

School District No. 59 (Peace River South) • Spring 2016

FOCUS

On Learning

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ABORIGINAL EDUCATION

Great strides Great results

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View FOL
magazine online!





Leslie Lambie
Superintendent & CEO

The core business of School District No. 59 is to provide a quality education to all students with the foundational value of “continuous learning for all people.”

In order to keep up with current research on effective instructional practices, it is crucial that teachers and educational support staff have time to pursue professional development. In this year’s edition of *Focus on Learning*, we have highlighted one of the learning opportunities afforded teachers this year. The Aiming for Excellence Conference, organized and funded by the Peace River South Teachers’ Association, was a very high caliber professional development experience featuring local and nationally acclaimed experts across a wide range of topics. Time for learning is targeted on other non-instructional and curriculum implementation days and many teachers spend considerable time engaging in professional development in the evenings and on weekends. Teaching is an art form that is never complete. Every educator in this District, whether fresh out of university or with 35 years and the title of Superintendent, every one of us has room to grow!

I am very proud of the reputation the teachers in this District have for leading the way in the implementation of innovative and effective teaching practice. Examples of such innovation are the Coach/Mentor Program with a focus on Aboriginal learners, Gwillim Lake Outdoor and Experiential Education, Inquiry Based Learning, an inclusive education model for learners with exceptional needs, the Primary Literacy Project, and strong partnerships with Northern Lights College and local businesses for community embedded Career Education. None of these would exist without District support and staff commitment to ongoing professional development.

I hope the articles contained in this magazine will provide an informative look at the impressive array of learning opportunities that engage students of all ages!

Leslie Lambie, Superintendent & CEO

Enrollment increased this year by 10.50 Full Time Equivalents (FTEs). An increase in students has not occurred in the last ten years. Since 2005/2006, enrollment across the District has dropped from 4,457 FTEs to 3,492 FTEs in the current school year. We are projecting continued modest increases over the next five years as projected Kindergarten enrollment exceeds the exit numbers of the graduating class.

For the District, this means we will be seeing a decline in the additional Funding Protection we receive because of the declining enrollment. The District received an additional \$3.67 million in Funding Protection this year. This is projected to decline to \$2.68 million for the 2016/17 school year. The continued additional funding has allowed the District to delay the full implementation of recommended transportation cuts as proposed in 2013 in response to the 25 per cent

reduction in transportation funding; the reduction represented approximately \$750,000. Recommended cuts not yet implemented include the cancellation of an additional route, instituting a rider fee structure for all students, further increase of fees to private schools, and charging transportation fees to students riding to schools outside their catchment area. Related to transportation, the board does have \$500,000 set aside in designated reserves. This will be available when Funding Protection is no longer able to support our transportation budget.

The targeted administrative savings of \$246,997 for this year was met, and an additional \$212,928 targeted for the 2016/2017 school year. These reductions are targeted towards areas that will not impact educational service in the classroom.

With all the changes, it’s an interesting yet challenging time to be involved in school district finances!

Melissa Panoulis, Secretary Treasurer



OUR VISION

Collaborating, outcomes oriented communities of learners.

Expanded learning opportunities for students.

Delivery models based on best knowledge and practice.

OUR MISSION

To enable each individual to realize his or her full personal potential.

Electoral Area I



Andrea Smith
Chetwynd & Rural Area



Crystal Hillton
Chetwynd & Rural Area

Electoral Area III



Tamara Ziemer
Board Chair, Dawson Creek



Richard Powell
Board Vice-Chair, Dawson Creek

Because the world continues to change, there is a need to ensure our education system continues to understand and adapt to that changing environment. The role of the Board of Education is to ensure the system continually focuses on student learning. There is a need to provide the best possible learning environment and that environment must be current and educationally progressive. To do this we need to constantly monitor finances for the best use of our dollars. Communication must be open within all sectors of the organization. And programs and facilities need to be reviewed regularly to make sure they meet the needs of students in the twenty-first century.

Electoral Area II

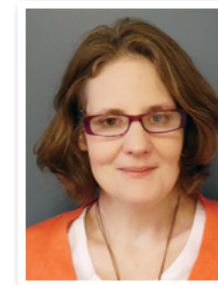


Sherry Berringer
Tumbler Ridge

Electoral Area IV



Wayne Ezeard
Pouce Coupe & Rural Area



Nicole Soontiens
Rural Area Surrounding

Currently, we have seen encouraging results from the Primary Literacy Project and a significant increase in Aboriginal graduation rates. We look forward to continuing growth in these areas as well as improving numeracy results.

Our district has many dedicated, talented and caring individuals who are doing an outstanding job. These people make our district a better place for students. As trustees we thank these people and encourage them to continue to strive for excellence for our students.

Richard Powell, Board Vice-Chair

SUPPORTING THE NEEDS OF PACs IN AN EVER-CHANGING PUBLIC EDUCATION SYSTEM

District PAC is an excellent opportunity for PAC representatives from School District No. 59 to have open discussions about matters relating to education in the District. We talk about any concerns that PACs may have and how these concerns can be resolved. We promote parent education in the form of educational discussion. Topics from this year’s guest speakers included Internet safety, the Early Literacy Program, PAC financing and reporting, Me-to-We and outdoor and experiential education. We directly communicate with District personnel and with other organizations in our community and province on common interests concerning education.

District PAC is a member of BC Confederation of Parent Advisory Councils (BCCPAC) and would like each school in our District to be an active member of this provincial organization. BCCPAC’s purpose is to promote, support and have parent participation in order to advocate for the success of all students.

I would like to send a warm and welcoming invitation to any interested parent to come and join us at our DPAC meetings. Tumbler Ridge and Chetwynd PACs also have the opportunity to join us via telephone conference.

Kauri Taylor-Cook, District PAC Chair
Informed parents have the strongest voice.

Aiming for EXCELLENCE



“We are getting rid of the idea that some kids are normal and some are different and instead thinking of everyone as special and unique.”

Special keynote speaker and format change-up takes annual conference to new heights



Previous page: Angela Connelly, conference organizer, and Shelley Moore, conference keynote speaker. Top right: A group of participants join keynote speaker, Shelley Moore, for an enthusiastic wrap-up to the conference. Bottom right: Shelley Moore keeps her audience's attention with powerful information and funny stories.

Visit most classrooms and you'll find the same remarkable cultural diversity we see in our communities today as well as a whole lot of unique differences you can't see. Our classrooms need to be inclusive and as it turns out, including everyone creates better learning for everyone.

Inclusivity was the theme of the Aiming for Excellence conference hosted by School District No. 59 in October. All teachers, staff and administrators from the district as well as education professionals from independent schools and School District No.60 (Peace River North), were invited to participate. The three days of professional development aimed to challenge ideas about diversity and inclusivity and offered strategies to make it happen in the classroom.

“We are the public school system,” says Leslie Lambie, Superintendent and CEO of School District No. 59. “We prepare all students to become citizens, to take their roles in society, regardless of what abilities or backgrounds they bring with them to school.”

Mike Readman, District Principal, added that the conference was an annual opportunity for educators to hear from experts, recharge professional batteries, get excited about their practice, and pick up new ideas, strategies and tactics.

The keynote speaker, Shelley Moore consults with school districts on the theory and effective practices of inclusion, special education and technology. “I try to bring special ed and “regular” ed together. How do

we operate an inclusive classroom? How do we teach to the particular ecology of each classroom with its varying mix of needs and abilities? And don't forget, teachers are as diverse as the rest of us. How can they teach from their strengths?”

“You can't take the special out of the kid, and why would you want to anyway? Every kid is special. We are getting rid of the idea that some kids are normal and some are different and instead thinking of everyone as special and unique. We are moving away from the idea of everyone coming out the same and focusing on individual strengths.”

Angela Connelly took on planning duties for this year's conference. “We changed things up this year. We decided to have a single focus and go into it more deeply. By having one keynote speaker instead of many mini sessions, by bringing in an expert, we were able to tackle some bigger ideas with more depth. Everyone in the district was included and we invited North Peace and the independent schools. I guess you could call it inclusivity in practice.”

“Inclusivity is my passion,” says Shelley Moore. “All means all.” ♦



FOCUS On Learning

School District No. 59 (Peace River South)

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ON THE COVER:

Back row left to right: Tamlyn Paquette and Elder Henriette Landry

Middle row left to right: Kenneth Duggan-Rohel, Isaiah Davis and Hunter Gentry

Front row left to right: Phinn Cameron and Lucian Desjarlais



Blissed on Blitzes

At Little Prairie Elementary School

Whole-school learning games prove to be an outstanding tool for reading and arithmetic mastery

You can feel the excitement in the room of five year olds. Today is Blitz Day at Little Prairie Elementary and in the common room, the rest of the school is gathering. These youngsters are anxious to join the fun.

The group has done this many times before so very quickly the grade sevens form teaching groups of two or three “mini-teachers” and the younger students are assigned to teaching groups. Then they’re off! Each group of mini-teachers leads a flock of enthusiastic youngsters to one of the teaching stations scattered throughout the school. Some stations focus on numeracy skills, some on literacy skills, all are set up as games. After the initial chaos of dozens of children streaming through the halls, things settle down quickly and the fun begins.

Each station is focused on a different literacy or numeracy skill. There are many levels of skill to become literate—able to read and write fluently—that most of us have forgotten we ever had to learn. The same is true of numeracy—the ability to understand and work with numbers.

At one station, youngsters identify the sounds in simple three letter words. It turns out we all had to go through a learning stage in which it was a challenge to recognize the difference between b, d, p, etc. How about all the different sounds for the vowels, a, e, i, o and u? Not only did we have to learn all the sounds, we had to recognize them inside a word.

At other stations, older students are experimenting to see how many ways they can illustrate a number using coloured blocks. Another group is practicing multiplication with Cheerios, and yes, they eat them at the end. The library is unusually full of sound as younger learners cluster round senior student readers to watch the words go by as the story unfolds.

Everyone is having a great time. A bell sounds to send the groups off to new stations and the fun begins all over again with an entirely new problem.

The grade seven mini-teachers have received training in how to use the games and teach the skills. At several stations there are adult assistants but many are staffed only by mini-teachers who are learning the meaning of integrity and role modeling, how to set up the stations, explain the concept of the game clearly and encourage their young students. They have learned teaching strategies—how to let someone figure it out for him or her self—and to stay focused on the goal without clamping down on the fun. For the grade

sevens there has been a blossoming of pride as they have taken ownership of the teaching, and a growing bond with the younger students through supervising in a caring, supportive, fun way.

"Blitzes keep students engaged. Leadership, organization and fun are the bonus prizes."

While the older students are developing leadership and teaching skills, the younger students are gaining measurable improvement in their literacy and numeracy. Frequent testing shows that since the blitzes were introduced this year, there has been a marked improvement in scores from last year overall and month over month.

Little Prairie started Blitz Day in September. For two full hours each Thursday, the entire school gathers, engages and focuses. The results have been encouraging, with teachers noticing significant improvement in reading and math abilities over the months. The students are more enthusiastic about math and reading than previously, finding as their own ability improves more quickly and they have fun with the learning, they are more engaged in the regular classroom lessons that give them the foundations to play the games. It’s an experiment that has paid off well, for teachers, mini-teachers and the junior grades who are reading, writing and “arithmeticking” better than ever. ♦



Top left: Kale Warncke spies some math tips.
Bottom left: Rylee LaGreca operates the teaching puppets.
Bottom right: Carter Dunn, Cayden Lindstrom and Ryder Ingles are feeling pretty good about their work.

Top: Mini-teachers debrief after a blitz session. Clockwise from bottom left: Deakon Tower, Liam Penner, Drayton Nelson, Zach Walker, Josh Deck, Jady Bissett, Ava Strachan, Hailey Castle, Grace Gauthier, Ireland Bassendowski, Charli Parrish, Rylee LaGreca, Devyn Jenson, Abbi Fuller, Teagan Warncke and Kristen Bodo.
Middle: Connor Galbraith, Avery Harrison, Mara Mamic, Paige Kinley, Olivia Scott, Morgan Cox, Lainey Toutant and Lincoln Tower, standing in back, read together at one of the blitz stations.
Bottom: Bella Redhead and Myah Brown.

SD59 Leads the Way in Primary Literacy

District invited to share successful strategies from BC to Oregon

THE PRIMARY LEARNING PROJECT IN BRIEF

The vision: 90 per cent of students entering Kindergarten will be reading, writing and using numbers confidently and competently, at grade level, when they enter grade four.

The project: involves intense focus on literacy, numeracy, inquiry based learning and social emotional learning.

Teachers: engage in practices and ongoing professional development that supports this approach.

Participating classrooms have these in common:

- 120 minutes of uninterrupted time for literacy every day;
- Numeracy and social emotional learning are woven through;
- Phys Ed, Art and Music are integrated;
- Content areas are vehicles for learning but are not reported on;
- It is an inquiry/activity based environment;
- There is enthusiasm for learning!

Top: Leslie Lambie, Superintendent and CEO, meets with teachers at Little Prairie School in Chetwynd.

Bottom: Dianne Bassendowski and Christi Fowler, teachers at Little Prairie Elementary, at a Primary Learning Project meeting in Chetwynd.



This is for all kids," says Leslie Lambie, Superintendent and CEO of School District No. 59. She is talking about the Primary Literacy Project, started in 2013 in response to stubborn statistics that showed 30 per cent of students were not reading and writing at grade level when they entered grade four. "Research shows that kids who have trouble at that point will have a very difficult time catching up, if they ever do. We just could not stand by and let that continue."

There had been many attempts to fix the problem without success until Lambie met Dr. Janet Mort at a conference. Dr. Mort, now retired, was an adjunct professor and researcher at Vancouver Island



"In January of this year, 45 per cent are reading at early grade one level. That is phenomenal!"

University who devoted her career to primary literacy. School District No. 59 embarked on a pilot project with Dr. Mort in September of 2013 with the goal of at least 90 per cent of students reading at grade level when they entered grade four in 2017.

"The results to date have brought joy to my heart," says Lambie. "Previous to the start of the project, none of our Kindergarten kids could read at the end of the year. In January of this year, 45 per cent are reading at an early grade one level. That is phenomenal! And our pilot group is already ahead of their cohort in all measurable areas."

The project started with about half the K/1/2 teachers volunteering to participate. Now about 85 per cent across the three district communities and rural schools have volunteered for the program. Teachers meet once a month on their own time to review current research and teaching techniques, share their experience, successes and failures and to support each other in the process.

"In the beginning, it was more work and there was a steep learning curve," says Katie Sanford, Kindergarten teacher at Little Prairie Elementary in Chetwynd. "There's way more data collection on a

daily basis. But that has focused our teaching so we now teach each child to address their individual needs, rather than delivering curriculum to the entire class. It has made learning much more fun for the kids—they are way more motivated. They see their results and want to reach their learning goals. The project has proven itself with the results—happier learners, more successful learners, better outcomes. And there have been a lot of new teaching techniques and tactics that have come with it so it's been really interesting as well as satisfying."

In fact the project has been so successful, SD59 has been invited to present at teaching conferences in Portland, Oregon; Seattle, Washington; Victoria and Vancouver, BC and Calgary, AB. "We have been the pilot project," says Lambie. "Dr. Mort has just published a book with a chapter about what we have accomplished in this district. We just want to make it available, to offer the recipe, to save others the four or five years it's taken us to learn how to do this. And it's great to see our teachers recognized for the work they've done and the successes they've had." ♦



HAND IN HAND



Above: Brooke-Lynne Bueckert and Riley Wilde with a totem pole they helped make.

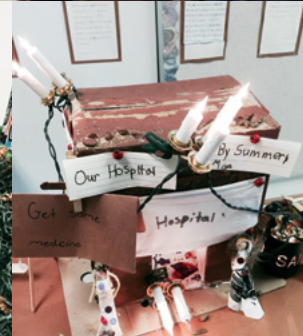


Top: left to right: Travis Huber, Riley Wilde, Miya Kemp, Katie Weingart, Summer Lazinchuk, Cassidy Handfield and Evany Sprinkle proudly display their button blankets.

Bottom: Katie Weingart with the Weingart Clan button blanket.



Top: back to front: More button blankets by Miché Kemp, Tytis Witowski, Travis Huber and Domanik Germain.



Bottom: The class made villages for First Nations and settlers out of everyday and recycled materials.

Parkland students study First Nations history through hands-on projects

A visit to Mrs. Greenberg's 2/3/4 class at Parkland Elementary reveals walls and counters covered in interesting drawings, models and little red and black blankets with designs made of buttons. The class has been studying Aboriginal history and culture in this, the year of the Truth and Reconciliation Commission Report and new curriculum from the BC Ministry of Education intended to correct the historical record and teach the culture of the many First Nations who first settled the land thousands of years ago.

One village has lots of greenery, a totem pole and tipis, animals and even some miniature people. The other looks a bit dustier and the buildings have straight walls made of popsicle sticks, although the lights really turn on!

Grade four student, Miché Kemp, made a tipi and learned, "First Nations people did not have a written language and had to remember stories. I didn't know they were nomads, which means they moved around." Josh Eyben is in grade three. "I learned how to craft materials from stuff around

the house and that First Nations people used totem poles because they didn't have a written language."

Perhaps the most popular project was the button blankets. After learning about the crest blankets used by West Coast First Nations everyone got to design a crest for their family and made a miniature blanket with that image on it. There were a lot of very proud blanket owners, just as their First Nations counterparts would be with theirs. ♦

Hon. Mike Bernier, MLA for Peace River South



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The Mayor and Council of the City of Dawson Creek commend the administration and teachers of School District No. 59 for their ongoing efforts to assist our young citizens in realizing their full potential and reaching their life goals.

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FAMILY-NES\$ AT SCHOOL



Coach Mentors have made a difference from K to 12

Across from the music room at École Frank Ross Elementary is a pleasant room filled with books and pictures. This is Megan Harder's office and she is the school's Aboriginal Education Coach Mentor. Visiting students, Austin and Kate, are full of chat—about video games today.

Over at South Peace Campus of Dawson Creek Secondary School, the Welcome Room is full of young adults sipping coffee, munching toast and chatting. Coach Mentor, Konrad Langenmaier and Assistant Mentor, Ronda Nelson, are answering questions and kibitzing with the students. As different as each room is from the other, there is a similar feeling of ease and warmth and the students obviously feel at home.

Each SD59 school has a coach mentor to support Aboriginal students and their teachers by establishing relationships with the kids and helping teachers create culturally responsive classrooms. The idea of coach mentors is one strategy of many brought in over the past five years in a bid to bring Aboriginal graduation rates in line with their non-Aboriginal counterparts. And it's working!

A few years ago, Aboriginal students' graduation rates hovered at 40 per cent, a dismal record. But why? Many people had tried many things over the years without success. Coach mentoring and a shift in teaching approach have seen all students—from K



Top: left to right: Austyn Jackson, Treyvan Charters and Brandon Williams are rightfully proud of their Certificates of Achievement.

Previous page: from left to right: Cole Spiers, Theo Bernard, Paige Breault, Rebecca Tolway, Konrad Langenmaier (Coach Mentor), Aleks Lucas, Kaley Boucher, Ronda Nelson (Assistant Coach Mentor), Alex Jensen, Kayden Strong and Taryn Fickle gather in the Welcome Room at South Peace Campus, Dawson Creek Secondary.

to 12—enjoy school more, perform better and graduation rates increase.

It turns out what works for Aboriginal students works for all students. First and foremost, create a sense of familiness in the classroom and school by building relationships with each student. Teach to each child's strengths rather than delivering curriculum to the collective group. Have high expectations for each student. Support the teacher's mastery of their subject. Make sure the teacher knows where each student is at in their learning. And reject deficit thinking, the idea that the child comes with problems the teacher is helpless to affect. It's all about relationships and caring.

Coach mentors get to know their students individually. They work with each child or youth to set SMART goals (Specific, Measurable, Attainable, Relevant and Timely) and then support the student to reach them, setting them up for success. These children are advancing toward graduation with confidence and will have the choice to continue to post-secondary schooling and a wide range of occupations.

Just a few simple things; being there for a kid when you're needed and genuinely caring about them (which is why people go into teaching after all), supporting them to find solutions, giving individual attention so they feel cared about, building relationships that are meaningful with kids and teachers, and working with teachers to help them help their students. For Megan Harder, Konrad Langenmaier, Ronda Nelson and their colleagues, this is the job of the coach mentor. ♦

NEW VIEWS on Aboriginal Education

Teaching our kids about Aboriginal history and culture is critical to strengthening our relationships, communities and province," said Minister of Education and South Peace River MLA, Mike Bernier. He was announcing a new teaching resource and additional curriculum that focuses on Aboriginal history and culture.

The guide, *Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward*, was the result of public consultations between the Ministry, First Nations, Métis, school district leaders, teachers, support staff and students, and post-secondary institutions held in communities throughout the province.

Designed for K to 9 classrooms, the resource book encourages two main teaching themes: strengths-based, learner-centred practice and the need to overcome racism. Key themes include: Relationships; Language and Culture; Community Engagement; Engagement with the Land, Nature and the Outdoors; History; Local Focus; Emphasis on Identity; Power of Story; Experiential Education; and Traditional Teaching.

"This new resource provides teachers with the framework they need to ensure Aboriginal content is being taught in the classroom," said Bernier, "to help our children appreciate, understand and value the importance of Aboriginal culture and history."

A second guide, *The Indian Residential Schools and Reconciliation Teacher Resource Guide*, was developed by the First Nations Schools Association and the First Nations Education Steering Committee for teachers in grades five, 10, 11 and 12. The grade-specific Residential School guides aim to help students of all cultural backgrounds gain an understanding of the history of the relationship between Aboriginal and non-Aboriginal people over the course of Canada's history.

"It is vital that Aboriginal history is included in our school curriculum to educate our youth on Aboriginal culture and ensure the legacy of residential schools is not forgotten," said John Rustad, Minister of Aboriginal Relations and Reconciliation. "This guide is not only an important step toward helping our children understand the Aboriginal perspective but also a step towards reconciliation." ♦

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On the second day, students participated in the Workforce Training H2S Alive course. Here Jesse Babkirk, Matthew Chalmers and Jonathan Cronier gear up during the afternoon session.

Previous page:

Top: During the tour of the carpentry program and workshop, Alex Campbell put the finishing touches on a functional catapult.

Bottom: On the first day, students had lunch in the Aboriginal Gathering Space before heading out to explore NLC facilities and experience some of its programs. Left to right: Facilitator Brad Booker, Jesse Babkirk, Jack LeRoux, NLC Aboriginal Student Advisor Theresa Gladue, Métis Elder Ray Gagne, Matthew Chalmers, Kailey Boucher and Alex Campbell.

METIS TRADES

CONNECTION

Making the connection between school and career

The best way to start a career path is to step out into the world and walk it. This year students taking part in the Métis Trades Connection Program did exactly that.

For three days in February, students had the opportunity to explore trades training, tour local workplaces and strengthen their connection to the Métis community.

"This program gives them employable skills, an introduction to Northern Lights College and a look at the different trades that are open to them," says Amy Cross of Métis Nation British Columbia. "They get to meet and be motivated by people who have already started down their career path."

As an introduction to industry and local businesses, the students toured Aspol Ford,

Brown's Social House, United Spring and Brake, Curtis York Trucking and Red Weld in Dawson Creek.

"This was their opportunity to learn more about a variety of industries and the skills and attributes that employers are looking for in a potential employee," says coordinator Brad Booker.

A valuable part of the program is the connection to students' heritage. "The Metis culture was woven throughout the program," says Booker. "The students participated in a Metis kitchen party at the Navican Friendship Centre. The kitchen party was a chance for students, parents and community to come together in celebration of Metis culture and the students' success in the program."

The event featured dinner, Metis jigging and community bonding. There was a diverse group of about 30 participants ranging from students to elders.

The program had many successes for students. "The students had many positive personal achievements," says Booker. "Students were filming events to show friends and family later. Students were regularly sharing daily highlights. One student has since signed up for math tutoring knowing that he needs to achieve a certain mark to pursue a new passion."

This initiative is in partnership with Métis Nation of British Columbia and School District No. 59. ♦

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LET'S TALK SCIENCE

BUILDING KNOWLEDGE AT MOBERLY LAKE

The best way to start your school day is with great questions, and better yet, great answers.

What forces affect buildings? **Hurricanes! Tsunamis! Earthquakes!** What shapes withstand those forces? **Squares! Pyramids! Rectangles!**

In this class, the *Let's Talk Science* challenge is to build the tallest structure possible using milk cartons, but the buildings will have to withstand the forces generated by the table-shake earthquake and hurricanes generated by young lungs.

For coordinator Marcie Fofonoff, the *Let's Talk Science* program at Moberly Lake Elementary is a way to introduce science, technology, engineering and mathematics (STEM) to young students and then connect those subjects to their future.

"I try to link real people and the work they do to the choices students make, as they grow older and move through school," says Fofonoff. "To think, what is possible as a career, and then make it happen."

To start the program on the right path, Fofonoff wanted to know what the community thought. "I conducted two focus groups. One with students and one with parents so that the learning matches the needs of the community."

The focus groups answered basic questions such as: Are you thinking of careers and what kind? How are parents involved in making those decisions? Are you worried about careers at all?

"The idea is to raise those questions now so when it comes time to make those hard choices in high school you will have already thought about it and will stick with your choices," says Fofonoff.

In addition, students did pre-surveys at the start of the project to find out how they related to science, math and learning and what their career goals were. There are choices and connections to make between a job and what you need to qualify for it. You might say you want to be a dentist but not realize that you need to keep up on your math and science classes.

Let's Talk Science is a national, charitable organization that strives to help students develop positive attitudes, critical skills and career awareness through science, technology, engineering and mathematics. ♦

**"Let's Talk Science
uses Science,
Technology,
Engineering and
Math to develop
career choices."**



Top left: Build, test and improve. Aaliyah Long, Nevaeh Montgomery, Brooklyn Gentry and Kenneth Duggan-Rohel start on the next building.

Top right: Waterfall Allison, Kierra Garbitt and Logan Paul apply the hurricane test.

Middle: If you're learning, why not have fun? Kenneth Duggan-Rohel, Myles Jones and Isaiah Davis.

Bottom left: Marcie Fofonoff measures success.

Bottom right: It's tall, but will it survive? Kierra Garbit, Logan Paul, Waterfall Allison and Annaliese Siemens work on their tower.



PEDAL POWER

Energetic kids making electricity at Little Prairie Elementary

Start with a spark of creativity, apply some practical skills, stir in some physical exercise and you have the mechanical engineering elective at Little Prairie Elementary.

The challenge for this project is turn a stationary bike into a source of power to operate and recharge an assortment of electronics found in today's classroom.

"We want to build a desktop to be an interactive electrical recharge station," says instructor Brad Booker. "It will have plug-ins for charging computers, playing music and running strips of LED lights."

It seems like an easy project, turning the overflow of student energy into measurable output, but it's trickier than first thought.

"We have to figure out how to attach the generator to the wheel, calculate how much power

we can generate and then how we can channel the electricity to the devices," says Booker.

When you look closely, even building a simple system involves asking a lot of questions, learning a lot of different things and applying what you learn to create workable solutions.

How do the generators work? How do spinning gears affect workload? And how do you calculate the amount of electricity different devices use?

Yes to It provided funding to purchase the stationary bike and the electrical gear, but the class itself is part of the regular elective program at Little Prairie Elementary.

The elective programs allow kids to try different activities, discover a new interest or explore their passion and be inspired to learn more. There are classes on cooking, growing food, photography, art and many other subjects. ♦



Previous page: Zach Walker inspects the LED strip lighting powered by the hand crank generator.

Top left: Blaze Harrison and instructor Brad Booker test a method of attaching a generator to the stationary bike.

Top right: Troy Sinnicks starts work on the desktop control panel with Zach Walker and instructor Laura Craig.

Bottom right: Jady Bissett and Brad Booker inspect the wiring of the recharge station panel.

Bottom left: Keenan Hein and Austin Hansen testing the hand crank generator to see what can be efficiently powered, including LED strip lighting and an iPad.

The difference between a manager and a leader can make all the difference to the school experience

Is there a difference between managing and leading? That's a fundamental question for any work place and it is one School District No. 59 administrators and aspiring administrators recently set out to answer in a year long set of training workshops designed to foster leadership.

"Many people learn to manage well. It's a skill we need in our daily life and can often be transferred to situations in the workplace. But leadership is another matter," said Dr. Sylvia Bell, Principal at Chetwynd Montessori School, who led the kick-off workshop. "Leadership is a team sport. Good leaders inspire others and empower them, by showing the way, mentoring and encouraging. These are valuable qualities in today's education environment."

Dr. Bell started the first session with the question, "What good are principals anyway?" It seemed like a radical place to begin talking to teachers, principals and administrators coming

from a system in which the principal runs the show. The answers were interesting. Principals mentor their staff, are accountable for everything that happens at their school, are versatile, resilient, flexible and adaptable, tech savvy and collaborative. And principals genuinely care about their staff, students and school.

Leaders must have a vision that inspires. Leadership requires compassion, empathy and understanding, the ability to ask questions and be questioned by those with less authority. A good leader can change his or her mind, tolerate discomfort, be vulnerable without losing self-confidence and will take feed back even when it doesn't follow the party line. That's a lot to take on and not qualities taught in the standard fashion.

"A good leader has to know what he or she believes, what their values are. Good leaders listen to their gut and take action based on intuition and instinct. They rely on instincts because they have confidence in their foundational knowledge and their staff. Then they must be able to take action and their actions must



The DANCE of LEADERSHIP

“A good leader can rely on their instincts because they have confidence in their knowledge and their staff.”



Far left: Leslie Lambie, along with teachers and administrators from SD59 and SD60, meet for the first session of leadership training in January.



Above: Erica Sieber, Sylvia Bell, Daun Newman and Dianne Bassendowski work on an assignment.

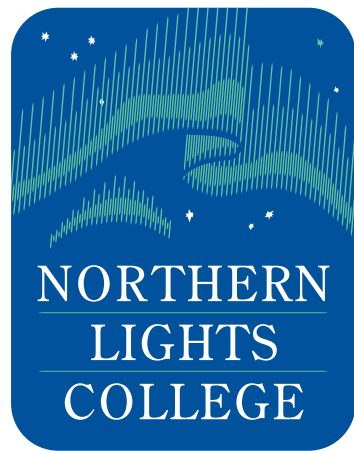
Top right: Mark Moeller and Daun Newman at the leadership training workshop.

bring value for others," said Dr. Bell. "When a leader is afraid to ask questions, to appear as if they don't have all the answers or is put off by feedback that disagrees with their point of view, the lines of communication very quickly close down and at that point you have a manager, not a leader."

Dr. Bell explained that the power difference between senior administrator and staff can be the end of communication if the leader is not willing to step out and invite input. In return, a leader will engage with staff to learn about their teaching methods, their approaches to classroom management and the many aspects of teaching that go beyond delivering the curriculum. "Knowing your staff and how they

work—everyone has their own unique approach and style—and establishing trust and confidence allows the principal to mentor staff by offering specific rather than general feedback. This is the potential value for staff members in being willing to join the leadership team. And once you have a well functioning team, you can get over the hurdles that crop up. The bonus—you get to spend your days in a supportive, engaging and exciting workplace."

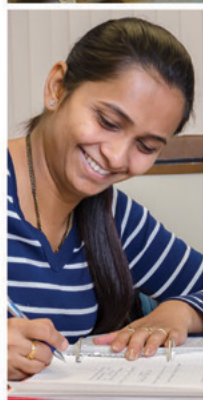
The Dance of Leadership training is a joint venture between School District No. 59 and School District No. 60. Future sessions will tackle communications, data assessment, planning, supporting all learners, ethical decision-making and change. ♦



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STAGE 1 Water Conservation Measures from May 1 to September 30



Providing clean water is one of the City's biggest expenses. Daily water use within the City can double during the summer months, due mostly to outdoor watering and vehicle washing.

The City's 4-stage bylaw helps conserve water by designating watering days and times for residents, and working in stages to accommodate hot weather and lack of rain.

- **Even-numbered address** watering days: Wednesdays and Saturdays between 4:00 A.M. and 9:00 A.M., and between 7:00 P.M. and 10:00 P.M.
- **Odd-numbered address** watering days: Thursdays and Sundays between 4:00 A.M. and 9:00 A.M., and between 7:00 P.M. and 10:00 P.M.
- **Hoses for washing** boats and vehicles must have automatic shut-off devices.

LEARN ABOUT YOUR WATER
www.dawsoncreek.ca/water

- **The Kiskatinaw Watershed**
- **Water Treatment & Distribution**
- **Water Utilities**
- **Water Conservation**

If you have questions or concerns regarding the Kiskatinaw Watershed please contact the City's Watershed Coordinator at:

Toll Free: 1-855-782-1793 or (250) 782-1793

E-mail: watershed@dawsoncreek.ca

Inquiries about water treatment or distribution contact:

250-782-3114



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