

# Upper Halfway



## Our School

Upper Halfway School is a rural K to grade 10 school located in the picturesque valley near the forks of the Graham and Upper Halfway Rivers, approximately 130 km northwest of Fort St. John. This year, 33 students are enrolled and all students are bussed to school from the Halfway River First Nations Reserve or surrounding Russian/German speaking communities. The school operates four days/week (Monday – Thursday) with extended hours of operation to meet Ministry instructional minutes per day.



## School Wide Themes and Character Teachings

Honesty  
Compassion  
Perseverance  
Responsibility  
Fairness  
Trustworthiness  
Sportsmanship  
Self-Regulation  
Citizenship  
Respect

Upper Halfway School School  
(250)-772-5032  
Fax: (250) 772-5033  
22308 Upper Halfway Road  
c/o 10112 – 105 Ave  
Fort St. John, BC V1J 4S4  
Web: <http://uh.prn.bc.ca>  
Facebook:  
<https://www.facebook.com/sd60uh>

## *Upper Halfway School Framework for Enhancing Student Learning 2020/2021*



# Our School

Upper Halfway School is a rural K to grade 10 school located in the picturesque valley near the forks of the Graham and Upper Halfway Rivers, approximately 130 km northwest of Fort St. John. This year, 33 students are enrolled and all students are bussed to school from the Halfway River First Nations Reserve or surrounding Russian/German speaking communities. The school operates four days/week (Monday – Thursday) with extended hours of operation to meet Ministry instructional minutes per day.



# School Wide Themes and Character Teachings

Honesty  
Compassion  
Perseverance  
Responsibility  
Fairness  
Trustworthiness  
Sportsmanship  
Self-Regulation  
Citizenship  
Respect

Upper Halfway School School  
(250)-772-5032  
Fax: (250) 772-5033  
22308 Upper Halfway Road  
c/o 10112 – 105 Ave  
Fort St. John, BC V1J 4S4  
Web: <http://uh.prn.bc.ca>  
Facebook:  
<https://www.facebook.com/sd60uh>

# *Upper Halfway School Framework for Enhancing Student Learning 2020/2021*



# Context/Planning Day

One Returning Teacher and Two Returning EA and Two New Teachers

33 Students this year - down from last year- with Covid a few switched to home schooling

Shape of the Day - Went over the Framework as a group discussion and made updates and some minor changes  
- Stayed with the overall goals.

Introduction and Welcome the new teachers: Talked about philosophy and everyone having their own, shared Stephen's and my own

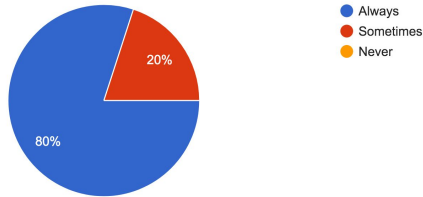
COVID - Protocol from District level - Being a smaller school we are considered one cohort and can continue as per normal with social distancing, cleaning high touch surfaces - Parents were understanding - would often call to check in or ask about procedures in place - they appreciate hearing this verbally from staff.

Revisited again on collaboration afternoon in November once teachers had a chance to get to know the students, and staff it seemed to make more sense and the review reminds everyone of our school goals.

# Evidence

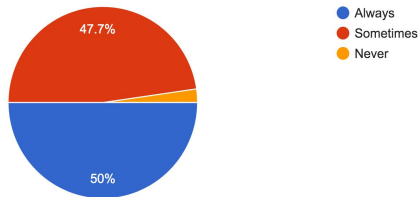
Adults at school treat me with respect and are nice to me

45 responses



I enjoy going to school

44 responses



What have we noticed this year and last year

Attendance is based on the student. If they are here, they are happy at school they will attend

Encouragement and engagement increases learning so finding ways to get the students excited about learning being at school.

Teacher Involvement - Collaboration -  
Volunteering their time -ice, crafts, activities

Parent contacts -Record of Contact

Pictures of positive interactions- Slide Show

Spirit Activities /Assembly

Core Competency Self Assessment

Caring Tree - Expanded into month Gotchas

Literacy/Numeracy Assessments



A large wooden sign shaped like a tree trunk, with three horizontal planks reading 'UPPER', 'HALFWAY', and 'SCHOOL' in white, blocky letters. The sign is positioned on the left side of the frame. In the background, there is a grassy field with a playground, a white building with a blue roof, and a dense forest of trees under a cloudy sky.

# UPPER HALFWAY SCHOOL

## **Mission**

At Upper Halfway School, we foster a safe, respectful and welcoming school community; encourage a positive attitude towards our school, community, peers and self; and promote lifelong learning through hands-on inquiry based learning.

## **Vision**

*At Upper Halfway School students are developing skills to be successful and are prepared for transitions whether that be to schools in Fort St John, Distributed Learning, or life in our community.*

# Framework Goals

## 1. Human & Social

Social Responsibility - To foster a community where everyone feels welcome, safe, respected and accepted

Self Identity - To encourage the recognition of potential and qualities in self

## 2. Intellectual

Literacy - To increase oral, reading and writing skills in all students

Numeracy - To strengthen all students' number sense, numeracy skills and retention of basic facts

## 3. Career & Skill Development

Building Meaningful Life Skills - To strengthen students' skills and confidence in order to approach any challenges.

- ★ Community link - Ice each year put in by local HD water company and Mr. Pastanyk volunteers his time with Mr. Godin to put layers on and will come and clean off heavy snowfalls.



# Learning Support Fund

Allocation will be used for professional development courses -New Staff

Resources - (incorporate activities that we all share to the land),

- Science comparing a bear to human body - Science First Peoples
- Art - All ornaments on tree made from students from our surroundings

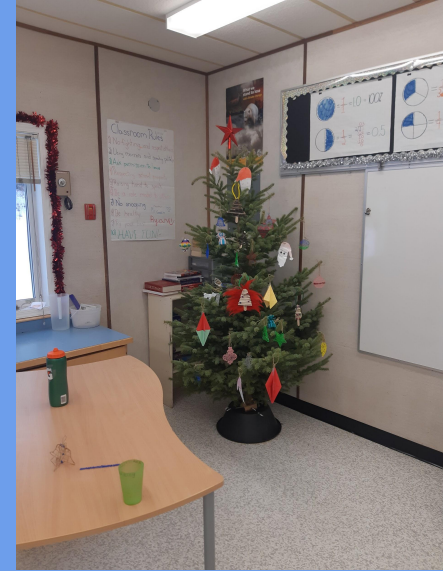
EA support/Resources/Courses/Collaboration Time

School Programs - Jolly phonics- Words their way K-10, Mathletics, Guided Reading,

Home reading , Buddy reading, Speech - Zoom sessions

## **Strategies and Structures:**

- School Wide programs: positive behavior support, behavior rubrics, and 'Gotchas'; Zones of Regulation lessons; Understanding Self by Adrienne Gear
- Coaching Numeracy/Literacy, Mentors and Itinerant support was provided early in the year and ongoing.





# Celebrate

- Positive school Culture
- Students are willingly helping out - Gotcha - month growth - shoveling
- School Initiatives - Eating Healthy, Home reading, Buddies
- Teachers: Being involved outside of class time, planning activities, prepping activities, volunteering their time - ice
- Hockey - Ice - all students learning to skate
- Outdoors and interaction with the land for all our students
- Adapting to Covid - Winter celebration - sang Christmas carols outside/  
Staggered open house/ Understanding families

# Communication

PAC meetings I took the Framework and made copies to share with the parents at the meetings

- Send out the brochure to all families - Once it's completed and updated
- Upload onto our web page
- Parent meetings discuss Framework and ask for input from various families

I also took Halfway River LEA board to meeting to explain it to the parents



# Wonowon



# Wolves

# Planning Day - Shape and outcome

Three Returning Teachers and Returning EA - Have a post out for a 4th teacher - Grade 2-3 class

Went through the framework - These 3 teachers, and myself worked on the framework with Pat Lang so we updated it and brainstormed ideas about how we could improve our practice to work towards our goals this year. Went through the results from last year.

COVID 19- Protocol from District level - Being a smaller school we are considered one cohort and can continue as per normal with social distancing, cleaning high touch surfaces - Parents were understanding and adapted to changes as they came throughout the fall. (went to one main entrance)- Completed School Safety Plan

Afternoon - We went through each class review as a group and found areas where our EA would be able to support with each classroom. What we can do to improve the school Culture and have student buy in.

New School - Logo / Sign out front /Letterhead/ Adult SEL /Retention of Staff

# Evidence

Student initiated goal setting

Positive atmosphere in the school:

- Student Engagement - Notice what's coming
- Teacher: Being involved outside of class time, planning activities
- Parents: Hot lunch/Crafts/Games/Carnivals/Volunteer/Pancake Breakfast
- Parent contacts -Record of Contact
- Pictures of positive interactions- Slide Show
- Spirit Activities /Assembly
- Core Competency Self Assessment
- Caring Tree - Expanded into month Gotchas
- Literacy/Numeracy Assessments



# Framework goals

## 1. Human & Social

To develop self regulation skills to ensure all students become confident, caring, and empathic members of our school community

## 2. Intellectual

**Literacy:** To increase students expressive and receptive language skills to enable them to understand and communicate appropriately.

**Literacy:** To increase fluency and comprehension in reading and writing

**Numeracy:** To increase students' number sense and knowledge of basic math facts recall.

## 3. Career & Skill Development - Not on Frame work - but is starting in the older class-4-6

Building Meaningful Life Skills - To strengthen students' skills and confidence in order to approach any challenges.

# Learning Support Fund

Allocation will be used for -New Staff - Mentors/Resources/Professional Development

Resources - We will focus on English Language Learning first!

- Committed to focus on developing a deep understanding throughout our teaching to ensure students could manipulate the concepts and extend them. (What does it sound like, feel like, look like, mean?)

EA support/Resources/Courses

School Programs - Jolly phonics- Words their way, Mathletics, Home reading incentives, Guided Reading, Resources to help our students that need supports in place,

Lessening gaps in the learning - Non attenders - give them as much as we can when they are at school- Find interests and activities that draw them to come to school

# Strategies and Structures

Having the 4<sup>th</sup> teacher has made a huge difference. As the head teacher, Brienne has the opportunity to work with all the children (ELL, LA, Prep.) and support the other teachers.

School Wide programs: positive behavior support, behavior rubrics, and 'Gotchas'; Zones of Regulation lessons; Understanding Self by Adrienne Gear

Coaching and Itinerant support was provided early in the year and ongoing.

Teachers organizing activities to do that are Covid safe and exciting for the students - Winter Activity day

# Celebrate



Caring Tree - Kids really bought into the gotchas and putting their name on the wall and took up the entire hallway by the office/front entrance

- No office referrals since mid-December last year and this year has been the same
- Positive School Community with the students taking ownership of the school and volunteering to help throughout the school

# Communication

We are in the process of updating our brochure that will go out to parents

We went over the plan with the older students and talk about what our school goals are and what it would look like.

Open House/ PAC presented it to the parents. Then the parents visited the classroom and did a walk through to see what their children were learning.