



# School District No. 51 (Boundary)

Regular Meeting of the Board of Education

June 11, 2013

School Board Office

## Agenda

---

### Call to Order

### Presentations/Delegations

Restorative Justice Presentation – (Attachment)

District Community Literacy Plan – Sheila Dobie and Jocelyn Slater (Attachment)

GFSS Quebec Trip – David Reimer (Attachment)

### 10 Minute Comment Period

### Adoption of Agenda

### Adoption of Minutes

May 14, 2013 – Regular Meeting Minutes

### Report on In-Camera Meeting from May 14, 2013

The Board discussed personnel issues, properties/facilities, use of the BCSS and GFSS weight rooms and the acceptance of an invitation to meet with the BDTA.

### Correspondence

Retirement Letter to Liz Mason

Midway Bandwidth (Attachment)

### Business Items

#### 1. Superintendent's Report

- Report for May 2013 (Attachment)
- Monthly Class configurations (In Compliance with Bill 33)
- Board Approved Courses (Attachments)
- Quebec Trip (Attachment)

#### 2. Secretary-Treasurer's Report

- Report May 2013 (Attachment)
- Enrolment Report (Attachment)
- Expenditure Report (Attachment)
- Out of Province Student Rates
  - As per Policy No. 5100 the Board must annually set the rate for out of province students. The proposed rate is \$11,500 which is based on the total funding divided by the September 30, 2012 fte.

**MOTION:**      "That the annual fee for out of province students be set at \$11,500 for the 2013/2014 school year."

- Budget Bylaw

**MOTION:** “A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 51 (Boundary) (called the “Board”) to adopt the Annual Budget of the Board for the fiscal year 2013/2014 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the “Act”).

1. The Board has complied with the provisions of the *Act* respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 51 (Boundary) Annual Budget Bylaw for fiscal year 2013/2014.
3. The attached Statement 2 showing the estimated revenue and expense for the 2013/2014 fiscal year and the total Budget Bylaw amount of \$17,928,385 for the 2013/2014 fiscal year was prepared in accordance with the *Act*.
4. Statements 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2013/2014.

**MOTION:** “That the Board of Education of School District No. 51 (Boundary) approve the Annual Budget Bylaw 2013/2014 as read, a third time, passed and adopted.”

**3. Director of Instruction’s Report**

- Report for May 2013 (Attachment)

**4. Board Self Review Report Out**

**5. Achievement Contract**

**MOTION:** That the Board approve in principle the Achievement Contract for 2013-2014 as presented.

**6. District Literacy Plan** ([click here](#))

**MOTION:** “That the Board approve the District Literacy Plan for 2013-2014, as presented.”

**7. School Growth Plans**

Grand Forks Secondary School  
Christina Lake Elementary School  
Boundary Central Secondary School  
Greenwood Elementary School  
Beaverdell Elementary School  
Walker Development Centre

Dr. D. A. Perley Elementary School  
John A. Hutton Elementary School  
Midway Elementary School  
West Boundary Elementary School  
Big White Community School

**MOTION:** “That the Board approve the School Growth Plans for 2013-2014 as presented.”

**8. Committee Reports**

- Policy Committee

**9. Talking Break – Admin Transitions**

**10. Trustee Reports**

**11. Around the Boundary**

**12. Trustee Activities and Upcoming Events**

- CSBA – July 4-6, 2013 – Fairmont Hotel Vancouver

**Future Agenda Items**

**Next Board Meeting:** September 10, 2013, School Board Office

**Adjournment**

**QUESTION PERIOD**

The purpose of this portion of the Agenda is to provide the opportunity to members of the public, press, radio and staff to ask questions or request clarification on items placed on this evening's Regular Meeting Agenda.

Questions which do not arise from the Agenda may certainly be addressed. Points may be raised before or after the meeting days by approaching the Executive Officers or Chairperson. If such queries require formal address by the Board, they can be submitted, in writing, and considered for placement on the Agenda for subsequent meetings. Such inquiries are welcomed as many routine questions can be handled by the staff.

# **BOUNDARY RESTORATIVE JUSTICE PROGRAM**

## **PRESENTATION TO SCHOOL DISTRICT NO. 51**

April 30, 2013

### **What is Restorative Justice?**

Restorative Justice is an alternative to the justice system that focuses on repairing the harm that has been done to victims and the community, rather than punishing offenders for breaking laws. Programs are community based, and while they all adhere to basic principles, such as dialogue, participation and reconciliation, they may be organized differently.

### **Why do we need Restorative Justice?**

For the victims, Restorative Justice provides a way to participate in the process and a means to obtain restitution for the harm they have suffered. It also provides an opportunity to express their feelings and describe how the incident has affected their lives. They can see first-hand that the offender is not necessarily a bad person, but someone who has made a mistake and regrets what they did.

For the offenders, Restorative Justice provides an opportunity to repair the harm they have caused. Doing this can help lessen the shame and guilt they are feeling, build self-respect for taking responsibility for their actions, and help to re-establish them as valued members of the community.

For communities, Restorative Justice helps to heal damage caused by offenses and build cohesion.

Besides these positive reasons for pursuing the Restorative Justice model, the current justice system is unsatisfactory in many ways. Courts are overcrowded and minor offenses are often dismissed due to the passage of too much time. If offenders believe the charges may be dismissed or that they may be found not guilty, they may be less likely to take responsibility. Punishment is not the best

method to change behaviour and often leads to repeat offenses. Convictions and criminal records can create stigmas that can affect people for the rest of their lives. For the victims, even if the offender is sent to prison, they may be left with feelings of anger and victimization.

### **How does the process work?**

Incidents and disputes can be referred by any organization or individual to the program. Currently, most files are referred by the RCMP.

### **What happens next?**

The file is assigned to a Boundary Restorative Justice Facilitator. He or she contacts and meets with each of the offenders, victims, their families and support persons who will be participating in the process. During these pre-forum meetings, the process is explained so that everyone knows what to expect at the forum. When the facilitator feels that everyone is prepared, a mutually acceptable time and place is arranged.

At the forum each participant is given an opportunity to describe what happened and how they have been affected. The victim is then asked what they would like to see happen to repair the harm. Various ideas may be discussed. Once agreement is reached, a contract is signed and a Mentor from the Program is assigned to see that the terms of the agreement are carried out.

### **Closure of file**

When the offender has completed the terms of the agreement, the file is returned to the RCMP and is permanently closed. The offender has no criminal record resulting from the incident.

### **How Does Restorative Justice fit into school systems?**

An inevitable part of operating schools is dealing with incidents that arise, such as bullying, vandalism, truancy, disruptive behaviour and theft. Although these occurrences can be very upsetting for those involved, they also can provide the opportunity for learning new ways of resolving conflicts. For this reason, many

schools have elected to utilize the restorative justice model, either by teaching staff to facilitate restorative justice conferences or partnering with their local Restorative Justice program.

Although it is certainly beneficial to provide staff with information about RJ, we believe there are advantages to utilising outside facilitators. Teachers and administrators are in authoritarian relationships with students and with each other to varying degrees. This can make it difficult to create a forum for dialogue in which all those involved feel they have equal rights and can work to find common solutions.

The other advantage is that teachers and staff are also personally affected by disruptive incidents. By having an outside person act as a neutral facilitator, the teacher or administrator is free to participate as a person affected and describe how they felt when the incident occurred and afterwards. Hearing this can help students better understand the impacts of their behaviour and motivate them to take responsibility and repair any harm they may have caused.

### **Native Healing Circles**

Restorative Justice as it is currently practiced has much in common with traditional Aboriginal Healing Circles. We are working with representatives of the Aboriginal and Metis communities in Grand Forks to explore how our practices can work together.

The Boundary Restorative Justice Program invites the teachers and administrators of School District No. 51 to partner with us and use our services whenever they feel it is appropriate.

**District-Community Literacy Plan**

**School District #51 - Boundary**

**Serving the Communities of:**

**Christina Lake, Grand Forks, Greenwood, Midway, Rock Creek,  
Bridenville, and Beaverdell**

**2013- 2014**



Prepared by Sheila Dobie

Community Literacy Coordinator,

Columbia Basin Alliance for Literacy ( CBAL)

April 2013

# Table of Contents

	Page #
<b><u>Section 1: Reflections on the Current Year</u></b>	
A. The Community Literacy Task Force/ Advisory Committee	3
B. Community Context:	3
i. Scan of Past Year	
ii. Collaborations	4
C. Goals and Actions of the Current year	5
i. What goals have we addressed?	
ii. What Organizations have participated?	
iii. What Adjustments were made?	
D. What are our indicators for Success?	6
E. Challenges	6
<b><u>Section 2: District Community Literacy Plan for the Years 2013-2016</u></b>	
A. The Process – and What is Literacy	7
B. Opportunities, Challenges and Issues	7
C. The Plan	11
<b><u>Appendix</u></b>	
Community Literacy Advisory Committee-Task Force: List of Members	15
Photos of the Literacy Planning Day	16



## Section 1: Reflections of the Current Year

### A) The Community Literacy Task Force/ Advisory Committee

- One of our goals for this year was to diversify our Task Force membership to include business representation. This was partially accomplished with one new member from the business sector and local government. This will continue to be a goal as we work with Selkirk College on the Workplace Skills development strategies.
- A turnover of members will be taking place in the coming year with new personnel taking on roles within the School District. We welcome Kevin Argue and Doug Lacey to the table, replacing Superintendent Michael Strukoff and Director of Instruction -Maxine Ruzicka.
- We enjoy a well-rounded Task Force that strongly represents youth, literacy tutors, active community organizations, and local government.
- The Task Force was a strong contributor to the planning of our new Community District Planning process.
- The complete list of Task force members is in the appendices. We meet 4 times a year to review the progress of the Community District Literacy Plan and to provide updates on the various activities of the member agencies.

### B. Community Context

- i. Scan of the Past Year The following list highlights both the positive and negative points that mark the past years community literacy efforts.
  - During our planning process in 2012 our Community District Literacy Plan was seen as being completed and a new plan would be a priority for 2013. The work of the Community Literacy Task Force over the year leading up to this process was a key part to the success of the planning session.
  - Community wide collaborations and service agency commitments continue to provide a rich literacy environment for families and adults in the region. See some of these listed below in the collaborations section.
  - A successful pilot took place at the Habitat for Humanity House. House residents as well as other special needs individuals living independently took part in an Emergency Awareness program that was developed and delivered by staff from Sunshine Valley Community Services and CBAL.
  - A new partnership was developed that will allow for an Adult Basic Education program to be delivered at the Glanville Center in the fall of Sept.

2013 Instructors from Selkirk College will support this program and child-minding will take place in the same building.

- West Boundary literacy planning and development continues to be evolving with opportunities being taken to integrate and expand programming in adult computer sessions.
- Limited resources to respond to new opportunities remain, despite the capacity available with collaboration. This is made even more challenging with the costs and complications of geography in such a large region. Travel costs and limited community transportation continue to be a major barrier for people who wish to access programming and for agencies to deliver needed services.

ii. Collaborations

The Boundary region continues to benefit from a tremendous commitment to collaborative planning and program delivery. The outcome of these partnerships is due to the commitment from the agencies involved as well as the coordination that is offered to support and direct them.

These on-going collaborations were strengthened and expanded:

- Grand Forks Public Library; Community Learning Place, Family Literacy Day, Screen Time project and Storytelling Festival
- Greenwood Library/ CBAL Community Learning Place drop-in
- Within the School District CBAL Rhyme Times programming took place in the Strong Start Centre at Hutton, GFSS Computer Lab used for adult/senior computer classes, West Boundary school spaces for youth programming
- Success by Six/ BCCRR/BFISS continued delivery of preschool family literacy programming, and parenting support programming
- BFISS/Selkirk College/CBAL successful planning around a supported ABE program for the Sept. 2013
- Interior Health / CBAL Health Fair and Flu Clinic
- SVCS / CBAL Habitat for Humanity House with a 5 week Emergency Awareness program and special needs literacy programming

**C. Goals and Actions of the current year - Based on the past District Literacy Plan:**

- i. Goal #1 - Community Awareness – embed learning and literacy activities in community settings:

We have addressed this goal in the following ways:

- Use of social media and online calendars by all partners
- West Boundary literacy group continues to evolve and be connected to the wider regional literacy planning
- Literacy is present at a variety of community events and locations- Farmers Market, Family Nights, Early Years Fairs, Reach a Reader campaign, Favourite Word Contest, Health Fair/Flu Clinic
- Collaborative programming in our public libraries such as Community Learning Place, Family Literacy Day, computer workshops

- ii. Goal #2 Planning: Provide resources and supports for those children, youth and adults that may not be engaged in literacy activities. Support literacy success in early learning, school and adult programs for our aboriginal population.

We have addressed this goal in the following ways:

- Continuation of the Afterschool Homework Club within the School District Aboriginal program
- Expanded collaborations between CBAL and Strong Start with programming during Strong Start sessions
- Literacy present at community planning tables
- Continuation of Homeschool program
- Continued Community Learning Place Drop-in for adult literacy needs at two libraries in the region

- iii. Goal #3 Evaluation: Sustain and strengthen the existing literacy programs and resources that encourage children, youth and adults to become literate and enjoy literacy activities.

We have addressed these goals in the following ways:

- We have revisited our Community Literacy Plan – and have engaged the community with a new set of goals and direction
- Interior Health and CBAL collaborated on a Health Fair that took place concurrently with the Flu Clinic
- CBAL and Sunshine Valley Community Services have successfully completed a collaborative program at the Habitat for Humanity House
- Continued delivery collaborations with Selkirk College, BCCRR , BFISS, and School District, GF public Library

- A donation was received from Roxul for two lap-top computers that are enhancing adult literacy at the Grand Forks Public Library

#### **D. What are our Indicators of Success?**

- Thirty four people from around the region attended the Community District Literacy Planning Day. This was the result of a year-long commitment of the Community Literacy Advisory Committee to ensure that a diversity of people and agencies would be present. The Committee also identified the demographic groups of Youth, Families, Seniors, Adults/Workplace, and School Ages be also considered in the planning.
- Expanded collaborations and planning for new and existing programs. See collaboration section above.
- Continued connections with West Boundary literacy interests, with program delivery and planning for the future.
- A steady and in some cases growing attendance continues to show that these programs are necessary and benefiting families and individuals.
- The things that support literacy work are the shared values between community agencies, active collaborations, the relationships that emerge right from the learner to the people that connect and support that learner, access to meaningful and relevant resources that empower the learner, and community settings that validate lifelong learning

#### **E. What were our challenges?**

- The past year's Community District Literacy Plan was limited in new scope and direction. This resulted in a year where there was more of looking ahead rather than responding to current ideas and directions. This also allowed for time to deepen partnerships and explore new opportunities that can now be integrated into the new plan such as the Habitat for Humanity program and the planning for the ABE program at the Glanville Centre.
- Community Literacy continues to be challenged by limited capacity. This limits the available time and resources to do the scope of the work needed. This impacts all organizations involved.
- Adjustments made: West Boundary computer workshop plan needed to be adjusted. The level of interest did not warrant the use of the computer lab to be brought in. This was then adapted as an opportunity for workshops to be held with the computers at the Midway and Greenwood libraries. A similar adjustment needed to be made with the Mother Goose program in Beaverdell. Insufficient participation required that the location be moved to Rock Creek. The impact of little to no community transportation and cost of travel is seen as a barrier to participation for West Boundary programs.

- Measures that would help these challenges are being addressed with the new literacy plan, continued coordination with West Boundary literacy groups, and within the collaborations between agencies.

## Section 2: District Community Literacy Plan for the Years 2013-2016

### **What is Literacy?**

The definition of literacy is wide and includes a functional view of literacy as the ability to accomplish tasks and participate in the world around us.

Accordingly, the International Adult and Literacy and Life Skills Survey (2005) has defined literacy as “the ability to understand and employ printed information in daily activities, at home, at work and in the community – to achieve one’s goals, and to develop one’s knowledge and potential.”

This perspective brings literacy into our homes, workplace, health settings, and community. This expanded view of literacy has been considered at various literacy gatherings in the Boundary. New technologies allow learners to express themselves and demonstrate understanding outside of the traditional skill sets of reading and writing. Needs in understanding financial and health information also presents other ways to bring capacity to people. As the community becomes ever more aware of the diverse learning needs of people of various ages, learning styles and abilities, the definition of literacy has expanded accordingly. Thus, the local community embraces literacy as being synonymous with “learning” in all settings that make up our community.

#### **A. The Process:**

Thirty four people from the Boundary region gathered at the Grand Forks Art Gallery on April 19<sup>th</sup> 2013 to plan for our community literacy goals, priorities and initiatives for the coming 3 years. Margaret Sutherland of Decoda Literacy Solutions facilitated the session, with assistance from CBAL.

Over the year leading up to the planning day, the Community Literacy Task Force spent each meeting discussing who they would like to see at the session and what structure would work well. This contributed to the diverse representation of people attending and the rich contributions offered by those present. This was a true community planning session- with voices from youth, special needs, families, adults, seniors, service agencies, and education.

Workplace Essential Skills is one area that was under-represented at the main session. An additional consultation was held on May 21<sup>st</sup> with Selkirk College, Community Futures and members of the business community. The strategy reflecting this work has been embedded in the plan within Goal #4- Building on Collaborative Programing.

## **B. Opportunities / Challenges / Issues**

The planning session identified these **Opportunities for Community Literacy:**

- We have a solid foundation of collaboration to build on with strong partnerships and creative programing. This is supporting the diversified liflong learning we are looking for in community literacy.
- We can build on this platform of collaboration for new ideas and focus areas, as well as expanding existing programs and sharing programing spaces.
- Story telling – is re-emerging as a community way for building connections.
- Specific areas of opportunity were identified:
  - Financial literacy
  - Health literacy- including food security
  - Community coordination of information and learning services
  - Smart use of technology
  - Expanding the Reading Link Challenge across the region
  - Work Place Literacy
  - Addressing the broken communications between and within ages

The planning session identified these **Challenges for Community Literacy:**

- Distances between communities continue to challenge the dispersal of opportunities throughout the region. Transportation links and resources are limited for people to access programs.
- The dynamics of technology- its value and risks. How do we develop technology skills and use in a helpful way while still creating meaningful connections to others? There is also a wide range of access issues with many people in the region still only served by dial-up internet.
- The stigma of low literacy continues to be a barrier.
- Mental health is a factor in literacy. How do we ensure our programs are accessible to all?
- The volunteer base is eroding. There are limited resources to recruit and train volunteers adequately which is limiting communities ability to effectively use them. Also there are many cases where literacy work needs to be covered by volunteers- due to limited resources to pay people.

The Planning session identified these **Issues for Community Literacy:**

- We need to build on the financial literacy capacity of our youth, families and adults.
- Health issues, such as mental health, eating healthy food, lifestyles all impact our capacity to learn and build on our resilience as a community.
- Coordination of community information, creating hubs of learning, linking educational resources within our communities are needed to strengthen our collaborative learning opportunities and broaden the scope of life long learning in our region.

- There are communication problems, a “broken communication” between and within generations that can be addressed with youth working with elders such as collecting stories, sharing cooking successes.

Goals established from the Planning process: See following table for the details to each Goal.

**Goal #1: Financial Literacy:** The community literacy partners will research content, delivery partners, venues, and approaches that will lead to a series of broad based financial literacy programs that will serve the community up to 2015.

**Goal #2: Health Literacy:** The community literacy partners will develop new and existing collaborations for programing that will address learning needs in healthy eating, mental health, healthy lifestyles, and food security.

**Goal #3: Build on Community Connections:** The community literacy partners will research and assist in establishing a region wide community information network. This will be a tool that will assist program planning and use across community service agencies and education centres. This Goal will also begin to explore the issue of “broken communications” between and within the generations.

**Goal #4: Build on Collaborative Programing ;** The community literacy partners will continue to build on existing collaborative literacy programs that serve families and adults in the region.

**Attendees of the Community District Literacy Planning day April 19<sup>th</sup>, 2013.**

Avi Silberstein (Grand Forks Public Library)	Margaret Sutherland (Decoda Literacy Solutions)
Barb Hein ( Boundary Lodge/Seniors)	Michele Goodwin ( SVCS - Special Needs)
Cathy Riddle (SD#51)	Mary McMurthrie ( Womens Institute)
Christine Carlson (BFISS)	Michael Strukoff (SD#51)
Christy Luke (Selkirk College)	Nigel James ( Literacy Tutor)
David Milton (Community Citizen)	Norma Tilgner ( West Boundary Literacy)
Diana Hart ( SVCS - Special Needs)	Pat Kelly (BCTimes/ LiteracyTutor)
Doug Lacey (SD#15)	Peri Best (West Boundary Literacy)
Erna Gobbett (Women’s Institute)	Sandy Elzinga (Community Futures Boundary)
Evon Bowser ( Literacy Volunteer)	Sandy Mark (Christina Living Arts Centre )
Heather Shilton ( Interior Health, Healthy Schools)	Stephanie Boltz (Midway Public Library)
Jaclyn Salter ( Youth, CLAC member)	Vicki Gee ( West Boundary Literacy/SD#51)
Janet Thorpe (Womens Institute )	Vivien Browne ( West Boundary Literacy)
Jenna Edwards (Boundary Lodge/Seniors)	Yelena Churchill (Parent)
Josephine Balch (Youth)	
Judy Foucher (Greenwood Library)	Sheila Dobie ( CBAL)
Kathleen Gabelmann (Literacy tutor)	Michele Dean ( CBAL)
Kevin Argue (SD#51)	Deb Baker ( CBAL/ CapC- West Boundary)
Leah Barkhuizen ( Literacy volunteer)	
Louise Heck (BCCRR)	

**Definitions to assist with the reading of the Plan:**

CLAC	Community Literacy Advisory Committee- Literacy Task Force
BFISS	Boundary Family and Individual Services Society – Glanville Centre
CBAL	Columbia Basin Alliance for Literacy – Boundary , WB- West Boundary
GFCU/CIBC	Grand Forks Credit Union and Canadian Imperial Bank of Commerce
SVCS	Sunshine Valley Community Services
BCCRR	Boundary Child Care Resources and Referral
BCRCC	Boundary Country Regional Chamber of Commerce
EOS	Empowering Our Seniors – West Boundary Seniors programming
FAR	Sustainable Food and Resources Society – West Boundary Food Security group
GEV	Girls Eye View – CBAL youth program



## School District 51 – Boundary

### Community District Literacy Plan – 2013- with a view to 2015/16

#### Serving the communities of Christina Lake, Grand Forks, Greenwood, Midway, Rock Creek, Bridesville, Beaverdell

**Goal #1: Financial Literacy:** The community literacy partners will research content, delivery partners, venues, and approaches that will lead to a series of broad based financial literacy programs that will serve the community up to 2015.

<b>Strategies</b>	<b>People/ agencies involved</b>	<b>Resources</b>	<b>Indicators of Success</b>
Research areas of focus and develop connections with financial players in community	CLAC CBAL GFCU/ CIBC	Planning time	Collaborative relationships are established with GFCU and/ or CIBC  A delivery plan is made that includes the West Boundary
Research curriculum and train/ partner for facilitators	CBAL, Libraries in the Region Selkirk College	Planning and training time	Training and curriculum-completed/identified  Tools such as Fact sheets and Tips will be produced and used by partnering agencies
Identify partners in delivery for venues	Libraries in the Region Selkirk College Glanville Center Rock Creek Medical Center	Planning time	Venues established throughout the region
Deliver one financial literacy program in the region that serves the priorities ages and topics identified in the program planning	CBAL Libraries in the Region Selkirk College	Facilitation and Materials	A community based Financial literacy program will be completed by June 2014  One delivery will take place in West Boundary through the EOS program through their ½ day weekly programing
Evaluation of first year will develop/shift for continued programing	CLAC CBAL		Ongoing financial literacy programs will be mapped in the literacy planning spring 2014

**Goal #2: Health Literacy:** The community literacy partners will develop new and existing collaborations for programing that will address learning needs in healthy eating, mental health, healthy lifestyles, and food security.

<b>Strategies</b>	<b>People/ agencies involved</b>	<b>Resources</b>	<b>Indicators of Success</b>
Identify Community partners in Health Literacy  Plan approach and priorities	Interior Health CBAL CLAC BFISS Libraries in the Region	Planning time	A plan for health literacy programing will be established by 2014 that includes the West Boundary  Health Literacy Fair idea will have evolved- and possibly delivered again with connections to the West Boundary  Farmers Markets will be tested for Health Literacy information delivery
Health literacy programing will be developed and evaluated for future programing  “Cooking on a Budget” was identified as a favorite at the planning session (possible synergies with the financial literacy piece)	CLAC CBAL Libraries in the Region Interior Health BFISS	Facilitation time and materials	One health literacy program will be delivered by June 2014  West Boundary - integration of Health literacy planning and activities with initiatives such as the EOS program and FAR (food security group)
Evaluation of first year program and plan will be used to look to the coming years	CLAC CBAL Libraries in the Region Interior Health BFISS	Planning time	Ongoing programing for the next year will be a component of the literacy planning in 2014

**Goal #3: Build on Community Connections:** The community literacy partners will research and assist in establishing a region wide community information network. This will be a tool that will assist program planning and use across community service agencies and education centres. This Goal will also begin to explore the issue of “broken communications” between and within the generations.

<b>Strategies</b>	<b>People/ agencies involved</b>	<b>Resources</b>	<b>Indicators of Success</b>
Different models and existing information tools will be identified	CLAC Boundary Chamber Regional Libraries CBAL	Planning time	Hubs of communication- will be identified
Existing or amalgamated community information tools will be developed as a regional hub of community information	CLAC Boundary Chamber Regional Libraries CBAL	Coordination	A community wide calendar system will be in use and promoted across the region by June 2014
Build on the connections that stimulate healthy and empowering communication between and within age groups	CLAC SD #51 CBAL Seniors Centres	Coordination Funds for speaker	A community learning event with a speaker will be held – eg: Gordon Neufeld/ Gabor Mate. ( possible partnership with Partners in Parenting- March 2014)  Establishment of a youth to seniors project within grad requirements - explore possible integration of computer workshops
Research community learning hubs in the West Boundary; Beaverdell, Midway Bridge, Rock Creek Medical Centre	CBAL SD #51 West Boundary Literacy Group	Coordination	The feasibility of the Beaverdell school being available for community access for internet will be determined by Dec. 2013  West Boundary Hubs in the Bridge and Rock Creek Medical Center will also be explored and developed where feasible

**Goal #4: Build on Collaborative Programing;** The community literacy partners will continue to build on existing collaborative literacy programs that serve families and adults in the region.

Strategies	People/ agencies involved	Resources	Indicators of Success
Family literacy programs developed within the context of Strong Start Centers, Family Nights, etc.	BCCRR BFISS CBAL Libraries in the Region Selkirk College SD#51	Facilitation Planning	Families continue to benefit from a wide range of community programing that serve them in a diversity of locations, times and styles  Family Nights/ combined events are organized that cover programing for all ages
Work Place Literacy: Continued development of curriculum focused on Essential skill development  Build on the understanding of workplace literacy within the business community / sector	Selkirk College Community Futures CBAL BCRCC	Coordination  Facilitation	Work Place literacy programs continue to be available within the community  Work Place literacy is discussed at business sector meetings
Programs connected to special needs groups	SVCS CBAL Selkirk College	Facilitation Planning	Special needs programing continues – with new programming emerging at the Habitat for Humanity House
Connect to seniors and youth and determine approach to integrate programing	CLAC- Youth CBAL Libraries in the Region Seniors Centres and facilities	Facilitation and Planning	Seniors programing continues with expanded content, technology tools, and locations  Youth /Seniors group is established to build story collections-integration into computer workshops with EOS / GEV
Use of storytelling in community literacy programing and community connections	Rekindled Storytellers Guild CBAL GF Library	Facilitation and planning	Storytelling becomes a regular feature in community literacy programing and includes storytelling/story collecting/ skill development
Reading Link Challenge- to engage literacy in school aged children	SD#51 Libraries in the Region CBAL	Planning	The Reading Link Challenge continues and is expanded into schools across the Region

## Appendix

Community Literacy Advisory Committee- Task Force - April 2013			
Name	Organization	email	
Christy Luke	Selkirk College	<a href="mailto:cluke@selkirk.ca">cluke@selkirk.ca</a>	
Darlainea Redlack	Community/Gazette	<a href="mailto:darlainea@yahoo.ca">darlainea@yahoo.ca</a>	
Deb Baker	CBAL/WB	<a href="mailto:rockmountain@telus.net">rockmountain@telus.net</a>	
Ellen Strelaeff	BFISS	<a href="mailto:ellen.strelaeff@bfiss.org">ellen.strelaeff@bfiss.org</a>	
Avi Silberstein	GF Library	<a href="mailto:asilberstein@gfpl.ca">asilberstein@gfpl.ca</a>	
Heather Shilton	Int. Health/ SD 51	<a href="mailto:heather.shilton@sd51.bc.ca">heather.shilton@sd51.bc.ca</a>	
Jaclyn Salter	Community youth	<a href="mailto:readwall@telus.net">readwall@telus.net</a>	
Karren Donald	Gospel Chapel	<a href="mailto:bbam.karren@gmail.com">bbam.karren@gmail.com</a>	
Ken Harshenin	SD 51	<a href="mailto:Ken.Harshenin@sd51.bc.ca">Ken.Harshenin@sd51.bc.ca</a>	
Leda Leander	BFISS	<a href="mailto:leda.leander@bfiss.org">leda.leander@bfiss.org</a>	
Louise Heck	BCCRR	<a href="mailto:bccrr@telus.net">bccrr@telus.net</a>	
Doug Lacey	SD 51	<a href="mailto:doug.lacey@sd51.bc.ca">doug.lacey@sd51.bc.ca</a>	
Michele Dean	CBAL	<a href="mailto:michelecipressi@gmail.com">michelecipressi@gmail.com</a>	
Pam Hilliard	Community	<a href="mailto:pamhilliard@smartt.com">pamhilliard@smartt.com</a>	
Sandy Elzinga	Community Futures	<a href="mailto:sandy@boundarycf.com">sandy@boundarycf.com</a>	
Stephanie Boltz	Midway Library	<a href="mailto:office@midwaylibrary.bc.ca">office@midwaylibrary.bc.ca</a>	
Sheila Dobie	CBAL	<a href="mailto:sdobie@cbal.org">sdobie@cbal.org</a>	
Neil Krog	City of Grand Forks	<a href="mailto:nkrog@grandforks.ca">nkrog@grandforks.ca</a>	



Photos of Literacy Planning Day at the Grand Forks Art Gallery – April 19<sup>th</sup> 2013



## Quebec Exchange Activity Schedule (Hosting - Fall 2013)

Date	Activity	Cost/Transport
<b>Sat - Sept 7</b>	Arrive in Kelowna. - La Ruche to bus to Grand Forks Meet and greet billets	Bus Transfer \$172.50/22 = \$7.80
<b>Sun – Sept 8</b>	Host family provides lunches. Parent Drivers - 11:00 am meet at Tambosso's – Hike (2 hours) 1:30 PM - All families invited for Welcome Potluck/BBQ @ Tambosso's - softball/ Frisbee/Barn Dance Return Home 7:30 PM	Parent Drivers
<b>Mon – Sept 9</b>	Host provides breakfast. La Ruche - Leave GFSS 7:30 9:30-12:00 Explore Nelson - Walking Tour (Historical Mining City) Lunch on your own Students will need to provide their own money for lunch this day. 1:00-3:00 - Ainsworth Hotsprings Dinner in Grand Forks – Campo D'aglio Return home by 9:00	Mini Bus and Parent Drivers  Ainsworth Hot spring \$ 270/22= \$12.27  Dinner \$750/44 =\$17.00
<b>Tues – Sept 10</b>	Host provides breakfast and brown bag lunch 8:00 - La Ruche Group Bus to Myra Canyon for Bike Hike Bike 11:00 – 2:00 Back to Grand Forks 5:00  Russian Cooking Night  Gym for Games/Movie- Snow Falling on Cedars/Roxanne?	Bus \$1200/44 = \$27.00  Bikes \$1250/44 = \$28.40  Dinner Supplies \$200/44 = \$4.50
<b>Weds – Sept 11</b>	Host provides breakfast and lunch. La Ruche Students go to GFSS in AM Just La Ruche – Walk to Art Gallery/Walking tour of Grand Forks (Down Town/City Park/Black Train Bridge/Oxbow Marsh behind Cemetary) Meet billet at GFSS 3:30 Dinner with billets. Whole School "Welcome Dance" in Evening	Art Gallery By Donation  Parent to lead walking tour

<b>Thurs – Sept 12</b>	Host provides breakfast and brown bag lunch. 9:00 - Morning – La Ruche Group - Bus to Owl Mountain Ranch for 8:30 - 11:00 - Horseback bring ball for lawn Brown Bag Lunch at Owl Mountain Ranch and Cascade Falls 12:30-4:30 - Christina Lake – Canoeing Kayaking/Biking (Afternoon) Dinner with billets. Eve – Games in Gym	Mini Bus and Parent Drivers (trucks) Owl Mountain \$600/22 =\$27.27 Wildway's \$ 556/22 =\$25.27
<b>Fri – Sept 13</b>	Visit time with Billets Observation Mountain Hike – PM Skating????? Goodbye BBQ – Condruk's	Parent Drivers
<b>Sat – Sept 14</b>	Goodbye Bus to Kelowna (See you in Magog)	Bus \$172.5/22 = \$7.80

#### Other Costs:

Hotel – Quebec Chaperones - \$ 675

#### Total Cost/Student:

Magog student - \$ 157.31

Grand Forks Student – \$ 76.90

#### Parent Help Needed to Cut Down on Cost:

Lunches for billets are required on four of the days.

Potluck dish for either Sunday or Friday BBQ.

Driving to and from events (School Dance/Tambosso's House/Observation Hike/Friday's Activities)

Two drivers (Trucks) and Guides– Thurs Christina Lake Day

Two Drivers and Guides – Tuesday Myra Canyon/Kelowna

Four to Five Parents to Organize Russian Cooking Evening

One Parent to take Quebec group on an art gallery visit and walking tour of Grand Forks.



# School District No. 51 (Boundary)

Minutes of a Regular Meeting of the Board of Education of School District No. 51 (Boundary)  
held Tuesday May 14, 2013, 6:00 p.m. at the School Board Office

The Chairperson called the Meeting to order at 6:02 p.m.

Present:	Mrs. T. Rezansoff	Chairperson
	Mrs. C. Riddle	Vice-chair
	Ms. V. Gee	Trustee
	Mr. K. Harshenin	Trustee
	Mr. D. Reid	Trustee
	Mrs. C. Strukoff	Trustee
	Mrs. R. Zitko	Trustee
	Mr. M. Strukoff	Superintendent
	Mrs. J. Hanlon	Secretary-Treasurer
	Ms. M. Ruzicka	Director of Instruction
	Mr. Kevin Argue	Superintendent Designate
	Mr. Doug Lacey	Director of Learning Designate

## Presentations/Delegations

- Heather Shilton, Health Promoting Schools coordinator, presented an overview of the work she has done with the District schools. Funding from IHA to support Health Promoting Schools will continue to be in place for the next two years.
- Principal Jennifer Turner presented the steps and training which have occurred with Erase Bullying, highlighting regional work and future plans.

## Adoption of Agenda

MOVED Zitko  
2ND Harshenin

“That the Agenda for May 14, 2013 be adopted as circulated.”

CARRIED

## Adoption of Minutes

MOVED Reid  
2ND Gee

“That the minutes of the April 9, 2013 Regular Board Meeting be adopted as circulated.”

CARRIED

## Report on In-Camera Meeting from April 9, 2013

The Board discussed personnel issues, properties/facilities, and business items.

## Business Items

### 1. Superintendent’s Report

- The Superintendent’s monthly report highlighted that the City will be using their strand of fibre in the community network to connect wireless internet access in the downtown core of Grand Forks. Student fees were reviewed and the following motion made:

MOVED Gee  
2ND Zitko

“That the Board approve the student fees for 2013-2014 as presented.”

CARRIED

### 2. Secretary-Treasurer’s Report

The Secretary-Treasurer presented the Operations/Transportation and enrolment reports for April. The April expenditure report was also circulated.

MOVED Reid  
2ND Harshenin

“That the Board unanimously agrees to give the Annual Budget Bylaw 2013/2014 all three readings at this meeting of May 14, 2013.”

DEFEATED

MOVED Zitko  
2ND Reid

“A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 51 (Boundary) (called the “Board”) to adopt the Annual Budget of the Board for the fiscal year 2013/2014 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the “Act”).

1. The Board has complied with the provisions of the *Act* respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 51 (Boundary) Annual Budget Bylaw for fiscal year 2013/2014.
3. The attached Statement 2 showing the estimated revenue and expense for the 2013/2014 fiscal year and the total Budget Bylaw amount of \$17,928,385 for the 2013/2014 fiscal year was prepared in accordance with the *Act*.
4. Statements 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2013/2014.”

CARRIED

MOVED Reid  
2ND Zitko

“That the Board of Education of School District No. 51 (Boundary) approve the Annual Budget Bylaw 2013/2014 as read, a first, and second, passed and adopted.”

CARRIED

- **AFG Bylaw**  
70% of the AFG Funding is for capital expenses that requires passing of a Board Bylaw.

MOVED Reid  
2ND Harshenin

“That the Board of Education unanimously agrees to give the Capital Project Bylaw No. 126642 all three readings at this meeting of May 14, 2013.”

CARRIED

MOVED C. Strukoff  
2ND Zitko

“A BYLAW by the Board of Education of School District No. 51 (Boundary) (hereinafter called the “Board”) to adopt a Capital Project of the Board pursuant to Sections 143 (2) and 144 (1) of the *School Act*, R.S.B.C. 1996, c. 412 as amended from time to time (called the “Act”).

WHEREAS in accordance with provisions of the *School Act* the Minister of Education (hereinafter called the “Minister”) has approved Capital Project No. 126642.

NOW THEREFORE the Board agrees to the following:

- (a) Upon approval to proceed, commence the Project and proceed diligently and use its best efforts to complete the project substantially in accordance with the Project Agreement;
- (b) Observe and comply with any rule, policy or regulation of the Minister as may be

applicable to the Board or the Project; and,  
(c) Maintain proper books of account, and other information and documents with respect to the affairs of the Project, as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board approved by the Minister and specifying a maximum expenditure of \$337,700 for Project No. 126642 is hereby adopted.
2. This Bylaw may be cited as “School District No. 51 (Boundary) Capital Project Bylaw No. 126642.

MOVED            Reid  
2ND                C. Strukoff

“That the Board of School District No. 51 (Boundary) approve the Capital Project Bylaw No. 126642 as read a first, second and third time, passed and adopted the 14<sup>th</sup> day of May 2013.

CARRIED

**3. Director of Instruction’s Report**

The Director of Instruction presented her report. She reported on how the MDI results are used with District partnerships to provide support to students.

**4. Committee Reports**

Community Engagement Committee - Trustee Riddle reported on the Community Engagement Meeting held in Midway. The topic was Erase Bullying. The meeting held in Grand Forks was cancelled as no public attended.

Finance Committee -- The Secretary-Treasurer reported that meetings were held on April 29 & 30<sup>th</sup> and that she also did this presentation for DPAC at their May 1<sup>st</sup> meeting.

Policy Committee -- Trustee Gee reported that the committee held a telephone conference with a Principal from the Sea to Sky District on the Sexual Orientation Policy to enquire about the process used in that District.

Trustee Gee also reported that there was a request to use the GFSS weight room from staff outside of GFSS. It was recommended that in the interim the Board pass a motion for the use of that facility by District staff.

MOVED            Gee  
2ND                Harshenin

“That the Board allow employees of the School District to use the GFSS and BCSS weight rooms outside of the normal working hours provided they are not being used in school programs or are booked by the school. Employees must sign a waiver as presented prior to use. No additional keys will be provided for staff members who do not work in those facilities.”

CARRIED

It was recommended that Policy 2065 be amended:

MOVED            Gee  
2ND                C. Strukoff

“That the Draft Policy 2065 Use of Equipment by Staff be revised and that the policy be approved for circulation.”

CARRIED

**5. Talking Break**

The talking Break focused on the profile of public education during the election campaign.

**6. MDI**

The MDI 4 Program was discussed. The following motion was made:

MOVED            C. Strukoff  
2ND                Reid

“That the Board approve the re-enrollment of School District No. 51 (Boundary) in the MDI 4 program for another two (2) years.”

CARRIED

MOVED            Gee  
2ND                C. Strukoff

“That senior management co-ordinate a plan to inform all parents of Grade 4 students by mail about the MDI 4 survey”

CARRIED

MOVED            Reid  
2ND                Zitko

“That the District approve the purchase of the Grade 7 MDI 7 survey in 2014-2015”

CARRIED

**7. Trustee Reports**

BCSTA AGM 2013 – Trustees discussed the results of motions presented at the AGM on April 23, 2013.

**8. Around the Boundary**

May 2013 Around the Boundary was presented.

Meeting adjourned at 8:03 p.m.

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Secretary-Treasurer



# **VILLAGE OF MIDWAY**

"Mile Zero of the Historic Kettle Valley Railway"

P.O. Box 160  
661 Eighth Avenue  
Midway, BC V0H 1M0  
Tel: (250) 449-2222 Fax: (250) 449-2258  
Email: [midwaybc@shaw.ca](mailto:midwaybc@shaw.ca)



May 6, 2013

Telus Communications  
PO Box 7575  
Station Terminal  
Vancouver, BC V6B 8N9

Dear Sir/Madam

Re: Bandwidth in Midway and Greenwood

It has come to the attention of Council that our local high schools needs have exceeded the 10 Mbps bandwidth provided by Telus their internet provider. The best improvement the school can purchase is 30 Mbps for \$1,600/month. We have been advised that Telus does have a work plan to improve bandwidth in the West Boundary Their timeline is implementation in 2015 at the earliest.

As a small rural school with budget constraints, purchasing 30 Mbps for \$1,600/month is not feasible. The Ministry staff has advised that the most economical course of action for the school district would be to convince Telus to modify their work plan.

The Village of Midway support the most economical course of action and lobby Telus to modify their work plan to provide improved bandwidth in the West Boundary as soon as possible.

We would appreciate your consideration on this matter and look forward to receiving a reply.

Sincerely,

  
Penny Feist  
Administrator

PF/tp  
Cc SD51(Boundary)



**Michael Strukoff**  
**Superintendent of Schools**  
**May Month-End Report**  
**June 11, 2013**

## **EDUCATION**

### Class Size & Composition

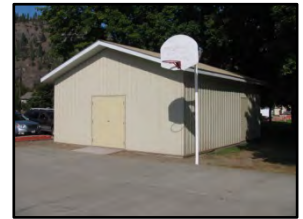
- All in compliance.

### Professional Development (Staff)

- Senior Management, along with the Superintendent and Director of Learning designates, attended the Kootenay-Boundary BCSSA Chapter Meeting. Presentations were made by BCPSEA, Harris and Co. LLB, Ministry of Education and Interior Health.

### District Initiatives

- The addition of a washroom to the storage shed at Perley is by and large complete. The final report has been submitted and we are waiting for approval of the outstanding funding – which is 25% of the project or \$4,500. SD51 has done very well with the School Community Connections Program. The District successfully applied for all five rounds of grants for a grand total of \$285,000.
- Kootenay Analytics is going forward. All necessary software and licenses have been purchased and installed. A final training session with Mr. Sean Cameron has been booked for June 19 and 20. Data is available right now.
- Library software L4U is being updated. Currently each school library runs its own computer, data base and back-up services. All the software and hardware is at end-of life. Over the summer this will be streamlined. A new central server is being set up to run each school's database. Back-ups of the database will be taking place using existing central back-up systems already in place. School-based hardware is being re-freshed, but it only needs to manage circulation functions and connect to the central server; scanning devices are not being replaced. This will simplify management of the software and database at the school level. Training on the new software is scheduled for August 26. L4U will provide the training.
- Learning Improvement Fund consultations are complete at the school level. Consultation with the BDTA has taken place, but we have agreed to disagree. Funds are being targeted to staff increases of Child Care Workers, Education Assistants and Teachers. This year, there is more teacher time provided by this grant than last year.
- The District is accepting the Interior Health offer for two more years of Health Promoting School Coordinator funding.
- SD51 has participated in an international pilot project with SmartLearning (Susan Close) called the [A•S•K Assessment](#) to inform their planning and teaching. This instrument is being purchased by the District to replace the existing Reading and Writing assessment tool developed by Susan Close. The data collected will be part of the data base in the Kootenay Analytic Tool that is being launched. Thank you to Terrilyne Gustafson, Tammy Jacobs, Linda Grieve, Christena Henry, Cathy Pankoff and project lead Marilyn Strukoff.



### Literacy

- District Spring Read and Writes have been completed – grades K-9. Results will be available to schools using the previous format as well as through the Kootenay Analytics software.

### Social Responsibility

- Kevin Argue and Jennifer Turner attended the Erase Bullying provincial spring meeting. Provincial Erase Bullying preliminary training plans have been released. SD51 is scheduled to participate in training in the fall – specific dates and locations to be announced.

### Numeracy

- The online Numeracy assessment has also been completed for grades 3, 6 and 8, with many schools including more grades. Results will be available to schools using our previous format as well as through the Kootenay Analytics software.

### **Ministry Initiatives**

- Changing Results for Young Readers 2012-2013 has concluded. The last meeting was held on Wednesday, May 29<sup>th</sup>. Thank you to the participating teachers and thank you to the lead teachers for the program – Tammy Jacobs and Marilyn Strukoff. Lead administrator for the project was Mr. Doug Lacey.
- Changing Results for Young Readers is funded for 2013-2014. The exact format is yet to be determined.

### **Meetings out of District for the Superintendent**

- None scheduled for June
- June 18 & 19, vacation days

### **Farewell**

This is my last Board of Education meeting in my capacity as Superintendent of Schools for SD51. I would like to thank the Board of Education for the positive experience I have had in working with Trustees over the years. I can confidently say the last 10 years of my career have been very fulfilling and gratifying.

I attribute this in large part to the outstanding people working at the Board Office – Alex Campbell, Lynn Heriot, Charlene Wiebe, Shirley Sookochoff (retired) and my Executive Assistant Susan Routley. Their support, dedication and work ethic made every day a great day.

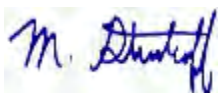
Thank you to Jeanette Hanlon, Secretary-Treasurer, for her support, work ethic, professionalism and friendship.

Congratulations to Maxine Ruzicka, Director of Instruction, on her retirement. I have appreciated her sense of humor, the tremendous work load she so successfully carried out, and her friendship over the years. Good health and joy to you.

Since this is a public meeting, I would like to also thank the press for the frequent and fair coverage they have provided over the years. Public sector unions are a big part of the public school system. I would like to acknowledge the SD51 union presidents Janet Thorpe (CUPE) and Norm Sabourin (BDTA) for their dedication, commitment, principled conduct and forthright relationships with management.

My last day in the position is June 28, 2013. I wish Kevin Argue, Doug Lacey and Jeanette Hanlon all the best as they form a new District leadership team. I also send good wishes to the employees and students of the District as they go forward into the future.

Regards



**Marilyn & Michael Strukoff**  
**May 23, 2013 retirement dinner**



# Grand Forks Secondary School

P.O. Box 339, Grand Forks, B.C. V0H 1H0  
TELEPHONE: 250 442-8285 FAX: 250 442-2085



To: Board of Education, SD #51

Re: Career Programs Pathways Proposal

I wanted to update the Board on our Pathways Work Readiness Program for 2103-14. This cooperative venture between GFSS, BCSS and Selkirk College involves 11 students (5 from BCSS and 6 from GFSS) enrolled in Pathways and the potential for many more enrollments in our separate certification offerings.

The certifications offered in the Pathways program will be delivered in two ways:

*\* Pathway Program (includes a 2 credit Course option). Students choosing to enroll in this program must participate in all the certifications (6 certifications included) plus complete a job shadowing component. There is a \$100.00 fee to participate in this program. Students who do not complete the job shadowing component, will not receive the 2 credit option.*

*\* Individual certifications (4 certifications to choose from). Students may choose to participate in these certifications on an individual basis. There will be a small fee attached to each of these certifications but these courses are subsidized by School District 51.*

As this program is seen as an option for students, it was our thinking that each student should make their own financial contribution to the program as part of their commitment to completing all the courses and having some ownership towards this valuable program. We increased the fee up from the \$50 amount last year as now there is only one comprehensive program with an increased certificate cost and we felt this was a reasonable expectation for families. As always, we check with families to ensure financial hardship is not an issue.

Certificate programs for the fall will include:

**Fall Protection:**

Learn the components of fall protection systems and review the regulations and standards to keep you safe

**Fork Lift Operator:**

Learn safe operation techniques, current regulations, common types of forklifts, pre-shift inspections and more.

**H2S Alive:**

Learn the physical properties and health hazards of H2S (hydrogen sulfide).

**Occupational First Aid (Level 1):**

Learn A level CPR/AED, how to deal with minor wounds, airway breathing, circulatory emergencies.



# **Grand Forks Secondary School**

P.O. Box 339, Grand Forks, B.C. V0H 1H0  
TELEPHONE: 250 442-8285 FAX: 250 442-2085



## ***Transportation Endorsement:***

You will learn more advanced patient assessment and critical intervention procedures while safely moving workers with spinal injuries to medical aid.

## ***Transportation of Dangerous Goods:***

This course is for those involved in transporting dangerous goods, and particularly relevant to the oil and gas industry.

## ***Job shadowing:***

This is a component of the course which requires the student to fulfill 8 hours of job shadowing with an employer in a trade in which the student is interested. Completion leads to 2 credit option.

Sincerely,

A handwritten signature in black ink, appearing to read "W. Scott Stewart". The signature is written in a cursive style with a large, stylized "S" and "W".

W. Scott Stewart  
Principal

# **BAA JOURNALISM 12**

## **GRAND FORKS SECONDARY SCHOOL**

**District Name:** Boundary 51

**District Number:** 51

**Developed by:** Mr. deHaan

**Date Developed:** Sept. 2013

**School Name:** Grand Forks Secondary

**Principal's Name:** Mr. Stewart

**Board/Authority Approval Date:**

**Board/Authority Signature:**

**Course Name:** Journalism 12

**Grade Level of Course:** 11 and 12

**Number of Course Credits:** 4

**Number of Hours of Instruction:** 90 + -

**Prerequisite(s):** none

**Special Training, Facilities or Equipment Required:** Computers, digital cameras, cameras

**Course Synopsis:** Journalism 12 introduces students to print journalism. Students will learn reporting skills, including interviewing and writing for specific purposes such as feature, sports and opinion pieces. Journalism 12 students will be preparing for contributing to the school's newspaper and Yearbook. Students will cover digital photography and editing, page layout and graphic design. Students will also be involved in aspects of marketing and advertising should Yearbook subsidies be required.

**Rationale:** Using language for print or electronic media is essentially the same. Both employ, for example, the same writing process. Both are created for a public audience and a specific purpose; both have similar content; both must address similar ethical issues; both have similar stylistic requirements. Differences are found mainly in the forms and conventions and in the fact that the electronic media are more concerned with the immediate effects upon the viewers or listeners. The key is to learn the basic craft and art of journalism for all media.

Journalism 12 explores the components and issues of print journalism. Students learn about gathering and writing news, reporting ethically, preparing editorials, writing features, preparing photos, and evaluating magazines and advertising.

#### **Organizational Structure:**

Unit/Topic	Title	Time
Unit 1	Roles and Responsibilities and Ethics	5
Unit 2	Production Standards/Requirements	5
Unit 3	Digital Photography and Layout	10
Unit 4	Production Assignments	70
<b>Total Hours</b>		90

#### **Unit/Topic/Module Descriptions:**

**Unit 1:** In this module students will learn about the various roles/and responsibilities associated with the production of a school newspaper and/or a yearbook.

Students will:

- Differentiate between the different roles and responsibilities in Newspaper and Yearbook production

- Volunteer for a contributing role
- Understand the expectations/responsibilities associated with each role

**Unit 2:** Both yearbook and the student newspaper have various layout and production requirements

Students will:

- Prepare a plan detailing deadlines for individual roles
- Examine various layout and production styles
- Prepare an organized plan for layout organization
- Consult with professionals within the Newspaper and/or Yearbook community.

**Unit 3:** Since both the student newspaper and the yearbook will be produced digitally, students will receive an introduction to basic digital photography and editing and layout/desktop publishing software.

Students will:

- Learn to operate digital SLR Camera
- Learn to use Adobe Photoshop and Adobe Indesign
- Be able to identify and employ various photographic and layout styles

**Unit 4:** This is a participation based course and student will work as a team on the production of the School Newspaper and/or Yearbook.

Students will:

- Work within their roles to fulfill responsibilities
- Meet production deadlines
- Manage and delegate student staff to ensure timely production work
- Forward electronically, all submissions to the publisher/s

### **Instructional Component:**

- Direct instruction
- Indirect instruction
- Interactive instruction
- Independent instruction
- Internet tutorials
- Practical creativity
- Brainstorming
- Group work

- Guest speakers
- Lab work
- Analysis of newspapers and various broadcast videos

**Assessment Component:**

Each term will consist of the following:

- Projects and Assignments      80%
- Subjective      20%

NOTE: The Subjective mark duplicates standards set in the typical publishing workplace and will include such things as attendance, punctuality, effort, participation, attitude, respect, courtesy, coming prepared for class with all necessary materials.

# **BAA – Culinary Arts 11/12 – Framework**

District Name: Boundary

District Number: SD 51

Developed by: Alexa Lucente

Date Developed: May 2013

School Name: Boundary Central Secondary School

Principal's Name: Mrs. Louise Bayles

Board/Authority Approval Date:

Board/Authority Chair Signature:

Course Name: Culinary Arts 11/12

Grade Level of Course: Grade 11/12

Number of Course Credits: 4 credits – Applied Skills

Number of Hours of Instruction: 120 hours

Prerequisite(s): none, but some food preparation experience is recommended

Special Training, Facilities or Equipment Required: Most equipment required is available in the Foods Lab; however, the Computer lab will need to be used for the photo portfolio.

**Course Synopsis:** Culinary Arts is a hands on course in which students will learn the elements and principles of design and apply them to food. Students will develop and apply skills in food preparation while emphasising the development of an appreciation for food presentation and food as an edible art form. Some of the edible works of art students will create include: spice art, yeast breads, garnishes, cookie and cake decorations. This course will also focus on developing both team and independent work skills. As well, students will use digital and computer technology to create a photo portfolio to showcase their food creations.

Rationale: Culinary Arts 11/12 will allow students the opportunity to gain experience in advanced food preparation and presentation. This course will give students the opportunity to explore and appreciate food as an art form. Students will have the opportunity to develop teamwork skills while at the same time developing individual creativity and culinary skills.

Organizational Structure:

Unit	Title	Time
Unit 1	Elements and Principles of Design	10 Hours
Unit 2	Baking ( Yeast Breads, Pastry, Cake Decorating, Cookies)	40 Hours
Unit 3	Creating and Plating Meals	25 Hours
Unit 4	International Foods	10 Hours
Unit 5	Seasonal Specialties	25 Hours
Unit 6	Portfolio/Technology	10 Hours
	Total Hours	120 Hours

## Unit Descriptions

### Unit 1: Elements and Principles of Design 10 Hours

Students will gain an understanding of the basic elements of design (colour, line, texture and shape) and the basic principles of design (scale, balance, rhythm, proportion, and emphasis) and how they relate to food presentation. Several assignments involving different aspects of design will be used to establish a comfortable working vocabulary. These initial assignments will serve as a basis for incorporating these elements and principles of design throughout the course and applying them to the various projects.

#### **Curriculum Organizer – Elements and Principles of Design**

It is expected that students will:

- Develop the vocabulary used in food preparation and food presentation
- Describe and analyse the basic elements and principles used in food presentation

### **Curriculum Organizer – Food Preparation Foundations**

It is expected that students will:

- Demonstrate the ability to accurately evaluate and select recipes to meet the requirements of the design elements and principles

### **Curriculum Organizer – Food Preparation Techniques**

It is expected that students will:

- Use a variety of cooking methods to illustrate the design elements and principles

### **Curriculum Organizer – Career Opportunities**

It is expected that students will:

- Identify Culinary Art related careers

### **Curriculum Organizer – Technology**

It is expected that students will:

- Begin the initial steps of creating a digital portfolio

## Unit 2: Baking

40 Hours

Students will work individually and within a group on various projects to explore creative presentations and variations on approximately ten projects in this unit. A combination of research, teacher demonstrations and inspirational ideas will spark students to their own interpretation of the techniques involved. A photo of each product allows students to create a lasting portfolio of products that have a temporary presence. Some examples of projects include: yeast roll shaping, decorative pastry edges, Danish pastry, Choux pastry, basic cake decorating and elaborate cookie decorating.

### **Curriculum Organizer – Elements and Principles of Design**

It is expected that students will:

- Explore creative presentations of the baked products
- Use Design vocabulary to describe and critic finished products

### **Curriculum Organizer – Food Preparation Foundations**

It is expected that students will:

- Demonstrate organization and co-operation in partner and group work, including integration of planning skills
- Apply appropriate safety measures for all food preparation
- Demonstrate the ability to accurately evaluate and follow recipes using a variety of baking techniques and equipment



### **Curriculum Organizer – Food Preparation Techniques**

It is expected that students will:

- Select recipes; apply baking principles, as well as design elements and principles, for a variety of baked products. Products will include yeast bread rolls and breads, a variety of pastry and cake/cookie decorating

### **Curriculum Organizer – Career Opportunities**

It is expected that students will:

- Investigate Baking related careers

### **Curriculum Organizer – Technology**

It is expected that students will:

- Explore aspects of setting up a display of food for the purpose of photographing it - arrangement, background, lighting and choosing appropriate props
- Learn to appropriately use the focus, zoom and handling of the camera

## Unit 3: Creating and Plating Meals

25 Hours

The attractive presentation of food at the table involves many separate skills and artistic decisions. Some of the skills in this process are garnishing, saucing techniques, plating, nutritional quality, colour, texture, napkin folding and table setting. Each of these factors will be examined individually and as a cohesive unit. Students will have the opportunity to plan and prepare several meals.

### **Curriculum Organizer – Elements and Principles of Design**

It is expected that students will:

- Use the elements and principles of design to plan individual dinner presentation , as well as, a buffet presentation

### **Curriculum Organizer – Food Preparation Foundations**

It is expected that students will:

- Plan and implement effective task sequencing for preparation and presentation of products, both individually and as a group

### **Curriculum Organizer – Food Preparation Techniques**

It is expected that students will:

- Select recipes and apply cooking principles to prepare healthy dishes and meals, incorporating presentation techniques
- Choose and demonstrate appropriate cooking methods

### **Curriculum Organizer - Career Opportunities**

It is expected that students will:

- Investigate careers opportunities in the upper level of food service
- Present findings to class

### **Curriculum Organizer - Technology**

It is expected that students will:

- Begin to assemble food images into chosen portfolio program
- Enhance digital images using a variety of techniques - including but not limited to borders, titles, backgrounds, cropping

## **Unit 4: International Foods**

**10 Hours**

Many International foods are works of art. Students will research cultural food from another country and select some representational dishes to prepare.

### **Curriculum Organizer - Elements and Principles of Design**

It is expected that students will:

- Use the elements and principles of design to analyse foods from multiple cultures

### **Curriculum Organizer - Food Preparation Foundations**

It is expected that students will:

- Analyse how traditional recipes have changed for simple preparation, presentation and acceptance in our society today

### **Curriculum Organizer - Food Preparation Techniques**

It is expected that students will:

- Select and prepare a variety of International foods
- Research and discuss eating practices and table etiquette from a variety of cultures

### **Curriculum Organizer - Career Opportunities**

It is expected that students will:

- Investigate careers in food styling and food photography

### **Curriculum Organizer - Technology**

It is expected that students will:

- Continue collection of food photographs
- Continue creation of portfolio

Many seasonal celebrations center on food preparation. In this unit, students will have the opportunity to explore seasonal tradition and prepare a variety of multicultural celebrations foods. Examples of such foods many include Pumpkin carving, gingerbread houses as well as foods from other cultures. Students will be encouraged to embrace the artistry that surrounds many of these special foods.

**Curriculum Organizer – Elements and Principles of Design**

It is expected that students will:

- Use the elements and principles of design to select, prepare and present a variety of seasonal foods
- Analyse the success or failure of product presentations based design

**Curriculum Organizer – Food Preparation Foundations**

It is expected that students will:

- Plan task sequencing to ensure products can be prepared in designated timeframe

**Curriculum Organizer – Food Preparation Techniques**

It is expected that students will:

- Select a variety of Seasonal foods, using a variety of cooking methods

**Curriculum Organizer – Career Opportunities**

It is expected that students will:

- Investigate careers in food styling and food photography

**Curriculum Organizer – Technology**

It is expected that students will:

- Compare cooking equipment from a variety of cultures
- Examine and discuss traditional equipment and the effect on the finished product

**Curriculum Organizer – Elements and Principles of Design**

It is expected that students will:

- Use appropriate multimedia and information technology to showcase the elements and principles of design

**Curriculum Organizer – Food Preparation Foundations**

It is expected that students will:

- Use all available technology in an orderly and safe manner while engaged in food preparation
- Demonstrate use of multimedia and technology when selecting recipes for preparation

### **Curriculum Organizer – Food Preparation Techniques**

It is expected that students will:

- Use appropriate technology, such as certain food preparation tools, for correct use
- Demonstrate an ability to participate both independently and interdependently in a food production area

### **Curriculum Organizer – Career Opportunities**

It is expected that students will:

- Demonstrate understanding of how the acquiring of applied skills can impact personal and career choices

### **Curriculum Organizer – Technology**

It is expected that students will:

- Finish development and creation of portfolio – demonstrating an awareness of the basic elements and principles of design as they may relate to food production and presentation
- Express own ideas, thoughts and feelings throughout portfolio

### **Instructional Components**

- Direct instruction
- Indirect instruction
- Interactive instruction
- Independent instruction
- Practical creativity
- Brainstorming
- Individual, pair and group work
- Analysis of own and classmates' project work
- Food preparation and technique demonstrations

## Assessment Component

- Eighty percent (80%) of the grade for Culinary Arts will be based on evaluation conducted throughout the course. This portion of the grade will be carried out by both the student and the teacher with established criteria for each project.
- Twenty percent (20%) of the grade will be based on a final evaluation of student presentations. This will be the creation and presentation of a full meal. Students will be expected to incorporate all aspects of the course content in their meal design.

Type of Assessment	Category	Details	Weighting (%)
Formative (80%)	Written	Assignments	10%
	Practical Applications	Lab Work	50%
	Portfolio	Digital Photo Log	20%
Summative (20%)	Final Assessment	Meal Presentation	20%
		Total	100%

Performance Methods	Personal Communication	Other
Project Planning/Proposals	Group Dialogue	Daily Lab Assessment
Projects	Student/Instructor Dialogue	Teacher Anecdotal Records
Portfolio	Self-Evaluation	Teacher Log
Assignments	Peer Evaluation	Checklists
Work Journals		Rating Scales
Lab Work/Food Products		Rubrics

## Learning Resources

- Resource books with project ideas
- Online research for project ideas
- Videos, including online clips, showing food art techniques
- Special equipment, such as cake decorating supplies, for various projects
- Photography equipment - different sources will be used, teacher supplied, school supplied and student supplied
- Computer lab access will be needed for portfolio work

## **BAA Course: Peer Counselling 12 (YIPS-2A)**

Terry-Ann Webster – May 2013

**Course Name:** Peer Counselling

**Grade Level of Course:** 12

**Number of Course Credits:** 4 (four)

**Number of Hours of Instruction:** 120 hours

**Pre-requisite:** none

### **Special Training, Facilities or Equipment Required:**

Special training for students will include an application and referral process to enter the Peer Counselling Program, then a three day training retreat prior to the start of the program.

### **Course Synopsis:**

Peer Counselling is based on the fact that students most often seek out other students for help when they are experiencing frustration, worry or concern. Peer Counselling is a learning situation in which trained and supervised students listen to and help facilitate the growth and development of other students by offering listening, supporting and alternatives, but giving little or no advice.

### **Rationale:**

This course has been developed to support and encourage students to become trained student "care givers" in a school setting. Peer Counselling 12 introduces students to some of the skills and functions necessary to assist students to think through and reflect on problems they may be experiencing. A major purpose of Peer Counselling is to increase the number of people in a school setting who are skilled in helping others, hence enabling informal and spontaneous assistance availability.

### Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Orientation	10 hours
Unit 2	Communication Skill Development	10 hours
Unit 3	Listening & Empathy	10 hours
Unit 4	Questioning Skills	5 hours
Unit 5	Self-Disclosure	5 hours
Unit 6	Decision Making / Problem Solving	10 hours
Unit 7	Adolescent Developmental Concerns	30 hours
	Ongoing Assigned Case Load Contacts	49 hours
	<b>Total Hours:</b>	120 hours

### Unit Descriptions:

#### Unit 1: Orientation                      Time: 10 hours

This unit introduces students to some of the skills and functions of a “helping professional”. The key variables of genuineness, empathy and positive regard are presented to each of the learners. In addition, students are instructed to recognize the limitations of a helping relationship.

#### Curriculum Organizer- Knowledge and Skills

*It is expected that students will:*

- know each other's name and have started “getting to know” the other trainees
- demonstrate what is expected of them and what is expected from the program
- define and understand the terms “confidentiality” and “code of ethics”
- define and understand the process of “referral”
- identify community resources

#### Curriculum Organizer- Experience

*It is expected that students will:*

- become aware and demonstrate some characteristics of a “helping relationship”
- learn the names of their case load students as they meet with them on an ongoing basis

#### Curriculum Organizer- Reflections / Connections

*It is expected that students will:*

- demonstrate the importance of accurate documentation with reference to working with their caseload

#### Unit 2: Communication Skill Development                      Time: 10 hours

This unit introduces communication skills and concepts to the peer counselors. Each skill is taught, rehearsed and debriefed. These teaching sessions would generally take place in small groups with the feedback/debriefing concluded in large groups.

#### Curriculum Organizer- Knowledge and Skills

*It is expected that students will:*

-learn and demonstrate good attending skills (FELOR)

F – Face the individual

E-Eye Contact

L-Lean slightly forward

O-Open posture

R-Relaxed posture

#### Curriculum Organizer- Experience

*It is expected that students will:*

-demonstrate the effects of positive and negative attending behaviours

-identify and describe ineffective communication styles or roadblocks

-identify roadblocks when used in verbal conversations

#### Curriculum Organizer- Reflections / Connections

*It is expected that students will:*

-illustrate and describe how a person may feel or react when dealing with ineffective communication styles or roadblocks

### **Unit 3:** Listening and Empathy

**Time:** 10 hours

This unit introduces the concept of empathy and develops the skills of empathic listening which the peer counselor will use throughout this course.

#### Curriculum Organizer- Knowledge and Skills

*It is expected that students will:*

-comprehend the definition of empathic listening

-have created and implemented a structured approach to listening

#### Curriculum Organizer- Experience

*It is expected that students will:*

-identify and respond to feelings and situations in oral and written statements

-demonstrate responding with empathy

-practice listening role-playing skills

#### Curriculum Organizer- Reflections / Connections



*It is expected that students will:*

-document each session with assigned caseload students in their logbooks

**Unit 4:** Questioning Skills

**Time:** 5 hours

This unit introduces the role of questioning in a “helping relationship”. In addition, students will incorporate facilitative questioning into their communication repertoire.

Curriculum Organizer- Knowledge and Skills

*It is expected that students will:*

-describe and illustrate the effects of “open” and “closed” questioning

Curriculum Organizer- Experience

*It is expected that students will:*

-demonstrate a greater awareness of the effects of “open” and “closed” questioning

-become comfortable using effective questioning techniques

**Unit 5:** Self-Disclosure

**Time:** 5 hours

This unit introduces students to the effect of “I” and “You” messages. Students will become familiar with three kinds of self-disclosure:

- a) Expressive
- b) Reactive
- c) Preventative

Curriculum Organizer- Knowledge and Skills

*It is expected that students will:*

-recognize and describe a variety of the possible effects of a “You” message

-recognize and show competency in differentiating between a “You” message and a self-disclosing or “I” message

Curriculum Organizer- Experience

*It is expected that students will:*

-understand the risks of disclosing themselves

**Unit 6:** Decision-Making / Problem-Solving

**Time:** 10 hours

This unit introduces students to the concept of responsible decision-making / problem-solving. Students will learn to use the following five step decision-making / problem-solving process:

- a) Identify the issue or problem
- b) Explore the issue or problem (alternatives and/or consequences)
- c) Make a choice
- d) Act upon the choice
- e) Evaluate the results

This unit also introduces the concept of a decision matrix to help identify the positives and negatives of a decision.

#### Curriculum Organizer- Knowledge and Skills

*It is expected that students will:*

- understand and show competence with the five-step decision-making / problem-solving process
- understand and show competence with using a decision matrix

#### Curriculum Organizer- Experience

*It is expected that students will:*

- demonstrate competency with the five-step decision-making / problem-solving process and decision matrix with their assigned caseload students
- role-play a "helping situation" using the decision-making / problem-solving process or the decision matrix

#### **Unit 7:** Adolescent Development Concerns

**Time:** 30 hours

This unit introduces the process of information sharing and increasing student awareness of the signs and symptoms of individuals experiencing concern in one of the areas listed below. Students will gain some experience into what the role of a "helping professional" entails. In addition, this unit will present the limitations of the helping relationship and the need to make informed decisions.

##### Areas of Concerns:

- a) Suicide indicators and prevention
- b) Disordered eating
- c) Stress/anxiety
- d) Depression
- e) Grieving
- f) Drugs and alcohol
- g) Harassment and intimidation
- h) Pregnancy and birth control
- i) On-line safety and concerns (texting, facebook, sexting, twitter...)

- j) Bullying/cyberbullyign
- k) Self-esteem

### Curriculum Organizer- Knowledge and Skills

*It is expected that students will:*

- understand the correct protocol for referral to an agency outside of the school
- learn to recognize and identify various signs and symptoms as related to Adolescent Development concerns

### Curriculum Organizer- Experience

*It is expected that students will:*

- Exhibit competency in identifying signs and symptoms of an individual experiencing one or more of the above listed "issues"
- demonstrate appropriate steps in the "helping relationship" to support the individual with his/her particular "issue(s)"
- role play a referral to a community agency / school counsellor

### Instructional Components:

- direct (lecture) instruction
- interactive instruction
- independent (research) instruction
- modelling
- group discussions
- brainstorming
- peer teaching
- application
- role playing
- structure for caseload meetings

### Assessment Component:

Eighty percent (80%) of the grade will be based on evaluations conducted throughout the course. The portion of the grade will reflect the student's most consistent level of achievement throughout the course; however, consideration will be given to the more recent evidence of achievement.

Twenty percent (20%) of the grade will be based on a completed logbook, presentation of case work, reflection summaries and caseload responses.

Type	Category	Details	Weighting (%)
Formative 80%	Practical Applications	Casework and weekly logbook	60%
	Assignments	Units 1-7	20%
Summative 20%	Portfolio & Presentation	Completed Logbook	10%
	Assessment	Case Work & Reflection	10%

**Performance Methods:**

- completion of pre-program training session
- casework logbook
- presentations of completed assignments
- bi-weekly assessment/meeting with teacher/counselor
- client satisfaction survey (twice a year)
- self-evaluation
- peer assessment
- reflection and connections

**Learning Resources:**

- Peer Counselling Manual
- Internet access for topic research
- Students are encouraged to sit in on presentations by:
  - a) Trail Crisis Centre (Suicide Prevention presentation)
  - b) Ankors (HIV/AIDS/STIs)
  - c) Linda Manzon (Birth control/contraception)

**Peer Counsellors are also expected to participate in:**

- Welcome to GFSS BBQ (Sept)
- Pink t-shirt day (contest / awareness) (Feb)
- Girls' Nights (Grade 7's at Perley) (twice a year)
- Grade 9 shots (twice a year – helping the RNs)
- Grade 7 orientations (May)
- Grade 7 timetable/locker finding... (June)

## **B.A.A. –Hockey Skills Academy Framework**

**District Name:** Boundary

**District Number-S.D.** 51

**Course Title:** BA Hockey Skills

**Grade Level of Course:** Grade 9-12

**Date Developed:** February 25, 2007

**School Name:** Grand Forks Secondary School

**Principal's Name:** Scott Stewart

**Board Authority Approval Date:**

**Board Authority Signature:**

**Number of Course Credits:** 4.0

**Number of Hours of Instruction:** 120

**Prerequisite:** PE 8, PE 9 or PE 10

Special Training, Facilities or Equipment Required: Access to the gym, weight room, fields, outdoor cement surface, and arena ice surface will be required. The instructor(s) will need a university degree in human kinetics, kinesiology, physical education or the equivalent. The instructor(s) will need experience and qualifications in coaching theory and hockey technical skill training (minimum Intermediate Level NCCP). Also the instructor will need experience in basic strength and conditioning principles, and first aid training would be an asset. Specific course offerings will be dependent upon teacher qualifications, experience, school equipment, school facilities, and access to community facilities.

### **Course Synopsis:**

This course has been developed to support and encourage students to develop their individual hockey skills, physical strength and conditioning, health and nutritional knowledge, coaching and team building skills and goal setting skills. Students will learn to apply current information presented in physical education, health, coaching theory, and career planning to the sport of hockey. On-ice instruction will be combined with classroom theory sessions, strength and conditioning classes and guest speakers to enable learners to pursue their educational and hockey goals through to post secondary education. Students will be expected to keep a training log and maintain a written journal with regard to information presented in classroom sessions and by guest speakers.

**Rationale:**

This course has been developed to support and encourage students to develop their individual hockey skills, physical strength and conditioning, health and nutritional knowledge, coaching and team building skills and goal setting skills. Students will learn to apply current information presented in physical education, health, coaching theory, and career planning the sport of hockey. On-ice instruction will be combined with classroom theory sessions, strength and conditioning classes, and guest speakers to enable learners to pursue their educational and hockey goals through to post secondary education. Students will be expected to keep training logs and maintain a written journal with regard to information presented in classroom sessions and by guest speakers.

Unit	Title	Time
Introduction	Introduction-course outline, evaluation procedures, expectations, log book example	1 class
Unit One	Ice Skating Principles	29 classes
Unit Two	Puck Handling Principles	10 classes
Unit Three	Shooting Principles	10 classes
Unit Four	Individual offence and Defence Principles	10 classes
Unit Five	Strength Training and Power Principles	20 classes
Unit Six	Speed, Agility and Quickness Development	10 classes
Unit Seven	Off-ice skill Development	5 classes
Unit Eight	Nutrition, Health and Psychology Principles	5 classes

**Unit Descriptions:**

Curriculum Organizers-Fitness Testing, Adaptation, Periodization, Program Development, Skill Development

## INTRODUCTION

*It is expected that students will:*

- Develop short and long term goals for ice hockey training.
- Design a logbook that includes strength training, conditioning, skill development, nutrition, and psychology as they apply to ice hockey.

## UNIT ONE- Skating Principles

*It is expected that students will:*

- Demonstrate an understanding of the basic concepts and skill progressions of ice skating.
- Apply the basic concepts and skill progression for ice skating to their individual goals and plans.
- Adapt their individual program using the principles and skill progressions of ice skating.

## UNIT TWO- Puck Handling Principles

*It is expected that students will:*

- Demonstrate an understanding of the basic concepts and skill progressions of puck handling.
- Apply the basic concepts and skill progression for puck handling to their individual goals and plans.
- Adapt their individual program using the principles and skill progressions of puck handling.

## UNIT THREE- Shooting Principles

*It is expected that students will:*

- Demonstrate an understanding of the basic concepts and skill progressions of shooting.
- Apply the basic concepts and skill progression for shooting to their individual goals and plans.
- Adapt their individual program using the principles and skill progressions of shooting.

## UNIT FOUR- Individual Offensive and Defensive Principles

*It is expected that students will:*

- Demonstrate an understanding of the basic concepts and skill progressions of individual offensive and defensive principles.
- Apply the basic concepts and skill progression for individual offensive and defensive principles to their individual goals and plans.
- Adapt their individual program using the principles and skill progressions of individual offensive and defensive principles.

## UNIT FIVE- Strength Training and Power Principles

*It is expected that students will:*

- Manipulate the concepts of repetitions, sets, resistance, and exercises to design an individualized strength and conditioning program.
- Identify different strength and conditioning programs in terms of their advantages for the sport of ice hockey.
- Identify muscular and skeletal systems and understand different exercise applications to maximize individual performance
- Identify specific power training principles and exercises and apply them to their individual program to maximize training for the sport of ice hockey.
- Demonstrate an understanding of fitness testing and its application to athletic development.
- Demonstrate an understanding of the analysis of fitness test data, and apply fitness test results to adaptations in their individual programs.
- Use and maintain weight room equipment and work space in a safe and proper manner.

## UNIT SIX- Speed, Agility, and Quickness Development.

*It is expected that students will:*

- Demonstrate an understanding of basic techniques in developing speed, agility, and quickness.
- Apply basic techniques in speed, agility, and quickness development to their own individual programs.

## UNIT SEVEN- Off-ice Skill Development

*It is expected that students will:*

- Apply the basic concepts of skill development for puck handling, and create off-ice situations for practice.
- Apply the basic concepts of skill development for shooting, and create off-ice situations for practice.

## UNIT EIGHT- Nutrition, Health, and Psychology Principles.

*It is expected that students will:*

- Demonstrate an understanding of advanced nutritional principles and supplementation.
- Apply these nutritional principles to their individual training program to maximize their physical and psychological potential.
- Assess and analyze the different nutritional supplements and ergogenic aids as they apply to their own program.
- Demonstrate an understanding of basic sport psychology principles and techniques and apply them to their own individual program.



## **INSTRUCTIONAL COMPONENTS:**

Direct Instruction  
Indirect Instruction  
Independent Instruction  
Modeling  
Brainstorming  
Videotape  
Analysis of Individual Program Goals  
Analysis of Fitness Test Variables  
Program Adaptation

## **ASSESSMENT COMPONENTS:**

Up to sixty percent (60%) of the grade will be based on evaluations of their participation and effort in the course on a daily basis. This portion of the grade will be based on a six mark criterion referenced scale:

Up to forty percent (40%) of the grade will be based on log book with daily entries. Log book entries will include goal setting and planning, exercises performed on a daily basis, meals and supplements, and sport psychology techniques utilized. Log book marks will be generated using the five point criterion referenced scale.

Up to twenty percent (20%) of the grade will be based on other assessments such as tests, papers, projects etc.

<b>Evaluation 6 point Scale</b>	<b>Participation Criteria</b>	<b>Logbook Criteria</b>
5 Excellent 4 Good 3 Satisfactory 2 Poor 1 Very Poor 0 No Attempt	On task behaviors Attitude/ Commitment Use of equipment Skill Development Physical Development	Organization Presentation Section development Completeness

### **Performance Methods**

Performance Goal Outline  
Program Development  
Exercise Log  
Nutrition and Psychology Log  
Modern Exercise Presentations  
Demonstration

### **Personal Communication**

Group Dialogue  
Student/instructor Dialogues  
Log Adaptation  
Self Evaluation  
Instructor Evaluation

### **Other**

Bi-weekly Assessment  
Student Log  
Rubrics  
Criterion Rating Scales  
Peer Evaluation  
Tests, quizzes, exams

## **LEARNING RESOURCES:**

**Essentials of Strength and Conditioning**, NSCA, Human Kinetics, Baechle et al, 2000.

**Strength Ball Training**, Human Kinetics, Goldengerg and Twist, 2002.

**Power Eating**, Human Kinetics, Kleiner, 1998.

**Sports Nutrition Guidebook**, Human Kinetics, Clark, 1990.

**The Pilates Body**, Broadway Books, Siler, 2000.

[www.hockeycanada.ca](http://www.hockeycanada.ca)- Official Hockey Canada Site

[www.strengthcoach.com](http://www.strengthcoach.com)- Strength Training

[www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)- Health Canada, Canada's Nutrition Guide

[www.nasca-lift.org](http://www.nasca-lift.org)- National Strength and Conditioning Association

## **ADDITIONAL COURSE INFORMATION:**

This is a new course based on discussion with teachers and administration in SD 51 and modeled after similar programs in other local school districts. The conclusion generated was that there was a need for a sport specific course in ice hockey. Schools will need access to fitness facilities, modern strength and conditioning equipment, and the community arena and ice surface. Students will develop training programs for ice hockey that can be adapted to their changing short and long term goals. The ultimate goal is to enable students to utilize the concepts and principles presented in the course and apply them to post-secondary school hockey programs.

**Kootenay-Boundary Region**

**Board Authorized Authority Courses:  
Fitness for Life 11**

**Writing Team:  
Luiba Verigin Lyon**

# **BAA Fitness for Life 11 Framework**

**District Name:** Boundary

**District Number:** 51

**Developed by:** Liuba Verigin Lyon

**Date Developed:** December 15, 2004

**School Name:** Grand Forks Secondary

**Principal's Name:** Doug Bryden

**Board/Authority Approval Date:**

**Board/Authority Signature:**

**Course Name:** Fitness for Life

**Grade Level of Course:** 11

**Number of Course Credits:** 4

**Number of Hours of Instruction:** 105 - 120

**Prerequisite(s):** None

**Special Training, Facilities or Equipment Required:** This course requires access to a gym, weight room, aquatic centre, and recreation centre. The teacher should have a university degree in human kinetics, kinesiology, physical education, or the equivalent. Required equipment includes 'bocu' balls, swiss balls, pilates, yoga and aerobic videos. The services of an aquafit instructor will also be required.

**Rationale:** Students will experience a wide variety of fitness and recreation activities. Students will design and implement plans for balanced healthy living including exercise, nutrition stress management and well being, rest and work. Students will learn how the cardio-vascular, muscular, and skeletal systems relate to human motor performance. They will design specifics personal fitness programs using the fitness components, principles of training and energy system usage. Also, concepts in fitness will enable students to keep a detailed log book of their training. Regular fitness testing will occur which will require periodic adaptations to their training program. Students will meet four of the Personal Health Portfolio Requirements upon completion of this course. i.e. Aspects 6.1, 6.3, 6.4 and 6.5.

### Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Introduction	2 hours
Unit 2	Fitness Development	30 hours
Unit 3	Program Development, Adaptation and Fitness Testing	24 hours
Unit 4	Intensive Core Training	24 hours
Unit 5	Planning for an Active, Healthy Lifestyle	24 hours
Unit 6	Reflection and Yearly Fitness Patterns	6 hours
<b>Total Hours</b>		110 hours

### Unit/Topic/Module Descriptions:

#### Unit 1: Introduction

Students will be able to:

- Understand the course outline and expectations
- Design a logbook that includes conditioning, strength training and nutrition

#### Unit 2: Fitness Development

*This unit will involve achieving, assessing and modifying a personal fitness level*

Students will be able to:

- Demonstrate an understanding of cardio-vascular training principles
- Participate in running, power walking, aerobics, cycling and aqua fit classes to achieve their own fitness goals
- Manipulate the concepts of repetitions, sets, resistance and exercises to design an individualized strength and conditioning program
- Identify different strength and conditioning programs for their advantages in different sports and activities
- Identify muscular and skeletal systems and understand different exercise applications to maximize individual performance
- Use and maintain equipment and work space in a safe and proper manner

- Develop short and long term goals for cardio vascular fitness, weight loss, muscle mass and increase
- Begin daily log book recordings

### **Unit 3: Program Development, Adaptation and Fitness Testing**

*This unit will involve designing a personal program*

Students will be able to:

- Complete fitness testing to develop a baseline fitness level
- Demonstrate an understanding of fitness testing
- Analyse fitness test data to adapt their own individual training program
- Design a personal fitness program that suits their individual needs and fulfils their program goals

### **Unit 4: Intensive Core Training**

*This unit will involve developing Core Strength*

Students will be able to:

- Understand the principles of core strength and conditioning using a 'bosu' and swiss ball
- Participate in yoga and pilates activities and apply the strength components to their individual program

### **Unit 5: Planning for an Active, Healthy Lifestyle**

*This unit will teach students that active healthy lifestyle includes proper nutrition, emotional well-being, and stress reduction.*

Students will be able to:

- Demonstrate an understanding of basic nutritional principles as presented in the Canada Food Guide
- Apply the nutritional principles to their individual training program to maximize their physical and psychological potential
- Complete body composition testing to determine body fat percentage
- Apply the basic nutritional principles and strategies for weight loss and control
- Assess and analyse their individual nutritional needs
- Understand the causes of stress and how to achieve emotional well-being through a personal fitness program
- Participate in yoga and appreciate its effectiveness in stress reduction
- Create a presentation about the benefits of physical activity using visual, written and aural media

### **Unit 6: Reflection/Yearly Fitness Patterns**

Students will be able to:

- Demonstrate in written form patterns and trends in their own workouts to analyse self perception and increase self knowledge to indicate their understanding of health enhancing activities

## **Instructional Component:**

- Direct Instruction
- Indirect Instruction
- Independent Instruction
- Modelling
- Brainstorming
- Videotape
- Analysis of individual program goals
- Analysis of fitness test variable
- Program adaptation

## **Assessment Component:**

### Daily evaluation

- This will be a daily self and teacher evaluation on a five-point scale on effort, attitude and participation. Criteria evaluated:
  - (a) intensity during workouts and activities
  - (b) coachability
  - (c) effort

### Written or Visual Projects and Tests

- The students will be evaluated on assignments and their daily recordings of fitness activities. Log books must be kept on a daily basis.

### Fitness Levels: Goal Assessment –

- The students will be evaluated on their improvement in their fitness levels, as related to their individual goals. This will be determined through self-assessment and assignments.

### Self-assessment and reflection :

- The students will demonstrate their fitness knowledge in written form.

### Portfolio evidence may be produced for:

- Aspect 6.1 (Core)
- Aspects 6.3, 6.4 and 6.5 (Choice)

The students will demonstrate their fitness knowledge

## **Learning Resources:**

- Essentials of Strength and Conditioning, NSCA, Human Kinetics. Baechle et al, 2000.
- Strength Ball Training, Human Kinetics, Goldenberg and Twist, 2002.
- Sports Nutrition Guidebook, Human Kinetics. Clark, 1990
- Shrink Your Female Fat Zone. Denise Austin
- Fitness Cross Training. John Yaconda
- Yoga for the Beginner. Broadway Books, Siler, 2000.
- Yoga and pilates videos
- Aquafit instructor

**Additional Information:**

Students will develop fitness programs that can be adapted to their changing fitness goals and personal fitness level. The ultimate goal is to enable students to maintain a fitness program for their entire life: "Fitness for Life".



# BAA [ Course Name and Grade Level ] Framework

## Fitness For Life 12

**District Name:** Boundary

**District Number:**#51

**Developed by:** Liuba Verigin Lyon

**Date Developed:** January 30,2005

**School Name:** Grand Forks Secondary School

**Principal's Name:** Mr. Scott Stewart

**Board/Authority Approval Date:**

**Board/Authority Signature:**

**Course Name:** Fitness For Life 12

**Grade Level of Course:** Grade 12

**Number of Course Credits:** 4 credits

**Number of Hours of Instruction:** 110 hours

**Prerequisite(s):** Fitness For Life 11 or Physical Education 11

### Special Training, Facilities or Equipment Required:

This course requires access to a gym, weight room, aquatic centre, and recreation centre. The teacher should have a university degree in human kinetics, kinesiology, physical education, or the equivalent. Required equipment includes bocu balls ,swiss balls, and exercise videos. The services of various fitness instructors may be incorporated.

**Course Synopsis:** This course has been developed for those students who are motivated to achieve or maintain a level of personal fitness. A variety of activities will be explored as a means of improving specific fitness components. Students will learn the principles of techniques such as weight training, agility, balance or core training, nutrition, and energy system usage. **Students will be involved in constructing personal fitness programs for themselves. They will also be required to use their knowledge to create a program for an individual with**

**specific need and goals. Students will also be required to instruct certain techniques to a group. This course supports the Fitness and Recreation Focus Area.**

**Rationale:** Students will experience a wide variety of fitness and recreational activities. Students will design and implement plans for a balanced healthy lifestyle including exercise, nutrition, stress management for well being rest and work. Students will learn how the cardiovascular, muscular, and skeletal systems relate to human motor performance. They will design specific personal fitness programs using the fitness component principles of training and energy system usage. Also, concepts in fitness will enable the students to keep a detailed log book of their training. Students will meet four of the Personal Health Portfolio Requirements upon completion of this course .ie. Aspects 6.1, 6.3, 6.4, and 6.5. Students will also be certified in St. John’s Ambulance First Aid. (3 year ticket)

### **Organizational Structure:**

<b>Unit/Topic</b>	<b>Title</b>	<b>Time</b>
Unit 1	Introduction	2 Hours
Unit 2	Fitness Assessment	2 Hours
Unit 3	Fitness Development	30 Hours
Unit 4	Program Development, adaptation, and Fitness testing	24 Hours
Unit 5	First Aid Certification	10 Hours
Unit 6	Core Training	10 Hours
Unit 7	Planning for an Active, Healthy Lifestyle	24 Hours
Unit 8	Reflection and Yearly Fitness Plans	6 Hours

**Total Hours      110 hours**

### **Unit/Topic/Module Descriptions:**

**Unit 1:** Overview  
Curriculum Organizers and Learning Outcomes

#### **Introduction**

Students will be able to :  
Understand the course outline and expectations  
Be responsible for daily journal entries  
Design a logbook that includes conditioning, strength training, and nutrition

**Unit 2:** Overview  
Curriculum Organizers and Learning Outcomes

#### **Fitness Assessment**

Students will be able to identify and record their assessments in the five basic components of Fitness. These assessments will serve as a starting point for training. Develop short and long term goals for each of the categories.

1. Cardiovascular Endurance
2. Muscular Endurance
3. Strength

- 4. Flexibility
- 5. Body Composition

#### **Unit 3: Overview**

Curriculum Organizers and Learning Outcomes

##### **Fitness Development**

This unit will involve achieving, assessing, and modifying a personal fitness level .

Students will be able to :

Demonstrate an understanding of cardiovascular training principles.

Participate in power walking, running, aerobics, dance , step aerobics, aqua fit classes to achieve their personal fitness goals.

Manipulate the concepts of repetitions, sets, resistance and circuit exercises to design an individualized strength and conditioning program.

Identify different strength and conditioning programs for their different sports and activities.

Identify muscular and skeletal systems and understand different exercise applications to maximize individual performance.

Use and maintain equipment and work space in a safe and proper manner.

Begin daily log book recordings

#### **Unit 4: Overview**

Curriculum Organizers and Learning Outcomes

##### **Program Development, Adaptation, and Fitness Testing**

This unit will involve designing a personal fitness program

Students will be able to:

Complete fitness testing

Demonstrate an understanding of fitness testing

Analyse fitness data to adapt their own individual training program

Refine their personal fitness program that suits their individual needs and fulfils their program goals.

Be able to construct a personal fitness program for a client who has specific goals in mind.

#### **Unit 5: Overview**

Curriculum Organizers and Learning Outcomes

##### **First Aid Training**

This unit will certify the students in St. John's Ambulance First Aid - SOFA

The students will be able to :

Understand and demonstrate the basic components of first aid.

Students will be able to demonstrate specific first aid techniques to pass a practical examination.

Students will receive 70% or higher on a written component of the certification

#### **Unit 6 Overview**

Curriculum Organizers and Learning Outcomes

##### **Core Training**

This unit will involve developing Core Strength

The students will be able to:

Understand the principles of core strength and conditioning using a bosu and swiss ball.

Participate in yoga and pilates activities and apply the strength components to their individual program.

#### **Unit 7 Overview**

Curriculum Organizers and Learning Outcomes

##### **Planning for an Active, Healthy Lifestyle**

This unit will teach students that active healthy lifestyle includes proper nutrition, emotional well-being, and stress reduction.

Students will be able to:

Demonstrate an understanding of basic nutritional principles as presented in the Canada Food Guide

Apply the nutritional principles to their individual training program to maximize their physical and psychological potential

Complete body composition testing to determine body fat percentage

Apply the basic nutritional principles and strategies for weight loss and control

Assess and analyse their individual nutritional needs

Understand the causes of stress and how to achieve emotional well-being through a personal fitness program

Participate in yoga and appreciate its effectiveness in stress reduction

Create a presentation about their personal eating habits and benefits of physical activity using, visual, written and oral media

## **Unit 8 Overview**

Curriculum Organizers and Learning Outcomes

### **Reflection/Yearly Fitness Programs**

Students will be able to:

Demonstrate in written form patterns and trends in their own workouts to analyse self perception and increase self-knowledge to indicate their understanding of health enhancing activities

### **Instructional Component:**

Direct Instruction

Indirect Instruction

Independent Instruction

Modelling

Brainstorming

Videotape

Analysis of individual program goals

Analysis of fitness test variable

Program adaptation

Guest speakers and instructors

### **Assessment Component:**

Daily Evaluation

- This will be a daily teacher evaluation on a 10 point scale of effort, attitude and participation. Criteria evaluated:

(a) Intensity during workouts and activities

(b) Coach ability

(c) Effort

Written or Visual Projects and Tests

- The students will be evaluated on their

Assignments and their daily recordings of fitness activities. Log books must be kept on a daily basis.

Fitness Levels: Goal Assessment

- The students will be evaluated on their improvement in their fitness levels, as related to their individual goals.

This will be determined through self- assessment and assignments.

Presentations

-The students will demonstrate their fitness knowledge through the vehicle of presentation. Students will present an activity component to the class.

Self- Assessment and Reflection

-The students will demonstrate their fitness knowledge in written form.

Portfolio Evidence

- The students may produce evidence for:

Aspect 6.1 (Core)

Aspect 6.3, 6.4, and 6.5 (Choice )

**Learning Resources:**

Fitness for Life (Text) Charles B. Corbin / Ruth Lindsey

Essentials of Strength and Conditioning, NSCA, Human Kinetics, Baechle et al, 2000

Strength Ball Training, Human Kinetics, Goldenberg and Twist ,2002

Sports Nutrition Guidebook, Human Kinetics, Clark,1990

Shrink Your Female Fat Zone, Denise Austin

Fitness Cross Training, John Yaconda

Yoga for the Beginner, Broadway Books, Siler,2000

Yoga and Aquafit instructor

**Additional Information:**

Students will develop fitness programs that can be adapted to their changing fitness goals and personal fitness level. The ultimate goal is to enable students to maintain a fitness program for their entire life. “Fitness For Life”

# **COURSE OUTLINE-B.A.A.- STRENGTH AND CONDITIONING 11**

**District Name:** Kootenay-Columbia

**District Number-S.D.** 20

**Course Title:** Individualized Strength and Conditioning

**Grade Level of Course:** Grade 11

**Date Developed:** February 2004

**School Name:** Stanley Humphries Secondary School

**Principal's Name:** Wayne Naka

**District Approval Date:**

**Number of Course Credits:**4.0

**Number of Hours of Instruction:** 120

**Prerequisites:** P.E. 10

**Special Training, Facilities or Equipment Required:** Access to the gym, weight room, and/or fields at the same time will require this course to be run off the timetable due to limited facilities. Teacher will need a university degree in human kinetics, kinesiology, physical education, or the equivalent. Also, experience in basic strength and conditioning principles, and first aid training would be an asset. Specific course offerings will be dependent upon teacher qualifications, experience, school equipment, school facilities, and access to community facilities.

## **Course Synopsis:**

This course has been developed for those students wanting a more comprehensive course in modern strength and conditioning principles. It would allow students to develop an individual program based on their specific conditioning needs in different sports, and activities. It will enable students to make use of all facilities and equipment by offering this course outside of the regular school timetable. Also, it would allow students to continue a physical education and fitness regime without sacrificing an academic block found within the regular school day. Students will learn principles in such techniques as weight training, agility, and balance training, nutrition, and energy system usage and apply them to a self designed program suited to their specific needs.

## Rationale:

This course has been developed for those students wanting a more comprehensive course in modern strength and conditioning principles. It would allow students to develop an individual program based on their specific conditioning needs in different sports, and activities. It will enable students to make use of all facilities and equipment by offering this course outside of the regular school timetable. Also, it would allow students to continue a physical education and fitness regime without sacrificing an academic block found within the regular school day. Students will learn principles in such techniques as weight training, agility, and balance training, energy system usage and apply them to a self designed program suited to their specific needs. Also, concepts in nutrition will enable students to keep a detailed log book of many aspects of their physical training. Regular fitness testing will occur which will require periodic adaptations in their training program.

UNIT	TITLE	TIME
Introduction	Introduction-course outline, evaluation procedures, expectations, log book example.	1 class
Unit One	Strength and Conditioning Basic Principles-reps, sets, resistance, energy systems, muscle system. Program examples.	4 Classes
Unit Two	Skill Acquisition Principles-periodization basics	1 Class.
Unit Three	Nutrition and Sport Supplemetation-basic nutrition applied to sport and physical activity.	2 Classes
Unit Four	Speed, Agility, and Quickness Development	3 Classes
Unit Five	Program Development, Adaptation, and Fitness Testing	89 classes

## Unit Descriptions:

Curriculum Organizers-Fitness Testing, Adaptation, Periodization, Program Development,

## INTRODUCTION

*It is expected that students will:*

Develop short term and long term goals for strength and conditioning.  
Design a logbook that includes strength training, conditioning, skill development, and nutrition.

#### UNIT ONE-Basic principles of strength and conditioning.

*It is expected that students will:*

Manipulate the concepts of repetitions, sets, resistance, and exercises to design an individualized strength and conditioning program.

Identify different strength and conditioning programs in terms of their advantages for different sports and activities.

Identify muscular and skeletal systems and understand different exercise applications to maximize individual performance.

Use and maintain equipment and work space in a safe and proper manner.

#### UNIT TWO-SKILL ACQUISITION-Basic progressions in skill development.

*It is expected that students will:*

Demonstrate an understanding of the different methods of sport skill learning(eg. Part-whole method, whole-part-whole method)

Apply the concepts of sport skill learning to a specific program designed for their individual needs.

Assess their own skill development and make adaptations to their individual program as needed.

#### UNIT THREE-Basic principles of nutrition.

*It is expected that students will:*

Demonstrate an understanding of basic nutritional principles as presented in the Canada Food Guide.

Apply these nutritional principles to their individual training program to maximize their physical and psychological potential.

#### UNIT FOUR-Speed, Agility, and Quickness Development

*It is expected that students will:*

Demonstrate an understanding of basic techniques in developing speed, agility, and quickness.

Apply basic techniques in speed, agility, and quickness development to their own individual programs.

#### UNIT FIVE-Program development, adaptation, and fitness testing.

*It is expected that students will:*

Demonstrate an understanding of fitness testing and analyze fitness test data to adapt their own individual training program.

Develop an individual strength and conditioning program, and make ongoing changes based on modern strength and conditioning, and nutrition principles.



## INSTRUCTIONAL COMPONENTS:

Direct Instruction  
Indirect Instruction  
Independent Instruction  
Modelling  
Brainstorming  
Videotape  
Analysis of Individual Program Goals  
Analysis of Fitness Test Variables  
Program Adaptation

## ASSESSMENT COMPONENTS:

Up to sixty percent(60%) of the grade will be based on evaluations of their participation and effort in the course on a daily basis. This portion of the grade will be based on a five mark criterion referenced scale:

Up to forty percent(40%) of the grade will be based on a log book with daily entries. Log book entries will include goal setting and planning, exercises performed on a daily basis, meals and supplements, and sport psychology techniques utilized. Log book marks will be generated using the five point criterion referenced scale.

MARKS	PARTICIPATION	LOG BOOK
5- EXCELLENT	On task for the entire class. Excellent use of equipment in developing skills and/or physical attributes.	Excellent organization and presentation. All sections complete for all days in the mark period.
4-GOOD	1-2 incidents of being off task. Good use of equipment in developing skills and/or physical attributes.	Good organization and presentation. Sections complete for all days with some minor deletions(1-2)
3-SATISFACTORY	3-4 incidents of being off task. Satisfactory use of equipment in developing skills and/or physical attributes.	Satisfactory organization and presentation. Sections complete for most days with some deletions.(3-4)
2-POOR**	5 or more incidents of being off task. Poor use of equipment in developing skills and/or physical attributes.	Poor organization and presentation. Sections incomplete for most days with numerous deletions.(5 or more)
1-VERY POOR**	Off task for most of the class. Equipment is used sparingly at best in developing skills and/or physical attributes.	Very poor organization and presentation. Multiple days missing, and almost all sections incomplete.

0-NO ATTEMPT**	No attempt at training physical attributes or skills. Repeated lateness for class.	Not handed in or nothing recorded.
----------------	---	------------------------------------

<u>Performance Methods</u>	<u>Personal Communication</u>	<u>Other</u>
Performance Goal Outline	Group Dialogue	Bi-weekly Assessment
Program Development	Student/instructor Dialogue	Student Log
Exercise Log	Log Adaptation	Rubrics
Nutrition and Psychology Log	Self Evaluation	Criterion Rating Scales
Modern Exercise Presentations	Instructor Evaluation	
	Peer Evaluation	

### LEARNING RESOURCES:

**Essentials of Strength and Conditioning**, NSCA, Human Kinetics, Baechle et al, 2000.

**Strength Ball Training**, Human Kinetics, Goldenberg and Twist, 2002.

**Power Eating**, Human Kinetics, Kleiner, 1998.

**Sports Nutrition Guidebook**, Human Kinetics, Clark, 1990.

**The Pilates Body**, Broadway Books, Siler, 2000.

[www.strengthcoach.com](http://www.strengthcoach.com)- Strength Training

[www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)- Health Canada, Canada's Nutrition Guide

### ADDITIONAL COURSE INFORMATION:

This is a new course based on a pilot project designed and implemented in 1996. Schools will need access to fitness facilities and modern strength and conditioning equipment. Students will develop strength and conditioning programs that can be adapted to their changing fitness goals and personal fitness level. The ultimate goal is to enable students to maintain a fitness program, with appropriate changes for their entire life.

# **COURSE OUTLINE-B.A.A.COURSE- STRENGTH AND CONDITIONING 12**

**District Name:** Kootenay-Columbia

**District Number-S.D.** 20

**Course Title:** Strength and Conditioning

**Grade Level of Course:** Grade 12

**Date Developed:** February 2004

**School Name:** Stanley Humphries Secondary School

**Principal's Name:** Wayne Naka

**District Approval Date:**

**Number of Course Credits:**4.0

**Number of Hours of Instruction:** 120

**Prerequisites:** P.E. 10, P.E. 11, Strength and Conditioning 11.

## **Course Synopsis:**

This course has been developed for those students wanting a more comprehensive course in modern strength and conditioning principles. It would allow students to develop an individual program based on their specific conditioning needs in different sports, and activities. It will enable students to make use of all facilities and equipment by offering this course outside of the regular school timetable. Also, it would allow students to continue a physical education and fitness regime without sacrificing an academic block found within the regular school day. Students will learn principles in such techniques as weight training, plyometrics, agility, and balance training, energy system usage and apply them to a self designed program suited to their specific needs. Also, students will apply concepts in sport psychology and nutrition to augment their physical training regime. In addition, students will learn basic facility development and planning and apply business marketing and management concepts to the fitness industry.

**Special Training, Facilities or Equipment Required:** Access to the gym, weight room, and/or fields at the same time will require this course to be run off the timetable due to limited facilities. BOSU, balance board, agility ladders, and other modern forms of strength and conditioning equipment will be needed. Teacher will need a university degree in human kinetics, kinesiology, physical education, or the equivalent. Also, experience in modern strength and conditioning principles, and first aid training would be an asset. Specific course offerings will be dependent upon teacher qualifications, experience, school equipment, school facilities, and access to community facilities.

**Rationale:**

This course has been developed for those students wanting a more comprehensive course in modern strength and conditioning principles. It would allow students to develop an individual program based on their specific conditioning needs in different sports, and activities. It will enable students to make use of all facilities and equipment by offering this course outside of the regular school timetable. Also, it would allow students to continue a physical education and fitness regime without sacrificing an academic block found within the regular school day. Students will learn principles in such techniques as weight training, plyometrics, agility, and balance training, energy system usage and apply them to a self designed program suited to their specific needs. In addition, students will learn facility development and business applications applicable to strength and conditioning. Also, concepts in sport psychology and nutrition will enable students to keep a detailed log book record of both their physical and mental training. Regular fitness testing will occur which will require periodic adaptations in their training program.

UNIT	TITLE	TIME
Introduction	Introduction-course outline, evaluation procedures, expectations, log book example.	1 class
Unit One	Strength and Conditioning Advanced Principles-reps, sets, resistance, energy systems, muscle system. Program examples.	3 Classes
Unit Two	Advanced and Refinement of Skill Acquisition Principles-periodization basics	2 Class.
Unit Three	Nutrition and Sport Psychology-advanced nutrition applied to sport and physical activity, and advanced principles of sport psychology.	3 Classes
Unit Four	Advanced Speed, Agility, and Quickness Development	3 Classes
Unit Five	Business Applications-equipment purchasing, and maintenance and facility management and planning.	2 Classes
Unit Six	Program Development, Adaptation, and Fitness Testing	86 classes

**Unit Descriptions:**

Curriculum Organizers-Fitness Testing, Adaptation, Periodization, Program Development,

INTRODUCTION

*It is expected that students will:*

Develop short term and long term goals for strength and conditioning.

Design a log book that includes strength training, conditioning, skill development, nutrition, and psychology.

UNIT ONE-Advanced principles of strength and conditioning.

*It is expected that students will:*

Apply the concepts of human energy systems to an individualized program with ongoing adaptations.

Apply the core components of Strength and Conditioning 11 and new advancements to manipulate the concepts of repetitions, sets, resistance, and exercises to design an individualized strength and conditioning program.

Identify different strength and conditioning programs in terms of their advantages for different sports and activities.

Expand the knowledge of muscular and skeletal systems developed in Strength and Conditioning 11, and apply specific exercise prescriptions to maximize individual performance.

Use and maintain equipment and work space in a safe and proper manner.

UNIT TWO-SKILL ACQUISITION-Advanced progressions in skill development.

*It is expected that students will:*

Demonstrate an understanding of the different methods of sport skill learning(eg. Part-whole method, whole-part-whole method)

Apply the core concepts of sport skill learning in Strength and Conditioning 11 to a specific program designed for their individual needs in lifetime fitness and/or post-secondary school athletics.

Assess their own skill development and make adaptations to their individual program as needed.

UNIT THREE-Advanced principles of sport nutrition and introduction to sport psychology.

*It is expected that students will:*

Demonstrate an understanding of advanced nutritional principles and supplementation as presented by the I.O.C, and the Canadian Centre for Drugs in Sport.

Apply these nutritional principles to their individual training program to maximize their physical and psychological potential.

Assess and analyze the different nutritional supplements and ergogenic aids as they apply to their own program.

Demonstrate an understanding of basic sport psychology principles and techniques and apply them to their own individual program.

#### UNIT FOUR-Speed, Agility, and Quickness Development

*It is expected that students will:*

Demonstrate an understanding of modern techniques in developing speed, agility, and quickness. Apply modern techniques in speed, agility, and quickness development to their own individual programs.

Demonstrate an ability to make use of modern forms of equipment and training such as balance boards, balance pads, BOSU trainer, stability balls.

Demonstrate an understanding of specific explosive training techniques such as cleans, snatches, jerks, and plyometrics.

#### UNIT FIVE-Business Applications-equipment purchase and maintenance, and facility planning and management.

*It is expected that students will:*

Demonstrate an understanding of fitness equipment purchase, marketing, and maintenance.

Develop a basic plan for a fitness facility, and understand the dynamics involved in managing a fitness related business.

#### UNIT SIX-Program development, adaptation, and fitness testing.

*It is expected that students will:*

Demonstrate an understanding of fitness testing and analyze fitness test data to adapt their own individual training program to a specific sport or lifetime fitness activity.

Develop an individual strength and conditioning program, and make ongoing adaptations based on modern strength and conditioning, nutrition, and psychological principles.

### **INSTRUCTIONAL COMPONENTS:**

Direct Instruction

Indirect Instruction

Independent Instruction

Modelling

Brainstorming

Videotape

Analysis of Individual Program Goals

Analysis of Fitness Test Variables

Program Adaptation

### **ASSESSMENT COMPONENTS:**

Up to sixty percent(60%) of the grade will be based on evaluations of their participation and effort in the course on a daily basis. This portion of the grade will be based on a five mark criterion referenced scale:

Up to forty percent(40%) of the grade will be based on a log book with daily entries. Log book entries will include goal setting and planning, exercises performed on a daily basis, meals and supplements, and sport psychology techniques utilized. Log book marks will be generated using the five point criterion referenced scale.

Up to twenty percent (20%) of the grade will be based on a fitness facility floor plan and marketing strategy for a fitness related business. The floor plan must include a strength training area, a cardio-fitness area, a plyometric and explosive area, and a sales area for clothing and food. The marketing strategy must include a membership fee structure, and advertising plan to maximize the business's potential.

MARKS	PARTICIPATION	LOG BOOK/PROJECT
5- EXCELLENT	On task for the entire class. Excellent use of equipment in developing skills and/or physical attributes.	Excellent organization and presentation. All sections complete for all days in the mark period.
4-GOOD	1-2 incidents of being off task. Good use of equipment in developing skills and/or physical attributes.	Good organization and presentation. Sections complete for all days with some minor deletions(1-2)
3-SATISFACTORY	3-4 incidents of being off task. Satisfactory use of equipment in developing skills and/or physical attributes.	Satisfactory organization and presentation. Sections complete for most days with some deletions.(3-4)
2-POOR**	5 or more incidents of being off task. Poor use of equipment in developing skills and/or physical attributes.	Poor organization and presentation. Sections incomplete for most days with numerous deletions.(5 or more)
1-VERY POOR**	Off task for most of the class. Equipment is used sparingly at best in developing skills and/or	Very poor organization and presentation. Multiple days missing, and almost all sections incomplete.

	physical attributes.	
0-NO ATTEMPT**	No attempt at training physical attributes or skills. Repeated lateness for class.	Not handed in or nothing recorded.

<b><u>Performance Methods</u></b>	<b><u>Personal Communication</u></b>	<b><u>Other</u></b>
Performance Goal Outline	Group Dialogue	Bi-weekly Assessment
Program Development	Student/instructor Dialogue	Student Log
Exercise Log	Log Adaptation	Rubrics
Nutrition and Psychology Log	Self Evaluation	Criterion Rating Scales
Modern Exercise Presentations	Instructor Evaluation	
	Peer Evaluation	

## **LEARNING RESOURCES:**

**Essentials of Strength and Conditioning**, NSCA, Human Kinetics, Baechle et al, 2000.

**Strength Ball Training**, Human Kinetics, Goldenberg and Twist, 2002.

**Power Eating**, Human Kinetics, Kleiner, 1998.

**Sports Nutrition Guidebook**, Human Kinetics, Clark, 1990.

**The Pilates Body**, Broadway Books, Siler, 2000.

**Psychology from Start to Finish**, Sports Book Publisher, Schubert and Klavora, 1990.

[www.strengthcoach.com](http://www.strengthcoach.com)- Strength Training

[www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)- Health Canada, Canada's Nutrition Guide

## **ADDITIONAL COURSE INFORMATION:**

This is a new course based on a pilot project designed and implemented in 1996. Schools will need access to fitness facilities and modern strength and conditioning equipment. Students will develop strength and conditioning programs that can be adapted to their changing fitness goals and personal fitness level. The ultimate goal is to enable students to maintain a fitness program, with appropriate changes for their entire life. Also, the course will allow students to combine strength and conditioning principles with concepts in business marketing and management for future post-secondary application.



# **Kootenay-Boundary Region**

## **Board Authorized Authority Courses: Yearbook**

### **Writing Team:**

**Sara Allen, Golden**

**Dan Bell, Fernie**

**Christie Johnson, Mt. Baker**

**Chris McKie, David Thompson**

**Grant Smith, Selkirk**

# BAA [Yearbook 10] Framework

**District Name:** Rocky Mountain School District

**District Number:** 6

**Developed by:**

**Date Developed:** December 14<sup>th</sup>, 2004

**School Name:** David Thompson Secondary

**Principal's Name:** Darren Danyluk

**Board/Authority Approval Date:**

**Board/Authority Signature:**

**Course Name:** Yearbook

**Grade Level of Course:** 10

**Number of Course Credits:** 4 credits

**Number of Hours of Instruction:** 120 hours

**Recommended Prerequisite(s):** None

**Special Training, Facilities or Equipment Required:**

**Course Synopsis:** This 4-credit course is available to students in grades 9 and 10. Students are responsible for the layout and production of the school yearbook. Students will assume specific responsibilities of promoting and covering the unique culture and activities of junior students within the yearbook. Students may be assigned to work in the areas of digital photography, still photography, writing and editing, page layout, advertising and/or distribution. Students will work under the mentorship of the senior editorial staff. The yearbook is produced using a desktop publishing program (*Adobe Pagemaker 7.0*) in cooperation with a Canadian publisher.

- Rationale:** The Yearbook 10 course will:
- enable students to explore the use of digital photography, graphic design and as a medium to self-expression and collaborative efforts
  - enable students to demonstrate how effective photography and graphic design effectively communicates to people and/or evoke emotion
  - expose students to and give responsibility to students to meet real world deadlines for completing work for publication and presentations
  - give students the basic practical and theoretical tools to help students achieve four of the six areas needed to demonstrate in their graduation portfolio
    - Art and design (1.1, 1.2, 1.3, 1.4)
    - Community involvement and social responsibility (2.2, 2.4)
    - Information technology (5.1, 5.2, 5.3, 5.4)
    - Employability skills (4.2, 4.3, 4.4)

**Organizational Structure:**

Unit/Topic	Title	Time
Unit 1	Introduction – Yearbook Theory	
Unit 2	Layout Principles and Utilization of Desktop Publishing	
Unit 3	Photography	
Unit 4	Journalism	
Unit 5	Advertising and Marketing	
Unit 6	Book Construction - Working with a Publisher	
Total Hours		

**Unit/Topic/Module Descriptions:**

**Unit 1: Introduction – Yearbook Theory**

It is expected that the student(s) will:

- Understand the purpose of creating a school yearbook
- Understand the key elements of what a yearbook theme is
- Display their concept of theme for the current year's yearbook
- Understanding yearbook terminology
- Develop skills with information technology

**Unit 2: Layout Principles and Utilization of Desktop Publishing**

It is expected that the student(s) will:

- Understand the basic principles of layout and design
- Demonstrate competency and familiarity with Desktop Publishing Program
- Create a dummy double page spread demonstrating the principles of layout and design
- Explore artistic features of Desktop Publishing Programs

**Unit 3: Photography**

It is expected that the student(s) will:

- Understand the basic operation of a SLR and digital camera
- Demonstrate artistic photography techniques
- Demonstrate skill in a variety of photo subject environments
- Demonstrate proficiency with scanners and digital enhancement and manipulation

#### **Unit 4: Journalism**

It is expected that the student(s) will:

- a. Understands copyright, libel, and defamation
- b. Show awareness of a journalistic writing style
- c. Demonstrates effective interviewing skills
- d. Demonstrate proper copy writing technique
- e. Displays editing skills

#### **Unit 5: Advertising and Marketing**

It is expected that the student(s) will:

- a. Demonstrate understanding the principles of customer relations, sales and marketing skills
- b. Display proper etiquette, ethics, and perseverance in pursuing advertising dollars in the business community
- c. Demonstrate advertisement design and layout
- d. Maintain accounting records for revenue and sales

#### **Unit 6: Book Construction - Working with a Publisher**

It is expected that the student(s) will:

- a. Understand the importance of meeting deadlines
- b. Ensure that technical requirements have been met for plant-processing
- c. Assign and accept responsibility for different components of the publishing process

#### **Instructional Component:**

- Direct Instruction: Instructor will use hand-held equipment, computer technology and software, digital projector screen and other resources to assist instruction.
- Peer Instruction: Students learn from partner(s) how to solve theoretical and practical problems while working on their page layouts.
- Peer Analysis: Students will edit and critique their peers on technical and aesthetic qualities in their work.
- Self Analysis: Students will evaluate their own projects based on criterion referencing ie performance rubrics and on-going journal entries

#### **Assessment Component:**

Assessment will be based on criterion referencing rubrics for each project to ensure students are meeting the minimum learning outcomes prescribed for the course. Students will also complete checklists for peer and self-assessments/editing with room for comments.

#### **Learning Resources:**

Yearbook Publisher and Representative  
Technical Support  
Industry reference material  
Manuals for equipment and software

# BAA [Yearbook 11] Framework

**District Name:** Rocky Mountain School District

**District Number:** 6

**Developed by:**

**Date Developed:** December 14<sup>th</sup>, 2004

**School Name:** David Thompson Secondary

**Principal's Name:** Darren Danyluk

**Board/Authority Approval Date:**

**Board/Authority Signature:**

**Course Name:** Yearbook

**Grade Level of Course:** 11

**Number of Course Credits:** 4 credits

**Number of Hours of Instruction:** 120 hours

**Recommended Prerequisite(s):** None

**Special Training, Facilities or Equipment Required:**

**Course Synopsis:** This 4-credit course is available to students in grades 11 or 12. Students are responsible for the layout and production of the school yearbook. Students may be assigned to work in the areas of digital photography, still photography, writing and editing, page layout, advertising and/or distribution. The yearbook is produced using a desktop publishing program (*Adobe Pagemaker 7.0*) in cooperation with a Canadian publisher.

- Rationale:** The Yearbook 11 course will:
- enable students to explore the use of digital photography, graphic design and as a medium to self-expression and collaborative efforts
  - enable students to demonstrate how effective photography and graphic design effectively communicates to people and/or evoke emotion
  - expose students to and give responsibility to students to meet real world deadlines for completing work for publication and presentations
  - give students the basic practical and theoretical tools to help students achieve four of the six areas needed to demonstrate in their graduation portfolio
    - Art and design (1.1, 1.2, 1.3, 1.4)
    - Community involvement and social responsibility (2.2, 2.4)
    - Information technology (5.1, 5.2, 5.3, 5.4)
    - Employability skills (4.2, 4.3, 4.4)

**Organizational Structure:**

Unit/Topic	Title	Time
Unit 1	Introduction – Yearbook Theory	
Unit 2	Layout Principles and Utilization of Desktop Publishing	
Unit 3	Photography	
Unit 4	Journalism	
Unit 5	Advertising and Marketing	
Unit 6	Book Construction - Working with a Publisher	
<b>Total Hours</b>		

**Unit/Topic/Module Descriptions:**

**Unit 1: Introduction – Yearbook Theory**

It is expected that the student(s) will:

- Understand the purpose of creating a school yearbook
- Understand the key elements of what a yearbook theme is
- Display their concept of theme for the current year's yearbook
- Understanding yearbook terminology
- Develop skills with information technology

**Unit 2: Layout Principles and Utilization of Desktop Publishing**

It is expected that the student(s) will:

- Understand the basic principles of layout and design
- Demonstrate competency and familiarity with Desktop Publishing Program
- Create a dummy double page spread demonstrating the principles of layout and design
- Explore artistic features of Desktop Publishing Programs

**Unit 3: Photography**

It is expected that the student(s) will:

- Understand the basic operation of a SLR and digital camera
- Demonstrate artistic photography techniques
- Demonstrate skill in a variety of photo subject environments
- Demonstrate proficiency with scanners and digital enhancement and manipulation

#### **Unit 4: Journalism**

It is expected that the student(s) will:

- a. Understands copyright, libel, and defamation
- b. Show awareness of a journalistic writing style
- c. Demonstrates effective interviewing skills
- d. Demonstrate proper copy writing technique
- e. Displays editing skills

#### **Unit 5: Advertising and Marketing**

It is expected that the student(s) will:

- a. Demonstrate understanding the principles of customer relations, sales and marketing skills
- b. Display proper etiquette, ethics, and perseverance in pursuing advertising dollars in the business community
- c. Demonstrate advertisement design and layout
- d. Maintain accounting records for revenue and sales

#### **Unit 6: Book Construction - Working with a Publisher**

It is expected that the student(s) will:

- a. Understand the importance of meeting deadlines
- b. Ensure that technical requirements have been met for plant-processing
- c. Assign and accept responsibility for different components of the publishing process

#### **Instructional Component:**

Direct Instruction:	Instructor will use hand-held equipment, computer technology and software, digital projector screen and other resources to assist instruction.
Peer Instruction:	Students learn from partner(s) how to solve theoretical and practical problems while working on their page layouts.
Peer Analysis:	Students will edit and critique their peers on technical and aesthetic qualities in their work.
Self Analysis:	Students will evaluate their own projects based on criterion referencing ie performance rubrics and on-going journal entries

#### **Assessment Component:**

Assessment will be based on criterion referencing rubrics for each project to ensure students are meeting the minimum learning outcomes prescribed for the course. Students will also complete checklists for peer and self-assessments/editing with room for comments.

#### **Learning Resources:**

Yearbook Publisher and Representative  
Technical Support  
Industry reference material  
Manuals for equipment and software

Yearbooks created by other schools  
Yearly evaluation of yearbooks  
Yearbook workshops  
Teacher created resources  
Websites

**Additional Information:**



# BAA [Yearbook 12] Framework

**District Name:** Rocky Mountain School District

**District Number:** 6

**Developed by:**

**Date Developed:** December 14<sup>th</sup>, 2004

**School Name:** David Thompson Secondary

**Principal's Name:** Darren Danyluk

**Board/Authority Approval Date:**

**Board/Authority Signature:**

**Course Name:** Yearbook

**Grade Level of Course:** 12

**Number of Course Credits:** 4 credits

**Number of Hours of Instruction:** 120 hours

**Recommended Prerequisite(s):** None

**Special Training, Facilities or Equipment Required:**

**Course Synopsis:** This 4-credit course is available to students in grade 12. Students are responsible for the mentoring of Yearbook 10 and 11 students with regards to layout and production of the school yearbook. Students will take on a leadership role and editorial responsibilities. Students may be assigned to assist in the management of the following: digital photography, still photography, writing and editing, page layout, advertising and/or sales. The yearbook is produced using a desktop publishing program (*Adobe Pagemaker 7.0*) in cooperation with a Canadian publisher.

**Rationale:**

The Yearbook 12 course will:

- a. enable students to explore the advanced use of digital photography, graphic design as a medium to self-expression and collaborative efforts
- b. enable students to develop leadership skills through senior editor roles on the yearbook staff
- c. enable students to assume the role of various editorial positions (copy, photography, marketing, layout) within a yearbook staff
- d. enable students to take initiative and responsibility for meeting real world deadlines to complete work for publication and presentations
- e. give students the basic practical and theoretical tools to help students achieve four of the six areas needed to demonstrate in their graduation portfolio
  - Art and design (1.1, 1.2, 1.3, 1.4)
  - Community involvement and social responsibility (2.2, 2.4)
  - Information technology (5.1, 5.2, 5.3, 5.4)
  - Employability skills (4.2, 4.3, 4.4)

**Organizational Structure:**

Unit/Topic	Title	Time
Unit 1	Yearbook Theory, Layout and Desktop Publishing	
Unit 2	Photography	
Unit 3	Journalism	
Unit 4	Advertising and Marketing	
Unit 5	Book Construction - Working with a Publisher	
Total Hours		

**Unit/Topic/Module Descriptions:****Unit 1: Yearbook Theory, Layout and Desktop Publishing**

It is expected that the student(s) will:

- a. Demonstrate an advanced understanding of yearbook terminology and theme development
- b. Demonstrate a mastery of using a Desktop Publishing Program
- c. Demonstrate advanced layout skills using Desktop Publishing Programs
- d. Assume the role of various editorial positions (copy, photography, marketing, layout)
- e. Understand and demonstrate competency in editorial and management positions within a yearbook staff

**Unit 2: Photography**

It is expected that the student(s) will:

- a. Demonstrate advanced operation of a SLR and digital camera
- b. Demonstrate advanced artistic photography techniques
- c. Demonstrate expertise in a variety of photo subject environments
- d. Demonstrate mastery with scanners and digital enhancement and manipulation
- e. Oversee, evaluate, and edit submitted materials

### **Unit 3: Journalism**

It is expected that the student(s) will:

- a. Monitor copyright, libel, and defamation
- b. Proof submissions
- c. Edit proofs
- d. Ensure the editorial policy is maintained
- e. Provide a leadership role within the yearbook staff

### **Unit 4: Advertising and Marketing**

It is expected that the student(s) will:

- a. Record and monitor advertising within a database
- b. Maintain accounting records for revenue and sales
- c. Mentor Yearbook staff in solicitation of sources of revenue
- d. Mentor Yearbook staff in organization of fundraising activities

### **Unit 5: Book Construction - Working with a Publisher**

It is expected that the student(s) will:

- a. Take a leadership role in the monitoring and meeting of deadlines
- b. Assign and accept responsibility for a leadership role in the publishing process

### **Instructional Component:**

Direct Instruction:	Instructor will use hand-held equipment, computer technology and software, digital projector screen and other resources to assist instruction.
Peer Instruction:	Students learn from partner(s) how to solve theoretical and practical problems while working on their yearbook projects.
Peer Analysis:	Students will edit and critique their peers on technical and aesthetic qualities in their work.
Self Analysis:	Students will evaluate their own projects based on criterion referencing ie performance rubrics and on-going journal entries

### **Assessment Component:**

Assessment will be based on criterion referencing rubrics for each project to ensure students are meeting the minimum learning outcomes prescribed for the course. Students will also complete checklists for peer and self-assessments/editing with room for comments.

### **Learning Resources:**

Yearbook Publisher and Representative  
Technical Support  
Industry reference material  
Manuals for equipment and software  
Yearbooks created by other schools  
Yearly evaluation of yearbooks  
Yearbook workshops

Teacher created resources  
Websites

**Additional Information:**

Opportunity for Independent Directed Studies (IDS) credit is available to students who have shown exceptional levels of commitment to the learning outcomes of Yearbook 12.

## BAA Psychology Framework

**District Names:**

South East Kootenay  
Rocky Mountain  
Boundary

**District Numbers:**

S. D. 5  
S. D. 6  
S. D. 51

**Developed by:**

Maryanne Schroeder  
Joan Kootnekoff  
Joanna LeGrandeur  
Dale Stringer

**Date Developed:**

February, 17, 2004-02-17

**School Name:**

Golden Secondary  
Grand Forks Secondary  
Mount Baker Secondary  
Selkirk Secondary

**Principal's Name:**

Paul Carriere  
Doug Bryden  
Gary Toyota  
Terry Oscarson

**Board/Authority Approval Date:****Board/Authority Signature:**

**Course Name:** Psychology 12

**Grade Level of Course:** 11, 12

**Number of Course Credits:** 4

**Number of Hours of Instruction:** 100- 120

**Prerequisite(s):**

none

### Special Training, Facilities or Equipment Required:

Class set(s) of current edition textbooks  
Sufficient funds to update video materials

### Course Synopsis:

This course has been developed to support students in facing the challenges of understanding themselves, interacting with groups, knowing where they come from, and gaining awareness of their society. It is important that young people accept these challenges with a thorough base of knowledge rather than racing to opinions that are predicated on media and personal intuition. Through a series of units students are exposed to the psychological facts, principles and phenomena associated with psychology.

### Rationale:

The psychology 12 course is developed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major sub-fields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

### Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Introduction to Psychology	5 hours
Unit 2	Biological Basis of Psychology	10 hours
Unit 3	Sensation and Perception	10 hours
Unit 4	Intelligence and Thinking	25 hours
Unit 5	Personality Theories	25 hours
<b>Total Hours</b>		
Unit 6	Abnormal Behavior and Treatment	25 hours/ 100

### Unit/Topic/Module Descriptions:

#### Unit 1: Introduction to Psychology

Overview Students will be introduced to the methods, approaches and history of psychology. Students will examine the historical development and definition of psychology. Further, students will learn how inferential statistics are used to evaluate the results of the scientific process. Students will also learn about the many different fields within psychology and about the importance of ethics in both scientific research and the practice of psychology.

Curriculum Organizers – History of Psychology

Learning Outcomes: It is expected that students will:

- identify the historical origins in the history of psychology
- identify the ethical issues associated with psychology

#### Curriculum Organizer – Research Methodology

Learning Outcomes: It is expected that students will:

- demonstrate the use of appropriate research methodology such as surveys, observations, samples, experiments

#### Curriculum Organizers - Fields of Psychology

Learning Outcomes: It is expected that students will

- identify different career choices within the field of psychology

### **Unit 2: Biological Basis of Psychology**

Overview: Students will understand the relationship between biology and behavior. Students will explore the range of techniques scientists have used to learn about brain function, from procedures such as direct stimulation, EEG and imaging techniques.

#### Curriculum Organizers – Structure of the Nervous System

Learning Outcomes: It is expected that students will

- identify the organization and function of the central and peripheral nervous system

#### Curriculum Organizers – Communication within the Nervous System

Learning Outcomes: It is expected that students will

- identify and explain communication within the nervous system

#### Curriculum Organizer – The Brain

Learning Outcomes: It is expected that students will

- identify the structure and functions of different parts of the brain.

### **Unit 3: Sensation and Perception**

Overview: The study of perception focuses on the interplay between characteristics of the perceiver and those of the environment in the constructive processes of attending to and organizing experiential data. Students will develop an understanding of the relationship between sensation and perception. Students will become aware of how sensation involves the functioning of various sensory receptors. Students will demonstrate an understanding of how perception involves the organization and interpretation of sensations.

#### Curriculum Organizers: Sensation

Learning Outcomes: It is expected that students will

- identify the physical changes that occur in various sensory systems

#### Curriculum Organizers: Perception

Learning Outcomes: It is expected that students will

- explain how sensory information is organized and interpreted
- identify how needs, beliefs and expectations all influence perception.

### **Unit 4: Intelligence and Thinking**

Overview: The student will be introduced to the differences between learned and unlearned behavior. It covers the basic learning processes of classical and conditioning and operant

conditioning and makes clear their similarities and differences. Students will consider kinds of knowledge and types of processing.

Curriculum Organizers: Learning

Learning Outcomes: It is expected that students will

- analyze and apply the elements of classical and operant conditioning

Curriculum Organizers: Intelligence

Learning Outcomes: It is expected that students will

- identify different intelligences, including IQ, EQ, multiple intelligences, giftedness

### **Unit 5: Personality Theories**

Overview: Students will come to understand the major theories and approaches to personality. They will learn about the background and thought of some of the major contributors to the domain of personality, such as Alfred Adler, Albert Bandura, Sigmund Freud. Students will recognize that each of the approaches to personality has implications for their understanding of both normal and abnormal personality.

Curriculum Organizers: Psychoanalytic Theory

Learning Outcomes: It is expected that students will

- apply Freud's theory to situations
- assess the contributions of psychoanalytic theories

Curriculum Organizers: Humanistic Theory

Learning Outcomes: It is expected that the student will

- distinguish between humanistic theory, psychoanalytic theory and behavior theory
- be able to identify Maslow's Hierarchy of Needs and Rogerian counselling methods

### **Unit 6: Abnormal Behavior and Treatment**

Overview: Students will be introduced to the study of abnormal psychology with a discussion of the definition of abnormal behavior. Students will be introduced to the treatment of psychological disorders through an overview of the approaches used by therapists of different treatment orientations.

Curriculum Organizer: Definitions of Abnormality

Learning Outcomes: It is expected that students will

- identify different perspectives of abnormal behavior such as statistical deviation, violation of cultural standards and the legal definition.

Curriculum Organizer – Specific Disorders

Learning Outcomes: It is expected that the student will

- demonstrate a knowledge of disorders including causes, theories, treatment, incidences
- will be exposed to prevention and intervention techniques offered at the community level.

### **Instructional Component:**

- indirect instruction
- direct instruction



- interactive instruction
- independent instruction
- modelling
- practical creativity
- brain storming
- group work
- video tape
- analysis of commercial film and video works
- analysis of own and classmates' work
- guest speakers
- community workers
- counselling services
- debating

### **Assessment Component:**

Type of Assessment	Category	Details
Formative (80%)	Assignments	30%
	Projects	30%
	Classroom, participation	20%
	Tests, quizzes	20%
Summative (20%)	Final Exam	/100%

### **Learning Resources:**

- David G. Myers, Psychology (6<sup>th</sup> Edition)
- J. Geron & K. Bordens, Psychology: An Introduction (6<sup>th</sup> Edition)
- Psychology Today, magazine
- Rita Atkinson, Richard Atkinson , Hilgard's Introduction to Psychology (13<sup>th</sup> Edition)
- Wayne Werten, Themes and Variations (5<sup>th</sup> Edition)
- Focus Area/ Portfolio Guide, Ministry of Education
- Resources consisting of videos, collected articles, magazines and various websites

### **Additional Information:**

- Optional topics to cover in Psychology 12 include Stress and Health, Growth and Development, Motivation and Emotion, Social Psychology, and States of Consciousness. These may be included in the course of instruction or be research topics, extra topics or topics of choice for some students for Independent Studies Credit.



# Briefing Note

**Date:** June 11, 2013

**Topic:** Update - GFSS Trip to Quebec

The Board has given approval in principle to GFSS to organize a student trip to Quebec in 2013-2014. A request was made to also include BCSS.

Since the approval, GFSS has partnered up with a school in Quebec and they have successfully applied for a federal grant that supports a student exchange and reduces the cost for the trip.

Now, instead of SD51 students visiting Quebec, the grant turns the trip into an exchange. Students will travel to Quebec, stay with families and tour the region. The host school will then travel to Grand Forks. The exchange will be limited to GFSS and the Quebec school.

The request for final approval is in your Regular Board Meeting package. The sponsor teacher, David Reimer will be attending the Board Meeting to talk about the trip.

---



## **Secretary-Treasurer's Report**

### **May 2013**

**J. Hanlon, Secretary-Treasurer**

#### Carbon Neutral Action Report

We submitted our Carbon Neutral Action Report. Once again this year we have submitted a Success Story from BCSS. We are hoping that they will be highlighted again this year in the year-end report out. (Attached is the CNAR as well as the Success Story from BCSS)

#### Fiscal Year end and Audit

June 30th is the School District fiscal year end. That is the snapshot date for our Financial Statements. On June 19<sup>th</sup> the Auditors come in for one day to do a preliminary audit. They will then return to the District for five full days from July 22-26<sup>th</sup>. In September they will present the financial statements to the Board.

At BCASBO in May it came to my attention that possibly some of the School Generated Funds revenue and expenses may need to be accounted for in the Operating and not in the Special Purpose funds. This will increase our miscellaneous operating revenue as well as our expenses. Any remaining monies relating to these funds will need to be appropriated. Also, both the Auditorium Trust and the Community Network monies will be accounted for in the Operating fund. The amounts remaining pertaining to these funds will be appropriated as well in the financial statements.

#### Maintenance

The Maintenance Department has been busy working on

- The storage shed at Perley
- District Track Meet
- Work Orders

#### Technology Department

- Ordered all the phones. These have arrived sooner than expected.
- Deployed Big White & Beavertown phones
- Working on new image for secondary school computers
- Implementing new maintenance and technology work order system. (City is using same program)
- Ordered updated library software and hardware



#### Sessions attended in May

BCASBO AGM – May 15-17, 2013 - Lynn, Alex, and myself attended.



# Carbon Neutral Action Report 2012

School District No. 51 (Boundary)

## Executive Summary

School District No. 51 (Boundary) believes in the importance of Education and that incorporating respect for the environment and ourselves is imperative for a quality life today and in the future. As such, the "Board of Education believes that the maintenance of our environment is necessary to the quality of our lives. Further, it believes that the District and its schools have the responsibility of fostering and reinforcing positive environmental concepts, that will enhance the relationship between living things and their natural and built surroundings. The introduction of these concepts must begin early in the life of each child in order to develop a responsible environment ethic which will be sustained throughout life."

Once again our District continued to reduce its greenhouse gas emissions in 2012. As a District we continued to strive to be an integral part of the solution to the ongoing concerns that face our environment. Along with added stress of aging facilities and financial constrictions, these changes often take place more slowly than we would like. Efforts continued to be made to conserve energy and natural resources while pursuing sound financial management. In 2012 we put into place plans to upgrade our fleet as well as continue to proceed with energy audits on our existing facilities as we strive to become more energy efficient. We also continue to partner with our community through a shared fibre network. This project is ongoing and continued to be a focus in 2012.

The District endeavoured to work with community and government agencies in supporting good environmental practices. We continued to move forward towards implementing policies and programs within our schools that encouraged healthy living and participation in the restoration and protection of the environment. Schools partnered with their communities to foster a respect for the environment and to provide and instruct on healthy alternatives. The District encourages consideration of environmental impact in the planning of all operational and educational programs.

A handwritten signature in blue ink that reads "Jeanette Hanlon".

Jeanette Hanlon, Secretary-Treasurer





# Carbon Neutral Action Report 2012

School District No. 51 (Boundary)

## 2012 Greenhouse Gas Emissions

### 2012 Greenhouse Gas Emissions

In 2012 our total offsets were 1,082. It was estimated that stationary fugitive emissions from cooling do not comprise more than 0.01% of School District No. 51's total emissions and an ongoing effort to collect or estimate emissions from this source would be disproportionately onerous. Therefore, emissions from this source have been deemed out of scope and have not been included in the total greenhouse gas emissions profile.

### Offsets Applied to Become Carbon Neutral in 2012

Total emission offsets have been applied to become carbon neutral for 2012. Offsets purchased were 855 tonnes with a total offset investment of \$21,375.00(+GST). As required by section 5 of the Carbon Neutral Government Regulation, 226 tonnes CO<sub>2</sub>e of emissions resulting from the operation of school buses were reported as part of our greenhouse gas emissions profile in 2012. However, they were not offset as they are out- of-scope under section 4(2)(c) of the Carbon Neutral *Government Regulation*.



Bulletin Board at  
Boundary Central Secondary School



I walk to Breakfast  
Dr. D. A. Perley



# Carbon Neutral Action Report 2012

School District No. 51 (Boundary)

## Actions to Reduce Provincial Emissions and Improve Sustainability

It often seems that the steps we take are small, but the cumulative impact on the environment and on our education system makes an impact on our environment and in our communities. As such I have listed some of the actions that we have taken in the 2012 year:

- Purchased one new bus to replace an older and smaller bus
- Performed regular maintenance every 5000 kms on small maintenance vehicles as well as performed regular bus maintenance
- Car pooled to events as well as attended conferences via skype andlluminate
- Checked and balanced dampers in West Boundary and Perley Elementary School buildings
- Recorded refrigerant use, continued maintenance repair of mechanical systems
- Upgrade of automated HVAC control system at Greenwood Elementary
- Comprehensive cleaning of all air handling units district wide
- Changed some of the exit doors to reduce heat loss
- Began changing to water sensors in some washrooms
- Continued to replace cleaning products with enviro-friendly alternatives.
- More server consolidation and regular computer maintenance
- Deployed new computer labs at Midway Elementary with faster more efficient computers and replaced iMacs at Big White community school with more efficient models.
- Continue to replace existing light switches with sensor/timer switches.
- Solar lighting installed in new shed at Grand Forks Secondary School
- Increased 1% in the purchase of 30% recyclable paper
- 9/11 schools have active Green Teams
- Continued recycling programs in all schools
- Sustainable Resources 12 curriculum implemented at Boundary Central Secondary School. They built a greenhouse and planted, and cared for plants and oversaw the transplanting of seedlings into the community garden
- All schools continued to incorporate environmental curriculum such as Streams for Dreams. Several schools partnered with the community in the community garden, participated in Earth Day, learned about alternate energy sources by building solar ovens as well as having guest speakers on issues such as weed control and management
- Several schools took part in an iwalk to school event







# Carbon Neutral Action Report 2012

School District No. 51 (Boundary)

## Plans to Continuing Reducing Greenhouse Gas Emissions 2013-2014

- Purchase 4 new buses and a 2013 GMC Silverado 3/4 ton
- Continue to work on an active transportation initiative/policy
- Energy audit on John A. Hutton Elementary school which will dictate further actions to be taken
- Install automated logic HVAC controls and upgrade the existing system at Grand Forks Secondary School, as well as install electronic control damper actuators and valves
- Install and upgrade bathroom water sensors at West Boundary Elementary School
- Replaced roof top gas fire units at Midway Elementary with hybrid heat pump units
- Will continue to replace exit doors to improve efficiencies
- SDS server system will be virtualized in 2013.
- Investigation of use of thin client technology
- Implementation of on-line leave forms
- Continue to reduce amount of paper used as well as increase amount of recycled paper purchased
- Encourage 100% of the schools in our District to have a green team
- Encourage ways to measure success of recycling efforts
- Encourage involvement of the PACs
- Purchasing "green bins" for the compostable waste at each of our schools
- Weather station will be mounted at Dr. D.A. Perley Elementary
- Incorporate green awareness week in school pro-d
- Partner with the community and expand use of raised beds in community gardens.
- Develop the green spaces and development of a nature walk with indigenous plants at Boundary Central Secondary
- Still under development is a policy to change the pick up and drop off of students to a location that would encourage increased activity. Bus routes are still being assessed as some stops are in the stated acceptable walking distance from the schools.



School District 51 Boundary - 2012 Carbon Neutral Action Report

Actions Towards Carbon Neutrality					
The actions listed below contribute to a reduction in greenhouse gas emissions from sources for which public sector organizations are responsible under the carbon neutral government regulation of the Greenhouse Gas Reduction Targets Act.					
Action	Status	Steps Taken	Steps Planned	Start Year	End Year
Mobile Fuel Combustion (Fleet and other)					
Behaviour change program					
Provide fleet driver training to reduce fuel use	Ongoing/In Progress	No scheduled training in 2012.	Will plan for further training in 2013.	2008	No End Date (Continuous)
Introduce anti-idling policy and/or raise anti-idling awareness for fleet drivers (e.g., signs, stickers, messages)	Completed (in Previous Year)				No End Date (Continuous)
Encourage carpooling in fleet vehicles	Ongoing/In Progress	Employees car pooled to educational and professional deveopment events, and maintenance personnel coordinated work orders to cut down on travel. Used buses to transport students to events.	Continue to promote awareness and options in regards to scheduling. Continue to develop and provide incentives for car pooling to district sponsored professional development initiatives.	2009	No End Date (Continuous)
Promote alternatives to fleet vehicle travel where possible (e.g., bicycles, public transit, walking)	In Development	Health Promoting Schools Coordinator continued working on a Walk to School/Active Transportation initiative for students, as well as a Walk to School month. Several schools took part in an iWalk school initiative. Elementary students in Grand Forks walk to the arena, pool and events at the high school. Hutton Elementary students when attending these events walk a total of 3.0 km to the high school and back. 80% of the staff and students at Big White Community school and Walker Development Centre walk, bike or ski to school. All schools continue to encourage and teach students to have an active lifestyle.	Health Promoting Schools Coordinator will continue working on the Walk to School/Active Transportation initiatives for students. Families encouraged to be active during Spring Break by spending more time playing and exploring outdoors with family through activity logs and a Treasure Hunt sponsored by the city. This was promoted on the District website as well as in the newspapers.	2009	No End Date (Continuous)
Vehicle fuel efficiency					
Replace vehicles with more fuel-efficient models	Ongoing/In Progress	Evaluating existing fleet.	Purchase 4 new buses as well as a 2013 GMC Silverado 3/4 ton.	2012	No End Date (Continuous)
Replace larger vehicles with smaller models according to fleet "right-sizing" principles	Ongoing/In Progress	Purchased one new bus to replace older and smaller bus, therefore also reducing our emissions. Put together plans to purchase 4 more buses in 2013.	Purchase 4 new buses which will also replace smaller, older ones that have higher emissions.	2012	No End Date (Continuous)
Perform regular fleet maintenance to improve fuel-efficiency	Ongoing/In Progress	Regular maintenance performed every 5000 kms on small maintenance vehicles. Bus maintenance performed monthly.	Continued regular maintenance.	2008	No End Date (Continuous)
Stationary Fuel Combustion, Electricity					
Behaviour change program					
Help staff reduce personal energy use through ""workstation tune-ups""	Not Yet Evaluated				No End Date (Continuous)
Ask staff to unplug electrical equipment or switch off power bars when not in use	Ongoing/In Progress	Staff are encouraged to do this during periods of time when the schools are closed.	No new steps planned.	2012	No End Date (Continuous)
Ask staff to unplug electrical equipment or switch off power bars when not in use	Ongoing/In Progress	Staff are encouraged to do this during periods of time when the schools are closed.	No new steps planned.	2012	No End Date (Continuous)
Ask staff to close blinds at end of work day to reduce heating/cooling demands	Ongoing/In Progress	Staff are encouraged to close blinds during periods of time when the schools are closed. Hutton Elementary School has reflective opaque covers on some of their south facing classroom windows.	Order blinds for Greenwood and Midway Elementary schools.	2012	No End Date (Continuous)
Encourage staff to use air dry setting on dishwashers	Not Yet Evaluated				No End Date (Continuous)
Provide tips to staff on saving energy in the office while working outside	Not Yet				No End Date



School District 51 Boundary - 2012 Carbon Neutral Action Report

Actions Towards Carbon Neutrality					
The actions listed below contribute to a reduction in greenhouse gas emissions from sources for which public sector organizations are responsible under the carbon neutral government regulation of the Greenhouse Gas Reduction Targets Act.					
Action	Status	Steps Taken	Steps Planned	Start Year	End Year
of regular business hours	Evaluated				(Continuous)
Provide reminders for turning off lights (e.g., signs, stickers, messages)	Ongoing/In Progress	Continued replacing existing light switches with sensor/timer switches. Solar lighting installed in new shed at Grand Forks Secondary School. Schools without sensors/timers provide reminders for turning off lights. Several schools encourage staff to shut blinds during periods when schools are closed and/or during the day to regulate temperature.	Will continue to replace as needed.	2009	No End Date (Continuous)
Promote hot water conservation	In Development	Continue to assess and evaluate the cost savings of the Boundary Central Secondary School solar panels.	Make plans for future upgrades depending on outcomes from Boundary Central Secondary.	2010	No End Date (Continuous)
IT power management					
Install power management software which shuts down computers outside of regular business hours	Completed (in Previous Year)				No End Date (Continuous)
Implement server virtualization	Ongoing/In Progress	Did more server consolidation. Still under investigation and in the planning process.	Still under investigation and in the planning process. SDS server system will be virtualized in 2013.	2010	No End Date (Continuous)
Apply auto-sleep settings on computer monitors and CPUs	Ongoing/In Progress	Ongoing as required and available funds.	Ongoing steps taken, including virtual desktop implementation. Investigation of use of thin client technology.	2010	No End Date (Continuous)
Remove stand-alone printers, copiers, and/or fax machines and install multi-function devices as part of a print management strategy	Ongoing/In Progress	None taken in 2012	Ongoing replacement as needed.	2009	No End Date (Continuous)
Apply auto-sleep settings on printers, fax machines, and/or multi-function devices	Completed (in Previous Year)				No End Date (Continuous)
Replace computers with ENERGY STAR models during regular computer upgrades	Ongoing/In Progress	Regular computer maintenance. Deployed new computer labs at Midway Elementary with faster and more efficient computers. Replaced iMACS at Big White Community School with more efficient models.	Ongoing as budget permits.	2010	No End Date (Continuous)
Leased buildings					
Establish energy performance baseline for leased buildings	In Development	No steps taken in 2012.	No plans as of yet.	2010	No End Date (Continuous)
Develop a green lease policy that requires green features to conserve energy be included in all lease negotiations	Not Yet Evaluated				No End Date (Continuous)
Owned buildings					
Establish energy performance baseline for owned buildings	In Development	Checked and balanced dampers in West Boundary Elementary and Perley Elementary Schools.	Doing an energy audit on John A. Hutton Elementary school	2010	No End Date (Continuous)
Register for performance labelling/certification for operations and maintenance of owned buildings (e.g., LEED EB:O&M)	Not Yet Evaluated				No End Date (Continuous)
Register for performance labelling/certification for commercial interiors of owned buildings (e.g., LEED CI)	Not Yet Evaluated				No End Date (Continuous)
Perform energy retrofits on existing, owned buildings	In Development	No steps in taken in 2012	Energy audit will indicate what steps need to be taken in 2013.	2012	No End Date (Continuous)
Incorporate a refrigerant management strategy into regular building management/maintenance to reduce fugitive emissions	Ongoing/In Progress	Recording the refrigerant use, continued maintenance and repair of mechanical systems.	Ongoing	2008	No End Date (Continuous)

School District 51 Boundary - 2012 Carbon Neutral Action Report

Actions Towards Carbon Neutrality					
The actions listed below contribute to a reduction in greenhouse gas emissions from sources for which public sector organizations are responsible under the carbon neutral government regulation of the Greenhouse Gas Reduction Targets Act.					
Action	Status	Steps Taken	Steps Planned	Start Year	End Year
Planning/management					
Reduce office space (square meters) per employee	Not Yet Evaluated				No End Date (Continuous)
Install a real time metering system (e.g. Pulse, Reliable Controls, Houle Controls)	Not Yet Evaluated				No End Date (Continuous)
Retrofit details for owned buildings					
Upgrade mechanical systems (heating, cooling, ventilation) during retrofits	Ongoing/In Progress	Upgraded automated HVAC control system at Greenwood Elementary School.	Retrofit as budget allows. Install automated HVAC logic controls and upgrade the existing system at Grand Forks Secondary School. Install electronic control damper actuators and valves at GFSS. Install and upgrade sensors at West Boundary Elementary School.	2010	No End Date (Continuous)
Upgrade lighting systems during retrofits	Ongoing/In Progress	No steps taken in 2012.	Retrofit as budget allows.	2008	No End Date (Continuous)
Upgrade/adjust control systems during retrofits	Ongoing/In Progress	Comprehensive cleaning of all air handling units district wide. Installing new exist doors as budget allows.	Energy audit will indicate what steps need to be taken. Replace roof top gas fire units at Midway Elementary with hybrid heat pump units. Will continue to install new exit doors in our facilities.	2009	No End Date (Continuous)
Improve building insulation (including windows) during retrofits	In Development	No steps taken in 2012.	Energy audit will indicate what steps need to be taken.	2013	No End Date (Continuous)
Supplies (Paper)					
Behaviour change program					
Train staff to use collaborative software for electronic editing (e.g. SharePoint, Groove, etc.)	Ongoing/In Progress	Continued to train new staff and offer support to existing staff.	Will continue to train new staff. Will be implementing on-line leave of absence forms to be filled out, approved and returned.	2009	No End Date (Continuous)
Encourage staff to hold paperless meetings or presentations (i.e., no handouts)	Ongoing/In Progress	Continued to train new staff and offer support to existing staff to regularly hold paperless meetings. School staff as well as district staff and the Board of Education hold paperless meetings.	To continue to train new staff and offer support to existing staff.	2008	No End Date (Continuous)
Electronic media in place of paper					
Install collaborative software for electronic editing (e.g. SharePoint, Groove, etc.)	Completed (in Previous Year)				No End Date (Continuous)
Use electronic document library for filing common documents	In Development	Investigated purchase of hardware required for electronic document storage.	Continue to investigate the feasibility of purchasing electronic document storage for the district.	2008	No End Date (Continuous)
Switch to an electronic payroll notification system in place of paper pay stubs	Completed (in Previous Year)				No End Date (Continuous)
Paper Type					
Purchase 30% post-consumer recycled paper	Ongoing/In Progress	Increased 1% in the purchase of 30% recyclable paper.	Continue to reduce paper use and encourage purchase of recycled paper.	2009	No End Date (Continuous)
Purchase 100% post-consumer recycled paper	Not Yet Evaluated				No End Date (Continuous)
Printer/document settings					
Switch networked printers and photocopiers to automatic double-sided	Ongoing/In Progress	No new steps taken in 2012	Do an analysis to evaluate the steps needed to replace existing district copiers and printers throughout district with more efficient models.	2008	No End Date (Continuous)

School District 51 Boundary - 2012 Carbon Neutral Action Report

Actions to Reduce Provincial Emissions and Improve Sustainability					
The actions listed below contribute to a reduction in greenhouse gas emissions from sources that fall outside of the reporting requirements defined in the carbon neutral government regulation of the Greenhouse Gas Reduction Targets Act. Public sector					
Action	Status	Steps Taken	Steps Planned	Start Year	End Year
Business Travel					
Behaviour change program					
Train staff in web-conferencing	Ongoing/In Progress	No new staff trained in 2012.	Train staff as needed.	2009	No End Date (Continuous)
Encourage staff to consider virtual attendance/presentation at events where possible	Ongoing/In Progress	Administrative staff and Board of Education participated in more virtual meetings rather than travel throughout the year.	Continue to implement this technology as more meetings are implemented virtually.	2009	No End Date (Continuous)
Encourage carpooling to meetings	Ongoing/In Progress	Continue to provide car pooling incentives and bus travel when large attendance is required.	As needed.	2008	No End Date (Continuous)
Encourage alternative travel to meetings (e.g., bicycles, public transit, walking)	Ongoing/In Progress	Health Promoting School Coordinator continued to work on a Walk to School/Active Transportation initiative for students, and a "Walk to School" month. She provided education and incentives to encourage an active lifestyle. Big White Community school encourages walking or skiing to school.	Continue to work on the Walk to School/Active Transportation initiative and the "Walk to School" month initiative.	2009	No End Date (Continuous)
Policy and budgeting					
Create a low-carbon travel policy or travel reduction goal	Not Yet Evaluated				No End Date (Continuous)
Virtual meeting technology					
Install web-conferencing software (e.g., Live Meeting, Elluminate, etc.)	Ongoing/In Progress	No new steps taken in 2012.	Continue to upgrade systems as funds available and as needed.	2008	No End Date (Continuous)
Make desktop web-cameras available to staff	Ongoing/In Progress	No new steps taken in 2012.	Continue to investigate new ways of implementing this	2009	No End Date (Continuous)
Install video-conferencing units in meeting rooms or provide mobile video-conferencing units	In Development	No new steps taken in 2012.	Investigating web conferencing hardware.	2009	No End Date (Continuous)
Education, Awareness, and Engagement					
Awards/Recognition					
Establish a sustainability/green awards or recognition program	Ongoing/In Progress	Boundary Central Secondary used recycling strategies and milestones to gain points for their in house games; several other schools recognize the green efforts of individual students or house teams at assemblies.	Continue to encourage our schools and communities to recognize the efforts of students to value their environment. An Education Assistant at Greenwood Elementary is looking into the feasibility of purchasing "green bins" that are then picked up by the city and used at each school for compost materials.	2009	No End Date (Continuous)
Staff Professional Development					
Support green professional development (e.g., workshops, conferences, training)	Ongoing/In Progress	No new steps taken in 2012.	Incorporate school based pro-d events through guest speakers, and partnering with the communities.	2011	No End Date (Continuous)
Staff awareness/education					
Provide education to staff about the science of climate change	Ongoing/In Progress	Nothing new incorporated. Continued to incorporate green initiatives and education into the curriculum.	A weather station will be mounted at Dr. D. A. Perley Elementary School. Several schools are developing plans for a green awareness week.	2009	No End Date (Continuous)
Provide education to staff about the conservation of water, energy, and raw materials	Ongoing/In Progress	New Sustainable Resources 12 class initiated along with the construction of a small greenhouse and the planting, care of plants	Continue to incorporate green initiatives and education into the curriculum. Encourage even more staff involvement. More fun	2009	No End Date (Continuous)

School District 51 Boundary - 2012 Carbon Neutral Action Report

Actions to Reduce Provincial Emissions and Improve Sustainability					
The actions listed below contribute to a reduction in greenhouse gas emissions from sources that fall outside of the reporting requirements defined in the carbon neutral government regulation of the Greenhouse Gas Reduction Targets Act. Public sector					
Action	Status	Steps Taken	Steps Planned	Start Year	End Year
		and transplanting of the seedlings to the Community Garden. Later the plants were harvested. Several other schools were also involved in community gardens, treeplanting, local food sharing groups, river reclamation/conservation projects. All schools continued to run recycling and compost programs. West Boundary Elementary learned about alternative energy sources by building solar ovens. Use of Streams for Dreams curriculum, participation in Earth Day and guest speakers on various environmental issues such as weed management were also some of the other school initiatives.	green events planned for students. Several elementary schools hope to partner with the community and expand use of raised beds in community gardens. They would like to encourage staff to make environmental education an every day practice in classroom. They would like to see the use of school composted material in the greenhouses. Other schools want to incorporate bagless lunches, as well as researching and building solar ovens. Looking at possibly developing more green spaces at schools. Boundary Central is hoping to purchase a large composter, as well as the development of a nature walk with indigenous plants.		
Provide green tips on staff website or in newsletters	Ongoing/In Progress	Communcation of green initiatives being undertaken in many of the schools through community presentations, newsletters, and local newspaper. At Boundary Central Secondary they try to incorporate a "green" joke with their announcements as well as maintaining an awareness bulletin board.	Incorporating student artwork by designing green awareness banners.	2008	No End Date (Continuous)
Provide sustainability education during new staff orientation	Not Yet Evaluated				No End Date (Continuous)
Team-building					
Create Green, Sustainability, Energy Conservation, or Climate Action Teams with executive endorsement	Ongoing/In Progress	9 of our 11 schools have an active staff and/or staff-student green teams.	100% of our schools to have active green teams.	2009	No End Date (Continuous)
Provide resources and/or dedicated staff to support teams	Ongoing/In Progress	Teachers and students work side by side to develop and implement green initiatives. Many schools utilize community expertise to provide support and education through community gardeners, local plant and weed experts.	Continue to encourage staff/student collaboration as well as recognition of students' efforts.	2009	No End Date (Continuous)
Providing behaviour change education/training to teams (e.g., community-based social marketing)	Ongoing/In Progress	All the schools are continuing with recycling programs and initiatives. Boundary Central Secondary School continues to provide the Sustainable Resources 12 curriculum and other schools are dedicating staff to further these initiatives. There is use of Project Wild curriculum, participation in Earth Day, use of germination tables, as well as garbage audits. West Boundary Elementary teamed with their community to raise awareness about the conservation of the Kettle River.	Continue as in 2012. Encourage ways to measure success of recycling efforts. Encourage involvement of more PACs in recycling and green initiatives.	2009	No End Date (Continuous)
Other Sustainability Actions					
Adaptation to Climate Change					
Assessed whether extreme weather events and/or long term changes in climate will affect the organization's business areas	Not Yet Evaluated				No End Date (Continuous)
Integrated considerations of extreme weather events and/or long term changes in climate into the organization's decision making.	Not Yet Evaluated				No End Date (Continuous)
Building construction, renovation					
Establish a policy to reuse materials where possible and divert construction and demolition debris from landfills and incineration facilities	Not Yet Evaluated				No End Date (Continuous)
Incorporate lifecycle costing into new construction or renovations	Not Yet				No End Date

School District 51 Boundary - 2012 Carbon Neutral Action Report

Actions to Reduce Provincial Emissions and Improve Sustainability					
The actions listed below contribute to a reduction in greenhouse gas emissions from sources that fall outside of the reporting requirements defined in the carbon neutral government regulation of the Greenhouse Gas Reduction Targets Act. Public sector					
Action	Status	Steps Taken	Steps Planned	Start Year	End Year
	Evaluated				(Continuous)
<b>Commuting to and from home</b>					
Offer staff a compressed work week	Completed (in Previous Year)				No End Date (Continuous)
Encourage commuting by foot, bicycle, carpool or public transit	Ongoing/In Progress	No new actions taken.	Still under development is a policy to change the pick up and drop off of students to a location that would encourage increased activity. Bus routes are still being assessed as some stops are in the stated acceptable walking distance from the schools.	2010	No End Date (Continuous)
Provide secure bicycle storage	Completed (in Previous Year)				No End Date (Continuous)
<b>Procurement (non-paper supplies)</b>					
Incorporate minimum recycled content standards into procurement policy for consumable, non-paper supplies (e.g., writing instruments, binders, toner cartridges, etc.)	Not Yet Evaluated				No End Date (Continuous)
Establish green standards for goods that are replaced infrequently and/or may require capital funds to purchase (e.g., office furniture, carpeting, etc.)	Not Yet Evaluated				No End Date (Continuous)
Implement sustainable purchasing program for cleaning products, disposable paper products and trash bags	Ongoing/In Progress	Continued replacing products with enviro-friendly alternatives where applicable.	Continue to replace with enviro-friendly products	2008	No End Date (Continuous)
<b>Waste reduction/diversion</b>					
Put in place an operations policy to facilitate the reduction and diversion of building occupant waste from landfills or incineration facilities	Ongoing/In Progress	Continue to support policy No. 3037 "The Environment" which encourages environmental purchasing practices, waste management, education and management.	Continue to raise awareness and maintenance of the recycle programs and our responsibility to our environment.	2008	No End Date (Continuous)
Implement a hazardous waste reduction and disposal strategy	Ongoing/In Progress	Continue to recycle used engine oil and batteries. No chemicals removed in 2012. All electronic equipment no longer being used is taken to the recycle depot.	Continue to monitor and implement safe disposal.	2008	No End Date (Continuous)
<b>Water conservation</b>					
Establish a water conservation strategy which includes a plan or policy for replacing water fixtures with efficient models	Ongoing/In Progress	No new steps taken	Ongoing	2009	No End Date (Continuous)
Put in place a potable water management strategy to reduce potable water demand of building-level uses such as cooling tower equipment, toilet fixtures, etc. and landscape features	Ongoing/In Progress	Changing to water sensor activation in washrooms.	Ongoing	2009	No End Date (Continuous)



# CARBON NEUTRAL GOVERNMENT 2012 SUCCESS STORY FORM

**Organization Name**

*School District No. 51 (Boundary) –Boundary Central Secondary School*

**Contact E-mail:**

*charlene.wiebe@sd51.bc.ca*

**Project start date:**

*Began in 2012 with the development of the greenhouse and continued on into 2013.*

**Project end date:**

*ongoing*

**Project participants and partners:**

*We are working with Barb Stewart (Boundary Weed Management) and Jenny Coleshill (Granby Wilderness Society), to help restore the Boothman's Oxbow area to its original, natural state. We also met with Fred Marshall and Graham Watt (Kettle River Watershed Management Project Coordinator) and toured the Boundary Creek to discuss problems and solutions for this watershed.*

**Project description:**

*The Sustainable Resources 12 class at Boundary Central Secondary school is involved in the restoration of a riparian and natural grassland area along the Granby River. The area, referred to as "Boothman's Oxbow" has been damaged over the years due to invasive alien weeds, pollution, loss of habitat, channelization, bank armouring and removal of vegetation. We have started with planting of bunchgrass seed in our classroom. We plan to have over 1000 plugs of native grasses ready to plant in the riparian area in the fall. We travelled to the restoration area by bus and helped to install amphibian fencing to keep the salamanders, toads and other amphibians out of the area we are tarping. We then began laying tarps down in order to kill off the vegetation that is in the area now (mostly invasive weeds). We took cuttings of cottonwood, dogwood and willow trees and planted them through the tarps in the riparian area. We will do plantings of the three different native grasses we are growing, in the fall and again in the spring. We have started building a large outside composter (as our vermiculture composters can't hold all the food we collect). Our greenhouse is being constructed again and we will grow lettuce mix, tomatoes and cucumbers and hope to supply some of this food to the nutrition room for kids to use. We are planning a butterfly garden at the front of the school and the students designed and presented 70 minute seminars to the grade 8 and 9 students on CAPP day this year. The topics were: factory farming, species at risk and sustainable housing.*

**Out of all of the projects you evaluated for submission, why did you consider this to be the most successful? (e.g., GHG reduction potential, cost-savings, level of engagement, demonstration/education opportunity, etc.)**

*There is a high level of engagement with the students at BCSS as well as being an incredible education opportunity that they will be able to implement and be a part of not only today, but in the future. It instills pride in their community and a respect for their environment.*

**What lessons did you learn from this project that you think would be useful to share with other public sector organizations?**

*We hope to enhance the habitat values for species at risk and other wildlife in this area, over the next few years. In addition, the improvement of the riparian area should have a very positive effect on the health of the Granby River.*



If any, what environmental benefits/outcomes did you track (e.g. kilograms of carbon dioxide avoided, litres of water saved, kilograms of waste diverted)?

100 words or less

Please provide some supporting quotes to accompany your success story.

E.g. "Our employees bike to work to lower their carbon footprint" – Ken Porter, Analyst at the Climate Action Secretariat.

100 words or less

I hereby grant the Province, its employees, representatives, licensees and assigns, the right to use, reproduce, modify, publish or distribute any information and supporting images from this form for any lawful educational, advertising, promotional, commercial and informational purposes relating to the Carbon Neutral Government program and/or the Climate Action Secretariat.

Name: Jeanette Hanlon Email: jeanette.hanlon@sd51.bc.ca

☒ I Accept

Please e-mail this completed form to [ClimateActionSecretariat@gov.bc.ca](mailto:ClimateActionSecretariat@gov.bc.ca) and include your organization name and "2012 CNAR SUCCESS STORY" in the subject line. Please attach APPROVED high resolution print quality photos or graphics (approximately 240-300 dpi, 5" by 7" print or larger) as JPEGs with the names of individuals pictured and any necessary photo release forms. Photography credit is optional if you would like it to be included with any images.

Photography Credit: \_\_\_\_\_ Email: \_\_\_\_\_

X

















### Head Count

	May 31, 2013	September 30, 2012	Increase (Decrease)	April 30, 2013
GFSS	338	343	(5.0000)	340
Perley	266	259	7.0000	266
Hutton	250	250	-	248
CLES	101	101	-	101
BCSS	132	131	1.0000	131
MES	29	29	-	29
GWD	34	34	-	34
WBES	119	113	6.0000	119
BES	10	11	(1.0000)	10
Big White	21	18	3.0000	22
Walker	27	24	3.0000	28
Total	1327	1313	14.0000	1328

Fund : 0 General Operating

OB	TITLE	MAY	YEAR TO DATE	ENCUMBERED	FULL YEAR BUDGET	AVAILABLE	PERC
10	Principal & Vice Principal Sal	92,060.98	1,003,445.61		1,108,903	105,457	10
11	Teacher Salaries	599,988.64	5,401,885.52		6,019,488	617,602	10
12	Non-Teachers Salaries	243,405.36	2,382,011.14		2,747,734	365,723	13
13	Management Salaries	32,713.75	363,442.93		404,946	41,503	10
14	Substitute Salaries	42,046.89	365,265.62		550,316	185,050	34
19	Trustees Indemnity	6,268.40	68,066.26		74,042	5,976	8
21	Statutory Benifits	74,587.53	519,331.36		581,154	61,823	11
22	Pension Plans	114,467.06	1,117,692.55		1,296,747	179,054	14
23	Medical And Life Benifits	48,607.91	534,987.07		614,237	79,250	13
31	Services	39,621.47	443,744.59	15,792.17	580,397	120,860	21
33	Student Transportation	12,115.66	87,693.95	350.00	83,985	4,059-	5-
34	Training & Travel	19,271.60	213,966.86		252,395	38,428	15
36	Rentals & Leases	2,887.50	30,959.18		33,528	2,569	8
37	Dues And Fees	166.76	60,583.04		71,790	11,207	16
39	Insurance	291.00-	59,989.00		67,400	7,411	11
51	Supplies	38,036.41	551,808.55	106,227.11	853,345	195,309	23
52	Learning Resources	1,943.29	29,559.69	5,882.91	48,830	13,387	27
53	Library Books	4,210.55	11,371.44	1,225.38	24,880	12,283	49
54	Electricity	30,617.16	220,997.05		285,000	64,003	22
55	Heat	12,391.09	121,540.08		163,000	41,460	25
56	Water And Sewage	1,708.16	13,345.61		20,000	6,654	33
57	Garbage And Recycling	431.54	13,181.54		16,000	2,818	18
58	Furn. & Equipment Replacement		16,698.19	756.43	65,000	47,545	73
59	Computer Equipment Replacement				100,000	100,000	100
TOTAL FOR Fund - 0		1,417,256.71	13,631,566.83	130,234.00	16,063,117	2,301,316	14
GRAND TOTAL		1,417,256.71	13,631,566.83	130,234.00	16,063,117	2,301,316	14

# GFSS School Growth Plan 2013-2014

## Student Learning Goal:

To improve student learning behaviors through the development of a supportive school culture and implementation of strategies to support students in becoming independent learners

**Rationale:** Staff has agreed upon a set of learning behaviour standards (rubric attached below) we feel represent the type of habits demonstrated by successful learners. This rubric will be used to assess and clearly articulate these attributes to our students as well as communicate progress in these areas to parents. Teachers will develop strategies to support self-regulation in our students helping them to become successful, independent learners.

<b>Strategies:</b> Teachers will....
Identify course objectives up front and be clear on what students should learn across the course and for each test
Emphasize concept relevance by building in plenty of examples to explain each concept and relate new ideas to previously covered ones.
Quiz students frequently. Give them regular assessments and feedback so they can tell how well they're learning material.
Teach note organization. Suggest ways to summarize lecture content and fill in gaps in notes, says Zimmerman. Collect notes occasionally to check this.
Impart learning devices. Tell students about mnemonic aids, such as knowledge trees that categorize information in branches. Also, encourage students to use outlines and other graphic organizers for writing, and study logs or diaries to manage their time
Model and encourage self-reflection. "Think out loud" when analyzing a theory or problem, so students will follow suit
Staff will engage in further discussion during August Days to develop some goals around supporting students in the social and emotional domain connected to self-regulation

## Evaluating Impact:

Data collected from work habit rubrics. The initial plan is to use this rubric to track % of students in different categories and establish a baseline. This will be communicated

### Grand Forks Secondary School Work Habits Standards "Becoming an Independent Learner"

	4 - Exceeding Expectations (Performs without assistance)	3 - Fully Meeting (Performs without assistance)	2.5 - Meeting Expectations (Performs with assistance)	2 - Minimally Meeting (Performs with assistance)	1 - Not Meeting Expectations (Performs with assistance)
Readiness	<ul style="list-style-type: none"> <li>*Always has all materials ready for instruction</li> <li>*Always retrieves work</li> <li>*Is always punctual in morning and after break times</li> </ul>	<ul style="list-style-type: none"> <li>*Usually has all materials ready for instruction</li> <li>*Usually retrieves work</li> <li>*Is usually punctual in morning and after break times</li> </ul>	<ul style="list-style-type: none"> <li>*Usually has all materials ready for instruction</li> <li>*Usually retrieves work</li> <li>*Is usually punctual in mornings/after break times</li> </ul>	<ul style="list-style-type: none"> <li>*Sometimes has materials ready for instruction</li> <li>*Sometimes retrieves work</li> <li>* Sometimes arrives to class on time</li> </ul>	<ul style="list-style-type: none"> <li>*Rarely/never has materials ready for instruction</li> <li>*Rarely/never retrieves work</li> <li>*Rarely arrives to class on time</li> </ul>
Engagement and Participation	<ul style="list-style-type: none"> <li>*Always actively participates in class discussions</li> <li>*Ignores all distractions</li> <li>*Always focuses during independent reading/seatwork</li> <li>*Always contributes thoughtful, on-topic ideas</li> </ul>	<ul style="list-style-type: none"> <li>*Usually actively participates in class discussions</li> <li>*Ignores most distractions</li> <li>*Usually focuses during independent reading/seatwork</li> <li>*Usually contributes thoughtful, on-topic ideas</li> </ul>	<ul style="list-style-type: none"> <li>*Usually actively participates in class discussions</li> <li>*Ignores most distractions</li> <li>*Usually focuses during independent reading/seatwork</li> <li>*Usually contributes thoughtful, on-topic ideas</li> </ul>	<ul style="list-style-type: none"> <li>*Sometimes participates in class discussions</li> <li>*Ignores some distractions</li> <li>*Sometimes focuses during independent reading/seatwork</li> <li>*On occasion may disrupt the learning environment for others</li> <li>*Sometimes contributes thoughtful, on-topic ideas</li> </ul>	<ul style="list-style-type: none"> <li>*Rarely/never participates in class discussions</li> <li>*Doesn't ignore/never ignores</li> <li>*Rarely/never focuses during independent reading/seatwork</li> <li>*disrupts the learning environment for others</li> <li>*Rarely/never contributes thoughtful, on-topic ideas</li> </ul>
Quality	<ul style="list-style-type: none"> <li>*Goes beyond what's expected</li> <li>*Always takes pride in work</li> <li>*Work is always neat, pages set up correctly</li> </ul>	<ul style="list-style-type: none"> <li>*Consistently does best work</li> <li>*Usually takes pride in work</li> <li>*Work is usually neat, pages set up correctly</li> </ul>	<ul style="list-style-type: none"> <li>*Usually does best work</li> <li>*Usually takes pride in work</li> <li>*Work is usually neat, pages set up correctly</li> </ul>	<ul style="list-style-type: none"> <li>*Sometimes does best work</li> <li>*Sometimes takes pride in work</li> <li>*Work is sometimes neat, pages set up correctly</li> </ul>	<ul style="list-style-type: none"> <li>*Rarely/never does best work</li> <li>*Rarely/never takes pride in work</li> <li>*Work is rarely/never neat, pages set up correctly</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>*Always completes homework and hands in on time</li> <li>*Always prepares for tests</li> <li>*Always completes assigned work in class</li> <li>*Always seeks out teacher assistance when needing clarification or help</li> </ul>	<ul style="list-style-type: none"> <li>*Usually completes homework and hands in on time</li> <li>*Usually prepares for tests</li> <li>*Usually completes assigned work in class</li> <li>*Usually seeks out teacher assistance when needing clarification or help</li> </ul>	<ul style="list-style-type: none"> <li>*Usually completes homework and hands in on time</li> <li>*Usually prepares for tests</li> <li>*Usually completes assigned work in class</li> <li>*Usually seeks out teacher assistance when needing clarification or help</li> </ul>	<ul style="list-style-type: none"> <li>*Sometimes completes homework and hands in on time</li> <li>*Sometimes prepares for tests</li> <li>*Sometimes completes assigned work in class</li> <li>*Sometimes seeks out teacher assistance when needing clarification or help</li> </ul>	<ul style="list-style-type: none"> <li>*Rarely/never completes homework and hands in on time</li> <li>*Rarely prepares for tests</li> <li>*Rarely completes assigned work in class</li> <li>*Rarely seeks out teacher assistance when needing clarification or help</li> </ul>





School District No. 51 (Boundary)  
Christina Lake Elementary School  
2012 – 2013  
Student Achievement



June, 2012

<b>GOAL #1:</b> <b><u>Social Responsibility</u></b> To improve student achievement in the area of social responsibility.	<b>2012 – 2013 Objectives:</b> The main objective is to improve student work habits.
<b>Rationale</b> This goal fits into the area of Social Responsibility. We chose this goal for 2012-2013 and originally called it Work Ethic. As the year progressed we realized we were looking more at work habits in general. We created a rubric and tried to determine a level for each child in the area of work habits. This data was collected in early October. Teachers worked on specific skills and attitudes throughout the year to improve student awareness and ability in certain areas. At the end May, we again assessed each student in an attempt to measure growth in this area. We discussed the data as a staff with some parent input. We felt it was important to carry on with this goal as we have now established some baseline data and we can track student improvement from year to year.	

**Work Habits Data**

- 94% of students were meeting, fully meeting or exceeding expectations (2.5 - 4) on a 5 point scale
  - 69% of students were fully meeting or exceeding (3 and 4)
  - 100% of students minimally meeting to exceeding (target 100%)
  - 38% of students demonstrating at least one level of growth
- 2 students went down one level over the year.
- 17% of students exceeding expectations

**Goals for 2013-214**

- 100% of students will at least minimally meet expectations (2 - 4)
- 90% of students will meet, fully meet or exceed expectations (2.5 - 4)
- 80% of students will fully meet or exceed expectations (3 – 4)
- 50% of students will increase at least one level over the year
- 0 students will drop a level over the course of the year

**Some Key Activities**

- A potential to recognize outstanding work habits for students at school assemblies
- Attend Professional Development activities that look specifically at developing or improving work habits, work ethic and social responsibility.
- Have a Work Habits letter grade appear on intermediate report cards

#### PLAN

September 2012 – Share rubric with students and set goals around behaviours

October 2012 – Assess all students using our rubric around Work Habits and Responsibility using a checklist that will be finalized in September 2012

May 2012 – Assess all students again to measure growth in these areas. The 2012-2013 school year will establish some baseline data.

<b>GOAL #2:</b> To improve student achievement in the area of numeracy.	<b>2012 – 2013 Objectives:</b> To continue to implement Jump Math in the intermediate classes starting in September.
<b>Rationale:</b> The Jump Math program has been successful in other schools in the district. The district supported the purchase of materials and it was felt it was important to implement in the intermediate classes at CLES. Staff like much of the Jump Math program and want the opportunity to carry on with the program. While the data indicates that most of our students meet expectations on the FSA, when the results are expressed as a percentage, our students scores are lower than the provincial average. Cohort data shows that over the last two years, our grade 7 scores are up to 4% lower than the their averages from grade 4. While the FSA is just a snapshot and not statistically reliable all of the time, it is important to monitor the results and to ensure we are providing extra support in intermediate math classes.	

#### Plans

- Provide time for teachers to meet periodically to discuss the implementation of the program
- use data such as grades, FSA and district numeracy assessment to track student achievement
- Split the grade 6/7 class into two distinct grade groups each with its own teacher.

#### Ongoing priorities:

##### Over the course of the 2013/2014 school year we will:

- continue to make student health a priority in the school. We have daily physical education and will maintain whole school activity days, iWalk to school activities and the fruit and veggie program. We will continue to teach the students and work to make parents aware of healthy diet choices, appropriate

-

c

**The undersigned as members of the School Planning Council authorize this 2009/10 School Plan and submit it on behalf of the school community:**

_____ <b>Principal (printed name)</b>	_____ <b>Signature</b>	<b>(D/M/Yr)</b> <b>Date</b>
_____ <b>Teacher Rep (printed name)</b>	_____ <b>Signature</b>	<b>Date</b>
_____ <b>Parent Rep (printed name)</b>	_____ <b>Signature</b>	<b>Date</b>
_____ <b>Parent Rep (printed name)</b>	_____ <b>Signature</b>	<b>Date</b>
_____ <b>Parent Rep (printed name)</b>	_____ <b>Signature</b>	<b>Date</b>

## **SCHOOL DISTRICT #51 SCHOOL PLAN TO STRENGTHEN LEARNING 2013/14**

**Name of School:** Dr. D. A. Perley Elementary School

**Goal:** To improve students Social Emotional capacity to better take-on tasks and challenges in school and in life

### **Evidence-Based Rationale:**

The staff observations of the students in our school along with EDI, MDI and Satisfaction Surveys lead us to this goal. The staff completed an Inquiry process by Grade group(K/1, 2,3,4 and 5,6,7) and all groups of teaching staff chose the Social Emotional area for our focus. We also looked at FSA, Read and Write Information and concluded our goal for next year needed to focus on Social Emotional Learning.

### **Assessment tools and processes to assess progress on goals and objectives:**

Staff observations throughout the year shared at our staff meetings and student progress on class work in Self Regulation. We will also use the Social Responsibility Performance Standards as a pre and post assessment of our students progress in the Social Emotional domain.

### **Instructional strategies/structures to be implemented to impact goal, worded as an inquiry question(s).**

Class by class work with Self Regulation and Social Responsibility Performance Standards. Implementation of PATHS program and Zones of Regulation Program

**Plans for staff development and collaborative work to support goal:**

NID day plans to work with Shanker's book, Calm , Alert and Learning, The PATHS Program and Zones of Regulation. Staff report out time during staff meetings regarding progress in Social Emotional Development in their classes.

**Communication Strategies (students, staff, parents and community)**

School Assemblies  
School Newsletters  
Perley Web Page  
Class Meetings  
Grand Forks Gazette articles

**Monitoring Dates Plan**

Monthly Staff Meetings  
Spring Growth Plan process

**Ongoing Priorities:**

We will continue striving to improve students' numeracy and literacy skills while embedding the use of technology into our daily instructional practices. The use of the Jump Math Program and Changing Results 4 Young Readers initiatives can be seen in the classrooms of our school.

Please see attached our Inquiry Process that K/1, Gr. 2/3/4 and Gr. 5/6/7 teachers completed with a focus on Social Emotional Learning. I have also attached the data sets that the staff used in this process.

## Grade Group: Kindergarten and GR. K/1

### 1. Scanning:

- what's going on for our learners?  
How do we know? Why does this matter
- positive and negative aspects of teaching this year's classes shared from each teacher

### 2. Focusing:

- what does our focus need to be?
- all teachers agree that an emphasis on Social Emotional Development will also encourage growth in other areas
- Reducing noise, calm lighting and creating a feeling of calm

### 3. Developing a hunch:

- what is leading to this situation?
- home situations- out of town Dad's, diet, sleep
- immaturity- developmental lag or delay- lots boys with late birthdays in K
- few positive leaders in K
- full Day Kindergarten over last 3 years, high academics ?? maybe not enough emphasis has been given to play???
- difficulty transferring skills from instruction to playground, home environment (self- regulation is very weak)

**What's going on for our learners?  
How do we know?  
Why does this matter?**

Judy Halbert and Linda Kaser



### Checking:

- have we made enough of a difference?
  - social Responsibility Rubric
  - on going observations

### Taking Action:

- what will we do differently?
- K will focus more on play and less on academics
- homework pkgs/ Parent Instruction/ Mentoring Programs
- the same language across the grades- consistency
- development of a 5 point scale for self regulation/ visuals included for each point
- K's are using Friends Program and 2<sup>nd</sup> Step in Term 1 and Care Kit in Term 3, They are also using Roots of Empathy all year.
- There are too many programs.... Instead of the Friends program both K and Grade 1 will use 2nd Step therefore having the same emphasis
- Using tables and not desks with cardboard dividers
- Implementing Zones of Regulations Program
- Use of music and chimes for transitions and seat balls and discs
- Full Spectrum lighting

### 4. Learning:

- how and where can we learn more about what to do?
- continue work with Stuart Shanker's ideas and others on the topics of impulse control, and self-regulation
- continue work on Individualized Instruction- development and implementation of literacy and numeracy centres (hard to implement without support)

## Grade Group: Kindergarten and GR. 2/3/4

### 1. Scanning:

- sleep deprived
- undernourished
- lack independence
- socially, academically, emotionally, physically, functionally
- lack of organizational skills
- lack of self-regulation

### 2. Focusing:

- parenting communication
- teach organizational skills
- teach independent learning
- teach self-regulation
- students need to take responsibility for their learning ie. task initiation, listen attentively

### 3. Developing a hunch:

- generation of parents who need better parenting skills
- some of these parents did poorly at school and now do not value the school system
- kids are too dependent

What's going on for our learners?  
How do we know?  
Why does this matter?

Judy Halbert and Linda Kaser



### Checking:

- have we made enough of a difference?
  - social Responsibility Rubric
  - on going observations

### Taking Action:

- parent meetings at beginning of school year
- communication by email
- teacher mentoring program
- parents meet child out of the building
- video of classroom routines
- PATHS Program
- decrease amount of visual stimuli in classroom
- Communicate daily predictable schedule
- Have regular classroom meetings
- Implement Zones of Regulation Program

### 4. Learning:

- read Shanker's book
- post charts
- use the language
- get training in identifying behavior and what to do about it
- Zones of Regulation Program

Grade Group: Kindergarten and GR. 5/6/7

1. Scanning:

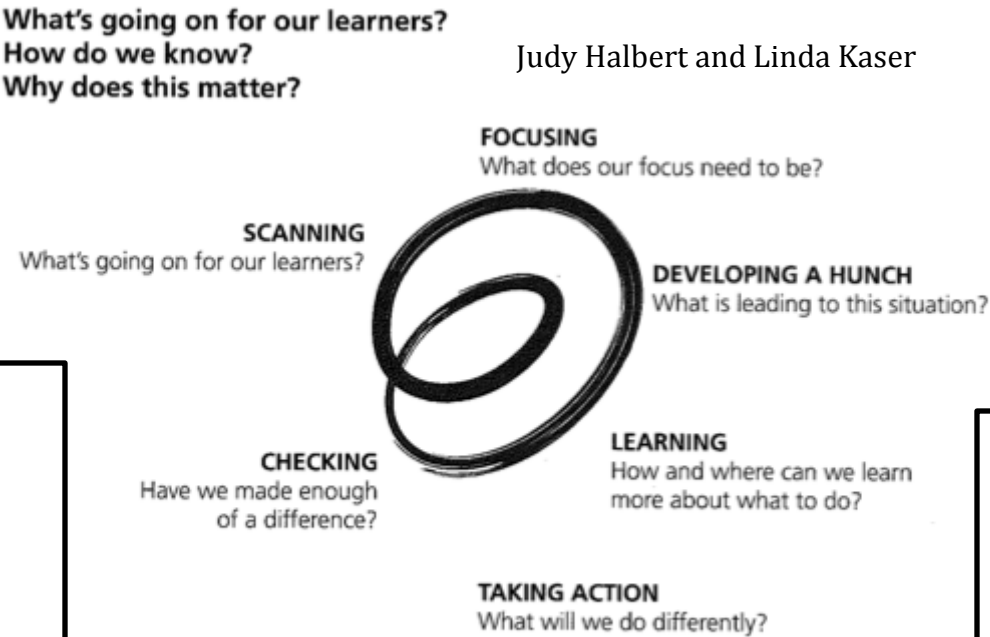
- the gap is widening academically
- kids are emotionally in need

2. Focusing:

- feeding kids
- having programs before school and at lunch

3. Developing a hunch:

- lack of sleep
- difficulties at home



Checking:

- have we made enough of a difference?
  - social Responsibility Rubric
  - on going observations
- finding the positives
- “Building Self-Esteem”
- differentiating HW expectations
- classroom meeting
- working on self-regulation
- teaching kids about food, sleep, video games and physical exercise (social/emotional/self-regulation)

Taking Action:

- childcare workers in earlier
- hot lunches and breakfast • gym time in AM
- class meeting • looking for positives
- like interest groups • choices groups
- continued support in classrooms and childcare
- provide community connection opportunities
- regular physical activity breaks
- use literature to build empathy

4. Learning:

- what kind of other programs are out there?



# **SCHOOL DISTRICT #51**

## **SCHOOL PLAN TO STRENGTHEN LEARNING 2013/14**

### **John A Hutton School**

#### **Goal 1:**

To improve all students' level of empathy and caring for each other.

#### **Objectives:**

Will school-wide prosocial self-regulation activities planned and carried out throughout the school year improve the level of empathy among all of our students.

#### **Evidence-Based Rationale (please explain the clear reason for choosing this goal, with a link to some type of evidence)**

The staff have reviewed data from the grade 4 MDI (2013) and the five year trend of Grade 4 and 7 Satisfaction Surveys. Attached to this document are the results documents. From the survey evidence of both measures and from the deep conversations around the evidence, the staff feel that Hutton school has a high degree of student connection to the school and staff, and that the level of bullying is very low, though there is a level of "negative relational" behaviour that readily occurs in pockets around the school. After staff study of Stuart Shanker's work on self-regulation, we have a belief that by the whole school focused on improving prosocial self-regulation, we can increase all of our students' level of empathy. We believe that this will decrease the incidents of "negative relational" behaviour and will improve the whole school environment (caring and kind). We believe that this improved environment will also lead to a greater ability of our students to self-regulate in the other domains (biological, emotional, cognitive, and co-regulation)

#### **Assessment tools and processes to assess progress on goals and objectives**

Grade 4 MDI

Grade 7 MDI – Starting February 2014

The school will now measure student satisfaction at all grades for the 2013/14 satisfaction survey cycle in February.

Social Responsibility Performance Standards

#### **Instructional strategies/structures to be implemented to impact goal, worded as an inquiry question(s).**

Focus: Hutton, The Caring Community

Caring for Others  
Caring for Self  
Caring for the Building

Daily Announcements reminding about caring for others

Caring community thematic events

Teachers using literature and/or film to have deep conversations about empathy

Formalized buddy system for every classroom

Regular Assemblies to celebrate and reinforce “The Caring Community”

Consistent use of Friends Program at Grade 1, 4/5, and 6/7

Use of student built criteria for demonstrating caring for others, caring for self, and caring for the building

**Plans for staff development and collaborative work:**

Staff will continue to study, discuss, and dialogue on the work of Stuart Shanker and self-regulation. Further, the staff will work as a whole to plan the activities and strategies to enhance the pro-social environment of Hutton Elementary School regularly at staff meetings and grade-group team meetings.

In September setting up the plan for the year’s buddy system and monitoring is successes and challenges throughout the year. At two times of the year, have school-wide buddy events.

**Parental and community involvement strategies**

Share with Parent Advisory Council the work of Stuart Shanker.

Monthly Newsletter article about the growth plan goals progress.

Fall parent survey that get parents to reflect on their own child’s pro-social wellness and health.

**Communication Strategies (students, staff, community)**

Monthly Newsletter article about the growth plan goals progress

School-wide Assemblies

**Monitoring Dates Plan**

Grade 4 and 7 MDI results released in April 2014

FSA results released “informally” at end of February

**Goal 2:** To improve student achievement in the writing process.

**Objectives:**

Will a focus on developing regular and consistent criteria with students on written products and on writing behaviour lead to greater positive student engagement in the writing process?

Will using the SMART writing protocols more regularly at the intermediate level increase student achievement in writing?

Will spending greater time and discussion on anticipatory sets before students begin writing increase their engagement in the process?

Will giving students more choice on writing topics increase their engagement in the writing process?

Will allowing more word-processing during the writing process increase student engagement for some students?

**Evidence-Based Rationale (please explain the clear reason for choosing this goal, with a link to some type of evidence)**

Though the evidence based on Grade 4 and 7 FSA and on the District-wide reads and writes show that over 90% of intermediate students are meeting expectations in writing, there is a very low level of exceeding expectations achieved. The primary staff are building a very sound foundation of reading and writing skills as demonstrated on the Grade 4 FSA and on the District-wide reads and writes. However the intermediate teachers are finding that as the students get older they become less engaged in the writing process, and are putting less effort into their writing activities and assessments. This seems to be especially so for the boys, even though many of these boys read voraciously and effectively. We are wondering if spending more and regular time on building criteria with students about not only the written product, but also criteria about behaviour around the writing process will lead to greater engagement, and thus achievements. We are also wondering about giving students greater choice on writing topics and by spending more time on pre-writing discussions and anticipatory sets will further increase positive engagement.

**Assessment tools and processes to assess progress on goals and objectives**

District-wide Fall and Spring Reads and Writes  
Grade 4 and 7 FSA writing results

**Instructional strategies/structures to be implemented to impact goal, worded as an inquiry question(s).**

Make greater use of Provincial Performance Standards for writing, and working with students in the classroom to put the standards in their own language.

Using more literature, You-tube, and video pieces to create powerful anticipatory sets before brainstorming then writing.

Using T Square to help students and classes generate strong and useful criteria for success, and student self assessment

Using word-processing to allow students who are more comfortable in this platform to write.

Give students a very strict amount of time to complete a written product.

Regular use of SMART reading and writing process in all classrooms.

#### **Plans for staff development and collaborative work:**

Regular grade group team meetings to discuss the successes and challenges of implementing these practices. The staff is well-trained in the SMART learning processes and protocols.

#### **Parental and community involvement strategies**

Monthly Newsletter article about the growth plan goals progress.

Fall parent survey that get parents to reflect on their own child's pro-social wellness and health.

#### **Communication Strategies (students, staff, community)**

Monthly Newsletter article about the growth plan goals progress

#### **Ongoing Priorities**

##### **Numeracy**

Intermediate teacher continue to work together with the "Jump Math" program. We continue to collect data to see the impact of "Jump Math" program over time, using FSA data and the Vancouver Island Math Assessment.

Primary teacher continue to work together on "Power of 10" program, and working on having students communicate their thinking in math.

Have whole staff discussions to improve the transition from the primary math program to the intermediate math programs.

#### **Monitoring Dates Plan**

Grade 4 and 7 MDI results released in April 2014

FSA results released “informally” at end of February

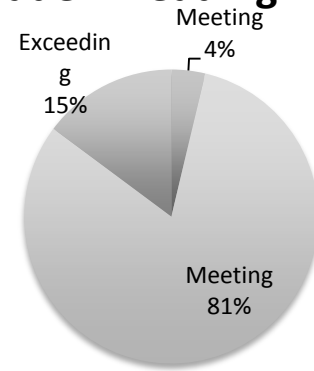
	Not Meeting	Meeting	Exceeding	
Grade 4 Reading 2013	2	18	4	
Grade 4 Writing 2013	3	20	1	
Grade 4 Numeracy 2013	5	16	3	

	Not Meeting	Meeting	Exceeding	
Grade 7 Reading 2013	1	29	6	
Grade 7 Writing 2013	3	27	5	
Grade 7 Numeracy 2013	3	32	1	

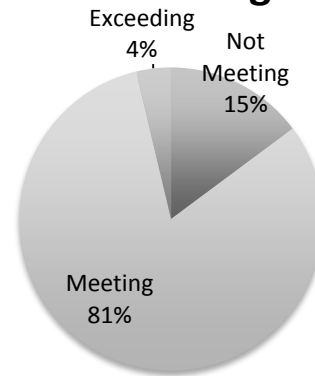
	Not Meeting	Meeting	Exceeding	
Grade 4 Reading 2012	1	22	4	
Grade 4 Writing 2012	4	22	1	
Grade 4 Numeracy 2012	3	21	3	

	Not Meeting	Meeting	Exceeding	
Grade 7 Reading 2012	5	21	4	
Grade 7 Writing 2012	2	27	1	
Grade 7 Numeracy 2012	6	24	0	

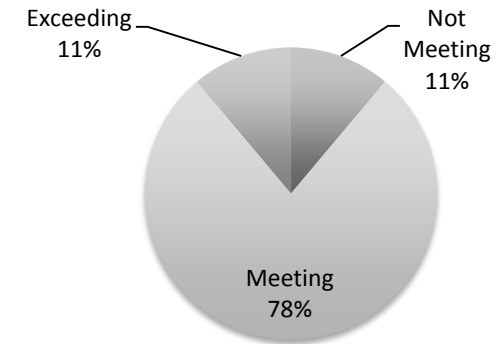
### Grade 4 Reading 2012



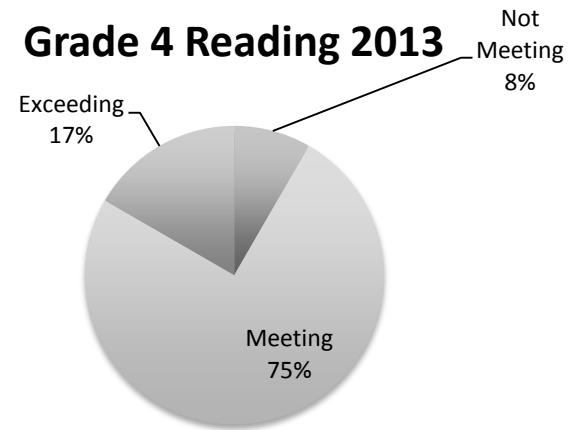
### Grade 4 Writing 2012



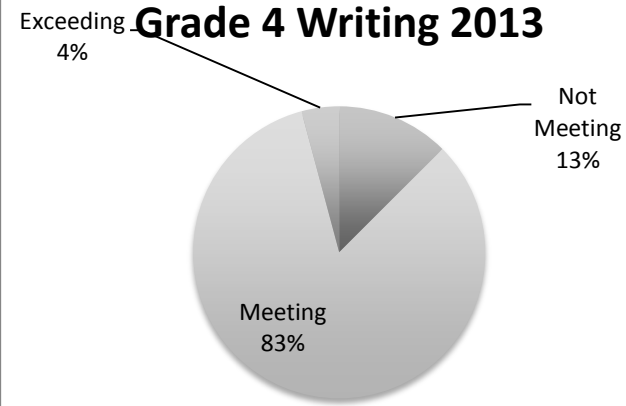
### Grade 4 Numeracy 2012



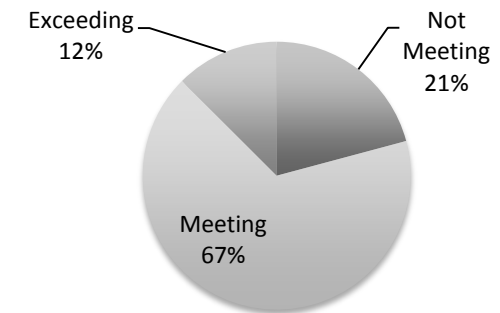
### Grade 4 Reading 2013



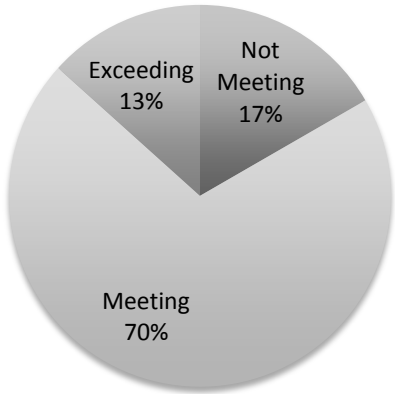
### Grade 4 Writing 2013



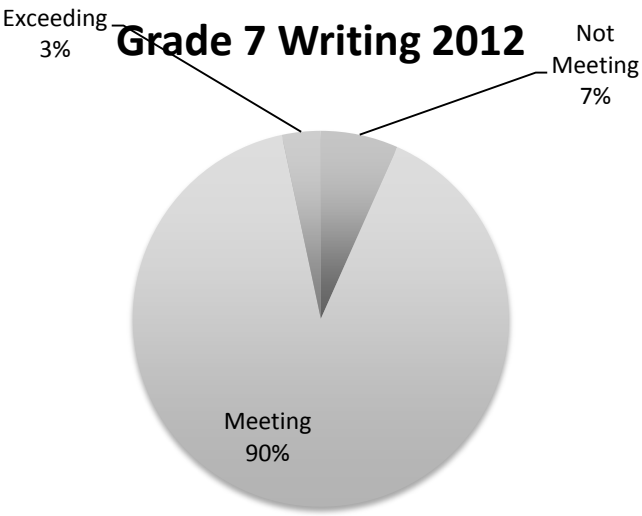
### Grade 4 Numeracy 2013



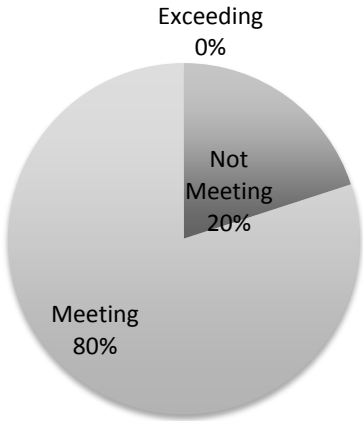
**Grade 7 Reading 2012**



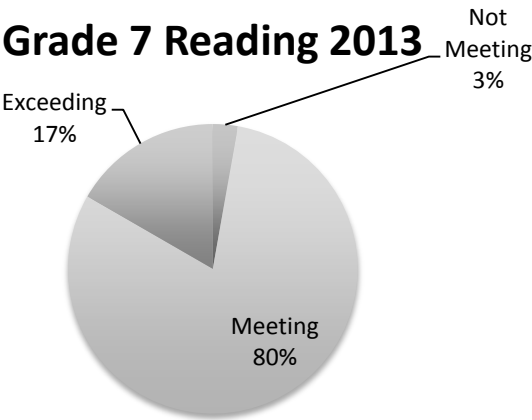
**Grade 7 Writing 2012**



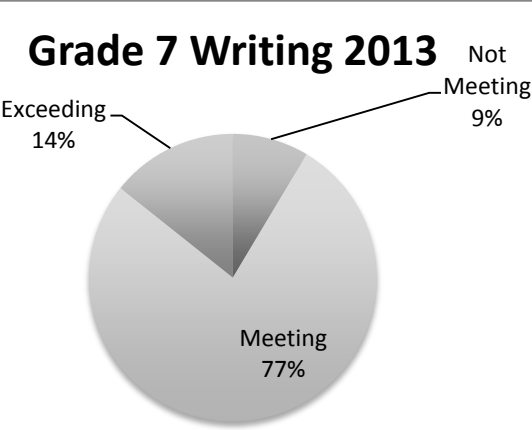
**Grade 7 Numeracy 2012**



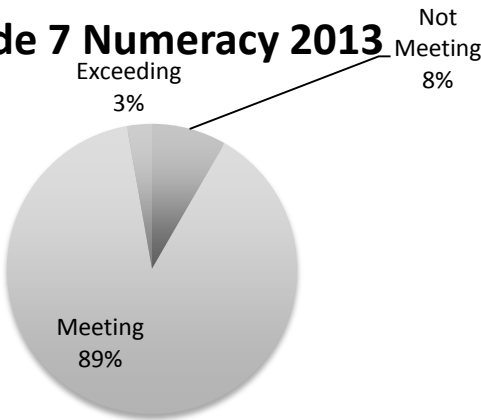
**Grade 7 Reading 2013**



**Grade 7 Writing 2013**



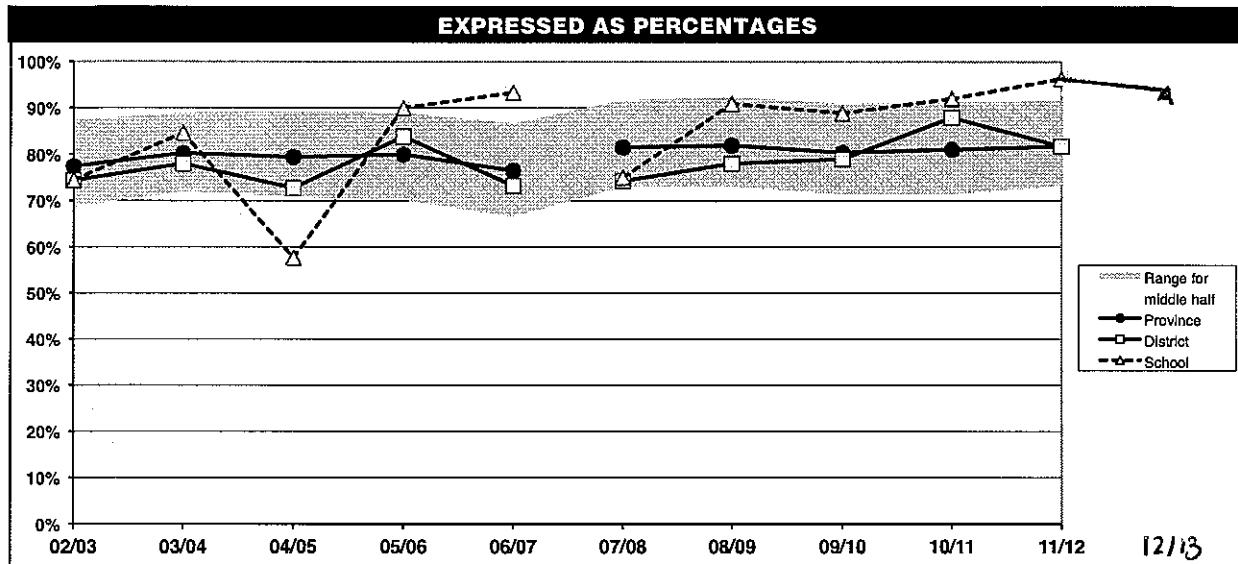
**Grade 7 Numeracy 2013**





### GRADE 4

### STUDENTS MEETING OR EXCEEDING EXPECTATIONS

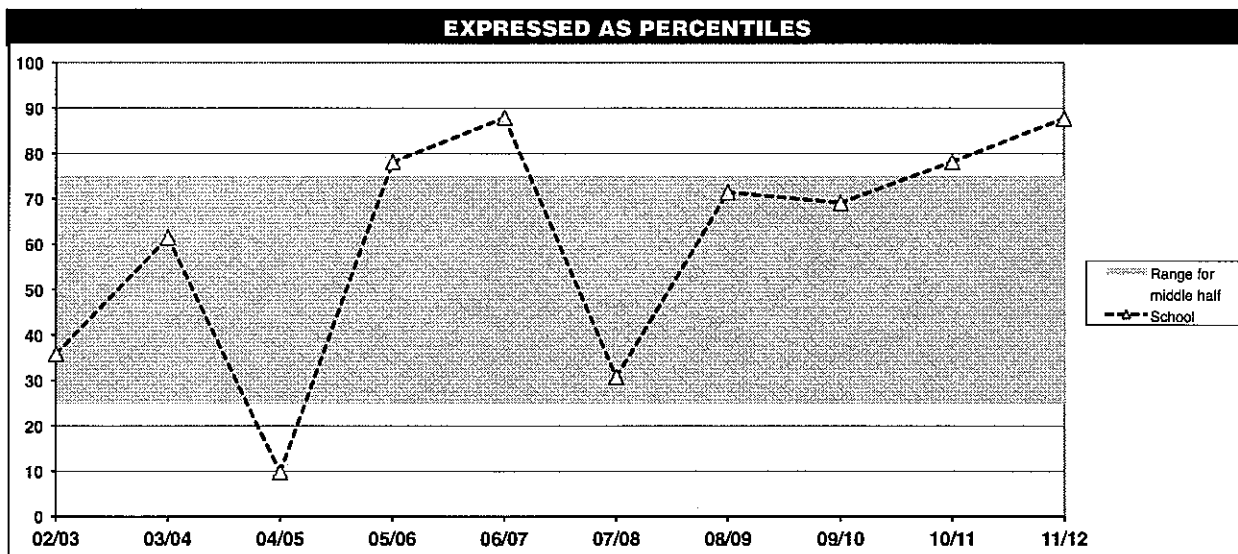


New standards - see Tab 1

Percent Meeting/Exceeding Expectations			02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Range for middle half of schools	Maximum		87%	89%	89%	89%	87%	92%	92%	91%	91%	92%
	Minimum		69%	72%	71%	70%	67%	73%	73%	71%	71%	73%
	△ School		74%	85%	58%	90%	93%	75%	91%	89%	92%	96%
	□ District		74%	78%	73%	84%	73%	74%	78%	79%	88%	82%
	● Province		77%	80%	79%	80%	77%	82%	82%	80%	81%	82%

All results shown are based on percentages of assessed students (see Diagnostics Table). Non participants are not included.

NOTE. Margins of error to test the statistical significance of differences in the above table are no longer provided by the Ministry of Education.



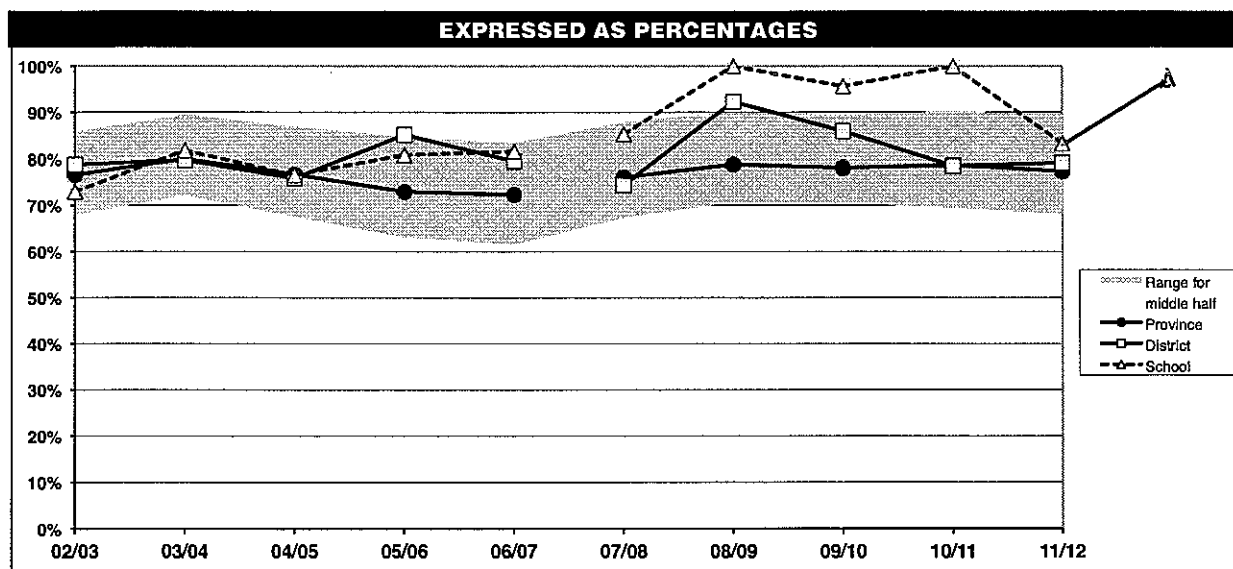
New standards - see Tab 1

Corresponding percentiles			02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Range for middle half of schools	Maximum		75	75	75	75	75	75	75	75	75	75
	Minimum		25	25	25	25	25	25	25	25	25	25
	△ School		36	61	10	78	88	31	71	69	78	88

NOTE. The shaded area in the charts shows the range of values for all schools between the 25th and 75th percentile (i.e., the middle half of schools). It is intended to help with interpretation. Source. Ministry of Education. Some historical FSA data may differ slightly from data previously reported due to updates made to the Ministry's data warehouse.

### GRADE 7

### STUDENTS MEETING OR EXCEEDING EXPECTATIONS

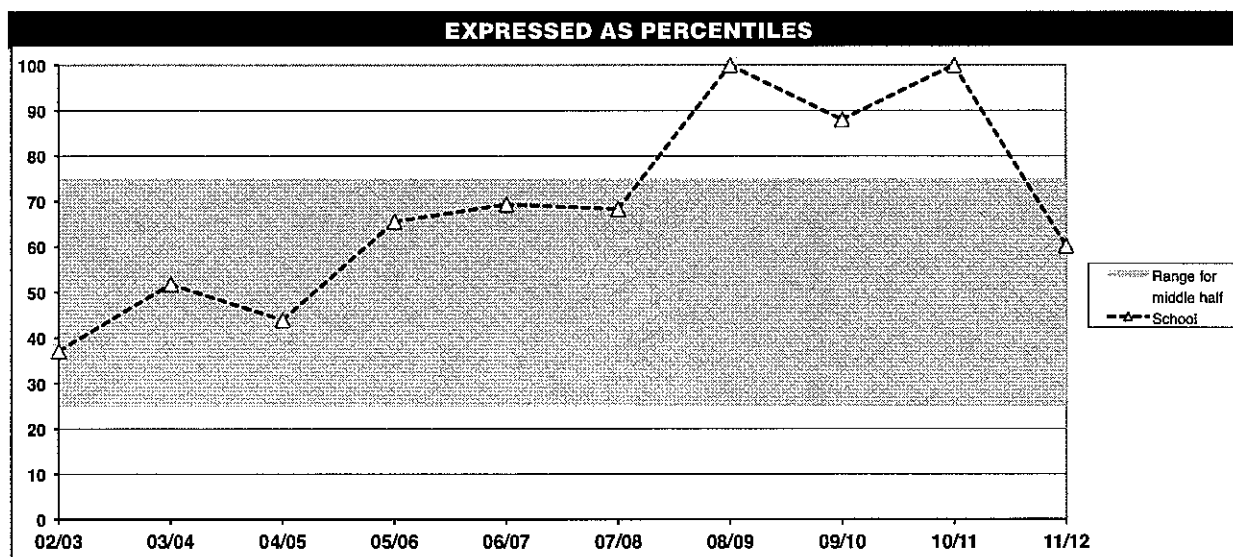


New standards - see Tab 1

Percent Meeting/Exceeding Expectations		02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Range for middle half of schools	Maximum	86%	89%	87%	85%	83%	88%	90%	89%	90%	89%
	Minimum	68%	72%	68%	63%	62%	67%	71%	70%	70%	68%
	△ School	73%	82%	76%	81%	82%	85%	100%	96%	100%	83%
	□ District	79%	80%	76%	85%	79%	74%	92%	86%	78%	79%
	● Province	77%	80%	77%	73%	72%	76%	79%	78%	79%	77%

All results shown are based on percentages of assessed students (see Diagnostics Table). Non participants are not included.

NOTE: Margins of error to test the statistical significance of differences in the above table are no longer provided by the Ministry of Education.



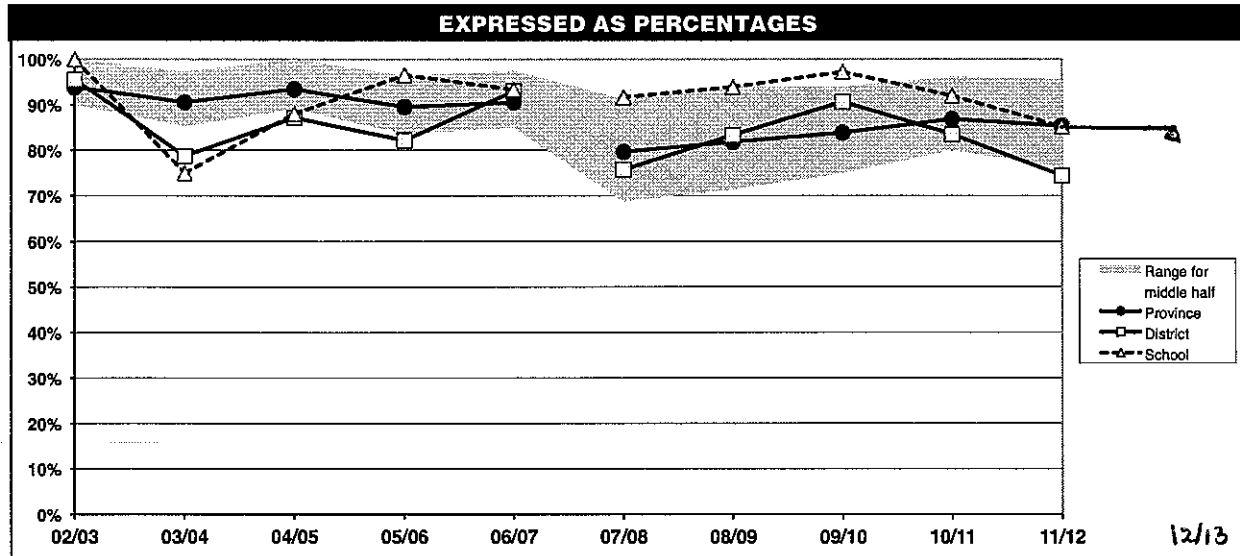
New standards - see Tab 1

Corresponding percentiles		02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Range for middle half of schools	Maximum	75	75	75	75	75	75	75	75	75	75
	Minimum	25	25	25	25	25	25	25	25	25	25
	△ School	26	37	52	44	69	68	100	88	100	60

NOTE: The shaded area in the charts shows the range of values for all schools between the 25th and 75th percentile (i.e., the middle half of schools). It is intended to help with interpretation. Source: Ministry of Education. Some historical FSA data may differ slightly from data previously reported due to updates made to the Ministry's data warehouse.

### GRADE 4

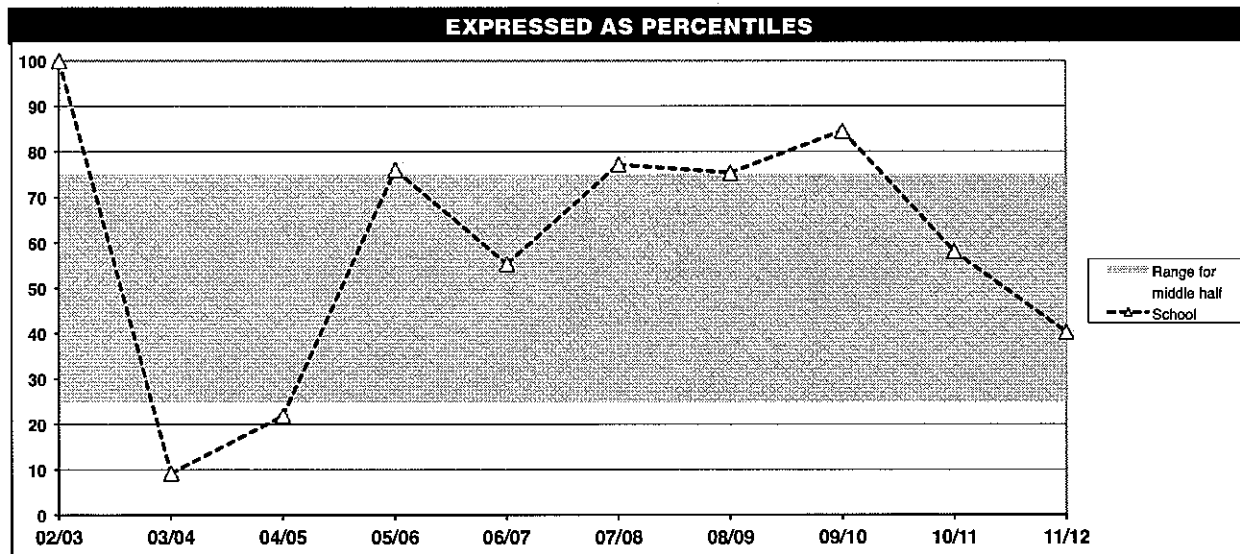
### STUDENTS MEETING OR EXCEEDING EXPECTATIONS



New standards - see Tab 1

Percent Meeting/Exceeding Expectations		02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Range for middle half of schools	Maximum	100%	97%	100%	96%	97%	91%	94%	94%	96%	96%
	Minimum	90%	85%	89%	84%	85%	69%	71%	75%	80%	76%
	△ School	100%	75%	88%	97%	93%	92%	94%	97%	92%	85%
	□ District	96%	79%	87%	82%	93%	76%	83%	91%	84%	74%
	● Province	94%	91%	93%	90%	90%	80%	82%	84%	87%	85%

NOTE: Margins of error to test the statistical significance of differences in the above table are no longer provided by the Ministry of Education.



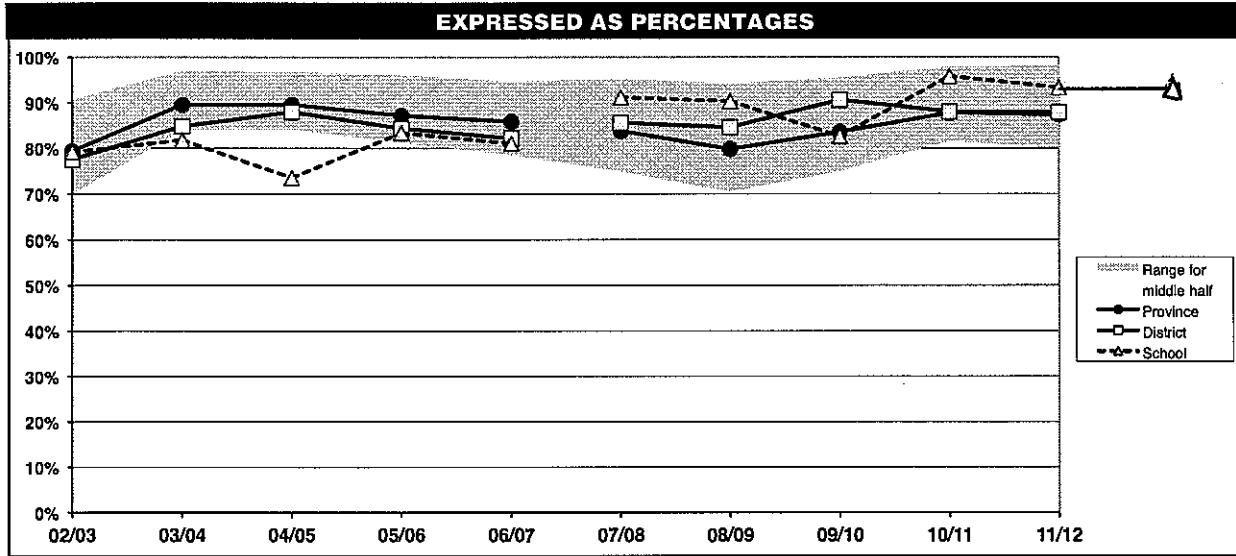
New standards - see Tab 1

Corresponding percentiles		02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Range for middle half of schools	Maximum	75	75	75	75	75	75	75	75	75	75
	Minimum	25	25	25	25	25	25	25	25	25	25
	△ School	100	9	22	76	55	77	75	85	58	40

NOTE: The shaded area in the charts shows the range of values for all schools between the 25th and 75th percentile (i.e., the middle half of schools). It is intended to help with interpretation. Source: Ministry of Education. Some historical FSA data may differ slightly from data previously reported due to updates made to the Ministry's data warehouse.

### GRADE 7

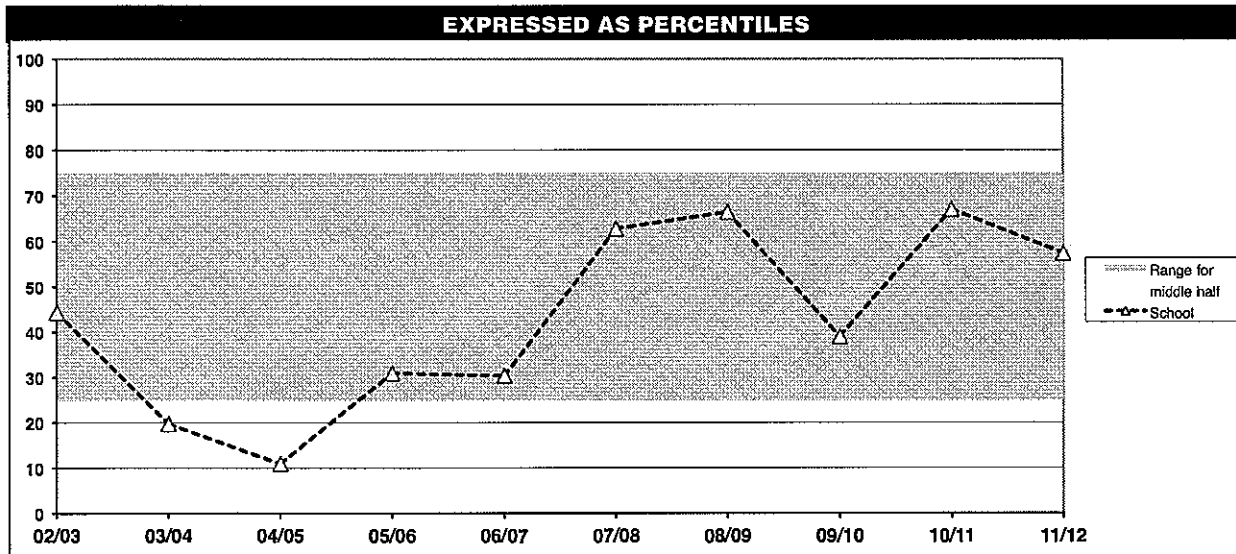
### STUDENTS MEETING OR EXCEEDING EXPECTATIONS



New standards - see Tab 1

Percent Meeting/Exceeding Expectations		02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Range for middle half of schools	Maximum	91%	97%	97%	96%	95%	95%	94%	95%	98%	98%
	Minimum	70%	84%	84%	81%	79%	75%	70%	75%	82%	80%
	△ School	79%	82%	74%	83%	81%	91%	90%	83%	96%	93%
	□ District	78%	85%	88%	84%	82%	86%	85%	91%	88%	88%
	● Province	79%	90%	90%	87%	86%	84%	80%	84%	88%	87%

NOTE: Margins of error to test the statistical significance of differences in the above table are no longer provided by the Ministry of Education.



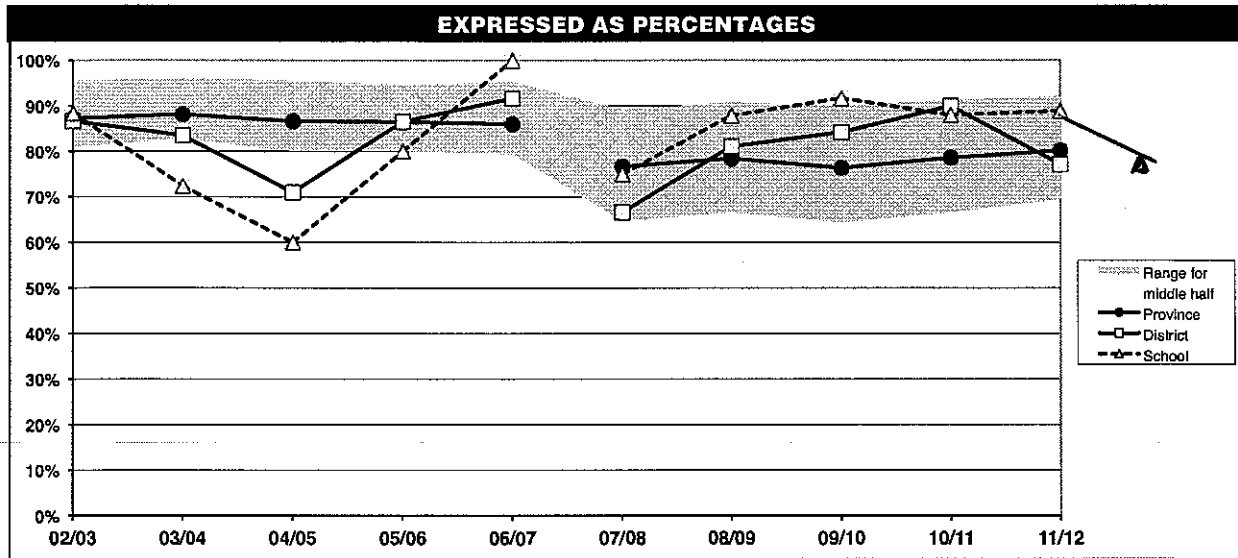
New standards - see Tab 1

Corresponding percentiles		02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Range for middle half of schools	Maximum	75	75	75	75	75	75	75	75	75	75
	Minimum	25	25	25	25	25	25	25	25	25	25
	△ School	44	20	11	31	30	63	66	39	67	57

NOTE: The shaded area in the charts shows the range of values for all schools between the 25th and 75th percentile (i.e., the middle half of schools). It is intended to help with interpretation. Source: Ministry of Education. Some historical FSA data may differ slightly from data previously reported due to updates made to the Ministry's data warehouse.

### GRADE 4

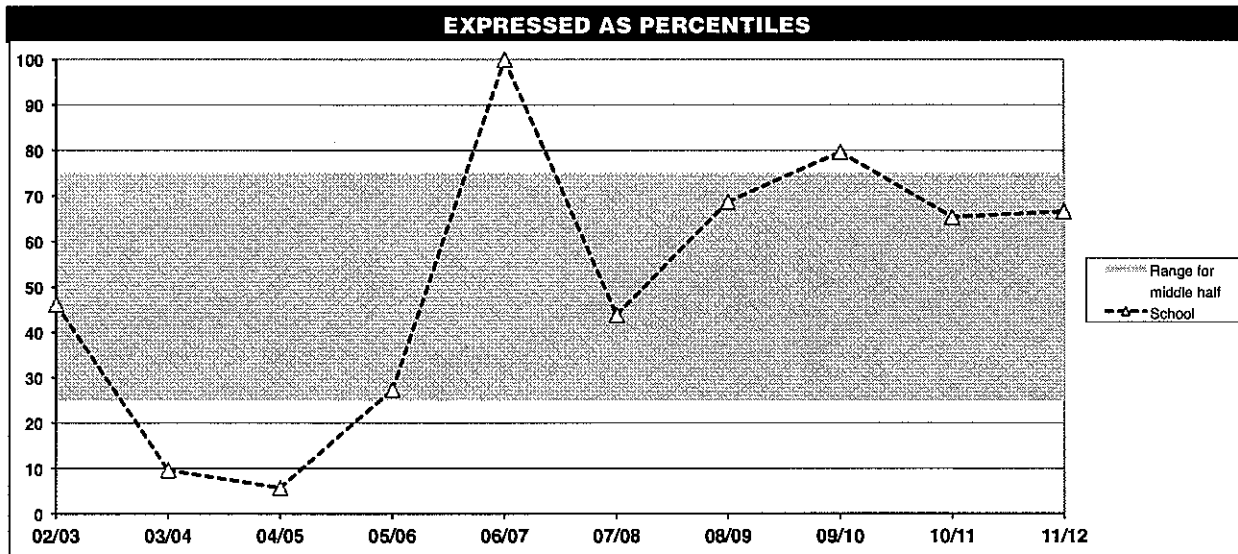
### STUDENTS MEETING OR EXCEEDING EXPECTATIONS



New standards - see Tab 1

Percent Meeting/Exceeding Expectations		02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Range for middle half of schools	Maximum	95%	96%	95%	95%	95%	89%	91%	90%	91%	92%
	Minimum	81%	83%	80%	80%	79%	65%	67%	64%	67%	70%
	△ School	88%	72%	60%	80%	100%	75%	88%	92%	88%	89%
	□ District	87%	83%	71%	87%	92%	67%	81%	84%	90%	77%
		● Province	87%	88%	87%	86%	77%	78%	76%	79%	80%

NOTE. Margins of error to test the statistical significance of differences in the above table are no longer provided by the Ministry of Education.



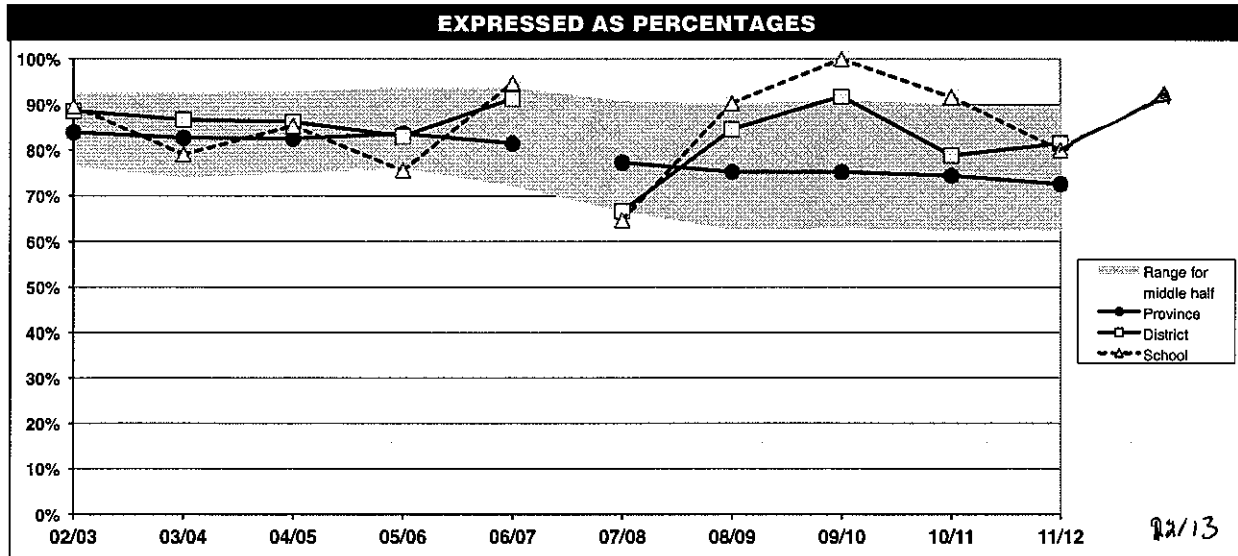
New standards - see Tab 1

Corresponding percentiles		02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Range for middle half of schools	Maximum	75	75	75	75	75	75	75	75	75	75
	Minimum	25	25	25	25	25	25	25	25	25	25
	△ School	46	10	6	27	100	44	69	80	65	67

NOTE. The shaded area in the charts shows the range of values for all schools between the 25th and 75th percentile (i.e., the middle half of schools). It is intended to help with interpretation. Source. Ministry of Education. Some historical FSA data may differ slightly from data previously reported due to updates made to the Ministry's data warehouse.

### GRADE 7

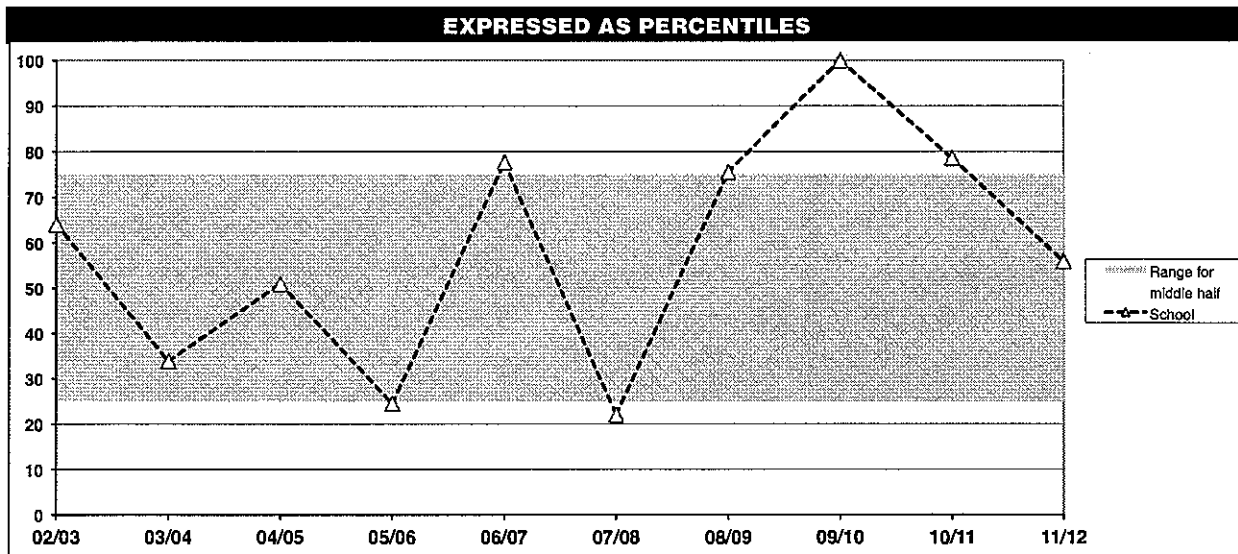
### STUDENTS MEETING OR EXCEEDING EXPECTATIONS



New standards - see Tab 1

Percent Meeting/Exceeding Expectations			02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Range for middle half of schools	Maximum		93%	93%	93%	94%	94%	91%	90%	91%	90%	90%
	Minimum		77%	74%	75%	76%	72%	67%	63%	63%	63%	62%
	△ School		90%	79%	85%	76%	95%	65%	90%	100%	92%	80%
	□ District		89%	87%	86%	83%	91%	67%	85%	92%	79%	82%
	● Province		84%	83%	83%	84%	82%	77%	75%	75%	74%	73%

NOTE. Margins of error to test the statistical significance of differences in the above table are no longer provided by the Ministry of Education.



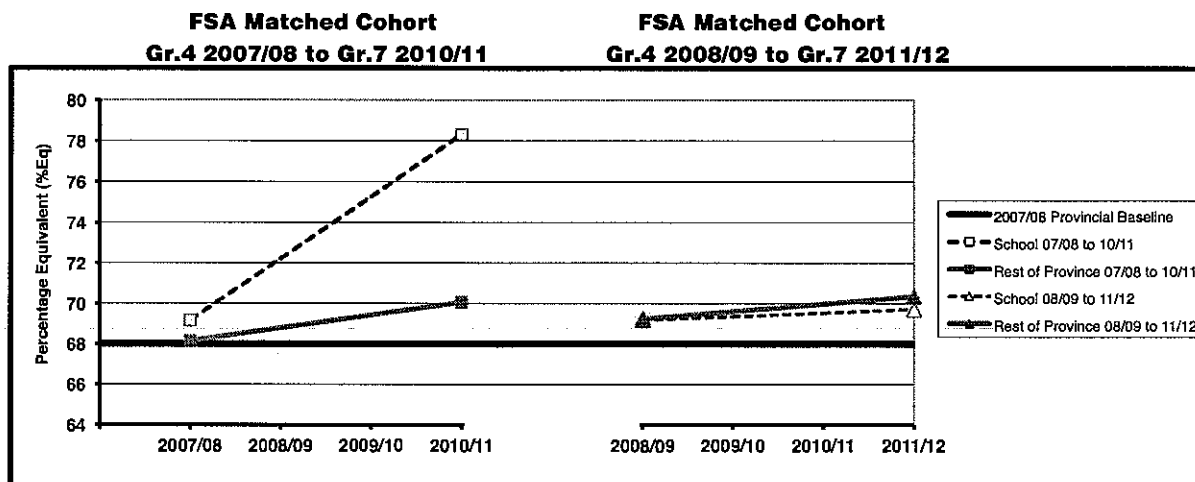
New standards - see Tab 1

Corresponding percentiles			02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Range for middle half of schools	Maximum		75	75	75	75	75	75	75	75	75	75
	Minimum		25	25	25	25	25	25	25	25	25	25
	△ School		64	34	51	25	78	22	76	100	79	56

NOTE. The shaded area in the charts shows the range of values for all schools between the 25th and 75th percentile (i.e., the middle half of schools). It is intended to help with interpretation. Source. Ministry of Education. Some historical FSA data may differ slightly from data previously reported due to updates made to the Ministry's data warehouse.

## Trends for Two FSA Matched Cohorts<sup>1</sup>

**Grade 4 to Grade 7 three years later in the same school**  
**Expressed as Percentage Equivalent Scores<sup>2</sup>**



Each year, FSA Scale Scores (Average=500, SD=100 in 2008) are converted into the categories of Not Yet Within, Meets, and Exceeds Expectations. In the graph above, FSA Scale Scores have been converted to Percentage Equivalent Scores (Average=68, SD=18 in 2008) as defined in Note 2. The graph shows the average Percentage Equivalent Scores of FSA Matched Cohorts as defined in Note 1.

Analysis of school results	Grade 4 2007/08	Grade 7 2010/11	Grade 4 2008/09	Grade 7 2011/12	
Number of students enrolled in this school	25	26	33	32	Row 1
Number of these students with usable FSA Reading scores in that school year	24	24	33	30	Row 2
Percent with usable FSA scores (from Row 1 and Row 2)	96.0%	92.3%	100.0%	93.8%	Row 3 from R1 and R2
FSA Matched Cohort of these students with Reading FSA scores in both years who were enrolled in this school	18	18	27	27	Row 4
FSA Matched Cohort as percent of enrolled students (see Rows 1 and 4)	72.0%	69.2%	81.8%	84.4%	Row 5 from R1 and R4
All schools enrolling both Grade 4 and Grade 7	59.6%	57.1%	57.2%	54.6%	Row 6
Average Reading FSA score of school FSA Matched cohort shown graphically above	69.2 %Eq	78.3 %Eq [ +9.2 ]	69.2 %Eq	69.7 %Eq [ +0.5 ]	Row 7
Average score of FSA Matched cohorts for all other schools in the province (also shown above). CSF is excluded. Independent schools are included.	68.1 %Eq	70.1 %Eq [ +1.9 ]	69.2 %Eq	70.3 %Eq [ +1.1 ]	Row 8

### NOTES

- A cohort of students is a group of students with a common grade level at a single point in time. For example, the 2007/08 Grade 4 cohort is the group of students enrolled in Grade 4 in 2007/08. An FSA Matched cohort is a cohort (e.g. the 2007/08 Grade 4 cohort) matched student-by-student to a subsequent cohort (e.g. the 2010/11 Grade 7 cohort) and satisfying the condition that each student has usable Foundation Skills Assessments in both Grade 4 and Grade 7. Students who entered or left the school between Grade 4 and Grade 7 are ignored. By using the same students in Grade 4 in one year and Grade 7 three years later, rigorous research methodologies can be applied to the evaluation of instructional program effectiveness (see following page). The effectiveness of instructional programs is based on the growth of student achievement from Grade 4 to Grade 7, rather than on achievement levels (which are influenced by socioeconomic factors).
  - The FSA Scale Scores of students (which had an average of 500 and a standard deviation of 100 in 2007/08) have been converted to Percentage Equivalent Scores (%Eq) which have an average of 68 and a standard deviation of 18. This conversion helps the reader to judge whether the changes over time shown above are educationally meaningful, because Percentage Equivalent Scores behave as if they were percentages in classroom assessments. In an average class of 24 students, sixteen students would be between 50 %Eq and 86 %Eq; four would be less than 50 %Eq and four would be more than 86 %Eq.
- \* The 'Percentage Equivalent Scores' measure has been introduced by ADMINFO Resources Inc. to help the reader interpret the above results.

Source for FSA data: Ministry of Education.

To interpret this report, the reader is referred to the companion Adminfo document "Background on Measuring Effective Instructional Programs".

# Foundation Skills Assessments

# Reading

## Boundary

## John A. Hutton Elementary

### PROGRAM EVALUATION - Finding Effective Instructional Programs

#### A focus on growth of student achievement

The evaluation design used in this report is shown at right (1), (2).  
The *Treatment Group* is the FSA Matched Cohort exposed to this school's instructional program in Reading.  
The *Control Group* is the FSA Matched Cohorts of all other schools, who were not exposed to this school's instructional program in Reading.

Measurement Before and Measurement After are the average Grade 4 FSA results of the FSA Matched Cohorts and the Grade 7 FSA results of the same students three years later, respectively. These are shown in the diagram as Observation 1 ( $O_1$ ),  $O_2$ ,  $O_3$  and  $O_4$ . X represents exposure to the Reading instructional program in this school over a 3-year period.

The average Reading FSA scores of this school's FSA Matched Cohorts and the scores of all other schools' FSA Matched Cohorts are shown on Rows 7 and 8 of the previous page. They are shown in the table below, using the same design as above, to evaluate the effectiveness of this school's Reading program.

	Measurement Before	Exposure to Program	Measurement After
<i>Treatment Group</i>	$O_1$	X	$O_3$
<i>Control Group</i>	$O_2$		$O_4$

If  $O_1 = O_2$ , the effect of Program X =  $O_3 - O_4$   
Initial difference between Groups =  $O_1 - O_2$   
NET effect of program =  $(O_3 - O_4) - (O_1 - O_2)$

### FSA Matched Cohort 2007/08 to 2010/11

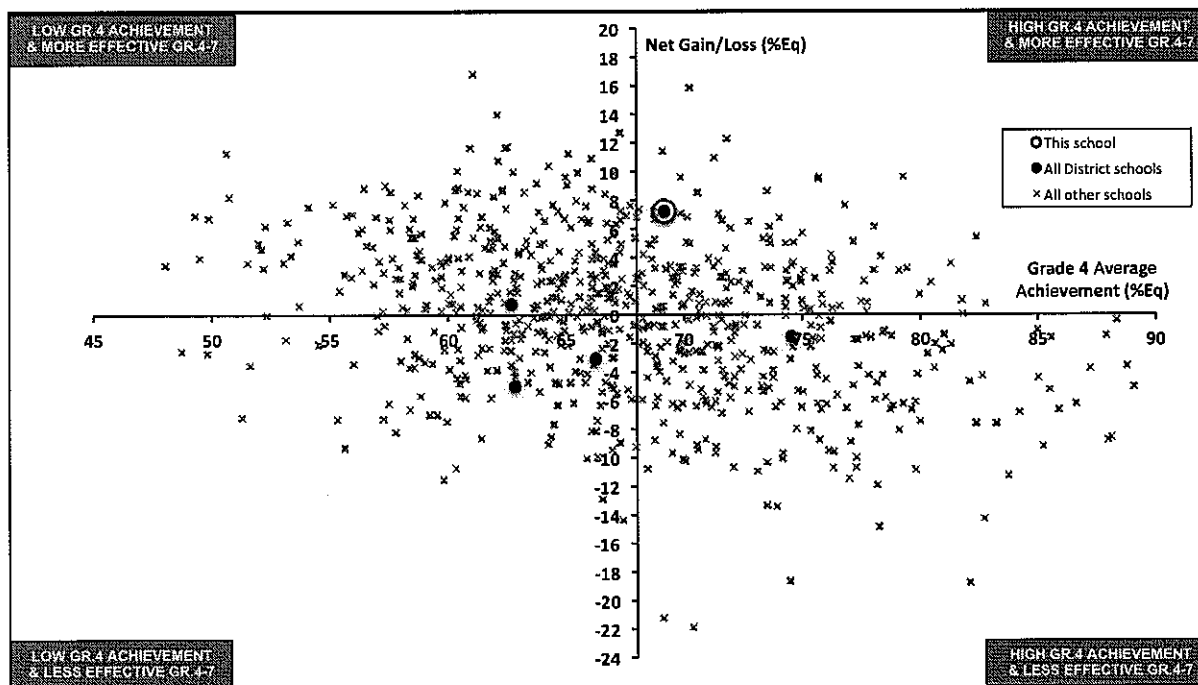
	Grade 4 FSA 2007/08	Exposure to Program	Grade 7 FSA 2010/11	
Matched Cohort of This School	69.2 %Eq	This School's Instructional Program	78.3 %Eq	NET effect of program = $(78.3 - 70.1) - (69.2 - 68.1)$ = 7.2 (%Eq)
Matched Cohorts of All Other Schools	68.1 %Eq		70.1 %Eq	Margin of Error $\pm 9.1$ (%Eq) (90% confidence level)

#### Conclusion

This school GAINED the equivalent of 7.2 percent from Grade 4 in 2007/08 to Grade 7 in 2010/11 in FSA Reading, relative to all other schools. This result is NOT statistically significant.

Note that with large numbers of students, small net effects can be statistically significant without being educationally meaningful. District and school personnel may decide whether the equivalent of 7.2 percent is educationally meaningful.

### Scatterplot of Grade 4 FSA Achievement vs Instructional Program Effectiveness in Reading, 2007/08 to 2010/11



Effectiveness of Inst. Prog

- (1) See Sections 3.1 and 3.3.1 in *PROGRAM EVALUATION METHODS*, Treasury Board of Canada, 1998 at <http://www.tbs-sct.gc.ca/cee/pubs/meth/pern-mep-eng.pdf>
- (2) Discussed in more detail as Design 10 in Campbell, D.T. and J. C. Stanley. *Experimental and Quasi-experimental Designs for Research*. Chicago: Rand-McNally, 1963.

Source for FSA data: Ministry of Education.

To interpret this report, the reader is referred to the companion Adminfo document "Background on Measuring Effective Instructional Programs".



### PROGRAM EVALUATION - Finding Effective Instructional Programs

#### A focus on growth of student achievement

The evaluation design used in this report is shown at right (1), (2).  
The *Treatment Group* is the FSA Matched Cohort exposed to this school's instructional program in Reading.  
The *Control Group* is the FSA Matched Cohorts of all other schools, who were not exposed to this school's instructional program in Reading.

Measurement Before and Measurement After are the average Grade 4 FSA results of the FSA Matched Cohorts and the Grade 7 FSA results of the same students three years later, respectively. These are shown in the diagram as Observation 1 ( $O_1$ ),  $O_2$ ,  $O_3$  and  $O_4$ . X represents exposure to the Reading instructional program in this school over a 3-year period.

The average Reading FSA scores of this school's FSA Matched Cohorts and the scores of all other schools' FSA Matched Cohorts are shown on Rows 7 and 8 two pages back. They are shown in the table below, using the same design as above, to evaluate the effectiveness of this school's Reading program.

	Measurement Before	Exposure to Program	Measurement After
<i>Treatment Group</i>	$O_1$	X	$O_3$
<i>Control Group</i>	$O_2$		$O_4$

If  $O_1 = O_2$ , the effect of Program X =  $O_3 - O_1$   
Initial difference between Groups =  $O_1 - O_2$   
NET effect of program =  $(O_3 - O_1) - (O_1 - O_2)$

### FSA Matched Cohort 2008/09 to 2011/12

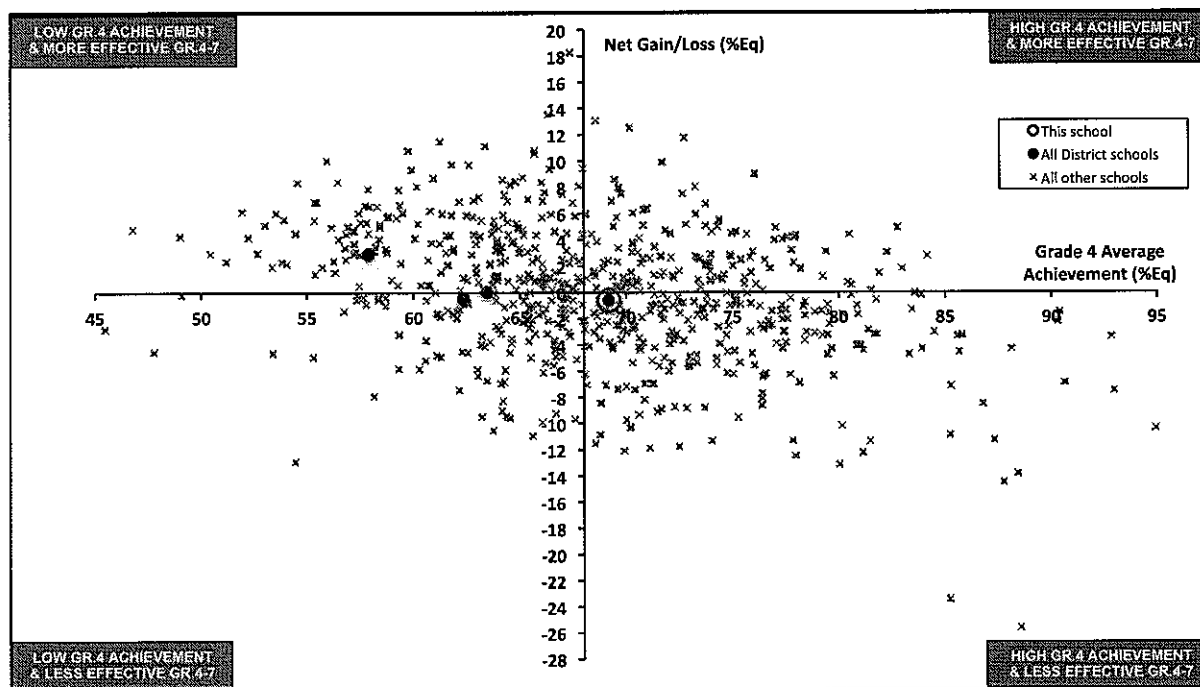
	Grade 4 FSA 2008/09	Exposure to Program	Grade 7 FSA 2011/12	
Matched Cohort of This School	69.2 %Eq	This School's Instructional Program	68.7 %Eq	NET effect of program = $(69.7 - 70.3) - (69.2 - 69.2)$ = -0.6 (%Eq)
Matched Cohorts of All Other Schools	69.2 %Eq		70.3 %Eq	Margin of Error $\pm 5.6$ (%Eq) (90% confidence level)



This school LOST the equivalent of 0.6 percent from Grade 4 in 2008/09 to Grade 7 in 2011/12 in FSA Reading, relative to all other schools. This result is NOT statistically significant.

Note that with large numbers of students, small net effects can be statistically significant without being educationally meaningful. District and school personnel may decide whether the equivalent of 0.6 percent is educationally meaningful.

### Scatterplot of Grade 4 FSA Achievement vs Instructional Program Effectiveness in Reading, 2008/09 to 2011/12



Effect Instr. Prog

- (1) See Sections 3.1 and 3.3.1 in *PROGRAM EVALUATION METHODS*, Treasury Board of Canada, 1998 at <http://www.tbs-sct.gc.ca/cee/pubs/metro/metro-eng.pdf>  
(2) Discussed in more detail as Design 10 in Campbell, D.T. and J. C. Stanley. *Experimental and Quasi-experimental Designs for Research*. Chicago: Rand-McNally, 1963.

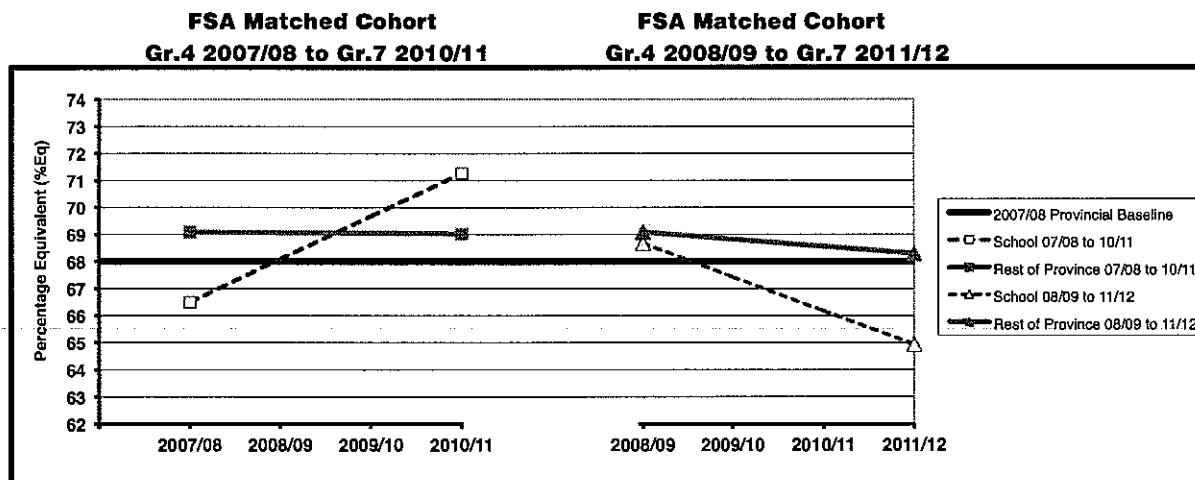
Source for FSA data: Ministry of Education.

To interpret this report, the reader is referred to the companion Adminfo document "Background on Measuring Effective Instructional Programs".

### Trends for Two FSA Matched Cohorts<sup>1</sup>

Grade 4 to Grade 7 three years later in the same school

Expressed as Percentage Equivalent Scores<sup>2</sup>



Each year, FSA Scale Scores (Average=500, SD=100 in 2008) are converted into the categories of Not Yet Within, Meets, and Exceeds Expectations. In the graph above, FSA Scale Scores have been converted to Percentage Equivalent Scores (Average=68, SD=18 in 2008) as defined in Note 2. The graph shows the average Percentage Equivalent Scores of FSA Matched Cohorts as defined in Note 1.

Analysis of school results	Grade 4 2007/08	Grade 7 2010/11	Grade 4 2008/09	Grade 7 2011/12	
Number of students enrolled in this school	25	26	33	32	Row 1
Number of these students with usable FSA Numeracy scores in that school year	22	24	33	30	Row 2
Percent with usable FSA scores (from Row 1 and Row 2)	88.0%	92.3%	100.0%	93.8%	Row 3 from R1 and R2
FSA Matched Cohort of these students with Numeracy FSA scores in both years who were enrolled in this school	18	18	27	27	Row 4
FSA Matched Cohort as percent of enrolled students (see Rows 1 and 4)	72.0%	69.2%	81.8%	84.4%	Row 5 from R1 and R4
All schools enrolling both Grade 4 and Grade 7	58.4%	56.0%	57.2%	54.6%	Row 6
Average Numeracy FSA score of school FSA Matched cohort shown graphically above	66.5 %Eq	71.3 %Eq [+4.8]	68.7 %Eq	64.9 %Eq [-3.7]	Row 7
Average score of FSA Matched cohorts for all other schools in the province (also shown above). CSF and independent schools are included.	69.1 %Eq	69.0 %Eq [-0.1]	69.1 %Eq	68.3 %Eq [-0.8]	Row 8

#### NOTES

- A cohort of students is a group of students with a common grade level at a single point in time. For example, the 2007/08 Grade 4 cohort is the group of students enrolled in Grade 4 in 2007/08. An FSA Matched cohort is a cohort (e.g. the 2007/08 Grade 4 cohort) matched student-by-student to a subsequent cohort (e.g. the 2010/11 Grade 7 cohort) and satisfying the condition that each student has usable Foundation Skills Assessments in both Grade 4 and Grade 7. Students who entered or left the school between Grade 4 and Grade 7 are ignored. By using the same students in Grade 4 in one year and Grade 7 three years later, rigorous research methodologies can be applied to the evaluation of instructional program effectiveness (see following page). The effectiveness of instructional programs is based on the growth of student achievement from Grade 4 to Grade 7, rather than on achievement levels (which are influenced by socioeconomic factors).
  - The FSA Scale Scores of students (which had an average of 500 and a standard deviation of 100 in 2007/08) have been converted to Percentage Equivalent Scores (%Eq) which have an average of 68 and a standard deviation of 18. This conversion helps the reader to judge whether the changes over time shown above are educationally meaningful, because Percentage Equivalent Scores behave as if they were percentages in classroom assessments. In an average class of 24 students, sixteen students would be between 50 %Eq and 86 %Eq; four would be less than 50 %Eq and four would be more than 86 %Eq.
- \* The 'Percentage Equivalent Marks' measure has been introduced by ADMINFO Resources Inc. to help the reader interpret the above results.

Source for FSA data: Ministry of Education.

To interpret this report, the reader is referred to the companion Adminfo document "Background on Measuring Effective Instructional Programs".

### PROGRAM EVALUATION - Finding Effective Instructional Programs

#### A focus on growth of student achievement

The evaluation design used in this report is shown at right (1), (2).

The *Treatment Group* is the FSA Matched Cohort exposed to this school's instructional program in Numeracy.

The *Control Group* is the FSA Matched Cohorts of all other schools, who were not exposed to this school's instructional program in Numeracy.

Measurement Before and Measurement After are the average Grade 4 FSA results of the FSA Matched Cohorts and the Grade 7 FSA results of the same students three years later, respectively. These are shown in the diagram as Observation 1 ( $O_1$ ),  $O_2$ ,  $O_3$  and  $O_4$ . X represents exposure to the Numeracy instructional program in this school over a 3-year period.

The average Numeracy FSA scores of this school's FSA Matched Cohorts and the scores of all other schools' FSA Matched Cohorts are shown on Rows 7 and 8 of the previous page. They are shown in the table below, using the same design as above, to evaluate the effectiveness of this school's Numeracy program.

	Measurement Before	Exposure to Program	Measurement After
Treatment Group	$O_1$	X	$O_3$
Control Group	$O_2$		$O_4$

If  $O_1 = O_2$ , the effect of Program X =  $O_3 - O_1$   
 Initial difference between Groups =  $O_1 - O_2$   
 NET effect of program =  $(O_3 - O_1) - (O_1 - O_2)$

### FSA Matched Cohort 2007/08 to 2010/11

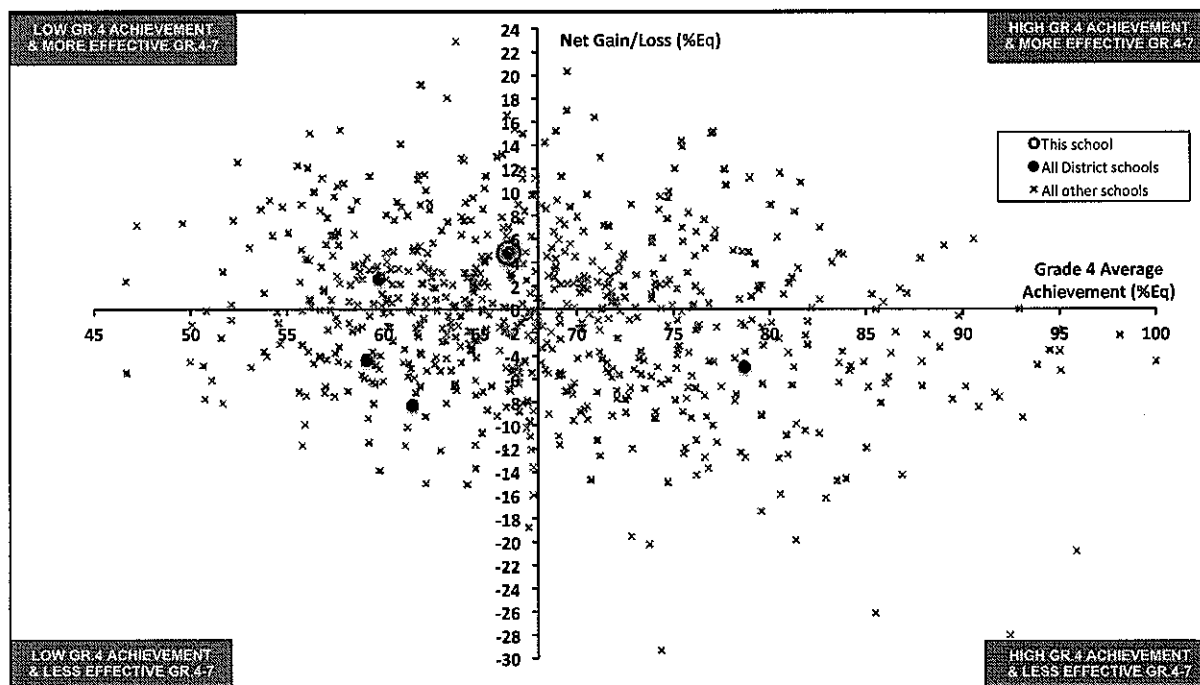
	Grade 4 FSA 2007/08	Exposure to Program	Grade 7 FSA 2010/11	
Matched Cohort of This School	66.5 %Eq	This School's Instructional Program	71.3 %Eq	NET effect of program = $(71.3 - 69.0) - (66.5 - 69.1)$ = 4.8 (%Eq)
Matched Cohorts of All Other Schools	69.1 %Eq		68.0 %Eq	Margin of Error $\pm 7.1$ (%Eq) (90% confidence level)



This school GAINED the equivalent of 4.8 percent from Grade 4 in 2007/08 to Grade 7 in 2010/11 in FSA Numeracy, relative to all other schools. This result is NOT statistically significant.

Note that with large numbers of students, small net effects can be statistically significant without being educationally meaningful. District and school personnel may decide whether the equivalent of 4.8 percent is educationally meaningful.

### Scatterplot of Grade 4 FSA Achievement vs Instructional Program Effectiveness in Numeracy, 2007/08 to 2010/11



Effectiveness of Prog

- (1) See Sections 3.1 and 3.3.1 in *PROGRAM EVALUATION METHODS*, Treasury Board of Canada, 1998 at <http://www.tbs-sct.gc.ca/cee/pubs/meth/pem-mep-eng.pdf>  
 (2) Discussed in more detail as Design 10 in Campbell, D.T. and J. C. Stanley. *Experimental and Quasi-experimental Designs for Research*. Chicago: Rand-McNally, 1963.

Source for FSA data: Ministry of Education.

To interpret this report, the reader is referred to the companion Adminfo document "Background on Measuring Effective Instructional Programs".

### PROGRAM EVALUATION - Finding Effective Instructional Programs

#### A focus on growth of student achievement

The evaluation design used in this report is shown at right (1), (2).

The *Treatment Group* is the FSA Matched Cohort exposed to this school's instructional program in Numeracy.

The *Control Group* is the FSA Matched Cohorts of all other schools, who were not exposed to this school's instructional program in Numeracy.

Measurement Before and Measurement After are the average Grade 4 FSA results of the FSA Matched Cohorts and the Grade 7 FSA results of the same students three years later, respectively. These are shown in the diagram as Observation 1 ( $O_1$ ),  $O_2$ ,  $O_3$  and  $O_4$ . X represents exposure to the Numeracy instructional program in this school over a 3-year period.

The average Numeracy FSA scores of this school's FSA Matched Cohorts and the scores of all other schools' FSA Matched Cohorts are shown on Rows 7 and 8 two pages back. They are shown in the table below, using the same design as above, to evaluate the effectiveness of this school's Numeracy program.

Measurement Before Exposure to Program Measurement After

Treatment Group

$O_1$

X

$O_3$

Control Group

$O_2$

$O_4$

If  $O_1 = O_2$ , the effect of Program X =  $O_3 - O_1$   
Initial difference between Groups =  $O_1 - O_2$   
NET effect of program =  $(O_3 - O_1) - (O_1 - O_2)$

### FSA Matched Cohort 2008/09 to 2011/12

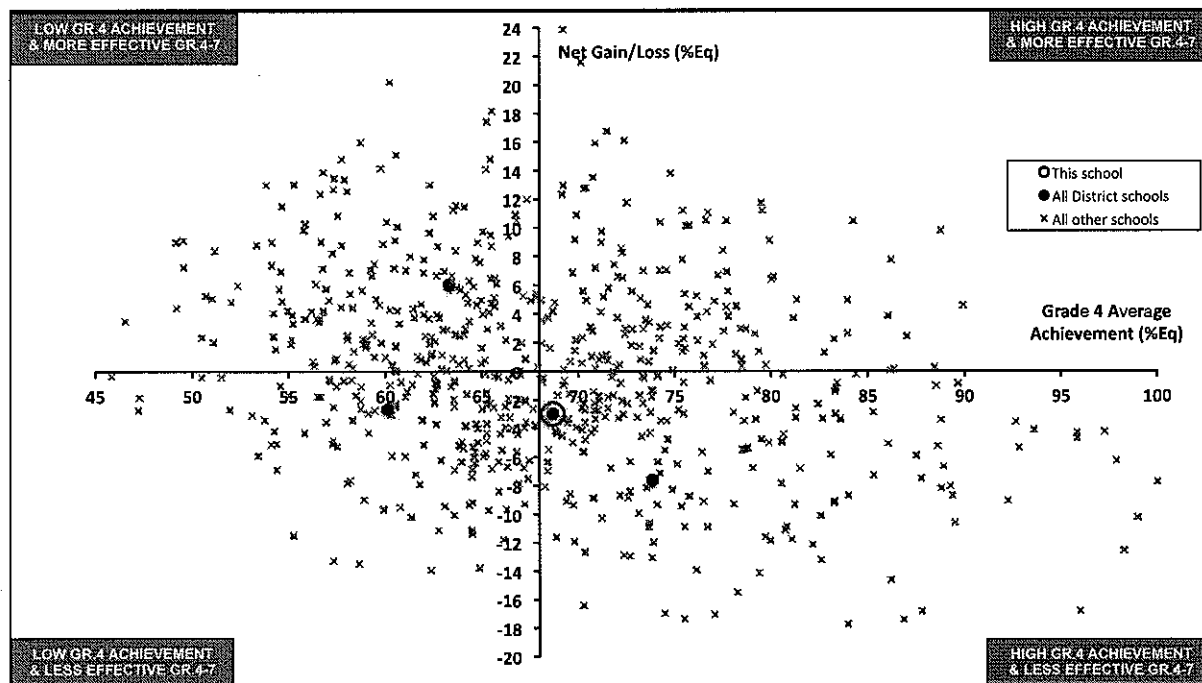
	Grade 4 FSA 2008/09	Exposure to Program	Grade 7 FSA 2011/12	
Matched Cohort of This School	68.7 %Eq	This School's Instructional Program	64.9 %Eq	NET effect of program = $(64.9 - 68.3) - (68.7 - 69.1)$ = -2.9 (%Eq)
Matched Cohorts of All Other Schools	69.1 %Eq		68.3 %Eq	Margin of Error $\pm 5.0$ (%Eq) (90% confidence level)

#### Conclusion

This school LOST the equivalent of 2.9 percent from Grade 4 in 2008/09 to Grade 7 in 2011/12 in FSA Numeracy, relative to all other schools. This result is NOT statistically significant.

Note that with large numbers of students, small net effects can be statistically significant without being educationally meaningful. District and school personnel may decide whether the equivalent of 2.9 percent is educationally meaningful.

### Scatterplot of Grade 4 FSA Achievement vs Instructional Program Effectiveness in Numeracy, 2008/09 to 2011/12



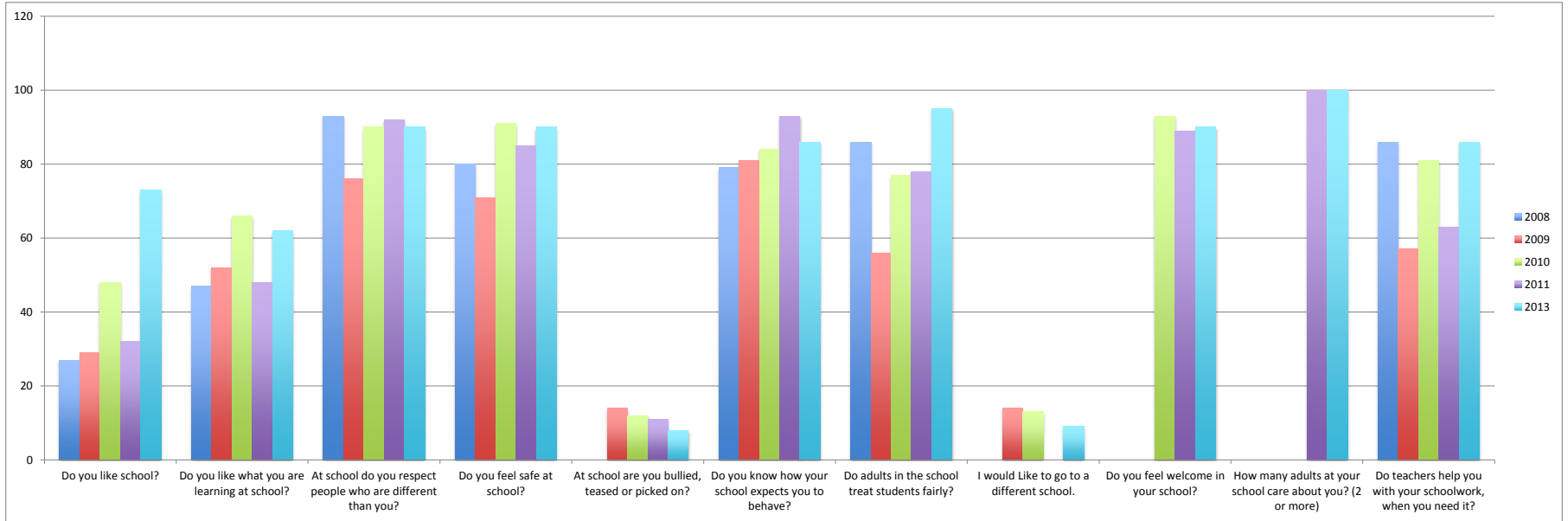
- (1) See Sections 3.1 and 3.3.1 in *PROGRAM EVALUATION METHODS*, Treasury Board of Canada, 1998 at <http://www.tbs-sct.gc.ca/cee/pubs/meth/pem-mep-eng.pdf>
- (2) Discussed in more detail as Design 10 in Campbell, D.T. and J. C. Stanley. *Experimental and Quasi-experimental Designs for Research*. Chicago: Rand-McNally, 1963.

Source for FSA data: Ministry of Education.

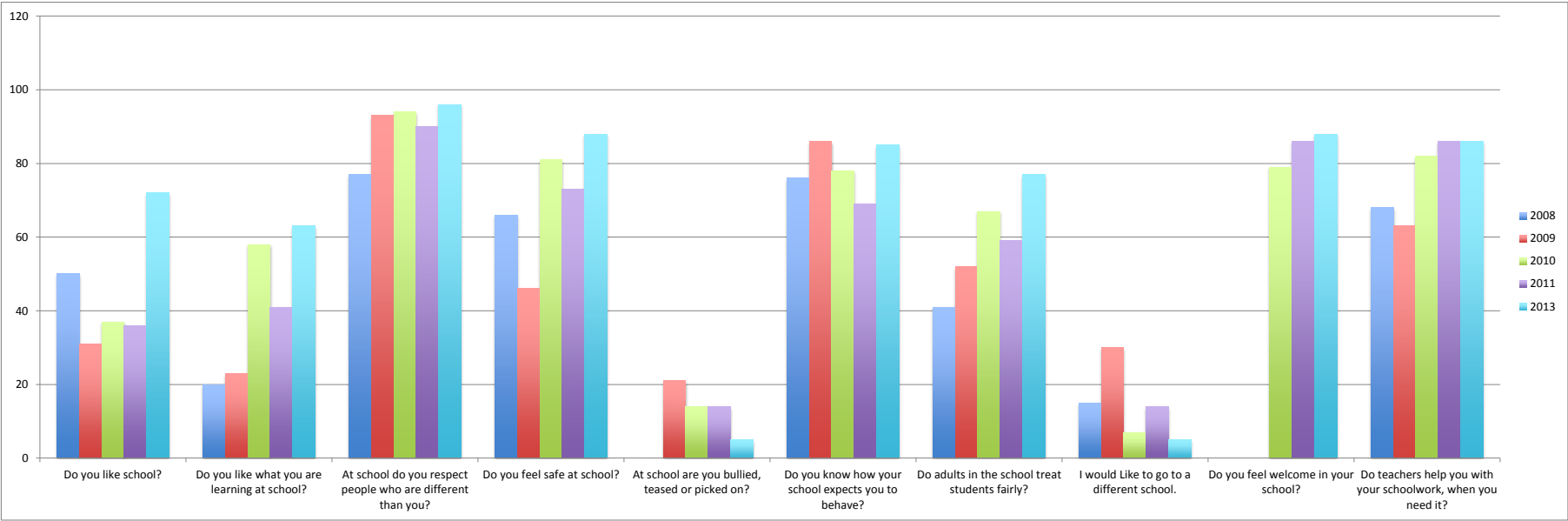
To interpret this report, the reader is referred to the companion Adminfo document "Background on Measuring Effective Instructional Programs".

	2008	2009	2010	2011	2013	
Do you like school?	27	29	48	32	73	Grade 4 (Hutton)
Do you like what you are learning at school?	47	52	66	48	62	
At school do you respect people who are different than you?	93	76	90	92	90	
Do you feel safe at school?	80	71	91	85	90	
At school are you bullied, teased or picked on?	0	14	12	11	8	
Do you know how your school expects you to behave?	79	81	84	93	86	
Do adults in the school treat students fairly?	86	56	77	78	95	
I would Like to go to a different school.	0	14	13	0	9	
Do you feel welcome in your school?			93	89	90	
How many adults at your school care about you? (2 or more)				100	100	
Do teachers help you with your schoolwork, when you need it?	86	57	81	63	86	
	2008	2009	2010	2011	2013	
Do you like school?	50	31	37	36	72	Grade 7 (Hutton)
Do you like what you are learning at school?	20	23	58	41	63	
At school do you respect people who are different than you?	77	93	94	90	96	
Do you feel safe at school?	66	46	81	73	88	
At school are you bullied, teased or picked on?	0	21	14	14	5	
Do you know how your school expects you to behave?	76	86	78	69	85	
Do adults in the school treat students fairly?	41	52	67	59	77	
I would Like to go to a different school.	15	30	7	14	5	
Do you feel welcome in your school?			79	86	88	
Do teachers help you with your schoolwork, when you need it?	68	63	82	86	86	
	2008	2009	2010	2011	2013	
At school are you learning to stay healthy?	71	81	75	81	76	Grade 4 (Hutton Health)
Do teachers and staff at your school support healthy behaviour?				85	68	
At school do you get exercise?	100	71	97	93	94	
At school do you participate in activities outside class hours?	47	52	71	52	49	
At school do you eat or drink less healthy food choices?				0	13	
	2008	2009	2010	2011	2013	
At school are you learning to stay healthy?	36	60	62	77	66	Grade 7 (Hutton Health)
Do teachers and staff at your school support healthy behaviour?				73	77	
At school do you get exercise?	82	57	93	95	94	
At school do you participate in activities outside class hours?	65	66	55	73	68	
At school do you eat or drink less healthy food choices?				29	11	

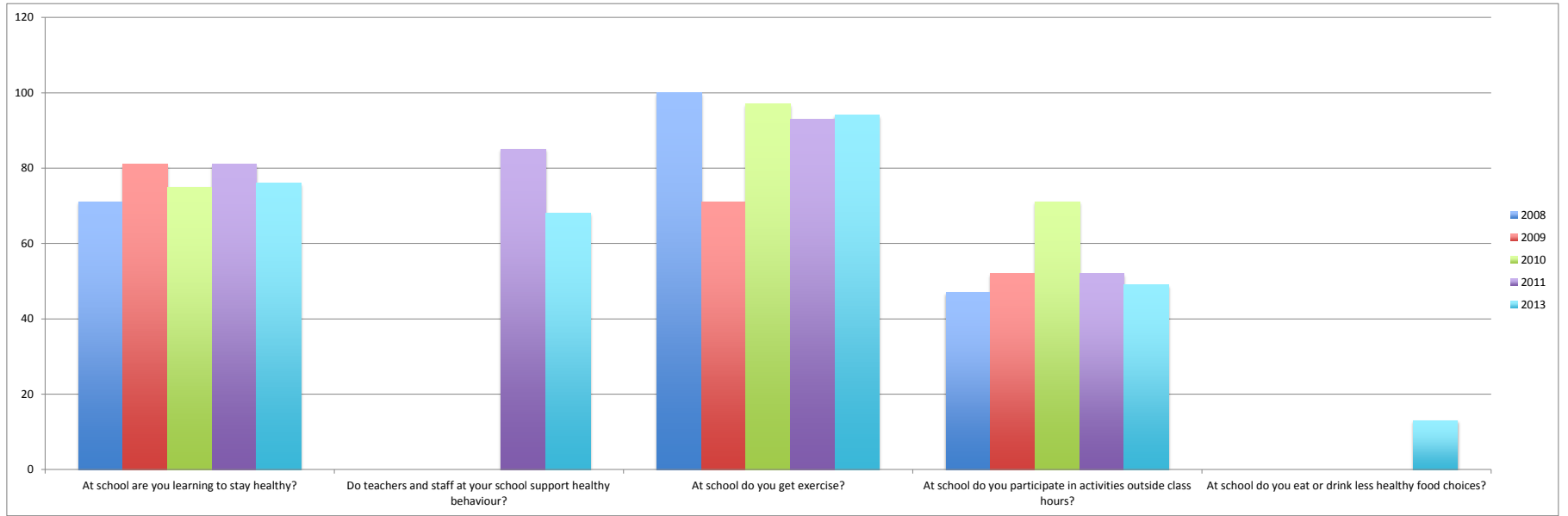
GRADE 4 SATISFACTION SURVEY



GRADE 7 SATISFACTION SURVEY

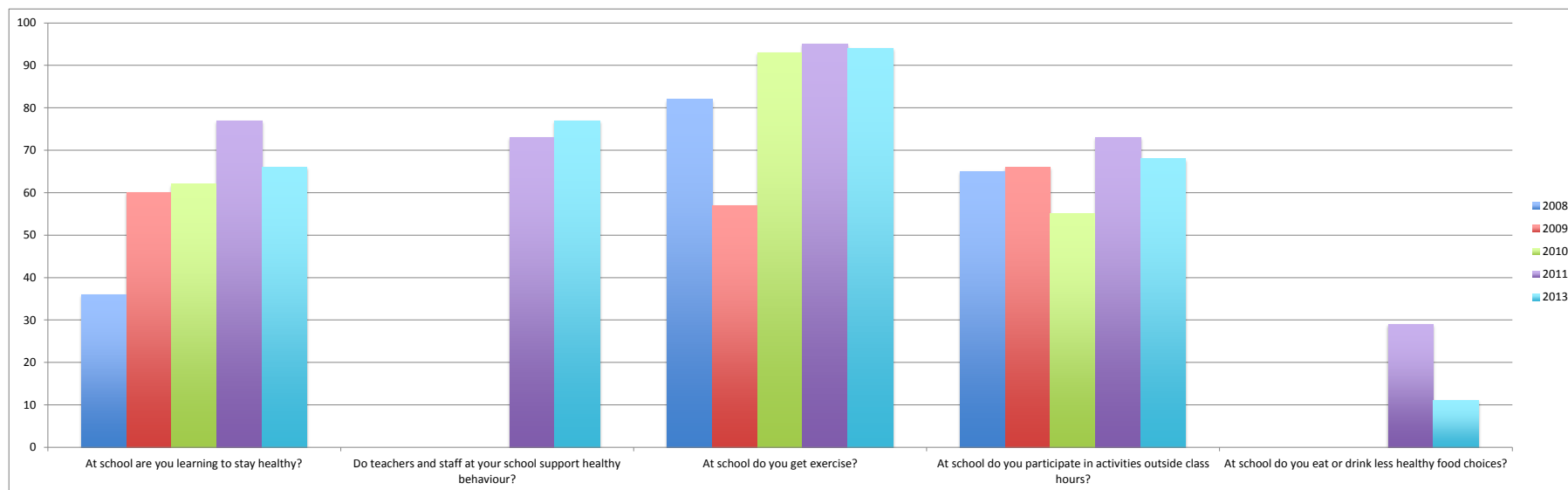


GRADE 4 HEALTH SURVEY





GRADE 7 HEALTH SURVEY





# School District No. 51 (Boundary)

BCSS

2013-14

## Academic Achievement

### GOAL #1:

*Focus on a specific area of student achievement for all students:*

Continue working on the literacy goal of developing confident and competent readers and writers through all grade levels.

### 2013 – 2014 Objectives:

*Specifically, what improvements in student achievement are you looking for?*

*The ability for students to read competently and improve writing skills in the areas of vocabulary, spelling, and structural development.*

### Rationale

*Evidence and information used to set this goal:*

*Why is this a priority area? How do you know what needs improvement?*

We have made large gains in student achievement improvement in literacy. However, we still have students, particularly at the grade 8 and 9 levels who are not meeting expectations. Because of the wide span of academic ability and with the inclusion of students on IEP's in classrooms, students will be made aware that any improvement from their baseline ability is a positive accomplishment. We see this goal as an ongoing perpetual area for constant development.

### Evidence/Results (cont'd)

*Data results shared with SPC, PAC, Parents and Staff in 2012-13:*

- School/District Read and Writes results
- School based marks
- Provincial Exam Results

### Targets for 2013/14

*Expected results:*

*While the 9's and 8's have made significant improvement, we still have some students not meeting expectations. Specifically, this year, a number of our Grade 8 students are showing no positive change or a downturn in improvement in a small number of cases. They will be discussed as a particular focus group and will receive specific Educational Assistant support in the coming year. We are aiming at all grade 8-10 students meeting expectations or above.*

*While we have generally demonstrated very good results in this domain, we still have some students not meeting expectations. As such, we will continue our focus into the 2013-14 school year.*

### Strategies

*Activities or behaviours that will support attainment of this goal:*

- Assessment, discussion and creation of strategies by English specialists to design and implement the program of improvement
- use of Literacy Circle strategies in English 10-12 classes
- use of Literacy Circle strategies in other classes than English as appropriate
- continue with school wide read and writes, analysis and strategy development
- specific focus on those students demonstrating level or downturn of achievement (notably in Writing) at the Grade 8 level
- continue to utilize the performance standards as the guide for writing skills
- Analysis of report card, provincial exam marks using the English 10-12 structure (Literacy Circles) and comparison to achievement levels on separate class format. This will be ongoing over several years to establish a trend.
- Literacy Report included in staff meeting agenda to report on School Read/Write results and to promote cross-curricular collaboration to assist those students struggling with Reading and/or Writing.

## Structures

*Organizational changes or resource allocations that will support attainment of this goal:*

- Staff to work with newly acquired resources and implement in classes
- School based team discussions regarding specific students who have not showed improvement in District Write sessions
- Implementation of English 10-12 cross grade format using literacy circle strategies
- implement strategies acquired from Pro-D session on literacy and the use of literacy circles to enhance English instruction
- continue to work with Grade 8 students in cross curricular areas with focus on literacy
- Inclusion of Communication 12 students in the English 10-12 classroom
- Specific adaption of Communications 11 within the English 10-12 classroom setting

## GOAL #2:

*Focus on a specific area of student achievement for all students:*

Numeracy Focus. Improve student retention of fundamental mathematical and algebraic skills.

Continued focus on having students demonstrate individual abilities during exam sessions.

## 2013-2014 Objectives:

*Specifically, what improvements in student achievement are you looking for?*

Many students are having difficulty processing current curricular content in mathematics and the physical sciences as they are weak in basic mathematical skills as multiplying, using fractions and manipulating algebraic expressions.

Students are increasingly having difficulty achieving minimal expectations on provincial exams.

## Rationale

*Evidence and information used to set this goal:*

*Why is this a priority area? How do you know what needs improvement?*

Numeracy is the basis of mathematical logic and is critical to the improvement of the success of student achievement. It is extremely difficult for students to move on in courses, or in life, unless they are able to complete basic mathematical operations.

Some students did not do as well as expected on the Foundations and Pre-Calculus Math 10 and Science 10 provincial exams despite scoring well on homework and other forms of assessment.

## Evidence/Results (cont'd)

*Data results shared with SPC, PAC, Parents and Staff in 2012/2013:*

This past year, many students were below or minimally meeting expectations during exams.

## Targets for 2013/2014

*Expected results:*

Before making math "real", we must ensure that students demonstrate mastery of the required numeric calculations as well as being able to complete the necessary algebraic manipulations.

In terms of tests and achievement, we want to move the students who are having difficulty with meeting expectations into the level of fully meeting (C+ or better).

The continuation of a focus on Grade 8 Math transitioning and recommendation for Workplace Math for specifically identified students with long term and documented Math weakness.

<b>Strategies</b> <i>Activities or behaviours that will support attainment of this goal:</i>  Alternative teaching strategies for presentation, such as the use of manipulative materials and graphic simulations. Re-writing and practicing more tests. Continue regular contact with parents whose children are struggling and provide them with simple strategies that they can use at home to assist with student practice. Continuation of Math blog for all grade levels, accessible to all students and parents.	
<b>Structures</b> <i>Organizational changes or resource allocations that will support attainment of this goal:</i> Alternative math resources that will assist in the problem solving domain. Math blog with student and parent access for any Math course being taught from Grade 8 – 12 The Math blog includes daily homework and important test and assignment dates. If students are absent, all lessons can be sent home to them electronically with classroom notes (as lessons are taught via computer and SmartBoard) School supplied graphing calculators are available to all Grade 10 – 12 Math students.	

<b>GOAL #3:</b> <i>Focus on a specific area of student achievement for all students:</i>  Improve student awareness, learning and working knowledge of global environmental considerations and sustainability by promoting, adopting and implementing environmentally sustainable practices at BCSS.	<b>2013– 2014 Objectives:</b> <i>Specifically, what improvements in student achievement are you looking for?</i>  While we are VERY pleased with the increased level of student awareness for environmental issues, we would like more discussion and learning opportunities to occur. As well, we would like to see an increase in student involvement through a variety of opportunities. In addition, we would like to develop and implement sustainability projects to increase knowledge among students and staff. As well a more formalized whole school focus on sustainability, resource management and other “green” initiatives.
<b>Rationale</b> <i>Evidence and information used to set this goal:</i> Why is this a priority area? How do you know what needs improvement?  BCSS has moved well into the sustainability and Green Initiative domain. This goal needs to be maintained as the ultimate goals of awareness, interest, ownership and knowledge are critical to the future of our students as global citizens.	

<b>Evidence/Results (cont’d)</b> <i>Data results shared with SPC, PAC, Parents and Staff in 2012-13:</i>  Both formal and informal assessments now indicate a much higher level of understanding and experiential opportunities among our students. The CAPP sessions and the work done by staff and support staff has increased cognizance dramatically from two years ago. -Achieved Solar grant to install panels. -Continuation of Sustainable Resources 12 course	<b>Targets for 2013/2014</b> <i>Expected results:</i>  To have 100% of our students experience sustainability learning projects both in-class and through an establishment of a school “green” culture. Student aware of life long issues and challenges for current and future generations as a continued goal.
---	---

## Strategies

Activities or behaviours that will support attainment of this goal:

1. Continuation of SPED Paper and Can/Bottle Team
2. Continuation of bulletin board for awareness of amounts of recycled paper collected each week.
3. Incorporate sustainability concepts cross curricular
4. Establish school-wide sustainability projects in consultation with students and staff
5. Partner with Community (Food Sharing and Community Garden)
6. Regular Water testing of the Kettle River and Boundary Creek by Sustainable Resources 12 and senior Biology/Chemistry classes.
7. CAPP sessions involving sustainability awareness and Training (such as Wild BC)
8. Green house initiative
9. School wide Composting program
10. Year long green initiative focus for events and activities planned by BCSS Spirit Club
11. Information and awareness posters and banners
12. Maintenance of House Teams in competition through intramurals /recycling to win trophy provided by BCSS PAC
13. Tree planting and River Reclamation opportunities
14. Inclusion of Green tips on website/newsletters
15. Column in school newsletter/local newspaper to educate parents/community on Green initiatives ongoing at BCSS
16. Students from Sustainable Resources 12 continuing to present to lower grades at CAPP day on green initiatives
17. Coordination with aboriginal worker/community members on native plants
18. Establishment of Native plants in xeroscape garden at front of school (or butterfly gardens)
19. Involvement in Green Games
20. Host a Green Spirit week or day with contests/games/draws etc (Spirit Club)
21. Continuation of program where Sustainable Resources 12 is involved in the restoration of a riparian and natural grassland area along the Granby river.
22. Large outdoor composter has been constructed. Will continue to use this and recycle soil into the greenhouse.
23. Creation of a Sustainable Water plant system where fish are housed in a tank and the tank water (having been fertilized by the fish) is pumped up into trays of seedlings in a hydroponic (soilless) structure and then the water returns to the fish tank. The plants from this system would be edible and as well could supply food for the fish.
24. Establishment of an Environmental club for students.
25. Grant was written in 2012-13 for two refillable water bottle fountains that keep a count of how many bottles you have saved. If this grant is not successful this year, we will reapply for it next year.
26. Possible creation of a "green space" for students: tables, plants, trees etc.
27. Possible release time for staff to explore environmental issues or to facilitate a school visitation where there is a successful Green Program in progress.

## Structures

Organizational changes or resource allocations that will support attainment of this goal:

- Use of community specialists to assist in the process
- Research funding/grant opportunities
- reconfigure routines to involve more specific opportunities to address sustainability issues/ assemblies/grade group discussion/grade challenges/reward system for good "green" behaviour

## GOAL #4:

Focus on a specific area of student achievement for all students:

As reference to Goals set by the District Aboriginal Enhancement Agreement:

1. To improve Aboriginal student achievement in Numeracy and Literacy
2. To maintain/improve secondary school completion rates of

## 2013 – 2014 Objectives:

Specifically, what improvements in student achievement are you looking for?

A continuation of the development of Numeracy and Literacy skills in our Aboriginal student population with a focus on problem solving skills in Numeracy.

To have all Aboriginal students in the "Meeting" category in Numeracy and Literacy.

<p>Aboriginal students</p> <p>3. To increase empathy as well as awareness, knowledge and respect for Aboriginal culture in all students.</p>	<p>Increased involvement in BCSS Spirit Club, as well other opportunities with an Aboriginal focus. Activities such as paintings of personal Spirit totems and traditional basket making are examples.</p> <p>Goal #3 will be our primary focus for the 2013-14 school year in order to increase capacity as well as awareness, knowledge and respect for Aboriginal culture for all students.</p>
--	--

## Rationale

*Evidence and information used to set this goal:*

*Why is this a priority area? How do you know what needs improvement?*

*Traditionally, the graduation rates of Aboriginal students attending BCSS have been excellent. This is an ongoing goal that will be maintained and strategies adjusted as warranted. The achievement of Aboriginal students along with the balance of the school population in the areas of Numeracy and Literacy are school wide goals set for ALL students. Information regarding the achievement of Aboriginal students is aggregated and considered for further focus and strategies as needed (Aboriginal Support Plans)*

*We have seen a marked increase in the involvement of Aboriginal students in activities sponsored by Spirit Club. This will be a continued focus for next year as Spirit Club expands and takes on more challenges and events. Because we will have Marilyn Hanson, our Aboriginal Teacher at BCSS for two days next year, rather than just one, administration and staff will work closely with Marilyn to facilitate and to promote the #3 goal.*

## Evidence/Results (cont'd)

*Data results shared with SPC, PAC, Parents and Staff in 2012-2013*

Data indicates that the majority of our Aboriginal student population is achieving at the same level as the rest of the school population. Aggregated Reading/Writing and Mathematics assessment results for Aboriginal students are reported to the District office after each final semester report card. Those having challenges are working with the SPED/LA department and the Aboriginal Support worker through ongoing Aboriginal Support plans.

Report cards (including vital teacher comments) are photocopied and used in the establishment of Aboriginal Support Plans.

We have seen a marked increase in the involvement of our Aboriginal population, with the BCSS Spirit Club. We are confident that the continued growth of the Spirit Club will result in an even greater improvement of the social responsibility and empathy of not only Aboriginal students but the entire student body.

## Targets for 2013/2014

*Expected results:*

*100 percent graduation rate for All Aboriginal students*  
*--All Aboriginal students to be in the "Meeting" category in Numeracy and Literacy (Reading and Writing) In Progress*  
*-Much stronger focus on awareness and exposure of the student body to Aboriginal culture on a more daily, integrated basis, both in class and out of class rather than through planned "special events" In Progress*  
*--Continuation of involvement of Aboriginal students in Spirit Club and in expanded leadership opportunities.*

## Strategies

*Activities or behaviours that will support attainment of this goal:*

*Those Aboriginal students who are having academic challenges are working with the SPED /LA department and the Aboriginal Support worker through ongoing Aboriginal Support Plans/individualized programs.*  
*Continuation of student conferencing with respect to Support Plans*

*-Mural project: This will be an aboriginal initiative but will also include other cultures of the students of our school. The small "murals" will include a word or a saying in the language of the specific culture and then the translation underneath. These will be sayings of encouragement, positivity, and respect. The murals would be produced all year long and would, in keeping with the "every day" awareness" aspect.*

*- Aboriginal students may wish to form a club or "association" and they may wish to put on an event with an aboriginal theme. (Could be coordinated through Spirit Club)*

*-Possible construction of display case or display area for aboriginal art project completed by students*

*-Increased visits and instruction in art projects by such community members as Terry Jackson*

*-All cultures to be celebrated openly perhaps through a Christmas concert/talent show or other.*

- *Some curricular materials (such as Science) have sections specific to aboriginal heritage. These will be emphasized more.*
- *Art displays*
- *Celebration of all cultures day.*
- *To increase participation in special event for Aboriginal students, include the words "and friends" to encourage participation by a larger number of students.*
- *Continuation of promotion of First Nations 12 course (as it counts as the Socials Studies 11 course and is also a Grade 12 credit)*
- *Possible construction (see green initiative goals) of a green area for student use that might incorporate a walking path including indigenous plants of the area labeled with markers as well as how the Aboriginal peoples of the area used these plants.*
- *Increased field trips for more authentic experiences (could do some cross-curricular)*
- *Collaboration of Aboriginal teacher with interested staff in a focus on Aboriginal culture as oral based and less materialistic and how to possibly change some teaching delivery strategies to reflect this aspect*
- *Exploration of "restorative justice" model for some aspects of dealing with classroom discipline.*
- *First Nations novels used in Lit Circles give opportunities to teach First Nations issues, history and beliefs*

## **Structures**

*Organizational changes or resource allocations that will support attainment of this goal:*

*Purchase of supplies for projects such as basket making painting and other craft items.*

*Aboriginal themed art projects from the Art class. (started the previous year)*

*Continuation of involvement in Aboriginal events and activities as well as field trips for Aboriginal students.*

*Continued establishment of an "every day" awareness of our Aboriginal student population rather than always being event orientated.*

## Communication:

*Our School Growth Plans are communicated to parents, students and community in the following ways:*

- 1. Through a frequently updated display on a large flat screen television and (Apple-Box) which will be housed in the Commons area for the greatest access to students and visiting parents.*
- 2. Goals are discussed with students at Grade Group Meetings*
- 3. Goals are discussed at Parent meetings*
- 4. Through the bi-weekly newsletter (BCSS CONTACT)(emailed)*
- 5. On the School website*
- 6. At PAC and SPC meetings*
- 7. In the local newspaper, whose reporter is always invited to BCSS special events so that the community can be aware of what is happening.*

## Ongoing priorities:

*We will continue to focus on the following priorities as well as our School Growth Plans:*

- 1. the establishment/maintenance of an empathetic, caring and safe environment where students feel that their voice is heard and acknowledged*
- 2. a more vigorous promotion of local Aboriginal culture and pride in Aboriginal heritage and in addition: pride and promotion of other cultures and heritage inherent in the students of our school.*

**\*\*Interior Health has committed funding to support a Health promoting Schools Coordinator for the next two years. In turn, they are asking that the, along with specific District commitments, that the District schools do the following:**

- 1. work toward having a Healthy School working group or team**
- 2. strive to put in place a Healthy Schools goal and action plan.**

**At BCSS, we will include the Healthy Schools initiative as an addendum School Growth Plan in the year 2013-14. Some initiatives have already been put in place and we will endeavour to continue involvement in the promotion of the many aspects of healthy schools and healthy individuals.**

- 1. Snak Shak is now open with healthy food options (in collaboration with Heather Shilton, Healthy Schools Coordinator). The operators of the Snak Shak have asked to return in the next school year. This has proved extremely popular with our students and we have seen a definite swing toward some of the healthy food offerings that may not have been considered by students previously.**
- 2. Nutrition program runs daily from our Nutrition room in the library providing students with a free access to healthy foods.**
- 3. Will continue to apply to BC Agriculture in the Classroom for delivery of free and healthy foods for our Nutrition program**
- 4. Presentations in Career and Personal Planning classes regarding healthy food choices as well as the dangers involved with such topics as Bulimia and Anorexia**
- 5. School based team commentary on students eating habits and its effect on their academic progress (establishment of strategies)**
- 6. No unhealthy food vending machines in the school.**



7. CYC worker on staff and MCFD and FreedomQuest counselors come on a regular basis to support students in need
8. CAPP sessions on depression/anxiety/ self- esteem/ tobacco reduction/drug related issues and well being
9. Yoga included in Fitness classes
10. Fitness (for lifetime fitness) and Strength classes included in Timetable to allow for a variety of healthy options for physical exercise.
11. Continuation of Healthy School student group established by Heather Shilton at a CAPP session last year. Discussion on tobacco reduction. Would be nice to have Heather involved at BCSS as the coordinator of this student group
12. Healthy Schools presentation to staff by Heather Shilton
13. Grade 8 – 12 students are encouraged to participate in organized team sports regardless of ability age or physical size
14. Wide variety of sport opportunities offered including team sports and tennis
15. Student led/run intramural programs
16. Grant written for water bottle filling stations (not known at this time if we have won the grants)

The above initiatives are already in place at BCSS and will be maintained and promoted in the 2013-14 school year.

THE UNDERSIGNED AS MEMBERS OF THE SCHOOL PLANNING COUNCIL AUTHORIZE THIS 2013-14 SCHOOL PLAN AND SUBMIT IT ON BEHALF OF THE SCHOOL COMMUNITY.

Louise Bayles LOUISE BAYLES [Signature] May 28/13  
Principal (printed name) Signature

Tammy Battersby Tammy Battersby [Signature] May 28/13  
(Chair and Parent Rep) (printed name) Signature

Adrianna Goodson Adrianna Goodson [Signature] May 28/13  
(Vice-Chair and Treasurer/Parent Rep) (printed name) Signature

Kelly Fenwick-Wilson Kelly Fenwick-Wilson [Signature] May 28/13  
(Secretary and Parent Rep) (printed name) Signature

**SCHOOL DISTRICT #51**  
**INQUIRY BASED SCHOOLS GROWTH PLAN TO STRENGTHEN**  
**LEARNING**  
**2013/14**

**Name of Schools:**

Midway, Greenwood, West Boundary and Beaverdell

**Mission Statement:**

To provide a nurturing, respectful and equal opportunity environment that promotes student responsibility and active learning.

**Context:**

Greenwood, Midway, West Boundary and Beaverdell will be coming together as four small rural schools participating in a one-year district pilot program. The focus of this pilot will be to measure how well the staff and students can come together collaboratively, while supporting each other and celebrating each school's uniqueness. As individual and unique as each school community is, we have a lot in common and it is these similarities that we are looking to strengthen.

We are very excited for this upcoming school year and the potential energy of having the elementary schools in the west come together. We realize it will not be without challenges but we are confident that together, we can meet these challenges. Communication is going to be a key factor in the success of this pilot, be it through the student planner, phone calls, or visits to the school. By collaborating and working together, we can make this a great year for all students.

**Goal:**

How does bringing 4 rural schools together, working as a professional learning community, improve educational learning experiences of all our teachers and students?

**Objectives:**

To create and use collaborative structure to allow for sharing and continued dialogue as we bring 4 schools together.

Primary: theme teaching/planning, culminating field trips, pen pals, technology, literacy (focus on reading)

Intermediate: literacy/reading (Literature Circles, blog, book review, Reading Link Challenge), self-regulation, monthly get-togethers (family life/career planning), technology, High School transitioning

Schools wide: CYCW support, social responsibility expectations, TRACKS/virtue literacy, circle of courage student profiles, house teams (compiled from each of the schools)

Administrative: Common calendar (ski/skate/special events), student handbook (planners), staff meetings, Bulk student supplies, Continue to explore ways to support students

### **Evidence-Based Rationale**

Will bringing small teaching staffs together to create a common focus (PLCs) improve opportunities for students?

Collaborative inquiry, teachers work together to identify common challenges, analyze relevant data, and test out instructional approaches. The idea behind this approach is that such systematic, collaborative work will increase student learning. A growing body of evidence suggests that when teachers collaborate to pose and answer questions informed by data from their own students, their knowledge grows and their practice changes. Borko (2004)

Will bringing students together from the 4 (feeder to BCSS) schools improve transition to high school in the West Boundary?

Our research suggests that schools need to view student transition as a process that is rolled out over a two-year period, rather than as a one-time event that can be addressed with a couple of interventions in June and September. Help students stay connected to peers they knew in feeder school. For example, use moderated social networking technology to enable students to stay in touch with other students going to high school. Provide opportunities for groups of students from specific feeder schools to come together for a social event, such as a games afternoon or skating party. Benner (2009)

### **Assessment tools and processes to assess progress on goals and objectives**

- High participation in Early Readers initiative
- Organized PLC meetings
- Bi monthly staff meetings (facetime)
- Continued evaluation of District and Provincial standardized tests and surveys

**Instructional strategies/structures to be implemented to impact goal, worded as an inquiry question(s).**

- What school-wide structures can be put in place to help support vulnerable readers?
- Will common assessment and collaborative marking build a stronger collaborative approach to student learning?

**Plans for staff development and collaborative work:**

- Committed to PLCs (primary/intermediate focuses) as identified in Objectives
- Continued development on Jump Math school wide
- Early Readers initiative (district)
- Virtues program in all schools to support Social Responsibility

**Parental and community involvement strategies**

- Creation of student handbook
- Planned collaboration of PAC's on certain fundraisers
- combined school events (recognition assemblies/ski dates)

**Communication Strategies (students, staff, community)**

- **Common through 4 schools**
  - Student handbook/ planners
  - Newsletters
  - Websites (school and classroom)
  - PAC's working together
  - Created a conference room on First Class for teachers that all 4 schools are connected to and working on a number of initiatives

**Monitoring Dates Plan**

- Meetings (fall/spring) with school board

- Monthly PAC meetings
- Weekly staff meetings

### **School Plan Contributors:**

Members: School Planning Council

Members: School Staff

- All teachers of four schools have met twice this spring to discuss this coming year's pilot program and the school plan

#### **One thing we are going to do to enhance the health status of students in our schools.**

- Through our Circle of Courage Student Profiles, all students will create a health goal for themselves in the fall. This goal will be reviewed throughout the year.

#### **One thing we are doing to help with the implementation of the Aboriginal Enhancement Agreement and improve the performance of aboriginal students.**

- We are presently molding our social responsibility rubric with our Circle of Courage, Seven Teachings Initiatives to create common language and bring Circle of Courage student profiles to life for all students.



School District No. 51 (Boundary)  
Walker Development Centre  
2013-2014

<p><b>GOAL #1</b></p> <p>Students will demonstrate skills and abilities outlined by the BC Performance Standards in the areas of Contributing to Classroom and Community and Solving Problems in Peaceful Ways.</p>	<p><b>Objectives</b></p> <p><i>Specifically, what improvements in student achievement are you looking for?</i></p> <ul style="list-style-type: none"> <li>Students will demonstrate an understanding and demonstrate age-level social responsibility goals as outlined by the BC Performance Standards.</li> <li>Students will be aware of community support services and how to access them.</li> <li>Students demonstrate age level expectations as outlined by the BC Performance Standards in the areas of contributing to classroom and community and solving problems in peaceful ways.</li> <li>Staff will explore the developmental asset inventory and its application at WDC.</li> </ul>
<p><b>Rationale</b></p> <p><i>Evidence and information used to set this goal:</i>  <i>Why is this a priority area? How do you know what needs improvement?</i></p> <p>Students come into Walker Development Centre, an alternate education environment, for a variety of reasons. More often than not our target population have complex dynamics in their lives that act as a barrier to meeting learning objectives and targets for their age-level. Financial strain, emotional or social difficulties, involvement with legal or justice system, substance use, poor experience with the traditional school system are examples of barriers to meeting age-level educational objectives.</p>	
<p><b>Evidence/Results</b></p> <p><i>Data results:</i></p> <ul style="list-style-type: none"> <li>Analysis of quick scale indicated a need to better understand student functioning in two additional areas; Solving Problems in Peaceful ways and Contributing to Classroom and Community. These additional scales were completed for every enrolled student.</li> <li>A breakdown of results from the more targeted performance scales resulted in findings that included adult and senior students scoring at levels 3 and 4. Elementary, junior, and some at-risk senior students scoring at levels 1 and 2. Noted areas of concern included apathy, consistency, and passive engagement as observable areas serving as a barrier to progress to a level 3 or 4.</li> <li>Since the implementation of our Alternate to Suspension Program over the past four years, 6 students have been suspended. No student over the course of four years has had a repeat incident. Staff, students, and families view this as a 100% success rate in reducing suspension for substance use.</li> </ul>	<p><b>Targets</b></p> <p><i>Expected results:</i></p> <ul style="list-style-type: none"> <li>Students at Level 1 and 2 will move towards a 2 or 3, meeting age-level expectations on the Quick Scale for Social Responsibility, in addition to the elaborated scales of Solving Problems in Peaceful Ways and Contributing to Classroom and Community.</li> <li>Continue with Social Responsibility rubric scales by staff and students; use 'kid-friendly' rubrics for student self-assessment.</li> <li>The continued implementation of an 'Alternate to Suspension' Program which will target alcohol, tobacco, and drug reduction, informed decision making, access to support services with an emphasis on monitoring program success and raising awareness of program, partnership, and effectiveness.</li> <li>All staff will be familiar with the Developmental Assets Inventory.</li> <li>A Developmental Assets Inventory will be completed with student consultation in Fall and Spring.</li> </ul>
<p><b>Strategies</b></p> <p><i>Activities or behaviours that will support attainment of this goal:</i></p> <ul style="list-style-type: none"> <li>Students will engage in self-assessment using a student friendly version of BC Performance Standards Quick and Extended Scales</li> <li>Student will participate in the development of a learning plan or IEP that addresses their unique set of barriers and learning needs.</li> <li>Direct social skill instruction at a developmental appropriate level will be provided to every enrolled student</li> <li>The school staff and students will work with support services and agencies to increase awareness and access to services</li> <li>The school staff and students will develop additional community partnerships that support physical health, emotional health, shelter, and nutrition for every student.</li> </ul>	
<p><b>Structures</b></p> <p><i>Organizational changes or resource allocations that will support attainment of this goal:</i></p> <ul style="list-style-type: none"> <li>Staffing levels will target supporting social-emotional development of each learner by providing access to Child and Youth Counseling for every student, access to Aboriginal Support Services for our Aboriginal Students, a Learning Plan or IEP for every enrolled student.</li> <li>For educational staff to be Special Education teachers with a specialized skill set in supporting diverse and unique learners.</li> <li>Partnership with community services including by not limited to; Community Futures, Selkirk College, CYMH, MCFD, BFISS, health, restorative justice</li> </ul>	

**Inquiry Question:** How do we assist students in the development and application of skills to solve problems in school, home, and community in peaceful ways?

<p><b>GOAL #2</b>  <i>Focus on a specific area of student achievement for all students:</i></p> <p>Students will have access to an effective school meal program to support a foundation to improve student diet quality, academic and social functioning, and long term health.</p>	<p><b>Objectives</b>  <i>Specifically, what improvements in student achievement are you looking for?</i></p> <ul style="list-style-type: none"> <li>• Target areas identified by Health School Planner include Supporting social environment and community partnerships and services.</li> <li>• Students will access daily a healthy school meal program.</li> <li>• Students will demonstrate an increased awareness of health support services available in the community.</li> <li>• Students will demonstrate an increased understanding of components of healthy eating and food safety.</li> </ul>
<p><b>Rationale</b>  <i>Evidence and information used to set this goal:</i>  <i>Why is this a priority area? How do you know what needs improvement?</i></p> <p>The link between the provision of a healthy breakfast and students' health and development has been well established by research. It is widely accepted that eating a healthy breakfast improves students' concentration, attendance, cognitive functioning and academic performance. (School Meal and School Nutrition Program Handbook, Ministry of Education, 1996).</p>	
<p><b>Evidence/Results (cont'd)</b>  <i>Data results:</i></p> <ul style="list-style-type: none"> <li>• Completed Health Survey indicated action required in: <ul style="list-style-type: none"> <li>○ Supportive Social Environment: Encouragement for parent / families / guardians to support and reinforce healthy eating and nutrition education.</li> <li>○ Community Partnerships and Services: Connection to Community Resources</li> <li>○ Healthy eating, balance nutrition, and information bulletin board displays access by students and parents.</li> </ul> </li> </ul>	<p><b>Targets</b>  <i>Expected results:</i></p> <ul style="list-style-type: none"> <li>• Begin dialogue with parents / students / families to determine what their needs are in relation to establishing healthy eating pattern.</li> <li>• Research community resources available to establish healthier eating lifestyles.</li> <li>• Provide nutrition-related education resources to parents / students / families to encourage their involvement in healthy eating activities</li> <li>• Liaison with Public Health Unit to set up its "Liquid Canada Display" in the classroom.</li> <li>• Invite dietician to speak about health topics including but not limited to diabetes.</li> <li>• Provide students access to Food-Safe Certificate Course.</li> </ul>
<p><b>Strategies</b>  <i>Activities or behaviours that will support attainment of this goal:</i></p> <ul style="list-style-type: none"> <li>• Seek opportunities for discussion with parents / students /families about their eating patterns and what needs they may have in relation to eating healthier</li> <li>• Staff will contact local organizations to determine what community resources are available to help</li> <li>• Students will be introduced to the Canada Food Guide, and copies of the Guide will be left of the counter in the school office for parents.</li> <li>• A weekly healthy snack will be posted on school bulletin boards.</li> <li>• Access to Healthy Eating Information will be shared via school webpage.</li> <li>• Liaison with Public Health, Dietician, to invite into the classroom for discussion and presentation.</li> </ul>	
<p><b>Structures</b>  <i>Organizational changes or resource allocations that will support attainment of this goal:</i></p> <ul style="list-style-type: none"> <li>• Develop and enhance community partnerships with local services including but not limited to: Public Health, Dietician, Nutritionists,</li> <li>• Create time within the instructional program to introduce topics / targets above.</li> <li>• Continue with Fruit and Veggie Program, Breakfast for Life Grant, District Nutrition Grant, BuyLow Partnership Food Program</li> </ul>	

**Inquiry Question:** How are we ensuring that students have access to a balanced meal program? To what extent are students engaged in the development and implementation of a balance meal program at Walker Development Centre?

<p><b>GOAL #3</b></p> <p><i>Focus on a specific area of student achievement for all students:</i></p> <p>To enhance the reading skills of all students</p>	<p><b>Objectives</b></p> <p><i>Specifically, what improvements in student achievement are you looking for?</i></p> <ul style="list-style-type: none"> <li>• Students will become more engaged, interested readers</li> <li>• Students will improve their perception of themselves as readers</li> <li>• Students' reading performance will improve over their baseline rate</li> </ul>
<p><b>Rationale</b></p> <p><i>Evidence and information used to set this goal:</i></p> <p><i>Why is this a priority area? How do you know what needs improvement?</i></p> <ul style="list-style-type: none"> <li>• Evidence of District Wide Reading Assessment indicates our students are below grade level and are struggling readers</li> <li>• Students tell us everyday that they do not enjoy nor do they want to be reading. Students will identify reading across media, including electronic, print, and audio sources of text.</li> </ul>	
<p><b>Evidence/Results</b></p> <ul style="list-style-type: none"> <li>• Informal reading assessments [e.g. Jerry Johns, Brigance Test of Basic Skills]</li> <li>• District Read and Writes</li> <li>• Academy of Reading programs</li> </ul>	<p><b>Targets</b></p> <p><i>Expected results:</i></p> <ul style="list-style-type: none"> <li>• Continuous growth in students reading skills</li> <li>• Students will identify reading across media, including electronic, print and audio</li> <li>• Students will identify and differentiate their ability and passion in reading across media</li> <li>• Explore current criteria on reading competencies in electronic form</li> </ul>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Encourage students to use all the different types of print [computers, magazines, newspapers, etc.]</li> <li>• Raise student awareness of what they are already capable of reading</li> <li>• Help students identify their own personal reading interests</li> <li>• Use of a balanced reading curriculum [phonics, comprehension, oral fluency, rate of reading]</li> <li>• Investigate reading resources for informal assessment purposes</li> <li>• Explore current criteria on reading competencies in electronic form</li> </ul>	
<p><b>Structures</b></p> <p><i>Organizational changes or resource allocations that will support attainment of this goal:</i></p> <ul style="list-style-type: none"> <li>• District Reads &amp; Writes</li> <li>• Use / promotion of public library, its resources, and services</li> <li>• Adjust Spring Reading Assessment dates to better reflect engagement / attendance patterns of students attending the Development Centre, in late February – early March.</li> </ul>	

**Inquiry Question:** How do we ensure student achievement across reading skills is demonstrating continuous growth?



**Ongoing priorities:**

We will continue to focus on the following priorities as well as our School Growth Plans:

Utilization of technology to support student engagement, achievement, and to increase personalized learning opportunities.

**The undersigned as members of the School Planning Council authorize this 2013/15 School Plan and submit it on behalf of the school community:**

\_\_\_\_\_**Jennifer Turner**\_\_\_\_\_  
**Principal (printed name)**

\_\_\_\_\_  
**Signature**

**May 8, 2013**  
**Date**

\_\_\_\_\_**Brenda Boyd**\_\_\_\_\_  
**Teacher Rep (printed name)**

\_\_\_\_\_  
**Signature**

**May 8, 2013**  
**Date**

\_\_\_\_\_**Cindy Anthony**\_\_\_\_\_  
**Parent Rep (printed name)**

\_\_\_\_\_  
**Signature**

**May 8, 2013**  
**Date**

\_\_\_\_\_**Kirsten Meyers**\_\_\_\_\_  
**Student Rep (printed name)**

\_\_\_\_\_  
**Signature**

**May 8, 2013**  
**Date**



School District No. 51 (Boundary)  
BWCS  
2013 - 2014  
Academic Achievement



<p><b>GOAL #1:</b> <i>Focus on a specific area of student achievement for all students:</i></p> <p>To continue to improve student achievement in reading fluency.</p>	<p><b>2013/14 Objectives:</b> <i>Specifically, what improvements in student achievement are you looking for?</i></p> <p>The ability for students to read competently and with fluency.</p>
<p><b>Rationale</b> <i>Evidence and information used to set this goal: Why is this priority area? How do you know what needs improvement?</i></p> <p>As demonstrated in our school-wide read and write testing, students are in need of more practice to develop their reading fluency and expression. Fluency will increase the ability for students to focus on comprehension and analysis.</p>	
<p><b>Evidence/Results (cont'd)</b> <i>Data results shared with SPC, PAC, Parents and Staff in 2012-2013:</i></p> <ul style="list-style-type: none"> <li>-School/District-wide assessment results were completed in the Fall. Assessments will be completed in the Spring as well.</li> <li>-School based marks – Reading A to Z – on-line Reading Fluency Assessment</li> <li>-Fluency assessment results not reportable due to low numbers. However, a majority of students did gain one grade level from previous fall assessment to this fall during comparison of results.</li> <li>-FSA results – consistently strong – but not reportable due to low numbers of students in grades 4 and 7.</li> </ul>	<p><b>Targets for 2013/14</b> <i>Expected results:</i></p> <p>All students will increase by one achievement level (i.e. not yet meeting to minimally meeting) when assessed on their ability to read fluently at their grade level.</p> <p>Continue using the Reading A to Z Fluency assessment in Fall and Spring</p> <p>Student participation in Reading Link Challenge (Battle of the book) to increase interest, desire for reading fluency.</p>
<p><b>Strategies</b> <i>Activities or behaviours that will support attainment of this goal:</i></p> <ul style="list-style-type: none"> <li>- Use of District SMART reading and writing assessment as a baseline.</li> <li>- Enhance parent partnership for home reading program</li> <li>- Continue One-to-One Reading program – Explore to continue development on program.</li> <li>- Continue Daily 5 Program @ primary and intermediate. Continue in primary grades and initiate program for senior grades</li> <li>-Continue use of Words Their Way, Primary Success phonics and sight reading programs in Primary grades</li> <li>- Use of Primary Success phonics and sight reading programs for Primary students</li> <li>-Continue Reading A to Z Fall and Spring</li> <li>-Students to explore and understand grade level BC Performance Standards Meeting Expectation for grade level.</li> </ul>	
<p><b>Structures</b> <i>Organizational changes or resource allocations that will support attainment of this goal:</i></p> <ul style="list-style-type: none"> <li>- Review SMART reading and writing process</li> <li>- Staff to work with newly acquired resources and implement in classes</li> <li>- Implement strategies acquired from Pro-D session on assessment tools and kits</li> <li>- Continue to focus on and with all students in cross curricular areas with focus on reading fluency</li> <li>-BC performance Standards</li> <li>- Student – lead conference at one formal reporting period to focus on reading fluency, comprehension</li> <li>- Leveled reading materials available to meet individual learning needs.</li> </ul>	

**Inquiry Question: How do we continue to improve student achievement in reading fluency at all grade levels?**

<p><b>GOAL #2:</b>  <i>Focus on a specific area of student achievement for all students:</i></p> <p>To improve student awareness and achievement in Healthy Eating</p>	<p><b>2012/13 Objectives:</b>  <i>Specifically, what improvements in student achievement are you looking for?</i></p> <p>Utilize the BC Performance Standards on Healthy Living Assessment tool to assess the school environment and develop a plan in the following area:</p> <p><b>Healthy Eating:</b></p> <ul style="list-style-type: none"> <li>• Healthy Physical Environment</li> <li>• Teaching and learning</li> <li>• Supportive Social Environment</li> <li>• Partnerships and services</li> </ul>
<p><b>Rationale</b>  <i>Evidence and information used to set this goal:</i>  <i>Why is this priority area? How do you know what needs improvement?</i></p> <p>School District 51 asks that all schools look at their Healthy Schools Initiative to determine the area of focus for 2012-2013 school years. Review of the Healthy Eating results indicates a very good beginning and the School Planning Council feels that a continued extension of the Healthy Eating goal is necessary for the 2013-2014 school year.</p>	
<p><b>Evidence/Results (cont'd)</b>  <i>Data results shared with SPC, PAC, Parents and Staff from May 2012 PAC meeting and group review of the BC Performance Standards.</i></p>	<p><b>Targets for 2013/2014</b>  <i>Expected results:</i></p> <p><b>Healthy Physical Environment:</b></p> <ul style="list-style-type: none"> <li>• Maintain student access to a pleasant and safe eating environment</li> <li>• Maintain sufficient time for eating, socializing and clean-up</li> <li>• Promote healthy food choices for packed lunches</li> </ul> <p><b>Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>• Identify and implement a diverse, inclusive approach to healthy eating education through various curricula (various subject areas)</li> <li>• Initiate school nutrition programs along with an annual review of the school nutrition programs</li> </ul> <p><b>Supportive Social Environment:</b></p> <ul style="list-style-type: none"> <li>• Successful application of the Fruit and Veggies program. Implementation of curriculum materials in support of the Fruit and Veggie Program.</li> <li>• Identify and implement programs that promote the availability of healthy food choices</li> <li>• Develop a framework of practices that support health eating and make available to parent and school community.</li> <li>• Demonstrate student directed application of Healthy Living Concepts</li> </ul> <p><b>Community Partnerships and Services:</b></p> <ul style="list-style-type: none"> <li>• Continue with connections to the Public Health Nurse and Healthy Schools Coordinator</li> <li>• Explore connections to other Big White community resources <ul style="list-style-type: none"> <li>○ Expand new partnership with Freedom Quest</li> <li>○ Public Health</li> <li>○ Health Promoting Schools</li> <li>○ DARE program and healthy decision</li> <li>○ Globe and other food-based industry to expand student understanding and application of skills and abilities.</li> </ul> </li> </ul>
<p><b>Strategies</b>  <i>Activities or behaviours that will support attainment of this goal:</i></p> <ul style="list-style-type: none"> <li>- Involve SPC, PAC, and Parents</li> <li>- Action Schools BC Action Plan for 2012-2013</li> <li>- Establish a regular schedule for the Public Health Nurse and Health Promoting Coordinator</li> <li>- Implement BC Performance Standards for Healthy Living into the classroom and community communications.</li> <li>- Develop a framework of practices that support health eating and make available to parent and school community in the updated version of the Welcome Package.</li> <li>- Continue to foster and expand Community Partnerships.</li> </ul>	

## Structures

*Organizational changes or resource allocations that will support attainment of this goal:*

- Establish a staff sharing time (re: information sources and curriculum development) on staff meeting agenda
- Implement Fruit and Veggies programs and curriculum
- Ensure that there is enough refrigeration space for food programs

## **Inquiry Question: How do we support students in their implementation of healthy living choices throughout their day-to-day activities?**

### **GOAL #3:**

*Focus on a specific area of student achievement for all students:*

To improve student achievement in all numeracy concepts

### **2012/2013 Objectives:**

*Specifically, what improvements in student achievement are you looking for?*

To strengthen and build on student ability to perform numerical competencies

\* 4 STRANDS – student achievement to be reviewed in the Fall and Spring

### **Rationale**

*Evidence and information used to set this goal:*

*Why is this priority area? How do you know what needs improvement?*

School assessments indicate that students are in need of building basic numeric performance abilities as well as retention of their basic facts.

### **Evidence/Results (cont'd)**

*Data results shared with SPC, PAC, Parents and Staff in 2011-2012:*

- School grades and report card marks
- Western Protocol Numeracy Assessment – on-line assessment in September and in May – show a relative strength in most Strands – teachers will target areas that students struggle with.

### **Targets for 2012/2013**

*Expected results:*

All students will increase by one achievement level (i.e. not yet meeting to minimally meeting) when assessed on their ability to perform basic numerical tasks and competencies.

### **Strategies**

*Activities or behaviours that will support attainment of this goal:*

- Mad Minute timed daily Math drills with graphing/monitoring of student progress visible to student
- Jump Math Program used to teach recall facts
- Use of BC performance standards to establish baseline and maintain direction
- Use of math games and manipulatives to improve mental math skills
- Teachers to attend math skills Pro-D sessions

## Structures

*Organizational changes or resource allocations that will support attainment of this goal:*

- Attend Pro-D math sessions for related objectives
- Note: Will look for Pro-D for numeracy
- Use of Fall and Spring Numeracy Assessment Online
- Explore opportunity to engage in Canadian Math Challenge Society

## **Inquiry Question: How do we ensure that evidence and targets are a priority for improving numeracy achievement?**

**Communication:****Ongoing priorities:**

Awareness of components of social responsibility and determining a school-wide baseline continues to be an area of interest for the coming school-year. Exploration of grade level BC Performance Standard Strands in classroom and community are a topic of ongoing interest.

**The undersigned as members of the School Planning Council authorize this 2013/14 School Plan and submit it on behalf of the school community:**

**Jennifer Turner****May 8, 2013**

---

**Principal (printed name)**

---

**Signature**

---

**Date****Sara Liebel****May 8, 2013**

---

**Teacher Rep (printed name)**

---

**Signature**

---

**Date****Joy Carr****May 8, 2013**

---

**Parent Rep (printed name)**

---

**Signature**

---

**Date****Susan Sheriff****May 8, 2013**

---

**Parent Rep (printed name)**

---

**Signature**

---

**Date****Kim Hutchison****May 8, 2013**

---

**Parent Rep (printed name)**

---

**Signature**

---

**Date**