

Public Board of Education Meeting Agenda



November 25, 2024
6:30 p.m.
School District Office

1. Acknowledgement that the meeting is being held on the traditional and unceded territory of the Northern Secwepemc People.

1.1. Call to Order

2. Approval of Agenda

THAT the agenda for the November 25, 2024, Public Meeting of the Board of Education be approved.

2.1. Adoption of Minutes

THAT the minutes of the October 22, 2024, Public Meeting of the Board of Education be approved as presented.

2.2. In-Camera Meeting Report

THAT the report of the October 22, 2024, In-Camera Meeting of the Board of Education be approved as presented.

3. Presentation – None.

4. Delegation – None.

5. Reports

5.1. Superintendent Report

- 5.1.1. District Plan for Learner Success 2024 Draft Report (CL)

- 5.1.2. School Plans (SC)

5.2. Secretary-Treasurer Report

- 5.2.1. 2025-2027 Multi-Year Plan (BH)

THAT the Board of Education approve the 2025-2027 Multi-Year Financial Plan.

5.3 Committee Reports

5.3.1 Finance & Facilities and Transportation Committee

Recommendation noted in 5.2.1 above.

5.3.2 Policy Committee

No meeting in October.

“Learning, Growing, and Belonging Together”

5.3.3 Education Committee

No recommendations were brought forward.

5.4 Trustees

5.4.1 BCSTA Local Priorities

5.5 Liaison / Representation - None

6 Information (Reading File)

7 Adjournment

THAT the public meeting of the Board of Education be adjourned at ____ p.m.

8 Public Comments

Public Board of Education Meeting Minutes



October 22, 2024 (6:30 p.m.)

Trustees in Attendance: Ciel Patenaude (Chair), Anne Kohut.

TEAMS: Willow Macdonald, Angie Delainey, Mary Forbes, Linda Martens (call dropped at 6:46 p.m. / joined at 7:04 p.m.).

Regrets: Michael Franklin.

Staff: Superintendent Cheryl Lenardon, Secretary-Treasurer Brenda Hooker, Director of Instruction Sean Cameron, Director of Human Resources Taryn Aumond, District Principal Grant Gustafson, Executive Assistant Jodi Symmes.

1. Election of Officers of the Board

MOTION to appoint Superintendent Lenardon and Director of Human Resources Aumond as scrutineers.

O2024.10.22-01

Moved: Trustee Kohut
Seconded: Trustee Macdonald
CARRIED Unanimously

1. Board Chair
Trustee Delainey – (won by acclimation)
2. Board Vice-Chair
Trustee Forbes – (won by acclimation)
3. BCSTA Provincial Council Board Representative
Trustee Macdonald – Nominated / Declined.
Trustee Martens – (won by acclimation).
4. BCSTA Provincial Council Alternate Board Representative
Trustee Kohut – (won by acclimation)
5. BCPSEA Board Representative
Trustee Martens – (won by acclimation)
6. BCPSEA Board Alternate Representative
Trustee Macdonald – (won by acclimation).

The newly elected Chair assumes the chair.

Newly elected Board Chair Delainey attended the meeting remotely. Trustee Patenaude will continue to Chair this evening's meeting.

“Learning, Growing, and Belonging Together”

- Acknowledgement that the meeting is being held on the traditional and unceded territory of the Northern Secwepemc People.

2.1 Call to Order

3. Approval of Agenda

THAT the agenda for the October 22, 2024, Public Meeting of the Board of Education be approved.

O2024.10.22-02

Moved: Trustee Forbes
Seconded: Trustee Delainey
CARRIED Unanimously

Adoption of Minutes

THAT the minutes of the September 24, 2024, Public Meeting of the Board of Education be approved as presented.

O2024.10.22-03

Moved: Trustee Martens
Seconded: Trustee Delainey
CARRIED Unanimously

3.1 In-Camera Meeting Report

THAT the report of the September 24, 2024, In-Camera Meeting of the Board be approved as presented.

O2024.10.22-04

Moved: Trustee Delainey
Seconded: Trustee Macdonald
CARRIED Unanimously

4. Delegation – None.

5. Presentation – None.

6. Reports

6.1 [Superintendent Report](#)

Superintendent Lenardon provided a report on the October events within the Cariboo-Chilcotin School District (CCSD), including the latest student enrollment numbers and non-enrolling Teacher ratios for the district.

6.1.1 [District Plan for Learner Success Update](#)

Director Cameron reviewed the CCSD District Plan for the first month and a half of the school year in two-week snapshots. Data is pulled from MyEd and is based on school days in session.

6.1.2 Indigenous Education Council Changes

District Principal Gustafson reviewed the Indigenous Education Council (IEC) update and discussed how the Council and District will continue to move forward together.

6.2 Secretary-Treasurer Report

Secretary-Treasurer Hooker gave an update to the Board on the CCSD projects and answered questions brought forward regarding Annual Facility Grants (AFG).

6.2.2 Request to Change Meeting Date

THAT the Board hold the regular meetings of the Board on the fourth Monday of the month for the remainder of the 2024-2025 school year.

O2024.10.22-05

Moved: Trustee Kohut

Seconded: Trustee Macdonald

Opposed: Trustee Martens

CARRIED

6.3 Committee Reports

6.3.1 Finance & Facilities and Transportation Committee:

No meeting in October.

6.3.2 Education Committee:

No meeting in October.

6.3.3 Policy Committee:

No meeting in October.

6.4 Trustees

6.4.1 Chair update – verbal update.

Trustee Patenaude informed the Board of Education and the Public of her intent to resign from the Board effective November 30, 2024.

6.5 Liaison / Representation – None

7. Information (Reading File)

8. Adjournment

The meeting adjourned at 7:33 p.m.

9. Public Comments

The Board welcomed nineteen members of the public to this evening's meeting.

Brenda Hooker
Secretary-Treasurer

Ciel Patenaude
Chair

In-Camera Meeting Notes provided pursuant to Section 72 (3) of the School Act:

"A board must prepare a record containing a general statement as to the nature of the matters discussed and the general nature of the decisions reached at a meeting from which persons other than trustees or officers of the board, or both, were excluded, and the record must be open for inspection at all reasonable times by any person, who may make copies and extracts on payment of a fee set by the board".

DATE:	October 22, 2024
TRUSTEE PRESENT:	Ciel Patenaude (Chair), Anne Kohut.
TRUSTEE ATTENDING VIA TEAMS:	Willow Macdonald, Linda Martens, Michael Franklin, Angie Delainey, Mary Forbes (7:50-8:07 p.m.)
REGRETS:	Mary Forbes (5:00-6:20 p.m.)
STAFF PRESENT:	Superintendent Cheryl Lenardon, Secretary-Treasurer Brenda Hooker, Director of Instruction – Sean Cameron, Director of Human Resources Taryn Aumond, Acting Director of Operations Marc Loewen, Executive Assistant Jodi Symmes.

1. Opening by Chair
 - 1.1. Call to Order – 5:05 p.m. and acknowledgment of traditional territory.
2. Agenda and Minutes
 - 2.1. Approval of Agenda
 - 2.2. Adoption of Minutes
3. Action Items
 - 3.1. Bargaining Update
 - 3.2. Briefing Note Provided
 - 3.3. Briefing Note Provided
 - 3.3.1 Briefing Note Provided
 - 3.3.2 Briefing Note Provided
 - 3.3.3 Briefing Note Provided
4. Discussion Items
5. Information Items
 - 5.1. Briefing Note Provided
 - 5.2. Staffing Update
 - 5.3. Executive Compensation
 - 5.4. Property Update
 - 5.4.1 Briefing Note Provided
 - 5.4.2 Briefing Note Provided
 - 5.5. Briefing Note Provided
 - 5.6. Briefing Note Provided
6. Adjournment – 6:20 p.m.
 "Learning, Growing, and Belonging Together"

TO: Board of Education

FROM: Cheryl Lenardon, Superintendent

DATE: November 25, 2024

RE: District Plan for Learner Success 2024-2027

BACKGROUND

The Enhancing Student Learning Reporting Order in the School Act requires districts to submit a Student Learning Report (SLR) annually. Based on Ministry guidelines outlined in the Framework for Enhancing Student Learning (FESL), the report must contain an analysis and response for literacy, numeracy, and career development. For each focus area, there is a requirement to speak specifically to Indigenous Students, Children and Youth In Care, and students with disabilities or diverse abilities. The SLR for the Cariboo-Chilcotin School District has been approved by the board and submitted to the ministry.

Directly connected to the SLR is a district strategic plan that outlines the underlying work and large-scale planning that is required for change or sustained success. Districts can use any format they choose for their strategic plan. The plans do not need to be renewed annually but there is an expectation that they are continually adjusted and adapted to align with the needs identified in the SLR.

The strategic plan in Cariboo-Chilcotin utilizes key performance indicators (KPI), KPI scorecards, and strategy maps to identify, align, and monitor focus areas. The plan's content and focus are drawn from a deep analysis of data within the SLR and extensive engagement with stakeholders, including staff, parents/caregivers, Indigenous communities, and members of the public.

The Board has confirmed the key focus areas of the plan and reviewed the data and strategies of the plan as it was developed.

[2024.2027 District Plan](#)

ISSUE

The 2024-2027 District Plan For Learner Success requires adoption by the Board.

RECOMMENDATION

THAT the Board of Education approve the 2024-2027 District Plan for Learner Success.

TO: SD 27 Board of Education

FROM: Craig Munroe / Sean Cameron

DATE: November 25, 2024

RE: School Plans for Learner Success

ISSUE

The board is required to approve school plans annually.

BACKGROUND

Schools are required to create an annual plan that is submitted to the board for approval. Plans outline focus areas for the school over the coming year. School Plans in the Cariboo-Chilcotin School District are required to align with the district plan and Framework for Enhancing Student Learning, with all schools reporting on Literacy, Numeracy, and Human and Social Development. Schools are provided with a template, and school principals facilitate the creation of school-level plans through conversations with staff.

DISCUSSION

This year, schools were provided with a revised template that is part of the new reporting solution CIMS. For each reporting area, schools were required to review a provided data set and then provide commentary on their analysis of the data, successes over last year, areas for growth and improvement, and next steps for the coming school year.

Staff will provide a demo of the new school plan solution with a detailed overview of how the planning process occurs at the school level. Trustees will be provided with print and digital versions of the submitted school plans in a consolidated format to allow analysis and commentary for each school to be reviewed.

Plans submitted for approval:

Forest Grove Elementary
Horsefly Elem-Jr Secondary
Marie Sharpe Elementary
150 Mile Elementary
Chilcotin Road Elementary
Mountview Elementary
Columneetza Junior Secondary
Anahim Lake Elem-Jr Secondary

100 Mile House Elementary
Likely Elem-Jr Secondary
Big Lake Elementary
Cataline Elementary
Naghtaneqed Elem-Jr Secondary
Nesika Elementary
Tatla Lake Elem-Jr Secondary
Lake City Secondary

Plans for future approval:

Lac La Hache Elementary
Peter Skene Ogden Secondary
Horse Lake Elementary
Dog Creek Elem-Jr. Secondary
Mile 108 Elementary

Alexis Creek Elem/Secondary
Graduation Routes Other Ways
Skyline Alternate School
PSO Outback Storefront

RECOMMENDATION

THAT The Board of Education approve submitted school plans as presented.



Forest Grove Elementary

Literacy

Analysis:

The data shows 60% proficient in both data sets. Indigenous on reserve students are developing and emerging in all data sets. Indigenous non-status students are 50% proficient and 50% emerging and developing.

Successes

We are seeing positive results from our work implementing Faye Brownlie's principles into practice. Students achieving at a proficient level is increasing and information from DART and EPRA are facilitating earlier interventions for students that require them.

Areas for Improvement

Our Indigenous students need more focused support to meet our literacy goals. Results on FSA assessments indicate some students still struggle with comprehension.

Next Steps

School wide focus on explicitly teaching reading strategies using data collected from our reading and writing assessments.

Supplemental reading support (teacher, EA, LST) for targeted students

Promote focused silent reading time in classes.

Highlight and make visible the Indigenous Principles of Learning in all of our classes.

Use reading groups to support peer teaching and cooperation.

Numeracy

Analysis:

There is an overall improvement in students on-track from both grades 4 and 7 year over year. Status on reserve students are still developing.

Successes

Overall improvement from both grades. FSA results show growth but still room for further improvement in specific areas.

Areas for Improvement

Numeracy is not showing as much success as Literacy in our school. Indigenous on reserve students are still in the Developing range. FSA results indicate that each cohort has strengths in different areas and multi-step word problems are a challenge.

Next Steps

We will collect and analyze the information from our grade 4 and 7 FSA's along with report card marks to see if there are specific areas of focus requiring further support, especially for our Indigenous students.

Explore First Peoples Principles of learning in practice for math

Using input from our EA's to help identify student strengths and weaknesses

Implement Carole Fullerton's work and collaborate as a staff to ensure that we are putting these techniques into practice.

Human and Social Development

Analysis

General attendance numbers have increased over last three years. Over 60% of the students feel welcome and cared for at school. Five percent of students are in an area of concern.



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Successes

A large percentage of our students feel welcome in our school. Attendance is improving each year.

Areas for Improvement

More work is planned for our Indigenous students. Frequent contact from multiple staff members to ensure that students do not feel left behind. A small percent of students need a concerted effort to help them feel safer and more welcome in our school. These students will be a focus of staff meetings this year.

Next Steps

Attendance successes will be celebrated monthly and students' concerns will be contacted.

We will spend time teaching our students to understand what it is to feel welcome and to feel a sense of belonging in our school.

Classroom teachers will give students opportunities to share feelings, experiences and special events through classroom discussion, journal writing, etc.

We will make Indigenous culture more visible in our school by displaying more Indigenous artwork and acknowledging Indigenous culture throughout the school year (our aim is to do something to acknowledge the T&R Commission calls to action every month).

Acknowledge Indigenous Culture by inviting guests from the local community.

Utilize the Careers district resources in our classrooms as students explore possible paths for future directions.

Appendix:

[Online Data](#)



Horsefly Elem-Jr Secondary

Literacy

Analysis:

Grades continue to have students reading at levels demonstrating that improvement is needed.

Successes

Evidence does show that targeted support does improve reading levels as students mature.

Areas for Improvement

- Improve the number of students reading at or above grade level.
- Use research based, literacy skill development, to improve literacy skills.

Next Steps

- Actions for Enhancing Student Learning and Experience
 - o Continue to make literacy important in all subjects.
 - o Showcase literacy during school assemblies.
 - o Showcase writing examples during daily writing practice.

Numeracy

Analysis:

Some students are continuing to demonstrate low achievement in the numeracy assessments.

Successes

The majority of students are embracing the numeracy programs and demonstrating proficiency.

Areas for Improvement

- Highlight the importance of the basic facts.
- Discuss with staff the skill development needed to ensure students are being challenged to meet the skills to move forward in the grades.
- Use common assessment tools.

Next Steps

- Actions for Enhancing Student Learning and Experience
- Develop common assessment goals in all grades.
- Embolden the importance of basic facts.
- Actions for Enhancing Staff Capacity & Learning
- Discuss professional development opportunities during staff meetings.

Human and Social Development

Analysis

The data shows that most students feel that they belong and are welcome at school.

Successes

In a school with limited adults, most students feel cared for by all in the building.



Areas for Improvement

Attendance continues to be an issue with a large group of our families.

Next Steps

Continue to have school based team meetings where the issue is raised and the solutions and explored.

Appendix:

[Online Data](#)



Marie Sharpe Elementary

Literacy

Analysis:

We have seen a decrease in proficiency over the last 3 years, but we assume that is due to improving our understanding of assessment practice, and not a reflection of student performance.

Successes

We are administering assessments to get true data now, without the worry of how the results look. Staff are now able to use the assessment data to plan targeted instruction for students. We saw incredible growth last year in our primary grades in the area of reading.

Areas for Improvement

Our intermediate students are still not progressing. We still have a sub group of students who have not achieved functional literacy skills.

Next Steps

Targeted literacy instruction in primary grades will continue through our collaborative literacy time. We are using the literacy screener tool to monitor the progress of students who are working below grade level. Intermediate teachers will be introducing targeted reading instruction (guided/levelled) to better meet individual needs. We are also implementing phonics/phonemic awareness programs across grades to improve skills in those areas as well.

Numeracy

Analysis:

Our data shows a high level of proficiency; however, assessment does not. We wonder if we are assessing students in an authentic way or are we over grading them?

Successes

Teachers are noticing a development of foundational skills for some of our most vulnerable learners.

Areas for Improvement

We need to look at ways to better assess students. We also need to gain a better understanding of what skills are required so that we can allow for adequate teaching.

Next Steps

Teachers are using a planning tool this year for numeracy to look deeply into the curriculum so that teaching is targeted for all necessary areas at that grade level.

Human and Social Development

Analysis

Our attendance rates are still concerning. 44% of our student body is at risk, and a large portion of those students missed more than half the school year. We need to do better at connecting our students and families to the school.

Successes

Our attendance last year was the best seen in 3 years. A majority of our students also felt a strong sense of belonging this past year. A couple of students who had previously spent a lot of time at home due to behaviour concerns were connected in new ways last year and had excellent attendance rates.



Areas for Improvement

We have a sub-group of students who scored low in all areas (attendance, sense of belonging and feeling welcome). We are working on ways to connect these students.

Next Steps

All staff are working on using restorative practices to work through behaviour challenges. We are working on creating deeper connections to classroom spaces and teachers, rather than referring to the office. We are implementing trauma-informed practices (10 Steps to Creating Trauma-Informed Schools)

Appendix:

[Online Data](#)



100 Mile House Elementary

Literacy

Analysis:

There is an overall down trend in literacy scores across all groups over the past three years, with Status Off and On Reserve students showing the lowest achievement scores. We are curious as to whether that may be partially in part to a better understanding of the purpose of assessments and collaborative marking rather than each teacher marking their own students' work.

Students with designations scored lower across, with only category D showing students at the On Track level.

School-based reporting shows trends that are in line with DART & FSA scores, but also that there is an upward trend on the number of students that reach proficient by the final term.

School-level reporting is in line with FSA and DART/EPRA levels (44%, 46%, and 45% respectively). This indicates consistency in assessing, indicating that teachers are not inflating marks on report cards.

Successes

Further exploration of data shows that though the percentage of students at Proficient is lower, so too is the percentage of students at the Emerging level. The first reporting period shows 29% of students achieving at the Emerging level. That number drops to 19% by the end of the year.

Intermediate students showed an overall improvement in fall DART from last year to this.

Report card scores show an overall improvement in the number of students that are proficient by the end of the year, particularly at the grade six level. This is interesting as we had Faye Brownlie come and work with our grade six/seven team of teachers last year.

Areas for Improvement

Across all grade levels, our students are encountering challenges in achieving proficient literacy levels. Notably, our kindergarten through second-grade cohorts exhibit the highest percentage of students who are still developing their literacy skills. This situation is particularly concerning, as foundational literacy skills established during these early years are critical for future academic success.

This year, the primary education department is exploring integrated approaches to literacy instruction, aiming to ensure that students progress with consistent skills and competencies.

In the intermediate grades, students demonstrate an ability to comprehend instructions and respond to questions; however, their responses often lack depth and fail to provide comprehensive explanations. Evidence of thorough understanding is minimal, with many students contributing only the most basic information. In response, educators in the intermediate grades have committed to a collaborative initiative focused on decelerating the writing process. This approach involves revisiting assignments to encourage more substantial and well-developed writing.

Next Steps

Our strategy for primary students focuses on identifying those who need additional support and developing tailored small-group instruction sessions. Engaging parents is essential; we will host an event to guide them on how to reinforce literacy skills at home through reading and conversation. Additionally, we will incorporate outdoor education as



a tool to enhance literacy, using nature-based activities to engage students and cultivate a love for learning.

For grades 3-5, we will implement a focused action plan to improve the writing process through a structured program that emphasizes drafting, revising, and editing. Regular peer-review sessions will encourage constructive feedback, helping students refine their explanations. We will prioritize the integration of reading and writing, with assignments that require deep text analysis and written expression.

Collaborative projects will promote teamwork, and cross-grade partnerships will allow older students to mentor younger peers. These strategies aim to deepen students' understanding of literacy, ensuring they not only meet but exceed expectations in writing and comprehension. By implementing these coordinated efforts across all grades, we aim to significantly enhance literacy proficiency and ensure students build a strong foundation for future academic success.

Numeracy

Analysis:

Recent data reveals a concerning decline in numeracy scores among students over the past three years, mirroring trends observed in literacy. Interestingly, grade four Indigenous students demonstrated higher performance compared to the overall student cohort, whereas their grade seven peers showed lower scores relative to the broader population.

Successes

Though the number of students on track for numeracy is lower than hoped for, the number of students at the emerging level is declining. Students on the lower range seem to be experiencing greater growth than those with greater skills in previous years.

Areas for Improvement

Both on and off-reserve Indigenous students at the grade seven level are finding greater success than the whole group, pointing in the direction of closing the educational gap for this group.

Next Steps

To address weaknesses in numeracy, our action plan focuses on collaborative efforts among teachers and the incorporation of outdoor education. After each reporting period, educators will work together to identify common areas of difficulty in numeracy across their classes. This analysis will inform the development of targeted instructional strategies aimed at addressing these specific skills, ensuring that teaching aligns with student needs. Additionally, we will increase the frequency of assessments, utilizing both formative assessments for learning and summative assessments to refine instructional practices. To foster peer support, we will facilitate mentoring within grades, allowing experienced students to assist younger peers in developing their numeracy skills. Outdoor education will be integrated as a tool to engage students in hands-on numeracy activities, making learning more relevant and enjoyable.

Professional development will also play a crucial role, as we engage experts (such as Carole Fullerton) to enhance teacher capacity and cohesion in numeracy instruction. By implementing these strategies, we aim to strengthen numeracy skills across all grade levels, ultimately improving student outcomes in this critical area.

Human and Social Development

Analysis

Our survey data shows that overall, students feel welcome at our school in both Indigenous and non-Indigenous populations. 76% of our students feel that they are cared



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for by multiple adults at school, with Indigenous students reporting higher numbers. This sense of belonging and connection to school is reflected in increased attendance levels compared to last year (10% greater on average attending 90% or more).

Successes

Our focus last year was on making students want to come to school. We did this through building relationships and offering things outside of curriculum to make their school experience more desirable. We offered things like spirit days, competitions, an abundance of lunch time activities, intramurals and cross school get togethers to create some excitement about coming to school. We saw an uptick in attendance as shown above, but this year we are showing incredible gains already in the number of students with chronic absenteeism. Making these connections with students outside of the classroom, and with students from other grades has strengthened our school culture as a whole. Results from our survey show that Indigenous students most consistently felt connected to adults.

Areas for Improvement

To ensure that all our students feel welcomed and a sense of belonging, we recognize that there remains work to be done. We are committed to this goal as we continue to implement the initiatives we launched last year. While we saw an improvement in attendance, we aim to reduce the percentage of students attending less than 80% from the current 33% to closer to 15%. Although this is an ambitious target for the upcoming year, we believe that increased attendance will significantly enhance students' access to learning opportunities.

Next Steps

Based on data from last year's school survey, we are focusing our efforts on students who indicated that they feel cared for by fewer than two adults. We believe this presents an opportunity to ensure that all students feel valued and supported. By fostering intentional connections, we anticipate an increase in the number of students reporting that they feel welcome and a sense of belonging most or all of the time. Additionally, we will continue to provide opportunities for students to engage in enjoyable activities with both their peers and staff, reinforcing a positive school environment.

Appendix:

[Online Data](#)



Likely Elem-Jr Secondary

Literacy

Analysis:

Analysis:

- according to this data set
- majority of the students are on-track
- some inconsistency between report card data and Dart/EPRA assessments
- goal for alignment between the data sets
- do not see any significant differences in achievement between student groups
- due to small population size, all student groups are discussed, planned for, and supported

Successes

Successes:

- need more info/data on specific areas of success

Areas for Improvement

For Improvement:

- some reluctant writers; increase engagement and output

Next Steps

Actions: Next steps/actions planned?

- introduce students to broader range of books/genres
- continued ProD- look at assessment options
- alignment of data set

Numeracy

Analysis:

Analysis:

- according to course mark data the majority of students on track
- through teaching and AFL practices this Fall - wonder about the accuracy of this data

Successes

Successes:

- not enough information from this data

Areas for Improvement

For Improvement:

- more informations required re: gaps in specific math strands? computation skills, problem solving, basic facts

Next Steps

Actions: Next steps/actions planned?

Numeracy assessment

School discussion - grade to grade level expectations for basic number sense and computational skills

How will we know?

Human and Social Development

Analysis

Analysis:

- poor attendance

School Plan for Learner Success 2024-2025



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- belonging is low for a rural school site
- wonder if the students understood the questions in the survey?

Successes

Successes:

- most students feel welcome at school

Areas for Improvement

For Improvement:

- attendance
- adults that care (dig into this)

Next Steps

Actions: Next steps/actions planned?

- re-survey
- did into # adults that care

Appendix:

[Online Data](#)



Big Lake Elementary

Literacy

Analysis:

Analysis: The data shows the majority of students at Big Lake School are On-Track for Literacy (75-80% of students). There is consistency across the different data sets.

Successes

Successes:

- Reading - enjoyment, fluency, making connections, reflecting, and overall comprehension of text
 - o increase in the variety of genres selected, confidence and drive to read more
- Writing - improvement in imagery and detail, stamina, basic conventions (paragraphs)
 - o consider themselves as an author who care about their readers

Areas for Improvement

For Improvement:

- accepting feedback and making changes to improve
- quality over quantity
 - o Digging deeper into literacy (less competition)
- adding more details and include more deep thinking ideas

Next Steps

Actions: Next steps/actions planned? • schedule more writing conferences

- continue with lit. groups and small group instruction
- update book sets (reading) – look at novel sets (this year we borrowed sets)
- ProD

Numeracy

Analysis:

Analysis:

Approx. 80% of the students are on track

Successes

Successes:

- students enjoy Math
- participation in Number Talks and collaborative activities
- improvement in basic facts and computational strategies

Areas for Improvement

For Improvement:

- continue to practice basic facts, number sense, and place value

Next Steps

Actions: Next steps/actions planned?

- still looking for a good assessment to find baseline data in the Fall to plan for instruction
- dabbled with the Fullerton assessments, but required too much pre-teaching and did not give us the baseline data we were looking for
- discussion about collaborating and developing our own numeracy assessment



Human and Social Development

Analysis

Analysis:

- strong sense of belonging at Big Lake School

Successes

Successes:

- students are connected to adults
- morning snack program

Areas for Improvement

For Improvement:

- attendance

Next Steps

Actions: Next steps/actions planned?

- continue morning snack program
- incentives for attendance
- continue morning circle and end of day gratitude circle
- track attendance (excused vs unexcused absences)

Appendix:

[Online Data](#)



150 Mile Elementary

Literacy

Analysis:

We have strong literacy results. All our identifiable minority groups are posting excellent results - better than school averages. Our developing % is consistent with FSA results but our emerging FSA % results are double our school assessments. Some of our at risk groups are slightly below our school average.

Successes

About 2/3 of the school is showing proficient or better literacy skills. Our indigenous students combined overall have higher than school averages in literacy

Areas for Improvement

For Improvement: Where is there room for improvement? (Overall, sub-groups, other groups, actions to adjust). Staff need time to collaborate with each other and a learning teacher to analyze results of the DART/EPRA assessments to begin planning based on data. Using the research of Dylan Wiliam we will try to incorporate embedded formative assessment strategies in the classroom more often.

Next Steps

Actions: Next steps or actions planned? Explicit teaching of reading/writing strategies exposed by DART/EPRA/SWW results. Implement UFLI strategies for phonological awareness in early primary grades. Create literacy displays of student work throughout the school. Use formative assessment as a PLC objective.

Numeracy

Analysis:

The percentage of students on track for numeracy expectations is 2/3 of the school. Status On-reserve students are not performing close enough to school average. Indigenous students combined have a higher than school average in numeracy.

Successes

We are having discussions on common assessment strategies (Dylan Wiliam - Formative Assessment) so we can better compare school data with provincial data. We are improving and updating our math resources to reflect skills highlighted in the Professional Learning Series.

Areas for Improvement

Need a focus on teaching foundational math skills in all grades with a focus on using manipulatives (K-6). encourage staff collaboration in planning for continuity of student skill development. More common assessment practices based on Dylan Wiliam and the use of AFL.

Next Steps

Look into securing a math resource (textbook) that will provide a foundation to the math program through the school. Bring forth AFL practices while focusing on embedded formative assessment

Human and Social Development

Analysis

A quarter of our students are still only reporting 'belonging' sometimes which is concerning. Students reported almost 20% they do not know if adults care which is concerning

School Plan for Learner Success 2024-2025



Cariboo-Chilcotin School District
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Successes

2/3 of our students report 4 or more adults care which is great. 75% of our students feel welcome which is also very good

Areas for Improvement

Need to lower the sometimes reporting for both sense of belonging and feeling welcome at school. Need to try and identify if a link exists to our struggling learners.

Next Steps

Hold monthly recognition assemblies – highlighting student efforts in arts, academics, citizenship and athletics. Increase Indigenous content and culture in all areas of the curriculum and school. Improve home contact in both frequency and record keeping

Appendix:

[Online Data](#)



Chilcotin Road Elementary

Literacy

Analysis:

The data entered does not represent the population of students. A large number of students have not written the assessments. Approximately 57% of students are meeting or succeeding. 24% of the students are progressing. The number of students in the emerging category seems to be doubling each year. In further analysis we can see that school attendance is not the issue. We currently have no students in care. Students in the emerging category are primarily made up from Special Ed (G,D) and students on and off reserve.

Successes

Slightly more students writing each year. Proficiency level seems stable. Slight growth in the extending level. School attendance is high.

Areas for Improvement

We need more data entered. We need more students writing to create accurate data. Writing skills seem to be lagging across the school. A finer literacy assessment (Assessing Reading Student Profile) needs to happen to determine the barriers in literacy learning and to provide learning targets. Literacy skills for Indigenous students on and off reserve as well as students in special ed categories needs to improve.

Next Steps

Using a finer assessment to determine instructional targets. Reviewing student reading materials to support reading levels. Developing a school based literacy team to provide targeted intervention in the classroom. This is in addition to classroom literacy learning. Using helping teachers to support assessment and literacy collaboration. Using support staff to review the lagging skill areas of literacy. Expanding support staff skills and strategies targeting working memory and processing (executive functioning). Increase student independence by getting the students to do the thinking. Increase the use of technology for older students to help foster independence.

Numeracy

Analysis:

The data seems very incomplete. 44 students are represented in this data collection. What are the results of the remaining 150 students not in data collection? There are a small number of students with emergent math skills, a student with a Special Ed category and a student On Reserve. The majority of the students are developing with a similar number of students achieving proficient. Our FSA's are showing a slight decrease in on track data. The small data size makes interpreting trends challenging.

Successes

We are seeing small numbers of students reaching extending in FSA's. Overall small numbers of students emerging.

Areas for Improvement

Downward trend on FSA achievement. Overall low numbers of student achieving proficient.

Next Steps

Carol Fullerton resources in the classrooms. Refresh supplies of math manipulatives. Implementing Carol Fullerton's sequence of learning and strategies. EA's supporting review and practice. The literacy supports that we are implementing should transfer to support math literacy.



Cariboo-Chilcotin School District
Learning Better Together



Human and Social Development

Analysis

High numbers of students are feeling a sense of belonging, feel cared for by adults, and feel welcome in the building. These numbers include all sub categories. There were a few students that responded that they did not know if adults cared or if they had a sense of belonging.

Successes

This data represents strong relationships and trust. Our attendance rates indicate a strong sense of belonging and people feeling welcome.

Areas for Improvement

Continue working with students that are developing their personal awareness.

Next Steps

The school is focusing on the Seven Sacred Teachings, on a monthly deep dive into understanding and practice. Our morning land acknowledgement, showcases the shared nations. Our school theme of Walking Together, teaches us that we all belong and are in this together. Our entrance displays the elders and the sacred teachings. Each staff member chooses a student weekly who displays various attributes of the Seven Sacred Teachings.

Appendix:

[Online Data](#)



Mountview Elementary

Literacy

Analysis:

The data shows that Mountview students are about 50/50 when it comes to being on track in literacy. This trend is also true in how the Mountview Indigenous students are performing. Other subgroups such as CYIC show that they are mostly developing in literacy.

Successes

We have done a good job using data to inform practice, especially for students that struggle. These students were identified, and provided support through collaboration between the teacher(s) and the LST, and any other staff as needed.

Areas for Improvement

Mountview needs to improve in areas of decoding and structured language in the primary grades, and comprehension in the intermediate grades. This would be true for all subgroups as well. We want to improve the frequency and quality of students reading in school (buddy reading, daily DEAR).

Next Steps

Mountview will implement a peer reading development program (buddy reading), teacher collaboration time during buddy reading, a new home reading program, and a deep dive into implementing better strategies for structured language practice in the primary grades and teaching comprehension in the intermediate grades.

Numeracy

Analysis:

Our data indicates most Mountview students are proficient or better, but a group at emerging/developing persists. This would be the same across all subgroups.

Successes

There has been inroads into Carole Fullerton approaches to instruction and a strong effort to update and modernize math resources. We have had good alignment of philosophy and practice through collaboration.

Areas for Improvement

We will work hard on identifying vulnerable/struggling learners and target with necessary supports. There will be a strong focus on building understanding of the four basic operations school wide.

We will develop a K-6 scope and sequence to ensure continuity of development, expectations.

Next Steps

Commit to staff collaboration on scope and sequence, common assessment, and sharing of best practices. Staff will continue to work on Fullerton approaches to instruction.

Human and Social Development

Analysis

Our data shows that the majority of students at Mountview feel a strong sense of belonging, know many adults care about them, and they feel welcome at school.

Successes

We had an increase in the number of students attending at least 80% of the time. This



was due to a strong effort by staff to connect with caregivers if students were absent for 3 days or more.

Areas for Improvement

We can do more in having more students feel a sense of belonging. Simple steps have been put in place like implementing a 'caught you doing something good' program, monthly recognition assemblies, and more focus on indigenization of curriculum through collaboratoin and team teaching with the Shuswap Language/Cuture teacher. Students reporting low scores in the survey last year were identified and provided support they identified needing (most were counselling and conflict resolution). This work will continue this year

Next Steps

We will implement layers of support for those students not attending (LST, ISW, Admin, support services) and those that do not feel a sense of belonging. We will continue to call home after 3 days of absence. We will implement 'caught you' program, hold monthly recognition/celebration assemblies. We will dig deeper into more trauma-informed practice and have staff attend training offered during the school year.

Appendix:

[Online Data](#)



Columneetza Junior Secondary

Literacy

Analysis:

Analysis: The recent Course Marks and DART data show that the bulk of our students are developing and proficient with respect to literacy. The FSA in Grade 7 shows that half of students are emerging and half are on track for literacy. Students don't perform as well on the FSA as they do in class and on the DART. How are each of the sub-groups doing?

Successes

Successes: The success are that a large majority of our students are on track. In the last couple of years we have had a lot of teacher engagement with ProD, onsite assessment workshops and understanding proficiencies. There is an effort among staff to focus on vocabulary instruction and understanding text across the curriculum.

Areas for Improvement

For Improvement: There is room for improvement in creating more access points in literacy for students with diverse learning needs and for indigenous students.

Next Steps

Actions: The Learning Support Team at Columneetza is going to offer a series of workshops this year for staff to take a deep dive into teaching literacy. The focus will be on understanding vocabulary and analysing text to make meaning that goes beyond recalling facts. There will be opportunities for teachers to participate in DART assessment workshops and a district-wide FSA marking day. There will be learning rounds in staff meetings that address using the proficiency scale and writing summative learning updates.

Numeracy

Analysis:

Analysis: The learning update data shows that students are mostly developing and proficient in numeracy while the FSA data shows that more students are emerging than on track or extending. This means that teachers are assessing students with a higher proficiency than the provincial standard.

Successes

Successes: The data is more reflective of student understanding than in previous years where the majority of students were on track. These results could be reflective of moving from a marks based assessment to a sliding scale of proficiency. We currently don't use a school-wide numeracy assessment to check for understanding across our school and I think this would give us more data to plan for areas of growth.

Areas for Improvement

For Improvement: We could improve the percentage of students at the proficient and extending levels, especially our students with special needs.

Next Steps

Actions: Provide collaboration opportunities for Math teachers using school growth funds. We have scheduled a November In-service with Carole Fullerton on instructional practice with Grade 7 teachers and also hope to meet with her to discuss using her numeracy assessments in a school-wide manner. Encourage Grade 7 teachers to join the FSA marking day to assess numeracy.

Human and Social Development



Analysis

Analysis: We have a high number of students that "all/most/sometimes" feel a sense of belonging, connect with adults that care and feel welcome at school. We had 31% of students choose "don't know" for adults that care. For students with special needs, there were 27% of students that "sometimes" feel welcome at school.

Successes

Successes: The data shows that staff are connecting with students at school in a safe and caring way.

Areas for Improvement

For Improvement: We could improve the question about adults that care to try and get a better understanding of "don't know." Did students use "don't know" because they didn't know how many adults cared or because they didn't know if any adults cared? I think staff would like to know from students when they don't feel welcome at school and how to address "sometimes/always/never."

Next Steps

Actions: Continue to improve welcoming practices at school: learning students' names, talking with students in the hallways and in class, welcoming students that arrive late, supporting basic needs with dignity and inviting parents and caregivers into the school with lots of community support. This year, we have a Student Council that meets biweekly to add student voice into our understanding of students' needs. The school support teams (social/emotional and academic) meet weekly to discuss priority students and plans for communicating with home, providing possible outreach and organizing school-based team meetings with parents, caregivers, students, Education Coordinators and staff.

Appendix:

[Online Data](#)



Anahim Lake Elem-Jr Secondary

Literacy

Analysis:

The data is showing our students continue to emerge and develop at a slow, but steady rate.

Successes

Our success is based on students attending more days but we need to translate that into measureable results in learning.

Areas for Improvement

There is room for our students to move from emerging to developing, proficient and extending.

Next Steps

School-wide writing, every day Cover the bulletin boards with students' work. This is already being done in lower grades. We need to focus on those students who do not yet feel comfortable reading and writing.

Numeracy

Analysis:

The analysis shows a more concise reports as to where the students are. We can see that fewer students are barely passing, more are developing skills than before and more than 25% are proficient in their numeracy skills.

Successes

Better results for students due to more direct teaching initiatives school wide.

Areas for Improvement

We need to continue with what we are doing and also try more ways of engaging learners with numeracy.

Next Steps

Use games, math buddies, small contests, consistent quizzing and repetition of learned methods to launch from and return to.

Human and Social Development

Analysis

The data shows that the most students feel welcome at school, many do not know for sure that there are adults at school who care for them. Nearly 50% of the children only sometimes feel they belong at school.

Successes

Successes are that we are creating a welcoming environment at school. However, many children need to see and hear that we care about them. We must work harder to bring those who don't feel they belong into our embrace.

Areas for Improvement

We need to help students who don't feel included to find a way to feel they belong just like everyone else.

Next Steps

Remind staff of what the data has shown us. Make sure students KNOW we care and that

School Plan for Learner Success 2024-2025



they belong in our school. We all belong.

Appendix:
[Online Data](#)



Cataline Elementary

Literacy

Analysis:

Just over half the students were Proficient in Literacy. 91% of students were on track based on Learning Update results. Student school results are in line with Literacy Assessments (EPRA & DART). However, Grade 4 FSA results show more students are not on track (23% compared to 9%).

Indigenous learners are showing marginally lower results in literacy, with 88% students on track in both their Course Marks and Literacy Assessment results.

Successes

Student course marks align with school assessment data. There are more students at or above literacy expectations than students below.

There was overall growth in literacy achievement of 4% from 2022-2023 to 2023-2024 as indicated in our literacy assessment results. This could be due to an intentional shift in targeted teaching, using assessment data to help focus and guide areas of literacy instruction.

Areas for Improvement

Many students are below grade level in literacy, both reading & writing.

Early primary students lack the foundational skills of letter recognition & phonemic awareness

Intermediate students will need to continue to develop comprehension strategies & synthesis of text

Next Steps

- Differentiated instruction (meeting students where they are at)
- Expand engagement in common classroom practices from research (Adriane Gear, Faye Brownlie)
- Increase daily writing across the curriculum - providing consistent, targeted descriptive feedback with the opportunity for students to revise.
 - With formative feedback students will have opportunity to learn and improve
- Ensuring all students are accessing grade level curriculum
- Class Home reading program
- Reader's theatre
- Daily cross curricular writing/reading
- Use of OSOs for building and reinforcing foundational literacy skills
- UFLI instruction – focus on primary years phonological awareness & process
- Using explicit and systematic phonics program that introduces students to the foundational reading skills
- Engaging in phonological awareness screening and concepts of print for all primary students in K-3 with classroom teachers, literacy lead teacher and school speech and language pathologist (Ms. Perry, Ms. Eilers, Ms. Lundeen, & SLP-EA Mrs. Johnson)
- Improve home communication frequency to better engage parents
- SBT meetings to address at-risk or vulnerable learners
- Responsive intervention with school support team
- Letter Buddies – in school literacy mentorship

Numeracy

Analysis:

Analysis: 93% but only 89% of Indigenous students are on track. of students are on track (Dev-Ext). Grade 4 FSA results show only 62% of students are on track. There is a discrepancy in data (results).



91% of Indigenous learners are on track according to their school results, but FSA results indicate 58% on track.

Successes

Successes: Students are seeing growth and success with current numeracy instruction. Students are engaged in hand-on critical thinking learning. FSA results improved significantly from the previous year due to intentional planning, collaboration, and teaching prior to the FSA, using the assessment as a instruction tool, aligning classroom practice with assessment delivery, thus providing authentic results. Learners are engaged in hands-on learning, focusing on using manipulatives, outdoor and real-life numeracy problem-solving, and the opportunity to demonstrate their understanding in various ways. Anecdotally, there has been an increase in student engagement, curiosity, and shift in student confidence around numeracy.

Areas for Improvement

For Improvement: 31% of students left the last school year below expectations (Em-Dev). With improved confidence, learners still need a focus on teaching foundational math skills in all grades. Continued teacher development and collaboration in planning of numeracy instruction, using current research and pedagogy for continuity of student skill development.

Next Steps

Actions:

- Using guided instruction approach to meet students where they are at
- Connect teachers with learning series numeracy experts & resources: Carole Fullerton
- Using Peter Liljedahl and Carole Fullerton strategies to get students engaged and working together (vertical learning spaces, group work, visible, hands on, manipulatives)
- Find access points at grade level curriculum for all students while also supporting students in developing basic skills at their level
- Clear understanding of grade level expectations
- Guided math centers/activities
- Buddy math opportunities – teachers and students did not have an opportunity to participate in this learning this school year
- Classrooms equipped with the tools (manipulatives) students need for rich tasks
- Ensure teachers have the resources required to support literacy instruction
- Investigate a math resource that will present a foundational scope and sequence numeracy program with grade leveled material that will help guide teacher and school numeracy instruction
- Using OSMOs to build foundational skills
- Using digital software to reinforce foundational skill development (district Mathletics license)

Human and Social Development

Analysis

- 73% of students felt welcomed at school most or all the time. 4.7% of students almost never or never felt welcomed at school.
- 67% of students felt a sense of belonging at school most or all the time. 4.7% of students almost never or never felt a sense of belonging at school.
- 67% of students felt a sense of belonging at school most or all the time
- 91% of students felt they had at least one adult who cared about them at school. 0.53% of students felt they did not have an adult care about them at school. They remaining students 'did not know'.

Successes

Only 1 student did not feel a sense of belonging. Of the 8 "Unkown" for Adult that Care -



students later indicated that they actually did not know as they could not indicate a specific number, but knew adults cared about them. In all, most students indicated that they felt cared for and welcomed at school.

Areas for Improvement

Reaching out to those "forgotten" students. The students who may be quiet or shy. Building connections with all students, finding common interests and going out of the way to connect with students who are perceived as "doing well" not just the students with the most challenges.

Next Steps

- Supporting students through a trauma-informed lens, rather than focusing on a deficit model
- Meeting and greeting students at the door every morning (not just letting them in)
- Using data and teacher knowledge – tag specific students who are vulnerable, don't feel like they are welcome or belong with specific teachers for intentional 2 tags a week
- YEW worker organize activities during break times to offer choices for kids "lost"
- Offerings of lunch time sports in gym or outside, games in the library or outside, crafts etc.
- Continue with trauma informed learning for staff
- Opportunities for engaging learning (i.e. outside, vertical, project based)
- Opportunities to learn First Nations languages and culture
- Connections with outside agencies, stakeholders, and community partners
- CYMH, BBBS Mentorship, Rotary (Starfish backpacks),
- Celebrating student successes - Student of the Week & Recognition Assemblies
- Morning walk to build connections (past and current)
- Students job program
- Opportunities for students to learn about/engage in self-regulating behaviours
 - o Spot Program
- Wellness Wednesdays – mindfulness practice & strategies
- Student of the Week – PAC & Open Book sponsorship
- Lunch clubs and school sports – guitar club, archery, yoga, art club, chess club, outdoor games
- Peer groups – SEL & building relationships with adult support – afternoon targeted student social groups with IWS & YEW
- Use of Medicine Wheel to inform & reflect practice
- Restorative model approach

Appendix:

[Online Data](#)



Naghtaneqed Elem-Jr Secondary

Literacy

Analysis:

•Students in grades K to 8 will advance one year reading level as determined by the Dart assessment.

Strategies and Structures:

•Actions for Enhancing Student Learning and Experience

oStudents will be assessed using the Dart Literacy Assessment given in fall and spring.

oStudents will be assessed by two school-wide-writes.

oAll students in grade K to 9 requiring support will be given explicit one on one instruction for 20 minutes each day focusing on targeted remediation of phonemic awareness, fluency, and reading strategies.

o All students in grade K to 9 will participate in a home reading program targeting 20 minutes of reading a minimum of 4 days a week.

•Actions for Enhancing Staff Capacity & Learning

oStaff will collaborate daily as we develop strategies to improve language acquisition skills within our Chilcotin language emersion program.

Successes

Grade 1 students - emerging in reading skills

Grade 3 - Reading skills are very high

Grade 4 - Reading skills are good

Areas for Improvement

Grade 7, 8 & 9 need to raise skill levels in reading and writing.

Next Steps

Reading and writing focus for all students that need to develop reading and writing.

Numeracy

Analysis:

Analysis: What does the data show? How are each of the sub-groups doing? (objective. Not whether good or bad)

•Percentage of students meeting or exceeding numeracy expectations:

2023 - 2024 Goals and Focus Areas:

• Improve the number and percentage of students grades K to 8 meeting or exceeding expectations in numeracy.

Strategies and Structures:

• Actions for Enhancing Student Learning and Experience

o Apply the Vancouver Island Numeracy Assessment at the start of each new math unit.

o Small group in-class support for identified gaps in number sense or extension of learning.

• Actions for Enhancing Staff Capacity & Learning

o School will focus on teaching/assessing Numeracy ex. Peter Liljedahl - Professional development on the Thinking Classroom

o Apply First Peoples Principles of learning in practice for math.

Successes



Successes: What are the successes? What is working? (gains and effective strategies/actions)

Students working hard at their level.

Areas for Improvement

For Improvement: Where is there room for improvement? (Overall, sub-groups, other groups, actions to adjust)

Students that were enrolled in Kool Math 8, 9 are now being taught by teacher with a textbook.

Next Steps

Actions: Next steps/actions planned?

Extra help for students that are falling behind due to online course.

Human and Social Development

Analysis

Analysis: What does the data show? How are each of the sub-groups doing? (objective. Not whether good or bad)

Goals and Focus Areas

- Students will experience a sense of belonging in our learning community as they become competent in Chilcotin through daily instruction.
- Students will value performing at their potential resulting in improved learning when they develop a sense of pride and foster a sense of well-being culturally.

Strategies and Structures

- Actions for Enhancing Student Learning and Experience
 - o Students in grade K to 8 will do language arts, science, and social studies in both Chilcotin and English throughout each day.
 - o Students will each create an individual short video in Chilcotin which expresses what it means to be a part of the Xeni Gwet'in and live in Nemiah Valley.
 - o All students will receive instruction in Chilcotin language and culture.
 - o All students will participate in our school and community "Chilcotin Culture Week".
 - o Our "Code of Conduct" RAMS for Success will enhance student self-esteem and build our learning community.
 - o Provide a healthy hot lunch and snack program supported by the Xeni Gwet'in Band and Community Links.
 - o When deciding upon content that will be incorporated into the school or classroom, begin by checking with the local First Nation's community or Aboriginal organizations.
 - o Create a healthy and safe school environment.
 - o Bridge the gap between classrooms, community, and generations.
 - o Implementing Indian Residential School Survivor Program
 - o Enrich the school learning environment with Chilcotin drumming and singing.
 - o Incorporating First Nations culture and traditions into all curricular areas
 - o Take learning outside on the land whenever possible.
 - o Students will participate in our Ridge Walker hiking club. Our motto, "Do a Little More Than You Did Before!", will inspire students to reach new heights in the mountains as well as our learning opportunities.
 - o Integrate traditional foods into our activities, where possible, including Indian Ice-cream, Indian Tea, wild potatoes, bannock, dried meat and fish.
 - o Students will harvest traditional foods like wild potatoes and onions.
 - o Students will explore horse management. Horse culture runs deep throughout Xeni Gwet'in culture historically as well as present day.
 - o Students create traditional toys and beaded crafts.
 - o Students will join elders at the traditional village of the Xeni Gwet'in to collect pine tree pitch and learn how to prepare traditional pitch medicine.
 - o Students will learn about the importance of maintaining a knowledge connection with their history and responsibility to keep those traditions vital in our modern society.



Cariboo-Chilcotin School District
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Successes

Successes: What are the successes? What is working? (gains and effective strategies/actions)

Nemiah Valley is a First Nations community. Students have many opportunities to learn their culture, have elders work with them and teach students.

Areas for Improvement

For Improvement: Where is there room for improvement? (Overall, sub-groups, other groups, actions to adjust)

Provide more opportunities to speak Chilcotin language.

Next Steps

Actions: Next steps/actions planned?

Continue to provide more cultural opportunities.

Appendix:

[Online Data](#)



Nesika Elementary

Literacy

Analysis:

Analysis: Last school year the majority of students were "on track" with literacy. (More than 80%). Less than 15% of students are not yet on track (emerging).

Successes

Successes: We have had tremendous success with teachers continuing their learning around effective instructional practices. There is good collaboration and continuity between teachers and grade levels for our students (scope and sequence).

Areas for Improvement

For Improvement: There is room for improvement with many students, most importantly the less than 15% of emerging students. Engaging in phonological awareness screening and concepts of print for all primary students in K-3 with classroom teachers, literacy lead teacher and school speech and language pathologist (Mrs. Johnson and Ms. Lundeen). We would like to improve the strategies for targeted intervention that students at risk need most. We also recognize that our indigenous students are disproportionately represented in the emerging data set.

Next Steps

Actions: We plan to utilize assessment results to guide and inform responsive instruction and intervention as needed. We will use time in staff meetings, collaboration times, and professional development sessions to ground effective common practices.

Numeracy

Analysis:

Analysis: The data tells us that by school assessment of learning, more than 80% of our learners are "on track" with numeracy. At grade 4 level, the FSA results show that only 35% of those learners are on track. We are curious about this discrepancy.

Successes

Successes: As noted in the literacy domain, our teaching staff has done tremendous work shifting the way numeracy is taught and learned at Nesika School. We have spent time working to increase visible thinking, connection-making, and reasoning and therefore improve numeracy outcomes for our students in grades K-6.

Areas for Improvement

For Improvement: We are working to ensure there is consistency of teaching and learning practices when there are lessons being taught, and assessments being given. Students will have manipulatives and resources like whiteboards when they need them. Showing their thinking is an important part of how we assess numeracy.

Next Steps

Actions: We are using rich numeracy tasks to inspire thinking, connection-making, and reasoning. We are working towards aligning numeracy assessment practices as a goal.

Human and Social Development

Analysis

Analysis: Over the past three school years, we sit pretty consistently at about 25% of the students attending less than 80% of the time. The amount of chronic absenteeism has gone down slightly over the last two years. Students generally report high levels of school connectedness in the measures of sense of belonging, adults who care, and feeling



welcome at school.

Successes

Successes: Our learning environment is one where students feel safe, welcome, and connected. Generally speaking students and staff feel safe, welcome, and encouraged to do their best. We continue to work specifically on inclusion in all aspects of the learning environment, so that students and staff see themselves in our work and our environments (feeling seen), and ensuring all forms of diversity is represented in our languages, our learning materials, our classrooms, and our relationships. We are proud of our connections with community agencies and our parent group, and look to expand and deepen these relationships as we move forward together.

Areas for Improvement

For Improvement: We continue to look at the nuance between absenteeism differences (vacation, sick, avoidance, refusal) and work case by case to incrementally improve those absences.

Next Steps

Actions: We are committed to a shift in connecting with families and understanding why some families experience barriers with regards to attendance. As we shift to connection, compassion and understanding, we have experienced several individual cases where we have been able to support in a very specific way that has increased student attendance; be it bussing support, meals support, social support, etc. Our staff is committed to extending this work in the years to come. Addressing attendance challenges is an ongoing process. It requires collaboration among teachers, administrators, families, and the broader community to create a supportive environment that values and promotes regular attendance. All of this work wraps around the core relationship of student-parent-teacher.

Appendix:
[Online Data](#)



Tatla Lake Elem-Jr Secondary

Literacy

Analysis:

Tatla Lake School is committed to teaching students how to be proficient readers. The staff know that proficient readers are independent, active, thoughtful, and construct meaning by using a variety of strategies.

- Tatla Lake School is committed to teaching students how to develop the skills to write fluently; Specifically, fluent handwriting, keyboarding, spelling, vocabulary use, and language use (e.g., grammar, mechanics, conventions, sentence building knowledge) that are essential for proficient, fluent writing.

Successes

- o The formative assessment process is being used to guide instruction.
- o Learning targets will be communicated to all students.
- o Individual learning goals will be established in collaboration with each student.
- o Explicit instruction in reading comprehension strategies, phonics, and phonemic awareness will be provided for the whole class and in small groups.
- o Daily time for students to write and teach students strategies for the various components of the writing process.
- o Incorporating technology tools (e.g. Voice Dream Reader, Voice Dream Writer)
- o Utilizing district supports (Inclusive Ed. Coordinator, OT, SLP, Helping teachers)
- o Ensuring supports are in place for students cross-enrolled in online DL courses and collaboration is taking place between online enrolling school, home, and Tatla Lake School
- o Providing incentives for reading (100 Book challenge)
- o Incorporating read-aloud opportunities into library time
- o Purchasing engaging books for the library collection
- o Managing timetables effectively to provide reading intervention instruction to students on IEP's and Learning Plans.

Areas for Improvement

Overall Literacy Development: Given our small enrollment, our literacy plans and goals are highly individualized. While this enables us to target specific needs, there's room for growth in creating a more structured, school-wide approach to literacy that complements personalized plans and supports consistent skill progression across all grades.

Sub-Groups and Other Groups: With mixed-age classrooms, we focus on differentiated instruction to meet the needs of each grade level and student. However, certain sub-groups—like students needing extra support in foundational skills or those ready for advanced material—could benefit from additional targeted interventions or enrichment opportunities. This could involve adopting more resources or scheduling one-on-one sessions to support diverse literacy needs.

Actions to Adjust: To improve literacy outcomes, we could:

Implement a Consistent Assessment Framework: Using tools like easyCBM will help us monitor student progress more regularly. This data can guide instruction adjustments and highlight areas where students may need additional support or challenges.

Expand Collaborative Learning: Peer reading groups or cross-grade literacy buddies could enhance engagement and provide new perspectives on reading and comprehension.

Develop Vocabulary and Fluency Across Grades: Emphasizing vocabulary-building activities and fluency exercises for all students, regardless of grade, can create a stronger school-wide literacy foundation.

In summary, while our literacy approach is currently very student-centered, focusing on



consistent assessments and cross-grade activities could strengthen our overall program.

Next Steps

Tatla Lake Elementary & Jr. Secondary School's concerted efforts to improve literacy have yielded progress in student reading and writing proficiency. The strategic use of assessments, targeted instruction, collaborative support, and professional development has empowered both students and staff, fulfilling our literacy goals for the year. We look forward to building on these successes in the coming years.

Numeracy

Analysis:

Tatla Lake School is committed to improving students' numeracy skills and computational fluency by developing a foundation with strong number sense to enable higher level/critical thinking skills in mathematics

Successes

- o The formative assessment process is being used to guide instruction.
- o Learning targets will be communicated to all students.
- o Implementation of Building Thinking Classrooms strategies and protocols and explicit instruction of Habits of Mind/Growth Mindset
- o Instruction utilizing Carole Fullerton resources.
- o Play-based learning opportunities to foster engagement.
- o Opportunities for students to collect evidence of learning
- o Incorporating technology tools (e.g MyScript Calculator)
- o Ensuring supports are in place for students cross-enrolled in online DL courses and collaboration is taking place between online enrolling school, home, and Tatla Lake School

Areas for Improvement

- o Professional development opportunities offered by the SD27 (e.g Peter Lilejedahl, Carole Fullerton)
- o Curriculum resources to support instruction (Building Thinking Classrooms, Carol Fullerton math resources, Growth Mindset resources)

Next Steps

Tatla Lake Elementary & Jr Secondary School's dedicated efforts to improve numeracy have resulted in advancements in students' mathematical skills and computational fluency. By leveraging formative assessments, targeted instruction, collaborative support, and professional development, we have improved student numeracy outcomes. As evidenced by the FSA Item Level Data we still have improvements to make in specific skills and concepts and strategic thinking overall. We look forward to continuing this progress and building on our successes in the future.

Human and Social Development

Analysis

Analysis: What does the data show? How are each of the sub-groups doing? (objective. Not whether good or bad) • Tatla Lake School is committed to fostering an inclusive learning community in which students feel welcome, safe, and connected.

Successes

- Successes: What are the successes? What is working? (gains and effective strategies/actions)
- o Foster family – school connections (PAC FaceBook page, phone calls, emails, newsletters).
 - o Collectively focus on Social Awareness and Responsibility Core Competencies and ensure that Code of Conduct expectations are clear and applied consistently.
 - o Provide breakfast every morning for students and healthy snacks at recesses.



- o Start each day with Daily Physical Activity together as school.
- o Embed First People's Principles of Learning into learning communities.
- o Provide instruction on Compassionate Communication for students and staff.
- o Daily mindfulness activities and end of day Core Competency reflections.
- o Community Connections opportunities each month and frequent intergenerational learning workshops.
- o Reflective practice and responsive teaching to provide least restrictive environment for all students.
- o EASE lessons incorporated into K-11 instruction; Little Spot of Feelings curriculum implemented in K-4 class; Rural eMentoring in BC program for high school students
- o Inception of Woodworking class, Music class and Culinary Arts class into timetable
- o Collaborative, team-building activities such as Missoula Children's Theatre, Gavin Lake, Ski trip to Mt. Timothy

Areas for Improvement

- For Improvement: Where is there room for improvement? (Overall, sub-groups, other groups, actions to adjust)
- o Review the Code of Conduct as a staff; discuss strategies to proactively decrease the frequency of misdemeanors.
 - o Professional development opportunities (e.g. Self-Reg, Stuart Shanker, Compassionate Communication, NVCI Training, EASE Training, BC Mental Health Conference)
 - o Principal will explicitly communicate expectations regarding modelling compassionate communication language and proactive behaviour supports

Next Steps

Actions: Next steps/actions planned? Tatla Lake Elementary & Jr. Secondary School's commitment to fostering an inclusive learning community has resulted in a welcoming, safe, and connected environment for the majority of students. Through comprehensive strategies, dedicated staff efforts, and a focus on student well-being, we are continuing to work towards our goal of ensuring all students feels safe, welcome, and connected. We look forward to building on these achievements and continuing to promote a sense of belonging and inclusivity in the coming years.

Appendix: [Online Data](#)



Lake City Secondary

Literacy

Analysis:

- Most recent data includes failures and withdrawals, why were they not included in previous years data?
- Student grades declined in 2023/24; due to more accurate assessments?
- High correlation between poor attendance and low grades.
- High percentage of CYIC (40%) are not being successful in Lit. courses.
- High percentage of Indig. students (34%) are not being successful in Lit. courses.
- 18% of SPED students not being successful in Lit. courses.

Successes

- Due to EFP courses, teachers are using a high percentage of Indigenous content
- Teachers are using more UDL supports in classes
- 55% of students got a 3 or better on Lit. 12 assessment.
- Increased awareness and practice around literacy assessments

Areas for Improvement

- Need to improve success for CYIC and Indigenous, especially status on reserve
- Increase overall literacy for all students but especially CYIC and Indigenous.

Next Steps

- Continue to work on improving attendance to help improve all grades
- School wide focus on encouraging teachers to set aside silent reading time with a focus on reading strategies for lower-level readers identified by teachers.
- Encourage teachers to set time aside for their classes to access the library to sign out books to support in class reading.
- Secondary reading program has been established to read daily with students who struggle with reading. Main focus is to catch struggling readers when they enter Gr. 10 but will continue to identify and connect with all students struggling.
- Increased use of First Nations principles of learning particularly in Grade 10 and Grade 12 English courses. All Grade 10 students will take an English First Peoples perspective course as part of their graduation plan and have additional chances to take more Indigenous courses.
- English classes and other classes to go over and review past assessments so students are aware of expectations and format; librarian will work with teachers to provide assistance
- Provide additional support for struggling learners through support blocks, EA's, and ISW's.
- Grade 10-12 literary focus on improving reading comprehension in all subject areas.
- Encourage teachers to identify struggling readers and provide appropriate adaptations to support their learning needs.
- Encourage all teachers to participate in the district Professional Development opportunities to improve literacy teaching techniques.

Numeracy

Analysis:

- Most recent data includes failures and withdrawals, why were they not included in previous years data?
- Student grades fairly consistent over the the last three years; is this due to more accurate assessments and similar department goals?
- High correlation between poor attendance and low grades.
- High percentage of CYIC (29%) are not being successful in Math courses.
- About 20% of Indig. students are not being successful in Math courses and another 23%



minimally meet expectations with a C-.

- 14% of SPED students not being successful in Math courses.
- Roughly 80% of students score a 2 or lower on the Gr. 10 Numeracy assessment and this has remained consistent over the last 3 years.

Successes

- Placing Gr. 10 students in the correct Math for their ability (Pre-Calc vs. WP) has helped students successfully pass math courses.
- Greater emphasis on the Numeracy 10 assessment with students doing practice tests and being better prepared; also have moved the Numeracy assessment later in the year to give students more time to prepare.
- Having students re-write the Numeracy assessment in Gr. 11 or 12 to boost their score.
- More interactive teaching with students using vertical learning strategies and white boards.

Areas for Improvement

- Need to continue to do a better job of promoting and practicing the Numeracy assessment
- Improve basic numeracy skills especially for Indigenous and CYIC students.
- Make better use of classroom adaptations like manipulative, calculators etc. to support student learning.

Next Steps

- Small group or in-class support for identified students with gaps in Numeracy.
- Providing more engaging math classroom instruction as outlined by Peter Liljedahl
- School wide focus on providing differentiated instruction in math classes to support struggling learners.
- Math classes and other classes to review and go over past numeracy assessments so students are aware of expectations and format. Librarian will create a schedule and work directly with teachers to provide support
- Provide additional support for struggling learners through support blocks, EA's, and ISW's.
- Reflect on report card data and Numeracy Assessment data to see which specific areas of focus require more support, particularly with Indigenous students.
- PLC focus on providing differentiated instruction for all learners.
- Encourage staff to attend Professional Development in Math provided by Peter Liljedahl and Carole Fullerton.

Human and Social Development

Analysis

- Generally students feel like they are welcome at school, have adults that care and have a good sense of belonging atleast sometimes or better (70%+); not able to filter this data for CYIC? Can we get this broken down more?
- Indigenous students also feel good sense of attachment to school in all categories (75%+); all subgroups also feel a high percentage of attachment.
- SPED students also feel attachment to school (75%+)
- Attendance is still greatest area of concern and doesn't seem to be improving over the last three years with only 23% attending 90% or more last year.
- Can we get more focused data on reasons? Excused vs. Non-excused, field trips, etc.?
- Indigenous attendance is worse with only 15% of students attending 90% or better last year; Status on reserve struggle to attend the most at 11% while non-status and Metis are the best attenders at 18% and 23% respectively.
- Last year 75% of CYIC students attended 90% of the time! Huge increase over previous years; is this data accurate?
- SPED students numbers consistent with overall numbers but category K and Q students have the worst attendance with 9% and 5% respectively attending 90% of the time or

School Plan for Learner Success 2024-2025



Cariboo-Chilcotin School District
Learning Better Together



better.

- Staff observation is many students are often at school but don't always make it to class, especially first or last blocks of the day; how do we get data on that?

Successes

- Increased food offerings (free breakfast, lunch and snacks daily).
- Increased cultural activities (smudges, lahal, etc.)
- Increased ISW time to connect and support Indigenous students.
- More focus on Indigenous content and principles of learning in most classes.
- Staff trying to greet students by name each day as they enter the building and/or classroom
- Continual work to build relationships with community (FN Ed. coord.'s, Indig. services, CYMH, Foundry, etc.)

Areas for Improvement

- Continue to work on strategies to make students feel welcome at school at all times.
- Attendance!!!; need to continue to improve especially for Indigenous on reserve and students with mild to medium learning disabilities.

Next Steps

- Provide food and snacks throughout the day so students can get healthy nourishment throughout the day
- All staff greet students by name when possible and spend time getting to know them in class
- Increased number of calls home to parents by teachers to inform them about student progress
- Increased communication by all staff so students and parents feel more connected to school
- All teachers and staff spend considerable time at the start of the year and throughout the year to get to know students and help them feel welcome in their classes and the school
- Regular meetings to discuss students and plan to improve their sense of belonging and how they feel at school
- Use Indigenous language and cultural rooms as a place where students can go to connect with caring adults
- Create a sense of belonging with staff members greeting students by name each day
- Meaningful lessons and teacher support in all classes
- Work with staff to ensure attendance is accurately taken each class
- Afford First Nations Education coordinators a space to connect with their students regularly
- Teachers to make a goal of making a minimum of one phone call per day for students who are not attending regularly; and log communication in MyEd
- Monthly meetings with Education coordinators to update them on student attendance, successes and stretches
- FN support staff connecting with struggling attenders regularly; offering support and helping them get to class
- Flexible learning support blocks to support students in classes they are struggling with
- Admin and staff review attendance weekly to identify students who are struggling with attendance and work with student, staff and family to support them better
- The start of each year all staff wear nametags the first week so students know names of staff.
- Monthly (atleast) graded or larger assemblies to discuss expectations and recognize students in a variety of areas.

Appendix:

[Online Data](#)

School Plan for Learner Success 2024-2025



TO: Board of Education

FROM: Brenda Hooker, Secretary-Treasurer

DATE: November 25, 2024

RE: Secretary-Treasurer Report

OVERVIEW

Finance and Operations are keeping very busy, especially as we transition into winter and prepare for our year-end reporting deadlines.

COLUMNEETZA DAYCARE/CAFETERIA PROJECT UPDATE

The daycare and cafeteria are 95% complete. We have negotiated an agreement with the Women's Contact Society (WCS) to operate the facility. We have agreed that 30% of the available seats in each category will be considered priority seats for Interior Health and SD27 staff. This will help both our organizations with recruitment and retention. The WCS is now working on licensing and staffing for the center.

CAPITAL PROJECTS

We are extremely pleased that the majority of our major, minor, and local capital projects are well underway and complete or nearly complete. The focus now will shift to finishing the planned AFG projects before March 31, 2025, and pre-planning the projects that we hope will get funded for next spring and summer.

CHILD CARE CAPITAL REQUESTS

We are thrilled that we received approval to relocate and renovate the below portable to create new, permanent after-school spaces at Chilcotin Rd Elementary. We have also been given approval to open the spaces at a temporary location in the school until the renovations are complete. The portable was relocated to the permanent site on October 25, 2024, so the renovations can begin. The temporary license has been applied for.



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TRANSPORTATION

The Transportation Department is developing a five-year plan that will outline the District's plans for optimization of routes as the school of choice legacy riders no longer qualify for transportation.

FINANCE DEPARTMENT

Finance is preparing the District 2024 Statement of Financial Information, which will be presented for approval at the December 16, 2024, Public Board meeting.

We are also preparing the 2024 Charity return and our December quarterly report, which are due to MECC by December 11, 2024.

Manager Wallin and ST Hooker attended fall professional development and MECC meetings in Vancouver on Nov 19 & 20, 2024. The sessions were informative and dealt with a number of timely issues, including legal, liability, AI, negotiations, security, governance, FOIPPA, procurement and strategic plan/budget planning.

TO: Board of Education

FROM: Brenda Hooker, Secretary-Treasurer

DATE: November 12, 2024

RE: Multi-Year Financial Plan

BACKGROUND

The Ministry of Education and Childcare (MOECC) brought a new Financial Planning and Reporting Policy into provincial legislation for July 1, 2021. The provincial policy requires all districts to have an Accumulated Surplus Operating Policy, a Financial Planning and Reporting policy and publish annually a 3-year Multi-Year Financial Plan (MYFP). These requirements stem from the provincial work around financial accountability and creating alignment with the Framework for Enhancing Student Learning Framework.

SD27 has developed and revised its policies to be fully compliant. It is our understanding that SD#27 was one of 18 Districts to complete the required MYFP last year. However, the Board should be aware that our 2024-2026 MYFP is overdue. Secretary-Treasurers were advised in the September 27, 2024, DM Bulletin that the MYFP was due on October 1, 2024, when previously the Ministry had requested the submission in November or June. I reviewed all of the previous DM bulletins and Ministry publications, and there was no prior mention of the new deadline; thus, it simply was not on Manager Wallin's or my radar.

We could have rushed a document, but to be more meaningful and robust, we wanted to spend some time gathering information and analyzing it. The finalized document incorporates the District's new Strategic Priorities, details the assumptions incorporated and includes the Finance department's forecast for the 2024/2025 fiscal and projections for the subsequent two fiscal periods.

At a high level, the MYFP confirms the trend that with enrollment declining and cost pressures, SD27 is entering a period where fiscal restraint and close monitoring of our spending will be necessary. The 24/25 fiscal is projected to end with a very small surplus while the next two years are currently indicating deficits. However, forecasting beyond the current year is dependent on a number of assumptions and factors, which are easier to quantify each fall as actual enrollment and staffing expenses become clearer.

Link: [2025-2027 SD 27 Multi-Year Financial Plan - Draft](#)

RECOMMENDATION

THAT the Board of Education approve the 2025-2027 Multi-Year Financial Plan as presented.

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Finance and Facilities & Transportation Committee Meeting Report



November 12, 2024 (4:17 p.m. – 5:17 p.m.)

Trustees in Attendance:	Angie Delainey (Chaired Mtg.), Mary Forbes, Anne Kohut, Michael Franklin,
TEAMS:	Linda Martens, Willow Macdonald (4:30 p.m.), Superintendent Cheryl Lenardon, Anita Richardson.
Regrets:	Ciel Patenaude, Wendell Hiltz.
Staff:	Secretary-Treasurer - Brenda Hooker, Director of Education - Sean Cameron, Director of Human Resources - Taryn Aumond, Director of Operation - Marcus Loewen, Assistant Operations Manager Benjamin Bennison, Executive Assistant Jodi Symmes.

Agenda Item	Notes	Action
Acknowledgment of Traditional Territory		
1. September 10, 2024, Committee Report	The committee reviewed the report and recommended no changes.	None.
2. Multi-Year Plan	<p>Secretary-Treasurer Hooker reviewed the draft 2025-2027 Multi-Year Financial Plan with the committee and responded to numerous questions including:</p> <ul style="list-style-type: none"> - how the enrollment decreases were calculated. - Where the district anticipates the highest cost increases. 	<p>RECOMMENDATIONS: THAT the Finance, Facility and Transportation committee refer the draft Multi-Year Financial Plan to the November 25, 2024, Public Board of Education meeting for approval.</p>
3. Facility Rental and Use Update	<p>Secretary-Treasurer Hooker reviewed a briefing note on Facility Rental and Use. Our practice has been standardized, but the process has not fully changed to our on-line booking tool. Consistent application of practice is causing concern: Key concerns are:</p> <ul style="list-style-type: none"> • Costs of rental requests, • Availability of space for booking, • And equity of space allocation. <p>A question was raised regarding PACs' use of schools and if our practice around PAC use had changed. Staff replied that concerns from PACs have come forward and we are going to be looking into processes that will distinguish PACS from other user groups.</p>	None. Information only.

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Agenda Item	Notes	Action
4. Transportation Update	<p>Director of Instruction - Cameron provided the committee with an update following the Partners meeting held at PSO on October 31, 2024.</p> <p>Community solution-based meetings are being set up with schools through their PACs to discuss concerns and possible changes.</p>	None. Information only.

Proposed Future Meeting Dates

MEETING	DATE	TIME	LOCATION
Finance/Facilities Committee	December 10, 2024	4:15 p.m.	Board Office
Finance/Facilities Committee	January 7, 2025	4:15 p.m.	Board Office
Finance/Facilities Committee	February 11, 2025	4:15 p.m.	Board Office
Finance/Facilities Committee	No Mtg. in March		
Finance/Facilities Committee	April 15, 2025	4:15 p.m.	Board Office
Finance/Facilities Committee	May 14, 2025	4:15 p.m.	Board Office
Finance/Facilities Committee	June 11, 2025	4:15 p.m.	Board Office

Education Committee Meeting Report



November 13, 2024 (4:00 p.m. – 5:05 p.m.)

- Trustees in Attendance:** Anne Kohut (Chaired Mtg.), Mary Forbes. Michael Franklin.
- TEAMS:** Linda Martens, (4:02 p.m.) Willow Macdonald (4:02 p.m.), Superintendent - Cheryl Lenardon, Directors of Instruction - Sean Cameron. Anita Richardson, Principal - Curt Levens. Wendell Hiltz (4:24)
- Regrets:** Ciel Patenaude.
- Staff:** Secretary-Treasurer Brenda Hooker, Director of Human Resources – Taryn Aumond, District Principals - Grant Gustafson, Kelvin Parent, Principal Craig Munroe, Kelly Glen, and Executive Assistant Jodi Symmes.

Agenda Item	Notes	Action
Acknowledgment of Traditional Territory		
1. September 11, 2024, Report	The committee reviewed the report and recommended no changes.	None.
2. School Plans	<p>Director of Instruction Cameron provided a briefing note with background on how the School Plans have developed over the past four years.</p> <p>Introduction of School Principals for 150 Mile Elementary (Craig Munroe), Marie Sharpe Elementary (Kelly Glen), Lake City Secondary (Curt Levens), District Principal Careers Education, Kelvin Parent and District Principal Indigenous Education, Grant Gustafson, who each walked the committee through how Cariboo Information Management System (CIMS) is assisting with the tracking progress of students, indicating where more support is necessary, and showing data including student sense of belonging within the schools, has been impactful. The district's ability to have a local facing questionnaire has been able to better answer the schools' key questions to inform planning.</p>	Recommendation: None. Information only.
3. District Plan for Learner Success (Strategic Plan)	Superintendent Lenardon reviewed the early draft of the Plan to be reviewed by the Board of Education at the November 25, 2024, meeting.	Recommendation: None. Information only.

Agenda Item	Notes	Action		
4. Proposed Future Meeting Dates				
MEETING	DATE	TIME	LOCATION	
Education Committee	December 11, 2024	4:00 p.m.	Board Office	
Education Committee	January 8, 2025	4:00 p.m.	Board Office	
Education Committee	February 12, 2025	4:00 p.m.	Board Office	
Education Committee	No Mtg. in March			
Education Committee	April 16, 2025	4:00 p.m.	Board Office	
Education Committee	May 15, 2025	4:00 p.m.	Board Office	
Education Committee	June 12, 2025	4:00 p.m.	Board Office	