



## School District 60: Peace River North Framework for Enhancing Student Learning



### School District No. 60 is a place where:

- Our **students** are safe and have a sense of belonging, take personal responsibility for their learning and for their interactions with others, have both voice and choice and are fully engaged in their learning in arts and athletics as well as academics
- Our **employees** are engaged and passionate about their work; they take personal responsibility, take risks and are empowered to make a difference for students
- Our **schools** are student-focused, inclusive, welcoming and reflective of community needs and values
- Our **communities** are fully engaged with and share ownership of our schools

### The core values that guide our work:

Respect, Compassion, Honesty, Responsibility, Relationships

Achieving our “North Star” will require the involvement and commitment of everyone in our Peace River North school community.

### Our Board Strategic Plan includes the following four overarching pillars:

Delivery of Excellent  
Educational Programming  
Focused on Student  
Outcomes

Provision of Ethical  
Leadership Focused on  
Relationships and  
Continuous Improvement

Exemplary Management  
Practices Focused on  
Aligning Resources for  
Optimal Results

Engaged Governance  
Focused on Advocacy,  
Accountability, and  
Community Partnerships

# Framework for Enhancing Student Learning 2021-2025

Goal 1: Increase Dogwood Completion Rates

Goal 2: Increase Student Social/Emotional Competency

Goal 3: Enhance Student Options Through Diverse Learning Experiences in Career Education

Goal 4: Support Student Achievement Through a Systemic Learning Support Model



## Introduction

Peace River North serves communities north of the Peace River to south of Mile 226 on the Alaska Highway, and from the Rockies east to the Alberta border. Along with the larger communities of Fort St John, Hudson's Hope, and Taylor, several other rural areas contribute to a population of over 35,000 inhabitants. Along with three First Nation communities of Blueberry River First Nations, Doig River First Nation, and Halfway River First Nation we live, work, and learn on the traditional territory of the Dane-zaa within Treaty 8. Our student population is approximately 5730 in our 22 schools. We also have an Online Learning school that provides service to K-12 and adult students. 13 of our schools are in urban areas with 10 in rural areas. The school district employs 1100 staff (786 FTE) with an operating budget of \$71.3 million for 2021-2022.

## Framework Development Process

From the [Board Strategic Plan](#) that was developed in 2018 with education stakeholders and from local and provincial learning evidence, the goals for the Framework for Enhancing Student Learning (FESL) were established. Progress is reviewed regularly through annual school FESL presentations and Board reports.

## What the Evidence Told Us

While significant progress has been made with regards to Indigenous grad rates, this still needs to improve, along with the overall 5-year and 6-year graduation rates. Literacy achievement is relatively strong in the primary years as reflected in district and provincial assessments but declines in the middle/transition years. Support for numeracy instruction and achievement is needed system-wide. There is an ongoing need to support the social and emotional learning of our students and staff.

## Focus

A systemic and collaborative approach to improving student achievement.



---

## Goal 1: Increase Dogwood Completion Rates

---

### Objective 1.1: Increase Indigenous Engagement & Achievement With a Focus on Middle/Secondary

---

#### Key Strategies

- Indigenous Education Transition Coach Program
- NOIE Inquiry Groups
- Middle/High Indigenous Support Teachers/ High School Counsellor
- Connecting students who have left standard schools to Key Learning (Online Learning), Work Experience, and Youth in Trades

*Energetic Learning Campus students had the opportunity to learn about Residential Schools through an Indigenous Map of Canada activity put on by Indigenous Youth Care Worker Carmen Dennis and Indigenous Transition Coach Crystal Anielewicz*



---

### Objective 1.2: Improve Reading Comprehension success in grades 6-9

---

#### Key Strategies

- Trial of new SD73 reading assessment for grades 4-9
- Coaching and Collaboration grants to support Assessment For Learning, Universal Design for Learning practices
- Teacher Mentorship program
- School-based strategies to monitor and respond to student absenteeism
- Student voice and choice literacy initiative
- Access to robust and representative library resources



---

## Objective 1.3: Increase successful transitions in grades 9-12

---

### Key Strategies

- Continue District-wide Middle to Secondary Transitions Inquiry Group (Year 2)
  - Inquiry groups at each school will implement new action, monitor and measure effectiveness based on outcomes for learners and report to the whole group.
  - Proposed new actions include;
    - Earlier and more frequent connections for Grade 9 students with Secondary School support staff (Counsellors, Indigenous Transition Coaches) including campus tours. Differentiation will be a focus for individuals or small groups of students from more vulnerable populations
    - Utilization of Grade 9 TAG system at Middle Schools to inform and support students with transitions on a regular basis rather than one event (Feeder School Teachers and Secondary School Staff)
    - Grade 9 students will create their own transition plan document to be shared with Secondary School staff
    - A transition survey will be created to engage Grade 10 students to provide feedback regarding their transition to Secondary School
    - Enhancement of the Assess System to provide both high level and detailed student transition profile information
- *Supporting students transitioning into grade 10 that were not successful in grade 9 core courses*
- *Transition visitations for groups of grade 6 and 9 students*
- *School-based strategies to monitor and respond to student absenteeism*

---

## Objective 1.4: Improve Academic Achievement in Numeracy in grades K-12

---


### Key Strategies

- Math Assessment and Practice (MAP) Initiative
- Review of Diagnostic Numeracy Assessment
- District Numeracy Coach
- Professional development opportunities in Thinking Classrooms
- Increasing access to and training around numeracy resources (Mathletics, Mathology, manipulatives)



**Thinking Classrooms** – a thinking classroom is a structure and approach where students work collaboratively solving rich tasks carefully designed to meet the learning standards.

**Thinking Classrooms District Pilot with Adam Fox**  
**2020-21**  
**Classroom Teacher Opportunity**  
**Primary Mathematics Focus (K-3)**



A Thinking classroom is one where students work collaboratively solving rich tasks carefully designed to meet the learning standards. Participants will experience a thinking classroom firsthand and look at the why and the how behind making these changes to their own classroom. Over multiple days, the group will examine current theories and practices for learning, observe teacher demonstrations and look at different assessment strategies.

Adam Fox is a kindergarten teacher in North Vancouver. He recently completed a Master of Education Curriculum & Instruction: Numeracy at SFU, and tends to say "maths" not "math." He has a degree in computer science and in a previous life he was an IT consultant. When he is not "herding cats" he can be found attempting to play football (soccer, eh!) or ski on the local mountains. He did the Masters with Peter Liljedahl and he is the Elementary Rep on the BCAMT.

Teachers would work with Adam Fox for 4 sessions throughout the year in support of implementing *Thinking Classrooms* into their maths practice.. *Thinking Classrooms* can be applied to other subject areas, but this pilot will be through the lens of maths. TTOC time is provided for most sessions, but some meetings may be outside of the regular school day.

Interested Primary Teachers are asked to email their expression of interest to Charmaine Chretien, District Principal, Curriculum & Assessment at [cchretien@prn.bc.ca](mailto:cchretien@prn.bc.ca) as soon as possible.

*We are looking for a group of 15 teachers who will commit to the pilot for the school year. Zoom meeting information will be sent out to those who express interest at the end of August 2020 for a September 1, 2020 informational session 9:30-10:00 am.*

\*

21 teachers in primary have signed up to work with Adam Fox this year.







## Numeracy

The **Mathletics** license is now accessible to all schools in our district and teachers continue to receive professional development and training on the most effective use of this tool. Below is a screenshot from this application.



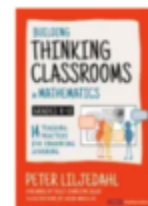
## Teacher Collaboration on Framework Goals at Charlie Lake Elementary School

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

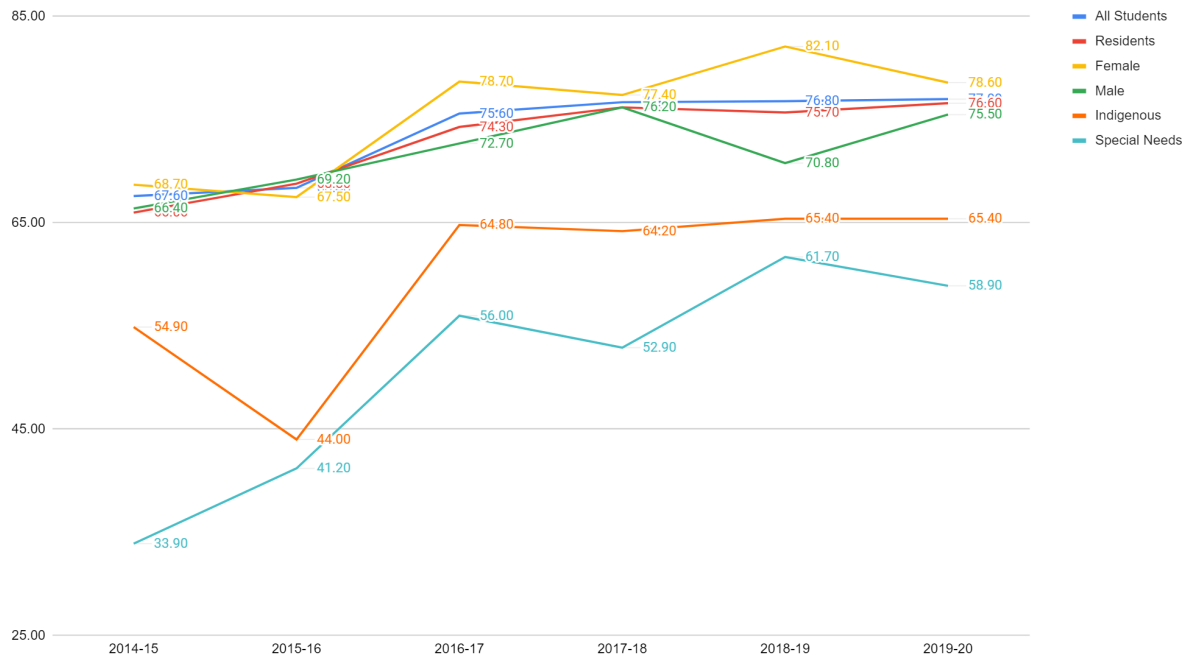
Problem Solving in Mathematics



## Indicators

### Six-Year Completion Rate

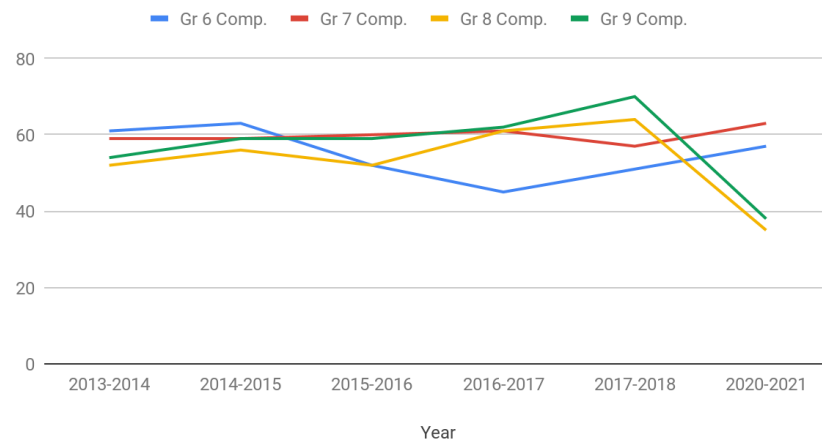
Six-Year Completion Rate - SD60 - 2014-2015 to 2019-2020



## Reading Comprehension

### Grades 6-9

Reading Comprehension (%) Grade 6-9 vs Year

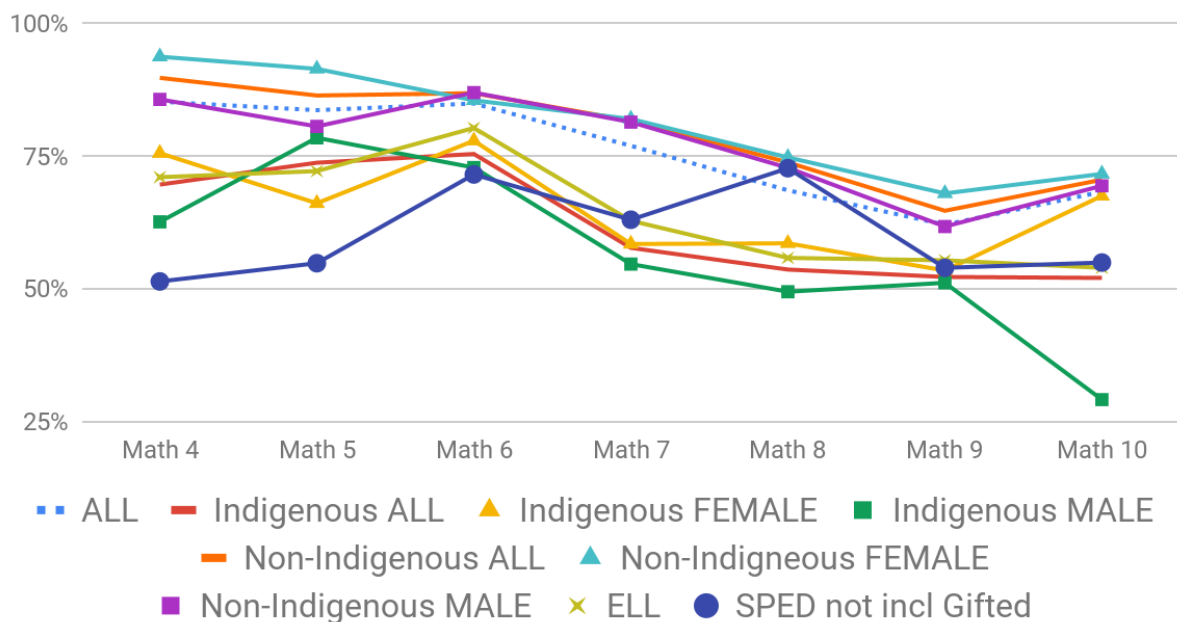


## Grade to Grade Transitions

Year	Grade	Grade to Grade Rate
2017/2018	8	97%
	9	89%
	10	89%
	11	90%
2018/2019	8	98%
	9	92%
	10	91%
	11	88%
2019/2020	8	97%
	9	89%
	10	92%
	11	83%

## C+ or Better in Grades 4-10 in Mathematics

### Math C+ or Better 2021





## Student Learning Survey Satisfaction Rates for Transition Supports

School Year	Students Reporting "Agree" or "Strongly Agree"							
	Grade 3/4 Students		Grade 7 Students		Grade 10 Students		Grade 12 Students	
	#	%	#	%	#	%	#	%
2016/17	248	60 1	183	58 -2	193	62 -1	44	63 -2
2017/18	Not asked	Not asked	204	62 2	168	59 -5	106	68 3
2018/19	Not asked	Not asked	156	55 -3	162	62 0	86	59 -6
2019/20	Not asked	Not asked	167	53 -3	176	60 -3	51	47 -17
2020/21	Not asked	Not asked	163	55 2	215	68 5	83	52 -13

At school, I feel well supported when I move to a higher grade (for example, by having course choices and time tables or calendars explained, as well as after school activities, clubs and sports teams).

## Alignment of Resource Allocations With This Goal:

- Mathology Pilot: \$90,000.00 for 2021-22
- Coaching and Collaboration: \$\$
- MAP support: \$\$
- Reading Assessment calibration/coding: \$\$
- Assess System Enhancement:

## Focus

A strong foundation in Social Emotional Learning is key to engagement and academic success



---

## Goal 2: Increase Student Social/Emotional Competency

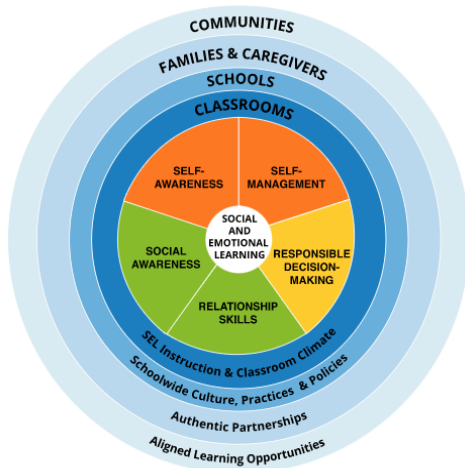
---

### Objective 2.1: Increase School SEL Teams Understanding of the CASEL Framework

---

#### Key Strategies

- Offer a minimum of 4 Pro D opportunities for SD60 staff
  - CASEL Framework
  - SEL Strategies
  - SEL Curriculum
- SEL Teacher/Youth Care Worker Training 4/6 sessions per year.
- Teacher collaboration for SEL curriculum and strategies.
- Support school SEL teams in the completion of the CASEL Indicators of School-Wide SEL.
- Engage school SEL teams in a Spiral of Inquiry focused on one Indicator of School-Wide SEL specific to their school.
- Enhance Assess Behavioural Incident Report to include SEL Competencies



## Objective 2.2: Cultivate a Community of Adults Who Engage in Their Own Social/Emotional Learning

### Key Strategies

- Provide Adult SEL professional learning opportunities for teachers and support staff throughout the 2021/2022 school year
- Provide ongoing SEL professional development for Administrators (i.e Learning Series - Compassionate Systems Leadership)
- SD60 Staff Wellness Committee
- Make available to all SD60 staff Workplace Wellness programs
- Develop/facilitate SEL parenting sessions throughout the 2021/2022 school year

#### Caring For Yourself While Caring For Others:

##### Navigating SELF-care during COVID times

Our current landscape can be challenging to navigate right now and it can be tricky knowing where to start to foster the balance between work and home. Social Emotional Learning (SEL) is promoted in our classrooms and schools for students, but it is a focus area that can be extremely beneficial when we incorporate it into our own daily life.



During this Zoom workshop we will not only be exploring how compassion fatigue and burnout impact our work and interactions with students, parents, other staff, and our own families, but we will be spending time practicing various self-care strategies (like gratitude journaling and other mindfulness practices) we can use moving forward.

**Date:** Friday October 23, 2020

**Time:** 1pm-2:30pm

**Location:** Zoom

**Target Audience:** Anyone

**To Register:** Email [canielewicz@prn.bc.ca](mailto:canielewicz@prn.bc.ca) to receive the Zoom invite

**Facilitated by:** Crystal Anielewicz, BA, BEd, MEd, CCC

About the Facilitator: Crystal is a Canadian Certified Counsellor and spent her counselling practice in 2019. Before coming to Fort St. John in 2019, she worked in the school system in Vancouver, lived and worked in an isolated indigenous community near the BC/US border and provided counselling support to children in Chetwynd and Tumbler Ridge. In addition to private counselling, Crystal currently works as a SEL, behaviour support and learning assistant teacher, Indigenous Transition Coach and school counsellor for SD60. She has also been involved in several other community support positions, including starting the Peace Positive Parenting Initiative with SD60 in Fort St. John.

A graphic for 'ONLINE Monthly Parenting Seminars'. It features a stylized illustration of a lighthouse on a rocky shore with trees. The text 'ONLINE' is in a brown box, 'Monthly Parenting Seminars' is in large blue letters, and 'FREE' is in a yellow box. Below this, it says 'Whether you are parents, guardians, grandparents, foster parents, or other types of supports for children, you are welcome to attend our monthly zoom sessions. The topics covered are applicable to any age children living at home.' There is also a small logo for 'Peace positive parenting Initiative'.

Over the course of the school year, parenting seminars were offered on topics related to well-being and mental health.



## Objective 2.3: Increase Student Understanding of Mental Health Literacy and the Pathway to Care

### Key Strategies

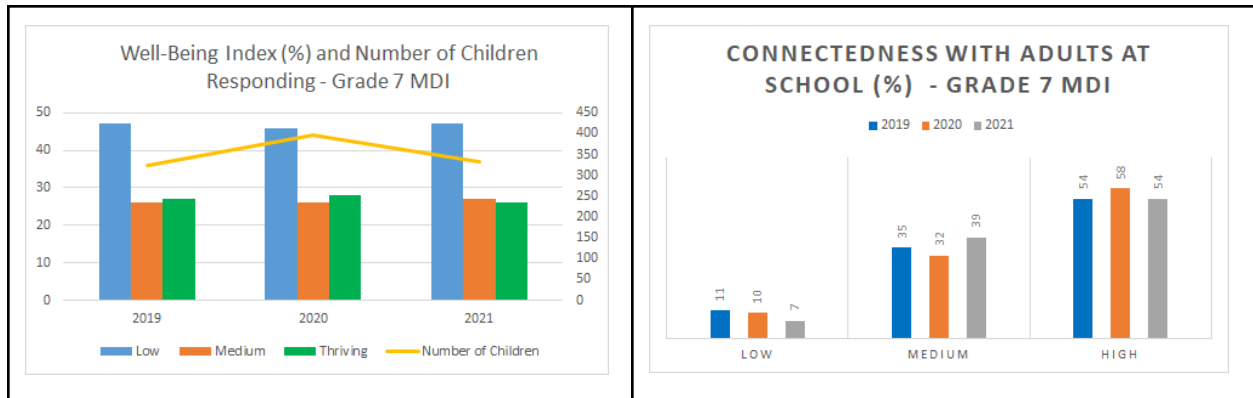
- Train Grade 8 Middle School PE Teachers in Mental Health Literacy Curriculum
- Continue to support Mental Health Literacy Curriculum at the Middle Schools
- Provide Mental Health Literacy Curriculum Pro-D 2 times per year (open to all middle school and high school teachers and administrators)
- Pilot the new elementary Mental Health Literacy Curriculum in at least 5 elementary schools.
- Provide Mental Health Literacy parent sessions.



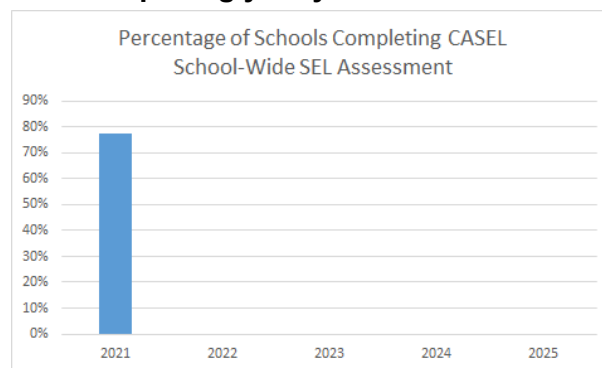
### Indicators

<b>Grade 7 MDI Well-being Index (%) and Number of Children Responding</b>	<b>Grade 7 MDI Connectedness with Adults - "At my school there is an adult that believes in my success"</b>
---	---





### Percentage of schools completing yearly CASEL School-Wide SEL Assessment



## Alignment of Resource Allocations With This Goal:

- SEL coaches: \$\$
- Indigenous curriculum development: \$\$
- Consultation/Engagement: \$\$

## Focus

Providing engaging opportunities through diverse learning experiences that support Careers, Literacy, and Numeracy education.



---

## Goal 3: Enhance Student Options Through Diverse Learning Experiences in Career Education

---

Objective 3.1: Increase the number of Indigenous Students in Career Pathway programs at High School while increasing their satisfaction with career and post-secondary education preparation



---

### Key Strategies

- Middle School Transition presentations and support for Grade 9 students (Career Education Staff)
- Career Education presentations for Grade 10-12 students (Career Education Staff)
- Individual student/small group meetings with Indigenous students to promote career pathways and opportunities (Career Education Staff)
- Presentations to the communities of Upper Halfway, Doig River, and Blueberry regarding Career Pathways and opportunities for Secondary Students (Career Education Staff)

<p><b>Small group visits and tours of Northern Lights College.</b></p> <p>“Our goal is to take a small group of students every month to the college to explore programs they are interested in, allow students to envision themselves as students, make connections and help make a smooth transition from high school to post secondary schools to help build strong communities.”</p> <p><i>Brian Campbell District Principal of Careers &amp; International Education</i></p>	
--	--




## Career Exploration Conversations

A CAREER DEVELOPMENT WEBINAR FOR PARENTS TO SUPPORT YOUTH

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!



**NORTHERN BRITISH COLUMBIA  
VIRTUAL WEBINAR THROUGH ZOOM**

May 20 | 7 – 8 p.m. PST

**JOIN US ON ZOOM!**  
Click on hyperlink to join [May 20](#)  
This event is free. | For questions, contact [Raphael](#)

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.

### WORLD OF CHOICES – January 26 & 28

Designed for Grades 6-12, *World of Choices* is a mentorship program aimed to support students in their journey to explore and refine their career goals. This JA program will put students face to face with a diverse and inspiring group of professionals from around B.C. Provided free of charge, JABC will oversee all coordination and provide optional online activities where students can further explore career clusters. To enrol and for more details, see the attached [JABC World of Choices – January 2021 Invitation](#) flyer or visit [jabc.ca/woc](http://jabc.ca/woc).

### JABC TechWorks – March 2 & May 12

Designed for Grades 8-12, *JABC TechWorks* will expose high school students to the career opportunities that exist in B.C.'s dynamic tech sector, the skills and education required for tech jobs of the future. *JABC TechWorks* features a live virtual event (four dates & times), plus access to an exciting video library featuring conversations and activities facilitated by B.C. tech leaders and tech-enabled companies. Optional classroom resources and interactive activities also provided. This complete JA program is provided free of charge! To enrol, see the attached [JABC TechWorks – March and May 2021 Invitation](#) flyer and for full details on the history of *JABC TechWorks*, please visit website [techworks.jabc.ca](http://techworks.jabc.ca).





## 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 Prespatou, 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 w 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.guard.me/keepmesafe.php>

### Bert Bowes Middle School (BBMS) Careers Class Visits Northern Lights College

On March 9th, 2021, students visited NLC to talk about post-secondary and career planning. The students wanted to expand on their knowledge and learn about the many different programs provided by NLC. Students interviewed different administrators, instructors and department co-ordinators throughout the day. A video submitted by their teacher, *Ted Sloan*, with highlights from the day ... [BBMS Careers Class – Video](#)





## Objective 3.2: Increase the integration of Literacy, Numeracy, and Core Competencies within Applied Design Skills and Technology

### Key Strategies

- Develop ADST Demonstration Kits to provide Elementary teachers with a resource to explicitly integrate numeracy, literacy and Core Competencies connections for skill development.
- Create new ADST lessons and activities to be added to the current bank found on the District Digmore Learning Commons. This serves as a resource for all Elementary teachers to increase the quantity and quality of learning experiences for our students. Each will include a demonstration video and a detailed lesson plan with Numeracy, Literacy and Core Competencies connections.
- Professional Development session/s offered to Elementary teachers focused on these resources and ADST instruction.

### Makers Making Change

Thanks to a generous donation from Shell Canada to the Makers Making Change initiative North Peace Secondary School students will have opportunities to pair makers with people with disabilities to design and build low cost assistive devices.

NPSS held several build events throughout the year, similar to the one that was held at Duncan Cran Elementary last year.

School District No. 60 has made a strong commitment to the Applied Design Skills and Technology curriculum and it is wonderful to see the students using what they have learned to make a difference in our community.



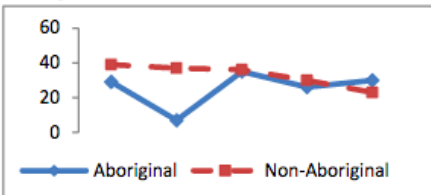
For further information on our partnership with Makers Making Change, and the Neil Squire Society.

[Makers Making Change Pamphlet-1](#)  
[Makers Making Change Newsletter Fort-St-John-1](#)

## Indicators

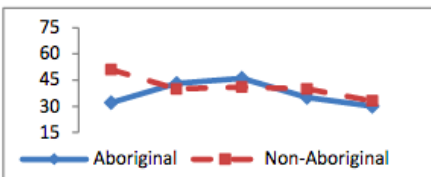
- Raw DATA, percentage of indigenous students participating in Career Programs
- Student Satisfaction levels;

**Are you satisfied that school is preparing you for a job in the future?**



School Year	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2015/16	28	8	29	147	57	39
2016/17	14	1	7	57	21	37
2017/18	26	9	35	132	48	36
2018/19	23	6	26	119	36	30
2019/20	20	6	30	86	20	23

**Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?**



School Year	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2015/16	28	9	32	150	76	51
2016/17	14	6	43	55	22	40
2017/18	26	12	46	131	54	41
2018/19	23	8	35	120	48	40
2019/20	20	6	30	86	28	33

- Number of integrated ADST lessons and activities (revised or new) created and added to the District Digmore Learning Commons - goal of 10 lessons.
- Number of Elementary teachers using the integrated ADST Lessons and Activities - goal of 60% Grade 5 and 6 teachers.
- Rate of Teacher and Student satisfaction with regards to engagement in learning - goal of 80% satisfied or very satisfied.
- Student Survey and Written Reflection?

## Alignment of Resource Allocations With This Goal:

- Teacher release time for creation of Integrated ADST lessons - 5 TTOC days



### Women in Trades Event at Dr. Kearney

In February 2021 Dr. Kearney Middle School hosted a Women in Trades event. Today, the door is open to women in every BC trades career from carpentry and plumbing to aerospace and horticulture. The event features opportunities to connect students with mentors and hands-on experiences.



## Focus

Evolving the Learning Support Model to create a model that is:

- understandable to staff, parents and community
- flexible to meet the needs of students and schools
- a transparent allocation of finite resources that link directly to learning evidence and school FESL goals
- accountable
- a District-wide consistent approach to providing key resources and processes at the classroom level

## Goal 4: Support Student Achievement through A Systemic Learning Support Model

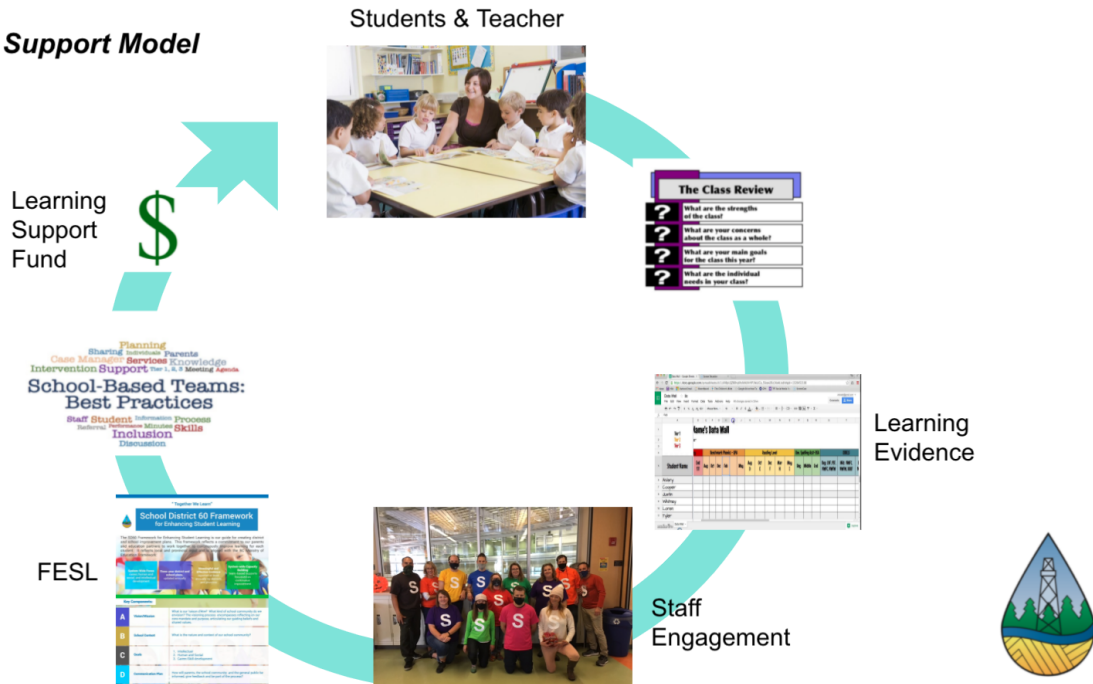
### Objective 4.1: Educate Staff and Stakeholders on the Rationale and Structures of the Learning Support Model

#### Key Strategies

- Review and present Ministry of Education direction on inclusive practices and the parameters for Special Education Funding
- Develop and present District information on specific structures and process that align with the Ministry mandate
- Use collaboration and communication structures such as the Leadership meetings, school-based teams (SBT), PAC meetings, Post of Responsibility workshops and pro-d opportunities to address this goal



## Learning Support Model



### LEARNING SUPPORT MODEL

- vast majority of spending allocated to Education Assistant support
- addition of teacher time as a support – this could be additional Learning Assistance time, a behaviour teacher, counselling time, etc.
- addition of other support staff, such as a Youth Care Worker
- additional support in the form of collaboration time and professional development for teachers
- a model that is responsive to the emerging needs of the class and school-based on class reviews
- individual needs are looked at through the lens of the entire class
- a creative approach to supporting the learning environment for all students continues to develop and we are seeing more creativity in how school-based teams address student needs



---

## Objective 4.2: Implement A Sustainable, Transparent, School-Based Learning Support Fund

---

### Key Strategies

- Provide a funding/budget spreadsheet that shows all school allocations for the Learning Support Fund and a means to track expenditures
- Support School-Based Teams to play a leadership role with this objective
- Provide leadership opportunities for feedback, monitoring and adjusting of this tool
- Monitor for progress in relation to learning evidence

---

## Objective 4.3: Support Diverse Interventions to Respond to Diverse Student/Group Needs

---

### Key Strategies

- Develop and follow guiding principles for the allocation of these funds
- Consider all appropriate interventions that respond to the specific needs of the class grouping: ie. teacher intervention, resources, pro-d, Education Assistants, Youth Care Workers, teacher collaboration, coaching, mentorship, etc.
- Share successes and challenges on diverse interventions
- Monitor for progress in relation to learning evidence

---

## Objective 4.4: Create a Universal Menu of Supports (Tier 1) for the Classroom

---

### Key Strategies

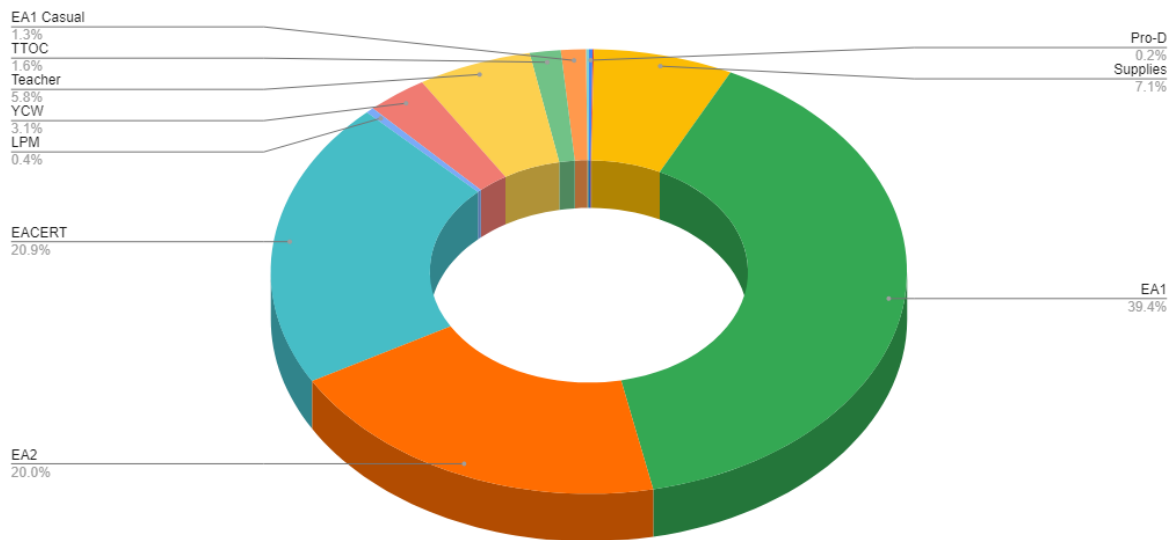
- Strike up a leadership group to review various structures, processes and resources for a universal classroom approach - meet regularly throughout the 2021-22 school year
- Engage teachers, support staff and education stakeholders to collaborate on this resource

### Indicators

**Diverse Allocations of Learning Support Model Fund across District in 2020-2021**



District - Percentage of LSM Budget Allocations 2020-2021



## Alignment of Resource Allocations With This Goal:

- Time spent at DLTM
- Time spent with Working Committee for Universal Classroom Support Model
- Learning Support Fund to Schools - approximately \$6.3M to start in 2021-2022

## Glossary

**Framework for Enhancing Student Learning (FESL):** The term used to describe an ongoing improvement plan for schools, the district and the Province of British Columbia.

**Dogwood:** High School graduation certificate

**Evergreen:** An alternative graduation pathway with an emphasis on vocational/life skills.

**Networks of Inquiry and Indigenous Education (NOIIE):** A voluntary, inquiry-based network of schools in BC that collaborate around specific questions related to improving student success.





**Work Experience:** Part of an educational program that provides a student with an opportunity to participate in, observe and learn about specific tasks and responsibilities related to a career.

**Youth Work in Trades (WRK):** The program consists of two grade-level curricula, four separate courses and student training plans, and four work placements. Through participation in WRK, school-age students can earn up to 16 graduation credits and 480 work-based training hours required for provincially and nationally recognized industry trades credentials.

**Coaching & Collaboration Grants:** Funds and resources available to teachers in SD60 for the purposes of receiving coaching support and collaborating with colleagues on a specific intervention or program for student success.

**TAG system:** Teacher Advisory Group system used at some middle schools whereby groups of students meet regularly with an advisor teacher who supports them in their overall school experience.

**Assess System:** A locally-stored web-based system to record and track student achievement including report card marks, Individual Education Plans (IEPs), District literacy and numeracy assessments, behaviour referrals, transition plans, etc.

**Math Assessment & Practice (MAP):** A tool for instruction and assessment in numeracy that allows students and staff to approach numeracy from multiple perspectives.

**“Thinking Classrooms”:** A professional development initiative in SD60 where groups of teachers are working with a consultant to design classroom spaces and lessons to facilitate problem-solving skills.

**Mathology:** A series of textbooks, lesson designs and resources from Pearson Canada for the numeracy program in SD60.

**5 or 6-year Grad Completion Rate:** The number of years it takes a student to graduate from high school once they begin grade 8.

**Reading Fluency:** The pace and accuracy with a student can read the words of a text.

**Reading Comprehension:** The ability to comprehend the written text - as measured by comprehension questions given to the student.

**Individual Education Plan (IEP):** A personalized learning plan for the student that can involve different assessments and educational goals



**Foundation Skills Assessment (FSA):** A provincial assessment for literacy and numeracy in grades 4 and 7.

**CASEL Framework:** CASEL's SEL framework fosters knowledge, skills, and attitudes across five areas of competence and multiple key settings to establish equitable learning environments that advance students' learning and development. The five areas are self-awareness, responsible decision making, relationship skills, social awareness, and self-management.

**Middle Years Development Instrument (MDI):** An assessment through a voluntary survey by grade 7 students to determine patterns of vulnerability in that age group.

**Pro-D:** Professional Development carried out by teachers, support staff and administrators.

**ADST:** Applied Design, Skills and Technologies: A component of the BC curriculum with a focus on hands-on learning activities.

**EA:** Educational Assistant





---

## Together We Learn

