

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

MONDAY, APRIL 8, 2024  
1:30 P.M.

*Present:* Helen Gilbert, Chair, Board of Education  
Ida Campbell, Trustee  
David Scott-Moncrieff, Trustee  
Bill Snow, Trustee

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

*Guests/Media:*  
Deborah Johnson  
Gwenn Bourdon

*Regrets:* Nicole Gilliss, Trustee  
Madeleine Lehmann, Vice-Chair  
Thomas Whitton, Trustee

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## **Education**

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

#### Framework Presentations & Departmental Reports (Attachments)

##### **Bert Bowes Middle School**

*Jason Gill, Administrator*

- Presentation was made and Bert Bowes Middle School staff responded to questions asked by trustees

##### **Upper Halfway Elementary/Jr. Secondary**

##### **Wonowon Elementary School**

*Jaclyn Gieni, Administrator*

- Presentation was made and Upper Halfway & Wonowon school staff responded to questions asked by trustees

## **Margaret Ma Murray Community School**

*Kathy Scheck, Administrator*

*Cody Clements, Vice-Principal*

*Carly Polnik, Inclusion Teacher*

*Prielle, Wyatt, Munya - Students*

- Presentation was made and Margaret Ma Murray school staff and students responded to questions asked by trustees

## **Operations**

### **1. Operations Report**

*Angela Telford, Secretary-Treasurer*

*Presented by Stephen Petrucci, Superintendent*

- Chair Gilbert - Rural & Remote network is looking at a new report from the Capital Working Group and asking about climate mitigations. Will be asking questions about the new Wonowon School. Report recognizes that to get the carbon reduction, it may be better to focus in on higher population areas. Looking at putting condensed boilers into building. Still gathering information.
- Lead testing – the highlighted test is a specific faucet in the school and is being looked at
- Google MeetCall – additional feature added to the calendar to allow the scheduling of appointments

## **Governance**

### **NEW - District of Taylor Community to Community Dinner Meeting**

*Moved from Discussion Topics*

- Potential dates – May 13,14,15 or 30
- Option A – May 15; Option B – May 13

*Angela Telford, Secretary-Treasurer joined the meeting.*

### **BCSTA AGM Motions**

*Helen Gilbert, Board Chair*

- Substantive Motions were reviewed by the Board

5. Legislation Review of Conflict of Interest for Trustees

6. Legislative Framework for Voting Student Trustees

7. Fully Fund Supports for Students Who Have a Special Education program  
**ACTION:** Secretary-Treasurer to find out the number of High Incidence vs. Low Incidence students in our district
8. Impact of Climate Change on Student Outcomes
9. Non-Voting Student Delegates at BCSTA AGM's
10. Targeted Funding for Children in Care  
**ACTION:** Secretary-Treasurer to find out our district's average number of children in care
11. Universal Food Program
12. Anti-bullying Measures
13. Funding for Programs at Provincial Correctional Centres
14. Gender-based Violence Education
15. Eliminate Barriers of Employment for Early Childhood Educators and EA's
16. Human Resources Capacity in Northern Districts
17. K-12 Workforce Census on Diversity, Equity & Inclusion
18. Neurodiverse Training in Public Education
19. Northern Teacher Bursary
20. Accessibility Funding
21. Funding for StrongStart BC Programs
22. Mid Year Funding for Temporary Registrants  
**ACTION:** Secretary-Treasurer to our get our district numbers
23. Stable Operating Funding to Support Collaboration of School District ChildCare Spaces
  - Secretary-Treasurer - our district has funding right now and for another year but how would we maintain that going forward when the funding ends. It has been working out very well for us.

24. Targeted Funding for Language Support of English Language Learner Students
25. Capital Funding Acknowledging Projected Enrollment Growth
26. Funding CleanBC Goals
27. Increase Capital Funding to Retrofit Existing Buildings & Reduce Greenhouse Gas Emissions
28. Increase the Annual Facilities Grant to Address Deferred Maintenance
29. Increased Funding for Aging Infrastructure
30. Maintenance Funding for Aging Portables
31. New Funding to Make Existing Playgrounds Accessible for All Children
32. Accessible and Affordable Internet Connectivity
33. Communication from BC Emergency Management System
34. Public Disclosure of Trustee Residential Addresses
35. Vulnerable Sector Criminal Record Check

## **BBMS Framework Presentation Notes - April 8th, 2024**

### **The Bert Bowes context**

Middle School years are transitional years for students which means that there's lots happening both inside the school and more importantly **inside of students!**

From day 1 (which is in late spring), our counselors and grade 9 student leaders start their connections with our future Bulldogs. Early connections prior to the summer are invaluable for our grade 6's as they consider their transition to grade 7 and, in turn, increases grade 7 success when they arrive on campus;

\* TAG ~ All students are assigned to a teacher advisor who meets with their group of students on a daily basis. During their teacher advisor group time, students would spend time with their advisor in the hopes of developing a closer student-teacher relationship.

Programs and courses ~ Bert Bowes has a tradition of offering our students a wide selection of programs and courses. We are one of three schools in the District that offer the French Immersion program. In addition, we offered a large number of Fine Arts and Applied Skills electives for grade 9 students to select from. These electives included: Art, Drama, Theatre Performance, Yearbook, Metalwork, Woodwork, Foods & Nutrition, Fitness, and Clothing & Textiles. We also offered electives for French, Spanish, Peer Tutoring and Leadership. This year, our school scheduled all grade 8 students with two sampler classes consisting of the following courses: Foods, Drama, Woodwork, Digital Literacy, Art, and Music.

We are also proud of our practice for integrating technology into the building. Currently housing roughly 450 Chromebooks, many students are working online in their classrooms. As well, many teachers are using Google Classroom as their online repository for students working and learning outside of the traditional classroom.

The Bert Bowes staff has always been a unique one in that they've always bonded together as a family! The staff are supportive and caring of each other which, in turn, promotes students feeling comfortable and safe, with an even stronger sense of belonging to something special! Our staff are excited **AND exciting!**

### **Framework Goals**

#### **1. To improve student responsibility and develop quality citizens.**

- a. The focus is to explicitly teach school-wide expectations at strategic times in the year to positively impact the learning community for all on campus!
- b. Through our School Based team and Staff Committee, we have adjusted our expectations to include the ever changing challenges associated with technology in the classroom. We made this adjustment midyear and have seen positive results thus far!
- c. PAWS~ "If you look for it you'll find it" is a slogan we have incorporated here in our office, as we recognize the positive contributions made by both students AND staff!!! Modeling that we are all in this together, accolades are earned for those

who make Bert Bowes a great place to belong to! We've even been so bold to say that there are those who come to BBs and there are those who wish they did!

## **2. All students will be empowered and engaged in their learning**

**Student Support**~In response to the changing needs of our students, the School Based Team has been working with members of the District and the community to come up with ways to support those who sometimes need more than we can offer within our regular schedule:

**1a. Jr. Alt/Soft Start**~facilitated by the program teacher, YCW and an EA. Occasional collaboration/support from DKMS, NPSS and community members

**1b.Support groups** facilitated by Mel Carew and Monica Conway.

**1c.Gymnastics lessons** facilitated by our Learning Assistance teacher, EAs and parents.

**1d. Youth Care Worker**~ staff brought on board who support classroom teachers and families.

**1e. Outside agency** contacts/meeting space in-house

We continue to grow our **Indigenous content area** within the curriculum. Our building has been recognized as Dane-zaa with signage with further plans to incorporate artwork and other resources throughout the building (round tables with medicine wheel materials on them).

Teachers continue to plan around the content areas as we move into the May Indigenous Learning Pro-D. Again, recognizing the journey of all learners in our Bert Bowes community.

~Increase the visibility and acknowledgement of Indigenous culture and history

- Morning announcements
- Learning activities during monthly staff meetings
- Bringing in Indigenous presenters~Roberta, David, Etc.
  - Red Dress, Ribbon Skirt, Blanket Lesson
- Indigenous word of the day~tv monitors in the school

**Snoezelen sensory room/program** to assist students with learning challenges as they navigate their school day. Regulation environment for students' needs.

**PBIS ~> SEL @BBMS** is an infused part of the district and our school, and you can feel it when you walk into the school and talk with the kids! It's a positive space and an engaging environment where learners are encouraged to take ownership of their learning! As shared earlier, through our PAWS moto (Positivity Accountability Willingness and Safe), we strive to build success for all within a caring, healthy and welcoming environment where everyone belongs!

- d. Again, we are always monitoring our vulnerable students as they navigate through their transition years! Constant personalization of their learning journey promotes their sense of belonging and, in turn, their continued engagement in the building and their future
- e. SEL and the TAG classes. Our goal is to continue to expand our strategies and further incorporate SEL into the school! Incorporating lessons/resources into monthly staff meetings throughout the year and, in turn, encourage the use of SEL strategies throughout the day.
  - i. SEL Connector Days~school wide connections with like-minder members (students AND staff). This is year 2 with this initiative
  - ii. One of our goals we were looking at was the development of our library into a 21st Century Learning Calm-Ons. Structural changes and modifying

the resources available in the space, we looked to offer a place for those who need a place 'to be'! Along with typical library resources and research materials, we look to offer Maker space, performing arts, Yoga studio, theatre and more! Again, a SEL focus with a 21st-century learning twist!

### **3. Framework Goal~Careers curriculum development incorporating local context**

Looking forward through a lens of support to provide students with a meaningful and authentic learning experience that will empower them to raise their own bars of excellence, and to engage them in planning for a future that is just beyond the horizon! Looking at more career fairs like the one we did back in the Fall (Find Your Fit), we're talking more with community members to bring in more offerings for students ~ Northern Health presentations?!

*Main idea: Getting students to realize their learning potential and continue to create their learning journey where they are active participants rather than spectators watching from sidelines. Developing their identity in the final years of public education and engaging in making their dreams a reality!!!*

#### **In conclusion,**

- BB's continues to promote **meaningful and authentic learning experiences while being cognizant of the needs of each student!**
- Learning happens at different times and in different ways, and with an engaging and empowering staff who understand the philosophy and challenges associated in the transitional years, we strive to build success for all!

# Wonowon School



2023-2024



# Planning Day

**Sept 22 Planning Day**

**Slides for Startup / Collaboration Activities**

**Framework Discussion - District and Updates - Invited PAC - Kathy McIsacc joined**

**Class Sizes/New students - Flexible**

**Continue with our current goals**

**Focus on Improving our Professional Development/ Support Staff/Collaboration**

**Assessment 3 times a year**

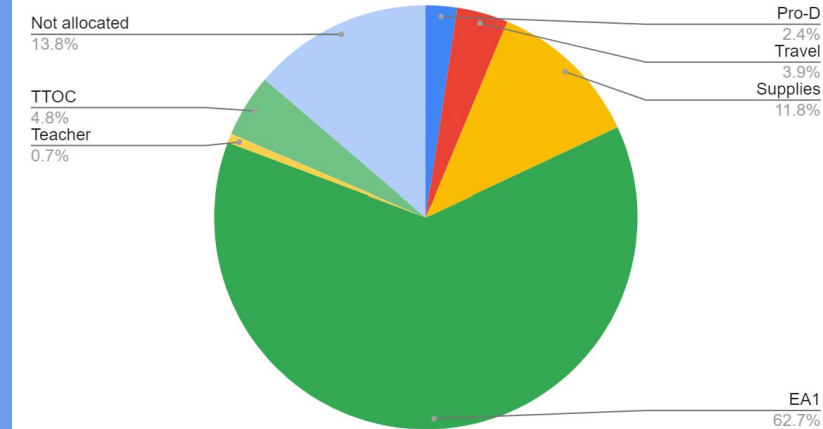
**Budget improve on Community Building Goal**

**Continue to improve Communication**

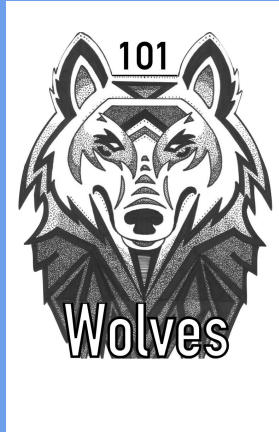
**Indigenous Education - Newsletter/Assembly**

**Teachers - 3 and 1 more after first week for 4 classes and Prep- short EA - 2 Currently 4 Staffing transitions challenge**

Wonowon Summary Percentage



# Framework Goals



**To develop self regulation skills to ensure all students become confident, caring, and empathic members of our school community - Attendance**

**Student Voice and Leadership**

**Numeracy:** To increase students' number sense problem solving and knowledge of basic math facts recall

**Literacy:** To increase fluency and comprehension in reading and writing

# Learning Evidence

## Literacy Cold Write

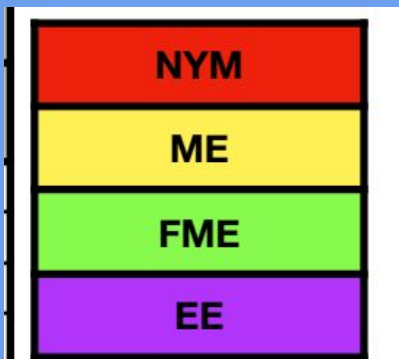
Red throughout - gaps to fill  
Writing a Concern

2	FM
2	ME
2	ME
2	NYM
2	Not Able

3	ME
3	ME
3	ME
3	ELL
3	FM
3	ME
3	ME
3	FM
3	NYM
3	NYM
3	ME
3	ME
3	NYM

4	ME
4	FME
4	ME
4	FME
4	ME
4	No Data
4	NYM
4	ME
4	ME
4	NYM
4	NYM

5	ELL
5	NYM
5	FME
5	NYM
5	FME



6	FM
6	FME
6	ME
6	ELL
6	NO Data
6	FME
6	Not Able
6	ME
6	ME - Gr. 3
6	FME
6	FME
6	FME

7	ELL
7	ME
7	NYM
7	NYM
7	ME
7	NYM

8	ME
8	ME
8	ME
8	ME
8	ME
8	NYM
8	ME
8	NYM

9	ME
9	NYM
9	ME
9	ELL
9	ME
9	NYM

10	No Data
10	NYM
10	FME - Translated

4	DEV
4	No Data
4	EMG
5	ELL
5	EMG
5	DEV
5	DEV
5	DEV
6	DEV
6	DEV
6	DEV
6	ELL
6	DEV
6	DEV
6	Not Able
6	PRF
6	EMG
6	DEV
6	DEV
6	No Data
7	ELL
7	PRF
7	DEV
7	DEV
7	DEV
7	DEV
8	PRF - Gr. 6
8	DEV
8	DEV - Gr. 6
8	DEV
8	DEV - Gr. 7
8	DEV
8	DEV
8	EMG
9	DEV - Gr. 8
9	DEV - Gr. 8
9	DEV - Gr. 7
9	ELL - Attempted

# Learning Evidence

## Numeracy

### Positive

Assessment  
Resources  
District support  
Programs  
Mathology  
Mathletics  
Problem Solving

### Worrisome

New students Red  
New Teacher & short  
Coverage  
Working IEP/SLP  
Filling Gaps  
Basic Facts low  
Behavior/large class

Assessing three times  
Numeracy Coaching/Pro D/Resources/Metorship

09	Attendanc	49 N
04	Attendanc	43 N
04	Attendanc	38 N
08	Attendanc	31 N
KF	Attendanc	30 N
08	Attendanc	27 N
09	Attendanc	26 N
KF	Attendanc	25 N
06	Attendanc	24 N
07	Attendanc	24 N
04	Attendanc	23 N
04	Attendanc	23 N
KF	Attendanc	20 N
01	Attendanc	20 N
06	Attendanc	19 N
08	Attendanc	19 N
02	Attendanc	18 N
08	Attendanc	18 N
04	Attendanc	18 N
09	Attendanc	17 N
01	Attendanc	17 N
01	Attendanc	17 N
07	Attendanc	17 N
08	Attendanc	17 N
01	Attendanc	16 N

# Learning Evidence

## Attendance

**Chronic Absence – 18 or more days**

**Warning Signs – 10- 17 days**

**Satisfactory – 9 or fewer days.**

- Phone Calls**
- Letter Home**
- Parent Connections**
- Student SEL**
- Student Projects/Identity**



# Learning Support Fund

**Data Literacy, Numeracy, Attendance - New students - 86 Total -90**

**Class reviews - Needs/Gaps in all classes - Numeracy and Literacy**

**IEP 7    ELL 52    Ukrainian 10    Philippians 2**

## **Key Targets:**

- **Support Staff that live in the area/ Train/ One on One**
- **District Support**
- **Community involvement - /Halfway/Buick/Prespatou**
- **Transition to other school/Ready Set Learn**
- **Resources / Programs Classroom Champions**



# Celebrating

Portable Grade 7-10 program

Russian Club/Ukulele Club

Multi age/ interactions/Buddy Projects

Spirit Teams/Activities/Buddy Reading

New School - Community/Parent input

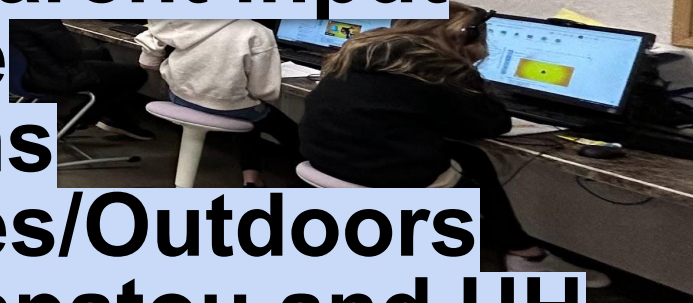
Hot Lunch and Jakes Store

SEL - Classroom Champions

School Clothing/ Assemblies/Outdoors

Connecting with Buick Prespatou and UH

Digital Year Book/Student Voice







# FESEL Communication

Website

Grade 4-10 students

PAC meetings

Open House



# Upper Halfway School 2023-2024



# Planning Day

Sept 5 Planning Day -

Advance Slides for Start up

Framework Discussion and Updates

Continue with current goals

Focus on: Support Staff /Collaboration/ Community Goal

Invited PAC - Kim Field joined.

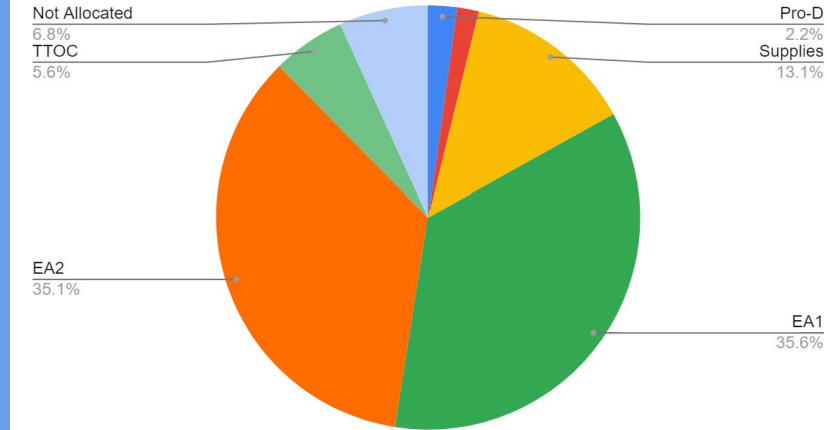
Staff: Admin 1 Teacher 1 EA- 3 ISSW - 1 (Just filled)

Assessment 3 times a year

Communication/No Playground/Safety

Indigenous Education: On going - Newsletter and Assemblies

UH Summary Percentage



# Framework Goals

The background of the slide is a photograph of a school building. The building is a long, single-story structure with a light-colored facade and a blue roofline. In the foreground, there is a large, leafless tree with a thick trunk. The ground is a mix of dirt and patches of snow. In the background, there is a dense forest of evergreen trees under a sky with scattered white clouds.

**Attendance**  
**Indigenous Ed**  
**Student-Graduation**

**Goal 1: Support Personal and Social Growth, Responsibility, & Identity**

**Goal 2: Strengthen Intellectual Skills-Literacy/Numeracy**

**Goal 3: Promote Career & Skill Development**

# Learning Evidence

## Literacy PM benchmarks/Read 73 Cold Writes

Chapter One - Phonics with an ELI Tutor daily  
Heggerty Daily  
Talking Tables ELL  
Guided Reading  
Raz Kids  
Words Their Way  
EET/Adrienne Gear

2	PM 5	PM 10	
2	PM 6	PM 14	
2	IEP	IEP	
3	PM 14	PM 19	
3	PM 14	PM 19	
3	PM 5	PM10	
3	PM 5	PM 10	
3	PM 10	PM 14	
3	PM 5	PM 10	
4	PM 20-25	4 Read 72 2/2	
4	4 Read 73 2/2	4 Read 72 2/2	
4	PM 15-19	4 Read 72 2/2	
5	4 Read 73 1/3	4 Read 73 3/3	
5	PM 15 -19	PM 20-25	
5	PM 15-19	PM 20-25	
6	6 Read 73 2/3	4 Read 73 2+/3	
6	6 Read 73 2/2	4 Read 73 2+/3	
6	6 Read 73 1/1		
6	6 Read 73 2/2	4 Read 73 2/2+	
7	4 Read 73 2/2	4 Read 73 2/2	
7	4 Read 73 1/1	4 Read 72 1/1	
8	7 Read 73 2/2	7 Read 73 2/2	
9	Not Attending	4 Read 73 1/1	
9	7 Read 73 2/2	7 Read 73 2/2	
10	6 Read 73 2/2	4 Read 73 2/2	

# Learning Evidence

**Numeracy**

**MAP Assessment /3 times a year**

**Support Staff**

Mathology

Mathletics

Fact Fluency -Stenhouse kit

Basic Facts

Problem Solving/Hands on

1	EMG	EMG	
2	EMG	EMG	
2	EMG	EMG	
2	IEP	IEP	
3	DEV	DEV	
3	DEV	DEV	
3	EMG	EMG	
3	EMG	EMG	
3	EMG	DEV	
3	EMG	EMG	
4	EMG	DEV	
4	EMG	DEV	
4	DEV	DEV	
5	EMG	FME	
5	EMG	EMG	
5	EMG	EMG	
6	DEV	FME	
6	EMG	DEV	
6	EMG	EMG	
6	EMG	DEV	
7	EMG	DEV 7	
7	EMG	EMG	
8	EMG	DEV 8	
9	EMG	EMG	
9	EMG	DEV 9	
10	EMG	EMG	

05	AM Attend.	42	Y
01	AM Attend.	42	Y
07	AM Attend.	40	Y
06	AM Attend.	40	Y
05	AM Attend.	37	Y
03	AM Attend.	34	Y
02	AM Attend.	32	Y
KF	AM Attend.	32	Y
03	AM Attend.	22	Y
03	AM Attend.	18	Y
02	AM Attend.	17	Y
KF	AM Attend.	13	N
10	AM Attend.	12	Y
09	AM Attend.	12	N
04	AM Attend.	11	Y

# Learning Evidence

## Attendance

**Chronic Absence – 18 or more days**

**Warning Signs – 10- 17 days**

**Satisfactory – 9 or fewer days.**

**Phone Calls/Text Messages  
Letter Home at Report cards to Chronic  
Parent Connections  
Student SEL  
Check ins  
Appreciate District Support/Check ins**





# Learning Support Fund

Data Literacy, Numeracy, Attendance - New students - 26 Total

Class reviews - Needs/Gaps in both classes - Numeracy and Literacy

IEP Primary 3 Intermediate 2

## Key Targets:

- Support Staff that live in the area/ Train
- Community involvement -BC Hydro /Halfway/Buick/Prespatou
- Indigenous Education
- Transition to other school/Ready Set Learn
- Resources / Programs Chapter one
- Promote Career and Skill development
- Participation & completion of ADST exercises, tasks, and projects
- Horsemanship/ADST Projects



# Celebrating

- Gym
- New Kitchen
- Chapter One
- Tutor Program/ Chapter one
- Spirit Activities
- Support Staff
- Christmas Gathering - Fundraiser
- RCMP connection
- Outdoor classroom



**Outdoors/Nature**

# FESEL Communication

- UH Website
- Grade 4-10 students
- PAC meeting
- Open House
- Brochure - Parents



**Planning Day** - What was the shape and outcome of the day? How were parents engaged?

2. What **learning evidence** are (will you be) you reviewing and presenting? What have you noticed (**positive and worrisome**)- either last year or this year?
3. What are your Framework **goals**? How do they link to the learning evidence and align with District goals? How are you paying particular attention to success for your **Indigenous students**?
4. **Learning Support Fund** - Given the learning evidence as well as individual and class needs (ie. Class reviews, IEPs, etc.), what are the key targets of your allocation this year? How does it encompass learning interventions for ALL students and take into account the strengths/needs of your staff? What key strategies will be utilized?
5. What are you **celebrating**?
6. How is your FESL being communicated to your **school community**?

# Margaret Ma Murray Community School 2023-2024







At Margaret Ma Murray Community School, our vision is to create a welcoming and nurturing community that together will foster creative, hands-on learning experiences. Students are empowered to become kind, inclusive, responsible, and curious lifelong learners.



# Vision at M.M.M.C.S.



Margaret Ma Murray Community School  
 School Wide Expectations and Behaviour Matrix  
 A H.E.R.O. is an ordinary person doing extraordinary things.



	Inside	Outside	Bathrooms	Technology
<b>H</b> Honest	<ul style="list-style-type: none"> <li>I tell the truth.</li> <li>I do my best.</li> <li>I respect all property.</li> <li>I admit and correct my mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>I stay where adults are supervising.</li> <li>I tell the truth.</li> <li>I am fair.</li> </ul>	<ul style="list-style-type: none"> <li>I use my own stall.</li> <li>I clean up after myself.</li> <li>I use the bathroom appropriately.</li> <li>I report problems right away.</li> </ul>	<ul style="list-style-type: none"> <li>I use technology appropriately.</li> <li>I am safe when I use the internet.</li> <li>I only use approved devices at school.</li> </ul>
<b>E</b> Empathetic	<ul style="list-style-type: none"> <li>I am kind, helpful and understanding.</li> <li>I respect the learning environment of others.</li> <li>I use kind words.</li> </ul>	<ul style="list-style-type: none"> <li>I am an Upstander.</li> <li>I include others.</li> <li>I care for the environment.</li> <li>I am kind, helpful and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>I give people their privacy.</li> <li>I share the space properly.</li> </ul>	<ul style="list-style-type: none"> <li>I offer help to others.</li> <li>I report cyber bullying.</li> <li>I am kind and understanding to other users.</li> </ul>
<b>R</b> Responsible	<ul style="list-style-type: none"> <li>I keep my hands and feet to myself.</li> <li>I am where I should be.</li> <li>I stay organized and tidy my space.</li> <li>I work together with others.</li> </ul>	<ul style="list-style-type: none"> <li>I play and learn safely.</li> <li>I use equipment properly.</li> <li>I listen and follow directions.</li> <li>I come in when the bell rings.</li> </ul>	<ul style="list-style-type: none"> <li>I wait my turn.</li> <li>I clean up after myself.</li> <li>I flush the toilet and wash my hands.</li> <li>I am timely.</li> </ul>	<ul style="list-style-type: none"> <li>I know using technology is a privilege.</li> <li>I stay on task.</li> <li>I take care of all school devices.</li> </ul>
<b>O</b> Open-Minded	<ul style="list-style-type: none"> <li>I embrace challenges and take risks.</li> <li>I learn about other people and cultures.</li> <li>I accept that others learn in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>I am open to new things.</li> <li>I seek out new friends.</li> </ul>	<ul style="list-style-type: none"> <li>I give other's privacy.</li> <li>I accept that everyone needs to use the washroom.</li> </ul>	<ul style="list-style-type: none"> <li>I try new technology to complete my work.</li> <li>I share technology.</li> </ul>

**H.E.R.O.s join forces for the greater good!**

# Demographics September 2024

90+ ELL Students<sup>(Gr 1-5)</sup>  
24 Languages  
83 Indigenous students  
327 students  
40+ staff  
Transiency rate has increased  
Increase in vulnerable learners  
Increase in inclusion students



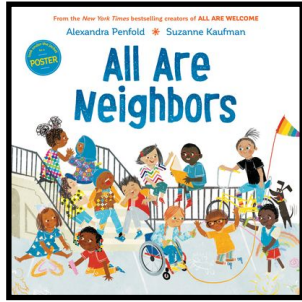
**We are an inclusive community!**  
**We Create**  
**We Learn**  
**We Collaborate!**  
**Kindness**  
**Responsibility**  
**Curiosity**  
**Perseverance**  
**Acceptance**

## Staffing Supports:

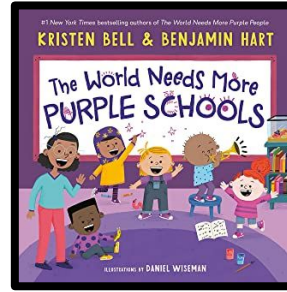
- Inclusion .6 district funded
- Inclusion .8 school based
- 1.2 ELL FTE
- 1.0 I.S.S.W.
- SWIS worker 10hrs/wk (42 students)







# Goals:



1. To foster a community where everyone feels safe, respected, welcome and accepted.
2. To identify students' abilities and develop personalized opportunities for intellectual growth.
3. Provide a variety of engaging opportunities for students to develop ADST skills.

Together we are a strong team of H.E.R.O.s



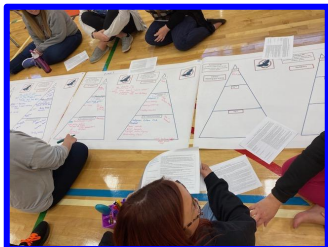
# Our School Experience



# Planning Day September 2023

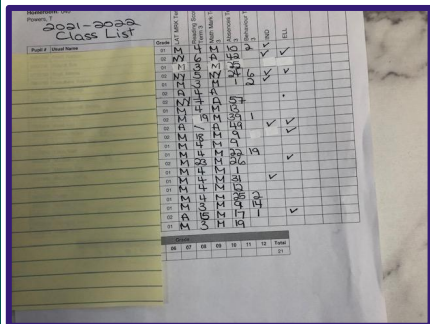
## Agenda Link

- Walk & Talk - Open Doors to relationships: Start-Up
- Staff pre-grouped so that all staff included and sitting within comfort zone
- Virtual Keynote Speaker:  
[Gerry Brooks: Coffee, Climate, Culture](#)
- Lots of time for collaboration
- Individual folders with data on current students (class list from Sept 2023)
- Review of data in folders, data walk, and strategies to sort/sift into tiered approach
- Lunch together to build community
- Afternoon: Mathology/Fact Fluency Workshop and sensory room/strategies for inclusion



## Planning Day:

# Data Used for 2023-2024 School Based



- Term 3 Data (2022-2023)
- Reading Assessment (2023 yr end)
- Class Data Sheet (Sept 2023)
- K phonological 2023 spring
- Kindness Survey Results
- MDI

### ATTENDANCE:

- 40% of students missed 20+ days
- 50% of Indigenous students missed 20+ days
- new students to school missed significant days in 2022-2023 (30+ days)

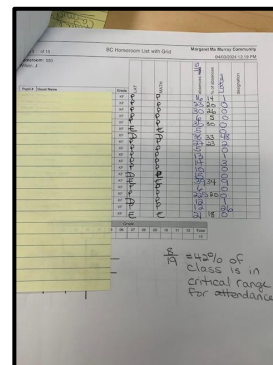
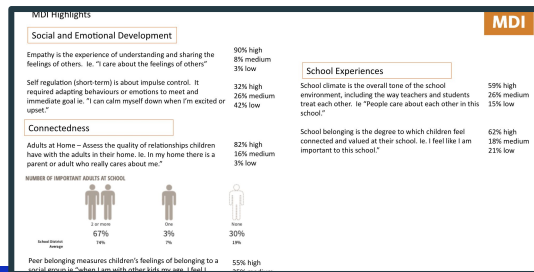
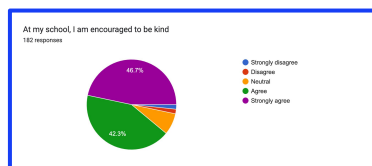
## Ongoing Data At Staff Meetings:

### Attendance Data September 2023-March 4<sup>th</sup>, 2024

Attendance for Term 1 & 2 115 for K 120 gr. 1-6	Green Zone 0-9 Absences	% Green Zone	Yellow Zone 10-19 Absences	% Yellow Zone	Red Zone 20+ Absences	% Red Zone	Critical Zone 30+ Absences	% Critical
Kindergarten (45)	10	22%	18	40%	17	38%	7	16%
Grade 1 (46)	20	43%	18	39%	8	17%	2	4%
Grade 2 (37)	18	49%	14	38%	5	14%	3	8%
Grade 3 (57)	24	42%	21	37%	12	21%	3	5%
Grade 4 (50)	21	42%	21	42%	8	16%	3	6%
Grade 5 (52)	23	44%	22	42%	7	13%	2	4%
Grade 6 (43)	20	47%	12	28%	11	26%	3	7%
Totals:								

## District/Province Based:

- Satisfaction Survey
- F.S.A.
- Report Card Grades/Subject/Grade Compared to District/Province
- MyEd Attendance Data ~ (Frequency/When/are they occurring?)
- Cohorts -identifies areas of need for support and funding
- MDI data



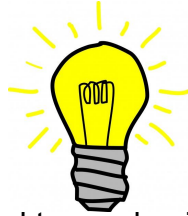
## Summary of Learning Term 2

How has the attendance and lates affected competencies?

Here's what - Now What???

## Goal #1:

To foster a community where everyone feels safe, respected, welcome and accepted.

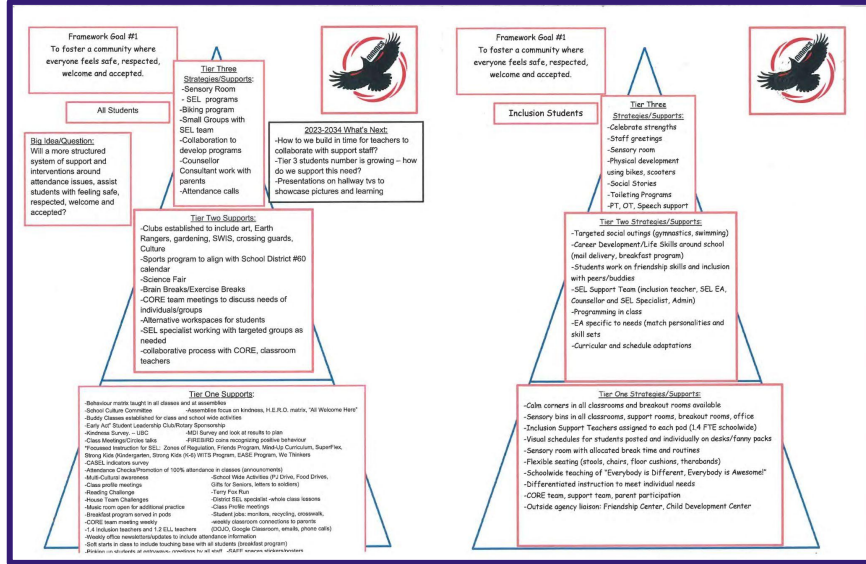


### Big Ideas

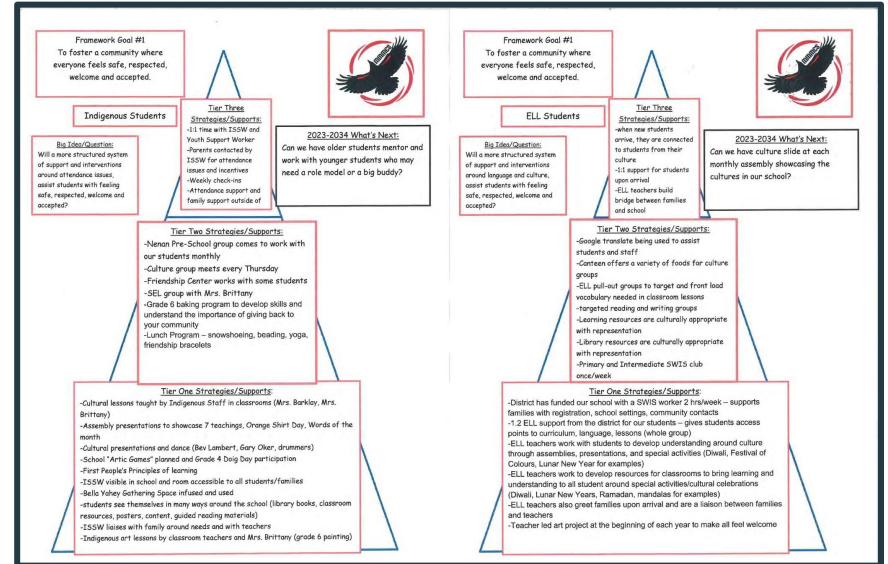
- ★ All students matter
- ★ Take care of basic needs will lead to academic growth and school connectedness
- ★ Kids need to come to school in order to intellectually grow and develop core competencies
- ★ Parents and students need to be involved so we have a healthy community
- ★ Connections through culture, food, pods, house teams, activities
- ★ Anxiety has increased
- ★ Tools are needed: home and at school
- ★ We have the mindset to make this work
- ★ Clubs, leadership, music room access



# School Wide Strategies Goal #1



## Staff worked together to sort and sift strategies into a tiered approach



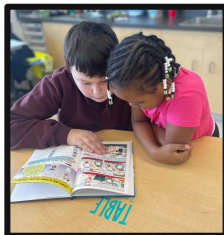
Common Obstacles:  
 Attendance  
 Lates  
 Extended vacations  
 Staffing  
 MDI data -only 30% identify as thriving,  
 62% feel connected to school

## Goal #2

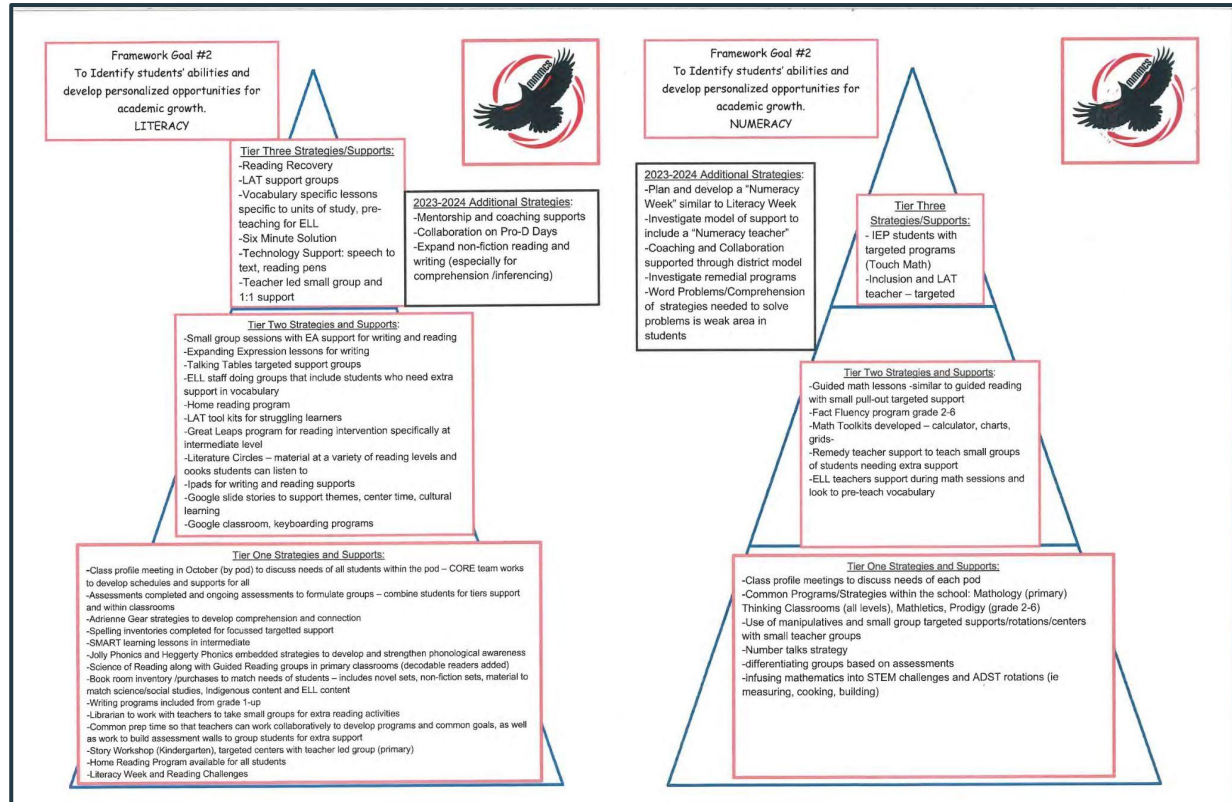
To identify students' abilities and develop personalized opportunities for intellectual growth.

### Common Obstacles:

- Attendance
- Lates
- Absences impacting learning
- Teacher frustration with the growing gaps
- ELL students can decode but still are struggling with comprehension
- Increase in needs at all levels
- Increase in neuro-diversity is affecting comprehension (Hyperlexia)

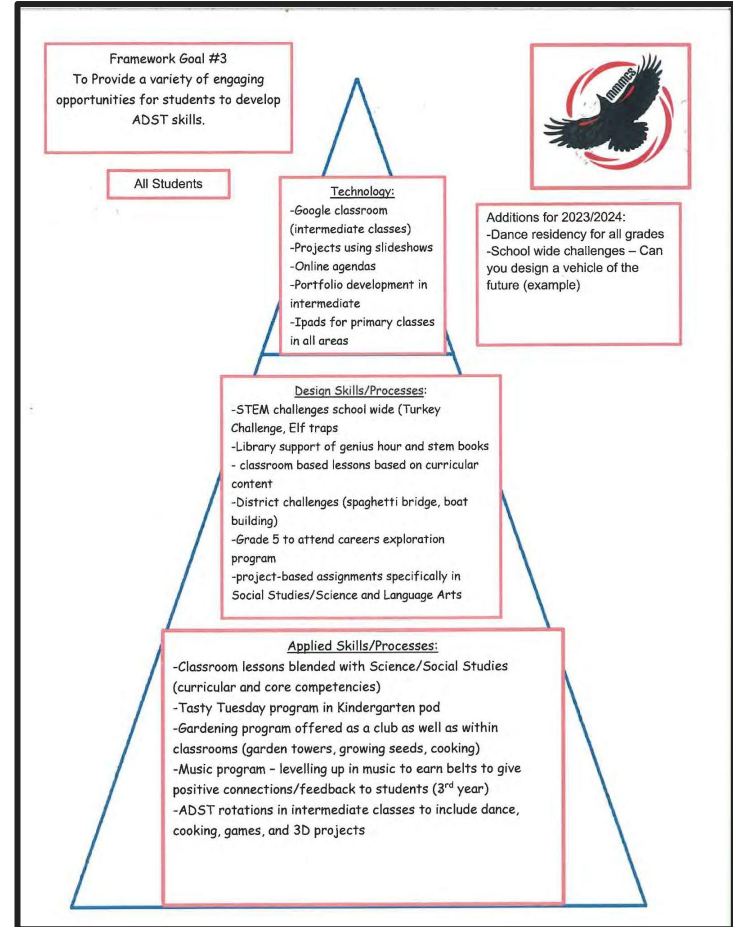
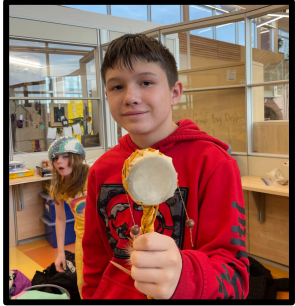


# School Wide Strategies Goal #2



# Goal #3

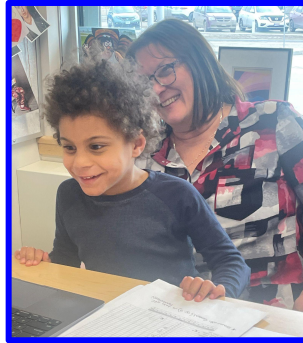
## Provide a variety of engaging opportunities for students to develop A.D.S.T. skills





# Learning Support Fund - Staff Survey May 2023

- ★ Book study on autism
- ★ Programs for L.A.T. and Inclusion
- ★ Class profile meetings through TTOC time
- ★ ISSW books/resources
- ★ .8 Inclusion teacher (3 staff assigned/pod)
- ★ Additional items for sensory room/tools
- ★ Increase EA support for vulnerable learners
- ★ EA assigned for SEL/movement breaks for all classes





# Celebrations



Social diversity and inclusion recognizes the need for belonging and acceptance, and the importance of creating opportunities to participate fully and equally in economic, social, cultural and political institutions.

Jennifer Kratz , Teaching to Diversity



All learners have opportunities to understand and respect their individual cultural heritage

Government of British Columbia Curriculum and Core Competencies



