



**EDGEWOOD ELEMENTARY PAC GENERAL MEETING**  
**Edgewood Elementary School Library**

<b>Chair:</b> Danielle Kopelchuk	<b>Vice-Chair:</b> Lacey Ralston
<b>Treasurer:</b> Sarah Foot	<b>Secretary:</b> Marian Berg
<b>Principal:</b> Laurie Bryce	<b>Teacher Rep:</b> N/A
<b>DPAC Rep:</b> Andi Dupperon	
<b>DATE:</b> January 5, 2021	

**CALL TO ORDER:** 7:00 p.m.

**APPROVAL OF AGENDA**

- Marian motioned to approve the agenda; seconded by Sarah

**APPROVAL OF MINUTES**

- Sarah motioned to approve the minutes; seconded by Danielle

**PRINCIPAL'S REPORT**

- Trustee: Betty Beckering
- School org
  - 213 students total
    - 13 on transition
- Learning groups may be regrouped at end of January
- H&S
  - No new information/changes
  - Meeting again this Thursday
- Staff members/students must complete health check before each day
- Edgewood arranging to get food hampers to families with food security issues
- Bussing
  - Continuing to monitor protocols
- Dates to note:
  - Assembly scheduled for this Friday
  - No NID in January
    - Will be on eon February 5
- Unclear on when class pics will occur
  - Plan TBD
  - Suggested to do indoors
  - **ACTION:** Laurie Bryce to coordinate class pictures
- Written CSLs went home in December; next written CSL will be in April
- FSAs may not be done this year
  - Foundation Skills Assessment
- Tree of Warmth
  - Most donations ever this year
- Ella the Elf was huge success this year

- **Parent requests:**
  - Please send water bottles
  - Remind students no hugs/hands on
  - Reminder to complete health checks in the morning

**SCHOOL PLAN 20/21**

<b>Goal(s) (Choose one or two goals from the drop down list)</b>													
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Improve Academic Success for Indigenous Learners</td> </tr> <tr> <td style="padding: 2px;">Improve Academic Outcomes for students with diverse abilities</td> </tr> </table>		Improve Academic Success for Indigenous Learners	Improve Academic Outcomes for students with diverse abilities										
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<b>Specific Objective(s) (ie. Focus on Literacy, Numeracy, Course completion etc)</b>													
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<b>Quantitative Evidence to Support (Data to support goal and objectives chosen, choose measure from drop down menu or add your own)</b>													
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- Last year's FSA data to be added

- Goal is to have all students to be at least **Developing** category
- Student learning survey is distributed in Spring to parents/students
  - Sense of belonging, feelings about school safety, etc.

**Qualitative Evidence (stories) of actions:**

- To embed **First Peoples Principles and Knowledge** into all Curriculum.
- To embed **Local First Nations Culture and Language** into all Curriculum
- To support inclusion of students with diverse abilities into classrooms
- To improve access to academic curriculum for students with diverse abilities

- continue to support **Indigenous Learning** through onsite, school based **Indigenous Education Worker** (currently 25 hours per week for 35 students of 214)
- participate and provide learning opportunities for **Indigenous Events** throughout the school year – **Orange Shirt Day (Sept. 30)**, **Indigenous Veteran’s Day (Nov. 8<sup>th</sup>)** **Indigenous Day (June 21)**

- Awaiting Aboriginal Education teacher placement

- continue to build and expand communication by focusing on **ASL (American Sign Language)** learning as a 2<sup>nd</sup> language focus as well as local **Lheidli T’enneh dialect**, both in class and at whole school learning opportunities (assemblies, collaboration sessions)
- provide learners with regularly scheduled cultural learning opportunities provided by **Indigenous Education Worker** to promote Indigenous culture (weekly, monthly)
- continue to practice inclusivity in classrooms for learners – continue to build adult capacity in this area
- continue to support the diverse needs of our students students with specialized support staff (ELL, L/A, life skills, YCW, IE, Counsellor)
- continue to provide learning experiences that all students can participate in, enjoy, and be successful
- continue to focus and build adult capacity for using best practices for student learning, growth and development (District Pro D, Site based Pro D, regular, imbedded teacher collaboration times)

- French and ASL can be offered
- Incorporating **Lheidli T’enneh dialect** where possible

**Strategies (Outline the specific strategies your school will be using. Include support from departments, Professional Learning, Instructional Strategies)**

**Indigenous Education**

- monthly Focused Themes (using the 7 Sacred Teachings and Michele Borba's 7 Essential Traits)

September – Safety/Self Control

October – Respect (buffalo)

November – Ownership/Honesty (sabe)

December – Empathy

January – Achievement/Wisdom (beaver)

February – Friendship, Kindness, Love (eagle)

March – Humility (wolf)

April – Courage (bear)

May - Fairness

June – Truth (turtle)

- continue to support Indigenous learning through school based Indigenous Education Worker (currently 25 hours per week for 35 self-declared students from a school population of 214)
- promote use of Indigenous resources – we are committed to building our school inventory for such resources (both students and adult)
- connect with Indigenous Education Department for resources and support
- focused teaching of the 6 Cedars (wolf – share thinking, raven – be creative, salmon – be critical, bear – be reflective, beaver – make world a better place, orca – honour our roots) to help students build their core competencies
- continue to support District initiatives for growth in Indigenous students' academic and social emotional learning

### **Inclusive Education**

- Create an environment that is safe, caring and engaging
- Implement and use school's newly, co-developed SOAR Matrix – safety, ownership, achievement, respect as the foundation for guiding student choices and character development
- Work with our Extended School Based team and Inclusive Education staff to develop a better understanding of Inclusive Education
- Continue to work with the District's Building Stronger Schools Team to enhance staff knowledge and skill set for students with diverse needs
- Implement school-wide understanding of Zones of Regulation language and strategies for common social emotional language
- Continue to refine and build capacity with LA/ELL/Support programming for students – this year the school is trying a new, 3 term model of targeted direct and indirect support model
- Continue to support families of diverse learners with regular communication and check-ins
- Continue with bi-weekly collaboration from November to May, for teachers to collaborate on school goals and for students to build community and inclusivity together
- Continue with monthly assemblies to build community and inclusivity
- PAC supporting families financially – purchasing planners for every child, supplementing yearbook and t-shirt costs for families, supporting families with accessing the hot lunch program

### **Literacy :**

- Continue with effective reading and writing strategies such as Adrienne Gear
- Continue to use Fountas and Pinnell, Lexia, Precision Reading, Raz Kids Reading and Writing programs to support literacy skills
- Continue to support students with reading pens to assist with engagement in reading
- Apply Sandra Herbst strategies to build student ownership of learning (co-constructing criteria) and teacher assessment practices
- Work together in collaboration sessions to create ELOs – essential learnings for grade levels in ELA

### **Numeracy:**

- Continue with constructivist instructional approach for math at all grade levels
- Continue with Mathletics program to support math learning and to engage learners

- Edgewood has variety of resources coming to school on regular basis
  - Speech pathologists, etc.
- Draft of Student Plan to be emailed to PAC for review
  - Expected to be complete by the end of the week

### **TREASURER'S REPORT**

- Current report is on school website
- General Account
  - ~\$14,502.32
  - Bank service fees are up for general account
    - New cheques were required

- Stop-cheque charge
- Gaming Account
  - ~\$11,149.14

## DPAC REPORT

- Meeting held in December
  - PAC constitution updated
    - On website for review
    - Will vote in January
  - Hardship Program
    - Clarification to be provided on website
  - Cursive writing will be at teachers' discretion
  - CSL info can be found on website or myedbc.com
    - **ACTION:** Laurie Bryce to add info around myedbc.com to newsletter
  - Question from parent on water quality
    - Information can be requested from individual schools
    - Edgewood Elementary water gets tested every two weeks
    - City website also has water quality information available
  - Review and approval of Treasurer's Report
    - Will be posted on the website going forward
  - Andi working to get info on Partner Groups
- Next meeting to be held January 11

## STANDING COMMITTEE REPORTS

- Hot lunch
  - Going smoothly
  - Ordering is available Munch a Lunch
    - Online deadline is Sunday before, paper Friday before
  - January 15<sup>th</sup> (Amigos) and 29<sup>th</sup> (Subway)
- Popcorn Days
  - January 22<sup>nd</sup>
  - February 19<sup>th</sup>
  - March 5<sup>th</sup>
- Veggie Program
  - Nothing to report
- Yearbook
  - Laura volunteered
    - Danielle to check in with Laura on this
- Social Media
  - Automated posts to be added in an ongoing basis
- Fundraising
  - Hunnifords set up for March
  - Please send fundraising suggestions to Susan via PAC email
  - Fundscrip raised ~\$24
    - Suggested to extend/keep open
  - BBK Bottle Depot

- Roberta looking into details around account numbers/possible cheque

**MEETING ADJOURNED:** 8:00: p.m.

**NEXT MEETING DATE/TIME:** **Monday, February 8<sup>th</sup>, 2021 at 6:00pm**