

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

MONDAY, JUNE 3, 2024
1:30 P.M.

Present: Helen Gilbert, Chair, Board of Education
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:
Gwenn Bourdon
Barb Waite

Regrets:

Education

Education Update

Stephen Petrucci, Superintendent

Framework Presentations & Departmental Reports

Clearview Elementary/Jr. Secondary School

Craig Brownlee, Administrator

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

Dr. Kearney Middle School

Chris Nock, Administrator

Tanya Braun, Vice-Principal

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

Trustee Whitton & Trustee Scott-Moncrieff left the meeting @ 3:00 p.m.

Indigenous Education

Pat Jansen, District Principal

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

Governance

District Long Service/Retirement Banquet – June 12, 2024

Helen Gilbert, Board Chair

- Trustees are asked to RSVP if they have not done so already
- Some trustees have made personalized stakes for the flower baskets that will be put in at the Northern Grand the day of event
- Asking Pat Jansen to do “Grace”
- Emcees – Trustee Snow & Chair Gilbert
- For those retirees who are unable to attend the banquet, trustees will make arrangements to have them delivered

Operations

Operations Report

Angela Telford, Secretary-Treasurer

- Chair Gilbert – at some point, we would like to see a list of the summer projects that are being done by Facilities in order to answer any questions that may come up about work done in schools

ACTION: Secretary-Treasurer to provide a list of the summer projects that will be done this summer



Clearview School FESL Presentation 2023-24

Increasing strong parent communication

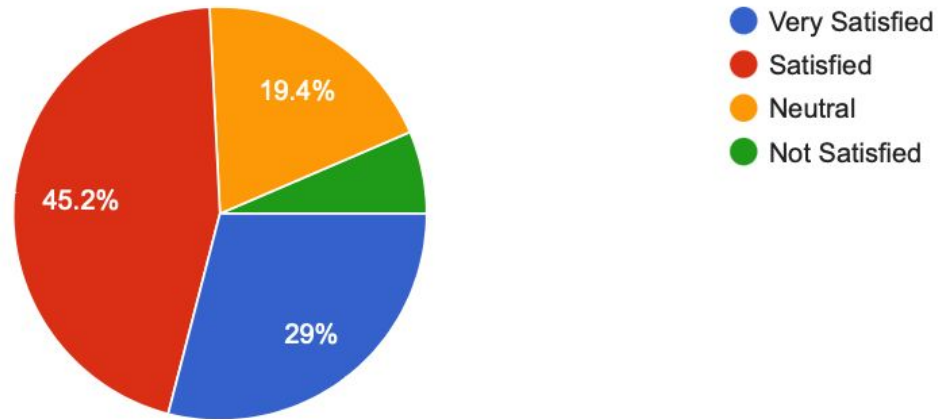
Helping students self -regulate

And continuing to keep up good scores in reading and math

Goal 1: To increase Authentic Parent Engagement in the school community

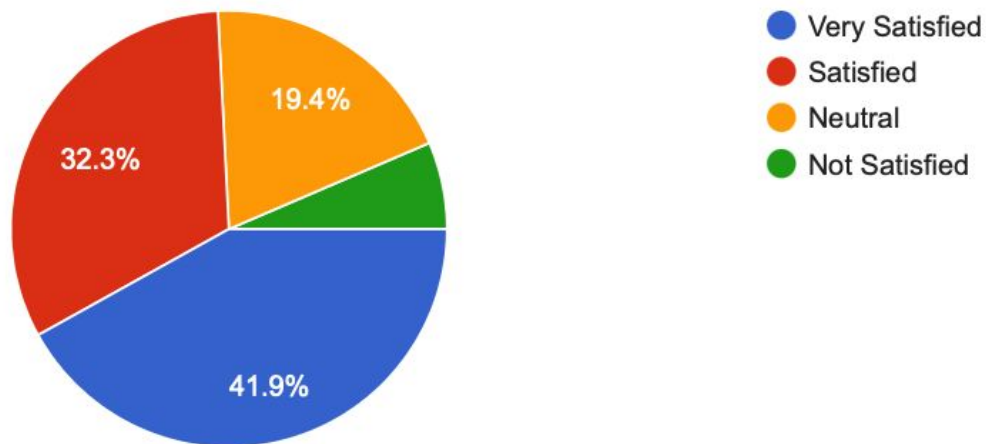
I am satisfied with the way I'm currently receiving messages from our school.

31 responses



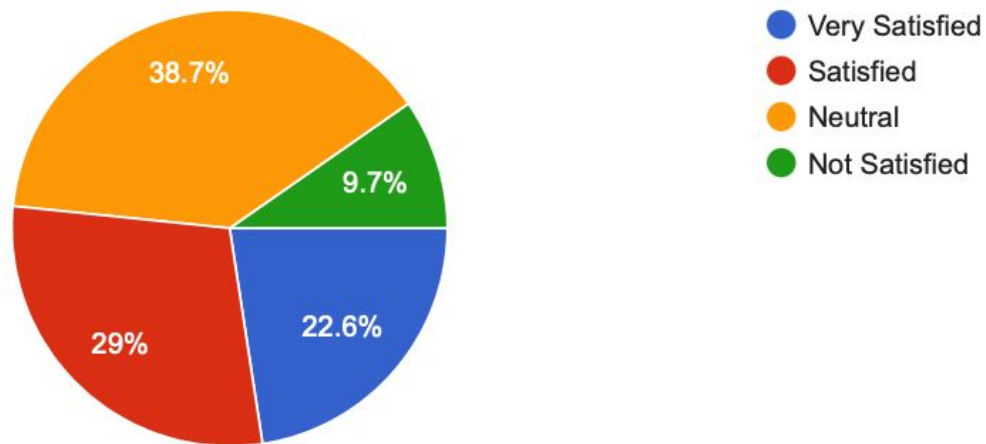
Our school communicates important information—openings, closings, and schedules—in a timely and effective manner.

31 responses



Our school regularly communicates student successes including academic achievements, athletic results, and visual/ performing arts accomplishments.

31 responses



33/66 Possible responses included

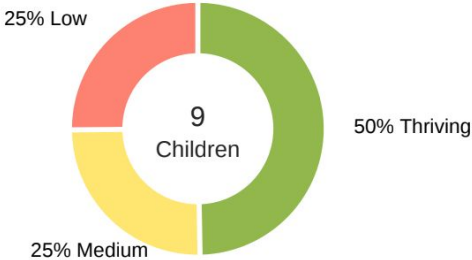
Challenges- New and changing staff- including no Vivian

Strengths- experienced and very strong staff as well

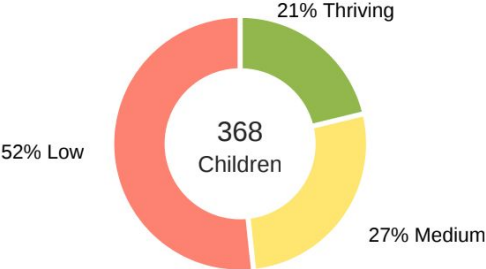
- Staff meetings used for constant reminder for this goal.

Goal 2: students will use self-regulation strategies

CLEARVIEW ELEM-JR SECONDARY

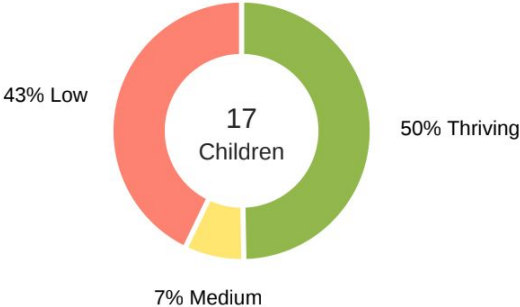


PEACE RIVER NORTH

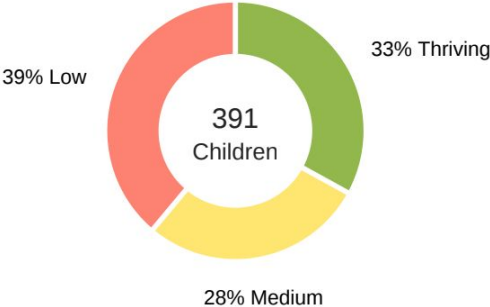


< Grade 8

CLEARVIEW ELEM-JR SECONDARY



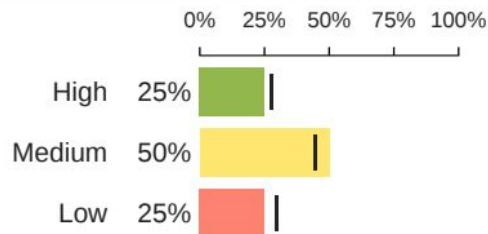
PEACE RIVER NORTH



Grade 5 >

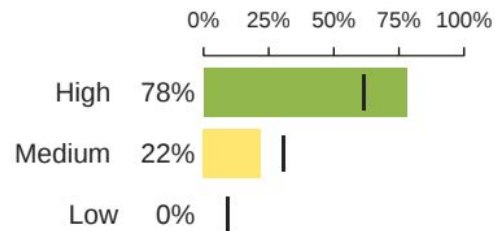
SELF-REGULATION (SHORT-TERM)

Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g., "I can calm myself down when I'm excited or upset."



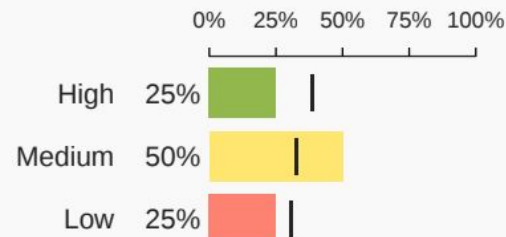
EMPATHY

Empathy is the experience of understanding and sharing the feelings of others. e.g., "I care about the feelings of others."



PROSOCIAL BEHAVIOUR

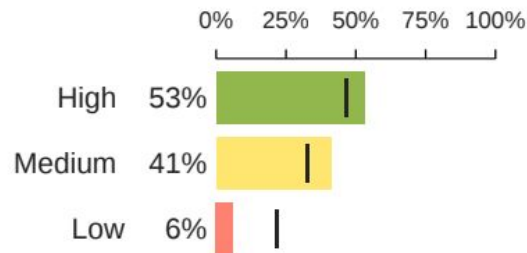
Prosocial behaviour refers to actions that benefit others. e.g., "I helped someone who was hurt."



Grade 8

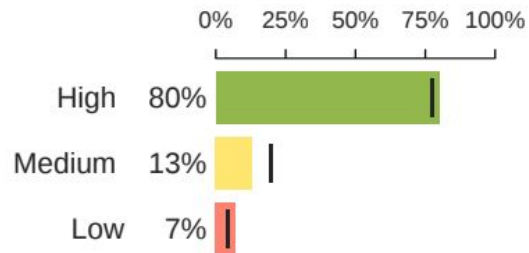
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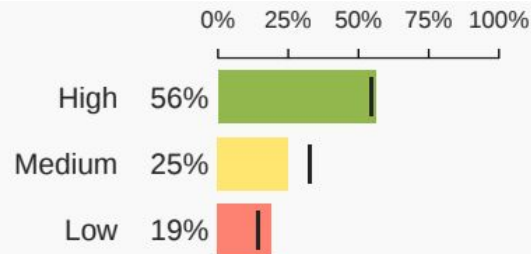
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PROSOCIAL BEHAVIOUR

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Grade 5

Challenges:

Middle school (grade 9) 15/18 remain

soccer - more red cards than the Canucks/ Oilers pims

Strategies:

- Class lessons/ talks (EASE)
- Close supervision
- SEL lessons
- Counselling
- Electives to keep students interested



Goal 3a: 80% of students will demonstrate proficient comprehension when reading grade level text.

Grade 2 - 86%, 5 at grade level or above- PM

Grade 3 - 60%, 6 Proficient, 4 Developing - QCA

Grade 4 - 50%, 3 Proficient, 3 Developing - Read 73

Grade 5 - 60%, 12 Proficient, 8 Developing- Read 73

Grade 6 - 100%, 7/7- Read 73

Grade 7 - 91%, 10 Proficient, 1 Developing (LP)

Grade 8 - 75%, 6 Proficient, 2 Developing (ELL/ Counselling)

Grade 9 - 83%, 10 Proficient, 2 Developing (IEP/ BEH) - 1 ELL at grade 5 level, 1 Sr. Alt candidate

FSA data

Grade 4 - 3 on track, 1 extending and 1 emerging

Grade 7- 9 on track and 2 emerging

Teachers continue to use good reading comprehension strategies

- guided reading, Heggerty program, Great Leaps, Jolly Phonics, Reading 44

Goal 3b) Students will increase their levels of understanding in math, focusing on increasing their knowledge with computational fluency and linear relations.

MAP

Grade 4 - 3 Proficient, 2 At Grade Level

Grade 5 - 18 Proficient , 2 At Grade Level

Grade 6 - 6 Proficient, 1 AT Grade Level

Fall Data

Grade 7 - 10 Developing

Grade 8 - 2 Proficient, 6 Developing

Grade 9 - 14 Developing

FSA Data

Grade 4 - 5 on Track

Grade 7- 1 Exceeding, 6 on Track, 4 Emerging (1 ELL)

Middle School Teacher attended Thinking Classrooms sessions

Mathology/ Stenhouse supports given by the School District

LAT support/ EA support in Middle School- FESL money used mostly for EA's who help with identified students who are struggling.



FESL Presentation
June 3, 2024



Planning Day

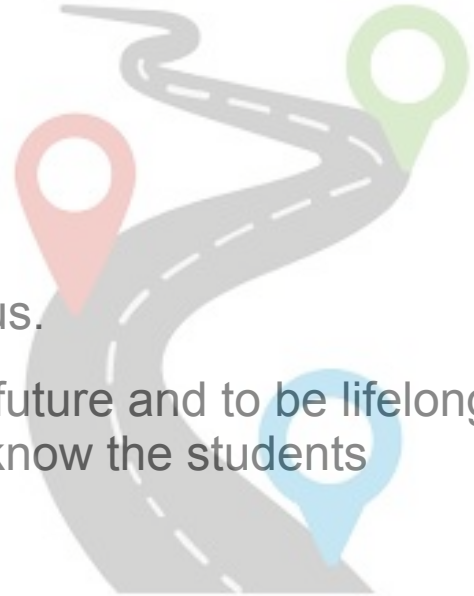
September - A month of change

Goal - Where are we?, Team Building, Charting A Path

Your Favourite Teacher - Staff Connections

Goal - Ground to student experience and long-term focus.

Themes: welcoming, caring, preparing students for the future and to be lifelong learners, academic rigor, engaging, actively working to know the students



Planning Day - New Vision & Mission

- **Common Values → Common Vision → Common Mission**
- Vision statement reflects staff goals - process started on Planning Day and continued with staff meetings and Monday Morning Check-ins
- Reviewed our 2022/23 data (SLS, grades, MDI, attendance, behaviour data...)
- Asked for goals based on the gap between the data and the vision/mission. How do we close this gap?



New Vision & Mission

Vision

At Dr. Kearney, we guide and care for all students by fostering authentic and inclusive relationships within our diverse community, valuing everyone's unique stories, experiences and skills.

Mission

Guided by our vision and values of respect, responsibility, reflection and resourcefulness, we commit to preparing our students to be lifelong learners, engaged community members, and leaders of the future.



Learning Evidence - Where Are We?

TAG **Absence Rate**

38%



Math **Average Proficiency**

5%



School **Belonging MDI**

6%



FSA **Literacy On-Track**

30%



English **Average Proficiency**

5%



FSA **Numeracy On-Track**

10%



School **Climate MDI**

4%



Framework Goals

Goal 1: Create a safe, caring, inclusive school culture that promotes lifelong, reflective learning.

Objective 1.1: To build a collaborative and reflective school community.

Objective 1.2: Encourage and promote the regular attendance of all students.

Objective 1.3 Increase Parent/Guardians Connection and Engagement

Goal 2: Our learners will become capable of expressing and applying math to analyze and solve real-world problems.

Objective 2.1 Increase the use of multiple interventions to help reach all learners.

Objective 2.2 Integrate Indigenous Knowledges and Perspectives in All Curricular Areas

Goal 3: Foster confident learners who utilize language to understand diverse perspectives, think critically and express themselves creatively.

Objective 3.1: Increase the diversity of texts and stories available to students.

Objective 3.2: Integrate Indigenous Knowledges and Perspectives in All Curricular Areas

Objective 3.3: Increase Opportunities for Students to Demonstrate Critical Thinking and Creative Expression through Language.

Goal 4: To encourage, support and advance career connections through Career and Applied Design Skills Technology (ADST).

Objective 4.1: Connect Big Ideas in Curriculum to Real-World Job Skills



First Steps

- **Tools** - compassionate systems framework, Franklin Covey's Speed of Trust , Patrick Lencioni's work on teams and meetings, Harvard's School of Education Decision Matrix, AMLE The Successful Middle School, Dufour Learning By Doing - PLCs
- Reviewed **class previews** - developed plan to work with staff
- Prioritized spending **time in classrooms** on regular basis
- Weekly **Monday Morning Check-ins** to discuss key school priorities, check-in with staff and work on integration of Indigenous pedagogy - Wayi Wah! - Jo Chrona
- **Data Meetings** with classroom teachers and the school-based team to get a feel for how students were doing in each of the cohorts and how the SBT can support.
- Developed **strong teams** and changed meetings from information sessions to work sessions (as much as possible)
- **Upgrades and refresh** to building - Gym, old canteen, painting
- Continued the **LAT/Math Collaboration**
- **Community Connections** - PHE classes off-site (curling, etc.), skateboarding



Supporting Student Needs

Universal Design For Learning
New Support Block Structure
Professional Learning Community
School-Based Team Model
Redesigned Jr. Alternate Program
Breakfast Program

Revitalize TAG/House System

Teacher Advisory Model - AMLE
New Role for House Coordinators
Common TAG Plan
House Competitions
Community Celebrations of Learning

Student Voice & School Culture

Student Council
Leadership - Kearney Crew
School Spirit Assemblies
Student Events - Dances, Sports...
Kearney Carnival
Building Revitalization & Refresh

Proactive School Discipline

Responsibility Centered Discipline - Give'm 5
Restorative Practices
Protect Instructional Time
Safe, Caring, Inclusive Culture



Focus on Academics

Improve Numeracy & Literacy
Support Block Structure
Celebrations of Learning
New Timetable - Class Time

Indigenous Achievement & Belonging

Connections with Indigenous Communities
Indigenous Pedagogy
Language & Culture
Integration Not Addition
Updated Signage

Promote Regular Attendance

Create "A-Team"
Attendance Tracking RTI
Team-Based Response to Absences
Messaging to School Community
Recognition of Regular Attendance

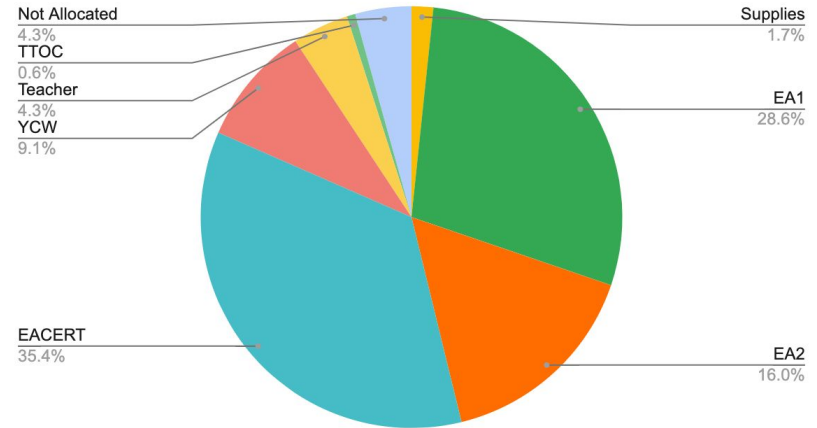
Strengthen Parent-School Partnership

Creation of Parent-Student Handbook.
Invite Parent Involvement
Teacher-Advisors Communication
Increase Use of Social Media
Celebrations of Learning
Indigenous Family Connections

Learning Support Fund

- ❖ Transparency - spending planned in collaboration with SBT, informed by check ins
- ❖ Looking at proD over summer/next year for team or for staff as a whole (EAs have requested group proD for proD days)
- ❖ Teacher - LAT support
- ❖ Supplies: calculators, iPads - LAT

Dr Kearney Summary Percentage

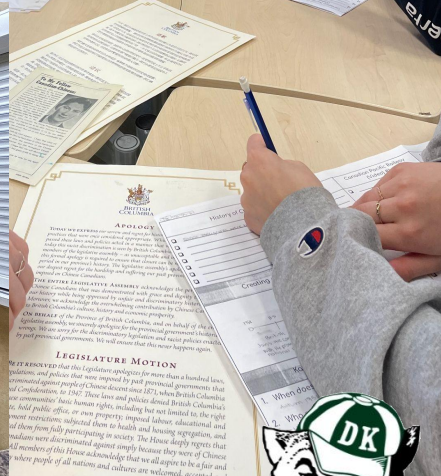
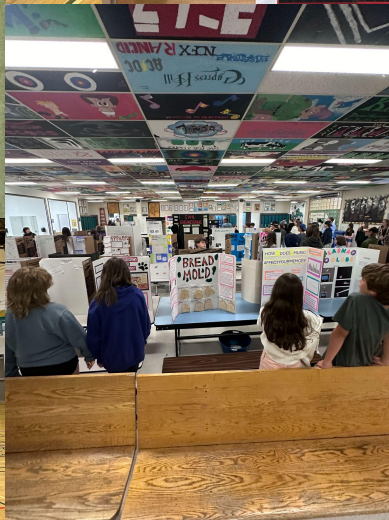
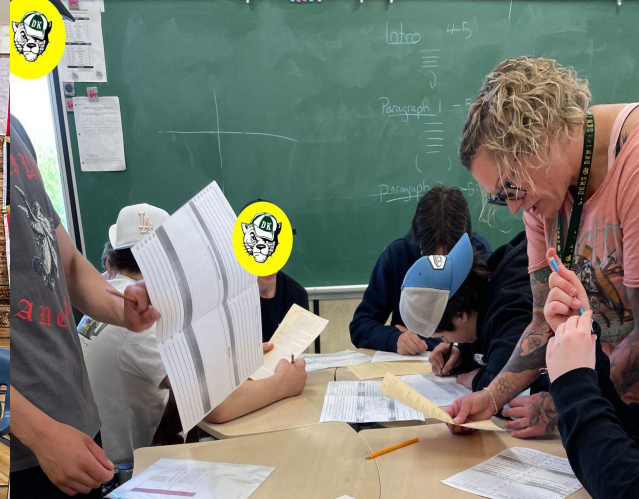


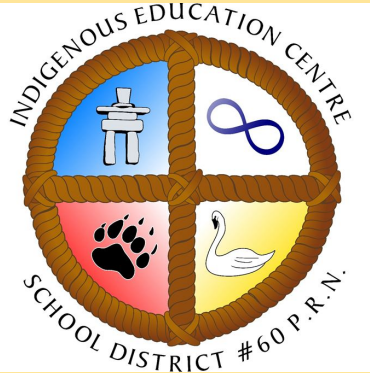
Celebrations

Reasons why we are proud of our school (Monday Morning Meeting - April 22)

1. We have teachers who really understand students this age and enjoy them
2. There is a strong culture of supporting each other's performance (eg. talent shows)
3. Teachers are excited to have more time to teach (core)
4. Staff look after the kids at a deep level - washing clothes, feeding them, repairing clothes
5. DKAP enrichment formed spontaneously
6. Strong collaboration groups
7. Teachers work on getting kids excited about academics
8. Teachers know their students extremely well
9. Staff has a great sense of humour
10. Indigenous team - regularly scanning the entire Indigenous population
11. Our LATs work super hard with the students
12. The office staff work hard to support both staff and students
13. Students are talented - grade 7 band.
14. We value a student centered approach.
15. The transparency and team approach of the administration.
16. People enjoy coming to work here - strong sense of community.
17. Very supportive staff, especially to new teachers to the building
18. The school has a big picture view
19. Many staff check in on students: there are lots of connections between adults and students.
20. Staff check in regularly on each other.
21. The administration care about the staff; staff feel comfortable approaching them.
22. Our office staff
23. We have a strong art program.
24. Hockey academy and a strong teacher that holds them to high expectations.
25. We share ideas on how to build up TAG; common themes.
26. Extra curricular and PE off site activities.
27. We are developing strong extracurricular relationships with community organizations (eg. skateboarding enrichment)
28. A very creative DKAP and students that are excited about participating.
29. Gender Neutral Bathrooms.
30. EA team is very strong and unified







Indigenous Education Centre

June 3, 2024

Principal Pat Jansen

SD 60 Board Presentation

FRAMEWORK FOR ENHANCING STUDENT LEARNING

MISSION STATEMENT

Enhancement Agreement goal is to have all [Indigenous] students graduate to pursue their passions, interests and reach their fullest potential!



INDIGENOUS ADVISORY COUNCIL



SD 60 INDIGENOUS EDUCATION ADVISORY COUNCIL 2023/24

Blueberry FN Sherry Dominic, Doig FN Teresa Thielen, Halfway FN Kim Field & Joyce Audit, Treaty 8 Tribal Association Alison Manitowabi, Elder Bernice Shadow, SD 60 Superintendent Stephen Petrucci, NENAN TBA, Parents; Mandi Cardinal, Corissa Feenstra, Amber Neave, Dan Prince, Winona Letendre, Candace Bigfoot, Jodie Willeboordse, Middle/High IYCW Tanis Bourgeois, Friendship Centre Maxine Mease, ISSW Elementary Penny Fleck, NLC Michael Calvert, NENAS Margrit Carter, NPSS Parent Dan Prince, Secretary Marie Westergaard, Metis ISETS Linda Dufresne, Front: Pat Jansen, FSJ Metis Society Alana Copeland, Halfway River FN Kim Field & Joyce Audit, SD60 Indigenous Director Carleen Andrews

	SCHOOL	2023-24 Echo Report	2023-24 *First Nations on Reserve	Total School Count	Percentage of Ind Students
1	Alwin Holland	68	3	225	30.22%
2	Anne R.Young	56	0	337	16.62%
3	Baldonnel	35	0	114	30.70%
4	Bert Ambrose	38	0	220	17.27%
5	Bert Bowes	88	4	490	17.96%
6	Charlie Lake	51	0	307	16.61%
7	Clearview	27	1	118	22.88%
8	CM Finch	50	0	267	18.73%
9	Dr Kearney	176	8	611	26.70%
10	Duncan Cran	79	0	326	24.23%
11	Ecole Central	47	0	252	18.65%
12	ELC	37	3	178	20.79%
13	Hudson's Hope	39	0	157	24.84%
14	MMMCS	83	1	324	25.62%
15	North Peace	240	18	1078	21.86%
16	Robert Ogilvie	68	1	225	30.22%
17	Taylor	41	0	106	38.68%
18	Upper Halfway	15	14	27	55.56%
19	Upper Pine	62	20	188	32.98%
Total Schools with Ind Ed staff		1300	73	5550	23.42%
20	Buick	0		28	0.00%
21	Prespatou	0		295	0.00%
22	Wonowon	1	0	86	1.16%
DISTRICT TOTAL		1301	73	5959	21.83%

Three Indigenous Ed Centre Goals:



1. Improve the sense of **well being** of all Indigenous students

2. All students - will increase their awareness and understanding of **local Indigenous histories and cultures**

3. To improve **graduation** rates (Dogwood), post secondary opportunities and **career transitions** in grades 9-12

PROGRAM
PERFORMANCE
INDICATORS

GOAL 1
GOAL 2
GOAL 3



INSIGHT DATA

**TRANSITION
ACTIVITIES**

**SENSE OF
BELONGING
SURVEYS**

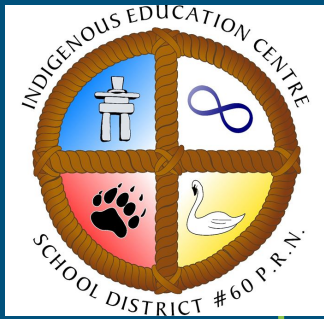
**HOW ARE WE DOING
REPORT?**

**RESPONSE TO
INTERVENTION**

**SIX YEAR
COMPLETION RATE**

EQUITY IN ACTION

SD 60 DISTRICT FESL



IEAC Budget Meeting School Presentations

May 30, 2024








LINK: [Middle/High School IEAC presentations](#)



N2

	A	B	C	D	E	F	G	H	I
1	Last Name	First Name	G	Lang.Arts.	Mathematics	Science	Social Studies	PE.	Other Cou
2	Last Name	First Name	F	Span 11 (S2)	Pre-cal 12	Phys 11, Chem 12 (S2)			Entrep 12 (
3	Last Name	First Name	M	EFP 12		Env Sc 11	BCFP 12		Food 12
4	Last Name	First Name	M	Eng 12	WPM 11			Fitness 12	Metal 11
5	Last Name	First Name	F	Eng 12, Span 11	Fnds 11 (S2)	Env Sc 11, Env Sc 12 (S2)			Invest 11 (S
6	Last Name	First Name	M						
7	Last Name	First Name	M						
8	Last Name	First Name	M	Eng 12 (S2)	FND 12		PoliSt 12 (S2)	AL 12, Fitness 12 (S2)	Entrep 12
9	Last Name	First Name	F						
10	Last Name	First Name	M						
11	Last Name	First Name	F	FSLE 12	Pre-cal 12 (S2)	Chem 12 (S2)			
12	Last Name	First Name	M						
13	Last Name	First Name	M						
14	Last Name	First Name	F	Span 11 (S2)	Fnds 11, Fnds 12 (S2)	Env Sc 11 (S2)		AL 12, Fitness 12 (S2)	
15	Last Name	First Name	F	Comp 11, Eng 12 (S2)		Env Sc 11	BCFP 12		Food 11 (S2), LWTE 12 (S2)
16	Last Name	First Name	F	Eng 12 (S2)				AL12	Art 11, Anim 11 (S2) Evergreen Cert (DE)

Colour Coding used for the Academic RTIs

-  No Intervention
-  Periodic Check-in
-  50-59 Intervention Needed
-  50< Intense Intervention
-  Evergreen Program
-  Senior Alt Program
-  French Immersion

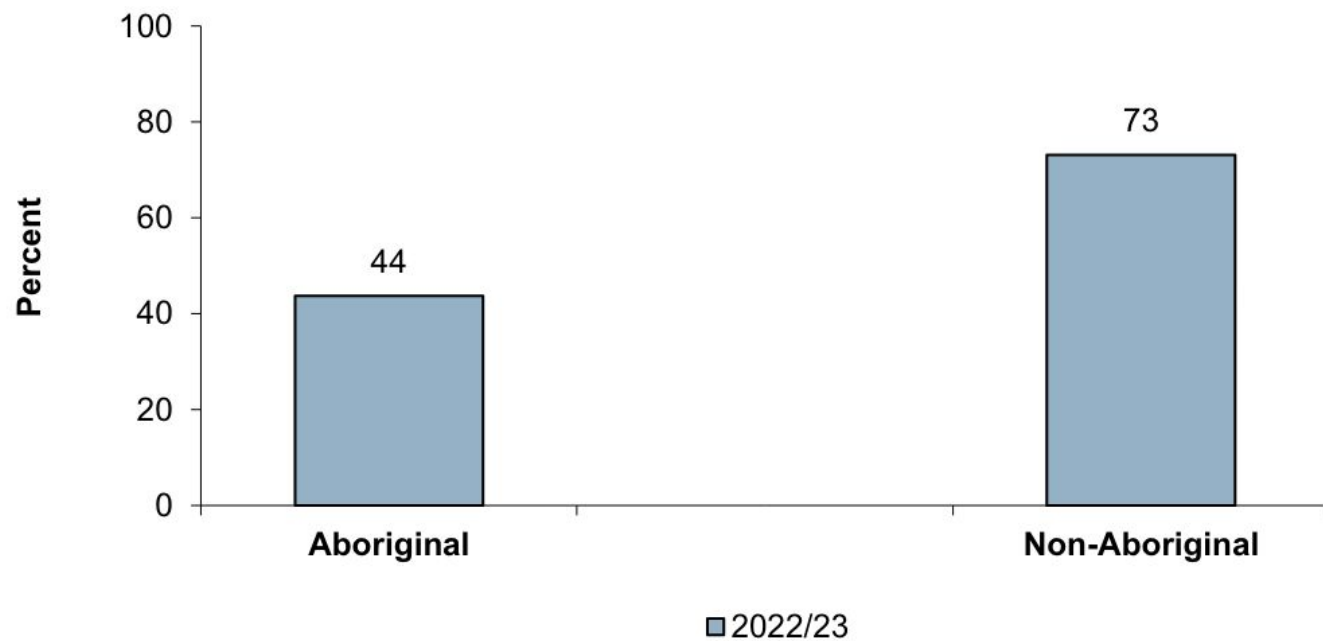
Academic progress checked regularly to quickly identify students requiring intervention.

Colour coding has been modified to allow quick identification.

Evergreen and Senior Alt programs prefer to address interventions within their programs

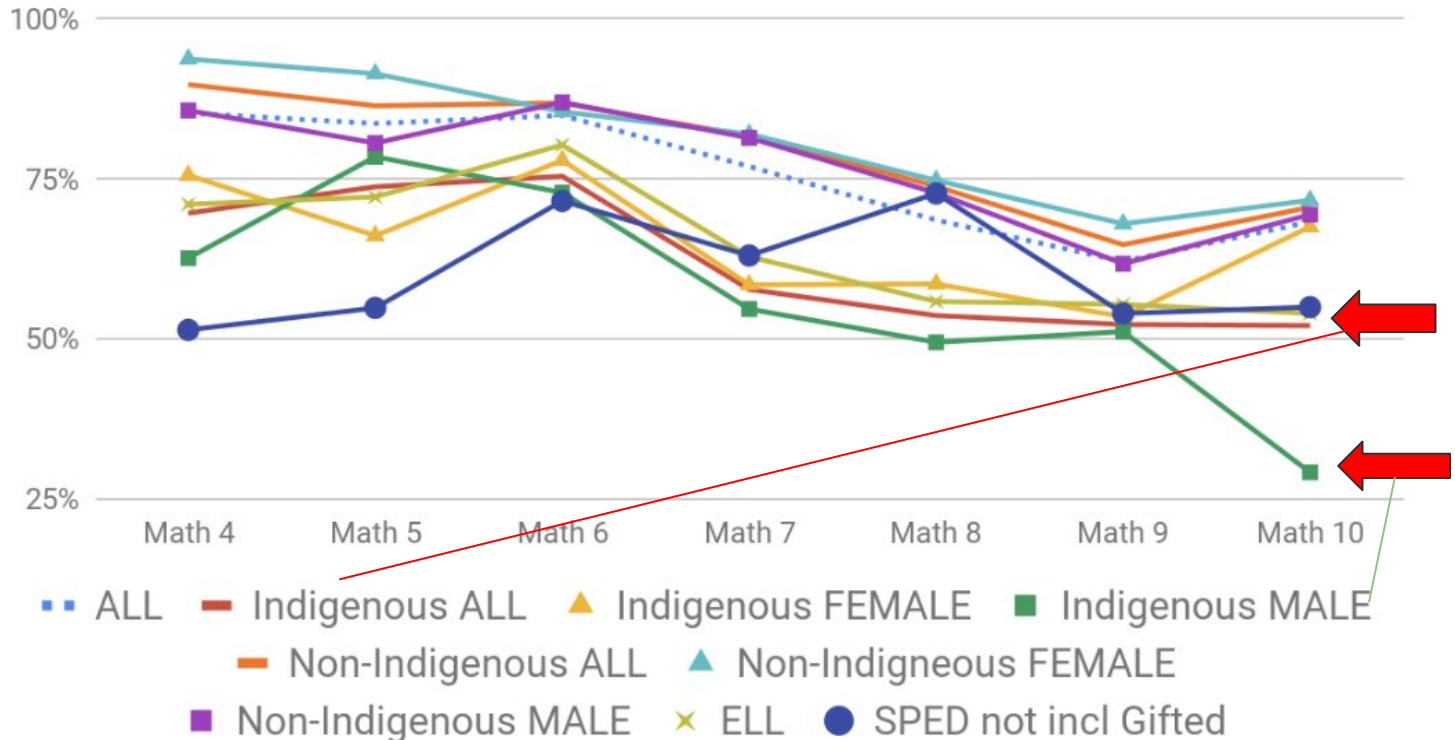
White takes place of regular RTI Green so that students in Evergreen program can be quickly identified and to improve document readability.

BC First Peoples 12: C+ or Better



C+ or Better in Grades 4-10 in Mathematics

Math C+ or Better 2021



SD 60 FESL

Student Learning Survey (SLS) - Feel Welcome

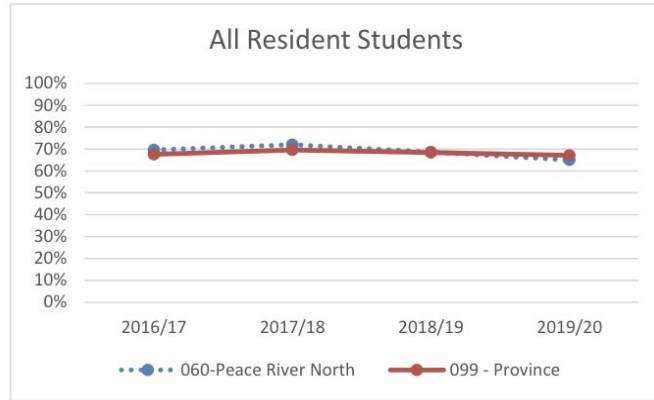


Figure 41: SLS - Feel Welcome - All Resident Students

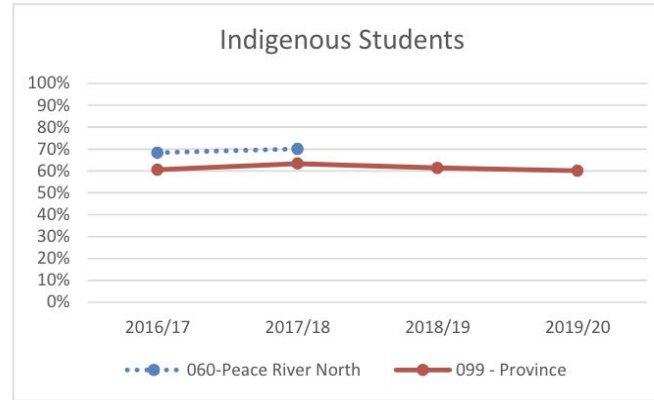
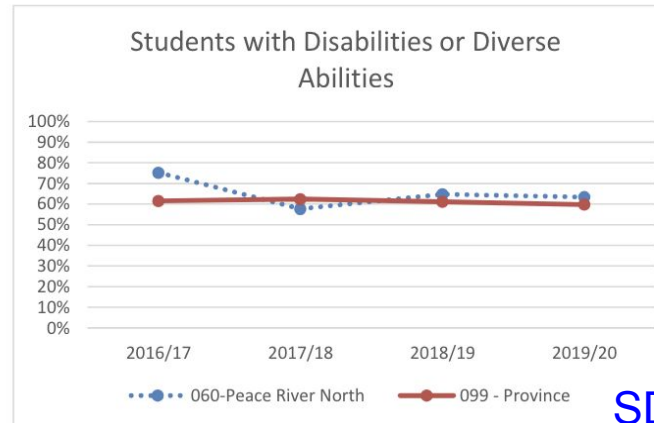
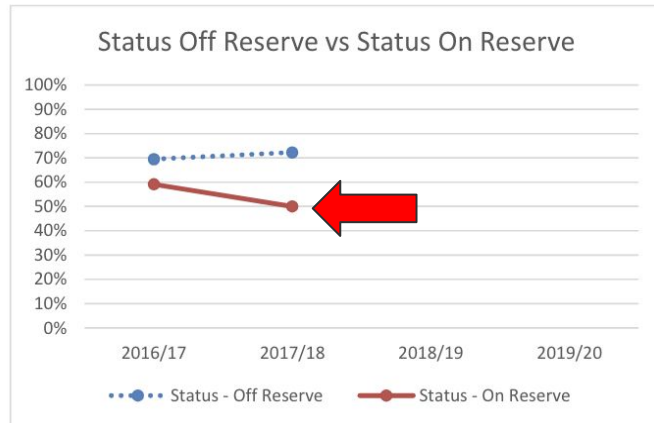


Figure 42: SLS - Feel Welcome - Indigenous Students



SIX-YEAR COMPLETION RATE, 2018/19 - 2022/23

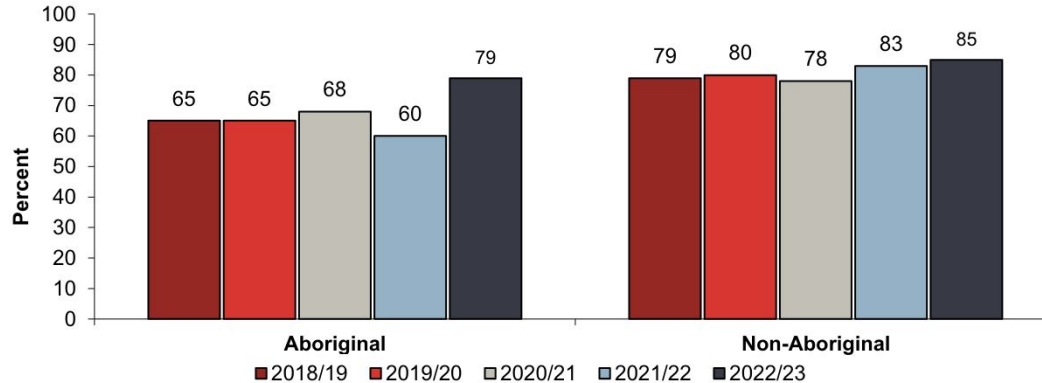
BC Residents

The six-year completion rate is the percent of Grade 8 students who graduate, with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood"), within six years from the first time they enrol in Grade 8, adjusted for migration in and out of B.C. It is not the inverse of a "dropout rate" as students may graduate after the six-year period.

SIX-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	65	75	53	79	83	74
2019/20	65	61	70	80	84	77
2020/21	68	66	69	78	78	78
2021/22	60	60	60	83	85	81
2022/23	79	85	75	85	88	81

Six-Year Completion Rate: Aboriginal/Non-Aboriginal



6-Yr Completion Rate

Gap between
Aboriginal
[Indigenous] and
Non-Aboriginal
[Non-Indigenous]
= 6%

Still
Celebrating!

Let us hope it is
not an anomaly.

What are we Celebrating?

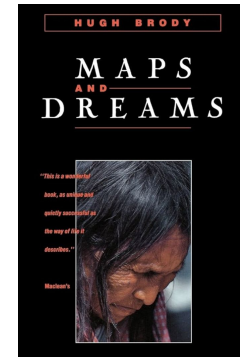
- 6%% gap between SD 60 Indigenous and Non-Indigenous graduation rate
- Support Teacher/Transition Program - Indigenous student success rate has improved. HAWD Report “Six Year Completion Rate” indicators
- INSIGHT - Supervision for Learning
- Equity in Action Project - Province of BC
- Annual Indigenous Education Centre Staff Planning Day
- Strong Indigenous Education Advisory Council
- Indigenous Learning Day Pro-D
- Indigenous Grad Barbecue
- Human Rights Clause (2022)
- First Nation Relationships and events: Community dinners, MAY 10 Learning Day partnerships (Doig FN, Blueberry FN PRNTA, NPAA, SD60), Doig Day etc.

3rd Annual Camp Cameron Planning Day Oct 12 & 13, 2023

IEC Advisory Council Members
Winona Letendre & Joyce Audit

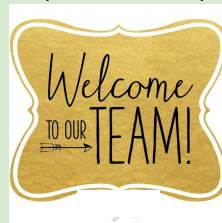


**Book Review - Maps & Dreams
By Hugh Brody w/Joyce Audit**



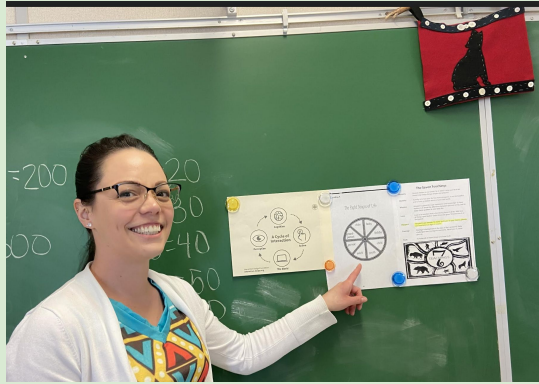


Top L to R - Casey Wertz
Fawn Wightman, Marie Westergaard, Valerie Shipley, Ashley Wilson, Roz Smith, Shelene Mitchell, Amanda Desjarlais, Melanie Carew, Winona Latendre, Kurtis Lee, Pat Jansen



Bottom L to R - Diane Barclay, Lynn Alexander, Pat Law, Carmen Davies, Jolene Drschiwiski, Rick Koechl, Carleen Andrews, Tiffany Spahan, Penny Fleck, Joyce Audit, Jolene van Wieringen, Crystal Anielewicz
Missing - Janelle Lafond, Megan Bell, Tanis Bourgeois, Cheryl Hockman, Sylvia Zettergreen, Roxanne Beebe

Indigenous Ed Staff 2023/24



Schools	ISSW	YCW	Teacher / Counselor	Transition Coach	Admin & Secretary
12 Elementary	10	2			
3 Elem/ & Jr. Secondary	3				
2 Middle	2	2	2.5	1.5	
2 Secondary		2	1	4	
IEC Office		2	3		2
2023/24 TOTAL	15	8	6.5	5.5	2



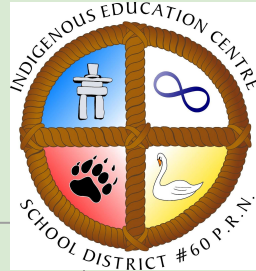
INDIGENOUS ADVISORY COUNCIL

Team work, collaboration, communication, humour...

INDIGENOUS EDUCATION ADVISORY COUNCIL 2023/24

Blueberry FN Sherry Dominic, Doig FN Teresa Thielen, Halfway FN Kim Field & Joyce Audit, Treaty 8 Tribal Association Alison Manitowabi, Elder Bernice Shadow, SD 60 Superintendent Stephen Petrucci, NENAN TBA, Parents; Mandi Cardinal, Corissa Feenstra, Amber Neave, Dan Prince, Winona Letendre, Candace Bigfoot, Jodie Willeboordse, Middle/High IYCW Tanis Bourgeois, Friendship Centre Maxine Mease, ISSW Elementary Penny Fleck, NLC Michael Calvert, NENAS Margrit Carter, NPSS Parent Dan Prince, Secretary Marie Westergaard, Metis ISETS Linda Dufresne, Front: Pat Jansen, FSJ Metis Society Alana Copeland, Halfway River FN Kim Field & Joyce Audit, SD60 Indigenous Director Carleen Andrews

EQUITY DATA COLLECTION UPDATE May 31, 2024
Open House June 10, 2024 @ IEC



Surveyed:

1. Board of Trustees
2. Administrators,
3. Indigenous Ed Staff
4. Indigenous Advisory Council
5. Teachers
6. Parents
7. Students (middle/high)

Survey Summary data:

1. Board of Trustees
2. Administrators,
3. Indigenous Ed Staff
4. Indigenous Advisory Council
5. Teachers
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7. Students (middle/high)

STRONG COMMUNITY PARTNERSHIPS!!





SD60 INDIGENOUS LEARNING MAY 10TH, 2024 DAY

Locations:

- Blueberry River First Nations
- Doig River First Nations
- Halfway River First Nations
- Indigenous Education Centre

DOOR PRIZES!

Transportation will be provided to the
First Nation Communities

LUNCH WILL BE PROVIDED

REGISTRATIONS

PLEASE REGISTER AS SOON AS POSSIBLE
DUE TO LIMITED SPACE AVAILABLE.



LINK:

MAY 10
INDIGENOUS
LEARNING DAY



OUTDOOR LEARNING SPACE


Congratulations
Class of
2023



ConGRADulations to our Indigenous Grads of 2023 🎓🖋️

LINK

[IECtr 2023/24 Yr in Review](#)