

**SCHOOL DISTRICT #60 (PEACE RIVER NORTH)**  
**COMMITTEE OF THE WHOLE**  
**“REGULAR” MEETING MINUTES**  
MONDAY, JANUARY 15, 2024  
1:30 P.M.

*Present:* Helen Gilbert, Chair, Board of Education (*via Zoom*)  
Madeleine Lehmann, Vice-Chair  
Ida Campbell, Trustee  
Nicole Gilliss, Trustee  
David Scott-Moncrieff, Trustee  
Bill Snow, Trustee  
Thomas Whitton, Trustee (*via Zoom*)

Stephen Petrucci, Superintendent  
Angela Telford, Secretary Treasurer  
Leah Reimer, Executive Assistant

*Guests/Media:*  
Michele Wiebe, PRNTA President  
Deborah Johnson  
Cindy Bartsch  
Barb Waite  
Gwen Bourdon

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## **Education**

### **Education Update**

*Stephen Petrucci, Superintendent*

### Framework Presentations & Departmental Reports

#### **Accessibility BC Act**

*Jarrold Bell, Director of Instruction*

- Jarrold reviewed his presentation and answered questions
- Chair Gilbert – the Board will need to look at our existing policy and make any necessary changes. Also, looking for trustee involvement on the Accessibility Committee itself
- Trustee Whitton – is there a plan to go to each site and do assessments?  
Jarrold – there are private agencies, however they are costly. Looking at a self-administered model and asking school staff to go through and identify priorities of needs at their location that we can work on

- Jarrod showed the Feedback Form from the SharePoint site. We've had six people provide feedback on the website since July. You can report your own experience or that of someone else
  - It was requested that "location" be added to the Feedback Form

**\*NEW – Northern Interior Branch (February 2 & 3, 2024)**

*Helen Gilbert, Board Chair*

- Registration and agenda information has been emailed out. Registration closes on January 26, 2024
- There is not a hotel block for this meeting. Trustees are to let Leah know if you are attending and where you would like to stay
- A request has been made for a Zoom link. An organizational meeting is taking place January 22 and that request will be brought forward.

**ACTION:** Trustees to let Leah know if they are attending. Chair Gilbert will update Trustees regarding the Zoom link after the January 22 organization meeting

**\*NEW - Margaret Ma Murray School Update**

*Angela Telford, Secretary-Treasurer*

- Over the weekend, some pipes froze and burst in the extreme cold conditions
- The school was closed today and Facilities is working on the clean-up. They have indicated it will take one more day, so it is anticipated the students will be able to return this Wednesday, however the gym will not be available as there are still water issues and we're awaiting word on what needs to be done
- Contractors and staff were on site on Saturday and Sunday doing repairs.
- The daycare is also closed until Wednesday
- We're waiting to see if it's an insurance claim (ie. if something goes "sideways" with the gym floor repair, we may need to submit a claim)
- Concern was expressed that the school is only five years old and how the cold weather wasn't taken into consideration with the architectural design of the school
- Trustee Campbell – highlights the need for continued advocacy over the north is different than the south (eg. architects didn't build in a mud room into the new school plan initially until physically being here and seeing a need for it)
- Staff are working from home today. They will come in tomorrow to prepare for Wednesday, as the building is heated and 90 percent of the building is fine.
- Anne Roberts Young Elementary, the other new school built on the same design as Margaret Ma Murray, has a higher capacity boiler so we aren't seeing the same issues.

**Prespatou School (Attachment)**

*Margaret Wiebe, Administrator*

*Stephanie Parks, Vice-Principal*

- Presentation was made and Prespatou staff responded to questions asked by trustees

**Upper Pine Elementary (Attachment)**

*Palma Vasarhelyi, Administrator*

*Crystal Johnson, Teacher & School Psychologist*

- Presentation was made and Upper Pine staff responded to questions asked by Trustees

## **Governance**

**BCSTA Capital Planning Learning Guide**

*Helen Gilbert, Board Chair*

- All of the BCSTA Learning Guides are on the Board SharePoint for reference
- This guide gives an overview of all of the types of capital funds, different programs we can access funding under and the timelines. It's a holistic look of what goes on in a year
- Ties into the Long Range Facilities Plan which is also on the Board Share Point site for trustee reference

## **Operations**

**Operations Report**

*Angela Telford, Secretary-Treasurer*

- School bus cancellations – decision is made by District Staff (ie. Transportation supervisor in consultation with the Plant Superintendent and the Secretary-Treasurer) based on weather conditions, safety for students, and bus mechanical safety
- Trustee Gilliss – does it necessarily need to be a district-wide cancellation (eg. Hudson's Hope was warmer today and some parents were asking why they were cancelled).
- Upper Halfway Gym Occupancy Permit – what is the hold up? Everything is ready for PRRD to come and inspect the site. Small groups have been given tours
- Trustee Whitton – do we accept used technology donations? Jarrod – donations are made to computer recycle companies and then the school district purchases from them. All classroom computers are refurbished

- Board Office internet upgrade? Jarrod – we are working with Telus on an upgrade that will double the capacity of the whole district as it all runs through the Board Office. As well, NPSS has been upgraded to more capacity. Prespatou and Bert Bowes have also been upgraded, resulting in significant increases in capacity.

### **Preliminary Operating Budget Process**

*Angela Telford, Secretary-Treasurer*

- Nothing new for this year...similar timelines
- Goal is to have the budget adopted by May 21, 2024

# Framework for Enhancing Student Learning

**Prespatou Elementary  
Secondary School**

2023/2024



# Prespatou Elementary-Secondary School



**Student Population: 292**



## **Mission Statement**

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

## **Worth Celebrating!**

### **School-Wide Events**

Pancake Breakfast  
Tea for Moms  
Teacher Appreciation Night  
Christmas Concert



### **Effective Staff Collaboration & Program Implementation**

Buy-in and collaboration with reading groups  
Mathology implementation

# Planning Day



## Staff

### Shape of the Day

9:00 - 9:15	Soft start: Morning Coffee & Chat
9:15 - 10:30	Recent Events: Debrief & Discuss - School-Wide Supports & Action
10:30 - 10:45	Break
10:45 - 12:00	1. Vision for the 2023/2024 School Year (Goals & Plans) 2. Class Reviews - Debrief & Next Steps
12:00 - 12:45	Potluck Lunch
12:45 - 1:45	New Reporting System
1:45 - 3:00	Elementary - Reading Goal (Discussion, Plan of Action & Collaboration) (Bring Plans) Secondary - HHT & Self-Assessment (Discussion, Plan of Action & Collaboration)

## Parents

Pac Meeting – mini Planning Day activity

In conjunction with the skills of our Learning Assistance Teacher, ELL Teacher, Classroom Teachers, and Educational Assistants, we are using our allocated Learning Support Funds to facilitate **purposeful planning, targeted interventions** and **professional growth** in the following areas:



**Reading Interventions**



**Math Programming Supports**



**Purposeful IEPs  
(Development & Implementation)**



**Effective Benchmarking & Data Collection**



**One-to-One Supports (EAs & LAT)**



**Staff Collaboration**

Great focus is being placed on developing students' **reading & numeracy skills.**





# Elementary Reading

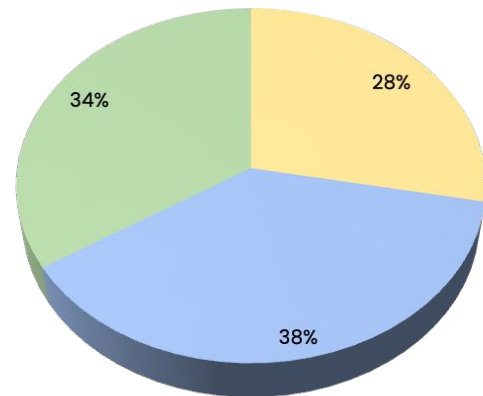
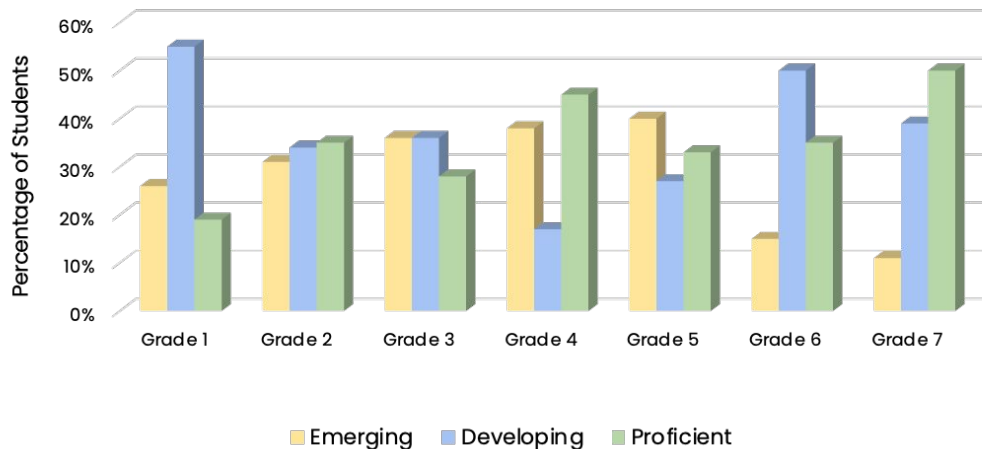
## The Data

### Reading Proficiency (gr. 1 - 7)

October 2023 - Prespatou Elementary-Secondary

### Reading Proficiency (by grade)

October 2023 - Prespatou Elementary-Secondary



Emerging Developing Proficient



## Goal #1 – Improve students' reading and comprehension success.

Observations (What We Noticed)	Strategies (What We Are Doing)	Outcomes (What we hope to see in the future)
<ul style="list-style-type: none"><li>- Limited class-to-class consistency for language, strategies and models used to teach reading</li><li>- Students receiving pull-out supports were missing out on important opportunities to develop classroom language and strategies provided by their in-class teacher</li><li>- Teachers interested in developing purposeful collaboration between ELL, LAT and classroom teachers</li></ul>	<ul style="list-style-type: none"><li>- Reading Groups (4x weekly   on rotation)</li><li>- Working toward providing more opportunities to read, especially at the secondary level (current: scheduled library times)</li><li>- High-interest and level-appropriate resources (Magazines, graphic novels and areas of interest)</li><li>- Training and supporting classroom teachers in completing reading assessments</li><li>- Teaching Reading Strategies (Reading Recovery, Heggerty)</li><li>- ELL &amp; LAT supports (1:1 and small groups) for "Red Zone" students</li></ul>	<ul style="list-style-type: none"><li>- Ultimate goal is to have 100% of students display growth</li><li>- Classroom teachers collect current reading assessments to help recognize and act on students' reading difficulties (data collection: Oct/January/May)</li><li>- Students displaying greater interest in reading</li><li>- Greater teacher confidence in teaching reading strategies and assessing skills</li><li>- A trend of improving FSA results in Grade 4 and Grade 7</li></ul>

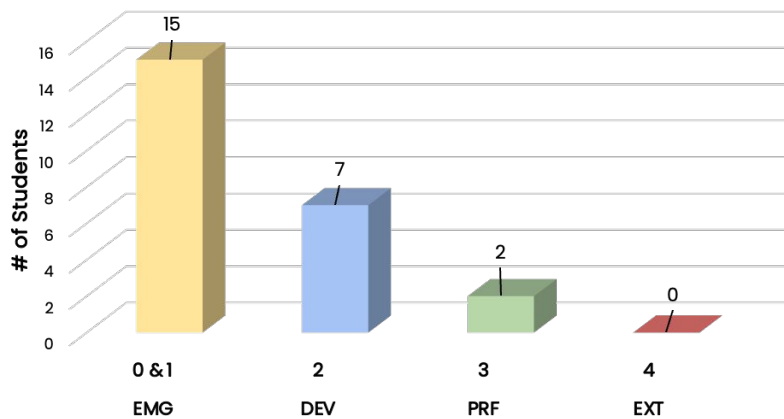


# Numeracy

## What are we focusing on this year?

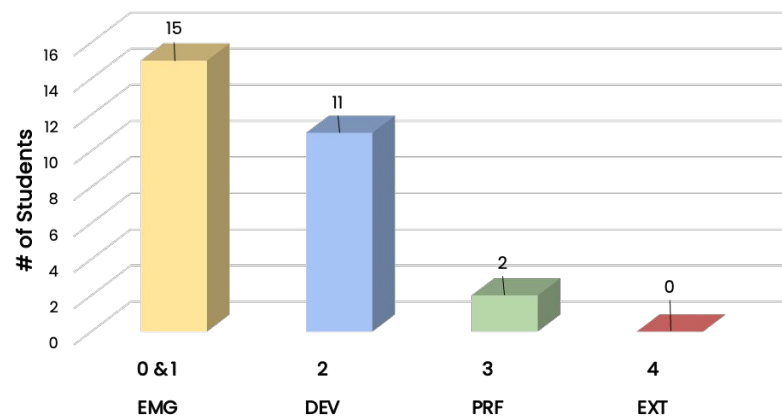
- New Numeracy goal
- Building shared language & practice through the Mathology program
- All staff purposefully planning daily math lessons that align with curriculum

**Grade 4 Numeracy FSA Score Averages (Nov. 2023)**



FSA Scores: Points Average (1 - 4) & Proficiency Scale

**Grade 7 Numeracy FSA Score Averages (Nov. 2023)**



FSA Scores: Points Average (1 - 4) & Proficiency Scale



**Goal # 2** – Improvements being made in basic, grade-level operational skills, while displaying heightened levels of perseverance and independence.

Observations (What We Noticed)	Strategies (What We Are Doing)	Outcomes (What we hope to see in the future)
<ul style="list-style-type: none"> <li>- Challenges with number sense &amp; base-ten concepts</li> <li>- Struggles with fast Math facts (+, -, x &amp; /)</li> <li>- Many students displaying skills below grade level</li> <li>- Reluctance to initiate problem-solving independently</li> <li>- Need for enhanced mental Math strategies and abilities</li> <li>- Difficulties in effectively utilizing manipulatives to support problem solving</li> <li>- Lack of engagement in lessons</li> <li>- Lack of confidence surrounding Math skills</li> </ul>	<p>Curriculum and Resources:</p> <ul style="list-style-type: none"> <li>- Mathology</li> <li>- Building Fact Fluency</li> <li>- Daily Math lessons</li> <li>- Offer a variety of manipulatives (10-Frames, Number Lines, Blocks, etc.) and teach students how to effectively utilize them</li> </ul> <p>Instructional Approaches:</p> <ul style="list-style-type: none"> <li>- Hands-on Activities</li> <li>- Small group &amp; 1:1 instruction</li> <li>- Math Centres</li> <li>- Cross-curricular integration</li> <li>- Real-life examples and tactile experiences</li> </ul>	<p>Attitudes and Confidence:</p> <ul style="list-style-type: none"> <li>- Positive outlook towards math classes</li> <li>- More confidence and independence</li> </ul> <p>Foundational Skills:</p> <ul style="list-style-type: none"> <li>- Improvements in fast Math facts/skills</li> <li>- When stuck, students demonstrate an ability to implement a variety of strategies to problem-solve</li> </ul> <p>Communication and Explanation:</p> <ul style="list-style-type: none"> <li>- Demonstrating an ability to explain "why?"</li> <li>- Growth in shared mathematical vocabulary</li> </ul>



**Goal # 3** – Students will deepen their social-emotional skills and work toward becoming socially responsible citizens, as they move through school and life.

<b>Observations</b> (What We Noticed)	<b>Strategies</b> (What We Are Doing)	<b>Outcomes</b> (What we hope to see in the future)
<ul style="list-style-type: none"><li>- Reports of low self-confidence, especially surrounding academic abilities</li><li>- Increase in challenging behaviours and negative attitudes toward school and learning, in general</li><li>- Challenges with attendance, beyond contextual reasons (farming, hunting, etc.)</li><li>- Struggles with self-regulation, especially during unstructured times</li></ul>	<ul style="list-style-type: none"><li>- Proactive Brain Breaks &amp; Sharing Circles</li><li>- Fostering self-confidence &amp; self-esteem by using strength-based language in report cards</li><li>- Modelling positive self-talk</li><li>- Morning check-ins with students</li><li>- Zones of Regulation</li><li>- Growth Mindset strategies</li><li>- Consistent, whole-school expectations</li><li>- HHT - Healthy Habit Time</li><li>- Middle-Years Development Index (MDI)</li><li>- Supplemental SEL survey for all students</li></ul>	<ul style="list-style-type: none"><li>- Improving visible social-emotional health (i.e. decreases in challenging behaviours, improved attendance, etc.)</li><li>- Visible increases in students' emotional intelligences (i.e. using proactive, self-soothing strategies to problem solve, increases in the use of verbal communication rather than physical physically to problem solve, less reports of bullying-behaviour)</li><li>- Positive improvements illustrated on MDI and school-based survey</li></ul>



**Goal # 4** – Students will work on developing an understanding of the connection between school and real-world career opportunities.

Observations (What We Noticed)	Strategies (What We Are Doing)	Outcomes (What we hope to see in the future)
<ul style="list-style-type: none"><li>- Emergent stages of developing key transferable skills required in many workplaces</li><li>- High student interest in learning more about the trades</li><li>- Parents wanting to help by offering funding</li><li>- PAC interest surrounding this topic</li></ul>	<p>Secondary</p> <ul style="list-style-type: none"><li>- Work-experience opportunities</li><li>- Dual Credit Program</li><li>- Project Heavy Duty</li><li>- Incentives to graduate</li><li>- Changes in language use: Move from “dropping out” to “transitioning to employment”</li></ul> <p>Elementary</p> <ul style="list-style-type: none"><li>- Classroom teachers delving deeper into Career Ed curriculum</li></ul> <p>Whole-School</p> <ul style="list-style-type: none"><li>- Opportunities for students to talk about their learning, strengths &amp; struggles</li><li>- Project-Based Learning</li></ul>	<ul style="list-style-type: none"><li>- Have a 100% transition from Grade 9 to Grade 10</li><li>- Provide contextually relevant Career Education course work</li><li>- Career and Post-Secondary Education Counselling supports</li><li>- Strength-based and career oriented language</li></ul>



# Communication Plan

## Ongoing Parent & Staff Communication

### Current Strategies:

1. PAC & Staff Meetings
2. Monthly Newsletters
3. Direct parent-teacher and parent-principal communication regarding learning and behaviour
4. Week Ahead document for staff - Community Concerns

### Working toward...

1. Increasing communication from teachers to families regarding in-class learning (classroom newsletters)
2. Updated Website
3. Holding Open Houses & School Visits
4. Proactively communicating with parents regarding concerns surrounding behaviour and learning
5. Communicating with families for celebratory/positive reasons



# Upper Pine Elementary & Junior Secondary Framework for Enhancing Student Learning Presentation January 15th, 2024

- **News** - weekly live newsletter through MyEd BC
- **Website** - <https://upperpine.prn.bc.ca/>
- **Facebook page** - <https://www.facebook.com/sd60up/>



## Mission Statement

"Dream where you want to be, Learn how to get there."

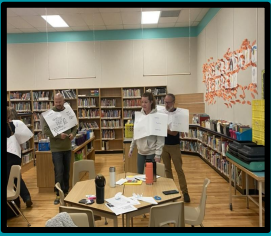




# FESL - Transitioning Into My Second Year

## -Goals-

- I had to observe and learn the existing processes last year in order to understand the Framework. (inherited the document)
- Setting new goals - collaboratively
- Streamline the systems that are in place
- Maintain an efficient and sustainable communication between the school and the parents.
- Develop a relationship between the Doig and Blueberry River First nations through the Education Coordinators.



# Building Connections



- **Focus on building relationships with and connections between:**
  - Students (names, siblings, interests)
  - Staff (existing and new)/Support Staff (interests, strengths, beliefs, dynamics between staff)
  - Parents (open house, cross-country run, sport events, Christmas Concert, Dance Residency)
  - PAC
  - Bus drivers
  - Doig and Blueberry Rivers First Nations
  - All support systems that envelope our school to become successful and operational: outside agencies and the different departments at the board office



# Framework Planning - Process - A Year of Learning....

- **School Planning day - September**

- Connecting and welcoming new staff members
- Look at current school data
- Collaboratively decided to change the goals and make adjustments to the document
- Class Reviews to understand the needs of the classes with support of the SEL Team

- **We established Weekly School Based Team Meetings**

- Collaboratively working with the SEL team, LAT, and teachers to identify where the support is most needed and how to go about it

- **Staff Meeting - Framework updates and ongoing planning with staff**

- Consistently monitoring the needs of the classes
- Reaching out to parents consistently whose children have the highest absenteeism
- Looking at absenteeism data for patterns.

# Literacy Goal - Improving comprehension and fluency in grades K-8

- Targeted small group instructions
- “At risk readers” - Collaboration between Primary teachers, LAT, ELL and Reading Support Teacher
- Guided Reading groups supported by ELL teacher, LAT, Reading Support Teacher
- Heggerty K/1 Pilot, UFLI Foundations
- Collaboration between all reading support teachers to check in and continuously adjust the groups as necessary
- Home Reading Program
- SMART Learning strategies
- Daily journaling with and without prompts
- Buddy classes to help with reading

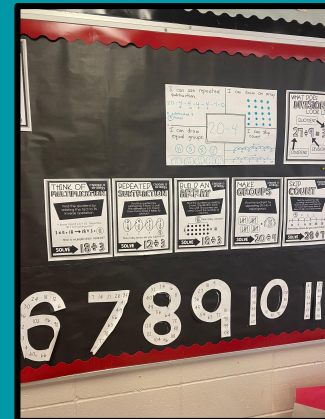
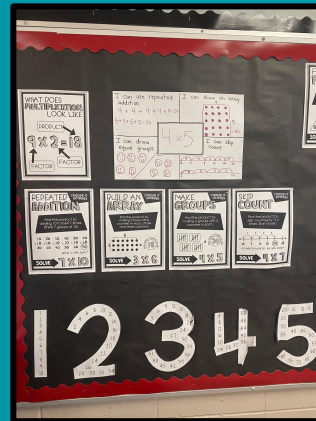
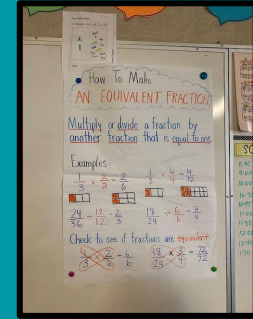




# Numeracy Goal

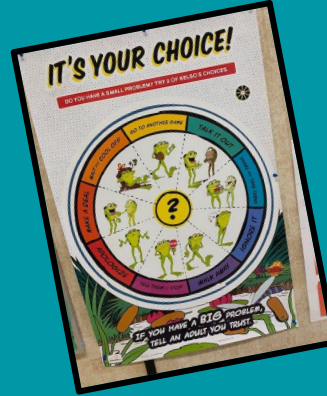
- To improve students' performance regarding their independence, knowledge, skills and attitudes related to Mathematics and problem solving

- Mathology and Stanhouse Fact Fluency Program
- Explore Primary MAPS for assessment and instruction
- Daily math facts practice
- Regular practice with word problems
- Review math manipulative access in each classroom and update resources where needed - in progress



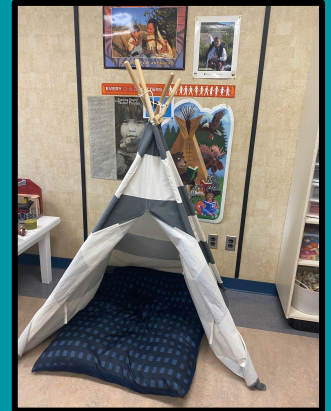
# Human & Social Development Goal - *Increase student social/emotional well being*

- School-wide Spirit Activities
  - monthly
- EASE Program, Kelso's Choice
  - Modelled by SEL worker
- Breakfast Program with the support of Apple Schools
- School wide swimming program from Apple Schools
- Community events
- House Color Team Activities
- Assemblies to check in, celebrate, rewards based on SOAR values



# Indigenous Learning & Other Supports

- Literacy Support in classrooms and in small groups
- Challenge - ISSW position is still open
- Cultural activities/lessons in classrooms by teachers
- Lessons embedded in classroom teaching
- Continue to monitor our Indigenous student data
- Welcoming the Blueberry River First Nation (BRFN) Students at 8:00 am
- Relationship building between the school and the families
- BRFN 10, DRFN10, off Reserve 39 students





# Transportation Teamwork



- **Transportation - Buses**

- 7 Buses are bringing our students to school
- The Bus from the BRFN arrives at 8:00 am, all of the other busses arrive between 8:30-8:40
- All teachers are responsible to lead their classes out to the bus line as soon as our warning bell goes
- At the end of the day the students stand in line front of the school in their bus lines and they are lead to their bus by a teacher
- This process was created by the teachers and we can have the buses leave within 10 min from the time we start walking to the buses
- This cut down on the stress of the bus drivers as they have to connect to other buses
- Student fatigue
- Food
- Drivers

# Thanks PAC & Upper Pine Community

- Milk Program
- Fundraising -
  - Focusing on new playground equipment
  - School wide Crafts for Christmas and Easter
  - 4x \$250 to apply for in each quarter to support a classroom teacher
  - Hot Lunch Program (The HLP Coordinator resigned)



# What's Next.....

- Focus on the Numeracy Goals
- Set up collaboration time for staff to meet regularly (difficult-TTOC shortage)
- Continue to Update and monitor the school based literacy data for “At Risk Readers”
  - More frequent check-ins

