

# MINUTES

## SCHOOL DISTRICT NO. 60 (Peace River North)

### REGULAR MEETING

November 16, 2020  
6:30 p.m.

*Present:* Helen Gilbert, Chair – Board of Education (Area 5)  
Nicole Gilliss, Vice-Chair (Area 3)  
Ida Campbell, Trustee (Area 4)  
Erin Evans, Trustee (Area 5)  
Madeleine Lehmann, Trustee (Area 1)  
David Scott-Moncrieff, Trustee (Area 2)  
Bill Snow, Trustee (Area 5)

Stephen Petrucci, Superintendent of Schools  
Teri Stoneman, Interim Secretary-Treasurer  
Leah Reimer, Recording Secretary

*(Guests/Media)*

Michele Wiebe, PRNTA President



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*Interim Secretary-Treasurer, Teri Stoneman, assumed the position as Chair for the Election of the Board Chair.*

### Call to Order

Interim Secretary-Treasurer, Teri Stoneman called the meeting to order at 6:30 p.m.

*Interim Secretary-Treasurer, Teri Stoneman acknowledged the traditional territorial lands of the Dane Zaa and Treaty 8.*

### Agenda

#### Approval of the Agenda

#### Motion #115-20

Scott-Moncrieff/Evans  
THAT the agenda be accepted as presented with the following changes:

*Change: Item 13.1 – ERM Presentation be moved to before Item 5.0*  
*Addition: 9.2 Secretary-Treasurer's Report – Road Condition Issues*

CARRIED.

### Election of Board Officers

#### Election of Board Chair

The Secretary-Treasurer announced the Election of Board Chair and called for nominations by secret ballot.

Ballots were picked up, sorted and counted by the Superintendent and Secretary-Treasurer. The Secretary-Treasurer then announced the following nominees and asked if they would let their name stand for Board Chair:

Helen Gilbert	Accepted
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**The Secretary-Treasurer declared Helen Gilbert Board Chair by acclamation.**

Election of Vice-Chair

Chair Gilbert took the chair and called for nominations by secret ballot for Vice-Chair.

The Superintendent and Secretary-Treasurer gathered and sorted the ballots and the Board Chair announced the following nominees:

Ida Campbell	Declined
Nicole Gilliss	Declined
Bill Snow	Accepted
Madeleine Lehmann	Accepted

Voting proceeded and the ballots were gathered and sorted by the Superintendent and Secretary-Treasurer.

**Chair Gilbert declared Madeleine Lehmann as the Vice-Chair.**

Election of Provincial Councillor Rep

Chair Gilbert called for nominations by secret ballot for Provincial Councillor Rep.

Ballots were gathered and sorted by the Superintendent and Secretary-Treasurer and the Board Chair announced the following nominees:

Erin Evans	Accepted
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**Chair Gilbert declared Erin Evans as the Provincial Councillor Rep. by acclamation.**

Election of Alternate Provincial Councillor Rep

Chair Gilbert called for nominations by secret ballot for Alternate Provincial Councillor Rep.

Ballots were gathered and sorted by the Superintendent and Secretary-Treasurer and the Board Chair announced the following nominees:

Bill Snow	Accepted
Ida Campbell	Declined
Nicole Gilliss	Accepted

**Chair Gilbert declared Nicole Gilliss as the Alternate Provincial Councillor Rep.**

#### Election of BCPSEA Rep

Chair Gilbert called for nominations by secret ballot for BCPSEA Rep.

*Erin Evans, Bill Snow, and David Scott-Moncrieff declared a "conflict of interest"*

Ballots were gathered and sorted by the Superintendent and Secretary-Treasurer and the Board Chair announced the following nominees:

Ida Campbell	Accepted
Madeleine Lehmann	Declined
Helen Gilbert	Accepted

**Chair Gilbert declared Ida Campbell as the BCPSEA Rep.**

#### Election of Alternate BCPSEA Rep

Chair Gilbert called for nominations by secret ballot for Alternate BCPSEA Rep.

*Erin Evans, Bill Snow, and David Scott-Moncrieff declared a "conflict of interest"*

Ballots were gathered and sorted by the Superintendent and Secretary-Treasurer and the Board Chair announced the following nominees:

Madeleine Lehmann	Declined
Helen Gilbert	Accepted
Nicole Gilliss	Declined

**Chair Gilbert declared Helen Gilbert as the Alternate BCPSEA Rep. by acclamation**

#### Motion #116-20

Evans/Scott-Moncrieff  
THAT the secret ballots be destroyed.

CARRIED.

#### **Presentations/Delegations**

*None*

#### **Enterprise Risk Management Presentation (Attachment)**

*Don McMillan*

- Don reviewed the attached presentation
- Trustees will forward any questions to District Staff once they've had more time to review all of the information
- It was noted that it was an advantage to have someone local do this for us as they are more familiar with our area
- Don recommended the district review annually

## Trustee Input

At this time, opportunity was given for Trustees to report on activities undertaken and/or information of interest:

### Trustee Campbell

- Schools have put out Hallowe'en and Remembrance Day celebrations online. Could watch more than one school.
- Had a meeting with Taylor Council re: the Taylor Preschool. They want to continue it next year. As far as any furniture, etc. in the room, they consider it usable for anyone. They would like to have a meeting with municipalities and regional district and would like to see the new school and have a tour of ARYES

### Trustee Evans

- Met with Secretary-Treasurer and Superintendent regarding Policy Committee and meetings going forward
- Attended the job fair at the Pomeroy...good attendance
- Attended Provincial Council virtually on October 24
- Advocacy letters have been completed and will be mailed out
- Watched the Taylor Remembrance Day ceremony as well as the FSJ ceremony followed by a visit with a couple of Veterans at Beards

### Vice-Chair Gilliss

- Nothing at this time

### Trustee Lehmann

- Attended Clearview PAC meeting
- Clearview School history book (a copy was given to each trustee)

### Trustee Scott-Moncrieff

- Been in touch with assigned administrators...going well
- Been in touch with some PAC presidents...two schools are anxious for news from Ministry

### Trustee Snow

- Spoke with administrators at Ambrose and NPSS
- Attended Sports Council meeting
- Attended the FSJ Remembrance Day Ceremony

### Chair Gilbert

- Participated in ARYES in Remembrance Day Ceremony (*Attachments*)
  - The work that staff in the district did in this pandemic time to make Remembrance Day special
  - Thank you to Michele Wiebe and your members...it was significant
- Ministry has put presentations regarding the Frameworks in Action – 2020/21 Virtual Learning Series (*Attachment*)
- Will attend the Source & SharePoint Data Confirmation session so I can show others how to access the recorded sessions.



## Minutes of the Regular Board Meeting

### Approval of the Minutes

#### Motion #117-20

Evans/Snow

THAT the Regular Meeting Minutes of October 19, 2020 be adopted.

*No errors or omissions noted*

CARRIED.

### Business Arising from the Minutes

The following business arose from the above noted Minutes:

#### **Meeting City of Fort St. John – December 1 @ 3:00 p.m.**

- Starting with a tour and have confirmed the Heather Hannaford Arts Space for the meeting
- Lavena Brekkas who is already on site will be catering the event
- Agenda will be fairly wide open but will check with the City if they have specific agenda items
- Will need confirmation of attendance going forward

**ACTION:** Confirm attendance and agenda items with the City

## Approval of Excerpts

#### Motion #118-20

Scott-Moncrieff/Evans

THAT the excerpts from the September 21, 2020 In camera Meeting Minutes be approved and appended to these Regular Meeting Minutes.

CARRIED.

## Announcements & Reminders

November 24	*SUPAC-PAC Meeting ( <i>Campbell/Lehmann</i> )	12:00 p.m.	Board Office/Virtual
November 25/26	Early Dismissal		
November 27	Non-Instructional Day (Parent-Teacher Interviews)		
November 27-28	BCSTA Academy		Board Office/Virtual
November 30	COTW Meetings	12:30 p.m.	Board Office
<b>December 7</b>	<b>Policy Committee Meeting</b>	<b>11:00 a.m.</b>	<b>Board Office</b>
December 14	Board Meetings	5:00 p.m.	Board Office
December 22 –			
January 4	Christmas Vacation		
January 11	COTW Meetings	12:30 p.m.	Board Office
January 25	Board Meetings	5:00 p.m.	Board Office
January 28	BCPSEA AGM		Virtual

*\*SUPAC Meeting starts at 12:00 p.m. and DPAC starts at 11:00 a.m. Trustees are welcome to attend both. SUPAC will always leave one spot for a Trustee and two if they are given notice. All trustees are welcome to join the SUPAC meeting via Zoom as well.*

## Senior Staff Reports

### Superintendent's Report

A written and electronic report was presented. Topics discussed and reported included:

#### **Human Resources Summary for Teachers & AO's**

- For information purposes

#### **Superintendent's Report** (*Attachment*)

- In lieu of regular Superintendent's Report, staff have put together an Annual Education Report
- Magazine type report that can be distributed in public places
- Achievement results: Two audiences – ministry report but also a public report that includes achievement information
- Local current results are just coming in and will be represented in the report
- In the future will bring to the trustees for their input before distribution

#### **Activity Right**

- Online payment system to give parents the option to pay online
- There have been some glitches but getting to a place where the product is viable
- Also has the capacity to produce online forms which is still in the works
- Minimal cost this year due to some functionality challenges previously
- Moving forward we know we need to provide online payment options
- MyEducation BC could potentially have this option down the road

#### **Third Party Use of School Gyms**

- Backgrounder and staff recommendation was attached
- Superintendent has connected with the City and they have been a great partner in regards to the enhanced gym at MMMCS. We will be charging a fee to the user groups that are approved by school administration. The fee will not cover all costs but feel we can cover the cost of custodial and supervision costs this year because of the federal grant. We're using guidelines from the City in regards to health and safety protocols and our safety department is reviewing safety procedures
- Would like to get MMMCS going by the beginning of December on the weekends only and see how it goes. Will start with applications from previous outside user groups. Weekends would allow for adequate time and space for deep cleaning (ie. electrostatic cleaning, etc.)
- Discussion regarding a concern that custodians not become enforcement officers. Groups must follow protocols or be denied access
- Trustee Lehmann - Clearview gym has also been funded 1/3 by the community and they are inquiring about usage after hours. In this case, it is students who are in the same school cohort
- Other examples of community partnerships are Wonowon Community Hall, Hudson's Hope
- Superintendent – recommend making an amendment to the motion

### Motion #119-20

Snow/Evans

THAT the Board accept the Superintendent's Report with the exception of the Third Party Use of School Gyms item.

CARRIED.

Motion #120-20

Campbell/Gilliss

That the Board continue to suspend 3<sup>rd</sup> party use of school gyms, with the exception of Margaret Ma Murray to start, following strict cleaning, vetting and supervision protocols. Staff may also look into piloting other viable scenarios including other partnership situations where adequate resources and personnel are available and youth access is prioritized.

CARRIED.

*Trustee Gillis left the meeting @ 8:10 p.m.*

Secretary-Treasurer's Report

A written report was presented. Topics discussed and reported included:

**Financial Overview to October 31, 2020**

- Ministry of Education revenue lower due to July/August being smaller amount
- Transfers will get bigger and will level it out
- School Age Therapy contract has been amended, providing a broad delivery service. OT and PT have been moved to a contractor from Dawson Creek.
- International Students – looks like it's down, but will be on target with students and revenue coming in November
- Alberta Education – money comes in winter/spring
- Miscellaneous/Interest are on track
- Expense side – lower right now because we're taking advantage of federal and provincial grants. When we adjust to enrolment, the budgets will be lowered
- New funding tables are coming out in mid-December and we will get a better idea, however overall we are on target. Will be working on the Amended Annual Budget and will be bringing back to the Board at the end of January

**1701 Enrolment & Projected Revenue Report**

- Comparison of preliminary FTE vs. actual FTE
- Had originally projected 6,463 FTE and have come in at 6,279 FTE...183.25 FTE...which includes all types of learning
- Translate per student funding model. Amended numbers projected to come in at \$68.8 million vs. the \$70.5 million we originally budgeted...expecting to be down \$1.7 million, however we have \$2.8 million in federal and provincial grants

**Human Resources Summary Report**

- For information purposes

**\*NEW Snow Cleaning Concern (Attachment)**

- Came forward out of a COTW discussion
- If drivers or public have concerns regarding roads, they can call the Ministry of Transportation at 1-800-910-4222

**ACTION:** Superintendent will provide the Ministry of Transportation 1-800-910-4222 to trustees & public

Motion #121-20

Evans/Snow  
THAT the Board accept the Secretary-Treasurer's Report  
CARRIED.

**Reports of Regular Committee of the Whole Meeting**

Approval of the Minutes – November 2, 2020

Motion #122-20

Evans/Snow  
THAT the Board accept the Regular Committee of the Whole minutes of November 2, 2020 and its recommendations  
CARRIED.

Business Arising from the Minutes

The following business arose from the above noted Minutes:

**Internet Advocacy Letter Update**

- Letters have been generated and will be distributed this week
- Additional advocacy letters to districts of Taylor and Hudson's Hope as well

**ACTION:** Generate additional letters and distribute

Policy Committee

- Trustee Evans, Secretary-Treasurer and Superintendent met and created a policy plan and meeting dates going forward
  - December 7, 2020 @ 11:00 a.m. at the Board Office

**Other Reports**

**BCSTA**

- Waiting for information

**BCPSEA**

BCPSEA AGM – January 28, 2021 - Virtual

- Registration is opening
- Board doesn't have resolutions to submit

**ACTION:** Confirmation of those who are able to attend and the location

**Correspondence**

**District of Taylor – Before & After School Care Grant Application Support Letter**

- For information purposes

**International Students – Response from Bob Zimmer, MP**

- For information purposes

**Unfinished Business**

The following unfinished business arose from the previous meeting minutes:  
*None*

**New Business**

*None*

**PRNTA Update – Michele Wiebe, President**

- Congratulations to the Board on the annual elections

**CUPE Local #4653 Update – Maureen Hummel, President**

- Not present

**District Parent Advisory Council (DPAC) Report – Teresa Brown, President**

- Not present

**Questions from Press/Public**

At this time, opportunity was given for questions from the press and public:  
*Live Chat – staff present only and no questions have come through*

**Motion #123-20**

Snow/Scott-Moncrieff

THAT the Board resume the Regular Meeting and those Motions made In camera be brought forward for implementation.

CARRIED.

**Adjournment**

**Motion #124-20**

Evans/Scott-Moncrieff

THAT the meeting be adjourned. (8:27 p.m.)

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HELEN GILBERT, CHAIR,  
BOARD OF EDUCATION

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TERI STONEMAN,  
INTERIM SECRETARY-TREASURER











### STRATEGIC PLANNING FOR STUDENT SUCCESS



REGISTRATION  
LINKS



FOCUS



VIRTUAL SESSION  
DATE



SPEAKERS

#### - OCTOBER 2020 -

[Meeting  
Registration](#)

Systems Thinking &  
the Global Context

Oct 22nd  
2 PM – 3:30 PM

[Tony Mackay](#)

President & CEO, National  
Center on Education & the  
Economy, Washington DC

[Meeting  
Registration](#)

Curiosity & Inquiry -  
Scanning for Impact

Oct 29th  
2 PM – 3:30 PM

[Dr. Judy Halbert &  
Dr. Linda Kaser](#)

Networks of Inquiry and  
Indigenous Education

#### - NOVEMBER 2020 -

[Meeting  
Registration](#)

Strategic Engagement–  
An Authentic Approach

Nov 12th  
2 PM – 3:30 PM

[Gay Robinson](#)

International Association for  
Public Participation (IAP2)

#### - DECEMBER 2020 -

[Meeting  
Registration](#)

Comprehensive  
Approaches to Strategic  
Indigenous Engagement

Dec 3rd  
2 PM – 3:30 PM

[Dr. Lorna Wanosts'a7  
Williams](#)

Professor Emerita of  
Indigenous Education,  
Curriculum and Instruction  
at the University of Victoria

### STRATEGIC PLANNING FOR STUDENT SUCCESS



REGISTRATION  
LINKS



FOCUS



VIRTUAL SESSION  
DATE



SPEAKERS

#### JANUARY 2021

[Meeting  
Registration](#)

Equity and Excellence:  
Enhancing the Life Chances  
of All Students

**Jan 14th**  
2 PM – 3:30 PM

**[Dr. Avis Glaze](#)**  
International Education  
Adviser & Former Ontario  
Education Commissioner

#### FEBRUARY 2021

[Meeting  
Registration](#)

Action for Impact –  
Establishing High-Yield  
Strategies and Measures

**Feb 4th**  
2 PM – 3:30 PM

Panel discussion

[Meeting  
Registration](#)

System-Wide Efficacy-  
Alignment of Financial  
and Operational Plans

**Feb 25th**  
2 PM – 3:30 PM

Panel discussion

#### APRIL 2021

[Meeting  
Registration](#)

Trust & Confidence –  
Sustaining Public Assurance

**Apr 8th**  
2 PM – 3:30 PM

**[Tony Mackay](#)**  
President & CEO, National  
Center on Education & the  
Economy, Washington DC

#### MAY 2021

[Meeting  
Registration](#)

Enhancing Student Learning  
Reporting Requirements

**May 6th**  
2 PM – 3:00 PM

Ministry of Education



Anthony (Tony) Mackay

Anthony Mackay AM is President & CEO of the Washington DC based National Center on Education and the Economy.

Anthony is moderator of the annual International Summit on the Teaching Profession and the Annual Global Education Industry Summit.

Anthony is Co-Chair of the recently launched National Project, Learning Creates Australia.

Anthony is Deputy Chancellor Swinburne University, Melbourne, and Senior Fellow, Graduate School of Education, The University of Melbourne.

Anthony is immediate past Chair of the Australian Council for Educational Research, and immediate past Deputy Chair of New Zealand's Education Council. He was Inaugural Chair of the Australian Institute for Teaching and School Leadership and the Inaugural Deputy Chair of the Australian Curriculum, Assessment and Reporting Authority.

Anthony is an expert consultant to OECD, Senior Fellow IBE UNESCO, and Council Member of Asia Society's Center for Global Education.

# FRAMEWORK IN ACTION

2020/2021  
VIRTUAL LEARNING SERIES



Dr. Judy Halbert



Dr. Linda Kaser

**Dr. Judy Halbert and Dr. Linda Kaser** lead the Transformative Educational Leadership Program at the University of British Columbia ([telp.educ.ubc.ca](http://telp.educ.ubc.ca)) and the Networks of Inquiry and Indigenous Education ([noii.ca](http://noii.ca)). Linda and Judy have served as principals, district leaders, and policy advisors with British Columbia's Ministry of Education.

They are deeply committed to achieving equity and quality for all learners—and to networking for innovation and improvement across systems. To that end, they served as Canadian representatives to the OECD international research program on Innovative Learning Environments. They are

pleased to support inquiry networks in British Columbia, the Yukon, Manitoba, England, Spain, New Zealand, Sweden, New South Wales, the Northern Territory and Queensland.

In 2019 they were awarded the prestigious Cmolik Prize for the enhancement of public education in British Columbia.

They are the co-authors of *The Spiral Playbook* (2017), *System Transformation for Equity and Quality* (2016), *Spirals of Inquiry* (2013), *Leadership Mindsets: Innovation and Learning in the Transformation of Schools* (2009) and with Helen Timperley, *A Framework for Transforming Learning in Schools: Innovation and the Spiral of Inquiry* (2014).



Ministry of  
Education

# FRAMEWORK IN ACTION

2020/2021  
VIRTUAL LEARNING SERIES



Gay Robinson  
APR, CP3

Throughout her career Gay has been drawn to working with clients who realize the benefits of involving stakeholders in decision-making. After a successful career in government, not-for-profit, education and the private sector she began consulting. Gay has provided strategic council, and designed and implemented engagement programs for a wide range of clients including municipal government, school boards, regulators, corporations, and industry associations. A number of her projects have been cited as “raising the bar” for engagement practices.

Gay is an active member of the [International Association for Public Participation \(IAP2\)](#) – as a licensed trainer for the IAP2 Foundations program since 2005 and in various leadership roles. She is an IAP2 Canada Certified Public Participation Professional (CP3) and serves as an assessor for this professional certification program. She currently serves on the Board for IAP2 Wild Rose Chapter as Treasurer and was co-chair for the IAP2 2020 North American conference.



Dr. Lorna Wanosts'a7 Williams

Lil'wat Nation, British Columbia

*"We know the power of education, its power to destroy and its power to heal and thrive. We are still here because we continue to practice our powerful traditional forms of learning and teaching to be a good contributing member of community."*

Dr. Lorna Wanosts'a7 Williams is Professor Emerita of Indigenous Education, Curriculum and Instruction at the University of Victoria and Canada Research Chair in Education and Linguistics. She has been awarded the Order of Canada (2019), Indspire Award in Education (2018), Queen Elizabeth II Diamond Jubilee Medal (2004) and Order of British Columbia (1993). She has been living and breathing the Calls to Action on education and language since before the Truth and Reconciliation Commission was ever imagined. She built her career on the principle that quality education for Indigenous children must be characterized by strong cultural teachings alongside a Euro-Western education.

In turn, she became an English interpreter for the elders in her community. Lorna helped to develop the writing system for Lil'wat and co-authored the first curriculum and learning resources for teachers to teach the language in school. These materials continue to be used to teach today.

In 1973, Wanosts'a7 was instrumental in opening Mount Currie's band-controlled school, only the second First Nations community in Canada to do so. The school delivered an innovative curriculum including Lil'wat and Euro-Canadian knowledge, history, and values, with instruction given in both Lil'wat and English. Each course was carefully negotiated to ensure that they did not colonize Lil'wat children.

At the University of Victoria, Dr. Williams initiated and led the development of Bachelor's and Master's degrees in Indigenous Language Revitalization, and a Master's in Counseling in Indigenous Communities. She also initiated, designed, and implemented a mandatory course in Indigenous Education for all teacher education students, leading to the requirement that all teacher education programs in British Columbia include an Indigenous Education course.



# FRAMEWORK IN ACTION

2020/2021  
VIRTUAL LEARNING SERIES



**Dr. Avis Glaze**  
International Education Adviser

Dr. Avis Glaze is one of Canada's outstanding educators and thought leaders. She has been recognized for her work in international education, as an executive coach, keynote speaker and workshop presenter. She has worked with educators and policy makers in some 50 jurisdictions across the globe. She is passionate about publicly funded education and its role in improving the life choices and life chances of students.

From classroom teaching to Superintendent of Schools and Director of Education, Dr. Glaze served as one of five members and the only K-12 educator on Ontario's Royal Commission on Learning. Appointed by the Premier as Ontario's first Chief Student Achievement Officer and founding CEO of the Literacy and Numeracy Secretariat, she played a leading role in working with educators to improve student achievement and wellbeing. She served as Ontario's Education Commissioner and Senior Adviser to the Minister of Education, as Adjunct Professor at York University, Transitional Year Tutor at the University of Toronto and Professor in Residence in the Faculty of Education, University of Ottawa.

Avis has worked with educators in some 50 jurisdictions worldwide including Adviser to the Minister of Education in New Zealand on national standards and with principals in

Norway at the invitation of Queen Sonya. Currently, she is the International Education Adviser to Scotland, appointed by the First Minister, Nicola Sturgeon.

Avis was featured in an article in the United States titled: 18 Women all K-12 Educators Should Know. She has received numerous awards for her contributions to education, including the Robert Owen Award, the first of its kind offered in Scotland, the Distinguished Educator Award and the Order of Ontario, inter alia.

Dr. Glaze is an inveterate learner who continues to take courses and to learn with and from her colleagues. She is a Visible Learning Certified Trainer, coach in Alternative Dispute Resolution, the assessment of emotional intelligence, anti-racism and school system effectiveness. She is a consummate capacity builder in areas such as teaching effectiveness, leadership development, excellence with equity, school system reform and improvement, governance, student achievement, parent outreach and engagement, community development and coalition building, career development, character education, people influencing skills and equity of outcomes for all students, regardless of their background or personal circumstances.

She works with educators, leaders, policy makers, politicians, parents and business leaders to build upon their successes and focus on research-informed strategies to improve their schools and systems. She has written and co-authored numerous articles and books, including *Breaking Barriers: Excellence and Equity for All*, *High School Graduation: K-12 Strategies that Work*, and *Reaching the Heart of Leadership: Lessons Learned, Insights Gained and Actions Taken*.

For Avis Glaze, excellence and equity are not polar opposites; they must go hand in hand. As an experienced practitioner, her primary focus is on maximizing potential to ensure that students in our schools today become engaged citizens who think critically and analytically, feel deeply and empathically, and act wisely and ethically as we prepare them to contribute to nation building.

Glaze's theory-into-practice orientation demonstrates that she has, herself, done the work.

Visit her website at: [www.avisglaze.ca](http://www.avisglaze.ca) for further information.



Ministry of  
Education

**SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)**

**BRIEF**

**TO:** Committee of the Whole

**FROM:** Teri Stoneman, Interim Secretary-Treasurer

**DATE:** November 12, 2020

**RE:** **Snow Clearing Concern**

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The following is my understanding regarding the above:

- Dawson was successful in winning the roads maintenance contract for our area.
- Employees move from one contractor to another (union shop)
- Dawson's equipment appears less reliable than the previous contractor
- Dawson's staff can only do what they can with the equipment that is provided to them
- Priority clearing of roads is based on class of road - major highways and hills are considered first, then other major arteries and bus routes
- Our Transportation Supervisor has a good relationship with Dawson
- Dawson Road Maintenance decisions are made in their head office in Kamloops.
- Dawson's local General Manager has resigned effective October 30<sup>th</sup>, 2020 and a temporary replacement is in place
- Our Transportation Supervisor is in contact with Dawson Road Maintenance on an almost daily basis depending on road conditions



# EDUCATION REPORT 2020



## School District No. 60 (Peace River North)



*Anne Roberts Young Elementary School - New school opened in September 2020.  
(Photo by D. Shawchek Photography)*

### District Framework for Enhancing Student Learning

#### **1. Intellectual Development**

- A. All students will make progress and reach their potential
- B. A student's education will be a rich and well-rounded experience
- C. Students will have flexibility and choice in their learning
- D. Learning will take place in an environment of innovation, inquiry and creativity

#### **2. SEL (Social-Emotional Learning)**

- A. School communities will develop and maintain a positive school culture
- B. School communities will develop strategies for emotion regulation in the classroom and school-wide
- C. School communities will value diversity

#### **3. Career and Skill Development**

- A. Career programs will enhance career and life opportunities for all students
- B. Provide both knowledge and opportunities to students so they can successfully transition from high school to work and/or post secondary pursuits
- C. Students will learn skills to prepare them for the digital world
- D. Students will learn through authentic, relevant and meaningful learning experiences



# INTELLECTUAL DEVELOPMENT



Shawna-Marie Phillips & her son, Kashton, celebrate during the 2020 NPSS Grand March Parade along 86 Street - June 19, 2020 - (Photo by Dillon Giancola)

GRAD  
2020



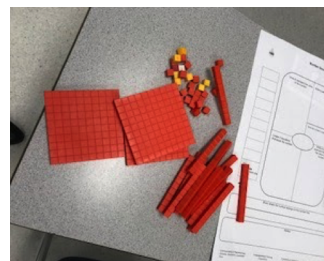
NPSS Principal, Randy Pauls, presents Christopher Schreyer with his diploma.

## GRAD 2020

Exceptional planning during an exceptional year! NPSS planned a unique Graduation Ceremony and celebration in response to the COVID-19 restrictions. This included a virtual ceremony and the ability for students to cross the stage to receive their diplomas and celebrate with their family groups.

## NUMERACY (MAP)

School District No. 60 continues to train students and staff on the use of the numeracy tool called MAP (Math Assessment and Practice). Starting in the area of number sense, students are able to approach a math problem from a number of different perspectives and deepen their understanding of numeracy. This approach also provides immediate feedback to the teacher on individual and class strengths or challenges. Beginning in 2019, the district has provided math coaches as well as dedicated teachers-on-call to help implement this learning strategy at every school.



Date: 3/1/20	
<p>Draw to represent the value of the number</p> <p>7,41</p> <p>7,11</p> <p>6,61</p> <p>6,11</p> <p>5,61</p> <p>5,11</p> <p>4,61</p> <p>4,11</p> <p>3,61</p>	<p>Write to describe your picture</p> <p>2,4999 = 2,0</p> <p>(5) 1,9999 = 0,61</p> <p>Write the number in expanded form</p> <p>3,061 = 3,000 + 600</p> <p>Create 3 equations that equal the number</p> <p>2,01 + 1,60 = 3,61</p> <p>0,23 + 3,38 = 3,61</p> <p>4,62 - 1,02 = 3,61</p> <p>7,22 ÷ 2 = 3,61</p> <p>Count backwards from the number</p> <p>3,61</p> <p>Write a real life situation that shows the value of the number</p> <p>Price tag</p> <p>in wallet</p> <p>a nice bag of</p>
<p>Count backwards from the number</p> <p>3,61</p> <p>3,51</p> <p>3,41</p> <p>3,31</p> <p>3,21</p> <p>3,11</p> <p>3,01</p> <p>2,91</p> <p>2,81</p> <p>2,71</p> <p>2,61</p> <p>2,51</p> <p>2,41</p> <p>2,31</p> <p>2,21</p> <p>2,11</p> <p>2,01</p>	<p>Show where the number belongs on the number line</p> <p>2,00</p> <p>3,00</p> <p>3,61</p> <p>4,00</p> <p>My strength was adding and subtracting with the three equations</p> <p>My challenge was the count backwards by one</p>

# INTELLECTUAL DEVELOPMENT ... continued

## READING RECOVERY: A Lifeline to Literacy !

The goal of Reading Recovery is to reduce the number of students who have difficulty learning to read and write by providing the intervention to Grade One students who are struggling to learn in the classroom setting. In Reading Recovery, selected students receive one-on-one 30 minute lessons that occur daily over 12-20 weeks with a specially trained teacher.

At the end of the lesson series, many students are reading and writing at grade level. For those students who do not meet grade level, recommendations are put in place for further support.

After completing a series of lessons, all students can:

1. Read increasingly more difficult texts at an instructional level, expanding their power to learn from their own efforts and solve problems as they read and write.
2. Compose increasingly complex messages and monitor their own work, knowing when and how to get help.
3. Continue to learn within a supportive classroom environment.

These students were initially the very lowest achieving literacy learners in their classrooms. They all make positive gains for future learning.

Reading Recovery - 30 minute lesson individually designed by a specially trained teacher.



Familiar Reading

Word Work

Writing

New Text Reading



## SD60 RECORDING STUDIO

### Promoting literacy in response to COVID lockdown in March 2020.

In cooperation with Russell Eggleston from "Sound in Town" and with teacher Ted Sloan coordinating, the district set up a recording studio at the Key Learning Center.

Following is the link to watch while Mr. Sloan reads the book "Should I Share My Ice Cream?" by Mo Willems in the recording studio:

<https://www.youtube.com/watch?v=2gyenWE8t4w>



Mr. Sloan reads the book "Should I Share My Ice Cream?" by Mo Willems" in the studio.



# HUMAN & SOCIAL DEVELOPMENT



## BC Winter Games 2020

Helen Gilbert, Board Chair, receiving a plaque in recognition of School District No. 60's contribution to the BC Winter Games held in Fort St John and area in February 2020.

## Band/Music Program 2020/2021

School District No. 60 is committed to providing students with enriching, engaging and personalized learning. Research indicates that children who receive music education, improve language-based reasoning and the ability to plan, organize and complete tasks. These cognitive skills, developed during music lessons, influence children's cognitive abilities in other areas resulting in improved academic performance (*Jaske, Honing & Scherder, 2018*).

SD60 Band/Music Program staff, in collaboration with SD60 Health/Safety Coordinator and school administrators, have worked diligently to create health/safety protocols in alignment with the provincial K-12 health and safety guidelines to ensure in-person band/music instruction can be offered safely to students this school year.

This school year, the School District No. 60 Band Program has the following enrollment:

- 130 - Beginning Band
- 34 - Grade 7 Band
- 50 - Grade 8/9 Band
- 38 - Senior Band



District Band practicing in the *Heather Hannaford Arts Space* at Anne Roberts Young Elementary School.

## CAREERS / SKILLS

### ELEMENTARY MAKER SPACE AND CAREER DAYS

School District No. 60 has embraced Applied Design Skills and Technology opportunities for our Elementary students. Over 500 students participated in Career Days last school year. These events offered intermediate students (Grades 4 - 6) and their teachers an opportunity to be inspired about making while giving them exposure to future career opportunities.

To support learning and engagement in Applied Design Skills and Technology, the District supported the launch of *Moneca's Maker Space*. Moneca Conway, Career Programs Coordinator, developed a series of YouTube videos supported by teacher lessons to engage students in problem solving, design, and building activities. You can access these videos [here](https://buff.ly/3dLQLxp) (<https://buff.ly/3dLQLxp>).



## CAREERS / SKILLS ... continued

### DUAL CREDIT / CAREER PROGRAMS

School District No. 60 continues to develop our career education and trades training programming. It is our goal to increase the number and diversity of our local and regional partnerships, improving our capacity for providing career education and trades training. We continue to expand students' awareness and interest in career education and trades training. We are proud of the variety of opportunities our students can access in both trades and non-trades pathways leading to Graduation. The chart below shows enrollment figures for the 2019-2020 school year in these programs.

Dual Credit/Career Programs	District Enrolment	Program Information
Youth Train in Trades (Dual Credit Programming at Northern Lights College)	43	Welder, Millwright, Cook, Instrumentation, Plumbing, Hairstylist, Heavy Duty Technician, Electrical, Carpenter, Automotive Technician, Aircraft Maintenance
Dual Credit, Non-trades - (Dual Credit Programming at Northern Lights College)	128	Applied Business Technology, Business Management, Criminology, Childhood Education, Esthetics, Health Care Assistant, Oil and Gas Operations, Power Engineering, Wind Turbine Technicians, University Transfer
Youth Work In Trades (Apprenticeship)	100	Welder, Millwright, Cook, Instrumentation, Plumbing, Hairstylist, Heavy Duty Technician, Electrical, Carpenter, Automotive Technician, Aircraft Maintenance
Work Experience (Trades)	49	Welder, Millwright, Cook, Instrumentation, Plumbing, Hairstylist, Heavy Duty Technician, Electrical, Carpenter, Automotive Technician, Aircraft Maintenance
Work Experience (Non-trades)	215	Business and Applied Business, Fine Arts and Design, Fitness and Recreation, Health and Human Services, Liberal Arts and Humanities, Science and Applied Sciences, Tourism and Hospitality
Youth Explore Trades Sampler (Northern Lights College)	22	10 to 12 week program that provides participants with an in-depth opportunity to explore four or more trades.
Safety Training	200	Students are certified in Occupational First Aid: Level 1, H2S Alive, and completed training on the SafetySync Platform to increase employability.

# TRUTH AND RECONCILIATION

School District 60 has signed Local Education Agreements (LEA) with each of our three First Nations Communities (Blueberry River First Nations, Doig River First Nation and Halfway River First Nation). School District 60 and the First Nations communities acknowledge the importance of working together for the benefit of First Nations students and are committed to open, respectful sharing of ideas and information to make educational decisions on behalf of First Nation students. The school district will work collaboratively with each of the First Nations communities to ensure First Nation students have equitable access to educational programs that will provide them with the skills they need to reach their greatest potential, grounded in their culture and confident in their identity, knowledge and skills.

## Local Education Agreement ~ First Nations & School District 60

### What is a Local Educational Agreement?

LEAs are agreements, co-created to increase accountability and to promote effective working relationships between local First Nations bands and local Boards of Education, enabling them to work collaboratively to support First Nation students.

### Shared Values

Health-mind, spirit, body  
Knowledge-Learning  
Happiness  
Independence - Confidence  
Identity-History-Culture  
Success - Innovation  
Belonging-Acceptance  
Respect - Integrity  
Responsibility  
Communication  
Resilience

### Reconciliation

Indigenous education requires collaboration and cooperation to ensure that all First Nation Students are supported to achieve successful education outcomes.

It is important to the First Nations Elders, that it is understood that they are the Original People of the land.

The gap in educational outcomes between First Nation Students and non-First Nations students is a persisting legacy of colonialism, and concerted efforts are required to eliminate this gap.

Quality First Nations education includes standards, programs, services, school supports and investments that provide appropriate tools and resources aimed at achieving successful First Nation Student outcomes and achievements, while addressing their unique needs.

### Collaborating & Communicating for the Future

Open, respectful sharing of ideas and information to make educational decisions for our students.

Regularly scheduled meetings at least 3 times per year, with a process for meeting more often.

SD60 will share achievement, enrollment and attendance reports with BRFN, DRFN and HRFN to be proactive partners for student success.

All parties recognize the importance of working together for the benefit of our Indigenous students, so that they may reach their utmost potential.

### What Success Looks Like

- Graduate with dignity and options
- Attain high grades in English 12 and Math 11
- Work with purpose toward goals throughout education
- Self sufficient & confident
- Understand steps to becoming an independent young adult
- Good health: physical, mental and spiritual
- Understand how to access: post-secondary education, trades, and employment
- Financial literacy skills
- Strong identity with a positive connection to community & history
- Pride in reaching goals
- Resilience and persistence with a growth mindset



Halfway River First Nation (left) and Doig River First Nation (right) attended a Board Meeting to sign their LEA.





# BUDGET ... continued



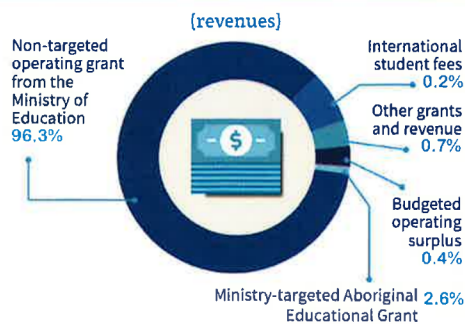
## Snapshot 2020-2021

Together We Learn!

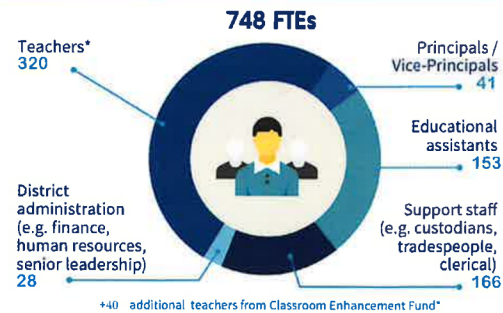
**Operating Revenue: \$70.5 million**

**Operating Expenses: \$70.2 million**

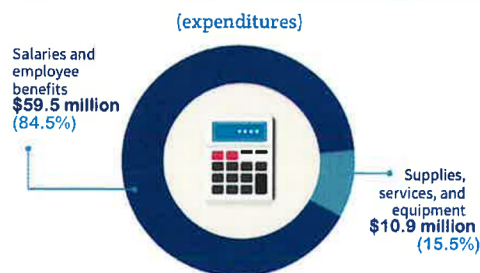
### Where the money comes from



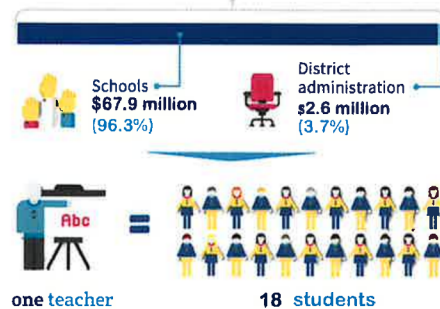
### Our staff team



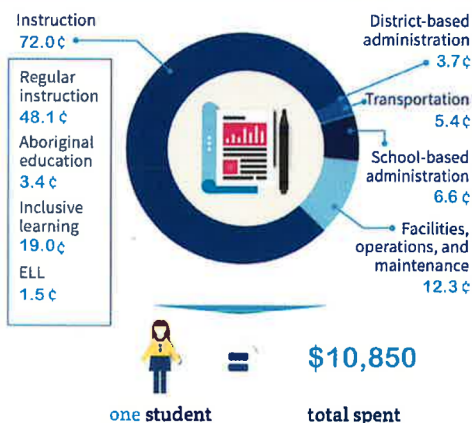
### Where the money goes



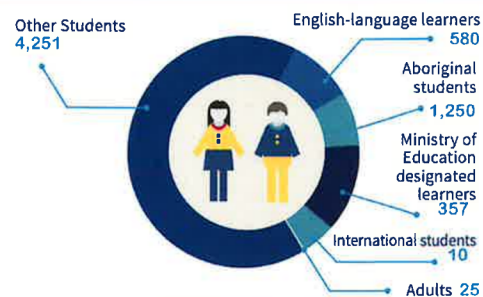
### \$70.5 million operating budget



### How each dollar is spent



### Our student population = 6,473



International decrease due to pandemic  
Enrolment is projected to have moderate growth over the next 10 years



# BUDGET ... continued

Snapshot 2020-2021 continued...

## French immersion

**Bonjour!**  
**479 students**  
are enrolled in French immersion



VIVE LE FRANCAIS!!

## Inclusive learning

**\$6.4 million** (in 2020-2021)  
Increase of \$337 thousand from 2019-2020



Fluid and flexible learning spaces in schools

## Graduation rates



**77% graduating**

Graduation levels holding steady over the past three years.

## Careers and pathways



**435 students**  
participated in pathways & partnerships programs in 2019-2020

## New class size composition



**\$4.7 million**

to restore collective agreement class size and composition language in 2019-2020 resulting in 30 additional classes and 13 non-enrolling teachers to enhance learning.

## Our schools



**14** Elementary schools  
**2** Middle schools  
**1** Secondary schools  
**1** Continuing/alternate education centre  
**4** Elementary/Middle/Secondary schools

## Planned capital investments



**\$1,225,000**

Alwin Holland Boiler Upgrade and Prespatou plumbing upgrades



**\$473,000**

upgrade school classrooms and entrances



**\$406,000**

in windows and floor upgrades



**\$338,000**

to pave parking lots



**\$230,000**

to upgrade water systems and electrical systems in our out of town schools



**\$658,384**

for new buses

*We anticipate additional capital funds for seismic upgrades at a number of sites including Victoria High School*

## Engaging our community



**19+**

Public Board of Education and committee meetings



**12,714**

Website visitors monthly



**22**

Parent Advisory Councils



**Livestream of Board Meetings**

Making meetings accessible to the public



**Providing public education to students in:**

**3 municipalities and 8 Outlying Areas**

(Fort St John, Hudson Hope, Taylor, Baldonnel, Buick Creek, Charlie Lake, Clearview, Prespatou, Upper Halfway, Upper Pine, Wonowon)

**3 First Nation Communities**

(Blueberry River, Doig River, Halfway River)



**prn.bc.ca**

**School District 60: Peace River North**  
**10112 - 105 Avenue**  
**Fort St John, BC, V1J 4S4**  
**250.262.6000**

## Our Mission:

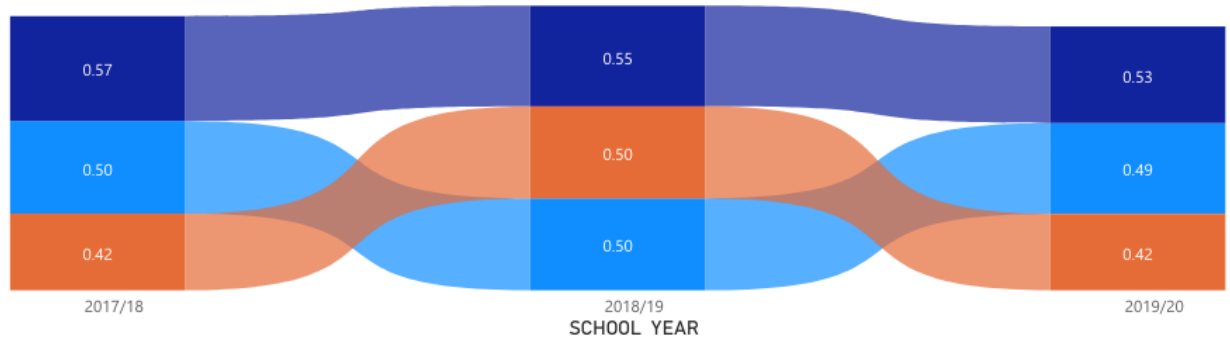
All of our Students will graduate, walking the stage with dignity and grace.

# Together We Learn!

# LEARNING EVIDENCE: SEL

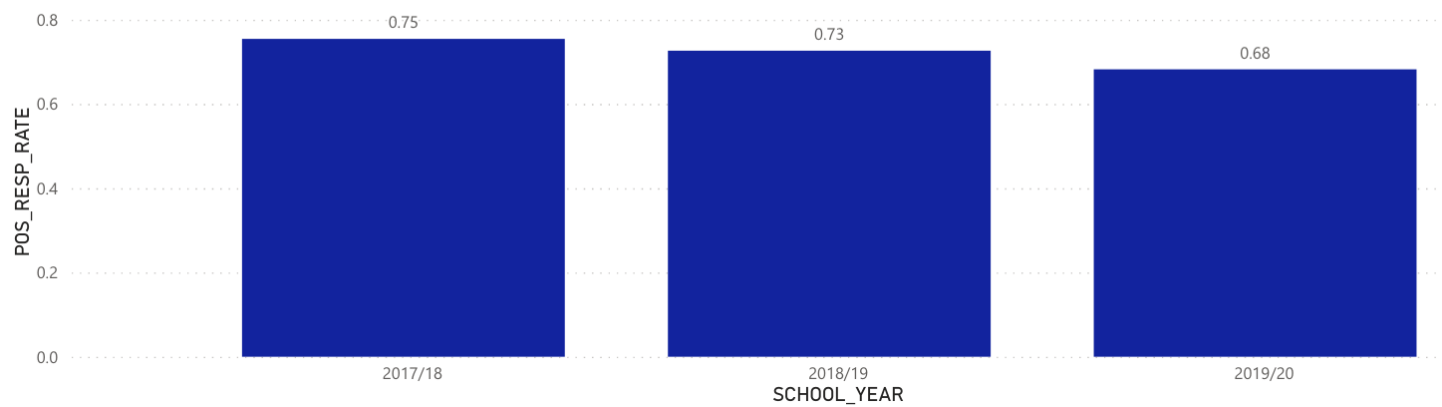
## Positive Sense of Belonging in School

SUBPOP ● Aboriginal ● ALL STUDENTS ● Special Needs



## I feel safe in school - Positive Response Rate for All Students

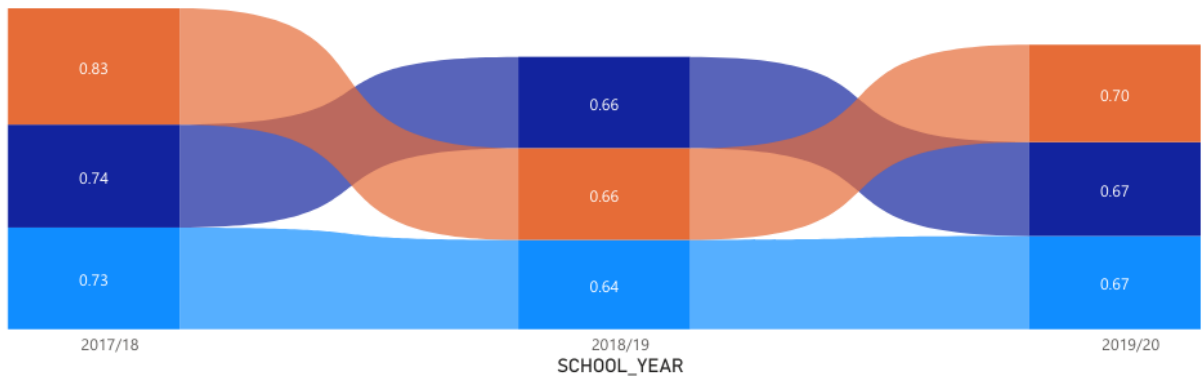
SUBPOP ● ALL STUDENTS



# LEARNING EVIDENCE: SEL

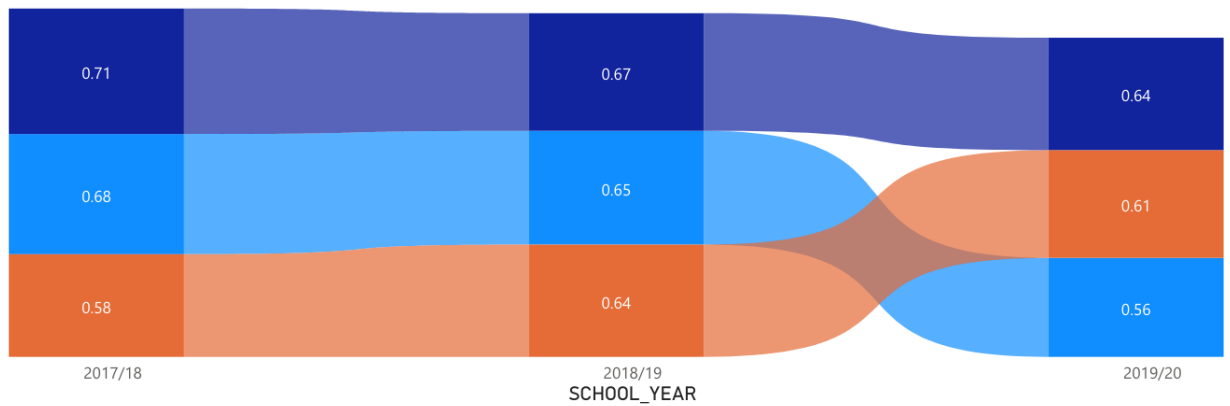
## 2 or More Adults Care about you - Positive Response Rate

SUBPOP ● Aboriginal ● ALL STUDENTS ● Special Needs



## Feel Welcome - Positive Response Rate

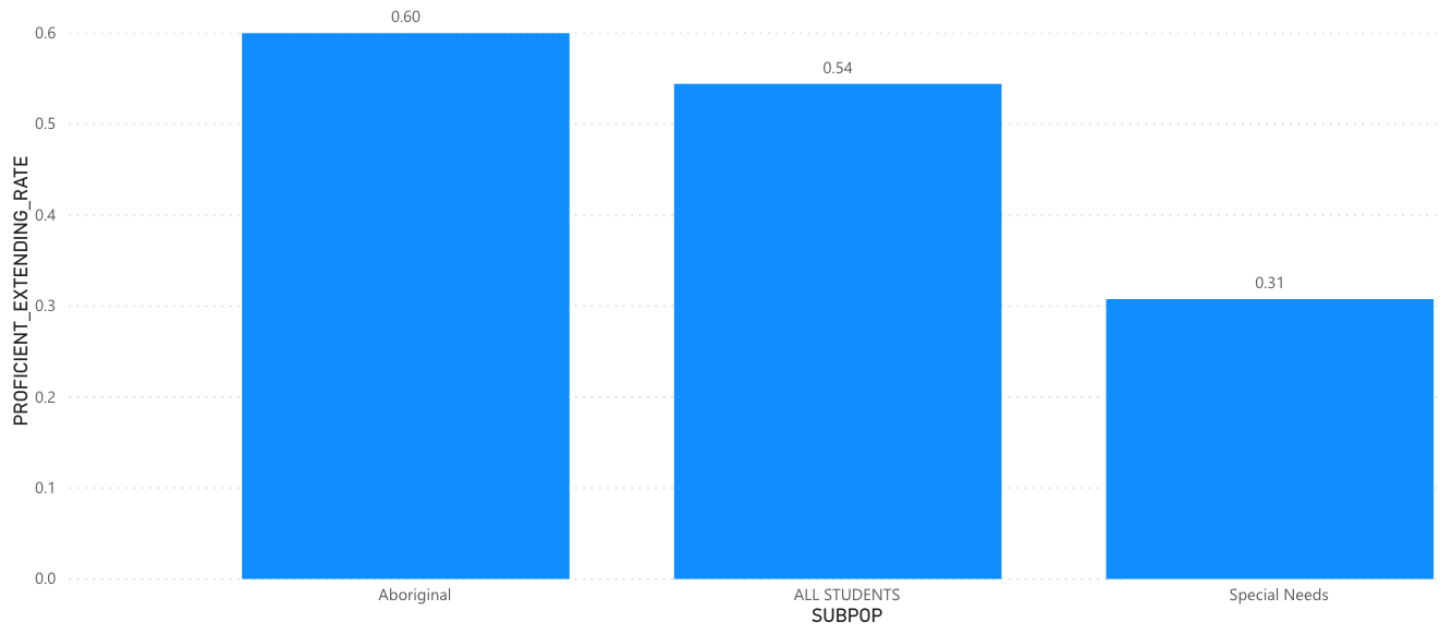
SUBPOP ● Aboriginal ● ALL STUDENTS ● Special Needs



# LEARNING EVIDENCE: Literacy

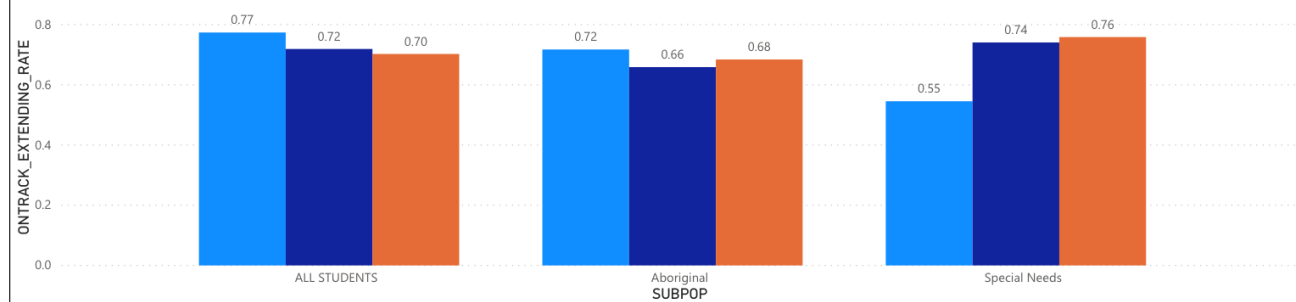
## Proficient and Extending Literacy Graduation Assessment

SCHOOL\_YEAR ● 2019/20



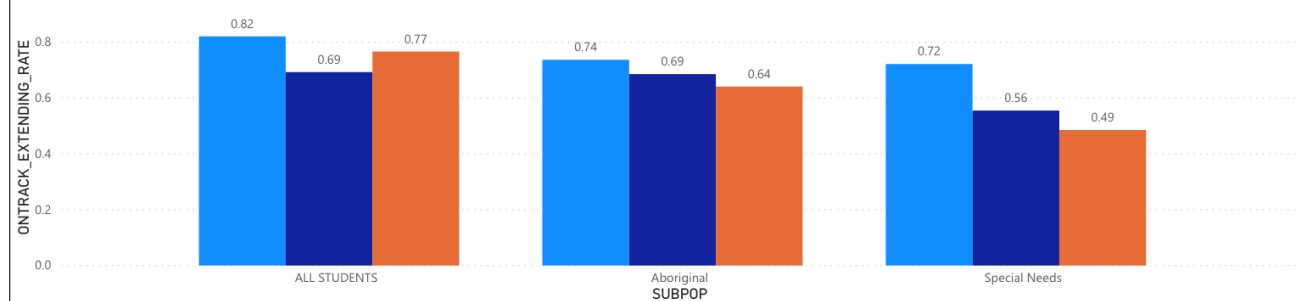
## OnTrack + Extending FSA Reading Grade 4

SCHOOL\_YEAR ● 2017/18 ● 2018/19 ● 2019/20



## OnTrack + Extending FSA Reading Grade 7

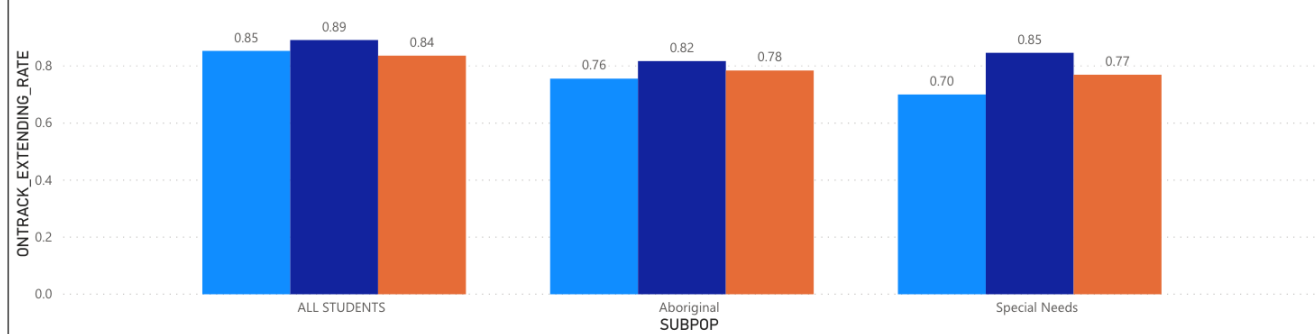
SCHOOL\_YEAR ● 2017/18 ● 2018/19 ● 2019/20



# LEARNING EVIDENCE: Writing

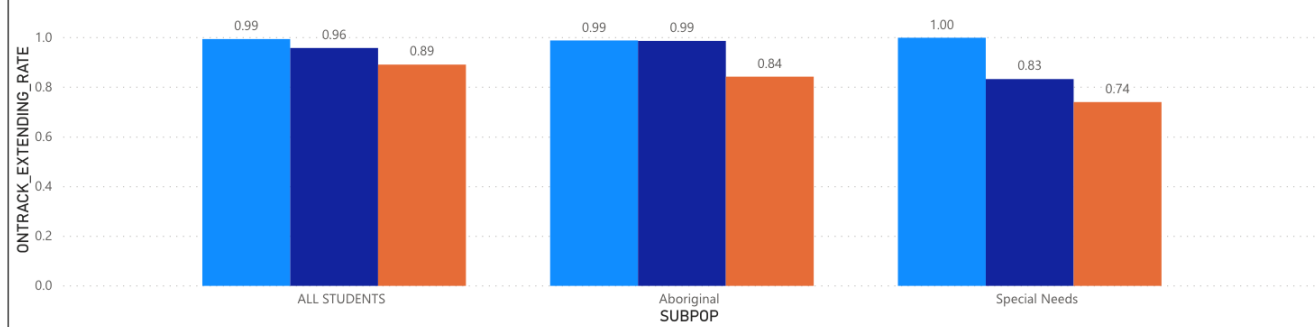
OnTrack + Extending FSA Writing Grade 4

SCHOOL\_YEAR ● 2017/18 ● 2018/19 ● 2019/20

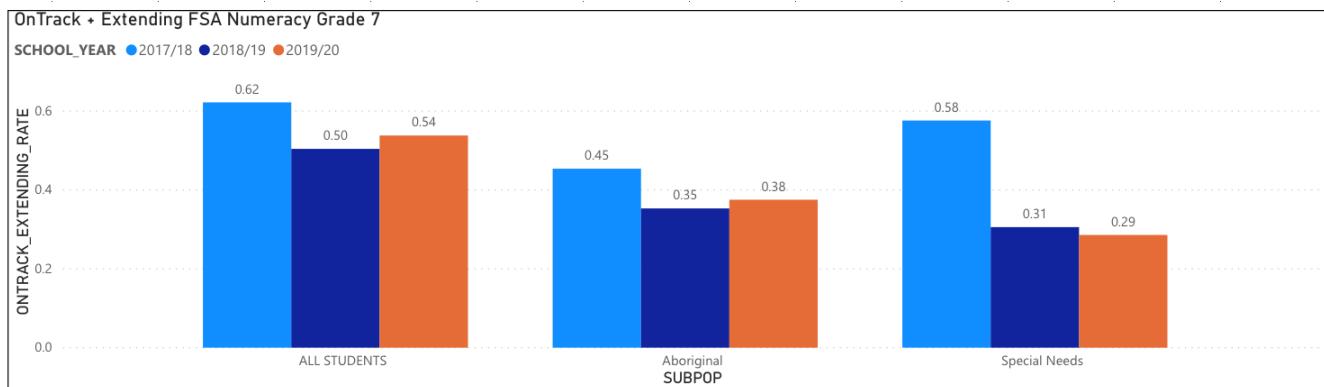
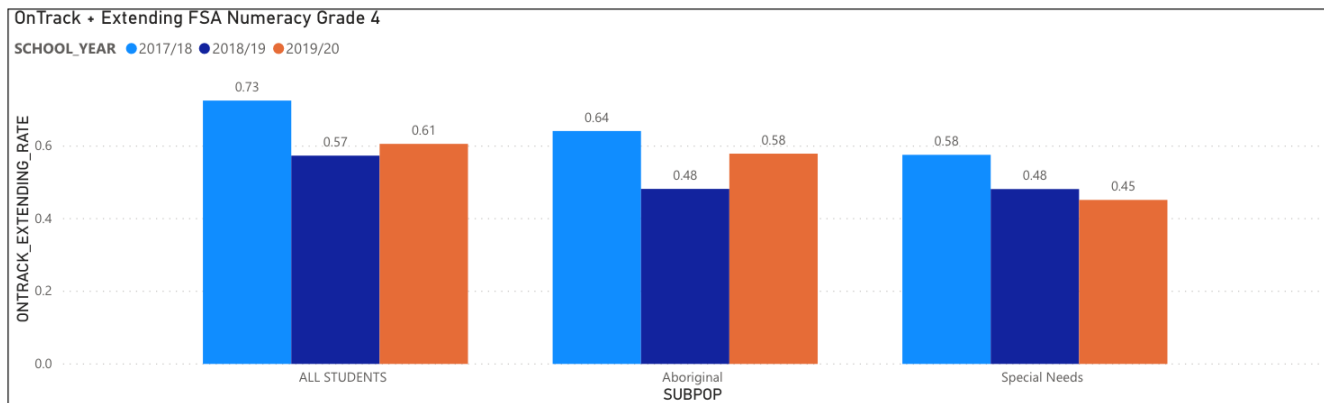


OnTrack + Extending FSA Writing Grade 7

SCHOOL\_YEAR ● 2017/18 ● 2018/19 ● 2019/20

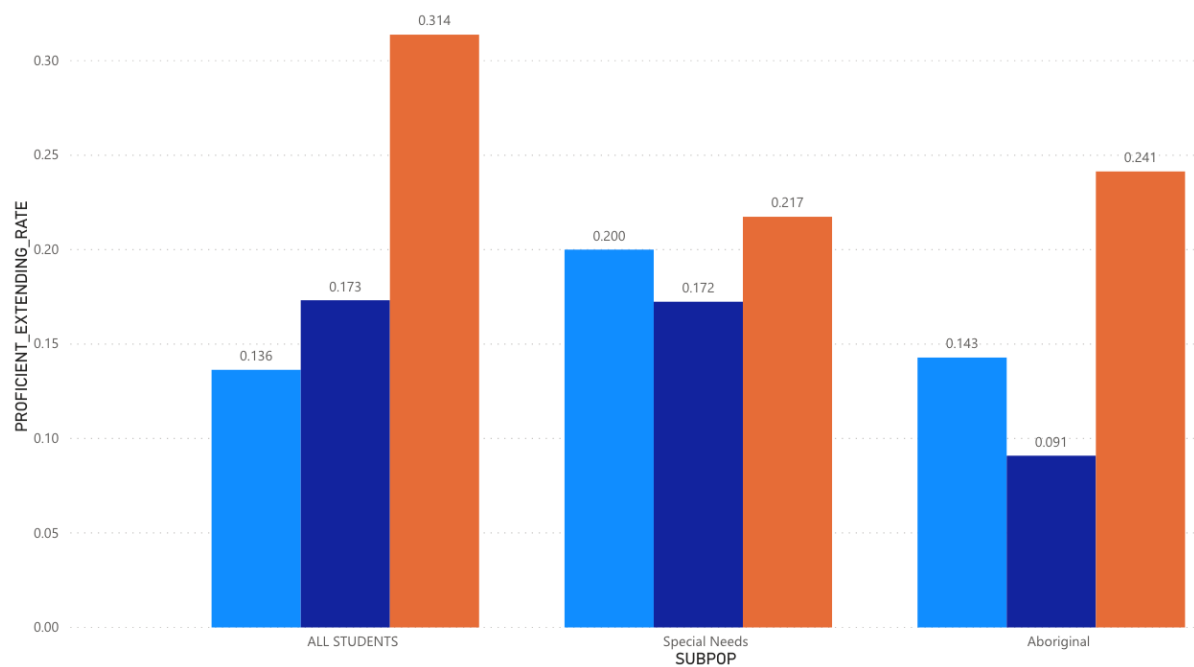


# LEARNING EVIDENCE: Numeracy



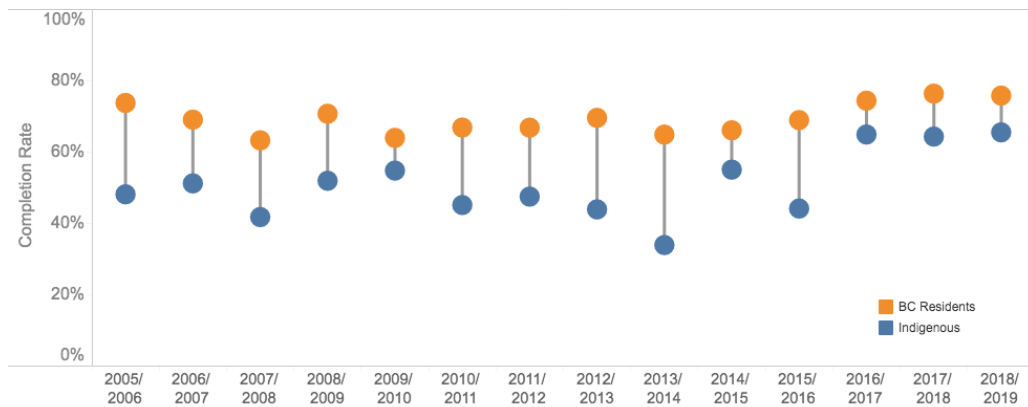
## Proficient + Extending Numeracy Grad Assessment

SCHOOL\_YEAR ● 2017/18 ● 2018/19 ● 2019/20

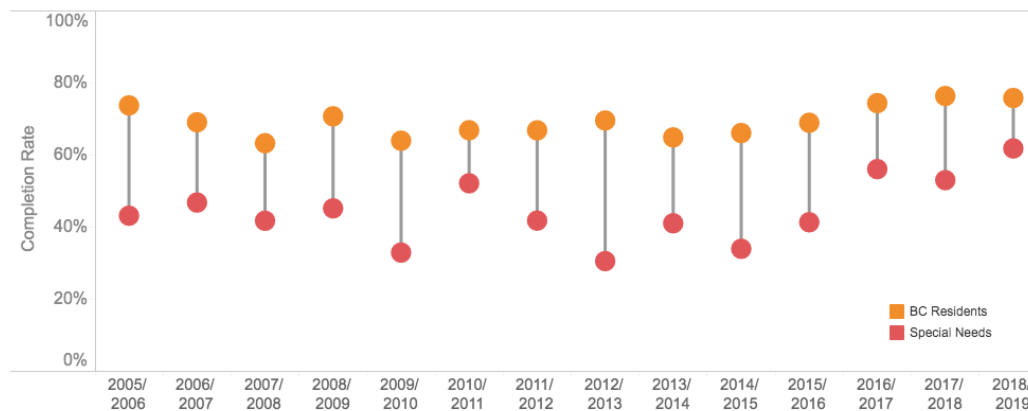


# LEARNING EVIDENCE ... continued

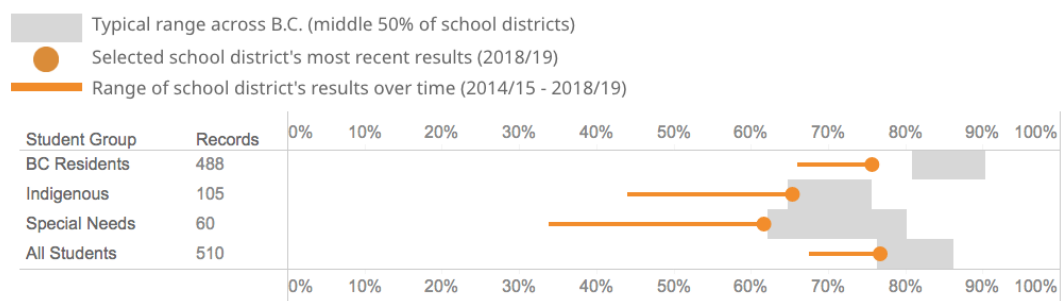
## Completion Rate Over Time for Indigenous and BC Residents



## Completion Rate Over Time for Students with Special Needs and BC Residents



## Completion Rates



\* All Students includes non-residents, some of whom are international students.

# LEARNING EVIDENCE ... continued

## Grade 9 to 10 Transition Rate

SCHOOL_YEAR	SUBPOP	G2G_RATE	SUCCESS_CNT
2016/17	Aboriginal	0.94	78
2017/18	Aboriginal	0.86	80
2018/19	Aboriginal	0.87	89
2016/17	ALL STUDENTS	0.94	372
2017/18	ALL STUDENTS	0.89	390
2018/19	ALL STUDENTS	0.92	368
2016/17	Special Needs	0.84	47
2017/18	Special Needs	0.80	57
2018/19	Special Needs	0.75	46

## Grade 10 to 11 Transition Rate

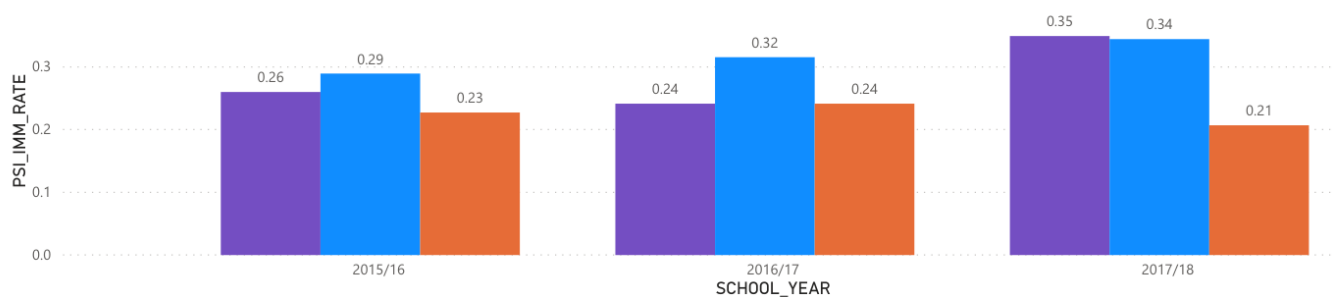
SCHOOL_YEAR	SUBPOP	G2G_RATE	SUCCESS_CNT
2016/17	Aboriginal	0.82	86
2017/18	Aboriginal	0.84	71
2018/19	Aboriginal	0.84	69
2016/17	ALL STUDENTS	0.91	384
2017/18	ALL STUDENTS	0.90	347
2018/19	ALL STUDENTS	0.92	375
2016/17	Special Needs	0.78	39
2017/18	Special Needs	0.81	44
2018/19	Special Needs	0.79	49

## Grade 11 to 12 Transition Rate

SCHOOL_YEAR	SUBPOP	G2G_RATE	SUCCESS_CNT
2016/17	Aboriginal	0.83	70
2017/18	Aboriginal	0.80	73
2018/19	Aboriginal	0.78	61
2016/17	ALL STUDENTS	0.91	369
2017/18	ALL STUDENTS	0.90	364
2018/19	ALL STUDENTS	0.89	332
2016/17	Special Needs	0.80	24
2017/18	Special Needs	0.93	41
2018/19	Special Needs	0.83	43

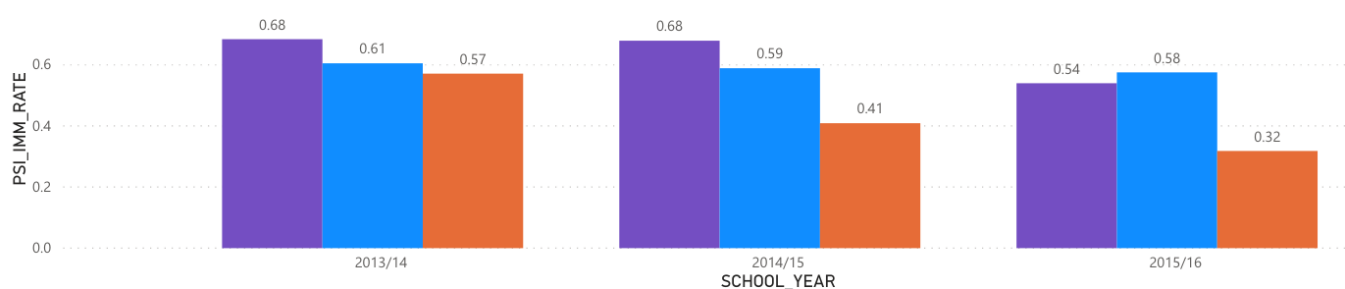
## Immediate Transition to Post Secondary Institution in BC

SUBPOP ● Aboriginal ● ALL STUDENTS ● Special Needs



## 3yr Transition to Post Secondary Institution in BC

SUBPOP ● Aboriginal ● ALL STUDENTS ● Special Needs







# ENTERPRISE RISK MANAGEMENT

School District 60 – Peace River North

November 16, 2020

# Don McMillan, MBA, CPA, CMA



MBA, YORK UNIVERSITY,  
TORONTO



CHARTERED PROFESSIONAL ACCOUNTANT,  
BC  
CANADIAN RISK MANAGEMENT  
DESIGNATION (IN PROGRESS)



FORMER CFRO, LAKE VIEW &  
NORTH PEACE CREDIT UNIONS

# What is Enterprise Risk Management?

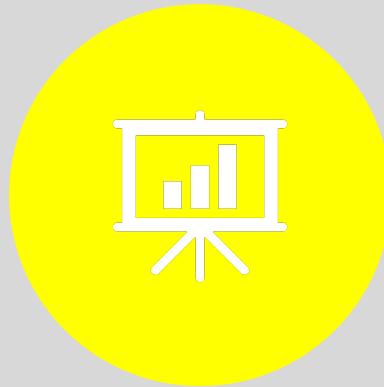
- ERM has developed from the foundations of the management of hazard risk (physical risk)
- Incorporates all areas – strategic, competitive, reputational, financial, human resource, technology
- Addresses both downside risk and upside opportunities



# Enterprise Risk Management



PROBABILITY



CONSEQUENCE



CRITICALITY

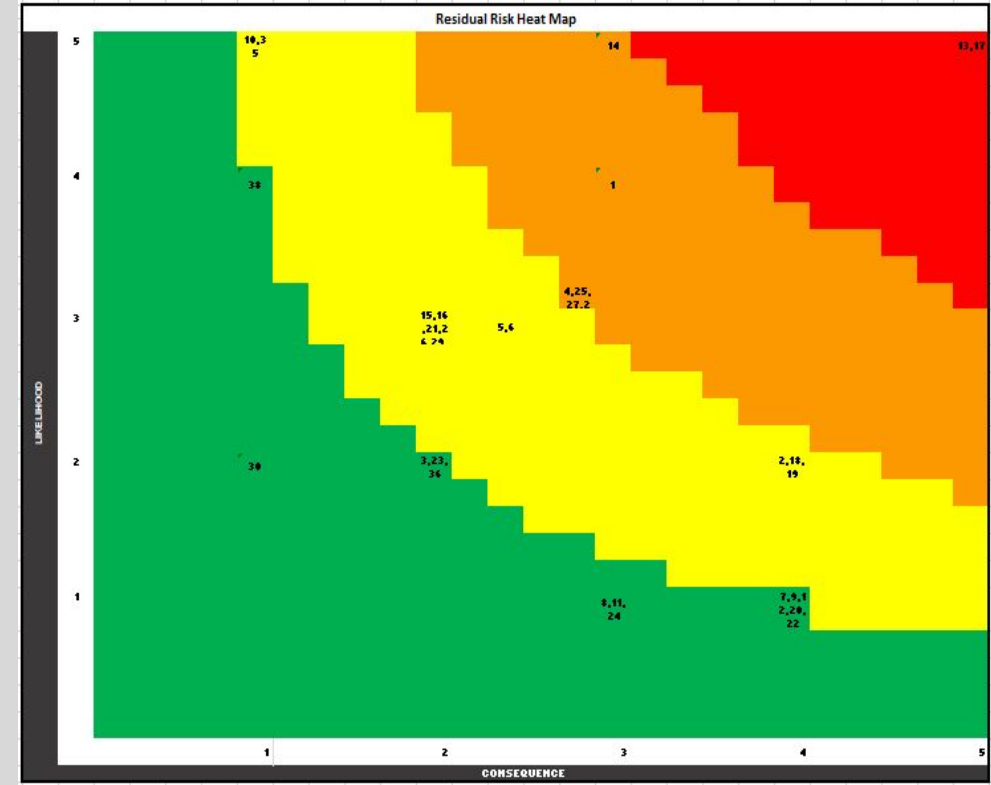
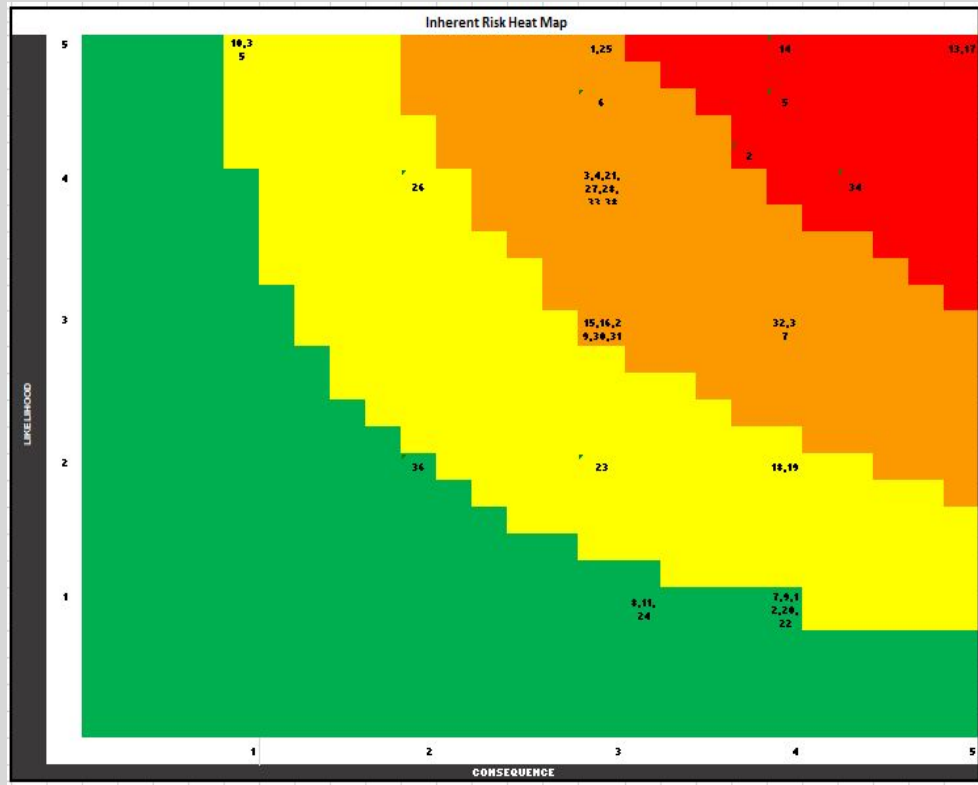
# Why Enterprise Risk Management?

- ERM is a management tool that can be used to supplement both strategic and annual planning
- It prioritizes risk across a broad spectrum of categories (heat map)
- Addresses both inherent and mitigated risk – examining the effectiveness of mitigation strategies





# Heat Maps – SD60



# Enterprise Risk Management – A SD60 Story



- Original ERM work conducted by MNP back in November 2018
- Update completed based on the foundational work
- Updates based on current environment (broken out risk categories, updated risk scores, new risks identified)
- Identify next steps

# ERM Risk Categories for SD60

(Based on Inherent Risk)

Structural Failure/Obsolescence  
Wildfire  
IT - Obsolescence  
Environmental  
Gas Leak/Explosion (individual location)  
Facility Fire (individual location)  
Water Supply Disruption  
Third Party Supplier Risk  
Flooding/Sewer (individual location)

External Communication  
Management Reporting  
Fraud & Theft  
Governance  
Compliance  
Change Management  
Power Outage  
Ice/Snow Storms  
Communications - loss of connectivity  
Terrorism  
Earthquake

Labour Disruption (Strike/Work-to-Rule)  
Recruitment & Retention  
Knowledge Retention  
Strategy  
Training & Development  
Performance Management  
Policies & Procedures  
IT - Connectivity (Hostage)  
IT - Data Breach (Privacy/destruction)  
Procurement  
Collaboration  
Fleet Risk  
International Students

Pandemic  
Confiscation  
Funding  
Education Quality  
Safety & Security

# Highlighted Risks

## Funding Risk

### Definition

Risk of inadequate funding to support the delivery of programs, capital requirements

- Decline in enrollment due to economy or competition
- Impact of COVID pandemic
- Loss of International students

### Mitigation

- Program adjustments
- Staffing adjustments
- Grants
- Budgetary Cycle – requirement for balanced budget

### Scoring

Inherent – 20    Residual – 15

## Recruitment & Retention

### Definition

Risk of ability to attract and retain qualified staff to support strategic goals

- Staff turnover – Knowledge retention
- TTOC's
- Rural challenge
- Succession planning

### Mitigation

- Professional Human Resource capacity
- Robust recruitment program
- Incentives
- Low housing costs – rural schools

### Scoring

Inherent – 15    Residual – 12

# Highlighted Risks

## Education Quality

### Definition

Risk of quality of education is compromised due to a lack of required skills, qualifications

- Labour disruption
- Snow days
- Lack of staff skill level, experience

### Mitigation

- Ministry measurement requirements
- Learning Services model
- Training
- Professional Development Days
- Mentoring

### Scoring

Inherent – 18    Residual – 7.5

## Confiscation

### Definition

Risk that the value of property/assets are negatively impacted due to confiscation

- Loss of assets and programming
- Cameron Lake location

### Mitigation

- Potential Partnership agreement
- Potential New leasing arrangements
- Potential Gov't compensation

### Scoring

Inherent – 25    Residual – 25



# Highlighted Risks

## Pandemic

### Definition

Risk that pandemic causes severe disruption of education delivery, impact on health of students/staff

- Shutdown
- Learning interruption
- HR implications

### Mitigation

- Provincial intervention
- Emergency funding
- Capacity for hybrid learning

### Scoring

Inherent – 25    Residual – 7.5

## IT Obsolescence

### Definition

Risk that systems become ineffective, inadequate or unreliable in meeting future needs

- Business disruption
- Loss of critical data
- Regulatory penalties or fines
- Reputational damage

### Mitigation

- Auditor General self-evaluation
- ITGC Review completed – actions undertaken
- Upgrade in systems and processes

### Scoring

Inherent – 4.0    Residual – 4.0

# Highlighted Risks

## **Change/Crisis Management**

### **Definition**

Risk that the culture is not supportive of transformative change required

- Inability to address urgent and strategic objectives
- Negative impact on staff engagement
- Adverse impact on reputation

### **Mitigation**

- District culture of innovation and province-leading solutions
- Strong leadership

### **Scoring**

Inherent – 9.0    Residual – 6.0

# Enterprise Risk Management - Resources



- Risk Register, updated Nov 12, 2020
- Risk Scoring, updated Nov 12, 2020 (With comparatives to prior document)



Thank you!

Questions?