

SCHOOL DISTRICT #60 (Peace River North)

Committee of the Whole

Regular Meeting

May 4, 2026 @ 2:30 p.m.

Robert Ogilvie Elementary

AGENDA

Education

1. Education Update

Stephen Petrucci, Superintendent

Framework Presentations (*Attachments*)

Robert Ogilvie Elementary School

Christine Todd, Administrator/Denise Bragg, Vice Principal

Careers & International Education

Brian Campbell, Director of Instruction

a) FESL Review (*Attachments*)

- Upper Halfway Elementary School
- Upper Pine Elementary School

Governance

1. Board Meeting Follow Up Questions/Discussion

Helen Gilbert, Board Chair

2. Board of Trustees Meeting Schedule – Draft (*Attachment*)

Operations

1. 2026-2027 Preliminary Budget Presentation

3:00 p.m.

Angela Telford, Secretary-Treasurer

2. Operations Report (*Attachment*)

Angela Telford, Secretary-Treasurer

Robert Ogilvie Elementary

Framework for Enhancing Student Learning

2025/2026



Inspired by the Robert Ogilvie staff, students and school community and developed in consultation with all stakeholders. Revised October 2025

MISSION STATEMENT:

At Robert Ogilvie Elementary, we are creating a community of respectful, responsible, lifelong learners.

OUR CORE VALUES IN ENGLISH AND Dane-zaa Z̄áágé?

- * Respect - Dane ejínúúnaleh
- *Accountability – (waiting for translation from the DOIG elders)
- *Organized-
- *Resilience-

Robert Ogilvie Community Expectations



OUR PRIORITY GOALS

Student Learning and Wellness: Our goal is to support every student in developing strong academic skills while also nurturing their social and emotional well-being. We believe that students learn best when they feel safe, connected and confident. By focusing on the whole child —mind, body, and heart —we aim to create a balanced learning environment where all students can grow, take risks, and achieve success.

Community Building: We are committed to creating a positive, inclusive school community where everyone feels a sense of belonging. Through teamwork, collaboration, and shared experiences, we strengthen relationships among students, staff, and families. Building community helps our students learn empathy, respect, and responsibility —skills that extend beyond the classroom and prepare them for life.

Truth and Reconciliation: Our school honours the Truth and Reconciliation Calls to Action by learning about and respecting Indigenous histories, cultures and perspectives. We are working to build meaningful connections with local Indigenous communities and to ensure that all students develop understanding, respect and a sense of shared responsibility for reconciliation. This learning helps us move forward together in the spirit of truth, respect and hope.

FRAMEWORK FOR ENHANCING STUDENT LEARNING 2025-2026

Goal 1: Social-Emotional: To foster an inclusive community where everyone feels Safe, Welcome, Respected and Accepted. Students will be working on self-regulation strategies, Mindfulness, Resiliency and Perseverance.

Goal 2: Academic Goal: To improve Literacy and Numeracy outcomes for all students. Specifically, to enhance success in reading and writing. Students will also have a better understanding of number sense.

Goal 3: Career Goal: Students will have a clearer understanding of the core competencies to achieve their career and life goals. Students will unpack the competencies of Communication, Thinking and Personal and Social Skills.

INTRODUCTION

At our school, we are proud to be part of the Peace River North School District, where learning, wellness, and community are at the heart of all we do. We respectfully acknowledge that we learn, play and grow on the traditional territory of the Dane-zaa or Tsáá? Ché Ne Dane within Treaty 8. Robert Ogilvie is a vibrant and caring school community (K-6) with approximately 232 students. We have a Strong Start and Pre-School Facility, along with the YMCA Before and After School Care. Our Framework for Enhancing Student Learning reflects our shared commitment to helping every child feel successful, supported and connected. Together — with families, staff, and our community—we work to build a caring, inclusive environment where students develop confidence, kindness, and a love of learning. Guided by our district’s vision, we continue to grow together in the spirit of respect, reconciliation, and hope for the future.

TRUTH AND RECONCILIATION

In our school, we honour Truth and Reconciliation by learning about the histories, cultures, and stories of Indigenous peoples. We include Indigenous perspectives in our lessons, art, and school activities, so students can understand and respect different ways of knowing and living. This helps students develop kindness, empathy, and a sense of responsibility for making our community stronger and fairer. By learning together, we grow as caring students who value truth, respect, and working towards a better future.

FRAMEWORK DEVELOPMENT, PROCESS AND COMMUNICATION

FESL goals are developed in collaboration with staff and the community. The goals are aligned with the Board’s Strategic priorities and the District FESL. We use qualitative and quantitative data from local and provincial sources to develop goals and monitor progress. We review our goals regularly at our annual staff planning day, in staff meetings throughout the year, and in FESL presentations. We update our FESL plan at our reviews as needed. We present our FESL to PAC members and share each goal in our newsletters throughout the school year. The link to our FESL is included in the staff and parent resource section of the respective newsletter. We link our core values to our FESL goals and share our plans with students in student-friendly language.

REFLECTION: WHAT THE EVIDENCE TOLD US

Our review of evidence from classroom assessments, school-wide data, district data and teacher observations revealed several key areas of growth for our learners. In numeracy, many students require further development in understanding number sense and applying mathematical concepts with confidence. We want our students to develop their number sense and use it to construct a deeper understanding of math concepts.

In literacy, students are demonstrating a need for stronger reading comprehension skills and encouragement to take risks as they develop as readers and writers. FSA results show that 54% of students are *On Track* or *Extending*, while 46% are *Emerging*. This data indicates that over half of the student population demonstrates proficiency in reading and writing, applying effective strategies to comprehend and engage with text. However, 46% of students identified as *Emerging* exhibit limited comprehension skills, suggesting a need for targeted instructional support. Focused interventions, including increased guided practice and intentional opportunities to build comprehension strategies, will be essential to support these learners in achieving grade-level expectations.


We have also seen an increase in the number of English Language Learners, which has influenced how we support vocabulary development and communication across the curriculum.

In the area of social-emotional learning, the MDI shows us that students are demonstrating a need for explicit instruction and self-regulation strategies to build resilience when faced with challenges. We have also noticed a pattern in students giving up easily or showing limited engagement in learning tasks. Many students benefit from guided opportunities to solve social problems, learn how to persist through difficulty, and view challenges as opportunities for growth.

At the same time, our evidence highlights many strengths within our student body. Students report a high sense of self-concept, belonging and school climate. They feel cared for, safe, and connected to their peers and adults in our building. This strong foundation of belonging and confidence provides an excellent base for continued growth in academic learning and social-emotional development.

Moving forward, our focus will include strengthening literacy and numeracy foundations, building students' capacity for self-regulation and resilience, and nurturing a positive growth mindset. We will continue to celebrate our students' strong sense of belonging and school pride while encouraging them to approach learning with curiosity, persistence and confidence.

OUR DREAMS FOR OUR STUDENTS

<p>Dream</p> 	<ul style="list-style-type: none">● Passionate, engaged, and excited learners● Strong foundation of executive function● Confident readers and writers (decoding and processing skills that transfer to other subject areas)● Confident and engaged mathematical thinkers with a strong Number Sense● Positive attitudes and growth mindset for content learning● Self-reflection and critical thinking● Equal access for all learners (UDL, Indigenous Learners)
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Goal 1: Social-Emotional: To foster an inclusive community where everyone feels Safe, Welcome, Respected and Accepted.



Objective 1.1 Supportive School and Classroom Climates

Students will contribute to a school culture of continuous improvement by collaborating, encouraging one another, and celebrating growth.

Key Strategies	Timelines
<ul style="list-style-type: none"> ● School-Based Team (Admin, counselor, SEL workers, ISSW, LAT, resource teacher, behavior EA, and classroom teachers/EAs as appropriate) <ul style="list-style-type: none"> ● Working on Resilience Skills and Self-Regulation skills. ● School wide matrix, grounding tool ● CASEL Framework, MDI ● Building strong, supportive relationships within school community (staff, students, parents, community partners) ● Assembly focus ● Student leadership ● Playground ambassadors ● Indigenous Education classroom projects and teaching ● Indigenous Education component in assemblies and school wide activities 	<p>Ongoing – Monday PM</p> <p>Ongoing</p> <p>Bi-Monthly</p> <p>Ongoing</p>

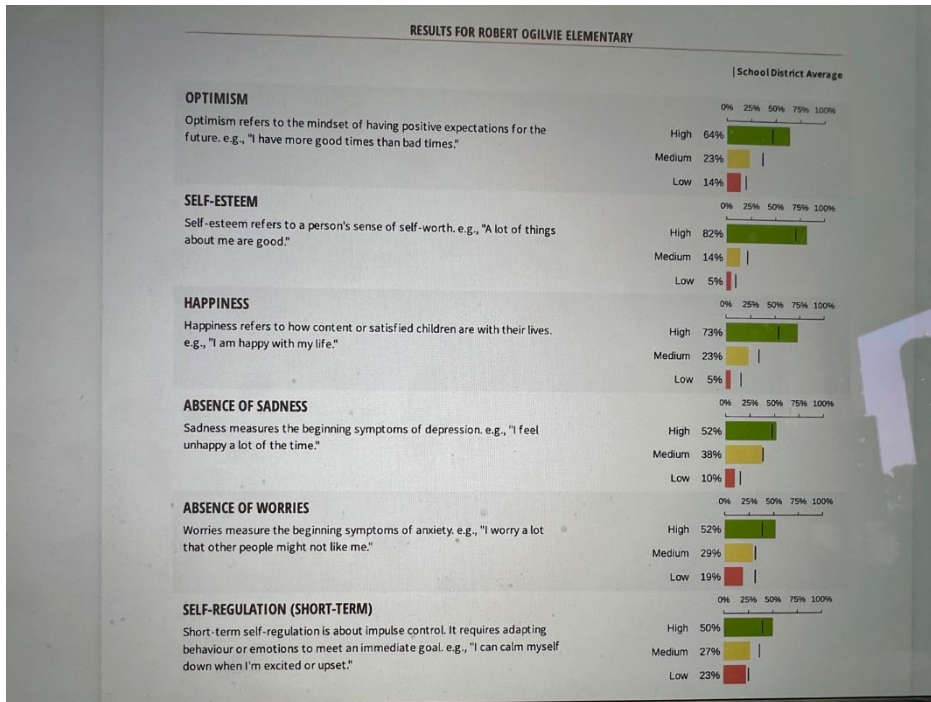
Objective 1.2 Explicit SEL Instruction

Students will develop a growth mindset by engaging in continuous learning, showing curiosity, and striving to improve their skills and understanding in all areas. Students will become reflective and resilient learners who set goals, take ownership of their learning, and persist through challenges.

Key Strategies	Timelines
<ul style="list-style-type: none"> ● SEL Committee / School-Based Team and interested teachers ● School wide matrix, grounding tool ● CASEL Framework ● Provide collaboration in bi-monthly assemblies - teachers meet with SEL counsellor to create action plans to address areas requiring attention ● Continuous building of student’s toolbox building skills of self-regulation and resilience ● Assembly focus ● Commitment to explicitly teach strategies weekly ● Core Competencies (Positive Personal and Cultural Identity, Personal Awareness and Responsibility, Social Responsibility) ● Utilizing current resources and expertise for implementing SEL practice 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Bi-monthly</p> <p>Ongoing</p>

Robert Ogilvie MDI Results: Middle Years Development Instrument

MDI SCHOOL SPECIFIC DATA SUMMARY GRADE 5	# of Children	Language and Literacy Skills	Learning Skills and Habits	Well-Being Thinking	Well-Being Emotions	Well-Being Low	Active Adult Relationships	Assets Peer Relationships	Assets Overall: Physical Activity	Assets Mental Health & Sleep	Eating Breakfast 2 or more times a week	Did to work at least 2 or more times a week	Consistent participation - High	Consistent participation - High	Number of important values at least 2 or more	Number of important values at least 2 or more	Peer Relationships - High	Peer Relationships - High	Academic Self-Concept - High	Academic Self-Concept - High	School Climate - High	School Climate - High	School Membership - High	School Membership - High
Robert Ogilvie 2024/25 *Gr 5	22	100%	90%	45%	24%	23%	78%	81%	85%	32%	59%	89%	81%	91%	98%	100%	71%	75%	64%	60%	60%	80%		
Robert Ogilvie 2023/24 *Gr 5	22	95%	35%	20%	21%	28%	78%	79%	84%	47%	71%	48%	70%	68%	74%	52%	32%	40%	41%	70%	50%	53%		
Robert Ogilvie 2022/23 *Gr 5	22	95%	35%	20%	40%	38%	67%	69%	80%	52%	67%	29%	71%	69%	66%	57%	45%	41%	65%	65%	55%			



Goal 2: Academic: To improve Literacy and Numeracy outcomes for all students.

Objective 2.1: To improve student success in reading by prioritizing essential literacy instruction and intervention where necessary.

Key strategies:	Timelines
<ul style="list-style-type: none"> ● Use data collected to plan for and teach appropriate levels of programming and materials (PM Benchmarks, QCA, RAD, K Phono and ongoing running records and other assess) ● Use well researched and robust comprehension activities that support core components of understanding and critical thinking (prediction, connecting, questioning, inferring, transferring and summarizing) ● Include multiple modalities of expression for students to demonstrate understanding and to accommodate individual strengths/challenges ● Continue conversations around” equity for all students” in our school ● Plan early interventions to target at-risk readers using spirals of inquiry model and strategies such as reading blitzes (e.g.: alphabet sounds/phonemic awareness - K) ● Creation of a comprehensive K-6 Literacy Plan (WTW, sight word practice. Reading, quality text, daily 5, Spelling City, Reading/Writing Power, SMART Learning, etc.) ● Utilize the resources and expertise available ● School-wide reading challenge ● Students apply critical and reflective thinking to acquire and interpret information, and to make choices about how to communicate their ideas. ● Work on vocabulary development (word lists, sight words, morphology) 	<p>September</p> <p>Ongoing</p> <p>Ongoing</p> <p>During staff meetings</p> <p>During SBTM</p>

Objective 2.2: To improve student success in writing by implementing a daily writing program that is based on modelling and consistent practice of the core components of writing.

Key strategies:	Timelines
<ul style="list-style-type: none"> ● Use of proficiency-based assessment language and practice (performance standards, cold writes, rubrics) ● Use well researched and robust writing activities that support core components of writing (6 Traits, Writing Power) ● Daily writing using a variety of tools and strategies for written expression (structured writing, peer editing, focused writing) ● Access coaching and collaboration grants to support implementation and planning for classroom instruction ● Student/Teacher conferences to set and review goals for writing ● Resources for building oral to written progression in early years (eg: story workshop, story bins) ● Spelling skills practiced then applied to written work with use of word walls, spelling dictionaries and Technology ● Work on vocabulary development (morphology) 	<p>Each term</p> <p>Ongoing</p> <p>Ongoing</p> <p>As requested,</p>

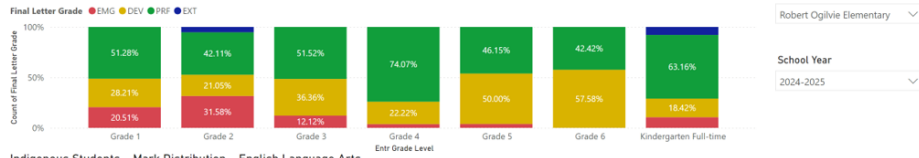
Indigenous Resources

Our school is committed to embedding Indigenous knowledge, perspectives, and authentic resources throughout our literacy practices to create inclusive and culturally responsive learning environments. Grounded in the First Peoples Principles of Learning, this approach recognizes that learning is holistic, reflective, relational, and connected to place, story, and community. By intentionally incorporating Indigenous texts, oral traditions, and local teachings, we aim to deepen students' comprehension, critical thinking, and appreciation of multiple ways of knowing.

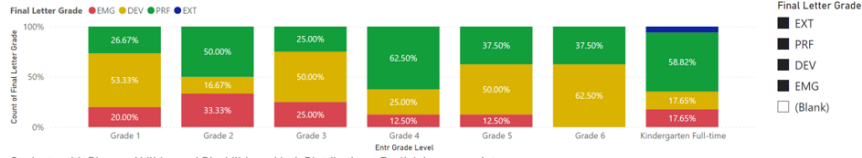


2024-2025 Language Arts Mark Distribution

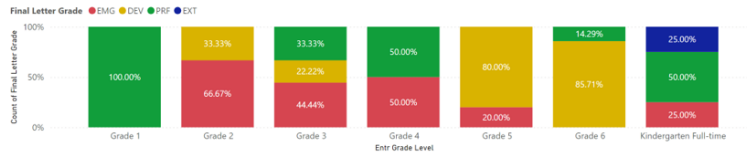
All Students - Mark Distribution - English Language Arts



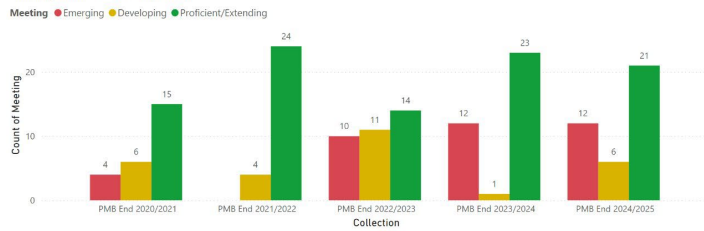
Indigenous Students - Mark Distribution - English Language Arts



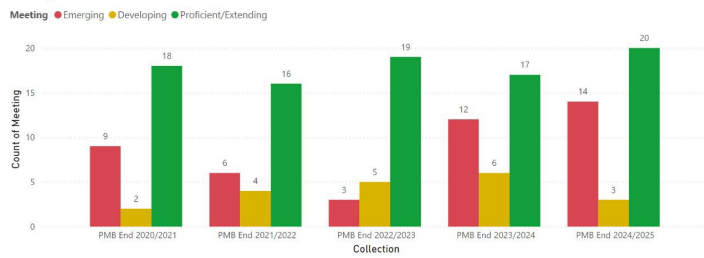
Students with Diverse Abilities and Disabilities - Mark Distribution - English Language Arts



Reading Grade 1 - PM Benchmark



Reading Grade 2 - PM Benchmark



Number of Schools in Data

1

Collection: Multiple selections

School: Robert Ogilvie Elementary

Indigenous Ancestry: All

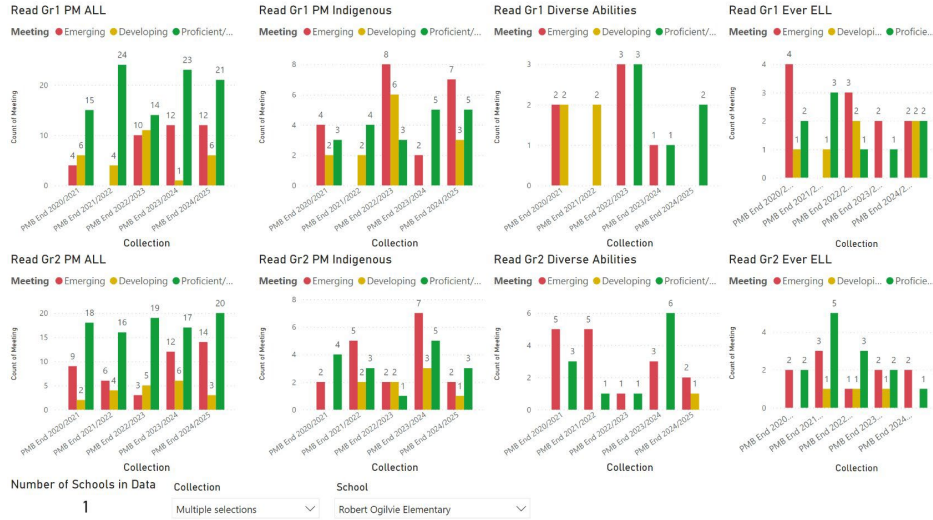
Sp. Ed. Designation: All

Gender: All

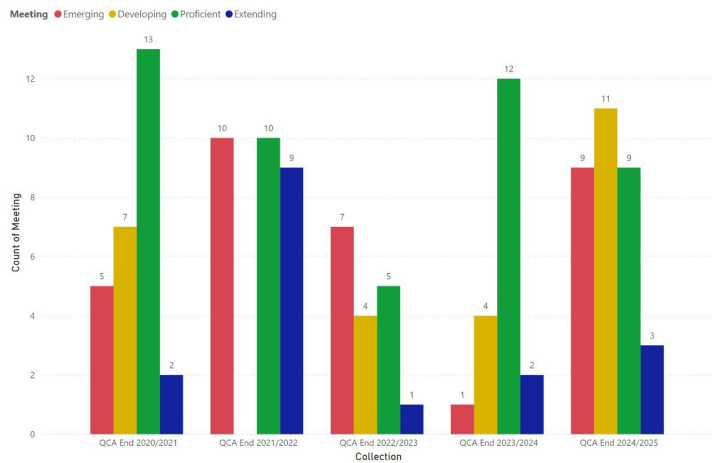
ELL: All

PM Benchmark

The PM Benchmarks is used to find a reading level for students in grades 1 and 2. In grade 1, students with a level of 9-14 are Developing, and at 15 and above are Proficient/Extending. In grade 2 students with a level of 17-20 are Developing and at 21 or above are Proficient/Extending.



Reading Comprehension - Grade 3 - QCA



Number of Schools in Data

1

Collection: Multiple selections

School: Robert Ogilvie Elementary

Indigenous Ancestry: All

Sp. Ed. Designation: All

Gender: All

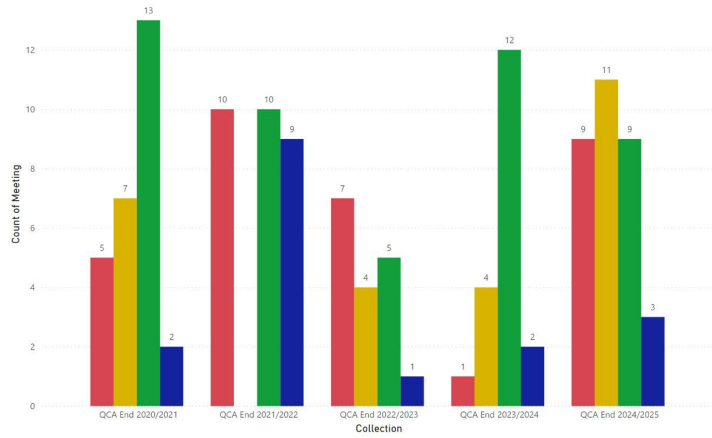
ELL: All

QCA

Quick Comprehension Assessment (QCA) has been used in Grades 3. Below grade level or Level 1 is Emerging, Level 2 is Developing, Level 3 is Proficient, and Level 4 is Extending. This report looks at Comprehension only. We also collect data on Fluency.

Reading Comprehension - Grade 3 - QCA

Meeting ● Emerging ● Developing ● Proficient ● Extending



Number of Schools in Data

1

Collection
Multiple selections

School
Robert Ogilvie Elementary

Indigenous Ancestry
All

Sp. Ed. Designation
All

Gender
All

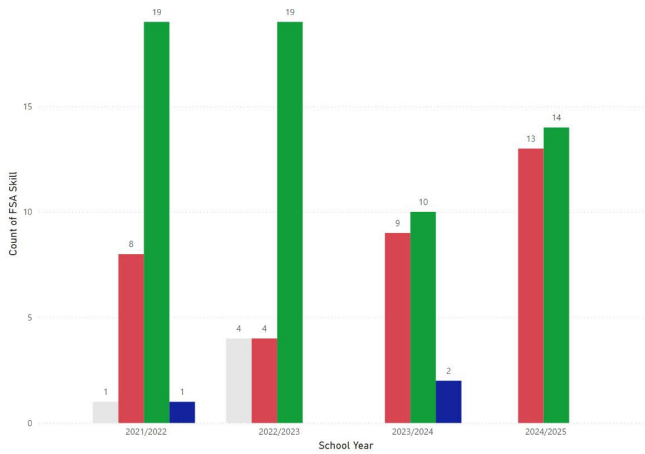
ELL
All

QCA

Quick Comprehension Assessment (QCA) has been used in Grades 3. Below grade level or Level 1 is Emerging, Level 2 is Developing, Level 3 is Proficient, and Level 4 is Extending. This report looks at Comprehension only. We also collect data on Fluency.

FSA Skill by School Year and FSA Result - ALL Students

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



School Name
Robert Ogilvie Elementary

FSA Skill
 Literacy
 Numeracy

Grade
 4

School Year
Multiple selections

Special Need
All

Aboriginal
All

BAND_RESIDENCY_STATUS
All

ELL
All

Gender
All

French Immersion
All

Objective 2.3: To increase understanding of number sense in all students.

Key Strategies	Timelines
<ul style="list-style-type: none"> ● Use of Mathology ● Consistent support from Numeracy Support Itinerant Barb Wagner ● Basic Fact Fluency ● MAP (Gr 4-6) and the Zoom ins ● Daily number sense routines ● Ongoing collaboration with district planned Pro-D, workshops ● Access coaching with Barb Wagner ● Use of manipulatives ● Teaching thinking skills ● Making sure numeracy time is protected in the timetable as students need numeracy every day 	<p>Beginning September 2024</p> <p>Started September 2024 and continuing weekly support through this second year.</p>

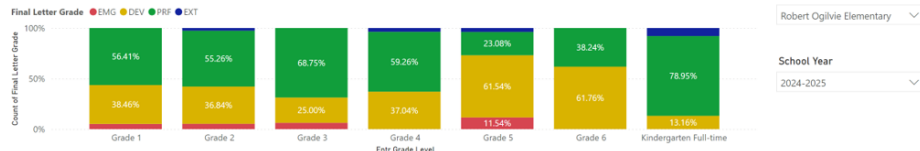
Indigenous Resources

Celebrate and honour indigenous culture while also supporting math learning in your classrooms with sixteen Mathology Little Books beautifully written by Canadian Indigenous authors and educators.

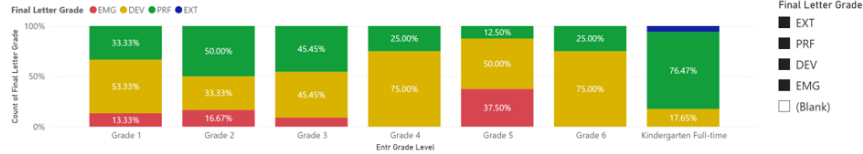


2024-2025 Mark Numeracy Distribution

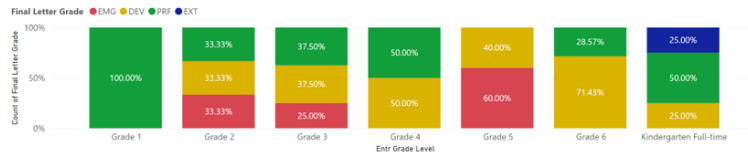
All Students - Mark Distribution - Mathematics



Indigenous Students - Mark Distribution - Mathematics



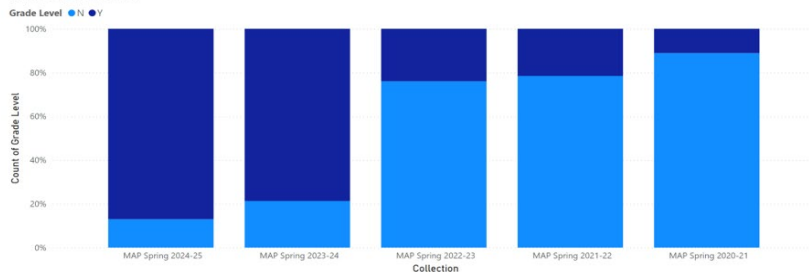
Students with Diverse Abilities and Disabilities - Mark Distribution - Mathematics



2024-2025 RO MAP

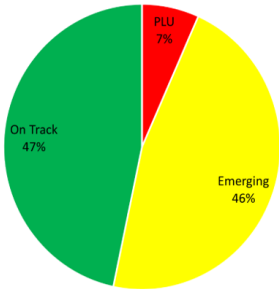
Collection: All | School: Robert Ogilvie Elementary | Grade: All

Number At Grade Level

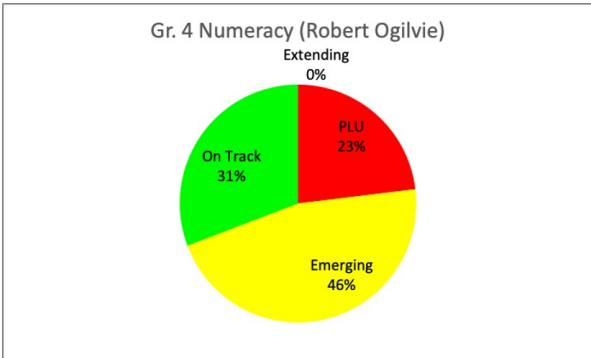


2024 FSA

Grade 4 Numeracy (Robert Ogilvie)



2023 FSA



Goal 3: Career: Students will have a clearer understanding of the core competencies to achieve their career and life goals.

Objective 3.1: Students will unpack the core competencies of Communication, Thinking and Personal and Social Skills. When students develop these core competencies, they're not just learning academic content — they're becoming well-rounded individuals. These skills help students excel in school and prepare for real life — such as selecting a career, collaborating with others, and being a happy, helpful person in the world.

Key Strategies	How this helps future careers
<ul style="list-style-type: none"> · Focus: Communication: Students will learn about sharing ideas and listening to others. · Students will learn to talk clearly and share their thoughts. · Students will become good at working with others in a group. · Students can listen and understand what people are saying. · Focus Thinking: Students can solve problems and come up with new ideas. · Students can solve difficult problems. · Students can be creative and try new things. · Students can learn how to make good choices and learn from mistakes. · Focus: Personal and Social: This means understanding oneself and caring about others. · Students will learn how to stay calm and keep trying, even when things are hard. · Students will learn how to show kindness and help friends. · Students will learn to become responsible and learn to do the right thing. 	<p>These are great skills for jobs like: teacher, doctor, builder, artist, almost any job! Timeline for skills is ongoing throughout the year.</p> <p>These skills are helpful for inventors, scientists, writers, and more!</p> <p>These skills are important for being a great teammate, friend and leader!</p>

LION TEACHES YOU HOW TO LET THE WORLD HEAR YOUR "ROAR"

ALL WHILE YOU WALK WITH PRIDE IN YOUR STEP!

We Are Royals!

Welcoming

Resilient

Community

Heart

WE DARE TO DREAM

May 4th, 2026

Career Programs

SCHOOL BOARD UPDATE



Preparing Students for Success in Work, Life and Learning

School District #60 offers a K-12 career development continuum, helping students explore interests, build skills, connect learning to careers,

and transition successfully to post-secondary education, apprenticeships and employment. Through hands-on learning, industry partnerships and community connections, students experience career education at every stage of their learning journey.

Applied Design, Skills and Technologies (ADST)

Career development begins in classrooms through ADST programming where students build creativity, design thinking, problem solving and practical skills. This foundation supports pathways into trades, technology, health sciences and entrepreneurship. Maker Spaces in elementary schools further support this work by providing opportunities for hands-on inquiry, coding, robotics, construction, innovation and applied learning that fosters curiosity and confidence at an early age.

Elementary and Middle Years Career

Awareness through initiatives such as:

- Elementary Career Days
- Honour the Work
- Women in Trades
- Moneca's Maker Space
- Inspire Presentations
- Find Your Fit
- AASEE
- Let's Talk Science
- Mind Over Metal
- Spaghetti Bridge Challenge
- Xplorefest

These opportunities expose students to skilled trades, engineering, design, technology and a broad range of career possibilities through engaging, age-appropriate experiences.

Community Based Partnerships



Programs such as:

- Work Experience
- Apprenticeship
- Dual Credit
- Project Heavy Duty
- Creating Energy Careers
- Adventures in Health Care
- Indigenous Pathways
- Grow Your Own

Provide students with direct exposure to careers while strengthening connections with post secondary and community partners. These experiences support career awareness that contribute to community wellbeing and future workforce needs.

INTERNATIONAL STUDENT PROGRAM

Peace River North



01.

Focus on Europe and LATAM

02.

Strategic partnerships

03.

Community Partnerships

04.

Competitive Advantage

Our fully managed home stay program is at the heart of the student experience. With a dedicated in-school Home Stay Coordinator, students receive personalized support every day while living with carefully screened local families.



01.

Focus on Europe and LATAM

A focus on Europe and Latin America helps diversify enrollment and reduces reliance on a small number of traditional source countries. A broader recruitment base strengthens program stability and reduces vulnerability to geopolitical shifts, visa changes, or market disruptions.

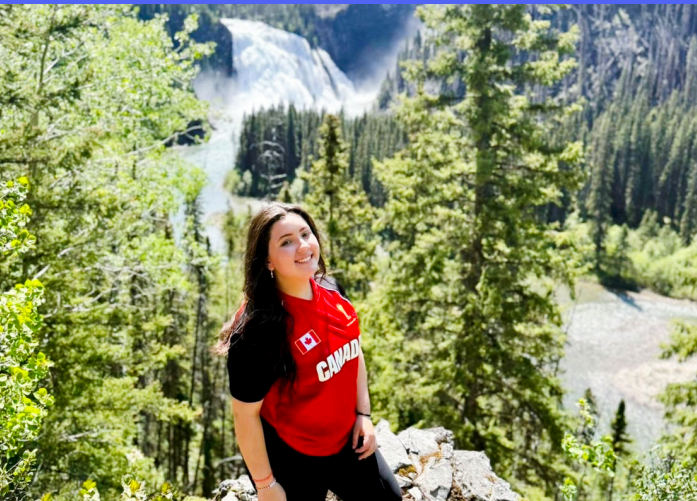


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02.

Strategic partnerships

Strategic partnerships with trusted organizations such as WEP, Educatius, and ACEPROCE strengthen recruitment by expanding market reach, building credibility, and connecting School District No. 60 with students and families who are a strong fit for our program. These partnerships support relationship-based recruitment, improve visibility in priority markets such as Europe and Latin America, and help advance sustainable enrollment growth toward our 45 FTE target through shared promotion, agent networks, and trusted in-country representation.



03.

Community Partnerships

Community partnerships with the Fort St. John Elks Speed Skating Club and Fort St. John Figure Skating Club further enhance recruitment by highlighting unique extracurricular opportunities and the strong community connections that make our program distinctive.

04.

Competitive Advantage

- Personalized attention
- Strong community connections
- Affordable, safe living environment
- Unique programs in Outdoor Education and STEM

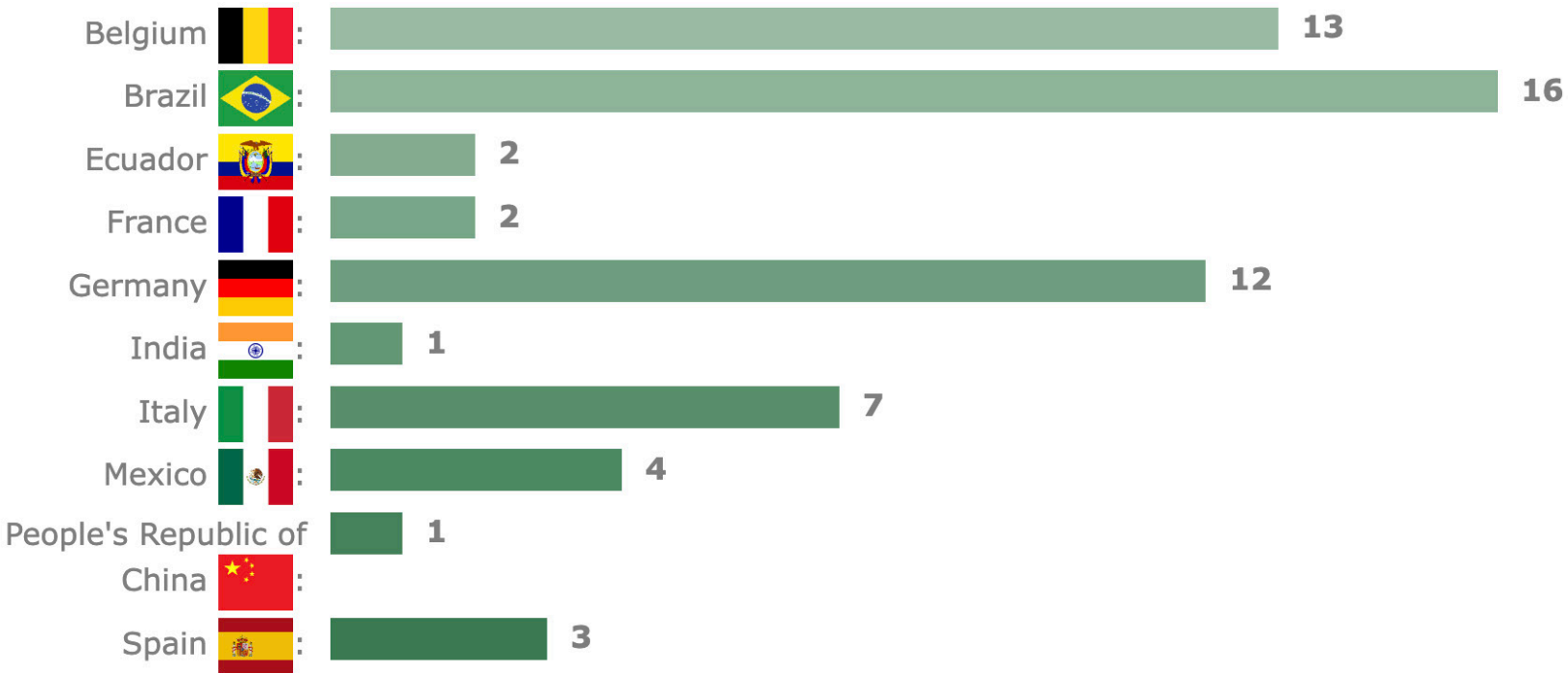


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www.studyinthepeace.com

Our Students

in Peace River North





Upper Halfway Elementary Framework for Enhancing Student Learning

Upper Halfway Elementary is a place where:

- Our **students** are safe and invited to participate in the creation of their learning environment. Students are continuously welcomed to exercise their voices within their learning environment. Students are encouraged to work alongside their peers, teachers, and members of the learning community so that their basic needs are not only met, but that their learning goals are meaningful to themselves, as well as their community
- Our **employees** are responsive to the skills, interests, desires, and needs of our learners. They take personal responsibility to form an inclusive, safe, and compassionate learning culture for students
- Our **school** is student-centered, safe, inclusive, and responsive, and interwoven through the needs and values of our surrounding communities
- Our **communities** are and continue to remain as active participants within the development of our students' learning experiences and personal growth

At Upper Halfway Elementary, we are committed to making a safe, inclusive, and responsive environment for all students, as well as teachers, staff members, and community members. We care about:

- ❖ Cooperation & Communication
- ❖ Acceptance & Achievement
- ❖ Confident & Compliments
- ❖ Independence & Inquiry
- ❖ Education & Encouragement

At Upper Halfway, we strive to ensure that students have both voice and choice in their learning; students must be encouraged and supported to take the initiative over their own learning goals and aspirations. We believe that:

- ⊗ Learning requires the active participation of students
- ⊗ Learning can happen in a variety of ways and at different rates
 - ⊗ Learning is both an individual and group process
- ⊗ Learning requires the supports of parents, guardians, and community

Framework for Enhancing Student Learning 2025-2026

At Upper Halfway Elementary, teachers and staff discuss, reflect upon, and redefine the learning goals on an annual basis so that we may ensure students are provided with the opportunity to continue their development towards becoming independent, responsible, and compassionate members of their community. As a means of supporting our learners' growth, we are responding to the following goals:



- **Goal 1: Support Personal and Social Growth, Responsibility, & Identity**
- **Goal 2: Strengthen Intellectual Skills**
- **Goal 3: Promote Career & Skill Development**

Introduction

Upper Halfway School is a rural school which supports students from grade levels of K – 10. Located in the picturesque valley near the forks of the Graham and Upper Halfway Rivers, approximately 130km northwest of Fort St. John, Upper Halfway Elementary offers an extraordinary learning environment for all involved. Currently, 34 students are enrolled and all students are facilitated to school from the Halfway River First Nations Reserve, as well as and surrounding communities. Here, students, teachers, and staff members are privileged to live, work, and learn on the traditional territory of the Dane-zaa, within Treaty 8.

While our students may change from one year to the next as they move towards graduation, we also see many familiar faces each year. Approximately 50% of Upper Halfway students are First Nations. Many of our students qualify as English Language Learners (ELL); 40% have English as a second language. In total, 50% of our students receive ELL or ESD support and 20% of our students are supported with inclusive education. Upper Halfway School receives administrative assistance from SD60's Rural Principal, and on-site Principal, as well as three full-time teachers. The school also employs one Educational Assistant, one Aboriginal Student Support Worker, and receives biweekly on-site support from Learning Services – Learning Assistance, English Language Learners (ELL), English as a Second Dialect (ESD), Speech-Language Therapy, Physiotherapy, and Occupational Therapy; Technology Services – Library, Curriculum with Technology (CWT), and Technology support; and Aboriginal Services – Counselling, Cultural and Social-Emotional support.

Upper Halfway School has two multi-grade classrooms, three multi-purpose classrooms, a wide variety of outdoor playground equipment, a large outdoor sports field, a school vegetable garden, a natural seasonal snow packed sledding hill, and even seasonal outdoor skating rink! The School has a brand-new gym that supports the PE programs, sports and hosts special events. Upper Halfway school operates on a four-day schedule, Monday – Thursday, with extended daily hours of operation to ensure students are provided with the opportunity to interact with their peers in a supportive, educational setting.

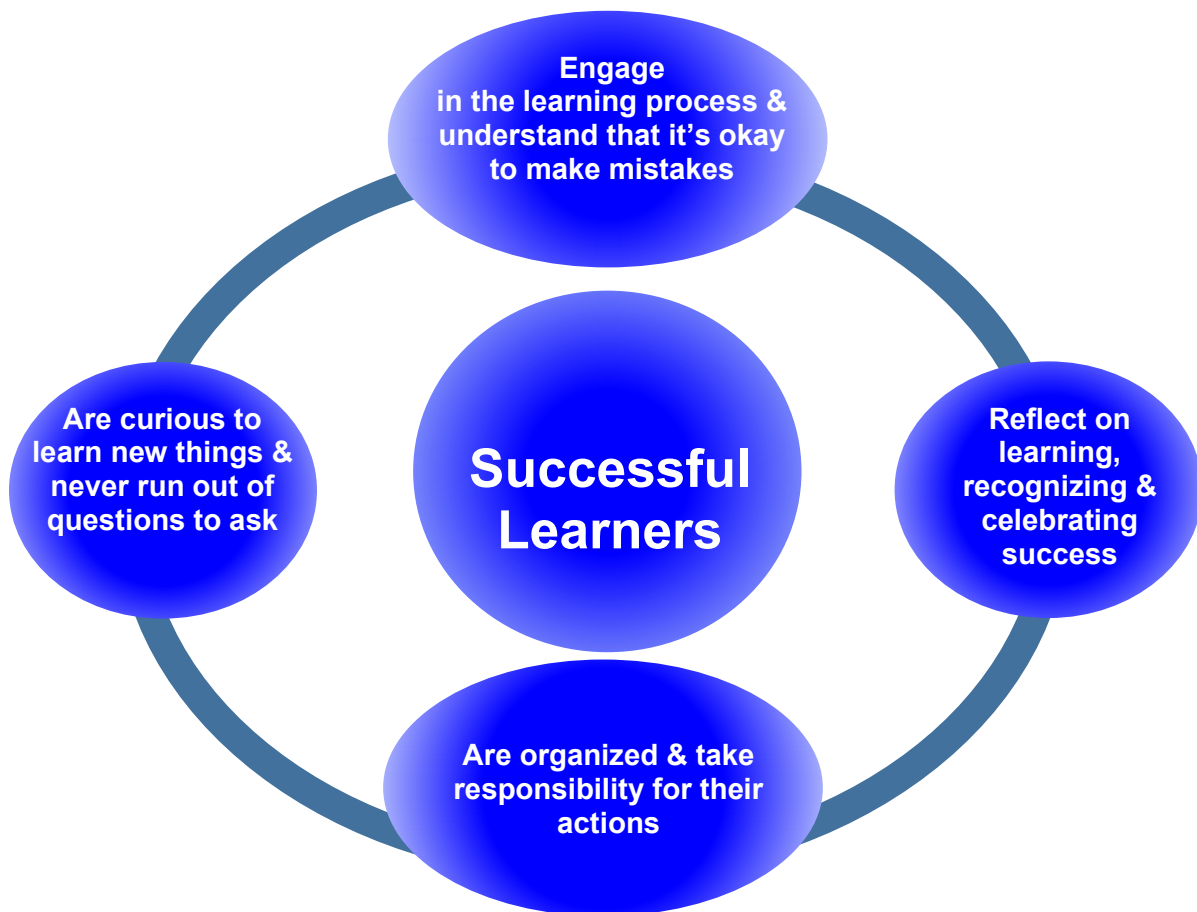


Mission

At Upper Halfway Elementary, we foster a safe, responsive, and inclusive learning environment. Creating a welcoming school community, students, teachers, and staff can support one another in the pursuit of equipping young learners with the knowledge and skills necessary to become compassionate citizens and lifelong learners. Through hands-on inquiry-based learning, and by encouraging a positive attitude towards personal growth, academic development, and community patronage, we believe each student has the opportunity to become lifelong learners.

Vision

Upper Halfway Elementary is a space where students are able to develop the skills to achieve success in a manner which is meaningful to both them and their community. By participating in our learning community, students will draw from personal strengths and interests, take responsibility for their own learning, consolidate their knowledge, and receive support from teachers and staff to meet their unique needs and perspectives. Here, students will develop the knowledge and ability to transition to their next step; whether a school in Fort St. John, Distributed Learning, or life in our community and abroad, we believe that students have the opportunity to become successful learners.



Strengths	Celebrations	Challenges
<ul style="list-style-type: none"> ❖ Welcoming students ❖ Good number recognition for K-1 students #1-20(1) and #1-10 (k) ❖ Literacy letter name/sound practice is improving with targeted and focused lessons on phonemic awareness and phonics ❖ Students more actively participate in their learning when provided with consistent routine ❖ Students are becoming members of their learning community by sharing thoughts and ideas with others, contributing to ongoing events around the school, as well as appropriately advocating for their needs through self-regulation practices 	<ul style="list-style-type: none"> ❖ New Gym ❖ Overall k-4 attendance ❖ Saturday Events with school and community members ❖ Outdoor learning activities and participation ❖ ISSW-led learning opportunities. ❖ Ongoing in-school food program with both staff members and learners actively contributing to daily breakfast and lunch preparation. ❖ Camp Cameron 	<ul style="list-style-type: none"> ❖ Writing (literacy) ❖ Healthy food choices (snacks & food waste) ❖ Communication (no phones this year) ❖ Coverage/TTOC ❖ Location - Travel ❖ School-wide parent supper (e.g. PAC attendance, communication, etc.) ❖ Grade 5-9 attendance. ❖ Welcoming/Inclusion ❖ Social Integration
<p>SEL Goal: To improve students wellbeing through nutrition and sleep.</p>	<p>Evidence: Through Student Centered work, informal discussions, collaborative projects and reflective activities.</p>	<p>Data: MDI Check In's - Brief Conversations with 5 students</p>



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

Objective 1.1: Social Responsibility

Rationale

Teachers and staff members believe that we are all responsible to foster a community where everyone feels welcome, safe, respected and accepted. Through discussion, social exercises, and the development of a meaningful relationship between students and teachers, students may be able to take risks, consolidate their thinking, analyze the different viewpoints from their peers, as well as the different biases and views from those involved.

Supporting Education Programs, Strategies and Structures

Mind-Up Program

- The Mind-Up program is a research-based curriculum which features lessons that use the latest information about the brain to dramatically improve behaviour and learning for all students. The lessons offer both teachers and students strategies for helping focus attention, improve self-regulation skills, build resilience to stress, and develop a positive mind-set in both school and life.

Professional Development Initiatives Implemented, Reflected Upon, and Discussed

Throughout the school year, teachers and staff members are fortunate to have an opportunity to attend Professional Development workshops, sessions, and discussions with the district's resource staff. Through such learning opportunities, Upper Halfway Elementary teachers and staff are currently incorporating both the Mind-Up Program, and Social Responsibility quick scales into their teaching routines. Teachers are also promoting school connectedness and culture initiatives through classroom-collaborative activities. Providing students with an opportunity to have a voice in the design and maintenance of their classroom and school, through such activities as displaying art, participating in recycling initiatives, and so forth, we are continually reassessing the ways in which students, families, teachers and staff members may contribute to the development of a welcoming, safe, respected and accepted learning environment.

Indicators

Throughout the school year, teachers and staff members initiate, participate, enact, and record the following discussions, exercises, and measurements, as a means of acknowledging the degree to which our students are developing social responsibility skills and knowledge:

- Parental Contacts
- Records of Ongoing Contact with Parents and Guardians



- Pictures of Positive Interactions
- Slide Shows
- Spirit Activities and School-House Teams
- Core Competency Exercises
- Reflections
- Self-Assessments

Objective 1.2: Self Identity

Rationale

Students should be able to build on prior knowledge during various learning experiences and exercises so that they, as well as their peers, may come to further appreciate the gifts and abilities each person brings to our learning community. Students should become aware that the knowledge gained, and concepts covered in a class will not simply be abandoned at the end of June. Students should have the opportunity to utilize their unique experiences as a learner, and human being.

Supporting Education Programs, Strategies and Structures

Mind-Up Program
 Circle Talks
 Classroom Champions

Professional Development Initiatives Implemented, Reflected Upon, and Discussed

Teachers and staff members are continually reflecting upon and discussing with each other, as well as the district's supportive staff members the ways in which we may provide students with the knowledge and skills they may use to better understand their own identity, gifts, and abilities. Through programs and initiatives discussed above, teachers and staff members continue to seek a deeper understanding as to how we may guide students towards better understanding themselves, and how they may contribute to their own community.

Indicators

Throughout the school year, teachers and staff members initiate, participate, enact, and record the following discussions, exercises, and measurements, as a means of acknowledging the degree to which our students are developing social responsibility skills and knowledge:

- Interim Reports
- Self-Assessments
- Artifacts and Projects
- Core Competency Exercises
- Reflections
- Strength based Goals – Student led conferences
- Agenda's
- Journals, artistic work, and various mediums of conveying personal thoughts and emotions



Targets

- Increase attendance for all students
- Classroom Community
- Proactive Leadership Behavior and Social Responsibility

Alignment of Resource Allocations with this Goal:

- Maker Room \$1000
- Transition to and from \$500
- Collaboration \$1200
- Support Staff

Goal 2: Strengthen Intellectual Skills

Objective 2.1: Literacy

Rationale

In an ever-changing world, communication is a vital skill that allows us to understand our own perspectives, the feelings of others, and complex abstract concepts. Ensuring that our students are supported to develop and strengthen their oral, reading and writing skills will allow students to express their thoughts and emotions in a safe, respectful and responsive manner. Through the ongoing promotion of oral, writing, and reading education and development, students will be supported in their progression towards attaining new knowledge and communicating personal thoughts both effectively and respectfully.

Supporting Education Programs, Strategies and Structures

Heggerty
Words Their Way
Phonological Awareness
Jolly Phonics
Handwriting Without Tears
RAZ Kids

Talking Tables
Communakit
Guided Reading/Fluency Practice
EET/CWT
Chapter One Eli Tutor

Professional Development Initiatives Implemented, Reflected Upon, and Discussed

Receiving continuous support from our District's Literacy Support Coach, teachers and staff members are not only collaborating to ensure that each student receives the support they may need to achieve success, but to also consolidate their current literacy education practices and consider the ways in which we may empower students by providing them with strong communication skills, an understanding and appreciation of language and literature, and the capacity to engage fully as literate and responsible citizens in a digital age.



Indicators

Throughout the school year, teachers and staff members initiate, participate, enact, and record the following discussions, exercises, and measurements, as a means of acknowledging the degree to which our students are developing their oral, reading and writing skills:

- Interim Reports and Report Card
- District Literacy Assessments
- Self-Assessments
- Core Competency Exercises
- Reading and Writing Assessments
 - PM Benchmarks
 - QCA/RAD
 - Read73 Assessment

Targets

- 60% of students at grade level for district literacy assessments

Alignment of Resource Allocations With This Goal:

- Support Staff
- Professional Development \$1000
- Collaboration \$1500
- Resources \$10,500
- Travel \$2000

Objective 2.2: Numeracy

Rationale

Another form of communication, mathematical knowledge enables individuals to connect, create, communicate, visualize, and reason, as they work together through the complex process of problem solving. Upper Halfway Elementary teachers and staff members recognize the notion that observing, learning, and engaging in mathematical thinking empowers learners to make sense of their world. Through ongoing supportive strategies and consultation with the District's Numeracy Coach, teachers and staff members are continually reflecting on the ways in which they may support our learners to problem-solve abstract and real-life concepts, both independently and collaboratively.

Supporting Education Programs, Strategies and Structures

Mathletics
Fact Fluency
District MAP assessment

District Problem Solving
Mathology



Professional Development Initiatives Implemented, Reflected Upon, and Discussed

Receiving continuous support from our District's Numeracy Support Coach, teachers and staff members are regularly reflecting upon the ways in which we may support students to achieve success both through District math assessments, as well as through real-life situations. Researching, discussing, and gaining expert insight from the District's Numeracy Support Coach on redesigned approaches to math strategies, concepts, and learning goals, Upper Halfway Elementary teachers and staff members are continually working to ensure our students are provided with the opportunity to gain the mathematical skills and knowledge they need to achieve success.

Indicators

Throughout the school year, teachers and staff members initiate, participate, enact, and record the following discussions, exercises, and measurements, as a means of acknowledging the degree to which our students are developing their mathematical problem solving skills:

- District Numeracy Assessment
- MAP Assessment
- Interim Reports and Report Cards
- Core Competency Assessments
- Connecting and Reflecting Numeracy to Real Life Examples

Targets

- Grade level achievement at 75% on grade level math assessments

Alignment of Resource Allocations With This Goal:

- Support Staff
- Professional Development \$1000
- Collaboration \$1500
- Resources \$2500
- Travel \$2000

Goal 3: Promote Career & Skill Development

Objective 3.1: Building Meaningful Life Skills

Rationale

Upper Halfway Elementary provides students with a unique opportunity to participate in hands-on, inquiry based learning projects and exercises. Through the preservation of a welcoming school community, teachers and staff support students by equipping young learners with the knowledge and skills necessary to become compassionate citizens and lifelong learners.



Maintaining contact with community members, organizations, and District Support Staff, students will continue to be provided with the opportunity to participate in a range of extraordinary learning experiences. These experiences will guide students towards becoming compassionate citizens and lifelong learners.

Supporting Education Programs, Strategies and Structures

ADST Initiatives

- Whether gardening, woodworking, food studies, or textiles, each teacher or staff member draws from the resources and expertise available to incorporate meaningful exercises and projects into the school. Throughout the year, students are invited to participate in different exercises, generate ideas independently and collaboratively, prototype their plans, consolidate their thinking, and evaluate the final design. In doing so, students will be expected to work collaboratively with their peers and teachers as they reflect on how to overcome various challenges.

Community Involvement

- Local farmers, community members, representatives from the Halfway River First Nation, as well as School District Organizations will interact with students in various respects as they present particular challenges they have faced and demonstrate the ways in which their expertise provided them with an opportunity to achieve success. Such experiences will guide students towards personal growth and the consideration of possible career, and lifelong learning, opportunities.

Class Routines and Incentives CWT/iPads

Professional Development Initiatives Implemented, Reflected Upon, and Discussed

Receiving support from District Staff members, as well as Project Based Learning Support Staff, Northern Health, Northern Environmental Action Team, Friendship Centers and various other community partners, Upper Halfway teachers and staff remain in professional relationships with many District and community members. By maintaining such ongoing conversations, students will continually be provided with an opportunity to participate in unique, hands-on learning experiences that will support their growth as lifelong learners. Whether learning to stay safe and healthy, or how to repair a water pipe, Upper Halfway Elementary empowers students to understand what tools they need to find the solution to different challenges throughout their lives.

Indicators

Throughout the school year, teachers and staff members initiate, participate, enact, and record the following discussions, exercises, and measurements, as a means of acknowledging the degree to which our students are developing their problem-solving skills:

- Core Competency Assessments
- Fulfilling Classroom and School routines, procedures, and tasks



- Personal care, and respect of personal belongings
- Participation in, and completion of ADST exercises, tasks, and projects

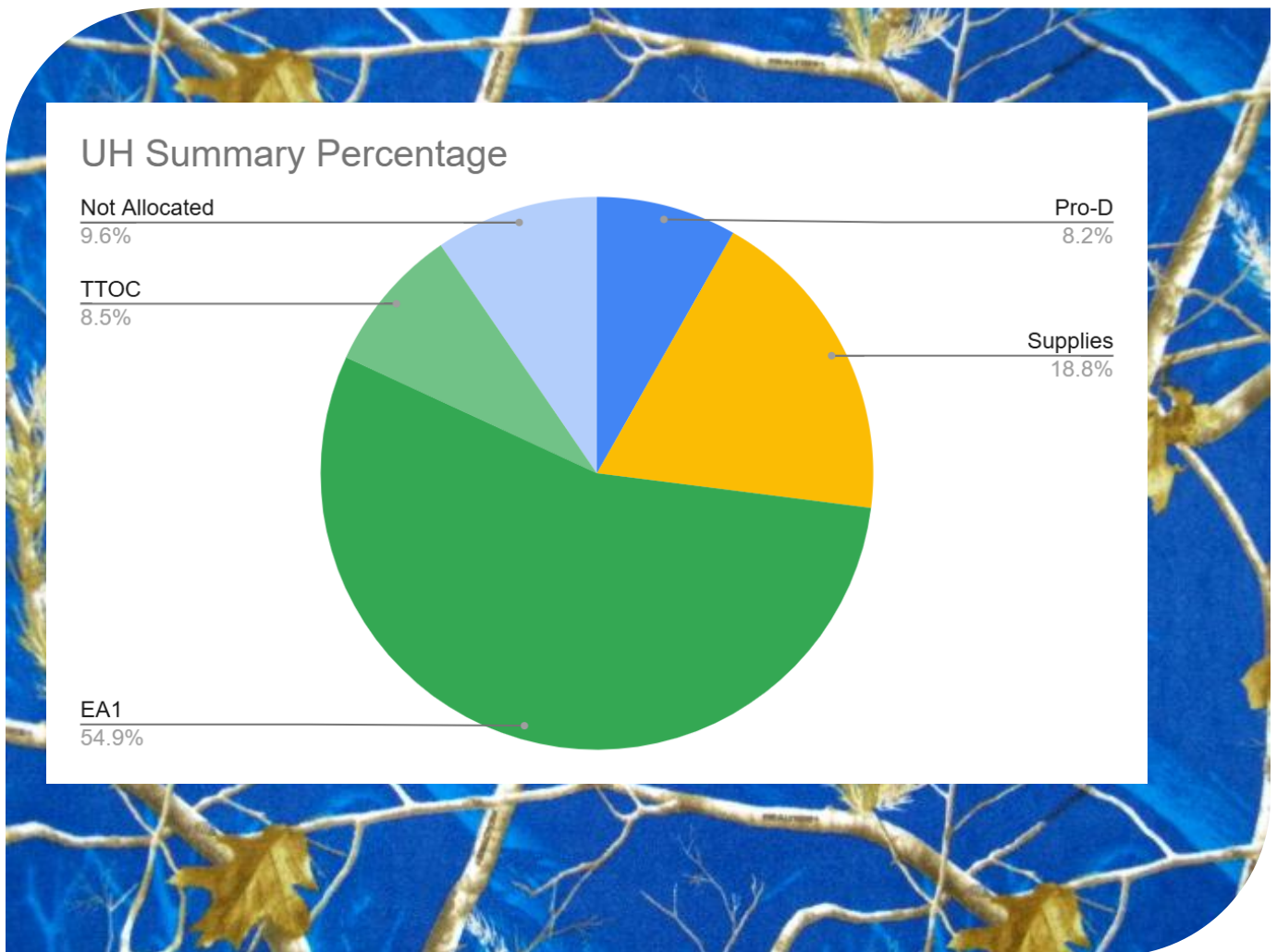
Targets

- Increase Indigenous Attendance
- Improve programing for middle school students

Alignment of Resource Allocations With This Goal:

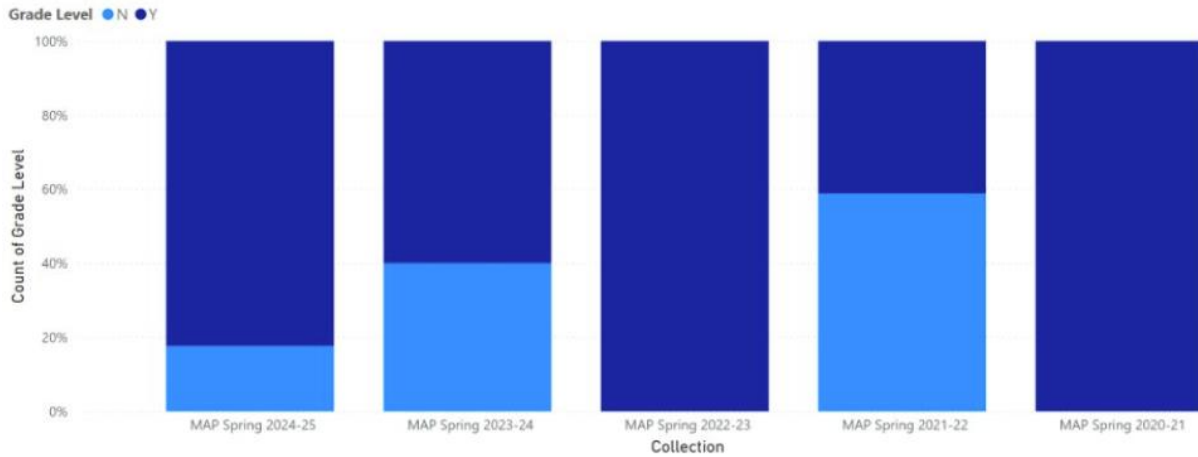
- Support Staff
- Maker Room \$ 1000
- Collaboration \$1000
- ADST/Horsemanship \$1500
- Outdoor Classroom \$500

Alignment of Learning Support Funds 2025-2026

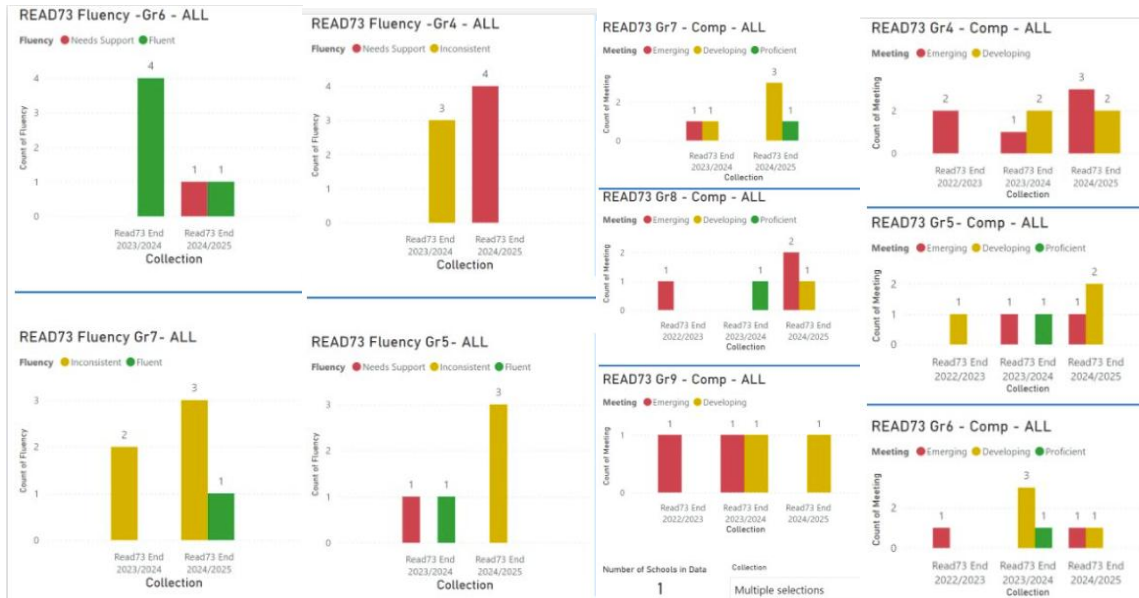


Data: Numeracy

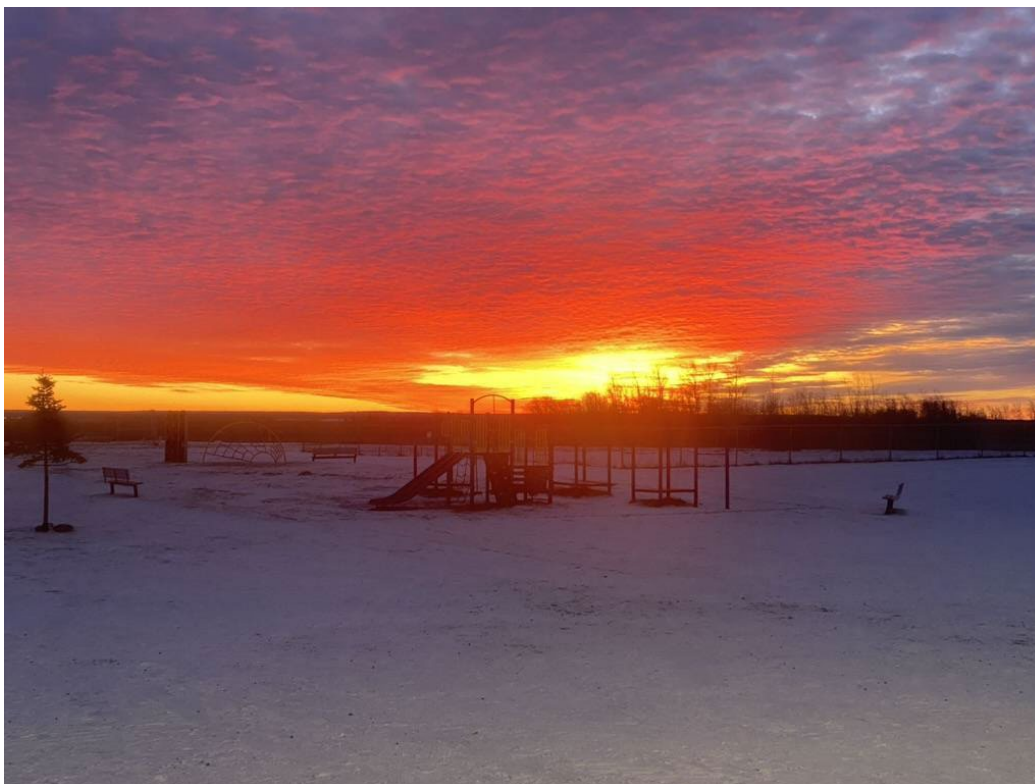
Number At Grade Level



Data: Literacy Fluency and Comprehension Read 73 Gr. 6-9



Upper Pine Elementary School



Our school prioritizes the safety and sense of belonging for our students, fostering personal responsibility in their learning and interactions. Students are encouraged to express their voices and make choices, actively engaging in academics, arts, and athletics. As a staff, we collaborate to identify and address the most pressing needs for improving student learning. We allocate resources strategically to support these areas of focus. Our parent community is highly supportive of school initiatives, safety measures, and partnerships with the school. Parents play an integral role in our planning process and are valued partners in their child's education at our school. We warmly welcome parents' participation in the school community to whatever extent they are able.

Our School Motto is S.O.A.R. - Safe, Outstanding, Accountable, Respectful

Our School Strategic Plan includes the following four overarching pillars:

Delivery of Excellent Educational Programming Focused on Student Learning

Leadership focused on Relationships and Continuous Improvement

Management practices focused on Aligning Resources to best meet the needs of the students

Focus on Accountability and Community Partnerships



Upper Pine Elementary School

Framework for Enhancing Student Learning 2025-2026

Goal 1: Numeracy

- To achieve proficiency in the Big Idea of Numbers within the BC curriculum.

Goal 2: Literacy

Improve reading comprehension and fluency in Grades K-8

Goal 3: Social and Human Development

- Increase Student Social/Emotional Well Being

Introduction

Welcome to Upper Pine, a wonderful K-Grade 8 school situated in the picturesque Rose Prairie, just a short 30-minute drive north of Fort St John. Our school community encompasses students from various rural areas, including Rose Prairie, North Pine, Montney, Osbourne, Doig River First Nation, and Blueberry River First Nation. With an enrollment of 184 students, we embrace diversity and inclusivity as core values. Among our student population are 61 Indigenous students (approximately 30% of the total) and 43 ELL/ESD students.

At Upper Pine School, our dedicated staff is committed to prioritizing the well-being and success of our students. Every member of our team takes responsibility for fostering a safe learning environment for all. We strive to meet the diverse needs and abilities of each student by focusing on their academic growth as well as their social, emotional, and physical development. We respect and honor the unique backgrounds and cultures represented within our student body and families. Fostering inclusion and cultural awareness is at the forefront of our priorities as we work together to create a strong sense of belonging within our school community.

Upper Pine School has a strong team consisting of a full-time administrator along with eight divisions consisting of eleven teachers and six support staff members who provide invaluable assistance in various roles such as Learning Assistant Teacher, Teacher Librarian, and English Language Learner Support teacher. Additionally, we have dedicated support staff including a secretary, two custodians, five Educational Assistants, a Speech Language Assistant, an Indigenous Student Support Worker, an ELL itinerant, two Social Emotional Learning (SEL) staff and seven bus drivers who ensure smooth operations daily.

As a unified team at Upper Pine School, we collaborate closely to identify areas where we can enhance student learning. By strategically allocating resources based on these priorities, we maximize opportunities for growth. Together with shared goals in mind, we are dedicated to

creating an environment where every learner can thrive and feel connected within their educational journey.



Upper Pine Elementary School

Framework Development Process

Staff met in September on planning day and reviewed the Framework goals from the previous year. Throughout the school year, the staff continues to work on our Framework goals at monthly staff meetings and weekly school-based team meetings. Where possible classroom formative and summative data is collected on a regular and ongoing basis and strategies are adjusted throughout the school year.

What the Evidence Tells Us

Ongoing strategies and structures:

- Whole school data collection and analyzation
- Individual or small-group collaboration
- Class Review conversations in October and throughout the school year based on needs
- Framework Updates and check-ins regarding our goals at staff meetings and Weekly School Based Team Meetings
- Opportunity for teachers to debrief and adjust plans when necessary

Focus

A systemic and collaborative approach to improving student achievement.

Goal 1: To achieve proficiency in number sense.

Objective 1.1: 75% of our school population will achieve proficiency in representing and describing various quantities that can be decomposed into smaller components, such as percentages, ratios, wholes, and parts.

Key Strategies for Primary Students



Upper Pine Elementary School

- Familiarize students with a variety of tools such as 100-dot arrays, number lines, and 100-number charts.
- Utilize authentic experiences to engage students in counting various objects through problem-solving activities.
- Incorporate games, puzzles, cards, and dice for practicing numbers.
- Encourage counting through songs and poems.
- Implement number talks, a “number of the day” activity, Mathology, and the Stenhouse Fluency Kit.

Targets

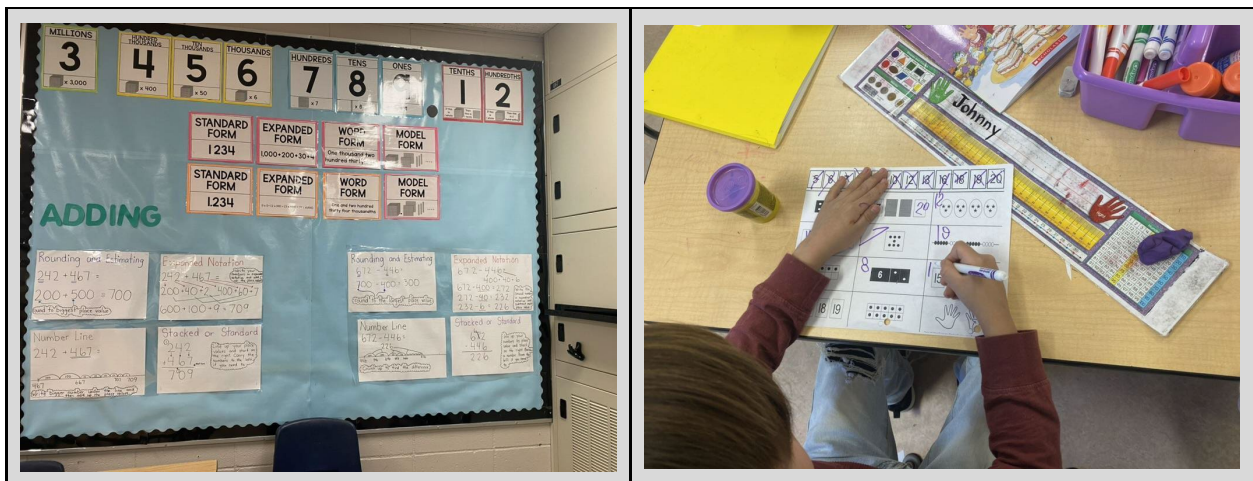
- 70 % of our students will reach proficiency at grade level in representing, describing, and decomposing numbers into smaller parts

Key Strategies for Intermediate Students

- Utilize the Mathology and Stenhouse Fact Fluency Program.
- Provide collaboration time for teachers to observe one another’s instructional methods.
- Use MAPS for assessment and integration into various lessons.
- Ensure daily practice of math facts.
- Incorporate regular practice with word problems and real-life examples.
- Promote exploration of numbers through manipulatives, games, puzzles, cards, and dice.

Targets

- 70 % of our students will reach proficiency at grade level in representing, describing, and decomposing numbers into smaller parts



Upper Pine Elementary School

Focus

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

Goal 2: Increase Literacy Skills

Objective 2.1: Improve reading comprehension and fluency in Grades K-8

Key Strategies

- Reading Intervention Teacher: Focuses on supporting yellow and red readers in Grades 2, 3, and 4.
- Guided Reading Collaboration: Continuous adjustments of guided reading groupings in Primary classrooms during team meetings.
- Home Reading Program: Implemented for students in Grades 1 to 3.
- Heggerty Phonemic Awareness Program
- Support from LAT, ELL, and ISSW: Provides assistance in small group reading, writing, and word work.
- UFLI phonics word reading and spelling program
- Words Their Way spelling program
- Ongoing Reading Data Updates: Collecting and reviewing data throughout the school year, with input from the school-based team for intervention strategies.
- Reading Challenge by the Library: Engages students in reading-related activities.
- Ongoing Professional Development: Focused on reading data analysis in collaboration with the school team.

Indicators/Evidence -

- Grades 1-8 “At Risk Reader’s” Data collection
- Grade 1 Reading Data collection
- Kindergarten Phonological Data
- Insight - District Reading Data - October and June

Targets

- Increase the percentage of students meeting expectations for Grades 2 & 3 - move red readers to yellow, and move yellow readers to green this school year.
- Track students identified as red/yellow in Grades 2 and 3 for the next 3 years.



Upper Pine Elementary School

Alignment of Resource Allocations With This Goal:

- O.1 Reading Support Teacher
- Home Reading Resources Update

What's next?

- Concepts about Print data - Kindergarten
- Update Home Reading books
- Guided Reading Room - Clean and Resource Update



Goal 3: Increase Students Social/Emotional Well-being

Objective 3.1: Increase the School's understanding of the SEL

Key Strategies

- Creating a cohesive SEL team
- Hosting SEL sessions for all staff
- Implementing the district SEL team approach in all classes



Upper Pine Elementary School

- EASE program taught collaboratively with the SEL team
- Kelso's choice program
- SBT meetings combined with the SEL team's support
- Building relationships with students: community ties - Ready Set Learn with siblings, family nights, welcoming students off the bus in the morning, celebrating student successes, assemblies
- collaborative teaching to regroup students to deal with a split grade
- making individual connections in and beyond the classroom

Objective 3.2: To improve students' sense of belonging, leadership, and self-advocacy skills

- Student Survey
- Student participation in Assemblies, showcasing what they are interested in and proud of
- Student-led Land Acknowledgment
- Student Leadership Club
- School-wide hot dog days led by the Grade 3/4 class
- Spirit days and SOAR activities
- Food programs, pantry
- APPLE School initiatives
- School Sports Teams

Targets

- supporting staff well-being and understanding the ripple effect to the students.



Upper Pine Elementary School



Alignment of Resource Allocations With This Goal:

- Collaboration time is given when needed

Communication Plan

At our school, we prioritize effective communication with parents, using various methods to keep them informed and engaged. We utilize in-person interactions, emails, and phone calls as means of reaching out. To ensure consistent updates, we send weekly emails every Friday that provide parents/guardians and the school community with comprehensive information about school happenings. These emails also include an ongoing calendar that outlines upcoming events months in advance, allowing families ample time to plan accordingly.



Upper Pine Elementary School

We actively encourage parental involvement by extending regular invitations for their participation in a wide range of events. These events can be whole-school activities or specific activities taking place within individual classrooms. Teachers are encouraged to maintain open lines of communication with parents using strategies such as agendas for daily/weekly updates. They utilize phone calls and emails extensively; for instance, we make use of the mass email option in MyEd to distribute newsletters and notices. Additionally, during special occasions like project presentation days or end-of-unit celebrations where parent participation is invited, we also provide paper-based communications.

To enhance convenience and accessibility, we leverage technology by incorporating platforms like Zoom or video conferencing when showcasing student presentations or arranging meetings and visits if necessary.

Our Parent Advisory Council (PAC) plays a crucial role within our school community. Regular PAC meetings serve as collaborative platforms where parents can voice concerns, share ideas, and provide feedback on school programs. The PAC also actively contributes by organizing various school events and activities that involve parent engagement. These initiatives encompass fundraising events, volunteer opportunities, and whole-school celebrations. Parents who participate in these events have valuable opportunities to interact not only with staff

members but also with other parents, fostering stronger connections within our educational community. Overall, the collaboration between the PAC and the school greatly contributes to creating a positive and inclusive learning environment.



Upper Pine Elementary School



SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)
Board of Trustees Meetings 2026-2027

DATE	MEETINGS	START TIME
August 24 (<i>Tentative</i>)	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
September 21	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
October 5	Trustee Meetings (closed)	1:00 p.m.
<i>Hudson's Hope (Camp Cameron)</i>	<i>Regular (Public) Committee of the Whole Meeting</i>	2:30 p.m.
October 19	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
November 2	Trustee Meetings (closed)	1:00 p.m.
<i>(Bert Ambrose Elementary)</i>	<i>Regular (Public) Committee of the Whole Meeting</i>	2:30 p.m.
November 16	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
December 7	Trustee Meetings (closed)	1:00 p.m.
<i>(Taylor Elementary)</i>	<i>Regular (Public) Committee of the Whole Meeting</i>	2:30 p.m.
December 14	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
<i>Christmas Vacation: December 21, 2026 – January 1, 2027; Schools re-open January 4, 2027</i>		
January 4	Trustee Meetings (closed)	1:00 p.m.
<i>(Board Office)</i>	<i>Regular (Public) Committee of the Whole Meeting</i>	2:30 p.m.
January 18	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
February 1	Trustee Meetings (closed)	1:00 p.m.
<i>(Anne Roberts Young Elementary)</i>	<i>Regular (Public) Committee of the Whole Meeting</i>	2:30 p.m.
February 16 (<i>Tues</i>)	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
March 1	Trustee Meetings (closed)	1:00 p.m.
<i>(Ecole Central Elementary)</i>	<i>Regular (Public) Committee of the Whole Meeting</i>	2:30 p.m.
March 8	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
<i>Spring Vacation: March 15 – March 25, 2027; Schools re-open March 30, 2027</i>		
April 5	Trustee Meetings (closed)	1:00 dp.m.
<i>(CM Finch Elementary)</i>	<i>Regular (Public) Committee of the Whole Meeting</i>	2:30 p.m.
April 19	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
May 3	Trustee Meetings (closed)	1:00 p.m.
<i>(Margaret Ma Murray Community School)</i>	<i>Regular (Public) Committee of the Whole Meeting</i>	2:30 p.m.
May 17	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.
June 7	Trustee Meetings (closed)	1:00 p.m.
<i>(Facilities)</i>	<i>Regular (Public) Committee of the Whole Meeting</i>	2:30 p.m.
June 21	<i>Regular (Public) Board Meeting</i> In-Camera Board Meeting	5:30 p.m. Following Regular Mtg.

Regular Board Meetings - held the third Monday of each month, with the above noted exceptions because of statutory holidays and holiday breaks. All Regular Board Meetings will be held at School Board Office.

OPERATIONS UPDATE

April 7, 2026



Facilities (Custodial, Projects, Compliance, Security)

- Spring cleaning – Organizing – Disposal – Purging
- Organizing Summer work
- Plumber - Justin gave notice – Last day May 1
- Mechanic - Eric is coming back – May 4th
- Criteria for when to exit the building
- NH contacted for water protocols for Buick
- Failed but shouldn't have been tested
- Invoice PDF and digital signature; add a drop folder
- Alli to do all of the transportation absences
- identified exits that are not openable – frost heaves, etc. - will identify and mitigate
- Ma Murray – access to ledge on 2nd floor by student – mitigated
- Preventative Maintenance program in implementation
- Assessing supplies mgmt processes
- Working on asset mgmt
- New carpenter started – Carl – so far so good
- 101 demo starts today
- Presenting options on Indigenous classroom and AH canteen
- BC bid: Bert Ambrose project (hvac)
- BB music room. tried several options – in flux – ongoing testing
- Workplace hazards database – need to verify roles and responsibilities with H&S will follow up
- Grounds water – CL water going into gym – BB culvert issues – Facilities warehouse damage – Duncan Cran playground
-

Health, Safety & Wellness

- Gas leaks around/in school – Protocol
- Process for Cigarette Smoking protocols for employees
- Can't smoke on school property
- Tobacco and vape products control act
- All school district property
- 24/7 even when not in session
- Signage??!!
- Diarize Emergency preparedness annual send out via MyEd.
- 4 page document for parents;
- Send out in September and ??? (second date)
- 4 incidents last week
- SUV near miss with bus?
- Oven left on at NPSS -
- Needs to be shut off – Hasheel will follow-up
- Minor incident at NPSS – moving stuff off shelf

- Plumber got zapped – no electrician present
- Hearing tests
- Allie would take care of hearing test bookings
- 2 trucks coming in on April 27
- Emergency lighting – have been put into work order system
- Have communicated need to update first aid kits to admin.
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Technology

- Hudson's Hope analog phone was converted to VoIP on April 16.
- Prespatou VoIP pre-installation was successfully completed on April 21.
- 3-year renewal of the D-Link license was applied to 54 wireless access points.
- District Computer Support Worker—Summer Casual Job Posting.
- Two summer students
- Telus outage
- The outage that occurred on February 26 was not caused by Telus; it was caused by the truck ripping down the lines. "A TELUS spokesperson, in a written statement, told *Energeticcity.ca*: "Thursday morning around 10 a.m. PT, a trucking company hauling an oversized load tore down our **fibre** and **copper** lines, disrupting internet, home phone, TV and wireless services for some of our customers throughout Chetwynd and Hudson's Hope."
- Rural Phone options
- **VOIP/Internet + Cell Phone backup (current plan)**
- VOIP/Internet + Cell Phone + Fax line (if present) with an [analogue phone to swap if needed](#) – added cost and copper/analogue line will go away eventually
- VOIP/Internet + Cell Phone + Starlink (backup internet but not 911 without firewall changes) – added cost
- VOIP/Internet + Cell Phone + Spot/Garmin satellite device – upfront device cost (\$300-800), and \$20+/mo
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Transportation

