health advice, to keep schools a safe and healthy environment in which to learn and work.

Chad Anderson
Board Chair



School District No.59 (Peace River South)

DATE: November 17, 2021

CHAIR: Roxanne Gulick

Policies/Regulations for Discussion:

Policies/Regulations for Circulation:

Policies/Regulations for Adoption:

- Policy 3165 Public Interest Disclosure *New Policy

Policies/Regulations for Further Review:

Policies/Regulations for Repeal:

Public Interest Disclosure

3165 Public Interest Disclosure

Policy 3165 STATUS: **FOR ADOPTION**

PUBLIC INTEREST DISCLOSURE

Board Approved:

Last Revised:

Purpose

The Board of Education of School District No. 59 (Peace River South) is committed to honesty, integrity, and accountability in its operations, programs, and services and to promoting a culture of openness and transparency. The School District encourages and supports all personnel in bringing forward reports of unlawful acts and acts of wrongdoing in a manner consistent with the provisions of the British Columbia *Public Interest Disclosure Act* (“PIDA”).

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

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

Definitions

In this policy and procedures, the following terms are defined as indicated:

“**Advice**” means advice that may be requested in respect of making a disclosure or a complaint about a reprisal under this Policy or the PIDA.

“**Discloser**” means an employee or trustee who makes a disclosure or seeks advice or makes a complaint about a reprisal.

“**Disclosure**” means a report of wrongdoing made under this policy.

“**Employee**” refers to a past or present employee of the School District.

“**FIPPA**” means the *Freedom of Information and Protection of Privacy Act*, and all regulations thereto.

“**Investigation**” means an investigation undertaken by the School District under this policy or by the Ombudsperson under the PIDA.

“Personal Information” has the same meaning set out in FIPPA, namely “recorded information about an identifiable individual”, and includes any information from which the identity of the discloser or any person who is accused of wrongdoing or participates in an investigation can be deduced or inferred.

“Personnel” means employees and trustees.

“PIDA” means the *Public Interest Disclosure Act* of British Columbia, and all regulations thereto.

“Regulation” means the School District’s regulation associated with this policy, as amended.

“Reprisal” means the imposition of, and any threat to impose, discipline, demotion, termination or any other act that adversely affects employment or working condition of a member of personnel because they made a disclosure, sought advice, made a complaint about a reprisal or participated in an investigation.

“Trustee” means a past or present member of the School District’s Board of Education.

“Wrongdoing” refers to:

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

Guiding Principles

The School District is committed to supporting ethical conduct in its operations and seeks to foster a culture in which employees and trustees are encouraged to disclose wrongdoing, including by receiving, investigating and responding to disclosures and by providing information and training about the PIDA, this policy and the procedures.

The School District will investigate disclosures that it receives under this policy. Investigations under this policy will be carried out in accordance with the principles of procedural fairness and natural justice.

The School District will not commit or tolerate reprisals against any employee or trustee who, in good faith, makes a request for advice, makes a disclosure, participates in an investigation or makes a complaint under this policy.

The School District is committed to protecting the privacy of disclosers, persons accused of wrongdoing and those who participate in investigations in a manner that is consistent with its obligations under the PIDA and FIPPA.

Privacy and Confidentiality

All personal information that the School District collects, uses or shares in the course of receiving or responding to a disclosure, a request for advice, a complaint of a reprisal, or conducting an investigation will be treated as confidential and will be used and disclosed as described in this policy, the procedures, the PIDA or as otherwise permitted or required under FIPPA and other applicable laws.

Reporting

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

Responsibility

The Superintendent is responsible for the administration of this policy and shall ensure that training and instruction is available to all employees and trustees concerning this policy, the procedures and the PIDA.

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

PUBLIC INTEREST DISCLOSURE

Board Approved and Codified:

Last Revised:

1. Definitions

Terms in this procedure have the meanings set out in the policy, and the following additional terms shall have the following meanings.

“**Designated Officer**” means the Superintendent and any other senior member of Personnel designated by the Superintendent from time to time, which includes, in accordance with section 5 of this Procedure, the Secretary Treasurer, Assistant Superintendent, and the Chair of the Board of Education.

“**Disclosure Form**” means the form attached to this Procedure as Appendix 1.

“**Ombudsperson**” means the Ombudsperson of British Columbia.

“**Policy**” means the School District’s Public Interest Disclosure Policy.

“**Protection Official**” means:

- a. in respect of a health-related matter, the provincial health officer;
- b. in respect of an environmental matter, the agency responsible for the *Emergency Program Act*, or
- c. in any other case, a police force in British Columbia.

“**Referral**” refers to a referral of allegations of wrongdoing received from the Ombudsperson or another government institution for investigation by the School District in accordance with the PIDA;

“**Respondent**” means a person against whom allegations of wrongdoing or a complaint of reprisal is made;

“**School**” means:

- a. a body of students that is organized as a unit for educational purposes under the supervision of a principal, vice principal or director of instruction;
- b. the teachers and other staff members associated with the unit;
- c. the facilities associated with the unit, and
- d. includes a provincial resource program and a distributed learning school operated by a board.

“**Supervisor**” includes:

- a. an Employee’s direct management supervisor,
- b. for School-based Employees, the Principal or any Vice-Principal at the School where the Employee is assigned; and
- c. for Trustees, the Board Chair or the Superintendent.

“**Urgent Risk**” arises when a member of Personnel reasonably believes that a matter constitutes an imminent risk of a substantial and specific danger to the life, health or safety of persons or to the environment.

2. Who May Make a Disclosure

1. Any employee may report wrongdoing under this Policy if the alleged wrongdoing occurred while the employee was employed or engaged by the School District.
2. Any trustee may report wrongdoing under this policy if the alleged wrongdoing occurred while the trustee was holding office.
3. Complaints or reports received from members of the public or from employees or trustees who were not engaged by the School District at the time that wrongdoing occurred or is alleged to have occurred are outside the scope of the policy and this procedure.

3. How to Make a Disclosure

1. An employee or trustee who reasonably believes that a wrongdoing has been committed or is about to be committed may make a disclosure to any of the following:
 - a. that person’s supervisor;
 - b. the Superintendent;
 - c. a Designated Officer other than the Superintendent; or
 - d. the Ombudsperson.
2. A disclosure should be submitted in writing using the disclosure form or in other written form, and include the following information if known:
 - a. a description of the wrongdoing;
 - b. the name of the person(s) alleged to be responsible for or to have participated in the wrongdoing;
 - c. the date or expected date of the wrongdoing;
 - d. if the wrongdoing relates to an obligation under a statute or enactment, the name of that statute or enactment; and
 - e. whether the wrongdoing has already been reported, and if so, to whom and a description of the response received.

3. A disclosure may be submitted to the School District on an anonymous basis but must contain sufficient information to permit the School District to conduct a full and fair investigation into the alleged wrongdoing. If a disclosure does not contain sufficient detail to permit investigation, the School District may take no action with respect to the disclosure. Any notices required to be given to a discloser under this policy or the PIDA will not be provided to an anonymous discloser, except at the discretion of the designated officer and where the disclosure has provided contact information.
4. A discloser who is considering making a disclosure may request advice from any of their union representative or employee association representative, a lawyer, their supervisor, a designated officer, or the Ombudsperson.
5. A discloser should not make a disclosure to a person if the allegations relate, in whole or in part, to wrongdoing by that person, and any person who receives a disclosure or referral and reasonably believes that the allegations of wrongdoing relate to their own acts or omissions must refer the allegations of wrongdoing to another person under this policy with responsibility for receiving a disclosure.

4. How to Make a Disclosure About Urgent Risk

1. The PIDA permits employees and trustees to make public disclosures if the employee or trustee reasonably believes that a matter poses an urgent risk. An urgent risk only arises if there is reasonable and credible evidence of an imminent risk of a substantial and specific danger to the life, health or safety of persons or to the environment.
2. Before making a public disclosure of an urgent risk the employee or trustee must:
 - a. consult with the relevant Protection Official (public health officer, Emergency Management BC, or police),
 - b. receive and follow the direction of that Protection Official, including if the Protection Official directs the employee not to make the public disclosure,
 - c. refrain from disclosing, publishing or otherwise sharing personal information except as necessary to address the urgent risk;
 - d. refrain from disclosing any information that is privileged or subject to a restriction on disclosure under the PIDA or any other enactment of British Columbia or Canada, including legal advice privilege, litigation privilege or another ground of common law privilege, and
 - e. seek appropriate advice if the employee is uncertain about what personal information, privileged or other information may be disclosed as part of a public disclosure.
3. An employee who makes a public disclosure in relation to an urgent risk is expected to provide timely notification to their supervisor or the Superintendent about the public disclosure or submit a disclosure in accordance with section 3 above.

4. If the employee decides not to make a public disclosure or is directed by a Protection Official not to do so, the employee is nevertheless expected to report urgent risks without delay to the Superintendent or a Designated Officer.

5. Referral of Disclosure to Designated Officer

1. Each supervisor or other personnel who receives a disclosure or referral under this policy must promptly refer the disclosure or referral, including all disclosures forms and other materials supplied, to the appropriate designated officer as follows:
 - a. Unless the allegations concern alleged wrongdoing by the Superintendent, the disclosure or referral shall first be referred to the Superintendent, who may delegate their duties under the policy and this procedure to any other designated officer;
 - b. If the allegations concern alleged wrongdoing by the Superintendent, then the disclosure or referral should be referred to the Secretary-Treasurer who shall act as the designated officer;
 - c. if the allegations made in a disclosure or referral concern alleged wrongdoing by both the Superintendent and the Secretary-Treasurer, then the disclosure or referral should be referred to the Chair of the Board of Education as the designated officer or any other designated officer;
 - d. If the allegations made in a disclosure or referral concern wrongdoing by all of the designated officers listed in subparagraphs a., b., and c. above, then the disclosure or referral should be referred to the Ombudsperson.

6. Responsibilities of the Designated Officer

1. The Designated Officer is responsible to:
 - a. Receive and respond to any disclosure or referral;
 - b. Receive and respond to reports made by personnel about urgent risks;
 - c. If the Designated Officer reasonably believes that an urgent risk exists, the Designated Officer may make a report to the relevant Protection Official;
 - d. Review allegations of wrongdoing in a disclosure or referral and determine if they fall within the scope of the PIDA or the policy;
 - e. Refer disclosures or allegations falling outside the scope of the PIDA or this policy to the appropriate authority or dispute resolution process, as applicable;
 - f. If a disclosure relates to wrongdoing at another government body that is subject to the PIDA, refer the disclosure to that institution;
 - g. Seek clarification of the allegations of wrongdoing from the discloser or referring institution as needed;

- h. If appropriate, initiate an investigation into allegations of wrongdoing in accordance with section 8 below;
- i. Assess the risk of any reprisal to the discloser, and take appropriate action, if any, to mitigate that risk;
- j. Manage communications with the discloser and respondent;
- k. Notify the discloser and the despondent of the outcome of the investigation in accordance with section 8; and
- l. Ensure that, in accordance with section 9 of this procedure, all personal information received by the School District related to the disclosure, referral, request for advice or any investigation is appropriately protected against such risks as unauthorized access, collection, use, disclosure, theft or loss in accordance with FIPPA and the PIDA.

7. Responsibilities of Employees

- 1. All employees and trustees are responsible to:
 - a. make any disclosures in good faith and on the basis of a reasonable belief that wrongdoing has or is expected to occur;
 - b. refrain from engaging in reprisals and report all reprisals in accordance with this procedure and the PIDA;
 - c. maintain the confidentiality of personal information received in connection with a disclosure, referral, request for advice or investigation in accordance with the policy, this procedure, and the PIDA;
 - d. provide their reasonable cooperation with investigations by the School District or the Ombudsperson;
 - e. seek appropriate advice if an employee is uncertain about whether to make a disclosure or a public disclosure of an urgent risk; and
 - f. comply with the requirements of this procedure and the PIDA concerning urgent risks.

8. Investigations

- 1. Every person involved in receiving, reviewing and investigating disclosures, referrals or complaints of reprisals must carry out those function in an expeditious, fair and proportionate manner as appropriate in the circumstances and as required under the PIDA.
- 2. The School District shall seek to complete all Investigations within 30 calendar days of receipt of a disclosure or referral or complaint of reprisals, but the Designated Officer may shorten or extend this time period depending on the nature and complexity of the allegations.

3. The Designated Officer may expand the scope of any investigation beyond the allegations set out in the disclosure or referral to ensure that any potential wrongdoing discovered during an Investigation is investigated.
4. All Investigations shall be conducted by an internal or external investigator with sufficient qualifications and experience to carry out the investigation.
5. The Designated Officer may consult with the Ombudsperson regarding a disclosure or referral or refer allegations of wrongdoing in whole or in part to the Ombudsperson, provided that notice of the referral is provided to the applicable discloser.
6. The Designated Officer may refuse to investigate or postpone or stop an investigation if the Designated Officer reasonably believes that:
 - a. the disclosure or referral does not provide adequate particulars of the wrongdoing;
 - b. the disclosure or referral is frivolous or vexatious, has not been made in good faith, has not been made by a person entitled to make a disclosure or referral under the policy or the PIDA, or does not deal with wrongdoing;
 - c. the investigation would serve no useful purpose or could not reasonably be conducted due to the passage or length of time between the date of the alleged wrongdoing and the date of the disclosure or referral;
 - d. the disclosure relates solely to a public policy decision;
 - e. the allegations are already being or have been appropriately investigated by the Ombudsperson, the School District or other appropriate authority;
 - f. the investigation may compromise another investigation; or
 - g. the PIDA otherwise requires or permits the School District to suspend or stop the investigation.
7. Subject to the School District's obligations under FIPPA and section 3 above, the discloser and the respondent(s) will be provided with a summary of the School District's findings, including:
 - a. notice of any finding of wrongdoing,
 - b. a summary of the reasons supporting any finding of wrongdoing;
 - c. any recommendations to address findings of wrongdoing.

9. Privacy and Confidentiality

1. All personal information that the School District collects, uses or shares in connection with a disclosure, referral, or request for advice, or an investigation shall be treated as confidential and shall be used and disclosed by the School District only as described in the policy, the procedures and the PIDA unless otherwise permitted or required under FIPPA or other applicable laws.

2. Personal information that is collected, used or shared by the School District in the course of receiving, responding to or investigating a disclosure, a request for advice, a referral, or a complaint of a reprisal shall be limited to the personal information that is reasonably required for these purposes.
3. Any person who, in their capacity as an employee or trustee of the School District, receives information about the identity of a discloser shall maintain the identity of the discloser in confidence, and may only use or share that information for the purposes described in this policy or the PIDA, except with the consent of the discloser or as authorized or required by the PIDA or other applicable laws.
4. The School District shall ensure there are reasonable security measures in place to protect all personal information that the School District collects or uses in the course of receiving or responding to a disclosure, a request for advice, a referral, or complaint of a reprisal or conducting an investigation, including by ensuring that such information is subject to appropriate controls to ensure that it is only shared by its employees and trustees internally on a need to know basis.

10. Reprisals

1. The School District will not tolerate reprisals against employees or trustees.
2. Any member of personnel who believes that they have been the subject of a reprisal may make a complaint to:
 - a. the Ombudsperson, who may investigate in accordance with the procedures set out in the PIDA; or
 - b. to a Designated Officer, who shall investigate the complaint in accordance with the provisions of this Procedure.
3. Any member of personnel who engages in any reprisals shall be subject to disciplinary action up to and including dismissal.