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# MINUTES

## Chief Tomat PAC Minutes

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*Date | time* Aug 31, 2021 @ 10:00am | *Meeting called to order by* Erin McLeod

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### In Attendance

Erin McLeod, Kristy Thresher, Krista Pauls, Corinne Zacharias, Courtney Clark

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### Approval of Minutes

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The June minutes were posted online, and approved by Kristy Thresher, second Corinne Zacharias.

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### Treasurer's Report

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Gaming account \$23 295.01  
Community account \$33 704.11

\$67 961.82 playground bill to be paid within 5 years - once gaming funds come in, Treasurer will move the balance of the Gaming Account – tabled for September

Applied for gaming grant, and will submit a gaming summary in September

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### Principal's Report – Michelle Kaupp

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See Admin Report at the end of this doc. Highlights:

- ❖ enrolment has been increasing and we're now almost full at 294 students, and a 13<sup>th</sup> division has been added. See below for specific new staff.
  - ❖ no cohorts this year, no staggered breaks and no limits to play zones
  - ❖ kindergarten mini-sessions run until their first full day of school September 15<sup>th</sup>
  - ❖ key components of the SD23 Strategic Safety Plan: masks, daily health checks, no assemblies, requesting the volunteers show proof of vaccination
  - ❖ first day of school (8:30-11): kids return to last year's classroom, and will transition to new classes the next day
  - ❖ Chef Sam has resigned, and the school is actively looking for a replacement. Pizza day can continue in the meantime.
  - ❖ Parent-teacher conferences are moved back to Sept 23<sup>rd</sup> & 24<sup>th</sup> (early dismissal)
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### General Committee Report

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#### Fundraising Ideas:

- Until hot lunch is back on track, PAC can offer alternative food days
  - Hot Dog Tuesdays (starting Sept 14<sup>th</sup>)
  - Pizza Wednesdays (starting Sept 15<sup>th</sup>, by Gr. 5 students)
  - ?? Thursdays (starting Sept 16<sup>th</sup>) – Edo?
  - Popcorn Fridays might resume in October

- Erin will put out "Hour of Power" advertisement to get parent help for these activities
- Another Wish'n'Win in early November?
- Mabel's Labels – Erin will launch

#### **Upcoming Events:**

- PAC presence on the first day of school – Erin will greet and hand out flyers
  - Courtney can prepare a small handout advertising the PAC (stay informed, have a voice, PAC website/Facebook page, advertise meeting Sept 14th)
- VOICES program for Gr. 5 students: social skills, social media safety
  - Vote to split the cost of the program with the school – voted and approved

#### **Other Discussion Items:**

- Gaga pit in the future? (around \$5000-10 000) – we voted to begin exploring quotes, and Michelle will query the district and other principals who've been through the process

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#### Next Meeting

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**Next meeting: Tuesday Sept 14<sup>th</sup>, 2021 @ 6:30pm.**

Motion to adjourn was passed at 11:01am and voted unanimously.

### Chief Tomat August 31, 2021, Admin report:

- 294 students as of August 25, 2021
  - 13 divisions
  - New staff: Julia Mitchell covering for Bailey Radley. Laura Goodman supporting one of our teacher's return to work. Carey Adams is our new Social Emotional Teacher. Traci Stafford is our new Learning Assistant Teacher. Colleen Jeffrey is our new PE prep teacher. Justine White is our new grade 2 /3 teacher who will be teaching in the portable.
  - Kindergarten mini sessions will run until September 14<sup>th</sup> with the first full day of school on September 15<sup>th</sup>.
  - Health and Safety: See attached guidelines and measures.
  - School start up: Students will be returning to their last year's class on September 7<sup>th</sup> from 8:30-11:00am.
  - We will transition students into their new classrooms on Wednesday morning. Class lists will be posted on Wednesday at 1:45pm
  - The focus of our first week at school will be on our school wide behaviour expectations, belonging and community.
  - Our district theme this year is "HOPE."
  - Our school learning goals are:
    1. Staff will explore beliefs, evidence informed practice and resources in Reading/ *Writing* to design tasks to improve student reading and writing. FOCUS on READING!
    2. Students will use growth-based assessment language to describe their learning and next steps. This will help students take ownership of their learning. Staff will use:
      - clear learning intentions
      - co-created success criteria around meaningful, engaging tasks.
      - conferencing and effective feedback with students
      - Identify school wide, growth-based assessment language to guide student learning.
    3. As a learning community, we will work collaboratively with parents and staff to family feel welcome and engaged in our community.
- And continue the learning around 2019-20 goals:**
1. We will continue to build on our learning around '*nurturing self-regulated learning*' through the support of our district's Social Emotional Learning Team, and our Social Emotional Teacher.
  2. We will continue to use collaborative inquiry to design engaging, powerful and purposeful learning tasks for our students.
- District Strategic Plan- hand out
  - VOICES program begins for grade 5's at the end of September. We applied for a grant and will be receiving 50% off the original cost. Would PAC like to cost share this with school? \$30.00 per student and we currently have 51 grade 5 students. (\$1530.00 total.)
  - MEALs program is on hold for the time being until we find a replacement for Chef Sam
  - Pizza days- new opportunity
  - PTC on September 23 and 24<sup>th</sup>. Details still to come- zoom or in person
  - September 30<sup>th</sup> Day of Truth and Reconciliation – No school this day.



## ***COVID 19 School Health and Safety Measures at Chief Tomat Elementary School -- August 2021***

For the 2021/2022 school year, students and staff are in the classroom full time with updated health and safety measures. These guidelines will be updated as we receive updates from the Ministry of Health and Education.

### **Daily Health Checks**

- All students and staff are asked to complete a daily health check and stay home if feeling unwell.
- Parents and caregivers are asked to assess their children daily before sending them to school

### **Use the daily health check app for parents**

The [K to 12 Health Check website](#) and app is an easy way to decide if your child should attend school based on their symptoms. It includes current health guidelines and offers an age-appropriate user experience for K to 12 students.

Download the app:

- [iOS devices \(iPhone/iPad\)](#)
- [Android devices](#)

### **Masks and hand hygiene**

All K-12 staff, students in grades 4 and 5, and visitors are asked to wear masks in all indoor areas including their desks and on busses.

Exceptions to the mask policy include:

- A person who cannot tolerate wearing a mask for health or behavioural reasons
- A person unable to put on or remove a mask without the assistance of another person
- If the mask is removed temporarily for the purposes of identifying the person wearing it

- If the mask is removed temporarily to engage in an educational activity that cannot be performed while wearing a mask. For example:
  - Playing a wind instrument
  - Engaging in high-intensity physical activity
- If a person is eating or drinking
- If a person is behind a barrier
- While providing a service to a person with a disability or diverse ability (for example, a hearing impairment), where visual cues, facial expressions and/or lip reading/movements are important
- Please contact Mrs. Kaupp at 250-878-4088 if you have any questions or concerns.

Students in Kindergarten to Grade 3 are encouraged to wear a mask indoors in schools and on school buses but are not required to do so. Mask wearing remains a personal or family/caregiver choice for these students.

- We will continue to have students wash or sanitize their hands throughout the school day.

## **Cleaning and disinfecting schools**

General cleaning of schools, cleaning and disinfecting of frequently touched surfaces will be conducted at least once in every 24-hour period and when visibly dirty.

## **Visitors**

- Will be limited within the school at this time
- Volunteers will be requested to provide proof of vaccination

## **School Assemblies**

- Until further notice we will hold virtual assemblies or mini assemblies with a maximum of 50 participants.

## **Music programs.**

- Shared equipment will be cleaned and disinfected and students are encouraged to wash their hands before and after use
- Students will be asked not to share equipment that touches the mouth, like an instrument mouthpiece or mouthguard, unless cleaned and disinfected in between uses

## School meal programs

- Food services (meal programs, cafeterias, and fundraisers) will operate normally in the 2021/2022 school year.
- At present, our hot lunch program is on hold. Our wonderful, Chef Sam, resigned and we are in the process of hiring a new Chef. Please watch your emails for updates.

**CENTRAL OKANAGAN PUBLIC SCHOOLS**  
**2021-2026 STRATEGIC PLAN**





## **Vision**

Together We Learn

## **Purpose**

To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

## **Overarching Goal**

Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

## **Equity and Excellence in Learning**

We believe equity empowers each learner to thrive holistically. We also believe that each learner achieves excellence in learning when they have the confidence and competencies to pursue their passions and strengths. We will achieve this through:

### Inclusive Learning Cultures

- Value the unique identities and diverse contributions of each learner.
- Build supportive, culturally relevant learning environments that create belonging, well-being, inclusivity, safety, and community.
- Engage family and community as integral partners in the creation of meaningful, purposeful, and relational learning.

### Intentional Design of Learning

- Reflect the belief that each learner is capable, competent, and full of curiosity.
- Empower each learner and co-create experiences from their questions, passions, and interests.
- Design learning experiences grounded in powerful learning principles (e.g., First Peoples Principles of Learning, OECD Principles of Learning, Equity in Action for Truth and Reconciliation) to foster the holistic development of each learner's competencies.

### Collaborative Professionalism

- Implement effective job-embedded professional learning opportunities.
- Utilize inquiry approaches to build cultures of reflective and culturally responsive practices.
- Cultivate networks that foster shared understandings in order to grow our collective efficacy and adaptive expertise.

## **Transformative Leadership**

We believe in an ever-changing world, transformative leadership is a powerful catalyst for continuous improvement and growth that positively impacts our system, each school community, and ultimately each learner. We will achieve this through:

### Coherence around powerful transformative leadership

- Create shared understanding around powerful teaching and learning so that innovative and sustainable learning environments can continue to be built.
- Use evidence and research to guide decisions, routines and practices that support all learners.
- Embed Indigenous ways of learning and knowing.

### Leaders' agency as learners

- Connect leaders to reflective professional learning that responds to the needs of their community.
- Use inquiry to support continuous professional learning that responds to the needs of all leaders and learners.
- Understand how our values and beliefs impact our mindsets, routines and practices as leaders.

### Collaborative leadership networks

- Connect leaders within an inclusive culture of trust, inquiry, innovation, and exploration.
- Share new learning from research and practice to deepen collective understanding and knowledge.
- Establish systems to set goals, examine progress, and analyze learning targets for continuous improvement and growth.

## **Family and Community Engagement**

We honour the knowledge and experience that families and the community bring to our schools. By partnering together to improve student learning, opportunities for deep and meaningful engagement will emerge that supports, enriches, and nurtures each child in our care from cradle to career. We will achieve this through:

### Authentic and generative family and community engagement

- Focus on student learning and school improvement through relational trust.
- Engage families early and often as partners alongside the school, strengthening the school and family's capacity to support their child's education and growth at any age.
- Ensure opportunities to guide and provide mutual input on important decisions and planning.

### Value added community partnerships

- Nurture culturally responsive, reciprocal relationships over time, benefitting each child, each school, and the greater community.
- Co-create opportunities to enrich student learning out in the community and alongside educators in schools.
- Build collective efficacy with organizations to enhance student supports and wraparound services.

### Assurance in Public Education

- Develop a welcoming culture built on relationships, mutual trust, openness, and transparency.
- Effectively communicate with families and partners.

## **System Wellbeing**

We believe in sustainable practices that provide support to each learner today without compromising or reducing the ability to support each of our learners in the future. Moving forward, in a culture of growth, innovation, engagement and wellness, ensures that we can adapt to changing environments while continuously supporting each of our learners. We will achieve this through:

### Innovative and sustainable operating practices

- Utilize environmentally sustainable practices.
- Empower a culture of innovation and continuous improvement.
- Support equitable access to sustainable, inspirational learning opportunities.

### A culture of staff wellness and engagement

- Ensure a culture of health and safety.
- Implement wellness initiatives for all staff.
- Increase staff engagement by empowering employees and fostering supportive relationships.

### Effective use of District resources

- Allocate resources, equitably, to ensure the greatest impact to student learning.
- Achieve optimal value from District resources.
- Advocate for predictable, sustainable, and sufficient funding.

## **Glossary**

### **Adaptive Expertise**

Constantly seeking new learning and understanding, actively exploring alternative solutions, thinking evaluatively and checking impact, and welcoming different perspectives.

### **Co-creation**

A form of collaborative innovation: ideas are shared, developed and improved together.

### **Collective Efficacy**

A shared belief that we can positively influence student outcomes and improve student learning each day through collective actions. Collective efficacy is evident when everyone sees themselves as part of a team working for students.

### **Core Competencies**

Sets of intellectual, personal, and social and emotional proficiencies that all students need to engage in deep, lifelong learning. Along with literacy and numeracy foundations, they are central to British Columbia's K-12 curriculum and assessment system and directly support students in their growth as educated citizens. The BC Ministry of Education core competencies are: Communication, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness & Responsibility, and Social Responsibility.

### **Culturally Responsive**

Research-based approach that makes meaningful connections between what students learn in school and their culture. Being culturally responsive encourages students to feel a sense of belonging and helps create a safe place where they feel respected, heard, and empowered.

### **Job-embedded professional development**

To provide authentic, contextualized opportunities for staff to engage in inquiry learning that is grounded in day-to-day practice and is designed to enhance practices with the intent of improving performance.

### **Learning agency**

The capacity to set a goal, reflect, and act responsibly to effect change. It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others. (*oecd.com*)

### **Thrive Holistically**

Each learner is nurtured to be cultural, confident, and courageous.