School District #60 (Peace River North)
Committee of the Whole
Regular Meeting
November 2 @ 2:30 p.m.
AGENDA

Education

1. **Education Update**
   Wade Hart, Superintendent

   Framework Presentations *(Attachments)*

   a) *Bert Ambrose Elementary*
   Melissa Degroot, Administrator

   b) FESL Review
   - Alwin Holland Elementary
   - Baldonnel Elementary

2. **Indigenous Education**
   Carleen Andrews, Director of Instruction

Governance

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

Operations

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

Bert Ambrose Elementary

FESL Presentation
November 2nd, 2026

School Context



Guiding Words: Safe, Respectful, Responsible, and Kind

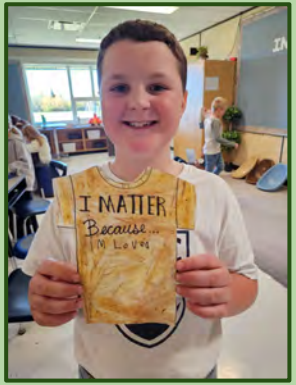
Planning Day

- Day felt positive and productive to staff; new staff members were valued and included
- Conversations were focused on data and observations; all staff in attendance
- High amount of action items that have already been implemented by a variety of staff members
- Two PAC members were able to join for the morning activities











Class Reviews

- Planning pages shared with teachers and support staff on Planning Day
- 1 day TTOC time booked
- Admin, LAT/RT, ELL Teacher, Early Literacy Intervention Teacher, Indigenous Student Support Worker, Counsellor Consultant, and SEL Specialist, along with classroom teachers
- Common Celebrations: Hands on learners, strong peer connections
- Common Stretches/Goals: Student confidence and independence









Goal 1: Human and Social Development

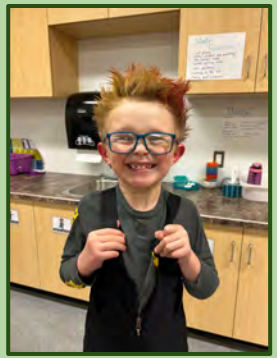
To build a safe, positive, and inclusive school community that acknowledges the importance of social-emotional well-being, belonging, resilience, and perseverance.

- School feels safe, calm, and more positive this year
- Many inclusion champions (staff and students)
- House teams, Spirit Days, and assemblies are bringing the school together
- Attendance is improving, slightly
- Increasing concerns around SEL well-being (staff and students)





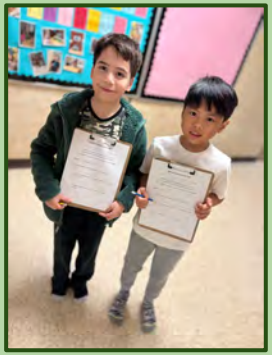




Goal 2: Intellectual Development

To foster a positive attitude towards literacy and numeracy while building skills to increase student achievement.

- Enthusiasm around Early Literacy Intervention teacher and the support it brings to the school
- Literacy fluency and comprehension are not always aligned
- Increased focus and emphasis on home reading program (new system)
- Multi-grade alignment on programs (Mathology, Matific, Heggerty)











Goal 3: Career and Skill Development

To foster an environment that encourages students to approach learning opportunities with a curious, open mind, and a sense of resilience.

- Many of our students are hands-on learners that enjoy STEAM activities
- Students are curious, but are working on having a growth mindset
- Our Maker Room is available but under-utilized. Not all staff know how to use the resources, or items have become outdated









Learning Support Fund

- Staffing has been fairly consistent; EAs are highly skilled and experienced
- More students are coming with intensive and/or undiagnosed needs; wait times and access to assessments are extremely difficult for families
- Other ways to utilize the fund are being explored: Youth Care Worker, SEL teacher; currently majority of the fund is spent on EA support and TTOC time



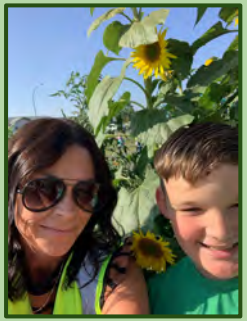




Celebrations

- School wide SpacesEDU pilot; increased staff collaboration
- Strong Indigenous support program that benefits all students
- Strong PAC involvement and high attendance at family events
- Increased student opportunities for leadership opportunities
- School based team is meeting more consistently and purposefully
- Students engage in creative, well-planned learning activities




Next Steps

- Increase “data checks” to more closely monitor literacy progress throughout the year
- Implement Learning Resource Committee to help allocation of funds
- Continue to seek parent involvement to increase extracurricular opportunities for students
- Build on improving connections between adults in the school, and adults and students
- Develop parent understanding and awareness of the importance of regular attendance






Bert Ambrose Elementary

Framework for Enhancing Student Learning
2026-27



Striving together to achieve our potential for a better tomorrow.

Reviewed in Fall 2026

Guiding Words: Safe, Respectful, Responsible, and Kind

School Context:
Bert Ambrose Elementary School (K-6) serves both an urban and rural community and is located in the northeast corner of Fort St. John; close to Northern Lights College, the Community Forest and Kin Park. This allows for many outdoor excursions and learning activities to be incorporated throughout the year. Our staff places a high priority on student achievement and encourages students to have a growth mindset, to always do their best, and to practice determination and perseverance.
We have a population of 187 students, with an Indigenous population of 19% and 10% English Language Learners.
We have monthly staff meetings and strive to keep our school community informed; utilizing our website (www.ambrose.prn.bc.ca), the school Facebook page and the weekly update sent out to parents/guardians each Sunday. Teachers communicate regularly with parents and guardians through email and other online classroom platforms, as well as in-person and through phone calls.

Our staff consists of dedicated and professional individuals including:

- 1 Administrative Assistant
- 1 Administrator
- 8 classroom teachers
- 1 Learning Assistance Teacher/Resource Teacher
- 1 Fine Arts Prep Specialist Teacher
- 1 Teacher Librarian
- 1 Early Literacy Intervention Teacher
- 1 ELL/ESD Teacher
- 1 Remedy Teacher
- 8 Educational Assistants
- 1 Indigenous Student Support Worker (ISSW)
- 1 Counsellor Consultant
- 1 SEL Specialist
- 1 Early Childhood Educator (ECE)
- 1 Canteen Worker
- 6 Before and After School Workers
- 2 Custodians

Planning Day 2026

Staff started the day by taking time to celebrate each other by writing positive affirmations to each other. Staff were placed in diverse groups to look at our goals and data. Two of our PAC members attended in the morning. Our counsellor joined us for the afternoon.

They were guided by the following prompts:
As we look at our data, and share our knowledge of our school and community, please consider the following:
Where have we been?
Where are we now?
Where do we need to go? What's the dream/goal?
How do we get there?

Staff engaged in robust conversations throughout the morning and shared their ideas. Similar themes emerged from groups which will help guide us through our framework process in 2026 and beyond.

The staff continued their learning in the afternoon by diving into Spaces EDU. Bert Ambrose is participating in a whole-school pilot of this reporting process, which provides relevant, competency-based, and thoughtful feedback to students and parents throughout the year as a digital portfolio. There were also collaboration groups to focus on: adult wellness, home reading, Applied Design, Skills, and Technologies curriculum, assemblies, and spirit days.



Goal One: Human and Social Development

To build a safe, positive, and inclusive school community that acknowledges the importance of social-emotional well-being, belonging, resilience, and perseverance.

Where have we been? ● Strong Classroom Champions Program that fosters school connectedness and develops SEL skills ● Guardian Angel Program from community donations to help families with additional needs such as hot lunches, school fees, etc. ● Community school gardens that are planted and cared for by staff, students, and families ● Strong and supportive PAC that supports school wide initiatives such as Go By Bike Week, Rik Leaf, and Dance Pl3y residency ● SEL school wide program (same language in every room) ● Full time Youth Care Worker ● High absences	Where are we now? ● Attendance data is a major concern ● Meals and extra curricular activities are accessible to all - there is no stigma attached for those who cannot afford them ● PAC is strongly involved in school activities ● Champion Trophies are awarded to students to recognize positive behaviours ● Attendance is starting to improve; low absence count has been incentivized ● Focusing on basic life skills ● ISSW connections are strong and purposeful ● Continued investment in House teams and school connections
Where do we need to go? What's the dream? ● Continue working on student independence, resilience, and problem solving ● Increase on-target student attendance to 75% ● SEL in all classrooms, in addition to what individual teachers are doing (scaffolding throughout the school to build continuity and connectivity amongst all classes) ● Could SEL become part of our prep time going forward? ● Reinvigorate our time into Classroom Champions	How do we get there? ● Create safe spaces for working through emotions (calm corners, etc.) ● Increase school-wide assemblies to reinforce school expectations and recognition of positive behaviour ● Continue to develop house teams to build connectedness and encourage positive behaviour ● Keep recognizing positive attendance ● Continue to reach out to our Indigenous communities to bridge absence gaps

Goal One: Human and Social Development

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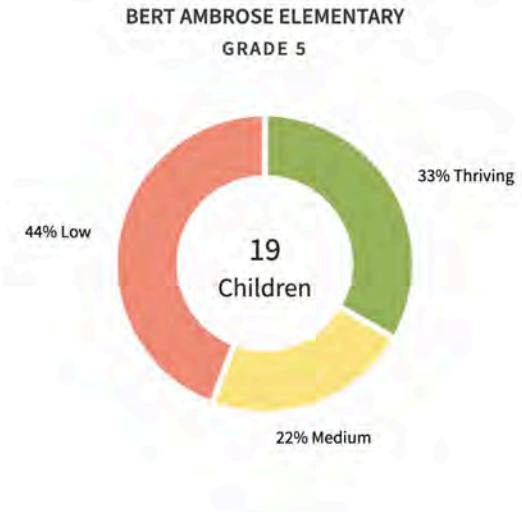
Evidence	Strategies and Structures
● MDI ● EDI ● Student Learning Survey ● Attendance Data ● Behaviour referrals ● Student engagement ● Staff wellness ● Core Competency Self-Assessments ● Feedback from staff, students, and parents ● Photos of activities and engagement ● CB-IEP progress ● Spaces EDU artifacts	● Rik Leaf ● Dance Pl3y Residency ● Classroom Champions ● Attendance awards ● Assemblies ● School wide challenges ● House Teams ● Staff collaboration ● Sports Teams ● Birthday Pencils/Announcements ● Buddies ● EASE program ● SEL centres ● Parent Volunteers ● Review Code of Conduct ● School Based Team meets biweekly ● Wheelchair sports ● Food programs

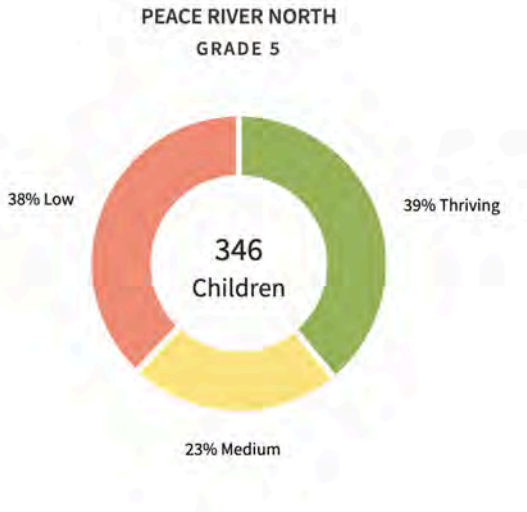
Attendance Data Comparisons

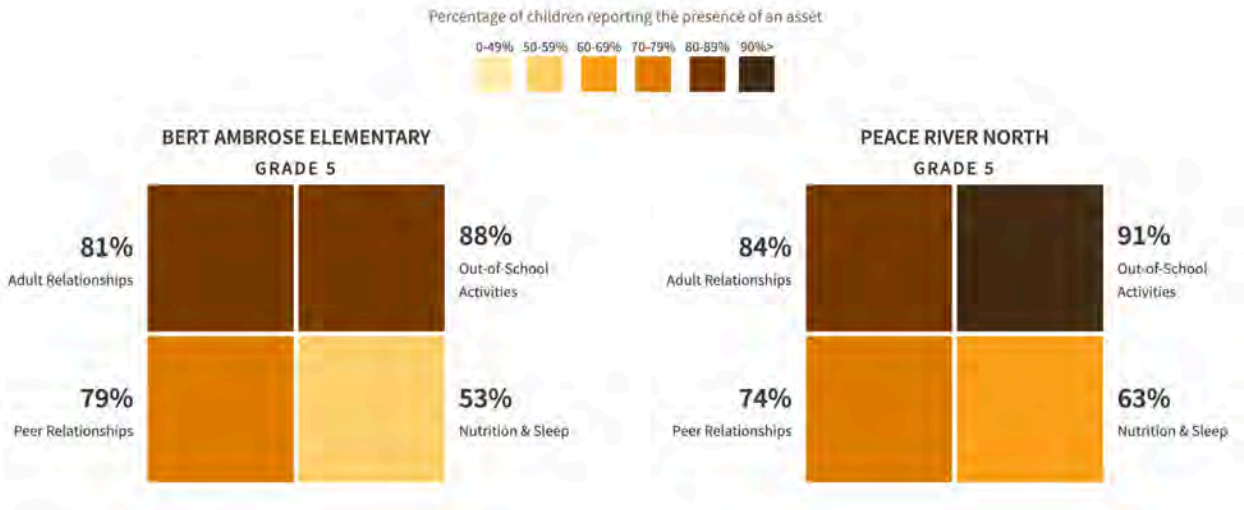
	50+ Absences 28%-46% missed	49-31 Absences 27%-17% missed	30-21 Absences 16%-12% missed	20-11 Absences 11%-6% missed
2025/26	4%	13.5%	25%	35.5%
Indigenous	2%	4%	5%	7.5%
2024/25	3%	8%	36%	39%
Indigenous	1.5%	1%	4.5%	9.5%
2023/24	1.4%	12%	24.5%	40%
Indigenous	0.01%	1%	5%	7%
2022/23	4.7%	15%	25%	38.5%
Indigenous	2.3%	1.4%	3.3%	8.5%

% of students who missed this amount of school

MDI Data

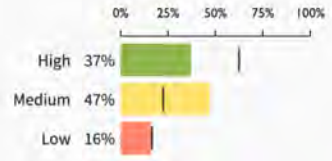






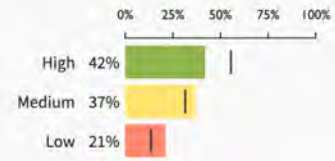
HAPPINESS

Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."



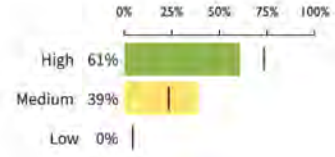
OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g., "I have more good times than bad times."



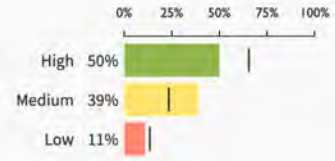
ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



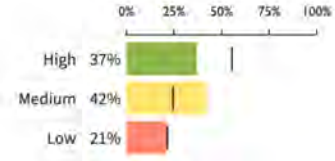
ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g., "In my neighbourhood/community there is an adult who really cares about me."



PEER BELONGING

Measures children's feelings of belonging to a social group. e.g., "When I am with other kids my age, I feel I belong."



Goal Two: Intellectual Goal

To foster a positive attitude towards literacy and numeracy while building skills to increase student achievement.

Where have we been? ● Strong levels of support from the district to promote professional development in literacy and numeracy ● Staff has been trained and supported in Mathology ● Strategies and supports have been used such as: training peer readers, online reading programs, and additional reading support through remedy ● Cross grade collaboration can be difficult ● Larger time investments in behaviour concerns can leave others behind academically	Where are we now? ● Absences affect learning. Poor attendance = lower skills = lower self esteem ● Many students are reluctant writers ● Male, ELL, and Indigenous students are below school average in numeracy ● Literacy and numeracy scores still drop after Grade 3 ● Dragon Writing across the grades ● Printing practice ● Wondering about reading at home ● Comprehension is not always accompanying fluency ● Literacy screener can help gather data and figure out pathways to success ● Ministry Learning progressions help guide planning and learning
Where do we need to go? What's the dream? ● Foster a willingness to write and make an effort when writing ● Increase celebration and recognition of students who meet academic expectations ● Offer academic opportunities that have real-world connections, are relatable, place-based, and project based ● More regular data checks throughout the year to see where we might be going off track ● Building stronger foundation numeracy skills ● Increase school commitment to Mathology	How do we get there? ● Continue development and collaboration of school based team and supports (LAT, ELL, ISSW, SEL) ● Increase collaboration to encourage more cohesive planning between grades; encourage scaffolding between primary and intermediate ● Continue to collaborate and build understanding of Mathology, Mathletics, and Building Fact Fluency ● Continue to focus on Adrienne Gear strategies ● Increase available texts ● Reading aloud in all grades

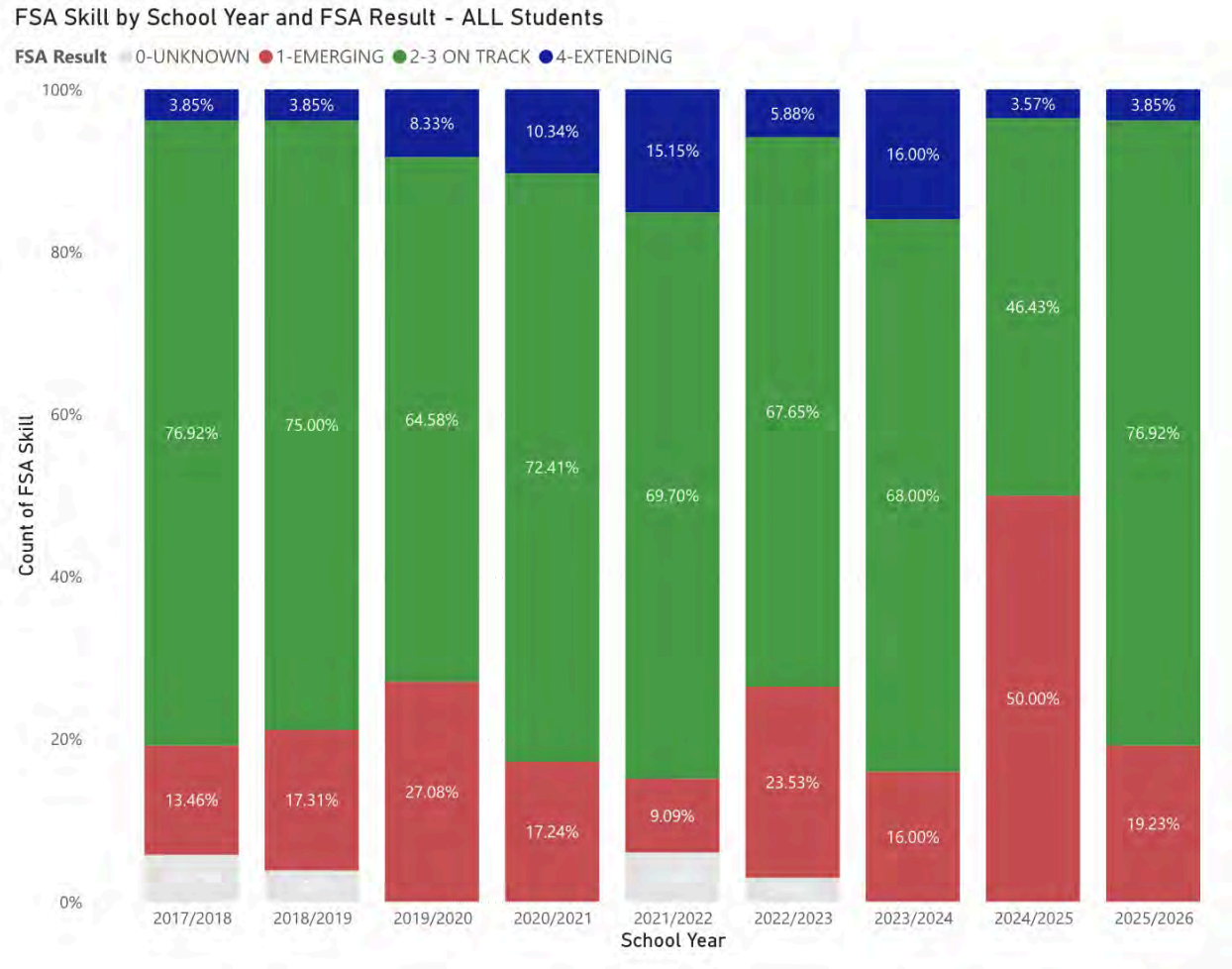
● School data walls to help share data and track progress ● Consistent assessments ● Building common language for academic topics	● Connections with parents to bridge reading gap ● Fact Fluency program across the grades ● More literacy comprehension strategies explicitly taught ● Early Literacy Intervention teacher will be an asset ● Heggerty in almost all classrooms to build consistency

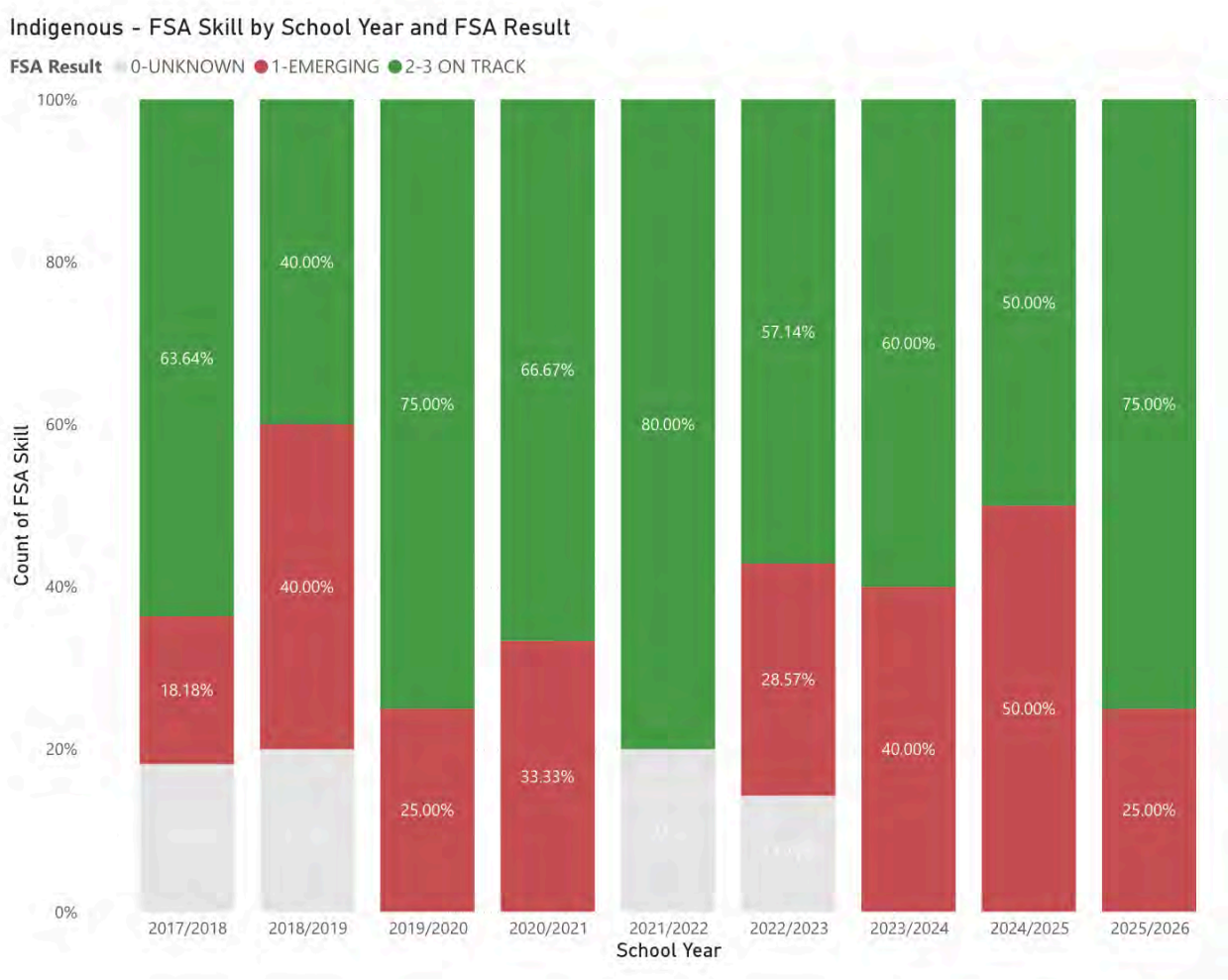
Goal Two: Intellectual Goal

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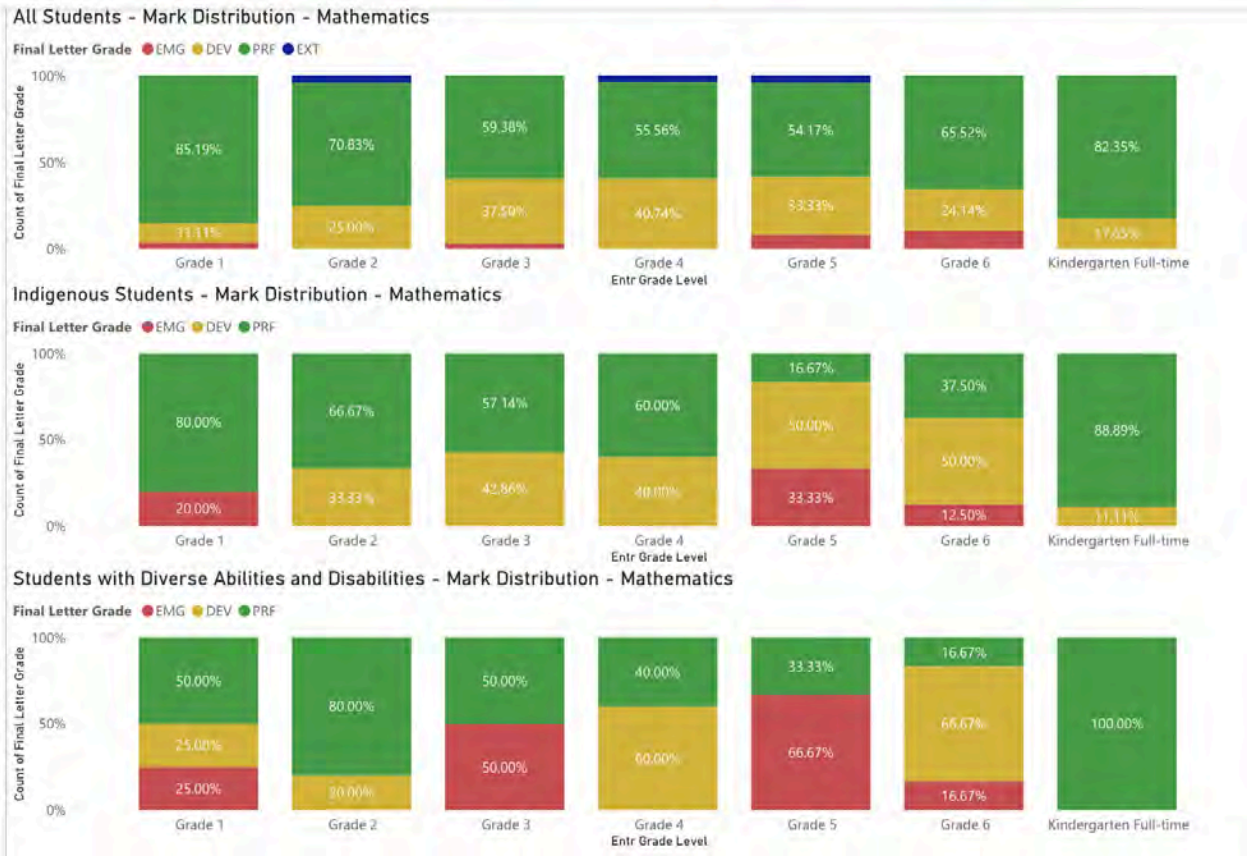
Evidence	Strategies and Structures
● FSA Data ● PM Benchmarks ● Read 73 ● MAP ● Learning Update Data ● CB-IEP progress ● Early Literacy Intervention Progress ● K-3 Literacy Screener ● Cold Writes ● Learning Assistance Updates ● Writing Folders ● Spaces EDU artifacts	● Collaboration and coaching on Mathology, Building Fact Fluency, and Matific ● Staff participating in targeted workshops to raise numeracy and literacy skills ● Kindergarten-2 teachers in Language Foundations Pilot ● Grades 1-5 using Heggerty Bridge to Writing ● All classes participating in Spaces EDU pilot to increase feedback to students and families ● Word Walls/spelling dictionaries ● Adrienne Gear strategies and collaboration ● Blast Off to Reading/Raz-Kids provided to support students who need extra reading support ● Heggerty ● UFLI ● Schoolwide and class reading challenges ● Home Reading ● Literacy and Numeracy Coaching

FSA Numeracy Data

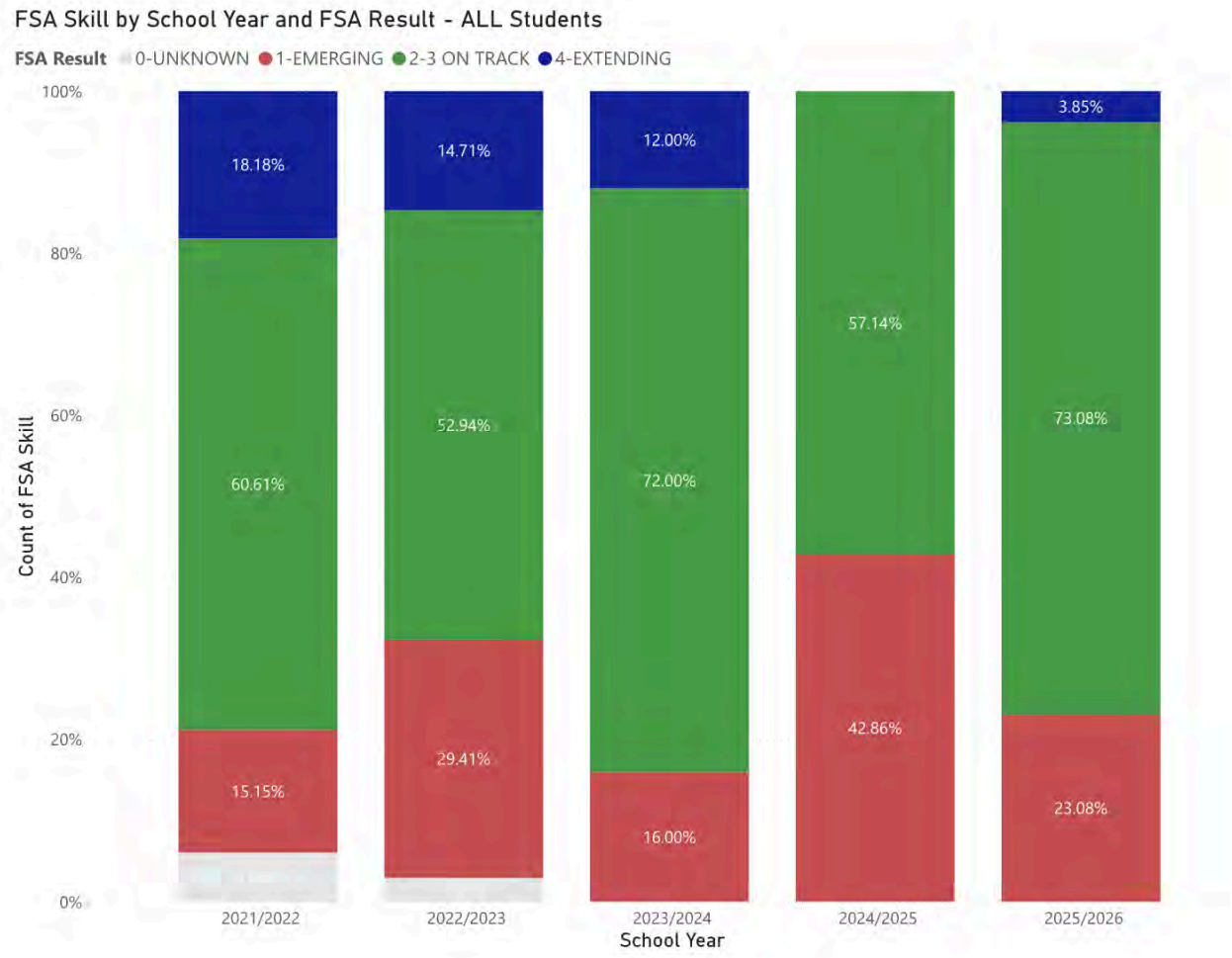


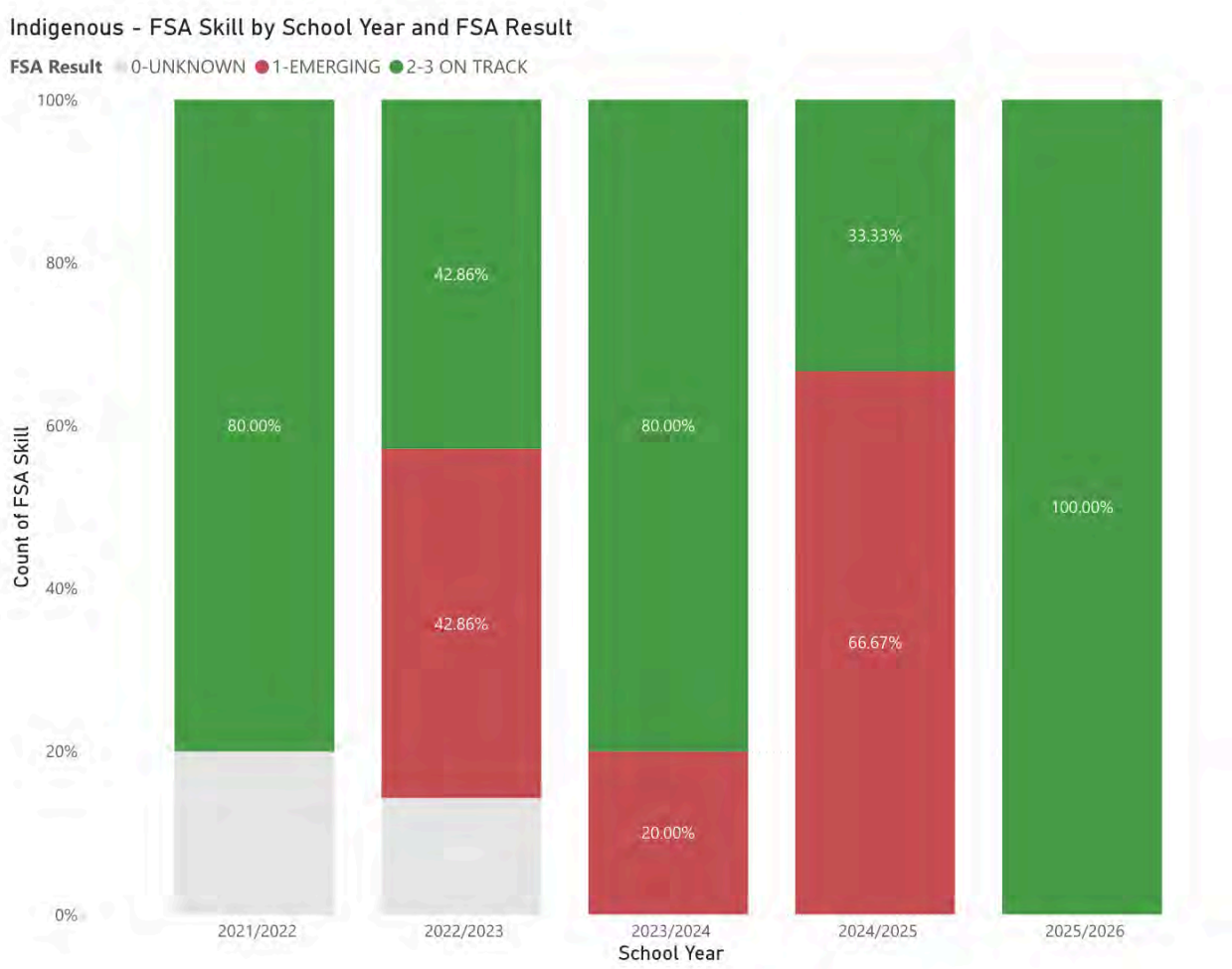

Indigenous - FSA Skill by School Year and FSA Result
FSA Result
0-UNKNOWN
1-EMERGING
2-3 ON TRACK
Count of FSA Skill
100%
80%
60%
40%
20%
0%
63.64%
18.18%
40.00%
40.00%
75.00%
25.00%
66.67%
33.33%
80.00%
57.14%
28.57%
60.00%
40.00%
50.00%
50.00%
75.00%
25.00%
2017/2018
2018/2019
2019/2020
2020/2021
2021/2022
2022/2023
2023/2024
2024/2025
2025/2026
School Year

Final Marks - Numeracy



FSA Literacy Data




Indigenous - FSA Skill by School Year and FSA Result
FSA Result
0-UNKNOWN
1-EMERGING
2-3 ON TRACK
100%
80%
60%
40%
20%
0%
Count of FSA Skill
80.00%
42.86%
42.86%
80.00%
20.00%
33.33%
66.67%
100.00%
2021/2022
2022/2023
2023/2024
2024/2025
2025/2026
School Year

Final Marks - Literacy



Goal Three: Career and Skill Development

To foster an environment that encourages students to approach learning opportunities with a curious, open mind, and a sense of resilience.

Where have we been? ● Teachers with a passion and interest for ADST (Applied Design, Skills, and Technologies) who helped others with materials and tools ● Well-stocked dedicated Maker Room ● District support for building capacity as well as adding tools	Where are we now? ● Some students are open-minded and willing to try new things ● Students have opportunities for skill building and leadership through peer reading, lunch monitoring, office helping, and buddies ● Student conference fosters skill building and development of interests ● Building a stronger community ● Building an inclusive community ● Fostering growth mindsets ● Project based learning has increased
Where do we need to go? What's the dream? ● Develop student ability and desire to reflect on their learning and how they can improve ● Provide more links to our community, local experts, and elders ● Build resilience and accountability skills ● Improve attendance ● Teach tools to overcome student fear of failure by building self-worth ● Inventory Maker Room and update tools ● Train teachers on tools ● Increase music program ● Increase options for how students demonstrate their understanding	Where do we need to go? What's the dream? ● Develop student ability and desire to reflect on their learning and how they can improve ● Provide more links to our community, local experts, and elders ● Build resilience and accountability skills ● Improve attendance ● Teach tools to overcome student fear of failure by building self-worth ● How do we get there? ● Focus on goal setting and commit to working on them and revisiting them throughout the year ● More collaboration and resource sharing between all staff ● Increase house team activities to increase leadership opportunities

	and cross-grade activities ● More education and discussion around this topic ● Increase hands on learning opportunities ● Increase opportunities for student input ● Increase opportunities for classrooms to use the maker room ● Student self-reflections ● Invite local community members for career examples ● Invite local speakers to classes to speak about resiliency, etc.

Goal Three: Career and Skill Development

To foster an environment that encourages students to approach learning opportunities with a curious, open mind, and a sense of resilience.

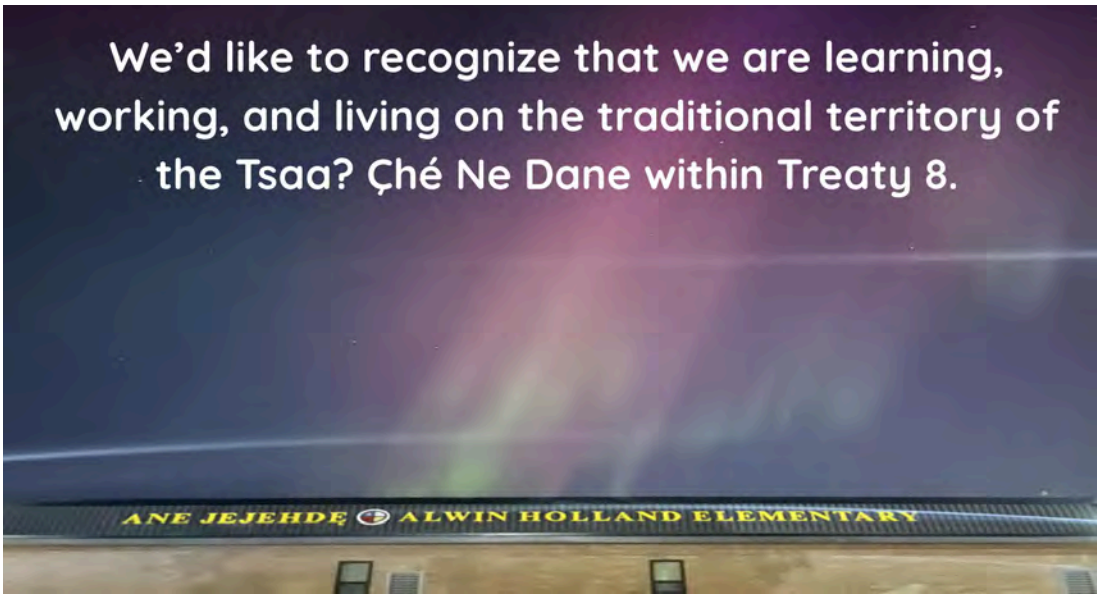
Evidence	Strategies and Structures
● Core Competency Self Assessments ● Student Learning Survey ● Observational Data ● MDI Data ● Spaces EDU artifacts	● Student Conference ● Classroom Champions ● Speech Contest ● House teams ● Buddies ● Intermediate recycling ● Classroom Monitoring ● Office Helping ● Career Education Curriculum ● ADST Curriculum ● Field Trips ● Fine Arts program (all grades) ● Lego Club ● Go By Bike Week ● Integration of ADST into classes ● Xplore Fest (Grade 5s) ● Spaghetti Bridges/Popsicle Bridges ● Sports Teams ● Dedicated Maker Space classroom ● Community Garden

Alwin Holland Elementary School
Framework for Enhancing Student Learning
2026/2027

SCHOOL MISSION STATEMENT

T.E.A.M.: ***T****ogether* ***E****veryone* ***A****chieves* ***M****ore*.

At Alwin Holland, we take a team approach to all that we do.



Introduction

Alwin Holland Elementary School is a diverse K–6 school serving approximately 235 students across 10 classroom divisions. Our dedicated team includes 12 full-time and part-time classroom teachers, along with a Learning Assistance Teacher, Resource Teacher, Teacher-Librarian, Prep Teacher, an English Language Learning Teacher, and a Reading Recovery Teacher. We also benefit from district-based supports, including Speech-Language Pathology, Physical Therapy, Occupational Therapy, and Counselling Services, to help meet the diverse learning and developmental needs of our students.

Our school is supported by a full-time Principal and a part-time Vice-Principal. Our support staff includes a full-time Administrative Assistant, 13 full-time and part-time Educational Assistants, an Indigenous Youth Care Worker, a Social-Emotional Learning

Youth Care Worker, a School Meals Coordinator, and two custodians. Together, our staff work collaboratively to create an inclusive, supportive, and engaging learning environment where all students have opportunities to succeed.

Families are valued partners in our school community. Our active Parent Advisory Council (PAC) plays an important role in supporting school initiatives, activities, and events. Through the combined efforts of our staff, families, PAC, and broader community, we strive to foster a positive, safe, and welcoming environment that supports the academic, social, and emotional growth of every student.

Alwin Holland is designated as an *inner-city school* for funding purposes and receives additional funding to support social equity initiatives. We recognize the importance of ensuring that all students have access to the resources and opportunities they need to thrive. To support student well-being, we offer a breakfast program and a healthy snack program. Our lunch program also provides nutritious meal options, with the assistance of student volunteers.

In addition, our school is home to a before- and after-school care program located in our Clubhouse. This program provides families with childcare options outside regular school supervision hours and serves as another important resource for our school community.

Goal 1- Social-Emotional Learning

Goal 1: Social/Emotional Goal: Students will feel a sense of belonging, safety, and value.



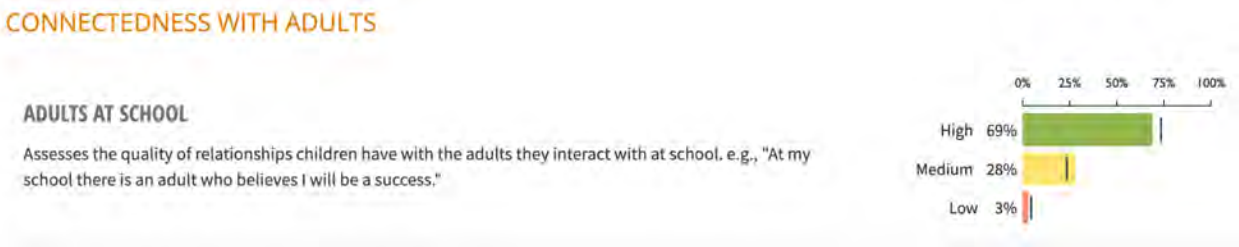
Key Strategies

- W.I.T.S. program - We have implemented school-wide behaviour strategies to solve conflicts in peaceful ways.
- Find ways to strengthen our school community - Classroom Champions
- EASE program in our Grade 5 and 6 classrooms.

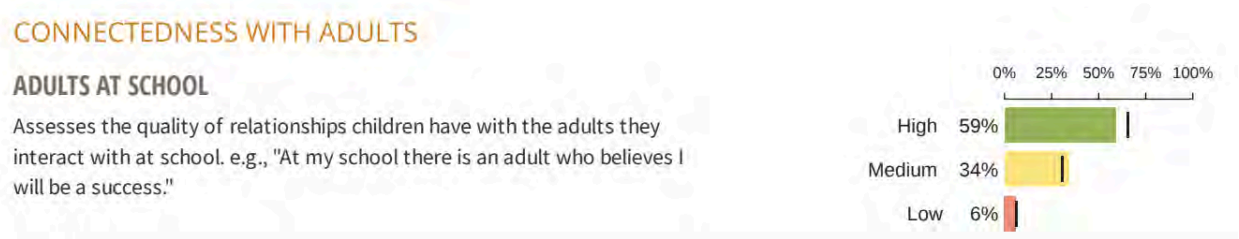
Indicators:

- MDI
- Student SEL Survey - to be completed in November 2026

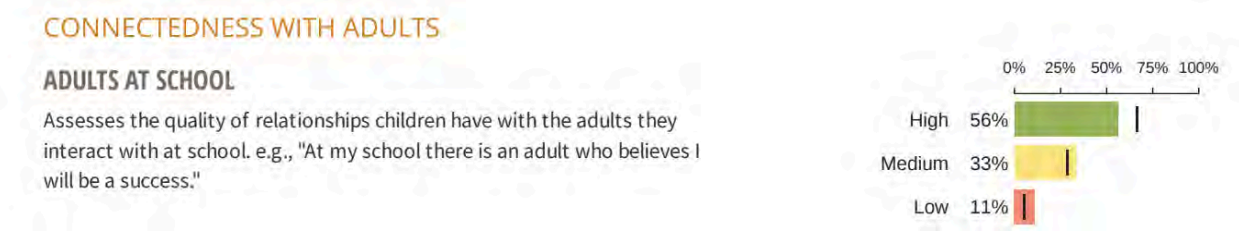
MDI 2025/2026



MDI 2024/2025



MDI 2023/2024



Alwin Holland Whole School SEL Survey Spring 2025

SEL Spring 2025 Survey	Q.1 I feel like I am important to this school. 1 = all 2 = most 3= some 4 = never	Q.2 When I am with other kids my age, I feel I belong. 1 = all 2 = most 3= some 4 = never	Q.3 At my school, there is an adult who believes I will be successful. 1 = yes 2 = no	Q.4 When I am at school, I feel safe. 1 = all 2 = most 3= some 4 = never
Overall	1 = 40 2 = 47 3= 46 4 = 21	1 = 41 2 = 54 3= 55 4 = 9	1 = 128 2 = 8	1 = 63 2 = 48 3= 34 4 = 14

Goal 2- Literacy

Reading Goal: We will see a 10% increase in the number of students meeting or exceeding (proficient or extending) grade-level expectations in Reading.

Writing Goal: At least 80% of Students will be meeting grade-level expectations in Writing.

Key Strategies:

- To increase student engagement in literacy.
- Use of Google Read and Write to support literacy
- To provide increased opportunities for literacy activities - eg., Reading Support Students and Buddy Readers

Indicators:

- Kindergarten Phonological Assessment / Primary Literacy Screener (new in 2025/2026 school year)
- District Reading Assessments
- Spring Cold Writes - Grades 2-6 beginning in Spring 2025 (Grades 4-6 do fall and spring)
- Year-End Proficiency Scales
- FSA - Literacy

Kindergarten Phonological Assessment

		Pre-test					Post-test				
Quartile		**1**	**2**	**3**	**4**	**Total**	**1**	**2**	**3**	**4**	**Total**
2020/2021	Number	16	11	4	0	31	2	3	4	21	30
2020/2021	Percent	52%	35%	13%	0%	100%	7%	10%	13%	70%	100%
2021/2022	Number	10	12	3	2	27	1	0	2	27	30
2021/2022	Percent	37%	44%	11%	7%	100%	3%	0%	7%	90%	100%
2022/2023	Number	18	8	4	0	30	1	4	2	20	27
2022/2023	Percent	60%	27%	13%	0%	100%	4%	15%	7%	74%	100%
2024/2025	Number	11	5	1		17	1	4	16		21
2024/2025	Percent	65%	29%	6%		100%	5%	19%	76%		100%

Kindergarten Literacy Screener

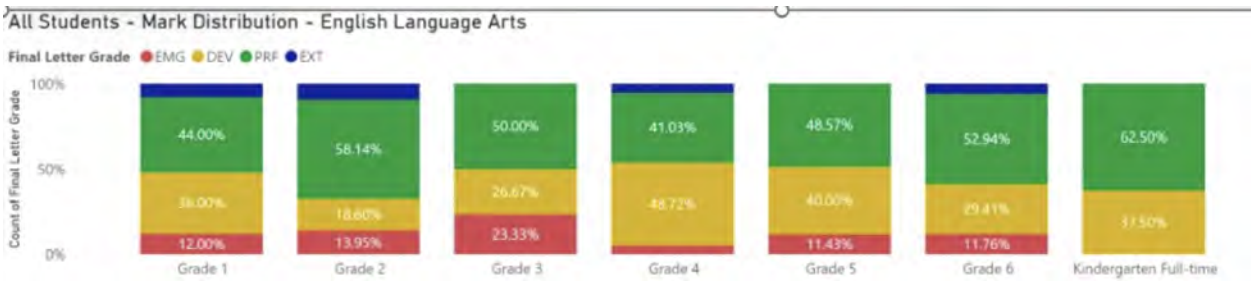
Quartile Breakdown - Total Score

Target Level	Grade	Collection Name	
	1		
	Kindergarten Literacy Screener - January (25/26)	Kindergarten Literacy Screener - April (25/26)	
Totals	24	25	
Q1	11	1	
Q2	10	3	
Q3	3	21	

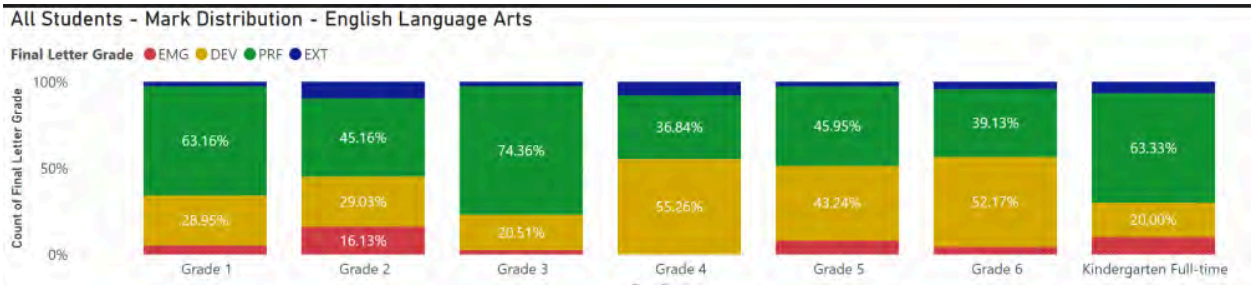
District Reading Data: Spring

Year	**Grade 1 PM Benchmark** (% Proficient)	**Grade 2 PM Benchmark** (% Proficient)	**Grade 3 QCA/PM** (% Proficient)	**Grade 4 READ73** (% Proficient)	**Grade 5 READ73** (% Proficient)	**Grade 6 READ73** (% Proficient)
2023-2024	39%	73%	72%	26%	18%	41%
2024-2025	61%	70%	76%	25%	6%	10%
2025-2026	55%	68%	68%	33% + *3% EXT	19%	28%

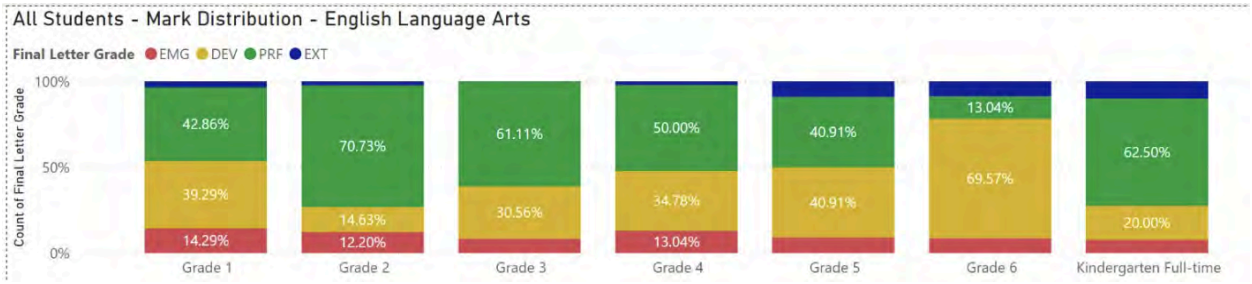
2025-2026 - Year-End English Language Arts Proficiencies



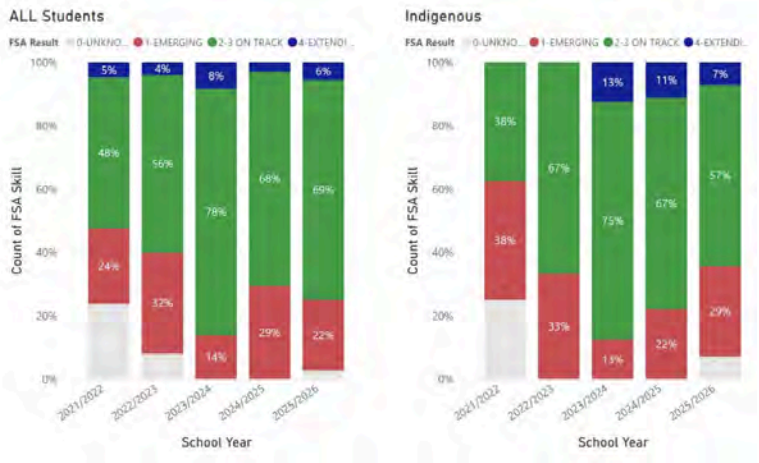
2024-2025 - Year-End English Language Arts Proficiencies



2023-2024 - Year-End English Language Arts Proficiencies

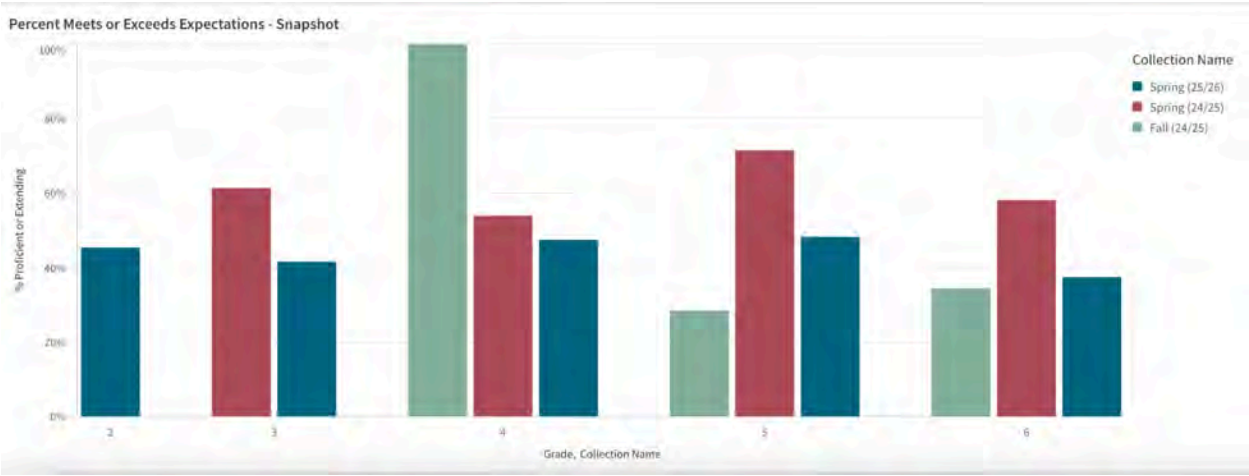


FSA Literacy Data



Writing Data:

Cold Write Data



Goal 3- Numeracy

We will see a 5% increase in the number of students ending the year at a proficient level in Mathematics.

Key Strategies

- To continue to implement Mathology as our anchor Math resource
- Implement Building Fact Fluency (BFF) into our classrooms
- Increase access to district Numeracy support
- Increase classroom numeracy manipulatives and resources

Indicators:

- Year-end Math proficiency scales
- District MAP assessment data
- FSA - Numeracy

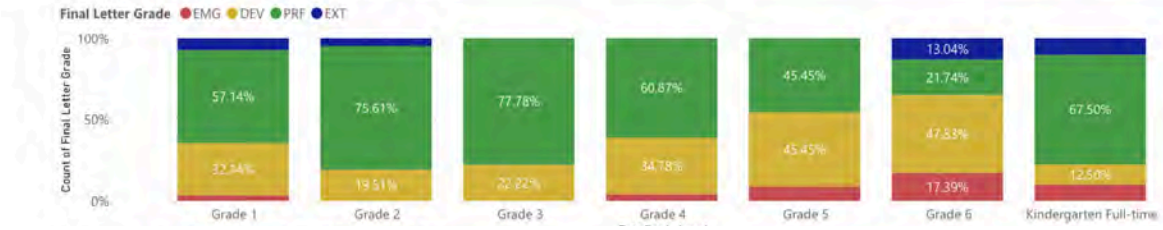
Year-End Learning Update Proficiency Scale 2026



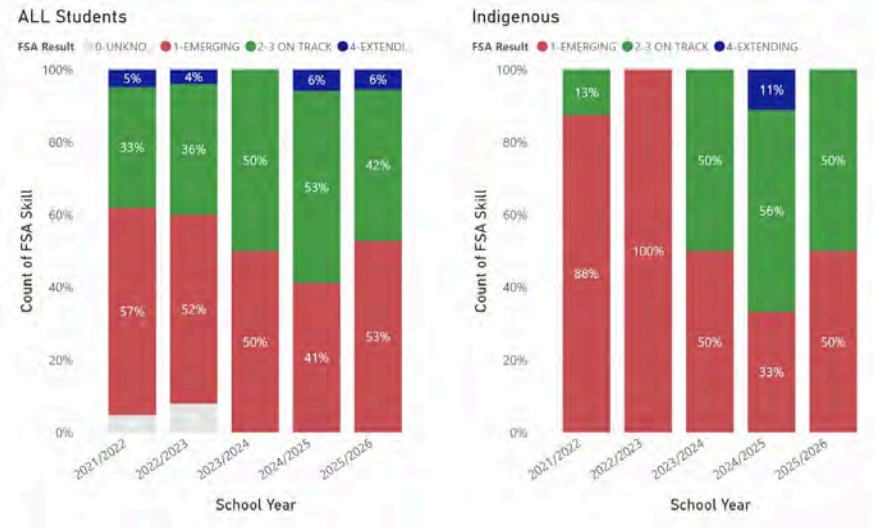
Year-End Learning Update Proficiency Scale 2025



Year-End Learning Update Proficiency Scale 2024



FSA Numeracy Data



Goal 4- Careers:

Students will participate in activities to explore a variety of career opportunities and skills.



Key Strategies:

- To provide opportunities for students to explore a variety of careers
- To create opportunities to explore, build, and design using a variety of materials and technologies.

Indicators:

- Career exploration tracking document
- June 2024 - 60% of staff met this goal
- June 2025 - 80% of staff met this goal.

Kindergarten	Grade 1-3	Grades 4-6
2 Opportunities	3 Opportunities	6 Opportunities

Goal 5- Parent Engagement Goal:

Our goal is to continue to increase engagement with parents in a variety of ways throughout the school year by providing at least 3 opportunities for parents to attend events or activities throughout the year.



Indicators: Events Offered

Open House Night
Mingle Jingle
Recycled Art Night
School Track and Field Day
Bike Night
Halloween Parade
Fun Day

Baldonnel Elementary: 2026-2027 Framework for Enhancing Student Learning

Our Baldonnel Community Values: Respectful, Responsible, Safe and Kind.

Our Baldonnel community of students, parents, and staff all work together to fulfill this mission and to be part of the educational process. Together We are Better!

Baldonnel Elementary School Context

At the heart of Baldonnel Elementary School is the ***vision of working together to create a community that awakens a desire for life-long learning.*** Students are the focal point of everything we do, and decisions are based around the core question **"Is this good for kids?"** All staff work collaboratively and take responsibility for the learning, safety and social/emotional well-being of every member of our school community. We embrace the strengths of each individual and our school-based teams work together to determine a plan of support when this is required to ensure students are successful.

The entire staff at Baldonnel School is extremely dedicated and committed to our students. Literacy and Numeracy are areas of strength for our school, and we are committed to continuing to provide current best practices in all area of instruction and support for students. We subscribe to the philosophy of shared leadership and work as a team on the following: Math, ADST/Careers, Fine Arts, and Positive Schools/School Connectedness, Collaboration and Teacher Mentoring. Being able to have more parents in the school and more school wide activities, will help to build relationships with our parents, community partnership, and our students. Baldonnel Elementary has an active Parent Advisory Council (PAC), which seeks to incorporate family-friendly activities to build our sense of community. The PAC will again support our trips to Camp Cameron and to Worsley for skiing.

At Baldonnel Elementary School, our vision is to create a community, which awakens a desire for life-long learning.

Our Dream Statements:

We believe:

- We are all learners.
- Education is a shared responsibility between home, school, and community. Together we are better!
- Each learner is an individual and deserves respect, fairness, and understanding.
- The learner must be nurtured within a safe, respectful, and cooperative environment to develop a sense of belonging and self-worth. We strive to build a sense of school connectedness.
- In fostering a love of learning through active engagement in authentic learning experiences.
- Learning will combine process and knowledge to support one's growth as an individual
- In providing opportunities and choice for learners to pursue their individual/group interests and strengths.
- School experiences should provide opportunities for each learner to do his/her best.
- Learning is a life-long experience.
- In taking time to celebrate successes!

Our Core Ethical Values:

- Respect
- Responsibility
- Safety
- Kindness

Motto:

Together We are Better









School Goals for 2026-2027

Goal #1: To improve reading comprehension in grades 4-6 by increasing proficiency levels to 80% of students on the Read73 and FSA assessments.

Rationale:

Our data shows that 41% of grade four students are not on track on the FSA assessment in 2023/2024 while in 2024/ 2025 we had 87% and 2025/2026 we had 71 % of students on track or above. Our grade 4 students reached our goal of 80% or above in Read73. 57% of grade 5 students reached proficiency while only 38% of grade 6 students achieved proficiency. The hope is that we see improvements in grade 4 for all and that those current grade 4 students continue doing very well.

What we are already doing very well:

We have a robust literacy program already happening within the school. Daily we will see buddy reading, pairing older students with emerging readers. We also see collaboration allowing a few students to receive guided reading support in a quiet room while others receive a lesson that meets their levels and needs. Beyond that, we see extra guided reading from volunteers, educational assistants, our learning assistance teacher, and our Principal. We have a robust home reading program for all grades that is fueled by volunteers.

Strategies:

Guided Reading

Pull out individuals and groups

Utilize our Learning Support Fund to have experienced EA's work with certain students

Home reading program

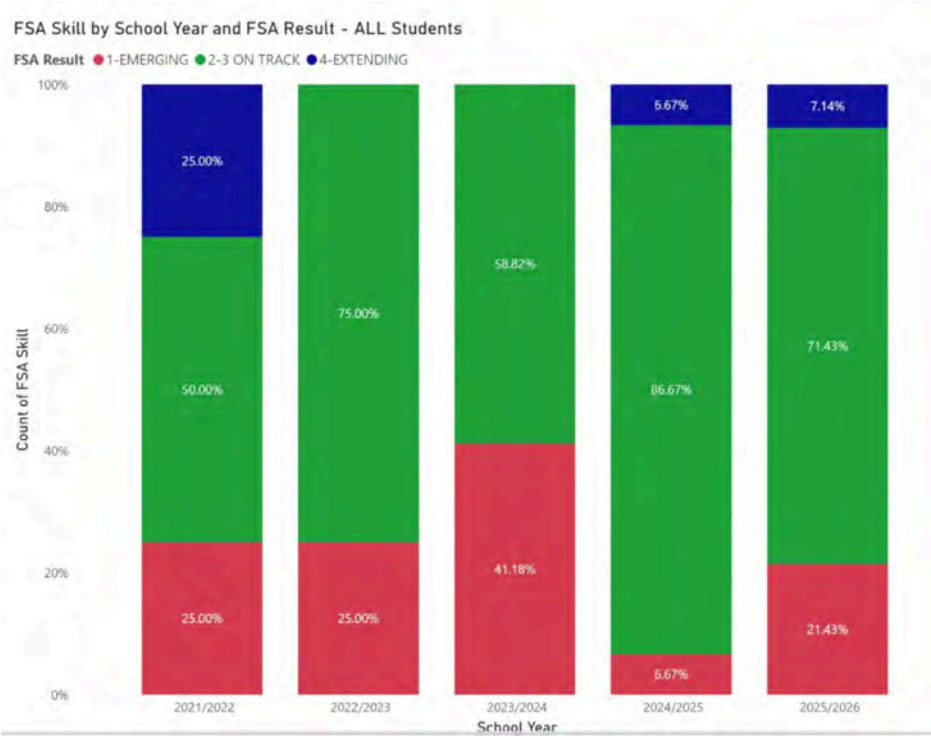
Strong practices – including Heggerty, phoneme, morphology and chunking sets.

Smeckens Writing/ literacy program

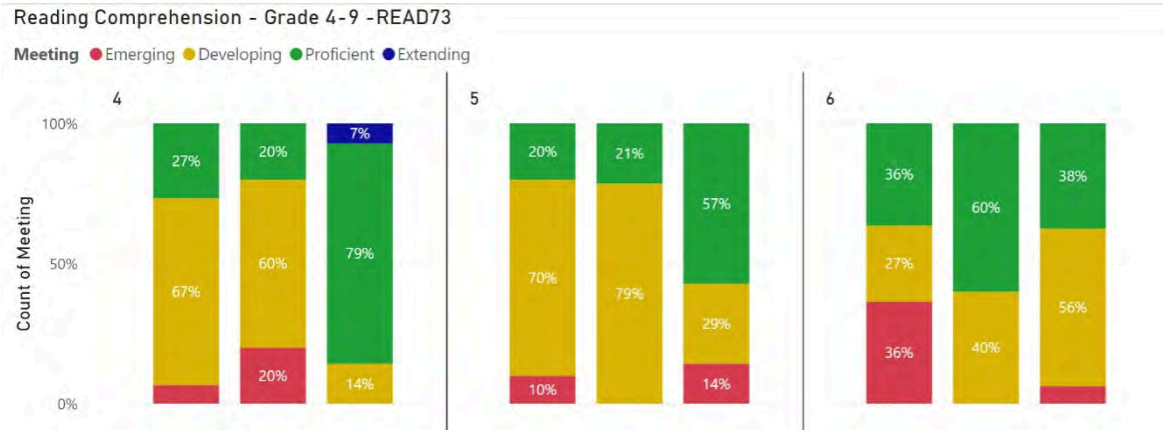
Sound chunking resources

Achievement Indicators:

FSA Scores



Read73 Scores



Target: 80% of all students will achieve proficiency in all literacy assessments.

Goal #2: To increase math scores in reasoning and analyzing,and in connecting and reflecting to proficiency levels of 80% for our students.

Rationale:

Only 30-32% of students met a proficiency level for reasoning and analyzing and connecting and reflecting in the Spring assessment. While most are in a developing or proficiency stage, we would like to take many from developing to proficiency. For the FSA for 2025-2026 almost 80% were on track or extending.

Strategies:

Continue anchor numeracy training and practice: Thinking classrooms, Mathology, Esti-mysteries, problem solving, MAP

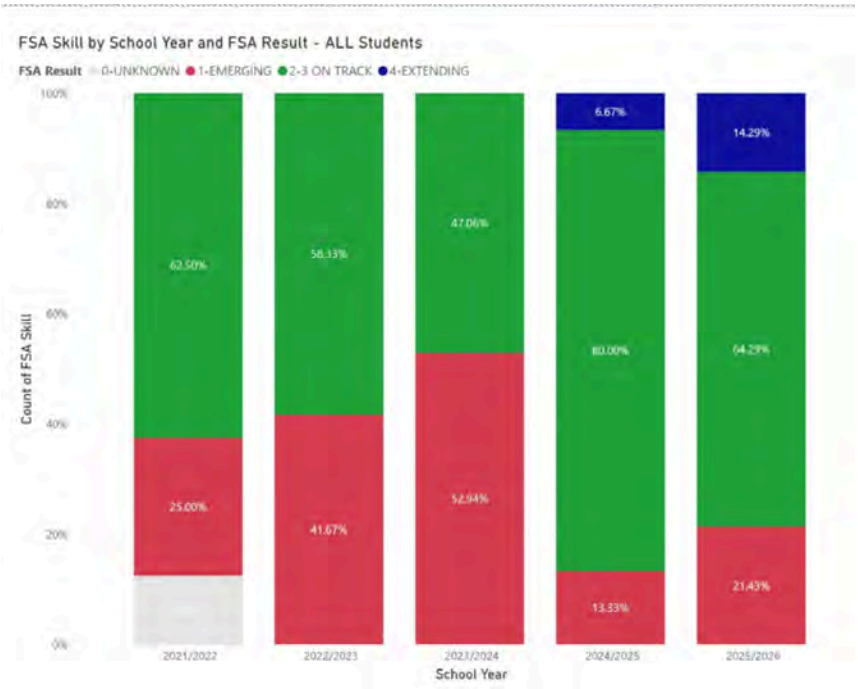
Use Matific to support learning

Will introduce the Map assessment part by part early in the year and use it frequently throughout the year as a tool.

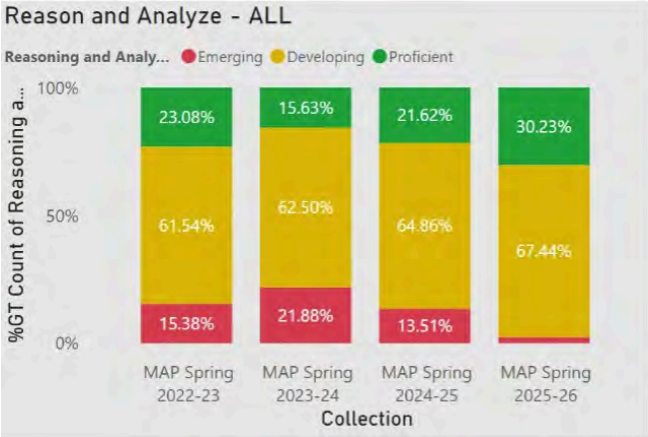
Variety of Learning/teaching strategies: Making Math Meaningful to Canadian Students by Marian Small, School wide, multi-age group centers, Steve Wyborney 51, Graeme Fletcher Math Kit.

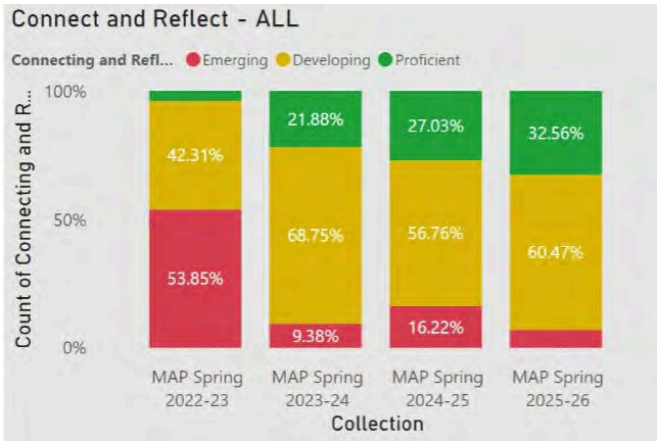
Achievement Indicators:

- FSA



- District Math Assessments- MAP





Targets:

- 80% of our students will achieve on Track on the FSA and proficiency in the MAP assessment

Goal #3: To increase students' sense of well being, peer relationships and school belonging to goals of 90%. We will continue to focus on Indigenous content as well as create more school togetherness through assemblies and student voice.

Rational:

When looking at MDI data we see that we still have 43% of grade 5 students not thriving when it comes to well being. This number was above 50% a year ago, so some progress has been made. It is troubling to know that in a school with so many well

behaved students that roughly half of grade 5 students indicate that they are struggling. We are lower than district averages for students who are thriving and will look at ways to correct this as much as we are able to.

Strategies:

- Student lead daily Indigenous word/phrase of the week, territory acknowledgement at assemblies
- Using the Classroom Champions program school-wide
- Having monthly assemblies
- Having student lead theme days
- Having school activities that look to include all students like our 1980's dance where we purchased glow sticks for everyone or our Halloween Parade that had students who do not dress up take other roles such as the photographer.
- Taking students to Camp Cameron- many having their first sleep over ever
- After school Tinker club
- After school tutoring
- Allowing all children to play school sports- practices after school

- ISW and District cultural teacher will work collaboratively with the teachers to help them develop meaning lessons
- Bring in elders and community members to support our learning
- Assembly to honour Indigenous Residential School Survivors and to recognize the multi-generational effects on Orange Shirt Day.

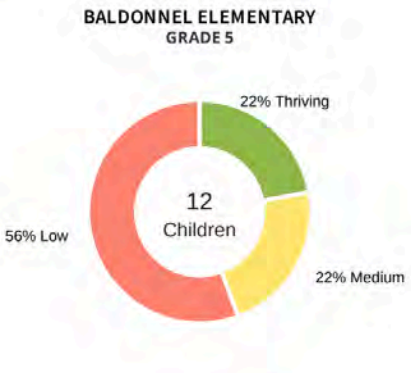
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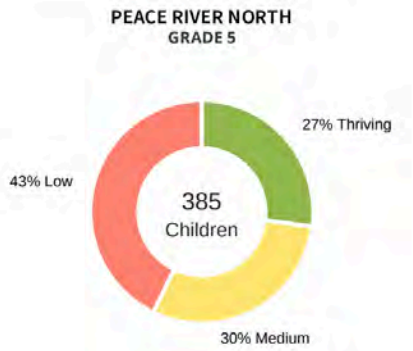
2024-2025

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

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

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



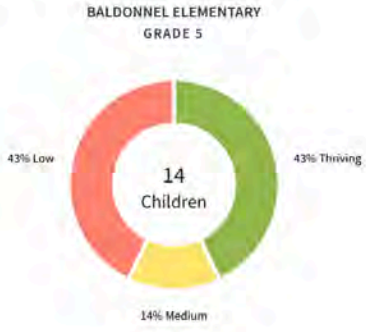


2025-2026

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

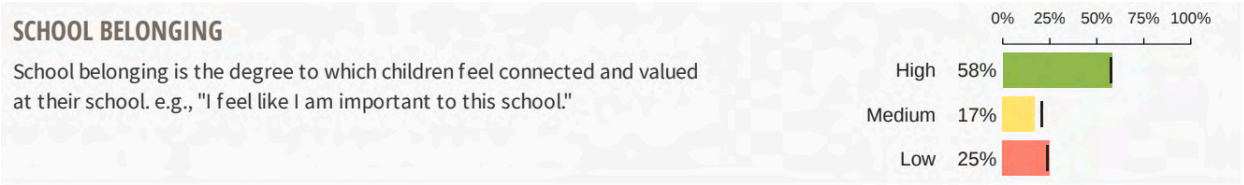
Medium Well-being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

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

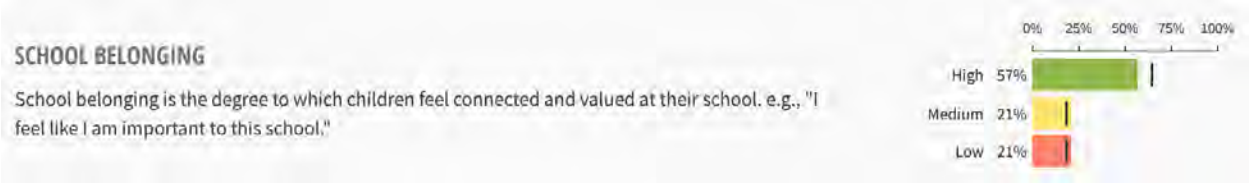




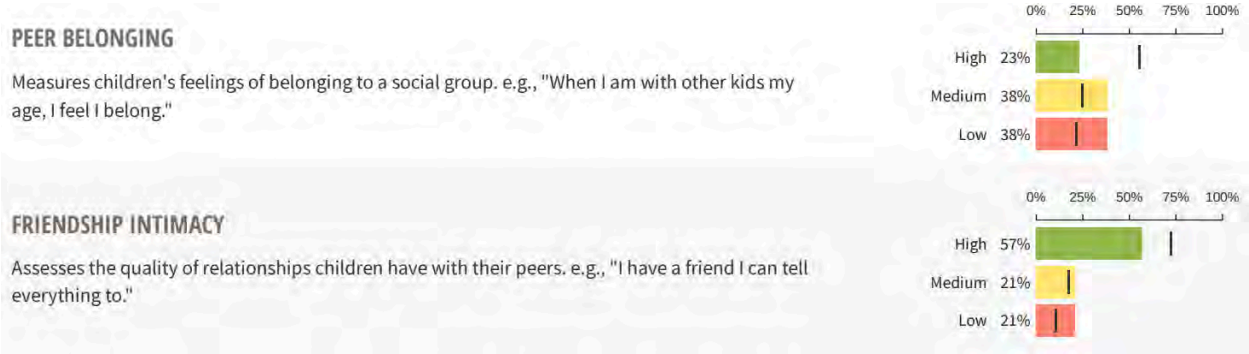
2024-2025



2025-2026



2025-2026



Communication Plan

The Framework for Enhancing Student Learning document will be available on our school website, and our Facebook page The Framework will be presented to the parents at a PAC meeting, Parents **will** also be provided with updated progress on the achievement we are making towards these goals.

In each school newsletter an aspect of the framework will be included. When a post is made on Facebook that connects to a goal we will try to show the Framework goal that the pictures connect to.

In addition to the website and regular communication from classroom teachers, school information is also shared out to the parent community via the outdoor sign, regular emails, newsletters, and posts to both the school and PAC Face Book pages.

OPERATIONS UPDATE
November 2, 2026







Facilities (Projects, Capital, Compliance, Custodial, Security)

- HVAC:
  - DDC (Digital Direct Controls) integration to Delta Controls in the existing part of Wonowon School and Taylor Elementary School
  - Energy efficiency: Working on scheduling and improving energy efficiency for our mechanical (HVAC) equipment throughout the district through the Enteliweb system. The focus schools are NPSS, ARYE, and MMMC.
  - Bert Ambrose Elementary School boiler replacement and DDC installation are complete in time for colder weather

- Carpentry and Millwork:
  - Cameron Lake resource building upgrade
  - Upgrading cabinetry in several classrooms across the District; specifically, Bert Ambrose, NPSS, Clearview, Finch, and Prespatou
  - Replacing roofing systems at Central Elementary School and Dr. Kearney Middle School
  - Finalizing the installation of the Indigenous Education Portable at the Grandhaven site
  - Accessibility: Provided accessibility friendly bathrooms and exit doors at ARYE
  - Completed the window upgrade at Central Elementary School

- Electrical:
  - Finalizing outlets for the purple monitors at rural schools
  - Fire deficiencies: all fire inspection deficiencies throughout the district's schools have been corrected. These may include issues related to emergency lighting, fire extinguisher servicing, firestopping, and storage in mechanical rooms.
  - PowerFactor device installed for NPSS to align with energy efficiency

- Custodial
  - Ongoing casual custodial postings are in place to strengthen staffing and improve coverage.
  - The designated custodial position at Wonowon has been filled.

- Capital Projects
  - Finalizing work at the Robert Ogilvie Child Care space. Work remains on the existing space, including the creation of a nap room, and parking arrangements have yet to be finalized.
  - Construction at Wonowon Elementary School is nearing completion, with deficiencies being reviewed and corrected.

Health, Safety & Wellness

- Reviewing and updating district signage regarding emergency procedures for power outages, gas leaks, lockdowns, etc.
    - Joint Health and Safety training for new members was completed on October 22.
    - CPI training was held on October 23, with 60 people trained across the district. Two groups of 15 in the morning and two more groups of 15 in the afternoon. Two trainers facilitated the sessions.
- Reviewed rural sites for areas to set up air quality monitors donated by the BC Lung Association
    - BC Lung will visit the District in April to help with the installation of monitors and do presentations in schools
- Safety staff attended the Taylor Emergency Community Planning (ECP) meeting. Next year there will be a full evacuation drill for the community, including the school

Technology

- Multi-factor authentication (MFA) is being implemented District-wide to improve cybersecurity.
- Employees are required to enrol in MFA to access District systems and email.
- NPSS VoIP Update
    - Seats and devices ordered last October 14
    - Porting date is scheduled for November 27
- Due to a critical PHP (programming language) vulnerability disclosed on October 20, 2026
- Moodle server is no longer accessible outside the SD60 network.
    - This affects teachers across the District, and continued use requires a VPN to secure the network traffic.
- A faulty UPS at NPSS was replaced. BC Hydro testing or an uncommunicated power outage may have contributed to the fault.

Transportation

- The department is auditing school bus routes to improve efficiency and reduce costs.
- Parental concerns are being addressed as they come forward.
- Bus route maps and student information sheets are nearing finalization. Route information has been entered into MyEd for schools to access.
- Copies of the bus maps were sent to the road maintenance contractor in a collaborative effort to improve driving conditions on bus routes.
- Bus repairs and maintenance continue to be a challenge with our ongoing mechanic shortage.