

School District #60 (Peace River North)
Committee of the Whole
Regular Meeting
Tuesday, April 6, 2021 @ 1:30 p.m.
AGENDA

Education

1. Education Update

Stephen Petrucci, Superintendent

Framework Presentations (*Attachments*)

- a) Duncan Cran Elementary School (1:30 – 2:15 p.m.)
- b) North Peace Secondary School & Energetic Learning Campus (2:15 – 3:00 p.m.)
- c) Charlie Lake Elementary School (3:05 – 4:00 p.m.)

Governance

Human Resources

Operations

1. Operations Report (*Attachment*)

Angela Telford, Secretary-Treasurer





Duncan Cran Elementary School

Framework for Enhancing Student Learning

2020-2021

"Duncan Cran P.A.W.S"

SCHOOL MISSION STATEMENT

Duncan Cran strives to demonstrate positive attitudes, strong work ethics while maintaining a safe environment.

We invite parents to help us fulfill this mission and to be part of the educational process. If you have any questions, concerns, or suggestions, please call the school and set up an appointment with the principal, classroom teacher, or other support staff.



THE NATURE AND CONTEXT OF DUNCAN CRAN ELEMENTARY SCHOOL

Duncan Cran Elementary is a Kindergarten to grade 6 school with approximately 310 students. We have a Strong Start, daily pre-school program and a before and after school Daycare which are an integral part of our school. We have a community garden and

each of the classes in our school learns about food security and how to grow and harvest their own food. We have just opened a “Maker Room” to encourage our students to use applied skills and designs to engage, create and learn.

At Duncan Cran we value our community and teach our children the importance of a diverse community. We are made up of individuals with unique skills and abilities and together we form our community. We are a school focusing on developing Positive School Culture. Our school focus is to develop the social, emotional, and academic potential for our students. A goal of our school is to make connections and form emotional attachments to develop a strong sense of community. When the staff and parents work as a team for their child’s betterment then the student flourishes and grows. You will see that Social Responsibility is our first human and social goal and as a staff we dedicate time weekly to develop meaningful relationships with our students, teach positive social interactions, and help students become interdependent and supportive of each other. We believe that if students feel that they are part of a community, they will also improve their self-image and this will also be reflected in improved academic performance.

To support our students, we have a Learning Assistance teacher, 18 teachers, a librarian and two Reading Intervention Teachers. We have a strong School Based Team that meets weekly to discuss the needs of our school. We have approximately 18 educational assistants who work with ministry-designated students to facilitate their development. We also have a part time school counselor who works with a variety of students on an ongoing basis to support their emotional needs. Fifteen percent of the school’s population are Aboriginal students. An Aboriginal Support Worker works with these students and their families to provide academic, emotional, and cultural support. She does cultural activities with our school community to help develop an awareness and appreciation of Aboriginal culture for all of our students.

The staff supports the goals of the school through professional development activities and by working collaboratively to meet the students’ needs. We take the approach that in order to maximize student learning we are all responsible for all of the students. Therefore, we develop school wide programs to provide a continuous sequence and framework for students. This allows students to develop and build their skills throughout their time at Duncan Cran School.

Our teachers have worked hard to implement practices that will help our students experience ongoing success. The CWT Program (C... with Technology) has enabled our grade 6 students to use iPads to expand their learning and has helped our intermediate students become better writers. Also through a FESL grant we were able to introduce relevant literacy resources throughout our entire school as well as create an opportunity to collaborate and plan literacy activities.

We have Parent Advisory Council that offers events to bridge the gap between the home and school. They meet monthly to discuss school programs and ways to support the children in the school. This group of parents supports the school and offers

valuable insight to the teachers and administrators. Our Executive members from our PAC are invited to join us on our School Planning Day, and at every staff meeting, which ensures that there is a parent voice in our school and Framework for Enhanced Student Learning.

Our staff and parents are committed to our learning community and we strive to work together to improve the learning of our students. Our learning framework allows our school to enhance student learning and potentials.



Goal 1: Positive School Culture

Throughout grades 1-6, students will identify and understand what Self Regulation is and will be able to readily utilize these self-regulation strategies.

Rationale: Our culturally diverse school community will foster a sense of positive identity, understanding that every person is unique, capable, and has potential. Students, staff and our community will support each other in reaching their potential and developing internal awareness and awareness of others. As a community we will advocate for each other. Students need to be self-aware. As global citizens students see themselves as an integral member of the school community, and appreciate the strengths and potential of others.

Strategy 1:

Establish school wide behavioural expectations through teaching and learning positive behaviour throughout the school. Each class will participate in Zones of Regulation and Incredible Flexible You.

Strategy 2:

Establish a safe and caring learning environment for all Duncan Cran school community, and appreciating the strengths and potential of others.

Strategy 3:

Contribute to a positive classroom and school community recognizing our unity through diversity and inclusion.

Strategy 4:

Learn to solve problems in peaceful ways.

ACTION PLAN:

- Zones of Regulation Program
- School Based Team (SBT) – Weekly collaboration and team meetings regarding at risk students and students with special needs.
- Incredible Flexible You.
- Buddy classroom partners
- Peer mentoring / modeling
- Recycling program
- School Virtue posters – class/hall/gym
- Virtues: teaching of virtues
- Community – Pitch In cleanup of our neighborhood

- Teachings from Shelley Moore: One Without the Other
- Fill a bucket in some rooms: doing positive things for other
- Community Garden: teaching about Food Security
- Environmental Stewardship: Learning about caring for our environment.
- Environmental Stewardship



GOAL 2: Literacy

Students will demonstrate effective communication skills, both in oral and written form.

Rational: Students, parents and educators will work together to foster a community of learners that are engaged in a wide range of language activities to improve reading, writing and speaking. Student engagement will increase by setting clear learning intentions which are communicated with students and families regularly using a variety of media especially technology based. Engagement will begin with individual interests and expand to community and cultural relevance. We include parents as partners and provide ways that parents can support their child's learning. Focus 2 involves students setting goals, speeches and sharing with parents, as well as other opportunities for expression.

Strategy 1:

To increase student engagement in Literacy.

Strategy 2:

To improve student's expressive language ability.

ACTION PLAN:

- Collaboration with Literacy Itinerant
- CR4YR
- Guided Reading
- Lit. Circles
- Tumble Books
- Primary-multi sensory approved
- Animated alphabet/ jolly phonics
- R. Recovery / R. Intervention
- Buddy Reading
- G-traits
- Young Readers Program
- WWP
- QCA/ Cold writes
- Lots of eyes on text
- Read around the room
- Home Reading – Pizza
- Freedom Book Reports
- Novel Studies
- Show learning in creative ways – multiple choices
- New Writing Programs
- Traits of Writing/ Writing without Tears/
- Teaching writing in kind
- Buddy Boxes
- Jolly Phonics
- Animated literacy
- Word Games
- Accessing District Support Staff
- Home Reading
- Higher book circulation with older students
- Network of Performance Based Schools - focus on developing leadership skills through collaboration
- Once we receive the Foundation Skills Assessment results, the Learning Assistance teacher does a further assessment and intervention for students who are at risk.
- Super Sentence and Perfect Writing a Sentence, Book, Paragraph
- Current Events – Social Studies, Science, L.A.

- Animated Literacy, Words Their Way – Look for new and fresh ideas, making words, and making big words
- Current Events
- Super Sentences and Perfect Paragraph



GOAL 3: NUMERACY

Students will develop confidence and ability to use math in real life situations by developing their number sense.

Rationale: Students ability and understanding in Math will develop and foster life-long opportunities.

Strategy 1:

To improve primary students understanding of foundational numeracy skills.

Strategy 2:

To support intermediate students ability to view and navigate their world with an abstract and concrete mathematical perspective.

ACTION PLAN:

- Use of manipulatives
- Collaboration
- School District 60 District Numeracy Assessment.
- Tech. Integration
- Math itinerant Mentorship available
- Math Games
- Ten Frame Strategies
- New Curriculum support Documents
- Trevor Caulkins resources

- Math 44 Resources
- Math Talks Resources
- District Inservices
- Coding



Goal 4: Careers

Through exploration, creativity and technology, students will make connections to a variety of career options and skills.

Rationale:

To offer students the opportunity to explore and develop personal interests, passions and competencies while making connections with learning opportunities and thinking of possible career and life path possibilities. Students discover that a career is a journey that involves lifelong planning and learning.

Play and designing builds cognitive knowledge by offering countless opportunities for sustained attention, problem solving, symbolic representation, memory development, and hypothesis testing.

Strategy: To engage students in learning about the roles of members in the community.

Strategy: To explore career possibilities.

Strategy: To create a maker-space allowing students to explore and build designs developing their creativity and curiosity using Student Passport.

Strategy: To enhance student understanding of applied skills and technologies by school wide exploration activities.

Action Plan:

- Developing a Maker Room where students can explore Applied Design Skills
- Exploration Club for interest based learning
- Incorporation of the new Careers and ADST Curriculum in every classroom

System Wide Capacity Building within our School Community

Our school offers a number of team based supports to help enhance student learning and growth. Our team consists of the Principal, Vice Principal, Aboriginal support worker, Learning Assistant, Behaviour Support teacher, Reading Recovery/ Complex Classrooms Teacher, and Counselor. We have a school-based team (SBT) that meets weekly to discuss the needs of our school community. The SBT puts plans into action offering supports in terms of classroom profiles, emotional needs, academic needs, positive behavior supports, classroom managements, self-regulation and flexible schedules. Each teacher meets with the team to go over classroom profiles and what supports are needed and can be offered. As a school we are focusing on PBS (Positive Behaviour Supports). Our community looks at various virtues, positive behaviours, which are taught in the classroom and modelled throughout the building. Each month our school has a focus virtue that we teach and practice. Our school has committed to learn and practice Zones of Regulation. Zones of Regulation is a curriculum geared towards helping students gain skills to be consciously aware of their actions which in turn leads to increased control and problem solving abilities. We are also using a program called Incredible Flexible You, which teaches students about Social Skills. Our school strives to use common language and common teachings for our students in order to help build and develop appropriate skills. We are also as a staff focusing on Shelley Moore's teachings about Diversity and Inclusion. The SBT attended the Shelley Moore workshop. Each staff member will receive Shelley's book: One Without the Other: stories of unity through diversity and inclusion. As a staff we are focusing on UDL strategies.

Academically our school has been focusing on the BC New Curriculum. Information can be found: <https://curriculum.gov.bc.ca> We are focusing on alignment with the District and Ministry goals set out for academic success. We are focused on continued improvement and lifelong learning. As a school we meet for professional development around the District and Ministry guidelines. Our structures includes assessment for learning, inquiry based learning, using SMART goals, and we have been doing a lot of work around Universal Design for Learning to support inclusive planning for all students. Our school goals listed above are our keystones for collaboration. There are many collaboration opportunities for our staff. Staff is given the opportunity to have time for collaboration to meet to discuss and work towards our goals together, we make use of professional development offered by the district, as well as District Itinerants.



COMMUNICATION PLAN FOR PARENTS

Duncan Cran Framework for Enhancing Learning will be communicated to parents in a number of ways. We have this document to share and parents can have a hard copy as requested, it will also be placed on our school website and school Facebook page. We have a bulletin board in our school, in which a display will be made for presenting this plan. The PAC will have a copy of the plan and time to talk about it at the PAC meeting.

This school year we had a photo contest for our community based around the success of our school and what the community notices and appreciates. Pictures will be posted on our school bulletin board as well.

Parents are offered the opportunity to attend our planning day professional development days.

At Duncan Cran we work hard to involve our parents and welcome them into our school. We believe that the community of our school extends out into our city community and strive towards sharing what we are doing at our school with the broader community at large.



Goal 1- Positive School Culture

Throughout grades 1-6, students will identify and understand what *the Zones of Regulation are*, **Self Regulation is** and will be able to readily utilize these self-regulation strategies.

EVIDENCE	TARGETS
Office Referrals A referral is based on anytime that a student is removed from an activity and sent to the office.	To create a positive trend in having less referrals regarding refusals for disruption, defiance and disrespect. Target: H- 5% M-25% L/FYI- 70% 2017-2018- 140 total H- 10% M-32% L/FYI- 58% 2018-2019- 167 total H- 8% M-27% L/FYI- 65% 2019-2020-
Positive School Culture Survey Kindergarten-Grade 6 % reflects Always and Sometimes Spring Results	Safe at School: 2017-2018 62% Always, 31% Sometimes 93% 2018-2019 66% Always, 32% Sometimes 98% 2019-2020 N/A Part of School: 2017-2018 58% Always, 34% Sometimes 92% 2018-2019 63% Always, 32% Sometimes 95% 2019-2020 N/A

SATISFACTION SURVEY DATA - Grade 4's "Many times" or "All of the time"

Do you feel safe at school? “Many times” or “All of the time”		At school, are you bullied, teased or picked on? (Most, All the Time)		Do you know how your school expects you to behave? “Many times” or “All of the time”	
School year	Grade 4 students	School year	Grade 4 students	School year	Grade 4 students
2009/2010	26/32 81%	2009/2010	6/30 20%	2009/2010	26/28 93%
2010/2011	22/30 73%	2010/2011	5/20 20%	2010/2011	19/28 68%
2011/2012	16/27 59%	2011/2012	1/25 4%	2011/2012	20/26 77%
2012/2013	16/30 53%	2012/2013	2/34 6%	2012/2013	19/29 66%
2013/2014	28/32 85%	2013/2014	4/32 13%	2013/2014	28/32 88%
2014/2015	27/32 84%	2014/2015	1/30 3%	2014/2015	24/31 77%
2016/2017	25/47 54%	2016/2017	7/47 15%	2016/2017	31/47 65%
2017/2018	23/32 74%	2017/2018	5/32 16%	2017/2018	27/32 84%
2018-2019	33/43 77%	2018-2019	3/44 7%	2018-2019	35/42 83%
2019-2020	24/37 64%	2019-2020	6/37 15%	2019-2020	29/36 81%

Goal 2- Literacy

Students will demonstrate effective communication skills, both in oral and written form.

Year Grade 4 FSA Data	Reading: % of Students Meeting or exceeding %On Track or Extending	Writing: % of Students Meeting or exceeding
2010-2011	97%	94%
2011-2012	69%	84%
2012-2013	82%	94%
2013-2014	69%	92%
2014-2015	60%	54%
2015-2016	73%	69%
2016/2017	70%	69%
2017/2018	72%	66%
2018-2019	60%	89%
2019-2020	66%	72%

Reading Data: Spring both fluency and comprehension meeting or exceeding

Year	Grade 1 PM Benchmark	Grade 2 PM Benchmark	Grade 3 QCA	Grade 4 QCA	Grade 5 QCA (% meeting or
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	(% meeting or exceeding)	(% meeting or exceeding)	(% both meeting or exceeding)	(% meeting or exceeding)	exceeding)
2015-2016	26/35 57%	25/29 86%	18/45 40%	N/A	N/A
2016-2017	25/38 66%	25/38 66%	19/31 61%	29/43 67%	N/A
2017-2018	31/39 79%	22/43 51%	20/39 51%	14/33 42%	29/47 62%
2018-2019	18/27 67%	40/44 91%	14/42 33%	25/45 56%	20/34 59%
2019-2020	3/51 6%	17/32 53%	30/45 67%	31/41 76%	35/43 81%

Writing Data: meeting or exceeding of snapshot

Year	Grade 2 Writing Experience Fall (% Minimal Meeting and up)	Grade 3 Writing Experience Fall (% Minimal Meeting and up)	Grade 4 Writing Experience Fall (% Minimal Meeting and up)	Grade 5 Writing Experience Fall (% Minimal Meeting and up)	Grade 6 Writing Experience Fall (% Minimal Meeting and up)
2015-2016	16/20 75%	23/36 64%	N/A	N/A	N/A
2016-2017	30/40 75%	21/39 54%	10/20 50%	N/A	N/A
2017-2018	25/29 86%	20/35 57%	16/29 55%	13/33 39%	N/A
2018-2019	19/25 76%	14/28 50%	27/40 68%	21/26 81%	15/34 44%
2019-2020	14/33 42%	34/45 76%	30/41 73%	32/43 74%	20/32 63%

Goal 3- Numeracy

Students will develop confidence and ability to use math in real life situations by developing their number sense

2017-2018 DNA Results	Fall 2017	Spring 2018
Student achievement in “Numbers” Section of DNA at Grade level (70% or Greater)	Grade 1- 31/35 89% Grade 2- 32/37 86% Grade 3- 23/40 56% Grade 4- 20/32 63% Grade 5- 16/41 39%	Grade 1- 31/35 89% Grade 2- 32/37 86% Grade 3- 23/40 56% Grade 4- 20/32 63% Grade 5- 16/41 39%
2018-2019 DNA Results	Fall 2018	Spring 2019
Student achievement in “Numbers” Section of DNA at Grade level (70% or Greater)	Grade 1- 24/26 92% Grade 2- 33/39 85% Grade 3- 22/43 51% Grade 4- 32/48 67% Grade 5- 7/33 21% Grade 6- 4/24 17%	Grade 1- 24/27 89% Grade 2- 28/42 67% Grade 3- 33/44 75% Grade 4- 21/45 47% Grade 5- 8/34 24% Grade 6- 8/45 18%
2019-2020 DNA Results	Fall 2019	Spring 2020
Student achievement in “Numbers” Section of DNA at Grade level (70% or Greater)	Grade 1- not available in the fall Grade 2- 28/32 88% Grade 3- 33 /45 73% Grade 4- 29 /41 71% Grade 5- 6/43 14% Grade 6- 1/33 3%	Grade 1- N/A Grade 2- N/A Grade 3- N/A Grade 4- N/A Grade 5- N/A Grade 6- N/A

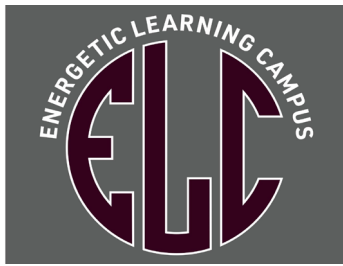
FSA Numeracy	Numeracy: % of Students Meeting or exceeding	
2016-2017	27/43	63%
2017-2018	20/32	63%
	% of Students On Track or Extending	

2018-2019	27/48	56%
2019-2020	22/48	46%

Goal 4- Careers

Through exploration, creativity and technology, students will make connections to a variety of career options and skills.

2018-2019 Students Attempting 80% of Maker Passport	Kindergarten 53/55 96% @ 80% 4% did not complete 50%	Primary- 46/118 39% @ 80% 49/118 42% @ 50% 19% did not complete 50%	Intermediate- 84/149 56% @ 80% 59/149 61% @ 50% 3% did not complete 50%
2019-2020	Kindergarten- N/A	Primary- N/A	Intermediate- N/A



VISION

At the Energetic Learning Campus, we strive to create a safe and inclusive learning environment where all students can achieve academic success. Our students and staff are caring, critical thinkers and belong to the ELC community. ELC students are engaged in their learning, are able to think critically and develop strong presentation skills.

School Context

Where are we?

Fort St. John is a small city of approximately 22,000 people, which services an estimated 56,000 from the surrounding area. Named the 'Energetic City,' it provides the base for oil and gas activity, agriculture, transportation, forestry and tourism. Fort St. John is situated at Mile 47 of the Alaska Highway in the North Peace region of the province. The Energetic Learning Campus is the second campus of North Peace Secondary School (NPSS). This is a grade 10 campus only and we currently have 180 students. The Energetic Learning Campus officially opened in 2011 at the Pomeroy Sports Center. The ELC offers students the opportunity to learn in individualized, project-based ways. The ELC is a beautiful campus with a view of two indoor hockey rinks, an Olympic-sized indoor oval and a walking track. There are lots of windows and the school is designed with open concept classrooms. Classrooms have large windows that provide a lot of natural light. Furniture throughout the hallways and classrooms consists of modern, flexible seating arrangements.

Who are we?

We are a Gr. 10 school with an experienced staff that includes a vice-principal, 8 teachers and 5 support staff (clerical, teaching assistants, Aboriginal Support Worker and custodians). We have six community groups of 30 students in each group. After grade 10 at the ELC, students attend North Peace Secondary School Main Campus. We have a number of students who participate in extracurricular sports programs. In Sept of 2020, 38 students were identified as having aboriginal ancestry. We also have 43 students involved in Work Experience. Students have an opportunity to take classes in Digital Photography, Self-Defense, Hockey, Entrepreneurship, Outdoor Education, Superfit, Learning from the Elders and Art. With regards to technology, we have a computer lab with 30 Apple iMac desktop computers. As well, we have 180 Chromebooks. Every student is assigned a device to use for the school year.

What do we do here?

We foster student engagement by knowing students well, tapping into student experience and interests, and building a strong sense of community. We have an advisory program for all students and we integrate support services for students with needs. Students also participate in Project-Based Learning (PBL) which consists of rigorous projects that are carefully planned, managed, and assessed to help students learn key academic content, practice 21st century skills (collaboration, communication, critical thinking), and create high quality, authentic products and presentations.

Communication:

- Website - <http://www.elc.prn.bc.ca>
- Facebook - <https://www.facebook.com/SD60ELC>
- Framework Slideshow - <https://bit.ly/33V0hLB>
- ELC Families Week-at-a-Glance - <https://bit.ly/3jzFNPb>
- Monthly ELC updates at the PAC meetings
- ELC Brochure
- Google Classroom for all core classes

Strengths	Challenges
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<p>Experienced staff</p> <p>Great support staff</p> <p>Teacher collaboration is built into the schedule</p> <p>Ability to use Pomeroy Sport Center, Kids Arena and the Leisure Pool for DPA/PE</p> <p>Spirit Days/Community Building</p> <p>Newer school with flexible seating and open concept classrooms</p> <p>Linear courses</p>	<p>60% of our students did not complete Gr. 9 online learning from March-June 2020</p> <p>Only have 1 year with our students</p>
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Goal #1 - Intellectual

We want to create a personalized learning environment using Universal Design for Learning (UDL) and ensure all students learn. We will pay particular attention to our struggling learners who have 60% or lower in core subject areas.

Rationale	Who	Current Best Practices	How will we know	Core Competency - focus on student self-evaluation
<p>UDL helps us think about our teaching and learning. It gives all students an equal opportunity to succeed.</p> <p>60% of students responded that they did not complete the assigned work from April-June last year.</p>	<p>All teachers, support teachers, EA's, Indigenous Youth Worker, administrator, parents</p>	<p>UDL strategies built into PBL and core classes.</p> <p>Creating Math videos for students/parents.</p> <p>Google classroom is set up for all core classes.</p> <p>Assessments</p> <p>Classroom Profiles</p> <p>Create a Support Team Schedule for high-need classrooms based on class reviews and our needs list.</p> <p>.</p>	<p>Report Cards</p> <p>Self-Reflection</p> <p>Numeracy Assessment</p> <p>MAPS</p>	<p>Critical Thinking</p>

Goal #2 - Social-Emotional

Ensure that all members of our school community experience and contribute to a school culture of physical and emotional safety, respect, tolerance, acceptance, and inclusion.

Rationale	Who	Current Best Practices	How will we know	Core Competency - focus on student self-evaluation
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Students need to feel like they belong in order for them to learn and contribute to our school culture.	All Staff at School	<p>Consequences for students that are being unsafe so that their behaviours improve and allow others to feel safe.</p> <p>Explicit teaching of social-emotional strategies.</p> <p>Recognize positive behaviours in our weekly town meeting.</p> <p>School spirit activities for comm points.</p> <p>Personal contacts with each student in the class and in the halls.</p> <p>Opportunities to explore different cultures.</p>	<p>Belonging Survey in Oct and May.</p> <p>Student Learning Survey</p> <p>School Connectedness Survey - Spring</p> <p>Number of students being nominated</p> <p>Participation in school activities.</p>	<p>Communication</p> <p>Positive Personal & Cultural Identity</p> <p>Personal Awareness & Responsibility</p> <p>Social awareness & Responsibility</p>
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On our planning day, we looked at a variety of data to help to determine our goals. We looked at Gr. 9 report card marks for Math and English. We looked at our Numeracy Assessment results from 2018-2019 and 2019-20. We also looked at the School Connectedness Surveys from Fall 2018 and Fall 2019. As well we looked at the Student Learning Survey from the 2019-20 school year.

ELC Data Dashboard

ELC Grade 10 Learning Survey Questions:	20152 016	20162 017	2017 2018	2018 2019	2019 2020	2020 2021
Do you feel welcome at school? (Many + All)	72%	82%	82%	71%	71%	
Do you like school? (Many + All)	42%	55%	64%	48%	49%	
Do you feel safe at school (Many + All)	80%	80%	81%	74%	77%	
At school, rules and expectations for behaviour are clear (for example school rules or code of conduct). (Agree + Strongly Agree)	78%	82%	84%	73%	80%	
At school are you bullied, teased or picked on? (Agree + Strongly agree)	5%	3%	3%	8%	6%	
At school, I am learning how to care for my physical health. (Agree + Strongly agree)	N/A	N/A	68%	62%	60%	
At school, I am learning how to care for my mental health. (Agree + Strongly agree)	N/A	N/A	48%	44%	26%	
At school, do you get to work together on projects with your classmates?(Many + All)	80%	89%	90%	89%	84%	
At school, are you learning ways to be more creative?(Many + All)	93%	N/A	84%	77%	38%	
Are you satisfied that school is preparing you for a job in the future? (Many + All)	N/A	44%	49%	34%	33%	

Are you satisfied that school is preparing you for post-secondary education? (Many + All)	N/A	61%	54%	49%	40%	
At school, how many adults do you feel care for you? (2 or more)	82%	86%	86%	79%	71%	
Do adults at your school treat you fairly? (Many+All)	61%	72%	78%	61%	63%	
How many teachers help you with your schoolwork when you need it? (Many+All)	N/A	N/A	85%	76%	64%	

ELC: School Connectedness	2018 2019	2019 2020	2020 2021
I feel safe at school (always)	67%	59%	
If there's a problem at school I can talk to at least one trusted adult (always)	57%	57%	
Adults at school treat me with respect (always)	76%	61%	

Numeracy Assessment Trends:

Math Report Card C+ or Better	2019 2020	2020 2021
Total	73.6%	

Numeracy Assessment Results (1-4)	2017 2018	2018 2019	2019 2020	2020 2021
1 - Emerging	29%	27.2%	18%	
2 - Developing	57.3%	50.9%	44.7%	
3 - Proficient	13.5%	21.9%	33.5%	
4 - Exceeding	0%	0%	3.5%	

Literacy Assessment Trends:

English Report Card C+ or better	2019 2020	2020 2021
Total	73.7%	

Literacy Assessment Results (1-4)	2019 2020	2020 2021
1 - Emerging	N/A	
2 - Developing	N/A	
3 - Proficient	N/A	
4 - Exceeding	N/A	

**Charlie Lake Elementary - 2020-2021
Framework for Enhancing Student Learning**



Lakers are ready to work, ready to learn and ready for life.

MISSION STATEMENT

At Charlie Lake Elementary School we strive to create a safe learning environment where all students can achieve academic confidence and competence. Our students and staff are caring, critical thinkers and independent problem solvers. Lakers are ready to work, ready to learn and ready for life.

SCHOOL CONTEXT :

Charlie Lake Elementary School is a semi-rural K-6 school situated 10 minutes from the community of Fort St. John, which is located in the Peace River Valley. We enroll a population of 300 students. The majority of our students are bussed. Our school has a staffing complement of teachers and support staff, including a principal, vice-principal, learning assistance teacher, Reading Recovery teacher, school counselor and librarian.

STRENGTHS & CELEBRATIONS

The theme for the 2020-2021 school year focuses around the question, “What does it mean to be a Laker?” The 2020-2021 school year kicked off with a school-wide project, “You be You”, focusing on student diversity. The PAC is an active and important part of our school community, supporting many of our endeavors. PAC is focused on our playground improvement and is working toward fundraising to purchase a new playground structure. PAC also supports our athletic programs, yearly arts and author residencies, and our Applied Design and Skills curriculum. The Hot Lunch program is organized and run by our PAC. Focusing on shared leadership, both with students and staff and the larger school community, is an integral part of our framework.

COMMUNICATION PLAN:

Weekly Newsletters (Laker News) - <http://bit.ly/2Cqu5Ua>

- *Parent Resource section on Laker News.*

Website - <https://charlielake.prn.bc.ca/>

Facebook page - <https://www.facebook.com/SD60CL/>

Framework Slideshow - <http://bit.ly/2BOcjsw>

2020-2021 Slideshows

- Virtual Open House - <https://bit.ly/3ofhHff>
- “You be You” Movie - <https://www.youtube.com/watch?v=IOe1QQh7k7k>
- Remembrance Day Assembly - https://www.youtube.com/watch?v=JSbQz3J_qkk&t=16s
- Christmas Virtual Assembly - <https://youtu.be/FeaNtYdkJ1s>

YouTube Channel https://www.youtube.com/channel/UCntcHaZ8xoWre8GYg5ogLnA/videos?view_as=subscriber

Framework Brochure

Monthly PAC meetings

Continuity of Learning Google Site -

Strategies and Structures:

Teacher access to District coaching and collaboration grants:

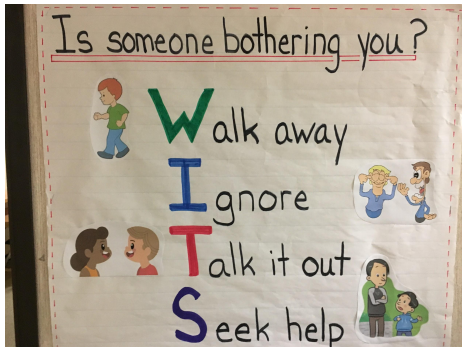
- Whole school collaboration proposal to support Framework planning
 - Teachers provided release time from framework budget for planning for goal areas.
- Individual or small groups of teachers collaboration or coaching requests.
- Class Review conversations in October & ongoing
 - Release time structure - every 2nd Monday - classroom teachers can request a follow-up class review conversation and or for planning for students with complex needs or Framework goal areas.
- Framework teamwork and updates at staff meetings
- Framework Timeline & Action Plan for staff.
- On-site one day a week Literacy coach.

Goal # 1 - Intellectual - To improve literacy in all grades.

Goal	Evidence	Strategies, Structures, & Resources
<p>To Improve reading fluency and comprehension in Grades 1-6</p> <p>To improve early literacy skills - the transition from Kindergarten to Grade 1 (CAP skills)</p> <p>To improve writing fluency</p>	<p>*Reading data from ASSESS</p> <p>*Intermediate teachers - Fall/ Spring QCA & RAD</p> <p>*Primary teachers - PM Benchmarks - Reading records in October, December, February & June</p> <p>*Primary teachers - ongoing reading records - formative assessment</p> <p>*Reading Recovery Data</p> <p>*Grade 2 ,3, & 4 Data wall on spreadsheet for students that are yellow/at risk readers.</p> <p>*Reading Recovery September Testing Data - last 3 years.</p>	<p>Structures & Strategies:</p> <p>*Primary Literacy Team Meetings (2-3 times a year)</p> <p>*RTI project Grade 2 & 3 Readers - Grade 2 & 3 teachers, Learning Assistance Teacher, Reading Support teacher</p> <p>*Literacy Coaching and collaboration</p> <p>*6 Minute Reading Solution - Reading Fluency Program - adapted - Grades 3-6</p> <p>*Intermediate grade group QCA scoring sessions - collaboration time.</p> <p>*RAZ Kids - online reading practice for school and home - teachers choose reading level for students - focus on reading comprehension - 9 licenses purchased 2020-2021 school year</p> <p>*Freewriting with Purpose - Pilot group - 4 teachers participating.</p> <p>Resources:</p> <p>*Daily 5, Adrienne Gear resources</p> <p>*Update Primary Guided Reading Resources and Reading Recovery text - nonfiction text.</p> <p>*Review and update Intermediate Anthologies</p> <p>*RAZ Kids - online reading program - https://www.raz-kids.com/</p>

Goal # 1 - Intellectual - Numeracy - to improve number sense		
Goal	Evidence	Strategies, Resources and Structures
Improve Number Sense in all grades	<ul style="list-style-type: none"> *MAP - Number Sense - Grade 5 & 6 data - Fall & Spring *DNA assessment - used by many teachers *Grade 4 FSA results 	<p>Structures & Strategies</p> <ul style="list-style-type: none"> *Numeracy team meetings - inter-grade *Collaboration - scoring of MAP and DNA - could include District coaching *MAP Number sense assessment - introduction at grade 3. *Mathletics online Math programs *Primary Math - TUX math in the computer lab - investigate Math apps for the IPADS in Primary classrooms - https://www.prodigygame.com/blog/best-math-apps-for-kids/ <p>Resources:</p> <ul style="list-style-type: none"> *Intermediate Math Manipulative Cart *Math manipulatives by classroom/learning group in Intermediate classrooms *Update Primary Math manipulative resources in all Primary classrooms *District coaching & collaboration *Update teaching resources - supplementary resources to Math Makes Sense

Goal # 2 - Human and Social Development

Goal	Evidence	Strategies, Structures, & Resources
To improve peaceful problem solving skills and social responsibility.	<p>*Positive School Culture Survey - June 2019 & November 2019</p> <p>*ASSESS - office referrals - monthly summary by number and location</p> <p>*Satisfaction Survey - Grade 4</p> 	<p>Structures & Strategies:</p> <p>*Monthly virtual assemblies - Fine Arts and French class presentations (Mrs. Coles) & a rotation of classroom presentations. School-wide challenges (Stacking Cup Challenge...)</p> <p>*Positive School Culture Meetings</p> <p>*Lunch hour Clubs (ie. Library Club, Choir..)</p> <p>*Sports Program in learning groups</p> <p>*Grade 6 Peer Lunch Monitors</p> <p>*Recycling Programs - Weekly Paper and Plastic recycling</p> <p>*Library focus on Human and Social Development - Librarian to highlight and co-teach lessons in the following areas - EASE program, WITSI, Indigenous Education....</p> <p>*WITS Program - in classrooms, library, and at assemblies</p> <p>*Playground plan for improvement in consultation with District & PAC</p> <p>*Laker 4 Star effort - Growth Mindset (rubric for assessment)</p> <p>Resources:</p> <p>*WITS and LEADS program</p> <p>*EASE</p> <p>*Growth mindset resources & rubric - Staff google folder</p>

Goal # 3 - Careers and Applied Design		
Goal	Evidence	Strategies, Structures, and Resources
<p>To create a maker-space allowing students to explore and build designs developing their creativity and curiosity.</p> <p>To enhance student understanding of applied skills and technologies by school wide exploration activities.</p> <p>To explore career possibilities.</p>	<p>*Maker Space in Portable for Intermediate Projects and to use the green screens</p> <p>*Staff resource created on google document featuring STEM challenges.</p> <p>*School wide activities (primary/intermediate) or one or more projects completed by each class.</p> <p>*Core Competency student self-assessments</p> <p>*ADST/Maker Way Inventory</p>	<p>Structures & Strategies</p> <p>* Career Day - Grade 6 students - May 2021</p> <p>*District provided ADST Activities - Grade 5 & 6 students - “Catapults, Spaghetti Bridge, & Cardboard Boat.</p> <p>*School-wide ADST learning group activities - 2-3 per year.</p> <p>*Each classroom completes an applied skills project (ie. birdhouse, gravity car..)</p> <p>*Cri-cut & Expert Teacher</p> <p>*Teacher mentoring - Sessions offered to classroom teachers/Mr. Clements to work with teachers.</p> <p>*Create learning group bins with ADST materials</p> <p>*Create Primary and Intermediate ADST carts to be signed out on a weekly basis by learning groups.</p> <p>Resources:</p> <p>*3D Pens to the school.</p> <p>*Exploratory Maker Items (Primary and Intermediate) on Carts</p> <p>*Portable is filled and organized with tools/building supplies for major projects and green screens for any filming projects. s</p>

		<p>*Possible shed building in partnership with Career Education - Shed for playground storage</p> <p>*Increase classroom resources for Applied Design and Skills Curriculum and resources in the classrooms and by learning groups.</p>
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Appendix and Links

Literacy

- Primary Reading Overview by Grade (focus & prompts and cueing sheet by grades) -
 - <https://docs.google.com/document/d/1wSwvAP5TAanKvNp2qtUstiAFdUzax5vt5aqOF9poqZw/edit>
- Response to Intervention slideshow (access for staff involved in project)
 - <https://docs.google.com/presentation/d/1sNNPhZCU4CVR3eQpuruirX5IARNDh6MBB7HYaXgErWY/edit#slide=id.p>
- Home Reading Parent Slideshow
 - <http://bit.ly/30tpg7w>

Human & Social Development

- Growth Mindset Resources & Links <http://bit.ly/31MpbKt>
- Laker Growth Mindset Resources
 - <http://bit.ly/2q1lbqT>
 - WITS -
 - <https://witsprogram.ca/school/>

WITS song (written by Cathy Coles)

- <http://bit.ly/2WgO2oB>

Careers & ADST

- ADST resource of activities created by teacher team - <http://bit.ly/2GEiYYv>
- Add link to picture of multi-purpose room and projects when completed.

Framework Timeline and Action Plan - 2020-2021

Date	Goal Area - Intellectual - Literacy Actions:	Persons Resp.	Notes/Budget	Done
Oct./Nov.	Reading Record - release time to complete reading records and analysis	Grade 1,2, & 3 teachers	2 X 1.0 TTOC coverage - LSM budget	✓
October	RAZ Kids - Literacy Center and Home Reading - https://www.raz-kids.com/	Nancy - license Multiple teachers as per google doc.	List of teachers interested: <ul style="list-style-type: none"> • http://bit.ly/3kd9V2B - 9 site licenses purchased October 2020 • \$1200 - Learning Resources 	✓
October	Reading Fluency Program - Target Grade 3-6 students with a 1 on reading fluency section of QCA (6 minute reading solution using Reading A-Z passages)	EA ISSW	Reading Fluency Spreadsheet (one-on-one) http://bit.ly/2KoX7do	✓
November	Grade 1 Teacher Data wall - Live data wall for Grade 1 teachers to track ongoing reading level.	Grade 1 teachers	Grade 1 Data wall - http://bit.ly/3asGIEV	✓
November	Planning session for Grade 2 teachers with “at risk/yellow readers” -	Grade 2 teachers, LA and	1 X 0.4 TTOC coverage - LSM budget Grade 2 guided reading weekly overview & goals	✓

	Goal - at risk readers will receive 4-5 guided reading lessons per week.	ELL teacher, admin	Class # 1 - http://bit.ly/3phunCd Class #2 -	
December	Reading Record release time for Grade 2-3 teachers to update "At risk readers" data wall	Grade 2-3 teachers & LS team	2 X 1.0 TTOC - LSM budget	✓
Jan.-April	Literacy Classroom visits - teachers released by administration to view and have debrief time.	K-2 teachers LS team & Admin	Tuesday mornings as requested by classroom teachers - 9:15-10:00 Teacher sign-up - http://bit.ly/3rhs7wx	
Sept.- May	Increase the number of Chromebooks available for LA students and Intermediate classrooms	Nancy LS team	Grade 4-5 - Class set of Chromebooks Grade 5 - Class set of Chromebooks	✓
Ongoing	Grade 2 & 3 Yellow readers - monitor data - offer extra reading support (LA & ELL teacher)	Grade 2 & 3 teachers Nancy	Grade 2 & 3 Yellow/At Risk Readers Literacy Data http://bit.ly/3h9olAQ	✓
February 2020	PM Early reading collections for the Kindergarten classes (PM 1-4)	Nancy Cara Wanda Ruth	Ordered March 8th, 2021 Framework (LSM) budget http://bit.ly/3v3yUM6	✓
March 2021	Update Home Reading Collection List of recommended titles http://bit.ly/3v3yUM6	Tanya Nancy Kathy Wanda	PAC - \$1500.00 budget	✓
Jan. 2021	Literacy Team Meeting	Nancy/Tanya Primary Teachers	See notes from meeting - https://bit.ly/39y2ReM	✓
Feb. 2021	Writing Assessment & Collaboration by Grade Teams	Tanya Heather Kathleen	2 X 0.2 - Kathleen, Heather, Tanya (March 4 & 9)	✓

			After School collaboration up to 8 teachers X 0.4 release time - LSM budget	
February 2021	Kindergarten Concepts about Print assessments and follow-up lessons (Big book lessons, morning messages...)	Ruth Cara Wanda	K CAP data - http://bit.ly/3bwCkPE	✓
May 2021	Intermediate Reading Anthology Review	Nancy, Jenny		
March 2021	Reading Record update using PM Benchmarks - Grade 2-3 teachers (At risk students - yellow) - reassess & add to data wall	Rachel Lisa	<ul style="list-style-type: none"> • Release time - LSM Budget <ul style="list-style-type: none"> ◦ 1.0 days 	✓
April/May 2021	Literature Circles - Faye Brownlie <ul style="list-style-type: none"> • Offer support in class (Double entry journal & Say something) - Nancy - Tong • Library - Monday Book Club support - multiple adults running literature circles. Offer to all Intermediate teachers 	Nancy Wanda Jenny	After school collaboration - up to 2 X 0.4	
May 2021	Collaborative Scoring RAD/QCA - Grades 3-6 teachers <ul style="list-style-type: none"> • 1st session on teacher administration - review practices to align administration • Review of reading record criteria 		5 X 0.4	

Date	Goal Area - Intellectual - Numeracy Actions:	Persons Resp.	Notes/Budget	Done
October	Grade 5 & 6 teachers enter MAP Number Sense data into ASSESS	Daryl Joanna Matt Les		✓
Ongoing	Improve Math manipulatives inventory by classroom.	Nancy Int. teachers	Intermediate Math manipulative inventory & requests by classroom http://bit.ly/2WAuXyl	✓
Ongoing	Improve Primary math manipulative inventory classroom resources <ul style="list-style-type: none"> Oct./Nov. 2020 - 	Primary Teachers	<ul style="list-style-type: none"> Order Primary manipulative update for each Primary classroom (8 classes) <ul style="list-style-type: none"> SBDM budget - Education budget-remaining from PT. Release time <ul style="list-style-type: none"> 2 X 0.4 - order 2 X 0.4 - resource organization 	
Oct.-May	Primary Rekenreks Number Sense <ul style="list-style-type: none"> Order resource Set up classroom visits - Carroll 		<ul style="list-style-type: none"> Rekenreks - order for all Grade 1-3 teachers - Spectrum Math 	
April	Primary Number Talks Collaboration (Myhre, Malcolm, Chartrand)			
Ongoing	Mathletics - Grades 4, 5, & 6 Classrooms		Mathletics - Tong, Koop, Bauer, Haddrell, Hicks Learning Resources -\$ 760.00	✓

April 2021	After school collaboration session - Intermediate teachers - goal setting	Yeelen, Nancy, Joanna	4 X 0.3 - After school collaboration - January 30th, 2020 Minutes from meeting - http://bit.ly/2TWztpg	✓
April 2021	Number Talks <ul style="list-style-type: none"> • Share resources at April Staff meeting • Offer Number Talks - Coach/CT/Cody to demo. Number talks in all classrooms 		<ul style="list-style-type: none"> • Nancy - planning notes <ul style="list-style-type: none"> ◦ http://bit.ly/38Ewur5 	
Ongoing	Math Resources		List of recommended professional resources from District Numeracy coach https://drive.google.com/drive/u/0/folders/1tYh6St2nxzM3CfyE-EyfQZO40lfBbHko	

Date	Goal Area - Human & Social Development Actions:	Persons Resp.	Notes/Budget	Done
Sept. 12	After school collaboration - Preparation for Framework Planning Day	Nancy, Yeelen, Matt, Cheryl	3 X 0.4 = FESL budget	✓

Ongoing	EASE session in Library - partnering with classroom teachers	Cheryl, Classroom Teachers	Offered weekly on Monday mornings - track # of teachers participating (3 classes participated by end of October)	✓
Ongoing	Library Themes related to focus on inclusivity http://bit.ly/2qOlvdB Section in staff room for themed books, teachers can sign out from staffroom.	Cheryl Classroom Teachers	Order books related to themes -\$ 2000.00	✓
Ongoing	Learning Group Sports	Cody & teacher and parent volunteers	Volleyball, Basketball, Running Club, Badminton, Soccer, & Track and Field	✓
Ongoing	Virtual Assemblies & Learning Group Assemblies	Nancy/Cody/teachers	September Learning Group Assemblies in gym January Learning Group Assemblies in gym	
Sept. - June	Grade 5 & 6 Peer Lunch Monitoring program.	Grade 6 teachers Cody		✓
Jan. - June	Playground improvement Plan - in consultation with district and PAC <ul style="list-style-type: none"> • New trees • New basketball hoops - Primary type • District - landscaping • Playground workout equipment • Ideas/Planning document <ul style="list-style-type: none"> ◦ http://bit.ly/2Ppfa38 	PAC & Admin		
December 2020-June 2021	Student Leadership Club <ul style="list-style-type: none"> • Grades 6 - lunch hour meetings • Begin with • After Spring break look closer at student survey results - narrow on one or two questions. 	Nancy/Cheryl Grade 4-6 students	<ul style="list-style-type: none"> • Started in January - • Ideas/research <ul style="list-style-type: none"> ◦ http://bit.ly/2WbTlCn • Student Leadership Meeting minutes <ul style="list-style-type: none"> ◦ http://bit.ly/2TEdhBq 	✓

February - March 2021	School-wide WITS poster contest	Nancy/Cheryl Leadership Club		✓
April - June 2021	Playground Improvement - Flower Box project with Grade 6 classes - building flower boxes for playground and care of flowers etc.	Cody, Matt, Joanna & Primary class		

Date	Goal Area - ADST/Careers Actions:	Persons Resp.	Notes/Budget	Doned
Oct.	Intermediate teachers participate and design mini-catapults with classes (Punkin Chunkin cancelled due to COVID)	Cody, Matt, Joanna, & Daryl	3 classrooms participated in the mini-catapult lessons.	✓
Nov.	3D Pens circulation in intermediate wing	Cody, Jenny, Less, & Joanna	3D Pens are being used a lot between the 3 classes, possibly looking at purchasing more 3D Pens, so each Intermediate learning group would have their own bin to share between them. Cost of a 3D Pen (\$50-\$56 https://amzn.to/3bXu8XF)	✓
Dec.	Voluntary primary and intermediate ADST Challenges. Many primary classes participated	Cody	Half of the classes participated in these activities. Other classes also had their own ADST challenge,	✓

	in design and creating Elf Traps, and some intermediate classes participated in the elf traps as well as the egg drop challenge.		which included Mr. Bauer's class who designed and built mouse traps and put them around the school.	
Jan.	Resources - inventory - Wish list on a spreadsheet ongoing	Cody	PAC - \$2000.00 Budget	✓
Jan.	Create ADST carts for classes to use, instead of storing them in	Cody	There are two ADST carts stored in the walkway behind the library. One of the carts is for primary and the other is for	
Jan.	Purchase 3D Pens and filament for three intermediate learning group bins and one demo set for primary classes.	Cody	PAC paid for the 3D Pens and Filament with ADST Budget- \$1286.85	✓
Feb.				
Ongoing	School wide/Learning group - 2 - 3 X a year December Spring	Cody Teachers	-December: Elf trap/Egg Drop challenge -April/May: ?	
Ongoing	Participation in District ADST events - Spaghetti Bridge, & Cardboard Boat.	Cody Darryl Joanna	-Darryl took 4 students to the punkin chunkin in October -Joanna will be taking a group of students to participate in the Spaghetti Bridge Contest	✓
Dec. 2019				✓
Jan. 2020				✓
Jan.	ADST Order made	Cody	-Dremels https://amzn.to/2xpM5hc -Felting http://bit.ly/3cLjR0w -Make-Do Cardboard tools http://bit.ly/2PYwxXV -3D Pens https://amzn.to/2TVHD16	✓

			-Cardboard Cutters https://amzn.to/2TEwKlv -Fuse Beads https://amzn.to/2vS7vmE	
Mar. 2020	Construction Foundation Grant - Collaboration	Cody Darryl Les Jason Eric	-We all collaborated on two carpentry projects to deliver to intermediate students in the classroom. -We went over the safety steps to take and the best way to have students to complete the project.	
Apr. 2020	Rube Goldberg Machine School Wide Challenge	Cody Teachers	-Will kick off challenge at the April assembly	
May 2020	Career Day	Cody Moneca Conway Grade 6 teachers Community members		

Literacy Data 2019-2020

Grade 2 & 3 Literacy Data Wall - October 2019

<http://bit.ly/2m7t2Cs>

CAP Testing - November 2019

Literacy Data - June 2019
Grade 2 Readers - Response to Intervention Project

	September 2018	June 2018	Notes
Yellow Readers (PM 10 or below in Sept. 2018)	22 students (40% of Grade 2 students)	11 students	<ul style="list-style-type: none">• 7 of these 11 students which were still yellow scored at PM 20 or PM 21 - PM 21 is meeting expectations for Grade 2 according to District Reading document.• See reading data wall for progress specific to the readers
Red Readers	2 students (4%)	4 students	<ul style="list-style-type: none">• 2 of these students are Reading Recovery students (will continue on LA caseload and flagged for Psych. Ed. assessment)

Literacy Learning Evidence:

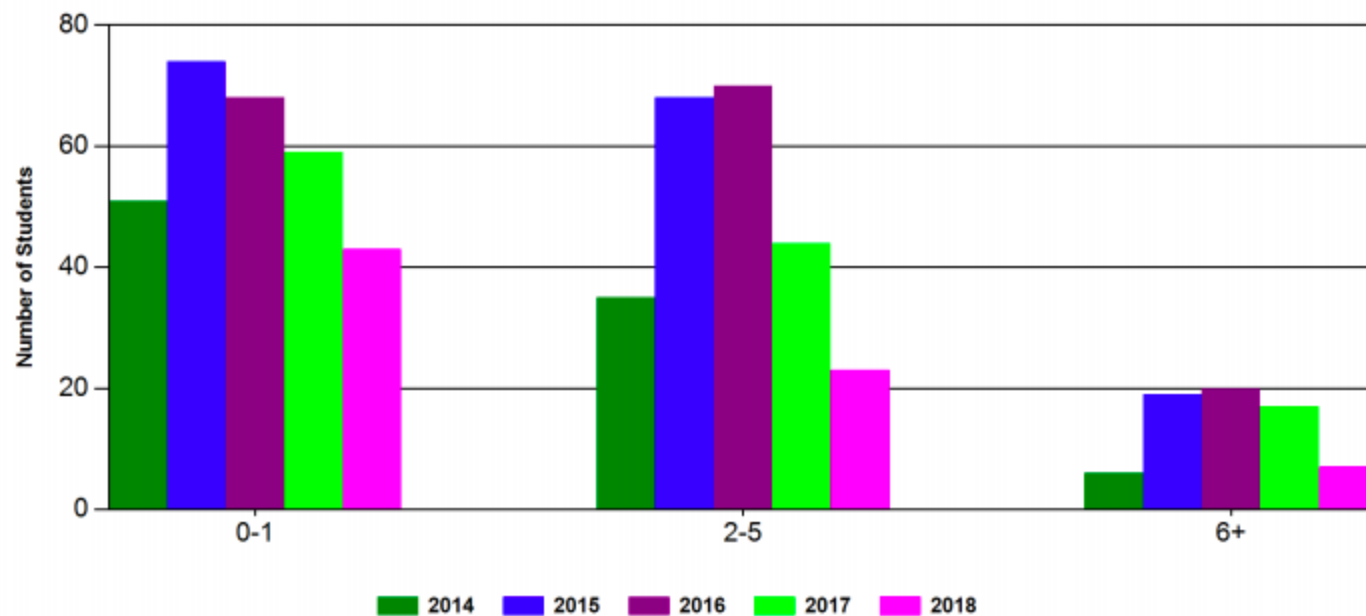
- **Slideshow about RTI project - add**
-
- **Grade 2 Yellow Reader Data Wall - Sept. - June 2019**
 - <http://bit.ly/2m7t2Cs>

- **Grade 3 Yellow Reader Data Wall - Sept. - June 2019**
 - <http://bit.ly/2IZD4WI>
- **See ASSESS for June reading data walls by class and grade.**

Human and Social Development Learning Evidence:

- **Monthly ASSESS Incident Data 2019-2020**
 - <https://drive.google.com/drive/u/0/folders/11XBmMMMyBFMvuarAhIMBMqkZYkNT2yhF5>
- **PSC Primary Survey - November 2018 Results - <http://bit.ly/2VDcXSk>**
- **PSC Intermediate Survey - November 2018 Results - <http://bit.ly/2VG4xtp>**
- **Add survey results from June 2019**
- **Incident Referral Data - ASSESS**
 - In the 2018-2019 school year 90 % of the teaching staff input incidents into ASSESS when needed.
 - In the 2017-2018 school year 77% of the teaching staff input incidents into ASSESS when needed.
 - In the 2016-2017 school year 100% of ASSESS incidents were input by administration.

STUDENT INCIDENT COUNT



School Year	0-1	2-5	6+
2014	51	35	6
2015	74	68	19
2016	68	70	20
2017	59	44	17
2018	43	23	7

Incident Count Review - by Location

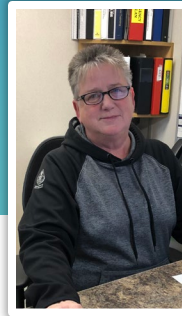
**Note population decreased by 60 students in 2018-2019 school year - Updated July 17th, 2019*

	2016-2017 390 students	2017-2018 390 students	2018-2019 336 students	Notes
Washroom	5	2	2	
School Grounds	117	71	32	
Other	2	4	1	
Lunch Room	0	9	1	
Halls	13	3	9	
Gym	4	6	1	
Bus	28	2	7	*did not put all bus suspensions on ASSESS in 2017-2018
Classroom	114	123	69	
Location not selected	67	40	10	*staff is getting better at selecting location and completing incident forms correctly
TOTAL INCIDENTS	351	260	134	*one student account for 20 if the total incidents in 2018-2019



Operations Update

April 6, 2021

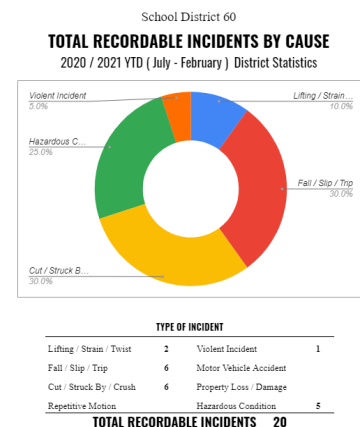


Facilities

- February – cold weather freezing pipe issues have been resolved at Anne Roberts Young, Margaret Ma Murray, Bert Bowes and Hudson's Hope schools
- Winter packages were installed on buses earlier in February. There is a -30 degree threshold for running buses in extreme cold. After that, things start to break
- Anne Roberts Young Elementary School – some warranty and deficiency work is ongoing
- Generation of the Carbon Neutral Report is taking place
- Bert Bowes Running Track – work is ongoing
- Meeting with City of Fort St. John grounds staff to discuss opportunities for collaboration on projects
- Before & After School Care playgrounds – bid awarded to Habitat Systems
- Work on the shower and bathroom unit at Cameron Lake is starting. Outdoor learning initiatives are being supported by federal funds
- Starting fit/hearing tests for the District

Safety

- District Safety Plan continues to be revised as Ministry's COVID-19 Guidelines are updated
- Lead Test Results 2021 (*Attachment*) – all locations are in compliance
- Fire Safety Equipment inspections have taken place and all have passed
- Coordinating a specific safety plan with the City of Fort St. John for field trips/shared spaces
- The District Sharepoint website for Safety is updated and available
- School District #60 has been chosen by the province to form a Rapid Response Team for the Northern Health Region
- Health & Safety Checklists for all locations have been submitted
- Joint Health & Safety Committee meeting took place on February 24, 2021



Technology

- School Internet Access (*Attachment*)

LEAD TEST RESULTS 2021

LOCATION	DATE OF SAMPLE	RESULTS
ALWIN HOLLAND	February 4, 2021	<0.0001 / 0.0022
ANNE ROBERTS YOUNG	February 6, 2021	<0.0001 / 0.0018
BALDONNEL	February 16, 2021	<0.0001 / 0.0016
BERT AMBROSE	February 8, 2021	0.0016 / <0.0001
BERT BOWES	February 4, 2021	<0.0001 / 0.0017
ADMINISTRATION OFFICE	February 3, 2021	0.0022 / 0.0013
BUICK CREEK	February 23, 2021	0.0047 / <0.0001
CENTRAL	February 22, 2021	0.0011 / <0.0001
CHARLIE LAKE	February 17, 2021	<0.0001 / 0.0013
CLEARVIEW	February 5, 2021	<0.0001 / 0.0007
CM FINCH	February 17, 2021	0.0016 / <0.0001
DR. KEARNEY	February 4, 2021	<0.0001 / 0.0020
DUNCAN CRAN	February 8, 2021	0.0015 / <0.0001
ELC	February 4, 2021	<0.0001 / 0.0005
FACILITIES	February 3, 2021	0.0013 / <0.0001
HUDSON'S HOPE	February 18, 2021	<0.0001 / 0.0006
MA MURRAY	February 5, 2021	<0.0001 / 0.0027
NPSS	February 24, 2021	<0.0001 / 0.0017
PRESPATOU	February 17, 2021	0.0009 / <0.0001
ROBERT OGILVIE	February 4, 2021	<0.0001 / 0.0023
TAYLOR	February 17, 2021	<0.0001 / 0.0054
TECHNOLOGY / INDIGENOUS	February 5, 2021	0.0004
THE KEY	February 10, 2021	0.0036 / <0.0001
UPPER HALFWAY	February 23, 2021	<0.0001 / 0.0034
UPPER PINE	February 10, 2021	0.0004 / <0.0001
WONOWON	February 24, 2021	<0.0001 / 0.0034

MAXIMUM ALLOWABLE LIMIT IS .005mg/L

Rural internet Access

School District 60

April, 2021

- Internet access/bandwidth status at all schools - and # of requests for hubs, etc. this year
- The bandwidth is determined by recommendations from the Ministry of Education based on population size.

Site Name	Current BW(MB)
Peace River N School Offc SD60	1000
Peace River N School Offc SD60	1000
School District #60 - Peace River North - PORT	
Buick Creek Elementary SD60	20
Baldonnel Elementary Sch SD60	30
Charlie Lake Elementary SD60	50
Alwin Holland Elementary SD60	50
Bert Ambrose Elementary SD60	50
C M Finch Elem School SD60	50
Duncan Cran Elementary SD60	50
Ecole Central Elementary SD60	50
Clearview Elem&Junior Sec SD60	50
Bert Bowes Middle School	200
SD60 Maintenance Facility	40
Dr Kearney Middle School SD60	200
North Peace Secondary SD 60	300
Energetic Learning Campus SD60	100
Indigenous Education & Technology Centre	50
The Key Learning Centre - Distributed Learning Programs	50
The Key Learning Centre/Alternate Programs	
Robert Ogilvie Elementary SD60	50
Upper Pine Elem & Junior SD60	50
Taylor Elem School SD60	30
Hudson's Hope School SD60	50
Prespatou Elem & Sec Sch SD60	100
Upper Halfway Elem	30
Wonowon Elementary	20
Anne Roberts Young Elementary	100
○ Margaret 'Ma' Murray Community School	50

Requests for Hubs 2020-21: 1 (Cecil Lake)