

SCHOOL DISTRICT #60 (PEACE RIVER NORTH)
COMMITTEE OF THE WHOLE
“REGULAR” MEETING MINUTES

MONDAY, JUNE 6, 2022
1:30 P.M.

Present: Helen Gilbert, Chair, Board of Education
Madeleine Lehmann, Vice-Chair
Ida Campbell, Trustee
Erin Evans, Trustee
Nicole Gilliss, Trustee
David Scott-Moncrieff, Trustee
Bill Snow, Trustee

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

Guests/Media:
Michele Wiebe, PRNTA President
Jennie Copeland, CUPE Local 4653 President

Regrets:

Education

Education Update

Stephen Petrucci, Superintendent

Framework Presentations

Clearview Elementary & Jr. Secondary (via Zoom)

Craig Brownlee, Administrator

Baldonnel Elementary

Christine Todd, Administrator

Trustee Gilliss left the meeting @ 2:30 p.m.

North Peace Secondary/Energetic Learning Center

Todd Koponyas, Administrator – NPSS

Christine Taylor & Chris Nock, Vice-Principals – NPSS

Lori Coulter, Vice-Principal - ELC

Governance

None

Human Resources

None

Operations

Operations Report

Angela Telford, Secretary-Treasurer

- Upper Halfway Gymnasium – question around additional costs for the project due to inflation, fuel costs, etc.
 - Angela - we've addressed it through architectural design, etc. \$5.1 million is the cost estimate, but will likely get to \$5.7 million. Ministry has indicated that there will not be any additional funding; there are accommodations in the budget for housing for workers at site
 - Transportation Lift – a delay in shipping. Was supposed to be here the beginning of May. Is causing issues at Facilities. Suggestions were made to look at using the lift at the high school or contact Fort Motors Ford

Clearview Elementary Jr. Secondary

Framework presentation, 2022



High Well-being (Thriving)

Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.



Medium Well-being

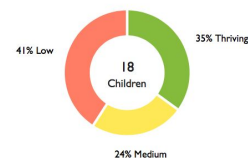
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.



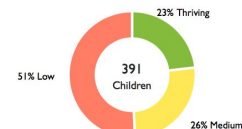
Low Well-being

Children who score in the low range on at least 1 of the 5 measures of well-being.

CLEARVIEW ELEMENTARY-JR SECONDARY



PEACE RIVER NORTH



Planning Day

- New school
- Strong scores/ experienced staff
- Where do staff feel the biggest needs are



Goal 1- to improve writing skills

School: **Clearview EJSS**

School Year: **2021**


School Results - Conventions

School	02	03	04		05		06	07	08		09	
	Writing Exp. Fall 2021-22	Writing Exp. Fall 2021-22	Writing Exp. Fall 2021-22	Writing Exp. Spring 2021-22	Writing Exp. Fall 2021-22	Writing Exp. Spring 2021-22	Writing Exp. Spring 2021-22	Writing Exp. Spring 2021-22	Writing Exp. Fall 2021-22	Writing Exp. Spring 2021-22	Writing Exp. Fall 2021-22	Writing Exp. Spring 2021-22
Not Yet Within Expectations	<u>3</u>	-	-	<u>1</u>	-	<u>1</u>	-	<u>1</u>	-	<u>1</u>	-	-
Meets Expectations (Minimal Level)	<u>3</u>	<u>7</u>	<u>3</u>	-	<u>5</u>	<u>3</u>	<u>1</u>	<u>9</u>	-	-	-	-
Meets Expectations (Minimal Level)	-	-	-	-	-	-	-	-	<u>8</u>	<u>4</u>	<u>8</u>	-
Fully Meets Expectations	<u>1</u>	<u>9</u>	<u>3</u>	<u>6</u>	<u>4</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>5</u>	<u>6</u>	<u>4</u>	<u>8</u>
Exceeds Expectations	-	-	-	-	<u>1</u>	-	<u>1</u>	-	-	<u>1</u>	<u>1</u>	<u>4</u>
Total	7	16	6	7	10	10	9	18	13	12	13	12
Meets/Exceeds	57	100	100	86	100	90	100	94	100	92	100	100

Writing Continued

FSA data

Grade 4 - 2021/22

Literacy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
	Writers Only	10	70	0	0	5	71.4	2	28.6
	Female	3	100	0	0	3	100	0	0
	Male	7	57.1	0	0	2	50	2	50
	Indigenous	-	-	-	-	-	-	-	-
	ELL	1	100	0	0	1	100	0	0
	Diverse Needs*	1	0	0	#NA	0	#NA	0	#NA

Goal 2- To improve number sense- Analyzing and Reasoning

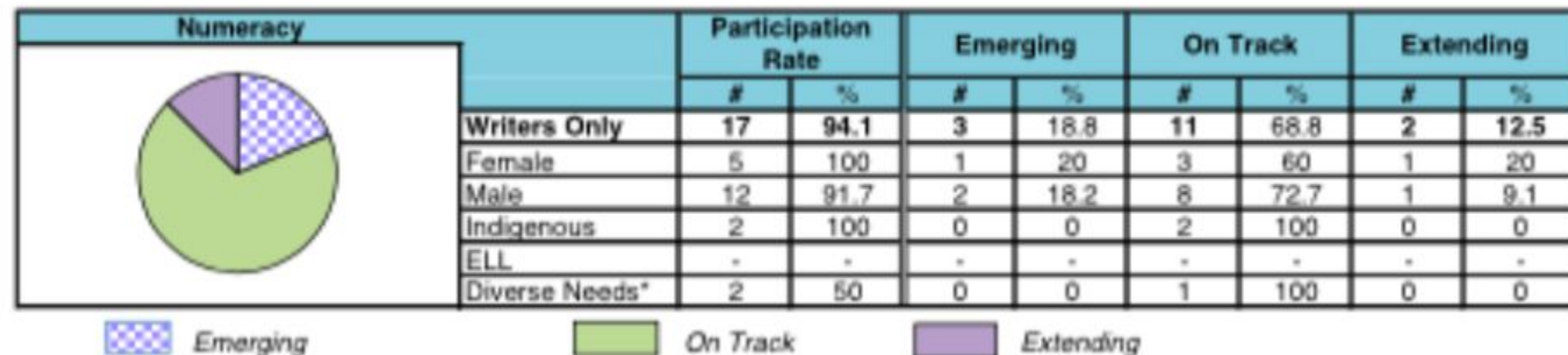
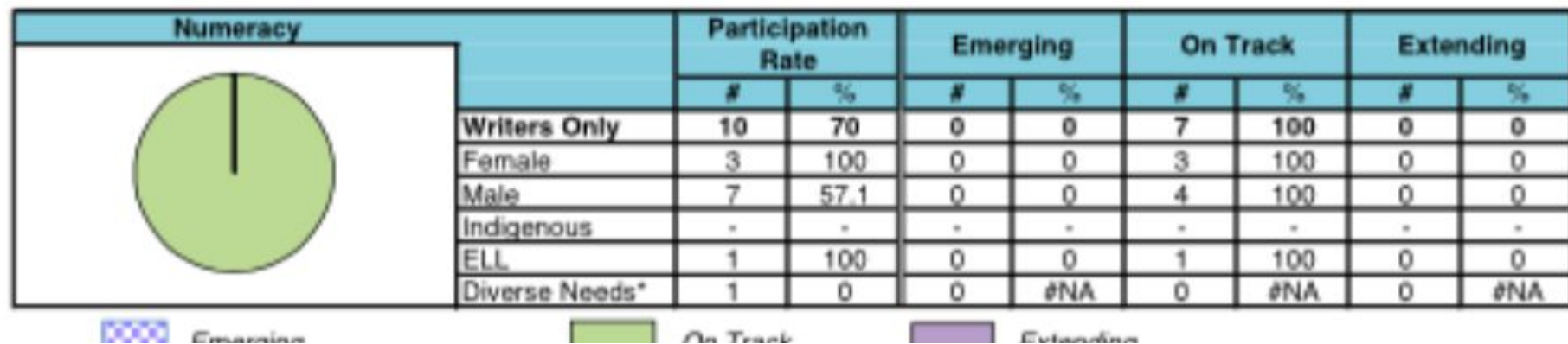
School: **Clearview EJSS**

School Year:

School Results - Communicating and Representing

School	04		05		06		07	08	09
	MAP Fall 2021-22	MAP Spring 2021-22	MAP Fall 2021-22	MAP Spring 2021-22	MAP Fall 2021-22	MAP Spring 2021-22	MAP Fall 2021-22	MAP Fall 2021-22	MAP Fall 2021-22
Emerging	<u>1</u>	-	-	-	-	-	<u>2</u>	<u>1</u>	-
Developing	<u>1</u>	<u>1</u>	-	-	<u>1</u>	<u>2</u>	<u>2</u>	<u>6</u>	<u>8</u>
Proficient	<u>6</u>	<u>9</u>	<u>10</u>	<u>12</u>	<u>8</u>	<u>7</u>	<u>14</u>	<u>1</u>	<u>5</u>
Total	<u>8</u>	<u>10</u>	<u>10</u>	<u>12</u>	<u>9</u>	<u>9</u>	<u>18</u>	<u>8</u>	<u>13</u>
Meets/Exceeds	88	100	100	100	100	100	89	88	100

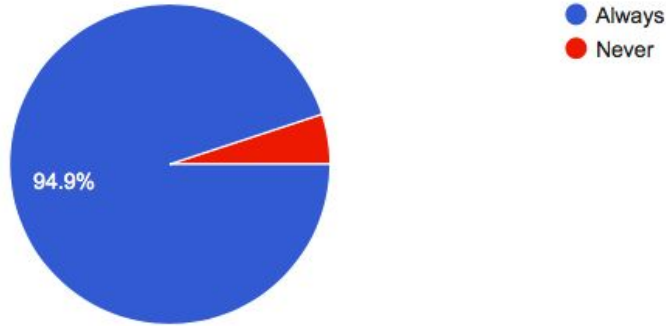
FSA data



Goal 3- To have students feel safe and cared for.

I feel safe at school

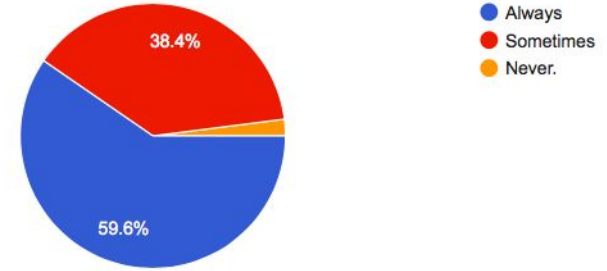
99 responses



SEL goal- Increase student and staff relationships to increase student success in class. Relationships

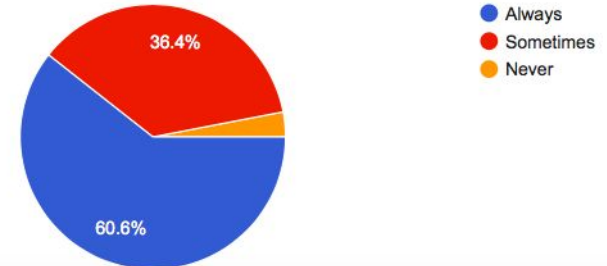
If there's a problem at school I can talk to at least one trusted adult

99 responses



Adults at school treat me with respect

99 responses



Examples of staff and students working together.



FESL FUNDS

- Teacher over \$5000
 - Targeted in grade 2/3 where we saw the most need 4 literacy support
- EA Reading/ writing support
 - Even more targeted literacy support
- EA SEL support
 - Student really struggling/ mental issues
- SEL resources/ equipment
 - Equipment for sensory breaks

Communicated in PAC meetings and sent out by email to all parents



Indigenous Activities Day June 20





Baldonnel Framework

2021/2022

Baldonnel Elementary School Context

At the heart of Baldonnel Elementary School is the **vision of working together to create a community that awakens a desire for lifelong learning**. Students are the focal point of everything we do and decisions are based around the core question “**Is this good for kids?**” All staff work collaboratively and take responsibility for the learning and safety, both physical and emotional, of every member of our school community. We embrace the strengths of each individual and our school-based teams work together to determine a plan of support when this is required to ensure students are successful.

Baldonnel Elementary Planning Day

Planning Day was a collaboration between all of the staff. Together as a group, we looked over each of our framework goals to decide if that particular plan was still what we wanted. Stations were set up and in small groups, staff went through each of the stations to view the previous goals, data, and what changes we wanted to make. Staff made note of what was still relevant and added what was needed. After that we got back together as a larger group to discuss our framework and the direction we wanted to go.

Set meeting times for classroom profiles.

Our goals for 2020-2021:

- Social Responsibility Goal: To increase leadership opportunities
- Intellectual Development goal: Focus on Reading and Literacy.
- Improving our understanding of Indigenous culture

**Our vision: All students
will make progress and
reach their potential in
learning.**



Learning Support Fund

The LSF was used in a variety of ways: Cathy Cooper (retired) came back three times this year to support our teachers with literacy. Jan Pope had a .1 position for reading support. 1 hour a day of EA time dedicated to support students 1:1 in literacy. We were able to provide the extra support and practice for students to help them reach their literacy potential.

2 EA's in our school: 1 supporting student with Autism, 1 supporting intermediate students.

Goal 1: Student Leadership

We believe in building connectedness and promoting supportive behaviours. We believe that by developing leadership opportunities throughout the school, students will demonstrate our core values and make the school welcoming for all. By having a voice and leadership roles, students will take these skills into the community.

Core values: Kind, Safe, Respectful and Responsible

Goal 2: Literacy

Strategies:

Mentoring

District Coach

Reading strategies in newsletters

Reading support

Teaching strategies: guided reading, noisy reading, home reading, buddy reading, smart reading, Adrienne Gear, Literacy circles, RTI

Goal 3: Indigenous teachings

Each teacher is committed to supporting Indigenous students as well as Indigenous worldviews and perspectives. Teachers are working hard to include these worldviews and perspective in their lessons. All students have participated in various activities: red dress activity, honouring the Kamloops children, student have completed indigenous art projects: indigenous painters and recreating works of art, button blankets, homes, orange shirt day, and much more, very inclusive throughout the year. ISW very involved.

Diane Barclay: 7 Grandfather teachings, artifact museum, Indigenous Day, Elder visit
Assembly: Sharing information about our local Indigenous people.

Celebrations

Our school works hard to build community and to celebrate and acknowledge success. We share successes in our newsletter, bulletin boards, pre COVID (assemblies), over announcements, sharing with buddies, FaceBook etc. We also have had celebrations to acknowledge the staff and their dedication.

Today we had our Baldonnel Indigenous Day.

We also will celebrate receiving our Gold Healthy School Certification this year.

Communication Plan



Facebook [link](#) → have a look here for all the wonderful pictures of Baldonnel People learning & growing

Energetic Learning Campus

Board Presentation - 2021-22



Engagement
Learning
Community for
All



ELC Communication

- ELC Families Week-at-a-Glance - <https://bit.ly/3jzFNPb>
- ELC Staff Week-at-a-Glance - <https://bit.ly/2FFgwmwZ>
- Website - <http://www.elc.prn.bc.ca>
- Facebook - <https://www.facebook.com/SD60ELC>
- Board Presentation Slideshow
- Monthly ELC updates at the NPSS PAC meetings

School Start Up

Positive Energy:

- No more cohorts
- Students moving from class to class
- Teachers have their classrooms back
- Common lunch hour
- Students and staff excited for a new school year

Challenges:

- Masks at all times
 - Negative interactions and energy at times
 - Harder to get to know the students when we can't see their faces and be able to read their emotions.
 - We found it took a bit longer to build our community this year.



Planning Day

Learning Support Fund

- The goal is to be more transparent, feedback from staff, respond to needs throughout the year.

SEL Team

- SEL Team - 7 staff volunteered to be part of the SEL team.

FESL Goals and Strategies

- Work together on developing our strategies
- Review data dashboard

Student Support

- Inclusion and **UDL** - Shelly Moore <https://www.youtube.com/watch?v=9WuygB4j55U>
- Discuss the class review process
- Team approach, big picture, regular check ins with support team and teachers throughout the year.



Learning Support Fund Review

2020-21 Learning Support Fund = \$130,460

2021-22 Learning Support Fund = \$61,679

Discuss as a staff where we use the remaining dollars:

- Disappointed EA time is reduced this year
- Increase IYCW time
- Class Reviews - would like to have conversations 2 times this year
- Can we use Caron Branch to support struggling Math students?
- Is after school collaboration time available to work on embedding UDL design and strategies in PBL projects?

Plans for our Learning Support Fund

Examine Needs List, Gr. 9 Learning Gaps (C- or Lower)

- Support team meets weekly to see where we are at with needs/support
 - Increase Indigenous Youth Care Worker Hours

Class Review and Follow Up Meeting

- October and January

After School Collab

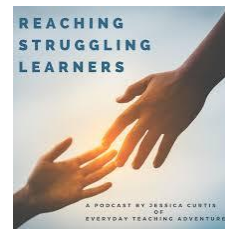
- UDL strategies for our PBL projects

Learning from Elders - Mabel Harding

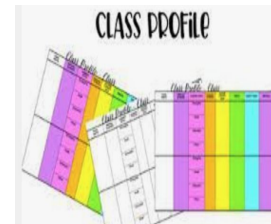
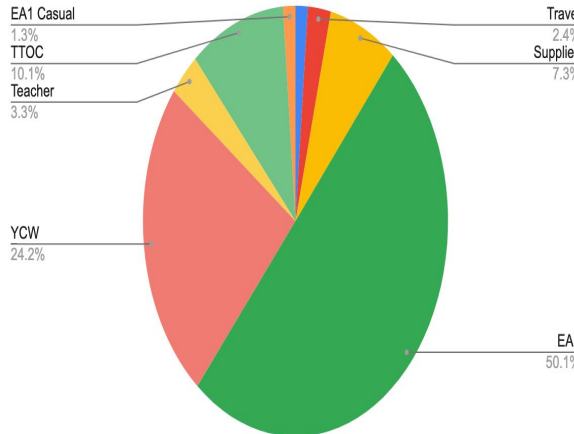
- Beading and making moccasins
- Hide to tan

Extra Teacher

- Term 1-2 Report Card Data and Student Support Survey
 - Science support April - June on Wednesdays
 - Math support - 3 x 1 week sessions

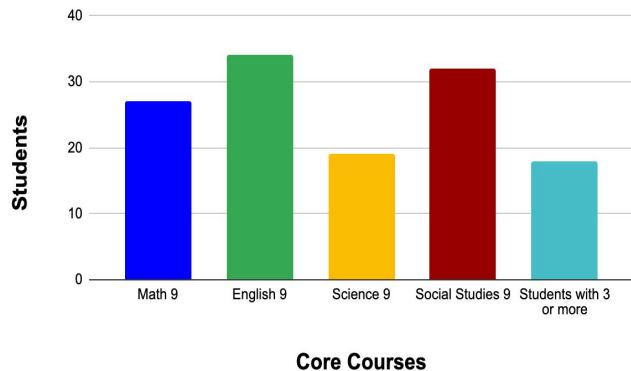


ELC Summary Percentage 2021-2022

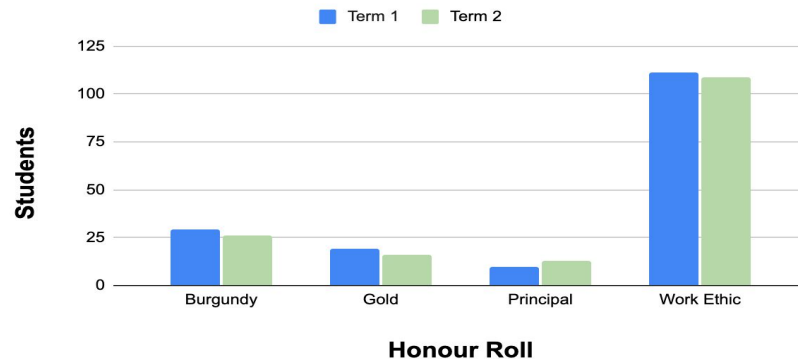


Data and Learning Evidence

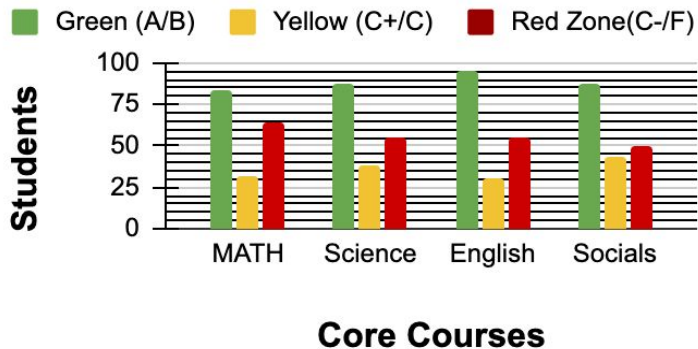
End of Grade 9 - Students with C-/F



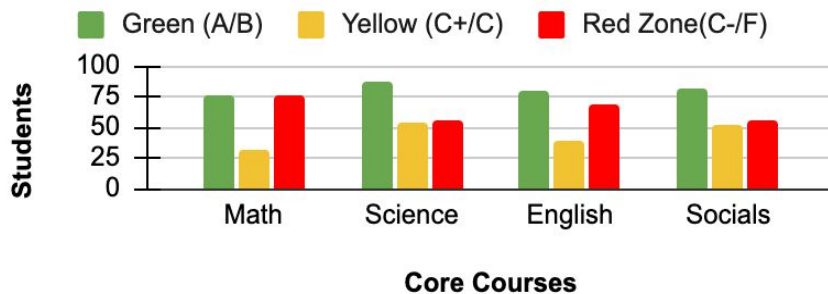
Honour Roll 2021-22



Term 1 Report Card Grades



Term 2 Report Card



Framework Goals

Goal 1: Increase Academic Achievement and Foster Independent Learners.

- **Objective 1.1:** Increase Universal Design for Learning (UDL) Capacity and Usage Amongst Staff
- **Objective 1.2:** Support Struggling Learners Who Have a C- or Lower in the Core Subjects
- **Objective 1.3:** Increase Staff and Student Awareness and use of Core Competencies

Goal 2: Encourage a Safe, Caring and Inclusive School Community Where Members Live Within the Foundational Pillars of the ELC.

- **Objective 2.1:** Teach the Foundational Pillars of the ELC
- **Objective 2.2:** Fostering Awareness of Health and Mental Wellbeing

Goal 3: Increase the Opportunities for our Students to Gain Knowledge and Explore a Variety of Careers.

- **Objective 3.1:** Increase Student Awareness Regarding Work Experience, Trades and Dual Credit Opportunities
- **Objective 3.2:** Increase Career Exploration for Students

Indigenous Support

- **Residential Schools** - IYCW presented in Social Studies classes. Both her mom and grandmother went to residential schools.
- **Dane-zaa** word board in the hallway.
- **Learning with Elders** - beading orange shirt pins, moccasins and bracelets, tanning a hide, making jerky, making drums, making ribbons skirts and shirts.
- **Orange Shirt Day, Red Dress Day and Moose Hide Awareness Day** school-wide participation.
- **Wellness Wednesday** - IYCW and Indigenous Transition Coach offer for all students.
- **Weekly Support Team Meetings** - to check in on students
- **Extra tutorial support** by our IYCW and Indigenous Transition Coach.
- **Soup and Bannock** days.
- **Sharing Culture** - IYCW joined Comm class and had a potluck lunch.



Celebrations

- **Student and Staff Relationships**

- Feels like a community - sense of belonging, lunch time, DPA, comm classes
- Lunch club has 45+ students and staff that cook and eat together every Thursday.

- **Staff Relationships**

- Everyone has someone
- Positive and collaborative

- **Student Leadership**

- Leadership class ran this year
- Spirit activities have increased throughout the year

- **After School Share Session - “Learning Bursts”**

- Staff willing to meet every other Wednesday to discuss and learn together in regards to ways we can support our students.





Main Campus
FESL Presentation
June 6, 2022



Context

- Traditional territory of the Dene-Zaa
- Two campuses with a diverse community of 1200-1300 students in grades 10-12
- Large community of international learners
- Offer diverse selection of courses and programs
 - Specialized programs to support struggling learners
 - Wide range of academic courses in preparation for university entrance
 - Wide range career-focused programs
 - Musical Theatre, Band, Guitar, Arts, Digital Media, Drones, Professional-grade shops
 - Robust athletics program - Go Grizzlies!

Vision

*Through our guiding vision of Peace Is In The A.I.R., North Peace Secondary School is a **community** of learners where staff, students, and caregivers abide by the principles of **A**ccountability, **I**ntegrity and **R**espect to aid in skill development to help learners transition into their role as educated, global citizens.*



Communications

Monday Morning Minutes - weekly staff updates

Messaging Boards (TVs) - student communication

Website - npss.prn.bc.ca

Facebook - <https://www.facebook.com/sd60npss>

Twitter - @sd60npss

PAC Meetings

Email Notifications Through MyEdBC to School Community

Student Council Instagram

Monthly - Teacher-Leader Meeting

Monthly - Teacher Leader led Department Meetings

Monthly - Staff Meetings

Bi-weekly - Indigenous Team Meetings

Bi-weekly - Admin/Counsellor/Indigenous Team Meetings

FESL Development Process

- **Planning Day - September 2021**
 - Designed to model UDL strategies
 - Re-focussed FESL goals and objectives
 - Revisited context and vision
 - Centered on our core values
 - Generated ideas
- **Met with Teacher Leaders**
 - Discussed the results
 - Small groups worked on the context
 - Gathered ideas and created goals
 - Brought the goals back to staff
- **Brainstorming**
 - Focussed on processes and action already in place
 - Started to look at what processes and supports needed to be improved or implemented



Needs

Admin/Counsellor/
Indigenous Ed
bi-weekly meetings

Administration/
Counsellor create
action plan (RTI)

High Flyers

Academics (Grades)
Referrals

Referrals to
Special programs
(Evergreen, Sr Alt, Resource,
LAT, ELL, SEL, etc)

Departments are
Sharing resources
& materials

Significant team
of Educational
Assistants (20)

Increase
hall monitor (2)
to full time to
help achieve
Goal #2

Created
Indigenous Support
System to support our
Indigenous students

Improvement
in graduation
rate

Student respect
of School &
Learning

Looking at
Student Mental
Health Toolkit
for teachers

Supporting SEL
in whole school
(Chrs & YCW Next year)

Supporting SEL
in Sr. Alt program
(Brenda)

Improving Assessment
Practices

Shelley Moore
(Core Competencies)

Moving from content-based
assessment to competency-
based assessment

Support the
transition process

Transition coach (2)
Creation of timeline
More info to families
& students earlier
in the year

Special program tours

Reintroduction
of school
based team
meetings

LAT/Counselling
Monitor Students
Reviewing Diploma
Verification
Reports

Reviewing progress
regularly

Supporting teachers
to teach/support
students

Jon Andrews
Chromebooks
Red Cats

LATs Blitzing
Classes

Use the high flyer
meetings and data to
address student
needs to decrease
the # of Red Zone
students

*Noticed a need
and from this,
hired SEL teacher

Supporting
vulnerable families
and students
with food hampers
& Pantry program

Goals

Goal 1: Increase academic achievement and foster independent learners.

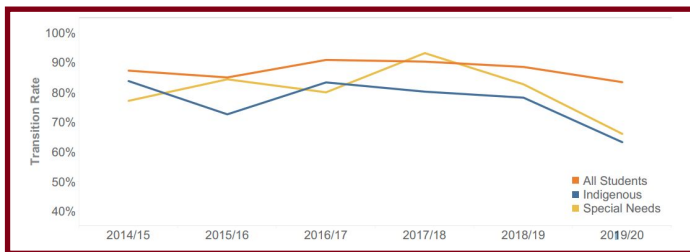
Goal 2: Encourage a safe, caring, and inclusive school community where members demonstrate Accountability, Integrity, and Respect.

Goal 3: Enhance Student Options Through Diverse Learning Experiences in Career Education.

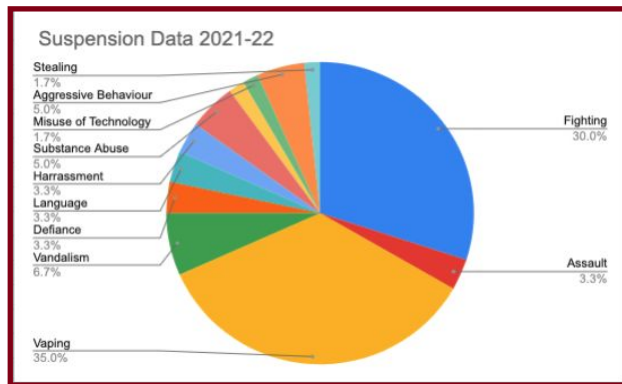
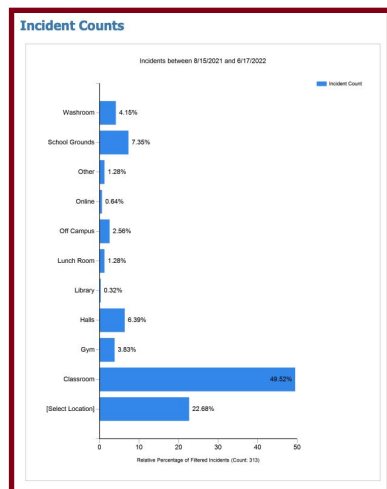
Goal 2: Encourage a safe, caring, and inclusive school community where members demonstrate Accountability, Integrity, and Respect.

Objective 2.1: *Improve Middle To Secondary Transitions*

Objective 2.2 *Promote Positive and Inclusive School Community with a Focus on Health and Wellbeing*



Grade 12 Learning Survey Questions:	2017-18	2018-19	2019-20	2020-21	2021-22
Do you feel welcome at school? (Many + All)	60%	53%	53%	45%	60%
Do you like school? (Many + All)	41%	35%	26%	51%	30%
Do you feel safe at school (Many + All)	71%	70%	65%	87%	76%
Are you satisfied that school is preparing you for a job in the future?	29%	27%	23%	35%	20%
Are you satisfied that school is preparing you for post-secondary education?	41%	35%	31%	40%	39%



Learning Support Fund

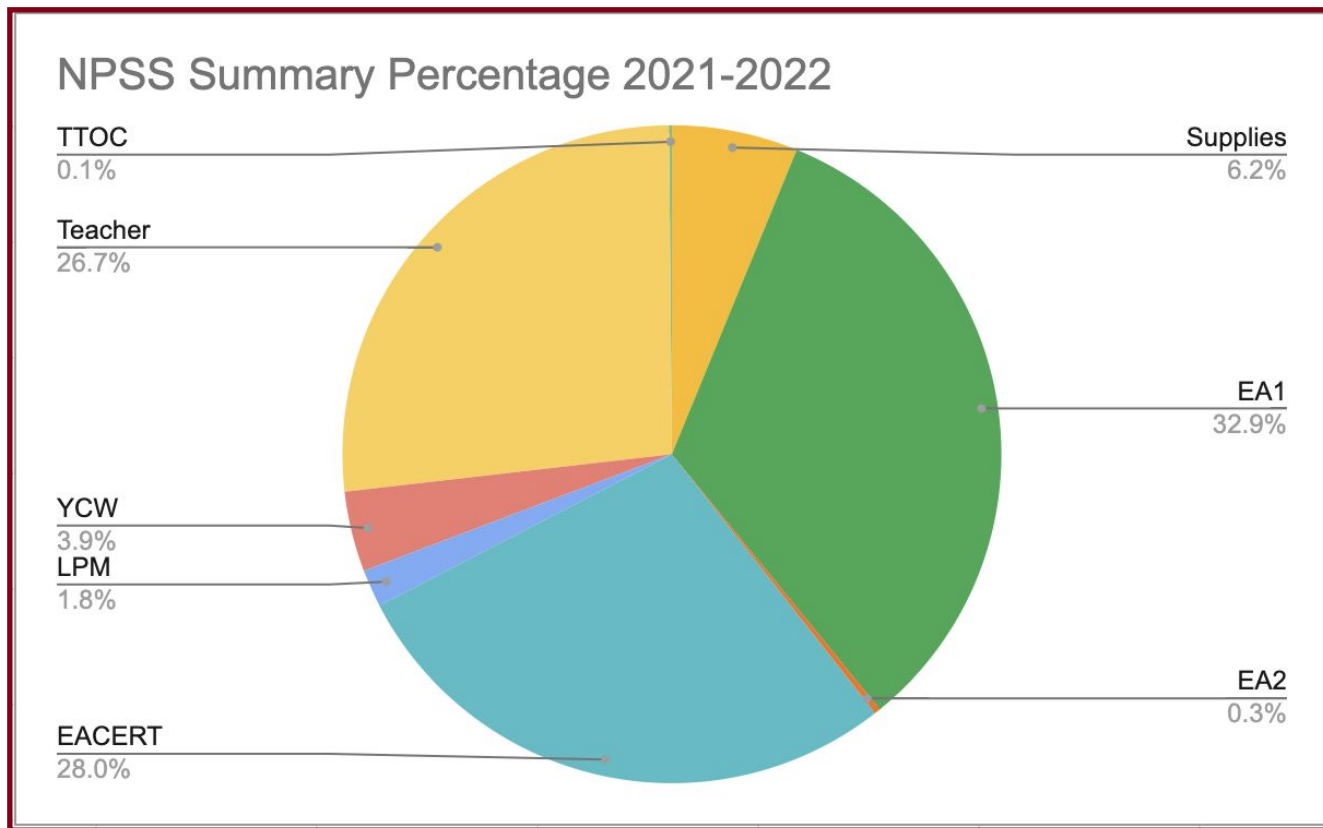
- Learning Support Fund
 - SEL Support Teachers (1.8 FTE)
 - Youth Care Workers (2 x full-time)
 - 2 - Full-time Hall Monitors
- Indigenous Support Teacher/Transition Coach

Goal 3: Enhance Student Options Through Diverse Learning Experiences in Career Education

Objective 3.1: *Increase the number of Indigenous Students in Career Pathway programs at High School while increasing their satisfaction with career and post-secondary education preparation*

- Partnership between NPSS and SD 60 Careers Department
- On Main Campus, we share 4 Careers Teachers focussed on:
 - Work Experience (WEX)
 - Youth Work In Trades (YETS)
 - Dual Credit
 - Apprenticeships
 - Workforce Training (Industry-based tickets)

FESL Spending



Celebration:

Food
Hampers-
Drives

Sports -
teams to
Provincials

Band - Gold
in multiple
festivals

Robotics -
5th place at
Nationals

Hairdressing -
medals at
Provincials

NPSS students
- Indigenous
signs for
Beaton Park

NPSS Theatre
back -
Spongebob and
Game of Tiaras

