

## **SCHOOL DISTRICT #60 (PEACE RIVER NORTH)**

### **COMMITTEE OF THE WHOLE**

### **“REGULAR” MEETING MINUTES**

MONDAY, OCTOBER 4, 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  
David Scott-Moncrieff, Trustee  
Bill Snow, Trustee

Stephen Petrucci, Superintendent  
Angela Telford, Secretary Treasurer  
Leah Reimer, Recording Secretary

*Guests:* Michele Wiebe, PRNTA President

*Regrets:*

---

## **Education**

### **Education Update**

#### Framework Presentation (Attachment)

C.M. Finch Elementary School

*Troy Lang, Administrator*

- Presentation was made and questions were fielded from trustees and district staff

#### Online Learning Update

- SD 60 will have distance education...now called online learning. We are in consultation with our Distance Ed staff in regards to financial viability and where we are going in the future
- Historically, we have taken on contracts for private school students which has enhanced our viability to keep doing what we're doing, as student enrollment can be an issue. Now, however we are no longer able to have contracts with third parties
- Opportunity has been given to give feedback but difficult as we don't have a lot of details

- What we have done collectively as a district for an online learning solution at Buick Creek School may be used as a template for future projects

**ACTION:** Bring to the November 29, 2021 COTW Meeting to provide information on what will be funded, what type of funding (ie. per student, per course), etc.

#### Reporting Policy Update (Attachment)

- Reporting in regards to report cards
- Our district has chosen to maintain, in some schools, the traditional approach and other schools have been piloting a new approach. A link is included in the presentation to see results of these pilots
- Suggestion that SUP-PAC/DPAC be included in distribution of this information
- Feedback on this policy can be made on the Ministry website
- K-9 reporting will not include letter grades
- Proficiency scales translate into letter grades or percentages at higher grade levels
- Discussion around the importance of consistency in our district

## Governance

### **Provincial Council Motion Review**

- Release of the agenda/motions has been delayed from BCSTA

**ACTION:** Bring forward to the October 18, 2021 Regular Board Meeting for review and feedback

### **City of Fort St. John & NLC – Christmas Mingle**

- Trustees would also like to extend a further meeting invitation to the Northern Lights College following this event

### **Northern Interior Branch Follow-Up**

- Met virtually on October 2, 2021
- Trustees shared highlights of the day – speakers brought different perspectives
- AGM – February 4 & 5, 2022 in Prince George
- NIB Breakfast meeting will be in-person at the Trustee Academy on Friday, December 3, 2021

**ACTION:** Place February 4 & 5 2022 AGM and December 3, 2021 breakfast meeting dates on calendars

## **BCSTA Trustee Academy – December 2 – 4, 2021**

- COVID restrictions in place and attendees will require proof of vaccination

### **Board Advance – Follow Up**

- Review of attachments
- COVID Silver Linings – add Team Approach, Connections as well as Opening up to a New Community Using Technology (ie. grandparents able to watch virtual Christmas Concerts)
- Board Chair & Superintendent will meet in regards to the Annual Work Plan:
  - NPAA meetings have been set for virtual meetings
  - Addition of elementary sports events
  - Joint District meeting Hudson's Hope
  - Equity Scan timeframe
  - Audit Committee dates need to be set
- COTW Meetings – if trustees would like a more deep discussion or more information on anything (ie. reporting policy), let the Board Chair know now or on an ongoing basis in order for items to be added to the agenda

## **Human Resources**

### **TTOC Update**

- For information purposes
- Spoke with HR...the range has generally been between 80 – 120 TTOC's per year...have 103 this year with three district TTOC's
- The level of "non-certified" has gone up
- It was noted that when call outs are made, HR receives a lot of "no's" with some reasons being that if they are following the self-health check they will be required to stay home if they are feeling ill
- The Board is requesting for the number of days' schools are needing to go to their contingency plan and how much disruption there is to teaching and/or students (eg. professional development for staff gets cancelled)

**ACTION:** Stephen will bring back information to the Board for the upcoming COTW meetings in regards to shortage, contingency plans and disruption in the schools

## **Operations**

### **Operations Report**

- Report was reviewed and questions fielded by trustees
- In regards to the new playgrounds that were built for Before & After School Care, each one has a space for an outdoor classroom included with it?

Angela - we haven't ordered those yet...have asked for an extension for next spring

- Bus driver staffing shortages resulting in ongoing cancellation of routes and special needs bus not running? Angela – these concerns were implied by CUPE at the last Labour Management meeting. Transportation Supervisor has since indicated that we have back up drivers but struggling with out of town routes. Special needs bus driver is on a leave but hoping to come back. Reached out to the City regarding Handy Dart, however they don't have the capacity to assist. Have come up with some good ideas we're hoping to implement. Bus driver is a specialized license and hard to get on a casual basis
- A concern was raised that portables removed from Alwin Holland still have remnants of them there (ie. pilings sticking out of the ground)  
**ACTION:** Secretary-Treasurer will reach out to the Facilities department to look into that
- Violence Prevention Program for Staff – Safety Supervisor working with Learning Services on how to get this information out to staff
  - New report released by WCB in June. Will be looking at how to operationalize the elements and recommendations within it at the JHSC meeting tomorrow. Is there a requirement for a trustee to sit on this committee?

**ACTION:** Secretary-Treasurer will look into whether a trustee is required to sit on this committee

#### **Facilities Review – FCI Update**

- Reviewed the attached report from Ministry
- They look at very specific items at times that may bring the rating down (eg. door handles). The ratings are not necessarily alarming
- Doesn't translate into long term capital plans
- Totem Preschool – is now showing up as a separate entity. May be because it now has its own legal description...the City split the property away from our district. The property is now taxable, however Totem applied for an exemption and received it.

**ACTION:** District Staff will provide more information regarding FCI report

CM FINCH: FESL 2021-2022

R+R=H

GO FALCONS!



# Overview

- We are focusing on communication and connections with our students families- Phone vs. Email.
- Our school has continued to be have success in all three academic areas.
- Our previous FESL focus was on Numeracy and we have seen positive gains in this area due to extra professional development, additional resources, and an ongoing focus and commitment by our staff.
- After reviewing our school wide data, and discussing what our school sees as an academic goal. We have decided to make Writing our main academic focus school wide.

# What Makes us Different

- We have a stable calm school community. (Silver Lining- Staff is more cohesive since the Pandemic began) – Consistent Expectations, K-6 Student body and family connections, We know our children well.
- We have an Elementary Resource Room Program. – We embrace inclusion and work to find ways to support the needs of our students in a variety of ways. The students learn that fair is not equal because they live it everyday at Finch. Everyone can learn and Grow, just not in the same way.
- We continue to be dedicated to having students leave our elementary school with the Academic and Social skills that continue to make them successful in Middle School and in Life.

# Our Learning Goals

## **Literacy Goals**

- Writing- how do we improve student writing school wide?
- Ideas- Professional Development, Dedicated writing time, school wide journaling. What programs will enhance student writing after elementary school and beyond? (Story Writing vs Factual Writing)

## **Social Emotional Learning**

- We are continuing to promote student voice within our school.
- Having peer driven activities back make our school a happy place to be.
- Monday Morning Assemblies, Peer helpers (Library, Canteen, Office, School Leadership Club, Class Presentations, Staff Committees Focused on Interest based activities (Environmental Committee, Sports Committee, SEL Committee)



## **Numeracy Goals**

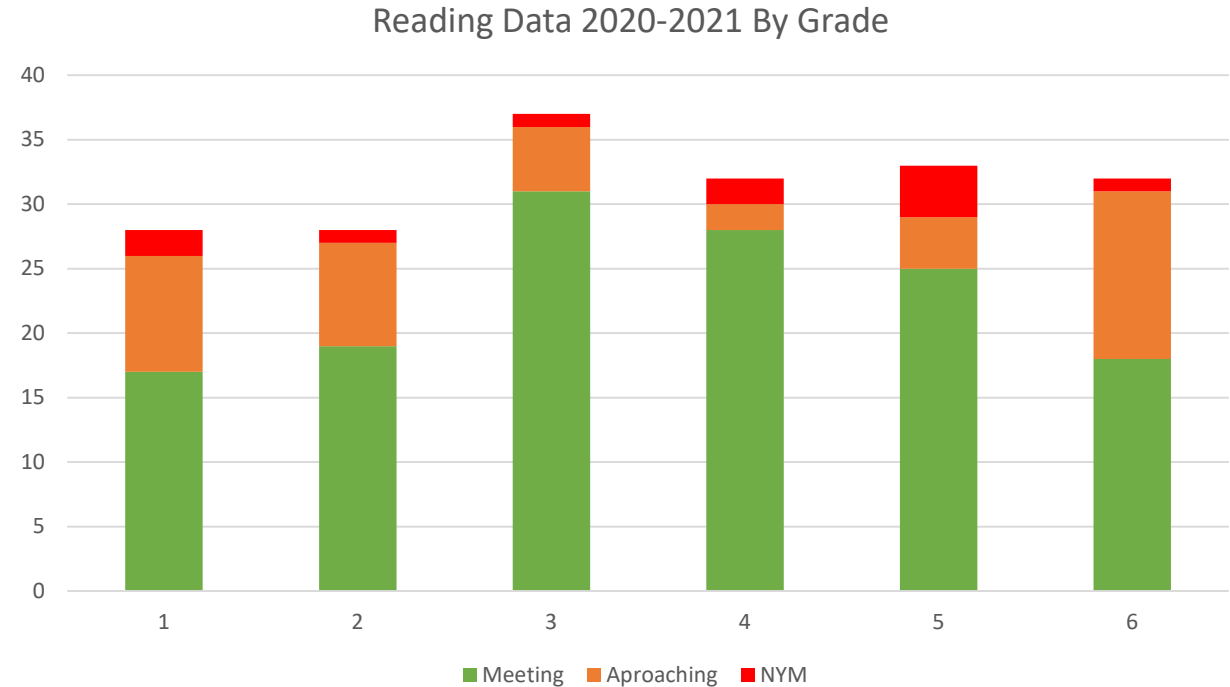
- We saw positive gains in Numeracy by making Problem Solving and Basic Math skills our focus. As we shift our school focus we need to continue to do the things that have helped us find success.

## **Critical Thinking**

- We have a Maker Space in our portable and have had classes rotating through to do more project based learning. (STEM, Science Fair, Passion Projects)
- Using Technology to stay connected

# Reading Data 2020/21

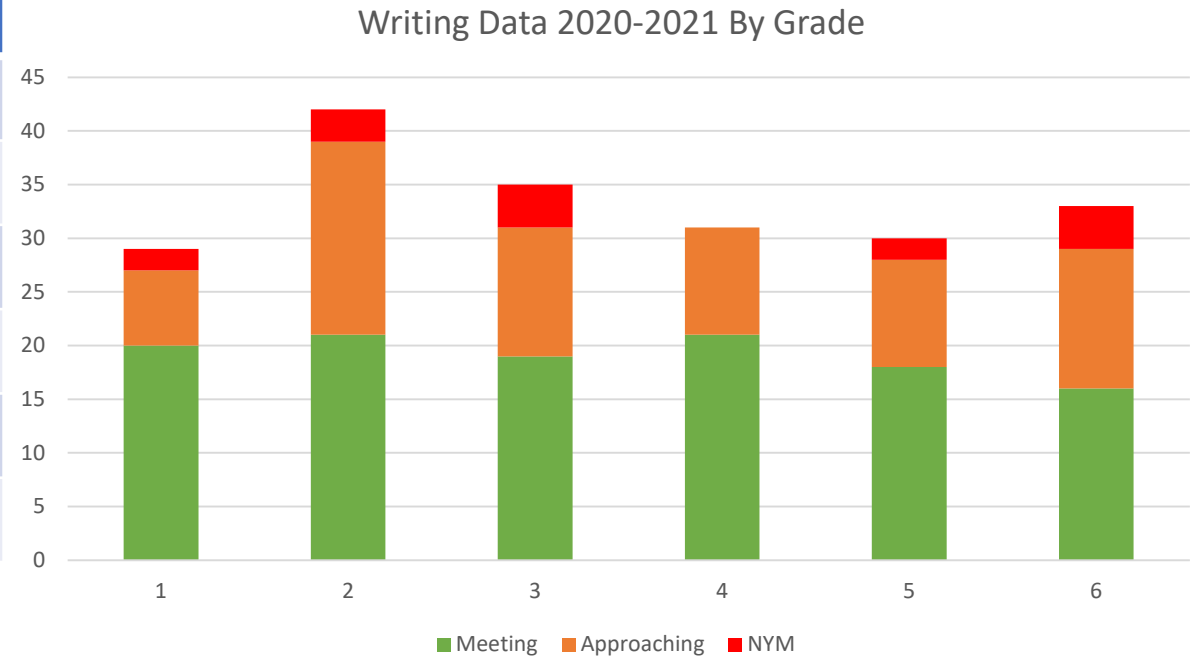
Grade	Meeting	APP	NYM
1	17	9	2
2	19	8	1
3	31	5	1
4	28	2	2
5	25	4	4
6	18	13	1



- **72% ME 22% Approaching 6% NYM**
- **Our reading trends leveled out as the year progressed**
- **School Wide Attendance was Fantastic**
- **Low Achieving Cohorts we need to be aware of and support**
- **High Achieving Cohorts we need to challenge and support**

# Writing Data 2020/21

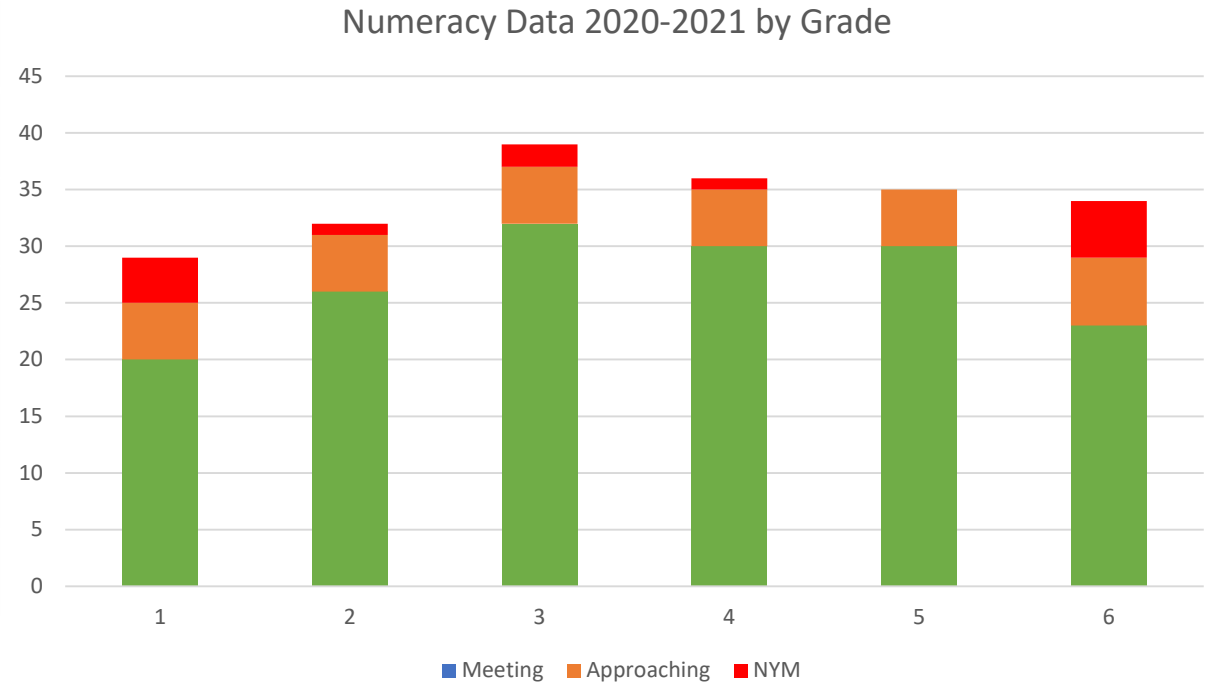
Grade	Meeting	APP	NYM
1	20	7	2
2	21	18	3
3	19	12	4
4	21	10	0
5	18	10	2
6	16	13	4



- **58% ME 35% APP 8% NYM**
- **Reading to Writing Trends- Reading to writing Lag**
- **Is this a result Pandemic? Will we see a big increase after T1?**
- **Writing is hard work- How do we engage and promote growth school wide? NYM→ APP→ME→ EE**

# Numeracy Data 2020/21

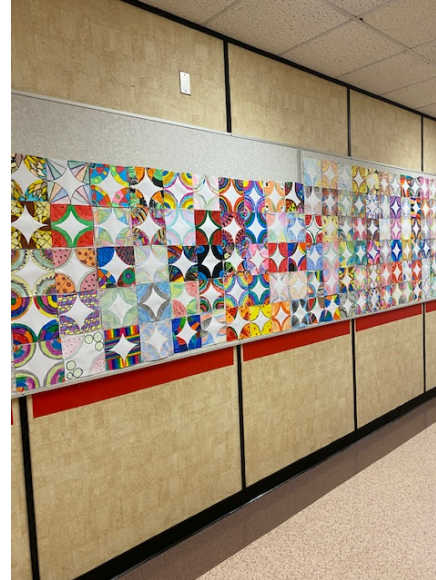
Grade	Meeting	APP	NYM
1	20	5	4
2	26	5	1
3	32	5	2
4	30	5	1
5	30	5	0
6	23	6	5



- **79% ME 15% APP 6% NYM**
- **Continue doing what we are doing. I like that the long trend is increasing school wide.**
- **Still Aware of Low Achieving Groups**
- **How to we continue to challenge high achieving groups in Authentic ways?**

# Community Building:

## We are Focusing on Connection with our School Community



- Weekly Assemblies
- Terry Fox Run
- Costume Parade
- Virtual Christmas Concert
- Christmas Hamper
- Weekly Email Updates
- Fun Days
- School Sports
- Peer to Peer Activities
- School Community Activities such as Family Dances, and Carnival.
- Open House.



**C.M. Finch Elementary School: Framework for Enhancing Learning 2021-2022**  
**Respect + Responsibility = Happiness**

**Mission Statement**

Our respectful, responsible CM Finch learning community works together to promote each individual's development and lifelong learning in a safe, supportive and caring environment.

**Context**

CM Finch is a vibrant and caring place. There is a strong sense of community among the families and staff at our school. We strive to maintain a positive school climate. We promote the involvement of our community, strong leadership across our school and mentoring between staff and students.

The school wide expectations for social responsibility and monthly school wide focus words that are the basis of assembly teaching and classroom instructions, are building blocks for our strong sense of community. Many parents of C.M. Finch learning community have high expectations for the education of their children. Parents volunteer in classrooms, support special activities, events and are also active on our Parent Advisory Council (PAC). Our PAC provides a voice for parents, run the school hot lunch program, and organize family activities such as family dances and the school carnival. PAC has also provided funds for all the classrooms to support special activities, projects, or the purchase of items.

**Intellectual Goals**

**Reading and Writing: (Language Arts)**

Strong reading and writing skills are essential for students to meet their career goals and be lifelong learners.

**Numeracy**

Strong numeracy skills are essential for students to meet their career goals and manage personal finances.

**Communication Core competency (Ministry of Education)**

Communication Core Competency encompasses the set of abilities that students use to impart and exchange information; share experiences and ideas to explore the world around them and to understand how effectively engage in the use of digital media. Communication competency provides a bridge between students' learning, their personal and social identity, positive relationships, and the world in which they interact.

## **Language Arts Objectives**

To have all students display strong literacy skills, including strong reading fluency and comprehension skills as well as strong writing skills.

### **FESL 2021/22 Focus**

The main school wide focus for our FESL this year is working to improve student writing. Our school data has shown us that our writing skills are an area that require more attention and we would like to see improvement in.

### **Targets**

- A) To have all primary and intermediate students meeting or exceeding the School District's Reading Assessment at their appropriate grade level.
- B) Intermediate students: To have 80% of students score a C or higher in their final Report Card in ELA.
- C) Primary students: Meet or Exceed Expectations in ELA on their final Report Card.
- D) To have kindergarten students to show strong phonemic awareness.  
Target-to have 80% of students in quartile 3 and 4 on phonological assessment.
- E) To have intermediate and primary students develop strong writing skills.  
Target - to have 80% meet or exceed expectations in writing.  
Target - to have the school's percentage of grade four students perform at meeting or exceeding at or above the same level as the district or province on FSA in writing.
- F) To have students with literacy related IEP goals meet them.
- G) To have students who are on Annual Instruction Plan to meet their goals.

### **Evidence/Performance Indicators**

Report Card Marks

FSA results

QCA results

RAD Results Grade 6

PM Results

Phonological Assessment

Cold Write Results

### **Strategies/Structure**

#### ***FESL Focus Strategies:***

- a) School wide writing activities- Smoking Pencils, 20 minute writing daily, Pen Pals, Authentic Writing, Writer's Café, Journaling, Free Writing with a Prompt
- b) Professional Development- Guest Speaker/Mentorship

- Continue to increase Indigenous titles in book room collection to support this aspect of the curriculum.
- School wide peer reading program organized by learning assistant continues. (The Peer Reading program builds connections between students. There is a keen interest in the intermediate students in being a peer reader.)
- Guided Reading
- Reading Recovery- Intervention
- Words Their Way

### **Resources**

- Talking Tables-Kindergarten - Language skill development - ESL component.
- 100 Easy Lessons.
- Great Leaps.
- Reading Recovery.
- Words Their Way.
- Smart Learning.
- Shelley Moore.
- District Coaching time is being accessed by some staff.
- Staff also support each other's learning on their own time.
- Communicate ways that parents can support literacy at home through newsletters.
- Our Ready Set Learn and Welcome to Kindergarten events help to build connections with families before students start kindergarten.
- Librarian supports and encourages reading through school wide programs and book fairs.
- Six Traits of Writing bins support instruction in each trait area. Crate Traits can be used for writing support at each grade level. The learning assistant gives teachers support related to use of the program.
- Primary students maintain personal spelling dictionaries as a writing aid. These dictionaries start with the students when they are in grade one and remain with the student.
- CWT Program, Using iPads/Technology to enhance student writing
- RAZ Kids.
- Smart Learning strategies also support the writing.
- Communicate ways that parents can support writing in newsletters.



## **Numeracy**

To have students develop strong numeracy skills.

1. Target - to have 80% of intermediate students score a C+ or better on the final report card.  
Target - to have 80% of primary students meeting or exceeding expectations numeracy on final report card.
2. To have students develop their basic math skills and problem solving skills in mathematics. As outlined in our Fund to Enhance Student Learning. ( We have noted improvement as this was our FESL Focus goal for teaching and learning the past two years).

### **Evidence/Performance indicators**

Report card results

FSA results

MAP assessment

### **Strategies/Structures**

- Identify resource needs.
- Communicate ways that parents can support numeracy at home through class news.
- FESL Collaboration, Develop Strategies to promote basic math skill development, develop strategies to enhance student's abilities to solve math problems.

## **Social Emotional Learning**

**Goal: to maintain a safe learning environment where the school community displays a sense of belonging and is socially responsible.**

In order for people to perform at their optimum level they need to feel safe. Safety and a sense of belonging are basic needs that must be met in order to move to the higher stages of reasoning and learning. The goal is directly linked to our mission statement.

Definition of Social Responsibility Core Competency (BC Ministry of Education):

Social responsibility involves the ability and disposition to consider the interdependence of people with the natural environment; to contribute positively to one's family, community society and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.

### **Social Emotional Learning:**

1. To have students, staff and parents feel that school is safe.  
Target – to have 100% of each group feel this way.

2. To have students feel connected to school.  
Target – to have at least 80% of intermediate students participate in an extracurricular and leadership activity.
3. To have students demonstrate personal and social responsibility.  
Target– To have 80% of students meet or exceed expectations on the Social Responsibility Performance Standard. (Or whatever district tool is provided to collect social responsibility data)
4. To Provide opportunities for student Choice and Voice- Peer Helpers, Leadership Club, Peer Readers, Canteen Helpers, SOGI Club.

### **Evidence/Performance Indicators**

School survey

Ministry Satisfaction Survey

Discipline Data (Assess)

Participation Records

### **Strategies/Structures**

#### **R+R=H**

Respect + Responsibility = Happiness are the guidewords that the Code of Conduct is structured around. Work on this code will be done throughout the year. Components of PBIS will be used in work around the Code of Conduct. The Code of Conduct will meet the standards set out in the Safe Orderly and Caring Schools document. School staff and PAC reviewed the Code of Conduct on the planning day in September.

- To deal with issues that arise, teach positive behaviours, and build consistent staff language and approaches to deal with behaviour. Review concept of rising expectations at assembly and through newsletters.
- Virtues have been linked to monthly focus words within the agenda. The work habits and virtues, guide the Bucket fillers that are given out at the assemblies to recognize positive choices made by students.
- We have implemented school wide activities such as Inter-murals and Spirit Assemblies.
- Continue to have school wide projects that promote social awareness within our community and at a national and international level. (Jump Rope for Heart, Terry Fox Run, SPCA, Christmas Hamper).

- Focus on the development of self-regulation through use of Mind Up, Zone In, Zones of Regulation, EASE.
- Build school connectedness with participation in buddy activities, joint projects and school wide activities.
- During first week of school build common understanding of school social responsibility expectations.
- Assembly Times are also used for social responsibility teaching.
- ISSW support our aboriginal students.
- Possible Indigenous Day Rotations.
- PAC has worked to have the hot lunch program meet the healthy food guidelines. Healthy food choices are being promoted within the school.
- Continue to participate in Provincial Food and Vegetable Program and the School Milk Program.

## **Careers**

Career Education is a process that recognizes three major phases of career development– Foundation and Awareness, Exploration, and Experience and Applications.

In the curriculum documents this is defined as; students will develop a sense of personal responsibility and believe in the ability of each individual to make a difference to their own well-being and the others. (BC Ministry of Education).

Personal Development involves using goal setting strategies, speaking responsibly, becoming a problem solver and decision maker, in order to acquire emergent leadership skills. These personal connections to each child's community will make the student and staff culturally and socially aware, so that all respect their roles and responsibility at home, at school and in the community. This will make us aware of community careers, and safety issues. To develop strong work habits and a positive attitude towards learning is essential for lifelong learners.

## **Objectives**

1. Students will be able to identify areas of strength that they have.  
Target – all students will participate in goal setting activities where they note to positive.
2. Students will be able to set goals and work towards meeting them.  
Target – all students will participate in goal setting where they indicate an area that they would like to improve on.

3. Students will develop work habits that support them and meeting their learning goals.
4. Students that have behavioural or social emotional and self-regulation goals within their IEP's, we will meet with them.

### **Evidence/ Performance Indicators**

Ministry Satisfaction Survey

### **Strategies/Structures**

- Have students at our school engage in the following ASD projects and Events: Explorefest, Science Fair Projects, Passion Projects, Skills Canada Programs, NLC College Field Trip, School Speech Contest, Science in Schools, Maker Space Projects.
- In 2021/22 we will continue to gather materials to support STEAM activities and Maker Projects. We have set up a Makers Space to support student participation in project-based learning where there is choice and reflection. Projects such as these helps build students' personal understanding all of their own interests and strengths. These projects help to address the Applied Skills and Design curriculum, and promote critical thinking skills.
- Continue the use of Interim Report Cards developed by staff that focuses on the effective traits for learning and has students do a self-assessment component that can be compared with teacher assessment. This comparison provides the basis for assessment for learning Conversations at home and school.

### **Three Year Plan**

During the 2021/22 school year our focus will be on Writing. Our work on our previous FESL goal of numeracy taught us that the increased focus and awareness on a specific curricular area increased our diligence and helped to improve our teaching strategies. The result of this was an increase in student achievement in the math focus area. We are confident that by focusing our collective efforts on improving student writing, we will see similar results.

We will continue to work towards the Indigenization of our curriculum. We need to continue to add resources particularly about our local Indigenous cultures; and connect with local Indigenous groups with support from the Indigenous Education Center.

We will target our resources to help address our main FESL Goal in Writing this year.

# Draft Reporting Order

Oct 4, 2021

# Background

- July 2016 - Interim [Reporting Order](#) allowed districts to choose from 2 options
  - A. Board created policy on reporting
  - B. Revised Reporting Policy (\*)
- multiple districts create different reporting policies
- 17 different reporting scales provincially
- Currently we use option B for reporting
- Curriculum changed beginning in 2016.
- Over the past three years a Pilot Implementation Team (PIT) has worked together to inform the draft reporting order.
- Alignment theme

# Draft Order resources

Policy Summary -

<https://engage.gov.bc.ca/app/uploads/sites/121/2021/09/Reporting-on-Student-Learning-in-the-Classroom-Summary-For-Translation.pdf>

Draft Order -

<https://engage.gov.bc.ca/app/uploads/sites/121/2021/09/Draft-K-12-Student-Reporting-Policy.pdf>

Policy Background and Rationale -

<http://engage.gov.bc.ca/app/uploads/sites/121/2021/09/Background-Rationale-Draft-K-12-Student-Reporting-Policy.pdf>

Engage - Feedback site - <https://engage.gov.bc.ca/govtogetherbc/consultation/studentreporting/> is available until November 5th. Ministry staff will be collecting feedback, and providing a report on feedback. Final policy will be shared afterwards. Ministry has committed to creating resources to support the new policy in the Spring.

The new order is expected to be in place for the 2022/2023 school year.


# Informed by our Pilot Schools

Duncan Cran, Alwin Holland, Taylor, Upper Halfway have participated in a reporting pilot for the last two years. Information from this pilot has been shared through the PIT provincial working group. This work has helped to inform the draft reporting order.

More information on the pilot - <https://www.prn.bc.ca/board/reporting/>

## The Provincial Proficiency Scale

The four-point provincial proficiency scale is used to communicate student progress in all areas of learning. It is a requirement for student reporting in Grades K-9 and may be used in Grades 10-12. The four points on the scale include Emerging, Developing, Proficient, and Extending.

Proficiency Scale <sup>1</sup>				
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.



# Next Steps

- District staff will be working to engage partners on the reporting order.
- Planning is underway.
- After the policy is finalized district staff will work to collaboratively create resources to support.
- Further report to Board before the end of year.