



BOARD OF EDUCATION
School District No. 91 (Nechako Lakes)

Excellence | Innovation | Community

MISSION:
Achieving Educational Excellence through engaging and personalized learning

VISION:
Competent and confident learners making positive contributions in an evolving global environment

MONDAY, FEBRUARY 24, 2025
REGULAR BOARD MEETING - AGENDA

Page

1. CALL TO ORDER

2. RECOGNITION OF TRADITIONAL TERRITORY

We are grateful to live, work, and play on the unceded, ancestral territories of fourteen First Nations represented by the Dakelh, Nedut'en, and Wet'suwet'en Peoples; and, we are working diligently towards creating equity for our learners through conscious Acts of Reconciliation.

Specifically for this meeting, we feel honoured to gather in Saik'uz First Nation territory.

3. INTRODUCTIONS

- Chloe, Student Voice Representative (in person)
- Austin & Elli, Student Voice Representatives (online)
- D. Carpenter, SD91 Careers Coordinator
- C. Smith, DPAC Representative

4. APPROVAL OF THE CONSENT AGENDA

Recommended to approve the Consent Agenda, including the following items:

5 - 9

- The Agenda for the Regular Meeting dated February 24, 2025.
- The Minutes of the Regular Meeting dated January 20, 2025.
- The Record of the In-Camera Meeting dated January 20, 2025.

MOVED and SECONDED

THAT the Consent Agenda for the Regular Meeting of Monday, February 24, 2025, be approved as presented.

5. STUDENT VOICE

10 - 23



6. TRUSTEE REPORTS

- Trustee N. Hazelton

7. BCSTA ANNUAL GENERAL MEETING

8. EDUCATION DIVISION

8.1 EDUCATION UPDATES

8.1A. FRASER LAKE FARM-GARDEN INITIATIVE

Presentation by D. Carpenter, District Careers Coordinator

24 - 28

8.1B. SUPERINTENDENT'S REPORT TO THE BOARD

- Regular Monthly Update
- BCPSEA Annual General Meeting

29 - 37

8.1C. INITIAL 2025-26 ENROLLMENT PROJECTIONS

8.1D. SCHOOL GROWTH PLANS

The template and most current 'School Plans to Enhance Student Learning' for 14 of 16 SD91 schools are attached to this Agenda.

38 - 243

MOVED and SECONDED

THAT, pursuant to Section 8.3 of the *School Act*, the Board of Education of School District No. 91 (Nechako Lakes) approve the 'School Plans to Enhance Student Learning' as presented.

8.2 OUT-OF-COUNTRY FIELD/SPORTS TRIP REQUESTS

8.2A. INITIAL REQUEST

Fraser Lake Elementary-Secondary School - Greece - March 13-24, 2026

244 - 248

MOVED and SECONDED

THAT initial approval be given for selected FLESS Grade 8-12 students to travel to Greece from March 13 to March 24, 2026.

8.2B. FINAL APPROVAL REQUEST

Fort St. James Secondary School - Germany, Switzerland, Austria - June 25 to July 5, 2025

249 - 264

MOVED and SECONDED

THAT final approval be given for selected FSJSS Travel Club students to travel to Germany, Switzerland, and Austria from June 25 to July 5, 2025.

8.3 BOARD AUTHORITY/AUTHORIZED (BAA) COURSE(S)

Financial Literacy 11 - Lakes District Secondary School

265 - 278

MOVED and SECONDED
THAT approval be given to the BAA Course - Financial Literacy 11 as presented.

9. OPERATIONS DIVISION

9.1 FINANCE

9.1A. 2024-2025 AMENDED ANNUAL BUDGET BYLAW

2024-2025 Amended Annual Budget Presentation - Secretary-Treasurer D. Turner 279 - 297



2024-2025 Amended Annual Budget Bylaw

MOVED and SECONDED
THAT the 2024-2025 Amended Annual Budget Bylaw in the amount of \$80,370,076 be given first reading.

MOVED and SECONDED
THAT the 2024-2025 Amended Annual Budget Bylaw in the amount of \$80,370,076 be given second reading.

9.1B. 2025-2026 ANNUAL BUDGET

9.2 SCHOOL CALENDARS

9.2A. AMENDED 2024-25 EARLY DISMISSAL REQUESTS

Fort St. James Area Schools' date change request for Professional Learning Communities (PLC)

MOVED and SECONDED
THAT approval be given to Fort St. James area schools to change the previously approved early dismissal day for the purpose of Professional Learning Communities (PLC) time from Friday, April 11 to Thursday, April 10, 2025.

9.2B. DRAFT 2027-2028 DISTRICT CALENDAR

Review of draft 2027-2028 District Calendar. 298
Note that proposed professional development and planning days are tentative and subject to change prior to the start of the 2027-2028 school year.

MOVED and SECONDED
THAT the 'Draft 2027-2028 School Calendar' be released for public consultation from February 25 to April 25, 2025, keeping the District in

compliance with the *School Act's* requirement for a minimum 30-day public consultation period.

10. INFORMATION ONLY

The following items are for information. Should you wish to discuss any item, please bring it forward by a Board Motion.

10.1 DISTRICT

A. Save the Date: Annual SD91 Retirement Dinner

- Thursday, June 5, 2025 (location TBD)

B. Regulations Updates:

299 - 306

- 501.1R - School Attendance Areas - Regulations
- 702.8R - Use of Private Vehicles - Regulations

C. Grassy Plains Daycare Project Update - February 14, 2025

307 - 311

11. PUBLIC QUESTIONS

****The Board will receive questions from the public at this time. Questions must pertain to the items listed on this agenda. A response will be provided in follow up to the meeting. Those posing questions must ensure that the Executive Assistant to the Superintendent has a current email address to ensure a response.*

****Total Time Limit: 30 minutes for this item*

12. ADJOURNMENT

Motion to adjourn.

MOVED and SECONDED

THAT the Meeting of Monday, February 24, 2025, adjourn at _____ p.m.



MISSION:
Achieving Educational Excellence through
engaging and personalized learning

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Competent and confident learners making positive
contributions in an evolving global environment

Regular Board Meeting **MINUTES** **January 20, 2025 6:00 PM**

Present:	D. Christie A. McClinton D. Turner K. Black M. Gauthier H. Silver	Chairperson Superintendent Secretary-Treasurer Assistant Secretary-Treasurer Director of Instruction Recording Secretary
Present Online:	N. Hazelton D. Albertson S. Davis R. Gratz R. Pooley C. Walker M. Skinner C. McKay	Vice Chair Trustee Trustee Trustee Trustee Trustee Assistant Superintendent Director of Instruction
Online Guests:	W. Kelemen N. Lougheed Austin & Angel 8 Members of the Public	District Principal of Early Learning & Child Care DPAC Representative Student Voice Representatives

1. **CALL TO ORDER**
The Regular Meeting was called to order by Chairperson D. Christie at 6:00 p.m.
2. **RECOGNITION OF TRADITIONAL TERRITORY**
Chairperson D. Christie acknowledged that we are grateful to live, work, and play on the unceded, ancestral territories of fourteen First Nations represented by the Dakelh, Nedut'en, and Wet'suwet'en Peoples; and, we are working diligently towards creating equity for our learners through conscious Acts of Reconciliation.
3. **INTRODUCTIONS**
The following guests were introduced:
 - W. Kelemen, District Principal of Early Learning & Child Care
 - N. Lougheed, DPAC Representative
 - Austin & Angel, Student Voice Representatives
4. **APPROVAL OF THE CONSENT AGENDA**
The Consent Agenda, including the following items, was approved:
 - The Agenda for the Regular Meeting dated January 20, 2025.
 - The Minutes of the Regular Meeting dated December 16, 2024.
 - The Record of the In-Camera Meeting dated December 16, 2024.

25-01 *MOVED and SECONDED*
THAT the Consent Agenda for the Regular Meeting of Monday, January 20, 2025, be approved as presented.

Carried

5. NEW SUPERINTENDENT WELCOME

Chairperson D. Christie officially welcomed Superintendent A. McClinton to School District 91 (Nechako Lakes) and extended special thanks to Assistant Superintendent M. Skinner for filling the role throughout the Board of Education's recruiting and hiring process.

6. PRESENTATIONS

District Principal of Early Learning and Child Care W. Kelemen shared a presentation about child care programs in and operated by School District No. 91. It was noted that there are child care enrollment openings in every community and a request was made for meeting attendees to spread the word publicly as much as possible.

** District Principal of Early Learning and Child Care W. Kelemen departed the Regular Meeting at 6:10 p.m.*

7. TRUSTEE REPORTS

Chairperson D. Christie reported that he had met with MLA Rustad recently, and MLA Rustad had provided contact information for MLA Block who is the opposition member shadowing the Ministry of Education and Child Care.

8. STUDENT VOICE

Student Voice representatives Austin and Angel shared the monthly report about student leadership activities and events that have taken place throughout the District over the past month.

*** Student Voice representatives Austin and Angel departed the Regular Meeting at 6:24 p.m.*

9. EDUCATION DIVISION

9.1 EDUCATION UPDATE

Assistant Superintendent M. Skinner shared the 2024-25 Strategic Plan Midyear Update and acknowledged senior staff, principals, and vice-principals for their contributions.

9.2 OUT-OF-COUNTRY FIELD/SPORTS TRIPS - FINAL APPROVAL REQUESTS

A. LDSS TRAVEL CLUB - EUROPE - MARCH 24 TO APRIL 2, 2025

25-02 *MOVED and SECONDED*
THAT final approval be given to selected LDSS Travel Club students to travel to Europe from March 24 to April 2, 2025.

Carried

B. NVSS - JAPAN SISTER SCHOOL EXCHANGE - APRIL 25 TO JUNE 8, 2025

25-03 *MOVED and SECONDED*
THAT final approval be given to selected NVSS students to travel to Japan for a sister school exchange experience from April 25 to June 8, 2025.

Carried

C. NVSS GRADE 11-12 STUDENTS - EUROPE - MARCH 22 TO APRIL 2, 2025

25-04 *MOVED and SECONDED*
THAT final approval be given to selected NVSS Grade 11-12 students to travel to Europe from March 24 to April 2, 2025.

Carried

10. OPERATIONS DIVISION

10.1 FINANCE

A. 2ND QUARTER FINANCIAL UPDATE

Assistant Secretary-Treasurer K. Black reviewed the 2nd Quarter Financial Update and he, Secretary-Treasurer D. Turner, and Assistant Superintendent M. Skinner responded to Trustee questions:

- What is covered under rental/lease expenses?
Photocopiers and other such equipment. The only site that is not situated on SD91-owned property is the Enterprise Centre in Fort St. James.
- How are payroll costs so high when we are short-staffed across the District?
The allotment for payroll may need to be adjusted when the District prepares the 2024-2025 Amended Annual Budget, and employee absences are high which means the District pays the employee for sick time and also pays the replacement employee.
- Are certain fees like association memberships and insurance sometimes front-loaded, meaning that those costs will decrease in the 3rd and 4th Quarters?
Yes, depending on the timing of renewals.

B. 2024-2025 AMENDED ANNUAL BUDGET

Secretary-Treasurer D. Turner reported that the Ministry announced that amended annual budget information will be released on January 28, 2025, after which she will be scheduling a Finance & Budget Committee meeting to work on the 2024-2025 Amended Annual Budget.

Chairperson D. Christie informed the public of the regular budget process for public education, wherein the initial budget is set based on estimates and then amended later in the fiscal year when the Ministry announces final funding based on student enrollment data.

C. 2025-2026 ANNUAL BUDGET PROCESS

Secretary-Treasurer D. Turner provided an introduction about the 2025-2026 Annual Budget process that is currently in its early phase with the collection of student enrollment projections. Assistant Superintendent M. Skinner added that schools have been asked to provide their student enrollment projections before the end of January 2025 and that the District must then compile the data for submission to the Ministry before February 14, 2025. The District anticipates a continuation of a downward trend in student enrollment as we continue to see more students graduating from high school than new registrations for Kindergarten. Official student enrollment projection data will be shared at the February 2025 Regular Meeting, and Secretary-Treasurer D. Turner indicated that the 2025-2026 Annual Budget must be completed and submitted to the Ministry by the end of June 2025.

10.2 POLICY RE-ORGANIZATION PROJECT

Trustee R. Pooley shared information about the Policy Re-Organization Project including that a small number of positive feedback messages were received during the feedback collection period from November 19, 2024, to January 9, 2025. The goals of the project are to re-categorize and re-number existing policies and update the format to allow more accessibility for all users.

25-05 *MOVED and SECONDED*
THAT District staff move forward with the Policy Re-organization Project as summarized, with the final product being published to the SD91 website over the summer months of 2025.

Carried

10.3 2024-2025 SCHOOL CALENDAR

There was a discussion about the proposed date change to bring the District's April 2025 Professional Development Day in line with other districts in the northern region. This would shift our non-instructional day from Friday, April 25 to Friday, April 11, 2025.

25-06 *MOVED and SECONDED*
THAT the 'Draft Amended 2024-2025 School Calendar' be approved as presented.

Carried

11. PUBLIC QUESTIONS

There were no public questions.

12. ADJOURNMENT

25-07 *MOVED and SECONDED*
THAT the Meeting of Monday, January 20, 2025, adjourn at 7:08 p.m.

Carried

Darlene Turner, Secretary-Treasurer

Dave Christie, Chairperson

DRAFT



**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 91 (NECHAKO LAKES)
VANDERHOOF, BC**

RECORD OF THE JANUARY 20, 2025, COMMITTEE MEETING

1. The personnel report was accepted.
 - Information was received on three non-teaching new casuals
 - Information was received on eleven non-teaching new appointments
 - Information was received on four non-teaching leaves of absence
 - Information was received on two non-teaching returns from leaves
 - Information was received on three non-teaching resignations
 - Information was received on five teaching limited duration appointments
 - Information was received on one teaching continuing appointment
 - Information was received on one teaching medical leave
 - Information was received on two teaching leaves of absence
2. There was an update given on staffing.
3. There was an update given on grievances.
4. There was an update given on investigations.
5. There were discussions on six topics related to Board business.

DRAFT



STUDENT VOICE

FEB 24, 2025

We talked about our school projects.



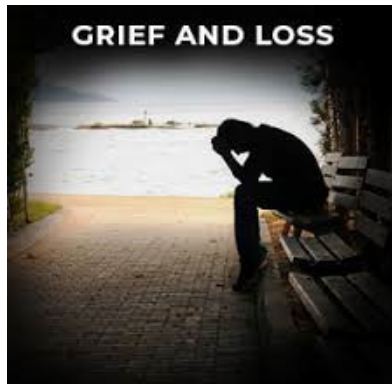
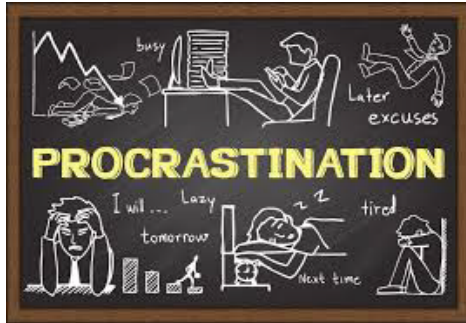
BABINE ELEMENTARY
SECONDARY SCHOOL



ATTENDANCE



DON'T
SKIP
CLASS!





SUSPENSIONS

What do you think the purpose of suspension is?

What is a change you would like to see?



Policy Manual
500 Students

Student Suspensions

Policy No. 502.2

The Board of Education, School District No. 91 (Nechako Lakes), recognizes that appropriate intervention that is educative, preventative and/or restorative in focus and purpose, and which seeks to be consistent and equitable may in some cases vary from student to student where the misconduct appears to be similar. Intervention may vary according to the needs of the student, the needs of the school or situation, and the nature of previous interventions.

The Board views suspension from school to be a serious intervention used for correcting behavior and believes that suspension is one step in progressive discipline. The board directs that any suspension of a student from school by either school or district administration shall be in accordance with the *School Act*, Section 26 (a) and (b) Powers to Suspend; Section 85, Power and Capacity (2) (c) (i) (d), its accompanying *Regulations, Powers and Duties of Principals, Vice-Principals or Directors of Instruction* (7) (g), and District Administrative Guidelines.



Student Suspensions

Policy No. 502.2

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First adopted: July 6, 1998
Revised/Adopted: September 20, 2010, June 16, 2014

Page 1 of 1
Policy No. 502.2





NVSS STUDENT VOICE

WINTER SPORTS

Girls and Boys' basketball

The Junior Girls A team went to zones

The Junior Girls B team had a good season

The Senior Girls team head to provs this week

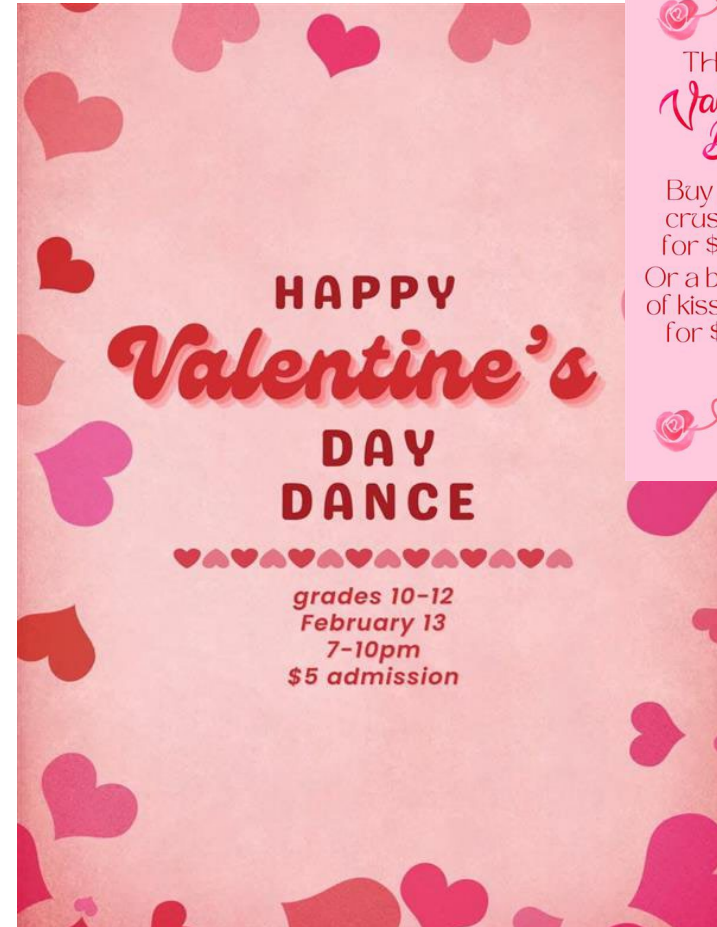


Wrestling

The Wrestling team did awesome this year and had provs over the weekend



VALENTINES



THE SEASON OF LOVE
Valentine's Day

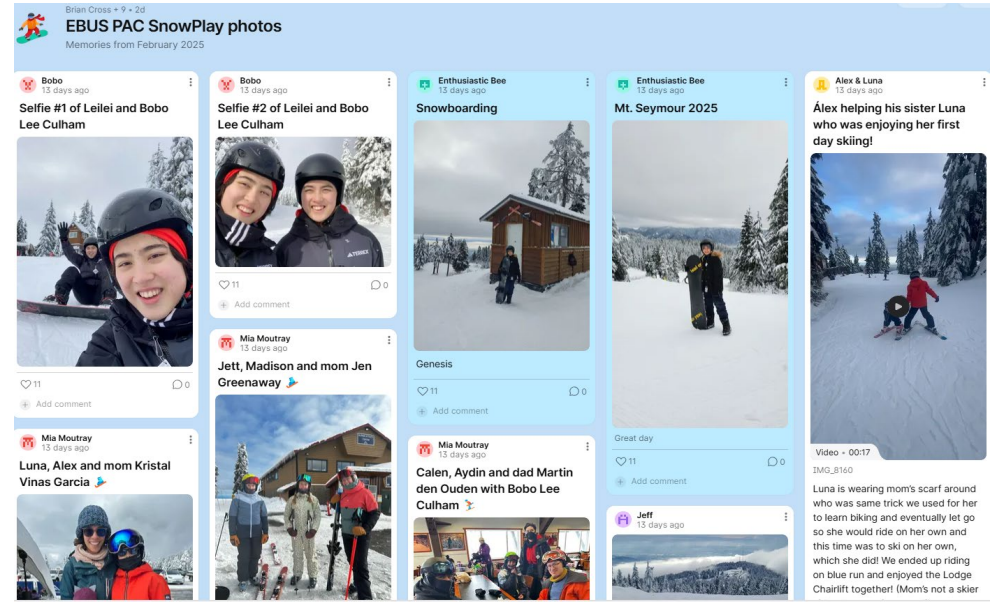
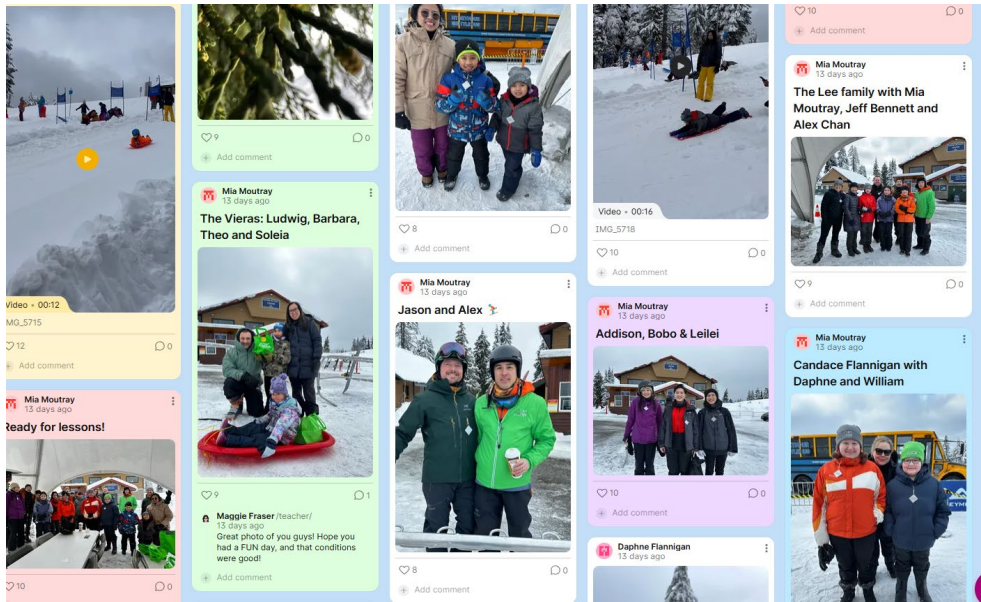
Buy a crush for \$2 

Or a bag of kisses for \$1 

We will be selling by the office at lunch on Feb 5, 6, 10, 11 and 12

We will deliver Thursday, February 13th, block 3 (before lunch)





EBUS SNOW PLAY DAY

Fless Student Voice

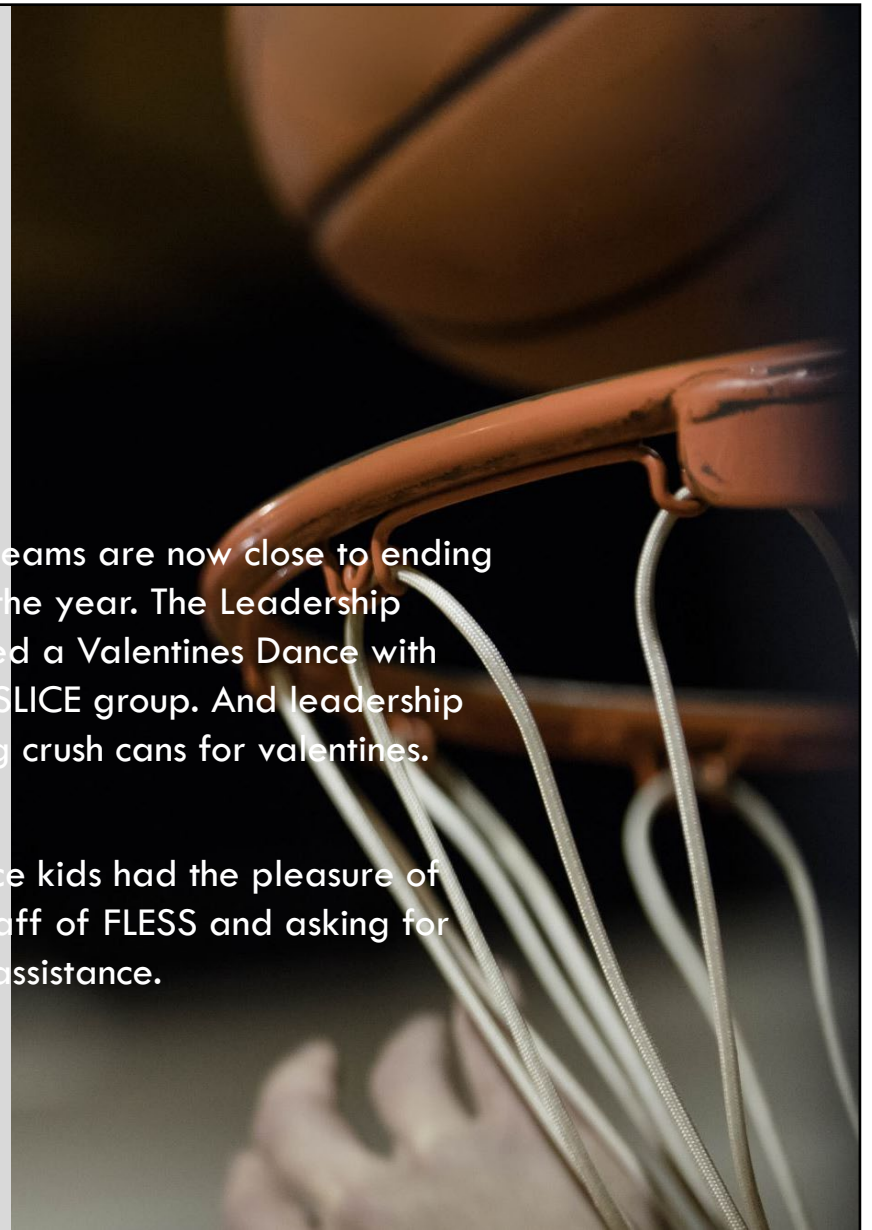
FLESS

WHAT HAS FLESS BEEN UP TO?

- Valentines Crush Cans
- Valentines Dance
- Sr Basketballs Zones
- Jr Boys Basketball Zones
- Jr Girls Basketball Zones

The Basketball teams are now close to ending their season of the year. The Leadership group had hosted a Valentines Dance with the help of the SLICE group. And leadership had been selling crush cans for valentines.

The Student voice kids had the pleasure of talking to the staff of FLESS and asking for their input and assistance.







LDSS FEBRUARY EVENTS

Junior Boys Basketball tournament – Feb 1st –Feb 2nd

Coffee house guitar fest – February 6th

Valentines Card give out – February 14th

Valentines Dance – February 14th

Grad Pictures – February 19th – 21st

Grade meetings – February 13th

RCMP Presentation for Grade 10's – February 10th?

Honor Roll & distinction Lunch – February 26th

Pink Shirt Day – February 26th

Honor Roll Sundaes – February 27th

Find your fit in the MPR – February 28th



DO YOU KNOW THIS SCHOOL?

FRASER LAKE ELEMENTARY SECONDARY SCHOOL
FARM INITIATIVE



FLESS – FARM INITIATIVE
Partnerships



Government
of Canada

SD91CTP
Career & Trades Programs



A Commitment to Support



- Federal Infrastructure Grant
\$72000
- Farm to School Grant
\$15000
- PHABC Innovation Grant
\$403000

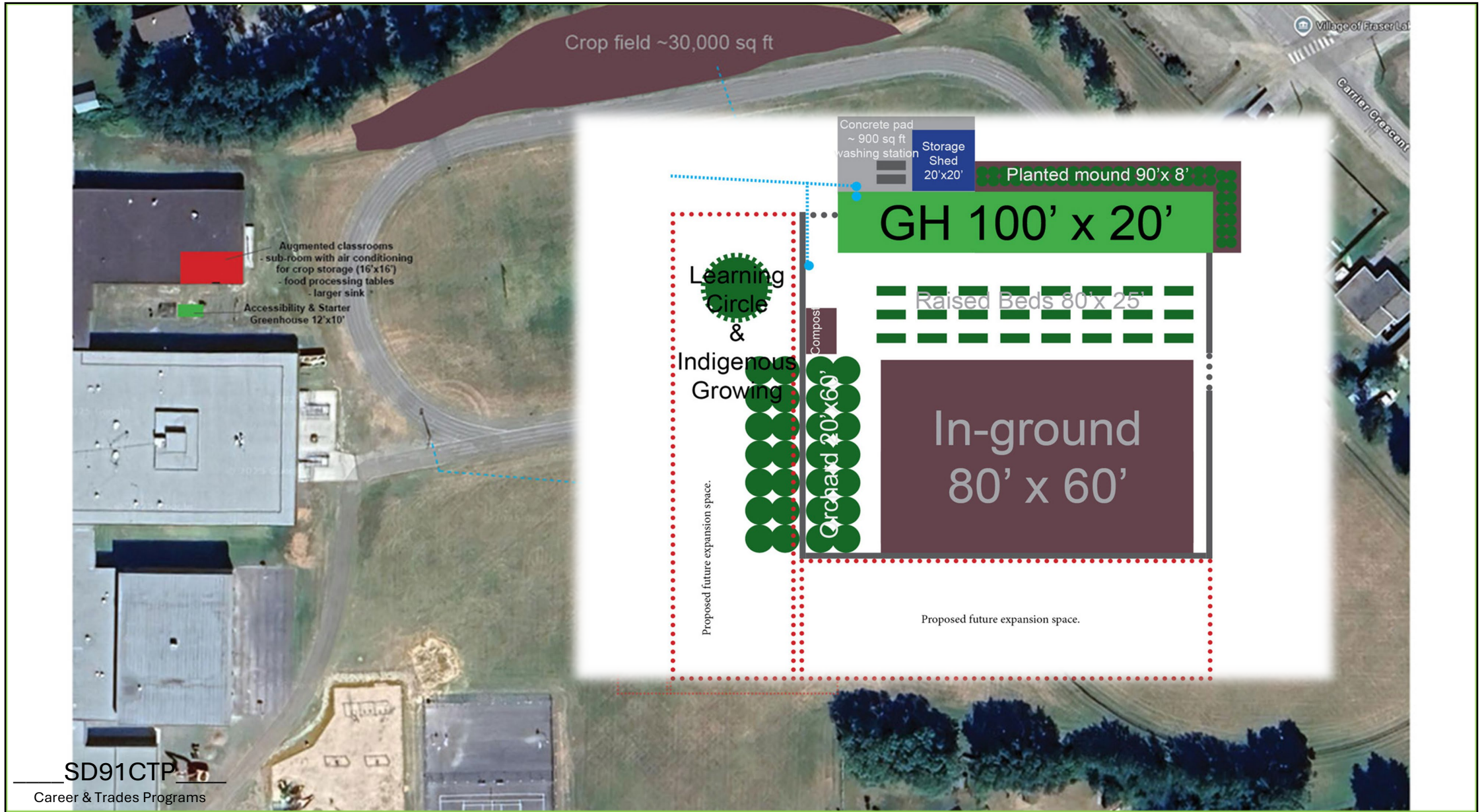
A Strong Foundation

- Classroom Growing Initiatives
- School Greenhouses
- Established Capacity/Skillset
- Bee/Honey Program
- Hydroponic Grow Towers
- Community Garden Programs
- Walk-In Cooler
- Pro-D Workshops
- School Food Programs
- Established Local/Regional Partnerships

\$490000



SD91CTP
Career & Trades Programs



We are grateful to live, work, and play on the unceded, ancestral territories of fourteen First Nations representing the Dakelh, Nedut'en and Wet'suwet'en peoples. We are working diligently towards creating equity for our learners through conscious acts of Reconciliation.

Hadih/Hadi/Hadeeh

As I sit down to write this, my inaugural superintendent's report, I am celebrating my first month as the superintendent of this fantastic district! Over this month I have had the pleasure of visiting each of our unique schools, meeting many of our staff and students and getting a sense of what makes each site special. I look forward to visiting all of our work sites and many years of many more visits.

I have had the opportunity to join my first IEC, DPAC, Administrator, and BLNTU meetings. I appreciate the collaborative partnerships displayed and the shared commitment to our learners of all ages.

It has been an exhilarating whirlwind of a month and I look forward to continuing my learning as we move into the budget and staffing spring season.

Respectfully submitted,

Anita McClinton
Superintendent



Strategic Plan Updates: GOAL 1: Honour Diversity

FSJSS Indigenous Youth Group Gala

On Saturday, February 15th, the FSJSS Indigenous Youth Groups hosted a fundraising gala. This event was focused on honouring and supporting the students, as well as fundraising for their trip to Hoobiye celebrations in Terrace BC. The evening included many great performances of traditional songs by the students and guests. The students also made speeches, partially in Dakelh, discussing what the youth programs have meant to them. Many wise elders and knowledge holders from the local territory shared good words with the youth and encouraged them in their traditional learning and future journeys. The community stepped up and a good deal of money was raised for the groups. The students also had an opportunity to express some of their feelings about the deep loss their school community had recently suffered, and some of the proceeds of the evening went to support the family.

The Indigenous Education Department, working together with our schools, currently supports six Indigenous youth groups across the district. These programs have been very impactful and have provided students with access to traditional teachings and supported their sense of belonging at school. These programs have grown out of research conducted into the experience of Indigenous girls in SD91 high schools.



MC Anthony Tom, Hereditary Chief, Lake Babine Nation Bear Clan

Strategic Plan Updates: GOAL 2: Engage our Workforce

Professional Learning in Literacy at WKE



On February 7th, William Konkin Elementary hosted Gloria Olafson during the professional development day for a full day of Kindergarten literacy professional learning in a structured literacy approach. WKE is a pilot school for a special literacy project this year and this is the next stage of that project conceptualized by Stephanie Lindstrom, in



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cooperation with Jesse Fairley and Leona Prince. This month, with the support of Indigenous Education funds and WKE's NOIE grant, two kindergarten teachers, our grade 1/2 teacher, the teacher-librarian, two LSWs who work in kindergarten, and our two Indigenous Education Advocates participated in developing their knowledge in the neuroscience of reading and how to deliver a literacy system that targets reading disabilities and neurodiversity.



School and Site Visits

Being able to visit most of our sites in my first weeks was an incredible experience. I appreciate the time staff took to introduce me to their sites, staff and students. School and district pride was evident at every stop, at all levels. Everyone was incredibly welcoming and openly shared their areas of celebration and challenge. I have gratitude for the engagement and passion I witnessed on my visits – from classrooms to staff rooms and the bus garage to IT spaces.



Top: Staff at Muriel Mould Learning Center – from left: Chrystal V., Tom H., Kevin D., me, and Donna B. Left: A warm welcome at Evelyn Dickson Elementary from Roxann J.



Clockwise from top left: Students at WKE; Student Voice at LDSS with Mr. Gauthier; Indigenous Feast day with Ms. Martin, Mr. Gauthier and Mr. Houghton; Problem solving at Sinkut View with Ms. Geddes and Ms. Hilman and tactile letter formation and the student body in front of Mapes.



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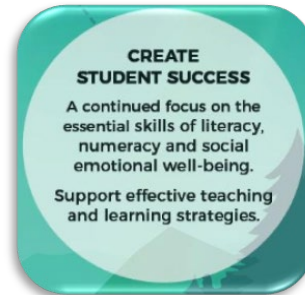
Top: Intermediates at Francois Lake with Ms. Wilson; Middle left: Ms. Hart, Mrs. Baker and students at WL McLeod Elementary; and Mr. Kadonaga, a FLESS student and me in front of the cougar at Fraser Lake Elementary Secondary. Bottom: Primary drum group at Babine Elementary Secondary School with Ms. Alec.



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Strategic Plan Updates: GOAL 3: Create Student Success

District Science Fair



The SD91 District Science Fair exemplifies our district's commitment to fostering student success, diversity, and community connections. This year, 120 students showcased 82 projects, engaging in hands-on, inquiry-based learning that deepens scientific understanding and critical thinking skills.

Aligned with honouring diversity, the fair provided opportunities for student voice and choice, encouraging learners to explore topics of personal interest—from environmental sustainability to physics and chemistry—while developing essential problem-solving and communication skills.

In support of engaging our workforce, the fair was coordinated by a dedicated science fair committee, including Tyler Clark, Jacqueline Soles, Roberta Toth, and other educators committing to join the team in continuing to support science education across SD91. Their collaborative efforts in planning the fair made a fun and enjoyable day and they hope to offer increasing support to educators as they guide learners through the scientific process in the coming years.



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By creating student success, this event celebrated hands-on learning and the application of student-led scientific inquiry, reinforcing skills that extend beyond the classroom.

Through enhancing connections, we recognize and appreciate the contributions of Doris Durupt, Deb Koehn, and Mia Moutray, who provided hands-on learning opportunities at the fair, as well as a special thank you to Maria Devauld for bringing her robotics trailer and sharing her vast knowledge of robotics and coding with students across the district. We are also incredibly grateful to the community members, industry professionals, and educators who dedicated time to interviewing and providing valuable feedback to the young scientists.

We are incredibly proud of all participants and encourage any interested students to further their scientific exploration by registering for the Central Interior Science Fair at UNBC on March 8, 2025.

100s day

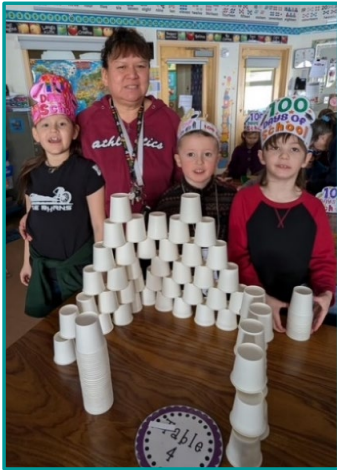
Staff and students alike in elementary schools across the district celebrated the hundredth day of school! The magic of learning connected to hundreds day is varied and endlessly creative, engaging students in numeracy with hands-on activities and joy.

These are a few photos of the fun learning that occurred at Decker Lake Elementary School.

Thank you, Ms. Geisbrecht, for sharing!



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Strategic Plan Updates: GOAL 4: Enhance Connections

Another Year of Deep Commitment to Science Fair

Tyler Clark's call for participation in this year's district science fair was answered with a resounding YES! Our schools were abuzz with curiosity, creativity, and scientific theory leading up to the district science fair on February 18. I, along with many other passionate volunteers, had the pleasure of acting as judges at the school and/or district levels. A huge thank you to each and every staff member, parent and volunteer who helped nurture students' love of science and learning. It was heartwarming to see the joy and pride the teachers and staff had in their student participants and to have so many community members and industry professionals dedicate their time to interacting with the students and judging their scientific inquiry!



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Grassy Plains Said Goodbye to a Strong Community Connection

Constable Nitz, the school liaison officer at Grassy Plain School was sent off with lots of love, hugs, banana splits and just maybe a couple of tears on Feb. 3. The school community is going to miss his connection to the school and the lessons he brought to all learners.



Employee Recognition

This month, I want to recognize the many staff who worked so hard and dedicated so much time and energy to help bring science to life for students across the district and those who volunteered their time to coach and support all of our athletes. These curricular and extra-curricular events and activities would not happen without their dedication. For many of our students, these are the highlights of their year and public school experiences. Thank you to each and every one of you who helped bring these to reality for our learners!

Find Us on Social Media!



We're on Facebook!
@SD91BC

School Plan to Enhance Student Learning

Updated ____, 2024

TIMELINE

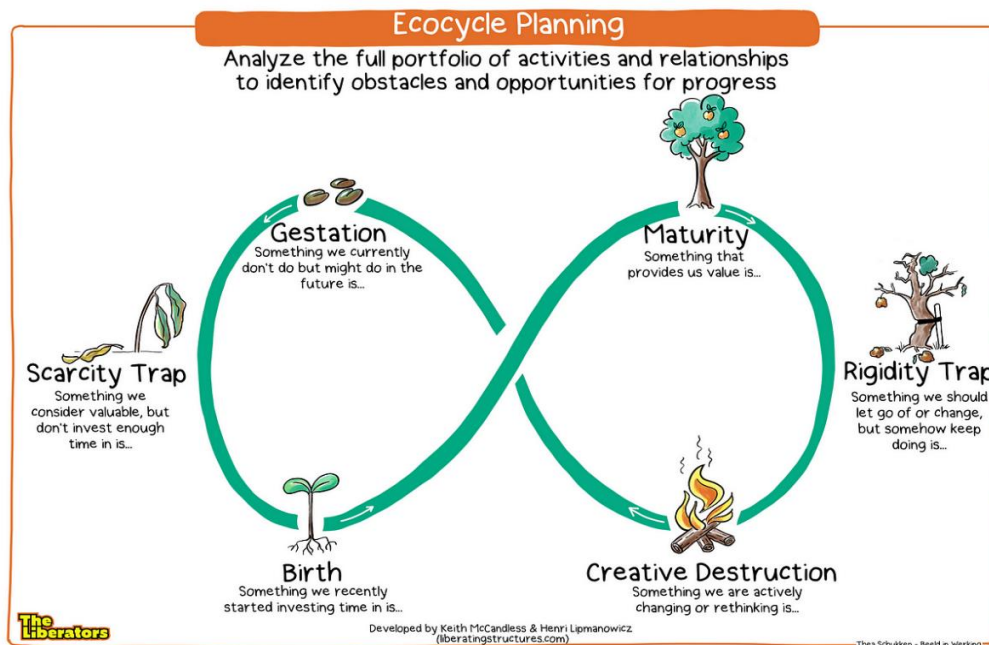
School Planning Process

School growth planning will move to a “living document” model instead of an annual submission one.

Under these new structures, school plans will be updated throughout the school year as new data, reporting, and goals evolve. “Check-in” dates will allow ongoing conversations with District staff. Schools may update their data and information as many times as needed.

KEY DATES FOR UPDATES & CHECK-IN

- Early November
- Early February
- Mid-May



Updated ____, 2024

THE MANDATE

School plans should:

- Reference previous growth and learning ...**Where have you come from and what have you learned?**
- Contain a **rationale / compelling** vision for your goals, including data sets with your analysis.
- Goals should be articulated using the **SMART goal** framework: specific, measurable, achievable, realistic and time bound.
- Involve members of your school community:** parents, teachers, **Indigenous communities**, and students.
- Be readable and inviting.**
 - Plan should be no longer than **8-9** pages/slides.
 - Use colour, images, quotes or short anecdotes to capture your journey.
- Living document:** Indicate to the reader that the school plan will be updated at least three times per year, and new information will be indicated.
- Format:** School plans can be submitted in many forms to suit the needs of each school. The template included in this document can be used to frame the planning/writing of the school plan, but there is no requirement to submit the final report in this format. See the optional planning template to help guide your work if needed. (**Appendix D**).
- The following questions for the goal areas are meant as a guide to help develop the written document and ***should not be used as a "question and answer" template.***

All our schools serve distinct communities and so plans should be specific to the student population the school serves. ***Please pay special attention to the needs of Students in Care, Diverse learners, and Indigenous students.***

Updated ____, 2024

DISTRICT STRATEGIC PLAN



All plans must contain the following:

- Direct reference and alignment to District Strategic Plan
- Goals and information for:
 - **Create Student Success** (Literacy, Numeracy, SEL)
 - **Honour Diversity**
 - **Enhance Connections**
 - **Engage our Workforce**
- Principals are asked to include 1 – 2 strategies, anecdotes, and school project descriptions that help showcase these district goals.
- Specific student survey questions at the secondary and elementary levels as described in Appendix A & B**

Remember that school and district plans support school growth and the [District’s continuous improvement cycle](#). Ensure you are familiar with key district data sets in our Framework for Enhancing Student Learning submission to the Ministry of Education. School plans contribute to the annual FESL submission to the Ministry in late September.

- [Ministry Policy - Framework for Enhancing Student Learning](#)
- [SD91 FESL Report 2023-24](#)

Updated ____, 2024

GOAL: CREATE STUDENT SUCCESS

LITERACY/ NUMERACY / WELL-BEING

“A continued focus on the essential skills of literacy, numeracy and social-emotional well-being and support effective teaching and learning strategies”

‘Creating Student Success’ goals should be organized under three distinct headings:

- What does the data tell us?
- Our response to the data?
- Wonderings and next steps related to the data and current progress.

The following questions are provided as possible prompts to help guide the planning team’s thinking and discussions:

- Previous goals and progress to date? Data trends over time?
- How do you know what’s working and what’s not for teaching and learning in your building?
“know thy impact”
- Focus on creating SMART (specific, measurable, attainable, results-oriented / relevant, time-bound) goal(s) for the coming year. Where possible, be specific as to who is working on the goal.
- How will you know if you’ve been successful?
- How does the embedded collaboration model support the work in literacy, numeracy and SEL development? How is collaboration reviewed to ensure the model is effective?
- How do you ensure “all students can learn” in an inclusive classroom and school environment?
- Ensure that you have utilized district and Ministry data sets (RAD, PM Benchmarks, DNA, Student Learning Survey, Graduation Assessments, etc.)

LITERACY

- What are the key focus areas for improved success over time and grades?
- Equitable outcomes for all students
- Data-informed goals – *K Assessment, PM Benchmarks, RAD, FSA, Literacy Assessments*

NUMERACY

- What are the key focus areas for improved success over time and grades?
- SNAP math – uptake, impact.
- Mathematics
- Data-informed goals- *FSA, District, and School Assessments*

Updated ____, 2024

WELL-BEING

- How do you use the key questions from the **Student Learning** and **OurSCHOOL survey** to guide your work in this area? (See attached **Appendix A and B** of key questions)
 - How are learners progressing with recognizing their own emotions and their impact on others?
 - What school-wide strategies are in place to assist with well-being and social-emotional Learning?
 - What structures/practices exist to create and support positive school-wide cultures?
 - What strategies are in place to help/ensure learners solve problems in peaceful ways?
 - What structures/practices are in place to teach support learners to be respectful and inclusive?
 - What structures/practices are in place to support student attendance?
-

GOALS:

HONOUR DIVERSITY- ENHANCE CONNECTIONS-ENGAGE OUR WORKFORCE

These goals lend themselves to anecdotal reporting and provide an opportunity for schools to showcase projects and validate our employees and community organizations for their commitment to our students. **Please include information in each of these areas in the 2023-24 School submission.**

HONOUR DIVERSITY

“Respect the strength of all diversities within our communities. Support the transformation of an education system that recognizes, celebrates and includes Indigenous history, worldviews and perspectives”

- Share examples, practices, and structures that demonstrate the wide ranges of diversities (cultural, physical, abilities, emotional etc) of your school.
- Share examples of specific events, projects, etc. that help to honour the diversity of the community that your school serves.
- Describe your school's progress towards *“creating equity for our learners through conscious acts of Reconciliation”*. What ongoing and embedded actions can you share that highlight continual progress for meaningful reconciliation? How has this impacted completion rates for Indigenous learners as they graduate dignity, purpose and options.
- Include key strategies and promising practices that align with the Ministry and District Strategic Planning.

Updated ____, 2024

ENHANCE CONNECTIONS

“Create opportunities and assist schools to engage in valuable learning activities with community partners”

- Share examples, practices, and structures that show that your school connects to the wider community (example: visits to senior centers, projects that enhance the community, invitations to community members to visit the school, university partnerships etc.)

ENGAGE OUR WORKFORCE

“Nurture school and district cultures that inspire and support passion-based teaching, learning and leading and create opportunities for every member of our organization to contribute to student success.”

- Share examples of educator-inspired activities/projects that positively impact student learning and/or school culture.
- Validate and recognize employees creating unique learning opportunities for our students.
- Where possible, recognize and highlight the contributions of employees from our operations side and employees on our education side.

Updated ____, 2024

APPENDIX A

Student Survey – Key Questions for Schools

Provincial Student Learning Survey

Grade 4	Grade 7
#6) How many adults do you think care about you at your school?	#7) Is school a place where you feel like you belong?
#7) I am happy at school.	#9) At your school, how many adults do you feel care about you?
#14) Do you feel safe at school?	#21) Do you feel safe at school?
#40) Are you learning how to solve problems in peaceful ways?	#57) At school, I am learning how to solve problems in peaceful ways.
#27) Are you taught how to improve how you learn?	#62) Do you feel good about yourself?

Updated ____, 2024

APPENDIX B

Survey – Key Questions for High Schools

As we continue gathering student feedback and data, schools will build strategies based on the data to support Social-Emotional Learning.

High Schools
<i>How many adults do you think care about you at your school?</i>
<i>Is school a place where you feel like you belong?</i>
<i>Do you feel safe at school?</i>
<i>Do you feel happy and welcome at school?</i>

Updated ____, 2024

APPENDIX C

School Plan - A Living Document

In a short summary, please describe the ongoing work and contributions to growth planning using the themes below.

- Please share your reflections on involving staff, students, parents, PAC and Indigenous Nations to contribute and provide input on your school plan.
- Include how your school plan is a “living document”. What strategies are embedded in routines that keep the focus on the goals? How are staff, students, parents, PACs, and Indigenous communities updated? Is the plan and improvement strategies “visible” to everyone continuously?
 - How are updates shared with families and the broader community regularly? Facebook? Newsletters? Other?
- Indicate contributors you would like to recognize for their involvement in your school planning.

Updated ____, 2024

APPENDIX D

Planning Template

PLANNING TEMPLATE

Strategic Area:	
WHERE HAVE WE COME FROM?	
CURRENT REALITY (DATA)	
GOAL(S)	
STRATEGIES (ACTION PLAN)	
WHO IS RESPONSIBLE? & RESOURCES NEEDED	
TIMELINES & HOW WILL PROGRESS BE MEASURED?	

Updated ____, 2024

School Growth Plan

School Overview

Babine Elementary Secondary School is a remote K-12 school in Granisle B.C. We are a small and highly personalized school. We have 41 students, 22 of whom travel on the bus from Tachet. We have 31 students (76%) who claim Aboriginal ancestry. We have 15 students (37 %) with current learning designations. Our staff is made up of a teaching principal, one classroom teacher, one letter of permission teacher, one Language and Culture teacher, 2 learning support workers, one Indigenous advocate, a meal prep worker, and an office administrator. The staff is working diligently to create a safe learning environment where students feel like they belong and can become passionate learners.

Please note that due to our small size it is difficult to appropriately mask our data and maintain student confidentiality. As a result, this document will focus on some overarching themes and anonymous individual stories.

School Plan – A Living Document

To ensure that this plan is accurate and relevant to our learning community the following groups have participated in the creation of this school growth plan:

- Teaching staff and support staff
- PAC members
- A student group
- District staff members

This document will be evaluated and updated at regular term intervals, and we will add information as we go during the year. This allows us to ensure that this plan is reflective of the **current** needs of the learners at BESS.

District Goal: Create Student Success

Section 1: Literacy:

- Data: We have completed several formal and informal assessments on literacy this year, including PM Benchmarks (K-GR 4 reading level), the FSA, our district reading assessment, and teacher observations. Our data demonstrates that the vast majority of our students are reading below grade level. Our PM benchmark data shows very few students in grades 1-6 are reading at grade level. Our data along with teacher observation show that our students are struggling with decoding texts and accessing phonics skills. This has been a trend throughout the past few years that we are looking to address.

School Goal

Our main goal at BESS is that all students improve their current reading scores by 1 grade level, as measured by PM Benchmarks and other assessments and teacher observations. In doing so, students will begin to demonstrate grade-level fluency and comprehension skills. To accomplish this, we are emphasizing fluency skills, sight word recognition, and key-decoding skills.

Actions

In order to meet this goal, we have initialized several actions:

- We have school-wide reading twice a day. Students are reading 'Just Right' levelled texts daily. This is supporting their fluency, and many have started to make progress.
- Teachers conference with at-risk students during our reading sessions.
- BUDDY reading has been initialized to develop confidence and a love of reading. This has been a positive program between the primary and senior students.
- A sequential phonics intervention is commonly provided to students in need by LSW staff, as well as whole-class instruction in the K-3 class.
- Sight word practice is provided for several students.
- Reading A-Z pilot program has been initialized. This digital program provides gamified learning and digital assessment materials to teachers.
- Through our grant with Indigo, we have received new books and frequently order books that students request. This has helped engage many students in reading times.
- When students' fluency has improved, we will be using the district literacy assessment to focus on comprehension skills.



Literacy at BESS

June 2024 Reflection:

It is difficult to fully encompass the progress that students have made in literacy this year. Many students' PM benchmark levels have increased throughout the year, with some students even growing 10+ levels. However, most our students still remain below grade level in terms of their fluency and comprehension. This term the grades 4-7 also took an assessment called the CCR. This was one of our first attempts at using these assessments with this age group. Not enough students were able to complete the assessment to share results, however we are hopeful that during the fall semester we will have more success. The past few months we were able to secure extra staffing time to have reading groups for students reading below grade level. These groups were supportive and something we are hoping to expand upon in the fall.

November 2024 Reflection

During the start of the year, we have conducted a number of literacy assessments including another round of PM Benchmarks for the elementary students and the Cross Curricular Reading assessment with the grades 7-12 students. At a glance, our PM data demonstrates the majority of students remain below grade level in terms of their fluency. However, at an individual level we are seeing that most students have been making steady progress and are becoming more independent readers. We have started to log PM updates on tracking forms that will be sent home each term. Many students have demonstrated steady progress in terms of fluency. This year, our new teacher has introduced a phonics program called 'Words Their Way' which has been implemented throughout the elementary classrooms. Our CCR results and teacher observation have shown that the majority (75%) of high school students have strong fluency, however, their comprehension skills are further behind. Specifically, the group struggles with identifying the main ideas and supporting details in texts. Our goal remains that each student will develop their reading skills by 1 grade level. However, we will be focusing specifically on fluency levels with elementary students and comprehension skills with high school students.

Student Story: Student A has been working hard to address their reading skills over the past year. With daily adult support, they have worked through various phonics tools and sight word

practice to improve their fluency level. They have also started to read daily just right reading books. As a result, their fluency has grown several grade levels, and they are a much stronger reader.



Buddy Reading

Section 2: Numeracy

Data:

Data was collected on students in grades 4-6 and grade 9 on our District Numeracy Assessment. The data shows that the majority of students were not yet meeting or minimally meeting grade-level expectations. Most students across grades 3-12 are not yet familiar with grade level math concepts. Our understanding of students' abilities in math has been further supported by FSA results and classroom observations.

Goal

Our goal for students is that each student will improve their understanding of numbers and operations and will be able to apply math concepts to their own lives and communities. We are aiming for each student to develop by one grade level by the end of the year, as measured by the district SNAP assessment. In order to accomplish this, we are emphasizing modelling skills and hands-on learning opportunities.

Actions

- We have continued the use of new manipulatives (blocks, fraction tiles, etc) that were purchased last year. Students have universal access to manipulatives to help explore and have worked hard on using these tools appropriately.
- We have embraced multi-modal solutions, where students are taught several ways to solve problems.
- We are regularly incorporating SNAP math strategies in classroom instruction to develop greater number sense.
- Programs such as Mathletics have been introduced to allow students to practice their operations with gamified activities.
- We are utilizing more hands-on learning opportunities, such as building, baking, making change during lunch, and games like “Multiplication Snow Balls”. Grade 7-12 students have taken on self-selected passion projects. Many of which connect closely with math.



Math at BESS

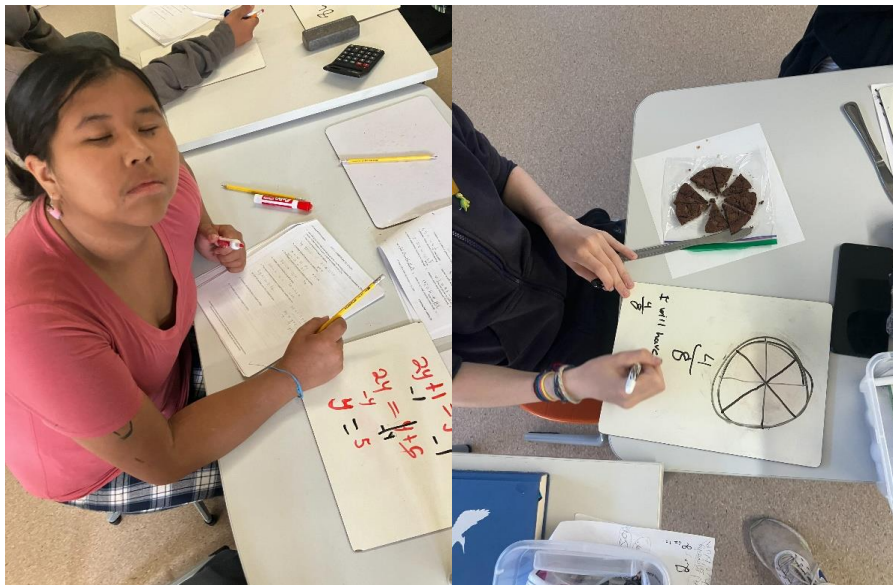
June 2024 Update:

This has been a very successful year for math at BESS. Students have enjoyed hands-on learning opportunities and have improved their overall number sense. This spring all students from grade 1-9 completed a SNAP math assessment. We saw improvements across the majority of students, though it should be noted that the majority of students are still working below grade level. Students have become much more confident at accessing the resources they need to be successful (hundreds chart, manipulatives, etc). We are excited about what next year will bring for our math journey.

November 2024 Update:

This fall we completed SNAP math assessments for students from grades 3-11. The results demonstrated that the majority of students are not yet familiar with grade-level math concepts. This has made it difficult for them to apply these ideas to real-world situations. We have continued with our emphasis on hands-on math opportunities and exploring manipulative use in class. Experiential opportunities have included examples like the junior class organizing a holiday sale and the senior class studying our local spawning grounds and graphing the results. We have also focused on introducing more grade-level concepts with significant supports (calculators, 1-1 coaching, etc). For example, students in high school have started to complete coursework taken from the EBUS course catalogue. We have seen growth in most students, and they are starting to progress through their coursework.

Student Story: Student B was afraid they would not pass their high school math courses. The staff worked with them daily and provided extra support. Their confidence with math has grown tremendously and they have started to work through grade level concepts. They also went on to score ‘developing’ marks on their grade 10 assessments, demonstrating a progressing understanding of concepts.



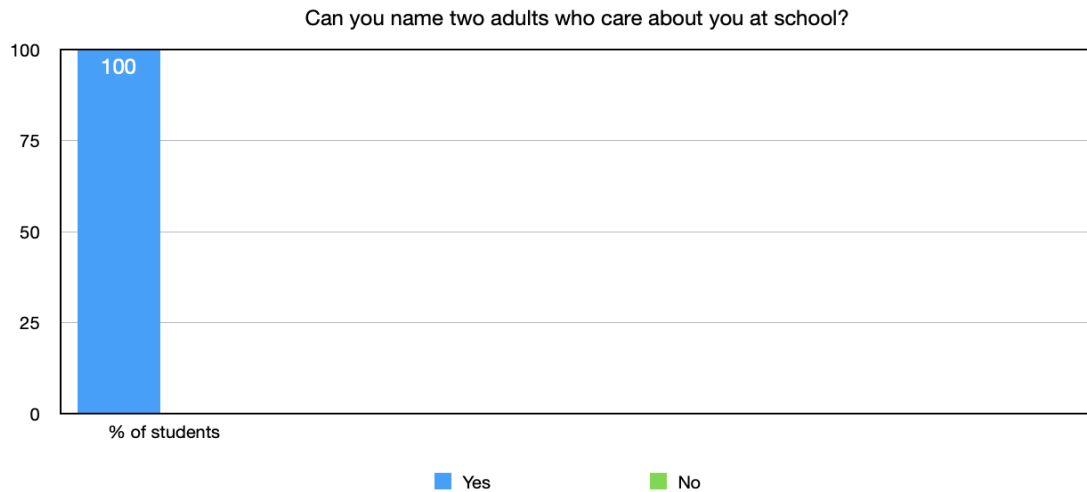
Hands-on math and working with new concepts.

Section 3: Social-Emotional Learning/Student Well-Being

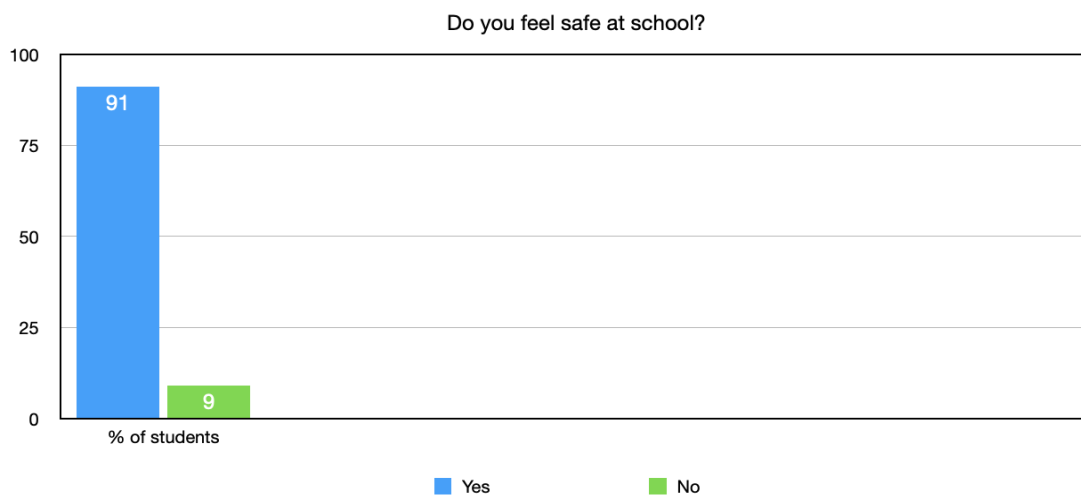
Data:

We surveyed the grade 4-12 students about their experiences at school. Students were asked three questions: Can you name two adults who care about you at school? Do you feel safe at school? Do you feel that you belong at school? Our data demonstrates that 100 % of students can identify two or more adults in the school who care about them, 91 % said they feel safe at school, and 77% percent feel a sense of belonging at school.

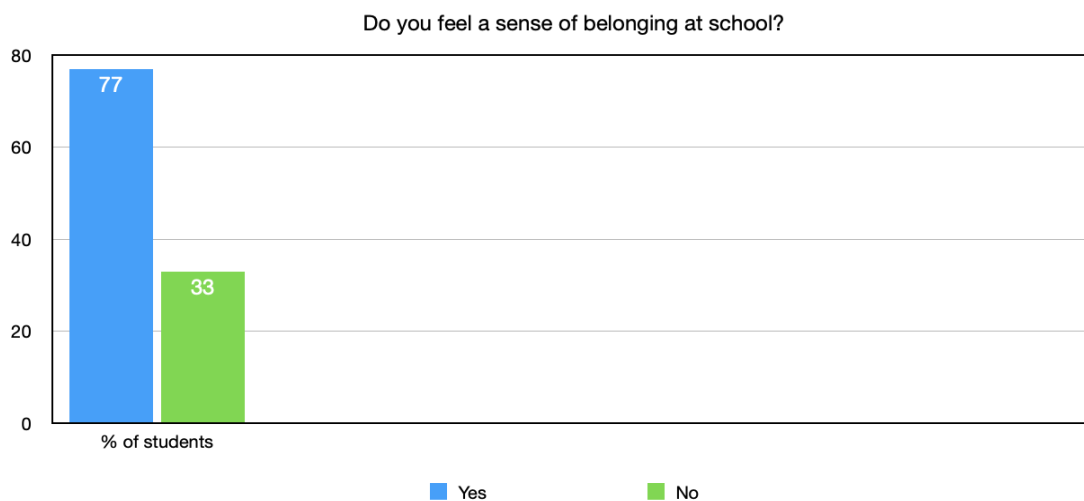
Student Survey



Caption



Caption



Caption

Goals

As a school community, we were proud of these results but also gained a greater understanding of the work that needs to continue. Our goal for this area is that every student will gain a sense of belonging at BESS, by deeply engaging in their learning and seeing themselves represented in our community.

Actions

This goal is being supported by several key actions.

- First, we open every day with our ‘Morning Circle’, where school updates are shared, each student checks-in, we learn a new Nedut’en word, and we play a game or do a dance. This routine has helped provide a ‘slow-start’ for students to begin the day. It has also helped develop positive connections between students and staff.
- To continue to develop a sense of belonging among students, we have initiated ‘Passion Project Fridays’ for our senior learners. This is a 2-hour block where they are free to explore their passions and to share them with the group.
- Senior students have begun to participate in ‘Student-Voice’ a district-wide program where students advocate for themselves.
- We host monthly Respect Assemblies to celebrate positive student choices.
- We have held several community/family lunches.



Students baking and exploring new recipes

June Update:

This term we have introduced the Zones of Regulation program to help students identify and discuss their feelings. This has been a wonderful addition to our morning circle and has helped the staff better support students at the start of the day. BESS has also been working hard to make culture a more visible piece of our school. Margie Alec has been leading daily drumming as a school. This is helping to have students build their sense of identity. This was demonstrated during our year end trip to Vancouver Island where the senior student shared culture at Zeballos Elementary Secondary School, as well as our year end Bah’lats.

November 2024 Update:

Our student survey this year demonstrated that once again every student could identify adults in the building who care about them or think they will be successful in life. The results also demonstrated that students continue to feel a sense of belonging at BESS. This year we added another question which provided essential information. We asked students “Can you explain what you are learning about and why it matters?”. The results showed that very few children could explain the importance of what we are learning at school. As a result, we are adjusting our goal.

Our updated goal is that every student will be more engaged in their learning and will be able to describe their learning and its importance. To address this, we are beginning with a high interest area: culture. We have been in the planning stages to create a weekly culture night at BESS where community members, families, and students can come together to practice culture. Students will work with new activities like drumming, canning, beading, regalia creations, etc. They will also document what they have worked on by capturing pictures and creating 'How To' books to share their learning. We will also incorporate this process into the school days, where we are hoping to introduce more hands-on activities and have students reflect by creating texts or other stories to share out their learning.



Highschool students studying water quality at the river.



Our MMIWG walk

District Goal: Enhance Connections

As a remote community, it is paramount to have families and the broader community be active members of a school. At BESS one of our main goals is to maintain and build strong connections with our families and surrounding community members. We have worked towards this goal by following several practices. In prior years BESS has had an active PAC, who became passionate advisors and ran several programs and fundraisers. Unfortunately, as a result of the pandemic and being such a small community, the past few years it has been difficult to maintain a consistent PAC. This year we have made progress to reinstating our PAC. We have had monthly meetings, and the PAC has begun to support initiatives such as our holiday family lunch. We have hosted several events open to the community and families, such as our opening day BBQ and our Truth and Reconciliation Day cultural celebration and lunch. These events have been well attended, and we strive to host more throughout the year.

BESS has also begun to work with the Village of Granisle and Lake Babine Nation on a sustainable food project, which will see community garden beds installed on our school field. Students have taken part in the consultation meetings and have enjoyed participating.

Lastly, students have begun to take an active role in the surrounding communities. We have arranged some volunteer opportunities for students, such as helping an elder in Tachet stack wood. Students have been active and enthusiastic participants in these opportunities.



Stacking wood for an elder



Students and families enjoying a holiday lunch

June 2024 Update:

We have continued to work towards enhancing connections here in Granisle. We have had some wonderful opportunities to learn from community members who have lead opportunities such as a forestry tour, carpentry projects, and CPR. On June 26th BESS cohosted a training Bah'lat's with community members and elders. This was a spectacular event that was well-attended and provided an opportunity to learn from community members.



Students learning about coastal forest and harvesting in Zeballos.



A visit from a local forestry company

November 2024 Update

Community involvement has once again been a focus for us this school year. This year the high school students hosted a lunch for local elders on Orange Shirt Day. The community and school came together to celebrate and acknowledge the elders. We are also consulting with several community members who will run our evening culture program. PAC has continued to be active throughout the year and has several projects planned for the rest of the year. We ended our first term at school with a well-attended holiday celebration. The junior class organized a class-wide sale, creating products and then selling them to other students, family members, and the public.

This was a successful project that saw students develop financial and social skills. We then had a wonderful assembly which saw class presentations. The senior class ended their drama course by creating and presenting their own skits. The junior class and primary class also sang songs. After a visit from Santa to hand out gifts, we had an amazing lunch.



Santa visited the students



Multigrade collaboration during our morning meeting.

District Goal: Honour Diversity

One of the most spectacular aspects of BESS is its diversity and connection to culture. 76% of our student population has Aboriginal heritage, with 17 students who are members of Lake Babine Nation. As a school community, we understand that the more culture is visible and present, the stronger our school will be. Students participate in daily Language and Culture classes led by Margie Alec. In these classes, students are working on Nedut'en words and phrases, drumming, singing, and art. We are hoping to build fluency and make language more prevalent in our school. In order to accomplish this, we include a daily word in our morning circle and have hung up buttons with voice-recorded Nedut'en words and phrases around the school. Many staff members are also learning and using these same phrases around the school.



Making B'eh

June 2024 Update:

BESS has been diving into cultural practices this term. Margie Alec has been an incredible leader this term and has supported several major projects. Dorris Munger a local drummer and singer has written a new song for BESS called the 'Happy Song' using Nedut'en words the students have learned this year. The students are working at mastering this song. Senior students have also prepared gifts for the Bah'lats and for the June 16th trip to Zeballos BC where we were hosted and shared culture. Lastly, we have been out on the land celebrating our incredible lake. Students have been out on several canoe excursions with BESS over the past month. This gives students an opportunity to discuss and appreciate the rich history on Babine Lake.



Photos from our trip to Zeballos and learning local knowledge.

November 2024 Update:

Celebrating our diversity and local culture continues to be a focus at BESS. This has included adding student led drumming to our daily morning routines. Students have also been invested in their daily Nedut'en classes. Our evening culture program will be another example of our investment into culture.

Student Story: Student C has become a leader during school culture activities. He steps up daily to lead morning drumming with Miss Margie and has even led it on days that she is away. This skill will benefit him throughout his life and is providing a cultural opportunity for other students in our school.



Student led drumming

District Goal: Activate Our Workforce

This year the staff has been active in professional development and growth opportunities, such as:

- Learning about local Indigenous practices and opportunities for reconciliation.
- Travelling to other schools to observe and learn from experienced educators.
- Learning about SOGI 123.
- Emphasizing experiential and hands-on learning.
- Several teachers and staff have begun to engage with MathUp.
- Staff members take an active role in the morning circle.
- Staff members support students' passion projects.
- Many staff members have invested in Pro-D opportunities.
- Our language and culture team offers cultural teachings and brings in guests.

June 2024 Update:

This year saw concrete growth from our staff. Staff members grew their ability to initiate meaningful learning, as seen by several students' jumps in reading and math. We also dedicated time to becoming more involved in local culture and events. This was apparent during the Bah'lats.

November 2024 Update:

Our staff has continued to grow and improve our teaching skills. Several staff members are involved in inquiry projects (NOIIE, Growing Innovation) to create hands-on learning projects for the students. These are provincially recognized programs that encourage teachers to collaborate together and engage with new professional learning to better meet student needs. Last year our focus was on student engagement with hands-on learning. This year we are looking at specifically including hands-on local Indigenous activities to improve student engagement. We are also including new tools and resources in our daily practices. For example, several teachers have started to work with the Words Their Way phonics program. This has had a positive impact on improving reading with our elementary students. Our staff is made up of professionals who are flexible and adjustable.



Decker Lake Elementary School

Home of the Decker Lake Huskies

Honesty ~ Unique ~ Successful ~ Kind ~ Inclusive ~ Encouraging ~ Supportive

School Plan to Enhance Student Learning

OUR STORY

Situated on the ancestral and unceded land of the Wet'suwet'en First Nation, Decker Lake Elementary is a small, rural school located on Highway 16 west of Burns Lake. We are surrounded by a beautiful trail system for hiking, biking, and winter sports as well as a large, grassed area and a soccer field. We have two playgrounds, and a fort area. Our children enjoy exploring the trails in the forest and learning about the land.

Our 96 learners (K-7) and 18 staff are honoured to be working, playing, learning and unlearning on this beautiful traditional territory. The school serves a diverse student population with 44% of children that claim Indigenous ancestry and 12% of children with identified exceptional needs.

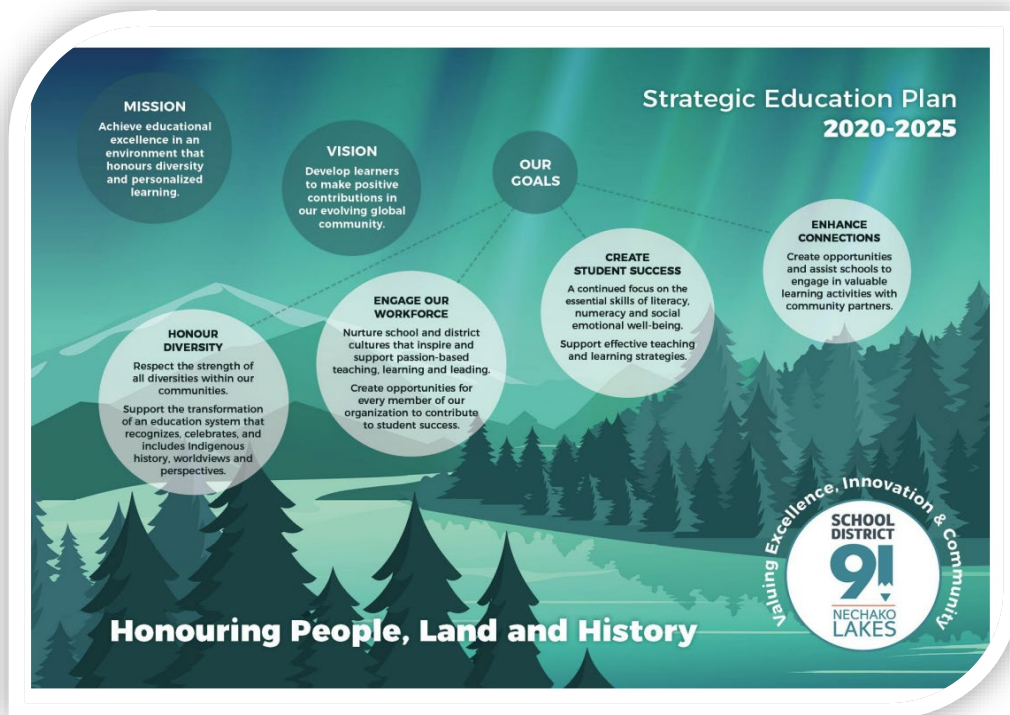
Our current school was constructed in 2002, but Decker Lake Elementary School has been an integral part of the local community since the early 1900's when the first schoolhouse was built. DLES thrives with the support of an outstanding school community. We stay closely connected to our local community by arranging local field trips and attending local events (the farm, Boer Mountain, Omineca Ski Club, Indigenous People's Day Parade).



Our Parent Advisory Committee (PAC) takes the lead in coordinating fundraising initiatives for the school. Their efforts have significantly contributed to financing playground equipment, sports equipment, field trips and incentives for learners at Christmas and at the end of the school year. The PAC hosts a hot lunch program every second Wednesday as well as events such as movie nights, dances and carnivals, all of which are open to the entire community.

Decker Lake Elementary shares in the School District #91 mission to achieve educational excellence in an environment that honours diversity and personalized learning.

Decker Lake Elementary shares in the School District #91 vision to develop learners to make positive contributions in our global community. Through engaging, nurturing, and personalized learning we strive to become life-long learners – socially, physically and academically.



Create Student Success ~ LITERACY

Literacy Goal:

Learners will demonstrate progress in literacy (writing, reading, comprehension) equivalent to at least one year of growth by the Spring PM Benchmark, CCR and the school wide write.

Research states that there is a reading and writing connection which means that the better a child can write, the better a child can read. Research also states that children who are reading at grade level by grade 3 have a higher chance of success in literacy and in school in general. We need to be very responsive with our reading and writing instructions.

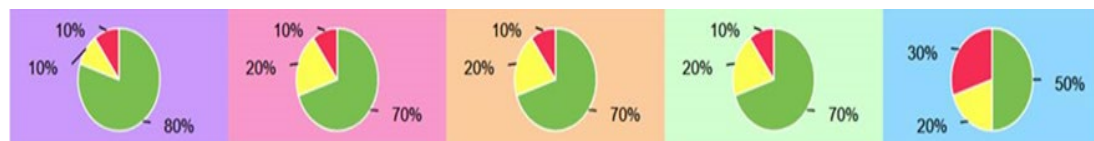
Kindergarten EYE-DA (Early Years Evaluation Direct Assessment):

Using play-based methods, trained assessors gather data in four key domains known to foster learning success. The EYE-DA provides 'leading indicator' information on each child's strengths or areas for further development early, to help schools and families support a positive transition to school.

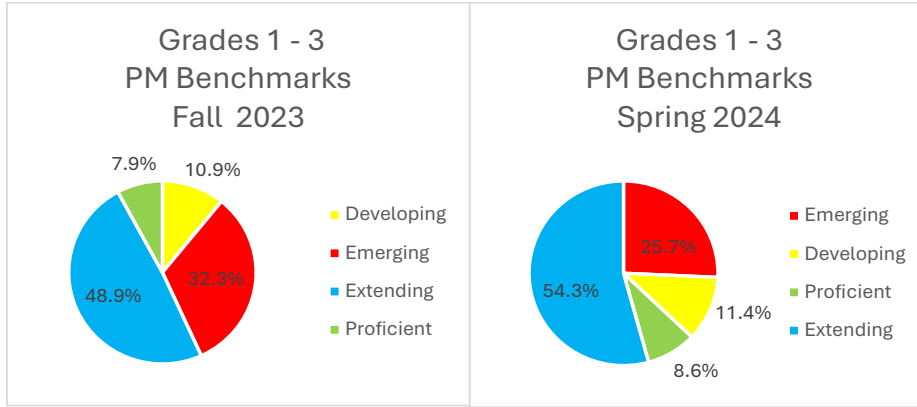
District EYE-DA Data Fall 2024: n=152



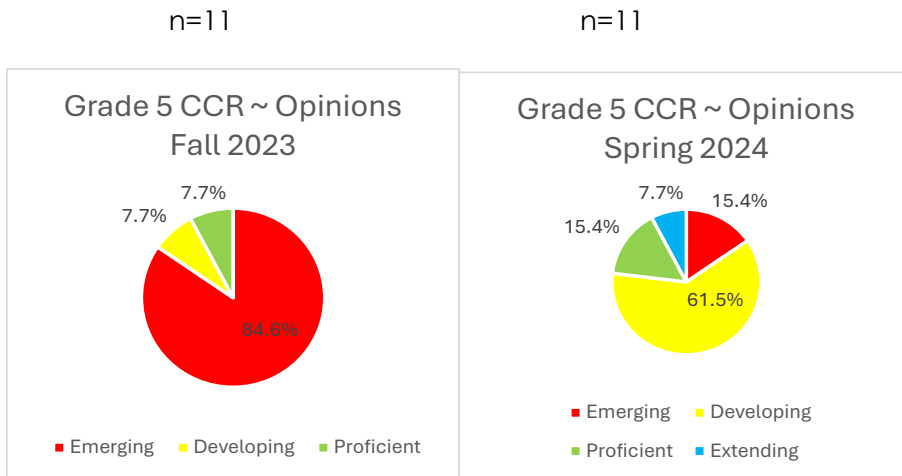
DLES EYE-DA Data Fall 2024: n=11



Grade 1-3 Reading Data (PM Benchmark Assessments):
n=34



Grade 5 Cross Curricular Reading Assessment (CCR):



What does this data tell us?

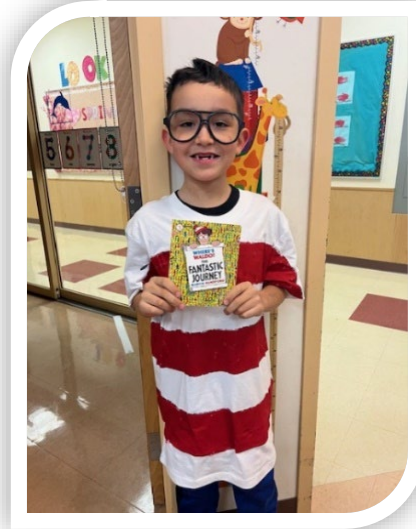
Our PM Benchmark and CCR data both show us that learners are progressing in oral reading and comprehension, but both continue to be an area we must focus on throughout the school year. Learners should continue to progress in reading levels as the year progresses.



Ways to Support our Goal:

- Primary-aged children are engaged in *Joyful Literacy* activities, such as daily play-based literacy centers (to learn letter names/ sounds and sight words), choral reading to build fluency, and the Reading A-Z program.
- Some primary children participate in *Poem of the Week*, performing for classes and at assemblies.
- Programs like *Heggerty*, *Intensive Phonics*, and *Systematic Phonics* are being used to teach phonemic awareness.
- Learners in the primary grades have access to personal dictionaries for writing.
- District Learning Commons Teacher, Mrs. Trottier, leads a school-wide reading incentive program *Reading is Groovy* where students earn small prizes for reading at home.
- Learners in grades 3 - 5 are participating in *Structured Literacy Blitz* in small groups with 1:1 support.
- Classrooms are supplied with many books from different genres for reading pleasure.
- Intermediate classes participate in the *Words Their Way* spelling program.
- Intermediate teachers use the *Reading Power* program to teach learners a variety of reading strategies.
- Buddy reading (primary classes paired with intermediate classes) is scheduled weekly.
- The *Indigo Love of Reading* grant has provided many new books for our learners to enjoy.
- Primary teachers participated in a professional early learning opportunity with POPEY (Provincial Outreach Program for the Early Years).
- Learners participate in D.E.A.R. (*Drop Everything and Read*) and *Dress as Your Favourite Book Character Day* to promote reading for pleasure.

- In response to our data, we will continue to provide a phonetic-based approach in our primary classes. In our intermediate classes, we will continue to focus on reading comprehension and descriptive writing.



How Will We Know?

- *Early Years Evaluation Direct Assessment (EYE-DA)* administered in September and June will measure Kindergarten progress.
- *PM Benchmarks* are administered several times throughout the year to track learner progress in grades 1-4. Results are shared with parents/ guardians.
- Grade 5 learners are assessed using the *District Cross-Curricular Reading Assessment (CCR)* in September and May to measure progress.
- Primary teachers regularly monitor levels of proficiency in essential literacy skills using *Circle Charts* (letter names, sounds, blends, Dolch words).
- Learners participate in *School Wide Writes* in both October and May. Teachers use rubrics to assess, set their instructional plans and provide specific feedback to learners.

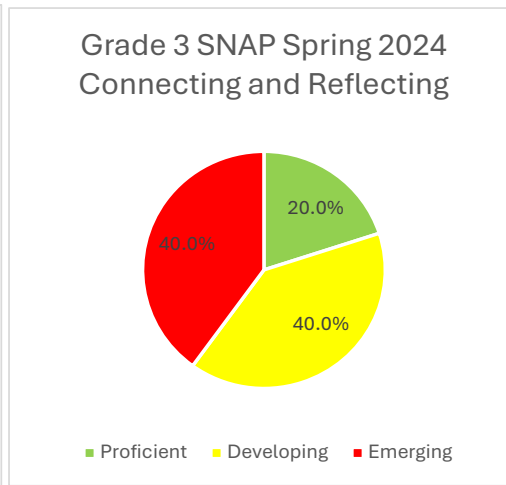
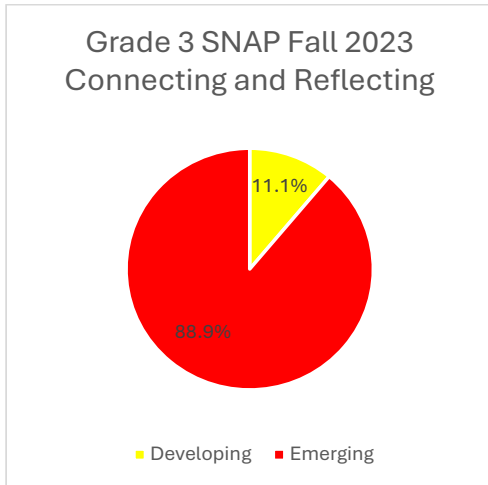
Create Student Success ~ NUMERACY

Numeracy Goal:

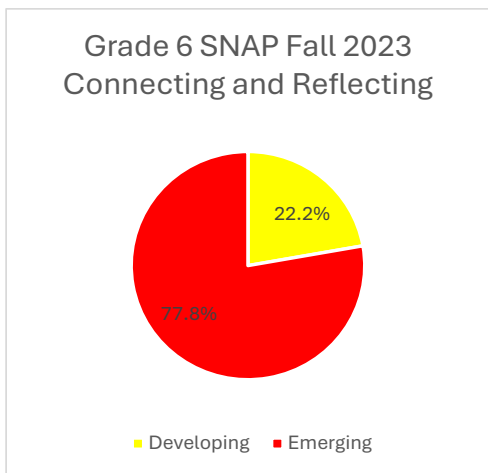
By Spring 2025, each learner will demonstrate progress in number sense equivalent to at least one year of growth.

We acknowledge that numeracy continues to be an area where we need to see growth. Based on our SNAP data from the fall, we recognize that *collecting and reflecting* is an area we need to improve upon.

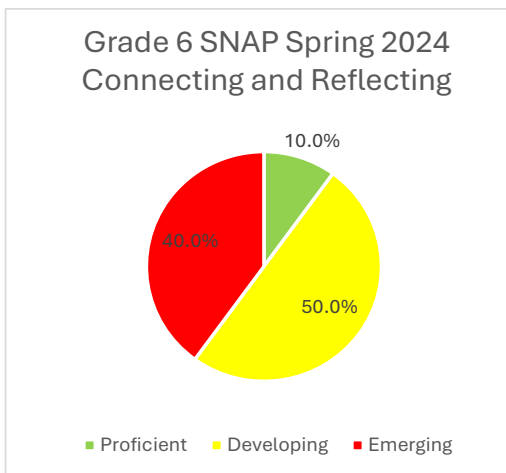
Grades 3 and 5 SNAP (Student Numeracy Assessment and Practice):
n= 10



n= 12



n= 12



Ways to Support our Goal:

- Multiple divisions participate in an on-line math program called *Mathletics*.
- Targeted number sense instruction is delivered to K – 7 students.
- SNAP is being used in several classrooms throughout the year (grade 2-7) as a tool to reinforce and review number sense instruction.
- Staff deliver math intervention using the *Touch Math* and *JUMP Math* resources.

- Primary classes count school days and then celebrate the 100th day of school with a day full of math activities.
- Primary classes participate in daily calendar activities.
- Classes participate in math games throughout the school.
- Classes use manipulatives to support visual representations (Unifix cubes, number lines, ten frames).
- Learners engage in discussions about number sense and problem solving during daily math lessons.



Data from SNAP (Student Numeracy Assessment & Practice) will set our instructional plans and provide specific feedback for our learners.

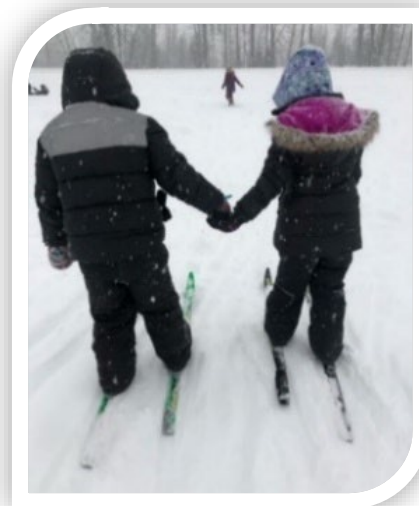
Create Student Success ~ SOCIAL-EMOTIONAL LEARNING

Social-Emotional Learning Goals:

Learners will develop strategies to help improve their mental health and personal well-being. We will establish a positive, caring and kind school culture so our learners feel connected to each other, to our staff and our school community.

Ways to Support our Goals:

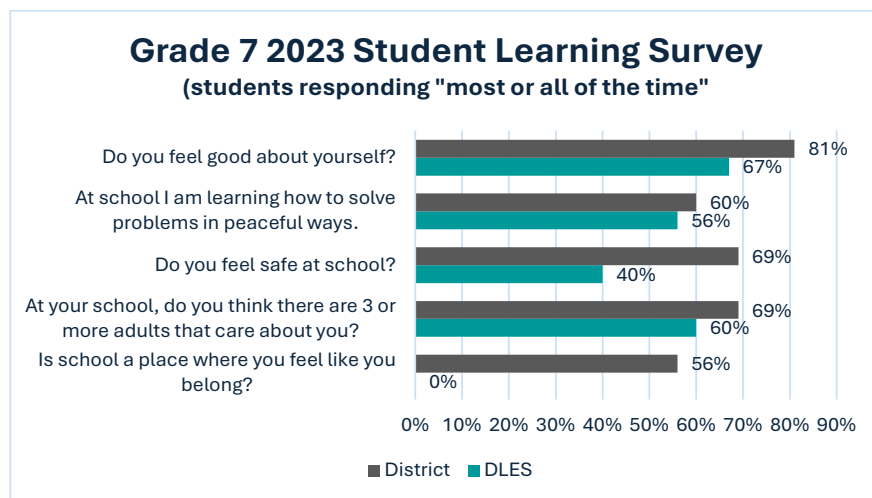
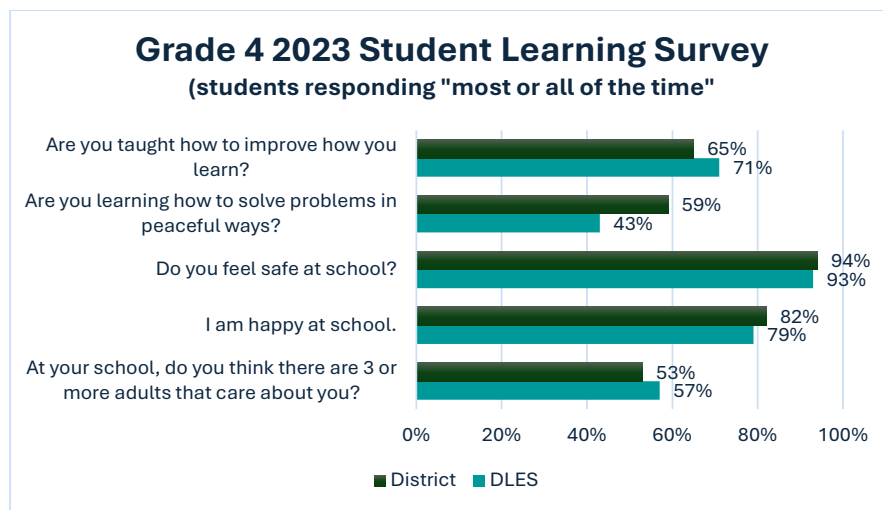
- Classes participate in a variety of programs that focus on emotion-regulation, self-control, and problem-solving (SNAP, WITS, Zones of Regulation, bucket filling).
- Some learners participate in *soft starts* where they may begin their day with a caring adult and a snack.
- Learners have access to our sensory room which includes various equipment for self-regulation and provides a break to regulate and be ready to learn.
- Intermediate classes participate in *Learning Commons Leaders* with Mrs. Trottier.
- Student check-ins, daily mental health check-ins, and class meetings occur regularly.
- Learners participate in monthly assemblies to come together to establish a positive, kind and caring school culture.
- Learners participate in *School Spirit Days* where they can collect points for their team.
- A district counselor visits our school twice a week and provides emotional and social support to learners one-on-one, or in small groups.
- Staff work closely with Carrier Sekani Family Services to ensure children/ families can access needed supports.
- Learners participate in classroom activities to support SOGI initiatives (Share the Love Day).



How Will We Know?

- We will meet regularly as a school-based team to monitor our learners.
- Through the school-wide incorporation of house teams, grade 4-7 learners will increase their sense of belonging to a level that is comparable to that of the district as measured by the Student Learning Survey.
- Throughout the year we will set goals and reflect upon the district's self-assessments for the core competencies (communication, creative/ critical thinking, social responsibility).

Every year students in grades 4 and 7 complete an online survey.



Our data shows us that we should continue direct and explicit teaching of social responsibility.

HONOURING DIVERSITY

Carrier Culture and Language for all K-7 Huskies

Decker Lake Elementary School is located on the traditional lands of the Wet'suwet'en First Nation. Learning about the language and culture of the Carrier people is an important part of our learning journey at DLES. We are very fortunate to have a Carrier language and culture teacher at our school, as well as an Indigenous Education support worker.



- Mr. Jordan Williams is our Carrier Culture and Language teacher.
- Mrs. Brenda Payne is our Indigenous Education support worker.
- Once a week, classes have a scheduled time with Mr. Williams to learn from the Nedut'en IRP about language and culture.
- We strive to Indigenize and decolonize as we include Indigenous ways of learning and doing at our school.
- We are embedding Indigenous content into our classroom support, activities and literature.
- Morning announcements include a welcome to the ancestral and unceded territory of the Wet'suwet'en First Nation at the beginning of each week.
- Morning announcements include a greeting in English and Carrier.
- We honour important days such as *National Day for Truth and Reconciliation*, *National Indigenous People's Day*, *National Day of Awareness for Murdered, Missing Indigenous Women (Red Dress Day)*, and the *Moosehide Campaign*.
- Mrs. Payne, our Indigenous Education worker and other staff members connect regularly with Indigenous families.
- Mrs. Payne connects daily with children of Indigenous ancestry.
- Once a month, a Wet'suwet'en First Nation's outreach worker visits our school to meet with Indigenous children and treat them to a special lunch.
- Staff attended the district planning day in September – *Good Ancestors*.
- Several classes participate in *Lahal* in Social Studies.
- Spirit North, an organization dedicated to empowering Indigenous children in sport and play, host a variety of hands-on engaging activities at DLES (trail clearing, shelter building, identification of plant species, tree planting).

ENHANCING CONNECTIONS

- DLES hosts an *Open House* during the second week of school for families to come into the school, meet our staff and view our beautiful building.
- We host monthly *assemblies* to come together as one and build connections with each other.
- DLES receives regular visits from the local RCMP to build connections with learners.
- We host *Reading Buddies* between classes to build connections.
- We host the Jr NBA practices twice a week for children throughout the local area.
- DLES, through the *District Food Program*, provides all children with a grab-and-go breakfast each morning. It is a chance for our children to grab a nutritious breakfast as well as gather and build connections with others.
- Intermediate classes participate in *recycling and composting*.
- DLES maintains an *Instagram* account to demonstrate evidence of learning and belonging (dles_huskies)
- We host an *Indoor Sports Meet* and a *Sports Day* where house teams compete against each other.
- We announce birthdays on morning announcements as well as school news, reflections about the core competencies and safety concerns on the playground.
- The PAC organizes *spirit wear* for staff and children.
- Grade three learners take turns supervising and monitoring the kindergarten learners during outside playtimes.
- We communicate regularly with our school community through newsletters and social media.
- Our school hosts a Christmas concert, and we invite family and community members to attend.
- At the end of each term, our school community gathers in the gym to watch a much-anticipated *slide show* highlighting school life over the term. Pictures of all learners and staff members are included in each slide show.
- Intermediate learners participate in the *Science Fair* (school and district level)
- DLES hosts an Art Show in June for all learners to display their art projects.



ENGAGING OUR WORKFORCE

We have a dedicated and experienced staff at our school. Each member of our school team contributes positively to our school culture and works hard to support student learning.

- Ms. England hosts the SD 91 carpentry trailer in the spring.
- Mrs. Trottier hosts the annual *Book Fair* for our school community.
- Ms. England's class participates in the *Salmon project* through Fisheries and Oceans.
- Staff participate in a weekly *Friday Soup Day* to come together, share lunch and build connections.
- Our Occupational Health and Safety committee puts small appreciation gifts in mailboxes during the month of December to brighten spirits.
- We host a Christmas gathering for staff to come together to build stronger relationships.
- Mrs. Shelford-Schneider hosts a *Welcome to Kindergarten* event in the spring.
- Mrs. Benoit and Miss England coach volleyball and basketball with the intermediate classes.
- Mrs. Benoit and Miss England took their classes to Barkerville last spring to learn about early goldmining in BC.
- Intermediate classes participate in baking and cooking with Mrs. Payne.
- All staff participate in hosting an Open House, the Terry Fox Run, a Christmas concert, an *Indoor Sports Meet*, an Art Show and *Sports Day*.



ATTENDANCE

Quality classroom instruction paired with timely interventions can only narrow the achievement gap if students are attending school on a regular basis.

Here is a snapshot of student attendance from September 2023 to June 2024 at our school:

Summary of Absences	Percentage of K-7 Learners
10 days or less	1 %
Between 11 – 20 days	33 %
Between 21 – 30 days	27 %
31 or more days	39 %

To encourage better attendance, staff make regular phone calls home to encourage families to send children to school when they can.



Our Enhanced Learning Plan outlines how our goals will be supported and how we will measure our progress. Our plan is a living document that will be updated regularly throughout the school year.

David Hoy Mission:

We strive to create a nurturing and safe community where everyone is respected and encouraged to reach their full potential as life-long learners – socially, physically, and academically.

School Plan to Support Student Learning
David Hoy Elementary Updated Feb 2025

School Overview

David Hoy Elementary is the only public elementary school in the community of Fort St. James. We provide educational programs to students living in the communities of Yekooche, Fort St James, Nak'azdli Whut'en, Tl'azt'en Nation, and Binche Whut'en. Our school population this year is hovering around 224 students. David Hoy School's population has a history of fluctuating dramatically within each school year. We have an Afterschool Arts and Sports Program that runs afterschool in 4–6-week sessions.

Between 50-60% of our school population identify as being of Indigenous ancestry. We are excited to have Crystal Millard return as our Language and Culture Teacher, and our Aboriginal Advocate position is filled.

We work towards engaging our students in local content that is personally relevant to our learners. We strive to embed aboriginal knowledge throughout all areas of the curriculum. We invite local knowledge keepers and elders to join us in our learning whenever possible. Elder Kenny Leon works with our school on a weekly basis.

We have a dedicated Learner Services department that consists of 2.2 Special Education Teachers, 24 Learning Support Workers, 2 part-time School Counsellors, an Occupational Therapist, and a Speech Language Pathologist. In addition to SLP and OT in person, we also receive online SLP and OT services. This year we have 11 enrolled classrooms.

This year, we continue to struggle with staffing. We are fully staffed but lack a robust casual replacement list. Lack of staffing is a daily problem, and we need to look for ways to help our District with hiring casual employees.

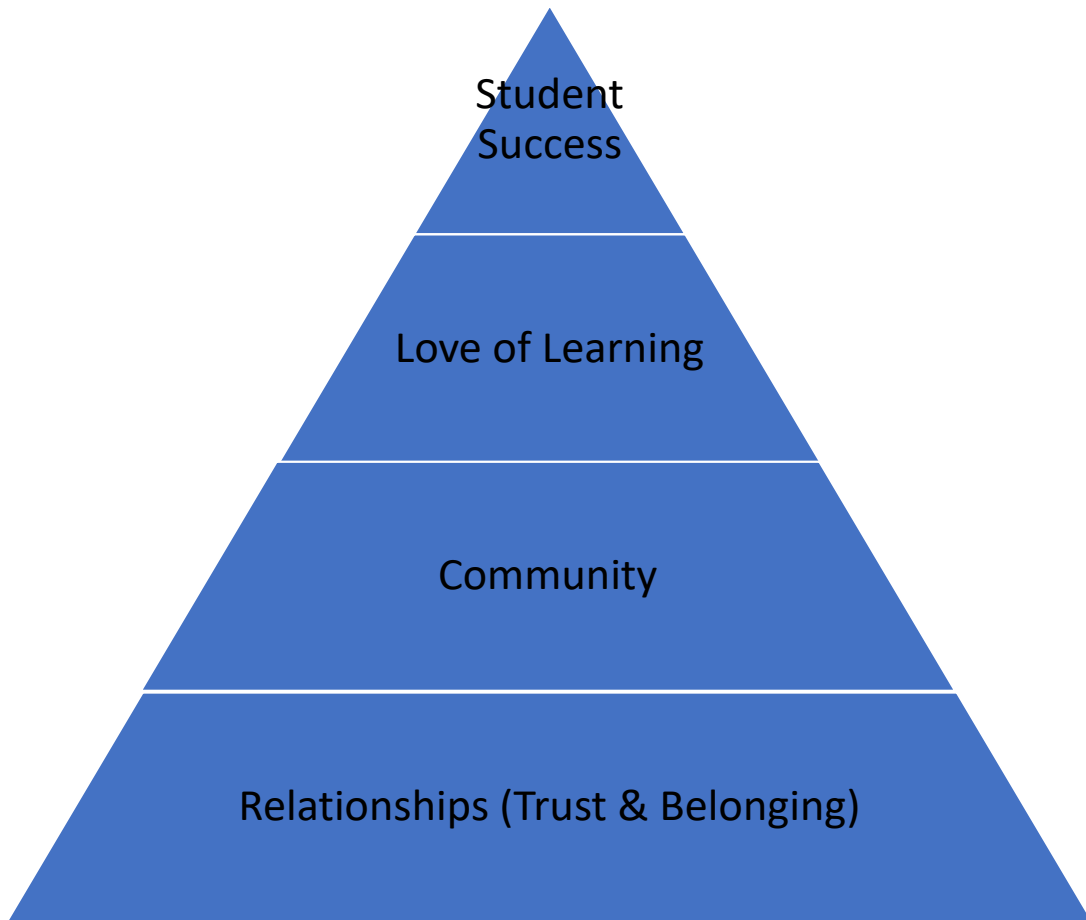
We understand the power that a significant adult can play in the ability of students to learn. We strive to build and strengthen relationships. Building strong relationships with our students and their families will continue to be the foundation on which our growth plan is built.

Our School Goals align with the District Goals of:

Creating Student Success,
Honoring Diversity,
Engaging the Workforce, and
Enhancing Connections.

We believe that with strong relationships we create a school community where student success is possible. We have set two academic goals (one literacy, and one numeracy goal) and three Core Competency goals. Our Core Competency goals include both students and staff. We believe that our entire school community needs to have the opportunity to follow their passions and that by supporting them in their learning journeys, we create meaningful learning opportunities that have a lasting effect. This is how we build staff engagement and student success.





Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be.

Rita Pierson





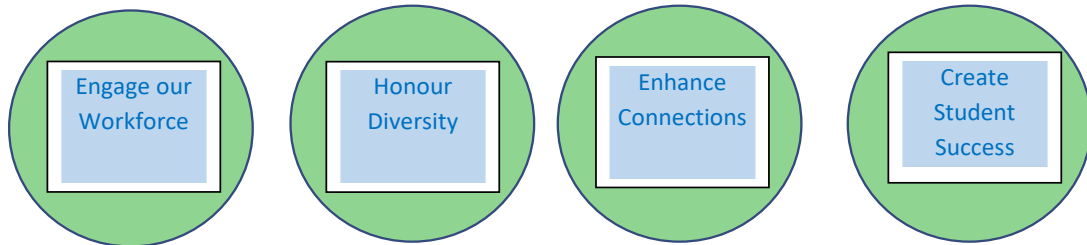
I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

Maya Angelou



Goal Area: Social Emotional Well-Being

Goal 1. Students and staff will develop strategies to help improve **their** health and personal well-being.



Goal Summary:

Our school uses several different programs to help students develop specific strategies to help them with social emotional regulation. SNAP (Stop Now and Plan) is a program implemented across the District and is used in most of our Intermediate classrooms. We use the SNAP program as a framework for other SE programs to build from. Different portions of the SNAP are introduced at different grade levels and support our other SE programs (WITS, Zones of Regulation, EASE, Kimochi, and Bucket Filling).

Since 2017 we have been a school that practices in a trauma informed manner. We have worked extensively on improving our understanding of Trauma and its impact on student learning. Staff have attended numerous workshops and as a school we continue to work at being a compassionate and ACEs-informed community (ACES – Adverse Childhood Experiences).

As a trauma informed school, we strive to create a community that is safe (consistent, reliable, predictable), promotes the establishment of positive relationships, and directly supports our students in managing their emotions and self-regulating.

This year we are continuing with our journey of ensuring that students see themselves represented in our school community.

Our Student Leadership Club is now in its third year of development. The club is a formal structure that allows students to express their ideas and make suggestions for improving the day-to-day school experience of our students. This year we are working to help this group of student leaders to look at how good citizens help others.



When children cannot find themselves reflected in the books they read, or when the images they see are distorted, negative, or laughable, they learn a powerful lesson about how they are devalued in the society of which they are a part.

Rudine Sims Bishop



We have diverse learners in our classrooms, and we need to have our resources and library reflect this. We want to ensure that all our students see themselves reflected in the materials we use and feel that they belong in our community. We are actively improving the diversity of the resources available to our students and staff.

We recognize that students learn best when they feel safe and respected. Helping our students connect to the land and honour the culture of the local Indigenous people is important. We strive to provide our students with numerous opportunities to learn outside and from local guests, knowledge keepers and elders. We have a close relationship with Chuntoh Education Society and value their support in meeting our school goals. We are working on further developing our connections with other organizations in our surrounding communities (Connexus, Nezul Be Hunuyeh, Pope Mountain Arts, Talo Nadleh-Un).

One of our ongoing acts of conscious reconciliation is to have every classroom develop a local land acknowledgement at the beginning of each school year. Students work to understand the importance and significance of these. Each classroom has their acknowledgement proudly displayed.

We have an active Staff Wellness Program. Our committee consists of both CUPE and BLNTU members. This committee routinely organizes fun challenges, prize draws, and morale boosting activities.

David Hoy School has an active Act of Kindness program that supports all members of our school community. We know that gratitude is connected to happiness. Students and staff perform acts of kindness throughout the year. Throughout the year we send out food and clothing hampers to our community's families. The students identify ways to give thanks to our community, and each year they come up with creative ways to show gratitude.

David Hoy Elementary has a Value Program. We are the David Hoy Dragons and each letter in our name stands for a different value that we identify monthly. Our values are: **D**iversity, **R**espect, **A**ttitude, **G**oals, **O**pportunities, **N**urturing and **S**pirit. This value program ties closely to school wide Growth Mindset activities.



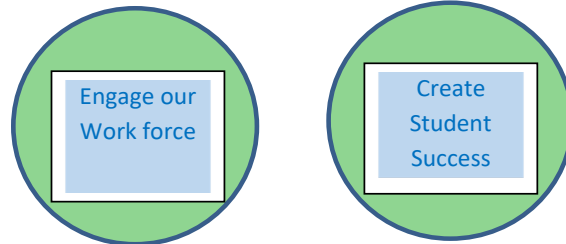
As an educator, I know that my students' learning relies upon my ability to develop strong relationships, and that without those relationships, meaningful learning is unlikely to occur.

Sara Florence Davidson – Potlatch as Pedagogy



GOAL AREA: Core Competencies

Goal 2. To cultivate a Love of Learning in our students and staff (**identifying and following our passions**)



Goal Summary:

Cultivating a love of learning for both our students and staff is a foundational goal for our school. We know that people learn best when they are having fun and have some control over their learning. When students have strong relationships with their peers and adults in their lives, amazing things happen.

Professional Learning Communities (PLCs) provide an opportunity for staff to work with their colleagues to focus on improving student learning. Teaching staff look at school goals and pick an area that they are passionate about. Professional learning opportunities (that relate to our school goals) are provided to our Learning Support Workers on PLC days.

This year we have a PLC group that is looking at creating an escape room activity for our students. This activity will involve teamwork, problem solving, and critical thinking skills. We are excited to see how our students respond to this activity.

We strive to create an environment that is fun and exciting for our students. As a school we plan numerous spirit days, and special events. Classroom teachers work to give students choices in how they show their knowledge and in what they study.

Students love learning outside and that is a big part of what we do. Our classes go out onto the land frequently and learn by doing. We value collaborative practices, and our staff and students learn and work together to solve problems.

We are located a short walk from Nak'al bun (Stuart Lake), and the chuntoh (forest). Our classes regularly play, learn, and explore in these spaces. We are learning how to teach all subject areas outside, and we are excited about improving our skills in this area.

We have a beautiful outdoor classroom, and this space is used all year round.



I love outside!

Chloe Felix-Hanson – David Hoy Dragon Alumni



Goal 3. Develop the ability of our students to persevere in solving problems and be able to use a variety of strategies to solve **not only** mathematical problems, but problems we face in everyday life.

Goal Summary:

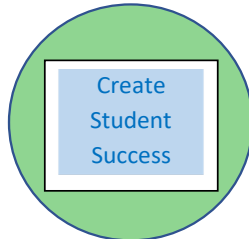
This goal is tied to our Dragon Values. When we look at the Dragon Value of “Attitude” we talk to our students about having a Growth Mindset. They learn about GRIT (**G**ive it your all, **R**edo if necessary, **I**gnore giving up, **T**ake time to do it right), and perseverance and how these attitudes are tied to our learning. Project-based learning activities that involve solving real problems are used frequently in the building.

We provide our students with problems in various content areas and help our students to recognize that there are multiple ways to solve the same problem.



Goal Area: Literacy

Goal 4. To have all students reading at grade level, or fully meeting their literacy IEP goals.



Goal Summary:

Literacy and Numeracy skills are our main academic focus. All classroom teachers complete a variety of formal (CCR, FSA) and informal (PM Benchmarks, DIBELS, Words Their Way) assessments to determine what skills each student needs to move forward.

All classrooms are placing a renewed emphasis on early literacy skills. Classrooms use a variety of programs (Sequential Phonics, Heggerty, Letter Land, Primary Success, Phonics in Motion, Words Their Way) to support the development of foundational literacy skills.

We use our School Based Team Meetings to discuss both classroom and individual needs and to help implement strategies that are identified in these meetings.

We have been implementing Joyful Literacy strategies (student skill tracking, targeted instruction, guided reading, shared reading) in our Primary classrooms for several years. We have started looking at other programs that support sequential and direct instruction of early literacy programs. We have purchased a variety of early decodable books and are starting to use these instead of PM Books at the early stages of reading development. This year some of our primary teachers are working with Jen Kelly from POPEY and Michelle Miller-Gauthier (District Literacy Coach) on examining and improving our early literacy instruction.

Our Inclusive Education department is continuing to support the use of an online reading program called Lexia. We have purchased 40 seats. This is a program designed to help students who are not reading at grade level to develop the skills they need to become successful readers. This is now our third year of using Lexia, and we are examining the data closely to determine which students benefit the most from this online program.

We know the important role that vocabulary and background knowledge play in reading and writing. This year we are increasing the number of place-based learning activities that our students participate in. We are working on improving our students' understanding of the world we live in. Our activities frequently involve working with Local Elders and Knowledge Keepers. We know that this will increase the oral language skills of our students.

Goal Area: Numeracy

Goal 5. To improve students' number sense so that all students are fully meeting grade level expectations or their IEP goals and become confident mathematical thinkers.

Goal Summary:

We know that number sense is the foundation of a students' success in mathematics. As an identified need and goal for our students we recognize that number sense needs focused daily attention. Through number talks, hands-on activities and games we will provide the students with the opportunity to explore and expand their thinking about numbers. The students will be encouraged to test new ideas, learn that mistakes are a part of the process, and make sense of their mathematical ideas.

This year we will continue to build an interactive Math display in the hallway. Students will get the opportunity to solve problems, riddles, and challenges. We are going to make math FUN! This year we are planning an evening Math Fair.

A PLC inquiry group is implementing a short-term plan for term 3, where David Hoy students are paired up with students from FSJSS. Students will play games that build number sense and have fun at the same time!



Appendix A – Data to Support School Growth Plan - Literacy

Data to support the setting of this goal:

1. PM Benchmark Data

% Fully Meeting on Fall PM Benchmark Testing Fall			
	2022	2023	2024
Grade 2	50	26	15
Grade 3	58	62	44

PM Benchmark Assessment

The PM Benchmark Assessment is a tool we use to help us identify where a child is in their literacy learning. It is a short 10-15 min assessment. Teachers listen to each child read a short passage. Listening to a child read gives a teacher a lot of information about a student's reading ability. Fluency (reading speed & prosody), decoding ability, and comprehension are all assessed with this tool. The School District has established District wide expectations for what level a child should be reading at to be fully meeting expectations in the primary grades.

In September the current grade 2 cohort group had only 15 % of students fully meeting expectations. As a school we began looking at what additional interventions were needed to support these students.

February Update:

A majority of our grade 2 cohort received extensive literacy classroom instruction using a program called sequential phonics. A second dose of literacy instruction to students not yet at grade level started in Term 2. At last testing, there are now 40% of students reading PM benchmarks at a fully meeting level. We are excited to see these gains!

2. LEXIA – Online Reading Support Program

Lexia is an evidence based digital reading program that is based on literacy and language research. This program provides students with structured, sequential online lessons at each child’s learning level. This program supplements the instruction students receive from their classroom teacher.

This is our third year using this program. We have purchased 40 seats and are using them with a targeted group of students. This year we have included primary students in the program.

The chart below shows a student who was placed in the Lexia program at a level 10 (beginning of grade 2). They have used the program since the middle of September and are now 67% through the 13th unit (beginning grade 3). That is just over a year’s growth in 4 months.

1st				2nd			3rd		
6	7	8	9	10	11	12	13	14	15
>	>	>	>	✓	✓	✓	67%		

The chart below is an example of another student making excellent progress on Lexia. This student was placed in the Lexia program at level 6 (beginning of grade 1). They have used the program since the middle of September and are now 57% through the 11th unit (middle grade 2). That is almost a year and a half growth in 4 months.

	1st				2nd		
5	6	7	8	9	10	11	12
>	✓	✓	✓	✓	✓	57%	

3. CCR– Grade 5 District Assessment

CCR Assessment

The CCR (Cross Curricular Reading Assessment District) is a whole class nonfiction reading assessment tool used by our District.

The CCR assesses several different reading skills: identifying main ideas, making connections, sharing opinions, making inferences, identifying supporting details, using word skills, and comprehension skills.

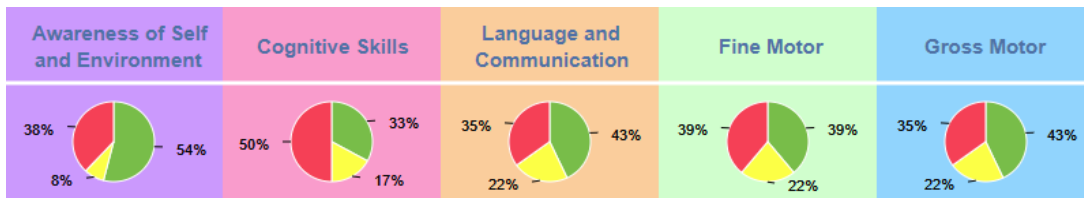
EYE (Early Years Evaluation)

The EYE-DA is an individually administered direct assessment tool that we use to assess children entering Kindergarten. The EYE-DA assesses four key areas of early childhood development: Awareness of Self and Environment, Cognitive Skills, Language and Communication, and Physical Development.

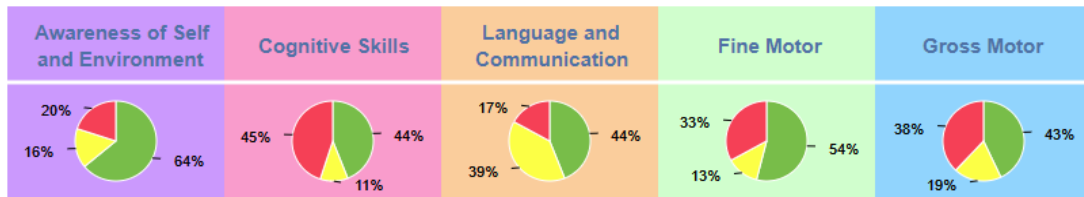
The data from the EYE shows that over the last two years there is a high percentage of students entering kg at David Hoy Elementary that are experiencing significant difficulty in several areas of development.

Data from Early Development Instrument (EDI) identified our area as having a high rate of childhood vulnerability. Our EYE results support this data. This year, our school has been chosen to be part of a pilot program targeting Strong Start participants. The pilot supports healthy eating, physical activity, and social emotional development.

Data – Kg Students September 2024



Data – Kg students – September 2023



Legend:

- Percentage of children who are 'Experiencing significant difficulty'
- Percentage of children who are 'Experiencing some difficulty'
- Percentage of children who have demonstrated 'Appropriate development'

Appendix B – Data to Support School Growth Plan - Numeracy

Number Sense - Data to Support this goal:

SNAP – Our School District supports the use of the SNAP (Student Numeracy Assessment & Practice) to assess students’ numeracy skills in Grades 3 & 6. We are currently using the Number Sense templates in the assessment process.

The Chart below shows the percentage of students scoring at the Proficient level. We are pleased with the significant growth we see from the beginning to the end of the year.

The Understanding and Solving section evaluates the ability of our students to write grade appropriate equations for a given number. We wonder if students understand what grade level equations are. We will work on clarifying expectations with students.

The Connecting & Reflecting section assesses the ability of our students to reflect on the math task they were just given. It also requires students to be able to demonstrate they understand the value of a number.

% of Students Scoring Proficient 2023 2024 Grade 3							
Reasoning & Analyzing		Connecting & Reflecting		Understanding & Solving		Communicating & Representing	
Sept	May	Sept	May	Sept	May	Sept	May
31	45	17	55	24	38	31	62

% of Students Scoring Proficient 2024 2025 Grade 3							
Reasoning & Analyzing		Connecting & Reflecting		Understanding & Solving		Communicating & Representing	
Sept	May	Sept	May	Sept	May	Sept	May
38	TBA	4.2	TBA	17	TBA	46	TBA

% of Students Scoring Proficient 2023 2024 Grade 6							
Reasoning & Analyzing		Connecting & Reflecting		Understanding & Solving		Communicating & Representing	
Sept	May	Sept	May	Sept	May	Sept	May
6	20	n/a	6.7	6	10	33	57

% of Students Scoring Proficient 2024 2025 Grade 6							
Reasoning & Analyzing		Connecting & Reflecting		Understanding & Solving		Communicating & Representing	
Sept	May	Sept	May	Sept	May	Sept	May
44	N/A	n/a	n/a	9	N/A	33	N/A

Appendix C – Growth Plan as a Living Document:

- Active PAC with a focus on bringing in other community members (Facebook live meetings)
- Student Leadership Club
- Dragons Breath/Staff Meetings – Agenda organized around goals
- SBT & PLC Meetings
- Bi-weekly newsletter
- Monthly Education Director Meetings

Appendix D – Core Competencies

Love of Learning & Problem Solving – Data to Support this goal:

We are looking at different ways to capture student data on how we are doing in this area. We are exploring ways of determining how well our Social Emotional programs are working.

Using our Student Leadership Team to generate ideas on gathering student data is one area we are exploring this year.

We are going to collect student journal writing (self-reflections) around how they have improved in these core competency areas.

Appendix E – Ministry Student Learning Survey – District Wide Questions

Ministry Student Learning Survey					
Question	Grade 4	Grade 4	Grade 4	Grade 4	Grade 4
	2019 20	2020 21	2021 22	2022 23	2023 24
How many adults do you think care about you at your school (3 or more)	76%	89%	71%	62%	56%
I am happy at school.	52%	68%	61%	No Data	59%
Do you feel safe at school?	62%	78%	69%	79%	57%
When you make a choice, do you think about how it might affect others?	52%	50%	43%	58%	48%
Are you learning how to solve problems in peaceful ways?	43%	50%	56%	56%	50%
Do you feel good about yourself?	81%	78%	54%	64%	61 %

Ministry Student Learning Survey					
Question	Grade 7	Grade 7	Grade 7	Grade 7	Grade 7
	2019 20	2020 21	2021 22	2022 23	2023 24
Is school a place where you feel like you belong?	35%	55%	57%	67%	56%
At your school, how many adults do you feel care about you (3 or more)?	69%	73%	62%	54%	67%
Do you feel safe at school?	54%	82%	70%	82%	68%
When you make a choice, do you think about how it might affect other people?	50%	70%	54%	68%	49%
At School, I am learning how to solve problems in peaceful ways.	65%	64%	44%	No Data	56%
Do you feel good about yourself?	36%	55%	54%	62%	80%

Most of the Time/All of the Time answer category reported.



Evelyn Dickson Elementary School

2024-2025

School Plan to Enhance Student Learning

Purpose and Vision:

To align our goals to the [SD 91 District Strategic Plan](#) of:

- Create Student Success (Literacy, Numeracy, Social Emotional Learning)
- Honour Diversity
- Enhance Connections
- Engage our Workforce



About Us

Our Story

We are proud to provide a rich learning environment for students on the unceded traditional territory of the Saik'uz First Nation. First opened in 1973, Evelyn Dickson Elementary School (EDS) is a K-6 elementary school set in an established neighborhood on the south side of beautiful Vanderhoof, British Columbia. The school is named after Mrs. Evelyn Dickson, a long-time resident of Vanderhoof, in honour of her 32.5 years of dedication to students.

EDS is extremely fortunate to have a passionate and invested staff, and strong parental involvement in our PAC and school activities and traditions.

Our school mascot is the Vi-Kid, and our Motto is:

At EDS We C.A.R.E.

We are a Community of Learners that focuses on:

****Acceptance*Achievement*Respect*Responsibility*pursuit of Excellence****

Updated January 2025

1

Our Learners

Our school population of approximately 190 K-6 learners are served by our thirty staff members in an area that has access to green spaces and trails as well as other unique learning spaces that enrich students' learning. Access to the outdoors, including our garden area, promotes rich learning experiences, environmental respect and healthy living through exploration and connection to nature. Our teachers offer many extracurricular activities and sports to our diverse student population. Students of Indigenous ancestry make up 30% of our learning community and 10% of our students are English Language learners. We take pride in meeting our students where they are at and helping them find their full potential.

Our school plan aligns with the SD 91 Strategic Plan, emphasizing literacy and numeracy. These areas are key in connecting the Core Competencies with the Curricular Competencies, fostering the development of confident, effective communicators and critical thinkers. Literacy and numeracy are foundational to the British Columbia curriculum, as they are vital for success both in education and in life. They equip students with the skills to think critically, communicate clearly, and actively engage in society.

Goal 1: Literacy

*Our students will be proficient in grade level district assessments (**PM Benchmarks, CCR, FSA**).*

Aligns with SD 91 priority: Create Student Success: A continued focus on the essential skills of literacy, numeracy, and social emotional well-being.

Current reality/What does the data tell us?

Primary: Our Early Years Evaluation (EYE) data shows that our learners are entering Kindergarten less prepared for school. Our grade 1-3 PM Benchmarks data reflects this as it indicates a decrease in the number of grade 3 students who are proficient /extending.

Intermediate: Our data (FSA, CCR) indicates a decreasing number of learners who are proficient/extending.

Our response to the data:

We have focused on building skills with targeted interventions and teaching strategies. These include:

- K-3 - daily targeted LSW intervention in classroom small group and 1:1
- K-3 - daily embedded phonic lessons, sound/letter knowledge lessons and practice
- K/1 - daily Heggerty lessons
- K/1 - focused letter fluency lessons
- 1-6 - weekly (2x) targeted ELL intervention for our English Second Language learners.
- 4-6 - small weekly group intervention focuses on phonics and sight words
- 4-6 - bi-weekly 1:1 focus on phonics and sight words
- 4-6 Focus on Main Idea and Details
- Literacy Collaboration with Michelle Miller-Gauthier District Literacy Support Teacher

What is next?

Using the strategies and interventions noted above:

Primary: Develop student's phonemic awareness, letter recognition and sight word skills.

Intermediate: Develop student skills in identifying main ideas and supporting details.

How will we know if we meet our goal:

Grade 1: Term 3 PM Benchmark Reading Assessment level 15 or greater

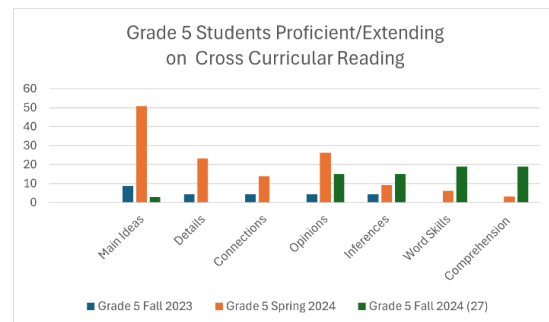
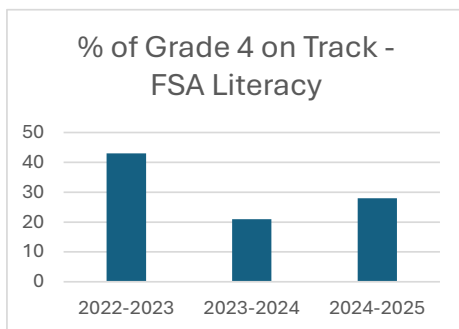
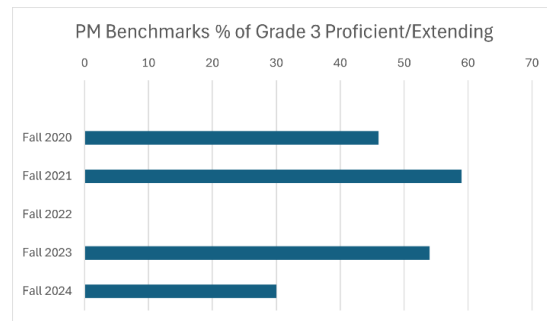
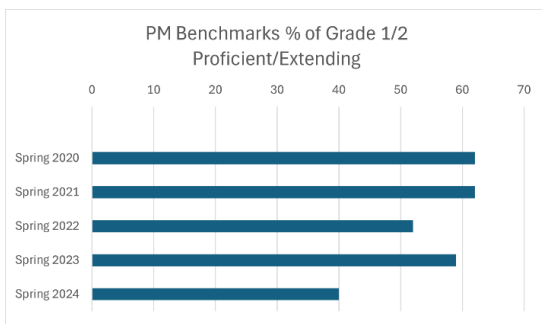
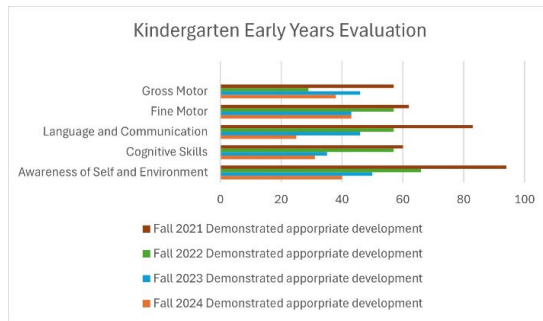
Grade 2: Term 3 PM Benchmark Reading Assessment level 20 or greater

Grade 3: Term 1 PM Benchmark Reading Assessment level of 24 or greater.

Grade 4: Grade 4 Foundational Skills Assessment evaluation of on-track or extending in literacy.

Grade 5: SD91 Cross-Curricular Reading Assessment evaluation of proficient or extending.

Data: Literacy





Goal 2: Numeracy

Our students will be proficient in grade level district assessments (*SNAP, DNA, FSA*).

Aligns with SD 91 priority: Create Student Success: A continued focus on the essential skills of literacy, numeracy, and social emotional well-being.

Current reality/What does the data tell us?

Our school data and teacher observations indicate that students are lacking foundational skills in numeracy. Based on the DNA data, we are seeing growth in grade 3, but by grade 6, less than 10% of our students are proficient. Our grade 4 FSA Data reflects that half of our grade four students are not on track in numeracy.

Our response to the data:

We have focused on building skills with targeted interventions and teaching strategies. These include:

- K-3: Morning calendar, numeracy word problems.
- K-3: Use of manipulatives.
- K-3: Addition/Subtraction Strategies
- K-3: Estimation
- SNAP Math
- Individual practices on small whiteboards
- Rotating groups- solve & check answer.
- Math talks - introduction of strategies - discussion and practice
- Use of manipulatives in the classroom
- Reinforce/scaffold skills through games.
- Numeracy focused collaboration with colleagues
- Thinking classroom strategies
- Numeracy focused collaboration with Lena Miller - District Numeracy Support Teacher

What is next?

Using the strategies and interventions noted above:

Primary: Develop student's number sense with a focus on grade-by-grade number sense curriculum.

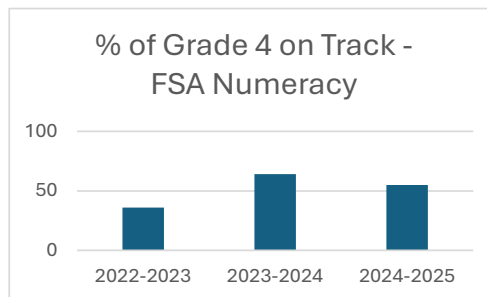
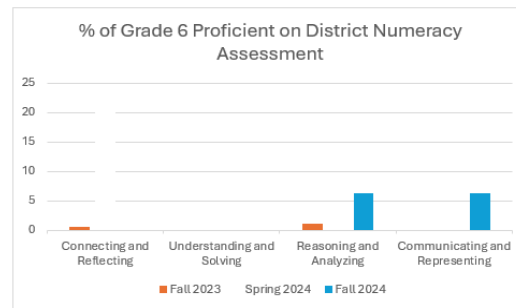
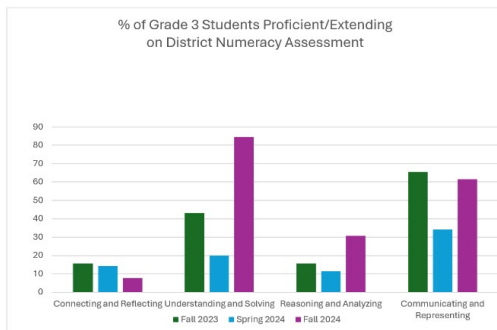
Intermediate: Develop students' numeracy foundations in multiple ways, by focusing on computational fluency in addition, subtraction, multiplication, and division.

How will we know if we meet our goal:

Primary: End of Term District Numeracy Assessment - proficient or extending.

Grade 4: Grade 4 Foundational Skills Assessment evaluation of on-track or extending in numeracy. End of Term District Numeracy Assessment of proficient or extending.

Data: Numeracy



Goal 3: Well-being

Our students will feel a sense of belonging and can identify adults who care about them.



Aligns with SD 91 priority: Create Student Success: A continued focus on the essential skills of literacy, numeracy, and social emotional well-being.

It is vital that students engage in Social Emotional learning activities to learn and apply skills that help them to understand and manage emotions, set goals, and make responsible decisions. This is the foundation for academic performance, mental wellness, and healthy relationships.

Current reality/What does the data tell us?

The data from the grade 4 learning survey tells us that positive responses to the question "How many adults care about you" has been declining. While the 2022-2023 school year saw an uptick, 2023-2024 saw a decline.

2023-2024 responses reflect that while 70% of students feel safe at school and 78% are happy at school, many do not feel welcome (58%), a sense of belonging nor that they are learning to solve problems in a peaceful way.

Our response to the data:

EDS staff feel it is important to foster a culture of respect and integrity to ensure every student feels physically, emotionally, and socially safe at school regardless of their beliefs, gender, race, culture, religion, sexual orientation, or gender identity. The data shows us that we need to explicitly teach social responsibility skills as well as actively work to cultivate a culture of inclusivity and develop positive and caring relationships.

What is next?

Use the *WITS* program to promote kindness and reduce victimization, and *Play is the Way* program to promote, emphasize and develop the characteristics we want to see in our students. To develop this character education in both classroom and school-based activities to create students of moral and ethical courage. We will continue to use house teams, buddy groups and monthly assemblies. We will look at engagement surveys with students, families, and staff to measure growth.

Core Competency goal setting and self-reflection allows students to set goals and reflect on Communication (We can speak and listen actively and respectfully), Social Responsibility (We

can show respectful and inclusive behaviour as we learn and play) and Creative/Critical Thinking (We can reflect, evaluate, and grow in our own thinking, and actions).

Continue to provide hot lunch through SD 91 Feeding Futures and daily breakfast through Breakfast Club of Canada grants. Also consider the impact of food insecurity for learners when they are not at school and consider additional programs to support this.

We will continue honour important days such Pink Shirt Day and Share the Love Day while promoting the virtues found in the school motto-d specifically Caring, Acceptance, Respect and Responsibility. We will continue to build a culture of kindness and inclusion.

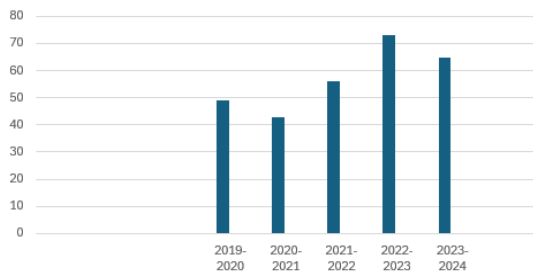
We are committed to ensuring that all our learners feel seen, valued, and safe, fostering an inclusive environment where everyone is welcomed and supported.

How will we know:

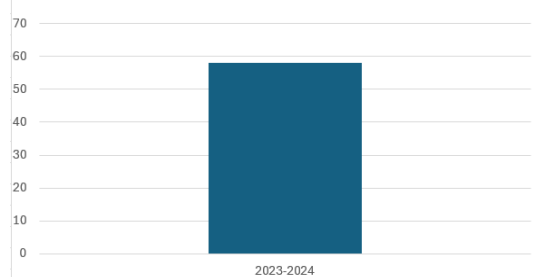
Using the data from the Grade 4 Student Learning Survey, we will see an increase in identifying adults who care, as well as a sense of welcome and belonging.

Data: Well-being

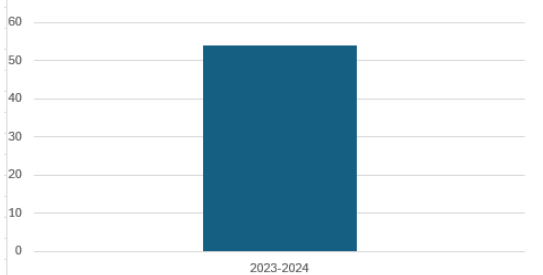
How many adults do you think care about you?



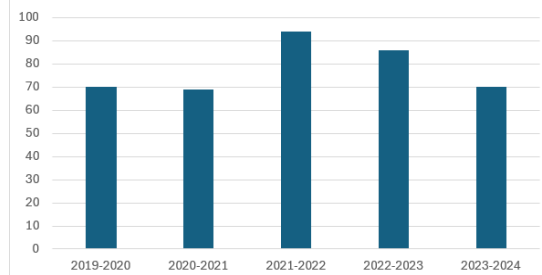
Do you feel welcome at school?



Is school a place where you feel you belong?



Do you feel safe at school?



Indigenous Ways of Learning and Knowing

Aligns with SD 91 priority: Honour Diversity

We are committed to integrating Indigenous knowledge and practices into all aspects of our school. Our full time Indigenous Advocate is scheduled into classrooms weekly to ensure our students of Indigenous Ancestry have a consistent connection with a person of Indigenous ancestry to support academic, social, and emotional growth.

We are working to incorporate aspects of Indigenous ways of being into our regular learning and daily activities. This includes practices such as welcoming everyone in Carrier, French, and English, and always honoring Saik'uz Traditional Territory. We honour Indigenous contributions on Remembrance Day and highlight and observe important days such as National Day for Truth and Reconciliation, National Indigenous Peoples Day, and National Day of Awareness for Murdered and Missing Indigenous Women (Red Dress Day).

Our goal is to collaborate with Elders and Knowledge Keepers from Saik'uz First Nation to share their knowledge and skills with students, as well as to visit classrooms regularly for activities that recognize Indigenous culture.

Enhance Connections

Aligns with SD 91 priority: Enhance Connections

Greenhouse and Garden Refurbishment

The school garden and greenhouse provide rich opportunities for hands-on learning. The area is currently needing refurbishment. In collaboration with SD 91 Careers and other community partners, the areas will undergo work in Spring 2025. It is hoped that our garden may become a vital part of districts Farm to School program.

RCMP Liaison Officer

In the 2024-2025 school year, we have been privileged to begin to develop a relationship with our school liaison officer and his colleagues from the Vanderhoof detachment of the RCMP. The goal is to establish regular friendly visits so that our learners will become comfortable and familiar with the RCMP officers. As his schedule permits, our school liaison officer may join us for special events at the school and in the community. We look forward to continuing to strengthen this connection by providing opportunities for our learners to get to know our liaison officer.

Community Support

EDS Students actively support the local community with events such as fundraising and non-perishable donations for food hampers. December activities highlighted the creation and delivery of Christmas cards for a community helper/first responder, or senior.

School Plan - A Living Document

To gain insights and feedback, the following groups have actively participated in the development of this plan:

- Teachers (NTU)
- Support Staff (CUPE)
- EDS Parent Advisory Committee (PAC)



School District No.91 (Nechako Lakes)

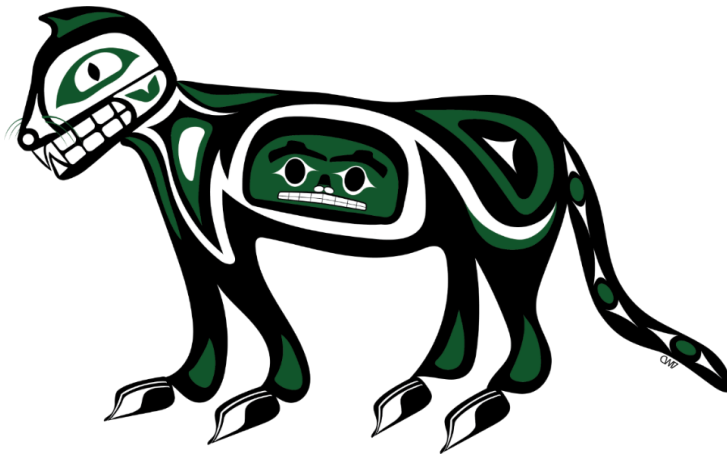
School Plan to Enhance Student Learning

Fraser Lake Elementary Secondary School



FLESS COUGARS

Fraser Lake Elementary Secondary School



Plan to Enhance Student Learning

Our Mission:

To provide a learning environment that is fair, caring and safe for everyone, and designed to help students achieve the skills and attitudes necessary to become valued and contributing members of society.

School Overview

- 303 Learners
- Grade 4 to Grade 12
- 53% Indigenous
- 23% Designated Inclusive Ed (updated January 2025)

Creating the Plan

This plan was created in collaboration with all the members of the FLESS staff; in consultation with our PAC, as well as the Education Co-ordinators at Nadleh Whut'en & Stelat'en First Nation. By studying data provided through numerous assessments, surveys, and observations, trends were identified to help us focus on key pieces we can grow upon to support the success of our students. This is a living document that guides our decisions and allocations over the next year.

Updates

As this is a living document, updates will be on going and the revision date are noted for each section.

Creating Student Success

FLESS Learning Goals

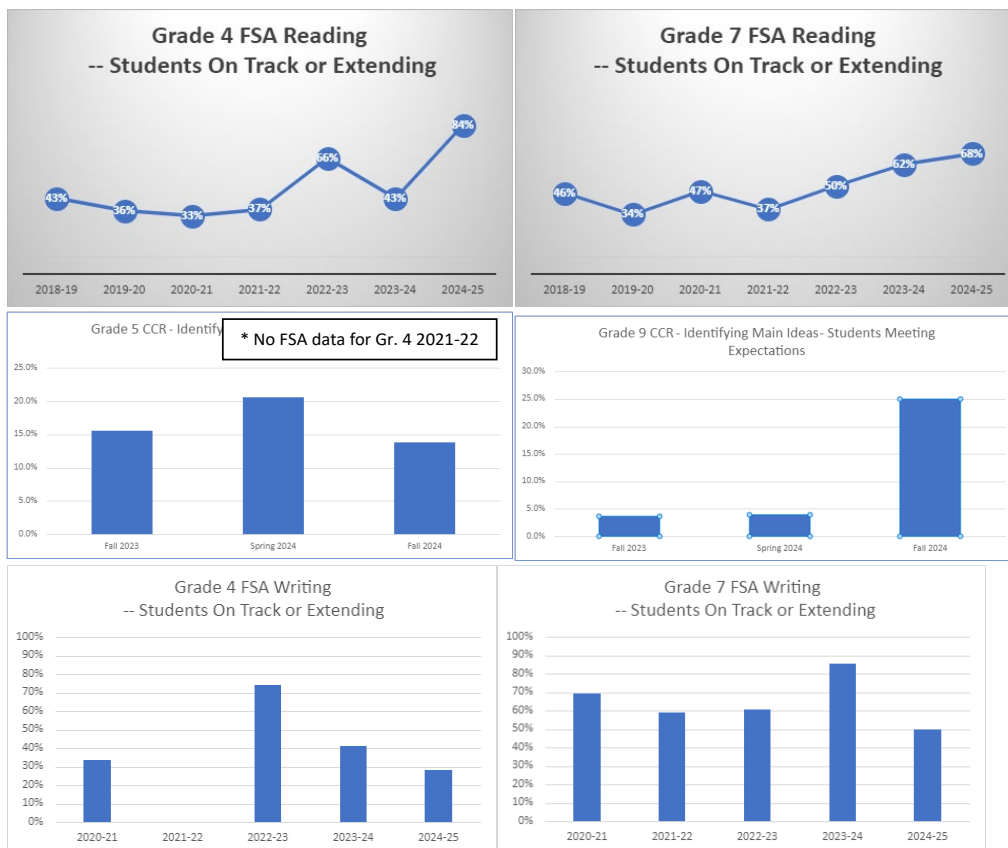
LITERACY

Our continuing goal is that 100% of students will read and write at grade level.

Our secondary focus is on increased attention to writing. Our data trend shows that writing is a particular weakness, and it is something that affects a student's ability to succeed across the curriculum.

Our elementary focus specifically looked at teaching strategies to help students improve their ability to decode & comprehend text, as well as strategies related to sentence and paragraph writing.

Data:



Strategies:

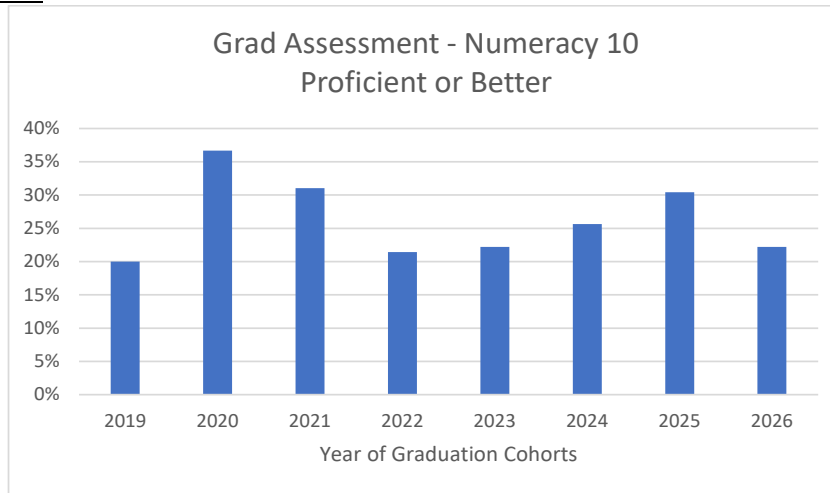
- Adrienne Gear's "Powerful Writing Structures"
- Focus on Phonemic Knowledge and decoding skills
- "Structured Literacy" Reading program
- Shared Rubrics
- Increased diversity through LGBTQ and Indigenous Content

Numeracy

Our continuing goal is that 80% of students will achieve a score of 'Proficient' on the Graduation Numeracy Assessment. (January 2024)

School SNAP data shows that our grade 9 cohort struggles with representing numbers/percentages both in equation use & in reflection. Anecdotal class data shows that students in all grades are demonstrating difficulty with converting measurements.

Data:



Strategies:

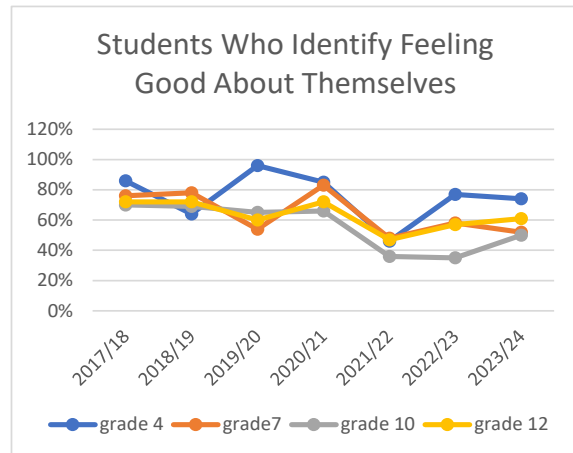
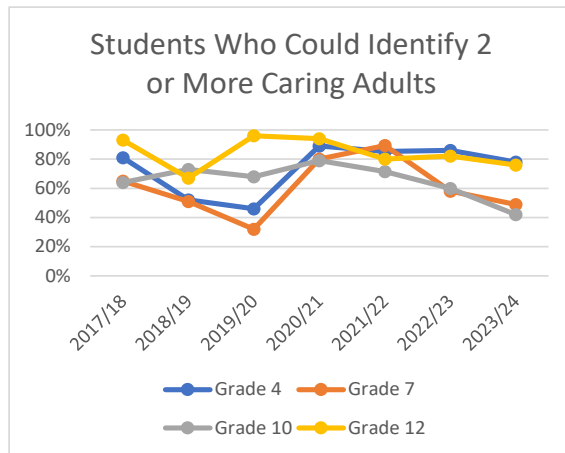
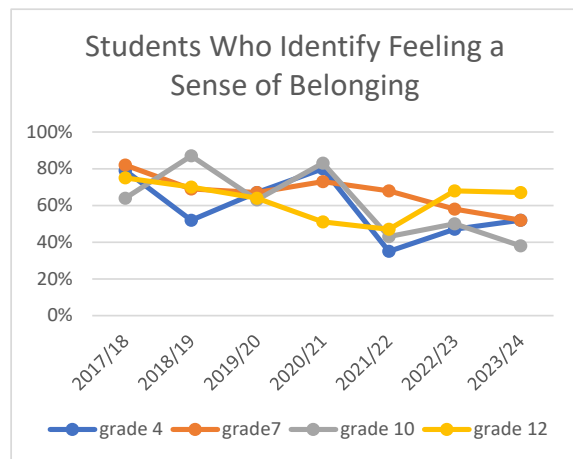
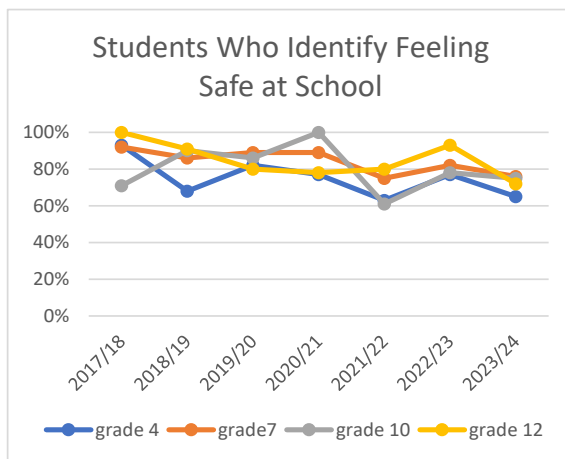
- MathUp resources
- Thinking Classroom techniques
 - vertical writing surfaces
- Mathletics
- Increased opportunities for self-reflection
- Focus on recognizing mathematical language in problem solving
- focus on building real world understanding of numbers
- CUBES program
- Math Centers rotations
 - small group instruction.
 - Practice and play
- Teacher Collaboration time

SOCIAL EMOTIONAL LEARNING

- All learners will feel welcome at school and feel good about themselves.

School culture represents what we collectively *do* at FLESS, and school climate captures what being in the school *feels like*. Dr. John Hattie describes school culture as having the potential to accelerate student achievement. Dr. Doug Willms defines some of the drivers of student achievement as: *effective learning time, relevance and rigour; the school context, bullying, having a safe school, having an advocate at school, very important, and then having an inclusive school*. Below are statistics from our Student Learning Surveys over the last 7 years. These four questions are considered to be key indicators for student success.

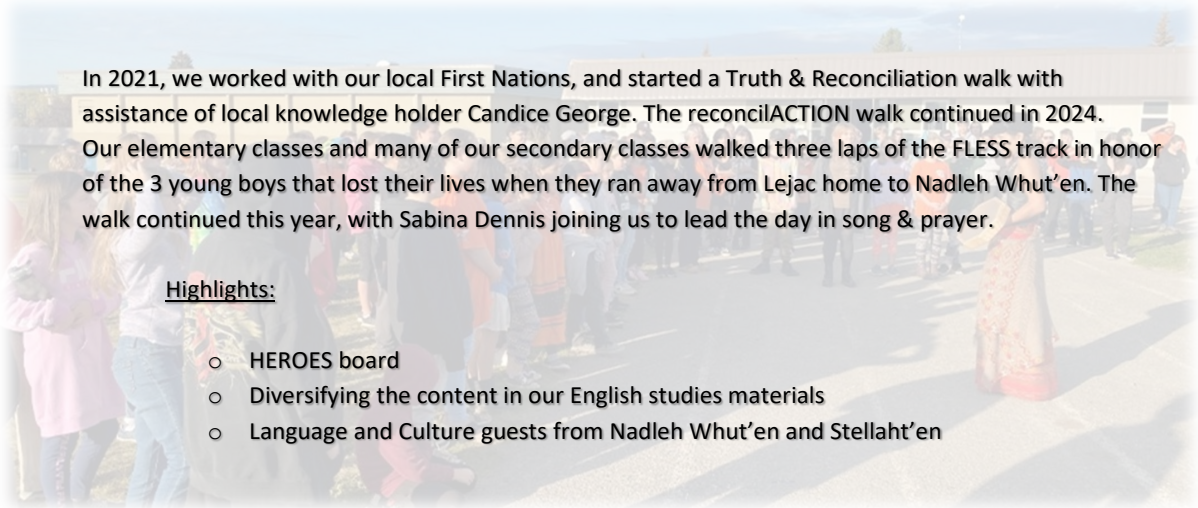
Data:



Strategies:

- focus on immediate positive feedback and acknowledgement
- School Counsellor
- Caught Being Kind program
- Sports teams
- Everyday Anxiety Strategies for Educators (EASE) program
- Student Leadership (high school) and Slice (elementary) groups

Honouring Diversity



In 2021, we worked with our local First Nations, and started a Truth & Reconciliation walk with assistance of local knowledge holder Candice George. The reconcilACTION walk continued in 2024. Our elementary classes and many of our secondary classes walked three laps of the FLESS track in honor of the 3 young boys that lost their lives when they ran away from Lejac home to Nadleh Whut'en. The walk continued this year, with Sabina Dennis joining us to lead the day in song & prayer.

Highlights:

- HEROES board
- Diversifying the content in our English studies materials
- Language and Culture guests from Nadleh Whut'en and Stellaht'en

Enhanced Connections

In fall of 2024, we received a Farm to School grant to create a root vegetable farm plot on site. From this original seed of an idea, we have received two other grants bringing our total to over \$250 000 to build a program that will include community partners for a year round green house, the original root vegetable field, and garden boxes. This opportunity to bring in community partners and engage students in food security education is very exciting.

Highlights:

- Continued focus on sport through District Sport Council Elementary Playdays
- Student volunteers helping harvest the Stallat'en community garden

Engaging our Workforce

September 20th, 2024 marked the 6th annual Indigenous Education Conference in our district. It was an amazing day for our staff to come together and learn. We appreciated being able to engage in the day in a room together as a staff. This facilitated a safe place where we were able to dig deep into the understanding of reconciliation; it was a place of honest unguarded discussion where much growth happened for the majority of our staff. There were some tough moments, but we came out of this day with an increased understanding and trust.

Highlights:

- Staff Christmas social for all School District staff in Fraser Lake.

Francois Lake School Plan to Enhance Student Learning

2024-2025



About Francois Lake School

- Francois Lake Elementary School is situated on the shores of beautiful Francois Lake. The school is located on the unceded, ancestral territories of the Dakelh and Wet'suwet'en speaking peoples. It is a small, rural school located approximately 20 kilometers south of Burns Lake. This K – 7 school welcomes 50 enrolling students in three divisions: K/1/2, grade 3/4, and grade 5/6/7. The school community is fortunate to have the support of a dedicated and hardworking Parent Advisory Committee (PAC) and school staff.
- The Parent Advisory Committee works actively with the community to provide the school community and the community at large with recreational activities. They work with local community members to build the skating rink annually. Additionally, the PAC volunteers for hot lunch programs, and fundraises for school activities and organizes a biennial Scholastic Book Fair for students and families.
- Francois Lake School actively participates in sporting activities such as the Terry Fox Run, Cross-Country Skiing, skating and competes in many district sporting competitions such as Cross-Country Running, Volleyball, Basketball, and Track and Field.

Vision

- To align our goals with the districts strategic plan of:
 - Creating Student Success
 - Honouring Diversity
 - Engaging our Workforce
 - Enhancing Connections
- Under this plan, we are targeting goals in 3 key areas, Literacy, Numeracy & Social Emotional Learning.

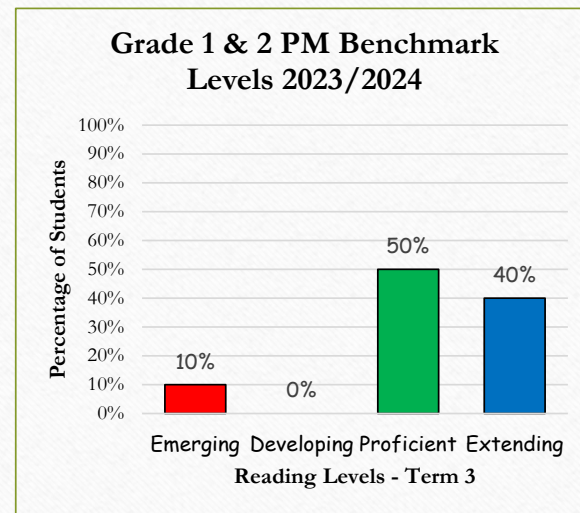
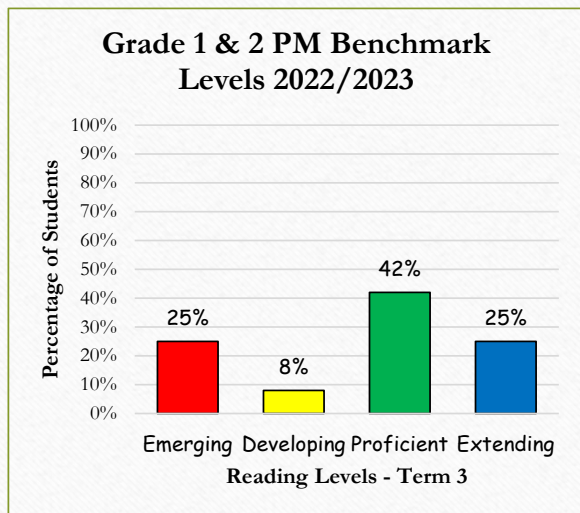
Plan: Create Student Success

Goal: Literacy



- Vision: All students will be reading and writing at grade level.
 - We noticed a decrease in literacy skills after the Covid 2019 pandemic.
 - Past Goal: Increase Learner success through a focus on literacy, numeracy and well-being.
 - We redesigned our goal this year to be more specific.
 - Present Goal: During a school year, all learners will demonstrate progress in reading, writing, comprehension, and oral literacy equivalent to one year of growth.
- Our recent data shows:
 - A positive increase in learners that are scoring proficient or extending on the Grade 1 and 2 PM benchmark levels from Term 3 2022/2023 to Term 3 2023/2024
 - Based on the CCR data, we need to continue to work on increasing literacy skill in the intermediate grade.

Literacy Data:



EYE-DA (Early Years Evaluation- Direct Assessment) Fall 2024

Legend:

- Percentage of children who are 'Experiencing significant difficulty'
- Percentage of children who are 'Experiencing some difficulty'
- Percentage of children who have demonstrated 'Appropriate development'

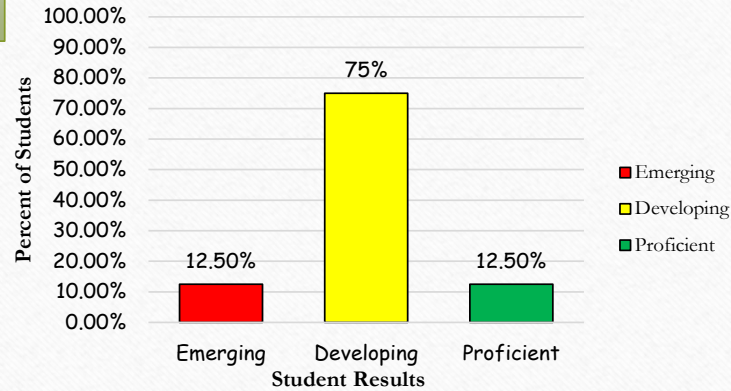
- Francois Lake Elementary
(n = 4)



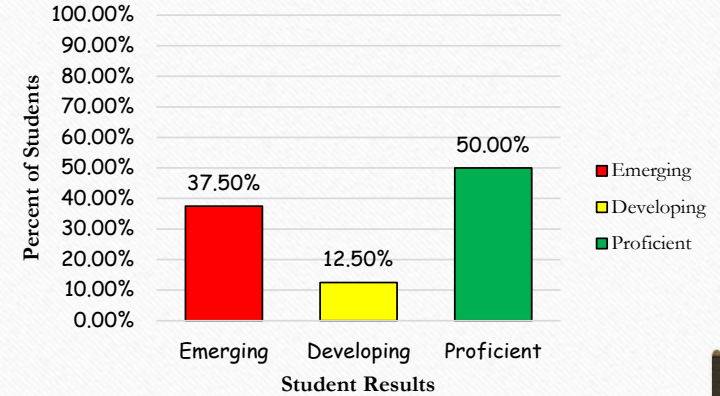
Cross Curricular Reading Assessment Results

Grade 5 Students in 2023/2024

Grade 5 2023/2024 Fall CCR Results - Main Ideas

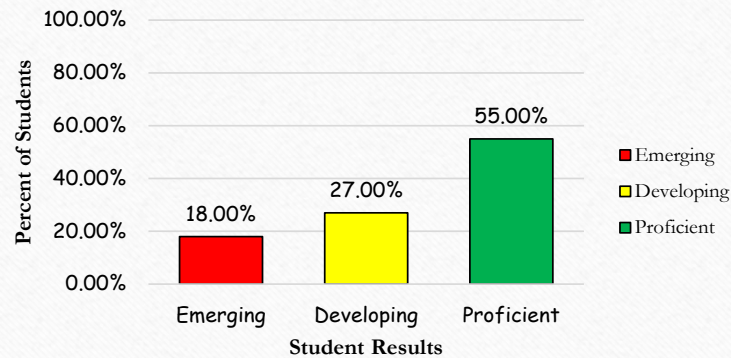


Grade 5 2023/2024 Fall CCR Results - Details

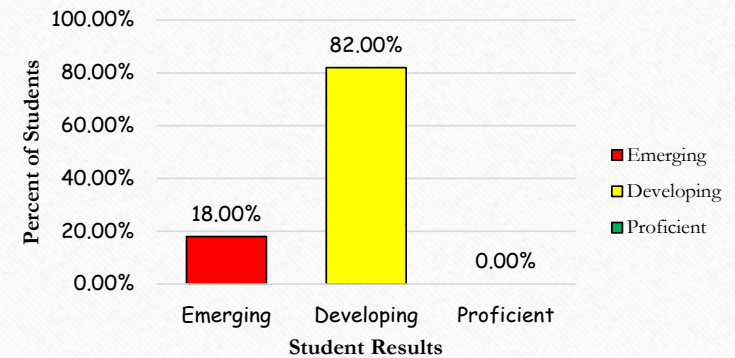


Grade 5 Students in 2024/2025

Grade 5 2024/2025 Fall CCR Results - Main Ideas



Grade 5 2024/2025 Fall CCR Results - Details



Literacy Strategies:

- To increase literacy skills, we use:
 - Literacy Centres to build autonomy and practice key skills
 - Science of reading and secret stories approach to practice phonics skills
 - Sound/letter knowledge lessons and practice
 - Instruction on non-fiction/fiction reading comprehension strategies to increase foundational concept around print
 - LSW in K/1/2 classroom
 - Phonics and sight word practice and Words their Way
 - Shared Reading to develop strong independent readers and increase fluency, vocabulary and comprehension
 - Individual and small group interventions to improve comprehension and foundational skills
 - Reading and writing tasks that are embedded across the curriculum to build skills and stamina
- How will we know if it's working?
 - PM benchmarks
 - Grade 5 CCR (formerly known as the RAD)



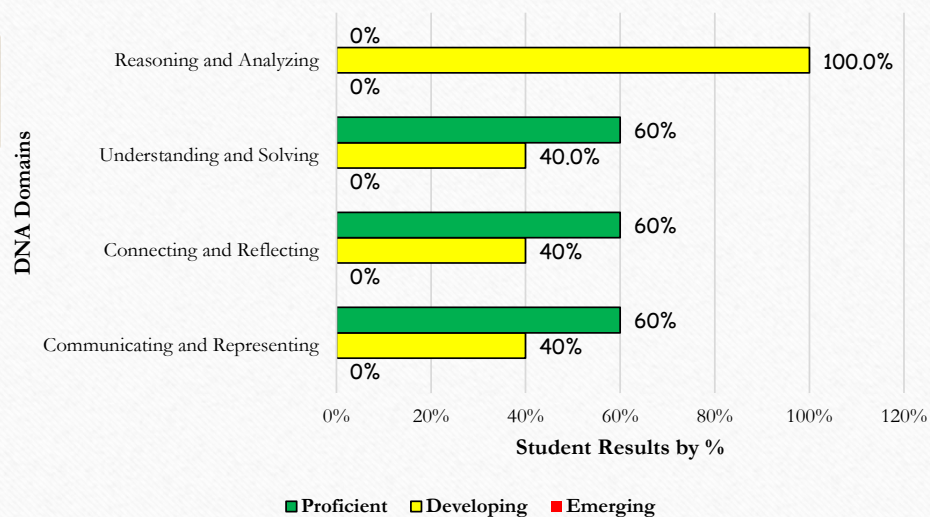
Plan: Create Student Success

Goal: Numeracy

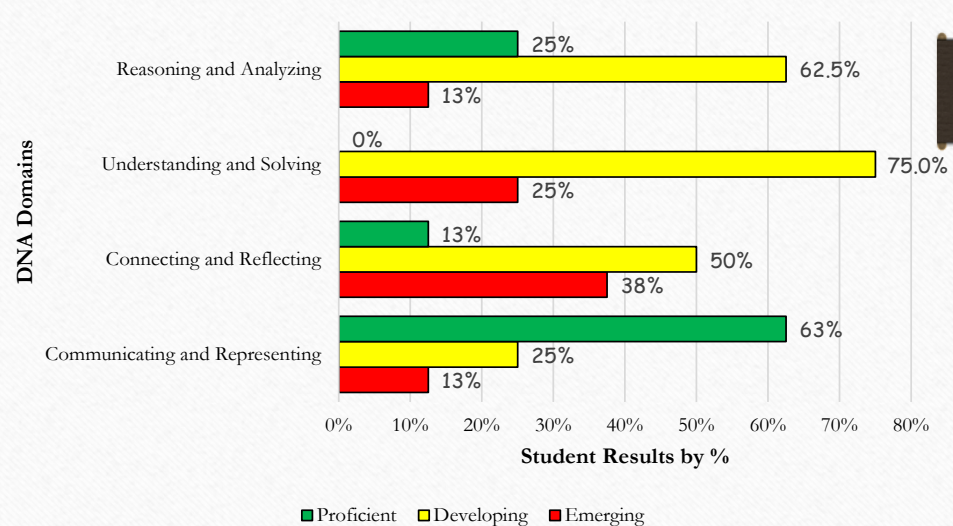
- Vision: All students are meeting grade level number sense expectations.
 - Past goal: Increase Learner success through a focus on literacy, numeracy and well-being.
 - We redesigned our goal this year to be more specific.
 - Present goal: 75% of students will be meeting grade level expectations based off DNA and numeracy assessments.
- Our data shows:
 - Fewer than 60% of our learners are meeting grade level expectations

Numeracy Data:

Grade 3 DNA Results by Domain Fall 2024

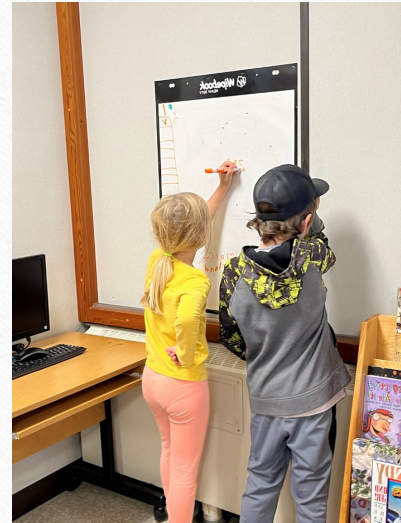


Grade 6 DNA results by Domain Fall 2024



Numeracy Strategies:

- To increase numeracy skills, we use:
 - Mathology resources to engage students and support the development of number sense
 - Mathletics online to provide extra practice on key math concepts
 - Thinking classroom ideas to develop mathematical thinking
 - Collaborative marking of SNAP/DNA
 - Creative math activities and games to increase fluency and engage students
 - Word problems to practice transferring math ideas
 - Manipulatives and visual aids to improve concrete representation
 - Math talks to develop math language
- How will we know its working?
 - Grade 3 and 6 DNA (District Numeracy Assessment)



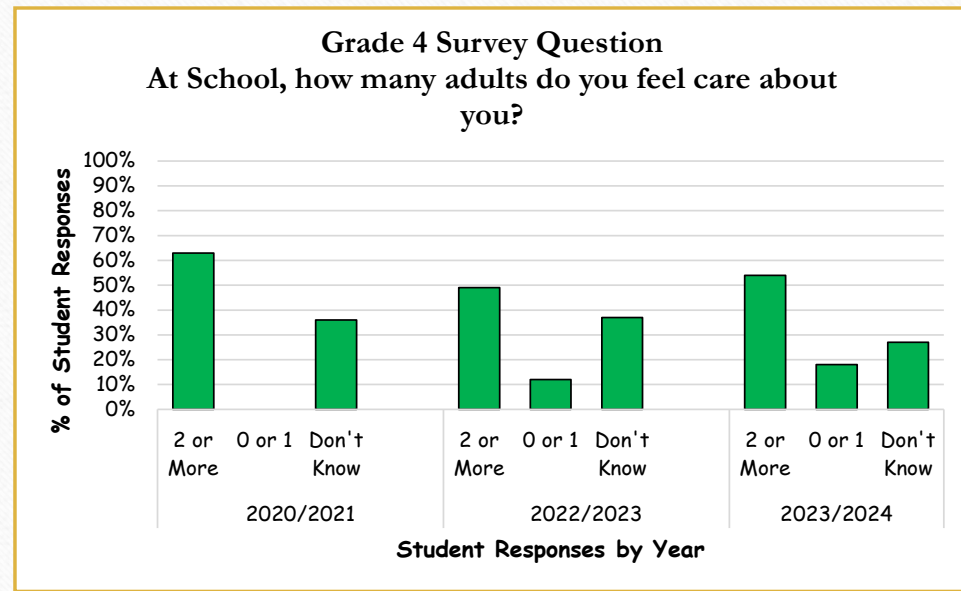
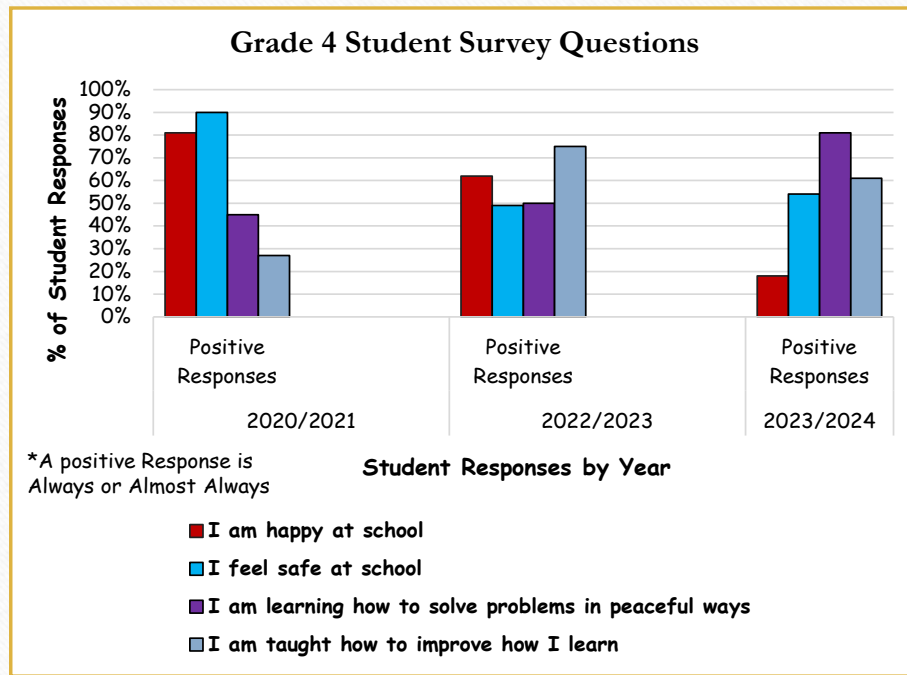
Plan: Create Student Success

Goal: Social Emotional Belonging

- Goal: To increase the students' sense of belonging
 - Our data shows that not all students feel like they belong or are safe at the school
- To increase social emotional belonging at the school, we use many strategies that bring students together, get them to work as a team, build their confidence levels, encourage participation in activities around the school and acknowledge students that are working hard. We have:
 - Grade 7 Leadership activities
 - Assemblies held every other Monday and monthly FALCON Awards to celebrate positive virtues
 - Speech Arts, Choir and ASL Club opportunities for students
 - Reading to students- WITS program- to support kindness in relationships and managing conflicts
 - Social Stories- Support of School Counsellor
 - School Spirit Days and School wide events
 - Elementary Sports events
 - A Buddy Bench
- How will we know it is working? – The Student Survey Data



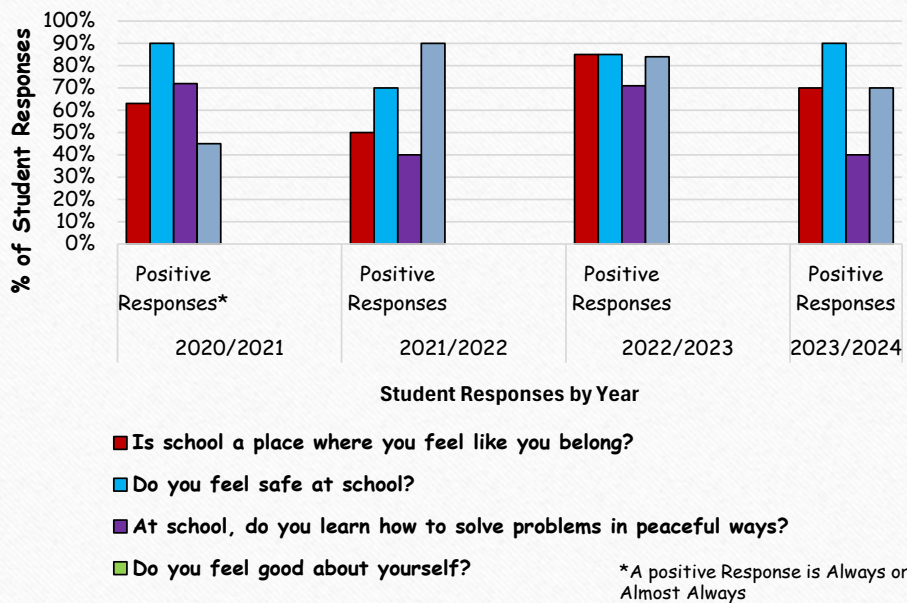
Student Survey Data – Grade 4



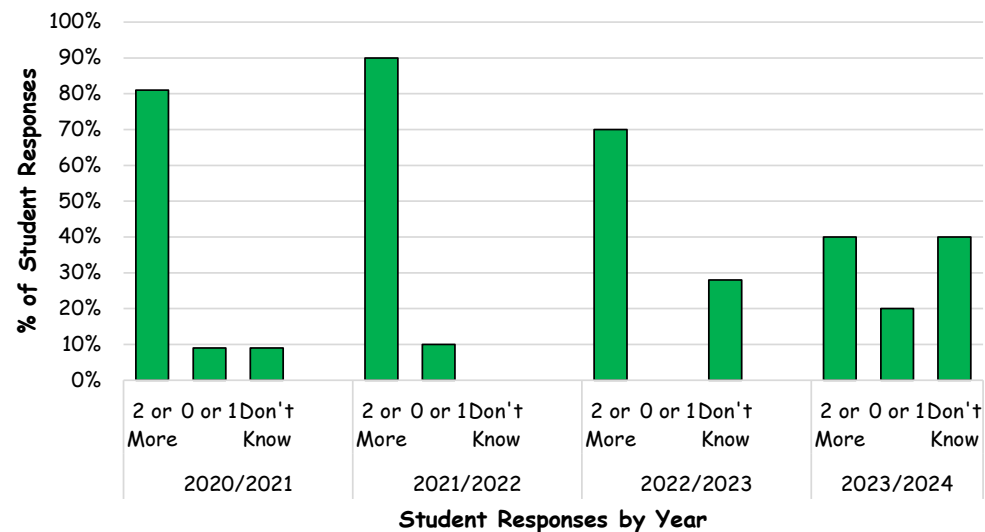
No data for 2021/2022

Student Survey Data – Grade 7

Grade 7 Student Survey Questions



Grade 7 Student Learning Survey Question At school, how many adults do you feel care about you?



Plan: Honour Diversity



Past Actions

- Learning Resources to support First Nations cultural learning and understanding
- Field trips to Boer Mountain and Indigenous People's Day to broaden understanding
- Classroom activities to support SOGI initiatives including discussing literature in classrooms.
- Indigenous Winter and Spring games- Students learned how to play Lahal.
- Renewed relationship with Cheslata Band and discussed programming, supports for students and a desire for Elder involvement as well as opportunities to engage with school.
- All staff engaged in District Planning Day- Land is Medicine
- Supporting Lake Babine First Nation, attending Education Ceremonies
- Engaging PAC to discuss SOGI activities.
- Aboriginal Remembrance Day celebrated with Remembrance Day- Learning of contributions of Aboriginal Veterans.



In 2023/2024, 70% of Grade 7 students felt that they were learning to support human rights and diversity at Francois Lake compared to 54% of all Grade 7's surveyed in District 91

Recent Actions

- Promoting inclusive virtues through monthly Falcon awards
- ASL Club
- Staff involved in the Good Ancestors Conference
- Excursions to talon Point camp-longhouse, sweat lodge and teepee's. Indigenous Day Parade, Kaeger Lake
- Culture and language lessons with Elder Helen Michelle
- Drum making, dancing and beading with Elders
- Storytelling with Kung Jadee from Haida Gwaii
- Participate in special events such as Pink Shirt Day, Orange Shirt Day, Share the Love Day etc.

Plan: Engaging our Workforce

- All staff engaged in Good Ancestors Conference
- School Teaching Staff engaged in Collaboration Time
- Whole staff learning with a focus on reporting- Curriculum – Core Competency Goal Setting and Self-Assessment- Elementary
- Co-planning whole school activities such as our STEAM challenges



Plan: Enhance Connections



- Inviting the community into the building
- RCMP Liaison Officers participating in Terry Fox Run
- Community Volunteers to Judge Science Fair
- Participating in Community led events
- Roots of Empathy



Plan: Create Student Success – Feeding Futures

- Ensure Access to nourishing food through Feeding Futures:
 - Fruit Bowls in all classrooms. Working with organizations to provide nutritious snacks
 - Breakfast offered to all students
 - School nutrition coordinator working with district nutrition coordinator to expand offerings of nutritious snacks and breakfasts for students and the occasional lunch
 - Support to families in need over extended school holidays and during times of family in crisis.
 - Students who take late bus offered a snack bowl at the end of the day



Acknowledgement

- The Francois Lake Elementary school growth plan was developed accounting for the SD91 plan, teacher and staff input including large and small groups as well as individuals, input from the community, parents, caregivers, PAC, and students. Francois Lake Elementary would like to thank everyone who made contributions to this document.
- This school plan is a living document that gets updated at least three times per year.
- The most recent version can be found posted on our school website and is referred to regularly at staff meetings. Strategies and goal achievement are shared at PAC meetings and through social media. Teachers and staff make progress on goals in PLCs, at staff meetings, and in school assemblies and events.



FORT ST. JAMES SECONDARY SCHOOL

School Plan

SCHOOL OVERVIEW

FSJSS/FSJ Alternate School are the centre of Fort St. James. The fact that we are the focal point in the community makes it essential that we meet the needs of our students. The learning that students and staff take part in is critical for their future and the future of our greater community.

FSJSS is comprised of 267 diverse learners in Grade 8 to 12. 85 of our learners are case managed and 68% of the students are of Indigenous ancestry, with 1 of every 3 students directly involved in school athletics. Our staff of 37 includes 18 teachers and 19 support staff.

DISTRICT STRATEGIC PLAN





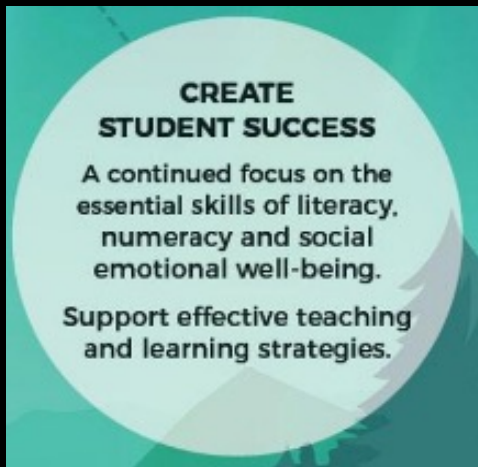
Goal:



Our students are given a variety of opportunities to engage in valuable learning opportunities with community partners.

- Work with Chuntoh Education Society and John Prince Research Forest
- Monthly meetings with Tl'azten and Nak'azdli Education Directors
- Work closely with Indigenous student mentors
- Invite local knowledge holders and elders into the school
- Community Feasts
- Fun Fridays at Enterprise Centre





Literacy Goal:

All students achieve a 3 or higher on Provincial Literacy 10 and 12 Exams

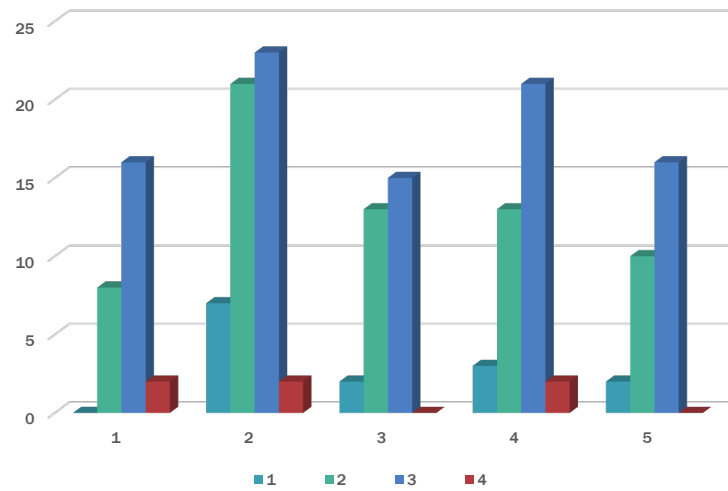
Examining the data from the last few years, RAD/CCR and Provincial Literacy Grade 10 and 12 we are seeing an increase in students moving away from a 1 (not yet meeting) to a 2 (minimally meeting) and a 3 (fully meeting). A few students are scoring a 4 (exceeding) on the exams.

Literacy Strategies

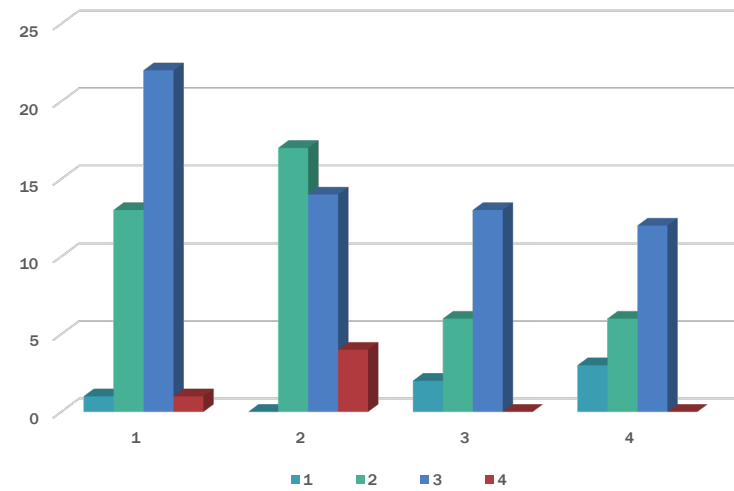
- Grade 8's linear Humanities
- Review RAD/CCR data for gaps
- Provide learning support interventions (RTI)
- Teachers working with Faye Brownlee inclusive literacy strategies, Peter Liljedahl with thinking classrooms and Richard Van Camp
- Pull-out with case managers

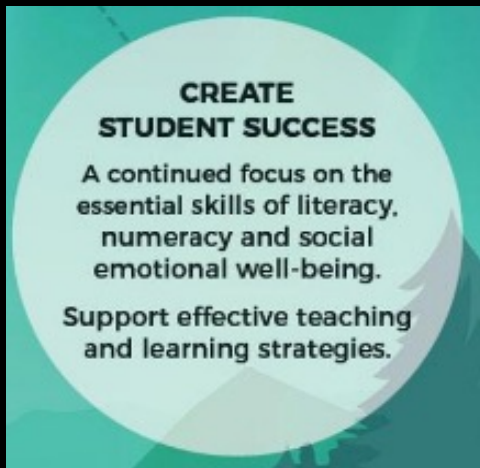
PROVINCIAL LITERACY EXAM RESULTS

2020 - 2024 Literacy 10



2021 - 2024 Literacy 12





Numeracy Goal:

All students achieve a 3 or higher on Provincial Numeracy 10 Exam

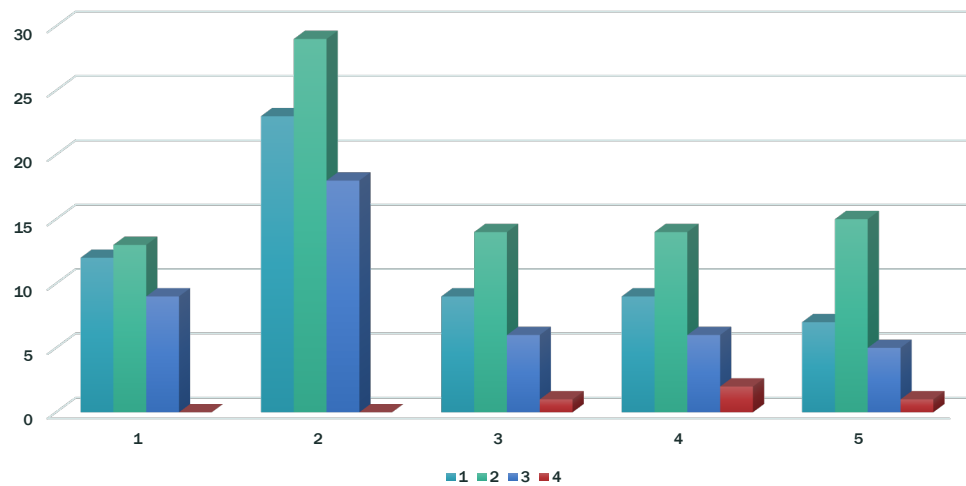
Examining the data over the last few years, a large percentage of our students are not yet meeting expectations.

Numeracy Strategies

- Grade 8 linear Science and Math
- Grade 10 linear Science and Math
- Teachers working with Peter Liljedahl on Thinking Classrooms
- Use SNAP data to guide practices

PROVINCIAL NUMERACY EXAM RESULTS

2020 - 2024 Numeracy 10





Social Emotional Goal:

Through the 2024 “Our School Learning Survey” we know that 55% of our students have a positive sense of belonging, 69% of our students have positive relationships, 55% of our students feel safe at school, 33% felt that they have adult advocacy at school, and 64% have positive teacher-student relationships.

SEL Strategies

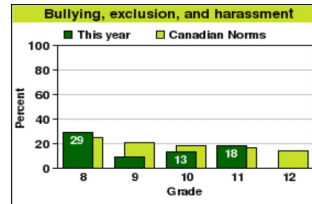
- Physical and Health Education (PHE) curriculum using Mental Health and the curriculum guide (teenmentalhealth.org)
- Health initiatives
- Grade 10 participates “Living Life to the full” program
- Grade 8 participates Respectful Futures, Building Healthy Relationships and sexual health education
- Grade 12 participates the “Bounce Back” program
- Increased S.O.G.I. 1,2,3 resources
- GSA Club to support learners
- Grade 8 Retreat Day

OUR SCHOOL SURVEY RESULTS

Bullying, exclusion, and harassment

Students who are subjected to physical, social, or verbal bullying, or are bullied over the internet.

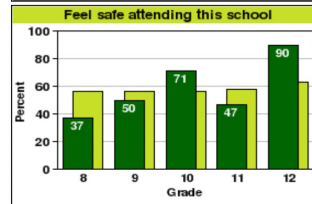
- 16% of students in this school were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 19%.
- 12% of the girls and 17% of the boys in this school were victims of moderate to severe bullying in the previous month. The Canadian norm for girls is 20% and for boys is 18%.



Feel safe attending this school

Students who feel safe at school as well as going to and from school.

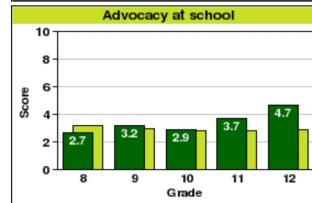
- 55% of students felt safe attending the school; the Canadian norm for these grades is 58%.
- 51% of the girls and 61% of the boys felt safe attending the school. The Canadian norm for girls is 54% and for boys is 61%.



Advocacy at school

Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.

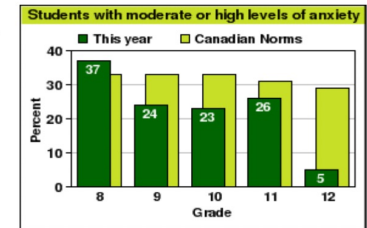
- In this school, students rated advocacy at school 3.3 out of 10; the Canadian norm for these grades is 2.9.
- In this school, advocacy at school was rated 3 out of 10 by girls and 3.6 out of 10 by boys. The Canadian norm for girls is 2.8 and for boys is 3.



Students with moderate or high levels of anxiety

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

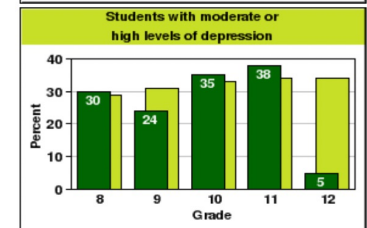
- 25% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 32%.
- 39% of the girls and 13% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 46% and for boys is 18%.



Students with moderate or high levels of depression

Students who have prolonged periods when they feel sad, discouraged, and inadequate.

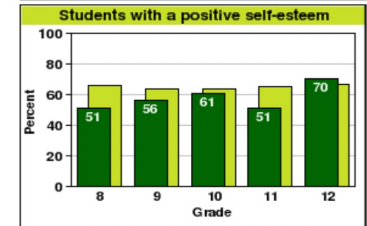
- 28% of students in this school had moderate to high levels of depression; the Canadian norm for these grades is 32%.
- 35% of the girls and 21% of the boys in this school had moderate to high levels of depression. The Canadian norm for girls is 45% and for boys is 20%.



Students with a positive self-esteem

Students who like and accept themselves, and are proud of their accomplishments.

- 56% of students in this school had high self-esteem; the Canadian norm for these grades is 65%.
- 50% of the girls and 64% of the boys in this school had high self-esteem. The Canadian norm for girls is 59% and for boys is 71%.



SOGI

Goal:

The goal of SOGI is to support all learners and staff, regardless of their sexual orientation or gender identity, and provide educators with the capacity to build inclusive school environments. FSJSS is committed to make everyone feel welcome, accepted and safe within the school community.

Strategies:

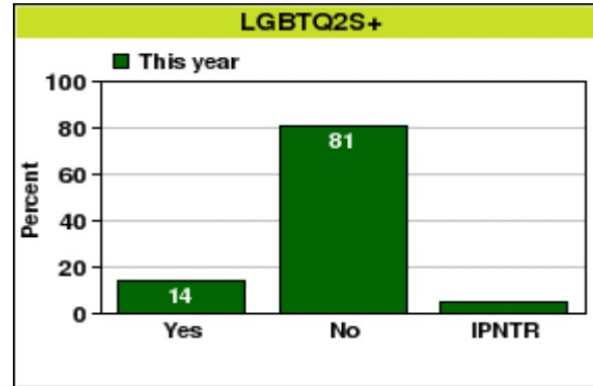
- Increased S.O.G.I. 1,2,3 resources for educators and learners
- GSA Club to support learners
- Share the Love Day



LGBTQ2S+

Students are asked whether they consider themselves to be Lesbian, Gay, Bisexual, Transgender, Queer and/or Two-Spirit (LGBTQ2S+).

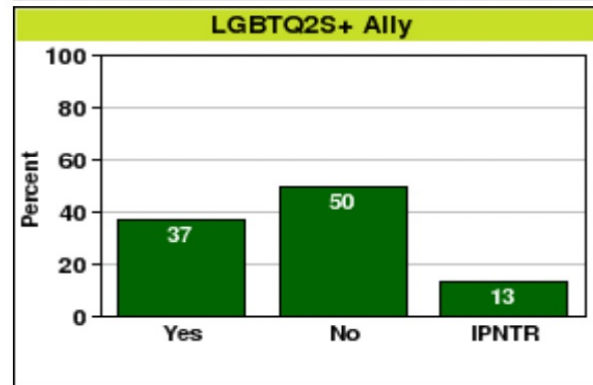
- 14% of students consider themselves to be LGBTQ2S+. 81% of students do not consider themselves to be LGBTQ2S+. 5% of students prefer not to respond.



LGBTQ2S+ Ally

Students are asked whether they consider themselves to be an Ally of the LGBTQ2S+ community.

- 37% of students consider themselves to be a LGBTQ2S+ Ally. 50% of students do not consider themselves to be a LGBTQ2S+ Ally. 13% of students prefer not to respond.



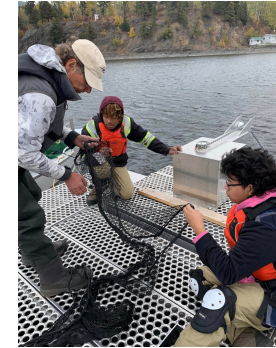
ENGAGE OUR WORKFORCE

Nurture school and district cultures that inspire and support passion-based teaching, learning and leading.

Create opportunities for every member of our organization to contribute to student success.



Goal:



Students will have a variety of opportunities to engage with the workforce while discovering and fostering their passions.

- Environmental Science class and their connections with the John Prince Research Forest and Fort St. James Search and Rescue
- Research Boat Project in partnership with Nak'azdli fish hatchery and engineer Peter Krahn
- Ice Rescue Technician Training
- Necoslie River Water Quality Project
- SD91 Career Projects
- Structure Fire and JIA





Goal:



FSJSS will honour the diversity of all students and staff. We will learn to recognize and celebrate the pluralism present in our high school and greater community.

- Teachers worked with Jo Chrona
- Full time Carrier Culture and Language teacher on staff
- Planning Carrier Culture and Language days that include feasts
- Increase First Nations resources used in classes
- Learn from Knowledge Holders and Elders
- Drumming at lunch time
- Summer Programs that involve land-based teachings and learning
- Girl's Group and trip to Pow-wow in New Mexico
- Annual Grade 9 Excursion to Haida Gwaii

CONTRIBUTORS:

Contributors to our school plan include:

Craig Houghton and Shelley Leatherdale

All staff at FSJSS/FSJAS

Nak'azdli Education Manager

T'lazten Education Manager

Student Voice

PAC

Lakes District Secondary School Plan to Enhance Student Learning



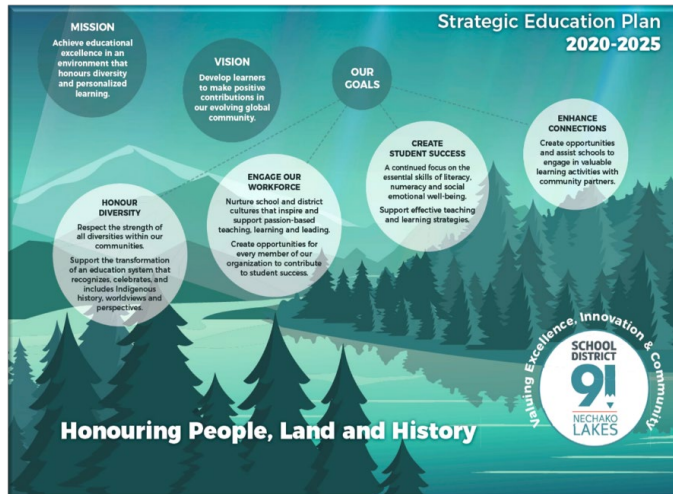
Mission Statement

To provide all students with an education that honours diversity, promotes excellence and develops individuals who are responsible global citizens. Our community will work together to ensure a safe environment that encourages creative students and lifelong learners.



Lakes District Secondary School (LDSS) and the Lakes Learning Center (LLC) serves the community and surrounding area of Burns Lake. We are grateful to sit on the traditional unceded territory of the Ts'il Kaz Koh First Nation. Our school serves six Nations within our catchment: Lake Babine, Ts'il Kaz Koh, Wet'suwet'en, Cheslatta, Nee Tahi Buhn, and Skin Tyee.

With respect to equity, diversity, and inclusion, we strive to make LDSS and LLC a safe and welcoming space for everyone. We enroll 360 students in Grades 8 – 12. It is our collective role to **improve the life chances of all learners** and are responsible for creating student success. We believe that to graduate with dignity and options, all students need to feel **connected** to others and the community and require strong **literacy** and **numeracy** skills.



Goals and Focus Areas (as they align with the SD 91 Strategic Plan)

The work we do in the school every day aligns with multiple aspects of the school district strategic plan. We are:

Creating Student Success:

- Social/Emotional Learning emphasizes feelings of safety and belonging.
- Numeracy goal is around improving number sense.
- Literacy goal is focused main idea and developing analytical writing skills.
- Creating alternate workspaces and programming for students including the TLC, Endeavours, LLC, the Culture room and the Learning Commons
- Providing nutritional food available throughout the day
- Homework Club available in the morning and at lunch
- Teachers have classes available for extra help at lunch
- Regular progress checks
- In school and community counselling available

Honouring Diversity:

- Promoting inclusion in our School
- Working to replace inauthentic Indigenous resources with authentic local cultural and Indigenous worldviews and perspectives.
- Developing a plan for an outdoor learning space to connect to the land
- Promoting Orange Shirt Day, Indigenous Veterans Day, MMIWAG Awareness, Share the Love and the Moosehide Campaign
- Supporting Young Ladies with the Hundiyan Group, and Young Men's Indigenous Groups running from the school in coordination with the SD 91 Indigenous Education Department
- Hosting bi-monthly Round Tables with our First Nation partners
- Monthly Student Voice meetings
- Offering a variety of activities in our Culture Room

Engaging Our Workforce:

- We support staff who share their passions by coaching and sponsoring activities
- Students participate in a wide range of projects through the District Careers program
- Promoting yearly Career Fairs
- Encourage volunteer hours in the school and the community
- Giving teachers the opportunity to develop and teach courses of interest to them

Enhancing Connections:

- We support students to participate in dual credit and apprenticeships between LDSS and CNC (e.g. Early Childhood Education and Welding)
- Hosting the annual *Alternative Arts Festival*, a *Winter Coffee House* and collaborating with the local Arts Council for plays and special events
- PHE classes connect with community recreation centers and venues
- Offering a wide variety of sports with community member as coaches
- Continual contact with families including PAC, Talk About Learning Time, Welcome Back BBQ,
- Communication with families and the community through newsletters and an active Facebook page
- Celebration of learners through Honour Roll with Distinction luncheons, Honour Roll sundaes, Pep Rallies, Coffee House, Christmas Dinner, School Spirit activities, and the Happy Days Club
- We welcome community agencies including the Foundry, Elizabeth Fry, Northern Health, and CSFS

Additional School Focus:

- We are beginning to work on development of an outdoor learning space.
- There is a concentrated effort to improve attendance

Creating Student Success:

Part 1: Social Emotional Learning Focus

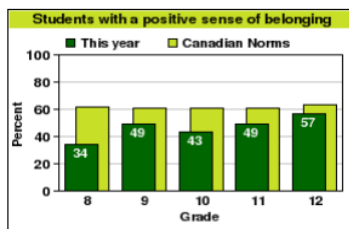
Where have we come from:

For the last 5 years we have been focused on learning to take care of our mental health. There are many successful strategies that we are continuing to use, including:

- Health class in the Grade 8 Rotation taught by a counselor
- Partnerships with the Foundry, Elizabeth Fry and Carrier Sekani Family Services
- Vaping Education – addictions counsellors and the RCMP
- An in-school counsellor ½ day per week
- Monthly visits from local health nurses and doctors
- A large variety of sports teams

As we have looked deeper into aspects of social emotional learning we are paying attention to feelings of safety, belonging, and connectedness. Through exploring student feelings of safety, we learned that general rambunctious behavior makes students feel unsafe and we were able to target that and see some improvements. The Indigenous Girls' Group, Hundiyyin, has been very successful and is now in it's fourth year. There has been a marked increase in the sense of pride and the confidence of the girls who participate. While not directly a school program, it is supported by us, and we are seeing the positive results. A Young Men's Group has been developed building life and community skills for our youth, increasing a sense of self and confidence.

Students with a positive sense of belonging.

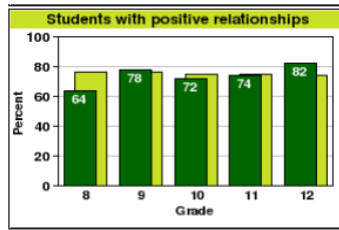


(Fall 2023 and Spring 2024)

Students who feel accepted and valued by their peers and by others at their school.

- 45% of students in LDSS had a high sense of belonging; the Canadian norm for these grades is 62%.
- 32% of the girls and 61% of the boys in LDSS had a high sense of belonging.
- The Canadian norm for girls is 56% and for boys is 67%.

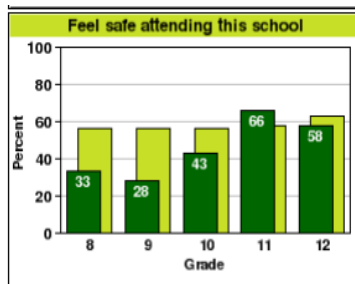
Students with positive relationships:



Students who feel accepted and valued by their peers and others at school.

- 73% of students in LDSS had a high sense of belonging
- The Canadian norm for these grades is 62%.
- 32% of the girls and 61% of the boys in LDSS had a high sense of belonging.
- The Canadian norm for girls is 56% and for boys is 67%
- The feelings of being valued and accepted increased throughout the grades.

Students feeling safe attending LDSS:

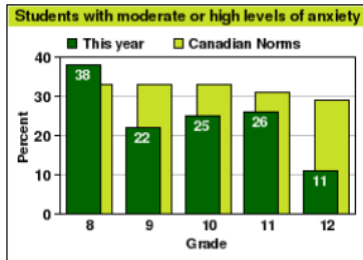


(Fall 2023 and Spring 2024)

Students who feel safe attending LDSS.

- 44% of students in LDSS felt safe at school as well as going to and returning from school.
- The Canadian norm for these grades is 58%.
- 38% of the girls and 53% of the boys in LDSS felt safe at school.
- The Canadian norm for girls is 54% and for boys is 61.
- It important to note the increase in the feeling of safety doubled from Grade 8 to Grade 11.

Students with moderate or high levels of anxiety.



(Fall 2023 and Spring 2024)

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations. at LDSS.

- 25% of students in LDSS had moderate to high levels of anxiety
- The Canadian norm for these grades is 32%.
- 37% of the girls and 10% of the boys in LDSS had moderate to high levels of anxiety
- The Canadian norm for girls is 46% and for boys is 18%.
- It is noteworthy that anxiety levels at LDSS drop by over two thirds from Grade 8 to Grade 12

Part 1. Safety and Belonging

Goal: An increased number of students will report feeling safe and that school is a place that they feel welcome and have a sense of belonging.

Based on the data provided, students at LDSS have significantly increased feeling of belonging and safety at school as they increase in grade levels. Anxiety decreases drastically from Grade 8 to 12. Areas that LDSS needs to continue is supervision in the hallways and bathrooms, particularly in the earlier grade level areas.

Continuing with our Grade 8 Health rotation and specifically teaching about Mental Health in all PHE classes, as well as continuing to support groups such as the Elizabeth Fry group, the GSA group, the Hundiyan group and the Young Men's group will support feelings of belonging.

Staff needs to continue to support lonely or disconnected learners and use the School Based Team as a starting point to connect learners to staff and supports.

An increase in the recognition of all cultural holidays and celebrations will provide all students with a sense of belonging. An international dinner is planned to showcase the food of our diverse school.

Providing a wide range of both individual and team sports and clubs, and increasing school spirit activities such as assemblies, pep rallies and cultural activities will help the school feel like a safe and inclusive space.

Part 2: Numeracy

To achieve a *Dogwood diploma*, a student must complete a Math 11 course. A student who graduates with a *School Leaving Certificate* needs sufficient numeracy skills to engage in life as independently as possible.

Where have we come from:

This will be our fourth year focussed on Number Sense in the junior grades. Teachers have been involved in significant collaboration with the district curriculum team, working with Judy Larsen as well as using the “Math Up” program with Grade 8. Student scores on the Ministry Numeracy 10 assessment show a significant improvement.

The Data (current reality):

The Numeracy 10 results are showing promising gains, with a reduction in 1’s and increases in 2-4’s. 77% of students are scoring in the 2-4 range in the latest recorded data.

Where are we going:

Our goal is that Grade 8 and 9 students will demonstrate improved number sense in the area of communicating and representing, as evidenced by 40% of students scoring a 3 or 4 on the SNAP at end of term 4 2025.

How will we get there?

Our Grade 9 students require a significant amount of support. We will provide instruction to help fill in the gaps, and intervention blocks as necessary with Mrs. Little in the TLC or Ms. Isaak in the Learning Commons. Number Sense has been a focus for several years now. The Department needs to evaluate whether there has been significant change in this area, or should other strategies be examined. Grade 8 teachers will continue to use the Math Up program. The department will mark all standardized assessments together to analyze the data and inform instruction. Students in all grades will have an opportunity to receive intervention as required and rewrite assessments once that is completed.

The Department will have discussions on whether the current standardized testing is serving our students well, and have conversations with the Senior Staff Math coordinator regarding options.

Part 3: Literacy

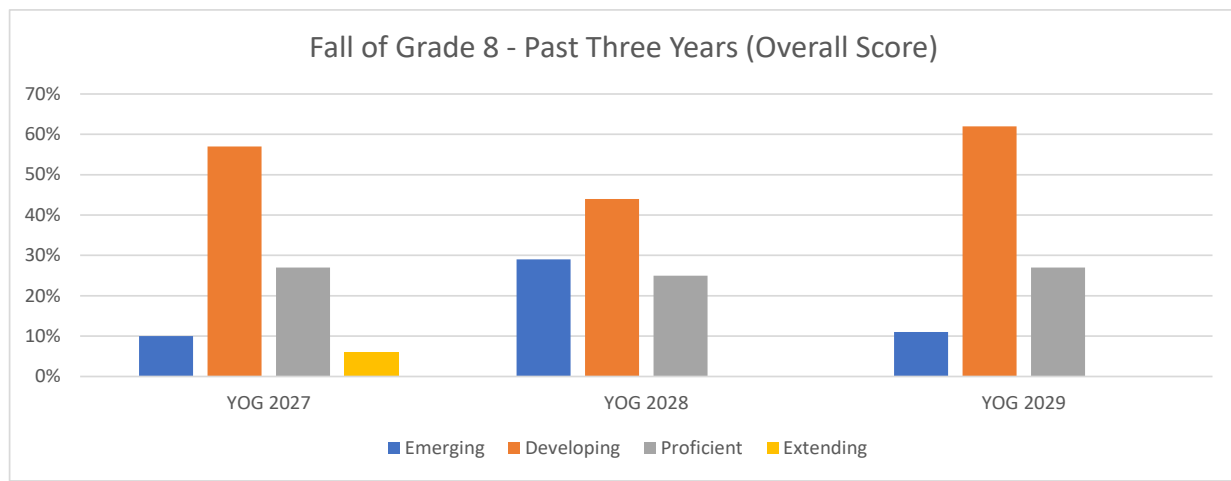
To achieve a *Dogwood diploma*, a student must complete English 12 as well as required courses that rely on reading comprehension and effective writing skills. A student who graduates with a *School Leaving Certificate* needs sufficient literacy skills to follow their chosen path.

Where have we come from:

The Humanities Department began a focus on analytical writing in the fall of 2021. This was after a successful 5-year focus on reading comprehension skills in our junior grades. The team developed an analytical writing assessment tool which they have implemented to gather baseline data and to set goals. Teachers also continue to use the CCR (formerly RAD) data to inform their instruction with a focus on Main Idea and Detail.

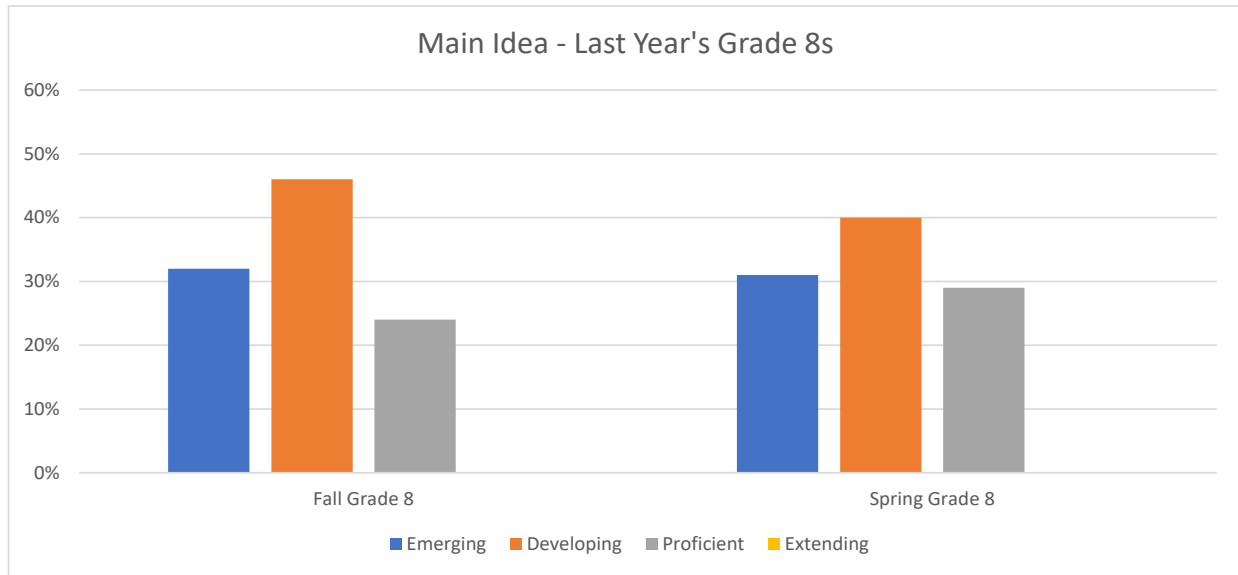
FALL – Cross Curricular Reading Assessment (CCR)

YOG 2029 – This year’s grade 8s



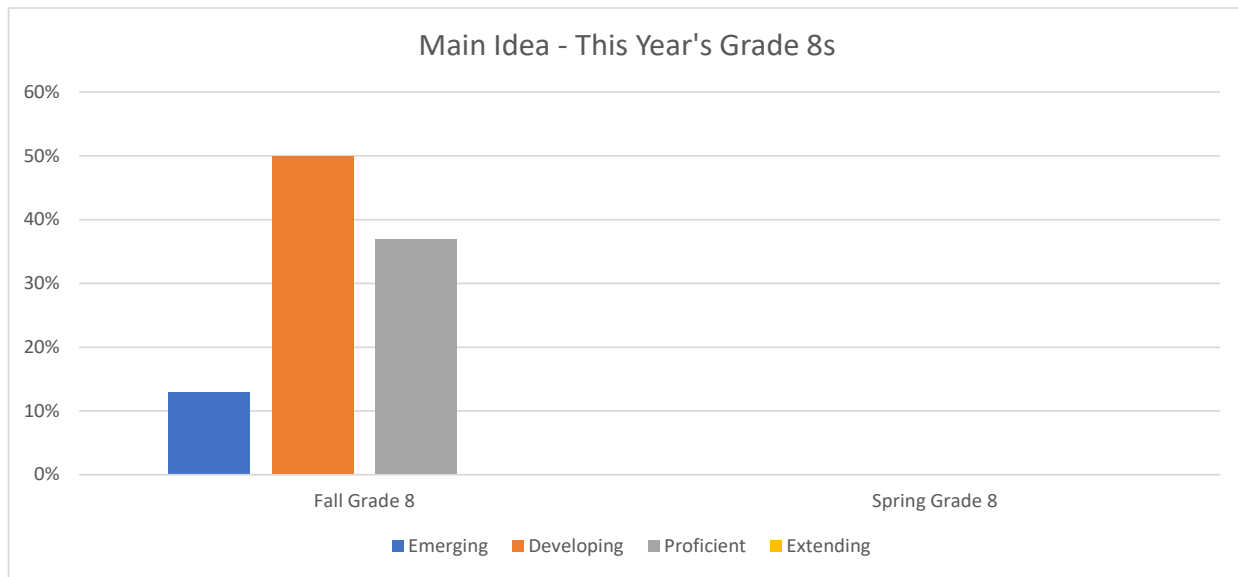
Observations:

- Roughly 75% of students are entering Grade 8 as Emerging or Developing
- Zero students over the past two years have scored extending.



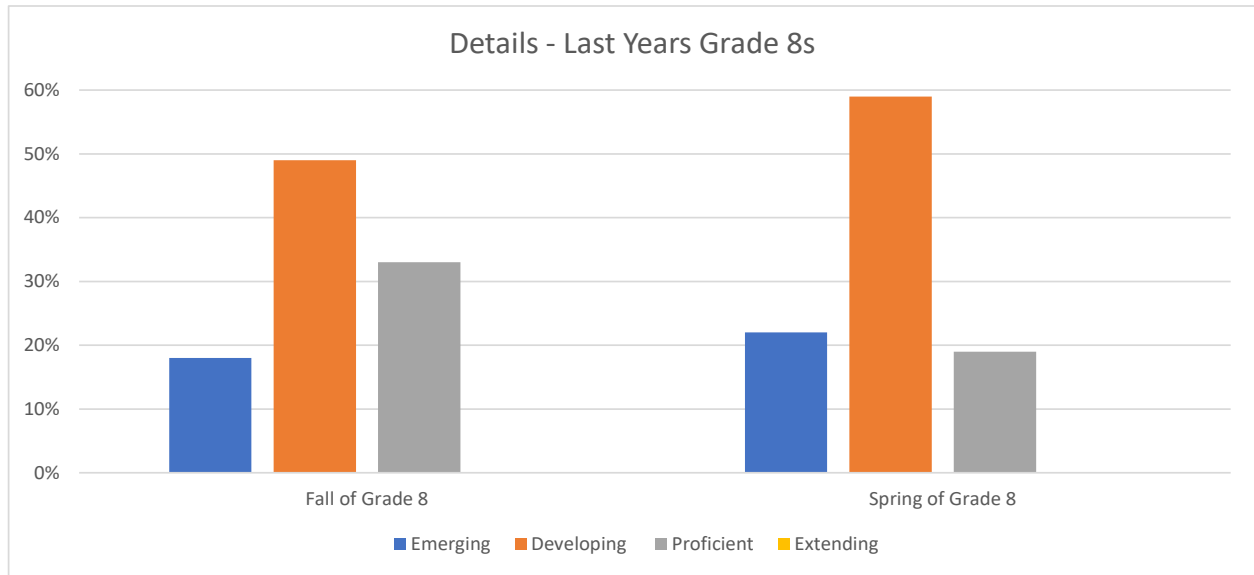
Observations:

- Increase of 4% scoring proficient in Main Ideas.
- Decrease of 1% scoring Emerging in Main Ideas.



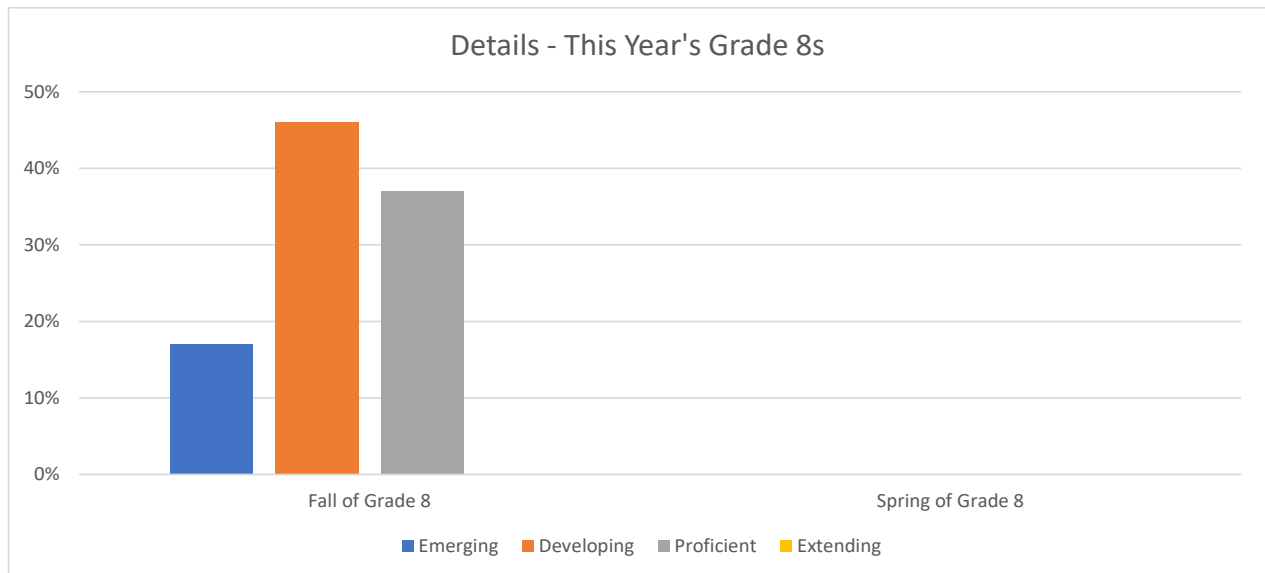
Observations:

- Much smaller group scoring Emerging compared to last years Grade 8s.
- Larger group scoring Proficient compared to last years Grade 8s.



Observations:

- Reduction in students scoring Proficient by the end of the year (this could have to do with sample size).



Observations:

- Larger group scoring Proficient compared to last years Grade 8s
- Roughly the same percentage of students scoring Emerging as last year.

Where are we going?

Our Literacy Goal is to have 50% of our Grade 8 students scoring either Proficient or Extending on the Cross Curricular Reading Assessment by the end of Grade 8.

How we plan to get there:

To achieve our goal, we plan to give specific attention to developing students' ability to identify main ideas and supporting details as this has been identified as two specific areas of weakness. This will be done through direct teaching of these skills in our Humanities 8 classes. Furthermore, we will identify students who have scored Emerging in these areas and address these gaps through small group instruction in The Learning Center (Mrs. Little) or The Learning Commons (Ms. Isaak). We will continue to group mark the Cross Curricular Reading Assessment which informs instructions and allows teachers to collaborate and calibrate instruction and assessment from classroom to classroom. We will continue to offer a Literacy 9 class which aims to address gaps in Literacy learning prior to entry in Grade 10. We will continue to strive to improve writing stamina by having daily writing tasks in class. Lastly, we will continue to promote reading for enjoyment through our Drop Everything and Read initiative.

Part 4: Honouring Diversity

This goal drives much of our work both day to day and as we honour people and events throughout the year. There are countless champions within our team including both our teachers and our support staff. We respect the strength of all diversities within our communities. The photos below show a variety of whole school acknowledgement of special days, each of which honour diversity.

Goal: To increase the celebration of the many diverse cultures, talents and abilities within LDSS.



LDSS has re-implemented a GSA support group this year. There is active participation in the Share the Love Day. Two Indigenous Learning Grants were accepted this year to work towards developing local Indigenous culture and knowledge. There is a NOIEE Inquiry project underway to develop a Grade 8 Culture rotation for the upcoming school year. Plans are underway for a schoolwide International Dinner to celebrate all the diversification we have in the school.

Part 5: Engage Our Workforce.

At our school we support staff who share their passions by coaching and sponsoring activities. Teaching staff have weekly collaboration time in which they can engage with colleagues to plan for student success. Professional Development is teacher-led allowing teachers to pursue interests of their choice to grow as educators. There are professional learning opportunities available throughout the year including Phil Stringer, Peter Liljedahl and Dr. Judy Larson, as well as opportunities to work with various district staff on specialized areas including Michelle Miller-Gauthier and Lina Miller.

Indigenous Learning Grants are available for staff who are interested in expanding their programming to include local Indigenous content. LDSS was successful in receiving two Learning Grants for the 2024-2025 school year.

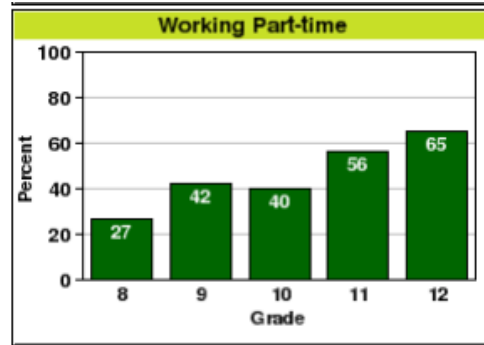
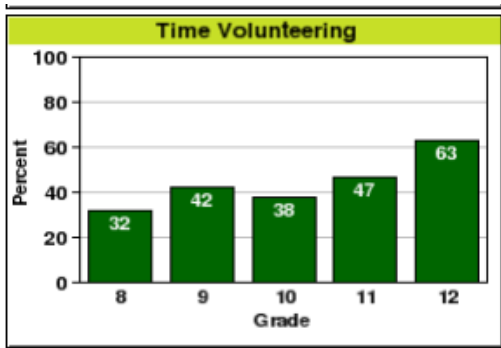


Part 6: Enhance Connections:

The photos below reflect our long-standing connections with Burnt Bikes, Ride Burns, District Careers, and the Community Food Bank. These connections, and others, create opportunities and assist our school to engage in valuable learning opportunities with community partners.

Our Hundiyan Girl's group and Indigenous Young Men's group have opportunities to travel, meeting youth from other areas. The Young Men's Group volunteers in various community service activities including delivering wood to local elders.

We are fortunate to have students participate in activities like Project Trades and Project Steam. This year we look forward to continuing our Alternative Arts Festival and hosting a music Winter Coffee House. Planning for and developing an outdoor classroom space continues.



Part 7: Additional School Focus

Our assets include:

- Committed community minded staff
- The resources to offer a broad range of courses
- Our school has set up an attendance team which look sat all students with lo attendance biweekly. A plan is made for each student, and a team member is responsible for the follow up with that student and/or family.
- Volunteers for many extra-curricular activities
- An involved, active and supportive Parent Advisory Council
- Access to local outdoor areas for canoeing, hiking, skiing, mountain biking, hockey etc.
- Six local First Nation as partners in learning
- Partnerships with the local and regional CNC (College of New Caledonia)
- Respectful, eager and engaged learners
- Students report a positive sense of advocacy and caring adults

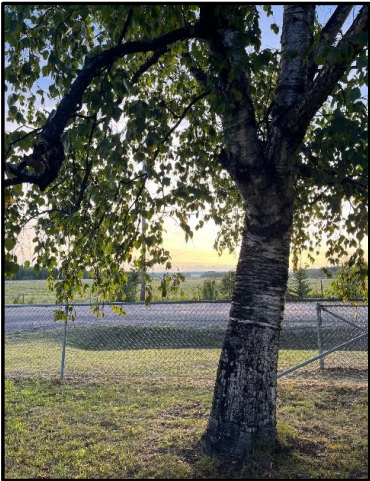
Plan Development:

This plan has been developed, and is continually revisited, by:

- Whole staff meetings (CUPE and BCTF) in June and September every year
- PAC meetings five times a year
- Bimonthly Round Table meetings with our local First Nations partners
- Monthly staff and department meetings and weekly teacher collaboration
- Student focus group



Mapes Elementary School Plan to Enhance Student Learning 2024-2025



Our School Community

Mapes Elementary is a small, rural school located in a farming community west of Vanderhoof, BC. We are honored to live, learn, and play on this beautiful land in the traditional territory of Saik'uz First Nations. Bordered by fields and forest and frequented by wildlife, our school has a strong connection to the land. Mapes School is also deeply connected to the community that surrounds it. Community members enhance the learning and culture at Mapes through their involvement as employees, volunteers, or visitors to our school. In the 2024-2025 school year, 53 students in kindergarten to grade 6 attend our school. Most of our students live in areas around Mapes, Clucultz Lake, and Sinkut Lake. Approximately 15% of our students are identified as having Indigenous ancestry. 7% of our learners have exceptional learning needs connected to an Inclusive Education designation. We have an active Parent Advisory Committee that has grown in the past year to include 6 members. We also have an active Strong Start program which welcomes caregivers and preschool children from the Vanderhoof area five days per week.



Our Vision

Our school shares School District 91 Nechako Lakes' vision to *develop learners to make positive contributions in our ever-evolving global community by achieving educational excellence in an environment that honours diversity and personalized learning.* Mapes Elementary school aims to honour diversity through building awareness and appreciation of many backgrounds and identities, to engage our workforce through collaboration and inquiry, to create student success through social-emotional learning and targeted supports for foundational literacy and numeracy skills, and to enhance connections through inviting and welcoming community members and groups to participate meaningfully as members of our learning community.

Honouring Diversity

Mapes Elementary is located on the traditional unceded lands of Saik'uz First Nation. Northeast of Tsink'ut (Sinkut mountain) and south of netja koh (Nechako River), our school grounds have many layers of history beginning with the Carrier people who lived on the land long before settlers transformed it into the farmland we see today. Many of our students are just beginning to learn the long history of our land and its people. At times, we become aware of a fear within our community that acknowledging one history means forgetting and dispelling another. We are moving forward from that fear, however, by finding ways to acknowledge and appreciate the stories and experiences of many people. Part of that work is going on to the land together and having space for many ways of knowing – from learning different names of and uses for plants to welcoming many different stories about the land. Our Indigenous Education Advocate, Ms. Thomas, spends a lot of time doing this work with our students on our forest trails; however, we need to welcome other Indigenous voices into these conversations. Our next steps are to invite local elders to help us with this learning through visits to the school and to expand our library collection to include more Indigenous authored books.

With the addition of Ms. Thomas to our staff in spring 2023, our classes have had the opportunity to learn more about local Indigenous history, culture, worldview, and language. Ms. Thomas visits each of our classes on her days at our school, supporting learners with skills and concepts related to what is being learned and enhancing lessons with Indigenous viewpoints and Carrier vocabulary. Ms. Thomas is a great role model who can be seen throughout the school making connections with students and supporting them through co-regulation.



Engaging our Workforce

One of the first things visitors to Mapes Elementary notice is how the staff work together. Our teaching and support staff value collaboration and this is evident in everything they do from sharing ideas and resources to co-teaching to planning special activities for multi-age groupings. During collaboration time this year, teachers are working on a social-emotional learning inquiry project. Many of our staff also choose to come together after school each Thursday to discuss plans and ideas for the upcoming week and beyond. The sharing of ideas during these quick meetings is invaluable and contributes significantly to improved outcomes for learners.

Creating Student Success

Place-based learning

The land plays an important role in creating student success. Our school grounds and surrounding countryside provide year-round opportunities for outdoor and place-based learning. Our classes spend time on the trails in the forest exploring, learning, and creating. Using their senses to be present in nature, students are strengthening their sense of place and their self-regulation skills. Learning on the land isn't restricted to social-emotional learning, however. In numeracy, our students notice patterns and numbers in nature. In literacy, our students build vocabulary knowledge as they practice describing, discussing, and writing about the things they notice and discover throughout the seasons.

Recently, our school has teamed up with the SD91 Career & Trades program for a project to expand the forest trail system next to the school. Our teaching and support staff are working to mark additional trails and, in the spring, students will contribute to the project by helping to clear the trails. Once completed, this enhanced trail system will be an additional learning space available to schools across the district. Our plan is to also have a collection of learning resources either located on the trail or in backpacks that can be taken along.



NOIE Social-Emotional Learning Inquiry Project

Mapes teachers are in their second year of a multi-year inquiry with the Network of Inquiry and Indigenous Education Social-Emotional Learning project. This project is supported by Deb Koehn (SD91) and Kimberley MacNeil (UBC). Through inquiry and participation in the network, the project aims to support students to develop self-regulation strategies and more consistently display regulated behaviours across learning environments (indoor and outdoor). Our teachers hope that students will “realize their potential as community members, learners, and leaders of the learning.” Students participate in activities in multi-aged groupings (“colour groups”) a couple of times each month to develop a collaborative learning community across classes. Colour group activities have included forest sit spots, noticing with the five senses, pumpkin carving, and scavenger hunts. In these colour groups, staff have noticed improved personal responsibility and leadership, higher levels of engagement in the learning task, and higher levels of self-regulation. Throughout the 2024-2025 school year, teachers are using their monthly collaboration time for inquiry learning.

Student Leadership

In addition to their participation in colour groups, intermediate students have daily opportunities to grow their leadership skills. Our grade 4/5/6 class has a contract with the school district to shovel paths, stairs, and doorways during the winter months. Many of our intermediate students also volunteer as lunch monitors in our K/1 classroom. All of our intermediate students are working on and have made great strides in their ability to model and encourage appropriate behaviour during school gatherings, buddy activities, and playground time. Moving forward, we will extend our focus to include developing leadership within the intermediate classroom.



School-Based Team Class Check-ins

In fall 2024, we introduced a new strategy to monitor and support the progress of every learner in each of our classrooms. Every 4 to 8 weeks, teachers meet with the school-based team to discuss their students’ progress. This gives teachers the opportunity to collaboratively problem solve and to access additional supports for all areas of development including academic, social-emotional, communication, and physical functioning and independence. Plans and strategies to address challenges identified in these meetings include school-wide, class-wide, small group, and individual interventions. When a learning challenge is beyond the scope of the school-based team to address independently, the school psychologist, school counsellor, or other district support staff are brought in to advise or offer services. Updates are provided at subsequent class check-in meetings and, when needed, support plans are adjusted.

Enhancing Connections

Our surrounding community offers unique opportunities for learning and enhances our school culture. We are closely connected to the local farming community and have many connections to be grateful for including the permission to use the forest adjacent to the school and being welcomed onto nearby farms for field trips. Bringing the community into our building also plays an important role in enhancing connections through community members visiting the school to help out with special activities and by sharing of the school building with community user groups such as 4H and Elections BC. Our Strong Start program welcomes many new families with young children to Mapes school, but many families and community members continue to stay connected to Mapes school even after their children have grown.

RCMP liaison officer

In the 2024-2025 school year, we have been privileged to develop a relationship with our school liaison officer and his colleagues from the Vanderhoof detachment of the RCMP. With regular friendly visits from the RCMP this year, our learners have become comfortable and familiar with the RCMP officers who have visited. As available, our school liaison officer has offered to join us for special events at the school and in the community. In October, RCMP officers spent the afternoon in our gym carving pumpkins with our colour groups. We look forward to continuing to strengthen this connection by providing positive opportunities for our learners to get to know the members of our local detachment.



Our Goals

Social Emotional

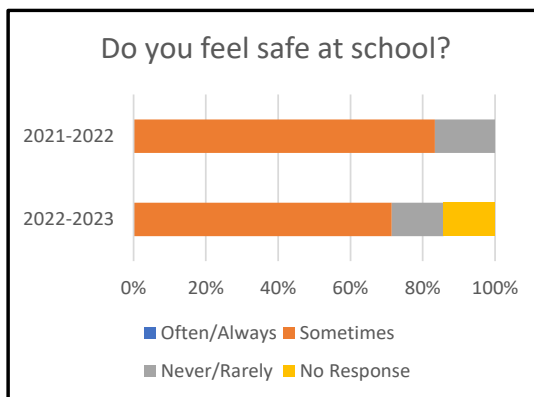
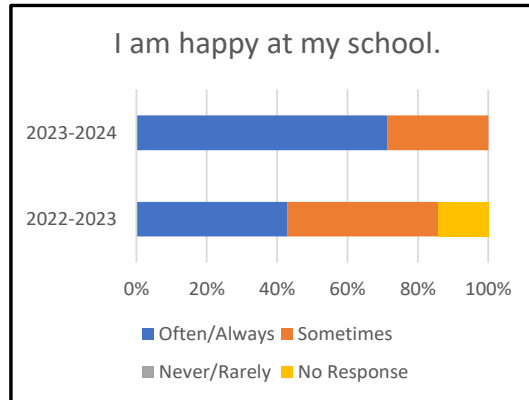
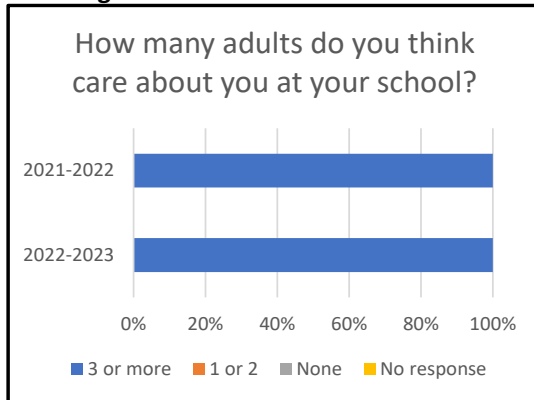
Our vision for social-emotional learning is that all students will contribute to a safe and caring school community by developing their awareness of self and others and their ability to self-regulate.

We will support this goal by continuing our NOIE-SEL inquiry project, by teaching WITS (Walk away, Ignore, Talk it out, Seek help) and circle of control in collaboration with our school counsellor, and by modeling and practicing an appreciation of diversity.

How will we know?

Grade 4 Student Learning Survey results indicating 100% of respondents indicate that they believe multiple adults at school care about them, that they feel safe at school, and that they are learning to solve problems in peaceful ways.

Our Progress



Literacy

Our vision for literacy is that all students are proficient readers who can read and understand grade level texts and proficient writers who can express their thoughts effectively through writing.

We will support this goal by providing evidence-based literacy instruction in each of our classrooms, informed by our district literacy specialist and school-psychologist. We will include reading and writing tasks in learning across the curriculum to build skills and stamina. We will offer increased opportunities for students to read with others through buddy reading during teacher collaboration time and by inviting learners of all abilities to our morning reading club. We will provide universal supports including personal spelling dictionaries, word walls, sentence frames, modeling, guided practice, and “think-alouds.” We will provide individual and small group interventions to students who are not yet reading near grade level. Learners requiring adjudicated supports for reading or writing will learn how to use assistive technology for reading and writing in the intermediate grades.

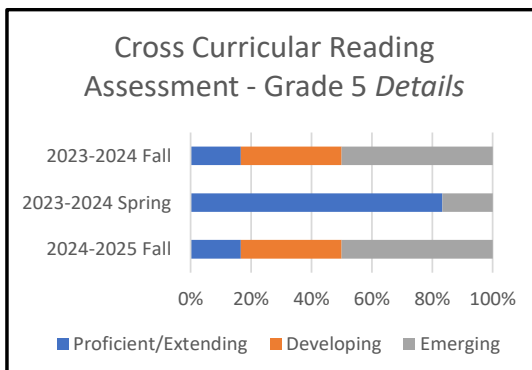
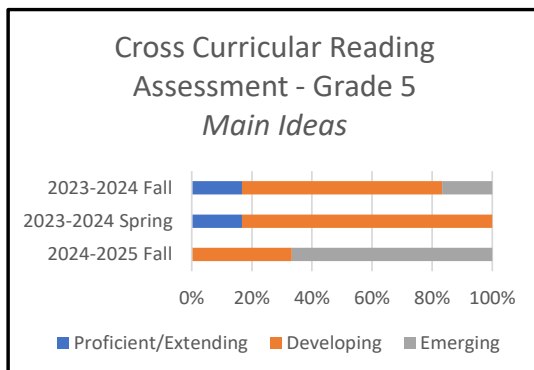
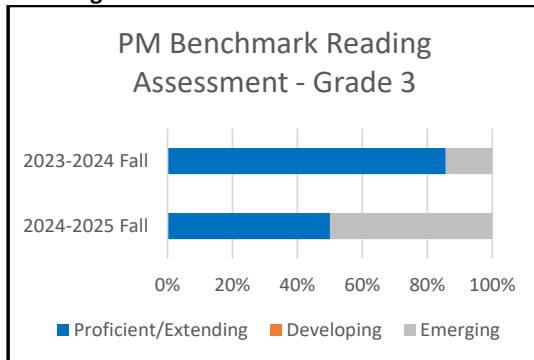
Literacy Objective 1 - *By June, all students in grade 3 and 5 will be able to accurately decode and demonstrate comprehension of grade level texts.*

How will we know?

Grade 3: Term 3 PM Benchmark Reading Assessment level of 24 or greater.

Grade 5: SD91 Cross-Curricular Reading Assessment evaluation of *proficient* or *extending* AND/OR an evaluation of Developmental Reading Assessment instructional reading level of 5.0 or greater.

Our Progress

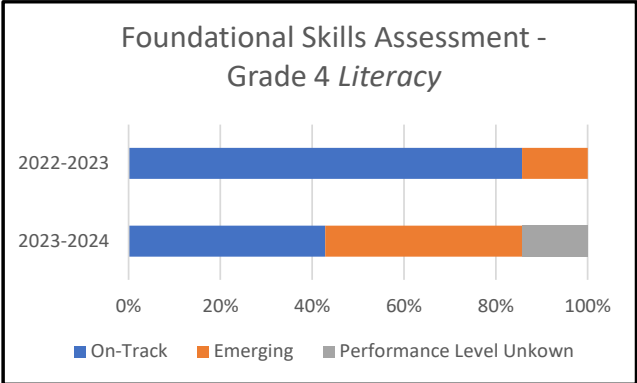


Literacy Objective 2 - All grade 4 students will be able to communicate their ideas in writing at grade level.

How will we know?

Grade 4 Foundational Skills Assessment evaluation of *on-track* or *extending* in literacy

Our Progress



Numeracy

Our vision for numeracy is that all students will demonstrate proficiency in grade level number sense.

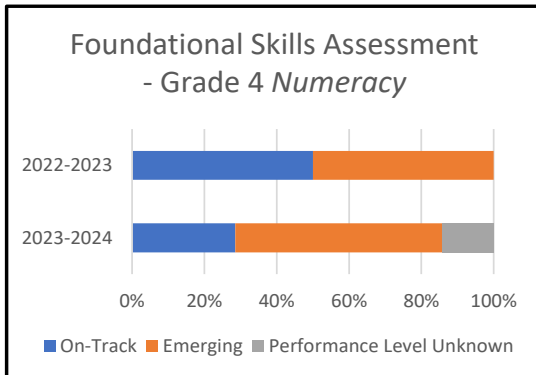
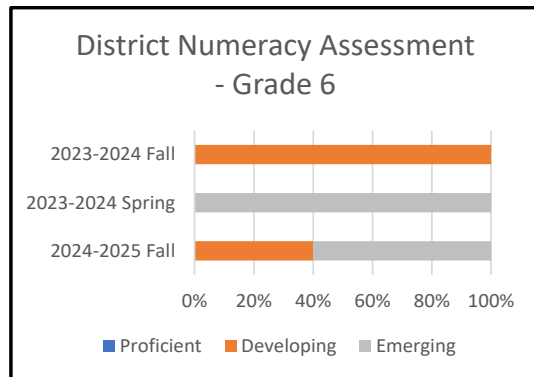
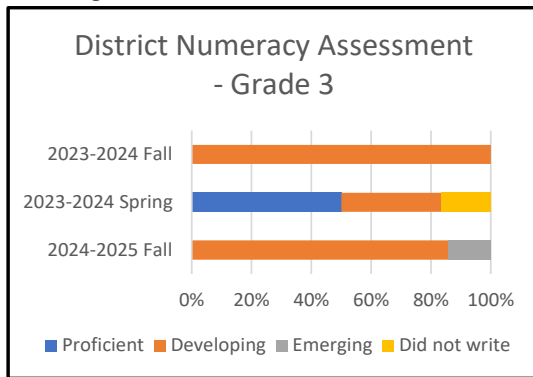
We will support this goal by working with our district numeracy specialist to implement best-practices for numeracy learning. We will include opportunities to talk about numbers across subjects and activities.

How will we know?

Grade 3 & 6 District Numeracy Assessment overall evaluation of proficient or extending

Grade 4 - Foundational Skills Assessment overall evaluation of on-track or extending in numeracy

Our Progress



Mapes Elementary would like to thank our parents and caregivers, students and staff, and members of our local First Nation for their feedback and contributions to our plan. This school plan is a living document updated three times per year. The most recent version can be found on our school website.



Mouse Mountain Elementary School 2024-2025 School Plan

Our Journey

Mouse Mountain Elementary School is situated in the town of Fraser Lake. We acknowledge that Mouse Mountain School is located on the traditional lands of the Stellat'en and the Nadleh Whut'en First Nations where we are grateful to learn, work and play. We are a primary (K-3) school serving a diverse school population of 110 learners from Nadleh Whut'en, Stellat'en First Nations, Endako, Fort Fraser and Fraser Lake.

Teamwork is the backbone of the success of our school. Our staff has a history of professional collaboration that fosters school-wide approaches to learning across

the curriculum. We are passionate and committed to the growth of all learners. We know that to achieve success for each learner, we must first build relationships and understanding with each student.



Our school shares in the [School District 91 mission](#) to *achieve educational excellence in an environment that honours diversity, through engaging, personalized and passionate learning.*

Mouse Mountain School has a strong focus in the areas of social-emotional learning, literacy, and numeracy.

Indigenous Education and Support at Mouse Mountain School



Mouse Mountain School is located on the traditional lands of Nadleh Whut'en and Stellat'en First Nations. Learning about the language and culture of the Dakelh people is an important part of children's education at Mouse Mountain School. Ms. Welsh and Ms. Lelond are the two Indigenous advocates at our school; they visit classes every week, teaching about First Nations, Metis and Inuit Peoples and culture. Classes learn about the five clans of Nadleh Whut'en and Stellat'en. All children are introduced to the Bahlats (potlatch) system of traditional governance and participate in an educational potlatch in June each year. Mouse Mountain is grateful to Rose Luggi and the many community members and knowledge keepers who have shared knowledge with Mouse Mountain students and staff.

We are so grateful to have Ms. Carla Isadore and Ms. Serina Greene from Nadleh Whut'en First Nation in each class once a week, teaching Dakelh language to all the students and staff.

Supporting Students

As full-time Indigenous Advocates, Ms. Lelond and Ms. Welsh connect with families, facilitate community connections and guest speakers, support students through soft starts in the morning and plan individual culturally focused projects with students such as ribbon skirts and shirts. Ms. Welsh and Ms. Lelond also organize fall teas at the beginning of each year.



Our Goals - Creating Student Success at Mouse Mountain



Mouse Mountain School is committed to helping students build 21st-century core competencies through school-wide and classroom-based skill development. We continue to build an environment for learners that provides supports, choices, positive relationships, and safety. We recognize that social-emotional wellbeing underpins all learning.

We have goals in three main areas:

- Social Emotional Learning
- Literacy
- Numeracy



This growth plan outlines how these goals will be supported and how we will measure our progress towards the goals. At the end of the growth plan, data for each goal has been shared. Our growth plan is a living, dynamic plan that we revisit throughout the school year. Data is updated each term to reflect and share our progress.

SOCIAL-EMOTIONAL LEARNING GOAL

All learners will know strategies to keep problems small and solve problems peacefully.

Ways We Support this Goal:

- **Soft Starts:** where students begin their day with a caring adult and often a snack. Some classes do a morning walk.
- **Self-Regulation Skills:** Students learn to identify their emotions and ways to regulate using Zones of Regulation.
- **Problem-solving skills** are taught to all grades through WITS (Walk Away, Ignore, Talk it out, Seek Help). In grades 2 and 3, students learn how to keep problems small through the SNAP program (Stop Now And Plan).



- We are working hard to use “**common language**” at the school to help students resolve problems.
- **Sensory Pathway:** planned with our district occupational therapist, the pathway is set up in the hallway and provides a movement break for students.

- **Self-Regulation Room:** The room includes various equipment (beanbag chair, weighted balls, exercise bike, pull-up bar, etc) and provides a break to regulate and be ready to learn.
- **Learner-Staff Connections:** Each staff member makes a conscious effort to connect with specific learners throughout the week.
- **Trauma-informed practice:** Our staff are learning together about trauma-informed practices with the goals of realizing how trauma can impact learning, recognizing the signs, responding through trauma-informed practices and resisting re-traumatization.
- **Mindfulness Practices:** Classes are learning about mindfulness which involves paying attention to our breathing and thoughts.
- **Counseling:** District counseling support is available to students. Our school also works closely with outside agencies such as Carrier Sekani Family Services and Connexus to ensure that students/families can access needed supports.

How Will We Know?

We will measure the impact of these strategies and interventions through observation, data and daily check-ins. We have a school-based team that meets regularly and monitors progress for learners as needed.

LITERACY GOALS

- *All kindergarten learners will know all letter names/ sounds by June*
- *90% of grade 1-3 learners will meet or exceed expectations in reading by June (measured using the PM Benchmark assessment)*
- *Improving the quality of written ideas (measured by curriculum outcomes and the district literacy assessment for grade 3 students)*

Ways We Support this Goal:

- Increased use of literacy materials which include **Indigenous peoples and culture**
- **Daily morning message** read by grade three students.
- **Blitz work** several times each week to focus on small sets of literacy skills (small groups or 1:1 support).
- **Literacy bins** in every classroom to allow for quick literacy interventions during the day.
- **Joyful Literacy tools and interventions** (circle charts)
- **Daily Kindergarten** literacy centers where students learn letter names/sounds and sight words through adult-guided, play-based centers
- **Early intervention** with a focus on recognizing letter names/sounds and phonological awareness
- **Shared Read Aloud** where students read together in a larger group



- **Daily morning message** read by grade 3 students
- **Exploration of writing resources**
- **Reading Groups**
- **Structured Literacy Pilot Project** all of the classroom teachers, resource teacher, literacy intervention worker and Indigenous Advocates are collaborating to implement structured literacy learning across the grades as part of a year-long pilot that includes ongoing training and follow-up

How Will We Know?

- Kindergarten literacy skills are measured using classroom assessment practices, Circle Charts, and the Early Years Evaluation Direct Assessment (EYE-DA) performed in September and June.
- PM Benchmark Reading assessment data is used in the assessment of grade 1 – 3 students three times each year (at the end of a term). To share our progress, we will send home literacy goal update with each written learning update.
- Assessment of written ideas for grade 3 learners is measured in part using the Spring District Literacy assessment (RAD).

NUMERACY GOAL:

All students will demonstrate proficient number sense at their grade level by the end of June (as measured using the SNAP tool).

Number sense refers to the ability to understand the value of a number and represent the number in different ways.

Ways We Support this Goal:

- **School-wide math groups:** learners are grouped based on the curriculum they are working at to ensure that instruction is targeted. Learners are assessed regularly and move through groups as needed throughout the year.
- **Student support** within the classroom by Learning Support Workers.
- **Daily calendar routines/ High Yield routines/** use of 100's charts
- **Weekly Numeracy Teaching:** all learners participate in weekly lessons focused on building number sense through games, stories and hands-on learning.
- **Counting** routines in the classroom including counting by 5,10, 1-20 (forwards, backwards) and counting songs, incorporating movement
- Partner work, math centers and math games
- **SNAP math tool** to improve number sense strategies: using regularly in grades 2 and 3; beginning to use in grades K/1.
- **Math manipulatives** to support visual representations
- **Mathletics** integrated into schedules for grades 1-3

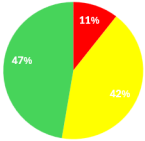
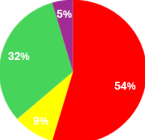
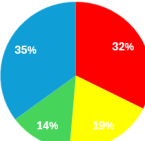


How Will We Know?

- Use of the SNAP Math tool (attached below) as both a formative and summative assessment tool for grades K-3.
- Assessment of grade 3 students will include data from the District Numeracy Assessment (SNAP Math tool) performed in Fall and Spring which focuses specifically on number sense.

Data Supporting Mouse Mountain Goals

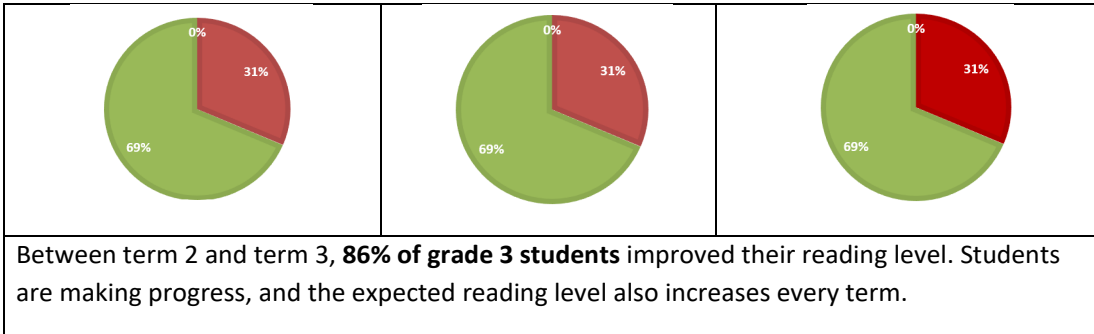
2024-2025 Grade 1- 3 Reading Data (PM Benchmark Assessments)

■ emerging ■ developing ■ proficient ■ extending ■ no data		
GRADE 1		
TERM 1 (FALL) 	TERM 2 (FEBRUARY)	TERM 3 (MAY)
The expected reading level increases every term.		
GRADE 2		
TERM 1 (FALL) 	TERM 2 (FEBRUARY)	TERM 3 (MAY)
The expected reading level increases every term.		
GRADE 3		
TERM 1 (FALL) 	TERM 2 (FEBRUARY)	TERM 3 (MAY)
The expected reading level increases every term.		

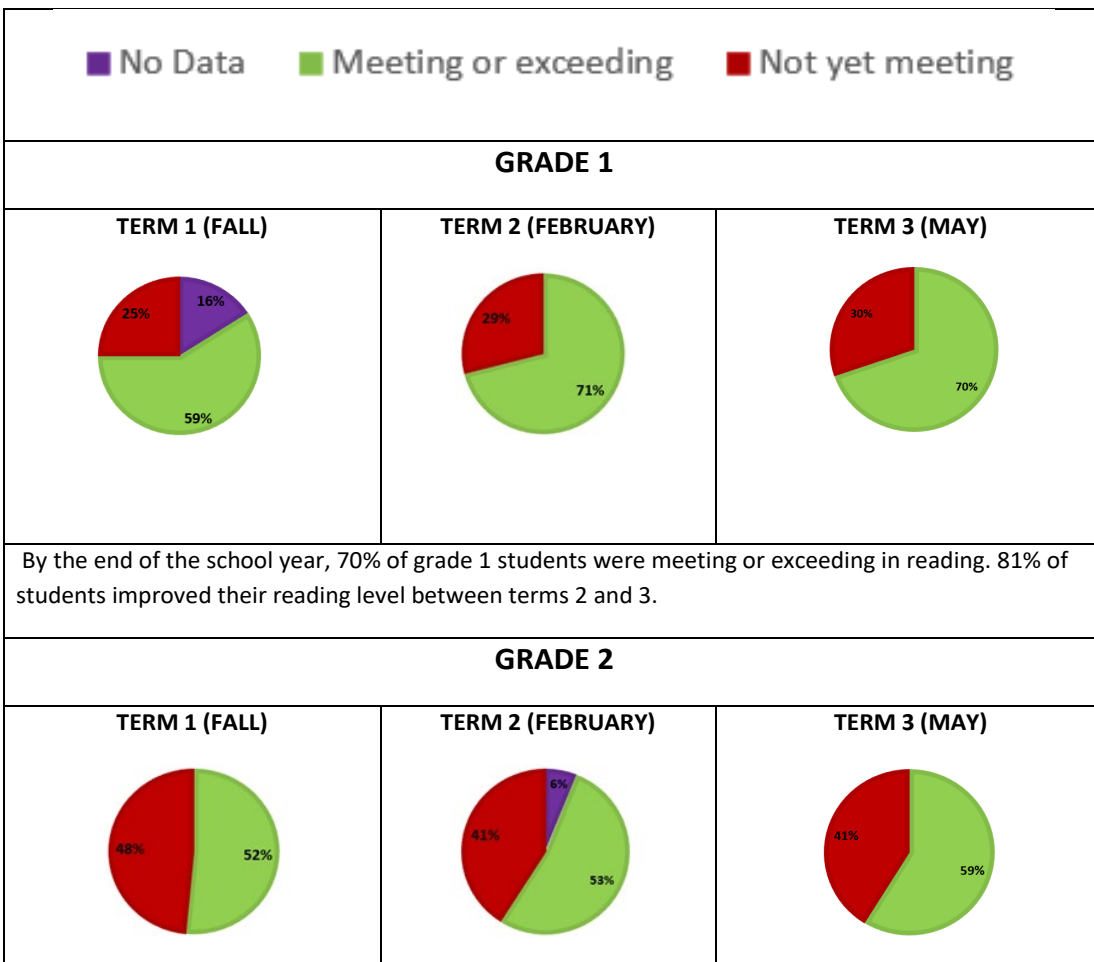
Note that every term, the PM benchmark for reading at grade level increases, meaning that students should continue to move up in reading levels as the year goes along. Students who are not yet meeting grade level expectations receive support through blitzing, 1-on-1 support or small group support.

2023-2024 Grade 1- 3 Reading Data (PM Benchmark Assessments)

■ No Data ■ Meeting or exceeding ■ Not yet meeting		
GRADE 1		
TERM 1 (FALL)	TERM 2 (FEBRUARY)	TERM 3 (MAY)
<p>Between terms 2 and 3, 88% of grade 1 students improved their reading level. The expected reading level also increases every term.</p>		
GRADE 2		
TERM 1 (FALL)	TERM 2 (FEBRUARY)	TERM 3 (MAY)
<p>Between term 2 and term 3, 65% of grade 2 students improved their reading level. The expected reading level also increases every term.</p>		
GRADE 3		
TERM 1 (FALL)	TERM 2 (FEBRUARY)	TERM 3 (MAY)

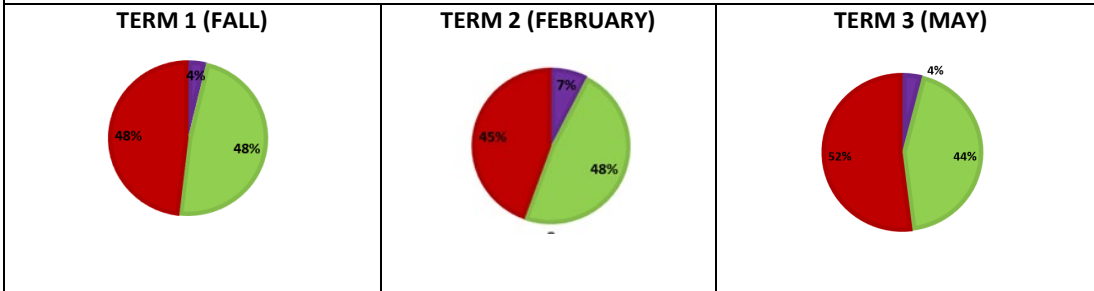


2022-2023 Grade 1- 3 Reading Data (PM Benchmark Assessments)



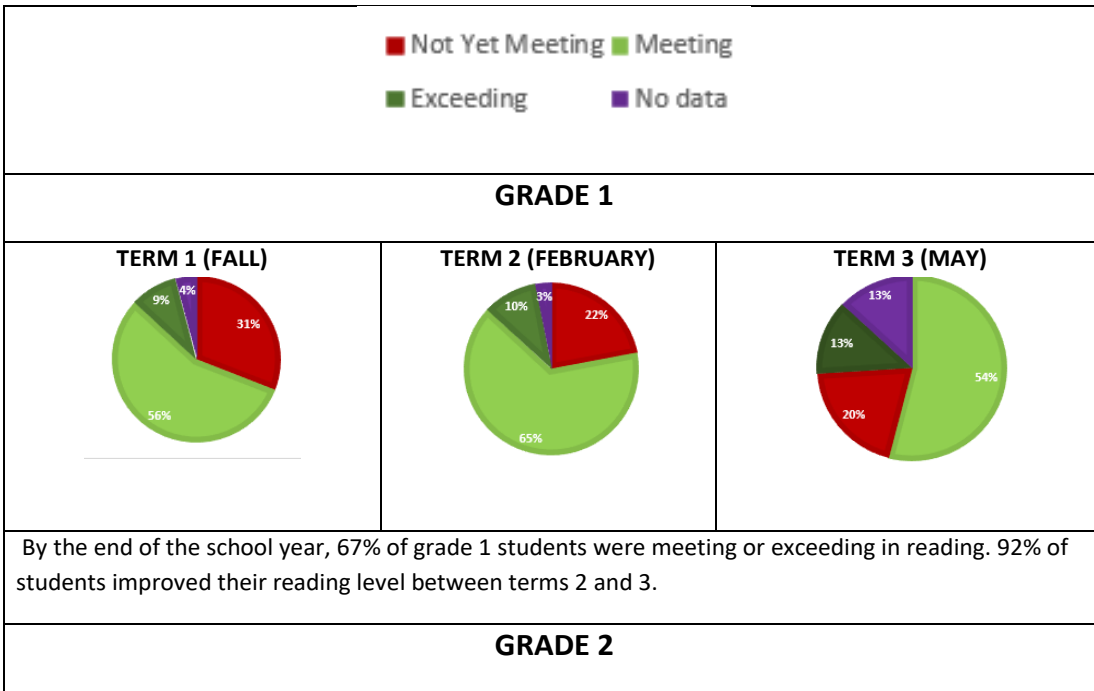
By the end of the school year, 59% of grade 2 students were meeting or exceeding in reading. 97% of students improved their reading level between terms 2 and 3.

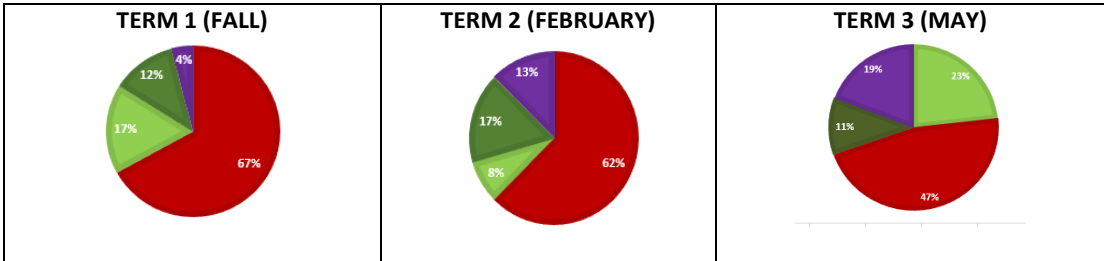
GRADE 3



By the end of the school year, 44% of grade 3 students were meeting or exceeding in reading. 88% of students improved their reading level between terms 2 and 3.

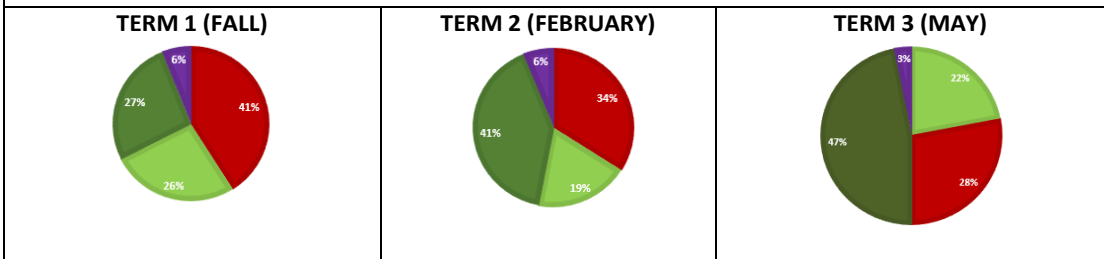
2021-2022 Grade 1- 3 Reading Data (PM Benchmark Assessments)





By the end of the school year, 34% of grade 2 students were meeting or exceeding in reading. 52% of students improved their reading level between terms 2 and 3.

GRADE 3

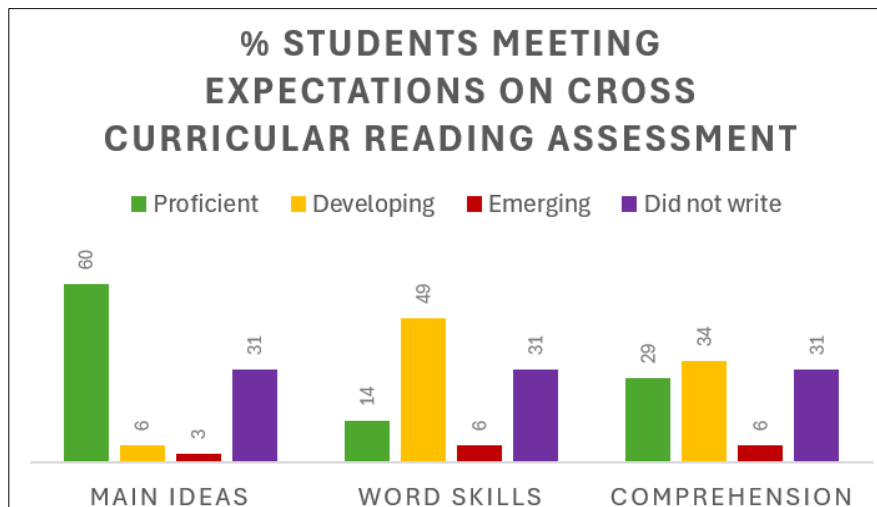


By the end of the school year, 69% of grade 3 students were meeting or exceeding in reading. 81% of students improved their reading level between terms 2 and 3.

Reading and Writing Data

In Spring 2025, our grade 3 students will write an assessment that measures both reading and written output. In the past the assessment was called the 'RAD' and is now called the Cross-curricular Reading (CCR) Assessment. Students who are not yet reading at PM Benchmark level 21 do not write the assessment and will be reported as 'did not write' in the graph below. To address written output, we continue to focus on writing fluency/confidence throughout all grades beginning in kindergarten. In grade 3, students practice using graphic organizers that focus on identifying main ideas and details. We also continue to explore writing programs.

Spring 2024 Grade Three CCR Data



Spring 2023 Grade Three RAD Data

Did not write	Not Yet Meeting	Minimally Meeting	Meeting	Exceeding	Total meeting or exceeding
12%	32%	20%	32%	4%	56%

Spring 2022 Grade Three RAD Data

Did not write	Not Yet Meeting	Minimally Meeting	Meeting	Exceeding	Total meeting or exceeding
3%	10%	43%	37%	10%	87%

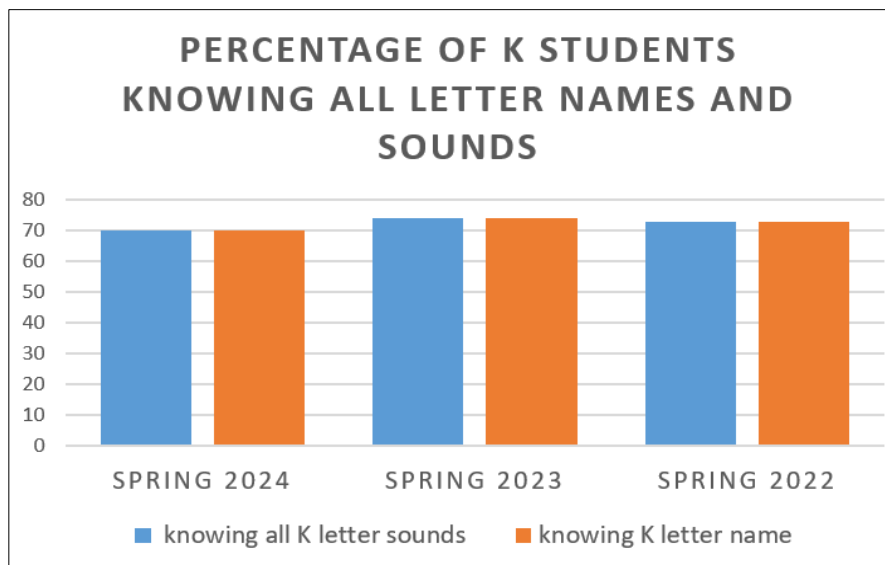
Spring 2021 Grade Three RAD Data

Did not write	Not Yet Meeting	Minimally Meeting	Meeting	Exceeding	Total meeting or exceeding
12%	0%	45%	42%	0%	88%

Kindergarten Data (LETTERS & SIGHT WORDS)

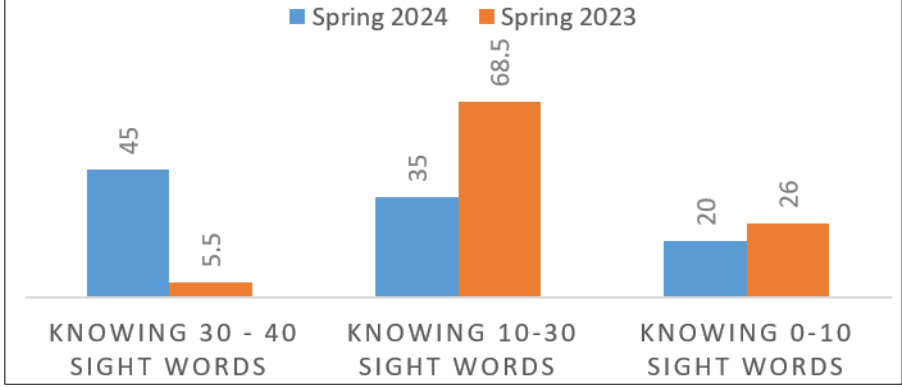
One tool used to support literacy skill development is 'circle charts'. Circle charts are a tracking tool, from Janet Mort's Joyful Literacy program, which pinpoints skill instruction and progress of foundational literacy skills for an individual student. Our school goal is for all kindergarten students to know all their letter names and sounds by the end of kindergarten. The data over the past three years points to 70% or more of children knowing their letter sounds and names. Our kindergarten literacy program continues to strongly support this goal. We observe that when children attend regularly, almost all children learn all letter names and sounds through the K literacy program. Kindergarten students also begin to learn 40 pre-primer sight words in the second half of the school year. Data for sight words is also provided below.

Kindergarten data – Letter Names and Sounds



Kindergarten data – Sight Words

PERCENTAGE OF K STUDENTS KNOWING SIGHT WORDS

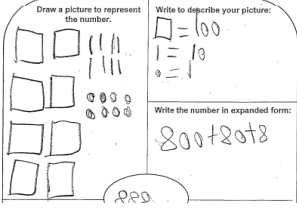
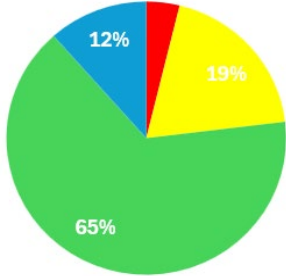


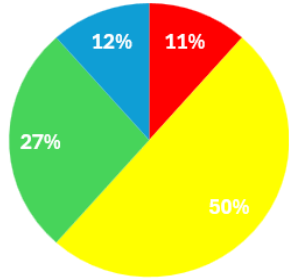
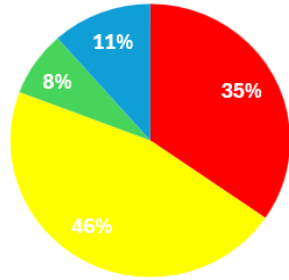
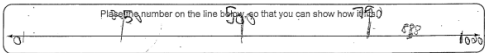
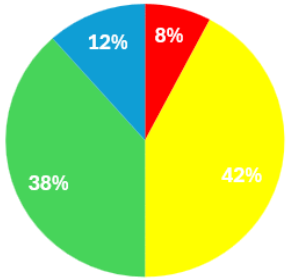
Numeracy Data

The district uses the SNAP Math tool assessment to focus on *number sense* for grade three students.

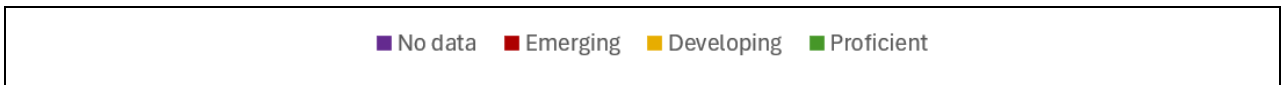
'Number sense' refers to the ability to understand the value of a number and represent the number in different ways (using real-life examples, representing using math tiles, on a number line, etc). We know that strong number sense supports students' achievement in all areas of math. In addition to other strategies to support numeracy, we continue to use SNAP Math tool as both a practice tool and an assessment tool. Data is collected in the Fall and again in the Spring.

2024-2025 NUMBER SENSE DATA FOR GRADE 3 STUDENTS

■ Emerging ■ Developing ■ Proficient ■ no data		
<p>Communicating & Representing</p> <ul style="list-style-type: none"> • Can draw a picture to represent a number and explain it. • Can expand a number. 	<p>FALL 2024</p> 	<p>SPRING 2025</p>
<p>Understanding & Problem-solving</p> <ul style="list-style-type: none"> • Can create math equations to show understanding 	<p>FALL 2024</p>	<p>SPRING 2025</p>

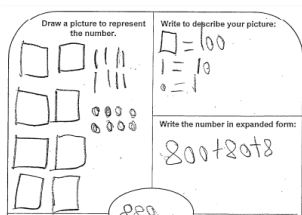
<p>Create 3 equations that equal the number:</p> $800 + 88 = 888$ $988 - 100 = 888$ $88 + 700 + 100 = 888$		
<p>Connecting & Reflecting</p> <ul style="list-style-type: none"> Can give real-life examples of a number <p>There are 888 students at a large high school. There are four grades and over 200 students in each grade.</p>	<p>FALL 2024</p> 	<p>SPRING 2025</p>
<p>Reasoning & Analyzing</p> <ul style="list-style-type: none"> Can skip-count above and below the number. Can show where the number would fit on a number line. 	<p>FALL 2024</p> 	<p>SPRING 2025</p>

2023-2024 NUMBER SENSE DATA FOR GRADE 3 STUDENTS

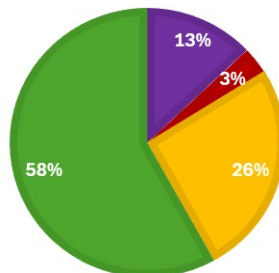


Communicating & Representing

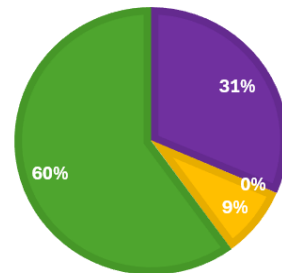
- Can draw a picture to represent a number and explain it.
- Can expand a number.



FALL 2023



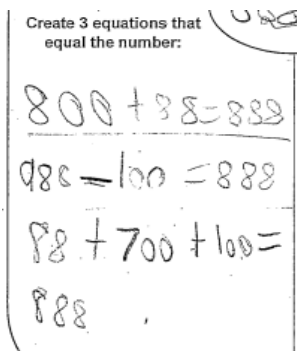
SPRING 2024



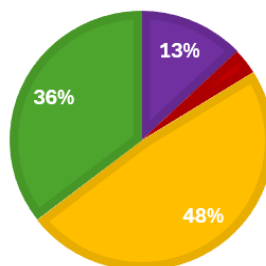
**31% with no data (11 students) wrote at a lower grade level.*

Understanding & Problem-solving

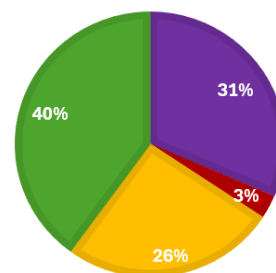
- Can create math equations to show understanding



FALL 2023



SPRING 2024

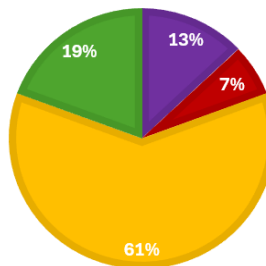


Connecting & Reflecting

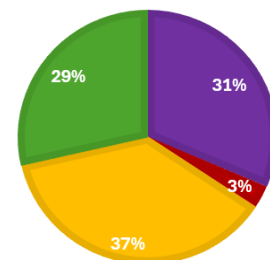
- Can give real-life examples of a number

There are 888 students at a large high school. There are four grades and over 200 students in each grade.

FALL 2023



SPRING 2024

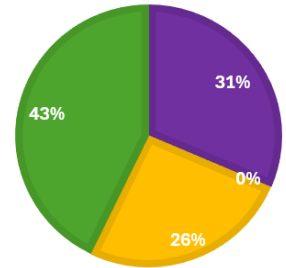
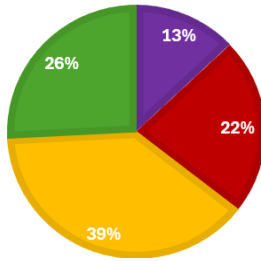
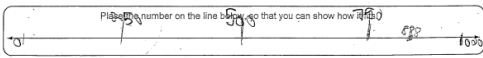


Reasoning & Analyzing

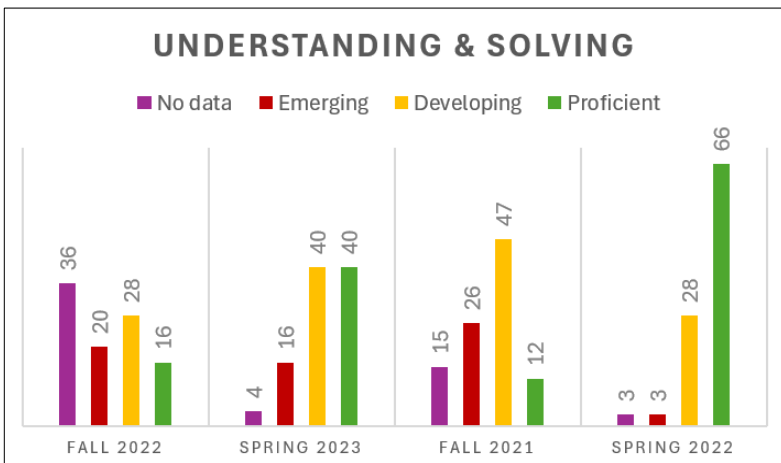
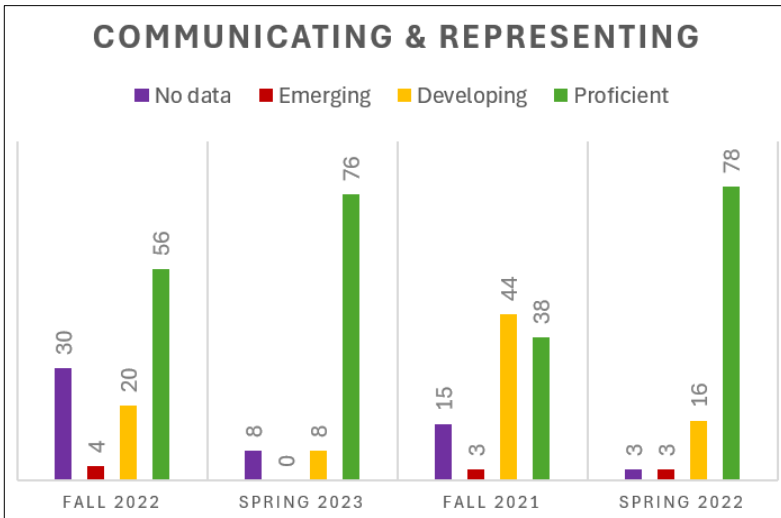
FALL 2023

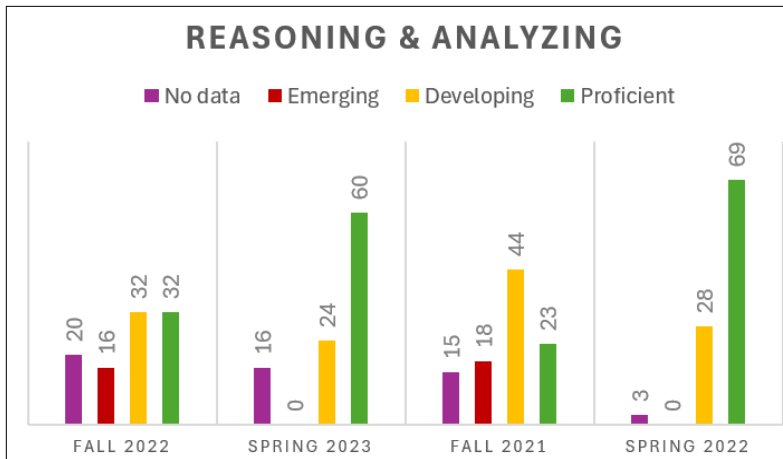
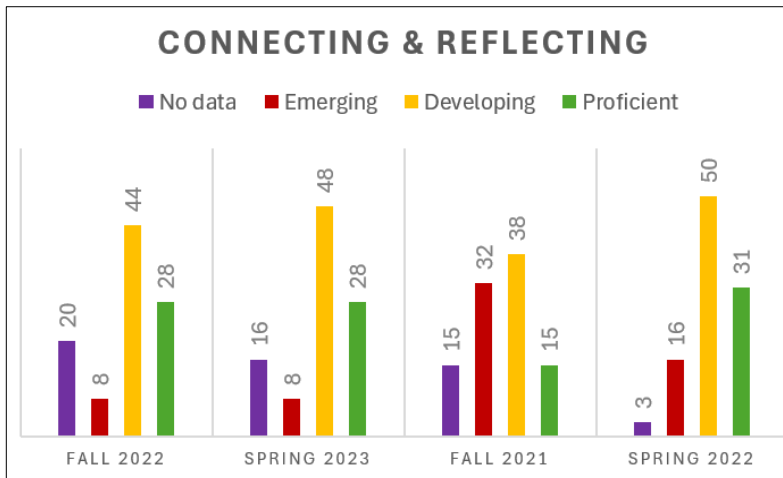
SPRING 2024

- Can skip-count above and below the number.
- Can show where the number would fit on a number line.



Previous Year's Numeracy Data:





NECHAKO VALLEY SECONDARY SCHOOL

NVSS



Viking
Nation



School Plan
to
Enhance Student Learning

2024/2025

The NVSS School Plan and further information can also be found on the [school website](#)

Acknowledgement



With gratitude, we acknowledge that NVSS resides on the unceded traditional territory of the Saik'uz First Nation. Twenty-two percent of our learners are Indigenous, bringing with them a rich and diverse culture.

Through conscious acts of reconciliation, we continue to grow in the Indigenous ways of knowing and being, living on and caring for these lands with enduring respect.

School Overview and Staffing

Located in the geographical centre of British Columbia, Nechako Valley Secondary School is the only secondary school in the Regional District of Vanderhoof. Part of Nechako Lakes School District No. 91, NVSS was established in 1955 and has a rich history in sports and fine arts as well as academic and vocational pursuits. The current enrolment of 584 students includes a unique Middle Years Program specific to grades 7-8 and Valhalla, an alternate program tailored to and focused on providing educational options and opportunities for those who need a more diverse structure and delivery to reach their educational goals. NVSS consists of 70 teaching, learning support, clerical and custodial staff under the guidance of the Principal, Mr. Ken Young, and Vice Principals Travis Himmelright and Stacey Soffel.

School Goals, Values and Beliefs

As a school we are committed to the goals of improving skills in literacy, numeracy and social and emotional learning. In alliance with the [SD91 Strategic Plan](#), NVSS continues to focus on honouring diversity and creating opportunities for student success through relevance, engagement and enhancing connections.

Literacy Goal

- To increase the number of learners who are proficient or extending on provincial and school-wide assessments. The intention is to increase students' ability to use literacy skills to advocate for themselves in meaningful ways.

Numeracy Goal

- To build and improve a culture of numeracy for all learners and staff. The intention is to make problem-solving processes embedded in curricular content more visible and empower learners to see the connections between mathematics and all aspects of daily living.

Social Emotional Learning Goal

- To create structures that focus on mental health and well-being both individually and as a community. The intention is to encourage positive relationships and build a community of learners that honours, accepts and celebrates diversity.

<i>At NVSS We Value</i>	<i>At NVSS We Believe</i>
Kindness and compassion	All individuals can learn
Indigenous ways of knowing	Success of learners is enhanced by a partnership of family, school and community
Growth mindset	Relevant programs, services and teaching enhance learning
Honesty and courage	Education is more than academics
Connectedness and relationship	Students are unique learners, and their individual needs must be addressed

NVSS Literacy Plan

Introduction

Student ability in literacy is considered cross-curricular and applies to a variety of contexts and situations. Literacy skills include analyzing graphs or data commonly found in Social Studies or Science contexts, interpreting statistics presented in infographics and responding to a variety of written, visual and digital texts.

Definition

The BC Ministry of Education defines literacy as “the ability to critically analyze and make meaning from diverse texts and to communicate and express oneself in a variety of modes and for a variety of purposes in relevant contexts.”

Our Actions

NVSS staff are engaged in course development that meets diverse learner needs, utilizing professional development to support staff learning. In the Middle Years for example, teams of teachers are responsible for embedding literacy in all curricular areas. This is achieved through teacher-led course development supported by webinars. Peer tutor coaching support and encouragement for targeted learners is also a focus with flexible grouping and leveled texts to support student growth and independence.

Data collected is reviewed by staff periodically to adjust instructional strategies and plan interventions as needed. Additionally, teacher teams work with district support teachers and other schools in the marking of RAD and the collection, distribution, and use of data.

Resources

Resources also include physical resources, current technology, and literacy integration into learning activities as well as the physical surroundings of NVSS for place-based learning opportunities. The following stakeholders in the NVSS school literacy plan have been identified:

- Learners and Families
- Teaching Staff and Administrators
- Learning support workers
- SD 91 Curriculum Services Team

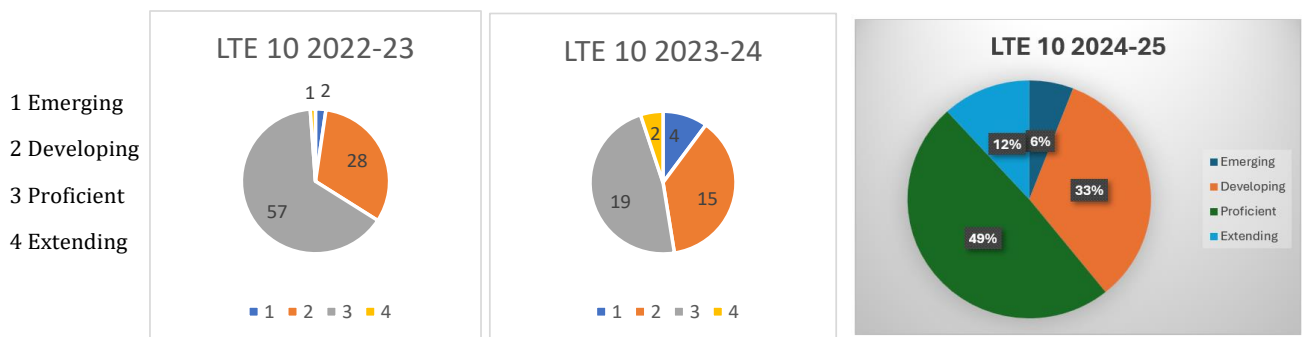
Evidence of Improvement

NVSS Students will complete a district-wide assessment (RAD) in grades 7-9. All students will also write the Provincial Graduation Literacy Assessments in Grade 10 and 12. Results will be reviewed annually and be used to monitor and guide the implementation of additional measures to the school literacy plan.

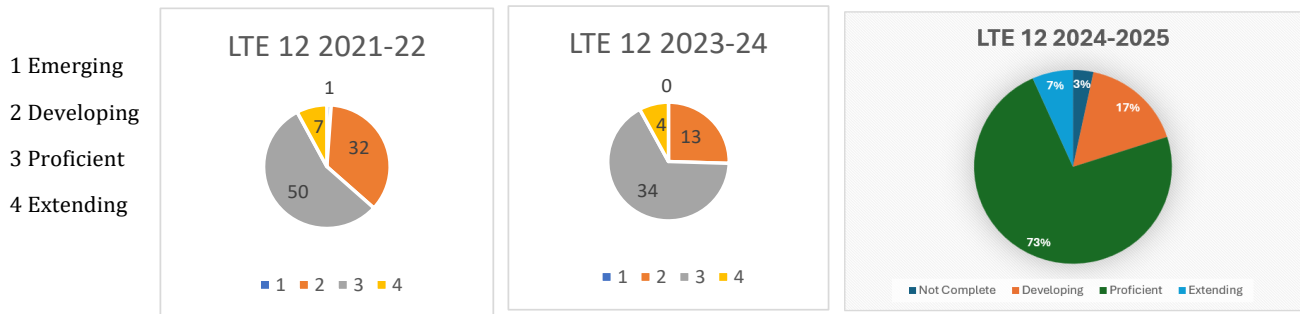
Results

The following charts highlight the Provincial Graduation Literacy exam results obtained by NVSS students in grades 10 - 12. NVSS students in grades 7-9 complete the RAD assessment that focuses on reading comprehension, decoding and fluency. Grade 7 students also complete the FSA for Literacy and Numeracy.

Graduation Literacy Assessment Grade 10



Graduation Literacy Assessment Grade 12 (LTE 12)



On-going Literacy Support:

- Cross Curricular Reading Assessment Collaborative Marking
- Inquiry learning in the MYNVSS to help foster critical thinking and evaluation
- One-on-one intervention twice a week using *Words Their Way* for designated students
- Teacher-Librarian Team working in collaboration to create lesson plans for research skills, note-making, Literacy circles, etc.
- Reading incentive programs in the library
- Individual reading assessments using BRI, and DRA to identify levels and difficulties based on referrals
- Infusion of First People’s practices and literature in all courses 1 – 12
- Assistive technology, speech to text software, laptops and reading pens loaned through the library
- Shared rubrics for grades 9 – 12 ELA instruction
- Self and peer assessment, formative, summative and shared final assessment resources
- Use of hands-on activities and visuals to supplement reading
- Digital literacy resources including audiobooks
- LSW support and one on one targeted interventions to identified students

NVSS Numeracy Plan

Introduction

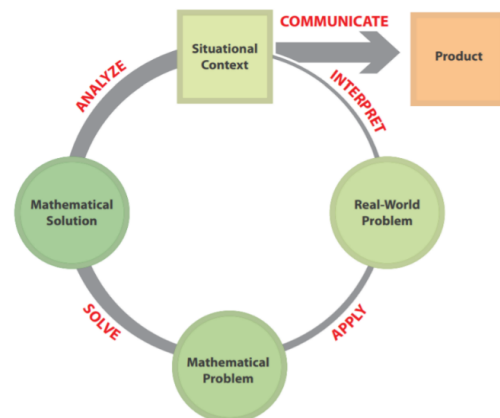
Student ability in numeracy is developed throughout the curriculum and applies to a variety of contexts and situations. The processes used to solve a numeracy task can be summarized as shown.

Definition

The BC Ministry of Education defines numeracy as “the ability to interpret information within a given situation, apply mathematical understanding to solve an identified problem, and to analyze and communicate a solution.” Based on this definition, NVSS is committed to support student learning in regard to decision-making, flexibly using mathematical thinking, as well as interpreting and communicating successful strategies as part of the numeracy task solving process.

Our Priority

NVSS is committed to building and improve a culture of numeracy for all learners and staff. The intention is to make problem-solving processes embedded in curricular content more visible and empower learners to see the connections between mathematics and all aspects of daily living.



Our Actions

NVSS aims to build knowledge and capacity for enhanced understanding of the numeracy processes as outlined by the BC Ministry of Education. Teaching, learning and assessments, as well as targeted interventions are designed and reviewed to create a school community that recognizes numeracy as an important aspect of being educated citizens.

Resources

The following stakeholders in the NVSS school numeracy plan have been identified:

- Learners and Families
- Teaching Staff and Administrators
- Learning support workers
- SD 91 Curriculum Services Team

Resources also include physical resources and manipulatives, current technology, and its integration into learning activities as well as the physical surroundings of NVSS for place-based learning opportunities. NVSS found that the introduction of the Library Scientific Calculator Loan Program for the 21/22 school year provided equitable access to learning resources and it has continued through 2024-25.

On-going Numeracy Support:

- Use collaboration to create school-wide content
- Promote teacher dialogue about instructional strategies and opportunities to stimulate creative thinking
- Include “take home” resources in newsletters, mailouts and online presence
- Provide individualized student supports and programming
- Promote numeracy-based resources in the library for “anytime” access
- Retain and promote math specialist teaching and support worker positions
- Promote math contests problem-solving fairs within school/cross school
- Promote learner input into school programming (Student Voice)

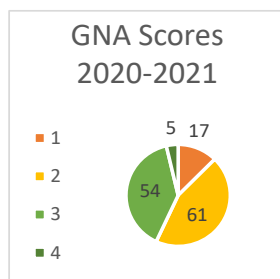
Evidence of Improvement

NVSS students will complete a district-wide number sense and problem-solving assessment in Grade 9. All students will also write the Provincial Graduation Numeracy Assessment in Grade 10, with the opportunity to re-write the assessment in the senior grades. Results will be reviewed annually and be used to monitor and guide the implementation of additional measures to the school numeracy plan.

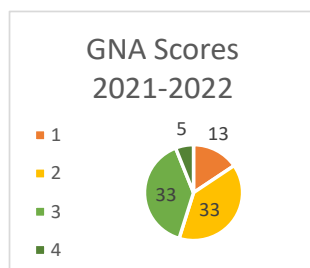
Results

The following charts highlight the Provincial Graduation Numeracy (GNA) exam results obtained by NVSS students. This data is considered part of a living documentation process and will be updated as more current data becomes available.

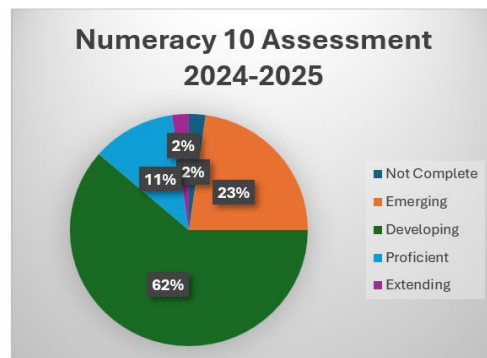
NVSS GNA Results Year over Year Comparison:



1 Emerging 2 Developing



3 Proficient 4 Extending



9 students also write a district-wide Numbers Sense Assessment (SNAP) at the beginning and end of their math semester.

Further Links and References

[Grade 10 Graduation Numeracy Assessment Specifications](#) [B.C. Graduation Program Policy Guide](#)

NVSS Social Emotional Learning Plan

Introduction

Social Emotional Learning is anchored in the belief that students need to learn about their identity in the world, both as individuals and as members of their community and society. Personal and Social competencies encompass what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

Definition

The BC Ministry of Education defines the personal and social core competency based on three subcategories:

Personal Awareness and Responsibility involves understanding the connections between personal and social behaviour and well-being; it encourages people to make constructive and ethical decisions and act on them.

Positive Personal and Cultural Identity involves the awareness, understanding, and appreciation of the factors that contribute to a healthy sense of oneself; it includes knowledge of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society.

Social Awareness and Responsibility involves the awareness, understanding, and appreciation of connections among people, including between people and the natural environment. Social Awareness and Responsibility focuses on interacting with others and the natural world in respectful and caring ways.

Our Priority

NVSS continually supports learners and staff to create structures that focus on mental health and well-being. The shared vision is to find ways to increase well-being both individually and as a community. Connections and relationships are priorities.

Our Actions

NVSS strives to recognize students as individuals and honour everyone's learning journey, acknowledging successes, promoting self-awareness and providing support where needed. SD 91 counsellors are in the building on a regular basis and the School Based Team referral system helps to identify and follow up with concerns, support and interventions brought forward by staff. Case Managers are assigned to specific individuals with different learning needs for assistance within the classroom environment, in alternate locations when better suited to specific learners and as another avenue of communication between home and school.

Resources

The following stakeholders in the NVSS school social emotional learning plan have been identified:



- Learners and Families/PAC
- Learning support workers
- Teachers, Case Managers, and Administration
- NVSS and SD 91 Counselling Services Team
- Professional development instructors
- Professional health services providers (Omineca Clinic/Connexus)
- Community partners, RCMP, Youth Centre, CSFS and MCFD



On-going SEL Support:

- Access to medical appointments, mental health counselling and in-school counselling services
- Mental health, sexual health, SOGI learning opportunities and external presenters
- Variety of after school sports and clubs, CARES leaders, Student Council, Student Voice, Queer Alliance
- Promote professional learning opportunities and district initiatives including mental health awareness
- Promote physical well-being and healthy habits
- Breakfast and hot lunch programs
- Physical activity as part of student programming
- BC Employee and Family Assistance program (free confidential counselling)
- Gender-neutral washrooms
- Wheel-chair accessible building (water fountains and elevator)

Sports/Clubs/Fine Arts and Athletic Programs:

- Basketball
- Volleyball
- Soccer
- Curling
- Badminton



- Football
- Swim Club (Vanderhoof Aquatic Centre)
- Wrestling
- Cross Country Running, Track and Field,
- Golf



- Rugby
- Ski Club
- Mountain Biking
- eSports



- Drama
- Community Theatre
- Band
- Musicals



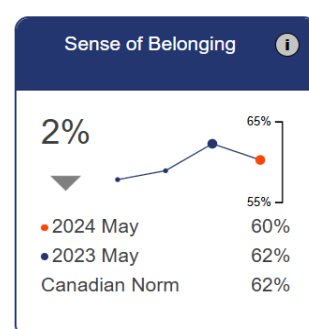
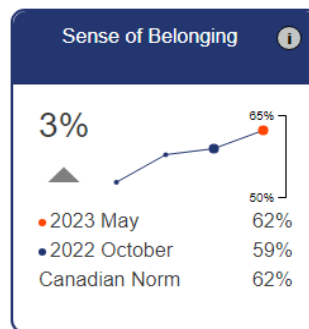
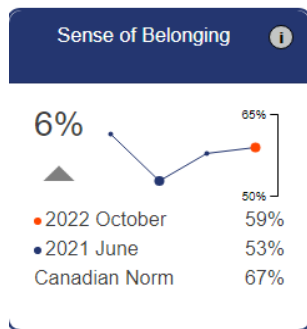
OurSchool Survey Results

Positive Sense of Belonging

The OurSchool Survey results indicate less of a difference between NVSS learners and the Canadian norm; however, the overall sense of belonging has decreased considerably from previous years.

Students who feel accepted and valued by their peers and by others at their school:

- 59% of students in NVSS had a high sense of belonging; the Canadian norm for these grades is 67%.
- 55% of the girls and 67% of the boys at NVSS had a high sense of belonging. The Canadian norm for girls is 62% and for boys is 72%



Where Do We Want to Go?

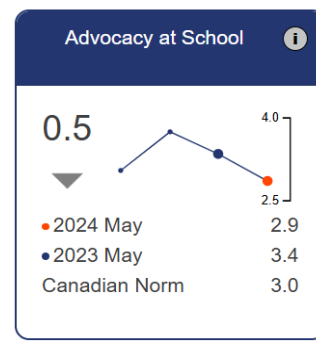
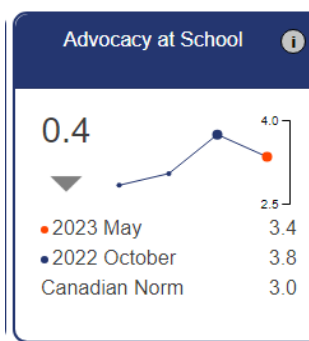
Staff has identified a Goal of a 5% increase in Students with a positive sense of belonging, by the Fall of 2024. Using the survey results will help to identify areas of possible strengths and areas to grow during the school year.

Do Adults Care Think or Care about You at Your School?

The OurSchool Survey results below show that students feel that they have an advocate in the school at a higher rate than the Canadian norm.

Advocacy at school Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice:

- At NVSS, students rated advocacy at school 3.7 out of 10; the Canadian norm for these grades is 2.9.
- At NVSS, advocacy at school was rated 3.4 out of 10 by girls and 3.9 out of 10 by boys. The Canadian norm for girls is 2.7 and for boys is 3.1.



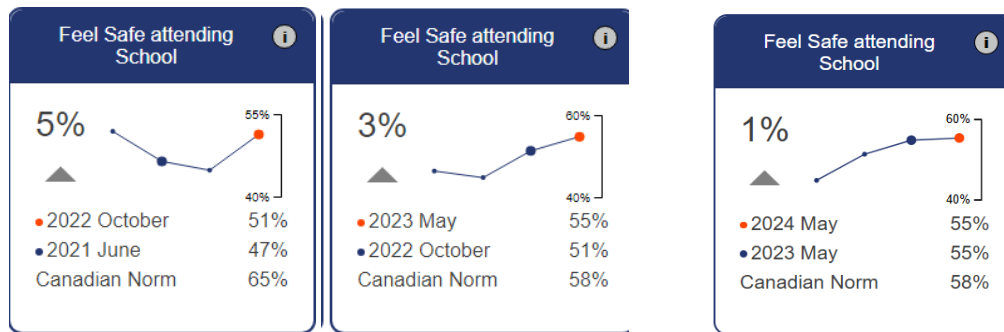
Where Do we Want to Go?

Staff and stakeholders will focus on a minimum 5 % increase in improvement in this area. This is currently not a negative for the school, but staff expressed that by improving in this area, it may also have a positive effect in other areas such as Belonging/Anxiety/Connections etc.

Do You Feel Safe at Your School?

The OurSchool Survey results show that NVSS students are below the Canadian norm when it comes to feeling safe attending NVSS.

- 51% of students felt safe attending NVSS; the Canadian norm for these grades is 65%.
- 53% of the girls and 52% of the boys felt safe attending NVSS. The Canadian norm for girls is 64% and for boys is 67%



Students identified transition times between classes as the area where the majority of bullying and other issues (45%) happen. Staff and students will focus on how to improve supervision, education around bullying as well as other identified solutions to the problem.

We want to significantly improve in this area. A focus on grade 9s will be in place. Our goal is to ensure that our student averages will be at least equal to those of the Canadian norm in all grades in terms of "Feeling Safe Attending NVSS".

Evidence of Improvement – How will we ensure we reach our goals?

NVSS students will complete 2 school-wide surveys covering various aspects of social-emotional well-being and self-reflection every school year moving forward. Results will be reviewed annually and be used to monitor and guide the implementation of additional measures to the school social and emotional learning plan.

Ongoing collaboration with learners, staff, PAC, parents/guardians will be in place to ensure that growth in our SEL goals will take place

NVSS Honouring Diversity

In alignment with the SD91 Strategic Plan, NVSS is committed to continuing the work of growing a stronger connection with the neighbouring community of Saik'uz through community celebrations, ceremonies and simple social opportunities. Collaboration activities between a dedicated group of educators, Administration and community partners is working toward a plan to support and provide a wrap around program for youth at risk.

We are continuing in our practice of Honouring Diversity at NVSS by being fully engaged in the new District 91 Honouring Diversity Course for all Grade 8s. Staff have dedicated hours of extra time to plan and construct lessons based on the new curriculum.

Student and Staff Leadership in the school had a major hand in the creation of the Share the Love annual day in SD91. The logo and artwork for the event was designed by an NVSS student. The NVSS Queer Alliance and NVSS Student Voice reps were a strong voice in the sharing of ideas and planning in the past for the event and will continue to do so in the future.



To help further the work in Reconciliation and create a stronger connection with Saik'uz First Nation, NVSS piloted an "Elder in Residence" position during the 2023-2024 school year. Three days a week, Elder Maureen Thomas from the local First Nation Community of Saik'uz, became an integral part of our school community. Elder Thomas mentored and assisted students in their learning as well as sharing cultural learning opportunities. Elder Thomas will continue in her work at the school through 2024.

Work on a project for Remembrance Day began with the sister of a local man from Saik'uz, WW2 hero Dick Patrick, collaborating with students from NVSS to share his life story in the NVSS virtual Remembrance Day Assembly. The 2024 Remembrance Day Assembly shared an in-person tribute to Dick Patrick with a student presentation that will be continued in subsequent years. A similar project involving another respected member of the Saik'uz First Nation – Dr. Mary John has also been proposed with a completion date of Fall 2024.

NVSS Enhancing Connections

NVSS is no longer operating the Vanderhoof Thrift Store as a non-profit enterprise; however, we do continue to run the NVSS Bottle Depot recycling station. This is an opportunity for students to interface with the community as well as gain funds to support extracurricular events and programs at the school.

Currently NVSS is collaborating with members of the community, landowners and SD 91 on a plan to continue creating Outdoor Learning classrooms. We are looking to have classrooms associated with properties in the municipality and RDBN which will include ecosystems tied to wetlands, creeks, the Nechako River and the possibility of a small lake. These projects will connect our students to the land on which they live, learn and play. Students will be exposed to local knowledge from both members of Saik'uz as well as those from Forestry and Farm/Ranching communities.

NVSS began a "Tiny Home" building option in Construction 11/12 hoping to create opportunities to engage beyond the classroom and build structures for the community. Local contractors were consulted as NVSS built an Outdoor Learning Space on the sports field.

The YELL (Entrepreneurship 12) program has completed 7 years at NVSS and is continuing in 2024-2025. This program connects students to many key components to understand the business world while still in high school. Business leaders and entrepreneurs have inspired students and mentored their progress. A strong community connection has been made through this option for students. In addition, JABC continues as a project in the Middle Years, culminating in a Community of Schools project where students could market their wares.

2024-2025



Sinkut View Elementary School

School District No.91 (Nechako Lakes)



Together we SOAR

School Plan to Enhance Student Learning

Our Mission:

To provide a relevant and meaningful education through exploration, problem solving and connections.

Mission Statement and Vision of SD91

Mission: Achieving educational excellence in an environment that honours diversity and personalized learning.

Vision: Develop learners to make positive contributions in our evolving global community.

The Sinkut View School community is honoured to live, work, learn, and play on the unceded, ancestral territories of the Dakelh people.

Nechako Lakes School District gratefully acknowledges that we live, work, and play on the unceded, ancestral territories of fourteen First Nations representing the Dakelh, Nedut'en and Wet'suwet'en peoples.

Creating the plan:

This plan was created in collaboration with all the members of the Sinkut View staff and in consultation with our PAC. By studying data provided through numerous assessments, surveys, and observations, trends were identified to help us focus on key pieces we can grow upon to support the success of our students. This is a living document that guides our decisions and allocations over the next year.

School Overview:

- 87 students
- Kindergarten to grade 6
- 4 blended classrooms (K/1, 1/2, 3/4, 5/6)
- 21% Indigenous students
- 4% designated Inclusive Ed.

Sinkut View Elementary School is situated on the unceded, traditional territory of the Saik'uz First Nation. It is located a few kilometres north of the town of Vanderhoof. The school opened in 1962. For years, it operated as a grade 4-7 school. In 2014, the school was reconfigured as a K-6 school. Many of the students currently attending Sinkut View School are from farms and rural properties north of town. In total, for 2024-2025, there are 87 students. Eighteen are of Indigenous ancestry. There are eleven people on staff including a teaching principal, four fulltime classroom teachers, three classroom supports, one office administrator, an Indigenous Education Advocate, and a custodian. We also have a counselor on site every Monday as well as visits from a Speech and Language Pathologist and an Occupational Therapist.

Thanks to our Feeding Families program, every day, students can purchase a hot lunch if they choose. We always have healthy food for snacks and feeding students who are hungry during the day.

This year, our teaching staff applied for and received a district Indigenous learning grant in the amount of \$7,000. There are plans to buy resources, bring in local Indigenous people, and participate in a few field trips.

District Strategic Plan:



[Enhancing Student Learning Report - September 2024.pdf](#)

[SD91 Strategic Workplan 2024-25.pdf](#)

Honouring Diversity:

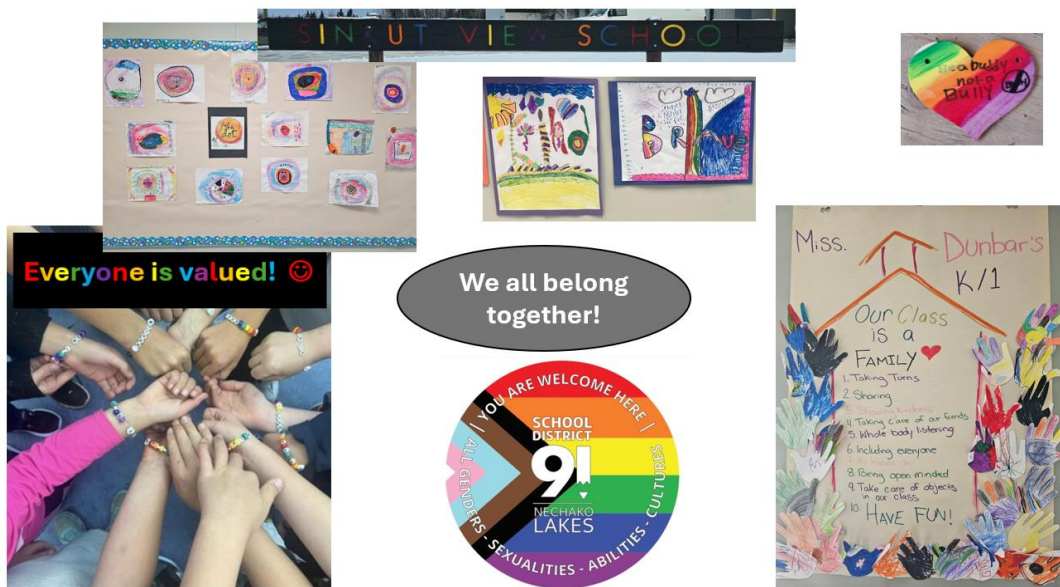
- Our school logo, which is visible on our website, displayed on our way, and on the top of many communications with families was created a few years ago with the support of an Indigenous artist. There is an outline of Sinkut Mountain, as well as trees and our Nechako River. These objects on the logo help to create a sense of

space. We also have a welcome poster with a greeting by a local elder, Arlene John whose message is in Dakelh and English.

- We have a local Dakelh woman who works here as an Indigenous Education Advocate. Not only does she support our Indigenous students, but she also works with our teachers to bring local Indigenous teachings, culture, language, and history to all our students.
- We also have a Dakelh language bulletin board at the front entrance with seasonal information and words of the week.



- Every May, SD91 holds a 'Share the Love' day at all schools. Leading up to this day, students and staff really focus on what it means to be a truly inclusive community and the importance of ensuring our school and playground are always welcoming and safe for everyone. We also have a staff member who is a district SOGI rep for our school. She is available to give us district updates. We have various SOGI resources available at our school as well as visuals and a Pride Inclusive flag. Our goal is to create a safe, welcoming space where everyone belongs and everyone feels valued.



- As we have students ranging in age from five to twelve, there are many opportunities for mixed age activities. Our intermediate students monitor in the primary classrooms at lunch, and they often do ‘buddy activities’ together.

Engaging our Workforce:

- Once a month, our teaching staff is given the opportunity to get together for an afternoon of planning and collaboration. We are hopeful that our CUPE staff will have the opportunity to connect in this way a few times before the end of the school year.
- Every September, all SD91 staff are given the opportunity to participate in an Indigenous Education Conference. This is always a great day for our staff to come together in a safe and trusting setting where we can learn together and share our thoughts, feelings, and ideas for how we can increase our understanding of truth and reconciliation. It is always an incredible day.

Enhancing Connections:

- We have a very active PAC which has regular meetings and works alongside our staff and students on many projects and fundraisers.
- Our PAC hosts BBQ lunches and pancake breakfasts.

- Our students can connect with learners from other schools at sports play days and theatre productions.
- We look for many opportunities to have parents involved with our school activities and learnings – these include a school-wide read to self time, parent helpers in classrooms, parents coming on field trips and to sports events.
- Every year, we hold a Remembrance Day assembly, a Christmas concert, and a spring tea. Parents and community members are always invited and many attend.



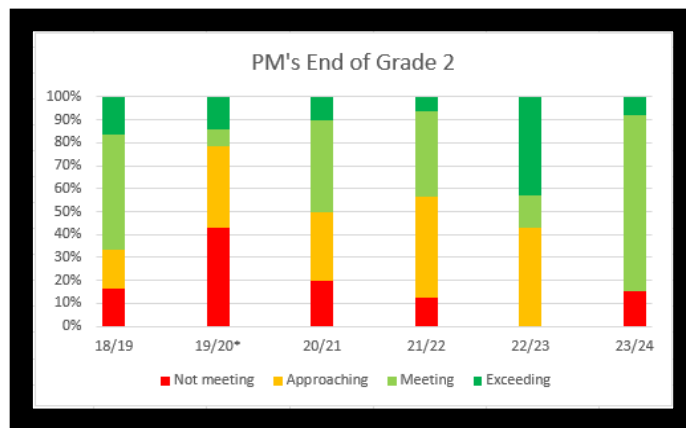
Creating Student Success:

Literacy

GOAL:
 By the end of grade 2, learners will demonstrate mastery of phonemic awareness at grade level.
OBJECTIVE:
 By June 2025, 80% of our students in grade 2 will be able to demonstrate mastery of phonemic awareness at grade level.

Looking at the data from the last few years, reading levels, and assessments this fall, we felt that we have a large gap in phonemic awareness. Our learners struggle with words they do not know. All the way up to grade 6, we notice them struggling to sound out words and apply strategies consistently.

As phonemic awareness is mastered, reading levels will increase to grade level and beyond. Our success will be measured by PM Benchmarks at the end of grade two.



How we will get there – Literacy:

Literacy Centres/groups	<ul style="list-style-type: none"> - Both primary classes come together each morning to participate in collaborative literacy learning
Literacy games and lessons, Heggerty, Deb Koehn	<ul style="list-style-type: none"> - Strategies in all classrooms (Tier 1 intervention) - Learning opportunities for staff - Stephanie Lindstrom (psychologist) - Kindergarten teacher – working collaboratively with other kindergarten teachers throughout the district. - Visits from Deb Koehn to support new teachers
Small group instruction	<ul style="list-style-type: none"> - In all 4 classrooms - Adult-led target grouping in 1/2, 3/4, and 5/6 classrooms.
Book/reading culture	<ul style="list-style-type: none"> - Buddy reading, novel studies, DEAR - Read to Self – class and school-wide, adults modelling a love of reading
Assessments	<ul style="list-style-type: none"> - CCR (reading assessment), School Wide Writes, PMs, DRAs, Spaces as formative assessment, as a tool to help students learn and share, and communication with families. - Student self-assessments
Adult targeted time	<ul style="list-style-type: none"> - Teacher collaboration time - RTI (understanding our learners) (curricular – literacy) - Teacher check-ins and school-based team meetings - Working with SLP team (Megan Young/Britney Inden) and Literacy Coordinator (Michelle Miller-Gauthier)

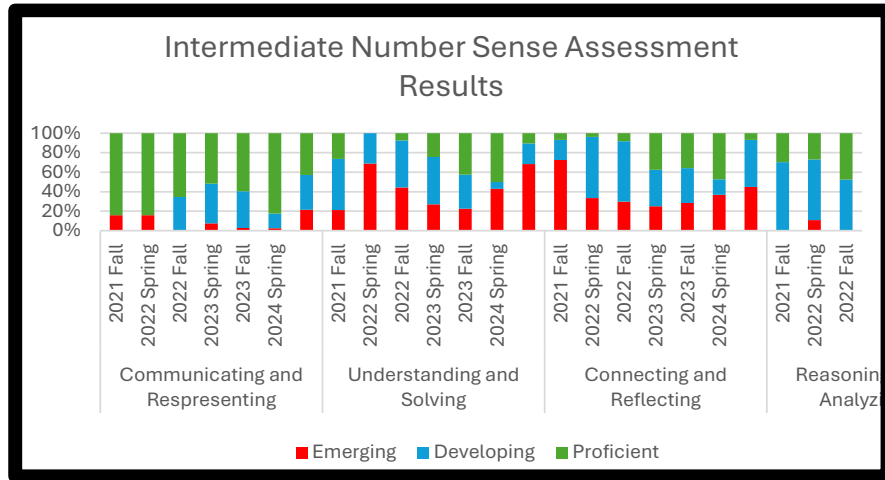


Numeracy

GOAL:
 Intermediate learners will demonstrate a grade level grasp of number sense, focusing on Connecting & Reflecting and Reasoning & Analyzing.

OBJECTIVE:
 By June 2025, 80% of all intermediate students will demonstrate understanding of number sense as demonstrated through connecting, reflecting, reasoning, and analyzing.

Similar to the rest of the District, Sinkut View has noticed that our students struggle with number sense. Our SNAP data shows a distinct deficit in number sense, particularly in Connecting & Reflecting and Reasoning & Analyzing. Understanding and Solving results were also weak this fall, through reflection and collaboration, we plan to address this with more clarity and modelling of how to demonstrate this competency.



How we will get there – Numeracy:

Math Learning Centres/groups, Deb Koehn (supporting new teachers)	<ul style="list-style-type: none"> - K/1 and grade 1/2 classes have daily centres - Small group learning and whole group instruction in the 3/4 and 5/6 classrooms
SNAP math	<ul style="list-style-type: none"> - Being used in multiple classrooms as a tool to reinforce and review number sense (and used as a district assessment twice a year)
Small group instruction	<ul style="list-style-type: none"> - In all 4 classrooms - adult-led, target grouping in the classrooms (support from an LSW as available)
Assessments	<ul style="list-style-type: none"> - DNA (District numeracy assessment) – gr 3, 4, 5, 6 at the school level and gr 3 and 6 at the district level - September and May using the SNAP assessment - Class assessments in gr. 3/4 and 5/6
Adult targeted time	<ul style="list-style-type: none"> - RTI (understanding our learners) (curricular – numeracy) - Teacher check-ins and school-based team meetings - Working with district math coordinator (Lena Miller) - District wide math learning (Peter Liljedahl)

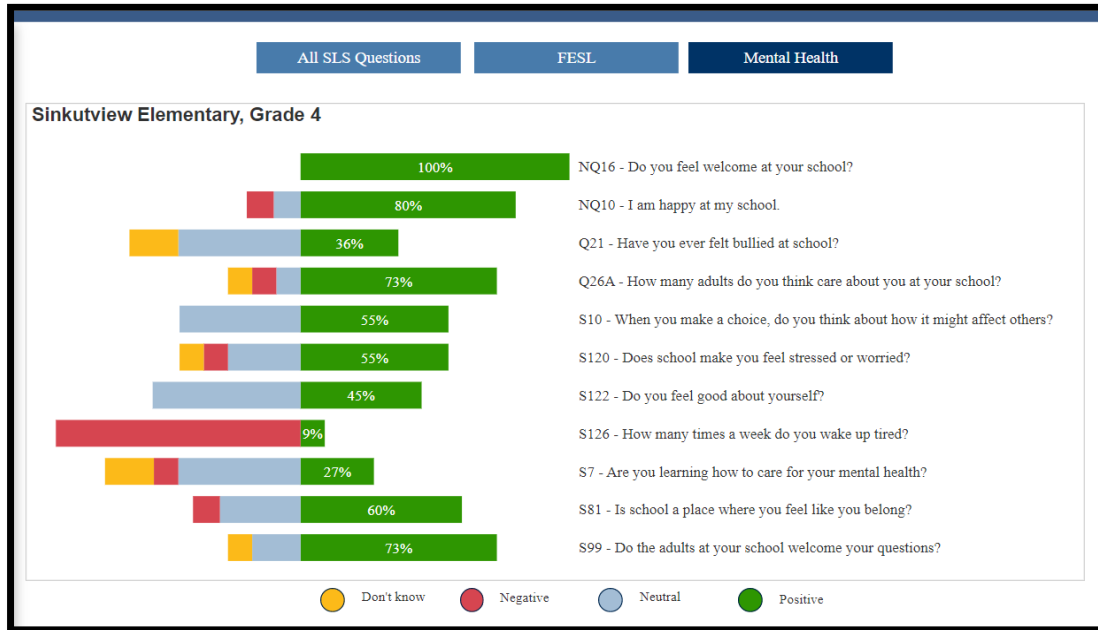


Social-Emotional Well-Being

GOAL:
 All learners will feel good about themselves and demonstrate self-confidence.

OBJECTIVE:
 By June 2025, students will confidently indicate that they usually or always feel good about themselves and are able to demonstrate self-confidence.

Looking at past Student Learning Survey results, we have identified a need for our students to build self-confidence. This lack of self-confidence will affect our students' ability to learn and take risks. This is represented by the question, "Do you feel good about yourself?", where only 45% of students answered "Yes." A highlight for the Student Learning Survey is that 100% of our students feel welcome and safe at our school. To support this data, we can have a story of a new student to our school this year who historically missed a lot of school approached a staff member at Thanksgiving and declared that they were thankful for our school because they do not get picked on and feel very safe coming to this school.



How we will get there – Social-Emotional Well-Being:

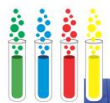
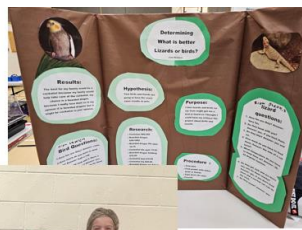
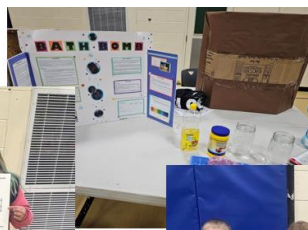
<p>Self-Regulation books and programs (eg. WITS, EASE, classroom resources, counselor)</p>	<ul style="list-style-type: none"> - School-wide culture (inside and outside the school building) - Students are learning about this and practicing using their WITS, LEADs, and Zones during conflicts in the classroom, in the gym and on the playground. - Student Leads group – Gr 5/6 - Pink Shirt Day/Anti-Bullying Day (end of February) - Share the Love Day (Mid-May)
<p>Cultural and identity learning and understanding</p>	<ul style="list-style-type: none"> - Students learn about and value their own cultures, values, identities – classroom and whole school settings - Learning about our local history – in particular, focusing on the history, traditions, culture, worldviews of our local Indigenous people, the Dakelh - Students are engaged in Indigenous learning opportunities with our Ab Ed Advocate when available. - Following the First Peoples Principles of Learning - National Indigenous Peoples’ Day and Orange Shirt Day - Our school has a staff SOGI rep and various SOGI resources which are available. We also have visuals and a Pride Inclusive

	<p>flag. These all help to create a safe, welcoming space for all learners, staff, and visitors.</p> <ul style="list-style-type: none"> - Our school community welcomes everyone regardless of identity, ability, culture (this is supported by special days including National Indigenous People’s Day, Pink Shirt Day, and Share the Love Day). Everyone belongs.
Physical Health	<ul style="list-style-type: none"> - Breakfast program and healthy snacks - Hot lunch program so no student goes hungry - Outdoors – hikes, snowshoeing, skiing, and place-based learning in connection with the First Nations learning principles. - All four classes try to have regular PE, either in the gym or outside
Counselling	<ul style="list-style-type: none"> - Nick Ferguson (counsellor) works at our school one day a week - Time with whole classes, small groups, one-on-one with students - Suggests resources to use in the school
Assessments	<ul style="list-style-type: none"> - Social-Emotional student self-assessments (midway through the year) – gr 4 and 6 - Conversations/check-ins related to social-emotional well-being - Behaviour logs, referrals to office, documented calls to parents
Adult targeted time	<ul style="list-style-type: none"> - Teacher collaboration time - RTI (understanding our learners) – SEL, behavioural - Teacher check-ins and school-based team meetings - Working collaboratively with Nick Ferguson (counsellor) - Small group activities with adults in the building





Learning and Growing Together





School Plan to Enhance Student Learning 2024-2025

**WILLIAM KONKIN ELEMENTARY SCHOOL:
COMMITTED TO SUCCESS FOR ALL**

Context

William Konkin Elementary School (WKE) is nestled in the community of Burns Lake, bordering Woyenne. It serves approximately 185 students from Kindergarten to Grade Seven.

We offer Nedut'en language and culture classes to all learners, as well as Core French instruction for Grades 5-7.

About 60% of the students at WKE are of Indigenous ancestry notably includes students from our local Nations: Cheslatta Carrier Nation, Lake Babine Nation, Nee Tahi Buhn Band, Skin Tyee First Nation, Ts'il Kaz Koh, and Wet'suwet'en First Nation.

About 35 students are designated with exceptional needs requiring an IEP.



SD 91
Strategic
Education
Plan Goal:
Create
Student
Success
Literacy

WKE 2024-2025 Literacy Goals carried forward from 2021-2022:

- Teachers will use literacy data to inform instruction which will result in students demonstrating improvement in literacy by June 2025.

Additional Goal carried forward from 2023-2024:

- A working group of teachers and PVP will design a school wide write twice a year that will provide information to teachers about strengths and areas for growth in student writing. These will be added to literacy folders that will be created and maintained for each learner and will house their reading and writing samples and assessments.

New goal for 2024-2025:

- Teachers in K-Grade 2/3 will implement Structured Literacy or UFLI Literacy in their ELA programs and in Literacy Blitz. Teachers will collaborate with one another to understand and integrate their chosen program and to determine its effectiveness in supporting learner gains in reading and writing.

Direct Assessment Overall Domain Results

William Konkin Elementary, Natalie Profili, K/1 Eng, as of 1 May, 2024 - 14 Jun, 2024

Legend:

- Percentage of children who are 'Experiencing significant difficulty'
- Percentage of children who are 'Experiencing some difficulty'
- Percentage of children who have demonstrated 'Appropriate development'

K/1 Eng
(n = 4)



Early Years Evaluation

Direct Assessment Overall Domain Results

William Konkin Elementary, Colleen West, K West, as of 1 May, 2024 - 14 Jun, 2024

Legend:

- Percentage of children who are 'Experiencing significant difficulty'
- Percentage of children who are 'Experiencing some difficulty'
- Percentage of children who have demonstrated 'Appropriate development'

K West
(n = 18)



Early Years Evaluation

Kindergarten Early Years Evaluation (EYE) Post-test May/June 2024



Kindergarten Early Years Evaluation (EYE) Pre-test September 2024



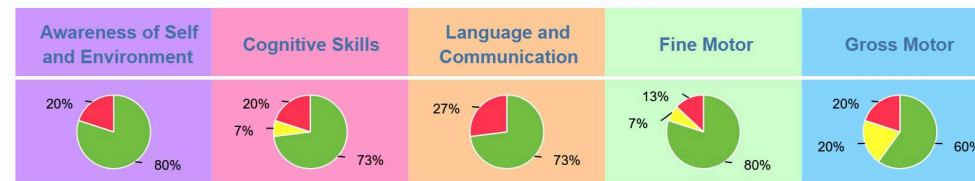
Direct Assessment Overall Domain Results

William Konkin Elementary, Colleen West, K West, as of 9 Oct, 2024

Legend:

- Percentage of children who are 'Experiencing significant difficulty'
- Percentage of children who are 'Experiencing some difficulty'
- Percentage of children who have demonstrated 'Appropriate development'

K West
(n = 15)



Early Years Evaluation

Direct Assessment Overall Domain Results

William Konkin Elementary, Natalie Profili, K/1 Eng, as of 9 Oct, 2024

Legend:

- Percentage of children who are 'Experiencing significant difficulty'
- Percentage of children who are 'Experiencing some difficulty'
- Percentage of children who have demonstrated 'Appropriate development'

K/1 Eng
(n = 3)



Early Years Evaluation

Grade 3 PM Benchmarks Score Breakdown Term 1 2024-2025

Level for Fall Grade 3	Number of Learners
Extending	4
Proficient	1
Developing	2
Emerging	15

Grade 5 Fall 2024 Cross Curricular Reading Assessment Results

	Main Ideas	Details	Connections	Opinions	Inferences	Word Skills	Comprehension
Proficient	2	0	2	1	0	1	1
Developing	7	7	6	5	5	2	1
Emerging	0	2	1	3	4	6	7

Number of students scoring at each level of proficiency



Resources & Strategies

- ▶ Co-teaching literacy opportunities with teacher librarian.
- ▶ Small group reading instruction and/or word work.
- ▶ Assistive technology to support diverse needs.
- ▶ Collaborative marking and collaborative reporting sessions for teachers.
- ▶ School-wide writes in November and May.
- ▶ Development and maintenance of literacy folders/portfolios for each learner.
- ▶ Professional Learning Community (teacher collaboration) with a focus on UFLI, another for Structured Literacy, and Differentiation for Intermediate Literacy meeting once/month for one hour.
- ▶ Reading Blitz with learners more than 2 grade levels behind in reading based on the Structured Literacy program run by Teacher Librarian with assistance of non-enrolling teachers and program-trained staff members.
- ▶ POPEY early literacy professional learning opportunities.
- ▶ Michelle Miller-Gauthier, District Literacy Teacher & Stephanie Lindstrom, author of Structured Literacy & Educational Psychologist.
- ▶ University of Florida Literacy Intervention teacher implementation guides for all primary teachers.
- ▶ R&R Room run by Indigenous Education Advocates for learners to get extra support.

SD 91
Strategic
Education
Plan Goal:
Create
Student
Success
Numeracy

WKE 2024-2025 Numeracy Goals carried forward from 2021-2022:

- ▶ Teachers will use numeracy data to inform instruction which will result in an improvement in students' number sense by June 2025.
- ▶ Teachers will teach thinking strategies with the result that students will demonstrate growth in problem solving by June 2025.

Grade 3 & 6 Fall 2024 Snap Math Results

Grade 3	Communicating & Representing	Understanding & Solving	Connecting & Reflecting	Reasoning & Analyzing
Proficient	3	5	1	2
Developing	12	8	12	10
Emerging	7	9	9	10
Grade 6	Communicating & Representing	Understanding & Solving	Connecting & Reflecting	Reasoning & Analyzing
Proficient	22	2	0	6
Developing	4	16	24	19
Emerging	2	10	4	3

Number of students scoring at each level of proficiency

Resources & Strategies



- ▶ Peter Liljedahl professional learning being passed on through teacher mentorship and collaboration time.
- ▶ MathUp available.
- ▶ Trial of Mathletique AI software.
- ▶ Mathletics used school-wide.
- ▶ Exploration of additional Math program for K-7 with Curriculum Services.
- ▶ Collaborative marking of district SNAP.
- ▶ Intervention and differentiation for learners.
- ▶ Teacher collaboration group studying and implementing "Building Thinking Classrooms in Mathematics" workshops in classes.
- ▶ Judy Larsen lesson modelling October 21 & 22.
- ▶ Lena Miller, District Numeracy Teacher.

SD 91 Strategic
Education Plan
Goals: Create
Student Success,
Honour Diversity,
Enhance
Connections,
Engage our
Workforce

WKE 2024-2025 Social Emotional Goal carried forward from 2021-2022:

- ▶ Teachers and staff will develop and maintain a positive and welcoming school culture so that students report a sense of belonging and can identify trusted adults in the building by June 2025.

Goal carried forward from 2022-2023:

- ▶ Teachers, staff, and students will engage in conscious acts of Reconciliation by June 2025 and beyond.

Resources & Strategies

- ▶ Responsibility and Restoration Room for teaching SEL to small groups.
- ▶ Mindfulness practice for teachers and staff at staff meetings and optional additional sessions once/day.
- ▶ Soar Awards: monthly assembly to acknowledge positive demonstrations of social-emotional and academic learning and to direct-teach core competencies.
- ▶ School wide events: Open House, Orange Shirt Week, Moosehide Campaign, Pink Shirt Day, Share the Love Day.
- ▶ Clubs honouring student voice such as Leadership Club, Rainbow Club and Pokemon/Chess Club.
- ▶ Club for Indigenous girls and advocates in Grades 5, 6 & 7.
- ▶ Outdoor free play for learners during PLC.
- ▶ Participation in elementary sports events every season.



Resources & Strategies



- ▶ Maintain: Facebook and school web site to demonstrate evidence of learning visibly and engage staff, teachers, students, parents, other caregivers, and the community.
- ▶ Working with district counsellors to support learner SEL in school individually and for groups/classes.
- ▶ Practicing restorative justice and responsibility-based discipline as a disciplinary strategy.
- ▶ Redesign of the School Code of Conduct to match current practice.
- ▶ Invitations for regular meetings with community Education Directors and Coordinators from Ts'il Kaz Koh, Lake Babine Nation, Skin Tyee First Nation, Nee Tahi Buhn Band, Wet'suwet'en First Nation, and Cheslatta Carrier Nation.
- ▶ Invitations to school-wide events to all community Education Directors and Coordinators as well as to the Trustee.
- ▶ Use land acknowledgment regularly. Have all staff become comfortable sharing it. Teach students how to use it and have them provide land acknowledgement at events and during morning announcements.
- ▶ School events are family-friendly for caregivers and learners and their Strong Start-aged children.

Appendix A: Student Learning Survey: District Focus Questions

Question/ Statement	Gr 4 2022*	Gr 4 2023*	Gr 4 2024*	Question/ Statement	Gr 7 2022*	Gr 7 2023*	Gr 7 2024*
How many adults do you think care about you at your school?	45 [^]	80 [^]	52 [^]	How many adults do you think care about you at your school?	61 [^]	60 [^]	52 [^]
I am happy at my school.	52	71	87	Is school a place where you feel like you belong?	55	33	60
Do you feel safe at school?	58	65	46	Do you feel safe at school?	74	69	86
When you make a choice, do you think about how it might affect others?	17	37	58	When you make a choice, do you think about how it might affect others?	58	40	60
Do you feel good about yourself?	52	42	46	Do you feel good about yourself?	47	50	66

* Percent "Positive" responses (neutral left out)
^ Two or more

Note: Appendix B is only applicable to high schools and is therefore not included.



Stakeholder Input

- ▶ PAC by email:
- ▶ Teacher editors: Judy Thompson, Shawnese Trotter
- ▶ Education partners: Ts'il Kaz Koh, Lake Babine Nation, Cheslatta Carrier Nation, Skin Tyee First Nation, Wet'suwet'en First Nation, Nee Tahi Buhn Band.
- ▶ Students:
- ▶ Shared with all WKE staff and teachers on OneDrive for feedback:
- ▶ District leaders: Claire McKay

APPENDIX C

School Plan - A Living Document

The WKE school growth plan was developed accounting for the SD91 plan, teacher and staff input including large and small groups as well as individuals, input from Indigenous communities, parents, caregivers, PAC, and students. It is posted in the school, on our school web site and is referred to regularly at staff meetings. Strategies and goal achievement are shared at PAC and through social media and sometimes school messenger. Teachers and staff progress on goals in PLCs, at staff meetings, and in school assemblies and events as well as in day-to-day teaching, learning, and being together.

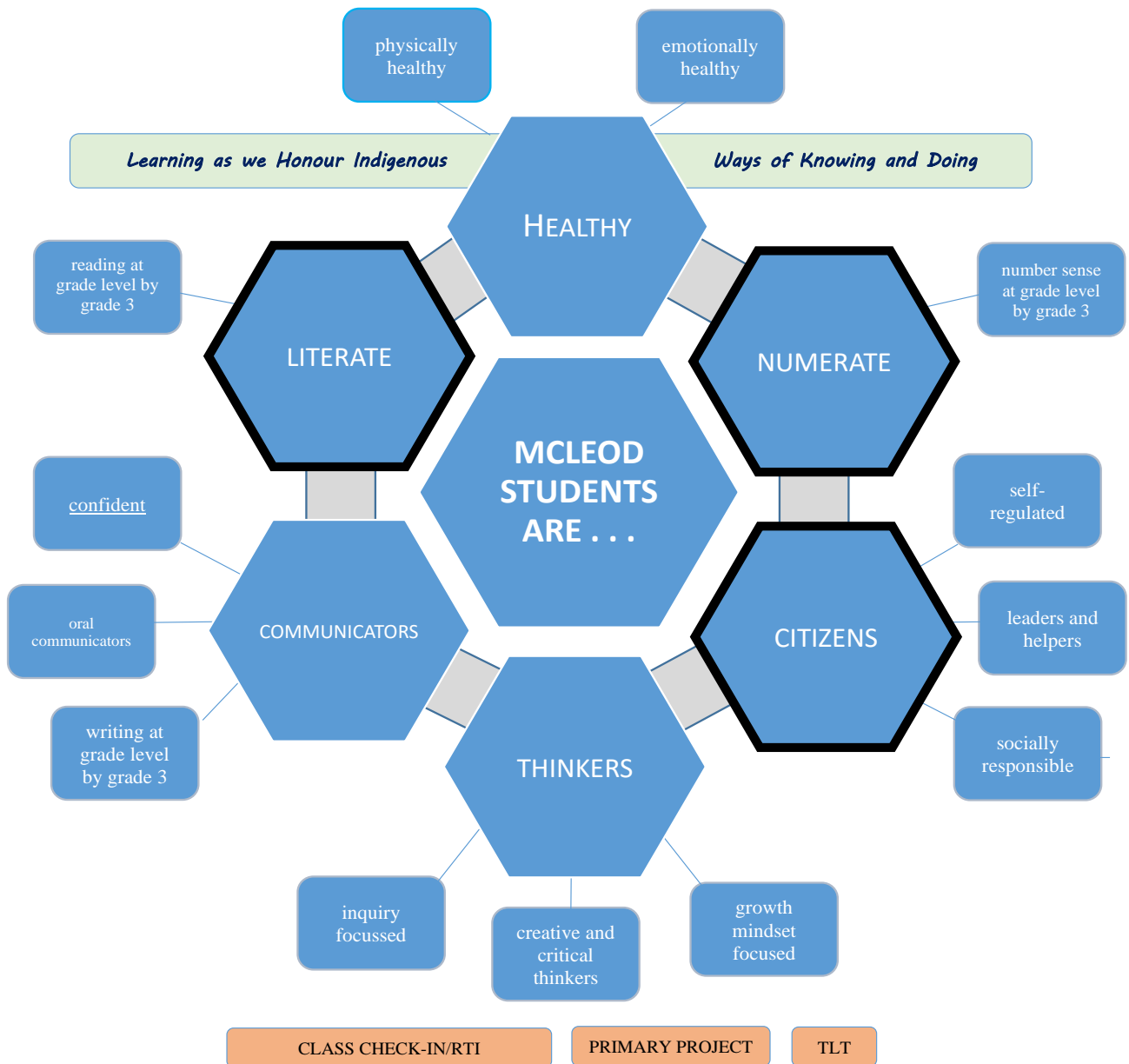


Ecole McLeod Elementary School Skehhoᑭul'eh



LEARNING, KINDNESS and CARING

SCHOOL PLAN TO SUPPORT STUDENT LEARNING at December 2024



Ecole McLeod Elementary School Skehhoᑭul'eh

OUR SCHOOL

Our Mission:

To offer a positive and caring learning environment that encourages respect, participation, and opportunities to challenge individuals to reach personal excellence. Our mission statement represents our “learning, kindness and caring” focus.



Our Students and Families:

McLeod Elementary School is a dual track school with approximately 270 students, the majority in the English program. A significant percentage of our students are of Indigenous ancestry, at-risk and/or designated in Inclusive Education. We are proud that our student and staff population represent diversity in many ways. Our population and configuration change regularly. About one-third of our students identify as being of Indigenous ancestry and 8% are Saik'uz First Nation members. Close to one-quarter of our Indigenous learners are in our French Immersion program. Approximately 8% of our students are identified with an Inclusive Education designation, 59% of these students are of Indigenous ancestry. Many of our students are supported with hot lunches, breakfast and/or snack through the feeding Futures program and receive weekend meals through our Backpack Program.

The McLeod PAC is an active group that works closely with our school and ensures their work mirrors and supports the school's philosophical priorities. It is extremely important to us that caregivers are included and encouraged to be part of school activities and decisions. We regularly communicate with caregivers to share information and to ask for feedback and opinions.

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Our Goals:

While we strive to help our students to be strong communicators, deep thinkers and to live healthy lives, our Focus Goals continue to be McLeod students will be:

1. Literate as evidenced by grade 3 students meeting grade level expectations in reading in PM Benchmarks/GB+.
2. Socially Responsible Citizens as monitored through the School Learning Survey.
3. Numerate as evidenced by grade 3 students meeting grade level expectations on the SD91 Numeracy Assessment.

We believe that all students can meet the School District 91 Strategic Plan vision to be “*competent and confident learners making positive contributions in an evolving global environment.*” We also believe that to meet this goal students must have a strong foundation in their elementary school years.



OUR IMBEDDED STRUCTURES TO SUPPORT OUR GOALS and the SD91 STRATEGIC PLAN



To support each of our goals we have created structures that we use, monitor, and adjust as we concentrate on working with staff to provide academic, emotional and/or social support for every student.

TLT (Talk About Learning Time) ~ Engaging Our Workforce

TLT is our Talk About Learning Time. It is our collaboration/professional learning community. Our staff meet in primary and intermediate groups. Each group meets every other week. Our Support Staff group also meets. As needed, our French teachers meet as a group as well.

Our primary group continues to work in number sense with attention to Indigenizing our practice. Our intermediate TLT spent much of 2023-2024 working on a grade 4 to 6 Science Fair project and are working to set current topics. We continued to explore school-wide game-based approaches to numeracy and core competency work. Our

goal for TLT is to be able to “tell a compelling story about the impact of collaboration time in our school and on student learning and how we can keep our caregivers informed about what we are learning and how it is impacting student learning.”

Class Check-Ins/Response to Intervention (Facts with Implications) ~ Creating Student Success

Our Class Check-ins are an integral part of our process to support learners and staff. Approximately once a month a team including our principals, resource teacher, and literacy and numeracy teachers meet with each teacher to discuss student progress in depth. We review student data and anecdotal reports in

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reading, writing, numeracy and social/emotional growth. If necessary, we follow up with a more detailed SBT meeting. Based on this evidence we change classroom approaches and/or interventions to meet the needs of specific students as we try to be completely “on top” of student learning with targeted supports and more complex assessments.

While we do track school-wide results in learning, our main focus is always the growth of each individual student. We use a class profile chart to track data by student and by class. We also try to use a class RTI Pyramid. It has been extremely helpful to have all the data about an individual student and class overview data in one place so we can implement support as soon as possible in the year. We use the Response to Intervention approach to help students who are not progressing. We review data regarding student success at each check-in which informs our interventions and supports. Our primary focus is providing a strong Tier 1 base program, and this is an area where we must continue to improve our practice.

We celebrate with students, caregivers and staff as students gain PM Benchmark reading levels and/or Leaps and Bounds Numeracy assessment results and “graduate” from intervention groups or blitz. It is still our goal to get to a point where intervention groups are “rapid, small loops.”

Primary Project (Literacy Blitz) and Numeracy Blitz~ Creating Student Success

2024-2025 will be our 10th year of our literacy Primary Project that grew from Janet Mort’s book *Joyful Literacy*, a play based intensive approach to alphabet and sight word learning. Since 2017-2018, we have added English and French blitzes into our daily schedule. The blitzes are run by 2-3 Support Staff under the direction of our vice-principal. The intervention blitzes move learning along quickly for those in need of “catch-up” and help us to identify students who may need more intensive interventions, assessments and/or supports. We continue to have many students who need blitz continually which helps us to confirm suspicion of learning differences and act “as if” when students are still in primary grades. In the spring of 2022, in our English blitz, we added a focus on explicit instruction on sounding out words and



making words using a resource called *Systematic Sequential Phonics Their Way* by Patricia Cunningham.

Moving forward in our literacy blitz, we will maintain our work with 1. students who need interventions repeatedly and long term and, 2. imbedding the play-based learning approach and 3. utilizing a phonics and phonetic based approach. In January 2025, because of the presenting data for French Immersion primary students, we have made a change to imbed the supports for French Immersion students directly into classrooms.

Students are organized in a way to support them at the level they are at (letter sounds, vowels, sound blends). Teachers have collaborated using time funded by our FI Growth Grant to ensure consistency for primary French Immersion students.

We are very excited that we added a vibrant numeracy blitz in 2021-2022 to support our focus on number sense in our primary grades. The blitz is run by a Learning Support Worker under the direction of a teacher leader. We use the Marian Small *Leaps and Bounds* program to conduct a pre and post assessment and implement very targeted interventions in small groups using kinesthetic, experiential learning with a metacognitive focus. We are using the results from our numeracy blitz to direct work in classrooms including starting the school year with a school-wide focus on patterns.

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Learning as we Honour Indigenous Ways of Learning and Doing ~ *Honouring Diversity*

It is our goal to Indigenize and decolonize as we include Indigenous ways of learning and doing in all we do at our school. As staffing permits, each of our students have a scheduled Carrier Language and Culture class at least twice a month. We work to Indigenize and decolonization our work. This includes imbedding Indigenous content including classroom support, cultural activities and literature. Indigenous Education staff encourage and facilitate the invitation of local resource people from Saik'uz First Nation to share their knowledge and skills with our students as well as visiting classrooms on a regular basis to do activities recognizing Indigenous culture.



We incorporate aspects of Indigenous ways of being into our regular learning and daily activities such as welcoming everyone every day in Carrier, French and English and always honouring Saik'uz Traditional Territory. Important days such as National Day for Truth and Reconciliation, National Indigenous Peoples Day, and National Day of Awareness for Murdered and Missing Indigenous Women (Red Dress Day) are honoured.

Our Indigenous Education Staff are scheduled into each classroom daily or many times each week to ensure our students of Indigenous Ancestry have a consistent connection with a person of Indigenous ancestry to support academic, social, and emotional growth. Our staff also regularly connects with all Indigenous families.

It is our goal that McLeod students are LITERATE.

Our primary indicator of success for our literacy goal is that our students are **reading at grade level by the end of grade 3**. This data, along with grade 4 FSA, is in our appendix. In Fall 2021, as a District, we modified the requirements for our RAD to the CCR and students only completed main ideas and details and metacognition questions. We collect PM Benchmark data to monitor early reading. In 2021-2022, we began to include a document to track reading level, decoding and comprehension, with each report card for all students. We are proud of our reading graphic which is similar to a baby's growth chart and will allow us to track reading growth over many years.



Research states that students who are reading at grade level by grade 3 have a much higher chance of success in literacy and in school in general. It is also important as in grade 4 students often make the switch to “reading to learn” from “learning to read.” As suggested by the work with the Primary Project, we track the reading levels of our grade 3 students carefully. This data shows us that our work in our K to 3 classes and our intervention

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blitzes are helping to support literacy success. There is still much work to be done as we know from our Kindergarten Assessment (EYE) that many of our students come to school without the basic academic skills. With the end of grade 3 PM Benchmark reading evidence, we can identify the progress of each individual student and the students who are not yet meeting expectations are either already designated in an Inclusive Education category or are treated “as if” with a plan for further investigation.



We are proud of our work in our literacy blitzes and our use of time and staff to implement cross-class interventions.

In response to the data, in 2024-2025 we will continue our move to provide a more phonics and phonetics-based approach in primary classes. In intermediate classes we will work on identifying main ideas and details, applying metacognition strategies and more strategic use of Words Their Way, and reading conferencing. We will continue also to imbed assistive technology into all classrooms.

It is our goal that McLeod Students are SOCIALLY RESPONSIBLE CITIZENS.

Our goal in Social Responsibility is that our students will be citizens who are **self regulated, leaders and helpers, and socially responsible**. To monitor our success, we track the responses from the Student Learning Survey for six important data points including “I am happy at school” and “3 or more adults at school care about me” for a few years. As part of the BC New Reporting Order process, we use the SD91 Core Competency Goal Setting Self-Assessment. Each term, each student completes a growth and reflection page for Communication (*We can speak and listen actively and respectfully*), Social Responsibility (*We can show respectful and inclusive behaviour as we learn and play*) and Creative/Critical Thinking (*We can reflect, evaluate, and grow in our own thinking, and actions*).



Establishing and supporting a positive, kind, and caring school culture that allows us to focus on learning is the foundation of our school. It is our goal that our students are socially responsible young people who will go on to be successful citizens. We believe a socially responsible student is kind and caring, inclusive, forms and maintains healthy relationships and provides service to the school and our community.

We approach Social Responsibility by choosing a theme for each year. Past themes have been *Polite, Positive and Proud, Using our hearts and our heads, WEB – Where Everybody Belongs, We’re All in This Together, Me, You and Us* and *“Attitude for Gratitude.”* In 2024-2025 our theme is *“Be a Bridge.”* The pledge from the *Be A Bridge* book outlines a monthly focus that we will tie to the BC Core competencies.

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Food is an extremely vital part of McLeod Elementary School. Students and families who have the food they need can concentrate on the other important things in life. Children who have food in their tummies can learn and grow. We work with our community, local stores, and farms to provide food for our families. McLeod is an active part of the Vanderhoof Community Garden with a big growing plot and the McLeod greenhouse. Our students participate in planting, tending, and harvesting the food that is used in our own “home-grown” Farm to School Program. We are extremely proud of our food programs which started as a part-time, caregiver-led volunteer initiative and is now a full-time program with 3 staff that feeds three schools in Vanderhoof. The program is now funded by the BC and SD91 Feeding Futures Program. We began our Backpack Program many years ago to provide weekend food for our families who experience food insecurity. Addressing food insecurity continues to be our priority and we still provide weekly backpacks and larger winter and Spring break hampers to an ever-growing number of students and their families at McLeod and other local schools.



McLeod has a team of counsellors who work to provide emotional and social support to students in one-on-one, small group and classroom situations throughout the week. Our partnerships with Connexus and Carrier Sekani Family Services are growing and further contribute to the services and programs that help our students grow confidence, self-esteem, and coping strategies.

We are also proud of other approaches to Social Responsibility including our flexible learning spaces (Connection Centre and TLC), our McLeod Cares Leadership Program and other student service opportunities, our Grand Caregiver Buddies and our Fine Arts Programs which always

include a unique performing art, community-focussed approach to Pink Shirt Day.

Our data shows us that we should continue with our direct and explicit teaching of social responsibility.

It is our goal that our McLeod students are NUMERATE.

Our goal in numeracy is that our students will be **meeting grade level expectations in number sense by the end of grade 3**. As found in our appendix, we track the grade 4 FSA results. Beginning in Fall 2021, we administered the new SNAP as the new SD91 numeracy assessments.

Even with our direct focus on numeracy, we know that it continues to be an area of much-needed growth for us. Closed-ended activities (worksheets, algorithm focused instruction, word problems with a single answer, traditional approaches to math with a focus on outcomes over process) and the way we taught math before created learners who disliked math, didn't trust numbers, memorized formulas, and didn't make personal or meaningful connections to numbers in their lives. Math and numbers didn't matter to our students. We notice that even many of our intermediate students do not have a concrete understanding of numbers past hundreds and still struggle to relate numbers to real life situations. Our reflection on the

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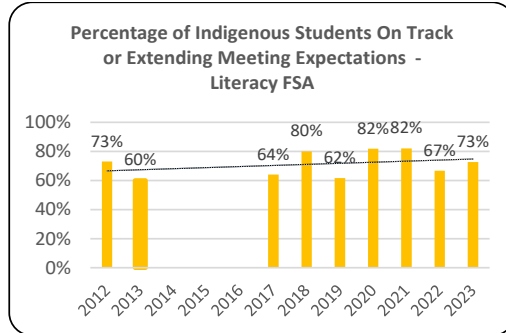
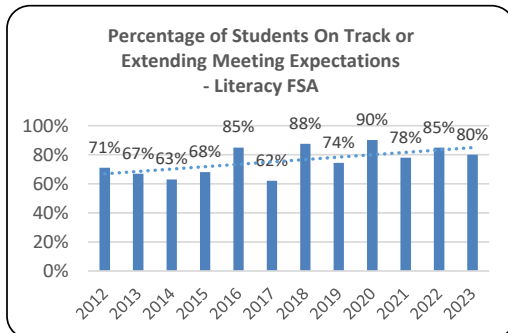
data led us to query a new approach involving a focus on number sense in the primary grades. In 2022-2023 we joined a provincial level NOIE group and clarify our Focus Area into “Developing a deeper and broader understanding of number sense from K-6 with a focus on improving numeracy outcomes for Indigenous learners” with the aim to build a culture of students who trust and love numbers.

Our work, both professional and in our classrooms, continues to include choral counting, counting collections, "number splat," our number board, morning math routines, number talks, open ended questions (i.e. Esta-mysteries, Three Act Tasks) and activities that are concrete, hands-on, experiential, and highly interactive allowing for student voice. We are taking a more proactive (rather than reactive), flexible approach to numeracy as well as increased, real-life talk about numbers. We are also purposefully attending to First Peoples' Principles of Learning including the concept that learning is relational. In addition, our work with numbers and number sense includes breaking down barriers around math anxiety and building conceptual understanding.

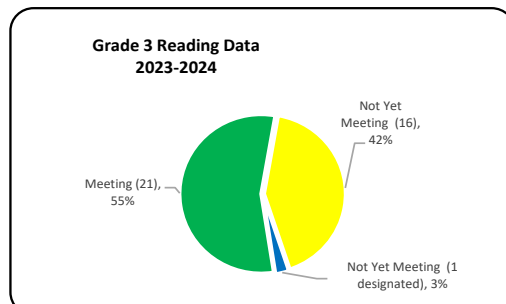
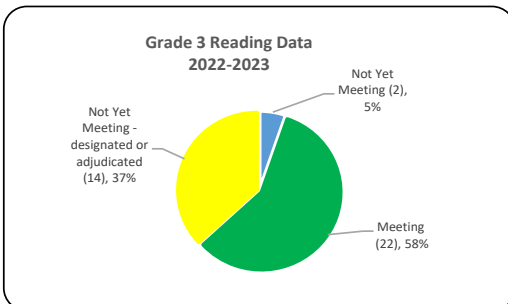


We are noticing that learners are talking about numbers and math, seem excited to engage in learning opportunities about numbers and are connecting stories to number concepts.

EVIDENCE - Literacy

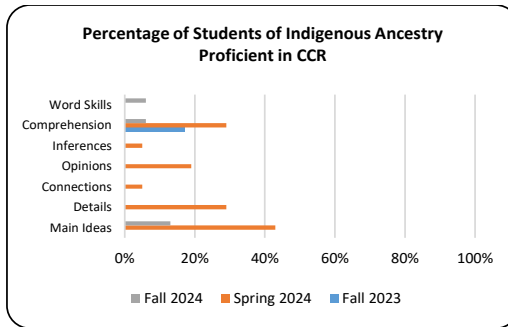
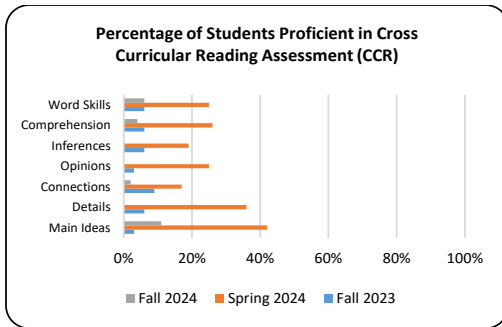


Although our results have been slightly up and down over the past few years, there is a steady upward trend in student performance on FSA reading assessments at the grade 4 level over the years. This is especially exciting given our very high participation rate in the assessment each year. While our results for our students of Indigenous ancestry are often masked, these students, in general, are showing slightly lower results in this assessment while their trajectory is still moving upward.



Our grade 3 reading data is an important marker for us as we know that grade 3 reading results are a good indicator of future literacy success. We are proud that we are intensely aware of the reading levels of each grade 3 student. As needed, we work with students “as if” there is a learning difference after we have completed the Response to Intervention check-in and School Based Team process.

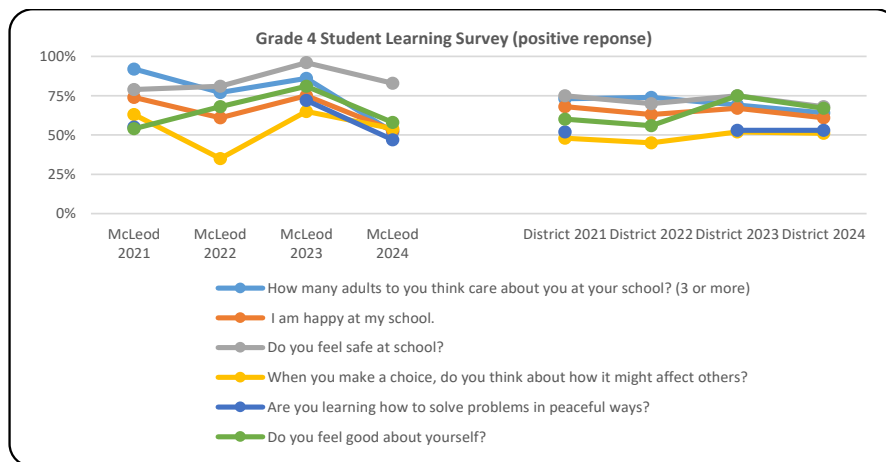
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Our CCR data shows us that few of our students are proficient in aspects of the Cross Curricular Reading assessment even at the end of a school year. Our students especially struggle in the metacognition section of the assessment. Some of our students are not able to access the CCR assessment even with accommodations and, in these cases, students are working at a PM Benchmark or DRA level. Results for our Indigenous students parallel the literacy challenges specific to main ideas, details and metacognition strategies of our students in general.



EVIDENCE - Social Responsibility

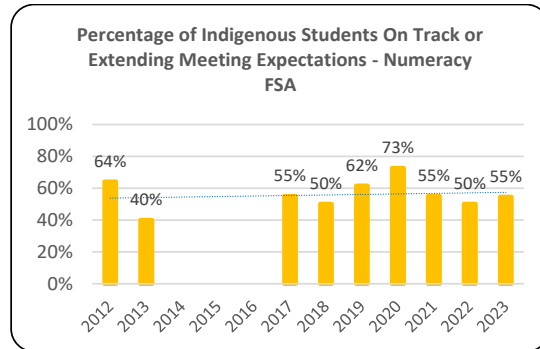
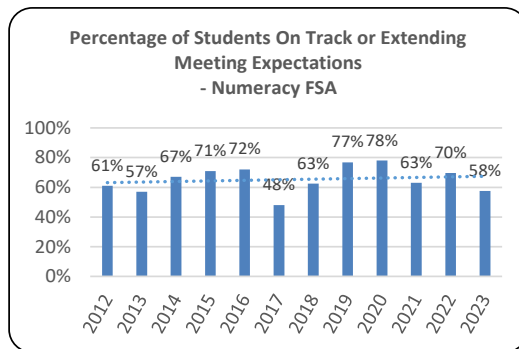


We are very pleased the Student Learning Survey data collected by SD91 is reflective of the focus at McLeod. While we have room for growth, we are proud that McLeod students are indicating a level of positive response in almost all areas. In 2024 many students answered "don't know" to the questions. We will work to address this in future surveys. It is evident that we can be more purposeful in our work regarding helping students to understand how their choices affect others and helping students to feel happy and content at school.

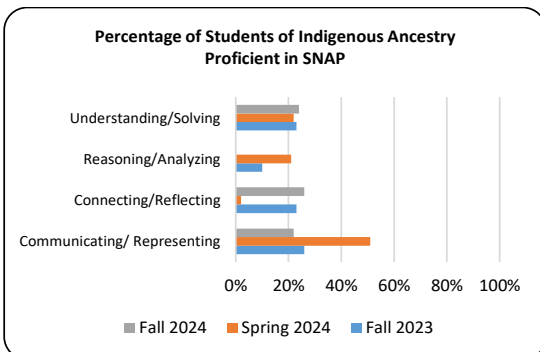
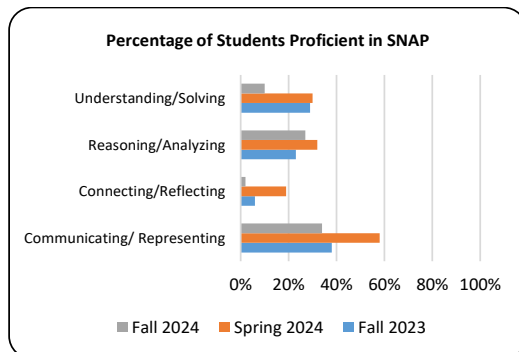
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EVIDENCE - Numeracy

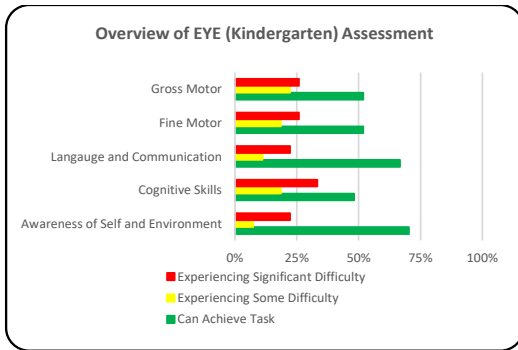


Our results on the numeracy FSA reflect our concerns in mathematics for our students. Our growth over the years has been slow and inconsistent. We hope that we will begin to see better results as we implement our new approach to Number Sense in Kindergarten to Grade 3. Our Indigenous students are experiencing slightly less success on the Numeracy FSA.



Our results on the SNAP (District Numeracy Assessment – Number Sense) reflect our concerns in mathematics for our students. Our growth over the years has been slow yet steady. We hope that we will begin to see a more significant improvement as we implement our new approach to Number Sense. The evidence shows that connecting numbers to real life is the biggest challenge for our students. Our Indigenous students are experiencing less success in numeracy and connecting and reflecting is the biggest area of growth.

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Each of our Kindergarten students completes the EYE assessment at the beginning and end of the year. A significant number of our students are entering Kindergarten without basic skills. This chart represents the "pre" data from the beginning of the year. This includes 33% experiencing significant difficulty in cognitive skills and 26% in fine and gross motor skills.





RISK ASSESSMENT

School: FLESS
 Grade/Group: G8-12 Teacher: Shawn Lank
 Destination & Activity: Greece
 Date(s) of Trip: Mar 13-24, 2026

LOW RISK	
<input type="checkbox"/> Day trip, in district <input type="checkbox"/> _____	<input type="checkbox"/> Low Risk Application Form
<input type="checkbox"/> On beach or near stream (<u>no stepping in water</u>)	<input type="checkbox"/> List on parent information form and permission slip
MODERATE RISK	
<input type="checkbox"/> Overnight <input type="checkbox"/> Out-of-District but within province <input type="checkbox"/> _____	<input type="checkbox"/> Moderate Risk Application Form
<input type="checkbox"/> Swimming in any pool or hot tub <input type="checkbox"/> Boating or swimming in lake <u>near shore</u> <input type="checkbox"/> Activity near fast moving or open water <input type="checkbox"/> Creek or stream programs	<input type="checkbox"/> Water Component Form
HIGH RISK	
<input type="checkbox"/> Out-of-Province <input type="checkbox"/> Ski/Snowboard <input type="checkbox"/> Active logging roads <input type="checkbox"/> _____	<input type="checkbox"/> High Risk Application Form
<input type="checkbox"/> Lake crossing <input type="checkbox"/> On fast moving water	<input type="checkbox"/> Water Component Form
<input type="checkbox"/> Lake ice activity (<u>not on river ice</u>)	<input type="checkbox"/> Ice Component Form
OUT-OF-COUNTRY	
<input checked="" type="checkbox"/> Out-of-Country STEP 1 (<i>must be approved before proceeding to STEP 2</i>)	<input checked="" type="checkbox"/> Pre-Approval Application Form
<input type="checkbox"/> Out-of-Country STEP 2	<input type="checkbox"/> Out-of-Country Application Form

Identify the person in charge at the activity:

Name: Shawn Lank Qualifications: multiple trips

How were students selected to participate and what preparation/experience do they have? sign up

Are students participating in supervision? Yes No

If yes, how were students selected to participate in supervision? _____

Submitted By: <u>[Signature]</u>	Date: <u>Jan 22/25</u>
Principal/Vice Principal: <u>[Signature]</u>	Date: <u>Jan 22/25</u>

OUT-OF-COUNTRY STEP 1: PRE-APPROVAL APPLICATION FORM



STEP 1 must receive Board Approval prior to: booking, fundraising, and STEP 2 approval.

School: FLESS Application Date: Jan 20/25
 Group/Grade: G8-12 Teacher: Shawn Lank
 Destination: Greece
 Dates: Mar 13-24, 2026

Give the goals and objectives of the Out-of-Country trip: to experience other cultures and histories.

Give the experience of the teacher: multiple international/national/regional/provincial field trips

Expected number of student participants: 8-15

Submit with this application to the Principal/Vice Principal:

- Risk Assessment
- Itinerary
- Current Travel Advisory <http://travel.gc.ca/travelling/advisories>
 - Exercise normal security precautions
 - Exercise a high degree of caution
 - Avoid non-essential travel
 - Avoid all travel

SCHOOL USE: Principal/Vice Principal	
Dates within school calendar break?	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Comments:	
Principal/Vice Principal: <u>[Signature]</u>	Date: <u>Jan 19, 2025</u>
School Supervisor: <u>[Signature]</u>	Date: <u>Jan 23/25</u>
Superintendent: <u>[Signature]</u>	Date: <u>Jan 28, 25</u>
DISTRICT USE: Board Approval	
<input type="checkbox"/> Risk Assessment	
<input type="checkbox"/> PRE-APPROVAL Application Form and supporting documents	
Board Meeting Date: _____	Date Received: _____
<input type="checkbox"/> Approved <input type="checkbox"/> Denied	
Comments:	
Board Chairperson: _____	
Date PVP Informed: _____	Via: <input type="checkbox"/> Email <input type="checkbox"/> Phone By: _____



Mrs. Lank's Best of Greece

explorica.ca/Lank-4229

March 13 - March 24, 2026

Day 1 Overnight flight to Greece (Athens)

Day 2 Yassou Athens

Meet your tour director and check into hotel
Athens city walk: Plaka district, Temple of Olympian Zeus, Hadrian's Arch

Day 3 Athens landmarks

Athens guided sightseeing tour: Parthenon, Acropolis site visit, Temple of Athena Nike., Omonoia Square, Syntagma Square, 2004 Olympic site

Day 4 Athens--Delphi

Travel to Delphi
Delphi guided sightseeing tour : Visit Delphi site, Temple of Apollo

Day 5 Delphi--Tolo

Travel to Tolo via Olympia
Ancient Olympia guided visit

Day 6 Tolo--Athens

Travel to Athens
Mycenae & Epidaurus guided excursion
Corinth Canal
Greek dinner in Plaka
Plaka treasure hunt

Day 7 Saronic Gulf Cruise

Saronic Gulf Cruise full day excursion

Day 8 Start Aegean cruise (tour must depart North America on Fridays to do extension)

Cruise for three days on the Aegean
Your cruise includes two shore excursions.

Day 9 Aegean cruise

Cruise

Day 10 Aegean cruise

Cruise

Day 11 Cape Sounion

Cape Sounion guided excursion

Day 12 Flight home from Athens



Reserve your Spot!

Tour Center ID: Lank-4229
Initial registration deadline: March 27, 2025

What's included

We provide everything you need for a remarkable trip:

- Round-trip airfare
- 7 overnight stays in hotels with private bathrooms
- 3 overnight stays in cabins on cruise ship on extension
- Full European breakfast daily
- Dinner daily
- Full-time services of a professional tour director
- Guided sightseeing tours and city walks as per itinerary
- Visits to select attractions as per itinerary
- Aegean Cruise on extension
- Two shore excursions on cruise
- Lunch on cruise ship on extension
- Tips to cruise staff on extension
- Unlimited soft-drink package on cruise for passengers aged 20 and under. Unlimited soft-drink + alcohol package for passengers aged 21 and over.
- Tour Diary™
- Local Guide and Local Bus Driver tips; see note regarding other important tips
- Note: On arrival day only dinner is provided; on departure day, only breakfast is provided
- Note: Tour cost does not include airline-imposed baggage fees, or fees for any required passport or visa. Optional excursions, optional pre-paid Tour Director and multi-day bus driver tipping, among other individual and group customizations will be listed as separate line items in the total trip cost, if included.

Tour investment

Students (travellers under the age of 23): \$6,983
Adults (age 23 and over): \$7,798

Automatic monthly payment plan

Pay \$99 upon enrolment and the balance will be divided into equal monthly payments, charged automatically to your chequing account. As of January 20, 2025, your monthly payment would be just \$548.67. Manual plan also available; learn more on explorica.ca/paymentplans.

Travel protection

Most Explorica travellers protect their investment with our Travel Protection Plan Plus, which includes a Cancel For Any Reason waiver for only \$25 per day. To learn more, visit explorica.ca/cfar.

Carbon neutral travel with Choose Earth

Our Choose Earth program enables travellers to offset the carbon

Enrol online,
by phone, or by mail



explorica.ca/Lank-4229



1.888.378.8845



Download and complete
a paper application on
explorica.ca/resources

←explorica→
by WorldStrides

3280 Bloor Street West
Suite 901,
Toronto, ON M8X 2X3



Greece travel advice

Take normal security precautions

Latest updates: Natural climate and disasters – removed information on wildfires northeast of Athens

Last updated: December 30, 2024 10:37 ET

On this page

- [Risk level](#)
- [Safety and security](#)
- [Entry and exit requirements](#)
- [Health](#)
- [Laws and culture](#)
- [Natural disasters and climate](#)
- [Need help?](#)



Risk level

Greece - Take normal security precautions

[Take normal security precautions](#) in Greece.

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RISK ASSESSMENT

School: FORT ST JAMES SECONDARY SCHOOL
 Grade/Group: FSSS TRAVEL CLUB Teacher: MR. T. JAMES
 Destination & Activity: TRAVEL TO GERMANY, SWITZ, AUSTRIA
 Date(s) of Trip: JUNE 25 - JULY 5 / 2025

LOW RISK

<input type="checkbox"/> Day trip, in district	<input type="checkbox"/> Low Risk Application Form
<input type="checkbox"/> Other _____	
<input type="checkbox"/> On beach or near stream (<u>no stepping in water</u>)	<input type="checkbox"/> List on parent information form and permission slip

MODERATE RISK

<input type="checkbox"/> Overnight	<input type="checkbox"/> Moderate Risk Application Form
<input type="checkbox"/> Out-of-District but within province	
<input type="checkbox"/> Other _____	
<input type="checkbox"/> Swimming in any pool or hot tub	<input type="checkbox"/> Water Component Form
<input type="checkbox"/> Boating or swimming in lake <u>near shore</u>	
<input type="checkbox"/> Activity near fast moving or open water	
<input type="checkbox"/> Creek or stream programs	

HIGH RISK

<input type="checkbox"/> Out-of-Province	<input type="checkbox"/> High Risk Application Form
<input type="checkbox"/> Ski/Snowboard	
<input type="checkbox"/> Active logging roads	
<input type="checkbox"/> Other _____	
<input type="checkbox"/> Lake crossing	<input type="checkbox"/> Water Component Form
<input type="checkbox"/> On fast moving water	
<input type="checkbox"/> Lake ice activity (<u>not on river ice</u>)	<input type="checkbox"/> Ice Component Form

OUT-OF-COUNTRY

<input checked="" type="checkbox"/> Out-of-Country STEP 1 (<u>must be approved before proceeding to STEP 2</u>)	<input checked="" type="checkbox"/> Pre-Approval Application Form
<input checked="" type="checkbox"/> Out-of-Country STEP 2	<input checked="" type="checkbox"/> Out-of-Country Application Form

Identify the person in charge at the activity:
 Name: TRAVIS JAMES Qualifications: TEACHER FOR 20 YEARS, GROUP LEADER OF 17 TOURS

How were students selected to participate and what preparation/experience do they have?
- SIGNED UP BASED ON INTEREST

Are students participating in supervision? Yes No
 If yes, how were students selected to participate in supervision? _____

Comments: _____
 Principal/Vice Principal: [Signature] Date: FEB/3/2025

OUT-OF-COUNTRY STEP 2: APPLICATION FORM



STEP 2 must receive Board Approval 3 - 6 months prior to departure.

School: FSSSS Application Date: FEB 3/2025
 Group/Grade: FSS TRAVEL CLUB Teacher: MR. T. SAMES
 Destination: EUROPE - GERMANY, SUVITZ, AUSTRIA, LIECHTENSTEIN
 Dates: JUNE 25 - JULY 5/2025

Give the goals and objectives of the Out-of-Country trip: expand knowledge of the world, discover more about themselves, grow more confident and independent

Give the experience of the teacher: 20 YEARS TEACHING, 17 INTERNATIONAL STUDENT TOURS

Number of student participants: 12

Names of adult chaperone(s) (CRC required): NADINE HOY, BRAD HOY

Accommodation plans: EF TOURS - BOOKED

Transportation plans: EF TOURS - BOOKED

Submit with this application to the Principal/Vice Principal:

- Risk Assessment
- Itinerary
- Current Travel Advisory <http://travel.gc.ca/travelling/advisories>
 - Exercise normal security precautions
 - Exercise a high degree of caution GERMANY
 - Avoid non-essential travel
 - Avoid all travel
- Child Travel Consent Letters: <https://travel.gc.ca/travelling/children/consent-letter>
- Permission Slips for Treatment by a Doctor in a Foreign Country to Treat Under-aged Child
- Accommodations Confirmation
- Transportation Confirmation
- Participant Roster

- Board Pre-Approved (STEP 1) on Feb 12, 2024 (date)
- Group medical/hospital insurance coverage purchased
- Trip cancellation purchased
- Permission Slips on file at school
- Student Information Forms on file at school
- Parental Informed Consent process complete (if required)
- All adult volunteers compliant with policy 1002.3
- Third Party Waivers complete (if required)

Principal/Vice Principal: [Signature] Date: FEB 3/2025
 School Supervisor: [Signature] Date: FEB 4/2025
 Superintendent: [Signature] Date: FEB 6/2025

DISTRICT USE:	Board Approval
<input type="checkbox"/> Risk Assessment	
<input type="checkbox"/> OUT-OF-COUNTRY Application Form and supporting documents	
Board Meeting Date: _____ Date Received: _____	
<input type="checkbox"/> Approved <input type="checkbox"/> Denied	
Comments: _____	
Board Chairperson: _____	
Date PVP Informed: _____ Via: <input type="checkbox"/> Email <input type="checkbox"/> Phone By: _____	
DISTRICT USE:	One Week Prior to Departure
<input type="checkbox"/> Current Travel Advisory http://travel.gc.ca/travelling/advisories	
<input type="radio"/> Exercise normal security precautions	
<input type="radio"/> Exercise a high degree of caution	
<input type="radio"/> Avoid non-essential travel	
<input type="radio"/> Avoid all travel	
Comments: _____	
Superintendent: _____ Date: _____	

Recommended Consent Letter for Children Travelling Abroad

The following sample consent letter, provided by Global Affairs Canada, can be modified to meet your specific needs. For instructions and an interactive form you can use to create a customized letter, visit travel.gc.ca/letter.

To whom it may concern,

I / We,

full name(s) of parent(s) / person(s) / organization giving consent

Address:

street address, city

province/state, country

Telephone and email:

telephone

email

am / are the parent(s), legal guardian(s) or other authorized person(s) or organization with custody rights, access rights or parental authority over the following child:

Information about travelling child

Name:

child's full name

Date and place of birth:

dd/mm/yyyy

city, province/territory

Number and date of issue of passport (if available):

number

dd/mm/yyyy

Issuing authority of passport (if available):

country where passport was issued

Birth certificate registration number

number

Issuing authority of birth certificate

province / territory where birth certificate was issued

Information about accompanying person (leave blank if child is travelling alone)

This child has my / our consent to travel alone or

This child has my / our consent to travel with

Name:

full name of accompanying person

Relationship to child:

mother, father, grandparent, sister, brother, relative, friend, other

Number and date of issue of passport:

number

dd/mm/yyyy

Issuing authority of passport:

country where passport was issued

Contact information during trip

I / We give our consent for this child to travel to:

Destination(s):

name of destination country / countries

Travel dates:

date of departure to date of return

to stay with / at (if applicable)

name of person with whom child will be staying / hotel or other accommodation

at the following address(es)

street address(es), city (cities)

province(s)/state(s), country (countries)

Telephone and email

This letter may be signed before a witness who has attained the age of majority (18 or 19, depending on the province or territory of residence) OR before a notary public (recommended).

Signature(s) of person(s) giving consent:

Signature of witness

full name of witness

signature(s) of person(s) giving consent

signature of witness

dd/mm/yyyy

dd/mm/yyyy

city, province/territory

Questions regarding information in this consent letter should be directed to the person(s) or organization giving consent.

(seal)



STUDENT INFORMATION FORM

To be filled out by the Parent/Guardian

STUDENT NAME: _____

Emergency Contact Information

Parent/Guardian #1: _____ Phone #1: _____ (cell/work/home)
 Phone #2: _____ (cell/work/home)
 Parent/Guardian #2: _____ Phone #1: _____ (cell/work/home)
 Phone #2: _____ (cell/work/home)
 Emergency Contact Name: _____ Phone #1: _____ (cell/work/home)
 Phone #2: _____ (cell/work/home)
 Home Address: _____

Emergency Medical Information

Provincial Health Care #: _____ Birthdate: _____
 Medical Conditions/Dietary Concerns: _____ Medication Required: Yes No
 Name of Drug: _____ Dosage: _____
 Is there any medical/physical/emotional condition that may affect participation in the activities: Yes No
 Please list: _____
 My Child has Student Accident Insurance: Yes No Plan Name & No.: _____
 My Child has Out-of-Province Medical Insurance: Yes No Plan Name & No.: _____

Serious Known Allergies – Please List: _____
 Reaction(s) _____
 Allergy Injections or Medication Currently Prescribed: _____
 Carries Epi Pen? Yes No Carries Ana Kit? Yes No

Rules and Regulations

Is there any other information you feel we should know about your child?
 Please list: _____

I understand that if, at any time, on this trip my child is found to be breaking the school rules or specific rules regarding this trip, they may be required to return home at my full cost and obligation, as soon as arrangements can be made.

(Parent / Guardian Signature)

(Date)

We are looking forward to a successful trip, and we sincerely hope that your child will benefit from this experience.

The information supplied on this form is to be regarded as strictly confidential and shall be made available only to appropriate persons as deemed necessary by adult chaperones accompanying students on the trip.

Medical Treatment Authorization and Consent

I/We, _____, being the (Check one) parent(s)
 legal guardian(s) of _____ [Child] authorize _____
[Caregiver] to seek, obtain and consent to: (Check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Routine medical care and treatment | <input type="checkbox"/> Hospitalization |
| <input type="checkbox"/> Emergency medical care and treatment | <input type="checkbox"/> Blood transfusions |
| <input type="checkbox"/> Surgery | <input type="checkbox"/> Dental care and treatment |
| <input type="checkbox"/> Other: _____ | |

for _____ [Child] as deemed necessary by a licensed medical or healthcare professional. This authorization is for the time period when my/our child is in the care of _____ [Caregiver], my/our child's: (Check one)

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> Grandmother | <input type="checkbox"/> Nanny |
| <input type="checkbox"/> Grandfather | <input type="checkbox"/> Baby-sitter |
| <input type="checkbox"/> Aunt | <input type="checkbox"/> Family friend |
| <input type="checkbox"/> Uncle | <input type="checkbox"/> Teacher |
| <input type="checkbox"/> Other: _____ | |

and is effective _____ day of _____, 20____ until (Check one) _____ day of _____, 20____ revoked by me/us.

Child's Information

Child's Full Name: _____

Address: _____

Date of Birth: _____ Age: _____ Sex: Female Male

Parent/Guardian's Information

Parent's/Guardian's Name: _____

Address: _____

Phone Number (H): _____ Phone Number (C): _____

Phone Number (W): _____ Email: _____

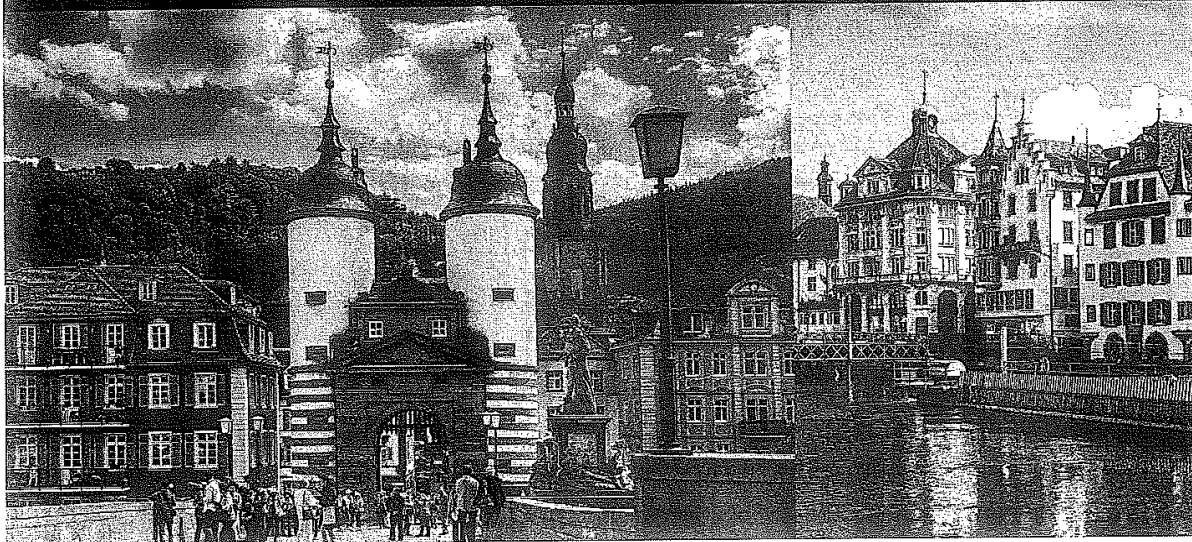
Parent/Guardian's Information

Parent's/Guardian's Name: _____

Address: _____

Phone Number (H): _____ Phone Number (C): _____





Germany and the Alps

9 or 11 DAYS

Included in the program fee:

- Round trip airfare
- Transfers to and from the airport and hotel and between destination cities (as per program itinerary)
- Overnight in hotels with private bathrooms
- Continental breakfast daily
- Dinner daily
- Full-time services of an EF Tour Director

Not included in the program fee:

- Customary gratuities for your tour director, local guide and driver
- Porterage
- Personal Insurance
- Beverages and lunches
- Public transportation to free time activities

Overnight stays: Rothenburg (1); Munich (3); Lucerne (2); Heidelberg (1); Rhineland (2).

Sightseeing tours led by an expert:
Munich.

Entrances included: Dachau Concentration Camp Memorial Site; Ehrenberg Castle; Swiss Alps Experience; Heidelberg Castle & Wine Barrel; Rhine Cruise; Haus der Geschichte; Beethoven House; Cologne Cathedral.

Optional Excursions: Salzburg & the Salt Mines.

Please note that the following is a sample timed itinerary for this EF tour with approximate addresses, activity durations, and transfer times. Exact timing may vary based on available flights, hotel location, scheduled activity bookings, traffic, etc. Your EF Tour Director is available to the group 24/7 while on tour. EF works with Group Leaders to ensure that travellers have a safe and memorable experience while on tour.

Day 1: Fly overnight to Germany

Day 2: Frankfurt | Rothenburg

Morning: Arrive in Frankfurt and meet your Tour Director at the airport

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

1:00pm: Travel by private motorcoach to Rothenburg

Continue on to Rothenburg. Situated along the Romantic Road, Rothenburg is one of a string of unspoiled medieval villages and towns between Fussen in the south and the Bavarian Alps in the North. One of the best-preserved medieval cities in Europe, Rothenburg was first mentioned in written records in 804 as a settlement north of the Tauber River.

6:30pm: Group dinner at the hotel in Rothenburg

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 3: Rothenburg | Augsburg | Munich

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Travel by private motorcoach to Munich via central Rothenburg

10:00am: Walking tour of Rothenburg

Recall the Thirty Years War as you stroll past half-timbered homes, through twisting cobbled lanes, and along the wooden ramparts of the city's walls. Learn how a 17th-century mayor of Rothenburg saved his city by drinking a jug of wine.

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

4:00pm: Arrive in Munich

Welcome to Munich! This center of culture boasts over 45 museums, 10 university buildings and two opera houses. The city is also home to the Olympic center with full facilities and more than the occasional beer-hall.

6:00pm: Group dinner at a local restaurant in Munich

7:00pm: Travel by private motorcoach to the hotel in Munich

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 4: Munich

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Travel by private motorcoach to central Munich

10:00am: Guided sightseeing of Munich

Munich derives from the city's German name, München (meaning 'little monk'), named because the original settlement bordered a monastery. Hop on the bus where your guided tour takes you past the Olympic Stadium, the Residenz, the Deutsches Museum, and the Alte Pinakothek art museum. Your tour concludes at Marienplatz, the city's main square and medieval heart since 1158. Here you'll see the city's famed Glockenspiel—an ornate clock complete with bells and life size figures.

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

1:00pm: Walking tour of Munich

Perhaps you will pass through Marienplatz, once the center of medieval trade routes. Or, you might stop in front of the iconic Hofbräuhaus or walk through the local Viktualienmarkt, a daily food market in the heart of the city!

3:00pm: Visit the Dachau Concentration Camp Memorial Site

Head to Dachau, home of a WWII Nazi concentration camp in 1933 and liberated by Allies in 1945. Today, the old administration building houses a museum documenting the rise of Hitler and the horrors of camp life. Commemorative chapels and memorials have also been built on the site, which stands as an eternal memorial to those who endured life here until liberation by Allied forces.

6:00pm: Group dinner at a local restaurant in Munich

7:00pm: Travel by private motorcoach to the hotel in Munich

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 5: Munich

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Travel by private motorcoach to central Munich or Salzburg for those participating in the optional activity

10:00am: Optional Activity – Salzburg & the Salt Mines

Start your full-day excursion in the picturesque village of Berchtesgaden, where you'll take an exciting underground tour via train, boat, and wooden slides through the 450-year old salt mines. Continue on to Salzburg for a guided tour of the city of Mozart.

6:00pm: Group dinner at a local restaurant in Munich

7:00pm: Travel by private motorcoach to the hotel in Munich

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 6: Munich | Vaduz | Lucerne region

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Travel by private motorcoach to the Lucerne region via Vaduz

10:00am: Visit Ehrenberg Castle

12:00pm: Photo Stop at Neuschwanstein Castle
Stop to see the "Mad" King Ludwig's fairy-tale castle of Neuschwanstein, the real-life model for the Disneyworld castles. The original designs for the castle were drawn up by a stage set creator, not an architect. Take an opportunity to get pictures of this imposing structure.

1:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

5:00pm: Arrive at the hotel in the Lucerne Region

Recall the legends of folk hero William Tell (and his fortunate aim) as you overnight in the Vierwaldstättersee (Lake Lucerne) region.

6:00pm: Group dinner at the hotel in the Lucerne region

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 7: Lucerne region

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Travel by private motorcoach to central Lucerne

10:00am: Walking tour of Lucerne

Get to know Lucerne during your Tour Director-led walking tour. You might walk the length of the Kapellbrücke, Lucerne's medieval covered bridge, make your way to the Lion Monument, a statue carved into a rock cliff near the center of town, or stroll along serene Lake Lucerne to take in the majestic mountain views.

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

2:00pm: Swiss Alps Experience

Venture to the head of the Swiss Alps, atop one of the majestic peaks that tower over charming Lucerne. Take a boat across Lake Lucerne and ride a cog railway to the top of either Mount Pilatus (best known for its steep railway and its iconic craggy summit) or Mount Rigi (beloved for its original mountain railway and its history as a favorite spot of Mark Twain). Enjoy the splendid views of the quaint villages and fields of Switzerland as you trek along the mountain with your group. *(Note: Warm clothes and appropriate shoes are recommended.)*

5:00pm: Group dinner at a hotel in central Lucerne

7:00pm: Travel by private motorcoach to the hotel in Lucerne

10:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 8: Lucerne Region | Freiburg | Heidelberg

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Travel by private motorcoach to Heidelberg via Freiburg

10:00am: Supervised exploration time in Freiburg

Spend some time exploring Freiburg, a 12th-century town known for its medieval gates, surrounding vineyards, and Gothic cathedral.

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

1:00pm: Continue by private motorcoach to Heidelberg

4:00pm: Walking tour of Heidelberg and visit the Heidelberg Castle and wine barrel

Become acquainted with Germany's oldest university city (the university dates back to 1386). See Heidelberg's 700-year-old Schloß (palace). From the castle's rose-colored walls and historic battlements, enjoy a stunning view of the Neckar Valley, where *Homo heidelbergensis* roamed 500,000 years ago. You'll also see the town's medieval streets and Marktplatz, where witches were once burned at the stake. Writers as diverse as Mark Twain (who once floated down the Neckar on a raft) and Goethe (who was inspired by the view from the Schloß) have long praised Heidelberg's enduring beauty.

6:00pm: Group dinner at the hotel in the Heidelberg

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 9: Depart for Home

4:30am: Wake-Up Call


5:30am: Breakfast at Hotel

6:30am: Transfer to the airport in Frankfurt for your return flight

Your tour director assists with your transfer to the airport, where you will check in for your return flight home.

The itinerary is subject to change.

For complete financial and registration details, please refer to the Booking Conditions at www.eftours.ca/bc.

 For an additional cost add the following 2-day extension:

Day 9: Heidelberg | Rhineland

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Travel by private motorcoach to Rhineland

Travel to the Rhineland region of Germany. Based around the meandering Rhine River, this region features dramatic natural landscapes and quaint villages.

10:00am: Enjoy a Rhine Cruise

Cruise down the Rhine River, past crag-top castles, narrow church spires, the Loreley, and age-old vineyards as you experience the heart of Romantic Germany.

12:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

2:00pm: Walking Tour of Koblenz

Join your Tour Director for an introduction to the rich, cultural atmosphere of Koblenz, a city that marks the confluence of the Rhine and Moselle Rivers. See the majestic statue of Emperor Kaiser Wilhelm I as you continue through the Deutsches Eck (German Corner), named for the knights who settled the area in the 13th century. Pass by Mutter-Beethoven-Haus, the birthplace of the mother of the famous German-born composer Ludwig van Beethoven. Continue through the Old Town of Koblenz, where you'll wind down narrow streets filled with street performers, interesting shops and inviting sidewalk cafés.

5:00pm: Travel by private motorcoach to the hotel in Rhineland

6:00pm: Group dinner at the hotel in Rhineland

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 10: Rhineland

6:00am: Wake-up call

7:00am: Breakfast at the hotel

8:00am: Travel by private motorcoach to Cologne

10:00am: Visit the Cologne Cathedral

Visit one of Germany's most moving symbols: Cologne's sublime, war-scarred Gothic cathedral (the Kölner Dom). Within the cathedral is a medieval shrine to the Three Wise Men. Completed in 1880, the cathedral was spared damage during World War II although the area surrounding the cathedral was leveled. Legend has it that Allies used the Dom as a landmark to guide their flights and could not bring themselves to destroy such an impressive construction. Enjoy panoramic views of the city from the south tower.

11:00am: Supervised exploration time in Cologne

12:00pm: Travel by private motorcoach to Bonn

1:00pm: Time for lunch in small, supervised groups

With the support of the Tour Director, the Group Leader will determine boundaries of where groups can go during this time.

3:00pm: Visit Beethoven House

Visit Beethoven-Haus, his birthplace and now a museum honoring this famous composer that holds musical instruments, manuscripts, artwork, and mementos, including the trumpets Beethoven stuck in his ears to hear better.

4:00pm: Visit the German History Museum

Stop in Bonn, to visit the modern history museum of Germany, or the Haus der Geschichte. The museum houses exhibits related to German history from 1945 to present. You will experience German history as the objects and exhibits come alive during your visit.

5:00pm: Travel by private motorcoach to the hotel in Rhineland

6:00pm: Group dinner at the hotel in Rhineland

9:00pm: Group Leaders and Chaperone team will facilitate room checks and lights out

Day 11: Depart for Home

4:30am: Wake-Up Call

5:30am: Breakfast at Hotel

6:30am: Transfer to the airport in Frankfurt for your return flight

Your tour director assists with your transfer to the airport, where you will check in for your return flight home.

The itinerary is subject to change.

For complete financial and registration details, please refer to the Booking Conditions at www.eftours.ca/bc.



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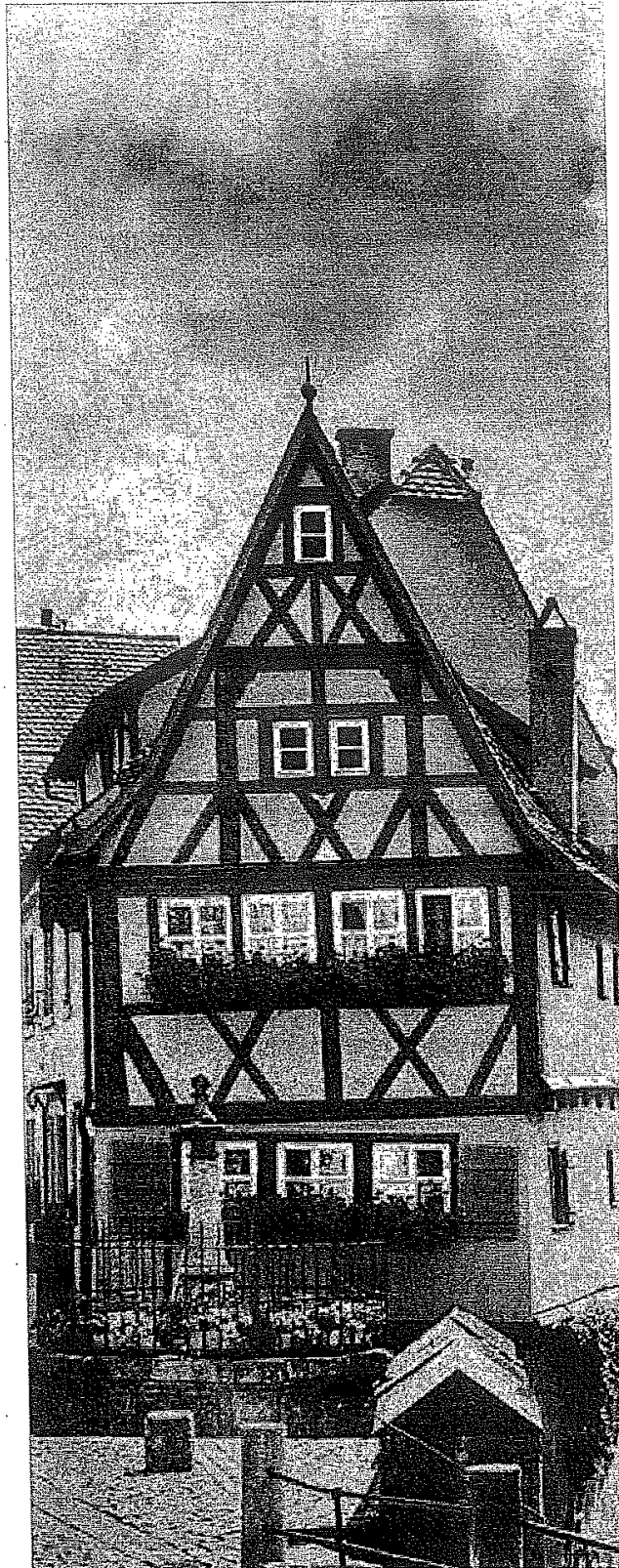
For over 55 years, EF has been working toward one global mission: Opening the World Through Education. Your teacher has partnered with EF because of our unmatched worldwide presence, our focus on affordability, and our commitment to providing experiences that teach critical thinking, problem-solving, collaboration, and global competence.

THE EASIEST WAYS TO ENROL TODAY

Enrol by phone
1-800-387-1460

Enrol by website
[eftours.ca/enroll](https://www.ef-tours.ca/enroll)

Enrol by mail
EF Educational Tours
80 Bloor Street West
Toronto, ON M5S 2V1



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TICO-2395858 | CPBC-73991 | OPC: 702732



Germany travel advice



Exercise a high degree of caution

Latest updates: Safety and security – removed information on an attack at a Christmas market in Magdeburg

Last updated: January 13, 2025 12:31 ET

On this page

- [Risk level](#)
- [Safety and security](#)
- [Entry and exit requirements](#)
- [Health](#)
- [Laws and culture](#)
- [Natural disasters and climate](#)



Risk level

Germany - Exercise a high degree of caution

Exercise a high degree of caution in Germany due to the threat of terrorism.

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Austria travel advice

 Take normal security precautions

Latest updates: Thorough review and update of the entire content

Last updated: January 8, 2025 00:44 ET

On this page


- [Risk level](#)
- [Safety and security](#)
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- [Health](#)
- [Laws and culture](#)
- [Natural disasters and climate](#)

Risk level

Austria - Take normal security precautions

Take normal security precautions in Austria.

Switzerland travel advice

 Take normal security precautions

Latest updates: The Need help? section was updated.

Last updated: January 3, 2025 09:35 ET

On this page

- [Risk level](#)
- [Safety and security](#)
- [Entry and exit requirements](#)
- [Health](#)
- [Laws and culture](#)
- [Natural disasters and climate](#)

Risk level

Switzerland - Take normal security precautions

Take normal security precautions in Switzerland.

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Liechtenstein travel advice



Take normal security precautions

Latest updates: Editorial change

Last updated: November 8, 2024 05:22 ET

On this page

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Risk level

Liechtenstein - Take normal security precautions

Take normal security precautions in Liechtenstein.

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Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: SD 91 Nechako Lakes	School District/Independent School Authority Number (e.g. SD43, Authority #432): 91
Developed by: Eric Miller	Date Developed: Jan of 2025
School Name: Lakes District Secondary	Principal's Name: Cheryl Peterson
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Canadian Financial Literacy 11	Grade Level of Course: 11 Open to select Grade 10 students
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

Occasional use of a computer lab.

Course Synopsis:

This course is primarily designed to cover Financial subjects is directly relevant to a student's life throughout their entire life. Topics included will be the tax sheltered savings accounts available to Canadians, Taxes, Investing and Investing products and specifically, the math behind all of these subjects which will allow students to make informed financial decisions throughout their lives.

Goals and Rationale:

There is no Canadian Finance course in BC. Both Quebec and Saskatchewan have developed their own whereas BC has yet to create one at all. This course aims to fill that void. This is not a course about creating a budget, financial goals, researching costs of moving away etc. That content is already covered in CLC and CLE. Instead, the focus will be to educate students on how to navigate the Canadian financial world and how financial math works, such as the power of compound growth over time, the effect of taxes and fees on investments over time and how to take maximum advantage of the various tax sheltered savings accounts. It will also discuss different types of investments available to Canadians, the effects of inflation on purchasing power and why 'stuffing money in a mattress' is not a good idea over the long term and teach students about the math behind Mortgages, Loans, and Credit Card Debt.

Aboriginal Worldviews and Perspectives:**Declaration of First People's Principles of Learning:**

- Supports the development of self in support of connecting with others.
- Learning is embedded in memory, history and story.
- It will research the myth that First Nations people do not pay taxes and post-secondary education is free and facts about First Nations people and taxes.

Financial Information is critical to life; specifically:

- Community involvement (process and protocols)
- Experiential learning
- Flexibility
- Leadership
- A positive learner centered approach
- Working towards financial independence

BIG IDEAS

<p>Learning about and understanding how the Canadian Tax laws work and how that can have a drag on Compound Interest Growth</p>	<p>Learning about and understanding the various Tax Sheltered Savings Accounts in Canada (TFSA, RRSP, RDSP, RESP, FHSP)</p>	<p>Different Types of Investment products and how to invest, as well as learning about hidden fees and the concept of 'fiduciary best interest'</p>	<p>Retirement planning, different forms of income, (OAS, GIS, CPP), and how to maximize your retirement savings.</p>	<p>Extra Topics: Credit Cards, Mortgages, intro to Entrepreneurship, income inequality, Finfluencers/financial scams</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Reasoning and Modeling</p> <ul style="list-style-type: none"> Estimate reasonably regarding percentage calculations as well as simple and compound interest. Create model investment portfolios based on different life situations. Think creatively and with curiosity and wonder when exploring problems. Develop thinking strategies when approaching different situations that could arise over the course of their lives. <p>Understanding and Solving</p> <ul style="list-style-type: none"> Develop, demonstrate and apply conceptual understanding of different portfolio options as well as potential retirement strategies. Visualize to explore and illustrate variation within and between variables. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Percentages, simple interest, compound interest Inflation and its effects on purchasing power over time. Tax rates and the effect of taxes on income. Tax sheltered savings accounts, specifically: RRSP, TFSA, RESP, FHSP, RDSP Types of financial products available, specifically: Bonds, GIC, Money Markets Stocks – Growth vs Dividend stocks Mutual Funds Index Funds The types of management styles for each product as well as the fee structure associated with them, specifically: Active Managed Funds Passively Managed Funds Robo advisors

- Apply flexible and strategic approaches to explore financial questions in abstract and situational contexts.
- Engage in financial thinking to answer questions connected with place, story, cultural practices and perspectives relevant to local First Peoples communities, the local community and other cultures.

Communicating and representing

- *Explain and justify financial decision making in many ways.*
- *Use financial vocabulary and language to contribute to discussions in the classroom*
- *Take risks when offering ideas in classroom discourse.*

Connecting and Reflecting

- *Reflect on financial thinking*
- *Connect financial concepts with all aspects of their lives.*
- *Use mistakes as opportunities to advance learning*
- *Incorporate First Peoples worldviews, perspectives, knowledge and practices to make connections with financial concepts. .*

- Other forms of retirement income: OAS, CPP, GIS
- Strategies to maximise that income: As in, the effects of taking OAS or CPP earlier rather than later.
- Understand the effects that emotions play on investing.
- Credit Unions vs traditional banks and the differences between them.
- About renting vs owning a home and the hidden costs of home ownership.
- Types of credit cards, free vs annual fee
- How businesses are charged fees for the ability to accept credit cards
- Basic knowledge in the tax implications of running a business.

Big Ideas – Elaborations

Curricular Competencies – Elaborations

Canadian Finances

Taxes: Understanding the progressive tax system in Canada, the difference between the average tax rate and the marginal tax rate, and the effects of drag on compound interest growth through taxes. Dispelling the myth that First Nations people ‘pay no taxes’.

Tax Sheltered Savings Accounts: Specifically, RRSP, TFSA, RDSP, RESP, FHSP, and the implications of depositing money, when and how best to withdraw money depending on your financial situation.

Investing Products – Specifically, Bonds, GICs, Money Market Funds, Stocks, Mutual Funds, Index Funds. What they are, how they work, where they are available and the fees associated with them as well as the effect that emotions can have on the ways in which one invests.

Other Forms of Retirement Income – Specifically, CPP, OAS, GIS. The pros and cons of taking it early, delaying, the effects it can have on withdrawing from RRSPs and various strategies based on different potential financial situations.

Every Day Finances – Banking services Bricks and Mortar vs Online, Credit Cards: Free vs Annual Fee, Credit Card fees on businesses, Renting vs Buying a house, Crypto and Crypto scams to be aware of.

Intro to Business – Tax write-offs, if and when a business should charge tax, logo and branding.

Monopolies and Credit Cards – Effect of monopolies on the economy, some monopolies in Canada, (Telecommunications, Banks, Groceries) and the higher fees and prices Canadians pay because of it.

Content – Elaborations

Vocabulary: Average Tax Rate, Marginal Tax Rate, Inflation, Gross vs Net, Tax Sheltered, TFSA, RRSP, RDSP, RESP, FHSP, Rebate, Growth vs Dividend, MER, Active Management, Passive Management, OAS, CPP, GIS, Clawback, Fiduciary, Mortgage, Amortization

Taxes and Compound Interest: Gross income vs Net income, what taxes pay for, capital gains tax, different taxes in different provinces. Calculating simple and compound interest, rule of 72: use of formulas, calculators, and/or online calculators

Tax Sheltered Savings accounts: How and when best to prioritize which tax sheltered savings accounts.

Ex: Is it better to take your RRSP rebate sooner, even though you're making less money, knowing you can then invest the rebate and have it grow over time to potentially more money than had you waited to claim your rebate at a later date when you *were* making more money.

Investments:

Common Investment Options: Specifically, Bonds, GICs, Money Market Funds, Stocks, Mutual Funds, Index Funds.

Discussing and reflecting on the Buy Low Sell High and how, when money is involved, it's a lot harder than one initially realizes.

Ex: Knowing what's in an etf. People might think by buying three ETFs they are well diversified, not realizing that there is a lot of overlap between all three ETF's. 5% dividends in a Money Market fund might sound better than 2% in a globally diversified etf without fully understanding the math between a growth etf and a dividend only ETF.

Ex: A 2% fee on a mutual fund may seem like not a big deal until you actually run it through a compound interest calculator over time.

Other Forms of Retirement Income and Strategies: CPP, OAS, GIS and the effects on other sources of savings.

Ex: RRSP meltdown strategy. If an individual finds themselves with a giant RRSP account, they can heavily withdraw early in order to delay taking CPP and OAS which increases their guaranteed payments while minimizing their RRSP taxes.

Ex: Income splitting and withdrawal rates.

Credit Cards, Home Buying, Renting:

Crunching the numbers between Renting and Investing vs Home Buying. Credit cards, credit card debt, interest payments, and the effect of the prime rate on mortgage rate renewals.

Recommended Instructional Components:

The majority of this course will take place in the classroom with some lessons also taking place in the computer labs. The cycle of “posting learning intentions”, executing, providing feedback, key factor analysis, executing and revisiting learning intentions will be common place. Instruction will occur in the following forms:

- Class and group discussions of significant issues and topics
- Readings/research of various financial topics followed by class discussions
- Completing mathematical questions designed to help students better understand the content they are learning.
- Peer presentations
- Demonstrations/Project Based Learning
- Reflective Writing
- Modelling through excel spreadsheets, compound interest calculators or other financial calculators/technology.

Organizational Structure

Unit/Topic	Title	Hours
Unit 1	Intro to Financial Math	7.5% (9 hours)
Unit 2	Taxes	7.5% (9 hours)
Unit 3	RRSP and TFSA	10% (12 hours)
Unit 4	RDSP, FHSP, RESP	7.5% (9 hours)
Unit 5	Types of Investing Products	10% (12 hours)
Unit 6	OAS, CPP, GIS	10% (12 hours)
Unit 7	Investing and Emotions	7.5% (9 hours)
Unit 8	Banks, Credit Unions, Credit Cards	7.5% (9 hours)
Unit 9	Rent vs Buy	7.5% (9 hours)
Unit 10	Intro to Entrepreneurship	7.5% (9 hours)
Unit 11	Monopolies and Shop Local vs Amazon	7.5% (9 hours)
Final Assessment	Combination of Culminating Course assignment and Final Exam	10% (12 hours)
Total Hours		120 hours

Unit/Topic/Module Description

Unit 1: Intro to the Math needed
1.1 Percentages
1.2 Simple Interest and Intro to Compound Interest
1.3 The Power of Compound Interest over time
1.4 Intro to Inflation, specifically its effect on purchasing power over time.
1.5 Culminating Assignment/Unit Assessment

Unit 2: Taxes!
2.1 Marginal vs Effective Tax Rates in Canada
2.2 Capital Gains
2.3 Tax Sheltered Savings Account calculations
2.4 Gross vs Net income and estimating your Real World Income from jobs.
2.5 Culminating Assignment/Unit Test

Unit 3: RRSP and TFSA

3.1 How the TFSA functions, who is eligible, and general info about it
--

3.2 TFSA – How your contribution room can expand OR shrink
--

3.3 RRSP – General Info and the implications of contributing money
--

3.4 RRSP – General Info and the implications of withdrawing money

3.5 RRSP – Compare and Contrast to Claim the Rebate OR Not Claim the Rebate -Excell Spreadsheet work

3.6 RRSP – Types of RRSP, (Group, Spousal, etc), plus LLP and HBP

3.7 Culminating Assignment/Unit Assessment
--

Unit 4: RDSP, FHSP, RESP

4.1 First-time Homebuyer's Savings Plan

4.2 Registered Disability Savings Plan
--

4.3 Registered Educations Savings Plan
--

4.4 Review and Culminating Assignment or test

Unit 5: Types of Financial Products
--

5.1 Bonds, GIC, Money Markets

5.2 Stocks and Shares Explained

5.3 Growth Stocks vs Dividends

5.4 Mutual Funds and Index Funds

5.5 Mer, Active Management and Passive Management, Robo advisors
--

5.6 Culminating Assignment/Unit Assessment
--

Unit 6: Other forms of Retirement Income

6.1 Old Age Security and Clawback

6.2 Canadian Pension Plan

6.3 General Income Supplement

6.4 Potential ways to maximise retirement growth le: Delaying OAS and CPP for increased benefits while withdrawing heavily from RRSPs
--

6.5 Culminating Assignment/Unit Assessment
--

Unit 7: Banks, Credit Unions, Credit Cards

7.1 The Monopoly of Canadian Big Banks: Pros and Cons
Banking Fees and the ability that you *can* shop around.

7.2 Financial advisors at banks are not mandated to act in your fiduciary best interest.
(CBC Marketwatch clips from two years ago AND 8ish years ago)

7.3 – Credit Unions – What they are, how they are different, and also how they have a loose union so they can compete with the Big Banks in terms of where they operate. (Not-For-Profit)

7.4 – Credit Cards and Lines of Credit
Paid Cards vs Free Cards. Perks and down sides, how the interest works

7.5 – Culminating Assignment/Unit Assessment

Unit 8: Investing and Emotions

8.1 How emotions affect investing (Sunk cost fallacy)
How to handle volatility/risk

8.2 Priorities
Credit card debt, student loan debt, ...Mortgage? It depends.

8.3 Basic Investing strategies depending on your emotional make up

8.4 Culminating Assignment

Unit 9: Rent vs Buy

9.1 – Mortgages and amortization

9.2 – Hidden costs of home ownership. (Property taxes, maintenance, the extra cost of heating a whole house, etc

9.3 – A rent vs buy cost comparison

9.4 – Culminating Assignment/Unit Assessment

Unit 10: Intro to Entrepreneurship

10.1 – How to start a biz (Sole, Partnership)

10.2 – Tax Write offs. What they are and how they work.

10.3 – Declaring and collecting HST and the tax implications

10.4 – Logo and Branding

10.5 – ‘Create your own Biz’ culminating assignment

Unit 11: Shop Local vs Amazon

11.1 – Discussion on how Amazon, Uber, and other monopolies drive out competition *and* then hike prices.

11.2 – Discussion on how the money cycle works. \$100 spent at a local business largely gets recycled back into the community vs \$100 spent at Amazon.

11.3 – A deeper dive into credit cards and how they really make money.

11.4 – Culminating Assignment/Unit Assessment

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

The following methods may be used in data collection:

- Checklists, anecdotal comments, assignments, academic assessments, etc. completed by parent(s), teacher(s), service provider(s)
- Self-evaluation
- Portfolio (dependent on student learning style and ability)
- Rubrics
- Ongoing descriptive feedback provided to students

Learning Resources:

http://www.practicalmoneyskills.com/foreducators/lesson_plans/

<http://moneytalks4teens.ucanr.edu/>

<http://www.fcac-acfc.gc.ca/eng/pages/home-accueil.aspx>

<http://www.yourmoney.cba.ca/parents/inside/>

<http://www.tdbank.com/wowzone/wowzone.asp>

Additional Information:

None



B.C. GRADUATION PROGRAM BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I Anita McClinton verify that I have reviewed the BAA Course to ensure that it is fully compliant with the *School Act* (if offered by a Board or Offshore School), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures Guidebook*, and for BAA ELL courses, the ELL Guidelines: *Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels*.

By signing below, I verify that the BAA Course:

- ✓ is not preparatory, remedial or modified
- ✓ does not significantly overlap with provincial curriculum Content
- ✓ name reflects the subject area and includes the Grade level
- ✓ assigned Grade reflects the appropriate level of instruction
- ✓ credit value appropriately reflects the length and scope of the course
- ✓ synopsis clearly outlines what a student has gained when the course is completed
- ✓ goals are general statements of intention that give structure to the curriculum
- ✓ rationale outlines the importance of the learning to the student and society
- ✓ embeds Aboriginal Worldviews and Perspectives
- ✓ organizational structure outlines the Content, Curricular Competencies, and Big Ideas
- ✓ learning standards are assessable and observable and can be understood by students and parents
- ✓ recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
- ✓ recommended assessment component aligns with the Principles of Quality Assessment
- ✓ learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name: Financial Literacy

Grade: 11



TRAX Code: YMD--1A-91 (e.g. YVPA)

School District Name and Number: Nechako Lakes - 91

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal: Anita McClinton

Signature:

Date:

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (*Board Authorized Course Order*, M285/04, s. 3; *Educational Standards Order*, M41/91, s. 5 (2)(c))

I declare that this BAA Course is approved by the Board/Authority.

Name of Board/Authority Chair or Designate: Dave Christie

Signature:

Date:

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) – To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the Independent School Act and the B.C. Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*. (*Educational Standards Order*, M41/91, s. 5 (2)(c))

Name of Inspector of Independent Schools or Designate:

Signature:

Date:

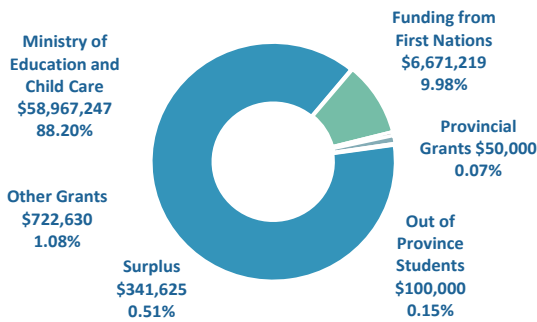
Send completed form to the Student Certification Branch
Email student.certification@gov.bc.ca

Revised July 2018

Amended Annual Operating Budget: \$66,852,721

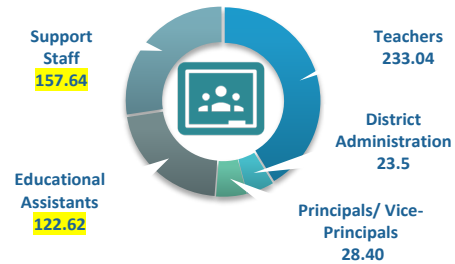
Where the Money Comes From

Revenue



Our Staff

574 FTEs



Includes 28.3 teachers funded from Classroom Enhancement Fund

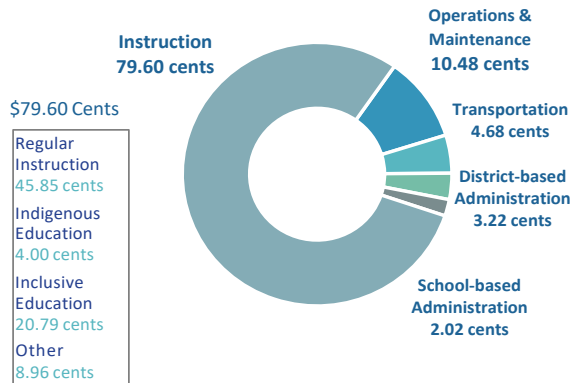
Where the Money Goes

Expenditures



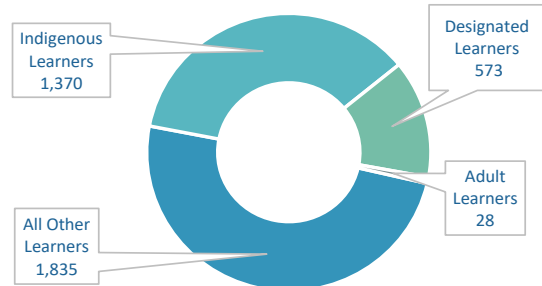
one teacher students average class size

How Each Dollar is Spent



Category	Amount
Regular Instruction	45.85 cents
Indigenous Education	4.00 cents
Inclusive Education	20.79 cents
Other	8.96 cents

Funded Learner Categories= 3,806



Our Schools



- 9 Elementary Schools (one dual track)
- 3 Elementary/Secondary Schools
- 3 Secondary Schools
- 3 Alternate Schools
- 1 Online Learning School

Indigenous Education



1,370 Students \$2.4 Million—Targeted Funding
\$195,000 Indigenous Education Council Funding

Inclusive Learning



\$12.4 Million

Transportation

- 28 Regular AM/PM Routes (2 Noon Routes)
- 4,512 Kms travelled per day
- 42 Buses plus 10 Activity Buses
- 28 Regular Drivers, 6 Casuals, 5 Mechanics
- Registered riders:**
- 416 Burns Lake; 246 Fort St. James, 247 Fraser Lake;
- 764 Vanderhoof

Planned Capital Investments

\$6,373,687



New childcare spaces at David Hoy Elementary \$141,020 and \$4,687,667 at Grassy Plains Elementary. HVAC upgrades at FSJSS - \$80,000. Exterior wall systems upgrade at Mapes - \$245,000. Roofing upgrades at FLESS - \$550,000. Electrical upgrades at Mouse, Mapes, and David Hoy Elementary - \$350,000. Kitchen Upgrades at Evelyn Dickson and NVSS - \$125,000. Funding for four bus replacements.



\$1,850,229

HVAC, roofs, exterior wall systems, electrical, plumbing and site upgrades, and classroom improvements



\$195,000

to build universally accessible playground at Mouse Mountain

Engaging our School Communities



10 Public Board of Education Meetings

5

Indigenous Education Council (IEC) Meetings



Parent Advisory Councils

District Parent Advisory Councils and Student Voice

Supporting Success In...

6 Communities

Vanderhoof, Fort St. James, Fraser Lake, Burns Lake, Grassy Plains, Granisle

14 First Nations

Binche Whut'en, Burns Lake Band, Carrier Sekani Tribal Council, Cheslatta Carrier Nation, Lake Babine Nation, Nadleh Whut'en, Nak'azdli Whut'en, Nee Tahi Buhn Band, Saik'uz First Nation, Skin Tyee Nation, Stellat'en First Nation, Takla Lake First Nation, Tl'azt'en First Nation, Wet'suwet'en First Nation, Yekooche First Nation

Strategic Plan

The budget must align to the 2020-2025 Strategic Plan and Framework for Enhanced Student Learning.

Goal 1: Honour Diversity

Respect the strength of all diversities within our communities. Support the transformation of an education system that recognizes, celebrates and includes Indigenous history, worldviews and perspectives.

Goal 2: Engage our Workforce

Nurture school and district cultures that inspire and support passion-based teaching, learning and leading. Create opportunities for every member of our organization to contribute to student success.

Goal 3: Create Student Success

A continued focus on the essential skills of literacy, numeracy and social emotional well-being. Support effective teaching and learning strategies.

Goal 4: Enhance Connections

Create opportunities and assist schools to engage in valuable learning activities within community partners.

Excellence Innovation Community

Amended Annual Budget

School District No. 91 (Nechako Lakes)

June 30, 2025

DRAFT - Not Finalized
February 23, 2025 21:37

School District No. 91 (Nechako Lakes)

June 30, 2025

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*NOTE - Statement 1, Statement 3, Statement 5 and Schedules 4A - 4D are used for Financial Statement reporting only.

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 91 (NECHAKO LAKES) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2024/2025 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 91 (Nechako Lakes) Amended Annual Budget Bylaw for fiscal year 2024/2025.
3. The attached Statement 2 showing the estimated revenue and expense for the 2024/2025 fiscal year and the total budget bylaw amount of \$80,370,076 for the 2024/2025 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2024/2025.

READ A FIRST TIME THE 24th DAY OF FEBRUARY, 2025;

READ A SECOND TIME THE 24th DAY OF FEBRUARY, 2025;

READ A THIRD TIME, PASSED AND ADOPTED THE 17th DAY OF MARCH, 2025;

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 91 (Nechako Lakes) Amended Annual Budget Bylaw 2024/2025, adopted by the Board the _____ DAY OF _____, 2025.

Secretary Treasurer

DRAFT - Not Finalized
February 23, 2025 21:37

School District No. 91 (Nechako Lakes)

Statement 2

Amended Annual Budget - Revenue and Expense
Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	3,800,500	3,813,000
Adult	28,125	29,125
Total Ministry Operating Grant Funded FTE's	3,828,625	3,842,125
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	67,455,315	62,701,379
Other	50,000	63,840
Federal Grants	63,784	
Tuition	100,000	100,000
Other Revenue	8,714,952	8,741,629
Rentals and Leases	81,560	90,560
Investment Income	427,000	527,000
Amortization of Deferred Capital Revenue	2,415,450	2,415,450
Total Revenue	79,308,061	74,639,858
Expenses		
Instruction	62,647,826	59,214,190
District Administration	3,504,311	3,401,831
Operations and Maintenance	10,008,683	9,968,772
Transportation and Housing	4,209,256	3,798,406
Total Expense	80,370,076	76,383,199
Net Revenue (Expense)	(1,062,015)	(1,743,341)
Budgeted Allocation (Retirement) of Surplus (Deficit)	341,625	1,022,951
Budgeted Surplus (Deficit), for the year	(720,390)	(720,390)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(720,390)	(720,390)
Budgeted Surplus (Deficit), for the year	(720,390)	(720,390)

School District No. 91 (Nechako Lakes)

Statement 2

Amended Annual Budget - Revenue and Expense
Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	66,852,721	65,046,008
Special Purpose Funds - Total Expense	10,306,515	8,126,351
Capital Fund - Total Expense	3,210,840	3,210,840
Total Budget Bylaw Amount	80,370,076	76,383,199

Approved by the Board

Signature of the Chairperson of the Board of Education

Date Signed

Signature of the Superintendent

Signed

Signature of the Secretary/Treasurer

Signed

DRAFT

School District No. 91 (Nechako Lakes)

Statement 4

Amended Annual Budget - Changes in Net Financial Assets (Debt)
Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
	\$	\$
Surplus (Deficit) for the year	(1,062,015)	(1,743,341)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Deferred Capital Revenue		(5,144,200)
Total Acquisition of Tangible Capital Assets	-	(5,144,200)
Amortization of Tangible Capital Assets		3,210,840
Total Effect of change in Tangible Capital Assets	-	(1,933,360)
	-	-
(Increase) Decrease in Net Financial Assets (Debt)	(1,062,015)	(3,676,701)

School District No. 91 (Nechako Lakes)

Schedule 1

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2025

	Operating Fund	Special Purpose Fund	Capital Fund	2025 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	536,974	195,526	17,629,996	18,362,496
Changes for the year				
Net Revenue (Expense) for the year	(341,625)		(720,390)	(1,062,015)
Net Changes for the year	(341,625)	-	(720,390)	(1,062,015)
Budgeted Accumulated Surplus (Deficit), end of year	195,349	195,526	16,909,606	17,300,481

School District No. 91 (Nechako Lakes)

Schedule 2

Amended Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	58,967,247	56,327,028
Other	50,000	63,840
Tuition	100,000	100,000
Other Revenue	6,972,289	6,996,629
Rentals and Leases	81,560	90,560
Investment Income	340,000	445,000
Total Revenue	66,511,096	64,023,057
Expenses		
Instruction	53,216,072	51,517,322
District Administration	3,504,311	3,401,831
Operations and Maintenance	7,003,413	6,963,502
Transportation and Housing	3,128,925	3,163,353
Total Expense	66,852,721	65,046,008
Net Revenue (Expense)	(341,625)	(1,022,951)
Budgeted Prior Year Surplus Appropriation	341,625	1,022,951
Budgeted Surplus (Deficit), for the year	-	-

School District No. 91 (Nechako Lakes)

Schedule 2A

Amended Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	62,223,274	61,202,515
ISC/LEA Recovery	(6,671,219)	(6,674,629)
Other Ministry of Education and Child Care Grants		
Pay Equity	1,096,373	1,096,373
Funding for Graduated Adults	41,608	85,000
Student Transportation Fund	503,247	503,247
Support Staff Benefits Grant	97,335	97,335
FSA Scorer Grant	8,187	8,187
Labour Settlement Funding	578,632	
Teacher Recruitment & Retention	16,386	9,000
EBUS Additional Revenue	1,073,424	
Total Provincial Grants - Ministry of Education and Child Care	58,967,247	56,327,028
Provincial Grants - Other	50,000	63,840
Tuition		
International and Out of Province Students	100,000	100,000
Total Tuition	100,000	100,000
Other Revenues		
Funding from First Nations	6,671,219	6,674,629
Miscellaneous		
Bottle Depot	180,000	180,000
Bus Charter	5,000	20,000
Miscellaneous	116,070	122,000
Total Other Revenue	6,972,289	6,996,629
Rentals and Leases	81,560	90,560
Investment Income	340,000	445,000
Total Operating Revenue	66,511,096	64,023,057

School District No. 91 (Nechako Lakes)

Schedule 2B

Amended Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2025

	2025 Amended Annual Budget	2025 Annual Budget
	\$	\$
Salaries		
Teachers	22,811,138	22,295,326
Principals and Vice Principals	4,435,161	4,345,680
Educational Assistants	6,059,975	5,563,967
Support Staff	7,534,752	7,359,534
Other Professionals	2,874,651	3,121,122
Substitutes	1,627,567	1,518,911
Total Salaries	45,343,244	44,204,540
Employee Benefits	10,662,392	10,349,134
Total Salaries and Benefits	56,005,636	54,553,674
Services and Supplies		
Services	2,636,526	2,584,601
Student Transportation	100,530	80,200
Professional Development and Travel	1,251,548	1,155,247
Rentals and Leases	86,450	86,450
Dues and Fees	79,760	79,660
Insurance	233,448	233,448
Supplies	4,979,092	4,779,128
Utilities	1,479,731	1,493,600
Total Services and Supplies	10,847,085	10,492,334
Total Operating Expense	66,852,721	65,046,008

School District No. 91 (Nechako Lakes)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	17,577,997	1,868,244	215,896	2,074,611	121,532	1,135,768	22,994,048
1.03 Career Programs	343,422					5,915	349,337
1.07 Library Services				21,598			21,598
1.08 Counselling	1,636,709						1,636,709
1.10 Inclusive Education	3,062,313	164,740	5,024,407		619,679	221,889	9,093,028
1.31 Indigenous Education	190,697	169,778	819,672	59,528		59,870	1,299,545
1.41 School Administration		2,031,744		421,702			2,453,446
1.64 Other							-
Total Function 1	22,811,138	4,234,506	6,059,975	2,577,439	741,211	1,423,442	37,847,711
4 District Administration							
4.11 Educational Administration		200,655		1,490	780,599		982,744
4.40 School District Governance					106,920		106,920
4.41 Business Administration				278,808	851,191	7,458	1,137,457
Total Function 4	-	200,655	-	280,298	1,738,710	7,458	2,227,121
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				7,459	289,365	6,000	302,824
5.50 Maintenance Operations				2,887,342		88,001	2,975,343
5.52 Maintenance of Grounds				230,167			230,167
5.56 Utilities							-
Total Function 5	-	-	-	3,124,968	289,365	94,001	3,508,334
7 Transportation and Housing							
7.41 Transportation and Housing Administration					105,365		105,365
7.70 Student Transportation				1,552,047		102,666	1,654,713
Total Function 7	-	-	-	1,552,047	105,365	102,666	1,760,078
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	22,811,138	4,435,161	6,059,975	7,534,752	2,874,651	1,627,567	45,343,244

School District No. 91 (Nechako Lakes)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2025

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2025 Amended Annual Budget	2025 Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	22,994,048	5,587,164	28,581,212	2,071,959	30,653,171	29,965,484
1.03 Career Programs	349,337	74,834	424,171	41,709	465,880	410,882
1.07 Library Services	21,598	4,968	26,566	19,525	46,091	46,407
1.08 Counselling	1,636,709	352,519	1,989,228	38,850	2,028,078	1,748,978
1.10 Inclusive Education	9,093,028	2,004,915	11,097,943	2,798,873	13,896,816	13,183,291
1.31 Indigenous Education	1,299,545	294,490	1,594,035	1,080,717	2,674,752	2,594,472
1.41 School Administration	2,453,446	635,531	3,088,977	126,242	3,215,219	3,331,743
1.64 Other	-	-	-	236,065	236,065	236,065
Total Function 1	37,847,711	8,954,421	46,802,132	6,413,940	53,216,072	51,517,322
4 District Administration						
4.11 Educational Administration	982,744	231,920	1,214,664	135,088	1,349,752	1,267,900
4.40 School District Governance	106,920	3,892	110,812	142,165	252,977	252,790
4.41 Business Administration	1,137,457	265,850	1,403,307	498,275	1,901,582	1,881,141
Total Function 4	2,227,121	501,662	2,728,783	775,528	3,504,311	3,401,831
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	302,824	68,571	371,395	166,457	537,852	540,630
5.50 Maintenance Operations	2,975,343	679,438	3,654,781	742,096	4,396,877	4,339,334
5.52 Maintenance of Grounds	230,167	53,756	283,923	305,030	588,953	589,939
5.56 Utilities	-	-	-	1,479,731	1,479,731	1,493,599
Total Function 5	3,508,334	801,765	4,310,099	2,693,314	7,003,413	6,963,502
7 Transportation and Housing						
7.41 Transportation and Housing Administration	105,365	24,866	130,231	19,803	150,034	142,850
7.70 Student Transportation	1,654,713	379,678	2,034,391	944,500	2,978,891	3,020,503
Total Function 7	1,760,078	404,544	2,164,622	964,303	3,128,925	3,163,353
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	45,343,244	10,662,392	56,005,636	10,847,085	66,852,721	65,046,008

School District No. 91 (Nechako Lakes)

Schedule 3

Amended Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2025

	<u>2025 Amended Annual Budget</u>	<u>2025 Annual Budget</u>
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	8,488,068	6,374,351
Federal Grants	63,784	
Other Revenue	1,742,663	1,745,000
Investment Income	12,000	7,000
Total Revenue	<u>10,306,515</u>	<u>8,126,351</u>
Expenses		
Instruction	9,431,754	7,696,868
Operations and Maintenance	289,483	289,483
Transportation and Housing	585,278	140,000
Total Expense	<u>10,306,515</u>	<u>8,126,351</u>
Budgeted Surplus (Deficit), for the year	<u>-</u>	<u>-</u>

School District No. 91 (Nechako Lakes)
 Amended Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2025

Schedule 3A

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$		\$	\$	\$
Deferred Revenue, beginning of year		55,163	45,851	1,742,663	124,215	91,983	179,373	36,967	
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	289,483	216,704			160,000	29,400	79,490	583,164	285,611
Other				1,742,663			10,000		
Investment Income			2,000	67,000					
	289,483	216,704	2,000	1,809,663	160,000	29,400	89,490	583,164	285,611
Less: Allocated to Revenue	289,483	271,867	5,000	1,742,663	284,215	121,383	268,863	620,131	285,611
Deferred Revenue, end of year	-	-	42,851	1,809,663	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	289,483	271,867			284,215	121,383	268,863	620,131	285,611
Federal Grants									
Other Revenue				1,742,663					
Investment Income			5,000						
	289,483	271,867	5,000	1,742,663	284,215	121,383	268,863	620,131	285,611
Expenses									
Salaries									
Teachers							74,511	79,376	
Principals and Vice Principals								59,532	28,561
Educational Assistants		209,338							
Support Staff					190,425	42,484	71,464	357,195	28,561
Other Professionals									11,424
Substitutes							17,052		97,107
	-	209,338	-	-	190,425	42,484	163,027	496,103	165,653
Employee Benefits		62,529			48,316	8,497	39,513	111,623	37,129
Services and Supplies	289,483		5,000	1,742,663	45,474	70,402	66,323	12,405	82,829
	289,483	271,867	5,000	1,742,663	284,215	121,383	268,863	620,131	285,611
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 91 (Nechako Lakes)
 Amended Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2025

Schedule 3A

	Classroom Enhancement Fund - Staffing	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Seamless Day Kindergarten	Early Childhood Education Dual Credit Program	Student & Family Affordability	JUST B4	SEY2KT (Early Years to Kindergarten)
Deferred Revenue, beginning of year	\$	\$ 82,031	\$ 10,933	\$ 6,919	\$ 356,308	\$ 14,805	\$ 142,675	\$ 21,364	\$ 15,201
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	3,651,781	503,247	55,000	6,750	415,400	76,000		25,000	19,000
Other									
Investment Income									
	3,651,781	503,247	55,000	6,750	415,400	76,000	-	25,000	19,000
Less: Allocated to Revenue	3,651,781	585,278	65,933	13,669	771,708	90,805	142,675	46,364	34,201
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	3,651,781	585,278	65,933	13,669	771,708	90,805	142,675	46,364	34,201
Federal Grants									
Other Revenue									
Investment Income									
	3,651,781	585,278	65,933	13,669	771,708	90,805	142,675	46,364	34,201
Expenses									
Salaries									
Teachers	2,945,115								
Principals and Vice Principals									
Educational Assistants									
Support Staff		45,000			588,056			35,337	
Other Professionals									
Substitutes									
	2,945,115	45,000	-	-	588,056	-	-	35,337	-
Employee Benefits	706,666	10,350			175,652			10,663	
Services and Supplies		529,928	65,933	13,669	8,000	90,805	142,675	364	34,201
	3,651,781	585,278	65,933	13,669	771,708	90,805	142,675	46,364	34,201
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 91 (Nechako Lakes)
 Amended Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2025

	ECL Early Care & Learning	Feeding Futures Fund	Health Career Grants	Endowment Income	Literacy Now Stewardship	Fort St James Woodlot	TOTAL
	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year		187,359	5,000	5,221	35,784	712,998	3,872,813
Add: Restricted Grants							
Provincial Grants - Ministry of Education and Child Care	175,000	576,742					7,147,772
Other					28,000		1,780,663
Investment Income				9,000		35,000	113,000
	175,000	576,742	-	9,000	28,000	35,000	9,041,435
Less: Allocated to Revenue	175,000	764,101	5,000	7,000	63,784	-	10,306,515
Deferred Revenue, end of year	-	-	-	7,221	-	747,998	2,607,733
Revenues							
Provincial Grants - Ministry of Education and Child Care	175,000	764,101	5,000				8,488,068
Federal Grants					63,784		63,784
Other Revenue							1,742,663
Investment Income				7,000			12,000
	175,000	764,101	5,000	7,000	63,784	-	10,306,515
Expenses							
Salaries							3,099,002
Teachers							222,843
Principals and Vice Principals	134,750						209,338
Educational Assistants							1,732,258
Support Staff		373,736					95,424
Other Professionals		84,000					114,159
Substitutes							5,473,024
	134,750	457,736	-	-	-	-	1,356,467
Employee Benefits	40,250	105,279					3,477,024
Services and Supplies		201,086	5,000	7,000	63,784		10,306,515
	175,000	764,101	5,000	7,000	63,784	-	10,306,515
Net Revenue (Expense)	-	-	-	-	-	-	-

School District No. 91 (Nechako Lakes)

Schedule 4

Amended Annual Budget - Capital Revenue and Expense
Year Ended June 30, 2025

	2025 Amended Annual Budget			2025 Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Investment Income		75,000	75,000	75,000
Amortization of Deferred Capital Revenue	2,415,450		2,415,450	2,415,450
Total Revenue	2,415,450	75,000	2,490,450	2,490,450
Expenses				
Operations and Maintenance	2,715,787		2,715,787	
Transportation and Housing	495,053		495,053	
Amortization of Tangible Capital Assets				
Operations and Maintenance			-	2,715,787
Transportation and Housing			-	495,053
Total Expense	3,210,840	-	3,210,840	3,210,840
Net Revenue (Expense)	(795,390)	75,000	(720,390)	(720,390)
Net Transfers (to) from other funds				
Total Net Transfers	-	-	-	-
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	-
Budgeted Surplus (Deficit), for the year	(795,390)	75,000	(720,390)	(720,390)

2027-28 DISTRICT CALENDAR - DRAFT

www.sd91.bc.ca

JULY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

 = INSTRUCTIONAL DAYS

PROPOSED EXTENDED BREAKS

Summer July 2 - September 3
 Winter December 20 - January 3
 Spring March 13 - March 24

SEPTEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

PROPOSED START & END DAYS

September 7 Opening Day (morning only)
 June 29 Closing Day (morning only)
 June 30 Operational Day (no students)

NOVEMBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

GOVERNMENT APPROVED HOLIDAYS

July 1 Canada Day
 August 2 BC Day
 September 6 Labour Day
 September 30 National Day for Truth & Reconciliation
 October 11 Thanksgiving
 November 11 Remembrance Day
 December 25 Christmas Day
 January 1 New Year's Day
 February 21 BC Family Day
 April 14 Good Friday
 April 17 Easter Monday
 May 22 Victoria Day

JANUARY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

TENTATIVE PRO-D & PLANNING DAYS

September 24 District Planning Day
 October 22 Provincial Pro-D Day
 November 19 Pro-D Day
 February 4 Pro-D Day
 April 7 Zone Pro-D Day
 May 5 District Pro-D Day

MARCH						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

School Attendance Areas

Policy No. 501.1R

REGULATIONS

FORM: 501.1F – Out-of-Catchment Application Form

1. Defined Catchment Areas for the Schools in School District No. 91 (Nechako Lakes)

Babine Elementary-Secondary School

Communities of and rural areas surrounding Granisle and Topley Landing.

David Hoy Elementary School

Open attendance within Fort St. James area.

Decker Lake Elementary School

From the boundary with School District No. 54 (Bulkley Valley) east along Highway 16, including the Broman Lake Frontage Road and Forestdale Canyon Road and Babine Lake Road. Mulvaney Crescent is excluded.

Evelyn Dickson Elementary School

South of Highway 16, from MacDonald Road, including Derksen Road and Markay Drive, to Willowvale Road south (inclusive of Willowvale Road south); west side of Blackwater and north of Sinkut Lake Road (inclusive of Sinkut Lake Road) and west of Tatuk Road. Students living on Saik'uz First Nation may attend Evelyn Dickson or W.L. McLeod Elementary School.

Fort St. James Secondary School

Open attendance within the Fort St. James area.

Francois Lake Elementary School

South of Bald Hill Road (inclusive of Bald Hill Road) on Highway 35 and the north side of Francois Lake.

Fraser Lake Elementary-Secondary School

North and south of Highway 16, east to Willowvale Roads (excluding Willowvale Road) and west to Raymond Road.

Grassy Plains School

The south side of Francois Lake.

First adopted: July 6, 1998

Revised/Adopted: May 7, 2001; February 14, 2005; June 14, 2010; April 25, 2016; February 25, 2022; February 28, 2023; February 18, 2025

Page 1 of 6

Policy No. 501.1R

Lakes District Secondary School

Open attendance area within the Burns Lake area, including secondary students from the south side of Francois Lake.

Mapes Elementary School

East of the MacDonald Road/Blackwater Road junction to Cluculz Lake; east of Blackwater Road from the highway to the Sinkut Lake Road junction, beyond the junction includes both sides of Blackwater Road (including Langston Road).

Mouse Mountain Elementary School

North and south of Highway 16, east to Willowvale Roads-(excluding Willowvale Road) and west to Raymond Road.

Nechako Valley Secondary School

Open attendance area within the Vanderhoof area. No additional busing costs will be incurred.

Sinkut View Elementary School

North of Nechako River, including homes along Vines Road off of Highway 27, west of Hospital Road and west of McLeod Road.

William Konkin Elementary School

Mulvaney Crescent and east of Babine Lake Road along Highway 16 to Raymond Road and south on Highway 35 to Bald Hill Road.

W.L. McLeod Elementary School

North of Highway 16 from MacDonald Road to Willowvale Road north (inclusive of Willowvale Road north) excluding Sinkut View Elementary attendance area. Students living on Saik'uz First Nation may attend Evelyn Dickson Elementary or W.L. McLeod Elementary Schools.

French Immersion Program, W.L. McLeod Elementary School

Open attendance area within the Vanderhoof area. No additional busing costs will be incurred.

2. Attendance Priorities

- 2.1. Priority will be given in the following order:
 - 2.1.1. Students living within their catchment area on the provision that they are registered before or during the first week of school.
 - 2.1.2. Students from out-of-catchment who attended the previous year and are attending before the beginning of the second week of school.
 - 2.1.3. Out-of-catchment students who have sibling(s) currently registered and attending before the beginning of the second week of school.
 - 2.1.4. Students from out-of-catchment who have no siblings attending out-of-catchment school.
- 2.2. Efforts will be made to revise bus routes to accommodate those students registered at their catchment area school, based on current policy and regulations.
- 2.3. District staff may set maximum enrollment limits for schools, programs, or classes as required and these limits may differ from maximum class size limits in legislation, collective agreements, and/or other provisions.

3. Application Process for Out-of-Catchment Students

- 3.1. If parents/guardians wish to register their child/children at a school outside their regular catchment area, they must complete a registration form at their catchment school and an “Out-of-Catchment Application Form” at the school they wish to attend based on Regulation 5.1. **Note:** This application is not a guarantee of school registration.
 - 3.1.1. All out-of-catchment application forms must be received by the end of the school day on **May 15th** for consideration for acceptance for the following school year. Copies of all forms are to be forwarded to the designated district staff member and principal-of the catchment area school.
 - 3.1.2. Proof of address for a primary residence may be required at the time of registration for catchment purposes. Utility invoices, mortgage and rental agreements are examples of proof of residence. Temporary, part-time, or short-term living arrangements do not qualify for catchment residency.
 - 3.1.3. The Out of Catchment application process closes on **May 15th**.
- 3.2. All students will attend their catchment area school until approval is granted.

- 3.3. One (1) out-of-catchment application is permitted for a student each school year.
- 3.4. If the request is not approved, all parties shall be advised no later than the end of the first week of school in September.
- 3.5. All out-of-catchment approvals shall be made at no additional cost to the Board and does not guarantee school bus ridership.
- 3.6. The district reserves the right to grant approval based on exceptional circumstances, family hardship, and/or compassionate reasons. Final decisions will be determined no later than the Friday of the first week of school.
- 3.7. Families that move to a different catchment area mid-year, can continue to attend their current school, and apply for out-of-catchment for the upcoming school year if they are not planning on attending the new catchment school.

4. Enrollment and Capacity Considerations

Where a school cannot accommodate all students within the defined catchment area, the following order will be used to reduce enrollment in affected grades and/or classes:

- 4.1. No new students for that affected grade and/or class from out of the catchment area will be accommodated at the school.
- 4.2. The last student who applied in a grade or in a classroom from outside the catchment area who does not have siblings attending the school. This step may affect one or more families if reduced enrollment is needed.
- 4.3. The last student who applied in a grade or in a classroom from outside the catchment area who has siblings attending the school. This step may affect one or more families if reduced enrollment is needed
- 4.4. Pending no ability to move students attending from outside the catchment area, the last student registered in a grade or a classroom from within the attendance area would be the first student transferred to another school. This includes siblings of continuing students.

5. Application Dates

Out-of-Catchment applications and In-Catchment registration forms will be accepted beginning on the **Monday of the week before spring break**. The district and schools will publicize dates and times in the spring of each year and parents/guardians are encouraged to contact school principals for school opening times and procedures. The deadline for out-of-catchment applications is **May 15th** each year.

6. District Student Transfers

The District may, after consultation with parents/guardians and the school administration affected, transfer a student from one school or program in the district to another for academic, compassionate, social, or behavioral reasons. This could include students from in or out of catchment areas.

Section 2

Cross-Enrolled or Non “School of Record” Student Registrations

Students not currently enrolled in School District 91 or whose primary enrollment is at another school or district are not permitted to participate in District educational programs except as allowed under these regulations, the School Act, or other applicable legislation. To provide equitable educational opportunities, the District must prioritize financial and staffing resources and facility space for students regularly enrolled and funded by the District.

1. Cross-Enrolled Students

1.1 Students in grades 10-12 enrolled in another school district or a provincially approved online school may cross-enroll in School District 91, subject to the district’s operational considerations. Usually, cross-enrollment involves students enrolling in courses from a standard school to an approved provincial online school, though other arrangements may be considered in regular standard schools.

1.2 The number of cross-enrolled courses a student can take in-person at a standard school will be limited to two courses per school year if approval is given. Cross-enrolling to EBUS Academy will have different requirements and considerations than a standard school.

1.3 Cross-enrolled students must be eligible for funding to School District 91, which may be provided by a provincial educational institution or another approved external organization. Families can only directly pay tuition to the District if it is permitted under related policies or legislation. For instance, international students or temporary residents in Canada may pay tuition if specific conditions are met.

1.4 The fee per cross-enrolled course is calculated as one-eighth of the per student provincial funding.

2. Courses Beyond Graduation

2.1 Graduated students may enroll in secondary courses in the year after graduation if space permits and with the school Principal’s approval. Prior to starting classes, the applicant must pay a registration fee per course, calculated as one-eighth of the provincial funding. Regular school and course fees will also apply. Such students must adhere to the school’s code of conduct and attendance policy. Placement cannot be confirmed until mid-September for the first semester or mid-January for second semester.

3. Cross-Enrolled Students with Disabilities or Diverse Abilities

3.1 Students cross-enrolling with identified learning needs who require extra support or specialized programming must secure additional funding to support their programming at school. Cross-enrolled students eligible for supplemental funding must be registered as special education students with School District 91 at the time of enrollment. If supplemental funding is not provided, additional funding must be arranged from another agency or government branch based on the cost of District resources required to support the student.

Regulation Appeals

Parents/guardians may in certain circumstances have the right to appeal the decision of the Superintendent based on the 500.2 – Appeal – Bylaw and Policy.

Use of Private Vehicles

Policy No. 702.8R

REGULATIONS

FORM: 1002.3F – Driver Information Form

FORM: 1002.3F – Volunteer/Coach Information/Application Form

Overview

- **Private vehicle use is typically permitted only for short-distance, in-community school activities. Approval for these trips is granted once per school year.**
- **For in-district travel, private vehicle use requires additional approval for each trip due to the longer distances involved.**
- **Private vehicle use for out-of-district travel is only considered in unique and exceptional circumstances and will be approved on an individual basis.**

The use of privately owned motor vehicles for the transportation of students to and from school-sponsored activities will only be approved when the following conditions are in place:

1. The Principal/Vice Principal of the school making the request will indicate to the Superintendent or designate that:
 - 1.1. The use of a District bus is considered impractical or unavailable;
 - 1.2. That the vehicle appears to be in a safe, roadworthy and properly maintained condition, and has the required number of seat belts and weight appropriate child seats, as required, as per the amendment to *Division 36 of the Motor Vehicle Act Regulations, Child Seating and Restraint Systems (last amended January 1, 2025 by BC Reg. 229/2024)*;
 - 1.3. That the driver has been oriented to School Rules and/or any Safety Procedures;
 - 1.4. That the driver is registered at the School Board Office on the appropriate form. This registration will include the driver's name, address, and telephone number, with a copy of the driver's driving abstract (from the local Motor Vehicle Branch), vehicle insurance, driver's license all recorded on the '1002.3F - Drivers Information Form';

*First adopted: July 6, 1998
Revised/Adopted: Jan 10, 2000; Dec 1, 2003; Dec 8, 2008; Aug 27, 2015; Aug 26, 2016; Jun 2, 2017;
Jan 7, 2020; February 19, 2025*

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- 1.4.1. Schools should submit a request for authorization for the entire school year for in-community travel. Once approved the vehicle and driver would not need to be approved again for that school year as long as all information remains valid.
- 1.5. That if the driver is a non-staff member, they need to comply with 'Policy 1002.3 School Volunteers/Coaches' and has a current {Criminal Records Check} on file at the school;
- 1.6. That the list of students travelling in the private vehicle is on file with their school office;
- 1.7. That parental permission has been obtained by the school prior to travel.
- 1.8. ****Under no circumstances will students be allowed to drive themselves or other students to school district sponsored events.*

Final approval is subject to the Superintendent of Schools, or delegate.



PRD Construction Ltd.
DESIGN - BUILD - INSPIRE



Grassy Plains Daycare

34310 Keefe's Landing Rd

Progress Photos to:

Week of February 14, 2025

PRD Construction Ltd

1253 5th Avenue, Prince George, BC, V2L 3L3

Michael Duck

250.617.6694

michael@prdconstruction.ca



Masonry workers opened 2 new windows in the W side wall and added grout for reinforcement.



Temporary insulation was installed to try to keep the cold out.



Further waterproofing for the windows was completed before window installation



Installation Progress on N side



Framing modifications were completed on most of the new window openings, the Library had the most re-work

Engineered lumber was used for increased stiffness for the large window in the library.



New windows looking South from Group A and Group B rooms



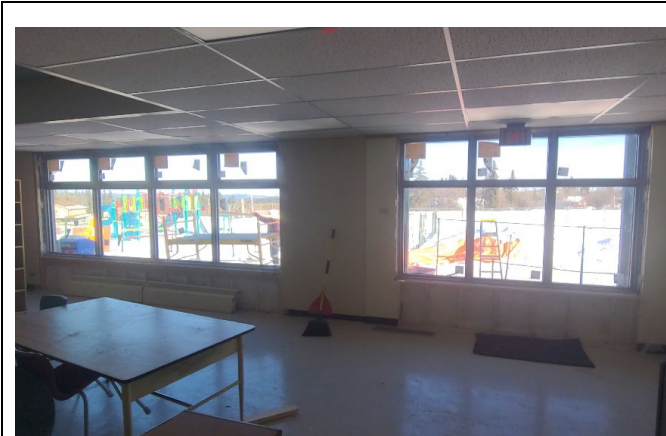
New windows looking South from Group A and Group B rooms



New windows looking North from Foods and Group B/A room



New windows from the outside



Large Library Windows, and Library exterior entry / exit is now windows



Special thanks to the staff for tolerating our disruption in the classrooms. Wall finishes will be repaired as to minimize classroom disruptions.