

School District #60 (Peace River North)
Committee of the Whole
Regular Meeting
Tuesday, April 11, 2023 @ 1:30 p.m.
AGENDA

Education

1. Education Update

Stephen Petrucci, Superintendent

Framework Presentations & Departmental Reports

- a) Baldonnel Elementary School (2:00 – 2:30 p.m.)
Christine Todd, Administrator
- b) Inclusive Education (2:30 – 3:00 p.m.)
Keith MacGillivray, District Principal
- c) Alwin Holland Elementary School (Attachment) (3:15 – 3:45 p.m.)
Melody Braun, Administrator

Governance

Human Resources

Operations

1. Operations Report (Attachment)

Angela Telford, Secretary-Treasurer





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
Revised Sept. April 2023



2022-23

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 2022-2023:

1. To increase student opportunities to take on leadership roles throughout the school and have a voice.
2. Intellectual Development and Student Engagement – Math Literacy and Problem Solving
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.

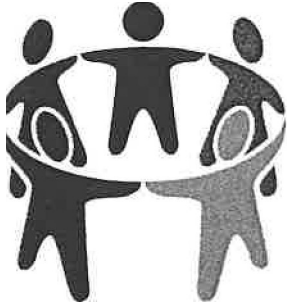
Strategies:

- Big/Little Buddies
- Office Monitors
- Classroom leaders
- Lunchtime Monitors
- Multi-Age Group Activity leaders
- Assembly Leaders – setting up the gym; acknowledgement; introductions
- Recess announcements/acknowledgement/Indigenous message of the day/Kindness message of the day
- Recycling Leaders
- Gym 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 an 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

- Students will improve their knowledge and understanding of Math vocabulary.
- Students will engage in problem solving every day. Engagement in word problems promotes: Rationale risk-taking, perseverance and resilience.
- Students will focus on their metacognition through reflections.

Rationale: "School educators are charged with improving student achievement and increasing graduation rates. There is a strongly held belief in the mathematics education community that mathematics is best learned when students are actively engaged in construction their own understandings. This is only likely to happen in classrooms that emphasize rich problem solving and the exchange of many approaches to mathematical situations, and that give attention to and value students' mathematical reasoning. Research is increasingly supportive of this approach."

Rationale Teaching through problem solving:

One of the educator's goals is to equip students to deal effectively with unfamiliar situations, or problems in life and career. In mathematics the problems will be those that can be approached using a mathematical lens.

- Students are encouraged to think independently or with their peers rather than waiting for the teacher to do the modelling.
- Students enjoy the challenge of thinking on their own and are willing to persevere to solve a problem.
- Students can use their own judgement to decides if their solution makes sense
- Increased level of mathematical dialogue between students.
- The math makes more sense.
- A problem solving approach provides the teacher with better insight on students' mathematical thinking
- Problems are more motivating when they are appropriately Challenging
- Problem solving builds perseverance
- Problem solving builds confidence, maximizes the potential for understanding, and allows for differences in style and approach
- Problems can provide practice, both with concepts and with skills.
- Problem solving approach provides students with better insight into what



mathematics is all about.

- Students need to practice problem solving.

Strategies:

Staff will intentionally use math language every day.

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

Use the District Literacy coach to help new staff members

Parent workshop/Family Math night for primary grades

Put strategies in Newsletters

Core competency profiles for reflection in Math.

Variety of Learning/teaching strategies: Making Math Meaningful to Canadian Students by Marian Small, School wide, multi-age group centers, Steve Wyborney 51 Etsi Mysteries, Graeme Fletcher Math Kit.

Self-assessment surveys about Math thinking



Achievement Indicators:

- FSA
- District Math Assessments MAPS
- Term 3 Data
- Class data/report card grades/subject grades
- District/provincial data
- Mathletics/Prodigy

Targets:

- 80% of our kindergarten students will be meeting expectations
- 90% of our primary students will be meeting grade level expectations
- 80% of intermediate students will be meeting grade level expectations
- Trend upwards in interest and confidence in mathematics
- 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.
- Assemblies, announcements

Targets:

- Teachers with the support of the ISSW worker will complete at least 1 weekly lesson on Indigenous culture
- Pictures of student's 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

See 22-23 Baldonnel FESL Data Slides

2021/22

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





Alwin Holland Elementary School

Framework for Enhancing Student Learning
2022/2023

Students

206 Amazing Kids - Kindergarten to Grade 6
64 Students (31%) Indigenous Ancestry
20 (10%) ELL Students
30 (15%) Students with Ministry Designations

Student Opportunities

Sports Teams
Library Club
Leadership
Student Canteen Helpers
Student Lunch Monitors
Office helpers
Beginning Band
Science Fair
Clubs, Math, Science, Art
Lunchtime Gym Activities
Playground Ambassadors

Staff

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

Communication

Regular Newsletters
Website
Facebook
Monthly PAC Meetings
Fresh Grade
Class Newsletters
Agendas
Phone Calls
Monthly Calendars
Piloting New Reporting Order

Events

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

Our Supports

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

Social & School Community Programs

Canteen
Breakfast Program
School Meals
School Culture
SEL
Counselling
Ready, Set, Learn
Welcome to Kindergarten
Buddies
Colour Teams



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

Strategies

Counselling
Targeted Classroom Lessons
Office Breaks to Provide Quiet Space

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

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

Rationale/Background

Feeling safe, having a sense of belonging, and being self-regulated contribute to a child who is able to learn. We feel that when students feel safe and have that sense of belonging all of the other goals will also be achievable.

Evidence/Data Collection

School Connectedness Survey - Spring 2022
Students answered with: Rarely, Sometimes, Usually, Consistently

Total - average	2021	2022
Happy at School	58%	70%
At least 1 Adult to talk to	62%	94%
Sense of Belonging	55%	75%
Feel Safe	69%	83%

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

Data - the growth

Grade 1	2021	2022
Happy at School	67%	68%
At least 1 Adult to talk to	78%	97%
Sense of Belonging	39%	77%
Feel Safe	44%	77%

Grade 2	2021	2022
Happy at School	52%	84%
At least 1 Adult to talk to	76%	100%
Sense of Belonging	68%	77%
Feel Safe	68%	77%

Grade 3	2021	2022
Happy at School	55%	77%
At least 1 Adult to talk to	73%	100%
Sense of Belonging	55%	82%
Feel Safe	73%	91%

Grade 4	2021	2022
Happy at School	50%	86%
At least 1 Adult to talk to	50%	90%
Sense of Belonging	50%	86%
Feel Safe	68%	90%

Grade 5	2021	2022
Happy at School	62%	58%
At least 1 Adult to talk to	43%	96%
Sense of Belonging	38%	67%
Feel Safe	76%	96%

Grade 6	2021	2022
Happy at School	65%	43%
At least 1 Adult to talk to	50%	76%
Sense of Belonging	85%	67%
Feel Safe	85%	76%

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

Strategies

Alert Program Training
(9 staff are registered to complete this training this spring - supported by Learning Support Fund)

SEL worker support
Office Breaks

Playground Ambassadors
Canteen Helpers
Library Helpers
Sports Teams
Office Helpers

Clubs: Math, Library, Chess, Games, D&D
Art Journals, Gym club
Buddies, Big Big Buddies
Classroom Jobs
Sports Teams
UDL

Reflection
Core Competencies
Real life interviews for "Office Helpers"
Real life Probation periods and job reviews
Real life interviews for "Playground Ambassadors"

Rationale/Background

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

Evidence/Data Collection

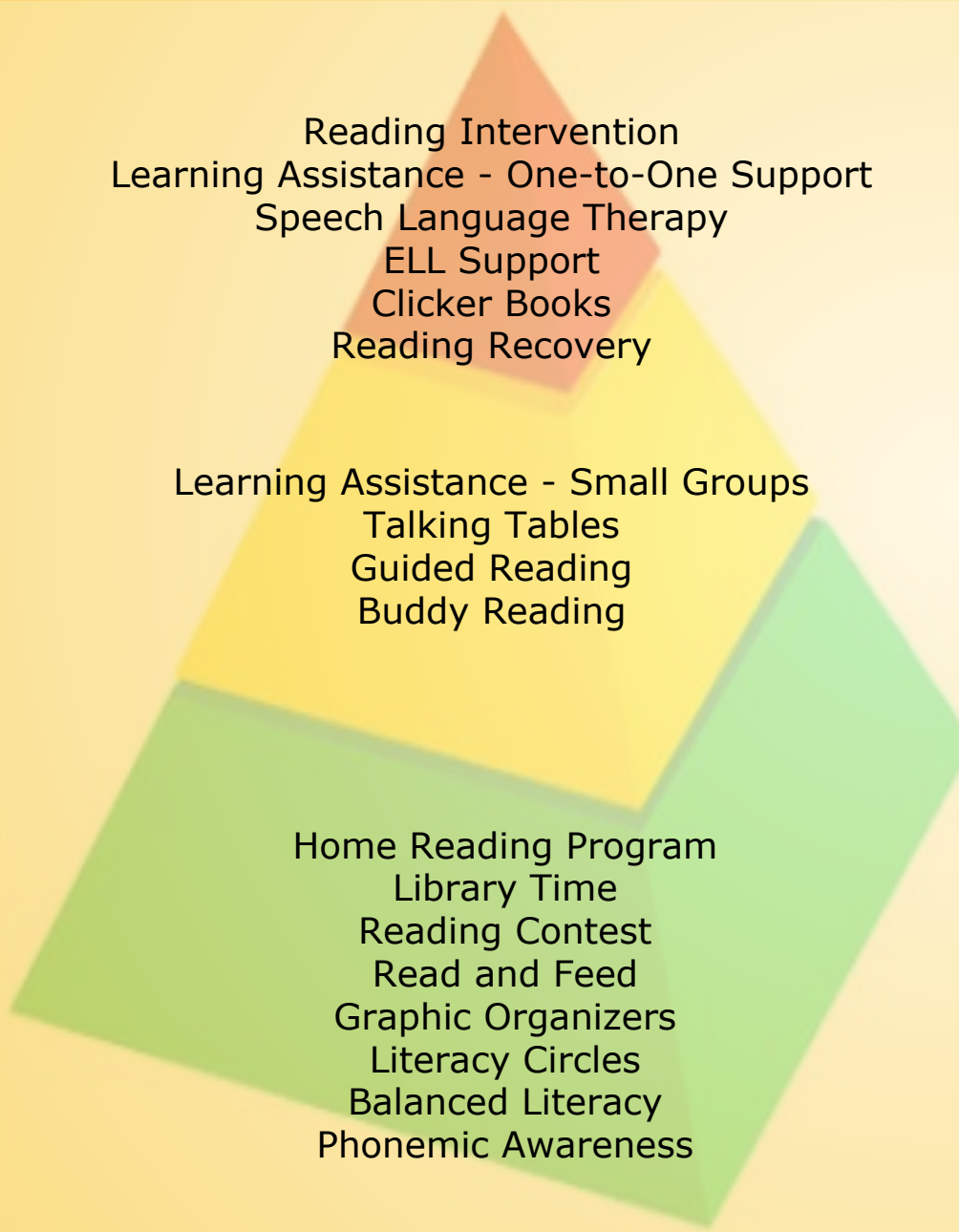
Employability Skills Data Spring 2022*

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

	Risk Taking		Extra Help		Resilience	
	2021	2022	2021	2022	2021	2022
Grade 1	52%	55%	68%	79%	58%	76%
Grade 2	55%	88%	79%	83%	76%	92%
Grade 3	88%	71%	83%	67%	92%	81%
Grade 4	71%	57%	67%	67%	81%	72%
Grade 5	57%	57%	67%	52%	72%	72%
Grade 6	57%	54%	52%	54%	72%	55%

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

Strategies



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

Learning Assistance - Small Groups
Talking Tables
Guided Reading
Buddy Reading

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

Rationale/Background

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

Evidence/Data Collection

Data - Collected in Spring of 2022 - See Data slides

Gr 2 - 63% Meeting or Exceeding
Gr 3 - 87% Meeting or Exceeding
Gr 4 - 57% Meeting or Exceeding *** Area of concern
Gr 5 - 72% Meeting or Exceeding
Gr 6 - 67% Meeting or Exceeding

Discussion

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

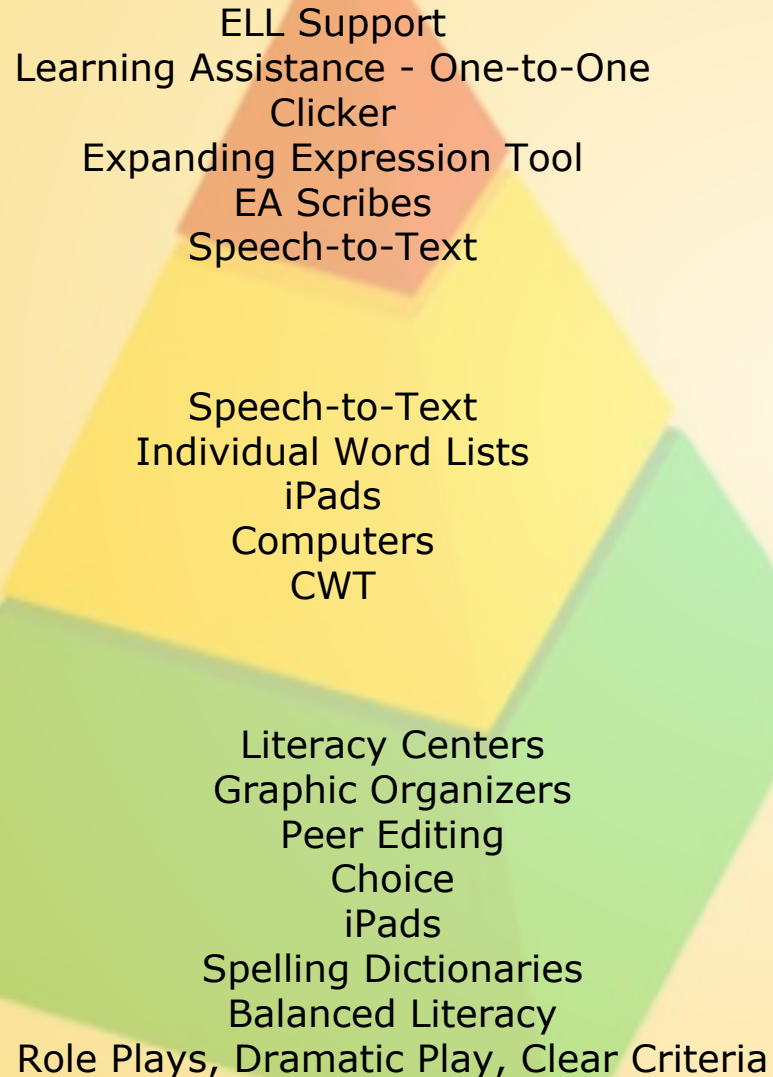
Reading Recovery support - all year.
Guiding Reading support - all year.

Parent volunteers to help with Home Reading program.

Learning Support Funds - increase reading intervention teacher.

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

Strategies



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

Speech-to-Text
Individual Word Lists
iPads
Computers
CWT

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

Rationale/Background

Writing is a necessary skill for life.

Evidence/Data Collection

Data collected in June 2022

Gr 2 - 64% Meeting or Exceeding
Gr 3 - 87% Meeting or Exceeding
Gr 4 - 58% Meeting or Exceeding ** Area of concern
Gr 5 - 72% Meeting or Exceeding
Gr 6 - 67% Meeting or Exceeding

Discussion

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

Learning Resource Fund - supporting ipad programs as well as resources for literacy centers and Home Reading programs.

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

Strategies

Scribe
Reader
Touch Math

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

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

Rationale/Background

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

Evidence/Data Collection

Numeracy Primary Data June 2022 76% 3 or 4

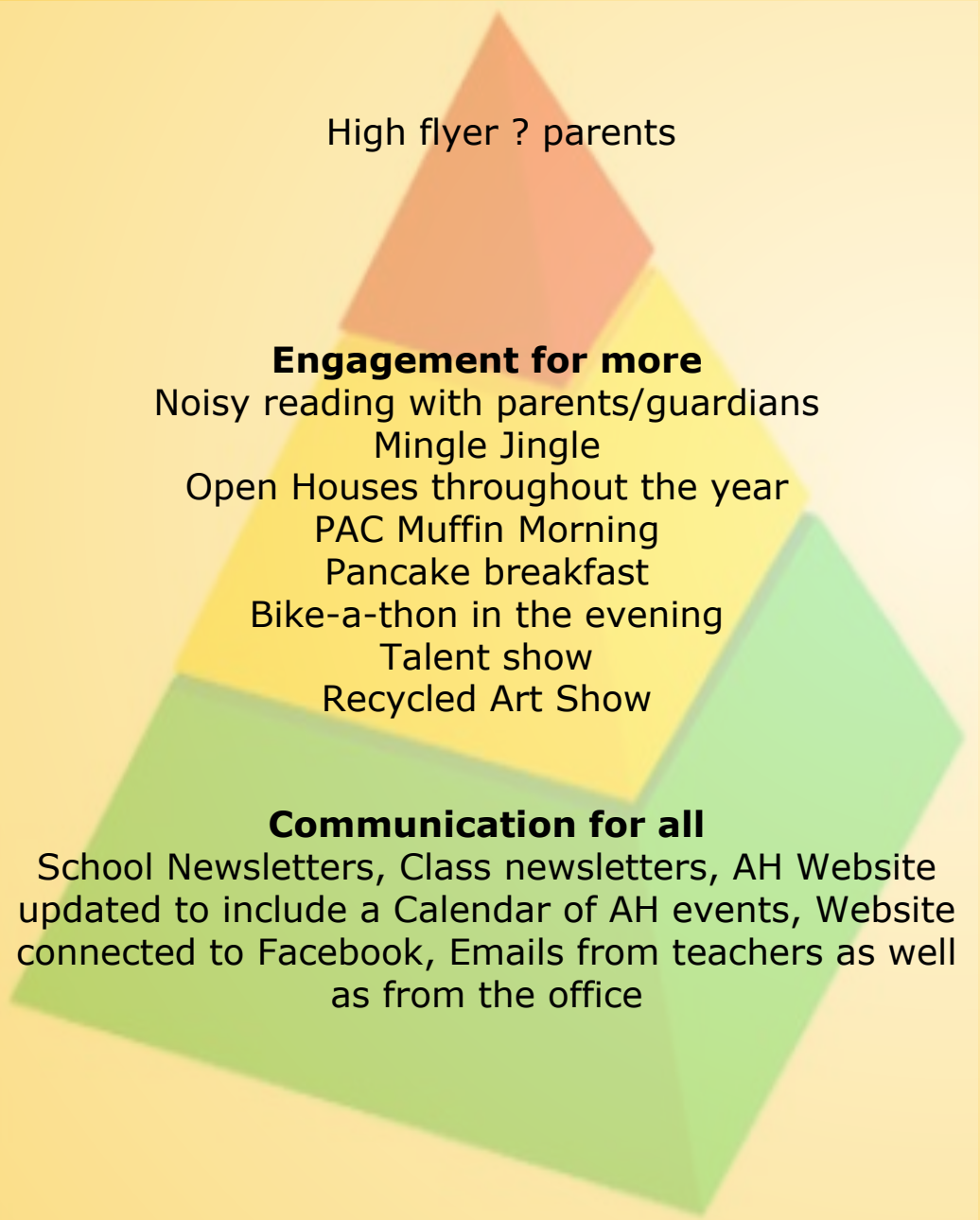
	1	2	3	4
Kindergarten	1	7	24	2
Grade 1	1	11	19	4
Grade 2	2	6	21	3
Grade 3	0	2	21	0

MAP Intermediate Data June 2022

	Communicating & Representing		Understanding & Solving		Connecting & Reflecting		Reasoning & Analyzing	
	Fall 2021	Fall 2022	Fall 2021	Fall 2022	Fall 2021	Fall 2022	Fall 2021	Fall 2022
Meets/Exceeds Grade 5	86%	87%	100%	65%	100	83%	71%	73%
Meets/Exceeds Grade 6	94%	91%	88%	85%	88%	52%	75%	62%

Parent Engagement - moving forward

Strategies



High flyer ? parents

Engagement for more

Noisy reading with parents/guardians
Mingle Jingle
Open Houses throughout the year
PAC Muffin Morning
Pancake breakfast
Bike-a-thon in the evening
Talent show
Recycled Art Show

Communication for all

School Newsletters, Class newsletters, AH Website updated to include a Calendar of AH events, Website connected to Facebook, Emails from teachers as well as from the office

Rationale/Background

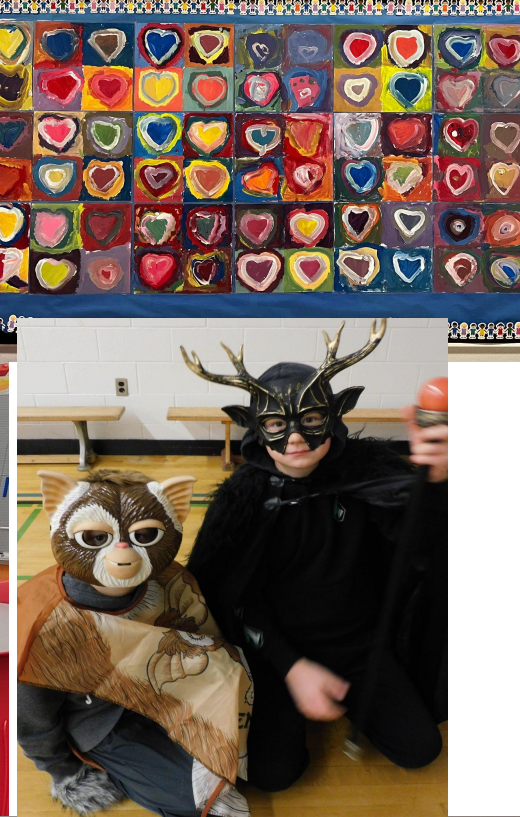
As we move forward from the pandemic how engaged are our families? With our school community? With their child/ren's classes? With many different areas in the school?

Evidence/Data Collection

Each staff meeting we are looking at ways to measure family engagement. We are currently looking at questions that could be put into a survey that we could send out in early June.

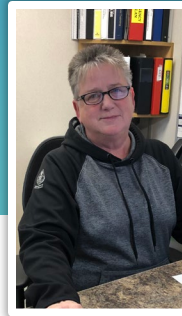
Discussion

We are looking for questions that try to not assume engagement or assume certain reasons for not engaging.



Operations Update

April 11, 2023



Facilities

- Upper Halfway Gymnasium
 - Regular meetings with Ministry taking place
 - Roof placement began on March 15 with connections to the school coming later
 - Date of completion forecasted for September 30
- Water well drilling is being done at Baldonnel and Upper Pine schools.
 - Update: the drilling did not lead to usable wells; the Baldonnel site was dry and the Upper Pine site produced undrinkable water
 - There will be more information on how we will be moving forward
- Reviewed the workflow of Work Orders as well as completion surveys
- There has been a secure space built down at the Facilities department to help facilitate the check out of supplies and tools
- In town garbage pick up is in the process of being contracted out. Contacted several vendors and received different quotes. GFL is currently doing the out of town pick ups.
- The locks were changed at Cameron Lake Outdoor Education site to keyed entry
- The water lines froze at the Cameron Lake facility which led to damage to the water system; plumbers had to replace several damaged pipes
- Some windows were replaced at the Board Office and Learning Services over Spring Break

Safety & Custodial

Safety

- Custodial and Transportation department supervisors met regarding Emergency Response; this is a step towards developing a general response plan during an emergency
- Joint Health & Safety Committee Training is ongoing
- First Aid Course (Level 1) for staff is scheduled for April 21
- Looking into an Asbestos compliance program being brought in-house
 - This is for logging asbestos materials in the District
 - We will be creating our own data base and working with a local contractor to keep up to date on an annual basis
 - We will be putting QR codes in the schools indicating where Asbestos is situated in the building
 - Historically, this was done out of Vancouver
- [Stats since launching safety system](#)
- Lead testing submitted to Ministry on March 31; the District is compliant
- Hearing & Fit Testing for employees is scheduled for April 27 & 28

- Gym floor refinishing took place at Clearview, Dr. Kearney and Hudson's Hope schools over Spring Break. This is to replace the worn out varnish. Moving forward, this will be done on a rotational basis ensuring that gym floors throughout the District are protected and safe for students.
- The Fire Department did their annual site inspections over Spring Break
 - Compliance piece; Fire Protection Safety Officer inspects the schools to ensure we are in compliance with fire safety regulations and the buildings are safe for staff and students
 - The District passed inspection

Custodial

- Custodial meeting/workshop took place on February 27 NID Day as well as another meeting on March 16
- Lead flushers have been installed at Buick Creek and the Key with re-testing to follow and showing improvement in levels
- Custodial department has returned to pre-Covid practices which means that a casual is not sent to site if there is an absence

Technology

- Technology Orientation slides have been updated on the Akuter Training site
- Starlink now being used for Cameron Lake, Upper Halfway and soon Wonowon. This provides better connectivity at remote locations.
- Completed WiFi transition to D-Link Access points for increased throughput and stability
- Staff is using the Stormwinds training for infrastructure, device and technology training courses
- Telus VOIP contract has been signed for three new locations (ie. Clearview, Dr. Kearney & Margaret Ma Murray). These new phone systems allow users to make voice calls using the internet instead of a regular or analog line. These locations will be seeing the activation and distribution of phones in early April.

Transportation

- All bus routes are covered with drivers; no posting to fill positions
- There are spare drivers for all rural areas
- We are in the process of training two drivers as spares to cover the FSJ, Charlie Lake, Baldonnel, and Taylor areas
- Over the summer, the District has issues with where to park all of the busses that come back to town. First Truck has agreed to let us park busses in their yard over the summer break.
- We are down a mechanic in the department, leaving us with three. We have tried to think outside the box and have contacted Northern Lights College in Fort St. John and Dawson Creek for assistance as well as NPSS careers program to look into apprenticeships.

