

School District #60 (Peace River North)
Committee of the Whole
Regular Meeting
Monday, December 4, 2023 @ 1:30 p.m.
AGENDA

Governance

1. **Strategic Planning Update**
Helen Gilbert, Board Chair
2. **A4LE Report (Attachment)**
Helen Gilbert, Board Chair

Education

1. **Education Update**
Stephen Petrucci, Superintendent

Framework Presentations & Departmental Reports (Attachments)

- | | |
|--|------------------|
| a) Careers/International/SWIS
<i>Brian Campbell, District Principal</i> | 2:15 – 2:45 p.m. |
| b) Key Learning Centre/Buick
<i>Sean Thomas, Administrator</i> | 3:00 – 3:30 p.m. |
| c) Baldonnel Elementary School
<i>Christine Todd, Administrator</i> | 3:30 – 4:00 p.m. |

Operations

1. **Operations Report (Attachment)**
Angela Telford, Secretary-Treasurer





SETTLEMENT WORKER
IN SCHOOLS

CAREER PROGRAMS

INTERNATIONAL STUDENT
PROGRAM

SETTLEMENT WORKERS IN SCHOOLS



IRCC FUNDED
PROGRAM

Immigration Refugees Citizenship Canada

SUPPORTING NEWCOMERS TO
CANADA

- PERMANENT RESIDENTS
443
- TEMPORARY FOREIGN WORKERS
302



EXPLAINING ALL ABOUT US

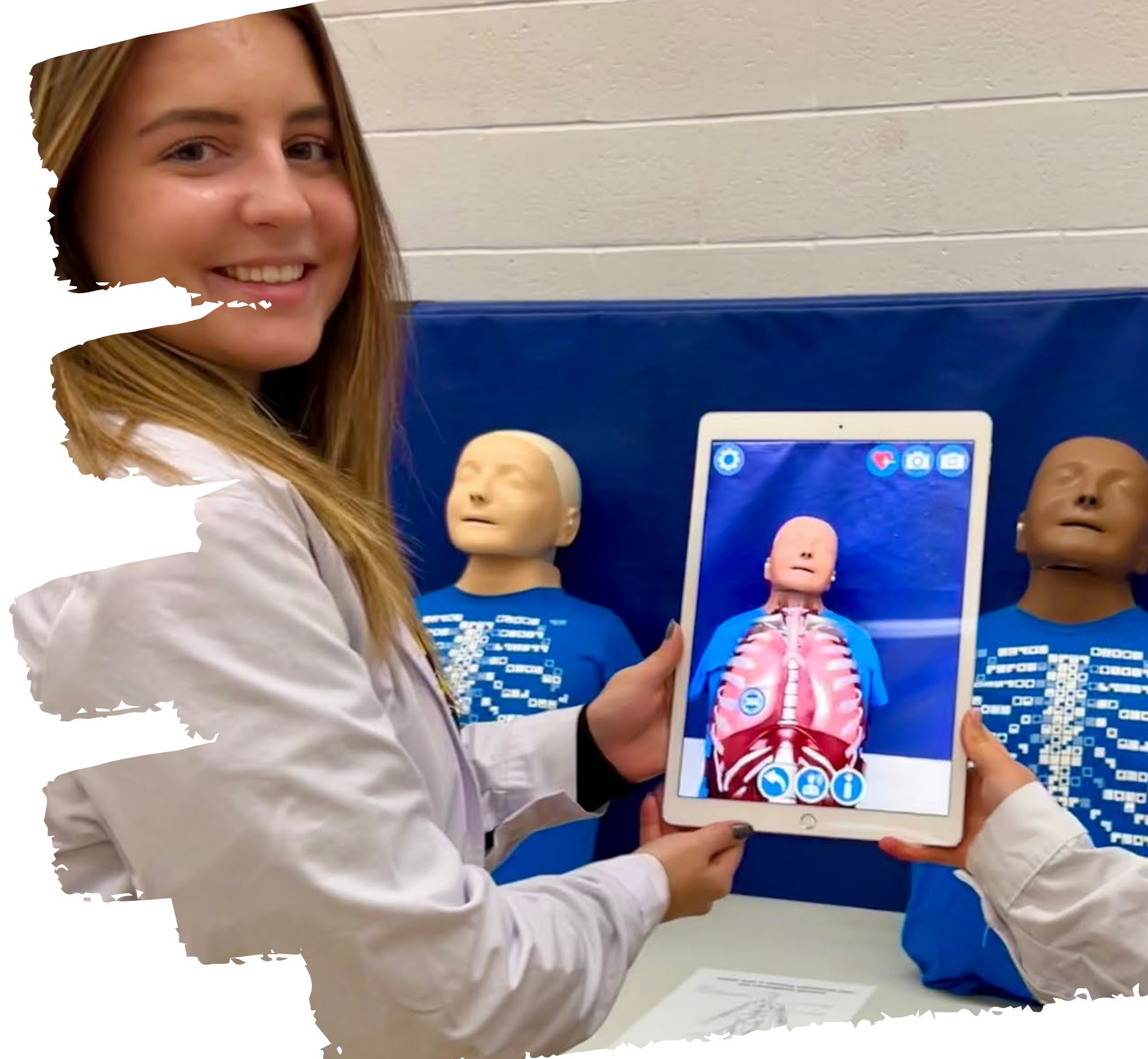
WHO WE ARE ?

The SWIS program offers support, guidance, information, and orientation to newcomer students and their families regarding the BC educational system.



CAREER PROGRAMS

- ELEMENTARY
- MIDDLE SCHOOL
- SECONDARY SCHOOL



ELEMENTARY

WHAT DO WE DO?

- Career Days
- ADST
- Core Competencies
- Xplorefest
- Moneca's Maker Space
- Inspire
- Let's Talk Science
- District Challenges & Kits



MIDDLE SCHOOL

WHAT DO WE DO?

- ADST
- Core Competencies
- College Tours
- Industry Tours
- Skills Canada
- School Transitions



SECONDARY SCHOOL

WHAT DO WE DO?

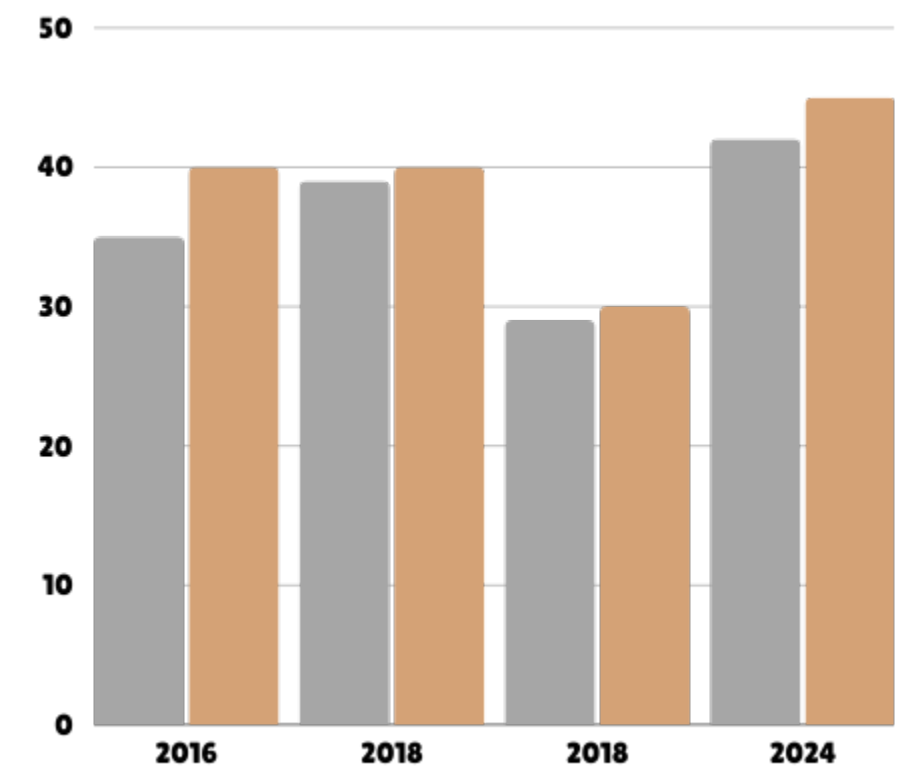
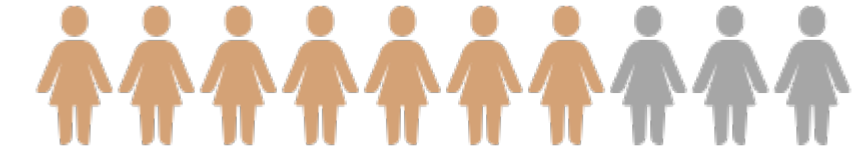
- Work Experience
- Youth Work in Trades
- Youth Train in Trades
- Industry Tours
- Skills Canada
- Safety Training
- Creating Energy Careers
- Careers in Health



INTERNATIONAL STUDENT PROGRAM



42.75 FTE



13 COUNTRIES

72 Students



Student Quick Stats

Tracking 72 Students (42.75 FTE) from 13 Countries in 5 Schools

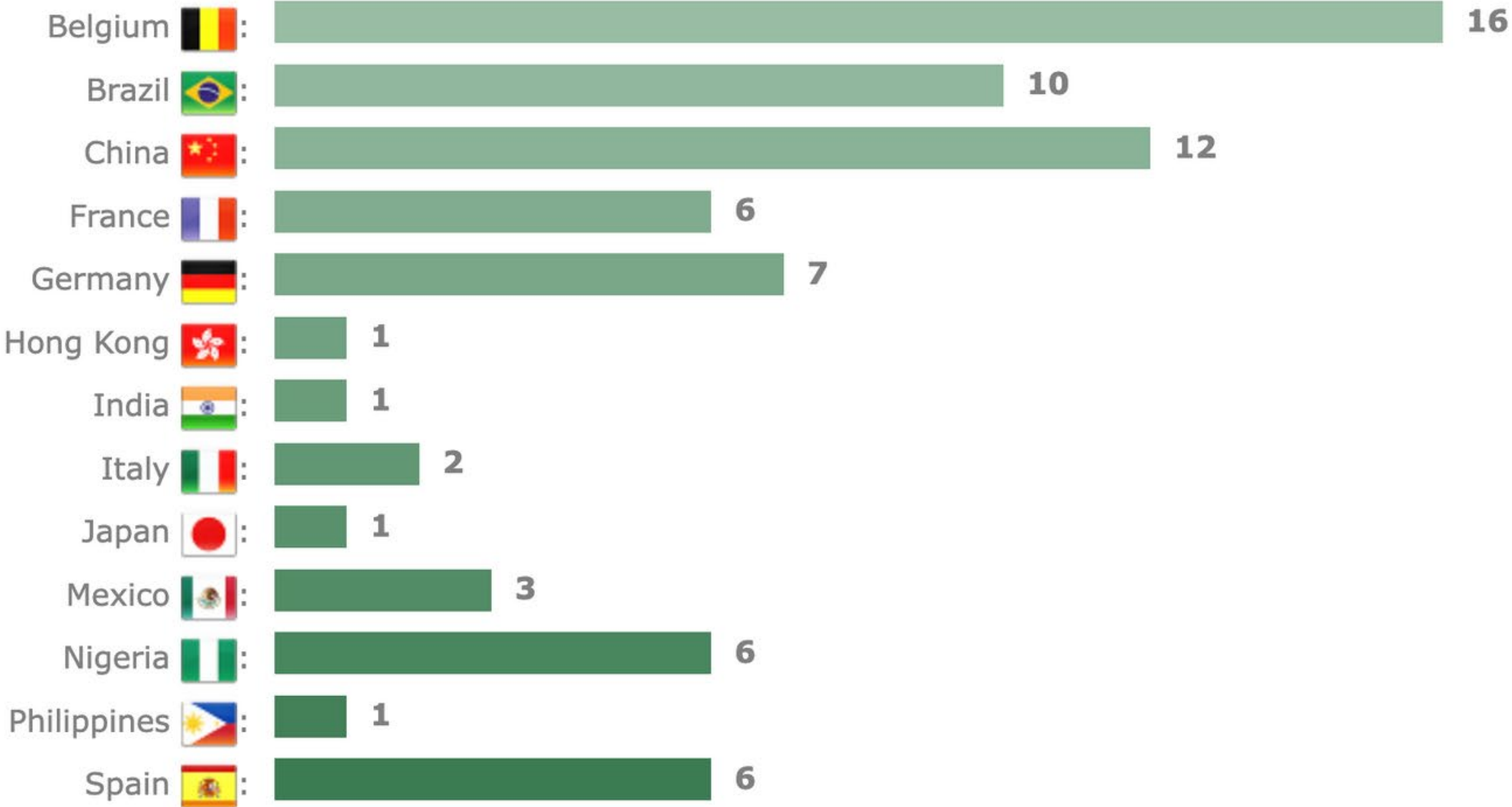
School Year: 

Status: 

Grade: 

Type: 

Group By: 



Connect with us



School District #60
International Education



sd60international



Peace River North

studyinthepeace.com



Framework for Enhancing Student Learning Buick Creek School 2021-2025

Updated October 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 30 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.

The onsite teachers are supported by 3 EA's working with students at all grade levels. Educational technology plays a very significant role in student learning under the Buick Creek Blended model, and it is leveraged to provide consistency in learning environments as students transition between home learning and in-school learning. Hardware such as iPads, PC laptops, classroom smart-displays and stylus-tablets coupled with software such as Mathletics, JollyPhonics, RazKids, Gizmos and others are the tools teachers and students leverage to make learning not only possible but successful in this unique delivery model. The use of this technology allows for KLC to support the student's academic



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 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 all students from Gr. 4-9



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

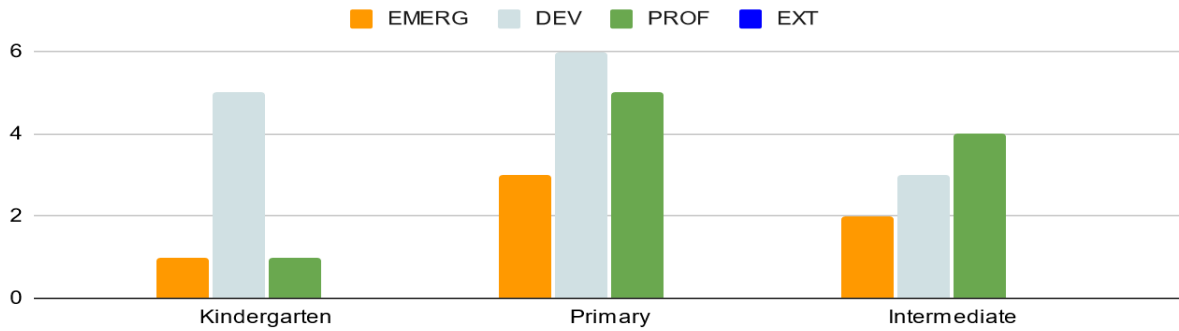
- All students will improve literacy scores by at least one grade level by June 2024.
- 'Shoot for the Moon' – all students are reading at or above grade level by June 2025.

Targeted Resources

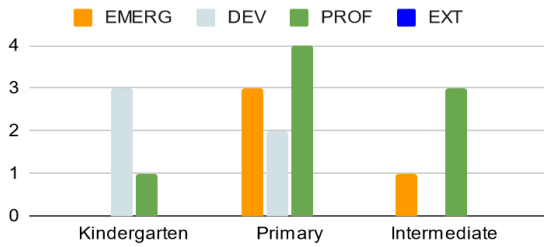
- Part-time engagement of EA support specifically targeted towards assisting teachers with ongoing literacy assessment (informal) and literacy improvement strategies.
- Improve access to print and digital media specifically for reading development both in school and at home. Overdrive and Follett libraries are available resources



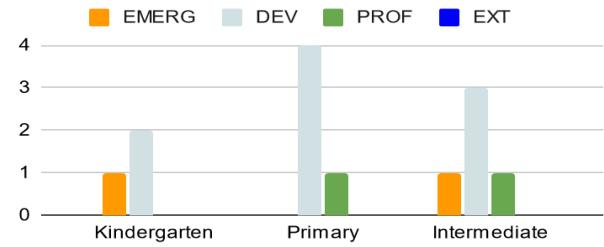
Literacy 2022/2023 (June)



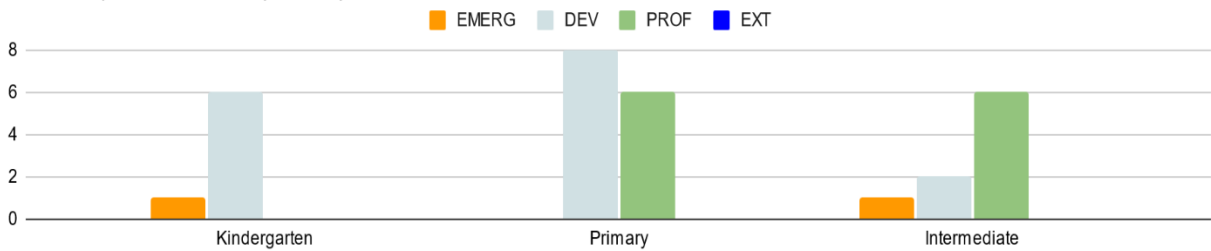
Literacy 2022/2023 (Female) (June)



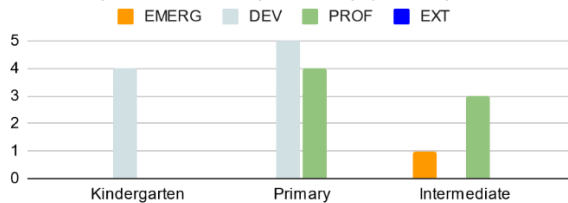
Literacy 2022/2023 (Male) (June)



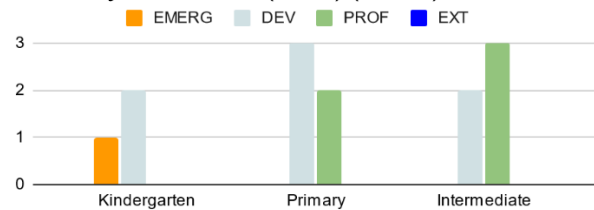
Numeracy 2022/2023 (JUNE)



Numeracy 2022/2023 (Female) (JUNE)



Numeracy 2022/2023 (Male) (JUNE)



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.
- Teacher accounting based upon parent reporting and student comprehension assessment of home reading as well as assessment of reading in class.

Targets

- Parents and students will actively participate in the 'at-home' reading program 5 of 7 days per week as measured by the tracking tool within 6 months of program initiation.
- Ongoing participation levels to remain at 5 of 7 days or greater.

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. Inclusion of the Follett and Overdrive digital libraries as regular classroom resources.



Mr. Ghimire 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 Suite (and/or 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 a minimum of twice 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 as needed.

Targets

- 1 parent instructional sessions per year (Late September / Early October)





LEARNING CENTRE

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Fort St. John, BC, V1J 1V6
www.keylearning.ca
T(250)261-5660
F(250)785-1188
1(800)663-9511



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 and Wonowon 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.

Alternative Learning

Distance Learning
Alternative Education
Continuing Education
International Program
Career Programs

GOAL: To provide alternative pathways to rich and diverse educational opportunities for our learners.

**BUICK
CREEK +
WONOWON**

- *K-9/7-9 Blended Program
KLC / B&M / Home
- *Community focused
- *4 day in class & 1 day at home
- *Teacher & EA supported

K-9

- *Digital & Paper delivery OL
- *Blended Instruction (KLC & Buick)
- *Buick & Wonowon School partnership
- *Virtual Strong Start 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

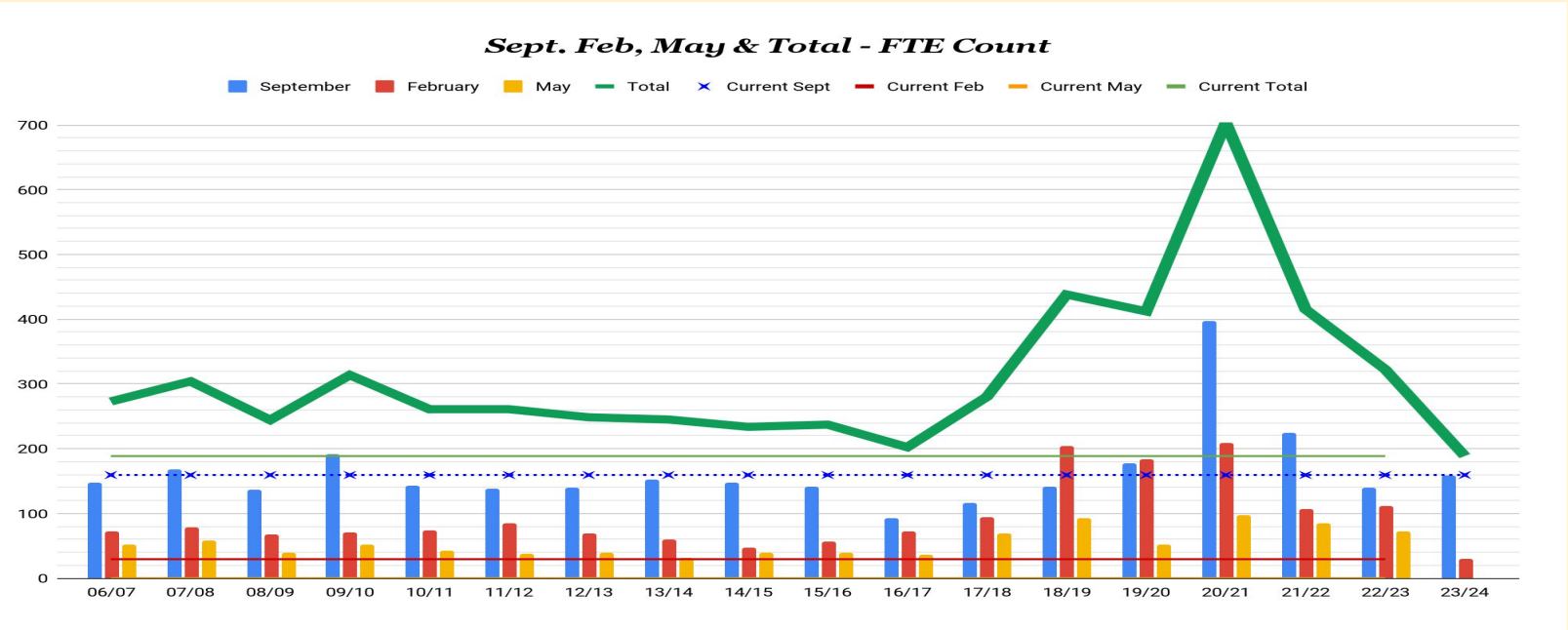
PROVINCIAL ONLINE LEARNING SCHOOL (POLS)

- **GUIDED BY A NEW ACCOUNTABILITY AND QUALITY ASSURANCE (AQA) FRAMEWORK + POLICY GUIDE**
- **CONVERTED FROM MOODLE TO D2L BRIGHTSPACE LMS**
- **UPDATED REPORTING ORDER**
- **3 YR INDIGENOUS STUDENT SUPPORT PLAN**

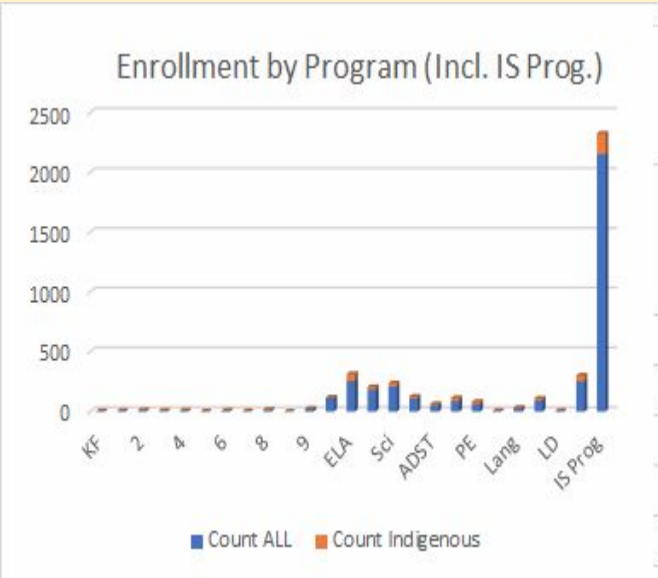
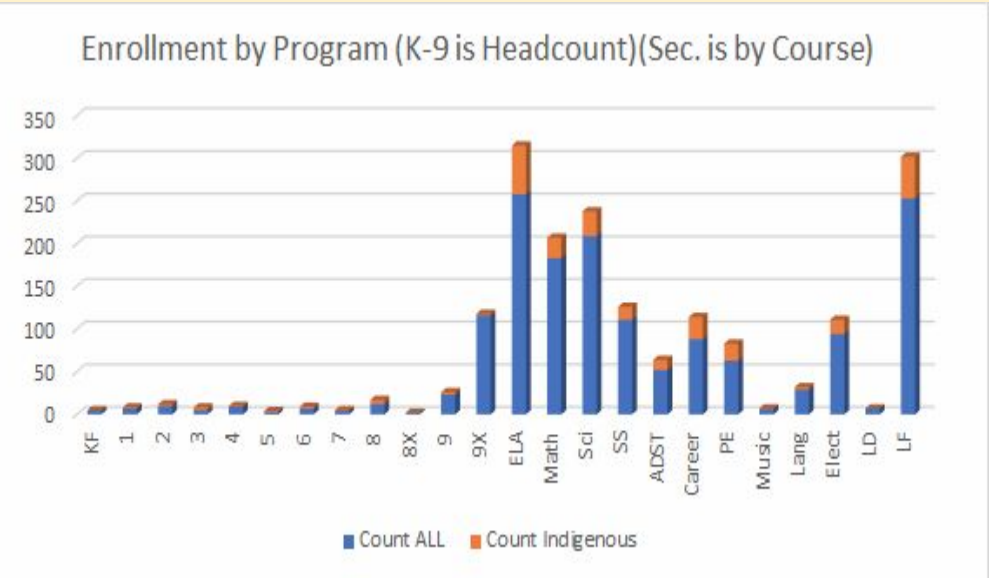
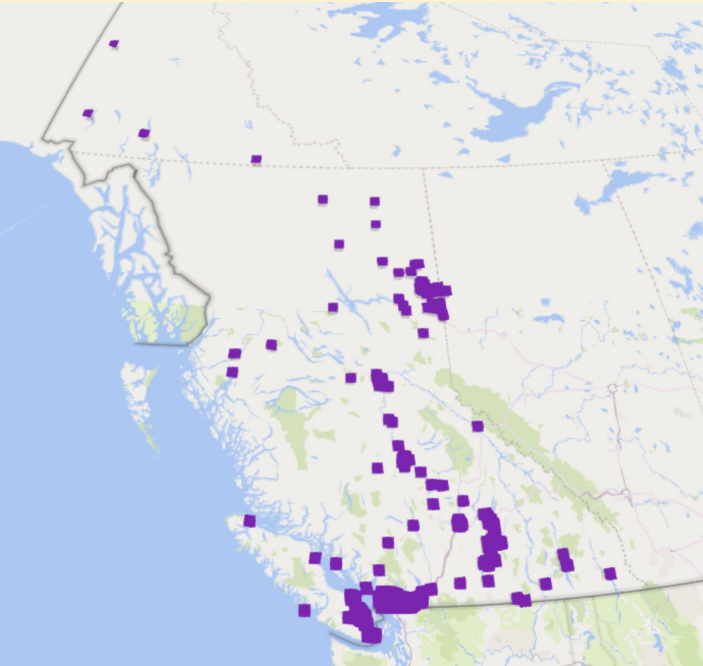
Tools of the Trade!

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

GOAL: To continue to explore and implement innovative alternative learning opportunities for our learners.



KLC Headcount	1797
KLC Headcount (Indigenous)	170
KLC Enrollment	4284
KLC Enrollment (Indigenous)	600
# of courses per student (Average)	2.6



Program	KF	1	2	3	4	5	6	7	8	8X	9	9X	
Count ALL	5	7	10	5	9	3	7	4	12	2	23	116	
Count Indigenous	0	1	2	3	1	1	2	1	5	0	3	2	
Indigenous % by Program	0%	14%	20%	60%	11%	33%	29%	25%	42%	0%	13%	2%	
Indigenous % by Total	0%	0%	0%	1%	0%	0%	0%	0%	1%	0%	1%	0%	
Program	ELA	Math	Sci	SS	ADST	Career	PE	Music	Lang	Elect	LD	LF	IS Prog
Count ALL	258	183	209	111	52	88	63	6	29	94	7	253	2152
Count Indigenous	57	24	29	15	12	26	20	1	3	17	0	49	174
Indigenous % by Program	22%	13%	14%	14%	23%	30%	32%	17%	10%	18%	0%	19%	8%
Indigenous % by Total	13%	5%	6%	3%	3%	6%	4%	0%	1%	4%	0%	11%	39%

Progress Data for the Top Enrolling Academic Classes (Ind. Schl. Prog. Included at the bottom)					
Course	Enrolled	In Progress	Withdrawn	Completed	Completion Average (%)
ENGLISH STUDIES 12	134	33	17	103	84.0
CHEMISTRY 11	62	19	6	44	89.9
ANATOMY AND PHYSIOLOGY 12	61	13	8	48	78.4
PHYSICAL AND HEALTH EDUCATION 10	58	12	5	47	86.7
PRE-CALCULUS 11	56	20	7	37	88.8
WORK EXPERIENCE 12B	55	2	1	53	87.0
SCIENCE 10	49	14	9	35	76.4
SOCIAL STUDIES 10	47	13	11	34	95.0
PRE-CALCULUS 12	41	10	3	31	92.7
CAREER LIFE EDUCATION	40	14	7	26	84.6
FOUNDATIONS OF MATHEMATICS 11	39	12	8	27	74.5
COMPOSITION 10	37	10	7	27	80.3
PHYSICS 11	37	9	4	28	96.2
Global & Intercultural Experiences 12A	894	33	29	861	92.8
WORK EXPERIENCE 12A	410	32	20	378	90.3
World Citizenship - A Digital Perspective	367	35	6	332	80.9



Baldonnel Elementary: Framework for Enhancing Student Learning,

Our Baldonnel Community Values: Respectful, Responsible, Safe and Kind.

Our Baldonnel community of students, parents, and staff all work together to fulfill this mission and to be part of the educational process. If you have any questions, concerns, or suggestions, please call the school, and set up an appointment with the principal, Classroom teacher, or other support staff. Together We are Better!

Revised Sept. 2023



2022-23

Baldonnel Elementary School Context

At the heart of Baldonnel Elementary School is the *vision of working together to create a community that awakens a desire for life-long learning*. Students are the focal point of everything we do, and decisions are based around the core question **"Is this good for kids?"** All staff work collaboratively and take responsibility for the learning, ^{safety} and social/emotional wellbeing, of every member of our school community. We embrace the strengths of each individual and our school-based teams work together to determine a plan of support when this is required to ensure students are successful.

The entire staff at Baldonnel School is extremely dedicated and committed to our students. Literacy and Numeracy are areas of strength for our school, and we are committed to continuing to provide current best practices in all area of instruction and support for students. We subscribe to the philosophy of shared leadership and work as a team on the following: Math, ADST/Careers, Fine Arts, and Positive Schools/School Connectedness, Collaboration and Teacher Mentoring. Being able to have more parents in the school and more school wide activities, will help to building relationships with our parents, community partnership, and our students. Baldonnel Elementary has an active Parent Advisory Council (PAC), which, seeks to incorporate family-friendly activities to build our sense of community.

This document will be a living document that is reviewed and revised at monthly staff meetings and on the annual School Planning Day.



Our goals for 2022-2023:

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





At Baldonnel Elementary School, our vision is to create a community, which awakens a desire for life-long learning.

Our Dream Statements:

We believe:

- We are all learners.
- Education is a shared responsibility between home, school, and community. Together we are better!
- Each learner is an individual and deserves of respect, fairness, and understanding.
- The learner must be nurtured within a safe, respectful, and cooperative environment to develop a sense of belonging and self-worth. We ~~strive~~ to build a sense of school connectedness.
- In fostering a love of learning through active engagement in authentic learning experiences.
- Learning will combine process and knowledge to support one's growth as an individual
- In providing opportunities and choice for learners to pursue their individual/group interests and strengths.
- School experiences should provide opportunities for each learner to do his/her best.
- Learning is a life-long experience.
- In taking time to celebrate successes!

Our Core Ethical Values:

- Respect
- Responsibility
- Safety
- Kindness

Motto:

Together We are Better



Goal #1: To increase opportunities for students to take on leadership roles throughout the school and have a voice.

Rationale:

We believe in building connectedness and promoting supportive and positive behaviours. We are striving to teach students to be safe, mindful and to have a positive mindset. We are striving towards teaching students to be respectful of our school facilities and playground and the need to develop more ownership and pride in our school. We believe an increased focus on our school values and virtues, as well as building a sense of belonging. Through activities such as Bronco Days, Spirit Days, and continued home-school

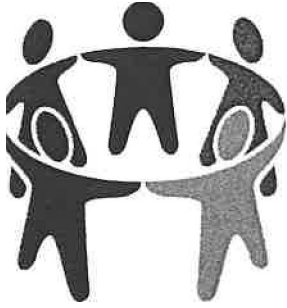
communication, we will build community connectedness to promote safe, respectful, responsible, and kind choices. We believe that by developing leadership opportunities throughout the school, students will demonstrate our core values and make the school welcoming for all. By having a voice and leadership roles, students will take these skills into the community.

Strategies:

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

Achievement Indicators:

Individual teachers will be given a chart monthly and keep a tally of the number of students who are participating in leadership roles. Our goal is to provide leadership roles for all students. By keeping track we can see how many are given the opportunity and make an effort to include all. We will keep track of leadership roles in the classroom and in the school.



Targets:

100% of our students will participate in leadership roles in the Classroom.

75% of students grade 1-6 will participate in at least one leadership role in the school.

Resources:

The principal will provide the tally sheets and do a monthly tally that will be presented at monthly staff meetings.

We will continue to look at ways to provide data as sometimes check lists.



Goal #2: Intellectual Development

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

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

Rationale Teaching through problem solving:

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

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



mathematics is all about.

- Students need to practice problem solving.

Strategies:

Staff will intentionally use math language every day.

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

Math training and practice: Thinking Classrooms, Mathology, Esti-mysteriies

Use the District Literacy coach to help new staff members

Parent workshop/Family Math night for primary grades

Put strategies in Newsletters

Core competency profiles for reflection in Math.

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

Self-assessment surveys about Math thinking



Achievement Indicators:

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

Targets:

- 80% of our kindergarten students will be meeting expectations
- 90% of our primary students will be meeting grade level expectations
- 80% of intermediate students will be meeting grade level expectations
- Trend upwards in interest and confidence in mathematics
- Coaching and mentor time for our new staff members.



Goal #3: Students and Staff will increase their understanding of Indigenous cultures with support of the curriculum and our community.

Rational:

To support Truth and Reconciliation we must understand Indigenous culture. For our students to become more respectful and able to develop meaningful relationships, they need to have the knowledge of the Indigenous community. Our Indigenous students need to be proud of their heritage and accepted for who they are. If as a school we can foster this development, it will have long-term impacts on all our students and community. In our journey we will work together to build capacity and support cultural safety for our Indigenous students.

Strategies:

- Student lead daily Indigenous message of the day, or word of the day, territory acknowledgement at assemblies
- Focus our teaching on the medicine wheel
- We will work with the district Cultural and Language teacher to support Medicine Wheel teachings
- Creating displays to support our learning
- ISW and District cultural teacher will work collaboratively with the teachers to help them develop meaning lessons
- Bring in elders and community members to support our learning

Achievement Indicators:

- Student artifacts, discussions, displays
- Number of lessons each teacher presents to the students monthly to support Indigenous culture.

Targets:

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

Resources:

- Elders and visitors to talk about Indigenous culture
- Support from the District culture and language teacher
- Supporting our home reading program with Indigenous stories
- Variety of resources



- Cultural representation: poster, seven teaching rug, medicine wheel table, to name a few

Communication Plan

The Framework for Enhancing Student Learning document will be available on our school website, our Facebook page and on a designated bulletin board in the front foyer. The Framework will be presented to the parents at a PAC meeting. Parents **will** also be provided with updated progress on the achievement we are making towards these goals.

A pamphlet outlining the specifics of our school plan will be created and electronically delivered to each family in the fall. This pamphlet will also be reviewed and updated annually.

In each school newsletter an aspect of the framework, code of conduct, virtue teachings, new curriculum, digital literacy and SOGI will be included. Posting on Facebook demonstrating the Framework goals, pictures and a mention of what Framework goal is taking place in the artifact.

In addition to the website and regular communication from Classroom teachers, school information is also shared out to the parent community via the outdoor sign, regular emails, newsletters, and posts to both the school and PAC Face Book pages.



Appendix Framework for Learning Data Collection

2023/24

Language Arts Primary

Meeting

Approaching

Language Arts Intermediate

C+ or higher

Numeracy Primary

Meeting

Numeracy Intermediate

C+ or higher

2022/23

Language Arts Primary

Meeting 90%

Language Arts Intermediate

C+ or Higher. 86%

Math Primary

Meeting 93%

Math Intermediate

C+ or Better. 86%

Phonemic Awareness

3-4 Quartile 69%



2021/22

Language Arts Primary

Meeting 82%

Approaching 18%

Language Arts Intermediate

C+ or higher 80%

Numeracy Primary

Meeting 95%

Numeracy Intermediate

C+ or higher 69%

2020/21

Phonemic Awareness

3-4 Quartile 69%

Language Arts Primary

Meeting 90%

Language Arts Intermediate

C+ or Higher. 86%

Numeracy Primary

Meeting 93%

Numeracy Intermediate

C+ or Better. 86%



2019/2020

Language Arts Primary

Meeting: 73%

Language Arts Intermediate

C+ or higher: 84%

C

Numeracy primary

Meeting: 96%

Numeracy Intermediate

C+ or higher: 88%

C

2018/2019

Language Arts Primary

90% meeting

Language Arts Intermediate

C+ or higher: 87%

C

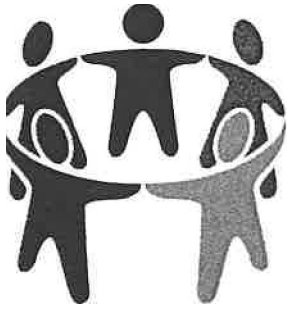
Numeracy Primary

100% Meeting

Numeracy Intermediate

C+ or higher: 89%

C



FSA Data Grade 4

2023-2024

Literacy

59% On track or extending

(10/17)

41% Emerging (7/17)

Numeracy

88% On track or extending

(15/17)

12% Emerging (2/17)

2022-2023

Literacy

75% On track or extending

(9/12)

25% Emerging (3/12)

Numeracy

67% On track or extending

(8/12)

33% Emerging (4/12)

2021-22

Literacy

79% On track or extending

21% Emerging

Math

29% On Track or extending

71% Emerging

2020-21

Reading

86% On track or exceeding

13% Emerging

Writing

86% On Track



13% Emerging

Math

93% On Track or Exceeding

6% Emerging

2019/2020

Reading

75% On-track or exceeding

25% Emerging

Writing

79% On-track or exceeding

21% Emerging

Math

71 % On-track or exceeding

29% Emerging

2018/2019

Reading

90% On-track or Exceeding

10% Emerging

Writing

95% On-Track or exceeding

5% Emerging

Math

72% On-track or exceeding

29% Approaching

FSA Data Grade 4

2017/2018

Reading

95% On-track or exceeding

5% Emerging

Writing



73% On-track or exceeding
27% Emerging

Math

91 % On-track or exceeding
9% Emerging

MDI 2022/2023

Baldonnel Well Being and Assets Indices

14 children

High Well-being (Thriving). 23%

Medium Well-being 23%

Low Well-being 54%

Social and Emotional Development

Students showing High-Medium results

Optimism-62%

Empathy-83%

Prosocial behaviour-91%

Self-Esteem-93%

Happiness-78%

Absence of Sadness-77%

Connectedness

Students showing High-Medium results

Connectedness to Adults at School-
77%

Connectedness to Adults at home-77%

Connectedness with Peers-71%

School Belonging-70%

School Experiences

Students showing High-Medium results

Academic Self Concept (confidence)-
85%

School Climate (how teachers/students
interact and how students treat each
other)-62%

Social bullying (Not at all)-38%

Social Bullying (one or a few times)-46%

Verbal (not at all) 71%



Once or a few times 14%

School Connectedness Survey

2021-22

I feel safe at School 93%
 2 or more adults care about me 75%
 Students feel they belong 85%

2020-21

I feel safe at School 99% sometime/always
 2 or more adults care about me 100%
 Students feel they belong 93%

2019-20

I feel safe at School 99% sometimes/ always
 2 or more adults care about me 99%
 Students feel they belong 84%

2018-19

I feel safe at School 99% sometime/always
 2 or more adults care about me 98%
 Students feel they belong 75%

2017-18

I feel safe at School 100% sometime/always
 2 or more adults care about me 89%
 Students feel they belong 99%

Leadership Opportunities 2022-23

Room 1 K Class 85%
 Room 2 K/1 Class 80%
 Room 3 2/3 Class 100%



Room 5 3/4 Class 100%

Room 6. 4/5 Class 100%

Room 7 5/6 Class. 100%

Leadership activities: Lunch monitor, office monitor, buddy reading, big buddies, assembly leaders, gym game leaders,

Indigenous Teachings

2023-2024

Diane Barclay/Baldonnel ISSW-Medicine Wheel teachings: seasons, life cycles, directions, medicines, colours. All classes participate

Sabrina Brooks-Beaver Language through Song Curriculum 12 weeks 3 classes participated.

Baldonnel and School District Indigenous Days

Art Lessons representing a variety of Indigenous Cultures

Lessons embedded into curriculum

First Peoples Principles of Learning

2021-2022

2022-2023

Diane Barclay/Baldonnel ISSW-seven grandfather teachings. Each class received a lesson from Diane Barclay over the year about one of the teachings.

Dale B and Pat Jansen-story telling/reading to students

Doig Days

Baldonnel Indigenous Day

School District Indigenous Day

Art lessons representing a variety of Indigenous artists worldwide

Lessons embedded into teaching curriculum

Bannock Taco's

First People's Principles of Learning



Quick responses Math Interest Survey 2022/2023

2-3 Words to describe Math

- *Adding
- *skip counting
- *Fun
- *Hard, easy, fun
- *thinking problems
- *Hard
- *frustrating
- *fun
- *Counting numbers
- *Number problems
- *not so fun
- *running away'
- *Hard sometimes, cool sometimes

If you could work on any type of math activity what would it be?

- None really
- Multiplication *
- BEDMAS
- Addition * * * * *
- Basic math facts
- Prodigy
- Math is just perfect for me
- Home

If you could spend more time on any math skill what would it be?

- Division * * * * *
- Multiplication * * *
- Addition * * * *
- Something new

Favourite Math Topic

- Addition * * * * * *
- Multiplication * *
- BEDMAS
- Addition, subtraction *, multiplication, division
- Word problems

What is your favourite Hands on math tool?

- Calculator * * * * *
- X set
- Fingers
- Ruler
- I pad
- blocks

What is your favourite way to practice math skills?

- Projects
- Mathletics
- Multiplication chart games
- Prodigy *
- Online
- Computer
- On a piece of paper * *
- Math games *
- Flash cards
- Word problems
- On a whiteboard
-

2023 Intermediate Math Goals Survey

What is one goal you have for this year?	What do you think would help you become an even better math student?
<p>Learning to understand division-10</p> <p>Learn how to be better at multiplication-2</p> <p>Learn how to multiply larger numbers-2</p> <p>To learn-3</p> <p>Not sure</p> <p>TO love math</p> <p>Solving more Math equations</p> <p>To slow down when doing math</p> <p>To get good grades-2</p> <p>I don't have one</p> <p>To be a good leader</p> <p>To get better at it-5</p> <p>To get better at Prodigy</p> <p>To work by myself</p> <p>To learn about fractions-1</p> <p>Learn how to solve problems</p> <p>To learn about temperature and measurement</p>	<p>Paying more attention</p> <p>I am a visual learner</p> <p>Apply my learning</p> <p>Practice division and multiplication-2</p> <p>Listening-3</p> <p>How to learn math-2</p> <p>Someone to help me-2</p> <p>Dong good math things</p> <p>To practice-7</p> <p>Thinking-2</p> <p>To slow things down</p> <p>I don't know</p> <p>Explaining better</p> <p>To learn how to focus</p> <p>To learn more about how much things cost</p> <p>Ask the teacher when I need help-2</p> <p>Longer time to work on math</p>

2023 Intermediate Math Survey Finish the Sentence

<p>The most fun activity I have ever done in math</p>	<p>Addition Multiplication BEDMAS Prodigy-2 The math mysteries Playing math games-11 Making a math slide show-3 Race to 100 Multiplying small numbers Monopoly Using numbers Guessing games Math game FARKEL Math games with a partner Math SCOOT Entrepreneur Fair Abcya.com</p>
<p>Teachers can make math more interesting by</p>	<p>Teaching BEDMAS Doing that they are doing Giving us clue4 Doing games-4 By making interesting words Doing math in the computer room Use tens/hundreds or more Not focussing on only math sheets Talking-2 Taking their time Putting on math videos-2 Drawing Do math other things than paper Decorating the questions Less math Making my own equations Showing us equations Questions Working with a partner More enthusiastic Making it fun</p>
<p>Math is important to learn because</p>	<p>You need to do it for lots of things-3 It is a valuable life skill To pay for a house one day We use it everyday-2 What if you get a job that involves it</p>

	<p>It is important You will get smart-3 You need math every job you get It helps with your coolness You need it to cook and to do jobs Helps you learn to read It is easier to get through school and have a good life That is how you get a job It helps me everyday You can get smart-2 It is fun What you are an adult you need to know math It helps my brain Taxes When we are older we need to count money Need it in order to get a job Important for coding Important in the future-2</p>
The best way I learn math is	<p>Multiplication chart Just doing it Math songs Help from the teacher-2 With a teacher in a quiet room Be doing it in your head To watch a video first Math games Counting numbers By getting help-2 anything To learn math strategies Using computers-2 Prodigy-2 Doing math stories Manipulatives-2 Taking my time-2 On paper Math games Using my fingers-2 Practicing at home Quiet space by myself</p>
The last time I used math outside my school was	<p>Counting snowballs When I taught my sister-2</p>

	Counting things that I have At Tim Horton's Buying a treat at the store At home-2 2 weeks ago-2 Prodigy Total cost for hockey stuff always never-2 Saturday Nov 4 On the bus Counting my money and buying stuff-2 Home-3 Coding on my dad's computer Entrepreneur fair
I think I could get better at math by	Practicing division-2 Math games Spending more time on it Practice-7 Listening-3 Doing my work-2 Learning more-3 Using more strategies Double checking before I put it on paper Getting help Not rushing Learning it on technology Learning division Studying every night Paying attention
A good math student	Would have a good attitude Is respectful Is smart Is fast-2 Focus on the project Is a good helper Always learns the hardest way They do their math quick is good at math tries would pay attention-3 Is kind Is everyone Is me and others

	<p>Is someone who knows a lot</p> <p>Does math slow</p> <p>Would like math</p> <p>Listening-2</p>
Math projects are	<p>Very fun-13</p> <p>Easy and fun</p> <p>Cool-2</p> <p>Not fun</p> <p>Important sometimes</p> <p>Slide shows</p> <p>A little challenging</p> <p>About math</p> <p>Are hard and easy sometimes-2</p> <p>Boring</p> <p>I like them</p>

Intermediate Math survey 2022-2023 I agree or I disagree

I agree	I disagree
I like to use hands on math materials-11	I like to practice math on paper-9
I like to practice math online-18	I am a good math student-6
I like to use dry erase boards in math-11	I like to work on math problems in front of the class-19
I like to work in groups for math-9	I think doing math is fun-11
I enjoy math class-9	I enjoy math class-7
I use math outside of school-18	I am good at mental math-12
I prefer working alone in math-14	I prefer working alone in math-6
I am good at mental math-8	I like to use hands on material in math-6
I am a good math student-13	I like to practice math online-3
I like to practice math on paper-12	I use math outside of school-3
I think doing math is fun-6	I like to work in groups for math-7
	I like to use dry erase boards in math-9

MATH CHOICES:

WHAT AREAS DO YOU ENJOY ABOUT MATH	EXPLAIN WHAT YOU LIKE ABOUT IT	WHAT AREAS OF MATH DO YOU NOT ENJOY	EXPLAIN WHY YOU DON'T LIKE THESE AREAS
<p>ADDING * * * * *</p> <p>* * * * *</p> <p>MULTIPLICATION * *</p> <p>* * * * *</p> <p>SUBTRACTION * * * *</p> <p>* *</p> <p>DIVISION * *</p> <p>BEDMAS</p> <p>COUNTING *</p> <p>ALGEBRA</p> <p>PRODIGY</p> <p>SKIP COUNTING</p> <p>USING</p> <p>MULTIPLICATION</p> <p>TABLE</p> <p>CALCULATOR SKILLS</p>	<p>EASY * * * * *</p> <p>I LIKE DOING BEDMAS BECAUSE IT TEACHES ME A LOT</p> <p>I LIKE GETTING CHALLENGED IN MATH AS IN DOING A HARD EQUATION</p> <p>IT IS EASY BUT FUN *</p> <p>IT'S KINDA FUN</p> <p>PRODIGY IS FUN BECAUE YOU GET TO BATTLE AND ADDING IS FUN BECAUSE IT IS EASY</p> <p>IT GETS ME THINKING *</p> <p>I LIKE THE COUNTING</p> <p>ADDING AND SUBTRACTING IS MORE EASY FOR ME</p> <p>I LIKE USING A MULTIPLICATING CHART FOR DIVISION</p>	<p>DIVISION * * * * *</p> <p>* * * *</p> <p>SUBTACTION</p> <p>CALCULATOR</p> <p>I LIKE IT ALL * *</p> <p>FRACTIONS</p> <p>MATH PROBLEMS</p> <p>BEDMAS</p> <p>DECIMALS</p> <p>MULTIPLICATION * *</p> <p>BIG MULTIPLICATION</p> <p>NUMBERS</p> <p>ALL OF IT</p> <p>MULTIPLICATION</p> <p>CHART</p>	<p>IT IS HARD * * * * *</p> <p>* * * *</p> <p>IF I TRY TO DO MENTAL MATH I CAN'T FIGURE IT ALL OUT IN MY HEAD</p> <p>TIMES TABLES BECAUSE IT IS SUPER HARD LIKE 262 X 6 OR 389 X 12</p> <p>I DON'T LIKE IT BECAUSE IT IS NOT FUN (MULTIPLICATION)</p> <p>CAN'T FIGURE OUT THE QUESTION</p> <p>TOO HARD TO DO AND TOO MUCH COUNTING</p> <p>BECAUSE I DON'T' REALLY KNOW HOW TO DO IT</p> <p>I AM NOT TOO GOOD AT IT BUT I AM IMPROVING</p>

Math Survey Intermediate Students Baldonnel School 2023/2024

What is one goal you have for math class this year?

- To know division more *
- To get all my math done
- Better at adding
- Getting better at BEDMAS

Math Habits

What do you think when you hear it is time for Math?

- YES!!!
- Sometimes I think "YAY!" but others, I am not in the mood.
- Are we doing the same thing as yesterday?
- I hope it is fun Math.
- I think "I hope it's multiplication sheets Mrs. Todd gave us"
- Hey I can go on Prodigy *
- Oh, I hate Math
- Are you serious right now
- I am really excited
- I don't know
- Hopefully it's easy
- I am going to fail
- I think it is time for Math
- I don't want to do Math
- I want to go home
- I think it is going to be very hard
- Time to pack up we are switching to math
- Take out your paper it is Math time
- Can I go home?
- Hide in the bathroom until the day is over
- I would like to do a Math Mystery

What is the easiest part of Math?

- Multiplication * * *
- Addition or subtraction * * * * * * * * *
- Anything but division
- Reading the math

- Order of operations
- I don't know
- Arrays
- Never doing it
- Finding out the answer

What is the hardest part of math?

- Fractions converted to decimals
- Division * * * * *
- Finding the equation
- BEDMAS because of all the things I have to put into my head
- Decimals
- Multiplication/Times * * * *
- Hard division
- Counting by 7's
- The questions
- All of it *

THIS OR THAT

WORKING BY YOURSELF	WORKING WITH A PARTNER	BOTH
8	7	8
WORKING BY YOURSELF	WORKING WITH A TEACHER	BOTH
12	9	2
DOING MATH ON PAPER	DOING MATH ON COMPUTER	BOTH
4	15	4
PLAYING MATH GAMES BY SELF	PLAYING MATH GAMES WITH OTHERS	BOTH
7	13	3
WATCHING MATH VIDEOS	MAKING MATH VIDEOS	BOTH
16	6	1
WRITING ABOUT MATH	TALKING ABOUT MATH	BOTH
13	8	2
DOING MATH PRACTICE PAGES	PLAYING MATH GAMES	BOTH
3	15	5
BEING CHALLENGED IN MATH	BEING FAST IN MATH	BOTH
5	17	1

2023/2024 Intermediate Math Survey Agree or Disagree

I agree	I disagree
I am a good math student-13	I like to practice math on paper-11
I like to practice math on paper-12	I like to use dry erase boards in math-9
I prefer to work alone in math- 12	I like to work in groups for math-10
I am good at mental math-17	I enjoy math class-16
I like to practice math online- 17	I think doing math is fun-15
I use math outside of school-14	I prefer working alone in math-13
I like to work on math problems in front of the class-2	I use math outside of school-11
I like to use hands-on math materials-19	I am a good math student-11
I enjoy math class-6	I like to work on math problems in front of the class-19
I like to work in groups for math-14	I like to practice math online-6
I like to use dry erase boards in math-15	I am good at mental math-6
I think doing math is fun-9	I like to use hands on math materials-5

THIS OR THAT: Choose one or the other or both
2023/2024

Working by yourself	Working with a partner	Both
11	20	12
Working by yourself	Working with a teacher	Both
20	17	7
Doing Math on paper	Doing Math on a computer	Both
13	23	7
Playing math games by self	Playing Math games with others	Both
10	28	5
Watching Math Videos	Making Math Videos	Both
31	8	4
Writing about Math	Talking about Math	Both
15	22	6
Doing math Practice sheets	Playing Math Games	Both
5	37	1
Being challenged in Math	Being fast in math	Both
18	20	5

Ministry Update

Capital Management Overview and
Key Success Factors

Presentation to A4LE
by Michael Nyikes
October 2023



BRITISH COLUMBIA | Ministry of Education
and Child Care



Roles and Responsibilities

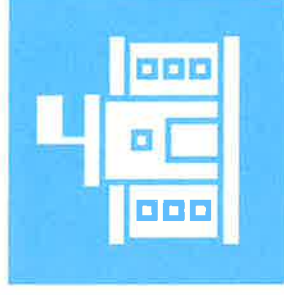
Ministry of Education and Child Care



60 Boards of Education



Defines priorities and programs



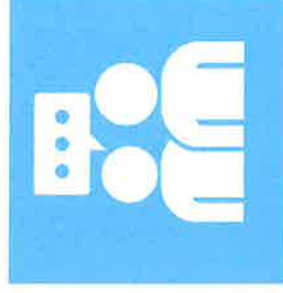
Own and operate programs



Allocates Funding



Develop project funding



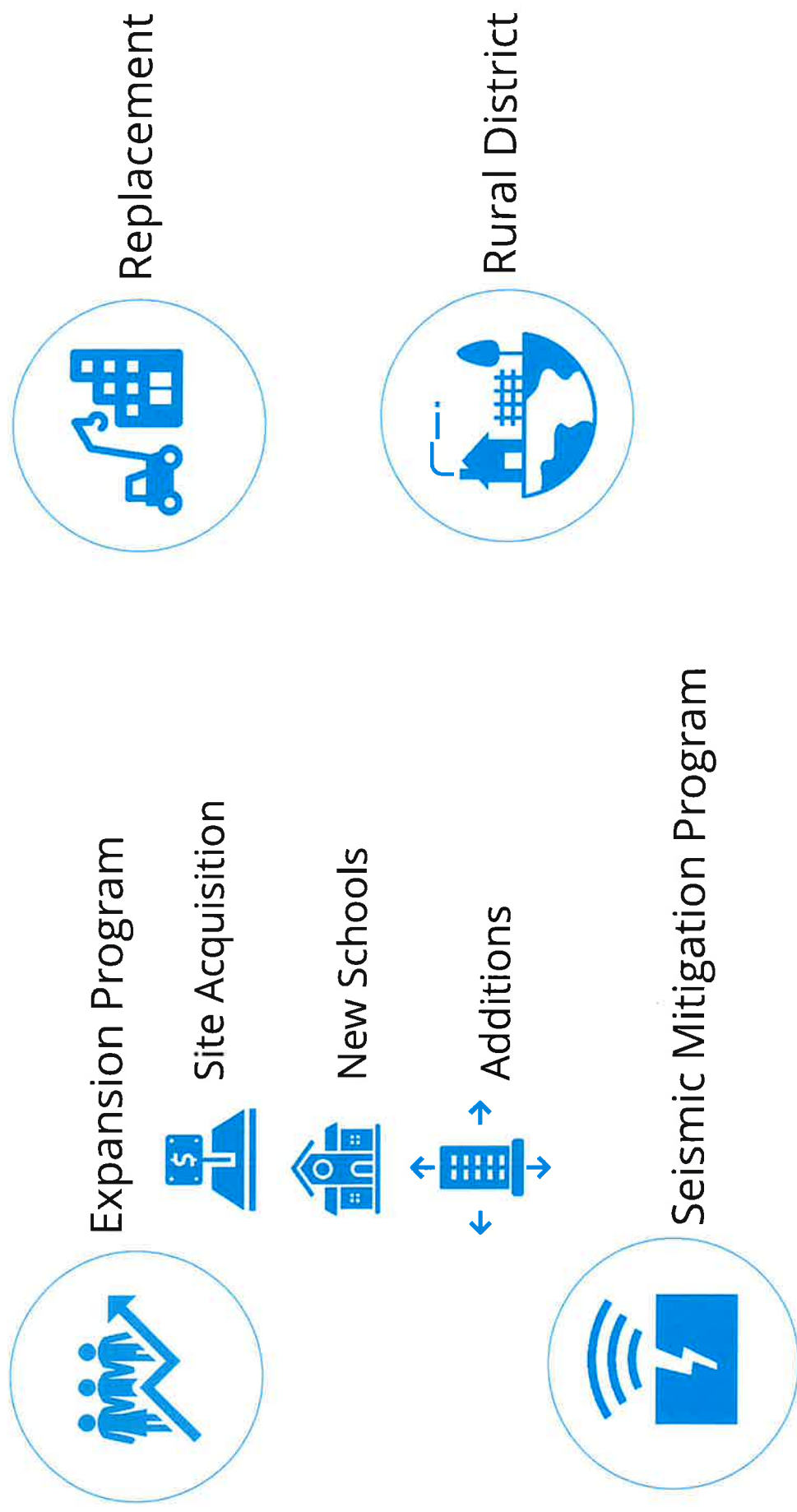
Oversight on capital projects



Delivers capital projects

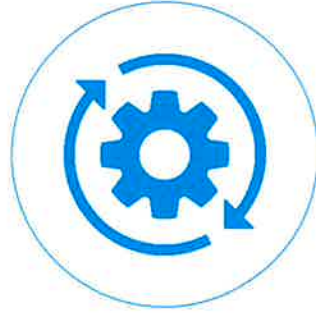


Organizational and Program Overview - Major Capital Programs

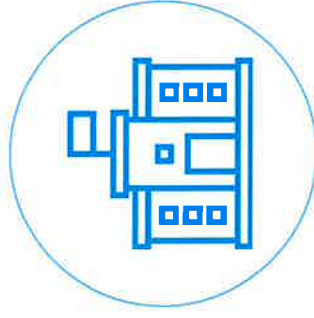


Organizational and Program Overview

- Minor Capital Programs



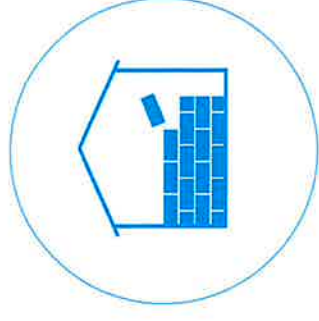
Annual Facility Grant



School Enhancement Program



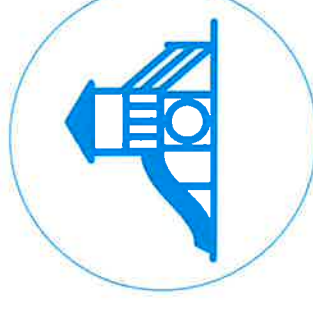
Carbon Neutral Capital Program



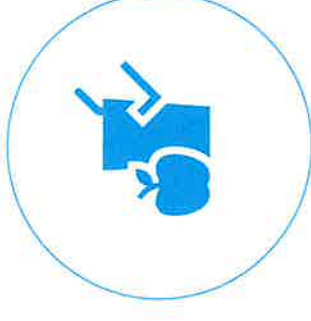
Building Envelope



Bus Acquisition



Playground Equipment



School Food Incentive Program



Historical School Capital Investment

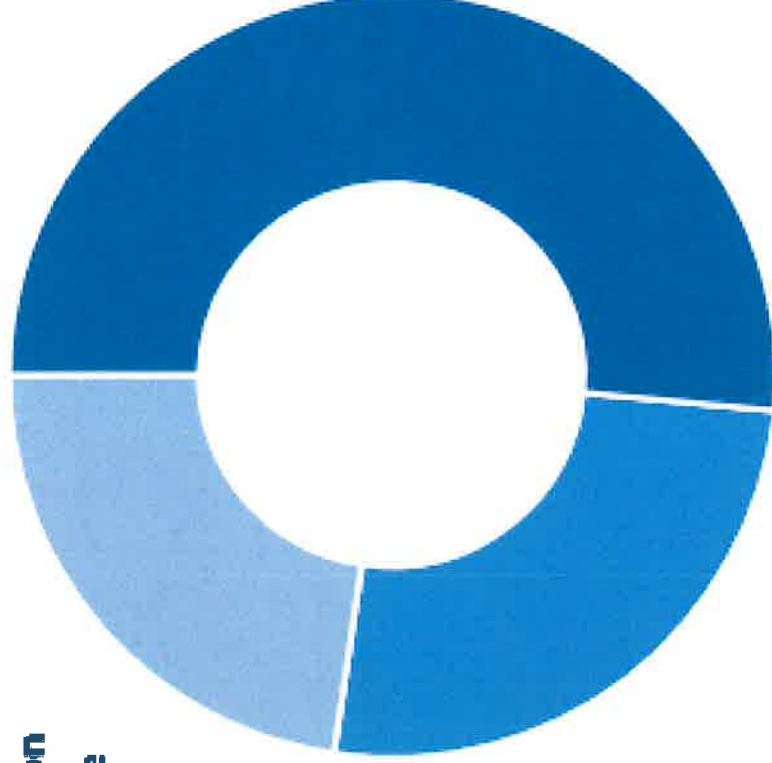




Budget

Plan Period Total Funding 2023/24 - 2025/26 (\$2.95B)

**Asset Rehabilitation
and Maintenance
(\$669M)**

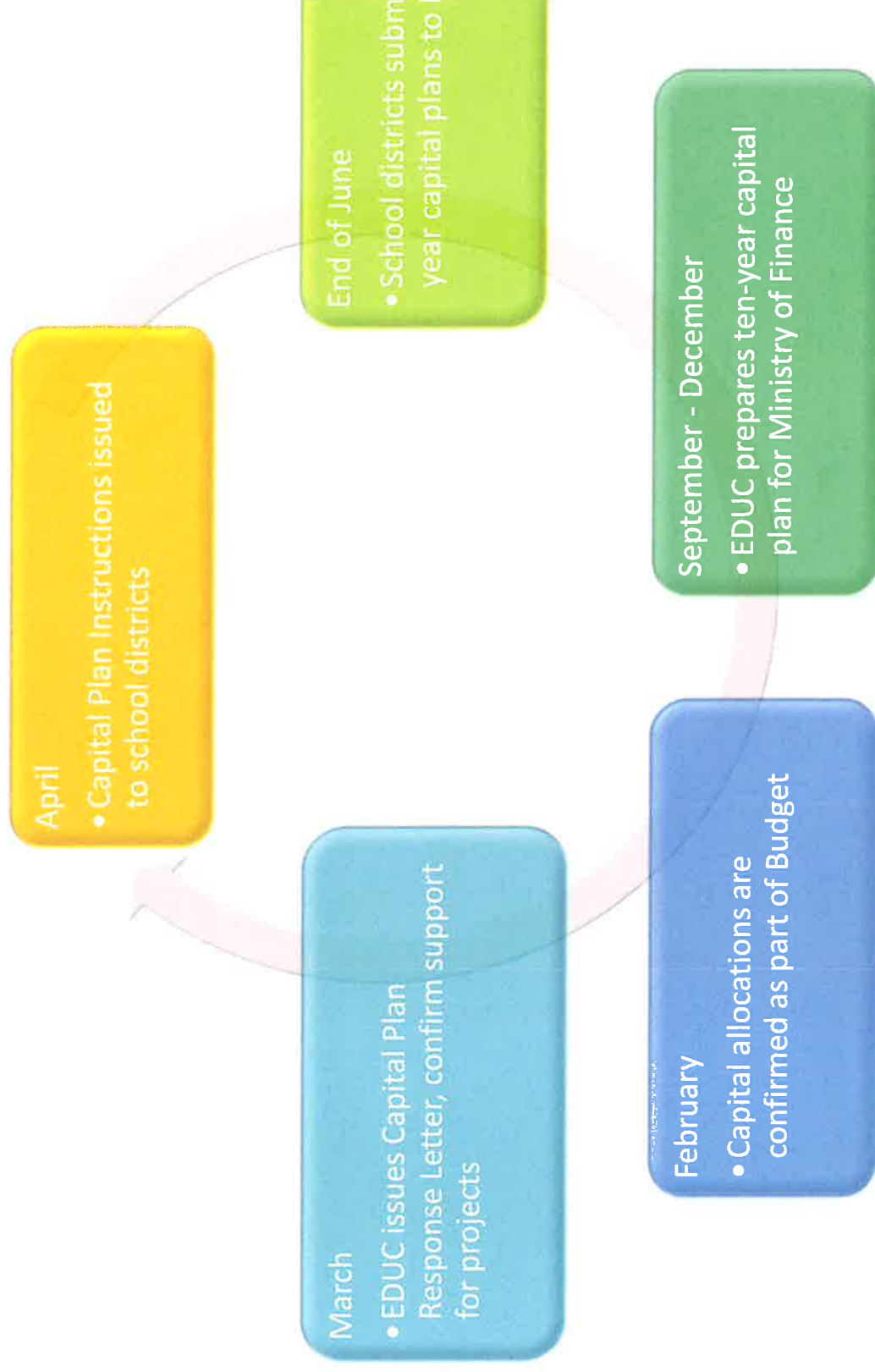


**Expansion and
Replacement
(\$1.52B)**

**Seismic
Mitigation
(\$763M)**

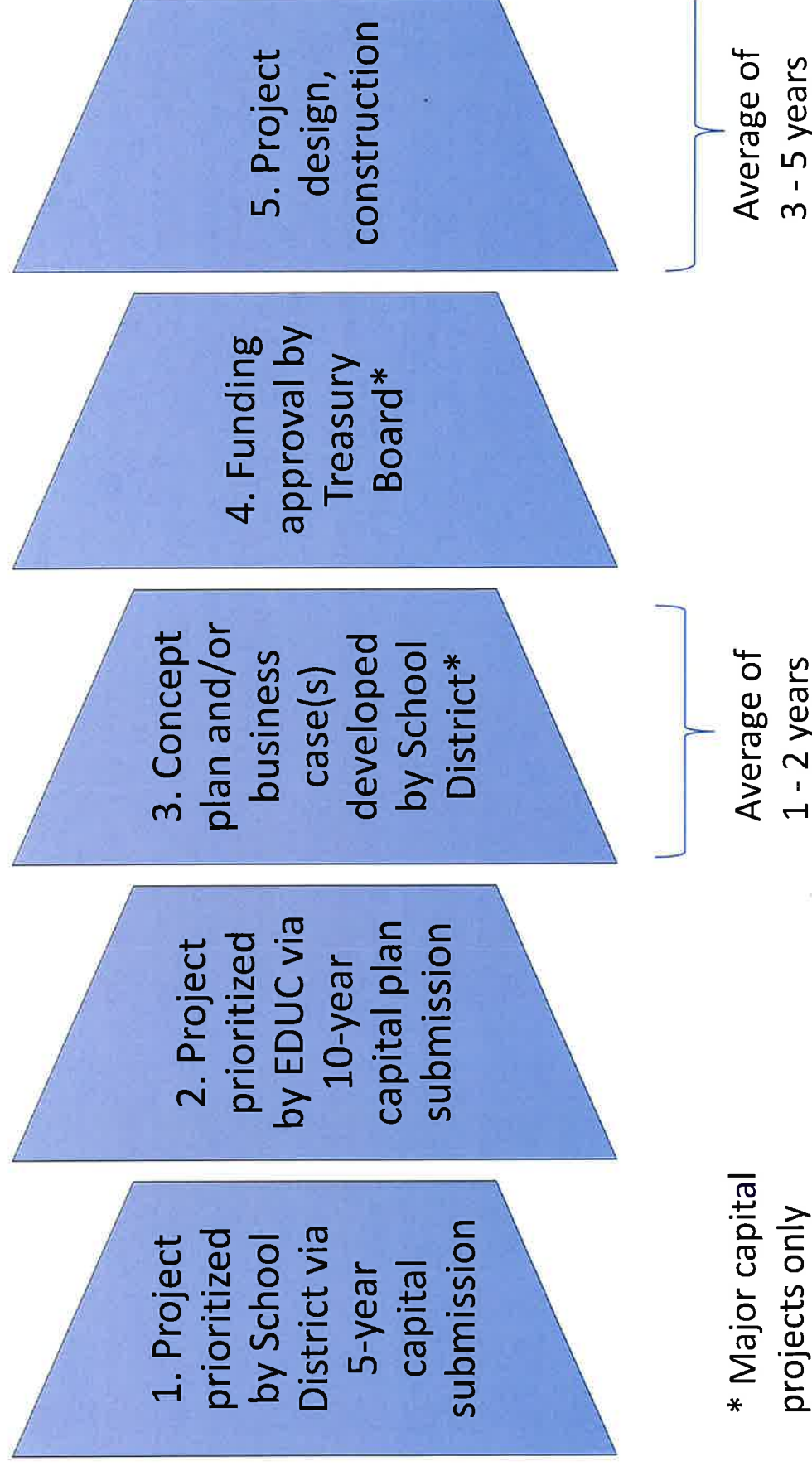


Annual Capital Planning Cycle





Capital Project Prioritization, Planning and Delivery



Primary Drivers Informing Capital Spending in BC's Public Education System



Enrolment
Growth



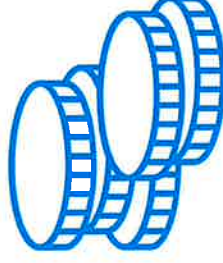
School Condition
and Performance



Health and
Safety



Minority
Rig

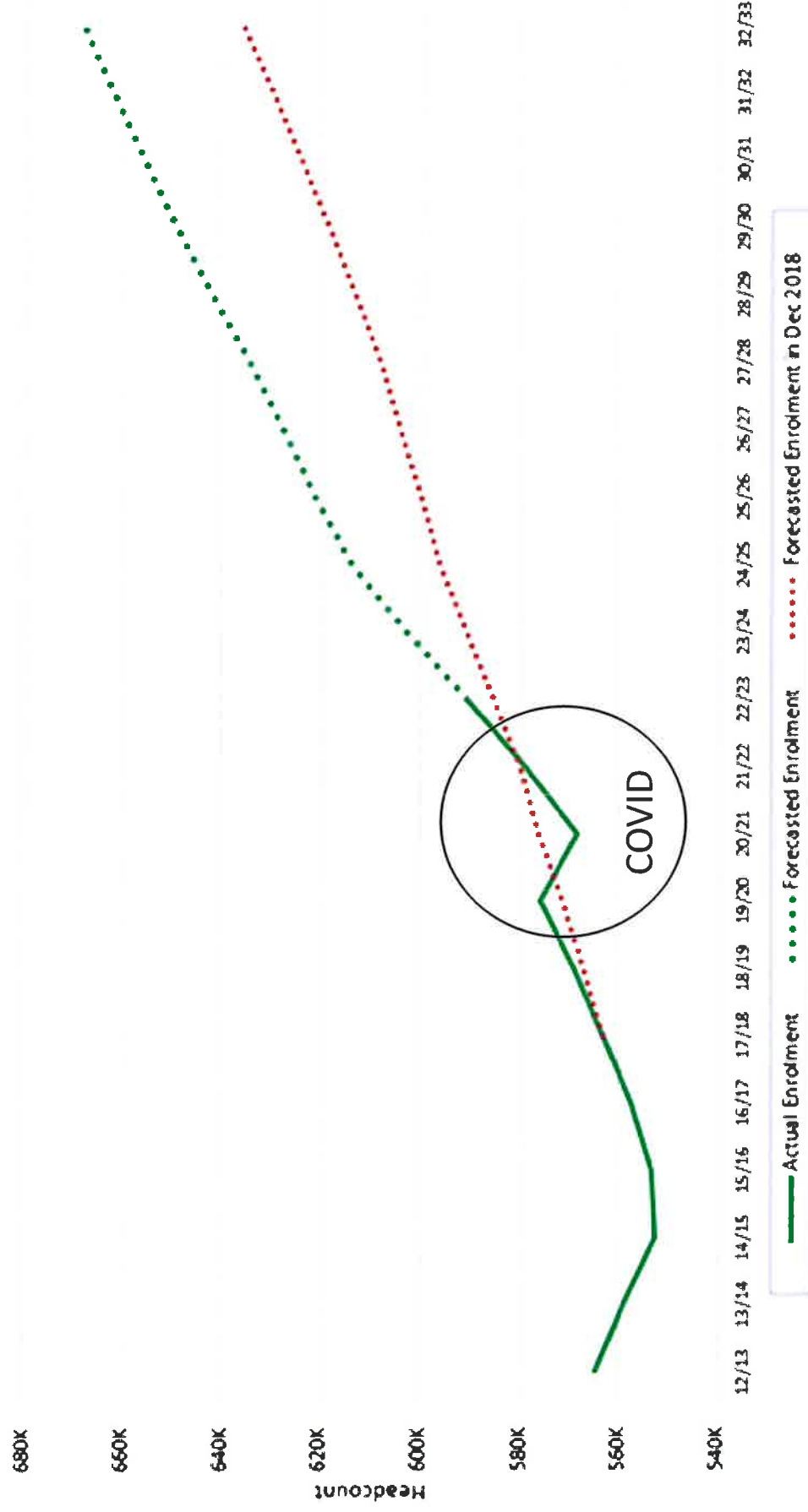


Construction Cost
Escalation

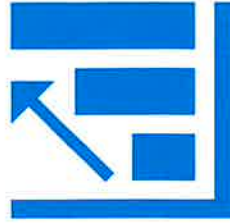


Enrolment Growth (1 of 2)

December 2018 Enrolment Forecast vs Actual

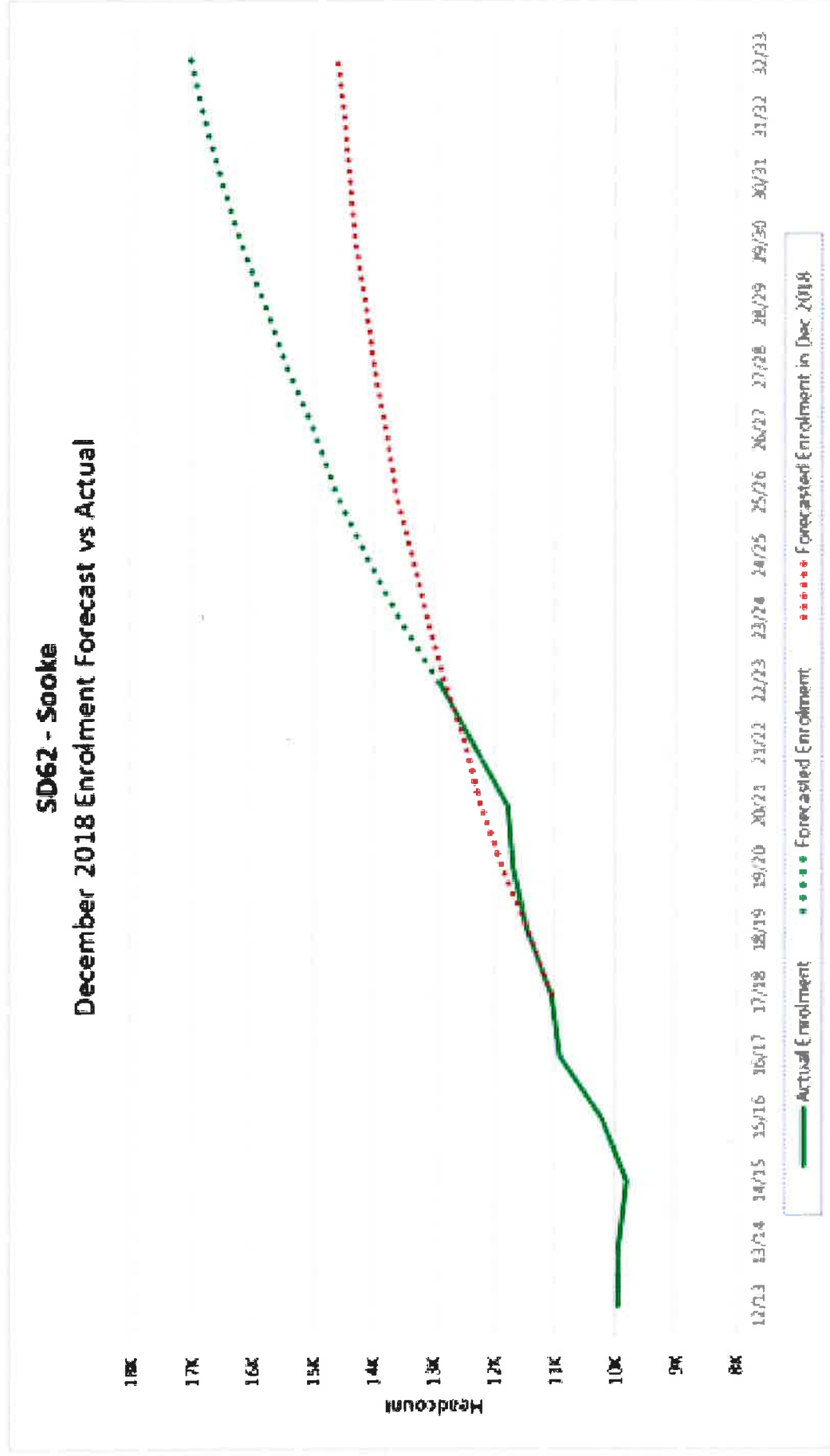


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Enrolment Growth (2 of 2)

- Sooke 2017/2018 student population of approximately 17,000 students there.
- Since actual enrolment year-to-year has been increasing, student forecast at that time for forward.
- As of the headcount student

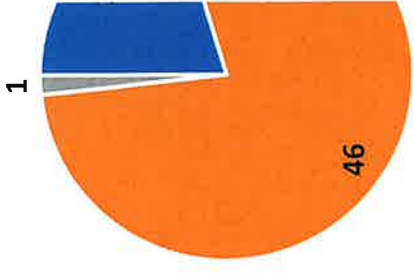




Health and Safety (1 of 3)

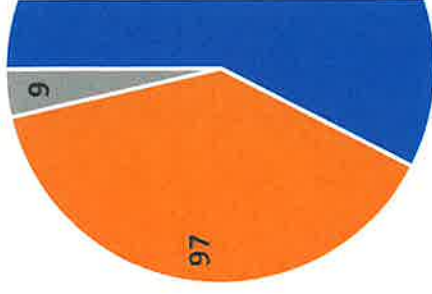
- Seismic Mitigation Program

Approved
Since 2017



- Since September 2017, government has committed almost \$1.3B for seismic upgrades and replacements at 59 schools.
- These 59 seismic projects will generate over 32,000 seismically safe seats.
- ECC identifies a further 250 schools as future priorities in need of seismic mitigation.

Remaining
by Re



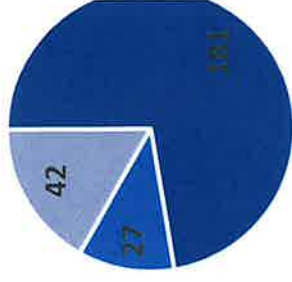


Health and Safety (2 of 3)

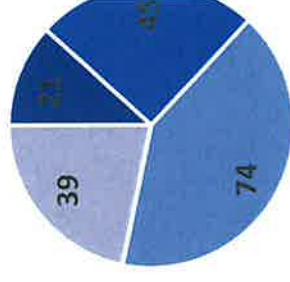
- Seismic Mitigation Program

- Of the 250 future priorities, 179 have a high seismic risk (H1).
- Of those 179 schools, 21 have a probable risk rating (P-rating) of P1 and 45 have a rating of P2 – these schools have the highest risk of structural failure in a moderate seismic event.
- The next iteration of the Seismic Retrofit Guidelines, SRG2020, were recently finalized and released.

Remaining High
Schools by Risk
(n=250)



H1-Rated Schools
Probable Risk
(n=179)





Health and Safety (3 of 3)

- Ventilation

- Since the beginning of the pandemic, through both provincial and federal funds, we have invested \$219.4M to assist school districts with upgrading ventilation and filtration in thousands of classrooms across BC.
 - Provincial: \$194.4 million
 - Federal: \$25 million
- The Ministry established the Ventilation Technical Advisory Panel (VTAP) to share advice and recommendations on ventilation systems, strategies and best practices to enhance indoor air quality and address the risk of virus transmission.
- Working closely with the VTAP, the Ministry developed and released the [Guidar HVAC Systems in BC Schools](#) document to support school districts with ongoing improvements to HVAC system performance.

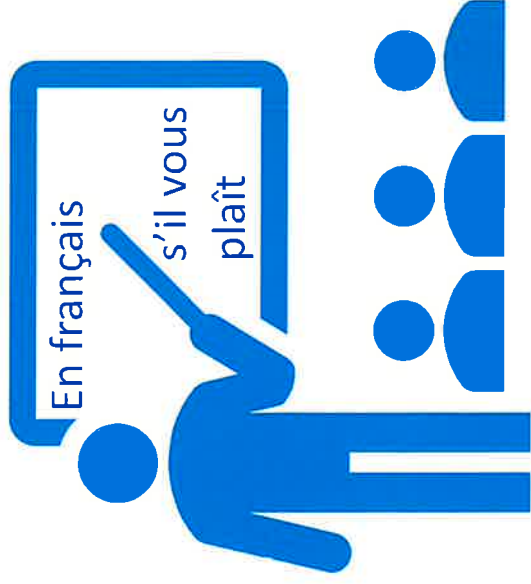


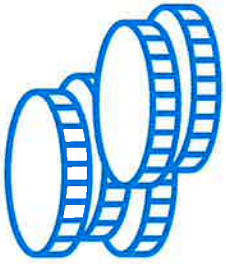
School Condition and Performance

Year	EDUC Routine Capital Program Allocations (AFG, BEP, CNCP, SEP)	Immediate Deferred Maintenance (Cost of repairs and upgrades required within 1 year)	Total Deferred Maintenance (Cost of repairs and upgrades required within 5 years)
2023/24	\$241M	\$422M	\$8.97B
2022/23	\$226M	\$363M	\$7.77B
2021/22	\$225M	\$437M	\$7.67B
2020/21	\$204M	\$441M	\$7.05B
2019/20	\$192M	\$491M	\$6.95B
2018/19	\$193M	\$343M	\$6.70B
2017/18	\$195M	\$396M	\$6.28B
2016/17	\$174M	\$332M	\$6.26B
2015/16	\$152M	\$305M	\$6.09B
2014/15	\$98M	\$296M	\$5.98B

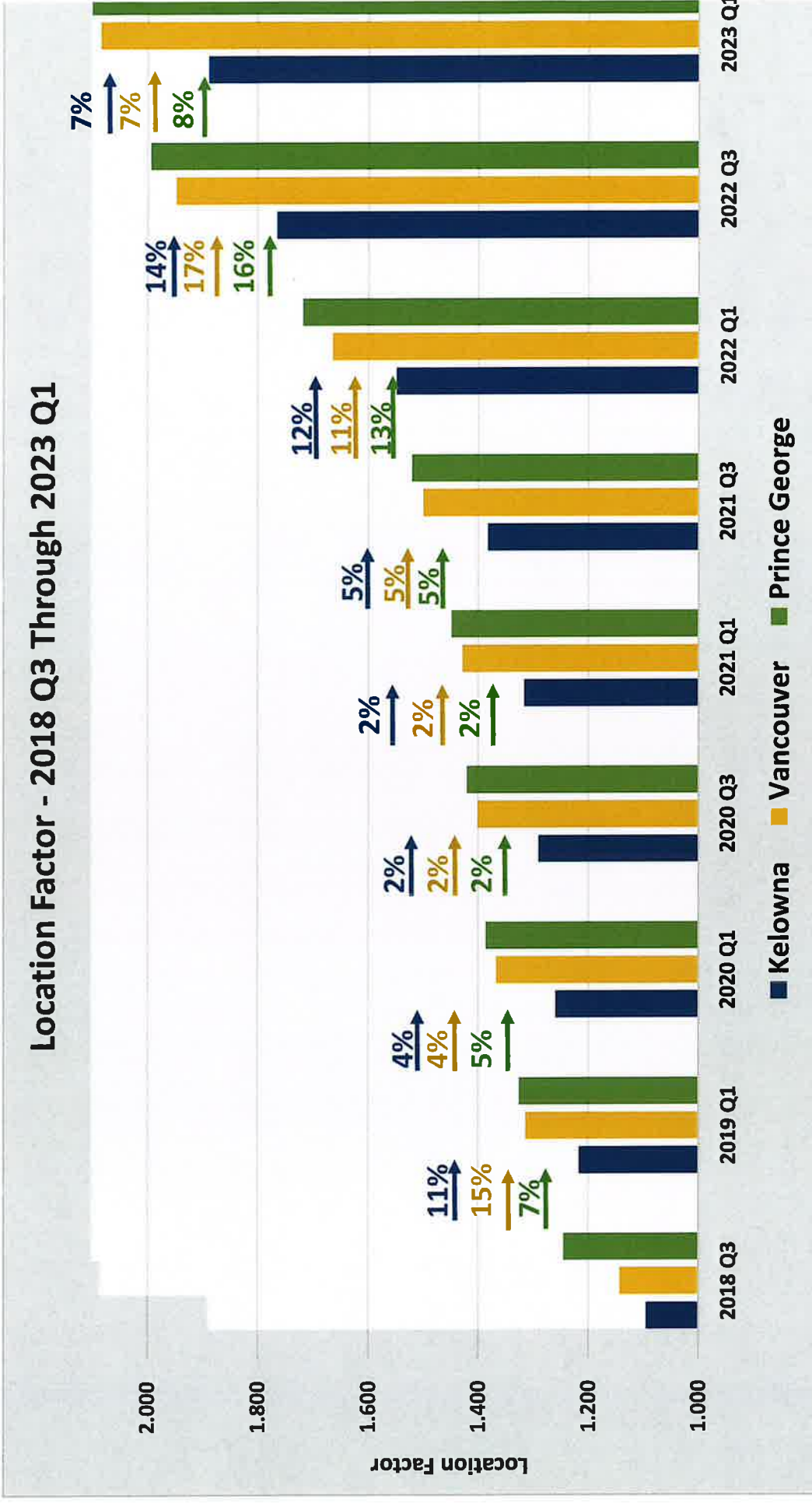
Minority Language R

- In a June 2020 decision, the Supreme Court of reinforced the Province's obligations to ensure minority language rights holders are provided educational experience.
- A new **Capital Strategy for the CSF** is being implemented including the following pillars:
 - Legislative changes that enable the Ministry and transfer land and improvements from to the CSF;
 - The creation of a new CSF Project Office and ministry project team to expedite planning development and project delivery;
 - Collaboration with GeoBC to identify Crown land that may be suitable for future CSF schools.





Construction Cost Escalation





Key Success Factors

✓ **RECENT IMPROVEMENT** - Shortened the business case for major school projects by 1 year.

- **Why?** Complex business case requirements mean that projects only get going 1 or 2 years after they have been added to its capital plan.
- **What?** With support from Treasury Board, the Ministry eliminated the need for concept plan for straightforward projects and provides the Ministry the ability to approve projects up to \$50 million.

✓ **RECENT IMPROVEMENT** - Extended Capital Project Offices to create capacity for districts to deliver more projects.

- ✓ **Why?** School districts have limited capacity to manage multiple capital projects, resulting in project risks.
- ✓ **What?** Surrey and Richmond Capital Project Offices were recently extended for 5 years.
- + Considering opportunities to expand and extend Capital Project Offices in other high growth districts.
- + Currently, 36 projects in business case, design or construction being delivered by Capital Project Offices.
- + This allows School Districts to have in-house expertise to deliver a large volume of projects quickly, minimizing risks.



Key Success Factors



✓ RECENT IMPROVEMENT - Acquire urgently needed school sites proactively

- **Why?** Acquiring needed school sites proactively results in better parcels (better location, easier more reasonable prices).
- **What?** Treasury Board recently approved the Ministry using unrealized capital spending (or slip acquire urgently needed school sites proactively, outside of the annual budget cycle.
- The Ministry recently purchased 2 site in Surrey and Kelowna) in Fall 2023, with more sites in the pipeline.



✓ RECENT IMPROVEMENT –Deliver prefabricated classroom additions in high growth communities

- **Why?** Traditional site-built classrooms cannot be delivered fast enough to accommodate student growth.
- **What?** Treasury Board recently approved the Ministry using unrealized capital spending (or slip 12 urgently needed prefabricated classroom addition projects in 8 school districts that will reduce 104 portables and add 2,535 student seats, with most projects completed by September 2024.



Key Capital Management Branch Contacts

Damien Crowell

Acting Executive Director

Geoff Croshaw

Acting Director,

Major Capital

Projects

Michael Nyil

Director,

Programs, Policy

and Minor Capital



BRITISH
COLUMBIA | Ministry of Education
and Child Care

Association 4 Learning Environments a4le

Friday, October 20, 2023

Territorial Acknowledgement

We acknowledge the traditional territories of the Coast Salish: T'Sou-ke Nation and Sc'ianew Nation and Nuuchah-nulth: Pacheedaht Nation. We also recognize some of our schools reside on the traditional territory of the Esquimalt and Songhees Nation.





“As Chief, my responsibility is not to the next election, it is
to the future of my community for the next 100 years”

Chief Gordon Planes, T’Sou-ke First Nation

First Things First

It's all about student outcomes
and learning.



“You can’t expect children to learn 21st
century skills in schools built for the
1950s. We need schools designed for
21st century success”

The Learning Environment

Critical to student
success

Changing demographics
and needs of students

Can be a help or a
hindrance



What are we designing for?



Student need:
Intellectual
Physical
Social-emotional
Belonging
Representation

What else does design support?

Nearly 1 in 6 Canadians have some form of disability

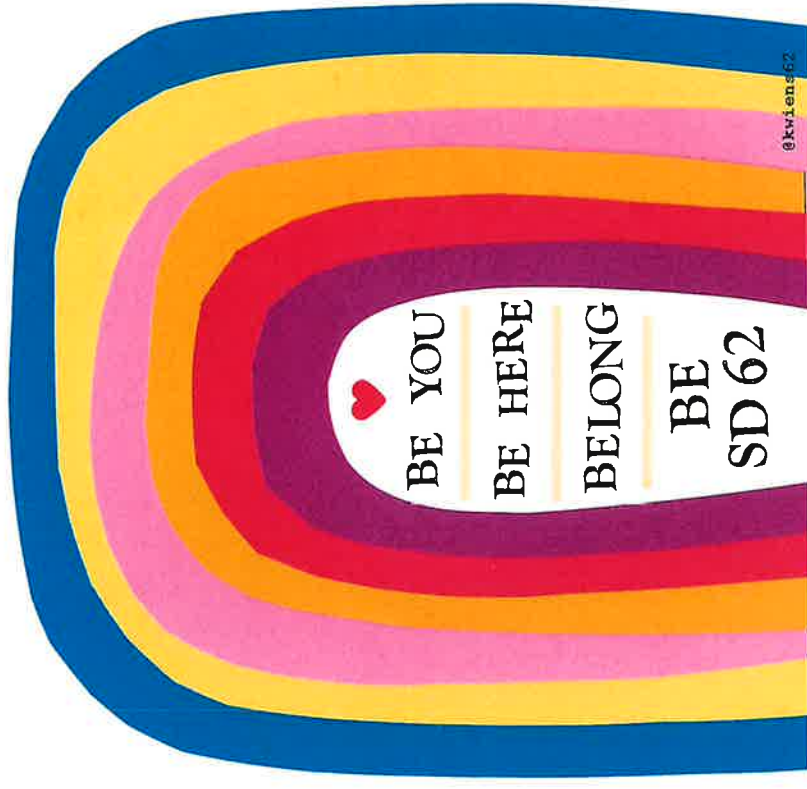
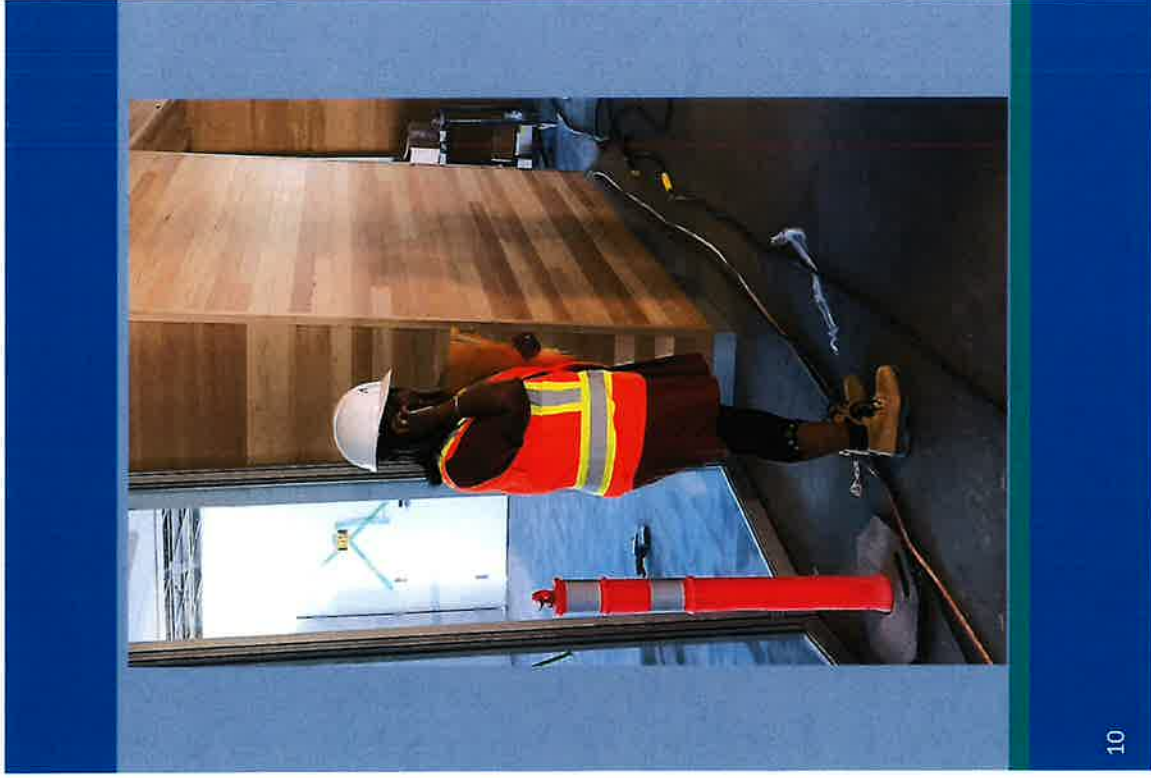
Flexibility
Connection
Sensory needs
Healthy learning environment
Environmental sustainability
Access – bikes, buses, cars, pedestrians.



Everyone has an opinion



Ministry of Education
and Child Care
School District
School Administration
Teachers and support
staff
Parents
Students

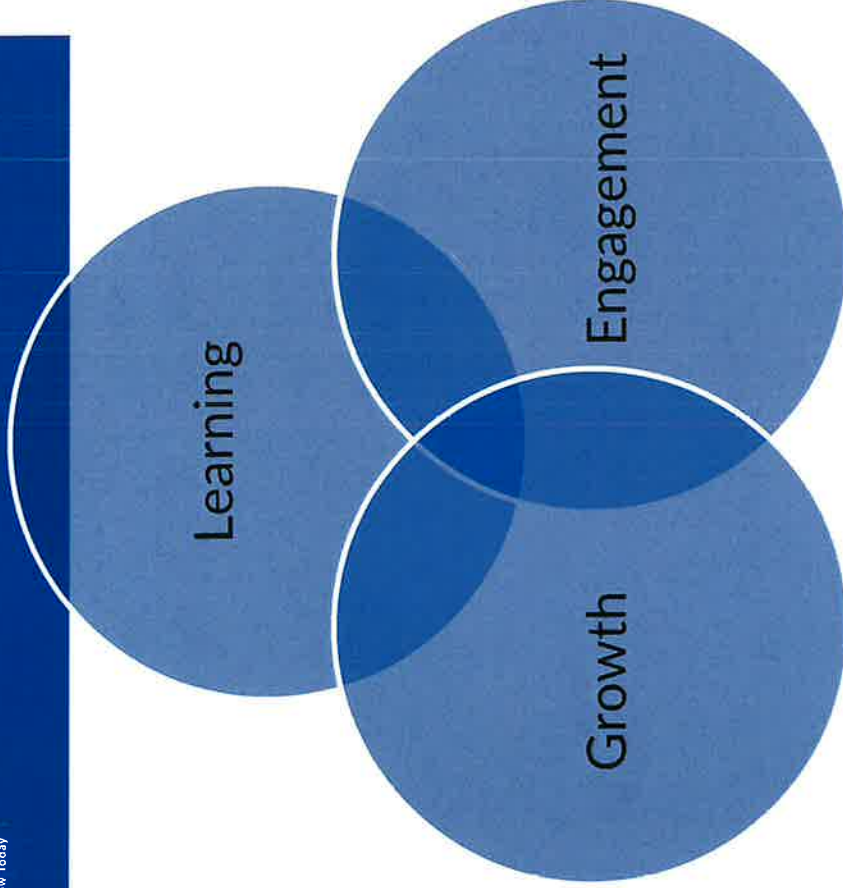


@kwiens62

Strategic Planning

“We are preparing students for jobs that don’t yet exist, using technologies that haven’t been invented, in order to solve problems that we don’t even know are problems yet.”

It's all about learning



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Thinking Ahead



Strategic Plans
Operational Plan
LRFP – including
portables
Capital Plan
Temporary Space Plan



SD62 Strategic Plan - Growth

Goal: Pursue organizational
excellence to support a vibrant
school district

SD62 Strategic Plan - Growth

Practices and standards to support a diverse population.

Physical assets, space and resources to support student success.

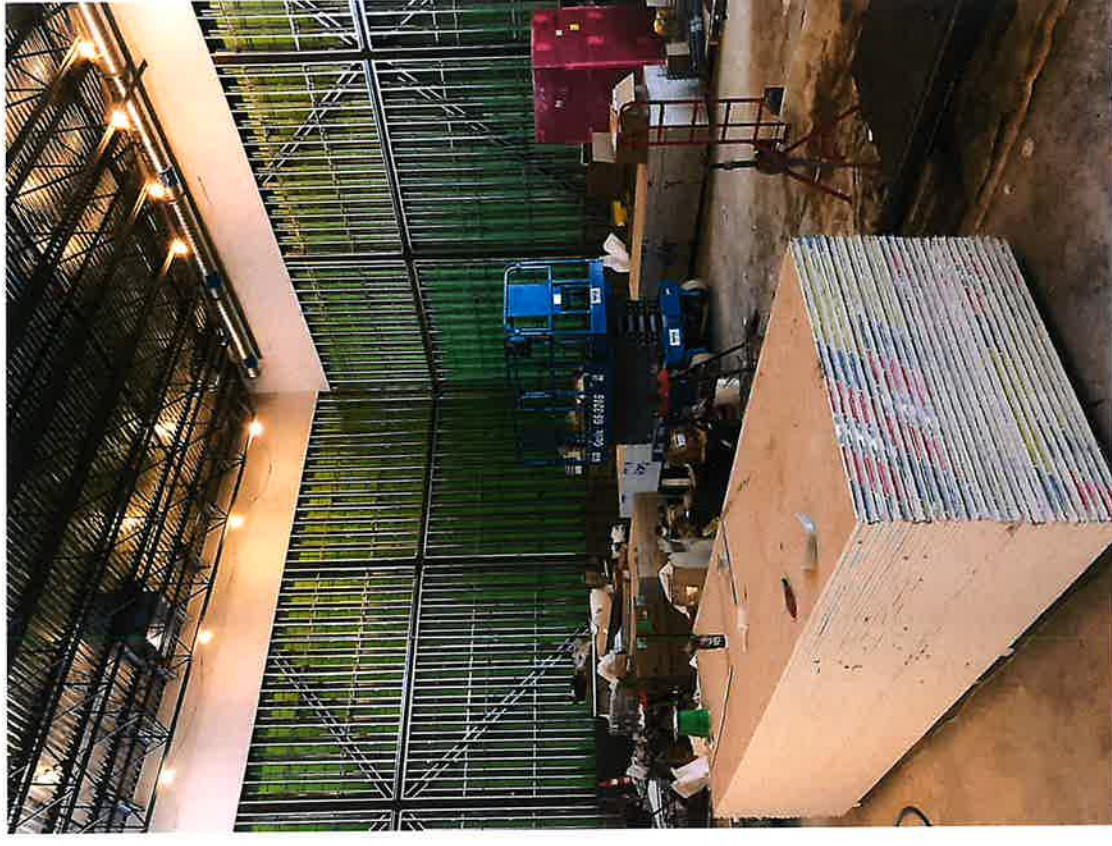
Operate within an ethical framework to ensure decisions and actions have a positive impact on society and the environment.



Long Range Facilities Plan

Understanding the
demographics and areas of
growth

New spaces
Expansions
Short-term needs, ie portables



Five Year Capital Plan

Project alignment

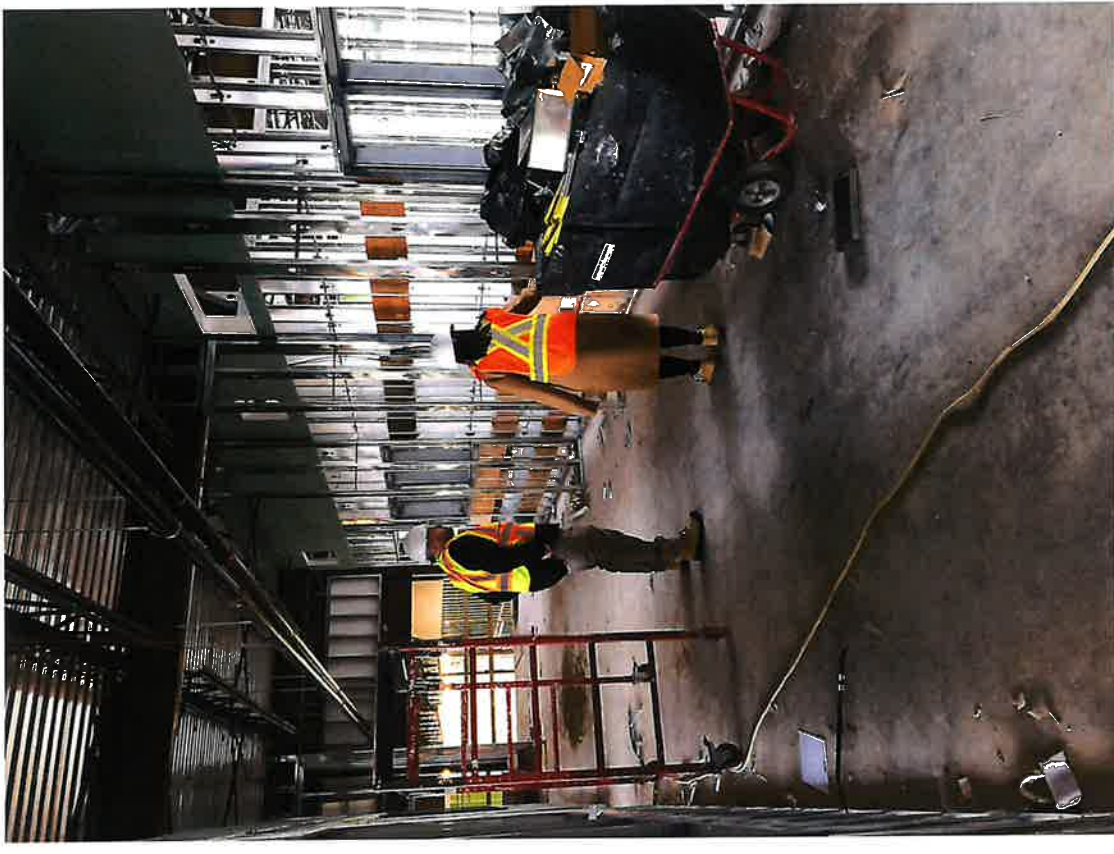
Envelope and expansion

Bundling projects

Economy of scale

Complexity

It's all in the numbers
ensuring strong and
reliable enrolment
forecasts.



SD 62 Demographics

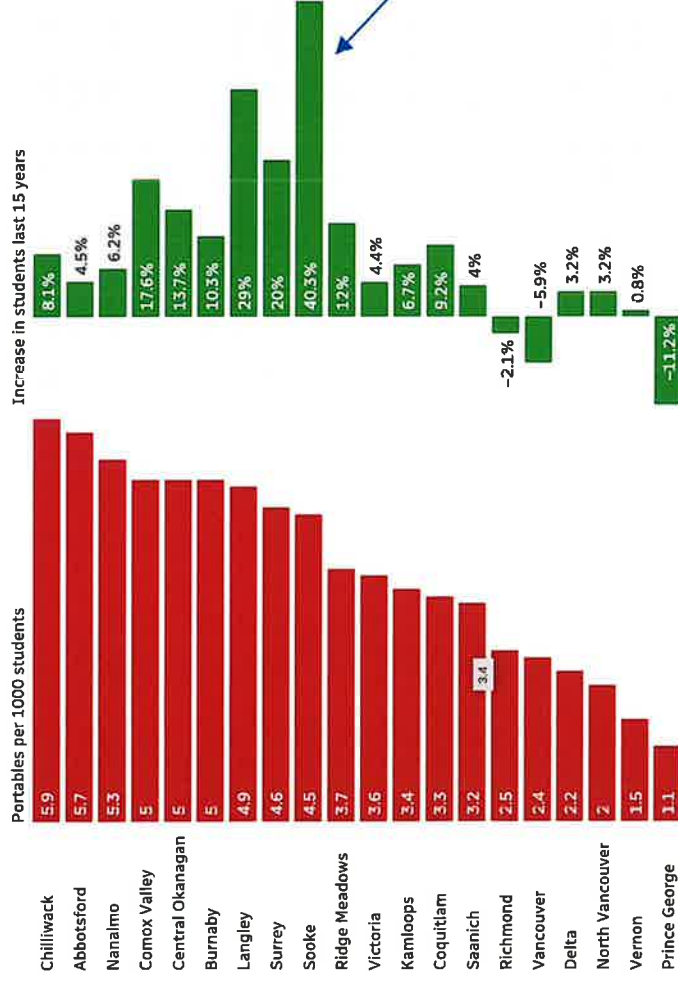
18



Fastest growing school district per capita
in the province

The SD62 Context

Portables and population growth in B.C.'s largest school districts



Numbers are based off of 2022/2023 data.

Justin McElroy/CBC News

SD62

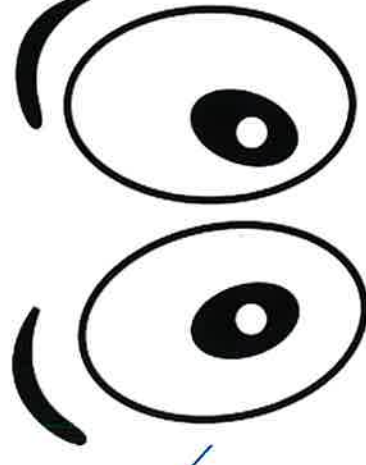
5% growth annually

112% capacity

City of Langford

31.8% in 5 yrs

Fastest growing in BC



Understanding the Numbers

In-house enrolment projections Confirm Baragar and Ministry projections

School Name	Ministry Capacity	Operational Capacity	2021	Original Projection 2022	Revised Projection 2022	% change	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Colwood Elementary	215	199	202	237	229	(3)	243	248	253	260	266	272	276	280	284	286
Crystal View Elementary	310	287	272	151	185	23	190	191	194	197	199	201	202	204	205	206
David Cameron Elementary	325	356	406	365	372	2	385	394	404	413	422	429	435	441	446	450
Ecole Poirier Elementary	410	375	404	363	400	10	404	407	411	415	416	418	420	422	423	424
Hans Heigesen Elementary	215	199	206	228	216	(5)	219	224	228	233	237	240	243	246	247	248
Happy Valley Elementary	380	352	447	424	426	1	435	440	445	451	456	460	464	468	471	473
John Muir Elementary	215	196	227	217	227	5	234	238	242	244	247	250	252	254	255	256
John Stubbs Elementary	555	555	514	524	530	1	534	539	544	547	552	555	558	561	562	564
Lakewood Elementary	380	352	459	505	468	(7)	472	474	475	480	483	485	487	489	490	491
Millstream Elementary	215	199	305	347	319	(8)	330	346	355	369	379	388	397	405	409	413
Port Renfrew Elementary	75	14	14	25	18	(28)	19	21	21	21	23	24	25	26	26	27
Ruth King Elementary	315	291	369	305	314	3	339	356	375	395	412	428	442	456	467	475
Sangster Elementary	220	203	248	274	248	(9)	249	249	251	254	254	255	256	257	257	257
Saseenos Elementary	195	177	199	207	219	6	240	258	276	293	310	326	340	354	360	368
Savory Elementary	190	176	234	249	242	(3)	251	263	271	279	286	293	300	305	308	311
Sooke Elementary	290	264	280	334	281	(16)	277	270	264	261	259	256	253	251	250	249
Willway Elementary	270	249	227	233	210	6	223	233	245	257	267	276	285	293	299	304
Wishart Elementary	390	360	458	486	487	0	522	561	584	606	633	658	680	698	707	719
Pexisden Elementary School	500	500	458	486	487	0	522	561	584	606	633	658	680	698	707	719
Total Elementary		5,288	5,471	5,712	5,681	(1)	5,867	6,023	6,157	6,302	6,435	6,555	6,662	6,763	6,823	6,881
Dunsmuir Middle School	600	600	926	637	677	6	709	736	763	788	809	830	849	866	879	889
John Stubbs Middle School	300	300	310	375	338	(10)	362	382	398	415	434	450	464	477	483	491
Journey Middle School	575	575	574	575	574	7	580	593	605	619	624	632	641	648	651	654
Spencer Middle School	650	650	878	669	611	(9)	635	658	678	697	713	729	743	756	766	774
Centre Mountain Lellum Middle School	700	700	565	565	572	1	599	622	644	665	683	701	717	732	743	752
Total Middle		2,825	2,688	2,781	2,769	(0)	2,885	2,991	3,088	3,184	3,263	3,342	3,414	3,479	3,522	3,560
Belmont Secondary	1,200	1,200	1,368	1,467	1,379	(6)	1,427	1,449	1,476	1,506	1,531	1,554	1,572	1,590	1,605	1,615
Edward Milne Community School	650	650	621	555	614	11	617	626	634	642	643	648	653	657	658	660
Royal Bay Secondary	1,400	1,400	1,302	1,107	1,354	22	1,452	1,529	1,615	1,701	1,776	1,845	1,909	1,971	2,003	2,024
Total Secondary		3,250	3,291	3,328	3,347	7	3,496	3,604	3,725	3,849	3,950	4,047	4,134	4,218	4,266	4,299
Total District		11,363	11,444	11,622	11,797	2	12,248	12,618	12,970	13,335	13,648	13,944	14,210	14,460	14,611	14,740
Actuals																
Projections																
Operational Capacity %			112.60%	102.28%	103.82%		107.79%	111.04%	114.14%	117.35%	120.11%	122.71%	125.06%	127.26%	128.58%	129.72%

Building Capacity and Connections

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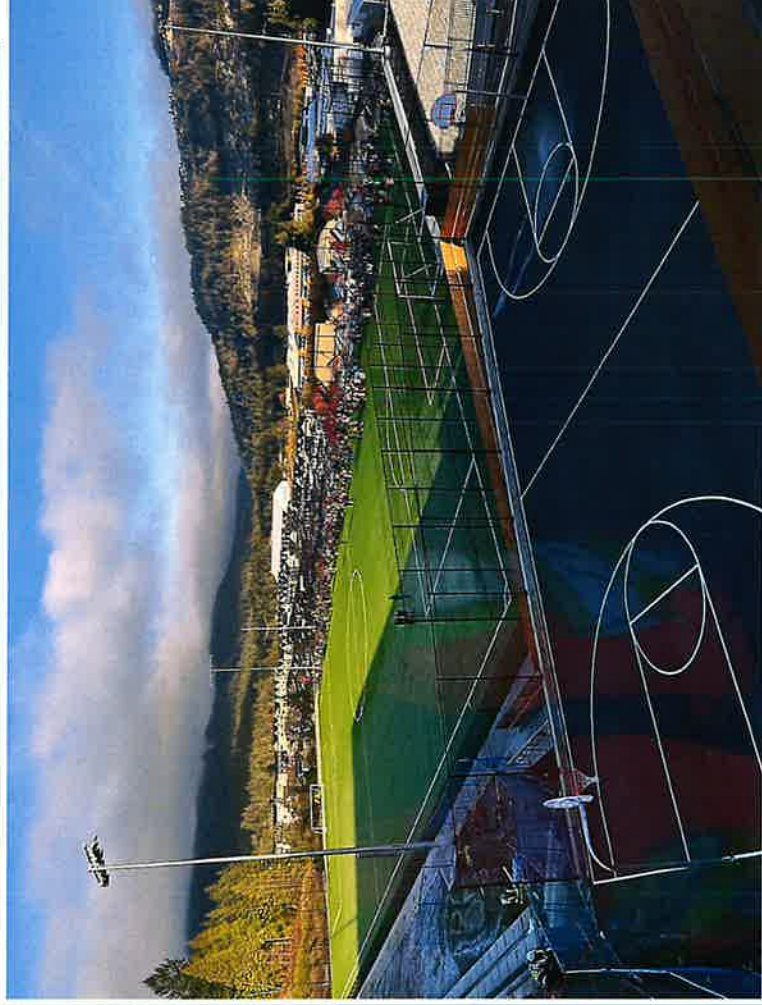
Key Drivers

Build internal capacity

Shared sense of
urgency

Relationships and
connections





Capital Steering Committee

District Principal

Director of Facilities

Manager – Minor Capital

Manager – Major Capital

Manager – Capital Planning

Superintendent

Secretary-Treasurer

“Space Invaders”

Short-term space needs
Importance of space inventory
and enrolment forecasts



23

Outside Resources – Consult Early and Often

Community Partners

Work with community agencies to bring additional capital and community need, eg. Village Initiative.

MoECC

Project readiness

Risk manage PDRs

Property purchase agreements

Indigenous Rights Holders

Na'tsa'math – one mind, one spirit

Listen to understand

Reconciliation – names, design, shared projects.

Municipalities

MoU to enhance community facilities

Facilitate inspections –even on the weekend



Project Management



“The average child’s height and build are very different than that of child in the 1960’s, which is the last time children were actually measured for determining measures of furniture.”

Site Meetings

Owner reps along with consultants

District Principal

Manager – Major Capital

Owner Meetings

Regularly scheduled throughout the project

Build relationship – when you have to negotiate a contract issue you need to know who you are talking to.

Owners

Superintendent and

Secretary-Treasurer

General Contractor

CEO, COO

Working with the team

Consultants

Advisors on change orders and construction documents
Understand scope of costs

Legal Counsel

Contract interpretation
Early advice can save in the end.

PEXSISEN and Centre Moutain Lellum

An extraordinary story of challenge



PEXSISEN

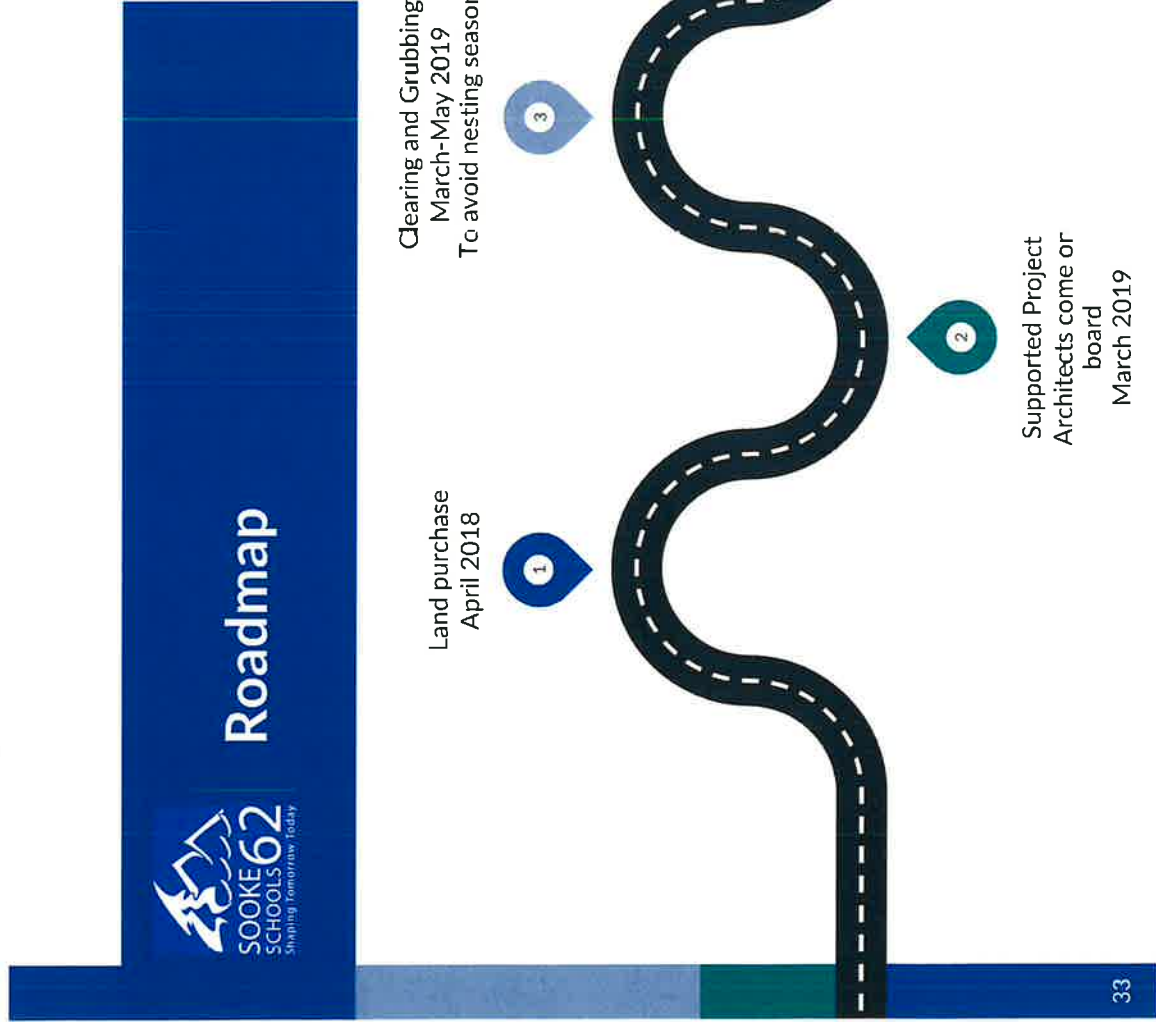
Lekwungen - "The opening of hands"



Centre Mountain Lellum
 SENCOTEN – “house” and
 “the idea of community, where
 we raise our children.”

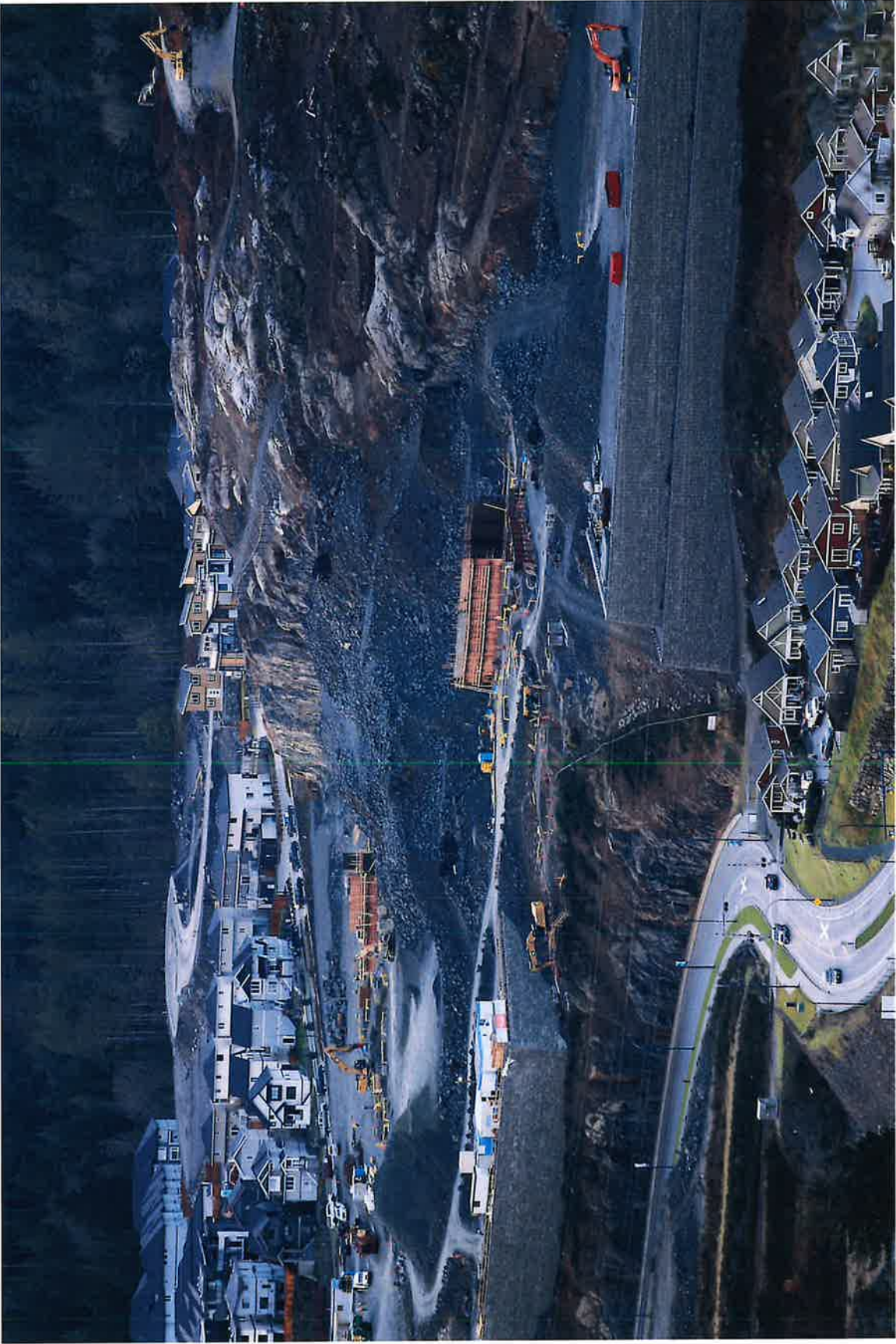
Centre Mountain – which
 sits behind the school was the
 subject of land negotiations
 between the federal, provincial
 and local governments with
 the Sci’aneu First Nation
 Gifted by the Sci’aneu
 (Beecher Bay) First
 Nation.

















Future Projects

More work to manage growth

Seismic Projects

Port Renfrew Elementary

Sooke Elementary

Major Capital

Sci'aneu Stelikel
Elementary

Ruth King Modular
Expansion

David Cameron Modular
Expansion

Next Projects

North Langford Elementary

North Langford Secondary

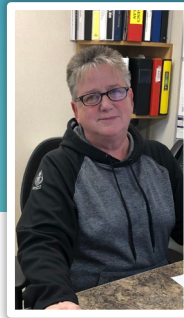
South Colwood Elementary



Thank you

Operations Update

December 4, 2023



Facilities

- Upper Halfway Gymnasium
 - flooring has been laid (see photos below)
 - looking at options for scoreboards
 - PA equipment has been ordered
- There were three yard and vehicle break-ins at Facilities during October and November. The Police were notified.
- SWIS re-location to an attached portable at Robert Ogilvie has been completed

Safety & Custodial

Safety

- Safe work procedures in regards to Asbestos Containing Material are being reviewed
- District safety staff attended two WorkSafe BC sessions (ie. Duty to Cooperate/Duty to Maintain Employment & Public Education Premium Rates)
- We are ranked in the top three districts in the province for our experience rating, which indicates fewer injuries, lost time, etc. which will result in discounted rate
- Ongoing safety system on-site training taking place at sites, when needed, to support the transition to online JHSC meetings and inspections.
- One date for the flu vaccination clinic was cancelled due to low enrollment

Custodial

- Currently trialing a new waxing program at Facilities that could provide a more durable, cheaper and better product along with a more efficient process for the custodians.

Technology

- Job Posting for the District Network Consultant has been approved.
- Had a District-Wide Wireless Connection issue on November 6 & 7. The issue was resolved.
- Final work has been completed for Technology at the Wonowon portable classroom. Carpenters are looking into building tables for computers
- Some Technology staff attended the IT4K12 Conference in Vancouver – AI Tools and Cyber Security
- The Tech department is gradually introducing MS Teams chat to all staff members.

Transportation

- Looking for casual bus drivers to Cameron Lake and Cross Country ski trips
- There was an accident in Baldonnel involving a bus and another vehicle. The students, driver and bus were fine to continue. Parents were all contacted as were all School Administrators receiving students.
- Tis the season for wildlife on the roads. We had two bus accidents with moose and deer. In both cases, safety protocols were followed and damage was minimal.



Upper Halfway Gym Floor