School District No. 51 (Boundary)

Regular Meeting of the Board of Education
June 10, 2014 at 6:00 p.m.
School Board Office

Agenda

Call to Order

Presentations/Delegations
- School Connectedness – GFSS Presentation
- GSM Policy delegation – Karly Olsen & Heather Shilton, Public Health
- District Literacy Plan – Sheila Dobie

10 Minute Comment Period

Adoption of Agenda

Adoption of Minutes

     May 13, 2014 – Regular Meeting Minutes

Report on In-Camera Meeting from May 13, 2014

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

Correspondence

Business Items

1. **Superintendent's Report**
   - Report for May 2014 (Attachment)

2. **Secretary-Treasurer's Report**
   - Report May 2014 (Attachment)
   - Enrolment Report (Attachment)
   - Expenditure Report (Attachment)
   - Out of Province Student Rates

   o As per Policy No. 5100 the Board must annually set the rate for out of province students. The proposed rate is $12,000, based on the total funding divided by the September 30, 2013 fte.

   MOTION: "That the annual fee for out of province students be set at $12,000 for the 2014/2015 school year."

3. **Director of Learning's Report**
   - Report for May 2014 (Attachment)

4. **District Literacy Plan** (Attachment)

   MOTION: "That the Board approve the District Literacy Plan for 2014-2015, as presented."

5. **School Trustee Election – appointment of Chief Election Officer**

MOTION: "That the Board of Education of School District No. 51 (Boundary) appoint Mrs. Jeanette Hanlon as Chief Election Officer for the School Trustee Election to be held Saturday, November 15, 2014 and that Mrs. Hanlon be granted authority to appoint poll clerks and/or a Deputy Chief Election Officer, should the need arise."

6. **School Growth Plans**

Grand Forks Secondary School	Dr. D. A. Perley Elementary School
Christina Lake Elementary School	John A. Hutton Elementary School
Boundary Central Secondary School	Midway Elementary School
Greenwood Elementary School	West Boundary Elementary School
Beaverdell Elementary School	Big White Community School
Walker Development Centre	

MOTION: "That the Board approve the School Growth Plans for 2014-2015 as presented."

7. **Committee Reports**
   - AbEd Committee
   - Policy Committee (Attachment)

MOTION: "That the Board approve and adopt the *Respect for Human Diversity: Gender and Sexual Diversity* policy."

   - Other

8. **Talking Break**
   - How does school connectedness enhance student educational experience for our students now and into their future?

9. **Trustee Reports**
   - Grand Forks - September Branch Meeting Planning

10. **Around the Boundary**

11. **Trustee Activities and Upcoming Events**

Future Agenda Items

Next Board Meeting: September 9, 2014 --- School Board Office at 6:00 p.m.

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.

School District No. 51 (Boundary)

Minutes of a Regular Meeting of the Board of Education of School District No. 51 (Boundary) held Tuesday, May 13, 2014 at the School Board Office

The Chairperson called the meeting to order at 6:00 p.m.

Present: Mrs. T. Rezansoff   Chairperson
             Mrs. C. Riddle   Vice Chair
             Mrs. V. Gee   Trustee
             Mr. K. Harshenin   Trustee
             Mr. D. Reid   Trustee
             Mr. K. Argue   Superintendent
             Mrs. J. Hanlon   Secretary-Treasurer
             Mr. D. Lacey   Director of Learning

Absent: Mrs. R. Zitko   Trustee
             Mrs. C. Strukoff   Trustee

Presentations/Delegations

- Mountie For a Day – Constable James Charles and two grade seven students, Riley Condon from West Boundary Elementary and Portia Grandmaison from Greenwood Elementary, talked about the experience of being able to play the role of a police officer for a day.

Adoption of Agenda

MOVED   Riddle
2ND   Reid

"That the Agenda for May 13, 2014 be adopted as circulated."

CARRIED

Adoption of Minutes

MOVED   Harshenin
2ND   Reid

"That the Minutes of the April 15, 2014 Board Meeting be adopted as circulated"

CARRIED

Report on In-Camera Meeting from April 15, 2014
The Board discussed personnel issues, properties/facilities, as well as business items.

Correspondence
Nil

Business Items

1. **Superintendent's Report**
- The Superintendent reported on school visits and meetings attended in and out of the District.

MOVED   Riddle
2ND   Harshenin

"That the Board approve the School Fees for 2014-2015, as presented, with clarification on the charges for the Hutton Kindergarten fees."

CARRIED

2. **Secretary-Treasurer's Report**
   The Secretary-Treasurer reported on operations/transportation items as well as presented the month end expenditure and enrolment reports.

3. **Director of Learning Report**
   The Director of Learning reported on April's Aboriginal Education events, Special Education meetings as well as other District meetings.

4. **Annual Budget Bylaw**

MOVED   Gee
2ND   Reid

"That the Board unanimously agree to give the Annual Budget Bylaw 2014/2015 all three readings at this meeting of May 13, 2014."

CARRIED

MOVED   Riddle
2ND   Harshenin

"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 2014/2015 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 2014/2015.

3.   The attached Statement 2 showing the estimated revenue and expense for the 2014/2015 fiscal year and the total Budget Bylaw amount of $18,022,554 for the 2014/2015 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 2014/2015.

CARRIED

MOVED   Reid
2ND   Gee

"That the Board of Education of School District No. 51 (Boundary) approve the Annual Budget Bylaw 2014/2015 as read, a first, second and third time, passed and adopted."

CARRIED

5. **Trustee Long Service Awards**
Trustees were recognized for their years of service to the District.

6. **Committee Reports**
- Policy Committee
The Policy Committee recommended the following motion:

MOVED   Gee
2ND   Riddle

"That the Board approve and adopt the Respectful Workplace policy."

CARRIED

Due to the adoption of the Respectful Workplace policy, policy 4700 is no longer required. The following motion was made:

MOVED   Gee
2ND   Riddle

"That the Board delete Policy 4700 Harassment/Sexual Harassment."

CARRIED

7. **Talking Break**
Community-based learning experiences can lead to student school connectedness.

8. **Trustee Reports**
- 2014 BCSTA AGM- Trustees reported on the BCSTA AGM.
- September Kootenay Boundary Branch Meeting will be held in Grand Forks, September 19-21, 2014. The committee will meet next week to plan.

9. **Around the Boundary**
   Around the Boundary for April 2014 was presented.

Meeting adjourned at 7:44 p.m.

_____   _____
Chairperson   Secretary-Treasurer

Kevin Argue
SD51 Superintendent of Schools
Month-End Report
June 10, 2014

School Visitations
- Hutton Elementary School
  - ✓ Meeting with Principal regarding Strike Action
  - ✓ Recess supervision coverage

- Perley Elementary School
  - ✓ Meeting with Principal regarding Strike Action
  - ✓ Daily recess supervision coverage

- Grand Forks Secondary School
  - ✓ Meeting with Principal Mr. Stewart regarding postings

- Greenwood Elementary School
  - ✓ Meeting with Principal Brian Foy regarding Elementary Track Meet

- West Boundary Elementary School
  - ✓ 4-School Spelling Bee

* I would like to pass on my thanks to the SD51 School Principals and Vice Principals for the extra duties they have taken on during the current strike action.

District Planning
The Four Goals of the <u>SD51 Achievement Contract</u> are:
1. To embed the Inquiry Process into teaching and learning throughout SD51
2. To improve student achievement in Reading, Writing and Numeracy
3. To implement emerging technologies in teaching and learning in all classrooms for all students in School District 51
4. To develop a District-shared vision to embed Health Promoting Schools initiatives into the schools and classrooms of School District 51

- Learning Improvement Fund plans from all Schools Reviewed
- Reviewed and communicated with Principals and Vice Principals regarding School Growth Plans
- Reviewed and finalized all teacher postings with Principals and Vice Principals

Ministry Initiatives
- Ongoing communication regarding bargaining updates and Strike Action support

Meetings in District
- District Leadership Team GoTo Meeting re BCTF job action
- Regional Superintendents GoTo Meeting
- Meeting and update with Karly Olsen SD51 – Health Promoting Schools Coordinator
- District Leadership Meeting – Jesse Miller Presentation – Social Media via GoTo Meeting
- District Leadership Team meeting re Layoffs and Strike Action Planning
- BISM meeting
- Ab Ed Drumming performance – Grand Forks Art Gallery

Meetings out of the District
- Selkirk College – future of Teacher Education Program

Fiscal Year End and Audit

June 30th is the fiscal year end for the School District, as well as the snapshot date for our financial statements.   On June 24th the Auditors will come for one day to do a preliminary audit.   They will return for five full days from July 21-25, and then in September they will present the financial statements to the Board.

Staffing

In May we continued to work on staffing for the 2014-2015 school year. We have 23 teacher postings for next year totaling 14 FTE. Potentially there may be several rounds of postings as we are expecting movement of teachers into different schools.   Schools have also submitted their LIF applications; most requests are being met either through LIF funds or general operating funds.   We are in the process of staffing Education Assistants and Child and Youth Workers as well.

Fire Suppression 2014

Maintenance/Technology

We are pleased with the new work order system that was implemented in June 2013. We very much appreciate our Maintenance Department who does such an amazing job for our District. To date they have completed 2,878 work orders, as well as handling smaller day to day jobs that no work order has been submitted for. This summer they will focus on school projects, and then if time permits they will continue working on the remaining work orders. Dean and I have talked to all Principal's to go over the plans for each of their schools.

New Buses

The three new buses have arrived. We currently have one out on a run, and will be putting the other two out shortly.

Sessions attended in May

BCASBO AGM – May 21-23, 2014 -- Lynn, Alex, and myself attended.
BCASBO Leadership May 23-24, 2014

School District No. 51 (Boundary)
Enrolment
As of May 31, 2014

Head Count

	31-May-14	30-Apr-14	Increase (Decrease)	30-Sep-13
GFSS	340	340	-	342
Perley	255	255	-	264
Hutton	246	246	-	241
CLES	79	78	1.0000	85
BCSS	124	124	-	123
MES	32	32	-	32
GWD	33	33	-	31
WBES	110	111	(1.0000)	107
BES	9	9	-	10
Big White	24	24	-	27
Walker	20	22	(2.0000)	22
Total	**1272**	**1274**	**-2.0000**	**1284**

Expenditure Report

Object	Title	May	YTD	ENCUMBERED	BUDGET	Remaining	%
10	Principal & Vice Principal Sal	82,566.25	892,431.98		995,249	102,817	10
11	Teacher Salaries	570,673.31	5,120,375.64		5,750,161	629,785	11
12	Non-Teachers Salaries	252,723.31	2,484,379.03		2,879,075	394,696	14
13	Management Salaries	32,589.83	358,488.13		403,401	44,913	11
14	Substitute Salaries	38,112.66	325,749.45		489,159	163,410	33
19	Trustees Indemnity	6,268.40	68,952.40		75,223	6,271	8
21	Statutory Benifits	69,837.38	512,564.52		573,573	61,008	11
22	Pension Plans	113,532.22	1,149,349.93		1,327,038	177,688	13
23	Medical And Life Benifits	52,245.67	529,326.54		614,496	85,169	14
31	Services	81,778.33	445,212.42	10,966.86	592,517	136,338	23
33	Student Transportation	10,884.34	73,392.24		83,105	9,713	12
34	Training & Travel	18,664.92	204,660.90		229,810	25,149	11
36	Rentals & Leases	2,794.00	30,734.00		33,528	2,794	8
37	Dues And Fees	1,788.91	60,912.35		71,790	10,878	15
39	Insurance	861	62,278.00		67,400	5,122	8
51	Supplies	81,691.90	706,956.43	52,395.87	1,075,192	315,840	19
54	Electricity	16,589.17	218,518.70		283,000	64,481	23
55	Heat	18,477.08	146,233.70		143,000	-3,234	-2
56	Water And Sewage	427.23	13,627.30		21,000	7,373	35
57	Garbage And Recycling	1,293.08	12,379.81		17,000	4,620	27
	Totals	**1,453,798.99**	**13,416,523.47**	**63,362.73**	**15,724,717.00**	**2,244,831.00**	**14**

Doug Lacey
SD51 Director of learning
Month-End Report
June 10, 2014

School Visitations

- Hutton Elementary School
  - ✓ Meeting with Principal regarding LIF
  - ✓ Participated in drumming session in Grade 1/2 classroom
  - ✓ Recess supervision coverage (daily)

- Perley Elementary School
  - ✓ Meeting with Principal regarding report cards

- Greenwood Elementary School
  - ✓ Visited classes in P.E. training for Track and Field
  - ✓ After-school bus coverage (once)

- Grand Forks Secondary School
  - ✓ Held a grade 10-12 student forum on East Boundary Community Health

- Christina Lake Elementary School
  - ✓ Participated in MyEducationBC Train-The-Trainer session

Aboriginal Education

- Peter Morin, a Tahltan performance artist worked with community elders and students of BCSS and GFSS on making drums and participating in a performance art piece at the Grand Forks Art Gallery. Thirty drums were made and are a part of the "Before There Was Light" art exhibition.
- Aboriginal Elders Drumming Group have been visiting grade 1/2 classrooms across the Boundary.
- The Boundary Aboriginal Education Steering Committee met on Friday, May 30 to study data and provide input into the Annual Aboriginal Education Report.

Special Education

- Joanne Gidney continues to work closely with Special Education teachers in a mentoring capacity and she has also been working closely with them and Brenda Fitzner developing the schedule of assessments for the 2014-15 school year.
- Many conversations with school principals have occurred over the month to ensure there are adequate and appropriate levels of E.A. and C.Y.C. staffing for the 2014-15 school year. This has been an important component of the District's LIF planning and support staffing levels in each school for 2014-15 school year.
- Met with SET BC to discuss the changing delivery model that we can expect in the coming years from this outreach agency.

MyEducationBC
- Shawn Lockhart has been working closely with Fujitsu on the new common information roll-out. He has attended many hours training through Elluminate sessions on "Fundamentals" of the program, Bootcamp training on conversion processes from BCESIS to MyEducationBC, and train-the-trainer sessions. The District is still scheduled for conversion during the summer.

Meetings in District
- District Leadership Team GoTo Meeting re BCTF job action
- District Leadership Meeting – Jesse Miller Presentation – Social Media via GoTo Meeting
- District Leadership Team meeting re layoffs and strike action planning
- BISM meeting
- Ab Ed drumming performance – Grand Forks Art Gallery
- CRCVU meeting with many community partners regarding children and youth and victim services
- Met with Ministry of Education representatives regarding our Aboriginal Education Enhancement Agreement progress.
- Attended meeting regarding the scope and shape of the Elementary Behaviour Program for 2014-15.

Meetings out of the District
- Attended a Selkirk College Advisory meeting (CCSW Advisory Committee) in Castlegar regarding Education Assistant education program a attended the E.A. job fair for new graduates.

District-Community Literacy Plan

School District #51 - Boundary

Serving the Communities of:

Christina Lake, Grand Forks, Greenwood, Midway, Rock Creek, Bridesville, and Beaverdell

2014-2015

Prepared by Sheila Dobie

Community Literacy Coordinator,

Columbia Basin Alliance for Literacy (CBAL)

April 2014

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Appendix

Agenda

Section 1: Reflections of the Current Year

A)   The Community Literacy Task Force/ Advisory Committee

- The Boundary literacy committee met four times this year and enjoyed a successful year of collaborations and projects.
- Two direct indicators showed the impact of our work:
    - Our first fall meeting opened up the issue of a high demand and difficult access for Educational Assistant qualifications in workers for both the School District and Community Living agencies. This stimulated a response from Selkirk College in moving forward on improved distance learning infrastructure at the Grand Forks campus.
    - A community member came forward with a writing anthology project for school students. The committee took it on as a project that will continue in the coming year.
- Our Task Force youth membership is in a state of transition as Jaclyn Salter moves on, graduating from Grade 12. Jaclyn has assisted in recruiting a possible replacement youth member. She has been an enormous asset to the Committee- we will miss her very much.
- Health Promoting Schools Coordinator transition has made for a late connection to our Committee. We look forward to having Karly Olsen on the Committee next year.
- The committee continues to benefit from a great relationship with School District No. 51.
- We enjoy a well-rounded Task Force that strongly represents youth, literacy tutors, active community organizations, and local government.
- 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

School District 51 (SD51) – Boundary is made up of three municipalities within the Regional District of Kootenay Boundary, including: Grand Forks, Greenwood and Midway and the unincorporated Electoral Areas of C, D and E including the communities of Christina Lake, Rock Creek, Bridesville, Westbridge, Beaverdell and Big White.

It covers 7000 square kilometers and has a resident population around 12,500, with 67% of the dwellings categorized as rural. In good weather it takes approximately 2.5 hours to travel west to Beaverdell and approximately .3 hour to travel east to Christina Lake. Non-English speaking households make up 4.2% of the population and 15.3% of the population identify themselves as Aboriginal.   The population has been in decline since 1998.

The Vital Signs report, lead by the Phoenix Foundation, is an important discussion piece for the Boundary and provides a conversation and analysis around the current, potential, and perceived issues facing our citizens. Since the first Boundary Communities' Vital Signs Report in 2009, it has invariably become a key tool for many different groups and organizations working for the betterment of our communities.

Scan of the Past Year - The following list highlights both the positive and negative points that mark the past year's community literacy efforts.

- This year we were able to focus on the 4 literacy goals identified in the large community process held last spring. This provided excellent direction for community literacy priorities.

- Community wide collaborations and service agency commitments continue to provide a rich literacy environment for families and adults in the region.

- A Selkirk College Adult Basic Education collaboration was delivered at the Glanville Center with child minding- called "Back to School with Baby". This had mixed results with issues around the low attendance. Amendments will be made to the delivery model and marketing approach- see below in the collaborations.

- West Boundary literacy planning and program delivery continue to expand with, new locations for adult computer sessions, and the participation of a food security community group. West Boundary Seniors are taking on the role of publishing the community newspaper, which has sparked interest in improving computer and writing skills.

- 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.

C. **Community Development and Literacy Collaboration:**

The Boundary region continues to benefit from a tremendous commitment to collaborative planning and program delivery within the community. The positive outcome of these partnerships is due to the commitment from the agencies involved, as well as, the community literacy coordination that is offered to support and direct them. Community development becomes a key result to these collaborations, as ways to serve the community through literacy increasing social capacity and quality of life.

A representative collaboration within this community context is with BFISS/Selkirk College and CBAL in a pilot year for Grand Forks, delivering a supported ABE program with child-minding. This program is called "Back to School with Baby" and

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is being implemented throughout the West Kootenay region. The program will continue in Grand Forks and be marketed to students who may consider this a time for any self-directed learning as well as ABE.

D. <u>Goals and Actions of the current year</u>

Each of these goals will be continued for 2014/15. See table in Section 2 for the priority areas and indicators.

<u>Goal #1: Financial Literacy</u>: 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.

What actions took place in this past year and what organizations were involved?

- CBAL Community Literacy Coordinator participated in a two-day training on financial literacy facilitation with a curriculum developed by the Canadian Centre for Financial Literacy.
- CBAL and Literacy Committee members began the first steps with the high school and the Grand Forks Credit Union to plan a financial literacy series for the Grade 12 class.
- Boundary Family and Individual Services (BFISS) worked with CBAL and the Grand Forks Credit Union in the delivery of a 4 series workshop on Financial Literacy – Money Matters. 23 parents participated, with CBAL delivering 2 sessions and the Grand Forks Credit Union delivering 2 sessions.

What adjustments were made?

- The Financial Literacy program for the Grade 12 class was not able to take root for this year; however, a planning commitment has been made with the Vice Principal with the hopes of a delivery in the coming school year.
- Financial literacy pieces are in the plans for the coming year with the West Boundary programing partners.

What were the indications of success?

- Parents taking the program at BFISS are asking for more, with some content on how to talk to kids about money.
- The curriculum from CCFL worked well, with the sessions well supported with activities and material.
- Planning is underway for programing at the high school.

What were the challenges?

- To embed financial literacy from the community into the high school timetable holds challenges and requires extra time to achieve the necessary buy-in and planning.

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- The topic is vast and diverse, and we need to be prepared to adjust what is covered with the input from the participants, ensuring the flexibility within delivery partners.

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.

What actions took place in this past year and what organizations were involved?

- CBAL/ BFISS collaborated on the delivery of Alphabet Soup, a family literacy program that uses food to explore a wide range of literacy topics such as healthy connections to food, food in different cultures, stories around food, and early language development with food.
- West Boundary Seniors – Empowering Our Seniors project delivered a series of workshops around health and capacity development. CBAL partnered with this program with a computer workshop series.
- Women's Institute has approached Community Literacy with an interest in funding a health literacy initiative involving food and nutrition education, and workshops in food preservation. This will be a program that will partner with BFISS existing parent education program and the Food Bank. This year has accomplished the planning, for a fall delivery.

What adjustments were made?

- Health Promoting Schools program was not present at the Committee table this year, so there was less capacity with the Task Force in planning health literacy projects.
- Initial contacts have been made with the new HPS coordinator – who is interested in coming to the Task Force.

What were the indications of success?

- New partnerships (such as the Women's Institute) are emerging with food security projects in the region and discussions are taking place to include literacy programming within these projects such as: decoding a nutritional label, cooking for health on a budget, and food preservation for healthy eating in the winter.
- Alphabet Soup is drawing new families, and is strengthening the connection with Strong Start Centres in Grand Forks, Greenwood, and Christina Lake.
- Health Literacy in connection to food security is a growing interest in the community. The regional community literacy partners in the West Boundary are seeing this as an essential part to partnering and serving the communities in their future planning and development.

What were the challenges?

- We continue to seek a strong working connection with Interior Health with someone who has the mandate and time allocation for working with community health literacy projects.

- This is another vast area for community literacy and needs strong collaborations to be effective and meaningful for our communities.

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.

What actions took place in this past year and what organizations were involved?

- Community Futures/ Boundary Chamber of Commerce led a project around implementing a regional on-line community calendar. This was taken up by the Christina Lake community, and the Boundary Chamber and is now ready to expand to other linked users and for postings guided by the Chamber.
- Partners in Parenting held another successful conference for parents this year with a speaker from the Neufeld Institute. This annual event is now entering into a community survey process to identify changes. This conference has created great results in connection and learning across the region. A new look and structure based on the survey results is anticipated to ensure its continued success.
- An anthology writing project, with the theme of stories that connect our families, was initiated within the school district. Not enough submissions were entered to allow for the project to move into publication, but we are going to continue this into next year. The stories that were submitted will be reviewed and selected for publication in the local newspaper.

What adjustments were made?

- In our plan last spring we identified the opportunity for a youth to seniors project being part of a grad requirement within the school system. There was no traction achieved on this idea. However, with the possible development of a financial literacy piece with the Grade 12 cohort, there may be some opportunities identified in that process.
- Regarding new learning hubs- specifically in the West Boundary: Beaverdell is still being researched, and in Midway, outreach work has trialed new connections in the Midway Seniors space. Community Futures in Greenwood is renovating their board room to include an

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expanded computer space that may be useful for community learning opportunities.

What were the indications of success?

- The on-line calendar is filling a large gap in the region for building connections between our communities.
- Demonstrated willingness to open spaces for learning opportunities from agencies and organizations across the region.
- The anthology project resonated deeply with the teachers that did participate, and we are being encouraged to try it again.

What were the challenges?

- Infrastructure, research and planning for learning hubs requires resources that are often not there.
- Distance to the communities, such as Beaverdell, adds enormous challenges in making the right connections around the opportunities.
- West Boundary Literacy outreach capacity (very part time) was limited this year with the CBAL position vacant for the first half of the year, and then the orientation taking up most of the remaining half.

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.

What actions took place in this past year and what organizations were involved?

- CBAL/ BFISS continued to expand the delivery of collaborative family programming in all of our Strong Start Centres, from Christina Lake, Grand Forks and Greenwood.
- Work Place literacy continues to be a lens for community adult literacy within Community Futures Work BC programing, Selkirk College and CBAL programming and service.
- The identification of needs in increased and improved access to the Education Assistance program stimulated response from Selkirk College in developing the capacity for alternate delivery modes for distance education in the Grand Forks Campus. This was an action that came from the Literacy Task Force table.
- Computer skill development for adults in workshops and one to one assistance continues to be a collaborative delivery with Community Futures, Libraries through-out the region, CBAL, seniors organizations and community groups all involved.
- Reading Link Challenge continued to be a huge success between the West Boundary libraries and elementary schools, with the Grand Forks Public Library now coming on board with their own for the Grand Forks schools.

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- The Boundary Chamber of Commerce are working extensively on building the on-line calendar, a large collaborative asset for this region

What adjustments were made?

- This year there were no opportunities for continued delivery of the special needs programming in connection to the Habitat for Humanity project. A new partnership in the community between the Whispers of Hope, Habitat for Humanity, and the Emergency Shelter will be explored for possible community literacy programs.
- The Family Day event explored family stories – but was the only storytelling event possible this year.
- Collaborative programming for building connections between youth and seniors is part of the planning in the opportunities we are developing within the Women's Institute literacy project. This project will involve programing with BFISS and possibly the School District.

What were the indications of success?

- CBAL family programming in the Strong Start Centres, with increased participation from families using evening program times.
- In Work Place literacy, Selkirk College obtained an endorsement from the Downtown Business Association for their Customer Services program.
- Reading Link challenge is now being taken into the Grand Forks schools.
- Adult literacy programs continue to benefit from healthy partnerships with our regions libraries and Selkirk College.
- The community on-line calendar, another example for strong collaborative relationships is filling a critical gap in the community.

What were the challenges?

- Work Place literacy discussions are a challenge to initiate within the business sector.
- Storytelling requires a strong community guild or group that has this focus. This was initiated last year, but it has been challenging to keep the momentum going with the participants due to many personal difficulties and lack of resources. We continue to see storytelling as a key way to build community.

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Section 2

School District 51 – Boundary

Community District Literacy Plan 2014-2015

Serving the communities of Christina Lake, Grand Forks, Greenwood, Midway, Rock Creek, Bridesville, and 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.

Strategies	People/ agencies involved	Resources	Indicators of Success
Continued use of CCFL curriculum. Research other resources and materials	CBAL, BFISS School District #51 GFCU	Planning and training time	Training and curriculum developed and expanded Tools such as Fact sheets and Tips will be produced and used by partnering agencies
Identify and develop partners for delivery	School District #51 Glanville Center/BFISS West Boundary agencies and groups GFCU	Planning time	Venues and facilitators are established throughout the region A connection is made with Heritage Credit Union for possible delivery partnerships in the West Boundary.
Continue to deliver financial literacy programs in the region that serve the priority ages and topics identified in the program planning	CBAL School District#51 West Boundary groups and agencies	Facilitation and Materials	A community based Financial literacy program will be continued and expanded in Grand Forks and the West Boundary. A series will be planned and delivered within the Grade 12 time table with the GFCU "Healthy Cooking on a Budget" will be a topic that is used in this series.

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Agenda

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.

Strategies	People/ agencies involved	Resources	Indicators of Success
Continue to develop Community partners in Health Literacy	Interior Health CBAL CLAC BFISS West Boundary Seniors West Boundary FAR	Planning time	Long term planning for health literacy programing with partners will be established by 2015 that includes the West Boundary
Health literacy programing will be developed and evaluated for future programing	CLAC CBAL Libraries in the Region Interior Health BFISS School District #51 Women's Institute	Facilitation time and materials	One adult health literacy program will be delivered by June 2015 Family programs will continue with a health literacy lens Collaborative programing will be delivered with the West Boundary with initiatives such as Kettle River Seniors program and FAR (food security group) Deliver a series of "Health Talks" in the West Boundary See financial literacy for "healthy cooking on a budget"

Agenda

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.

Strategies	People/ agencies involved	Resources	Indicators of Success
A community on-line calendar builds on community information as a regional hub of community information	CLAC Boundary Chamber Regional Libraries CBAL	Coordination	The community wide calendar system will be linked to various agencies and will be widely used in the region
Build on the connections that stimulate healthy and empowering communication between and within age groups	CLAC SD #51 CBAL Seniors Centres	Coordination	Partners in Parenting conference will have achieved a new structure and renewed success Anthology project- continues Establishment of a youth to seniors project within grad requirements, explore possible integration of computer workshops
Continue to Research and develop community learning hubs in the West Boundary; Beaverdell, Midway Library, Rock Creek Medical Centre, Midway Seniors	CBAL SD #51 West Boundary Literacy Group BFISS	Coordination	Beaverdell school is established as a community access for internet West Boundary learning hubs are developed where feasible

Agenda

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 in a diversity of locations, times and styles through-out the region
Work Place Literacy: Continued development of curriculum focused on Essential skill development	Selkirk College Community Futures CBAL BCRCC	Coordination Facilitation	Work Place literacy programs continue to be available within the community
Programs connected to special needs groups	SVCS CBAL	Facilitation Planning	Explore literacy programming opportunities with the new Whispers of Hope location and the Emergency Shelter
Connect to seniors and youth to determine approach to integrate programing	CLAC- Youth CBAL Libraries in the Region Seniors Centres and facilities	Facilitation and Planning	Youth /Seniors group is established to build story collections; integration into computer workshops; make connection with seniors groups and 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

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Agenda

Boundary Community Literacy Advisory Committee and Task Force

Name	Agency	Email
Avi Silberstein	Grand Forks District Public Library	asilberstein@gfpl.ca
Christy Luke	Selkirk College	cluke@selkirk.ca
Darlaina Redlack	Community/ Gazette	darlainea@yahoo.ca
Doug Lacey	SD #51 - Director of Learning	doug.lacey@sd51.bc.ca
Ellen Strelaeff	BFISS	ellen.strelaeff@bfiss.org
Heather Shilton	Interior Health	heather.shilton@sd51.bc.ca
Jaclyn Salter	Community Youth	readwall@telsu.net
Ken Harshenin	SD #51- trustee	ken.harshenin@sd51.bc.ca
Leda Leander	BFISS	leda.leander@bfiss.org
Louise Heck	BCCRR	bccrr@telus.net
Neil Krog	City of Grand Forks	nkrog@grandforks.ca
Sandy Elzinga	Community Futures	sandy@boundarycf.com
Sheila Dobie	CBAL- Literacy coordination	sdobie@cbal.org
Vivien Browne	CBAL- West Boundary outreach	westboundaryliteracy@gmail.com
Yelena Churchill	CBAL - Family Programs	yelena.cbal@gmail.com

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1. Scanning:

4-School Community
- Do students feel connected to their learning in a meaningful way?
- Are we able to grow that connectedness?

Reading
- Are all readers able to flourish and grow regardless of their challenges and/or starting point?

2. Focusing:

4-School Community
- How can we use this 4 school model to grow connectedness in our learners?

Remedial Reading
- How is screening our readers enabling us to understand the strengths and challenges that our readers encounter?
- Ensure a good understanding of results from our fall/spring reader screening sessions

3. Developing a hunch:

4-School Community
- If we continue to promote intentional interaction between schools will it promote growth in connectedness?
- Understanding our circle of courage individualized learning plan experience.

Reading
- Will a change in instructional practice (reading program/intermediate pullout intervention) improve reading?
- Success with pullout intervention will allow classroom teachers to better be able to support students in their classrooms (learning across the board)

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

FOCUSING
What does our focus need to be?

SCANNING
What's going on for our learners?

DEVELOPING A HUNCH
What is leading to this situation?

CHECKING
Have we made enough of a difference?

LEARNING
How and where can we learn more about what to do?

TAKING ACTION
What will we do differently?

Checking:

4-School Community
- Greater level of connectedness
- Higher level of learning engagement

Remedial Reading
- Increased achievement in reading using our screening tool
- Greater level of reading for enjoyment
- Greater level of teacher understanding of reading levels and the components of reading

Taking Action:

4-School Community
- 4 school self-regulation support teacher
- Grow a 4 school common calendar

Remedial Reading
- Incorporate a school-wide reading/literacy block
- Primary pontoon reading initiative
- Intermediate pullout intervention
- Reading link challenge
- Self-regulation support teacher

4. Learning:

4-School Community
- Creates a larger Professional Learning Community
- Use of team to promote communication

Reading
- Continued relationship with reading consultant
- Continued participation in changing readers – district initiative
- Professional Learning Community

GFSS School Growth Plan
2014-2015

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

Scanning "What's going on for our learners?"
We started the conversation in Sept 2013 to look at "Student Connectedness" specifically by asking students in their first homeroom class the following question:
Are there two or more adults in the building that care about how you do as a person?

Grand Forks Secondary School
School Connectedness Student Survey

As a school we are looking to improve the learning environment for our students. Part of what makes a positive learning environment is when students feel valued by adults in the building. Please fill out this brief survey to support us in understanding how to best promote a positive learning environment for students at GFSS.

Grade: 8 9 10 11 12   Male O   Female O   Aboriginal O

Are there two adults in this school (or your previous school) who believe you can be a success in life? Check one.

                    Yes _____   No _____

Can you please explain how you know this? What do those adults do to make you feel they believe in you, or to make you feel they do not believe in you? (No names please.)

_____

_____

_____

Here is what we found
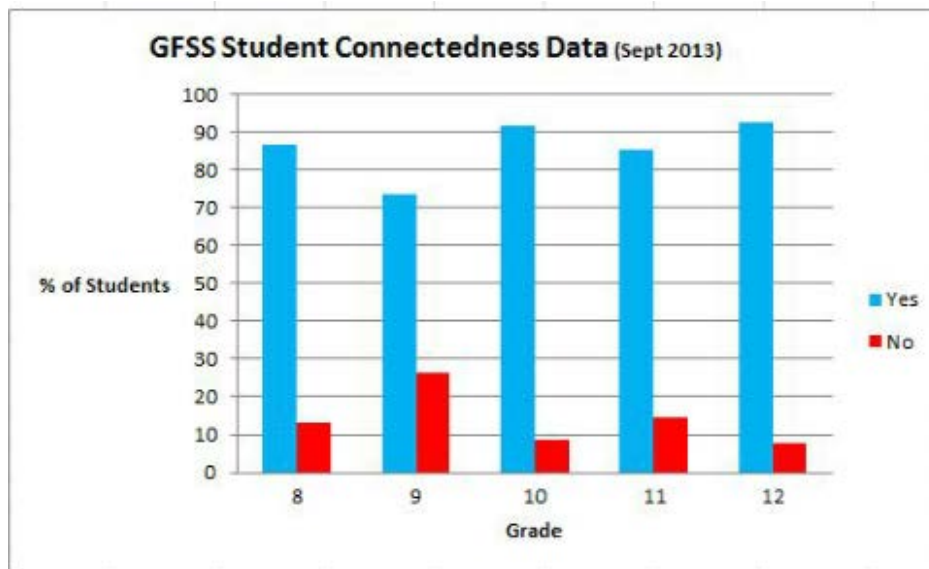
We then took a look at student learning, specifically around the aspect of developing grit. As a staff we watched the following TED talk on the subject. http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit From here, we then discussed what aspects of learning make students successful. This is when we came up with the idea of promoting Grit. Students that are not being successful are quick to give up.

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.

Staff meeting on Sept 3rd, 2013

Focusing "What does our focus need to be?"
Staff decided from this information to set two areas of focus:
- Improving connectedness between students and staff
- Improving grit in our students (stickwithitness)

We developed and tried a new series of rubrics designed to assess and help foster improvements in grit. Our hope was to find a mechanism to help assess grit, and then use this data to inform future decisions. Here is the example of the general rubric we used in semester 2 after some revisions from smaller staff groups:

Grand Forks Secondary School   The Grit Scale "Work Ethic Standards"

Student Name: _____   Course: _____   Semester: ___   Term: ___

	4 – Exceeding Expectations	3 – Meeting Expectations	2 – Minimally Meeting Expectations	1 – Not Meeting Expectations
Readiness	*Appropriate materials and course work ready for instruction *Punctual *Seated and attentive	*Usually has all materials and course work ready for instruction *Usually punctual *Usually seated and attentive	*Sometimes has materials and course work ready for instruction * Sometimes punctual *Sometimes seated and attentive	*Rarely has materials and course work ready for instruction *Rarely punctual *Rarely seated and attentive
Engagement & Participation	*Participates in discussions *Focuses during independent work *Contributes thoughtful, pertinent ideas	*Usually participates in discussions *Usually focuses during independent reading/seatwork *Usually contributes thoughtful, on-topic ideas	*Sometimes participates in discussions *Sometimes focuses during independent work *Sometimes contributes thoughtful, pertinent ideas	*Rarely participates in discussions *Rarely focuses during independent work *Rarely contributes thoughtful, pertinent ideas
Quality	*Demonstrates success for all of the learning expectations *Demonstrates pride in learning *Work is neat *Work is technically accurate *Final product is exemplary	*Demonstrates success for a majority of the learning expectations *Usually demonstrates pride in learning *Work is usually neat *Work is usually technically accurate	*Demonstrates success for some of the learning expectations *Sometimes demonstrates pride in learning *Work is sometimes neat *Work sometimes lacks technical accuracy	*Demonstrates limited success for the learning expectations *Rarely demonstrates pride in learning *Work is rarely neat *Work is rarely technically accurate
Responsibility	*Submits work by deadline *Completes assigned work * Resourceful in work completion *Engages teacher assistance when needed *Actively improves the learning environment	*Usually submits work by deadline *Usually completes assigned work in class *Usually seeks out teacher assistance when needing clarification or help *Contributes to a positive learning environment	*Sometimes submits work by deadline *Sometimes completes assigned work *Sometimes engages teacher assistance/clarification or help * Sometimes disrupts the learning environment	*Rarely hands work in on time *Rarely completes assigned work *Requires constant teacher supervision to complete work *Often disrupts the learning environment

_____

_____   Teacher: _____

_____

_____

Developing a hunch "What is leading to this situation?"

We then set some questions for ourselves for further learning:
- How can we support developing a 'growth mind set (Grit) that focuses on supporting independent learners and communicate this to students and parents?
- How do we create a culture where the idea that effort is most important and failure is a critical component of learning?
- How can we ensure every kid in our school knows there are at least two adults that believe they can be a success in life?
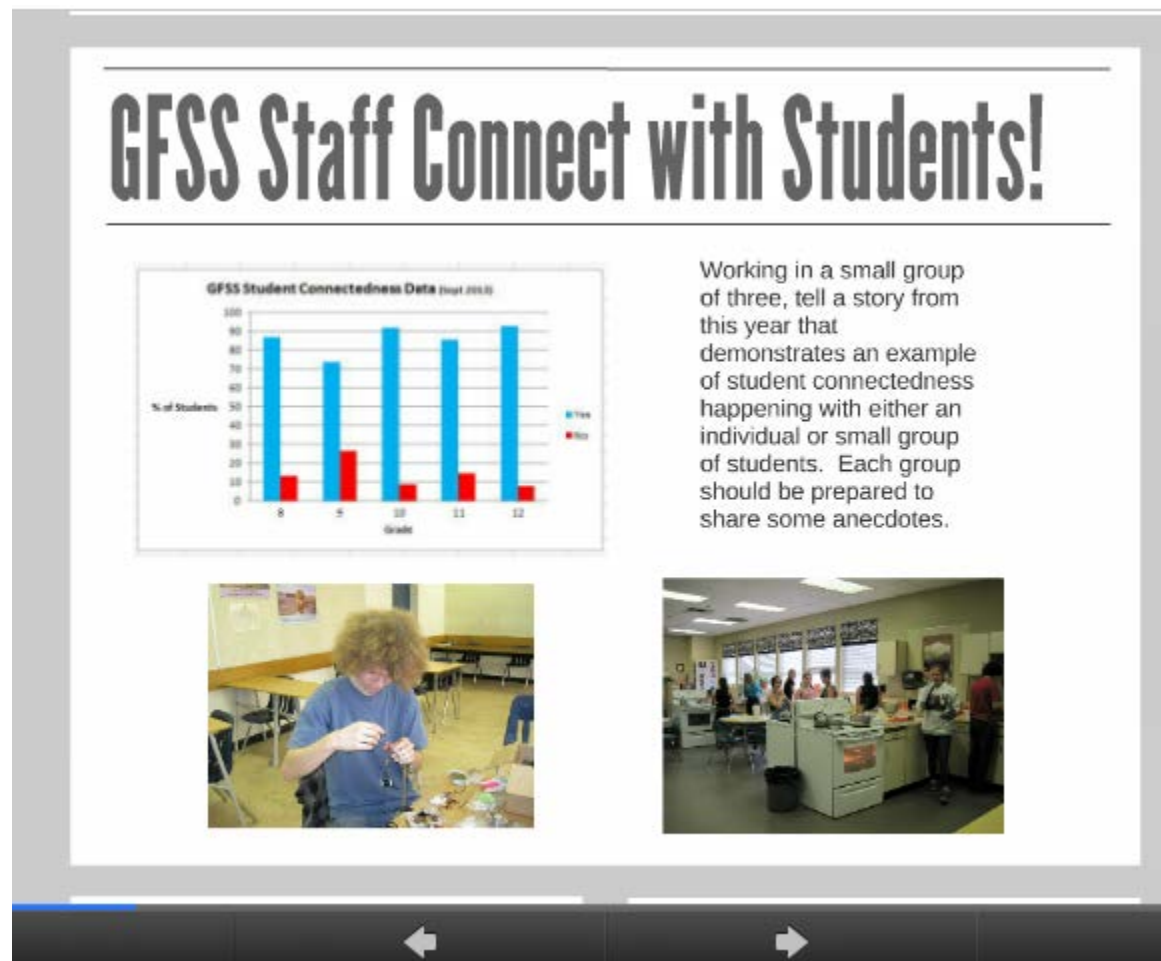
Learning "How and where can we learn more about what to do?"
We explored the idea around grit and in particular some ideas from Angela Lee Duckworth connected to developing a growth mind set. This lead to the development of our grit rubric. In some cases, staff has begun to use this to help students assess themselves as a means to help them improve their work ethic.

We also used the key question around having "two adults who care about you" as an indicator for connectedness. This is something that we will survey again in September 2014 to see if there is any improvement in year one of our work.

Taking action "What will we do differently?"

On April 15th, 2014, Staff reviewed our data from Sept 2013 and discussed successes from this past year

We then reviewed what we said we were going to do

Staff had discussed in Sept 2013 some ways to help students feel connected in classes:
Teachers greet them at the door
Teachers show an interest in them and know their name
Teachers ask about what is happening in their lives
Teacher recognize when they do well (HOWL cards, pull aside and say thanks, etc)
Teachers are consistent, clear/frequent in communication, and fair (build trust)
Teachers see all students as theirs

In addition, staff supported a new initiative around creating passion days for students. The emphasis of these days was to participate in activities that students might not normally have a chance to experience at school. The focus was to build around both teacher and student areas of interest. These PYP (Pick Your Passion) days have been very popular with both teachers and staff.

We then asked staff to reflect:

In small groups (not department based), work through completing the Inquiry Planning sheet by adding to any of the components, particularly the action planning for next year.

From this came our action points for next year:

Looking forward to 2014-15

- Return of HOWL cards linked to House Teams
- Develop a more complete survey for students that using descriptors they believe leads to being connected to school
- All teachers making an effort to take time to talk with students and notice what is happening for them in their lives
- Continue to support opportunities for teachers to connect with students outside their classes...ie PYP days
- Celebrate and honour athletic achievement/commitment
- Grit Awards / Increase involvement of students by having them use Grit rubrics to self assess before teacher feedback
- Emphasize the learning process and value learning from mistakes
- Develop a process of checking on student connectedness and not just academic progress
- Expand house system
- Development of a Grade 8 Cohort Linear System utilizing team teaching to increase student connectedness and promote a positive transition to secondary school

Checking "Have we made enough of a difference?"

As a follow up to our data collection, we will be asking parents and students more about the grit rubrics in the fall as well as collecting data about connectedness. It was mentioned in our staff growth day that we should develop a more complete survey around connectedness.

Dr. D.A. Perley Elementary 2014-2015

1. Scanning:

- For a variety of reasons, many students come to school more anxious and emotionally needy than in the past.

- When students are struggling socially and emotionally or feeling increased anxiety it is more difficult for them to focus on their learning

2. Focusing:

Our focus needs to be on reducing the anxiety for students at Perley. We also need to focus on the social and emotional needs of our learners by: teaching what anxiety feels like

      Teaching what causes anxiety or worry

      Teaching how to releave anxiety

      Teaching problem solving

This can be done across the grades with age appropriate content and language.

3. Developing a hunch:

A variety of issues and circumstances lead to this situation, many of which are home and community based. Other factors within the school can create or compound the anxiety students are facing.

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

Judy Halbert and Linda Kaser

FOCUSING
What does our focus need to be?

SCANNING
What's going on for our learners?

DEVELOPING A HUNCH
What is leading to this situation?

LEARNING
How and where can we learn more about what to do?

CHECKING
Have we made enough of a difference?

TAKING ACTION
What will we do differently?

Checking:

We will use observations, surveys, the Social Responsibility rubrics and student progress reports to determine the efficacy of our programs.

4. Learning:

We need to gain a better understanding of the emotional health of our students early in the year. Surveys, self assessments and conferencing will be used for this.

School staff development time needs to be focused on this.

The staff needs time as a whole and in grade groups on a regular basis to talk about programs and school-wide expectations.

Professional learning around holding class meetings, parent meetings/conferences

School Based Team

Taking Action:

In our teaching groups, we will look specifically at activities, programs and staff development that will help us achieve our goal of reducing stress and anxiety in our students.

Questions to be explored are:

Primary
• Will providing Pro-D and mentoring for teachers regarding the use of anxiety reducing instruction, reduce the number of behavioural referrals to the SBT?

Intermediate
• How does limiting the use of electronic devices promote positive social interactions?
• Will teaching the Zones of Regulation help students reduce anxiety at school?

Agenda

Kindergarten/Grade 1 2014-2015

1.Scanning:
Students require:
- Language for expression of feelings
- Role-Modelling and mentorship for problem solving
- Frequent parent contact regarding support for nutrition and building partnerships with the school

2. Focusing:
- reducing noise and creating a feeling of calm

- Explicitly teach parents and children how to contribute to a noise free, calm, organized learning environment
Multi-layered instruction year long

3. Developing a hunch:
- home situations- out of town Dad's, diet, sleep
- immaturity- developmental lag or delay- lots of boys with late birthdays in K
- few positive leaders in K
- full Day Kindergarten over last 3 years…high academics and maybe not enough emphasis has been given to play
- difficulty transferring skills from instruction to playground and 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

FOCUSING
What does our focus need to be?

SCANNING
What's going on for our learners?

DEVELOPING A HUNCH
What is leading to this situation?

CHECKING
Have we made enough of a difference?

LEARNING
How and where can we learn more about what to do?

TAKING ACTION
What will we do differently?

Checking:
We will use observations, surveys, the Social Responsibility rubrics and student progress reports to determine the efficacy of our programs.

4. Learning:
- Look at using the Zones of Regulation across all grades
- Shankers work on self-regualtion
- Explore what other schools/districts are doing to reduce student anxiety
- Common prep times for grade group teachers to plan
- Staff development around behavior and anxiety in kids
- continue to work on individualized instruction
- development and implementation of literacy and numeracy centres

Taking Action:
- K will focus more on play and less on academics
- homework pkgs/ Parent Instruction/ Mentoring Programs
- the same language across the grades- consistency – Continue with the Zones of Regulation into later grades
- development of a 5 point scale for self regulation/ visuals included for each point
- Use of the 2nd Step program
- Using tables and not desks with cardboard dividers
- Use of music and chimes for transitions and seat balls and discs
- Full Spectrum lighting

Grade Group: 2/3

1. Scanning:

- For a variety of reasons, many students come to school more anxious and emotionally needy than in the past.

- When students are struggling socially and emotionally or feeling increased anxiety it is more difficult for them to focus on their learning

2. Focusing:

• increased/improved parenting communication (email and agenda)
• teach organizational skills
• teach independent learning
• teach self-regulation
• explore the Zones of Regulation for the primary grades
• students need to take responsibility for their learning ie. task initiation, listen attentively

3. Developing a hunch:

• for a variety of reasons more students seem to be coming into the primary grades with social and emotional challenges
• some students appear to be sleep deprived
• some students are undernourished
• many students lack independence
• increasing lack of organizational skills
• increasing lack of self-regulation

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

Judy Halbert and Linda Kaser

FOCUSING
What does our focus need to be?

SCANNING
What's going on for our learners?

DEVELOPING A HUNCH
What is leading to this situation?

CHECKING
Have we made enough of a difference?

LEARNING
How and where can we learn more about what to do?

TAKING ACTION
What will we do differently?

Checking:
We will use observations, surveys, the Social Responsibility rubrics and student progress reports to determine the efficacy of our programs.

Taking Action:

• parent meetings at beginning of school year
• time at staff meetings to discuss school-wide behavior expectations (all on the same page)
• communication by email
• teacher mentoring program within grade groups
• educating parents about end of day routines
• decrease amount of visual stimuli in classroom
• Communicate daily predictable schedule
• Have regular classroom meetings
• Implement Zones of Regulation Program

4. Learning:

- Look at using the Zones of Regulation across all grades
- Shankers work on self-regualtion
- Brain gym
- Explore what other schools/districts are doing to reduce student anxiety
- Common prep times for grade group teachers to plan
- Staff development around behavior and anxiety in kids

Agenda

Grade Group: GR. 4/5/6/7
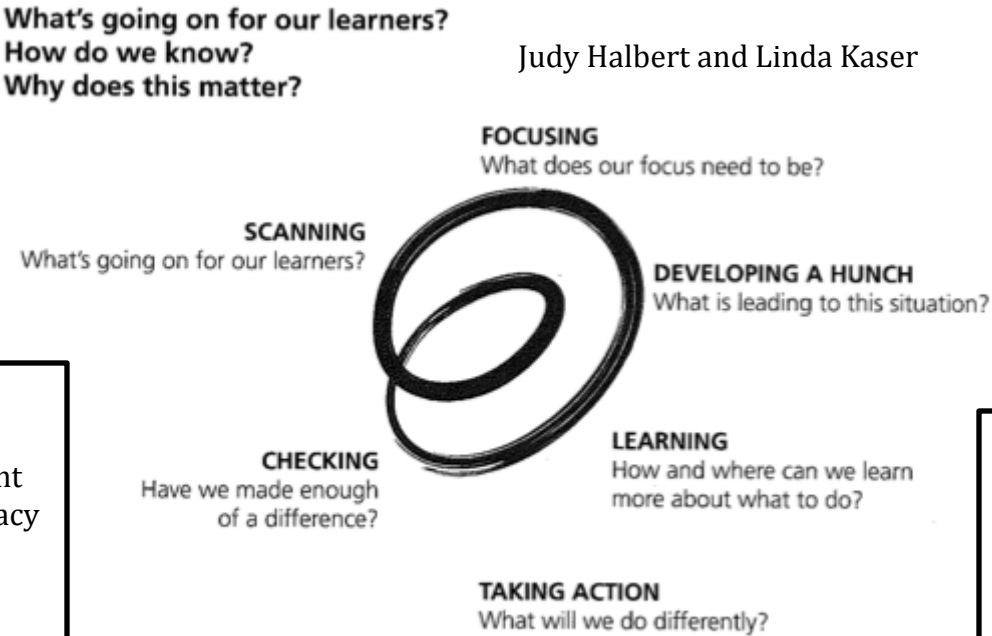
Scanning:
- Greater numbers of students are requiring emotional supports, instructions and interventions on a variety of levels in a variety of areas

- Students are increasingly unmotivated and apathetic toward their work and studies

- Students appear to be overwhelmed with personal matters and as a result are disengaged from the goal of striving for excellence

Checking:
We will use observations, surveys, the Social Responsibility rubrics and student progress reports to determine the efficacy of our programs.

2. Focusing:
- continue providing food to those students who are unable to bring their own food
- provide before and after school programs for students
- Explore the Zones of Regulation for grades 4-7
- Provide more school wide physical activities (more than daily PE)
- ensure that communication to parents is regular

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

Judy Halbert and Linda Kaser

FOCUSING
What does our focus need to be?

SCANNING
What's going on for our learners?

DEVELOPING A HUNCH
What is leading to this situation?

CHECKING
Have we made enough of a difference?

LEARNING
How and where can we learn more about what to do?

TAKING ACTION
What will we do differently?

Taking Action:
- continue to have a childcare workers start early
- consider "device free" hallways...limit technology use
- have class meetings
- regular morning walks
- explore the Zones of Regulation (school wide)
- provide community connection opportunities
- use literature to build empathy
- Brain Gym/Balance Boards
- Increase Social Media Literacy/Responsibility
- Explicity teaching kids about food, sleep, video games and physical exercise (social/emotional/self-regulation)

3. Developing a hunch:
- lack of sleep
- difficulties at home (Poverty, substance abuse, etc)
- increased feelings of isolation
- increased access to social media
- video gaming takes too much time and attention when students are home
- use of devices at school during break times increases the anxiety and feelings of isolation for students

4. Learning:
- Look at using the Zones of Regulation across all grades
- Staff development around Social Literacy and teaching about being a good digital citizen
- Shankers work on self-regualtion
- Friends Program
- Brain gym
- Explore what other schools/districts are doing to reduce student anxiety

Agenda

SPIRALS OF INQUIRY

For Equity and Quality

2014 - 2015 Christina Lake Elementary School Growth Plan

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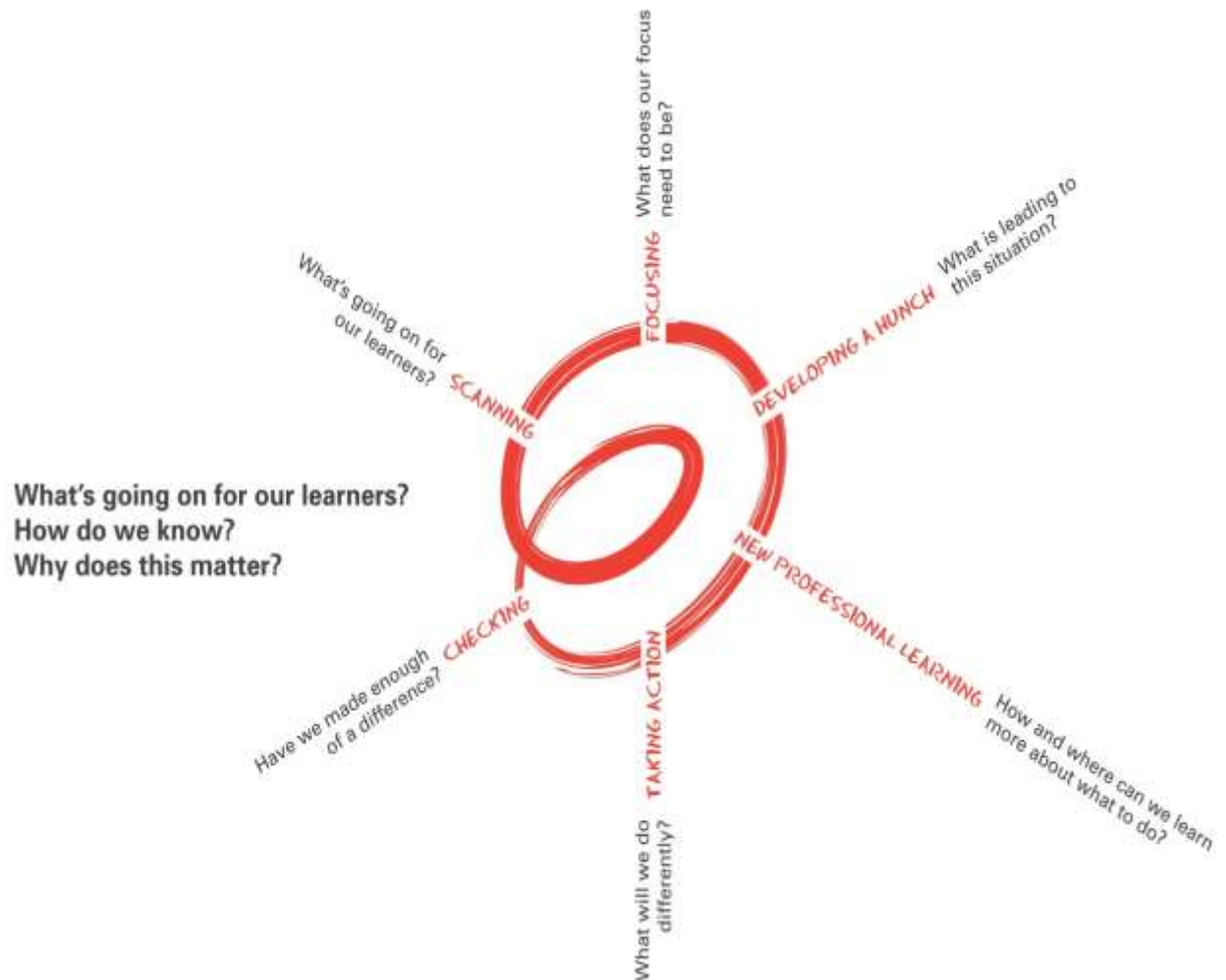
SCANNING – What's going on for our Learners?

1. Our students are not consistently demonstrating some important virtues and skills such as respect, active listening, courage, kindness, caring, responsibility, and positive digital citizenship
2. Our students lack confidence in Math and demonstrate a negative attitude towards the subject

Primary:

Survey question: "The subject I like least is?"

Response	Chart	Percentage	Count
Math		7.1%	2
Reading		3.6%	1
Phonics		21.4%	6
Writing		14.3%	4
Science		10.7%	3
Social Studies		10.7%	3
Art		10.7%	3
Music		10.7%	3
Gym		10.7%	3
		Total Responses	28

Intermediate:

Survey question: "The subject I like least is?"
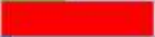
Response	Chart	Percentage	Count
Math		25.0%	11
Language Arts		4.5%	2
French		18.2%	8
Personal Planning		20.5%	9
Science		4.5%	2
Social Studies		20.5%	9
Art		9.1%	4
Music		0.0%	0
Gym		2.3%	1
		Total Responses	44

FOCUSING – What does our focus need to be?

1. Teaching and practicing the virtues and skills identified as being most integral for becoming positive, contributing citizens
2. Improving student attitudes and confidence in Math

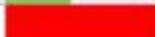# Primary:

Survey question: "my math skills are good."

Response	Chart	Percentage	Count
Always		28.6%	8
Sometimes		67.9%	19
Never		3.6%	1
		Total Responses	28

Survey question: "The hardest thing for me is?"

Response	Chart	Percentage	Count
Math		10.7%	3
Reading		10.7%	3
Phonics		14.3%	4
Writing		17.9%	5
Science		3.6%	1
Social Studies		28.6%	8
Art		7.1%	2
Music		3.6%	1
Gym		3.6%	1
		Total Responses	28

Intermediate:

Survey question: "my math skills are good."

Response	Chart	Percentage	Count
Always		28.6%	8
Sometimes		67.9%	19
Never		3.6%	1
		Total Responses	28

Survey question: "The hardest thing for me is?"

Response	Chart	Percentage	Count
Math		27.3%	12
Language Arts		15.9%	7
French		27.3%	12
Personal Planning		4.5%	2
Science		11.4%	5
Social Studies		22.7%	10
Art		0.0%	0
Music		2.3%	1
Gym		0.0%	0
		Total Responses	44

DEVELOPING A HUNCH – What is leading to this situation?

1. Our students are growing up in a complex cultural world that evolves at a faster pace than ever before. They are almost constantly in contact with other people through technology and parenting, education, and general rules of etiquette are struggling to catch up with how they interact in the digital world. Because of the "newness" of this world, there are few examples or experiences that our students can learn from and positive virtues are not demonstrated with enough frequency to become the behavioural norm. In this fast-paced world, students have little practice sitting quietly, listening, or thinking about others before seeking to meet their own needs and wants.

2. Also related to the fast-pace of a technology driven culture, our students are wired to seek instant answers and satisfaction. Because of this, they are uncomfortable in Math when problems take perseverance and persistence to answer. Problem solving feels intimidating and frustrating because it takes time and focused attention rather than simply filling in a blank using a calculator.

NEW PROFESSIONAL LEARNING – How and where can we learn more about what to do?

1. The Virtues Project
2. Trevor Caulkins Problem Solving based Math

TAKING ACTION – What will we do differently?

1. We will select 8-10 virtues/skills that we view as most beneficial and yet lacking in our students. Each month, the Grade 6/7 class will define and introduce the virtue to the rest of the student body with an assembly/event then throughout the month students will participate in classroom lessons and activities, Buddy activities, and school-wide events to practice using the skill. A Virtues bulletin board will be created in a central hallway location and the Library will promote related books. Where possible, guest speakers and field trips will be included as well.

2. We will refocus our Math program to be project-based. With collaborative planning time, teachers will create not only classroom projects but also school-wide problem-solving challenges and Math-related Buddy activities. We will model positive attitudes towards Math and encourage students to rephrase their Math questions and anxieties in positive ways that will help them explore Math concepts with confidence and competence.
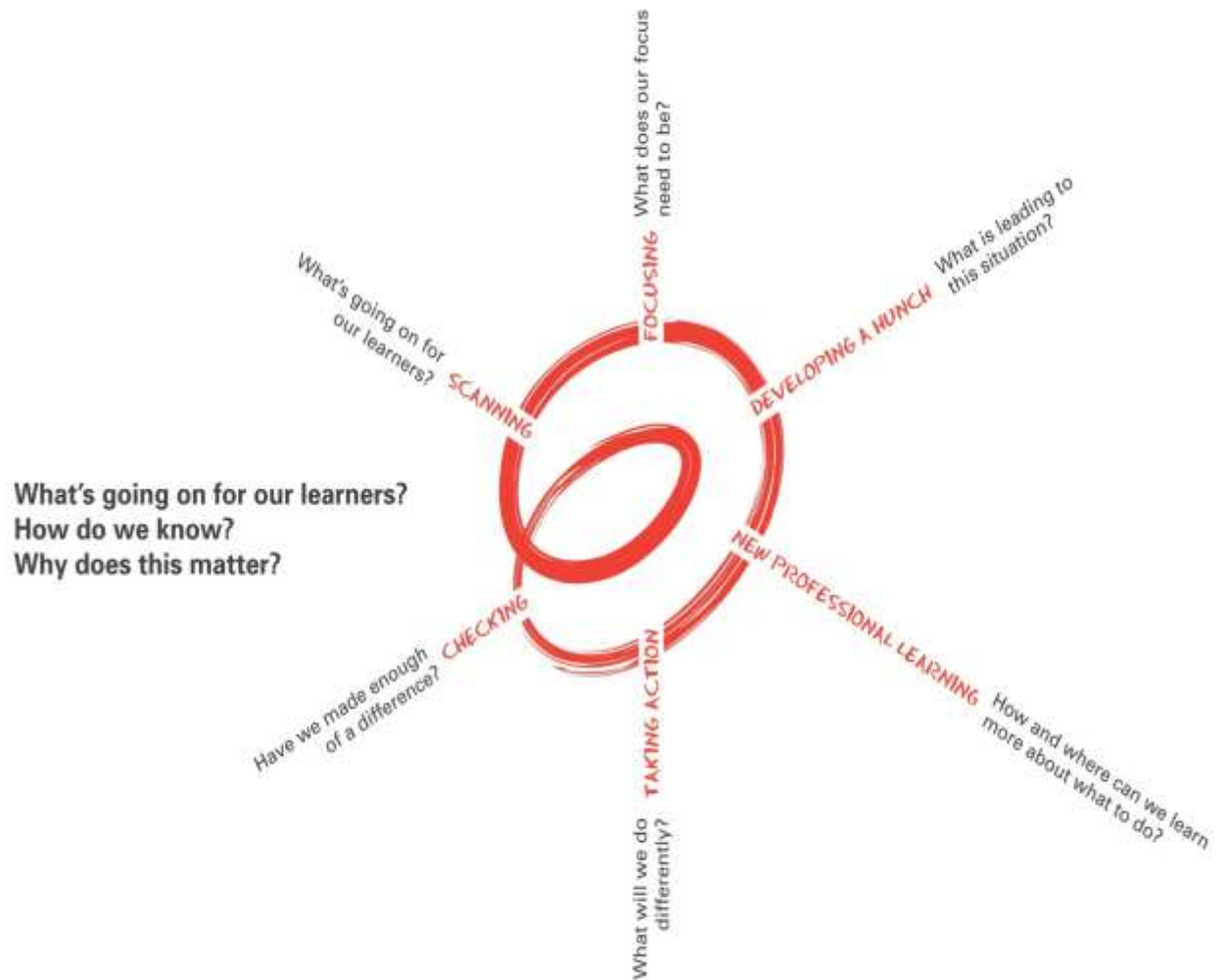
CHECKING – Have we made enough of a difference?

1. We will survey students at the end of the year and compare Math attitudes and confidence to our 2014 results.

Big White Community School
SPIRALS OF INQUIRY
For Equity and Quality

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

SCANNING – What's going on for our Learners?

1. Students are not achieving high quality writing called for in the prescribed learning outcomes.

Breakdown between junior and senior Writing Assessment done in fall of 2013

JUNIOR
SCORE LEVEL 1 (not yet meeting) x 1 student
SCORE LEVEL 2 (meet expectations with support at minimal level) x 6 students
SCORE LEVEL 2.5 (satisfactorily meeting) x 3 students

SENIOR
SCORE LEVEL 1 (not yet meeting) x 2 students
SCORE LEVEL 2 (meet expectations with support at minimal level) x 3 students
SCORE LEVEL 2.5 (satisfactorily meeting) x 7 students
SCORE LEVEL 3 (fully meeting expectations) x 4 students

FOCUSING – What does our focus need to be?

1. To target and customize the important components of writing to all learners in the classroom. Important components such as: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation (6+1 writing traits)

FOCUSING – What does our focus need to be?

DEVELOPING A HUNCH – What is leading to this situation?

1. Comparing our students writing to the fall and spring writing assessments that our students struggle to create high-quality writing. They struggle predominantly with the overall structure of writing, the conventions of writing, and presentation/editing. With this trait-based instruction the teacher and students will have a structure to follow to help the students succeed in creating quality writing.

NEW PROFESSIONAL LEARNING – How and where can we learn more about what to do?

1. Resource, "6+1 Writing Trait"
2. Online sources
3. Workshop on introducing the 6+1 writing traits
4. Involving the students in creating rubrics and expectations for their writing.

TAKING ACTION – What will we do differently?

1. We will research the 6+1 writing traits and work collaboratively to implement the writing traits into our classroom.
2. Continue to evaluate and use the spiral learning method

CHECKING – Have we made enough of a difference?

1. We will survey the students using the fall and spring writing assessments to compare growth in the school year.

Scanning:

Emotional/Social Issues
Disconnection socially and emotionally
"Negative energy" impeding academic and social growth
Need to develop a stronger sense of school spirit
Meet needs of diverse learners
Need to honor and celebrate successes
Decrease anxiety
Concern surrounding disruptive behaviors
Concern regarding lack of respect and manners
Build relationships

2. Focusing:

Disruptive behavior
Disconnectedness
Diversity
If we nurture the social and emotional needs of our learners, they will be more connected to the school and be more successful academically.

3. Developing a hunch:

We want to focus on the social emotional and the lack of connectivity but it is so broad we had to really focus our question.

How will teaching and modelling respectful behavior and manners impact the connectivity and thus the social/emotional well-being of all our learners including staff and students?

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

FOCUSING
What does our focus need to be?

SCANNING
What's going on for our learners?

DEVELOPING A HUNCH
What is leading to this situation?

CHECKING
Have we made enough of a difference?

LEARNING
How and where can we learn more about what to do?

TAKING ACTION
What will we do differently?

Checking:

We will create a simple questionnaire (using the Social/Emotional as a guide) that staff students and parents (we hope) will take in September and then again in April/May and measure the change.
We will keep track of the number of office referrals and see if there is a downward trend as the year progresses.
Monthly we will observe and note the attitudes and see if they change the school culture in a positive way when we are teaching manners and respectful behavior. Our hope is vandalism, foul language, defiance, and non-performance will decrease)

Taking Action:

Hutton will adopt a school wide theme to teach and reward respectful behavior and manners – we are exploring Community of Caring & Mind Up
We will celebrate daily with slips for positively reinforcing the monthly goals (Caught in the Act)
We will celebrate monthly either in an assembly or by showcasing students work in an enriching, creative way.
Hutton will commit to staff team-building which should increase collegiality and trust which should impact the classroom in a positive way.

4. Learning:

Hutton has many experts and we will support one another and use the experts we have in our building & district to support this goal.
We are going to learn more about The Community of Caring Program, Mind up, technology (IPADS and SMART Boards) to increase connectivity and to meet diverse needs.

Agenda

Walker Development Centre Growth Plan
2014-2015

Inquiry:

How can we improve student attendance rates in the Junior and Senior Programs at the Walker Development Centre so that our students build the true capacity to re-enter their home schools as successful learners?

Scanning (What's going on for our learners?):

Our student population are referred to our alternate education centre as struggling learners in the regular school system for intellectual, social-emotional, motivational and behavioural reasons.

In our Junior Program we have found that a number of our students in Grades 7 to 9 have high absentee rates over 25%. There are a number of reasons for this occurring; including a population of students with high levels of stress and anxiety, and personal, social-emotional and/or health issues.

In our Senior Program, we are finding fluctuating rates of attendance, depending on the time of the year: with a significant decrease after the Spring Break. These attendance trends are attributable to many complex factors; such as having difficulty envisioning a positive future, being in unstable living situations, and having high-risk behaviours outside of school time, and becoming disillusioned with their decelerating pace of course completion as attendance rate falls. Further, a number of our senior students

Attendance Data:

WDC ABSENTEE RATE 2013-14
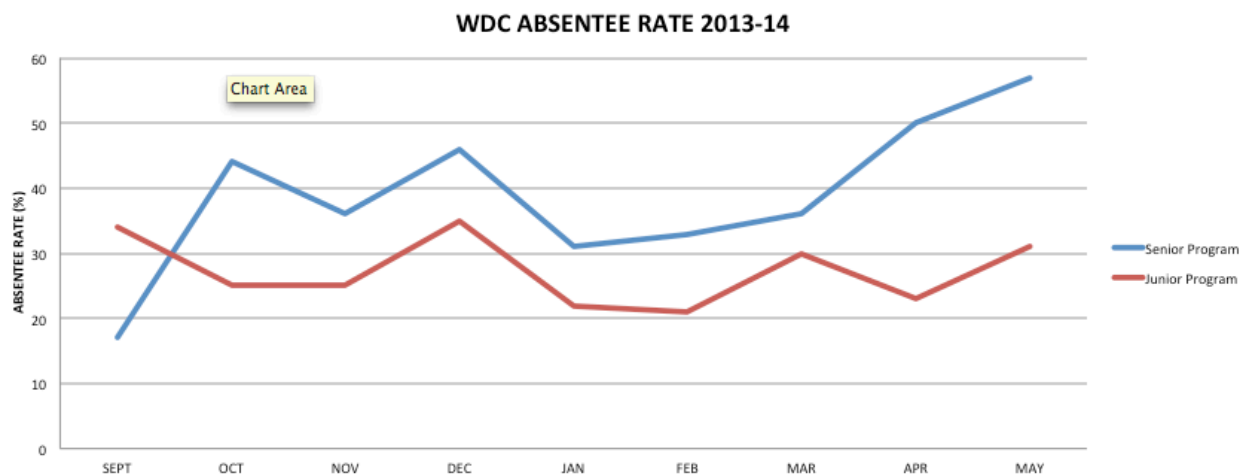
Focusing (What does our focus need to be?)

How do we get all of our WDC students to attend school on a more frequent and consistent basis, especially for these learners, who have had a history of struggling in school settings?

Developing a hunch (What is leading to this situation?)

Walker's commitment to connection with students is a necessary first step to re-engaging learners in school. We feel that this is a strength of our program, and the school provides a safe, welcoming environment for students based on strong personal relationships. However, overcoming students' discouragement towards learning, their belief that learning is simply a means to an end of which they feel they are unable to achieve, and their general sense of not fitting in school settings, is a difficult task. Students have become habituated to disengaging from the learning process, and have learned that absence is a way of avoidance. In terms of the Senior program, as the year unfolds students' initial motivation to overcome their challenges in our alternate setting dissipates. Our hunch to improve these situations is still grounded in building connected relationships with the staff and with their Walker Development Centre peers.

Learning (How and where can we learn more about what to do?)

The Walker Development Centre staff attended the B.C. Alternate Education Conference in Vancouver in February, 2014. Attendance was a consistent theme in all alternate education facilities across the province. The staff went through a Best Practices Quality Review process and identified key areas to focus on to support student engagement and attendance in alternate schools. This has informed our actions below.

Many new strategies to improve attendance at alternate school settings were shared, most focussed on developing a sense of belonging and mentorship of adults in the buildings. The actions we are taking below are based on those strategies.

Taking action (What will we do differently?)

Create strong partnerships with community members [including senior citizens] and Aboriginal Elders through involvement in school programs to allow our students to make new connections with other adults. This could be by adults auditing courses or enrolling in individual courses as part of an Adult Graduation program. We will do this by providing a flexible schedule in which the Senior and Adult programs coincide. We are working with some of our Aboriginal Elders to encourage them to take adult courses and work alongside, and with, our senior students. Our hope is that strong

examples of lifelong learning and personal connection will increase our senior students' sense of belonging, personal motivation and determination.

Institute pre- and post-assessment of basic literacy and numeracy skills so that students can see the progress they are making as they work through individually programmed, self-paced curricular courses. Focus on celebration of student successes on a regular and consistent basis.

Explore and experiment with project-based learning as part of individualized programs to help students be more successful.

For our Junior program students, we will continue with a new program that is delivering cross-curricular activities that engage students in fun math and science. This is fostering a greater sense of teamwork and peer connectedness in our Junior students.

Continue to experiment with different celebrations of attendance and acknowledgement of student success. For example, we currently recognize a 75% or better attendance record by students four times a year. We plan to change this to a monthly attendance award.

Checking (Have we made enough of a difference?)

We will check our attendance data in December, March and June, and compare it with the above.
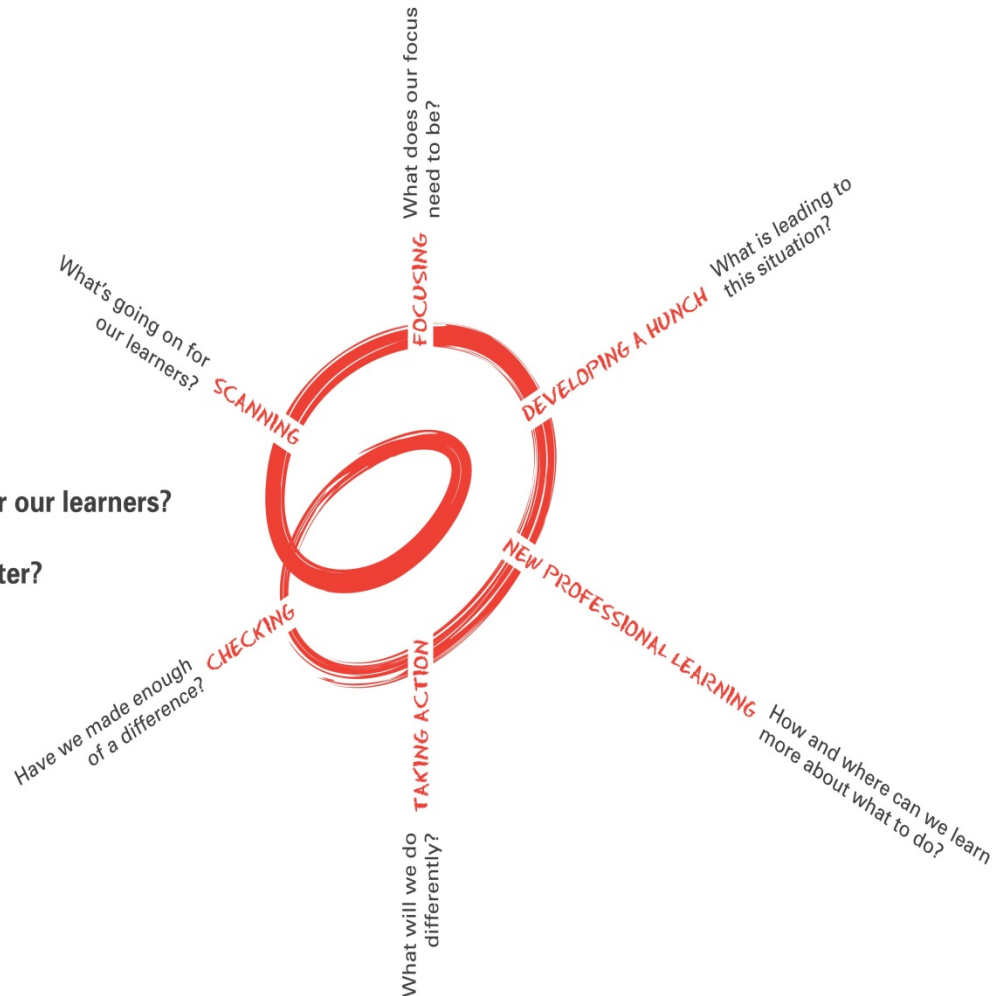
Success of our actions can be measured by the number of community members joining our Adult program, becoming regular visitors to our school or involved in school activities, such as field trips, nature walks, cooking, etc.

We will create a self-reporting survey for our Junior and Senior students to measure their attitudes towards school and learning, sense of belonging, and feelings of success in March of 2014 [before Spring Break].

SPIRALS OF INQUIRY

For Equity and Quality
Boundary Central Secondary School
School Growth Plan 2014-15

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

FOCUSING — What does our focus need to be?

DEVELOPING A HUNCH — What is leading to this situation?

SCANNING — What's going on for our learners?

NEW PROFESSIONAL LEARNING — How and where can we learn more about what to do?

CHECKING — Have we made enough of a difference?

TAKING ACTION — What will we do differently?

School Context:

BCSS serves a large rural geographic area from Eholt to the East, to Carmi Junction and Christian Valley to the North, to Sidley Mountain to the West. 90% of our students are bussed in to Midway. In this school year 2013-14, we have approximately 125 students from grade 8-12 and anticipate that numbers will remain the same or possibly increase slightly for the coming school year, 2014-15.

BCSS offers a complete program of studies to enable rural students to move into post-secondary, with a complement of specialty programs in the Emergency Fire Services area. We have strong visual and performing arts, trades and physical education courses and, for a small school, are able to offer a variety of elective courses in response to student interest such as Calculus 12, Sustainable Resources 12, Strength and Fitness 11/12 and Fitness for Life 11/12.

Students from this school have performed consistently well on provincial and other diagnostic exams and have scored a notable ranking in terms of school effectiveness. Our goals, thus far, have been focused around Literacy, Numeracy and Social Responsibility, Global Awareness and Conservation with a continued focus on the Implementation of the Aboriginal Enhancement Agreement.

Boundary Central has two feeder schools, West Boundary Elementary and Greenwood Elementary. BCSS parents have opportunity to become involved in our school through volunteer coaching, classroom volunteering and an active Parent Advisory Council/School Planning Council.

SCANNING – What's going on for our Learners?

BCSS come from a variety of school backgrounds and experiences including homeschooling. Staff recognizes that we have a very significant level of high needs students (both categorized and uncategorized) and both academically and socially, for our total population. Staff also recognizes that school is often the most common and reliable factor in the lives of these young people and that we need to maintain a very strong connection to our students.

Many students at BCSS face challenges including the following:
- low income
- single parent families
- dysfunctional home situations
- home situations where parents are minimally involved in their childrens' educational experience

Insofar as self-regulation, many BCSS students are challenged in terms of:
- homework completion/studying
- -strong, consistent work ethic
- -valuing education for its own sake
- -being proactive learners and actively listening in class
- -long and short term goal setting
- -responsibility for their own learning

They often seem more focused on socialization than they are on their own academic progress. Work is sometimes rushed to completion and often is of questionable quality.
Extra assistance is offered but many students do not take advantage of it.

BCSS students also have many positive attributes. They work well with teachers and are cooperative and polite. They appreciate their school and its many positive attributes. They get involved in school activities and sports and are appreciative of the dedication and involvement that staff provides. They support each other and have strong connections to each other and to the staff.

FOCUSING – What does our focus need to be?

A school-wide focus on self-regulation would be very appropriate in view of the identified challenges of our student population. As such, BCSS would :

- continue to review and reinforce school-wide language and framework to promote being an active, attentive and focused learner. (Based on Zones of Regulation – GREEN ZONE-however with a more appropriate level for older students.
- instruct students to plan and be more pro-active about their individual self-regulation needs – development of short and long term goals
- develop and maintain students' personal strategies to assist in their self-regulation goals. Possibly re-connect with the "learning styles" focus of some years ago and do some presentations to students to assist them with purposeful self-focus.
- see teachers consciously modeling the organizational, time-management and study skills we want to see students adopt
- ensure that students understand the purpose of the focus on self-regulation and how it will improve their academic achievement. (The WHY of doing this)
- ensure that parents understand the self-regulation focus and become involved in the continuing process. This could be achieved through newsletter articles, PAC and SPC meetings, evening educational sessions etc.

Inquiry Question: **"Does the teaching and modeling of self-regulation skills/strategies enable students to self-direct their learning and improve their achievement?"**

DEVELOPING A HUNCH – What is leading to this situation?

- BCSS students come from a wide variety of home situations and educational experiences.
- BCSS students are going to need direct instruction to assist them in understanding how to be in the "state" that is conducive to effective learning: calm and focused
- Students will have varying abilities to control and promote their own self-regulation
- This is not a "one size fits all" strategy. Different students will need a variety of levels of support and it will take significant time.
- Student self-regulation should lead to improved achievement levels

NEW PROFESSIONAL LEARNING – How and where can we learn more about what to do?

Teachers will need to have the opportunity for collaborative planning time devoted to self-regulation and the creation of appropriate strategies for our school and its students.

A resource library of skills and strategies as well as websites, printed materials will be developed for teacher referral and to strengthen teacher understanding of the power of self-regulation, how it can make sense in their personal teaching practice and how it can be applied in their classrooms.

Sharing of successes and challenges as the self-regulation focus is developed is essential. The topic "self-regulation" will be included on each staff meeting agenda to allow time for staff to share their classroom experiences, successes and challenges.

Staff will need to receive additional training on the self-regulation strategies. This could be provided during non-instructional days throughout the year.

TAKING ACTION – What will we do differently?

BCSS will:

- Consistently review and reinforce school-wide self-regulation framework. This can be done through visual display in classrooms and hallways as well as by a variety of communication venues such as assemblies, student grade group meetings, teacher focus in classrooms. Could restructure within the classroom setting for Grade 8 and 9 students in particular, to have a period of time at the end of the day to focus on organization, what to study, homework, and goal setting for the following day. A simple planner could be utilized.
- Develop and teach personal strategies and pathways to assist students in developing their own self-regulation
- Instruct students how to plan and why planning is essential in their own self-regulation development. Stop enabling behaviours when students come to class unprepared.
- Have students use the inquiry question model in their own self- regulation process to assist with understanding of how commitment to this model will enhance their learning
- Possibly start out with a "whole class" model and gradually, as students become used to working within the self-regulation structure, move to a more personalized level of application. This could be self-developed.
- As the self-regulation strategy is developed, have opportunity for reflection and collaboration
- Buy into some school wide strategies as identified ones that would specifically work for our students or that address more global concerns.
- continue to reinforce the positive power of self-regulation and its effect on academic success
- display self-regulation strategies (successes and challenges) through bulletin boards, AppleTV, posters about strategies/skills and behaviours to aspire to)
- -promote a "whole school" focus and commitment to self-regulation.
- provide parent involvement opportunities

AREAS OF SPECIFIC FOCUS:
1. Ensure that students are prepared and ready to learn. Take the time to promote this.
2. Organization and time management
3. Emphasize respect for self and respect for others.
4. Planner system for Grade 8 and 9 students.

CHECKING – Have we made enough of a difference?

Students and teachers will make qualitative observations of:

- students becoming used to the strategies of self-regulation and how they can apply them to their own learning
- common language of self-regulation will be used within the school environment
- students will build a repertoire of strategies that work for them and for their learning
- students will be able to verbalize regarding what they are learning about self-regulation-
- "last ten minute" strategy as outlined above for Grade 8 and 9 students in particular.

Direct observation as well as surveys to assess: (Beginning/end of year surveys would be analyzed to determine growth) Ministry of Education Satisfaction survey questions (Grade 10 and 12)

- whether students have a greater understanding of self-regulation and the strategies they need themselves
- whether students refer to their repertoire of self-regulation strategies and apply them to their work
- whether students are talking the self-regulation talk. Are they using self-regulation vocabulary to describe their learning experiences and can they describe the effect that self-regulation has on their learning
- students are more engaged in their learning

Tracking of specific students (ie Aboriginal male, Grade 8 female) would assess:

- whether specific strategies will be taught to address the diverse requirements of students
- whether students have increased self-regulation resources to rely upon
- whether student have the ability to articulate what they are learning about self-regulation and why
- whether student learning is enhanced
- whether students are more engaged in their learning

A file could be developed for each of the targeted students including such information as report cards, report card comments, read and write information (Gr 8 and 9) surveys etc)

Specific time needs to be set aside (designated at staff meetings) or teacher collaboration time organized to "keep the conversation going" and to celebrate successes/discuss concerns.

An ongoing review of the progress of the Self-regulation goal would ensure that individual and group student needs are being effectively addressed.

Note**: The plan to implement the use of planners as a portion of the self-regulation direction by Grade 8 and 9 teachers next year may constitute an offshoot spiral growth plan for our school.

P O L I C Y

SECTION	TITLE	NO.
HEALTH/SAFETY	**Respect for Human Diversity: Gender and Sexual Diversity**	

DATE ADOPTED:
DATE AMENDED:

The Board of Education is committed to establishing and maintaining a safe and positive learning and working environment for the entire school community of students, staff and families. This includes those who identify as, or are perceived to be of a gender or sexual minority (GSM).

Gender or sexual minorities may include, but are not limited to, people who self-identify as gay, lesbian, transgender, two-spirit, intersex, asexual, queer, or who are questioning their sexual orientation or gender identity.

Students of gender or sexual minorities experience greater levels of abuse, isolation, and discrimination at school than heterosexual students. Research informs us that GSM policies can help improve the school climate for GSM students and promote and facilitate safe and more accepting schools.

The Board of Education bases its commitment to promote respect for human sexual diversity on the following values and beliefs:
- Sexual orientation and gender identity form significant and integral aspects of the unique development and personality of every person.
- Diversity found within individuals contributes to the strength of the District's culture.
- All persons have the right to function in their various roles in the school community feeling included and valued for who they are, free from discrimination, harassment, intimidation and violence.

The Board of Education is committed to the following objectives:
- Reducing homophobia and transphobia.
- Reducing systemic barriers identified by GSM students, staff and families.
- Providing opportunities for staff development.
- Reviewing and integrating programs and resources in student learning.

R E G U L A T I O N S

Staff development will promote opportunities to increase:
- awareness and understanding of the GSM community;
- skills in promoting respect for human rights and diversity;
- skills to intervene effectively in incidents of discrimination, endangerment, harassment or bullying and provide appropriate student support and referral in a timely manner;
- capacity to act on teachable moments.

Programs, curriculum and resources will be used to:
- educate students in areas of healthy relationships, diversity and social justice;
- educate students on the impact of harassment, homophobia, and transphobia;
- encourage teachers to integrate age-appropriate GSM resources throughout a variety of subject areas, so that individuals who identify as a GSM see themselves and their lives made visible and reflected positively in the curricula.

Safety, Anti-harassment and Privacy
- Homophobic, transphobic and heterosexist behaviours, including discrimination, harassment, exclusion and language that stereotypes will not be tolerated. This applies whether the behaviours and language are based on real or perceived GSM identification.
- Complaints will be dealt with and consequences will be designed to educate.
- All persons have a right to privacy, including the right to keep private one's GSM identity. School personnel will not disclose information that may reveal a staff member's or student's gender identity or sexual orientation to others. This includes disclosure to parents or other school personnel, unless they are legally required to do so (as in the case of risk or self-harm), or unless the person has authorized such disclosure.

Systemic changes will be implemented when possible:
- School forms should reflect inclusive language.
- Processes should be in place for changing gender identity on school records.
- Schools should publicize the location of a gender-neutral, single-stall washroom(s).
- Schools are encouraged to have a staff contact for students experiencing GSM issues.

Review Process
- A process will be put in place to evaluate and assess this policy.

Legislative and Contract Context
- Canadian Charter of Rights and Freedoms
- B.C. Human Rights Act
- CUPE Collective Agreement
- Boundary District Teachers Association Collective Agreement
- Teacher Regulation Branch
- WorkSafe BC
- Public Health Agency of Canada
- Erase Bullying

<u>APPENDIX 1 – Research and Rationale</u>

Research over the last two decades has shown that students of gender or sexual minorities experience greater levels of abuse and discrimination at school than heterosexual students. The following research highlights the importance of policies that promote and facilitate safer and more accepting schools.

Verbal, physical and sexual abuse

Compared to their heterosexual counterparts, GSM students are more likely to:
- Experience verbal, physical and sexual abuse at school and discrimination in the community;
- Report higher levels of emotional stress, suicidal thoughts and suicide attempts;
- Feel less safe and connected to family and school.[1]

During 1992-2003 GSM students were twice as likely to report having been verbally or physically abused and 20 times more likely to experience discrimination due to sexual orientation compared to heterosexual students.[1] In addition, GSM students reported that they felt many teachers looked the other way or failed to take action when they heard homophobic and transphobic comments.[2]

Harassment experienced by non-GSM students

Non-GSM students are also affected by discrimination and harassment based on perceived gender identity or sexual orientation. Research shows:
- One in ten non-GSM students had rumours or lies spread about their sexual orientation at school;
- About 50% of non-GSM students have seen homophobic graffiti at school.[2]
- 40% of the non-GSM student population was the target of homophobic slurs.[3]

Safer schools policies

Policies that promote inclusive environments can help improve the school climate for GSM students. Comparing schools with gender and sexual minority policies in place to schools without such policies, it has been found that:
- 80% of GSM students from schools with GSM policies reported never having been physically harassed compared to only 67% of GSM students from schools without GSM policies;
- 46% of GSM students from schools with GSM policies reported never having been verbally harassed due to their sexual orientation versus 40% of GSM students from schools without GSM policies.[2]

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[1] Saewyc E, Poon C, Wang N, Homma Y, Smith A & the McCreary Centre Society. (2007). *Not Yet Equal: The Health of Lesbian, Gay & Bisexual Youth in BC.* Vancouver, BC: McCreary Centre Society.

[2] Taylor C, Peter T, McMinn T, Elliot T, Beldom S, Ferry A, Gross Z, Paquin S & Schachter K. (2011). *Every Class in Every School: The First National Climate Survey on Homophobia, Biphobia, and Transphobia in Canadian Schools.* Toronto, ON: Egale Canada Human Rights Trust.

[3] University of Fraser Valley Centre for Safe Schools & Communities. (2007). *Homophobia and Heterosexism Fact Sheet.* Abbotsford, BC.

- GSM policies in places for 3 or more years significantly reduce suicide ideation and suicide attempts among sexual minority students.
- The odds of a sexual minority student attempting suicide are 50-60% lower in schools with GSM policies compared to schools without. For policies that have been in place 3 or more years, the odds of attempting suicide are 70% lower.
- 40% of sexual minority students have suicidal ideations and 25% have attempted suicide. In contrast, 10% of heterosexual students have suicidal ideations and 4% have attempted suicide.[4]

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[4] Saewcy EM, Konishi C, Rose HA, Homma Y. School-based strategies to reduce suicidal ideation, suicide attempts, and discrimination among sexual minority and heterosexual adolescents in Western Canada. International Journal of Child, Youth and Family Studies. 2014;1:89-112.

APPENDIX 2 - Glossary of Terms

Please note: these definitions can be imperfect and are evolving.

Ally: an individual who is supportive of the GSM community. An ally believes in the dignity and respect of all people, and is willing to stand up in that role. However, it is the GSM community or individuals who are in the position to decide who is their ally and when. People who wish to be allies need to start by working in solidarity with GSM individuals and community.

Asexual: may be considered as another form of sexual orientation. It may include a lack of sexual attraction to anyone or a low or absent interest in sexual activity. It is distinct from celibacy or from someone who abstains from sexual activity as these are usually behaviourally motivated; whereas a sexual orientation is considered more enduring. People who identify as asexual may engage in sexual activity for a variety of reasons.

Binary: refers to the western binary gender system of man and woman.

Bisexual: generally used to describe people who are romantically and/or sexually attracted to people of more than one sex or gender.

Cisgender: a type of gender identity where an individual's self-perception of their gender matches the sex they were assigned at birth.

Cissexism: refers to the assumption that all people are cisgender and that cisgender identities are superior and more normal than transgender identities.

Drag: dressing in the clothing and styles of another gender for entertainment purposes.

Gay: a man who is romantically and sexually attracted to other men. It is sometimes used to refer to the general LGBTQ community, but most often refers to just gay men.

Gender and Sexual Minority (GSM): may include, but is not limited to people who self-identify as gay, lesbian, transgender, two-spirit, intersex, asexual, queer, or who are questioning their sexual orientation or gender identity.

Gender Expression: How one chooses to express their gender identity.

Gender Identity: A person's gender identity is the way in which they define and act on their gender.

Genderism: refers to the assumption that one's gender identity or gender expression will conform to traditionally held stereotypes associated with one's biological sex.

Heterosexism: refers to the assumption that all people are heterosexual and that heterosexuality is superior and more desirable than homosexuality.

Heterosexual: created around the same time as 'homosexual' to describe individuals who are exclusively sexually attracted to the opposite sex/gender.

Homophobia: is the irrational fear and hatred of, aversion to, and discrimination against people based on an actual or assumed sexual orientation.

Homosexual: a scientific term invented in the 1800's to refer to individuals who are sexually attracted to their own sex/gender.

Intersex: "Intersex" is a general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male." *(Intersex Society of North America)*

Lesbian: a woman who is romantically and sexually attracted to other women. This term originates with the female poet Sappho who lived in a community comprised predominantly of women on the Isle of Lesbos in ancient Greece.

Non-binary: is a catch-all category for gender identities other than man and woman.

Queer: Can refer to people who identify themselves based on sexual orientation or gender identity or who resist these categories as too simplistic. The term queer has a history of being used as a derogatory name for members of the LGBTQ (and Ally) community and those whose sexual orientation is perceived as such.

Questioning: People who are in the process of questioning their sexual orientation are often in need of support and understanding during this stage of their identity. They are seeking information and guidance in their self-discovery.

Sex & Gender: It is easy to confuse these two concepts and terms; however, they are different. Sex refers to the biological sex of a person. Gender refers to their societal appearance, mannerisms, and roles.

Sexual Orientation: is a personal characteristic that covers the range of human sexuality from gay and lesbian, to bisexual, transgender and heterosexual orientations.

Straight: a slang word used to refer to the heterosexual members of our community.

Transgender: an umbrella term used to refer to people who transcend the traditional concept of gender. Some may feel as though they are neither a man nor a woman specifically, and some may feel as though their assigned sex at birth (male, female, etc.) and their socialized gender (man, woman, etc.) don't match up. Some opt to change/reassign their sex through hormones and/or surgery and some may change their outward appearance, or gender expression, through clothing, hairstyles, mannerisms, etc., while some do not.

Transphobia: is the irrational fear and hatred of, aversion to, and discrimination against people based on an actual or assumed sexual orientation.

Transsexual: used to describe those individuals who use hormone therapy and/or surgery to alter their sex in order to match their gender.

Two-Spirit: used by some First Nations to describe people in their culture who are gay, lesbian, bisexual or transgender or who transcend Eurocentric/Colonial ideas of gender and sexuality.

APPENDIX 3 – Related District Policies

SD 51 currently has the following policies which relate to this policy, such as how complaints are made and processed, expectations, progressive discipline and codes of conduct:

- 1120   Concerns and Complaints
- 1160   Freedom of Information and Protection of Privacy
- 1180   Non Sexist Environment
- 1190   Inclusive Environment
- 1350   Guiding Principles (Mission, Vision, Values)
- 4090   Violence, Intimidation, Harassment, Threats
- 4100   Respectful Workplace
- 5000   District Code of Conduct for Students