

School District #60 (Peace River North)
Committee of the Whole
Regular Meeting
Monday, January 10, 2022 @ 1:30 p.m.
AGENDA

Education

1. Education Update

Stephen Petrucci, Superintendent

Framework Presentations (Attachments)

- a) Wonowon Elementary & Upper Halfway Elementary (1:30 – 2:00 p.m.)
- b) Charlie Lake Elementary School (2:10 – 2:40 p.m.)
- c) Board Sharepoint Overview (2:45 – 3:10 p.m.)
Jarrod Bell, Director of Instruction
- d) Margaret Ma Murray Community School (3:15 – 3:45 p.m.)

Governance

1. Statement of Financial Disclosures (Attachment)

Human Resources

Operations

1. Budget Process Review (Attachment)

2. Operations Report (Attachment)

Angela Telford, Secretary-Treasurer





Upper Halfway Elementary

Framework for Enhancing Student Learning



Upper Halfway Elementary is a place where:

- Our **students** are safe and invited to participate in the creation of their learning environment. Students are continuously welcomed to exercise their voices within their learning environment. Students are encouraged to work alongside their peers, teachers, and members of the learning community so that their basic needs are not only met, but that their learning goals are meaningful to themselves, as well as their community
- Our **employees** are responsive to the skills, interests, desires, and needs of our learners; they take personal responsibility to form an inclusive, safe, and compassionate learning culture for students
- Our **schools** are student-centered, safe, inclusive, and responsive, and interwoven through the needs and values of our surrounding communities
- Our **communities** are continue to remain as active participants within the development of our students' learning experiences and personal growth

At Upper Halfway Elementary, we are committed to making a safe, inclusive, and responsive environment for all students, as well as teachers, staff members, and community members. We care about:

- ❖ Cooperation & Communication
- ❖ Acceptance & Achievement
- ❖ Confidence & Compliments
- ❖ Independence & Inquiry
- ❖ Education & Encouragement

At Upper Halfway, we strive to ensure that students have both voice and choice in their learning; students must be encouraged and supported to take the initiative over their own learning goals and aspirations. We believe that:

- ⊗ Learning requires the active participation of students
- ⊗ Learning can happen in a variety of ways and at different rates
 - ⊗ Learning is both an individual and group process
- ⊗ Learning requires the supports of parents, guardians, and community



Framework for Enhancing Student Learning 2021-2022

At Upper Halfway Elementary, teachers and staff discuss, reflect upon, and redefine the learning goals on an annual basis so that we may ensure students are provided with the opportunity to continue their development towards becoming independent, responsible, and compassionate members of their community. As a means of supporting our learners' growth, we are responding to the following goals:

- **Goal 1: Support Personal and Social Growth, Responsibility, & Identity**
- **Goal 2: Strengthen Intellectual Skills**
- **Goal 3: Promote Career & Skill Development**

Introduction

Upper Halfway School is a rural school which supports students from the levels of K – 10. Located in the picturesque valley near the forks of the Graham and Upper Halfway Rivers, approximately 130km northwest of Fort St. John, Upper Halfway Elementary offers an extraordinary learning environment for all involved. Currently, 32 students are enrolled and all students are facilitated to school from the Halfway River First Nations Reserve, as well as and surrounding Russian/German speaking communities. Here, students, teachers, and staff members are privileged to live, work, and learn on the traditional territory of the Dane-zaa, within Treaty 8.

While our students may change from one year to the next as they move towards graduation, we also see many familiar faces each year. Approximately 60% of Upper Halfway students are First Nations. Many of our students qualify as English Language Learners (ELL); 40% have English as a second language. In total, 40% of our students receive ELL or ESD support and 22% of our students are identified with special needs. Upper Halfway School receives administrative assistance from SD60's Rural Principal, an on-site Vice-Principal, as well as three full-time teachers. The school also employs one Educational Assistant, one Aboriginal Student Support Worker, and receives weekly on-site support from Learning Services – Learning Assistance, English Language Learners (ELL), English as a Second Dialect (ESD), Deaf & Hard of Hearing, Speech-Language Therapy, Physiotherapy, and Occupational Therapy; Technology Services – Library, Curriculum with Technology (CWT), and Technology support; and Aboriginal Services – Counselling, Cultural and Social-Emotional support.

Upper Halfway School has three multi-grade classrooms, two multi-purpose classrooms, a wide variety of outdoor playground equipment, a large outdoor sports field, a school vegetable garden, a natural seasonal snow packed sledding hill, and even seasonal outdoor skating rink! The nearby Halfway-Graham Community Hall is used to support PE programs and host special events. Upper Halfway school operates on a four-day schedule, Monday – Thursday, with extended daily hours of operation to ensure students are provided with the opportunity to interact with their peers in a supportive, educational setting.

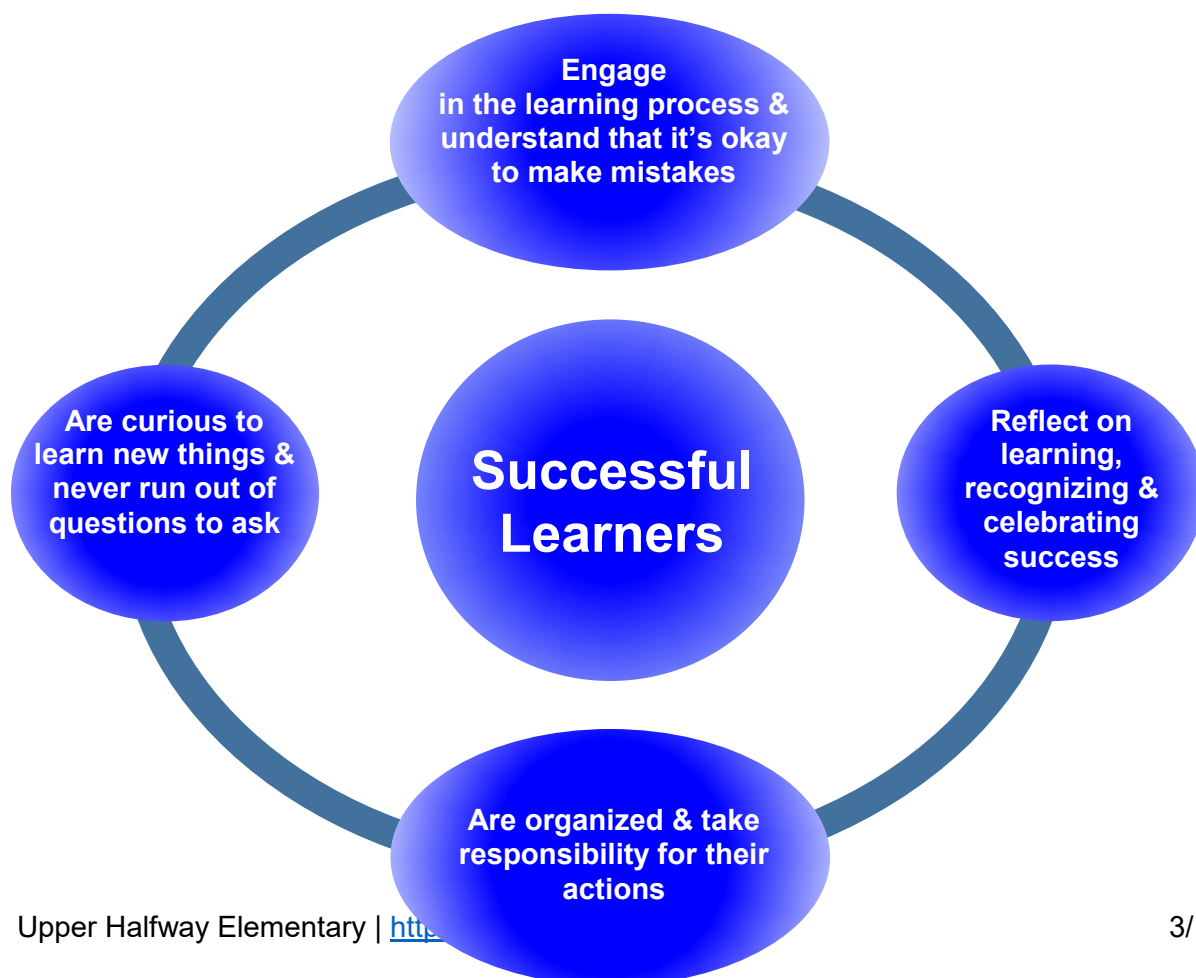


Mission

At Upper Halfway Elementary, we foster a safe, responsive, and inclusive learning environment. Creating a welcoming school community, students, teachers, and staff are able to support one another in the pursuit of equipping young learners with the knowledge and skills necessary to become compassionate citizens and lifelong learners. Through hands-on inquiry based learning, and by encouraging a positive attitude towards personal growth, academic development, and community patronage, we believe each student has the opportunity to become lifelong learners.

Vision

Upper Halfway Elementary is a space where students are able to develop the skills to achieve success in a manner which is meaningful to both them and their community. By participating in our learning community, students will draw from personal strengths and interests, take responsibility for their own learning, consolidate their knowledge, and receive support from teachers and staff to meet their unique needs and perspectives. Here, students will develop the knowledge and ability to transition to their next step; whether a school in Fort St. John, Distributed Learning, or life in our community and abroad, we believe that students have the opportunity to become successful learners.



Goal 1: Support Personal and Social Growth, Responsibility, & Identity

Objective 1.1: Social Responsibility

Rationale

Teachers and staff members believe that we are all responsible to foster a community where everyone feels welcome, safe, respected and accepted. Through discussion, social exercises, and the development of a meaningful relationship between students and teachers, students may be able to take risks, consolidate their thinking, analyze the different viewpoints from their peers, as well as the different biases and views from those involved.

Supporting Education Programs, Strategies and Structures

Mind-Up Program

- The Mind-Up program is a research-based curriculum which features lessons that use the latest information about the brain to dramatically improve behaviour and learning for all students. The lessons offer both teachers and students strategies for helping focus attention, improve self-regulation skills, build resilience to stress, and develop a positive mind-set in both school and life.

Social Responsibility Quick Scales

- Throughout grades 1-9, students will identify and understand what self-regulation is and will be able to readily utilize these self-regulation strategies.
- Use quick scales as needed for Social Responsibility

Professional Development Initiatives Implemented, Reflected Upon, and Discussed

Throughout the school year, teachers and staff members are fortunate to have an opportunity to attend Professional Development workshops, sessions, and discussions with the district's resource staff. Through such learning opportunities, Upper Halfway Elementary teachers and staff are currently incorporating both the Mind-Up Program, and Social Responsibility quick scales into their teaching routines. Teachers are also promoting school connectedness and culture initiatives through classroom-collaborative activities. Providing students with an opportunity to have a voice in the design and maintenance of their classroom and school, through such activities as displaying art, participating in recycling initiatives, and so forth, we are continually reassessing the ways in which students, families, teachers and staff members may contribute to the development of a welcoming, safe, respected and accepted learning environment. Finally, this year, staff members will also have an opportunity to attend a workshop focusing on the Tribes Program; here, teachers and staff members will understand



how to support the developmental growth and learning needs of students in our community learning.

Indicators

Throughout the school year, teachers and staff members initiate, participate, enact, and record the following discussions, exercises, and measurements, as a means of acknowledging the degree to which our students are developing social responsibility skills and knowledge:

- Parental Contacts
- Records of Ongoing Contact with Parents and Guardians
- SR Quick Scales
- Pictures of Positive Interactions
- Slide Shows
- Spirit Activities and School-House Teams
- Core Competency Exercises
- Self-Assessments

Objective 1.2: Self Identity

Rationale

Students should be able to build on prior knowledge during various learning experiences and exercises so that they, as well as their peers, may come to further appreciate the gifts and abilities each person brings to our learning community. Students should become aware that the knowledge gained, and concepts covered in a class will not simply be abandoned at the end of June. Students should have the opportunity to utilize their unique experiences as a learner, and human being.

Supporting Education Programs, Strategies and Structures

Mind-Up Program

- Previously mentioned in our Social Responsibility goal, the Mind-Up program is a research-based curriculum which features lessons that use the latest information about the brain to dramatically improve behaviour and learning for all students.

Circle Talks

- Talking circles act as an opportunity to remind one another of the importance of placing ourselves in a vulnerable position when participating in a talking circle. Teachers reflect on the importance of developing a space where participants may feel safe in being vulnerable. Not only does a motion of vulnerability allow our students to potentially gain a stronger understanding of who they truly are, it will also illustrate to students that they are in an area where they may place themselves in a vulnerable position, and learn how to address and overcome the biases, barriers, and power dynamics that may limit their prospects for learning, growing, and fully contributing to society.



Professional Development Initiatives Implemented, Reflected Upon, and Discussed

Teachers and staff members are continually reflecting upon and discussing with each other, as well as the district's supportive staff members the ways in which we may provide students with the knowledge and skills they may use to better understand their own identity, gifts, and abilities. Through programs and initiatives discussed above, teachers and staff members continue to seek a deeper understanding as to how we may guide students towards better understanding themselves, and how they may contribute to their own community.

Indicators

Throughout the school year, teachers and staff members initiate, participate, enact, and record the following discussions, exercises, and measurements, as a means of acknowledging the degree to which our students are developing social responsibility skills and knowledge:

- Interim Reports
- Self-Assessments
- Artifacts and Projects
- Core Competency Exercises
- Journals, artistic work, and various mediums of conveying personal thoughts and emotions

Targets

- Increase attendance for all students
- Classroom Community
- Proactive Leadership Behaviour and Social Responsibility

Alignment of Resource Allocations With This Goal:

- SEL Resources \$500
- Maker Room \$1000
- Transition to and from \$500
- Collaboration \$1000
- Support Staff

Goal 2: Strengthen Intellectual Skills

Objective 2.1: Literacy

Rationale

In an ever-changing world, communication is a vital skill that allows us to understand our own perspectives, the feelings of others, and complex abstract concepts. Ensuring that our students are supported to develop and strengthen their oral, reading and writing skills will allow students



to express their thoughts and emotions in a safe, respectful and responsive manner. Through the ongoing promotion of oral, writing, and reading education and development, students will be supported in their progression towards attaining new knowledge and communicating personal thoughts both effectively and respectfully.

Supporting Education Programs, Strategies and Structures

Heggerty

- Heggerty Phonemic Awareness is a research-based 35-week curriculum of daily phonemic and phonological awareness lesson plans. Each level of the Heggerty Phonemic Awareness Curriculum, focusing on eight phonemic awareness skills, along with two additional activities to develop letter and sound recognition, **and language awareness**. Lessons are designed for a classroom setting, and only take 10-12 minutes.

Words Their Way

- Words Their Way allows students to examine words in order to reveal consistencies within our written language system. In doing so, students are able to discover the basic principles of spelling.

Phonological Awareness

- Kindergarten phonological awareness screening.

Jolly Phonics

- Teaching words-sounds, formatting, blending, and segmenting the Jolly Phonics Program introduces young learners to the alphabet through the sounds of letters. Through characters, stories, actions, songs and games, students begin to learn to read and write.

Handwriting Without Tears

- Implementing multisensory teaching strategies, cross-curricular connections, unique letter ordering, and personalized designs, Handwriting Without Tears supports our students as they begin the journey of learning to write, and handwrite.

RAZ Kids

- The RAZ Kids program provides students with an opportunity to access reading material at their own level and monitor their progress as they strengthen their reading and comprehension skills. Students are supported to complete corresponding comprehension assessments following their reading.

Talking Tables

- Talking Tables Kindergarten Program is rooted in the recognition that talk is central to learning and that through talking and listening, the capacity to gain literacy skills is enhanced. A focus on oral language is beneficial for our ELL learners and learning



through play. Essentially the program is about having fun with language and helping children explore the power of sounds, words, and ideas.

Guided Reading/Fluency Practice

- Learning Assistance Teacher and EA support the students grade 2-5 through guided reading lessons, Fluency Practice and additional materials as needed mini grammar lessons, vocabulary, dictionary support. Reading strategies taught and sound wall use to help with reading and writing.
- Guided Reading with classroom teachers and Fluency practice supported by LA support.

EET/CWT

- The EET is designed to provide students with hands on approach to describing and defining objects. The tool provides the student with a mnemonic device along with visual and tactile information.
- CWT started as the Wireless Writing Program that evolved to encompass much more than only the writing curriculum and asked for a change of focus and program name to Curriculum with Technology. Used cross curricular has been a benefit to all students including our ELL and ESD learners.

Professional Development Initiatives Implemented, Reflected Upon, and Discussed

Receiving continuous support from our District's Literacy Support Coach, teachers and staff members are not only collaborating to ensure that each student receives the support they may need to achieve success, but to also consolidate their current literacy education practices and consider the ways in which we may empower students by providing them with strong communication skills, an understanding and appreciation of language and literature, and the capacity to engage fully as literate and responsible citizens in a digital age.

Indicators

Throughout the school year, teachers and staff members initiate, participate, enact, and record the following discussions, exercises, and measurements, as a means of acknowledging the degree to which our students are developing their oral, reading and writing skills:

- Interim Reports and Report Card
- District Literacy Assessments
- Self-Assessments
- Core Competency Exercises
- Reading and Writing Assessments
 - PM Benchmarks
 - QCA
 - RAD
 - Read73 Assessment

Targets

- 60% of students at grade level for district literacy assessments



Alignment of Resource Allocations With This Goal:

- Support Staff
- Professional Development \$800
- Collaboration \$1000
- Resources \$5000
- Travel \$250

Objective 2.2: Numeracy

Rationale

Another form of communication, mathematical knowledge enables individuals to connect, create, communicate, visualize, and reason, as they work together through the complex process of problem solving. Upper Halfway Elementary teachers and staff members recognize the notion that observing, learning, and engaging in mathematical thinking empowers learners to make sense of their world. Through ongoing supportive strategies and consultation with the District's Numeracy Coach, teachers and staff members are continually reflecting on the ways in which they may support our learners to problem-solve abstract and real-life concepts, both independently and collaboratively.

Supporting Education Programs, Strategies and Structures

Mathletics

- An online, and personal hands-on resource, the Mathletics program allows teachers and staff members to incorporate different approaches to solving mathematical operations in a manner which reflects the needs, knowledge, and skills of the student. Mathletics also provides students with online supportive exercises which teachers may then monitor to reflect on the most effective ways to continue supporting the student.

Math Makes Sense

- Math Makes Sense provides both teachers and students with an opportunity to explore, connect, practice, present, and reflect on their progress of strengthening their mathematical knowledge both individually and collaboratively.

Basic Math Facts/MAP

- MAP a math assessment & practice tool to support teachers and students in numeracy instruction and learning.
- Focus on Basic Math Facts to build a foundation of numeracy for life.

Mathology



- Mathology is a comprehensive, yet flexible family of print and digital math resources with real-world applications that help educators engage and teach students across all skill levels. Pilot program K-3 through the district to have a consistent math program and assess where students are at in Math.

Professional Development Initiatives Implemented, Reflected Upon, and Discussed

Receiving continuous support from our District's Numeracy Support Coach, teachers and staff members are regularly reflecting upon the ways in which we may support students to achieve success both through District math assessments, as well as through real-life situations. Researching, discussing, and gaining expert insight from the District's Numeracy Support Coach on redesigned approaches to math strategies, concepts, and learning goals, Upper Halfway Elementary teachers and staff members are continually working to ensure our students are provided with the opportunity to gain the mathematical skills and knowledge they need to achieve success.

Indicators

Throughout the school year, teachers and staff members initiate, participate, enact, and record the following discussions, exercises, and measurements, as a means of acknowledging the degree to which our students are developing their mathematical problem solving skills:

- District Numeracy Assessment
- MAP Assessment
- Interim Reports and Report Cards
- Core Competency Assessments

Targets

- Grade level achievement at 75% on grade level math assessments

Alignment of Resource Allocations With This Goal:

- Support Staff
- Professional Development \$700
- Collaboration \$1000
- Resources \$2000
- Travel \$250

Goal 3: Promote Career & Skill Development

Objective 3.1: Building Meaningful Life Skills

Rationale



Upper Halfway Elementary provides students with a unique opportunity to participate in hands-on, inquiry based learning projects and exercises. Through the preservation of a welcoming school community, teachers and staff support students by equipping young learners with the knowledge and skills necessary to become compassionate citizens and lifelong learners. Maintaining contact with community members, organizations, and District Support Staff, students will continue to be provided with the opportunity to participate in a range of extraordinary learning experiences. These experiences will guide students towards becoming compassionate citizens and lifelong learners.

Supporting Education Programs, Strategies and Structures

ADST Initiatives

- Whether gardening, woodworking, food studies, or textiles, each teacher or staff member draws from the resources and expertise available to incorporate meaningful exercises and projects into the school. Throughout the year, students are invited to participate in different exercises, generate ideas independently and collaboratively, prototype their plans, consolidate their thinking, and evaluate the final design. In doing so, students will be expected to work collaboratively with their peers and teachers as they reflect on how to overcome various challenges.

Community Involvement

- Local farmers, community members, representatives from the Halfway River First Nation, as well as School District Organizations will interact with students in various respects as they present particular challenges they have faced and demonstrate the ways in which their expertise provided them with an opportunity to achieve success. Such experiences will guide students towards personal growth and the consideration of possible career, and lifelong learning, opportunities.

Class Routines and Incentives

- Through incentive initiatives which reward students for positive, responsible, respectful, and exemplary behaviour, students will be encouraged to continue their development as inclusive and responsive citizens. Following daily routines, teachers and staff will promote the ways in which an individual student, or collection of people may contribute to the development of a welcoming, safe, respected and accepted learning environment.

CWT/iPads

- Seeking to provide students with the critical thinking skills and knowledge within a technology-driven world, Upper Halfway Elementary staff and District Support Staff have worked to implement programs and exercises which allow students to effectively use technology. Whether through online research, or developing an accessible product for users across the globe, students will take advantage of new technologies so that they may design, reflect upon, and respond to various challenges.

Professional Development Initiatives Implemented, Reflected Upon, and Discussed



Receiving support from District Staff members, as well as Project Based Learning Support Staff, Northern Health, Northern Environmental Action Team, and various other community partners, Upper Halfway teachers and staff remain in professional relationships with many District and community members. By maintaining such ongoing conversations, students will continually be provided with an opportunity to participate in unique, hands-on learning experiences that will support their growth as lifelong learners. Whether learning to stay safe and healthy, or how to repair a water pipe, Upper Halfway Elementary empowers students to understand what tools they need to find the solution to different challenges throughout their lives.

Indicators

Throughout the school year, teachers and staff members initiate, participate, enact, and record the following discussions, exercises, and measurements, as a means of acknowledging the degree to which our students are developing their problem-solving skills:

- Core Competency Assessments
- Fulfilling Classroom and School routines, procedures, and tasks
- Personal care, and respect of personal belongings
- Participation in, and completion of ADST exercises, tasks, and projects

Targets

- Increase Indigenous Attendance
- Improve programming for middle school students

Alignment of Resource Allocations With This Goal:

- Support Staff
- Maker Room \$ 5000





Together We Learn



Wonowon Elementary School Framework for Enhancing Student Learning 2021-22

School Context:

Wonowon Elementary School is a rural school located 90 kilometers north of Fort St. John on the historical Alaska Highway.

Wonowon school has an offsite .2 administrator, a head, prep. and learning resource teacher, and 3 classroom teachers. The school has one Educational Assistant and receives additional support services from Learning Services. These services from district teaching staff include English Language Learning, Speech-Language Support, Technology Services, Library, Curriculum Coaching and Mentoring.

Approximately 85% of our student population is English Language Learners from families whose first language is Russian and curriculum implementation is diverse to meet their needs. Students receive 5 years of ELL support from the Learning Resource Teacher and Classroom instruction.

The school community is a very close-knit community with large and extended families. The students spend a great deal of time together outside of school time. This closeness creates a unique dynamic throughout the school and the older students have a strong influence over the younger students. The community and PAC is very supportive of the school and is willing to work with the staff for the benefit of the children and the school.

Wonowon Elementary School

Mission:

To promote responsible student leaders who work towards their own successes in all areas of life.
To become honest, respectful, and contributing members of the community.

Goals	Rationale	What supporting educational programs, strategies and structures	What Pro D are we engaged in?	What evidence are we collecting to support our progress on our goals?
Human And Social	To develop self regulation skills to ensure all students become confident, caring, and empathic members of our school community	School Wide implementation of: <ul style="list-style-type: none"> • Positive Behavior Support: Rubrics and Gotchas; • Zones of Regulation • Classroom Meetings • Strength based Assemblies • ‘Understanding Self’ • Variety of UDL • Ready Set Learn • K Transition 	On going: <ul style="list-style-type: none"> • Activities/lessons to teach expected behaviors. • Collaboration Time • In Service- SEL; • Coaching from District staff for Teachers 	Tracking: <ul style="list-style-type: none"> • Gotchas Awards • Lessons Taught • Office Referrals • Create a Scene to Display • positive behaviors • Self Assessments

Alignment of allocations with this goal

- Supplies \$500
- TTOC \$400
- Support Staff

Wonowon Elementary School

Mission:

To promote responsible student leaders who work towards their own successes in all areas of life. To become honest, respectful, and contributing members of the community.

Goals	Rationale	What supporting educational programs, strategies and structures	What Pro D are we engaged in?	What evidence are we collecting to support our progress on our goals?
Intellectual	Literacy: To increase students expressive and receptive language skills to enable them to understand and communicate appropriately. Student Retention	Learning Centers: As needed- - Jolly Phonics - Talking Tables - Word Work Daily - Writing Without Tears Model and Teach 5 W and questioning strategies Opportunities to verbal demonstrate understanding throughout the day (A/B partners; buddy conversations EET - Pre-Teach vocabulary Reading and Writing Power (Adrienne Gear)	Collaboration to learn Reading Assessments Coaching Support from District Staff Itinerants and School LA and ELL teacher:	Improved outcomes on ELL assessments, district reading and assessments, And PM Benchmarks Home Reading Reading Time Pm

Alignment of allocations with this goal

- ProD \$1000
- Travel \$250
- TTOC \$1000
- Supplies \$2000
- Support Staff

Wonowon Elementary School

Mission:

To promote responsible student leaders who work towards their own successes in all areas of life.
We are honest, respectful, and contributing members of the community.

Goals	Rationale	What supporting educational programs, strategies and structures	What Pro D are we engaged in?	What evidence are we collecting to support our progress on our goals?
Intellectual	Literacy: To increase fluency and comprehension in reading and writing	Daily: Phonemic Awareness lessons Heggerty Jolly phonics lessons Daily reading instruction Teaching of comprehension strategies ‘Reading and Writing Power’ Adrienne Gear Reading Buddies Guided Reading	Coaching Support from District Staff Itinerants and School LA and ELL teacher In-services and work shops	Improved outcomes on District reading and writing assessments

Alignment of allocations with this goal

- Supplies \$1000
- Support Staff

Wonowon Elementary School

Mission:

To promote responsible student leaders who work towards their own successes in all areas of life. To become honest, respectful, and contributing members of the community.

Goals	Rationale	What supporting educational programs, strategies and structures	What Pro D are we engaged in?	What evidence are we collecting to support our progress on our goals?
Intellectual	Numeracy: to increase students' number sense and knowledge of basic math facts recall.	Daily: Mad Minutes Math Games Number Talks Use Math Manipulatives Daily Number Mathology Mathletics	Coaching Support from District Staff Itinerants and School LA and ELL teacher Mathletics - CWT Mathology – Barb	Improved outcomes on District Math assessments and classroom assessments MAP 4-6 Mathology K-3

Alignment of allocations with this goal

- Travel \$250
- ProD \$ 1000
- TTOC \$1000
- Supplies \$2000
- Support Staff

Wonowon School

Communicating our Plan

We will present our plan at the fall PAC meeting.

Publish the Framework on the school website.

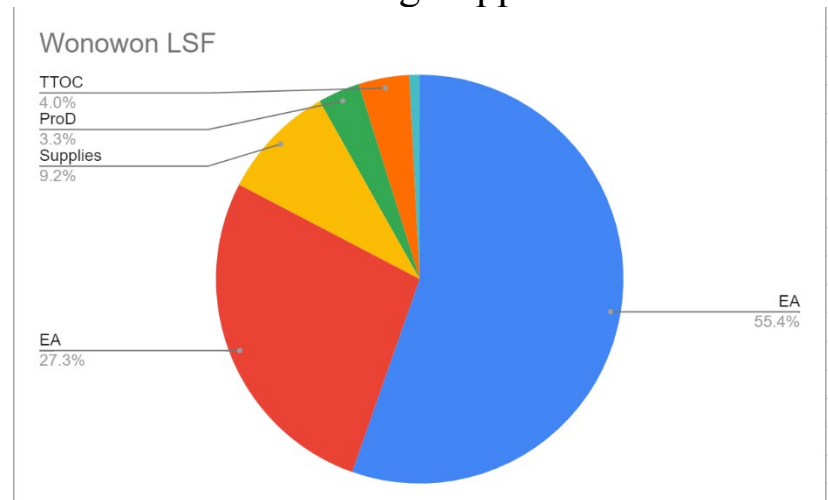
Update our Framework Brochure including graphics and pictures and reduce the amount of writing language.

Teach the students the plan and have an open house so that they can communicate the plan to the parents.

Post Goals in the classrooms.

Discussion and Present to our Grade 4-6 classroom the school plans

Allocations of Learning Support Fund



Charlie Lake Elementary - 2021-2022 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 social emotional leader, inclusion teacher, and librarian.

STRENGTHS & CELEBRATIONS & Challenges

Strengths	Celebrations	Challenges
<ul style="list-style-type: none">• Collaborative and inclusive staff• PAC - organized, efficient, helpful, and dedicated• School spirit• Experienced staff• WITS program• Excellent communication• Risk takers• Involved parents• Great Bus drivers• Good Classroom management• Staff and parent coaches• Current resources in each classroom• Sports Teams• Large playground	<ul style="list-style-type: none">• Honour Rolls for grades 4-6, Principal and Academic• Assemblies• Reading Incentives• District Competitions• Laker Draws• Spirit Days• Fundraising Challenges - within the school and against other schools• Pictures on website/facebook	<ul style="list-style-type: none">• Increased Anxiety - students, staff, and parents• Fencing - Gates• New students will complex needs• Staff wellness• Pandemic• Counselling• Attendance - pandemic and other

COMMUNICATION PLAN:

Weekly Newsletters (Laker News) -

- *Parent Resource section on Laker News.*

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

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

Framework Slideshow - <https://bit.ly/3HGlrPO>

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

- “Dreams Come True” by Rik Leaf and Lakers - <https://www.youtube.com/watch?v=hvRljw1Ck>

2021-2022 Slideshows

Monthly PAC meetings

Strategies and Structures:


Teacher access to District coaching and collaboration grants:

- Collaboration Opportunities
 - Teachers provided release time from the framework budget for planning for goal areas.
- Individual or small groups of teachers collaboration or coaching requests.
- Class Review conversations in October & ongoing
- Framework teamwork and updates at staff meetings
- Framework Timeline & Action Plan for staff

Goal # 1 - Intellectual - To improve reading comprehension and fluency for all students.		
Goal	Evidence	Strategies, Structures, & Resources
To Improve reading fluency and comprehension in Grades 1-6	<ul style="list-style-type: none"> *Reading data from ASSESS *Intermediate teachers - Fall/ Spring QCA & RAD *Primary teachers - PM Benchmarks - Reading records in October, December, February & June *Primary teachers - ongoing reading records - formative assessment *Reading Recovery Data *Grade 2 ,3, & 4 Data wall on spreadsheet for students that are yellow/at risk readers. *Reading Recovery September Testing Data - last 3 years. 	<p>Structures & Strategies:</p> <ul style="list-style-type: none"> *Primary Literacy Team Meetings (2 times per year) * Balanced Literacy program in classrooms * Additional Guided Reading groups with Mrs. Koop and Mrs. Forster every week * Reading Recovery support *Literacy Coaching and collaboration *6 Minute Reading Solution - Reading Fluency Program - adapted - Grades 3-6 *RAZ Kids - online reading practice for school and home - teachers choose reading level for students - focus on reading comprehension - 10 licenses purchased 2020-2021 school year *Reading Incentive Program <p>Resources:</p> <ul style="list-style-type: none"> *Daily 5, Adrienne Gear resources * New Home reading books *Update Primary Guided Reading Resources and Reading Recovery text - nonfiction text. *Intermediate Anthologies updated- Nelson fluency *RAZ Kids - online reading program - https://www.raz-kids.com/ *Tumblebooks

Goal # 2 - 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 * Report Card marks and comments 	<p>Structures & Strategies</p> <ul style="list-style-type: none"> *MAP Number sense assessment - introduction at grade 3. *Mathletics online Math programs for grades 3-6 in most classrooms *Mathletics collaboration group *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"> * Some teachers focusing on math strategies for their professional growth plans *Organized math resources that are accessible and labelled in math and science room *Math manipulatives by classroom/learning group in Intermediate classrooms *Update Primary Math manipulative resources in all Primary classrooms *District coaching & collaboration *Mathletics collaboration group *Update teaching resources - supplementary resources to Math Makes Sense

Goal # 3 - Human and Social Development- To improve social and emotional learning for all students.

Goal	Evidence	Strategies, Structures, & Resources
<p>To improve self regulation and understanding of how to show their emotions respectfully.</p> <p>Increase peaceful problem solving skills and social responsibility.</p>	<p>*Positive School Culture Survey - November 2021 and May 2022</p> <p>*ASSESS - office referrals - monthly summary by number and location</p> <p>*Satisfaction Survey - Grade 4</p> 	<p>Structures & Strategies:</p> <ul style="list-style-type: none"> *SEL - whole class lessons by Chapa (SEL/Mental Wellness Worker) *SEL - individual work with Chapa *Sensory Room - Restructure and create a functional sensory room *Friendship Groups *Anxiety Support Group *ISSW and classroom teacher lead Indigenous activities/lessons *Positive School Culture Meetings - SEL every second Thursday morning * Tower Gardens - 6 new ones in the school - including one with Indigenous plants * Outdoor Learning Space - being planned, designed and ordered soon *Leadership Group *Christmas Concert *Sports Programs *Grade 4/5/6 Peer Lunch Monitors *Recycling Programs - Student led weekly paper and plastic recycling

		<p>*Library focuses on Human and Social Development - Librarian and ELL to highlight and co-teach lessons in the following areas - EASE program, WITS, Indigenous Education....</p> <p>*WITS Program - in classrooms, library, and at assemblies</p> <p>*Playground ordered</p> <p>Resources:</p> <p>*Story Books- How to Control Anger, Anxiety....</p> <p>*Classroom lessons by Chapa</p> <p>*EASE lessons</p> <p>*Growth mindset resources</p>
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Goal # 4 - Careers and Applied Design- To provide better access and opportunities for students to explore and create.

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 moved to room 20 for easier access</p> <p>*New storage areas for supplies</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 - Dec. 8, 2021- had to cancel at the last minute</p> <p>*District provided ADST Activities - Grade 5 & 6 students - "Catapults, Spaghetti Bridge, & Cardboard Boat.</p> <p>*Inservice staff with new materials and set-up of room</p> <p>*Explore new supplies</p> <p>*Cri-cut & Expert Teacher</p> <p>*Teacher mentoring - Sessions offered to classroom teachers/Mr. Clements to work with teachers.</p> <p>*A sign up schedule for all classes to use Maker/Art Space during the school week</p> <p>*Garden Box Project for the springtime with intermediate classes</p> <p>Resources:</p> <p>*3D Pens at the school.</p> <p>*Technology - iPads, & Chromebooks</p> <p>*Lego Robotics</p> <p>*Many new ADST/Stem Explorative Items for Maker Space</p>

		<p>*Carpentry Tools</p> <p>*Green Screens used in external portable</p> <p>*Garden Boxes will be created (possibly around new outdoor space)</p>
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Framework Timeline and Action Plan - 2021-22

Date	Goal Area - Intellectual - Literacy Actions:	Persons Resp.	Notes/Budget	Done
Oct./Nov.	Reading Assessments	Grade 1,2, & 3 teachers	All were completed and added to data wall	✓
October	RAZ Kids - Literacy Center and Home Reading - https://www.raz-kids.com/	Shawna - license Multiple teachers as per google doc.	List of teachers interested: <ul style="list-style-type: none"> http://bit.ly/3kd9V2B - 10 site licenses purchased October 2021 \$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	✓
November	Planning session for Grade 2 teachers with “at risk/yellow readers” - Goal - at risk readers will receive 4-5 guided reading lessons per week.	Grade 2 teachers, LA and ELL teacher, admin	Grade 2 guided reading weekly overview & goals Class # 1 - http://bit.ly/3phunCd Class #2 -	✓
Nov/Dec	Update Home Reading Collection	Shawna/Kathy/Christy	PAC \$1500- label, stamp, and bag	
Nov.	Increase the number ipads for small group work in primary	Cody	Get 10 ipads from CWT program.	✓
December	Reading Assessment and look at groups for	Grade 2-3		✓

	LA and for ELL	teachers & LS team		
Jan.	Literature Books- organized and levelled	Int. Teachers Shawna		✓
Jan.	Purchase Tumblebooks for staff		Learning Resources \$700	✓
Ongoing	Grade 2 & 3 Yellow readers - monitor data - offer extra reading support (LA & ELL teacher)	Grade 2 & 3 teachers Shawna, Kim, Wanda	Grade 2 & 3 Yellow/At Risk Readers Literacy Data	✓
Jan. 2022	Literature Circles - Faye Brownlie <ul style="list-style-type: none"> Offer support in class (Double entry journal & Say something) Shawna Sort Lit novels 	Shawna Dwayne Kim		
Jan. 2021	Literacy Team Meeting	Shawna Primary Teachers	See notes from meeting -	✓

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	Purchase Mathletic sites	Rm 1, 3,4,6,12	Pay for students in Rms 1,6, & 12	✓
Ongoing	Mathletics Collaboration Session	Yeelan, Dwayne, Joanna, Cheryl, Wanda		

Ongoing	Math Resources		List of recommended professional resources from District Numeracy coach https://drive.google.com/drive/u/0/folders/1tYh6St2nxzM3CfyE-EyfQZO40lfBbHko	
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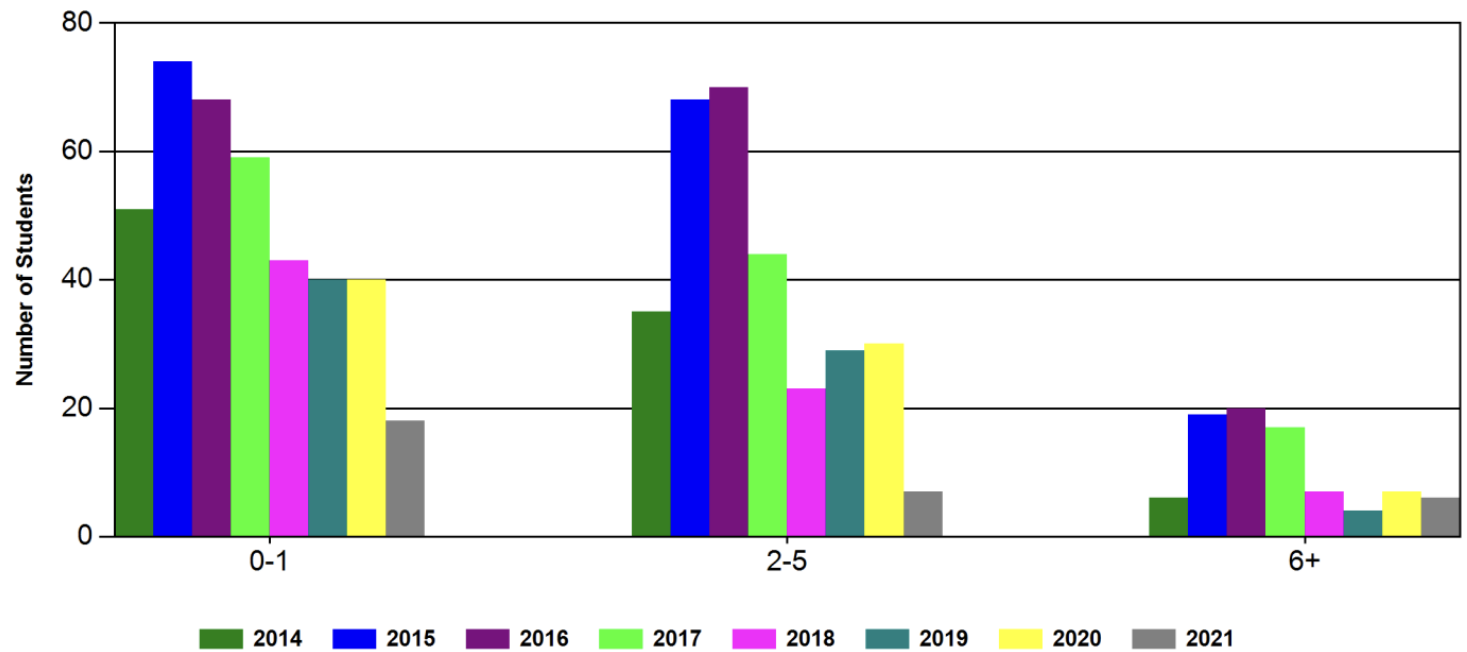
Date	Goal Area - Human & Social Development Actions:	Persons Resp.	Notes/Budget	Done
Sept-Oct	Get Sensory rooms set up and running	Shawna, April, Daisy		
Sept/Oct	Train EA's on how to use the break rooms	Shawna, April, Daisy		
Oct	Daisy- talked to staff about breaks and the reasons for them at staff meeting	Daisy, Staff		
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/2qOlvdv Section in staff room for themed books, teachers can sign out from the staffroom.	Cheryl Classroom Teachers	Review books that have been ordered	✓
Ongoing	Sports	Cody, Shawna, Cara, Rachel, Les and parents	Cross Country Running, Soccer, Volleyball, Basketball, Badminton	✓
Ongoing	Virtual Assemblies & Learning Group Assemblies	Shawna/Cody/ teachers		

Ongoing	Class Lessons for SEL- on friendship, anxiety, worries, anger....	Chapa, Cheryl	All classes	
Ongoing	Class lessons on how your engine runs, differences....	April	Classrooms with children with autism	
Nov/Dec	Small Groups- anxiety and friendship	Chapa	Begin with Intermediate	
Sept. - June	Grade 5 & 6 Peer Lunch Monitoring program.	Les, Joanna, Daryl, Shawna, and 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 -fencing • Playground workout equipment • New playground ordered • Ideas/Planning document <ul style="list-style-type: none"> ◦ http://bit.ly/2Ppfa38 	PAC & Admin		
Jan-June	Student Leadership Club	Ruth Grade 4-6 students	<ul style="list-style-type: none"> • Start in January - 	✓
April - June 2021	Playground Improvement - Flower Box project with Grade 6 classes - building flower boxes for playground and care of flowers etc.	Cody & Daryl	Cody and Daryl will come up with plans and design for his grade 5 students to build the garden beds. The plan is to build them near our new outdoor learning space	✓

Date	Goal Area - ADST/Careers Actions:	Persons Resp.	Notes/Budget	Done
Oct.	Intermediate teachers participate and design mini-catapults with classes	Joanna, & Daryl	2 classrooms participated in the mini-catapult lessons.	✓
Ongoing	3D Pens circulation in intermediate wing	Yeelen, Daryl, Joanna, Les, Matt, and Dwayne	3D Pens are being used a lot between classes, each Intermediate learning group has their own bin of pens and filament to share between them.	✓
Oct-Dec.	ADST Exploratory Bins being used among intermediate classes	Yeelen, Daryl, Joanna, Les, Matt, and Dwayne	Many of these items were circulating the classes and now will be placed in the Maker Space.	✓
Nov.	Increase the number ipads for primary classes to learn about coding	Cody	Get 10 ipads from CWT program.	✓
Dec.	A Career Day for Grade 6 students	SD60 Careers, Cody, Shawna, Les, & Joanna	Unfortunately cancelled at the last minute due to extenuating circumstances. Hopefully, reschedule for the new year.	N/A
Dec-Jan	Establishing the Maker/Art Space in Room 20 (current Art classroom)	Cody & Nadine	We now have all of the storage and shelving built in the classroom to properly store the ADST/Maker supplies as well as Art. Nadine and I have been organizing and going through items to make sure the room is user friendly and easy to locate items.	✓
Jan-Jun	Cody will co-teach with classroom teachers Maker lessons in Maker Space	Cody and Staff	Cody's goal is to introduce and teach alongside staff around ADST/Maker activities to gain a better level of comfort and knowledge.	

Noticing that overall students seem to be lower academically and are mostly less mature. More challenges with friendship and social skills. Lack of socializing in the last two years.

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
2019	40	29	4
2020	40	30	7
2021	18	7	6

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	2019-2020 308 students	2020-2021 279 students	Notes
Washroom	5	2	2	3	0	
School Grounds	117	71	32	38	49	
Other	2	4	1	1	2	
Lunch Room	0	9	1	0	0	
Halls	13	3	9	6	6	
Library	0	0	0	0	1	
Gym	4	6	1	0	7	
Bus	28	2	7	2	1	*did not put all bus suspensions on ASSESS in 2017-2018
Classroom	114	123	69	39	62	*2019/2020 less incidents due to students participating in continuity of learning off site
Location not selected	67	40	10	8	26	*staff is getting better at selecting location and completing incident forms correctly
TOTAL INCIDENTS	351	260	134	97	154	*one student account for 20 if the total incidents in 2018-2019





School District No. 60

PEACE RIVER NORTH

10112 - 105 Avenue, Fort St. John, British Columbia V1J 4S4 Phone: (250) 262-6000 Fax: (250) 262-6048
OFFICE OF THE SECRETARY-TREASURER

DISTRICT ADMINISTRATION OFFICE

MEMORANDUM

TO: Ida Campbell
Erin Evans
Helen Gilbert
Nicole Gilliss
Madeleine Lehmann
David Scott-Moncrieff
Bill Snow

FROM: Leah Reimer, Executive Assistant
to: Angela Telford, Secretary-Treasurer

DATE: January 10, 2022

RE: **2022 Statement of Disclosure**

In accordance with the Financial Disclosure Act, trustees are required to complete a Statement of Disclosure form annually, between January 1-15 of each year.

The form and other additional information are attached.

Forms may also be completed online and printed off at: (this document can NOT be saved)

<http://www2.gov.bc.ca/assets/gov/government/ministries-organizations/financial-disclosure/members-of-the-legislative-assembly/filing-disclosure-documents/disclosureform.pdf>

Please submit the completed Statement of Disclosure form and return to me no later than **January 15, 2022**.

Thank you.

Attachments

File: 2021 Statement of Disclosures
December Memos



- a nominee for election to provincial or local government office*, as a school trustee or as a director of a francophone education authority
- an elected local government official
- an elected school trustee, or a director of a francophone education authority
- an employee designated by a local government, a francophone education authority or the board of a school district
- a public employee designated by the Lieutenant Governor in Council

[illegible]

Liabilities – s. 3 (e)

List all creditors to whom you owe a debt. Do not include residential property debt (mortgage, lease or agreement for sale), money borrowed for household or personal living expenses, or any assets you hold in trust for another person:

creditor's name(s)

creditor's address(es)

Income – s. 3 (b-d)

List each of the businesses and organizations from which you receive financial remuneration for your services and identify your capacity as owner, part-owner, employee, trustee, partner or other (e.g. director of a company or society).

- Provincial nominees and designated employees must list all sources of income in the province.
- Local government officials, school board officials, francophone education authority directors and designated employees must list only income sources within the regional district that includes the municipality, local trust area or school district for which the official is elected or nominated, or where the employee holds the designated position

your capacity

name(s) of business(es)/organization(s)

Real Property – s. 3 (f)

List the legal description and address of all land in which you, or a trustee acting on your behalf, own an interest or have an agreement which entitles you to obtain an interest. Do not include your personal residence.

- Provincial nominees and designated employees must list all applicable land holdings in the province
- Local government officials, school board officials, francophone education authority directors and designated employees must list only applicable land holdings within the regional district that includes the municipality, local trust area or school district for which the official is elected or nominated, or where the employee holds the designated position

legal description(s)

address(es)

Corporate Assets – s. 5

Do you individually, or together with your spouse, child, brother, sister, mother or father, own shares in a corporation which total more than 30% of votes for electing directors? (Include shares held by a trustee on your behalf, but not shares you hold by way of security.)

☐ no ☐ yes

If yes, please list the following information below & continue on a separate sheet as necessary:

- the name of each corporation and all of its subsidiaries
- in general terms, the type of business the corporation and its subsidiaries normally conduct
- a description and address of land in which the corporation, its subsidiaries or a trustee acting for the corporation, own an interest, or have an agreement entitling any of them to acquire an interest
- a list of creditors of the corporation, including its subsidiaries. You need not include debts of less than \$5,000 payable in 90 days
- a list of any other corporations in which the corporation, including its subsidiaries or trustees acting for them, holds one or more shares.

signature of person making disclosure

date

Where to send this completed disclosure form:

Local government officials:

... **to your local chief election officer**

- with your nomination papers, and

... **to the officer responsible for corporate administration**

- between the 1st and 15th of January of each year you hold office, and
- by the 15th of the month after you leave office

School board trustees/ Francophone Education Authority directors:

... **to the secretary treasurer or chief executive officer of the authority**

- with your nomination papers, and
- between the 1st and 15th of January of each year you hold office, and
- by the 15th of the month after you leave office

Nominees for provincial office:

- with your nomination papers. If elected you will be advised of further disclosure requirements under the *Members' Conflict of Interest Act*

Designated Employees:

... **to the appropriate disclosure clerk (local government officer responsible for corporate administration, secretary treasurer, or Clerk of the Legislative Assembly)**

- by the 15th of the month you become a designated employee, and
- between the 1st and 15th of January of each year you are employed, and
- by the 15th of the month after you leave your position

Print Form

Clear Form

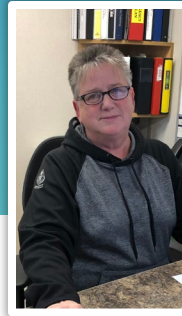


The Board of Education
OPERATING BUDGET CONSULTATION 2022/2023
School District #60 (Peace River North)
SPRING 2022

January & February	<ul style="list-style-type: none"> • Consult with Pat & Carleen on Strategies to meet with Indigenous Bands
March 14 (Monday)	<ul style="list-style-type: none"> • Minister announces School District preliminary funding levels (<i>School Act 106.3</i>)
April 6 (Wednesday) 9:00 – 11:00 a.m.	<ul style="list-style-type: none"> • Senior Admin Team Meeting (Ops Meeting) <ul style="list-style-type: none"> ○ District budget Information review
April 12 (Tuesday) 8:00 – 11:00 a.m.	<ul style="list-style-type: none"> • District Leadership Team Meeting (DLTM) <ul style="list-style-type: none"> ○ Elementary & Secondary Budget Presentation
April 25 (Monday) 5:00 p.m.	<ul style="list-style-type: none"> • IN-CAMERA BOARD MEETING <ul style="list-style-type: none"> ○ Budget update and discussion
April 1-29	<ul style="list-style-type: none"> • Consult with Indigenous Bands and Metis Group
April 26 (Tuesday)	<ul style="list-style-type: none"> • Present at SUPAC Meeting
May 2 (Monday) 2:00 – 4:00 p.m. District Board Office	<ul style="list-style-type: none"> • Partner Group Information/Discussion <ul style="list-style-type: none"> ○ Budget update and information – PRNTA, CUPE, Exempt Rep, NPAA Rep, Senior Management ○ COTW Regular Meeting Agenda ○ Memo invitations (incl. Zoom link)
May 3 (Tuesday) Evening (Time 7:00?) District Board Office	<ul style="list-style-type: none"> • Public Meeting <ul style="list-style-type: none"> ○ Public ○ Online public survey ○ Invitations (memo – incl. Zoom link) ○ Advertisement (Website, Twitter, Facebook) – Jarrod ○ Livestream
May 4 (Wednesday) 9:00 – 11:00 a.m.	<ul style="list-style-type: none"> • Senior Admin Team Meeting (Ops Meeting) <ul style="list-style-type: none"> ○ District Budget information reviewed
May 24 (Monday) 5:00 p.m.	<ul style="list-style-type: none"> • IN-CAMERA BOARD MEETING <ul style="list-style-type: none"> ○ Budget update and discussion • REGULAR BOARD MEETING <ul style="list-style-type: none"> ○ Adopt Preliminary Budget (Section 113)

Operations Update

January 10, 2022



Facilities

- Upper Halfway Elementary School Gym – ongoing meetings are taking place. There is a call scheduled with Ministry to address concerns over cost.
- Duncan Cran Elementary portables – work orders for heating have been submitted and work will be done during the Christmas and Spring Breaks
- Bert Bowes Middle School had an issue with pipes freezing and a sewer back up in the change rooms and the issue has been addressed
- Bathroom renovations taking place at Dr. Kearney Middle School over the Christmas Break
- Sustained cold temperatures have led to operational and mechanical issues across the district. All relevant personnel are working to address these issues

Safety & Custodial

- Joint Health & Safety Committee Fundamentals Training is being worked on, using Akuter
- [SharePoint Site Poster](#) sent out to all sites, trustees and union partners
- Head Custodian training took place on December 20, 2021
- Preparation for lead testing in January. Results will be shared with the Board and submitted to Ministry in March
- January Safety Talk has been sent out to all staff

Transportation

- Hired a mechanic
- Busses not running due to cold weather for first week; several wouldn't start and additional damage could occur from operating