



School District No. 51 (Boundary)

Regular Meeting of the Board of Education

October 13, 2020 at 6:00 p.m.

School Board Office

Agenda

Call to Order

Swearing in of Student Trustees

Opening Acknowledgement

"We would like to give recognition and honour to all the Indigenous peoples and ancestors, including the Interior Salish peoples, who lived here and cared for these lands."

10 Minute Comment Period

Adoption of Agenda

Adoption of Minutes

September 15, 2020 – Regular Meeting Minutes

Report on In-Camera Meeting from September 15, 2020

The Board discussed personnel issues, properties/facilities, business items as well as the Auditor's Report.

Correspondence

Business Items

1. Superintendent/Director of Learning's Report

- Report for September 2020 (Attachment)
- Class size averages
- COVID-19 Health & Safety Update
- Food Security (Attachment)

2. Secretary-Treasurer's Report

- Report for September 2020 (Attachment)
- Safe Return to School Grants – Spending Plans (Attachment)
- 2020/21 Enrolment/Operating Grant (Attachment)
- CEF/Remedy

3. Beaverdell Enrolment (Attachment)

MOTION: "That the Board approve that if enrollment on September 30th in two consecutive years is eight or less, or if enrollment is five or less in one year, Senior Management needs to inform the Board. The Board then has the option to initiate the School Closure Policy #1330."

4. Presentations/Delegations

SD51 DL/Transition Program

5. Talking Break

Importance of having options for our students in these unique times

6. Trustee Handbook

7. Framework for Enhancing Student Success

- School Growth Plans & Focus (Attachments)

8. Committee Reports

Indigenous Committee

Finance Committee

Operations Committee

GFSSAG

Student Trustee

Policy Committee (Attachment)

MOTION: "That the Board approve and adopt Policy No. 5131 – Community Student Learning as presented."

9. Trustee Reports

*District Literacy

* BISM

*PAC Highlights

* BCSTA Kootenay Boundary Branch

*BCSTA Provincial Council

* Rec Commission

*BCPSEA

10. Around the Boundary

Trustee Activities and Upcoming Events

- BCSTA Board Chairs Meeting – October 15, 2020 (Virtual)
- MOE Joint Partners Liaison Meeting – October 16 & 30, 2020 (mornings) (Virtual)
- BCSTA Provincial Council Meeting – October 24, 2020 (Virtual)
- BCSTA Trustee Academy – November 27-28, 2020 (Virtual)
- BCSTA Provincial Council Meeting – February 19/20, 2021 (location tba)
- BCSTA AGM – April 16-18, 2021 (location tba)
- BCSTA Provincial Council – April 17, 2021 (location tba)

Future Agenda Items

Next Board Meeting: **November 10, 2020 at 6:00 p.m.**
Boundary Central Secondary School

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, September 15, 2020 at the School Board Office

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

Present:	Mrs. C. Strukoff	Chair
	Mrs. R. Zitko	Vice Chair
	Ms. B. Bird	Trustee
	Mr. M. Danyluk	Trustee
	Mrs. K. Jepsen	Trustee
	Mrs. L. Van Marck	Trustee
	Ms. M. Burdock	Secretary-Treasurer
	Ms. A. Lautard	Director of Learning
	Mr. K. Minette	Superintendent

Absent: Ms. J. Massey Trustee

Acknowledgement of the Indigenous peoples and ancestors.

Presentations/Delegations

Tyler Neels, CPA, CA, presented the Audited Financial Statements for the 2019-2020 school year.

Adoption of Agenda

MOVED Danyluk
2ND Zitko

“That the Agenda for September 15, 2020 be adopted as circulated.”

CARRIED

Adoption of Minutes

MOVED Zitko
2ND Bird

“That the June 9, 2020 Regular Board Meeting minutes be adopted as amended as only trustees Danyluk, Zitko, Jepsen and student Trustees Fossen and Williams attended via Zoom.”

MOVED Danyluk
2ND Van Marck

“That the July 30, 2020 Special Open Meeting minutes be adopted as circulated.”

CARRIED

Report on In-Camera Meeting from June 9, 2020

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

Correspondence

Nil

Business Items

1. 2019-2020 Financial Results

Secretary-Treasurer Burdock gave an update. The following motion was made:

MOVED Danyluk
2ND Zitko

[“That the Board approve the Audited Financial Statements for the Fiscal Year 2019-2020.”](#)

CARRIED

2. Superintendent/Director of Learning’s Report

- Superintendent Minette gave an update on enrollment. He also reiterated that closing schools has negligible effects on COVID-19 transmission, and that it is detrimental to students to close schools.
- Director of Learning Lautard gave an update on the Food Security program. The Board discussed options going forward. She also spoke about wellness and providing support and upcoming training in TIP.

3. Secretary-Treasurer’s Report

- Secretary-Treasurer Burdock presented her report for summer 2020 and shared her appreciation to the SBO staff for all their hard work.
- Secretary-Treasurer Burdock also presented a briefing note on Community Rentals. After discussion the Board passed the following motion:

MOVED Bird
2ND Van Marck

[“That the Board accept Managements recommendation for the suspension of renting District facilities and that the consideration be reviewed at the December Board of Education meeting.”](#)

CARRIED

4. Talking Break

Jackie Schott, Principal at Perley Elementary, shared return to school highlights.

5. Committee Reports

- Proposed Meeting Dates 2020/2021 were circulated and discussed. Policy meetings will be set for every second month
- School Liaisons will remain the same as last year
- Indigenous Committee – Superintendent Minette reported out.
- GFSSAG – Secretary-Treasurer Burdock reported out.

- Policy Committee – Policy No. 5131 was presented. The following motion was made:

MOVED Danyluk
2ND Zitko

“That the Board approve for circulation Policy No. 5131 – ~~Interim Policy~~ –Community Student Learning (Student Reporting) as presented.”

CARRIED

6. Trustee Reports

BCSTA Kootenay Boundary Branch – There will be an executive meeting September 16, 2020, to decide about AGM and dates.

BISM – Trustee Zitko reported out that they reviewed their strategic plan.

Meeting adjourned at 8:32 p.m.

Chairperson

Secretary-Treasurer



Month-End Report for September 2020

Ken Minette
Superintendent of Schools

District Planning

School Restart – As of Sept 14th it had been 185 days for most SD51 students since their last full day of school.

Sept 8th and 9th were dedicated to staff orientations for school start-up. Staff reviewed SD51 COVID-19 Return to School Guidelines and BCCDC K-12 Guidelines & Provincial COVID-19 Health and Safety Guidelines. Staff had time to organize classrooms and other learning spaces and to debrief the restart based on evolving questions.

Sept 10th and 11th were used for student orientations. Approximately half of each school population attended morning only orientations each day. All staff were on deck for orientations and afternoons were used for more debriefing, tweaking and organizing for the first full day on Sept 14th.

Sept 14th -- 92% of students returned to in-school learning and 5% stayed with SD51 in a distance learning transition program. The first day back was excessively smoky and so Principals were advised to keep students inside as much as possible, keep windows closed and reduce student exertion. This opening was complex as protocols for heavy smoke tend to conflict with COVID-19 protocols including keeping classroom windows open and spending more time doing outdoor learning. Principals and staff did an amazing job managing this return to school start-up by limiting outside time, explicitly reinforcing that students should not exert themselves especially when outside and creating a very welcoming, encouraging learning environment. The staff, students and parents of the Boundary are resilient and deserve recognition for a near seamless start to the 20-21 school year!

Sept 16th – Meeting with Dr. Goodison, Medical Officer for Interior Health, who is providing support to Kootenay-Boundary school districts. She clarified what happens in cases of COVID-19 specifically detailing that IH manages any cases including contacting those that may have been in close contact with a positive COVID-19 person. The school district provides general notification to staff and parents, but this document is approved by Interior Health.

Sept 17th – BCCDC updates their K-12 Guidelines based on most recent COVID-19 provincial, federal and national data. It reduces the K-12 Daily Health Check document from 17 to 7 symptoms. These 7 symptoms are aligned with the most predominant symptoms of COVID-19 cases. The revised BCCDC COVID-19 Daily Health Check document also includes more explicit guidance regarding what to do if ill and when one can return to school. This document was sent out to all parents and staff.

Sept 24th – A letter from the Superintendent is sent out to staff clarifying the guidelines of BCCDC K-12 Guidelines specifically regarding when one can return to school. There was some initial confusion regarding the term 'improving' and this letter provided more clarity so that protocols align with information provided by 8-1-1 and Interior Health. It further stated that SD51 will continue to strongly encourage parents to keep their children home if they are sick and that it is imperative one feels healthy and capable of learning before returning to school.

Sept 25th - We hosted our District wide Pro-D with Monique Gray Smith on September 25th via ZOOM. She discussed stress and trauma and the impact on learning. She provided simple ways to assess how students are feeling and the science behind stress in terms of epinephrine, cortisol, norepinephrine, serotonin and endorphins. She shared simple ways to calm students including walking, rubbing ones back in a gentle way, moving our synovial joints, getting sunshine, tea, & healthy foods to name a few. Then she dove deeper into

Truth and Reconciliation including the reality of multigenerational cultural genocide through Residential schools. The overwhelming message to generations of Indigenous students in residential schools was, “Don’t Talk, Don’t Trust, Don’t Feel and Don’t Love.” This left generations of Indigenous children with a formidable gap in their knowledge as to how to parent and how to find purpose. Monique shared that generational trauma happens at the cellular level, also known as epigenetics, and this kind of trauma requires generations to overcome. To help heal this injustice ALL people must supportively discuss these injustices, must supportively reflect on their own biases and must help make more people aware of the past.

In the afternoon staff went through a series of activities (see below) shared by Monique so they could go deeper in the Truth and Reconciliation conversation. People examined their own biases and reflected on ways they could help facilitate change.

TRUTH - We are no longer at a place where sharing the truth is enough, we must now act on the truth. How will you act on the truth: in your personal life; in your classes and in your school?

RECONCILIATION - Through quiet reflection, staff pondered the 2 following two questions: What does reconciliation mean to you? What is your definition of reconciliation?

REFLECTION – Courageous Conversations: Staff were asked to brainstorm the questions that circulate in SD51 regarding Indigenous students. Then narrow this down to the top 4 questions and reframe them as Growth Oriented Inquiries.

Sept 30th – Orange Shirt Day – This day is recognized annually to raise awareness about the residential school system in Canada, join in the spirit of reconciliation, and honour the experiences of Indigenous Peoples. Between the late 1800s and 1996, more than 150,000 First Nations, Métis and Inuit children attended Indian residential schools.

Why Orange Shirt Day?

Orange Shirt Day was launched in 2013 to call attention to 165 years of residential school experiences (1831-1996). For residential school survivor Phyllis Webstad, the severing of the threads connecting her to family, community, and culture began in 1973, when the beautiful orange shirt she wore to her first day of school was stripped from her and never seen again.



Joanie Holmes – Elder SD51 with Grade 4/5's at Greenwood

All schools encourage the wearing of Orange Shirts. Teachers often do a variety of things to honour indigenous people in residential schools including: relevant book reads, art projects, wonders, Q&A, bulletin boards, and forest hunts. Some teachers spent the morning sharing Every Child Matters virtual event including elders and speakers impacted by residential school offered through National Center for Truth and Reconciliation. (U of M)

Two videos from National Centre from Truth and Reconciliation were released to the public. They are highly recommended for anyone trying to better understand the impact of residential schools and the Truth and Reconciliation movement.

Truth - Part 1: <https://www.youtube.com/watch?v=SFTHHtRy8Do&feature=youtu.be>

Reconciliation - Part 2 : <https://www.youtube.com/watch?v=kbbb5-Xp1Ys&feature=youtu.be>

Other

Foundation Skills Assessment – usually runs from October to November. Ministry of Education recognized that schools are feeling the crunch and so they postponed until Jan 18th (to Feb 26th).

Carole Fullerton – Oct 28 and 29th

Carole will be focussing on assessment, algebraic thinking and math curriculum triage during a pandemic – what is most important? She will spend two days with Gr 4-9 teachers via ZOOM. This will be Carole's sixth year supporting teachers with Numeracy instruction in SD51.

Its Official - New Policy and Ministerial Order for the 'Framework'

On September 1, 2020, the Framework for Enhancing Student Learning Policy and Ministerial Order took effect.

"The Framework for Enhancing Student Learning (hereafter, the Framework) formalizes the planning and reporting expectations for school districts in order to enhance student learning and success. The Framework reflects a public commitment by Indigenous peoples and Indigenous rightsholders, education partners and communities to work together to continuously improve student learning in relation to intellectual, human and social, and career development. The Framework requires alignment of provincial K-12 accountability and evidence-informed practices that enhance student learning, inclusivity and equity of outcomes." Ministry of Ed

Our present Framework for Enhancing Student Learning document and process has had a broad breadth of discretion in interpretation, in development, and in accountability structure. This Policy and Ministerial Order provides more specific guidance around expectations and measures to determine student success. It also directs boards of education to develop multiyear Strategic Plans as part of their 'Framework' which includes educational, financial, operational, and HR objectives. Unlike the past several years where FESL had to be posted on the website, boards will be required to submit a report to the Minister annually in September.

For more information check out:

https://educ.sp.gov.bc.ca/sites/Education/EXT.information/RSSD/_layouts/15/start.aspx#/SitePages/Framework%20for%20Enhancing%20Student%20Learning.aspx

Unintended Effects of School Closures?

BC CDC has released a document titled Impact of School Closures During COVID-19 Pandemic. The document states schools are key to reducing inequities in society. School closures and a shift to remote learning result in uneven educational opportunities. About 75% of parent respondents to a BCCDC survey in June 2020 indicated that school closures led to impaired learning. About 60% of respondents noted an increase in their child's level of stress and about 80 % increase in reduced connection with friends.

Other noted effects:

- Increase in family stress and a disproportionate caregiving demand on mothers.
- Increased family violence due to sustained family proximity and economic consequences.
- Food insecurity increased for some students that depend on their schools' breakfast, lunch and snacks programs.
- Increase in sedentary behaviour as children typically get exercise through school PE, recess activities like playground and organized sports.
- Health outcomes are disproportionately high and hence inequitable for social determinants like single parent families, impoverished families or those in unstable housing.

This document noted that there could have been potential benefits to school closure that have not been evidenced like more family time. However, it does identify based on parent perspectives that school is important to create equitable opportunity regarding learning, socializing and healthy environments.

In a nutshell, COVID-19 will be a part of our life for a while so we have to learn to live safely with COVID-19. We need to balance the importance of in-school learning with the risks attached to COVID-19. Schools provide an important function to society and kids, and if we do it safely, we can handle it.

COVID-19 Case in Schools – The Process

Interior Health takes the lead on all cases. Once a member of a school community (student or staff) tests positive for COVID-19, IH then determines whether that person was at the school in their infectious period. If there was a case, the school district sends out a general message confirming the site where there has been a confirmed case. The letter will also indicate that unless you are contacted by IH you are not considered to be someone of close contact. Details that could identify the person with COVID-19 are not provided in the letter for privacy reasons. IH is responsible for contact tracing and determining who is considered a "close contact" of the person with COVID-19. From their investigation, IH will determine who needs to self-isolate and/or watch for symptoms. Interior Health will personally contact individuals if there is a concern and give specific directions.

Dr. Henry has calmly stated, "I would encourage parents to recognize that exposure events do not mean that your child has been exposed to COVID-19," she said. "Unless you've had a call directly from public health, you do not need to worry about that. We are being very transparent in putting up where those exposures might have happened so that everybody knows that public health is on it. ...Just because there's been an exposure event does not mean you need to keep your children home."

The importance of keeping fine arts, applied skills and physical activity instruction

The BC Ministry of Education reinforced that ALL curriculum, programs and activities should continue with the school restart. They stated electives (e.g. Fine Arts education, etc.) and activities are important to student health and well-being.

The Ministry of Education provided specific guidance for certain more hands-on courses to assist educators in safely creating learning opportunities in areas like: Arts education, Dual credit courses, Food programs, Textiles programs, school libraries, STEM programs, ADST programs, Technology ed, Dance, Drama and Band. For many students, these courses are the most important part of their day and provide motivation to attend well.



Perley Band – Ms. Barrett – New Teacher to the Boundary

Average Class Sizes in SD 51

<u>SITE</u>	<u>K</u>	<u>1-3</u>	<u>4-7</u>	<u>8-12</u>
District	13.5	16.6	18.4	17.6
GFSS				20
BCSS				15.7
DAPES	15.9	18.9	20.8	
CLES	15	20	21	
JAHES	19.8	18.8	20.4	
WBES	14	16.9	14	
MES	5.8	15.5		
GES			14.3	
	<u>K-3</u>		<u>4-9</u>	
BES	8			
BCWCS	17		12	

Meetings in District

- ✓ Sept 1 Meeting of all superintendents with Deputy Minister Scott MacDonald
- ✓ Sept 2 Meeting with DLT
- ✓ Sept 3 Federal Funding announcement and Review with Reg Bawa
Meeting with Principals regarding first week back
- ✓ Sept 9 DLT Meeting – Updates before students return
- ✓ Sept 10 Regional Roundtable – Updates on Restart
- ✓ Sept 11 Meeting with Deputy Minister Scott MacDonald and Dr. Reka Gustafson
Debrief with DLT about Orientation and burning questions
- ✓ Sept 14 KD Superintendents Meeting
- ✓ Sept 15 COVID-19 Report Submitted to Ministry of Ed
- ✓ Sept 16 Health and Wellness Meeting
Karin Goodison and KB Superintendents
- ✓ Sept 17 DLT Debrief – first week back
- ✓ Sept 21 Online learning discussion with Ministry of Ed
- ✓ Sept 22 Policy Meeting
- ✓ Sept 23 OLRC
KB Roundtable
- ✓ Sept 25 Monique Gray-Smith
DM update with Dr. Corneill of BCCDC
- ✓ Sept 30 Orange Shirt Day
- ✓ Oct 1 School Growth Plans submitted
Strategic Plan Review
- ✓ Oct 2 DLT Monthly Meeting
- ✓ Oct 5 KB BCSSA Fall Meeting
- ✓ Oct 7 DM Update
KB Roundtable

Learning51 – 2020-2021

- Truth and Reconciliation – Monique Gray Smith – Sept 25, 2020
- Numeracy Teaching and Learning – Grade 4 -7 - Carole Fullerton – October 28th & 29th; Feb 23rd & 24th
- Literacy Assessment and Intervention K-3 – Once classes are back in session
- Equity Scan - Once classes are back in session
- Computational Thinking – Transitioning/Scope and Sequence for K-8 - Shawn Lockhart and SD51 teachers



Briefing Note

Date: October 13, 2020

Food for Families: Pilot Project 2020 – 2021

Proposal

We would like to initiate a program that supplies meals and snacks to families who are experiencing food insecurity especially through the three-day weekends when school is not in session. We would provide packages of non-perishable food to all the schools and some community agencies throughout the Boundary. The following packages would be easy for youth to take home or parents to pick up.

1. Meal in a bag: Have the contents of nutritious meals packaged together (including recipe) that can be taken home. For example: chili, tuna casserole, lentil soup, spaghetti, taco casserole, minestrone soup.
2. Lunch in a bag: Soups, canned beans, pasta, crackers, bread.
3. Snacks in a bag: fruit cups, nuts, granola bars, muffin mix, dried fruit, peanut butter.

Each school/agency will have the food securely stored and easily accessible so that staff and teachers can give to youth. Perhaps Family Support workers or Child and Youth Care workers could occasionally deliver to family's homes.

Implementation: October 2020

- Healthy school coordinator could run program to purchase/organize/pack/restock food as needed with the help of volunteer. Would need approximately 5 more hours a week with work happening on Friday.
- Survey each school to assess storage space, fridge and freezer space.
- Find staff at each space that will commit to consulting/helping manage program.
- Build a communication and transport chain
 - Feedback around need and restocking.

- Feedback on product.
- Sending food throughout district in a timely affordable manner.
- Managing best before dates and perishables.
- Keeping stats to determine who is using service.

Community Consultation

Boundary Family Services, Food Bank, Boundary Food Security Zoom, Tara Stark -IH nutritionist

Future Endeavors

- Ensure sustainability
 - Find volunteers and build community donors like Rotary.
 - Complete Phoenix grant Supplement with food growing, gathering, gleaning program- using local products.
- Offer other packages such as the following:
 1. Basic supplies: rice, bread, beans, pasta, flour, cooking oil, cereal, et cetera.
 2. Perishables that are hardy and storable fruits and veggies: potatoes, carrots, onions, apples, oranges, dried fruit.
 3. Start a voucher system for milk/dairy/egg products in each community.
- Youth food groups teaching gardening, canning, preserving, dehydrating, freezing etc.



Secretary-Treasurer's Report September 2020

Ministry Reporting

Fall is reporting time at the Ministry of Education (MoE)! The following list includes the reports we have been working on that are due in September and October. Re

- 2019/20
 - *Indigenous Education Targeted Funding Financial Report* - Financial data and commentary on how these targeted funds were spent last fiscal.
 - *Funding & Allocation - Classroom Enhancement Fund (CEF) Year-end Reporting* - Financial report confirming: teacher FTE/classification and total salaries/benefits paid through CEF, remedy paid to teachers for classes not in compliance with class size and composition language, and CEF overhead costs incurred by the District.
 - *PSEC LIGER (Labour Information Gathering & Executive Reporting)* - Public sector employers are required to report compensation for senior and executive employees with a base salary of \$125,000 or more for the period July 1/2019 to June 30/2020.
- 2020/21
 - *Daily Absence Reporting* - To better understand the impact of COVID-19 on the public school system, the MoE is now requiring Districts to report on workforce counts and absences to accompany student attendance reporting. The Daily Absence Report reports the portion of the workforce that is absent on a given day, as well as the reason for the absence. Effective September 14, 2020, we have been reporting absences daily.
 - *Weekly Workforce Reporting* - This report provides a denominator for the absence report. It covers the entire workforce and is a sum of the FTE's that worked in a week. Effective September 18th, we have been reporting this information weekly.
 - *Portable & Modular Inventory Report* - Report to provide information on the number of portables in the District, as well as how they are currently being used.
 - *1701 Student Data Collection* - Collection of data on student FTE and Headcount, as well as data on Unique Student Needs categories (ELL, Special Education, Indigenous Education and Adult Education). The data reported drives our operating grant from the MoE, which is confirmed in December. The snapshot date was September 30th, with the final verification report due October 9th.
 - *Form 1530* - Collection of data on all employee positions in the District that are paid for through the operating budget. The categories include: Teachers, Principals/Vice-Principals, EAs, Support Staff, and Other Professionals. The snapshot date is September 30th, with the final report due October 31st.
 - *Q1 EDAS* - Quarterly report on employee status, YTD earnings, benefits, base salary, FTE etc. The Q1 EDAS is used by the Ministry to calculate the supplement for salary differential that is part of our operating grant.
 - *1601 School Data Collection* - Reports school demographics information including physical and mailing address, telephone and fax number, email address, name of principal/head teacher, and school organization. This information must be updated at the Ministry on or before October 7th.
 - *Q1 GRE* - Quarterly financial report that is used to consolidate the financial results of the District into the Province's financials.
 - *Classroom Enhancement Fund, Initial Reporting* - CEF is special purpose funding provided to the District to fund additional costs associated with ensuring we are in

compliance with the reinstated 2001 language. CEF staffing information as of September 30th is due October 16th.

- *Safe Return to School Grant* - The District received \$120,797 from the Province to support the safe return to school during COVID-19. The District is required to report by October 12th monies spent as of September 30/2020, as well as projected spending for the remainder of the year.
- *COVID-19 Cost Tracking* - In March 2020, the government identified COVID-19 as a major reporting event. As such, all ministries, crown agencies, school districts, universities, colleges and health authorities are required to track and report incremental and necessary costs incurred as a direct result of COVID-19. The first report was due June 30th, and now again on October 12th.

Budget/Finance

Fiscal Year-end & Audit

Our June 30, 2020 audited financial statements were approved by the Board last month and were submitted to the Ministry. To supplement the financial statements and as part of recommendation #14 per the *Funding Model Review*, the MoE is now strongly recommending preparation of a *Financial Statement Discussion & Analysis Paper*. I am in the midst of preparing this report and will submit and share with the Board in November.

2020-21 Annual Budget

The annual budget was set and approved by the Board in June based on preliminary enrolment projections. I've been updating based on actual enrolment and staffing. It will be entered into the accounting system this month and the Board will be presented with an expenditure report for the first 4 months of the year at the November board meeting.

Enrolment

Per 1701 data collection, total funded FTE at September 30/2020 1,241.125 (2019 - 1,240.9375). See Briefing Note on Enrolment for details.

Operations

The operations department was busy in September on the following projects:

- BCSS HVAC installation completed for school start-up
- Big White UPS installed
- WBES Building Envelope project ready for stucco this week - completion expected by end of October
- BCSS Science Labs will be completed October 23rd
- Fire inspections completed at all Grand Forks facilities
- Custodial professional development day on October 2nd - Supplier demos
- Preparing for energy audit at GFSS, Perley and BCSS with Associated Engineering
- Big White snow drift walls built for winter exit safety
- Washers and dryers for elementary schools delivered and starting on installation
- Procurement of touchless faucets in washrooms and waterbottle-filling stations for schools
- Investigating UV lighting options for hard-to-clean areas
- Responding to vandalism at Perley (spray paint) and WBES (lawn)
- Blowing out all irrigation lines before winter
- Met with Midway RCMP around safe school protocols
- Troubleshooting plumbing issues at CLES

Technology

The technology department has been busy with higher than normal tech requests this month, as well as setting up new staff with appropriate hardware and user accounts, and the continued installation of network switches across the District.



Briefing Note

Safe Return to School Grants

Safe Return to School Grant - Provincial

In early August 2020, the Province announced a \$45.6-million investment to support a safe restart for BC’s schools. The funding was allocated as follows:

1. Reusable Masks/Face Shields - \$2.2 mil
2. Computers and Assistive Technology - \$3.0 mil
3. Cleaning Supplies - \$5.1 mil
4. Improved Hand Hygiene - \$9.2 mil
5. Cleaning Frequency - \$23 mil

Per the grant tables released on August 11th, SD51’s allocation of the Safe Return to Schools Grant for 2020/21 is \$120,797.

The District’s spending plan includes:

Spending Category	Allocation	Purchases
Reusable Masks /Face Shields	5,406	2,100 reusable masks for staff and students 10,000 disposable masks
Computers and Assistive Technology	10,778	5 Lenovo laptops and 10 iPads to loan to students participating in the SD51 DL/Transition program
Cleaning Supplies	14,315	
Improved Hand Hygiene	25,739	Sink added at GFSS Indigenous Ed room; touchless faucets in school washrooms
Cleaning Frequency	64,559	Added XX hours/week of day-time cleaning; increased evening/regular clean by XX hours/week
	120,797	

Federal Safe Return to Class Grant

On August 26, the Prime Minister announced up to \$2 billion in support for provinces and territories through the Safe Return to Class Fund. British Columbia’s maximum allocation is \$242.36 million. The first disbursement of \$121.1 million was made in September 2020, and additional funding will be available in early 2021.

The Ministry of Education allocated the first phase of the Federal Safe Return to Class Fund as follows:

- \$101.1 mil to public school districts
- \$7.96 mil to independent schools
- \$12.1 mil holdback for emerging COVID-related issues between Sept and Dec 2020

The Ministry confirmed that spending of this funding should be in alignment with school districts K-12 Restart plans, and that districts should consider the needs of Indigenous students, students with disabilities and diverse abilities, vulnerable students and other students with low educational outcomes when allocating and planning for this funding.

General categories for spending include:

- Learning resources and supports
 - o Implementation of online and remote learning options;
 - o Hiring teachers/support staff to support students transitioning back into the classroom over the year;
 - o Health and safety training for staff; and
 - o Mental health support for staff and students
- Health and Safety
 - o Increasing staff to meet H&S guidelines in schools;
 - o Installing barriers, creating outdoor learning spaces, and adapting classrooms and buses to maintain physical contact;
 - o Increasing hand hygiene, including additional hand sanitizing stations, touchless faucets or additional supplies;
 - o Improving air systems in schools;
 - o Purchasing additional cleaning supplies; and
 - o Purchasing additional masks, face shields or other PPE as needed.
- Transportation
 - o Cover additional transportation costs to accommodate new schedules
 - o Student and route tracking and planning technology; and
 - o Alternate bus transportation strategies.
- Before- and after-school childcare
 - o Opening more space and covering cleaning costs for before- and after-school care so groups can be smaller and to ensure students remain in cohorts; and
 - o Additional staff to support before- and after-school care.

School District No. 51’s allocation of the first phase of funding is \$223,992. Assuming a matched disbursement in January 2021, total funding will be **\$447,984**.

The District’s spending plan includes:

Spending Category	Allocation	Purchases
Reusable Masks /Face Shields, Plexiglass	22,710	Difference in cost of 2,100 reusable masks and 10,000 disposable masks not covered by Provincial grant; additional 10,000 disposable masks; plexiglass barriers
SD51 DL/ Transition Program	220,856	1.25 FTE teaching time, plus 2.0 FTE EAs to support students currently learning at home who will be transitioning back to the classroom
Employee mental health	27,400	Group counselling sessions by site/department, with opportunity for 1 hour 1:1 session as needed; Unlimited access to LifeSpeak for all employees
Indigenous Education	47,500	Additional Indigenous education support worker
Supporting SD51 Restart Plan	21,400	Additional time for EAs at GFSS to support bell schedule/staggered starts; additional time for bus drivers due to increased cleaning protocols
Outdoor Education	30,000	0.25 FTE teaching time to support increased outdoor learning across the District
Transportation tracking system	77,984	Digital/automated transportation tracking/routing system
	\$447,984	



Briefing Note

September 30, 2020 Enrolment

In February of each year, all districts in BC report projected enrolment information for the upcoming school year to the Ministry. Based on these projections, the Ministry announces preliminary operating funding for each district in early March. At September 30, all districts in BC then report actual enrolment information to the Ministry through the 1701 verification process. Our 1701 verification for September 30, 2020 reported the following:

Enrolment (FTE) by site

Site	2019 Actual	2020 Actual	2020 Projected	Difference
Grand Forks Secondary	350.7500	369.6250	364.4654	5.1596
Perley Elementary	225	216	213	3
Hutton Elementary	229	217	222	-5
Christina Lake Elementary	90	86	85	1
Boundary Central Secondary	130.0625	137.0000	124.5322	12.4678
Midway Elementary	34	33	35	-2
Greenwood Elementary	36	43	38	5
West Boundary Elementary	81	75	78	-3
Beaverdell Elementary	7	8	8	0
Big White Community School	31	29	30	-1
Walker Development Centre	26.3750	27.5000	29.5250	-1.3
Total:	1,240.9375	1,241.1250	1,227.5226	14.3274

Enrolment (FTE) by grade:

Grade	2019 Actual	2020 Actual	2020 Projection
Kindergarten	85	71	73
Grade 1	84	85	87
Grade 2	89	85	84
Grade 3	84	91	88
Grade 4	99	91	87
Grade 5	90	96	99
Grade 6	92	89	94
Grade 7	109	94	93
Grade 8	104	113	115
Grade 9	103	104	107
Grade 10	121.5625	108.2500	107.7765
Grade 11	89.3750	119.7500	112.3278
Grade 12	88.6250	92.7500	79.6933
Adult Students	2.3750	0.5000	0.7250
Total:	1,240.9375	1,241.1250	1,227.5226

In March 2020, SD51's estimated 2020/21 operating grant from the Ministry was \$17,748,211 (see attached).

Using an Operating Grant Funding Estimator, SD51's recalculated 2020/21 operating grant from the Ministry will be \$17,562,812.

The anticipated reduction of \$185,368 is mainly due to a reduction in Unique Student Needs - Special Education, Level 2 funding.

Please note the estimate assumes there will be no change in rates or basic allocations from the preliminary grants announced in March. The Ministry will confirm recalculated grants in December 2020.

Estimated Operating Grants - 2020/21 School Year

School District 51 Boundary

September 2020 Enrolment Count

	School-Age Enrolment	Funding Level	Funding	Total Supplement
Standard (Regular) Schools	1,197.9977	\$7,560	\$9,056,863	
Continuing Education	0.0000	\$7,560	\$0	
Alternate Schools	28.8000	\$7,560	\$217,728	
Distributed Learning	0.0000	\$6,100	\$0	
Home Schooling	6	\$250	\$1,500	
Course Challenges	0	\$236	\$0	
Total Enrolment-Based Funding (September)	1,226.7977			\$9,276,091

	Total Enrol. Change	Funding Level	Funding	Total Supplement
1% to 4% Enrolment Decline	-11.5148	\$3,780	\$0	
4%+ Enrolment Decline		\$5,670	\$0	
Significant Cumulative Decline (7%+)	-44.5625	\$3,780	\$0	
Supplement for Enrolment Decline				\$0

	Enrolment	Funding Level	Funding	Total Supplement
Level 1 Special Needs	2	\$43,000	\$86,000	
Level 2 Special Needs	95	\$20,400	\$1,938,000	
Level 3 Special Needs	14	\$10,300	\$144,200	
English Language Learning	0	\$1,520	\$0	
Indigenous Education	328	\$1,500	\$492,000	
Adult Education	0.7250	\$4,823	\$3,497	
Equity of Opportunity Supplement			\$65,483	

Supplement for Unique Student Needs **\$2,729,180**

Variance from Provincial Average	\$1,421		
Estimated Number of Educators	68.196		\$96,907

	Enrolment	Funding Level	Funding	Total Supplement
FTE Distribution	1,227.5227	\$180.33	\$221,359	
Supplement for Salary Differential				\$318,266

Supplement for Unique Geographic Factors **\$5,413,529**

Funding Protection **\$0**

Supplement for the Education Plan **\$11,145**

September 2020 Enrolment Count, Total **\$17,748,211**

July 2020 Enrolment Count

	Enrolment	Funding Level	Funding	Total Supplement
Summer Learning Grade 1-7	0	\$215	\$0	
Summer Learning Grade 8-9	0	\$215	\$0	
Summer Learning Grade 10-12	0	\$430	\$0	
Supplemental Summer Learning Funding			\$0	
Cross-Enrolment, Grade 8 and 9	0	\$0	\$0	
Summer Learning, Total				\$0

February 2021 Enrolment Count

	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	0.0000	\$7,560	\$0	
Adult FTE - Continuing Education	0.0000	\$4,823	\$0	
K-Gr 9 School-Age FTE - Distributed Learning	0.0000	\$3,050	\$0	
Gr 10-12 School-Age FTE - Distributed Learning	0.0000	\$6,100	\$0	
Adult FTE - Distributed Learning	0.0000	\$4,823	\$0	
Level 1 Special Needs Enrolment Growth	0	\$21,500	\$0	
Level 2 Special Needs Enrolment Growth	0	\$10,200	\$0	
Level 3 Special Needs Enrolment Growth	0	\$5,150	\$0	
Newcomer Refugees	0.0000	\$3,780	\$0	
ELL Supplement - Newcomer Refugees	0	\$760	\$0	
February 2021 Enrolment Count, Total				\$0

May 2021 Enrolment Count

	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	0.0000	\$7,560	\$0	
Adult FTE - Continuing Education	0.0000	\$4,823	\$0	
K-Gr 9 School-Age FTE - Distributed Learning	0.0000	\$2,033	\$0	
Gr 10-12 School-Age FTE - Distributed Learning	0.0000	\$6,100	\$0	
Adult FTE - Distributed Learning	0.0000	\$4,823	\$0	
May 2021 Enrolment Count, Total				\$0

2020/21 Full-Year Estimated Total **\$17,748,211**

Estimated 2020/21 Operating Grant from Indigenous Services Canada	\$0
Estimated 2020/21 Operating Grant from Ministry of Education	\$17,748,211



Briefing Note

Beaverdell Elementary, Report on September 30th Enrolment

As a result of a thorough consultation and policy review regarding the potential closure of Beaverdell Elementary, the Board of Education of School District No. 51 (Boundary) passed the following motion on June 8, 2010:

“That the Board approve that if enrollment on September 30th in two consecutive years is eight or less, or if enrollment is five or less in one year, Senior Management needs to inform the Board. The Board then has the option to initiate the School Closure Policy #1330.”

As per the 1701 Student Data Collection process, enrolment at Beaverdell Elementary for the current and past year is as follows:

- September 30, 2019 = 7
- September 30, 2020 = 8

As enrolment at Beaverdell Elementary has been 8 or less on September 30th for two consecutive years, the Board must now evaluate whether to initiate School Closure Policy No. 1330, which would include a 60-day public consultation period.

Please note projected enrolment for Beaverdell Elementary for the next 6 years is as follows:

School Year	Enrolment				
	Kindergarten	Grade 1	Grade 2	Grade 3	Total
2020/21	1	0	2	5	8
2021/22	6	1	0	2	9
2022/23	0	6	1	0	7
2023/24	0	0	6	1	7
2024/25	1	0	0	6	7
2025/26	3	1	0	0	4

These projections are based on known births in the area and are estimates only. Enrolment could fluctuate with moves in/out of the District. In addition, uncertainty around the magnitude and longevity of the COVID-19 pandemic limits the accuracy of these projections.

COVID-19 has also increased anxiety and uncertainty for the students, staff, parents and community members of the Boundary. It has also put increased pressure on the Board’s resources, which could impact the school closure process.

As such, Senior Managements recommendation to the Board is to postpone initiation of School Closure Policy No. 1330, and review enrolment at Beaverdell Elementary as per the 1701 Data Collection Process in February 2021.

Grand Forks Secondary School (GFSS)
SCHOOL IMPROVEMENT PLAN
2020-2021

SCHOOL CONTEXT:

Community Information - Grand Forks Secondary School is located at 1331 Central Ave. in the heart of the downtown area.

Grand Forks is the perfect backdrop for families and retirees, with a strong commitment to healthy living, affordability and great quality of life. Incorporated in 1897, Grand Forks is the “hub” of the Boundary Region, located between the Okanagan Valley and the Kootenays.

Student Population - 380 students

Staff - 2 Administrators, 24 Teachers, 10 Education Assistants, 2 Child and Youth Care Workers, 4 Custodians, 2 Office Administrators

Our Mission - To unlock the physical, intellectual, creative, ethical, social and cultural growth in our students. We do this by assessing for learning, modeling respectful behaviour, and providing students with opportunities to develop their full potential. We do this so that students become lifelong learners who will be positive, successful contributors to society.

Course Offerings - We offer a wide variety of courses in: Sciences, Humanities, Fine Arts, Applied Skills and Moodle/Independent studies. Over 5 Board approved courses are added to the student driven course selection list including: Drama, Photography, Peer Counseling, Peer Tutoring and a Work Experience Program. Often elective courses are Gr. 9-12 creating more opportunities for students.

Parents - The parents of our GFSS students are very interested in their students' success and participate in school decisions through the PAC and district wide programs. They attend parent/teacher interviews, act as volunteers for extracurricular activities and curricular events, and are involved in community service, recreation, and cultural activities. Many parents commute to jobs outside of this community.

2019-2020 Celebrations - the following list is a selection of events/activities that represent some of our accomplishments

- Biology field trip - Banfield Marine Science Centre
- GFSS Drama Club Presents ‘The Outsiders’
- School Athletic Teams:
Soccer-Basketball (Prov)-Volleyball-Swimming-Golf-Curling (Prov)-Cross Country
- Collaboration and outreach to SD51 Elementary Schools - This includes:
 - Peer tutoring program (promotes teacher/classroom co-learning experience)
 - Career Fair -Host District extra curricular events
 - Strong school-community partnerships evidenced by extensive Work Experience program and student involvement in the community (i.e leadership events, local bursaries, etc.)

INQUIRY QUESTIONS:

The development of this growth plan will be based on:

- A) What is the impact of Global Pandemic (Covid19) within our school community?
- B) How can we improve our professional learning around gr. Cohorts in a ¼ system?

SCANNING:

"What's going on for our learners?"

March of this year the world was faced with a pandemic (Covid19). GFSS instantly moved from in-school instruction to emergency remote learning with an emphasis on health and well being for our students and now have moved back to in-school learning (phase 2)

- Survey (06/20) with GFSS students/staff, PAC feedback (Sept 2020), and grade level assembly questions (Sept 2020)
- challenges with engagement, completion, attendance, connectedness and Mental health
- Teachers embracing Google classroom and face to face virtual learning (synchronous and asynchronous learning)- Move back to in-school learning on a new structure (3hr classes)

FOCUSSING:

"What does our focus need to be?"

- Health and Safety guidelines
- Promoting staff / student Wellness
- Growing our professional understanding how best to support student learning in a grade cohort quarter system
 - A) What is the impact of a Global pandemic on our greater community and how has transitioning to and from emergency learning effected our school community?
 - B) Can we better understand the effects of this Global Pandemic on the social-emotional health of our school community?
 - C) How can we best support student learning in this new cohort organization and the quarter system structure?

DEVELOPING A HUNCH:

"How are WE contributing to the situation?"

- Health and Safety guidelines
- Promoting staff / student Wellness
- Growing our professional understanding how best to deliver in a gr. Cohort, ¼ system
 - A) If every person understands their shared role and responsibility in building a controlled learning environment will GFSS be safe and comfortable for all learners?
 - B) If we intentionally create processes that assess student and staff well-being, will it support social-emotional health "resilience" in our school community?
 - C) Curricular delivery, Brain breaks, and Assessment are all integral parts of what we need to develop greater understanding of in the ¼ system. Can we foster these areas of understandings by building experiences, taking risks, listening to student feedback, and collaborating with colleagues?

LEARNING:

“How and where will we learn more about what to do?”

- Health and Safety guidelines
- Promoting staff / student Wellness
- Growing our professional understanding how best to deliver in a gr. Cohort, ¼ system

- A) CDC self assessment, sd51 start up guidelines,
- B) Student check ins, Monique Grey Smith, Amy Allan, Wellness Groups
- C) Blended learning, Brain breaks research, Making Thinking Visible, Google classroom, Student check ins, Department initiatives, EA collaboration time

TAKING ACTION:

“What can we do differently to make enough of a difference?”

- Health and Safety guidelines
- Promoting staff / student Wellness
- Growing our professional understanding how best to deliver in a gr. Cohort, ¼ system

- A) Changes to student code of conduct, increase to teacher supervision, EA time increase promoting health/safety, cohorting students,
- B) Student bi-weekly classroom check-ins, staff wellness partners, school wellness committee (weekly yoga/biking)
- C) Promoting cohort collaborations, department initiatives, staff meeting focus “Making Thinking Visible”, Blended learning opportunities, Gradeless assessment in Grade 8 (emphasis on descriptive feedback)

CHECKING:

“Have we made enough of a difference?”

- A) Student/staff attendance
- B) Student/staff attendance, feedback from students
- C) Classroom engagement, student feedback, parent feedback

Parental/Community Involvement: (How will you work together as a school community to do this work?)

- The PAC is actively involved in the school process (Zoom #s)
- parent zoom coffee house participation
- Use of school Facebook page and website
- Parent feedback will be sought regarding school improvement and their contribution will be included in our school conversations regarding this inquiry.

Connection to the District Goals: (How does this plan connect to our district goals?)

Promote staff involvement to district professional growth initiatives with an emphasis on the refreshed curriculum.

- New Student Code of Conduct / less use of digital devices
- School community is comfortable with the new Code of Conduct
- Increased use of proficiency scales in classes
- Greater understanding of curriculum and competency assessment
- More staff involved in district leadership



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2020/2021 Perley Growth Plan

School Context

Dr. D. A. Perley Elementary School is a kindergarten-grade seven school of 194 in-class students and an additional 19 distance learning students. Perley is made up of ten divisions in the building and one remote division. Perley Elementary School is located in Grand Forks in the Boundary region of British Columbia. Originally built as a resource town, Grand Forks has seen fluctuations in population throughout the years as a result of the change in the resource market. Though once a declining enrollment, Perley has more recently seen enrollments from out of district, out of province and out of country.

To align with the Ministry of Education's return to school plan for Covid-19, Perley Elementary has established 5 cohorts between our 10 divisions for the school year. Cohorts are all less than 60 individuals and include students, educational assistants, supervisors and classroom teachers. Each cohort is made up of two classes of similar grades.

Because of the current state of emergency due to Covid-19, Perley currently has 19 students who have chosen to work from home with the district's Distance Learning Program. Additionally, another 9 students are working from home through distance learning programs provided by alternate districts. All families from both distance learning programs are committed to returning to Perley either during this school year, or in the coming years.

The Perley School population is a diverse group of learners which includes students from a variety of backgrounds and demographics. We have an Indigenous Education Department which works alongside classroom teachers to support Indigenous. Our Indigenous Education Program provides activities such as soapstone carving, field trips, visits from Elders, drum making and Orange Shirt Day activities. Perley also has a dedicated Russian program to support the Russian culture which has been a long-time part of the community culture. This includes Russian Language classes twice weekly from students grades 4-7 who are interested.

Dr. D.A. Perley Elementary School has an involved PAC which meets on a monthly basis. PAC sponsored events will continue within the context of our current pandemic with fundraisers being offered online, and activities at the school being held which can include physical distancing or activities within cohorts. Activities planned to date include iWalk to School, and the poinsettia orders. Additionally, the Parent's Advisory Council continues to be a huge supporter of our Perley Breakfast Program which is currently offered outside to align with our health and safety guidelines.





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Scanning

The Perley Elementary School staff previously identified Numeracy and Community as areas for improvement through meetings in August 2019 and September 2019. Unfortunately, because of the Covid-19 pandemic, the staff was not able to meet in May 2020 or consult the parent community in May 2020 as a follow up to the 2019/2020 School Growth Plan.

With the return to in-class instruction in the fall of 2020, the staff was able to meet once again to re-evaluate the school Growth Plan and goals. In August 2020, the staff met and agreed that because of the pandemic and the suspension of in-class instruction in the fall of 2020, not enough evidence was gathered to indicate that the goals from the previous year were met, and therefore, the 2020/2021 goals would be a continuation of the goals from the previous year.

The staff was able to use their previous brainstorming as a jumping off point for current brainstorming and problem solving. Please see the diagram below which includes the brainstorming from 2019 in black and the brainstorming from our staff session on September 23, 2020 in blue.



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Successes	Challenges	Resources	Assessments
<ul style="list-style-type: none"> • Parent Support • Playing games • Home practices • Growing understanding as kids age • Differentiated classroom • District support and purchase of resources • District professional development 	<ul style="list-style-type: none"> • Parent buy-in <p>New concepts/strategies</p> <ul style="list-style-type: none"> • Shifting parent mindset • Perseverance • Equitable access to manipulatives • How do we share? How do we manage? • Incorporate family group activities • Time- making resources and finding resources that are applicable • Returning after Covid- what was done in the last six months? • Health and safety guidelines- no family groups 	<ul style="list-style-type: none"> • Mathletics • Fullerton Books • Calkins • Manipulatives • Math Games • Cards • Dice • Board Games • Tangrams • Cuisinaire Rods • Are Fullerton resources available electronically? • Calculators- science room • Base-ten app • Magnetic Base Ten blocks • Magnetic Ten Frames 	<ul style="list-style-type: none"> • Mathletics • FSAs • DIBELS (literacy) • Student feedback • Fullerton • Math Engagement Survey • Primary survey

Focusing

School District #51 is currently supporting a framework which addresses two school-based goals: one for each of the domains, Intellectual and Human/Social. The goals for Dr. D.A. Perley for 2020/2021 are as follows:

Intellectual – Numeracy:

- To improve Numeracy enjoyment and engagement in all students from Kindergarten to grade seven which will in turn result in increased Numeracy skills and results
- To use a universal design for learning and authentic pedagogy to make Numeracy meaningful to students
- To improve students’ self-confidence in Numeracy

Human/Social- Building School Community:



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- Continue to build upon our Cohort Model (replacing our Family Group Model) to build a positive school climate and sense of community
- To reduce anxiety by building school connectiveness and a sense of belonging
- Continue to develop a strong sense of belonging for students by improving relationships in the school community (with a focus on the classroom community for 2020 to align with health and safety guidelines)

Learning and Action:

Intellectual – Numeracy:

At the September 23, 2020 Perley Non-Instructional Day, the staff was able to work together to brainstorm next steps in working towards their goal of building engagement and enjoyment of numeracy activities for students. Several focused questions were developed to drive our planning including:

- Focus Questions for Numeracy:
 - What does a successful, engaged Numeracy student look like?
 - How are we going to measure engagement and enjoyment?
 - How will we know when we get there?

Additionally, the staff was able to establish the following next steps in working towards our Numeracy goal:

The staff will continue to use student self-assessments to identify students' engagement in Numeracy. Last year, a Math Satisfaction Survey was used (see below) which will be incorporated for Intermediate students this year. The intermediate students will complete the satisfaction surveys in September, November, March and June.

We currently do not have a universal engagement survey for primary students. However, primary teachers are going to use the time between now and November 2020 to create an age-appropriate self-assessment tool for their students to assess their engagement and enjoyment of Numeracy activities. Primary self-assessments will then take place in November, March and June to align with our reporting periods. Following each reporting period, the staff of Perley will revisit the student feedback.

In order to best meet the needs of our students, we acknowledge that the right tools and resources need to be available. The staff determined that we need to create a committee to research and purchase Numeracy picture books that can be used as anchor books to introduce



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Numeracy concepts. Picture books are engaging and provide a fun way of introducing concepts. This committee will meet in October 2020 to create a booklist.

The staff has also committed to creating a Math Resources link on the school website which makes it easy for families to access resources from home. This will be a shared responsibility with staff to share their favourite math resources.

The staff has agreed to look into a weekly math challenge on Facebook which would help extend the learning into the homes of our students. This will also be a collective responsibility with all teachers sharing a problem throughout the year.

In the spring of 2021, the staff of Perley is committed to creating a Math Olympics. This will include extensive planning and a committee which will be created following spring break. The Math Olympics will be for all grade levels and will incorporate hands-on learning opportunities.

Whenever possible, these new initiatives will include the grade 6/7 leadership students. They will be involved in brainstorming ways that the school can create engagement and enjoyment of Numeracy.

Human and Social: Building School Community

- Focus Questions Human/Social:
 - How can we continue to build community in our current Covid situation?
 - How can we increase the number of adults that a student is connected to while maintaining a cohort model?
 - How do we continue to incorporate our Distance Learners as part of the Perley community?

Additionally, the staff was able to establish the following next steps in working towards our Social/Emotional goal:

We will work within the Covid Guidelines to use Fine Arts to build community. This may include band, Music in the Park, assemblies, and classroom productions.

All classes will begin to utilize Microsoft Teams to share classroom celebrations with the greater school community.

Ms. Thorpe and Mrs. Adrain will be piloting a Virtual Big Buddies Program between their two classes. The school staff will hear their feedback and we will revisit this as a school in the coming months. If the pilot program is going well and showing success in building community, other classes will join the Virtual Big Buddies Program.



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Mrs. Williams has committed to starting the grade 6/7 Leadership group again this year. She has already put out an application process for students and their first meeting is in October. Ms. Schott will meet with the Leadership Committee to brainstorm their ideas on building community.

When looking at the feedback from the MDI and Learning Surveys, the staff queried the relativity and validity of the assessment. We will look into other ways to determine student connectedness outside of the MDI to get more personalized, accurate feedback.

Checking

As we do each year, we will use a variety of measures to monitor our development and growth in relation to our school growth plan.

These include:

FSA results for grade four and seven students (which has been postponed to January 2021)

MDI results (grades 4 and 7)

School based survey results (primary and intermediate results)

Teacher anecdotal surveys (learning strengths, challenges)

Ongoing, formative, classroom-based Numeracy assessments

The staff were able to review the data, evidence and assessment from the previous years and noted the following:

MDI Data Summary for Socio-Emotional Goal:

In the category of School Climate:

The overall tone of the school environment, including the way teachers and students interact and how students treat each other e.g., "People care about each other in this school"

Grade 4:

73% of students indicated this was high (district average was 70%)

9% of students indicated this was medium (district average was 23%)

18% of students indicated this was low (district average was 13%)

Grade 7:



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50% of students indicated this was high (district average was 45%)

31% of students indicated this was medium (district average was 45%)

19% of students indicated this was low (district average was 22%)

While the data indicates that Perley's school culture is more positive in comparison to the district, it is evident that there continues to be room for improvement in this area. This feedback aligns with the teachers' observations that there is a continuing, ongoing need to continue to foster a sense of community.

In the category of Number of Connectedness: Important Adults at School:

Grade 4:

- 59% of students indicated that they have 2 or more important adults at school (district average was 68%)
- 18% of students indicated they had 1 important adult at school (district average was 17%)
- 23% of students indicated they had no important adult at school (district average was 15%)

Grade 7:

- 61% of students indicated that they have 2 or more important adults at school (district average was 47%)
- 12% of students indicated they had 1 important adult at school (district average was 17%)
- 27% of students indicated they had no important adult at school (district average was 36%)

This data continues to show that there is room for improvement in our connectedness between adults and students in the building. Of particular concern is the data regarding grade four students who do not feel connected to an adult at all at 23%. This continues to show the importance of focusing on developing a stronger school community in the coming years.



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How many adults at your school care about you?

Answered: 43 Skipped: 0



School District 51 Student Survey



It is really important to note however, that a similar question was asked in the district's student feedback survey through Survey Monkey and that their results were very different. While there is still concern that there is a student who indicated that there was no adult who cared about him/her, it is interesting to note that all other students indicated that at least one adult cared, with 78% indicating that three or more adults cared about them. It will be important for the school team to continue to monitor feedback in this area to determine the validity of the feedback and to track the changes and growth.

Summary of FSA Data: Intellectual Goal- Numeracy

Prior to the suspension of in-class instruction, we were able to obtain the Foundational Skills Assessment data, as students in grades 4 and 7 participated in the FSA. While the FSA data is important, it is also key to remember that our school goal is focused on engagement and how engagement impacts performance, so performance alone is not a perfect indicator in relation to achieving our school goals. In addition, the FSA model has changed in recent years, and is not completed in October, which does not indicate growth since the implementation of these school goals. Therefore, it is important to revisit the FSA data for January 2021 to help track student growth since implementing this goal.

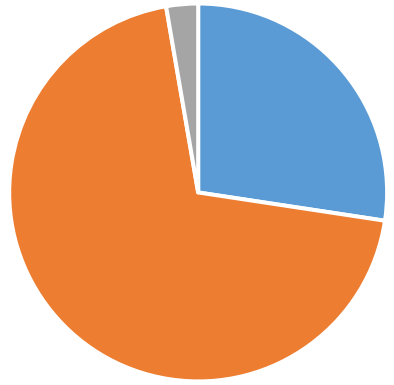


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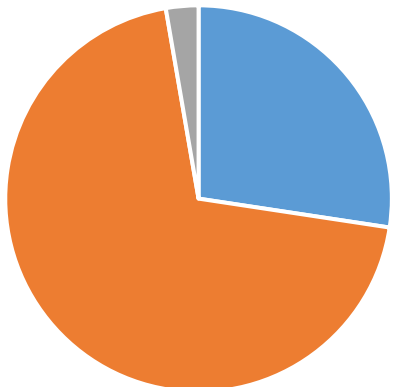


Grade 4 FSA 2019



■ Emerging ■ On-Track ■ Exceeding

Grade 7 FSA 2019



■ Emerging ■ On-Track ■ Exceeding

In-School Data Summary- Intellectual Goal- Numeracy

Data from the first report card was gathered to get a baseline for students' attitude towards Numeracy. The summary of student feedback is below.

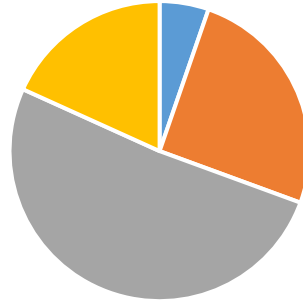


DR. D. A. PERLEY ELEMENTARY SCHOOL

Box 908, 1200 Central Avenue
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Telephone: (250) 442-2135 Fax: (250) 442-5913



Attitude Towards Math School-Wide November 2020



- Not Yet Meeting Expectations
- Minimally Meeting Expectations
- Fully Meeting Expectations
- Exceeding Expectations

Unfortunately, because of the change in reporting, and the challenges presented with remote learning, we were not able to obtain June reporting data on students' attitude towards Numeracy and therefore, growth was not tracked in this manner. However, the first term reports do create a baseline which will be used to compare the first term of the 2020/2021 school year's reports.

The Math Engagement Survey is a tool we began using last year with our intermediates which we will use once again this year to track growth in the area of math engagement.

Math Engagement Survey

Name: _____ Date: _____

	Never	Sometimes	Always	None
1. I enjoy math.				
2. I feel confident in math class.				
3. I feel comfortable asking my teacher for help in math.				
4. I am good at math.				
5. I like doing computations (adding, subtracting, multiplying, and dividing) in math.				
6. I am good at doing computations in math.				
7. I like problem-solving activities in math.				
8. I am good at problem-solving activities in math.				
9. I prefer to work in a group for math activities.				
10. It is easy for me to complete individual assignments without assistance.				
11. I feel comfortable answering questions about during math class.				
12. I learn math better when the teacher uses manipulatives (blocks or activities).				
13. I enjoy using a computer to practice math.				
14. I like to do projects in math.				
15. For me to be successful in math class, I need _____				

Evidence/Tracking/Celebrating

To come...

JOHN A. HUTTON ELEMENTARY SCHOOL

2575 75TH AVE BOX 1390 GRAND FORKS BC V0H 1H0 P. 250-442-8275

School Growth Plan 2020-2021

School Context

John A. Hutton Elementary School is a K-7 school in Grand Forks with 215 students this year. We have a number of families enrolled in the district Distance Learning program and we expect them to return to school sometime this year. We have 15 students enrolled in Distance Learning programs with other districts, but we expect them to return at some point as well.

The Hutton population is an increasingly diverse group of learners from a variety of backgrounds and demographics. We have an Indigenous Education teacher who works alongside classroom teachers to support our Indigenous learners.

John A. Hutton is an inclusive, calm and supportive school community. We have a dedicated professional staff who support students in all areas (social-emotional, academic, arts, athletics).

We enjoy tremendous parent and community support.

Hutton School has traditionally enjoyed great participation in school sports and fine arts activities.

We have an extracurricular intermediate band program that practices once a week.

Students have access to and use a variety of technology in their learning.

Hutton has a daily breakfast program, and prior to the COVID pandemic, a once a week hot lunch program. We hope to be able to restart this program at some point this year.

The 2019-2020 school year was extremely unusual to say the least. As a result, much of the data we would use to assess our growth was not available. School-wide literacy data, student surveys, staff anecdotal survey and year-end achievement data were not available. Survey and FSA data that we do have comes from grade 4 and 7 students which is not necessarily reflective of the school as a whole.

In the spring of 2020, the staff of Hutton School feel it is reasonable to carry our growth plan forward and continue to build on what we started in the 2019-2020 school year. However, with the pandemic response guiding our return to school this year, the staff has shifted our goals to focus less specifically on literacy and more on a goal of strengthening outdoor learning opportunities in all areas, and trying to build school connectedness within the cohort model.

Scanning

In a normal school year, staff would have met in May of 2020 with interested parents to go over our growth plan and data. We would have had conversation about strengths, stretches and a framework for the growth plan for the 2020-2021 school year. Because of the pandemic and the timing of shutting down school sites, we lost almost a third of a usual year where learning was online and the access to and engagement in learning were not consistent. As a result, we were not able to assess students reading and writing, or survey students. We have some data from FSAs, MDI surveys and student learning surveys but this is limited to grade 4 and 7 students.

Based on this limited data though, our achievement rates for grade 4 and 7 students are good, except for writing amongst our grade 7 students.

Strengths

Student academic self-concept is high in grades 4 and 7

Very few students report incidents of bullying

More than 60% of grade 4 students indicate they read for pleasure outside of school. This drops a bit for grade 7s as their online use increases.

High number of students indicate they have empathy for other students (grade 4 and 7)

Majority of students in grades 4 and 7 indicate they like coming to school.

89% of grade 4 and 7 students are On Track or Extending in Numeracy

90 % of grade 4 and 7 students are On Track or Extending in Reading

Challenges

Staff observe that many students continue to struggle making good choices during their unstructured, less supervised (recess/lunch) and free time. Too often we see students continue to create and thrive on social drama. Modeling respectful behavior and providing structured opportunities for leadership (family groupings) is not consistently transferring to the way students interact with one another when not directly supervised.

Several students are coming to school with significant mental health /trauma and challenging family lives; at the intermediate level students are good at reading but don't really want to read but they are struggling with writing.

Students indicate a positive sense of school climate but 75% worry about belonging and a quarter say they have low self-esteem.

In grade 4, 18% of students indicate they have no important adult at the school, and this increases to 46% for grade 7. (MDI Survey)

77% of grade 7 students are On Track or Extending in writing (FSA)

Focusing

John A. Hutton's growth plan for 2020-2021 focuses on two areas.

Our Intellectual goal is:

To expand and deepen the outdoor learning experiences in all subject areas for students.

Our Social-Emotional goal is:

To continue to improve school climate and culture, connectivity and the social-emotional well-being of all our learners during COVID times and the cohort structure.

Developing a Hunch

Intellectual: Being at school during the pandemic means that teachers will want to have their students outdoors much more than they normally would. Learning outdoors, both on and off the school grounds, can be rich and engaging. Our teachers will work to gain a better understanding of how to structure and plan meaningful outdoor activities that will provide opportunities for students to continue to develop literacy and numeracy skills. Developing and strengthening outdoor learning will be important over the next couple years as the COVID protocols may be our reality for several years.

Human and Social: Last year we began the process of creating Family Groupings (K-7) and having school-wide activities in these groups. The purpose was to promote and support a stronger community feeling in the school. We had a number of these activities and they were very positive. Teachers taught and used the language of our HAWKS program which provides common language throughout the school. We will continue to strengthen this program. Our challenge this year is how to continue to build on the school-wide activities in the cohort model we have been given. We will need to be thoughtful and creative so we can continue to build on last year's progress.

Outdoor Learning

The outdoor experience will vary for students depending on age and grades. Older students will be able to build on their outdoor experience and spend longer periods of time outdoors while our primary students will be eased into longer stretches of focused learning outside.

Key aspects of developing robust outdoor learning opportunities include: collaboration with teachers and teaching teams (cohorts), relationship building with all students, opportunities to change and adapt groups, projects, and targeted skills throughout the year.

Building the overall capacity of our school to provide more learning outdoors will be a team effort as we work to ensure all staff feel more confident providing learning opportunities outside.

Social Emotional

We will continue to reenergize the HAWKS program to provide a common language and understanding. These traits will be discussed in assemblies (or something similar smaller groups if assemblies are not allowed due to COVID) and in classes and visuals will be placed in classes as well. We will adapt our year end awards to incorporate the ideas and language of HAWKS.

We will adapt school-wide activities such to help promote and support a stronger community feel in the school. These activities will create natural leadership opportunities for our older students and opportunities for connectedness. How we manage this in a cohort model will take creativity and cooperation for all of us.

We will continue to create common art projects to display in the school that promote the messages of inclusion, personal responsibility and community.

What learning and action will we take?

Outdoor Learning

Teachers will work together to create and share lessons, ideas, materials and space to provide outdoor learning opportunities for all students.

Some teacher teams (cohort groups) will do self-directed Professional Development with a focus on outdoor learning.

Some teachers will deepen their understanding of outdoor learning opportunities on the provincial Professional Development day on October 23rd. This learning will be shared with colleagues.

All teachers are encouraged to be reflective of their practice and pursue professional learning opportunities on their own to enhance their understanding and build opportunities for making outdoor learning richer and more meaningful.

Resources will be purchased to ensure that students can participate in activities outside.

Staff will explore a covered outdoor learning space on the school property. Our goal is to have this structure completed in the spring of 2021.

Social Emotional Learning

Teachers will collaborate to create school-wide activities to promote and support the feeling of belonging and community with the school. Helping all students to feel connected, valued, like they belong will help to improve the interactions of students. This will be more challenging with a Cohort model in the school but staff feel it is important to build school-wide participation.

The Hutton HAWKS (Helpful, Attitude, Working hard, Kindness, Staying Calm and carrying on) program will continue to be used throughout the school. The language of the HAWKS will be used to reinforce behaviours within the school and to provide visuals in the hallways and classes.

Some teachers will continue to deepen their understanding of what it means to be a Trauma Informed school. Building this understanding of behaviours will help in our day to day interactions with students in classes and in the greater school.

Staff will be encouraged to use their self-directed Pro-D to learn more about educating anxious brains and trauma informed practice.

How will we know we are making a difference?

We will collect data that will help us determine growth.

Class reading, writing and numeracy data

District reading/writing data

FSA reading, writing and numeracy data for grades 4 and 7

Student surveys - MDI grade 4 and 7

School surveys - all grades

Teacher anecdotal observations and comments – May survey

How will we share our goals and progress with parents?

We will share the two goals through a document on our webpage, on Facebook, through PAC meetings and in parent/teacher meetings.

We will invite parents to the school in May to talk about school growth, look at data and help create a path for moving forward for the next school year.



Christina Lake Elementary 2020-21 School Growth Plan - <https://bettereducate.com/53x127t4oeul>

1 GENERAL SCHOOL STORY (WHO WE ARE)



WHAT ARE THE UNIQUE, POSITIVE CHARACTERISTICS OF OUR SCHOOL?

B I U

☰ ☰ ☰ ▾ 🔗

We have a strong, positive culture at CLES. Staff, students, and families work hard to build connections that create a family-like atmosphere where students feel supported, safe, and motivated for learning. While we are always adapting and changing to incorporate new research-based practices, our school is steeped in long-standing traditions such as our family-grouping fun afternoons, Sports Day, Music Monday, Fun runs, Maker's Day, weekly Buddy Reading, and Friday P! days.

CLES Programs: Little Buddies, Computational Thinking, Block Letter, Indigenous Education, Music, K-7 ADST, Outdoor Education

CLES Clubs: Choir, Chess, Drama, Reading, Crib, Breakfast, Spelling

CLES Sports: Volleyball, Soccer, Basketball, Track and Field

CLES Events: 6/7 Overnight field trip (Vancouver/Victoria), 4-7 Ski Program, Outdoor Community Carolling at Christmas

[School with an Outdoor Classroom](#) - active link



WHAT ARE THE IMPORTANT DEMOGRAPHICS OF OUR SCHOOL AND COMMUNITY?

B I U

☰ ☰ ☰ ▾ 🔗

Christina Lake is a recreation community. It boasts the warmest water of any tree lined lake in Western Canada and is a summer time mecca for power boating and water sports. Originally an important fishing ground to the Sinixt, Sanpoil, Okanagan and other tribes, pictographs can still be found around the north-east shore of Christina Lake. The population of the unincorporated area is around 1400 full time residents, however, during the summer months that population can increase to approximately 6-10 thousand. Christina Lake is predominantly a retirement community therefore the school population is only about 70-95 full-time K-7 students.

[Christina Lake Elementary School Website](#)

[CLES - Facebook](#)

[Christina Lake Official Destination Website](#)



WHAT DO WE CELEBRATE?

B *I* U     

CULTURE / COMMUNITY / TRADITION

CLES celebrates having long-standing traditions and building young leaders with a focus on Growth Mindset. Students participate in many outdoor activities throughout the year. Our culminating celebration is a tradition of over 50 years, the Pancake Breakfast, where students sit with their grade group and share a meal prepared by our PAC. The PAC is an active, engaged, and hardworking group that does a lot for our school and community!

CLES also does a very sincere job of celebrating staff and their personal achievements. We believe that honoring the work and achievements of others is vital to a healthy school culture.

File



Title

Makers Day

Notes

Makers Day - an annual event where students plan and build woodworking projects with the help of volunteers from the community.



CLES Thank You

WHAT ARE THE STRENGTHS AND STRETCHES WE SEE IN OUR LEARNERS?

B *I* U     

Part of our strong school culture is a focus on self-regulation in learning. Generally, our students are motivated learners who engage readily in lessons and tasks, often giving their best effort. We have seen that many students struggle with the important career skills of self-regulation and problem-solving. Students need more opportunities to use these skills in different environments.

Our students are experiencing the same social-emotional struggles as their peers throughout the province, particularly given the current pandemic (COVID-19). Our students may be experiencing the grief that comes with loss as many of the activities and experiences they normally participate in have changed or been eliminated. Being able to manage their emotions and get focused on the task at hand is a necessary skill for future success and they need support to develop that skill. This plays a big part in their ability to self-regulate and then to problem solve when the need arises.

CLES students demonstrate academic competence in literacy and numeracy. We do notice that using correct spelling and grammar in their writing is a stretch for many.

WHAT EVIDENCE DO WE HAVE OF THESE STRENGTHS AND STRETCHES?

B I U

As always, we will begin our year gathering evidence of strengths and stretches. In October, each teacher will list a strength and stretch for each student in their class and we will look for patterns across the school to determine our specific goals for the year. We anticipate that social-emotional learning (specifically managing emotions) will be a big one this year given the pandemic, although we are open to see where the data leads us!

File



Title

Themes from Strength and Stretch Reports Fall 2019

Notes

These themes came from looking at the biggest strength and stretch for each student at CLES at the end of September, 2019. A sample list is provided to demonstrate the process.

3 WHAT ARE OUR GOALS? (FOCUSING)

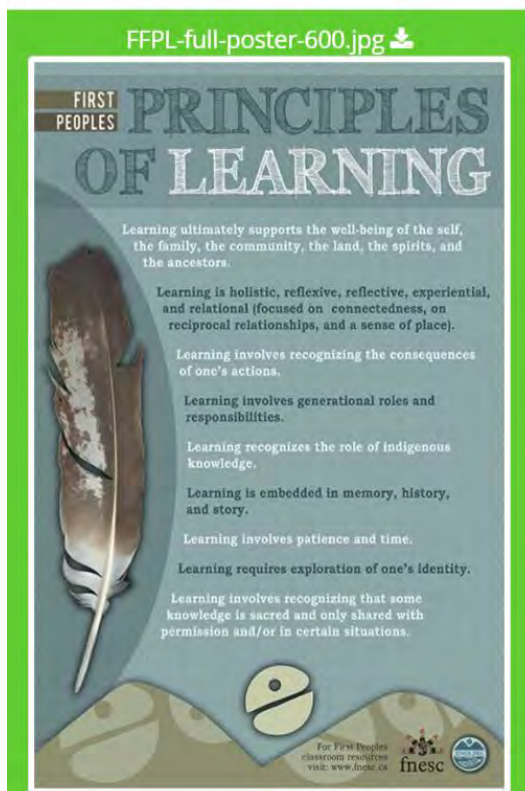


WHAT AREAS WILL WE FOCUS ON TO IMPROVE OR ENHANCE SUCCESS FOR OUR LEARNERS BASED ON WHAT WE KNOW ABOUT THEM?

B I U

Given that we are starting this year in a global pandemic, our goal is to focus on social-emotional learning. School this year is about being Kind, Calm, and Safe! We will be approaching this focus using the First Peoples Principle of Learning that states "Learning is relational (focused on connectedness, on reciprocal relationships, and a sense of place)".

File



Title

First Peoples Principles of Learning

Notes

This year we intend to focus in on the second principle, specifically around relationships. Once we have collected more data, we may also identify another principle to be the core of our plan this year.

WHAT ARE OUR SPECIFIC GOALS?



Our specific goals will be created once we have gathered more data about our students. By the end of October we will know what these are!

4 WHAT LEARNING AND ACTION WILL WE TAKE?

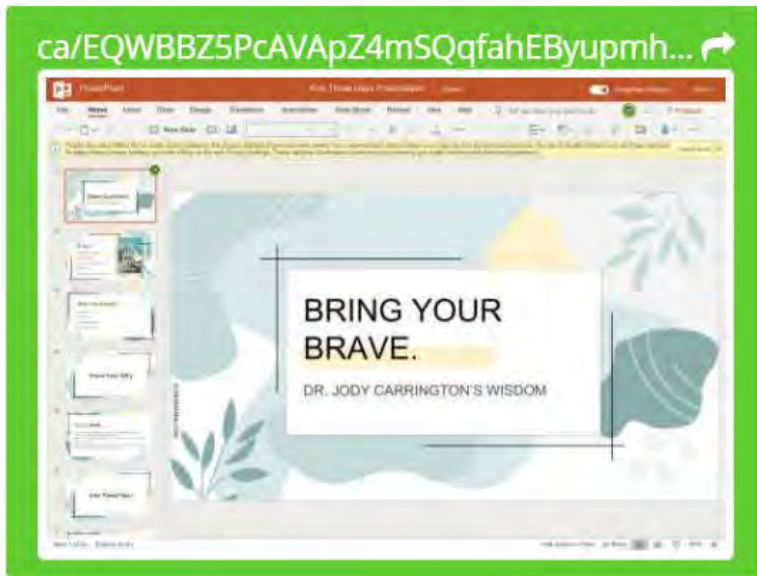


WHAT WILL TEACHERS LEARN MORE ABOUT TO SUPPORT OUR GOALS?



ProD about Social Emotional Learning and a Relational Approach based on the work of Dr. Jody Carrington
Look at connecting growth mindset to the idea of being BRAVE (doing something wholeheartedly when you don't know the outcome)
Zones of Regulation/RULER programs for promoting self-regulation - explore both programs and see what will work well at CLES
Participating in District 51 Professional Development with Monique Gray Smith on September 25th.

Link



Title

Kids These Days Presentation

Notes

This presentation summarizes the work of child psychologist Dr. Jody Carrington in her book and course. Kirsten led staff through the presentation during our August Days ProD and will also present to CLES parents in September. A simplified version will be shared with Grade 6/7 students to help them be SEL leaders with younger students

WHAT ACTIONS/STRATEGIES WILL WE TAKE/USE (TEACHERS, PARENTS, STUDENTS, AND OTHER STAKEHOLDERS) TO SUPPORT OUR GOALS?



Start every day with K-7 Running, stretching, and breathing. Begin developing leadership skills as students take over leading this in about October.
K-7 Family Grouping Time for outdoor education, ADST, and SEL twice a week (Tuesday and Thursday afternoons) - staff will sign up to lead/plan sessions.
Grade 6/7 students will continue to be in charge of the weekly school jobs (composting, juice boxes, equipment monitoring etc.)
We will have intermediate students create a "Growth Minute" each term to share with parents and the community about what is happening at CLES around our growth plan.
We will create/implement a set of school-wide lessons and activities based on the book Say Something, by Peter Reynolds in order to work on leadership and social-emotional learning.
We will align our reporting practice with the new requirements from SD51.

File



Title

Morning Breathing

Notes

Every morning we run, stretch, and then do some calm breathing together before we start learning for the day.

5 HOW WILL WE KNOW WE ARE MAKING A DIFFERENCE? (CHECKING)



WHAT EVIDENCE OF LEARNING WILL WE COLLECT TO CHECK THE PROGRESS ON OUR GOALS?

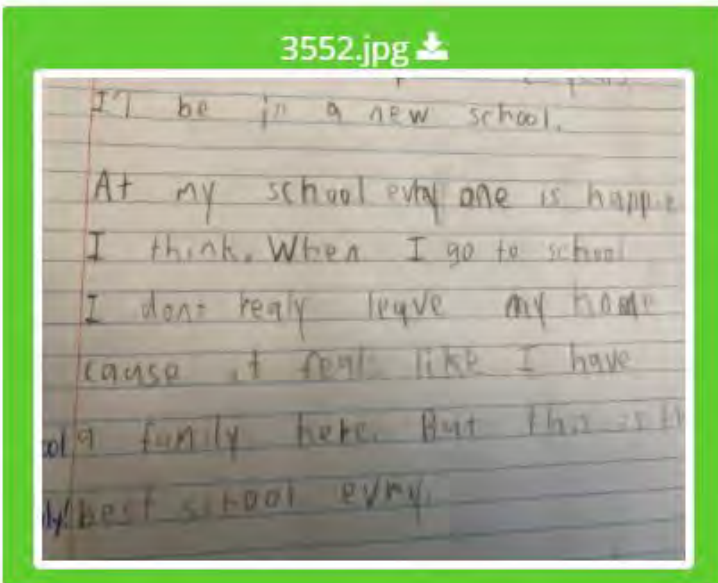
B I U [List Icon] [Link Icon]

Student check-ins (oral and written reflections); time of breathing/sitting still; Teacher anecdotes and observation; Survey data from students; Ask students on a regular basis

Photos and videos of the different ADST, SEL, and Outdoor activities throughout the year.

New reports designed and ready to use by October.

File



Title

Student Reflection on School Culture

Notes

In his writing introducing himself, this student describes how he feels coming to CLES each day.



High Well-Being (Thriving)
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

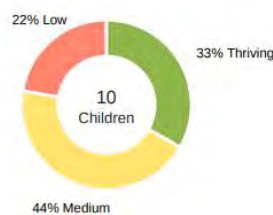


Medium Well-Being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

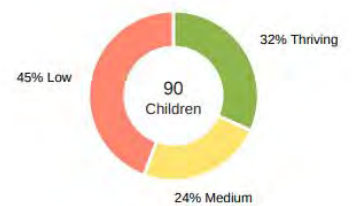


Low Well-Being
Children who score in the low range on at least 1 of the 5 measures of well-being.

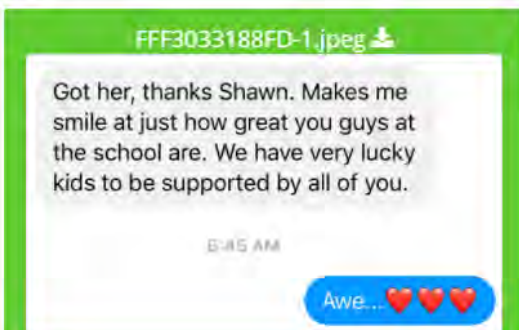
CHRISTINA LAKE ELEMENTARY



BOUNDARY



File








Title

Happy Parent Note

Notes

Agenda

HOW WILL WE SHARE OUR GOALS WITH STUDENTS?

B *I* U     

Teachers will start the year with the definition of brave and a discussion about our focus on being Kind, Safe, and Calm this year.

Through the continued practice of breathing and our other school-wide activities, students will be reminded that we are also a school that focuses on managing our emotions and staying calm for learning.

HOW WILL WE SHARE OUR GOALS AND PROGRESS WITH PARENTS?


B *I* U     

Students will create a "growth minute" each term to share with parents.

The plan will be shared with our PAC and made available to families for input and feedback.

The plan will be posted on our website with a live link that will reflect changes as we make them throughout the year.

The student-created videos from last year about what CLES is focusing on are still relevant and will be available to parents for 2020-21 but will be updated this year.



WALKER
DEVELOPMENT
CENTRE
2020-2021
SCHOOL GROWTH
PLAN

WALKER SCHOOL STORY

- Walker Development Centre is an alternate learning centre designed to meet the educational , social and behavioural needs of Grand Forks students from grade 8-12.
- The school offers a trusting and secure environment in which students with extraordinary circumstances can experience success in their engagement with learning opportunities.
- The school is comprised of a junior (grades 8-10), senior (grades 11-12) and adult (19 yrs and older) program.
- Students attend half day learning sessions (9-12 OR 1-4) and aspire to attend the full four days a week.

MISSION STATEMENT

- Walker Mission Statement:
 - In partnership with students, parents and community, Walker Development Centre supports students to fully develop their core and curricular competencies as outlined by the Ministry of Education in a safe caring learning environment. At Walker the staff and students embrace personal and cultural differences; promote mutual respect, personal and social responsibility; and the love of learning.
 - Staff believe in:
 - Safety for all while working at Walker
 - Fostering a sense of belonging
 - Meeting individual needs
 - Mutual respect for all
 - Collaboration with community partners
 - TEAM approach to learning and problem solving
 - All individuals can learn

SCHOOL DISTRICT 51 - BOUNDARY

SD51 MISSION STATEMENT

- The Board of School Trustees and SD51 – Boundary will provide opportunities for students to develop their individual and unique potentials in harmony with home, school and community, thus supporting them to become mature responsible citizens with inquiring minds and a desire for lifelong learning.
- To assist in the realization of its mission, SD51 – Boundary will:
 - Provide students with a safe, pleasing environment conducive to a positive learning atmosphere
 - Provide the resources necessary to help develop each student's [potential
 - Support processes that promote student's educational success, critical thinking skills and creativity
 - Support programs which model respect, appreciation and the critical need for a healthy environment and lifestyle
 - Promote curricula and resources which provide the student with a positive self-image and self-esteem
 - Encourage students to develop a sense of social responsibility

Goal Statement – the Board attaches the highest priority to

1. The provision of relevant and excellent education programs for students
2. The protection, care and growth of students
3. The support of its employees and the achievement of excellence in the workplace
4. The provision of physical facilities meeting the best standards of cleanliness, attractiveness, safety, and suitability
5. Reflection of the wishes of the community in the Board decisions and to the responsibility of keeping the public informed

WHAT DO WE CELEBRATE?

- Walker Development Centre celebrates the unique gifts each of our students bring to our building and to community

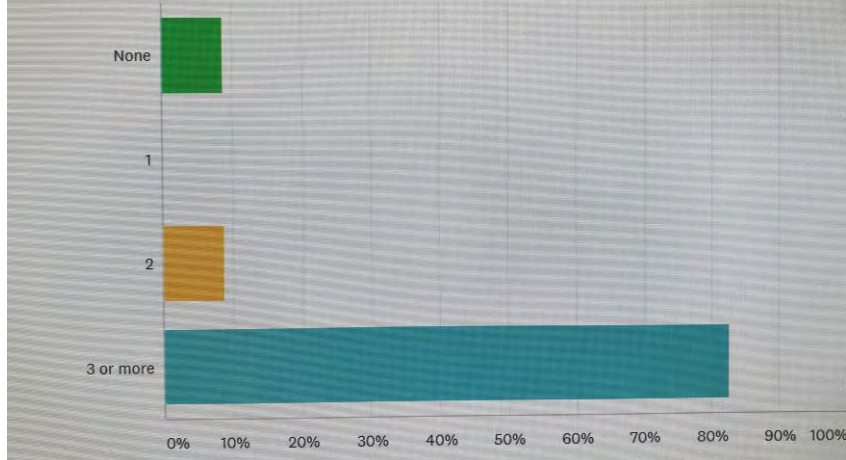


WHAT DO WE KNOW ABOUT OUR LEARNERS?

Our students are referred to our alternate education centre as struggling learners within the mainstream “bricks & mortar” school system as result of social-emotional, motivational and behavioural complexities. Our learners work best on a self-paced individualize program where communication and collaboration between staff and student is essential. We believe the attendance rate of our students is directly related a sense of connection, purpose and belonging at WDC.

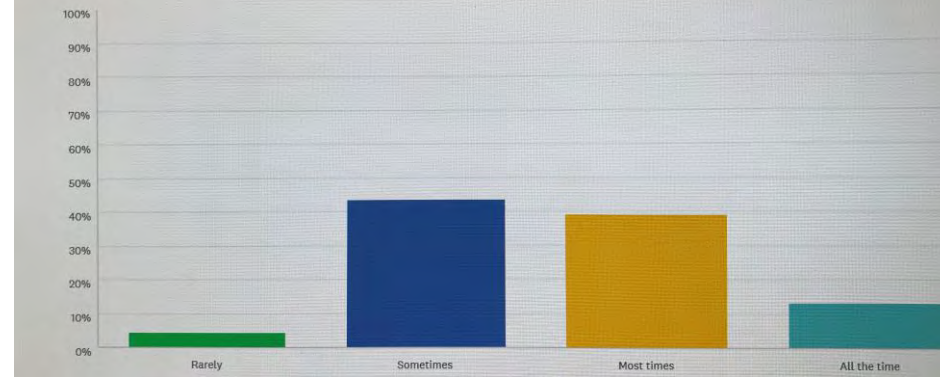
How many adults at your school care about you?

Answered: 23 Skipped: 0



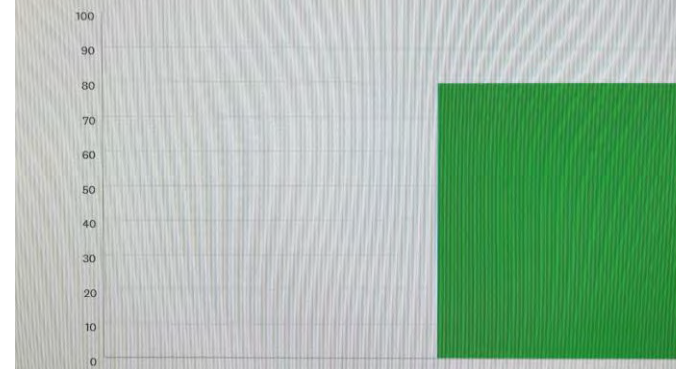
Do you like school?

Answered: 23 Skipped: 0



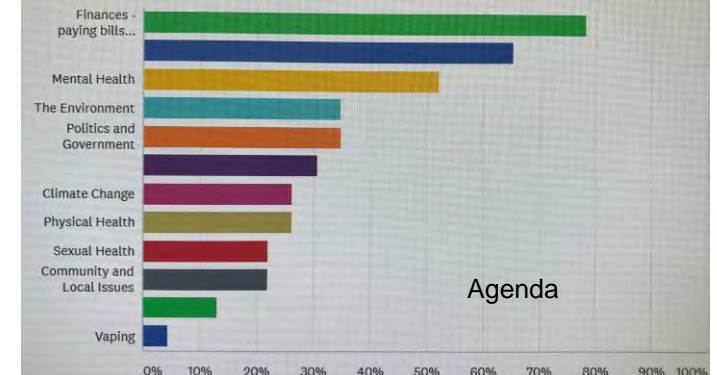
Do you feel safe at school?

Answered: 23 Skipped: 0



I think we should spend more time in school learning about: (Please c...

Answered: 23 Skipped: 0



Agenda

WALKER GOALS FOR 2020/2021

Goal 1: Growing students understanding of anxiety to help build capacity around healthy coping.

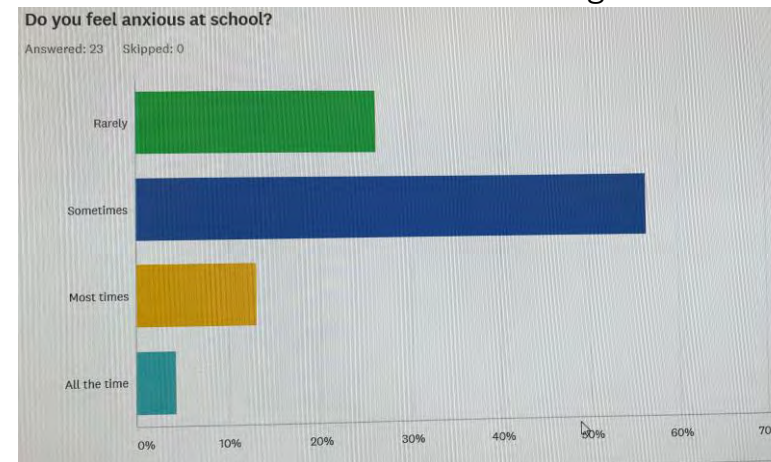
- Our goal is to help students become self-aware of how they view themselves and the world around them, developing capacity to reduce anxiety and building self-confidence and resilience.
- Our approach to this goal is through individual and group work, combining **mindfulness skills, book studies, art journals and therapy, “weekly coffee house”, outdoor experiences and connection with nature**, connecting to **community resources to share knowledge** and skills building with our students.
- Assisting all students at Walker practice and develop skills they need to competently navigate stressful life events; cope with emotional dysregulation; and develop/engage with important family, peer, school and intimate relationships. Proactively, Walker staff are committed to assisting students in learning healthy decision-making skills and effective emotional regulation strategies prior to choosing unhealthy responses.

- Many of the outside of school at-risk behaviours are playing out for quite several of our students. For some of our students, their difficulty of sustaining positive relationships outside of school and negative self-talk impact their believe in themselves as capable learners.

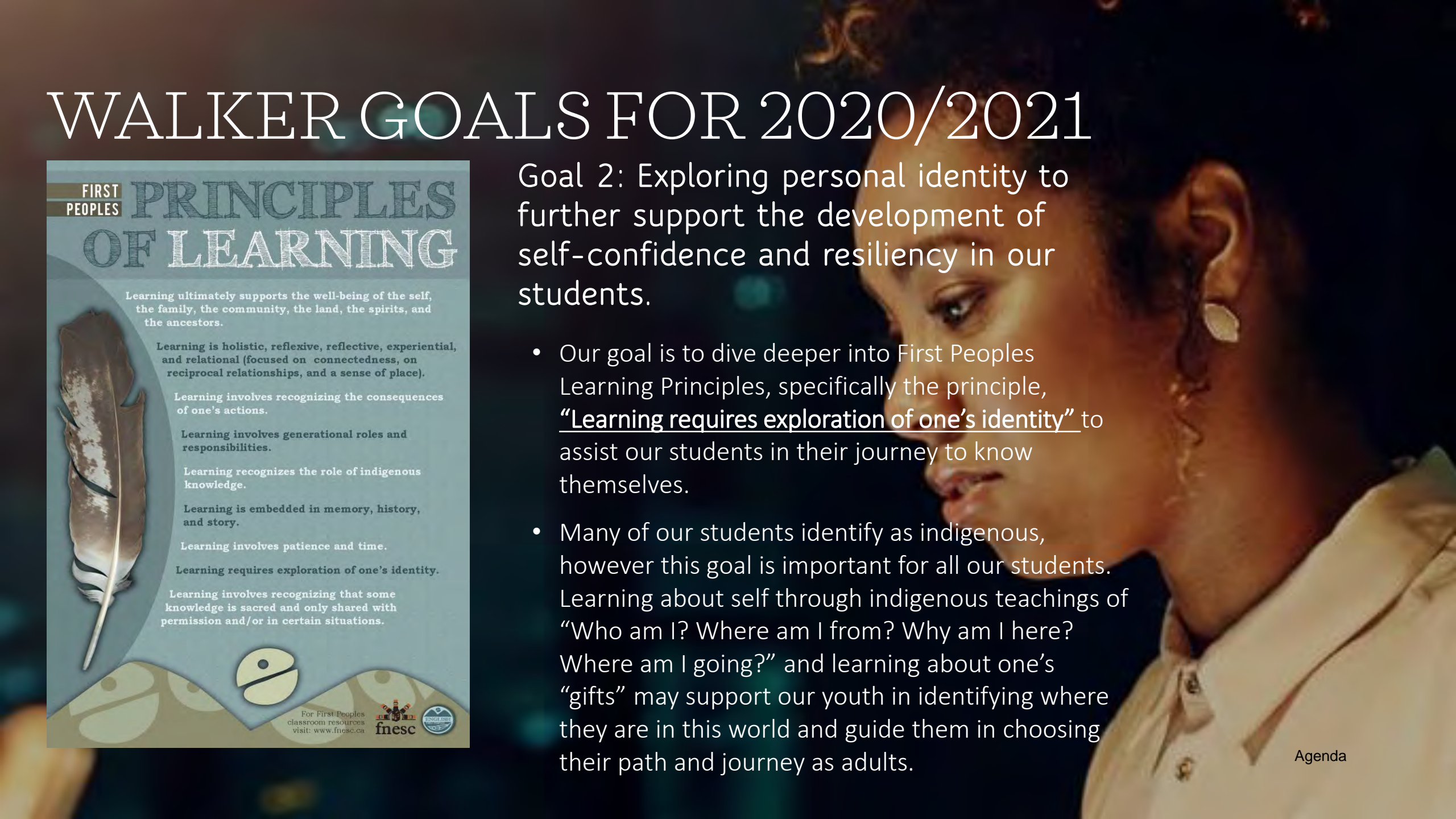
• Action:

Intentionally provide of opportunities to engage with/in information, activities, discussions, that are frequent and are within various formats to approach individual and group needs of students at Walker.

Weekly coffee house, acknowledge and engage in Mental Illness Awareness Week (Oct. 4-10), guest speakers, individual projects/inquiry, art, outdoor activities, access to resources to extend learning and skill building.



WALKER GOALS FOR 2020/2021



FIRST PEOPLES PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.



Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

For First Peoples classroom resources visit: www.fnesc.ca



Goal 2: Exploring personal identity to further support the development of self-confidence and resiliency in our students.

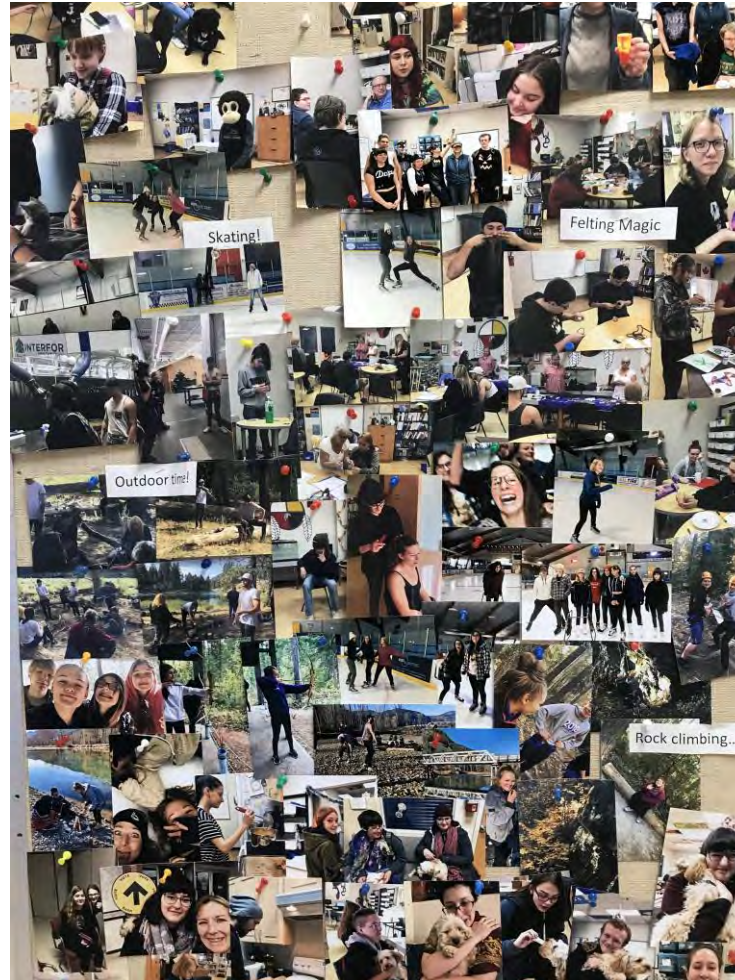
- Our goal is to dive deeper into First Peoples Learning Principles, specifically the principle, “Learning requires exploration of one’s identity” to assist our students in their journey to know themselves.
- Many of our students identify as indigenous, however this goal is important for all our students. Learning about self through indigenous teachings of “Who am I? Where am I from? Why am I here? Where am I going?” and learning about one’s “gifts” may support our youth in identifying where they are in this world and guide them in choosing their path and journey as adults.

WALKER GOALS 2020/2021



Action: Ways to explore identity

- Student Learning Plans – individualized
- Explore opportunities with Community Futures
- Art Journaling
- Thematic Learning
- Coffee House
- Inquiry Projects
- Indigenous Guest Speakers –Elders



Indigenous themes (Shared learnings)

Family life
Residential schools
Medicine wheel
Hunting, fishing and gathering
Music and dance – potlaches and feasts
Arts and crafts
Games and sports
Traditional technology
Rituals
Contributions by indigenous people to canadian culture
Indian act
Shelter (sedentary vs nomadic)



WHAT LEARNING AND ACTION WILL WE TAKE

Indigenous Learning

- As it relates to our students, ourselves and our community. Specifically the learning focused on identity.
- Grow understanding of the medicine wheel
- Connect with Indigenous Elders in the area
- Connect with Indigenous artists
- Community Futures

Mental Health Learning

- Learning about anxiety as it relates to ourselves, to our students and families.
- Explore Anxiety Canada website and resources it has to offer us and our students.
- Staff book study
- Student book study
- Child Youth Mental Health
- Freedom Quest

How will we know we are making a difference?

Student engagement, attendance, participation, student self assessment, some student work samples, parent feedback,

HOW WILL WE SHARE OUR ACCOMPLISHMENTS

WITH STUDENTS

- Coffee House
- Presentations
- Special Occasions throughout the year
- Intake meetings
- Participation
- Graduation

WITH PARENTS

- Intake Meetings
- Review Meetings
- Student Reporting



- ## WITH STAFF
- Staff meetings
 - Non- Instructional Days
 - Collaboration
 - Review



RESOURCES

Goal 1:

<https://www.anxietycanada.com/>

<https://keltymentalhealth.ca/>

The 10 best-Ever Anxiety Management Techniques – Margaret Wehrenberg

<https://www.heatherhollingsworthart.com/>

Goal 2:

https://bcsd51-my.sharepoint.com/personal/michell_bennett_sd51_b_c_ca/_layouts/15/undefined

https://bcsd51-my.sharepoint.com/personal/michell_bennett_sd51_b_c_ca/_layouts/15/undefined

https://bcsd51-my.sharepoint.com/personal/michell_bennett_sd51_b_c_ca/_layouts/15/undefined

<https://www.moniquegraysmith.com/>

<https://www.heatherhollingsworthart.com/>



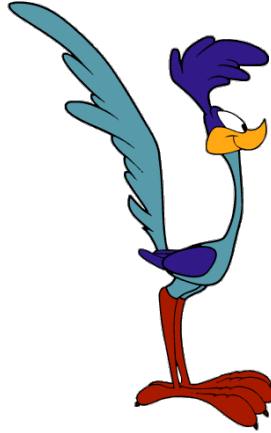
Boundary Central Secondary School

Growth Plan 2020 - 2021



Our three school goals are:

- 1. Improving everyone's wellness**
- 2. Academic excellence for all**
- 3. Careers: helping kids discover future careers**



Our School Story:

Who are we?

“The mission at BCSS is to provide all our students with the equal opportunity to grow and develop into caring, intelligent, and productive citizens by: achieving academic excellence to the best of their abilities; fostering student physical, social and emotional wellness; encouraging students to pursue diverse pathways based on their passions and interests; embracing and working with change; learning to live and work with others; and developing and maintaining respect for the environment. We believe this mission can be achieved together through collaboration with students, family, community, and a highly professional staff in a safe and caring school environment.”



Our Motto:
“Whatever it Takes”

**WHAT ARE THE UNIQUE,
POSITIVE CHARACTERISTICS OF OUR SCHOOL?**

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, we have approximately 140 students from grade 8-12.

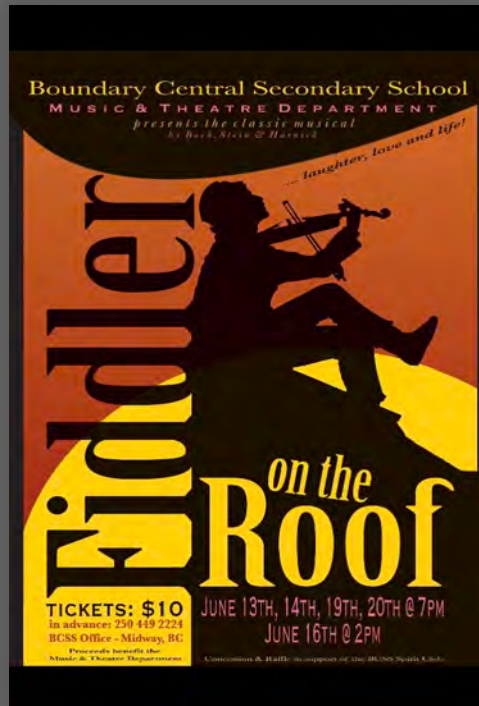
Boundary Central has two feeder schools, West Boundary Elementary and Greenwood Elementary. BCSS parents have opportunity to become involved in our school through volunteer coaching, classroom volunteering and an active Parent Advisory Council.

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 exams and on report cards. Our Honour Roll assembly celebrations are always impressive with the amount of students making one of the rolls. Many go on to Post Secondary.

What do we celebrate?





- Honour Roll Assemblies each term.
- Year End Awards.
- Newsletters and Social Media Celebrations
- Pictures and stories shared out on "Around the Boundary," our SD#51 newsletter celebration.
- Sharing of photos on the TV in the Commons
- BCSS Facebook and Instagram
- BCSS Spirit Club celebrates staff and student accomplishments.
- Spectacular (in our opinion) personalized graduation.



WHAT EVIDENCE DO WE HAVE OF THESE STRENGTHS AND STRETCHES?

- University of Waterloo CRAYS Study, School Health Profile, 2018
- Canadian Student Tobacco, Alcohol and Drugs Survey, 2019
- Grade Pan-Canadian Assessment, 2019
- Community Links Report 2017 to 2019



CRAYS

SCHOOL HEALTH PROFILE

Boundary Central Secondary



uwaterloo.ca/crays



PROPEL
CENTRE FOR
POPULATION
HEALTH RESEARCH



Canadian Cancer
Society
Société canadienne
du cancer



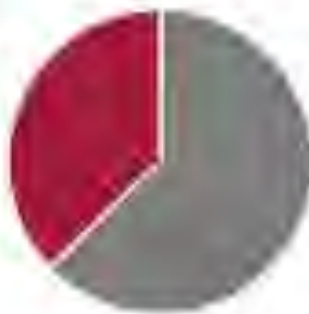
**UNIVERSITY OF
WATERLOO**



**CANADIAN STUDENT
TOBACCO, ALCOHOL AND
DRUGS SURVEY 2017/2018**

RESULTS FOR SCHOOLS
Boundary Central Secondary

SLEEP



37%

of students at your school reported that they have **fallen asleep in class** at least once in the last two weeks.

YOU CAN HELP

- 1. Educate students on the amount of sleep they should be getting for optimal health (addressed by your school plan for it for it takes work).
- 2. Have important (or sleep) social or personal events to sleep during the afternoon.
- 3. Educate students about good sleep hygiene habits including decreasing time spent on electronic devices before bedtime.
- 4. Provide opportunities for students to be involved in school (e.g. and more contact).

This is a summary of results from your school's participation in the 2017/18 Canadian Student Tobacco, Alcohol and Drugs Survey. For the full results profile, please contact your school principal. For more information visit cstads.ca

BULLYING



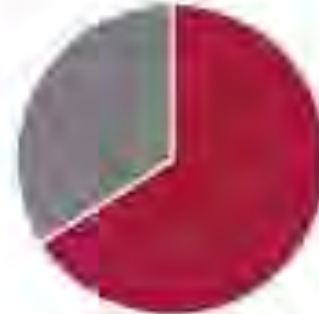
48%

of students at your school report being bullied by other students in the last 30 days.

YOU CAN HELP

- 1. Train school staff to recognize target behaviour as it relates to their responsibilities (e.g. safety and work) to prevent antisocial behaviour (bullying).
- 2. Get students and parents involved in developing anti-bullying policies and initiatives.
- 3. Address the attitudes, behaviour, interpersonal and emotional skills needed for students to prevent bullying.

**PERCEIVED HARM OF
CANNABIS USE**



66%

of students at your school perceive a **moderate to great risk of harm** associated with smoking cannabis on a regular basis.

YOU CAN HELP

- 1. Educate your students about the risks associated with cannabis use. Students should be aware that there is evidence of great risk of harm associated with smoking cannabis. Reported that there was a risk to their long-term health (the risk).
- 2. Talk to your students about the legislation (if possible) in Canada and why it is important to stay away from alcohol for adults only.



**UNIVERSITY OF
WATERLOO**

WHAT AREAS WILL WE FOCUS ON TO IMPROVE OR ENHANCE SUCCESS FOR OUR LEARNERS BASED ON WHAT WE KNOW ABOUT THEM?

We will focus on three specific goals this year; growing and expanding on our goals from last year.

Human and Social Goal: everyone at BCSS will understand, advocate for and manage their mental health.

Intellectual Goal: we need to improve students' academic social responsibility.

Career Development Goal: better prepare our students for the work force.

Goal #1 Human and Social

We as a staff need to know all of our students' stories, help them understand what mental health is, model and teach coping strategies to normalize the ups and downs of life. Provide counselling, support and learning as needed. Continue with professional development in the mental health arena.

Goal #2 Intellectual

We need to improve students' academic social responsibility. Absences are high, lates are too common and approx. 30-35% of our kids or one third have reported on satisfaction surveys they "don't try their hardest while at school."

Goal #3 Careers

How do we improve our students prepare our students for the work force, especially those going into the trades? We will encourage trades for our students as an alternative to university, it is not a less than alternative. We will reach out to trades people to help with connections.

WHAT ARE OUR SPECIFIC GOALS?

Goal #1 Human and Social

Everyone at BCSS will understand, advocate for and manage their mental health.

All our students will be supported. We will closely monitor their mental health and provide assistance. No child will "fall through the cracks." We need to know all of our students' stories, help them understand what mental health is, model and teach coping strategies to normalize the ups and downs of life. Continue with professional development in the mental health arena.

Goal #2 Intellectual

We need to improve students' academic social responsibility. Absences are high, lates are too common and approx. 30-35% of our kids or one third have reported on satisfaction surveys they "don't try their hardest while at school."

Goal #3 Careers

We need to help our students be aware of the differences of school and work and help them make connections with future employers eg: apprenticeships, work experiences. Help students explore options in college/university, trades, tech and entrepreneurial skills/opportunities.

WHAT WILL TEACHERS LEARN TO SUPPORT OUR GOALS?

Human and Social Goal #1

Our team participated in Mental Health First Aid 2019 for both personal and event situations (Emergency First Aid Relief)

In 2019-20 our staff participated in Trauma Informed video series purchased by SD 51 and will be continuing in 2020-21.

Our entire staff trained in Mandt concepts and CPI NVCI concepts. We will also continue this work.

Mental health taught in PHE classes, Careers 10 and Psychology 11. Rolling out of new Mental Health curriculum for our students.

This year we did a wonderful Pro-d day with Cathryn McCooney from 4 Nations. We learned more about the effects of trauma and how weaving in the Indigenous ways of learning and knowing can help our kids. We focused on weaving in these values into and focusing on the Core Competencies, particularly within the social and emotional proficiencies.

Recently, our staff and students were part of an amazing presentation on Obsessive Compulsive Disorder and how this can impact our students in its many guises.

Intellectual Goal #2

Our Staff have fully embraced the “New Curriculum” We have changed the way we teach. We are giving students maximum “voice and choice” on what and how they learn. We have teachers giving choice on the way students wish to be assessed. Example some students choose quizzes and tests others oral reports and project-based learning.

Teachers are evaluating based on the core competencies, curricular competencies and content areas.

We implemented a flex timetable in 2018. We have continued with this going forward, and we are constantly reviewing and adapting. There is much learning left on how best to use this structure to get the maximum benefits.

Implementing the flex timetable was a massive paradigm shift requiring teachers to give up control, teach differently as well as continue to roll out the new curriculum. All of which is new applied learning.

In 2019-20, teacher collaboration time for new curriculum implementation was built into the daily schedule on by application basis, during school day as a result of our flex timetable.

Shelley Moore sessions have incorporated nearly all our staff over the past three years. Inclusive classrooms.

The Thinking Classroom with Peter L revamped the teaching practices of several staff members. Using random seating, vertical learning spaces... A number of staff are interested in learning more about the work SD10 has done around Rethinking Assessment and communicating student learning. Our question and learning here are to do with if we change how we assess and report with this empower more license to engage in the New Curriculum strategies.

Career Goal #3

Potential to get Tom Steer certified to offer Level A, B and C through BCSS trades courses.

To instill a good work ethic in our students which will prepare them for any career.





We have a hunch that if we teach students to be intentional in their planning and understand what is available to them as far as trades, ACE-It and Work Experience they will be more successful in gaining quality (skilled trades) employment. Our learning will involve how to successfully connect students with the Ace-It program, and for staff what the best practices are to offer the program.

WHAT ACTIONS/STRATEGIES WILL WE TAKE/USE (TEACHERS, PARENTS, STUDENTS, AND OTHER STAKEHOLDERS) TO SUPPORT OUR GOALS?

Human and Social Goal #1

On top of applying the items previously mentioned in the section “Learning,” we:

- offer many extra-curricular activities and clubs based on the learning groups/cohorts (Jr and Sr). These actions give students the chance to belong and be a part of something. For many it is the reason they come to school.
- have created a school garden. Place-based learning and the joy the outdoors bring. Using the produce in the Food Studies courses.
- our foods program has taken over the hot lunch program foods we grow and are donated. We are exploring providing for Midway and Greenwood Elementary schools as well. The thought behind this is the positive feelings students will experience when providing for others. Many of the students in our foods program have varying degrees of mental health issues and this seems to be giving them good feelings of doing something for others. *Until safe to do so as per COVID-19 restrictions, the hot lunch program is on hold.*
- PHE department will implement an intramural program to promote physical health for all students
- encourage healthy hygiene: encouraging masks, proper hand washing, daily health checks, regular activity...
- offer the Red Cross program, “Healthy Youth Relations”
- continue with the art club
- Trauma Informed course
- support and encourage awareness of Indigenous culture through Orange Shirt Day, Red Dress Day...

- encourage the use of the outdoor classroom and spaces for alternate learning environment (breaks up the longer blocks, fresh air, learning in nature...)
- outside counsellors: Holly Hume, BFISS, drug and alcohol, mental health, as well as in house Jenn Mallach available for the students to access help
- slow school start with specific days for learning groups/cohorts to be orientated with health and safety protocols
- longer lunch provides students more downtime and opportunity to seek help with their courses

Intellectual Goal #2

Again, in addition to the items mentioned in “Learning”...

- Brand new science labs
- Upgraded LED Lighting and new sound system in the theatre
- Quarter system to lessen the number of courses students are enrolled in and longer sessions for project-based learning
- Continue the Thinking Classroom in a COVID-19 setting
- Continue using TEAMS for students to access coursework, submit assignments, converse with classmates and teachers, and work on their coursework at the time of day that works best for them.
- With the district cutting ties to Easy Grade Pro, staff will embrace the MyEd grade book
- Parent and student portal in MyEd allows students to do course selection and both groups to access attendance and grades.
- Continuing with the flex timetable will allow “voice and choice”
- Continuing to work on new assessment and reporting practices including gradeless, feedback vs %

Career Goal #3

- We have a hunch that if we teach students to be intentional in their planning and understand what is available to them as far as trades, Youth in Trades and Work Experience they will be more successful in

gaining quality (skilled trades) employment. Our learning will involve how to successfully connect students with the Youth in Trades program, and for staff what the best practices are to offer the program.

- Students will be given exposure to multiple career opportunities available through college, university, trades, and technology training as well as entrepreneurial opportunities.

WHAT EVIDENCE OF LEARNING WILL WE COLLECT TO CHECK THE PROGRESS ON OUR GOALS?

Goal #1. Link Report Showing who is being served and how. Student Learning survey assessing students' wellness and updated needs.

Goal #2. Report card marks: less failures, less absenteeism as tracked on MyEd, as well fewer lates. Student Learning survey questions about student engagement and enjoyment at school.

Goal #3. Enrolling students in Work experience and Youth in Trades program. Two 2018 grads enrolled in apprenticeships: one in Heavy Duty Mechanics the other in electrical. An increasing number of students are enrolling in apprenticeship programs.

HOW WILL WE SHARE OUR PLAN WITH STAFF?

- Regular NID share outs and staff meetings
- New staff collaboration initiative
- Staff meetings
- Weekly staff memos



School Data and Evidence

2019 - 2020 Monthly School Plan Work

Our three school goals are:

1. **Improving everyone's wellness**
2. **Academic**
3. **Careers: helping kids discover future careers**

SCHOOL GOALS WORK (by month)

August -September 2019

Mental Wellness

- Grade 8 open house and transition evening
- School hot lunch program launches "Kids Feeding Kids" healthy hot meal 2 days a week.

Academic

- Staff participate in Peter L NID on The Thinking Classroom. Has massive impact on teaching at BCSS immediately. Non-permanent vertical surfaces, Random groupings
- Most BCSS teachers have participated in Shelly Moore

Careers

Introduction of new course: Woodwork/ metal work/ mechanics for grades 9-12. Students complete half the semester in woodwork then the second half in metal work. The idea being, give all kids exposure to more trades.

October 2019

Mental Wellness

- District NID on wellness, All Staff.
- Bo went to Safe Schools meetings
- Orange shirt Day
- Thanksgiving lunch for all.
- Sprit Week by Spirit club. Fun day every day of the week.
- Provincial Pro-d Bo participates in Trauma informed care to be taught to teachers in future staff meetings. "What's wrong with Billy?"

Academic

- UBC and Selkirk visit BCSS
- BCSS teacher collaboration model launched.
- Grade 12 Flex block increase in choice.
- Mrs. Cody science webinar
- Mrs. Spelay's students begin regular personal responsibility and effort, self-evaluations

Careers

- Fire suppression begins.
- The school hosted the Federal election.
- Woodwork field trip to Son Ranch mill and woodlot

November 2019

Mental Wellness

- Grade 10's received mental health training in PE
- Hockey Academy students receive mental health training in PE
- Constable Bentley presents anti bullying to Grade8-10's and healthy peer relationships to grade 11 and 12's.

Academic

- Shelley Moore Continues.
- Find your Fit by Work BC spent the day at BCSS. Also WBES and GES attending.
- Teachers trained with ACT. All students at BCSS will be taught CPR.

December 2019

Mental Wellness

- School non-perishable food collection challenge. Given to the Lions club for Christmas food hampers and the Beaverdell Community club.
- BCSS students create and mail Christmas cards to soldiers serving overseas and unable to come home for Christmas.
- Foods classes begin preparing hot lunches for Midway Elementary students.
- Spirit Club delivers gifts and cards to every resident at Parkview senior home in Midway

Academic

- Geography field trip.
- Constable Bentley teaches a class on the criminal code.
- Last Noel Christmas Concert. 2 shows by popular demand.

Careers

- BCSS Foods classes serve first hot lunch to elementary students.
- Foods classes begin preparing hot lunches for Midway Elementary students.

January 2020

Mental Health

- Monique Gray-Smith pro-d on January 17th.
- Taught us the importance that all students need a cookie person. As a staff we came up with the idea that when we have a student we are worried about especially around not having connections, we reach out to them by greeting them talking with them and purposefully connecting with them.
- Grads vs dads/mom's annual hockey game
- Road runner cafe serving hot tea and veggies; by students for students. Monique Gray-Smith spoke to the importance of having team and fellowship amongst our community.

Academic

- Wizard of Oz Jr. play.
- Staff meeting share out. Teachers describe a lesson or teaching strategy that went well and on that did not.

Careers

- "Cooking with Constable" Red seal chef comes and teaches a pasta unit.
- Welding students created BBQ's from recycled propane tanks.

February 2020

Mental Wellness

- Red Mountain school ski trip
- Grade 11/s meeting with admin and counsellors to discuss their future and worries.
- All students participate in the SD51 online survey around anxiety, sleep, breakfast....
- Pink Shirt Day
- Red Dress/Moosehide Campaign included a free Indian Taco lunch for all staff and students.

Academic

- Lisa and Bo to GFSS to observe Capstone projects.
- Grade 10's English students starts buddy reading with K/1's
- Waterloo Math Contest. 30 students from grade 9-12 volunteer to participate.
- Students compete in computer contest though Waterloo University.
- Leadership class build TED talks.
- Math 11 students do self inquiry project on loans

Careers

- Grade 10's travel to Ok College for Discover Trades Day.
- ITA tours BCSS and follow up meetings to get more BCSS kids in trades programs.
- Junior Achievement of BC instructor here and works on budgeting and goals setting with our grade 12's.

March 2020

Mental Wellness

- High school hockey players win the "Banner". Huge impact on school and community pride.
- COVID-19 hit

Academic

- BCSS hosts and participates Science Fair
- Teacher NID on Capstone projects.
- French 11/12 trip to Quebec
- Socials 10 class holds high profile class elections.

April 2020

Mental Wellness

- Covid alters school format
- Teachers and staff maintain regular meaningful contact with all students. Focus on connecting more often with our most vulnerable students experiencing, anxiety, depression and trauma exacerbated by Covid

Academic

- Teachers reinvent themselves in 2 weeks and launch successfully remote learning.
- Excellent participation by students. Continuity of learning working well because of teacher, student and parent efforts

May 2020

Mental Wellness

- Musical Theatre students continue to rehearse for their upcoming play recording in June using Zoom, Teams and video.
- Jenn Mallach (CYC) continued to reach out to students through TEAMS and phone calls
- Vulnerable students began attending school again

Academic

- BCSS teachers continue to learn and use Microsoft Teams, Zoom, Class notebook.
- Teachers and EA's meeting kids in students home community to deliver instruction and support learners.
- School set up Parents portal though MyEd BC. First school in district to adopt this technology. Parents can view student report cards, course selections and attendance.

Careers

- Online course selection begins from home due to remote learning protocols. Students log in to My Ed student portal.

June 2020

Mental Wellness

- Stage 3 begins, students returning to school.
- Staff takes on grad convocation during Covid and is creating a beautiful unique celebration for students and parents

Academic

- Teachers adapt again to hybrid model of face to face learning and remote learning.

More Data....

- BC Adolescent Health Survey
 - From 12 years to 18 years
 - Gives overlook at what is going on with our youth
 - Some things that stood out for Ken
 - 54% of students get less than 8 hours of sleep; 20% less than five hours
 - 44% self-reported anxiety/depression
 - 15% seriously considered suicide
 - 20% self-harmed – most to “calm down”
 - When connected to teacher, less stress
 - Most common topic they want to talk about – mental health, sexual health, physical health, learning styles

BCSS World Café 2019 and 2020:

Feedback from parents

1. **What is working well at your school?**
 - **Mental health supports. CYCW at the school. Freedom Quest and FISS are here one day a week. Mental health support at BCSS is as good as its been in the past 5 years.**
 - **WE have a strong sense of community in the school.**
 - **WE have Caring teachers and staff.**
 - **WE have great sports, arts programs and clubs. For all our students but in particular our more isolated students this provide a social and learning time that would have without the programs and of course the “Late” Bussing option.**
 - **WE have fantastic course options in our small school. We offer everything that a big school does and more. “It is an advantage to go here rather than a disadvantage.” -parent quote.**
 - **Flex Blocks! Flex blocks has been a very popular initiative. People love voice and choice which the Flex timetable provides.**

2. **What can we further develop at your school?**
 - **Next step in becoming even more flexible with what kids take going deeper in the revised curriculum and student choice.**
 - **Educating the kids what is out there. Having a go to teacher advisor and monitor of online courses**
 - **Career Planning in the grade 11 year. Currently feels like a limbo year for kids pursuing career planning. Grade 12 almost feels too late. How can we get kids thinking about post grad, careers etc in grade 11?**
 - **More project-based learning.**
 - **Increased wellness groups.**

3. **What types of skills/competencies would you like your child (or a child you know) to graduate with?**
 - **Mental health literacy.**
 - **Physical health and foster lifelong healthy life style.**
 - **We want our kids to be Kind, Happy and confident when leaving BCSS**
 - **There is still a need for more Real-life skills to be taught, ex practical life skills for after high school ends.**
 - **WE want our kids to be lifelong learners, when they leave BCSS**

District: 051-Boundary - Comparison by Grade 7, Grade 10 and Grade 12
Supportive Factors

		Don't know	Rarely/Never	Sometimes	Often/Always
NQ16 - Do you feel welcome at your school?	Grade 7 Students	1.1%	4.6%	24.1%	70.1%
	Grade 10 Students	1.3%	3.8%	36.3%	58.8%
	Grade 12 Students			35.4%	64.5%
S10 - When I am making a decision to do something, I stop to think about how it might affect other people.	Grade 7 Students	1.1%	5.7%	33.3%	59.8%
	Grade 10 Students	1.2%	4.9%	40.2%	53.7%
	Grade 12 Students		1.5%	30.8%	67.7%
S81 - Is school a place where you feel like you belong?	Grade 7 Students	3.4%	7.9%	23.6%	65.2%
	Grade 10 Students	3.7%	8.6%	40.7%	46.9%
	Grade 12 Students		6.1%	48.5%	45.5%
S122 - Do you feel good about yourself?	Grade 7 Students	3.4%	10.3%	25.3%	60.9%
	Grade 10 Students	1.3%	7.6%	48.1%	43.0%
	Grade 12 Students		6.2%	38.5%	55.4%

Demographics

- Gender**
- Anonymous
 - Female
 - Male

- Aboriginal Ever Flag**
- Anonymous
 - Indigenous
 - Non Indigenous

		Don't know	Negative	Neutral	Positive
Q26A - How many adults at your school care about you?	Grade 7 Students	24.7%	12.4%	23.6%	39.3%
	Grade 10 Students	8.6%	14.8%	19.8%	56.8%
	Grade 12 Students	12.3%	3.1%	13.8%	70.8%
S7 - At school, I am learning how to care for my mental health. (for example, anxiety or stress management, anger management, relationship skills)	Grade 7 Students	3.4%	26.4%	20.7%	49.4%
	Grade 10 Students	1.2%	53.1%	23.5%	22.2%
	Grade 12 Students		29.7%	29.7%	40.6%
S14 - I am satisfied that in school I learn how to express emotion, and deal with emotional problems that I may face i.	Grade 10 Students	2.5%	33.8%	30.0%	33.8%
	Grade 12 Students		27.7%	26.2%	46.2%
S99 - My questions are valued and welcomed by the adults at my school. (I am heard)	Grade 7 Students	9.1%	8.0%	27.3%	55.7%
	Grade 10 Students	3.7%	18.5%	21.0%	56.8%
	Grade 12 Students	1.5%	13.6%	19.7%	65.2%
S128B - How would you describe your health (mental or physical)?	Grade 7 Students	2.3%	6.9%	28.7%	62.1%
	Grade 10 Students		16.0%	45.7%	38.3%
	Grade 12 Students		13.8%	47.7%	38.5%

Special Needs

- (All)
- Unknown
- A - Physically Dependent
- B - Deafblind
- C - Mod To Profound Intellectual ...
- D - Phys Disability Or Chronic He...
- E - Visual Impairment
- F - Deaf Or Hard Of Hearing
- G - Autism Spectrum Disorder
- H - Inten Behav Inter/Serious Me...
- K - Mild Intellectual Disability
- NON SPECIAL NEED - Non Specia...
- P - Gifted
- Q - Learning Disability
- R - Moderate Behaviour Support...

Risk Factors

		Don't know	Rarely/Never	Sometimes	Often/Always
NQ10 - I would like to go to a different school.	Grade 7 Students	2.2%	50.6%	37.1%	10.1%
	Grade 10 Students	6.1%	20.7%	47.6%	25.6%
	Grade 12 Students	3.0%	33.3%	37.9%	25.8%
Q21 - At school, are you bullied, teased, or picked on?	Grade 7 Students	1.1%	45.5%	44.3%	9.1%
	Grade 10 Students		42.7%	48.8%	8.5%
	Grade 12 Students		46.2%	44.6%	9.2%
S120 - Does school make you feel stressed or anxious?	Grade 7 Students	2.3%	23.3%	51.2%	23.3%
	Grade 10 Students	1.2%	7.4%	35.8%	55.6%
	Grade 12 Students		4.6%	40.0%	55.4%
S126 - How often, usually, do you get a good night's sleep?	Grade 7 Students		21.8%	27.6%	50.6%
	Grade 10 Students		23.8%	33.8%	42.5%
	Grade 12 Students		33.8%	30.8%	35.4%





RESULTS FOR SCHOOLS

Secondary Central Secondary

NUTRITION



80%

of students at your school
do not eat breakfast
every day.

Make a Difference

- 1 Consider implementing a breakfast program to make sure all students have access to a morning meal.
- 2 Provide healthy food options that are consistent with provincial school food policies or guidelines.
- 3 Educate students about the importance of eating a healthy breakfast every day.

BULLYING



53%

of students at your school
have been bullied by other
students in the last month.

Get Involved

- 1 Train school staff to recognize target behaviour as it emerges so that interventions occur early and work to prevent antisocial behaviour from escalating.
- 2 Get students and parents involved in developing anti-bullying policy and initiatives.
- 3 Address the attitudes, behaviours, interpersonal and emotional skills needed for students to prevent bullying.

SCHOOL CONNECTEDNESS



75%

of students at your school
feel they are part
of their school.

Build Connections

- 1 Ensure every student has a connection with an adult at the school. Post all students' names on a wall and have teachers mark who they "know". Plan to build connections with students who are not well liked.
- 2 Establish awards that honour prosocial behaviour.
- 3 Ensure that students are included in decision-making processes for setting rules and consequences.

This is a summary of results from your school's participation in the
School Health Assessment in 2018 starting July 1.
For more information visit www2.uwaterloo.ca/health





RESULTS FOR PARENTS

Esunday Central Secondary

NUTRITION



45%

of students at your child's school do **not** eat the recommended daily amount of fruits & vegetables

Take Initiative

- Purchase local fruits and vegetables when in season and freeze extras.
- Skip the cookies, baked goods, chips, salty snacks, soft drinks and other high-calorie beverages. They are often expensive and low in nutrients.

SCHOOL CONNECTEDNESS



67%

of students at your child's school report being happy to be at their school.

Show Interest

- Encourage your child to get involved in student leadership and extracurricular activities at school.
- Express interest in your child's school and make an effort to speak with them about their favourite parts of school.
- Attend after-school events with your child such as book fairs and carnivals held at the school.

BULLYING



53%

of students at your child's school have been **bullied** by other students in the last month.

Communicate

- Talk to your child if you suspect bullying. Do not wait for him/her to come to you. Take it seriously.
- Talk to the adults involved if a bullying incident occurs. Find ways to remedy and prevent the problem.

This is a summary of results from your child's school's participation in the online risk assessment at your survey with the full results profile. Please contact your school principal for more information visit uwaterloo.ca/CRAYS



UNIVERSITY OF
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**CANADIAN STUDENT
TOBACCO, ALCOHOL AND
CANNABIS SURVEY 2018/2019**

RESULTS FOR PARENTS
Boundary Central Secondary

SLEEP



40%

of students report getting the recommended hours of sleep on an average school night for optimal health.

YOU CAN HELP

- encourage your child to get enough sleep. children and youth need between 8-10 hours of sleep each night.
- Encourage your child to practice good sleep hygiene. this can include keeping electronics out of the bedroom or limiting screen time one hour before bedtime.
- Model good sleep habits by getting adequate sleep yourself.

BULLYING OTHERS



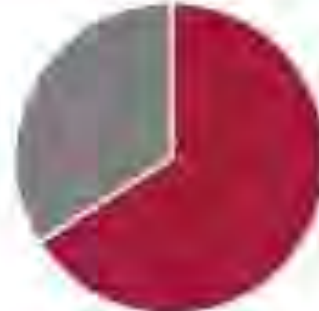
27%

of students at your child's school report bullying other students in the last 30 days.

YOU CAN HELP

- talk to your child if you suspect bullying, ask if weekly.
- create a plan of action with your child that outlines how they will change their behaviour, ensure they know that bullying is a big deal and will not be tolerated.
- communicate with the school and work together with your child's teachers to ensure that your child is not being bullied.

PERCEIVED HARM OF CANNABIS USE



66%

of students at your school perceive a moderate to great risk of harm associated with smoking cannabis on a regular basis.

YOU CAN HELP

- educate your child about the risks associated with cannabis use. students that don't think it's a moderate to great risk of harm associated with using cannabis reported that there was no risk, or that they do not know the harmful.
- Talk to your child about the legalization of cannabis in Canada and why, specifically, cannabis has only been legal for adults only.

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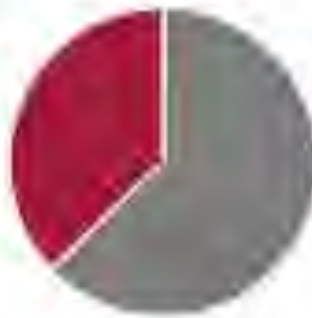
**UNIVERSITY OF
WATERLOO**



CANADIAN STUDENT
TOBACCO, ALCOHOL AND
DRUGS SURVEY 2016/2017

RESULTS FOR SCHOOLS
Boundary Central Secondary

SLEEP



37%

of students at your school reported that they have fallen asleep in class at least once in the last two weeks.

YOU CAN HELP

- 1 Educate students on the amount of sleep they should be getting for optimal health (children and youth should aim for 8 to 11 hours each night). Have important city sleep socially in school leads to (how many) in classroom.
- 2 Educate students about good sleep hygiene which includes decreasing time spent on electronic devices before bedtime.
- 3 Provide opportunities for staff to be supported, staff (q) and (rows) instead.

This is a summary of results from your school's participation in the 2016/17 Canadian Student Tobacco, Alcohol and Drugs Survey. For more information visit cstads.ca

BULLYING



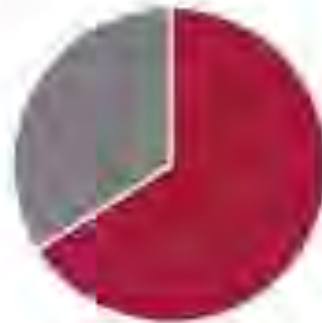
48%

of students at your school report being bullied by other students in the last 30 days.

YOU CAN HELP

- 1 Train school staff to recognize target behaviour as it relates to the (perceived) odd, early and look to prevent antisocial behaviour (very) including.
- 2 Use students and parents involved in developing anti-bullying policies and initiatives.
- 3 Address the attitudes, behaviours, interpersonal and emotional skills needed for students to prevent bullying.

PERCEIVED HARM OF CANNABIS USE



66%

of students at your school perceive a moderate to great risk of harm associated with smoking cannabis on a regular basis.

YOU CAN HELP

- 1 Educate your students about the risks associated with cannabis use. Students should be aware of the moderate to great risk of harm associated with smoking cannabis regularly. There are so many things they can do to prevent this.
- 2 Talk to your students about the legislation of cannabis in Canada and why the alcohol, cigarette and medical use for adults only.



UNIVERSITY OF WATERLOO

Strategies at BCSS: Mental Wellness for all

Outside Agencies:

Boundary Family Services

Jan Joubert - Mondays all day - Family Support and CYMH

- Flex time Art group - 7 regulars and 4 or 5 rotating drop-ins
- Intake appointments (he did have youth hours when he first started - 4 clients - but no longer has that mandate)

Kelly House - Tuesdays till 2pm - PEACE - children who witness

- currently has 1 client and 3 more we are encouraging to see her

Victoria Runge - when needed - youth support

- 1 regular

Lena Holmes - when needed - youth support (new to the position)

- 1 regular

Carol Mitchell - every second Thursday - picks up kids for SexualityAndGenderA

- 4 regulars

Freedom Quest

Holly Hume - Tuesdays all day - addictions counselling (youth or family with addictions)

- 7 clients transferred from Pascal Lemiere (2 pending)

CYMH

Theresa Vibrock

- Grand Forks only - intakes on Thursdays and sessions on Fridays
- 1 student regularly, 1 student screened out to Freedom Quest, 1 student pending

Williams and Associates

Carol Loney - private counsellor - complex trauma/youth who witness

- 1 client - biweekly

Practicum student (Counselling Diploma)

Melanie Zeisler - with Jennifer Mallach

- Wednesdays during Flex - Stress Management using the book donated by the publisher: Cooling Down Teen Stress
- 3 regulars and 4 drop-ins who have the book and handouts

2020-2021 4-Schools Growth Plan

The '4-Schools' comprise Beaverdell, West Boundary, Midway and Greenwood Elementary Schools. Each school presents its own unique set of strengths and stretches. However, we are bound together by:

- Travelling support staff who work in all four buildings
- Bringing staff and student together regularly for cultural events, field trips, athletic events and celebrations of learning
- A Co-Principalship designed to support both the unique nature of each school and the goals of the '4-Schools'
- An established Professional Learning Community of educators who are committed to collaboration and sharing as we endeavor to grow our pedagogies

With 83 km between schools, our 160 students and 23 educators are connected through meaningful relationships and our common community of The Boundary.



Where we are at...

With COVID-19, our plans have changed significantly. In the words of Shelley Moore: “We are trying to survive a crisis, a worldwide pandemic and if kids can learn a bit... we’re golden.” While navigating this crisis, we must recognize that we cannot have the same expectations or the same standards. However, that being said, we expect our students to learn more than ‘a bit’ and find solutions and opportunities to the challenges of this moment.

Our August Days recognized some key benefits gained since March:

- **Improved home-school connection**
 - *development in the understanding of the continuous nature of learning*
 - *enhanced recognition of student and family priorities*
 - *increased use of student interests and strengths*
 - *more recognition of learning outside of the curriculum*
 - *more cooperation between teacher and family*

- **Improved use of technology**
 - *Email and Facebook use became essential communication tools for many families*
 - *Telephone and/or texting check-ins were more common*
 - *Various delivery platforms were explored (Microsoft Teams, class-based websites, emails, Zoom, etc.)*
 - *Various portfolio platforms were explored (Seesaw, myBlueprint, Microsoft Teams, etc.)*

With the beginning of Stage 2, many new protocols needed to be implemented. Many of these restrict teaching practices that were promoted to enhance the social nature of learning. Beyond learning, they restrict many aspects of school that students have come to appreciate or rely on. Our focus for the 2020-2021 school year will reflect this new reality:

How will we support students of the 4-Schools in 2020-2021 to feel safe, connected, engaged and inspired?

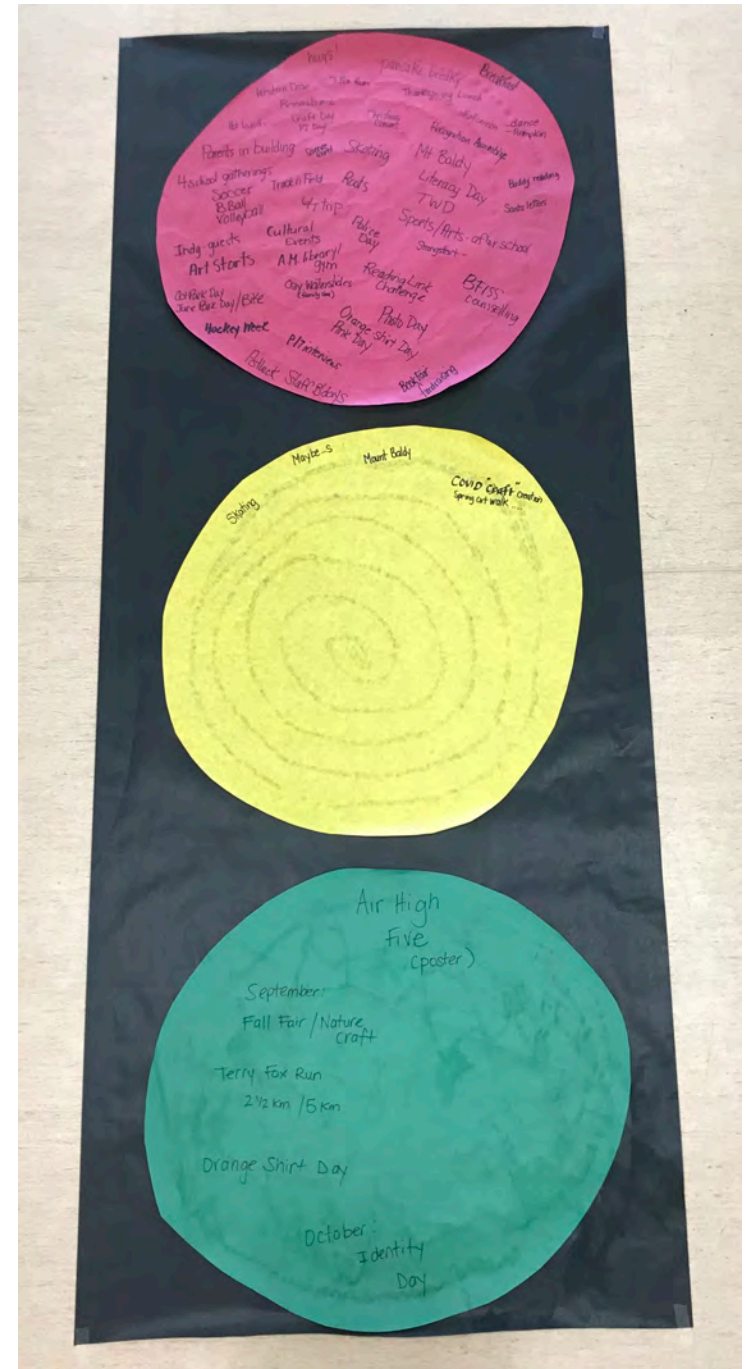
Practically, in the classroom, we can focus on these areas:

- *Find out what is important to our learners?*
- *What do they already know?*
- *What are their interests and their strengths?*
- *What are the priorities of the students and the families?*

To gather a sense of how much COVID-19 has impacted our upcoming school year, we brainstormed all of the events, gathering, routines and practices that would be impacted. To frame this in a growth mindset we created the image of the traffic light:

- RED – Stop. This is something that right now, we cannot do the way we used to.
- YELLOW – Caution. This is something that we might be able to do with further thinking and proceeding with caution.
- GREEN – Go! This is something we are cleared to do right now.

Unsurprisingly, the RED circle filled quite quickly following our recent understanding of the guideline documents. As the year progresses, we will no doubt add to the YELLOW and the GREEN.



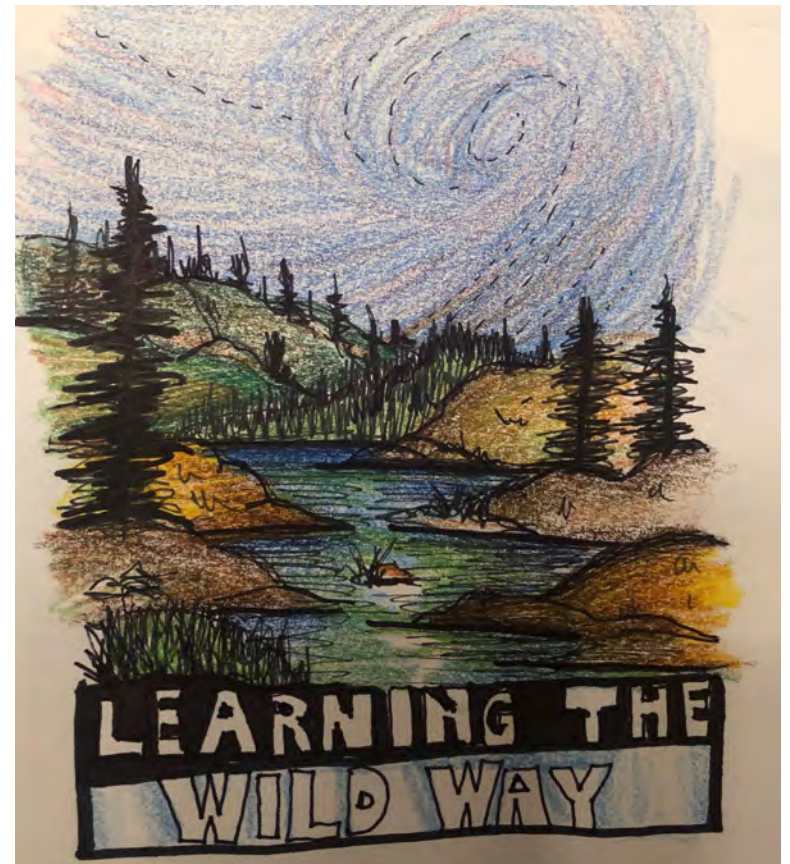
Agenda

Where we are going...

Following the plan from last year, we generated school mottos from each individual school site and a motto for the '4-Schools'. Staff brainstormed ideas and selected 3 choices to present to each respective student body. The students then voted on which motto they liked best.

- Greenwood Elementary Grizzlies
 - "Stand tall, walk strong, roar with pride!"
- Midway Elementary Cubs
 - "Curious, unique, brave and strong."
- West Boundary Elementary Wild
 - "Learn the wild way."
- Beaverdell Elementary Beavers
 - "We are the best dam collaborators" (under review)
- The 4-Schools
 - "Born to be wild in the Boundary."

We are in the process of finding suitable manufacturers for products to be made with our logos, and mottos. Stay tuned!



An early visual of the WBES motto (courtesy of Angela Bragg)

The process for the mission statement at 4-Schools began in August at our first formal NID. We began by showcasing three questions that we felt summarized what our mission is at school. Namely; we posed the questions: What do we need for a strong learning community, what attributes do we wish our students to embody, and what does our ideal classroom and/or school feel like? Using these questions educational practitioners, wrote words and/or phrases that they felt envisioned and reflected these questions. 3 mission statements for the 4-Schools was then generated from this inquiry and will be given back to all staff via staff meetings, PLCs, and other learning opportunities to be collaboratively analyzed, discussed, and deconstructed to create a new set of mission statements that reflect the school's vision from the educators that work there. From this collaborative process, all stakeholders will have opportunities to provide their voice and insight on the generated mission statements, which in turn will fosters a single collaborative 4-Schools mission statement.

- At 4-Schools we believe that the recognition of all voices creates a collaborative and inquiry-based learning environment that fosters perseverance, mindfulness, and a passion for life-long learning.
- At 4-Schools we believe that the recognition of all voices creates a collaborative inquiry-based learning environment that enriches the social, physical and academic experience of all students.
- The 4-Schools strive to enrich the social and academic experience of all students so that they are goal driven, problem solvers, and have an open mindset to learning.
- Our 4-Schools strives to be a diverse and inclusive learning community that empowers all students to be life-long learners by instilling them with a sense of belonging and ownership over their learning, becoming self-reflective learners, and stimulated by purposeful learning challenges.

Making Tracks at

BWCS





School context

Who are we?

Built in 2004, Big White Community School is nestled in the Monashee Mountains. Part of the vibrant Big White Ski Resort, our little community of 350 permanent residents grows to around 20 000 residents in the winter months.

Being outdoors is a normal part of the culture at Big White. Staff and students are happiest creating, exploring and having fun, participating in activities such as snowboarding, skiing, snowshoeing, skating, tobogganing, hiking, building forts and just playing. We also work closely with our local community, collaborating on providing deep learning experiences for our students.

Our values are shown in TRACKS, an acronym that stands for teamwork, responsibility, attitude, courage, kindness and self-regulation. We believe when we focus on improving ourselves in these areas, we make “tracks” on our learning journey, becoming the best version of ourselves and becoming active participants in the classroom, the school, our families and the community.

Noticing

Where are we flourishing?

Students are passionate about their interests and engage enthusiastically in learning when they are able to relate to the experiences on a personal level. They are curious, friendly and feel very connected to our environment.

Students collaborate well together, particularly when the older class buddies up with the younger class. The primary and intermediate classes have strong connections and interact well in and outside of school.

We have gone from a school with few traditions or celebrations to one where students celebrate each others' successes. From dances to Thanksgiving dinners, we have many celebrations that encourage student participation.





Nurturing

How can we nurture flourishing?

If our students excel with hands-on learning, how can we capture this experience across all subjects? If our students are engaged and passionate outside, how can we have intentional, deep learning opportunities outside. When students are engaged in their learning, they flourish.

We believe that if we take those successful experiences, such as Entrepreneurship Day and outside education, and apply the pedagogical philosophies to other areas of practice, students will increase their engagement and will begin to flourish in all aspects of their learning. We need to focus on increasing positives, rather than focus on correcting negatives, in our pedagogical efforts.

A staff that flourishes will have students that flourish. Staff will be conducting their own inquiries on how to build up engagement and support emotional learning with their students. These inquiries are of their own choosing and are meant to help them embrace their authentic teaching selves.

Our wonderings

Spreading joy

Will hands-on activities with an emphasis on outdoor learning opportunities help students and staff at BWCS flourish?

Will student-created digital portfolios to showcase learning and reflection increase student agency?

Will a focus on writing through hands-on activities like MakerSpaces increase engagement with writing?

How can students learn social-emotional resiliency through Indigenous literature?

How can having intentional outdoor experiences make student learning deeper?





Building practice

Inquiry for Flourishing

George Couros's online "Digital Portfolio Master Course"

Monique Grey Smith's online course "The Ripple Effect of Resilience"

"Teacher Wellbeing" by Sabre Cherkowski and Keith Walker

"Softening the Edges: Assessment Practices that Honor K-12 Teachers and Learners" by Katie White

"Leaders of their Own Learning" by Ron Berger



We will continue to make

BWCS



**SCHOOL DISTRICT NO. 51 (BOUNDARY)
P O L I C Y**

SECTION	TITLE	NO. 5131
STUDENTS	Communicating Student Learning (Student Reporting)	

DATE ADOPTED: October 26, 2016

DATE AMENDED:

The Board of Education of School District 51 believes that communication of student school progress is an integral part of the learning process. The Board has an expectation of timely and responsive communication of student progress. Teachers will provide parents with a minimum of 5 reports describing student progress per year.

As such, the Board requires that all schools will follow this locally developed policy based on the flexibility of the Student Progress Order.

Regulations

A) Student Reporting Guidelines for Grades K-7:

1. Parents will receive timely reports that meet the Provincial reporting requirements
2. Student reports will provide information about students' progress in relation to the learning standards of the curriculum inclusive of strengths, stretches and recommendations for improvement.
3. School reporting can shift from formal reporting, to being timely, responsive and ongoing throughout the year with Superintendent's approval. Teachers are still required to do a summative report that includes student progress in relation to learning outcomes under the Required Areas of Study Order (including ADST and Career Education) as well as a student self assessment of core competencies.
4. A proficiency scale will be provided on all grade 4-7 report cards. The proficiency scale is only required on summative reports for grades K-3.
5. If requested, teachers will provide letter grades to parents in a timely manner.

Grade 8-9

Report cards will contain letter grades ONLY and not percentages.

1. Parents will receive timely reports that meet the Provincial reporting requirements

2. Student reports will provide information about students' progress in relation to the learning standards of the curriculum inclusive of strengths, stretches, and recommendations of improvement.
3. The report provided at end of school year will include a student self assessment on core competencies.

Grade 10-12

1. Student progress reports for students in grades 10 to 12 must, in relation to expected learning outcomes set out in the curriculum, contain (a) letter grades, and (b) where deemed to be appropriate by the teacher, principal, vice principal or director of instruction, written reporting comments.
2. Student progress reports for students to whom Ministerial Order 302/04 (the Graduation Program Order) applies, must in addition to the information required under subsection (1) contain the credits assigned toward meeting the general requirements for graduation as set out in these orders.

Students with Special Needs (all grades)

Where it is determined that a student with special needs is not capable of achieving the learning standards or learning outcomes of provincial or Board Authority Authorized curriculum, and substantial course or program modification is necessary, specific individual goals and objectives will be established for the student in his or her Individual Education Plan (IEP). Reporting to parents will be in relation to these specific individual goals as they relate to each LD (locally developed non-credit) course in which the student may be enrolled. It may not be appropriate to provide letter grades to all students.

Students on Modified Curricula (all grades)

For students with special needs who are not working toward the learning standards or learning outcomes of the curriculum but rather toward individualized goals or objectives in an IEP, the most appropriate form of reporting for the student should be determined by the School Based Team.

If letter grades are used, it should be stated in the body of the student progress report that the grade is given in relation to the individualized goals and objectives and not in relation to provincial or Board Authority Authorized curriculum standards and core competencies.

Use of the Letter Grade "I"

The letter "I" will be used to alert parents when students, for a variety of reasons, are not demonstrating minimally acceptable performance in relation to the learning standards or expected learning outcomes. The "I" may be used at any time during the school year on information or formal reports. The underlying principle is that parents and students should be alerted to a problem as soon as teachers detect it.

When an "I" reporting symbol has been assigned:

- Students and parents must be informed, and must be provided with an opportunity to consult with teachers about the problems students are having and possible solutions; and
- Teachers must be prepared to identify what the problems are and specify plans of action to help students achieve the learning outcomes. An “I” may be communicated in a variety of ways, including: through a written plan, verbally by telephone, or in a direct meeting involving teacher, parents and students.

The “I” letter grade must be converted to another letter grade or percentage:

- before students’ records are transferred to another school, unless there is agreement between the principals of the two schools to defer conversion of the “I” reporting symbol;
- when letter grades are recorded on the permanent student record card; and,
- before submission of Grades, 10, 11 or 12 marks to the Ministry for inclusion on students’ transcripts of grades.

An “F” letter grade can only be assigned if an “I” reporting symbol was previously assigned, or as a result of failing a provincially examinable course.

Ministerial Orders and Regulations:

- Ministerial Order 192/94, the Provincial Letter Grades Order reviewed Sept 20, 2019
- Ministerial Order 191/94, the Student Progress Report Order reviewed Sept 20, 2019
- Ministerial Order 190/91, the Permanent Student Record Order reviewed Sept 20, 2019
- Ministerial Order 295/95, the Required Areas of Study Order reviewed Sept 20, 2019
- Regulation 265/89, the [School Regulation](#)