

School District #60 (Peace River North)
Committee of the Whole
Regular Meeting
Monday, February 8, 2021 @ 1:30 p.m.
AGENDA



Education

1. Education Update

- a) Framework Presentation (*Attachment*) **1:30 – 2:15 p.m.**
Alwin Holland Elementary School
Jerelyn Orcutt, Administrator
- b) Energizing Our Future: The Social & Economic Development Framework for FSJ: A Report published for the City of Fort St. John (*Attachment*) **2:15 – 3:00 p.m.**
Stephen Petrucci, Superintendent
- c) Framework Presentation (*Attachment*) **3:05 – 4:05 p.m.**
Margaret Ma Murray Community School
Kathy Scheck, Administrator & Teaching Staff

Governance

1. Provincial Council Motions Review (*Attachment*)
Trustee Evans

- 9.1 Funding for Distributed Learning
- 9.2 COVID-19 Vaccine Priority for Workers in the Public Education Sector
- 9.3 Providing Accessible and Timely Information Regarding COVID-19 and School Safety

2. BCPSEA AGM Report
Trustee Campbell

Human Resources

Operations

- 1. Operations Report** (*Attachment*)
Teri Stoneman, Secretary-Treasurer
- 2. COVID-19 Update**



Alwin Holland Elementary School

Framework for Enhancing Student Learning
2020/2021

Students

170 Amazing Kids - Kindergarten to Grade 6
50 Students (29%) Aboriginal Ancestry
8 (5%) ELL Students
13 (8%) Students with Ministry Designations

Staff

44 Incredible Staff
8 Classroom Teachers
1 Learning Assistant/ELL Teacher
1 Reading Recovery Teacher
1 ELL Teacher
1 Prep Teacher
1 Teacher-Librarian
9 Educational Assistants
1 Indigenous Student Support Worker
1 Meals Coordinator
2 Administrators
1 Secretary
2 Custodians

Additional Staff (COVID)

2 Custodians
1 Lunch Period Monitor
1 District Counsellor

Communication

Regular Newsletters
Website
Facebook
Monthly PAC Meetings
Fresh Grade
Class Newsletters
Agendas
Phone Calls
Monthly Calendars
Piloting New Reporting Order

Student Opportunities

Sports Teams
Library Club
Leadership
Student Canteen Helpers
Student Lunch Monitors
Beginning Band
Science Fair
Classroom Champions
Clubs
Lunchtime Gym Activities
Playground Ambassadors

Our Supports

Active, Supportive PAC
Large Base of Parent/Guardian Volunteers
District Itinerants (Autism, Speech, Vision, Hearing, PT/OT)
Math & Literacy Coaching
Complex Behaviour Support
Technology Support
Counselling

Social & School Community Programs

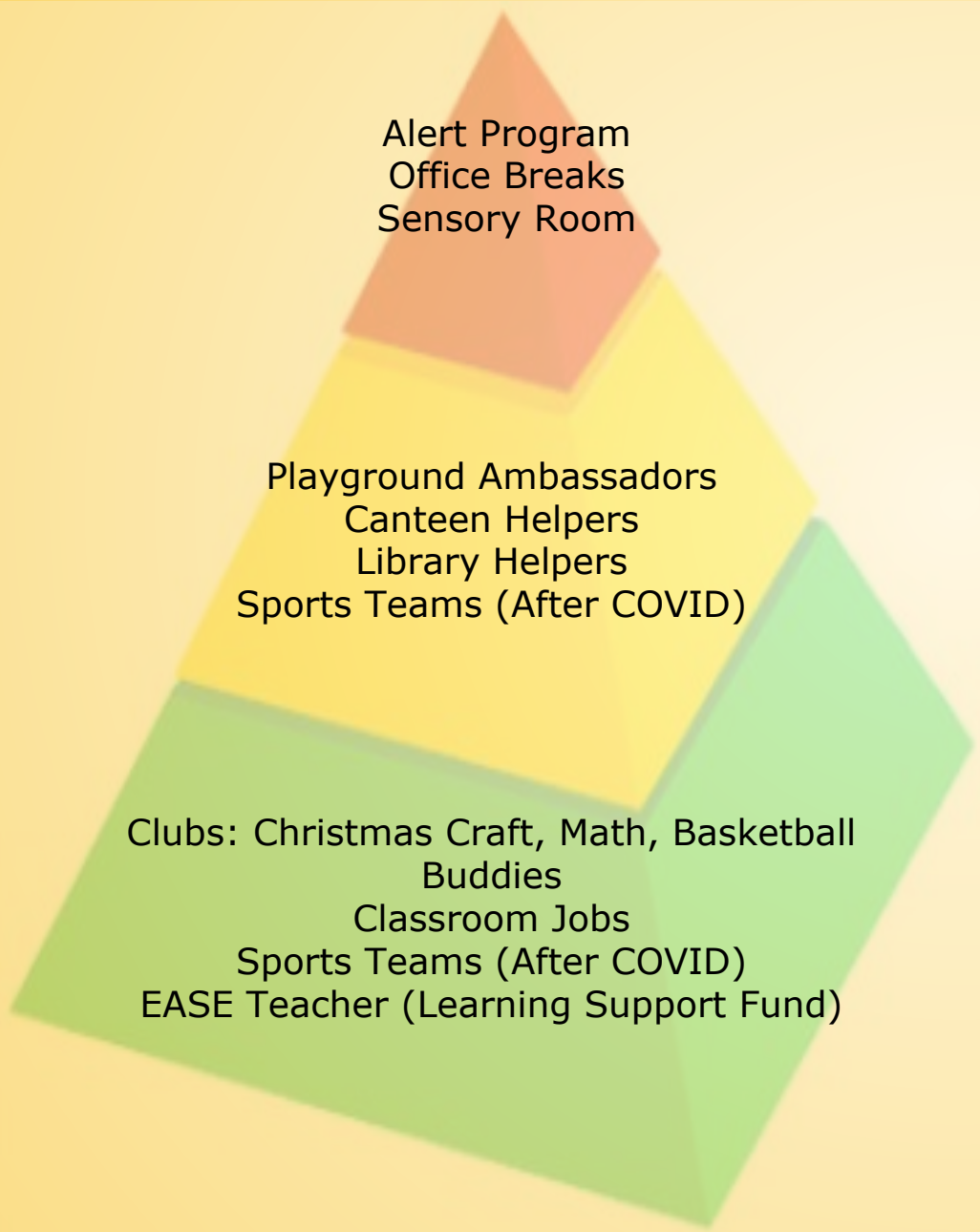
Canteen
Breakfast Program
School Meals
PBS Committee
Counselling
Ready, Set, Learn
Welcome to Kindergarten
Buddies
Colour Teams

Events

Welcome to Alwin Holland Breakfast
Family Day Breakfast
School-Wide Christmas Lunch
Monthly Assemblies
Remembrance Day Assembly
Christmas Activities
Dress Up Days
Colour Team Challenges
Cabin Fever Day
Fire Safety Week
Term Celebrations
Terry Fox Run/Fundraiser
Jump Rope for Heart
Food Drives
SPCA Fundraising
Talent Show

Career/Skills Goal: Students will work towards developing into members of society that are engaged, self-motivated, reflective and courageous when it comes to their learning.

Strategies



Alert Program
Office Breaks
Sensory Room

Playground Ambassadors
Canteen Helpers
Library Helpers
Sports Teams (After COVID)

Clubs: Christmas Craft, Math, Basketball Buddies
Classroom Jobs
Sports Teams (After COVID)
EASE Teacher (Learning Support Fund)

Rationale/Background

Our Employability Skills data from March 2020, without students no longer at AH, shows that our students, especially boys, are not consistently meeting expectations.

Evidence/Data Collection

Employability Skills Data (March 2020)*

Punctuality, Preparedness, Completion of Assignments, Respect for Work, Engagement, Participation, Teamwork, Leadership, Respect for Others, Following Instructions, Effort, Time Management, Asking for Help, Risk Taking, Resilience

*Data is broken down by gender, designation, ELL, Indigenous, Attendance Concerns, Socioeconomic Status

Discussion

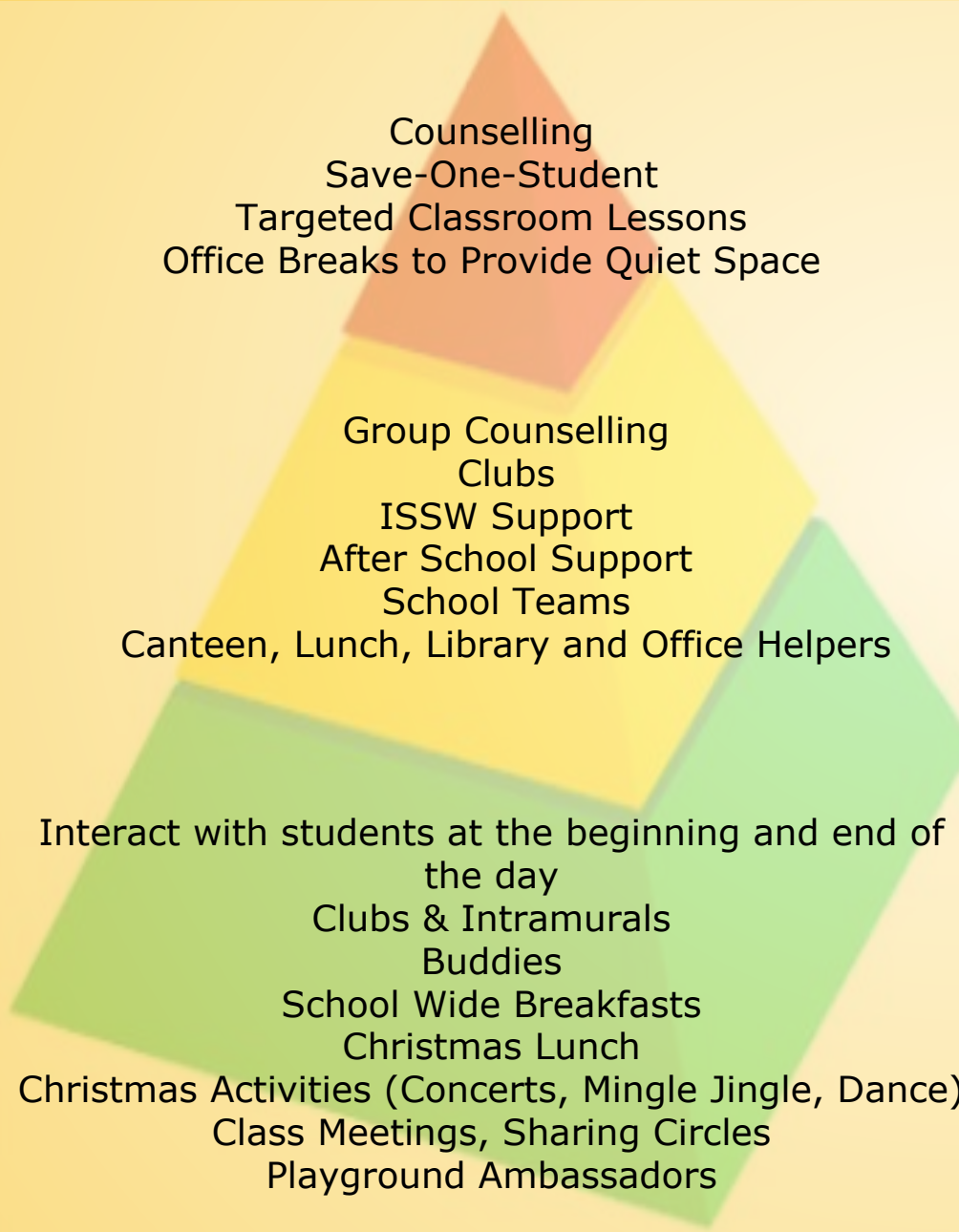
When students no longer in the AH catchment were removed, the overall results dropped. This is either due to the catchment change or due to the language in the survey: Consistently, Sometimes, With Support

The Employability Skills data will be collected again in March 2021 with the headings: Rarely, Sometimes, Usually, Consistently.

Data will be reviewed in April.

Social/Emotional Goal: Students will feel a sense of belonging, safety and value, and be self-regulated.

Strategies



Counselling
Save-One-Student
Targeted Classroom Lessons
Office Breaks to Provide Quiet Space

Group Counselling
Clubs
ISSW Support
After School Support
School Teams
Canteen, Lunch, Library and Office Helpers

Interact with students at the beginning and end of the day
Clubs & Intramurals
Buddies
School Wide Breakfasts
Christmas Lunch
Christmas Activities (Concerts, Mingle Jingle, Dance)
Class Meetings, Sharing Circles
Playground Ambassadors

Rationale/Background

Feeling safe, having a sense of belonging, and being self-regulated contribute to a child who is able to learn.

Evidence/Data Collection

School Connectedness Survey* - April/May

*Data is broken down by gender, designation, ELL, Indigenous, Attendance Concerns, Socioeconomic Status

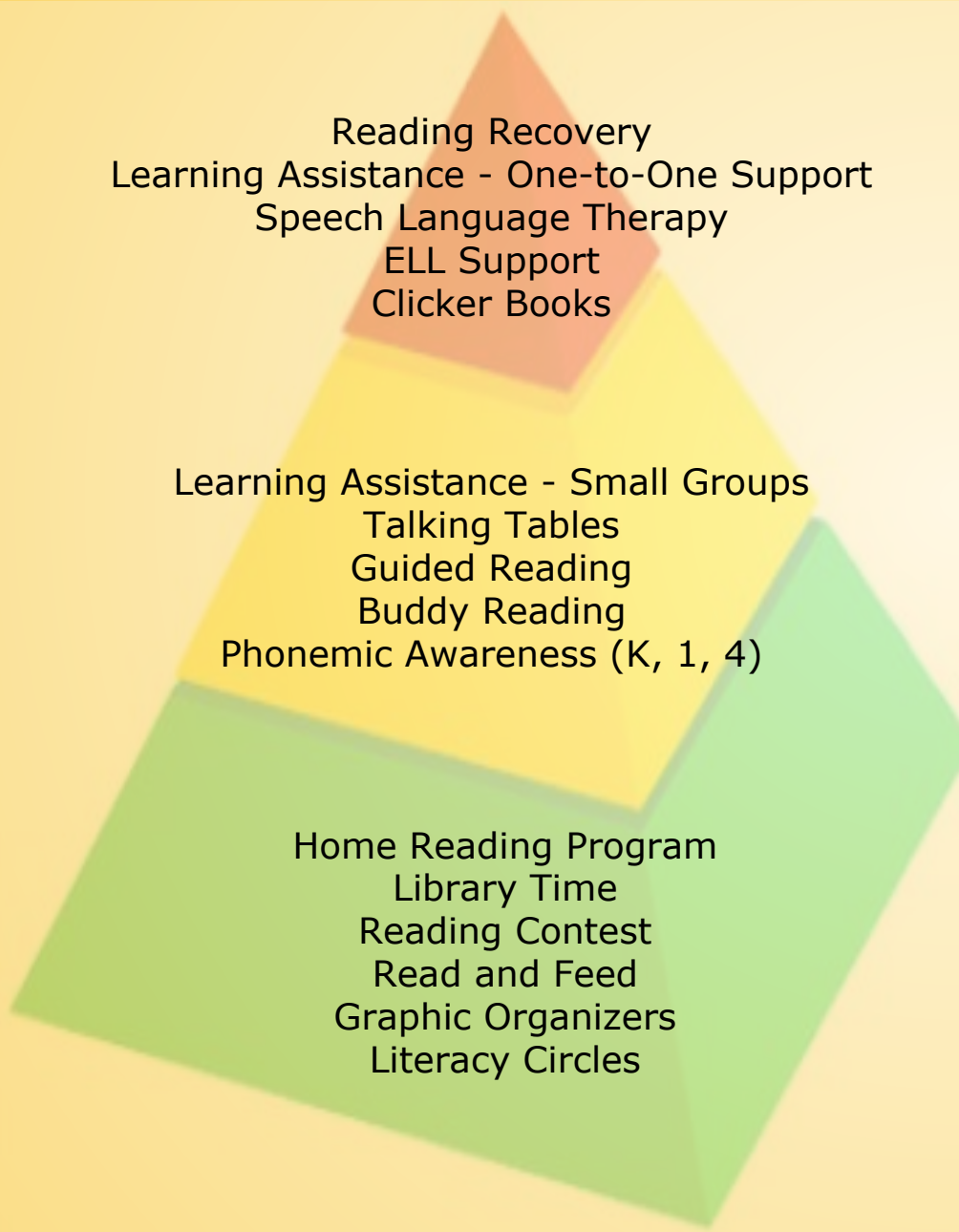
Discussion

The catchment change resulted in a 55% decrease in student population, 40% decrease in EAs, and 52% decrease in teaching staff. These changes are significant, and as a result, this goal area will be reviewed after the School Connectedness Survey in April/May.

On the last survey (Fall 2019), over 75% of students felt that there were at least two adults that really cared about them. Over 85% sometimes or most of the time felt that they belonged and were safe.

Intellectual Goal - Reading: At Least 80% of Students Will Reading At or Above Grade Level with Fluency and Comprehension

Strategies



Reading Recovery
Learning Assistance - One-to-One Support
Speech Language Therapy
ELL Support
Clicker Books

Learning Assistance - Small Groups
Talking Tables
Guided Reading
Buddy Reading
Phonemic Awareness (K, 1, 4)

Home Reading Program
Library Time
Reading Contest
Read and Feed
Graphic Organizers
Literacy Circles

Rationale/Background

Reading is a foundational skill that future skills rely on. Various studies indicate that reading ability in primary grades is a predictor of life success.

Evidence/Data Collection

Term Data* (November/March/June)

Reading Levels - Fall and Spring

Upper/Lower Case Letter/Sound Identification

*Data is broken down by gender, designation, ELL, Indigenous, Attendance Concerns, Socioeconomic Status

Discussion

All students had an inconsistent learning experience in the spring due to the outbreak of COVID-19. Reading skills are overall lower than usual. The learning assistant tested students in Kindergarten, Grade 1 and Grade 4 on their ability to recognize upper and lower case letters and associate them with their sounds.

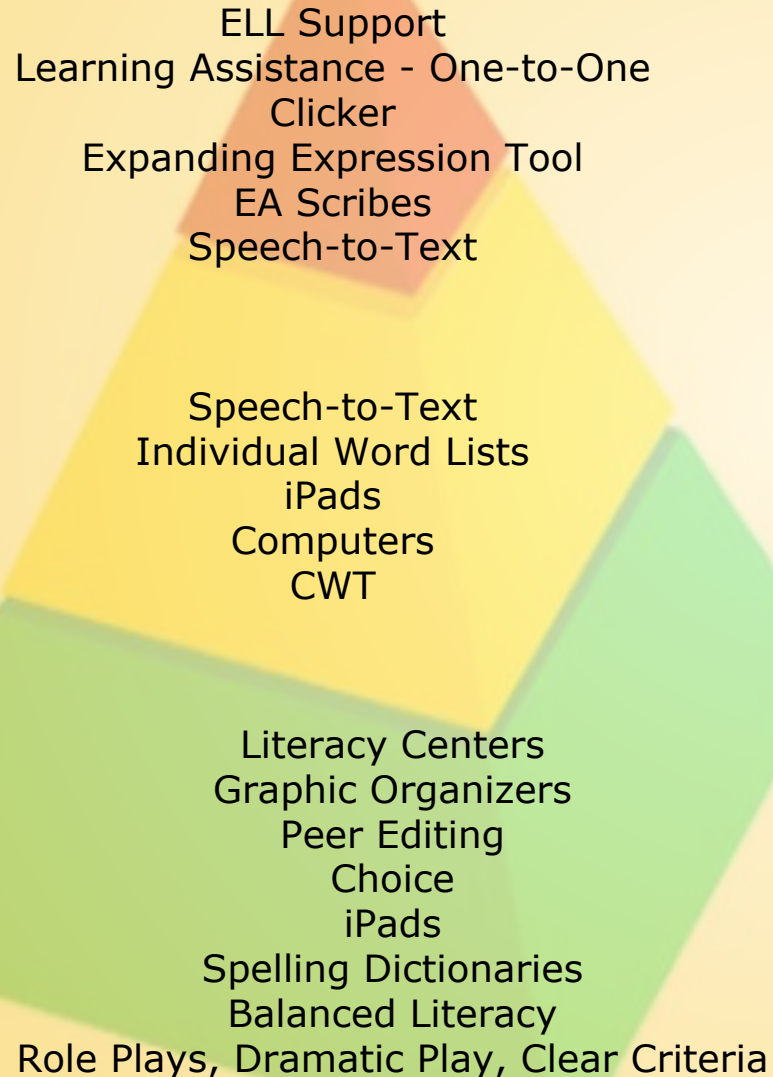
Collaboration using Learning Support Funds and team teaching targeting phonemic awareness is ongoing.

The learning assistant would like to test all students on their letter/sound skills.

Additional supports have been placed in the early primary classes so that students have a better chance at becoming good readers.

Intellectual Goal - Writing: At Least 80% of Students Will Meeting Grade Level or IEP Expectations in Writing.

Strategies



ELL Support
Learning Assistance - One-to-One
Clicker
Expanding Expression Tool
EA Scribes
Speech-to-Text

Speech-to-Text
Individual Word Lists
iPads
Computers
CWT

Literacy Centers
Graphic Organizers
Peer Editing
Choice
iPads
Spelling Dictionaries
Balanced Literacy
Role Plays, Dramatic Play, Clear Criteria

Rationale/Background

Writing is a necessary skill for life.

Evidence/Data Collection

Term Data* (November/March/June)

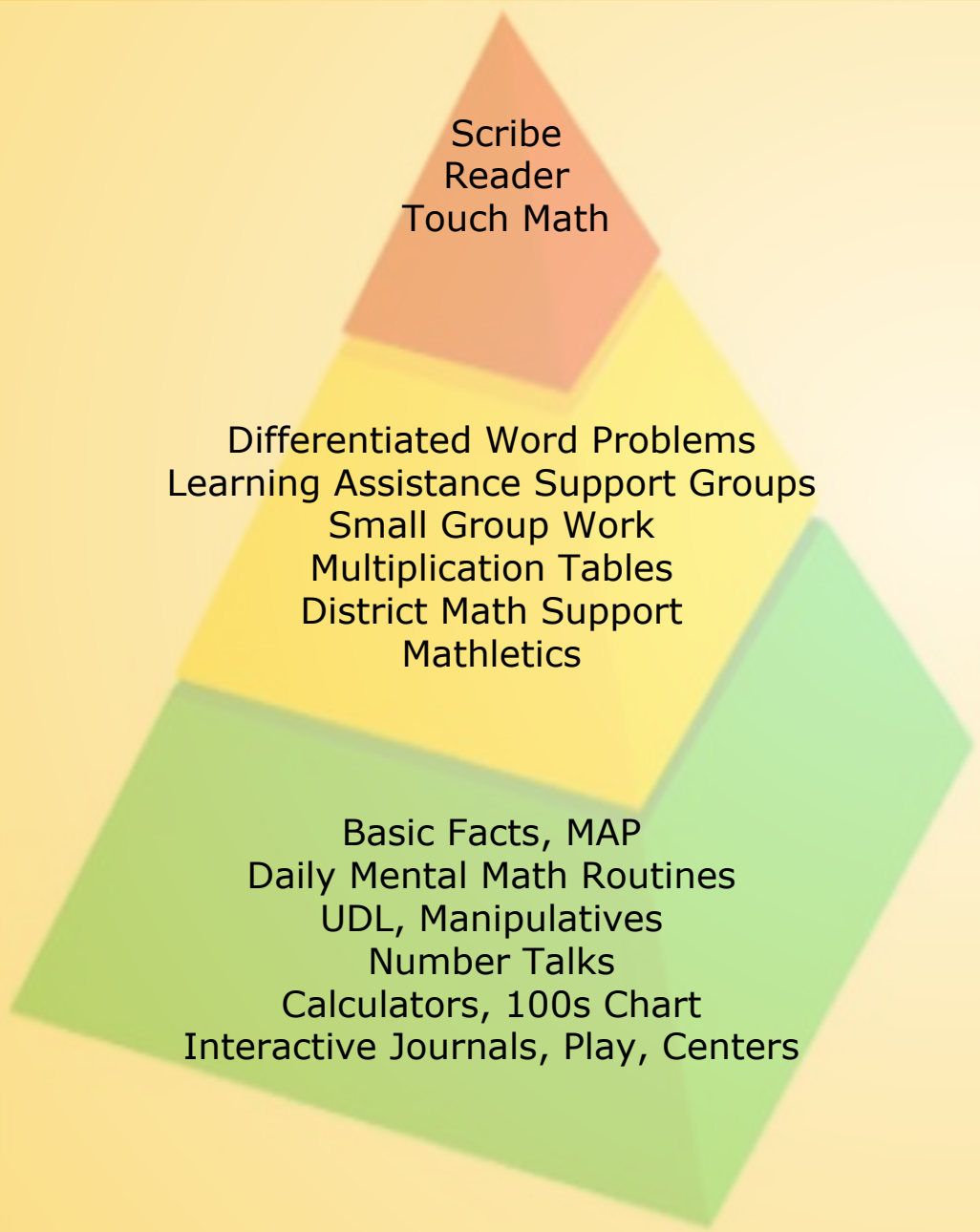
*Data is broken down by gender, designation, ELL, Indigenous, Attendance Concerns, Socioeconomic Status

Discussion

This could be where we talk about what we noticed, what we are changing, next steps.

Intellectual Goal - Numeracy: 80% of students will demonstrate age-appropriate Number Sense at a proficient or extending level.

Strategies



Scribe
Reader
Touch Math

Differentiated Word Problems
Learning Assistance Support Groups
Small Group Work
Multiplication Tables
District Math Support
Mathletics

Basic Facts, MAP
Daily Mental Math Routines
UDL, Manipulatives
Number Talks
Calculators, 100s Chart
Interactive Journals, Play, Centers

Rationale/Background

Problem solving involves multiple skills--reading, recognizing key information, choosing appropriate strategies, making/following/adapting a plan, estimating, checking for accuracy, and using math facts.

Evidence/Data Collection

Term Data* (November/March/June)

*Data is broken down by gender, designation, ELL, Indigenous, Attendance Concerns, Socioeconomic Status

Discussion

Overall, students are very close to meeting the goal for Numeracy.

Term Data

Our Term Data is collected from our teachers each term in the three areas of Reading, Writing and Numeracy. We use the same achievement indicators as our Single Term Reporting: Emerging, Developing, Proficient and Extending.

We break up our data into categories including: male, female, students with a designation, ELL, Indigenous, Inner City and Attendance Issues. By doing this, we are really able to pinpoint the groups of students we are meeting the needs of while also being able to see the groups that maybe need to be focused on a bit more.

To view our Term Data, please click on the following link:

Employability Skills Data

At Alwin Holland, we strive to help students develop into well-rounded learners that are enthusiastic and excited about their success as a learner. We have developed a set of data indicators to see how well our students are doing in regards to this goal. Teachers assess each students ability in the following areas: punctuality, preparedness, completion of assignments, respect for work, engagement, participation, teamwork, leadership, respect for others, follow instructions, effort, time management, extra help, risk taking and resilience.

With our new population and demographic of students, we will be adapting the areas assessed as well as the achievement indicators used for our next data collection time in the Spring.

To view our Employability Skills Data, please click the following link:

Map Data

Fall Data 2020

Communicat ing and Representin g	Understandi ng and Solving	Connecting and Reflecting	Reasoning and Analyzing
MAP Fall 2020-21	MAP Fall 2020-21	MAP Fall 2020-21	MAP Fall 2020-21
Proficient	Developing	Proficient	Proficient
Proficient	Developing	Developing	Proficient
Proficient	Proficient	Proficient	Proficient
Proficient	Developing	Developing	Proficient
Developing	Developing	Proficient	Developing
Proficient	Proficient	Proficient	Developing
Proficient	Developing	Proficient	Developing
Proficient	Emerging	Developing	Developing
Proficient	Developing	Developing	Proficient
Proficient	Emerging	Developing	Emerging
Proficient	Emerging	Developing	Developing
Developing	Developing	Proficient	Proficient
Proficient	Developing	Developing	Developing
Proficient	Proficient	Proficient	Proficient
Proficient	Developing	Developing	Proficient
Emerging	Proficient	Proficient	Developing
Proficient	Developing	Developing	Developing
Proficient	Proficient	Proficient	Developing
Proficient	Developing	Developing	Developing
Proficient	Developing	Developing	Developing
Proficient	Developing	Developing	Proficient
Proficient	Developing	Developing	Developing
Developing	Proficient	Developing	Developing
Proficient	Developing	Developing	Developing
Proficient	Proficient	Proficient	Proficient

Proficient	Proficient	Proficient	Developing
Proficient	Proficient	Developing	Developing
Proficient	Proficient	Developing	Developing
Developing	Proficient	Developing	Developing
Proficient	Proficient	Proficient	Proficient
Proficient	Proficient	Developing	Developing
Not Attempted	Not Attempted	Not Attempted	Not Attempted
Proficient	Proficient	Proficient	Developing
Proficient	Proficient	Proficient	Developing
Proficient	Proficient	Developing	Developing
Proficient	Developing	Developing	Emerging
Proficient	Proficient	Developing	Developing
Proficient	Proficient	Developing	Developing
Proficient	Proficient	Developing	Developing

Reading Data - PM Benchmark

Grade 1/2 PM Benchmark - Fall 2020

	Level	Reading Accuracy	Reading Recovery
	PMB 2020/2021	PMB 2020/2021	PMB 2020/2021
01	1		
01	1		
01	1		
01	1		
01	1		
01	1		
01	8		
01	1		

	Level	Reading Accuracy	Reading Recovery
	PMB 2020/2021	PMB 2020/2021	PMB 2020/2021
01	2	90-94%	-
01	1		
01	1		
01	1		YES
01	1		
01	1		YES
01	0		
01	1		YES
01	9		
01	1		
01	1		YES
01	1	90-94%	
01	9		
01	3		
01	1		
01	25		
01	9		
01	0		
01	1		
01	1		
01	1		

	Level			Fluency	Comprehension	Reading Accuracy		Reading Recovery	
	QCA 2020/2021	PMB 2020/2021	PMB 2019/2020	QCA 2020/2021	QCA 2020/2021	PMB 2020/2021	PMB 2019/2020	PMB 2020/2021	PMB 2019/2020
02		14							
02		4							
02		25	12				90-94%		-
02		14	4			95-100%			
02		14				95-100%			
02		2				90-94%		YES	
02		14							
02		10						YES	
02		9	10				90-94%		-
02		25							
02		16				95-100%			
02		10							

02							
02		15				95-100%	
02							
02		15				95-100%	
02		3	6			<90%	
02		15				90-94%	
02		15	10			90-94%	90-94%
02		8	10			90-94%	90-94%
02		15				<90%	
02		12				90-94%	
02		8				95-100%	

Reading Data - QCA

Grade 3-5 QCA - Fall 2020

	Level			Fluency	Comprehension	Reading Accuracy		Reading Recovery	
	QCA 2020/2021	PMB 2019/2020	PMB 2018/2019	QCA 2020/2021	QCA 2020/2021	PMB 2019/2020	PMB 2018/2019	PMB 2019/2020	PMB 2018/2019
03	QCA3		16	1	2		95-100%		-
03	QCA3	23	16	3	2	90-94%	95-100%		
03	QCA3		12	3	3		90-94%		-
03	QCA3		21	4	4		95-100%		
03	QCA3	16	5	1	2	90-94%	90-94%		
03	QCA3	23	16	3	3	90-94%	90-94%		
04	QCA4		15	1	1		90-94%		
04	QCA4		22	3	3		95-100%		
04	QCA4		22	3	2		90-94%		
04	QCA4		26	3	3		90-94%		
04	QCA4		21	3	3		95-100%		
04	QCA4		23	3	2		95-100%		
04	QCA4		26	3	3		95-100%		
04	QCA4			1	2				
04	QCA4			1	2				
04	QCA4		17	1	2		95-100%		
04	QCA4		15	2	2		90-94%		
04	QCA4		22	4	4		95-100%		
04	QCA4		22	1	1		90-94%		
04	QCA4		22	1	2		90-94%		

03	QCA3		9	3	2		90-94%		
03	QCA3			3	2				
03	QCA3			2	2				
03	< QCA3 (PM)		4	PM < 15	PM < 15		90-94%		
03	< QCA3 (PM)			PM 15-19	PM 15-19				
03	< QCA3 (PM)		6	PM < 15	PM < 15		90-94%		YES
03	QCA3			3	3				
03	< QCA3 (PM)			PM < 15	PM < 15				

03	< QCA3 (PM)			PM 15-19				
03	< QCA3 (PM)		15	PM 15-19			90-94%	
03			18				90-94%	
03								
03								
03			1				90-94%	

Reading Data - QCA

Grade 3-5 QCA - Fall 2020

	Level			Fluency		Comprehension		Reading Accuracy	Reading Recovery
	QCA 2020/2021	QCA 2019/2020	PMB 2018/2019	QCA 2020/2021	QCA 2019/2020	QCA 2020/2021	QCA 2019/2020	PMB 2018/2019	PMB 2018/2019
04	QCA4		25	3		2		95-100%	
04	QCA4			2		2			
04	QCA4		17	2		3		90-94%	
04	QCA4		22	2		3		90-94%	
04	QCA4		24	2		2		95-100%	
04	QCA4		27	3		3		90-94%	
04	QCA4		24	3		2		95-100%	
04	QCA4		22	4		3		95-100%	
04	QCA4		25	4		3		95-100%	
05	QCA5			4		3			
05	QCA5			3		3			
05	QCA5	< QCA3 (PM)		2	PM 20-24	2	PM 20-24		
05	QCA5			2		2			
05	QCA5			3		3			
05	QCA5			2		2			
05	QCA5			2		2			
05									
05									
05	QCA5			3		2			
05	QCA5			4		3			
05	QCA5			2		3			
05									
05	QCA5			3		3			
05	QCA5			3		3			
05	QCA5			3		3			
05	QCA5			3		3			

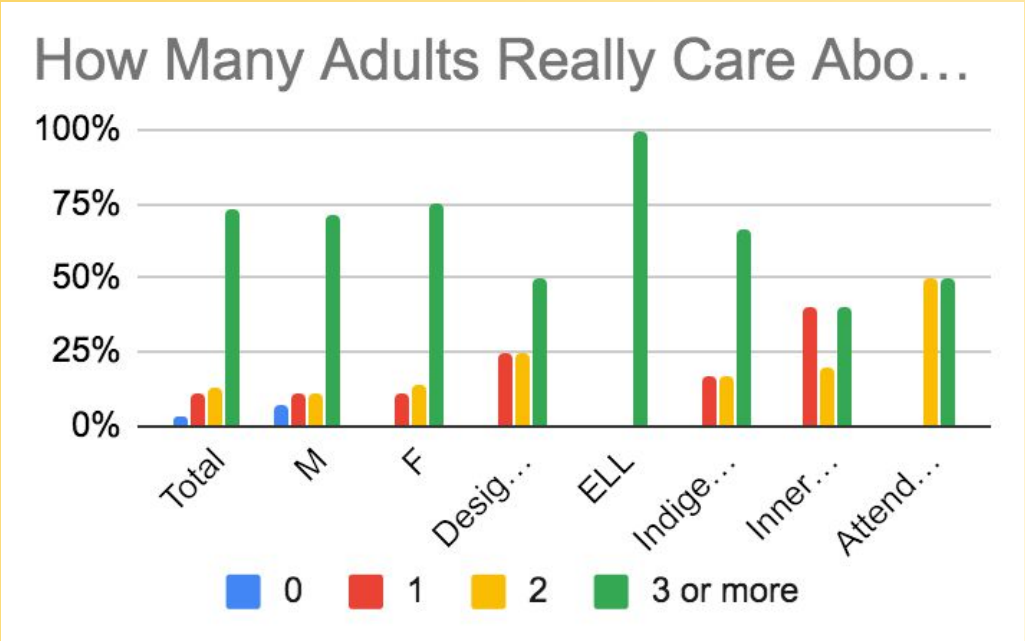
05	QCA5			4			3		
05	QCA5			4			2		
05	QCA5			4			3		
05	QCA5			3			3		

Reading Data - RAD

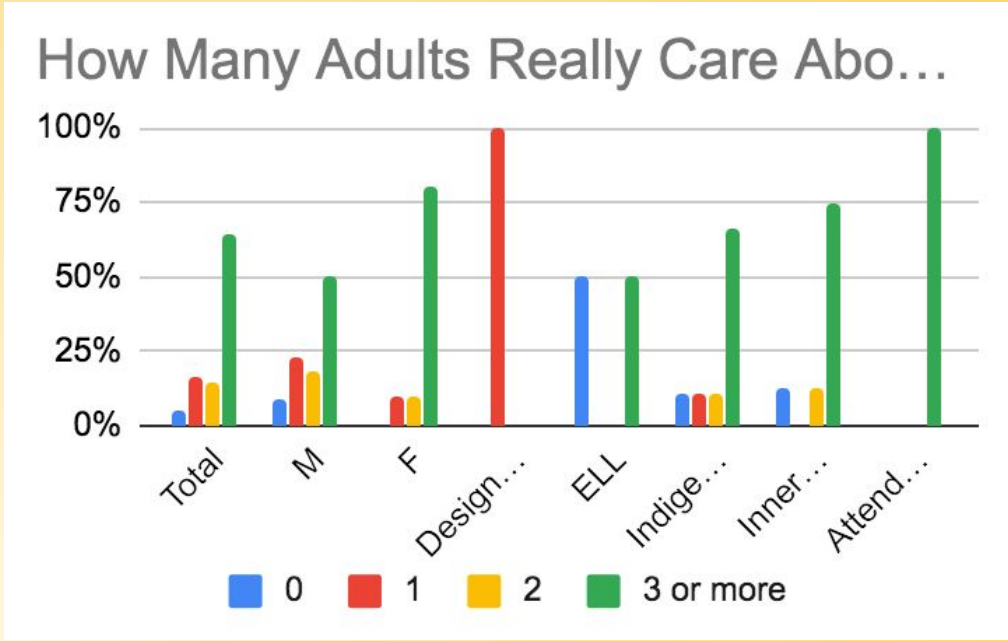
Grade 6 RAD - Fall 2020

06		RAD6			4			3	
06		RAD6			3			3	
06		RAD6			3			3	
06		RAD6			4			3	
06		RAD6			3			2	
06		RAD6			3			2	
06		RAD6			3			2	
06		RAD6			4			2	
06		RAD6			3			3	
06									
06		RAD6			3			3	
06		RAD6			3			3	
06		RAD6			4			2	
06		RAD6	QCA5		3	2		2	2
06		RAD6			3			3	
06		RAD6			3			2	
06		RAD6	QCA5		3	3		3	3
06		RAD6			4			3	
06		RAD6	QCA5		4	3		2	2
06		RAD6	QCA5		3	2		3	2
06		RAD6	QCA5		3	3		2	2
06		RAD6	QCA5		4	3		2	2

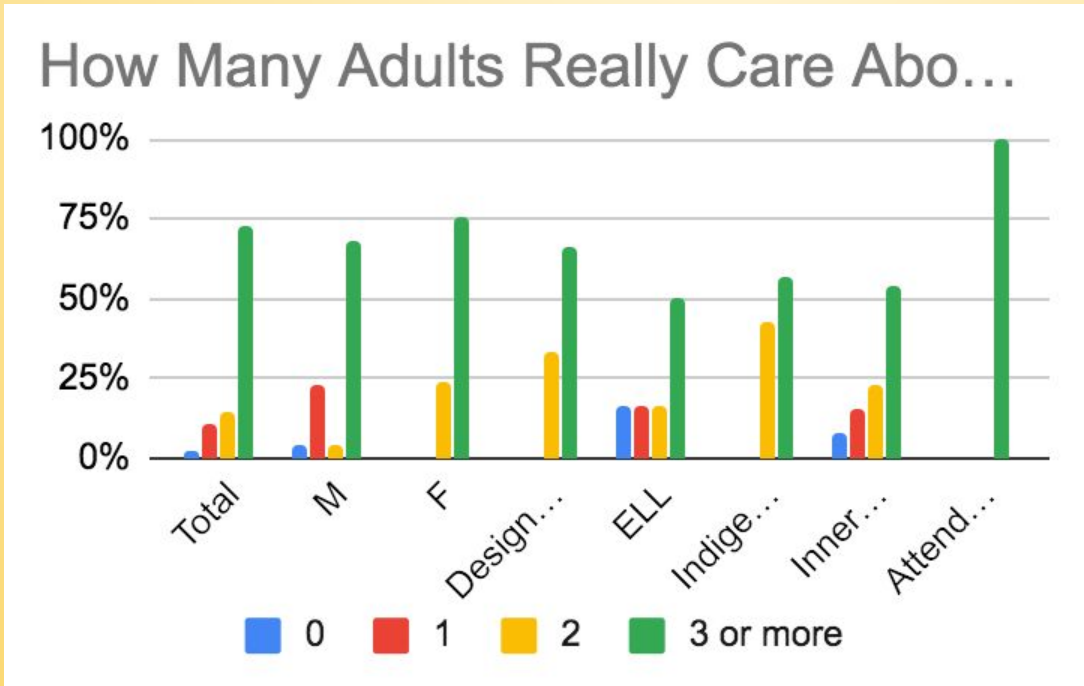
Grade 1



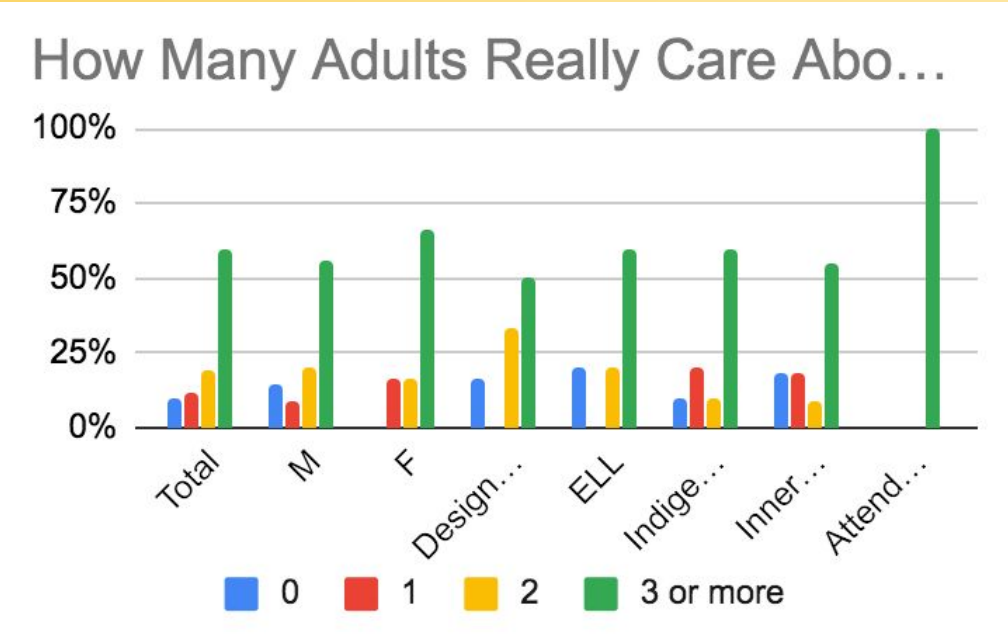
Grade 2



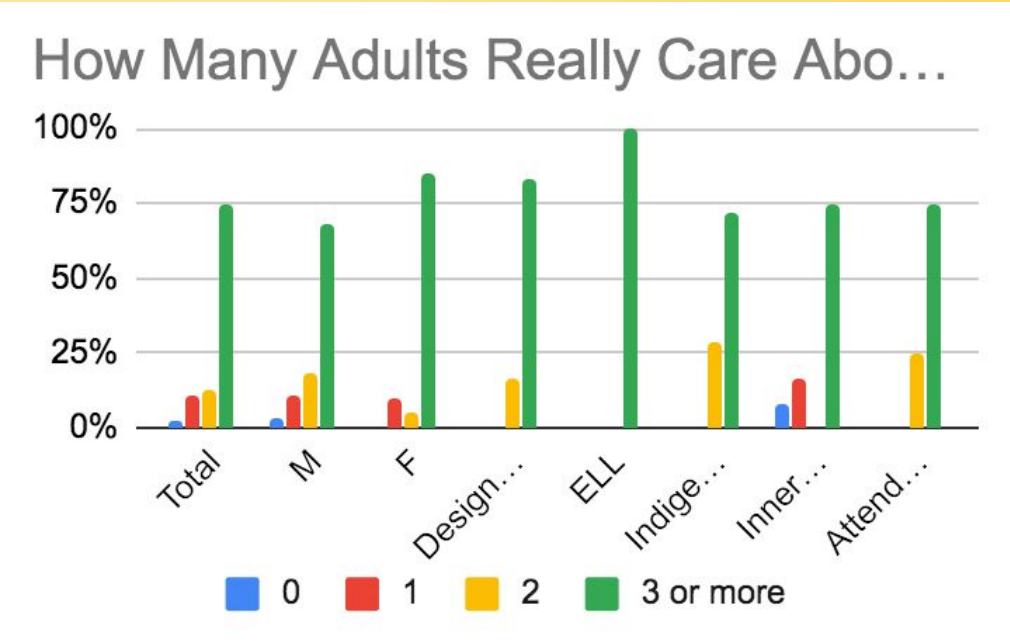
Grade 3



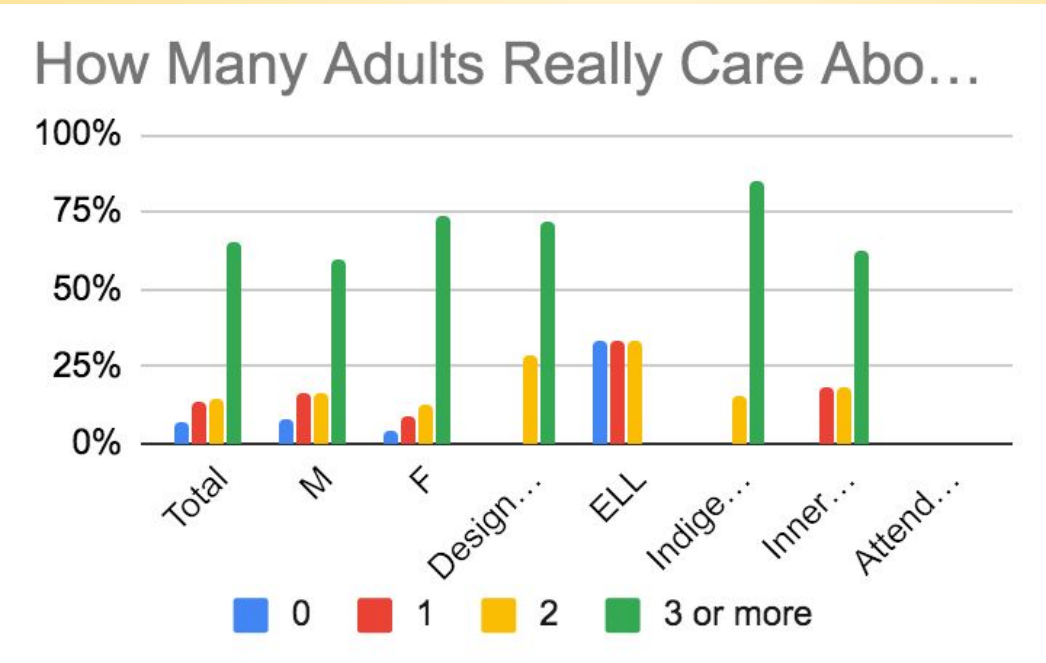
Grade 4



Grade 5



Grade 6





SCHOOL DISTRICT NO. 60 (Peace River North)

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Staff Report to the Board of Education of School District No. 60 (Peace River North)

Title: Energizing Our Future: The Social and Economic Development Framework for Fort St. John: A Report published for the City of Fort St. John

Date: February 8th, 2021

From: Stephen Petrucci, Superintendent

Subject: A [June, 2020 Report](#) on the creation and implementation of a social and economic development framework for the city of Fort St. John. The report was “born out of a partnership between the Community Development Institute (CDI) at the University of Northern British Columbia (UNBC) and the City of Fort St. John.” (p. i). The CDI had the contract to carry out the research, engagement activities and report-writing. This took place over 18 months involving various community groups, individuals, focus groups, open houses, etc.

Audience: Residents, businesses and organizations of Fort St. John

Purpose of the Report & Framework: Provide guidance, focus, and the tools to build the strong foundation that will support the future social and economic development of Fort St. John.

Strategic Goals

1. Enhance community economic development to provide opportunities and sustainability for Fort St. John.
2. Demonstrate leadership in environmental responsibility through sustainable and effective practices for municipal operations.
3. Build and manage public assets and human resources that support the current and future needs of the community.
4. Initiate and foster partnerships that will benefit Fort St. John. Advocate to decision makers on issues that impact the community.
5. Actualize downtown Fort St. John as a social, vibrant, livable hub as articulated in the Fort St. John Downtown Action Plan



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Social and Economic Action Areas:

1. Inclusion and Belonging, 2. Services for Individual and Family Wellbeing, 3. Services for Vulnerable People and Families, 4. Public and Government Services, 5. Retail and Services, 6. Housing, 7. Workforce, 8. Oil and Gas, 9. Agriculture, 10. Forestry, 11. Tourism, 12. Arts and Culture, 13. Sports & Recreation, 14. Infrastructure, 15. Transportation

Implications for SD60: Nothing directly related to School District 60 operations but some areas for potential overlap and cooperation/awareness:

Inclusion and Belonging – The potential to take part in a *community roundtable* and provide insight into our programs and strategies. This could be done as part of a Board governance activity. Additionally, better understand the bridge between school and the community – although this is limited to Fort St. John. There may also be an opportunity to take advantage of a “cross-cultural training program (p. 13)” if it is developed by the city. SD60 has a SWIS program, funded by the Federal Government, to help immigrant families successfully integrate into the school system and broader community. SD60 also hosts a number of events, sometimes in collaboration with the City of Fort St. John, such as the World Fair each Spring. SD60 has also recently engaged in the LEA process with our three First Nations communities that has robust plans for collaboration, reporting and accountability.

Enhance governance capacity for non-profit service providers - The Board of Trustees already has a professional association and support from the BCSTA (the HUB), but this may be an area where the Board can share some expertise. For example, we could invite a couple of board chairs from local non-profits to take part in some BCSTA governance workshops or at least share some relevant materials with them.

Build awareness and encourage local and regional residents to pursue careers in services for wellness and wellbeing – While we have very robust Careers and ADST programming, we could strategically promote education and health careers – for the benefit of our community and District. This has occurred in the past and we are presently renewing some of those conversations and associations. There is already a constructive relationship with Northern Lights College who have even adjusted their timetable to accommodate our secondary semester system for dual credit students.

Arts and Culture – Continue to look for opportunities to leverage visiting and local artists/performances. We currently have an “Artist in Residence program” to encourage local artists to work with teachers on a variety of projects. Senior staff also meet with the staff of the Cultural Centre semi-annually to explore common opportunities.



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Sports and Recreation – This is an ongoing relationship. There may be future opportunities for major project-sharing (as there has been in the past) but the District also values the control over its own facilities and the emphasis on *student* sports and recreation specifically – as is our mandate.

Workforce Development: Recruitment & Retention – while there may be some opportunities for student career exploration locally, the recruitment of teachers for example, is very industry-specific and our District has a very robust and successful outreach in this regard. Nevertheless, we have seen successful outcomes through the city and regional career fairs in terms of our support staff cadre – this should continue. A vibrant and healthy community can help with the retention of all employees.

Conclusions & Recommendations:

In essence, this report was commissioned by the City of Fort St. John and targets the municipality's future social and economic health. Nevertheless, I have outlined above some key areas that the Board could consider in the context of Governance outreach as well as some strategic operational leads. There are also elements of this report and the process behind it, that may also help inform future community outreach for SD60 Strategic Planning. As always, we need to keep in mind our core mandate and the deployment of our limited resources that directly support that mandate.



British Columbia
School Trustees
Association

9.1 Funding for Distributed Learning

SUBMITTED BY: *The Board of Education of School District No. 79 (Cowichan Valley)*

BE IT RESOLVED:

that BCSTA request the Ministry of Education increase Distributed Learning funding to the standard per full time equivalent (FTE) funding level.

RATIONALE:

This motion is emergent because the Ministry is currently preparing funding allocations for the 2021/2022 school year.

This motion is needed because the lower level of funding per FTE Distributed Learning student at 80% does not provide sufficient funding to staff the programs to meet the criteria and accountability required for personalized quality education for the students. With increased numbers of Distributed Learning students, the challenge to provide excellent education to many students and the shortfall in overall budget is significant. As education moves to provide more online learning, adequate funding is absolutely necessary.

REFERENCES:

- [Ministry of Education Policy -Distributed Learning – Active](#)
- [Ministry of Education Policy- Distributed Learning - Funding](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.



British Columbia
School Trustees
Association

9.2 COVID-19 Vaccine Priority for Workers in the Public Education Sector

SUBMITTED BY: *The Board of Education of School District No. 72 (Campbell River)*

BE IT RESOLVED:

that BCSTA request the Ministry of Health assign high priority to the vaccination of workers in the public education sector when the COVID-19 vaccine becomes available.

RATIONALE:

This motion is emergent due to the rapidly changing situation around vaccine development, availability, and prioritizing of recipients. We believe this is an important, emergent issue that should be discussed at Provincial Council, rather than waiting an additional two months until the AGM. Leaving the motion until AGM would mean a loss of valuable time to advocate for our staff. Our board believes that this motion is worth pursuing at this time, if only to make a statement of support.

Workers in the public education system who are essential to the functioning of the sector are in contact with large numbers of students on a daily basis. While safety precautions have been put in place, students can be subject to the same risks of community spread as the general population, and it is important to protect our essential workers against infection from the COVID-19 virus.

In late November, the government announced its priorities for rolling out vaccines. Educators were not considered a priority. Since then, conditions continue to change. With the emergence of mutant strains of the COVID-19 virus it becomes even more crucial to protect our educational staff who work with children. With the uncertainty of the vaccine supply, and revisions to the roll-out schedule, it is appropriate to bring this motion forward now while decisions are necessarily being revised.

REFERENCE:

- [BC Centres for Disease Control - BC's COVID-19 Immunization Plan](#)

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.



9.3 Providing Accessible and Timely Information regarding COVID-19 and School Safety

SUBMITTED BY: *The Board of Education of School District No. 38 (Richmond)*

BE IT RESOLVED:

that BCSTA urge provincial and local health authorities to provide timely, easy access to information about COVID-19 and school safety so school districts can make this information available to families and staff.

RATIONALE:

This motion is emergent because the COVID-19 pandemic is a current and ongoing situation which is constantly evolving and affecting the BC school system. The need for more easily understandable and accessible information regarding school safety is urgent to help prevent undue anxiety and fear in our school communities.

Despite repeated assurances by public health authorities that schools are safe, there are some parents and staff members who have stated that they do not believe that to be true.

Current inconsistencies and gaps in communication are leading to high levels of fear and anxiety amongst some parents, students and staff members.

In some districts, particularly in Metro Vancouver, large numbers of parents continue to keep their children at home either enrolled in home schooling, distributed learning or transitional learning programs as a result of fear and anxiety.

There is significant evidence to suggest that children and youth, particularly those who are vulnerable, benefit from being in school for a wide variety of reasons including having access to social-emotional and mental health supports.

Public health briefings serve the purpose of providing higher level data-based information to the public but do not provide parents with access to the specific information they need in order to make informed decisions.

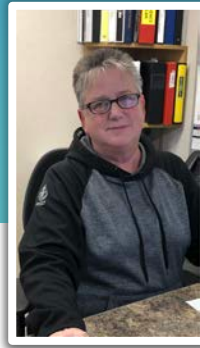
It is preferable for teachers and staff to receive their information through the expert sources, like the health authorities, rather than relying on other sources that may not be accurate.

Parents and staff members need access to factual information that is timely, easy to understand, consistent and available in multiple formats such as video, print, and infographics.

This is an action motion and does not change or contradict any existing Foundational or Policy Statement.

Operations Update

February 8, 2021



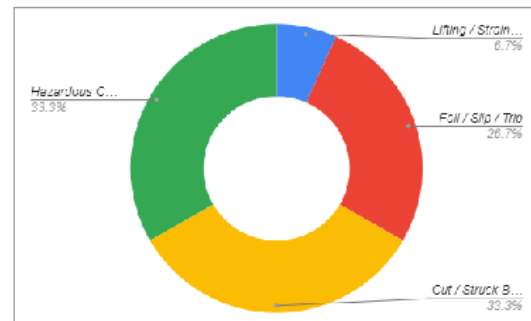
Facilities

- Before and After School Care Updates
 - Portable renovations are underway
 - Coordinator has been hired and on site
 - Registration advertising has started
 - A survey is being conducted
- Anne Roberts Young – Summary was presented to Board at the January 25, 2021 meeting. Continue to install electrical lighting
- Margaret Ma Murray Community School – third party use to start February 6 with additional custodial support
- Purchased a bus from out of province. It has arrived and is running well
- Cameron Lake – installing shower unit in the spring

Safety

- Safety Committee reports reviewed
- Fire Safety Plan updates taking place across the district
- Safety Boards and all locations being updated
- Roll out and training for electrostatic guns continues
- 4H youth extracurricular education program taking place at Wonowon School with all COVID-19 guidelines being followed

School District 60
TOTAL RECORDABLE INCIDENTS BY CAUSE
2020 / 2021 YTD (July - January) District Statistics



TYPE OF INCIDENT		
Lifting / Strain / Twist	1	Violent Incident
Fall / Slip / Trip	4	Motor Vehicle Accident
Cut / Struck By / Crush	5	Property Loss / Damage
Repetitive Motion		Hazardous Condition
TOTAL RECORDABLE INCIDENTS		15



Enhancing Schools Framework
2020-2021
School District Number 60
Peace River North



Margaret Ma Murray Community School

At Margaret “Ma” Murray Community School, our vision is to create a welcoming community that will provide creative, hands-on learning experiences. Students are empowered to become kind, inclusive, responsible, and curious lifelong learners

We are a caring community. We create, we learn, we collaborate!



Our CORE VALUES:
Kindness
Responsibility
Curiosity
Perseverance
Acceptance



The Story of Margaret “Ma” Murray Community School



Margaret Ma Murray Community School is the home of the “Firebirds”. We are a brand-new school in Fort St. John and opened to our first group of students on Tuesday, September 4th, 2018. Our current student population is 345. We have students here from eight other elementary schools in Fort St. John. Students come from diverse backgrounds. Many of our students have moved in to our community from other areas in Canada and locations all around the world. We are very excited to have 90 students who have an ELL background and speak 31 different languages. Our focus for the first term in 2020-2021 has been to make everyone feel welcome, accepted and respected.

Our school is named after Margaret Ma Murray, a pioneer woman who started the Alaska Highway Newspaper. She was known as a hero in her community. At the front of our school is the Bella Yahey Gathering Space. This is named after Bella Yahey, an elder from the Blueberry Reserve. Bella was known for her kind and nurturing nature. She was the keeper of the traditional stories and had a prominent role as the educator in her community. We will strive to be like Ma Murray and Bella Yahey and have adapted a H.E.R.O. theme to start our year. We want to emanate the legacy of these fine ladies and be heroes in our school community.

“A H.E.R.O.is an ordinary person who does extraordinary things for other people.”

What Makes Us Unique?

Learning environment design: learning pods, teacher collaboration rooms, break out rooms all help students and staff develop a sense of community, collaboration and team building

Open Concept Design: Learning Commons (aka library), Bella Yahey Gathering Space, gym, music room allow staff and students to work and learn together in a variety of spaces with a variety of students on a daily basis, build in flexibility to learning and allow creative inquiry based learning to occur in a collaborative planning model

Community Connections: YMCA organization, community user groups, walking trails, district Grade 6 band program help us to make connections to the world around us



Left:
Kindergarten
students getting
ready to make
“Stone Soup” for
Thanksgiving
Day dinner.



Right:
The backdrop
created by all
students and
staff for our
Grand Opening
on September
27th.

The planning and building of Margaret Ma Murray Community School involved many partners over the course of three years. The process involved visitations to schools around the country, community consultation meetings and several design meetings with a cross-section of staff from around the district. Conversations focused on learning and learning spaces helped to shape the architectural design of the school. MMMCS has been designed and built to facilitate a distinct learning environment. This environment holds student learning as the key focus of everything that we do.

During the spring of 2018, the staff were hired for MMMCS. After the hiring process, the real work for staff began. Between May and June, teaching staff participated in 6 meetings and 1 training session to develop a sense of belonging within the staff. These meetings were a way to develop community, a sense of togetherness, the vision and mission for our school, and connectedness. These meetings were very important in becoming a new staff. Friendships were formed, strengths were acknowledged and collaboration was evident. Staff had the opportunity to meld together to create teams of teachers committed to challenging their thinking and teaching methods to establish “podtastic” learning environments for all learners.

We have learned to embrace diversity
We acknowledge that our strength lies in our differences not in our similarities
Together we are a strong team of H.E.R.O.'s



← Staff collaboration at Planning Day

Students enjoying music Class in the music room→



from a planning session in June where staff worked on the vision and mission statement along with Core values. Core values were reviewed with all staff on planning day September 2018.

Goal #1 – Social, Emotional Goal

To Foster a community where everyone feels safe, respected, welcome and accepted.

In order for people to feel a sense of welcoming, belonging, acceptance and connectedness, students need to have their basic physical, emotional and social needs met. Students and Staff need to be problem-solvers, be Upstanders and be accountable for their actions. We believe we can help students build respect, responsibility and empathy through our actions, activities and initiatives. We also believe that focusing on positive areas of social responsibility through the following strategies and structures will continue to build on positive behaviour. We must strive to build community in Margaret Ma Murray Community School. Our transiency rate from 2018-2019 to September 2019 is 10%. We received 10% new students from other schools/provinces/countries (32 students) and 10% of our enrollment from 2018-2019 (31 students) moved out of our catchment (these stats are based on enrollment activity from MyEdBC September 16th 2019).

We have noticed when looking at our data that we have an attendance problem. We believe that students are anxious to come to school and are staying home instead of working on anxiety. We have also noticed that students who are not attending school regularly, have problems feeling safe, respected, welcome and accepted. This overall issues affects their social and emotional health and spills in to their academic success.

Strategies/Structures:	What:
Introduce/Review our Behaviour Matrix	Behaviour matrix was developed in May and June within staff meetings and an evening session. Behaviour matrix is present and evident in the school. Staff have developed lessons in their pods to develop common language and understanding. Behaviour matrix expectations are reviewed in assemblies and in classrooms. Students understand what it means to be a H.E.R.O. (honest, empathetic, responsible, open-minded)
Establish School Culture Committee	Committee will meet, plan and organize activities and lessons to support developing a positive, connected school culture.
Teach Behaviour Matrix	Use behaviour matrix at assemblies, in classroom lessons, in pods, on the playground Give examples at assemblies and posted in the halls Posters to be made and displayed in prominent spots in the school hallways Positive school culture board to be established outside the office – to display the themes and celebrations through pictures and examples
Establish Buddy Classes	Buddy class activities to develop a positive school environment with multi-age activities and positive interactions

Establish Student Leadership	Intermediate students have been invited to be part of the student leadership club – these students will plan activities, with the guidance of Mrs. Bracey, that support a positive culture
Common Prep Time	Students work in rotations/pod through music and gym blocks to establish friendships with all students within their pods – this common prep time helps to foster belonging, acceptance and respect within students
Media Coverage	Invite media to cover events at the school and special activities to build student self-esteem and positive identity for our school
House Teams	Assign students to 7 house teams Plan house team activities to support and encourage student involvement and connectedness House teams have been assigned and our first house team activity was held in November 2018 Students remain on the same house team from year to year so that community building occurs within the house team
Core Competency Development	Communication Competency and Personal Awareness Competency – work towards understanding for students with 3 self-assessments each year Staff will use common instructional strategies to work on core competency – this will be coordinated through monthly themes Books have been ordered to focus on and support the teaching of core competency development
Common Space development	We will start to develop the common space so that students have safe, welcoming activities to participate in during inside days in the morning, recess and lunch
Connectedness Survey	The Positive Culture Committee will meet and develop a survey for all students The grade 6 students will be trained to assist primary students to complete the survey Staff will look at the results and assess what additional strategies need to be implemented to continue this work
Class Meetings/Circle Talks	Class meetings/circle talks will be established to help bring a sense of community, safety, connectedness to the pods
Focused instruction in Social and Emotional Health	-Ease Training for 5 staff members in Spring of 2018 and 3 staff members will receive training in October 2019 -Zones of Regulation, Friends Program, Mind-Up Curriculum, Superflex Program, Strong Start (K-2), Strong Kids (K-6), WITS program, Spirit buddies and EASE program are all being used in our classrooms

Summary of Progress for 2018-2019:

- buddy classes are working together
- behaviour matrix is being taught in each pod
- student leadership was established in October
- students have been assigned to house teams and event are planned for November
- Survey was completed in October and will be administered again in May to see if progress has been accomplished
- Bella Yahey Gathering Space – furniture, rug and activities are ready for student use during cold weather
- Class meetings/circle talks have been established in the intermediate pods – occurring every morning
- Grade 2/3 pod have class meeting every morning to assist in community buildings
- Kindergarten pods have chosen to have common center time/social emotional learning – all 60 students are part of this time daily

Additional strategies to implement in 2018-2019:

- ❖ DARE program implemented in April 2019 for grade 5 and 6
- ❖ Team building activities – multi-grade activities throughout the year
- ❖ Explore the Heart-Mind material at staff meetings to investigate if this material can help us with building a sense of community/connection within the entire school – go beyond individual pods to whole school community
- ❖ Explore school wide themes of: H.E.R.O., multi-culturalism, diversity

Action Items to Implement in 2019-2020:

- ❖ Community Building Activities school wide for the month of September: cooking, assemblies, anniversary celebration, Open House
- ❖ Core team meetings to continue every Wednesday morning, beginning on October 2nd (K. Scheck, C. Polnik, J. Turner, et al)
- ❖ Focus for school on inclusion of all cultures and recognition of languages in our school (J. Turner)
- ❖ School Culture Committee to develop activities for assemblies, school spirit days, and implementation of surveys (H. Mackay)
- ❖ Student Leadership to continue and partner with the Rotary for the “Early Act” - Global Citizenship Program (M. Bracey)
- ❖ Staff to attend EASE training and Heart-Mind Conference in Vancouver (October pro-d) and collaborate afterwards to assist in understanding and development of common language and instructional strategies (8+ staff members)
- ❖ 2 staff are trained YOGA instructors and may offer sessions to students and staff (J. Wilson, C. Hollman)
- ❖ Gardening Club will continue and expand in 2019/2020 (K. Scheck, J. Wilson, S. Brooks)
- ❖ Music room will start clubs: band, choir, staff choir during morning and lunch slots (S. Brooks)
- ❖ ISSW will begin after school club for homework and crafts (B. Walker) and Games Club at lunch (B. Walker)
- ❖ Showcase learning at staff meetings (use of resources☺)
- ❖ Establish a sensory walk within the school (staff)
- ❖ Continued focus in newsletters and social media regarding community events, spirit activities, attendance issues etc (K. Scheck)
- ❖ Implement a common social media app for teachers to communicate with parents (Class Dojo) – implemented school wide September 2019
- ❖ Phone calls to families who are struggling to get their children to school on time (office and classroom teacher)

- ❖ Introduce HERO attendance counts program – post and publish overall attendance by pod – staff will look at statistics each month (K.Scheck, J. Turner)
- ❖ Incentives for top pod each month with the highest improved attendance (K.Scheck)
- ❖ Monthly focus on multi-cultural celebration (J. Turner)
- ❖ Staff Development: 6 staff members have attended SEL sessions with Cindy McGaroch (October 2019), 3 staff members are on the SOGI district committee and the SOGI LSA, 10 staff members will be attending the Heart/Mind Conference on October 24, 2019 and 3 staff members are attending the BC Counsellors Conference on October 23rd, 2019 to support SEL and anxiety in our school
- ❖ Sensory bins set up in each pod (C Polnik)
- ❖ Identify students who need tier 3 attendance support using “Attendance Works” model of support – follow up with students, parents and staff (K.Scheck)

Further Questions to Investigate:

- If we increase opportunities for social and emotional growth, will attendance at school increase?
- If we increase house team activities, will students feel more connected to their school community?
- Will accessing mindfulness art training, such as Zentangle, assist students with self-regulation and a sense of belonging?
- Will providing more opportunities for students to volunteer and eat at school, increase attendance and a sense of belonging?
- If we are meeting the needs of students based on Maslow’s Hierarchy of Needs, will students feel safe, supported, regulated and therefore attend more regularly while improving academic performance?
- If we focus on circle talks/meeting (morning and end of day), will it assist students with social emotional learning?
- If we have a staff collaboration/ inquiry project around social emotional learning, will it make a difference to students?

Summary of Progress for 2019-2020:

- Community building activities school wide occurred every month
- CORE team meetings were attended by staff and included teachers when they wanted to attend – held before school (access for all)
- Cultural presentations coordinated by Jameilia Turner celebrated many cultures in our school
- Early Act Leadership was very successful and students attended a Rotary breakfast/lunch and presented their work
- Clubs, Yoga, gardening and sports teams all provided opportunities for students to connect
- 8 staff advanced their learning around SEL topics by attending conferences
- H.E.R.O. attendance program was very successful particularly in intermediate grades where they are more independent – primary students also showed significant improvement – students enjoyed “perfect attendance” days, certificates, extrinsic rewards each month
- Successful implementation of SEL strategies during school closure/COVID restructuring – many students attended in person
- As we were unable to do “Festival of Colours”, staff completed a mandala project in June with planning done by J. Turner/C. Fehr – this incorporated all students in attendance, all staff in attendance, community members and students learning from home
- Garden Club in April-June, built 4 additional food cubes, planted and maintained all 7 food cubes and learned about food security
- 2 mason bee hives were built with students in attendance and installed by flower gardens and fruit trees

- Participation in the “Spirit of the Healthy Kids” program through Northern Health for the month of December was very successful as students participated in healthy initiatives at school during morning, recess, lunch and after school sessions
- Data showed that meeting students’ needs based on Maslow’s Hierarchy of Needs, helped students feel safe, supported, regulated and improved attendance
- Diversity Club held throughout the year with intermediate students was positive and successful
- “Festival of Colours” changed to a mandala theme for year end

Additional strategies to implement in 2020-2021:

- Friendship groups for counselling services
- Teaching the 7 teachings along with our behaviour matrix – monthly alignment and lessons through ISSW (B Mycock)
- Implementation of Zones of Regulation in specific primary classes – targeted instruction (new staff members)
- Zentangle sessions booked for intermediate classes in February (Pod 1 & 2)
- Beaver word of the week – to align with themes within the school (B Mycock)
- Focus on specific cultures through ELL support (assemblies, presentations etc.)
- Expand knowledge of staff/students around diversity through resources and staff meetings (KScheck)
- Focus on Shelley Moore resources during staff meetings (KScheck)
- Continue “Soft Starts” for students/staff to connect with each other (all pods)
- Modify the “Breakfast Program” so all students have the option of breakfast in their pod/cohort –make it a regular routine for all to get rid of the stigma of needing breakfast (all pods)
- Grief training at staff meetings (S Corbett)
- Specific and targeted instruction on empathy – Terry Fox Run, Be an Angel Campaign, PJ Drive, Food Security Program to give to people in need, cards for Soldiers and seniors
- Although elementary sports program is suspended for this year, running club, volleyball, basketball, broomball and primary multi-sports drop-ins were held after school
- Music room remains open for grade 6 students at recess/lunch as an extra activity for students (S Brooks)
- Leadership Club continues (M Bracey)
- Newspaper club start by students
- Continue to find ways for student leadership to happen (QBT Club, sorting PJs, library helpers, lunch helpers, community service programs, Diversity Club)

Goal #2 ~ Intellectual Goal

To identify students' abilities and develop personalized opportunities for academic growth

We want to develop students' sense of confidence in their intellectual abilities, ensure there is common language used in instructional time, teach using problem solving and raise the literacy and numeracy rates of students. It is also important for our students to identify their strengths and areas that need to be strengthened. With a student population coming from 8 feeder schools, as well as from outside our city, assessing students and making decisions about how to best support student learning is key. We need to make sure that students feel safe and supported as this can impact student achievement. 30% of our students are ELL learners. A strong ELL program is necessary for students to succeed.

Strategies / Structures:	What:
Collaboration Time	Staff are accessing collaboration time to deeper their understanding in curriculum.
Common Prep Time	Prep time is distributed by pod so that teachers working at the same grade level are on a common schedule. This will allow for staff to use their prep time for collaboration and working discussion groups during the school day.
Class profile meetings	Class profile meetings will be completed by the end of September so that strengths and challenges of each pod will be determined. 3 class profile meetings occurred at the same time and included the learning assistant teacher, ELL teacher, classroom teachers and administration. These meetings were done as a team/grade so that needs could be addressed as a pod.
Common Assessments	<p>Common assessments were completed by the end of September and prior to profile meetings. Baseline data was completed so that students would be grouped at their instructional level in reading, writing, spelling and in numeracy.</p> <p>ELL assessments were completed along with PM benchmarks, cold writes, spelling inventories, and numeracy assessments.</p> <p>Assessments will be used to develop appropriate lessons.</p>
Weekly CORE team meetings	CORE meetings will occur weekly so that staff can bring concerns that they are having to a team. As a team, we will look at other supports and structures that we can add to meet the needs of individual students and/or groups of students.
Develop co-teaching model in pods	Pods 1-3 are working well in the development of their co-teaching models – this includes small group and large group instruction and will focus on all areas of the curriculum
Use ASSESS portal to develop assessment walls	Learning assistance teacher and ELL teachers will work with the pod teachers to

	collaborative teach and plan based on assessment.
Common programs and strategies will be used in each pod for numeracy	<p>Pod one is focusing on spiraling math strategies within Daily 3 philosophy and supporting their strategies with the on-line program called “Prodigy”.</p> <p>Pod two is supporting their mathematics instruction with an inquiry using “Mathletics” which is an on-line program. Teachers in this pod are part of training throughout this year.</p> <p>Pod three is using Mathology program with all of their students. Lessons will be planned and taught together. Teachers in this pod are applying for collaboration to support their learning.</p> <p>Pod four will be teaching many of the math strategies through their calendar time. They will infuse manipulatives in their lessons.</p> <p>Kindergarten pod – focus on math works and manipulatives</p>
Soft starts to the day	Pods are developing soft starts to their morning routines. This will allow for check ins to occur with individual students as well as breakfast time for many. Learning tasks based on inquiry, STEM challenges, and academic review will be part of the soft start. This should assist with students arriving late not missing key instructional time while students are engaged in positive interaction with their teacher and peers while participating in hands on activities.
Common programs and strategies will be used in each pod for literacy development	<p>School wide focus on guided reading K-6, Adrienne Gear Writing and Reading instruction, Expanding Expression Tool for writing with ELL students and low output writers, phonological awareness (K-2), Jolly Phonics Program (K-2), Talking Tables (ELL learners and ESD learners in Kindergarten-Grade 1), Word Works, Modelled Writing (Kindergarten)</p>

Summary of Progress:

- Assessments are completed for literacy, numeracy and spelling in all intermediate classes
- Intermediate classes have been trained in the “MAPS” process
- Intermediate teachers have developed blocks of co-teaching time
- Class profile meetings were held in early October to identify needs of students –these meetings included all pod teachers
- ELL and Learning Assistance groups are running smoothly – support staff working within the pods to develop strong learners
- Staff are using their common prep time to discuss needs, plan collaboratively and develop strong lessons

Additional strategies to implement in 2018-2019:

- ❖ Develop projects that can provide voice and choice for students to engage learning
- ❖ Establish and order curriculum material that will enhance learning
- ❖ FESL grant to purchase 30 ipads to assist in classroom practice
- ❖ Financial Literacy in pod one with classroom economy

Action Items for 2019-2020:

- FESL grant to purchase on-line licenses for 15 classrooms to purchase the following programs: Reading A-Z, Learning A-Z for ELL (September 2019)
- Continued focus on Adrienne Gear writing and reading strategies through professional development at the district level (October 5 and January 24th).
- Shelley Moore videos/book study 7-10 Split
- Mathletics Pilot –pod 2
- Mathology program grade 2,3,4
- Ipads purchased through FESL grant will be used for Mathletics, Reading A-Z and many other apps to support learning
- We have been given an additional .4 ELL FTE teacher to support our increase in ELL learners

Further Questions to Investigate:

- Will the use of ipads increase student engagement?
- Will the use of on line reading programs increase student engagement and reading levels/fluency?
- Will using Writing Power strategies increase student written output and enjoyment of writing?
- Will using Reading Power strategies increase comprehension of text?
- Will supporting ELL students in kindergarten, significantly impact their learning or should we wait to offer this support in Grade 1?
- Is there a significant correlation between attendance issues and academic success?

Summary of Progress 2019-2020:

- Due to change in year structure, it was difficult to summarize growth in academic areas
- We had a significant number of vulnerable students join school in April and May
- We had a significant number of students come back to school in June (250/350)
- Classroom teachers, support teachers, Educational assistants and administration collaborated throughout the year with a stronger focus from April – June – worked with students in all pods to develop strong academics with support for all
- Staff collaborated to design 14 weekly online themes for families to work on at home – these weekly themes included all academic areas of the curriculum, Fine Arts/Music, Indigenous learning, ELL components and Physical Education Challenges. They also included house team challenges and leadership opportunities
- Kindergarten pod completed their storytelling/sensory bins
- Teachers supported students' academic growth through both online platforms and packages as well as in class instruction

Additional strategies to implement in 2020-2021:

- Mathletics licenses purchased for intermediate classes – to be used in conjunction with math rotations(pod 1 &2)
- 6 primary staff members are part of the Thinking Classroom Pilot project with Adam Fox
- Expand bookroom resources with culturally appropriate material (K Scheck)
- ELL teachers developing a yearlong project to enhance vocabulary development/comprehension (NOII J. Turner/S. Platzer)
- Student support team to blitz grade one classrooms in September-October 2020 – phonological skills, running records and assist with center time and reading instruction – based on EDI, phonological assessments, lack of attendance in April-June and high % of ELL/Indigenous students (C. Polnik, J. Turner, S. Platzer)
- Class profile meetings continued in October – November 2020 as a tool to further enhance learning and support teachers in classrooms (CORE team)
- Class profile meetings scheduled in February 2021- use the RTI model to review/evaluate process and determine where interventions have worked and where supports need to be added
- Staff meetings introduce/review Shelley Moore – discuss and review strategies for inclusion for all, discuss strategies and data as part of each staff meeting (K.Scheck, H. Mackay)
- Review resources with staff in bookroom, science room, library to synchronize resources that can be used for cross-curricular/projects – in multiple ways, supporting differentiation of instruction
- Use education funds to purchase an ipad cart with 20 ipads and purchase a second cart of ipads with support of the P.A.C.
- Ipads will be used to support literacy and numeracy as well as project based assignments
- Staff focused on RTI model – start where students learning was in September – many students lost skills from April-September so teachers spiraled instruction to ensure to meet student needs

Goal #3 – Career and ADST Goal

Provide a variety of engaging opportunities for students to develop ADST skills

These skills will be more important in the workforce of the future and to create 21st Century citizens. It will help students reach their potential as learners, develop the core competencies, and an innovation mindset. Through these lessons, students will have the opportunity to have voice and choice in projects, utilize project based skills, develop critical thinking, cooperation, communication skills, collaboration skills, engage their curiosity and become aware of the skills they have.

Strategies/Structures:	What:
Establish Maker Spaces and Da Vinci rooms	Schedule a timetable for all staff to access – flexible planning tool posted on google and to all staff.
Use curriculum and core competencies to develop projects	Projects will be determined by each individual pod
Develop Genius Hour and STEM Projects in each pod	Teacher librarian provided books for genius hour and stem projects for all classes to use – these were showcased during staff meetings and are listed in the library program as a list
Pod #1 & 2: ADST rotations/term	Successful implementation of Friday sessions in 2018-2019 which included cooking, dancing, 3D printing, district challenges
Pod #4 & 5	STEM bins set up for morning exploration
Kindergarten/1 Pod:	Many STEM bins and sensory bins were implemented during free play time
Staff Development Opportunities:	Intermediate and grade 3 staff attended Science World Training in Vancouver and Prince George to further their learning and develop lessons for ADST/Careers

Summary of Progress 2018-2019:

- ADST rotations have begun in Pod #1 and Pod #2 – voice and choice evident
- Kindergarten/grade 1 pod using many manipulatives, both in structured and unstructured time, inside and outside of the classroom
- Grade ½ pod exploring and developing lessons for STEM projects

Additional strategies to implement in 2018-2019:

- ❖ Participation in district initiatives – Spaghetti Bridge, Science Fair are two examples

- ❖ Collaboration/coaching through district office
- ❖ School wide competitions –i.e. Fairy Tale theme for example

Action Items 2019-2020:

- ADST Staff Rep: Jeff Dittmer will attend meetings and report back at staff meetings
- Participation in district wide challenges – pumpkin chucking
- Continuation of Classroom Economy in pod 1
- Pod 2 – development of community volunteer program

Additional strategies to implement in 2020-2021:

- Turkey Trouble project/challenge
- Continue monthly house team challenges
- Continue district challenges
- Virtual Science Fair (D. Platzer/S. Amiot)
- Expand gardening program to include a raspberry bed (committee)
- Discuss and develop learning on “Food Security” and how our food/gardening program assist the community

Appendix One – School Composition

Composition from 2018-2019

GRADE LEVEL	ELL	%	ABED	%
KINDERGARTEN	15/47	32%	9/47	19%
GRADE ONE	10/48	21%	7/48	15%
GRADE TWO	13/45	29%	8/45	18%
GRADE THREE	10/51	20%	12/51	24%
GRADE FOUR	18/51	35%	7/51	14%
GRADE FIVE	6/43	14%	5/43	12%
GRADE SIX	4/47	8.5%	8/47	17%
SCHOOL OVERALL	76/332	26%	56/332	17%

Composition for 2019-2020:

GRADE LEVEL	ELL	%	ABED	%
KINDERGARTEN	17/58	29%	15/58	26%
GRADE ONE	14/51	27%	9/51	18%
GRADE TWO	12/48	24%	7/48	15%
GRADE THREE	16/46	22%	7/46	15%
GRADE FOUR	8/46	17%	8/46	17%
GRADE FIVE	7/53	13%	7/53	13%
GRADE SIX	2/36	6%	5/36	14%
SCHOOL OVERALL	77/339	23%	58/339	17%

Composition for 2020-2021:

Kindergarten ELL students are not counted on 1701 in 20/21 but are reflected in our numbers on the table.

2 families have chosen not to identify as ELL learners but need support (not in our numbers)

GRADE LEVEL	ELL	%	ABED	%
KINDERGARTEN*	14/ 54	26%	13/54	24%
GRADE ONE	22/53	42%	16/53	30%
GRADE TWO	17/49	35%	7/49	14%
GRADE THREE	12/47	26%	7/47	15%
GRADE FOUR	19/44	43%	5/44	11%
GRADE FIVE	5/43	12%	9/43	21%
GRADE SIX	10/56	18%	8/56	14%
SCHOOL OVERALL	99/345	29%	65/345	19%

EDI - Demographics 2019-2020

EDI Count	Participation Rate	Student Mean Age	# Girls	# Boys	#ELL	# SPEC ED
57	95%	5.7 years	27	30	21	3

Physical Healthy/Well -Being	Social Competence	Emotional Maturity	Language & Cognitive Dev.	Communication Skills/General Knowledge	Vulnerable on 1 or more Scales
10/57= 18%	16/57= 28%	15/57= 26%	9/57= 16%	11/57= 19%	24/57=42%
D=13%	D=13%	D= 13%	D= 8%	D= 15%	D=29%

Appendix Two Report Card Data

Report Card Data - Primary

2018-2009

Kindergarten:

Language Arts	Approaching	Meeting	Exceeding	% M or E
Term One	5	43	0	43/48=90%
Term Two	6	32	11	43/49=88%
Term Three	7	23	16	39/46=85%

Math	Approaching	Meeting	Exceeding	% M or E
Term One	7	41	0	41/48=90%
Term Two	7	40	2	42/49=86%
Term Three	5	37	4	42/46=87%

Grade One:

Language Arts	NYM	Approaching	Meeting	Exceeding	% M or E
Term One	3	16	18	4	22/41=54%
Term Two	1	15	20	5	25/41=61%
Term Three	6	9	26	7	33/48=69%

Math	NYM	Approaching	Meeting	Exceeding	% M or E
Term One	2	15	24	0	24/41=59%
Term Two	1	15	20	5	25/41=61%
Term Three	0	5	36	7	43/48=90%

Grade Two:

Language Arts	NYM	Approaching	Meeting	Exceeding	% M or E
Term One	4	19	18	5	23/46=50%
Term Two	0	18	22	6	28/46=61%
Term Three	1	6	30	7	37/46=80%

Math	NYM	Approaching	Meeting	Exceeding	% M or E
Term One	1	8	35	2	37/46=80%
Term Two	0	2	34	1	35/46=76%
Term Three	0	7	34	5	39/46=85%

Grade Three:

Language Arts	NYM	Approaching	Meeting	Exceeding	% M or E
Term One	5	13	30	0	30/48=63%
Term Two	1	16	30	1	31/48=65%
Term Three	0	12	33	2	35/47=74%

Math	NYM	Approaching	Meeting	Exceeding	% M or E
Term One	1	6	41	0	39/48=81%
Term Two	2	11	35	0	35/48=73%
Term Three	0	9	36	1	37/47=79%

Intermediate 2018-2019

Grade 4

Language Arts	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One	4	10	8	14	10	1	2	22/47=47%
Term Two	5	9	11	12	10	1	2	25/47=53%
Term Three	4	11	11	20	5	0	0	26/51=51%

Math	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One	7	22	14	3	1	1	0	43/48=89%
Term Two	11	16	18	2	1	0	0	45/48=94%
Term Three	10	16	15	9	1	0	0	38/48=79%

Grade 5

Language Arts	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One	3	13	13	14	0	0	0	29/43=67%
Term Two	2	8	15	13	4	1	0	25/43=58%
Term Three	4	8	20	10	0	0	0	32/42=79%

Math	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One	7	16	14	5	1	0	0	37/43=86%
Term Two	6	16	12	5	4	0	0	34/43=79%
Term Three	7	15	12	5	3	0	0	34/42=81%

Grade 6

Language Arts	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One	12	13	13	6	3	0	0	38/48=79%
Term Two	10	15	13	4	2	4	0	38/48=79%
Term Three								

Math	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One	21	15	7	4	0	0	0	44/48=92%
Term Two	13	17	9	6	1	2	0	39/48=81%
Term Three								

FSA Data for Grade 4: November 2019

Subject:	Emerging	On Track	Extending	% On Track or Extending
Reading:	15	24	5	29/44=66%
Writing:	5	37	2	39/44=89%
Numeracy:	9	28	7	35/44=80%

**Report Card Data - Primary
2019-2020**

Kindergarten

Demographics: 17/58=29% ELL

15/58=26% Indigenous

Language Arts	Approaching	Meeting	Exceeding	% M or E
Term One 59 students	14/59	44/59	1/59=	45/59=76%
Term Two 58 students	14/58	37/58	7/58	44/58=76%
Term Three	10/58	38/58	10/58	48/58=83%

Math	Approaching	Meeting	Exceeding	% M or E
Term One 59 students	8/59	47/59	4/5	51/59=86%
Term Two 58 students	9/58	46/58	3/58	49/58=84%
Term Three 58 students	10/58	38/58	10/58	48/58=83%

Grade One:

Demographics: 14/51=27% ELL

9/51=18% Indigenous

Language Arts	NYM	Approaching	Meeting	Exceeding	% M or E
Term One	8/52	9/52	23/52	12/52	35/52=67%
Term Two	5/50	15/50	27/50	6/50	33/50=66%
Term Three	3/50	16/50	27/50	7/50	34/50=68%

Math	NYM	Approaching	Meeting	Exceeding	% M or E
Term One	0	6/52	42/52	4/52	46/52=88%
Term Two	2/50	9/50	36/50	6/50	42/50=84%
Term Three	1/50	4/50	42/50	5/50	47/50=94%

Grade Two

Demographics: 12/48=24%ELL 7/48=14/5% Indigenous

Language Arts	NYM	Approaching	Meeting	Exceeding	% M or E
Term One 49 students		23/49=47%	26/49=53%		26/49=53%
Term Two 48 Students	2/48	23/48	23/48		23/48=46%
Term Three		18/48	30/48		30/48=62.5%

Math	NYM	Approaching	Meeting	Exceeding	% M or E
Term One 49 Students		4/49=8%	44/49=89%	1/49=2%	45/49=92%
Term Two 48 students	1/48	3/48	44/48	0/48	44/48= 83%
Term Three 48 students	0/48	10/48	38/48	0/48	38/48= 79%

Grade Three

Demographics: 16/46=22% ELL 7/46=15% Indigenous

Language Arts	NYM	Approaching	Meeting	Exceeding	% M or E
Term One 47 Students	1/47=	9/47=	37/47=		37/47=79%
Term Two 46 students	0/46	13/46	33/46	0	33/46=72%
Term Three 46 students	0/46	12/46	34/46	0	34/46=74%

Math	NYM	Approaching	Meeting	Exceeding	% M or E
Term One 47 students	1/47=2%	5/47=11%	41/47=87%		41/47=87%
Term Two 46 students	0/46	6/46	38/46	2/46	40/46= 87%
Term Three 46 students	0/46	7/46	39/46	0	39/46=85%

**Report Card Data - Intermediate
2019-2020**

Grade 4

Demographics: 18/51=35% ELL 7/51=14% Indigenous

Language Arts	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One 47 students		18/47= 38%	16/47= 34%	12/47= 26%		1/47 =2%		34/47= 72%
Term Two		17/49	15/49	13/49	6/49			32/49= 63%
Term Three		17/49	14/49	13/49	3/49			31/49= 61%

Math	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One 47 students	4/47	7/47	19/47	15/47	1/47		1/47	30/47= 64%
Term Two	2/49	18/49	11/49	12/49	6/49			31/49= 63%
Term Three	2/49	19/49	10/49	11/49	5/49			31/49= 63%

Grade 5

Demographics: 7/53=13% ELL 7/52= 13% Indigenous

Language Arts	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One 52 students	6/52	18/52	12/52	9/52	6/52	1/52		36/52= 69%
Term Two 56 students	10/56	16/56	12/56	11/56	4/56			38/56= 68%
Term Three 56 students	9/56	17/56	13/56	10/56	4/56			39/56= 70%

Math	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One 52 students	7/52	16/52	17/52	10/52	2/52			40/52= 77%
Term Two 56 students	12/56	17/56	8/56	11/56	5/56			37/56= 66%
Term Three 56 students	11/56	17/56	9/56	11/56	5/56			37/56= 66%

Grade 6

Demographics: 2/36=6% ELL

5/36= 14% Indigenous

Language Arts	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One 36 students	8/36= 22%	14/36= 39%	8/36= 22%	4/36= 11%		2/36= 6%		30/36= 83%
Term Two 37 students	9/37	17/37	7/37	3/37	1/37			33/37= 89%
Term Three 37 students	9/37	17/37	7/37	3/37	1/37			33/37= 89%

Math	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One 36 students	11/36	14/36	6/36	1/36	2/36			31/36= 86
Term Two 37 students	13/37	13/37	9/37	1/37	1/37			35/37= 95%
Term Three 37 students	13/37	13/37	9/37	1/37	1/37			35/37= 95%

2020-2021**Kindergarten:**

Language Arts	Approaching	Meeting	Exceeding	% M or E
Term One	18	36	0	36/54=67%
Term Two				
Term Three				

Math	Approaching	Meeting	Exceeding	% M or E
Term One	3	50	1	51/54=94%
Term Two				
Term Three				

Grade One:

Language Arts	NYM	Approaching	Meeting	Exceeding	% M or E
Term One	1	29	22	0	22/52=42%
Term Two					
Term Three					

Math	NYM	Approaching	Meeting	Exceeding	% M or E
Term One	0	17	35	0	35/52=67%
Term Two					
Term Three					

Grade Two:

Language Arts	NYM	Approaching	Meeting	Exceeding	% M or E
Term One	0	14	35		35/49=71%
Term Two					
Term Three					

Math	NYM	Approaching	Meeting	Exceeding	% M or E
Term One		5	44		44/49=90%
Term Two					
Term Three					

Grade Three:

Language Arts	NYM	Approaching	Meeting	Exceeding	% M or E
Term One		7	40		40/47=85%
Term Two					
Term Three					

Math	NYM	Approaching	Meeting	Exceeding	% M or E
Term One			47		47/47=100%
Term Two					
Term Three					

**Report Card Data - Intermediate
2020-20**

Grade 4

Language Arts	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One	7	14	9	8	6			30/44= 69%
Term Two								
Term Three								

Math	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One	15	12	6	8	3			32/44= 73%
Term Two								
Term Three								

Grade 5

Language Arts	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One	6	13	17	4	3			36/43= 84%
Term Two								
Term Three								

Math	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One	13	15	9	2	4			37/43= 86%
Term Two								
Term Three								

Grade 6

Language Arts	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One	9	16	15	10	5			40/55= 73%
Term Two								
Term Three								

Math	A	B	C+	C	C-	I/F	NM (ELL)	% C+ or ↑
Term One	6	20	11	7	11			37/55= 67%
Term Two								
Term Three								

Additional Data Considered:

Kindergarten Phonological Assessments 2019-2020

Demographics: 17/58=29% ELL

15/58=26% Indigenous

Teacher:	Quartile 1	Quartile 2	Quartile 3	Quartile 4	% 3 or 4
Mrs. Logeman	7	10	2	1	3/20=15%
Mr. McColm	9	8	2	0	2/19=10.5%
Mrs. Wilson	14	0	3	2	5/19=26%
Total:	30	18	7	3	10/58=17%

Kindergarten Phonological Assessments 2020-2021

Demographics: 12/53=23% ELL

18/53=34% Indigenous

Teacher:	Quartile 1	Quartile 2	Quartile 3	Quartile 4	% 3 or 4
Mrs. Logeman	11	5	1	0	1/17=6%
Mr. McColm	5	10	4	1	5/20=25%
Mrs. Wilson	9	4	3	0	3/16=19%
Total:	25	19	8	1	9/53=17%

Appendix Three – School Connectedness

School Connectedness Survey

MMMCS ~ Fall 2018

Primary Responses: 192 students	Never	Sometimes	Always	% Sometimes/Always
I feel safe at school.	0	28.6%	67.7%	96.3%
If there's a problem at school, I can talk to at least one trusted adult.	0	32.3%	61.5%	93.8%
Adults at school help keep me safe.	0	16.7%	80.7%	97.4%
I feel like I belong in my school.	0	29.7%	64.6%	94.3%
I am able to show my learning in different ways.	0	27.6%	66.1%	93.7%

MMMCS ~ Fall 2018

Intermediate Responses: 150 students	Never	Sometimes	Always	% Sometimes/Always
I feel safe at school.	0	30.7%	67.3%	98%
If there's a problem at school, I can talk to at least one trusted adult.	6%	27.3%	66.7%	94%
Adults at school treat me with respect.	0	23.3%	75.3%	98.6%
I feel like I belong in my school.	6%	30%	64%	94%
I am able to show my learning in different ways.	0	48.7%	48.7%	99.4%

MMMCS ~ Spring 2019

Primary Responses: 156	Never	Sometimes	Always	% Sometimes/Always
I feel safe at school.	5%	30%	65%	95%
If there's a problem at school, I can talk to at least one trusted adult.	5%	30%	65%	95%
Adults at school help keep me safe.	3%	18%	79%	97%
I feel like I belong in my school.	9%	26%	65%	91%
I am able to show my learning in different ways.	6%	36%	57%	94%

MMMCS ~ Spring 2019

Intermediate Responses: 133 students	Never	Sometimes	Always	% Sometimes/Always
I feel safe at school.	4%	39%	57%	96%
If there's a problem at school, I can talk to at least one trusted adult.	6%	40%	54%	94%
Adults at school treat me with respect.	5%	28%	67%	95%
I feel like I belong in my school.	11%	42%	47%	89%
I am able to show my learning in different ways.	6%	51%	43%	94%

Satisfaction Survey Results on Key Questions 2018-2019 48 Grade 4 students

	Never	Few Times	Sometimes	Most Times	All of the Time	Most/Always
I am happy at school.	4%	6%	8%	52%	13%	65%
Do you feel welcome at your school?	0%	2%	10%	41%	39%	80%
Do you feel safe at school?	2%	0%	14%	35%	43%	78%
Are you learning how to solve problems in peaceful ways?	2%	8%	25%	20%	16	36%
Does school make you feel stressed or worried?	14%	8%	39%	10%	8%	18%
Do you feel good about yourself?	2%	8%	6%	41%	35%	76%
If you have a problem, can you get adult help?	0%	6%	14%	35%	39%	74%

Appendix Four – Attendance Data

Attendance Data ~ September 2018- June 30th, 2019

Attendance Data ↑179 Days in School	Green Zone 0-9 absences	% Green Zone	Yellow Zone 10-19 absences	% Yellow Zone	Red Zone 20+ absences	% Red Zone	Critical Zone 40+ abs	% Critical Zone
Kindergarten	14/48	29%	18/48	37.5%	16/48	33%	7/48	15%
Grade 1	12/47	25.5%	17/47	36%	18/47	38%	6/47	13%
Grade 2	14/46	30%	15/46	22%	17/46	37%	7/47	15%
Grade 3	16/47	34%	17/47	36%	14/47	30%	7/47	15%
Grade 4	21/49	43%	16/49	33%	12/49	24%	7/49	14%
Grade 5	10/40	25%	12/40	30%	18/40	45%	7/40	17.5%
Grade 6	4/48	8%	21/48	44%	23/48	48%	14/48	29%
Totals:	91/325	28%	116/325	36%	118/325	36%	55/325	17%

Behaviour Data ~ September 2018-March 15th, 2019

Behaviour Data ↑120 Days in School	Green Zone 0-1 referrals	% Green Zone	Yellow Zone 2-5 referrals	% Yellow Zone	Red Zone 6+ referrals	% Red Zone
Kindergarten	45/48	94%	1/48	2%	2/48	4%
Grade 1	45/47	96%	1/47	2%	1/47	2%
Grade 2	42/46	91%	4/46	9%	0/46	0%
Grade 3	44/48	92%	0/48	0%	4/48	8%
Grade 4	47/49	96%	2/49	4%	0/49	0%
Grade 5	37/41	90%	4/41	10%	0/41	0%
Grade 6	43/49	88%	4/49	8%	2/49	4%
Totals:	303/328	92%	16/328	5%	9/328	3%

Behaviour Data ~ September 2018-June 30th, 2019

Behaviour Data ↑179 Days in School	Green Zone 0-1 referrals	% Green Zone	Yellow Zone 2-5 referrals	% Yellow Zone	Red Zone 6+ referrals	% Red Zone
Kindergarten	44/48	92%	1/48	2%	3/48	6%
Grade 1	42/47	89%	3/47	6%	2/47	4%
Grade 2	39/46	85%	4/46	9%	3/46	6%
Grade 3	39/47	83%	3/47	6%	5/47	11%
Grade 4	42/49	86%	3/49	6%	0/49	0%
Grade 5	32/40	80%	5/40	12.5%	3/40	7.5%
Grade 6	40/49	82%	3/48	6%	5/48	10%
Totals:	278/32	86%	22/325	7%	21/325	6.5%

