

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

MONDAY, MARCH 2, 2026  
2:30 P.M.



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

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

*Media/Guests:*

Ruth Albert, Moose Media  
Gwenn Bourdon  
Deborah Johnson  
Denise Fair, PAC  
Deena DelGusto, PAC

*Regrets:* Bill Snow, Trustee

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## Education

### Education Update

*Stephen Petrucci, Superintendent*

#### Framework Presentations

#### **Bert Bowes Middle School** (*Attachment*)

*Jason Gill, Administrators/Theresa Hipkiss, Vice Principal*

- The administrators presented and received feedback and answered questions from trustees and district staff
- Student Voice – two students presented and received feedback and answered questions from trustees and district staff

## FESL Review

### **Prespatou Elementary-Secondary School**

- Chair Gilbert – they have included a graph under Goal #4 that talks about the number of students leaving school earlier for employment; it is nice to see that the importance of Grade 12 completion recognition in the community is increasing
- Included cohorts in their data
- Trustee Lehmann – after attending the graduation, you realize that the teacher's there really know their students as they've spent a lot of time with them.
- Chair Gilbert - the document was responsive to the things we talked about with them at our visit there last year around connections and understanding

### **Taylor Elementary School**

- Trustee Lehmann – Racing to Read – a good challenge
  - Trustee Campbell – students also receive an award from the district council for most improved reader
- Chair Gilbert – really strong literacy practice; if you're not where you need to be, there are a lot of different strategies. You won't get lost in literacy.
- Superintendent – collective teacher efficacy where the entire staff works together for a common goal; research shows it makes the biggest difference in student success
- Chair Gilbert - Author presentation...students look forward to creating their books

## **Governance**

### **Board Meeting Follow Up Questions/Discussion**

*Helen Gilbert, Board Chair*

- Nothing

## **Operations**

### **Operations Report**

*Angela Telford, Secretary-Treasurer*

- CPI Training – there are now three district staff trained in the district; this also aligns with health and safety standards.
- Celebrating Wonowon Elementary School is completed and the students are in; have not heard of any deficiencies at this point.
- Chair Gilbert – thank you to the Secretary-Treasurer for doing the research for our recent EFAP meeting to look at our current provider and the needs of those in our district. A survey will be conducted soon.

## Planning Day Overview

### **BBMS FESL Data Review / Goals Reviewed & Revised**

TAG Additions~"TAG Talks", Monthly Themes & weekly focuses rolled out, Numeracy & Literacy Focus Days

Implications for improving attendance

Career Development~Trades events and Entrepreneur 8  
Maker Days & ADST

### **Learning Support Funds**

Numeracy Support Position (2025/26)

Literacy Support Position (2026/27)

### **Tech Pro-D~ Google Keep and Google Vids**

### **Assessment Dates & Insight**

### **Class Profiles & Review process**

### **Collaboration**





## *At Bert Bowes Middle School...*

community members *strive together to build success for all* . We have a **Positive** , **Accountable** , **Willing** and **Safe** environment where everybody belongs, feels cared for, and health is promoted through access to homemade meals at the canteen, snacks in classrooms and our sports and clubs offer interactions and fitness. We are **engaged** , willing to be **adventurous** and take **ownership** of our learning. We promote **meaningful** and **authentic** learning experiences through structured learning activities, a variety of resources and access to technology.

# Who We Are: The Bert Bowes Community



Located in the Peace River Valley  
on the traditional territory of the  
Tsáá? Ché Ne Dane.

**504**  
Total Students

- Grade 7: 32%
- Grade 8: 36%
- Grade 9: 31%



**20%**  
Indigenous  
Ancestry



**13%**  
French  
Immersion



**15%**  
Special Education  
Designations

# ALIGNING VISION TO ACTION

## STRATEGIC BRIDGE

### SD60 BOARD PRIORITIES

- Student Learning
- People Development

### DISTRICT FESL GOALS

- Social/Emotional Competency
- Career Education

### BERT BOWES FRAMEWORK GOALS

- Goal 1: Human & Social
- Goal 2: Intellectual
- Goal 3: Career

Our school framework acts as the foundational bridge, translating District priorities into daily student success.

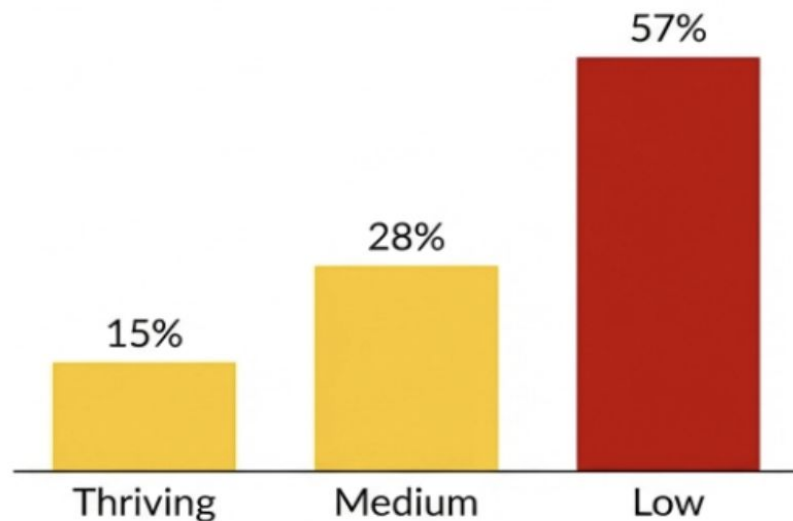
# GOAL 1: HUMAN & SOCIAL DEVELOPMENT

## Feeling Welcome, Safe, and Connected



of students feel welcome at school (Up from 61%)

### Grade 8 MDI Well-Being Index



**Challenge:** A significant dip in Grade 8 well-being requires targeted intervention.

# BUILDING BELONGING: STRATEGIES IN ACTION

## TAG

(Teacher Advisor Groups)



Daily small group time for attendance, checking in, and building safe adult connections.

## PAWS Framework

**P**  
**A**  
**W**  
**S**

- Positive

- Accountable

- Willing

- Safe

## Climate & Health

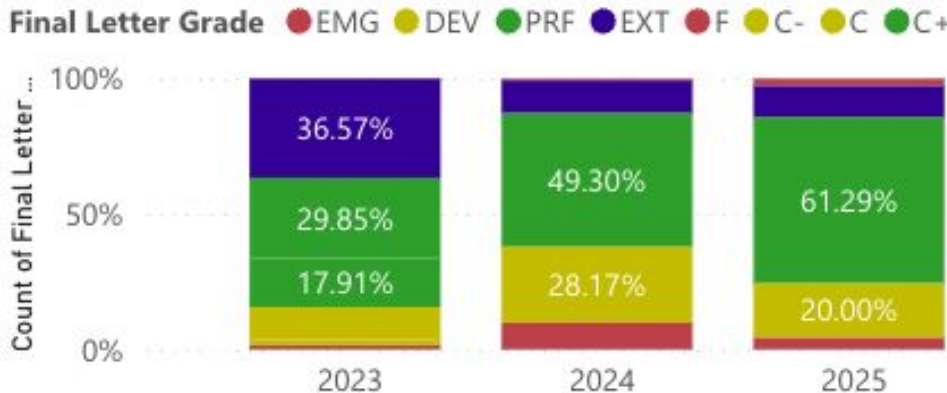


Access to homemade meals in the canteen to promote physical and mental health.

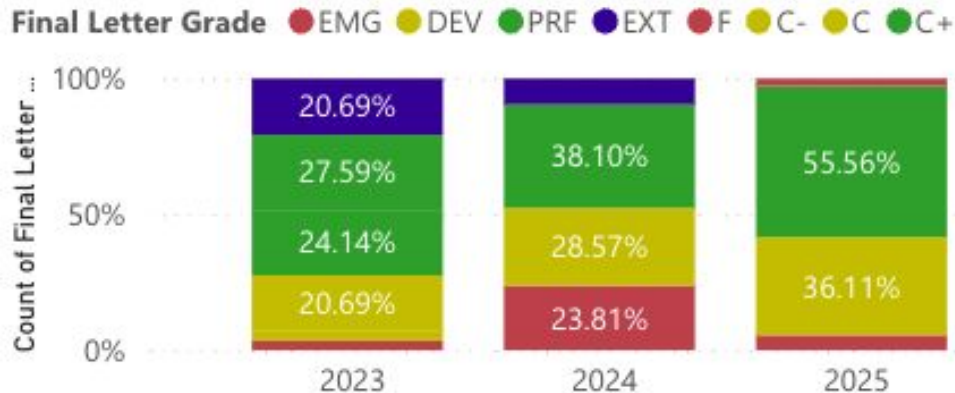
**Ensuring every student has a safe adult connection and clear behavioural expectations.**

# Goal 2: Intellectual Development~ Numeracy

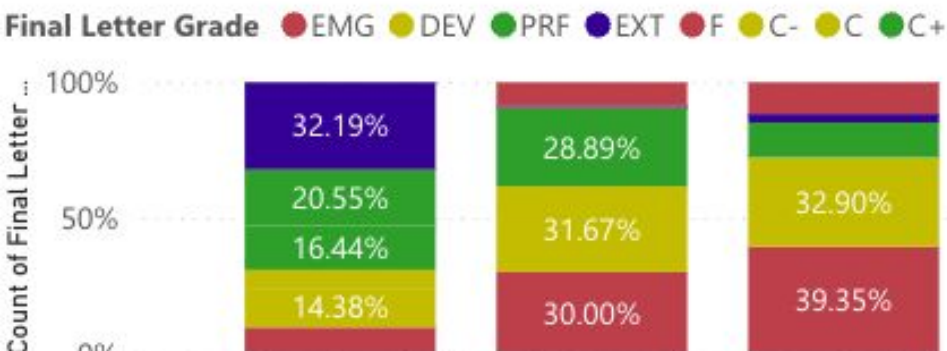
## Grade 7 - ALL



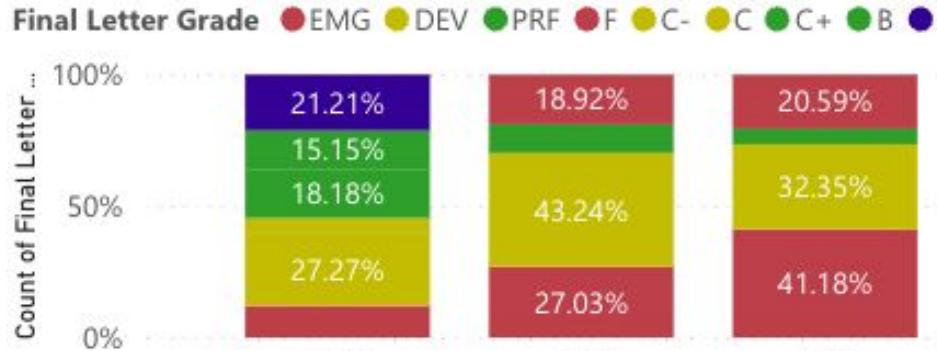
## Grade 7 - Indigenous



## Grade 9 - ALL



## Grade 9 - Indigenous



# Goal 2: Intellectual Development~Literacy

## Grade 7 - ALL

Final Letter Grade ● EMG ● DEV ● PRF ● EXT ● F ● C- ● C ● C+



## Grade 7 - Indigenous

Final Letter Grade ● EMG ● DEV ● PRF ● EXT ● F ● C- ● C ● C+



## Grade 9 - ALL

Final Letter Grade ● EMG ● DEV ● PRF ● EXT ● F ● C- ● C ● C+



## Grade 9 - Indigenous

Final Letter Grade ● EMG ● DEV ● PRF ● F ● C- ● C ● C+ ● B ● A



# TARGETED SUPPORT & INQUIRY-BASED LEARNING

## **INQUIRY-BASED MATH**

Focusing on math facts acquisition to improve conceptual understanding.

Implementing Mathology & Matific in Gr. 7-9 for diversified learning.

## **VERTICAL TEAMING**

Alignment between Elementary and Middle

Within MS grades and the MS to HS transition.

## **SPECIALIZED STAFFING**

Numeracy Support & Literacy Support Teachers

Jr.Alt/Soft Start program

Indigenous transition coaching

## **DATA-DRIVEN ASSESSMENT**

Using data to adjust instructional focus.



# Goal 3: Pathways to the Future

Preparing students for a **successful** transition to **Grade 10**.

**68.8%**

of students have an idea of the kind of person they want to be.

North Peace  
Secondary  
School

Junior  
Alternate  
Program

Core  
Competency  
Development

Grade 9 TAG  
Visits from NPSS  
Counsellors

Bert Bowes  
Middle School



# ENGAGEMENT THROUGH EXPERIENCE (ADST)

## HANDS-ON LEARNING



Robotics & Coding



Foods & Textiles



Makerspace Events



Design Thinking

**Developing critical thinking and creativity~the skills required for the jobs of tomorrow.**

# CROSSING THE STAGE WITH DIGNITY, PURPOSE, AND OPTIONS



## WELL-BEING

● Connected to  
PAWS/TAG



## ACHIEVEMENT

● Connected to  
Inquiry/Intervention



## FUTURE READINESS

● Connected to  
Career/ADST

## Continuous Improvement

“At Bert Bowes, community members strive together to build success for all.”

## Stuff To Include With The Board Speech:

8

Bullying: Not sure if this can actually be helped by someone by the board, but it should be brought to your attention. Bullying isn't being talked about in the right way. Truth be told you can't stop bullying by wearing pink or by having yearly conversations on why bullying isn't good. ~~Truth be told,~~ A slideshow about bullying and campaigns don't resonate with the majority of the students. They just brush it off and continue in their old habits. It needs to be stopped as soon as it starts. Like Tristan said we need a one and done policy, it happens and you're suspended. Simple slaps on the wrist and shoveling snow for a week won't cut it. E-Mails sent home and suspension need to be the go to. Bullying has been overly normalized, the silent glances and sly grins when someone walks by. The whispers and fake friendliness. That is what bullying is today. And as someone who has been on the receiving end of it for years, I know how terrible it makes you feel, when the majority of people hate you for something you don't even know why. The only reason I'm left alone this year is because the majority have found a new target, someone who reacts better than I did. And people need to be called out and held accountable for this behaviour. WE as students need to call it out and YOU as adults need to listen and get control of the situation before it gets out of hand...

2

Communication between the teachers/school board and students: We need more of THESE discussions. Between the higher ups and students. I wanted to talk to people of every grade in this school. Those who struggle academically, those who don't. Those who succeed socially, those who don't. Those who are in the French immersion program and those who can barely hold a conversation in French. But I couldn't. And I know us 2 were chosen for this for a reason but this can't start and end with just us. We need to do this more, because conversations like these. From a student view REALLY helps. By giving you guys even just the smallest glance into what we students are doing, what we respond well to, and what we don't. When these conversations happen we go from being Bert Bowes population of 500, to Bert Bowes where you met all these helpful and eye opening students,

4

Monitoring and proper training of EAs and new teachers in schools: Many times I've had a teacher or EA who told me misinformation, didn't know what was being taught, and even a teacher who undermined their own lesson in a prior interaction. I've fallen behind other classes because new/newer teachers and EA's aren't being prepared enough. Ideally we have MORE communication between seasoned teachers and newer teachers as well as a monitoring teacher for the first few weeks. We also need to start looking at majority grades in a class and start looking into how the students are being taught and why their grades are suffering. And I know that's a HUGE ask especially when EA's and teachers are few and far between, especially properly trained and good ones. But it will truly benefit all involved. The teachers won't be sending emails home as often because the students will (hopefully) respect them enough to listen, angry students and parents won't flood your emails and the office with complaints about the teachers. It is truly something we desperately need. And soon.

6

Community Building: Going off the communication between teachers we need more opportunities for students to talk to each other. Get to know one another, and maybe we'd build

a bit more empathy and understanding of each other, enough to get along or at least treat each other like humans.

**What is your favourite part of school? What are some challenges?**

1 My favourite part of school is probably spending time with my friends and teachers. I know this is a basic answer, but I genuinely feel that friends and teachers are what make school so enjoyable and worthwhile. Without them I'd just be stuck listening to my thoughts everyday. Some challenges I've faced include dealing with difficult people, unclear instructions from assignments and working hard to keep my grades strong and consistent.

**What do you expect public school to do for you? How do you contribute to your school?**

3 Public schools should teach me what I need to succeed, help me grow personally and make school a place that I look forward to going to. I try to make school better by being kind and friendly to everyone, cheering people up when they need it and especially by chatting with new kids or anyone who looks like they could use a friend-it's one of my favorite ways to help out.

**What is your understanding of the school board and the role of trustees? What do you think they do?**

5 I think school trustees are elected locals who form the board to guide schools by making big decisions on policies, budgets and student success while representing our community and working with the province. I only know the main parts, not everything in detail. I think they get elected to set policies, approve budgets, hire the top manager and make sure schools help students succeed while listening to the community.

**If you could make one change to the school system K-12, what would it be, and why? If I could make one change to K-12 schools it would be much stricter policies against homophobia and racism.**

7 Clear zero tolerance rules from early grades, mandatory education on why hate hurts and why diversity matters, and severe, immediate consequences (like suspensions or required accountability) for blatant racist or homophobic comments, slurs or bullying-while allowing personal opinions but never allowing harm.

From my own experiences, I've seen, heard and been targeted, specifically being called the Asian slur word for a Chinese person multiple times dating all the way back to grade 5. Stronger enforcement would make school safer and more welcoming for everyone.

Micro aggression

