

SCHOOL DISTRICT #60 (PEACE RIVER NORTH)
COMMITTEE OF THE WHOLE
“REGULAR” MEETING MINUTES
MONDAY, JANUARY 11, 2021
1:30 P.M.

Present: Helen Gilbert, Chair, Board of Education
Madeleine Lehmann, Vice-Chair
Ida Campbell, Trustee
Erin Evans, Trustee
Nicole Gilliss, Trustee
Bill Snow, Trustee

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

Guests/Media:
Donna Bulmer, CUPE #4653 Acting Vice-President

Regrets: David Scott-Moncrieff, Trustee

Education

Education Update

Stephen Petrucci, Superintendent

Framework Presentations (Attachments) (via Zoom)

- a) Ecole Central Elementary School (1:30 – 2:15 p.m.)
Lynne Cote-Aubin, Principal
Joe Brooks, Vice Principal
- b) Wonowon & Upper Halfway Elementary Schools (2:15 – 3:00 p.m.)
Jaclyn Gieni, Vice-Principal

Operations

Operations Report

Teri Stoneman, Secretary-Treasurer

- Flu Vaccination – will follow same format for upcoming year
- Wonowon project delay – new Minister of Education reviewed all projects and delayed this project temporarily
- Dr. Kearney renovations – whole middle area with attached bathrooms and library...opening it up for a learning common area. Bathroom will be upgraded to gender neutral

- Crews working in COVID – added level of planning with masks and other precautions (ie. staggered shifts). Some work is contracted out and some done by facilities staff. Sign in and sign out sheets are used
- Employee vehicle repairs and insurance coverage - an incident occurred involving an employee vehicle and question regarding insurance coverage. District policy states that the Board is not liable for incidents that occur to vehicles on school district property
- Replacement of personal tools – discussion took place that according to the Collective Agreement, the district will provide an equivalent replacement

Before and After School Care Program – Update (*Attachment*)

Teri Stoneman, Secretary-Treasurer

- Reviewed attachment and fielded questions from Trustees
- Principals have been listed as managers as Northern Health licensing requires each location to have a separate manager. They are in charge of their building and will be involved in staffing, etc. Will be working with the newly hired coordinator
- These programs need to be charged out at direct cost...figuring out what the parents can pay to attend the program. It will be “break even”. Besides the district’s “in kind” contributions of portables, the Board is responsible for labour, millwork, and installing playgrounds. Beyond that, it will be “break even” at the end of each year. Parents will only pay what it costs to run the programs
- The Taylor application has been submitted under the original grant process
- Federal Funding – Childcare Rapid Reno Fund – in order to launch four successful programs, we did not apply for this grant
- Discussion around staffing requirements and certifications

Human Resources

SD #60 Postings – Update

Stephen Petrucci, Superintendent

- Just starting the information gathering process
- Doing many recruitment and trade fairs
- The Buick Creek education delivery structure, under the administration of the Key Learning Centre, is working well. We will be continuing with this model for the foreseeable future
- French Immersion – worked out well this year...too early to tell for next school year

Governance

[illegible]

Planning Day/Startup

- calm staff
- grateful for daytime custodian
- included as many staff as possible at our planning day to share/lead
- a lot of opportunities to discuss and share in small groups
- revised mission
- looked at ARTS- claim to fame but are we following through
- reviewed goals
- indigenous activity
- assess- need documentation to support our needs
- ADST modules- ARTS values

Mission

Revised Mission Statement

It is the vision/mission of Central School to offer a French Immersion academic program of the highest quality, in an inclusive and caring environment. We strive toward building a strong educational community which integrates the Fine Arts, incorporates Indigenous learning, enhances the development of self awareness, engages all learners and fosters a love for learning and respect for self and others.

C'est la vision/mission de l'École Central d'offrir un programme académique d'immersion française de la plus haute qualité, dans un environnement inclusif et bienveillant. On s'efforce à développer une communauté éducative unie intégrant les Beaux-Arts, prenant en compte les apprentissages autochtones, renforçant le développement de la conscience de soi, engageant tous les apprenants, favorisant un désir d'apprendre et encourageant le respect de soi et des autres.

Planning Day

1. What resonates with you?

French, musical, inclusive caring environment. We are a community, TTOC, Casual EAs have noticed it. We like the many opportunities offered for our students.

Musical: in English maybe with French songs, Visual Arts- great abilities

Drama: K-3- AIM, Music- happy to have this.

Stating that we are a French Immersion school, A.R.T.S.

2. Strengths: We have implemented Visual arts, drama, music, musical- including all students, French speaking community, Specialists, LAT who is knowledgeable.

3. Stretches: creativity with Fine Arts, Hallway announcements in French, difficult to integrate the arts when we have a French challenge, not all classes have access to art experts, woodworking, continuity of staff

Planning Day

4. How can we improve?

Artists in residence, use capacity of the staff, bring in specialists to fill the gap, we feel as though there is no longer a real “Fine Arts” school. It’s more focus on A.R.T.S., not really having the “education” or skill too. Give teacher the opportunity to learn, skills, so that all staff can implement Fine Arts in their classroom.

Announcements in French (birthdays, jokes, lunchtime), create more French culture experiences.

Set time aside for teacher collaboration in order to offer or further inform teaching.

Need professional development for arts integration.

Doing more indigenous learning.

Incorporating it wherever we can. Ex: arts when completed

Have someone who can help/support the teachers with the integration of ART.

Fine Arts Committee

Now what?

Human and Social Goal

Human and Social Goal:

To continue to build and nurture a sense of community across the school, “Together we are better”. This will help our students to consistently make good decisions in difficult moments.

Evidence:

Quantitative

- Core Competency Self Assessments
- Office Referral Data (Assess) project, videos
- Sense of Belonging
- Benchmarks of Quality
- Attendance

Qualitative

- Self Assessment
- Photos of celebrations- gifts for seniors, pallet
- Virtual Open House and Holiday Event
- Self Reflections
- Core Competencies
- Artifacts/Evidence
- Shapes tell a lot activity- ARTS acronym
- Values ADST Modules
- Social Media (Website and Facebook)

Now what: continue with our school spirit days, share what we are doing with our community via Facebook/website.

- build continuity within our school, common vocabulary- ARTS



Intellectual Goal

Numeracy: To develop a common formative &/or summative assessment that can be used school wide at the appropriate level of the learner.

-survey- should we keep the goal as is

-keep the goal- have collaboration sessions to create common goals for each grade level

Evidence:

Common Assessments schoolwide - developed by June 2022)

- FSA - Grade 4

- Report Card Data

- MAP Number Sense (GR 5 and 6)Data Collection.

-Number of the day

- Explain through rubrics

- Self assessments

- Pictures, words,

numbers & other Learning in Depth (LID) techniques to show understanding

- PBL Artifacts

- Discussion / reflections in class

Literacy: To maintain quality practices in Reading instruction that staff currently use as well as to improve and increase fluency and quality of written output.

- we knew reading would be lower- pro-active by doing workshops after school to ensure everyone is on the same page
- guided reading
- recognized that we need to meet more often to build continuity
- hired a 0.2 reading support teacher
- increased our EA time
- collaboration session to discuss how to utilize our EAs
- we will pay particular attention to the reading levels at the end of the year.

Literacy Evidence

- QCA's
- RAD- gr. 6
- GB +
- Kindergarten Phonological Awareness tests
- Quick Scales- BC writing performance standards
- FSA - Grade 4
- Report Card Data
- Cold Writes
- Self assessment
- Reading Recovery - students successfully discontinued
- Quickscales
- Project Based Learning
- Journals
- Creative writing, current events
- 6 Traits of Writing
- Adrienne Gear- Powers

Career/Skill Development Goal

We want our students to collaboratively make, share, create, explore, and develop their problem solving skills through Arts integration and Design Thinking opportunities.

- work in progress for this goal because we are restructuring our ADST/ARTS modules
- we had a maker day in Dec. for our grade 5 students

Evidence

- Report Card Data
- Self reflections
- Satisfaction survey
- Project rubrics
- Self assessments and reflections
- Photos
- MakerDay
- Science Fair
- Artifacts
- 3D Printing
- Gallery / Exhibition Artifacts

Indigenous Students

To meet the needs of our Indigenous students and entire school population, we have been working on a rotation of one week of lessons in the classroom then one week of one on one student time. During the past months, the lessons have been focused on legends, specifically west coast indigenous legends. The lessons involved a story and a short activity for the students. Our support worker also focused on Orange Shirt Day and Remembrance Day. Classes were given a small presentation about "code talkers", the indigenous people in charge of speaking the codes in their languages over the radios, and then completed code breaking activities as a group.

The support worker has started the novel "Dreamcatcher" by Stella Calahasen, as a one on one project with the indigenous students. This story focuses on a young cree girl who is having nightmares when she sleeps. Once they have finished with the novel they will start on their own dream catchers.

Learning Support Fund

Based on class reviews and IEP meetings we have:

SEL Teacher

Collaboration Support for New Teachers- Planning, report cards, classroom management

Reading Support Teacher/Federal French Funds

Je lis- je lis- buying license for entire school

SBTM- inviting all district support staff, meet every two weeks, go over the needs of our students- red flags, revise EA schedules

Participation/Communication

- Staff have opportunities to give input at monthly staff meetings.
- Share out all information that is provided after small group discussions at planning day and staff meetings
- Have shared it with parents at a PAC meeting.
- Finalizing a revised copy to add to our website.

Our Utopia:

Students: who have met their academic needs and goals, can self-advocate and make responsible decisions.

Our Celebration:

Cohesive staff that is willing to collaborate with each other.



Upper Halfway



Our School

Upper Halfway School is a rural K to grade 10 school located in the picturesque valley near the forks of the Graham and Upper Halfway Rivers, approximately 130 km northwest of Fort St. John. This year, 33 students are enrolled and all students are bussed to school from the Halfway River First Nations Reserve or surrounding Russian/German speaking communities. The school operates four days/week (Monday – Thursday) with extended hours of operation to meet Ministry instructional minutes per day.



School Wide Themes and Character Teachings

Honesty
Compassion
Perseverance
Responsibility
Fairness
Trustworthiness
Sportsmanship
Self-Regulation
Citizenship
Respect

Upper Halfway School School
(250)-772-5032
Fax: (250) 772-5033
22308 Upper Halfway Road
c/o 10112 – 105 Ave
Fort St. John, BC V1J 4S4
Web: <http://uh.prn.bc.ca>
Facebook:
<https://www.facebook.com/sd60uh>

Upper Halfway School Framework for Enhancing Student Learning 2020/2021



Context/Planning Day

One Returning Teacher and Two Returning EA and Two New Teachers

33 Students this year - down from last year- with Covid a few switched to home schooling

Shape of the Day - Went over the Framework as a group discussion and made updates and some minor changes
- Stayed with the overall goals.

Introduction and Welcome the new teachers: Talked about philosophy and everyone having their own, shared Stephen's and my own

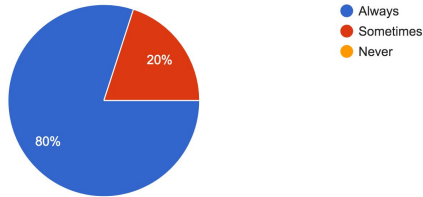
COVID - Protocol from District level - Being a smaller school we are considered one cohort and can continue as per normal with social distancing, cleaning high touch surfaces - Parents were understanding - would often call to check in or ask about procedures in place - they appreciate hearing this verbally from staff.

Revisited again on collaboration afternoon in November once teachers had a chance to get to know the students, and staff it seemed to make more sense and the review reminds everyone of our school goals.

Evidence

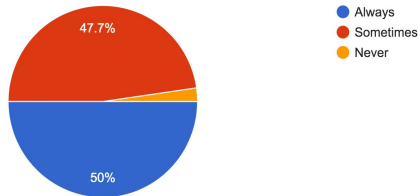
Adults at school treat me with respect and are nice to me

45 responses



I enjoy going to school

44 responses



What have we noticed this year and last year

Attendance is based on the student. If they are here, they are happy at school they will attend

Encouragement and engagement increases learning so finding ways to get the students excited about learning being at school.

Teacher Involvement - Collaboration -
Volunteering their time -ice, crafts, activities

Parent contacts -Record of Contact

Pictures of positive interactions- Slide Show

Spirit Activities /Assembly

Core Competency Self Assessment

Caring Tree - Expanded into month Gotchas

Literacy/Numeracy Assessments

A large wooden sign shaped like a tree trunk, with three horizontal planks reading 'UPPER', 'HALFWAY', and 'SCHOOL' in white, blocky letters. The sign is in the foreground on the left. In the background, there is a grassy field with a playground, a white school building with a blue roof, and a dense forest of green and yellow trees under a cloudy sky.

UPPER HALFWAY SCHOOL

Mission

At Upper Halfway School, we foster a safe, respectful and welcoming school community; encourage a positive attitude towards our school, community, peers and self; and promote lifelong learning through hands-on inquiry based learning.

Vision

At Upper Halfway School students are developing skills to be successful and are prepared for transitions whether that be to schools in Fort St John, Distributed Learning, or life in our community.

Framework Goals

1. Human & Social

Social Responsibility - To foster a community where everyone feels welcome, safe, respected and accepted

Self Identity - To encourage the recognition of potential and qualities in self

2. Intellectual

Literacy - To increase oral, reading and writing skills in all students

Numeracy - To strengthen all students' number sense, numeracy skills and retention of basic facts

3. Career & Skill Development

Building Meaningful Life Skills - To strengthen students' skills and confidence in order to approach any challenges.

- ★ Community link - Ice each year put in by local HD water company and Mr. Pastanyk volunteers his time with Mr. Godin to put layers on and will come and clean off heavy snowfalls.



Learning Support Fund

Allocation will be used for professional development courses -New Staff

Resources - (incorporate activities that we all share to the land),

- Science comparing a bear to human body - Science First Peoples
- Art - All ornaments on tree made from students from our surroundings

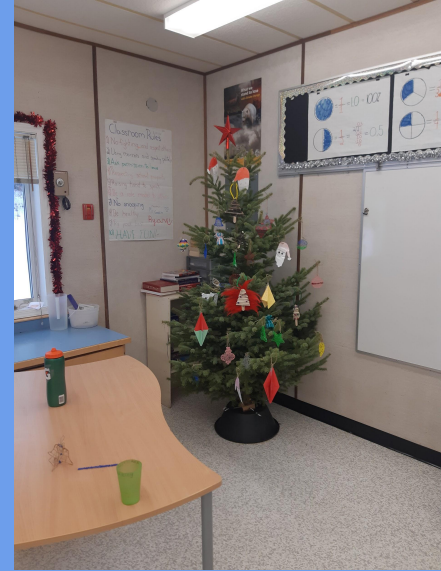
EA support/Resources/Courses/Collaboration Time

School Programs - Jolly phonics- Words their way K-10, Mathletics, Guided Reading,

Home reading , Buddy reading, Speech - Zoom sessions

Strategies and Structures:

- School Wide programs: positive behavior support, behavior rubrics, and 'Gotchas'; Zones of Regulation lessons; Understanding Self by Adrienne Gear
- Coaching Numeracy/Literacy, Mentors and Itinerant support was provided early in the year and ongoing.



Celebrate

- Positive school Culture
- Students are willingly helping out - Gotcha - month growth - shoveling
- School Initiatives - Eating Healthy, Home reading, Buddies
- Teachers: Being involved outside of class time, planning activities, prepping activities, volunteering their time - ice
- Hockey - Ice - all students learning to skate
- Outdoors and interaction with the land for all our students
- Adapting to Covid - Winter celebration - sang Christmas carols outside/
Staggered open house/ Understanding families

Communication

PAC meetings I took the Framework and made copies to share with the parents at the meetings

- Send out the brochure to all families - Once it's completed and updated
- Upload onto our web page
- Parent meetings discuss Framework and ask for input from various families

I also took Halfway River LEA board to meeting to explain it to the parents



Wonowon



Wolves

Planning Day - Shape and outcome

Three Returning Teachers and Returning EA - Have a post out for a 4th teacher - Grade 2-3 class

Went through the framework - These 3 teachers, and myself worked on the framework with Pat Lang so we updated it and brainstormed ideas about how we could improve our practice to work towards our goals this year. Went through the results from last year.

COVID 19- Protocol from District level - Being a smaller school we are considered one cohort and can continue as per normal with social distancing, cleaning high touch surfaces - Parents were understanding and adapted to changes as they came throughout the fall. (went to one main entrance)- Completed School Safety Plan

Afternoon - We went through each class review as a group and found areas where our EA would be able to support with each classroom. What we can do to improve the school Culture and have student buy in.

New School - Logo / Sign out front /Letterhead/ Adult SEL /Retention of Staff

Evidence

Student initiated goal setting

Positive atmosphere in the school:

- Student Engagement - Notice what's coming
- Teacher: Being involved outside of class time, planning activities
- Parents: Hot lunch/Crafts/Games/Carnivals/Volunteer/Pancake Breakfast
- Parent contacts -Record of Contact
- Pictures of positive interactions- Slide Show
- Spirit Activities /Assembly
- Core Competency Self Assessment
- Caring Tree - Expanded into month Gotchas
- Literacy/Numeracy Assessments

Framework goals

1. Human & Social

To develop self regulation skills to ensure all students become confident, caring, and empathic members of our school community

2. Intellectual

Literacy: To increase students expressive and receptive language skills to enable them to understand and communicate appropriately.

Literacy: To increase fluency and comprehension in reading and writing

Numeracy: To increase students' number sense and knowledge of basic math facts recall.

3. Career & Skill Development - Not on Frame work - but is starting in the older class-4-6

Building Meaningful Life Skills - To strengthen students' skills and confidence in order to approach any challenges.

Learning Support Fund

Allocation will be used for -New Staff - Mentors/Resources/Professional Development

Resources - We will focus on English Language Learning first!

- Committed to focus on developing a deep understanding throughout our teaching to ensure students could manipulate the concepts and extend them. (What does it sound like, feel like, look like, mean?)

EA support/Resources/Courses

School Programs - Jolly phonics- Words their way, Mathletics, Home reading incentives, Guided Reading, Resources to help our students that need supports in place,

Lessening gaps in the learning - Non attenders - give them as much as we can when they are at school- Find interests and activities that draw them to come to school

Strategies and Structures

Having the 4th teacher has made a huge difference. As the head teacher, Brienne has the opportunity to work with all the children (ELL, LA, Prep.) and support the other teachers.

School Wide programs: positive behavior support, behavior rubrics, and 'Gotchas'; Zones of Regulation lessons; Understanding Self by Adrienne Gear

Coaching and Itinerant support was provided early in the year and ongoing.

Teachers organizing activities to do that are Covid safe and exciting for the students - Winter Activity day

Celebrate



Caring Tree - Kids really bought into the gotchas and putting their name on the wall and took up the entire hallway by the office/front entrance

- No office referrals since mid-December last year and this year has been the same
- Positive School Community with the students taking ownership of the school and volunteering to help throughout the school

Communication

We are in the process of updating our brochure that will go out to parents

We went over the plan with the older students and talk about what our school goals are and what it would look like.

Open House/ PAC presented it to the parents. Then the parents visited the classroom and did a walk through to see what their children were learning.

Operations Update

January 11, 2021

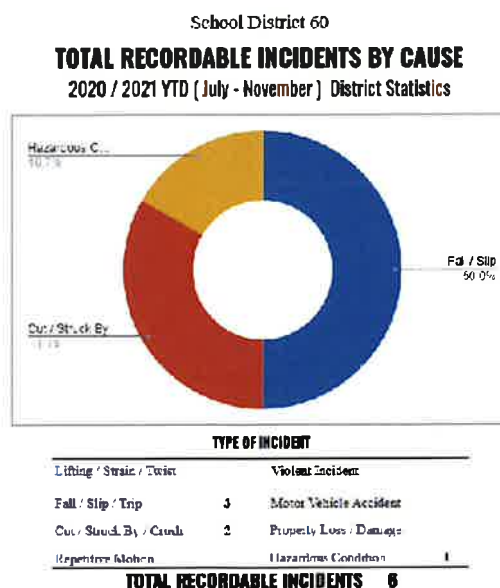


Facilities

- Alwin Holland renovation continues and is on track for completion the second week of January. Also, looking into ventilation and heat balancing
- Before and After School Care updates (ie. staffing, Northern Health inspections, city licensing, first aid)
- Anne Roberts Young – sound curtain in music room has been installed and staff provided training. Daycare carpet and common area projector installed
- Dr. Kearney renovation planning underway
- Ministry call – Wonowon project delayed a year. Upper Halfway project still hopeful for spring
- Employee vehicle repairs and insurance coverage – covered by Board Policy #4013
- Discussion regarding replacement of personal tools – equivalent replacement as per contract

Safety

- Safety Committee reports reviewed
- Daily Health Check requirements – differing requirements – differ according to different organizations but we follow Ministry of Education and Public Health Officer guidelines
- Graduation events at Prespatou have been postponed
- Hand sanitizer products remain in compliance with WorkSafe BC and Health Canada
- January Safety Talk – Review of all Safety Protocols and Expectations
- Touched base with YMCA Coordinator and staff around shared and different protocols
- Flu Vaccination – information attached. Safety Officer will proceed with same roll out next year





Leah Reimer <lreimer@prn.bc.ca>

Fwd: Flu Shot Schedule

1 message

Stephen Petrucci <spetrucci@prn.bc.ca>

Thu, Dec 17, 2020 at 4:04 PM

To: Leah Reimer <lreimer@prn.bc.ca>

Cc: "Teri Stoneman Sec. Tres" <sd60sectres@prn.bc.ca>

Hi Leah,

Please add "Flu Shot process in SD60" to the public agenda of January 11 COTW, under Operations on my report. This is an FYI item that was requested by Helen. Please attach the information below as well as the attached data sheet.

Thanks,
Stephen

Flu Shot Schedule 2020

The location will be at

North Peace Secondary School (NPSS) Gymnasium on

- Saturday October 17, 2020 from 11AM - 3PM
- Thursday October 24, 2020 from 4PM - 8PM
- Saturday October 24, 2020 from 11AM - 3PM
- Wednesday October 28, 2020 from 4PM - 8PM

Hudson's Hope School on

- Thursday October 29, 2020 from 3PM - 5PM

We will ensure we have the following safety measures in place:

- separate entrance and exit into building and gym
- table for check in / health check to take place
- area for those that are waiting for flu shot (6 ft distancing)
- 2 tables, chairs in an area for you to administer flu shot
- separate area for post immunization 15 minute wait time (6 ft distancing)

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Thank you,

Sabrina Emslie, Supervisor of Safety & Custodial Services

School District 60 Facilities, Peace River North

10716 - 97 Avenue

Fort St. John, BC V1J 6L7

Ph. (250)785-1577

Cell. (250)263-1997

Fx. (250)263-6421

www.prn.bc.ca

Year	Company Name	Cost per Injection	# of injections administered	Cost/Injection Total	Mileage Cost Total	Consultation Fee	Hourly rate total	Invoice Total incl. GST
2018	Adamar	\$25.00	232	\$5,800.00	279.00 / 20 schools	-	\$528.00	\$6,937.35
2019	Adamar	\$25.00	275	\$6,875.00	343.50 / 21 schools	-	\$528.00	\$8,133.83
2020	Amani	\$20.00	180	\$3,600.00	86.50 / 1 school	\$500.00	-	\$4,479.77

SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

M E M O R A N D U M

TO: Board of Education of School

FROM: Teri Stoneman, Interim Secretary-Treasurer

DATE: January 8th, 2021

RE: Before and After School Care Program Update

Please find below a brief update regarding the program:

- BASC MCFD grants received for four sites, Alwin Holland (AH), Bert Ambrose(BA), Duncan Cran (DC), Robert Ogilvie (RO) and contracts signed at the end of October 2020
- BASC Coordinator hired, Alysha Southam, starts on January 11, 2021
- Northern Health (NH) pre-site inspections completed December 10th, 2020
- AH will be housed inside of the school; three other sites will be in portables. DC could start inside temporarily.
- Renovations well underway at AH inside the building
- Bathroom renovations needed for portables, hoping to start mid-January 2021.
- 3 portables from AH will be moved to Duncan Cran to facilitate the program in the future versus the original plan to purchase two new portables. Program will start inside of the school temporarily. Bert Ambrose and Robert Ogilvie portables are in place.
- Documentation to meet NH licensing requirements underway
- Hiring and training of staff to come.
- Principals listed as Managers of sites to meet NH licensing requirements.
- BASC Coordinator will handle day to day operations.
- Director Jarrod Bell is listed as the Program Licensee contact.
- NID and Christmas/Spring Breaks – School Act limitation as Board licensee versus third-party licensees
- Potential start of operations TBD but tentatively planning for mid-February
- Working on break-even costing for each program, as the Board is required to have revenues = direct expenses.

Regards,

Teri