

SCHOOL DISTRICT #60 (PEACE RIVER NORTH)
COMMITTEE OF THE WHOLE
“REGULAR” MEETING MINUTES
MONDAY, JANUARY 12, 2026
2:30 P.M.



Present: Helen Gilbert, Chair, Board of Education
Nicole Gilliss, Vice Chair
Ida Campbell, Trustee
Madeleine Lehmann, Trustee
Bill Snow, Trustee
Thomas Whitton, Trustee

Stephen Petrucci, Superintendent
Leah Reimer, Executive Assistant

Media/Guests:
Jarrod Bell, Director of Instruction

Regrets: Angela Telford, Secretary Treasurer
David Scott-Moncrieff, Trustee

Education

Education Update

Stephen Petrucci, Superintendent

Department Presentations (Attachments)

Curriculum & Assessment

Charmaine Chretien, District Principal

- Charmaine presented and answered questions from trustees and district staff
- Discussion around the potential for trustee advocacy in the area of ELL

Inclusive Education

Christine Taylor, District Principal

- Christine presented and answered questions from trustees and district staff

Early Learning & Child Care

Tracey Lariviere, District Principal

- Tracey presented and answered questions from trustees and district staff
- Trustees have started and will continue to advocate around the ministry providing funding for the additional early learning/daycare costs.

- Discussion around districts now having expanded responsibilities in many areas, including safety relating to child care facilities

FESL Review

Bert Ambrose Elementary School
Charlie Lake Elementary School

ACTION: Due to time constraints, Trustees will give review and provide an email response to the FESL's; this information will then be forwarded to the administrators of the schools

Governance

Board Meeting Follow Up Questions/Discussion

Helen Gilbert, Board Chair

- *Nothing*

2026 Statement of Disclosure

Helen Gilbert, Board Chair

- Trustees are asked to sign and submit by January 15, 2026

Operations

Operations Report

Stephen Petrucci, Superintendent

- Working with Northern Health and Feeding Futures to look at efficiencies at the canteen at Dr. Kearney Middle School
- Cameron Lake Outdoor Education cabins are in good shape despite the fluctuating temperatures and large amounts of snow fall
- EFAP – will be having a meeting with all interested parties around the program. A RFP will need to be generated and there is a potential that the provider may change. WorkSafe BC will have some expectations around EFAP committees. Our support staff will all be trained in CPI and that will tie into this.
- Working with Tourmaline and they would like to support the district this year in the area of safety (ie. providing PPE for safety guard crossings and for trades programs as well as paying for front-facing cameras for the fronts of all of our buses that don't have them)
- Haven't received any feedback to date regarding the routes being re-worked at Upper Pine Elementary; will continue to monitor

Operating Budget Consultation 2026-2027 Draft

Stephen Petrucci, Superintendent

- Discussion around the clarification on wordsmithing for the "Consult with Indigenous Bands and Metis Group". Suggesting to change it to "Consult with Indigenous Groups"

ACTION: Make the suggested wording change and add to the January 17, 2026 Regular Agenda for adoption.

Human Resources

Executive Compensation Report

- For information purposes - [Executive Compensation Report](#) has been uploaded to our district website

Statement of Financial Information

- For information purposes - [SOFI Report 2024-2025](#) has been uploaded to our district website

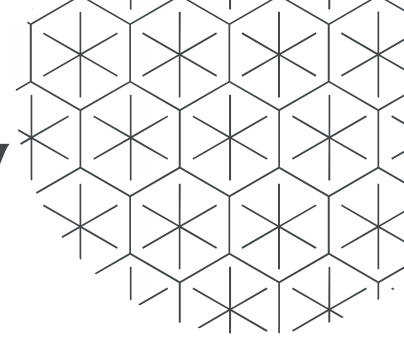


Curriculum Updates Presentation to the Board

January 12, 2026

Presented by: Charmaine Chretien
District Principal,
Curriculum & Assessment

Curriculum Support is Guided by

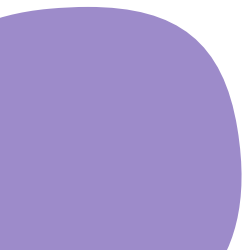


Learning Services Operational Mandate

District Framework for Enhancing Student Learning (Goal 1)

**Board Strategic Plan (Student learning, people development,
truth & reconciliation)**

Ministry of Education and Childcare (curriculum)



Our Purpose:

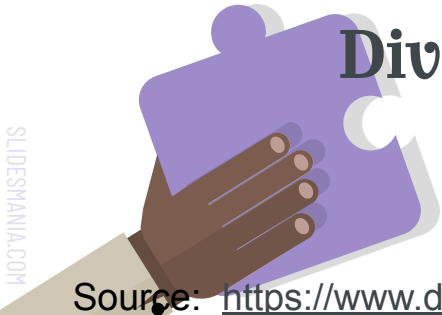
Alignment

Coherence

Equity

Inclusion

Diversity



Learning Services Staff





Bharat Ghimire
District ELL Support
Teacher



Connie Stones
Admin Assistant



Mary Tremain
District ELL
Support Teacher



Christine Bourgeois
Reading Recovery
Teacher Leader & ELL

Curriculum Staff



Barb Wagner
District
Numeracy
Support
Teacher



Jennifer Spoklie
District Literacy
Support Teacher



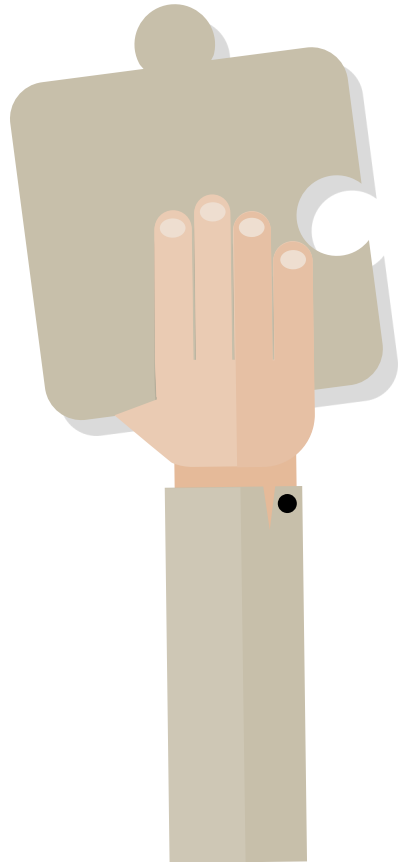
Michele Wiebe
District Literacy
Support Teacher



Dre Towns
Admin Assistant

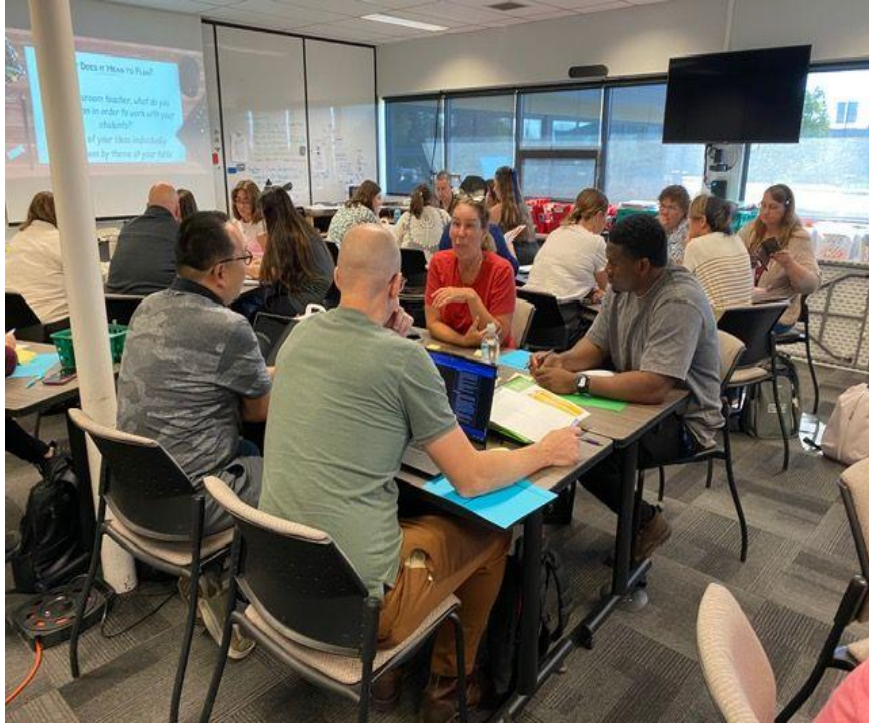


Jared Hamilton
District Numeracy
Support Teacher



Supporting Start Up

Some Highlights of End of Summer



Educator Workshops





Supporting Literacy Learning

**District FESL Goal 1: Increase Dogwood
Completion Rates**

*Objective 1.4: Focus on the intentionality of
literacy instruction*

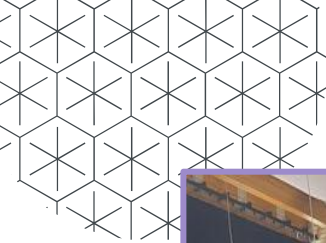
Literacy Directions

Big Idea: Focus on the intentionality of literacy instruction

Ground ourselves in evidence-based literacy instruction

Focus on intervention

Focus on early screening



Words Matter: Intentional Word Study in the Elementary Classroom

Join Karen Filewych, author, teacher, writer, and literacy consultant for a workshop to kickstart your literacy planning! Karen will join us in person for this session on intentional literacy instruction for the elementary classroom. Her newest book, Literacy Instruction Matters will be provided to all participants who attend this first session.

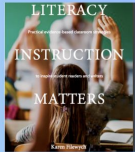
Words are the foundation of reading and writing and therefore an essential component of our instruction. And yet, it can sometimes be challenging to ensure a meaningful, integrated focus on words within our classrooms. In this session, Karen will discuss how to approach words in the context of oral language, spelling, structural analysis, word walls, morphology, the three tiers of vocabulary, and vocabulary instruction. She will guide participants in planning a weekly schedule for ELA as well as looking at an overall plan for the year. Teachers will walk away from this practical session feeling empowered! The session is open to teachers in grades 1 through 7.

There will be two breaks and snacks will be provided.

Location: The Ramada Inn
Time: 8:30 am - 1:30 pm
Registration opens at 8:00 am

Register using the Link or QR Code:

<https://docs.google.com/forms/d/e/1FAIpQLScNIKNC3iYrVwGcMIDpYXWnFhPILMwZdzHF8NVF0iV5XwJTbQ/viewform?usp=header>



SCAN ME

Please register no later than July 30th as final numbers need to be confirmed with the hotel.raph text

K-4 Foundational Learning Progressions

K-4 Foundational English Language Arts Learning Progressions

Skill - Oral Language

Students should use independent vocabulary-building strategies to acquire **Tier 1** words, while more explicit instruction may be required for learners with an indicated need, such as English Language Learners. Students will develop **Tier 2** vocabulary through classroom instruction, while content-specific **Tier 3** words will develop across multiple learning areas. There isn't a mandated list of vocabulary words that should be taught at each grade. The selection of words taught will depend on the students, the texts being used, and the classroom context. It is important to provide opportunity for students to experience a variety of texts (oral, written and visual – both fiction and non-fiction) to build **fluency** early and consistently. This supports students in developing a rich and varied vocabulary that will enhance overall reading and writing proficiency and encourage a love and understanding of diverse literacy forms.

Sub-skill	Proficiency Descriptor (for the end of the school year)				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Vocabulary <i>Understanding, recognition, and usage of words. Knowing word meanings, and application of words in different contexts.</i>	Use Tier 1 (basic-familiar), Tier 2 (high-frequency) and Tier 3 (content-specific) vocabulary words, acquired from independent word learning and explicit instruction, in various contexts, including other learning areas	Use Tier 1 (basic-familiar), Tier 2 (high-frequency) and Tier 3 (content-specific) vocabulary words, acquired from independent word learning and explicit instruction, in various contexts, including other learning areas	Use Tier 1 (basic-familiar), Tier 2 (high-frequency) and Tier 3 (content-specific) vocabulary words, acquired from independent word learning and explicit instruction, in various contexts, including other learning areas	Use Tier 1 (basic-familiar), Tier 2 (high-frequency) and Tier 3 (content-specific) vocabulary words, acquired from independent word learning and explicit instruction, in various contexts, including other learning areas	Use Tier 1 (basic-familiar), Tier 2 (high-frequency) and Tier 3 (content-specific) vocabulary words, acquired from independent word learning and explicit instruction, in various contexts, including other learning areas
Sentence Construction (Syntax) <i>Formulating grammatically correct sentences helps students convey their thoughts logically and coherently in both spoken and written communication.</i>	<p>Communicates using simple sentences to express ideas and needs (e.g., "She wears boots.")</p> <p>Uses conjunctions (e.g., "and", "but", "so") to orally form compound sentences, with guidance from teacher prompts (e.g., "I woke up late and...")</p> <p>Asks and answers questions using simple sentences</p> <p>Begins to recognize sentence types, including statements or questions</p>	<p>Understands vocabulary associated with texts (e.g., book, page, chapter, author, title, web page, website, heading, table of contents, pictures and diagrams)</p> <p>Uses conjunctions (e.g., and, for, but), to provide more information (e.g., "She wears boots and a jacket.")</p> <p>Expands sentences using additional describing words (adjectives)</p> <p>Identifies sentence types, including statement or question</p>	<p>Complete sentences containing a subordinating conjunction ("because", "after", "if", "when") (e.g., "She wears boots and a jacket when it rains because...")</p> <p>Uses sentence combining to join sentences with a compound subject and/or compound predicate (e.g., "chocolate and strawberry are my two favourite ice cream flavours.")</p> <p>Communicates sentences with more advanced structures such as relative clauses and varied sentence beginnings (e.g., "If I could...", "I feel...", "Everyday I like to...")</p> <p>Develops statements, questions (who, what, where, when), commands and exclamations based on a picture or text material</p>	<p>Uses more difficult sentence structures (i.e., use of subordinating conjunctions after, because, before, unless, while) and includes additional detail (e.g., "She wears her red boots and blue jacket when it rains because she doesn't like getting wet.")</p>	<p>Uses sentence structures including use of more advanced subordinating conjunctions (although, even though, even if, in case, since) with increasing complexity and additional detail (e.g., "She wears her red boots and blue jacket when it rains even though she'd rather stay inside and read her book.")</p>

Curriculum Competencies & Foundational Learning Progressions Alignment

Grade 1- Big Ideas		
<ul style="list-style-type: none"> ◆ Language and <u>story</u> can be a source of creativity and joy. ◆ <u>Stories</u> and other <u>texts</u> help us learn about ourselves and our families. ◆ <u>Stories</u> and other <u>texts</u> can be shared through pictures and words. ◆ Everyone has a unique <u>story</u> to share. ◆ Through listening and speaking, we connect with others and share our world. ◆ Playing with language helps us discover how language works. ◆ Curiosity and wonder lead us to new discoveries about ourselves and the world around us. 		
Curricular Competency- Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:	Content- Students are expected to know the following:	Foundational Learning Progressions- Proficiency Descriptor (for the end of the school year)
Comprehend & Connect (reading, listening, viewing) <ul style="list-style-type: none"> ◆ <u>Read fluently at grade level</u> ◆ Use sources of information and <u>prior knowledge</u> to make meaning ◆ Use developmentally appropriate <u>reading, listening and viewing strategies</u> to make meaning ◆ Use <u>foundational concepts of print, oral and visual texts</u> ◆ <u>Engage actively as listeners, viewers, and readers</u>, as appropriate, to develop understanding of self, identity, and community ◆ Recognize the importance of <u>story</u> in personal, family, and community identity ◆ Use personal experience and knowledge to connect to <u>stories</u> and other <u>texts</u> to make meaning ◆ Recognize the <u>structure and elements of story</u> ◆ Show awareness of how <u>story in First Peoples cultures</u> connects people to family and community 	<ul style="list-style-type: none"> ◆ elements of story: setting, character, events (few details) ◆ literary elements and devices: poetic language, figurative language, sound play, images, colour, symbols ◆ vocabulary to talk about texts: book, page, chapter, author, title, illustrator, pictures, web page, website, and search box. ◆ reading strategies: using illustrations and prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea and details; using knowledge of language patterns and phonics to decode words; identifying familiar and “slight” words; monitoring (asking: Does it look right? Sound right? Make sense?); self-correcting errors consistently using three cueing systems: meaning, structure, and visual ◆ oral language strategies: adjusting volume, pace, tone, and articulation; focusing on the speaker; taking turns; asking questions related to the topic; making personal connections; and making relevant contributions to discussion ◆ metacognitive strategies: talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer ◆ writing processes: may include revising, editing, considering audience ◆ concepts of print: the conventional features of written English, such as: <ul style="list-style-type: none"> ➢ the symbolic nature of writing ➢ the correspondence of spoken words to printed words (one-to-one matching) ➢ the association of letters and sounds ➢ the distinctive features of letters and words 	Vocabulary -Use Tier 1 (basic-familiar), Tier 2 (high-frequency) and Tier 3 (content-specific) vocabulary words, acquired from independent word learning and explicit instruction, in various contexts, including other learning areas
		Create & Communicate (writing, speaking, representing) <ul style="list-style-type: none"> ◆ <u>Exchange ideas and perspectives</u> to build shared understanding ◆ Identify, organize, and present ideas in a variety of forms ◆ Create <u>stories</u> and other <u>texts</u> to deepen awareness of self, family, and community ◆ Plan and create a variety of <u>communication forms</u> for different purposes and audiences ◆ Communicate using letters and words and applying some <u>conventions of Canadian spelling, grammar, and punctuation</u> ◆ Explore <u>oral storytelling processes</u>
Oral Storytelling -Includes descriptive details such as text specific words in stories (e.g., “A brave knight lived in a huge castle.”) -Uses vocabulary to describe actions and emotions, including descriptive words (e.g., “She was so excited she couldn’t stop jumping up and down.”) -Retells stories or events using text-specific vocabulary and key details in both fiction and non-fiction text (e.g., identifying the main characters, setting, themes, facts, events, etc.) -Begins to understand that reading or telling a story aloud involves changing tone and pitch		
Phonemic Awareness -Orally blends 4 and 5-phoneme words (e.g., student says /s/ /t/ /o/ /p/ to say “stop”) -Segments phonemes in 4 and 5 phoneme words with consonant clusters in the initial or terminal position (e.g., “frog” into /f/ /r/ /o/ /g/)	Phonics INITIAL PRACTICE WITH DECODABLE TEXTS DURING PHONICS INSTRUCTION -Names, and produces the corresponding sound (phoneme), for all 26 letters of the alphabet (both uppercase and lowercase) with automaticity and demonstrates knowledge of alphabetic order -Produces more than one sound for letters that represent multiple sounds (e.g., open syllables such as “he,” “no” “hi”) -Decodes and encodes words with the VCe (vowel-consonant-silent ‘e’) long vowel patterns (e.g., “cape,” “pine”) as well as exceptions (e.g., “have,” “love”) -Decodes and encodes consonant digraphs (e.g., ch, sh, th, wh, ng) including double consonant endings (e.g., zz, ff, ll, ss) -Decodes and encodes suffixes, (‘-s,’ ‘-ful,’ ‘-ed,’ ‘-ing’), that require no spelling changes, (e.g., “jumping,” “walked”) -Decodes and encodes words with the long vowel sounds (e.g., /a/, /oy/ as in “cake,” /ee/, /ea/, /ey/ as in “tree,” /ie/, /igh/ as in “bike,” /oa/, /ow/, /oe/ as in “cape,” /ew/, /ui/, /ue/ as in “mule”) -Decodes and encodes words with controlled vowel sounds (e.g., /oi/ as in “oar,” /er/ as in “her,” /ik/ as in “bird,” /oi/ as in “loik,” /ur/ as in “Tur”) -Decodes and encodes words with taught vowel diphthongs (e.g., /oi/ as in “boil,” /oy/ as in “loy,” /ou/ as in “cloud,” /ow/ as in “cow”) -Applies knowledge of phonics patterns to decode multisyllabic words (2 syllables) (e.g., “puppet,” “happy”)	
Morphology -Understands simple affixes change the meaning of the base word, including prefixes (un-, re-, pre-) and suffixes (‘-s,’ ‘-es,’ ‘-er,’ ‘-est’)		

Literacy Framework



School District 60 Literacy Sharepoint

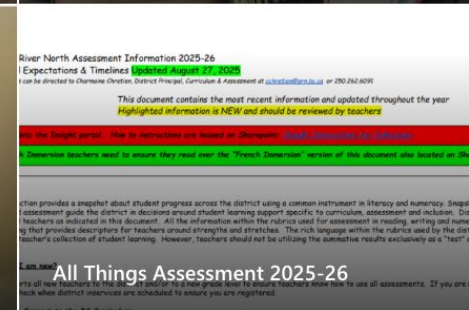
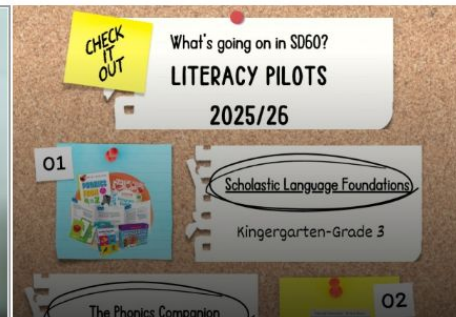
Literacy Sharepoint

L Literacy Home Documents Elementary Literacy Rep Materials SD 60 Literacy Team Edit

+ New Page details Preview Analytics

Not following Site access

Published 12/2/2025 Share Edit




Elementary Literacy Representatives



Literacy & Learning Assistance



Supporting Educational Assistants



**WHEN READING IS HARD:
How to Support Students**

Deadline to Register: Oct. 20th, 2025

Who: Educational Assistants

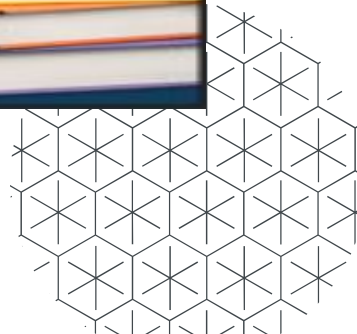
When: October 24th, 2025
9:00 - 11:30 am.

Where: Alvin Holland School
Clubhouse

WHAT:

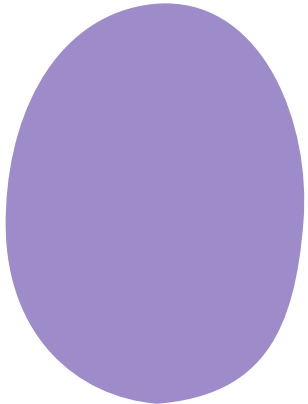
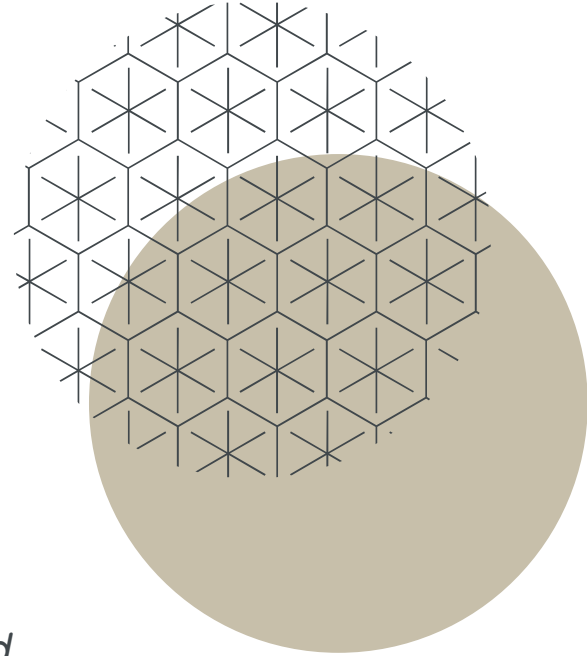
- Understand the key components of literacy
- Build a toolbox of adaptable multi-sensory activities to enhance literacy instruction

To register or for more information
contact Christine Bourgeois,
Reading Recovery Teacher Leader
at cbourgeois@prn.bc.ca





Literacy Pilots 2025/26



*Alignment with the curriculum and
foundational progressions*

*Examining scope and sequence
recommendations for the district*

Literacy Pilots



Morphology

Year 2
30 Teachers



Language Foundations

Year 1
16 Teachers



Pearson Phonics

Year 1
7 Teachers

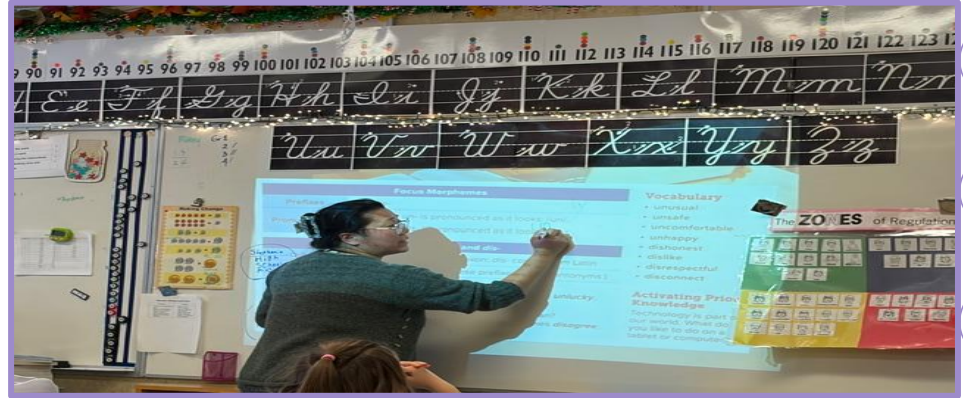


Action & Scope

2 schools

Literacy Pilots 25/26

Pearson's Bug Club Morphology



<p>Morphology</p> <p><i>Parts of a word that carry meaning including affixes, prefixes, suffixes, base words, and root words.</i></p>	<p>Breaks down compound words (e.g., understands "sunflower" is made up of "sun" and "flower")</p> <p>Identifies plural endings for nouns (e.g., "cats")</p> <p>Begins to understand the meaning behind inflectional suffixes (e.g., the difference in meaning between "walked" (past tense) and "walking" (present tense))</p>	<p>Understands simple affixes change the meaning of the base word, including prefixes (un-, re-, pre-) and suffixes (-s, -es, -er, -est)</p> <p>Understands inflectional suffixes (e.g., the difference between smile, smiles, smiling and smiled)</p> <p>Understands the three sounds of -ed</p>	<p>Recognizes more complex prefixes ('mis-', 'dis-') and understands how they change meaning.</p> <p>Understands possessive endings ('-s) (e.g., "dog's" means something belongs to the dog)</p> <p>Identifies the meaning of base words (e.g., "act" (to move or do) in "actor" and "action")</p>	<p>Recognizes more advanced prefixes (e.g., 'inter-', 'sub-', 'super-', 'trans-'non-) and suffixes (e.g., '-ness', '-able', '-ment', '-tion', '-ible)</p> <p>Develops strategies for decoding unfamiliar words using base words and affixes (e.g., "unhappiness" by recognizing 'un-', 'happy', and '-ness')</p>	<p>Applies strategies for decoding and spelling unfamiliar words using base words and affixes (e.g., "reconstruction" by recognizing 're-', 'construct', and '-ion')</p> <p>Identifies the origin of grade-level root words (e.g., 'dent' in 'dentist' from Latin)</p> <p>Understands how affixes can modify meaning and word class (e.g., "possible" (able to do something) to "impossible" (not</p>
			<p>Adds prefixes and suffixes to base words to make new words (e.g., adding '-ful' to help to make "helpful" (suffix) and 'un-' to make "unhelpful" (prefix))</p>	<p>Understands how graphemes can change in pronunciation depending on word structure (e.g., "sign" vs. "signature," "electric" vs. "electricity")</p>	<p>able to do something) "activate" (verb) to "activation" (noun)</p>

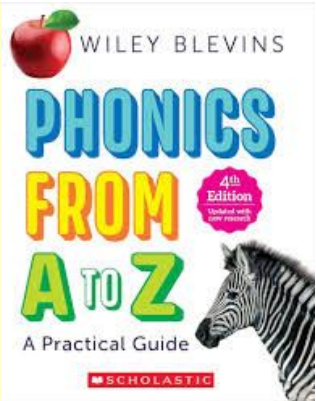
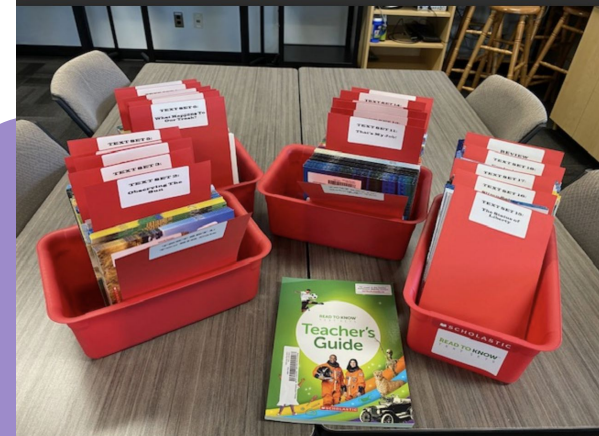
Scholastic Language Foundations, K-3

Review and integrate Scholastic's Language Foundations program

Grounded in Wiley Blevins' research

Includes decodable books as support of fundamentals

Read to Know Text Sets



Pearson's Phonics Companion

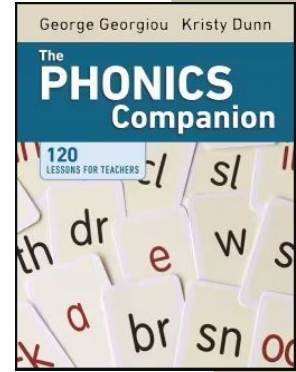
Phonics program grounded in Canadian research (Alberta). Edited by Karen Filewych.

Aimed at K–2 phonics with decodables

–30 decodables align with University of Florida Literacy Institute (UFLI)

–Currently 8 teachers participating

–Two teachers are also in the Scholastic pilot and working with both resources



Decodable books are an integral part of any phonics program, providing opportunities to practise phonics skills. *Bug Club Phonics Decodable Readers* offer fiction and nonfiction books with a range of characters and themes to appeal to every child.



131 titles spread across a full scope and sequence!

Supporting Middle Grades

Our goal is to provide and support implementation of quality literacy resources that both engage and support students with a variety of skill levels.

Scholastic Action

- Striving readers and English Language Learners
- Builds reading comprehension, fluency and vocabulary for a wide range of abilities
 - Interesting stories
 - Access and exploration through multimedia: videos, audio, slideshows, and skills support
- In use in grades 6 & 7 at Prespatou and French Immersion English classes in term 3 at BBMS



Scholastic Scope

- Engaged readings
- Multiple genres including poems, plays, short fiction and nonfiction
- Building literacy and critical thinking skills
- Offers levelled texts and audio read-aloud
- Currently in use at BBMS in grade 7 and 8 with four teachers:
 - Cassidy Harris
 - Kory Bell
 - Sahili Rani
 - Andrew Knowles
 - Interest at DKMS



ELL
Sharepoint &
Digitization of
1701 ELL
Sharepoint


Translation of
parent
documentation

English Language Learner Program

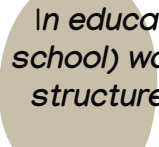


District Numeracy


Objective 1.2: Focus on instructional practice with vertical teacher teams
in mathematics



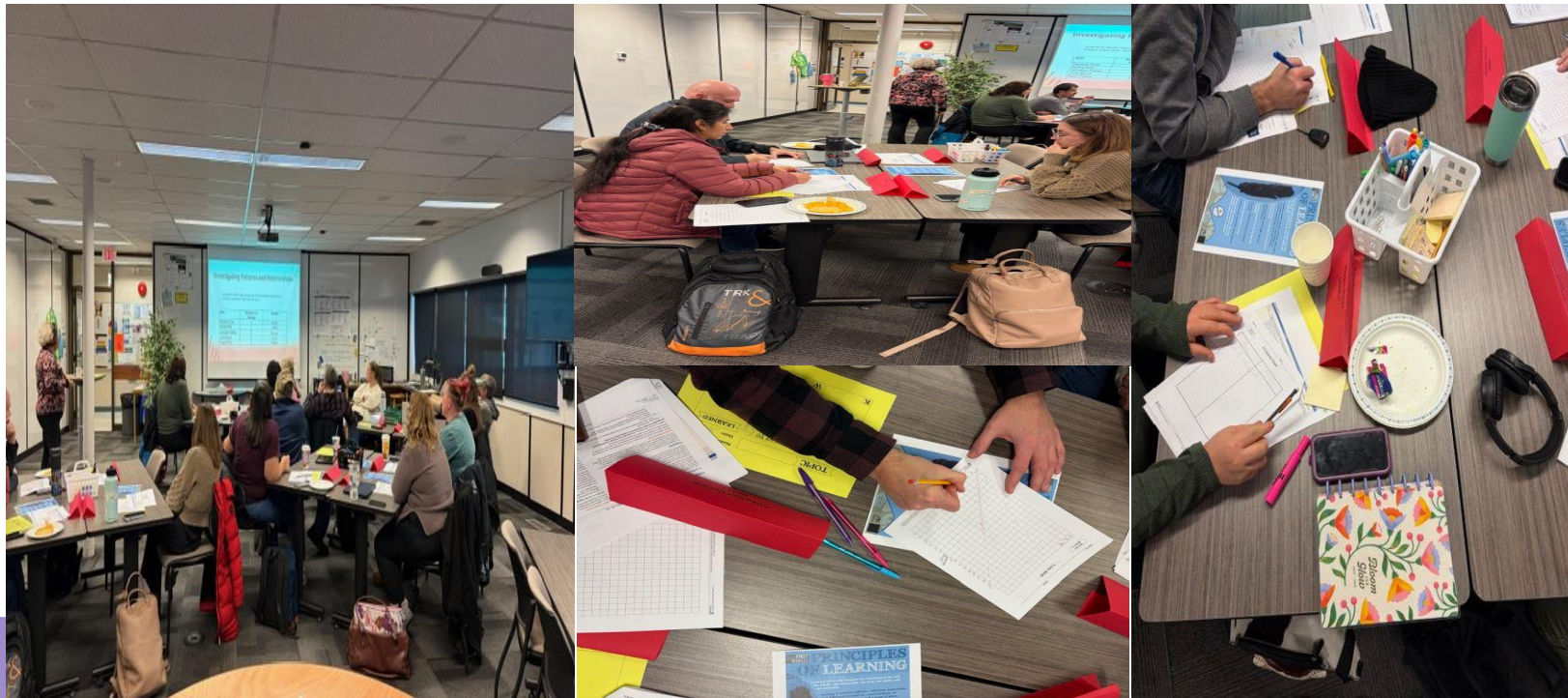
What is a vertical team?



In education, it's a group of teachers from different grade levels (e.g., elementary to middle school) working together to align curriculum and improve student learning across grades. Both structures emphasize top-down leadership and clear roles, differing from flatter, horizontal teams.



Vertical Math Teams: Grades 6 & 7



Grade 3 Math Teachers



Celebrations & Challenges

Celebrations

- Building capacity in math
- Alignment and Clarification
- Student centered
- Feedback
- Conversations & relationships

Challenges

- Time
- Math identity
- Math skills
- Concept of a vertical team



Mathology & Matific

Matific pilot

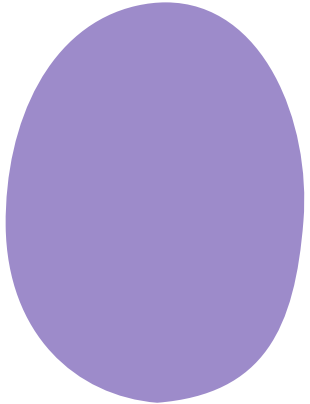
Renee Michaud &
Ecole Central

The logo for Matific, featuring the word "matific" in a lowercase, sans-serif font. The letter "i" has a small orange dot above it. A thick orange underline is positioned beneath the letters "a", "t", and "i".The logo for Pearson Mathology. It features the word "Pearson" in a small, black, sans-serif font above the word "mathology" in a larger, blue, sans-serif font. The letter "o" in "mathology" is replaced by a blue sphere. Above the sphere is an orange cube with a green triangular flag on top.The logo for Pearson Mathologie. It features the word "Pearson" in a small, black, sans-serif font above the word "mathologie" in a larger, blue, sans-serif font. The letter "o" in "mathologie" is replaced by a blue sphere. Above the sphere is an orange cube with a green triangular flag on top.

Mathology at
BBMS



Computation Assessment & Practice (CAP)





Number Operations

Name _____

Date _____

Operation _____

Lower Limit

My Estimate

Upper Limit

My Reasoning:

Reflect:

Communicating & Representing E D P Ex <i>Solve visually and reflection</i>	Understanding & Solving E D P Ex <i>Solve numerically and other.</i>	Connecting & Reflecting E D P Ex <i>Real-life application & reflection</i>	Reasoning & Analyzing E D P Ex <i>Estimate & justify</i>
---	---	---	---



Number Operations

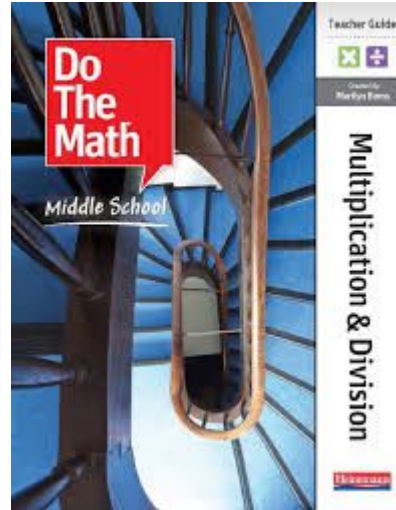
Solve it visually

Solve it a different way

Real life application

Solve it numerically

Do The Math: Intervention Program



A string of nine colorful paper clips is stretched across a dark, horizontally-grained wooden surface. Each clip holds a small rectangular piece of paper with a single letter written on it in blue ink. The letters, from left to right, are: 'T' (red paper), 'H' (light blue paper), 'A' (light green paper), 'N' (light blue paper), 'K' (yellow paper), 'Y' (light green paper), 'O' (yellow paper), and 'U' (light green paper). The string is slightly sagging in the middle, and the background is a dark, textured wood.

THANK YOU



Thanks

Do you have any questions?
addyouremail@freepik.com | +91 620 421
838 | yourcompany.com



CREDITS: This presentation template was created
by **Slidesgo**, including icons by **Flaticon**,
infographics & images by **Freepik**

Please, keep this slide for the attribution



Learning Services

- Inclusion

Board Presentation
January 12, 2026





*Our Guiding
Beliefs*

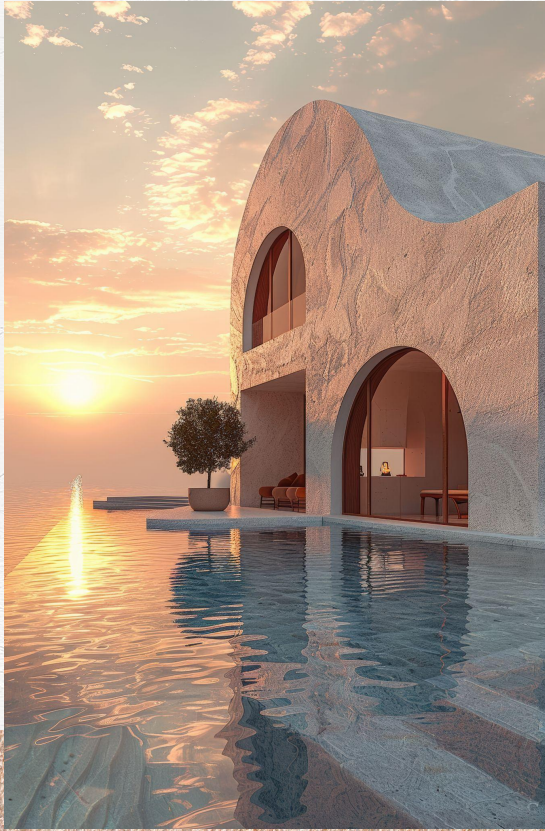
Learning Services is grounded in a shared commitment to equity, collaboration, and inclusive education, recognizing that diversity enriches learning for all. By fostering flexible, evidence-based practices and strong collaboration among educators, families, and community partners, we support meaningful student participation and achievement.

Emphasizing independence, self-advocacy, and problem-solving helps students build confidence and resilience for lifelong success.





*The Inclusion
Team*



The Inclusion staff supports the district's commitment to equity by ensuring all students can fully participate in learning. Through collaboration with schools, families, and community partners, the team provides coordinated, individualized supports that promote students' academic, social, emotional, and physical well-being. By fostering inclusive school cultures and using evidence-based, multidisciplinary approaches, the Inclusion team works to remove barriers, enhance student outcomes, and uphold dignity, belonging, and collaboration across the district.

Inclusion Departments

Itinerant Resource Teachers

Celeste van Breda, Alyson Vansnick, Taylor Forbes, Shelly Cardinal, Shauna Milne, Trista Triska, Carly Polnik, Susan Gilmour, Lorna Winnicki

Speech and Language Therapy

Stephanie Loney (SLP), Jennifer Clarke (SLA), Carla Cowger (SLA), Danae Jones (SLA), Elsa Dickinson (EA)

Occupational Therapy

Daisy Petrucci (OT), Lauren Phillips (EA)

Deaf and Hard of Hearing Itinerants

Sally Birley, Rheanna Morris-Richert, Kelsey Erho

Vision Itinerant

Trista Triska

Learning Assistance Resource Teacher

Chantelle Fowler

Inclusion Departments - Contractors

Physical Therapy

Northern Therapy Services (Jaclyn Hoffman)

Behaviour Support and Autism Consultations

Dr Richard Stock

School Aged Therapy Services

TinyEye and Northern Therapy Services

Speech and Language Therapy

Freedom of Speech Therapy Services
(Michelle Hofstrand)



School District 60
- Strategic Plan

Goals and Commitments

Goal - School District 60 will nurture an engaging and productive learning environment where every student receives the necessary support, resources, and opportunities to thrive and succeed.

Commitment -

- Promote student voice and personal responsibility in their learning and school experience.
- Foster a sense of belonging by creating strong relationships between students, staff, families, and community.

How -

- Implementation of Competency-Based Individualized Education Plans - Families, Students and Staff all have a voice in this process with the focus squarely on the student

Goals and Commitments

Goal - School District 60 will foster a welcoming and inclusive environment that prioritizes the well-being, development, and professional growth of all employees.

Commitment -

- Foster an environment within schools where staff actively engage in building relationships, ensuring that everyone feels valued and part of a safe, supportive community.
- Provide opportunities for continuous learning and growth for all staff members, including training opportunities for integration of technology into instructional practices.
- Ensure staff have the necessary resources and support to respond to the diverse needs of students.

How -

- Rigorous training plan for implementation of Competency-Based Individualized Education Plans
- Non-Violent Crisis Prevention and Intervention Training for all EAs, Bus Drivers, Administrative Assistants, School Administrators and District Executive.
- Continuing to provide opportunities for our staff to gather/collaborate with each other to build a positive working relationship with all members of our team.

Goals and Commitments

Goal - School District 60 will provide facilities and maintain a safe and supportive learning environment, appropriately equipped to facilitate quality teaching and learning.

Commitment -

- Prioritize investments in upgrading facilities, including equipment and technology, to create modern, comfortable, and engaging learning environments that support diverse teaching and learning styles.

How -

- Variety Grants in collaboration with the district to purchase equipment (Rifton Bikes, Hippocampes and Floor Lift)





*Framework for
Enhancing
Learning*

Goal #4 - Support Student Achievement Through Inclusion

Objective 4.1 - Support A Sustainable, Transparent, School-Based Learning Support Model with a Focus on Classrooms

Objective 4.2 - Increase Achievement and Independence of Students with Diverse Needs Through an Inclusive Classroom Support Plan

- Continued to collaborate with school administration about their students with diverse needs. We have some very challenging students in specific schools and we have used a multi-dimensional approach to supporting these students.
- We have made adjustments to the Resource Teacher model. We were able to allocate more itinerant time to some schools while allocating funds for on-site staff in other schools.
- Continued to work with schools to improve the 1701 funding process:
 - Made adjustments to the 1701 Chart to ensure that everyone is on the same page
 - Will be looking at criteria for the Phase 3 funding process
 - Provided 1701 training sessions for administrators to increase their understanding of the various processes within the Inclusion Model:
 - Understanding CB-IEP
 - Understanding the district designation process

Goal #4 - Support Student Achievement Through Inclusion

Objective 4.1 - Support A Sustainable, Transparent, School-Based Learning Support Model with a Focus on Classrooms

Objective 4.2 - Increase Achievement and Independence of Students with Diverse Needs Through an Inclusive Classroom Support Plan

- To support the increase in numbers of our students diagnosed with Autism Spectrum Disorder (ASD), we felt that training staff was just as important as increasing staff in schools. Therefore, this year, we did a few things to increase understanding and knowledge when working with neurodivergent students:
 - Dr. Richard Stock has been working collaboratively specifically with our Itinerant Resource Teachers monthly to increase their “toolkit” of skills
 - Celeste van Breda organized a ProD workshop for January 30th with POPARD for classroom teachers and support staff entitled “Supporting Students with ASD in the Classroom”
 - Dr. Richard Stock will be holding a ProD session on January 30th entitled “Understanding Challenging Behavior and Effective Supports for Students with Special Learning Needs”

Goal #4 - Support Student Achievement Through Inclusion

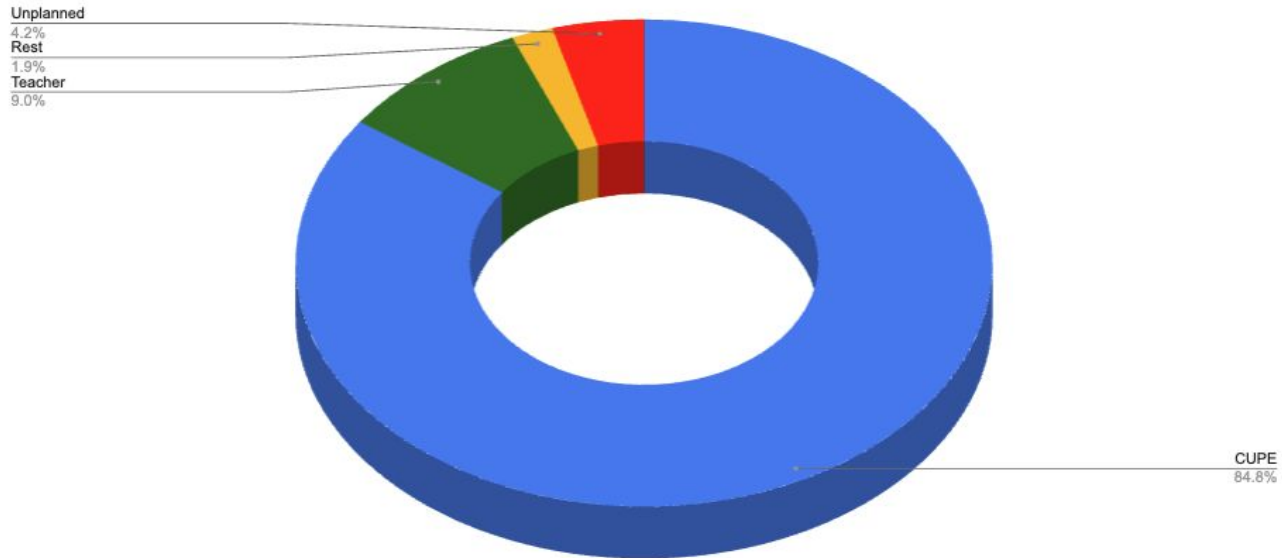
Objective 4.1 - Support A Sustainable, Transparent, School-Based Learning Support Model with a Focus on Classrooms

Objective 4.2 - Increase Achievement and Independence of Students with Diverse Needs Through an Inclusive Classroom Support Plan

- We also felt, with the increasing numbers of students with diverse needs in our district, it was important to have all support staff working with students, directly or indirectly, to be trained in nonviolent crisis prevention intervention strategies. Last year, we trained and certified almost all school administrators. This year, using a hybrid model, we were able to train and certify the following groups:
 - Administrative Assistants - 70% completed (31 out of 44 trained)
 - Bus Drivers - 76% completed (31 out of 41 trained)
 - Educational Assistants - ~80% completed
 - Trained 55 EAs in November
 - Will be training ~56 EAs in February
 - Many still certified until 2027

District Learning Support Fund

District Learning Support Fund Summary - How was it spent - 2025-2026



December Numbers for 1701 Count

	LEVEL 1 Funding	LEVEL 2 Funding					LEVEL 3 Funding	No Extra Funding				
Count of 1701	1701											
School	A - Physically Dependent	C - Moderate to Profound Intellectual Disability	D - Chronic Health/Physical Disability	E - Visual Impairment	F - Deaf or Hard of Hearing	G - Autism	H - Intensive Behaviour/ Serious Mental Illness	K - Mild Intellectual Disability	P - Gifted	Q - Learning Disability	R - Moderate Behaviour	Grand Total
Alwin Holland	1	3	6			14	2		2	5	2	35
ARY		1	2		1	15	5	1	1	7	8	41
Baldonnel						4				1	2	7
Bert Ambrose			2			6	6			1	8	23
Bert Bowes		1	3	1	3	27	3	4		24	8	74
C.M. Finch					1	10		1		5	2	19
Charlie Lake			5		1	13				5		24
Clearview			2		1	2				4		9
Dr. Kearney		1	10		6	21	11	3	1	22	15	90
Duncan Cran		2	5		1	15	7	1		4		35
Ecole Central			1			6	1		1		1	10
ELC			1		1	5		1		10	1	19
Hudson's Hope		1	2			7	1			5	1	17
MMMCS	1		7		1	23	6			5	14	57
NPSS	1	3	18		6	41	62	3		64	17	215
Prespatou	1	1	4		1		1	2		2		12
Robert Ogilvie		1	2	1	3	9	13	1			1	31
Taylor			1	1	1	3	2			4	1	13
The Key - DL			3			7		2		11		23
Upper Halfway		1	2							1		4
Upper Pine			2	1	1	3	1	1		3	9	21
Wonowon		1		1	4							6
Grand Total	4	16	78	5	32	231	121	20	5	183	90	785

Designation Changes Over The Years...

Designations	Sept 2021-2022	Sept 2022-2023	Sept 2023-2024	Sept 2024-2025	Sept 2025-2026	December 2025
A	3	3	4	4	4	4
B	0	0	0	0	0	0
C	12	11	14	13	16	16
D	92	90	84	88	77	78
E	4	7	7	6	5	5
F	25	30	30	31	32	32
G	111	139	165	203	228	231
H	127	145	141	115	121	121
K	8	13	18	21	19	20
P	25	20	6	5	5	5
Q	175	175	153	159	180	183
R	93	114	150	142	92	90
Total	675	747	772	787	779	785

Things We Are Proud Of...

- **CB-IEP Implementation** - The training and support we have provided for the implementation of Competency-Based Individual Education Plans. Since last January, we have provided a significant amount of training and also time to work collaboratively with colleagues to ensure that this process did not go sideways. It was a lot of work for everyone but we have accomplished our goal and will continue to provide support throughout this school year.
- **CPI Training of Staff** - We were committed this year (and part of last year) to ensuring that as many support staff and administrators were trained in nonviolent crisis prevention intervention training (CPI). As mentioned previously, we have provided training to various employee groups (Bus drivers, EAs, school administrators, administrative assistants). This helped get everyone on the same page in terms of dealing with challenging behaviours. This year, we will finish off with the last group of EAs and continue to look at ways to provide training for teachers.
- **Our Wall** - This is a project that all members of Learning Services Team participated in. We wanted to show who we were and what we can offer schools in terms of supports for students and staff. Our plan is to update the frames each year to ensure that they remain current. We are close to being done (need to add staff photo). This project really encouraged groups to work collaboratively to show off their strengths. It was so amazing to see people come together to complete our project.
- **Itinerant Training** - Our vision itinerant, Triska Triska, will have completed her Orientation and Mobility certification which is a huge benefit for our district.

Challenges (this year and next)...

- One of our 3 Deaf and Hard of Hearing Itinerant Teachers (DHH) will be retiring this year . Sally Birley was sharing the position with another DHH teacher, Kelsey Erho. We will need to find a replacement for that position. We do have a back up plan if needed.
- We will be losing our Occupational Therapist for next year. Daisy Petrucci will be going on maternity leave. We will need to find a replacement for her.
- Continuing to look at ways to effectively support schools with students with severe behavioural and social-emotional challenges. We continue to access the support of Dr. Richard Stock and look for new ways to support these students and staff.
- We continue to struggle with the number of referrals and current caseload for our Speech and Language Pathologist (SLP). We currently have one full time SLP on staff and one contracted SLP for 300 hours a year. We also have 3 trained Speech and Language Assistants (SLA) and one Educational Assistant working with our SLP. We have also trained EAs in 6 rural schools and in 2-3 local elementary schools to work more regularly with students needing extra speech and language support. We continue to post for a second full time SLP but have not yet seen success so looking at other ways to support students needing these services. Here is the summary of our SLP's caseload with a brief explanation of how things are categorized:

Challenges...

The vast majority of students on the caseload are Kindergarten to Grade 3. The rule is that students are discharged at the end of grade 3. However, if they have a low incidence diagnosis or still have severe speech needs at this time, they may stay on the caseload longer. There are certainly additional students that would qualify to continue receiving services, however, we cannot support that number of students. Our SLP has broken down the caseload into 3 categories: complex, moderate-severe, and mild-moderate.

Complex: In terms of Speech & Language, these students are typically ones that are non-speaking/non-verbal and require an alternative form of communication such as Picture Symbols, iPad with TouchChat, sign language, etc. In addition to this need, they also tend to have other high levels of needs such as behaviours, toileting, mobility or access needs, etc. Due to their complexity, they take at least 3x as much time as other students at a minimum, likely more when we consider the time taken with team meetings, obtaining resources for these students, and researching various approaches in helping them achieve IEP goals. Only the SLPs work with these students, not the speech assistants.

Moderate-Severe: These students may have low incidence diagnoses or not. They are students that can be very difficult to understand, are years behind in their language development, and/or are minimally speaking, meaning that they can communicate their needs but not reliably all of the time. These students can be seen by the speech assistants, although the more severe of this group should be receiving therapy by an SLP because of the severity and complexity in treatment. However, due to our staffing, they often get seen by speech assistants, but this requires more contact with the SLP because it can be challenging to set goals that are appropriate and achievable.

Mild-Moderate: These students demonstrate delays from the average range in speech and/or language. They typically also have difficulty in areas of academics as well; particularly literacy. However, their needs are not as significant as the other groups. These students are seen in therapy by the speech assistants. SLP assesses them, creates goals, and checks in on progress.

The numbers:

- Total: 454
- Complex: 54
- Moderate-Severe: 175
- Mild-Moderate: 225



Thank you

Board Presentation

January 2026

Tracey Lariviere
District Principal of Early Learning and Child Care

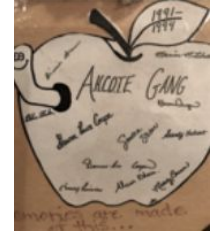
Strategic Plan Goal: School District 60 will provide an Early Learning and Child Care environment that supports a positive transition for children from home, PreSchool and Day Care into Schools.

**EARLY
LEARNING**
Grows
Strong Roots!



Anything is possible when you lead with your heart!

My Story



Inclusive Community Experience

May 1st 1995

Early Learning Benefits: Early Learning experiences can build a strong relational foundation for families when educators plan engaging learning opportunities with access points for all taking into consideration the social and emotional well being of children. This enables children to feel safe and they are able to build resilient behaviours that can be adapted to different situations which can then be utilized in future literacy learning.



Adaptable to any given situation



Curious
Caring



Early Learning



Child Care

Early Learning Lead Educator - Pam Essensa and Administrative Assistant - Tamara Lock

Early Learning Programs

StrongStart BC Full Time

- Duncan Cran - Patricia Belcher
- Hudson's Hope - Kirsten Shockey (Natiele Pringle Mat Leave)
- Robert Ogilvie - Christine Bennett

StrongStart BC Outreach

- Buick Creek - Sandra Wiebe (Tamara Wieler On Leave)
- Prespatou - Anna Wiebe
- Taylor - Jocelyn Suson

StrongStart BC Virtual

- KLC - Deb Wormley

Seamless Day (Kindergarten Classroom Support)

- Bert Ambrose - Jennifer Cox
- Taylor - Jocelyn Suson, Tamara Jones

Ministry and District Initiatives

Ready Set Learn

Welcome to Kindergarten

Early Learning Pro D - ECE & Kindergarten Teachers

Reading Recovery Teacher Leader Mentor

Curriculum Team

Will look different (Funding Cut)

Changing Possibilities for Young Children

Strengthening Early Years to Kindergarten

Licensed Child Care Programs

PreSchool - 40 Child Care Spots

- Duncan Cran - Patricia Belcher
- Robert Ogilvie - Christine Bennett

Just B4! PreSchool - 30 Child Care Spots available

- Bert Ambrose - Jennifer Cox
- Hudson's Hope - Mat Leave No Coverage
- Taylor - Jocelyn Suson

Before/After School Care (BASC) Coordinator - Suzanne Currie

BASC Working Lead - Wendy Daneluk

180 Child Care Spots - AH, BA, CL, CMF, DC and Taylor

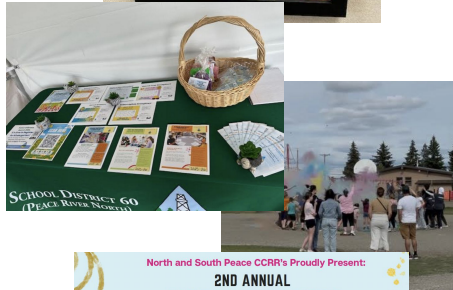
BASC staff often work multiple positions in program or in the school as an EA. Many have other day jobs or go to school during the day.

Staffing - AH (8), BA (3), CL (2), CMF (5), DC (4), Taylor (2),

- 4 Children needing Inclusive Support - 5 SN Staff
- 4 Children on Care Plans - don't require SN Staff



Early Learning and Child Care - Connections/Partnerships



Early Learning System Map

School District

School District Departments:

- Curriculum
- Inclusion
- SLP
- SWIS
- SEL

DRFN LEA Committee

Indigenous Ed Council

Elementary Community:

- Educators and Parents

Safety + Licensing

- Northern Health
- School District Health + Safety Manager

Hold generative conversations with key people, both within and outside your organization.

They serve to:

- enhance clarity about how your work matters from the viewpoint of others.
- identify barriers and roadblocks that need to be removed for deeper partnership.
- develop better and deeper personal relationships with key people.



CSL Tool

Provincial/Regional

- Ministry (Child Care BC Advisory Group, Child Care on School Grounds Technical Advisory Group, COP Initiative Meetings)

- BC Healthy Child Development
- First Call: Early Childhood Development Roundtable
- SEED Northern BC

- ECEBC - SD ECE's are part of the mentor group

Community

FSJ Early Years Table

- CCRR
- CDC
- Community Bridge
- FSJ City
- FSJ Literacy
- FSJ Public Library
- Health Unit
- NENAN
- NENAS
- NLC
- North Peace Primary Care
- School District

Community Collaboration Group

Municipalities

- Hudson's Hope
- Taylor

Local Child Care Centers

- YMCA



Early Learning and Child Care - Supportive Funding

Ministry believes in quality programming that is inclusive and culturally safe. They continue to support those working in Child Care.

- Financial support both Provincially and Federally
 - ECE Training, Recruitment and Retention
 - ECE Bursaries available through ECEBC
 - ECE Specialized Certification Grant through ECEBC
 - ECE WE - \$4 Wage Enhancement
 - Canada Student Loan Forgiveness for ECE's
 - Programs and Initiatives
 - Federal agreement (CWELCC) with BC extended
 - Community Connections/Partners, Educators and Families
 - Professional Development - Community of Practice Meetings
 - Focused on SEL and transitions to school system

Seed Funding (this is the last year) - Ministry wants to know the funding gaps in Child Care.

- Consultation is happening with the Community Development Team regarding budget and any fee increases. We met in December and have a follow up meeting in February before we apply in March.
- They've asked all ELCC Leads to create a budget that includes "reasonable costs" not put in previous budgets.



Early Learning and Child Care - Supportive Funding

Ministry goal is to increase the number of licensed spaces with the ongoing commitment to making child care more affordable for parents.

- **New Spaces** - CAP Funding Applications
- **Parent Fees BASC and PreSchool**
 - We renew contract and apply for increase in March
 - Can only increase a small percentage each year - need to consider the Northern Benchmark
 - Opportunity for an exceptional fee increase ****this year****
 - Approval required from the Community Development Team
- **Provider Payment from Operating Funds**
 - Child Care Operating Funding - BASE Funding (CCOF)
 - CCFRI Provider Payments
 - Assists with the day to day costs of running a licensed child care facility and helps to maintain quality child care for the community.
 - Factors each month: number of students, daily rate and type of care and age
 - Fee Reduction for Families
 - Child Care Fee Reduction Initiative (CCFRI)
 - Affordable Child Care Benefit (ACCB)
 - Depends on annual income
 - Supported Child Component
 - Metis Child Care Benefit (MCCB)
 - Families apply for full ACCB if declined MCCB will pay remainder



Early Learning and Child Care - Parent Fees with CCFRI Applied

Parent Fees - 2025/26 Current

PreSchool (4 hours or less per day)

Full time \$329

- CCFRI \$95 parent pays \$234

4 day class \$260

- CCFRI \$76 parent pays \$184

3 day class \$190

- CCFRI \$57 parent pays \$133

2 day class \$150

- CCFRI \$38 parent pays \$112

BASC

Full time AM/PM 5 days a week \$530

- K \$320 CCFRI parent pays \$210
- Gr1+ \$115 CCFRI parent pays \$415

Morning AM 5 days a week \$214

- K \$74 CCFRI parent pays \$140
- Gr1+ \$57.50 CCFRI parent pays \$156.50

Afterschool PM 5 days a week \$317

- K \$160 CCFRI parent pays \$157
- Gr1+ \$57.50 CCFRI parent pays \$259.50

Parent Fees - 2026/27 Possibilities

PreSchool (4 hours or less per day)

- Full time \$339 (\$10 annual allowed increase pg 17)
- Full time \$362 (\$33 maximum exceptional fee increase pg 22)
- Full time \$395 (affordable benchmark pg 12)

CCFRI for Full time is \$95 max

- Is the exceptional fee increase a one time shot or will they allow a split over 2 years?

BASC up to 3% increase

- Full time AM/PM 5 days a week \$545
- Morning AM 5 days a week \$221.50
- Afterschool PM 5 days a week \$324.50



Early Learning and Child Care - Ministry Base Funding to Districts

Child Care Operating Funds (CCOF) Base Rate

PreSchool - \$1.37 per child per day

Child Care Operating Funds (CCOF) Base Rate

BASC Kindergarten

- Full time - \$5.48 per child per day
- Part time - \$2.74 per child per day

BASC Grade 1+

- Full time - \$2.80 per child per day,
- Part time - \$1.40 per child per day

Child Care Provider Payments

PreSchool - \$0.64 per child per day

Child Care Provider Payments

BASC Kindergarten

- Full time - \$2.10 per child per day,
- Part time - \$1.05 per child per day

BASC Grade 1+

- Full time - \$1.30 per child per day
- Part time - \$0.65 per child per day

Child Care Fee Reduction Initiative (Covers Parent Fee Reduction)

PreSchool - \$4.75 per child per day

Child Care Fee Reduction Initiative (Covers Parent Fee Reduction)

BASC Kindergarten

- Full time - \$16.00 per child per day
- Part time - \$8.00 per child per day

BASC Grade 1+

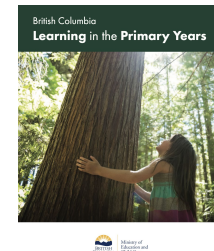
- Full time - \$5.75 per child per day
- Part time - \$2.88 per child per day



Early Learning and Child Care - Supportive Funding/Practices

Early Learning Initiatives

- StrongStart BC
 - Funding increased slightly this year
 - Free programming to families birth to age 5
- Ready Set Learn and Welcome to Kindergarten
 - Events for families in their school community
 - Funds available to schools putting on extra RSL events
 - Clearview, Robert Ogilvie, Upper Pine
 - Early Learning Team: Family Events
 - Gym Nights, Mother Goose, Early Years Health Round Up, Pretend to Be a Kindergartener, Explore Your Way to K
- Resources - high quality early learning experiences
 - BC Early Learning Framework
 - Play Today
 - Let's Play
 - Learning in the Primary Years



Readiness: Communication and Professional Development

Are Children Ready for Kindergarten?



Canva Image

Are Schools Ready for Children?

THE PRESCHOOL LEARNER is curious and in constant wonder about the world, excited to come to school, establishing an awareness of self, others and surroundings and learning to communicate his thinking and emotions.

Helpful skills to build in the Preschooler transitioning to Kindergarten:

Skills That Foster Independence:

Self-Help Skills: for eating, for dressing, for putting on shoes or boots, for using the bathroom and being able to feel the internal body systems for hunger, bathroom needs, temperature and emotions.

Personal Emotional and Social Awareness Skills: problem solving strategies, able to listen to and follow 2 step directions, able to focus attention for about 5 minutes, skills for transitioning to new activities and environments, skills for developing flexibility, awareness of different emotions, able to 'read' emotions on others, ability to name and express emotions appropriately, and self regulation skills.

Skills that Foster Positive Social Interaction: take turns, wait time and patience, ability to win and to lose gracefully at a game, accept criticism, show empathy, emotional connection with others, conversation skills: listening, speaking, pausing, vocabulary for expression, ways to enter a conversation, cooperative play skills showing the ability to share, being able to copy and imitate when modeling others, and able to establish relationships with others to feel secure in their environment.



THE KINDERGARTEN LEARNER is also curious and in constant wonder about the world, excited to come to school, establishing an awareness of self, others and surroundings and learning to communicate his thinking and emotions but also developing a growing sense of confidence in their abilities. The learning environment is considered the 3rd teacher and is critically important in encouraging exploration of new ideas and concepts.

Helpful skills to build in the kindergarten student:

Increasing awareness of self, others and environment.

How to show empathy and kindness, respecting and appreciating diversity of race, culture, gender and ability.

Increasing sense of self advocacy, confidence and strength in communicating ideas and thoughts.

Practicing decision-making and problem-solving skills.

Develop techniques for mindfulness and anxiety reduction in new settings – using all 5 senses and stories.

Lengthen wait time and patience for others and situations.

Literacy skills – how books work, increasing vocabulary, broaden conceptual knowledge and background knowledge

Communication skills – grammar, vocabulary, concept words and description all growing rapidly



Changing Possibilities for Young Children in our Programming - Birth to 8



Our Focus: Communication and Inclusion within our Practice

Pathways - Continuity of Learning

- Meeting the children where they are in their development
- How do we show the learning that is happening?
 - Traces of Practice in our space to create dialogue around a learning experience

Building Relationships

- Connectedness to Community

Access Points for All

- Consider the Classroom Environment and Choice of Activities
 - How does my environment speak?

Learning Opportunities - Reflecting on our own Practice

- Be responsive to the needs of families and children



Strengthening Early Years - Educators and PreSchool Children

Early Learning InService September 5th, 2025

Tracey Lariviere
District Principal Early Learning and Child Care

EARLY
LEARNING
Grows
Strong Roots!



Taylor StrongStart, PreSchool and Kindergarten



Early Learning and Child Care - Professional Development

Inquiry - Me and My Sit Spot



Karen Filewych





Curriculum and Progressions

Letter Identification - not an easy task (visual discrimination up to this point has been fluid - shoe/letter "u" example)

A firm foundation is needed to distinguish between the symbols flexibly

- As more letters are known, they become ready for systematic associations like names or sound

Complex task:

- Learning to link a letter/grapheme to sound/phoneme is crucial for learning to read and write.
- Learning to write that symbol - the motor movement of writing helps to distinguish the letters which seem at first to be similar.

Alphabet Task - Shows you

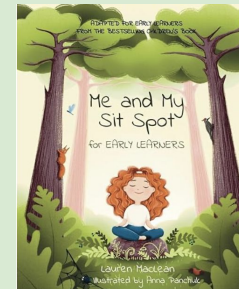
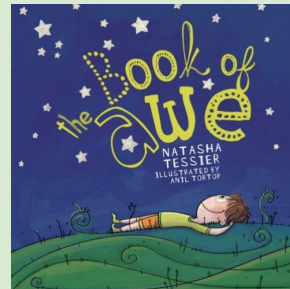
- What is known
- The child's preferred mode of identifying letters
- The confused letters
- The unknown letters
- Ways of responding - uses numbers, a select group of letters, etc

Task is designed to...

- Find out what the child is noticing
- Assesses 26 Upper Case, 26 Lower Case plus 2 common ways of writing "a" and "g"
- Score shows how they compare to others in their group
- Administer 2 times - shows how much progress that child has made in the given period

Standard task and Scoring

- Letter Name (N - alphabetical response)
- Letter Sound
- Word beginning with...name or sound (Ggg - go or gym or clown for "Kk")
- IR - Incorrect Response
- Tally correct responses in each column at the bottom



Getting outside with your children

What do you hear?

What do you see?

Tips for Parents

- Embrace 'Risky Play'
- Lessen 'Screen Time' by getting outside
- Be prepared and dress for the weather
- Don't be afraid to get messy
- Engage with your child by asking questions

Places to walk with Nature in Fort St John.

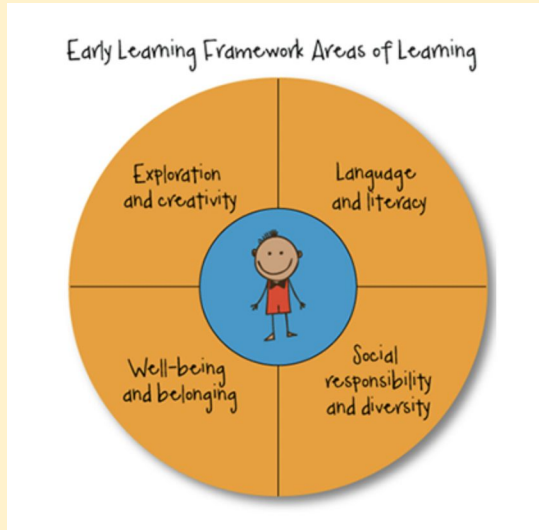
- Fish Creek Trails
- Cactus trails
- City of Fort St John Trail system

Can you find something that feels soft and something that feels hard?



Transitions: StrongStart, PreSchool and Ready Set Learn - Welcoming Families

Inclusive Environments



Duncan Cran PreSchool

- New student exploring supported help from CDC

Robert Ogilvie PreSchool

- High functioning ASD child no support needed from CDC at this time

NLC Practicum Students - Bert Ambrose, Duncan Cran and Robert Ogilvie PreSchool

Ready Set Learn Events

- Many schools are doing more than one event.
- Some schools have their JUST B4! PreSchool or StrongStart ECE Facilitator running events.

How do we support rural schools?

- Funds for extra RSL events
 - Clearview
 - Robert Ogilvie
 - Upper Pine

Our Wonder:

- How can we ease the transition to Kindergarten?
 - What is the best way to connect with Community Stakeholders with no FSJ Early Years Table?
 - How do we ensure all voices are heard?



Strengthening Early Years Transitions - Families and Educators

Strengthening Early Years to Kindergarten

Building Relationships

- January/February Gym Nights
 - MMM and FSJ Field House
- Mother Goose
 - Community Events
 - School Events
- Pretend to Be a Kindergartener
- Early Years Health Round Up
 - April
- Explore Your Way to Kindergarten
 - 4 Events during the summer



2025
EXPLORE YOUR WAY TO K

Is your child entering Kindergarten September 2025?

We welcome you and your child for 1, 2, 3, or ALL 4 Tuesday's this summer, as you and your child spark curiosity, creativity and learning through activities, stories and play!

To Register: Pick your date(s) and Call CCRP at 250-785-5701 or email proccacrrp@spors.ca

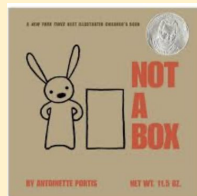
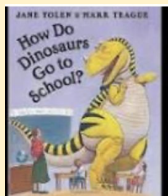
Free Admission

Date	Time	Book of the week
Tuesday, July 8th	10:30AM to 12:00PM	The Dot
Tuesday, July 22nd	10:30AM to 12:00PM	How Do Dinosaurs Go to School?
Tuesday, August 5th	10:30AM to 12:00PM	It's Not a Box
Tuesday, August 19th	10:30AM to 12:00PM	Messy Change

Sessions 1-3 located @ SD #60 Board Office
10112 105 Avenue, Fort St. John
Learning Services Door- DDC Room

Sessions 4 located @ St. Charles Elementary
10215 99 Avenue, Fort St. John
Outside at the Pavilion

CCRR
Child Care Resource & Training



Strengthening Early Years to Kindergarten - Families

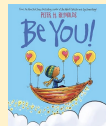
Welcome to Kindergarten

- WTK Bags Contents - wanting to foster imagination of children through Art, Storytelling and Literacy/Numeracy
 - Book - Kindergarten, Here I Come!
 - Pencil - small golf size
 - Whiteboard + marker
 - Scissors
 - Crayons
 - Chalk
 - Oral Language - Loose Parts Story Bag
 - Fine Motor/Visual Perception - Wiki Sticks + Name Activity
 - Number Sense - Dot Plate idea, Ten Frames, Dice
 - Sensory Activities Sheet
 - Invitations to Play info Sheet



Each School given the story 10 Black Dots to use as a station.

- Imaginative Dot Art - What can we make with ___ black dots?
- Ten Frame Activities
- Make a Wish dot art activity



Loose Parts Story Bag



- Story provides access points for all children
- Importance of Retelling in own language.

ECE's in the Classroom (Seamless Day Model)

- Bert Ambrose and Taylor - JUST B4! PreSchool in the AM and Kindergarten support in the PM



Strengthening Early Years to Kindergarten - Families

Early Learning



SENSORY ACTIVITIES

Some fun and easy recipes to try at home



Playdough

2 cups of Flour
 $\frac{1}{2}$ cup of Salt
 2 tsp of Cream of Tartar
 2 cups of Boiling Water
 2 tsp of Oil

Food colouring
 Kool-Aid Packages
 Baking extracts
 Glitter
 Coffee Grinds
 Cinnamon

Mix dry ingredients well. Add Liquids and Mix well. Make sure to add the colouring and scent with the liquids for the best coverage.

If it is too dry, add a small amount of water. If it is too liquidy, add more cornstarch.

Magic Mud

2 cups cornstarch
 1 cup water



Combine ingredients in a bowl. Gradually add the water while mixing. Only add a little water at a time in order to get the right consistency. Mix until it becomes thick and goopy. You have the right consistency if it feels solid when you squeeze it, but turns to a liquid when you stop.

Slime

$\frac{1}{2}$ cup washable school glue (white or clear Elmer's glue works well)
 $\frac{1}{2}$ teaspoon baking soda
 3 tablespoons water
 1.5 - 2 tablespoons contact lens solution (must contain boric acid in the ingredients list to work)

Combine Glue, Water, and Baking Soda
 Add Colour/Glitter (Optional)

Activate the Slime by pouring in 1 tablespoon of the contact solution while stirring the mixture slowly.
 Knead the Slime: This is a crucial step to reach the desired, non-sticky consistency.

Store the finished slime in an airtight container or a sealed plastic bag to keep it from drying out.



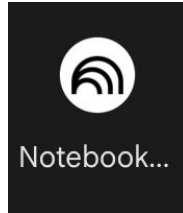
Talk & Think Together

Talking prompts for sharing a picture or a story.

What do you see? 	What do you hear? 	What might you smell? 
What might you taste? 	What might you touch? 	What shapes do you see? 
What might be moving? 	How does this make you feel? 	What might be happening? 



Strengthening Early Years to Kindergarten - Families



Early Learning Hub

- [Bitmoji Early Learning Hub](#)

Reading Wordless Books with Children

Narrate and Act: Using funny voices, animated words and acting out emotions and characters.

Talk & Think Together: Ask the W questions. "Why do you think they are doing that?," or "What do you think is happening?"

Predict & Retell: Pause to guess what's next, then go back and retell the whole story, focusing on the plot and characters.

Talk & Think Together

Thinking strategies for reading or listening to a story.

What do you see?

What do you hear?

What might you wonder?

What might you feel?

What does it mean?

What does it make you think?

What might be happening?

What might be happening?

What might be happening?

What might be happening?

What might be happening?

What might be happening?

What might be happening?

What might be happening?

What might be happening?

What might be happening?

What might be happening?

What might be happening?

What might be happening?

What might be happening?

What might be happening?

What might be happening?

What might be happening?

What might be happening?

What might be happening?

What might be happening?

What might be happening?

What might be happening?

What might be happening?

What might be happening?

What might be happening?

What might be happening?

What might be happening?

What might be happening?

What might be happening?

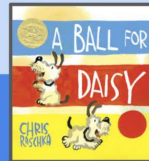
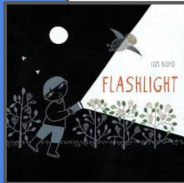
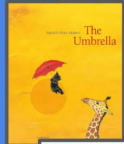
What might be happening?

What might be happening?

What might be happening?

What might be happening?

What might be happening?



School District 60

Early Learning Hub

Are you looking for cool early learning ideas to do with your child from home?

Check out our interactive classroom!



Strengthening Transitions - School Aged Children

Science Adventure Day: "Explore, Experiment, Discover!"



Report Post Covid

The five scales of the EDI are:



PHYSICAL HEALTH & WELL-BEING

Children's gross and fine motor skills, physical independence and readiness for the school day. E.g., *Can the child hold a pencil? Is the child well coordinated? Is the child on time for school?*



SOCIAL COMPETENCE

Children's overall social competencies, capacity for respect and responsibility, approaches to learning, and readiness to explore new things. E.g., *Is the child able to follow class routines? Is the child self-confident? Is the child eager to read a new book?*



EMOTIONAL MATURITY

Children's prosocial and helping behaviours, as well as hyperactivity and inattention, aggressive behaviours, anxious and fearful behaviours. E.g., *Does the child comfort a child who is crying or upset? Does the child appear fearful or anxious? Is the child impulsive, acts without thinking?*



LANGUAGE & COGNITIVE DEVELOPMENT

Children's basic and advanced literacy skills, numeracy skills, interest in math and reading, and memory. E.g., *Is the child interested in reading and writing? Can the child count and recognize numbers? Is the child able to read simple sentences?*

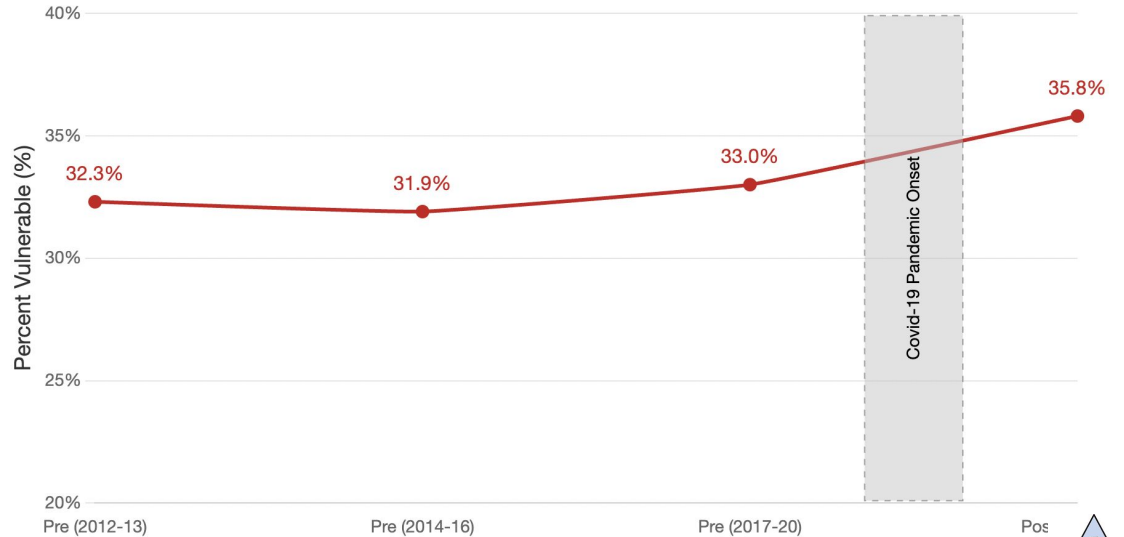


COMMUNICATION SKILLS & GENERAL KNOWLEDGE

Children's English language skills and general knowledge. E.g., *Can the child tell a story? Can the child communicate with adults and children? Can the child take part in imaginative play?*

From 2021-25, **35.8%** or **12,038** kindergarten children were **vulnerable on one or more scales** of the EDI. This rate is higher than in the years prior to the pandemic when vulnerability rates were between **31.9-33.0%**. This means that more than a third of children entering kindergarten were vulnerable on one or more areas of development important to their future success.

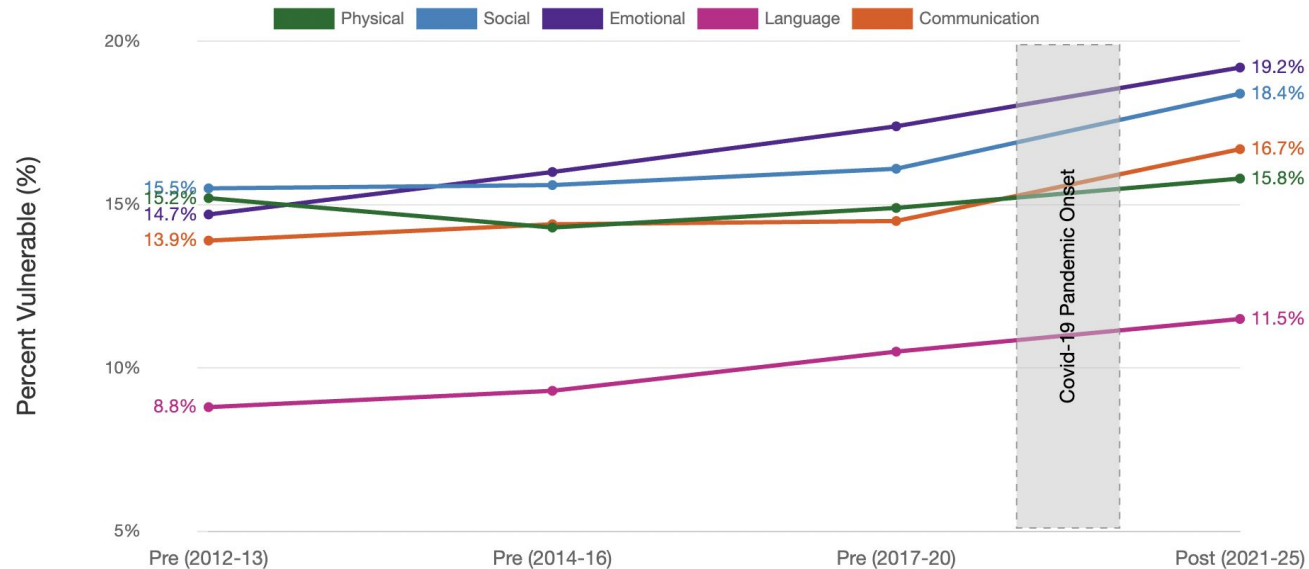
EDI Vulnerability Trend for 57 School Districts, pre- and post-COVID



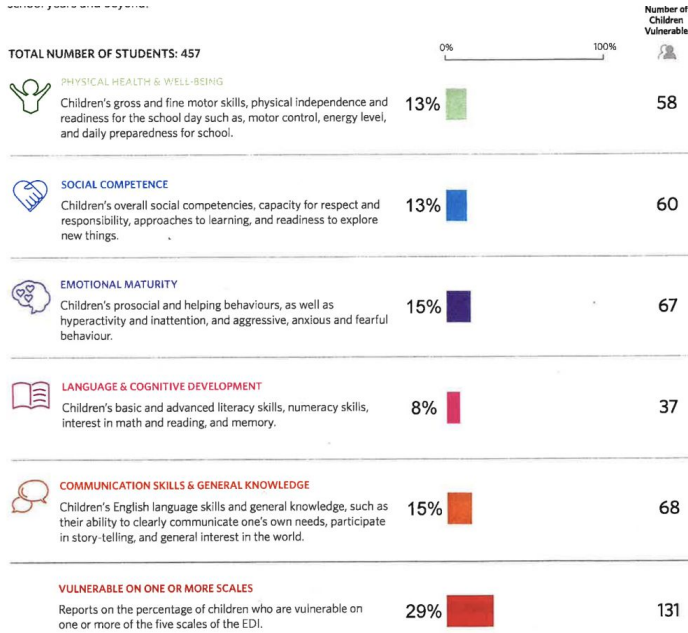
Report Post Covid

The figure below shows the trends in vulnerability over time on all five scales of the EDI. Vulnerability increased across all scales of the EDI post-pandemic. Emotional Maturity, Social Competence, and Communication Skills and General Knowledge were the scales with the highest vulnerability increases post-pandemic. While the Language and Cognitive Development scale has had the lowest vulnerability rates over time, the rates have been steadily increasing. Physical Health and Well-being has fluctuated more over time, but increased post-pandemic.

EDI Scale-level Trends in Vulnerability, pre- and post-COVID

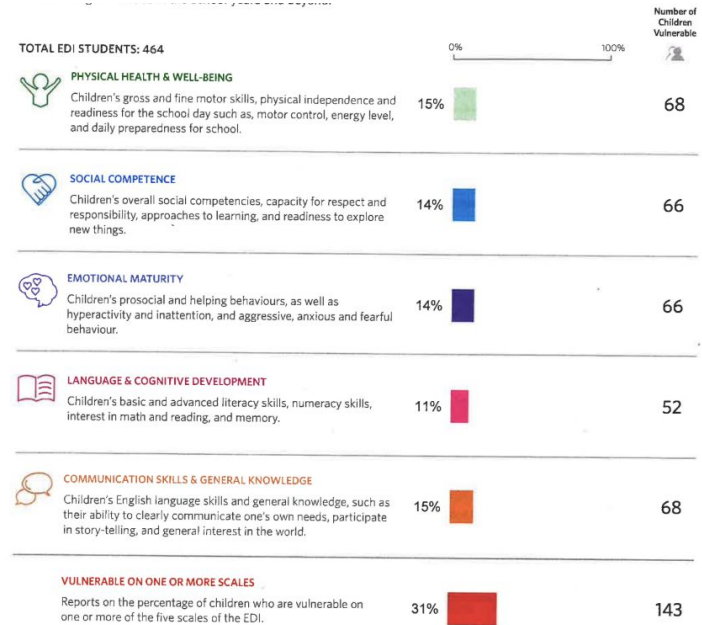


Early Years - District EDI (Wave 8 and Wave 9)



MULTIPLE VULNERABILITIES:

	NO SCALES	1 SCALE	2 SCALES	3 SCALES	4 SCALES	5 SCALES
# Children	326	60	24	21	11	15
% Children	71.3%	13.1%	5.3%	4.6%	2.4%	3.3%



MULTIPLE VULNERABILITIES

	NO SCALES	1 SCALE	2 SCALES	3 SCALES	4 SCALES	5 SCALES
# Students	321	59	35	16	22	11
% Students	69.2%	12.7%	7.5%	3.4%	4.7%	2.4%

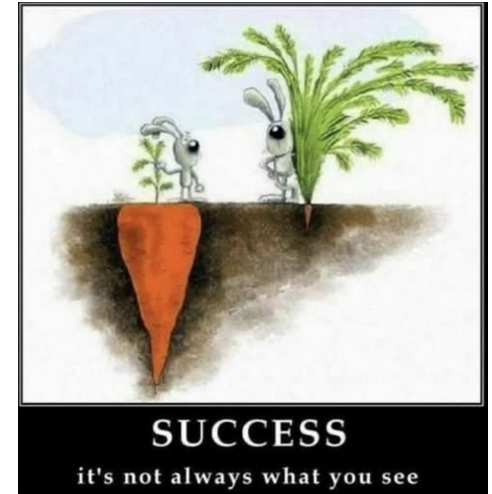
Successes and Opportunities Ahead - Early Years are Important

Expanding Child Care Spaces

- School Age Care and PreSchool - Ecole Central (adding PM PreSchool to Bert Ambrose and Taylor if there is no Kindergarten Funding)
 - Licensing new room
 - Posters going out to get waitlist
- School Act Changes - PreSchool offering during breaks
 - July PreSchool - AM/PM classes and parents sign up for a week
- Local YMCA is changing their platform for the Responsible Adult Course
 - Connected with Ministry regarding this Licensing requirement

Strengthening Transitions - How are we connecting and securing attachments?

- FSJ Early Years Table - what does this mean for us?
- Importance noted to continue SEY2K Events for families and Educators
- Ready Set Learn and Welcome to Kindergarten School Events
 - How to incorporate District Sessions to complement what the schools are doing
 - PreSchool Learner and Kindergarten Learner
 - Wills Jams Session with Child Care and Primary. What does family mean to us?
- SEL and Literacy
 - Building Language
 - Mother Goose - Interactive Communication. Builds on the power of using rhymes, songs and stories together.
 - Wordless Books - Early Learning Hub
 - Welcome to Kindergarten Bags
 - Exploring ways to create our own local books thinking about oral language as well as numeracy & literacy skills.
 - Story Workshop Learning Series and Collab Group
 - Roots of Empathy - consistent professional development focused on social emotional literacy development
 - Train - Pam Essensa



Pause and Listen to Their Stories

Be Curious and Joyful



Bert Ambrose and Taylor
JUST B4! PreSchool

As we engage in this work what resonates with me most...

- Change takes patience and time
- Learning is social
- Learning is messy
- Learning involves different perspectives

What stories do we want children to hear about themselves?

Ann Pelo Session



What parents are saying about Early Learning...

Good morning ladies!

I just need to express my gratitude for the Strong Start program at RO. This program provides such a rich environment for little ones and their parents. I love the centres Miss Christine sets up and Theo (now 22 months) looks forward to his Strong Start mornings. Without fail, we start at the sensory table and then head to the paint/stamp table. He asks for the circle time songs at home and even knows the name of some of his friends.

Miss Christine is wonderfully suited to her role!

Laurie (aka GiGi)



We are grateful to those who support children birth to graduation

Make mealtime family learning time.



Follow recipes, make shopping lists, and share stories at the dinner table.

Preparing for mealtime is a fun (and tasty) way for families to learn together!

Find fun family activities at: FamilyLiteracyDay.ca



#FamilyLiteracyDay

Family Literacy Day January 27th



May is Child Care Month!

Every May, the provincial government, along with child care providers around the province acknowledge "May as Child Care Month".

This is a time to recognize the importance of child care to our families and to honor the exceptional work of Child Care providers around our province.

Quality Child Care is not just providing space for a family. It means so much more than that. Caregivers provide healthy, nurturing environments where our children can learn, interact and feel safe. We would like to highlight the important role that quality childcare plays in the lives of children, families and communities and recognize our caregivers for the wonderful care that happens every day!



GRACIAS
ARIGATO
SHUKURIA
YOU
THANK
BOLZIN
MERCI

DANKSCHEEN
TASHAKKUR ATU
YAGHANYELAY
SUKSAMA
BİYAN
SHUKRIA
TINGGI
KONOSPUNDA
MAKKE
GRAZIE
MEHRBANI
PALOES
GOZARHADHITA
DICHARISTO
TANGKI



Ready Set Learn

- Bitmoji Classroom
- FSJ Loves Families Week
- January Gym Nights
- Language Series
- EYHRU

Welcome to Kindergarten

- LS Learning Videos
- Pretend to be a Kindergartener
- WTK Bags
- Explore Your Way to K

PreSchool and Kindergarten Learner
Talk and Think Together
Story Workshop