

MINUTES SCHOOL DISTRICT NO. 60 (Peace River North)

REGULAR MEETING

Monday, January 22, 2024
5:30 p.m.

Present: Helen Gilbert, Chair – Board of Education (Area 5)
Madeleine Lehmann, Vice-Chair (Area 1)
Ida Campbell, Trustee (Area 4)
Nicole Gilliss, Trustee (Area 3)
David Scott-Moncrieff, Trustee (Area 2)
Bill Snow, Trustee (Area 5)

Carleen Andrews, Director of Instruction
Angela Telford, Secretary-Treasurer
Leah Reimer, Recording Secretary

(Guests/Media)

Gwen Bourdon
Emily Bartsch
Deborah Johnson

Regrets: Tom Whitton, Trustee (Area 5)
Stephen Petrucci, Superintendent of Schools



This Regular Board Meeting will be recorded and uploaded to our district website

Disclaimer: The definitive documentation and decisions of the Board are documented in the meeting minutes

Any use of an electronic device such as a computer or cell phone is related to the business of the meeting

The core values that guide the work of the school district are *RESPECT, COMPASSION, HONESTY, RESPONSIBILITY, and RELATIONSHIPS.*

Call to Order Chair Gilbert called the meeting to order at 5:33 p.m.

Acknowledgement that today's Board Meeting is being held within the traditional territory of the Dane Zaa and Treaty 8.

Agenda

Approval of the Agenda

Motion #01-24

Scott-Moncrieff/Snow
THAT the agenda be accepted as presented with the following addition:

New Business

Regional Science Fair Cancellation – *Trustee Gilliss*
CARRIED.

Presentations/Delegations

None

Trustee Engagement/Celebrations

At this time, opportunity was given for Trustees to report on activities undertaken and/or information of interest:

Trustee Campbell (Area 4)

- PAC meetings at liaison schools
- Strategic Planning session at the Taylor PAC Meeting...one district councilor was in attendance
- Equity Scan

Trustee Gilliss (Area 3)

- Volunteered for the Hudson's Hope PAC Winter Fun Day
- Strategic Planning session/breakfast at Hudson's Hope School...two district councilors were in attendance
- Hudson's Hope morning assembly – spoke with students, encouraging them to enter the district speech competition...Hudson's Hope School has not had participation in this for some time

Vice-Chair Lehmann (Area 1)

- Labour Management Meeting
- Clearview Arena AGM – will forward minutes to the Secretary-Treasurer

Trustee Scott-Moncrieff (Area 2)

- Upper Pine going well
- Prespatou getting ready for grad
- Been in contact with Wonowon & Buick schools as well

Trustee Snow (Area 5)

- Visited all liaison schools
- NPAA Meeting
- SUPAC meeting tomorrow
- Volunteered at some schools before Christmas

Trustee Whitton (Area 5)

- *Regrets*

Chair Gilbert (Area 5)

- NPSS Christmas Luncheon
- SWIS Open House
- Skating with Baldonnel students
- Hudson's Hope School for Pancake Breakfast and Strategic Planning session
- District Joint Health Safety Committee meeting
- Board Chair Call – January 28 (reporting In-Camera)

Minutes of the Regular Board Meeting

Approval of the Minutes

Motion #02-24

Snow/Scott-Moncrieff
THAT the Regular Meeting Minutes of December 18, 2023 be adopted.
CARRIED.

Business Arising from the Minutes

The following business arose from the above noted Minutes:

None

Approval of Excerpts

Motion #03-24

Campbell/Gilliss
THAT the excerpts from the November 20, 2023 In Camera Meeting Minutes be approved and appended to these Regular Meeting Minutes.
CARRIED.

Announcements & Reminders

January 23	SUP-PAC Meetings (<i>Snow/Scott-Moncrieff</i>)	12:00 p.m.	Board Room
January 25	BCPSEA AGM		Virtual
February 2	Prespatou Graduation		Prespatou
February 2	NID Day Pro-D (District – Semester Turnaround)		
February 2/3	Northern Interior Branch (NIB) AGM		Prince George
February 9	Partner Liaison Meetings		Vancouver
February 5	COTW Meetings	12:30 p.m.	Board Room
February 19	Family Day		
February 20 (Tues)	Board Meetings	5:30 p.m.	Board Room
February 24	Provincial Council		Virtual
February 26	NPAA Meeting	4:45 p.m.	Dr. Kearney
February 27	SUP-PAC Meeting (<i>Campbell/Gilbert</i>)	12:00 p.m.	Board Room
March 1	NID Day (Reporting Writing)		
March 4	COTW Meetings	12:30 p.m.	Board Room
March 13/14	Early Dismissal Days		
March 11	Board Meetings	5:30 p.m.	Board Room
March 18-28	Spring Break		

Senior Staff Reports

Superintendent’s Report – presented by Carleen Andrews, Director of Instruction

A written and electronic report was presented. Topics discussed and reported included:

Human Resources Summary for Teachers & AO’s

- For information purposes

Superintendent’s Report (*Attachment*)

- Presented the MDI (Middle Development Instruction) Grade 5 & 8 and YDI Summaries
- Discussion around concerns in some of the data with students and comparisons in years going forward with potentially some of the same cohort

- How to we make a change? Carleen – by developing social and emotional skill sets and looking at our school environment. What do students see as connection to an adult? Drilling into that and having conversations with students.
- Discussion around lack of sleep, with some students needing to get up early to get on the bus; would be good to look at data from comparative districts

ACTION: Carleen will send the links to the survey questions to trustees for further information

Out of District Field Trips

- See motion below

Motion #04-24

Campbell/Scott-Moncrieff
 THAT the Board accept the Superintendent’s Report with the exception of Out of District Field Trips.

CARRIED.

Motion #05-24

Snow/Lehmann
 THAT the Board accepts the Out of District Field Trips as presented.

CARRIED.

Secretary-Treasurer’s Report

A written report was presented. Topics discussed and reported included:

Finance Update to December 31, 2023

- For information purposes
- Numbers are reflecting the Preliminary Budget until we pass the Amended Budget
- Alberta Students (approximately 8) at Clearview School – Peace River School District is not sending additional funding for transportation this year as they have in the past. Continue to be in discussion with them around the process change at their end.

2024-2025 Operating Budget Consultation Process

- For information purposes

Statement of Financial Information Report

- Submitted to Ministry in December 2023

Ministry Funding Update

- Estimated 6,020 enrolled in brick and mortar schools. We had 5,814 students...a difference of 206 FTE; this translates into a \$1.4 million variance when taking all funding into consideration.

Financial Comparison Between Districts

- Comparison was done with “like-size” districts around the province and then with other “northern” districts
- Chair Gilbert – in reference to Rural and Remote, would like to see another “medium rural climate” district in comparison with ours
- A “typo” was noted in the Northern Districts comparison under Cariboo-Chilcotin’s Total Operating Revenue

ACTION: The Secretary-Treasurer will make the correction and send out to trustees

Human Resources Summary Report

- For information purposes

Motion #06-24

Snow/Scott-Moncrieff

THAT the Board accept the Secretary-Treasurer's Report.

CARRIED.

Reports of Regular Committee of the Whole Meeting

Approval of the Minutes – January 15, 2024

Motion #07-24

Snow/Lehmann

THAT the Board accept the Regular Committee of the Whole minutes of January 15, 2024 and its recommendations

CARRIED.

Business Arising from the Minutes

The following business arose from the above noted Minutes:

None

Policy Committee

Motion #08-24

Policy 1010 Trustee Code of Conduct

Scott-Moncrieff/Snow

That Policy 1010 Trustee Code of Conduct be adopted.

CARRIED.

Motion #09-24

Policy 3008 Ordinarily Residence

Whitton/Scott-Moncrieff

That Policy 3008 Ordinarily Residence be adopted.

CARRIED.

Motion #10-24

Policy 2012 Student Withdrawal

Campbell/Snow

That Policy 2012 Student Withdrawal be adopted.

CARRIED.

Motion #11-24

Policy 7018 Child Care Policy

Lehmann/Campbell

That Policy 7018 Child Care Policy be adopted.

CARRIED.

Motion #12-24

Policy 4035 Public Interest Disclosure Act (PIDA)

Campbell/Gilliss

That Policy 4035 Public Interest Disclosure Act (PIDA) be adopted.

CARRIED.

Other Reports

BCSTA

- NIB – February 2 & 3, 2024 in Prince George
- Partnership Liaison Committee Meeting on February 9, 2024
- Provincial Council (virtual) is February 24, 2024
- AGM is April 18 – 21, 2024

- Trustee Academy – presentations are available on the Portal under “Files and Documents”

BCPSEA

- AGM on January 25, 2024 (virtual) – Vice Chair Lehmann, Trustee Whitton and Angela Telford will be attending

Board Pro-D Committee

- Awaiting opening of registration and presentation of agenda for the CSBA Conference

Correspondence

None

Unfinished Business

Strategic Planning

- Survey link closes on January 26, 2024

The following unfinished business arose from the previous meeting minutes:

None

New Business

NEW - Regional Science Fair Cancellation

Trustee Gilliss

- Received an email from the Hudson’s Hope administrator that it has been cancelled due to lack of volunteers
- Concerned that another extra-curricular activity is not available for students
- What was the reach out prior to cancellation and is there a possibility that this could still happen if they got more volunteers?

ACTION: Board Chair will look into the background of the cancellation and bring back as a future agenda item

PRNTA Update – Michele Wiebe, President

Not present

CUPE Local #4653 Update – Jennie Copeland, President

Not present

District Parent Advisory Council (DPAC) Report – President

Not present

Questions from Press/Public

At this time, opportunity was given for questions from the press

There was a notification on social media about a SOGI Information Session that was then cancelled...will it be rescheduled?

Board Chair – not at this time

Suspension & Move into In-Camera Meeting

Motion #13-24 Scott-Moncrieff/Snow
 THAT the Board suspend the Regular Meeting and move into the In-Camera Meeting.
CARRIED.


Motion #14-24 Snow/Scott-Moncrieff
 THAT the Board resume the Regular Meeting and those Motions made In Camera be brought forward for implementation.
CARRIED.

Adjournment

Motion #15-24 Snow/Lehmann
 THAT the meeting be adjourned. (7:44 p.m.)

HELEN GILBERT, CHAIR,
BOARD OF EDUCATION

ANGELA TELFORD,
SECRETARY-TREASURER



MDI Grade 5 & 8 Summary YDI Grade 11 Summary

Erin Carlstrom – MDI District Lead

HUMAN
EARLY LEARNING
PARTNERSHIP



Territorial Acknowledgment

We recognize that we are living and learning on the traditional territory of the TSAA? CHE' NE DANE (Dane-zaa) within Treaty Eight.





TIMELINE OF DEVELOPMENT

Birth

Early
Childhood

Middle
Childhood

Adolescence

1-2 Years



TDi

**Toddler Development
Instrument**

Parent & Caregiver Questionnaire

Kindergarten



CHEQ

**Childhood Experiences
Questionnaire**

Parent & Caregiver Questionnaire

Kindergarten



EDi

**Early Development
Instrument**

Teacher Questionnaire

Grades 4-8



MDi

**Middle Years Development
Instrument**

Student Questionnaire

Grade 11



YDi

**Youth Development
Instrument**

Student Questionnaire



Grade 8 – 5th year

(4 years grade 7)

(1 year grade 8 - this year)

MIDI





Grade 11, Pilot

– our 1st year

YDI





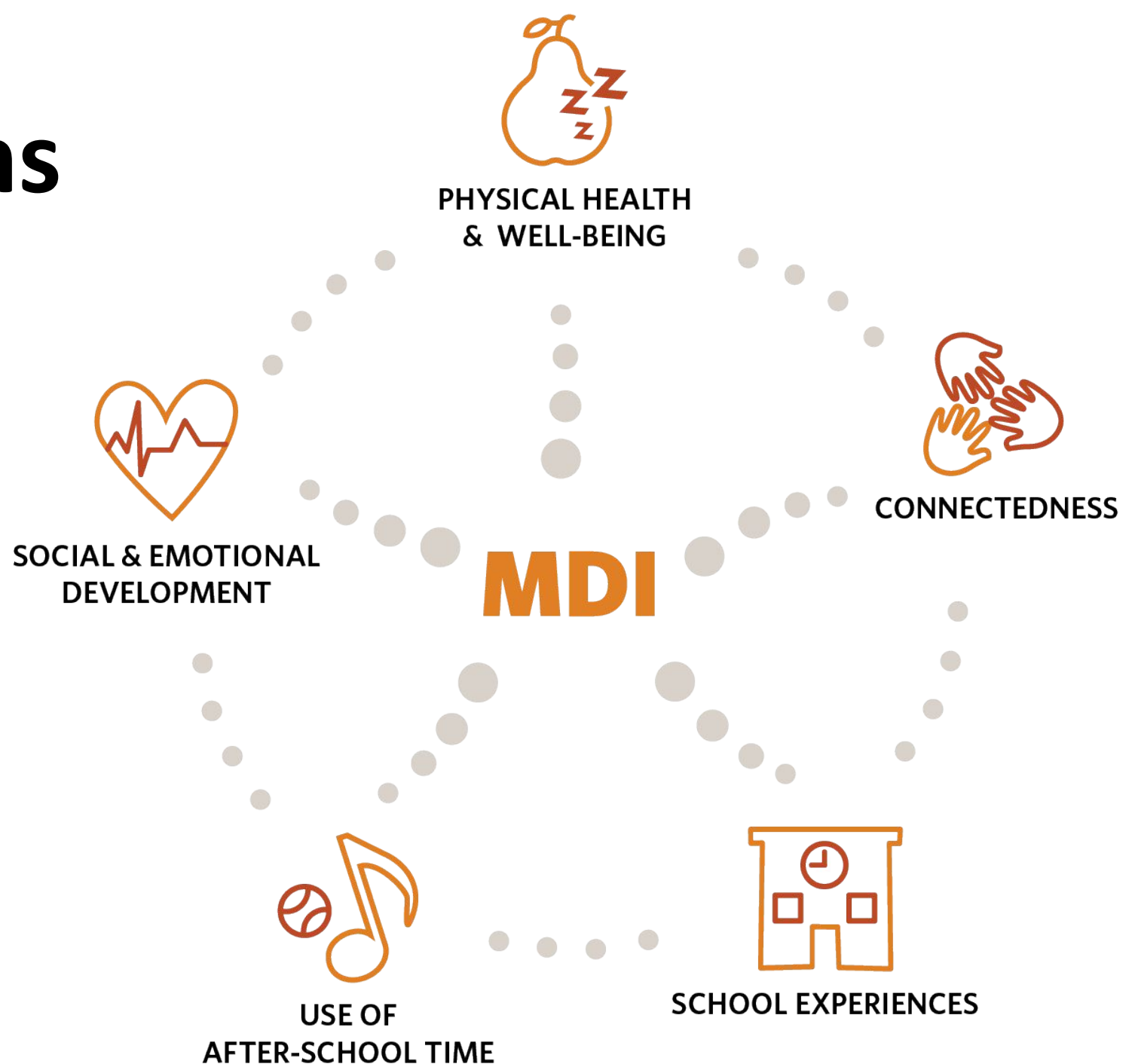
Why is it important?

YDI Objectives

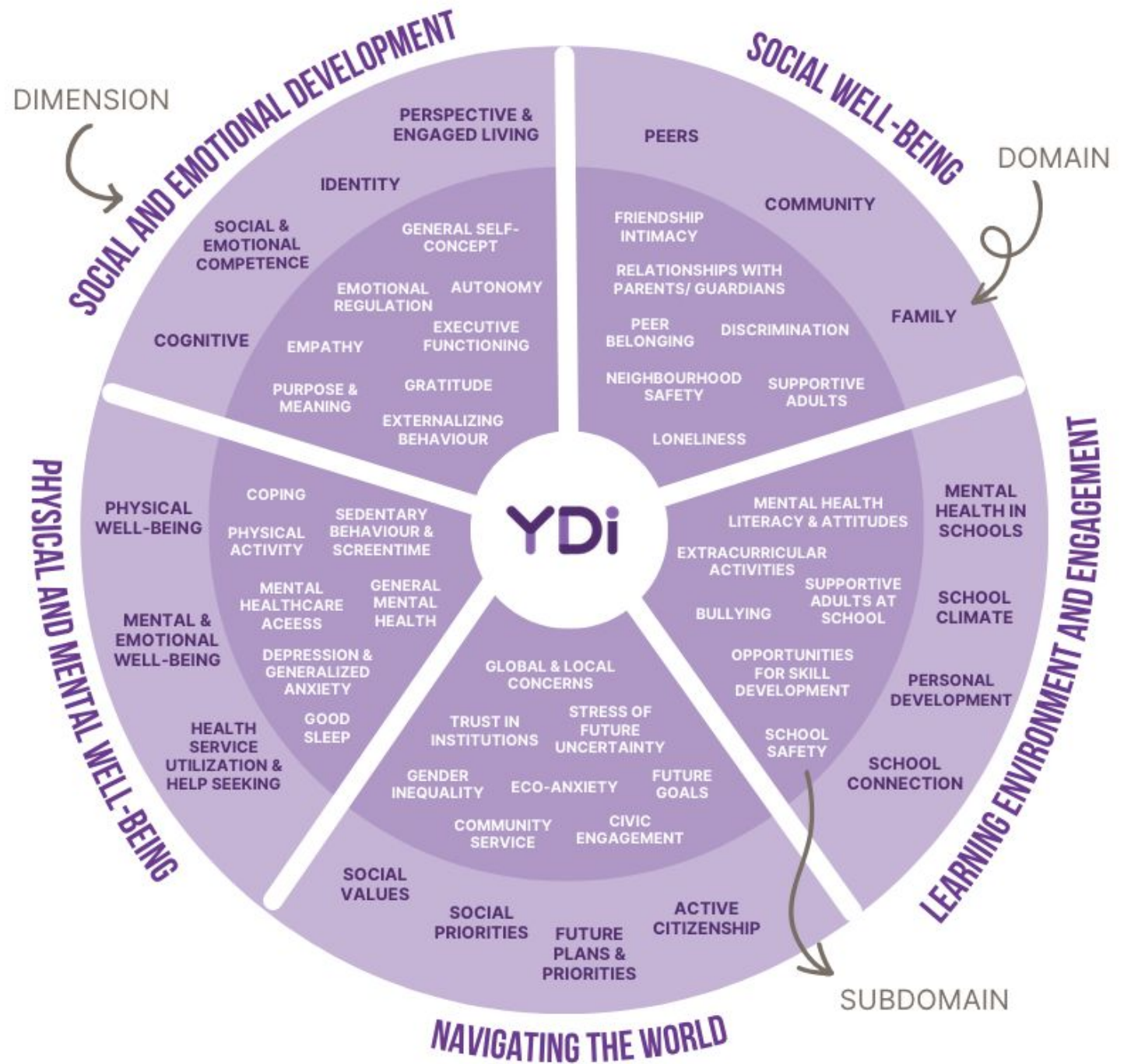
- ▶ Create a free-of-cost self-report **survey** to measure youth well-being, resilience, and positive mental health among secondary students
- ▶ Identify **key assets** developed during adolescence that create foundations for positive mental health and well-being trajectories
- ▶ Provide education, health, clinical and community partners with tools to understand and address youth well-being
- ▶ Link YDI data to **past student responses** in childhood and early adolescence and **prospectively to health services data** to identify factors that predict youth flourishing

MDI Dimensions

Measures areas of development strongly linked to well-being, health and academic achievement



YDI Dimensions and Domains



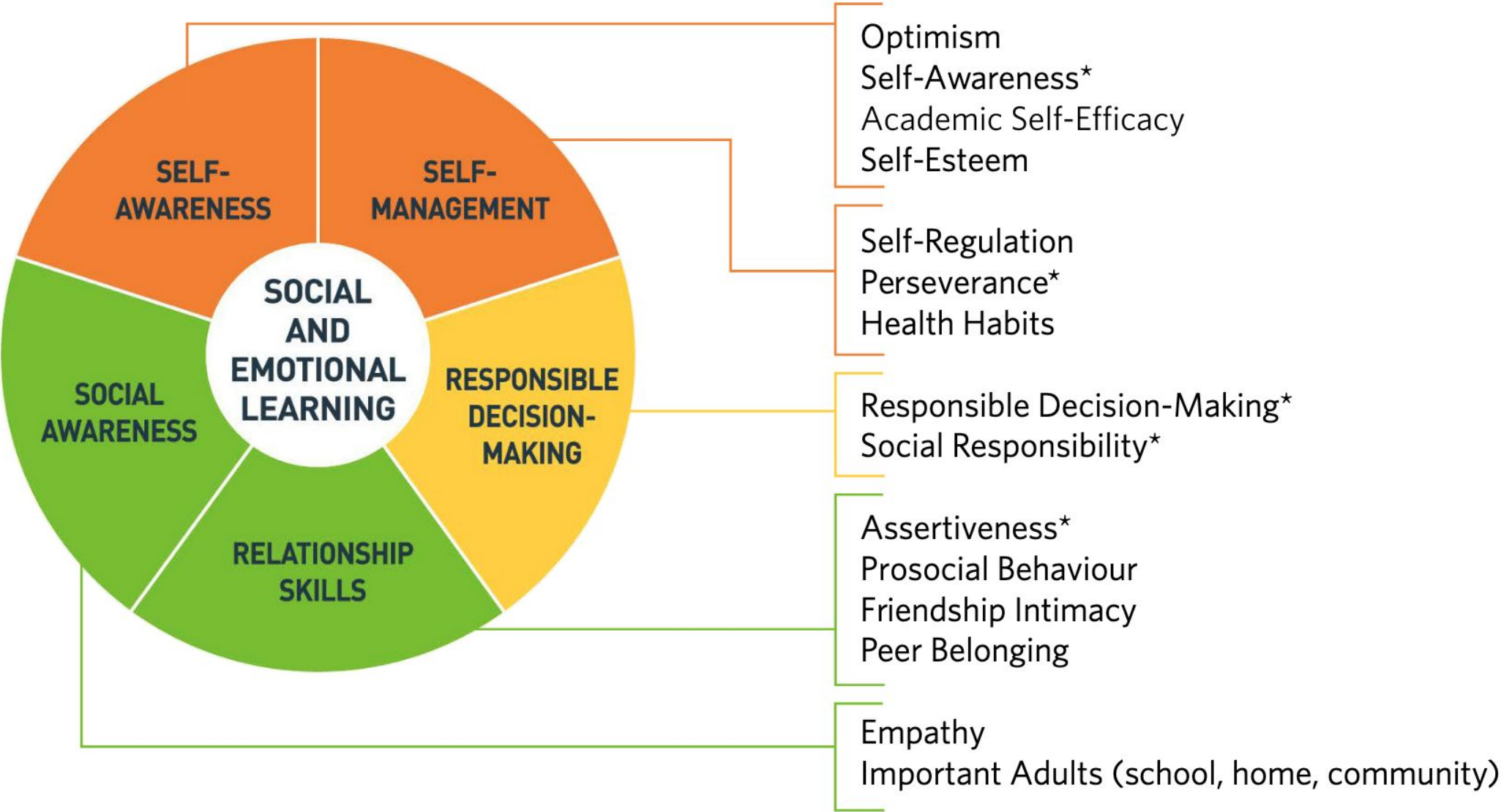


BC Curriculum's Personal and Social Core Competencies



CASEL SOCIAL & EMOTIONAL LEARNING SKILLS

MDI MEASURES *Grade 6/7/8



A group of diverse people, including an older man, a young boy, and several adults, are holding hands in a circle on a grassy field. The scene is outdoors with trees in the background. The text is overlaid on the left side of the image.

Developed through a

collaborative process

- scientific experts
- teachers
- children
- community members

Self-Report Survey



Used at a Population Level

NOT used as an Individual Diagnostic Tool



**Relationships are
central**



Transitional Times in development

- Cognitively
- Socially
- Academically
- Physically



Development of the Whole Child



Multiple Contexts

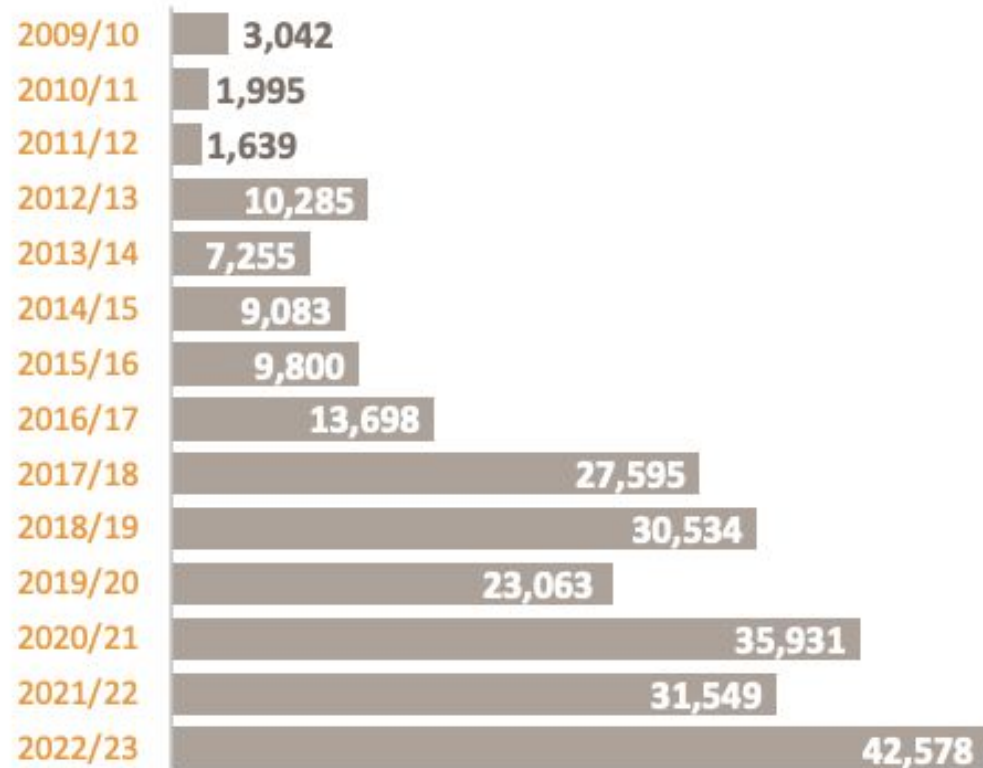
- Schools
- Families
- Neighbourhoods
- After-school time





**Children's
Voices**

MDI Participation 2009/2010 – 2022/2023



2022/23 Grade 4: 6,765 Grade 5: 12,415 Grade 6: 6,428
Grade 7: 4,901 Grade 8: 12,069

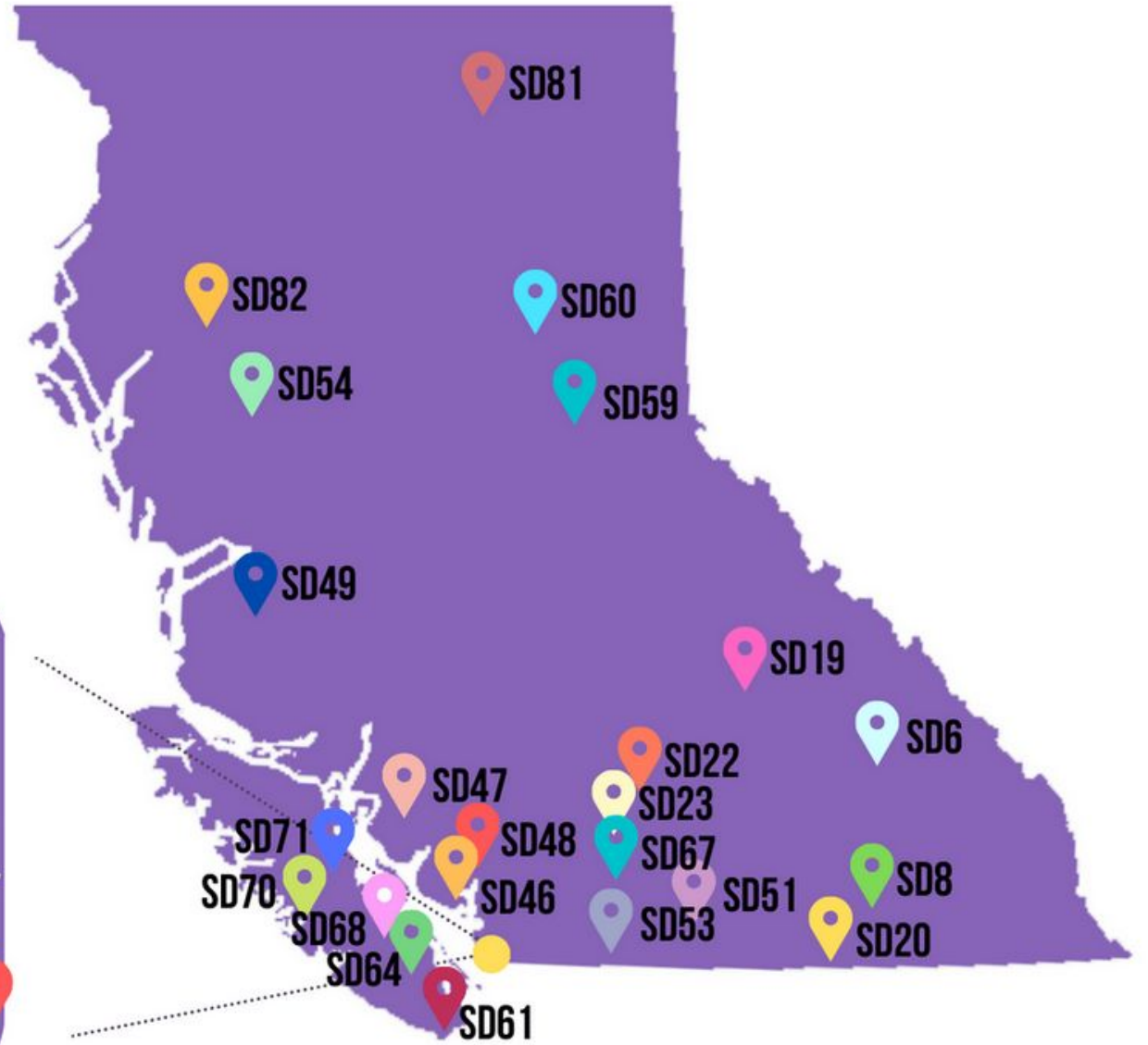
Total overall: 248,047



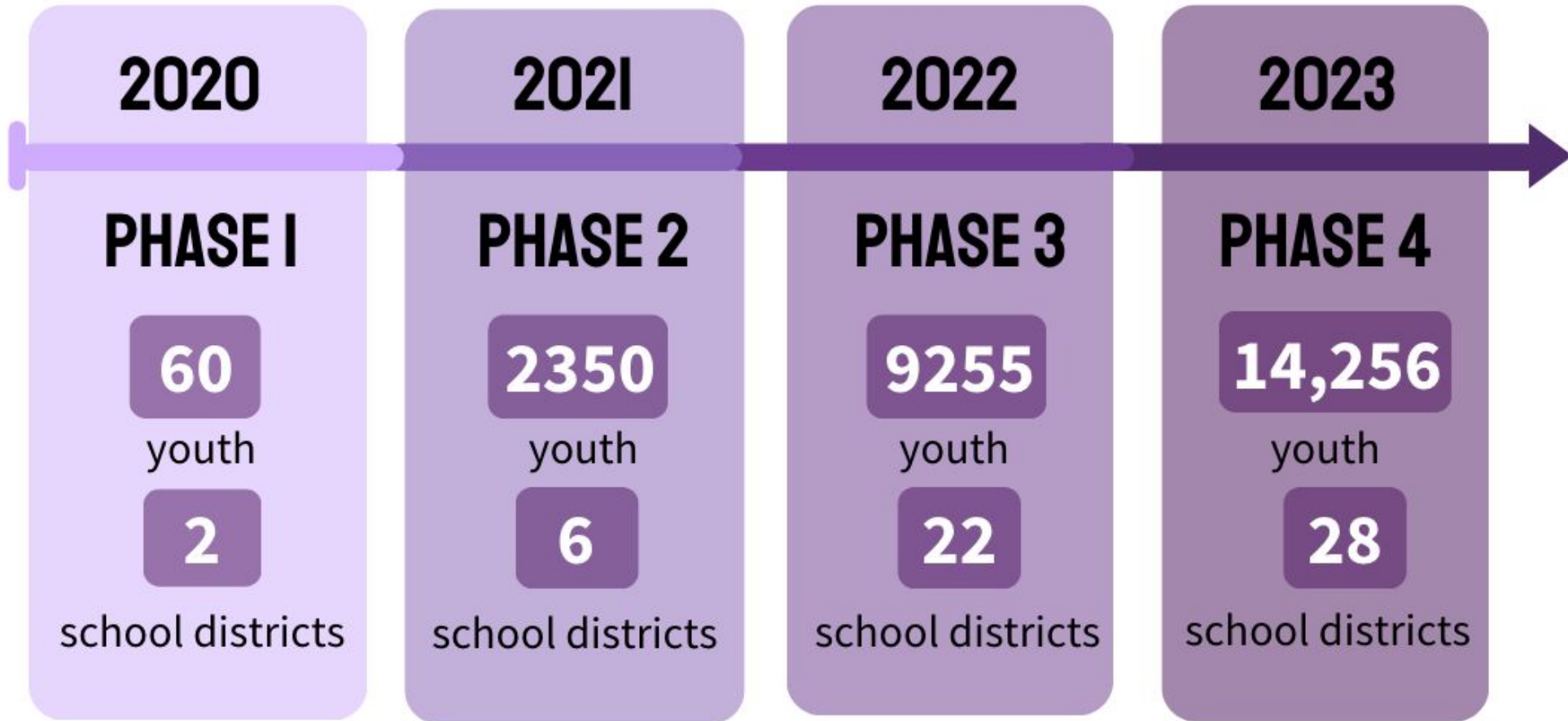
YDi

2023

147 Schools Across 28 School Districts



$N = 14,256$



Hopes...

- That we see ourselves (and others) as having the potential to make a positive difference in children's lives
- Our conversations and actions are research-based and evidence-informed
- We capitalize on our collective expertise and wisdom to help make better, deeper sense of child-reported evidence



Data: A collection of stories

Invitation to look at your school data with openness, curiosity, and vulnerability

“I wonder...”

“I’m curious...”

“It’s interesting that...”

What are the stories our students are telling us?

Really try to resist explaining “why”

Demographics – MDI District

2022/2023 RESULTS FOR PEACE RIVER NORTH

DEMOGRAPHICS

Population		Gender Identity	
Total Sample	378	Boys	57%
Participation Rate	78%	Girls	39%
		In Another Way	5%
Languages Spoken at Home			
First Nations, Métis or Inuit	1%	Mandarin	1%
Cantonese	0%	Punjabi	1%
English	92%	Spanish	2%
French	3%	Filipino/Tagalog	4%
Hindi	0%	Vietnamese	0%
Japanese	1%	Other	9%
Korean	1%		

The Well-Being Index (MDI)

Optimism
Self-Esteem
Happiness

Absence of Sadness
General Health

Low Well-Being

Children who are reporting negative responses on at least 1 measure of well-being.



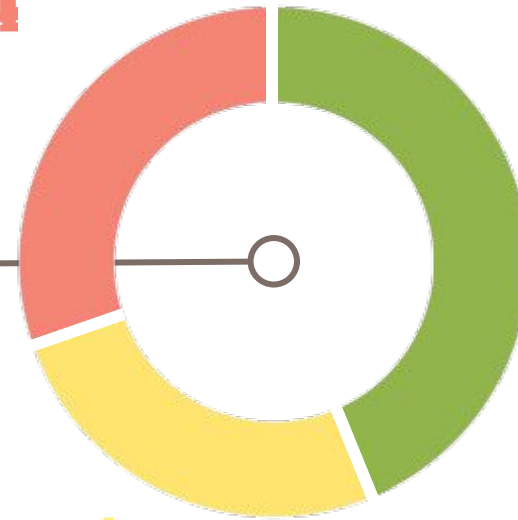
Medium Well-Being

Children who are reporting no negative responses and fewer than 4 positive responses.



High Well-Being (Thriving)

Children who are reporting positive responses on at least 4 of the 5 measures of well-being and have no low-range responses.



SD60 Grade 5 MDI Data

WELL-BEING INDEX

The Well-being Index combines MDI measures relating to children's physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children's mental and physical health.

- MEASURES**
- Optimism
 - Happiness
 - Self-Esteem
 - Absence of Sadness
 - General Health



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.

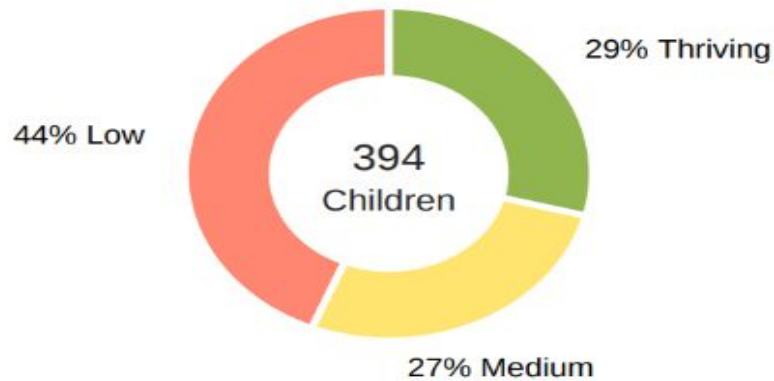


Medium Well-being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

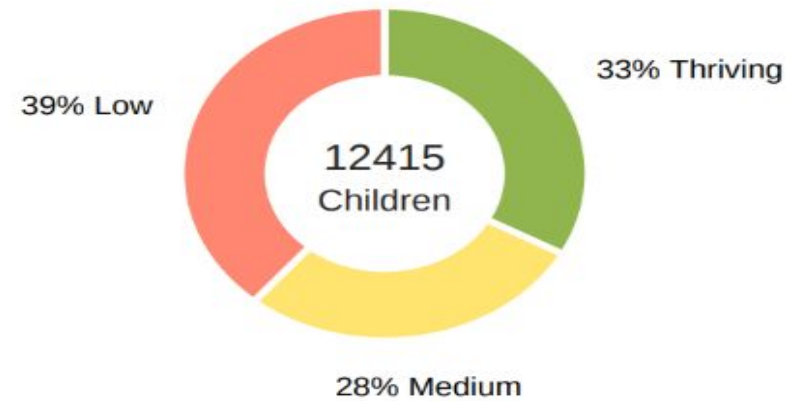


Low Well-being
Children who score in the low range on at least 1 of the 5 measures of well-being.

PEACE RIVER NORTH



ALL PARTICIPATING DISTRICTS



SD60 Grade 8 MDI Data



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

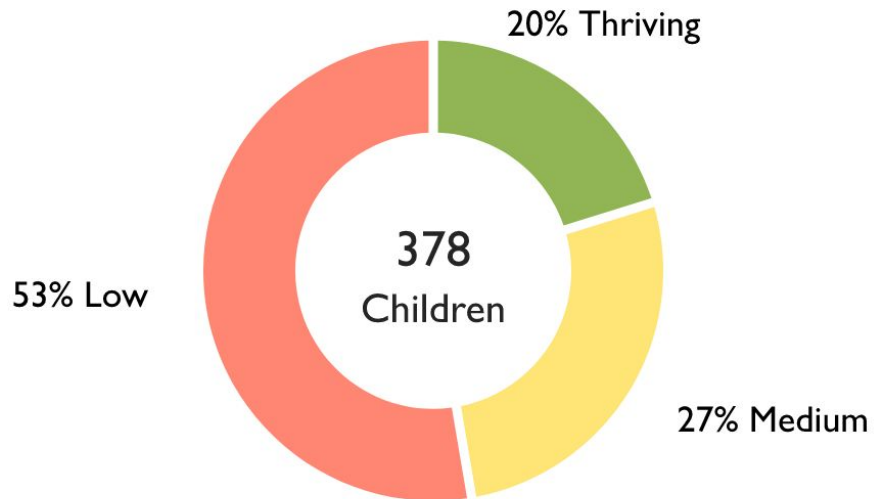
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.



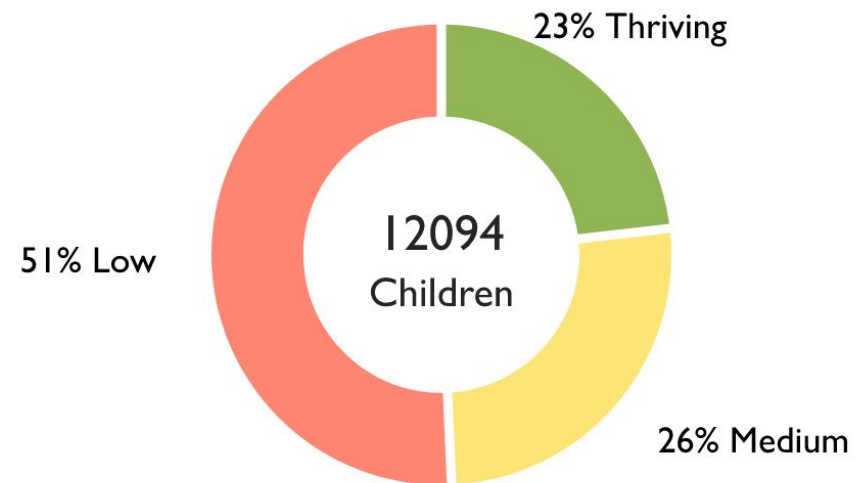
Low Well-being

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

PEACE RIVER NORTH



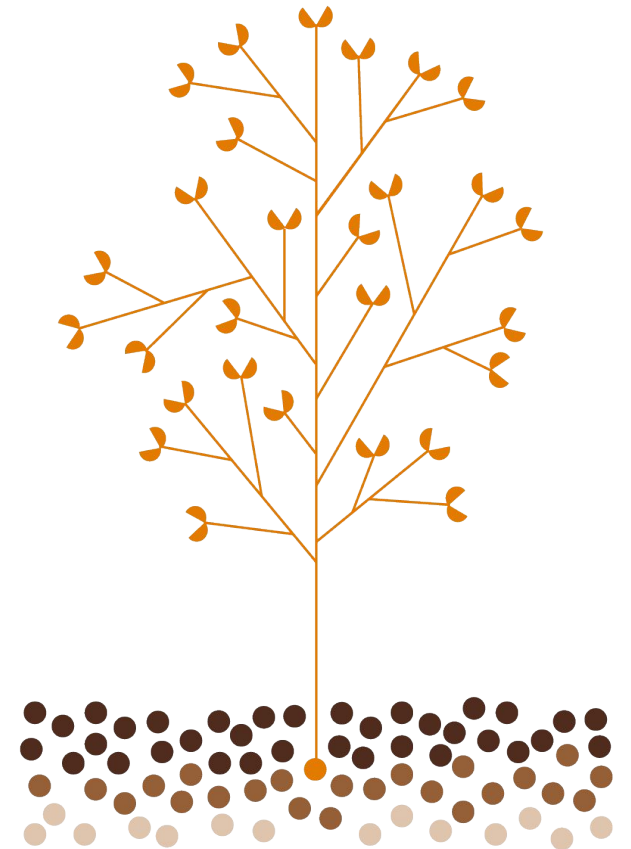
ALL PARTICIPATING DISTRICTS



Action Approaches

Skills & Habits

- Improving social and emotional “fitness”
- Skills and habits are **malleable**.
- Research shows that programs and practices that target social-emotional and relationship-building skills demonstrate positive, long-term outcomes for children.



The Assets Index (MDI)



ADULT RELATIONSHIPS

Adults at School

Adults in the Neighbourhood

Adults at Home



PEER RELATIONSHIPS

Peer Belonging

Friendship Intimacy



NUTRITION AND SLEEP

Eating Breakfast

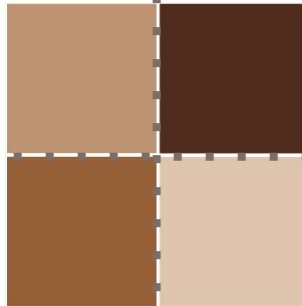
Meals at Home With Your Family

Frequency of Good Sleep



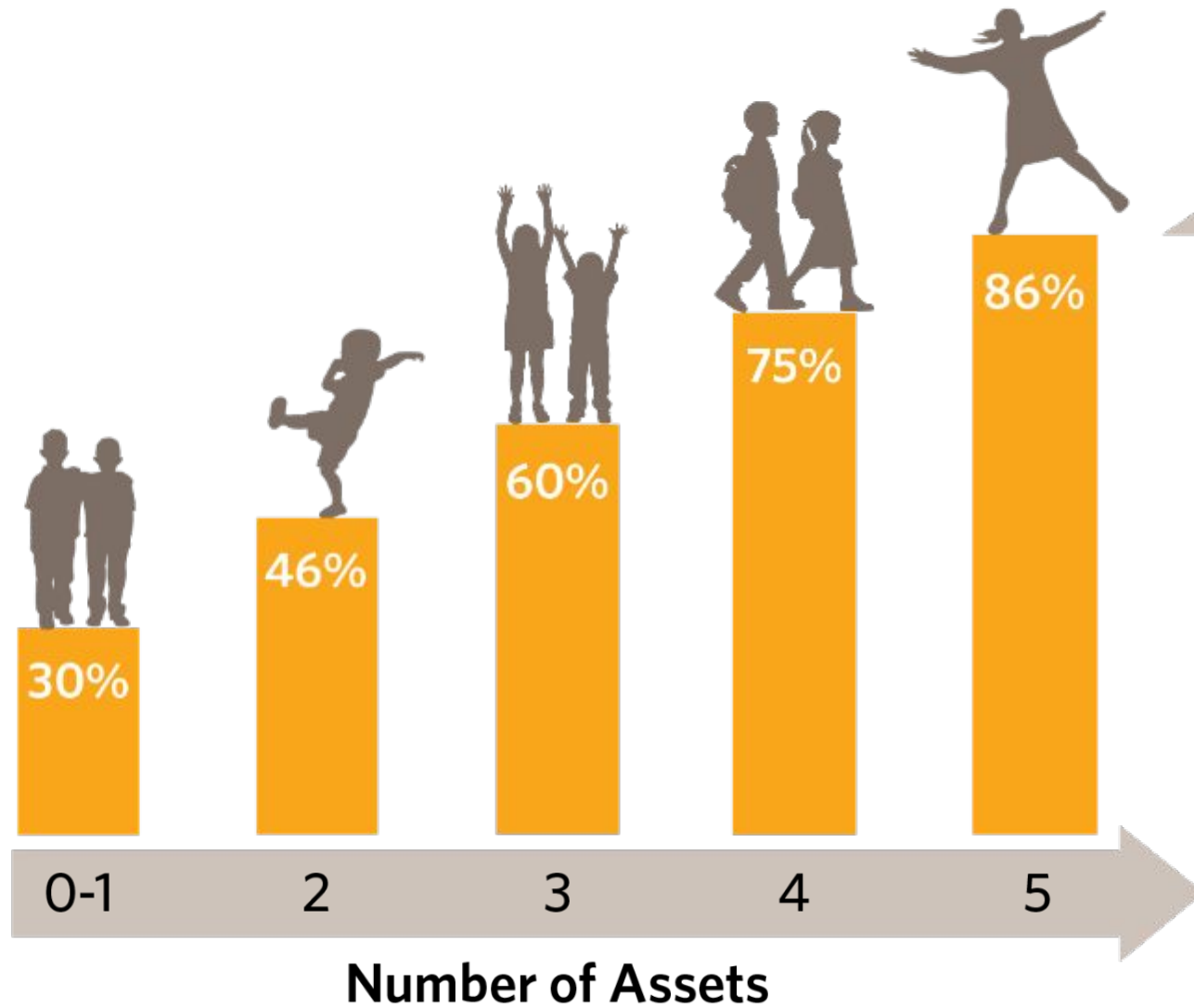
AFTER-SCHOOL ACTIVITIES

Organized Activities



SCHOOL EXPERIENCES Not Reported Publicly

% Experiencing Well-Being



As the number of assets in children's environments **increase**, so too does their well-being

SD60 Grade 5 MDI (Assets)



ADULT RELATIONSHIPS
 Adults at School
 Adults in the Neighbourhood
 Adults at Home



PEER RELATIONSHIPS
 Peer Belonging
 Friendship Intimacy



NUTRITION & SLEEP
 Eating Breakfast
 Meals with Adults in Your Family
 Frequency of Good Sleep



OUT-OF-SCHOOL ACTIVITIES
 Organized Activities

Percentage of children reporting the presence of an asset



PEACE RIVER NORTH



ALL PARTICIPATING DISTRICTS



SD60 Grade 8 MDI (Assets)



ADULT RELATIONSHIPS

Adults at School
Adults in the Neighbourhood
Adults at Home



PEER RELATIONSHIPS

Peer Belonging
Friendship Intimacy



NUTRITION & SLEEP

Eating Breakfast
Meals with Adults in Your Family
Frequency of Good Sleep



OUT-OF-SCHOOL ACTIVITIES

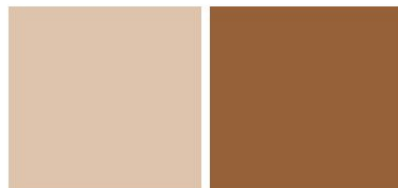
Organized Activities

Percentage of children reporting the presence of an asset



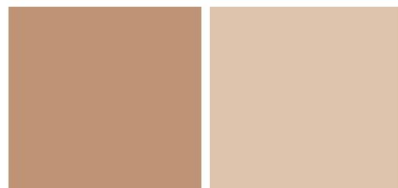
PEACE RIVER NORTH

65%
Adult Relationships



81%
Out-of-School
Activities

75%
Peer Relationships



47%
Nutrition & Sleep

ALL PARTICIPATING DISTRICTS

66%
Adult Relationships



83%
Out-of-School
Activities

76%
Peer Relationships

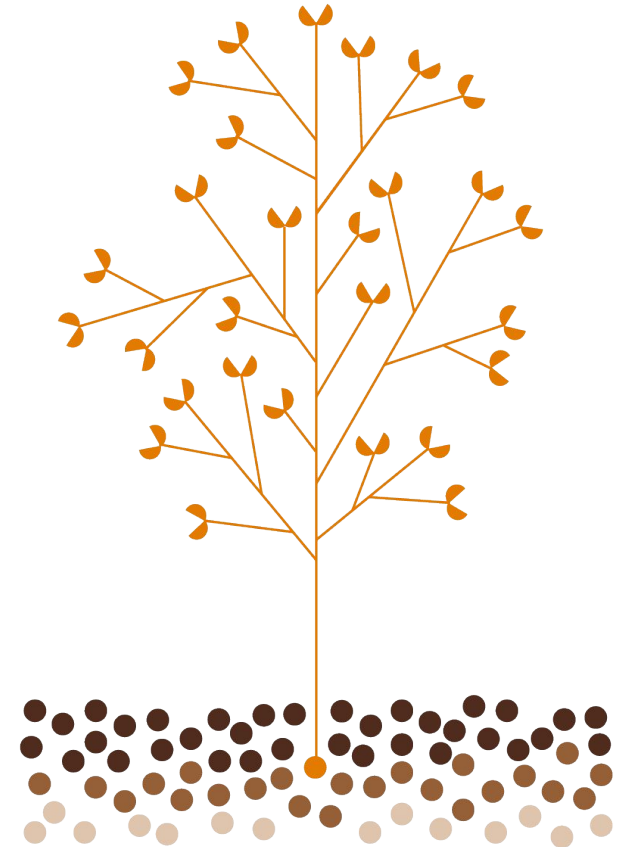


51%
Nutrition & Sleep

Action Approaches

Assets

- As the number of assets increase, children are more likely to report higher well-being.
- Assets are **actionable**.
- How?
 - build relationships
 - enriching after-school activities
 - cultivate environments that make every child feel like they belong.

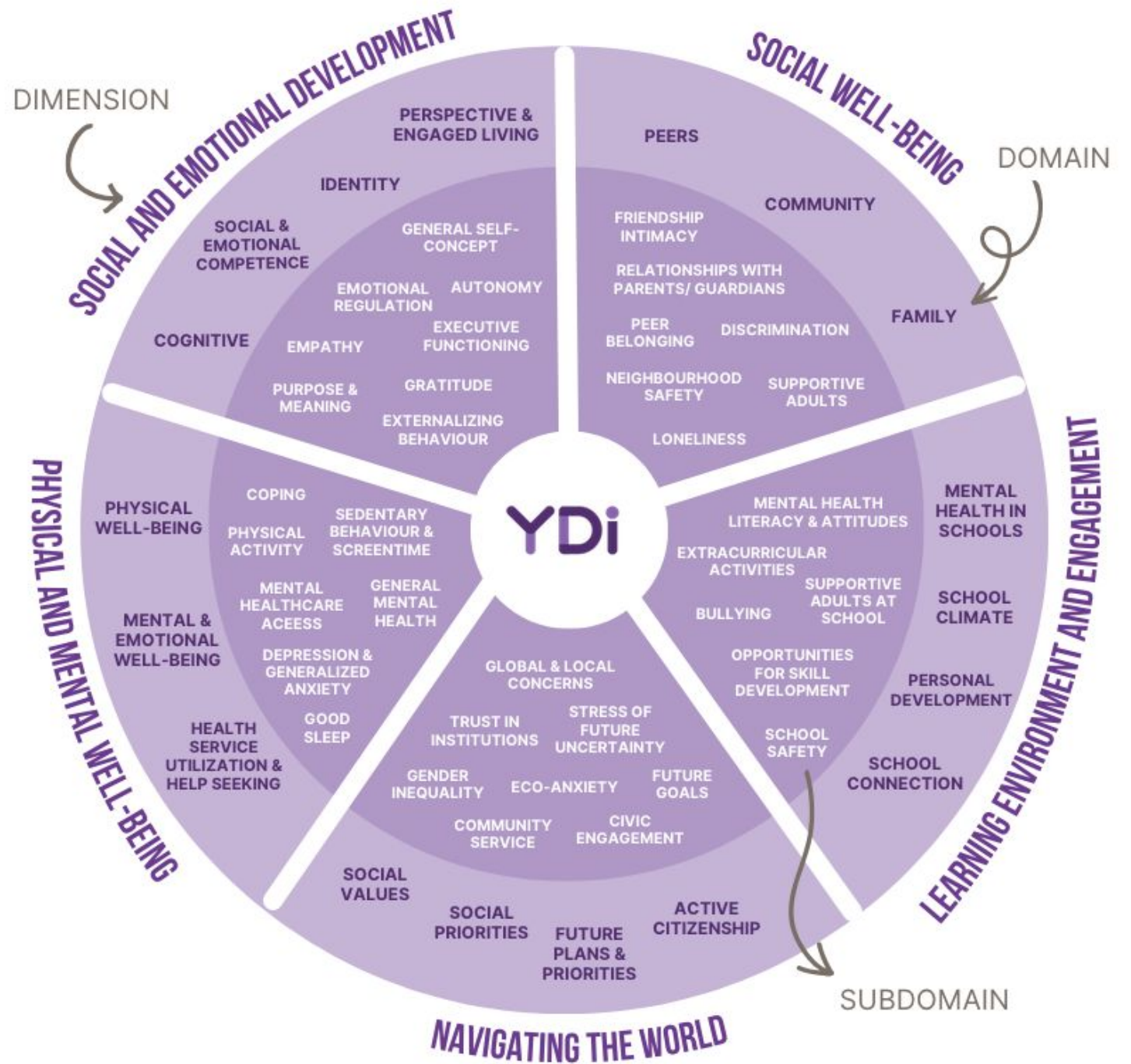


YDI – Summary Strengths & Areas of Focus

In 2023, we removed the YDI Well-being Index and Assets Index, which were not comparable to the MDI versions of these indices. These two indices are currently under revision for the YDI. All the measures included in each of these indices are included separately throughout the report.

We have highlighted some areas that differ between your school or district and the provincial average. Please note that these areas may not be related to students' school experiences. Students' experiences with friends, family, and community, and access to assets such as nutritious food, green space, secure housing, extracurricular activities, and safe neighbourhoods may contribute to the differences reported here. Schools may use this information to help better understand the strengths and challenges faced by their students. Note: If the sentence states "trended towards..." it means it was a trend in the data but not a statistically significant difference (which can be influenced by sample size).

YDI Dimensions and Domains



SD60 Grade 11 YDI

STRENGTHS

1. Students trended toward being less likely to rate their eco-anxiety as 'high' in your district compared with students in other districts (<3% vs. 4%)
2. Students trended toward being less likely to 'Agree a lot' that school start time prevented them from getting enough sleep in your district compared with students in other districts (27% vs. 35%)
3. Students trended toward being less likely to report that they eat food not prepared at home '6-7 days/week' in your district compared with students in other districts (13% vs. 18%)

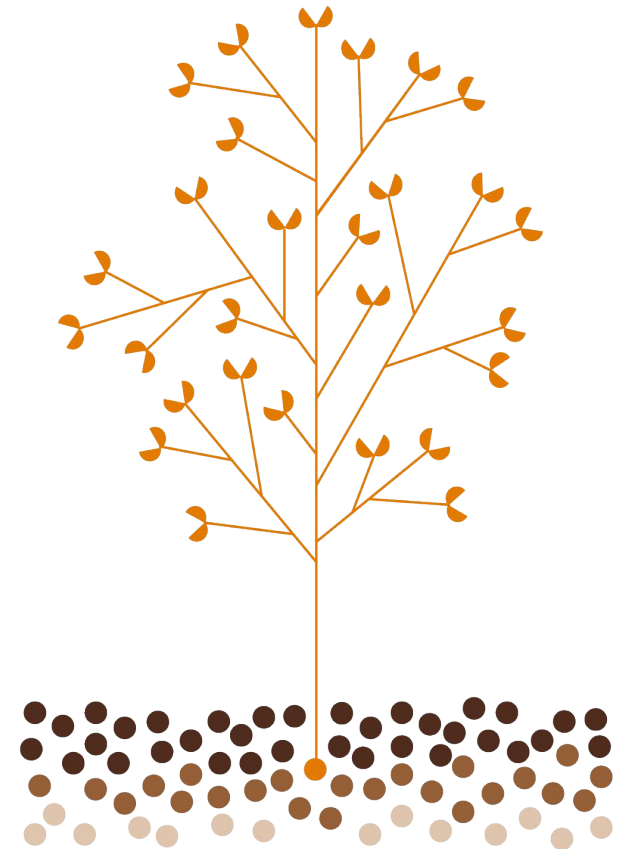
AREAS OF FOCUS

1. Students were less likely to rate school environment (respect, care, support) as 'high' in your district compared with students in other districts (14% vs. 36%)
2. Students were more likely to rate food insecurity as 'high' in your district compared with students in other districts (4% vs. 1%)
3. Students were less likely to rate school safety as 'high' in your district compared with students in other districts (45% vs. 68%)

Action Approaches

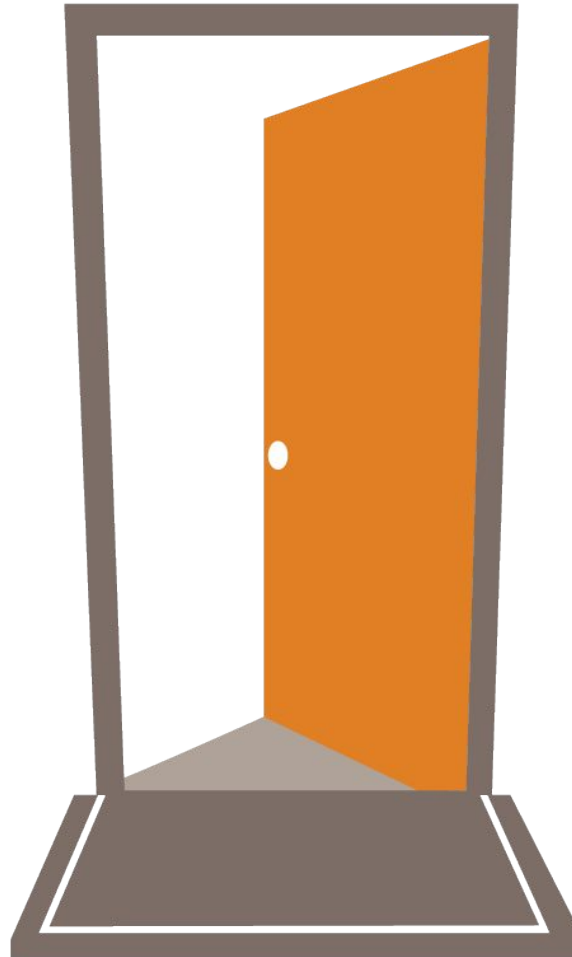
Skills & Habits

- Improving social and emotional “fitness”
- Skills and habits are **malleable**.
- Research shows that programs and practices that target social-emotional and relationship-building skills demonstrate positive, long-term outcomes for children.



Opening the door for opportunities

**Something you are
already doing to
foster well-being.**



**An idea you are
interested in
exploring further.**