



## **COVID-19 PRECAUTIONS FOR PUBLIC BOARD MEETING**

The Board of Education of SD59 (PRS) will be holding their Public Board Meeting on Wednesday, October 20, 2021 in Chetwynd, BC, starting at 1:00 pm in the Cottonwood Room at the Chetwynd Recreation Centre. Please use the Cottonwood entry doors.

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 and the Chetwynd Recreation Centre.

**Please note, masks are mandatory and proof of full vaccination and photo ID is required to attend any indoor function in the recreation centre.**

Anyone wishing to attend the public board meeting in person or via zoom must pre-register by noon (12 pm) on Tuesday, October 19, 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](mailto:rschwartz@sd59.bc.ca)



## Open Board Meeting Agenda

**Date:** October 20, 2021 1:00 PM

**Place:** Chetwynd Recreation Centre – Chetwynd, 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 – September 22, 2021
- R1.2 – Excerpts Closed Meeting – September 22, 2021

**2. BUSINESS ARISING**

**3. ESSENTIAL ITEMS**

**4. OTHER PRESENTATIONS**

**5. REPORTS FROM THE SUPERINTENDENT OF SCHOOLS**

- R5.1 – School/Student News
- R5.2 – K-12 Communicable Disease Plan Update
- R5.3 – Ratios, Class size, Composition and Remedies Report
- R5.4 – Ministry K-12 Student Reporting Policy for Public Feedback
- R5.5 – Field Trip Request
- R5.6 – Unrestricted Operating Surplus Draft Plan

**6. REPORTS FROM THE SECRETARY-TREASURER**

- R6.1 – 2021-22 Final Enrollment
- R6.2 – 2020-21 Executive Compensation Disclosure
- R6.3 – Ventilation Report
- R6.4 – Banking Services Tender

**7. TRUSTEE ITEMS**

- R7.1 – BCSTA Update – T. Jones
- R7.2 – Pro-D Report – T. Ziemer
- R7.3 – Advisory Committee on Staff Vaccinations – C. Anderson

**8. COMMITTEE REPORTS**

**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 – November 17, 2021



# School District No.59 (Peace River South)

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## BOARD OF EDUCATION OF SCHOOL DISTRICT NO.59

11600 – 7<sup>TH</sup> Street, Dawson Creek, BC V1G 4R8

### Open Session Minutes

DATE & TIME: September 22, 2021 – 1:00 PM

PLACE: School District Board Office – Dawson Creek, BC

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

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

The Organizational Meeting was called to order by the Secretary Treasurer at 1:01 PM

The Secretary-Treasurer acknowledged that we share this territory with the people of Treaty 8.

#### Election of Chair & Vice-Chair

The Secretary Treasurer called for nominations for the position of Board Chair.

Trustee Gulick nominated Trustee Anderson (accepted)

The Secretary Treasurer made a second and third call for further nominations.

(2021-09-008)

MOVED to cease nominations – Borton

Congratulations to Trustee Anderson to hold position as Board Chair by acclamation.

The Secretary Treasurer turned the gavel over to the Board Chair.

The Board Chair called for nominations for the position of Vice-Chair.

Trustee Borton nominated Crystal Hillton. (accepted)

The Board Chair made a second and third call for further nominations for the position of Vice-Chair of the Board.

(2021-09-009)  
MOVED to cease nominations – Lalonde

Congratulations to Trustee Hillton to hold position as Vice-Chair by acclamation.

The following declarations were made:

- Trustee Anderson – family (sibling) member in Teamsters Union outside of BC
- Trustee Borton – family member belongs to Unifor
- Trustee Jones – family member belongs to BCTF
- Trustee Hillton – belongs to CUPE
- Trustee Gulick – none
- Trustee Ziemer – none
- Trustee Lalonde – family member belongs to BCGEU

#### APPROVAL OF AGENDA

Additions:

Deletions:

(2021-09-010)  
MOVED/SECONDED – Gulick/Borton  
THAT, the Regular Meeting agenda be approved as presented.  
CARRIED UNANIMOUSLY

#### 1.0 ITEMS FOR ADOPTION

##### R1.1 Regular Board Meeting Minutes – June 23, 2021

The Chair asked for any corrections to the minutes.

(2021-09-011)  
The Chair declared the minutes of the open meeting June 23, 2021 approved as amended.

Correction to R6.7: Trustee Hillton conflict declaration should read Trustee Hillton belongs to CUPE.

##### R1.2 Special Board Meeting Minutes – July 28, 2021

The Chair asked for any corrections to the minutes.

(2021-09-012)

The Chair declared the minutes of the special open meeting July 28, 2021 approved as presented.

R1.3 Excerpts of Closed Board Meeting – June 23, 2021

(2021-09-013)

The Chair declared the excerpts of the closed board meeting June 23, 2021 approved as presented.

R1.4 Excerpts of Special Closed Board Meeting – September 14, 2021

(2021-09-014)

The Chair declared the excerpts of the special closed board meeting September 14, 2021 approved as presented.

2.0 BUSINESS ARISING

3.0 ESSENTIAL ITEMS

4.0 PRESENTATIONS

Mr. Neufeld from Sander Rose Bone Grindle accounting firm presented the audit report to the Board. The auditor found the financial statements to present fairly, in all material aspect, in accordance with all required regulation.

5.0 REPORTS FROM THE SECRETARY TREASURER

R5.1 Audited Financial Statements 2020-21

The Secretary-Treasurer reviewed the 2020-21 Audited Financial Statements with the Board. The District was in an Accumulated Operating Surplus position as at June 30, 2021 and ended the year with a total Operating Surplus of \$1,450,818. The majority of the operating surplus is in the following areas:

- underspent funds in Indigenous Education (\$93,417)
- Holdback Funding (\$141,969)
- Service Improvement Allocation (\$27428)
- School-Based Surpluses (\$477,552)

Therefore, the District-based portion of the Operating Surplus is \$710,452.

An operating reserve balance of \$8.5 million is available, of which \$2.0 million is internally restricted.

(2021-09-015)

MOVED/SECONDED – Gulick/Hillton

THAT, the Board approve the 2020-21 Audited Financial Statements as presented.

CARRIED UNANIMOUSLY

R5.2 Audit Management Letter

The Board reviewed the audit letter provided to management. The audit letter indicates any concerns, observations, and recommendations. The auditors found no major issues and no additional internal controls were recommended.

R5.3 2020-21 Financial Statement Discussion & Analysis Report

The Secretary Treasurer reviewed the 2020-21 Financial Statement Analysis Report. The report is an overview of the financial statement discussion with the Board.

R5.4 Minor Capital Submission

The Secretary Treasurer reviewed the 2022-23 Minor Capital Plan initiatives to be submitted to the Ministry.

(2021-09-016)

MOVED/SECONDED – Gulick/Borton

In accordance with provisions under section 142 (4) of the *School Act*, the Board of Education of School District No.59 (*Peace River South*) hereby approves the proposed Minor Capital submission of the Five-Year Capital Plan for 2022/23, as provided on the Five-Year Capital Plan Summary for 2022/23 submission to the Ministry of Education.

CARRIED UNANIMOUSLY

R5.5 Preliminary Enrollment

The preliminary enrollment was reported at 3639.93 FTE (an increase of 44.9 FTE from projected enrollment). Students registering in distributed learning this year are not tagged to their catchment area school. Final enrollment numbers for Ministry funding will be determined as of September 29<sup>th</sup> and reported in the October board meeting.

R5.6 Restart Funding

In June 2021, the province of BC announced \$43.6 million of funding. The District received \$74,932 to support mental health, \$109,006 for ongoing health and safety measures and \$141,969 in holdback funding to address impacts from the pandemic on student learning. The holdback allocation was received in April and June of 2021. The District is targeting the funds towards staff to assist families to re-engage with school and to provide additional classroom support for students.

R5.7 Pouce Coupe Elementary Expansion Update

Northern Lights Legendary Construction Ltd began the Pouce Coupe expansion project over the summer. The two portables onsite were moved and are still being used as classroom space. One was relocated to Canalta Elementary School and the other one is still being used by Pouce Coupe Elementary until the expansion is complete. The portable will then be relocated to Crescent Park Elementary School.

6.0 REPORTS FROM THE SUPERINTENDENT OF SCHOOLS

R6.1 School/Student News

The Superintendent reported school/student news:

- All schools enjoyed the delivery of smile cookies from the Hospital Foundation Smile Cookie campaign last week. Thank-you to the local businesses and organizations that sponsored schools.
- Devereaux Elementary students are excited to have a new universally acceptable playground installed.
- Intermediate students at Crescent Park and Ecole Frank Ross were excited to start the school year off with field trips to Swan Lake – the students participated in leadership, teamwork, outdoor and canoeing activities.
- DCSS campuses are excited to have extra-curricular and intra-mural sport activities back. Unchagah Hall has also opened up for use.
- Central Campus students held a moc vote with the election.
- SD59 will honour Truth and Reconciliation the week of September 27<sup>th</sup> to October 1<sup>st</sup>. Orange Shirt Day will be recognized on September 29<sup>th</sup>.
- Chetwynd Secondary School welcomed students back with a welcome breakfast table; grads are being recognized with their names on flowers, painted lockers decorate the hallways, art students are making ceramics, foods classes are baking cinnamon buns and the leadership class is active with planning events already.
- TRSS Art classes are focusing on sketching.
- Little Prairie grade two students are studying neural pathways and social emotional learning.

#### R6.2 COVID-19 Communicable Disease Plan & Return to School

School District No.59 (PRS) has updated the health and safety protocols for the return to school this fall. The protocols were updated in reference to the recently announced K-12 Education Recovery Plan and Provincial COVID-19 Communicable Disease Guidelines for K-12 Settings. The District has implemented additional measures in the health and safety protocols due to the higher case counts and the low vaccination rates in our area. Schools also have site specific plans with additional information specific for their site. Individuals are encouraged to review the plans on the school district website as well as individual school sites. The province will be reinstating exposure notifications; however, the details around how the notices will be presented hasn't been announced yet.

#### R6.3 Framework for Enhanced Student Learning

The Framework for Enhancing Student Learning (FESL) report was presented to the Board. The report is submitted to the Ministry of Education as a formal document that is used to set, create and maintain a strategic plan, annually report on student outcomes and put systems in place 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, including Indigenous students, children and youth in care, and students with disabilities or diverse abilities.

#### R6.4 Tripartite Transportation Agreements

The Superintendent shared the Tripartite Transportation Agreements for Sauteau First Nations and West Moberly First Nations. The Agreements are signed by both the Board of Education and First Nations and are sent to the Ministry of Education.

R6.5 Student Discipline Report

The student discipline summary report for the month of June 2021 was presented. A total of 35 suspensions were reported. Following is a breakdown of the main offences:

- Safety of Others                    12
- Fighting                                8
- Controlled Substance                7

The Board discussed the purpose of continuing to provide this report monthly and agreed on receiving an annual summary report instead.

R6.6 2021-22 School Calendar Revision

The 2021-22 school calendar was amended to align with provincial and federal legislation to recognize September 30<sup>th</sup>, 2021 as a National Day for Truth and Reconciliation. The Ministry of Education reduced the minimum hours of instructional minutes five hours; therefore, there is no impact on the daily instructional hours in schools.

(2021-09-017)

MOVED/SECONDED – Gulick/Borton

THAT, the Board approve the amended 2021-22 school calendar as presented.

CARRIED UNANIMOUSLY

7.0 TRUSTEE ITEMS

R7.1 BCSTA Update – T. Jones

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

R7.2 Recording Board Meetings – R. Gulick

Trustee Gulick presented a motion to record public board meetings and make available on the school district website for public access.

(2021-09-018)

MOVED/SECONDED – Gulick/Lalonde

THAT, the public board meetings be recorded (audio and video) and posted online for a 2 month trial period to allow for public viewing;

WHEREAS, this new practice will be reviewed after the 2-month trial period and if the new process is approved to continue the recordings will be posted for a minimum of 365 days before expiring;

FURTHERMORE, it is understood that technology restraints or issues may arise and may be limited in venue's outside of the School District Board Office; therefore, recordings may not be available in those circumstances.

CARRIED (Opposed: Jones, Ziemer)

R7.3 2021-22 Committees & Reps

The Board assigned trustees to standing committees and schools for the 2021-22 school year.



## 8.0 COMMITTEE REPORTS

### R8.1 Policy Committee

The Policy Committee brought forward the following recommendations:

#### R8.1.1 Policies for Adoption

The Policy Committee presented the following regulation for adoption:

(2021-09-019)

MOVED/SECONDED – Gulick/Ziemer

THAT, the Board adopt Policy 3170 Respectful Workplace: Bullying and Harassment as presented.

CARRIED UNANIMOUSLY

#### R8.1.2 Policies for Review

The following new policy and regulation was presented for circulation:

(2021-09-020)

MOVED/SECONDED – Gulick/Lalonde

THAT, the Board circulate Policy 3165 Public Interest Disclosure for review for a minimum period of 45 days.

CARRIED UNANIMOUSLY

## 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 – October 20, 2021

## ADJOURNMENT

(2021-09-021)

MOVED – Borton

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

CARRIED UNANIMOUSLY

CERTIFIED CORRECT:

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(C. Anderson) Board Chair

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(M. Panoulis) Secretary Treasurer



# School District No.59 (Peace River South)

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**MEETING:** Closed Board Meeting  
**DATE:** September 22, 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 – June 23, 2021
- Special Closed Minutes – September 14, 2021

## Business Arising

### Trustee Items

Items discussed and reported included:

- BCPSEA Update
- SAC Committee Report
  - SAC Operations
- Superintendent Evaluation

### Superintendent's Reports

Items discussed and reported included:

- Personnel Matters

## Secretary Treasurer's Reports

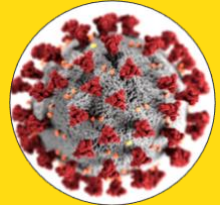
## Adjournment Motion

CERTIFIED CORRECT:

\_\_\_\_\_  
C. Anderson, Board Chair

\_\_\_\_\_  
M. Panoulas, Secretary Treasurer

**School District No. 59**  
**COVID-19**  
**Communicable Disease Protocols**  
**for Schools**



K-12 Education Recovery Plan

(Revised October 1<sup>st</sup>, 2021)

# COVID-19 COMMUNICABLE DISEASE PROTOCOL: SCHOOL SITE PROCEDURES

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# COVID-19 COMMUNICABLE DISEASE PROTOCOL: SCHOOL SITE PROCEDURES

## Overview

The Ministry of Education has shifted from a pandemic response to a recovery. This recovery is guided by health and safety guidelines, measures, protocols, and orders as well as the principles developed for continuity of learning during the pandemic. This Protocol is meant to address a return to face to face instruction.

### **Before a child is able to attend school, it is expected that parents/caregivers will:**

- complete a daily health check with their child, checking for symptoms of COVID-19 each day prior to dropping their child off at the school site. Parents/caregivers and students can utilize the [K-12 Health Check](#) app for daily assessment of symptoms, or reference the SD59 Daily Health Check Form. The parental check will include checking for fever, chills, cough, shortness of breath, loss of sense of smell or taste, nausea and vomiting, sore throat, loss of appetite, extreme fatigue, headache, body aches and diarrhea.
- **Keep child at home when sick.**
- provide their child with a water bottle (water fountains may not be available).

### **All Students in Grades K – 12**

- **All students in grades K - 12 are required to wear a mask or face shield (in which case a mask should be worn in addition to the face shield) indoors in schools and on school buses.**

## COVID-19 Preventative Measures for Staff



- Complete the active daily health check, checking for symptoms of COVID-19 each day prior to coming to work. Staff can utilize the [BC COVID-19 Self Assessment Tool app](#) for daily assessment of symptoms, or reference the SD59 Daily Health Check Form. The health check will include checking for fever, chills, cough, shortness of breath, loss of sense of smell or taste, nausea and vomiting, sore throat, loss of appetite, extreme fatigue, headache, body aches and diarrhea. School and district administrators are required to verify that staff and other adult health checks have been completed before they enter the school.
- **Stay home when you are sick.**
- Wash your hands often with soap and water for at least 20 seconds, especially after blowing your nose, coughing, sneezing, going to the washroom, before eating or preparing food, and entering the building. If sinks are not available, use hand sanitizer.
- All K-12 staff are required to wear a mask or face shield (in which case a mask should be worn in addition to the face shield) in schools - both within and outside of their learning group, except when:
  - There is a barrier in place
  - Eating or drinking
- Staff will work with the students to help them understand and practice coughing and sneezing etiquette; reminding students to cough or sneeze into their elbow or a tissue, and then throw out the tissue if used and wash hands or use hand sanitizer afterwards.
- Staff will work with the students to help them understand and practice avoiding touching their eyes, nose, and mouth with unwashed hands.
- Manage flow of people in common areas, including hallways and around lockers, to minimize crowding and allow for ease of people passing through. 2 metre physical distancing is not required.

## **COVID-19 Communicable Disease Plan Reviews**

Schools must regularly review COVID-19 Communicable Disease Plans and should do so with their Site Committees and address areas where there are identified gaps in implementation. Schools are to use the BCCDC COVID-19 School Health and Safety Checklist (See Appendix C) to support these plan reviews.

## **Learning Groups**

Public Health no longer recommends Learning Groups.

## **COVID-19 Procedures for Staff - Multiple Sites**

In order to support students, families and staff, School District #59 has many staff who work at multiple sites including but not limited to the district learning services team (speech, elementary counsellors, educational psychologist, literacy teachers, etc.) and on call teachers (TTOCs and TOCs) and on call educational assistants (EA). These staff work in multiple schools and with multiple learning groups.

1. Staff who work at multiple sites are required to wear a mask or face shield (in which case a mask should be worn in addition to the face shield) in schools except when:
  - There is a barrier in place
  - Eating or drinking
  - Outdoors
2. When entering schools, staff who work at multiple sites must follow all school COVID-19 protocols and procedures (daily health checks, entrance and location routines, hand hygiene, sign in, etc.). Staff must familiarize themselves with these protocols before going to a school.
3. When possible, staff who work at multiple sites can participate virtually in meetings with others if it meets their job requirements and responsibilities.
4. Staff who work at multiple sites must schedule their visits with schools to ensure space and availability for working with students, families and staff. Schools will designate the contact person (for example: administrator, learning assistance teacher, etc.). In addition, they need to coordinate with other staff when possible to limit the number of outside staff in a school at a given time.
5. Staff who work at multiple sites must keep a detailed log, including names (first and last) of anyone with whom they worked (students, families, staff, community agencies, etc.)
6. TTOC, TOC and EA substitutes will need to follow all COVID-19 Communicable Disease Protocols:
  - a. District administration/staff and/or school-based administrators will meet with TTOC, TOC and EA substitutes to review district and school COVID-19 Communicable Disease Protocols prior to working at school sites.
  - b. TTOCs, TOCs, and EA substitutes are required to wear a mask or face shield (in which case a mask should be worn in addition to the face shield) in schools at all times, except when:
    - There is a barrier in place
    - Eating or drinking
    - Outdoors

## COVID-19 Procedures for Community Agencies

School and district staff also work closely with community agencies such as the Ministry of Children and Families, Children and Youth Mental Health, Children and Youth with Special Needs, etc. in order to support student and family needs. These community agencies are an integral part of the school team for many students and families and may need to come into the school to be a part of this team.

1. When entering schools, community agencies must follow all school COVID-19 Communicable Disease Plan protocols and procedures (daily health checks, entrance routines, hand hygiene, sign in, etc.). Schools must ensure that the community agency is familiar with these protocols prior to coming to the school.
2. When possible, schools may connect with the community agency virtually.
3. Schools will designate a contact person (for example: administrator, learning assistance teacher, etc.) to schedule times and locations to meet with outside agency in the school building.
4. Community Agency staff are required to wear a mask or face shield (in which case a mask should be worn in addition to the face shield) in schools at all times, except when:
  - There is a barrier in place
  - Eating or drinking
5. Community agencies will be asked to keep a detailed log including names (first and last) of anyone with whom they worked (students, families, staff, etc.) during their time at the school.

## COVID-19 Procedures for Students with Diversabilities

Supporting students with disabilities/diverse abilities may require staff providing support services to be in close physical proximity or in physical contact with a student.

When staff are working with a student indoors, and the service cannot be provided from behind a barrier, staff are required to wear a non-medical mask, a face covering or a face shield (in which case a non-medical mask should be worn in addition to the face shield). Additional personal protective equipment is not required beyond that used as part of the personal care routine normally encountered in their regular course of work (e.g., gloves for toileting).

When working with students where seeing facial expressions and/or lip movement is important, and the service cannot be provided from behind a barrier, options include having the staff member wear a mask with a transparent section to enable visualization of the mouth. More information on masks and face coverings is available on the BCCDC website.

- **Students in Grades K to 12 are also required to wear a non-medical mask or face covering when receiving services indoors and a barrier is not present.**

In addition to a non-medical mask, those providing health or education services that require being in close proximity to a student should follow their standard risk assessment methods to determine what PPE is needed for general communicable disease prevention in accordance with routine practices.

Schools will have non-medical masks and face shields available for staff.

- a. Staff are required to wear a mask or face shield (in which case a mask should be worn in addition to the face shield) in schools at all times, except when:
  - There is a barrier in place



- Eating or drinking

## **School Gatherings and Events**

School gatherings and events (including inter-school events) can occur in line with those permitted as per relevant local, regional, provincial and federal public health recommendations and Orders. Organizers should apply a trauma-informed lens to their planning, including consideration of:

- respecting student and staff comfort levels regarding personal space;
- using space available to spread people out as much as possible, respecting room occupancy limits, and ensuring enough space is available to prevent involuntary physical contact between attendees (i.e. overcrowding); and
- gradual transitions to larger gatherings (e.g. school-wide assemblies), including starting with virtual or smaller in-person options, shorter in-person sessions, etc.

## **Visitors**

Schools can leave front doors unlocked for visitor access but may wish to encourage visitors to make appointments.

Schools are responsible for ensuring that visitors are aware of communicable disease protocols and requirements, and have completed a daily health check, prior to entering the school.

- Information on communicable disease protocols and requirements for visitors should be posted by the entrance to the school, on the school's website and included in communications to students and families.

Schools must have a sign in/sign out process in place for all visitors and staff who are not typically onsite (e.g. TTOCs, itinerant teachers/specialists, maintenance or IT personnel, district/authority administrators).

- **All visitors must wear a non-medical mask when they are inside the school.**
- Where possible, visitor access should be limited to those areas required for the purpose of the visit (e.g. school office for drop-off/pick-up of items, gymnasium for a sports event, etc.), and parents/caregivers should be encouraged to drop-off/pick-up students outside of the school.
- Parents/caregivers and other visitors should respect others' personal space on school grounds, including outside.

After hours community use of facilities is allowed in alignment with other health and safety measures:

- Use must occur in line with those activities permitted as per relevant local, regional, provincial and federal public health recommendations and Orders
- Diligent hand hygiene
- Respiratory etiquette
- Ensuring participants stay home if they are feeling ill
- Where possible, limiting building access to only those areas required for the purpose of the activity

Community users are responsible for collecting names and contact information of participants to support contact tracing activities by the local health authority.

## Student Drop Off/Pick Up:

- Students will use designated entrance(s) and exit(s). These are site-specific.
- Students will maintain physical distancing as they enter/exit the school.
- Students will wash their hands or use hand sanitizer when they enter/exit the school.
- Parents must drop off and pick up their students at their designated time (site specific).
- Schools will have further site-specific procedures for student arrival/exit at school.
- Schools will develop site specific procedures for students arriving and departing by bus.
  - Where possible, bus line up areas should be set up to prevent crowding.

## Playgrounds and Outdoor Activities

- Take students outside more often.
- Reassure students, parents and caregivers that playgrounds are a safe environment, and encourage appropriate personal hygiene practices before, during, and after outdoor play.
- Spread people out into different areas.
- Limit the number of students on certain pieces of playground equipment.

## Washrooms

- Schools will develop a washroom use plan for students to prevent crowding.
- Regularly review the COVID-19 handwashing guidelines (as posted) with students.

## Food for Students

- Students must wash their hands or use hand sanitizer before handling food.
- Students are not to share food items or contact food items that belong to others.
- Microwave ovens must be treated like other frequently touched items and cleaned and disinfected.
- Students should consume food items at their individual designated work area and clean the area when finished.
- All beverage and food containers should be clearly labeled with the student name.

## Workspaces for Students

- Avoid close greetings (**e.g. hugs, handshakes**). Regularly remind students about keeping their **“hands to yourself”**.
- Learning spaces are arranged to maximize the space available and to minimize people directly facing one another (where possible).
- Stagger recess/snack, lunch and class transition times to provide a greater amount of space for everyone.
- Incorporate more individual activities or activities that encourage more space between students and staff.
- For younger students, adapt group activities to minimize physical contact and reduce shared items.
  - For adolescent students, minimize group activities and avoid activities that require physical contact.
  - Manage flow of people in common areas, including hallways and washrooms.

# COVID-19 COMMUNICABLE DISEASE PROTOCOL: SCHOOL SITE PROCEDURES

## Physical Education

Spread out students and staff within available space, and encourage outdoor activities and programs, as much as possible.

**K-12 staff and students in Grades K to 12 are required to wear masks during PHE/outdoor program classes when they are indoors, and a barrier is not present.**

Students are not required to wear masks during high-intensity physical activities (e.g. stationary bike, weightlifting, basketball, soccer); mask use during these activities is left to students' choice. Staff are encouraged to move high-intensity physical activities outdoors whenever possible.

For low intensity activities (e.g. yoga, walking), students are required to wear masks when they are indoors, and a barrier is not present.

Shared equipment can be used, provided it is cleaned and disinfected as per the guidelines in the Cleaning and Disinfecting section of this document.

- Students should be encouraged to practice proper hand hygiene before and after using frequently touched pieces of equipment (e.g. before and after a sports game using a shared ball), as well as proper respiratory etiquette.
- Equipment that touches the mouth (e.g. water bottles) should not be shared unless cleaned and disinfected in between uses.

Why are masks not required during high intensity physical activity? During high intensity physical activity, respiration rates are increased (resulting in a wet mask) and the wearer is more likely to touch their face and adjust the mask frequently. These factors lessen the protective value a mask may offer. In addition, a wet mask is more difficult to breathe through; those wearing masks during high intensity activities should change them as soon as they become wet.

## Music Classes

**K-12 staff and students in Grades K to 12 must wear masks when indoors and a barrier is not present. Masks can be temporarily removed while engaging in an educational activity that cannot be performed while wearing a mask (e.g. playing a wind instrument), but must be worn while singing.**

Shared equipment should be cleaned and disinfected as per Cleaning and Disinfecting guidelines and students should be encouraged to practice proper hand hygiene before and after music equipment use.

- Equipment that touches the mouth (e.g. instrument mouth pieces) should not be shared unless cleaned and disinfected in between uses.

## School Sports

Intra and inter-school programs, activities (e.g. intramurals, sports team practices, games), sports academies and events can continue in alignment with the following guidance:

- Requirements of relevant local, regional and provincial public health recommendations and Orders for community gatherings and events.
- **Masks are worn by K-12 staff, other adults and students in grades K to 12 when they are indoors, and a barrier is not present.**
  - Students are not required to wear masks during high-intensity sport activities (e.g. stationary bike, weightlifting, basketball, soccer); mask use during these activities is left to students' personal choice. Staff are encouraged to move high-intensity sport activities outdoors whenever possible.

# COVID-19 COMMUNICABLE DISEASE PROTOCOL: SCHOOL SITE PROCEDURES

- For low intensity sport activities (e.g. stretching, golf), students are required to wear masks when they are indoors and a barrier is not present.
- Use all available space to spread students and staff out as much as possible.

Shared equipment can be used, provided it is cleaned and disinfected as per the guidelines in the Cleaning and Disinfecting section of this document.

- Students should be encouraged to practice proper hand hygiene before and after using frequently touched pieces of equipment (e.g. before and after a sports game using a shared ball), as well as proper respiratory etiquette.
- Equipment that touches the mouth (e.g. water bottles) should not be shared unless cleaned and disinfected in between uses.

Sport activities should be held outside whenever possible.

See the Return to School Sports Plan from BC School Sports for additional information. In the case of any discrepancy in guidance, schools and school districts are expected to follow the Ministry of Education guidelines outlined in this document.

## **Emergency Evacuation Drill**

Schools should continue to practice emergency (e.g. fire, lockdown) and evacuation drills, including the six required annual fire drills as per BC Fire Code 2.8.3.2, and modify current procedures to adhere to health and safety guidelines (e.g., providing additional muster spots to prevent crowding/congestion).

- Staff should be notified in advance of emergency/evacuation drills (i.e. no “surprise” drills)
- The BC Fire Code requires schools to conduct “total evacuation fire drills” involving all occupants in the building. Partial evacuations involving smaller groups of students would not comply with the fire drill requirements of the Fire Code.
- Schools must continue to update their fire safety plans on an annual basis, as per the BC Fire Code, to “ensure it takes account of the changes in use and other characteristics of the building” (such as current pandemic-related protocols). School fire safety plans, including fire drill procedures, should be developed in cooperation with the local fire department and other regulatory authorities.
- Emergency procedures may require modification to adhere to communicable disease plans (e.g. designating additional muster locations to reduce crowding where required, making efforts to minimize involuntary physical contact between participants, etc.). Schools may also need to consult with their local medical health officer for guidance on current public health Orders, which may affect site specific emergency and evacuation procedures.
  - In the event of an actual emergency, emergency procedures must take precedence over COVID-19 preventive measures.

## Staff will Promote Good Hand Hygiene and Respiratory Etiquette with Students

### **Reinforce and remind the rule of “hands to yourself”.**

Students will wash hands or use hand sanitizer, particularly:

- When they arrive at school and before they go home.
- Before/after any breaks (e.g., recess, lunch).
- Between different learning environments (e.g., outdoor-indoor transitions, from the gym to the classroom).
- Before and after eating and drinking (excluding drinks kept at a student’s desk or locker).
- After using the washroom.
- After handling common resources/equipment/supplies or pets.
- Before and after using an indoor learning, space used by multiple learning groups (e.g. the gym, music room, science lab, etc.)
- After sneezing or coughing into hands.
- Whenever hands are visibly dirty.

## Staff Should Wash Hands Frequently

Staff should wash hands or use hand sanitizer:

- When they arrive at school, before they go home. Before/after breaks (e.g. recess, lunch).
- Before and after eating and drinking.
- Before and after handling food or assisting students with eating.
- Before and after giving medication to a student or self.
- After using the washroom.
- After contact with body fluids (i.e., runny noses, spit, vomit, blood).
- After cleaning tasks, or handling garbage.
- After removing gloves.
- Whenever hands are visibly dirty.

## Staffroom and Breaks

- Staff are required to wear masks indoors (See PPE section for more guidance).
- Wash your hands or use hand sanitizer before you go into the staffroom.
- If you have to leave the building, make sure you follow the same protocols that you did when you arrived.
- Bring a lunch/snack that does not require a lot of preparation (to limit microwave use, surface use, utensil use, etc.).
- Clean the areas, surfaces, appliances, etc. that you use in the staffroom.
- Wash your hands or use hand sanitizer again before you go back to your classroom, office or workspace.
- Do not share food or drink.



# COVID-19 COMMUNICABLE DISEASE PROTOCOL: SCHOOL SITE PROCEDURES

## Other Shared or Specialty Spaces

- Administrators will develop procedures for use of other shared spaces within their individual buildings (libraries, gyms, shops, etc.). Procedures for these spaces must be in line with District protocols.

## Maintain Cleaning/Disinfecting Procedures

The following frequency guidelines must be adhered to when cleaning and disinfecting:

- General cleaning of the premises, and cleaning and disinfecting of frequently touched surfaces, **at least once in a 24-hour period.**
- Clean and disinfect any surface that is visibly dirty.
- Empty garbage containers daily.

The requirements for daily cleaning and disinfecting outlined above do not apply to spaces/equipment that are not being used by students, staff or visitors. Many schools may have implemented procedures such as sign-in sheets posted next to room entrances that help custodial staff focus cleaning/disinfecting activities on those spaces that have been utilized by staff or students.

Frequently touched surfaces include:

- Items used by larger numbers of students and staff, including doorknobs, light switches, hand railings, water fountains, faucet handles, toilet handles.
  - Limiting access to water fountains is no longer recommended. Hand hygiene should be practiced before and after use.
  - **School communicable disease plans should not include restricting access to water, washrooms or other spaces that support student learning and well-being (e.g. gymnasiums, libraries, support rooms, etc.). Schools should return to full operation of all spaces in alignment with the protocols outlined in this document.**
- Shared equipment (e.g. computer keyboards and tablets, glassware and testing equipment for science labs, kitchen equipment for culinary programs, sewing machines and sewing equipment for home economic programs, PE/sports equipment, music equipment, etc.)
- Appliances (staff and students can share the use of appliances and other objects, but treat items like microwaves, refrigerators, coffee pots, photocopiers or laminators as frequently touched surfaces)
- Service counters (e.g., office service window, library circulation desk)

Frequently-touched items like toys or manipulatives that may not be able to be cleaned often (e.g. fabrics) or at all (e.g. sand, foam, playdough, etc.) can be used, if hand hygiene is practiced before and after use. Carpets and rugs (e.g. in Kindergarten and StrongStart classes) can also be used.

There is no evidence that the COVID-19 virus is transmitted via textbooks, paper or other paper-based products. Laminated or glossy paper-based products (e.g. children's books or magazines) and items with plastic covers (e.g. DVDs) can be contaminated if handled by a person with COVID-19; however, the risk is low. There is no need for these items to be cleaned and disinfected or quarantined for any period of time, or for hand hygiene to be practiced before or after use.

# COVID-19 COMMUNICABLE DISEASE PROTOCOL: SCHOOL SITE PROCEDURES

## Universal Precautions

- Wash your hands with soap and water for at least 20 seconds after you have had contact with blood or other body fluids, after going to the washroom, before preparing or eating food, and after removing latex gloves. Use hand lotion to help keep your hands from becoming chapped or irritated. Intact skin is your first defense against infection!
- Wear gloves when in contact with blood or other body fluids, excrement or non-intact skin.
- Wear gloves when in contact with articles such as clothing or surfaces that have been contaminated with blood or body fluids.
- Replace torn or punctured gloves immediately.
- DO NOT clean up blood or other bodily fluids from surfaces, call administrator or speak with the on-site custodian regarding clean-up
- If you have cuts or open sores on your skin, cover them with a plastic bandage.

## Illness and Self-Assessment Policies and Protocols

The School District has developed local protocols that:

- Ensure staff and other adults (e.g. parents, caregivers, visitors) entering the school/worksite are aware of their responsibility to complete a daily health check prior to entering the school/worksite (e.g. emails/letters to parents and staff, orientation video, signage on doors) and to stay home if they are sick.
- Clearly communicate with parents/caregivers their responsibility to complete a daily health check with their child, and keep them home from school if they are sick.
- Establish procedures for students and staff who become sick while at school/work to be sent home as soon as possible.
  - Some students or staff may not be able to be picked up immediately. As such, schools should have a space available where the student or staff can wait comfortably and is separated from others (at least 2M), and provide the student or staff with a non-medical mask if (unless they are experiencing gastrointestinal symptoms and are at risk of vomiting).
    - Schools must provide supervision for younger children. Supervising staff should wear a non-medical mask and face shield if they are unable to maintain physical distance, avoid touching bodily fluids as much as possible, and practice diligent hand hygiene.
  - Staff responsible for facility cleaning should clean and disinfect the surfaces/equipment which the bodily fluids may have been in contact with while they were ill (e.g., their desk in a classroom, the bathroom stall they used, etc.) prior to the surfaces/equipment being used by others. Cleaning/disinfecting the entire room the person was in (a “terminal” clean) is not required in these circumstances.
- Establish procedures that allow for students and staff to return to school/work in line with the guidance in the Staying Home, Self-Isolation and Symptoms section.

This is to ensure students and staff who are not sick are not kept out of school/away from work longer than necessary.

- Schools and districts should not require a health-care provider note (i.e. a status of any individual, beyond those required to support medical accommodation as per usual practices).

## **Daily Health Check**

A daily health check is a tool to reduce the likelihood of a person with COVID-19 coming to school when they are infectious.

- Parents and caregivers should assess their children daily for illness before sending them to school.
  - Parents/caregivers and students can utilize the provincial K-12 Health Check app for daily assessment of symptoms.
- Staff and other adults must complete a daily health check prior to entering the school.
- If a student, staff or other adult is sick, they must not enter the school.

## **Staying Home, Self-Isolation and Symptoms**

### **Stay Home When Required to Self-Isolate**

Students, staff or other adults **must stay home if they are required to self-isolate**.

### **Symptoms of Illness and Return to School**

**Students, staff or other adults should stay at home when sick**, as this is one of the most important ways to reduce the introduction to and the spread of COVID-19 in schools. The following resources provide guidance regarding specific symptoms of illness:

- Parents/caregivers and students can use the [K-12 Health Check](#) app.
- Staff and adults can refer to the BCCDC's [When to get tested for COVID-19](#)
- Staff, students and parents/caregivers can also use the [BCCDC online Self-Assessment Tool](#), call 8-1-1 or their health care provider.

When a staff, student or other adult can return to school depends on the type of symptoms they experienced (as indicated in the [K-12 Health Check](#) app and the BCCDC "[When to get tested for COVID-19](#)" resource), if a COVID-19 test is recommended, and the type of illness they had (e.g. COVID-19 or other illness). See Appendix A – COVID-19 Symptoms, Testing and Return to School for more information.

Students and staff who experience symptoms consistent with a previously diagnosed health condition (e.g. seasonal allergies) can continue to attend school when they are experiencing these symptoms as normal. They do not require re-assessment by a health-care provider and should not be required to provide a health-care provider note. If they experience any new or unexplained symptoms, they should seek assessment by a health-care provider.

Students or staff may still attend school if a member of their household develops new symptoms of illness, provided the student/staff has no symptoms themselves. If the household member tests positive for COVID-19, public health will advise the asymptomatic student/staff on self-isolation and when they may return to school.

**Northern Health Online Clinic and Information Line: [1-844-645-7811](tel:1-844-645-7811)**



## **Protocol if a Student/Staff Develops Symptoms of Illness at School**

If a student or staff member develops symptoms at school, schools will:

- Provide the student/staff with a non-medical mask if they don't have one (exceptions should be made for students and staff who cannot wear masks for medical and/or disability-related reasons).
- Provide the student/staff with a space where they can wait comfortably that is separated from others.
  - The student is to be supervised and cared for, when separated.
- Make arrangements for the student/staff to go home as soon as possible.
  - Contact the student's parent/caregiver with a request to have their child picked up as soon as possible.
- Clean and disinfect the areas the student/staff used.
- Request that the student/staff stay home until COVID-19 has been excluded and symptoms have resolved.

**Students, staff or other adults should stay home when sick.**

## **Protocol in the Event of a Confirmed Covid-19 Case in a School**

If a student or staff member is confirmed to have COVID-19, and were potentially infectious while they were at school:

- Public health will perform an investigation to determine if there were any potential close contacts within the school. (To learn more about contact tracing, visit the BCCDC website.)
  - Students and staff who have interacted with the confirmed case may be asked to stay home while public health completes their investigation.
- If it is determined that there are close contacts within the school, public health will notify the school administrators to request class and bus lists to assist with contact tracing and provide guidance on what steps should be taken.
- Public health may then:
  - Recommend 14-day isolation if necessary (for confirmed close contacts).
  - Recommend monitoring for symptoms if necessary.
  - Provide follow-up recommendations if necessary.
- Schools will continue to provide learning support to students required to self-isolate.
- Together, schools/school districts and public health officials will determine if any other actions are necessary.

There is no role for screening students or staff for symptoms, checking temperatures, or COVID-19 testing. Such activities are reserved for health-care professionals.

The District and school personnel must not provide notification to staff or students' families if a staff member or student becomes ill at home or at school, including if they display symptoms of COVID-19, unless directed to by public health.

## **Personal Protective Equipment (PPE)**

Personal protective equipment (including masks) can provide an additional layer of protection. Non-medical masks and face coverings (masks) have a role to play in preventing the spread of COVID-19. They provide some protection to the wearer and to those around them.

In the event a regional or provincial public health recommendation or Order requires stricter non-medical mask use than what is outlined in this document, that recommendation or Order should be followed.

Those wearing masks should still continue to respect others personal space.

Masks should not be used in place of the other safety measures detailed in this document.

# COVID-19 COMMUNICABLE DISEASE PROTOCOL: SCHOOL SITE PROCEDURES

## K-12 Staff

All K-12 staff are required to wear a mask or a face shield (in which case a mask should be worn in addition to the face shield) indoors in schools and on school buses.

## Supporting Students with Complex Needs

Supporting students with complex behaviours, medical complexities or receiving delegated care may require staff providing health services or other health care providers to be in close physical proximity or in physical contact with a medically complex or immune suppressed student.

- People providing these services in schools must wear a mask (medical or non-medical) when providing services and the service cannot be provided from behind a physical barrier. Additional PPE over and above that needed for routine practices and the use of a medical or non-medical mask is not necessary.
- Those providing health services in schools may be receiving different guidance related to PPE from their regulatory college or employer. Health service providers are encouraged to work with their employer to confirm what PPE is recommended for the services they provide in school settings.
- Parents and caregivers of children who are considered at higher risk of severe illness due to COVID-19

## Students in Grades K - 12

All students in grades K - 12 are required to wear a mask or face shield (in which case a mask should be worn in addition to the face shield) indoors in schools and on school buses.

## Exceptions for Staff, Students and Visitors

The guidance outlined above regarding mask requirements does not apply to staff and students in the following circumstances:

- To a person who cannot tolerate wearing a mask for health or behavioural reasons;
- To a person who is unable to put on or remove a mask without the assistance of another person;
- If the mask is removed temporarily to engage in an educational activity that cannot be performed while wearing a mask (e.g. playing a wind instrument, engaging in high-intensity physical activity, etc.);
- If a person is eating or drinking;
- If a person is behind a barrier; or
- While providing a service to a person with a disability or diverse ability (including but not limited to a hearing impairment) where visual cues, facial expressions and/or lip reading/movements is important.

Schools must not require a health-care provider note (i.e. a doctor's note) to confirm if staff or students cannot wear a mask.

There will be no mask wearing exemptions for visitors or parents in our schools. If visitors/parents state that they will not/cannot wear a mask, offer to meet them via phone, via video conference, or outdoors.

This "no mask exemption for visitors protocol" in SD59 schools is a result of the high COVID-19 case counts and low vaccination rates in the Peace River South District. This protocol will be reviewed and is subject to change as COVID-19 case count numbers decrease and vaccination rates increase.

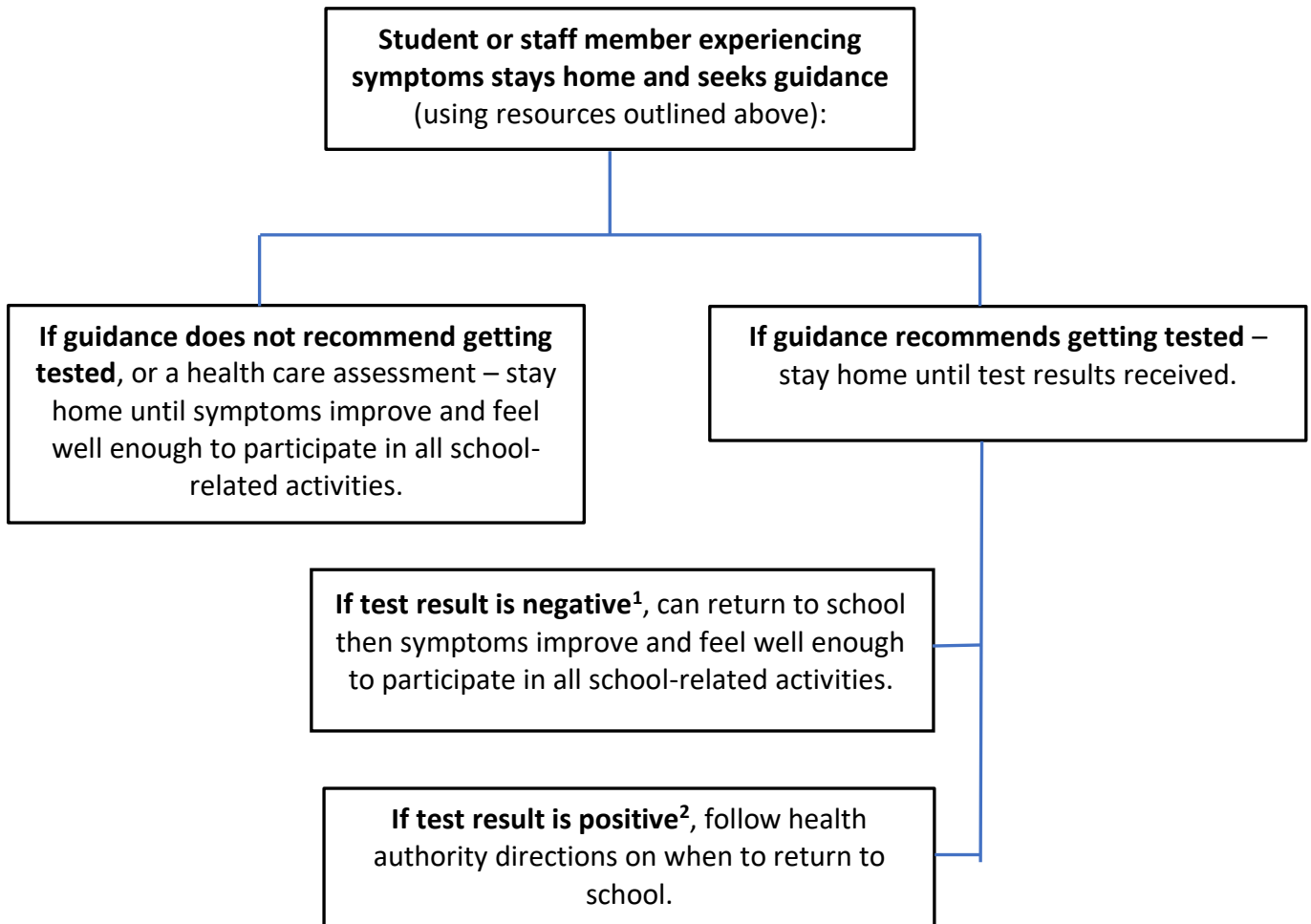
**No student should be prevented from attending or fully participating at school if they do not wear a mask.**

## **Supporting Documents:**

- **BC's K-12 Education Recovery Plan**: Updated August 24<sup>th</sup>, 2020 provides direction to boards of education and independent school authorities to deliver educational programs and supports in line with provincial pandemic recovery efforts in the 2021/22 school year by:
- **Provincial COVID-19 Health and Safety Guidelines for K-12 Setting**: Updated October 1<sup>st</sup>, 2021 to provide detailed information and guidelines pertaining to health and safety in K-12 schools.  
<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/k-12-covid-19-health-safety-guidelines.pdf>
- **BCCDC COVID-19 Public Health Guidance for K-12 School Settings**: Updated October 1<sup>st</sup>, 2021 to provide health and safety standards for schools to operate.  
[http://www.bccdc.ca/Health-Info-Site/Documents/COVID\\_public\\_guidance/Guidance-k-12-schools.pdf](http://www.bccdc.ca/Health-Info-Site/Documents/COVID_public_guidance/Guidance-k-12-schools.pdf)

## Appendix A: COVID-19 Symptoms, Testing and Return to School

When a student, staff or other adult can return to school depends on the type of symptoms they experienced and if a COVID-19 test is recommended. See the K-12 Health Check app and BCCDC When to get tested for COVID-19 resource for specific guidance. Staff, students and parents/caregivers can also use the BCCDC on Self-Assessment Tool or call 8-1-1 or their health care provider.



1. Symptoms of common respiratory illnesses can persist for a week or more. Re-testing is not needed unless the person develops a new illness. BCCDC has information on receiving negative test results.
2. Public health will contact everyone with a positive test. Visit the BCDC website for more information on negative test results.

# COVID-19 COMMUNICABLE DISEASE PROTOCOL: SCHOOL SITE PROCEDURES

## Appendix B-1: Daily Health Check for Students

### Daily Health Check for Students:

Based on current evidence, some symptoms are more likely to be related to COVID-19 than others. If your child has any of the symptoms listed below, follow the instructions.

Symptoms	What to Do
Fever higher than 38°C Chills Cough Difficulty breathing Loss of sense of smell or taste	<b>If yes to 1 or more of these symptoms:</b> Stay home. Contact a health care provider or call 8-1-1 about your symptoms and next steps.
	<b>What to Do</b>
Sore throat Loss of appetite Diarrhea Nausea and vomiting Extreme fatigue or tiredness Headache Body aches	<b>If yes to 1 of these symptoms:</b> Stay home until you feel better  <b>If yes to 2 or more these symptoms:</b> Stay home for 24 hours. If symptoms don't get better or get worse, contact a health care provider or call 8-1-1 about your symptoms and next steps.
<b>International Travel</b>	<b>What to Do</b>
Have you returned from travel outside Canada in the last 14 days?	<b>If yes:</b> Fully vaccinated students, staff and other adults who have travelled outside of Canada may qualify for the <a href="#">fully vaccinated traveller exemption</a> .  Students, staff and other adults who are not <a href="#">fully vaccinated</a> and have travelled outside of Canada <b>CANNOT attend school for 14 days after arrival</b> , as part of <a href="#">federal requirements</a> .
<b>Close Contact</b>	<b>What to Do</b>
Have you been notified by public health that you are a close contact of a person confirmed to have COVID-19?	Follow the instructions provided by Public Health.

When a **COVID-19 test** is recommended by health assessment, stay home until test results are received:

- If the COVID-19 test is **positive**, follow health authority direction on when to return to school.
- If the COVID-19 test is **negative**, you can return to school once symptoms have improved and you feel well enough to participate in all school-related activities. Symptoms of common respiratory illnesses can persist for a week or more. Re-testing is not needed unless you develop a new illness.

If a COVID-19 test is not recommended by the health assessment, you can return when symptoms improve, and you feel well enough to participate in all school-related activities. Testing may not be recommended if the assessment determines that the symptoms are due to another cause (i.e. not COVID-19).

# COVID-19 COMMUNICABLE DISEASE PROTOCOL: SCHOOL SITE PROCEDURES

## Appendix B-2: Daily Health Check for Staff

### Daily Health Check for Staff:

Based on current evidence, some symptoms are more likely to be related to COVID-19 than others.  
If you have any of the symptoms listed below, follow the instructions.

Symptoms	What to Do
Fever higher than 38°C Chills Cough Difficulty breathing Loss of sense of smell or taste	<b>If yes to 1 or more of these symptoms:</b> Stay home. Contact a health care provider or call 8-1-1 about your symptoms and next steps.
	<b>What to Do</b>
Sore throat Loss of appetite Diarrhea Nausea and vomiting Extreme fatigue or tiredness Headache Body aches	<b>If yes to 1 of these symptoms:</b> Stay home until you feel better  <b>If yes to 2 or more these symptoms:</b> Stay home for 24 hours. If symptoms don't get better or get worse, contact a health care provider or call 8-1-1 about your symptoms and next steps.
<b>International Travel</b>	<b>What to Do</b>
Have you returned from travel outside Canada in the last 14 days?	<b>If yes:</b> Fully vaccinated students, staff and other adults who have travelled outside of Canada may qualify for the <a href="#">fully vaccinated traveller exemption</a> .  Students, staff and other adults who are not <a href="#">fully vaccinated</a> and have travelled outside of Canada <b>CANNOT attend school for 14 days after arrival</b> , as part of <a href="#">federal requirements</a> .
<b>Close Contact</b>	<b>What to Do</b>
Have you been notified by public health that you are a close contact of a person confirmed to have COVID-19?	Follow the instructions provided by Public Health.

When a **COVID-19 test** is recommended by health assessment, stay home until test results are received:

- If the COVID-19 test is **positive**, follow health authority direction on when to return to work.
- If the COVID-19 test is **negative**, you can return to work once symptoms have improved and you feel well enough to participate in all work/school-related activities. Symptoms of common respiratory illnesses can persist for a week or more. Re-testing is not needed unless you develop a new illness.

If a COVID-19 test is not recommended by the health assessment, you can return when symptoms improve, and you feel well enough to participate in all work/school-related activities. Testing may not be recommended if the assessment determines that the symptoms are due to another cause (i.e. not COVID-19).

# COVID-19 COMMUNICABLE DISEASE PROTOCOL: SCHOOL SITE PROCEDURES

## Appendix B-3: Daily Health Check for Visitors

### Daily Health Check for Visitors:

Based on current evidence, some symptoms are more likely to be related to COVID-19 than other. If you have any of the symptoms listed below, follow the instructions and do not enter the school/building.

Symptoms	What to Do
Fever higher than 38°C Chills Cough Difficulty breathing Loss of sense of smell or taste	<b>If yes to 1 or more of these symptoms:</b> Stay home. Contact a health care provider or call 8-1-1 about your symptoms and next steps.
	<b>What to Do</b>
Sore throat Loss of appetite Diarrhea Nausea and vomiting Extreme fatigue or tiredness Headache Body aches	<b>If yes to 1 of these symptoms:</b> Stay home until you feel better  <b>If yes to 2 or more these symptoms:</b> Stay home for 24 hours. If symptoms don't get better or get worse, contact a health care provider or call 8-1-1 about your symptoms and next steps.
<b>International Travel</b>	<b>What to Do</b>
Have you returned from travel outside Canada in the last 14 days?	<b>If yes:</b> Fully vaccinated students, staff and other adults who have travelled outside of Canada may qualify for the <a href="#">fully vaccinated traveller exemption</a> .  Students, staff and other adults who are not <a href="#">fully vaccinated</a> and have travelled outside of Canada <b>CANNOT attend school for 14 days after arrival</b> , as part of <a href="#">federal requirements</a> .
<b>Close Contact</b>	<b>What to Do</b>
Have you been notified by public health that you are a close contact of a person confirmed to have COVID-19?	Follow the instructions provided by Public Health.

When a **COVID-19 test** is recommended by health assessment, stay home until test results are received:

- If the COVID-19 test is **positive**, follow health authority direction on when you may return to the school.
- If the COVID-19 test is **negative**, you can return to the school once symptoms have improved and you feel well enough. Symptoms of common respiratory illnesses can persist for a week or more. Re-testing is not needed unless you develop a new illness.

If a COVID-19 test is not recommended by the health assessment, you can return when symptoms improve, and you feel well enough. Testing may not be recommended if the assessment determines that the symptoms are due to another cause (i.e. not COVID-19).

## Appendix C: Health and Safety Checklist

### COVID-19 Public Health Guidance for K-12 Schools

## Health and Safety Checklist



Complete this checklist with your school's health and safety committee to assess your school's communicable disease plan with the Ministry of Education's [COVID-19 Communicable Disease Guidelines for K-12 Settings](#), which includes detailed guidance on the measures noted below. This checklist should be used in addition to the guidelines to develop and assess your school's communicable disease plan.

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

Measures below should always be in place.

Public Health Measures		
Attendance & Record Keeping	Practices in place to:	<input type="checkbox"/> Included
	<ul style="list-style-type: none"> <li>maintain daily attendance records for staff, students, and visitors (including teachers on call, itinerant teachers/specialists, district/authority personnel, parents/caregivers, and volunteers), and</li> <li>maintain accurate class and bus lists.</li> </ul> Daily attendance records should be kept for at least 45 days.	

Environmental Measures		
Ventilation and Air Exchange	All HVAC systems are operated and maintained as per standards and specifications, and are working properly.	<input type="checkbox"/> Included
	Portable air conditioners and fans are only used in ventilated spaces, with air moved from high to low.	<input type="checkbox"/> Included
	Risk mitigation strategies are identified for excessive heat events or times of poor air quality.	<input type="checkbox"/> Included
Cleaning and Disinfecting	Frequently touched surfaces (those touched by larger numbers of people) are cleaned and disinfected at least 1x/day. Surfaces touched by fewer people are cleaned 1x/day.	<input type="checkbox"/> Included
	Practices are in place to clean and disinfect frequently touched surfaces when they are dirty.	<input type="checkbox"/> Included
	Other general cleaning occurs in line with regular practices.	<input type="checkbox"/> Included
	Practices are in place to clean and disinfect any surfaces a person's body fluids have contacted after they have displayed symptoms of illness.	<input type="checkbox"/> Included

Administrative Measures		
Gatherings and events	School extracurricular and social gatherings and events (including those occurring within and between schools) are in line with those permitted as per relevant local, regional, Provincial and Federal health recommendations and Orders.	<input type="checkbox"/> Included
Space Arrangement	In indoor spaces, people have enough room to carry out intended activities without involuntary physical contact and all available space is used.	<input type="checkbox"/> Included



COVID-19 Public Health Guidance for K-12 Schools

Health and Safety Checklist



Administrative Measures		
	For indoor gatherings, people are spread out within the available space and room capacity limits are not exceeded.	<input type="checkbox"/> Included
	During breaks and other unstructured time in indoor settings, strategies are in place to ensure there is enough space available to prevent involuntary physical contact.	<input type="checkbox"/> Included
Staff Specific Considerations	WorkSafe BC guidance for workplaces is used to determine measures for staff-only spaces within a school and/or for non-school spaces operated by the school district/authority.	<input type="checkbox"/> Included
	Staff-only gatherings (e.g., meetings, professional development days, etc.) occur in line with those permitted as per relevant local, regional, Provincial, and Federal public health recommendations and Orders for workplace gatherings and events and any related WorkSafe BC guidance.	<input type="checkbox"/> Included
Visitors, including Itinerant Staff, Temporary Teachers on Call, Parents and Others	Processes are in place to ensure itinerant staff, teachers on call and visitors are aware of the school's communicable disease plan and their responsibility to follow measures at all times.	<input type="checkbox"/> Included
Curriculum, Programs and Activities	For music and physical education (and other subjects as necessary), prevention practices specific to the activity are implemented (e.g., cleaning mouth pieces and water bottles between use).	<input type="checkbox"/> Included
	Local and international field trips occur in line with those permitted as per relevant local, regional, Provincial, and Federal public health recommendations and Orders for local and/or international travel.	<input type="checkbox"/> Included
Bus Transportation	Frequently touched surfaces are cleaned and disinfected at least 1x/day. Surfaces touched by fewer people are cleaned 1x/day.	<input type="checkbox"/> Included
	Practices are in place to clean and disinfect frequently touched surfaces when they are dirty.	<input type="checkbox"/> Included
	Other general cleaning occurs in line with regular practices.	<input type="checkbox"/> Included
	Practices are in place to encourage bus drivers and passengers to practice hand hygiene before and after trips.	<input type="checkbox"/> Included
	Spread passengers out if empty seats are available.	<input type="checkbox"/> Included
	Windows are opened when the weather allows.	<input type="checkbox"/> Included
	Bus drivers, adult volunteers and visitors, and students in Grade 4 or higher wear masks according to the guidelines or applicable public health orders/recommendations.	<input type="checkbox"/> Included
	Grade K-3 students wear masks based on their personal or family/caregivers' choice.	<input type="checkbox"/> Included
Food Services	Food services (e.g., meal programs, cafeterias, fundraisers, etc.), are following regular operational and food safety practices.	<input type="checkbox"/> Included

## COVID-19 Public Health Guidance for K-12 Schools

# Health and Safety Checklist



BC Centre for Disease Control  
Prevent. Health. Save. Activity.

Administrative Measures		
Community Use of Schools	Community use of school facilities is aligned with related public health guidance, recommendations and Orders.	<input type="checkbox"/> Included
Water Fountains	The use of water fountains is not limited.	<input type="checkbox"/> Included

Personal Measures		
Daily Health Checks	Staff, parents and students are regularly reminded of their responsibilities to complete a Daily Health Check and are provided with resources on how to complete one (e.g., the <a href="#">K-12 Health Check</a> app).	<input type="checkbox"/> Included
Stay Home When Sick / What To Do When Sick	Staff and students are regularly reminded to stay home when they are sick and are provided with resources on what to do when they are sick (e.g., the <a href="#">BC Self-Assessment Tool</a> app).	<input type="checkbox"/> Included
Symptoms Develop at School	Practices are in place to appropriately respond when a staff member, student, or other person develops symptoms of illness while at school.	<input type="checkbox"/> Included
Returning to School After Illness	Health care provider notes (i.e., a doctor's note) are not required to confirm the health status of any individual, beyond those required to support medical accommodation as per usual practice.	<input type="checkbox"/> Included
Hand Hygiene & Respiratory Etiquette	Hand cleaning facilities are available and accessible throughout the school and are well maintained.	<input type="checkbox"/> Included

Personal Protective Equipment		
Masks	Staff, adult volunteers and visitors, and students in Grade 4 and higher in "bricks and mortar" schools wear a non-medical mask or face covering (a "mask") according to the guidelines or applicable public health orders/recommendations.	<input type="checkbox"/> Included
	Grade K-3 students wear masks based on their personal or family/caregivers' choice.	<input type="checkbox"/> Included
	Masks are available for those who have forgotten theirs.	<input type="checkbox"/> Included

Supportive School Environments		
Personal Prevention Practices	Strategies are in place to routinely support students to practice personal prevention measures like hand hygiene and respiratory etiquette (e.g., signage, included in morning announcements, etc.).	<input type="checkbox"/> Included

## COVID-19 Public Health Guidance for K-12 Schools

# Health and Safety Checklist



BC Centre for Disease Control  
Provincial Health Services Authority

<b>Personal Space</b>	Strategies are in place to encourage staff and students to consider and respect others personal space. Personal space is the distance from which a person feels comfortable being next to another person.	<input type="checkbox"/> Included
<b>Positive &amp; Inclusive Approaches</b>	Positive and inclusive approaches identified to support students' personal prevention practices.	<input type="checkbox"/> Included

The information included in this checklist is based on the Ministry of Education COVID-19 Communicable Disease Guidelines for K-12 Settings. As such, there may be differences between the checklist and the information in this guidance document.



# School District No.59 (Peace River South)

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October 14, 2021

To: Board of Education of SD 59 (PRS)

From: Christy Fennell, Superintendent

## **RE: Report on Ratios, Class Size and Composition and Remedies**

### 1. Ratios:

The district must meet ratios in the areas of:

- Special Education Resource Teacher (SERT) 1:342
- Learning Assistance Teacher (LAT) 1:325
- Teacher Librarian (TL) 1:400
- English Language Learners (ELL) 1:43.8 ELL FTE
- Secondary Counsellors 1:315

The district has a shortfall in the ratio for Teacher Librarians (-0.669 FTE). This shortfall includes a vacant 0.293 Teacher Librarian position at Pouce Coupe Elementary School.

- Current TL FTE = 8.287
  - 4.713 FTE TL – Elementary
  - 3.574 FTE TL - Secondary

The district has a shortfall in the combined ratios of SERT, LAT and ELL (-1.413 FTE). This shortfall includes a vacant 0.729 Learning Assistance Teacher position at Crescent Park Elementary School.

- Current ELL FTE = 2.0 (- 0.055 below 2.055 ratio required for 90 ELL FTE)
  - 1.0 FTE District ELL Teacher – Elementary
  - 1.0 FTE District ELL Teacher – Middle/Secondary
- Current LAT FTE = 10.055
  - 5.801 FTE LAT - Elementary
  - 4.254 FTE LAT – Secondary
- Current SERT FTE = 10.078 This includes SERT, LRT (Literacy Resource Teacher), NRT (Numeracy Resource teacher)
  - 5.45 FTE District SERT
    - 2.5 District Helping Teacher
    - 0.5 District Teacher for Students with Visual Impairments
    - 0.45 District Teacher for the Deaf and Hard of Hearing
    - 1.0 District Primary Literacy Teacher
    - 1.0 District Intermediate Literacy Teacher



## School District No.59 (Peace River South)

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- 3.85 FTE School-Based LRT
- 0.778 FTE School-Based NRT

The district has a shortfall in the ratio for Secondary Counsellors (-0.068).

- Current Secondary Counsellor FTE = 4.503
  - 2.0 FTE Dawson Creek Secondary South Peace Campus
  - 1.0 FTE Dawson Creek Secondary Central Campus
  - 0.883 FTE Chetwynd Secondary
  - 0.620 FTE Tumbler Ridge Secondary

The district is currently working to fulfill our obligations for meeting the above ratios including filling vacant positions.

### 2. Class Size and Composition and Remedies:

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 our 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 as follows:

Note: separate remedies stated are not all 1.0 FTE

#### In Summary:

- There are 9 elementary schools\* not in compliance:
  - In total, 24 teachers are being remedied for composition (26 remedies)
  - There are no classes being remedied for class size
- There are 2 secondary schools\*\* not in compliance:
  - In total, 39 teachers are being remedied for composition (117 remedies)
  - In total, 6 teachers are being remedied for class size (21 remedies)\*\*\*

\*Canalta Elementary, Crescent Park Elementary, Devereaux Elementary, Don Titus Montessori School, Ecole Frank Ross, Moberly Lake Elementary, Parkland Elementary, Tremblay Elementary, Windrem Elementary

\*\*Dawson Creek Secondary - South Peace Campus and Central Campus, Chetwynd Secondary School

\*\*\*3 teachers and 6 remedies will be corrected on October 12<sup>th</sup> with additional hiring.

# Reporting on Student Learning in the Classroom

## Policy Summary

It is important that students and parents receive regular, clear communication about student learning throughout the school year. To help ensure this information is consistent from Kindergarten through to Grade 12, the B.C. Ministry of Education is replacing three different policies currently in place with one, unified *K-12 Student Reporting Policy*. This new policy will also apply to all students, including students with disabilities and diverse abilities and English and French Language Learners.

The proposed *K-12 Student Reporting Policy* is aligned with the curriculum that was introduced beginning in 2016. The new policy will ensure parents receive information about:

- student progress in each subject area the student is currently studying,
- student attendance, and
- areas of significant student growth and opportunities for further development.

The policy will also give students a voice in their learning through self-assessment and goal-setting.

For Grades K-9, student progress in each subject area will be communicated using descriptive feedback and the Provincial Proficiency Scale. This four-point scale includes Emerging, Developing, Proficient, and Extending. For Grades 10-12, student progress in each subject will be communicated using descriptive feedback and letter grades and percentages, and may also include the four-point Provincial Proficiency Scale.

Parents will receive communication from teachers at least five (5) times during the school year. At least four (4) “Learning Updates” will be provided to parents throughout the school year. The first “Learning Update” must be provided within the first 25% of instructional time and two “Learning Updates” must be written reports. At the end of the school year, one (1) “Summary of Learning” will be provided to parents.

This proposed policy will ensure parents are informed of where students are now and where they are headed in their learning. Once finalized, the new *K-12 Student Reporting Policy* will come into effect in the 2022/2023 school year.

Public feedback is submitted online:

<https://engage.gov.bc.ca/govtogetherbc/consultation/studentreporting/>

The public feedback period will run from September 27th to November 5<sup>th</sup>, 2021. Respondents will have an opportunity to rate components of the policy and provide written comments and suggestions. In November 2021, a What We Heard Report summarizing this feedback will be released. The Ministry of Education will then release an updated and final policy in January 2022. Once approved, this final policy is projected to come into effect for the 2022/2023 school year.

# K-12 Student Reporting Policy

## Date came into force or revised

July 1, 2022

## Status

New

## Policy statement

Consistent, timely and meaningful student reporting across British Columbia's K-12 school system supports student learning by ensuring parents/caregivers and students are informed about student progress.

The K-12 Student Reporting Policy (the "Policy") outlines the requirements for reporting on student learning: it requires Descriptive Feedback in clear and accessible language and the use of the Provincial Proficiency Scale to ensure all students understand what they can do to ensure proficiency and growth. The Policy also requires Student Self-Assessment and Student Goal Setting as part of the reporting process.

The Policy applies to all students, including students with disabilities and diverse abilities and English and French language learners.

## Rationale

Consistent, timely and meaningful student reporting in clear and accessible language enables parents/caregivers, students, teachers and administrators to proactively work together to enhance student success. Students are best positioned for success when parents/caregivers are made aware of learning challenges and prompted to provide support.

The use of the Provincial Proficiency Scale gives students and parents/caregivers a clear understanding of both what students can already do and areas for future growth. Self-reflection is an important part of learning and developing: Student Self-Assessment and Student Goal Setting help to involve students in the assessment process and encourage a sense of ownership over performance.

All students, including students with disabilities and diverse abilities as well as English and French language learners, should be working toward the Learning Standards of the Provincial Curriculum and should receive Learning Updates and Summaries of Learning.

# Authority

See the following Ministerial Orders and Regulation:

- Ministerial Order 192/94, the [Provincial Letter Grades Order \(PDF\)](#)
- Ministerial Order 191/94, the [Student Progress Report Order \(PDF\)](#)
- Ministerial Order 190/91, the [Permanent Student Record Order \(PDF\)](#)
- Ministerial Order 295/95, the [Required Areas of Study in an Educational Program Order \(PDF\)](#)
- Regulation 265/89, the [School Regulation \(PDF\)](#)

## Definitions

**Core Competencies** – Sets of intellectual, personal, social and emotional proficiencies all students need in order to engage in deep, lifelong learning. The Core Competencies are Communication, Thinking, and Personal and Social.

**Descriptive Feedback** – Written comments and/or documented conversations that describe student performance in relation to the Learning Standards and may describe how student learning will be supported by the teacher. This feedback should be in clear language that is accessible to parents/caregivers.

**Learning Updates** – Responsive and timely updates to parents/caregivers about student progress in relation to the Learning Standards of the Provincial Curriculum. The requirements for Learning Updates are detailed in the Student Reporting Policy and ensure parents/caregivers are well informed about student learning.

**Learning Standards** – The curricular competency Learning Standards (including the skills, strategies, and processes that students develop over time) and the content Learning Standards (the essential topics and knowledge at each grade level), as set out in the Provincial Curriculum.

**Provincial Proficiency Scale** – The four categories of student performance (Emerging, Developing, Proficient or Extending) as defined in the Provincial Letter Grades Order and the Student Progress Report Order.

**Student Goal Setting** – Student goals for their own learning and development for the given school year. Goal setting should begin as early in the year as possible and is usually a year long process. Goals should be informed by Student Self-Assessment of the Core Competencies and may connect learning to broader career and life aspirations.

**Student Self-Assessment** – Student reflection on their personal progress in developing the Core Competencies and student reflection on their learning engagement and responsibility. These reflections should inform Student Goal Setting.



**Summary of Learning** – A summative, written report to parents/caregivers that describes student progress and achievement at the end of a school year.

## **Student Reporting Policy for Grades K-12**

As specified by the Student Progress Report Order, Boards of Education must provide all parents/caregivers with at least 4 Learning Updates during the school year and 1 Summary of Learning at the end of the school year.

### **Learning Updates**

Learning Updates provide responsive and timely information to parents/caregivers about student progress in relation to the Learning Standards of the Provincial Curriculum. During the school year, parents/caregivers must be provided with at least 4 Learning Updates, at least 2 of which must follow the requirements below.

#### **Grades K-9**

For Grades K-9, at least 2 of the Learning Updates provided during the school year must be written and must include:

- communication of progress in each subject area currently being studied in relation to the Learning Standards, using the Provincial Proficiency Scale and Descriptive Feedback;
- feedback on student attendance, areas of significant growth and opportunities for further development; and
- student-generated content including Student Self-Assessment of the Core Competencies and Student Goal Setting.

Timing of Learning Updates is determined at the district level, but at least 1 Learning Update must take place within the first 25% of scheduled instructional time.

#### **Grades 10-12**

For Grades 10-12, at least 2 of the Learning Updates provided during the school year must be written and must include:

- communication of progress in each subject area currently being studied in relation to the Learning Standards, using letter grades and percentages and Descriptive Feedback—these Learning Updates may also include the Provincial Proficiency Scale;
- feedback on student attendance, areas of significant growth and opportunities for further development; and
- student-generated content including Student Self-Assessment of the Core Competencies and Student Goal Setting.

Timing of Learning Updates is determined at the district level, but at least 1 Learning Update must take place within the first 25% of scheduled instructional time.

## Summary of Learning

As specified by the Student Progress Report Order, at the end of the school year Boards of Education must provide 1 written Summary of Learning to parents/caregivers. The Summary of Learning will use clear and accessible language to provide information about student progress in relation to the Learning Standards of the Provincial Curriculum.

### Grades K-9

For Grades K-9, the Summary of Learning must include:

- a summary of student progress in all subject areas studied during the school year using the Provincial Proficiency Scale and Descriptive Feedback;
- a summary of student attendance, areas of significant growth, and opportunities for further development; and
- a student-generated summary of Student Self-Assessment of the Core Competencies and Student Goal Setting.

### Grades 10-12

For Grades 10-12, the Summary of Learning must include:

- a summary of student progress in all subject areas studied during the school year using letter grades and percentages and Descriptive Feedback—the Summary of Learning may also include the Provincial Proficiency Scale;
- a summary of student attendance, areas of significant growth, and opportunities for further development; and
- a student-generated summary of Student Self-Assessment of the Core Competencies and Student Goal Setting.

## Inclusive Education

This Policy applies to all students, including students with disabilities or diverse abilities, English Language Learners, and French Language Learners, who may also have individual learning goals identified in a document such as an Individual Education Plan (IEP) or an Annual Instruction Plan (AIP).

## Insufficient Evidence of Learning

As defined in the Provincial Letter Grades Order, the "IE" reporting symbol will be used on Learning Updates to alert parents/caregivers when students, for a variety of reasons, have provided insufficient evidence of learning in relation to the Learning Standards of the Provincial

Curriculum. The “IE” symbol is temporary and indicates that further information is required before students can be assessed.

When an "IE" reporting symbol has been assigned teachers must:

- identify the subject areas where there is insufficient evidence of learning
- develop a plan of action to support students in meeting the Learning Standards of the Provincial Curriculum; and
- inform students and parents/caregivers and provide an opportunity to discuss the plan of action, including the insufficient evidence of learning, any problems the student is having, possible solutions, suggested supports and a timeline for resolution.

DRAFT



## School District No.59 (Peace River South)

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October 14<sup>th</sup>, 2021

To the Board of Education  
School District 59, Peace River South

Re: approval to proceed with planning for student trip to Quebec in the May-June 2022

This letter is to inform you that Jordan Simao, the French-Immersion teacher at DCSS Central Campus has asked for approval to proceed with planning for a student trip to Quebec in the spring of 2022.

The trip would include grade 8 and 9 French Immersion students. The tentative itinerary has students traveling to Quebec City, Montreal, and Ottawa. The tentative trip dates are May/June 2022. The trip fundraising and organization has already started, being led by a strong group of parent volunteers. Jordan Simao will be the teacher-supervisor on the trip. The trip will be supported by the tour company, EF Tours, which is the same company that has been used for previous trips.

I will be working closely with the trip planners assessing the risk for travel associated with the COVID-19 pandemic. I have outlined the possibility of cancelation should the risk become too great.

Based upon the information received to date, this trip could be a valuable experience for our students providing them with authentic experiences and memories that will last a lifetime.

Recommendation:

That the Board of Education provide approval to proceed with planning the trip as described in this letter.

Sincerely,

Mike Readman  
Assistant Superintendent



## School District No.59 (Peace River South)

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October 15, 2021

School District #59 Trustees

### **RE: Unrestricted Operating Surplus Draft Plan**

The 2020-21 Audited Financial Statements reported Unrestricted Operating Reserves to be \$6,530,601 (15% of the annual operating expenses). Accumulated Operating Surplus Regulation 5010 points toward maintaining an unrestricted operating fund balance of 5% of annual operating expenses. There is \$4.3 million available in unrestricted operating reserves after the deduction of the 5% contingency.

I, in consultation with the Secretary Treasurer identified areas that would benefit from additional funding and support and developed a draft plan to assist in a preliminary discussion. Capital projects on the horizon for the district must also be a consideration for use of these funds.

#### 1. Recruitment and Retention

Currently the district contracts with Make a Future as one avenue for teacher hiring. The current contract only allows for minimum services and support from this organization. There is an opportunity to increase the services provided which would allow Make a Future to send out e-mail notifications to their database of teachers looking for employment every time there is a job posting.

The district is exploring a partnership with UBC to bring education students to the area in May/June for a fully immersive teaching experience. Additional funding will be used to explore additional recruitment and retention initiatives; any new initiative will be assessed afterwards to determine its impact and if its value added to continue into the future.

#### 2. Technology

As part of Priority #3 in the Strategic Plan, the IT department is currently doing an inventory of the district's hardware. The district would like to increase the funding spent on refreshing technology in our schools. This additional infusion will allow computer labs in schools to be upgraded before the end of the current strategic plan term.



## School District No.59 (Peace River South)

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### 3. Engineering Environmental Scan

As part of Priority #3 in the Strategic Plan, an engineering company will be hired to do an environmental scan of schools to assist the district in determining the best options to maximize use of space for schools that are under and over capacity. Crescent Park has already been identified on the Major Capital Plan submission for an expansion as it is currently operating over capacity.

### 4. Succession Planning and Capacity Building

Succession planning and capacity building is a continual focus across the district, especially in the areas of senior administration, principals and vice-principals. Over the next 3 to 5 years, the district would like to establish more vice-principal positions at our elementary schools to increase capacity in this area which will prepare for turnover and retirements. Part of this plan is to also re-establish District Principal positions – to be phased in over two years.

### 5. District Level Student Voice Council

Explore potential of developing a district level student voice council that works closely with the district and trustees. Students would be sponsored for leadership events.

### 6. MDI (Middle Years Development Instrument)

The MDI is a powerful tool to understand and support a child's well-being and positive development in the middle years. Discover MDI guides the district through the MDI process—from understanding the MDI and the importance of middle childhood, to collecting, exploring, and sharing MDI data and using MDI data to improve the well-being of children in the middle years.

### 7. Implementing the K-12 Student Reporting Policy

The final policy will be released in January 2022. Funding would be used to provide release time for educators to discuss and plan for changes in the reporting policy for the 2022/2023 school year.

### 8. MyEd Training

Provide release time for teachers to be trained in the new report card that is available in MyEd.



## School District No.59 (Peace River South)

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### 9. Staff Wellness

The district is looking at hosting events for employees and families to participate in that focus on connecting and promoting a healthy lifestyle.

### 10. Fireproof Room

An addition to the board office to house permanent records and files.

### 12. Building Capacity

Building capacity for differentiating instruction in grades 8-12 to support the learning needs of all students.

Christy Fennell  
Superintendent of Schools

DRAFT

## SD59 2021/22 Final Enrollments (FTE's)

School	Prelim. Budget	Sep-21	Change	Sep-20	Sep-21	Change
Canalta	230.0	236.0	6.0	233.0	236.0	3.0
Chetwynd Secondary	287.0	276.0	(11.0)	289.1	276.0	(13.1)
Crescent Park	227.0	237.0	10.0	228.0	237.0	9.0
Devereaux	92.0	92.0	0.0	87.0	92.0	5.0
Don Titus	114.0	122.0	8.0	116.0	122.0	6.0
Ecole Frank Ross	495.0	479.0	(16.0)	486.0	479.0	(7.0)
Distributed Learning & Kelly Lake	85.0	95.0	10.0	74.0	95.0	21.0
Little Prairie	220.0	221.0	1.0	227.0	221.0	(6.0)
McLeod	53.0	60.0	7.0	53.0	60.0	7.0
Moberly Lake	31.0	37.0	6.0	36.0	37.0	1.0
Parkland	56.0	64.0	8.0	50.0	64.0	14.0
Peace View School	27.0	27.0	0.0	26.0	27.0	1.0
Pouce Coupe	117.0	112.0	(5.0)	122.0	112.0	(10.0)
South Peace Elementary	31.0	32.0	1.0	30.0	32.0	2.0
Dawson Creek Secondary	976.0	1,007.0	31.0	977.5	1,007.0	29.5
Tremblay	129.0	150.0	21.0	140.0	150.0	10.0
Tumbler Ridge Elementary	197.0	192.0	(5.0)	212.0	192.0	(20.0)
Tumbler Ridge Secondary	163.0	165.1	2.1	171.9	165.1	(6.8)
Windrem	61.0	68.0	7.0	64.0	68.0	4.0
District	4.0	0.0	(4.0)	0.0	0.0	0.0
<b>Total FTE</b>	<b>3595.00</b>	<b>3672.06</b>	<b>77.1</b>	<b>3622.44</b>	<b>3672.06</b>	<b>49.6</b>
<b>SUMMARY:</b>						
Elementary	2,080.0	2,129.0	49.0	2,110.0	2,129.0	19.0
Secondary	1,426.0	1,448.1	22.1	1,438.4	1,448.1	9.6
Distributed Learning & Kelly Lake	85.0	95.0	10.0	74.0	95.0	21.0
District School	4.0	0.0	(4.0)	0.0	0.0	0.0
<b>Total FTE</b>	<b>3,595.0</b>	<b>3,672.1</b>	<b>77.1</b>	<b>3,622.4</b>	<b>3,672.1</b>	<b>49.6</b>
<b>SUMMARY:</b>						
Elementary:						
Urban Dawson Creek	1,081.0	1,102.0	21.0	1,087.0	1,102.0	15.0
Rural Dawson Creek	376.0	387.0	11.0	368.0	387.0	19.0
Chetwynd Area	426.0	448.0	22.0	443.0	448.0	5.0
Tumbler Ridge	197.0	192.0	(5.0)	212.0	192.0	(20.0)
	<b>2,080.0</b>	<b>2,129.0</b>	<b>49.0</b>	<b>2,110.0</b>	<b>2,129.0</b>	<b>19.0</b>
Secondary:						
Dawson Creek	976.0	1,007.0	31.0	977.5	1,007.0	29.5
Chetwynd	287.0	276.0	(11.0)	289.1	276.0	(13.1)
Tumbler Ridge	163.0	165.1	2.1	171.9	165.1	(6.8)
	<b>1,426.0</b>	<b>1,448.1</b>	<b>22.1</b>	<b>1,438.4</b>	<b>1,448.1</b>	<b>9.6</b>
Distributed Learning & Kelly Lake	85.0	95.0	10.0	74.0	95.0	21.0
District School	4.0	0.0	(4.0)	0.0	0.0	0.0



## **Public Sector Executive Compensation Disclosure Report 2020/21 School District No. 59 (Peace River South)**

The Board of Education of School District #59 encourages and adopts practices that enable the district to attract, retain, incent, and reward qualified, high-performing employees, who are critical to the delivery of quality public education programs to students in School District No.59 (Peace River South)

A key component of this approach is the development and maintenance of a framework for executive and exempt staff compensation that is rational, defensible, competitive and able to be effectively administered.

### **Compensation Philosophy**

The Board's compensation philosophy aligns with the statutory system of exempt staff compensation administration in the K-12 public education sector and the British Columbia Public School Employers' Association (BCPSEA) exempt staff compensation management plan (BCPSEA Policy 95-06, *Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement*), which is an approved compensation plan under the *Public Sector Employers Act*.

Compensation mandates/direction adopted by the Public Sector Employers' Council (PSEC) from time to time are the official policy of BCPSEA and any adjustments to exempt staff compensation levels must align with the parameters of the prevailing compensation mandate/direction.

The Board's compensation philosophy is based upon a set of principles that guide development, maintenance and decision-making with respect to salary structures and total compensation packages and programs.

At its core is an integrated view of compensation and rewards — not only traditional, quantifiable elements such as salary and benefits (compensation), but also more intangible elements such as career opportunities, learning and career development, work challenge, and supportive culture (rewards). The total rewards compensation program further integrates with plans that establish the board of education's overall education, business, and human resources strategies and objectives to facilitate the attraction and retention of qualified, experienced, motivated and high-potential employees who are committed to the board's overarching goal of delivering a high quality public education experience to BC students.

Inherent in the compensation philosophy are the following core principles:

- **Performance:** The compensation structure and administration of the structure supports and promotes meaningful career growth and development opportunities, and a performance-based (merit) organizational culture.
- **Differentiation:** Differentiation of compensation is supported where there are differences in the scope of the position within an organization, and/or due to superior individual/team contributions.
- **Accountability:** Compensation decisions are objective and based upon a clear and well documented rationale that demonstrates the appropriate expenditure of public funds.
- **Transparency:** The compensation program is designed, managed, administered, and communicated in a manner that ensures the program is clearly understood by employees and the public while protecting individual personal information.

## Labour Market Comparators

Key to the compensation philosophy is the need to maintain a meaningful level of competitiveness with the relevant external labour market. Consistent with industry standards, “labour market” is defined in the BCPSEA sectoral exempt compensation management plan (Policy 95-06, *Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement*) as:

- The recruitment pool for these employees
- The destination sector for these employees.

The following considerations guide articulation of the relevant labour market:

- Degree of recruitment from these jurisdictions/organizations
- Size of the organization, as size drives the span of control and scope of accountability
- Geographic location
- Transferability of skills
- Comparability of qualifications and experience
- Comparability of authority and consequence of error.

For executive and exempt staff positions in the BC K-12 public education sector, the relevant labour market includes:

1. Other BC school districts (primary labour market)
2. Other BC public sector organizations
3. Other Canadian school districts where relevant (to the extent that BC school districts recruit from and lose employees to these jurisdictions, this segment of the labour market is weighted to Alberta and Ontario (and to a lesser extent, Saskatchewan) consistent with the industry-standard definition of labour market)
4. Selected private sector organizations where relevant.

The Board’s executive and exempt staff salary structure was developed on a total compensation basis, consistent with governance and technical best practice, as part of the BCPSEA Sectoral Exempt Staff Compensation Review Project conducted with the approval of the PSEC Secretariat. This comprehensive market review ensured development of an executive and exempt staff salary structure for each of the province’s 60 public school districts in alignment with each district’s relevant comparator labour market and internal organizational structure. This approach includes:

- Consideration of all components of the total reward model.
- Consideration of the relevant labour market for compensation comparison purposes.
- Linking pay ranges to neutral, relevant factors (e.g., job content (specific duties/responsibilities), required skill level, required competencies, required qualifications).
- Ensuring appropriate relationships exist between positions in the district’s organizational hierarchy.
- Considering the ways in which appropriate organizational and individual performance measures may be linked to the administration of the compensation system.

In balancing external competitiveness with internal equity, the reference point for executive and exempt total compensation is currently the median of the relevant comparator labour market.

The Board's total compensation package for executive/senior management staff is comprised of the following elements.

### **Cash Compensation**

Total cash compensation includes annual base salary and northern allowance.

- **Annual base salary**

Annual base salary is considered in the context of the total compensation package.

- **Northern allowance**

An amount of \$4,000 of the salary paid to the Employee shall be designated as a Northern Residents Travel benefit. This benefit shall be in effect within the guidelines of the Canada Revenue Agency as they exist and are changed by the Canada Revenue Agency from year to year and shall end when the Canada Revenue Agency ends the program. Northern Allowance for regular part-time employees will be pro-rated proportionate to the hours compensated.

### **Non-cash Compensation**

The non-cash elements of the total compensation package include:

- **Health and welfare benefits**, such as basic medical, extended medical, dental, group life, short-term and long-term disability, employee and family assistance program, etc. consistent with such benefits as offered in the K-12 sector generally.
- **Pension benefits** — executive/senior management employees are enrolled in either the Teachers' Pension Plan or the Municipal Pension Plan.
- **Long Service Recognition** — Continuing employees will be recognized by the Board of Education in progressive service intervals according to the following schedule:
  - 10 years service - presentation of 10 year pin
  - 15 years service - presentation of 15 year pin
  - 20 years service - presentation of 20 year (Silver) pin
  - 25 years service - presentation of 25 year (Gold) pin, Engraved Watch
  - 30 years service - presentation of 30 year (Gold with Ruby) pin, District Cheque of \$350
  - 35 years service - presentation of 35 year (Gold with Ruby & Diamond) pin, District Cheque for \$500
  - 40 years service - presentation of 40 year (Gold with Ruby, Sapphire & Diamond) pin, District Cheque for \$650
- **Retirement Recognition** — Retiring employees will be recognized by the Board of Education in progressive service intervals according to the following schedule:
  - Less than 10 years - presentation of a School District cheque in the amount of \$100, and gift certificate of choice in the amount of \$130.00
  - 10 years or more - presentation of a School District cheque in the amount of \$20/year of service to a maximum of \$500, and gift certificate of choice in the amount of \$130.00

In Addition: Departing District Management and Excluded Staff will be honoured by the Board with the presentation of a departing gift, the value of which will be commensurate with their length of service, in combination with their relationship to the Board.

- **Paid time off**, including an annual vacation entitlement between 15 and 40 days. Pursuant to the *Public Sector Employers Act*, carry forward of unused accumulated vacation is not permitted. If, however, the individual employment contract does allow for carry forward of unused accumulated vacation, then such vacation may be carried forward for one year only and at the end of that year, the unused accumulated vacation must be used in full, paid out, or a combination of the two.

Further, executive/senior management employees receive up to 3 days of paid time off annually, in addition to annual vacation entitlement, in recognition of long and continuous service. These days are subject to the conditions specified below:

Completion of three years of service = one (1) day leave

Completion of four years of service = two (2) days leave

Completion of five years of service = three (3) days leave

These days may not be carried over from one fiscal year to another and are not eligible to be paid out if unused by the Employee.

## **Compensation Administration**

The Board engages in consistent and ongoing administration of the compensation structure to ensure that reality matches philosophy and that equity is maintained. An ongoing system of compensation review conducted and managed through BCPSEA and the PSEC Secretariat ensures that total compensation levels are benchmarked externally against the appropriate labour market and internally against appropriate job criteria.

The Board works with BCPSEA to obtain information and advice relating to the executive and exempt compensation structures and to ensure alignment with the compensation mandates/directions established by PSEC.

- **Annual base salary administration**

The salary structure for executive and exempt positions is based on placement at the appropriate salary range in the structure reflective of labour market competitiveness and internal equity. Placement and progression through the salary range is dependent upon competency growth and performance. The maximum of the salary range typically represents the job rate for the position, defined as the salary that should be paid to an incumbent who has established him/herself as meeting all the goals and expectations of the position in a fully satisfactory manner. New hires are generally not placed at the job rate on commencement of employment, although due to the key leadership roles and responsibilities, such individuals are generally recruited at a highly competent level and are often placed at the mid- to maximum point in the salary range reflective of the required competence, qualifications, and experience.

The decision whether to grant a salary increase to the position of Superintendent only is at the sole discretion of the Board of Education and is the only executive/exempt position for which BCPSEA approval of an increase to any element of the compensation package is not required. In determining whether a salary increase is warranted, the Board considers such factors as performance, competence, external competitiveness, and internal equity including the maintenance of appropriate salary differentials through the organization. The Board typically utilizes market compensation data

and salary/compensation structures developed by BCPSEA for this position as well as all other positions in the exempt staff structure. Potential increases are considered within the Board's overall compensation budget.

▪ **BC Public Sector Executive Compensation Freeze Policy: 2020-2021 Performance Year**

Further to BCPSEA *Exempt Staff Issues* bulletin [No. 2020-04](#) dated August 31, 2020, as directed by the Minister of Finance in her letter dated August 31, BCPSEA amended the exempt staff compensation management plan for the K-12 public education sector ([BCPSEA Policy 95-06, Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement](#)), which is an approved compensation plan under the *Public Sector Employers Act*, "...to indicate there will be no increases or adjustments paid to executive-level employees for the 2020/21 performance year."

The following positions in the K-12 public education sector are affected by the *BC Public Sector Executive Compensation Freeze Policy* for the performance year 2020-2021 (July 1, 2020 – June 20, 2021):

- Superintendent of Schools
- Secretary Treasurer
- Second-level education-side position regardless of position title —Deputy/Assistant/Associate Superintendent.

In acknowledging that boards of education in the K-12 public education sector have sole purview to determine compensation decisions for the position of Superintendent of Schools, in her August 31, 2020 letter, the Minister stated as follows:

"I am confident that Boards will see the value in ensuring this policy direction is applied equitably across all executive positions in the school system and that Superintendent compensation will, like other executives in the public sector, not be increased during this time."

## Accountability

Underlying the Board's compensation philosophy and approach is the understanding that legal and regulatory mandates are considered a baseline for implementing any compensation plan or practice. Compensation administration in the K-12 public education sector currently operates within the following context:

- the *Public Sector Employers Act*, which establishes the legislative policy framework for exempt staff compensation administration in the public sector
- the BCPSEA exempt staff compensation management plan (Policy 95-06, *Compensation and Employment Standards for School District Employees Not Subject to a Collective Agreement*), which is an approved compensation plan under the *Public Sector Employers Act*.
- compensation mandates/direction adopted by the Public Sector Employers' Council from time to time. Any adjustments to exempt staff compensation levels must align with the parameters of the prevailing PSEC compensation mandate/direction.

Under the current compensation administration system in the K-12 sector:

- the Board of Education is solely responsible for the establishment and maintenance of compensation levels for the position of Superintendent of Schools. As elected school trustees, the Board is accountable to its public and therefore ensures that it adheres to proper human resources practices including statutory requirements with respect to executive and exempt staff compensation.
- proposed salary range placement and compensation adjustments for all other executive and exempt positions in the district must be reviewed and approved by BCPSEA prior to implementation.

# EXECUTIVE COMPENSATION DISCLOSURE

School District 59 (Peace River South)

Summary Compensation Table at 2021

Name and Position	Salary	Holdback/Bonus/ Incentive Plan Compensation	Benefits	Pension	All Other Compensation (expanded below)	2020/2021 Total Compensation	Previous Two Years Totals Total Compensation	
							2019/2020	2018/2019
Christy Fennell, Superintendent	\$ 172,373	-	\$ 8,433	\$ 19,478	\$ 2,178	\$ 202,462	\$ 177,529	\$ 167,385
Melissa Panoulis, Secretary Treasurer	\$ 162,287	-	\$ 9,430	\$ 15,807	\$ 1,735	\$ 189,259	\$ 177,806	\$ 174,293
Michael Readman, Assistant Superintendent	\$ 152,591	-	\$ 9,141	\$ 17,243	\$ 1,735	\$ 180,710	\$ 155,935	\$ 155,035
Paul Chisholm, Director of Instruction	\$ 137,369	-	\$ 9,405	\$ 15,532	\$ 1,735	\$ 164,041		
Jan Proulx, Director of Instruction	\$ 137,369	-	\$ 9,405	\$ 15,532	\$ 1,735	\$ 164,041		

# EXECUTIVE COMPENSATION DISCLOSURE

**Summary Other Compensation Table at 2021**

Name and Position	All Other Compensation	Severance	Vacation Payout	Paid Leave	Vehicle / Transportation Allowance	Perquisites / Other Allowances	Other
Christy Fennell, Superintendent	\$ 2,178	-	-	-	-	-	\$ 2,178
Melissa Panoulis, Secretary Treasurer	\$ 1,735	-	-	-	-	-	\$ 1,735
Michael Readman, Assistant Superintendent	\$ 1,735	-	-	-	-	-	\$ 1,735
Paul Chisholm, Director of Instruction	\$ 1,735	-	-	-	-	-	\$ 1,735
Jan Proulx, Director of Instruction	\$ 1,735	-	-	-	-	-	\$ 1,735



# EXECUTIVE COMPENSATION DISCLOSURE

## Notes

Christy Fennell, Superintendent	<b>Other Note:</b> Benefit Allowance and EI rebate.
Melissa Panoulis, Secretary Treasurer	<b>Other Note:</b> Benefit Allowance and EI rebate.
Michael Readman, Assistant Superintendent	<b>Other Note:</b> Benefit Allowance and EI rebate.
Paul Chisholm, Director of Instruction	<b>Other Note:</b> Benefit Allowance and EI rebate.
Jan Proulx, Director of Instruction	<b>Other Note:</b> Benefit Allowance and EI rebate.



## School District No.59 (Peace River South)

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October 13, 2021

School District #59 Trustees

### **RE: Ventilation System Improvements**

In an effort to strengthen COVID-19 safety measures the district has made the following changes to the ventilation systems within the district.

- Upgraded to MERV-13 air filters as recommended by the Ministry of Education.
- Expanded HVAC operating hours for any systems that didn't meet ASRAE recommendations.
- Completed a DDC (Direct Digital Control) upgrade at Moberly Lake Elementary, this allows the district to monitor the HVAC system remotely and adjust the amount of outside air coming into the system as needed.
- Reporting all facility and school ventilation system information to the Joint Occupation Health and Safety Committees.
- Upholding regular inspections and maintenance of our HVAC systems.
- Maximizing fresh air in our schools at a rate that maintains the internal temperature at a comfortable level.

Ventilation is only one layer of protocols and practices in place to keep our schools as safe as possible. For more information on our current Communicable Disease Protocols please see the school district website at <https://www.sd59.bc.ca/covid19>.

Melissa Panoulis  
Secretary Treasurer



## School District No.59 (Peace River South)

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October 13, 2021

School District #59 Trustees

### **RE: Banking Services Tender**

On August 25, 2021 the district issued a tender for banking services. The tender process is in line with Policy 5020 Auditors and Bankers which states, ‘the Board of Education will obtain the most beneficial combination of financial services with respect to the selection of banking institutions and financial auditors. This can best be accomplished by a periodic review of service, weighing the fees charged to the district against the services provided.’

Five proposals were received and assessed against criteria outlined in the tender documents. The district has awarded the tender to CIBC for a 5-year term beginning on December 1, 2021. There will be a transition period to changeover the banking services and the transfer of funds to the new institution; the finance team is looking forward to working with CIBC over the term of the agreement.

Melissa Panoulis  
Secretary Treasurer

## Professional Development Report to Board

Lead Yourself First, Justice Institute of British Columbia  
October 4-8, 2021

This leadership course was offered online over 5 days, with 3 full days of synchronous and asynchronous virtual classroom instruction and study. Students have access to all course materials for 30 days after the course ends. Much of this course was focused on personal leadership development to enhance self-awareness and increase effectiveness to lead authentically. This included reflecting on our own values, how our values may differ from others, goal setting and models for guiding discussions with colleagues. We engaged in journaling and group discussions about understanding our strengths and developing a personal mission statement. We then discussed personal leadership styles using DiSC profiles and gained a greater understanding of how each leadership style works together, including ways to communicate and address conflict across styles.

The relationship between vulnerability and leadership was explored through readings and discussions around risk taking, communication, resiliency, personal development, and wellness. We then learned about strategies to increase resiliency, like mindfulness, balance and flow. Finally, we learned about effective listening, understanding opposing points of view, evaluating the difference between effective and ineffective feedback and different styles of communication. In particular, I was reminded of the importance of transparency and trust in establishing productive working relationships and was able to share many examples of these values in my work with the School District and the Board of Education over the past 10 years.

One opportunity for further learning and development, that emerged from the intense self-reflection focus of this course, is developing a better understanding of social emotional intelligence to improve leadership performance.

I would recommend this course to other Trustees, interested in further developing their leadership capacity, competence and confidence.

Thank you,

Tamara Ziemer,  
Board of Education, SD 59, Trustee



## School District No.59 (Peace River South)

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October 14, 2021

### R7.2 Ministry of Education Advisory Committee on Staff Vaccinations – C. Anderson

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 will be approving guidelines for the K-12 sector and the BC Public School Employers' Association (BCPSEA) will develop 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 will consider the guidelines and framework from the advisory committee and BCPSEA after they have been received.

Chad Anderson  
Board Chair