

School District #60 (Peace River North)
Committee of the Whole
Regular Meeting
Monday, February 6, 2023 @ 1:30 p.m.
AGENDA

Education

1. Education Update

Stephen Petrucci, Superintendent

Framework Presentations & Departmental Reports (Attachments)

- a) Anne Roberts Young Elementary School (1:30 – 2:00 p.m.)
Broyden Bennett, Administrator
Melissa deGroot, Vice-Principal
- b) Upper Halfway & Wonowon Elementary Schools (2:00 – 2:30 p.m.)
Jaclyn Gieni, Administrator
- c) Settlement Workers in Schools (SWIS) (2:30 – 3:00 p.m.)
Brian Campbell, Principal – Career/International Ed/SWIS
Jane Drew, SWIS Coordinator
- d) Robert Ogilvie Elementary School (3:15 – 3:45 p.m.)
Jerelyn Orcutt, Administrator
Denise Bragg, Vice-Principal

Operations

1. Operations Report (Attachment)

Angela Telford, Secretary-Treasurer

****Special Regular Board Meeting to follow at 4:00 p.m.*



Anne Roberts Young Mission/Vision Statement:

WE ROCK!



Anne Roberts Young Context:

- Opened in September 2020
- Co-creative approach to planning and learning
- Designed and built to facilitate a project-based/hands-on learning environment with a connection to community
- Focus on arts integration and a partnership with SD60 utilizing the Heather Hannaford Music Room
- Breakfast & lunch programs to support our students in their learning
- 340 students
- Diverse population which includes 52 Aboriginal Students (30 Primary, 22 Intermediate)
- Staff includes
 - 2 Admin Staff (Principal & Vice-Principal)
 - 15 Enrolling Teachers
 - 0.9 Fine Arts/ PE prep teachers
 - 0.5 Librarian
 - 1 Learning Assistant / Reading Recovery Teacher
 - 12 Educational Assistants / Lunch Period Monitors
 - 1 ISW
 - 1 Secretary
 - 3 Custodians
 - 1 Part time SEL (1 Day a week)



Anne Roberts Young Communication Plan:

Initial Phases

- ARYES Framework Mission/Vision Collaboration Session - April 22nd 2020 - Staff met together and started working on a Mission/Vision for ARYES.
- Framework Goal Collaboration Session - May 7th 2020 - Staff Collaboration Session with discussions and hopes for the ARYES community and an initial outline was drafted for our 2020/21 Framework Goal of building community.
- Framework linked onto ARYES website as a working document that the school community can follow.
- September 25th 2020 - Planning Day - Discussed draft of Human & Social Goal and finalized goal. Activity in groups discussing an Action Plan as well as evidence of goals. Began initial steps towards a school acronym.
- October 2020 Staff Meeting - Discussion looking at action plan and evidence that came from all groups on planning day. Finalized list that would be attainable in year one, how we will assess our goal and ideas that we would revisit in the future.
- October 15th 2020 - Creation of PAC. Sharing Vision/Mission & Framework.
- Continually grounding to Framework at PAC meetings and Staff Meetings. Regular sharing and activities looking at action plans and evidence.
- February 1st 2021 - Framework Presentation to Board
- February Staff / PAC Meeting - Share Framework Presentation
- September 24th 2021- Discussed Human & Social Goal, discussing action plan as well as evidence of goals. Initially draft of timeline for Intellectual & Career/Skill Development Goals.
- October 2021 Staff Meeting - Intellectual Goal discussion & creating
- October 2021 PAC Meeting - Share updated framework & 2021/22 Action Plan / Evidence
- December 2021 Staff Meeting - Career/Skill Development discussion & creating
- February 7th 2022 - Framework Presentation to Board
- February Staff / PAC Meeting - Share Framework Presentation
- Framework Presentation to Board
- February Staff / PAC Meeting - Share Framework Presentation

Communication Plan Cycle

- September Planning Day- Discuss action plan as well as evidence of goals.
- Staff Meetings - Always discussing action plans & evidence with staff
- October PAC Meeting - Share updated framework
- PAC Meetings - Continue to ground to Framework document
- February - Framework Presentation to Board
- February Staff / PAC Meeting - Share Framework Presentation

Anne Roberts Young Goals:

Human and Social Goal:

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

ACTION PLAN / CAPACITY BUILDING	EVIDENCE (QUANTITATIVE)	EVIDENCE (QUALITATIVE)
<ul style="list-style-type: none">- Halloween parade – virtual- “I am important” activity- Rik Leaf Video & Residency- Slam Poetry- Name rocks activity- Creating an Acronym- Completed Matrix - common language, consistency in problem solving language- PAC (Parent Advisory Council)- 7 Teachings- Clubs & Sports teams recognition assemblies- Zones of regulation- Walking outside/inside for self-regulation- Birthday recognition pencils- Fun Days (Twice a year)- POD Assemblies (WE ROCK)- Slideshow showcasing each POD (teacher/class of the week)- TV’s showcasing student work- Holiday carols & cards- Jayscare Program- Story time with	<ul style="list-style-type: none">- Shapes tell a lot activity- Self Assessments using the Core Comps (Personal & Social)- Assess Data- Behavioural Referrals- Work habits- Social Responsibility Data- Student/Parent/Staff Satisfaction Surveys- Class Dojo	<ul style="list-style-type: none">- Pictures of activities (eg “I am important”)- Videos of school community celebrations- Terry Fox Run / Walk for Wenjack pictures- Class Dojo & Facebook celebrations- Recycling in PODS- Random show of WOW Work- Feeling check ins- Positive feedback- Reduced waste- Shape or color check ins

intermediates, have intermediates introduce themselves and read a story to primary grades (buddy time) - Monthly SEL activities - Spirit days (themes) - Yearbook - NEAT - recycling, composting, landscaping, gardening, litterless lunch challenge - Making our space our own (personalizing) - Painted Rock pathway / Healing Garden - Concerts & Family Activities - Community fundraising - Christmas sponsor a family - each class/PODs - Terry Fox / Walk for Wenjack		
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<i>Intellectual Goals: Literacy</i> To foster a positive attitude towards literacy and provide students with the tools necessary to increase the reading and writing achievement of all students at ARYES to approach/meet grade level expectations in literacy. We will aim to have 80% of our students meet widely held expectations at grade level.		
ACTION PLAN / CAPACITY BUILDING	EVIDENCE (QUANTITATIVE)	EVIDENCE (QUALITATIVE)
- To develop a school wide balanced literacy program that focuses on fluency and comprehension - Literacy/Numeracy/Interest survey twice a year	- PM Benchmarks - QCA - Reading Recovery - Increased Report Card Data Collection (3 times a year)	- Common Groupings within PODS - Reading Recovery - LA - Self Assessments of Core Competencies

<ul style="list-style-type: none"> - Pilot assessment - District Literacy & numeracy Coaches for support - Reading recovery - Reading Support Teacher - Guided reading - Smart Learning - Adrienne Gear - By using common Literacy programs, students will develop strong foundational skills for Writing and Reading. - Teach vocabulary every day (word wall, ELL personal dictionaries, Heggerty, content vocab in math) - Primary Word Walls/Halls could have specific Dolch sight words. - Words Their Way Spelling could be used to teach kids about prefixes, suffixes, etc in grades late-3 and up - All classes will ensure each child has at least 10 minutes of time to read leveled text - All classes will ensure their students listen to an adult read for 10 minutes every day - All classes ensure that students read text of their own choosing every day for 10 minutes - Epic - Heggerty - Itchy's Alphabet - 6 minute solution - All students write every day (stories, personal opinion) SEL supports in place for boosting 	<ul style="list-style-type: none"> - FSA - K Phonological - Running records - Letter sound assessments - Satisfaction Survey - IEP Objectives & Progress Reports - RAD - MAP - Cold Write 	<p>(Communication / Collaboration)</p> <ul style="list-style-type: none"> - Discussions - Learning Portfolios - Journals - Learning Progressions
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literacy - Reading Challenges - Olympic & Gum Ball Challenges		
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Career/Skill Development Goal: To increase student engagement, focus, and ownership in career/skill development, students will be able to recognize personal strengths and stretches while exploring 1-2 different careers in primary and 3-5 different careers in intermediate.		
ACTION PLAN / CAPACITY BUILDING	EVIDENCE (QUANTITATIVE)	EVIDENCE (QUALITATIVE)
<ul style="list-style-type: none"> - Regular opportunities for Goal setting - Teach students problem-solving and decision-making strategies (STEM) - Student led conferences - SEL activities - Opportunities for student leadership - Leadership club - Inspiring, buttons, challenges, hands on activities - Career day - Primary - where kids rotate through stations - ADST sessions or modules to teach kids about different careers, research community-based & global careers, maker days to explore different tools/trades - Personal Inquiry, Passion Project - Career Education Curriculum - Teaching technology skills as well as internet safety 	<ul style="list-style-type: none"> - Work habits/Skills checklist (on time, prepared, etc). Create a rubric using the career education curricular competencies and content. - Passport for Maker Days (Multiple Maker/Career days per year) - Student Satisfaction Survey - Core Competencies 	<ul style="list-style-type: none"> - Student Reflections - Journal writing & vlogs about various careers - ADST Observations - Goal setting

<ul style="list-style-type: none"> - Maker / Tinker Club - 7 after school sessions - Core Competencies (7 teachings) - Critical thinking opportunities - Passion Projects - 100's Day Activities - Activities that promote adaptability/ risk taking - Working as a team member- communication skills in multi age situations - Lessons on simple machines - Field trips to learn about careers - Buddies & primary helping 		
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Upper Halfway Elementary

Framework for Enhancing Student Learning



Upper Halfway Elementary is a place where:

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

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

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

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

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



Framework for Enhancing Student Learning 2021-2022

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

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

Introduction

Upper Halfway School is a rural school which supports students from grade levels of K – 10. Located in the picturesque valley near the forks of the Graham and Upper Halfway Rivers, approximately 130km northwest of Fort St. John, Upper Halfway Elementary offers an extraordinary learning environment for all involved. Currently, 20 students are enrolled and all students are facilitated to school from the Halfway River First Nations Reserve, as well as and surrounding communities. Here, students, teachers, and staff members are privileged to live, work, and learn on the traditional territory of the Dane-zaa, within Treaty 8.

While our students may change from one year to the next as they move towards graduation, we also see many familiar faces each year. Approximately 95% of Upper Halfway students are First Nations. Many of our students qualify as English Language Learners (ELL); 5% have English as a second language. In total, 100% of our students receive ELL or ESD support and 22% of our students are identified with special needs. Upper Halfway School receives administrative assistance from SD60's Rural Principal, and on-site Principal, as well as three full-time teachers. The school also employs one Educational Assistant, one Aboriginal Student Support Worker, and receives biweekly on-site support from Learning Services – Learning Assistance, English Language Learners (ELL), English as a Second Dialect (ESD), Deaf & Hard of Hearing, Speech-Language Therapy, Physiotherapy, and Occupational Therapy; Technology Services – Library, Curriculum with Technology (CWT), and Technology support; and Aboriginal Services – Counselling, Cultural and Social-Emotional support.

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

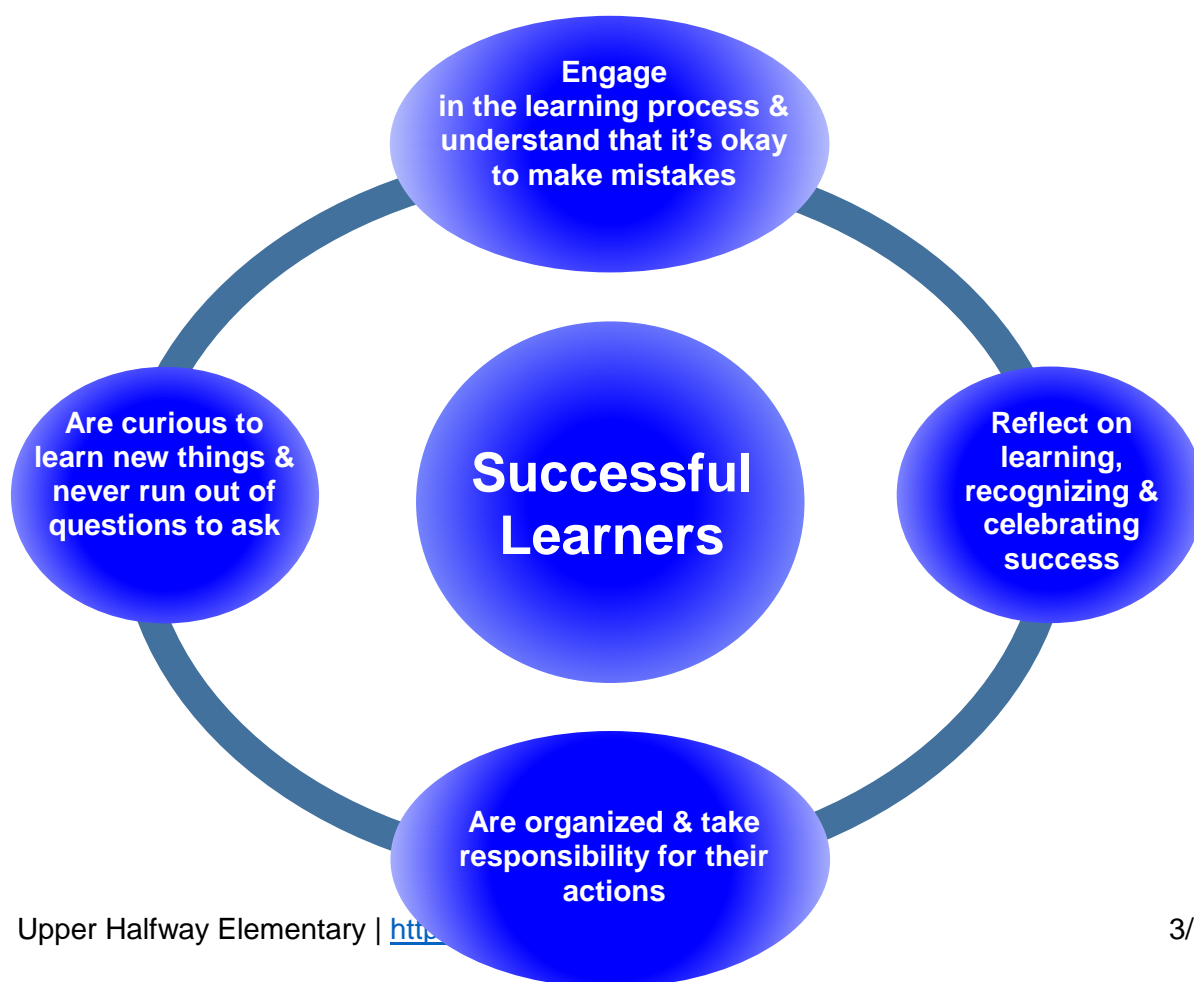


Mission

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

Vision

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



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

Objective 1.1: Social Responsibility

Rationale

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

Supporting Education Programs, Strategies and Structures

Mind-Up Program

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

Social Responsibility Quick Scales

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

Professional Development Initiatives Implemented, Reflected Upon, and Discussed

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



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

Indicators

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

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

Objective 1.2: Self Identity

Rationale

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

Supporting Education Programs, Strategies and Structures

Mind-Up Program

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

Circle Talks

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



Professional Development Initiatives Implemented, Reflected Upon, and Discussed

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

Indicators

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

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

Targets

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

Alignment of Resource Allocations with this Goal:

- SEL Resources \$1000
- Maker Room \$3000
- Transition to and from \$500
- Collaboration \$3000
- Support Staff

Goal 2: Strengthen Intellectual Skills

Objective 2.1: Literacy

Rationale

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



the ongoing promotion of oral, writing, and reading education and development, students will be supported in their progression towards attaining new knowledge and communicating personal thoughts both effectively and respectfully.

Supporting Education Programs, Strategies and Structures

Heggerty

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

Words Their Way

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

Phonological Awareness

- Kindergarten phonological awareness screening.

Jolly Phonics

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

Handwriting Without Tears

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

RAZ Kids

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

Talking Tables

- Talking Tables Kindergarten Program is rooted in the recognition that talk is central to learning and that through talking and listening, the capacity to gain literacy skills is enhanced. A focus on oral language is beneficial for our ELL learners and learning through play. Essentially the program is about having fun with language and helping children explore the power of sounds, words, and ideas.



Guided Reading/Fluency Practice

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

EET/CWT

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

Professional Development Initiatives Implemented, Reflected Upon, and Discussed

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

Indicators

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

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

Targets

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

Alignment of Resource Allocations With This Goal:

- Support Staff



- Professional Development \$2000
- Collaboration \$2200
- Resources \$8000
- Travel \$1000

Objective 2.2: Numeracy

Rationale

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

Supporting Education Programs, Strategies and Structures

Mathletics

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

Math Makes Sense

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

Basic Math Facts/MAP

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

Mathology



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

Professional Development Initiatives Implemented, Reflected Upon, and Discussed

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

Indicators

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

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

Targets

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

Alignment of Resource Allocations With This Goal:

- Support Staff
- Professional Development \$2000
- Collaboration \$2000
- Resources \$8000
- Travel \$1000

Goal 3: Promote Career & Skill Development

Objective 3.1: Building Meaningful Life Skills

Rationale



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

Supporting Education Programs, Strategies and Structures

ADST Initiatives

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

Community Involvement

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

Class Routines and Incentives

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

CWT/iPads

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

Professional Development Initiatives Implemented, Reflected Upon, and Discussed



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

Indicators

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

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

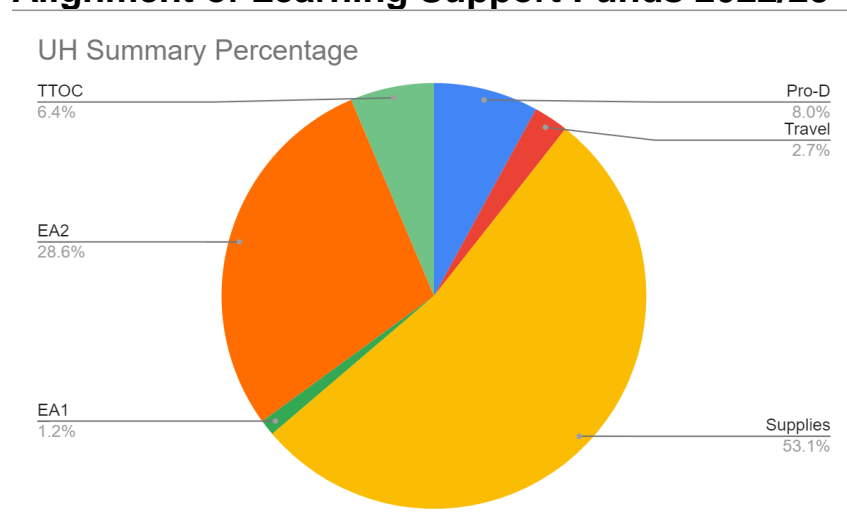
Targets

- Increase Indigenous Attendance
- Improve programing for middle school students

Alignment of Resource Allocations With This Goal:

- Support Staff
- Maker Room \$ 5000
- ADST/Horsemanship \$5000
- Outdoor Classroom \$1500
- Kitchen \$2000
- Gym \$10000

Alignment of Learning Support Funds 2022/23





Together We Learn



Wonowon Elementary School Framework for Enhancing Student Learning 2022-23

School Context:

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

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

Approximately 90% of our student population is English Language Learners from families whose first language is Russian or Ukraine and curriculum implementation is diverse to meet their needs. Students receive 5 years of ELL support from the Learning Resource Teacher and Classroom instruction.

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



Wonowon Elementary School

Mission:

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

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

Alignment of allocations with this goal

- | | |
|---|--|
| <ul style="list-style-type: none"> • Resources/Supplies \$500 • Collaboration \$400 | <ul style="list-style-type: none"> • SEL \$500 • Support Staff |
|---|--|

Wonowon Elementary School

Mission:

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

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

Alignment of allocations with this goal

- ProD \$1000
- Travel \$500
- Collaboration \$1000
- Resources/Supplies \$5000/\$2000
- Support Staff

Wonowon Elementary School

Mission:

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

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

Alignment of allocations with this goal

- Resources/Supplies \$1000
- Support Staff

Wonowon Elementary School

Mission:

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

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

Alignment of allocations with this goal

- Travel \$500
- ProD \$ 1000
- Collaboration \$1600
- Resources/Supplies \$5000
- Support Staff

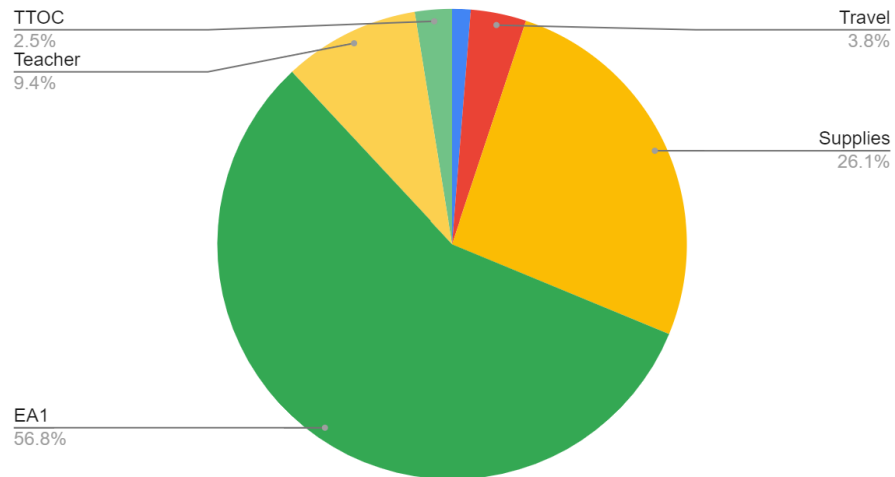
Wonowon Elementary School

Communicating our Plan

We included our PAC President in Planning Day
Presented our plan at the fall October PAC meeting.
Publish the Framework on the school website.
Updated our Framework Brochure including graphics, pictures, and reduce the amount of written language.
Teach the students the plan and have an open house so that they can communicate the plan to the parents.
Post Goals in the classrooms.
Present and discuss to our Grade 4-6 classroom the school plans.

Allocations of Learning Support Fund

Wonowon Summary Percentage



SCHOOL DISTRICT 60



SWIS **BOARD PRESENTATION**

SUPPORTING NEWCOMER FAMILIES

INTRODUCTION

CONNECTING THE WORLD TO
SCHOOL DISTRICT #60



CONTENT INDEX



- ABOUT US
- OUR TEAM
- SERVICES

- ROLE
- MANDATE
- NUMBERS

- UKRAINE UPDATE
- TESTIMONIALS
- CONTACT

ABOUT US

The goal of SWIS is to assist newcomer families in every way possible so that they successfully integrate into the Canadian culture. We help these families to better understand the Canadian education system and are advocates in the schools and communities for these families.



The SWIS Worker

- Provides referral services
- Increases newcomers' understanding of the education system
- Builds strong relationships with newly arrived families to determine their needs.



The SWIS Worker

- Offers group information sessions
- Refers families to more specialized community resources, as needed.
- Collaborates with teachers, parents, students and community organizations to build positive relationships.



1

WHAT IS THE MANDATE

- *Permanent Residents*
- *Refugees*
- *Canada Ukraine Authorization for Emergency Travel (CUAET)*

2

NUMBERS

- 263 (PR, TFW, CUAET, Refugee)

3

IMMIGRATION, REFUGEES AND CITIZENSHIP CANADA (IRCC)

- *Monthly reports to IRCC*





REFUGEES

3

CUEAT

**CANADA-UKRAINE AUTHORIZATION
FOR EMERGENCY TRAVEL**

21 students in school
25 parents/family members

46 total

1

CHALLENGES

WORK PERMITS & FOREIGN STUDENTS



2

SUCESSES

SUPPORT TO FAMILIES - FINDING HOUSING



3

OPPORTUNITIES

- *EXPANDING WORKERS IN SCHOOLS*
- EQUITY DIVERSITY INCLUSION
- CANADIAN CERTIFIED INCLUSION
PROFESSIONAL - JANE DREW



Robert Ogilvie Elementary

Framework for Enhancing Student Learning
2022/2023



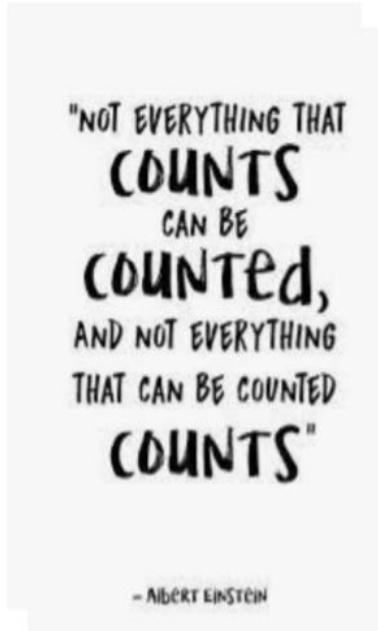
Jerelyn Orcutt - Principal

Denise Bragg - Vice Principal

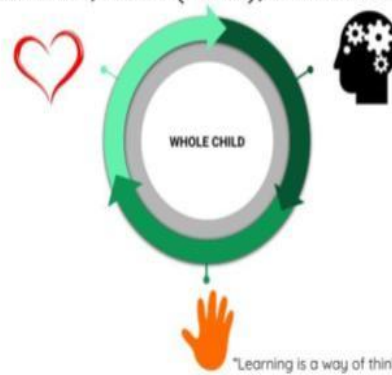
Inspired by Robert Ogilvie staff, students and school community and developed through PATH and Spiral of Inquiry processes ~ Fall 2021



Opening



Our goals: heart, head (mind), and hand



"Learning is a way of thinking and doing and being"

MISSION STATEMENT: At Robert Ogilvie Elementary we are creating a community of respectful, responsible, lifelong learners.

SCHOOL CONTEXT: Robert Ogilvie is a vibrant and caring school community (K - Grade 6) located in Northeastern British Columbia. Robert Ogilvie has a student population of 229 students (January 2023) and a diverse and notably transient demographic including a 36 percent Indigenous population and 18 percent English Language Learners. Robert Ogilvie has a full teaching and support staff (educational assistants, Indigenous youth care worker, SEL/wellness support worker, counsellor, and resource teacher) complement which includes a principal, vice principal, learning assistant, ELL teacher and librarian. We have all worked hard to adjust to this transition with our steadfast “Royal” spirit while maintaining the strength, resilience and pride of our school community.

STRENGTHS & CELEBRATIONS: Robert Ogilvie has a strong sense of community and teamwork throughout our staff, student, and parent groups. This community is supported by frequent and ongoing communication. A particular strength within the staff is a willingness to collaborate. This is made evident by the frequency of co-teaching, collaboration groups, and support teachers in our building, while facing the challenge of planning changes due to staff and student absenteeism and availability of TTOC and EA replacements. Staff at RO are consistently displaying a growth mindset which encourages students to be resilient.


COMMUNICATION PLAN:

- Website
- Facebook page
- Monthly PAC meetings
- Open door policy
- Brochure



THEME: Human and Social Development



<p>Now</p>	<p>We noticed:</p> <ul style="list-style-type: none"> • Need for a focus on resilience, problem solving, and leadership (vulnerable students, behaviour referrals , employability skills, heart/mind survey, etc) • Some students are disconnected/feel isolated, consider data on vulnerable and Indigenous students • Lack of awareness of social emotional needs and self regulation strategies, K- 6
<p>Dream</p> 	<ul style="list-style-type: none"> • Warm, welcoming, inclusive community • Every child has a voice and is heard • Students have strategies for coping and thriving • Positive self-worth • Growth mindset • Celebrating cultural differences • Emotional intelligence • Consistent attendance • Students who can self-advocate • Increased sense of belonging • Students feel safe and loved

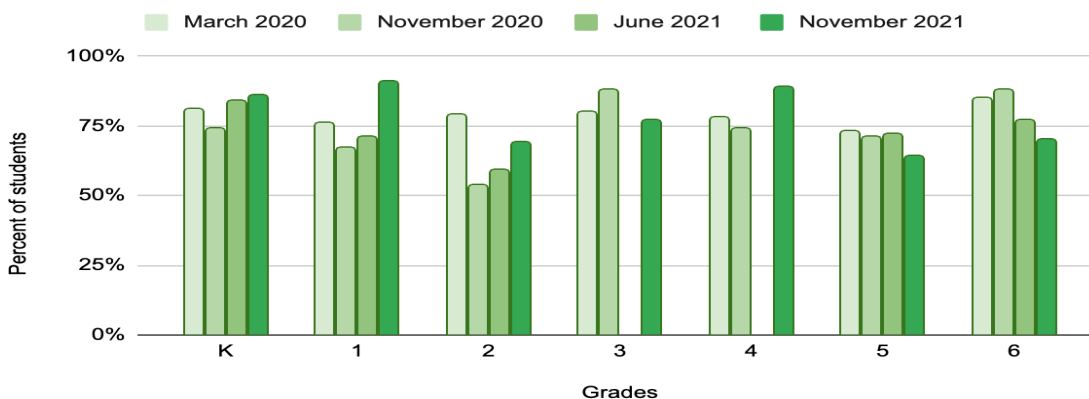
Robert Ogilvie Community Expectations



Report Card Data (March 2020 - November 2021)

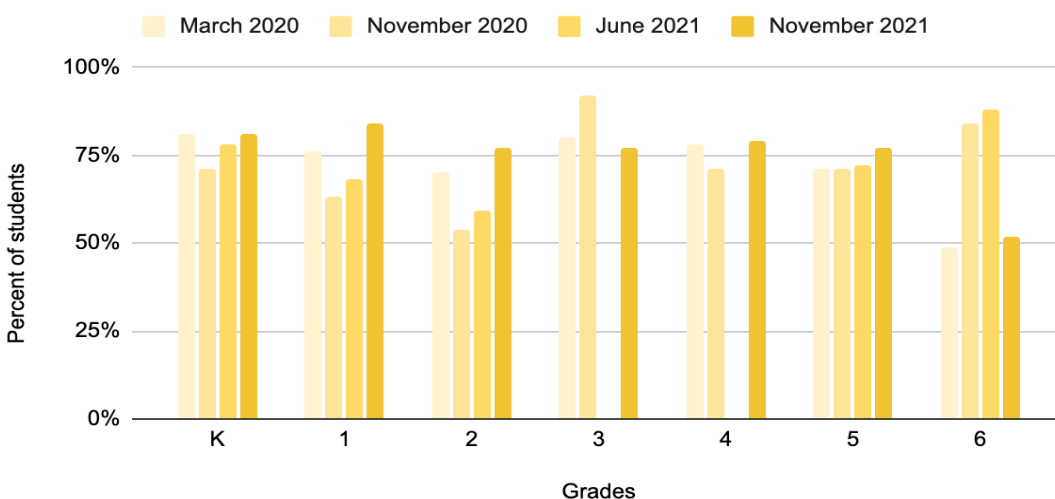
Contributing to School and Classroom Community

Meeting or exceeding expectations as reflected in report card comments



Solving Problems in Peaceful Ways

Meeting or exceeding expectations as reflected in report card comments

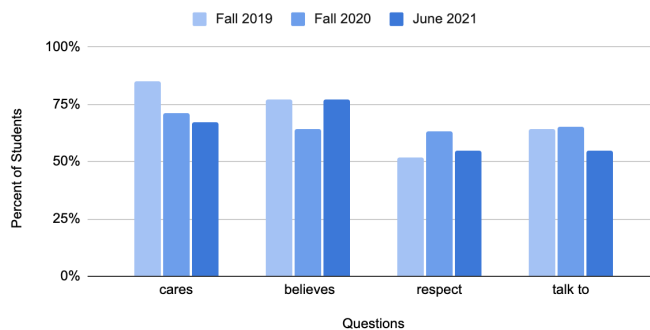


Heart Mind Survey - (Fall 2019 - June 2021)

1. There is a teacher or another adult who really cares about me.
2. There is a teacher who believes that I will be a success.
3. Students in this school treat each other with respect.
4. I feel I can talk to teachers in this school about things that are bothering me.

Heart Mind Surveys (Grades 4 - 6)

pretty true or very true





Goal 1: To foster a community where everyone feels **Safe, Welcome, Respected and Accepted.**

Objective 1.1 Supportive School and Classroom Climates

School-wide and classroom learning environments are supportive, culturally-responsive and focused on building relationships and community.

Key Strategies	Timelines
<ul style="list-style-type: none">● School-Based Team (admin, counsellor, SEL worker, IYCW, LAT, resource teacher, behaviour EA, and classroom teachers/EAs as appropriate)● Employability skills assessment● Heart/Mind Survey● School wide matrix, grounding tool● CASEL Framework● Building strong, supportive relationships within school community (staff, students, parents, community partners)<ul style="list-style-type: none">○ Orange shirt day / teepee, Open House, soup and fry bread, Indigenous tacos, Mingle Jingle, school-wide lunch, RO community breakfast, Winter Activity Day, bike rally,● Assembly focus● Student leadership (buddy classes, monitors, peer mentors, sports teams, clubs)● Indigenous Education classroom projects and teaching● Indigenous Education component in assemblies and school wide activities	<ul style="list-style-type: none">- Ongoing- Fall / Spring- Fall / Spring- Ongoing- Ongoing- Various dates- Ongoing- Ongoing- Various dates- Various dates

Objective 1.2 Explicit SEL Instruction

To explicitly teach and integrate SEL strategies that align with our matrix.

Key Strategies	Timelines
<ul style="list-style-type: none">• SEL Committee / School-Based Team and interested teachers• Planning Day - selection of a program• MindUp training• SEL team led classroom lessons• School wide matrix, grounding tool• CASEL Framework• Continuous building of students toolbox• Assembly focus• Commitment to explicitly teach strategies weekly• Core Competencies (Positive Personal and Cultural Identity, Personal Awareness and Responsibility, Social Responsibility)• Utilizing current resources and expertise for implementing SEL practise	<ul style="list-style-type: none">- Ongoing- September 2022- October 2022- October 2022 - January 2023- Ongoing- Ongoing- Ongoing- Ongoing- Ongoing- Ongoing


RESOURCE ALLOCATION:

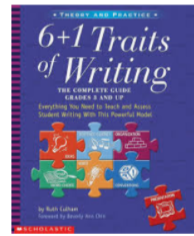
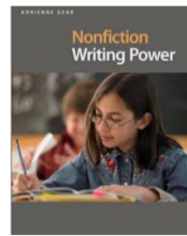
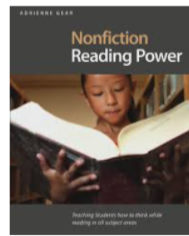
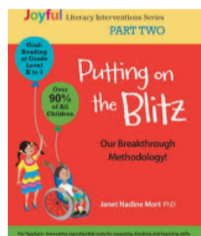
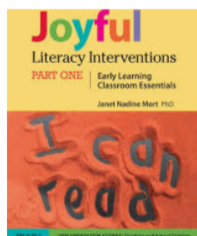
- TTOC meeting release time for collaboration/coaching
- Counsellor, SEL/Wellness Youth Care worker, admin
- IYCW
- Lunch Club
- Behaviour support EA
- Posters, prizes, school swag for promoting school spirit
- Beautification projects (school pride and culture)
- MindUp training and resources



THEME: Intellectual Development



<p>Now</p>	<p>We noticed:</p> <ul style="list-style-type: none"> • Good communication skills • Low K phonological results • Low reading scores (fall) - Grades 1 - 2 especially • Increase in ELL students • Some students are disengaged or easily distracted • Low participation and willingness to take risks in writing • Weak comprehension compared to fluency in Intermediate grades
<p>Dream</p> 	<ul style="list-style-type: none"> • Passionate, engaged, and excited learners • Strong foundation of executive function • Confident readers (decoding and processing skills that transfer to other subject areas) • Confident and engaged mathematical thinkers • Positive attitudes and growth mindset for content learning • Self-reflection and critical thinking • Equal access for all learners (UDL, Indigenous Learners)



THEME: INTELLECTUAL DEVELOPMENT, **LITERACY**

Fall Assessments 2022

K Phonological

25 students in Quartile 1

9 students in Quartile 2

2 students in Quartile 3

1 student in Quartile 4

Grade 1 PM Benchmarks

34 students at Levels 0 - 8

1 student at Level 9

1 student at Level 20

Grade 2 PM Benchmarks

12 students at Levels 0 - 14

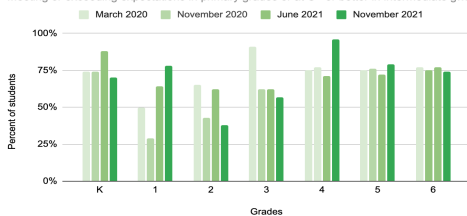
8 students at Levels 16 - 20

7 students at Levels 22 - 25

Report Card Data (March 2020 - November 2021)

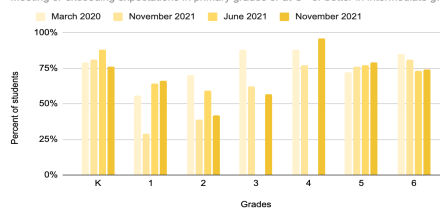
Reading

Meeting or exceeding expectations in primary grades or at C+ or better in intermediate g...



Writing

Meeting or exceeding expectations in primary grades or at C+ or better in intermediate g...



Goal 2: To improve literacy outcomes for all students.

Objective 2.1 To improve student success in reading by prioritizing essential literacy instruction and intervention where necessary.

Key strategies:	Timelines
<ul style="list-style-type: none"> ● Use data collected to plan for and teach appropriate levels of programming and materials (PM Benchmarks, QCA, RAD, K Phono and ongoing running records and other assess) ● Use well researched and robust comprehension activities that support core components of understanding and critical thinking (prediction, connecting, questioning, inferring, transferring and summarizing) ● Include multiple modalities of expression in order for students to demonstrate understanding and to accommodate individual strengths/challenges ● Continue conversations around ‘equity for all students’ in our school ● Plan early interventions to target at-risk readers using spirals of inquiry model and strategies such as reading blitzes (eg: alphabet sounds/phonemic awareness - K) ● Creation of a comprehensive K-6 Literacy Plan (WTW, sight word practice, G.Reading, quality text, Daily 5, Spelling City, Reading/Writing Power, SMART Learning, etc) ● Utilize the resources and expertise available RO ● School-wide reading challenge ● Students apply critical and reflective thinking to acquire and interpret information, and to make choices about how to communicate their ideas. 	<ul style="list-style-type: none"> - September - Ongoing - Ongoing - During staff meetings - During SBTM - Ongoing - Ongoing - January 2022 - Ongoing

Objective 2.2 To improve student success in writing by implementing a daily writing program that is based on modelling and consistent practice of the core components of writing.

Key strategies:	Timelines
<ul style="list-style-type: none"> • Use of proficiency-based assessment language and practice (performance standards, cold writes, rubrics) • Use well researched and robust writing activities that support core components of writing (6 Traits, Writing Power) • Daily writing using a variety of tools and strategies for written expression (structured writing, peer editing, focused writing) • Access coaching and collaboration grants to support implementation and planning for classroom instruction • Student/Teacher conferences to set and review goals for writing • Resources for building oral to written progression in early years (eg: story workshop, story bins) • Spelling skills practiced then applied to written work with use of word walls, spelling dictionaries and technology 	<ul style="list-style-type: none"> - Each term - Ongoing - Ongoing - As requested - November - Ongoing - Ongoing

RESOURCE ALLOCATION:

- 0.8 FTE LAT/Resource Teacher
- 0.6 FTE ELL
- 0.4 FTE Reading Recovery
- TTOC meeting release time for collaboration/coaching
- Licences for RAZ Kids
- Extra funds put into home reading books
- Purchase of phonemic awareness resources and decodable readers
- Guided Reading books with Indigenous content and diversity
- January 2023 - additional learning support funds allocated to ELL (0.1 FTE) and literacy (0.1 FTE)

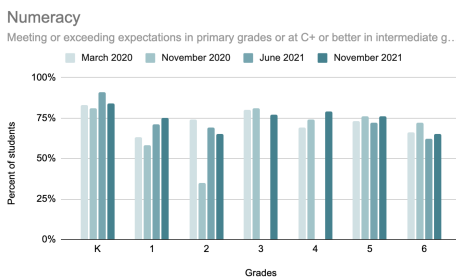
THEME: INTELLECTUAL DEVELOPMENT, **NUMERACY**

Numeracy continues to be monitored. The focus this year is literacy. Early literacy success is a predictor of future success in life.

Report Card Data (June 2023)

Report Card Data (March 2023)

Report Card Data (March 2020 - November 2021)



Indigenous Resources

Celebrate and honour indigenous culture while also supporting math learning in your classrooms with sixteen Mathology Little Books beautifully written by Canadian Indigenous authors and educators.



Goal 3: To improve numeracy outcomes for all students

Objective 3.1 To increase student success in problem solving skills by relating examples to practical applications in life.

Key strategies	Timelines
<ul style="list-style-type: none">● Use data collected to plan for and teach appropriate levels of programming and activities● Use of Mathletics (Gr 5-6)● Use of Mathology (Gr 1-2/3)● MAP (Gr 4-6)● Daily practice and modelling of examples● Ongoing collaboration with district planned Pro-D (Mathology)● Accessing coaching with Barb Wagner● Use of manipulatives● Math games, centers● Use of appropriate apps and other technology resources	<ul style="list-style-type: none">- September- Ongoing- Ongoing- Used throughout the year to assess and plan- Ongoing- As planned by staff/district- As needed- Ongoing- Ongoing- Ongoing

Objective 3.2 To increase understanding of computation skills through daily practice.

Key Strategies	Timelines
<ul style="list-style-type: none"> ● Use of Mathletics (Gr 5-6) ● Use of Mathology (Gr 1-2/3) ● MAP (Gr 4-6) ● Daily practice and modelling of examples ● Ongoing collaboration with district planned Pro-D, workshops (Mathology) ● Access coaching with Barb Wagner ● Use of manipulatives ● Math games and math centers ● Use of appropriate apps and other technology resources ● ADST - STEM challenges 	<ul style="list-style-type: none"> - Ongoing - Ongoing - Used throughout the year to assess and plan - Ongoing - As planned by staff/district - As needed - Ongoing - Ongoing - Ongoing - Ongoing

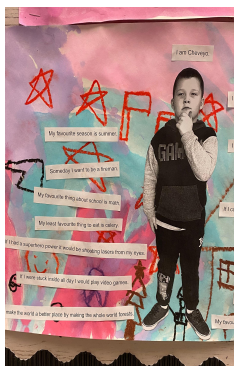
RESOURCE ALLOCATIONS:

- Guided Math with literacy connection and Indigenous content
- Osmo kits/Ipads with Math concepts
- Manipulatives for hands-on learning
- TTOC meeting release time for collaboration/coaching
- Teacher-Partner groups
- LAT
- Pilot project, Mathology (Grades 1, 2 and 3)

We Are Royals!

Welcoming
Resilient
Community
Heart

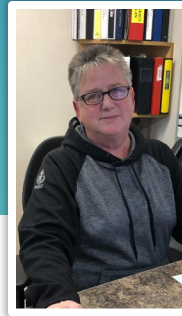
WE DARE TO DREAM



LION TEACHES YOU HOW TO LET THE WORLD HEAR YOUR "ROAR"
ALL WHILE YOU WALK WITH PRIDE IN YOUR STEP!

Operations Update

February 6, 2023



Facilities

- Upper Halfway Gymnasium
 - The plan is to have the structure up by February 4, 2023
 - Waiting for steel roof materials
- Sewer lines have been changed for staff bathrooms at Charlie Lake School
- There was a sewer backup at Charlie Lake School. A restoration company was called in. Repairs are near completion.
- Had discussions regarding recycling and garbage at all locations, including student/staff education on sorting recycling as well as ways to reduce garbage (ie. litterless lunches at sites)

Safety & Custodial

- The Joint Health & Safety Committee training has been sent out to all members
- Lead Testing at all sites is underway, as per provincial requirements. Results will be reported out, once complete
- Level I First Aid Course will be offered
- The updated Workplace Violence course will be assigned to all staff on February 6, 2023
- In the process of preparing for the rollout of the new safety system planned for February 1, 2023
- A Custodial Working Foreman has been hired, two Head Custodians have returned from a leave and five new casuals have received training

Technology

- Testing of the payroll off-site backup system took place
- Gathering information for phone system replacements at some sites
- The IP expansion is completed at Ecole Central
- We are the first school district in BC to have Starlink at one of our schools
- As per operational plans, all fax machines will be discontinued by the end of February

Transportation

- There are six spare drivers which helps with other drivers being able to take time off
- Road maintenance is an ongoing issue. We continue to be in contact with them
- The new Dispatcher is very organized and efficient, a great addition to the team