

School District #60 (Peace River North)
Committee of the Whole
Regular Meeting
Monday, May 9, 2022 @ 1:30 p.m.
AGENDA

Education

1. **Education Update**
Stephen Petrucci, Superintendent

Framework Presentations
 - a) Ministry of Education Framework Feedback (*Attachment*)
 - b) Preliminary Operating Budget
 - c) Duncan Cran Elementary School (*Attachments*)

Governance

1. **Invitation to Visit Doig River First Nation**
 - May 31, 2022, 10:00 a.m. – 4:00 p.m.
2. **Board of Trustees – 2022-2023 Meeting Schedule (*Attachment*)**
Helen Gilbert, Board Chair

Human Resources

Operations

1. **Operations Report (*Attachment*)**
Angela Telford, Secretary-Treasurer





SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

BOARD CHAIRPERSON: Helen Gilbert

SUPERINTENDENT: Stephen Petrucci

The information below was gathered through a peer review process and is intended to provide feedback to your district **in relation to three key areas of continuous improvement planning**. This feedback affirms the good work that is happening in your district as well as outlines some specific considerations and questions for your reflection, to help inform your work to support successful outcomes and improve equity of outcomes for all students.

FOCUS AREA 1

Reviewed, analyzed, and interpreted classroom, school, district, and provincial data (including the Framework required data set) to illuminate emerging areas of need and inequities of student learning outcomes and to determine progress being made.

DISTRICT STRENGTH: We noticed that the Enhancing Student Learning Report was well-connected to the Strategic Plan.

SUPPORTING EVIDENCE: The stated values of the district and the four overarching pillars serve to anchor and connect these documents (Enhancing Student Learning Report, pg. 1; Strategic Plan, pg. 3).

ADDITIONAL DISTRICT STRENGTH: We noticed in the Enhancing Student Learning Report that the district has specified resource allocations to support specific targets identified.

ADDITIONAL SUPPORTING EVIDENCE: Enhancing Student Learning Report (pg. 5, 7, 9 & 10). Goal areas in the Report are supported by key strategies, a summary of progress, indicators, targets, and resource allocations.



CONSIDERATION: An area for further consideration is to provide a more in-depth analysis of, and clarity about, quantitative and qualitative sources of data, with a particular focus on Children and Youth in Care, and students with disabilities or diverse abilities.

SUPPORTING EVIDENCE: In the Enhancing Student Learning Report, “What the Evidence Told Us” is included as a broad summary statement for two goal areas; this could contain additional analysis of district results, in connection with each goal area, to support the selection of strategies. Regarding clarity, further information on CASEL indicators (pg. 5-7) would be useful in the Report to better understand how the district is using that tool and the resulting data.

ADDITIONAL CONSIDERATION: Another area for further consideration is to develop a glossary of acronyms and terminology to assist readers of the Report.

ADDITIONAL SUPPORTING EVIDENCE: Enhancing Student Learning Report (pg. 3) – i.e., what are NOIE Inquiry Groups?

MEDIATIVE QUESTION: *How might the district provide more information about how it collects and utilizes local sources of information and evidence of student outcomes?*

FOCUS AREA 2

Activated an effective strategic engagement process, with a priority on engaging Indigenous peoples and communities, First Nation communities, and other equity seeking groups.

DISTRICT STRENGTH: We acknowledge that the district’s plans demonstrate a careful consideration of local and cultural contexts.

SUPPORTING EVIDENCE: Enhancing Student Learning Report (pg. 3-7 & 9).

ADDITIONAL DISTRICT STRENGTH: We noticed that the Strategic Plan provides a clear and transparent definition of how it characterizes effective and engaged governance and the methods to achieve it.

ADDITIONAL SUPPORTING EVIDENCE: The district is using multiple communication platforms to encourage engagement and increase accessibility for the public and stakeholders such as leadership meetings, PAC meetings, workshops, and pro-d opportunities (Enhancing Student Learning Report, pg. 9; Strategic Plan, pg. 8).

CONSIDERATION: An area for further consideration is for the district to clarify the participants in the strategic engagement process, to confirm that students, stakeholders, Indigenous peoples and communities, and other community members who represent the breadth and diversity of perspective have been included.

SUPPORTING EVIDENCE: Both the Strategic Plan and the Enhancing Student Learning Report mention student voice and choice, working groups, partnerships, inquiry groups, small group meetings, and staff. Additional information would clarify the strategic engagement process (Enhancing Student Learning Report, pg. 1, 3, 4, 7, 10).

ADDITIONAL CONSIDERATION: An area for further consideration is for the district to specify how it is engaging with local First Nations in the implementation of the new Local Education Agreements.

ADDITIONAL SUPPORTING EVIDENCE: The report indicates that the district is moving towards full implementation of agreements, but does not specify how it is engaging with First Nations to accomplish this, although there is a mention of an implementation committee meeting with schools (Enhancing Student Learning Report, pg. 4).

MEDIATIVE QUESTION: *As the district covers a wide geographic area and there is diversity and complexity of student need, how might the district use multiple communication platforms to increase accessibility, support transparency, and encourage engagement? For example, how could your district engage with Indigenous peoples and communities, First Nation communities, and other equity seeking groups on the review and interpretation of results and to adapt strategies to meet objectives?*

FOCUS AREA 3

Adjusted their District Operational Plans to align with their student learning goal(s) as articulated within the Board's Strategic Plan.

DISTRICT STRENGTH: We noticed that three of the goals have clear, specific targets identified.

SUPPORTING EVIDENCE: Targets appear as bullet lists in the Enhancing Student Learning Report (pg. 5, 7, 9).

CONSIDERATION: We noticed that the Strategic Plan has four overarching strategies/pillars, and the Enhancing Student Learning Report has four goals, but the alignment between these is not clear.

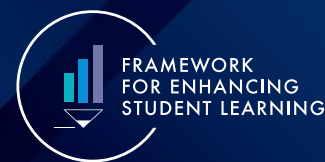
SUPPORTING EVIDENCE: Strategic Plan (pg. 3) – Our Strategies; Enhancing Student Learning Report (pg. 2) – Goals 1-4.

ADDITIONAL CONSIDERATION: An area for further consideration is for the district to ensure that all data underpinning the identified targets is presented with accompanying analysis (i.e., for the goal "to increase dogwood completion rates", graduation data is not presented).

ADDITIONAL SUPPORTING EVIDENCE: Enhancing Student Learning Report (pg. 3-5). A summary of progress is reported but the only completion rate comment is that there is an upward trend.

MEDIATIVE QUESTION: *In the Enhancing Student Learning Report, how might the district provide more clarity on how the selected strategies are supported by the evidence, and which targets the resource allocations address?*

We would like to acknowledge and thank you for your diligence in creating your district's inaugural Enhancing Student Learning Report. As you know, this is our first year of full implementation of the Framework for Enhancing Student Learning, and our goal throughout this process has been to create opportunities for reciprocal peer-based learning, where we



collectively build capacity within the education system and continuously improve strategic and continuous improvement planning processes to enable better outcomes for all students in BC.

If there are any questions regarding this report, please email: educ.framework@gov.bc.ca



Duncan Cran Elementary School Framework for Enhanced Student Learning 2021-2025

Duncan Cran is a place where:

- Our students are safe and have a sense of belonging, take personal responsibility for their learning and for their interactions with others, have both voice and choice and are fully engaged in their learning in arts, athletics and careers as well as academics

SCHOOL MISSION STATEMENT

Duncan Cran strives to demonstrate positive attitudes, strong work ethics while maintaining a safe environment.

Framework for Enhancing Student Learning

Goal 1: Throughout grades K-6, students will identify and understand what self-regulation is and will be able to readily utilize these self-regulation strategies to build and maintain positive peer relationships.

Goal 2: Students will demonstrate growth in reading and writing achievements.

Goal 3: Students will develop confidence and ability to use math in real life situations by developing their number sense.

Goal 4: Through exploration, creativity and technology, students will make connections to a variety of career options and skills.



Introduction

Duncan Cran Elementary is a Kindergarten to grade 6 school with approximately 320 students. We have a Strong Start, daily preschool program and a before and after school Daycare which are an integral part of our school.

At Duncan Cran we value our community and teach our children the importance of a diverse community. We are made up of individuals with unique skills and abilities and together we form our community. We are a school focusing on developing Positive School Culture. Our school focus is to develop the social, emotional, and academic potential for our students. A goal of our school is to make connections and form emotional attachments to develop a strong sense of community. When the staff and parents work as a team for their child's betterment then the student flourishes and grows. You will see that Social Responsibility is our first human and social goal and as a staff we dedicate time weekly to develop meaningful relationships with our students, teach positive social interactions, and help students become interdependent and supportive of each other. We believe that if students feel that they are part of a community, they will also improve their self-image and this will also be reflected in improved academic performance.

To support our students, we have a Learning Assistance teacher, 18 teachers, a librarian and two Reading Intervention Teachers. We have a strong School Based Team that meets weekly to discuss the needs of our school. We have approximately 18 educational assistants who work with ministry-designated students to facilitate their development. We also have a part time school counselor who works with a variety of students on an ongoing basis to support their emotional needs. Fifteen percent of the school's population are Aboriginal students. An Aboriginal Support Worker works with these students and their families to provide academic, emotional, and cultural support. She does cultural activities with our school community to help develop an awareness and appreciation of Aboriginal culture for all of our students.

Framework Development Process

The staff supports the goals of the school through professional development activities and by working collaboratively to meet the students' needs. We take the approach that in order to maximize student learning we are all responsible for all of the students. Therefore, we develop school wide programs to provide a continuous sequence and framework for students. This allows students to develop and build their skills throughout their time at Duncan Cran School.



Our teachers have worked hard to implement practices that will help our students experience ongoing success. The CWT Program (C... with Technology) has enabled our grade 6 students to use iPads to expand their learning and has helped our intermediate students become better writers. We are constantly working to provide relevant literacy resources throughout our entire school as well as create an opportunity to collaborate and plan literacy activities.

We have a Parent Advisory Council that offers events to bridge the gap between the home and school. They meet monthly to discuss school programs and ways to support the children in the school. This group of parents supports the school and offers valuable insight to the teachers and administrators. Our Executive members from our PAC are invited to join us on our School Planning Day, which ensures that there is a parent voice in our school and Framework for Enhanced Student Learning. A FESL presentation to PAC occurs each October at the PAC meeting.

Our staff and parents are committed to our learning community and we strive to work together to improve the learning of our students. Our learning framework allows our school to enhance student learning and potential.

What the Evidence Told Us

SEL- As a result of observational data and a school wide survey, we saw the need to focus our efforts on self-regulation in order to build and maintain positive peer relationships.

Literacy- Our literacy data showed areas for growth in both reading and writing.

Numeracy- Our numeracy data showed specific areas for growth in number sense and real life understanding of numbers.

Careers- We are meeting the requirements of hands on opportunities so a shift to exploration is now a focus.



Goal 1- Social Emotional Learning

Throughout grades K-6, students will identify and understand what self-regulation is and will be able to readily utilize these self-regulation strategies to build and maintain positive peer relationships.

Key Strategies

- Establish school wide behavior expectations through teaching and learning positive behaviour throughout the school.
- Establish a safe and caring learning environment for the Duncan Cran school community, and appreciating the strengths and potential of others.
- Contribute to a positive classroom and school community recognizing our unity through diversity and inclusion.
- Learn to solve problems in peaceful ways. (W.I.T.S)
- Conflict resolution
- Develop strategies to develop and maintain positive peer relationships



Indicators

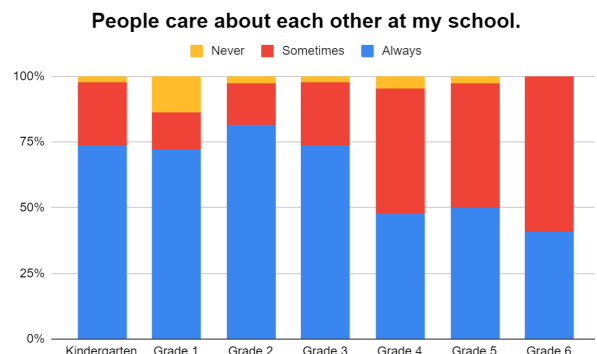
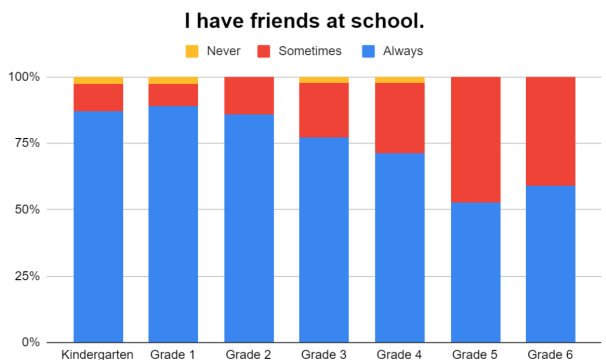
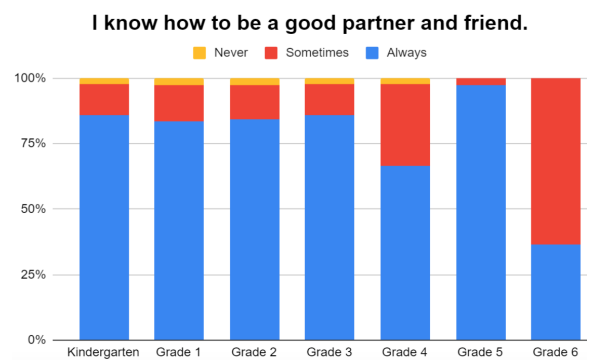
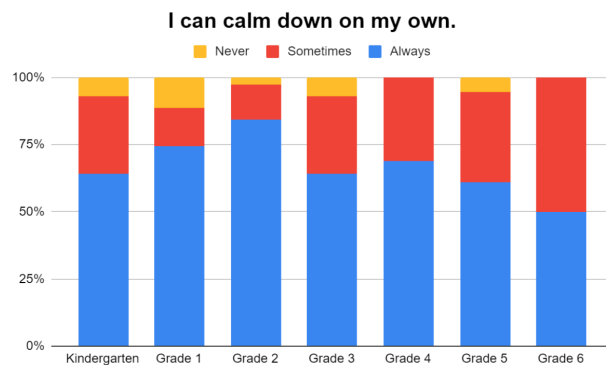
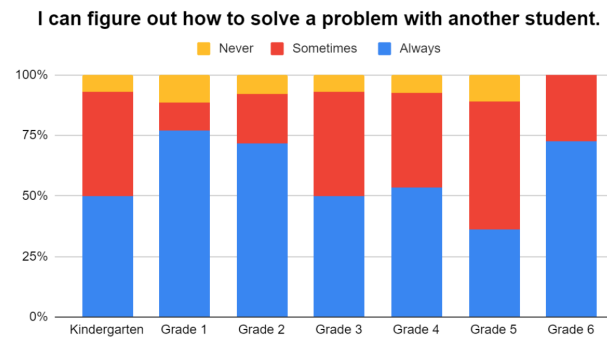
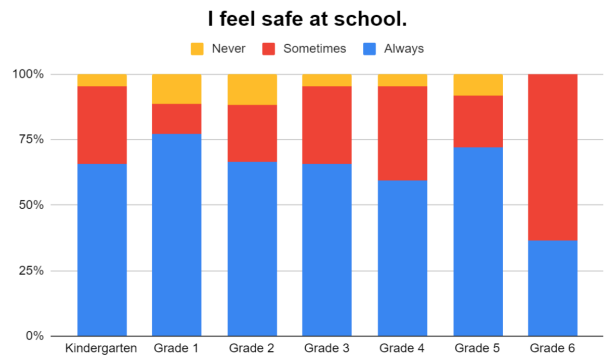
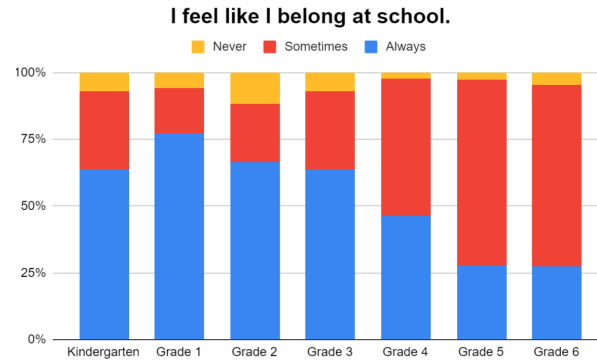
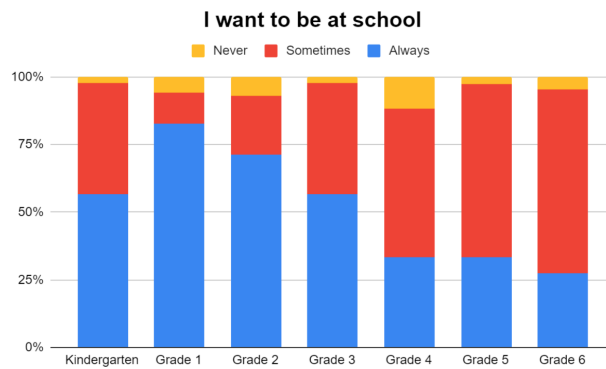
- Increase the number of students who feel safe at school
- Decrease the number of students who feel bullied at school

Do you feel safe at school? “Many times” or “All of the time”		At school, are you bullied, teased or picked on? (Most, All the Time)	
School year	Grade 4 students	School year	Grade 4 students
2017/2018	23/32 74%	2017/2018	5/32 16%
2018-2019	33/43 77%	2018-2019	3/44 7%
2019-2020**	24/37 65%	2019-2020**	6/37 16%
2020-2021	70%	2020-2021	12%
2021-2022	TBA	2021-2022	TBA



Indicators

- SEL Peer Relationship Score- Achieve or surpass 95%



Goal 2- Literacy

Students will demonstrate growth in reading and writing achievements.

Key Strategies

- To increase student engagement in literacy.
- To provide increased opportunities for literacy activities - Eg. Reading Support Students and Buddy Readers
- To build consistently within our primary literacy programs - Jolly Phonics/Guided Reading
- To bring in a residency to focus on literacy skill development - Rik Leaf



Indicators-

Reading Data: Spring both fluency and comprehension meeting or exceeding

Year	Grade 1 PM Benchmark (% meeting or exceeding)	Grade 2 PM Benchmark (% meeting or exceeding)	Grade 3 QCA (% both meeting or exceeding)	Grade 4 QCA (% meeting or exceeding)	Grade 5 QCA (% meeting or exceeding)
2015-2016	26/35 57%	25/29 86%	18/45 40%	N/A	N/A
2016-2017	25/38 66%	25/38 66%	19/31 61%	29/43 67%	N/A
2017-2018	31/39 79%	22/43 51%	20/39 51%	14/33 42%	29/47 62%
2018-2019	18/27 67%	40/44 91%	14/42 33%	25/45 56%	20/34 59%
2019-2020	3/51 6%	17/32 53%	30/45 67%	31/41 76%	35/43 81%
2020-2021	20/42 48%	30/42 71%	14/29 48%	22/36 61%	17/32 53%
2021-2022	In progress	In progress	In progress	In progress	In progress



Writing Data: meeting or exceeding of snapshot

Year	Grade 2 Writing Experience Fall (% Minimal Meeting and up)	Grade 3 Writing Experience Fall (% Minimal Meeting and up)	Grade 4 Writing Experience Fall (% Minimal Meeting and up)	Grade 5 Writing Experience Fall (% Minimal Meeting and up)	Grade 6 Writing Experience Fall (% Minimal Meeting and up)
2015-2016	16/20 75%	23/36 64%	N/A	N/A	N/A
2016-2017	30/40 75%	21/39 54%	10/20 50%	N/A	N/A
2017-2018	25/29 86%	20/35 57%	16/29 55%	13/33 39%	N/A
2018-2019	19/25 76%	14/28 50%	27/40 68%	21/26 81%	15/34 44%
2019-2020	14/33 42%	34/45 76%	30/41 73%	32/43 74%	20/32 63%
2020-2021	28/36 78%	22/27 81%	29/36 81%	16/28 57%	N/A
2021-2022	31/42 74%	23/46 50%	24/30 80%	28/39 72%	12/32 38%



Goal 3- Numeracy

Students will develop confidence and ability to use math in real life situations by developing their number sense.

Key Strategies

- To improve primary students' understanding of foundational numeracy skills.
- To provide additional and consistent number sense activities and assessments - Eg. MAP for all grade levels
- To provide additional digital math practice for students - Mathletics
- To explore a school wide math program foundation - Mathology



Indicators-

2017-2018 DNA Results	Fall 2017	Spring 2018
Student achievement in “Numbers” Section of DNA at Grade level (70% or Greater)		Grade 1- 31/35 89% Grade 2- 32/37 86% Grade 3- 23/40 56% Grade 4- 20/32 63% Grade 5- 16/41 39%
2018-2019 DNA Results	Fall 2018	Spring 2019
Student achievement in “Numbers” Section of DNA at Grade level (70% or Greater)	Grade 1- 24/26 92% Grade 2- 33/39 85% Grade 3- 22/43 51% Grade 4- 32/48 67% Grade 5- 7/33 21% Grade 6- 4/24 17%	Grade 1- 24/27 89% Grade 2- 28/42 67% Grade 3- 33/44 75% Grade 4- 21/45 47% Grade 5- 8/34 24% Grade 6- 8/45 18%
2019-2020 DNA Results	Fall 2019	Spring 2020
Student achievement in “Numbers” Section of DNA at Grade level (70% or Greater)	Grade 1- not available in the fall Grade 2- 28/32 88% Grade 3- 33 /45 73% Grade 4- 29 /41 71% Grade 5- 6/43 14% Grade 6- 1/33 3%	Grade 1- 32/33 97% Grade 2- 13/20 65% Grade 3- 22/33 67% Grade 4- 19/24 79% Grade 5- N/A Grade 6- N/A
2020-2021 DNA Results	Fall 2020	Spring 2021
Student achievement in “Numbers” Section of DNA at Grade level (70% or Greater)	Grade 1- 19/36 53% Grade 2- 27/41 66% Grade 3- 19/31 61% Grade 4- 22/43 51% Grade 5- 6/34 18% Grade 6- 2/39 5%	Grade 1- 19/36 69% Grade 2- 27/41 73% Grade 3- 19/31 74% Grade 4- 22/43 43% Grade 5- 6/34 32% Grade 6- 2/39 16%



Fall Numeracy - 3 Year Start-Up Comparison

Fall Results - 49% or less Number Section 3 Year Start-Up Comparison	Fall 2018-2019	Fall 2019-2020	Fall 2020-2021
Grade 3	0%	6%	25%
Grade 4	6%	15%	21%
Grade 5	19%	10%	66%
Grade 6	15%	16%	74%

FSA Numeracy

	Numeracy: % of Students Meeting or exceeding
2016-2017	63%
2017-2018	63%
2018-2019	% of Students On Track or Extending 56%
2019-2020	46%
2020-2021	64%
2021-2022	63%

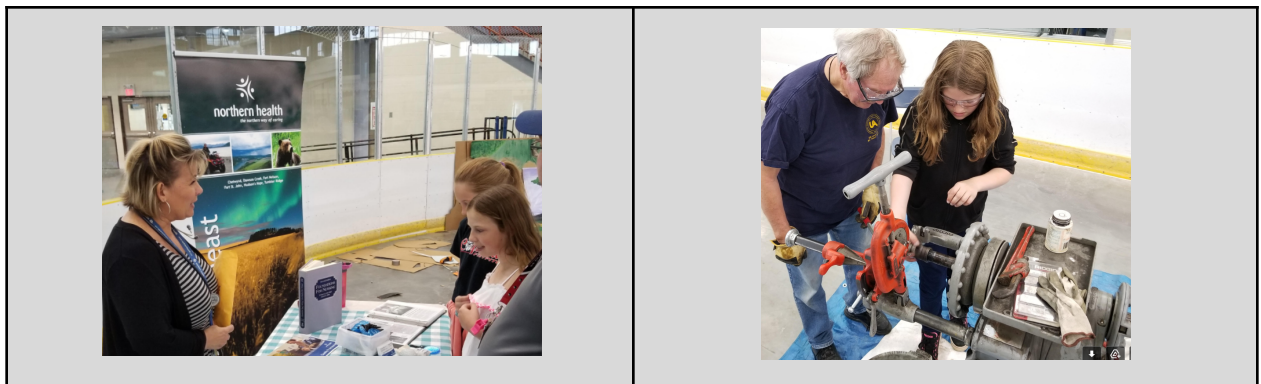


Goal 4- Careers

Through exploration, creativity and technology, students will make connections to a variety of career options and skills.

Key Strategies

- To engage students in learning about the roles of members in the community.
- To explore career possibilities
- To create a maker-space allowing students to explore and build designs developing their creativity and curiosity using



Indicators

- Class goal of 14/14 classes will complete the grade level expectations on Career Explorations
- Student goal of 80% of students will complete their grade level requirements of Career Expectations

Grade Level Targets-

Kindergarten - 3 Opportunities, Primary- 4 Opportunities, Intermediate- 6 Opportunities

2019-2020	N/A
2020-2021	14/14
2021-2022	In progress



SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

Board of Trustees Meetings 2022-2023

DATE	MEETINGS	START TIME
September 12	In-Camera Board Meeting <i>Regular (Public) Board Meeting</i>	5:00 p.m. 6:00 p.m.
October 3	In-Camera Committee of the Whole Meeting <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
<i>(Election – October 15)</i>		
October 23	In-Camera Board Meeting <i>Regular (Public) Board Meeting</i>	5:00 p.m. 6:00 p.m.
October 31	In-Camera Committee of the Whole Meeting <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
November 21	In-Camera Board Meeting <i>Regular (Public) Board Meeting</i>	5:00 p.m. 6:00 p.m.
December 5 <i>(Trustee Academy - Nov 30 – Dec 2)</i>	In-Camera Committee of the Whole Meeting <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
December 12	In-Camera Board Meeting <i>Regular (Public) Board Meeting</i>	5:00 p.m. 6:00 p.m.
Christmas Vacation: December 19, 2022 – January 2, 2023; Schools re-open January 3, 2023		
January 9	In-Camera Committee of the Whole Meeting <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
January 23	In-Camera Board Meeting <i>Regular (Public) Board Meeting</i>	5:00 p.m. 6:00 p.m.
February 6	In-Camera Committee of the Whole Meeting <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
February 20 (Tues) <i>(no March COTW)</i>	In-Camera Board Meeting <i>Regular (Public) Board Meeting</i>	5:00 p.m. 6:00 p.m.
March 6	In-Camera Board Meeting <i>Regular (Public) Board Meeting</i>	5:00 p.m. 6:00 p.m.
Spring Vacation: March 20 – March 31, 2023; Schools re-open April 3, 2023		
April 11 (Tues)	In-Camera Committee of the Whole Meeting <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
April 24 <i>BCSTA AGM (Apr 27-30)</i>	In-Camera Board Meeting <i>Regular (Public) Board Meeting</i>	5:00 p.m. 6:00 p.m.
May 8	In-Camera Committee of the Whole Meeting <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
May 23 (Tues)	In-Camera Board Meeting <i>Regular (Public) Board Meeting</i>	5:00 p.m. 6:00 p.m.
June 5	In-Camera Committee of the Whole Meeting <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
June 18	In-Camera Board Meeting <i>Regular (Public) Board Meeting</i>	5:00 p.m. 6:00 p.m.

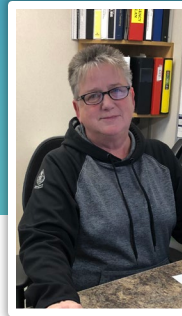
Location: all meetings are held at the School Board #60 Board Office in the **Board Room**.

Committee of the Whole Meetings: held the first Monday of each month, with the above noted exceptions, because of statutory holidays and holiday breaks

Regular Board Meetings: held the third Monday of each month, with the above noted exceptions because of statutory holidays and holiday breaks.

Operations Update

May 9, 2022



Facilities

- Upper Halfway Gymnasium Construction Manager has been awarded to WL Construction
 - Working toward finalizing the architectural drawings, and estimated construction start will be in the Fall
- Pitch-In Week – City has provided bag/gloves to the schools via Facilities Department
- Fencing being done around the new dust extraction system at NPSS
- Flooring completed at Upper Pine (4 classrooms and the back entry)
- Dampers for HVAC system at NPSS retrofit (pneumatic to electric)

Safety & Custodial

- [Updated SD60 ECP](#) (Communicable Disease Plan) was sent out to all staff for the April Safety Talk
- District Safety Program demonstration and implementation plan is taking place
- Working on a training plan with Akuter
- Annual Fit/Hearing tests took place in April
- Workplace Violence Prevention Program is complete and preparation to roll out to the district is underway
- Safety Management System has been approved and is moving forward

Transportation

- Work on the bus lift is ongoing. It is in transit from the United States and expected to arrive mid-May

Technology

- UPS deployment at 11 sites; this is an Universal Power System (backup power)
- Two replacement computers have been ordered for Track and Field meet
- Looking into Fax to Email options for the Board Office. Sent out a fax survey to schools.