

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

MONDAY, MAY 8, 2023
1:30 P.M.

Present: Helen Gilbert, Chair, Board of Education
Madeleine Lehmann, Vice-Chair
Ida Campbell, Trustee
Nicole Gilliss, Trustee
David Scott-Moncrieff, Trustee
Bill Snow, Trustee

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

Guests/Media:
Michele Wiebe, PRNTA President
Deborah Johnson, Public
Gwen Bourden, Public
Wayne Bell, Public
Barb Waite, Public

Regrets: Thomas Whitton, Trustee

Education

Education Update

Stephen Petrucci, Superintendent

Framework Presentations & Departmental Reports (Attachments)

Bert Bowes Middle School

Theresa Hipkiss, Vice-Principal

- Presentation was made and questions from the Board were answered

Dr. Kearney Middle School

Sheldon Craig-Steele, Administrator

Tanya Braun, Vice-Principal

- Presentation was made and questions from the Board were answered

Early Learning and Child Care

Tracey Lariviere, Principal of Early Learning and Childcare

- Presentation was made and questions from the Board were answered

Preliminary Budget Presentation

Angela Telford, Secretary-Treasurer

- Angela presented the budget and questions from the Board were answered

Duncan Cran Elementary School

Griff Peet, Administrator

Janny Lavoie, Vice-Principal

- Presentation was made and questions from the Board were answered

Governance

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

- Registration has been open for a while through the BCSTA Weekly email

ACTION: Board Chair will do a final confirmation with trustees if any are wanting to attend

Board of Trustees Meeting Schedule - Draft

- An additional COTW day (ie. March 4, 2024) has been added to accommodate the FESL presentations to give more time for fulsome discussion and honour the work the schools put into their presentations
- Discussion took place that operational presentations potentially be scheduled first to allow schools to prepare their FESL and presentation. Stephen will work with the administrators and department heads around next year's schedule
- Discussion around the potential of extending the time slots for NPSS/ELC as well as having two separate time slots for Wonowon & Buick Creek
- Discussion around the potential of trustees to go and visit schools and see the environment of the BASC and child care spaces

ACTION: Trustees are asked to review and provide any additional feedback in regards to the meeting schedule for the May 23, 2023 Board Meeting

Operations

Operations Report

- Upper Halfway – construction delayed due to wet/muddy conditions

- It has been beneficial that bus drivers are being trained by someone on site. We continue to fill casual positions
- Field trips – at this point, they are able to accommodate the volume of field trips
- Two buses are arriving shortly...they were scheduled to come in March but have been delayed. Angela has asked Ministry for an extension of expenditure of funds due to the delay

Welcoming Safe



Healthy Supportive

Where everyone belongs

Bert Bowes Middle School Engaged

Willing to be **Adventurous**

And take **Ownership**
of their **learning!**



Bert Bowes Middle School

**Through structure, resources and technology,
we promote meaningful and authentic learning
experiences**



Bert Bowes Context



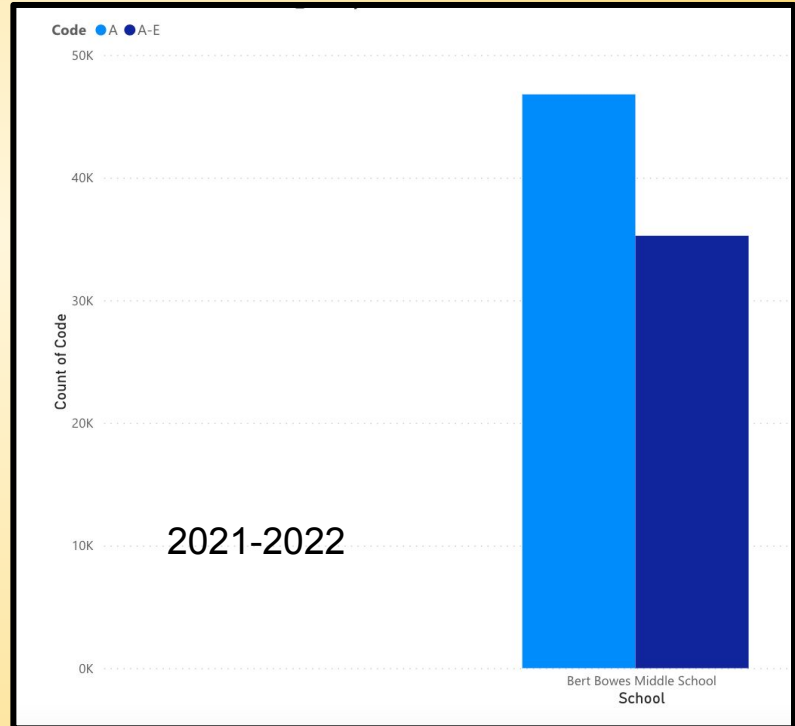
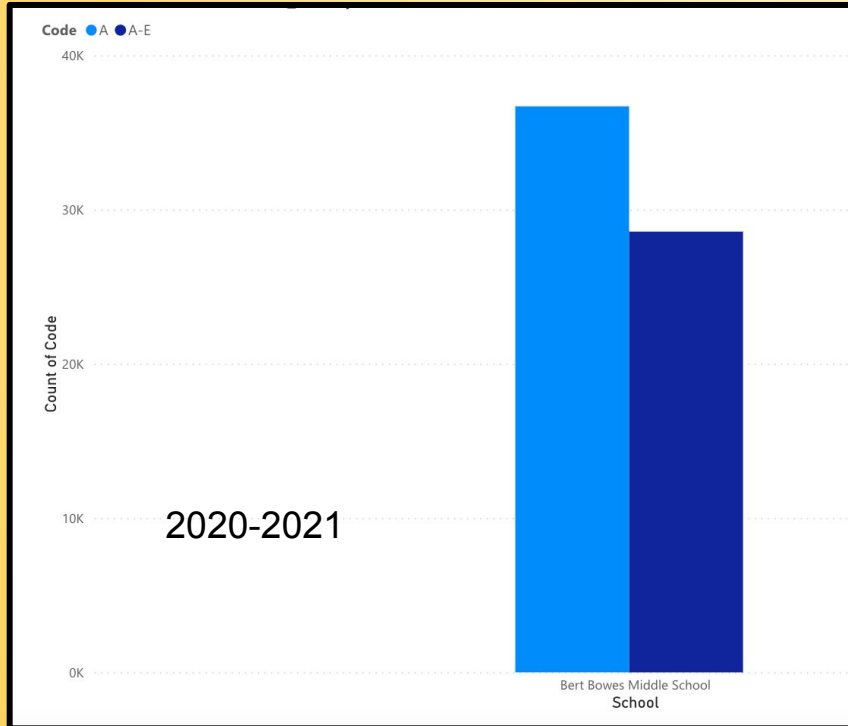
504 grade 7-9 students

The role of Student Leadership and the Teacher Advisory Group

Wide selection of programs, activities and courses to enrich the middle school experience

Staffing complement of 26 teachers, 1.4 LAT, 1.5 Counsellors, Librarian/Transition Coach, Jr. Alternate Teacher, 1 Indigenous Support Worker, 2 Youth Care Workers, 13 Educational Assistants.

What does the data tell us? - absences and excused absences from the last two years

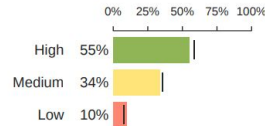


What does the data tell us? - an alarming percentage of gr 7s feel that no adults care about them or their success at school

CONNECTEDNESS WITH ADULTS

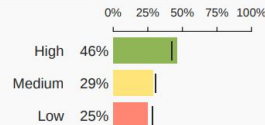
ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



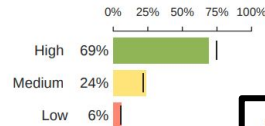
ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g., "In my neighbourhood/community there is an adult who really cares about me."



ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g., "In my home there is a parent or other adult who listens to me when I have something to say."



NUMBER OF IMPORTANT ADULTS AT SCHOOL



2 or more

34%



One

16%



None

50%

Average for all Districts

46%

14%

40%

WHAT TIME DO YOU USUALLY GO TO BED DURING THE WEEKDAYS?



9%

Before 9 pm



35%

9 pm - 10 pm



22%

10 pm - 11 pm



11%

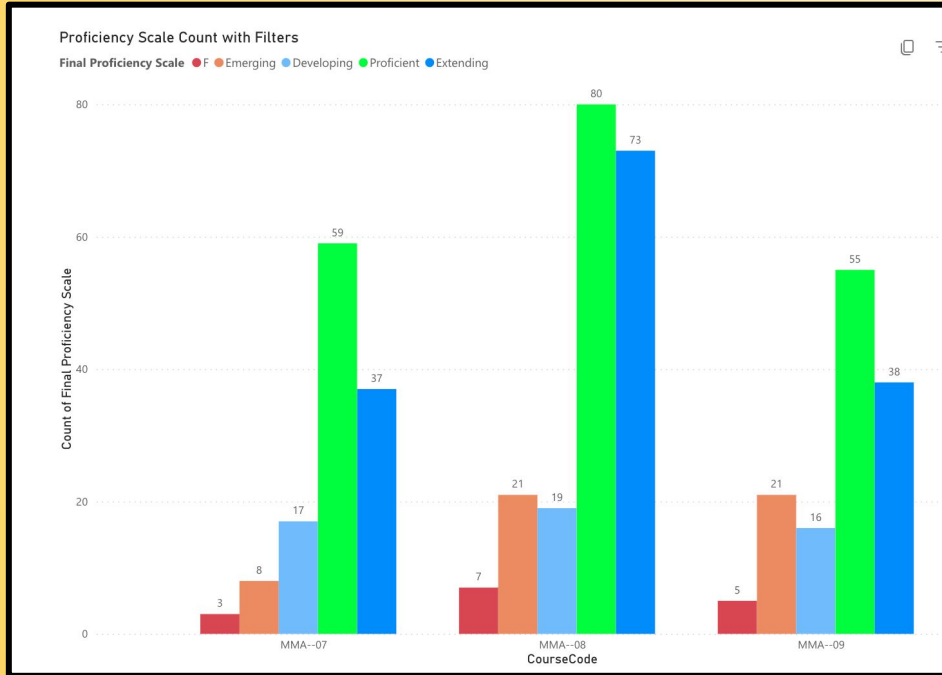
11 pm - 12 am



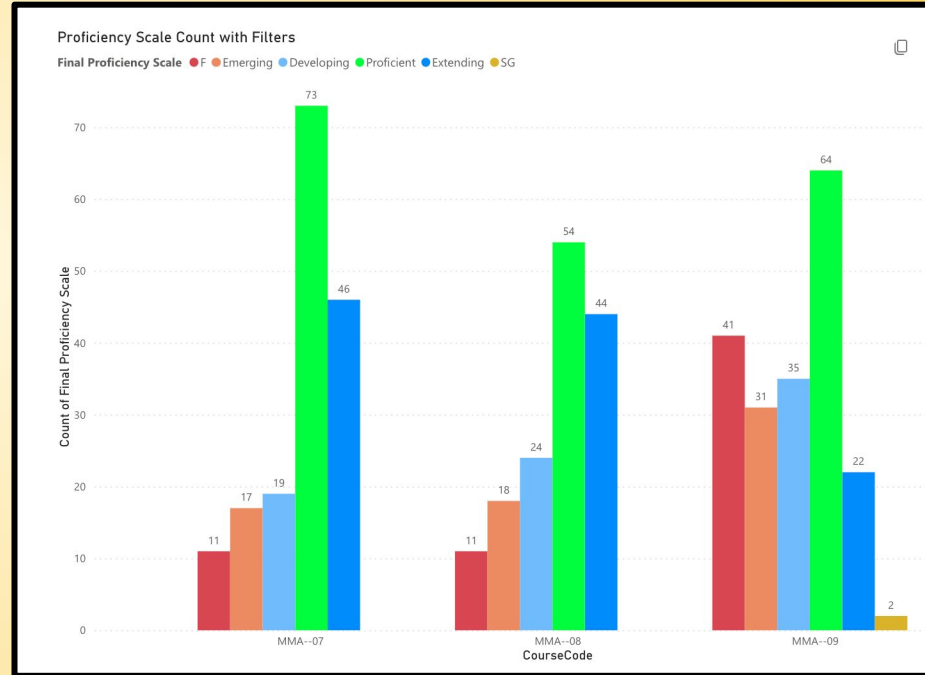
23%

After 12 am

What does the data tell us? - our numeracy results are inconsistent and have room for improvement



2020-2021



2021-2022

Framework Goals ...

To improve student responsibility and develop quality citizens.

**If I choose to ...(action)...
then I am also choosing
...(consequence)...**



Bert Bowes Middle School

Social Emotional Learning & Positive School Culture

"PAWS" Matrix 2021



PAWS	All Settings	Classroom	Hallway / Lounge	School Grounds	Gym	Communication Cell phone use:text, games, etc
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PAWS

Positive

pos•i•tive (adjective) –

having a good effect <a *positive* role model>

marked by optimism <the *positive* point of view>

Accountable

ac•count•a•ble (noun) –

responsible to someone or responsible for your action/s; answerable <I will hold myself *accountable* for my actions>

Willing

will•ing (adjective) –

acting or ready to act gladly <*willing* and eager to help>

Safe

safe (adjective) –

secure from threat of danger, harm, or loss <they were *safe* in the neighborhood>



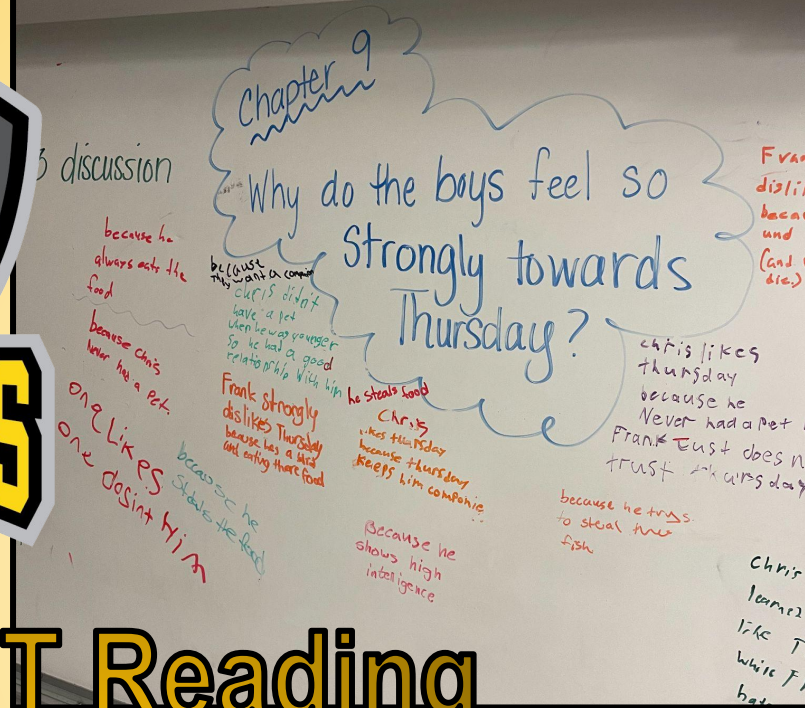


RECOGNITION FRIDAY

Framework Goals ...

To improve student responsibility and develop quality citizens.

All students will be empowered and engaged in their learning

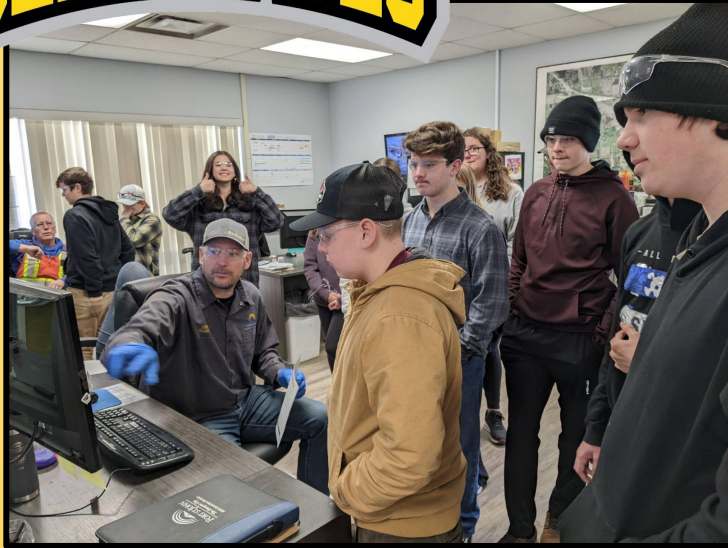


SMART Reading & Thinking Classrooms

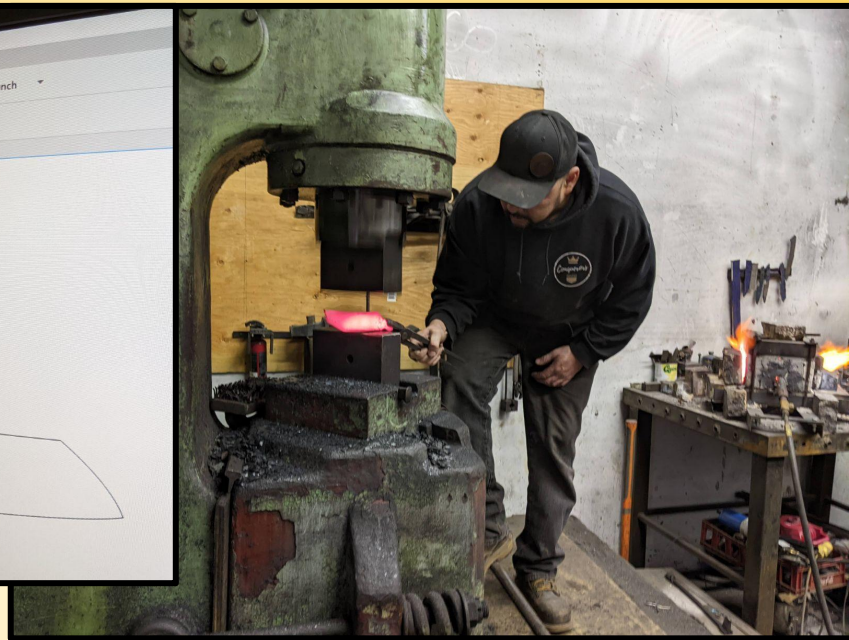
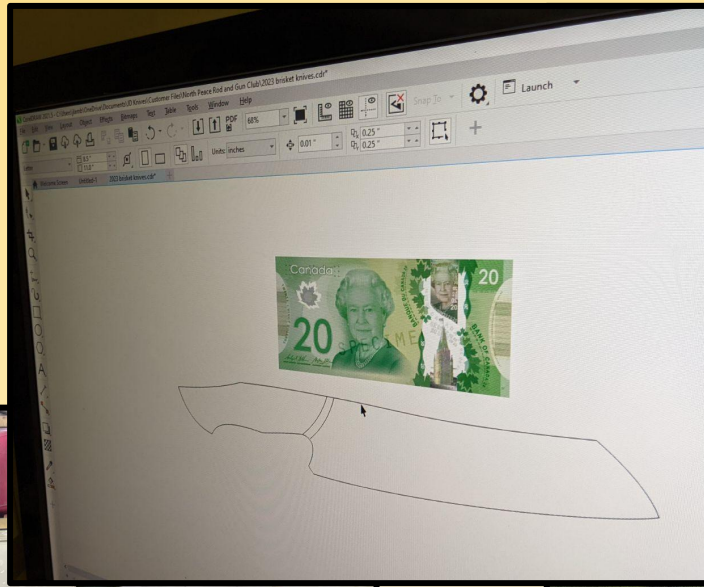
2020-2021



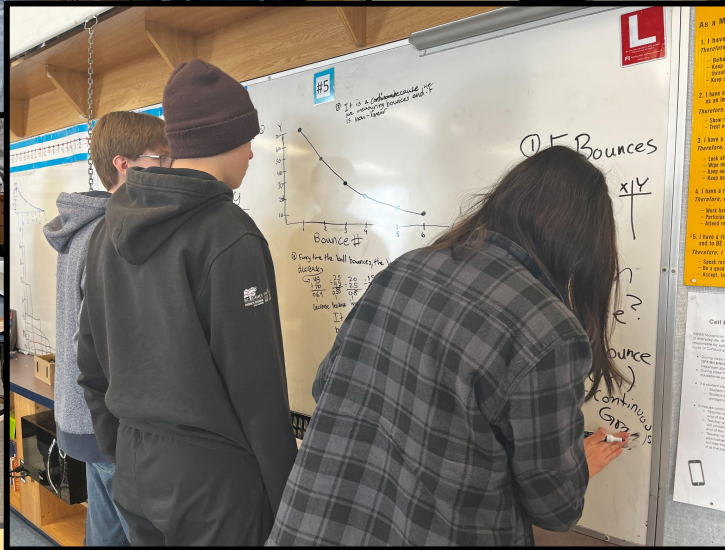
Grade 8 math/science at the water treatment facility and Beaton Provincial Park



Graphing distance and time

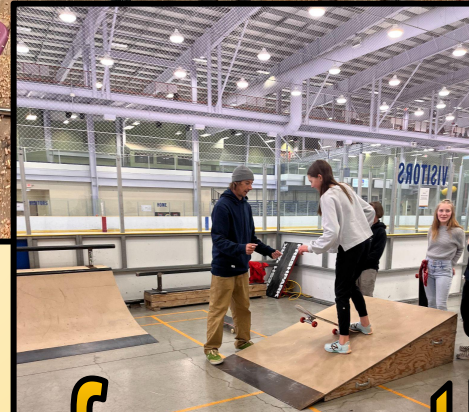


**Grade 9 Math
Scale Factoring at JD Knives**





BERT BOWES



Learning from others



Framework Goals ...

To improve student responsibility and develop quality citizens.

All students will be empowered and engaged in their learning

To support and grow Social Emotional capacity



SEL Connector Activities & Winter Fun Day







Snoezelen Sensory Room



We know that kids won't thrive unless they feel like they are cared for, heard and safe. Our constant focus is on building and supporting our increasingly diverse community.

Framework Goals ...

To improve student responsibility and develop quality citizens.

All students will be empowered and engaged in their learning

To support Social Emotional capacity

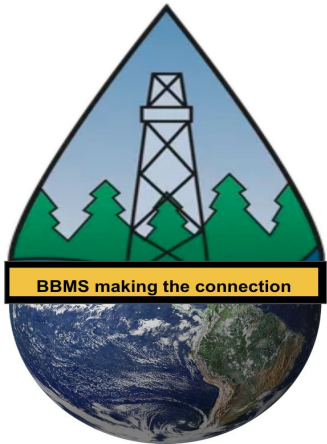
Careers curriculum development incorporating local context



Welding Camp & Women In Trades



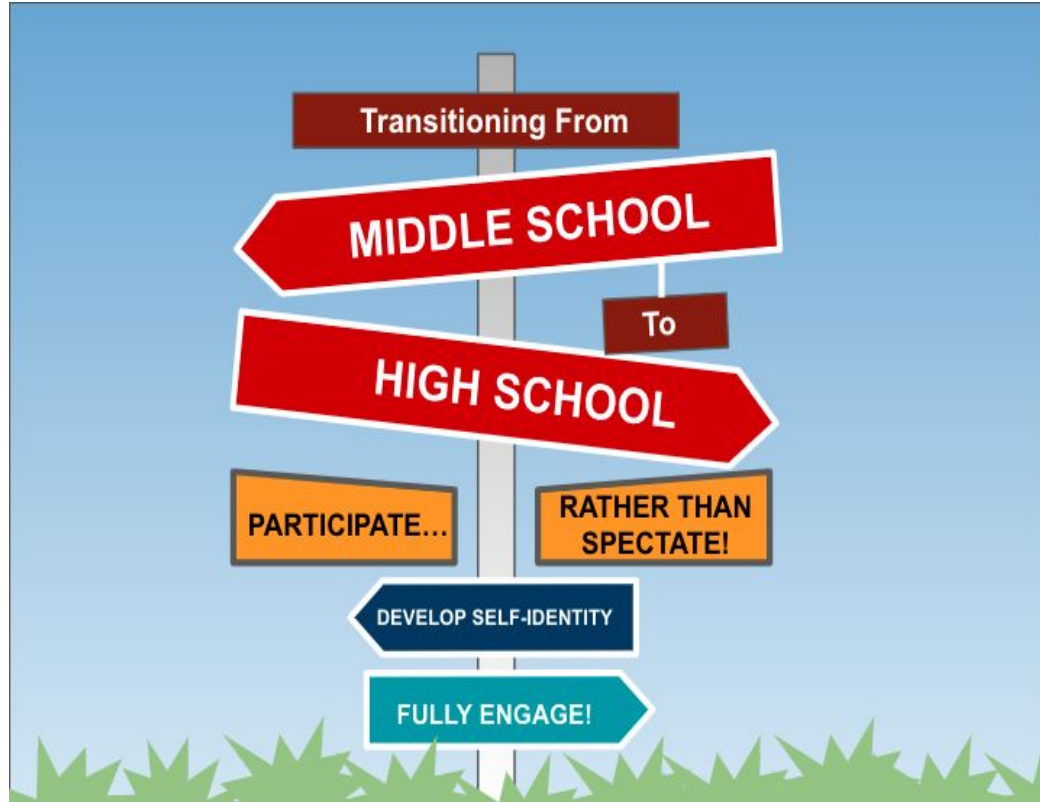
*Learning from
experts
in the local context
Growing into
members
of the global
community*



Meaningful and Authentic
Learning Experiences

Empowered and Engaged

Focusing on transitions, goals and growth





School District No. 60 (Peace River North)
Framework for Enhancing Student Learning



SCHOOL NAME: Bert Bowes Middle School

DATE: May 8, 2023



VISION:

At Bert Bowes, community members strive together to build success for all. We have a caring, safe, healthy and welcoming environment where everybody belongs. We are engaged, willing to be adventurous and take ownership of our learning. Through *structure, resources and technology, we promote meaningful and authentic learning experiences.*

SCHOOL CONTEXT:

Bert Bowes Middle School is a Grade 7-9 school with an enrollment of 504.

Bert Bowes has a staffing complement of 26 teachers, 1.4 LAT, 1.5 Counsellors, Indigenous Transition Coach, Jr. Alternate Teacher, Librarian as well as a Principal and Vice Principal. Our school support staff consists of 3 secretaries, 2 Youth Care Workers, 1 Indigenous Youth Care Worker, 13 Educational Assistants and 3 custodians.

Bert Bowes has a tradition of offering our students a wide selection of programs and courses. We are one of three schools in the district that offer the French Immersion program. In addition, we offer many Fine Arts and Applied Skills electives for grade 9 students to select from. These electives included: Art, Drama, Metalwork, Woodwork, Tech Education, Foods & Nutrition, Fitness, and Clothing & Textiles. We also offered electives for French, Spanish, and Leadership. This year, our school scheduled all grade 8 students with two rotating sampler classes consisting of the following courses: Foods, Drama, Woodwork, Digital Literacy, Art, and Music. Technology is ever-changing and utilized in different ways in each elective.

Our grade 7 students have the opportunity to take a variety of classes through their own rotating sampler wheel. These courses include Foods, Woodwork, Digital Literacy, Textiles, French, Drama and Music.

SCHOOL CONTEXT (cont'd):

Bert Bowes Middle School continues to offer a Leadership program. Leadership students welcome our grade 7 students and help to make them feel comfortable throughout the first year of their Middle School experience. As positive role models, our leaders help guide the grade 7 students to discover what it takes to be successful during the transition to Middle School, thus increasing success in their first year; more and more studies are showing that if students have a positive experience in their first year in Middle School, their chances for continued success are exponential. The Leadership class provides the structure for grade 7 students to receive support and guidance from grade 9 students who have been through the challenges that Middle School poses, and understands that the transition to a larger school can sometimes be overwhelming.

Bert Bowes Middle School continues to utilize Teacher Advisor Groups (TAG), in which all students are assigned to a teacher advisor who meets with their group of students on a daily basis. During TAG, students spend time with their advisor in the hopes of developing a closer student-teacher relationship without the stress of an academic component and, in turn, promote a healthy transition through the Middle School years. Advisors also continue to support students' social-emotional learning (SEL) through various lessons, activities, and small group conferencing within the TAG program. These SEL strategies are also incorporated into lessons by teachers at strategic times to assist with learning.

Goal: To improve student responsibility and develop quality citizens~ SEL/CASEL direction 2022-2023

Inquiry:

- If we explicitly teach school-wide expectations will student social responsibility improve
- If we continue to implement school-wide positive behaviour strategies and practices, will student social-responsibility improve

Strategies/Actions	Time	Responsibility	Indicators of Success
1. Use CASEL's School Wide SEL Indicator with staff to determine levels of implementation of our school-wide SEL/positive behaviour support systems.	September Planning Day	Administration to administer survey and SEL committee to analyze.	When survey is re-administered in September, 2023 we will see increased levels of understanding and implementation (more 'in-place' and less 'I don't know' or 'not in place' responses)
2. a. Based on results from both the staff CASEL survey and the SEL Committee, the	September 2022 to March 2023	SEL Committee	When survey is re-administered in the Spring of 2023 we will see increased levels of



<p>SEL committee will develop an action plan to address areas indicated as ‘not in place’ or ‘partially in place’</p> <p>2. b. Develop booster lessons</p> <p>2. c. Develop and introduce staff recognition system</p> <p>2. d. Develop system/opportunities for students to use PAWS cards to recognize peers and staff</p> <p>2. e. Develop Staff Connector Activity to promote positive adult connections that promote positive relations with students.</p> <p>2. F. SEL team presenting content from the book “Kids These Days” weekly and monthly.</p>		<p>SEL Committee to develop content for “Minutes” and for monthly staff meetings.</p>	<p>understanding and implementation (more ‘in-place’ and less ‘I don’t know’ or ‘not in place’ responses).</p>
<p>3. We will implement school-wide PBS initiatives such as PAWS lessons, Office Discipline Referral Procedures, accessing menu of supports, PAWS recognition system, teaching of school-wide behaviour expectations, bullying prevention and response lessons, TAG lessons and monthly themes that coincide with the school-wide themes presented via the BBMS Leadership class.</p>	<p>Ongoing and based on results from the CASEL survey issued in September</p>	<p>SEL Committee and Staff</p>	<p>Establish a baseline for monthly PAWS postcards awarded.</p> <p>Track and communicate to staff each month along with ODR data.</p>

Weekly Attendance Tracking Process			
4. Use common language to promote responsibility and de-escalate behaviours	In all areas of the school	All staff using phrases like “If you choose..., you are also choosing” and “First time asked, thank you”	Decreased repeat behaviours, ownership when things go wrong

Goal: All students will be empowered and engaged in their learning.

Inquiry:

- If we focus on research-based strategies and practices that support diversity, will students acquire the skills that will help them become lifelong learners.

Strategies/Actions	Time	Responsibility	Indicators of Success
<p>Student Support~In response to the changing needs of our students, the School-Based Team has been working with members of the District and the community to come up with ways to support those who sometimes need more than we can offer within our regular schedule:</p> <p>1a. Jr. Alt/Soft Start Program facilitated by the program teacher, YCW and an EA. Occasional collaboration/support from DKMS, NPSS and community members</p> <p>1b. Career groups facilitated by Mel Carew and Moneca Conway.</p> <p>1b. After School “At Risk” YCW - Tasha Lusk.</p> <p>1c. Swimming and Adaptive Gymnastics lessons facilitated by our Learning Assistance teacher, EAs and parents.</p>	<p>January-June 2023</p> 	<p>School Based Team, support staff, and community partners.</p>	<ul style="list-style-type: none"> ● Students re-engaging in their learning journey. ● Student attendance issues reduced/removed. 

1d. Daily support spaces available for students during class

1e. Dealing With Anxiety Groups

1f. Youth Care Workers ~ staff brought on board who deal with the increasing SEL needs

1g. Outside agency contacts/meeting space in-house (becoming very common place)




2. Increase the visibility and acknowledgement of Indigenous culture and history



Staff Committee (including support from Pat Jansen and the SD 60 Indigenous Education Department)

- Learning activities at each staff meeting
- Share resources from Indigenous Ed with the rest of the staff
- Survey staff to see if a steering committee can be formed to implement more curriculum content.
- Students/families now identifying as Indigenous when they previously did not

			<ul style="list-style-type: none"> • Dane-zaa signage to be added to the school • Indigenous display in front hallway (across from Canteen) • IYCW presentations to classes.
3. Implement a Snoezelen sensory room/program to assist students with learning challenges as they navigate their school day.	<p>Phase 1~Winter 21' & Spring 22'</p> <p>Phase 2~Fall 22'</p> <p>Phase 3 - Winter 23'</p> 	Learning Assistance Teacher, Support Staff, Learning Services	<ul style="list-style-type: none"> • With support from staff, students are able to partially/fully return to their classroom setting(s) following a visit to the Snoezelen room. • Incorporated into Behaviour Plans • Students independently recognize the need for the Snoezelen room and, following the visit, recognize how the calm down strategies/space have positively impacted their learning.

Goal: To broaden student experiences and exposure to career paths and local expertise, developing CORE Competencies in preparation for the future

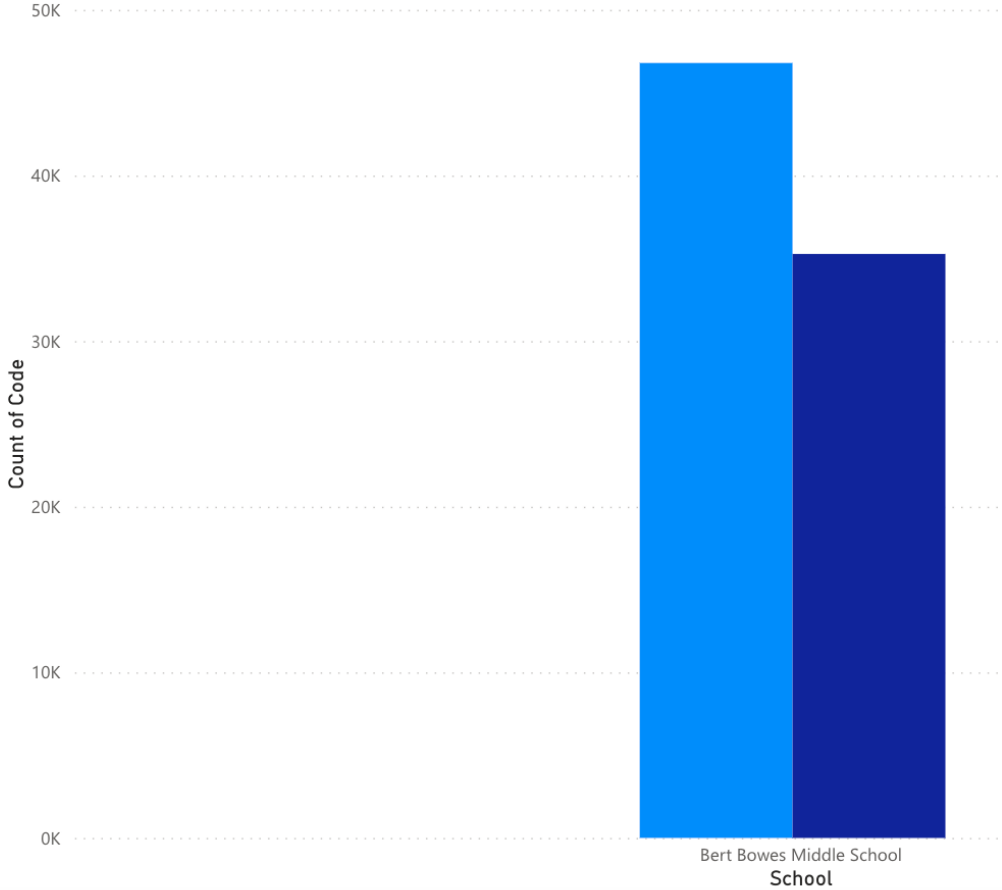
Strategies/Actions	Time	Responsibility	Indicators of Success
1. Increase the number of opportunities for students to participate in School-Wide Applied Design, Skills and Technologies Events	Year 4 - slowly increasing as we move past the pandemic	Admin Teachers Students	All students will participate in at least one event in year 2 All students will participate in at least two events in year 3 (2018-19)(2022-2023)

<p>Career Fair/Maker Day/ Skills Canada Event/ Robotics/ Coding / Passion Projects</p> <ul style="list-style-type: none"> Indigenous Support Block and Career groups to experience Career Programs/Trades Field Trips and participate in building project – Spring of Year 2 			
<p>2. Incorporate those in our community who can share their trade/skills/careers with our students</p>	<p>Year 4</p>	<p>Administration Teachers (stretched beyond MCE only) Parents/Guardians</p>	<ul style="list-style-type: none"> At least 3 parent/guardian presentations per class Students demonstrate an increased understanding of Career Pathways and CORE competencies (student survey)
<p>3. Implement a Careers Fair for our Grade 9 students through Northern Health to increase awareness of the need for health care professionals in our local context.</p>	<p>May 2022 2023 (unable to coordinate with B. Stewart this year)</p>	<p>Administration Career Education 9 Teachers Local partners (B. Stewart)</p>	<p>Students attending the event and interacting with local professionals</p>

Bert Bowes Middle School ~ Attendance Data

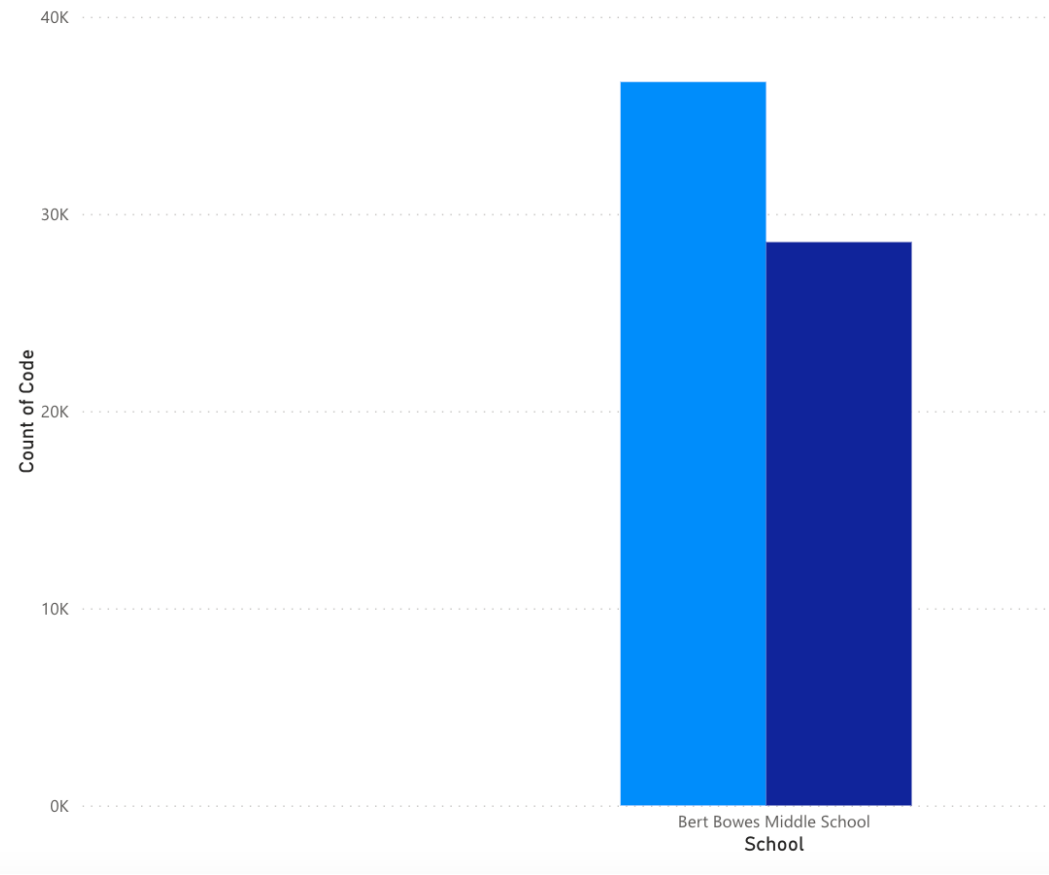
2021-2022

Code ● A ● A-E



2020-2021

Code ● A ● A-E

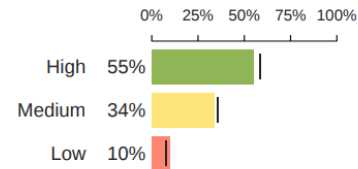


Bert Bowes MDI ~ (2021-2022)

CONNECTEDNESS WITH ADULTS

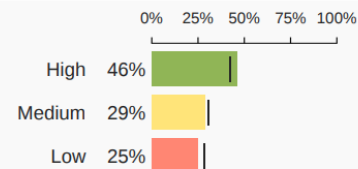
ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



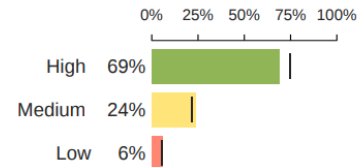
ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g., "In my neighbourhood/community there is an adult who really cares about me."



ADULTS AT HOME

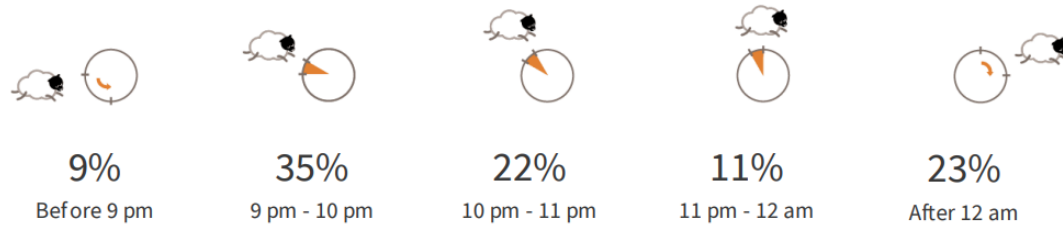
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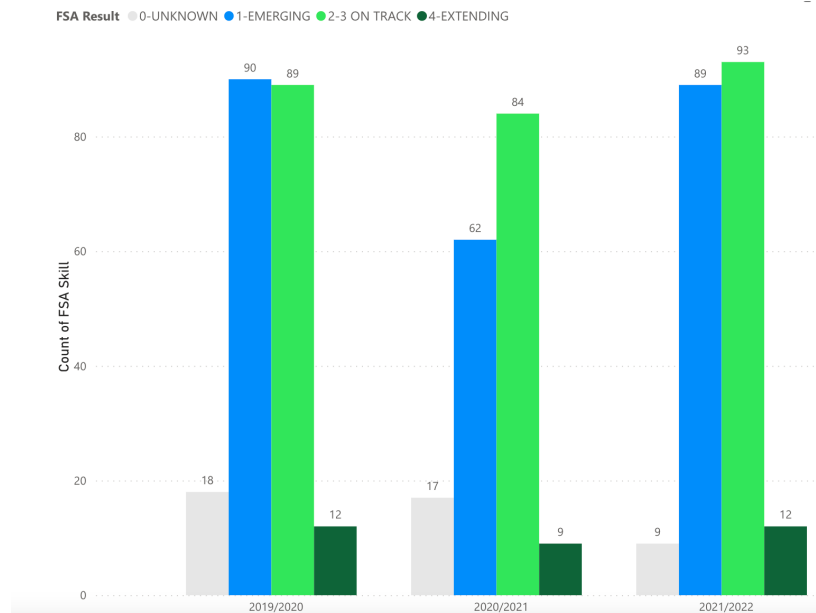
NUMBER OF IMPORTANT ADULTS AT SCHOOL



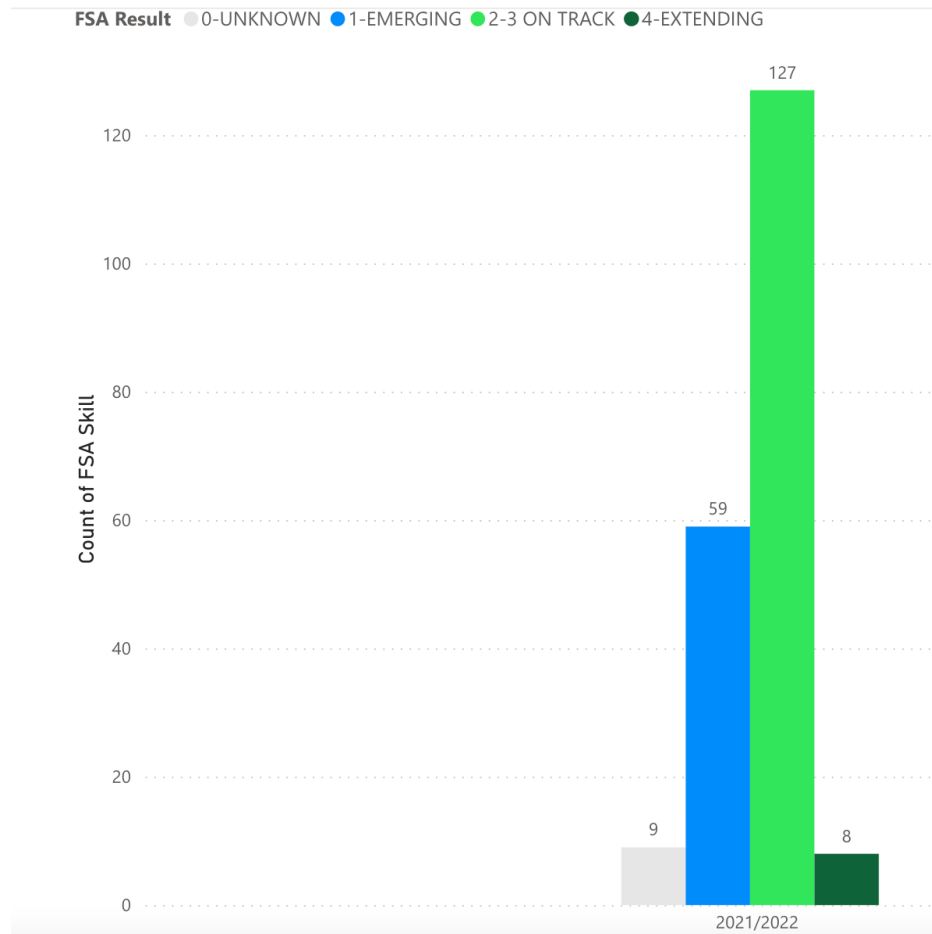
WHAT TIME DO YOU USUALLY GO TO BED DURING THE WEEKDAYS?



Bert Bowes Middle School ~ Grade 7 FSA Data Numeracy



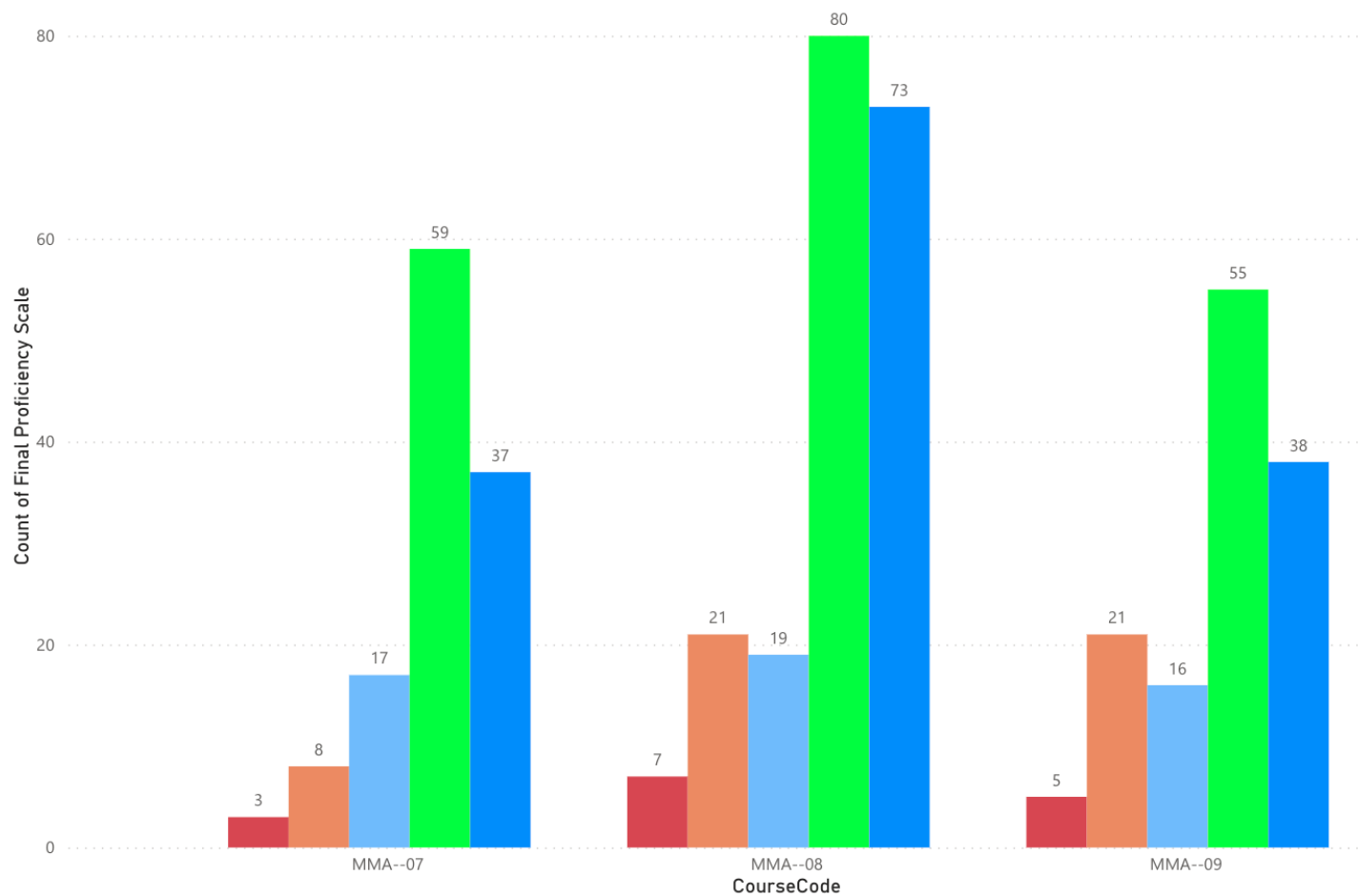
Literacy



Final Proficiency in Mathematics grades 7-9 2022

Proficiency Scale Count with Filters

Final Proficiency Scale ● F ● Emerging ● Developing ● Proficient ● Extending



FESL Presentation

Dr Kearney Middle School

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

Demographics

- 628 students

Gr 7 - 195 students (7 Classes)

Gr 8 - 198 students (7 Classes)

Gr 9 - 234 students (8 Classes)

- 105 Designated coded students
- 167 Indigenous students

- Staff

39 Teachers (includes 1.8 counselling, 3.5 LAT, 2 LOP, 1 Resource Room teacher, .8 librarian, 2 Indigenous Coaches)

2 Youth Care Workers

1 Indigenous Support Worker

20 Educational Assistance

3 Secretaries

- Programs

Strength First (Alternate)

Hockey Academy

Musical Theatre

Resource Room

Planning Day

- The days centered around backwards design. The goal of this was to work toward how the new assessment (reporting standards) works well with backwards design. Jared and Charmaine presented
- Strong involvement but little follow through initially (both in collaboration and in sign up for future workshops). More interest the last couple months.
- Collaboration time has been utilized for the new reporting order

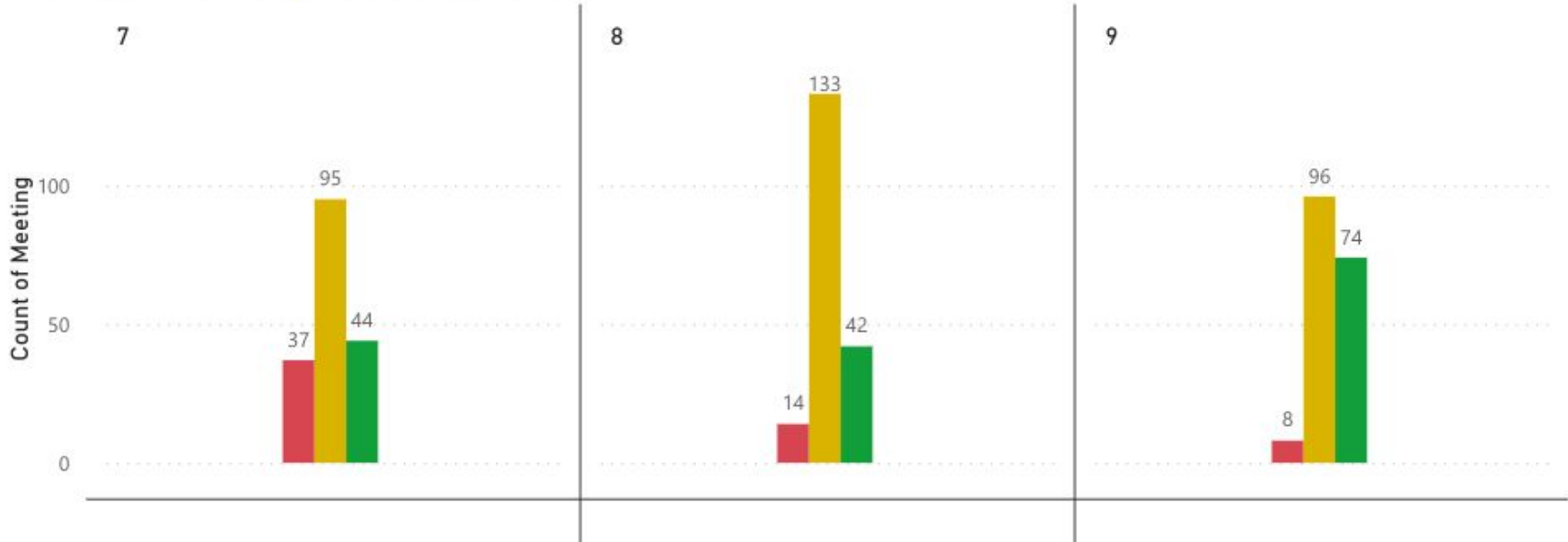
Learning Evidence

- Literacy shows a strong improvement throughout the grades
- Math basic skills are strong in grade 8 but higher level thinking in math is still fairly low, this does improve in grade 9
- Indigenous students' patterns are similar

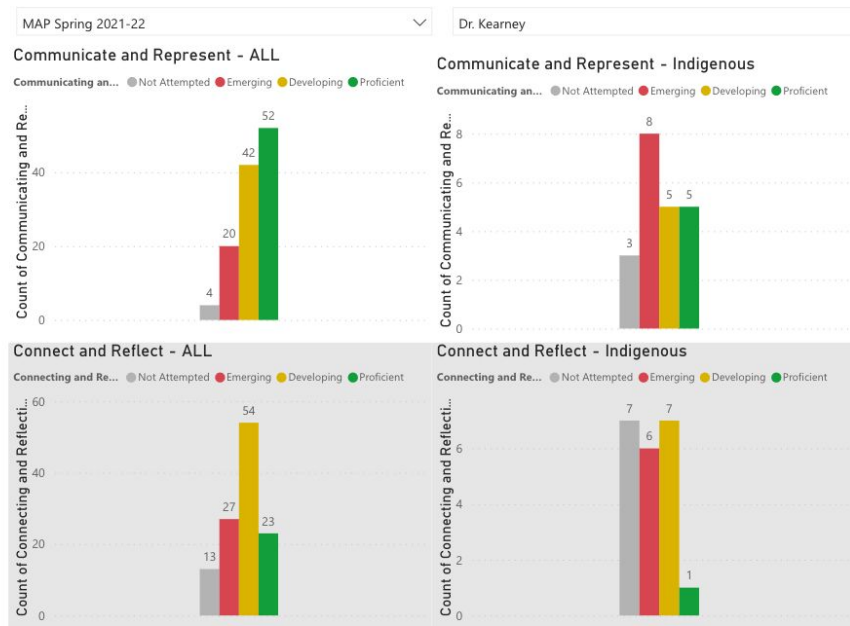
Read 73 data

Reading Comprehension - Grade 4-9 -READ73

Meeting ● Not Yet Within ● Approaching ● Meet / Exceeds



Grade 8 MAP data



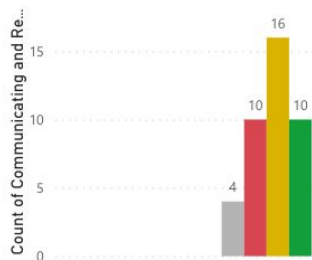
Grade 9 Map Data

Collection: MAP Spring 2021-22

School: Dr. Kearney

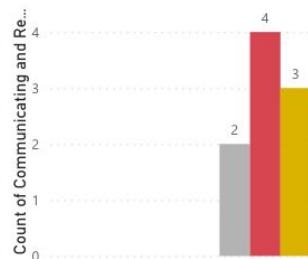
Communicate and Represent - ALL

Communicating an... ● Not Attempted ● Emerging ● Developing ● Proficient



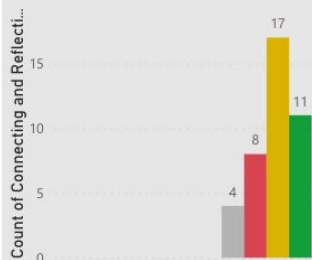
Communicate and Represent - Indigenous

Communicating an... ● Not Attempted ● Emerging ● Developing



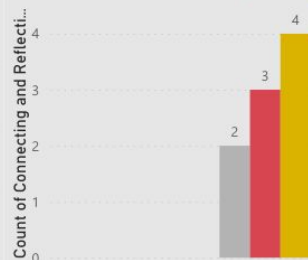
Connect and Reflect - ALL

Connecting and Re... ● Not Attempted ● Emerging ● Developing ● Proficient



Connect and Reflect - Indigenous

Connecting and Re... ● Not Attempted ● Emerging ● Developing

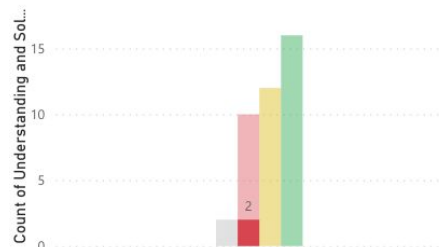


Collection: MAP Spring 2021-22

School: Dr. Kearney

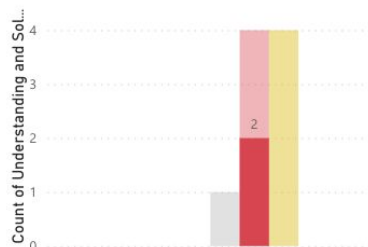
Understand and Solve - ALL

Understanding an... ● Not Attempted ● Emerging ● Developing ● Proficient



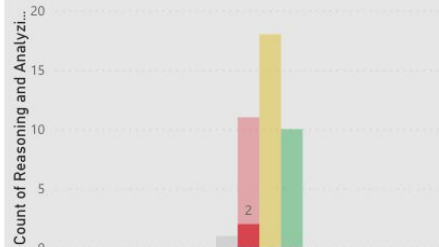
Understand and Solve - Indigenous

Understanding an... ● Not Attempted ● Emerging ● Developing



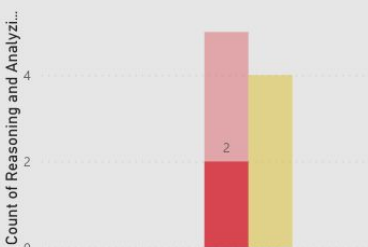
Reason and Analyze - ALL

Reasoning and An... ● Not Attempted ● Emerging ● Developing ● Proficient



Reason and Analyze - Indigenous

Reasoning and An... ● Emerging ● Developing



Dashboard

- Dashboard created to show attendance issues and students who may be struggling academically and is organized by TAG cohort
- There has been some movement as a result - small group tutorials, small group supplemental work (science), the re assigning of some resources
- Led to more understanding of the individual classes and their specific needs
- Teachers are quite willing to work together to increase academic achievement
- TAG teachers increased monitoring their TAG students
- House Coordinators used list to check in with certain students in their houses
- Attendance is still an issue

Framework Goals

To develop a community-minded and socially responsible school culture, unique to DKMS, where everyone belongs.

- House and TAG system are continuing to work - data is organized by TAG to ensure that the TAG teacher is communicating with the students at home about attendance, behaviour and academic achievement; common themes
- Enrichment is growing, teachers are becoming more in tune with what interests the students and students are becoming more enthusiastic, parents are supportive
- More teachers are opening up their classrooms and being with students at lunch
- Reflection room - continues to be a success, teacher and parent support is strong
- Office referrals are down, focus is much more on solutions
- Relationship road, Kearney 2.0
- DKAP continues to unify school: Olympics, Assemblies, Spirit Week
- Art Presentations, Rik Leaf, Christmas Talent show, Haunted House
- Visitations to Upper Halfway and Blueberry by admin
- Diversity club and enrichment

Framework Goals

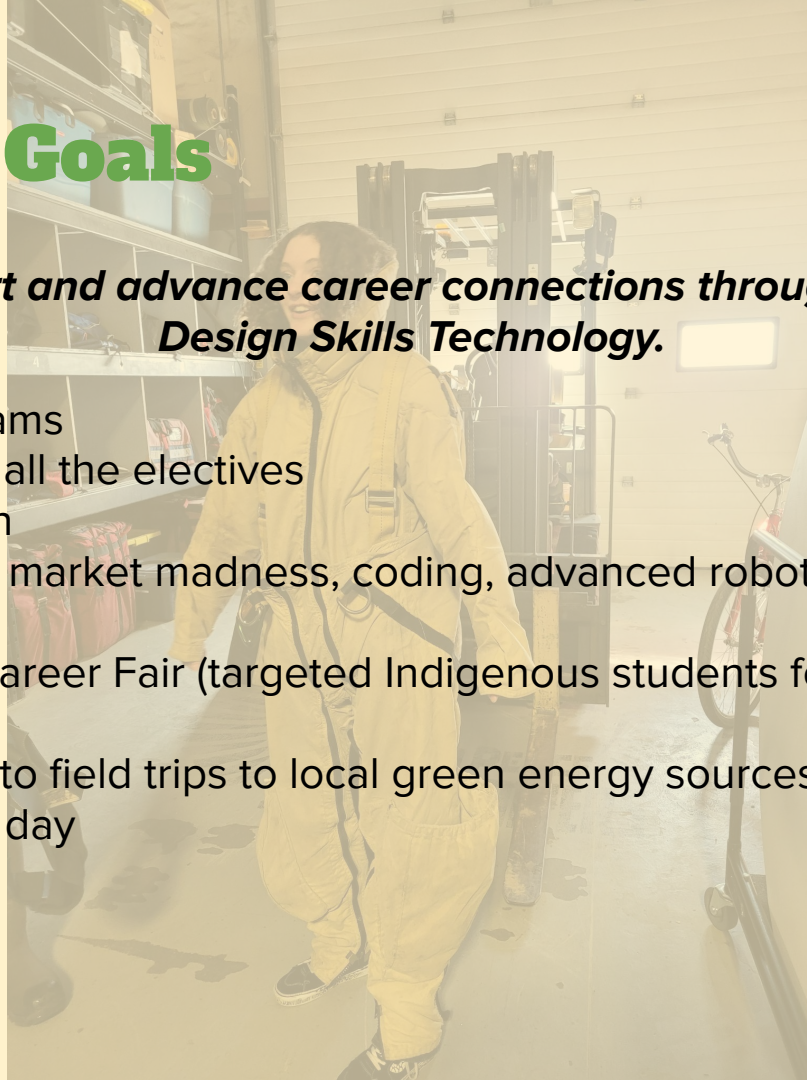
To encourage, support, and advance student achievement in literacy, numeracy and communication.

- Enrichment for math (concerned about gap between lowest and highest in math was very large - math teachers have met a couple of times and are still looking at ways to address this)
- Collaboration on Structured Literacy
- Weekly SBT Meetings to increase communication between the different supports in the school
- Tier 2 supports: scheduled small group tutorials
- Scheduling students with Ms. Williams (from Ind ed) for more for academic support
- Ongoing training and check ins for EAS through monthly meetings
- Increasing communication through parent letters, emails, and phone calls. We are putting a strong emphasis on ensuring the TAG teacher has reached out to parents of each of their TAG students as a contact person.
- In a survey conducted by Indigenous Support, 105 out of 167 parents of Indigenous students have never logged into myED.
- When report cards have been issued, notice was put into the parent letter and emailed to parents as well as put on our social media. We tried to make it as easy as possible to request a paper copy of the report card. Ways to access my ed and a form to have myED reset was sent to all parents. We also had a drop in night the day after report cards were issued to assist whoever needed it with myED. Indigenous support emailed all students and if there was not a confirmation that the email was received, followed up with phone calls.

Framework Goals

To encourage, support and advance career connections through Career and Applied Design Skills Technology.

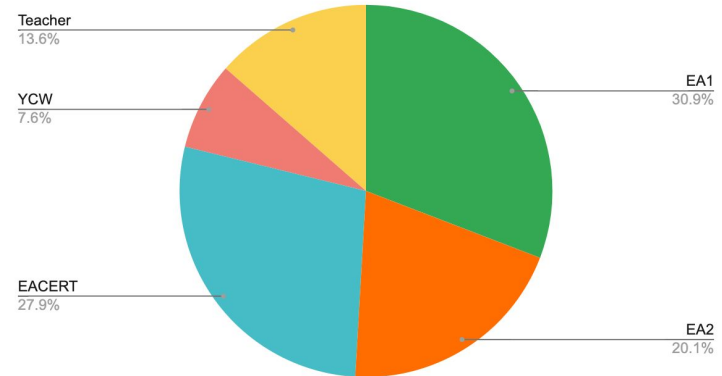
- Strong shop programs
- Grade 7's - sample all the electives
- Robotics has grown
- Enrichments: stock market madness, coding, advanced robotics, entrepreneur/money fair
- Find your fit; City Career Fair (targeted Indigenous students for this), Northern Health Visits
- Kim Asai looking into field trips to local green energy sources
- Women in Aviation day



Learning Support fund

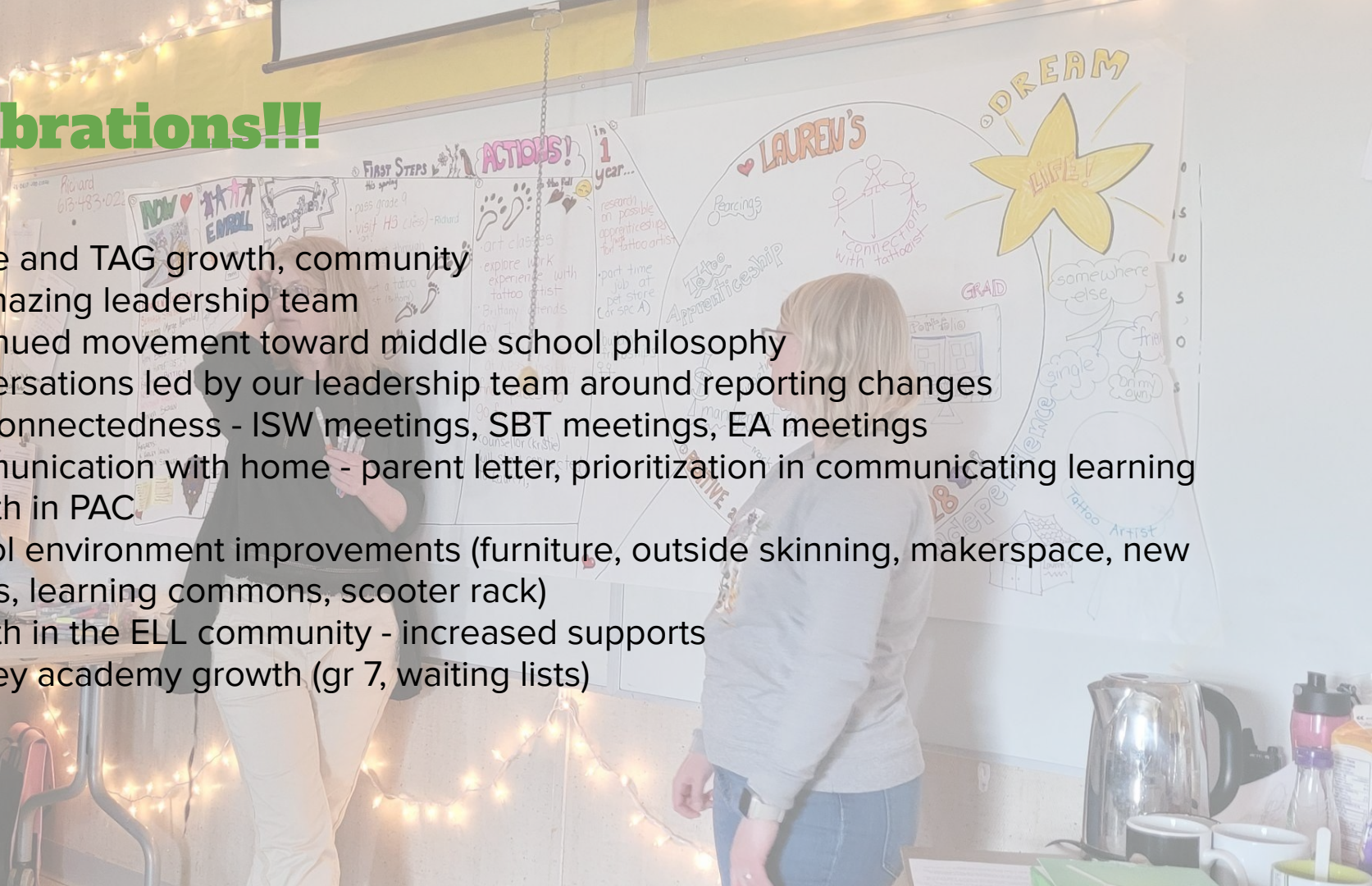
- We spent this quickly - goal is to set up supports from the beginning of the year (there is a need to know what amount we have as early as possible - June/September is also when it is easiest to hire)
- Utilized for LATs, SF, EAs, YCW,
- SBT feels that the prioritization was good
- and to continue with similar allotments

Dr Kearney Summary Percentage

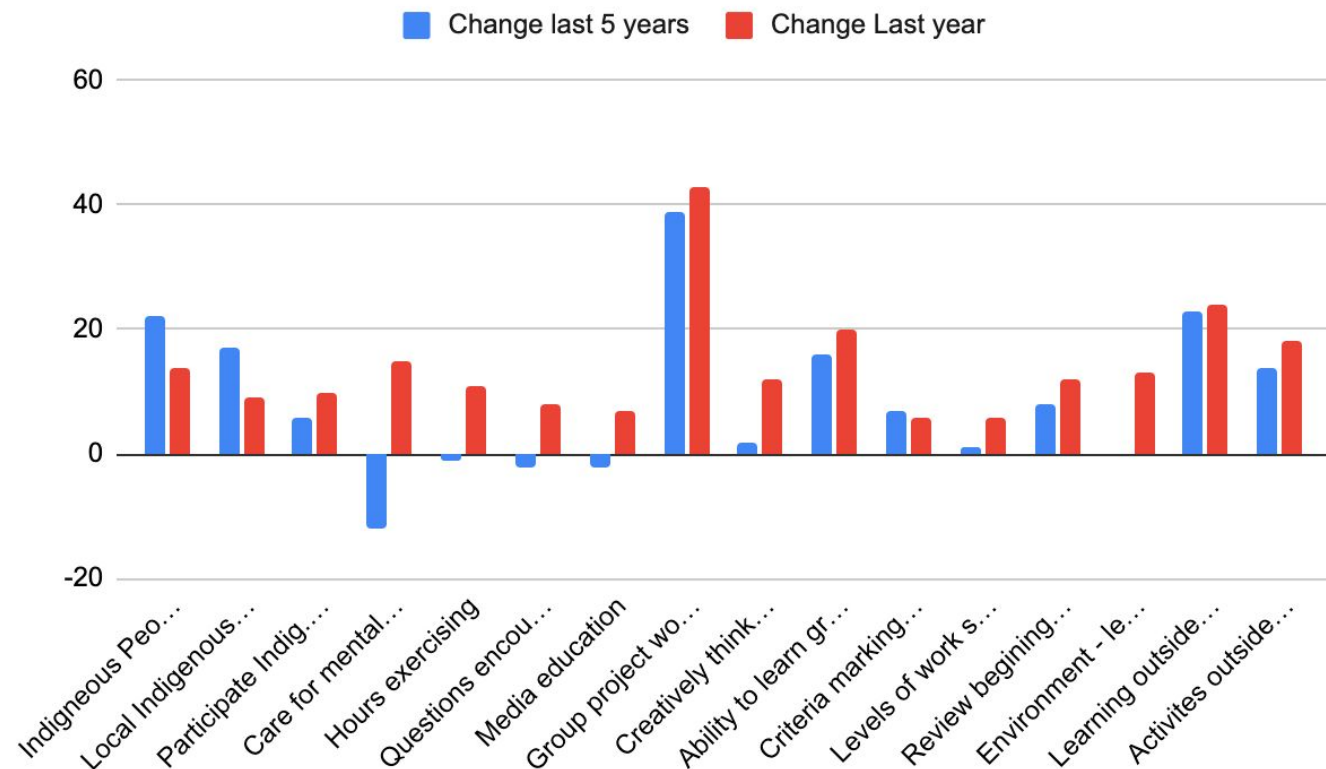


Celebrations!!!

- House and TAG growth, community
- An amazing leadership team
- Continued movement toward middle school philosophy
- Conversations led by our leadership team around reporting changes
- Interconnectedness - ISW meetings, SBT meetings, EA meetings
- Communication with home - parent letter, prioritization in communicating learning
- Growth in PAC
- School environment improvements (furniture, outside skinning, makerspace, new offices, learning commons, scooter rack)
- Growth in the ELL community - increased supports
- Hockey academy growth (gr 7, waiting lists)

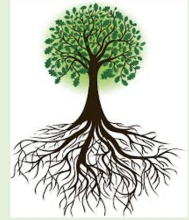


Wins



Questions?

**EARLY
LEARNING**
Grows
Strong Roots!



Board Presentation

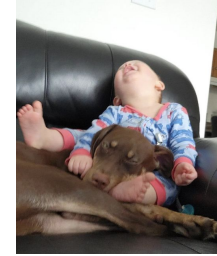
Tracey Lariviere
District Principal of Early Learning and Child Care

Anything is possible when you lead with your heart!



Journey - Weaving Together Experiences

My Story



Early Learning Experiences - build resilient behaviours in children that can be adapted to each context and utilized in future learning opportunities



Early Learning and Child Care - Birth to Age 8

Rough and constantly shifting educational seas make it easy to get thrown off course. Our guiding principles anchor us. We would be hard-pressed to find more secure anchors than these:

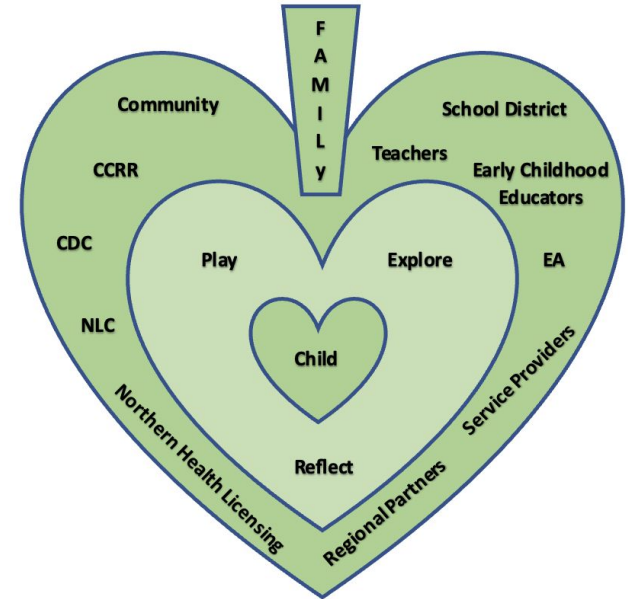
Every child can learn.

Every child possesses enormous potential just waiting to be unlocked.

Every child will rise or fall to the level of our expectations.

Empower each student to reach for greatness.
Don't settle for anything less.

A is for
ANCHOR



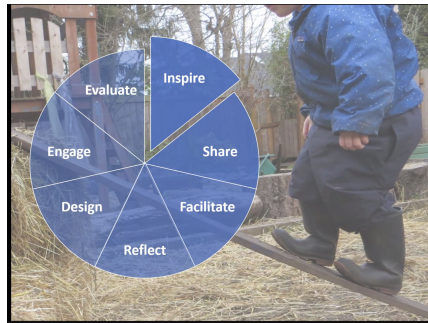
Ministry of Education and Child Care
Teachers - BCTF - Teacher Regulation Branch
ECE's - CUPE - Early Childhood Educator Registry



Early Learning and Child Care - Supportive Practices

Ministry

- BC is on the path to making child care more available and more affordable
 - New Spaces Fund
 - Affordable Child Care Benefit (ACCB) - households earning up to \$111,000 are eligible
 - Child Care Fee Reduction Initiative (CCFRI) - starting Sept 2023 available to families with children ages 12 and under
- Financial support both Provincially and Federally
 - ECE Training, Recruitment and Retention
 - ECE Bursaries available through ECEBC
 - \$4 Wage Enhancement
 - Programs and Initiatives
 - Community Partners, Educators and Families
 - Focused on transitions to school system
- Resources - high quality early learning experiences
 - BC Early Learning Framework
 - Play Today
 - Let's Play
- Professional Development
 - Community of Practice Meetings on Zoom



Early Learning and Child Care - District Initiatives

Ready Set Learn (RSL)

StrongStart BC - ECE Facilitators

Strengthening Early Years to Kindergarten (SEY2K)

Welcome To Kindergarten (WTK)

Changing Possibilities for Young Children (CP4YC)

Early Learning InService - ECE & Kindergarten Teachers

District POPEY Lead

Reading Recovery



Responsive to family needs.

Foundational experiences when woven together.

Licensed Programs

PreSchool - ECE Facilitators

JUST B4! PreSchool - ECE Facilitators

Seamless Day - ECE Facilitators

Before and After School Care (BASC) - EA's or RA's



Early Learning and Child Care - Team and Structure

Early Learning Programs

StrongStart BC Full Time

- Duncan Cran - Loretta Harms
- Hudson's Hope - Natilie Pringle
- Robert Ogilvie - Christine Bennett

StrongStart BC Outreach

- Buick Creek - Tamara Wieler (fill in for Joy Hanna)
- Prespatou - Anna Wiebe (fill in for Barb Froese)
- Taylor - Suzanne Currie

StrongStart BC Virtual

- KLC - Deb Wormley

RSL and WTK - School Based Events

SEY2K Core Team

CP4YC Learning Group

Early Learning InService - ECE & Kindergarten

Teachers

District POPEY Lead

Reading Recovery Teacher Leader

Licensed Child Care Programs

Early Learning Lead Educator - Pam Essensa

PreSchool

- Duncan Cran - Loretta Harms
- Robert Ogilvie - Christine Bennett

Just B4! PreSchool

- Bert Ambrose - Pam Essensa
- Hudson's Hope - Natilie Pringle

Seamless Day

- Taylor - Suzanne Currie, Ashley True, Sheena Taillefer

BASC Coordinator - Alysha Southam

Alwin Holland, Bert Ambrose, Duncan Cran and

Taylor

CM Finch/Ecole Central/RO - Transportation to DC

BASC staff often work multiple positions in program or in the school



Early Learning and Child Care - Birth to Age 8

Relationships - Provincial, Regional, Local and District

Learning - weave understanding of child development from birth to age 8

- **Learner**
 - Brain development - “brain aware - social emotional learning” perspective
 - Engagement - play provides access points for all children
 - Oral Language - foundational to reading and writing
- **Educator - Growth Mindset and the Power of Yet**
 - Image of the Child - power of identity and their learning journey

Transitions - ease transition to the school system

- Building sense of community beyond the walls of the school
- Connectedness and Hope - builds resiliency for the whole family



Early Learning and Child Care - District

Collaborative Connections

- Curriculum, Inclusion and Indigenous Departments
- Early Learning InService - Kindergarten Teachers and ECE's
- Kindergarten Language Screening Tool (KLST)
- Kindergarten Phonological Assessment
- Reading Recovery

Trends - Childhood Experiences Questionnaire (CHEQ), Early Development Instrument (EDI).

Framework for Enhancing Student Learning

- Our district has been committed to supporting families and will continue to build a vision that supports the integration early learning and child care into the K-12 system

Environmental Scan - what is our current picture?



Early Learning and Child Care - Strong Connections

Partnerships - Promoting positive early childhood experiences

Child Care Resource Referral (CCRR)

FSJ Early Learning Table

SEED BC

Northern BC Healthy Child Development Alliance

First Call Early Childhood Development Roundtable

BC Early Years Professional Development HUB

ECEBC

HUMAN Early Learning Partnership (Data - CHEQ, EDI)

Canadian Institute of Reading Recovery (CIRR)



Early Learning and Child Care - Successes and Opportunities Ahead

Reading Recovery - consistent professional development focused on literacy development

- Training a new Teacher Leader

2 JUST B4! PreSchools licensed this year

- Bert Ambrose - K Story - one student started Sept in K class but unable to continue
- Hudson's Hope - 10 children enrolled and several already taking the bus home

Early Learning Bitmoji Classroom

[Early Learning Classroom February & March 2023](#)

Child Care Continues to Expand

- BASC - offering 2 Summer programs
- BASC - 2 new Centres opening in September (Charlie Lake and CM Finch)
- JUST B4! - new space opening next year

Literacy

- Story Workshop Learning Series and Collab Group
- Adrienne Gear presenting in September at Early Learning InService



Early Learning and Child Care - Opportunities to Reflect Creatively

Combining Systems - Child Care and Education

- Parent Outreach
- Strengthen Relationships
- Funding

Coverage - Qualified

- Timing
 - Often needed before SD phones open
- Licensing Limitations
 - Certification - ECE and Responsible Adult

Student Complexity

- Need for 1 on 1 support in BASC impacts the budget



Early Learning and Child Care - Voice

Student - Parent - Staff

Connectedness helps to regulate everyone!

When we build relationships we become contributors to the learning process.

Engaging in dialogue helps establish that inner sense that they have a powerful voice and that their perspectives are being valued.

Small World Play.



Ministry of Education and Child Care - It takes a Village

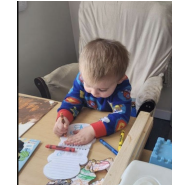


Building Bridges

When we lead with our heart, we
recenter our practices.

When we value the opportunities to
build relationships, we come together
as a community.

When we activate joy, we prepare
children for the world around them.



Children constantly try to make sense of their world.

I'm hopeful for new possibilities

The joy of learning begins early!



We are grateful to those who support children birth to graduation



May is Child Care Month!

Every May, the provincial government, along with child care providers around the province acknowledge "May as Child Care Month".

This is a time to recognize the importance of child care to our families and to honor the exceptional work of Child Care providers around our province.

Quality Child Care is not just providing space for a family. It means so much more than that. Caregivers provide healthy, nurturing environments where our children can learn, interact and feel safe. We would like to highlight the important role that quality childcare plays in the lives of children, families and communities and recognize our caregivers for the wonderful care that happens each day!



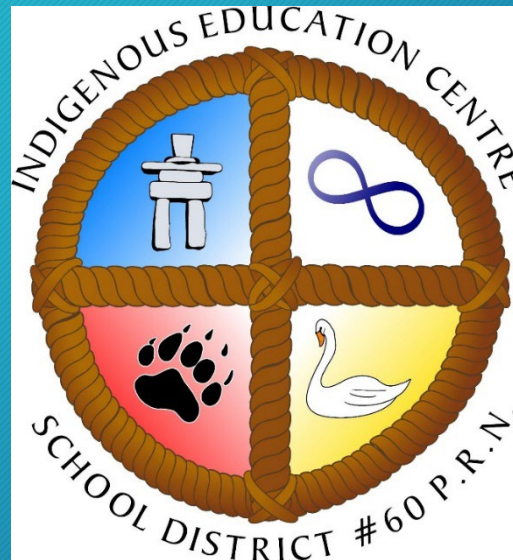
Preliminary Annual Budget

2023 /
2024

School District 60 (Peace River North)

Land Acknowledgement

We respectfully acknowledge the Tsáá? Ché Ne Dane within Treaty 8. They are the traditional keepers of this land and we give thanks to them for allowing us to reside, work and play on their traditional territory.

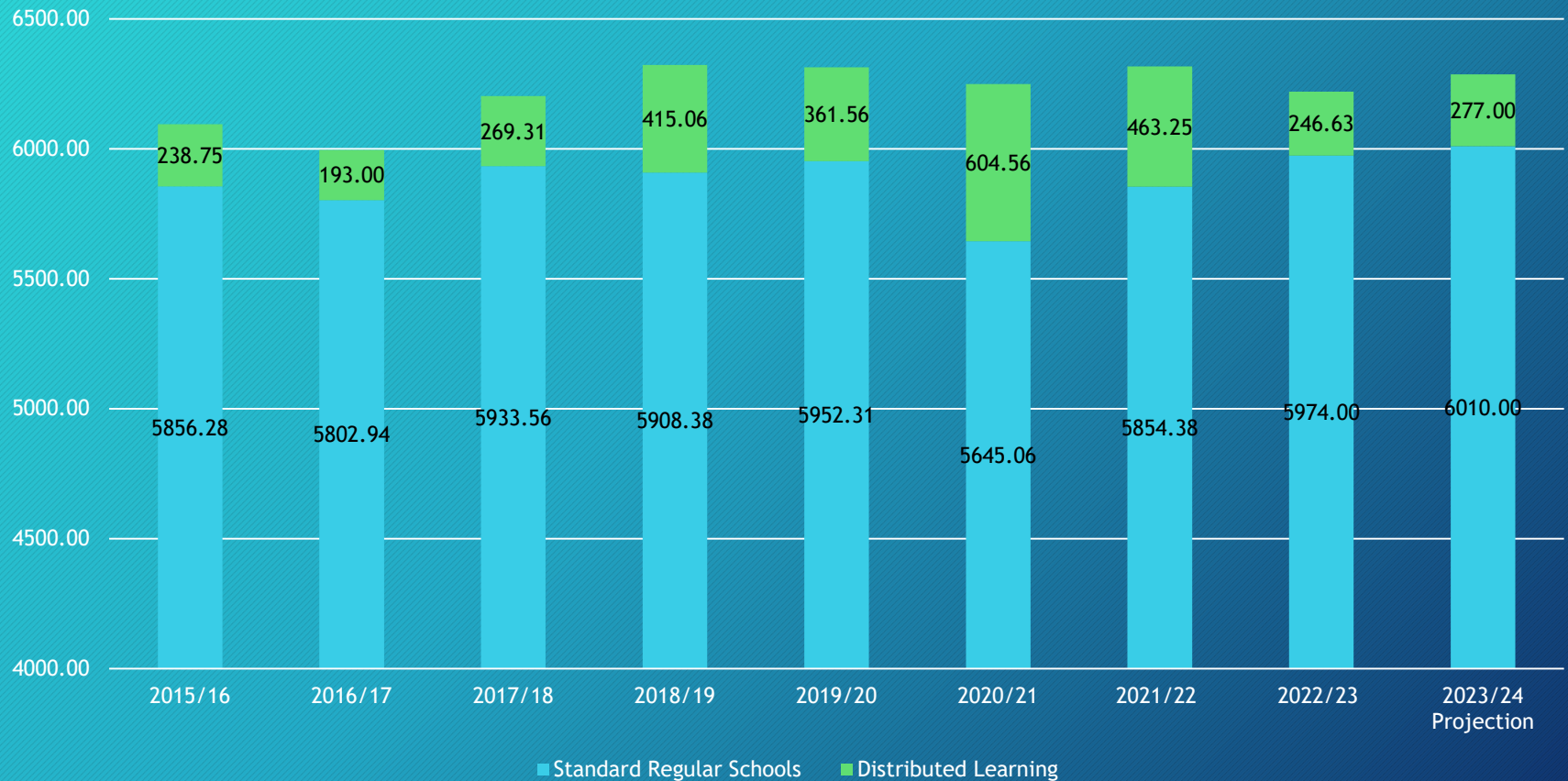


Agenda

- Introduction and Review of Agenda
- Student Enrollment Trends and Forecast
- Staffing
- Ministry of Education Funding Announcement
- Budget timeline and processes
- 2023/24 Preliminary Funding & Enrolment
- Preliminary Operating Revenues for 2023/24
- Preliminary Operating Expenditures by function for 2023/24
- Preliminary Income Statement
- Preliminary Special Purpose Fund Budget

Student Enrollment Trend

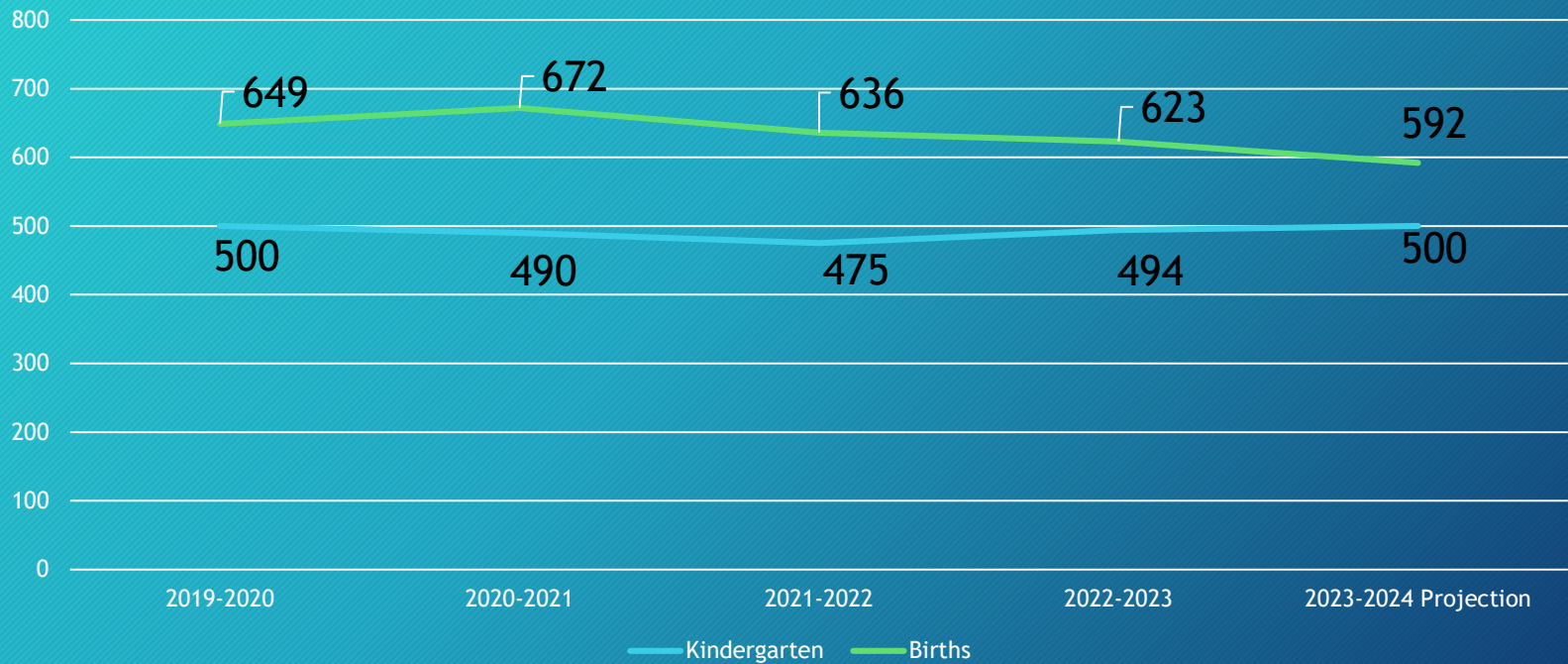
School Aged FTE - Standard and Distributed Learning



Birth to Kindergarten Relationship



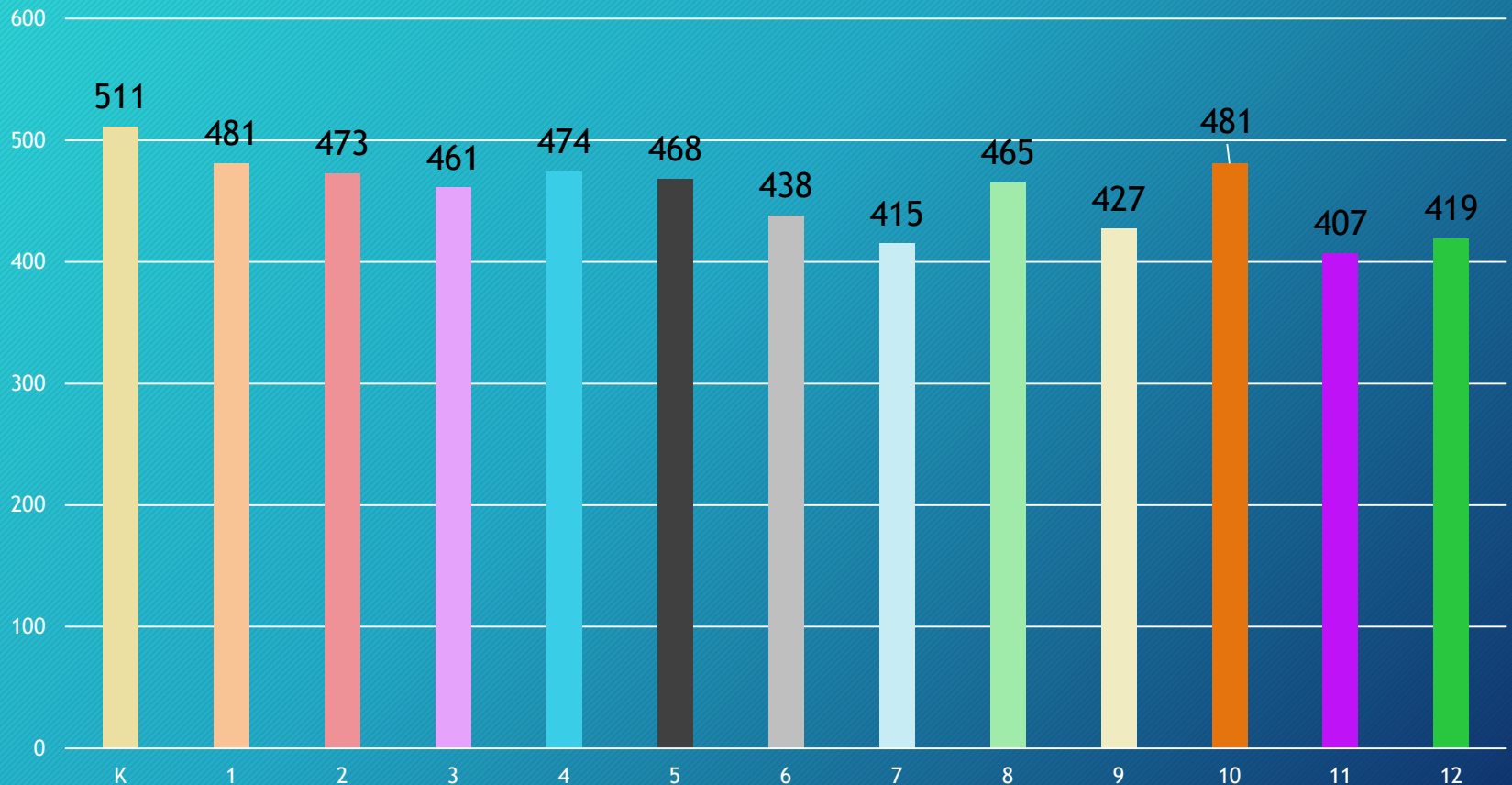
Kindergarten FTE to Births



Enrollment by Grade



As at March 31, 2023



STAFFING FTE BREAKDOWN BY GROUP

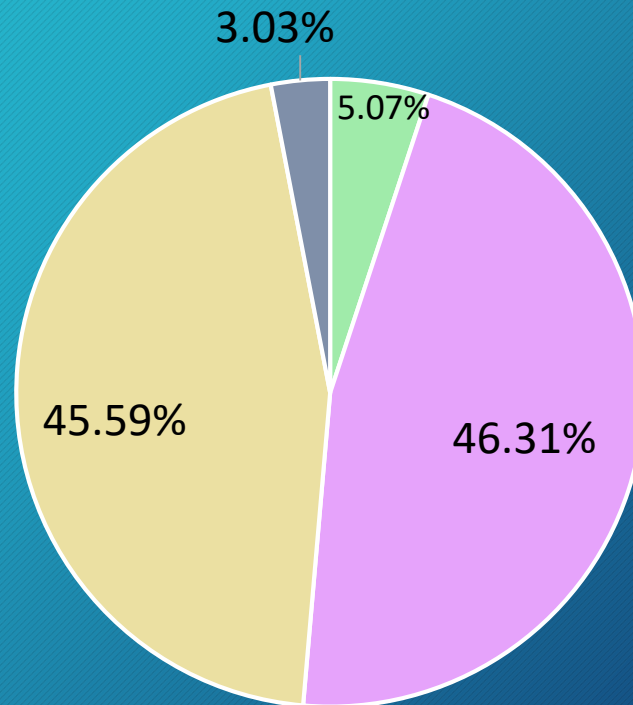
As of March 31, 2023

■ Principals/Vice Principals (40)

■ Teachers (365.357)

■ CUPE (359.723) - Educational Assistant's, Administrative Assistants, Bus Drivers, Facilities, Custodians

■ Exempt/District Staff (23.939) - Directors, Managers, Supervisors, Executive Assistants



Ministry of Education Announcement



- The operating grant is projected to grow by \$620 Million for the upcoming 2023/24 school year. The increase is the result of the addition of \$537 million to fully fund wage increases for teachers, support staff and union exempt staff plus estimated enrolment growth totaling \$83 million.
- Per student funding rates have increased by an average of 9.4% in all areas of per student funding.
- School Districts are estimating they will enroll 574,226 school age FTE in September 2023 which is an increase of 5,701 FTE over September 2022
- In addition to the operating block, the Ministry will continue to provide Districts with
 - Preliminary Classroom Enhancement Fund (increased)
 - Learning Improvement Fund (increased)
 - CommunityLINK (increased)
 - Pay Equity (unchanged)
 - Student Transportation (unchanged)
 - Feeding Futures Fund (New)
- Labour Settlement funding will be allocated through the operating grant rate increases. The Cost of Living Adjustment (COLA) for teachers and support staff will be allocated through a special grant.

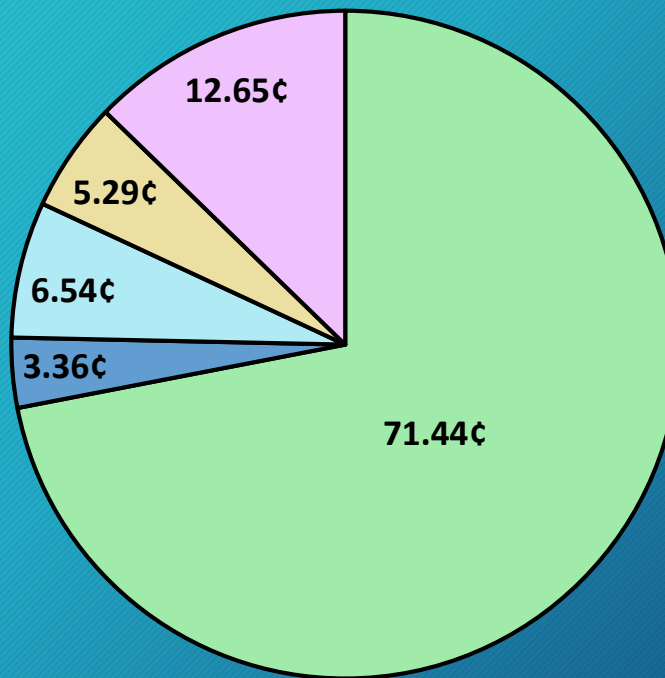
Rate Comparison and Changes



Ministry of Education			
FUNDING SUPPLEMENT	2022/23 RATE	2023/24 RATE	CHANGE
Standard Regular Schools	\$7,885	\$8,625	\$740
Distributed Learning	\$6,360	\$6,960	\$600
Level 1 Special Needs	\$44,850	\$49,070	\$4,220
Level 2 Special Needs	\$21,280	\$23,280	\$2,000
Level 3 Special Needs	\$10,750	\$11,760	\$1,010
English Language Learning	\$1,585	\$1,735	\$150
Indigenous Education	\$1,565	\$1,710	\$145
Adult Education	\$5,030	\$5,505	\$475

How Each Dollar is Spent

- Instruction
- District Based Administration
- Transportation
- School Based Administration
- Facilities, Operations & Maintenance



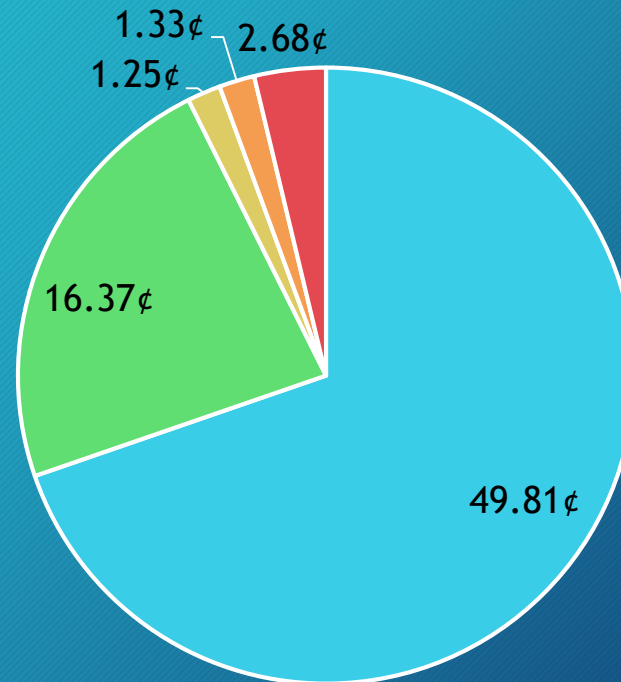
\$12,491.58
spent per
student



Instruction Breakdown

Instruction (71.44¢) is further broken down into 4 categories

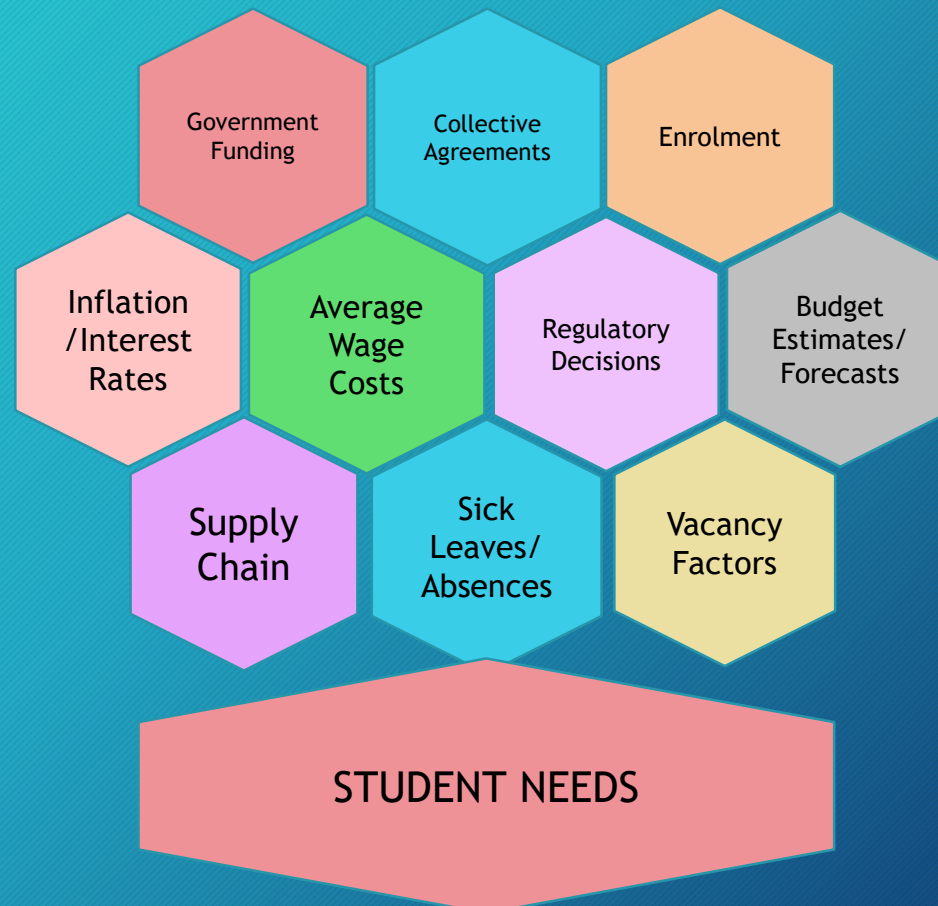
- Regular Instruction
- Special Education
- ELL
- SEL
- Indigenous Education



Budget Timeline

- March 15
 - Ministry releases preliminary Operating Grant Revenue estimates for 2023/24 school year
- April
 - Finance Department meets with Departments
 - Budget Surveys sent out to Partner Groups
- May
 - Partner Groups Budget Information and Discussion
 - Public Budget Information and Discussion
 - Preliminary 2023/24 Budget presented to the Board
- June
 - Adopted Budget Due to the Ministry

Budget Risks & Considerations



Factors Affecting Expense Profile

- Increased enrolment of approximately 40 FTE has been included by increasing enrolling teachers by approximately 2.0 FTE and non-enrolling teachers by 2.0 FTE.
- There has been some known movement in staffing that has been included for 2023/24 school year.
- There have been salary increases included for the 2023/24 school year of 6.75% for teachers and support staff, and 0% for non-union staff.
- International Program revenue and expense profile has been adjusted to reflect target of 45 FTE international students.
- Adjustments for known spending that will be added or withdrawn. Inflation seems to have stabilized, but including the average inflation for 2023 thus far of an average of 5-10% on supplies. This varies depending on department.
- Fluctuating interest rates affect interest revenue received.

Budget Survey Responses

- We received 49 responses to our budget surveys.
- General Themes
 - Numeracy Resources
 - More SEL support
 - More EAs
 - Additional ADST
 - Qualified Teachers
 - Incentives for new teachers
 - School field improvements

Preliminary Enrolment Projections

FTE	2023/24 Preliminary Annual Budget	2022/23 Amended Annual Budget	Difference
School Age	6,275.0000	6,232.8700	42.1300
Adult	12.0000	14.8750	(2.8750)
Other	0.2500	0.2500	-
Total FTE	6,287.2500	6,247.9950	39.2550

Preliminary Operating Revenues

	Revenues (Schedule 2A)	2023/24 Preliminary	2022/23 Amended	Difference
Provincial Grants	Operating Grants	77,705,448	72,330,261	5,375,187
	Pay Equity	241,350	241,350	0
	Graduated Adults Funding	39,000	39,000	0
	Transportation Funding	425,785	425,785	0
	FSA Funding	8,187	8,187	0
	Support Staff Benefits Grant	0	68,232	-68,232
	Early Learning Framework	0	991	-991
	COLA Increase	948,193	0	948,193
Other	MCFD – School Age Therapy	127,502	127,502	0
Fees	International and Out of Province	828,513	744,289	84,224
Misc.	Miscellaneous Income	350,000	317,983	32,017
	Rental and Leases	116,468	101,200	15,268
	Investment Income	320,000	320,000	0
	TOTAL REVENUES	81,110,446	74,724,780	6,385,666

Preliminary Operating Expenses

	2023 Amended	Changes	2024
	Annual Budget	Annual Budget	Annual Budget
1 Instruction			
1.02 Regular Instruction	35,998,101	2,643,764	38,641,865
1.03 Career Programs	429,298	52,649	481,947
1.07 Library Services	1,228,445	56,656	1,285,101
1.08 Counselling	1,001,732	69,878	1,071,610
1.10 Special Education	12,378,809	1,451,028	13,829,837
1.30 English Language Learning	947,336	38,630	985,966
1.31 Indigenous Education	2,026,396	170,954	2,197,350
1.41 School Administration	4,001,355	121,765	4,123,120
1.62 International and Out of Province Students	539,793	69,726	609,519
Total Function 1	58,551,265	4,675,050	63,226,315
4 District Administration			
4.11 Educational Administration	881,696	47,056	928,752
4.40 School District Governance	223,760	26,025	249,785
4.41 Business Administration	1,432,418	14,264	1,446,682
Total Function 4	2,537,874	87,345	2,625,219
5 Operations and Maintenance			
5.41 Operations and Maintenance Administration	684,463	98,666	783,129
5.50 Maintenance Operations	5,578,225	348,556	5,926,781
5.52 Maintenance of Grounds	934,345	-36,503	897,842
5.56 Utilities	2,364,886	9,140	2,374,026
Total Function 5	9,561,919	419,859	9,981,778
7 Transportation and Housing			
7.41 Transportation and Housing Administration	124,772	-464	124,308
7.70 Student Transportation	4,822,827	-170,001	4,652,826
Total Function 7	4,947,599	(170,465)	4,777,134
Total Functions 1 - 7	75,598,657	5,011,789	80,610,446

PRELIMINARY 2023-2024 Income Statement

REVENUES	
Provincial Grants - MOE	79,367,963
Other	127,502
Federal Grants	
Tuition	828,513
Other Revenue	350,000
Rentals and Leases	116,468
Investment Income	320,000
TOTAL REVENUES	81,110,446
EXPENSES	
Instruction	63,226,315
District Administration	2,625,219
Operations and Maintenance	9,981,778
Transportation and Housing	4,777,134
TOTAL EXPENSES	80,610,446
GROSS REVENUE (EXPENSE)	500,000
Asset Purchases	500,000
NET REVENUE (EXPENSE)	0

Special Purpose Funds

2023/2024

Special Purpose Funds		
	2023/2024	2022/2023
	\$	\$
Preliminary Classroom Enhancement Fund (CEF)	4,900,423	4,477,492
Learning Improvement Fund (LIF)	294,126	245,496
CommunityLink	626,405	600,374
Annual Facility Grant (AFG)	299,020	299,020
Pay Equity	241,350	241,350
Feeding Futures Fund (NEW)	806,483	-

Questions



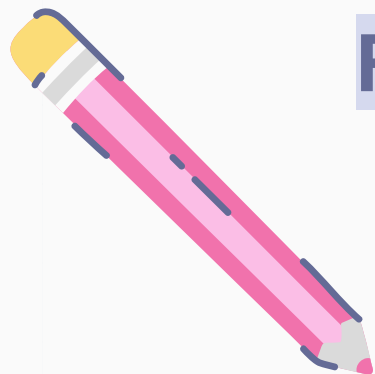


Thank you!



Duncan Cran Elementary School

Framework for Enhancing
Student Learning

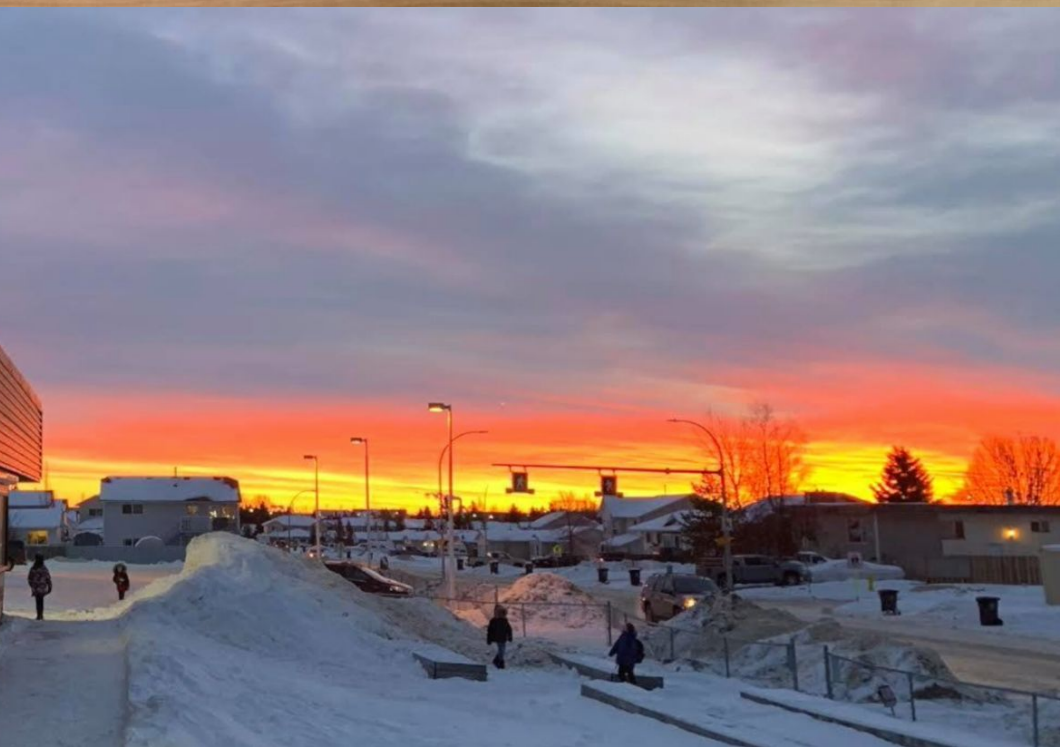


2023



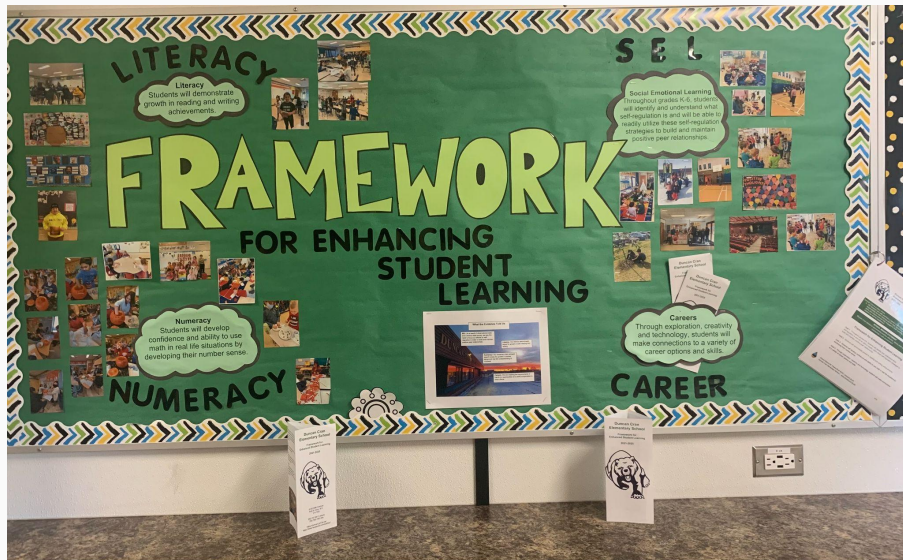


*Je aa haanach'e -
We live and learn on the traditional territory
of the Dane-zaa, within Treaty 8.*



Communication of FESL

- Bulletin Board
- Hard copy - Brochures
- School Website
- FESL Video
- PAC Presentation
- Newsletters
- Staff Meetings
- Planning Day
- Board Presentation



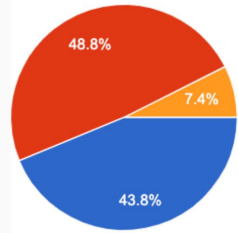
Goal 1: Social Emotional Learning

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.



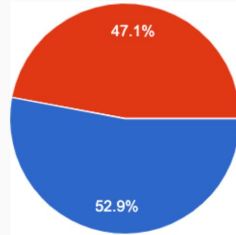
Trends:

I can figure out how to solve a problem with another student.



Always
Sometimes
Never

Have you taught W.I.T.S. in your classroom this year?



No
Yes

Our SEL Team Inquiry Focus:

How can we embed strategies for students to solve conflicts?

We are responding by:

- ★ W.I.T.S. - Common Language and Targeted Integrated Literacy Lessons
- ★ Empathy Project - 3 classrooms
- ★ Friendship/Lunch Groups
- ★ Arctic Winter Games
- ★ RAC - Random Acts of Caring
- ★ Fitness challenges
- ★ Spirit Days
- ★ SEL - targeted lessons
- ★ Sports Teams
- ★ Student announcements
- ★ Leadership Club
- ★ P.A.W.S
- ★ SEL Team
- ★ SEL - Part of regular staff and SBT meetings

Goal 2: Literacy

Students will demonstrate growth in reading and writing achievements.

Trends:

Ebbs and Flows

Grade 1 - 8%



Grade 2 - 13%



Grade 3 - 11%



Grade 4 - 4%



Grade 5 - 10%



We are responding by:

- ★ Consistent program for primary - Jolly Phonics
- ★ Lalilo - Primary: whole class, Intermediate: targeted support
- ★ Student Readers - Daily
- ★ Buddy Reading
- ★ Focus on Technology in Literacy Grades 4+
- ★ Exploring Google Read and Write for support

ISSW Weekly reporting on student success and areas of concern to SBTM

Goal 3: Numeracy

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

Trends:

Area of concern: Grades 4-6

Grade 1 - 2%

Grade 2 - 9%

Grade 3 - 9%

Grade 4 - 3%

Grade 5 - 18%

Grade 6 - 12%



We are responding by:

- ★ Mathology Pilot
- ★ Primary MAP Pilot

Problem Solving
Mathletics - 50th place.

ISSW Weekly reporting on student
success and areas of concern to SBTM

Goal 4: Careers

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



Kindergarten
3 Opportunities

Grade 1-3
4 Opportunities

Grade 4-6
6 Opportunities

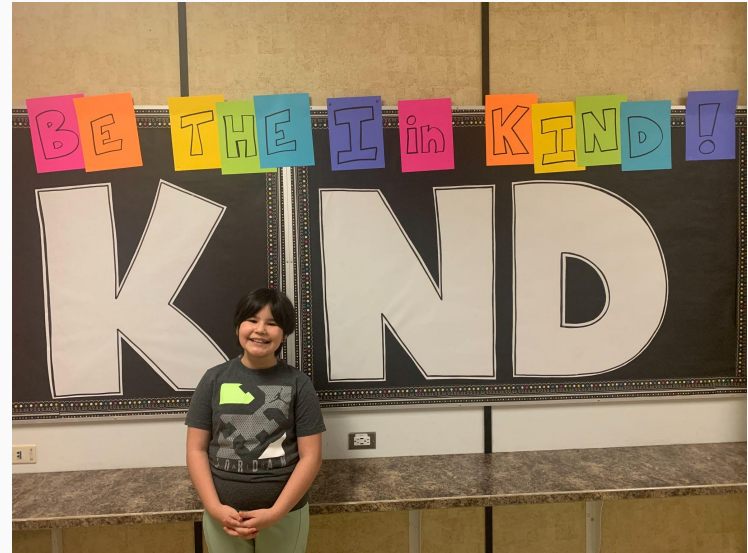
Class presentations (online/in-class) ~ Community events

Career days with parents ~ Career Research Projects



Looking Forward

- ★ 3 of 14 divisions will have a new teacher
- ★ APPLE Schools Maintenance
- ★ New Basketball Court
- ★ Increased participation and success in district events
- ★ Possible Youth Care Worker Position





Facts About Duncan Cran

- ★ 55 (20%) new enrollments ~ 40 (13%) withdrawals
 - ★ 52 (16%) home language other than English
 - ★ 76 (23%) Indigenous student population ~ 9 in Grade 6
 - ★ Kodiak Kids - Breakfast and Lunch Support ~ 23 -26 families (40+ kids)
 - ★ Small but consistent/supportive PAC
 - ★ SBT ~ Weekly meetings: ISSW, behaviour, L.A.T., Resource Teacher, SEL Specialist and Admin
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