

School District #60 (Peace River North)
Committee of the Whole
Regular Meeting
Monday, June 1, 2026 @ 2:30 p.m.
Buick Creek Elementary
AGENDA

Education

1. **Education Update**

Stephen Petrucci, Superintendent

Framework Presentations (Attachments)

a) Buick Creek Elementary
Sean Thomas - Principal

b) FESL Review (Attachments)
Margaret Ma Murray Community School
Keith MacGillivray – Principal / Kimberley Asai – Vice Principal

Governance

1. **Board Meeting Follow Up Questions/Discussion**

Helen Gilbert, Board Chair

Operations

1. **Operations Report (Attachment)**

Angela Telford, Secretary-Treasurer



Framework for Enhancing Student Learning

Buick Creek School 2025-2029

Updated October 2025

Buick Creek School is:

- A place where students feel safe and welcome and are actively engaged in academic as well as personal learning.
- A technology-rich educational community where students, teachers, support staff and parents work together to learn and grow.
- An inclusive school that encourages and celebrates personal responsibility for both learning and social interaction within the school community and beyond.

The core values that Buick Creek School subscribes to are:

**Respect ~ Compassion ~ Honesty
Responsibility ~ Relationships ~ Community**

Goal 1: Increase Literacy Rates

Goal 2: Improve Student Engagement in the 'At Home' Blended Learning Portion of the Buick Creek School Program



Introduction

Buick Creek School is a small rural school located 73km north of Fort St. John. Current enrollment is approximately 28 students from Kindergarten to Grade 8 with room to accommodate Grade 9. The school utilizes a blended learning model whereby mathematics instruction is delivered by teachers from the Key Learning Centre, in Fort St. John, for Grades 4 to 9. Other core academics and electives are delivered by teachers directly at Buick Creek School. The Primary program (Gr. K-3) is delivered entirely through direct instruction by a teacher at Buick Creek School. Fridays are reserved for home-learning under the blended model with teachers providing work and/or online support to students remotely. The onsite teachers are supported by 1 EA working with students at all grade levels. Educational technology



Students working on their digital assignment



Students working with JollyPhonics at stations.

plays a very significant role in student learning under the Buick Creek Blended model, and it is leveraged to provide consistency in learning environments as students transition between home learning and in-school learning. Hardware such as iPads, PC desktops, classroom smart-displays and stylus-tablets coupled with software such as Mathletics, JollyPhonics, RazKids, Gizmos and others are the tools teachers and students leverage to make learning not only possible but successful in this unique delivery model. The use of this technology allows KLC to support the student's academic diversity more seamlessly in mixed grade classes from 4-9. The current state of the Buick Creek Blended model is the result of several years of development from the initial parent-volunteer traditional distributed learning to a full core academic support from KLC to the current school-based teacher-directed, EA supported multi-grade multi-modal thematic model. Significant input from the community has helped ensure that this model better functions within the cadence of the rural/agricultural needs of the area.

the result of several years of development from the initial parent-volunteer traditional distributed learning to a full core academic support from KLC to the current school-based teacher-directed, EA supported multi-grade multi-modal thematic model. Significant input from the community has helped ensure that this model better functions within the cadence of the rural/agricultural needs of the area.



Badminton at Buick School! Gym time is always appreciated!



Framework Development Process

Administration, teachers, support staff, students and community members make up the stakeholders at Buick Creek School. Through consultation with stakeholders, goals are set and methods of gathering evidence are established. Formal annual review occurs in September each year as well as informal review opportunities throughout the year as stakeholders meet. Framework presentations to the School Board occur annually.

What the Evidence Told Us



Project Based Learning is an integral part the program.

The KLC/Buick Creek School alliance began in 2019/2020 as a parent-directed Distributed Learning delivery model. The parents at Buick Creek elected to hire two of the parents to act as support for the program and the students worked together from the Buick Creek Arena under their direction with instruction and assessment being provided by the Key Learning Centre in a modified Distributed Delivery style. Anecdotally parents reported substantial growth in both literacy and numeracy across all grade levels. More importantly, perhaps, were the reports that their students liked going to school and were excited about learning! The Buick Creek Blended Program ran officially for the first time during the 2020/2021 school year. Staffing concerns and a functional review of the effectiveness of the KLC Hybrid delivery model indicated a need for changes to be made to the teacher staffing model. Efforts have been made to hire teachers local to Buick Creek in the hopes of establishing continuity in curricular delivery as well as assessment. Significant effort was put forward in the logistic development of the program as well as in the establishment and growth of a sense of community. During the course of the year informal assessment by teachers also indicated a consistent improvement in reading, writing, mathematic capacity and engagement, however, it was noted that much work was still needed to ensure continued improvement in the future. An improved focus on data-gathering in support of educational goals will be practiced as the program matures. Focused participation in Provincial Assessment and District Assessment programs in Literacy and Numeracy are a priority for this and coming years.

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Students connect to KLC for instruction via the internet. Instruction is a blend of in-class and online.



Focus

A focused multi-partner approach to measurably improve reading participation and literacy levels.

Goal 1: Increase Literacy Rates

Objective 1.1: Improve student scores on district literacy assessments

Key Strategies

- Use SD73 Reading Assessment tool for Grades 4 – 9
- Utilize PM benchmarks for Kindergarten – Grade 3
- Practice buddy-reading, silent reading and in-class reading strategies
- Utilize Heggerty and 'Words Their Way' programs for all students from Gr. K-9



Primary students working on Words Their Way



Digital tools such as Mathletics, Heggerty, JollyPhonics, RazKids and Epic are used to support student learning in the Blended Learning Program

Targets

- All students will improve literacy scores by at least one grade level by June 2029.
- 'Shoot for the Moon' – all students are reading at or above grade level by June 2026.

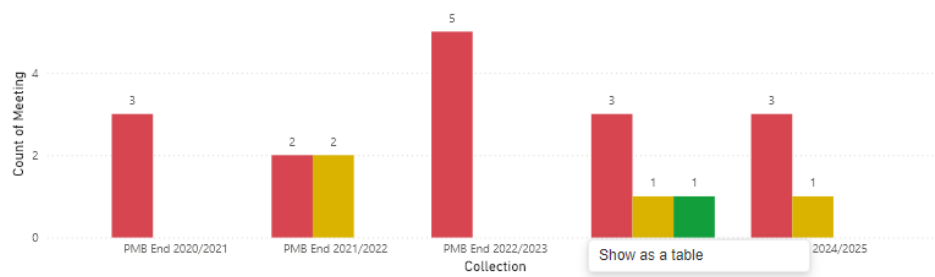
Targeted Resources

- Part-time engagement of EA support specifically targeted towards assisting teachers with ongoing literacy assessment (informal) and literacy improvement strategies.
- Specific focus on improving home reading to support skills learned in class.
- Improve access to print and digital media specifically for reading development both in school and at home.



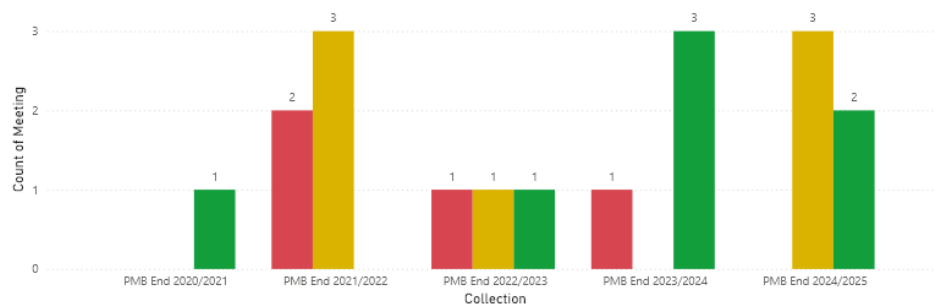
Reading Grade 1 - PM Benchmark

Meeting ● Emerging ● Developing ● Proficient/Extending



Reading Grade 2 - PM Benchmark

Meeting ● Emerging ● Developing ● Proficient/Extending



Number of Schools in Data

1

Collection: Multiple selections

School: Buick Creek Elem-Jr Secondary

Indigenous Ancestry: All

Sp. Ed. Designation: All

Gender: All

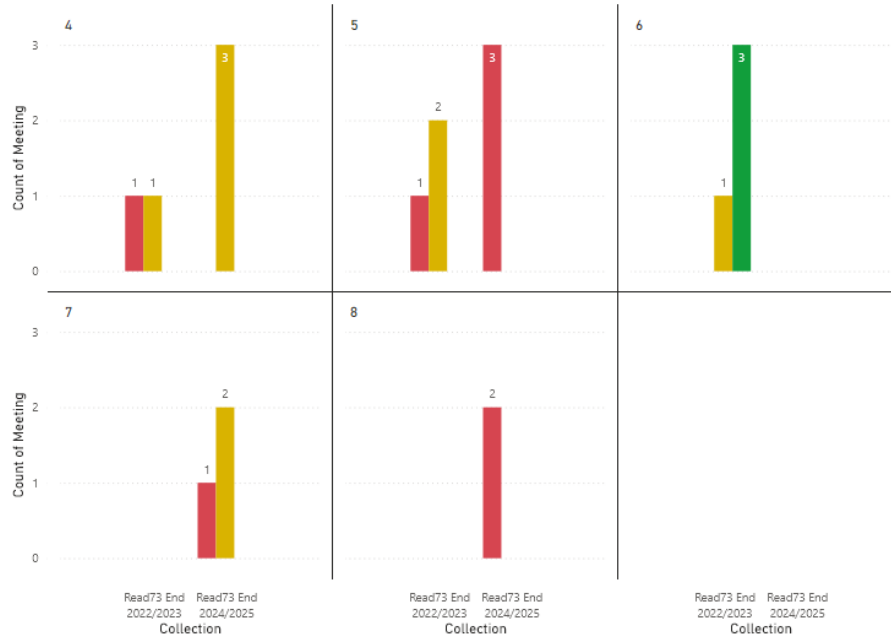
ELL: All

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 4-9 - READ73

Meeting ● Emerging ● Developing ● Proficient



Number of Schools in Data

1

Collection: Multiple selections

School: Buick Creek Elem-Jr Secondary

Indigenous Ancestry: All

Sp. Ed. Designation: All

Gender: All

Ever ELL: All

READ73

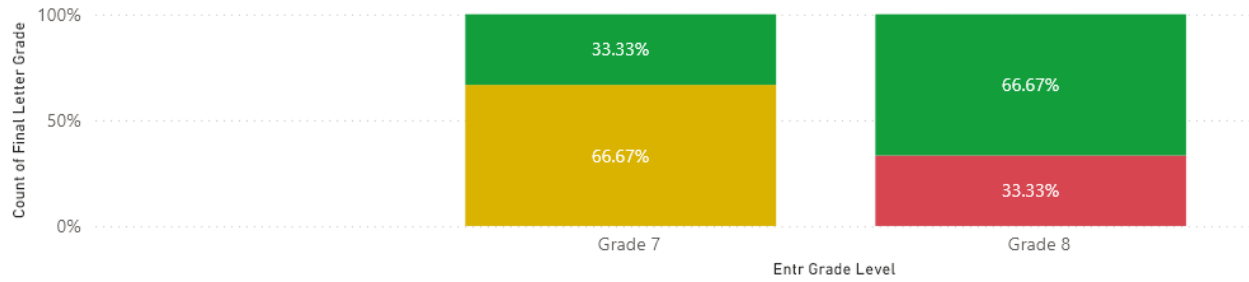
READ73 assessment has been developed by SD73 and is used in SD60 in Grades 4-9.

Level 1 or a lower than grade level assessment is Emerging, 2 is Developing, 3 is Proficient, and 4 is Extending.



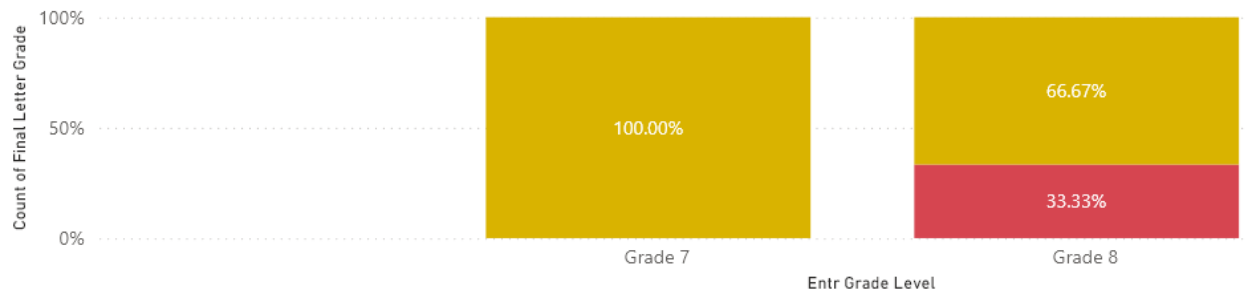
All Students - Mark Distribution - English Language Arts

Final Letter Grade ● EMG ● DEV ● PRF



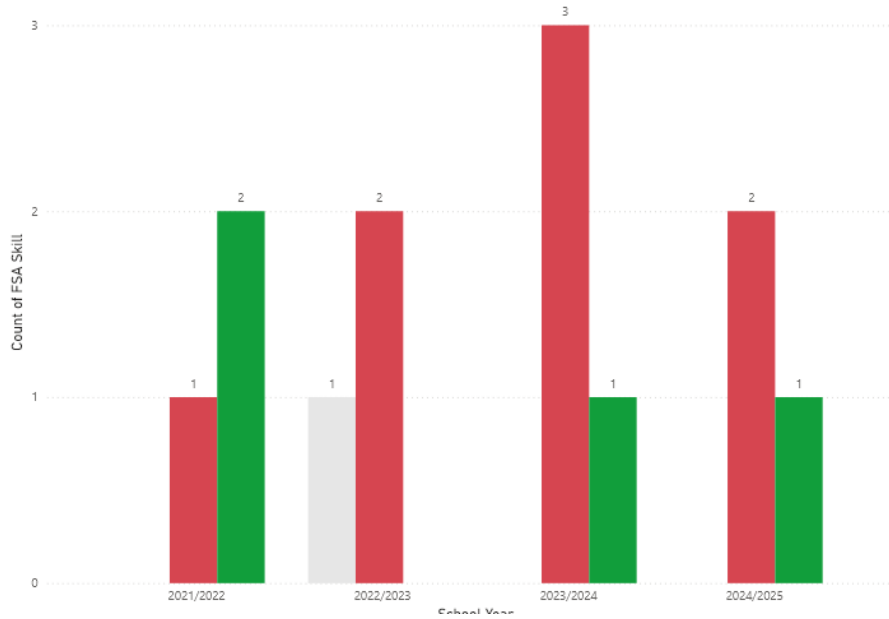
All Students - Mark Distribution - Mathematics

Final Letter Grade ● EMG ● DEV



FSA Skill by School Year and FSA Result - ALL Students

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



School Name: Buick Creek Elementary

FSA Skill: Literacy Numeracy

Grade: 4 7

School Year: Multiple selections

Special Need: All

Aboriginal: All

BAND_RESIDENCY_STATUS: All

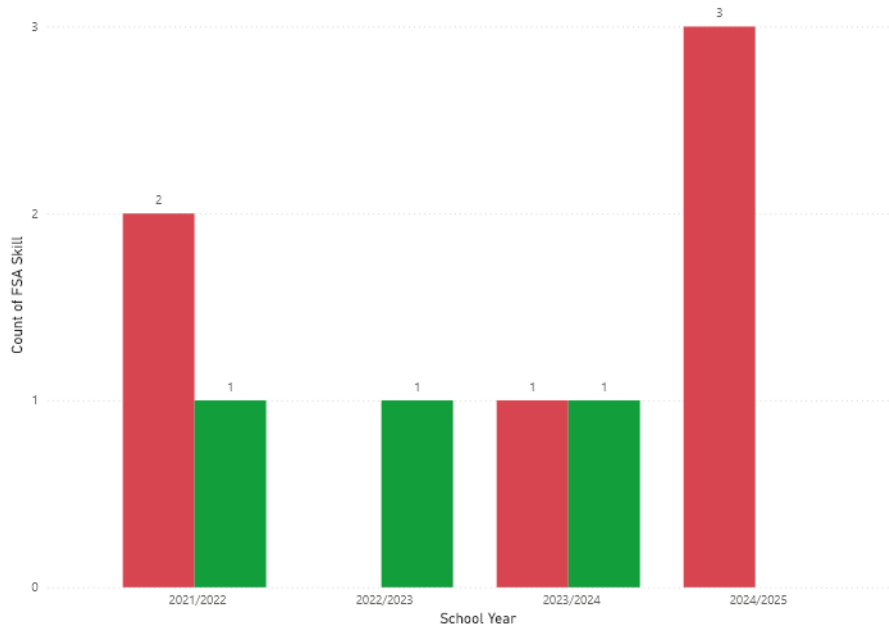
ELL: All

Gender: All

French Immersion: All

FSA Skill by School Year and FSA Result - ALL Students

FSA Result ● 1-EMERGING ● 2-3 ON TRACK



School Name: Buick Creek Elementary

FSA Skill: Literacy Numeracy

Grade: 4 7

School Year: Multiple selections

Special Need: All

Aboriginal: All

BAND_RESIDENCY_STATUS: All

ELL: All

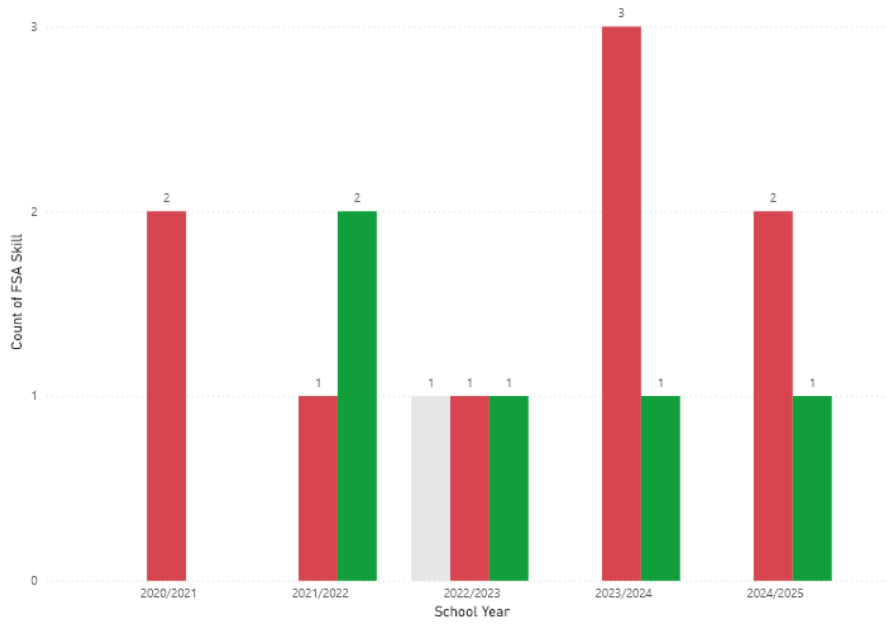
Gender: All

French Immersion: All



FSA Skill by School Year and FSA Result - ALL Students

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



School Name: Buick Creek Elementary

FSA Skill: Literacy Numeracy

Grade: 4 7

School Year: Multiple selections

Special Need: All

Aboriginal: All

BAND_RESIDENCY_STATUS: All

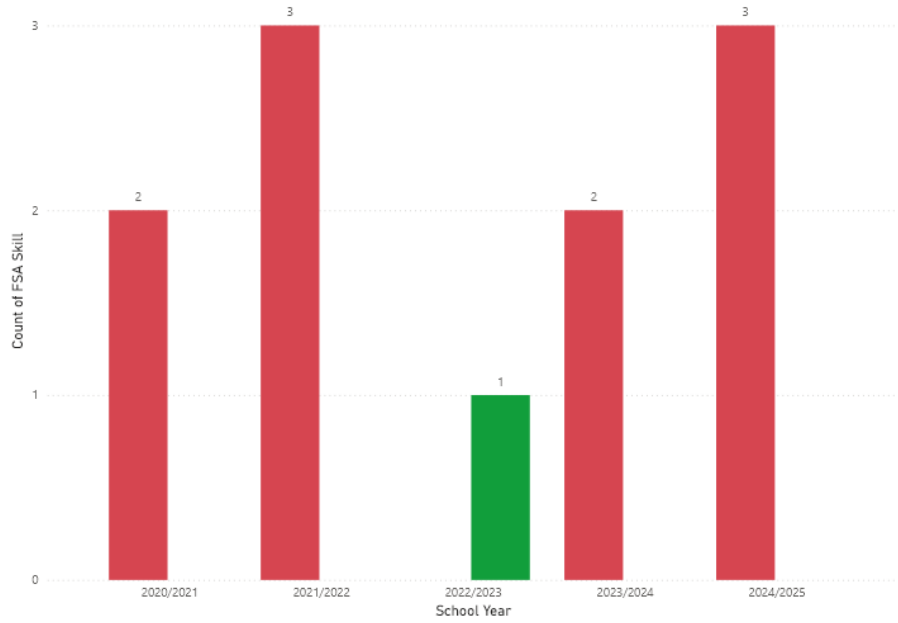
ELL: All

Gender: All

French Immersion: All

FSA Skill by School Year and FSA Result - ALL Students

FSA Result ● 1-EMERGING ● 2-3 ON TRACK



School Name: Buick Creek Elementary

FSA Skill: Literacy Numeracy

Grade: 4 7

School Year: Multiple selections

Special Need: All

Aboriginal: All

BAND_RESIDENCY_STATUS: All

ELL: All

Gender: All

French Immersion: All



Objective 1.2: Increase student and parent engagement in home-reading activities

Key Strategies



Students working with Joy Hanna using Literacy Support on the projector.

- Communicate regularly with parents to celebrate the *reading-at-home* program
- Measure and assess home-reading (data gathering)
- Celebrate successes in class (prizes)
- Formalize a tracking tool to measure home reading participation
- Tracking (Back and Forth) form indicating Title read, # of pages read, time spent reading, summary of read content and parent signature/comment.
- Teacher accounting based upon parent reporting and student comprehension assessment of home reading as well as assessment of reading in class.

Targets

- Parents and students will actively participate in the 'at-home' reading program 5 of 7 days per week as measured by the tracking tool within 6 months of program initiation.
- Ongoing participation levels remain at 5 of 7 days or greater.

Targeted Resources

- Growth of the library at Buick Creek School to include a larger quantity of 'student interest' reading content for all grade levels in both digital and print format.
- Development and implementation of 'Home Reading' tracker.



Goal 2: Improve Student Engagement in the Blended Learning Portion of the Buick Creek School Program

Objective 2.1: Improve student activity levels during the 'at-home' phase of the Blended Learning Program

Key Strategies

- Restructure student practice / extension assignments to be done between Friday and Sunday.
 - Paper and/or digital to accommodate internet availability.
 - Regular checks to ensure that home access to learning takes place.
- Encourage and check for home reading taking place during the 'at-home' phase.
- Utilize Project Based Learning (PBL) strategies to make the 'at-home' activities more relevant to the student's home experience.
- Ensure activities are tied between curricular goals and student interest at home.

Targets

- Student check-in during the Friday 'at-home' phase improves to 80%.
- Completion of assigned practice work done during the 'at-home' phase improves to 80%

Targeted Resources

- Development and implementation of a daily 'Home Communication' book.
- Tracking tool for student participation rates in the Blended Learning portion of the Buick Creek School Program



Students working together to solve problems.



Objective 2.2: Improve parent involvement at all stages of the Blended Learning Program

Key Strategies

- The use of Google Forms (and/or paper agendas) as a communication tool between the classroom and the parent.
 - Require parent signature or email for assignment completion verification.
- Restructure assignment / extension activities to include parent involvement.
 - Address home-life scenarios within the assignments and activities.

Targets

- Bidirectional parent communication (email, telephone or agenda) to occur a minimum of twice weekly.

Targeted Resources

- Development and implementation of a daily 'Home Communication' book.
- Teacher tracking tool for 'Home Communication' participation by parents



2025-2026
Margaret Ma Murray Community School
Framework for Enhancing School Learning



Vision Statement

At Margaret Ma Murray Community School, our vision is to create a welcoming and nurturing community that will provide creative, hands-on learning experiences. Students are empowered to become kind, inclusive, responsible, and curious lifelong learners.

Mission Statement

We are a caring community. We create, we learn, we collaborate!

Our Core Values:

- Kindness
- Responsibility
- Curiosity
- Perseverance
- Acceptance

Truth & Reconciliation

We recognize that we live and learn on the traditional territory of the Dane-zaa within Treaty 8, the only numbered Treaty in British Columbia. We will focus on building strong connections with local Indigenous communities and integrating Indigenous knowledge and culture into learning and the school community. All Indigenous students need to feel that they are valued and respected.

Our work continues on Truth & Reconciliation through our Local Education Agreements (LEAs) with the Doig River First Nation, Halfway River First Nation, and Blueberry River First Nations, our Indigenous-focused grad courses and our curriculum development initiatives. This work is integrated into all aspects of our school planning. Our long established Indigenous Education Council is a further connection to local First Nations and local Métis, Cree, and other Indigenous people.

Our School Context

Margaret Ma Murray Community School is the home of the “Firebirds”. First opened in 2018, the school is named after Margaret Ma Murray, the co-founder and editor of the Alaska Highway Newspaper. At the heart of the school is the Bella Yahey Gathering Space. This is named after Bella Yahey, an elder from the Blueberry River First Nations. Bella was known for her kind and nurturing nature. She was the keeper of the traditional stories and had a prominent role as the educator in her community.

At Margaret Ma Murray Community School, we strive to be H.E.R.O.s, “ordinary people doing extraordinary things for others”. We live this every day by being:

- Honest in our words and actions
- Empathic in how we listen, support, and care for one another
- Responsible in our choices and commitments
- Open-minded in embracing new ideas and diverse perspectives

Our current enrollment for the 2025-2026 school year is 326 students, which includes 59 students who have a Ministry designation. Currently, we have 83 (25.5%) of our students who self-identify as Indigenous Learners and 98 (30%) of our students are designated as English Language Learners.



Our Staff

Principal & Vice-Principal

Classroom Teachers: 15 across 14 divisions

Prep Teachers: 2

Inclusive Support:

- 1.0 FTE Learning Assistance Teacher (LAT)
- 1.0 FTE Resource Teacher

- 1.2 FTE ELL Teacher
- 0.4 FTE Reading Recovery Teacher

Support Staff:

- Administrative Assistant
- 24 Educational Assistants (EAs)
- 1 Social-Emotional EA School-Wide
- Full-time Indigenous Student Support Worker (ISSW)
- Settlement Worker in Schools (SWIS) – 10 hours/week
- School Meals Coordinator
- 3 Custodians

Our Learning Environment

The school's physical design supports collaboration, creativity, and community-building:

- Learning Pods, breakout rooms, and teacher collaboration spaces foster flexible groupings and shared learning experiences.
- Open-concept design features include the Learning Commons (library), Bella Yahey Gathering Space, gym, and music room—spaces that encourage cross-grade interaction, inquiry-based learning, and collaborative planning.

Our Community Connections

We actively build bridges between school and community through:

- Partnerships with the YMCA and other local organizations
- Use of walking trails and outdoor spaces for experiential learning
- Participation in the District Grade 6 Band Program
- Engagement with community user groups that enrich student experiences and broaden our connections beyond the classroom.



Goal 1: Establish Social-Emotional Learning (SEL) as being a foundational practice to wellness and student achievement at Margaret Ma Murray Community School.

Objectives

To fully implement social-emotional learning (SEL) programs and practices into the classroom setting, and embrace practices school-wide with the target of increasing student wellness and overall student achievement from grades kindergarten to grade six.

To foster and celebrate a healthy school community where everyone feels safe, respected, welcome and accepted.

Students at our school will develop the SEL competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making to build positive relationships, manage emotions, and make caring, respectful choices within their school and with extensions to the community.



Key Strategies

- District SEL Counsellor and SEL Social Worker.
- School Wide SEL Educational Assistant 25 hours per week.
- Our CORE team meets every Wednesday
- Annual MDI Data - Middle Years Development Instrument

- Staff have access to SEL resources. Implementation of programs such as Zones of Regulation and Mind-up, and visual inclusive supports such as ‘zones’ posters and feeling charts are visible in the learning environment.
 - Emotions Check-ins: Use daily feelings chart or mood meter
 - Mindful Moments: Short breathing or mindfulness breaks
 - Recognize feelings, strengths, and personal values.
 - Integrate SEL into daily classroom routines and school-wide activities (greetings, reflections, transitions).
- Engagement in professional development sessions to teachers to inform about quality, age-appropriate and research-based programs intended to be taught to students in classrooms
- Staff are supported by District Counsellors and SEL Specialists to increase their confidence in their ability to facilitate SEL programs and practices independently
- Staff commitment to model the CASEL SEL competencies consistently — students learn by observing and inspiring staff.
- School-wide recognition of the growth of SEL through teaching the virtues of our core values and celebration with our FIREBIRD Coin in our school-wide assemblies. These competencies are embedded in the InSight behaviour tracking management system and reflected in our school wide SEL matrix - H.E.R.O.



Indicators

At Margaret Ma Murray Community School, success in this goal is evident when students, staff, and the school community demonstrate growth in emotional intelligence, relationships, and overall well-being.

Students: Recognize and manage emotions, show empathy, build positive relationships, make responsible choices, and demonstrate improved behavior and engagement. Connections made to our school-wide SEL matrix- H.E.R.O

Classrooms: Foster safe, inclusive, and respectful environments where SEL routines (like check-ins and Zones of Regulation) are part of daily practice.


School Climate: Shows fewer behavioral incidents, higher attendance, and stronger connections among students and staff, and to the overall school community at Margaret Ma Murray Community School.

Staff: Model SEL skills, feel confident supporting student well-being, and collaborate on consistent SEL practices.

Data: Surveys, specifically MDI, behavior records entered into INSight, and feedback indicate improved emotional regulation, relationships, and school connectedness over time.

Overall, success in our Social-Emotional Learning goal at Margaret Ma Murray Community School means students feel safe, connected, and capable—academically, socially, and emotionally. Annual school planning day review of the Middle Years Development Instrument is an indicator on our progress and future directions.

Figure 1.A. H.E.R.O School-Wide SEL/Positive Behaviour Matrix

 Margaret Ma Murray Community School School Wide Expectations and Behaviour Matrix A H.E.R.O. is an ordinary person doing extraordinary things.				
	Inside	Outside	Bathrooms	Technology
H Honest	<ul style="list-style-type: none"> I tell the truth. I do my best. I respect all property. I admit and correct my mistakes. 	<ul style="list-style-type: none"> I stay where adults are supervising. I tell the truth. I am fair. 	<ul style="list-style-type: none"> I use my own stall. I clean up after myself. I use the bathroom appropriately. I report problems right away. 	<ul style="list-style-type: none"> I use technology appropriately. I am safe when I use the internet. I only use approved devices at school.
E Empathetic	<ul style="list-style-type: none"> I am kind, helpful and understanding. I respect the learning environment of others. I use kind words. 	<ul style="list-style-type: none"> I am an Upstander. I include others. I care for the environment. I am kind, helpful and understanding. 	<ul style="list-style-type: none"> I give people their privacy. I share the space properly. 	<ul style="list-style-type: none"> I offer help to others. I report cyber bullying. I am kind and understanding to other users.
R Responsible	<ul style="list-style-type: none"> I keep my hands and feet to myself. I am where I should be. I stay organized and tidy my space. I work together with others. 	<ul style="list-style-type: none"> I play and learn safely. I use equipment properly. I listen and follow directions. I come in when the bell rings. 	<ul style="list-style-type: none"> I wait my turn. I clean up after myself. I flush the toilet and wash my hands. I am timely. 	<ul style="list-style-type: none"> I know using technology is a privilege. I stay on task. I take care of all school devices.
O Open-Minded	<ul style="list-style-type: none"> I embrace challenges and take risks. I learn about other people and cultures. I accept that others learn in different ways. 	<ul style="list-style-type: none"> I am open to new things. I seek out new friends. 	<ul style="list-style-type: none"> I give others privacy. I accept that everyone needs to use the washroom. 	<ul style="list-style-type: none"> I try new technology to complete my work. I share technology.

H.E.R.O.s join forces for the greater good!

Figure 1.B. MDI - School Experiences Data

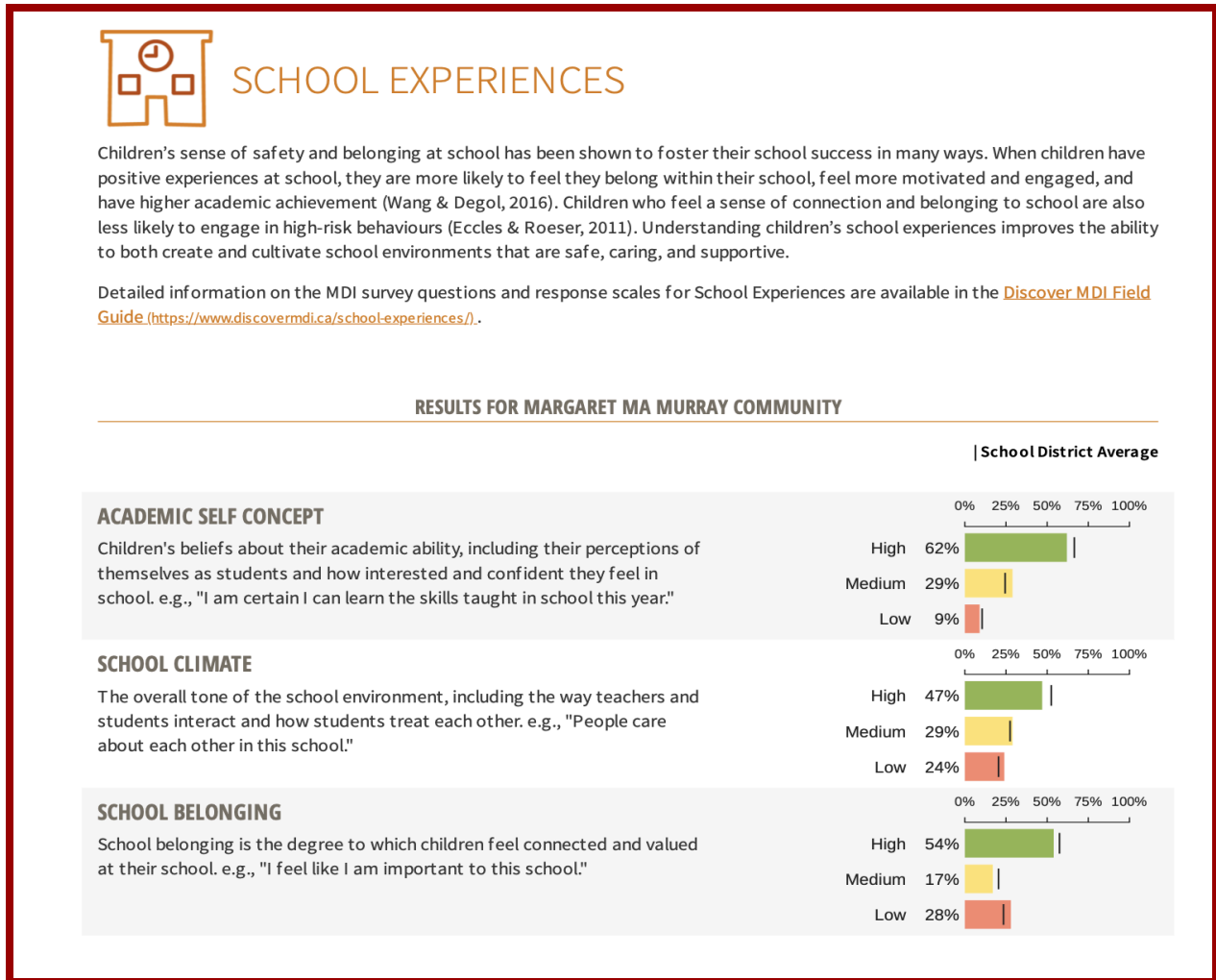


Figure 1.C. MDI - Gr. 5 Student Responses - Three Year Trend, Section A

MDI SCHOOL SPECIFIC DATA SUMMARY GRADE 5	# of Children	Language at home "English"	Language home all other combined	Well-Being Thriving	Well-Being Medium	Well-Being Low	Assets Adult Relationships	Assets Peer Relationships	Assets Out-of-School Activities	Assets Nutrition & Sleep
Margaret Ma Murray 2024/25 *Gr 5	46	84%	43%	14%	49%	37%	79%	75%	89%	55%
Margaret Ma Murray 2023/24 *Gr 5	46	96%	25%	28%	31%	42%	87%	80%	90%	57%
Margaret Ma Murray 2022/23 *Gr 5	40	95%	42%	30%	27%	43%	76%	73%	84%	63%

Figure 1.D. MDI - Gr. 5 Student Responses - Three Year Trend, Section B

MDI SCHOOL SPECIFIC DATA SUMMARY GRADE 5	# of Children	Eating Breakfast 5+ Times a Week	Talk to adult at school if feeling sad, stressed or worried	Connectedness with adults at school - High	Connectedness with adults at home - High	Number of Important Adults at School 2 or more	Number of Important Adults at School - None	Peer Belonging - High	Friendship Intimacy - High
Margaret Ma Murray 2024/25 *Gr 5	46	73%	23%	56%	74%	57%	30%	53%	76%
Margaret Ma Murray 2023/24 *Gr 5	46	69%	37%	59%	73%	60%	26%	43%	77%
Margaret Ma Murray 2022/23 *Gr 5	40	79%	30%	60%	82%	67%	30%	55%	72%

Goal 2: To foster academic growth in literacy and numeracy by cultivating deeper understanding and active engagement in learning.

2.1 Numeracy Objectives

To strengthen foundational numeracy skills and deepen conceptual understanding across all grade levels, and see an increase in the number of students who are on track or extending on the FSA.

Key Strategies

- School-wide numeracy focus through monthly activities or problems of the month
- Mathology implementation with emphasis on primary classrooms
- Ongoing collaboration with district numeracy coaches to support instructional practice
- Fact Fluency Program for Grades 2–6 to strengthen foundational skills
- Thinking Classrooms to promote student-centered, inquiry-based math learning
- Use of Mathletics to build fluency and engagement



Indicators

FSA Results: Increase in the number of students who are On Track or Extending.

District Numeracy Assessment (MAP): Growth in the percentage of students achieving proficient or extending levels.

Summary of Learning Proficiency Levels: Increase in students demonstrating proficient or extending achievement.

Data Analysis

Final numeracy marks for the 2024-25 school year reflect strong overall performance in early primary classrooms. The lower proficiency rates in grades 3-6 highlight the need to place greater emphasis on supporting long-term growth in conceptual understanding. There is a declining trend in the number of students achieving on track levels on the FSA. This suggests a need to focus on developing numeracy understanding that is both deep and transferable.

Figure 2.A. 2024-2025 Final Marks - Mathematics

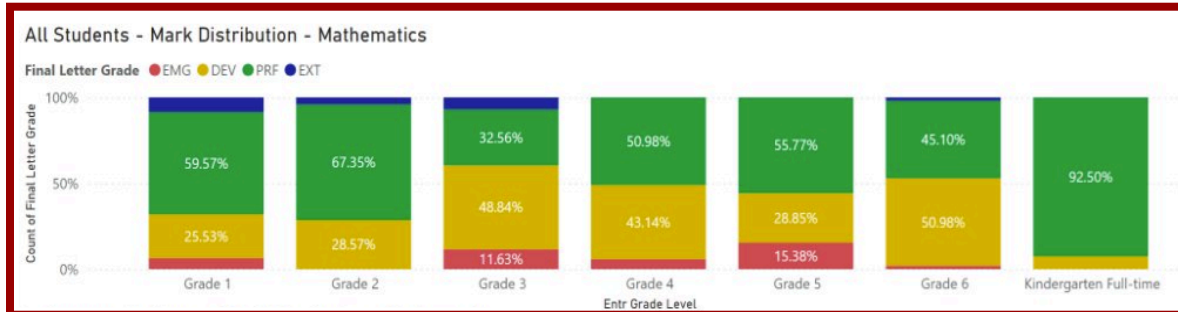
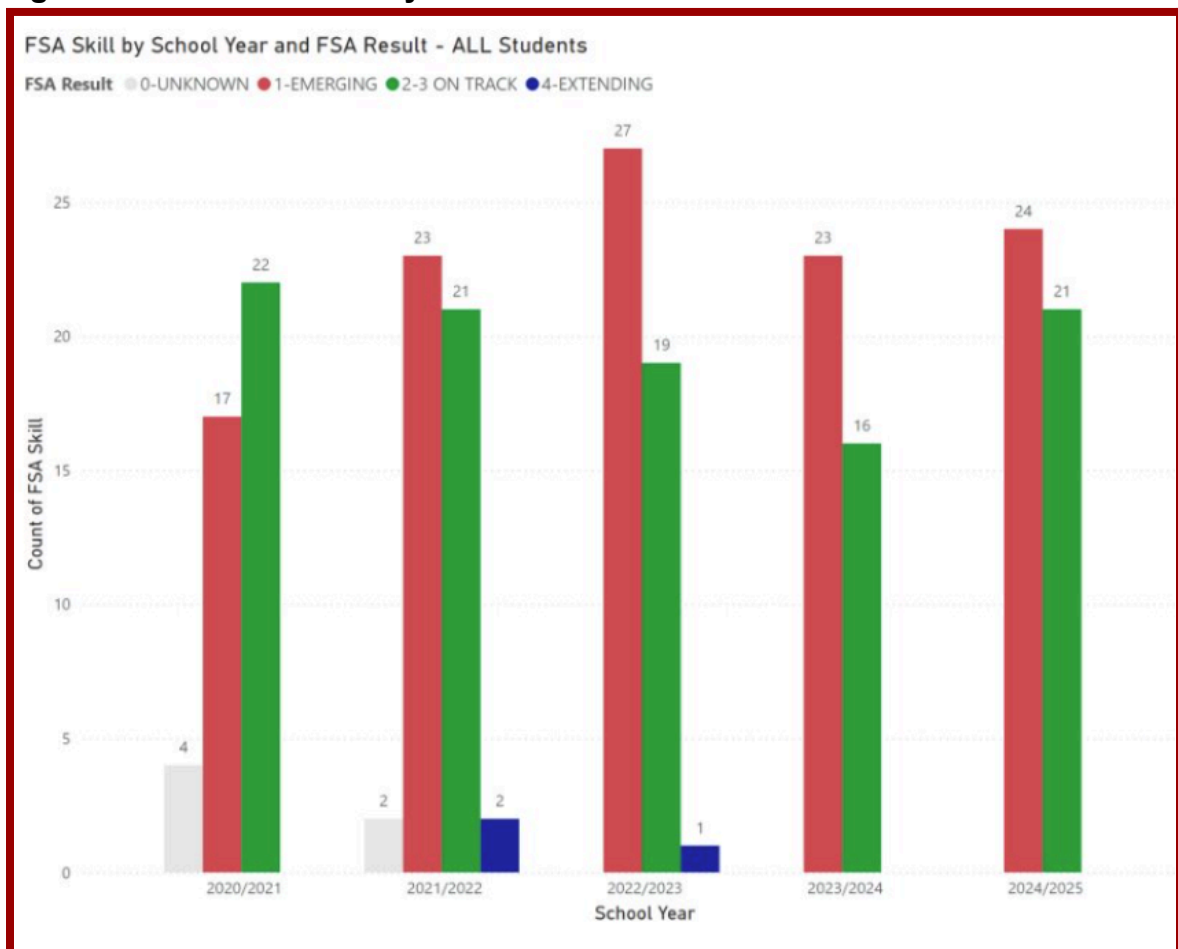


Figure 2.B. FSA - Numeracy - Grade 4



2.2 Literacy Objectives

To foster literacy growth through targeted instruction, inclusive practices, and increased student engagement, and see a rise in the percentage of students achieving proficient or extending levels in summaries of learning.

Key Strategies

- Jolly Phonics and Heggerty Phonemic Awareness programs to build foundational decoding skills
- Home Reading Program to encourage daily practice and family engagement
- Literature Circles to promote collaborative reading, discussion, and deeper understanding
- Great Leaps Program as a targeted reading intervention for intermediate students
- Reading Recovery to provide intensive early literacy support
- SMART Learning Lessons to support metacognition, comprehension, and critical thinking
- Mentorship and Coaching to build instructional capacity and support literacy-focused teaching practices



Indicators

Summary of Learning Proficiency Levels: Increase in the percentage of students demonstrating proficient or extending levels.

FSA Results: Increase in the number of students who are on track or extending.

QCA: Evidence of growth in reading comprehension, fluency, and written expression.

READ 73 & PM Benchmarks: Improved reading levels and fluency rates across all grade levels, with a focus on early intervention and sustained progress.

Data Analysis

Final marks for the 2024-25 school year reflect strong foundational literacy skills in early primary classrooms. However, there is a noticeable discrepancy between the grade 4 final marks and FSA results, with more students achieving on track on the FSA than those assessed as proficient in the classroom. This suggests a need to focus on classroom engagement and student ownership of learning.

Figure 2.C. 2024-2025 Final Marks - Literacy

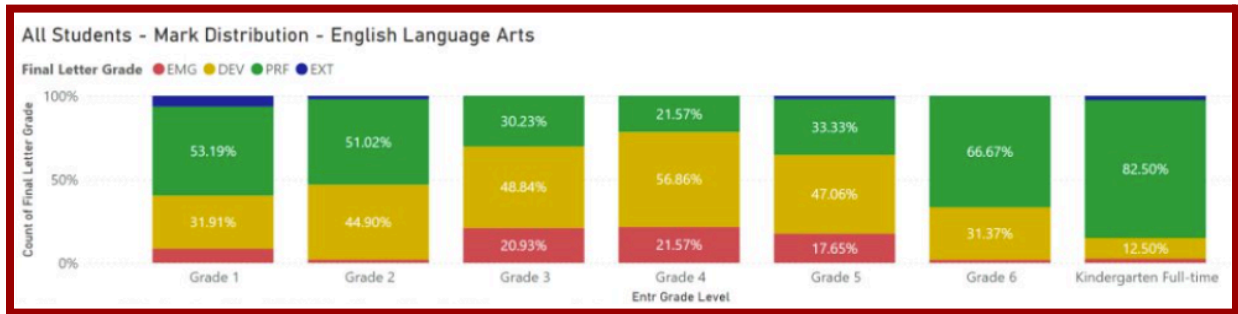
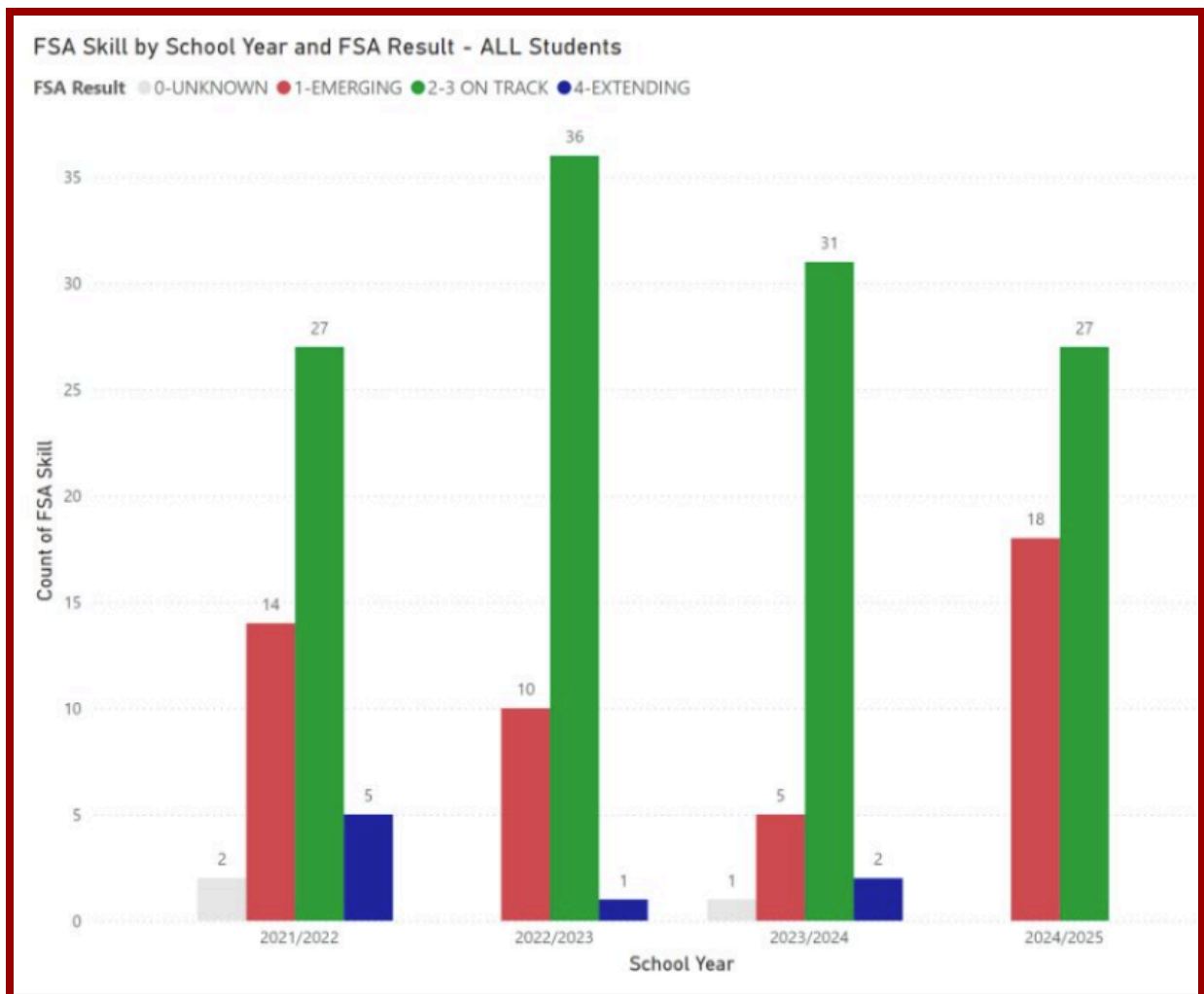


Figure 2.D. FSA Literacy - Grade 4



Goal 3: Increase the integration of Literacy, Numeracy, and Core Competencies within Applied Design Skills & Technology (ADST)

Objectives

To provide a variety of engaging opportunities for students to develop skills in Careers and ADST.

Students will develop the skills required in the future that are important and develop potential and interest in areas of ADST. Through these experiences, students will reach their potential as learners, develop the core competencies, and an innovation mindset.

Through instruction, to explicitly integrate Numeracy, Literacy and Core Competencies connections for skill development. Students will have the opportunity to have voice and choice in projects, utilize project-based skills, develop critical thinking, learn cooperation and communication skills, engage their curiosity and become aware of their skills and strengths.



Key Strategies

- Spaghetti Bridge- January 2026
- Wooden Car Derby - April 2026
- Marble Mazes

- Xplorefest - May 7, 2026
- Science Fair
- Applied Design Skills & Technology (ADST) Demonstration Kits will be provided to Elementary teachers with a resource to explicitly integrate numeracy, literacy and Core Competencies.
- New ADST lessons and activities to be added to the current bank found on the District Digmore Learning Website.



Indicators

At Margaret Ma Murray Community School, we will continue to expand opportunities in working in collaboration with the district careers department to support student learning and achievement. With this goal in mind, we strive to make progress in the following areas:

- Evidence of transferable skills in cross curricular settings
- Representation of Indigenous perspectives and local contexts in ADST tasks
- Increase the number of students completing passion projects with real-world relevance
- Increase student participation rates in ADST events

Evidence of successful progress in ADST/Careers at Margaret Ma Murray Community School is demonstrated when students think creatively, design purposefully, and apply practical skills to solve real-world problems. Student learning will be evident in the design thinking process with growing independence and confidence. ADST in classrooms will foster collaboration, curiosity, and hands-on learning, where technology and materials are used safely and thoughtfully. Our teachers integrate ADST across the curriculum emphasizing process, problem-solving, and innovation. Overall, MMMCS values creativity, reflection, and a mindset of exploration and continuous improvement.



OPERATIONS UPDATE

June 1, 2026



Facilities (Custodial, Projects, Compliance, Security)

- Ongoing Wonowon site improvements, including crawl space repairs, installation of sound insulation boards in the gymnasium, and a canteen upgrade.
- Robert Ogilvie Child Care project is nearing completion, with substantial completion anticipated by mid-June.
- Bert Bowes Middle School elevator installation is currently underway.
- Bert Bowes Middle School music room renovation: floor demolition is complete; new flooring installation is scheduled to begin within the next two weeks.
- Carbon Neutral reporting for the district has been completed and submitted.
- Upper Halfway roof resurfacing and repairs are progressing well and are approximately 90% complete.
- Ongoing review of joists and flooring issues at the Indigenous Education Building.
- Bert Ambrose HVAC replacement and DDC upgrade contract has been awarded.
- Completion of the Dr. Kearney art room kiln closet fire safety upgrade, ensuring code compliance.
- Accessibility improvements at Bert Bowes and Prespatou schools, including ramp construction and installation of kinetic push-button door systems.
- Ongoing review of building security and door access protocols across sites.
- Planning for summer capital and maintenance projects across all district facilities is underway.

Health, Safety & Wellness

- Participated in an Emergency Response Planning Session in Hudson's Hope, focused on strengthening coordination between the school district and the broader community in the event of an emergency.
- Schools across the district have been completing their annual fire drills to support preparedness and compliance with safety requirements.
- Continued emphasis on site-level emergency procedures and readiness planning across all schools

Technology

- Panorama and core firewall systems were successfully upgraded on May 19, 2026, enhancing network security and performance.
- Buick Creek connectivity upgrade was completed on May 22, with TELUS replacing the on-site router to improve internet reliability.
- Recruitment is underway for a District Library Media Technician, with the successful candidate scheduled to begin September 8.
- A Local Area Network (LAN) Specialist is departing the district; the position will be posted to support continuity of services.
- The team is actively working with PLNet to resolve access issues to government websites, following a significant disruption that impacted connectivity.

Transportation

- Active postings remain open for a Mechanic and additional Spare Drivers to support service continuity
- Seasonal demands for field trips remains high and is being actively managed, despite ongoing driver capacity constraints
- A driver roundtable was held on May 8th, providing an opportunity for engagement and recognition of several significant career milestones
- Ongoing monitoring and preventative maintenance of the vehicle fleet to ensure safety, reliability, and readiness for daily routes and field trip demands.