

School District #60 (Peace River North)
Committee of the Whole
Regular Meeting
Monday, May 6, 2024 @ 1:30 p.m.
AGENDA

Education

1. Education Update

Stephen Petrucci, Superintendent

Framework Presentations & Departmental Reports (Attachment)

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|---|------------------|
| a) Early Learning & Child Care
<i>Tracey Lariviere, District Principal</i> | 1:30 – 2:00 p.m. |
| b) Curriculum & Assessment
<i>Charmaine Chretien, District Principal</i> | 2:15 – 2:45 p.m. |
| c) Preliminary Annual Budget Presentation
<i>Angela Telford, Secretary-Treasurer</i> | 3:00 – 3:30 p.m. |
| d) Bert Ambrose Elementary School
<i>Laurie Wright, Administrator</i> | 3:30 – 4:00 p.m. |

Governance

1. Board of Trustees Meeting Schedule – Draft (Attachment)

Helen Gilbert, Board Chair

Human Resources

Operations

1. Operations Report (Attachment)

Angela Telford, Secretary-Treasurer



Bert Ambrose 2023-24
SD#60 Framework for Enhancing Student Learning



Our Guiding Words
are:

- Safe
- Respectful
- Responsible
- Kind

At the heart of Bert Ambrose Elementary School is the vision of working together to create a community that awakens a desire for life-long learning. The emphasis on building positive connections allows us to support student learning and our decisions are based around the core question “**Is this good for kids?**” Our staff works collaboratively to create a safe, nurturing environment for every member of our school community. We embrace the strengths of each individual and differentiate learning opportunities to ensure success for every student; this is done within the UDL (Universal Designs for Learning) model.

I feel very fortunate to be given the opportunity to share in the educational journey of our students and to work alongside the staff and parents at Bert Ambrose.

Ms. Laurie Wright
Principal

SCHOOL CONTEXT:

Bert Ambrose Elementary School (K-6) serves both an urban and rural community and is located in the northeast corner of Fort St. John; close to Northern Lights College, the Community Forest and Kin Park. This allows for many outdoor excursions and learning activities to be incorporated throughout the year. Our staff places a high priority on student achievement and encourages students to have a growth mindset, to always do their best, and to practice determination and perseverance. As a school community, we embrace inclusion and diversity and provide opportunities that increase knowledge, compassion, understanding, and acceptance. There are 4 Guiding Words used to reflect the characteristics we model and encourage our students to display; these words are **Safe - Respectful - Responsible - Kind**. All student behaviour is addressed through the lens of these four guiding words.

We are committed to supporting the social-emotional needs of our school community and have developed an extremely strong team of support. Regular team meetings are held to discuss vulnerable students/families and to ensure that communication flows smoothly in our building. Together, as a staff, we prioritize our greatest needs for learning and student achievement and collaborate to allocate resources to support our goals. We have monthly staff meetings and strive to keep our school community informed; utilizing our web site (www.ambrose.prn.bc.ca), the school FaceBook page, the school Instagram account, and The Weekly Update sent out to parents/guardians each Sunday. Teachers communicate regularly with parents and guardians through email and other online classroom platforms, as well as in-person and through phone calls.

Our staff consists of 34 dedicated and professional individuals including:

- 1 Administrative Assistant
- 1 Administrator
- 10 classroom teachers
- 1 Learning Assistance teacher (0.6 assignment)
- 1 Fine Arts Prep Specialist Teacher (0.6 assignment)

- 1 Teacher Librarian (0.5 assignment)
- 1 Reading Recovery Teacher (0.4 assignment)
- 1 ELL/ESD Teacher (0.3 assignment)
- 2 Remedy Teachers (provide support for classrooms over class size or composition)
- 10 Educational Assistants
- 1 Indigenous Student Support Worker (ISSW)
- 1 Early Childhood Educator (ECE)
- 1 Canteen Worker (7.5 hours per week)
- 3 Before and After School Workers
- 2 Custodians

District Itinerant Staff also provides support to our school community; this includes a Resource Teacher, the Speech Language Pathologist and SLP Assistant, the Occupational Therapist and O/T Assistant, an Indigenous Youth Care Worker, a Counsellor Consultant and SEL Specialist team, the Literacy Support Teacher, Numeracy Support Teacher, District Learning Assistance Teacher, District Reading Recovery Lead Teacher and District ELL/ESD Teacher.

We are extremely proud of the number of other programs and long-term projects which enhance our learning environment and allow for ease of transition from home to school for students/families.

- The **BASC (Before and After School Care) Program** provides care to students before the start of the school day as well as after the school day ends.
- We offer a daily **JUST B4 Preschool Program** staffed by a qualified Early Childhood Educator who also provides afternoon support in our Kindergarten classrooms.
- Our **Food Programs** work towards ensuring all students have adequate nutrition and are funded through the Feeding Futures Fund and community donations including the annual donation from the Vertical Slam Society. We offer a Breakfast Program, a communal Fruit Basket, Weekly Hot Lunch Program through PAC, and participate in Backpack Buddies (provides easy-to-make food products for weekend meals for students). At this time all of our food programs are available free-of-charge to all students but we are looking to expand our Breakfast and Lunch Program and offer a user-pays option for families who are able to afford this service.
- The **Lunch Club** offers a quieter space for students who require a calmer, structured environment during the eating portion of their lunch break. This is divided into an Intermediate session and a Primary session.
- The **Guardian Angel Program (G.A.P.)** is run through donations from the community and helps to fill the “gap” for families who need a little extra assistance throughout the school year. This program is run anonymously and makes a significant difference for many of our students and their families.
- The **MakerSpace Room** allows for a dedicated space for ADST and STEM activities.
- A **Fine Arts Specialist** provides school-wide instruction across the strands (music, drama, fine arts) and has developed an exciting program; instilling creativity and a love of the arts in our students. A School-Wide Art Show is held each year to showcase this amazing program.
- We have school-wide participation in the **Classroom Champions Program** - a Social-Emotional program that pairs classrooms with a world-class athlete for mentoring. A Teacher-Leader in the school coordinates this program, organizes monthly themed assemblies, and supports classroom teachers.
- Each spring we hold a school-wide **Student Conference** on the day prior to Spring Break. Students sign up for 3 multi-age sessions which are led by teachers, support staff, community partners, district staff, and parents. We start with a Keynote Address and include a nutrition break. It is an amazing way to build community and transition to the third term.

- The **Peer Reading Program** matches Intermediate student volunteers with Primary students who might benefit from additional reading practice in the morning. Our older volunteer students received mentoring from Anita Yorke, District Literacy Support Teacher and take their role very seriously. Peer reading sessions occur the first 15 minutes of the day.
- Our **Leadership Classes** take on a variety of roles within the school community - office monitoring, recycling programs, equipment monitors, assembly set-up, school photographers/videographers, and snow shovelling/salting icy patches in the winter.
- A Teacher Leader coordinates the **Elementary Sports Program** to ensure our students have the opportunity to participate in the following activities: cross-country running, soccer, volleyball, basketball, badminton, track and field, and slow-pitch. Teachers, support staff, parents, and former students all volunteer their time to coach our athletes.
- **Extracurricular Clubs** include chess, drawing, art journaling, cross-country skiing & snowshoeing, bouldering, and a walking group.
- Our **Community School Gardens** evolved from a district partnership with NEAT. —Once the initial 3-year contract expired, a decision was made to continue with the school garden beds but to change to a school-based program. We are very proud of receiving a \$3000 Whole Kids Foundation Garden Grant which was used to help upgrade our garden boxes. Crew Energy also contributed to this project and sent volunteers to help assist with the building of the new garden beds. We can't wait to have a bountiful garden next year!

We are very appreciative of our Ambrose parents who are actively involved in our school community through the Parent Advisory Council (PAC), volunteering in classrooms, and coaching sports teams. Parents and grandparents play an important role in striving to make Bert Ambrose Elementary the best it can be! PAC supports many yearly initiatives through week-long residencies: Rik Leaf (musician/slam poet), JustPI3y Dance, and Teresa Brown (puppetry/drama). PAC also provides our weekly Hot Lunch program and is instrumental in fundraising for many special activities. This year we have new leadership on PAC and they are bringing new family friendly ideas and a passion for making a difference to our school community. Two important initiatives have been (1) supporting the school's application process for a Variety Club Schools Grant to improve our Sensory Room and PAWS Regulation Room and (2) taking the lead on applying for the Imagine That Grant through Northern Health to add a Community Preschool section to the school library. Our PAC executive is invited to attend our annual Planning Day where we work collaboratively on the Framework for Enhancing Student Learning document and are updated on school goals at monthly PAC meetings. PAC has an active and engaging FaceBook Page.

This year has seen a redesign of our school's Framework for Enhancing Student Learning to reflect the current BC Ministry of Education Curriculum:

The redesign of curriculum maintains a focus on sound foundations of literacy and numeracy while supporting the development of citizens who are competent thinkers and communicators, and who are personally and socially competent in all areas of their lives. British Columbia's redesigned curriculum honours the ways in which students think, learn, and grow, and prepares them for a successful lifetime of learning where ongoing change is constant.

The key features of the BC Curriculum included in our Framework encompass the 3 Core Competencies, Essential Learning, Literacy and Numeracy Foundations, and Indigenous Perspectives and Knowledge. Additionally, the program considerations of Valuing Diversity, Supporting Diverse Learners, and Personal Safety are woven throughout our goals.

We are working towards the goals of the District FESL through our school's goals and objectives. Given the increase in the diversity of needs of our student population, it has been necessary to look at program delivery and remove barriers to learning so we can better support **all** children within our classrooms. This includes a focus on UDL (Universal Design for Learning); instead of providing adaptations to specific students, we think about implementing essential supports that benefit all students (good for all - essential for some). We provide a menu of options which allow students to demonstrate their proficiency with the curriculum rather than insisting on a single way to represent learning. Another critical component of UDL is that it provides a step towards establishing a culturally responsive classroom.

Communication Plan for FESL:

This document will be updated and communicated to the Bert Ambrose staff and school community throughout the year as indicated:

- Posted to school website (<http://www.ambrose.prn.bc.ca>)
- Updates about activities contributing to school goals and achievement posted to website and school FaceBook page.
- Creation of a brochure to succinctly communicate the main points of the Bert Ambrose Framework for Enhancing Student Learning.
*Brochure can be emailed to all families. Printed copies available on request and posted to PAC Bulletin Board.
- Review of FESL with staff during annual Planning Day in September and regularly throughout the year at staff meetings.
- Updating of FESL after each Term to reflect achievement and celebrations.
- Sharing of FESL with PAC Executive and inviting feedback.
*Need to investigate ways to allow PAC to join in Planning Day - this has been difficult as child care is often required.
- Sharing of key aspects of FESL at PAC meetings.
- Investigate ways to involve students in FESL; special considerations given the age of our student population.

GOAL 1:
Personal and Social Competencies

We believe Social-Emotional Learning (SEL) is foundational to school practices and student achievement.

SEL aims to help students better understand their thoughts and emotions, to become more self-aware, and to develop more empathy for others within their community and the world around them. CASEL compiled research from around the world, demonstrating that social-emotional learning can enhance academic performance, improve classroom behaviour, decrease instances of depression and increase students' ability to manage stress.

Goal 1

- **To build a safe, positive and inclusive school community; acknowledging the importance of social-emotional well-being, belonging, resilience, and acceptance of diversity.**

Objective 1.1

To ensure students are able to learn by providing support for the foundational needs based on Maslow's Hierarchy of Needs (physiological needs, safety needs, and community & belonging needs).

Key Strategies:

- Core team of adults in each classroom (Teacher + Educational Assistants)
- Dedicated Canteen Worker to oversee Food Program (Breakfast Program, Fruit Basket, providing lunch when necessary)
- Guardian Angel Program to provide essentials including inside shoes, proper winter clothing, personal hygiene essentials, etc.
- District SEL support (Counsellor Consultant and SEL Specialist)
- ISSW provides emotional support for students
- District IYCW and outside agencies provide support to students at school (Friendship Centre, CYMH, Community Bridge)
- Buddy Bench –students can sit on the bench and others will recognize this as a request for someone to play with. Need to review this process each Fall and also remember to introduce new students to the bench.
- Apply for a Variety Club Schools Grant to allow for upgrades to the Sensory Room and PAWS Regulation Room (PAWS = Positive Attitude Wins Success).
- Focus on mental health literacy within each classroom

Objective 1.2

To provide opportunities to allow students to develop self-regulation strategies and skills in a safe, supportive environment.

Key Strategies:

- Richard Stock - Behavioural Consultant - provides consultation services to school teams for students with complex behavioural needs.

- Consistent use of the school's 4 Guiding Words (Safe, Respectful, Responsible, Kind). Specific teaching around each of these words at monthly assemblies.
- Code of Conduct - teach, model and review daily for school wide consistency with all staff and adults in our school community. To be addressed at staff meetings and posted throughout our school. Share with parent community - email, Week Ahead - website
- Athletic Code of Conduct – coaches/school sponsor to review with team members; signed by parent and student for each activity. This document is reviewed each year.
- Primary/Intermediate Recess and Lunch Time is split to allow for less “density” on the playground.
- School decision to have classroom EA's assist with monitoring of student behaviour on the playground and during eating periods to reduce the issues arising from unstructured time periods and lack of supervision.
- Implementation of classroom programs (Zone of Regulation, Minds Up, Ease, etc.)
- School-wide implementation of Classroom Champions. Themes include: Goal Setting, Emotions, Community, Perseverance, Teamwork, Feedback, Healthy Living, and Leadership. We hold monthly assemblies, participate in online mentoring with our world-class athlete, and complete classroom/individual challenges.
- Weekly student regulation sessions with Lori Paice, District Occupational Therapy Assistant
- Ongoing Professional Development for our Support Staff (i.e. sessions with Richard Stock-Behavioural Consultant to District, April Bell, District Resource Teacher, Daisy Petrucci (District Occupational Therapist, Lori Paice, District Occupational Therapy Assistant.)
- Implementation of “calm corners” within classrooms.
- Regularly scheduled regulation breaks for specific students
- ISSW and IYCW and Friendship Centre YCW provide Emotional Support for Indigenous Students
- Primary and Intermediate Lunch Club - provides a calmer, structured space for students to eat lunch
- SEL Centres introduced in primary classrooms by Counsellor Consultant and SEL Specialist

Objective 1.3

To encourage students to explore who they are in terms of their relationship to others and their relationship to the world around them.

Objective 1.4

To support students in valuing diversity and inclusivity by recognizing that everyone has something to contribute to our school community.

Key Strategies:

- To create a “Wish Tree” at the entrance to our school.
- Invite parents/students to share about their culture.
- ISSW Bulletin Board with Cree “word of the day”.
- Change signage within school to be multilingual.
- Focus on the word “PEACE” during Remembrance Day and create a display with the word written in languages to represent the diversity in our school population.
- Increase library collection to represent a greater diversity of cultures; especially those currently represented in our school community.

- Participation in “Huskies Fill the Bus” - food drive at school to support a community initiative (our ISSW is Assistant Captain on the Huskies team so this builds a natural connection from school to the wider need in our community.)
- School-wide: Kindness Bags - spreading some kindness to someone you don’t know. We ask for a reply from those who receive a bag and share response with the school community.
- Fine Arts “Christmas Around the World” unit to incorporate traditions representing the various cultures in our school community.

Objective 1.5

To encourage parental involvement in their child/children’s educational journey while they are at Bert Ambrose.

Key Strategies:

- Open House held at the beginning of the school year (end of September)
- Parents/Guardians and family members invited to school wide assemblies (Halloween costume parade, Remembrance Day, monthly Classroom Champion assemblies, Rik Leaf assembly)
- Parent-Conferences scheduled for November
- Regular communication from Administrator through newsletters and the Weekly Update sent out each Sunday
- Regular communication from Classroom Teachers through Class DoJo, Emails, Newsletters, Phone calls
- Opportunities for parents to volunteer within the school or for extracurricular sports or clubs
- Active PAC; emphasis on “Family Friendly” events for the school community.
- Year-end “Fun Day” - encourage parents/families to attend.
- Parents are encouraged to participate in the school through volunteering activities and chaperoning opportunities on field trips or overnight camp experiences.
- Parents encouraged to share their skills/passions/expertise through volunteer coaching or sponsoring an extracurricular club or activity.
- Mingle Jingle night organized before winter break to bring together the school community for a night of crafts and games; will be aligned to our “Christmas Around the World” Fine Arts theme for December.
- PAC provides regular Family Activity Nights at the school including Movie Night, Halloween and Valentine’s Family Dances, Christmas Craft, Cookies & Cocoa Night, and a Literacy event planned for January.

EVIDENCE:

- **Provincial Student Learning Surveys** - Students and Parents. Continue to encourage Gr. 4 parents to complete the survey, thus providing sufficient data to compare each year.
Note: We would like to expand the survey to include all parents to obtain a more diverse perspective.
- **Performance Standard Rubric for Solving Problems in Peaceful Ways** - all teachers complete this assessment rubric each reporting period and record in Insight at end of year.
- **Critical and Reflective Thinking Rubric** – School designed rubric to be included in teaching and assessment of social responsibility by using the rubric to record how students solve problems for themselves each term. See template in Appendix.

- **Data from the PAWS Regulation room with respect to effectiveness of the self-regulation strategies being used with students.**
- **Provincial MDI results**
- **Provincial EDI results**

CELEBRATIONS:

Garden Beds - school wide participation by classes / families help with garden beds in summer /community involvement in project

Spirit Days

Leadership Opportunities for students

Shared Leadership Opportunities for staff

Elementary Sports Program + Extra-curricular Clubs

Open House

Terry Fox Run - families invited

Rik Leaf Residency + Assembly - new school song written and recorded

Hallowe'en - Costume Parade and surprise Teacher Performance

PAC Family Halloween Dance

Remembrance Day Assembly

Family Mingle Jingle Night + Carol Singing

Spring Student Conference

Spring Visit with Classroom Champions Athlete

School-wide Fun Day - Dunk Tank for Teachers

Intermediate Ski trip

Camp Cameron / Camp Sagitawa

Recycling ran by students to collect paper, cardboard and money items

Buddy classes join to do special projects and activities

Gator Mascot - provides entertainment and boosts school morale

Annual Student Conference (March)

Goal 2
Literacy and Numeracy Foundations

We believe all students can move forward in their writing skills if they are provided with skills, structure and support.

Goal 2a: Literacy

- **To improve writing skills school wide; focusing on clear and interesting writing to help students see themselves as confident and competent writers.**

Objective 2a.1

- *To develop student confidence by viewing all students as writers.*

Objective 2a.2

- *To increase student engagement in writing through the introduction of different forms of writing: Personal Narrative, Non-Fiction, Story Writing, and Poetry.*

Objective 2a.3 *To develop student competence as writers through the focus on “making my writing interesting” - meaning and style.*

Objective 2a.4

- *To develop student competence as writers through the focus on “making my writing clear” - form and conventions.*

Key Strategies:

- Adrienne Gear’s resource “Powerful Writing Structures”
- All teaching staff has committed to attending the two-days of Pro-D opportunities with Adrienne Gear (in district)
- Implementation of writing folders that will follow the student throughout their time at Bert Ambrose
- Classroom teachers use Adrienne Gear strategies, Words Their Way, District CWT Program = Ipads: google docs/slides, Inspiration, Book Creator) to support student writing.
- Technology such as voice-to-text is also implemented to assist students with diverse needs get their thoughts into written format.
- Reading Recovery Teacher – Tier III pull-out services for targeted Grade One students. (One component of RR focuses on student writing).
- District’s Literacy Coaching/Collaboration Program – Staff choice to access support from the Literacy Coach or to request collaboration time to support their professional development using Adrienne Gear strategies.
- Collaboration time provided to teachers through FESL; need to examine how to build more collaboration time into teacher schedules.
- Individual, small group, whole class support (using LAT, Remedy, EA, ISSW, ELL, RR, Buddy Writing
- Smart Learning strategies & tools used in classrooms

EVIDENCE:

- Achievement Data from the Term Learning Updates and Year End Summary of Student Learning

- Adrienne Geer's Writing Folders - samples of student work
- Cold Writes
- FSA Results for Grade 4 students related to Literacy
- Data from Provincial Student Learning Survey (Grade 4)
- Data from Provincial Student Learning Survey for Parents (Grade 4)
- Kindergarten Phonological Survey results (Fall/Spring)

CELEBRATIONS:

- Student work posted in classrooms and on hallway bulletin boards so it can be shared and appreciated with others.
- Sending students to the office to share writing with the Administrator or other key adults in their life (LAT, RR, ELL, previous year's teacher, etc)
- Poetry Cafe with Rik Leaf - Intermediate Students
- Creation of new school song with Rik Leaf; showcased at Rik Leaf Assembly
- School and District Speech Competitions
- Journaling club
- Conference Portfolio on ipad to showcase learning in first term at Parent-Teacher-Student conferences.

Goal 2

Literacy and Numeracy Foundations

We believe a strong number sense foundation is essential for developing student success in numeracy.

Goal 2b: Numeracy

- *To foster confident, competent and creative numeracy learners.*

Objective 2b.1

- *To develop teacher competence and familiarity with the new District Math programs being implemented this year (Mathology and Building Fact Fluency).*

Objective 2b.2

- *To increase student computational fluency through building skills in accuracy, efficiency, and flexibility using the "Building Fact Fluency" program.*

Objective 3b.3

- *To provide students with different learning opportunities to use math skills while developing their awareness of connections between math and real-life applications.*

Key Strategies:

- All teaching staff attended the Fact Fluency workshop presented by Charmaine Cretien, Director of Instruction - Curriculum, and Barb Wagner, Numeracy Support Teacher, on Planning Day.
- All teachers are participating in the Mathology in-services provided by Charmaine Cretien and Barb Wagner.
- Mathletics accounts purchased for all Intermediate classes, including the Grade 3/4 class.

- Remedy time used to provide consistency in implementation of Fact Fluency Program in the Intermediate classes - Angela Hofstrand hired to implement this program.
- Increase the interaction of numeracy in ADST activities
- All classes to complete the DNA to determine where the students' strengths and weaknesses are.
- MAP assessment

EVIDENCE:

- Beginning of year DNA results - break down the sections for computation, number sense, and problem solving.
- End of year DNA results - comparison to beginning of year.
- Achievement data collected from Term Learning Updates and Year End Summary of Learning
- FSA Results for Grade 4 students related to Numeracy
- Data from Student Learning Survey (Grade 4)
- Data from Student Learning Survey for Parents (Grade 4)
- Results from MAP assessment
- Mathletics data from classes

CELEBRATIONS:

- Family Math Night
- Play games from the math fact fluency program
- Certificates from the Mathletics program
- 100 Day Activities focusing on numeracy

GOAL 3

Thinking Competencies - Creative Thinking and Critical and Reflective Thinking

We believe Creative Thinking encourages students to use a variety of approaches to solve problems, analyze multiple viewpoints, adapt ideas, and arrive at new solutions.

Goal 3a: Creative Thinking

- To provide a rich environment which encourages students to approach learning opportunities with a curious, open mind and develop a joy in learning.

Objective 3a.1

- To create a strong Fine Arts Program from Kindergarten through Grade 6 to allow opportunities for the development of creativity in the arts, drama, and music.

Objective 3a.2

- To encourage students to generate creative ideas across curricular areas through multiple means of representing learning.

Objective 3a.3

- To provide a safe and encouraging learning environment that develops a willingness for students to think divergently and take risks in their learning.

Key Strategies:

- Dedicated Fine Arts Prep Teacher (0.6 FTE)
- Dedicated Fine Arts Room
- Mystery Artist Monthly Contest - to engage students in learning about different artistic styles and artists
- Remedy time used to bring in a vocal specialist for singing and teaching ukulele
- Dance Residency with DancePI3y (sponsored by PAC)
- Puppetry Residency with Teresa Brown (sponsored by PAC and Artist in Residence Program). Focus on primary grades.
- Rik Leaf Residency (sponsored by PAC) - Slam Poetry and Music. Focus on intermediate grades for writing of slam poetry.
- Mathology and Math Fluency has students looking at real life pictures and videos to create a wide range of operations encouraging creativity. Students also can represent their learning in many ways by solving real life math problems.
- Peer helping opportunities - dedicated times where intermediate students are paired with primary students to assist with projects and come up with activities that they would like to teach a younger student. This gives older students an opportunity to solidify their learning through teaching and gives younger students an opportunity to try an activity they may need some support with.

Evidence:

- Dedicated Fine Arts Teacher in place - third year.
- Achievement data for Fine Arts (K-6)

Celebrations:

- Remembrance Day performance by Grade 6 Leadership Students (dramatic arts)
- Mystery Artist Contest + Monthly Art Challenge Winners acknowledged at assemblies.
- Annual Student Conference (March)
- School-wide Art Show; giving and receiving feedback is an integral part of this event.
- Annual Talent Show

GOAL 3**Thinking Competencies - Critical and Reflective Thinking**

We believe developing critical and reflective thinking skills will allow students to gain better control of their own learning and to demonstrate empathy for other points of view.

Goal 3b: Critical and Reflective Thinking

- **To provide a variety of engaging opportunities to develop the critical and reflective thinking skills of all students.**

Objective 3b.1

- To assist students in developing the skills to make judgments based on reasoning, to consider and analyze options, and to draw conclusions.

Objective 3b.2

- To provide opportunities for students to give and receive feedback and to then implement this feedback.

Objective 3b.3

- To encourage students to set goals individually and collaboratively and assess progress towards meeting these goals; revising the goal if necessary.

Key Strategies:

- Participate in the District sponsored ADST activities (Catapult Challenge, Spaghetti Bridge Building, Cardboard Boat Challenge, Little Tinkers opportunities, and Career Days event)
- Teachers will use our self-designed rubric to guide learning experiences
- Spring Student Conference Day - last Friday prior to Spring Break (focus on ADST related activities and experiences)
- Dedicated MakerRoom - need to investigate ways to encourage teachers to expand activities that are undertaken in the MakerRoom
- Spheros, 3D pens, 3D printers
- School-wide participation in Classroom Champions; one of this program's key goals is developing critical thinking which aligns with the Core Competency: Critical and Reflective Thinking.
- Specific goal setting activities taught at all grade levels.
- School-wide Art Show - emphasis on teaching students to give and receive a compliment
- District CWT program - ipads for Grade 5/6 and 6 classes: Tinkercad, iMovie, Scratch
- Science experiments in class to engage students in critical thinking and reflection

EVIDENCE:

- Critical and Reflective Thinking Rubric completed for each student in June.
- Student Self-Assessment of Core Competencies - shared with each of the two formal Learning Updates and the Year End Summary of Learning document sent home in June.
- Mathology and Math Fluency has students looking at real life pictures and videos to create a wide range of operations encouraging critical thinking. Students also can represent their learning in many ways by solving real life math problems.
- Data from Provincial Student Learning Survey - Grade 4 students - “Do you feel you are getting better at self-assessing your work?”
- Data from Provincial Student Learning Survey - Grade 4 students - “Are you learning ways to think of and explore ideas?”
- Data from Provincial Student Learning Survey - Parents of Grade 4 students - “Is your child learning to become a critical thinker?”

Note: We are hoping to expand this survey so it goes to all of our parents for more diverse representation from our school community.

CELEBRATIONS:

- Feedback lesson from Classroom Champions posted on Classroom Champion Inspiration Board
- Opportunity to participate in District Science Fair
- 100 Day activities for Primary classes
- Annual Student Conference (March)

Goal 4
Indigenous Perspectives and Knowledge

We believe the First Peoples Principles of Learning play an integral role in supporting all learners; including our Indigenous students.

Goal 4:

- **To improve school success for all Indigenous students at Bert Ambrose.**

Objective 4.1

- *To provide emotional support for Indigenous learners to increase their sense of belonging and physical/emotional safety at school.*

Objective 4.2

- *To incorporate the First Peoples Principles of Learning into all classrooms.*

Objective 4.3

- *To investigate reasons behind higher than average absence rate for our Indigenous students and develop strategies for encouraging regular attendance.*

Objective 4.4

- *To provide rich cultural opportunities for Indigenous students and imbed these within classroom learning, where possible.*

Objective 4.5

- *To provide additional support when required to assist our Indigenous students to regulate emotions and recognize feelings.*

Objective 4.6

- *Ongoing professional development opportunities for ISSW*

Key Strategies:

- Consistency with ISSW (Indigenous Student Support Worker) - 3 years at Bert Ambrose Indigenous content imbedded in Curricular Competencies from K-6
- ISSW provides emotional support, academic support, and cultural learning
- Daily or weekly check-ins by ISSW with Indigenous students
- Support in ISSW room during recess/lunch (safe space)
- Strong support from District Indigenous Education Center - Cultural Teacher, Indigenous Youth Care Worker
- Outside support from Friendship Centre - YCW supports 3 students at Bert Ambrose
- Weekly monitoring of student attendance for vulnerable students by ISSW
- Posters of the "First Peoples Principles of Learning" in every classroom + session at staff meeting to discuss how these principles align with teaching all students.
- Monthly meetings at the District Indigenous Centre with district team
- Planning Day Retreat at Camp Cameron

- Share the The 7 Grandfathers Teaching in classrooms - Humility, Bravery, Honesty, Wisdom, Truth, Respect, Love.
- Language teaching to Kindergarten classes - Cree Numbers / Counting
- Language Learning Bulletin Board
- Cultural activities - beaded poppies for Indigenous Veterans Day, Dream catchers, min tipis
- Lessons on local history - curriculum related

EVIDENCE:

- **FSA Results** - data broken out for Indigenous Learners
- **Achievement Data** - data broken out for Indigenous Learners
- **Student Learning Survey Results** - Parent responses / Student Responses related to academic performance and feelings of belonging/safety **Can we pull data for our Indigenous learners?**
- **Attendance data**

CELEBRATIONS:

- Orange Shirt Day - school wide lessons in classrooms + bulletin board
- Classroom cultural activities
- National Indigenous Peoples Day - school wide + community activities
- Tipi building - Indigenous Artifacts
- Hand games - taught to all students
- Achievement Wall in the Indigenous Student Support Room - “Things we are proud of ...”

Data Section is still being developed and will be the focus of the December/January staff meetings.

The following data points will be used to determine how we are doing in relation to our Framework Goals:

School Data	District Data	Provincial Data
<ul style="list-style-type: none"> <input type="checkbox"/> Attendance data <input type="checkbox"/> Achievement data from Learning Updates and Year End Summary of Learning document <input type="checkbox"/> Insight data and observations 	<ul style="list-style-type: none"> <input type="checkbox"/> Kindergarten Phonological Data <input type="checkbox"/> Cold Writes <input type="checkbox"/> Numeracy MAPS 	<ul style="list-style-type: none"> <input type="checkbox"/> FSA Results - Grade 4 <input type="checkbox"/> Provincial Learning Surveys - Grade 4 students <input type="checkbox"/> Provincial Learning Surveys - Grade 4 Parents <input type="checkbox"/> EDI Kindergarten Results <input type="checkbox"/> MDI Grade 5 Results

Appendix 1
 Writing Results by Grade
 2023-2024
 Year End Data

Grade Level	Emerging	Developing	Proficient	Extending
Kindergarten Indigenous IEP (X students)				
Grade One Indigenous IEP (X students)				
Grade Two Indigenous IEP (X students)				
Grade Three Indigenous IEP (X students)				
Grade Four Indigenous IEP (X students)				
Grade Five Indigenous IEP (X students)				
Grade Six IEP Indigenous (X students)				
Total Number Total Indigenous (X students)				

Appendix 2
 Social Responsibility by Grade
 2020-2021
 Year End Data

DO WE NEED TO REVISE THIS CHART? Probably should be EM, DEV, PRF and EXT

	Not Yet Meeting Expectations	Meets Expectations	Fully Meeting Expectations	Exceeding Expectations
Kindergarten Indigenous IEP (X students)				
Grade One Indigenous IEP (X students)				
Grade Two Indigenous IEP (X students)				
Grade Three Indigenous IEP (X students)				
Grade Four Indigenous IEP (X students)				
Grade Five Indigenous IEP (X students)				
Grade Six Indigenous IEP (X students)				
Total Number Indigenous IEP (X students)				

Appendix 3
 Critical and Reflective Thinking by Grade
 2023-2024
 Year-End Data

Grade Level	Emerging	Developing	Proficient	Exceeding
Kindergarten Indigenous IEP (X students)				
Grade One Indigenous IEP (X students)				
Grade Two Indigenous IEP (X students)				
Grade Three Indigenous IEP (X students)				
Grade Four Indigenous IEP (X students)				
Grade Five Indigenous IEP (X students)				
Grade Six Indigenous IEP (X students)				
Total Number Indigenous IEP (X Students)				

Critical Thinking and Reflective Thinking Rubric

Bert Ambrose Elementary School

Name: _____

Grade: _____

School Year: 2023-24

Teacher: _____

Students demonstrate critical and reflective thinking by analyzing and critiquing, questioning and investigating, designing and developing, and reflecting and assessing in order to make decisions and solve problems.

	Emerging	Developing	Proficient	Extending
Analyzing and critiquing	-Explores materials but may need support to analyze information and make judgements or assessments.	-Able to analyze information and make judgments or assessments based on criteria with some support.	-Able to analyze information and make judgments or assessments based on criteria most of the time.	- Able to consistently analyze information and make sophisticated judgements or assessments based on criteria.
Questioning and investigating	-Questions are not relevant/ or logical. Consistent support required to make inferences / predictions.	-Asks relevant and/ or logical questions and makes simple inferences/ predictions some of the time.	-Asks relevant and/ or logical questions and makes detailed inferences/ predictions based on evidence most of the time.	-Asks relevant and insightful questions and makes complex inferences/ predictions based on evidence consistently.
Designing and developing	-Needs significant support to develop ideas and make decisions. -Support needed when developing concepts and when problem solving and adjusting procedures.	-Is able to develop ideas and make decisions using critical thinking with minimal support. -Demonstrates the ability to develop concepts and adjust procedures in response to problems some of the time.	-Able to develop logical ideas and make critical decisions most of the time. - Demonstrates the ability to use well-chosen ideas to develop interpretations of concepts and adjust thinking in response to challenges.	-Able to independently develop logical/ relevant ideas and designs and make critical decisions consistently. -Demonstrates the ability to use sophisticated ideas to develop interpretations of concepts and adjust thinking in response to challenges.
Reflecting and assessing	-Can reflect on their learning and show whether they like something or not.	-Able to reflect and connect learning to personal experiences, efforts and goals with support. -Beginning to be able to give and receive constructive feedback.	-Able to reflect and connect learning to personal experiences, efforts and goals. -Able to give and receive constructive feedback.	-Able to examine thinking and reflect on personal connections, experiences and goals. -Able to give and receive constructive feedback and use the feedback to move forward.

SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)
Board of Trustees Meetings 2024-2025

DATE	MEETINGS	START TIME
August 26 (<i>Tentative</i>)	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
September 23	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
October 7	Trustee Meetings (closed) <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
October 21	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
November 4 (BCPSEA Symposium Nov 7-8)	Trustee Meetings (closed) <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
November 18 (Academy Nov 21-23)	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
December 2	Trustee Meetings (closed) <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
December 16	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
Christmas Vacation: December 23, 2024 – January 3, 2025; Schools re-open January 6, 2025		
January 13	Trustee Meetings (closed) <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
January 20	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
February 3	Trustee Meetings (closed) <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
February 18 (<i>Tues</i>) (Family Day – Feb 17)	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
March 3	Trustee Meetings (closed) <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
March 10 (March 17 – Spring Break)	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
Spring Vacation: March 17 – March 28, 2025; Schools re-open March 31, 2025		
April 7	Trustee Meetings (closed) <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
April 14 (BCSTA AGM – Apr 24-27)	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
May 5	Trustee Meetings (closed) <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
May 20 (<i>Tues</i>) (May 19 – Stat)	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
June 2	Trustee Meetings (closed) <i>Regular (Public) Committee of the Whole Meeting</i>	12:30 p.m. 1:30 p.m.
June 16	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.

Location: all meetings are held at the School Board #60 Board Office in the **Board Room**.
Committee of the Whole Meetings: held the first Monday of each month, with the above noted exceptions, because of statutory holidays and holiday breaks
Regular Board Meetings: held the third Monday of each month, with the above noted exceptions because of statutory holidays and holiday breaks.

Operations Update

May 6, 2024



Facilities

- Upper Halfway Gymnasium - PRRD has approved Occupancy Permit
- Upper Halfway and Duncan Cran will be getting new playgrounds in July 2024
- Front stairs addressed for accessibility issues at Robert Ogilvie
- Appliance purchase and installation with funding from the Feeding Futures Fund are moving forward
- With the warmer weather, roof repairs occurred at Upper Pine and CM Finch to address leaks
- HVAC Upgrades moving forward for Ecole Central Elementary and Robert Ogilvie
- LED lighting upgrade at Bert Bowes Middle School in the lower hallways
- Expanded security system (more beams in the yard) at Facilities and new security fences (mesh on fencing) to increase security in the area

Safety & Custodial

Safety

- Fire Department conducted inspections at the Key Learning Centre and Central School
- Emergency Response Plan - Wildfires document has been distributed to all staff and posted on staff sharepoint site for reference
- Updated Parent Guide regarding emergency response plan has been shared with school communities and posted on the District website for public reference
- Hearing/Fit testing conducted on April 30 for required staff
- Summer students/Maintenance Labourers - training day taking place May 6
- Will be attending a stakeholder engagement meeting with the City of Fort St. John on their Emergency Evacuation Plan
- April 2024 Stats YTD - [District Statistics YTD April 2024.pdf](#)

Custodial

- Summer cleaning preparation is underway.

Technology

- VOIP Update: Taylor was successfully converted over last April 15. Upcoming sites for conversion are Grand Haven, Facilities and Ecole Central
- 98% of the school backup drive was upgraded to SSD (Solid State Drive) (4 TB). Pending sites are Alwin Holland and Duncan Cran schools
- A server replacement upgrade occurred at Clearview School. Next in line will be CM Finch on May 3rd

Transportation

- The new busses resulting from the Capital ask have been ordered
- The department is ready for the busy season of field trips for school year end activities.