

SCHOOL DISTRICT #60 (PEACE RIVER NORTH)
COMMITTEE OF THE WHOLE
“REGULAR” MEETING MINUTES

MONDAY, APRIL 11, 2022
1:30 P.M.

Present: Helen Gilbert, Chair, Board of Education (*via Zoom*)
Madeleine Lehmann, Vice-Chair
Ida Campbell, Trustee
Nicole Gilliss, Trustee
David Scott-Moncrieff, Trustee
Bill Snow, Trustee

Stephen Petrucci, Superintendent
Angela Telford, Secretary Treasurer
Leah Reimer, Recording Secretary

Guests/Media:
Michele Wiebe, PRNTA President
Jennie Copeland, CUPE Local #4653 President

Regrets: Erin Evans, Trustee

Education Update

Stephen Petrucci, Superintendent

Framework Presentations

- a) Bert Bowes Middle School (1:30 – 2:00 p.m.) (*via Zoom*)
Jason Gill, Administrator
 - Presentation was made and questions fielded from trustees
- b) Dr. Kearney Middle School (2:10 – 2:40 p.m.)
Tanya Braun, Vice-Principal
 - Presentation was made and questions fielded from trustees
- c) Cameron Lake Outdoor Education Centre (2:45 – 3:10 p.m.)
Lorenne Hamre, Coordinator
 - Presentation was made and questions fielded from trustees
- d) Alwin Holland Elementary School (3:15 – 3:45 p.m.) (*via Zoom*)
Jerelyn Orcutt, Administrator & Laurie Petrucci, District Vice-Principal Technology
 - Presentation was made and questions fielded from trustees

Trustee David-Scott Moncrieff joined the meeting @ 4:05 p.m.

Governance

Board Retreat – July 4, 2022 (Potential Date)

Helen Gilbert, Board Chair

- July 4, 2022 with a dinner and possibly July 5, 2022 morning, if needed

Chamber of Commerce

Angela Telford, Secretary-Treasurer

- Renewal is attached
- Haven't participated in the events in the last couple of years due to the pandemic, however plan to take advantage of meetings, luncheons, etc. going forward
- There is value in supporting the Chamber as they provide information on what's going on in the community as well as partner with our district (ie. coupon books)

Registering Ukrainian Students

Stephen Petrucci, Superintendent

- The Ministry of Education and Federal Government are in discussions regarding how to support families coming from the Ukraine
- We have had one student register in our school district who has a family connection. May have more coming in the future

Human Resources

Operations

Operations Report

Angela Telford, Secretary-Treasurer

- For information purposes
- Having supply chain issues in all areas...can anticipate adding six weeks onto the timelines
- We've received extensions from Ministry on some of our COA's until the end of June
- Cameron Lake break in updates – insurance claim has been started. Waiting for replacement purchase and then will send in

- Rapid tests – some delays due to transportation issues and then getting them home with students. Everyone received one. There are now extras at schools
- Custodial surveys were filled out by administrators and brought feedback forward to the custodians. Will follow up with Sabrina on results.

BERT BOWES

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BERT BOWES MIDDLE SCHOOL

Engaged

Willing to be Adventurous

***And take Ownership
of their learning!***



BERT BOWES MIDDLE SCHOOL

Through structure, resources and technology,
we promote

Meaningful and Authentic
learning experiences



BBMS **CONTEXT**



Transition, transitions, transitions!!

560 grade 7-9 students

The role of Student Leadership and the Teacher Advisory Group

Wide selection of programs and courses to enrich the Middle School experience

Staffing complement of f 27 teachers, 1 LAT, 1.5 Counsellors, Librarian, 1 Transition Coach, Jr. Alternate Teacher, 1 Indigenous Support Worker, 2 Youth Care Workers, 13 Educational Assistants.

FRAMEWORK GOALS...

To improve student responsibility and develop quality citizens.



Bert Bowes Middle School

Social Emotional Learning & Positive School Culture

"PAWS" Matrix 2021



PAWS	All Settings	Classroom	Hallway / Lounge	School Grounds	Gym	Communication Cell phone use:text, games, etc
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PAWS

Positive

pos•i•tive (adjective) –

having a good effect <a *positive* role model>

marked by optimism <the *positive* point of view>

Accountable

ac•count•a•ble (noun) –

responsible to someone or responsible for your action/s; answerable <I will hold myself *accountable* for my actions>

Willing

will•ing (adjective) –

acting or ready to act gladly <*willing* and eager to help>

Safe

safe (adjective) –

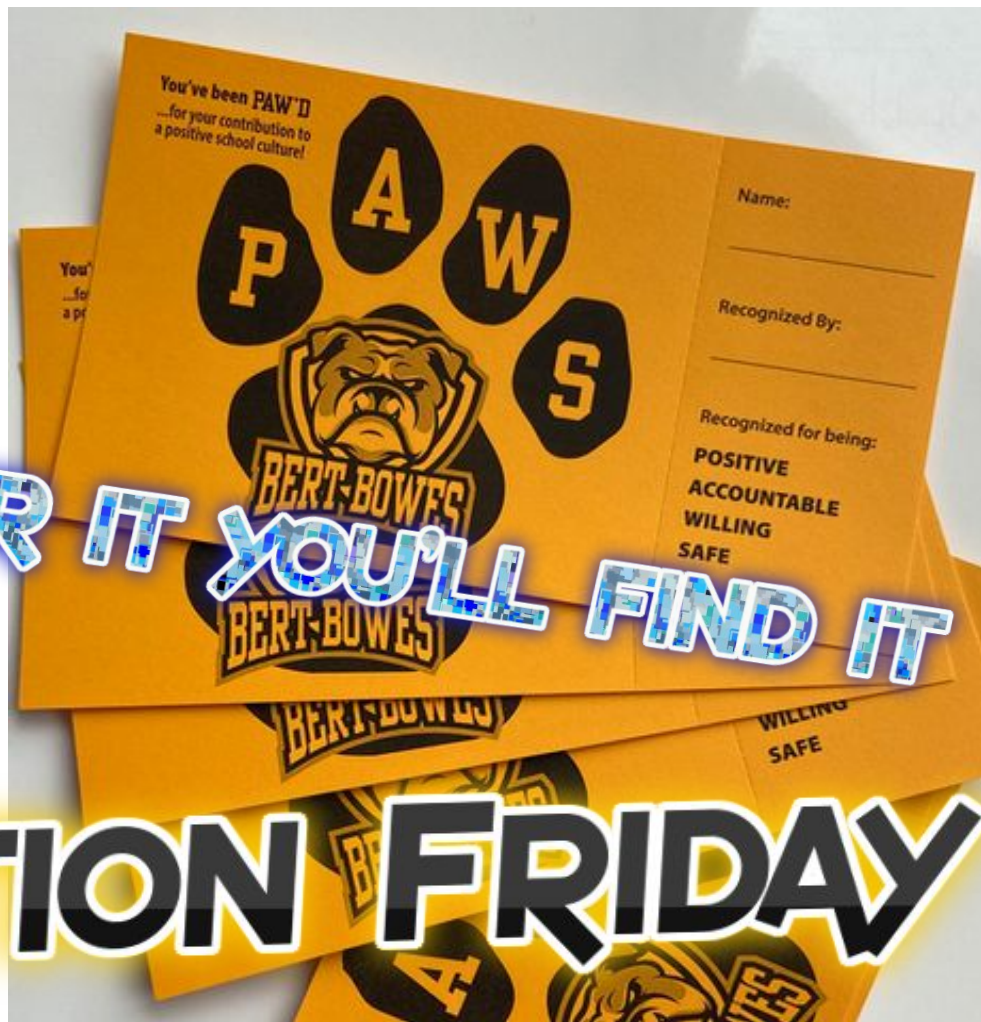
secure from threat of danger, harm, or loss <they were *safe* in the neighborhood>





IF YOU LOOK FOR IT

YOU'LL FIND IT



RECOGNITION FRIDAY

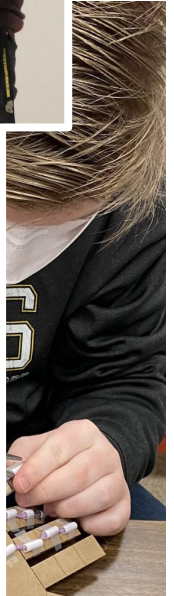
FRAMEWORK GOALS...

To improve student responsibility and develop quality citizens.

All students will be empowered and engaged in their learning



..... **Cue The Photos.....**

















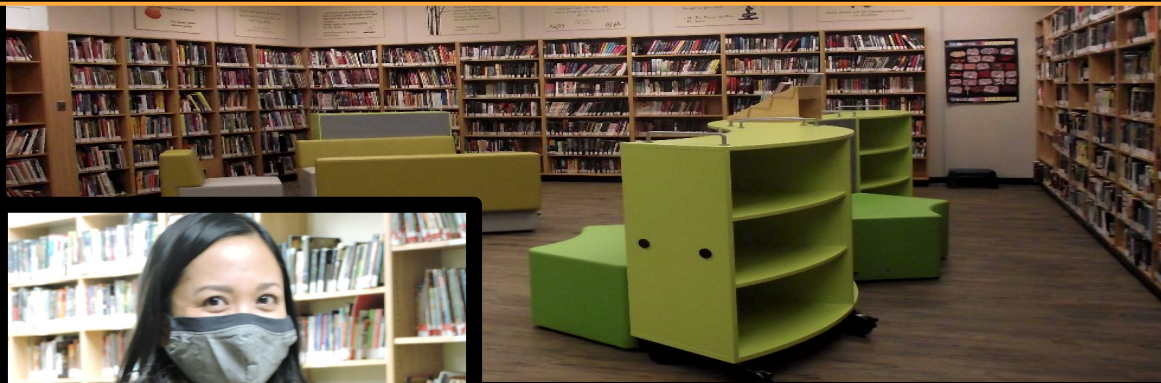
FRAMEWORK GOALS...

To improve student responsibility and develop quality citizens.

All students will be empowered and engaged in their learning

PBIS ~> SEL @BBMS

SOCIAL EMOTIONAL LEARNING (SEL)



ADST

Applied Design, Skills, and Technologies

**KEEP
CALM
AND
CARRY
ON**

STUDY CENTER

MAKER SPACE

THEATRE

YOGA

SNOEZELEN SENSORY ROOM



SOCIAL EMOTIONAL LEARNING (SEL)

IN A
WORLD
WHERE YOU CAN
Be anything
BE KIND



AS RESEARCH SHOWS...

strengthening students' sense of self in their school community actually increases their motivation to learn and their aspirations for greater knowledge and academic achievement (Zins, Bloodworth, Weissberg, and Walberg 2004).



FRAMEWORK GOALS...

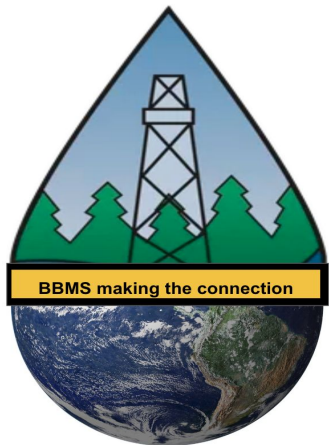
To improve student responsibility and develop quality citizens.

All students will be empowered and engaged in their learning

PBIS ~> SEL @BBMS

Careers curriculum development incorporating local context

*Learning from
experts
in the local context
Growing into
members
of the global
community*

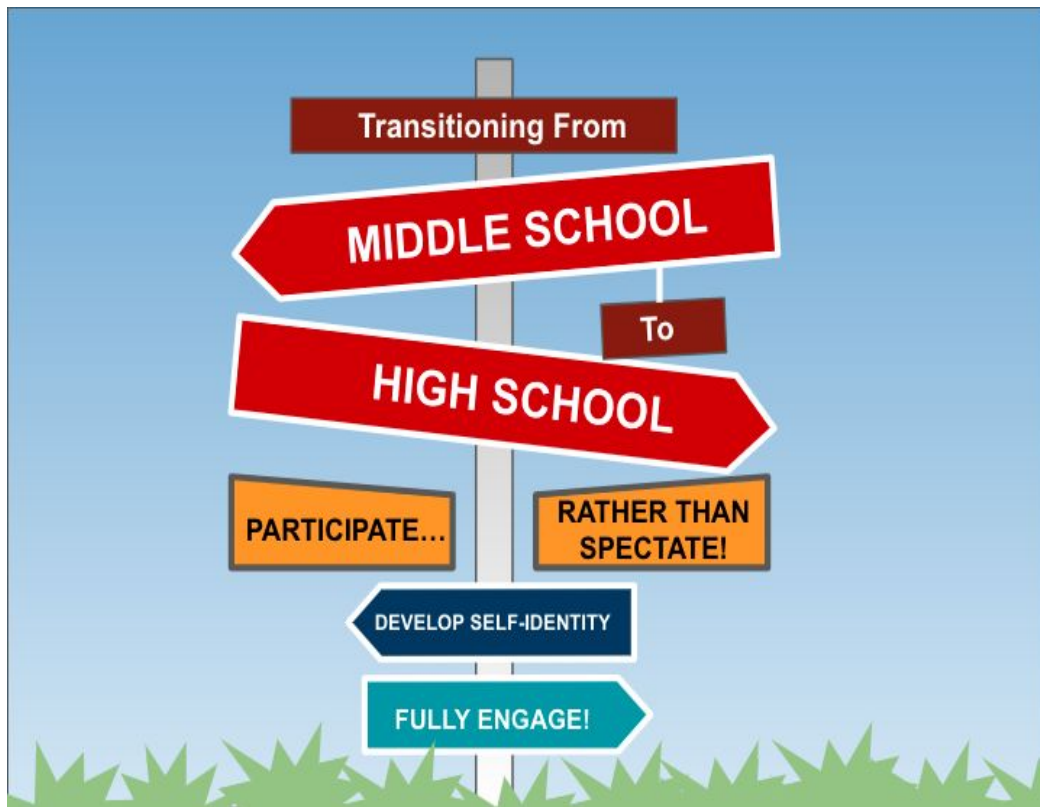


Meaningful and Authentic Learning Experiences

Empowered and Engaged



GOALS...PLANS...MOVING FORWARD!!!





School District No. 60 (Peace River North)
Framework for Enhancing Student Learning



SCHOOL NAME: Bert Bowes Middle School

DATE: January 2022



VISION:

At Bert Bowes, community members strive together to build success for all. We have a caring, safe, healthy and welcoming environment where everybody belongs. We are engaged, willing to be adventurous and take ownership of our learning. Through *structure, resources and technology, we promote meaningful and authentic learning experiences.*

SCHOOL CONTEXT:

Bert Bowes Middle School is a Grade 7-9 school. In February, our enrollment was 559 with 201 (35.9%) Grade 7 students, 155 (27.7%) Grade 8 students and 204 (36.5%) Grade 9 students. Of the 581 students who attended Bert Bowes, 88 students (15.7%) were French Immersion students and 110 students (19.7%) had been identified of Indigenous ancestry. In the area of Special Education, 13.5% of Bert Bowes' students had been identified as meeting specific criteria for the Ministry's Needs list.

Bert Bowes has a staffing complement of 27 teachers, 1 LAT, 1.5 Counsellors, and a Librarian as well as a Principal and Vice Principal. Our school support staff consists of 3 secretaries, 1 Indigenous Support Worker, 2 Youth Care Workers, 13 Educational Assistants and 3 custodians.

Bert Bowes has a tradition of offering our students a wide selection of programs and courses. We are one of three schools in the District that offer the French Immersion program. In addition, we offered a large number of Fine Arts and Applied Skills electives for grade 9 students to select from. These electives included: Art, Drama, Theatre Performance, Metalwork, Woodwork, Foods & Nutrition, Fitness, and Clothing & Textiles. We also offered electives for French, Spanish, Peer Tutoring and Leadership. This year, our school scheduled all grade 8 students with two sampler classes consisting of the following courses: Foods, Drama, Woodwork, Digital Literacy, Art, and Music. We are also proud of our practice for integrating technology.

Our grade 7 students have the opportunity to take a variety of classes through exploratory courses. These courses include Foods, Woodwork, Digital Literacy, Textiles, French, Drama and Music.

SCHOOL CONTEXT (cont'd):

Bert Bowes Middle School continues to offer a Leadership program. Leadership students welcome our grade 7 students and help to make them feel comfortable throughout the first year of their Middle School experience. As positive role models, our Leaders are motivators and teachers who guide the grade 7 students to discover what it takes to be successful during the transition to Middle School, thus increasing success in their first year; more and more studies are showing that if students have a positive experience in their first year in Middle School, their chances for continued success are exponential. The Leadership class provides the structure for grade 7 students to receive support and guidance from grade 9 students who have been through the challenges that Middle School poses, and understands that the transition to a larger school can sometimes be overwhelming.

Bert Bowes Middle School continues to utilize Teacher Advisor Groups (TAG), in which all students are assigned to a teacher advisor who meets with their group of students on a daily basis. During TAG, students spend time with their advisor in the hopes of developing a closer student-teacher relationship and, in turn, promote a healthy transition through the Middle School years. As well, advisors continue to support students' social-emotional learning (SEL) through various lessons, activities, and small group conferencing within the TAG program. These SEL strategies are also incorporated into lessons by teachers at strategic times to assist with learning.

Goal: To improve student responsibility and develop quality citizens

Inquiry:

- If we explicitly teach school-wide expectations will student social responsibility improve
- If we continue to implement school-wide positive behaviour strategies and practices, will student social-responsibility improve

Strategies/Actions	Time	Responsibility	Indicators of Success
1. Use Benchmark of Quality Survey with staff to determine levels of implementation of our school-wide positive behaviour support systems.	September Planning Day	Administration to administer survey and PBS committee to analyze.	When survey is re-administered in September, 2021 we will see increased levels of understanding and implementation (more 'in-place' and less 'I don't


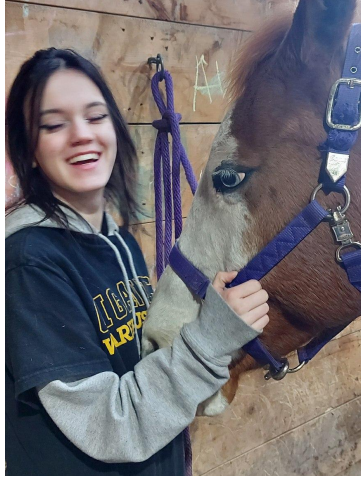

			know' or 'not in place' responses)
<p>2. a. Based on results from both the staff BOQ and the PBS Committee BOQ, the PBS/SEL committee will develop an action plan to address areas indicated as 'not in place' or 'partially in place'</p> <p>2. b. Develop booster lessons</p> <p>2. c. Develop and introduce staff recognition system</p> <p>2. d. Develop system/opportunities for students to use PAWS cards to recognize peers and staff</p>	November 2021 to March 2022	PBS/SEL Committee	When survey is re-administered in the Spring of 2022 we will see increased levels of understanding and implementation (more 'in-place' and less 'I don't know' or 'not in place' responses). Pro-D sessions offered in year 1.
<p>3. We will implement school-wide PBS initiatives such as PAWS lessons, Office Discipline Referral Procedures, accessing menu of supports, PAWS recognition system, teaching of school-wide behaviour expectations, bullying prevention and response lessons, Community Building in Teacher Advisory.</p>	Ongoing and based on results from the BOQ issued in September	PBS/SEL Committee and Staff	Establish a baseline for monthly PAWS postcards awarded. Track and communicate to staff each month along with ODR data.


Goal: All students will be empowered and engaged in their learning.

Inquiry:

- If we focus on research based strategies and practices that support diversity, will students acquire the skills that will help them become lifelong learners.

Strategies/Actions	Time	Responsibility	Indicators of Success
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<p>Student Support~In response to the changing needs of our students, the School Based Team has been working with members of the District and the community to come up with ways to support those who sometimes need more than we can offer within our regular schedule:</p> <p>1a. Career groups facilitated by Mel Carew and Monica Conway.</p> <p>1b. After School Boy's Group (both Middle School students) with one of our Youth Care Workers (Sam Ashoula).</p> <p>1c. Swimming and Gymnastics lessons facilitated by our Learning Assistance teacher, EAs and parents.</p> <p>1d. Wyld Acres Equine Therapy Program for a group of our students (Pat Jansen, Carleen Andrews, Melanie Jansen~all from District Indigenous Education) and our IYCW (Laura Doyle).</p>	<p>January-June 2022</p> 	<p>School Based Team, support staff, community partners.</p> 	<ul style="list-style-type: none"> ● Students re-engaging in their learning journey. ● Student attendance issues reduced/removed. 
<p>2. Increase the visibility and acknowledgement of Indigenous culture and history</p>	<p>Year 4</p>	<p>Staff Committee (including support from Pat Jansen and the SD 60 Indigenous Education Department)</p>	<ul style="list-style-type: none"> ● Learning activities at each staff meeting 2022/22 school year ● Share resources from Pat Jansen from the rest of the staff ● Survey staff to see if a steering committee can be formed to implement more curriculum content.

			<ul style="list-style-type: none"> • Dane-zaa signage to be added to the school • Indigenous display in front hallway (across from Canteen) • IYCW presentations of Beaver language to classes.
3. Implement a Snoezelen sensory room/program to assist students with learning challenges as they navigate their school day.	<p>Phase 1~Winter 21' & Spring 22'</p> <p>Phase 2~Fall 22'</p> <p>Phase 3 - Winter 23'</p>	<p>Learning Assistance Teacher, Support Staff, Learning Services</p> 	<ul style="list-style-type: none"> • With support from staff, students are able to partially/fully return to their classroom setting(s) following a visit to the Snoezelen room. • Students independently recognize the need for the Snoezelen room and, following the visit, recognize how the calm down strategies/space have positively impacted their learning.

Goal: To broaden student experiences and exposure to career paths and local expertise, developing CORE Competencies in preparation for the future

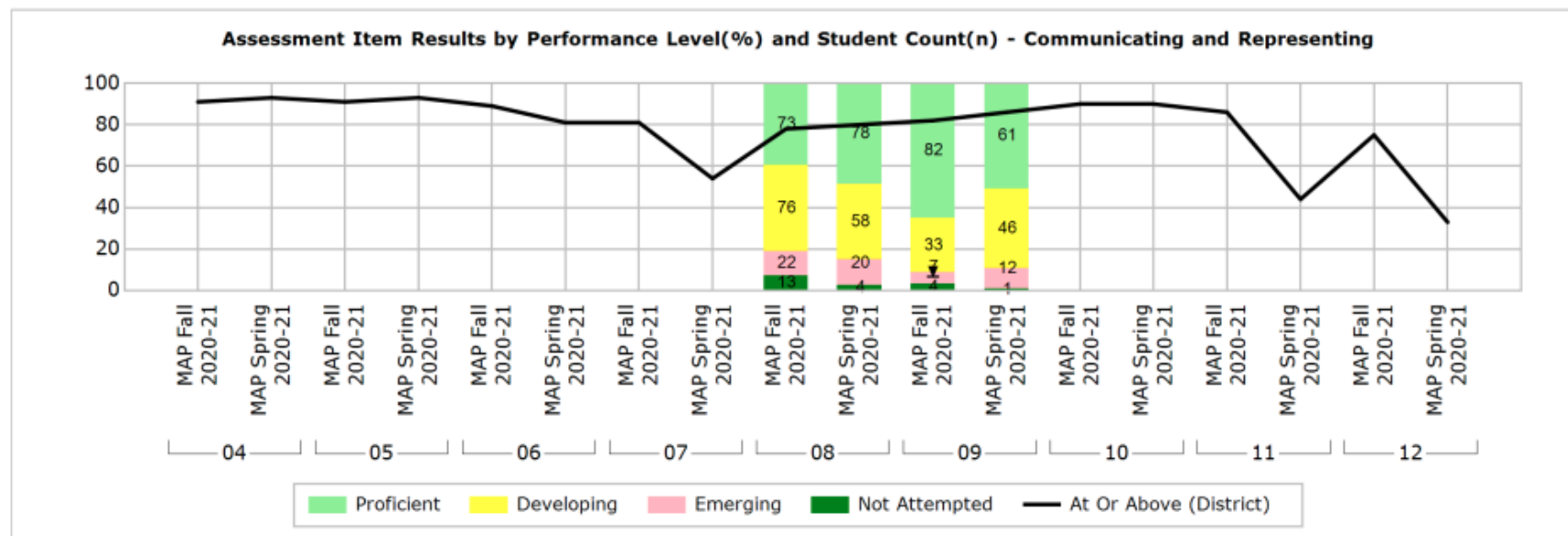
Strategies/Actions	Time	Responsibility	Indicators of Success
1. Increase the number of opportunities for students to participate in School-Wide Applied Design, Skills and Technologies Events	Year 3 (COVID challenge)	Admin Teachers Students	All students will participate in at least one event in year 2 All students will participate in at least two events in year 3 (2018-19)

Career Fair/Maker Day/ Skills Canada Event/ Robotics/ Coding / Passion Projects <ul style="list-style-type: none"> Indigenous Support Block to experience Career Programs/Trades Field Trips and participate in building project – Spring of Year 2 			
2. Implement Parent Career Pathway Presentations in Career Education 8 classes.	Year 3 (COVID Challenge)	Administration Career Education 8 Teachers Parents/Guardians	<ul style="list-style-type: none"> At least 3 parent/guardian presentations per class Student demonstrate an increased understanding of Career Pathways and CORE competencies (student survey)
3. Implement a Careers Fair for our Grade 9 students through Northern Health to increase awareness of the need for health care professionals in our local context.	May 2022	Administration Career Education 9 Teachers Local partners (B. Stewart)	Students attending the event and

Bert Bowes Middle School ~ MAP Data (2020-2021)

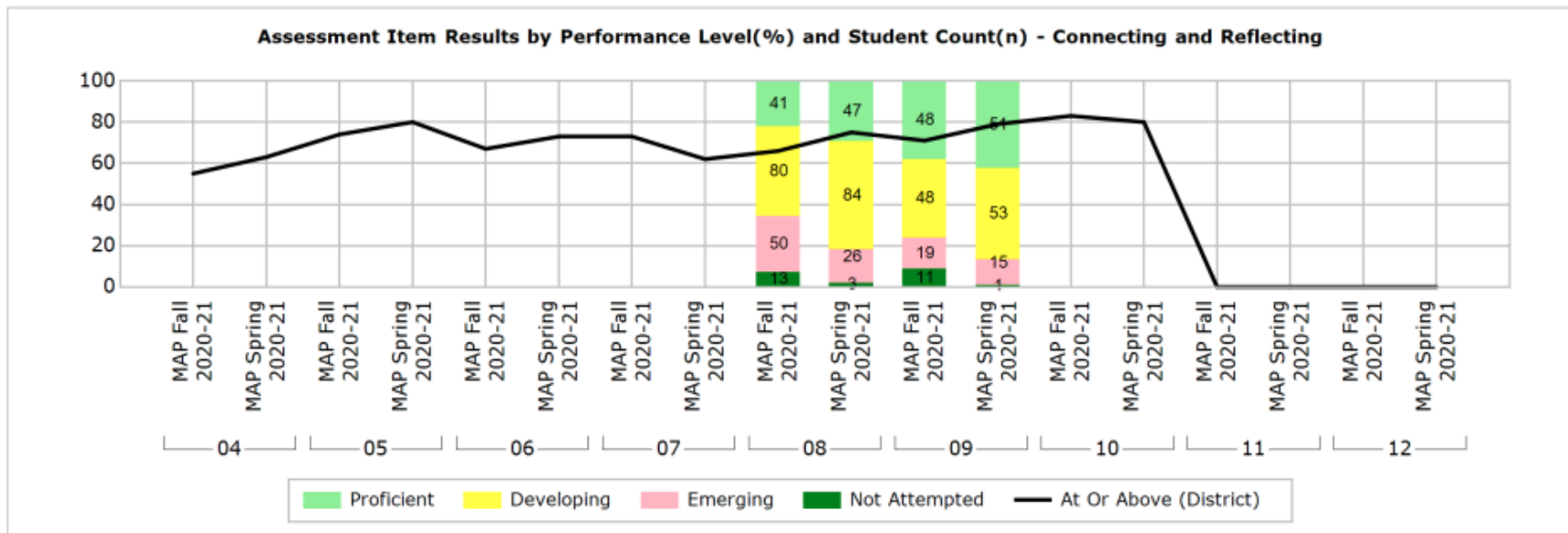
School Results - Communicating and Representing

School	08		09	
	MAP Fall 2020-21	MAP Spring 2020-21	MAP Fall 2020-21	MAP Spring 2020-21
Not Attempted	13	4	4	1
Emerging	22	20	7	12
Developing	76	58	33	46
Proficient	73	78	82	61
Total	184	160	126	120
Meets/Exceeds	81	85	91	89



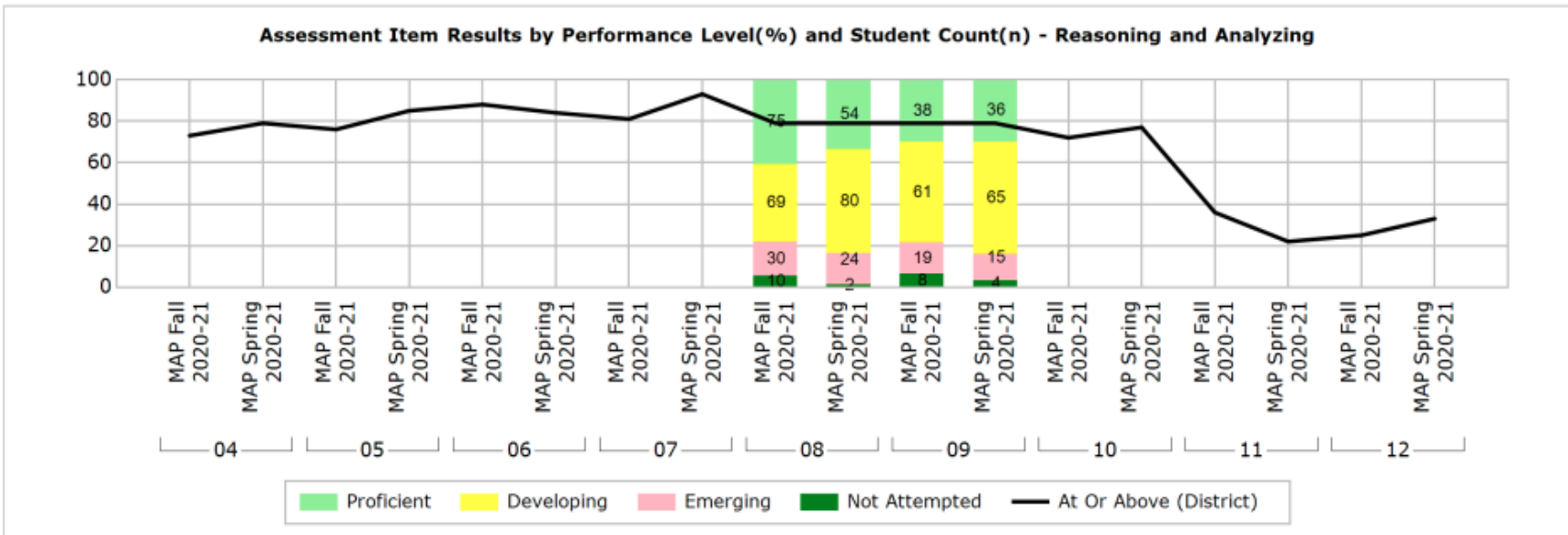
School Results - Connecting and Reflecting

School	08		09	
	MAP Fall 2020-21	MAP Spring 2020-21	MAP Fall 2020-21	MAP Spring 2020-21
Not Attempted	13	3	11	1
Emerging	50	26	19	15
Developing	80	84	48	53
Proficient	41	47	48	51
Total	184	160	126	120
Meets/Exceeds	66	82	76	87



School Results - Reasoning and Analyzing

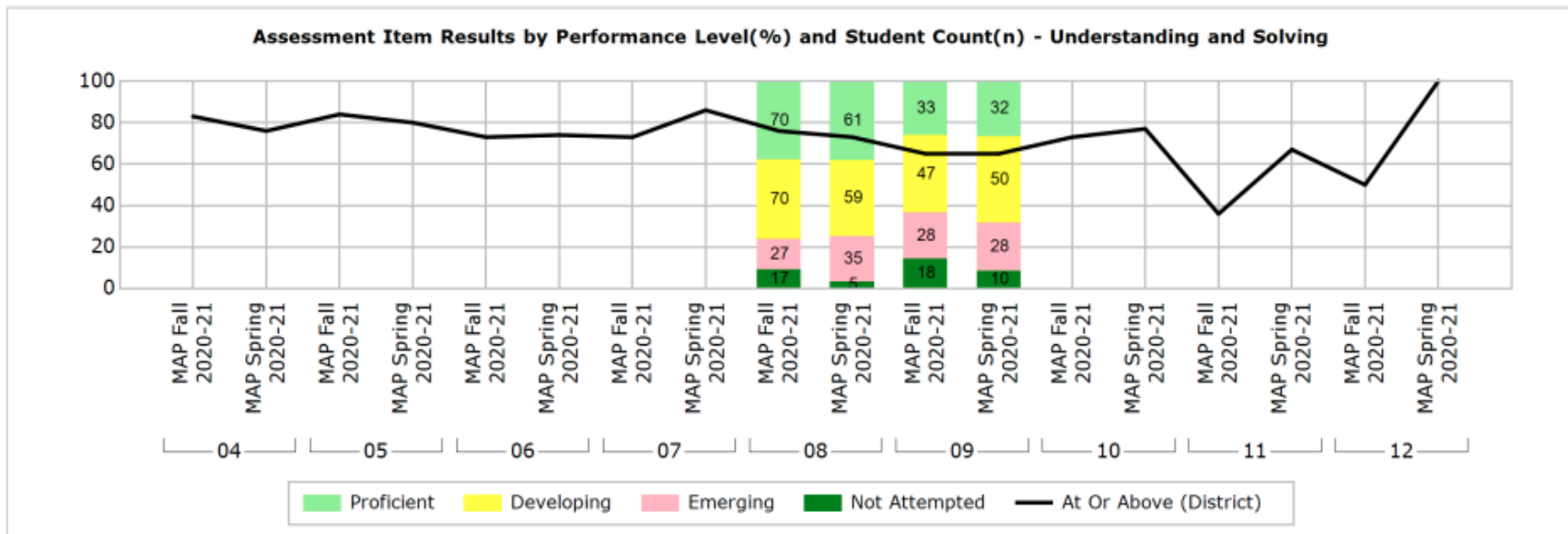
School	08		09	
	MAP Fall 2020-21	MAP Spring 2020-21	MAP Fall 2020-21	MAP Spring 2020-21
Not Attempted	10	2	8	4
Emerging	30	24	19	15
Developing	69	80	61	65
Proficient	75	54	38	36
Total	184	160	126	120
Meets/Exceeds	78	84	79	84



School: **Bert Bowes**

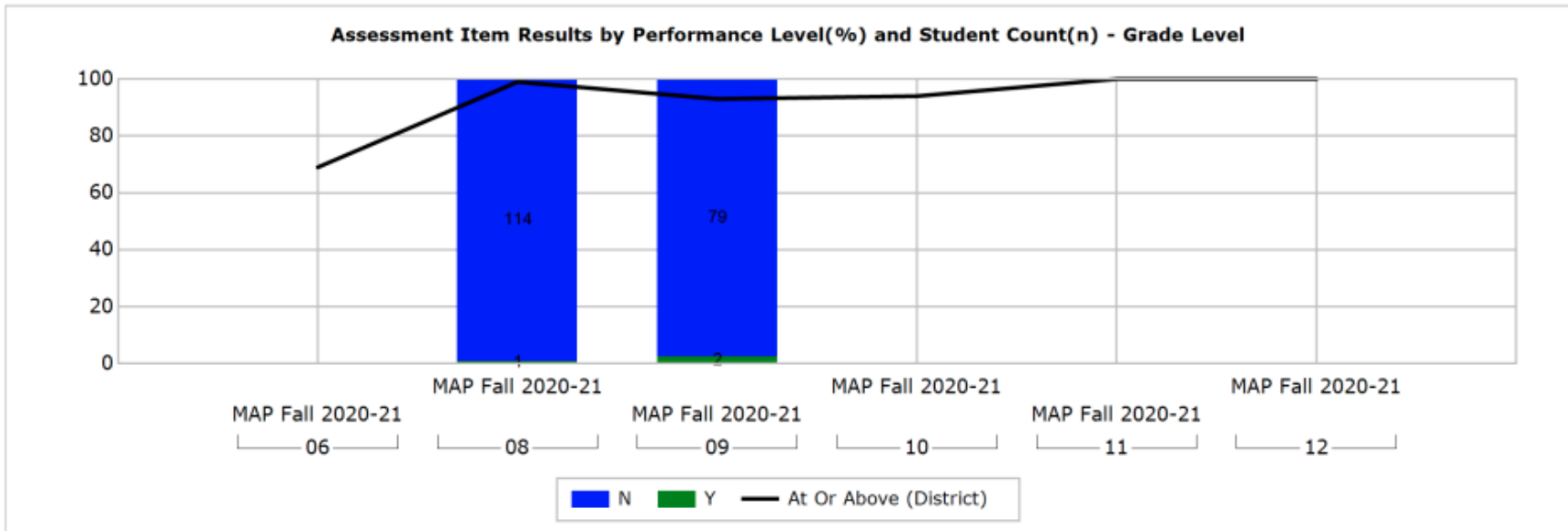
School Results - Understanding and Solving

School	08		09	
	MAP Fall 2020-21	MAP Spring 2020-21	MAP Fall 2020-21	MAP Spring 2020-21
Not Attempted	17	5	18	10
Emerging	27	35	28	28
Developing	70	59	47	50
Proficient	70	61	33	32
Total	184	160	126	120
Meets/Exceeds	76	75	63	68



School Results - Grade Level

School	08	09
	MAP Fall 2020-21	MAP Fall 2020-21
Below Grade Level	1	2
At Grade Level	114	79
Total	115	81
Meets/Exceeds	99	98



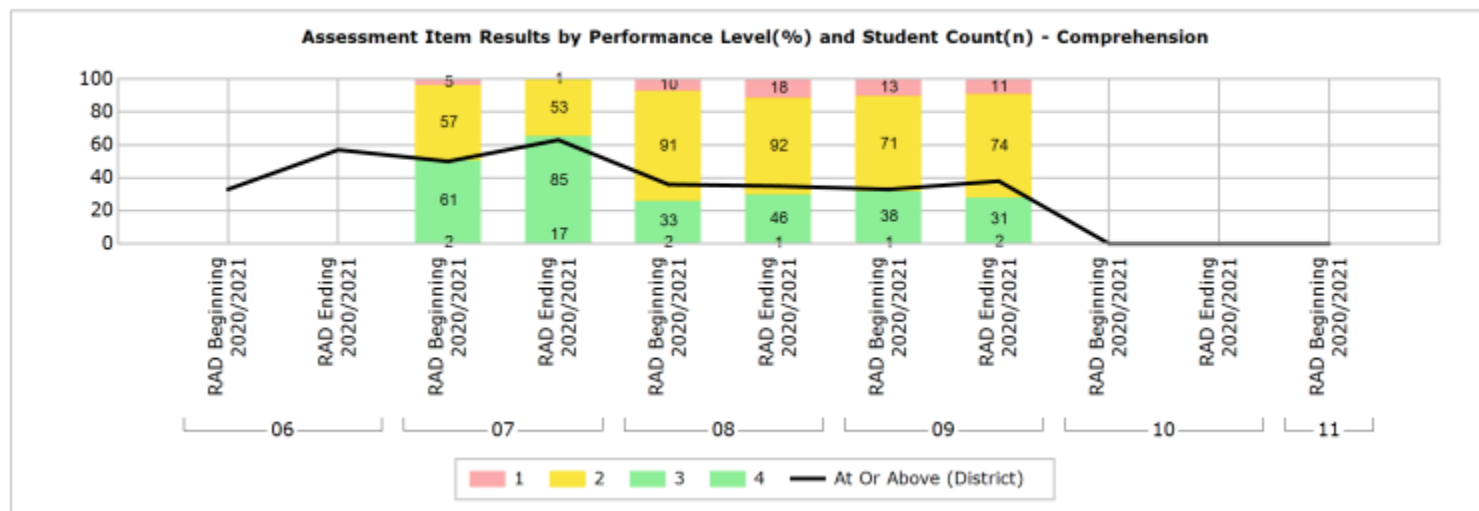
Bert Bowes Middle School ~ RAD Data (2020-2021)

School Results - Comprehension

School	07		08		09	
	RAD Beginning 2020/2021	RAD Ending 2020/2021	RAD Beginning 2020/2021	RAD Ending 2020/2021	RAD Beginning 2020/2021	RAD Ending 2020/2021
4	2	17	2	1	1	2
3	61	85	33	46	38	31
2	57	53	91	92	71	74
1	5	1	10	18	13	11
Total	125	156	136	157	123	118
Meets/Exceeds	50	65	26	30	32	28

School: **Bert Bowes**

School Year: **2020**

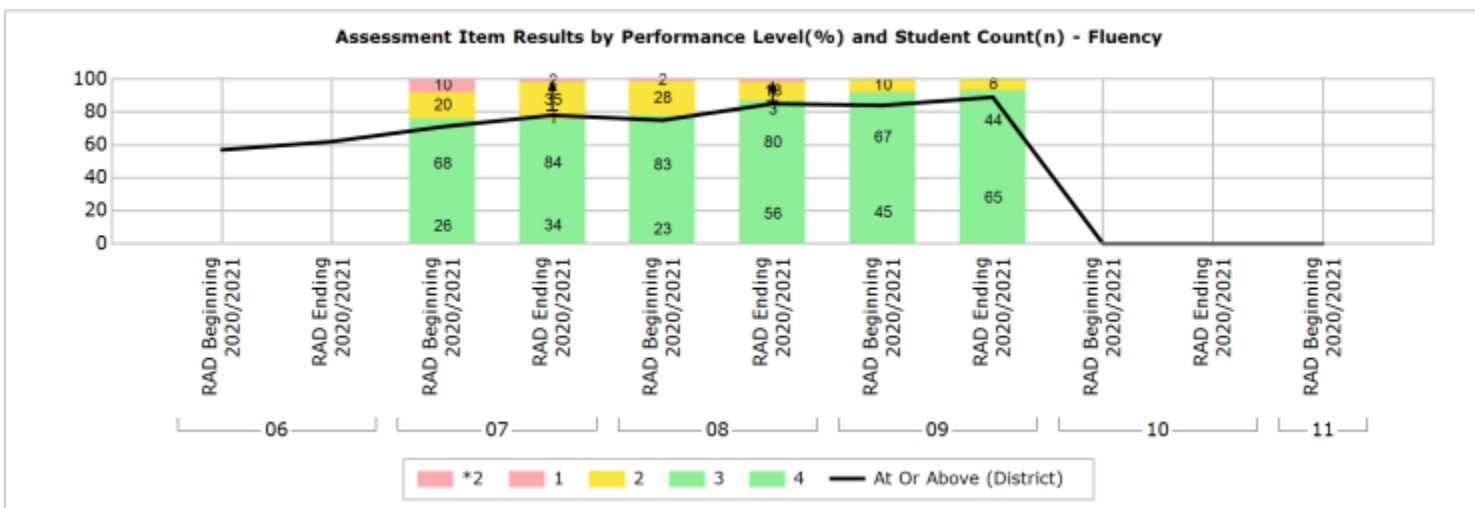


School Results - Fluency

School	07		08		09	
	RAD Beginning 2020/2021	RAD Ending 2020/2021	RAD Beginning 2020/2021	RAD Ending 2020/2021	RAD Beginning 2020/2021	RAD Ending 2020/2021
4	26	34	23	56	45	65
3	68	84	83	80	67	44
2	20	35	28	18	10	8
1	10	2	2	3		
*2		1				
Total	124	156	136	157	122	117
Meets/Exceeds	76	76	78	87	92	93

School: **Bert Bowes**

School Year: **2020**

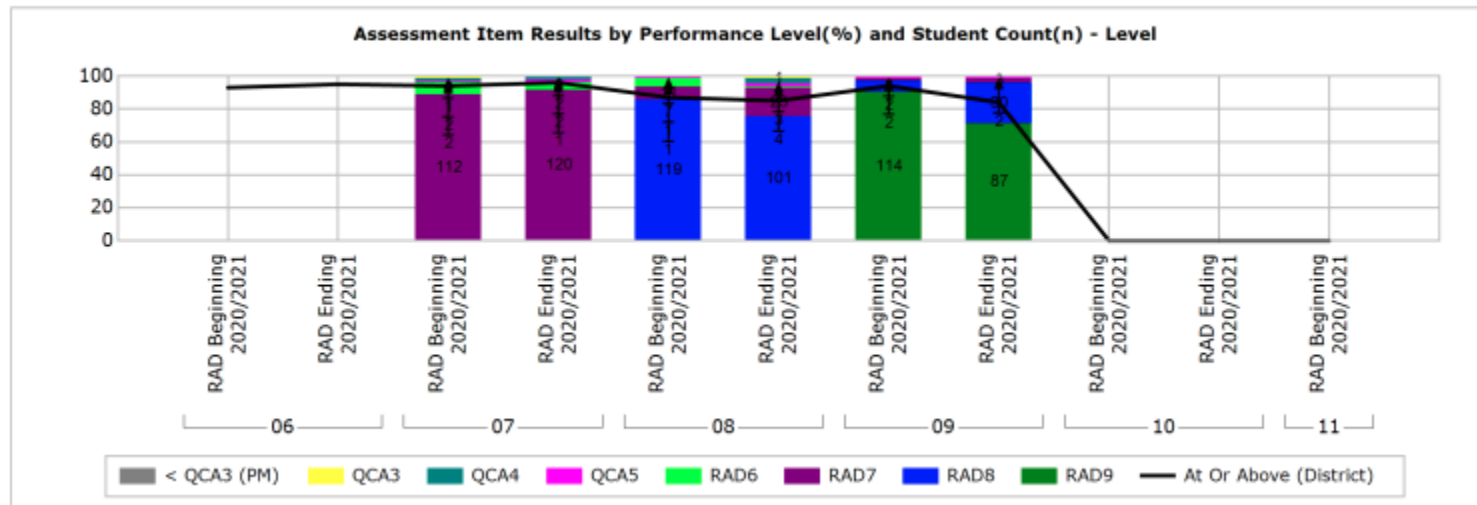


School Results - Level

School	07		08		09	
	RAD Beginning 2020/2021	RAD Ending 2020/2021	RAD Beginning 2020/2021	RAD Ending 2020/2021	RAD Beginning 2020/2021	RAD Ending 2020/2021
RAD9					114	87
RAD8			119	101	8	30
RAD7	112	120	11	23	2	3
RAD6	9	6	7	1		
QCA5	1	2	1	3	2	2
QCA4	2	2		4		
QCA3	2	1	1	1		
< QCA3 (PM)				1		
Total	126	131	139	134	126	122
Meets/Exceeds	89	92	86	75	90	71

School: **Bert Bowes**

School Year: **2020**



Bert Bowes Middle School ~ Grade 7 FSA Data (2020-2021)

Grade 7 - 2020/21

Reading		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
	Writers Only	172	90.7	28	17.9	120	76.9	8	5.1
	Female	85	91.8	11	14.1	61	78.2	6	7.7
	Male	87	89.7	17	21.8	59	75.6	2	2.6
	Indigenous	32	84.4	7	25.9	20	74.1	0	0
	ELL	6	66.7	0	0	4	100	0	0
	Diverse Needs*	16	68.8	1	9.1	10	90.9	0	0

Writing		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
	Writers Only	172	89	18	11.8	116	75.8	19	12.4
	Female	85	90.6	7	9.1	56	72.7	14	18.2
	Male	87	87.4	11	14.5	60	78.9	5	6.6
	Indigenous	32	84.4	5	18.5	19	70.4	3	11.1
	ELL	6	66.7	0	0	4	100	0	0
	Diverse Needs*	16	68.8	3	27.3	8	72.7	0	0

Numeracy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
	Writers Only	172	90.1	62	40	85	54.8	8	5.2
	Female	85	90.6	33	42.9	41	53.2	3	3.9
	Male	87	89.7	29	37.2	44	56.4	5	6.4
	Indigenous	32	81.3	12	46.2	14	53.8	0	0
	ELL	6	66.7	0	0	4	100	0	0
	Diverse Needs*	16	68.8	7	63.6	4	36.4	0	0

Not Yet Meeting

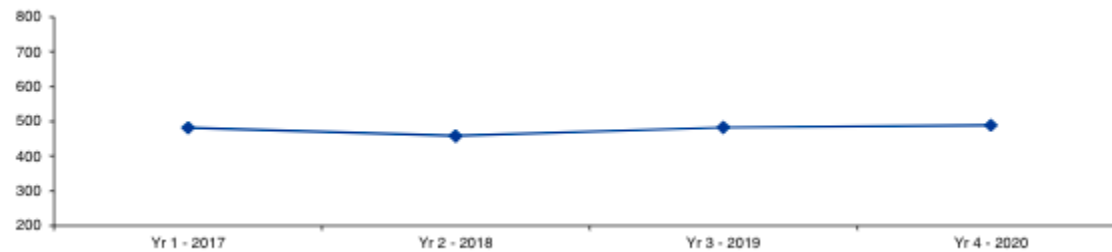
Meeting

Exceeding

Grade 7 Reading

	School Year	Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
Writers Only	2016/17	-	-	-	-	-	-	-	-
	2017/18	143	97.9	30	21.4	101	72.1	9	6.4
	2018/19	158	99.4	49	31.2	102	65	6	3.8
	2019/20	209	93.8	35	17.9	152	77.6	9	4.6
	2020/21	172	90.7	28	17.9	120	76.9	8	5.1
Female	2016/17	-	-	-	-	-	-	-	-
	2017/18	77	98.7	16	21.1	56	73.7	4	5.3
	2018/19	82	98.8	26	32.1	50	61.7	5	6.2
	2019/20	98	94.9	17	18.3	69	74.2	7	7.5
	2020/21	85	91.8	11	14.1	61	78.2	6	7.7
Male	2016/17	-	-	-	-	-	-	-	-
	2017/18	66	97	14	21.9	45	70.3	5	7.8
	2018/19	76	100	23	30.3	52	68.4	1	1.3
	2019/20	111	92.8	18	17.5	83	80.6	2	1.9
	2020/21	87	89.7	17	21.8	59	75.6	2	2.6
Indigenous	2016/17	-	-	-	-	-	-	-	-
	2017/18	37	94.6	9	25.7	25	71.4	1	2.9
	2018/19	39	100	11	28.2	27	69.2	1	2.6
	2019/20	49	91.8	15	33.3	29	64.4	1	2.2
	2020/21	32	84.4	7	25.9	20	74.1	0	0
English Language Learner (ELL)	2016/17	-	-	-	-	-	-	-	-
	2017/18	5	100	3	60	2	40	0	0
	2018/19	5	80	3	75	0	0	1	25
	2019/20	5	100	0	0	5	100	0	0
	2020/21	6	66.7	0	0	4	100	0	0
Diverse Needs*	2016/17	-	-	-	-	-	-	-	-
	2017/18	11	100	3	27.3	6	54.5	2	18.2
	2018/19	15	100	8	53.3	7	46.7	0	0
	2019/20	19	52.6	3	30	7	70	0	0
	2020/21	16	68.8	1	9.1	10	90.9	0	0

Average FSA Scaled Score - Grade 7 Reading



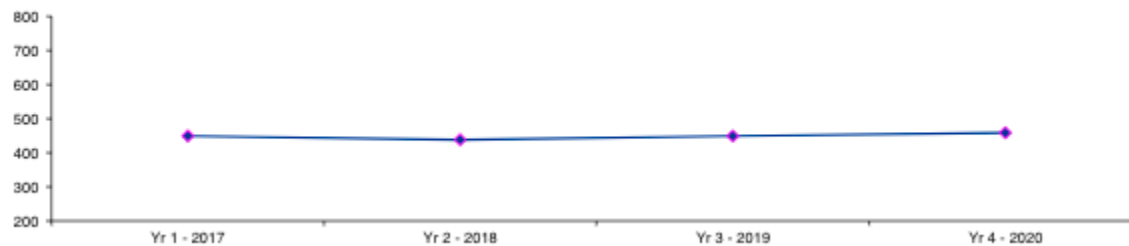
Grade 7 Writing

	School Year	Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
Writers Only	2016/17	-	-	-	-	-	-	-	-
	2017/18	143	93.7	1	.7	98	73.1	35	26.1
	2018/19	158	94.3	5	3.4	126	84.6	18	12.1
	2019/20	209	90	12	6.4	166	88.3	10	5.3
	2020/21	172	89	18	11.8	116	75.8	19	12.4
Female	2016/17	-	-	-	-	-	-	-	-
	2017/18	77	96.1	1	1.4	46	62.2	27	36.5
	2018/19	82	95.1	0	0	65	83.3	13	16.7
	2019/20	98	88.8	4	4.6	77	88.5	6	6.9
	2020/21	85	90.6	7	9.1	56	72.7	14	18.2
Male	2016/17	-	-	-	-	-	-	-	-
	2017/18	66	90.9	0	0	52	86.7	8	13.3
	2018/19	76	93.4	5	7	61	85.9	5	7
	2019/20	111	91	8	7.9	89	88.1	4	4
	2020/21	87	87.4	11	14.5	60	78.9	5	6.6
Indigenous	2016/17	-	-	-	-	-	-	-	-
	2017/18	37	83.8	0	0	27	87.1	4	12.9
	2018/19	39	89.7	1	2.9	29	82.9	5	14.3
	2019/20	49	89.8	3	6.8	39	88.6	2	4.5
	2020/21	32	84.4	5	18.5	19	70.4	3	11.1
English Language Learner (ELL)	2016/17	-	-	-	-	-	-	-	-
	2017/18	5	100	1	20	4	80	0	0
	2018/19	5	80	1	25	3	75	0	0
	2019/20	5	100	0	0	5	100	0	0
	2020/21	6	66.7	0	0	4	100	0	0
Diverse Needs*	2016/17	-	-	-	-	-	-	-	-
	2017/18	11	100	0	0	9	81.8	2	18.2
	2018/19	15	93.3	1	7.1	13	92.9	0	0
	2019/20	19	47.4	1	11.1	8	88.9	0	0
	2020/21	16	68.8	3	27.3	8	72.7	0	0

Grade 7 Numeracy

	School Year	Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
Writers Only	2016/17	-	-	-	-	-	-	-	-
	2017/18	143	95.1	56	41.2	73	53.7	7	5.1
	2018/19	158	99.4	77	49	74	47.1	6	3.8
	2019/20	209	91.4	90	47.1	89	46.6	12	6.3
	2020/21	172	90.1	62	40	85	54.8	8	5.2
Female	2016/17	-	-	-	-	-	-	-	-
	2017/18	77	94.8	29	39.7	44	60.3	0	0
	2018/19	82	98.8	41	50.6	36	44.4	4	4.9
	2019/20	98	90.8	40	44.9	44	49.4	5	5.6
	2020/21	85	90.6	33	42.9	41	53.2	3	3.9
Male	2016/17	-	-	-	-	-	-	-	-
	2017/18	66	95.5	27	42.9	29	46	7	11.1
	2018/19	76	100	36	47.4	38	50	2	2.6
	2019/20	111	91.9	50	49	45	44.1	7	6.9
	2020/21	87	89.7	29	37.2	44	56.4	5	6.4
Indigenous	2016/17	-	-	-	-	-	-	-	-
	2017/18	37	91.9	17	50	16	47.1	1	2.9
	2018/19	39	100	23	59	15	38.5	1	2.6
	2019/20	49	89.8	29	65.9	14	31.8	1	2.3
	2020/21	32	81.3	12	46.2	14	53.8	0	0
English Language Learner (ELL)	2016/17	-	-	-	-	-	-	-	-
	2017/18	5	100	5	100	0	0	0	0
	2018/19	5	80	2	50	2	50	0	0
	2019/20	5	100	2	40	3	60	0	0
	2020/21	6	66.7	0	0	4	100	0	0
Diverse Needs*	2016/17	-	-	-	-	-	-	-	-
	2017/18	11	90.9	3	30	6	60	1	10
	2018/19	15	100	11	73.3	4	26.7	0	0
	2019/20	19	47.4	4	44.4	3	33.3	2	22.2
	2020/21	16	68.8	7	63.6	4	36.4	0	0

Average FSA Scaled Score - Grade 7 Numeracy



*Dr. Kearney Middle School
Framework for Enhancing Student
Learning 2021-2022*



At Dr. Kearney, we challenge, encourage, and support all our community members to become responsible citizens capable of adapting to and changing the world.

THE SHAPE OF THINGS - DEMOGRAPHICS



Enrolment

(September 30th)

618 students

Grade 7: 193

Grade 8: 219

Grade 9: 206

Student Body Composition – Support Services

103 students (17%) with a Ministry
designation

140 students accessing aboriginal
support

Enrichments

Leadership, Basketball, Become a Ref,
Floor Hockey, Dragon's Den, Board Games,
Needlework and Crafts, Game design,
Advanced Robotics, Advanced Metal Work,
Gardening, Kearney's Tourney's, School
News, Homework, Yearbook, Archery,
Hockey Academy, Cribbage, Chess,
Superfit, Football, Dream Vacation,
Extinction, Serial Killers, Film Studies,
Cinematic Review, Dangers of Disney, First
Nations, Quilling and Papercrafts, Yoga,
Dungeons and Dragons, Choir, Jazz Choir,
Trading Cards, Cat Club, Nintendo Switch,
Japanese

Leadership Team

4 House
Coordinators

1 DKAP Planner

1 Athletic Director

1 Student Support
Coordinator

DKMS Staff

1 Principal, 1 Vice-Principal

38 Teachers (includes 2 counsellors,
3 Learning Assistant Teachers, 1
Resource Teachers, 1 Librarian, 1
Indigenous Support Teacher)

3 Secretaries, 2 Indigenous Support
Workers

20 Educational Assistants

2 Youth Care Workers

Social Worker (district support)

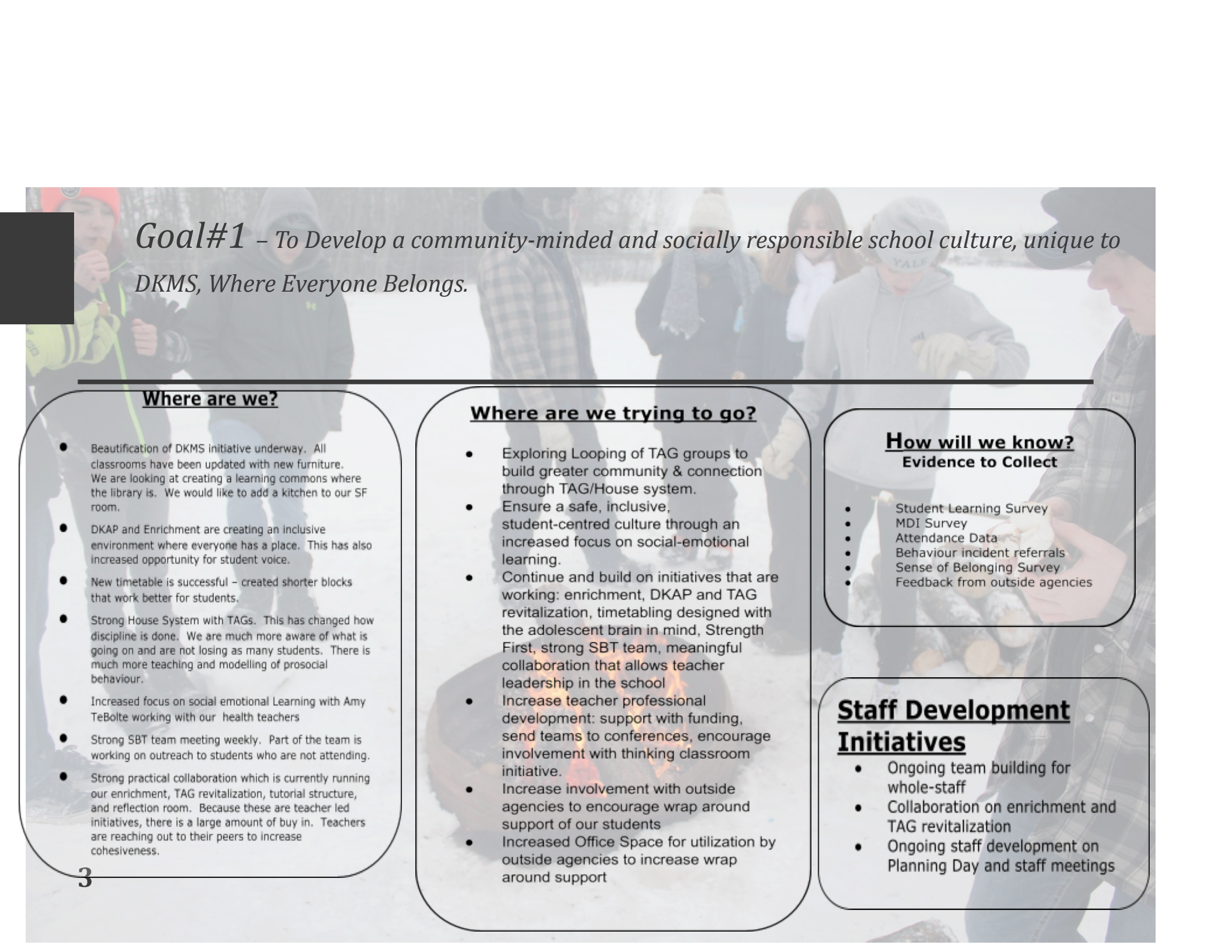
Courses

Art, Drama, Music 7-8,
Metalwork, Mechanics,
Woodwork, Band,
Foods, Computers,
French, Outdoor
Recreation, Yearbook,
Careers, Tutorial,
Robotics, Reading
Intervention, Math
Intervention,
Leadership,

Enrichment, Rock band

Structures and Programs

Class Cohorts, Grade 7 Elective
Wheel, Enrichment,
Collaboration Program, DKAP
driven with house system and
Tag, PAC, Collaboration (PLCs),
Strength First Program,
Resource Room



Goal#1 – To Develop a community-minded and socially responsible school culture, unique to DKMS, Where Everyone Belongs.

Where are we?

- Beautification of DKMS initiative underway. All classrooms have been updated with new furniture. We are looking at creating a learning commons where the library is. We would like to add a kitchen to our SF room.
- DKAP and Enrichment are creating an inclusive environment where everyone has a place. This has also increased opportunity for student voice.
- New timetable is successful – created shorter blocks that work better for students.
- Strong House System with TAGs. This has changed how discipline is done. We are much more aware of what is going on and are not losing as many students. There is much more teaching and modelling of prosocial behaviour.
- Increased focus on social emotional Learning with Amy TeBolte working with our health teachers
- Strong SBT team meeting weekly. Part of the team is working on outreach to students who are not attending.
- Strong practical collaboration which is currently running our enrichment, TAG revitalization, tutorial structure, and reflection room. Because these are teacher led initiatives, there is a large amount of buy in. Teachers are reaching out to their peers to increase cohesiveness.

Where are we trying to go?

- Exploring Looping of TAG groups to build greater community & connection through TAG/House system.
- Ensure a safe, inclusive, student-centred culture through an increased focus on social-emotional learning.
- Continue and build on initiatives that are working: enrichment, DKAP and TAG revitalization, timetabling designed with the adolescent brain in mind, Strength First, strong SBT team, meaningful collaboration that allows teacher leadership in the school
- Increase teacher professional development: support with funding, send teams to conferences, encourage involvement with thinking classroom initiative.
- Increase involvement with outside agencies to encourage wrap around support of our students
- Increased Office Space for utilization by outside agencies to increase wrap around support

How will we know? **Evidence to Collect**

- Student Learning Survey
- MDI Survey
- Attendance Data
- Behaviour incident referrals
- Sense of Belonging Survey
- Feedback from outside agencies

Staff Development Initiatives

- Ongoing team building for whole-staff
- Collaboration on enrichment and TAG revitalization
- Ongoing staff development on Planning Day and staff meetings

Goal #2 – To encourage, support, and advance student achievement in literacy, numeracy and communication.

Where We Are

- Tutorial groups being offered for enrichment and during collaboration time
- Continued Thinking Classrooms work
- Stem group
- Academic activities being added to DKAP competitions
- Updated math assessments, new reading assessment, mathematics available for each student
- New timetable with shorter blocks
- Cohort groups to encourage collaboration between teachers
- Jarod Bell presenting on new reporting standards
- Addition of third LAT
- Encourage class reviews to identify high needs classroom
- EA pro D encouraged
- Pro D opportunities highlighted on staff communications

Where are we trying to go?

- Encourage thinking classrooms through LS
- Implement UDL strategies across all grades and subject areas.
- Make clear connections between learning standards, classroom experiences and career education
- Improve basic numeracy skills and number sense
- Improve overall achievement scores as measured by the FSA and MAP

How will we know? **Evidence to Collect**

- FSA Results
- RAD Results
- Report Card Marks
- MAP Data

Staff Development

Working with Learning Services
Staff Team building activities

Professional Learning Community focussed on Inclusion of Every Student
Ongoing staff development at Planning Day and staff meetings

School team will be sent to UDL summer institute @ UBC in August who will report back to whole staff.

Goal #3 – To encourage, support and advance career connections through Career and Applied Design Skills Technology

Where Are We?

- Electives and enrichments added that explore career options: Dragon's Den, Become a Ref, Robotics for all grades, Advanced Robotics, Advanced Metalwork, Coding and Game Design, CNC Laser work
- Careers established as a course in each grade
- Women in Trade, Find Your Fit, and Shop Local Initiatives
- Northern Health Trade Fair

Where are we trying to go?

- Increased opportunities to explore interests through enrichments and electives
- Learning Commons and Maker Space

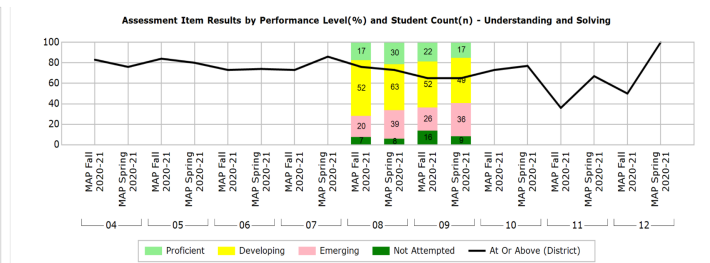
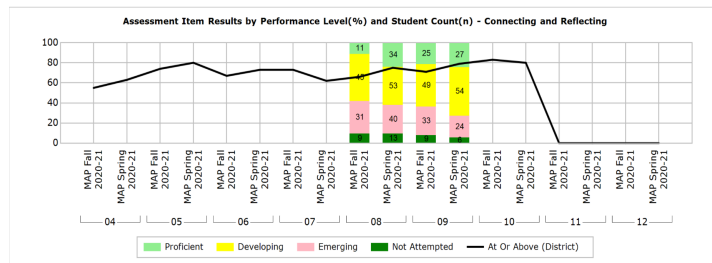
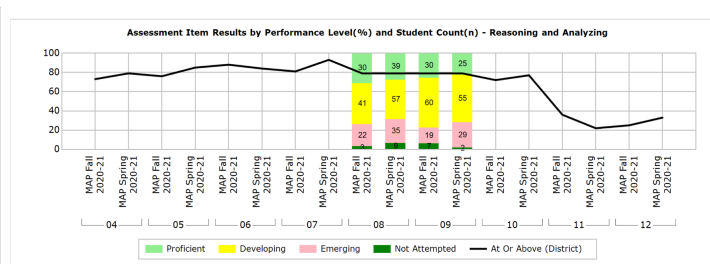
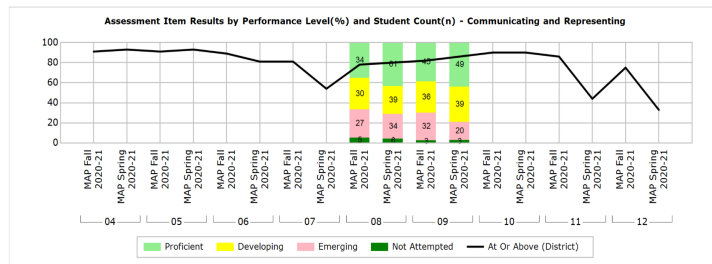
How will we know? **Evidence to Collect**

- Student feedback surveys on Enrichment
- Student input on elective course offerings
- PAC feedback on Enrichment

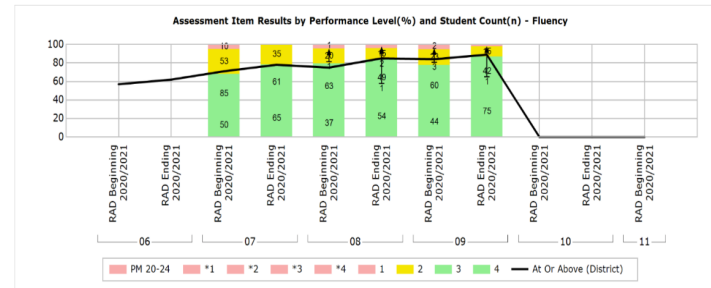
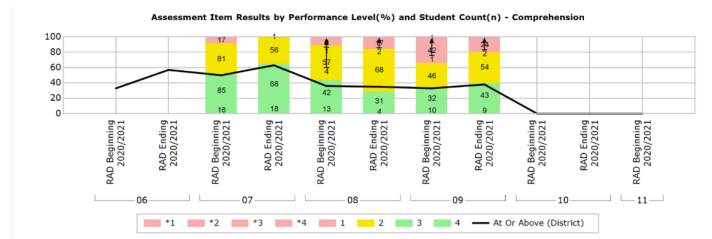
Staff Development

- Staff Team building activities
- Professional Learning Community focussed on Numeracy & STEM
- Encourage Staff Led Initiative of Thinking Classrooms
- School team will be send to UDL summer institute @ UBC in August who will report back to whole staff.

MAP DATA



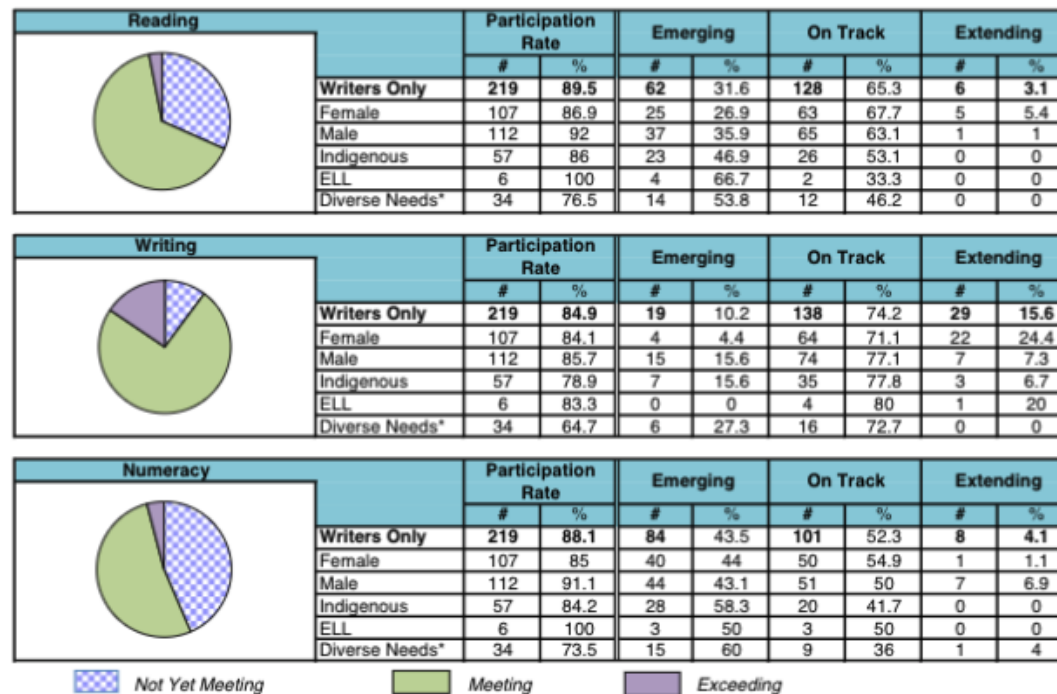
READING ASSESSMENT DATA



FSA DATA

Foundation Skills Assessment 06060063 - Dr Kearney Middle School - Writers Only

Grade 7 - 2020/21



*Note: Diverse Needs includes all students identified in all 12 categories



Dr. Kearney Middle School

Framework for Enhancing Student Learning
2021/2022

Framework Goals:



1. To develop a **community-minded school culture**, unique to DKMS, ***Where Everyone Belongs!***
2. To encourage, support and advance **student achievement** in literacy, communication and numeracy.
3. To encourage, support and advance **career connections** through Career and Applied Design Skills Technology (ADST)

Planning Day

- ❖ Focus was on collaboration
- ❖ DKAP Revitalizing TAG and structure
- ❖ Tuning conversations
- ❖ Time in afternoon to collaborate on plans

DKAP

- ★ Collaboration group assigned with DKAP Activity Coordinator
- ★ House system
 - ★ Celebration and community a focus rather than rules - monthly house meetings
 - ★ Change in discipline focus - whole group and relational focus with skill building
 - ★ Celebration of everyone - all students have gone bowling, activities built around multiple skills
- ★ TAG - longer for more time, weekly lessons and whole school themes
- ★ Celebrations
 - ★ Diversity tree
 - ★ Shout out wall
 - ★ Teacher-student basketball
 - ★ Olympics with Denny Morrison on Smarter goals
 - ★ Diversity Day Activities



Christmas Variety Show



Winter Olympics



Haunted House



Celebration Wall



Enrichment

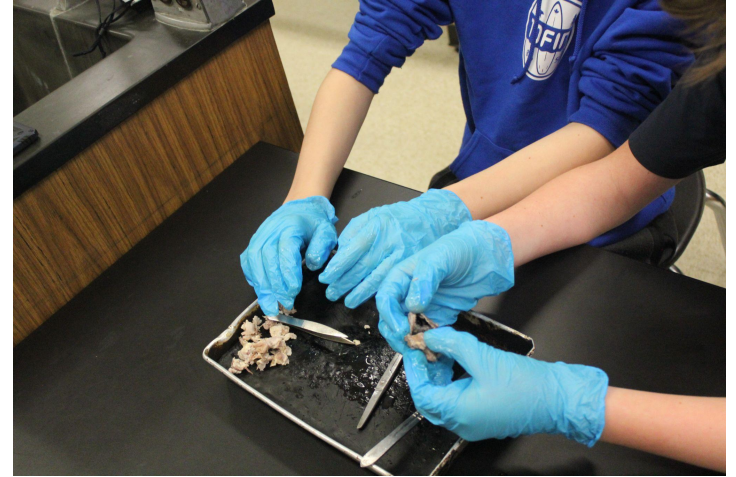
- ❖ Collaboration Group
- ❖ Gaining popularity each term
- ❖ Growth in culture
 - Sharing of passions creates passion for learning
 - Relationship building
 - Engaging of unengaged students - everyone has a home
 - Encourages more sampling of hobbies and interests for students (jazz choir, musical theatre, chess club)
 - Increased interest of parents (Social Media - requests about enrichments)





Academics

- Cohort groups to encourage teacher collaboration
- Tutorial groups offered for entire school (Wed after school)- increased collaboration
- 3rd LAT added through LSF
- Reading Assessment change
- Thinking Classrooms
- Jared's visit and interest in developing new assessment practices



NEW TIMETABLE

	A	B	C	D	E	F	H	I	J	K	L	N	O	P	Q	R	T	U	V	W	X	Z	AA	AB	AC	AD
1	WEEK DAY	MONDAY					TUESDAY					WEDNESDAY					THURSDAY					FRIDAY				
2	BLOCK	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
3	Alexander, Ginger	9B	9A	7A	8A	MUTH	7B	9B	PREP	MUTH	MUTH	9A	9B	7A	7B	COLLAB	7B	PREP	8A	MUTH	MUTH	PREP	8A	7A	CAR 9-7	9A
4	Asai, Kim	CORE 8	SC 9-3	SC 9-5	SC 9-7	MA 9-1	CORE 8	CORE 8	PREP	MA 9-1	ENRICH	SC 9-3	SC 9-5	CORE 8	CORE 8	COLLAB	CORE 8	PREP	SC 9-7	MA 9-1	ENRICH	SC 9-3	SC 9-7	CORE 8	SC 9-5	PREP
5	Barranti, Bryan	9B	PREP	7A	8A	8/9 C	7B	9B	8B	8/9 C	ENRICH	Prep	9B	7A	7B	COLLAB	7B	8B	8A	8/9 C	ENRICH	CAR 9-1	8A	7A	8B	PREP
6	Bennett, Jo-Anne	LIB	LIB	EN 9-2	LIB	EN 9-6	LIB	LIB	EN 9-7	LIB	ENRICH	LIB	LIB	LIB	LIB	COLLAB	LIB	EN 9-7	EN 9-2	EN 9-6	ENRICH	LIB	LIB	EN 9-2	EN 9-6	EN 9-7
7	Burridge, Jonah	EN 9-5	TUT/Prep	PHE 8	PHE 9	PREP	PHE 8	PHE 7-4	PHE 9	PHE 7-1	ENRICH	PREP	PHE 8	PHE 9	PHE 8	COLLAB	PHE 8	EN 9-5	PHE 9	PHE 7-4	ENRICH	EN 9-5	PHE 7-4	PHE 9	PHE 9	PHE 8
8	Burridge, Tristan	PHE7-1	PHE 8	PREP	PHE 9	AD/Prep	PHE 8	PHE 7-4	PHE 9	PHE 7-1	ENRICH	PHE 8	PHE 8	PHE 9	PHE 8	COLLAB	PHE 8	PHE 7-1	PHE 9	PHE 7-4	ENRICH	PHE 8	PREP	PHE 9	PHE 9	PHE 8
9	Cimini, Dan	CORE 8	CORE 8	PHE 8	PREP	CORE 8	CORE 8	CORE 8	SC 9-1	CORE 8	ENRICH	CORE 8	PHE 8	CORE 8	CORE 8	COLLAB	CORE 8	SC 9-1	PREP	CORE 8	ENRICH	CORE 8	SC 9-1	CORE 8	PREP	PHE 8
10	Duffy, Alanna	LAT	LAT	LAT	LAT	LAT	LAT	LAT	LAT	LAT	ENRICH	LAT	LAT	LAT	LAT	COLLAB	LAT	LAT	LAT	LAT	ENRICH	LAT	LAT	LAT	LAT	LAT
11	Fleming, Dylan	9B	9A	PREP	SC 9-6	SC 9-4	7B	9B	8B	CAR 9-4	ENRICH	9A	9B	SC 9-6	7B	COLLAB	7B	8B	PREP	SC 9-4	ENRICH	SC 9-4	SC 9-6	PREP	8B	9A
12	Ginn, Justin	MA 7-7	PHE 7	PHE8-1	PHE 9	MA 8-5	PHE 9	PREP	PHE 9	MA 8-5	ENRICH	PHE 7	PREP	PHE 9	PHE 9	COLLAB	PHE 9	MA 7-7	PHE 9	MA 8-5	ENRICH	PHE 7	MA 7-7	PHE 9	PHE 9	PREP
13	Glenn, Linda	CORE 8-6	CORE 8-5	CORE 8-6	PREP	SS 9-2	SS 9-4	CORE 8-6	CORE 8-5	SS 9-2	ENRICH	CORE 8-6	CORE 8-5	CORE 8-6	PREP	COLLAB	SS 9-4	CORE 8-6	PREP	SS 9-2	ENRICH	CORE 8-6	SS 9-4	CORE 8-5	CORE 8-6	CORE 8-5
14	Gould, Laurie	PREP	9A	7A	8A	8/9 C	7B	PREP	8B	8/9 C	ENRICH	9A	PREP	7A	7B	COLLAB	7B	8B	8A	8/9 C	ENRICH	CAR 9-6	8A	7A	8B	9A
15	Gunn, Sandra	PREP	PREP	EN 9-1	PREP	BAND	BAND 7	PREP	8B	BAND	BAND	PREP	PREP	PREP	BAND 7	COLLAB	BAND 7	8B	EN 9-1	BAND	BAND	PREP	PREP	EN 9-1	8B	PREP
16	Hamilton, Katherine	CORE 7	SS 9-7	7A	CORE 7	CORE 7	PREP	CORE 7	CORE 7	CORE 7	ENRICH	SS 9-7	CORE 7	7A	PREP	COLLAB	PREP	CORE 7	CORE 7	CORE 7	ENRICH	SS 9-7	CORE 7	7A	CORE 7	CORE 7
17	Lovell, Jim	IED SUP	IED SUP	IED SUP	IED SUP	IED SUP	IED SUP	IED SUP	IED SUP	IED SUP	ENRICH	IED SUP	IED SUP	IED SUP	IED SUP	COLLAB	IED SUP	IED SUP	IED SUP	IED SUP	ENRICH	IED SUP	IED SUP	IED SUP	IED SUP	IED SUP
18	Kaye, Jared	PREP	CORE 7	SS 9-6	CORE 7	CORE 7	SS 9-5	CORE 7	CORE 7	SS 9-6	ENRICH	CORE 7	CORE 7	PREP	SS 9-5	COLLAB	SS 9-5	SS 9-6	CORE 7	CORE 7	ENRICH	CORE 7	CORE 7	PREP	CORE 7	CAR 7
19	Kesteloot, Dean	CORE 8	CORE 8	CORE 8	CORE 8	PREP	CORE 8	CORE 8	CORE 8	PREP	ENRICH	CORE 8	CORE 8	CORE 8	CORE 8	COLLAB	7B	CORE 8	CORE 8	CORE 8	PREP	ENRICH	CORE 8	CORE 8	CORE 8	CORE 8
20	Logan, Matt	CORE 7	CORE7	7A	CORE 7	CORE7	7B	PREP	CORE 7	CORE 7	ENRICH	CORE 7	CORE 7	7A	7B	COLLAB	7B	CORE 7	CORE 7	PREP	ENRICH	CORE 7	PREP	7A	CORE 7	CORE 7
21	Louie, Tim	CORE 8-5	CORE 8-6	CORE 8-5	MA 9-4	HOCKEY	MA 9-2	CORE 8-5	PREP	HOCKEY	HOCKEY	CORE 8-5	CORE 8-6	CORE 8-5	MA 9-2	COLLAB	MA 9-2	MA 9-4	PREP	HOCKEY	HOCKEY	CORE 8-5	PREP	CORE 8-6	MA 9-4	CORE 8-6
22	MacPherson, Lorell	PREP	CORE 7	MA 9-7	CORE 7	CORE 7	MA 9-3	CORE 7	CORE 7	PREP	ENRICH	CORE 7	CORE 7	MA 9-7	MA 9-3	COLLAB	PREP	MA 9-3	CORE 7	CORE 7	ENRICH	CORE 7	CORE 7	MA 9-7	CORE 7	CORE 7
23	McMullin, Michael	CORE 8-3	CORE 8-4	PREP	PREP	CORE 8-4	SS 9-1	CORE 8-3	SS 9-3	CORE 8-4	ENRICH	CORE 8-4	CORE 8-4	CORE 8-3	SS 9-1	COLLAB	SS 9-1	PREP	SS 9-3	CORE 8-4	ENRICH	CORE 8-3	CORE 8-3	CORE 8-4	PREP	SS 9-3
24	Vaissi Nagy, Inari	PREP	9A	7A	8A	8/9 C	7B	PREP	8B	8/9 C	ENRICH	9A	PREP	7A	7B	COLLAB	7B	8B	8A	8/9 C	ENRICH	CAR 9-3	8A	7A	8B	9A
25	O'Brien, Michael	CORE 7	CORE 7	PREP	CORE 7	CORE 7	MA 9-6	MA 9-5	CORE 7	CORE 7	ENRICH	CORE 7	CORE 7	MA 9-5	MA 9-6	COLLAB	MA 9-6	CORE 7	CORE 7	PREP	ENRICH	CORE 7	MA 9-5	PREP	CORE 7	CORE 7
26	Read, Trent	CORE 7	CORE 7	EN 9-3	CORE 7	CORE 7	PREP	PHE 7	CORE 7	CORE 7	ENRICH	CORE 7	CORE 7	PREP	PREP	COLLAB	EN 9-3	CORE 7	CORE 7	PHE 7	ENRICH	CORE 7	PHE 7	EN 9-3	CORE 7	CORE 7
27	METALWORK POSTING	9B	9A	7A	CAR 9-5	8/9 C	7B	9B	8B	8/9 C	ENRICH	9A	9B	7A	7B	COLLAB	7B	8B	PREP	8/9 C	ENRICH	PREP	PREP	7A	8B	9A
28	Strebchuk, Seanagh	LAT	LAT	LAT	LAT	LAT	LAT	LAT	LAT	LAT	ENRICH	LAT	LAT	LAT	LAT	COLLAB	LAT	LAT	LAT	LAT	ENRICH	LAT	LAT	LAT	LAT	LAT
29	Taggart, Ray	CORE 8-4	CORE 8-3	PREP	CORE 8-3	HOCKEY	CORE 8-3	CORE 8-4	SC 9-2	HOCKEY	HOCKEY	CORE 8-3	PREP	CORE 8-4	CORE 8-3	COLLAB	CORE 8-3	SC 9-2	CORE 8-3	HOCKEY	HOCKEY	CORE 8-4	SC 9-2	CORE 8-3	PREP	CORE 8-4
30	Telizyn, Kim	9B	PREP	7A	8A	8/9 C	7B	9B	8B	8/9 C	ENRICH	PREP	9B	7A	7B	COLLAB	7B	8B	8A	8/9 C	ENRICH	CAR 9-2	8A	7A	8B	PREP
31	Wood, Shayna	PHE 7-1	PHE 7	PREP	CORE 7	CORE 7	PHE 8	CORE 7	CORE 7	CORE 7	ENRICH	PHE 7	CORE 7	PREP	PHE 8	COLLAB	PHE 8	PHE 7-1	CORE 7	CORE 7	ENRICH	PHE 7	PHE 7-4	PREP	CORE 7	CORE 7
32	Bedford, Mark	PHE 7	CORE 7	EN 9-4	CORE 7	CORE 7	PREP	CORE 7	CORE 7	PHE 7	ENRICH	CORE 7	CORE 7	EN 9-4	EN 9-4	COLLAB	PREP	PHE 7	COIRE 7	CORE 7	ENRICH	CORE 7	CORE 7	PREP	CORE 7	CAR 7
33	Strength First Teacher																									
34	Braun, Tanya																									
35	Cresswell, Mark																									
36																										
37	Nock																									
38	Steele																									

Strength First

- Hybrid programs developing pushing students to develop skills to re-enter main stream
- High demand - requests from both students and parents
- Teachers are working with Richard to provide academic programming that is more individual focused
- Strong staff team
- Efforts to continue linking with outside agencies
- Food - never a shortage of hungry students
- Taking care of our vulnerable students: Joshua and the door painting



Careers

- Enrichment focused options: Dragon's Den, Advanced Robotics and Game Design, CNC, Advanced Metal Work, Become a basketball referee
- Big events: Women in Trades, Find your Fit, Shop Local Initiative
- Career courses for each grade developed
- STEM collaboration group!
- Science Fair



School Based Team

- Strong team: 3 LATs, 1 Resource Teacher/Team Lead, 2 Counsellors, 1 Counsellor in training, 2 YCW, 1 SW, SF Teacher, 1 Admin
- Weekly meetings -starting to involve other staff as needed
- Increasing communication with outside agencies
- Social worker from Board Office - huge addition - increased ability to reach out into the community

Indigenous Team

Haley, Sylvia, and Jim

Wellness: Circle Talks, Liaison outside agencies, Transition to NPSS

Cultural: Reconciliation Day, Remembrance Day (Indigenous vets), Diane Barclay sessions - medicines, artifacts, plants, etc..., Indigenous masks and group teachings.

Academics: Tutorials. In class and pull out support, IEP monitoring and support.

Indigenous Collaboration Group!

School Beautification/Structural Changes

Schedule changes

New furniture

New Washrooms

Learning commons



Dreams: more office space for outside organizations; kitchen in SF room

Moving towards middle school philosophy

- teacher driven initiatives
- scheduling with teenage brains in mind
- passion orientated
- multiple opportunities to build relationships between students and staff
- cohesive culture driven by DKAP themes and house structure

Leadership Team - continued culture change

Revitalizing TAG

House Meetings

Focus on inclusion of everyone

Reflection Room

Cohesiveness

Next Steps:

- Schedule - school has adjusted well - regular time for hockey worked well/ 60 minutes worked well - feedback - to try to change Friday and Mondays so they are not losing the same classes
- Library-Learning Commons
- Continue with collaboration
- Thinking classroom (seems like there is some excitement)
- Enrichment
- Looking at new electives
- School News - investing in more equipment
- Greater cooperation with BBMS (Academies, Musical Theatre etc...)
- Conferences