

**School District #60 (Peace River North)**  
**Committee of the Whole**  
**Regular Meeting**  
**Monday, June 3, 2024 @ 1:30 p.m.**  
**AGENDA**

**Education**

**1. Education Update**

*Stephen Petrucci, Superintendent*

Framework Presentations & Departmental Reports (Attachments)

- |   |                  |
|---|------------------|
| a) Clearview Elementary/Jr. Secondary School<br><i>Craig Brownlee, Administrator</i>                                | 1:30 – 2:00 p.m. |
| b) Dr. Kearney Middle School<br><i>Chris Nock, Administrator</i><br><i>Tanya Braun, Vice-Principal</i>              | 2:15 – 2:45 p.m. |
| c) Indigenous Education<br><i>Pat Jansen, District Principal</i><br><i>Carleen Andrews, Director of Instruction</i> | 3:00 – 3:30 p.m. |

**Governance**

**1. District Long Service/Retirement Banquet – June 12, 2024**

*Helen Gilbert, Board Chair*

**Operations**

**1. Operations Report (Attachment)**

*Angela Telford, Secretary-Treasurer*



## **Vision**

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



## **School Context**

### **Where are we?**

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

### **Who are we?**

We are a K-9 school with an experienced staff that includes a principal, nine teachers and eight support staff (clerical, teaching assistants, Aboriginal Support Worker and custodians). We have six divisions of students and the entire student population (118 students including 28 Indigenous students) is bussed. After grade nine, students attend North Peace Secondary School Main Campus or ELC campus in Fort St. John.

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

Our parents are involved and committed to their children's education. Many parent volunteers help out with classroom and school activities and we have an active and organized Parents Advisory Council. In addition to their regular meetings and financial support, they help plan and organize several events and fundraisers throughout the year. Several parents cook our hot lunch program, which provides a hot healthy lunch for students twice a month. We also have a group of parents who make hot dogs for the

students every Wednesday. Parents are an integral part of the school community and the school is an integral part of community life. We are starting the RSL program in Nove

### What do we do here?

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

### Communication:

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

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

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

Monthly PAC Meetings

Strengths	Challenges
<p>Experienced staff            Great athletic programs            Technology Training for all Staff            Clean school            Great support staff            Community involvement            Kids like to play outside            Learning Centre - great space            Assemblies            Administrator - support/knowledge            Staff with a variety of skills            Opportunities to use the arena            Christmas Concert and Remembrance            Day assemblies</p>	<p>Anxiety and engaging students in meaningful learning.            Improve reading comprehension            Develop stronger social skills and self-regulation strategies            More confident writers            Analyzing and Reasoning in Math            Helping all students be able to regulate themselves</p>

Facebook - sharing of news Spirit Days - community building Intramurals Staff vs. Students events	
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**Goal #1 To increase Authentic Parent Engagement in the school community**

- The focus this year will be in additional parent contacts and information sent out.

<b>Rationale</b>	<b>Who?</b>	<b>Current best practices (How?)</b>	<b>How will we know?</b>	<b>Core competency-focus on student self-evaluation</b>
In the past year or so we have seen a great deal of increased community connections and having parents in the school. We still hear concerns of parents not knowing information.	All parents	Home Reading Agendas Parent Engagement nights Christmas Concert Coaching Mother's Day Tea Parent Volunteers Book Fair Assemblies Holiday Events Open House	Back and forth book Parent Satisfaction Survey Tally of parents involved	N/A

		PAC meetings News letter		
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**Goal #2 Students will use self-regulation strategies**

- More focus on Middle School students this year. As our data shows our Middle School students need more support.

Rationale	Who?	Current best practices (How?)	How will we know?	Core competency-focus on student self-evaluation
If students are unable to self regulate they will have a more difficult time at school. They will also make the school experience more difficult for others.	All students	Zones of Regulation  Sensory Room  Casel Framework  SEL lessons  WITS  Adrienne Gear-Powerful Understanding  Ease Lessons -Principal	Self assessment  Teacher assessment  MDI data  Incident Data (Assess)	Communication  Problem Solving  Social Responsibility

**Goal # 3 Our intellectual goal will be split into reading and numeracy.**

**For reading: 80% of students will demonstrate comprehension when reading grade level text.** - We are currently doing very good in reading but will keep this goal to remind ourselves of the strategies we are using that help us achieve.

Rationale	Who?	Current best practices (How?)	How will we know?	Core competency-focus on student self-evaluation
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<p>Students need to be able to read grade level text across the curriculum.</p> <p>To increase student confidence in school.</p>	<p>All students</p>	<p>Guided Reading</p> <p>Shared Reading</p> <p>Adrienne Gear resources</p> <p>6 minute reading</p> <p>Great leaps program</p> <p>LAT support</p> <p>Nelson Literacy</p> <p>THIEVES- strategies for non-fiction</p> <p>Word work- Heggerty Program</p> <p>Jolly Phonics</p> <p>Reading 44</p>	<p>FSA data</p> <p>PM Benchmarks</p> <p>QCA data</p> <p>Read73 data</p> <p>Report Card marks</p>	<p>Communication</p> <p>Problem Solving</p> <p>Critical Thinking</p>
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**Goal #3 For Math: – Students will increase their levels of understanding in math, focusing on increasing their knowledge with computational fluency and linear relations.**

Rationale	Who?	Current best practices (How?)	How will we know?	Core competency-focus on student self-evaluation
<p>Students need to be able to use math skills in many areas of their lives.</p> <p>To increase student confidence in school.</p>	<p>All students</p>	<p>Mathletics</p> <p>Mathology</p> <p>Stenhouse Resources</p> <p>Thinking Classrooms</p> <p>Great leaps program</p> <p>LAT support -using ten frames, base 10 blocks, magic number other games</p>	<p>FSA data</p> <p>Report Card marks</p> <p>District data?</p>	<p>Problem Solving</p> <p>Critical Thinking</p>

**DATA**

The first data seen here helps with planning our Social/ Emotional or SEL Goal.

This first data comes from the MDI survey grade 8 students did in 2023.

## WELL-BEING INDEX

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The Well-being Index combines MDI measures relating to children’s physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children’s mental and physical health.

### MEASURES

- Optimism
- Happiness
- Self-Esteem
- Absence of Sadness
- General Health



**High Well-being (Thriving)**  
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

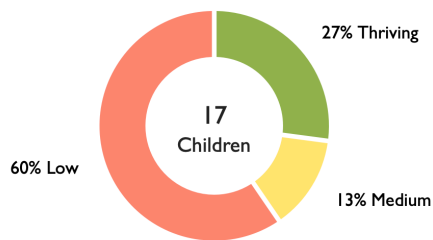


**Medium Well-being**  
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

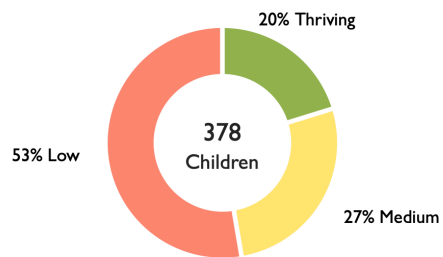


**Low Well-being**  
Children who score in the low range on at least 1 of the 5 measures of well-being.

**CLEARVIEW ELEM-JR SECONDARY**



**PEACE RIVER NORTH**

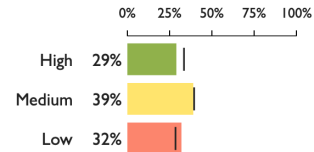


The line indicates the School District average



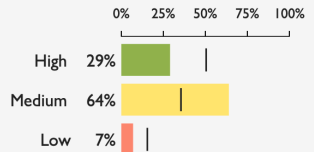
### SELF-REGULATION (SHORT-TERM)

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



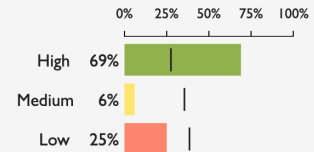
### RESPONSIBLE DECISION-MAKING

Responsible decision-making is about understanding the consequences of one's actions and making good choices about personal behaviour. e.g., "When I make a decision, I think about what might happen afterward."



### SCHOOL BELONGING

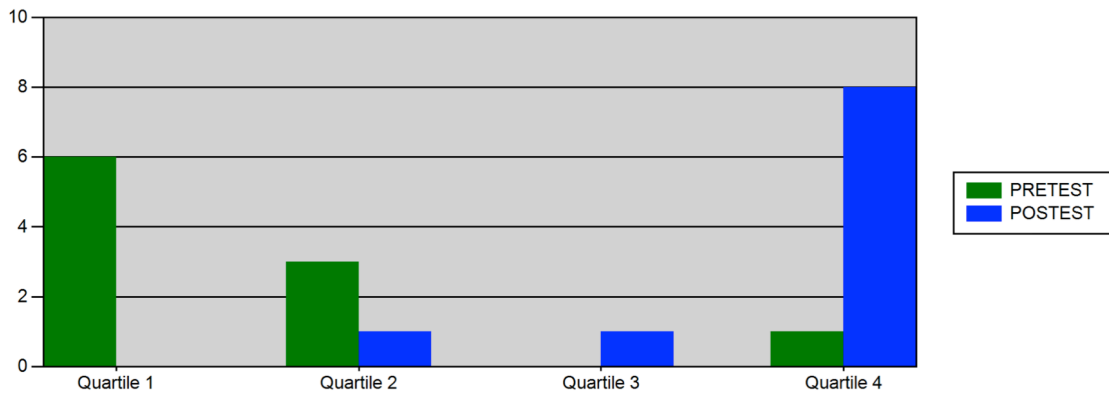
School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



The next data gives us a picture of how we are doing in **Reading Comprehension**

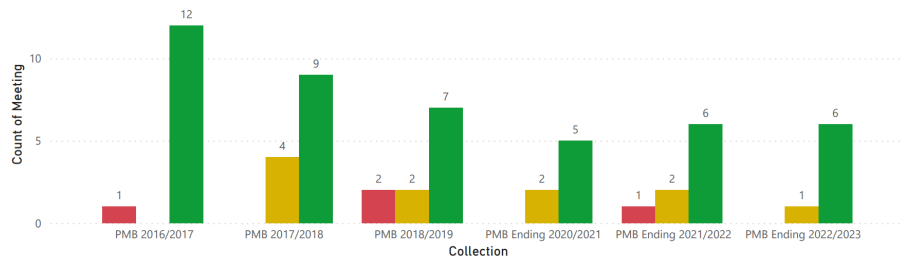
This first chart shows that our students are leaving Kindergarten with some good reading skills.

Number of students in each Quartile



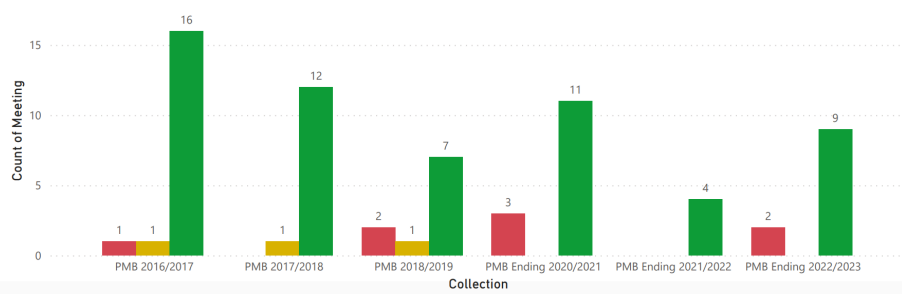
### Reading Grade 1 - PM Benchmark

Meeting ● Not Yet Within ● Approaching ● Meet / Exceeds



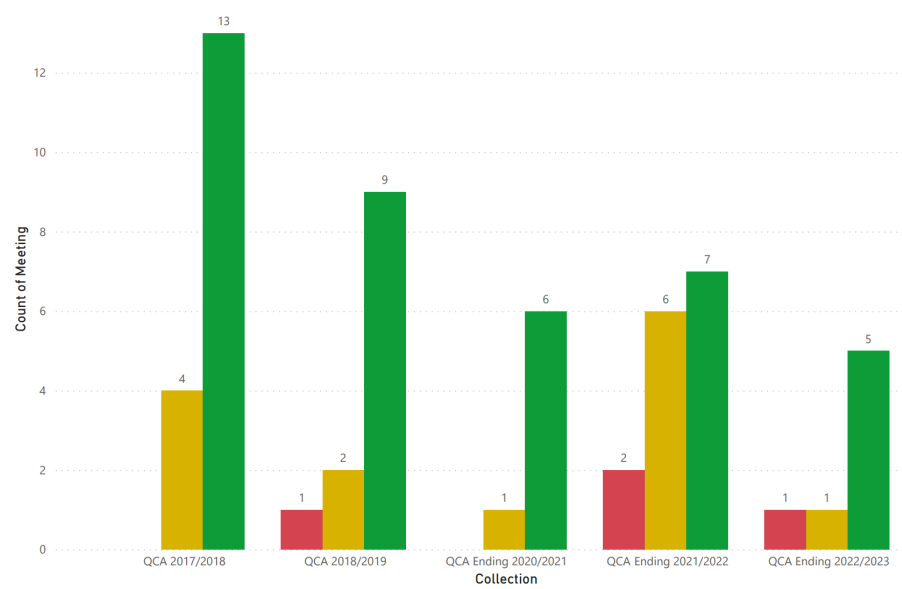
### Reading Grade 2 - PM Benchmark

Meeting ● Not Yet Within ● Approaching ● Meet / Exceeds



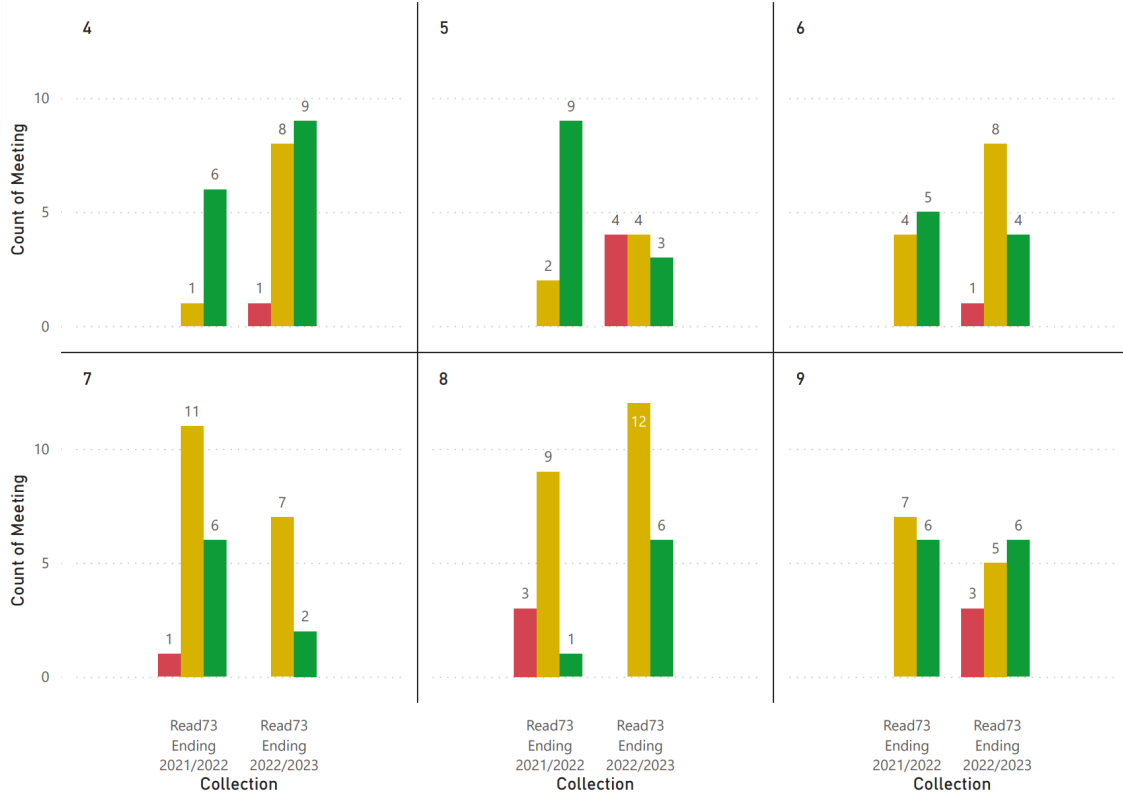
### Reading Comprehension - Grade 3 - QCA

Meeting ● Not Yet Within ● Approaching ● Meet / Exceeds



Reading Comprehension - Grade 4-9 -READ73

Meeting ● Not Yet Within ● Approaching ● Meet / Exceeds



For Math one of the best measures of how are students are doing comes from our grade 4 and grade 7 FSA Results

Grade 4	Emerging 11%	On Track 72%	Extending 17%
Grade 7	38%	50%	13%
Grade 4 Indigenous	25%	25%	50%
Grade 7 Indigenous	0%	0%	100%

We will look to get more Math data throughout this year.



# Dr. Kearney Middle School Framework for Enhancing Student Learning

## Goals:

**Goal 1:** Create a safe, caring, inclusive school culture that promotes lifelong, reflective learning.

**Goal 2:** Our learners will become capable of expressing and applying math to analyze and solve real-world problems.

**Goal 3:** Foster confident learners who utilize language to understand diverse perspectives, think critically and express themselves creatively.

**Goal 4:** To encourage, support and advance career connections through Career and Applied Design Skills Technology (ADST).

## Introduction

Dr. Kearney Middle School is located in Fort St. John, BC, within the beautiful Peace River Valley. We gratefully acknowledge that we live and learn on the traditional territory of the Tsáá' Ché Ne Dane within Treaty 8. Our school serves 615 students in Grades 7-9 and has a staffing complement of 33 teachers and over 20 support staff. Our staff includes a principal, vice-principal, counselling services, special education personnel and a part-time librarian. In addition to a full range of educational services, we also support a Resource Room Program for students living with physical and developmental challenges and the Strength First Program, which provides a soft-start junior alternate program.

Our school is committed to student-centred learning, a focus on collaborative planning, and a caring environment to provide quality education. We have an active Parent Advisory Committee and a supportive parent community. Our other exciting opportunities for students include our outstanding visual and performing arts programs, Hockey Academy, and the range of extracurricular opportunities available to students.

## Vision

At Dr. Kearney, we guide and care for all students by fostering authentic and inclusive relationships within our diverse community, valuing everyone's unique stories, experiences and skills.

## Mission

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Guided by our vision and values of respect, responsibility, reflection and resourcefulness, we commit to preparing our students to be lifelong learners, engaged community members, and leaders of the future.

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### Goal 1: Create a safe, caring, inclusive school culture that promotes lifelong, reflective learning.

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#### Objective 1.1: To build a collaborative and reflective school community.

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#### Key Strategies

- Utilize “Roadmap to Responsibility” (Power to Give’em 5) to build a responsible, respectable community founded on responsibility-centred discipline.
  - Provide staff professional development on this approach.
- Promote and model ongoing reflection in all classes as a key component of our school culture.
- Work towards a culture that values student-led conferences and presentations of learning.
- Work to proactively create and maintain a safe, caring, inclusive learning environment through appropriate behaviour management.
- Implement a system of trimesterly class review meetings with classroom teachers and the school-based team.
- Implementation of robust PLC structure to facilitate effective collaboration.

#### Indicators

- Track and report behaviour incident referrals.
- Build robust core competency reflection and goal-setting process.
- Track regular use of student-led conferences and presentations of learning
- MDI - Middle Years Development Indicator

#### Targets

- Reduction in discipline referrals (frequency and intensity)
- Increase participation in reflection on core competencies and increase collections of artifacts
- Increased use of student-led conferences and presentations of learning

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## **Objective 1.2** Encourage and promote the regular attendance of all students.

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### **Key Strategies**

- Create a system and process to track attendance concerns and proactively respond to repeated absences.
- Emphasize and enforce the closed-campus policy.
- Create messaging for the school community around the importance and impact of regular attendance.
- Implement an effective method to alert parents quickly and accurately regarding missed classes (SMS)—School Messenger Program or similar.
- Ensure all school staff are trained on attendance procedures and follow through regularly.
- Use the MDI to gather information on factors contributing to low attendance.
- Implementation of robust PLC structure to facilitate effective collaboration.

### **Indicators**

- Track attendance rates across all grades
- Track interventions and communications with the school community
- Analyze the relationship between proficiency, connectedness, and attendance.
- MDI Data
- Student Learning Survey

### **Targets**

- Reduce the rate of unexcused absences.
- Work towards a culture that values student-led conferences and presentations of learning.
- Positive increase in student sense of belonging and connectedness as measured in the Student Learning Survey and MDI.

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## **Objective 1.3** Increase Parent/Guardians Connection and Engagement

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### **Key Strategies**

- Create celebration days where students can display their work for parents (open house, talent shows, etc.)
- Promote the role of TAG teachers as the main point of contact - inviting parents to open houses, talent shows and parent-teacher interviews.
- Use social media, websites and other tools to ensure ongoing and timely communication with parents and caregivers.
- Encourage the use of portfolios that are shared with parents/caregivers. (SpacesEdu.)
- Increase visits to Indigenous Communities to facilitate positive relationships with school

- Ensure that important results from the equity scan are shared and discussed with the staff.
- Increase involvement of PAC at school events.

### Indicators

- Track the number of parents attending school functions (Open House, etc.)
- Track the number of parents that utilize their TAG teacher as their main contact at school.
- Number of visits to Indigenous Communities where parents meet with school staff
- Parent/Caregiver Survey & Student Learning Survey

### Targets

- Equity scan participation shows an increase in positive relationships with the school.
- Increased participation parent/caregiver participation rate in the Student Learning Survey
- Positive feedback from PAC and the school community measured via survey

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## **Goal 2: Our learners will become capable of expressing and applying math to analyze and solve real-world problems.**

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### **Objective 2.1 Increase the use of multiple interventions to help reach all learners.**

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#### Key Strategies

- Facilitate vertical teaming between elementary, middle and high school math departments.
- Increase capacity with UDL strategies through joint LAT/Admin/Teacher meetings, teacher-requested professional development, collaboration and coaching.
- Celebrate and highlight strategies that are currently working.
- Create a menu of Tier 1 interventions and supports.
- Develop scope and sequence across grade levels focused on curricular competencies.
- Targeted numeracy support through new support blocks implemented in 24/25.
- Encourage increased celebration of math/numeracy throughout the school.
- Encourage the use of Mathology within the Grade 7 classrooms.
- Implementation of robust PLC structure to facilitate effective collaboration.

#### Indicators

- Regular meetings with the Student Support Team and Math Department.
- Collaboration through vertical teaming between schools.
- Increased use of Tier 1 interventions and UDL across grade levels.
- Track FSA, MAP and proficiency scores.

## Targets

- Increased proficiency in all math courses. Tracked through Learning Updates and Summary of Learning data.
- Increase in the number of students On Track as measured by the FSA.
- Increased MAP data.

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## Objective 2.2 Integrate Indigenous Knowledges and Perspectives in All Curricular Areas

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### Key Strategies

- Facilitate collaboration between Indigenous Support Staff and the departments to increase strategies and First Nations Principles of Learning in classrooms
- Track attendance in math courses.
- Utilize Tier 1 and Tier 2 interventions and supports through Indigenous Support Team (1:1, small group, in-class support)
- Work with the Indigenous department to become more aware of and find ways to address some of the barriers Indigenous students face.
- Increase Indigenous content in math classes with the support of the Indigenous Support Team and Indigenous Education Centre.
- Increase access to resources around Indigenous Math Education

### Indicators

- Track proficiency scores in math for Indigenous students utilizing RTI process.
- Interview both Indigenous students and parents about their experiences.
- Track FSA scores.
- Track MAP data.

### Targets

- Increase in proficiency scores for Indigenous students
- Survey results of Indigenous students and parents about their experiences.
- Increase in the number of students On Track as measured by the FSA.



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## **Goal 3: Foster confident learners who utilize language to understand diverse perspectives, think critically and express themselves creatively.**

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### **Objective 3.1: Increase the diversity of texts and stories available to students.**

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#### **Key Strategies**

- Utilize storytelling by inviting storytellers from various cultures to share with students.
- Allocate resources towards purchasing diverse texts in various forms, including graphic novels and online resources.
- Utilize AI to match reading levels with texts to make diverse texts more accessible to all learners.
- Organize student field trips to expose students to diverse perspectives.

#### **Indicators**

- Survey students and teachers to evaluate the success of current resources in creating critical thinking and inspiring creative expression
- Increased exposure to diverse perspectives.

#### **Targets**

- Increased diverse options in texts
- Increased storytelling resources
- Increased proficiency in English courses across all grades
- Increased On Track results as indicated by the FSA
- Read 73 Data

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### **Objective 3.2: Integrate Indigenous Knowledges and Perspectives in All Curricular Areas**

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#### **Key Strategies**

- Work with the Indigenous Education department to analyze barriers Indigenous students may be facing in mastering the curriculum
- Work with the Indigenous department on increasing Indigenous content and First People's Principles of Learning in classrooms
- Work with the Indigenous Education department to increase awareness of and find ways to address some of the barriers faced by Indigenous students
- Increase texts and activities that celebrate Indigenous cultures
- Whole-staff professional development utilizing Wayi Wah! - Jo Chrona

## Indicators

- Communication with parents and students, both directly and through the Indigenous Support Team, regarding student experiences in the classroom.

## Targets

- Increased proficiency of Indigenous students in English courses as indicated on the Learning Updates/Summary of Learning
- Increase in On Track scores on FSA

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## **Objective 3.3:** Increase Opportunities for Students to Demonstrate Critical Thinking and Creative Expression through Language.

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## Key Strategies

- Support collaboration around increasing strategies for demonstrating critical thinking and creative expression.
- Increase the presence and celebration of student work throughout the school.
- Work towards a process of student-led conferences and celebration of learning involving the wider school community. Celebrations of Learning.

## Indicators

- Track proficiency scores across English courses.
- Track and monitor FSA literacy results.
- Increase in the use of student-led conferences
- Cold-write data for Grades 7-9

## Targets

- Increase overall proficiency scores for English classes.
- Increase the number of students On Track in the FSA.

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## **Goal 4: To encourage, support and advance career connections through Career and Applied Design Skills and Technology.**

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### **Objective 4.1: Connect Big Ideas in Curriculum to Real-World Job Skills**

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#### **Key Strategies**

- Encourage Teachers to link course content and Big Ideas to potential career opportunities for students.
- Provide resources and professional development opportunities for teachers related to career education
- Pilot project - SpacesEdu in Grade 7
- Regular use of DKMS Maker Space
- Encourage and support curricular field trips related to career exploration
- Increase presentations to students related to career opportunities
- Use Enrichment, electives and outside experts to allow students to explore a range of interests
- Create a Maker Space Committee to establish a vision for the Maker Space and create a plan for its regular use.
- Encourage and support curricular field trips related to career exploration

#### **Indicators**

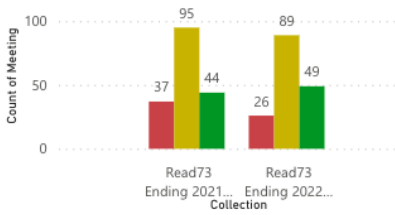
- Cross-curricular integration of Career Education Big Ideas across core and elective courses.
- Regular use of DK Maker Space across curricular areas.
- Increased engagement with Enrichment.

#### **Targets**

- Increase in proficiency levels in Careers 7-9 courses.
- Student Learning Survey results - targeted career education questions.
- MDI results

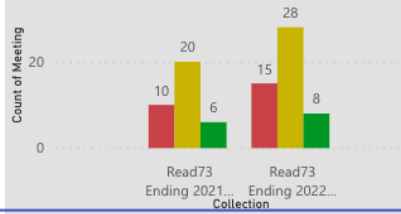
**READ73 Gr7 - ALL**

Meeting ● Not Yet Within ● Approaching ● Meet / Exceeds



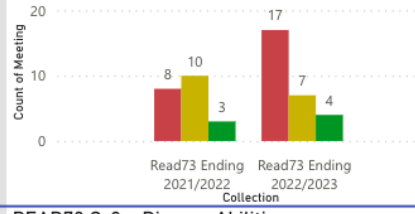
**READ73 Gr7 - Indigenous**

Meeting ● Not Yet Within ● Approaching ● Meet / Exceeds



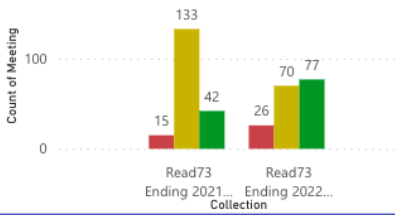
**READ73 Gr7 - Diverse Abilities**

Meeting ● Not Yet Within ● Approaching ● Meet / Exceeds



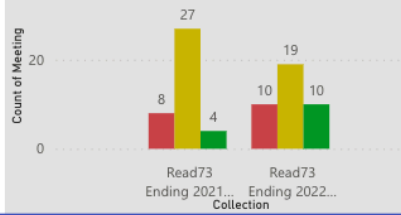
**READ73 Gr8 - ALL**

Meeting ● Not Yet Within ● Approaching ● Meet / Exceeds



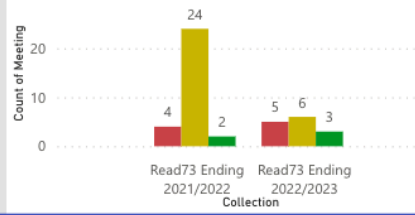
**READ73 Gr8 - Indigenous**

Meeting ● Not Yet Within ● Approaching ● Meet / Exceeds



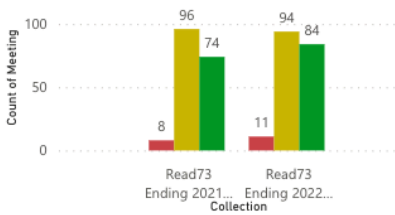
**READ73 Gr8 - Diverse Abilities**

Meeting ● Not Yet Within ● Approaching ● Meet / Exceeds



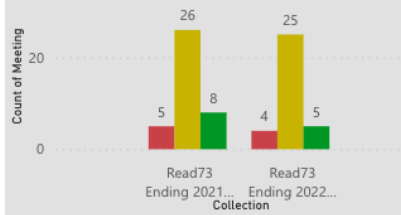
**READ73 Gr9 - ALL**

Meeting ● Not Yet Within ● Approaching ● Meet / Exceeds



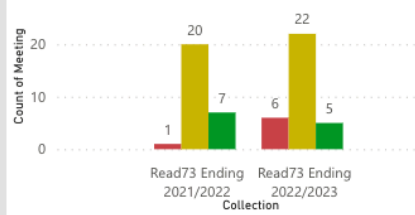
**READ73 Gr9 - Indigenous**

Meeting ● Not Yet Within ● Approaching ● Meet / Exceeds



**READ73 Gr9 - Diverse Abilities**

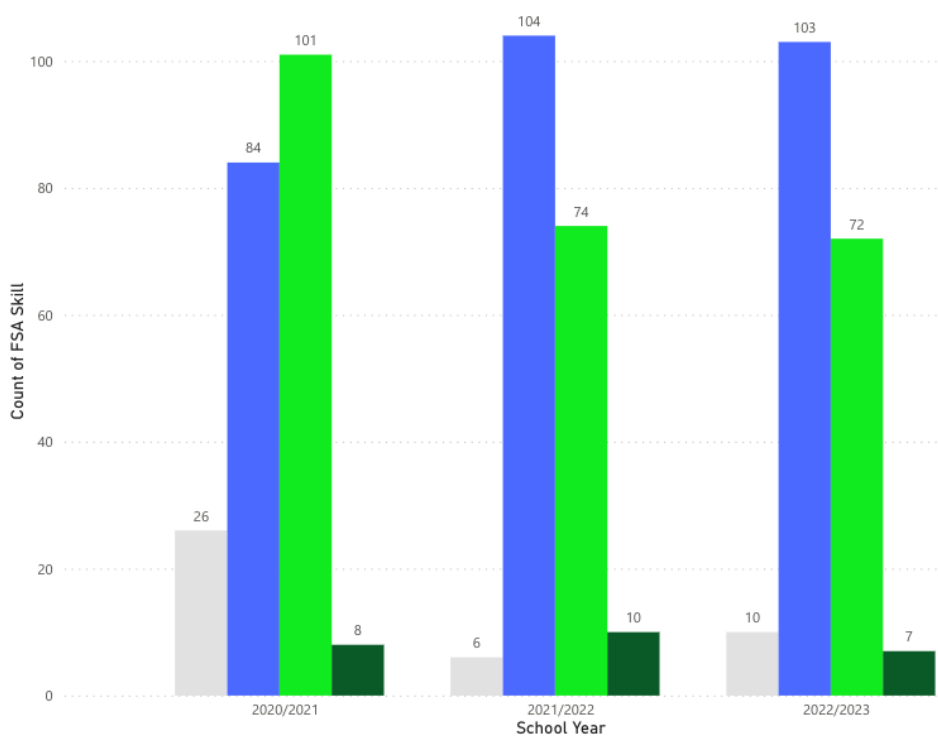
Meeting ● Not Yet Within ● Approaching ● Meet / Exceeds



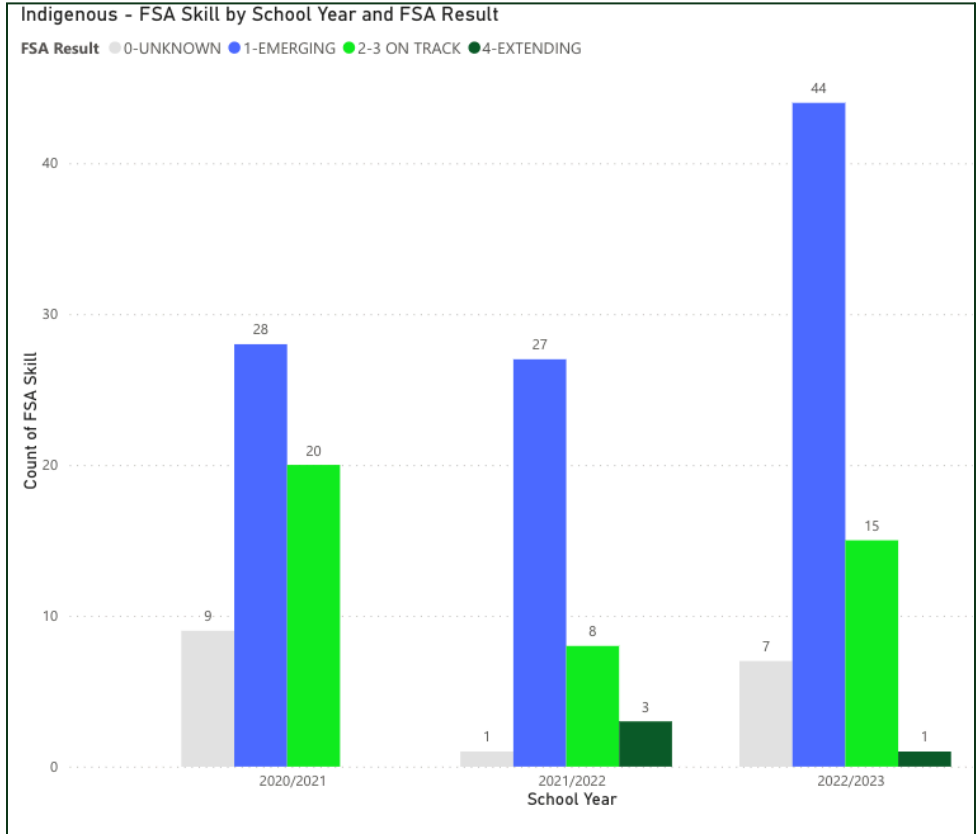
**FSA Numeracy Data 2020-2023 ALL STUDENTS**

**FSA Skill by School Year and FSA Result**

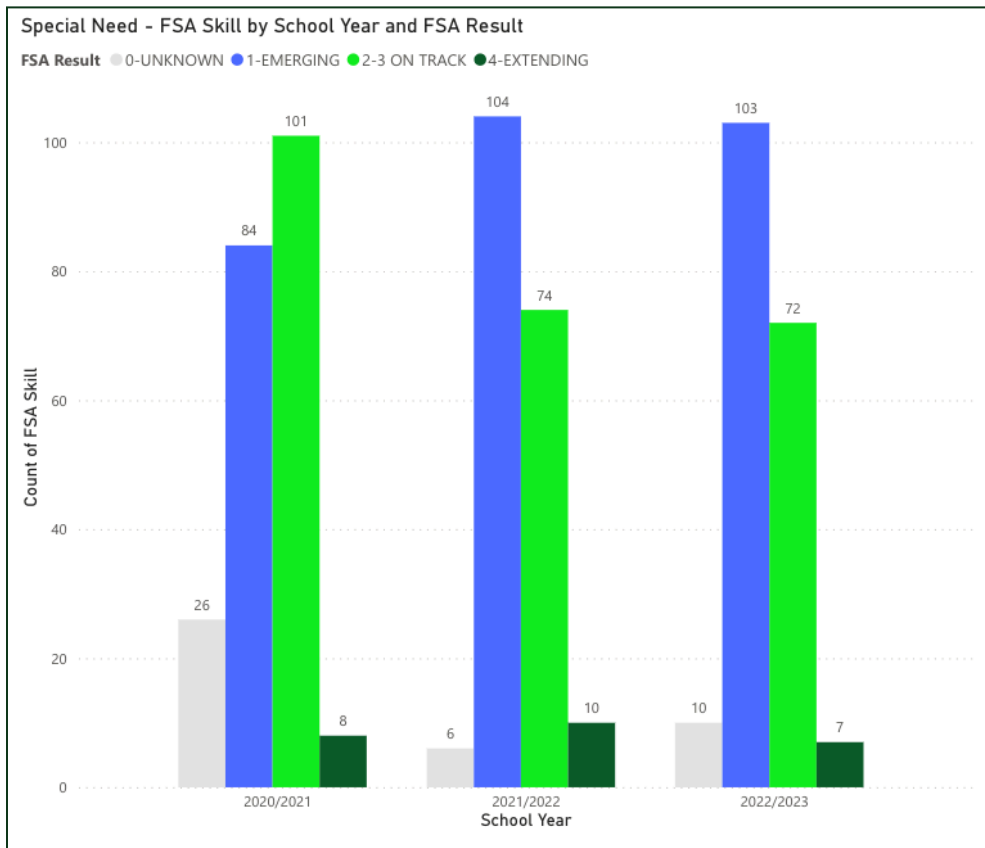
FSA Result ● 0-UNKNOWN ● 1-EMERGING ● 2-3 ON TRACK ● 4-EXTENDING



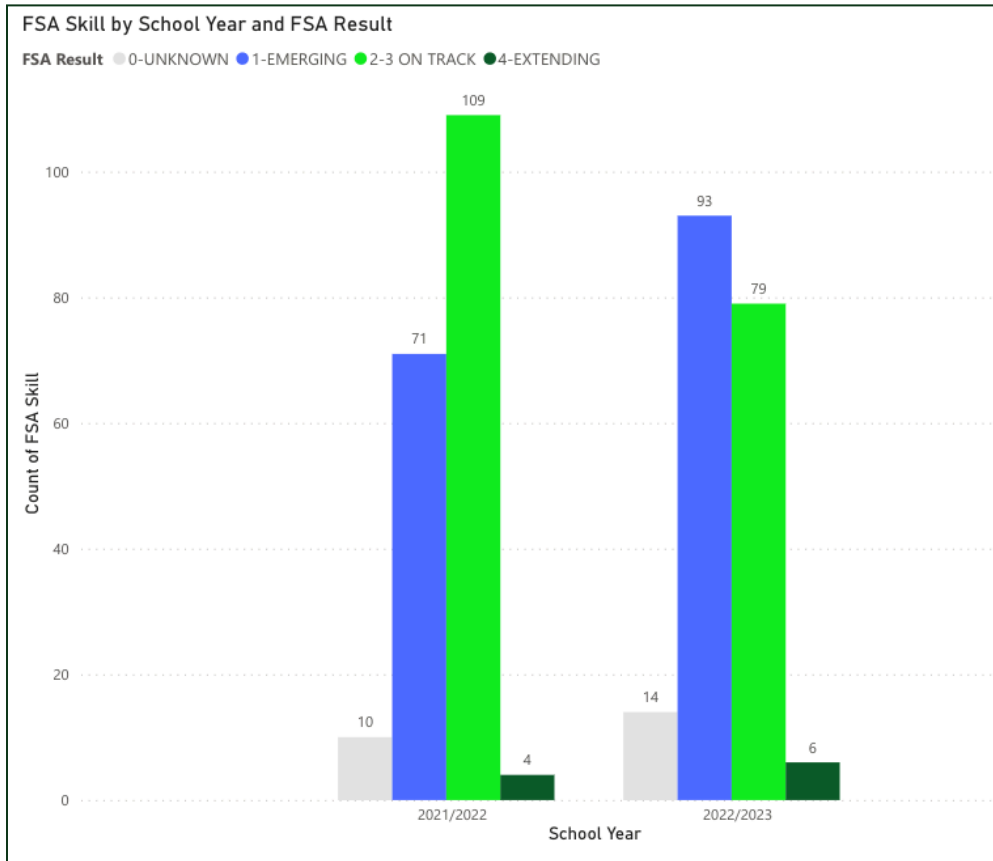
### FSA Numeracy Data 2020-2023 INDIGENOUS STUDENTS



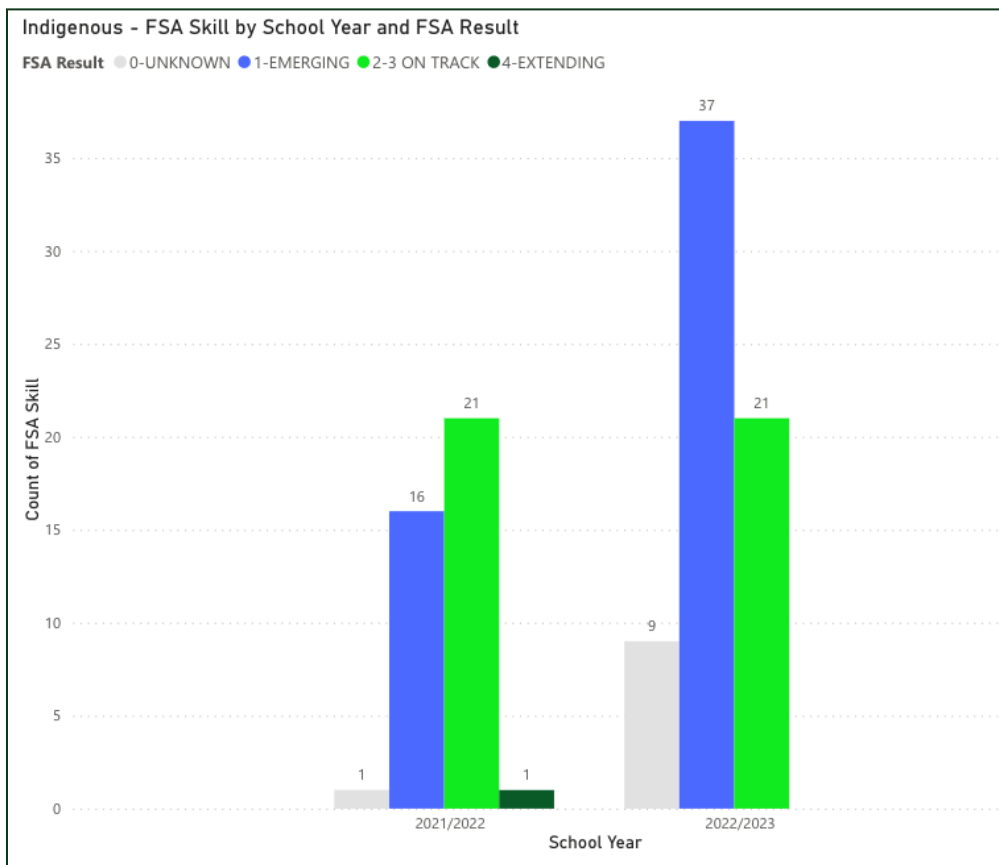
### FSA Numeracy Data 2020-2023 SPECIAL NEEDS LEARNERS



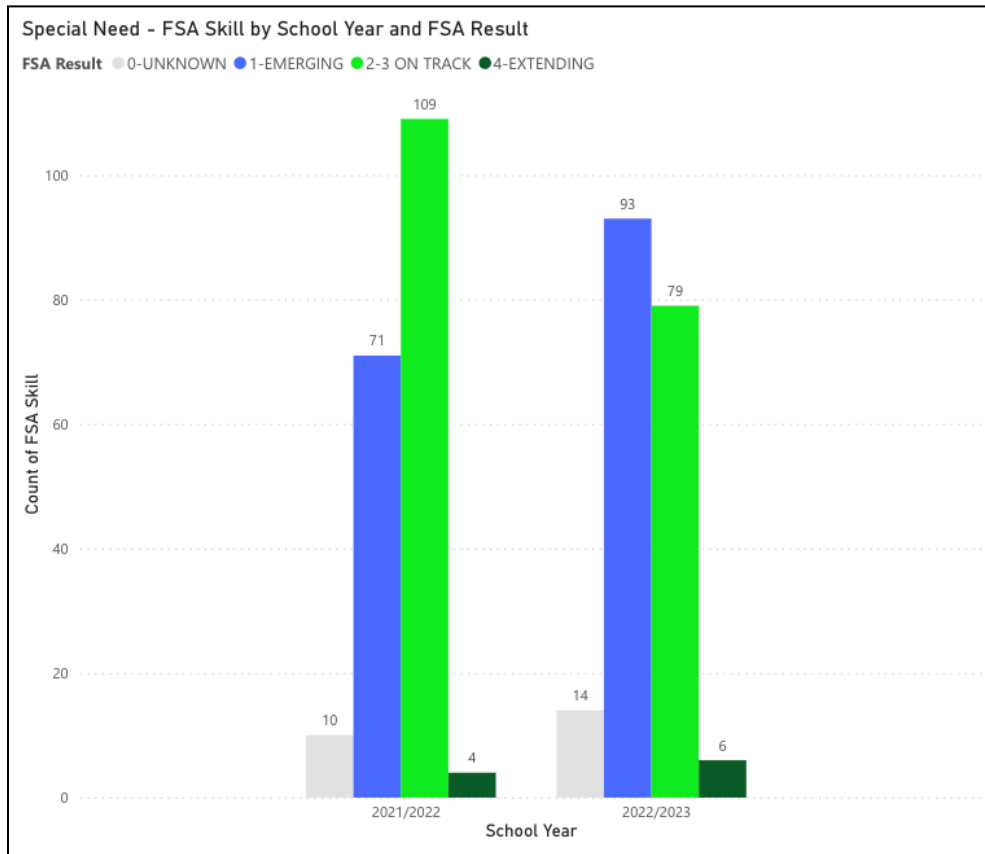
## FSA Literacy Data 2020-2023 ALL STUDENTS



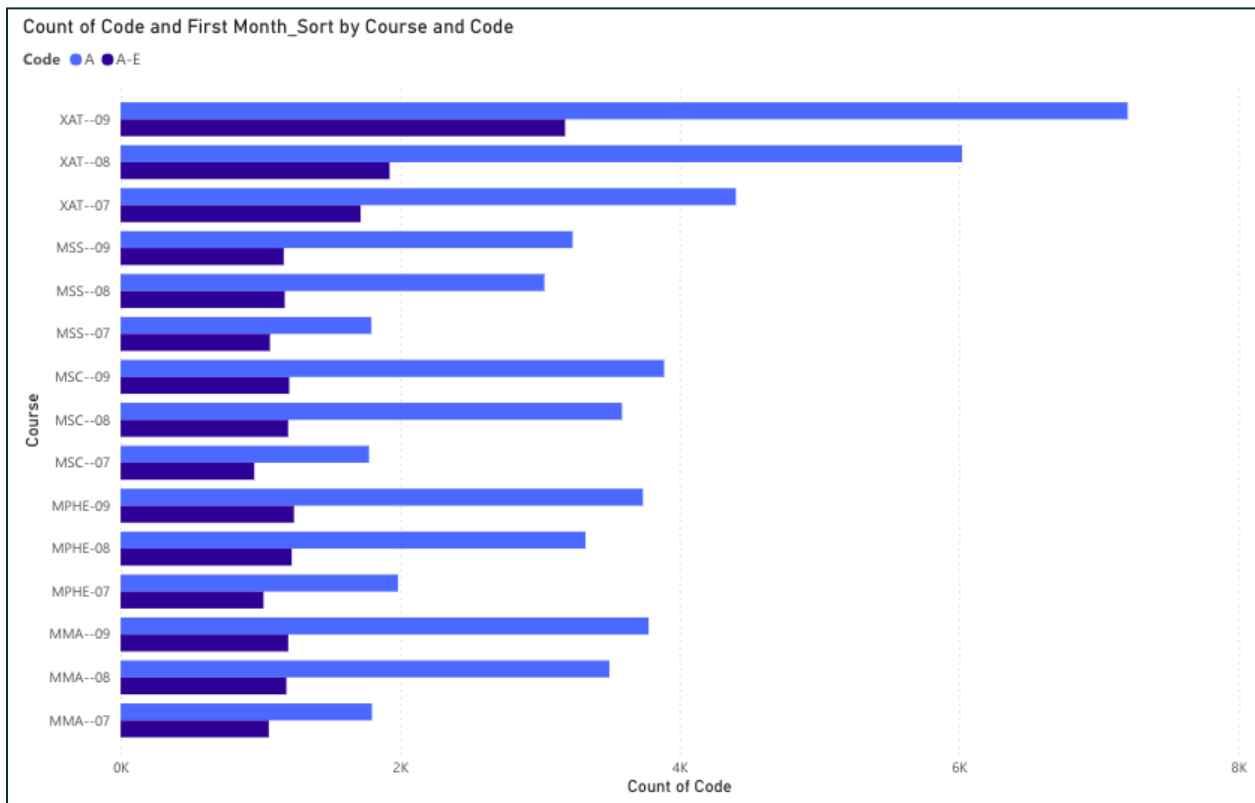
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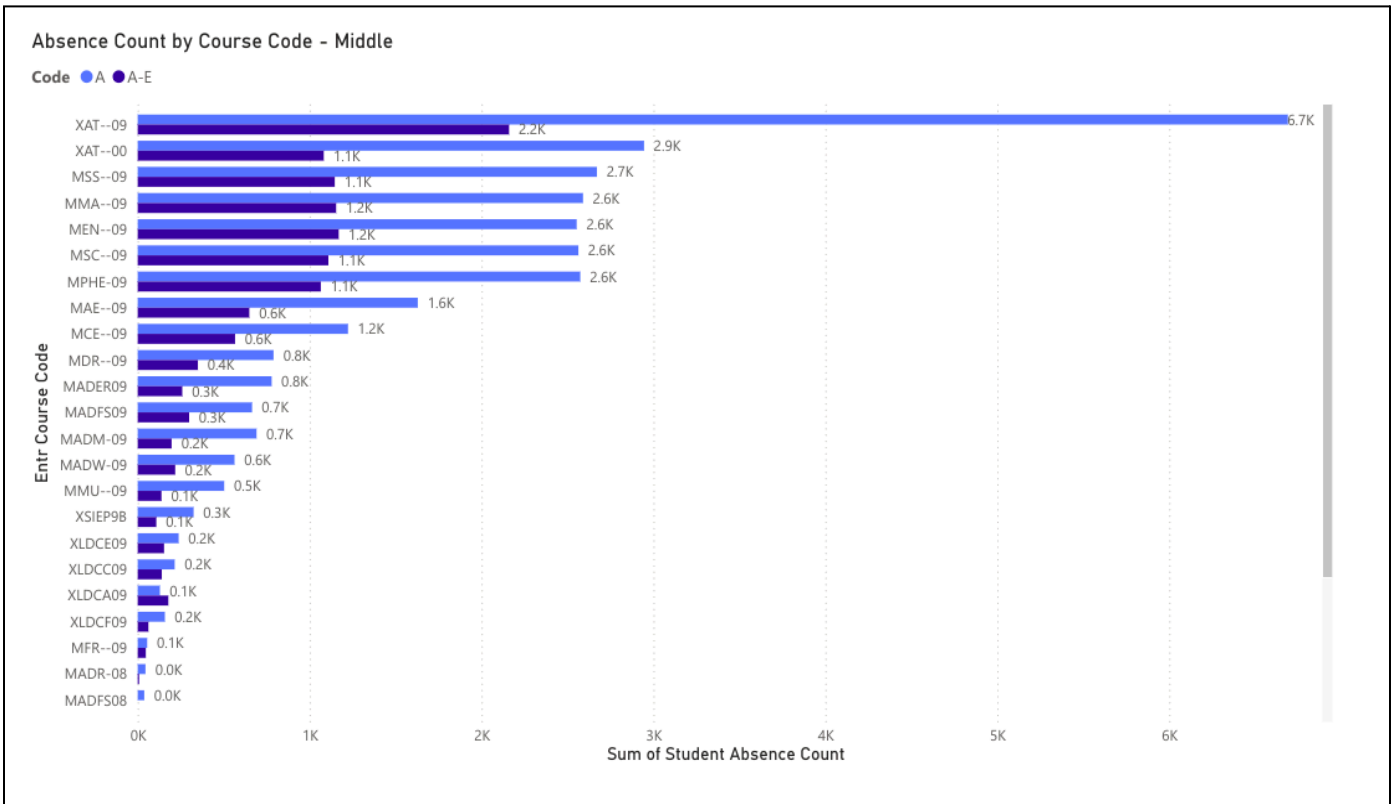
## FSA Literacy Data 2020-2023 SPECIAL NEEDS LEARNERS



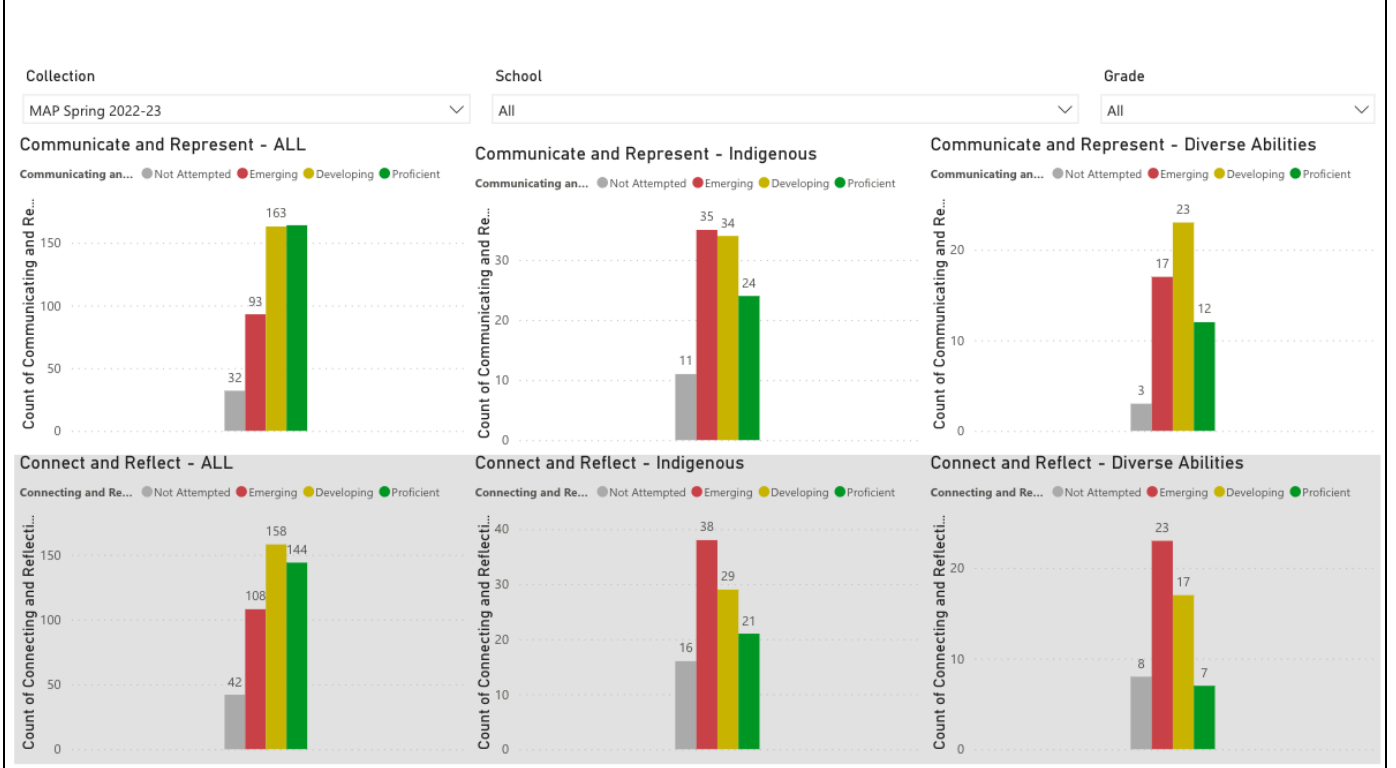
## Attendance Counts - Course 2022-2023



# Attendance Counts - Course 2023-2024

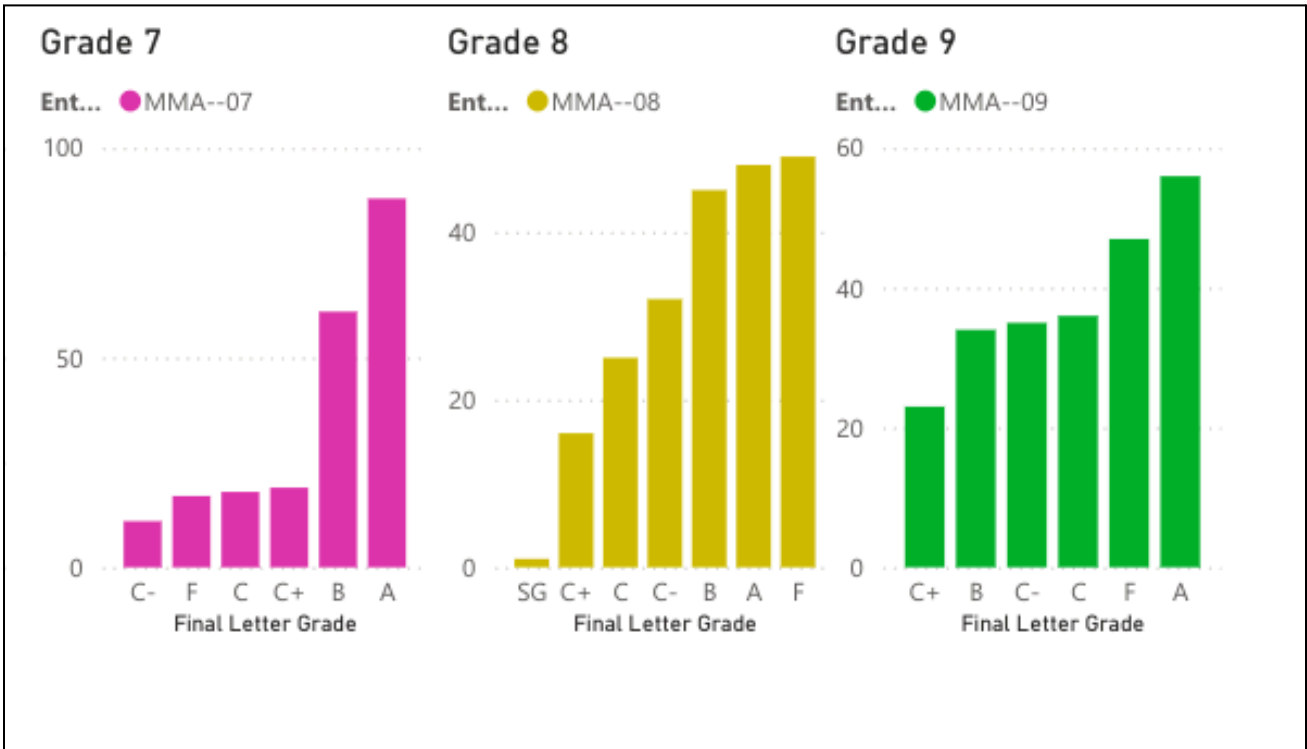


# MAP - Math Assessment and Practice





# Math - Proficiency



# Operations Update

June 3, 2024



## Facilities

- Parking lot lines have been completed at Bert Ambrose Elementary. Lines have also been refreshed at Alwin Holland Elementary, Margaret Ma Murray and the Board Office.
- New windows for North Peace Secondary School have been ordered. Parking lot repairs and additional stalls have also been added.
- The accessibility ramp repairs at Robert Ogilvie Elementary School are completed
- Preparations are being made for summer projects

## Safety & Custodial

### Safety

- WorkSafeBC conducted inspection May 6, 2024 on the District's Asbestos Management Program
  - Sites inspected - Central / Dr. Kearney
  - Interviewed Admin, Safety Supervisor and one member of safety committee at each site
  - Overall, was identified as one of the most comprehensive programs in the Province
- Asbestos Reassessments reports have been sent to the site safety committees for review
- Sites have received updated binders with assessment reports containing locations of asbestos containing products, SWP's and procedures to follow if exposed. This information is available in the office for staff and contractors.
- Level 1 Asbestos certification training took place for maintenance and technology staff
- Safety Supervisor attended an engagement meeting with the City of Fort St. John in regard to the City's evacuation plan
- June Safety Talk topic - Incident Reporting requirements and Back Safety

### Custodial

- Conducted site visits with flooring/custodial distributor in preparation for summer cleaning
- Coordination meeting with Maintenance and Technology regarding summer projects

## Technology

- The following locations will soon switch to Telus VoIP service.
  - Tech & Indigenous - June 14, 2024
  - Facilities - July 5, 2024
  - Ecole Central - August 30, 2024
- On May 3rd, CM Finch's server was upgraded. KLC will be the final school.
- Tech Services continues to work on recommended security upgrades
- The final ordering phase for the Computer Replacement Cycle year (2024-2025) includes 30 laptops and 140 desktop computers

- In order to improve the speed of the site servers, an additional 22 units of 16GB of memory have been ordered as part of the previous server upgrade project
- Two summer students have been hired with a start date of June 3, 2024
- Have prepared a Technology Preparedness Checklist for Wildfire Readiness: Items to Bring in Case of Forced Evacuation so the District can continue to operate
- Ministry of Education and Child Care is holding a series of workshops to engage with school districts to establish requirements for a sector-wide contract around cybersecurity

## *Transportation*

- Bus evacuation training has begun with the Transportation department staff for our rural sites
- New mechanic has been hired to the Transportation department. There are currently three mechanics to service out fleet.
- CVSE Inspections for buses is being planned for August 2024