

**School District #60 (Peace River North)**  
**Committee of the Whole**  
**Regular Meeting**  
**Monday, June 7, 2021 @ 1:30 p.m.**  
**AGENDA**

**Education**

1. **Education Update**  
*Stephen Petrucci, Superintendent*

Framework Presentations

- a) Taylor Elementary School (1:30 – 2:15 p.m.)
- b) Baldonnel Elementary School (2:15 – 3:00 p.m.)
- c) Social Emotional Learning Initiatives (3:00 – 3:30 p.m.)  
*Carleen Andrews, Director of Instruction*

**Governance**

1. **Schedule of Board of Trustees Meeting – Edit** (*Attachment*)  
*Helen Gilbert, Board Chair*
  - Revisit February 21, 2022 Family Day meeting date
2. **Joint District Meeting Update**  
*Helen Gilbert, Board Chair*
3. **CSBA Indigenous Virtual Conference** (*Attachment*)  
*Helen Gilbert, Board Chair*  
<http://conference.cassa-acgcs.ca/index.html>
4. **Deputy Minister's Bulletin re: Policy Changes** (*Attachment*)  
*Helen Gilbert, Board Chair*

**Human Resources**

1. **Retirement Appreciation Update**  
*Helen Gilbert, Board Chair*

**Operations**

1. **Operations Report** (*Attachment*)  
*Angela Telford, Secretary-Treasurer*



“Together We Learn”

# Taylor Elementary School Framework

For Enhanced Student Learning

2020-2021

“Positive Attitudes Will Succeed”



## Mission:

The mission of our school community is to educate, inspire and empower all students. We do this by providing challenging and enjoyable learning experiences. Together, as educators and parents, we believe that all students will attain their goals and discover the joy of becoming lifelong learners.

## Values:



We focus on the seven values from the Seven Teachings common in Indigenous Cultures. These are: **Love, Respect, Honesty, Courage, Wisdom, Humility and Truth**

## School Context:

Taylor Elementary School is a community-oriented school in the District of Taylor, fourteen kilometers south of Fort St. John. There are one hundred and fifty-two students attending our school. The student body is made up of 23% First Nation heritage. We have twelve teaching

staff, and three support staff working with our students. Within the school, pre-school classes and a Strong Start Program operate, which have become an early learning part of our community and created strong bonds with students before they enter kindergarten here.

We continue to work hard to provide great learning opportunities for our students. We embrace BC's new curriculum and seek to engage students in their learning everyday, focusing on big ideas and experiential learning. We integrate First Nation's learning into the school, utilizing our Aboriginal Student Support Worker and other resources. We also have a leadership team, which organizes school events throughout the year. Our staff works hard to develop community spirit, as is outlined in our school song (Taylor Tigers/ Eye of the Tiger). We have set up a school-wide house system that promotes school spirit and teamwork. We have an extramural program that involves our intermediate students in a variety of inter-school sports, including cross country, soccer, volleyball, basketball, badminton and track & field.

### **New this year!**

We have implemented morning Zoom meetings every day. These are to bring the school community together daily, announce birthdays and various student achievements (nice drawing, magic trick, an award they received, a presentation they have put together or to feature other skills)

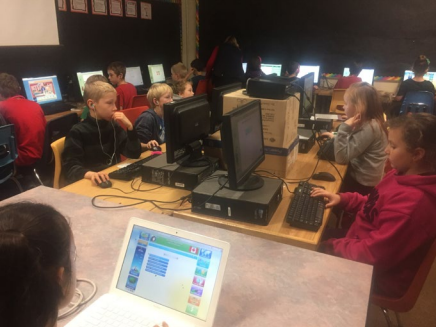
We have a positive school-wide behavior support system (PBIS), and actively support positive behavior through virtual assemblies. We also emphasize Social Responsibility through lesson plans and our **WITS** program, which addresses any challenges that students face throughout the day, as they learn to **W**alk away, **I**gnore, **T**ell others to stop, and find a **S**upervisor to assist in finding a positive solution to their challenges.



Taylor's unique setting provides outdoor activities that are not found in many schools. Our students have access to a hill that is utilized during recess and lunch. The hill is used for tobogganing and hiking throughout the year. The District of Taylor is a strong community partner and allows our students access to the skating rink, swimming pool, river, campground/park, golf course, community hall and curling rink. With these partnerships students are able to expand their learning beyond the classroom walls and regular classroom setting.

The parents of Taylor Elementary are actively, every day involved in the development and implementation of school initiatives and goals. The Parent Advisory Council (PAC) continues its tremendous support, through fundraising, special events, Extramurals and special projects. Our PAC and parent volunteers provide tremendous support for our school and all of our students.

1. Improving Student's Reading Comprehension			
Goal	Evidence	Target	Strategies
<b>To increase students' reading comprehension skills and their ability to communicate their understanding while maintaining their fluency.</b>	Language Arts report card scores  Kindergarten Phonological Assessment  PM Benchmarks  QCA, RAD Assessments  FSA	To have Kindergarten student's achieve quartile 4 by June each year  To have students consistently achieve proficient scores or higher 75% of the time	Adrienne Gear's Powerful Understanding, Reading aloud, Words Their Way, Reading 44, collaborative grouping by ability, leveled home reading, <b>Guided Reading groups</b> , Smart Reading Strategies, <b>library challenges-including Read-A Thon</b> , expanding literacy resources to keep fresh material to engage readers. Use more engaging, individual texts  Focus on current events. Adam Fox, "Thinking Classrooms"
2. Building community in the school			
<b>To improve students' sense of belonging and school pride</b>	Sense of Belonging Survey - School Based	To have 100% feel safe and that they belong	Seven Indigenous Teachings/ Principles  Taylor Tiger Song  <b>Zoom Assemblies daily</b>  Extra Murals/ Sports, Sewing  Cultural Board/ Hallway Focus  Fun Days/ Indigenous Day
3. Improving Number Sense and Math Skills			

<p><b>To improve students' performance in the knowledge, skills and attitudes related to Mathematics and problem solving.</b></p>	<p>Math grades on report cards</p> <p>MAP Assessments</p> <p>FSA scores</p>	<p>To have students consistently achieve proficient scores or higher 75% of the time</p>	<p><b>Mathletics Grade 1-6.</b></p>  <p>Use of manipulatives and real world application</p> <p>Activities to focus on number sense, including MAP strategy</p>
---	---	--	---



## ~Baldonnel Elementary: Framework for Enhancing Student Learning~

Our Baldonnel Community Values:  
Respectful, Responsible, Safe and Kind.

Our Baldonnel community of students, parents, and staff all work together to 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. Together We are Better!

Revised September , 2019.  
Revision March 2020  
Revision November 2020



# 2020-2021

## Baldonnel Elementary School Context

At the heart of Baldonnel Elementary School is the ***vision of working together to create a community that awakens a desire for life-long learning***. Students are the focal point of everything we do and decisions are based around the core question “**Is this good for kids?**” All staff work collaboratively and take responsibility for the learning and safety, both physical and emotional, of every member of our school community. We embrace the strengths of each individual and our school-based teams work together to determine a plan of support when this is required to ensure students are successful.

The entire staff at Baldonnel School is extremely dedicated and committed to our students. Literacy and Numeracy are areas of strength for our school and we are committed to continuing to provide current best practices in all areas of instruction and support to students. We subscribe to the philosophy of shared leadership and have individuals working as part of the following groups: Math, ADST/Careers, Fine Arts, and Positive Schools/School Connectedness, Collaboration and Teacher Mentoring. A focus for the staff this year has been working to build a home-school community partnership and connectedness with our community. Baldonnel Elementary has an active Parent Advisory Council (PAC), which, seeks to incorporate family-friendly activities to build our sense of community.

This document will be a living document that is reviewed and revised at monthly staff meetings and on the annual School Planning Day.

### Our goals for 2020-2021:

- Social Responsibility
- Intellectual Development and Student Engagement – Reading and Literacy
- Career and Applied Design Skill and Technology Development



**At Baldonnell Elementary School, our vision is to create a community, which awakens a desire for life-long learning.**

**Our Dream Statements. We believe:**

- We are all learners.
- Education is a shared responsibility between home, school, and community. Together we are better!
- Each learner is an individual and is deserving of respect, fairness, and understanding.
- The learner must be nurtured within a safe, respectful, and cooperative environment in order to develop a sense of belonging and self-worth. We strive to build a sense of school connectedness.
- In fostering a love of learning through active engagement in authentic learning experiences.
- Learning will combine process and knowledge to support one's growth as an individual
- In providing opportunities and choice for learners to pursue their individual/group interests and strengths.
- School experiences should provide opportunities for each learner to do his/her best.
- Learning is a life-long experience.
- In taking time to celebrate successes!

**Our Core Ethical Values:**

- Respect
- Responsibility
- Safety
- Kindness

**Motto:**

**Together We are Better**







## **Goal #1 – Social Responsibility**

- **To increase students' safe, respectful, responsible, and kind behaviour at school.**

**Objective A: To strengthen relationships within our school community by promoting a safe, caring, responsible and respectful environment.**

**Objective B: To build school connectedness where everyone feels safe, valued and heard.**

**Objective C: To increase student accountability for their actions/behaviours.**

**Rationale:** Our school community has shifted over the past few years. There is a significant increase in the number of students who require a wide variety of supports such as behaviour plans, counselling, speech, and academic support; including Individual Education Plan. As a school community we are continuing to support a diverse community of needs. We believe in building connectedness and promoting supportive and positive behaviours. We are also mindful of the ever-increasing access students have to social media and the role this plays in their choice making and opportunity to engage in cyber bullying. We are striving to teach students to be safe, mindful and to have a positive mindset. We are striving towards teaching students to be respectful of our school facilities and playground and the need to develop more ownership and pride in our school. We believe an increased focus on our school values and virtues, as well as building a sense of belonging through activities such as Bronco Days, Spirit Days, and continuing to develop home-school communication will build community connectedness that will increase safe, respectful, responsible, and kind choices.

Strategies/Structures:	What:
Implement our behaviour matrix/code of conduct	<p>*Continue the work from last year to focus on teaching our school community and working with the behaviour/code of conduct. (See Appendix D)</p> <p>*Consistently use the 4 guiding principles when discussing student behaviour – Safe-Responsible-Respectful-Kind. Using common language: Is it a Smart Choice? Is it safe, kind, responsible, respectful?</p> <p>*Continue with hallway poster design of the guiding principles</p>
Work on Self Regulation	<p>*We are working on teaching students about zones of regulation, which is a framework to foster self-regulation and emotional control.  <a href="http://www.zonesofregulation.com/index.html">http://www.zonesofregulation.com/index.html</a> We foster Growth Mindset strategies and positive thinking, progressive muscle relaxation, and breathing techniques.  <a href="https://positivepsychologyprogram.com/growth-vs-fixed-mindset/">https://positivepsychologyprogram.com/growth-vs-fixed-mindset/</a></p>
Support Team	*As a staff we work together to meet the needs of all students in various

Provide additional emotional support for students	<p>ways: we build relationships and in particular being aware of any students with particular needs, staff discussions re: progress, planning, educational plans.</p> <p>*Indigenous Student Support Worker – supporting classrooms and individual students.</p> <p>*School Counsellor-working with classrooms teaching lessons using consistent language about self-regulation as well as working with individual students.</p> <p>*We work with District Itinerant teachers as part of our team to support speech, reading, behaviour, deaf/hard of hearing, counsellor etc.</p>
Continue with our S.O.S. program	<p>*Individual staff members to provide 1:1 support to students in need based on who has the closest relationship with the student</p> <p>*Discuss students of concern at each staff meeting and provide update about progress</p> <p>*Principal to maintain regular contact with District itinerants, Ministry of Children and Families staff, and/or parents and guardians of identified students</p>
Access itinerant services from the District Learning Services department	<p>*Teacher of the Deaf and Hard of Hearing</p> <p>*Speech-Language Pathologist</p> <p>*Speech Assistant</p> <p>*Reading Support Teacher</p>
Continue with the multi-age House Team system	<p>*Multi-Age Groups are formed and the group create a name and cheer.</p> <p>* We have an assembly where each group had their picture taken, revealed their name and cheer. Each month the groups get together for activities.</p>
Implement one Bronco Afternoon per term	<p>*Each month a spirit day or Bronco Day will occur.</p> <p>*Spirit days: moustache day, Ugly Christmas Sweater Day, Wear Green Day, Heart Day etc.</p> <p>*Bronco Days are special days or half days where students get together in their groups to do an activity or event together.</p>
Virtues	<p>*Each assembly there will be a lesson about the virtue of the month found in the agenda. Each class is responsible for signing up for one month to teach about that virtue. They can present in anyway they choose.</p> <p>*Gotchas are given at each assembly to students that have been demonstrating one of the virtues or our four guiding principles; one student per class. Students receive a book of their choice.</p>

#### Performance Indicators:

- Decrease in number of office referrals (Assess)
- Parent Satisfaction Survey – Ministry data (Grade 4)
- Student Satisfaction Survey – Ministry data (Grade 4)
- School wide Student Connectedness Survey – school designed
- Personal and Social Core Competency student self evaluation
- Sense of belonging student self evaluation

#### NEED TO DO:

Move forward with developing posters with our key words.

Classroom posters and school wide.

Once COVID over resume announcements on PA system and have students participate as previous years.

Review: GOTCHA program with staff. They wanted it gone and now possibly want it back?



## Goal #2: Intellectual Development

- All Students will make progress and reach their potential in reading.
- Every child at school is part of a school based reading program.
- All students have access to reading strategies and support, which will help them to be successful across the curriculum.

**Rationale:** “School educators are charged with improving student achievement and increasing graduation rates. We know that schools that specifically embark on a journey to improve literacy and learning have a better chance of graduating greater numbers of students who are active learners, proficient readers, and fluent writers.” Baldonnel’s goal is to prioritize literacy as a central mission of our school. Literacy is essential for success in almost every area of life. Literacy is far more than the ability to read and write basic text. Literacy is the ability to read, write, speak, listen and think in order to communicate, and make meaning of increasingly complex print and online texts. If one struggles as a reader or writer, it is nearly impossible to succeed academically. We will continue to implement many of the strategies currently in place and continue to take advantage of collaboration opportunities to ensure this high level of success is maintained.

Strategies/Structures:	What:
Review current resources of materials to support home reading program, buddy reading, noisy reading, guided reading, literacy circles	*Teachers will assess what resources we have available and resources will be purchased with FESL Grant to support the needs and fill in the gaps. Resources purchased June 2020.
Staff training/workshops Parent workshops Talk about the reading program in place so that all staff have an understanding of the supports in place and how reading strategies to use with students that are consistent throughout the building.	*time set aside at staff meetings to go over tips and strategies *collaboration time given for teachers to get together to work on common understanding *Newsletters with reading strategies for parents *Parent Purposeful reading workshop *Bulletin board reading tips
Implement a variety of learning/teaching strategies to engage learning around literacy	*Adrienne Gear *Literacy circles *Smart reading strategies *Collaboration time *Buddy reading *Noisy reading *Literacy afternoons *Guided reading lessons that are structured * Well structured Home reading program *Sight words, sound chunks *Team Teaching – based on new curriculum

	*Think-Pair-Share *Buddies *Speech Contest – School and District *Centres *Math literacy/math cards *Project-Based Learning Opportunities (based on student interests) *Goal setting activities *Self reflections
Access learning assistant, itinerant services from the District Learning Services department to support academic needs	*RTI and reading tiers (General education tier 1, early intervening tier 2, intensive intervention tier 3). Screen, Teach, Intervene, Progress Monitoring, Chart, Adjust. *Literacy coach *Teacher of the Deaf and Hard of Hearing *Speech-Language Pathologist *Speech Assistant *Reading Support Teacher *District Behaviour Support *Gifted Teacher
Reading Support Teacher	2020-2021 school year a .2 position provided for reading support.

### Performance Indicators

- Teacher Observation
- Reading Levels
- Phonological assessments
- FSA
- QCA
- Cold Writes
- Testing alphabet, sounds, sight words
- Student Presentations / Finished Product
- Students teach others what they have learned

### NEEDS:

Dreamscape/Intermediate support

Moving towards looking at fluency and comprehension.

Struggling to find answers from text.



### Goal #3: Career and Skill Development

- To implement strategies and lessons about Career and ADST curriculum strands.

**Rationale:** The skills identified in the Career and ADST sections of the new curriculum are key to assisting students in reaching their potential as learners, developing the core competencies, and creating an innovation mindset. These skills will be key factors for achieving success in the workforce of the future and creating 21<sup>st</sup> Century Citizens.

Strategies/Structures:	What:
Genius hour, expanding to primary level (to be re-established in over the next few years)	<ul style="list-style-type: none"> <li>* Professional development and collaboration time will be encouraged.</li> <li>*Apply for a collaboration grant to allow for a solid implementation plan for Genius Hour.</li> <li>*Include regular updates as part of staff meeting agenda.</li> <li>*Librarian/LAT available to support classroom teachers and students.</li> <li>*Order resources as necessary to assist teachers in planning/presenting the genius hour concept to students.</li> <li>*Determine on presentation format of Genius Hour projects.</li> <li>*exploring mindfulness learning, multiple intelligences, Careers and interests etc.</li> </ul>
Maker Spaces	<ul style="list-style-type: none"> <li>*Staff will investigate opportunities for professional development / professional growth to deepen their understanding of Maker Spaces and how these could enhance their current teaching practice.</li> <li>*Participation in district challenges</li> <li>*Participation in Global Cardboard Challenge</li> <li>*Portable: Maker Space/Art Room/Creativity Room.</li> <li>*Provide resources/materials at the school level to support the creation of maker spaces. We have acquired some tools to start building up our resources (hammers, measuring tapes, drills, carving set, screwdriver sets, etc.)</li> <li>*Set up a process/timetable for booking the Maker Space.</li> </ul>
Introduce coding to the entire school population	<ul style="list-style-type: none"> <li>*Each class will complete a minimum of one hour of code. The intermediate classes participate in coding classes much more than one hour.</li> <li>*Grade 5/6 class will do some coding with the primary students.</li> <li>*Grade 5/6 teacher will introduce coding as part of the WWP program using Sphero.</li> <li>*Build our coding resources.</li> <li>*Coding lessons: special lesson provided by Tech Services</li> </ul>
Entrepreneur Fair / Science Fair	<ul style="list-style-type: none"> <li>*Design a two-year rotation alternating the Entrepreneur Fair with the Science Fair. (2019 will be a Entrepreneur Fair year)</li> <li>*Encourage collaboration among teachers to ensure consistent information is sent home to parents with respect to expectations and requirements.</li> <li>*Open up the Entrepreneur fair to the community.</li> </ul>
Continue Gardening Projects	<ul style="list-style-type: none"> <li>*Continue to work with N.E.A.T. to develop our garden space and provide lessons in sustainable food production.</li> <li>*Develop an understanding in students that many careers can be</li> </ul>

	<p>associated with gardening and sustainable food production.</p> <p>*Look for alternate opportunities to replace the project-based learning activities.</p>
Participate in the District Challenges, Maker Days, Community, and or Global Challenges	<p>*Various staff to work with students identified by classroom teachers for participation in the competition. Will involve school wide if possible</p> <p>*Host a demonstration trial of the bridge building contest at Baldonnel School.</p> <p>*Send a team of Grade 4-6 students to the District elementary Skills event.</p> <p>*Participate in Energy Literacy.</p> <p>*School working on reaching another level with the Green School Environmental program.</p>
Continue to encourage use of "building"/construction materials	<p>*Provide opportunities for all students to explore and create with the Keva Blocks, Lego, and K'Nex materials.</p> <p>*Collaboration time to facilitate the sharing of lesson plans or develop new ideas for incorporating these materials in a meaningful manner.</p> <p>*Encourage buddy classes to work together using construction materials.</p> <p>*School Wide ADST day</p>
To begin using curriculum and core competencies to develop projects	<p>*Investigate opportunities for professional development/professional growth as well as staff development to encourage teachers to implement more project-based learning activities in their teaching practice.</p> <p>*Use staff meeting time to allow for staff to dialogue with each other about what is happening in each classroom and to share ideas.</p>

#### Performance Indicators:

- Percentage of school population who participated in Hour of Code.
- Percentage of Intermediate students who participated in either Science Fair or Entrepreneur Fair (depending on year).
- Track success of students at Regional Science Fair
- Survey teachers (school developed) to gauge comfort level of implementing Career and ADST curriculum strands.
- Percentage of Participation genius hour, maker space, stem projects, hour of code, deconstruction projects, 3-D printing, Tinker Trays.

NEEDS: Our computer lab needs an overall, it is not effective.

Chrome books (have put on order)

Need the technology in place to be able to use it appropriately.



## **Communication Plan**

The Framework for Enhancing Student Learning document will be available on our school website, our Facebook page and on a designated bulletin board in the front foyer. During the Fall Open House (PreCOVID), parents will have the opportunity to learn more about the plan during a session designed to help them understand the rationale behind the goals that were chosen. Parents will also be provided with updated progress on the achievement we are making towards these goals.

A pamphlet outlining the specifics of our school plan has been created and was electronically delivered to each family in the fall. This pamphlet will also be reviewed and updated annually .

In each school newsletter an aspect of the framework, code of conduct, virtue teachings, new curriculum, digital literacy and SOGI will be included. There will be postings about each of the goals on the Face book page explaining the Framework. November: Goal 1 December: Goal 2 January: Goal 3

In addition to the website and regular communication from classroom teachers, school information is also shared out to the parent community via the outdoor sign, regular emails, newsletters, and posts to both the school and PAC Face Book pages.



# SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

## Board of Trustees Meetings 2021-2022

DATE	MEETINGS	START TIME
August 30	In-Camera Board Meeting <i>Regular (Public) Board Meeting</i>	5:00 p.m. 6:30 p.m.
September 20	In-Camera Board Meeting <i>Regular (Public) Board Meeting</i>	5:00 p.m. 6:30 p.m.
October 4	In-Camera Committee of the Whole Meeting <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
October 18	In-Camera Board Meeting <i>Regular (Public) Board Meeting</i>	5:00 p.m. 6:30 p.m.
November 1	In-Camera Committee of the Whole Meeting <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
November 15	In-Camera Board Meeting <i>Regular (Public) Board Meeting</i>	5:00 p.m. 6:30 p.m.
November 29	In-Camera Committee of the Whole Meeting <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
December 13	In-Camera Board Meeting <i>Regular (Public) Board Meeting</i>	5:00 p.m. 6:30 p.m.
<b>Christmas Vacation: December 20, 2021 – January 3, 2022; Schools re-open January 4, 2022</b>		
January 10	In-Camera Committee of the Whole Meeting <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
January 24	In-Camera Board Meeting <i>Regular (Public) Board Meeting</i>	5:00 p.m. 6:30 p.m.
February 7	In-Camera Committee of the Whole Meeting <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
February 21	In-Camera Board Meeting <i>Regular (Public) Board Meeting</i>	5:00 p.m. 6:30 p.m.
March 7	In-Camera Board Meeting <i>Regular (Public) Board Meeting</i>	5:00 p.m. 6:30 p.m.
<b>Spring Vacation: March 21 – April 1, 2022; Schools re-open April 4, 2022</b>		
April 11	In-Camera Committee of the Whole Meeting <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
April 25	In-Camera Board Meeting <i>Regular (Public) Board Meeting</i>	5:00 p.m. 6:30 p.m.
May 9	In-Camera Committee of the Whole Meeting <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
May 24 (Tues)	In-Camera Board Meeting <i>Regular (Public) Board Meeting</i>	5:00 p.m. 6:30 p.m.
June 6	In-Camera Committee of the Whole Meeting <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
June 20	In-Camera Board Meeting <i>Regular (Public) Board Meeting</i>	5:00 p.m. 6:30 p.m.

**Location:** all meetings are held at the School Board #60 Board Office in the **Board Room**.

**Committee of the Whole Meetings:** held the first Monday of each month, with the above noted exceptions, because of statutory holidays and holiday breaks

**Regular Board Meetings:** held the third Monday of each month, with the above noted exceptions because of statutory holidays and holiday breaks.



Home / Agenda

# Conference Agenda

## 2021 Agenda

### Wednesday July 7th

Time	Event	Speakers	Description
12:00pm - 12:15pm	Opening Remarks & Housekeeping	CASSA & CSBA Representatives	
12:15pm - 1:15pm	Anti-Racism in School Districts	Kike Ojo-Thompson	Part one will focus on the issue of racism in school districts in their structures, policies, practices, procedures.
1:15pm - 1:45pm	Lunch		
1:45pm - 2:45pm	Focusing on Solutions	Kike Ojo-Thompson	Part two will focus on what school system leaders should/could be doing with more of a focus on potential solutions.
2:45pm - 3:00pm	Break		



(index.html)

**Speakers****Description**

3:00pm -	Organizational	Laurie French - CSBA	The CSBA has embarked on a critical anti-racist review of its policies, practices and structures. Join members of the CSBA Anti-Racism Work Team and Bunyaad Public Affairs to learn about the approach they have used to identify and focus on areas for change. Looking first at its own operations through a critical review and self-assessment, the CSBA will share lessons learned and commitments to action, as well as how the national organization can collaborate with and support associations and boards wishing to engage in this important work.
4:00pm	Review through an Anti-Racist Lens	President, Carolyn Broady - CSBA VP, BCSTA, Patrice Barnes - Durham District School Board, Renee St.Germain - Assembly of First Nations, Jan Olson - ASBA, Isabelle Girard - ACÉPO, and Ashraf Amlani and Sherri Moore-Arbour - Bunyaad.	
4:00pm -	"Now What?" Let's	breakout discussions	
4:30pm	Unpack The Day		

**Thursday July 8th**

<b>Time</b>	<b>Event</b>	<b>Speakers</b>	<b>Description</b>
12:00pm - 1:00pm	Mental Health Panel	Cindy Finn, Nathan Ip, Kathy Short & Jen McCrea	The Mental Health Panel includes professionals with expertise and experience in the area of school mental health. Each of them will provide reflections on the relationship between student mental health and well-being and equity in school systems.
1:00pm - 1:30pm	Break		
1:30pm - 2:30pm	Mental Health Student Panel	TBD	
2:30pm - 2:45pm	Break		
2:45pm - 3:45pm	"Now What?" Let's Unpack The Day	breakout discussions	



(index.html)  
**Speakers**

**Description**



3:45pm - CSBA Cross

4:45pm Country Check-In

## Friday July 9th

Time	Event	Speakers	Description
11:30pm - 12:30pm	Calls to Action	Kevin Lamoureux	In 2015 Truth and Reconciliation Commission provided Canada with an opportunity for healing with the 94 Calls to Action they provided to the nation. These Calls to Action offer us hope, inspiration and motivation in describing how we, in our careers, can participate in the kind of change that will allow us to respond to the wreckage of that past, while creating a welcoming and just society for all Canadians. This session will focus on how those Calls to Action speak to the role of education, and in particular the role of high level Administrators, in fulfilling the vision of the TRC.
12:30pm - 1:00pm	Break		
1:00pm - 2:00pm	AFN Carriers of Hope	TBD	The Assembly of First Nations Carriers of Hope youth advocacy group have identified five Calls to Action on First Nations Education (Calls to Action) and How-to-Guides that outline measures that both First Nations and non-First Nations students, teachers, schools, and leadership can take to advance each Call to Action. This session will outline steps that leaders in schools can take to support First Nations student success in and out of the classroom.



(index.html)

**Speakers****Description**

2:05pm - TBD  
3:05pm

Mary Culbertson,  
Saskatchewan's Treaty  
Commissioner

\* All times are Eastern Time

~~Get in Touch (CASSA-contact.html)~~

## Our Newsletters

We publish regular newsletters of interest to Educational Professionals. You can find an archive our our newsletters [here](http://www.edline.net/pages/cassa-acgcs/Leaders_amp_Learners/Leaders_amp_Learners_Newslet) ([http://www.edline.net/pages/cassa-acgcs/Leaders\\_amp\\_Learners/Leaders\\_amp\\_Learners\\_Newslet](http://www.edline.net/pages/cassa-acgcs/Leaders_amp_Learners/Leaders_amp_Learners_Newslet)).

## Our Magazines

We publish a regular magazine of interest to Educational Professionals. You can find an archive our our magazines [here](http://www.edline.net/pages/cassa-acgcs/Leaders_amp_Learners/Leaders_amp_Learners_Magazin) ([http://www.edline.net/pages/cassa-acgcs/Leaders\\_amp\\_Learners/Leaders\\_amp\\_Learners\\_Magazin](http://www.edline.net/pages/cassa-acgcs/Leaders_amp_Learners/Leaders_amp_Learners_Magazin)).

## Contact Us

**Address:** 1123 Glenashton Drive Oakville, Ontario L6H 5M1

**Phone:** (905) 845-4254

**Email:** [ken\\_bain@cassa-acgcs.ca](mailto:ken_bain@cassa-acgcs.ca) ([mailto:ken\\_bain@cassa-acgcs.ca](mailto:ken_bain@cassa-acgcs.ca))

Contact Page ([CASSA-contact.html](#)) | Main Web Site (<https://www.cassa-acgcs.ca/>)

## Follow Us



(index.html)

(index.html)

© Copyright 2021. All Rights Reserved.





---

Home / Presenters

# Presenters

---

## 2021 Presenters

### Wednesday July 7th - Anti-Racism

Kike Ojo-Thompson



Bio:

Notes biographiques :

Presentation: Racism in Canadian School Districts



CSBA Organizational Review through an Anti-Racist Lens

Examen organisationnel à travers un prisme antiraciste

## Thursday July 8th - Mental Health Expert Panel

The Mental Health Panel includes professionals with expertise and experience in the area of school mental health. Each of them will provide reflections on the relationship between student mental health and well-being and equity in school systems.

Dr. Cindy Finn





(index.html)



Bio:

Notes biographiques :



## Nathan Ip



Bio:





(index.html)



## Jennifer McCrea



Bio:

Notes biographiques :

## Dr. Kathy Short



(index.html)



Bio:

Notes biographiques :

## Thursday July 9th - Indigenous Education

Kevin Lamoureux



[\(index.html\)](#)

Notes biographiques :

Presentation:

Présentation :



## Mary Culbertson



Bio:

Notes biographiques :

Presentation:

Présentation :



[\(index.html\)](#)

## Our Newsletters

We publish regular newsletters of interest to Educational Professionals. You can find an archive our our newsletters [here](http://www.edline.net/pages/cassa-acgcs/Leaders__amp__Learners/Leaders__amp__Learners_Newslet) ([http://www.edline.net/pages/cassa-acgcs/Leaders\\_\\_amp\\_\\_Learners/Leaders\\_\\_amp\\_\\_Learners\\_Newslet](http://www.edline.net/pages/cassa-acgcs/Leaders__amp__Learners/Leaders__amp__Learners_Newslet)).

## Our Magazines

We publish a regular magazine of interest to Educational Professionals. You can find an archive our our magazines [here](http://www.edline.net/pages/cassa-acgcs/Leaders__amp__Learners/Leaders__amp__Learners_Magazin) ([http://www.edline.net/pages/cassa-acgcs/Leaders\\_\\_amp\\_\\_Learners/Leaders\\_\\_amp\\_\\_Learners\\_Magazin](http://www.edline.net/pages/cassa-acgcs/Leaders__amp__Learners/Leaders__amp__Learners_Magazin)).

## Contact Us

📍 **Address:** 1123 Glenashton Drive Oakville, Ontario L6H 5M1

📞 **Phone:** (905) 845-4254

✉ **Email:** [ken\\_bain@cassa-acgcs.ca](mailto:ken_bain@cassa-acgcs.ca) ([mailto:ken\\_bain@cassa-acgcs.ca](mailto:ken_bain@cassa-acgcs.ca) )

Contact Page ([CASSA-contact.html](#)) | Main Web Site (<https://www.cassa-acgcs.ca/>)

## Follow Us

[\(index.html\)](#)

© Copyright 2021. All Rights Reserved.

# Deputy Minister's Bulletin

Ministry of Education



## Summary of New K-12 Public Education Financial Planning and Reporting Policy and the New K-12 Public Education Accumulated Operating Surplus Policy

May 28, 2021

### Background

The Independent Panel of the K-12 Provincial Education [Funding Model Review](#) made 22 recommendations to improve accountability, financial management and equity in the K-12 education sector. Government accepted the recommendations and launched Phase 1 of the implementation plan in February 2020. The two new financial management policies are part of the Phase 1 actions.

Ministry of Education staff worked closely with the Financial Management Committee, (6 representatives from the BC Association of School Business Officials and one from the First Nations Education Steering Committee) to co-develop and finalize both policies. Ministry staff have also consulted with the BC School Trustees Association, BC School Superintendents Association and Métis Nation BC to finalize the policies.

### What Do the New Policies Mean for School Boards?

- Most boards are already doing what the policies require so there are no significant changes for them. The policies present an opportunity to revisit existing policies, procedures and reporting to strengthen board processes in financial management.
- There will be a phased, supported implementation of both policies with no change to reporting for 2020/21 or planning for 2021/22. The Ministry will provide direction on what needs to be done, and when, including guidelines and education for district staff and trustees on what the changes mean.

### The K-12 Public Education Financial Planning and Reporting Policy

The [K-12 Public Education Financial Planning and Reporting Policy](#) directs boards to develop multi-year financial plans that identify how funding and resources will support board strategic plans, operational needs of school districts and improved educational outcomes for students. The Ministry will provide guidance and resources, as needed, to help boards build and maintain multi-year financial plans.

To enable greater transparency, boards must develop, publish and maintain a local board policy that describes how they will engage with and report out to education partner and stakeholder groups, including local First Nations and Metis Nation BC, on their multi-year financial plans.

The Ministry has a robust annual school district financial reporting framework the boards use to meet their reporting requirements as specified in the *School Act* and to align with the *Budget Transparency and Accountability Act*. Boards will use this existing financial reporting framework to annually report on boards' progress towards meeting board objectives as outlined in their multi-year financial plans (i.e., enhanced student educational outcomes and other operational needs of the school board).

### The K-12 Public Education Accumulated Operating Surplus Policy

The [K-12 Public Education Accumulated Operating Surplus Policy](#) ensures consistency, transparency and accountability for the use and reporting of operating funding that is not used in the year in which it was provided. It acknowledges that it is appropriate for boards to maintain an operating surplus to manage financial risk and the accumulation and holding of appropriate operating surpluses by school districts is a component of sound financial and strategic planning.

# Deputy Minister's Bulletin

Ministry of Education



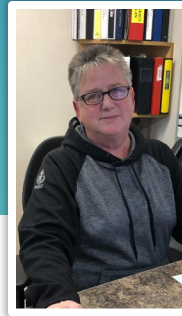
The policy outlines the process for the accumulation, spending and reporting of operating surplus funds and the boards' engagement with their local community and education-partner groups, including local First Nations and Métis Nation BC so they are aware of the process. It requires boards to monitor and report on their management of operating surplus and provides information and guidelines to boards around operating surplus categories.

The policy ensures that when boards restrict surplus funds it is done for specific purposes with identified timelines. It also creates a mechanism for boards, if they wish, to set aside funding for approved capital projects after other priorities have been addressed.

Please contact [educ.srsd@gov.bc.ca](mailto:educ.srsd@gov.bc.ca) with any questions.

# Operations Update

June 7 2021

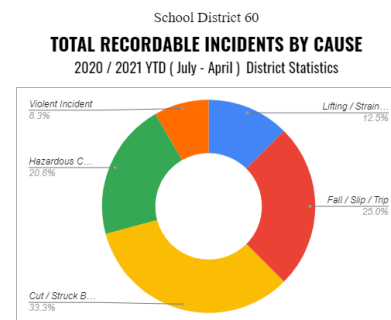


## Facilities

- Upper Halfway Elementary School Project Definition Report (PDR) submitted
- Bert Bowes Secondary School playground order has been submitted
- Bert Bowes track will be shut down as of June 1 for asphalt work
- Before & After School Care playgrounds are progressing and should be completed by the end of June
- Waiting on quotes to move portables from Alwin Holland Elementary to Duncan Cran Elementary
- Working with the City on siding and parking lot planning at Bert Ambrose Elementary. After road paving is complete, the District will be paving the parking lot
- Work on Cameron Lake shower facility has started
- Summer casual positions have started and training is ongoing
- Capital projects are being planned for next year
- Buick Creek School is undergoing minor renovations. The current educational model will continue into the following year

## Safety

- Fire Safety Equipment – working on remedies & replacements
- Working with Northern Health re: the Wonowon School water system
- Doig Days will be drive-thru activities at the Indigenous Center
- Indigenous Grad BBQ will be a drive-thru activity
- FTE/sq footage is being assessed for custodial needs for next year
- June Safety Talk is featuring the new Safety Sharepoint site
- Joint Health & Safety Committees planning for next year
- Custodial staffing shortages are ongoing
- Coordinating a plan for Hazardous Waste Disposal from labs and shops
- Fire Department inspections at all locations are being booked



TYPE OF INCIDENT			
Lifting / Strain / Twist	3	Violent Incident	2
Fall / Slip / Trip	6	Motor Vehicle Accident	
Cut / Struck By / Crush	8	Property Loss / Damage	
Repetitive Motion		Hazardous Condition	5
TOTAL RECORDABLE INCIDENTS		24	

## Technology

- CM Finch Elementary lab has been remodeled
- Testing and implementing VOIP phone systems at some locations (ie. Board Office, Anne Roberts Young, Ecole Central)
- North Peace Secondary Switch upgrade has had a very positive impact on Wifi service