

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

*Present:* Helen Gilbert, Chair, Board of Education (*via Zoom*)  
Ida Campbell, Trustee  
Erin Evans, Trustee  
Bill Snow, Trustee

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

*Guests:* Michele Wiebe, PRNTA President

*Regrets:* Madeleine Lehmann, Vice-Chair  
Nicole Gilliss, Trustee  
David Scott-Moncrieff, Trustee

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**\*NEW – K-12 Sector Guidelines for Vaccination Policies (*Attachment*)**

*Helen Gilbert, Board Chair*

- Attached document has been released to the public
- Our board is in the early stages of looking at the document
- No timelines have been set as we're still waiting for information to come to us
- We need to look at this decision in a diligent/considered way (ie. legally, contractually, operationally, as well as human rights issues)

## **Education**

### **Education Update**

*Stephen Petrucci, Superintendent*

### Equity Scan (*Attachment*)

*Carleen Andrews, Director of Instruction*

- Presentation was made and questions from trustees were fielded
- Carleen will send the Governance Equity Scan survey to trustees for them to fill out and submit

### Framework Presentations

#### **Indigenous Education (*Attachment*)**

*Pat Jansen, Administrator - Indigenous Education*

- Presentation was made and questions from trustees were fielded

## **Key Learning Centre/Buick Creek School**

*Norbert Kaspar, Administrator*

*Sean Thomas, District Vice-Principal*

- Presentation was made and questions from trustees were fielded

## **Governance**

### **Annual Work Plan 2021-2022**

*Helen Gilbert, Board Chair*

- Living document that keeps the board on track...can add other things as they come up
- Added three time frames for Board Pro-D...will potentially be follow-up topics from conferences, financial literacy, etc.
- The Secretary-Treasurer is working on an annual work plan as well

## **Human Resources**

*None*

## **Operations**

### **Operations Report (Attachments)**

*Angela Telford, Secretary-Treasurer*

- Third Party Protocols are for non-profits using the facilities; the district is not allowing commercial users at this time
- Concrete vandalism was done on “new” concrete that wasn’t quite set
- Bert Ambrose construction updates – City has said it is getting close but they won’t be doing any paving this year
- **ACTION:** Angela will reach out to the City for more concrete details on completion
- Safety Talks – if trustees have any ideas on safety talks, let district staff know

*Trustee Evans left the meeting @ 2:52 p.m.*



# Territorial Acknowledgment



- We recognize that we are living and learning on the traditional territory of the **TSAA? CHE' NE DANE** (Dane-zaa) within Treaty 8.



Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors (First Peoples Principles of Learning)



# Shape of the Session

- Check In
- The Power of Story
- Equity Scan
  - What
  - Why
  - How
  - Plan Moving Forward

# Meeting Norms

- Stayed engaged
- Listen for understanding
- Speak your truth
- Experience discomfort
- Expect and accept non-closure
- Take risks



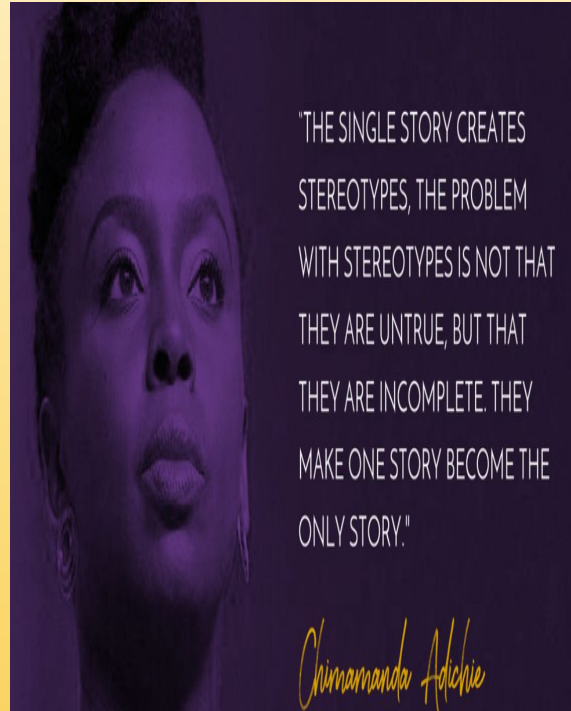
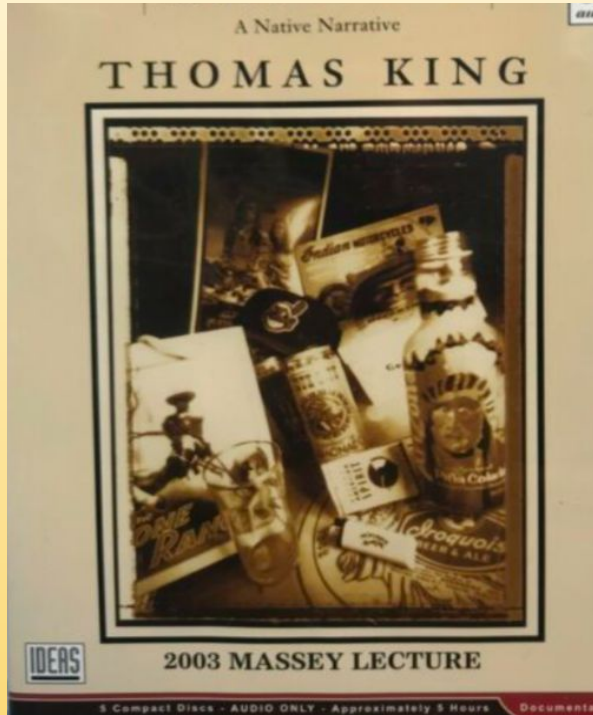


# The Stories We Tell Ourselves

“Stories are wondrous things. And they are dangerous. For once a story is told, it cannot be called back. Once told, it is loose in the world. So you have to be careful with the stories you tell. And you have to watch out for the stories you are told.” (Thomas King, *The Truth About Stories*, 2003)

[The 2003 CBC Massey Lectures. "The Truth about Stories: A Native Narrative"](#)

[Chimamanda Ngozi Adichie: The danger of a single story](#)



# Reflection

Whose knowledge systems are valued in Canada

Whose voice is valued?

Who makes decisions within our system?

What is mandated in our systems?

# Continuum of Understanding

*Where are you on the continuum below? What has been your journey in Indigenous Education? How do you lead with moral imperative and purpose?*



Awareness

Knowledge

Skill

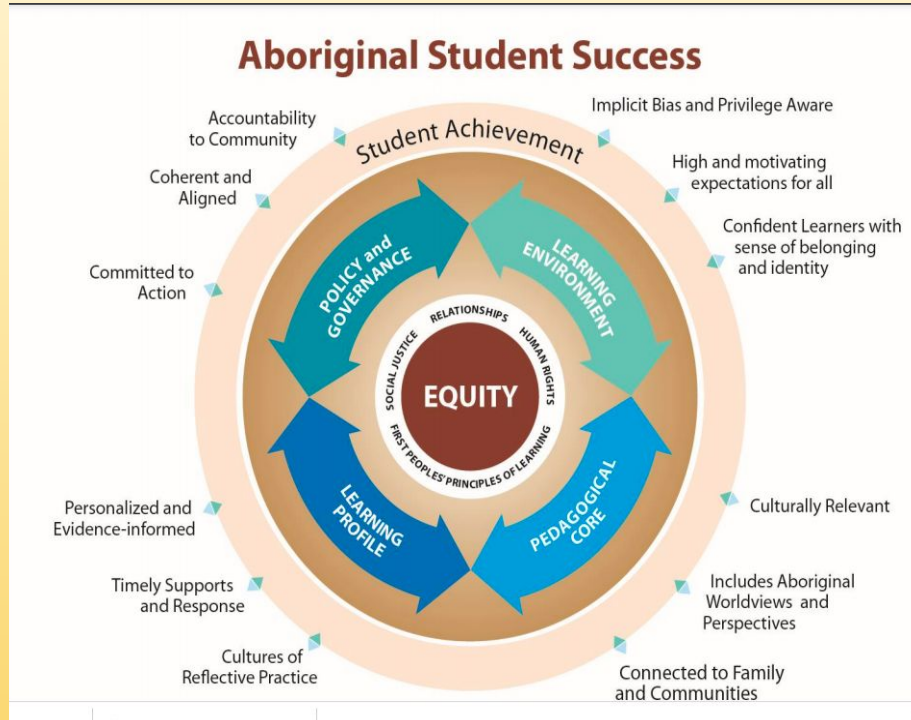
Action/Advocacy

## Equity Scan - What

The Equity Scan defines a collective and collaborative decision making process for school districts to enter into a genuine and meaningful self assessment dialogue about the experience of education for Indigenous learning and to respond in strategic ways to create conditions of success. (BC Ministry of Education, 2020).



# Equity Scan - What



In 2016 the BC Ministry of Education created an Equity Scan Framework and vision to support school districts in identifying promising practices as well as barriers that are impacting Indigenous student achievement and success (BC Ministry of Education, 2021).

[https://www.youtube.com/watch?v=EhfB\\_rgCQpE](https://www.youtube.com/watch?v=EhfB_rgCQpE)

# PROVINCIAL EQUITY SCAN 2021 - Video

Joseph Heslip  
Secondee, Field Liaison,  
Indigenous Education  
Ministry of Education

[Equity 2021 v2.mp4](#)



# Local Education Agreements/Equity Scan

A recap...

- [Indian Residential Schools Settlement Agreement](#)
- Truth & Reconciliation Calls To Action  
[Truth and Reconciliation Commission of Canada](#)
- B.C. Declaration on the Rights of Indigenous Peoples Act
- B.C.'s Implementation of the UN Declaration
- [DRAFT ACTION PLAN](#)  
[Declaration on the Rights of Indigenous Peoples Act - Province of British Columbia](#)
- [PROGRESS AUDIT: THE EDUCATION OF ABORIGINAL STUDENTS IN THE BC PUBLIC SCHOOL SYSTEM](#)
- Professional Standards for BC Educators - Standard 9
  - Educators respect and value the history of First Nations, Inuit and Metis in Canada and the impact of the past on present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Metis.

# Truth and Reconciliation Commission- TRC

*Why can't they just get over it? vs Why can't they just remember it?*

*Legacy of Residential Schools - "designed to kill the Indian in the child"*

For over a century, the Indian Residential School system in Canada violated the rights of First Nations, Inuit and Métis children. Canada's Truth and Reconciliation Commission (TRC) was established in 2008 with the goal of contributing to truth, healing and reconciliation.

(Canadian Museum of Human Rights, 2018)

[TRC Mini Documentary - Senator Murray Sinclair on Reconciliation](#)

[Calls to Action](#)



Truth and  
Reconciliation  
Commission of Canada



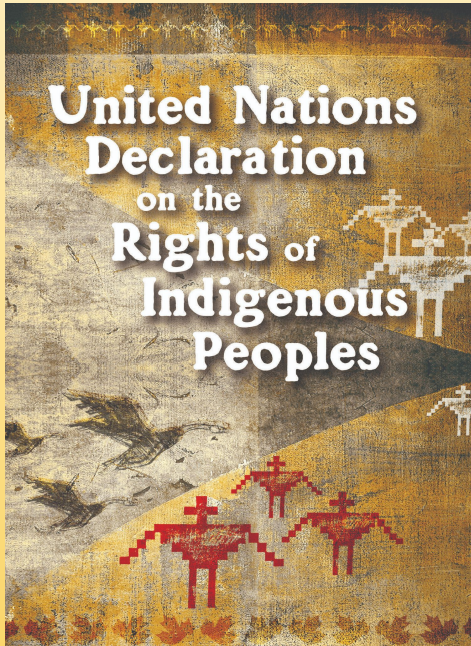
Truth and  
Reconciliation  
Commission of Canada

# BC Tripartite Agreement

On July 1, 2018, the Government of Canada, Government of British Columbia and FNESEC (First Nations Education Steering Committee) signed the BC Tripartite Agreement, setting the foundation for further growth and changes to support the improvement of BC's First Nations education system.

- BCTEA is a 5 year agreement
- BCTEA includes new and strengthened process to support First Nations students
- BCTEA includes new and significant funding for BC First Nations education, including funding for:
  - **Language and Culture**
  - **Transportation**
  - **Technology**

# DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ACT



The provincial government passed the [legislation](#) in November **2019** to implement the UN Declaration, which the Truth and Reconciliation Commission confirms as the framework for reconciliation.

The B.C. [\*Declaration on the Rights of Indigenous Peoples Act\*](#) aims to create a path forward that respects the human rights of Indigenous peoples while introducing better transparency and predictability in the work we do together.

# Equity Scan - How



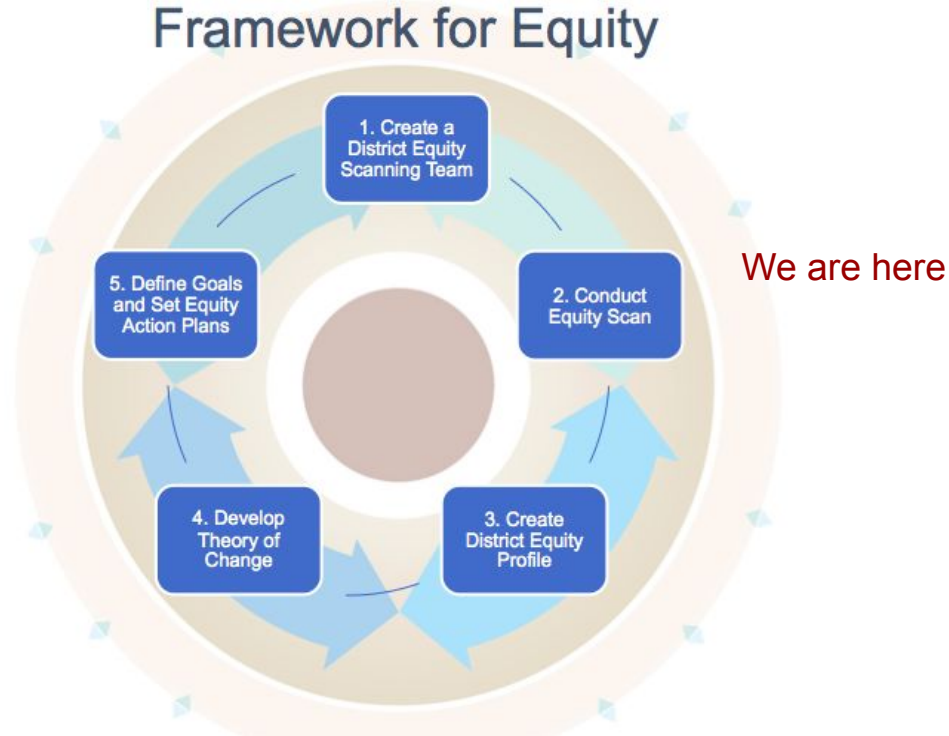
- Background Knowledge/History
- Complete an equity scan — Identify promising practices, barriers and challenges
- Construct an Equity Profile
- Determine a Theory of Change
- Develop an Equity Action Plan in service to Indigenous learners, families, and communities



# Equity Scan - How

- Conduct the Scan and Develop a Profile
  - Guided Inquiry Questions (32 questions) and Rubrics in four Quadrant Areas
    - Policy and Governance
    - Learning Environment
    - Pedagogical Core
    - Learning Profile
- The Equity Scan process will be conducted through a combination of focus group meetings and surveys in the 2021/2022 school year

# Where Are We in the Equity Scan Process?



# SD60 Equity Team Members

- Indigenous Right Holders (BRFN, DRFN, HRFN and Metis Nations BC)
- Indigenous Community Agencies (Nenan, Friendship Centre, Nenas)
- Indigenous Community Members (Elders, Parents)
- Indigenous Student Equity Scan Council Members
- Teacher Staff (PRNTA)
- Support Staff (CUPE)
- District Indigenous Principal
- Superintendent
- Director of Instruction
- Trustee
- Principal/Vice Principal

## Ministry of Education JOE HESLIP EQUITY ACTION w/ Committee Members Oct 2, 2020







North Peace  
Administrators Assn.

April 23, 2021

**Dr. Niigaan Sinclair**



**Training on Truth and Reconciliation in the Classroom**

**Dr. Niigaanwewidam James Sinclair** is an Anishinaabe scholar, activist, writer, and commentator. In addition to leading discussions on *Truth and Reconciliation* across Canada; since 2012 Niigaan Sinclair has been a member of the Department of Native Studies at the University of Manitoba where he is currently an Associate Professor. Dr. Sinclair regularly contributes to discussions surrounding Indigenous issues on CBC, CTV, and APTN.



**PRIZES**

- iPads
- AirPods
- Books
- Educational & Cultural Supplies, etc.

**Must be on-line to receive!!!**



**Two Sessions: 8:45 am - 11:45 am and 12:15 pm - 3:15 pm**

**Limited Numbers per Session: Zoom Link will be Provided via Administration**

***Recommendations from 2019 Inspire Conference SD60 Teaching Attendees***

*Niigaan's presentation on Truth and Reconciliation is transformational and a must for all educators. "Climbing the Mountain" creates and supports deep and meaningful conversation for students and teachers alike.*

Sarah Elson-Haugan

*Niigaan Sinclair extends his teachings in a way that allows for educators to gain awareness from his own personal experiences, provides a space for constructive collaboration amongst colleagues, as well as giving concrete strategies on how to incorporate Truth and Reconciliation into the classroom.*

Melanie Carew

*Niigaan Sinclair's passion to address the Calls to Action of the Truth and Reconciliation Commission inspires those around him to become participants in the reconciliation process; and help to make a better future for all Canadians.*

Christopher Neufeldt

District wide Pro D provided to educators/ support staff (650 in attendance) on Truth and Reconciliation and how to begin incorporating TRC into the classroom.

**This workshop will be held in accordance with the current**

**Provincial Health & Safety Guidelines**

# Equity Scan Project

## ‘Where I’m From’

### 1. Think back to your childhood:

Where did you live?

Who were your neighbours?

Games you played?

What foods do you remember?

What kinds of things did you do?

What sayings were spoken?

What messages did you receive about differences (e.g. race, gender, sexual orientation, class, religion, ability)?

### 2. Brainstorming

### 3. Begin Writing



# NPSS Students - A Personal Measure of Success



A Personal Measure of Success



# Equity Scan Survey

How do we conceptualize equity?

How do we get equity in action?

Indigenizing

Decolonizing



# Indigenous Education Centre

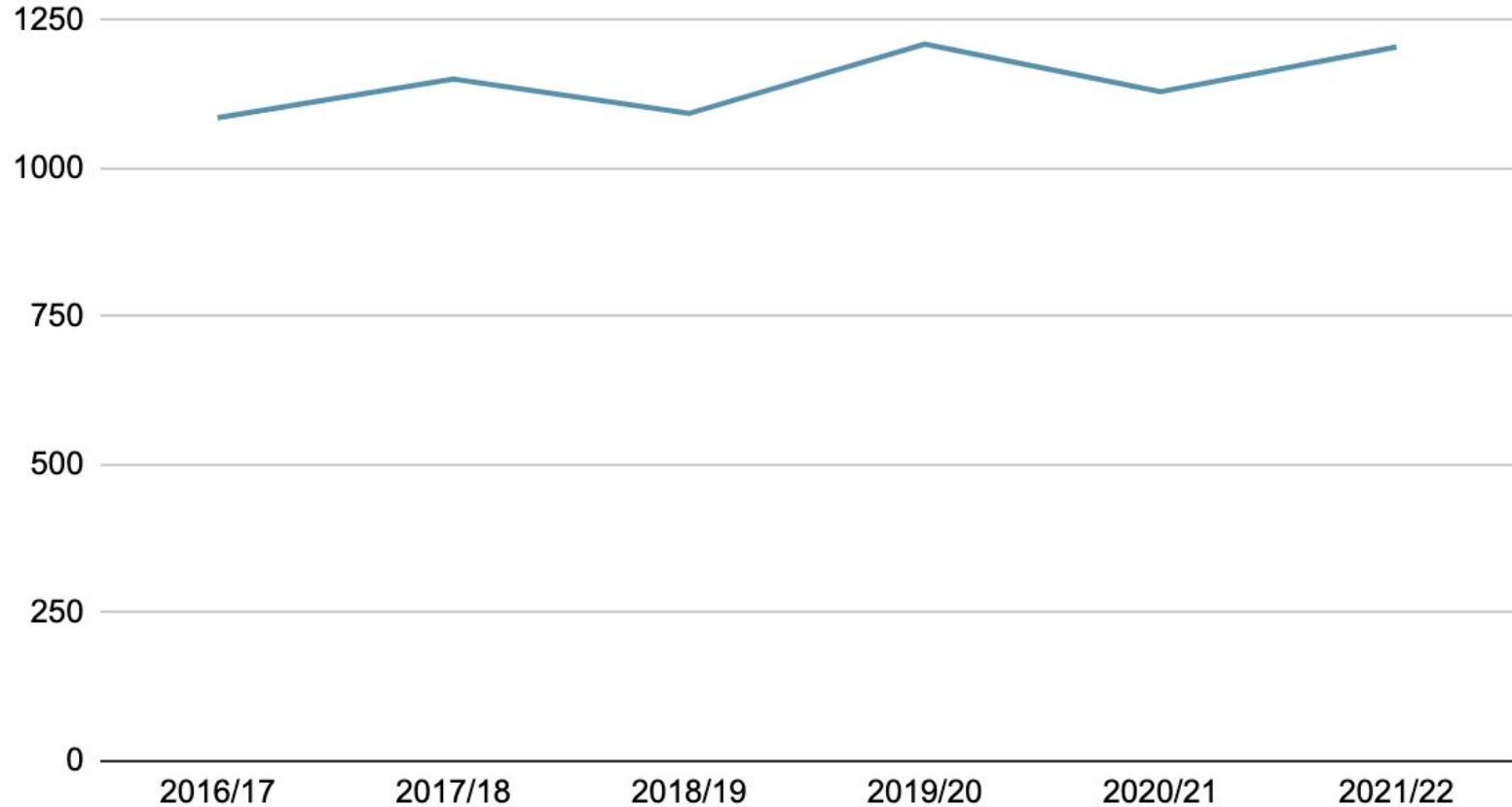
School District 60  
2021-22

## FRAMEWORK FOR ENHANCING STUDENT LEARNING

### MISSION STATEMENT

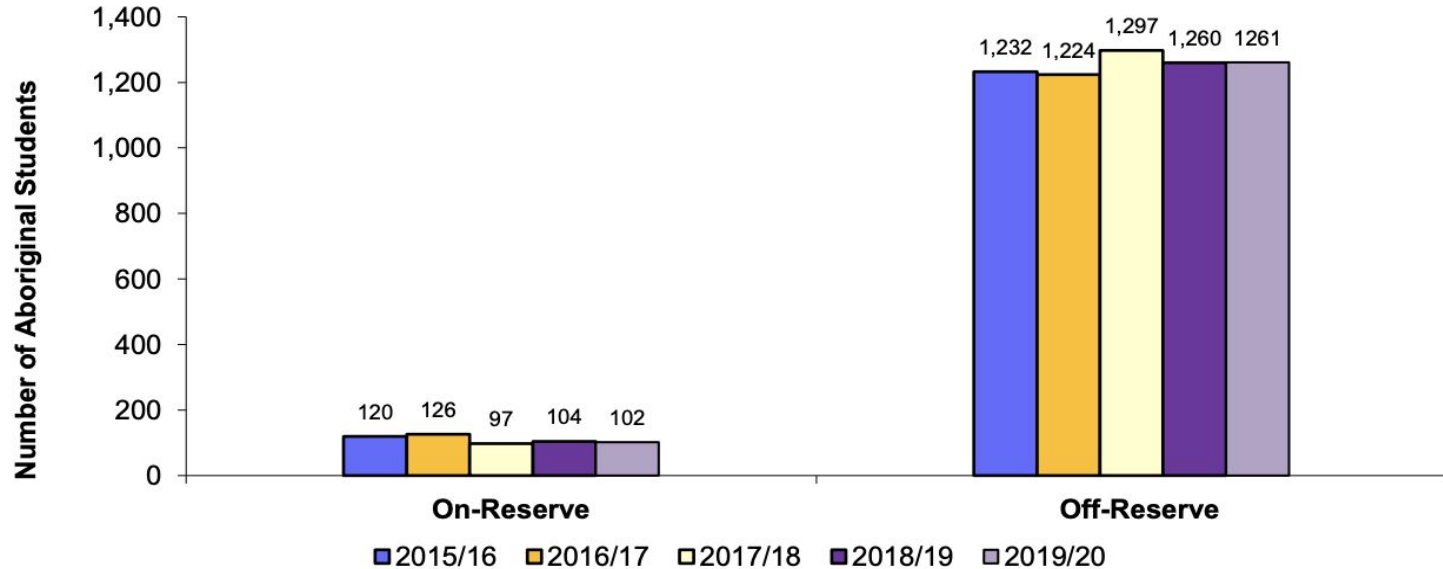
The 2016-2021 Enhancement Agreement goal is to have all Aboriginal students graduate to pursue their passions, interests and reach their fullest potential.

## SD 60 # Indigenous Students in Targeted Program



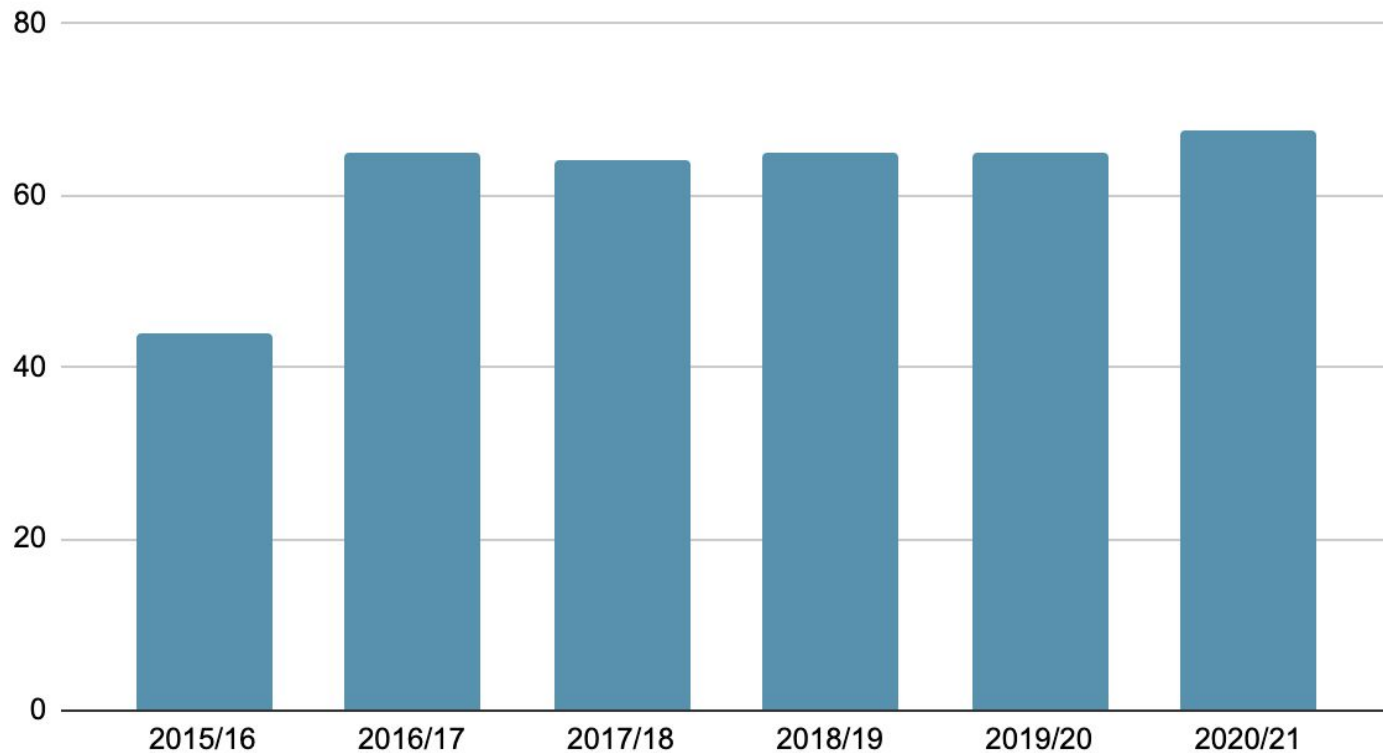
# INDIGENOUS STUDENT DEMOGRAPHICS

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



**2021/22** - 1205 Indigenous Students - targeted funding program (highest)  
- 20% of the whole school population

## Indigenous Six-Yr Completion Rate 2015-2021



# Three Indigenous Ed Centre Goals:



1. Improve the sense of **well being** of all Indigenous students

2. All students - will increase their awareness and understanding of **local Indigenous histories and cultures**

3. To improve **graduation** rates (Dogwood), post secondary opportunities and **career transitions** in grades 9-12

# 1. Well Being of all Indigenous Students



## Sense of Belonging

- Attendance
- Strong identity
- Relevant learning
- Confidence
- Trauma informed

## Safety

- Space
- Welcoming room
- Struggling Student protocol
- Equity in Action

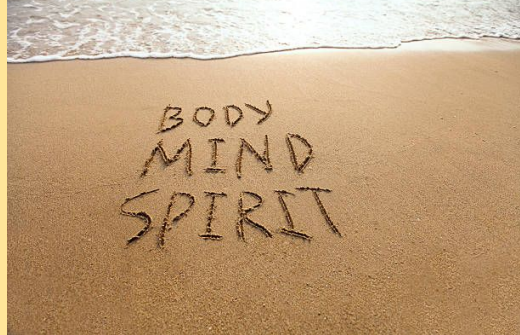
## Relationships

- All school staff
- Counselors
- Learning Journeys
- parents/guardians siblings

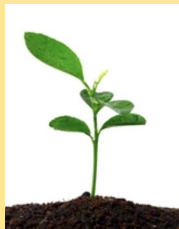
## Community

- Role models
- Home visits
- Equity
- LEAs
- Transition post-secondary





Hudsons Hope



## Goal 1 - Wellness

# Program Performance Indicators



**ASSESS TOOL**

**SENSE OF  
BELONGING SURVEY**

**TRANSITION  
ACTIVITIES**

## 2. Local Indigenous Histories & Culture -all students!



Blueberry Elder May Apsassin  
Doig Day 2019

### Culture & Language Teacher

- Lessons & Units
- Curriculum
- Elders in Residence
- Language
- Land base learning

### Events

- National Indigenous TRC
- National Indigenous Day
- Metis & Inuit
- Indigenous Curriculum Day
- Ab Veterans Day

### Indigenous Staff

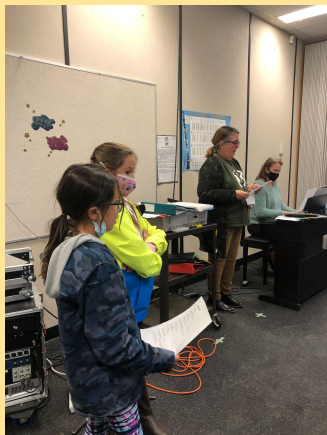
- Cultural
- Language promotion
- Pro-D inservices
- Supporting teachers
- communication

### Community

- Elders in Residence
- Home visits
- Equity Scan
- Doig Day
- Drum & Dance Program



# Local Histories & Cultures ...



It started w/two voices -  
**Leah & Bailey Gauvin**

**Dr Kearney team:**  
Sandra Gunn, Tanya  
Braun, Matt Logan,  
Hailey Irwin & Ginger  
Alexander



**Doig Day 2018, Rick Phillip's picture**



**Charlie Lake Cave - Ch. Lk students**

## Goal 2 - Culture & Language - “All students”

### Program Performance Indicators

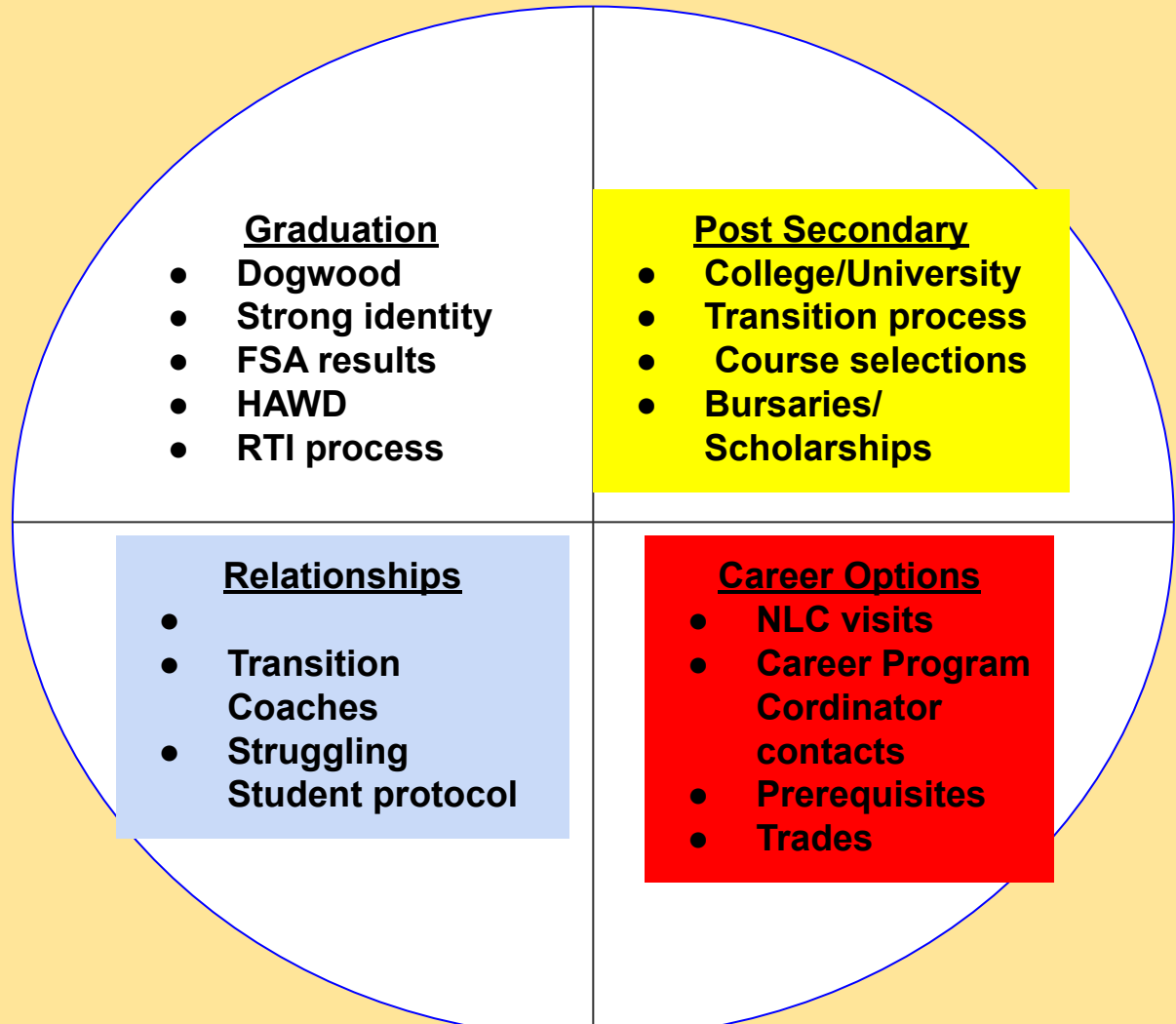


**ASSESS TOOL**

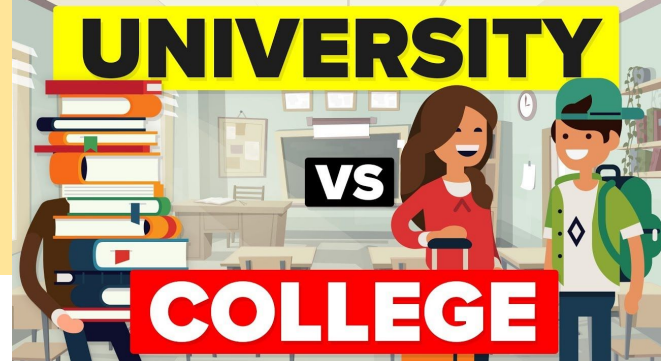
**SENSE OF  
BELONGING SURVEY**

**TRANSITION  
ACTIVITIES**

### 3. Academic Dogwood Graduation, Career Options



## AT A GLANC



# Scholarship Opportunities





## Goal 3 - Academic

# Program Performance Indicators



**HAWD Report**

**ASSESS**

**Response to  
Intervention (RTI)**



**Aboriginal Report 2015/16 - 2019/20**  
**How Are We Doing?**

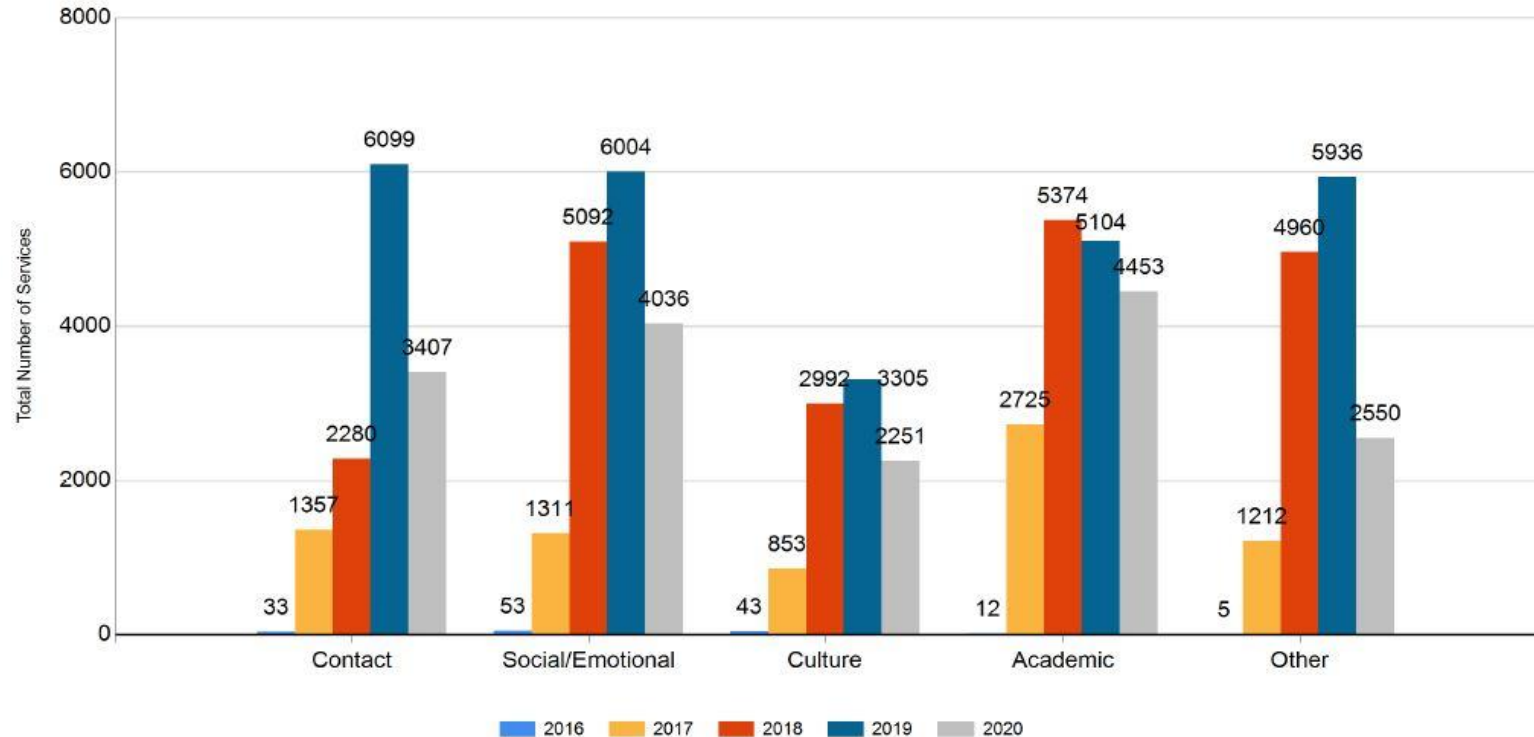
**School District 060**  
**Peace River North**

# ASSESS - INDICATOR OF STUDENT SUPPORT SERVICE 2016-2020

## Aboriginal Services Summary Trending Report

Collection Month: All Months

For: District





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	A	B	C	D	E	F	G	H	
1	Last Name	First Name	G	Lang.Arts.	Mathematics	Science	Social Studies	PE.	Other Co
2	Last Name	First Name	F	Span 11 (S2)	Pre-cal 12	Phys 11, Chem 12 (S2)			Entrep 12
3	Last Name	First Name	M	EFP 12		Env Sc 11	BCFP 12		Food 12
4	Last Name	First Name	M	Eng 12	WPM 11			Fitness 12	Metal 11
5	Last Name	First Name	F	Eng 12, Span 11	Fnds 11 (S2)	Env Sc 12 (S2)			Invest 11
6	Last Name	First Name	M						
7	Last Name	First Name	M						
8	Last Name	First Name	M	Eng 12 (S2)	FND 12		PoliSt 12 (S2)	AL 12, Fitness 12 (S2)	Entrep 12
9	Last Name	First Name	F						
10	Last Name	First Name	M						
11	Last Name	First Name	F	FSLE 12	Pre-cal 12 (S2)	Chem 12 (S2)			
12	Last Name	First Name	M						
13	Last Name	First Name	M						
14	Last Name	First Name	F	Span 11 (S2)	Fnds 11, Fnds 12 (S2)	Env Sc 11 (S2)		AL 12, Fitness 12 (S2)	
15	Last Name	First Name	F	Comp 11, Eng 12 (S2)		Env Sc 11	BCFP 12		Food 11 (S2), LWTE 12 (S2)
16	Last Name	First Name	F	Eng 12 (S2)				AL12	Art 11, Anim 11 (S2)

## Colour Coding used for the Academic RTIs

- No Intervention
- Periodic Check-in
- 50-59 Intervention Needed
- 50< Intense Intervention
- Evergreen Program
- Senior Alt Program
- French Immersion

Academic progress checked regularly to quickly identify students requiring intervention.

Colour coding has been modified to allow quick identification.

Evergreen and Senior Alt programs prefer to address interventions within their programs

White takes place of regular RTI Green so that students in Evergreen program can be quickly identified and to improve document readability.



Grade 10

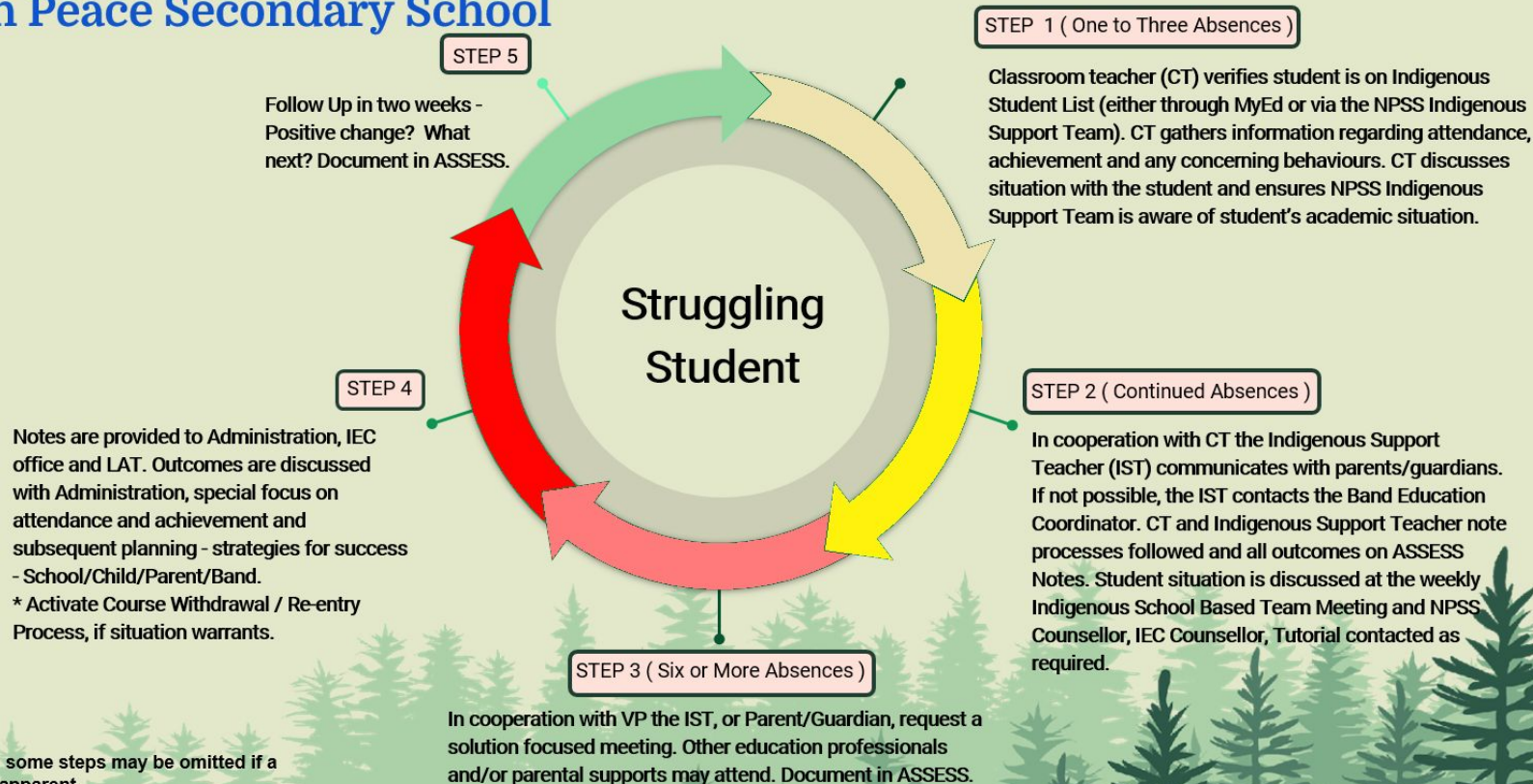
Grade 11

Grade 12

# Local Education Agreement

## First Nations Student Support Process

### North Peace Secondary School



Disclaimer: some steps may be omitted if a solution is apparent

# Wuujjo Assanala



**Ayhay**

