

SCHOOL DISTRICT #60 (Peace River North)
Committee of the Whole
Regular Meeting
Monday, March 2, 2026 @ 2:30 p.m.
AGENDA

Education

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

Framework Presentations (Attachments)
 - a) Bert Bowes Middle School
Jason Gill & Theresa Hipkiss
Administrators
 - b) FESL Review (Attachments)
Prespatou Elem-Secondary School
Upper Pine Elem-Jr Secondary School

Governance

1. **Board Meeting Follow Up Questions/Discussion**
Helen Gilbert, Board Chair

Operations

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



School District No. 60 -Peace River North
Bert Bowes Middle School
Framework for Enhancing Student Learning
2025-2026



At Bert Bowes, community members strive together to build success for all. We have a Positive, Accountable, Willing and Safe environment where everybody belongs, feels cared for, and health is promoted through access to homemade meals at the canteen, snacks in classrooms and our sports and clubs offer interactions and fitness. We are engaged, willing to be adventurous and take ownership of our learning. We promote meaningful and authentic learning experiences through structured learning activities, a variety of resources and access to technology.

Goals:



Human and Social Development Goal:

Students and staff will feel welcome, safe and connected to their school and community.



Intellectual Goal:

Students will meet or exceed literacy and numeracy expectations in relation to their grade level, IEP goals or AIP goals.



Career Development Goal:

Students will develop the core competencies to explore and work toward their life and career goals.



Bert Bowes Middle School is a Grade 7-9 school located in Fort St. John, BC, within the beautiful Peace River Valley. We respectfully acknowledge that we live and learn on the traditional territory of the Tsáá? Ché Ne Dane within Treaty 8. Our student enrollment is 504 with 163 (32%) Grade 7 students, 183 (36%) Grade 8 students and 158 (31%) Grade 9 students. Of the 504 students who attended Bert Bowes, 67 students (13%) were French Immersion students and 99 students (20%) had been identified of Indigenous ancestry. In the area of Special Education, 15% of Bert Bowes' students had been identified as meeting specific criteria for the Ministry's Needs list.

Bert Bowes has a staffing complement of 25 teachers, 1 Learning Assistant Teacher, 1 Resource Teacher, 1 Numeracy Support Teacher, 1 Counsellor, 1 Indigenous Transition Coach, 1 Jr. Alternate Teacher, 1 Librarian as well as a Principal and Vice Principal. Our school support staff consists of 3 admin assistants, 1 Indigenous Youth Care Worker, 10 Educational Assistants and 3 custodians.

Bert Bowes has a tradition of offering our students a wide selection of programs and courses. We are one of three schools in the District that offer the French Immersion program. In addition, we offered a large number of Fine Arts and Applied Skills electives for grade 9 students to select from. These electives included: Art, Band, Textiles, Drama/Theatre Production, Fitness, Food & Nutrition, French, Global Sports Management, Metalwork, Outdoor Recreation, Robotics & Electronics, Theatre Production, Woodwork, and Yearbook.

This year, our school scheduled all grade 8 students with two sampler wheels consisting of the following courses: Art, Digital Design, Drama, Entrepreneurship, Foods, Music, and Woodwork.

Our grade 7 students have the opportunity to take a variety of classes as well through sampler courses that include Digital Literacy, Drama, Foods, French, Textiles, and Woodwork. All students have the option of taking concert band as well.

Bert Bowes Middle School continues to offer a Leadership program. Leadership students welcome our incoming grade 7 students in May/June and then again in September to help make them feel comfortable throughout the first year of their

Middle School experience. As positive role models, our student leaders are motivators and mentors who guide the grade 7 students to discover what it takes to be successful during the transition to Middle School, thus increasing success in their first year; more and more studies are showing that if students have a positive experience in their first year in Middle School, their chances for continued success are exponential. The Leadership class provides the structure for grade 7 students to receive support and guidance from grade 9 students who have been through the challenges that Middle School poses, and understand that the transition to a larger school can sometimes be overwhelming.

Bert Bowes Middle School continues to utilize Teacher Advisor Groups (TAG), in which all students are assigned to a teacher advisor who meets with their group of students daily. During TAG, students spend time with their advisor in the hopes of developing a closer student-teacher relationship and, in turn, promoting a healthy transition through the Middle School years. As well, advisors continue to support students' social-emotional learning (SEL) through various lessons, activities, and small group conferencing within the TAG program. These SEL strategies are also incorporated into lessons by teachers at strategic times to assist with learning.


Following collaborative conversations with our Posts of Responsibility (Literacy & Numeracy) and Staff Committee, our TAG program is incorporating school-wide lessons and activities that promote numeracy (Tuesdays) and literacy (Thursdays) skills!

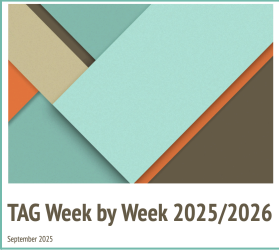
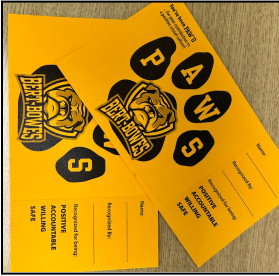


Human and Social Development Goal: Students and staff will feel welcome, safe and connected to their school and community.

Inquiry:

- If we explicitly teach school-wide expectations will student social responsibility improve
- If we continue to implement school-wide positive behaviour strategies and practices, will student social-responsibility improve
- If we offer opportunities for students and staff to interact outside of academic classes will that build a stronger sense of community and increase the number of connections for students

| Strategies/Actions | Time | Responsibility | Indicators of Success |
|--|---|---|---|
| <p>1. Mixed gr 8/9 TAGs *schoolwide maker/design challenges *SEL journals for every student for self-reflection and mindfulness *students remain with their grade 8 TAG teacher in grade 9.</p> | Ongoing (year 3) | Staff committee/School Based Team | <p>*TAG attendance improves *House competitions become more competitive as the community builds (seeing kids work together to earn points) *students start to see their TAG teacher as a support within the building. Having the same one for grade 8 and 9 should promote deeper relationships as well as allowing natural carryover of classroom norms.</p> |
| <p>2. a.SEL Connector Activities~teachers-teachers, students-students, and students-teachers to connect and collaborate with others for non-academic, SEL related activities: teachers share their passions/interests with students (ie. painting, board games, mindfulness, outdoor activities,</p> | <p>Ongoing (year 3)</p>  | <p>SEL Team to coordinate Staff to implement individual “connector” events. SEL Team to coordinate monthly themes/weekly focus areas. Admin to promote.</p> | <p>*Improved sense of community in the building *Positive student-teacher connections *Building connections with members of our outside community when they come in to provide skills/experiences with students *MDI data review showcases an improvement in a) student connectedness</p> |

| | | | |
|---|----------------|---|---|
| <p>weights, yoga, crafts, etc.) to promote community connectedness.</p> <p>2. b. SEL TAG Schedule Additions~ SEL focused lessons (Mondays and Fridays) during TAG.</p> | |  <p>TAG Week by Week 2025/2026 September 2025</p> | <p>b) student~adult connections c) school climate d) school belonging</p> <p>*Student Learning Survey Results Improve (Extracurricular, Learning self-care, School environment, Future preparations, Social skills, Adult support, Belonging, Safety, Wellbeing questions)</p> |
| <p>3. We will implement school-wide PBS initiatives such as PAWS lessons, Office Discipline Referral Procedures, accessing menu of supports, PAWS recognition system, teaching of school-wide behaviour expectations, bullying prevention and response lessons, TAG lessons and monthly themes that coincide with the school-wide themes presented via the BBMS Leadership class.</p> <p>Weekly Attendance Tracking Process</p> | <p>Ongoing</p> | <p>SEL Committee All staff</p>  | <p>*Establish a baseline for monthly PAWS postcards awarded. *Encourage staff to recognize the good they see. *Seeing how students from all grades are proud to be recognized and excited to win *Students see their peers being recognized and become more willing to participate and/or cooperate **Student Learning Survey Results Improve *Student Learning Survey Results Improve (Wellness, Bullying, Safety questions)</p> |

| | | | |
|---|--|--|--|
| 2. TAG Schedule Additions: Numeracy (Tuesdays) and Literacy (Thursdays) focus during TAG 3. Literacy and Numeracy Support Teachers —school based as well as district support for struggling students in the content area (through collaboration with the School Based Team and classroom teachers). | Ongoing (year 1) | Numeracy support teacher & POR Humanities POR | *MDI data showcases improvement in grade 8 academic self concept. *Improvement in attendance for TAG. |
| | Ongoing (year 1 Literacy/year 2 Numeracy). | Learning Assistance Teacher TAG teachers | *Improvements in Numeracy and Literacy skills and assessment scores (T3) *Student Learning Survey Results Improve (Literacy and numeracy questions) |

Inquiry 2:

- If we focus on math facts, will students acquire the skills to help them improve their understanding and abilities in math?

| Strategies/Actions | Time | Responsibility | Indicators of Success |
|--|--------------------------|---|---|
| 1. TAG Schedule Additions: Numeracy (Tuesdays) focus during TAG to support and promote numeracy | Ongoing (Year 1) | Numeracy support teacher Math Department Head Learning Assistance Teacher TAG teachers | *Numeracy assessment scores improved (T3). *Learning updates showcase an improvement from T1 through T3 (final update) *Student Learning Survey Results Improve (Literacy and numeracy questions) |
| 2. Newsletters Include math information in our newsletters | September-June 2025/2026 | Admin/LAT/District/ Math POR | *Increase parent understanding of math assessments. *Invite more communication between parents and staff regarding. |
| 3. Mathology & Matific in our grade 7, 8 & 9 classes. “Vertical teaming” between Elementary, | Ongoing (Year 2) | Administrations from all schools involved. SD 60 Support from J.Hamilton & B.Wagner. | *Diversification will be much easier allowing students to feel success and progress with their peers. |

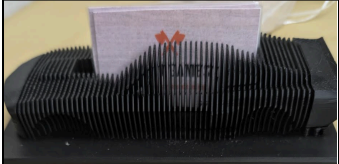




| | | | |
|--|------------------|---|---|
| Middle and High Schools for numeracy continuity. | | Math Departments from all schools involved. | *Student Learning Survey Results Improve (Literacy and numeracy questions) |
| 4. Numeracy Support Teacher~through collaboration with the School Based Team, the NS Teacher works with those who are below grade level to support their math needs. | Ongoing (Year 2) | School Based Team Teachers Numeracy Support Teacher~R. Fry | *Assessment scores increasing. *Student confidence in Math knowledge and skills improving. *Student Learning Survey Results Improve (Literacy and numeracy questions) |

Career Development Goal: *Students will develop the core competencies to explore and work toward their life and career goals*

| Strategies/Actions | Time | Responsibility | Indicators of Success |
|---|--------------------------|--|--|
| 1. School-Wide Applied Design, Skills & Technologies Events Continue to provide opportunities for students to participate in~Design & Maker Day (X2 per year) | September-June 2025/2026 | Admin Teachers Guest presenters | *Students will participate in at least two events during the school year. *Student Learning Survey Results Improve (Learning, Interpersonal, Future Preparation, Extracurricular,) |
| 2. TAG & Career ADST (Coding, Spheros, design 3d pens/tinkercad). | Ongoing | All Staff | Have students create a “passion project” with an ADST focus. |
| 3. Career groups facilitated by Mel Carew and Monica Conway Women in Trade, NLC Trades Fairs, Energy Innovation | Ongoing | Administration Indigenous Ed Indigenous Transition Coach Science Teacher(s) | Students are exposed to careers they may not know about. The Energy Innovation Day will take them to a variety of actual job sites/plants in |

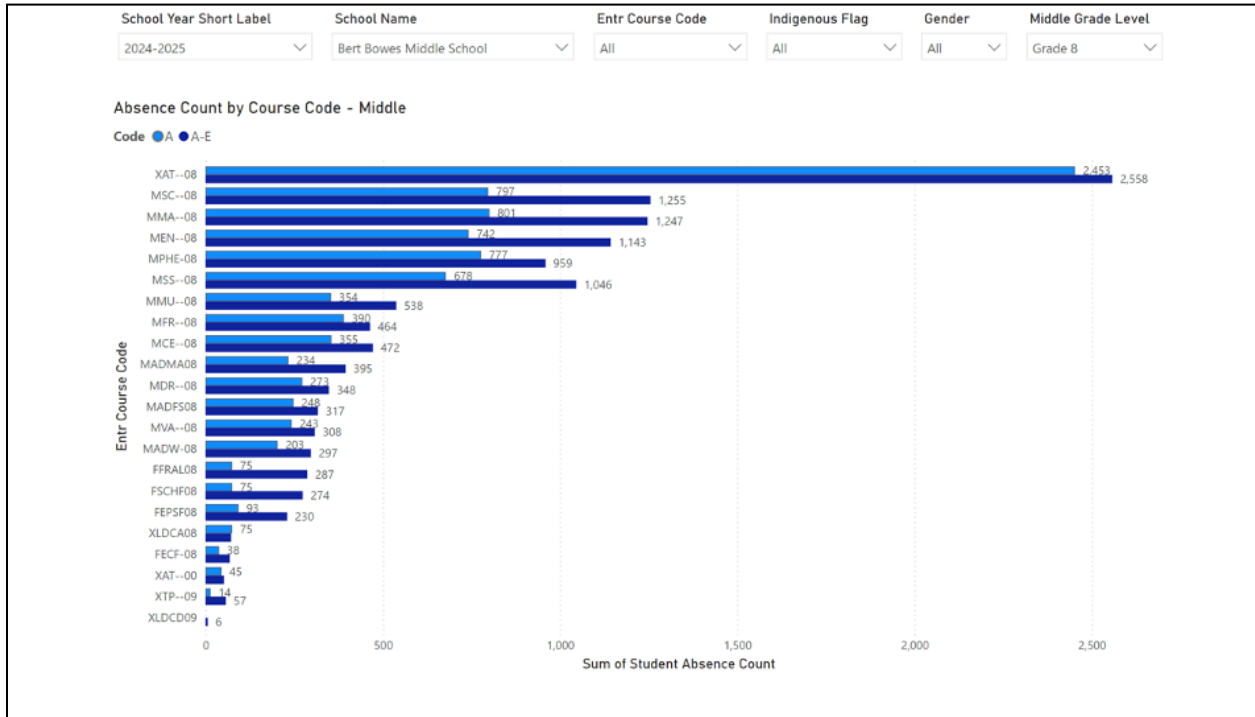


| | | | |
|---|---|----------------------------------|--|
| Day hosted by Inside Education | | | the Oil & Gas Industry of FSJ |
| <p>4. “TAG Talks” Teaching transferable, “real life” presentation skills, “big voice”, projection, eye contact to explicitly teach students that the skills needed to succeed in school are all transferable skills for employment</p> | Ongoing (Year 1) | All staff | <p>*Students make the connection between school and “the real world”.</p> <p>*Student responses on MDI</p> <p>*Student Learning Survey Results Improve (Future preparation, Literacy, Numeracy, Interpersonal skills questions)</p> |
| <p>5. Entrepreneur Class (Gr 8) All grade 8’s take part in the class to increase awareness for future career options.</p> | Year 1 with plans to offer Entrepreneurship & Marketing 9 next year | Classroom teacher Administration | <p>*Students participate in the Entrepreneurship and Marketing 8 Fair with content that they made and are able to sell, along with a business plan to demonstrate their knowledge and understanding.</p>    |

| | | | |
|---|-------------------------|---|---|
| <p>6. Spring Career Fair for grade 8 & 9 TAG classes</p> | <p>Ongoing (Year 1)</p> | <p>Administration Careers POR Local Professionals and Paraprofessionals</p> | <p>*Student responses on MDI and Student Learning Surveys. that showcase an increase in student connections with their future career paths.</p> |
| <p>7. NPSS Careers Team Visits grade 8 & 9 TAG classes</p> | <p>Ongoing (Year 1)</p> | <p>Administration NPSS Careers team</p> | <p>*Student responses on MDI and Student Learning Surveys. that showcase an increase in student connections with their future career paths.</p> |
| <p>8. NPSS Counsellor Visits grade 9 TAG classes</p> | <p>Ongoing (Year 4)</p> | <p>Administration Teachers NPSS Counsellors</p> | <p>*Student readiness for high school life *Improvements in Grade 10 survey results surrounding transitions</p> |

Bert Bowes Middle School Data

Human & Social Development Goal: Student Absenteeism



Human & Social Development Goal: MDI ~ 2 Year Comparison

| Well-Being & Assets Indices | | 23/24 % | 24/25% |
|-----------------------------|--|---------|--------|
| Well-Being | Thriving | 12 | 15 |
| | Medium | 36 | 28 |
| | Low | 52 | 57 |
| Connectedness | With Adult at School-High | 47 | 46 |
| | # of Important Adults at School 2 or more | 48 | 52 |
| | # of Important Adults at School none | 39 | 40 |
| School Experiences | | | |
| Academic Self Concept | High | 55 | 47 |
| | Medium | 36 | 26 |

| | | | |
|---|----------------------|----|----|
| | Low | 9 | 27 |
| School Climate | High | 17 | 20 |
| | Medium | 47 | 32 |
| | Low | 36 | 47 |
| School Belonging | High | 22 | 25 |
| | Medium | 41 | 37 |
| | Low | 37 | 39 |
| Victimization and Bullying at School | | | |
| Cyber | Not at all this year | 65 | 72 |
| | Once or a few time | 24 | 20 |
| Physical | Not at all this year | 62 | 59 |
| | Once or a few time | 26 | 28 |
| Verbal | Not at all this year | 37 | 37 |
| | Once or a few time | 35 | 38 |
| | About every month | 12 | 10 |

**Human & Social Development Goal:
Student Learning Survey ~ Grade 7**

| Survey Question | Grade 7 | | |
|---|-------------|----------|--------------------|
| | 2024/2025 | | Prior Yr Diff (pp) |
| | Total Count | Positive | |
| <i>Cognitive Skills</i> | | | |
| S16 - At school, are you learning creative ways to think of new ideas? | 145 | 44.1% | 7.6 |
| S17 - At school, are you learning to be a critical thinker? | 145 | 40.0% | 6.2 |
| <i>Extracurriculars</i> | | | |
| NQ5 - Do you go to any clubs, dance, sports, or music classes outside of school time? | 151 | 57.0% | -3.9 |
| S62 - Do you have opportunities to learn in places outside of school? | 151 | 74.2% | 30.0 |

Learning

| | | | |
|---|-----|-------|------|
| S48 - At school, do you get to work on things you are interested in as part of your course work? | 147 | 21.1% | 9.3 |
| S49 - Are you taught to improve how you learn? | 146 | 44.5% | 17.3 |
| S58 - Do you have chances to show what you learned in different ways (pictures, models, writing)? | 145 | 37.9% | -3.0 |
| S98 - Do you feel you have a choice about what and how you learn? | 148 | 23.6% | 8.1 |

Learning self-care

| | | | |
|---|-----|-------|------|
| S7 - At school, I am learning how to care for my mental health. | 145 | 59.3% | 14.5 |
| S8 - At school, I am learning how to care for my physical health. | 144 | 76.4% | 20.4 |

Literacy

| | | | |
|--|-----|-------|------|
| S20 - I continue to get better at reading. | 145 | 71.0% | 10.0 |
| S22 - I continue to get better at writing. | 145 | 63.4% | 6.8 |

Numeracy

| | | | |
|---|-----|-------|-----|
| S19 - I continue to get better at math. | 145 | 62.1% | 9.9 |
|---|-----|-------|-----|

Future Preparation

Idea of Future

| | | | |
|--|-----|-------|------|
| C3 - I have an idea of the kind of person I want to be when I grow up. | 141 | 68.8% | -1.1 |
|--|-----|-------|------|

Interpersonal Skills

Collaboration

| | | | |
|--|-----|-------|-----|
| S39 - At school, do you get to work together on projects with your classmates? | 146 | 54.8% | 5.2 |
|--|-----|-------|-----|

School Environment

Adult support

| | | | |
|--|-----|-------|------|
| Q26A - How many adults do you think care about you at your school? | 149 | 59.1% | 13.8 |
|--|-----|-------|------|

Belonging

| | | | |
|---|-----|-------|------|
| NQ10 - I would like to go to a different school. | 150 | 63.3% | 22.9 |
| NQ16 - Do you feel welcome at your school? | 149 | 76.5% | 20.3 |
| Q3 - Do you like school? | 148 | 46.6% | 21.6 |
| S81 - Is school a place where you feel like you belong? | 149 | 51.0% | 13.2 |

Bullying

| | | | |
|---|-----|-------|------|
| Q21 - Have you ever felt bullied at school? | 149 | 63.1% | 17.8 |
|---|-----|-------|------|

Safety

| | | | |
|-----------------------------------|-----|-------|------|
| Q22 - Do you feel safe at school? | 149 | 73.2% | 18.8 |
|-----------------------------------|-----|-------|------|






Mental Health

| | | | |
|--|-----|-------|------|
| D5 - When I am stressed, there are things I can do to feel better. | 142 | 43.0% | 5.4 |
| S120 - Does school make you feel stressed or anxious? | 146 | 21.2% | -2.9 |
| S122 - Do you feel good about yourself? | 146 | 57.5% | 13.1 |
| S128B - How would you describe your mental health? | 143 | 65.0% | 9.4 |


% Reporting Positive Responses

| Adult support | Bert Bowes Middle School (06060062) | | |
|--|-------------------------------------|-----------|-----------|
| | 2022/2023 | 2023/2024 | 2024/2025 |
| How many adults do you think care about you at your school?  | 41 | 36 | 52 |

% Reporting Positive Responses

| Belonging | Bert Bowes Middle School (06060062) | | |
|---|-------------------------------------|-----------|-----------|
| | 2022/2023 | 2023/2024 | 2024/2025 |
| Is school a place where you feel like you belong?  | 59 | 39 | 51 |
| Do you see diverse sexual orientations and gender identities represented in your school or activities?  | N/A | N/A | N/A |
| I would like to go to a different school.*  | 9 | 18 | 7 |
| Do you feel welcome at your school?  | 72 | 61 | 79 |
| Do you like school?  | 37 | 25 | 47 |

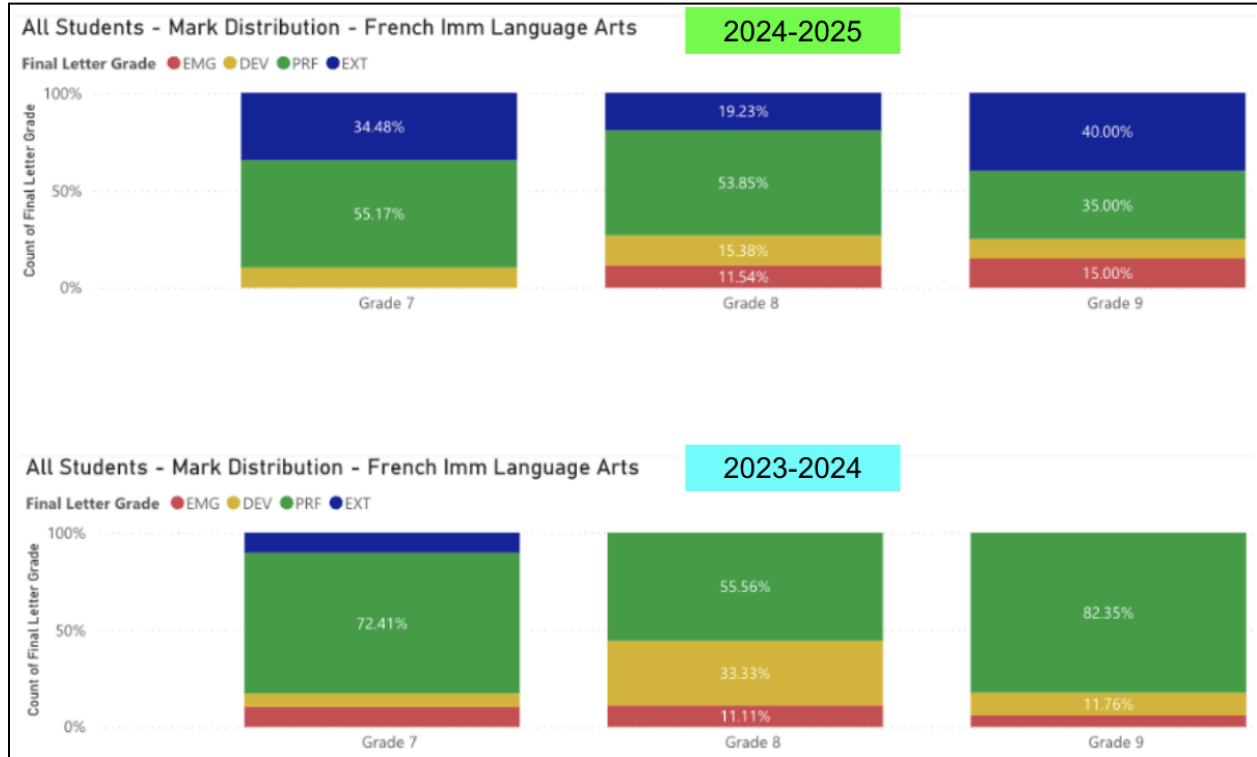
% Reporting Positive Responses

| Bullying | Bert Bowes Middle School (06060062) | | |
|---|-------------------------------------|-----------|-----------|
| | 2022/2023 | 2023/2024 | 2024/2025 |
| Have you ever felt bullied at school?  | 12 | 18 | 7 |

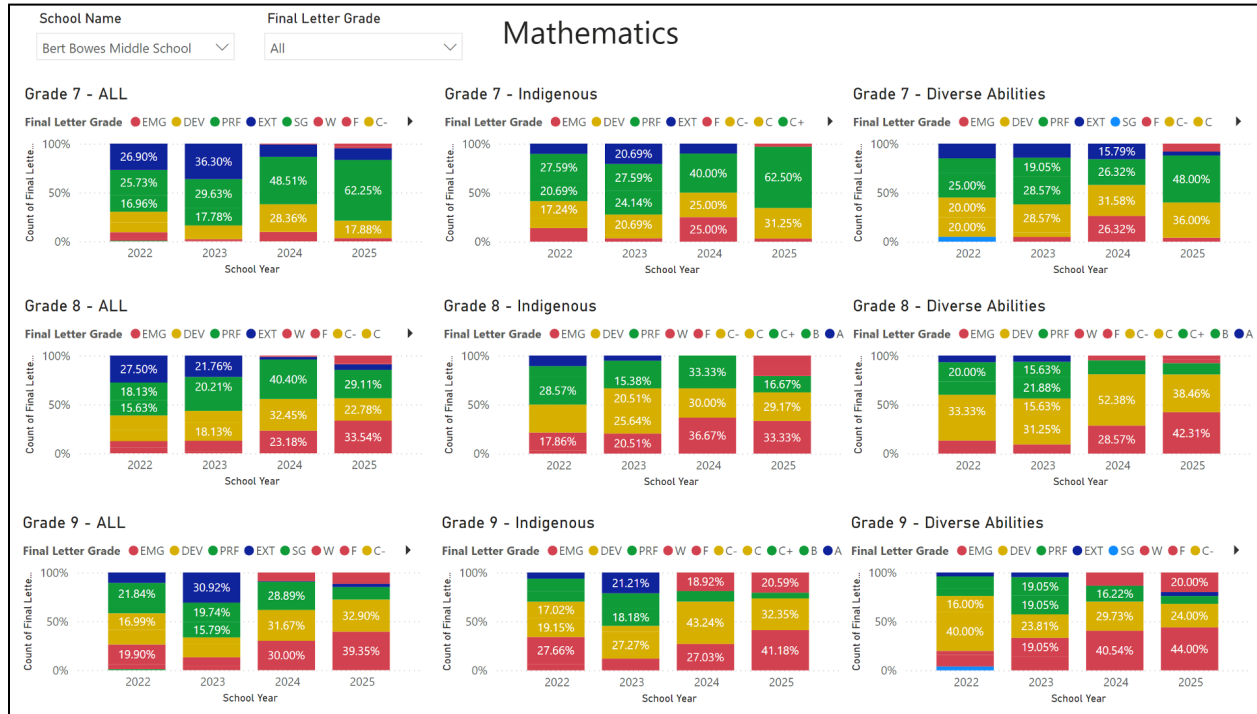
% Reporting Positive Responses

| Idea of Future | Bert Bowes Middle School (06060062) | | |
|---|-------------------------------------|-----------|-----------|
| | 2022/2023 | 2023/2024 | 2024/2025 |
| I have an idea of what I want to do when I grow up.  | 59 | 76 | 73 |

French Imm Language Arts



Mathematics



French Imm Mathematics

All Students - Mark Distribution - French Imm Mathematics

2024-2025

Final Letter Grade ● DEV ● PRF ● EXT



All Students - Mark Distribution - French Imm Mathematics

2023-2024

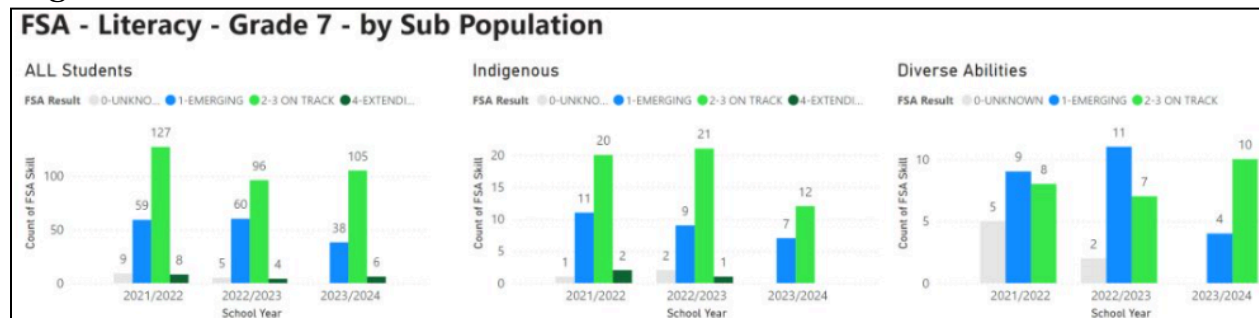
Final Letter Grade ● DEV ● PRF ● EXT



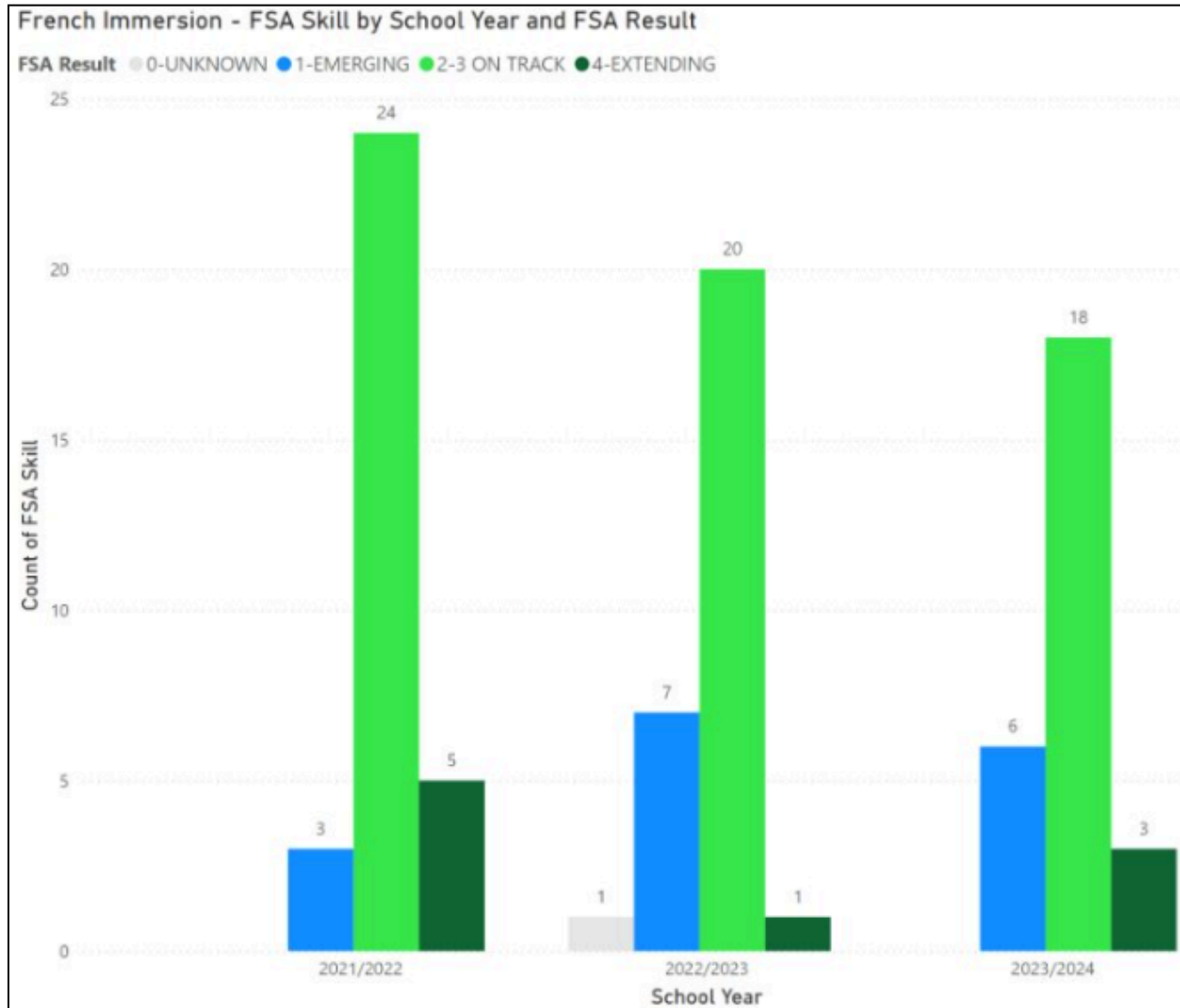
Intellectual Goal:

Foundational Skills Assessment (FSA)~Literacy 7

English



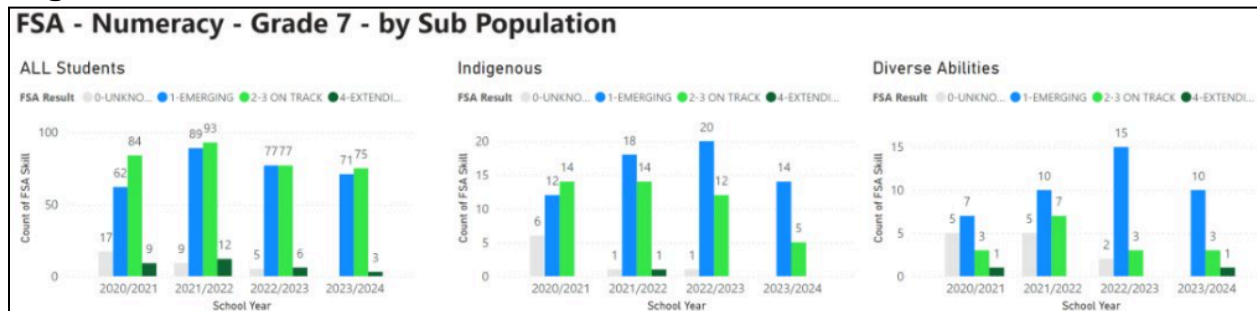
French Immersion



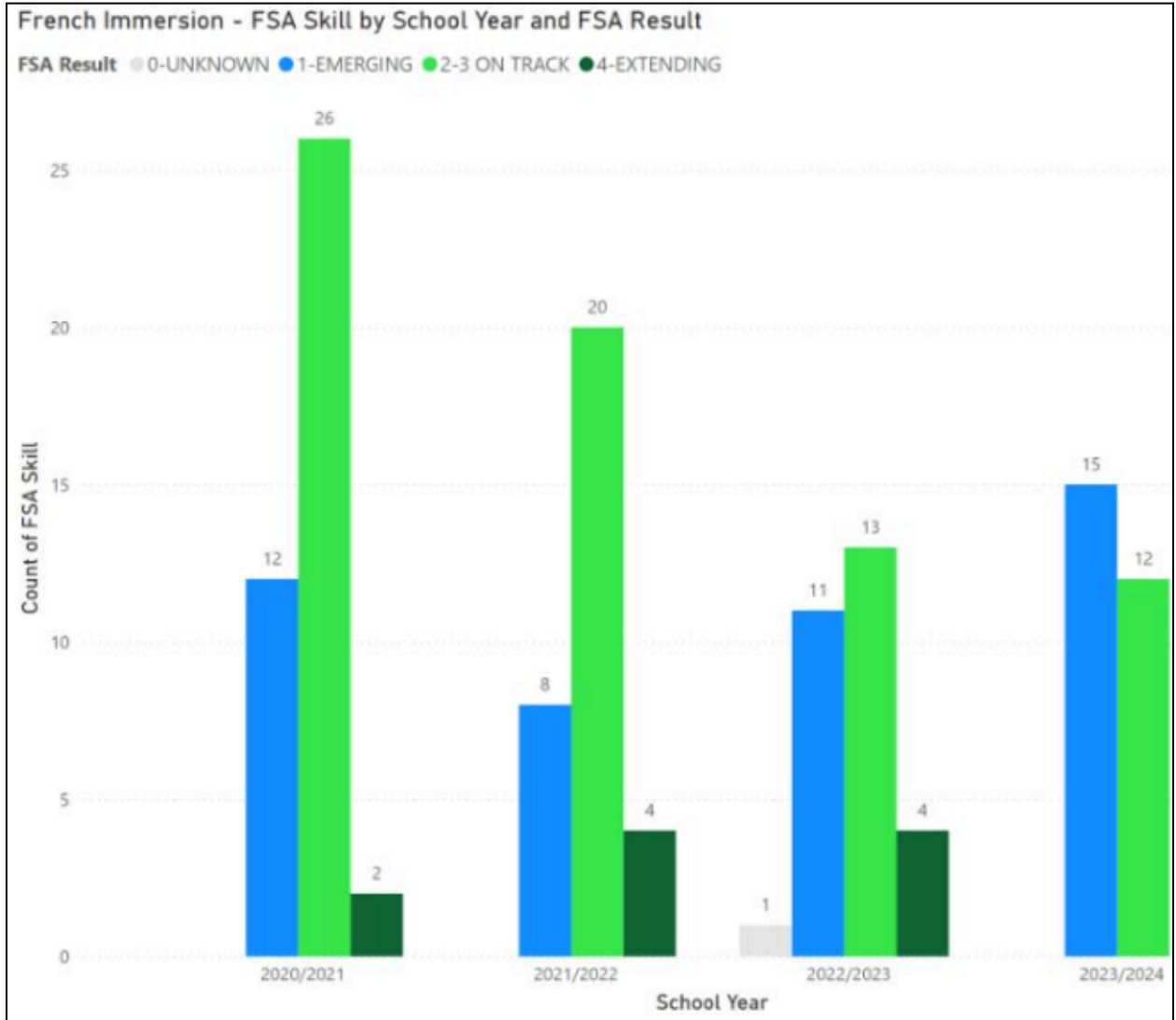
Intellectual Goal:

Foundational Skills Assessment (FSA)~Numeracy 7

English



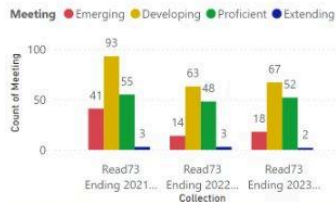
French Immersion



Intellectual Goal: Reading Comprehension~READ73

English

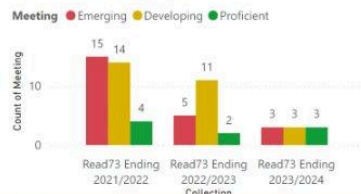
READ73 Gr7 - ALL



READ73 Gr7 - Indigenous



READ73 Gr7 - Diverse Abilities



Number of Schools in Data

1

Collection

All

School

Bert Bowes

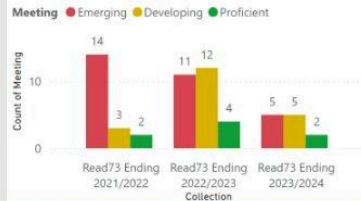
READ73 Gr8 - ALL



READ73 Gr8 - Indigenous



READ73 Gr8 - Diverse Abilities



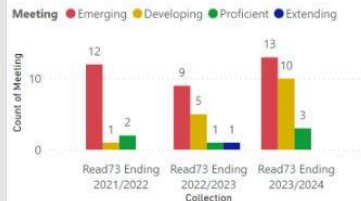
READ73 Gr9 - ALL



READ73 Gr9 - Indigenous

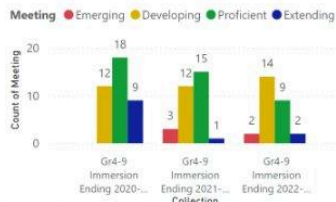


READ73 Gr9 - Diverse Abilities

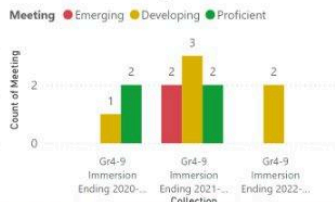


French

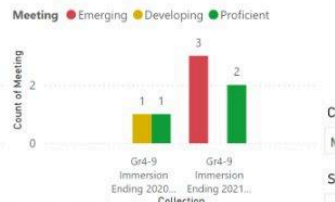
Read Gr7 FIMM - ALL



Read Gr7 FIMM - Indigenous



Read Gr7 FIMM - Diverse Abilities



Number of Schools in Data

1

Collection

Multiple selections

School

Bert Bowes

Read Gr8 FIMM - ALL



Read Gr8 FIMM - Indigenous



Read Gr8 FIMM - Diverse Abilities



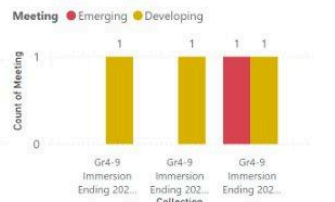
Read Gr9 FIMM - ALL



Read Gr9 FIMM - Indigenous



Read Gr9 FIMM - Diverse Abilities



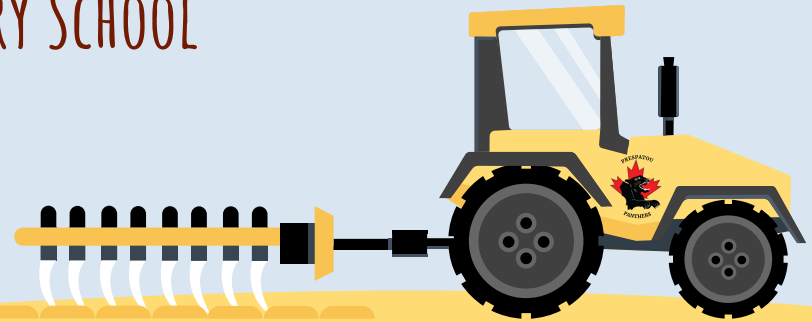


Framework for Enhancing Student Learning

PRESPATOU ELEMENTARY-SECONDARY SCHOOL

Student Population: 308

2025/2026



Mission Statement:

Prespatou School challenges students to be successful by providing a nurturing, safe, and inclusive learning environment, which honours diversity, individuality and creativity.

Worth Celebrating!

Inclusive Education

- ★ Increased implementation of Universal Design for Learning (UDL) approaches to support **all** students
- ★ Increased knowledge of strategies to support learners who are struggling with literacy
- ★ Increased knowledge of strategies to support learners who are struggling with numeracy.
- ★ Increased awareness of targeted “Essential” supports for students with designations

School-Wide Events

- ★ Pancake Breakfast
- ★ Terry Fox Day Run
- ★ Staff Appreciation Dinner
- ★ More whole-school & mixed-class activities; assemblies with purpose and connections
- ★ School-wide activities run by the Leadership class



PLANNING DAY



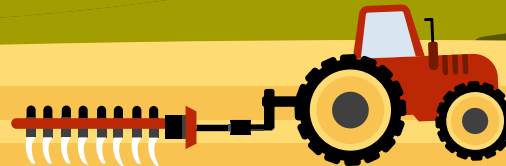
Staff

Snacks & Chats to start

- Vision for the 2025/2026 School Year
- Data & FESL Review
- Introduce “Prespatou Handbook” staff resource
- Review Student Behaviour Support Strategies
- Review TTOC & Emergency plans
- E-insight Exploration & Practice
- Reporting (dates & review)

Collaborating Time

- All Staff
 - Terry Fox Day Planning
- Elementary
 - Literacy Supports (ELL, LAT, EAs, Map & Reading Groups)
- Secondary
 - HHT discussion & plan for reporting out self-assessments



Learning Support (Funds & Practices)

- Evergreen Program
- Team approach to awareness and implementation of supports for complex needs care
- Update teachers' professional development resources
- Introduce “Blue” Duotangs (A bridge between Classroom teachers, LAT, Admin and EA's with a targeted focus on students.

We are using our allocated “Learning Support Funds” to specifically target the varying levels of learners, which are often spread across three to four grade levels in one classroom. We are doing this by providing:



EA supports in classrooms with students with Low-Incidence Designations (A, C & D)



Targeted **Reading Intervention** Supports (Reading Groups 3x/week)



Purposeful **IEPs** (Development, Implementation & Tracking)

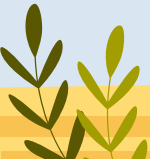


Goal # 1 - To improve on students' abilities to implement helpful reading strategies.

Goal # 2 - For students to improve on their problem-solving skills by effectively using grade-level operational skills.

Goal # 3 - Students will display an awareness and understanding of their personal responsibilities as both learners and school-community members.

Goal # 4 - Students will develop a greater appreciation for the relationship between the skills developed in school and the skills used in the workforce.



Goal # 1 - To improve on students' abilities to implement helpful reading strategies.

Objective: Read 73 and PM assessment data will illustrate that >80% of students are reading at a level that is no more than one grade below their given grade.

2025/2026 Goal: Improve students' reading and comprehension success.

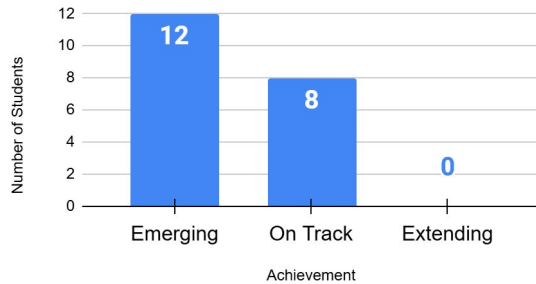
| Observations (What we noticed) | Strategies (What we are doing) | Outcomes (What we hope to see in the future) |
|--|--|---|
| <ul style="list-style-type: none">- Limited class-to-class consistency for language, strategies and models used to teach reading- Students receiving pull-out supports were missing out on important opportunities to develop classroom language and strategies provided by their in-class teacher- Teachers interested in developing purposeful collaboration between ELL, LAT and classroom teachers | <ul style="list-style-type: none">- Primary Reading Groups (3x weekly on rotation) & (implementing lesson plans with consistent strategies)- Silent Reading and Read ALouds Daily- Intermediate Literacy Support (2x weekly scheduled)- Working toward providing more opportunities to read, especially at the secondary level (current: scheduled library times & classes in the library)- High-interest and level-appropriate resources (non-fiction selection for all reading levels)- Training and supporting classroom teachers in completing reading assessments (ongoing)- Teaching Reading Strategies (Science of Reading, UFLI- Reading Recovery, Heggerty, Bug Club Decodables)- ELL & LAT supports (1:1 and small groups) for "Red, Yellow, Green Zone" students- ELL, LAT & SERT providing targeted interventions & support- Buddy and Whole-School reading- Centers/Stations highlighting specific reading skills | <ul style="list-style-type: none">- Ultimate goal is to have 100% of students display growth- Classroom teachers collect current reading assessments to help recognize and act on students' reading difficulties (data collection: Oct/January/May)- Students displaying greater interest in reading- Greater teacher confidence in teaching reading strategies and assessing skills- A trend of improving FSA results in Grade 4 and Grade 7- Consistency with strategies and expectations will close the gap in Reading beyond grade 3 |

Literacy

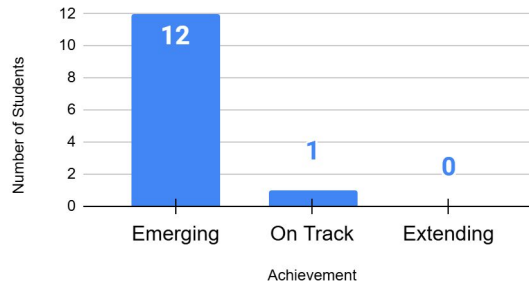
Changes since June 2025

- Implementing new Literacy strategies in October 2025
- Developing a more consistent and shared language through the implementation of various programs:
 - PRIMARY: The Phonics Companion and Language Foundations
 - INTERMEDIATE: Action Magazine and Bug Club Morphology
- Creating purposeful lessons aligned with curriculum
- Tracking data from year to year; tracking grade groups

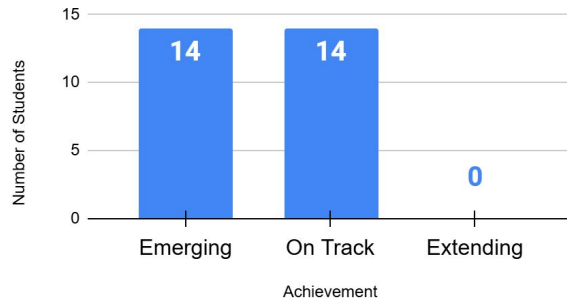
FSA data (2023/2024) Gr.4 LITERACY



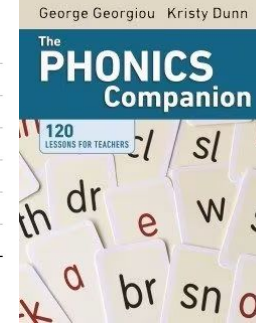
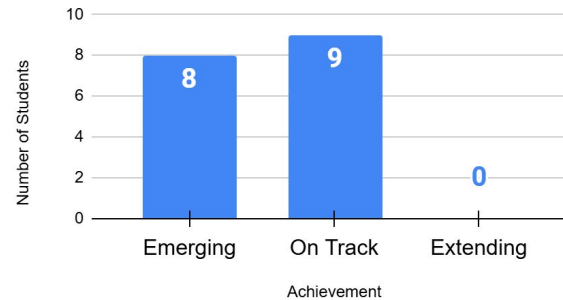
FSA data (2024/2025) Gr.4 LITERACY



FSA data (2023/2024) Gr.7 LITERACY



FSA data (2024/2025) Gr.7 LITERACY



LANGUAGE FOUNDATIONS
PHONICS BY WILEY BLEVINS

Grades K-3

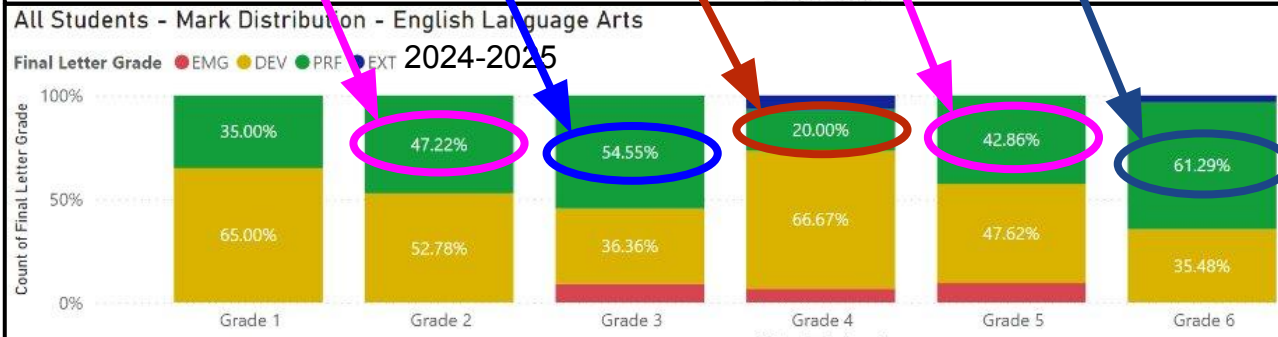
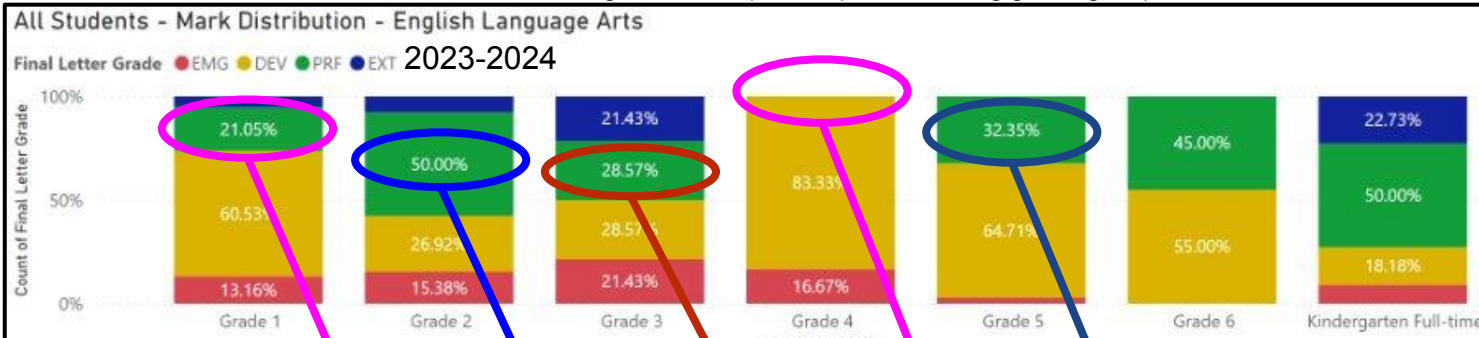


Bug Club Morphology

Literacy

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Goal # 2 - For students to improve on their problem-solving skills by effectively using grade-level operational skills.

Objective: 70% of student-body will obtain “Proficient” or 75% on their Final Learning Update in June 2026

2025/2026 Goal: Improvements made in basic, grade-level operational skills, while displaying heightened levels of perseverance & independence.

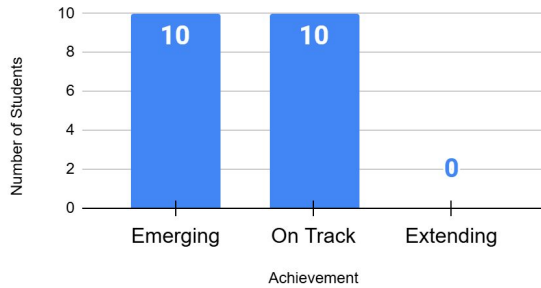
| Observations (What we noticed) | Strategies (What we are doing) | Outcomes (What we hope to see in the future) |
|---|--|--|
| <p>Stretches for Students:</p> <ul style="list-style-type: none"> - Number sense & base-ten concepts - Math facts (+, -, x & /) - Skills below grade level - Effectively using problem-solving strategies - Need for enhanced mental Math strategies and abilities - Ability to use manipulatives to support problem solving - Lack of engagement in lessons <p>Interests for Teachers:</p> <ul style="list-style-type: none"> - Shared language between grades - More accessible program to follow with adaptations available - Structured lessons & resources to use - Communicate with previous year teacher to review strengths and challenges | <p>Curriculum and Resources:</p> <ul style="list-style-type: none"> - Mathology & Number Sense - Daily Math lessons - Offer a variety of manipulatives (10-Frames, Number Lines, Blocks, etc.) and teach students how to effectively utilize them - Fact Fluency - Real life applications (measuring tools) <p>Instructional Approaches:</p> <ul style="list-style-type: none"> - Hands-on Activities - Small group & 1:1 instruction - Math Centres - Cross-curricular integration of Math - Real-life examples and tactile experiences - Math Challenges - Stem - Games-based learning | <p>Foundational Skills:</p> <ul style="list-style-type: none"> - Improvements in fast Math facts/skills (5-10 minute drills) - When stuck, students demonstrate an ability to implement a variety of strategies to problem-solve <p>Communication and Explanation:</p> <ul style="list-style-type: none"> - Demonstrating an ability to explain "why?" - Growth in shared mathematical vocabulary <p>Attitudes and Confidence:</p> <ul style="list-style-type: none"> - Positive outlook towards math classes - More confidence and independence |

Numeracy

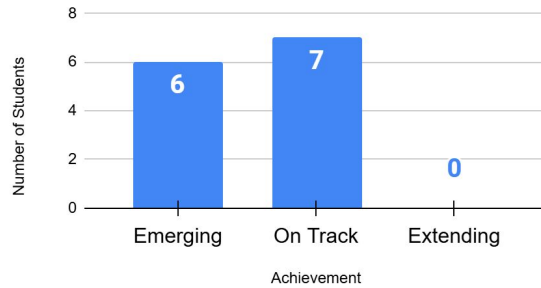
Changes since June 2025

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- Developed more consistency and a shared language through the implementation of Mathology and Number Sense programs
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- Tracking data from year to year; tracking grade groups

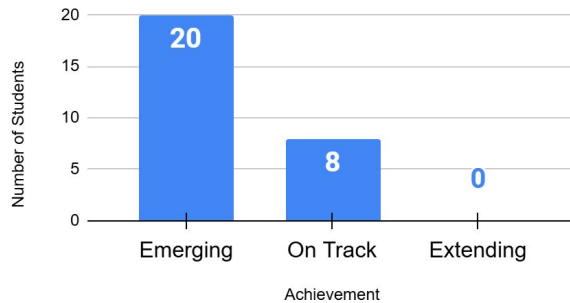
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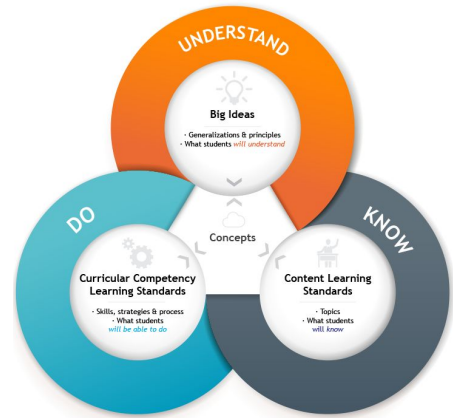
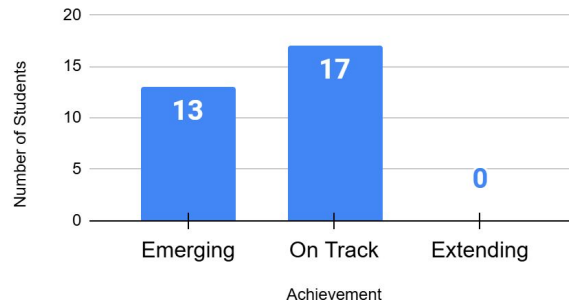
FSA data (2024/2025) Gr.4 NUMERACY



FSA data (2023/2024) Gr.7 NUMERACY



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Numeracy

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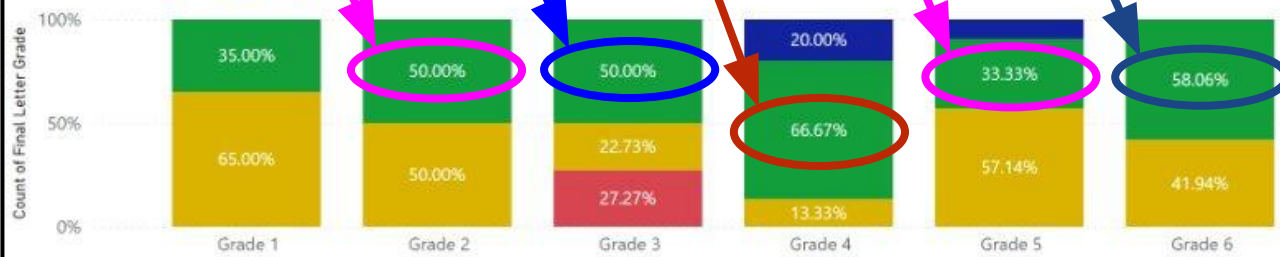
All Students - Mark Distribution - Mathematics

Final Letter Grade ● EMG ● DEV ● PRF ● EXT 2023-2024



All Students - Mark Distribution - Mathematics

Final Letter Grade ● EMG ● DEV ● PRF ● EXT 2024-2025



Goal # 3 - Students will display an awareness and understanding of their personal responsibilities as both learners and school-community members.

Objective 3.1: Attendance rates for the 2025/2026 school year will show an increase, when compared to 2024/2025.

Objective 3.2: Scores on MDI will report greater connection and positive relations between students and school.

2025/2026 Goal: Students will deepen their social-emotional skills and work toward becoming socially responsible citizens, as they move through school and life.

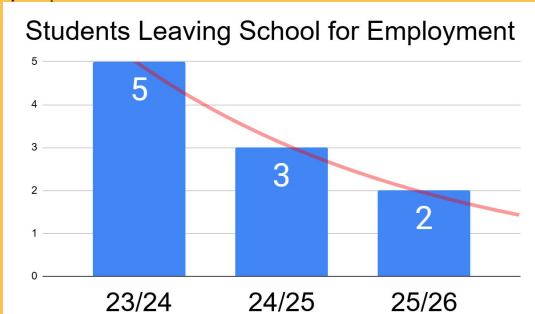
| Observations (What we noticed) | Strategies (What we are doing) | Outcomes (What we hope to see in the future) |
|---|--|--|
| <ul style="list-style-type: none"> - Apathetic attitudes towards school and learning, in general - Increases in challenging behaviours (eg. fighting, bullying, non-compliance, keeping hands & feet to ourselves) - Challenges with attendance, beyond contextual reasons (farming, hunting, etc.) - Lack of relationships - Reports of low self-confidence, especially students surrounding academic abilities | <ul style="list-style-type: none"> - Proactive Brain Breaks - Fostering self-confidence & self-esteem by using strength-based language in Learning Updates - Modelling positive self-talk - Morning check-ins with students/circle time - Consistent, whole-school expectations - HHT - Healthy Habit Time - Middle-Years Development Index (MDI) - Supplemental SEL survey for all students - Provide a variety of seating arrangements to promote students partnering with a variety of classmates - Whole school mingling and activities (Leadership Class providing opportunities) - Second Step (Weekly in some Primary Classes) | <ul style="list-style-type: none"> - Decreases in challenging behaviours - Improvements in attendance - Increases in the use of verbal communication rather than physical physically to problem solve - Less reports of bullying-behaviour - Positive improvements illustrated on MDI and school-based survey (most specifically in the areas of community and school relationships) - Students will choose to work with a variety of classmates |

Goal # 4 - Students will develop a greater appreciation for the relationship between the skills developed in school and the skills used in the workforce.

Objective: Throughout the year, we will see a greater enrollment and engagement in Career Education courses and programs such as Project Heavy Duty and WEX 12A & B.

2025/2026 Goal: Students will work on developing an understanding of the connection between school and real-world career opportunities.

| Observations (What We Noticed) | Strategies (What We Are Doing) | Outcomes (What we hope to see) |
|--|--|---|
| <ul style="list-style-type: none"> - Student Stretches: Transferable skills required in many workplaces (digital literacy, writing and communication skills) - High student interest in learning more about the trades - Parents wanting to help by offering funding - PAC interest surrounding this topic | <p>Secondary</p> <ul style="list-style-type: none"> - Work experience opportunities - Providing more information surrounding college programs & WEX 12A & B - College Tours for grade 9s - Conversations regarding requirements for many “in-town” jobs - Career and Post-Secondary Education Counselling supports - Providing contextually relevant Career Education course work - Changes in language use: Move from “dropping out” to “transitioning to employment/other” - Offering elective courses that are tailored toward students’ interests - Field trips linked to careers (Ex. Northern Lights College, Camp Cameron, grocery stores, restaurants) - Invited guest speakers (Ex. Financial advisor, Realtor, Car salesman, Auto mechanic, nurses, Business owner, College instructor and Fire fighter) <p>Elementary</p> <ul style="list-style-type: none"> - Classroom teachers delving deeper into Career Ed curriculum - Learning Opportunities connected to “real life” (Ex. where do we use reading and writing skills, solving math problems related to life scenarios) - Field trips linked to careers (police station, fire station, grocery stores) - Career related centres and play areas (Ex. restaurant or grocery store) | <ul style="list-style-type: none"> - Improvements in attendance, most specifically in secondary - Have a 100% transition from Grade 9 to Grade 10 - Increased enrolment in WEX 12A & 12B courses - Improvements in Career Education 8/9/10 engagement & marks |



Communication Plan

Ongoing Parent & Staff Communication

Current Strategies:

- PAC & Staff Meetings
- Increased communication between teachers and families regarding student learning and behaviour
- Direct parent-teacher and parent-principal communication regarding learning and behaviour
 - ◆ Tier 1, 2 & 3 behaviour supports
- “Week Ahead” document for staff
- Monthly Newsletters & updating website



TAYLOR ELEMENTARY SCHOOL FRAMEWORK 2025-2026

Taylor Tigers Song - <https://www.youtube.com/watch?v=3hy3HFuo2hk>



Mission

The mission of our school community is to *Educate, Inspire and Empower* all students. We do this by providing challenging and enjoyable learning experiences. Together, as educators and parents, we believe that all students will attain their goals and discover the joy of becoming lifelong learners.

Values

We focus on the seven values from the Seven Teachings common in Indigenous Cultures. These are: Love, Respect, Honesty, Courage, Wisdom, Humility and Truth

Communication

Tiger News - <https://bit.ly/3zbAVHc>

Facebook Page: <https://www.facebook.com/sd60taylor>

Website: <https://taylor.prn.bc.ca/>

DOJO - Classroom teacher and school-wide platform for regular communication with families. DOJO has a school story as well, so messages can be shared with all families.

SPACES EDU Pilot Program - Our Intermediate classes are participating in the District, "SPACES EDU" Pilot Project. SPACES EDU is a **digital-portfolio and proficiency-based assessment & reporting platform** used in many BC school districts. It allows teachers and students to document learning through multimedia (photos, text, audio, video), tag student work to curriculum competencies, and compile "portfolios" of learning over time.

Taylor Elementary

Framework for Enhancing Student Learning 2025-2026

Goal 1: Literacy

- Improve reading comprehension and fluency in Grades K-6.
- Improve writing skills and fluency in Grades K-6

Goal 2: Numeracy

- To improve students' performance in the knowledge, skills and attitudes related to Mathematics and problem solving.

Goal 3: Social and Human Development

- Increase Student Social/Emotional Competency

Introduction

Taylor Elementary School is a community-oriented school in the District of Taylor, located fourteen kilometres south of Fort St. John. We serve approximately one hundred students and are supported by a dedicated team of seven teachers, educational assistants, an Indigenous Support Worker, and one Early Childhood Educator. Our StrongStart Program is an important part of our early learning community and helps build strong relationships with families before children enter kindergarten. Taylor Elementary is also a pilot site for the Ministry's Seamless Day Kindergarten Program and offers a BASC program. We are also grateful this year to have a Preschool Program that runs four mornings a week.

We are committed to providing rich and meaningful learning experiences for all students. Our staff embraces BC's redesigned curriculum and strives to engage students each day through big ideas, hands-on learning, and real-world experiences. Indigenous perspectives are thoughtfully woven throughout our school culture and learning, supported by our Indigenous Support Worker and a variety of resources. A student leadership team helps plan activities and school-wide events that strengthen our sense of community and school spirit—reflected proudly in our school song, "Taylor Tigers / Eye of the Tiger."

Taylor Elementary's unique setting offers outdoor learning opportunities not found in many schools. Students have daily access to a large hill used for tobogganing and hiking throughout the year. Through strong partnerships with the District of Taylor, students also benefit from access to the community's skating rink, swimming pool, pickleball courts, campground and park, golf course, community hall, and curling rink. These partnerships allow learning to extend well beyond the classroom and help us provide diverse, engaging, and active learning experiences for all students.

Framework Development Process

During the September planning day, staff reviewed the Framework goals from the previous year. Throughout the school year, progress on these goals is actively monitored during monthly staff meetings and weekly school-based team meetings. Classroom formative and summative data are collected systematically, enabling staff to refine instructional strategies and supports on an ongoing basis to meet student needs effectively.

What the Evidence Tells Us.....

Ongoing strategies and structures need to be in place:

- Whole school collaboration proposal to support Framework planning
 - Teachers are provided release time, funded through our Education budget, to plan and collaborate on goal areas. This year, the focus is on Numeracy goals, with opportunities for cross-grade discussions about effective instructional strategies.
- Individual or small groups of teachers collaboration or coaching requests.
- Class Review conversations in October and throughout the school year based on needs - up to 3 times a year (Late January and Mid-April)
- Framework Updates and work on goals at staff meetings and Weekly School Based Team Meetings
- Framework Timeline & Action Plan for staff.
- Opportunity for teachers to observe each other teach and debrief (Dec.- May - release time provided by FESL fund and administration)

Focus

A systemic and collaborative approach to improving student achievement.

Goal 1: Increase Literacy Skills, Reading and Writing.

Objective 1.1: Students in Grade 2 and 3 that are reading below grade level (yellow readers - PM 10-14 October PM level) will reach or exceed the PM benchmark level 22 by June of 2025 as measured by Insight reading data and the school Primary Reading Data Wall.

Objective 1.2: Increase the number of students in Grades 4-6 that are proficient in the Read 73 comprehension section by June 2025.

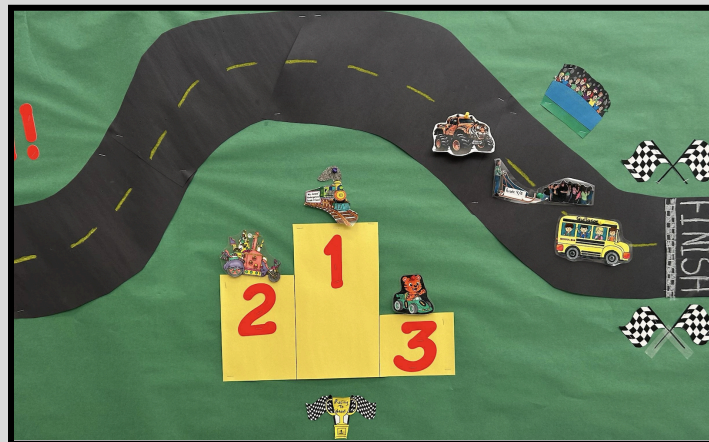
Objective 1.3: Increase the number of students in Grades 1-6 that are meeting expectations on the personal/improvisational writing performance standards by June 2025.

Reading Key Strategies

- 0.10 Reading Intervention Teacher - focusing on yellow/red readers in Grades 1-4.
- Guided Reading Collaboration in Primary classrooms - continuous adjustment of guided reading groupings at weekly school based team meetings.
- Home Reading Program in Kindergarten to Grade 3
- Home Reading Strategies Slideshow & Parent Session - <https://bit.ly/3J35YtP>
- Heggerty Phonemic Awareness Pilot Program - Kindergarten/Grade 1 & Grade 1-2 class.
- UFLI Program - Grades K-3 Classes - <https://ufli.education.ufl.edu/foundations/>
 - Primary teacher collaboration on UFLI Program/strategies.
- Grade 1 Data wall initiated in December and updated throughout the remainder of the school year - with school based team input for intervention.
- Data wall for at risk readers in Grades 2-6 updated formally 4 times a year.
- Reading Challenge & Sadie Awards
- Adrienne Gear and SMART reading strategy instruction
- Ongoing professional development in relation to reading data with the school team.
 - Reading Record Practices
 - Observation Survey - Marie Clay - LA training
 - Prompting and Cueing for Balanced Cueing systems
 - Guided Reading lesson planning



“Guided Reading - K/1 Class”



The “Racing to Read” reading challenge is complete. Altogether, our students and staff read for 77,196 minutes, which works out to 1287 hours and 54 days!

Indicators/Evidence -

- Primary Reading Data Wall - updated monthly by classroom teachers and LA.
- At Risk Reading Data Wall - Grades 4-6
- Kindergarten Phonological Data
- Insight - District Reading Data

Targets

- Increase percentage of students meeting expectations for Grades 2 & 3 - move red readers to yellow, move yellow readers to green this school year.
- Track all Primary students using a PM level
- Track At Risk students in Grades 4-6 using PM Benchmark data and the District Reading Assessment.

- Author Project - Each student publishes a piece of writing for our annual classroom books and attends an Author celebration.
- Staff collaboration sessions - funded by school FESL (Education budget)
 - Adrienne Gear and Lori-Jamison Rog Resources for Writing Workshop - focusing on common language across the grades (ie. GUM it/Triple Scoop words..)
 - Collaborative sessions focusing on the writing data - pulled from the performance standard information from Insight.

1/2

PARAGRAPH PLANNER

Topic: My Special Place Answer: My special place is...

| | |
|--|--|
| What is the main idea of the paragraph? | What is the main idea of the paragraph? |
| What are the details that support the main idea? | What are the details that support the main idea? |
| What is the topic sentence? | What is the topic sentence? |
| What is the concluding sentence? | What is the concluding sentence? |

2/2

My Special Place

My special place is my room. I like to read books and play video games. I have a window that looks out onto the trees. I love my special place.

My Special Place

This work demonstrates...

d • Communicate ... b • Use writing an... e • Develop and a...

“Writing feedback in “SPACES EDU” - teacher comment is not shown”

Goal 2: To improve students' performance in the knowledge, skills and attitudes related to Mathematics and problem solving.

Objective 2.1: Increase percentage of students that are proficient/extending on the MAP connecting and reflecting section.

- Math Assessment and Practice (MAP) Grades 4-6 - including the "Zoom In" on sections of the MAP
- Mathletics online Math program - Grades 2-6
- Review math manipulative access in each classroom and update resources where needed - in progress
- Mathology Pilot - inservice for new teachers and teachers needing review.
- Stenhouse Fact Fluency Program
- Release time for teachers to observe each other teaching and collaborate - focus on cross-grade discussions about effective instructional strategies.
- District Problem Solving Assessment and Strategies - Sample word problems on District Sharepoint
- Explore Primary MAPS for assessment and instruction.
- Entrepreneurship Unit and Day - Grades 4-6

Numeracy Goal Photos

“Teaching through problem solving”

Indicators:

- MAPS results Grade 4-6
- Primary MAP assessment
- FSA Grade 4 results
- SPACES EDU - ongoing learning updates - Intermediate classes.
- Fact Fluency Check-ins - monthly
- MAPS results Grade 2-3

Targets

- Increase percentage of students that are proficient/extending on the MAP connecting and reflecting section.
- Create a numeracy school data wall

PRIMARY MAPS DATA WALL

| Communicating | Understand/Solve | Connect/Reflect | Reasoning/Analyzing |
|---------------|------------------|-----------------|---------------------|
| D | P | P | P |
| D | E | D | E |
| P | P | P | P |
| D | D | P | P |
| P | E | P | P |
| P | P | E | D |
| P | P | P | D |
| P | P | P | P |
| P | P | P | P |
| P | P | D | D |
| P | D | E | D |
| P | P | E | D |
| P | P | E | D |
| P | D | D | D |
| P | P | P | P |
| P | P | D | D |
| E | D | E | E |
| P | D | E | D |

Clear Selections

Grade Level Breakdown - Connecting and Reflecting

| Target Level | Grade | CollectionName | 04 | 05 | 06 |
|---------------|-------|----------------|--------------------|--------------------|--------------------|
| | | | MAP - Fall (24/25) | MAP - Fall (24/25) | MAP - Fall (24/25) |
| Totals | | | 15 | 13 | 17 |
| Emerging | | | 6 | 6 | 6 |
| Developing | | | 5 | 6 | 6 |
| Proficient | | | 4 | 1 | 5 |

Alignment of Resource Allocations With This Goal:

- Mathletics Licenses - Grades 3-6
- Coaching and Collaboration - School LSF fund - Teachers collaborating and modelling lessons for each other.
- MAP/numeracy support
- Math manipulative resource update
- Mathology Program - District Coach inservice for new teachers new to this program
- Stenhouse Fact Fluency Program

Goal 3: Social and Human Development

Focus

A strong foundation in Social Emotional Learning is key to engagement and academic success.

Objective 3.1: Increase School SEL Team's understanding of the CASEL Framework

Key Strategies

- Teacher collaboration for SEL curriculum and strategies.
- Determine SEL inquiry focus - student relationships and start on inquiry this year and continue into the 2024-2025 school year.

Objective 3.2: Improve student's sense of belonging and leadership skills within the school and larger community

Key Strategies

- Yearly Art Residency - Dance Residency - December 2025
- Music Collaboration - All classes will receive music instruction with a music teacher all year long in a multi-grade group. All lessons stored in Taylor Staff Documents Google Drive.
- EASE Program - Librarian is trained in EASE.
- WITS program taught in classrooms and WITS links/materials shared with families.
- Leadership club to focus on Spirit days and other leadership activities
- School-wide Spirit Activities - monthly - Tiger Teams (mixed grades)
- Peer Lunch leaders, milk delivery volunteers, assembly leaders, Leadership Buddy Readers - Grades 4-6

- Breakfast & Snack program
- Daily Lunch Program with our ISSW (each class has one day every week that they can have lunch with our ISSW and participate in cultural activities and games)
- SEL groups - Friendship Groups, Art Club, Crocheting Club, and SEL Centers.
- Teacher School Home communication platforms - DOJO & SPACES EDU
- Community partnership - events/access to community facilities (rink, golf course..)

“Rock On Project May 2025”



“Entrepreneur Fair - Grades 4-6”



Indicators/Evidence

- Insight portal - incident documentation
- School Facebook page and DOJO posts
- SEL School based team meeting notes
- Student Learning Survey Data - Grade 4
- MDI - Grade 5 data

Targets

- Teaching staff will input incidents on Insight on a regular as needed basis.

Alignment of Resource Allocations With This Goal:

- Artist Residency
- WITS program subscription
- Music Collaboration Teaching Time
- Feeding Futures Fund for food and staffing for our Breakfast and Lunch program.

Taylor Staff - 2025-2026





“Taylor School Hill Climb”

OPERATIONS UPDATE

March 2, 2026



Facilities (Custodial, Projects, Compliance, Security)

- The new Wonowon Elementary replacement school received its Occupancy Permit and staff and students have moved in school operations started on February 11, 2026
- Buick Creek teacherage experienced frozen water lines, which required immediate triage and remediation
- The Fire Department completed safety walkthroughs at North Peace Secondary School and Robert Ogilvie Elementary School as part of standard safety protocols. Additional walkthroughs are scheduled; both schools passed with minimal feedback.
- Baldonnel Elementary School washroom renovations began on February 27, 2026, and will continue over Spring Break.
- Dr. Kearney Middle School canteen upgrades are underway. These upgrades will consolidate all canteen functions into one space, improving efficiency and enhancing service for a very busy operation that supports a large number of students.
- Snow clearing operations continue throughout the District, keeping labourers fully deployed during the winter season.
- Planning is ongoing for Spring Break projects across District facilities.

Health, Safety & Wellness

- Health & Safety Committee New Member Training took place in February, with 22 staff members in attendance.
- Narcan training has now been fully completed. All First Aid Attendants are certified and able to administer Narcan if required.
- Work is underway to develop safe work procedures for Learning Services staff who are required to drive to out-of-town locations.
- In follow-up to the Tumbler Ridge tragedy, emergency procedure protocols have been re-communicated across the District
- Hasheel Shah, Manager of Health, Safety & Wellness, attended CPI training in February and is now a certified CPI instructor, which is a significant benefit to the District.
- An EFAP meeting was held on February 26, 2026

Technology

- Wonowon teacherages and the portable are now permanently connected to the new school infrastructure.
- The District is anticipating price increases for new computer purchases due to global RAM commodity accessibility challenges
- Ongoing cybersecurity training and reminders continue to be shared with staff
- The Technology Department continues to provide ongoing support to both staff and students across the District

Transportation

- The department has had to cancel some field trips due to staffing shortages.
- Two new spare drivers are awaiting criminal record check clearance. Once cleared, they will be available for scheduling.
- Five new buses are scheduled to arrive in March, which will support fleet reliability and help keep the shop on track with repairs and preventative maintenance.
- The department continues to recruit certified mechanics to fill existing vacancies.