

School District #60 (Peace River North)
Committee of the Whole
Regular Meeting
Monday, May 8 @ 1:30 p.m.
AGENDA

Education

1. Education Update

Stephen Petrucci, Superintendent

Framework Presentations & Departmental Reports

- a) Bert Bowes Middle School (1:30 – 2:00 p.m.)
- b) Dr. Kearney Middle School (2:00 – 2:30 p.m.) (Attachment)
- c) Early Learning and Child Care (2:30 – 3:00 p.m.)
- d) Preliminary Budget Presentation (3:00 p.m. – 3:15 p.m.)
- e) Duncan Cran Elementary School (3:15 – 3:45 p.m.) (Attachment)

Governance

1. CSBA Congress - Banff (July 3-5, 2023)

Chair Gilbert

2. Board of Trustees Meeting Schedule - Draft (Attachment)

Chair Gilbert

Operations

1. Operations Report (Attachment)

Angela Telford, Secretary-Treasurer



*Dr. Kearney Middle School
Framework for Enhancing Student
Learning 2022-2023*



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

THE SHAPE OF THINGS - DEMOGRAPHICS



Current Enrolment

628 students

Grade 7: 195 (7 classes)

Grade 8: 98 (7 classes)

Grade 9: 234 (9 classes)

Student Body Composition – Support Services

105 students (17%) with a Ministry designation

177 students accessing aboriginal support

Enrichments

Sports: Badminton, Basketball, Golf, Softball, Outdoor rec, Powerlifting, Running, Volleyball, Walk and Clean, Floor Hockey, Street Hockey

Arts: Woodwork crafts, Yearbook, Musical Theatre, Minecraft, Origami, PitBand, Choir, Quilling, Recycle Crafts, Seasonal Crafts, Kearney's News, CNC, Drawing, Art, Art Clock, Cursive and Calligraphy, Crochet

Academic: Study, Stock Market, History of Video Games, Myths, Criminal Minds, Silent Reading and Jeopardy, Math, Film Studies, Astronomy

Social/Games: Friends (Resource room), Social Club Board Games, Card Games, Chess, Crib, DnD, Pingpong, Escape room, Leadership, Kearney's Tournement's, Lego and Puzzles, Self Care, Diversity

Leadership Team

4 House Coordinators

1 DKAP Planner

1 Athletic Director

1 Student Support Coordinator

DKMS Staff

1 Principal, 1 Vice-Principal

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

3 Secretaries, 2 Indigenous Support Workers

20 Educational Assistants

2 Youth Care Workers

Courses

Art, Drama, Music 8, Metalwork, Metalwork, Woodwork, Band, Foods, Computers, French, Yearbook, Careers, Tutorial, Robotics, Reading Intervention, Math Intervention, Rock Band, Sculpture and Pottery, Indigenous Studies

Structures and Programs

Class Cohorts, Grade 7 Elective Wheel, Enrichment, Collaboration Program, DKAP driven with house system and Tag, PAC, Collaboration (PLCs), Strength First Program, Resource Room, SBT Team, Leadership Team, Hockey Academy, Musical Theatre, Multiple Art Electives

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

Where are we?

- Beautification of DKMS initiative underway. All classrooms have been updated with new furniture. We have redone the library into multiple support team offices, learning commons, and maker space. Cleaning our area of garbage is now a house competition to ensure it happens regularly (as well as an enrichment in spring). The school has new skin that feature our school colours. We are looking into grants to put in a kitchen. We are dreaming about finishing the office renovations and adding more physical education space. (Relationship Road)
- DKAP and Enrichment are creating an inclusive environment where everyone has a place. This has also increased opportunity for student voice.
- Breakfast program and pantry/hampers added through accountability fund.
- New timetable is successful – created shorter blocks that work better for students. Teachers have stated that the shorter blocks are a success.
- Strong House System with TAGs. This has changed how discipline is done. We are much more aware of what is going on and are not losing as many students. There is much more teaching and modelling of prosocial behaviour. The data dashboard is set up to have TAG teachers as the contact point.
- Strong SBT team meeting weekly and ISSW meeting weekly.
- Visitations by Admin through Indigenous Support to Upper Halfway and Blueberry First Nation Communities
- Strong practical collaboration which is currently running our enrichment, TAG revitalization, tutorial structure, and reflection room. Because these are teacher led initiatives, there is a large amount of buy in. Teachers are reaching out to their peers to increase cohesiveness. Office referrals are down drastically

Where are we trying to go?

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

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

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

Staff Development Initiatives

- Ongoing team building for whole-staff
- Collaboration on enrichment and TAG revitalization, time set aside for collaboration around new reporting order
- Ongoing staff development on Planning Day and staff meetings

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

Where We Are

- Tutorial groups being offered for enrichment and during collaboration time; also small group tutorials offered throughout the day
- Cohort groups to encourage collaboration between teachers
- Jarrod Bell and Charmaine Chretien on backwards design and new reporting standards
- Addition of third LAT and a remedy/LAT support part time teacher
- Class mark review done monthly and resources adjusted accordingly EA pro D encouraged
- Pro D opportunities highlighted on staff communications
- Looking for solutions to address the large range of abilities in math classes
- Tracking of students who have under 60% in a core subject
- Tracking of students who have more than 5 absences in a month
- Structured literacy enrichment

Where are we trying to go?

- Encourage thinking classrooms through LS
- Implement UDL strategies across all grades and subject areas.
- Find ways to address the gap in abilities in math classes (math enrichment, small group tutorials)
- Make clear connections between learning standards, classroom experiences and career education
- Improve basic numeracy skills and number sense
- Improve overall achievement scores as measured by the FSA and MAP
- Encourage collaboration around new reporting order and backward design

How will we know? Evidence to Collect

- FSA Results
- RAD Results
- Report Card Marks
- MAP Data
- Data dashboard with RTI

Staff Development

Working with Learning Services - invite staff regularly to SBT and ISSW meetings
Staff Team building activities
Professional Learning Community focussed on Inclusion of Every Student
Ongoing staff development at Planning Day and staff meetings: focus reporting order, backwards design
EA monthly check in/training/collaboration meetings
Structured Literacy Enrichment

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

Where Are We?

Electives and enrichments added that explore career options: Dragon's Den, Become a Ref, Robotics for all grades, Advanced Robotics, Advanced Metalwork, Coding and Game Design, CNC Laser work

Careers established as a course in each grade
Women in Trade, Find Your Fit, and Shop Local Initiatives
Northern Health Trade Fair

Where are we trying to go?

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

How will we know?

Evidence to Collect

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

Staff Development

Staff Team building activities
Encourage Staff Led Initiative of Thinking Classrooms
Encourage staff to head up organizing trips when opportunities are presented

Students under 60% (snapshot)

Grade 9

Class	English	Math
Number of students	55 (26%) <small>1 class not reporting</small>	51 (21%)
Average	46.9%	42.8%

Grade 8

Class	English	Math
Number of students	38 (19%)	26 (18%) <small>w classes not reporting</small>
Average	42.4%	34.3%

Grade 7

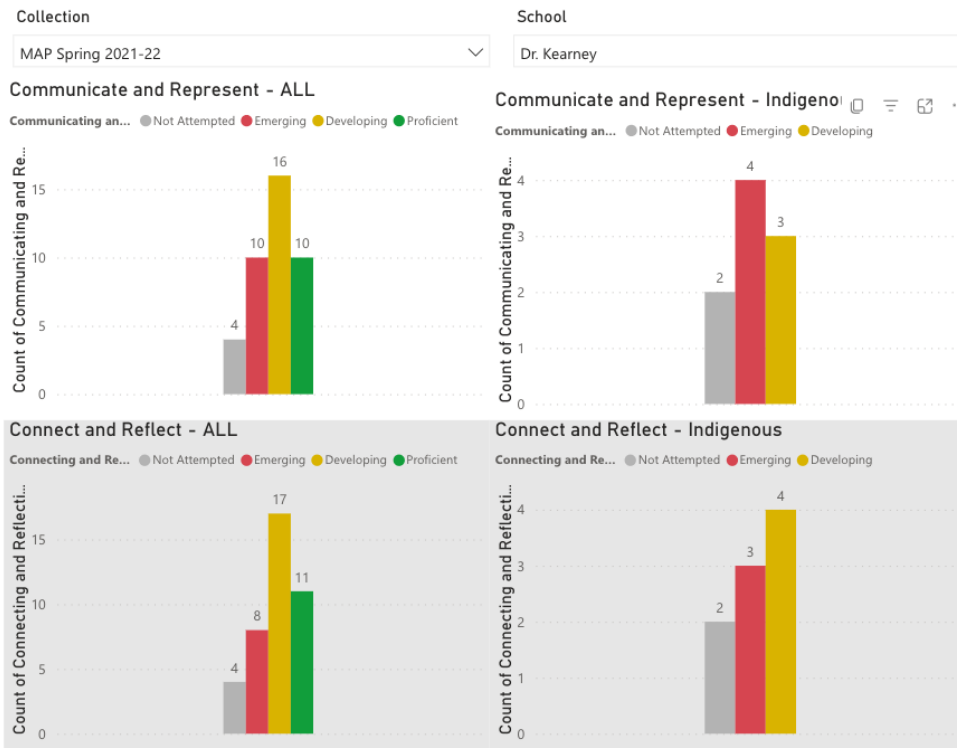
Class	English	Math
Number of students	41 (21%)	40 (20.5%)
Average	40.3%	41%

Grade 8 MAP data





Grade 9 Map Data





Read 73 data

Reading Comprehension - Grade 4-9 - READ73



Meeting ● Not Yet Within ● Approaching ● Meet / Exceeds



Trends seen in the Student Learning Survey

Concerns SLS

Question	Percentage positive	Change over last 5 years	Change in last 1 year
Do you feel safe at school?	56	-3	-6
Is school a place you belong	35	-15	-4
At your school, how many adults care about you?	43	-24	-4
How often do you eat fresh vegetables	58%	-13	-19
How would you describe your mental and physical health?	54%	-22	0
Does school make you feel stressed or anxious?	18%	-21	-10
Have you ever felt bullied at school?	53%	-20	-21
Do adults in your school treat all students fairly		-17	-6
Are you able to get the information and advice that you need from adults at your school?		-4	-5

Concerns SLS

Question	Percentage positive	Change over last 5 years	Change in last 1 year
I would like to go to a different school	50%	-21	-25
I continue to get better at reading	61%	-18	-9
I continue to get better at writing	57%	-19	-11
My school provides enough supplies for my learning	53%	-41	-23
At school, I am learning to solve problems with others in peaceful ways	41%	-25	-3
At school,do you respect people who are different from you (for example, think, act or look different)?	81%	-8	-11
At school, do you get to work together on projects with your classmates	47%	+4	-19
Do you have chances to show your work in creative ways (pictures/writing?)	39%	-7	-16
Do you feel you have a choice about what and how you learn?	25%	-18	-9

Wins- SLS

Prompt	Percentage Positive	Change last 5 years	Change Last year
At school are you learning about Indigenous Peoples in Canada?	38%	+22	+14
Are you learning about local First Nations at school	27%	+17	+9
At school, do you participate in any Indigenous celebrations or activities	11%	+6	+10
At school, I am learning how to care for my mental health	58%	-12	+15
On a normal school day, how many hours do you exercise?	56%	-1	+11
Do adults in your school welcome your questions	60%	-2	+8
Is school helping you to access and analyze media content?	29%	-2	+7
Do you work well with others on group projects?	56%	+39	+43
At school, are you learning creative ways to think of new ideas?	34%	+2	+12

Wins- SLS

Prompt	Percentage Positive	Change last 5 years	Change Last year
At school, are you taught improve how you learn?	47%	+16	+20
Do you know what things are considered when your work is marked?	56%	+7	+6
As part of marking your work, are you shown examples of what excellent, good, fair and poor work look like?	50%	+1	+6
At school, do lessons often begin with a review of what was done in the last lesson?	52%	+8	+12
At school, are you learning how to do things to care for the environment?	31%	0	+13
Do you have opportunities to learn in places outside of school?	42%	+23	+24
AT school, do you participate in activities outside of class hours?	46%	+14	+18



Duncan Cran Elementary School Framework for Enhanced Student Learning 2021-2025

Duncan Cran is a place where:

- Our students are safe and have a sense of belonging, take personal responsibility for their learning and for their interactions with others, have both voice and choice and are fully engaged in their learning in arts, athletics and careers as well as academics

SCHOOL MISSION STATEMENT

Duncan Cran strives to demonstrate positive attitudes, strong work ethics while maintaining a safe environment.

Framework for Enhancing Student Learning

Goal 1: Throughout grades K-6, students will identify and understand what self-regulation is and will be able to readily utilize these self-regulation strategies to build and maintain positive peer relationships.

Goal 2: Students will demonstrate growth in reading and writing achievements.

Goal 3: Students will develop confidence and ability to use math in real life situations by developing their number sense.

Goal 4: Through exploration, creativity and technology, students will make connections to a variety of career options and skills.



Introduction

Duncan Cran Elementary is a Kindergarten to grade 6 school with approximately 320 students. We have a Strong Start, daily preschool program and a before and after school Daycare which are an integral part of our school.

At Duncan Cran we value our community and teach our children the importance of a diverse community. We are made up of individuals with unique skills and abilities and together we form our community. We are a school focusing on developing Positive School Culture. Our school focus is to develop the social, emotional, and academic potential for our students. A goal of our school is to make connections and form emotional attachments to develop a strong sense of community. When the staff and parents work as a team for their child's betterment then the student flourishes and grows. You will see that Social Responsibility is our first human and social goal and as a staff we dedicate time weekly to develop meaningful relationships with our students, teach positive social interactions, and help students become interdependent and supportive of each other. We believe that if students feel that they are part of a community, they will also improve their self-image and this will also be reflected in improved academic performance.

To support our students, we have a Learning Assistance teacher, 18 teachers, a librarian and two Reading Intervention Teachers. We have a strong School Based Team that meets weekly to discuss the needs of our school. We have approximately 18 educational assistants who work with ministry-designated students to facilitate their development. We also have a part time school counselor who works with a variety of students on an ongoing basis to support their emotional needs. Fifteen percent of the school's population are Aboriginal students. An Aboriginal Support Worker works with these students and their families to provide academic, emotional, and cultural support. She does cultural activities with our school community to help develop an awareness and appreciation of Aboriginal culture for all of our students.

Framework Development Process

The staff supports the goals of the school through professional development activities and by working collaboratively to meet the students' needs. We take the approach that in order to maximize student learning we are all responsible for all of the students. Therefore, we develop school wide programs to provide a continuous sequence and framework for students. This allows students to develop and build their skills throughout their time at Duncan Cran School.



Our teachers have worked hard to implement practices that will help our students experience ongoing success. The CWT Program (C... with Technology) has enabled our grade 6 students to use iPads to expand their learning and has helped our intermediate students become better writers. We are constantly working to provide relevant literacy resources throughout our entire school as well as create an opportunity to collaborate and plan literacy activities.

We have a Parent Advisory Council that offers events to bridge the gap between the home and school. They meet monthly to discuss school programs and ways to support the children in the school. This group of parents supports the school and offers valuable insight to the teachers and administrators. Our Executive members from our PAC are invited to join us on our School Planning Day, which ensures that there is a parent voice in our school and Framework for Enhanced Student Learning. A FESL presentation to PAC occurs each October at the PAC meeting.

Our staff and parents are committed to our learning community and we strive to work together to improve the learning of our students. Our learning framework allows our school to enhance student learning and potential.

What the Evidence Told Us

SEL- As a result of observational data and a school wide survey, we saw the need to focus our efforts on self-regulation in order to build and maintain positive peer relationships.

Literacy- Our literacy data showed areas for growth in both reading and writing.

Numeracy- Our numeracy data showed specific areas for growth in number sense and real life understanding of numbers.

Careers- We are meeting the requirements of hands on opportunities so a shift to exploration is now a focus.



Goal 1- Social Emotional Learning

Throughout grades K-6, students will identify and understand what self-regulation is and will be able to readily utilize these self-regulation strategies to build and maintain positive peer relationships.

Key Strategies

- Establish school wide behavior expectations through teaching and learning positive behaviour throughout the school.
- Establish a safe and caring learning environment for the Duncan Cran school community, and appreciating the strengths and potential of others.
- Contribute to a positive classroom and school community recognizing our unity through diversity and inclusion.
- Learn to solve problems in peaceful ways. (W.I.T.S)
- Conflict resolution
- Develop strategies to develop and maintain positive peer relationships



Indicators

- Increase the number of students who feel safe at school
- Decrease the number of students who feel bullied at school

Do you feel safe at school? “Many times” or “All of the time”		At school, are you bullied, teased or picked on? (Most, All the Time)	
School year	Grade 4 students	School year	Grade 4 students
2017/2018	23/32 74%	2017/2018	5/32 16%
2018-2019	33/43 77%	2018-2019	3/44 7%
2019-2020**	24/37 65%	2019-2020**	6/37 16%
2020-2021	70%	2020-2021	12%
2021-2022	TBA	2021-2022	TBA



Indicators

- SEL Peer Relationship Score- Achieve or surpass 95%

2020-2021	Always	Sometimes	Never	Target 95%
I have friends at school.	76%	23%	>1%	99%
I want to be at school.	53%	42%	5%	95%
I feel like I belong at school.	55%	39%	6%	94%
I feel safe at school.	65%	28%	7%	93%
I can figure out how to solve a problem with another student.	68%	27%	5%	95%
I can calm down on my own.	58%	35%	8%	92%
People care about each other at my school.	64%	31%	4%	96%
I know how to be a good partner and friend.	79%	19%	2%	98%

2021-2022	Always	Sometimes	Never	Target 95%
I have friends at school.	71%	27%	2%	98%
I want to be at school.	44%	48%	8%	92%
I feel like I belong at school.	46%	43%	11%	89%
I feel safe at school.	63%	30%	7%	93%
I can figure out how to solve a problem with another student.	44%	49%	7%	93%
I can calm down on my own.	54%	39%	7%	93%
People care about each other at my school.	54%	39%	7%	93%
I know how to be a good partner and friend.	70%	27%	3%	97%



Goal 2- Literacy

Students will demonstrate growth in reading and writing achievements.

Key Strategies

- To increase student engagement in literacy.
- To provide increased opportunities for literacy activities - Eg. Reading Support Students and Buddy Readers
- To build consistently within our primary literacy programs - Jolly Phonics/Guided Reading
- To bring in a residency to focus on literacy skill development - Rik Leaf



Indicators-

Reading Data: Spring both fluency and comprehension meeting or exceeding

Year	Grade 1 PM Benchmark (% meeting or exceeding)	Grade 2 PM Benchmark (% meeting or exceeding)	Grade 3 QCA (% both meeting or exceeding)	Grade 4 QCA (% meeting or exceeding)	Grade 5 QCA (% meeting or exceeding)
2015-2016	26/35 57%	25/29 86%	18/45 40%	N/A	N/A
2016-2017	25/38 66%	25/38 66%	19/31 61%	29/43 67%	N/A
2017-2018	31/39 79%	22/43 51%	20/39 51%	14/33 42%	29/47 62%
2018-2019	18/27 67%	40/44 91%	14/42 33%	25/45 56%	20/34 59%
2019-2020	3/51 6%	17/32 53%	30/45 67%	31/41 76%	35/43 81%
2020-2021	20/42 48%	30/42 71%	14/29 48%	22/36 61%	17/32 53%
2021-2022	27/48 56%	26/45 58%	29/49 59%	21/37 57%	10/16 63%

***Note: Low number of Grade 5 2021-2022 due to Read 73 pilot.**



Writing Data: meeting or exceeding of snapshot

Year	Grade 2 Writing Experience Fall (% Minimal Meeting and up)	Grade 3 Writing Experience Fall (% Minimal Meeting and up)	Grade 4 Writing Experience Fall (% Minimal Meeting and up)	Grade 5 Writing Experience Fall (% Minimal Meeting and up)	Grade 6 Writing Experience Fall (% Minimal Meeting and up)
2015-2016	16/20 75%	23/36 64%	N/A	N/A	N/A
2016-2017	30/40 75%	21/39 54%	10/20 50%	N/A	N/A
2017-2018	25/29 86%	20/35 57%	16/29 55%	13/33 39%	N/A
2018-2019	19/25 76%	14/28 50%	27/40 68%	21/26 81%	15/34 44%
2019-2020	14/33 42%	34/45 76%	30/41 73%	32/43 74%	20/32 63%
2020-2021	28/36 78%	22/27 81%	29/36 81%	16/28 57%	N/A
2021-2022	31/42 74%	23/46 50%	24/30 80%	28/39 72%	12/32 38%
2022-2023	12/22 55%	30/43 70%	44/51 86%	21/24 88%	

***Note:** Staff decided to move writing data collection to Spring to coincide with district collection (Grade 6) and to give younger students more time to develop skills. Data for 2022-2023 is from classes who chose to do the Fall assessment.



Goal 3- Numeracy

Students will develop confidence and ability to use math in real life situations by developing their number sense.

Key Strategies

- To improve primary students' understanding of foundational numeracy skills.
- To provide additional and consistent number sense activities and assessments - Eg. MAP for all grade levels
- To provide additional digital math practice for students - Mathletics
- To explore a school wide math program foundation - Mathology



Indicators-

2017-2018 DNA Results	Fall 2017	Spring 2018
Student achievement in “Numbers” Section of DNA at Grade level (70% or Greater)		Grade 1- 31/35 89% Grade 2- 32/37 86% Grade 3- 23/40 56% Grade 4- 20/32 63% Grade 5- 16/41 39%
2018-2019 DNA Results	Fall 2018	Spring 2019
Student achievement in “Numbers” Section of DNA at Grade level (70% or Greater)	Grade 1- 24/26 92% Grade 2- 33/39 85% Grade 3- 22/43 51% Grade 4- 32/48 67% Grade 5- 7/33 21% Grade 6- 4/24 17%	Grade 1- 24/27 89% Grade 2- 28/42 67% Grade 3- 33/44 75% Grade 4- 21/45 47% Grade 5- 8/34 24% Grade 6- 8/45 18%
2019-2020 DNA Results	Fall 2019	Spring 2020
Student achievement in “Numbers” Section of DNA at Grade level (70% or Greater)	Grade 1- not available in the fall Grade 2- 28/32 88% Grade 3- 33 /45 73% Grade 4- 29 /41 71% Grade 5- 6/43 14% Grade 6- 1/33 3%	Grade 1- 32/33 97% Grade 2- 13/20 65% Grade 3- 22/33 67% Grade 4- 19/24 79% Grade 5- N/A Grade 6- N/A
2020-2021 DNA Results	Fall 2020	Spring 2021
Student achievement in “Numbers” Section of DNA at Grade level (70% or Greater)	Grade 1- 19/36 53% Grade 2- 27/41 66% Grade 3- 19/31 61% Grade 4- 22/43 51% Grade 5- 6/34 18% Grade 6- 2/39 5%	Grade 1- 19/36 69% Grade 2- 27/41 73% Grade 3- 19/31 74% Grade 4- 22/43 43% Grade 5- 6/34 32% Grade 6- 2/39 16%
2022 DNA Spring Results Student achievement in “Numbers” Section of DNA at Grade level (70% or Greater)	2023 MAP Results	2024 MAP Results
Grade 1- 34/48 71% Grade 2- 29/45 64% Grade 3- 32/49 65% Grade 4- 17/37 46% Grade 5- 3/21 14% Grade 6- 7/25 28%	Grade 1- Grade 2- Grade 3- Grade 4- Grade 5- Grade 6-	Grade 1- Grade 2- Grade 3- Grade 4- Grade 5- Grade 6-



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Fall Numeracy - 3 Year Start-Up Comparison

Fall Results - 49% or less Number Section 3 Year Start-Up Comparison	Fall 2018-2019	Fall 2019-2020	Fall 2020-2021	Fall 2021-2022 Changed to align with Framework
Grade 3	0%	6%	25%	Not collected
Grade 4	6%	15%	21%	Not collected
Grade 5	19%	10%	66%	Not collected
Grade 6	15%	16%	74%	Not collected

FSA Numeracy

	Numeracy: % of Students Meeting or exceeding
2016-2017	63%
2017-2018	63%
2018-2019	% of Students On Track or Extending 56%
2019-2020	46%
2020-2021	64%
2021-2022	63%

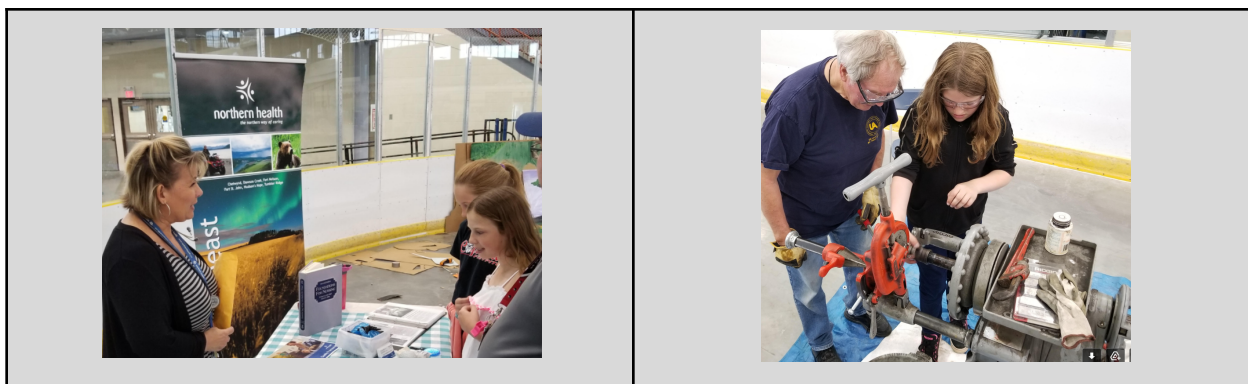


Goal 4- Careers

Through exploration, creativity and technology, students will make connections to a variety of career options and skills.

Key Strategies

- To engage students in learning about the roles of members in the community.
- To explore career possibilities
- To create a maker-space allowing students to explore and build designs developing their creativity and curiosity using



Indicators

- Class goal of 14/14 classes will complete the grade level expectations on Career Explorations
- Student goal of 80% of students will complete their grade level requirements of Career Expectations

Grade Level Targets-

Kindergarten - 3 Opportunities, Primary- 4 Opportunities, Intermediate- 6 Opportunities

2019-2020	N/A
2020-2021	K- 100% Primary- 100% Intermediate- 100%
2021-2022 Targets Reached	K- 100% Primary- 100% Intermediate- 100%





SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

Board of Trustees Meetings 2023-2024

DATE	MEETINGS	START TIME
August 28 (<i>Tentative</i>)	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
September 18	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
October 3 (<i>Tues</i>)	Trustee Meetings (closed) <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
October 16	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
November 6	Trustee Meetings (closed) <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
November 20	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
December 4	Trustee Meetings (closed) <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
December 18	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
Christmas Vacation: December 25, 2023 – January 7, 2024; Schools re-open January 8, 2024		
January 15	Trustee Meetings (closed) <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
January 22	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
February 5	Trustee Meetings (closed) <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
February 20 (<i>Tues</i>)	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
March 4	Trustee Meetings (closed) <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
March 11	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
Spring Vacation: March 18 – April 1, 2024; Schools re-open April 2, 2024		
April 8	Trustee Meetings (closed) <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
April 22 (BCSTA AGM: Apr 18-21)	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
May 6	Trustee Meetings (closed) <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
May 21 (<i>Tues</i>)	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
June 3	Trustee Meetings (closed) <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
June 17	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.

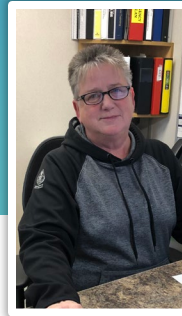
Location: all meetings are held at the School Board #60 Board Office in the **Board Room**.

Committee of the Whole Meetings: held the first Monday of each month, with the above noted exceptions, because of statutory holidays and holiday breaks

Regular Board Meetings: held the third Monday of each month, with the above noted exceptions because of statutory holidays and holiday breaks.

Operations Update

May 8, 2023



Facilities

- Upper Halfway Gymnasium
 - There have been delays due to weather as the ground is very wet and the heavy equipment can't get onto site without destroying the landscape
 - Playground equipment has been ordered
- A plan is in place to move a portable to Wonowon School for the middle school program, scheduled to begin in September
- Cameron Lake was outfitted with an updated lock system with number pads on the buildings and numbered padlocks on entrances. This allows for a more secure site
- Management flow of work orders is proving to be successful with feedback from schools saying that work orders are being addressed in a timely fashion
- Summer Students started May 1, 2023. The District will be starting with 4 students this year

Safety & Custodial

Safety

- A review of the safety system has taken place to ensure all departments are getting the necessary information (ie. Payroll, HR & Learning Services)
- Fire Safety equipment inspections have taken place at all locations
- Hearing Conservation review and testing have been completed for all employees who work in environments that qualify for testing under WorkSafe BC:
 - Teachers
 - Automotive
 - Metalworking
 - Woodworking
 - Physical Education
 - Band
 - Maintenance
 - Tradesperson
 - Grounds staff
 - Transportation
 - Mechanics
- QR codes for the Asbestos program have been sent to all locations. This allows access by district staff, detailing location and mitigation for Asbestos
- Facilities is planning waste removal and disposal of lab inventories at locations where needed
- The District Joint Health & Safety Committee meeting took place on April 20, 2023

- The Safety Department is reviewing our selection of Akuter courses; there is a newly updated WHMIS course that employees will need to complete. Akuter is the system that hosts our employee training modules.
- Training for four summer students is scheduled to begin May 1

Custodial

- The department is fully staffed but we continue to hire for casual positions
- Custodians are preparing for the summer clean up; Custodians will be taking the month of July off and will be working in August to get the schools ready.

Technology

- Installation of VOIP phone systems are ongoing. Dr. Kearney, Clearview and Margaret Ma Murray schools have just been completed
- Five replacement domain servers arrived for Alwin Holland, Charlie Lake, Clearview, Ecole Central, and Board Office; domain servers contain a database of IP addresses and associated domain names.
- Reviewing the Cameron Lake website to better accommodate bookings for both district and the public
- Domain Forest level has been upgraded; this allows for better co-ordination for the domain controllers
- Starlink is now serving the Teacherage at Upper Halfway



Transportation

- All bus routes have drivers assigned
- Absentee Requests by drivers have been accommodated; in the previous year, we could not find coverage for absence requests so we are in a better spot this year
- The expected increase in field trips for the last two months of the year are starting; all will be covered to the best of our ability
- Still operating with three mechanics - no viable resumes are coming in
- Two of the four buses requested in the 2022/23 Capital Plan will be arriving shortly. They were expected in March, but supply chain issues are causing delays