

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

TUESDAY, APRIL 11, 2023  
1:30 P.M.

*Present:* Helen Gilbert, Chair, Board of Education  
Madeleine Lehmann, Vice-Chair  
Ida Campbell, Trustee  
Bill Snow, Trustee  
Thomas Whitton, Trustee

Stephen Petrucci, Superintendent  
Angela Telford, Secretary Treasurer  
Leah Reimer, Executive Assistant

*Guests/Media:*  
Michele Wiebe, PRNTA President  
Wayne Bell, Public  
Public (3)

*Regrets:* Nicole Gilliss, Trustee  
David Scott-Moncrieff, Trustee

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**Education**

**Education Update**

*Stephen Petrucci, Superintendent*

Framework Presentations & Departmental Reports (Attachments)

Baldonnel Elementary School (2:00 – 2:30 p.m.)

*Christine Todd, Administrator*

- Report was presented and questions fielded from Trustees

Inclusive Education (2:30 – 3:00 p.m.)

*Keith MacGillivray, District Principal*

- Report was presented and questions fielded from Trustees

Alwin Holland Elementary School (3:15 – 3:45 p.m.)

*Melody Braun, Administrator*

- Report was presented and questions fielded from Trustees

## Operations

### Operations Report

*Angela Telford, Secretary-Treasurer*

- Report was presented and questions fielded from Trustees
- Water well drilling at Baldonnel and Upper Pine – we were assured from the testing there was good quality water but didn't produce good results (ie. Baldonnel – dry; Upper Pine – not drinkable). Looking into next steps
- Upper Halfway Gymnasium – how are we doing in regards to the budget and inflation? Angela - there is a substantial inflationary contingency built in. Ministry meetings taking place are in regards to the construction. We are hitting our targets up to this point
- Facilities secure space – built not because of any issues but moving forward, we want to be able to control the inventory that we have. Purchasing will take place in house. Large tools need to be checked in and out to keep better track of where they are and to help prevent potential damage
- Bus drivers – great to see. We also have the capacity to fill additional field trips (ie. 3-4 per day)
- Workflow of work orders and completion surveys – surveys are out and not all have been received back. Work orders – went back to paper for the interim because electronically, they were not being completed (ie. we closed thousands of work orders that were incomplete). Paper copy seems to work until we can figure it out electronically
- Safety Emergency Response meeting - custodial supervisor should read safety supervisor
- Safety/Custodial supervisor is doing a great job working with compliance expectations around asbestos, WHMIS, and WorkSafe BC
- Margaret Ma Murray phone system – why do we need a new system as that one is fairly new? Current system is same as Facilities and Ecole Central and they are often “down” and there is not good connection at times. We will eventually be switching over district wide and moving from iTel to Telus VOIP systems

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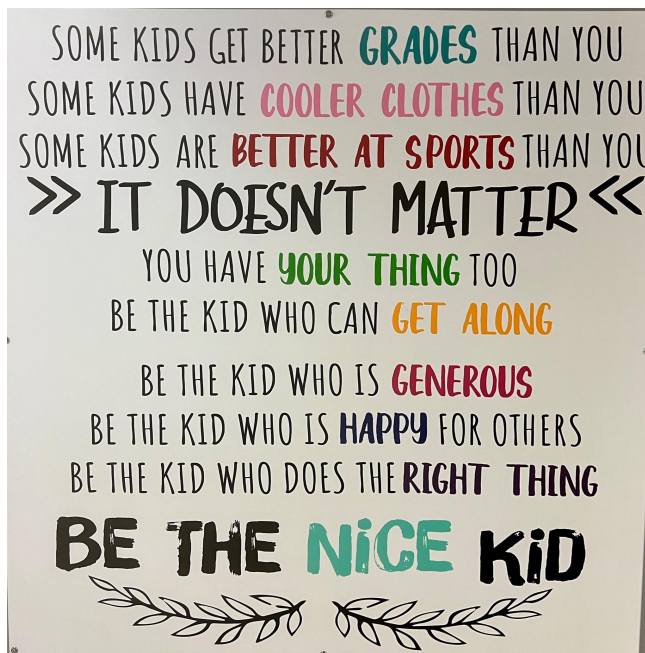
# Baldonnel Framework

2022/2023

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# Baldonnel Elementary School Context



Behaviour Matrix			
	Safe	Responsible	Respectful
Playground	<ul style="list-style-type: none"> <li>Stay in school boundaries</li> <li>Make safe choices</li> <li>Use equipment properly</li> </ul>	<ul style="list-style-type: none"> <li>Dress appropriately for weather</li> <li>Clean up after yourself</li> <li>Ask for help when needed</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of personal space (self and others)</li> <li>Include others</li> <li>Play / share / take turns</li> </ul>
Hallways	<ul style="list-style-type: none"> <li>Walk quietly</li> <li>Keep feet on ground</li> <li>Keep hallways clear</li> </ul>	<ul style="list-style-type: none"> <li>Clean up after self</li> <li>Stay on task</li> </ul>	<ul style="list-style-type: none"> <li>Use inside voices</li> <li>Avoid disturbing others</li> </ul>
Washrooms	<ul style="list-style-type: none"> <li>Wash hands</li> <li>Keep feet on the floor</li> </ul>	<ul style="list-style-type: none"> <li>Flush toilets</li> <li>Keep are clean</li> </ul>	<ul style="list-style-type: none"> <li>Respect others' privacy</li> </ul>
Lunch	<ul style="list-style-type: none"> <li>Sit while eating</li> <li>Eat only your own food</li> </ul>	<ul style="list-style-type: none"> <li>Eat healthy choices first</li> <li>Recycle</li> <li>Clean up after self</li> </ul>	<ul style="list-style-type: none"> <li>Use inside voices</li> <li>Use lunchtime manners</li> </ul>
Assemblies	<ul style="list-style-type: none"> <li>Enter / exit quietly and orderly</li> <li>Be aware of person space (self and others)</li> </ul>	<ul style="list-style-type: none"> <li>Positive participation</li> </ul>	<ul style="list-style-type: none"> <li>Whole body listening</li> </ul>
Library	<ul style="list-style-type: none"> <li>Walk in quietly</li> <li>Take turns using stool</li> </ul>	<ul style="list-style-type: none"> <li>Return books on time</li> <li>Take care of books</li> <li>Use shelf markers properly</li> </ul>	<ul style="list-style-type: none"> <li>Use inside voices</li> <li>Clean up after using space</li> </ul>
Gym	<ul style="list-style-type: none"> <li>Wait for adult supervision</li> <li>Wear proper footwear</li> <li>Use equipment properly</li> </ul>	<ul style="list-style-type: none"> <li>Actively participate</li> <li>Follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>Win or lose: Positive attitude</li> <li>Play fair</li> <li>Be a team player</li> </ul>
Computer Lab	<ul style="list-style-type: none"> <li>Use only teacher approved sites</li> <li>Keep personal information private</li> <li>Remember everything is permanent</li> </ul>	<ul style="list-style-type: none"> <li>Focus on learning</li> <li>Report unsafe, harmful or inappropriate content to an adult</li> <li>Log off and close programs / apps</li> <li>Keep food and drinks away from technology</li> <li>Follow tech agreement that you have signed</li> </ul>	<ul style="list-style-type: none"> <li>Be a good online citizen</li> <li>Ask permission before posting about others</li> <li>Use earbuds when appropriate</li> </ul>
Bus	<ul style="list-style-type: none"> <li>Follow driver's safety rules</li> </ul>	<ul style="list-style-type: none"> <li>Choose an appropriate seat partner</li> <li>Be on time</li> <li>Keep bus clean</li> <li>Report problems to driver</li> </ul>	<ul style="list-style-type: none"> <li>Keep voices low</li> <li>Be aware of personal space (self and others)</li> </ul>

**Our vision: All students  
will make progress and  
reach their potential in  
learning.**



# Baldonnel Elementary Planning Day

Planning Day was a collaboration between all of the staff. Together as a group, we looked over each of our school staff binder, we looked at the previous years framework goals, we went over data. Stations were set up and in small groups, staff went through each of the stations to view the previous goals, data, and what changes we wanted to make. Staff made note of what was still relevant and added what was needed. After that we got back together as a larger group to discuss our framework and the direction we wanted to go.

Set meeting times for classroom profiles. Individual/collaboration time/revised our academic goal this year.

# Data Used for 2022-2023

-term 3 data

-FSA school/district/provincial

-Assess behaviour/absences/notes

-Student Self assessments

-District Literacy assessments /school assessment

-District MAPS

-Student Learning Survey

-Math Interest Survey

-K phonological awareness assessment

## NUMERACY FSA - 4

### FSA Skill by School Year and FSA Result by Sub Population

FSA Skill: Literacy Numeracy Reading Comprehension Writing

Grade: 4

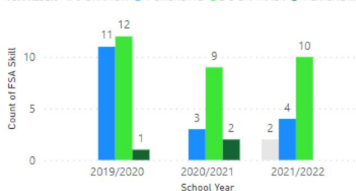
School Year: Multiple selection... ▼

School Name: Baldonnel Elementary ▼

### FSA - Numeracy - Grade 4 - by Sub Population

#### ALL Students

FSA Result: 0-UNKNOWN 1-EMERGING 2-3 ON TRACK 4-EXTENDING



#### Indigenous

FSA Result: 1-EMERGING 2-3 ON TRACK 4-EXTENDING



#### Diverse Abilities

FSA Result: 0-UNKNOWN 1-EMERGING 2-3 ON TRACK

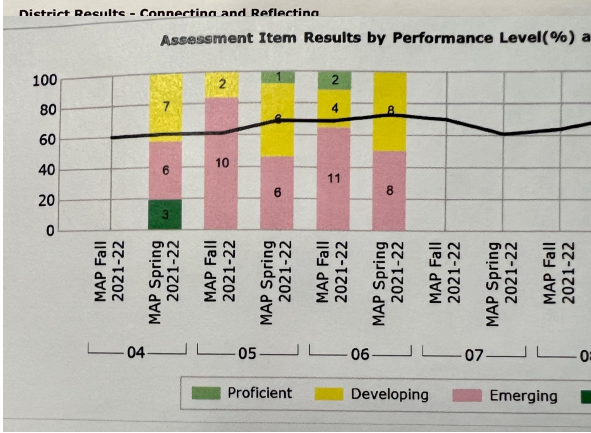


# Connecting, Reflecting, Reasoning, Analyzing, Understanding and Solving

School: Baldonnell ES

School Results - Connecting and Reflecting

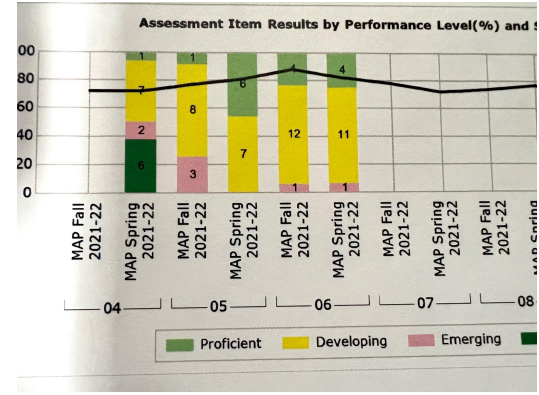
School	04		05		06	
	MAP Spring 2021-22	MAP Fall 2021-22	MAP Spring 2021-22	MAP Fall 2021-22	MAP Spring 2021-22	MAP Fall 2021-22
Not Attempted	3					
Emerging	6	10	6	11	8	
Developing	2	2	6	4	8	
Proficient			1	2		
Total	16	12	13	17	16	
Meets/Exceeds	44	17	54	35	50	



School: Baldonnell ES

School Results - Reasoning and Analyzing

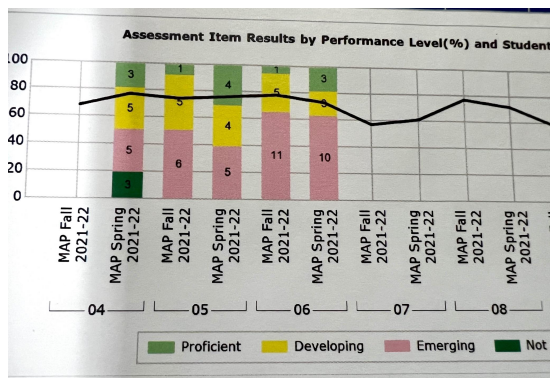
School	04		05		06	
	MAP Spring 2021-22	MAP Fall 2021-22	MAP Spring 2021-22	MAP Fall 2021-22	MAP Spring 2021-22	MAP Fall 2021-22
Not Attempted	6					
Emerging	2	3		1	1	
Developing	2	8	2	12	11	
Proficient	1	1	6	4	4	
Total	16	12	13	17	16	
Meets/Exceeds	50	75	100	94	94	



School: Baldonnell ES

School Results - Understanding and Solving

School	04		05		06	
	MAP Spring 2021-22	MAP Fall 2021-22	MAP Spring 2021-22	MAP Fall 2021-22	MAP Spring 2021-22	MAP Fall 2021-22
Not Attempted	3					
Emerging	5	6	5	11	10	
Developing	5	5	4	5	3	
Proficient	3	1	4	1	3	
Total	16	12	13	17	16	
Meets/Exceeds	50	50	62	35	38	



# Learning Support Fund

The LSF was used in a variety of ways: We have a .2 Reading Support Teacher, Shelley Moore Sessions for staff, EA support.

2 EA's (4 hours, 5 hours) in our school: Support for primary classes, support for intermediate students.

Indigenous Support worker given 1 hour per day EA time to help support students.

Classroom support, TTOC time for classroom profiles

# Our goals for 2022-2023:

- **Goal 1 Social Responsibility Goal:** To develop leadership opportunities
- **Goal 2 Intellectual Development goal:** Focus on Mathematics specifically engagement with problem solving.
- **Goal 3 Indigenous Focus:** Develop our understanding of Indigenous culture and the First Peoples Principles of Learning

# Goal 1: Student Leadership

We believe in building connectedness and promoting supportive behaviours. 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.

Core values: Kind, Safe, Respectful and Responsible

By assuming responsibility, students demonstrate a willingness to help others, to listen empathetically, and to make sound decisions. Helping students to develop these character traits is why student leadership is very important in school.

# Why children leadership is so important

## Baldonnell Student leaders

Students who are leaders can

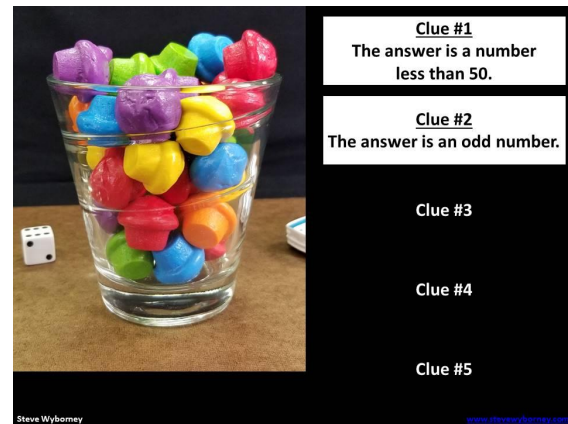
- \*self advocate
- \*negotiate
- \*use their voice
- \*listen
- \*cooperate
- \*be confident
- \*take initiative
- \*assume responsibility
- \*act independently



# Goal 2: Problem Solving Mathematics

Teaching through problem solving focuses students attention on ideas and sense making and develops mathematical practices. Teaching through problem solving also develops a student's confidence and builds on their strengths. It allows for collaboration among students and engages students in their own learning.

Focus: Math tasks and activities that Promote teaching through problem Solving: Wyborney Esti-Mysteries, Number talks, project based, play based, Math multi-age afternoons



Clue #1

The answer is a number less than 50.

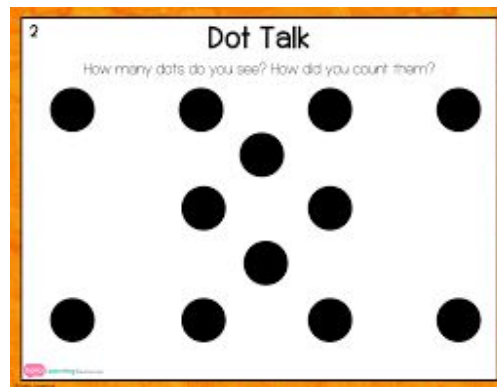
Clue #2

The answer is an odd number.

Clue #3

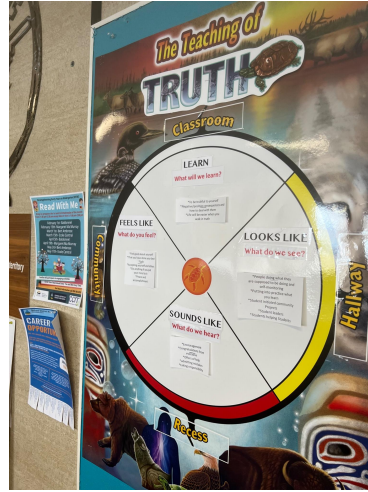
Clue #4

Clue #5



## Goal 3: Indigenous teachings

Each teacher is committed to supporting Indigenous students as well as Indigenous worldviews and perspectives. Teachers are working hard to include these worldviews and perspective in their lessons. Indigenous Education seeks to improve success and supports for Indigenous students and increase the presence of Indigenous culture, languages and history for all students. For Indigenous children embedding Indigenous perspectives supports the value of their culture and increases engagement For non-Indigenous children, it encourages respect for the histories of the First Nations people and a genuine understanding for the land we live on.



# Celebrations

Our school works hard to build community and to celebrate and acknowledge success. We share successes in our newsletter, bulletin boards, assemblies, over announcements, sharing with buddies, our school FB page. March we had a cardboard arcade set up in the gym. May Entrepreneur Fair. We also have had celebrations to acknowledge staff and their dedication. In July we are hosting a community BBQ and having family photos taken. We are inviting all 0-5 age children/families to come as well to help prepare our early childhood learners feel comfortable in our school. Grade 6 students will be making painted rocks to give to the new K students that will be coming to school in the fall.

# Celebrations



# Communication Plan



Facebook [link](#) → have a look here for all the wonderful pictures of Baldonnel People learning & growing

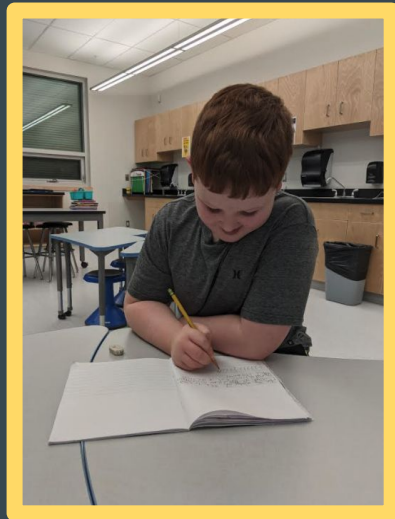


# Inclusive Education Dept. Learning Services

## Departmental Update

**Committee of the Whole Meeting  
School District No. 60  
(Peace River North)**

**Presentation: April. 11, 2023**



# Presentation Agenda

1. Inclusion in our district
2. Who am I as District Principal?
3. Our department
4. How we support the District FESL
5. Strengths & Challenges

## Presentation Delivery:

- Presentation Slides.
- Discussion; Questions & Answer.



Hayden, MMMCS



Kelvin, Hayley, & Hannah- NPSS

## Our Inclusion Promise.....

As a department, Inclusive Education is committed to supporting the students and school-based teams in Peace River North experience full and meaningful inclusion.

Our inclusive vision is firmly based on a child centered approach. As a department understand that diversity is a strength. We believe that every person contributes to their community, where everyone has potential to grow in confidence, skill and independence as they achieve their goals.

Our core values include; Inclusion, Relationships, Collaboration, Children, Independence, Diversity & Respect



Bree, Anne Roberts Young Elem.

# Goals of the department and ensuring the provision of services to schools:

Responding to evolving needs. key areas of growth, and finding solutions!

Continue to build on the past success of this department, specifically the changes implemented last year.

Connecting IEP and other Inclusive Supports to Student Achievement.

Based on Effective Practice: A robust menu of support, IEP development and success, and Student Achievement.

Key Priorities in the area of Autism, Self-Regulation, Social-Emotional Learning, and Mental Health.



Evan, Alwin Holland Elem

# Current Designations: Special Education

Feb 2023:

A	3
B	0
C	13
D	90
E	8
F	33
G	144
H	145

We continue to see increases in the following areas over the last 2 years:

- Category F
- Category G
- Category H

## Level 1

A- Physically Dependent  
B- Deaf Blind

## Level 2

C- Moderate to Profound Int  
D- Chronic Health  
E- Visual Impairment  
F- Deaf & Hard of Hearing  
G- Autism

## Level 3

H- Intensive Behaviour  
and/or Serious Mental  
Illness

# Growing numbers in Category G: Autism

		Sept 2019	Sept 2020	Sept 2021	Sept 2022	Feb 2023	Sept 2023
Category G	ASD	89	97	111	139	144	154

- The rate of children with an autism diagnosis in BC between the ages of 6-18 is now 1:29. Last year the rate was 1:32.
- SD#60 is around 2% ( Prov. is 2%)
- Health Authority wait times approx. 2 years
- Private options now exist locally.
- Grants available - family household income < \$89,000 annually

# District Principal - Learning Services: Inclusive Ed.

Keith MacGillivray - Year 9 in the position.

NPSS → Admin.

(B.Arts) St.FX, (B.Ed) UPEI, (M.Ed) St. FX, Graduate work in Executive Education-  
Dalhousie

Committed to the our district and our community! Family, People centered and solution  
focused leadership! Guides everything I do!

Early interest and seen the positive impact of inclusion  
within the school system:



# Statement of Educational Philosophy

I believe that all children have a right to an education. An inclusive foundation of “everyone” that instills a belief that all children come from various backgrounds, experiences, and abilities. I am committed to the professional development and growth of all bases of employment in public education through the building of capacity and a desire for best practice in our system.

I am inspired by my fundamental belief that Inclusive education **is** about providing opportunities **with** support for **all** students to have access to, and contribute to, an education rich in content and experience with their peers.

My leadership approach is one of striving for achievement based on consistent decision-making actions that work towards finding solutions. Bringing people and the tasks together by leadership and motivation with a common goal of creating successful learning opportunities that foster student achievement.

# Inclusion Department- Learning Services

## Resource Teachers:

- Celeste Van Breda
- April Bell
- Jen Salinas
- Allana Duffy
- Trista Triska
- Sally Birley
- Rheanna Morris-Richert
- Kelsey Erho

## Occupational Therapy/Physical Therapy:

- Daisy Petrucci OT
- Contract Service Provider PT
- Lori Paice Paraprofessional

## Speech-Language:

- Stephanie Loney SLP
- Contract Service Provider
- TinyEye
- Carla Cowger SLA
- Elsa Dickinson SLA
- Jennifer Clarke SLA
- Joanna Esau SLA
- Danae Jones SLA

## School Psychology:

- Sam Thomson

## District LAT Teacher

## Leader:

- Chantelle Fowler



Duncan Cran Elem Kodiaks

# How does the Inclusion Dept support the District FESL?

To help others understand the strength in diversity.

To promote inclusive practice so all students may participate, contribute and learn.

To strengthen school teams to improve school efficacy.

To encourage and plan for student independence.

To enhance student achievement.



Brydon and the MMMCS team working with the Physiotherapist

# Goal #1 Academic Engagement/School Completion

Student Achievement / UDL

Inclusive Supports to Learning.

Independence Goals within IEP

Self-Advocacy Goals within IEP

Celebrate Strength & Diversity and promote Inclusive in Learning

Strengthen School Based Teams/Collaboration

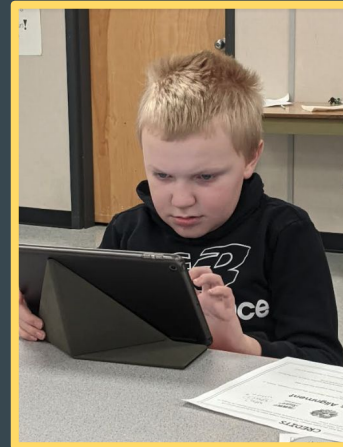
OT/PT, Speech & Language, School Psychology - Support Inclusion and Student Achievement.



Christian, Duncan Cran Elem.



Students at ARYES  
Cooperative Learning



Kyle, Alwin Holland Elem  
Tier 3 Student Technology

## Goal #2 Student Social-Emotional Competency

Social-Emotional Learning Goals within the IEP

Speech & Language & Occupational Therapy

Social Responsibility

Social Skills Development & Citizenship

Mental Health Literacy

Self-Regulation - Zones of Regulation, Mind-up, EASE, Friend to Friends Program.

Our Self-Regulation Rooms in Schools



Marcus, Alwin Holland Elem School

# Goal #3 Diverse Opportunities & Learning Experiences in Career Education

Work Experience & Careers Programs- Secondary

Career & Employability Goals within the IEP

Maker-Space Participation

SLP/OT/PT- Expertise in enhancing Inclusive Supports in the Classroom.

“Xplorefest” & Career Days - Elementary

Career Samplers/Transition to Trades

ADST - Applied Design, Skills, & Technology



Taya, Bert Bowes MS



Joaquin,  
DKMS

# Strengths - What is going well in our department....

Effective services leading to student achievement

Behaviour Consultant in district once a month allows support and expertise to the school based team.

Expertise of RTs - UBC M.Ed completion in the areas of DHH and TSVI

Self-Regulation Rooms

Staff is on the ground in schools- working for students alongside SBT members.



Melissa, Alwin Holland Elem

# Current challenges.....

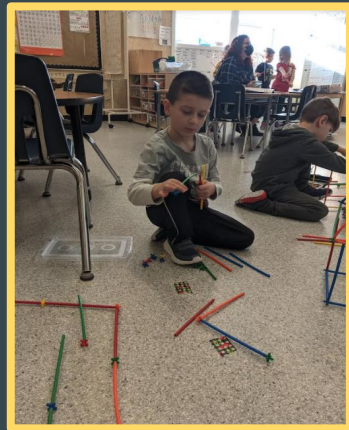
Retention and recruitment in the area of Speech-Language Pathologist and Physiotherapist.

Growing needs list! Difficult to predict what the future will bring.

Ensuring equity with changing numbers and demographics.

Meeting increasing need in supporting students with diverabilities and mental health.

Family dynamics are ever-changing.  
Socio-economic issues, food insecurity, and family differences of opinion/impact.



Student Engagement at Robert Ogilvie Elem.

# Key Priorities of our Department: Supporting learning for all students!

## Priority 1

To support Student Achievement under the district's mandate: **SD60 Framework for Enhancing Student Learning**. The board's goals: **1) Academic/School Completion, 2) Social-Emotional Competency, & 3) Diverse Learning Opportunities in Career Education.**

## Priority 2

To support the needs in building capacity in a robust learning support model. This includes **a student centred approach, the capacity building of school based teams and district itinerant staff.** A focus on IEP, Professional Development, and FESL.

## Priority 3

To meet the needs of the students and support the efforts of the school based teams in supporting the increasing demand in the area of Inclusive supports. **A learning services menu of supports in Inclusion, SLP, OT, PT, and Positive Behaviour Support.**

# Projected Deliverables in our department:

## Deliverable 1

- A district-wide philosophy around inclusion that aligns with our FESL goals, aligns with Ministry directives, and meets the needs of all learners.

## Deliverable 2

- The allocation of resources to provide robust and thoughtful service to school communities, and with equity in mind.

## Deliverable 3

- A meaningful menu of supports at learning services, with the goal of supporting student achievement and school based team capacity.

## Deliverable 4

- Capacity Building in District & School Based Staff in the areas of IEP, Autism Services, Transition, and Employability.

# Questions & Answer

## Contact:

Keith MacGillivray  
District Principal, Inclusive Education  
Learning Services

(250)262-6098

[kmacgillivray@prn.bc.ca](mailto:kmacgillivray@prn.bc.ca)





# 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

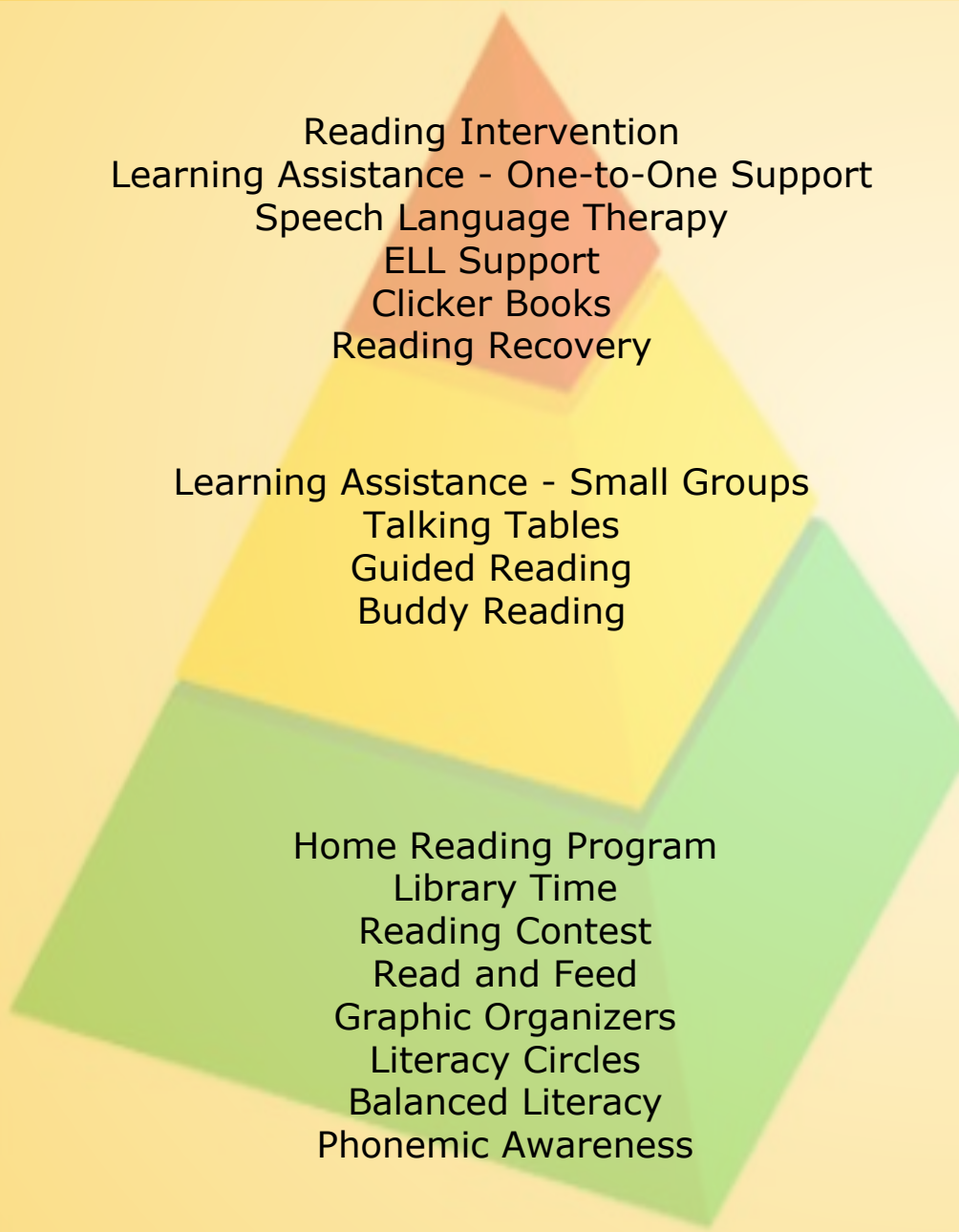
Employability Skills Data Spring 2022\*

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.

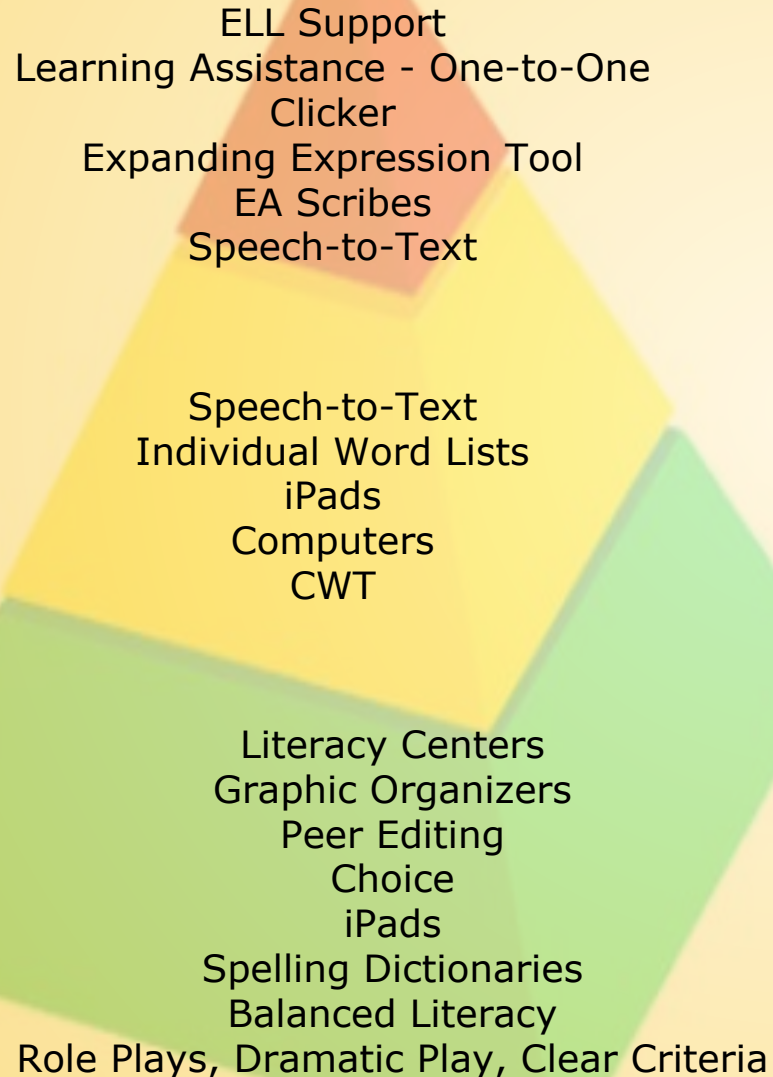
Reading Recovery support - all year.  
Guiding Reading support - all year.

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

? 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.

