

**School District #60 (Peace River North)**  
**Committee of the Whole**  
**Regular Meeting**  
**Monday, June 5, 2023 @ 1:30 p.m.**  
**AGENDA**

**Education**

**1. Education Update**

*Stephen Petrucci, Superintendent*

Framework Presentations & Departmental Reports (Attachments)

- a) Clearview Elementary/Jr. Secondary School (1:30 – 2:00 p.m.)  
*Craig Brownlee, Administrator*
- b) Buick Creek/Key Learning Centre (2:00 – 2:30 p.m.)  
*Sean Thomas, Administrator*
- c) Careers and International Education (2:30 – 3:00 p.m.)  
*Brian Campbell, Principal – Careers, International & SWIS*
- d) Bert Ambrose Elementary School (3:15 – 3:45 p.m.)  
*Laurie Wright, Administrator*

**Operations**

**1. Operations Report (Attachment)**

*Angela Telford, Secretary-Treasurer*

**2. Carbon Neutral Report (Attachment)**

*Angela Telford, Secretary-Treasurer*



## Vision

We aim to prepare students for our ever-changing world by equipping them with creative and critical thinking skills, core academics, and the values of respect, honesty, and compassion for all.



## School Context

### Where are we?

Clearview School is located 47 km northeast of Fort St. John in a farming community; also, many families are also employed by the oil and gas industry. Located beside the school is an arena, which is used by the school and the region. There is a strong sense of tradition, family, and community, because many generations of families continue to live in the area and have attended Clearview.

### Who are we?

We are a K-9 school with an experienced staff that includes a principal, nine teachers and seven support staff (clerical, teaching assistants, Aboriginal Support Worker and custodians). We have six divisions of students and the entire student population (121 students including 20 Indigenous students) is bussed. After grade nine, students attend North Peace Secondary School Main Campus or ELC campus in Fort St. John.

### What's the impact of parent support?

Our parents are involved and committed to their children's education. Many parent volunteers help out with classroom and school activities and we have an active and organized Parents Advisory Council. In addition to their regular meetings and financial support, they help plan and organize several events and fundraisers throughout the year. Several parents cook our hot lunch program, which provides a hot healthy lunch for students twice a month. We also have a group of parents who make hot dogs for the students every Wednesday. Parents are an integral part of the school community and the school is an integral part of community life. We are starting the RSL program in January and will continue it to June. This is another great way to support early learning and connect families to the school. We will hold our Welcome to Kindergarten in May.

### What do we do here?

The students are very active in sports and extra-curricular activities both with the school and the community. This year we are excited to play games against other teams and join in tournaments in the district and in Dawson Creek . Physical Education is an important aspect for the students at all grade levels. In addition, students also take part in district Science Fair, district Speech Contest, and Skills Canada competitions. We provide a differentiated learning environment for our learners and have been able to begin offering more alternate seating and working options. Technology is becoming more and more prevalent for both the staff and students. We have Smart boards, iPad Minis, laptops, desktops, SMART Document Cameras, 3-D printers, and Chromebooks to support learning. The Learning Centre opened in the fall of 2016 to enable our students to explore and to create. We are continuing to develop this area. Furthermore, the school values its close partnerships with the oil and gas companies in the area. They provide not only some financial and material support but they also commit time to help out with various projects and events.

### **Communication:**

Website: [www.clearview.prn.bc.ca](http://www.clearview.prn.bc.ca)

Facebook: <https://www.facebook.com/sd60clearview/>

Email: [clearview@prn.bc.ca](mailto:clearview@prn.bc.ca)

Monthly PAC Meetings

| <b>Strengths</b>   | <b>Challenges</b>  |
|--|--|
| <p>Experienced staff<br/>Great athletic programs<br/>Technology Training for all Staff<br/>Clean school<br/>Great support staff<br/>Community involvement<br/>Kids like to play outside<br/>Learning Centre - great space<br/>Assemblies<br/>Vivian- knowledge of processes<br/>Administrator - support/knowledge<br/>Staff with a variety of skills<br/>Opportunities to use the arena<br/>Christmas Concert and<br/>Remembrance Day assemblies<br/>Facebook - sharing of news<br/>Spirit Days - community building<br/>Intramurals<br/>Staff vs. Students events</p> | <p>Anxiety and engaging students in meaningful learning.<br/>Improve reading comprehension<br/>Develop stronger social skills and self-regulation strategies<br/>More confident writers<br/>Analyzing and Reasoning in Math</p> <ul style="list-style-type: none"> <li>• Re-connecting parents to the school after the Pandemic</li> </ul> |

## Goal #1 To increase Authentic Parent Engagement in the school community

| Rationale   | Who?        | Current best practices (How?)   | How will we know?  | Core competency-focus on student self-evaluation |
|---|-------------|---|--|--|
| Parents have expressed that through COVID they were not included in school activities and for parents with new school aged children they may never have experienced authentic engagement in the school. | All parents | Home Reading<br>Agendas<br>Parent Engagement nights<br>Christmas Concert<br>Coaching<br>Mother's Day Tea<br>Parent Volunteers<br>Book Fair<br>Assemblies<br>Holiday Events<br>Open House<br>PAC meetings<br>. | Back and forth book<br><br>Parent Satisfaction Survey<br><br>Tally of parents involved | N/A  |

## Goal #2 Students will use self regulation strategies

| Rationale | Who? | Current best practices (How?) | How will we know? | Core competency-focus on student self-evaluation |
|-----------|------|-------------------------------|-------------------|--|
|           |      |                               |                   | Communication                                    |

|  |              |  |   |  |
|--|--------------|--|---|--|
| If students are unable to self regulate they will have a more difficult time at school. They will also make the school experience more difficult for others. | All students | Zones of Regulation<br><br>Sensory Room<br><br>Casel Framework<br><br>SEL lessons<br><br>WITS<br><br>Adrienne Gear-Powerful Understanding<br><br>. | Self assessment<br><br>Teacher assessment<br><br>MDI data<br><br>Incident Data (Assess) | Problem Solving<br><br>Social Responsibility |
|--|--------------|--|---|--|

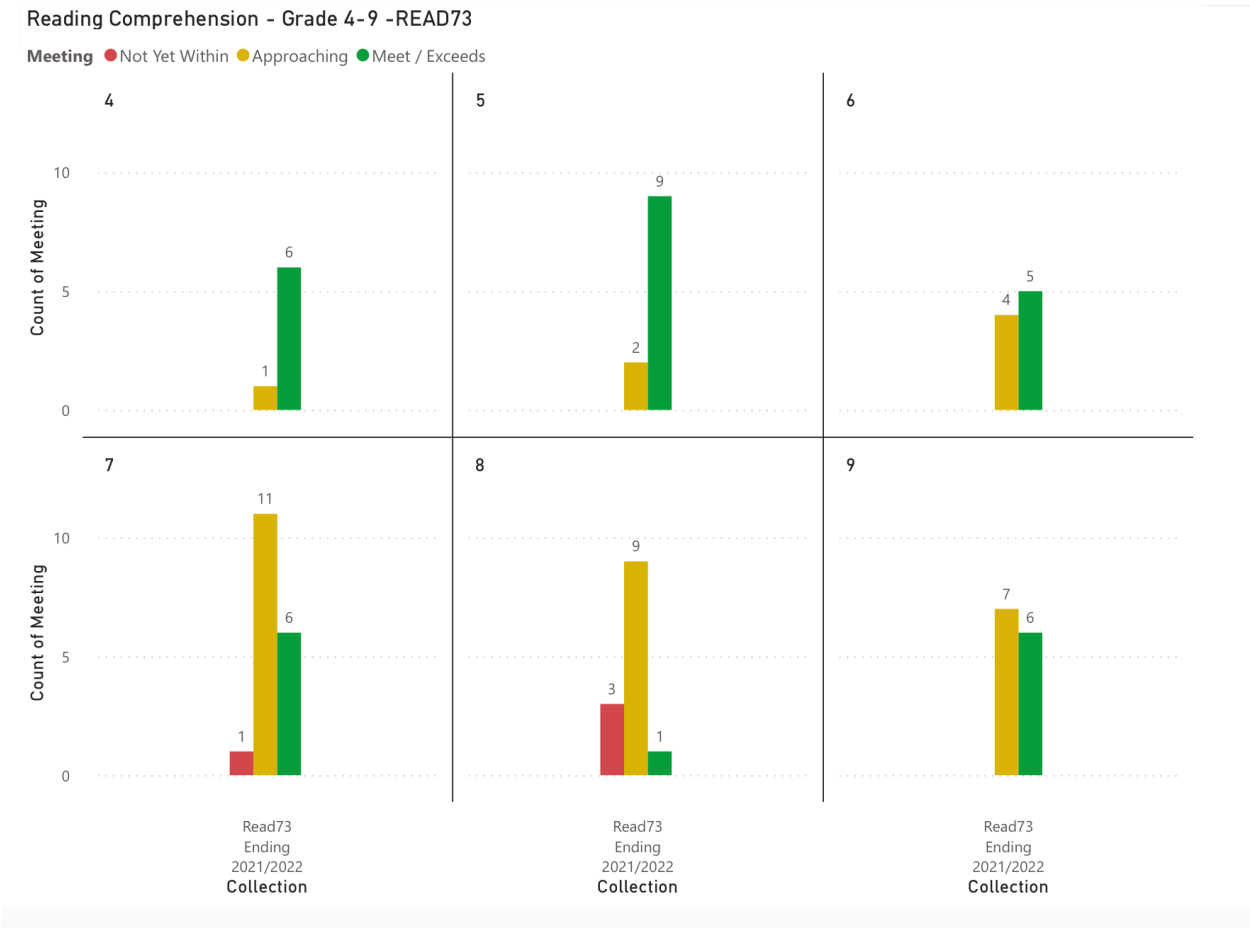
**Goal # 3 80% of students will demonstrate comprehension when reading grade level text.**

| Rationale   | Who?         | Current best practices (How?)  | How will we know?   | Core competency-focus on student self-evaluation              |
|---|--------------|--|---|---|
| Students need to be able to read grade level text across the curriculum.<br><br>To increase student confidence in school. | All students | Guided Reading<br><br>Shared Reading<br><br>Adrienne Gear resources<br><br>6 minute reading<br><br>Great leaps program<br><br>LAT support<br><br>Nelson Literacy | FSA data<br><br>PM Benchmarks<br><br>QCA data<br><br>Read73 data<br><br>Report Card marks | Communication<br><br>Problem Solving<br><br>Critical Thinking |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  | THIEVES-<br>strategies for<br>non-fiction<br><br>Word work-<br>Heggerty<br>Program<br><br>Jolly Phonics<br><br>Reading 44<br><br>. |  |  |
|--|--|--|--|--|

# Key Data Pieces

## Reading Comprehension



**Foundation Skills Assessment**  
**06060045 - Clearview Elem-Jr Secondary - Writers Only**

**Grade 7 - 2021/22**

| Reading |                | Participation Rate |      | Emerging |      | On Track |      | Extending |     |
|---------|----------------|--------------------|------|----------|------|----------|------|-----------|-----|
|         |                | #                  | %    | #        | %    | #        | %    | #         | %   |
|         | Writers Only   | 17                 | 94.1 | 2        | 12.5 | 13       | 81.3 | 1         | 6.3 |
|         | Female         | 5                  | 100  | 0        | 0    | 4        | 80   | 1         | 20  |
|         | Male           | 12                 | 91.7 | 2        | 18.2 | 9        | 81.8 | 0         | 0   |
|         | Indigenous     | 2                  | 100  | 0        | 0    | 2        | 100  | 0         | 0   |
|         | ELL            | -                  | -    | -        | -    | -        | -    | -         | -   |
|         | Diverse Needs* | 2                  | 50   | 0        | 0    | 1        | 100  | 0         | 0   |

| Numeracy |                | Participation Rate |      | Emerging |      | On Track |      | Extending |      |
|----------|----------------|--------------------|------|----------|------|----------|------|-----------|------|
|          |                | #                  | %    | #        | %    | #        | %    | #         | %    |
|          | Writers Only   | 17                 | 94.1 | 3        | 18.8 | 11       | 68.8 | 2         | 12.5 |
|          | Female         | 5                  | 100  | 1        | 20   | 3        | 60   | 1         | 20   |
|          | Male           | 12                 | 91.7 | 2        | 18.2 | 8        | 72.7 | 1         | 9.1  |
|          | Indigenous     | 2                  | 100  | 0        | 0    | 2        | 100  | 0         | 0    |
|          | ELL            | -                  | -    | -        | -    | -        | -    | -         | -    |
|          | Diverse Needs* | 2                  | 50   | 0        | 0    | 1        | 100  | 0         | 0    |

Emerging

On Track


Extending

*\*Note: Diverse Needs includes all students identified in all 12 categories*

**Foundation Skills Assessment**  
**06060045 - Clearview Elem-Jr Secondary - Writers Only**

**Grade 4 - 2021/22**

| Literacy |                | Participation Rate |      | Emerging |     | On Track |      | Extending |      |
|----------|----------------|--------------------|------|----------|-----|----------|------|-----------|------|
|          |                | #                  | %    | #        | %   | #        | %    | #         | %    |
|          | Writers Only   | 10                 | 70   | 0        | 0   | 5        | 71.4 | 2         | 28.6 |
|          | Female         | 3                  | 100  | 0        | 0   | 3        | 100  | 0         | 0    |
|          | Male           | 7                  | 57.1 | 0        | 0   | 2        | 50   | 2         | 50   |
|          | Indigenous     | -                  | -    | -        | -   | -        | -    | -         | -    |
|          | ELL            | 1                  | 100  | 0        | 0   | 1        | 100  | 0         | 0    |
|          | Diverse Needs* | 1                  | 0    | 0        | #NA | 0        | #NA  | 0         | #NA  |

| Numeracy  |                | Participation Rate |      | Emerging |     | On Track |     | Extending |     |
|---|----------------|--------------------|------|----------|-----|----------|-----|-----------|-----|
|  |                | #                  | %    | #        | %   | #        | %   | #         | %   |
|   | Writers Only   | 10                 | 70   | 0        | 0   | 7        | 100 | 0         | 0   |
|   | Female         | 3                  | 100  | 0        | 0   | 3        | 100 | 0         | 0   |
|   | Male           | 7                  | 57.1 | 0        | 0   | 4        | 100 | 0         | 0   |
|   | Indigenous     | -                  | -    | -        | -   | -        | -   | -         | -   |
|   | ELL            | 1                  | 100  | 0        | 0   | 1        | 100 | 0         | 0   |
|   | Diverse Needs* | 1                  | 0    | 0        | #NA | 0        | #NA | 0         | #NA |

Emerging

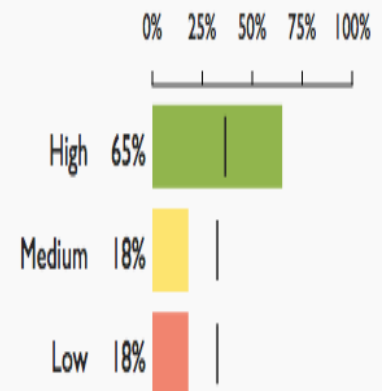
On Track

Extending

*\*Note: Diverse Needs includes all students identified in all 12 categories*

## SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g.,  
"I feel like I am important to this school."

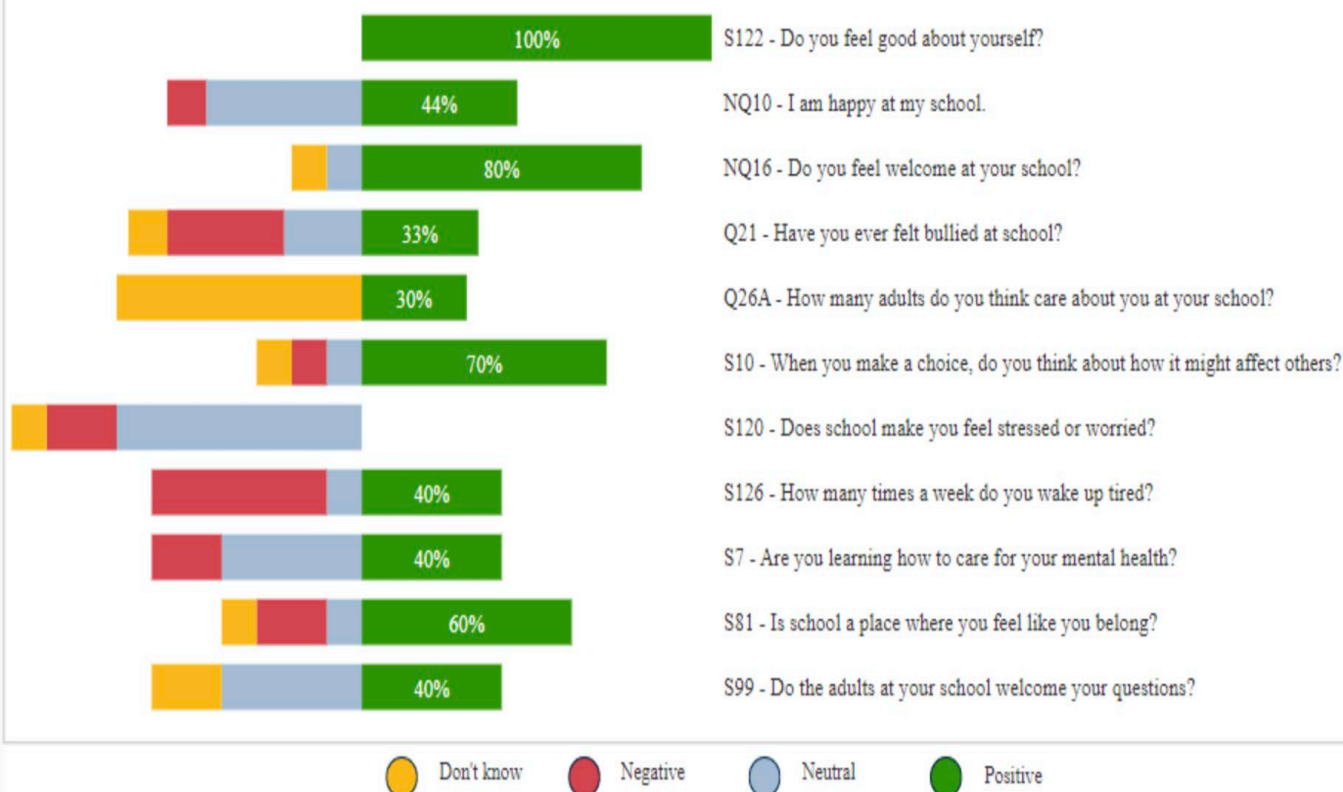


### Clearview Elem-Jr Secondary, Grade 7



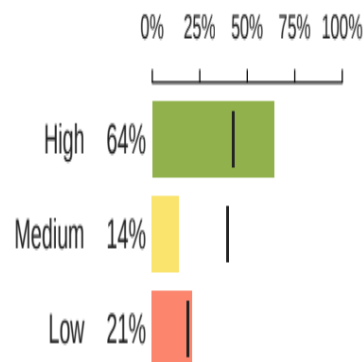


## Clearview Elem-Jr Secondary, Grade 4



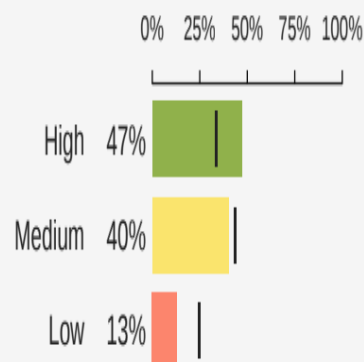
## SELF-REGULATION (LONG-TERM)

Long-term self-regulation requires adapting present behaviour to achieve a goal in the future. e.g., "If something isn't going according to my plans, I change my actions to try and reach my goal."



## SELF-REGULATION (SHORT-TERM)

Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g., "I can calm myself down when I'm excited or upset."

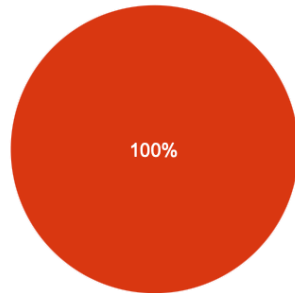


## 6. Authentic family partnerships

### 6a. Authentic family partnerships

1 response

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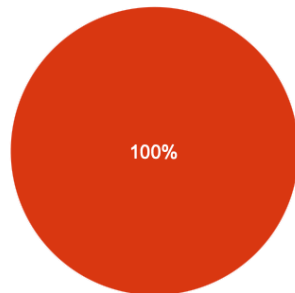


- 1 - Families do not yet have opportunities to share feedback on strategies to support young people's social, emotion...
- 2 - The school offers some opportunity for families to share feedback on strategies for supporting young people'...
- 3 - The school offers several meaningful opportunities for families to share ideas...
- 4 - The school offers regular, meaningful opportunities for families to share ideas...

### 6b. Family-school relationships

1 response

 Copy



- 1 - Staff interactions with family are limited or not consistently respectful.
- 2 - Staff interactions with family appear mostly respectful, but the school has not collected data on how families feel abo...
- 3 - Most families report respectful, collaborative, and trusting relationships with staff. School has collected some d...
- 4 - Most families report respectful, collaborative, and trusting relationships...



## Framework for Enhancing Student Learning Buick Creek School 2021-2025

Updated May 30, 2023

### **Buick Creek School is:**

- A place where students feel safe and welcome and are actively engaged in academic as well as personal learning.
- A technology-rich educational community where students, teachers, support staff and parents work together to learn and grow.
- An inclusive school that encourages and celebrates personal responsibility for both learning and social interaction within the school community and beyond.

**The core values that Buick Creek School subscribes to are:**

**Respect ~ Compassion ~ Honesty  
Responsibility ~ Relationships ~ Community**

**Goal 1: Increase Literacy Rates**

**Goal 2: Improve Student Engagement in  
the Blended Learning Portion of  
the Buick Creek School Program**



## Introduction

Buick Creek School is a small rural school located 73km north of Fort St. John. Current enrollment is approximately 24 students from Kindergarten to Grade 9. The school utilizes a blended learning model whereby instruction is delivered by teachers from the Key Learning Centre under the support of two teachers working onsite for a total of 4 days per week; Fridays are reserved for home-learning under the blended model with teachers providing work or online support to students at a distance.



*Students working on their digital assignment*



*Students working with JollyPhonics at stations.*

diversity more seamlessly in mixed grade classes from K-9. The current state of the Buick Creek Blended model is the result of several years of development from the initial parent-volunteer traditional distributed learning to the current teacher-directed, EA supported model. Significant input from the community has helped ensure that this model better functions within the cadence of the rural/agricultural needs of the area.



*Badminton time! Gym time is always appreciated!*





## Framework Development Process

Administration, teachers, support staff, students and community members make up the stakeholders at Buick Creek School. Through consultation with stakeholders, goals are set and methods of gathering evidence are established. Formal annual review occurs in September each year as well as informal review opportunities throughout the year as stakeholders meet. Framework presentations to the School Board occur annually.

## What the Evidence Told Us



*Project Based Learning is an integral part the program.*

about learning! The Buick Creek Blended Program ran officially for the first time during the 2020/2021 school year. Significant effort was put forward in the logistic development of the program as well as in the establishment and growth of a sense of community. During the course of the year informal assessment by teachers also indicated a consistent improvement in reading, writing, mathematic capacity and engagement, however, it was noted that much work was still needed to ensure continued improvement in the future. An improved focus on data-gathering in support of educational goals will be practiced as the program matures. Focused participation in Provincial Assessment and District Assessment programs in Literacy and Numeracy are a priority for this and coming years.

The KLC/Buick Creek School alliance began in 2019/2020 as a parent-directed Distributed Learning delivery model. The parents at Buick Creek elected to hire two of the parents to act as support for the program and the students worked together from the Buick Creek Arena under their direction with instruction and assessment being provided by the Key Learning Centre in a modified Distributed Delivery style. Anecdotally parents reported substantial growth in both literacy and numeracy across all grade levels. More importantly, perhaps, were the reports that their students liked going to school and were excited



*Students connect to KLC for instruction via the internet. Instruction is a blend of in-class and online.*



## Focus

**A focused multi-partner approach to measurably improve reading participation and literacy levels.**

### Goal 1: Increase Literacy Rates

#### Objective 1.1: Improve student scores on district literacy assessments

##### Key Strategies

- Use SD73 Reading Assessment tool for Grades 4 – 9
- Utilize QC and PM benchmarks for Kindergarten – Grade 3
- Practice buddy-reading, silent reading and in-class reading strategies
- Utilize 'Fast For Word' and 'Words Their Way' programs for identified students in need



*Digital tools such as Mathletics, Fast For Word, JollyPhonics, RazKids and Epic are used to support student learning in the Blended Learning Program*



*Primary students working on Words Their Way*

##### Targets

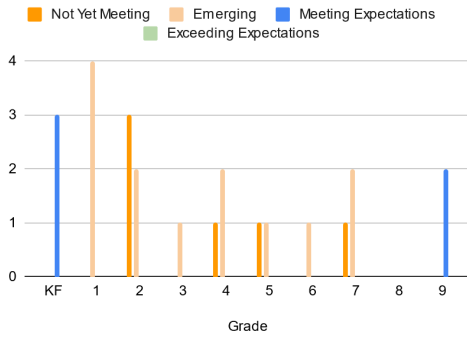
- All students will improve literacy scores by at least one grade level by June 2023.
- 'Shoot for the Moon' – all students are reading at or above grade level by June 2024.

##### Targeted Resources

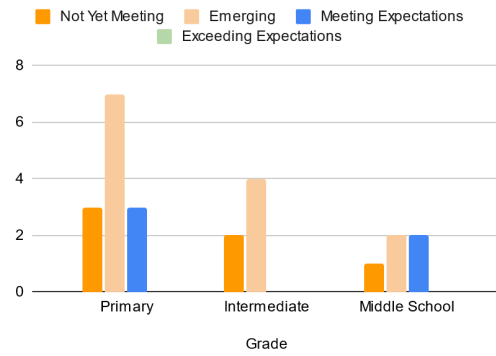
- Part-time engagement of EA support specifically targeted towards assisting teachers with ongoing literacy assessment (informal) and literacy improvement strategies.
- Purchase of more digital literacy focused reading content to support iPad and Laptop reading programs both during the 'in-school' and 'at-home' phases of the Blended Learning Program.



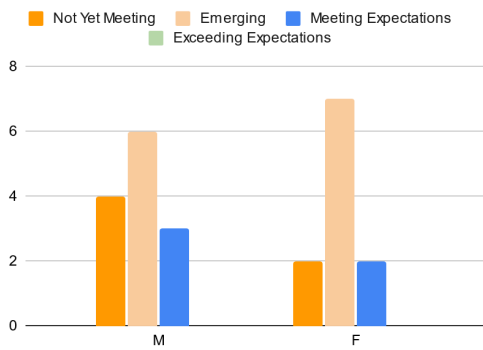
LITERACY Grade Level Achievement



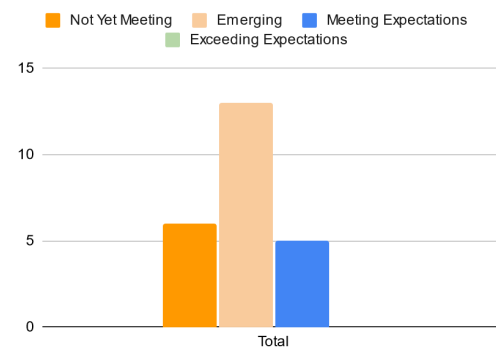
LITERACY Grade Level Achievement



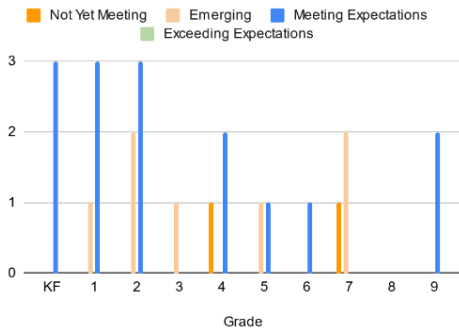
LITERACY Grade Level Achievement



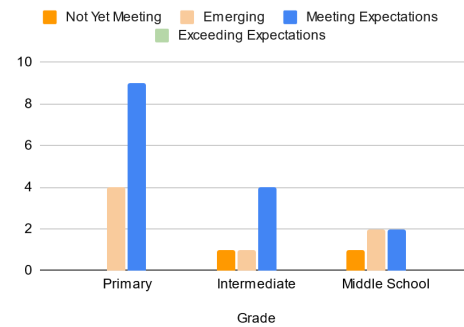
LITERACY Grade Level Achievement



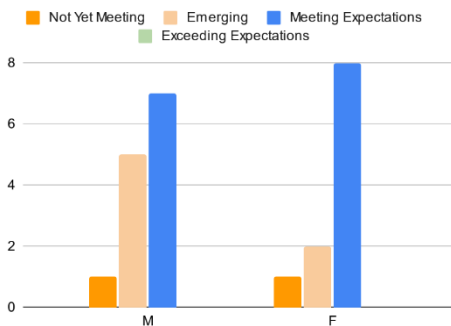
NUMERACY Grade Level Achievement



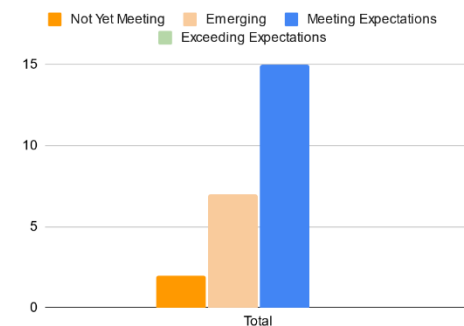
NUMERACY Grade Level Achievement



NUMERACY Grade Level Achievement



NUMERACY Grade Level Achievement



## Objective 1.2: Increase student and parent engagement in home-reading activities

### Key Strategies



*Students working with Joy Hanna with Fast For Word on the projector*

- Communicate regularly with parents to celebrate the reading-at-home program
- Measure and assess home-reading
- Celebrate successes in class
- Formalize a tracking tool to measure home reading participation
- Tracking (Back and Forth) form indicating Title read, # of pages read, time spent reading, summary of read content and parent signature/comment.
- Regular informal and 3 formal assessments (beginning, mid and end of year).

### Targets

- Parents and students will actively participate in the 'at-home' reading program 5 of 7 days per week

### Targeted Resources

- Enrichment of the library at Buick Creek School to include a larger quantity of 'student interest' reading content for all grade levels in both digital and print format.



*Bharat teaching from KLC to his class at Buick Creek via Zoom*





## **Goal 2: Improve Student Engagement in the Blended Learning Portion of the Buick Creek School Program**

### **Objective 2.1: Improve student activity levels during the 'at-home' phase of the Blended Learning Program**

#### **Key Strategies**

- Restructure student practice / extension assignments to be done between Friday and Sunday.
  - Paper and/or digital to accommodate internet availability.
- Encourage and check for home reading taking place during the 'at-home' phase.
- Utilize Project Based Learning (PBL) strategies to make the 'at-home' activities more relevant to the student's home experience.

#### **Targets**

- Student check-in during the Friday 'at-home' phase improves to 80%.
- Completion of assigned practice work done during the 'at-home' phase improves to 80%

### **Objective 2.2: Improve parent involvement at all stages of the Blended Learning Program**

#### **Key Strategies**

- The use of Google Schedules (and paper agendas) as a communication tool between the classroom and the parent.
  - Require parent signature or email for assignment completion verification.
- Restructure assignment / extension activities to include parent involvement.
  - Address home-life scenarios within the assignments and activities.

#### **Targets**

- Bidirectional parent communication (email, telephone or agenda) to occur weekly.



## Objective 2.3: Improved student & parent comfort levels with the educational technology used at school.

### Key Strategies

- Parents will be invited to after-school sessions to demonstrate and instruct the use and support of the technology used as a part of the Blended Learning Program.
- Virtual sessions offered to parents during after school sessions via KLC.

### Targets

- 2 parent instructional sessions per year (Sept and Feb)





# Learning - Any Place - Any Pace - Any Time

Our purpose is to facilitate learning alternative opportunities for our learners

**KEY Learning Centre (KLC)** is a Provincial Online Learning School (POLS). We are a K-Adult alternative learning facility located in Fort St. John, BC. We are a part of School District 60 (Peace River North) although we also provide educational services to almost 5000 students across BC (within and beyond SD60) and the Yukon. We offer online learning (OL) programs via teacher directed blended learning and secondary school teacher advisor & marker models. We provide opportunities for adult learners to acquire an Adult Dogwood certificate for graduation or to upgrade coursework for already graduated learners. KLC is partnered with Buick Creek School to provide a unique blended learning opportunity that leverages both online learning as well as traditional B&M instruction. KLC hosts a Virtual StrongStart program for our youngest learners. Drop in activities, field trips, library and virtual storytime are examples of alternative supports available. We offer a wide variety of course offerings via our D2L Brightspace platform including standard curriculum courses, board approved courses and a host of enrichment courses in partnership with WCLN, eDynamics, Music Educators Institute (MEI), the Green Certificate Program and Rosetta Stone.

10511 99th Avenue  
Fort St. John, BC, V1J 1V6  
[www.keylearning.ca](http://www.keylearning.ca)  
T(250)261-5660  
F(250)785-1188  
1(800)663-9511



## GOALS

- To create options for our learners to BENCHMARK and MILEPOST their progress and growth each year.
- To continue to explore and implement innovative alternative learning opportunities for our learners.
- To search out alternative learning models that are absent in traditional learning environments

# Alternative Learning

Distance Learning  
Alternative Education  
Continuing Education  
International Program  
Summer Learning  
Career Programs

**BUICK CREEK**

- \*K-9 Blended Program  
KLC / B&M / Home
- \*Community focused
- \*4 day in class & 1 day at home
- \*2 teachers & 3 EAs

**K-9**

- \*Digital & Paper delivery OL
- \*Blended Instruction (KLC & Buick)
- \*Buick School partnership
- \*Virtual StrongStart Program
- \*Summer Learning Program

**10-12**

- \*Online Learning
- \*Full Program & Cross Enrolled
- \*Dual Credit & Workforce Programs
- \*Independent School Program
- \*Green Certification Program
- \*International Program Support

**ADULT**

- \*Graduated Adult Upgrading
- \*Adult Dogwood
- \*Literacy Foundations

## PROVINCIAL ONLINE LEARNING SCHOOL (POLS)

• **WAITING ON AQA  
FRAMEWORK AND  
POLICY GUIDEBOOK**

• **CONVERSION TO D2L  
BRIGHTSPACE**

• **A NEW DIRECTION  
FOR ONLINE  
LEARNING.**

## THE FUTURE ?

\*POLS  
*-What are the rules?*

\*Blended 7-9 & 10+  
Wonowon?

\*First Nations  
Support Program

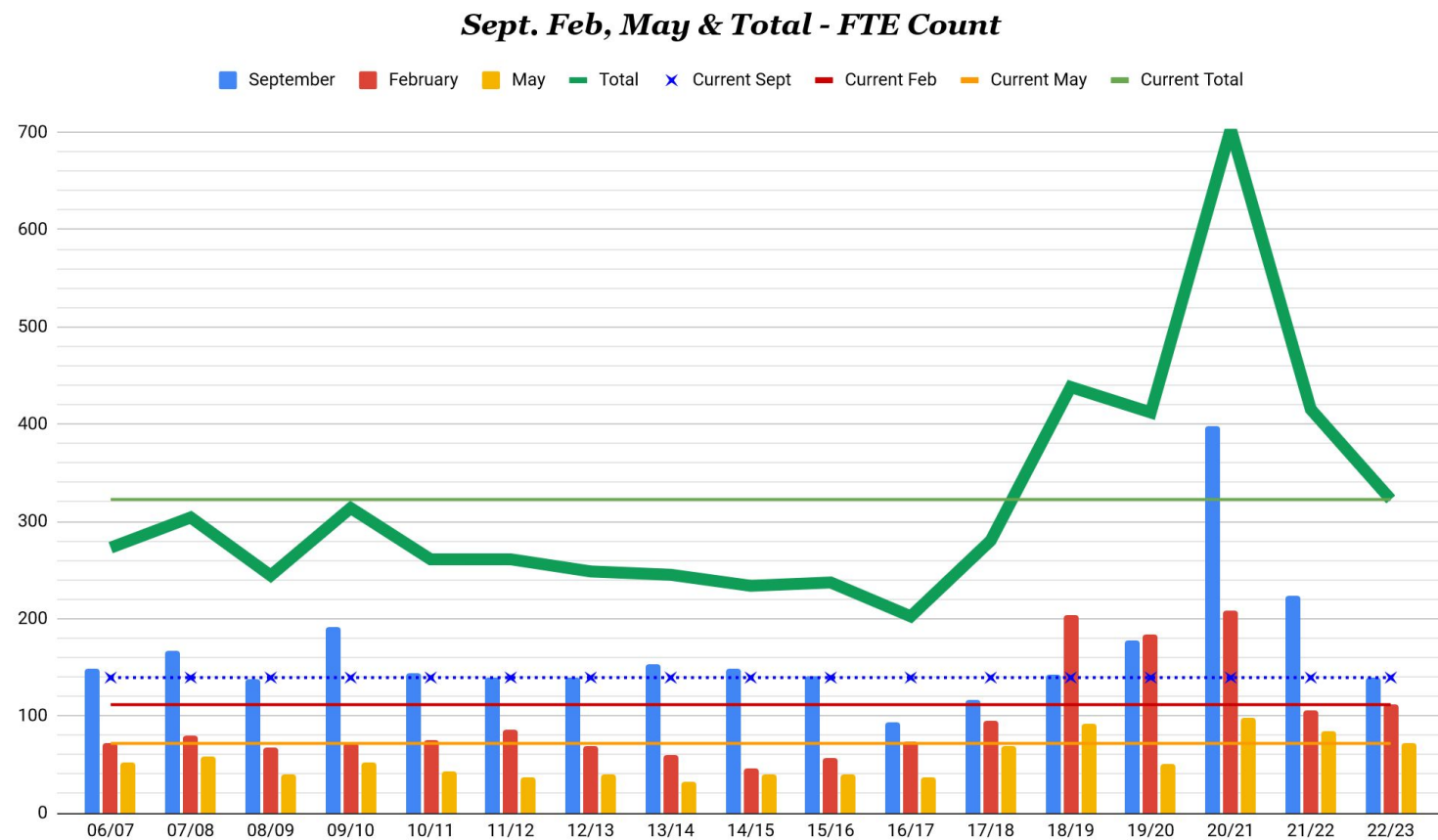
\*Greater integration with  
NPSS, Prespatou &  
HHES

## Tools of the Trade!

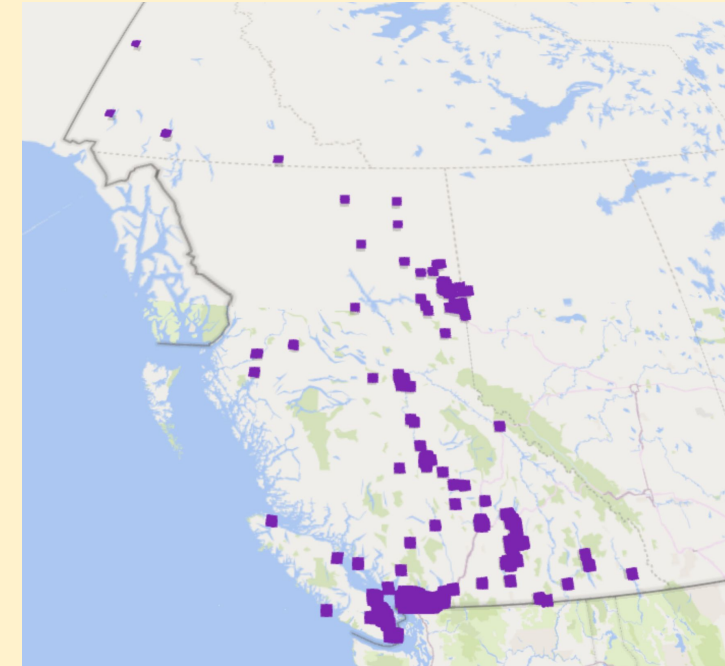
- \*BC Curriculum
- \*Brightspace
- Moodle
- \*GSuite
- \*O365
- \*WCLN
- \*eDynamics
- \*MEI
- \*Rosetta Stone
- \*Fast4Word
- \*'Paper' Tutorial Service

# GOALS

- To **create options** for our learners to **BENCHMARK** and **MILEPOST** their progress and growth each year.
- To continue to **explore** and implement **innovative alternative learning opportunities** for our learners.
- To search out alternative learning opportunities that are **absent in traditional learning models**

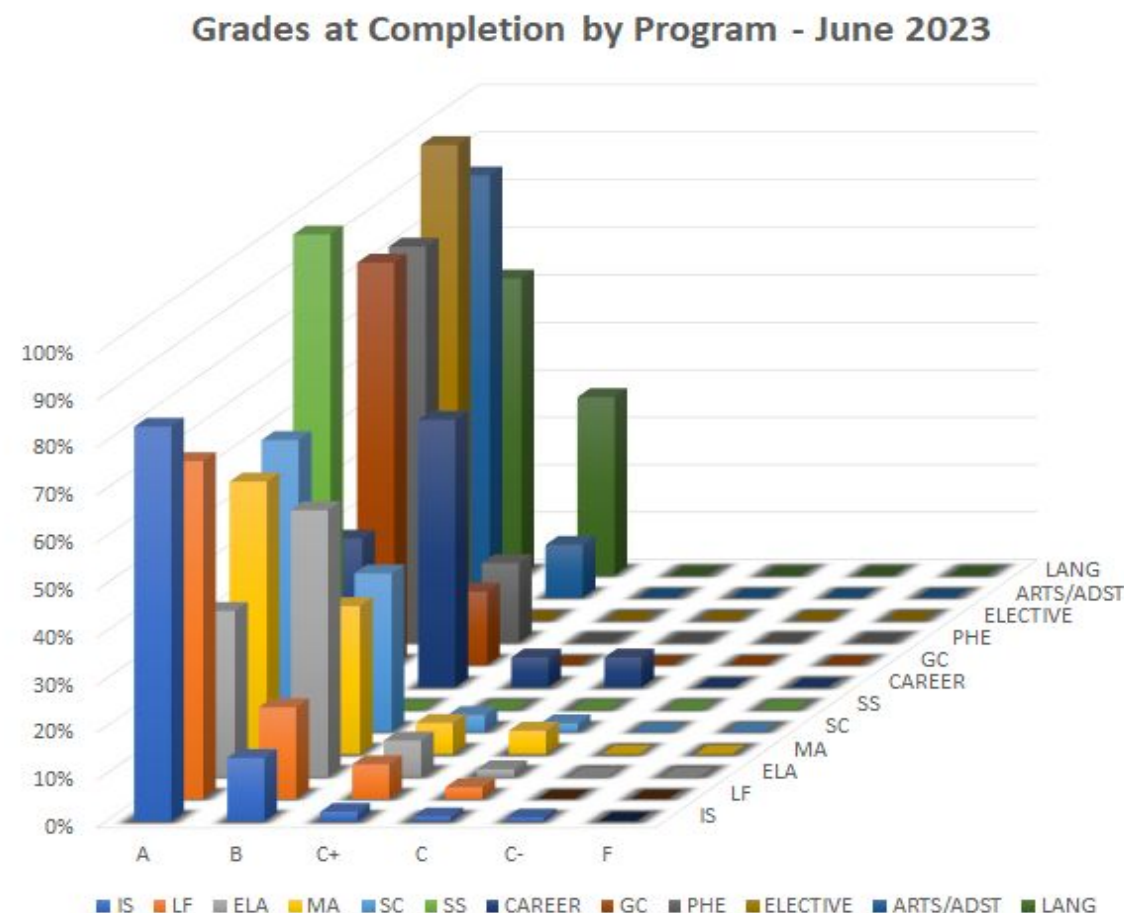


|   |             |
|---|-------------|
| <b>KLC Headcount</b>                          | <b>2357</b> |
| <b>KLC Enrollment</b>                         | <b>5627</b> |
| <b># of courses per student<br/>(Average)</b> | <b>2.33</b> |



## Average Grades (Secondary) by Top 10 Enrolling Academic Classes

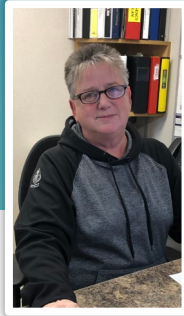
84% Avg (206 enrolled): **English Studies 12**  
 88% Avg (66 enrolled) : **PreCalculus Math 11**  
 92% Avg (75 enrolled) : **Social Studies 10**  
 89% Avg (83 enrolled) : **Physical and Health Ed 10**  
 87% Avg (80 enrolled) : **Anatomy & Physiology 12**  
 76% Avg (68 enrolled) : **Science 10**  
 76% Avg (49 enrolled) : **Found & PreCal Math 10**  
 93% Avg (52 enrolled) : **PreCalculus Math 12**  
 77% Avg (46 enrolled) : **Creative Writing 10**  
 89% Avg (60 enrolled) : **Chemistry 11**





# Operations Update

June 5, 2023



## Facilities

- Upper Halfway Gymnasium
  - Roofing had begun, however the project was shut down due to wildfire evacuations. Project should be starting up again this week
- Wonowon School
  - The portable for the middle school program, scheduled to begin in September, will be coming from Ecole Central. The move is planned for this summer
  - We continue to be in communication with Ministry
- Cement clean up was done at Buick Creek School and new cement sidewalks installed
- Buick Creek received updates to their staff room
- Fencing between Ecole Central and the Key Learning Centre is commencing in three weeks to address safety concerns at Ecole Central. There will also be outdoor cameras installed at Ecole Central

## Safety & Custodial

### Safety

- Fire alarms - BC FireSafe is addressing issues at Baldonnel School with the bells not being heard.
- Call Centre meeting to address concerns on response time for alarm calls
- Inventories of chemicals taking place in shops and labs. Coordination for hazardous waste to be picked up this summer
- Training module launched in safety system. Staff certifications currently being entered into the system.
- New WHMIS course (for new hires only) will be launched in July

### Custodial

- Preparation for summer cleaning has begun. Reviewing all custodial equipment to ensure it is in good working order.
- Meeting with suppliers to look at replacing/consolidating products where possible. Looking to use greener products and for cost savings
- Planned training day for one site to trial a new waxing program
- Summer schedule change for custodians - working July instead of August. This allows for better coordination at the beginning of the new school year for administrators and teachers to access their rooms.

## Technology

- Happy to get another fleet vehicle
- Planning for Wonowon site Starlink and middle school program classroom expansion
- Planning for server and operating system upgrades at the following schools: Alwin Holland, Baldonnel, Charlie Lake, and Upper Pine
- Preparing for summer computer replacement cycle
- Summer students are hired
- iPad, CWT, collection middle of June
- Year-end ordering is closed

## Transportation

- All bus routes are operating as normal
- As the school year comes to an end, we will be bringing in all units for servicing and additional inspections



## SCHOOL DISTRICT 60 PEACE RIVER NORTH 2022 PSO CLIMATE CHANGE ACCOUNTABILITY REPORT

**Title:** 2022 PSO Climate Change Accountability Report

**Organization:** *School District 60 Peace River North*

### PART 1. Legislative Reporting Requirements

**Declaration statement:** This PSO Climate Change Accountability Report for the period January 1, 2022 to December 31, 2022 summarizes our greenhouse gas (GHG) emissions profile, the total offsets to reach net-zero emissions, the actions we have taken in 2022 to minimize our GHG emissions, and our plans to continue reducing emissions in 2023 and beyond.

#### Emission Reductions: Actions & Plans

##### A. Stationary Sources (e.g. buildings, power generation)

Each of our schools has diligently implemented daily routines and comprehensive programs aimed at encouraging and educating both staff and students on the importance of reducing our carbon footprint. These programs encompass a wide range of activities, including recycling initiatives, outdoor gardening projects, school yard clean-ups, NEAT programs, and organizing walking field trips as alternatives to bus transportation. Moreover, we have taken significant steps to incorporate various energy-saving practices throughout our school locations, such as establishing idle free zones, installing motion light detectors, utilizing air dryers instead of paper products, and adopting other energy-efficient measures.

Our commitment to creating a cleaner and healthier environment extends beyond these efforts. We place great value on voluntary participation and ensure that all our activities align with the expectations set forth by relevant stakeholders. Destination Conservation continues to play a vital role in providing our staff and students with effective energy use and reduction strategies. Although we did not receive external funding for the program this year, we recognized its inherent value and chose to sustain it within our district's budget. As a result, schools have made significant progress in implementing these strategies, with some participating in the program for up to nine years. We actively support and encourage the engagement of green teams composed of dedicated individuals who help drive these initiatives forward with the assistance of program and district personnel.

Furthermore, we promote sustainable practices among our staff and students by encouraging them to bring their lunches in reusable containers, thus reducing unnecessary waste generation. At North Peace Senior Secondary School, we continue to monitor and document the effects of our solar rooftop panels, integrating this valuable information into classroom instruction. Through this hands-on approach, students gain a deeper understanding of energy usage and are empowered to make informed choices regarding various energy sources. Moving forward, we have plans to provide real-time monitoring capabilities, which will further enhance the instructional opportunities surrounding energy consumption and conservation.



## B. Mobile Sources (e.g. fleet vehicles, off-road/portable equipment)

The district encourages the use of technologies versus the use of vehicles to travel to site.

## C. Paper Consumption

Throughout our various locations, the district actively implemented strategies to reduce paper usage, including the substitution of air dryers for paper products. These measures were taken to promote sustainability and minimize our environmental impact. By adopting alternative methods for drying hands, we aimed to reduce the consumption of paper towels, contributing to a more eco-friendly approach within our facilities. Additionally, we explored other avenues for reducing paper usage and implemented corresponding strategies across our locations.

## 2022 GHG Emissions and Offsets Summary Table

| <b>School District 60 Peace River North 2022 GHG Emissions and Offsets Summary</b>                                  |                         |
|---|-------------------------|
| <b>GHG emissions for the period January 1 - December 31, 2022</b>   |                         |
| Total BioCO <sub>2</sub>  | 98.7                    |
| Total Emissions (tCO <sub>2</sub> e)  | 6,185                   |
| Total Offsets (tCO <sub>2</sub> e)  | 3,559                   |
| <b>Adjustments to Offset Required GHG Emissions Reported in Prior Years</b>   |                         |
| Total Offsets Adjustment (tCO <sub>2</sub> e)   | 0                       |
| <b>Grand Total Offsets for the 2022 Reporting Year</b>  |                         |
| Grand Total Offsets to be Retired for 2022 Reporting Year (tCO <sub>2</sub> e)                                      | 3,559                   |
| Offset Investment (\$)<br>[Grand Total Offsets to be Retired for 2022 Reporting Year x \$25 per tCO <sub>2</sub> e] | 3,559 x \$25 = \$88,975 |

- [Note, BioCO<sub>2</sub> is included in Total Emissions but not Total Offsets. For K-12 and Post-Secondary organizations, and BC Transit, Total Offsets might not equal Total Emissions minus Total BioCO<sub>2</sub> because offset exempt emissions for buses are included within Total Emissions.
- Emissions and offset investment amounts will be validated by CAS prior to distributing invoices.
- You must round "Grand Total Offsets to be Retired" to a whole number (no decimal places) before multiplying by \$25 (e.g., 43.2 is rounded to 43, while 43.5 is rounded 44).]



# Carbon Neutral

## Retirement of Offsets:

In accordance with the requirements of the *Climate Change Accountability Act* and Carbon Neutral Government Regulation, School District 60 Peace River North (**the Organization**) is responsible for arranging for the retirement of the offsets obligation reported above for the 2022 calendar year, together with any adjustments reported for past calendar years (if applicable). The Organization hereby agrees that, in exchange for the Ministry of Environment and Climate Change Strategy (**the Ministry**) ensuring that these offsets are retired on the Organization's behalf, the Organization will pay within 30 days, the associated invoice to be issued by the Ministry in an amount equal to \$25 per tonne of offsets retired on its behalf plus GST.

## Executive Sign-off:

Signature

Date

Name (please print)

Title

May 31, 2023

Chad Cushway

Plant Superintendent

[Please email your signed report to [Carbon.Neutral@gov.bc.ca](mailto:Carbon.Neutral@gov.bc.ca) by no later than May 31, 2023.]