

**SCHOOL DISTRICT #60 (PEACE RIVER NORTH)**  
**COMMITTEE OF THE WHOLE**  
**“REGULAR” MEETING MINUTES**  
MONDAY, OCTOBER 3, 2022  
1:30 P.M.

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

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

*Media:* Michele Wiebe, PRNTA President  
Jennie Copeland, CUPE Local #4653 President

*Regrets:* Ida Campbell, Trustee  
Erin Evans, Trustee

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## **Education**

### **Education Update**

*Stephen Petrucci, Superintendent*

#### Framework Presentations

- a) Social Emotional Learning Model (*Attachment*)  
*Carleen Andrews, Director of Instruction*
- Carleen presented and answered Trustee questions
  - The presentation was an elementary school model

### **Departmental Updates**

*Stephen Petrucci, Superintendent*

- A preliminary schedule has been put together, there will be a series of departmental updates at COTW Regular meetings, starting on December 5
  - International & Careers/SWIS, Inclusion, Curriculum, Early Learning & Childcare and Tech Infrastructure/Tech Education
- Indigenous and SEL have already signed up under Framework Presentation for this year
- Can add additional updates upon request

## Governance

### CSBA Survey

*Helen Gilbert, Board Chair*

- Encouraging Trustees to complete the survey. Link has been emailed to Trustees

## Human Resources

*None*

## Operations

### Operations Report

*Angela Telford, Secretary-Treasurer*

- Charlie Lake playground – Facilities prepped the ground for the installation. Habitat came up and directed the parents on the “build” of the playground equipment
  - If able and depending on what it is, Facilities may help with playground installations. Playgrounds have to be vetted through the Facilities Department
  - Discussion around it being “fair” from one school to the other
  - Four elementary schools received new playgrounds through BASC funding. A lack of understanding of where funds come from and process as other PAC’s are having to do their own fundraising
  - Angela is in discussions with Facilities in regards to anything being put on school properties
- Which of the summer projects would improve the FCI Index of the school? HVAC controls, window replacements, siding, water system
- Pilot project for solar panels is in process – have not gone through a winter, only a summer so haven’t seen the savings yet. Will share when we have more data

### 2022-2023 Budget Snapshot

*Angela Telford, Secretary-Treasurer*

- Putting into graphics what went into creating our Preliminary Annual Budget...giving a vision of what we will spend, allocation, student count, etc.
- Assumptions used in preparing the Preliminary Annual Budget
- Document will be uploaded to our website

### Financial Statements Disclosure Analysis

*Angela Telford, Secretary-Treasurer*

- New requirement from Ministry...a great tool for putting numbers into conversational form
- Gives key numbers (ie. surplus, accumulated surplus, comparisons, etc.)
- Document will be uploaded to our website

# District SEL/Mental Health Wellness





**What do we ground to...**



# PHILOSOPHIES & BELIEFS

From:	To:
<ul style="list-style-type: none"><li>• a moral imperative</li></ul>	<ul style="list-style-type: none"><li>• a rights based imperative</li></ul>
<ul style="list-style-type: none"><li>• a focus on the diagnosis and/or the categorical label of the student's disability</li></ul>	<ul style="list-style-type: none"><li>• a focus on the needs, strengths, and abilities of the student</li></ul>
<ul style="list-style-type: none"><li>• a belief that the student would benefit from a specialized, congregated learning environment</li></ul>	<ul style="list-style-type: none"><li>• a belief that <b>all</b> students benefit when all learners feel like they belong, are valued, and have a contribution to make</li></ul>
<ul style="list-style-type: none"><li>• an emphasis on the 'problems' or deficits of students that should be 'cured' or remedied</li></ul>	<ul style="list-style-type: none"><li>• a belief that all students can learn when the barriers that obstruct access are eliminated</li></ul>
<ul style="list-style-type: none"><li>• an expectation that students should learn to adapt to the educational environment</li></ul>	<ul style="list-style-type: none"><li>• designing the learning environment so <b>all</b> students can participate</li></ul>
<ul style="list-style-type: none"><li>• an approach that is specialist or expert driven</li></ul>	<ul style="list-style-type: none"><li>• to an approach that is collaborative with a shared responsibility for all students</li></ul>
<ul style="list-style-type: none"><li>• designing and delivering a different curriculum or program</li></ul>	<ul style="list-style-type: none"><li>• to planning for learners needs to allow access to provincial curriculum</li></ul>





# INFRASTRUCTURE

From:	To:
<ul style="list-style-type: none"><li>• a prescriptive and predetermined approach based on a medical diagnosis or designation</li></ul>	<ul style="list-style-type: none"><li>• an outcomes-based approach that ensures the impact of the supports and services meet the needs of the student</li></ul>
<ul style="list-style-type: none"><li>• a reliance on norm-referenced (extended assessments) that provide a medical diagnosis to inform supports and services</li></ul>	<ul style="list-style-type: none"><li>• a combined approach that incorporates information from classroom-based assessments and monitoring with norm-referenced (extended assessments) to inform supports and services</li></ul>
<ul style="list-style-type: none"><li>• a structure that focuses on “pull-out” supports and congregated settings</li></ul>	<ul style="list-style-type: none"><li>• a structure that allows for a combination of “pull-out” and “push-in” supports</li></ul>
<ul style="list-style-type: none"><li>• a system where support staff are assigned to students</li></ul>	<ul style="list-style-type: none"><li>• a system where support staff are assigned to teachers and classrooms</li></ul>
<ul style="list-style-type: none"><li>• allocating budgets equally across designation categories</li></ul>	<ul style="list-style-type: none"><li>• allocating budgets to support student needs as reflected within the district</li></ul>
<ul style="list-style-type: none"><li>• a siloed service delivery model without coordination</li></ul>	<ul style="list-style-type: none"><li>• an integrated multi-disciplinary service delivery model with a focus on wrap-around supports</li></ul>
<ul style="list-style-type: none"><li>• a system of applying and advocating for supports and services</li></ul>	<ul style="list-style-type: none"><li>• a transparent process that describes how supports and services are provided</li></ul>



FIRST  
PEOPLES

# PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

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)



For First Peoples  
classroom resources  
visit: [www.fnesc.ca](http://www.fnesc.ca)

fnesc



## What we ground to...



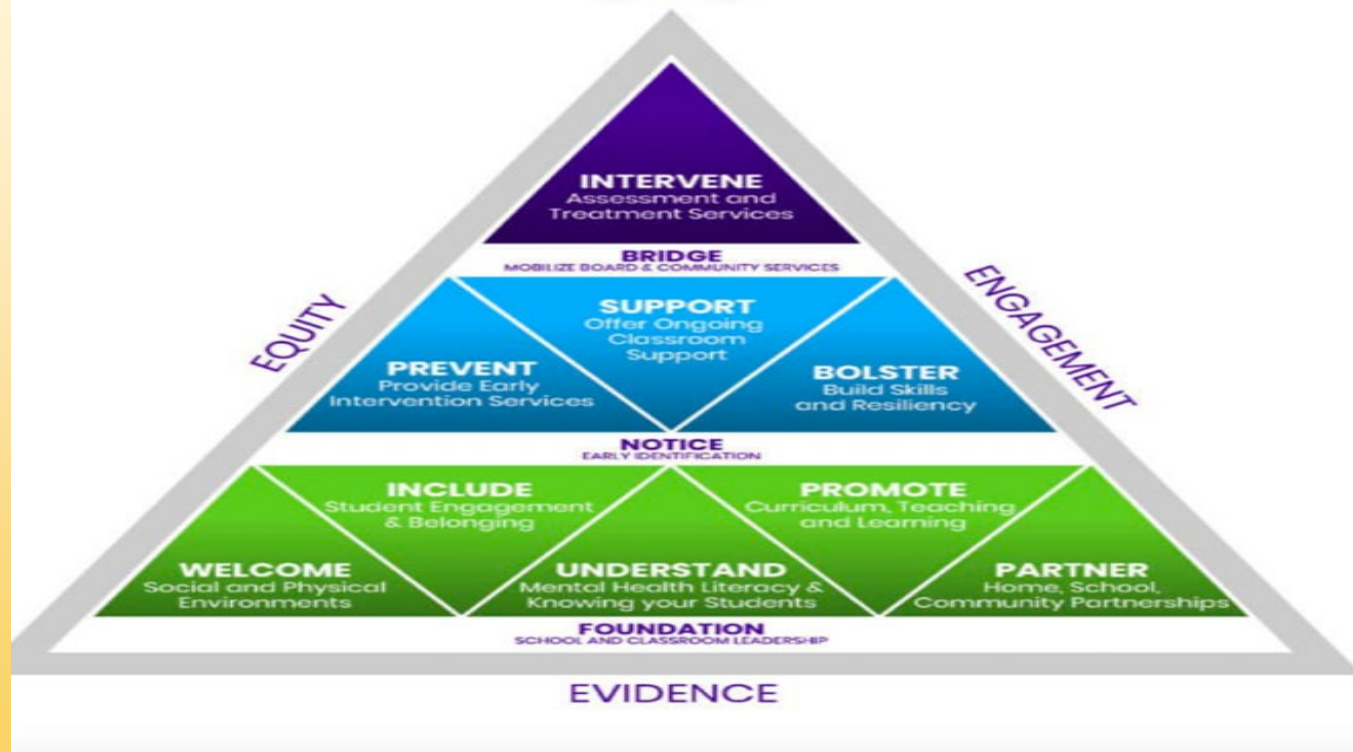
### Brain is social Organ

- The Brain is a social organ- wired to connect—the modern human brains primary environment is our matrix of social relationships
- So Lets rethink education from a social and relational perspective

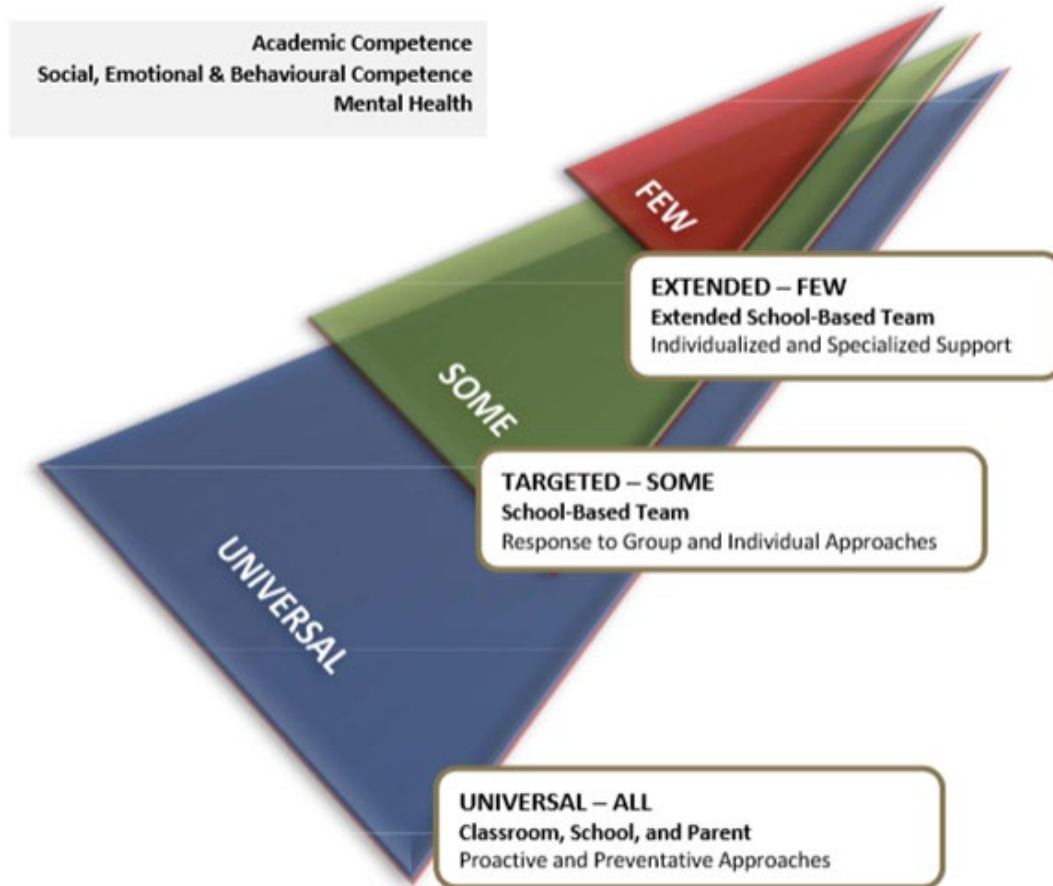
(Dr. Jean Clinton, 2022)



## Aligned & Integrated Model (AIM)



# CONTINUUM OF SUPPORT



# District SEL Goals



- Goal 2: Increase Student & Staff Social/Emotional Competency
  - Objective 2.1: Support SEL as being foundational to school practices and student achievement
  - Objective 2.2: Cultivate a Community of Adults Who Engage in Their Own Social/Emotional Learning
  - Objective 2.4: Prioritize Positive Staff-Family Relationships
  - Objective 2.5: Cultural Safety / Anti-Racism



# Community of Schools



1. Structure to support development and professional capacity in SD60
2. Enable a more holistic understanding of SEL/Mental Health school based priorities, professional in-service needs as well as focus school and educator development at the school and classroom level








## **SEL/Mental Health School Teams**

- Responsible for identifying school level, classroom level, and student specific SEL/Mental Health priorities
- Facilitate the schools planning process and identification of areas for development around SEL/Mental Health
- Facilitate professional learning, and design of effective classroom, and student specific SEL/Mental Health support

# SEL/Mental Health Wellness

## SEL/Mental Health School Teams

- Facilitate/support identifying school level, classroom level, and student specific SEL/Mental Health priorities
- Facilitate/support the schools planning process and identification of areas for development around SEL/Mental Health
- Facilitate/support professional learning, and design of effective classroom, and student specific SEL/Mental Health support

COUNSELLOR CONSULTANT		SEL SPECIALIST
Focus on school-wide level of support		Focus on school, classroom, group, family, and individual support
Time fluctuates throughout the year based on needs		Fairly consistent schedule
Consult with administrators on school social-emotional concerns		Apply tiers of support for school's social-emotional concerns
Guide school SEL teams using CASEL framework		Valued member of school SEL team
Offer coaching to teachers to implement SEL instruction		Enrich what is being done in the classroom
Facilitate/participate in SBT meetings for complex situations		Important member of SBT meetings
Case manage or consult on designated H behavior students		May support implementation of behavior plans

# SEL/Counselling



[Counsellor Consultant Menu of Support 2022/2023](#)

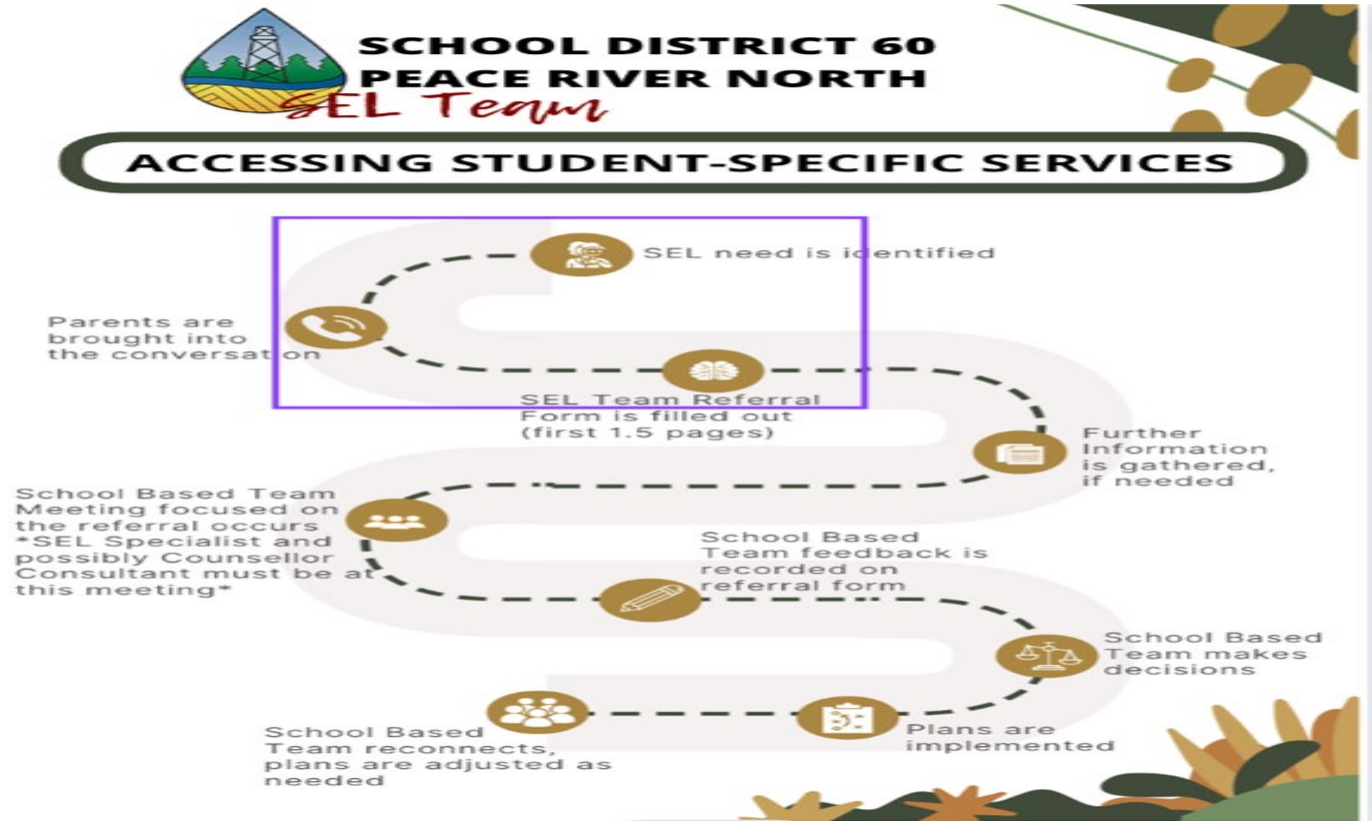
[District SEL/Mental Health Wellness Specialist Menu of Service](#)

[Social-Emotional Learning Team Referral Form.docx](#)



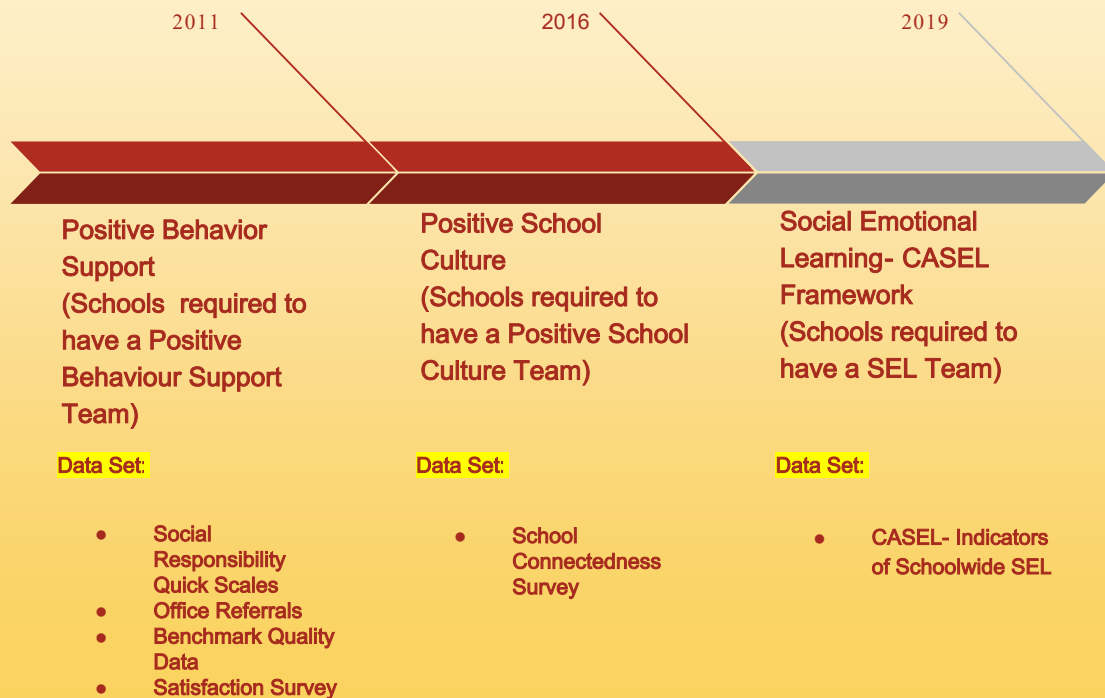


# SEL/Referral Infographic

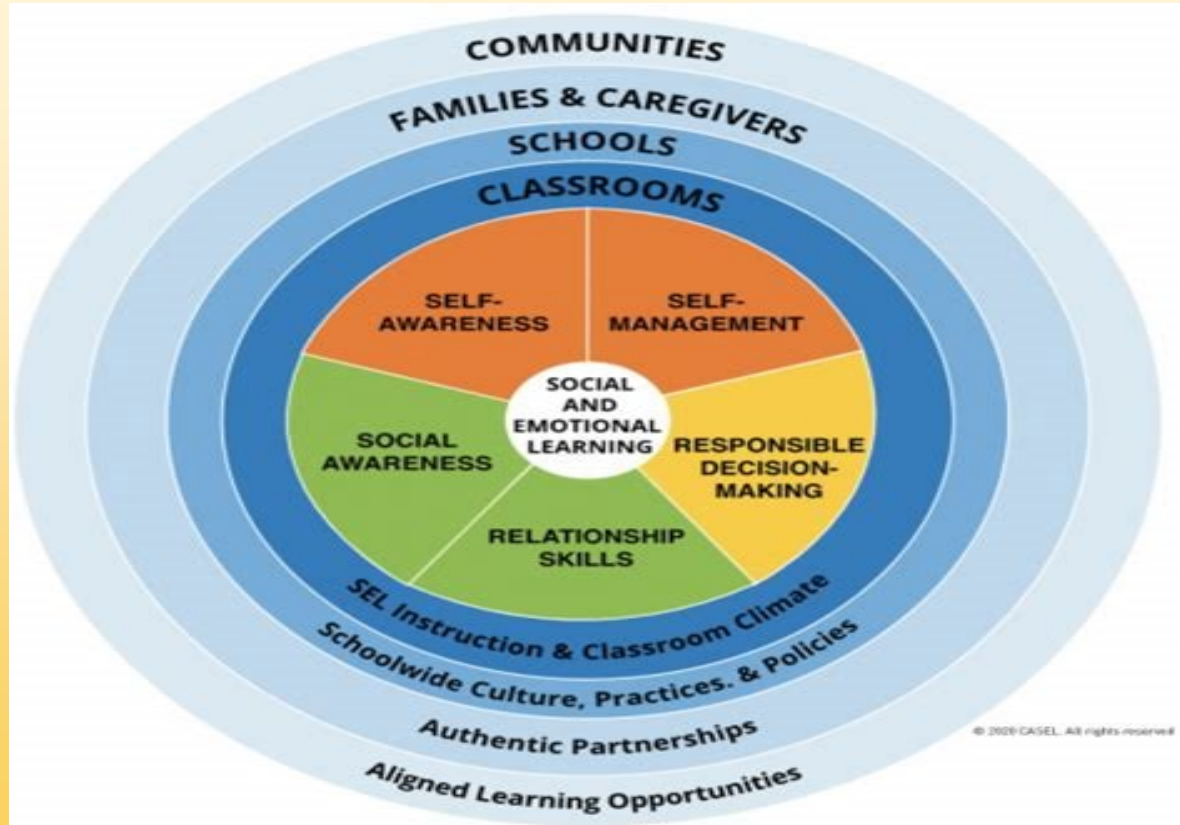


# Student Social Emotional Learning/Mental Health Wellness in SD 60

## A Historical Perspective...



# Student Social Emotional Learning/Mental Health Wellness in SD 60







## INDICATORS OF SCHOOLWIDE SEL

Schoolwide SEL is a systemic approach to integrating academic, social, and emotional learning across all school contexts. This approach provides a learning environment that infuses SEL into all aspects of instruction and promotes equitable outcomes for all students. Central to this system is high-quality professional learning and the use of data for continuous improvement. When fully implemented, schoolwide SEL contributes to more successful and equitable outcomes for young people, and is evidenced by the following indicators:

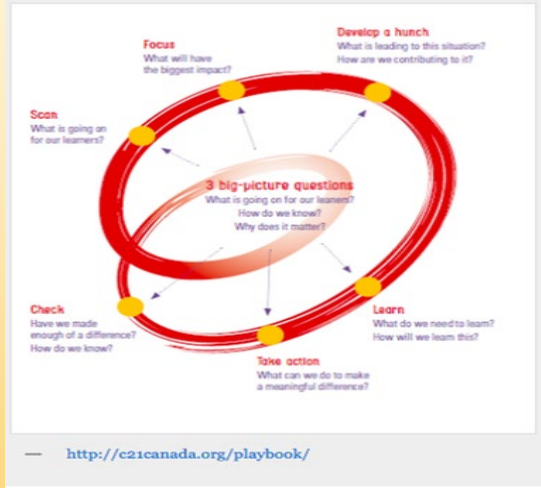
CLASSROOM		Explicit SEL instruction	Students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.
		SEL integrated with academic instruction	SEL objectives are integrated into instructional content and teaching strategies for academics as well as music, art, and physical education.
		Youth voice and engagement	Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.
SCHOOL		Supportive school and classroom climates	Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.
		Focus on adult SEL	Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.
		Supportive discipline	Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably applied.
FAMILY COMMUNITY		A continuum of integrated supports	SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.
		Authentic family partnerships	Families and school staff have regular and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.
		Aligned community partnerships	School staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.
		Systems for continuous improvement	Implementation and outcome data are collected and used to continuously improve all SEL-related systems, practices, and policies with a focus on equity.

# SEL District Role

- Supporting school SEL teams
  - Help to build SEL capacity in your school community
  - Look at indicators of schoolwide SEL
  - Use data to set implementation goals, reflect on and track progress, and develop or adjust action plans

[The CASEL Guide to Schoolwide SEL Essentials - Casel Schoolguide](#)

# Spiral of Inquiry



## SEL

- Deepen understanding of embedding SEL in the classroom and schoolwide level via the inquiry process and school based SEL teams
- Teacher collaboration for SEL curriculum strategies
- Enhance Assess Behavioural Incident Report to include SEL Competencies
- Engage in learning and inquiry around how we support designated behaviour coded students and those that present with difficult behaviour.