School District #60 (Peace River North)
Committee of the Whole
Regular Meeting
Monday, February 7, 2022 @ 1:30 p.m.
AGENDA

Education

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

       <u>Framework Presentations</u> *(Attachments)*

       a) **Anne Roberts Young Elementary School** *(1:30 – 2:00 p.m.)*
           Broyden Bennett, Administrator

       b) **Ecole Central Elementary School** *(2:10 – 2:40 p.m.)*
           Lynne Cote-Aubin, Administrator

       c) **Dual Credit/International** *(2:45 – 3:10 p.m.)*
           Brian Campbell, District Principal of Careers & International Education

       d) **Taylor Elementary School** *(3:15 – 3:45 p.m.)*
           Nancy Maxfield, Administrator

Governance

1.   **Provincial Council Motions Review**
       Erin Evans, Trustee

Human Resources

Operations

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

Anne Roberts Young Elementary School
Framework for Enhancing Student Learning
2021-22

Anne Roberts Young Mission/Vision Statement:

At Anne Roberts Young, we believe in fostering a community of critical thinkers who are innovative, collaborative, and resilient. We will strive to provide our students with rich and meaningful experiences in a safe, respectful, and inclusive environment. Students are encouraged to take risks in order to develop skills and reach their potential through the integration of science, technology, arts, and hands-on learning.

WE ROCK!

Anne Roberts Young Context:

- Opened in September 2020
- Co-creative approach to planning and learning
- Designed and built to facilitate a project-based/hands-on learning environment with a connection to community
- Focus on arts integration and a partnership with SD60 utilizing the Heather Hannaford Music Room
- Breakfast & lunch programs to support our students in their learning
- 350 students
- Diverse population which includes 51 Aboriginal Students (33 Primary, 18 Intermediate)
- Staff includes

  2 Admin Staff (Principal & Vice-Principal)

  15 Enrolling Teachers

  0.9 Fine Arts/ PE prep teachers

  0.5 Librarian

  1 Learning Assistant / Reading Recovery Teacher

  4 Educational Assistants / Lunch Period Monitors

  1 ISW

  1 Secretary

  3 Custodians

  1 Part time School Counselor

Anne Roberts Young Communication Plan:

- ARYES Framework Mission/Vision Collaboration Session - April 22nd 2020 - Staff met together and started working on a Mission/Vision for ARYES.
- Framework Goal Collaboration Session - May 7th 2020 - Staff Collaboration Session with discussions and hopes for the ARYES community and an initial outline was drafted for our 2020/21 Framework Goal of building community.
- Framework linked onto ARYES website as a working document that the school community can follow.
- September 25th 2020 - Planning Day - Discussed draft of Human & Social Goal and finalized goal. Activity in groups discussing an Action Plan as well as evidence of goals. Began initial steps towards a school acronym.
- October 2020 Staff Meeting - Discussion looking at action plan and evidence that came from all groups on planning day. Finalized list that would be attainable in year one, how we will assess our goal and ideas that we would revisit in the future.

Anne Roberts Young Goals:

Human and Social Goal:
To build a community of self-aware, empathetic learners with a sense of pride and joy. At Anne Roberts Young, we want our community members to feel safe, welcomed, and respected.

ACTION PLAN / CAPACITY BUILDING	EVIDENCE (QUANTITATIVE)	EVIDENCE (QUALITATIVE)
- Halloween parade – virtual - "I am important" activity - Rik Leaf Video & Residency - Slam Poetry - Name rocks activity - Creating an Acronym - Completed Matrix - common language, consistency in problem solving language - PAC (Parent Advisory Council) - Introductions of all staff to all students/families	- Shapes tell a lot activity - Self Assessments using the Core Comps (Personal & Social) - Assess Data - Behavioural Referrals - Work habits - Social Responsibility Data - Student/Parent/Staff Satisfaction Surveys - Class Dojo	- Pictures of activities (eg "I am important") - Videos of school community celebrations - Terry Fox Run pictures - Class Dojo & Facebook celebrations - Recycling in pods - Random show of WOW Work - Feeling check ins - Positive feedback - Reduced waste

- Clubs & Sports teams recognition assemblies - Zones of regulation - Walking outside/inside for self-regulation - Birthday recognition pencils - Video of Grand Opening - Pen pals between PODS - POD Videos - Slideshow showcasing each POD (teacher/class of the week) - TV's showcasing student work - Community activities once a month - Holiday carols - Holiday cards - Story time with intermediates, have intermediates introduce themselves and read a story to primary grades (buddy time) - Monthly SEL activities - Spirit days (themes) - Yearbook - NEAT - recycling, composting, landscaping, gardening, litterless lunch challenge - Making our space our own (personalizing) - Painted Rock pathway - Virtual concert for families - Community fundraising - Christmas sponsor a family - each class/PODs		- Shape or color check ins

Intellectual Goals: Literacy

To foster a positive attitude towards literacy and provide students with the tools necessary to increase the reading and writing achievement of all students at ARYES to approach/meet grade level expectations in literacy. We will aim to have 80% of our students meet widely held expectations at grade level.

ACTION PLAN / CAPACITY BUILDING	EVIDENCE (QUANTITATIVE)	EVIDENCE (QUALITATIVE)
- To develop a school wide balanced literacy program that focuses on fluency and comprehension - Literacy/Numeracy/Interest survey twice a year - Pilot assessment - Create a rubric to assess primary comprehension - Reading recovery - Guided reading - Smart Learning - Adrienne Gear - By using common Literacy programs, students will develop strong foundational skills for Writing and Reading. - Teach vocabulary every day (word wall, ELL personal dictionaries, Heggerty, content vocab in math) - Primary Word Walls/Halls could have specific Dolch sight words. - Words Their Way Spelling could be used to teach kids about prefixes, suffixes, etc in grades late-3 and up - All classes will ensure each child has at least 10 minutes of time to	- PM Benchmarks - QCA - Reading Recovery - FSA - K Phonological - Running records - Letter sound assessments - Satisfaction Survey - IEP Objectives & Progress Reports - RAD - Cold Write	- Common Groupings within PODS - Reading Recovery - LA - Self Assessments of Core Competencies (Communication / Collaboration) - Discussions - Learning Portfolios - Journals - Learning Progressions

read leveled text - All classes will ensure their students listen to an adult read for 10 minutes every day - All classes ensure that students read text of their own choosing every day for 10 minutes - Epic - 6 minute solution - All students write every day (stories, personal opinion) SEL supports in place for boosting literacy		

Career/Skill Development Goal:
To increase student engagement, focus, and ownership in career/skill development, students will be able to recognize personal strengths and stretches while exploring 1-2 different careers in primary and 3-5 different careers in intermediate.

ACTION PLAN / CAPACITY BUILDING	EVIDENCE (QUANTITATIVE)	EVIDENCE (QUALITATIVE)
- Regular opportunities for Goal setting - Teach students problem-solving and decision-making strategies (STEM) - Student led conferences - SEL activities - Opportunities for student leadership - Leadership club - Career day where older kids rotate through stations and younger kids invite their parents to work	- Work habits/Skills checklist (on time, prepared, etc). Create a rubric using the career education curricular competencies and content. - Passport for Maker Days (Multiple Maker/Career days per year) - Student Satisfaction Survey	- Student Reflections - Journal writing & vlogs about various careers - ADST Observations - Goal setting

- ADST sessions or modules to teach kids about different careers, research community-based & global careers, maker days to explore different tools/trades - Personal Inquiry, Passion Project - Career Education Curriculum - Teaching technology skills as well as internet safety - Critical thinking opportunities - Activities that promote adaptability/ risk taking - Working as a team member- communication skills in multi age situations - Lessons on simple machines - Field trips to learn about careers - Buddies & primary helping	- Core Competencies	

Framework for Enhancing Student Learning

Facebook: https://www.facebook.com/sd60ec/
Central Website: https://central.prn.bc.ca
Central Calendar: https://docs.google.com/document/d/1Cj68bgpnqvxi5R2G1Lj8JSvSASKGCTwf-oYAVfMQ0tw/edit?usp=sharing

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Ecole Central Elementary's Vision:
It is the vision/mission of Central School to offer a French Immersion academic program of the highest quality, in an inclusive and caring environment. We strive toward building a strong educational community which integrates the Fine Arts, incorporates Indigenous learning, enhances the development of self-awareness, engages all learners and fosters a love for learning and respect for self and others.

C'est la vision/mission de l'École Central d'offrir un programme académique d'immersion française de la plus haute qualité, dans un environnement inclusif et bienveillant. On s'efforce à développer une communauté éducative unie intégrant les Beaux-Arts, prenant en compte les apprentissages autochtones, renforçant le développement de la conscience de soi, engageant tous les apprenants, favorisant un désir d'apprendre et encourageant le respect de soi et des autres.

- Our students are our first priority.
- Our staff strives to be inclusive, compassionate, culturally diverse and open minded.
- Our PAC works with us to create diverse opportunities for our students.

Achieving our "North Star" will require that all our staff works together to achieve our goals.

Framework for Enhancing Student Learning 2021-2022

1. Goal 1: Careers/Skill Development Goal:
To enhance student and teacher understanding of applied skills by the use of our maker-space and technologies through school-wide exploration activities. To explore career opportunities.

2. Goal 2: Intellectual:
   To improve literacy in all grades
   a) To improve early literacy skills - the transition from Kindergarten to Grade 1
   b) To Improve reading comprehension & fluency in Grades 1 - 6
   c) To improve and increase writing output

   Numeracy:
   a) To improve number sense in all grades
   b) To connect numbers/math to real life

3. Goal 3: Human and Social Goal:
   a) To improve peaceful problem solving skills and social responsibility where all members feel safe, respected and make good decisions in difficult moments.
   b) To continue to build a sense of community of empathetic learners. "Together we are better". "Ensemble ça marche".

Introduction

- Single Track French Immersion Elementary School (District Program)
- Fine Arts Focus
- Located in downtown core of Fort St. John
- Breakfast & lunch programs to support our students in their learning
- 250 students
- Diverse population which includes 39 Aboriginal Students
- Staff includes
  - 2 Bilingual Admin Staff (Principal & Vice-Principal)
  - 11 Enrolling Teachers
  - 1.1 Prep teachers / ELL Teacher
  - 0.4 Librarian
  - 1 Learning Support & Reading Support French teacher for the French program
  - 4 Educational Assistants / Lunch Period Monitors / Bus Attendant
  - 1 Canteen Worker
  - 1 ISSW
  - 1 Administrative Assistant
  - 2 Custodians
  - 1 Part time Social and Emotional Support Worker

Framework Development Process

September Planning Day

- Went over last year's framework- review
- Reviewed where we are at, what is working, no working.
- Looked at our behaviour, literacy, numeracy, career/ADST data walk
- Reading/Class Profiles
- Worked in teams to answer the following 3 questions.

What the Evidence Told Us

We have unique strengths that bind us because of :
Our bond through the French Language, diversity(background) in children and staff, bilingual, inviting school community, school spirit amongst staff
Our ingenuity with limited resources
Our inclusive, compassionate, social experiences
Our art possibilities
Our collaboration
We are open minded
We are culturally diverse

We offer educational and social experiences as a school through our:
Sports, music education, musical, science fair, Grade 6 Quebec trip
Wireless writing, different technology- osmos, chromebooks, ipads,
Different education backgrounds and world views that are shared with students,
Art activities
Diversity
ADST activities, Carnaval, Winter and summer funday, spirit days, swimming lessons, reading recovery, outings, outside guests, mathology, Indigenous support worker

We share common purposes as a learning community:
We want to:
Create a space where everyone belongs and feels safe to be themselves
Promote our values (ARTS)
Open doors for our students through the French Language/Culture
School Spirit
To meet the needs (educational, behavioural, social, emotional) of all our students
Help our students grow and bring them forward as far along as we can
Create an inclusive, diverse, safe and caring environment that helps students become responsible citizens
Promote diversity and inclusiveness
Foster independence
Encourage with positive reinforcement
Promote success and good citizenship

Givens that will occur each month:
-SBT meetings
-Review framework or components of it at staff meeting
-Check in with our ISSW how our Indigenous students are doing
-Indigenous Support Worker works with all primary classes (rotation schedule). She is doing lessons on the 7 Teachings.
-ISSW supports every classroom.

October
- Decided on new goals based on conversations from planning day.
- Shared out the information from our previous group work/questions with all the staff
- Met with Nicole- ISSW. We decided together how to best meet the needs of our indigenous students. Nicole is working in each classroom. Will meet one on one as needed with students. Keeping a weekly journal that has been shared with principal. Keeping monthly contact information on ASSESS.
- IEP/Learning Plan meetings
- Class profiles/reviews

November
- Went over our indigenous data- reading, numeracy,
- Report Card Data- share new tracking system. Lynne and Nicole A. will track indigenous students data.
- Collected Report Card data for literacy and numeracy.

December
- SEL- What are you doing in your class to help your students with their social emotional learning?
- What are you doing in your class to ensure individual learning and ensure IEPs/Learning Plan are observed.

January
- Review class profiles
- Review framework, add evidence at staff meeting
- After school meeting with staff that volunteered to prepare the power point presentation for the Board.

February
- Framework Updates at staff meetings
-

March   • Framework Updates at staff meetings   •
April   • Framework Updates at staff meetings   •
May   • Framework Updates at staff meetings   •
June   • Framework Updates at staff meetings   •

Focus

A systemic and collaborative approach to improving our understanding of applied skills.

Goal 1: Careers/Skill Development Goal

Objective 1.1: To enhance student and teacher understanding of applied skills by the use of our maker-space and technologies through school-wide exploration activities.
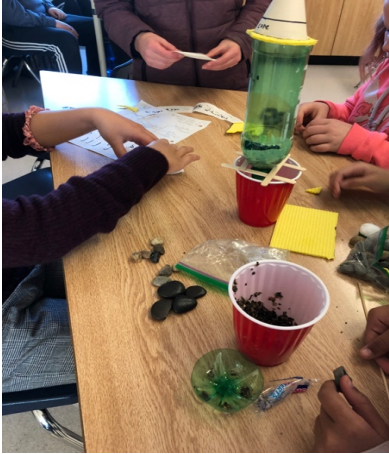
Key Strategies and Evidence

- Purchase New iPads for primary classes
- Allocate iPads from the district to intermediate classes

- Chrome Books – access for intermediates
- Code.org
- Green Screen
- Circuit boards
- Spaghetti Bridge contest
- 3D Printers
- Tinker Cad
- Musical set design and costumes
- Woodworking (grade 6)
- Photos
- Science Fair
- ADST sessions
- Parachutes using recycled objects
- Build vehicles using recycled objects
- Self-assessments and reflections
- Increase ADST opportunities for our students
- Grade 4- built forts/settlers
- Built community and landscape projects/models
- K and Grade 1- construction time each morning with specific strategies (posters with criteria)
- Schedule ADST sessions for the year (Monday December 13- 11:00-12:00, Monday April 11- 11:00-12:00, Monday May 16- 11:00-12:00)

Teams	Value	Activity
Stephanie and Nicole	Belonging (Appartenance)	Bracelets
Annie and Matthew	Gentillesse	Fill my bucket
Charles and Samuel	Diversité	Paper Dolls
Lynn	collaboration	Défi de la Guimauve/ Marshmallow Challenge
Janelle	Grit (persévérance? ou Collaboration?	Save the egg activity
Gilbert	Empathie	Group discussion and illustration
Noémie	Communauté/collaboration	Spaghetti tower
Isabella	diversité	mosaïque

Objective 1.3: To explore career opportunities

Key Strategies and Evidence

- Arrange a career day with Moneca Conway/Brian Campbell
- Career Day is January 19, 2022 for all grade 5 students.
- Visit the Fort St. John Fire Depart
- Self-assessments and reflections
- Report Card data

Now What?

- How do we involve more teachers
- Training for 3D pens, woodworking room
- Encourage teachers to use the maker space

Focus

Providing engaging opportunities through diverse learning experiences that support Literacy, and Numeracy education.

Goal 2: Intellectual

Objective 2.1: To improve literacy in all grades

Key Strategies and Evidence

- Three intermediate teachers and principal are each assigned an intermediate classroom.
- Reading Support for primary
- Eyes on text everyday
- Guided Reading
- Silent Reading
- Je lis- licenses for all primary students and some intermediate
- Buddy Reading
- 0.1 Teacher works with indigenous students
- Establish common language
- Class Reviews
- Collect Reading Data
- QCA's
- RAD- Gr. 6
- PM Benchmarks
- GB+
- Kindergarten Phonological Awareness tests
- Quickscales- BC writing performance standards
- FSA- Grade 4

- Report Card data

Indicators

Grade 4 Reading

Data Wall Report - Gr4-9 Immersion

	Fluency			Comprehension		
	Gr4-9 Immersion Beginning 2021	Gr4-9 Immersion Beginning 2021	Gr4-9 Immersion Ending 2020	Gr4-9 Immersion Beginning 2020	Gr4-9 Immersion Beginning 2021	Gr4-9 Immersion Ending 2020	Gr4-9 Immersion Beginning 2020

Grade 5 Reading

Data Wall Report - Gr4-9 Immersion

Level			Fluency			Comprehension		
Gr4-9 Immersion Beginning 2021	Gr4-9 Immersion Ending 2020	Gr4-9 Immersion Beginning 2020	Gr4-9 Immersion Beginning 2021	Gr4-9 Immersion Ending 2020	Gr4-9 Immersion Beginning 2020	Gr4-9 Immersion Beginning 2021	Gr4-9 Immersion Ending 2020	Gr4-9 Immersion Beginning 2020
GRADE 5: FRAL 5	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	2	2	2	3	2
GRADE 5: FRAL 5	GRADE 4: FRAL 4	GRADE 4: FRAL 4	1	*1	1	2	*1	1
GRADE 5: FRAL 5	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	3	3	3	3	3
GRADE 5: FRAL 5	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	2	2	2	2	2
GRADE 5: FRAL 5	GRADE 4: FRAL 4	GRADE 4: FRAL 4	4	4	4	2	3	3
GRADE 5: FRAL 5	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	2	2	3	1	2
GRADE 5: FRAL 5	GRADE 4: FRAL 4	GRADE 4: FRAL 4	2	2	2	2	3	3
GRADE 5: FRAL 5	GRADE 4: FRAL 4	GRADE 4: FRAL 4	1	*1	1	2	*1	1
GRADE 4: FRAL 4	GRADE 4: FRAL 4	GRADE 4: FRAL 4	1	*1	1	3	*1	1
GRADE 5: FRAL 5	GRADE 4: FRAL 4	GRADE 4: FRAL 4	2	2	2	2	2	2
GRADE 5: FRAL 5	GRADE 4: FRAL 4	GRADE 4: FRAL 4	2	2	2	2	2	2
GRADE 5: FRAL 5	GRADE 4: FRAL 4	GRADE 4: FRAL 4	2	2	2	3	3	3
GRADE 5: FRAL 5	GRADE 4: FRAL 4	GRADE 4: FRAL 4	2	2	3	2	2	2
GRADE 5: FRAL 5	GRADE 4: FRAL 4	GRADE 4: FRAL 4	4	4	4	2	3	2
GRADE 5: FRAL 5	GRADE 4: FRAL 4	GRADE 4: FRAL 4	4	3	3	2	3	2
GRADE 5: FRAL 5	GRADE 4: FRAL 4	GRADE 4: FRAL 4	2	2	2	2	3	2
GRADE 5: FRAL 5	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	2	2	3	3	3
GRADE 5: FRAL 5	GRADE 4: FRAL 4	GRADE 4: FRAL 4	1	2	2	2	3	2
GRADE 5: FRAL 5	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	3	2	3	2	2
GRADE 5: FRAL 5	GRADE 4: FRAL 4	GRADE 4: FRAL 4	2	2	2	3	3	2
GRADE 5: FRAL 5	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	3	3	2	3	3
GRADE 5: FRAL 5	GRADE 4: FRAL 4	GRADE 4: FRAL 4	2	2	2	2	2	2
GRADE 5: FRAL 5	GRADE 4: FRAL 4	GRADE 4: FRAL 4	2	2	2	2	2	2
GRADE 5: FRAL 5	GRADE 4: FRAL 4	GRADE 4: FRAL 4	2	2	2	2	3	2
GRADE 5: FRAL 5	GRADE 4: FRAL 4		3	3		1	2	
GRADE 5: FRAL 5	GRADE 4: FRAL 4	GRADE 4: FRAL 4	1	2	2	2	3	2
GRADE 4: FRAL 4	GRADE 4: FRAL 4	GRADE 4: FRAL 4	1	*1	1	2	*1	1
GRADE 5: FRAL 5	GRADE 4: FRAL 4	GRADE 4: FRAL 4	4	4	4	3	3	3
GRADE 5: FRAL 5	GRADE 4: FRAL 4	GRADE 4: FRAL 4	1	1	1	2	2	2
GRADE 5: FRAL 5	GRADE 4: FRAL 4	GRADE 4: FRAL 4	1	2	2	2	3	2
GRADE 5: FRAL 5	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	4	4	3	4	3
GRADE 5: FRAL 5	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	2	2	3	*3	2

Data Wall Report – Gr4-9 Immersion

Level			Fluency			Comprehension		
Gr4-9 Immersion Beginning 2021	Gr4-9 Immersion Ending 2020	Gr4-9 Immersion Beginning 2020	Gr4-9 Immersion Beginning 2021	Gr4-9 Immersion Ending 2020	Gr4-9 Immersion Beginning 2020	Gr4-9 Immersion Beginning 2021	Gr4-9 Immersion Ending 2020	Gr4-9 Immersion Beginning 2020
GRADE 6: FRAL 6	GRADE 5: FRAL 5		1	1	1	2	2	2
GRADE 6: FRAL 6	GRADE 5: FRAL 5		4	4	3	4	3	2
GRADE 6: FRAL 6	GRADE 5: FRAL 5	GRADE 5: FRAL 5	3	2	2	3	3	3
GRADE 6: FRAL 6	GRADE 5: FRAL 5	GRADE 5: FRAL 5	1	1	1	2	2	2
GRADE 6: FRAL 6	GRADE 5: FRAL 5		3	3	3	3	3	1
GRADE 6: FRAL 6	GRADE 5: FRAL 5	GRADE 5: FRAL 5	3	3	2	3	2	2
GRADE 6: FRAL 6	GRADE 5: FRAL 5		4	3	2	3	3	2
GRADE 6: FRAL 6	GRADE 5: FRAL 5		3	4	3	3	3	2
GRADE 6: FRAL 6	GRADE 5: FRAL 5	GRADE 5: FRAL 5	4	4	3	3	3	3
GRADE 6: FRAL 6	GRADE 5: FRAL 5	GRADE 5: FRAL 5	3	3	2	3	2	2
GRADE 6: FRAL 6	GRADE 5: FRAL 5	GRADE 5: FRAL 5	2	2	2	2	1	2
GRADE 6: FRAL 6	GRADE 5: FRAL 5	GRADE 5: FRAL 5	1	1	1	3	1	2
GRADE 6: FRAL 6	GRADE 5: FRAL 5		3	3	1	2	2	3
GRADE 6: FRAL 6	GRADE 5: FRAL 5		4	4	3	3	3	3
GRADE 6: FRAL 6	GRADE 5: FRAL 5		3	3	2	3	3	2
GRADE 6: FRAL 6	GRADE 5: FRAL 5		4	4	3	3	3	3
GRADE 6: FRAL 6	GRADE 5: FRAL 5		3	3	3	3	2	2
GRADE 6: FRAL 6	GRADE 5: FRAL 5	GRADE 5: FRAL 5	2	1	1	3	2	2
GRADE 6: FRAL 6	GRADE 5: FRAL 5		4	3	2	3	2	3
GRADE 6: FRAL 6	GRADE 5: FRAL 5	GRADE 5: FRAL 5	3	2	1	2	2	1
GRADE 6: FRAL 6	GRADE 5: FRAL 5		3	4	4	3	4	3
GRADE 6: FRAL 6	GRADE 5: FRAL 5		3	3	2	3	3	2
GRADE 6: FRAL 6	GRADE 5: FRAL 5		3	4	2	3	3	2
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GRADE 6: FRAL 6	GRADE 5: FRAL 5		4	4	3	4	4	3
GRADE 6: FRAL 6	GRADE 5: FRAL 5		4	4	3	4	3	3
GRADE 6: FRAL 6	GRADE 5: FRAL 5	GRADE 5: FRAL 5	1	1	1	1	1	1
GRADE 6: FRAL 6	GRADE 5: FRAL 5	GRADE 5: FRAL 5	2	2	2	2	2	3
GRADE 6: FRAL 6	GRADE 5: FRAL 5		2	1	2	3	3	1

Objective 2.2: To improve early literacy skills

Key Strategies and Evidence

- Noticing that students are entering grade 1 without their letter sounds.
- To improve the transition from Kindergarten to Grade 1
- Eyes on text everyday

- Collect K phono data
- Purchase Je lis, je lis license for all primary grades plus one for LAT/intermediate
- Class Reviews
- Reading Support for primary
- Eyes on text everyday
- Guided Reading
- Buddy Reading
- Reading support from LAT
- Silent Reading
- French Classroom libraries

Indicators

Grade 1 (K Phono- 2020-2021)   Kindergarten Phono Fall

Objective 2.3: To improve and increase writing output

Key Strategies and Evidence

- Collect writing data for intermediate students
- Primary- one or more sentences a day- go over writing conventions (punctuation, syllables, meaning, subject/verb agreement)
- Students need to write everyday
- Common language, expectations
- BC Writing performance standards/quick scales
- Go over BC Writing Performance Standards at a staff meeting
- Fall Cold Write for intermediate grades
- Report Card data
- Word Wall

- Guided Writing centres

Indicators

Grade 4 Writing

Grade 5 Writing

Collection: Writing (BC) (Writing F

Data Wall Report - Writing From Experience (BC)

Snapshot

	Writing Exp. Fall 2021-22	Writing Exp. Fall 2020-21	Writing Exp. Fall 2017-18
05	Fully Meets Expectations	Fully Meets Expectations	
05	Not Yet Within Expectations	Not Yet Within Expectations	
05	Fully Meets Expectations	Fully Meets Expectations	
05	Fully Meets Expectations	Meets Expectations (Minimal Level)	
05	Exceeds Expectations	Meets Expectations (Minimal Level)	
05	Fully Meets Expectations	Fully Meets Expectations	
05	Fully Meets Expectations	Not Yet Within Expectations	
05	Not Yet Within Expectations	Not Yet Within Expectations	
05	Not Yet Within Expectations	Not Yet Within Expectations	
05	Meets Expectations (Minimal Level)	Meets Expectations (Minimal Level)	
05			
05	Fully Meets Expectations	Meets Expectations (Minimal Level)	

Snapshot

Writing Exp. Fall 2021-22	Writing Exp. Fall 2020-21	Writing Exp. Fall 2017-18
Fully Meets Expectations	Fully Meets Expectations	
Meets Expectations (Minimal Level)	Meets Expectations (Minimal Level)	
Fully Meets Expectations	Fully Meets Expectations	
Fully Meets Expectations	Fully Meets Expectations	
Meets Expectations (Minimal Level)	Fully Meets Expectations	
Fully Meets Expectations	Fully Meets Expectations	
Meets Expectations (Minimal Level)	Fully Meets Expectations	
Fully Meets Expectations		
Fully Meets Expectations	Fully Meets Expectations	
Meets Expectations (Minimal Level)	Not Yet Within Expectations	
Fully Meets Expectations	Meets Expectations (Minimal Level)	
Fully Meets Expectations	Meets Expectations (Minimal Level)	

Snapshot

Writing Exp. Fall 2021-22	Writing Exp. Fall 2020-21	Writing Exp. Fall 2017-18
Meets Expectations (Minimal Level)	Meets Expectations (Minimal Level)	Not Yet Within Expectations
Not Yet Within Expectations		
Meets Expectations (Minimal Level)	Fully Meets Expectations	
Not Yet Within Expectations	Not Yet Within Expectations	
Exceeds Expectations	Fully Meets Expectations	
Meets Expectations (Minimal Level)	Not Yet Within Expectations	
Fully Meets Expectations	Meets Expectations (Minimal Level)	
Fully Meets Expectations	Fully Meets Expectations	
Fully Meets Expectations	Meets Expectations (Minimal Level)	

Grade 6 Writing

Grade 6 Writing Fall

SNAPSHOT
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NYM
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MME
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Targets

- Increase percentage of students meeting expectations for Grades 2 & 3 - move red readers to yellow, move yellow readers to green this school year.
- Compare the last two years with our year end data

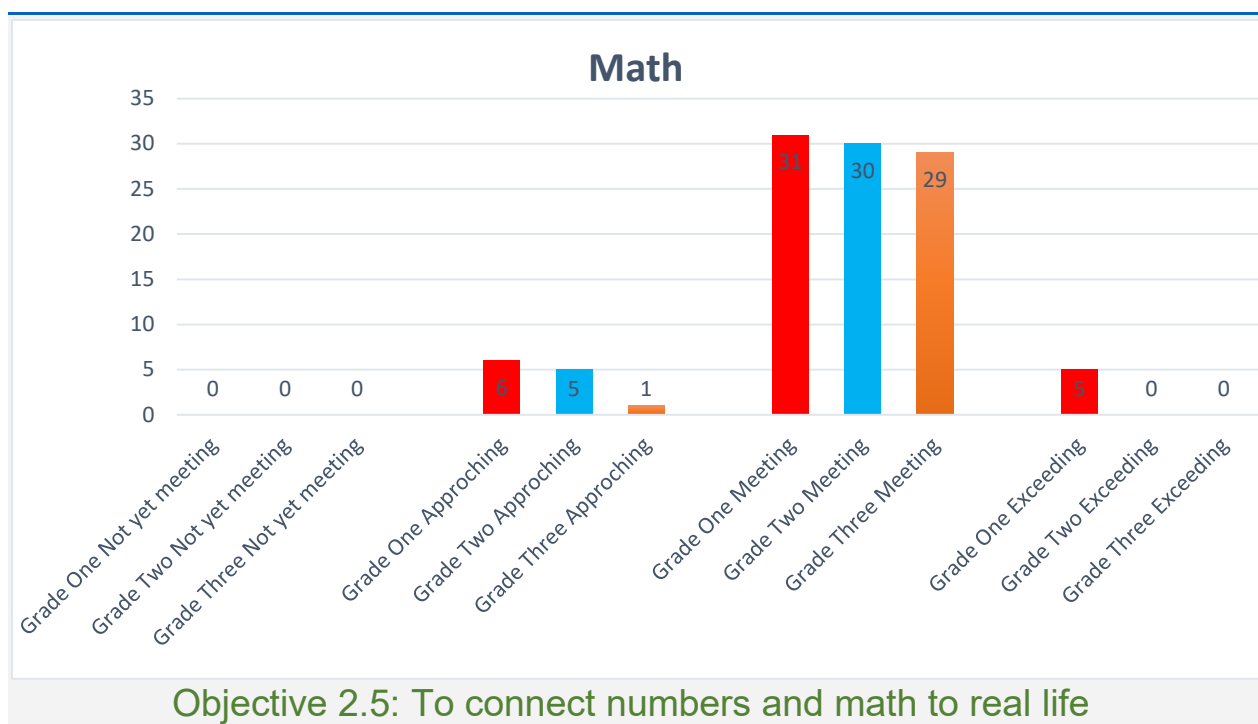## Objective 2.4: To improve number sense in all grades

Key Strategies/Evidence

- Number of the day/week

- Math Assessment and Practice (MAP) Grades 4-6
- Mathletics - Grades 5-6
- Mathologie for K-3
- Problem of the week
- Review multiplication tables
- MAP data collection
- Use of math manipulatives
- Counting/skip counting practices

Indicators

Grade 1-3 Report Card Report

Math

Category	Value
Grade One Not yet meeting	0
Grade Two Not yet meeting	0
Grade Three Not yet meeting	0
Grade One Approching	6
Grade Two Approching	5
Grade Three Approching	1
Grade One Meeting	31
Grade Two Meeting	30
Grade Three Meeting	29
Grade One Exceeding	5
Grade Two Exceeding	0
Grade Three Exceeding	0

Objective 2.5: To connect numbers and math to real life

Key Strategies and Evidence

- Read numbers
- Guided Math
- Calendar routine
- Price is Right activities- finding actual prices of specific objects, need to describe it, weight, square footage, etc.

Indicators

Grade 4 MAP

2 Collection: MAP (MAP Fall 2021-

Grade Level		Communicating and Representing	Understanding and Solving	Connecting and Reflecting	Reasoning and Analyzing
MAP Fall 2021-22	MAP Fall 2021-22	MAP Fall 2021-22	MAP Fall 2021-22	MAP Fall 2021-22	MAP Fall 2021-22
04	N	Proficient	Emerging	Emerging	Emerging
04	N	Proficient	Emerging	Developing	Developing
04					
04	N	Proficient	Emerging	Developing	Developing
04	N				
04	N	Proficient	Developing	Developing	Developing
04	N				
04	N				
04	N	Proficient	Proficient	Emerging	Proficient
04	N	Proficient	Emerging	Emerging	Proficient
04	N	Proficient	Emerging	Emerging	Developing
04	N				
04	N	Proficient	Developing	Emerging	Developing
04	N	Proficient	Developing	Developing	Developing
04	N	Proficient	Developing	Developing	Proficient
04	N				
04	N	Proficient	Developing	Developing	Developing
04	N	Proficient	Emerging	Emerging	Emerging
04	N	Proficient	Emerging	Emerging	Emerging
04	N	Proficient	Developing	Developing	Emerging
04	N	Proficient	Emerging	Emerging	Developing
04	N	Proficient	Emerging	Emerging	Emerging
04	N				
04	N				
04	N				
04	N	Proficient	Proficient	Emerging	Developing
04	N				
04	N	Proficient	Proficient	Developing	Developing
04	N				
04	N				
04	N	Proficient	Developing	Developing	Developing
04	N	Proficient	Developing	Developing	Developing
04	N	Developing	Developing	Developing	Proficient

Grade 5 MAP Fall

Collection: MAP (MAP Fall 2021-22)

	...municating and Representing			Understanding and Solving			Connecting and Reflecting			Reasoning and Analyzing		
	MAP Fall 2021-22	MAP Spring 2020-21	MAP Fall 2020-21	MAP Fall 2021-22	MAP Spring 2020-21	MAP Fall 2020-21	MAP Fall 2021-22	MAP Spring 2020-21	MAP Fall 2020-21	MAP Fall 2021-22	MAP Spring 2020-21	MAP Fall 2020-21
	ent			Developing			Developing			Developing		
	ping			Emerging			Emerging			Developing		
	ent	Developing		Developing	Developing		Developing	Developing		Proficient	Developing	
	ent			Developing			Developing			Proficient		
	ent	Developing		Developing	Proficient		Developing	Developing		Proficient	Emerging	
	ent			Developing			Developing			Developing		
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	ent			Emerging			Developing			Developing		
	ent	Emerging		Developing	Proficient		Emerging	Developing		Developing	Proficient	
	ent			Developing			Developing			Proficient		
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	ent			Developing			Developing			Developing		
	ping	Proficient		Developing	Emerging		Emerging	Emerging		Developing	Emerging	
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	ging			Emerging			Emerging			Emerging		
	ent	Proficient		Developing	Developing		Developing	Developing		Proficient	Proficient	
	ping			Developing			Developing			Developing		
	ent	Proficient		Developing	Proficient		Developing	Developing		Proficient	Developing	
	ent			Developing			Emerging			Developing		

Grade 6 MAP Fall

Gr. 6
Data Wall Report - MAP

Communicating and Representing			Understanding and Solving			Connecting and Reflecting		Connecting and Reflecting	Reasoning and A...	
MAP Fall 2021-22	MAP Spring 2020-21	MAP Fall 2020-21	MAP Fall 2021-22	MAP Spring 2020-21	MAP Fall 2020-21	MAP Fall 2021-22	MAP Spring 2020-21	MAP Fall 2020-21	MAP Fall 2021-22	MAP Spri... 2020-2...
Proficient	Proficient	Developing	Developing	Developing	Developing	Developing	Developing	Developing	Proficient	Proficie
Proficient	Developing	Emerging	Developing	Developing	Proficient	Developing	Emerging	Emerging	Proficient	Proficie
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Proficient	Proficient	Developing	Proficient	Developing	Developing	Developing	Emerging	Developing	Proficient	Proficie
Developing	Emerging	Emerging	Emerging	Developing	Developing	Emerging	Developing	Developing	Emerging	Emerg
Proficient		Proficient	Proficient			Developing	Developing		Developing	Proficient
Proficient	Proficient	Proficient	Developing	Developing	Developing	Proficient	Developing	Developing	Proficient	Proficie
Developing	Developing	Proficient	Developing	Developing	Proficient	Emerging	Developing	Developing	Proficient	Develop
Proficient	Developing	Proficient	Emerging	Proficient	Proficient	Developing	Developing	Developing	Developing	Develop
Proficient	Proficient	Proficient	Proficient	Emerging	Developing	Developing	Emerging	Not Attempted	Proficient	
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Proficient	Developing	Proficient	Developing	Developing	Developing	Developing	Developing	Developing	Proficient	Develop
Developing	Developing	Developing	Developing	Developing	Emerging	Developing	Emerging	Developing	Proficient	Develop
Proficient	Developing	Proficient	Developing	Developing	Developing	Developing	Developing	Developing	Proficient	Develop
Emerging		Proficient	Developing			Developing	Emerging		Developing	Developing
Proficient	Proficient	Developing	Developing	Developing	Developing	Developing	Developing	Developing	Developing	Develop
Emerging		Developing	Developing		Proficient	Emerging		Developing	Developing	
Emerging	Proficient	Proficient	Developing	Developing	Developing	Emerging	Developing	Emerging	Developing	Develop

Now What?

- Continue collaboration for Mathologie program
- MAP- connect math to real life

Focus

Promoting peaceful problem solving skills in a mindful manner.

Goal 3:

Human and Social Goal:
To improve peaceful problem solving skills and social responsibility where all members feel safe, respected and make good decisions in difficult moments.

Objective 3.1: Together we are better. Ensemble ça marche
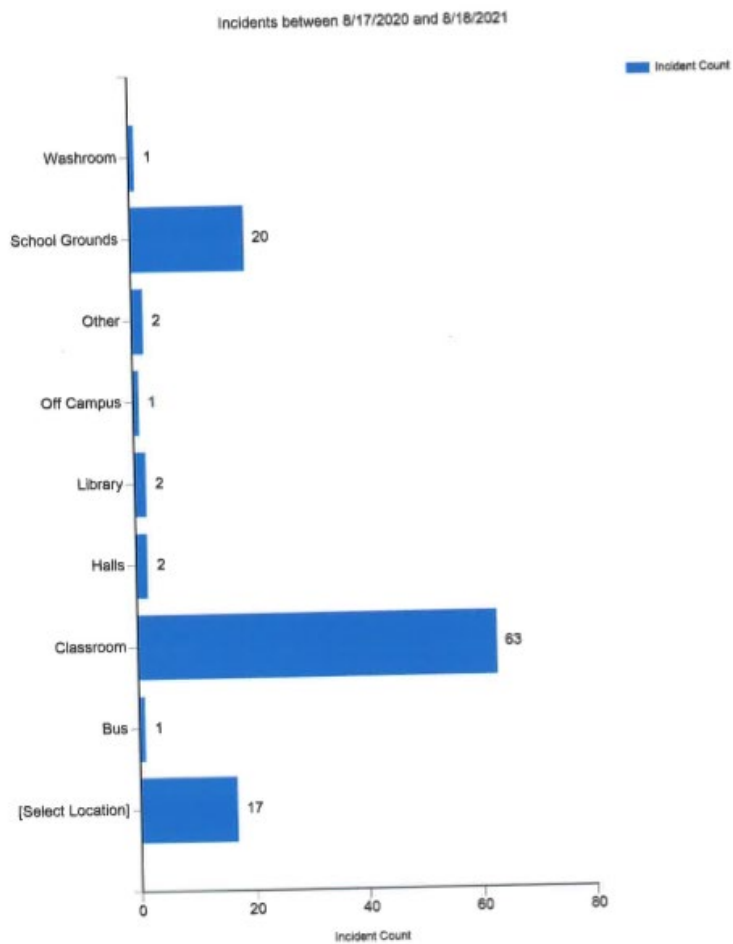
Key Strategies and Evidence
- To continue to build a sense of community of empathetic learners.
- School team completes the CASEL Indicators of School-Wide SEL.
- Engage school SEL teams in a Spiral of Inquiry focused on one Indicator of School-Wide SEL specific to their school.
- SEL worker small group and classroom lessons
- Enhance Assess Behavioural Incident Report to include SEL Competencies
- Tie in our ADST sessions to a core value
- Review code of conduct - update major/minor behaviours with staff
- Class reviews
- Improve ASSESS incident tracking data input by staff
- Teachers touch base/one on one conversation with each student at least once a week
- SEL activities
- Musical
- School wide spirit days
- Pancake breakfast for all students
- Core competencies self-assessment
- Satisfaction surveys
- Shapes tell a lot activity
- New Mascot
- Sponsor a community organization monthly/bi-monthly
- Cards for Seniors
- Snowmen for Seniors

- Hamper Baskets
- Pallet Projects
- Women's Resource Centre
- Jump Rope for Heart
- Terry Fox

Indicators

Incidents 2020-2021

Incident Counts

Incidents between 8/17/2020 and 8/18/2021

Incident Count

Location	Incident Count
Washroom	1
School Grounds	20
Other	2
Off Campus	1
Library	2
Halls	2
Classroom	63
Bus	1
[Select Location]	17

Incident Count

Incidents 2021-2022

Incident Counts

Incidents between 8/15/2021 and 8/14/2022
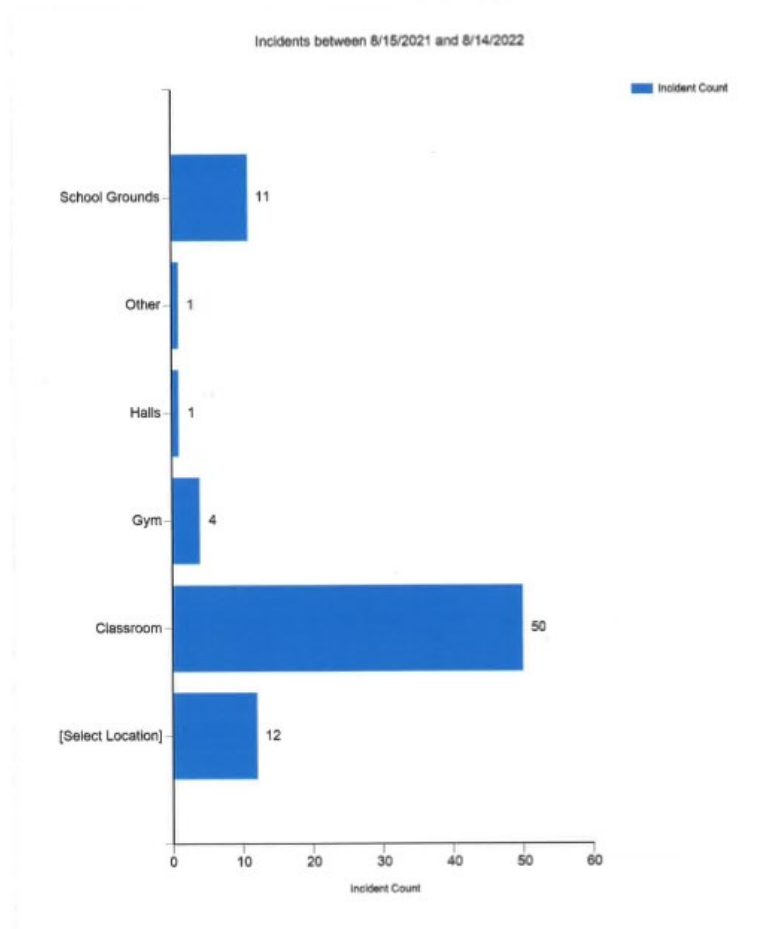
Now What?

- Continue to foster empathetic community practices in our school
- Continue to encourage and use ASSESS

Activities

WELCOME.

Welcome to Peace River North!

We want to provide a home away from home in a safe caring environment. We thrive to deliver programs that are individualized and learning centered so that our international students have the best experience inside and outside of school.

Our goal is to ensure a positive, authentic and unique Canadian experience that will create memories that last forever.

Hiking Trip, May 2021
Kinnuesso Falls

This brochure will provide you with important information and general guidelines concerning activities in our program. This includes School-based activities and sports, activities that we will do with the International program (field trips etc.) and activities the area of Peace River North has to offer.

Please read this handbook carefully as it addresses many questions commonly asked. It will help you to get prepared and ready for the best time of your life!

We wish you an enjoyable and successful experience in our district.

PRN
PEACE RIVER NORTH

Camp Cameron, September 2021

INTERnational
STUDENT PROGRAM

The International Student program generally offers one event per month for all International Students. All of these activities are included in the program fee, and are therefore already paid for. The only exception are overnight trips to e.g. Vancouver.

Please find below a rough outline of how the program calendar looks like:

September
- Camp Cameron (overnight stay):
  School-owned Camp Ground in Hudson Hope area (ca. 1.5 hrs. Bus drive).

October
- Pumpkin Carving:
  Halloween
- City-trip:
  3 days, 2 nights: not included in fee

November
- Hockey game:
  Fort St. John Huskies. After school.

December
- Musical Theatre:
  Watch the School Play after School.
- Horse Sleigh Ride:
  Depending on weather

January
- Skiing
  Day trip to Powder King - depending on weather

February
- Ice-Skating:
  in Mathew's Park in the heart of Fort St. John (we provide skates)

March
- Skiing
  Day trip to Powder King
- Hockey game:
  Fort St. John Huskies. After school.

April
- City-trip:
  3 days, 2 nights: not included in fee

May
- Hiking:
  Day trip to e.g. Kinnusseo Falls
- Camp Cameron (overnight stay):
  School-owned Camp Ground in Hudson Hope area (ca. 1.5 hrs. Bus drive).

June
- Picnic
  in Peace River region

MAKE FRIENDSHIPS THAT LAST A LIFETIME!

School District 60

Sports and Activities

Sports
NORTH PEACE GRIZZLIES

The North Peace Grizzlies is the official organization of School District 60's sports teams. The folllowing list below shows the type of athletics that are offered during the year. Practices take place after school and games / tournaments happen on the weekends which requires travelling throughout the Province.

Become a Grizzlie! This is a great way to get involved into the High School community and to make Canadian friends!

Soccer: September - November

Cheerleading: September - November

Volleyball: September - November

Basketball: November - January

Track&Field: April - June

Rugby: April - June

Cross Country: April - June

JOIN THE TRY OUTS
Every Season usually starts with try Outs.

FEES
Fees might apply to cover travel costs.

Band

School District 60 has it's own band program with a variety of instruments. If a student wishes to participate in Grade 10,11,12 Band, they will have to create their schedule accordingly. Practices take place mainly during class, there is one practice during the week at night.

Advanced Players have the option to participate in Jazz Band.

There is an official concert at the end of the year.

After School

THINGS TO DO

There are a variety of locations in Fort St John, most are only a 5-10 minute walk away from the High School and have become super popular to our International Students. We provide lots of equipment to our students that they can borrow for any kind of activity, such as skates, fishing rods, sleeping bags etc.

The Mall
shopping, movies, restaurants

Skate Park
skating, biking

Several Parks
with hiking trails, outdoor tennis court, Baseball Fields, outdoor Hockey rink, ice skating trails etc.

Gyms (also Crossfit)
there are multiple gyms in town, one is only a 5 minute walk from the School

Community Forest
A forest in the midst of the city, great for hiking

Pomeroy Sports Centre
public skating has official hours, sundays is free for students, running / walking trail

Swimming Pool
at Pomeroy, only a 5 minute walk from school

Walking Trails
There is walking trail that circles the whole city. great for walks and hikes!

Community Clubs

There are mutiple clubs in town that students can join after school. There is no expectation on standards and pre-knowledge. Everyone is more than welcome to try themselves for a first time in a new sport. The Canadians are more than happy to teach you and share their expertise with you!

- **Yoga**
- **Gymnastics**
- **Dance**
- **Figure Skating**
- **Hockey**
- **Skiing**
- **Martial Arts**
- **Soccer**
- **Curling**
- **Volleyball**
- **Basketball**
- **Golfing**
- **Swimming**
- **Archery**
- **and much more**

Dual Credit for School Aged Student
School District No 60

School District No 60, currently provides a wide range of dual credit programs and courses. The school district works with their students as part of their transition and graduation plans to prepare students and support their dual credit applications and Northern Lights College delivers the dual credit programming. The Ministry of Educations' dual credit and funding policy applies to School Aged Students who have applied and were accepted and/or participated in a post-secondary program prior to graduation. To support this activity we have identified a need to clarify information and establish the following processes and procedures:

1. Dual Credit Student Eligibility – What is a School Aged Student?

Ministry of Education Definition – "School Aged Student" School-age student is defined as - A student between the age of 5 by December 31 of the current calendar year and 19 on or after July 1 of the current school year.

2. The [Post-Secondary Transition Programs for Funding Purposes Policy](#) provides the eligibility directives for these funded options. It states:

- "Post-secondary transition programs are educational programs that combine secondary and post- secondary courses, and that lead to Grade 12 graduation as well as help students make smooth transitions to further education or training. The **Ministry of Education recognizes post-secondary courses for funding purposes if they are part of the school-age students' planned programs of study leading to graduation.**
- "Secondary schools are not always able to offer the full range of courses or programs that **help prepare students for specific occupations**. For this reason, the Ministry of Education encourages school districts to improve transition success for students by collaborating with post-secondary institutions and industry associations to offer transition programs that lead to trades certification or post-secondary credentials.
- **Students begin taking the post-secondary courses that are part of their transition program during their Grade 11 or Grade 12 year."**

3. The [K-12 Funding - General policy](#) states that: "Courses taken in BC outside the public school system (through colleges, post-secondary institutions, private organizations, etc.) are not funded unless permission and support is arranged through the Board of Education, and the course is taken for credit towards grade 12 graduation."

Decision Tree Summary of Eligibility for Post-Secondary Transition Programs Is the Student:

- School age and non-graduated taking the post-secondary course(s) for a trade or post-secondary credential while in Grades 11 or 12.?

If 'No' – Not eligible for funding*

If 'Yes' – Is the post-secondary course(s) part of student's planned program of courses leading to graduation and aligned with the student's specific occupation identified in their post-secondary transition program?

  ▪ If 'No' – Not eligible for funding
  ▪ If 'Yes' – Eligible for funding

4. **What does it mean to begin taking a post-secondary course?**

- For students pursuing post-secondary transition options, it means that they have applied and were accepted to and/or participated in a post-secondary program prior to graduation.
- Districts have the ability to report eligible post-secondary options through standard schools and, for the Train In Trades options, there is an additional reporting option in February for these schools. Course claims must meet the provincial requirements outlined in Form 1601 for facility/program type, per Ministry policy. Course claims reported through Continuing Education or Distributed Learning facilities must meet all the Ministry's eligibility directives including the Data Management descriptors for these facility types (Form 1601) and the corresponding attendance requirements (Form 1701) for each course claimed.

5. **What if something delays the start of a student's planned program of post-secondary transition courses?**

- If exceptional circumstances prevent a student from starting their planned program of post-secondary transition courses in grades 11 or 12, school districts are to ensure there is evidence of those circumstances to indicate why policy eligibility directives were not followed.
- Examples of exceptional circumstances are instances that result in a scheduling change/conflict that the student, school and school district could not control and precludes the student from completing a post-secondary transition program of courses prior to graduation. In these situations, school districts should contact the Funding & Financial Accountability Branch (EDUC.SRSD@gov.bc.ca) to discuss eligibility in advance. The expectation being there would be a very limited number of these situations on an annual basis.

6. **If a school-age student has graduated or has already met graduation requirements, can the school district claim per-course funding?**

- The School Act states that school age students are eligible for a free (i.e. funded) educational program provided that the student is enrolled in an educational program in a school operated by the board. A student is "school age" until the end of the school year (June 30) in which they turn 19.
- When a school age student has already met graduation requirements, they continue to be eligible for instruction in an educational program after the student has met the general requirements only if the educational program is in a school operated by the board (i.e., a course delivered by a Board of Education's school).
- References to graduation in the K-12 Funding General policy reinforce that post-secondary transition courses (not in a school operated by the board) must be valid for elective credit leading to graduation.
- Students also must have started their post-secondary transition program of courses in Grade 11 or Grade 12 (barring exceptional circumstances with evidence to verify why policy directives were not followed and prior permission from the Ministry of Education).

7. **To enable funding eligibility for post-secondary options, can a student's graduation program requirements be postponed by delaying course completions?**

- No. This practice is contrary to the Framework for Enhancing Student Learning.

8. **What are the procedures for earning dual credit?**

All post-secondary level courses will be reported using course codes listed in the online Course Registry.

For reporting and transcript purposes, schools must assign all credits earned at a post-secondary institution a letter grade and percentage. Provided a course consists of the standard number of hours for most courses offered at that post-secondary institution, such courses will be awarded four credits, regardless of the number of credits indicated on the post-secondary institution's transcript. However, if the course at the post-secondary institution is offered in modules, credits awarded should be proportionate to 4 credits for the whole course.

Adult Basic Education (ABE) courses do not count for dual credit. For information on how to report these for credit toward graduation, see the online Course Registry.

9. How do students apply for a dual credit course or program?

Step 1 – Contact the School Dual Credit Coordinator (teacher/administrator)

Step 2 – Apply to Northern Lights College through the established School District No 60 process.

Step 3 - Register in the college courses or programs confirmation of registration in the college program; and complete a sponsorship package.

(Sponsorship decisions for dual credit are made by the School District)

10. The School District will have their own sponsorship package for Dual Credit to ensure all of their tracking and reporting requirements are achieved. Students must meet the following criteria:

- Be school age
- Registered in School District No 60 prior to September 30th of current school year
- Meet all program entrance requirements
- Provide their own transportation to program site
- Have parent/guardian permission
- Must have a signed learning plan
- Provide documentation of any learning and/or medical disability
- Complete School District No 60 letter of understanding with Northern Lights College

11. What is the role of the School District?

- Work with students and approve dual credit sponsorship
- Collect regular student updates from the college
- Monitor academic progress
- Work with the college to support the student
- Manage and maintain student files and report as required to the Ministry of Education
- Submit Sponsorship and Permission to Release Information form to the NLC office for each dual credit student.
- Manage reports to School District to meet their reporting requirements to the Ministry of Education including PSI grades (letter grade and percentage).
- Ensure sponsorship information is communicated to the College Finance department

1. **Who can school district staff contact with additional questions about post-secondary funding eligibility?**

- Questions regarding funding eligibility are to be directed to the Funding & Financial Accountability Branch (EDUC.SRSD@gov.bc.ca).

NOTE: To be eligible for funding, students must be school-aged, undertaking a post-secondary option that aligns with the specific occupation identified in their annually updated signed planned program of courses leading to graduation, and are taking the post- secondary option during their grade 11 or grade 12 year.

*Returning after graduation (Grade 13) to begin the post-secondary courses which are part of the student's transition program doesn't meet the current funding policy. But if trying to complete a post-secondary transition program of courses results in specific issues regarding placement past graduation, funding may be eligible if there is evidence to indicate the special circumstances. A student may enrol and be awarded credit by the school even though the claim has not been funded.

2. A review of eligible courses will be held each year in January and sent to the secondary schools. Appendix A

Appendix A
List of Eligible Dual Credit Courses 2022-2023

- Youth Explore Trades Sampler

- Aircraft Maintenance Technician
- Automotive Service Technician
- Carpentry
- Commercial Transport Technician
- Electrician
- Heavy Mechanical Technician
- Hairstylist
- Millwright
- Piping Trades
- Professional Cook
- Welding
- Wind Turbine Technician

- Applied Business Technology
- Business Management Certificate
- Early Childhood Education & Care
- Education Assistant Certificate
- Esthetics and Nail Care Technology
- Health Care Assistant
- Oil & Gas Operations
- Power Engineering
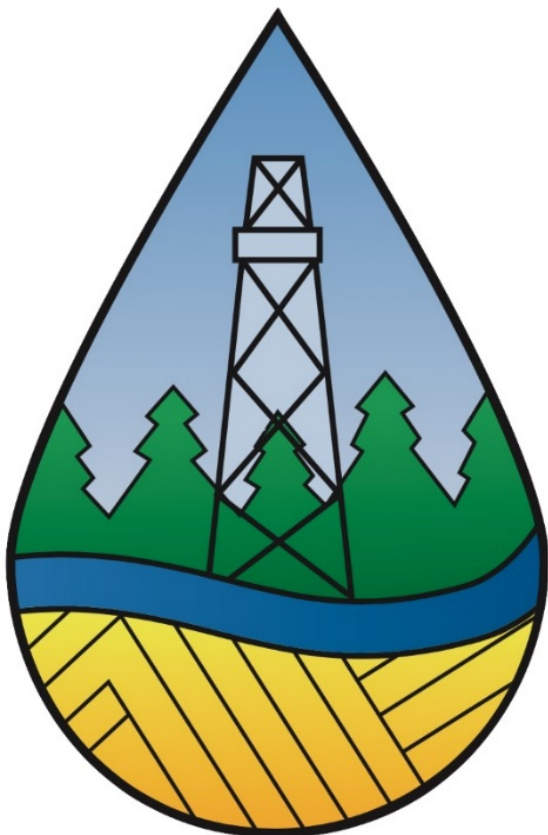
INTERNATIONAL EDUCATION

Marketing Plan 2022

Brian Campbell
bcampbell@prn.bc.ca

Table of Contents

Business Summary

Our Company

Peace River North School District International Education is a department headquartered in School District 60- Fort St John, British Columbia.

Mission Statement

School District No 60 is dedicated to providing world-class academic programs that prepare graduates well for college, university, and careers. International students benefit from flexible and fully developed programs taught by British Columbia government certified teachers in modern, well-equipped schools. Our small communities and institutions have an excellent staff/ student ratio and provide a supportive study environment.

SWOT Analysis 2022

As a department, we want to help the brand lean into what it does well, improve what it does not, capitalize on what it can do, and defend against what could challenge it.

Strengths	Weaknesses	Opportunities	Threats
Personal Attention	Lack of Homestay Space	Zoom	Competition from other School Districts
Good reputation	Not Vancouver	Info sessions for agents	Racism
Public Transportation	Increased competition	Working with agents	BC Offshore Schools
Nature	Lack of success stories	Canada is doing well with COViD.	Online Schools
Strong Team	Lack of Alumni contact		USA
Quick turnaround			BC Government
BC Brand			Pandemic
Price			COVID
Diversity			
Own Homestay Program			

Business Initiatives

SD60's International Student Program (ISP) has the ambitious goal of recruiting 55 FTE for the 2022-2023 school year. We will pursue the following initiatives in 2022:

Initiative 1: Increase students from Latin America

Description: Over the next 6 months, we will use paid Facebook and Instagram Ads to help the Social Media presence and increase Interactions with potential applicants. The target market for this Initiative will be Latin America, as it has its own Social Media Account.

Goals	KPI's
Increase Overall Applications from Latin America for September 2022 by 25% (=8 students)	• Interactions • Followers reached • Impressions

Goals	Tactics
Increase Overall Applications from Mexico for September 2022 by 25% (=8 students)	• Paid Ads • What I love • Zoom sessions

Tactics	Metrics
Paid Ads	• Engagement • Profile visits from paid Ad
	• Open rate • Click through Rate (CTR) • Conversion rate • Bounce rate • Number of unsubscribed
Zoom sessions	• Talking to potential applicants

Initiative 2: Increase students from Germany

Description: Over the next 6 months, we will use paid Facebook and Instagram Ads to help the Social Media presence and increase Interactions with potential applicants. The target market for this Initiative will be Germany, as it has its own Social Media Account.

Goals	KPI's
Increase Overall Applications from Germany for September 2022 by 25% (=15 students)	• Interactions • Followers reached • Impressions

Goals	Tactics
Increase Overall Applications from Germany for September 2022 by 25% (=15 students)	• Paid Ads • Zoom sessions (My Study Choice)

Tactics	Metrics
Paid Ads	• Engagement • Profile visits from paid Ad
	• Open rate • Click through Rate (CTR) • Conversion rate • Bounce rate • Number of unsubscribed
	• Overall Sales
Zoom sessions (My Study Choice)	• Zoom sessions organized by German agencies (mainly My Study Choice). Presenting our program to potential applicants.

Initiative 3: Awareness

Description: Over the next 6 months, we will work to create awareness of the ISP and implement an e – newsletter via Campaign Monitor to all agencies. In certain cases, we will target specific areas/countries individually.

Goals	KPI's
Increase engagement with agencies	• agent contacts
Increase overall sales in the current and emerging markets involved in SD60's ISP	• New applications

Goals	Tactics
Increase number of agencies	• Email Campaigns via Campaign Monitor • Customer relationship management
Increase overall sales in the current and emerging markets involved in SD60's ISP.	• Paid Ads

Tactics	Metrics
Email Campaigns via Campaign Monitor	• Track the open-rates from sent Emails
Customer relationship management	• Follow-up meetings
Paid Ads	• Engagement • Profile visits from Paid Ads

Initiative 4: Videos

Description: Over the next 6 months, we will work to create new videos of the SD60's international students to help the Social Media presence and increase Interactions with potential applicants.

Goals	KPI's
Promotion of SD60's ISP through authentic word of mouth	• Interactions • Followers reached • Impressions • Engagement

Goals	Tactics
Promotion of SD60's ISP through authentic word of mouth	• Paid Ads • 15 second videos of own international students (interviews)

Tactics	Metrics
Paid Ads	• Profile Visits
15 second videos of own international students (interviews)	• Engagement

Target Market

Industries

In 2022 we are targeting the following industries where we will reach out to potential customers.

Emerging our ISP markets:

In 2022 we will mainly look at the Spanish speaking Latin America countries, where we are already established. To be specific, this means Mexico, Chile, Peru, Argentina, Ecuador, El Salvador, Guatemala, Colombia, Uruguay and Costa Rica.

Competitive Analysis

Within our target market, we expect to compete with the following companies:

Topics / Competitors	Products we compete with	Other ways we compete
Lower Mainland School Districts	• Tuition costs • Homestay • Custodianship	These competitors are well established and have a good price point.
Canadian School Districts	• Tuition costs • Proximity to European countries	They have the ability to offer online classes.
BC Offshore Schools	• BC Curriculum • Less Costs • Closer to home	More countries offering BC Curriculum.
USA	• Costs. J-1	Many students have the American dream.
China	• China has been active in recruiting students to study • School Rankings • Costs	Opening of more international schools makes it cheaper and viewed as being safer.

Market Strategy

Product

The International Student Program will help to inspire youth around the world to study abroad in Peace River North's applied based learning environment, which features high-tech classrooms and an abundance of extracurricular activities.

Promotion

We will be able to achieve these goals by connecting with our local and overseas partners, education trade commissioners, parents and alumni.

People

We will work together to implement this plan. The District Principle and the International department will look after the social media and website updates.

Process

The information should be delivered to agents, parents and prospective students around the world through social media and virtual events. It should also be delivered through various forms of print and electronic material.

We should connect with alumni, Trade Commissioners, local and overseas partners to assist in delivering our message.

Marketing Channels

Over the course of 2022 we will launch and improve our use of the following channels for educating our customers, generating leads, and developing brand awareness:

www.studyinthepeace.com

This page is the main Information page for our customers where they can find any information about SD60's ISP.

SD60 ISP e-Newsletter

Provide news and stories about the International Student Program via Campaign Monitor to our agents and partners, tell success stories.

SD60 ISP

Provide information about the International Student Program. Lightweight, easy for transportation.

Facebook

The purpose of this channel is to share links, images, and posts to give a better sense of a ISP personality and character.

- @sd60international
- @peacerivernorthlatam
- @PeaceRiverNorthDeutschland

Instagram

Instagram's purpose is to promote our brand in a friendly, authentic way without hard selling to your customers. 80% of Instagram users have made a purchase based on something they discovered on the platform.

- @sd60international
- @ sd60internaitonal_latam
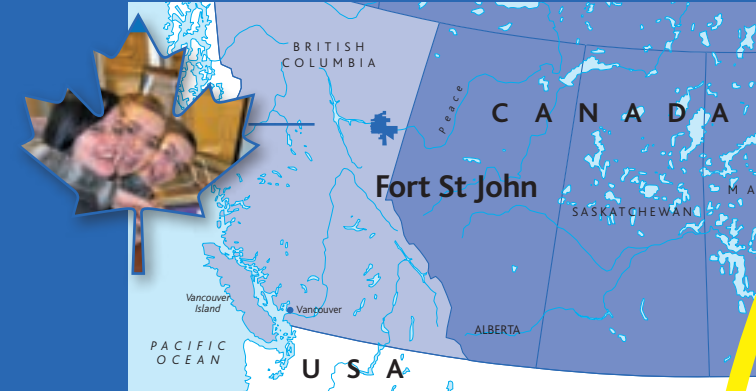- @ sd60international_germany

Graduation Destinations:

University of British Columbia

University of Northern British Columbia

University of Victoria

Simon Fraser University

Acadia University

University of Alberta

University of Calgary

University of Toronto

University of Manitoba

Ryerson University

Carleton University

McGill University

Queens University

University of Ottawa

University of Guelph

Thompson Rivers University

Northern Lights College

and many more...

Your Pathway to Post Secondary:

School District #60 has established partnerships with Northern Lights College to offer Dual Credit programming with options for qualified secondary school students. Dual Credit programs allow students in Grade 12 to gain credits towards secondary school graduation while also earning credits in a post-secondary academic course, vocational program, trade or Apprenticeship.

YOU COULD BE HERE

BRITISH COLUMBIA

CANADA

Fort St John

SASKATCHEWAN

ALBERTA

Vancouver Island

Vancouver

PACIFIC OCEAN

U S A

School District 60

Peace River North

10112 105 Avenue

Fort St. John, BC Canada

Telephone: 250.262.6000

www.studyinthepeace.com

Contact:

Email - international@prn.bc.ca

School District 60
Peace River North
Fort St. John, British Columbia, Canada

WHISPERING PINES

International students benefit from flexible and fully developed programs taught by British Columbia government certified teachers in modern, well-equipped schools. Our small communities and institutions have an excellent staff/student ratio and provide a supportive study environment.

Living in Homestay:

Our District will become a "home away from home" for students, who may choose to stay with carefully screened and monitored homestay families. Modern school facilities, a variety of course offerings, high academic standards, enjoyable cultural destinations, and the safety of our communities provide an ideal venue for international study.

Short Term or Full Year Academic Program:

Students are fully integrated with Canadian students in core subjects and elective classes. Classes are based on the British Columbia Ministry of Education requirements and include English, Robotics, Biology, Chemistry, Physics, Math, Calculus, Geology, Geography, History, Law, Social Justice, Art, Musical Theatre, Acting, Band, Guitar, Commercial Music Recording, Accounting, Computer Animation, Carpentry, Automotive, Machining, Drafting and Design, Food and Nutrition, Textiles, Yearbook, Outdoor Recreation, Physical Education, Hockey, Spanish, German, French, Child Services, Family Management, and many more!
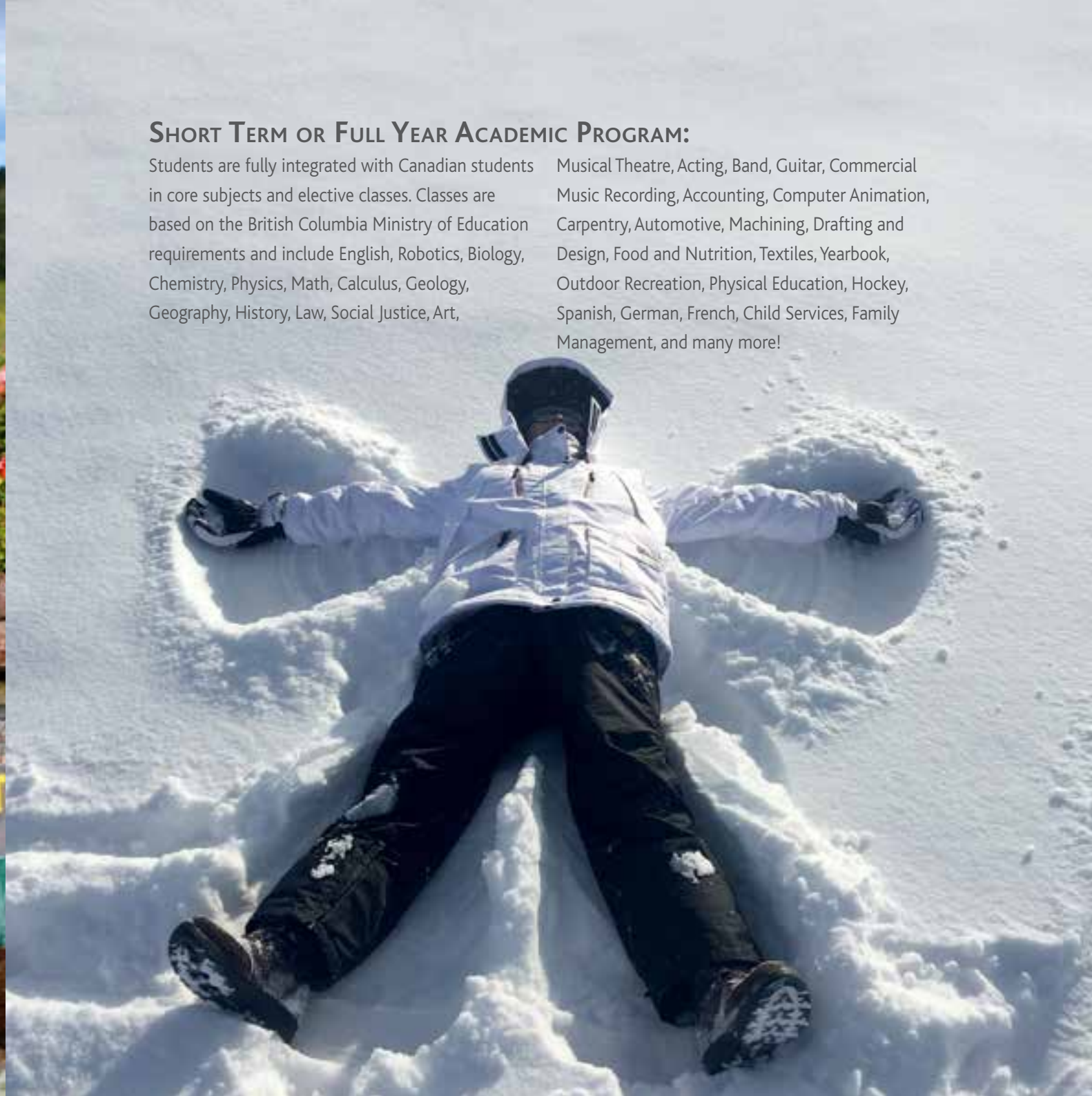
British Columbia Graduation Program:

This is a three year program for qualifying students to obtain a British Columbia Graduation Diploma. The program is for high-achievers, serious about education and academic success. Credit may be given for equivalency granted for courses taken in the students home country.

Fort St John:

Fort St. John consistently ranks as one of the top cities to live and work in British Columbia based on the following factors:
Income Growth- 27.3%
Average household income - $126,850
Average income, 35 and under - $105,086
Population growth - 35%

TAYLOR ELEMENTARY SCHOOL
FRAMEWORK 2021-2022
Taylor Tigers Song

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

Communication

Tiger News - https://bit.ly/3zbAVHc

Facebook Page: https://www.facebook.com/sd60taylor

Website: https://taylor.prn.bc.ca/

Freshgrade & SeeSaw - Classroom teacher platforms for regular communication with families

Taylor Elementary
Framework for Enhancing Student Learning 2021-2024

Goal 1: Improve reading comprehension and fluency in Grades 1-6.
Goal 2: To improve students' performance in the knowledge, skills and attitudes related to Mathematics and problem solving.
Goal 3: Increase Student Social/Emotional Competency

Introduction

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 thirty students attending our school. We have eight teaching staff, and five support staff working with our students. Within the school, a Strong Start Program operates, which has become an early learning part of our community and created strong bonds with students before they enter kindergarten here. We are a pilot school for the Ministry's Seamless Day Kindergarten Program.

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 Indigenous learning into the school, utilizing our Indigenous 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).

Taylor's unique setting provides outdoor activities that are not found in many schools. Our students have access to a hill that is utilized 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, pickle ball court, 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.

Framework Development Process

Staff met in September on planning day and reviewed the Framework goals from the previous year. Throughout the school year staff will continue to work on Framework goals at monthly staff meetings and weekly school based team meetings. Where possible classroom formative and summative data is collected on a regular and ongoing basis and strategies are adjusted throughout the school year.

What the Evidence Tells Us…..

Ongoing strategies and structures need to be in place:
- Whole school collaboration proposal to support Framework planning
    - Teachers provided release time from staff development funding for planning for goal areas.
- Individual or small groups of teachers collaboration or coaching requests.
- Class Review conversations in October and throughout the school year based on needs.
- Framework Updates and work on goals at staff meetings
- Weekly School Based Team Meetings
- Framework Timeline & Action Plan for staff.

Focus

A systemic and collaborative approach to improving student achievement.

Goal 1: Increase reading fluency and comprehension rates

Objective 1.1: Improve Reading fluency and comprehension success in grades 1-6

Key Strategies

- 0.2 Reading Intervention Teacher - focusing on yellow/red readers in Grades 2 & 3.
- Guided Reading Collaboration in Primary classrooms - sharing of students.
- Home Reading Program in Kindergarten to Grade 3
- Home Reading Strategies Slideshow & Parent Session - Zoom - https://bit.ly/3J35YtP
- Heggerty Phonemic Awareness Pilot Program - Kindergarten/Grade 1
- Research Reading Fluency Program in Intermediate classrooms (6 minute reading solution) that can be administered classwide and or by a teaching assistant
- Guided Reading and Home Reading resources updated.

- Grade 1 Data wall initiated in January and updated throughout the remainder of the school year - with school based team input for intervention.
- Data wall for at risk readers in Grades 2 & 3, updated formally 4 times a year
- Adrienne Gear and SMART reading strategy instruction
- Ongoing professional development in relation to reading data with the school team.
  - Reading Record Practices
  - Observation Survey - Marie Clay - LA training
  - Prompting and Cueing for Balanced Cueing systems
  - Guided Reading lesson planning

Literacy Photos

"Choosing Home Reading Books"

"Read to self in Grade 1"

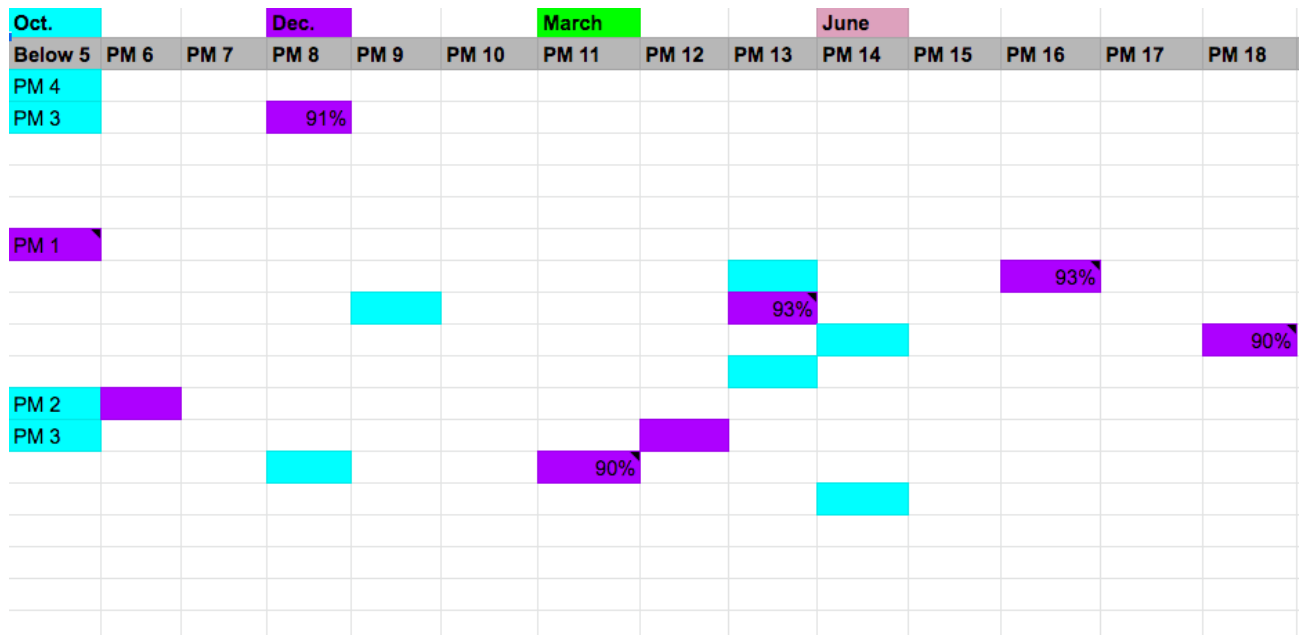## Indicators/Evidence -

- Grade 2-3 "At Risk Reader's" Data wall
- Grade 1 Reading Data wall
- ASSESS - District Reading Data - October and June

Targets

- Increase percentage of students meeting expectations for Grades 2 & 3 - move red readers to yellow, move yellow readers to green this school year.
- Track students identified as red/yellow in Grade 2 and 3 for the next 3 years.

"Grade 2-3 At Risk Readers Literacy Data Wall"

Oct.			Dec.			March			June				
Below 5	PM 6	PM 7	PM 8	PM 9	PM 10	PM 11	PM 12	PM 13	PM 14	PM 15	PM 16	PM 17	PM 18
PM 4													
PM 3			91%										
PM 1											93%		
								93%					
													90%
PM 2													
PM 3						90%							

Alignment of Resource Allocations With This Goal:

- O.2 Reading Intervention Teacher
- Guided Reading Inventory and Update Resources
  - Focus on Non-fiction text in the Grades 1-3 range.
  - Add guided reading books with indigenous content to the book room.
- Reading Fluency Passages - for whole class and individual reading fluency practice

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What's next?
- RAZ kids - online reading program that can be used in the classroom and at home - https://www.raz-kids.com/
- Concepts about Print data - Kindergarten

Goal 2: To improve students' performance in the knowledge, skills and attitudes related to Mathematics and problem solving.
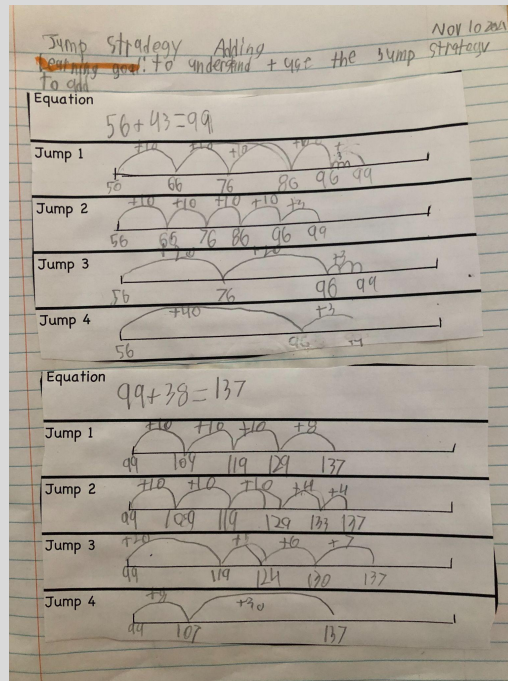
Objective 2.1: Improve numeracy skills

Key Strategies

- Math Assessment and Practice (MAP) Grades 4-6 - including the "Zoom In" on sections of the MAP
- Mathletics online Math program - Grades 3-6
- Math Seeds - Grades 1 & 2
- Review math manipulative access in each classroom and update resources where needed.

Numeracy Goal Photos
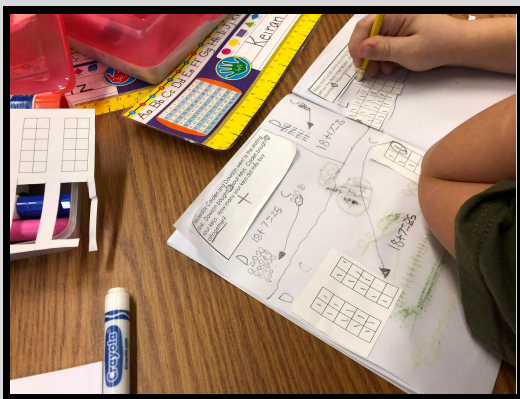
"Teaching through problem solving"

Interactive Math journals

"Teaching the Jump strategy"

Indicators:

- MAPS results Grade 4-6
- FSA Grade 4 results

Alignment of Resource Allocations With This Goal:

- Mathletics Licenses - Grades 3-6
- Coaching and Collaboration
- MAP/numeracy support
- Math manipulatives

Goal 3: Social and Human Development

Focus

A strong foundation in Social Emotional Learning is key to engagement and academic success.

Objective 3.1: Increase School SEL Team's understanding of the CASEL Framework

Key Strategies

- Teacher collaboration for SEL curriculum and strategies.
- Staff "Kids These Days" book club - monthly - led by teacher facilitator
- All staff completed the CASEL Indicators of School-Wide SEL Survey
- Determine SEL inquiry focus - student relationships and start on inquiry this year and continue into the 2022-2023 school year.

Objective 3.2: Improve student's sense of belonging and leadership skills within the school and larger community

Key Strategies

- Rebuild Tiger Matrix - align with Tiger Song - Imovie
- Review code of conduct - update major/minor behaviors with staff
- Rik Leaf visit & video for community
- WITS program taught in classrooms and WITS links/materials shared with families.
- Leadership club to focus on Spirit days and other leadership activities
- Peer Lunch leaders - Grades 4-6
- Media leaders - Facebook student videos
- Improve ASSESS incident tracking data input by staff
- Breakfast & Snack program
- Teacher School Home communication platforms = Freshgrade & SeeSaw
- Community partnership - events/access to community facilities (rink, golf course..)

Peer Lunch Leader Program

Indicators/Evidence

- ASSESS portal - incident documentation
- Student survey
- School Facebook page posts

Targets

- Teaching staff will input incidents on ASSESS on a regular as needed basis.

Alignment of Resource Allocations With This Goal:

- Rik Leaf visit - December 6-10
- "Kids These Days" professional resource for all staff.
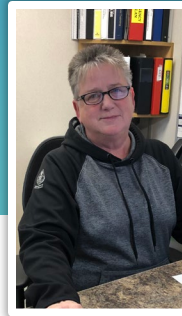- Food Security funding

"We all have the same goal but we may take different paths......"

"Sometimes we might need to carry each other..."

"It takes a team..."

"Remember to take a breath and enjoy the moment!"

https://youtu.be/Ddi0AgvWgRk

Operations Update

February 7, 2022

Facilities

- Refurbished shop tables and started on bathroom renovations at Dr. Kearney
- Provided training for water system and purchased a new generator at Cameron Lake
- Renovations at Taylor School staff room completed
- Upper Halfway Gymnasium – continue to work with Ministry on costing
- A dust collector is being installed at North Peace Secondary School

Safety & Custodial

- A survey on the status of custodial services has been sent to administrators
- Discussed the deployment of rapid tests when they arrive from Ministry
- Head Custodians are working on Custodial Equipment Inventory at their locations
- Safety plans are being updated

Transportation

- Eight buses needed to be brought in January for an annual CVIP inspection. This is a scheduled inspection; buses are split up throughout the school year to allow for time to perform the inspections as well as keep up with regular repairs and maintenance
- First week of January provided us with very difficult road conditions that resulted in some route cancellations during the week of January 4-7th
- The addition of another mechanic has been very beneficial. The department is now able to keep up with regular services and gaining ground on repairs. Have also been able to start repairing some units in the Facilities department.
- Outlying areas (ie. Clearview, Upper Pine, Prespatou, Hudsons Hope) now have spare drivers
- Active recruitment for more drivers continues