

School District #60 (Peace River North)
Committee of the Whole
Regular Meeting
Monday, November 1, 2021 @ 1:30 p.m.
AGENDA

Education

1. Education Update

Stephen Petrucci, Superintendent

Equity Scan (1:30 – 2:00 p.m.)

Carleen Andrews, Director of Instruction

Pat Jansen, Administrator - Indigenous Education

Framework Presentations

a) Indigenous Education (*Attachment*) (2:10 – 2:40 p.m.)

Carleen Andrews, Director of Instruction

Pat Jansen, Administrator - Indigenous Education

b) Key Learning Centre/Buick Creek School (*Attachment*)
(3:15 – 3:45 p.m.)

Norbert Kaspar, Administrator

Sean Thomas, District Vice-Principal

Governance

1. Annual Work Plan 2021-2022 (*Attachments*)

Helen Gilbert, Board Chair

Human Resources

Operations

1. Operations Report (*Attachments*)

Angela Telford, Secretary-Treasurer





Indigenous Education Centre

School District No. 60 Peace River North
SS2, Site 20, Comp 24
Fort St. John, BC V1J 4M7

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FRAMEWORK FOR ENHANCING STUDENT LEARNING 2021-2022

November 1, 2021

District Indigenous Principal Pat Jansen & Director of Instruction Carleen Andrews

PREAMBLE

We would like to acknowledge we reside on TSAA? ÇHÉ NE DANE, Treaty 8 territory.

Our “Indigenous Education Advisory Council” members are representatives from the following education right-holders; three surrounding communities; Doig First Nation, Blueberry First Nation, Halfway First Nation; Fort St. John Friendship Society, Fort St. John Métis Society, North East Native Advancing Society, Nenan Dane Zaa Deh Zona Family Services Society, Treaty 8 Tribal Association, Métis ISETP, Fort St John Metis Society; Northern Lights College; student representatives, parent representatives, elder representatives, School District No 60 Superintendent and/or Director of Instruction, The second Enhancement Agreement (EA) 2016-2021 was developed, and will be implemented, with the guidance and approval of the [Indigenous] Aboriginal Education Advisory Council (AEAC) and the former communities with the vision and spirit of continuously improved Indigenous students educational outcomes, and achieving equity for all Indigenous students within our school district.

A. MISSION STATEMENT: 2016-2021 ENHANCEMENT AGREEMENT:

The Enhancement Agreement goal is to have all Aboriginal students graduate to pursue their passions, interests and reach their fullest potential.

Guiding Principles

Creator, we give thanks for the day, our children, Mother Earth, and all the good things you have provided. May we honour our children so they can learn to believe in themselves and live out their dreams as they travel their journey in life. Give us the wisdom to respect and support the spirit of our children.

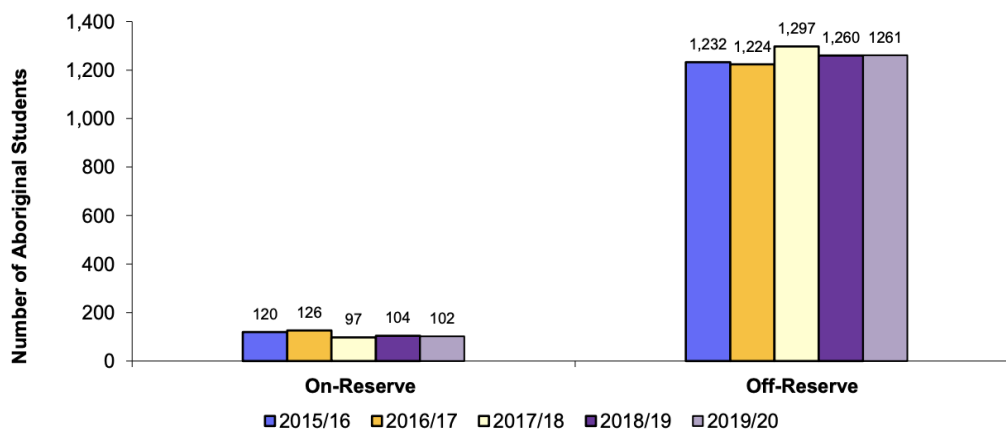
- We have developed this Enhancement Agreement (2016-21) with the spirit of our children in mind. Our goal for the youth is to identify and enhance their strengths.
- Sense of Belonging. Honouring the spirit of every child. Acknowledgement of the emotional needs of students.
- We acknowledge the Elders and those who have experienced residential schools - we honour you.

B. INDIGENOUS STUDENT DEMOGRAPHICS:

2019/20 HAWD REPORT SUMMARY

YEAR	# ALL STUDENTS	INDIGENOUS STUDENTS	%	OFF-RESERVE	ON-RESERVE	%
2015/16	6,265	1,352	21.6	1,232	120	10%
2016/17	6,180	1,350	21.8	1,224	126	10%
2017/18	6,359	1,394	21.9	1,297	97	7%
2018/19	6,398	1,364	21.3	1,260	104	8%
2019/20	6,484	1,363	21.0	1,261	102	8%
2020/21						
AVERAGE (2015/16 to 2019 /20)	6,337	1,365	22%	1,255	110	9%

Number of Aboriginal Students, On or Off-Reserve (September Count)



C. 2021/22 DISTRICT INDIGENOUS EDUCATION STAFF: 34 (not all are 1.0)

Schools	ISSW	YCW	Teacher / Counselor	Transition Coach	Admin. Secretary
12 Elementary	10	2			
3 Elem/ & Jr. Secondary	3				
2 Middle	2	1	2.5	1.5	
2 Secondary	0	3	1	3	
IEC Office		2	3		2
2020/21 TOTAL	15	8	6.5	4.5	2

1st Indigenous Planning Day at Camp Cameron, Oct 13, 2021



Discussion Topics

1. Program Overview
2. How Are We Doing Report (HAWD)
3. SEL - Trauma informed, what is your role?
4. Culture / Language
5. Professional Development
6. Student Wellness

District staff took leadership roles in supporting the day.

D. THREE GOALS:


The identification of the following three strands were informed by the last Enhancement Agreement, Truth and Reconciliation Commission (Education Calls to Action), ASSESS and HAWD Report. Essential to developing these strands, is enriching the educational experience of all students in the “Indigenous Ways of Knowing and Truth and Reconciliation.”



Sweetgrass - is woven into three strands, each strand has a purpose; mind, body and spirit.

“Sweetgrass has many ceremonial **uses** Its smoke is **used for** prayer, cleansing and as a healing agent. ...**sweetgrass** is burned to summon positive [thoughts] ones.”

https://www.google.com/search?q=Braids+of+sweetgrass+pictures&source=lmns&bih=549&biw=962&rlz=1C5CHFA_enCA799CA799&hl=en&sa=X&ved=2ahUKEwjY2eOxioTvAhWEKn0KHdYEBHEQ_AUoAHoECAEQAA

Three Goals		
1. Wellness of Student	2. Local histories and cultures. Doig Elder Tommy Attachie	3. Academic / Career Success
		

Goal #1 IMPROVE THE SENSE OF WELL BEING OF ALL INDIGENOUS STUDENTS	
RATIONALE: A. Dr Martin Brokenleg (2009) asserts that nothing happens until belonging happens. When a crisis happens, the first priority is to stabilize the youth with support, create a connection B. The biggest predictor from grade three is their “Sense of Belonging” whether a student will succeed in school (Dr. J. Katz, 2016) C. Certain kinds of parental involvement pay handsome dividends: higher student achievement, higher aspirations, better attendance, improved classrooms and school climate and more positive relationships between parents and teachers (Ziegler, 1987)	
<u>Strategies/Actions</u>	PERFORMANCE INDICATORS:
Sense of Belonging Surveys	<ul style="list-style-type: none"> • School District Sense of Belonging Survey • Student Attendance through ASSESS • Two or more adult connections in their school
Transition Coach/Support/Counsellors Teacher	Building confidence, efficacy and success <ul style="list-style-type: none"> • Relationships are key to Indigenous student success. Student, parent and community contact is tracked through our ASSESS program • Completed Student Learning Journey in the middle/high school • Transition strategies ie. Baseball game, Leadership groups, Graduation dinner, • School visits preparing for next school • Inservices for staff i.e. Trauma-informed practices etc.
Support Staff	<ul style="list-style-type: none"> • Create a safe and welcoming space for their students • Positive role models • Number of students accessing the Indigenous Student Support Worker program, ASSESS • Home / community visits • Understanding their role when students disclose • Attend inservices to better serve their students wellness
Equity in Action	Oct 2, 2020 Equity Committee met w/Joseph Heslip, Secondee, Field Liaison Indigenous Education Ministry of Education

	<ul style="list-style-type: none"> • Continue meeting with Rightful stakeholders, staff, parents and communities • Survey to be completed by 2022, development of a plan
Time frame: Ongoing	Responsibility: District Director of Instruction, Indigenous Administration, IECtr staff, students

Goal #2
All students will increase their awareness and understanding of local Indigenous histories and cultures

Rationale

- A. The emphasis of the 2016 curriculum on Indigenous content K-12
- B. Reclaiming Indigenous languages is critical, a mandated letter from the [BC] Premier (JCAM Oct 28, 2021)
- C. Truth and Reconciliation Recommendation 63: We call upon the Council of MOE ...
 - a. Developing and implementing K-12 curriculum & learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools ...
 - b. Teachers are a direct link to our students. Teachers are more willing to include Aboriginal content in their classrooms if they feel they are supported and have relevant knowledge



Sept 30, 2021 - 1st “ National Day for Truth and Reconciliation”

<u>Strategies/Actions</u>	PERFORMANCE INDICATORS
Indigenous Culture and Language Teacher to promote authentic learning opportunities for school district students and teachers.	Lessons and units that have authentic embedded Indigenous content and perspectives - I-ECtr Cultural Excel summary presented to Council
Indigenous curriculum learning opportunities for teachers	Continue Indigenous Curriculum Committee, regular meetings
On-going embedded professional development that promotes critical thinking with an Indigenous paradigm i.e. land-based learning	Provide Indigenous curriculum resources that provide authentic Indigenous content through our library and our support rooms
Promote First Principles of Learning (FNESC)	In collaboration with rightful stakeholders, provide at minimum once a year, Indigenous

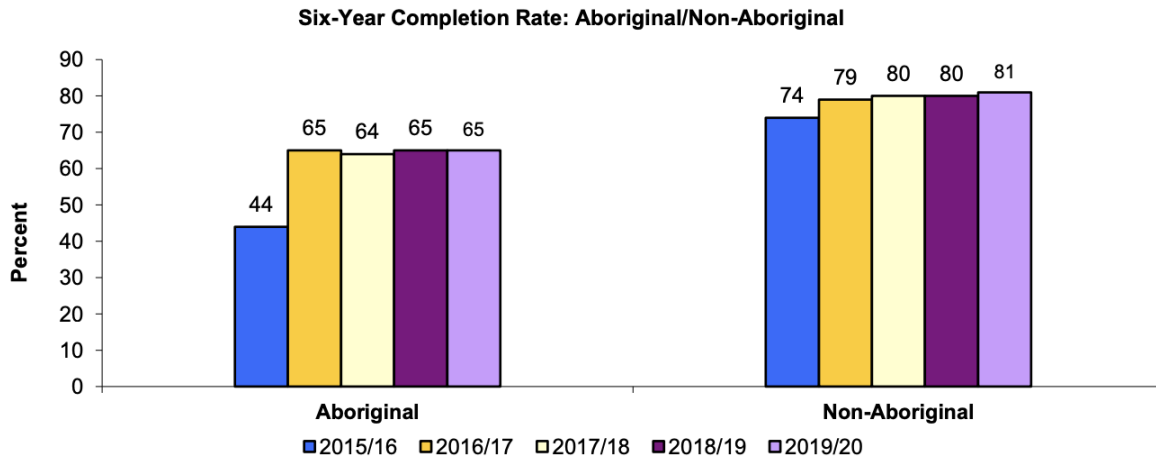
	Curriculum Day for SD 60 staff - track number of teaching/support staff.
<p>Word of the Week</p> <p>Tsaa? Che Ne Dane</p> <p>We are so Proud of You!</p> <p>Words We Know!</p> <ul style="list-style-type: none"> • Je aa haanach'e • Wuujo aasanalaa <p>NPSS</p>	
<p>Cultural/Language Teacher, YCW/ISSW Promote Indigenous language in their classrooms and schools</p>	<ul style="list-style-type: none"> • SD 60 Indigenous word • Promotion of Indigenous language - track from Cultural/Language teacher annual report ↔ • Middle school practising "O Canada" in Cree for Veterans Day assembly • Language boards (common words/phrases) • Beaver/Cree Colouring books • Dane-zaa colouring book K-3, w/certificate after 10 weeks • Welcome song in Cree • Language learning animals w/visuals, numbers and BINGO game • Labelling rooms in Indigenous language • Word of the day - announcements • Land-based learning i.e. tree, water etc. • Celebrate First Nations, Metis and Inuit culture
Strategies is to develop educator competence	<p>The Indigenous Education Centre staff must be provided tools/strategies to support school and community learning and development.</p> <p>Staff development includes activities that enable shared understanding, cultural competence and a history of local knowledge in order to support authentic Indigenous experiences</p>
Time frame: Ongoing	Responsibility: District Director of Instruction,

Goal #3

To improve graduation rates, post secondary opportunities and career choices for all Indigenous students

RATIONALE:

- A. In order to achieve academic success for our Indigenous learners we must continue to improve their literacy, numeracy and writing skills
- B. Indigenous students need to be made aware of the various educational choices that are available to them, in order to make informed decisions about their program and career choices
- C. There is a direct correlation between higher education, employment rate, higher income and quality of life.



Strategies/Actions	PERFORMANCE INDICATORS:
Provide academic support/coaching strategies to teachers and support staff	<ul style="list-style-type: none"> Math strategy inservices Literacy and Writing strategy inservices - collaborate with district curriculum staff Increase tutoring opportunities -ASSESS
Career Programs Coordinator - Indigenous students need to be made aware of the various educational choices that are available to them in order to make informed decisions about their program or career planning opportunities available to them.	<ul style="list-style-type: none"> Track Indigenous students will participate in Maker Space, work experience and post-secondary field trips. Track number of students involved in trades and work experience courses Track the number of school presentations Number of Indigenous students involved in career programs such as; Project Heavy Duty, Hairdressing, work experience, etc.

Transition Coaches / Indigenous Principal	<ul style="list-style-type: none"> • Number of Indigenous graduates • Number of students applying for post-secondary institutions • Course selection,
Improve graduations rates for all Indigenous students	<ul style="list-style-type: none"> • Track number of Indigenous graduates Six-Yr completion rate - HAWD • Track number of Dogwood and Completion Certificates - HAWD
Continuous monitoring of students, using our “RTI Indigenous Student Success” model Response to Intervention (RTI)	<ul style="list-style-type: none"> • Promotion and reviewing the RTI and connecting with students, parents and staff when needed • Regular middle/high school Indigenous student support meetings
Equity in Action	<p>Oct 2, 2020 Equity Committee met w/Joseph Heslip, Secondee, Field Liaison Indigenous Education Ministry of Education</p> <ul style="list-style-type: none"> • Continue meeting with Rightful stakeholders, students, staff, parents and communities • Survey to be completed by 2022, development of a plan
Time frame: Ongoing	Responsibility: District Director of Instruction, Indigenous Administration, IECtr staff, students, parents

E. OTHER

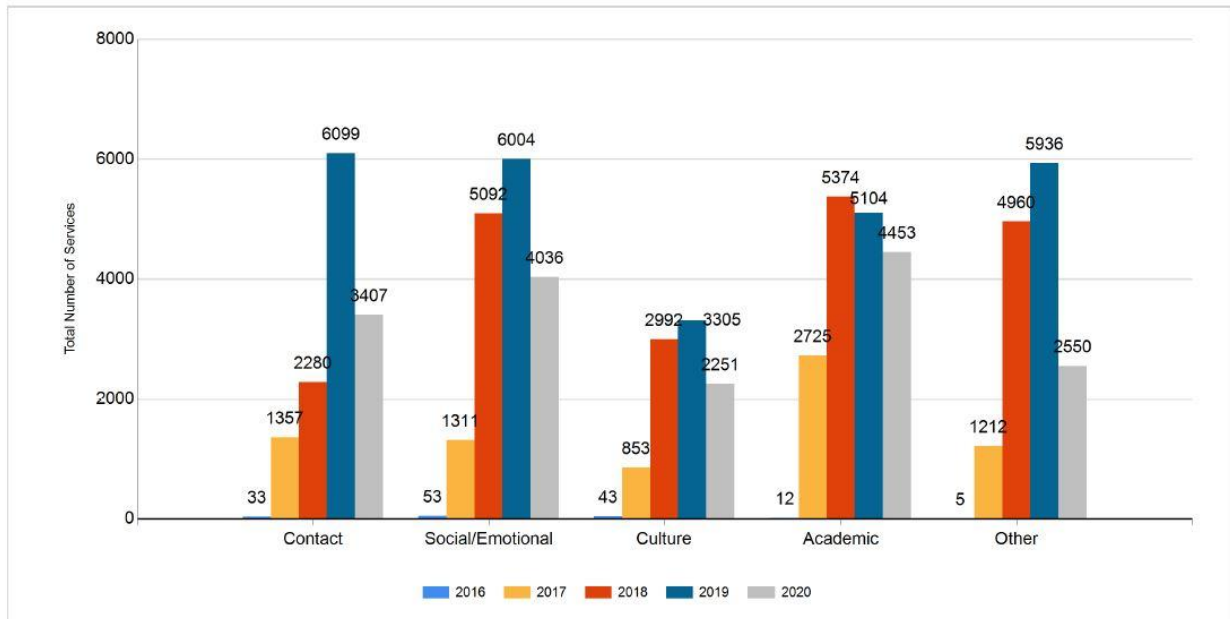
GOALS
<ul style="list-style-type: none"> • Collaborate with local First Nation communities, School District No 60 with respect to the Local Education Agreements, Nominal Roll and 1701 process • The Networks of Inquiry and Indigenous Education (NOIE) participation, developing a hunch and a question through the “Spiral of Inquiry” process • Update Indigenous Student Support Worker / Indigenous Youth Care Worker Handbook (Presenter protocol needs to be added) and then post on SD 60 Sharepoint website • Dance/Drum cultural program (depending on COVID restrictions) • Indigenous Grad Celebration • Indigenous Bursaries focusing on Academic and Career • Equity in Action Project - Province of BC • Continue annual Indigenous Planning Day

F. SCHOOL DISTRICT NO. 60 INDIGENOUS DATA DASHBOARD - APPENDICES

ASSESS - INDICATOR OF STUDENT SUPPORT SERVICE 2016-2020

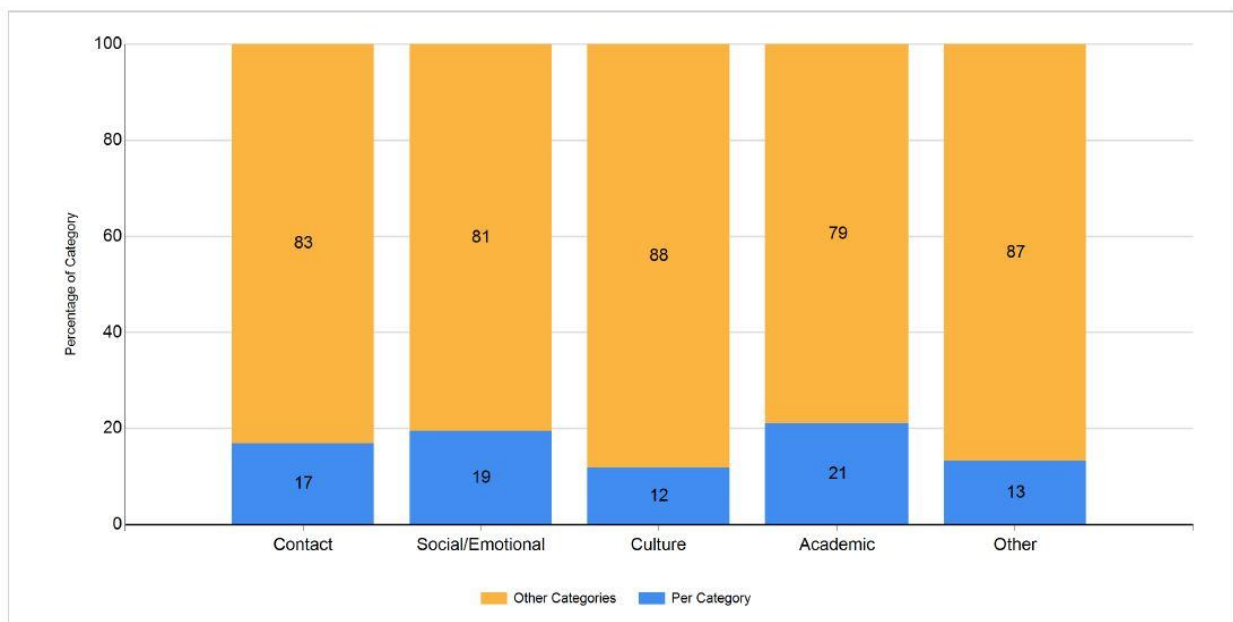
Aboriginal Services Summary Trending Report

Collection Month: All Months For: District



Aboriginal Services Summary Report

School Year: 2020 Collection Month: All Months For: District





Framework for Enhancing Student Learning Buick Creek School 2021-2025

Buick Creek School is:

- A place where students feel safe and welcome and are actively engaged in academic as well as personal learning.
- A technology-rich educational community where students, teachers, support staff and parents work together to learn and grow.
- An inclusive school that encourages and celebrates personal responsibility for both learning and social interaction within the school community and beyond.

The core values that Buick Creek School subscribes to are:

**Respect ~ Compassion ~ Honesty
Responsibility ~ Relationships**

Goal 1: Increase Literacy Rates

**Goal 2: Improve Student Engagement in
the Blended Learning Portion of
the Buick Creek School Program**



Introduction

Buick Creek School is a small rural school located 73km north of Fort St. John. Current enrollment is approximately 24 students from Kindergarten to Grade 9. The school utilizes a blended learning model whereby instruction is delivered by teachers from the Key Learning Centre under the support of two teachers working onsite for a total of 4 days per week; Fridays are reserved for home-learning under the blended model with teachers



Students working on their digital assignment



Students working with JollyPhonics at stations.

providing work or online support to students at a distance. The onsite teachers are supported by 3 EA's working with students at all grade levels. Educational technology plays a much more significant role in student learning under the Buick Creek Blended model and it is leveraged to provide consistency in learning environments as students transition between home learning and in-school learning. Hardware such as iPads, PC laptops, classroom smart-displays and stylus-tablets coupled with software such as Mathletics, JollyPhonics, RazKids, Gizmos and others are the tools teachers and students leverage to make learning not only possible but successful in this unique delivery model. The use of this technology allows for KLC to support the student's academic diversity more seamlessly in mixed grade classes from K-9. The current state of the Buick Creek Blended model is the result of several years of development from the initial parent-volunteer traditional distributed learning to the current teacher-directed, EA supported model. Significant input from the community has helped ensure that this model better functions within the cadence of the rural/agricultural needs of the area.

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Badminton time! Gym time is always appreciated!



Framework Development Process

Administration, teachers, support staff, students and community members make up the stakeholders at Buick Creek School. Through consultation with stakeholders, goals are set and methods of gathering evidence are established. Formal annual review occurs in September each year as well as informal review opportunities throughout the year as stakeholders meet. Framework presentations to the School Board occur annually.

What the Evidence Told Us



Project Based Learning is an integral part the program.

Program ran officially for the first time during the 2020/2021 school year. Significant effort was put forward in the logistic development of the program as well as in the establishment and growth of a sense of community. During the course of the year informal assessment by teachers also indicated a consistent improvement in reading, writing, mathematic capacity and engagement, however, it was noted that much work was still needed to ensure continued improvement in the future. An improved focus on data-gathering in support of educational goals will be practiced as the program matures. Focused participation in Provincial Assessment and District Assessment programs in Literacy and Numeracy are a priority for this and coming years.

The KLC/Buick Creek School alliance began in 2019/2020 as a parent-directed Distributed Learning delivery model. The parents at Buick Creek elected to hire two of the parents to act as support for the program and the students worked together from the Buick Creek Arena under their direction with instruction and assessment being provided by the Key Learning Centre in a modified Distributed Delivery style. Anecdotally parents reported substantial growth in both literacy and numeracy across all grade levels. More importantly, perhaps, were the reports that their students liked going to school and were excited about learning! The Buick Creek Blended



Students connect to KLC for instruction via the internet. Instruction is a blend of in-class and online.



Focus

A focused multi-partner approach to measurably improve reading participation and literacy levels.

Goal 1: Increase Literacy Rates

Objective 1.1: Improve student scores on district literacy assessments

Key Strategies

- Use SD73 Reading Assessment tool for Grades 4 – 9
- Utilize RAD and benchmarks for Kindergarten – Grade 3
- Practice buddy-reading, silent reading and in-class reading strategies
- Utilize 'Fast For Word' and 'Words Their Way' programs for identified students in need



Digital tools such as Mathletics, Fast For Word, JollyPhonics, RazKids and Epic are used to support student learning in the Blended Learning Program



Primary students working on Words Their Way

Targets

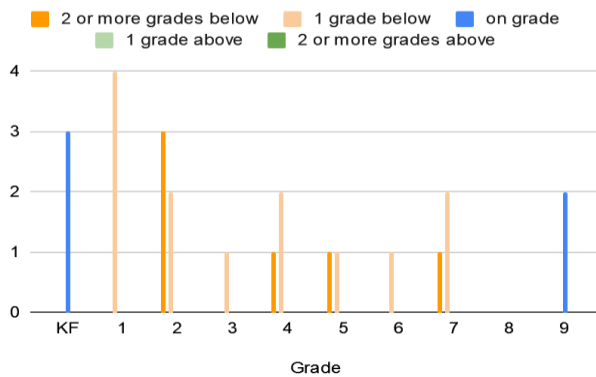
- All students will improve literacy scores by at least one grade level by June 2022.
- 'Shoot for the Moon' – all students are reading at or above grade level by June 2023.

Targeted Resources

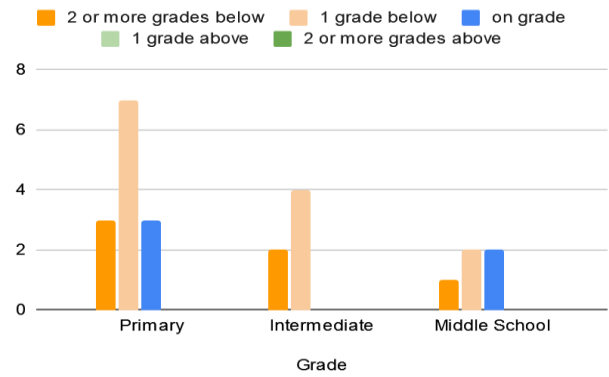
- Part-time engagement of EA support specifically targeted towards assisting teachers with ongoing literacy assessment (informal) and literacy improvement strategies.
- Purchase of more digital literacy focused reading content to support iPad and Laptop reading programs both during the 'in-school' and 'at-home' phases of the Blended Learning Program.



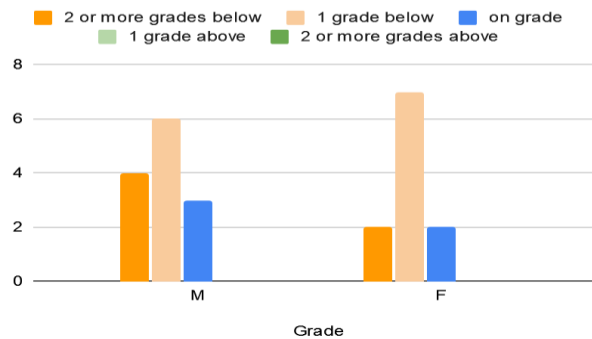
LITERACY Grade Level Achievement



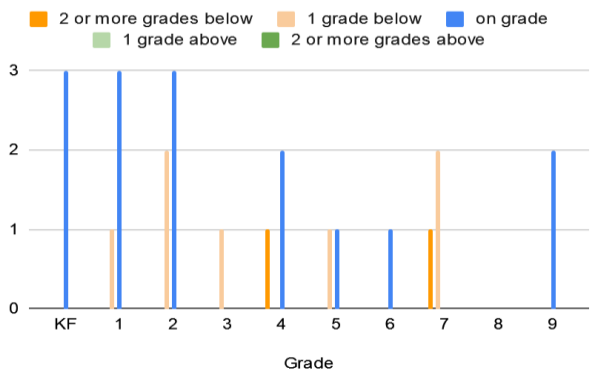
LITERACY Grade Level Achievement



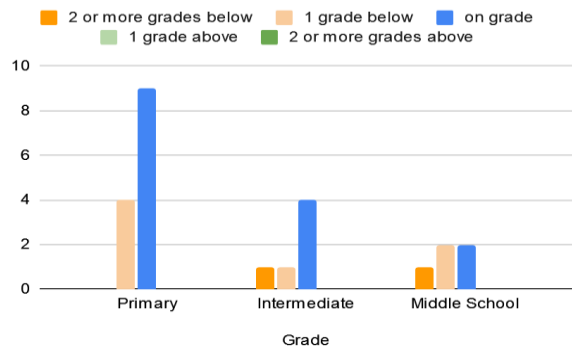
LITERACY Grade Level Achievement



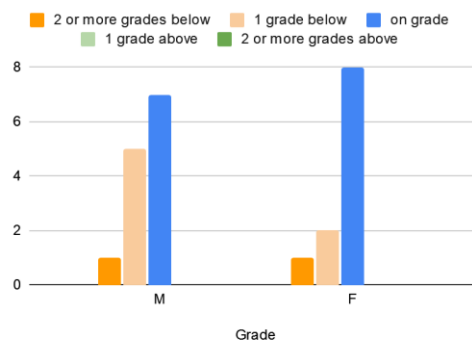
NUMERACY Grade Level Achievement



NUMERACY Grade Level Achievement



NUMERACY Grade Level Achievement



Objective 1.2: Increase student and parent engagement in home-reading activities

Key Strategies



Students working with Joy Hanna with Fast For Word on the projector

- Communicate regularly with parents to celebrate the reading-at-home program
- Measure and assess home-reading
- Celebrate successes in class
- Formalize a tracking tool to measure home reading participation
- Tracking (Back and Forth) form indicating Title read, # of pages read, time spent reading, summary of read content and parent signature/comment.
- Teacher accounting based upon parent reporting and student comprehension assessment of home reading as well as assessment of reading in class.

Targets

- Parents and students will actively participate in the 'at-home' reading program 5 of 7 days per week as measured by the tracking tool within 6 months of program initiation.
- Ongoing participation levels to remain at 5 of 7 days or greater.

Targeted Resources

- Enrichment of the library at Buick Creek School to include a larger quantity of 'student interest' reading content for all grade levels in both digital and print format.



Bharat teaching from KLC to his class at Buick Creek via Zoom



Goal 2: Improve Student Engagement in the Blended Learning Portion of the Buick Creek School Program

Objective 2.1: Improve student activity levels during the 'at-home' phase of the Blended Learning Program

Key Strategies

- Restructure student practice / extension assignments to be done between Friday and Sunday.
 - Paper and/or digital to accommodate internet availability.
- Encourage and check for home reading taking place during the 'at-home' phase.
- Utilize Project Based Learning (PBL) strategies to make the 'at-home' activities more relevant to the student's home experience.

Targets

- Student check-in during the Friday 'at-home' phase improves to 80%.
- Completion of assigned practice work done during the 'at-home' phase improves to 80%

Objective 2.2: Improve parent involvement at all stages of the Blended Learning Program

Key Strategies

- The use of Google Classroom (and paper agendas) as a communication tool between the classroom and the parent.
 - Require parent signature or email for assignment completion verification.
- Restructure assignment / extension activities to include parent involvement.
 - Address home-life scenarios within the assignments and activities.

Targets

- Bidirectional parent communication (email, telephone or agenda) to occur a minimum of twice weekly.



Objective 2.3: Improved student & parent comfort levels with the educational technology used at school.

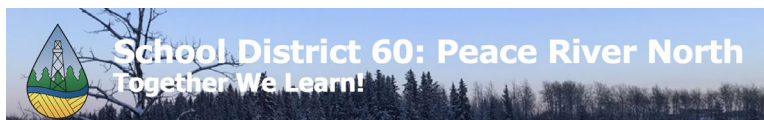
Key Strategies

- As COVID regulations permit parents will be invited to after school sessions to demonstrate and instruct the use and support of the technology used as a part of the Blended Learning Program.
- Virtual sessions offered to parents during after school sessions via KLC.

Targets

- 4 parent instructional sessions per year (Sept, Oct, Nov and Feb)

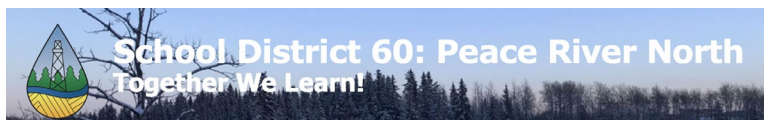




School District No. 60 (Peace River North)

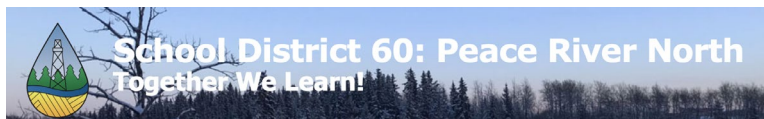
Board of Education Annual Work Plan 2021-2022

Month	In-Camera (5:00pm)	Open Board (6:30pm)	Other
August		<ul style="list-style-type: none"> Review of Phase 2 Covid-19 Plan (Moving from Pandemic to Endemic) 	<ul style="list-style-type: none"> Set up Communication process with Medical Health Officer Trustee Advance Financial Standing Committee Presentation (Aug 31)
September	<ul style="list-style-type: none"> Review auditor's management report Upper Halfway Updates 	<ul style="list-style-type: none"> Approve the audited financial statements, including audit report Auditor Appointment/Review Terms of Engagement Submit Executive Compensation Disclosure to Public Sector Employers' Council Approve Board Work Plan 	<ul style="list-style-type: none"> BCSTA Motion Submission (Sep 20) SUPAC (Sep 28) New teacher orientation (Sep 2/9) Joint Health & Safety Meeting (Sep 2) NPAA (???) Labour Management (Sep 15) DPAC Touch Base (Sep 1) National Day of Truth & Reconciliation (Sep 30)
October	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Enrolment and funding update Receive class size and school organization report Recognize World Teachers' Day 	<ul style="list-style-type: none"> NIB (Oct 1 & 2) Represent Board at BCSTA Prov Council (Oct 23) Ministry of Education Joint Partner Meeting (Oct 15) BCSTA Board Chair Meeting (Oct 14) Policy Committee Meeting (Oct 4) School Assignments for Trustees SUPAC (Oct 26) NPAA (???)
November		<ul style="list-style-type: none"> Election of Chair, Vice Chair, BCPSEA and BCSTA Prov Council representatives Receiving School Framework for Enhancing Student Learning Plans 3rd Party Use of gyms during COVID – Staff report and recommendation 	<ul style="list-style-type: none"> Remembrance Day Wreath Presentations SUPAC (Nov 23) NPAA (???) Joint District Meeting Labour Management (Nov 17) Policy Committee Meeting (Nov 29)



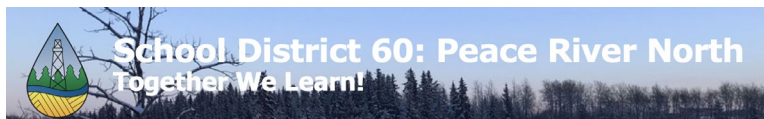
School District No. 60 (Peace River North)

December			<ul style="list-style-type: none"> ▪ Meeting with City FSJ ▪ Statement of Financial Disclosures ▪ NPAA (???) ▪ BCSTA Trustee Academy (Dec 2-4) ▪ SD 60 Christmas Party ??
January		<ul style="list-style-type: none"> ▪ Update on Ministry Funding ▪ Approve Operating Budget Consultation Process for upcoming year ▪ Statement of Financial Information (SOFI) - FYI 	<ul style="list-style-type: none"> ▪ Represent Board at BCPSEA AGM ▪ SUPAC (Jan 25) ▪ NPAA (???) ▪ Labour Management Meeting (Jan 19) ▪ Provincial Council Motion Submission (Jan 7)
February	<ul style="list-style-type: none"> ▪ Review Annual Amended Budget 	<ul style="list-style-type: none"> ▪ Approve Annual Amended Budget ▪ Review Enrollment Projections – ST ▪ Project Enrolment 	<ul style="list-style-type: none"> ▪ Represent Board at BCSTA Prov Council (Feb 11-12) ▪ SUPAC Feb. 22 ▪ NPAA (???) ▪ BCPSEA AGM (Feb 27 & 28) ▪ Policy Committee Meeting (Feb 7)
March		<ul style="list-style-type: none"> ▪ Approved Board/Authority Authorized courses 	<ul style="list-style-type: none"> ▪ AGM Motions to Membership (Mar 21) ▪ Deadline BOD nominations ▪ NPAA (???) ▪ Labour Management Meeting (Mar 9)
April	<ul style="list-style-type: none"> ▪ 2021/22 Annual Budget Update & Discussion 		<ul style="list-style-type: none"> ▪ Attend BCSTA AGM (Apr 21-24) ▪ BCSTA Prov. Council (???) ▪ Represent Board at NIB ▪ SUPAC April 26 ▪ NPAA (???) ▪ Policy Committee Meeting (Apr 11)



School District No. 60 (Peace River North)

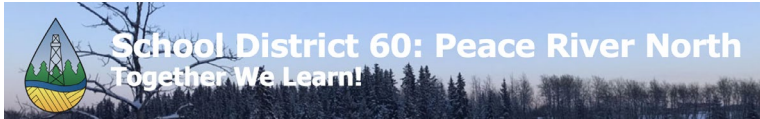
May	<ul style="list-style-type: none"> ▪ Superintendent Review ▪ Board Review ▪ Review 2021/22 Annual Budget ▪ Update on Admin Allocations 	<ul style="list-style-type: none"> ▪ Receive Carbon Neutral Action Report ▪ Approval of Fees ▪ Adopt Annual Facilities Grant Bylaw ▪ Adopt Board Meeting Schedule 	<ul style="list-style-type: none"> ▪ Begin work on presentation to financial standing review committee ▪ SUPAC May 24 ▪ Joint Meeting with SD59 Trustees and MLAs ▪ NPAA (???) ▪ Labour Management (May 11)
June		<ul style="list-style-type: none"> ▪ Approve 2021/22 Annual Budget ▪ Review Year to Date financial report ▪ Approve Five Year Capital Plan for submission to Ministry of Education ▪ Approve Strategic Plan 	<ul style="list-style-type: none"> ▪ Recognition/Retirement Dinner ▪ Standing Financial Review Committee presentation ▪ National Indigenous People’s Day June 21 ▪ NPAA (???) ▪ Policy Committee (Jun 6)



School District No. 60 (Peace River North)

Committee of the Whole Annual Work Plan 2021-2022

Month	In-Camera COTW (12:30pm)	Committee of the Whole – Open (1:30pm)	Other/Sub-Committee work
October		<ul style="list-style-type: none"> Facilities Review – FCI update building deficiencies Framework Presentations 	Policy Committee Meeting (Oct 4)
November		<ul style="list-style-type: none"> Indigenous Updates – Equity Scan, LEA Framework presentations 	<ul style="list-style-type: none"> Policy Committee Meeting (Nov 29)
December	<ul style="list-style-type: none"> Report out on BCPSEA Symposium 	<ul style="list-style-type: none"> Framework Presentations 	
January	<ul style="list-style-type: none"> Report out on BCPSEA AGM Board Pro-D 	<ul style="list-style-type: none"> Review budget process Framework Presentations 	
February	<ul style="list-style-type: none"> Enrolment projections related to space Board Pro-D 	<ul style="list-style-type: none"> Framework Presentations Report out on BCPSEA AGM 	Policy Committee Meeting (Feb 7)
April	<ul style="list-style-type: none"> Board Pro-D 	<ul style="list-style-type: none"> Framework Presentations 	<ul style="list-style-type: none"> Policy Committee Meeting (Apr 11)
May	<ul style="list-style-type: none"> Superintendent Review Board Review 	<ul style="list-style-type: none"> Framework Presentations Board Meeting Schedule of Dates 	
June			<ul style="list-style-type: none"> Policy Committee Meeting (Jun 6)



School District No. 60 (Peace River North)

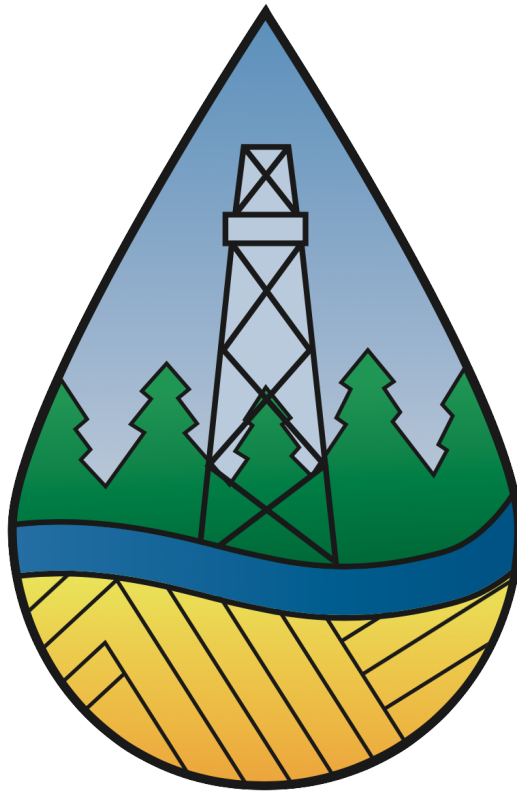
Annual Departmental Reports Related to the Framework for Enhancing Student Learning

- International & Careers Program
- Social & Emotional Learning Programs (SEL)
- Curriculum – Numeracy
- Curriculum – Literacy
- Inclusion
- Indigenous programming – Indigenous Education Committee
- Indigenous programming – Local Education Agreement updates
- Learning Support Model Update (Goal 4)
- Transitions

Annual Operations Reports

- Technology Infrastructure Update

School District 60 Peace River North



**3rd Party User Groups
Agreement & Safety Protocols**



School District #60
3rd Party User Groups

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School District #60 3rd Party User Groups

Registration

User groups are required to complete and submit the **3rd Party User Agreement** to the school office for approval. Please see the form below (pages 6-9).

Application approval will be based on the following criteria:

- Organizational level of club
- Prior access to school
- Youth focus
- Community focus

Health & Safety Requirements

- Must adhere to all applicable Provincial Health Orders
- Must follow COVID-19 sport specific guidelines
- Must have a safety plan as required by Northern Health Authority
- Must keep track of all participants, in the event contact tracing is needed
- Must verify Vaccination Passports where required (22 years and older at this time)
- Review SD60 Communicable Disease Prevention Plan
- Users must wear masks where required as per the Provincial Health Order
- Locker rooms/change rooms: It is encouraged to come dressed and prepared for your activity. Change rooms must be sanitized after use.
- **Failure to comply with all the required guidelines directed by the Provincial Health Officer will result in cancellation of user group bookings**

Daily Health Check

- All individuals must perform the “daily health check” prior to accessing the building
- Anyone displaying symptoms of illness are not permitted on site and are encouraged to seek medical advice
- Anyone who falls ill while on site will be asked to immediately exit the location.

See Appendix A for Daily Health Check

Hand Hygiene

- All individuals are required to sanitize their hands upon entering the building.
- Frequent hand washing and sanitizing is encouraged.

Respiratory Etiquette

- Cough and sneeze into their elbow, sleeve, or a tissue.
- Throw away used tissues and immediately perform hand hygiene
- Refrain from touching their eyes, nose, or mouth with unwashed hands
- Refrain from sharing any food, drinks, unwashed utensils, cigarettes, or vaping devices



School District #60 3rd Party User Groups

Conditions of Usage

- Do not arrive more than 15 minutes prior to your session. Allowing this time will ensure a “buffer” between groups therefore providing enough time to sanitize. All users must promptly leave the building once their scheduled time is done.
- All users / participants must remain respectful of the on-site staff.
- Users must remain in the designated area of use. Access to the rest of the school is prohibited.
- Remind parents that the school is not responsible for unattended children.
- There is no smoking or liquor on school grounds
- Remove all outside footwear
- Keep food out of designated area of use
- Each user group must have an designated on-site supervisor at all times
- Failure to comply with all requirements contained within this agreement will result in cancellation of user group bookings
- Confirm all participants understand the above requirements

Parents and Spectators/Capacity

- Spectators will not be permitted for the 2021/22 usage year due to the constantly changing Provincial Health Orders and the additional stress of policing and enforcing the Orders

Keys and Security

- Users must pay \$100 key deposit, which will be reimbursed when the users bring back their keys by the date specified
 - If the keys are not returned by the specified date, it is understood that the school will keep the deposit
 - If the keys are not returned, the group will not be able to apply for school access in the future, as this will result in a rekeying of the entire school
- Keys can be picked up at the school office during regular school hours.
- Keys are expected to be returned, as they are the property of the school. (This will also apply to all School District employees and teachers who apply for the usage of the facilities).

The alarm system must be turned on after the use of space on the weekend. Contact after-hours call centre at (250) 785-6781 with any concerns.

Designated Entrance

- Enter the building through the designated entrance

Building Access

- Restricted to the entrance area and designated area of use
- All other access in the building is strictly prohibited
- Users will be required to use designated washroom only



School District #60 3rd Party User Groups

Facility Cleaning and Disinfecting

All user groups are required to pay a \$100 cleaning deposit at the time of booking.

All user groups must clean and disinfect the following areas of use::

- a. Doors / handles
- b. Light switches
- c. Benches
- d. Used School District equipment
- e. Designated bathrooms
- f. The floor must be swept

Disinfection bottles and cleaning supplies are provided in the designated area of use for user groups.

The required cleaning and disinfecting stated above must be completed after each use of the facilities. Should the required cleaning not be completed, it is understood that the school will keep the cleaning deposit, and may result in the group not having school access in the future

First Aid

Each group is required to bring their own First Aid kit to each session.


Equipment Use

Equipment, if necessary, will be arranged with the Administrator. Only on-site supervisors are permitted in the equipment room. Used equipment must be disinfected. Users are encouraged to bring their own equipment.



School District #60 3rd Party User Groups

Appendix A

 DAILY HEALTH CHECK	
KEY SYMPTOMS OF ILLNESS	WHAT TO DO
Fever (above 38°C) Chills Cough Difficulty breathing Loss of sense of smell or taste	If yes to 1 or more of these symptoms: Stay home. Contact a health care provider or call 8-1-1 about your symptoms and next steps.
OTHER SYMPTOMS	WHAT TO DO
Sore throat Loss of appetite Headache Body aches Extreme fatigue or tiredness Nausea or vomiting Diarrhea	If yes to 1 symptom: Stay home until you feel better. If yes to 2 or more of these symptoms: Stay home for 24 hours. If symptoms don't get better or get worse, contact a health care provider or call 8-1-1 about your symptoms and next steps.
INTERNATIONAL TRAVEL:	WHAT TO DO
Have you returned from travel outside Canada in the last 14 days?	If yes: Fully vaccinated students, staff and other adults who have travelled outside of Canada may qualify for the fully vaccinated traveller exemption . Students, staff and other adults who are not fully vaccinated and have travelled outside of Canada CANNOT attend school for 14 days after arrival , as part of federal requirements .
CLOSE CONTACT	WHAT TO DO
Have you been notified by public health that you are a close contact of a person confirmed to have COVID-19?	If yes: Follow the instructions provided by Public Health.

You can also check your symptoms with the [K-12 Health Check](#) or the [BC Self-Assessment Tool](#).

Call 8-1-1 with any questions about symptoms of illness. If you have severe symptoms, like difficulty breathing (struggling to breathe or you can only speak single words) or chest pain, call 9-1-1 or go to the nearest Emergency Department.

Visit the [BC Centre for Disease Control website](#) for more information on COVID-19.



School District #60 3rd Party User Groups Application for Use

Name of School _____

Name of User Group _____

Designated On-Site Supervisor _____

Mailing Address _____

Postal Code _____ Phone _____

Type of Activity / Sport _____

Number of Coaches / Participants _____

Time Slot requested _____

Equipment requested _____

User Groups who utilize school facilities and grounds are responsible for ensuring compliance with all Board Policies and regulations relating to conduct on school grounds related to but not limited to parking, idling, trespassing, animals, litter and drugs, smoking, vaping, and/or alcohol as set out in this agreement and board policies. Failure to comply with the Board Policies and facilities use expectations may impact the use of school facilities.

NOTE: User Groups MUST AGREE TO THE FOLLOWING PROVISIONS

1. The User Group is fully responsible for all facilities requested and will be billed for any damages, including but not limited to loss of school property, call out charges or other costs incurred by School District 60 resulting from the usage.
2. The User Group agrees to use only the facilities or equipment requested and to adhere strictly to all board policies, and any other specific requirements determined by the school administrator and/or Secretary Treasurer.
3. Emergency cancellations by user groups must be reported to the District.
4. Facilities usage may have to be pre-empted during the school year when required for a School District 60 function. In such cases, all effort will be made to provide users with a minimum of seven days notice.
5. It is clearly understood by the User Group that School District 60 assumes no responsibility whatsoever if last minute cancellations including but not limited to power failure, furnace failure, Fire Marshall regulations or any other causes which might be beyond the control of School District 60.
6. School District 60 is not responsible or liable for any accidents or injuries arising from this use of District facilities.



School District #60 3rd Party User Groups Application for Use

7. Any abuse of privileges by the User Group will mean cancellation of this agreement and may result in a denial of future use. School District 60 is not responsible or liable for any accidents or injuries arising from the use of District facilities.
8. The User Group agrees that there is no warranty expressed or implied on the part of School District 60 as to the suitability or condition of the school premises mentioned in this agreement and that the User Group accepts the said premises at his/her own risk.
9. User Group understands and agrees that this usage agreement may be revoked or cancelled at any time with or without cause and that, in the event of such revocation or cancellation, there should be no claim or right to damages or reimbursement on account of any loss, damage or expense.

Indemnification and Save Harmless

The User Group, named on this form, shall indemnify and hold harmless, School District 60 (Peace River North), and any of its officers, employees, agents and contractors from any and all loss, liability, claims or expenses arising out of the use and/or occupation of the property belonging to the School District by the User Group and any of its officers, employees, agents, contractors and volunteers, except to the extent that such loss arises from the independent negligence of the School District.

Waiver of Subrogation

The User Group, named on this form, hereby agrees to waive all rights of subrogation or recourse against the School District or recourse against the School District with the respect to the use or occupation by the User Group of the premises described on this application.

Injury or Property Damage

The User Group, named on this form, shall report to the School District all incidents resulting in either injury or property damage arising out of the User Group's activities.

Commercial User Groups

Commercial User Groups are considered to be individuals, partnerships, corporations or other businesses set up for commercial or profit purposes, using the facilities with the intention of making a profit.

Commercial User Groups shall, without limiting it's obligations or liability herein and at it's own expense, provide and maintain the following insurances with insurers licensed in British Columbia and in forms and amounts acceptable to the School District.

Comprehensive general liability insurance with a limit of not less than one million dollars (\$2,000,000.00) (or such other amounts as the School District may choose), inclusive per occurrence for bodily injury and property damage including loss of use thereof. Such insurance shall extend to cover the User Group, it's officers, employees, agents and contractors as additional insureds with respect to liability arising out of the use or occupation by the User Group of the property belonging to the School District.

1. Name of insurance company and the binder or policy number.
2. Name and address of the Insured (User Group).
3. Policy period (covering at least the period the agreement is in place).
4. Description of coverage.
5. Policy limits.
6. Description of insured operations and location(s).
7. Signature of authorized representative and date.



School District #60
3rd Party User Groups

Application for Use

I hereby agree to the requirements and conditions identified in this application, including the **3rd Party User Agreement & Safety Protocols**. Failure to comply will result in cancellation of user group bookings.

Date of Application _____

Print Name _____

Signature _____



School District #60
3rd Party User Groups
Application for Use

**** Office Use Only ****

Key Deposit Paid ☐ YES ☐ NO

Cleaning Deposit Paid ☐ YES ☐ NO

Liability Insurance Received (if applicable)_ ☐ YES ☐ NO

Indemnity Agreement In Place ☐ YES ☐ NO

Keys Returned ☐ YES ☐ NO

Key Deposit Reimbursed ☐ YES ☐ NO

Cleaning Completed ☐ YES ☐ NO

Were the premises left in satisfactory condition ☐ YES ☐ NO

Cleaning Deposit Reimbursed ☐ YES ☐ NO

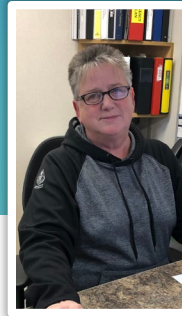
Remarks:

Signature of Administrator / Designate _____

Print Name _____

Operations Update

November 1, 2021



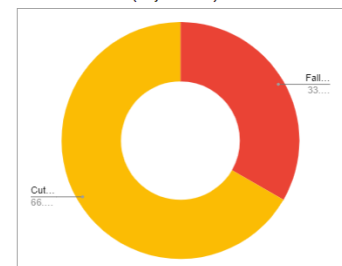
Facilities

- A basic lighting upgrade is being done at North Peace Secondary, School, Bert Bowes Middle, Hudson's Hope and Dr. Kearney Middle schools. Oil West has been awarded the contract.
- Vandalism occurred that destroyed a portion of concrete at Duncan Cran Elementary School. Individuals have been identified, RCMP have been notified, restorative justice is taking place and repairs are in progress
- Bert Ambrose Elementary School wrapping is complete. Road work is still in progress as per City and paving delays

Safety

- November Safety Talk top will be on Mental Health
- 3rd Party Protocols for schools has been distributed to administrators (*Attachment*)
- Daytime custodians are being placed at school sites. Still looking to fill some positions
- The HVAC fact sheet has been sent out to all locations as well as the public
- Air Quality Tests have been done at North Peace Secondary and Dr. Kearney schools
- First Aid Training class will be on November 26, 2021
- A "fillable" PDF Violent Incident Reporting Form is being created
- A Workplace Violence Committee is being formed

School District 60
TOTAL RECORDABLE INCIDENTS BY CAUSE
2021 / 2022 YTD (July - October) District Statistics



TYPE OF INCIDENT			
Lifting / Strain / Twist	0	Violent Incident	0
Fall / Slip / Trip	1	Motor Vehicle Accident	0
Cut / Struck By / Crush	2	Property Loss / Damage	0
Repetitive Motion	0	Hazardous Condition	0
TOTAL RECORDABLE INCIDENTS		3	

Transportation

- New bus driver hire coming next week. There is also a driver returning to work in the near future. The Special Needs bus will be up and running again, starting November 1, 2021