

School District #60 (Peace River North)
Committee of the Whole
Regular Meeting
Monday, November 29, 2021 @ 1:30 p.m.
AGENDA

Education

1. Education Update

Stephen Petrucci, Superintendent

Framework Presentations

- a) Prespatou School (1:30 – 2:00 p.m.) (*Attachment*)
- b) Hudson's Hope School (2:10 – 2:40 p.m.) (*Attachment*)(*Via Zoom*)
- c) Online Learning Update – (2:45 – 3:10 p.m.)
- d) Robert Ogilvie Elementary School (3:15 – 3:45 p.m.)

Governance

1. Trustee Liaison Role and Assignments (*Attachments*)

Helen Gilbert, Board Chair

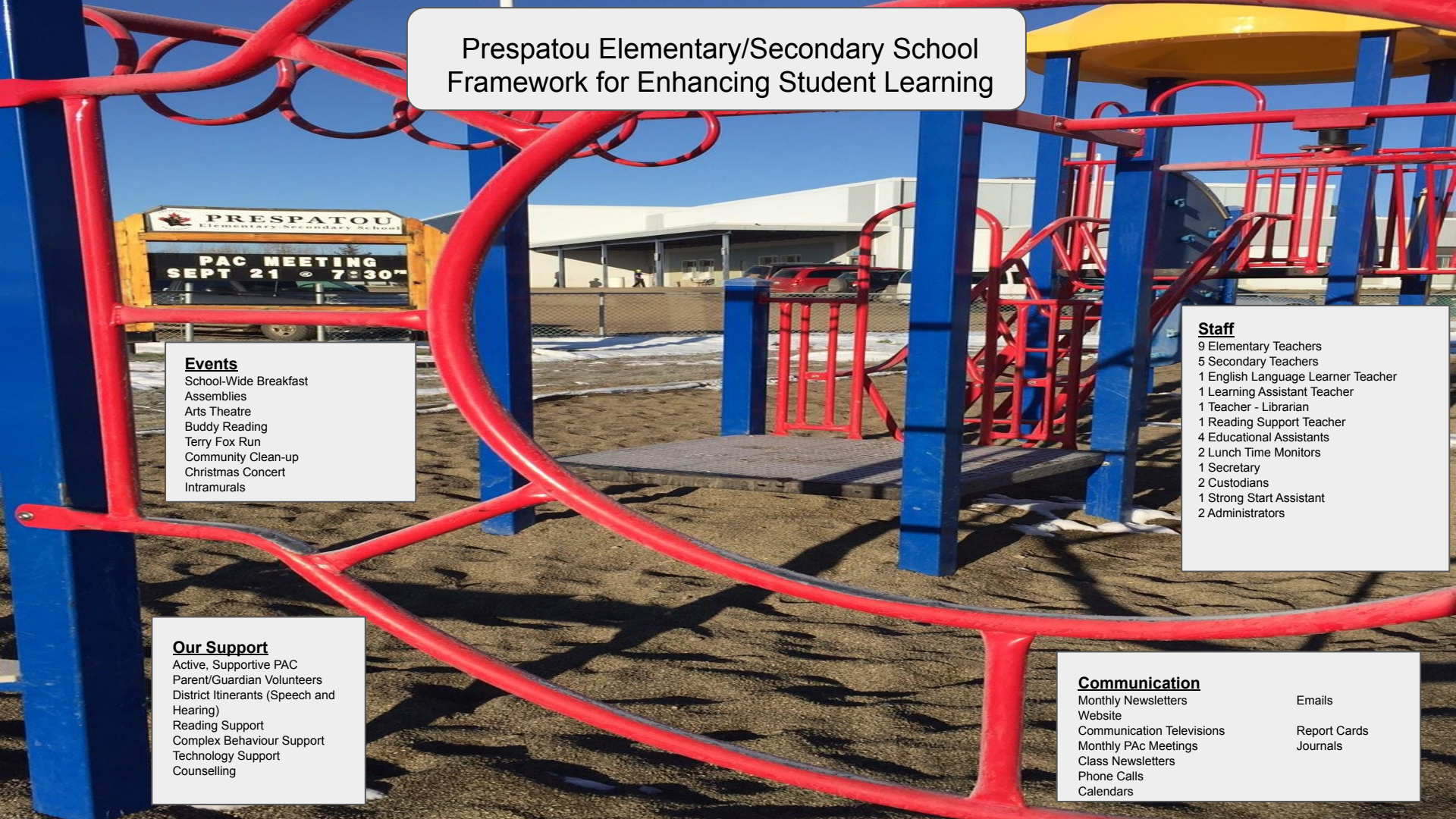
Human Resources

Operations

1. Operations Report (*Attachment*)

Angela Telford, Secretary-Treasurer





Prespatou Elementary/Secondary School Framework for Enhancing Student Learning

Events

School-Wide Breakfast
Assemblies
Arts Theatre
Buddy Reading
Terry Fox Run
Community Clean-up
Christmas Concert
Intramurals

Our Support

Active, Supportive PAC
Parent/Guardian Volunteers
District Itinerants (Speech and Hearing)
Reading Support
Complex Behaviour Support
Technology Support
Counselling

Staff

9 Elementary Teachers
5 Secondary Teachers
1 English Language Learner Teacher
1 Learning Assistant Teacher
1 Teacher - Librarian
1 Reading Support Teacher
4 Educational Assistants
2 Lunch Time Monitors
1 Secretary
2 Custodians
1 Strong Start Assistant
2 Administrators

Communication

Monthly Newsletters
Website
Communication Televisions
Monthly PAC Meetings
Class Newsletters
Phone Calls
Calendars

Emails
Report Cards
Journals

WELCOME TO PRESPATOU SCHOOL



Mission Statement:

Prespatou School challenges students to be successful by providing a nurturing, safe, and inclusive learning environment, which honours diversity, individuality, and creativity.

PRESPATOU SCHOOL BELIEFS

[illegible]

Intellectual Goal 1 - Reading - Improve Students Reading and Comprehension Success

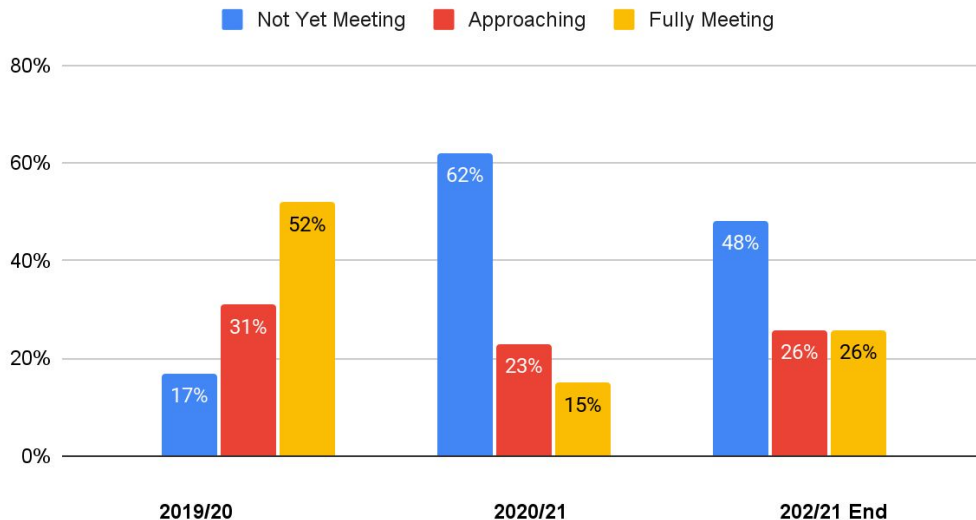
Key Strategies:

- More Opportunities to read especially at the secondary level
- Increase resources - High Interest - Magazines, graphic novels and areas of interest
- Robust Home Reading Program
- Parental Involvement
- Reading Incentives
- Reading Groups
- Teaching Reading Strategies

Targets:

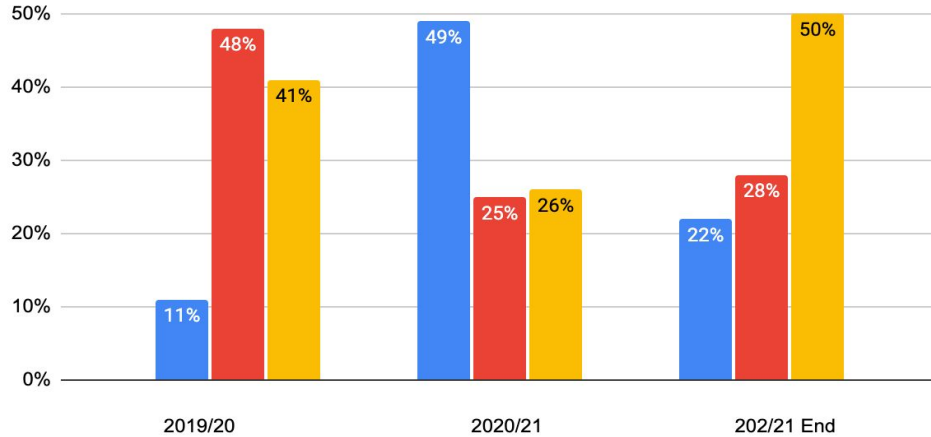
- A trend of sustained and/or improving achievement in reading comprehension with a target of 70% Fully Meeting
- A trend of improving FSA results in Grade 4 and Grade 7

Primary Reading Level - 2 Years



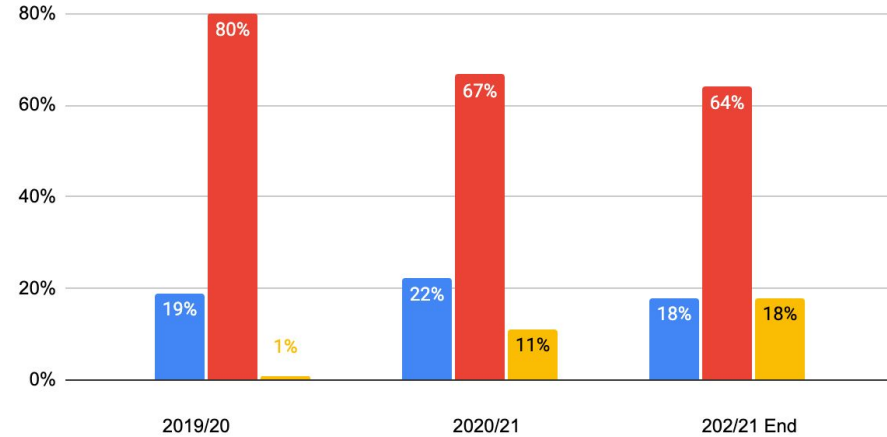
Intermediate Reading Level - 2 Years

Not Yet Meeting Approaching Fully Meeting



Secondary Reading Level - 2 Years

Not Yet Meeting Approaching Fully Meeting



Alignment of Resource Allocations With This Goal:

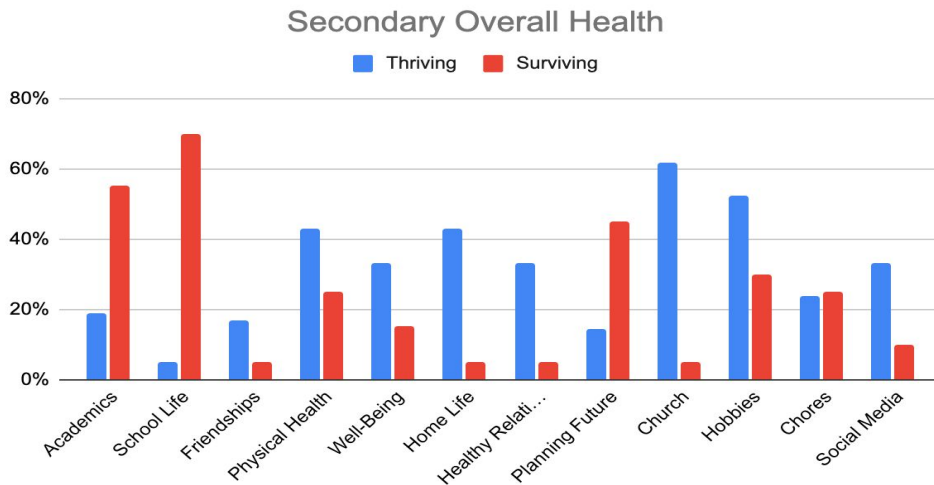
- Reading Support: Teacher for 2020/2021 = \$21,255
- Reading Support: Educational Assistant for 2020/2021 = \$15219.72
- Reading Support Educational Assistant for 2021/2022 = \$20,204.84
- Reading Supplies for 2020/21 = \$4564.27



Social/Emotional Goal 2 - Students will learn Social and Emotional skills to support behavioural expectations in the classroom and on the playground

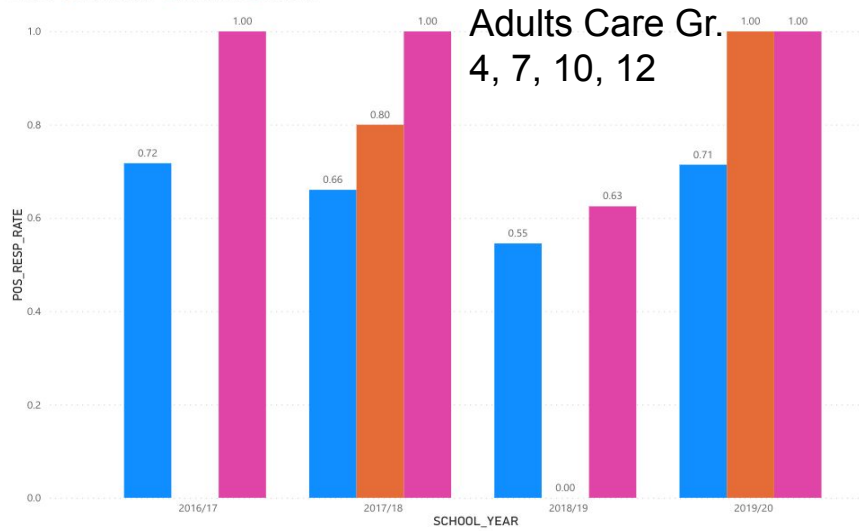
Key Strategies:

- Brain Breaks
- Sharing circles
 - Fostering voice, confidence and self-esteem
- Morning check-ins -
 - Saying student's name
 - Zones check-in
 - Understand what they are bringing from home
- Teach growth mindset
- Staff vs Student challenges
- Consistent expectations
- HHT - Healthy Habit Time
- Zones Of Regulation

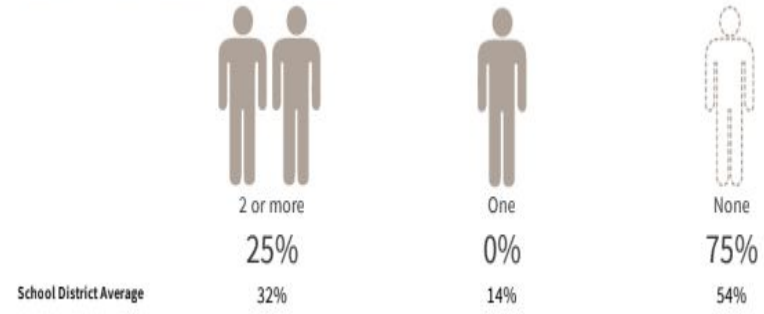


Targets:

- Improving overall social and emotional health for all students (K-Grade 12) - The data will show upward trend.



NUMBER OF IMPORTANT ADULTS AT SCHOOL



Alignment of Resource Allocations With This Goal:

- SEL Resources = \$1000
- SEL Teacher (One Day Week) = \$20,000



Career/Skills Goal 3 - A higher percentage of students will complete the graduation program.

Key Strategies:

- Trained Secondary Councilor
- Work-experience
- Dual Credit Program
- Green Program, Construction Program
- Project Heavy Duty
- Provide opportunities for students to talk about their learning, strengths & struggles
- Incentives to graduate
- Scholarships
- HHT - Healthy Habits Time
- Project Based Learning
- Improved Differentiation Practices

Developing Data

Targets:

- Have a 100% transition from Grade 9 to Grade 10

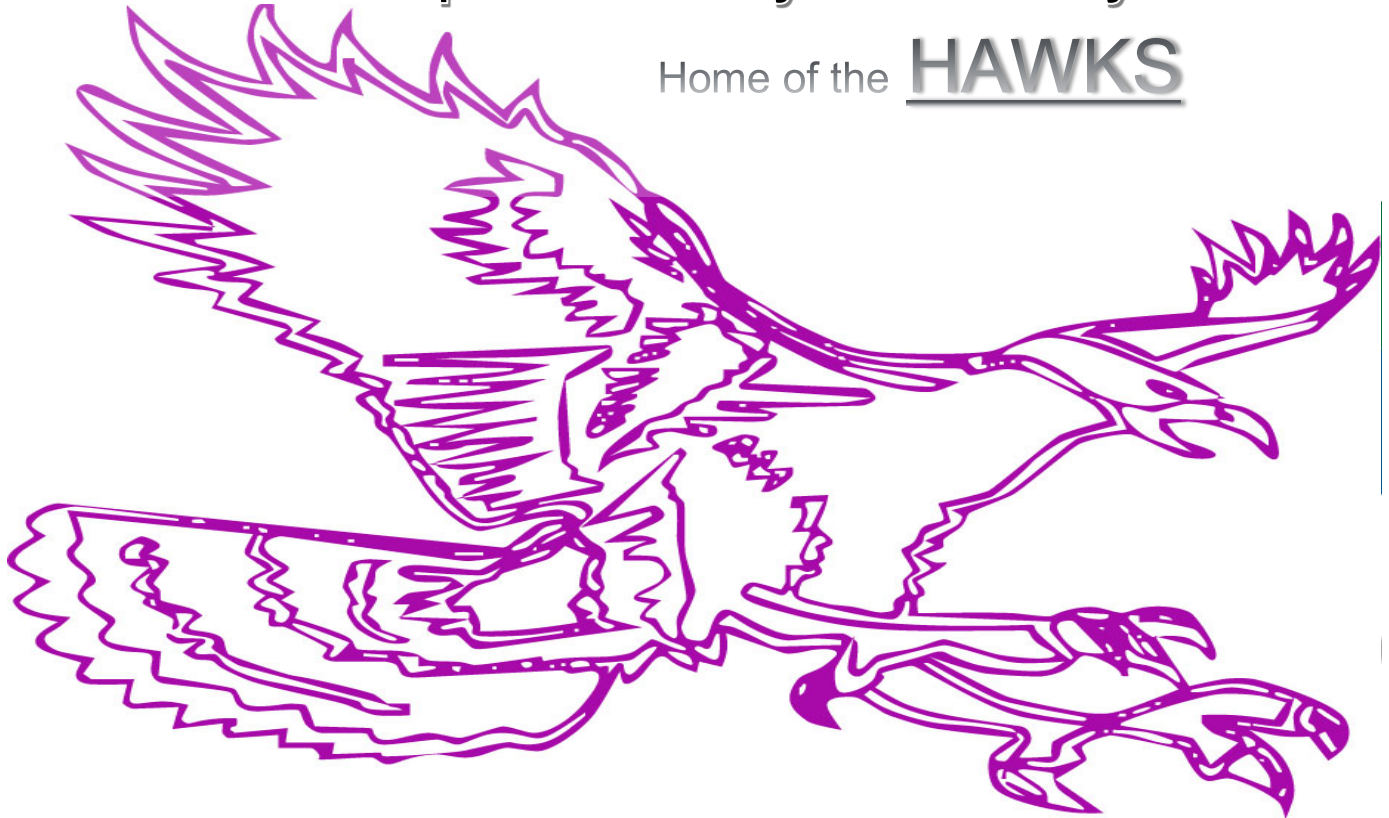


Alignment of Resource Allocations With This Goal:

- HHT - Healthy Habits Budget - \$1500
- PBL - Project Based Learning - Up to \$5000

Hudson's Hope Elementary – Secondary School

Home of the HAWKS



Hudson's Hope Elementary Secondary School is a place where:

- Our students feel safe and connected to the school, staff, and each other.
- Our parents and community members feel welcome, and participate in building relationships and success.
- Our relationships and connections with nature are fostered to build strong relationships with land, nature, and one another.

Our Shared Vision:

Relationships + Connectiveness = Achievement!

We foster a safe and healthy learning environment by building relationships through connections with nature, technology, peers, and community. We encourage social responsibility, creativity and problem solving.

Our Plan includes the following four overarching pillars:

Fostering Natural Connections – Reinforcing our students' relationships with the world around them.

Building strong relationships, work habits, and community mindedness.

Ensuring a safe and supportive environment for living and learning.

Implementing 20th century approaches to learning: Intergenerational, Real Life, Engagement, and Choice.

Framework for Enhancing Student Learning 2021-2025

Goal 1: Provide a safe, supportive, connected environment leading to strong graduation rates.

Goal 2: Foster Social Responsibility.

Goal 3: Enhance Student Options & Engagement Through Diverse Learning Experiences.

Introduction

Hudson's Hope School is a close family composed of students ages 0 years to grade twelve (as well as adult students). Many of our students enjoy their entire educational experience with the same peer group over their time at HHS. The age range within the school allows for incredible intergenerational teaching and learning experiences for our students. Our school is nestled in the Peace River valley, within walking distance of the Peace River, and a short drive to the S.D. 60 Cameron Lake Outdoor Education Center. Our talented staff, location, and outstanding amenities allow us to provide numerous unique opportunities to connect with the natural world. Hudson's Hope School boasts an amazing outdoor education program, an indoor top-rope climbing wall, as well as the only Equine Studies/Natural Horsemanship program in the province.

Framework Development Process

Our Framework has been developed based on input from stakeholders including teachers, support staff, students, and our PAC. Progress and goal setting is reviewed each Fall (Non-Instructional "Planning Day"), our opening PAC meeting, as well as presentations to our S.D. 60 Board of Trustees.

What the Evidence Told Us

HHESS has great success with graduation rates at or near 100% completion for many years. Both indigenous and non-indigenous students have graduated at similar rates. Survey data has also indicated very strong feelings of safety and welcomeness at school from both students and parents. Literacy achievement is very strong from primary years throughout to our secondary grades. Numeracy achievement in the elementary grades has shown improvement over the past 3 years, and is transferring to the secondary level.



Focus

A systemic and collaborative approach to relationship building and personal connections to create a safe and productive learning environment.

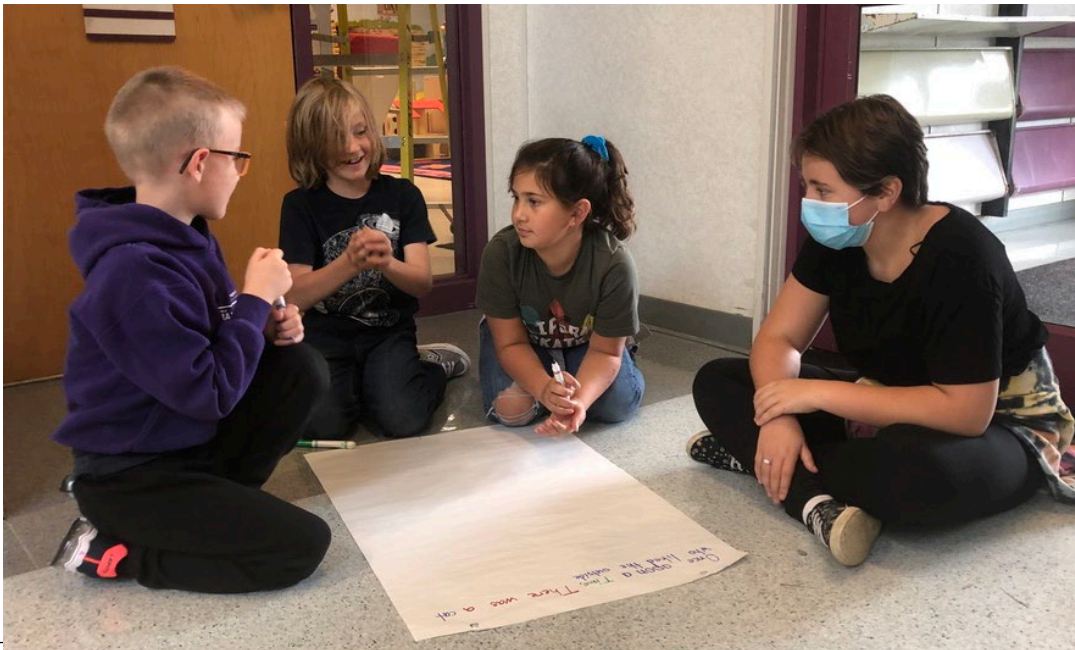
Goal 1: Foster Connectedness improve overall success, and Graduation Rates.

Objective 1.1: Increase student daily attendance and participation in school.

Key Strategies

- Work Ethic's Honour Roll Program
- Intergenerational Learning Opportunities (Scheduled and spontaneous)
- Peer Tutoring
- Annual/Scheduled school wide engagement activities
- Cultural Sharing events
- Indigenous celebrations & learning

Peer Tutoring student supporting collaborative activity with primary students.



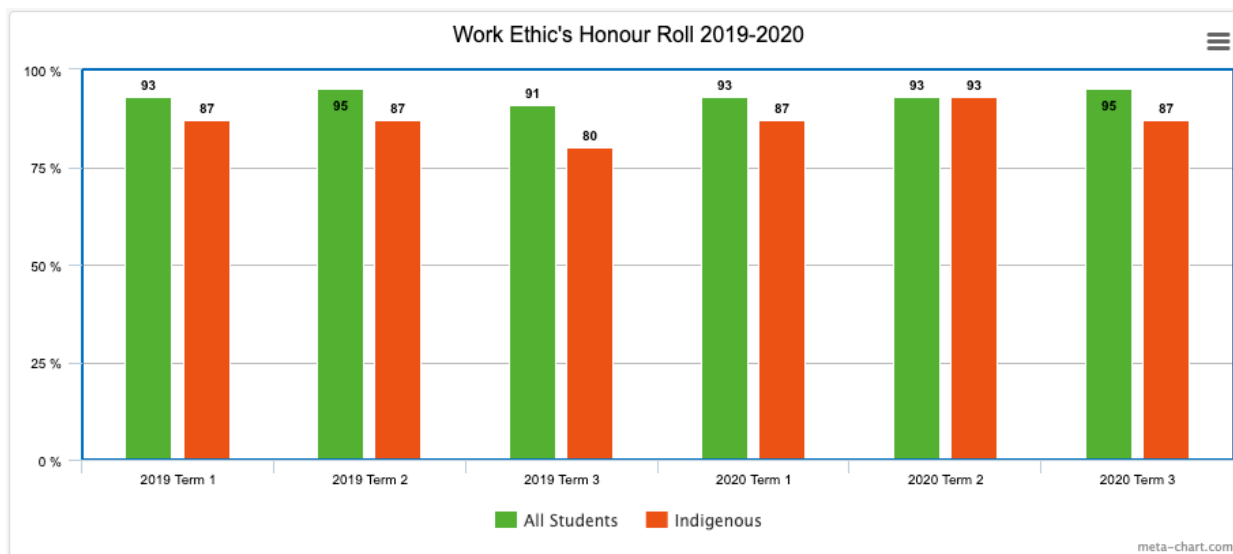
Objective 1.2: Provide supports to whole class, and to vulnerable students

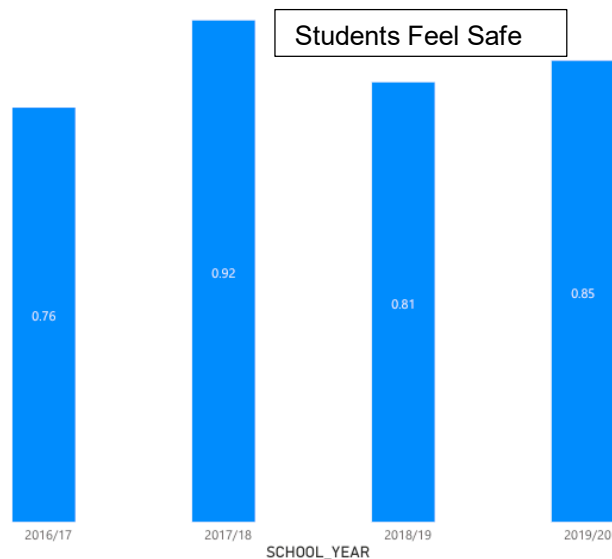
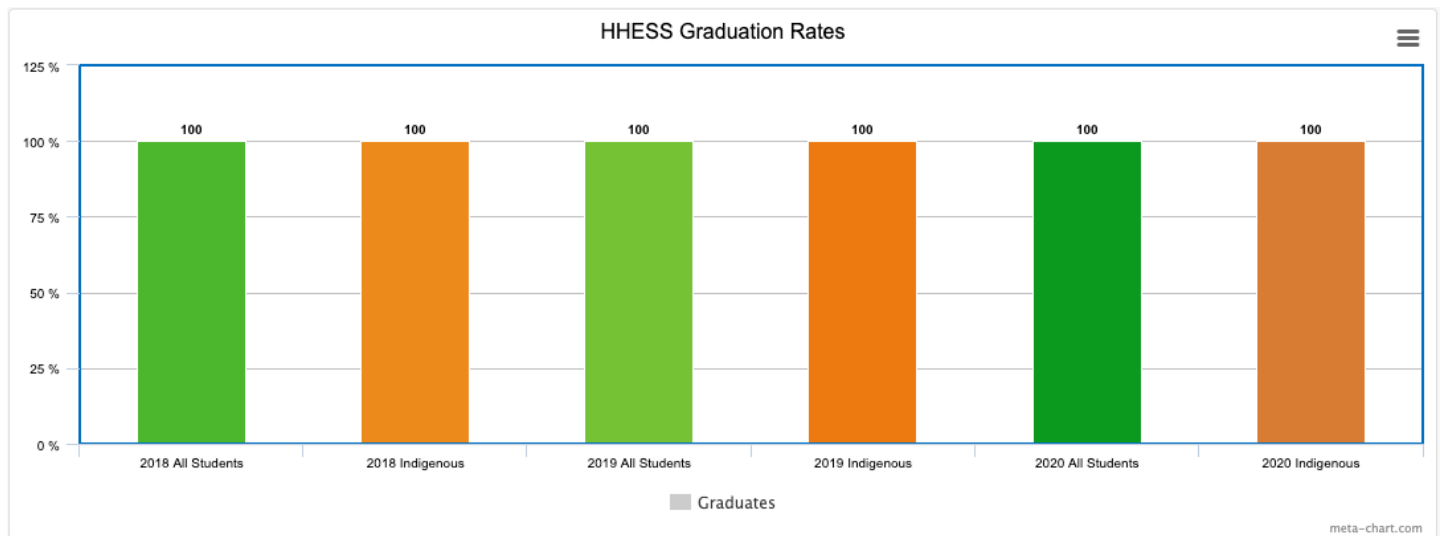
Key Strategies

- ISSW/YCW role
- Conduct Class Reviews in Sept/February to identify individual/class needs.
- Allocate EA/YCW supports based on Class Reviews
- Place Peer Tutoring supports based on Class Reviews
- Operate a Healthy Snack & Punch Card Program
- Run a “What Every Grade 7 Should Know” Transition support each August
- Provide connections to Emotional Support (School Counseling, CYMH, Sources).
- Implement whole class supports (UDL/Shelley Moore, AFL)
- Provide L.A. Supports based on class reviews.

Indicators

- Work Ethic's Honour Roll Data.
- Five Year Completion Rates
- Satisfaction Survey – Adults Care/Feel Safe/Feel Welcome





Targets

- A trend of improving 5 and 6-year completion rates for all students with a target of reaching 100%, with no gaps between groups (Male & Female, Indigenous & Non-Indigenous).
- A trend of improving work ethic honor roll stats, with a target of reaching 100% with no gaps between groups (Male & Female, Indigenous & Non-Indigenous).
- A trend of improving “Adults Care/ I feel safe/ I feel welcome above 85%.
- A trend of improving “School Activities...help me feel connected to my school” above 85%.

Alignment of Resource Allocations With This Goal:

- School Wide Activities = \$1500.00
- Work Ethic's Honour Roll = \$5000.00



Focus

Being part of a community, understanding citizenship, and building skills to regulate within oneself among others are key skills to overall development.

Goal 2: Foster Student Social Responsibility and Emotional Competency

Objective 2.1: Engage in Socially Responsible activities to build citizenship and sense of community with indigenous perspectives.

Key Strategies

- Plan and provide specific activities; Food Drives, Jump Rope for Heart, Letters of support/thanks, Terry Fox Run, Earth Day, Orange Shirt Day, Pink Shirt Day.
- Create a school-wide calendar committing to the above activities, identifying educational activities within classes to enrich social responsibility/understanding.
- Include indigenous perspectives such as Truth & Reconciliation education within the School Wide Calendar.



Objective 2.2: Increase student capacity to engage in Social Emotional Learning and Self Regulation

Key Strategies

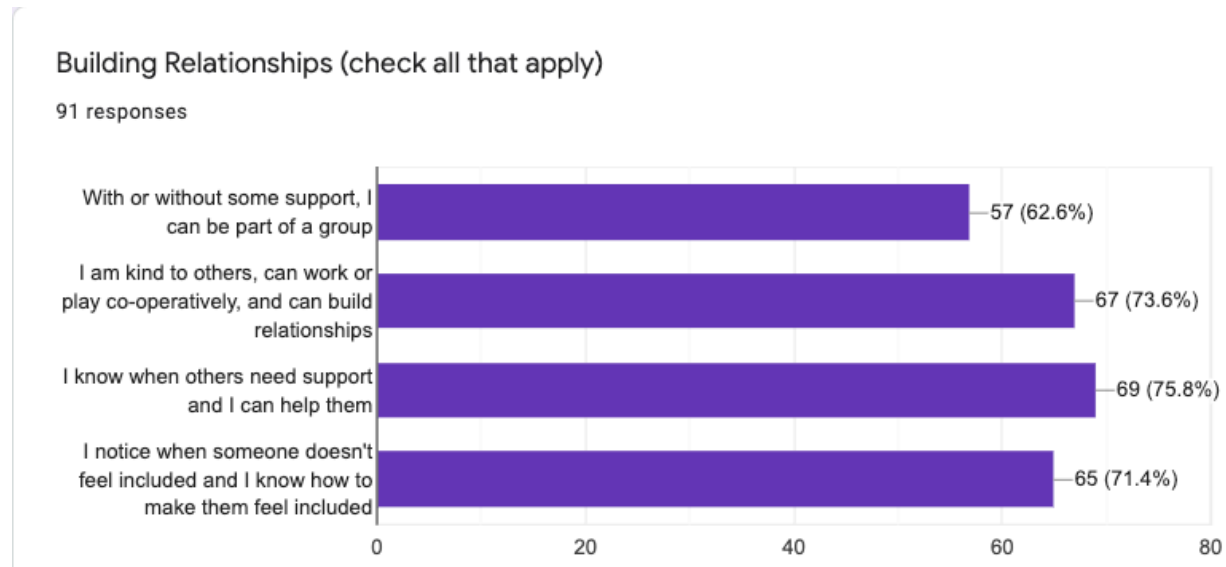
- Establish a S.E.L. Team
- Teaching staff to become familiar with Cassel framework.
- SEL team to commit to SD 60 provided SEL Pro-D Sessions
- Continue current SEL practises (e.g. - mind up, 2nd step, bucket)
- Classroom Champions
- Spiral of Inquiry – Sense of Community & Safety – Increasing Indigenous connectedness.



Indicators

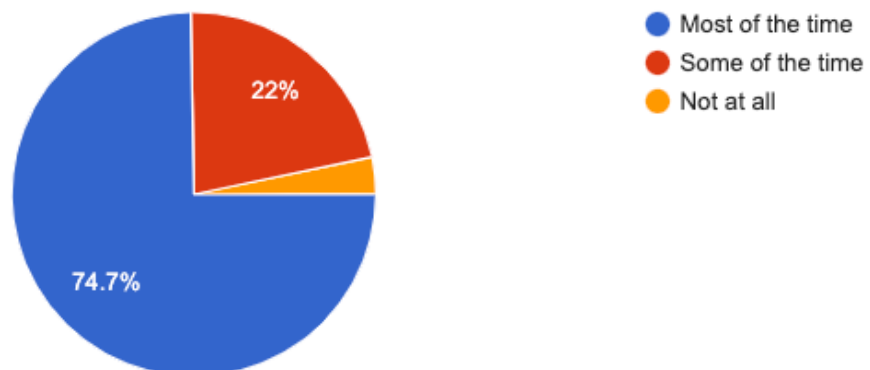
- Gr 7 MDI Well Being Index
- School Connectedness – Building Relationships
- School Connectedness – I feel connected to my school “Most of the time”
- School Connectedness – Adults care about me.

School Connectedness Survey:



Overall, I feel connected to my school (I belong).

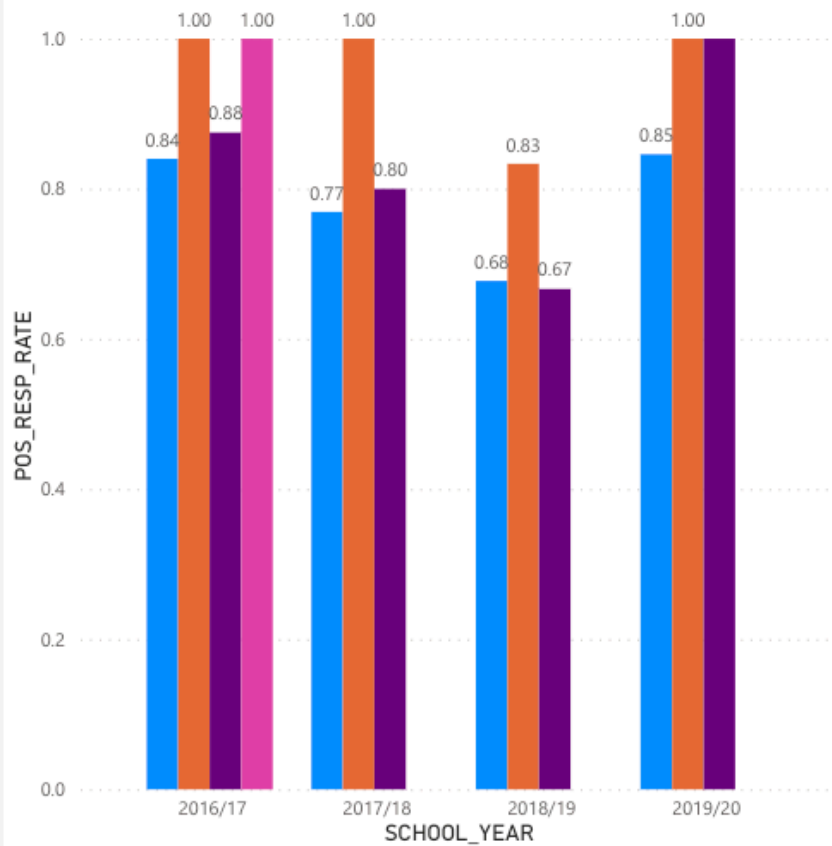
91 responses



Adults Care About Me

Positive Response Rate Column Chart

SUBPOP ● ALL STUDENTS ● Special Needs ● Status-Off ● Status-On



Targets

- Increase percentage of grade 7 students indicating 'Thriving' on the MDI Well-Being Index (2021/2022 school year)
- A trend of improving "I feel connected to my school" above 85%.
- A trend of improving "Building Relationships." Above 75%

Alignment of Resource Allocations With This Goal:

- SEL Collaborative Meetings – (District Covered).
- Cassel Materials for staff presentations ~\$300



Focus

Providing engaging hands-on and choice opportunities will stimulate “buy-in” and transfer skills., improving student choice and results in Careers, Literacy, and Numeracy education.

Goal 3: Improve academic success with engagement, and diverse learning experiences.

Objective 3.1: Sustain/Improve Literacy, Numeracy, and Core Competencies via ADST

Key Strategies

- Continue “Baking Numeracy” program.
- Provide Outdoor Education opportunities (Cameron Lake)
- Provide robust ADST electives in Secondary (Robotics, Foods, Silk-Screen, Textiles).
- Integrate ADST activities into core courses (via SD 60 ADST “Digmore” modules).



Objective 3.2: Increase engagement via student choice and interest

Key Strategies

- Offer Dual Credit Education, application support, and transfer support.
- Provide Annual Course Interest Survey to all students to determine course interest.
- Develop and maintain locally developed courses (Equine Studies, Entrepreneurship, Natural Horsemanship, Outdoor Recreation).
- Utilize Distance Education and Tutorial Blocks to ensure students have access to courses we are unable to offer.



Objective 3.3: Increase Post Secondary opportunities for upcoming graduates.

Key Strategies

- Provide career presentations to Middle and Secondary classes.
- Attend career fairs (Saulteau).
- Attend virtual career fairs as offered.
- Support students with “My Blueprint” pathway.
- Participate in tours at NLC and GPRC
- Heritage Fair tours B.C.
- **SHAD** valley

Indicators

- FSA on Track + Extending (Lit/Num)
- C+ or Better in grades 4-10 Math
- Provincial Assessments (Lit/Num)
- Connectedness Survey “Hands On Opportunities”
- District Reading & Numeracy Assessments (PMB/QCA/RAD/Read73)

Targets

- FSA - Trend of sustained or improving achievement of grade 4 & 7 Students on track & extending to 100%
- Class Grades - Trend of sustained or improving achievement of grade 4 - 10 earning C+ better in grades 4-10 Math to 100%
- Trend of improving achievement Provincial Assessments (Lit/Num) of 75% proficient/extending.
- Trend of sustained or improving reports of Connectedness Survey “Hands On Opportunities” 85%
- Increasing trend of developing – proficient Reading Assessments ***PMB Grade 3***

Alignment of Resource Allocations With This Goal:

- Baking Numeracy \$10, 500
- Outdoor Education \$2,500
- Robotics, Silk Screen, Shop, Textiles - \$7000
- Equine Studies \$4000



Go HAWKS Go!



School District 33: Chilliwack

Policy Subject: LIAISON TRUSTEE

Date Passed: January 15, 2008

Date Amended: NA

Policy: LIAISON TRUSTEE

Policy No. 223

Date Approved: January 15, 2008

Date Amended:

Assignment of a trustee to a liaison area consisting of a group of schools, special programs and district operations will usually be rotated as follows:

Elected to office. First rotation from December of election year to end [June] of second school year [19 months]. Second rotation from July until next general election [17 months.]

The purpose of liaison trustee assignments is to:

1. provide increased opportunity for trustees to become acquainted with schools
2. act on behalf of the Board when a Board representative is desired at school functions
3. provide opportunity for increased communication between trustees and residents of the community
4. advise the Board Chair or the Superintendent of any emerging issues at their schools or sites

Consistent with the corporate and policy making role of the Board, the liaison trustee may not exercise the rights, duties or powers of the Board.

Cross Ref: Appendix B

Please see attached PDF for Appendix B.

Schools do not exist in isolation; nor should they work in isolation. Fortunately, for boards of education, they don't have to. Most districts are benefitting from the support of rich partnerships within the community.

The purpose of *liaison assignments* is twofold: to provide each trustee with increased opportunities to become acquainted with the schools and community partners; and to act as a board representative at school and community functions. Liaison assignments provide an opportunity for increased communication between trustees and residents of the schools' communities.

Liaison within the District — Schools/Families of Schools

Many boards assign individual trustees to a liaison function for schools, or for a family of schools in larger districts. A liaison assignment may include attending: major school events, such as sports days: ceremonies such as Remembrance Day and graduation, and PAC meetings. These assignments permit the board, through the individual trustee, to be aware of the circumstances and priorities of schools or neighbourhoods.

Liaison with Parent Advisory Council/District Parent Advisory Council

A board should ensure also it enables more formal opportunities for parents to become involved in their children's school and the school district through the establishment and support of parent advisory councils (school PACs) and the district parent advisory council (DPAC). PACs and DPACs are important organizations for ensuring parents have the opportunity to discuss significant issues and provide input to the decisions of both the board and senior staff.

For such parent organizations to function properly, they must be regarded as more than a fund-raising or social group for parents. Well-supported and functional PACs and DPACs can provide boards and senior staff with an important more formal connection to parents; this connection will ultimately strengthen the school district.

Liaison with Internal Education Partners

Although boards represent the school district as the employer, it is important that they maintain effective working relationships with such internal partner groups as the local teachers' union, school administrators' association and support staff union(s). Such relationships can be complex, as the board has a responsibility to make decisions in the best interest of students and the community ahead of internal partner groups. This does not mean that the needs and input of employee groups should be ignored; only that they ought to be considered through a lens that has students as the priority. The establishment of district policy and procedures to guide these relationships will help ensure appropriate balances and opportunities are maintained. A number of collective agreements describe expectations for liaison. These collective agreement provisions, policies and procedures should also take into consideration the appropriate role for individual trustees.

An important distinction between the local school administrators' association and other employee groups is that the administrators are part of the management. The input of

school-based administrators and their representative organization(s) on some matters is considered a part of the management function of the school district. Opportunities for input occur as part of internal management processes and are different than the processes applied to other employee groups.

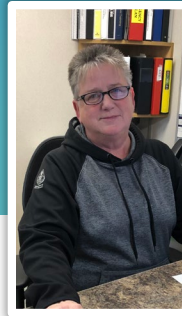
Effective boards also cultivate appropriate relationships with internal education partner groups. These relationships should not, however, compromise the board's role as the employer or its commitment to act in the best interest of students.

Representation within the Community

In addition to liaison within the district, trustees may represent the board within the community by membership in the local chamber of commerce, Rotary Club, community early learning committees, community mental health committees, community literacy committee, etc.

Operations Update

November 29, 2021



Facilities

- Discussion taking place regarding the need for washroom upgrades at Bert Bowes Middle School to accommodate student needs
- Dr. Kearney Middle School bathrooms will be upgraded over the Christmas Break and if required will conclude next summer
- A shared bathroom is being created at NPSS
- Duncan Cran playground is being assessed by Habitat Systems in regards to warranty repairs as the rubber is splitting at the seams
- Upper Halfway Elementary School – Gymnasium
 - A site survey has been done
 - Architect selection has been completed after the tendering process was followed
 - Draft plans have been done by architects and provided to staff for review; we are currently still in the drafting stage with more rounds of consultation still to come
 - Finalized drafts should be completed in December 2021 for submission to Ministry
- Construction and paving around Bert Ambrose is completed for this year. Paving of the parking lot by the district will be addressed in the future

Safety

- Flu Vaccination Schedule was sent out to all staff. The clinic is being held at Ecole Central Elementary this year. The process is going well.
- The November Safety Talk re: Mental Health has been sent out to all staff
- Joint Health & Safety Committee Training will take place in December
- Fire Safety Plans are in the process of being updated by administrators
- The 2nd First Aid Training Course is taking place November 26, 2021
- Violence Prevention Program committee has been formed by the district to address the guidelines given to Districts from BCPSEA. A gap analysis has been completed and reviewed by Executive Staff and the District Joint Health & Safety Committee.
- Ice cleat kits have been distributed to all schools to be shared/used by staff working outside

Transportation

- There have been two bussing incidents so far this year.
 - One involving the slippery roads
 - One involving a moose running in front of the bus
 - In both scenarios, parents were called and all students were safe
- Transportation supervisor continues to liaise with Dawson Road Maintenance on the road conditions and making decisions about bus cancellation that can be communicated to parents in a timely manner
 - Great job keeping students safe and being proactive