

** Additional updates related to COVID-19 can be found on our district website [here](#).

Framework for Enhancing Student Learning (FESL)

Intellectual Development




- **Performance Standards** - K-5 proficiency benchmarks pilot project continues
 - Will be meeting with the Ministry of Education to support with the organization and vetting of this resource
- **Learning Support Model**
 - Phase 1 and 2 allocations have been shared with schools
 - Attached to the Board Meeting document are the allocation guidelines that have been shared with school leadership



Teacher Collaboration on Framework Goals at Charlie Lake Elementary School

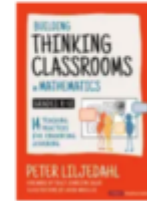
Three teachers presented a Numeracy Workshop and Thinking Classrooms Workshop for all of the Charlie Lake primary teaching and support staff on the May 7th Non-Instructional Day. The focus was on number sense using math manipulatives, such as the rekenreks and 10 frames. The day was a resounding success and ties in with a weekly collaboration block supported through their Learning Support Fund.

Representations for Building Number Sense

| Concrete | Representational (models) | Abstract |
|---|--|--------------|
|  |   | $5 + 5 = 10$ |

Thinking Classrooms

Problem Solving in Mathematics



Human & Social Development

Robert Ogilvie: The Story of a Northern Heart-Mind School

Posted by Adrienne Gornall - May 4, 2021



Thanks to the generous support of the Vancouver Foundation and the Edith Lando Foundation, our Heart-Mind in Schools Project is in its third and final year. Throughout the Project, nine Heart-Mind schools in total have participated in four specialized Social Emotional Learning (SEL) workshops aimed at fostering system-wide SEL through the lens of the Heart-Mind Well-Being Framework, while receiving guidance and implementation support along the way.



Robert Ogilvie, a K-6 elementary school located in the Northern BC community of Fort St. John, is one of these Heart-Mind Schools. Funded as an inner city school by the Ministry of Education and with a transient student population, Robert Ogilvie rises to the challenges its students face by providing comprehensive support, including lunch and breakfast programs, counselling, an Aboriginal Student Support worker, and various education assistants.



Click on the above image to see the entire article on the DALAI LAMA CENTER for Peace + Education website regarding our *Robert Ogilvie Elementary School*.

Career & Skill Development

Career and International Program Updates

Career & International Program Updates

Spark Women's Leadership Conference
May 12



The Spark Conference has been designed specifically to meet the professional and educational needs of women in their careers and business. Students from Pruspatou, Hudson Hope, and North Peace Secondary will be able to attend the virtual conference this year.

New Mental Wellness Student Support Program for the International Student Program



keep.meSAFE's Innovative Student Support Program (SSP) helps students by promoting early intervention and 24/7 access to mental health support. We help students in their mental health so they can fully participate in academic life and complete their studies. keep.meSAFE is the first support program to use linguistically and culturally matched licensed clinicians, providing your students a welcoming place where they are comfortable to seek help. <https://www.guad.me/keepmeSAFE>

WorkBC Webinar



The flyer features a photograph of a woman with her arm around a younger woman, smiling. In the background, a man is working on a laptop. The WorkBC logo is in the top right corner. The main title is 'Career Exploration Conversations' in a large, bold, blue font. Below it, a subtitle reads 'A CAREER DEVELOPMENT WEBINAR FOR PARENTS TO SUPPORT YOUTH'. The central text asks: 'Wondering how to start a career conversation with a young person in your family? Looking for tools to help your youth discover the career of their dreams? WorkBC.ca can help!'. A small inset photo shows three young people looking at a laptop. A Zoom icon is also present. The bottom section is orange and contains the text: 'NORTHERN BRITISH COLUMBIA VIRTUAL WEBINAR THROUGH ZOOM', 'May 20 | 7 – 8 p.m. PST', and 'JOIN US ON ZOOM! Click on hyperlink to join May 20. This event is free. | For questions, contact Support'. A final paragraph states: 'WorkBC.ca is facilitating a one-hour interactive webinar to help parents and caregivers support youth as they explore career options. This virtual event is designed for parents of grade 9-12 students wanting to enhance their career coaching skills and gain exposure to WorkBC.ca tools to help with their youth's career path.'

Operations / HR

[Workforce Report](#)

Truth & Reconciliation

BACKGROUND #11: Self-Government

11. Self-Government

For millennia, First Nations were self-governing and had a governance system appropriate to its circumstances and needs. But under colonialism and the Indian Act, First Nations were forced to follow a single governance model.

Today, First Nations are re-establishing their own governments. There are many factors involved in exercising self-government.

Comprehensive Governance Arrangements

First Nations' right of self-government is inherent and not contingent on recognition by the Crown or others. However, they also recognize that to have legal clarity and recognition in Canada, which can be set out in a formal agreement with the Crown.

To achieve this, First Nations may negotiate a sectoral or comprehensive governance agreement with Canada and/or British Columbia. This may be done through a modern-day treaty negotiated or through another arrangement.

Agreements may address a number of areas of jurisdiction such as education, health, lands and resources and financial and economic management. Or, an agreement may focus on just one sector.

Comprehensive governance agreements may confirm the core institutions of the First Nation's government, including a constitution, governing structures, law-making powers, and citizenship.

Moving Toward Self-Government

While exercising self-government through a treaty, agreement or other constructive arrangement is the goal for most First Nations, it can be a slow process. Many factors may come into play including priorities of the Nation, capacity issues, and political will of the Crown governments to negotiate an agreement.

Indian Act Governance. Some communities are able to use the Indian Act as a first step toward self-government. The main ways this can be achieved are through control over membership codes, custom council elections and making bylaws.

Sectoral Governance. First Nations can negotiate sectoral agreements to take control of specific areas or sectors that are important to the community. These include jurisdictions such as land management, economic development, education, and oil and gas regulations.

Whatever direction a First Nation takes to exercise self-government, they have inherent responsibilities to their lands, resources, territories and citizens. They have their own laws over certain jurisdictions, such as education, health, social welfare and lands and resource management.

Ultimately, self-government means that First Nations leaders are accountable to their community, as they will no longer be ruled under the Indian Act.

Red Dress Initiative in Remembrance of Murdered & Missing Indigenous Women & Girls

“May 5th was a day of remembrance for the Murdered and Missing Indigenous Women and Girls. To honour these women, Mrs. Gardner’s 5/6 class with the help of the ISSW, Tanis Bourgeois, created these red dress silhouettes to hang in the front window of Baldonnel School. The teachers based this project on the work of teacher Katherine Koskie from Ontario”.

Pat Lang, Acting Principal, Baldonnel Elementary School



“Take 3”

ROBERT OGILVIE ELEMENTARY SCHOOL

Royal Kindergarteners on a shopping spree!





“RO Kindergarten students sharpened their financial literacy skills last month in a fun, play-based shopping spree. Miss Reed’s class earned some play money to shop at their class store filled with a variety of snacks, books, school supplies and small toys while Mrs. Kendron’s class stopped in at their flower shop to purchase some fabulous bouquets!”
Karen Gonzales, Principal

BERT BOWES MIDDLE SCHOOL

What's positive in our world...



Click on the above link to view an 8-slide PowerPoint presentation.