School District #60 (Peace River North) Committee of the Whole Regular Meeting Monday April 11, 2022 @ 1:30 p.m.

Monday, April 11, 2022 @ 1:30 p.m. AGENDA

Education

1. Education Update

Stephen Petrucci, Superintendent

Framework Presentations (Attachments)

- a) Bert Bowes Middle School (1:30 2:00 p.m.)
- b) Dr. Kearney Middle School (2:10 2:40 p.m.)
- c) Cameron Lake Outdoor Education Centre (2:45 3:10 p.m.)
- d) Alwin Holland Elementary School (3:15 3:45 p.m.)

Governance

- 1. Board Retreat July 4, 2022 (Potential Date)
 Helen Gilbert, Board Chair
- 2. Chamber of Commerce (Attachment)
 Angela Telford, Secretary-Treasurer
- 3. Registering Ukrainian Students Stephen Petrucci, Superintendent

Human Resources

Operations

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



SD60 Environmental Education (Chieron



Cameron Lake Environmental Studies Center





An Outstanding Foundation

The unique opportunity that this facility holds is in its ability to nurture indepth outdoor education and provide a natural setting to explore and reference environmental topics with in a personal and hands-on way.

The goal is to develop a program that functions well on site and in partnership with the classroom setting.



Outdoor Education

Experiential Learning For A Healthy Lifestyle





Outdoor Education

PROGRAM OBJECTIVES

SAFE RECREATION AND HEALTHY LIFESTYLE

INTERPERSONAL SKILLS DEVELOPMENT

ENVIRONMENTAL EDUCATION

Guide students through safe practices when recreating outdoors.

Teach recreation activities in a way that promotes fitness and healthy lifestyle.



Provide activities that encourage confidence building, problem solving, independence, negotiation skills, and creativity

Create situations where students can succeed at leadership and team roles.



Encourage a healthy understanding of the environment and our relationship with nature.

Include elements of environmental learning to all activities.



SD 60 Environmental Education

A Modern Approach

Environmental Education

KEY COMPONENTS OBJECTIVES

EARTH SCIENCES ENVIRONMENTAL MANAGEMENT TECHNICAL APPLICATION CAREER SUPPORT

Create and provide
Elementary lessons
teaching earth science
and foundational
environmental ecology.

Build on the classroom relationship to the program

Include environmental management concepts to lesson plans, increasing depth incrementally by grade level.

Practice scientific method in data collection and research

Have students participate in related research projects

Expose students to environmental career types and function.

Providing a professional experience for students.

Improve the skillsets of students by teaching methods and techniques used in the field.

Provide students with knowledge about the various environmental degrees and related career requirements.

Offer counselling for Post-Secondary education related to environmental study.

Beyond the Woods

SHARED RESOURCES FOR OPTIMAL SUCCESS



CLASSROOM PARTNERSHIP

- Coordinate in-class learning with the lessons provided at the facility.
- Ensure that on-site activities are an extension of classroom environmental learning content.

LESSON AND ACTIVITY SHARING

 Have curriculum and activities available on the website so that teachers may access and use the content in class.

CLASSROOM ENGAGEMENT

- Provide engaging and informative themed presentations to classrooms.
- Provide Environmental Learning boxes on loan to classrooms that include everything needed for specific lessons or activities

In-Class Presentations







ANIMAL ADAPTATION
GAME

ANIMAL TRACK
INVESTIGATION

SKULL FEATURE STUDY

Alignment with SD60 Strategic Plan

Four Over-Arching Strategies

- Educational Programming Focused on Student Outcomes.
- Ethical Leadership Focused on Relationships and Continuous Improvement.
- Exemplary Management Practices Focused on Aligning Resources for Optimal Results
- Engaged Governance Focused on Advocacy, Accountability and Community Partnerships

SD 60 Framework

Aligning Key Objectives



- Objective 1.1
 (Increase Indigenous Engagement & Achievement)
 - Include Indigenous Environmental content in the curriculum



- Objective 3.3
 (Environmental Career Education and Technical Application)
 - Career Exposure, Technical Skillset Development and Post Secondary Support







Alwin Holland Elementary School

Framework for Enhancing Student Learning 2021/2022

Students

190 Amazing Kids - Kindergarten to Grade 6 58 Students (31%) Aboriginal Ancestry 8 (4%) ELL Students 25 (13%), Students with Ministry Designations

Student Opportunities

Sports Teams Library Club Leadership Student Canteen Helpers **Student Lunch Monitors Beginning Band** Science Fair Clubs **Lunchtime Gym Activities**

Playground Ambassadors

Our Supports

Supportive PAC Parent/Guardian Volunteers District Itinerants (Autism, Speech, Vision, Hearing, PT/OT) Math & Literacy Coaching **Complex Behaviour Support Technology Support** Counselling **Before & After School Child Care Pomeroy Hotel & Conference Centre Breakfast Club of Canada**

Staff

- 34 Incredible Staff (FT & PT)
- 9 Classroom Teachers
- 1 Learning Assistant
- 2 Prep Teachers
- 1 Teacher-Librarian
- 11 Educational Assistants
- 1 Indigenous Youth Care Worker
- 1 Youth Care Worker
- 1 Meals Coordinator
- 2 Administrators
- 1 Secretary
- 2 Custodians
- 1 Itinerant Counsellor
- 1 Itinerant Resource Teacher

Communication

Regular Newsletters

Website |

Facebook

Monthly PAC Meetings

Fresh Grade

Class Newsletters

Agendas

Phone Calls

Monthly Calendars

Piloting New Reporting Order

Events

Morning Muffin Meet & Greet Family Day Breakfast School-Wide Christmas Lunch **Monthly Assemblies Remembrance Day Assembly Christmas Activities Dress Up Days** Colour Team Challenges Cabin Fever Day **Fire Safety Week Term Celebrations** Terry Fox Run/Fundraiser Jump Rope for Heart Food Drives **Talent Show**

Social & School Community Programs

Canteen **Breakfast Program** School Meals **School Culture** SEL

Counselling Ready, Set, Learn Welcome to Kindergarten

Buddies

Colour Teams

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

Strategies

Counselling
Targeted Classroom Lessons
Office Breaks to Provide Quiet Space

Group Counselling
Clubs
IYCW, YCW Support
After School Support
School Teams
Canteen, Library Lunch Helpers
Self-Regulation Rooms
Art Journalling

Interact with students at the beginning/end of day
Clubs & Intramurals, Tribes
Buddies, Big Big Buddies
School Wide Breakfasts, Muffin Meet & Greet
Christmas Lunch
Christmas Activities (Concerts, Mingle Jingle, Dance)
Class Meetings, Sharing Circles
Playground Ambassadors
Youth Care Worker, Mind Up Lessons
Building Community
Pleasing Physical Environment
Trauma-Informed Practice Training (All Staff)
OT Review of Activities/Function of Self-Reg Rooms (EAs)

Rationale/Background

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

Evidence/Data Collection

School Connectedness Survey - Spring 2021
Students answered with: Not at All, Sometimes and Most of the Time

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

Discussion

Grade	1	2	3	4	5	6
Happy at School	67%	52%	55%	50%	62%	65%
At least 1 Adult to talk to	78%	76%	73%	50%	43%	50%
Sense of Belonging	39%	68%	50%	50%	38%	85%
Feel Safe	44%	68%	73%	68%	76%	85%

Percentage of students who answered 'Most Times'.

Spring 2022 data will use the terminology: rarely, sometimes, usually and consistently. There is concern that there is a reluctance to choose the top option.

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

Strategies

Alert Program
Office Breaks

Playground Ambassadors
Canteen Helpers
Library Helpers
Sports Teams

Clubs: Math, Library
Buddies, Big Big Buddies
Classroom Jobs
Sports Teams
UDL
Reflection
Core Competencies

Rationale/Background

Our Employability Skills data from Spring 2021 indicated concerns with risk-taking, resilience and asking for help. Students need to feel safe in order to take risks and ask for help. A lack of resilience can result in disappoint, behaviour concerns, etc.

Evidence/Data Collection

Employability Skills Data (March 2020)*

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

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

Discussion

	Risk Taking	Extra Help	Resilience
Grade 1	52%	68%	58%
Grade 2	55%	79%	76%
Grade 3	88%	83%	92%
Grade 4	71%	67%	81%
Grade 5	57%	67%	72%
Grade 6	57%	52%	72%

Percentage of students who are usually or consistently demonstrating these skills.

(Survey results are from Spring 2021 - these are the current grades.

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

Strategies

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

Learning Assistance - Small Groups
Talking Tables
Guided Reading
Buddy Reading

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

Rationale/Background

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

Evidence/Data Collection

Data - To be collected in June 2022.
Reading Levels
Upper/Lower Case Letter/Sound Identification

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

Discussion

Staff have been communicating concerns with the learning assistant on a regular basis.

Intensive reading intervention for 6 weeks in the Fall of 2021.

Learning Support Funds - increase reading interventions.

Data will be collected in June in order to plan for next year.

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

Strategies

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

Speech-to-Text
Individual Word Lists
iPads
Computers
CWT

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

Rationale/Background

Writing is a necessary skill for life.

Evidence/Data Collection

Data will be collected in June 2022

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

Discussion

Historically students who are meeting reading expectations have been meeting writing expectations. Those with weaknesses have been targeted with literacy support.

Specific data will be collected in June 2022, and this will be used in planning for next year.

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

Strategies

Scribe Reader Touch Math

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

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

Rationale/Background

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

Evidence/Data Collection

Term Data - June 2022

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

Discussion

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

Specific data will be collected in June 2022, and this will be used in planning for next year.



Facilities

- Cameron Lake looking at solar panels for additional capacity
- There was a break in at the Cameron Lake site the beginning of March. There were items stolen, as well as minimal damage to the gate. There was a police report filed and we are in the process of putting a claim in with insurance.
- There were several projects being worked on over Spring Break by facilities
 - Updated lighting at NPSS, HH, BBMS, and DKMS,
 - o Upper Pine maintenance done on flooring and classrooms over Spring Break
 - PA system upgrade at NPSS
 - Many items addressed that are much easier to be done when the schools are empty

Safety & Custodial

- Rapid Test kits have now been distributed to all staff and students
- Prespatou School basement has been sprayed to improve air quality
- Custodial meetings and inspections took place over Spring Break
- Brogan Safety conducted fire safety inspections over Spring Break
- · Refresher Akuter courses are being provided to staff
- Hearing/Fit Testing taking place April 21, 2022
- Level II First Aid Training taking place April 22, 2022
- Lead Tests Results 2022 (Attachment)

Transportation

- Bus replacements are arriving this month
- Bus hoist installation is currently underway; the ground has been dug up, as well as the concrete has been poured
 - We are waiting for the hoist to arrive by mid April; anticipating conclusion of project for end of April or beginning of May

School District 60 TOTAL RECORDABLE INCIDENTS BY CAUSE 2021 / 2022 YTD (July - February) District Statistics Viol... 10... 4.Iffs... 30... Fall... 10... Cutt... 20...

TYPE OF INCIDENT					
Lifting / Strain / Twist	3	Violent Incident	1		
Fall / Slip / Trip	1	Motor Vehicle Accident	0		
Cut / Struck By / Crush	2	Property Loss / Damage	0		
Repetitive Motion	0	Hazardous Condition	3		
TOTAL REC	CORDA	BLE INCIDENTS 10			

Technology

- Phone system was replaced at the Board Office over Spring Break
 - o They seem to be working well and issues are being worked out as they come up

LEAD TEST RESULTS 2022

LOCATION	DATE OF SAMPLE	RESULTS
ALWIN HOLLAND	January 18, 2022	<0.0001 / 0.0022
ANNE ROBERTS YOUNG	January 15, 2022	<0.0001 / 0.0004
BALDONNEL	January 20, 2022	0.0016 / <0.0001
BERT AMBROSE	January 19, 2022	<0.0001 / 0.0015
BERT BOWES	January 18, 2022	<0.0001 / 0.0015
ADMINISTRATION OFFICE	January 14, 2022	0.0017 / 0.0023
BUICK CREEK	January 25, 2022	0.0029
CENTRAL	January 18, 2022	0.0045 / 0.0022
CHARLIE LAKE	February 23, 2022	<0.0001 / 0.0016
CLEARVIEW	January 27, 2022	0.0022 / <0.0001
CM FINCH	January 18, 2022	<0.0001 / 0.0018
DR. KEARNEY	February 09, 2022	0.0026 / 0.0022
DUNCAN CRAN	February 12, 2022	0.0017 / 0.0014
ELC	January 17, 2022	0.0016 / <0.0001
FACILITIES	January 12, 2022	0.0020 / 0.0011
HUDSON'S HOPE	February 17, 2022	<0.0001 / 0.0009
MA MURRAY	February 17, 2022	0.0005 / 0.0022
NPSS	January 18, 2022	< 0.0001 / 0.001
PRESPATOU	February 01, 2022	<0.0001 / 0.0003
ROBERT OGILVIEE	January 18, 2022	<0.0001 / 0.0020
TAYLOR	January 17, 2022	<0.0001 / 0.0018
TECHNOLOGY / INDIGENOUS	January 14, 2022	0.0004 / 0.0010
THE KEY	January 14, 2022	0.0033 / 0.0008
UPPER HALFWAY	February 03, 2022	0.0012 / <0.0001
UPPER PINE	March 02, 2022	.0018 / <0.0001
WONOWON	February 14, 2022	<0.0001 / 0.0024

MAXIMUM ALLOWABLE LIMIT IS .005mg/L