

**School District #60 (Peace River North)**  
**Committee of the Whole**  
**Regular Meeting**  
**Monday, June 6, 2022 @ 1:30 p.m.**  
**AGENDA**

**Education**

**1. Education Update**

*Stephen Petrucci, Superintendent*

Framework Presentations (Attachments)

a) Clearview Elementary & Jr. Secondary (1:30 – 2:10 p.m.)

*Craig Brownlee, Administrator*

b) Baldonnel Elementary (2:10 – 2:40 p.m.)

*Christine Todd, Administrator*

c) North Peace Secondary/Energetic Learning Center (2:45 – 3:10 p.m.)

*Todd Koponyas, NPSS Administrator*

*Lori Coulter, ELC Vice-Principal*

**Governance**

**Human Resources**

**Operations**

**1. Operations Report (Attachment)**

*Angela Telford, Secretary-Treasurer*





## **Vision**

We aim to prepare students for our ever-changing world by equipping them with creative and critical thinking skills, core academics, and the values of respect, honesty, and compassion for all.

## **School Context**

### **Where are we?**

Clearview School is located 47 km northeast of Fort St. John in a farming community; however, many families are also employed by the oil and gas industry. Located beside the school is an arena, which is used by the school and the region. There is a strong sense of tradition, family, and community, because many generations of families continue to live in the area and have attended Clearview.

### **Who are we?**

We are a K-9 school with an experienced staff that includes a principal, seven teachers and seven support staff (clerical, teaching assistants, Aboriginal Support Worker and custodians). We have five divisions of students and the entire student population (114 students including 18 Indigenous students) is bussed. After grade nine, students attend North Peace Secondary School Main Campus or ELC campus in Fort St. John.

### **What's the impact of parent support?**

Our parents are involved and committed to their children's education. Many parent volunteers help out with classroom and school activities and we have an active and organized Parents Advisory Council. In addition to their regular meetings and financial support, they help plan and organize several events and fundraisers throughout the year. Several parents cook our hot lunch program, which provides a hot healthy lunch for students twice a month. We also have a group of parents who make hot dogs for the students every Wednesday. Parents are an integral part of the school community and the school is an integral part of community life. We are starting the RSL program in November and will continue it through the year. This is another great way to support early learning and connect families to the school. We will hold our Welcome to Kindergarten on May 31.

### **What do we do here?**

The students are very active in sports and extra-curricular activities both with the school and the community. This year we are excited to play games against other teams and join in tournaments in the district and in Dawson Creek. Physical Education is an important aspect for the students at all grade levels. In addition, students also take part in district Science Fair, district Speech Contest, and Skills Canada competitions. We provide a differentiated learning environment for our learners and have been able to begin offering more alternate seating and working options. Technology is becoming more and more prevalent for both the staff and students. We have Smart boards, iPad Minis, laptops,

desktops, SMART Document Cameras, 3-D printers, and Chromebooks to support learning. The Learning Centre opened in the fall of 2016 to enable our students to explore and to create. We are continuing to develop this area. Furthermore, the school values its close partnerships with the oil and gas companies in the area. They provide not only some financial and material support but they also commit time to help out with various projects and events.

### Communication:



Website: [www.clearview.prn.bc.ca](http://www.clearview.prn.bc.ca)

Facebook: <https://www.facebook.com/sd60clearview/>

Email

Monthly PAC Meetings

Strengths	Challenges
<p>Experienced staff Great athletic programs Technology Training for all Staff Clean school Great support staff Community involvement Kids like to play outside Learning Centre - great space Assemblies Vivian- knowledge of processes Administrator - support/knowledge Staff with a variety of skills Opportunities to use the arena Christmas Concert and Remembrance Day assemblies Facebook - sharing of news Spirit Days - community building Intramurals Staff vs. Students events</p>	<p>Anxiety and challenges consistent with students that age as well as due to the pandemic and to tragedy in the community Improve reading comprehension Develop stronger social skills and self-regulation strategies More confident writers Analyzing and Reasoning in Math</p>

**Goal # 1 Students will improve their writing in meaning, form, and conventions for at least 80% of our students.**

Rationale	Who?	Current best practices (How?)	How will we know?	Core competency- focus on student self- evaluation
Students need to learn how to effectively communicate their ideas.	All teachers, support teachers, EA's, administrator, coaches, parents, and guest speakers.	<p>Balanced Literacy Explicitly teach a strategy by:</p> <ol style="list-style-type: none"> <li>1. Model/Teach</li> <li>2. Share and support</li> <li>3. Guide individual or small group</li> <li>4. Independent practice</li> </ol> <p>Assess for learning needs Cold writes in fall and spring Journal writes</p> <p>Set targets/goals Teach- provide opportunities to plan, to construct, to revise, to edit, and to present their work Assess for learning Reteach as needed</p> <p>Teach students how to:</p> <ul style="list-style-type: none"> <li>-set reasonable targets</li> <li>-share their thinking</li> <li>-plan and construct</li> <li>-revise their writing/drawing</li> <li>-edit their writing/drawing</li> <li>-be able to share their thinking with different types of audiences</li> <li>-encourage students to read often as reading and writing are reciprocal</li> <li>- teachers will collaborate on lessons</li> <li>-teachers will encourage daily writing to build stamina</li> </ul> <p>Use Adrienne Gear- What? So What? Or Now What?</p> <p>Possible Resources: Writing 44 Adrienne Gear Lori Jamieson Rog 6 +1 Traits of Writing SMART Coaching Cards Graphic Organizers Digmore Website resources</p>	<p>Cold writes and letter grades will show that at least 80% of our students are meeting or exceeding expectations.</p> <p>Learning plans and IEP goals are met.</p>	<p>Communication</p> <p>Creative Thinking</p>

		Words their Way Making Words <b>Jolly Phonics</b> <b>Phonemic Awareness</b>		
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**Goal #2 The students will improve their number sense for reasoning and analyzing for at least 80% of our students.**

Rationale	Who?	Current best practices (How?)	How will we know?	Core competency-focus on student self-evaluation
Number sense is the foundation for all math and being able to reason and analyze is so important.	All teachers, support teachers, EA's, coaches, ISSW, and peers.	<p>Assessment- MAP Assessment in the fall and the spring with very similar numbers.</p> <p>Focus on;</p> <ul style="list-style-type: none"> <li>-Basic facts and related facts ("if I know that <math>2+3=5</math>, does that help me know what <math>20+30</math> equals?)"</li> <li>- Quick daily mental math routines</li> </ul> <p>EA support for differentiation Gather manipulatives to allow for all types of learners.</p> <p>Mathletics</p>	<p>Data from</p> <ul style="list-style-type: none"> <li>-District MAPGr 3-9</li> <li>- Report cards</li> <li>- Self assess from Math rubric</li> </ul> <p>If students can:</p> <ul style="list-style-type: none"> <li>- do relevant calculations</li> <li>- can estimate, find and check their answer</li> </ul>	Critical Thinking

**Goal # 3 Students will feel safe and cared for at school for all of our students.**

Rationale	Who?	Current best practices (How?)	How will we know?	Core competency-focus on student
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				<b>self-evaluation</b>
<p>Students need to feel safe and cared for in order to learn.</p> <p>Students who feel that they belong feel safe.</p> <p>We think this is extremely important following the pandemic with the increased rates of anxiety and depression.</p> <p>We also recognize that there has been a challenge to school community with some students not seeing or interacting with other students or teachers.</p>	<p>All students , staff and bus drivers.</p>	<p>Use discipline with Dignity for students that are being unsafe so that their behaviours improve and allow others to feel safe.</p> <p>Explicit teaching of social emotional strategies. Posters in the halls. Practice of appropriate behaviours. Reward positive behaviours. SEL teacher direct instruction</p> <p>Leadership and house team opportunities Increase cultural opportunities throughout the day, month, and year.</p> <p>Personal contacts with each student in the class, in the hall, on the playground, and in coaching opportunities.</p> <p>Strong school-wide Intramurals program to get students excited and to form school community.</p> <p>Explicit teaching of different cultures to allow all students to feel that they belong and other opportunities to explore different cultures. With a particular focus on local Indigenous culture.</p>	<p>Belonging survey in Oct and May.</p> <p>Satisfaction survey.</p> <p>Student Mental Health Literacy Survey- Fall and Spring for Secondary students</p> <p>MDI assessment for grade 7</p> <p>Participation in school activities.</p> <p>Cultural opportunities</p>	<p>Communication</p> <p>Positive Personal &amp; Cultural Identity</p>

Reading Data

# School Results - Level

School	02	
	PMB Beginning 2021/2022	PMB Ending 2021/2022
24	<u>1</u>	-
23	<u>1</u>	<u>3</u>
22	-	<u>1</u>
20	<u>1</u>	-
14	<u>2</u>	-
10	<u>1</u>	-
7	<u>1</u>	-
<b>Total</b>	<b><u>7</u></b>	<b><u>4</u></b>
<b>Meets/Exceeds</b>	<b>29</b>	<b>100</b>

# School Results - Comprehension

School	03	04	05
	QCA Beginning 2021/2022	QCA Beginning 2021/2022	QCA Beginning 2021/2022
4	<u>3</u>	<u>1</u>	-
3	<u>5</u>	<u>6</u>	<u>7</u>
2	<u>8</u>	-	<u>4</u>
PM 15-19	-	<u>1</u>	<u>1</u>
PM < 15	-	<u>2</u>	-
<b>Total</b>	<b><u>16</u></b>	<b><u>10</u></b>	<b><u>12</u></b>
<b>Meets/Exceeds</b>	<b>50</b>	<b>70</b>	<b>58</b>

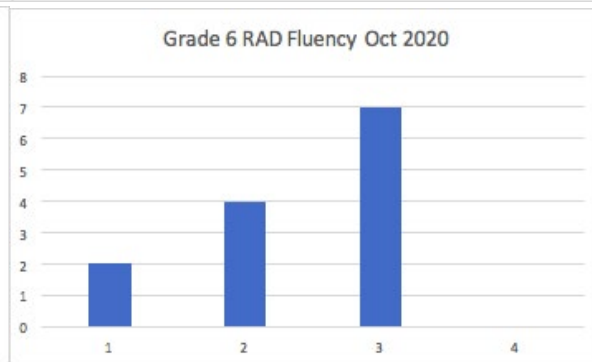
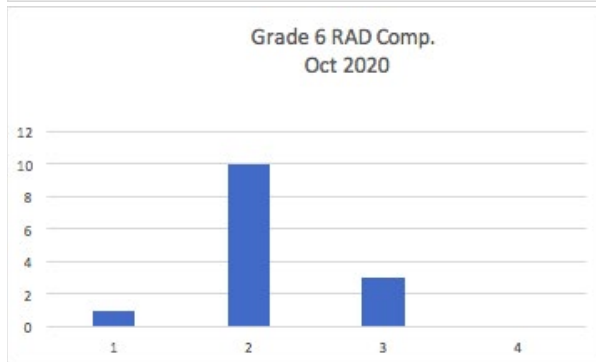
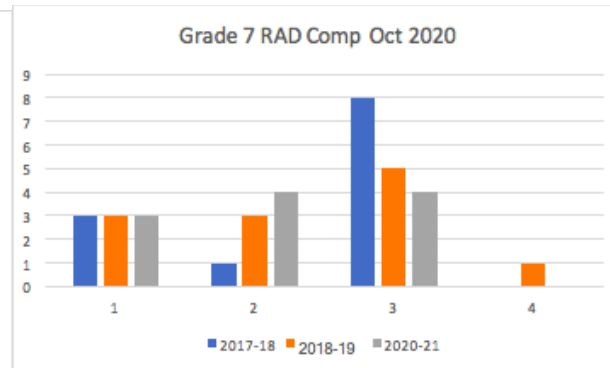
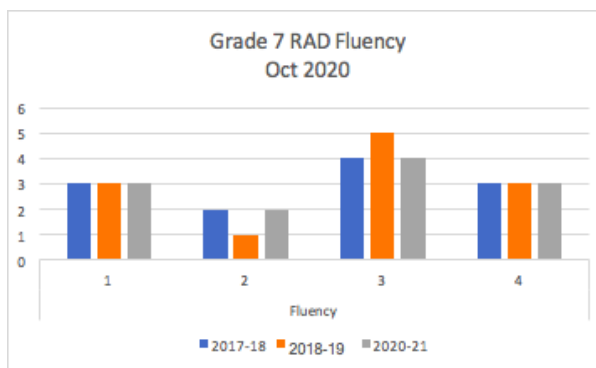
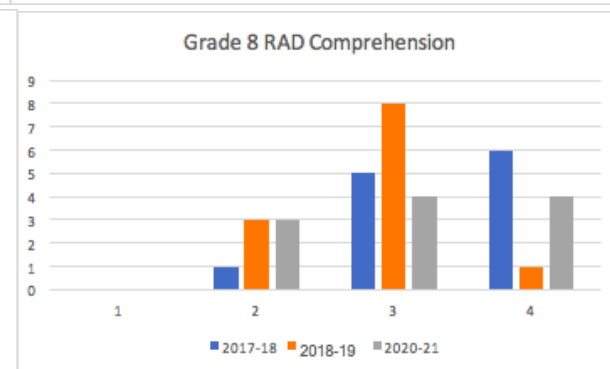
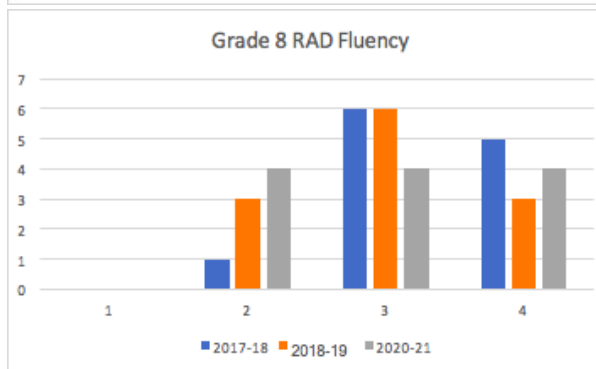
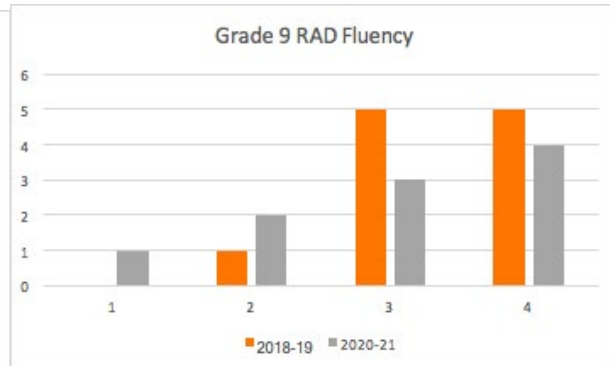
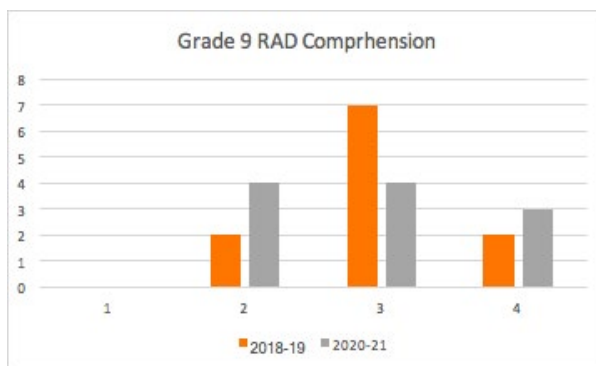
School: **Clearview EJSS**

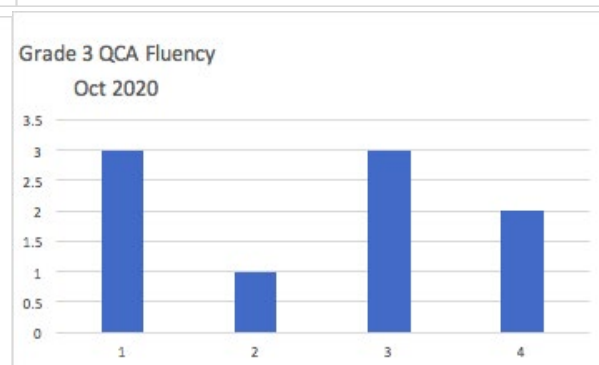
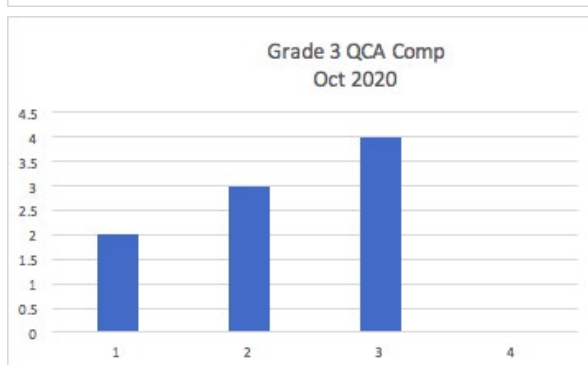
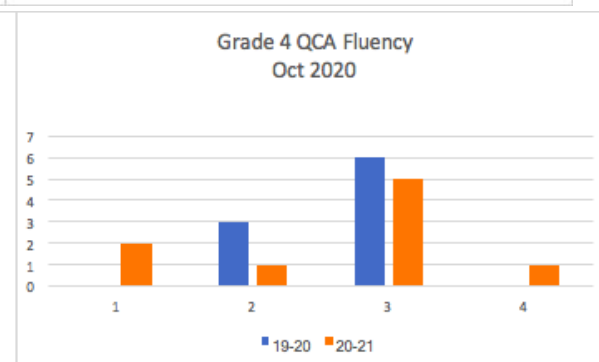
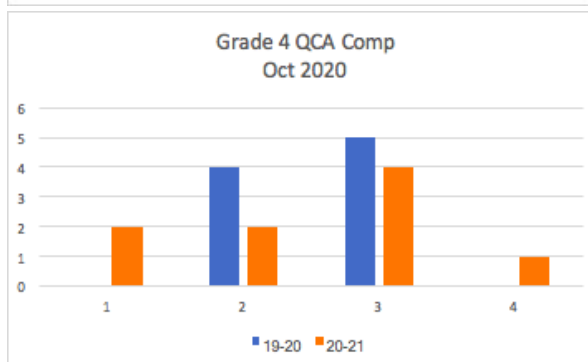
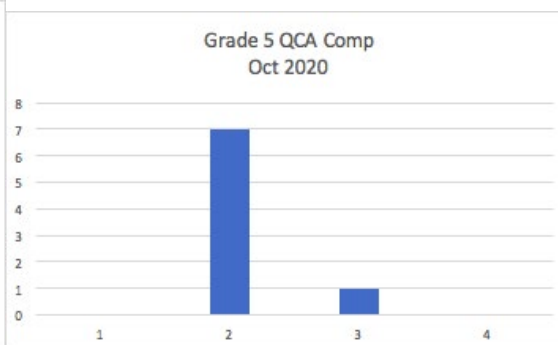
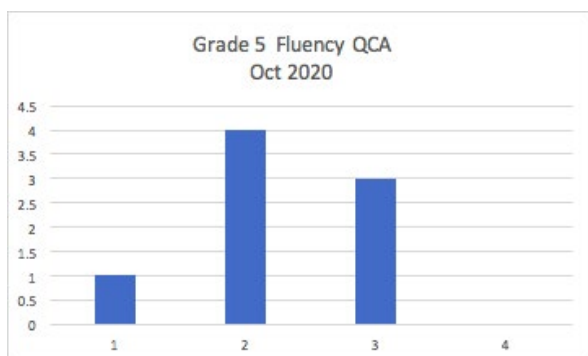
# School Results - Comprehension

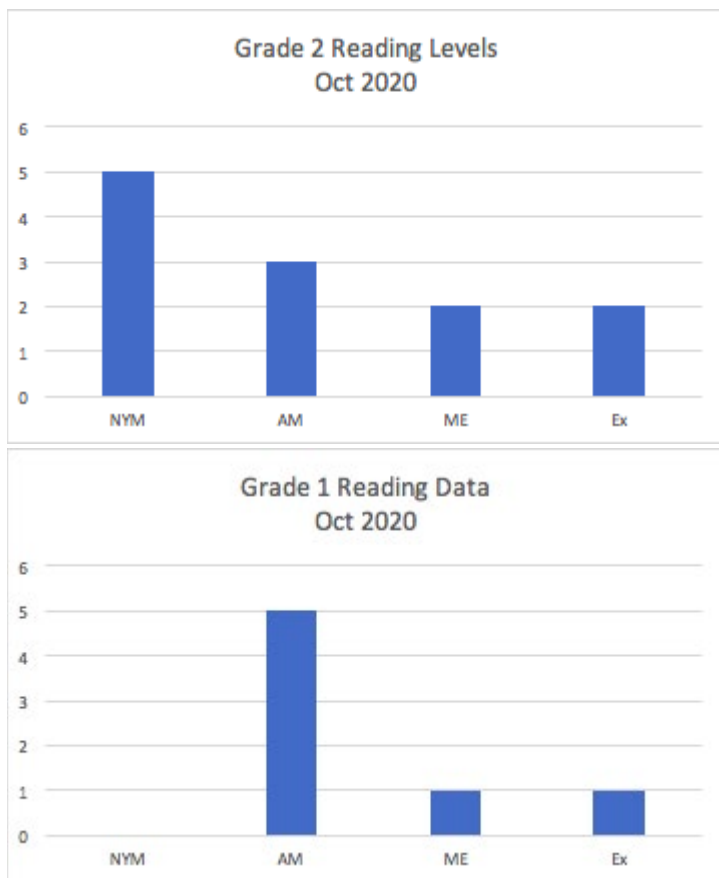
School	06	07
	RAD Beginning 2021/2022	RAD Beginning 2021/2022
3	<u>5</u>	<u>11</u>
2	<u>4</u>	<u>6</u>
PM 20-24	-	<u>1</u>
<b>Total</b>	<b><u>9</u></b>	<b><u>18</u></b>
<b>Meets/Exceeds</b>	<b>56</b>	<b>61</b>

Historical Reading Data









## MAP DATA

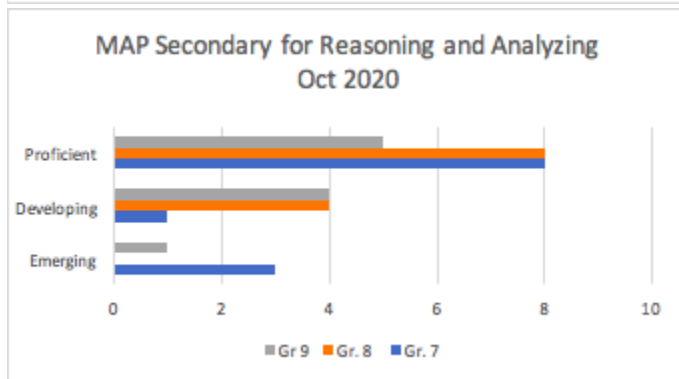
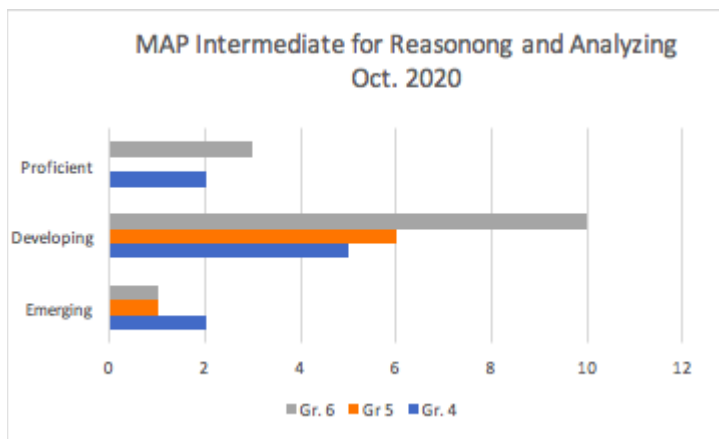
School: **Clearview EJSS**

School Year:

### School Results - Communicating and Representing

School	04		05		06		07	08	09
	MAP Fall 2021-22	MAP Spring 2021-22	MAP Fall 2021-22	MAP Spring 2021-22	MAP Fall 2021-22	MAP Spring 2021-22	MAP Fall 2021-22	MAP Fall 2021-22	MAP Fall 2021-22
Emerging	<u>1</u>	-	-	-	-	-	<u>2</u>	<u>1</u>	-
Developing	<u>1</u>	<u>1</u>	-	-	<u>1</u>	<u>2</u>	<u>2</u>	<u>6</u>	<u>8</u>
Proficient	<u>6</u>	<u>9</u>	<u>10</u>	<u>12</u>	<u>8</u>	<u>7</u>	<u>14</u>	<u>1</u>	<u>5</u>
<b>Total</b>	<b>8</b>	<b>10</b>	<b>10</b>	<b>12</b>	<b>9</b>	<b>9</b>	<b>18</b>	<b>8</b>	<b>13</b>
<b>Meets/Exceeds</b>	<b>88</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>89</b>	<b>88</b>	<b>100</b>

## Historical MAP Data



## Writing Data 2021-22

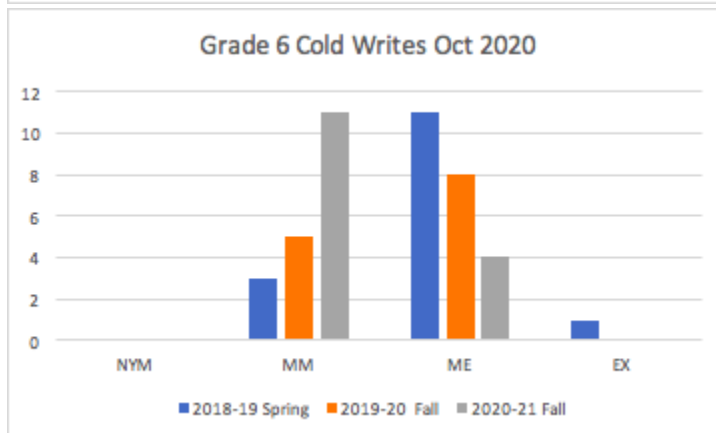
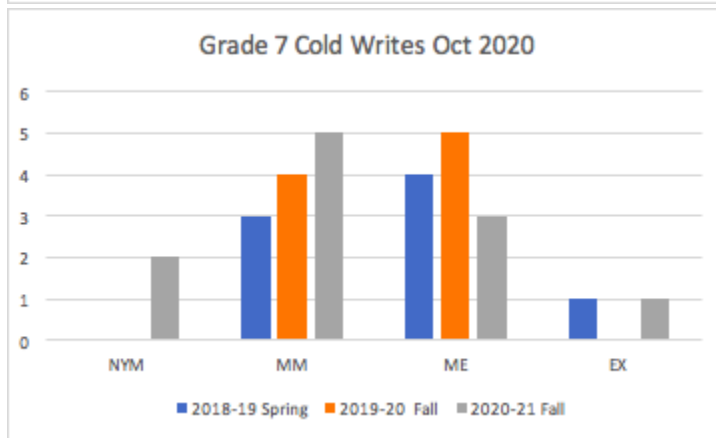
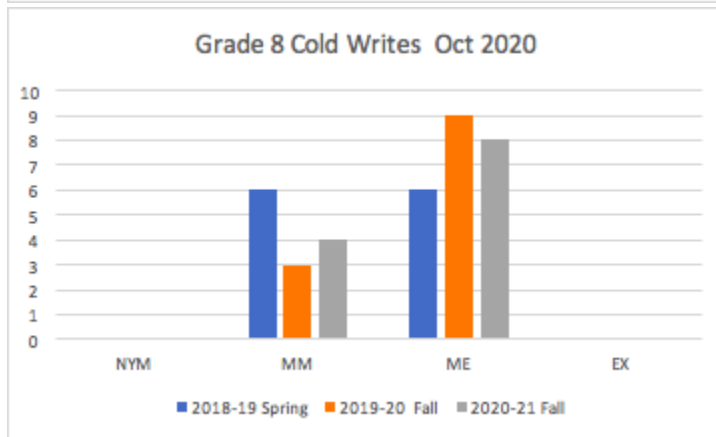
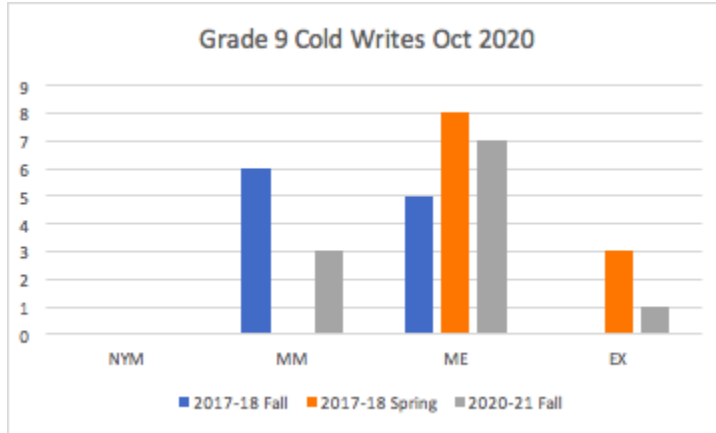
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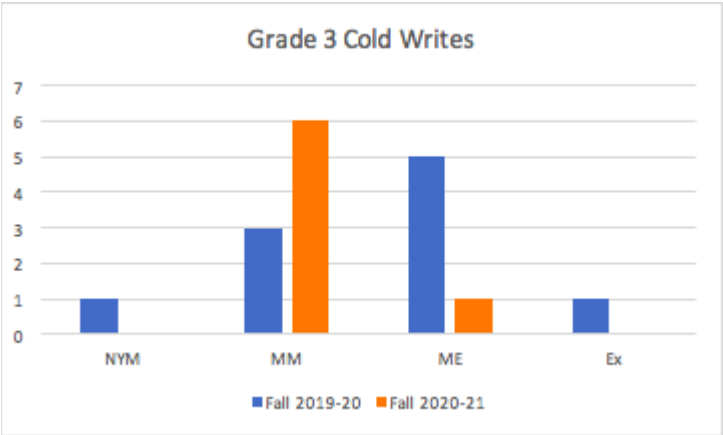
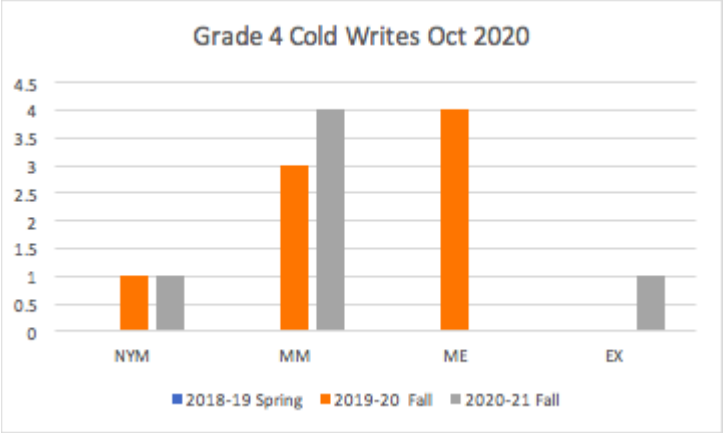
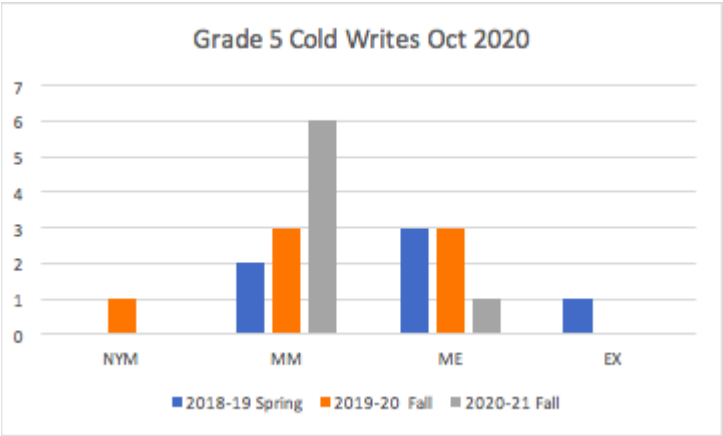
School Year: **2021**

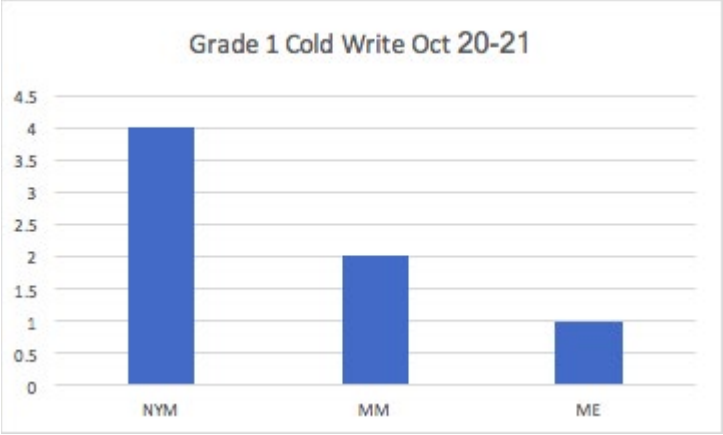
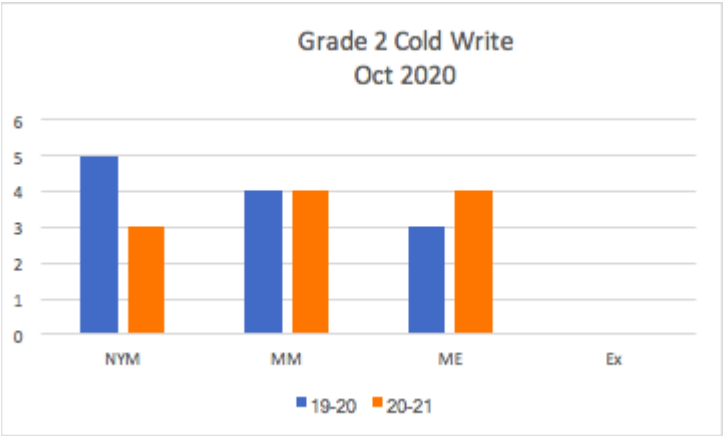
### School Results - Conventions

School	02	03	04		05		06	07	08		09	
	Writing Exp. Fall 2021-22	Writing Exp. Fall 2021-22	Writing Exp. Fall 2021-22	Writing Exp. Spring 2021-22	Writing Exp. Fall 2021-22	Writing Exp. Spring 2021-22	Writing Exp. Spring 2021-22	Writing Exp. Spring 2021-22	Writing Exp. Fall 2021-22	Writing Exp. Spring 2021-22	Writing Exp. Fall 2021-22	Writing Exp. Spring 2021-22
Not Yet Within Expectations	<u>3</u>	-	-	<u>1</u>	-	<u>1</u>	-	<u>1</u>	-	<u>1</u>	-	-
Meets Expectations (Minimal Level)	<u>3</u>	<u>7</u>	<u>3</u>	-	<u>5</u>	<u>3</u>	<u>1</u>	<u>9</u>	-	-	-	-
Meets Expectations (Minimal Level)	-	-	-	-	-	-	-	-	<u>8</u>	<u>4</u>	<u>8</u>	-
Fully Meets Expectations	<u>1</u>	<u>9</u>	<u>3</u>	<u>6</u>	<u>4</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>5</u>	<u>6</u>	<u>4</u>	<u>8</u>
Exceeds Expectations	-	-	-	-	<u>1</u>	-	<u>1</u>	-	-	<u>1</u>	<u>1</u>	<u>4</u>
<b>Total</b>	<b>7</b>	<b>16</b>	<b>6</b>	<b>7</b>	<b>10</b>	<b>10</b>	<b>9</b>	<b>16</b>	<b>13</b>	<b>12</b>	<b>13</b>	<b>12</b>
<b>Meets/Exceeds</b>	<b>57</b>	<b>100</b>	<b>100</b>	<b>86</b>	<b>100</b>	<b>90</b>	<b>100</b>	<b>94</b>	<b>100</b>	<b>92</b>	<b>100</b>	<b>100</b>

## Writing Data October 2020













### **Baldonnel Elementary: Framework for Enhancing Student Learning,**

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

Our Baldonnel community of students, parents, and staff all work together to fulfill this mission and to be part of the educational process. If you have any questions, concerns, or suggestions, please call the school, and set up an appointment with the principal, Classroom teacher, or other support staff. Together We are Better!

2021

Revised September 2019.  
Revision March 2020  
Revision September 2020  
Revision September  
Revised May 30 2022



2021-22

### Baldonnel Elementary School Context

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

The entire staff at Baldonnel School is extremely dedicated and committed to our students. Literacy and Numeracy are areas of strength for our school, and we are committed to continuing to provide current best practices in all area of instruction and support for students. We subscribe to the philosophy of shared leadership and work as a team on the following: Math, ADST/Careers, Fine Arts, and Positive Schools/School Connectedness, Collaboration and Teacher Mentoring. Being able to have more parents in the school and more school wide activities, will help to building relationships with our parents, community partnership, and our students. Baldonnel Elementary has an active Parent Advisory Council (PAC), which, seeks to incorporate family-friendly activities to build our sense of community.

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



**Our goals for 2021-2022:**

1. To increase student opportunities to take on leadership roles throughout the school and have a voice.
2. Intellectual Development and Student Engagement - Reading and Literacy
3. Improving our understanding of Indigenous culture





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

#### **Our Dream Statements:**

##### **We believe:**

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

#### **Our Core Ethical Values:**

- Respect
- Responsibility
- Safety
- Kindness

#### **Motto:**

**Together We are Better**



**Goal #1:** To increase opportunities for students to take on leadership roles throughout the school and have a voice.

**Rationale:**

We believe in building connectedness and promoting supportive and positive behaviours. We are striving to teach students to be safe, mindful and to have a positive mindset. We are striving towards teaching students to be respectful of our school facilities and playground and the need to develop more ownership and pride in our school. We believe an increased focus on our school values and virtues, as well as building a sense of belonging. Through activities such as Bronco Days, Spirit Days, and continued home-school

communication, we will build community connectedness to promote safe, respectful, responsible, and kind choices. We believe that by developing leadership opportunities throughout the school, students will demonstrate our core values and make the school welcoming for all. By having a voice and leadership roles, students will take these skills into the community.

**Strategies:**

- Big/Little Buddies
- Office Monitors
- Lunchtime Monitors
- Spirit Team Leaders
- Assembly Leaders – setting up the gym; acknowledgement; introductions
- Morning pm announcements/acknowledgement
- Recess announcements
- Recycling Leaders
- Snow shoveling

**Achievement Indicators:**

Individual teachers will be given a Chart monthly and keep a tally of the number of students who are participating in leadership roles. Our goal is to provide leadership roles for all students. By keeping track we can see how many are given the opportunity and make a effort to include all. We will keep track of leadership roles in the classroom and in the school.

**Targets:**

100% of our students will participate in leadership roles in the Classroom.



75% of students grade 1-6 will participate in at least one leadership role in the school.

**Resources:**

The principal will provide the tally sheets and do a monthly tally that will be presented at monthly staff meetings.



## **Goal #2: Intellectual Development**

- Primary students will continue progressing towards meeting grade level expectations in Reading.
- Intermediate students will improve in both their fluency and comprehension skills.
- Intermediate students will improve in comprehension and communicating their understanding of materials both orally and through writing.

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

## **Strategies**

Staff training/mentoring to ensure we have a strong literacy program and a common language

Use the District Literacy coach to help new staff members

Parent workshop for primary grades

Put reading strategies in Newsletters

Variety of Learning/teaching strategies: Adrienne Gear, Literacy Circles, Smart Reading, Buddy reading Noisy Reading, Guided Reading lessons, Home reading program, Think-Pair-Share, Project Based Learning, Self reflections

RTI: and reading tiers (general education –tier 1, early intervention- tier 2, intensive intervention –tier 3) Screen, Teach, Intervene, Monitor Progress, Adjust.

0.2 Reading support teacher to support teachers and students in the primary classrooms.



**Achievement Indicators:**

- Phonemic Awareness Testing
- PM Benchmark Reading Levels
- FSA
- QCA
- Final Letter grades or performance indicators
- Cold Writes

**Targets:**

- 80% of our kindergarten students will be at level 3-4 quartile by June on the Phonemic Awareness Testing
- 90% of our primary students will be meeting grade level expectations on the PM Benchmark testing in June 2022
- 80% of intermediate students will be at level 3-4 for fluency and comprehension skills on the QCA in June 2022
- 80% of our grade 6 students will be at level 3-4 for fluency and comprehension skills on the RAD in June 2022

**Resources:**

- Coaching and mentor time for our new staff members.



**Goal #3:** Students will increase their understanding of Indigenous cultures with support of the curriculum and our community.

**Rational:**

To support Truth and Reconciliation we must understand Indigenous culture. For our students to become more respectful and able to develop meaningful relationships, they need to have the knowledge of the Indigenous community. Our Indigenous students need to be proud of their heritage and accepted for who they are. If as a school we can foster this development, it will have long-term impacts on all our students and community.

**Strategies:**

- Student lead daily acknowledgement that we live, work, and play on the Dane Zaa territory
- Focus our teaching on the medicine wheel and the 7 teachings
- We will one of the 7 teachings per month:

October	Respect
November	Courage
January	Truth
February	Love
April	Honesty
May	Humility
June	Wisdom

Creating displays to support our learning

- ISSW and District cultural teacher will work collaboratively with the teachers to help them develop meaning lessons
- Bring in elders and community members to support our learning

**Achievement Indicators:**

- Student artifacts, discussions, displays
- Number of lessons each teacher presents to the students monthly to support Indigenous culture.

**Targets:**

- Teachers with the support of the ISSW worker will complete at least 1 weekly lesson on Indigenous culture
- Pictures of students artifacts and displays

**Resources:**

- Elders and visitors to talk about Indigenous culture



- Support from the District culture teacher and the 7 teaching kits from the Indigenous center.

### Communication Plan

The Framework for Enhancing Student Learning document will be available on our school website, our Facebook page and on a designated bulletin board in the front foyer. The Framework will be presented to the parents at a PAC meeting, Parents **will** also be provided with updated progress on the achievement we are making towards these goals.

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

In each school newsletter an aspect of the framework, code of conduct, virtue teachings, new curriculum, digital literacy and SOGI will be included. There will be postings about each of the goals on the Facebook page explaining the framework.

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



## Appendix Framework for Learning Data Collection

**2021/22 Need to update with data from final reporting**

### **Language Arts Primary**

Meeting 82%

Approaching 18%

### **Language Arts Intermediate**

C+ or higher 80%

### **Math Primary**

Meeting 95%

### **Math Intermediate**

C+ or higher 69%

**2020/21**

### **Phonemic Awareness**

3-4 Quartile 69%

### **Language Arts Primary**

Meeting 90%

### **Language Arts Intermediate**

C+ or Higher. 86%

### **Math Primary**

Meeting 93%

### **Math Intermediate**

C+ or Better. 86%

**2019/2020**

### **Language Arts Primary**

Meeting: 73%

### **Language Arts Intermediate**

C+ or higher: 84%

C



**Math primary**  
Meeting: 96%

**Math Intermediate**  
C+ or higher: 88%  
C

**2018/2019**

**Language Arts Primary**  
90% meeting

**Language Arts Intermediate**  
C+ or higher: 87%  
C

**Math Primary**  
100% Meeting

**Math Intermediate**  
C+ or higher: 89%  
C



## **FSA Data Grade 4**

**2021-22**

### **Literacy**

79% On track or extending

21% Emerging

### **Math**

29% On Track or extending

71% Emerging

**2020-21**

### **Reading**

86% On track or exceeding

13% Emerging

### **Writing**

86% On Track

13% Emerging

### **Math**

93% On Track or Exceeding

6% Emerging

**2019/2020**

### **Reading**

75% On-track or exceeding

25% Emerging

### **Writing**

79% On-track or exceeding

21% Emerging

### **Math**

71 % On-track or exceeding

29% Emerging

**2018/2019**

### **Reading**

90% On-track or Exceeding

10% Emerging



### **Writing**

95% On-Trace or exceeding  
5% Emerging

### **Math**

72% On-track or exceeding  
29% Approaching

## **FSA Data Grade 4 2017/2018**

### **Reading**

95% On-track or exceeding  
5% Emerging

### **Writing**

73% On-track or exceeding  
27% Emerging

### **Math**

91 % On-track or exceeding  
9% Emerging

## **School Connectedness Survey**

### **2021-22**

I feel safe at School 93%  
2 or more adults care about me 75%  
Students feel they belong 85%

### **2020-21**

I feel safe at School 99% sometime/always  
2 or more adults care about me 100%  
Students feel they belong 93%

### **2019-20**

I feel safe at School 99% sometimes/ always  
2 or more adults care about me 99%  
Students feel they belong 84%



#### **2018-19**

I feel safe at School	99% sometime/always
2 or more adults Care about me	98%
Students feel they belong	75%

#### **2017-18**

I feel safe at School	100% sometime/always
2 or more adults Care about me	89%
Students feel they belong	99%

#### **Leadership Opportunities 2021-22 Need to update data end of year**

Room 1 K Class

Room 2 K/1 Class

Room 3 2/3 Class

Room 5 1/2 Class 100%

Room 6. 4/5 Class 100%

Room 7 5/6 Class. 100%

Leadership activities: Lunch monitor, office monitor, buddy reading, big buddies, assembly leaders, gym game leaders,

#### **Indigenous Teachings**

Diane Barclay-seven grandfather teachings. Each class received a lesson from Diane Barclay over the year about one of the teachings.

Dale B and Pat Jansen-story telling/reading to students

Doig Days

Baldonnel Indigenous Day

School District Indigenous Day

Art lessons representing a variety of Indigenous artists worldwide

Lessons embedded into teaching curriculum

Bannock Taco's







## Framework for Enhancing Student Learning 2021-2022

**Goal 1:** Increase academic achievement and foster independent learners.

**Goal 2:** Encourage a safe, caring, and inclusive school community where members demonstrate Accountability, Integrity, and Respect.

**Goal 3:** Enhance Student Options Through Diverse Learning Experiences in Career Education.

### Introduction

Nestled in the beautiful country of the traditional territory of the Dene-Zaa People, North Peace Secondary School, is a vibrant, dynamic and diverse school community of two campuses with more than 1300 learners enrolled as of September 2021. Included in the population of our school community are more than 200 Indigenous learners from the local First Nations communities of Doig River, Halfway River, and Blueberry River, as well as Métis, Inuit, and other First Nations communities. In addition, we have a large community of International learners and recent immigrants from both outside and within Canada.

North Peace Secondary School includes a main campus that serves Grade 10-12 learners and a secondary location, the Energetic Learning Campus (ELC), that serves Grade 10. NPSS serves a population that is varied in socio-economic demographics. We offer diverse courses and programs to help learners obtain abilities using applied design, skills, and technology with a deeper connection to real-world practice to meet their life goals. Here, their educational development is focused on evolving their personal responsibility in the world to contribute to society in meaningful and productive ways.

Our staff will meet learners' needs through continual and collaborative professional development in a team-oriented and supportive environment to support the wider learner and school community. Staff at North Peace Secondary are focused on building strong relationships to enhance student learning and do so through collegial reflection and interaction and our district and provincial opportunities to build a professional practice.

With caregivers being a fundamental proponent of learner success, the North Peace Secondary school community will strive to offer proactive support in a learner's education as they navigate opportunities to support their dependents in the learning process through programs such as the Senior Alternate program, Evergreen, and our Resource Room. Using open lines of communication and feedback, caregivers should feel involved and connected in a timely and action-driven way. In addition, our onsite counsellors support our learners through the process of looking at future careers, applying to post-secondary institutions as well as scholarship opportunities while supporting a learner's mental health.

Staff work with the greater community to develop the needs and skills required in society and are involved in the school process to ready learners for the workforce through our Youth Train in Trades, Youth Work in Trades, and Work Experience programs. The number of learners participating in these programs continues to grow.

We acknowledge the individuality of the learner. There is something for everyone at North Peace Secondary School. Students can fulfill their creative outlets in a productive environment, from visual, graphic, and literary arts to band, musical theatre, and drama.

The objective of Grizzly Athletics at NPSS is to foster a healthy appreciation for competitive sports, individuals and teams. Specifically, our Grizzlies program aims for the pursuit of excellence in the areas of accountability, integrity and respect while cultivating a healthy appreciation for sportsmanship, leadership and skill development. Our department has a wide variety of topics and specialties to provide a holistic approach to health and well-being, encouraging lifelong learners. Our extra-curricular athletics provides opportunities in multiple sports through fall, winter and spring competitions. Go Grizzlies!

Highly specialized professionals offer a multitude of different courses. For instance, we offer instruction in 4 languages; First Peoples focused social studies and English courses, science teachers with specialized knowledge in practical fields of study with the capacity to expand the curriculum, and professional-grade shops. In addition, staff seek to increase the interdisciplinary collaboration to enhance the cross-curricular skills set out in the Provincial Core Competencies.

## Framework Development Process

The NPSS staff spent the 2021-22 Planning Day reviewing our previous Framework with an eye on reviewing our school goals and focusing on where we would like to go this year and beyond. Our staff developed key indicators and strategies we believe will help us reach our three core goals. Our framework will be reviewed throughout the year.

## Vision

Through our guiding vision of *Peace Is In The A.I.R.*, North Peace Secondary School is a community of learners where staff, students, and caregivers abide by the principles of Accountability, Integrity and Respect to aid in skill development to help learners transition into their role as educated, global citizens.

---

## Goal 1: Increase Achievement and Foster Independent Learners

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### Objective 1.1: Increase Universal Design for Learning Capacity and Usage Among Staff

---

#### Key Strategies

- Promote, model and implement common UDL language across departments.
  - Teacher-Leaders will promote and model UDL within their departments.
- Using content to support curricular competencies.
  - Move from content-based to competency-based assessment practices
- Support teachers with technology.
  - Dedicated tech support teacher, Chromebooks, and Redcat speakers

#### Indicators

- Departments utilize Shelley Moore Curricular Grids to aid in assessment and planning.
- Include clear UDL strategies in course previews and planning.
- Increased UDL visuals in classrooms.

#### Targets

- Implement staff collaboration time Wednesday afternoons to allow dedicated time to review, plan and implement UDL strategies.
- Increase the use of visuals in the classroom to promote common UDL language.
  - (ex. posters, word walls and other visual resources).

---

### Objective 1.2 Increase Independent Learning Through Collaborative Universal Supports

---

#### Key Strategies

- Increase inclusionary measures by implementing Tier 1 universal strategies within the classroom.
- Increase the effectiveness of tutorial supports and Educational Assistants in the classroom.
- Promote collaborative structures that allow the Learning Services Department to work within classrooms to support students and classroom teachers.
- Continue to use classroom profiles, management plans and previews to plan for all learners and effectively target support.
- Continue to use and build upon the following school structures and processes:
  - LAT/Counsellors/Admin regularly monitor students on their caseloads;

- Regular and systematic review of DVRs and student progress;
- “High-flyer” meetings looking at academics and referral data which led to counsellors/Admin RTI (plan) → referral to special programs -- Student mental health toolkit resource for teachers → counsellor/Admin bi-weekly meetings
- LAT ‘support blitz’
- Implementation of the NPSS Indigenous student support process based upon district Indigenous RTI. [Table 5](#)

### Indicators

- Track the number of students accessing tutorial support.
- Track semester pass/fail. [Table 7](#)
- Track the number of team-based meetings.
- 6-Year Completion Rate - [Table 2](#)

### Targets

- Implement Tier 1 universal strategies to reduce the number of pull-out support.
- Reduce overall failure rate across core subjects.

---

## Objective 1.3: \*NEW\* - Support Student Self-Reflection of the Core Competencies

---

### Key Strategies

- Continue to incorporate core and curricular competency language into lesson planning and instruction.
- Model and teach students self-reflection in all classes.
- Continuation of Jennifer Katz's UDL professional development.
- Beginning to work with Shelly Moore for core and curricular competencies professional development.

### Indicators

- Competency language represented in course previews and teacher planning.
- \*NEW\* Student self-reflection of Core Competencies on formal and interim reports. (Currently waiting on the new reporting order)

### Targets

- Regular usage of competency language within the classroom.
- Usage of competency language in reporting - student and teacher.

## Alignment of Resource Allocations With This Goal:

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- Learning Support Fund - [Table 3](#)
  - SEL Support Teachers (1.8 FTE)
  - Youth Care Workers (2 x full-time)
  - Educational Assistants (20)
  - Indigenous Support Teacher (0.3140 FTE)
  - Supplement LAT allocation (0.3 FTE)
  - Technology - Chromebooks, Speech-to-Text, Readers, iPads, RedCats

---

## Goal 2: Encourage a Safe, Caring, and Inclusive School Community Where Members Demonstrate Accountability, Integrity, and Respect

---

### Objective 2.1: Improve Middle To Secondary Transitions

---

#### Key Strategies

- Implementation of two SEL Support Teachers and Youth-Care Workers.
- Increase hall monitor hours to full-time.
- Support vulnerable students and families with food hampers and the pantry program
- LAT/Counsellors/Administrators monitor students.
- Robust middle to high-school transition processes:
  - 2 - Transition Coaches (0.286 FTE)
  - Improved transition timeline.
  - Increased and focused information for students/families
  - Increased communication with feeder schools to ensure proper placement of students in special programs.
  - Main Campus & ELC tours for Grade 9 students.
  - Open House to build parent/school connections.

#### Indicators

- Students respect school, each other and themselves.
- Survey Grade 10 students and parents to gather feedback on the transition process. (October)
- Increased success rate for Grade 10 students.
- Grade to Grade Transition Rate - [Table 4](#)
- Student Learning Survey Results - [Table 1](#)

## Targets

- Provide clearer transition communication through school visits, documentation and video.
- Spread the transition process out over the year to better disseminate information and decrease parent and student stress.
- Increase student engagement with the course selection process.
- Decrease misinformation about school programs and campus selection.

---

## Objective 2.2: Promote Positive and Inclusive School Community with a Focus on Health and Wellbeing

---

### Key Strategies

- Build staff knowledge of supporting student mental health and mental health literacy.
- Continued positive partnerships with outside agencies (MCFD, CYMH, RCMP)
- *Student Mental Health Toolkit* - targeted lesson plans tied to the curriculum.
- Fine Arts/Applied Skills Department reviewing “Peace is in the Air”.
- Foster Staff Relationships
  - Sharing meals during Pro-D
  - Celebrations of birthdays, life events
  - Staff BBQs/potlucks
- Sense of community and safety
- Foster Awareness of Health & Mental Wellbeing
  - Counsellor Corner on the weekly Monday Morning Notes.
  - Staff functions to build community
- Positive School Culture Initiatives
  - NPSS Patio Party for staff and students
  - Assemblies/Pep Rallies
- Active Student Leadership Council
  - Activities (yard games etc.)
- Increased connections with our local First Nations communities

### Indicators

- Student learning survey data shows that students feel safe and have people they can turn to for support. [Table 1](#)
- Positive and supportive school climate [Table 1](#)
- Regular Indigenous team meetings with school and district administration. [Table 5](#)  
[Table 6](#)
- Behaviour Referral Data - [Table 8](#) & [Table 9](#)

## Targets

- Increase 'sense of belonging' for staff and students.
- Promote and revitalize 'Peace is in the **Accountability, Integrity and Respect**'.
- Improve collaboration
- Improve connections with the wider school community.

## Alignment of Resource Allocations With This Goal:

- Learning Support Fund [Table 3](#)
  - SEL Support Teachers (1.8 FTE)
  - Youth Care Workers (2 x full-time)
  - 2 - Full-time Hall Monitors
- Indigenous Support Teacher/Transition Coach

---

## Goal 3: Enhance Student Options Through Diverse Learning Experiences in Career Education

---

**Objective 3.1:** Increase the number of Indigenous Students in Career Pathway programs at High School while increasing their satisfaction with career and post-secondary education preparation

---

## Key Strategies

- Middle School Transition presentations and support for Grade 9 students (Career Education Staff)
- Career Education presentations for Grade 10-12 students (Career Education Staff)
- Individual student/small group meetings with Indigenous students to promote career pathways and opportunities (Career Education Staff)
- Presentations to the communities of Upper Halfway, Doig River and Blueberry regarding Career Pathways and opportunities for Secondary Students (Career Education Staff)

## Targets

- Rate of Teacher and Student satisfaction regarding engagement in learning - a goal of 80% satisfied or very satisfied.
- Student Survey and Written Reflection

## Indicators



- Rate of Teacher and Student satisfaction regarding engagement in learning - a goal of 80% satisfied or very satisfied.
- Student Survey and Written Reflection?

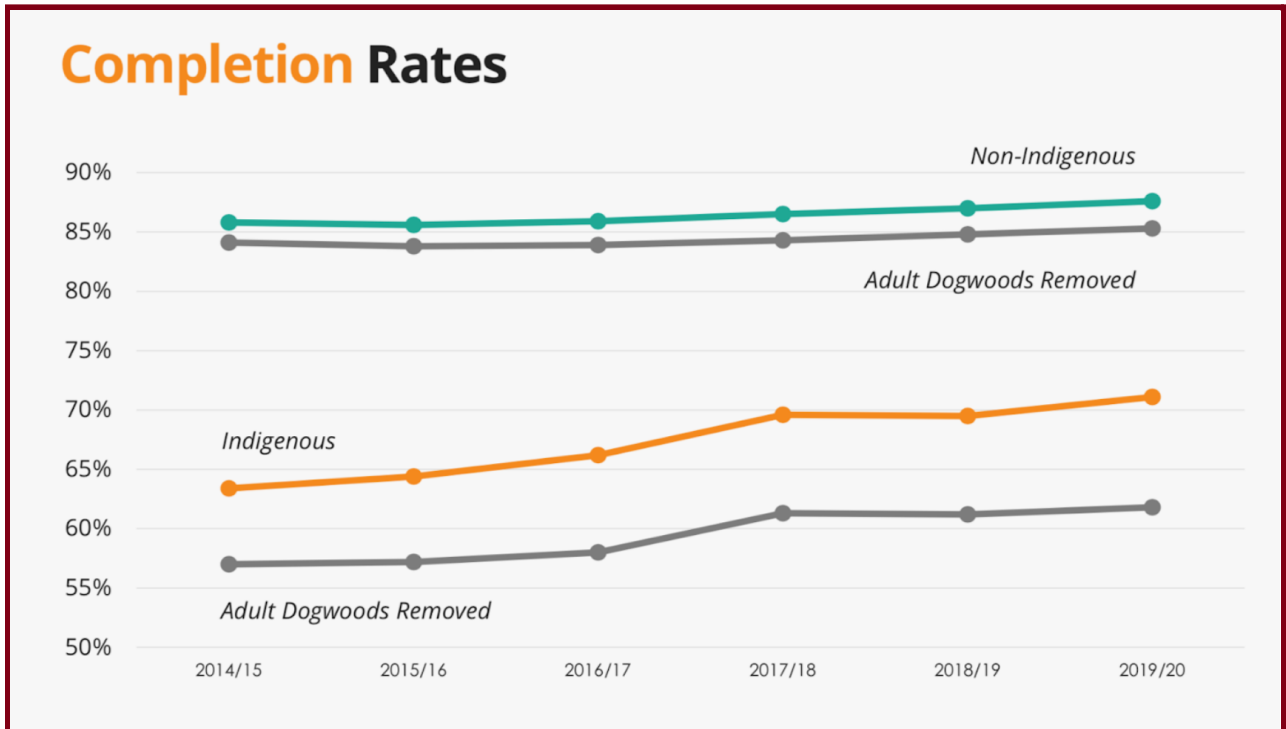
### Alignment of Resource Allocations With This Goal:

## Appendix

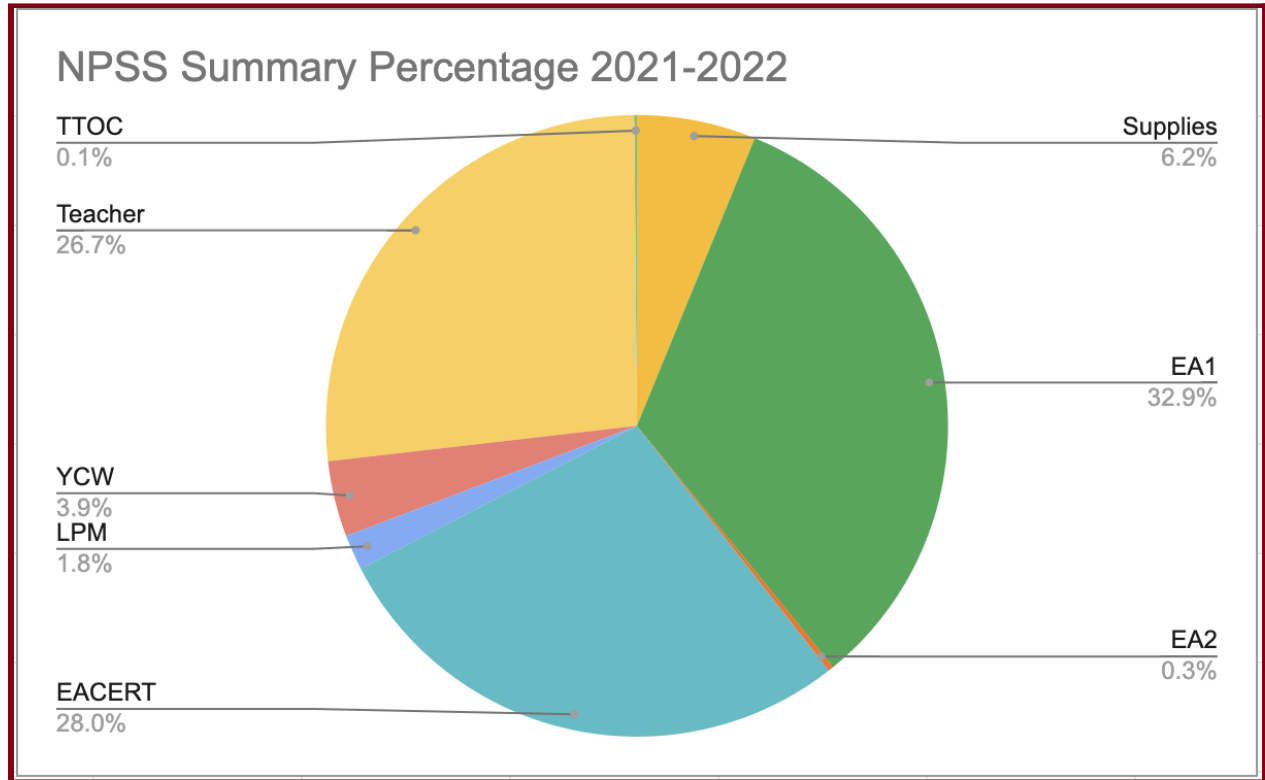
**Table 1 - Student Learning Survey**

<b>Grade 10 Learning Survey Questions:</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
Do you feel welcome at school? (Many + All)	54%	52%	65%	57%	60%
Do you like school? (Many + All)	30%	31%	43%	55%	30%
Do you feel safe at school (Many + All)	71%	65%	73%	92%	64%
Are you satisfied that school is preparing you for a job in the future?	32%	40%	33%	56%	40%
Are you satisfied that school is preparing you for post-secondary education?	38%	53%	43%	62%	30%
<b>Grade 12 Learning Survey Questions:</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
Do you feel welcome at school? (Many + All)	60%	53%	53%	45%	60%
Do you like school? (Many + All)	41%	35%	26%	51%	30%
Do you feel safe at school (Many + All)	71%	70%	65%	87%	76%
Are you satisfied that school is preparing you for a job in the future?	29%	27%	23%	35%	20%
Are you satisfied that school is preparing you for post-secondary education?	41%	35%	31%	40%	39%

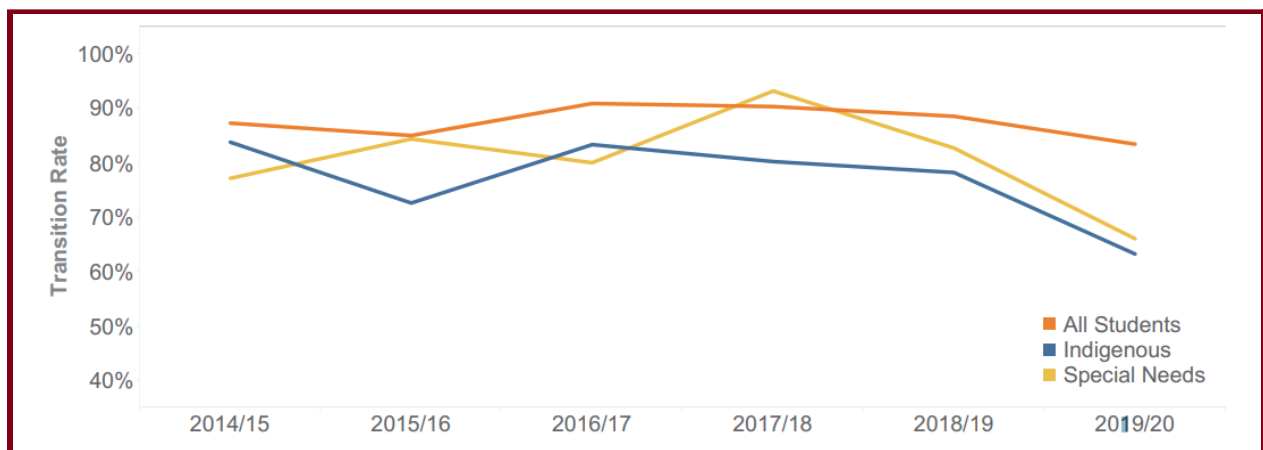
Table 2 - 6 Year Completion Rate



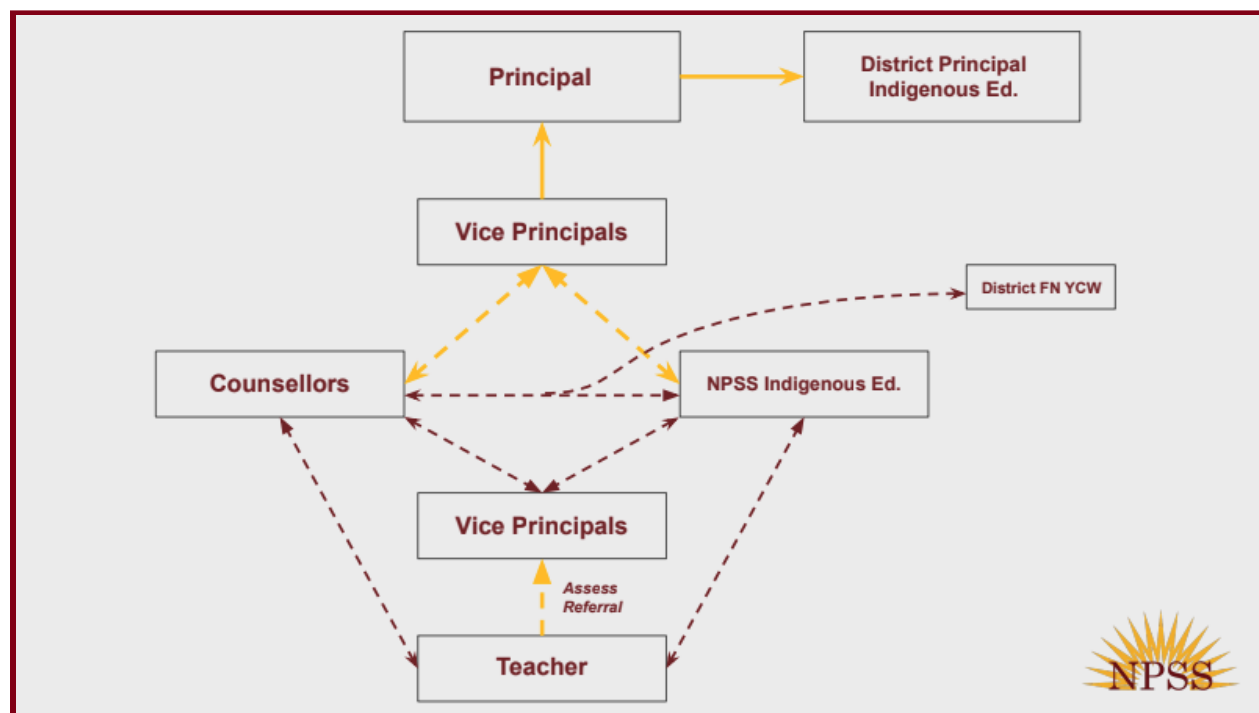
**Table 3 - Learning Support Fund**



**Table 4 - Grade to Grade Transition**



**Table 5 - Indigenous Student Support Process**



**Table 6 - Indigenous Student RTI**

5		M									
6		M									
7		M		Eng 12 (S2)	FND 12		PoliSt 12 (S2)	AL 12, Fitness 12 (S2)	Entrep 12		
8		F									
9		M									
10		F		FSLE 12	Pre-cal 12 (S2)	Chem 12 (S2)					
11		M									
12		M									
13		F		Span 11 (S2)	Fnds 11, Fnds 12 (S2)	Env Sc 11 (S2)		AL 12, Fitness 12 (S2)			
14	*****	F		Eng 12 (S2)		Env Sc 11	BCFP 12		Film 12		
15		F		Eng 12 (S2)				AL12	Art 11, Anim 11 (S2)		
16		M									

### Table 7 - “High Flyers” (At-Risk)

High Flyers - Semester 2 February 2022				
File Edit View Insert Format Data Tools Help				
100% \$ % .0 .00 123 Default (Ca... 18 B I A				
A	B	C	D	E
Name	Section	Absent Total	Decisions	Notes
	XSPBK2HFLVTUT-001S2	18		
	MENST12-005S2	11		Keep. Sporadic but works hard when here. Seeking help when needed.
	MVAC-12-001S2	13		Keep.
	MFOOD12-003S2	9		Keep.
		51	Keep	
	MWPM-10-003S2	16		Has not completed work since "I" form. Work due March 18
	MTMET11-002S2	21		pulled from metal 11 recently
	MCMP10-007S2	4		
	MCTWR10-007S2	3		
	MCLE-10-006S2	12		Getting some work done. Late most days. Wendy helping.
		56	Keep and review after Spring Break	
	XSIEP2HFLVTUT-001S2	19		
	MSC--10-005S2	15		Working w/ Roz. Some improvement recently. Missing work in class.
	MCLE-10-006S2	15		Missing a few things but does work when present. Will be fine.
	XSIEP0EFLVTUT-001S2	1		
	MSS--10-003S2	22		Dropped Social Studies,. Has two tutorial blocks.
		72	Keep	Dropped Social Studies,. Has two tutorial blocks.
	MEVSC11-003S2	15		Attending every day.
	MFOM-11-002S2	15		Nothing handed in. "I" form will be issued this week. Attends about 3 times per week. Keep
	MCMP11-005S2	17		Sitting at 15%. Does not submit a lot of work but attendance is the biggest issue. Keep.
	MCLE-10-001S2	13		Attends maybe twice a week. No work submitted. Rec =
		60	Keep and review after Spring Break	Roz talking with mom about a plan. Perhaps Sr. Alt. Would like to

**Table 8 - Behaviour Incident Referrals**

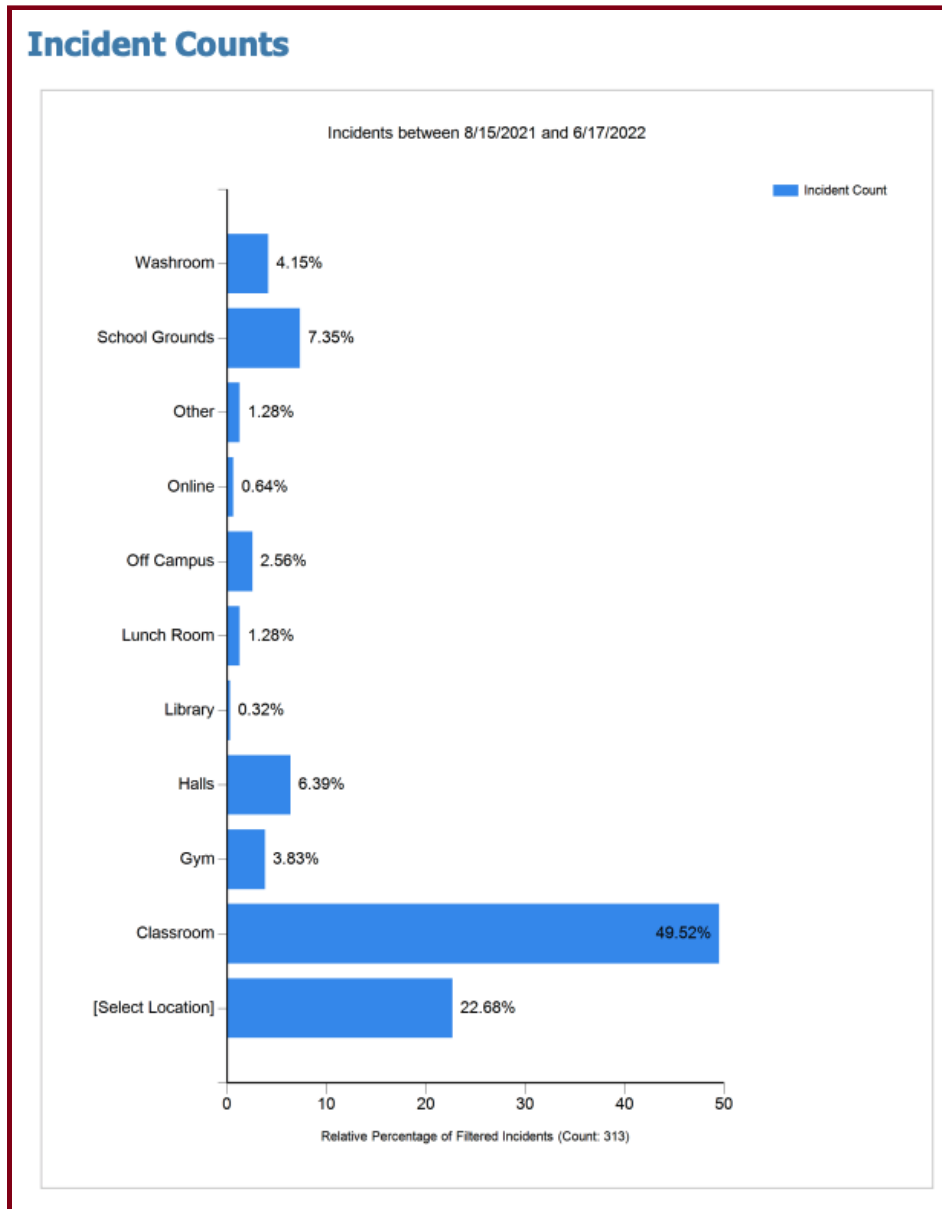
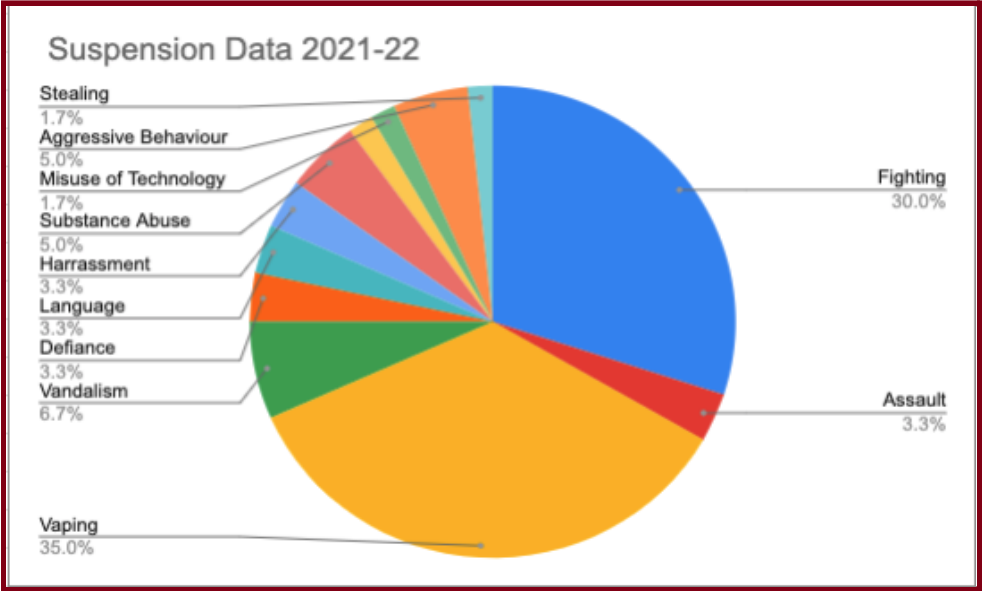


Table 9 - Behaviour Incidents - Suspensions by Type



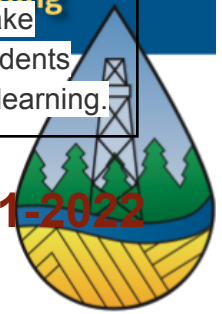


School District 60: Peace River North

**The Energetic Learning Campus is a place where:**

**Enhancing Student Learning**  
Our students are safe and have a sense of belonging to our ELC community. They take personal responsibility for their learning and for their interactions with others. Our students have a voice and choice in their assignments/projects and they are engaged in their learning.

## Framework for Enhancing Student Learning 2021-2022



**Goal 1:** Increase academic achievement and foster independent learners.

**Goal 2:** Encourage a safe, caring and inclusive school community where members live within the foundational pillars of the ELC.

**Goal 3:** Increase opportunities for our students to explore a variety of careers.

### Introduction

We are a secondary campus to North Peace Senior Secondary School (NPSS) Main Campus. Our campus consists of 184 Gr. 10 students with an experienced staff that includes a vice-principal, 8 teachers and 5 support staff (Administrative Assistant, Indigenous Youth Care Worker, Educational Assistants and Custodian). We currently have six community groups of 30 students in each group. We have a number of students who participate in extracurricular sports programs. In Sept of 2021, 32 students were identified as having aboriginal ancestry. We also have 43 students involved in Work Experience. Students have an opportunity to take classes in Digital Photography, Self-Defense, Hockey, Entrepreneurship, Outdoor Education, Fitness and Conditioning, Learning from the Elders, Leadership and Art. With regards to technology, we have a computer lab with 30 Apple iMac desktop computers. As well, we have 184 Chromebooks. Every student is assigned a device to use for the school year. At the end of Grade 10 at the ELC, students attend North Peace Secondary School Main Campus for Grades 11-12.



## Framework Development Process

The ELC staff spent the 2021 Planning Day reviewing our previous Framework with an eye on reviewing our school goals and focusing on where we would like to go this year and beyond. Our staff developed key indicators and strategies we believe will help us reach our core goals. Our framework will be reviewed throughout the year.

## What the Evidence Told Us

1. There is a need for teachers to use UDL strategies to meet the diverse academic needs of our students.
2. There is an ongoing need to support the social and emotional learning of our students.

## Focus

Through our guiding foundation of our Pillars, the Energetic Learning Campus is a community of learners where staff and students abide by the principles of Community, Collaboration, Curiosity, Critique, Growth Mindset and Ownership aid in skill development to help learners transition into their role as educated, global citizens.

## Goal 1: Increase Academic Achievement and Foster Independent learners.

### Objective 1.1: Increase Universal Design for Learning (UDL) Capacity and Usage Amongst Staff.

#### Key Strategies

- Weekly support team meetings to discuss student academic progress and SEL.
- The support team provides examples of UDL strategies on a monthly basis during collaboration time.
- Survey staff in regards to UDL capacity and usage.
- Purchase UDL resources for staff.
- The support team and Science teachers will together provide a support package for all students - vocabulary, formulas, periodic table.

#### Indicators

- Teachers using Shelley Moore Curricular Grids to aid in assessment and planning.
- Increased UDL visuals in classrooms.



- Increased UDL strategies for PBL projects

---

## **Objective 1.2: Support struggling learners who have a C- or lower in the core subjects: Math, English, Science, Social Studies**

---

### **Key Strategies**

- Measure Green/Yellow/Red Zones at the end of each reporting term.
  - Green = A and B
  - Yellow = C and C+
  - Red Zone = C- or below
- Create and send out Student Wellness Survey every 2 months to hear from students - Do students need academic support?
- Offer morning tutorials for students needing academic support.
- Have weekly support team meetings to discuss struggling learners.
- The support team connects with classroom teachers in regard to student support and strategies to use in the classroom.
- Review Gr. 9 academic data to gauge who may need academic support.
- Hire an extra teacher one day per week from April-June for Science support.

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## **Objective 1.3: Increase Staff and Student Awareness and Use of Core Competencies**

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### **Key Strategies**

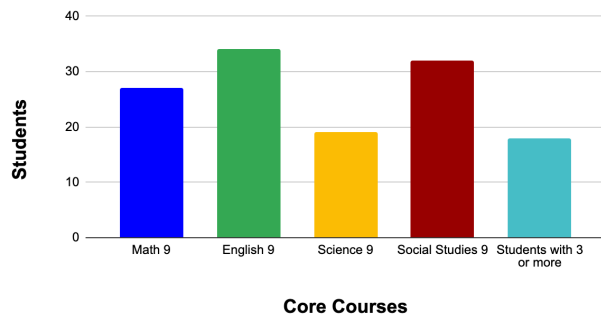
- Students complete a self-reflection on the core competencies in their PBL projects.
- Post a copy of the core competency information in each classroom so students and staff become more familiar with the core competencies.
- Students include core competency self-assessment in their Student-Led Conference (SLC) held at the end of Term 2 - March.
- Students include core competency self-assessment in their Transitional Presentation of Learning (TPOL) held at the end of the year.

### **Indicators**

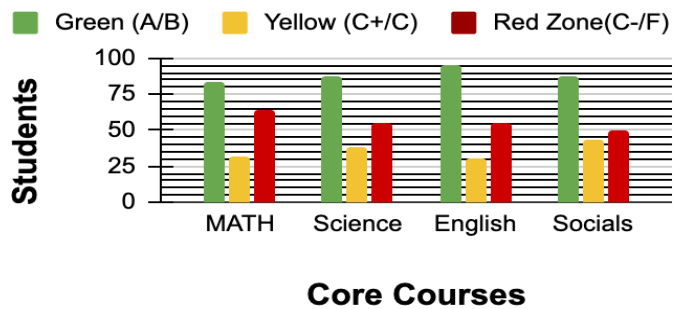
- Gr. 9 Report Card Data
- Report Card Data
- Honour Roll Data
- Literacy and Numeracy Assessment Data



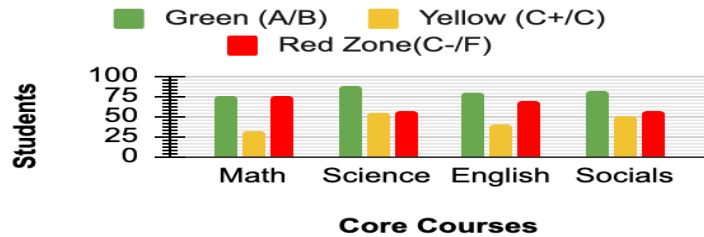
## End of Grade 9 - Students with C-/F



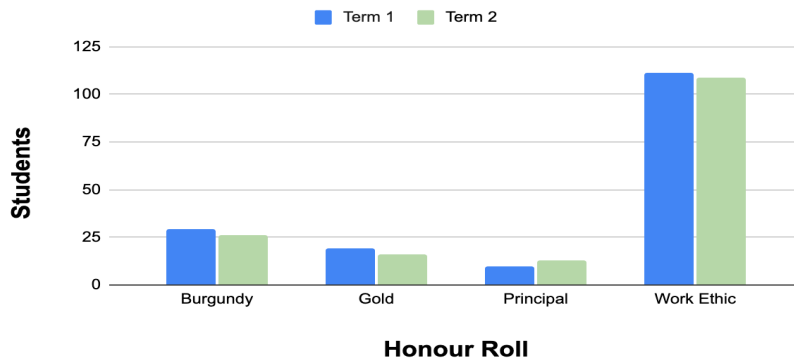
## Term 1 Report Card Grades



## Term 2 Report Card Data



## Honour Roll 2021-22



## Numeracy Data

Numeracy Assessment Results (1-4)	2017 2018	2018 2019	2019 2020	2020 2021
1 - Emerging	29%	27.2%	18%	17.5%
2 - Developing	57.3%	50.9%	44.7%	39.8%
3 - Proficient	13.5%	21.9%	33.5%	40.4%
4 - Exceeding	0%	0%	3.5%	2.3%

MATH - June Report Card C+ or Higher	2019 2020	2020 2021
Total	73.6%	70.4%

## Literacy Data

Literacy Assessment Results (1-4)	2019 2020	2020 2021
1 - Emerging	N/A	2.4%
2 - Developing	N/A	29.2%
3 - Proficient	N/A	61.3%
4 - Exceeding	N/A	7.1%%



ENGLISH - June Report Card C+ or Higher	2019 2020	2020 2021
Total	73.7%	70.4%

## Targets

- 75% of students will achieve a C+ or higher in Math
- 75% of students score 3 or 4 on their Numeracy Assessment
- 75% of students score 3 or 4 on their Literacy Assessment

## Alignment of Resource Allocations With This Goal:

- Learning Support Fund
  - Increase Indigenous Youth Care Worker hours
  - Educational Assistants (1)
  - Class Reviews - October and January
  - Extra Teacher - Science small group support - April-June
  - Casual EA - Math small group support - 3 times this year
  - After school collab to embed UDL strategies into PBL projects

**Goal 2:** Encourage a safe, caring and inclusive school community where members live within the foundational pillars of the ELC.

## Objective 2.1: Teach the Foundational Pillars of the ELC

### Key Strategies

- Spend the first week of school teaching the pillars and creating a common language.
  - Attach the schedule
- Students reflect on the pillars they used in each PBL project.
  - Attach examples
- Students reflect on the pillars during their year-end Transitional Presentation of Learning (TPOL) and Student-Led Conferences (SLC).

### Indicators



## Objective 2.2: Fostering Awareness of Health and Mental Wellbeing

### Key Strategies

- Student Wellness Survey is sent out 4-5 times a year.
  - Mental wellbeing - stress, anxiety
  - Physical wellbeing - sleep, exercise, nutrition, screen time
  - Support required - teacher, EA, LAT, IYCW, counsellor
- Wellness Wednesday provides a time and space for students to focus on their mental well-being, connect with other students and learn strategies to support their mental well-being.
- DPA
- SEL committee meetings and sharing ideas in teacher collaboration time on Wednesdays.
- Mask project helps to foster awareness about self and creates a sense of belonging in our community.

### Indicators

- Student Learning Survey
- School Connectedness Survey

<b>ELC Grade 10 Learning Survey Questions:</b>	<b>2018 2019</b>	<b>2019 2020</b>	<b>2020 2021</b>	<b>2021 2022</b>
Do you feel welcome at school? (Many + All)	71%	71%	81%	
Do you like school? (Many + All)	48%	49%	68%	
Do you feel safe at school (Many + All)	74%	77%	90%	
At school, I am learning how to care for my mental health. 2017 and 2018 (Agree and Strongly agree)	44%	26%	28%	
Are you satisfied that school is preparing you for a job in the future? (Many + All)	34%	33%	40%	
Are you satisfied that school is preparing you for post-secondary education? (Many + All)	49%	40%	53%	
At school, how many adults do you feel	79%	71%	84%	



care for you? (2 or more)				
Do adults at your school treat you fairly? (Many+All)	61%	63%	74%	
How many teachers help you with your schoolwork when you need it? (Many+All)	76%	64%	73%	

ELC: School Connectedness Survey	2018 2019	2019 2020	2020 2021
I feel safe at school (always)	67%	59.1%	April
If there's a problem at school I can talk to at least one trusted adult (always)	57%	56.7%	April
Adults at school treat me with respect (always)	76%	60.8%	April

## Targets

- 100% of students are aware that the ELC has pillars.
- 80% or more students feel they are learning how to care about their mental health.

## Alignment of Resource Allocations With This Goal:

- Learning Support Fund
  - Increase Indigenous Youth Care Worker hours
  - Learning with the Elders supplies - honorarium, beading, tanning, ribbon skirts/shirts

**Goal 3:** Increase the Opportunities for our Students to Gain Knowledge and Explore a Variety of Careers.

**Objective 3.1:** Increase student awareness regarding Work Experience, Trades and Dual Credit opportunities

## Key Strategies

- First week of school have Main Campus Career presentations as part of our schedule.
- Tours of Northern Lights College - FSJ and Dawson Creek Campuses



### Indicators

- 44 students attended Northern Lights College FSJ tour
- 19 students attended Northern Lights College Dawson Creek Tour

### Targets

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## Objective 3.2: Increase Career Exploration for Students

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### Key Strategies

- Participate in National Bring Your Kid to Work Day
- Organize ELC Career Fair
- Student volunteer opportunities in Career Life Education

### Indicators

- Teachers have agreed to help organize a Career Fair for next year.
- Currently planning Bring Your Kid to Work Day for next year.

### Targets

### Alignment of Resource Allocations With This Goal:

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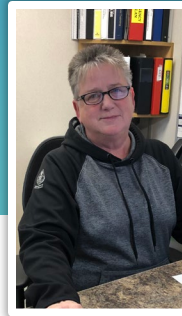
- Thank you gifts for our Career Fair presenters
- Transportation costs for students/classes volunteering in our community





# Operations Update

June 6, 2022



## *Facilities*

- Upper Halfway Gymnasium is in the pre-tender and budgeting stage
- Bert Bowes Track lines have been painted
- Dr. Kearney Middle School and Buick Creek School will be undergoing renovations this summer
- Learning Services is undergoing a renovation to provide more office space
- Work is being done on Annual Facilities, Carbon Neutral, and Capital submissions

## *Safety & Custodial*

- Custodian summer cleaning schedule has gone out
- Through WorkSafe BC, First Aid requirements for staff in K-12 schools is undergoing a review

## *Transportation*

- Issues with no pressure tank for the bus lift

## *Technology*

- Year end orders have been placed. Anticipated delays in supply chain
- Summer student positions have been posted and hired
- SDS training and coordination for absence tracking being done for the last week of June