



School District No. 51 (Boundary)

Regular Meeting of the Board of Education

October 11, 2016 at 6:00 p.m.

Boundary Learning Centre, Midway

Agenda

Call to Order

Opening Acknowledgement

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

Presentations/Delegations

- BCSS Presentation – Principal Macfarlane presenting
- 4-schools Presentation – Principal Foy presenting

10 Minute Comment Period

Adoption of Agenda

Adoption of Minutes

September 13, 2016 – Regular Meeting Minutes

Report on In-Camera Meeting from September 13, 2016

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

Correspondence

Nil

Business Items

1. Superintendent's Report

- Report for September 2016 (Attachment)
- Class size (Attachment)

2. Secretary-Treasurer's Report

- Report for September 2016 (Attachment)
- Enrolment Report (Attachment)
- Transportation Grant

3. Capital Plan Bylaw No. 15/16-CP-SD51-01

(Bus Replacement and Christina Lake Elementary Gym Roof Replacement)

MOTION: That the Board unanimously agrees to give the Capital Project Bylaw No.15/16-CP-SD51-01 all three readings at this meeting of October 11, 2016."

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

WHEREAS in accordance with provisions of the *School Act* the Minister of Education (hereinafter called the "Minister") has approved the Board's Capital Plan.

NOW THEREFORE the Board agrees to the following:

- (a) authorizes the Secretary-Treasurer to execute project agreements related to the expenditures contemplated by the Capital Plan;
- (b) upon approval to proceed, commence the Project and proceed diligently and use its best efforts to complete each Project substantially as directed by the Minister;
- (c) observe and comply with any rule, policy or regulation of the Minister as may be applicable to the Board or the Project(s); and,
- (d) maintain proper books of account, and other information and documents with respect to the affairs of the Project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board approved by the Minister that specifies the supported projects in the Ministry's letter of May 24, 2016 from the 2015/16 Capital Plan is hereby adopted.
- 2. This Bylaw may be cited as School District No.51 (Boundary) Capital Bylaw No.15/16-CP-SD51-01.

MOTION: "That the Board of Education of School District No. 51 (Boundary) approve the Capital Bylaw No.15/16-CP-SD51-01 as read, a first, second and third time, passed and Adopted the 11th day of October, 2016."

4. Director of Learning Report

- Report for September 2016 (Attachment)

5. Talking Break

What experiences do we hope to see for our students with learning, assessment and reporting as the K-9 Refreshed Curriculum is implemented into our schools?

6. Key Policy and Operational Considerations for Boards of Education (Attachment)

7. Committee Reports

- AbEd Committee
- Finance Committee
- Operations Committee
- Policy Committee (Attachments)

MOTION: "That the Board approve and adopt the policy: *"Procedures for Addressing Concerns."*

MOTION: "That the Board approve and adopt the Interim Policy – *Student Reporting*, as presented and that the Board will continue to consult with partner groups."

8. Board Planning for Student Success

- School Growth Plans (Attachments)

9. BCSTA Provincial Council Motions

10. Trustee Reports

Rec Commission

BISM

BCSTA Kootenay Boundary Branch

District Literacy

BCPSEA/BCSTA Rep Council

BCSTA Provincial Council

Okanagan Labour Relations Council

PAC Highlights

11. Around the Boundary

Trustee Activities and Upcoming Events

- BCPSEA Symposium – October 13-14, 2016
- 2nd Annual Partner Liaison Meeting – October 26, 2016
- BCSTA Board Chairs Meeting – October 27, 2016
- BCSTA Provincial Council Meeting – October 28-29, 2016
- Learning Forward Conference – December 4-7, 2016

Future Agenda Items

Next Board Meeting: **November 8, 2016**
 6:00 p.m. at the School Board Office

Adjournment

QUESTION PERIOD

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

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

School District No. 51 (Boundary)

Minutes of a Regular Meeting of the Board of Education of School District No. 51 (Boundary) held
Tuesday, September 13, 2016 at the School Board Office

The Chairperson called the meeting to order at 6:01 p.m.

Present:	Mrs. T. Rezansoff	Chairperson
	Mrs. C. Strukoff	Vice Chair
	Mr. M. Danyluk	Trustee
	Mrs. K. Jepsen	Trustee
	Mr. D. Reid	Trustee
	Mrs. C. Riddle	Trustee
	Mrs. R. Zitko	Trustee
	Mr. K. Argue	Superintendent
	Mrs. J. Hanlon	Secretary-Treasurer
	Mr. D. Lacey	Director of Learning

Absent: Nil

Acknowledgement of the Aboriginal peoples and ancestors.

Presentations/Delegations

- Tyler Neels, Auditor with Grant Thornton, presented the Financial Statements for the 2015-2016 Fiscal Year.

MOVED Zitko
2ND Jepsen

["That the Board approve the Audited Financial Statements for the Fiscal Year 2015-2016, as presented."](#) CARRIED

Adoption of Agenda

MOVED Reid
2ND Danyluk

["That the Agenda for September 13, 2016 be adopted circulated."](#) CARRIED

Adoption of Minutes

MOVED Riddle
2ND Strukoff

["That the June 14, 2016 Regular Board Meeting minutes be adopted as circulated."](#) CARRIED

Report on In-Camera Meeting from June 14, 2016

The Board discussed personnel issues, properties/facilities, business items as well as the request from the Aboriginal Friendship Circle.

Correspondence

Nil

Business Items

1. Superintendent's Report

The Superintendent and Director of Learning reported on the staff hiring process, August days, changes to the District Enhancement Agreement and District Inquiry initiatives. A required change to the School Calendar was discussed and the following motion was made:

MOVED Danyluk
2ND Zitko

“That the Board approve the amendment to the 2016-2017 School Calendar with the Non-Instructional Day changed from Friday, October 14th, 2016 to Monday, October 17th, 2016 and that school will be in session on Friday, October 14, 2016.”

CARRIED

2. Secretary-Treasurer's Report

The Secretary-Treasurer reported on projects completed over the summer, the operating surplus for 2015/2016 and the current enrolment.

3. 5 Year Capital Plan

The Secretary-Treasurer presented the 5-Year Capital Plan.

MOVED Reid
2ND Strukoff

“That the Board of Education of School District No. 51 (Boundary) approve the 5-Year Capital Plan as outlined on the attached summary.”

CARRIED

4. Future Planning

SD51 Planning Cycle was reviewed and will be posted on the website. Trustees and staff will continue to write the monthly Gazette articles.

5. Committee Reports

Proposed Meeting Dates 2016/2017 was circulated. Currently no other committee updates to report.

6. Talking Break

Experiences that we hope to see for students with learning, assessment and reporting as the K-9 Refreshed Curriculum is implemented into our schools was discussed.

7. Trustee Reports

The BCSTA/BCPSEA Advisory telephone conference call will take place on October 3, 2016. Trustees are to submit their questions via e-mail. Trustees Strukoff and Zitko, along with Directory of Learning D. Lacey reported on the BISM meeting. Trustee Zitko also reported out on the Beaverdell Elementary Pac Meeting.

Meeting adjourned at 7:40 p.m.

Chairperson

Secretary-Treasurer

Kevin Argue- Superintendent of Schools
Month-End Report
September 2016



School Visitations

During the month of September, I met with Principals, visited classrooms and welcomed back returning and new staff and students at Christina Lake Elementary, Perley Elementary, Hutton Elementary, Greenwood Elementary, Midway Elementary, West Boundary Elementary, as well as Grand Forks Secondary and Boundary Central Secondary Schools. Some highlights during these school visits were:

- **Christina Lake Elementary School** -- I had a chance to observe the progress on the new Outdoor Classroom and Entrance way.
- **Grand Forks Secondary School** – Visited Principal Stewarts' Coding class.
- **Boundary Central Secondary** – Mr. Spelay showed me his new telescope and I attended the Terry Fox Run in Midway hosted by Principal, Bo Macfarlane and the BCSS Staff. Director of Learning, Doug Lacey and I also met with Principal Macfarlane, Mrs. Spelay and Mrs Hansen along with Judy Halbert and Linda Kaser for School Growth Plan strengthening conversations.

District Planning

- All Schools had teams of teachers and Principals/Vice Principals meet with Judy Halbert and Linda Kaser regarding their School Growth Plans. The conversations were based on strengthening the work to support student learning in all schools.
- Initial work has been completed on the SD51 Framework for Enhancing Student Learning District Plan.
- District Plans to be shared with the Community and Ministry of Education in November of 2016.
- SD51 Learns
 - ***Inquiry and Explorations – Co-learning Cohort!***
 - ***Building Inclusive Classrooms – Shelly Moore***
 - ***Numeracy Teaching and Learning – Carole Fullerton***
 - PVP/SBO Staff Professional Learning



- Non Instructional Day – Curriculum Implementation – October 17, 2016
- Changes to Reporting Student Progress to parents

Meetings out of the District

- Kootenay – Boundary Branch AGM – Cranbrook

Meetings in District

- District Leadership Team Meeting – Sept 1, 2016
 - School Inquiry Growth Plan Sharing
 - The New Curriculum
 - NID Planning and Topics
 - Mentoring of New Staff
 - Team Professional Learning 2016/17
- Meeting with BDTA President- Sept 7th
- Ministry of Education Conference call – Sept 8th
- GoTo meeting with District Leadership Team – Sept 9th and Sept 27th
- BISM meeting. – Sept 12th
- Curriculum NID District Planning meeting Sept 12th
- Board Meeting – Sept 13th
- Co-learning planning meeting with Leyton Schnellart – Sept 14th
- Meetings with BDTA President- Sept 14th and Sept 21st
- BCSS Complexity meeting Sept. 20th
- District Tech Inquiry meeting Sept 20th
- Meeting with Kevin Reimer (BCPVPA) and Gordon Li Min. of Ed -- Sept 22nd
- SD51 Board Working Session – Sept 26th
- Policy Committee Meeting – Sept. 27th
- Judy Halbert and Linda Kaser meeting with all school teams – Sept 28th
- Planning meeting with Shelley Moore re. SD51 Inclusive Classrooms cohort
- SD51 Terry Fox Run in Midway – Sept. 29th
- OLRC Conference call – Sept 28th



Judy Halbert & Linda Kaser

School District No. 51 (Boundary)
Class Size Averages September 30, 2016

District

Kindergarten	19.6
Grades 1-3	20.3
Grades 4-7	21.2
Grades 8-12	19.8

GFSS

Kindergarten	
Grades 1-3	
Grades 4-7	
Grades 8-12	20.3

BCSS

Kindergarten	
Grades 1-3	
Grades 4-7	
Grades 8-12	18.8

Perley

Kindergarten	21.5
Grades 1-3	21.7
Grades 4-7	23.5
Grades 8-12	

Hutton

Kindergarten	18.1
Grades 1-3	23.1
Grades 4-7	26.2
Grades 8-12	

CLES

Kindergarten	21
Grades 1-3	17.4
Grades 4-7	19.5
Grades 8-12	

WBES

Kindergarten	19
Grades 1-3	18.6
Grades 4-7	16.9
Grades 8-12	

Greenwood

Kindergarten	
Grades 1-3	
Grades 4-7	16.5
Grades 8-12	

MES

Kindergarten	19
Grades 1-3	19.7
Grades 4-7	
Grades 8-12	

BES

Kindergarten	13
Grades 1-3	13
Grades 4-7	
Grades 8-12	

BWCS

Kindergarten	17
Grades 1-3	17
Grades 4-7	12
Grades 8-12	12

**Grand Forks Secondary School
2016/2017**

SS 10	18	Eng 10	17	Eng 8	23	SS 10	28
Art 9-12	24	PE 8	27	PE 9-11	22	PE -8	21
Ma8/Sc 8-Linear	19	Tech Ed 9-12	26	Metal 9/10	27	Prac Arts 8	18
Ma8/Sc 8-Linear	25	Sped	7	Sp Ed	8	DLC	21
Sc 10	16	DLC	14	DLC	16	Math 10	30
Math 9	26	Chem 12	15	Art 9-12	26	Sc 9	22
PE 10-11	15	Sc 10	25	Math 11	12	Math 10	20
DLC	17	Math 9	17	Sc 10	21	Calculus	23
Ma8/Sc 8-Linear	23	Carpentry 11-12	21	Calculus 11	13	Prac Arts 8	17
History 12	18	SS 9	26	Wood 9-10	15	PE 11-12	29
Bi 11	28	Eng 11	27	PE 9-12	22	Eng 12	21
Info Tech 9-12	28	PE 8	22	SS -11	16	PE 9	26
French 11-12	23	SS 11	23	Eng 8	22	Civilizations 12	21
SP ED	6	French 8	19	Bi 12	20	French 8	28
Textiles 9-12	16	SP ED	6	SS 8	26	Prac Arts 8	18
Music 9	19	Rus 8	8	SP Ed	10	Prac Arts 8	18
Band 10-12	19	Eng 9	25	Foods 9-10	23	SS 9	23
Drama 9-12	27						

**BOUNDARY CENTRAL SECONDARY SCHOOL
2016/2017**

Course	#	Course	#	Course	#	Course	#
Sc 8	21	French 11-12	16	Biology 11	12	Biology 12	19
Hockey	19	SS 9	23	Lifeskills 8-9	17	PE 9-10	23
Textiles 10-12	12	Foods 10-12	15	Lifeskills 8-9	17	SS 8	20
Fit & Str 11-12	30	PE 9-12	19	Eng 10-12	25	SS -11	19
Eng 9	23	Sc 10	10	Sc 10	18	Eng 10-12	16
Support Blk	5	Math 8	21	Pre Cal 12	10	Math 10	30
Drama 10-12	29						

**Elementary Class Size
for Classes enrolling Elementary Students
September 30, 2016**

Dr. D. A. Perley Elementary

Total Headcount of students

Class	Half Day K	Gr 1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Total Enrolment
1	14	7							21
2	15	7							22
3		9	13						22
4			10	12					22
5				10	11				21
6					14	9			23
7					16	9			25
8						17	7		24
9							6	17	23
10							6	18	24
11									0
12									0
									0
									0
									0
	29	23	23	22	41	35	19	35	227

**Elementary Class Size
for Classes enrolling Elementary Students
September 30, 2016**

John A. Hutton Elementary School

Total Headcount of students

Class	Half Day		Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Ungr	Total Enrolment
	K	Gr 1								
1	17									17
2	8	13								21
3		24								24
4			12	11						23
5			14	10						24
6				12	10					22
7					14	14				28
8						13	14			27
9						11	16			27
10							12	14		26
11							7	18		25
										0
										0
										0
	25	37	26	33	24	38	49	32	0	264

**Elementary Class Size
for Classes enrolling Elementary Students
September 30, 2016**

Christina Lake Elementary School

	Total Headcount of students								
	Half Day								Total
Class	K	Gr 1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Enrolment
1	13	8							21
2			11	5					16
3					13	8			21
4							5	13	18
5									0
									0
									0
									0
									0
									0
									0
									0
									0
	13	8	11	5	13	8	5	13	76

**Elementary Class Size
for Classes enrolling Elementary Students
September 30, 2016**

Midway Elementary School

Total Headcount of students

Class	Half Day K	Gr 1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Total Enrolment
1	9	10							19
2			10	10					20
3									0
4									0
5									0
									0
									0
									0
									0
									0
	9	10	10	10	0	0	0	0	39

**Elementary Class Size
for Classes enrolling Elementary Students
September 30, 2016**

Greenwood Elementary School

Class	Half Day K	Gr 1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Total Enrolment
1					10	6			16
2							10	7	17
3									0
4									0
5									0
									0
									0
	0	0	0	0	10	6	10	7	33

**Elementary Class Size
for Classes enrolling Elementary Students
September 30, 2016**

West Boundary Elementary School

Total Headcount of students									
Class	Half Day K	Gr 1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Total Enrolment
1	7	5	7						19
2				7	11				18
3						12			12
4							16		16
5								22	22
									0
									0
									0
									0
									0
	7	5	7	7	11	12	16	22	87

**Elementary Class Size
for Classes enrolling Elementary Students
September 30, 2016**

Beaverdell Elementary School

Total Headcount of students

Class	Half Day		Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Total Enrolment
	K	Gr 1							
1	1	5	3	4					13
2									0
3									0
4									0
5									0
									0
	1	5	3	4	0	0	0	0	13

Elementary Class Size

September 30, 2016

Big White Community School

Total Headcount of students

Class	K	Gr 1	Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Gr8	Gr9	Total Enrolment
1	2	5	3	7							17
2					4	4	4				12
3								4	7	1	12
4											0
5											0
7											0
6											0
8											0
9											0
10											0
11											0
12											0
											0
											0
											0
											0
											0
											0
											0
											0
	2	5	3	7	4	4	4	4	7	1	41



Secretary-Treasurer's Report
September, 2016
Jeanette Hanlon, Secretary-Treasurer

1701 Snapshot Date

The snapshot day for our F.T.E. enrolment was September 30, 2016. We had until October 7th to verify the data and submit enrolment figures to the Ministry site.

Kindergarten Enrolment

Included is a little chart showing Kindergarten enrolment from the past to the present.

	Actual	Actual	Actual	Actual	Actual	Actual	Actual
K's	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	30-Sep-16
Perley	33	37	35	25	21	21	28
Hutton	30	31	18	24	23	35	25
CLES	7	7	8	3	9	7	13
MES	10	4	13	9	11	7	9
WBES	10	13	6	7	4	6	7
BES	2	1	4	5	2	5	1
BWCS	1	2	1	3	1	3	2
	93	95	85	76	71	84	85

Bus Safety Orientation

This year we once again provided Kindergarten and Grade 1 students a safety orientation on our buses. Thank you to two of our bus drivers, Joanne Rooke, and Ben Pazdzierski, who provided this orientation and to Nicole Reid for organizing this event.



Reports

This September we sent in our Capital Plan as well as applied for the Transportation Grant.

School District No. 51 (Boundary)
Enrolment
As of September 30, 2016
Compared to September 30, 2015
FTE

	September 30, 2016	September 30, 2015	Increase (Decrease)
Secondary			
BCSS	126.625	130.125	(3.5000)
GFSS	349.125	330	19.1250
Elementary			
BES	13	15	(2.0000)
Big White	41	44	(3.0000)
CLES	76	71	5.0000
GWD	33	26	7.0000
Hutton	264	252	12.0000
MES	39	34	5.0000
Perley	226	226	-
WBES	87	95	(8.0000)
Alternate School			
Walker	32	25.25	6.7500
Total	1286.7500	1248.3750	38.3750

School District No. 51 (Boundary)
Enrolment
As of September 30, 2016
Compared to September 30, 2015
Head Count

	September 30, 2015	September 30, 2015	Increase (Decrease)
Secondary			
BCSS	125	134	(9.0000)
GFSS	356	344	12.0000
Elementary			
BES	13	15	(2.0000)
Big White	41	44	(3.0000)
CLES	76	71	5.0000
GWD	33	26	7.0000
Hutton	264	252	12.0000
MES	39	34	5.0000
Perley	226	226	-
WBES	87	95	(8.0000)
Alternate School			
Walker	33	26	7.0000
Total	1293.0000	1267.0000	26.0000



September 2016 Report

Director of Learning

Doug Lacey

Staff Learning and School Visits

- September 1st – District Leadership Team Meeting
- September 6th to 19th – Was part of intake meetings for various new students to Walker Development Centre – Junior and Senior Programs
- September 9th – Visited various classrooms at Hutton and Perley Elementary
- September 12th – Participated in a planning meeting of the District/BDTA Curriculum Implementation Committee
- September 12th – Facilitated meeting of Child Youth and Mental Health Clinician and the principals, counseling staff, child and youth care counselors of Boundary Central Secondary and the Four Schools regarding service levels
- September 13st – Facilitated meeting of Child Youth and Mental Health Clinician and the vice-principal and counseling staff, at Grand Forks Secondary School
- September 13st – Facilitated meeting of Child Youth and Mental Health Clinician and the principals and child and youth care counselors at Hutton Elementary School
- September 14th – Participated in conference call with Leyton Schnellert, Superintendent, Kevin Argue, and Vice Principal, Mike Phelan regarding planning for our “Inquiry and Explorations – Strategic Doing!” learning opportunity for teachers
- September 14th - Facilitated meeting of Child Youth and Mental Health Clinician and the principal, special education staff, and child and youth care counselors at Perley Elementary School
- September 15th – Attended training session of Career Education online tool called MyBlueprint with Walker Development Centre staff in Trail, BC
- September 19th - Facilitated meeting of Boundary Family and Individual Services clinicians and the principals, counseling staff, child and youth care counselors of Boundary Central Secondary and the Four Schools regarding service levels and opportunities for support for this school year
- September 22nd - Facilitated meeting of Boundary Family and Individual Services clinicians and the principal, Special Education staff, and child and youth care counselors at Hutton Elementary School regarding service levels and opportunities for support for this school year
- September 22nd - Facilitated meeting of Boundary Family and Individual Services clinicians and the Special Education staff, and at Perley Elementary School regarding service levels and opportunities for support for this school year
- September 22nd - Visited various classrooms at Grand Forks Secondary

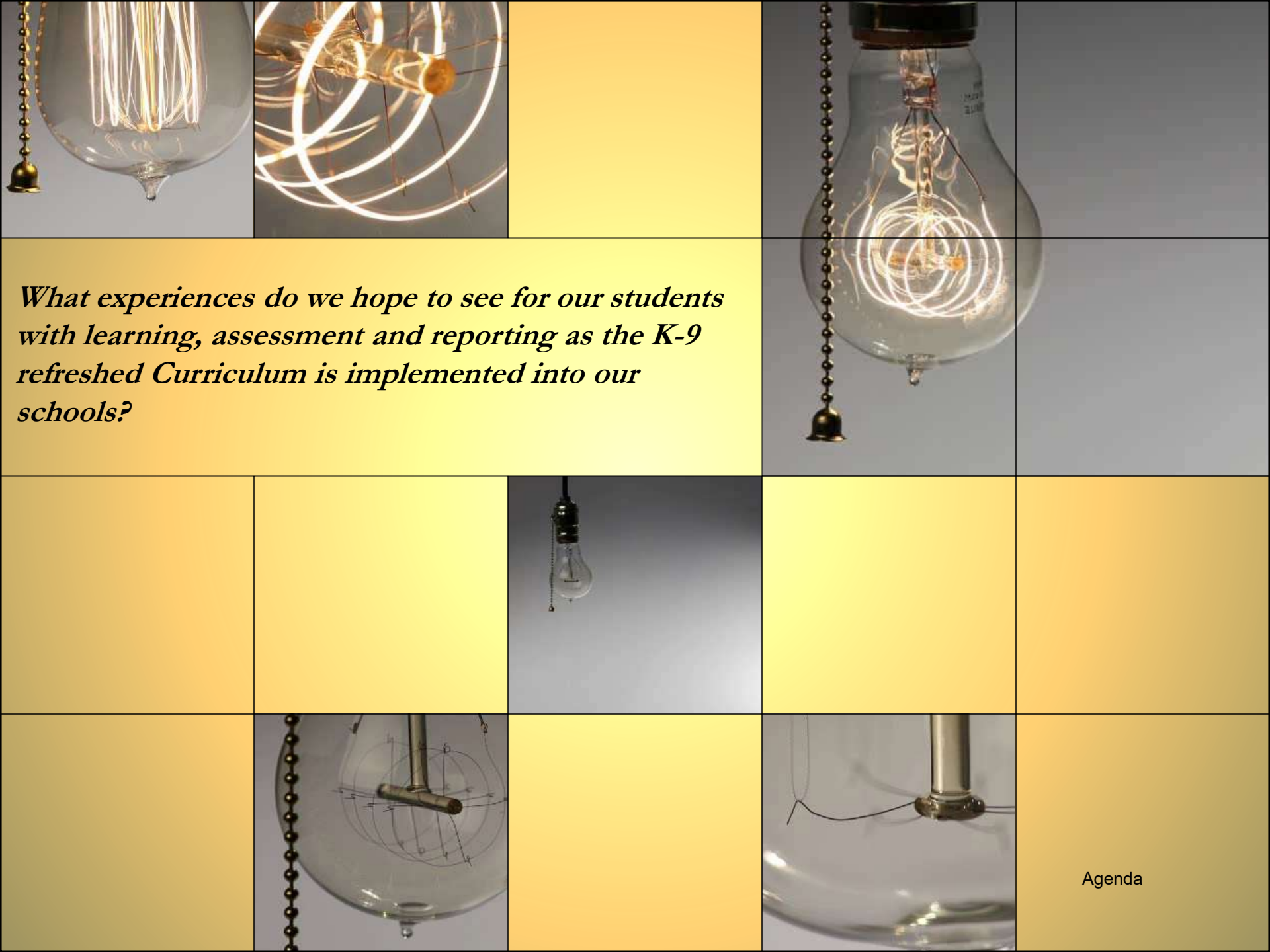
- September 28th – Participated in day of discussions with each school team across the Boundary regarding school growth plans with Superintendent, Kevin Argue, along with Judy Halbert and Linda Kaser
- September 29th – Participated in Terry Fox Run in Midway with Boundary schools

Aboriginal Education

- September 14th – Met with new Grand Forks Secondary School Aboriginal Education teachers, Laura Matheson and Kristen Merry, regarding directions for Aboriginal Education at the school for this year.
- September 21st – Met with the District Aboriginal Education Teachers, Wanda Hecht (East) and Marilyn Hanson (West), and the Four Schools Aboriginal Student Success and Cultural Support Worker, Ginette Wheeler regarding directions for Aboriginal Education for this year.
- September 21st – Chaired the regular meeting of the Boundary Aboriginal Education Advisory Council

Community Partnerships

- September 7th – Participated in the Local Action Team planning session for Child Trauma training day being held in Grand Forks in November
- September 8th – Participated in meeting of the SKY implementation committee
- September 12th – Chaired the Boundary Integrated Services Model meeting.
- September 13th – Attended the regular monthly meeting of the School Board
- September 15th – Attended learning session with members of the Local Action Team regarding “Wrap-Around Services Model” in Castlegar, BC
- September 20th – Participated in the regular meeting of the Boundary Early Years Advisory Committee
- September 26th – Participated in a working session of the School Board
- September 27th – Met with BFISS Early Years Coordinator regarding start-up and plans for the fall session.



What experiences do we hope to see for our students with learning, assessment and reporting as the K-9 refreshed Curriculum is implemented into our schools?

Agenda

SCHOOL DISTRICT NO. 51 (BOUNDARY)

P O L I C Y

SECTION	TITLE	NO. 1130
GOVERNANCE/COMMUNICATIONS	<u>Steps for Addressing Concerns and Conflicts</u>	

DATE ADOPTED: January 13, 1998

DATE AMENDED: May 13, 2008

PENDING

The proper procedure for addressing questions or concerns regarding school-related matters is as follows:

- Students or Teacher – talk to the teacher first, then the Principal, then the Superintendent of Schools, if necessary.
- School Personnel – talk to the person first, then the Principal then the Secretary-Treasurer in the case of non-educational staff, or the Superintendent of Schools in the case of educational staff.
- Busing – talk to the driver first, then the Principal, then the Operations Manager and, if necessary, the Secretary Treasurer.
- District policies or regulations – talk with the Superintendent or Secretary-Treasurer.
- Principal or Vice-Principal – talk to the Principal or Vice-Principal first, then the Superintendent of Schools, if necessary.

General Information

- The school Parent Advisory Committee may be of assistance in answering inquiries of a general nature. The District Parent Advisory Committee may be consulted and may provide an advocate for assistance.
- If the concern is not resolved satisfactorily and is covered by the Appeal Process Policy and By-law then the parent or student may initiate an appeal.

It is understood that in some circumstances, a step may need to be skipped in order to resolve a concern.

Any other matter of either an educational or non-educational concern that cannot be resolved at the school or Senior Administration level will be presented to the appropriate Board Committee or to the Board as a whole.

Section- Students Interim Policy - Student Reporting

The Board of Education of School District 51 believes that reporting 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 to parents. 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 either:

- A) The Interim Student Reporting Guidelines for Grades K-9, or
- B) The Revised Student Reporting Policy for Grades K-9

Regulations

A) Interim Student Reporting Guidelines for Grades K-9 the following Regulations apply:

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
3. Student reporting will include a written summative report at the end of the school year or semester
4. Summative reports will use descriptive written comments that address the student's progress in relation to the learning standards of the curriculum
5. Reporting will move from formal and informal reports, to reporting being timely, responsive and ongoing throughout the year.
6. Parents will receive summative student reports on a template decided upon by the teachers and Principal of the school and approved by the Superintendent
7. Parents of Grade 4-9 students will receive letter grades on summative report cards
8. Teachers will provide letter grades to parents in a timely manner if requested
9. Summative reports will also include student self-assessment of core competencies, with teacher support
10. The summative report at the end of the semester/year will also include descriptions of progress in relation to the learning standards for:
 - i. Applied Skills Design, Skills and Technologies
 - ii. Career Education

B) Revised Student Reporting Policy for grades K-9 the following Regulations apply:

1. Schools must provide parents of students with a minimum of 5 reports describing student school progress. Three of the reports will be formal written reports, one of which must be a summative report at the end of the school year or semester

2. Schools and teachers will determine how they will informally communicate with parents, a minimum of 2 times. Samples of how this can be done include: Student-led conferences, parent-teacher conferences, telephone calls, emails, journals
3. Parents will receive formal student reports on a template decided upon by the teachers and Principal of the school and approved by the Superintendent
4. The summative report will include student self-assessment of the core competencies, with teacher support
5. The summative report at the end of the year in K-5 will also include descriptions of progress in relation to the learning standards for:
 - i. Applied Skills Design, Skills and Technologies
 - ii. Career Education
6. In K-3
 - a. the three formal reports will include a performance scale and descriptions of progress in relation to the learning standards set out in the curriculum
7. In 4-5
 - a. Schools may choose to provide letter grades to parents in a form other than a report card
8. In 6-9
 - a. Formal report cards will contain letter grades and written comments to indicate student level of performance in all curricular areas of learning including:
 - i. Applied Design, Skills and Technologies
 - ii. Career Education

Interim and revised Reporting Guidelines do not apply to Grades 10-12

1. Grade 10 -12 formal reports will include letter grades, percentages and written comments, indicating student level of performance in relation to the learning standards or outcomes set out in the curriculum of each course
2. The expectation of the Board is that reporting of student progress is timely and responsive throughout the school year for students in grades 10 through 12
3. All formal reports should contain a description of student behaviour, including information on attitudes, work habits, effort and social responsibility

Students with Special Needs (all grades)

Where students with special needs are expected to achieve or surpass the learning standards or learning outcomes of their learning program, regular reporting procedures will be used to indicate progress. 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](#)
- Ministerial Order 191/94, the [Student Progress Report Order](#)
- Ministerial Order 190/91, the [Permanent Student Record Order](#)
- Ministerial Order 295/95, the [Required Areas of Study Order](#)
- Regulation 265/89, the [School Regulation](#)

2016-17 GFSS Growth Plan

1. Scanning: *What is going on for your learners?*

Through our scanning process, staff identified (evidence indicated in red from review of staff data report which included department reports, satisfaction surveys (gr 10/12), exam and graduation trends, and PAC feedback):

- Lack of sense of understanding around how the school is preparing students for the work force (**student survey**)
- Concerned about number of students not feeling they are learning about environment/climate change (**student survey**)
- Many students struggle with basic numeracy and retention is an issue...is student/family attitudes towards math impacting this? (**prov exam results/5 yr trend**)
- Critical thinking is an area for further emphasis (**teacher anecdotal**)
- Prepare students for higher level thinking (Consider using criteria for a good Critical Thinker)
- Awareness of tolerance for others may not be in line with student data (racism?)...acceptance more important than tolerance (**student survey/teacher anecdotal**)
- The way kids speak to each other indicates a lack of tolerance (**teacher anecdotal**)
- Kids are lacking organizational skills.....Self-regulation (**teacher anecdotal**)
- How many students are working...leads to lack of engagement (**teacher anecdotal**)
- Anxiety continues to come up across the board (**teacher anecdotal**)
- Lack of work completion...leads to higher anxiety (**teacher anecdotal**)
- Preparation for post-secondary/careers is tackled off the side of the desk (ie. Planning 10 and Grad transitions is handled by a few staff through an integrated approach...even though we have a number of things happening, a more focused approach would be beneficial) (**student survey/teacher anecdotal**)
- Comprehensive work experience program could help / challenge to find placements
- Financial planning is important for future prep....not really ready for this info in grade 10 (**PAC feedback**)

Process

The scanning process involved our staff going through a data booklet we put together using the following sources (provincial exam five year trends, grade to grade transitions, graduation rates, provincial satisfaction survey results, department reports (success and challenges identified) and PAC feedback on our school data). Staff scanned this info in five department groups, discussed and brainstormed areas for further growth. We then had staff break into five multi-departmental groups and identify areas from the brainstorming they felt we should focus on as a staff. From there we went through a consensus approach whereby we met as a whole group, reported out, and narrowed down our focus into three main goal areas. Because we generally had consensus from the group report out, we did not have to do our prioritization exercise with sticky dots as we originally planned.

2. Focusing: *Using information from your scan, what do you need to focus on to support your students?*

Three goal areas:

Intellectual:

- To develop critical thinking skills in our students through a variety of strategies through which we teach the skills but also heighten the awareness of the criteria for being a critical thinker
- To improve our students achievement levels and attitudes around math

Human/Social:

- To develop cultural acceptance in our students...moving from politeness/tolerance to acceptance

Career Development:

- To build a stronger connection in our students between what we do at school and how we are preparing them for the workforce/post-secondary (ie. This will include looking at our Planning10/Grad Trans program and delivery model/connecting with former grads in post-sec and work force/building community connections (work experience))

3. Developing a hunch:

What can you do about your focus?

4. Learning: *What professional learning will you pursue to positively impact your skills to deal with your hunch?* Please see our Growth Plan Input Aug 2016 for specifics

5. Taking Action: *What will you do differently as school to have a positive impact on your students?*

Developing critical thinking skills

- *Cross-curricular/grade approach*
- *Focus on justifying your thinking (metacognition) / teachers using personal reflections as part of assessments*
- *Including opportunities for student debates*
- *Self assessment piece through the competencies approach*

Building math competency

- Focus on metacognition (adding writing elements to formative assessments)
- Remove quiz...try reflective writing to focus on metacognition
- FAIL (first attempt in learning)
- Mistakes are Expected Respected Inspected and Corrected

Moving from tolerance to acceptance (changed to “Creating a Community that Values Diversity” as of Oct 4)

- school climate questionnaire / teacher observations....build a focus from this period (1-2 months)
- use Peer counsellors to focus on tolerance every few months and have them catching students being tolerant and accepting (give out Howl Cards, treats, praise...)
- teaching grade 8's in Career/Health around topics of tolerance/acceptance
- Address how to welcome new students to our school at school assemblies (Mike)
- getting people thinking re. tolerance/acceptance - what you say/what you do (modelling by teacher/language/the way diversity is addressed)

Building a stronger connection between school and careers

- Surveys – asking better questions of students as to how we can better prepare them for careers/post secondary
- Whole school approach is important – advisor needs to work with staff to deliver career education topics
 - NID day focus - Deliberate approach around whole school lesson planning and delivery. Planned day to work towards some career activities that will take place in every classroom
- Career Day Option – do a Pick Your Career Day (bring people in from the community); how does this connect to what we are doing in school; rotate through so kids can go to different interest areas
- Developing a webpage dedicated to Career Prep/Post-secondary options and info

6. District Support:

What supports from the District do you require to ensure success of your initiative

7. Checking: Did your efforts make a positive difference for your students?

How will you know if your actions had a positive impact on your students?

Boundary Central Secondary

BCSS 2016-17 Growth Plan (Draft in progress)

1. Scanning: *What is going on for your learners?*

Through our scanning process, staff identified (evidence indicated in red from review of staff Anecdotal comments, Satisfaction surveys for 2015-16 and Academic Data from Provincial exams.

The majority of BCSS grads are at or above district and ministry standard for provincial exam results.

The majority go on to university or college.

90 % leave the Boundary to pursue work and or school.

2015-16 we had 9 of 32 grade 12's involved in work experience. We had zero in 2014-15

Students reported on the 2015-16 Satisfaction survey that 30% of them do not try their best at school.

Staff and Parents feel that this lack of effort from a third of our population comes out as an overall *apathy* about school. While our overall academic results are sound (at or above district levels in reading and math) we know the overall academic can be higher.

As of May 31st 2016 one third of our grad list was failing one or more classes and in Jeopardy of not graduating. In most cases this was the grad transitions course. We feel this speaks too many of our students challenges with academic responsibility (Stat from counsellors meetings)

One positive Stat from the Annual satisfaction survey 2015-16 was that our students reported the following 84% of our grade 10's and 91% of our grade 12's feel that one or more adults care about them. This important stat is higher than the district average.

Of our school population of 130 students in 2016-16, **40** are receiving some type of counselling for things such as anxiety, depression, family conflict, peer relations etc. This counselling includes both school counselling and community counselling. Source: BCSS Child and Youth care worker. Note: It is felt that this result may be on the conservative side in that we do not know of everyone who receives counselling outside of school. In addition there are an additional number that would benefit from counselling but refuse help (Boys)

Lates: On average 10 students are late each day for morning classes. (Office Data)

Absenteeism: On average 15-20 students are away from school each day. (Office Data)

Many students have disclosed that they do not like school.

2. Focusing: Using information from your scan, what do you need to focus on to support your students?

Three goal areas.

Intellectual:

How do we improve our student's academic social responsibility?

(We want to be a high expectation school that continues to grow our already strong compassion level within our staff and to strive to develop more desire for excellence in our students)

Human and Social.

What can we as a staff do for our kids to help them manage their mental wellness?

Career Development.

How can we connect our students with local business and industries to get more kids working and aware of opportunities both in the Boundary and beyond?

a. We would like to have some students participate in the ACE-IT Program. (Apprenticeship program)

3. Developing a hunch:

What can you do about your focus?

What do we think might work and why?

Intellectual

- 1. The BCSS staff has a hunch that if we consistently co-create and teach higher expectations for quality work within structured guidelines more of our students will want to do their best and will improve their level of achievement. It is our belief that this process will help student strive to reach a higher level of success.**

Human and Social

2. With such a large number of students struggling with mental health issues, we think as a staff we need to continually acknowledge this fact, discuss it and learn more of what we can do to help kids who are going through crises.

Career.

3. If we as a staff make more of an effort to connect our students with work, apprenticeship and university college options available, 100% of our kids will be on track when they leave school

4. Learning: *What professional learning will you pursue to positively impact your skills to deal with your hunch?*

Aug 29th our staff participated in various aspects of the new curriculum and how to implement it. Many ideas were generated after this day. Staff were noticeably inspired to get back to teaching

On Aug 30th we as a staff took part in **Safe TALK** a suicide prevention courses for adult who work with at risk youth.

5. Taking Action: *What will you do differently as school to have a positive impact on your students?*

Intellectual

In some ways BCSS has seemed too lax and somewhat a “free for all” to staff. We as a staff want all our kids to be responsible academically and as such we are wrestling with what we can do differently to bring this out in our kids. We are still working through this stage and consider this a working document rather than a polished piece.

Here are some the areas we are working towards...

Based on our conversations with Linda Kaser and Judy Halbert the idea of educating our students in the concept of a growth mindset.

A suggested practice would be a book study with staff on Carol Dweck's book Mindset to build capacity in our staff to teach the students the concepts from the book. The BCSS staff will begin a book study of Mindset beginning in November

As a staff we will have higher expectation for higher quality of work from all of our students.

Year- end showcase of learning. We are planning to have a year-end showcase where students can show their learning and their passions to parents, peers and staff. We see this being held in the gym on an afternoon or evening in June.

Rubric for academic responsibility core competency. Teachers have developed these this September and are sharing with students and parents.

More school wide celebrations of excellence. In the works but at present we have 2 honour roll assemblies. WE are considering developing an effort roll or something similar that recognizes hard work and determination.

Show case of student success. On the bulletin board. We are making a concerted effort to expand on this in order to celebrate excellence.

Attendance policy. BCSS has an absentee and late problem. On any given day we have 15-20 kids of our 125-person population which is 12-16 %. We believe this is too high. We are developing an awareness in our school and parent group that this is a problem and priority for us to fix.

For students, as of September If they are late for school or class they will be given a lunch time detention. This is a cultural shift for our kids or at least the older ones. So far they are responding well and lates have dropped dramatically.

Human

- 1. Allowing Child Youth Counselor access to students during class times, if no school work will be detrimentally affected. This can help the students while they are in crisis.**
- 2. Providing timely support to students and refer them to appropriate agencies as needed.**
- 3. Recognizing suffering students and practice SAFE Talk (Suicide Alertness For Everyone)**
- 4. Highlighting current mental health best practices to staff (Mental Wellness Mondays newsletter), students (monthly themes) and other counselors (BFISS, CYMH, Freedom Quest, etc.) in sharing our mutual knowledge and information.**
- 5. Reach out to students with food! Nutrition Room snacks are a great way to see who may be without these at home. It can become an excellent ice breaker to engage reluctant students**
- 6. Create a working list of current and potential students who are suffering and discuss with applicable staff – maintaining student confidentiality.**
- 7. Develop a Peer Mentoring group to train and encourage students to be proactive in their peer's mental wellness. Often it is easier for students to reach out to fellow students.**

Career

1. *Encourage applicable students to (train to) be Peer Mentors and assist their fellow students. This could lead to them pursuing a career in social services and/or mental health nursing/supports.*
2. *Emphasize the importance of punctuality and conducive behaviours in the workplace.*
3. *Support all students in applying for bursaries and scholarships to excel in their chosen field.*
4. *Acknowledge the enticement of “gap year” and discuss pros and cons with each graduate.*

6. District Support:

What supports from the District do you require to ensure success of your initiative

7. Checking: Did your efforts make a positive difference for your students?

How will you know if your actions had a positive impact on your students?

1. *Less absenteeism, fewer late students*
2. *High turnout for the peer mentoring program*
3. *Survey students at beginning and end of the year*
4. *Improved academic performance of struggling students*

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



CLES/BWCS Growth Plan

1. Scanning:

FSA Data –

CLES: our results are fairly consistent across the board

BWCS: masked data

School Survey Data – very positive intermediate and primary results about connectedness and learning;

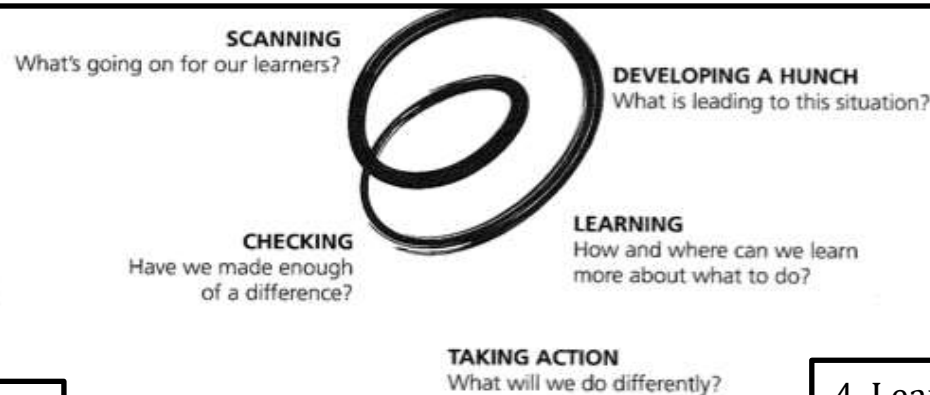
Teacher Feedback Forms – very positive; would like students to take more responsibility for learning, be independent, and accountable as well as looking for stronger problem solving skills in student work. Writing is an area we could improve/excel for both schools

2. Focusing:

Human and Social Goal Area: Connectedness and Recognition

In the school survey, intermediate students indicated that they don't always feel recognized for their achievements and success at **CLES**. We would like to further explore what they meant by this and then focus on making sure all of our students feel connected and recognized at school

BWCS: Look at building a larger learning community and connect with students "on the outside."



3. Developing a hunch:

CLES and **BWCS:** students' feel very connected to their schools and we want to make sure that connection continues. Building some formal recognition programs and encouraging students to recognize each other for work well done or excellent attitude and effort will help our communities stay strong. Can we increase the connection the schools feel towards each other and the district by engaging them in activities that take their learning outside of their classroom?

Checking:

Taking Action:

BWCS – Create a reward/behavior program for intermediate/senior classes

CLES – go through class lists and identify students who need more adult connections and build those connections (strategies to come)

4. Learning:

*Primaries will review the book about Circle of Courage by Darline Hunter

BWCS – Characters of Habit program – look for resources and design a weekly focus on a value

BWCS – look into reward programs for intermediate/senior classes

*Research different strategies used by elementary schools like recognition assemblies (**CLES**)

*Find out more from students at **CLES** what they mean by not feeling recognized

Agenda

1. Scanning:

FSA Data –

CLES: our results are fairly consistent across the board

BWCS: masked data

School Survey Data – very positive intermediate and primary results about connectedness and learning;

Teacher Feedback Forms – very positive; would like students to take more responsibility for learning, be independent, and accountable as well as looking for stronger problem solving skills in student work. Writing is an area we could improve/excel for both schools

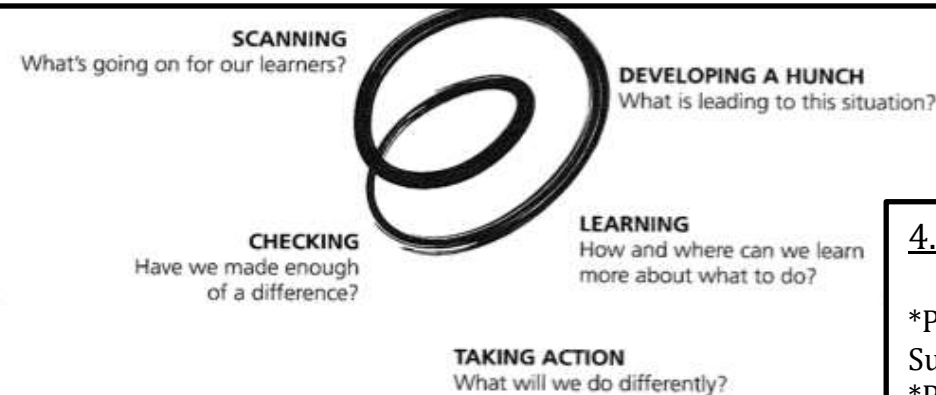
2. Focusing:

Intellectual Goal Area: Writing

All of our students would benefit from a focus on writing more fluently in all content areas. Some students are still struggling with conventions and mechanics where others could be pushed to develop ideas more fully and bring in their own personal voice. Within a school writing goal, we can personalize goals for each classroom and each student.

3. Developing a hunch:

Because students are inundated with text in many forms throughout their school day and their home life, it is essential that they are able to communicate well in writing. We believe that if they can confidently express their thoughts and ideas through writing, they will improve their achievement in all academic areas.



Checking:

Taking Action:

*CLES BWCS Intermediate school wide write – September, February, mid-May

4. Learning:

- *Primaries – will go through Primary Success Writing Program
- *Primary teachers will look for a writing workshop to attend
- *BWCS – Review 6+1 and adapt it to fit a specific classroom context
- *CLES – meet to design rubric for school wide intermediate writes; meet to anchor mark and analyze early data to adjust for best practice

1. Scanning:

FSA Data –

CLES: our results are fairly consistent across the board

BWCS: masked data

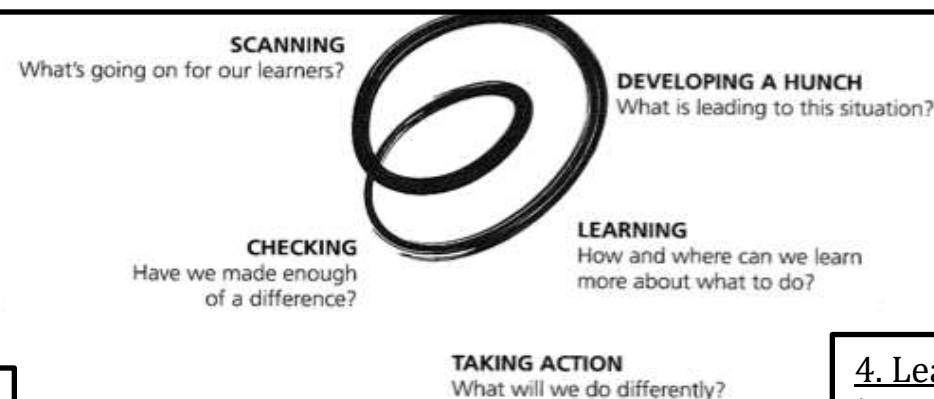
School Survey Data – very positive intermediate and primary results about connectedness and learning;

Teacher Feedback Forms – very positive; would like students to take more responsibility for learning, be independent, and accountable as well as looking for stronger problem solving skills in student work. Writing is an area we could improve/excel for both schools

2. Focusing:

Career Development Goal Area: Trades and Technology Integration

Our student and teacher surveys indicate that CLES and BWCS are doing a great job integrating technology across the curriculum. Our Makers' Days have also been huge successes. We would like to focus on expanding Makers' Day to include more variety of trades' activities as well as increase the coding experiences that our students have in a year.



3. Developing a hunch:

The careers our students will most likely have in the future will rely heavily on technology. The trades are also a growing sector of employment and we want to increase student exposure and understanding of these types of work. By providing exploratory opportunities like Hour of Code, Makers' Day, and school clubs such as the Tower Garden Team and Breakfast Club (CLES) we can give our students skills and ideas for the future.

Checking:

Taking Action:

- *Take intermediates to Selkirk College, Nelson Campus to learn about trades education
- *Community field trips and guest speakers
- *Include welding and some other trades to Maker's day
- *Continue to focus projects on real world applications
- *Intermediate entrepreneurship project around Christmas time (design and sell a product)

4. Learning:

- *Primaries – get familiar with code.org and look at Beautiful Stuff book
- *BWCS – looking at code.org as well
- *BWCS intermediate teacher looking at workshop in October
- *Intermediates and seniors looking at "The Real Game"
- *Look for community connections and plan field trips and guest speakers

Dr. D. A. Perley Elementary School

2016-17 Growth Plan

1. Scanning: *What is going on for our learners?*

Through our scanning process, staff and parents looked at school and ministry satisfaction surveys, MDI results, FSA data (5 years trends) and teacher anecdotal comments on student learning. After looking at the data in small groups of teacher and parents, the whole group discussed the data and what it might mean for moving forward in our school growth plan. The issues discussed were:

- Writing results, particularly for boys, are low (FSA and teacher anecdotal)
- Writing is a cause of anxiety for many students (teacher anecdotal)
- Reading comprehension results also lower for boys (FSA and teacher anecdotal)
- Too many students are not reading at grade level (school based assessment)
- Kids are lacking organizational skills.....Self-regulation (teacher anecdotal)
- Lack of organizational skills/incomplete and missing work creates anxiety (anecdotal)
- Problem solving skills are weak for many students (teacher anecdotal)
- 41% of grade 7 students do feel the adults at school are important to them (MDI)
- Student anxiety continues to be an issue for many students (teacher anecdotal, student support services)

2. Focusing: *Using information from our scan, what do we need to focus on to support our students?*

Intellectual: We need to focus on developing the Executive Functioning skills in our students. We have identified reading and writing skills, organizational and problem solving as areas we need to work on improving for students. By working to develop Executive Functioning skills (such as following directions, controlling impulses, focusing, being patient, perseverance) we could see an improvement in overall student reading levels, writing levels and an improved ability to problem solve and stay organized. We have identified a number of areas for growth, and by teaching explicit

strategies to improve overall executive function, we may realize a growth in each of the areas.

Human/Social: We must continue our focus on developing a learning environment that is welcoming, makes students feel connected to each other and staff and helps to reduce anxiety that we know impacts many of our students

Career Development: Critical and creative thinking, communication and social responsibility competencies are important to career development choices as students get older. We can work on these competencies through our Learning in Depth program.

3. Developing a hunch: *What can you do about your focus?*

Perley students come to school with a wide variety of needs. Lack of sleep, hunger, anxiety, poor critical-thinking and problem solving skills and poor attention skills are some of the issues facing a growing number of students.

Human and Social: We need to continue to build a school community that is welcoming, kind and supportive so that students feel a greater connection to the school and the adults in it. We also need to build a better understanding of what life is like for students outside of school.

Intellectual: If we can provide opportunities for students to develop Executive Functioning skills, we should see an overall improvement in learning and achievement. Along with this, we need to provide some of our students with direct, specific reading interventions to improve their reading abilities. Improved executive function and improved reading abilities should lead to an improvement in writing levels.

Career Development: If we implement Learning in Depth across the school, we will provide students the opportunity to develop critical and creative thinking skills, problem solving skills and communication skills. It is these competencies that students need to develop as they look toward working and future careers.

Below are the sections the staff will be working on starting in August

4. Learning: *What professional learning will you pursue to positively impact your skills to deal with your hunch?*

Together at school NID times and staff meetings, teachers will be asked to research specific strategies that can improve Executive Function. They will be asked to focus on things such as:

Helping students keep track of progress and evaluate how they are doing

Improve emotional control (social situations and at school) and flexibility

Breaking tasks down and creating a plan to get started on things

Planning and Prioritizing and organizational skills

Avoiding/ignoring distractions

Staff will work together in grade groups to decide on strategies. The focus will change as the year progresses.

Dan Duncan will present to staff about ADHD. This fits exactly within Executive Function as many of our students exhibit many of the characteristics of ADHD students but have not diagnosis.

On the Provincial NID day in October, staff have been encouraged to attend workshops or seminars that have a focus on reducing student anxiety or a focus on Executive Functioning skills.

Staff who stay here for the NID day in October have the choice to attend and all day work shop on self-regulation presented by POPARD.

As the year progresses, staff will explore how the Core Competencies fit into our focus on Executive Function.

5. Taking Action: What will you do differently as school to have a positive impact on your students?

The key in this area is to teach specifically to a child's deficiency (rather than hoping they get it through osmosis). All of our students are at different developmental levels or levels of proficiency so some students will require greater teacher and support in some of these areas

Working in grade groups, staff chose two specific areas to work on over October/November.

K/1 will use the Mind Up program and Zones of Regulations to help our youngest students be more aware of their own bodies and staying focused and calm at school.

Primary teachers will be focusing on games that promote memory. Playing a variety of games that require concentration, quick response, strategy and attention help to develop Executive Function. They will also focus specifically on organization. Students will be taught about clean and tidy desks and lockers (not losing things), work that is organized and complete and agenda use.

Early intermediate teachers will focus specifically on organizational skills (class routines, organized personal items). They will also focus on self-control (regulation).

Upper intermediate teachers will focus on organizational skills such as keeping desks and lockers neat and tidy, and organizing work so that they have a plan for getting started and completing assignments. They will also teach problem solving skills.

At the September 30 NID, staff will share the conversations they had with students introducing Executive Function. They will also share the experience so far with the focus on the areas they chose. At a staff meeting in November, staff will again visit the areas of Executive Function and commit to two other areas to focus on with students.

For our Anxiety goal, staff will continue with the strategies they started last year. For some, the key was regular ongoing communication with home. This helped reduce parent and student anxiety around assignments and staying organized. Providing time and space (sensory room) for students

to regulate at different times in the day. Using regular exercise (brain breaks, walks, playground time) to help students stay regulated and focused. Using regular communication with Learning Support teachers and CYCCs to ensure student needs are met.

After meeting with Judy and Linda, items to consider

Carol Dweck Mindset lessons

YouTube video of Carol Dweck mindset – relates directly to EF

When I get stuck, I...

Vertical teaching...letting kids stand and write at the board or window or smart board.

Make the goals very public to kids...talk to classes about what they are working on...give kids the language.

Developing Self Regulated learning – Leyton Schnellert – Chapter 4 Goal setting

Ron Berger – “What does a great one look like?”

6. Checking: *Did your efforts make a positive difference for your students?*

How will you know if your actions had a positive impact on your students?

How will the work on the EF have an impact on student learning.

What is the impact on writing.

Hutton Elementary School District No. 51 (Boundary)

Growth Plan 2016/17

PROCESS

In order to develop measurable goals based on a variety of reliable evidence Hutton looked at Ministry Satisfaction Surveys, FSA Results & staff anecdotal feedback on learners.

For the **scanning** process we divided into four groups, read and then highlighted what stood out for the group focusing on commonalties, strengths, weaknesses, surprises etc.

With the information from the scan the group then discussed and highlighted areas in which they believed could be our **focus** next year. As the groups reflected more deeply on the initial scans they also considered the following:

- Significant and diverse needs in each classroom with varied support and services (academic, disruptive behaviour, soc/emot)
- 21st Century Learning and Technology
- Renewed curriculum & Core competencies (Communication; Thinking – Creative and Critical, Personal and Social –Positive Personal & Cultural, Personal Awareness & Responsibility and Social Responsibility)

Once the smaller group focuses were complete we came together as a large group and shared the highlights. The chart below represents the highlights the smaller groups shared and that we discussed as a larger group.

Scanning What is going on for our learners?	Focusing What does our focus need to be?
-Disconnect between ability and learning *Math 7 *Grade 4 Writing -Math Anxiety (Grade 7) -Lack of independence *"I need help" before starting *dislike the... "struggle" -Overwhelmed with lives (homes); kids not ready to learn; disconnected -Weak writing *teacher point of view but provincially higher.	-Resiliency/ growth mindset (s/i/c) -Independence/self-aware (anxiety) (s/i/c) -Positive Home/School connection with challenging at risk learners. (s) -Understanding themselves as individual learners. (s/i/c) *metacognition *reflection *link to competencies -Depth not there in writing/reading (i/c)

-Enrichment?	*inference and justification
-Overall tone during lunch, transitions/bells (hallway etiquette)	-Overall tone Calm; self-regulation (s/c)

Developing a hunch: *What is leading to this situation and what can we do?*

After we developed the focus list, we then created a legend of the intellectual, human and social, and career development goals from B.C.'s draft Framework for Enhancing Student Learning.

LEGEND:

S = Social/Emotional

I = Intellectual

C = Career

The discussion that followed was thoughtful, reflective and productive. We looked at the goal areas and how they connected to our brainstormed focus areas. We noted that our focus areas were interconnected, all of them encompassing at least two, if not all three, goal areas. We discussed the Career goal and connecting it to the competencies which then charged a discussion about whether a focus on a competency could also be our Intellectual goal.

In the end we decided that we could easily combine a number of the ideas and successfully link them together to create a goal that would encompass the anxiety, resilience, mindfulness, independence, & metacognition we want students to develop. In an effort to develop a question for our hunch we brainstormed and played with a few ideas:

1.) If we nurture individual learners will they become more independent, resilient, reflective learners? How will teaching and modeling mindfulness empower our students?

2.) How will teaching Mind Up curriculum empower our learners to be more independent, reflective & resilient and thus more successful academically?

In the end we decided we liked question 2 more than question 1 but that we would reflect on the wording and re-visit the questions in our August NID day.

We also discussed that although Hutton continues to focus on the social and emotional needs of our learners, many students come to school overwhelmed and under nurtured in their home lives. Anxiety, a lack of confidence and a

disconnection to the school create disruptive and challenging behaviors which continue to impede their academic, social and emotional learning.

This observation took us to our goal from the last two years and a discussion about what needs to change in order to meet the growing needs of our learners.

❖ **2015-16 Goal & Inquiry Question**

- If we nurture the social and emotional needs of our learners, they will be more connected to the school and be more successful academically.
- How will teaching and modelling respectful behavior and manners impact the connectivity and thus the social/emotional well-being of all our learners including staff and students?

❖ **Review of the year**

- How did it go? What can we do differently next year in order to keep the HAWKS vibrant?

These observations and conversations led us to conclude that we needed two goals this year. One combined intellectual/career goal and one social/emotional goal. In that conversation we felt that the social/emotional goal from previous years continues to support the needs of our vulnerable kids, and that, with some changes, we would like to continue the HAWKS program next year.

Both goals will be explored further when we meet in the fall to discuss the final three steps to our growth plan (Learning, Taking Action, & Checking)

1. Scanning:

Reading

- Standard scores increasing (FSA/district teacher)
- Want to understand data better (teacher feedback)
- Needing to include writing as a focus (teacher feedback)

Inquiry

- Increased engagement while involved in PBL (teacher/parent anecdotal)
- Prepare students for higher level thinking (teacher/parent anecdotal)
- Concerned about number of students not feeling they are learning about environment/climate change (student survey)

4-School

- Students continue to grow in connectedness as a larger 4-school community (teacher/PAC's anecdotal)
- Self-regulation language is decreasing in schools (teacher anecdotal)
- Anxiety continues to challenge learners (teacher anecdotal)

2. Focusing:

Intellectual

- How do we translate the gains in reading and readers to support writing needs without losing momentum in reading?

Human/Social:

- How do we use the 4-school model to build stronger connection in our students between what we do in the classroom and their natural environment?

Career Development:

- How do we use our growing understanding in Inquiry to help students make meaningful connections between their strengths and interests?

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



3. Developing a hunch:

Intellectual

- If all classroom teachers increase writing opportunities for students as part of our existing literacy initiative, will that result in improved student writing?

Human/Social

- How do we use the 4-school PLC model to build stronger understandings of where our students are with the Nature Deficits challenge?

Career Development:

- If classroom teachers create an inquiry opportunity for students to grow their understanding between strengths/interests and natural environment, will that increase engagement?

Checking:

- 3 school-wide writes, student writing stamina, student surveys.
- student create personal pledge, showing a growing connection to nature.

4-Schools: Beaverdell, Greenwood, Midway, West Boundary

Taking Action:

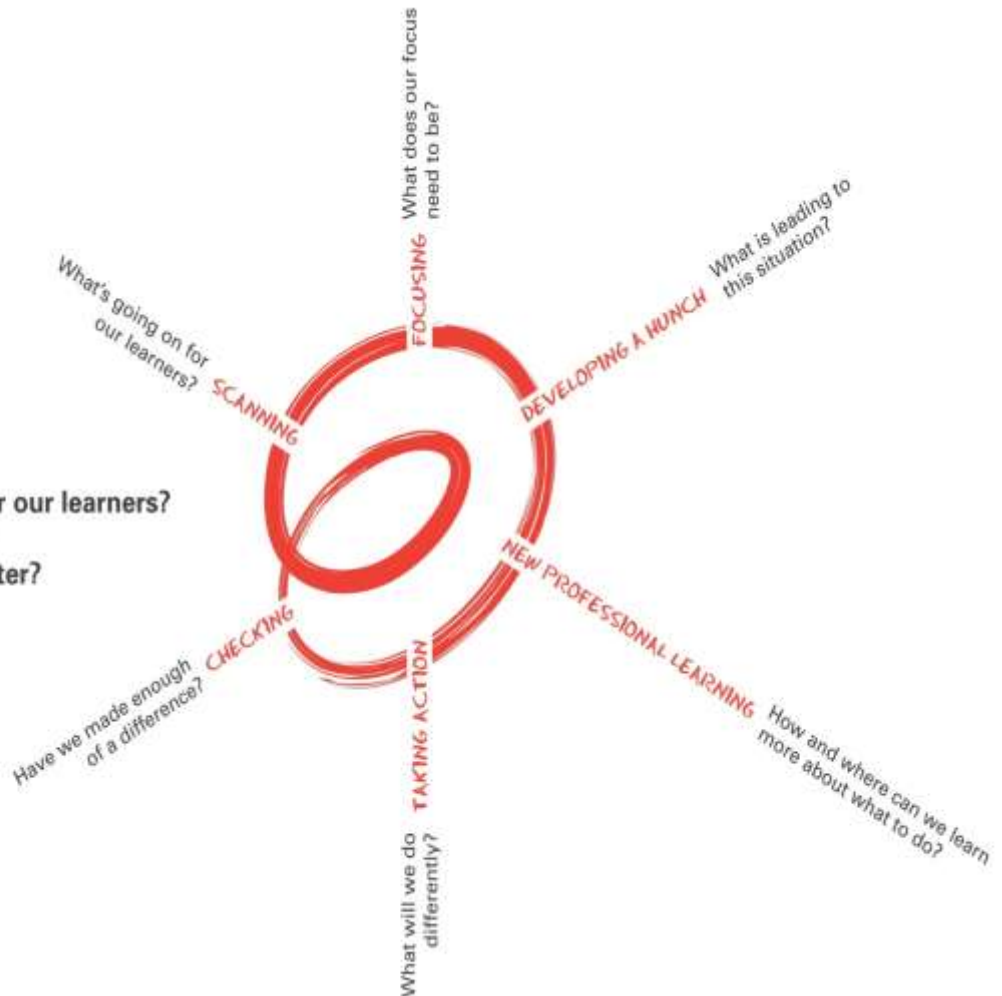
- 3 school-wide writes, choose focus student, monthly writing strategy
- green plan, survey students (health, stewardship, conservation) building community partners, growing curricular experiences outside.
- 4-school coach, green school plan, promoting/tracking getting outside into environment, biking, student pledge.
- PBL project on connecting to local environment and/or passions.

4. Learning:

- All goals connected to monthly PLC, learning journals, sharing partner, common evidence-based resources, place-based focus, continued use of inquiry process.

Walker Development Centre
SPIRALS OF INQUIRY
For Equity and Quality

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



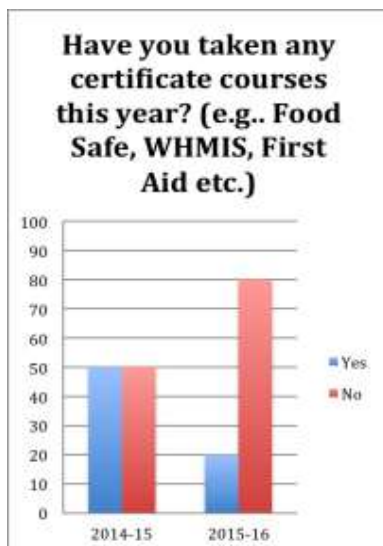
Career Development Goal Area:

SCANNING: What is going on for our learners?

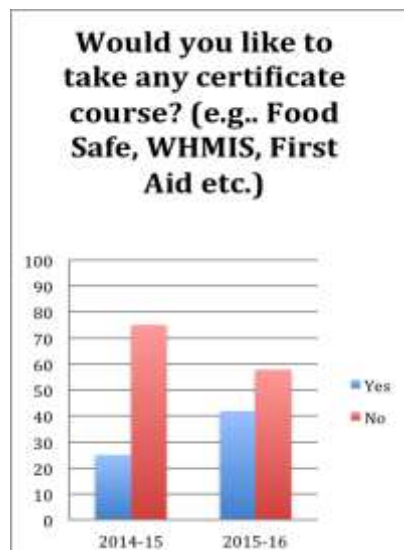
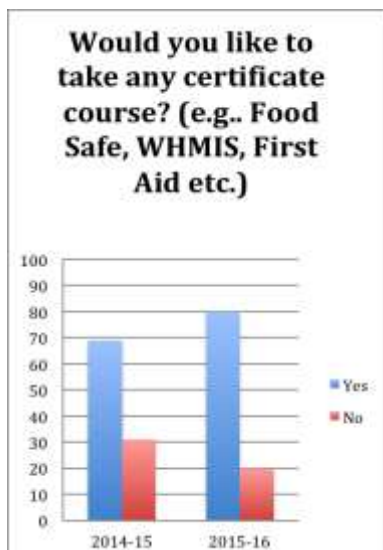
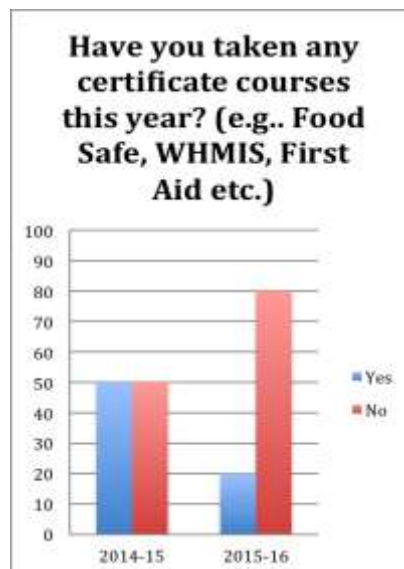
Student Survey Data:

At the Walker Development Centre, staff encourages students to take certification courses, like food safe, WHMIS, First Aid, etc. to support their efforts to find part-time jobs in the community when they are ready. We are dependent on Selkirk College offering of these courses, which often happen on the weekends. It is often problematic for our students to be able to commit to taking the courses during the weekend. Thus, the survey results seen below.

Junior



Senior



The staff also works with students to create resumes to be used in seeking employment. We also help students study and prepare for getting their drivers licenses if they need our support.

Career Development Goal Area:

FOCUSING – What does our focus need to be?

Our focus for our Junior Students needs to be creating more opportunities for them to have access to “pathways” programs like Food Safe, WHMIS, First Aid, etc. so that they are building a knowledge and skill set to start in the world of work.

Our focus for our Senior Students needs to be on creating more opportunities for the students to get exposure and authentic experiences to meet the Big Ideas and goals of the redesigned Career Education curriculum.

Career Development Goal Area:

HUNCH – What is leading to this situation?

Many of the students who attend the Walker Development Centre would develop a greater readiness for the world of work with exposure and training in work-place related skills and are able to begin entry into the part-time world of work. We need to help them find these avenues and “pathways” as an alternate school.

To bring authenticity to the re-designed Career Education curriculum, we need our student to have authentic experiences and exploration in the area of Career Education. This can only be done by connecting our students to the community organization and businesses of Grand Forks.

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

TAKING ACTION – What will we do differently?

CHECKING – Have we made enough of a difference?

Human and Social Goal Area:

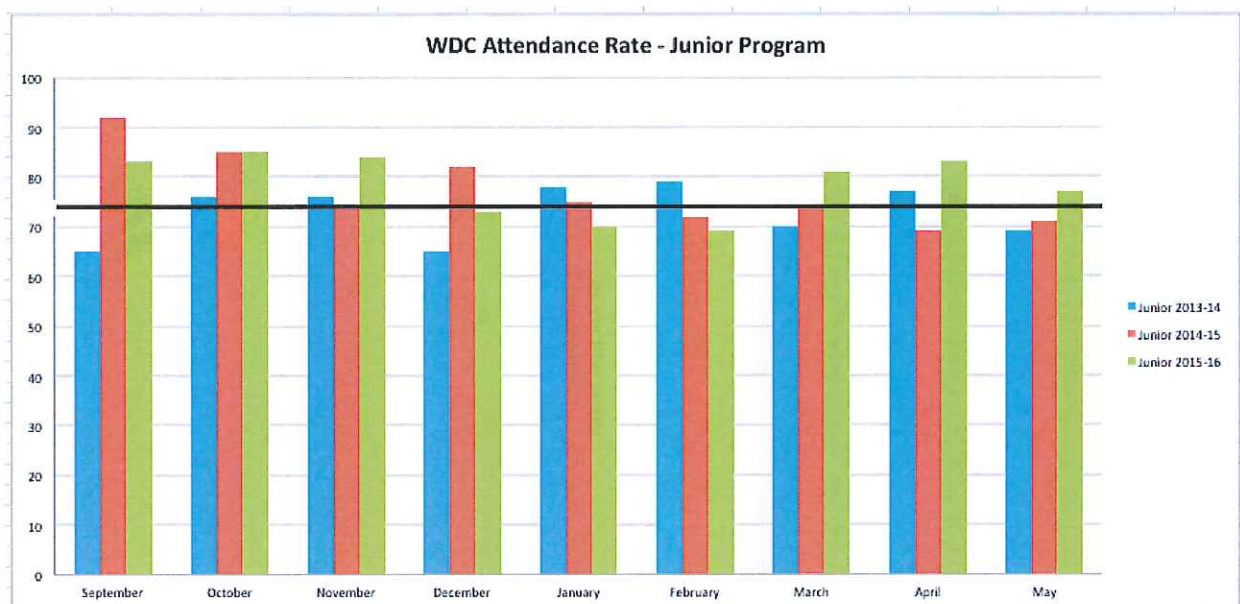
SCANNING: What is going on for our learners?

Attendance Data:

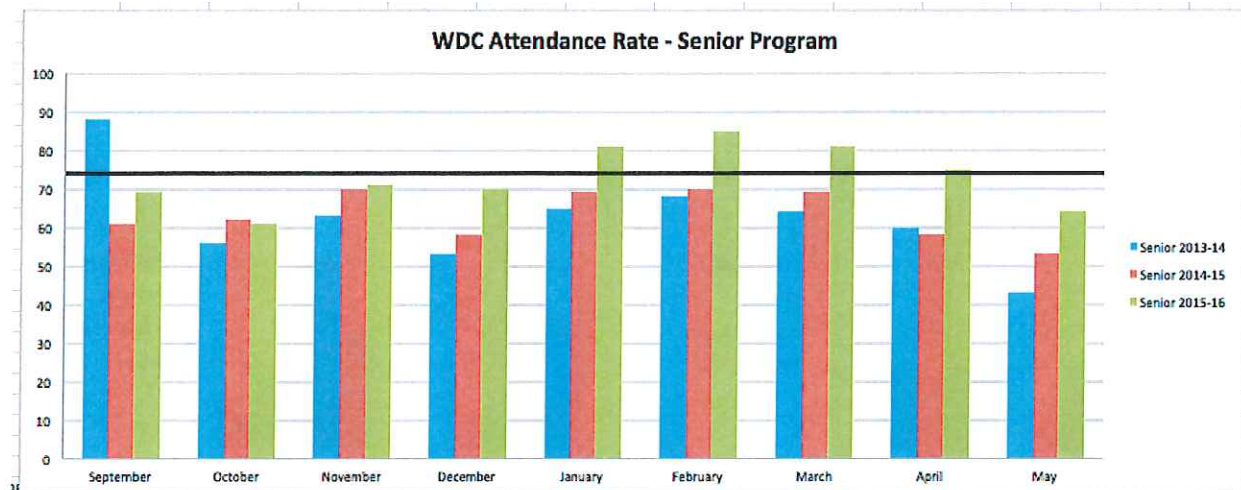
Our student population are referred to our alternate education centre as struggling learners in the regular school system for intellectual, social-emotional, motivational and behavioural reasons.

In our Junior Program we have found that only several of our students in Grades 7 to 9 have high absentee rates over 40%. There are a number of reasons for this occurring; including a population of students with high levels of stress and anxiety, and personal, social-emotional and/or health issues.

In our Junior Program we have found that a number of our students in Grades 7 to 9 had an aggregate attendance rate of **74%** in 2014-15 and has risen to **82%** in 2015-16. Our goal was to raise this to between 75 and 80%. We have attained this goal for the 2015-16 school year. Almost all months have surpassed the 75% mark for aggregate attendance rates, with the three winter months dipping below this thresh-hold.



In our Senior Program we have found that a number of our students in Grades 10 to 12 had an aggregate attendance rate of **67%** in 2014-15 and has risen to **73%** in 2015-16.

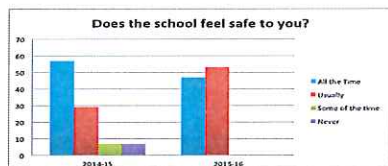
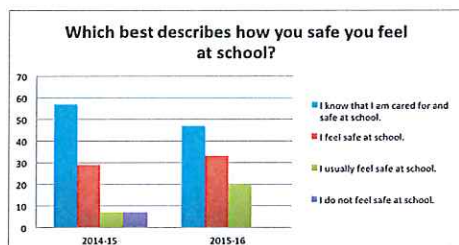


We believe that the greater the attendance rate of our students the stronger they are attached and have a sense of purpose and belonging at WDC.

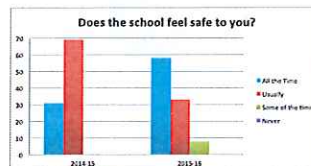
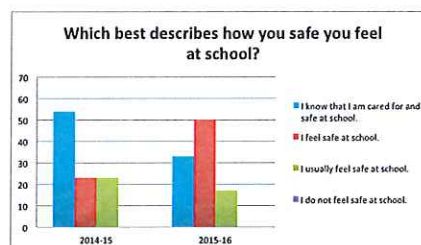
Student Survey Data:

In the Junior program, students reporting that they always or usually feel safe at school and know that they are cared for, as are the students in the Senior Program. As well, they are reporting high levels of comfort and strong sense of feeling welcome at school.

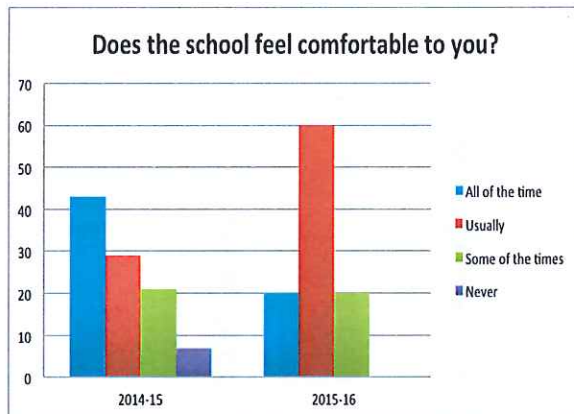
Junior Students



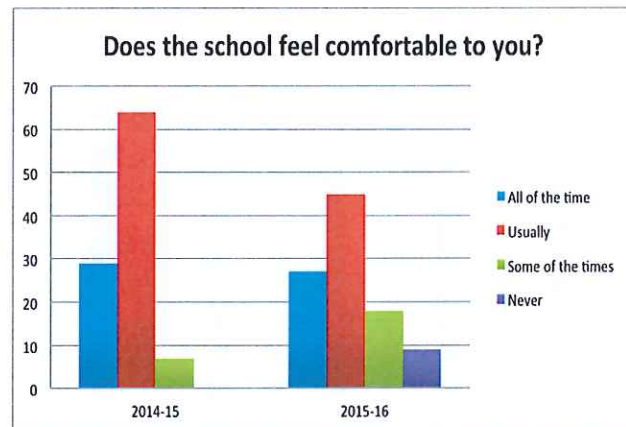
Senior Students



Junior Students

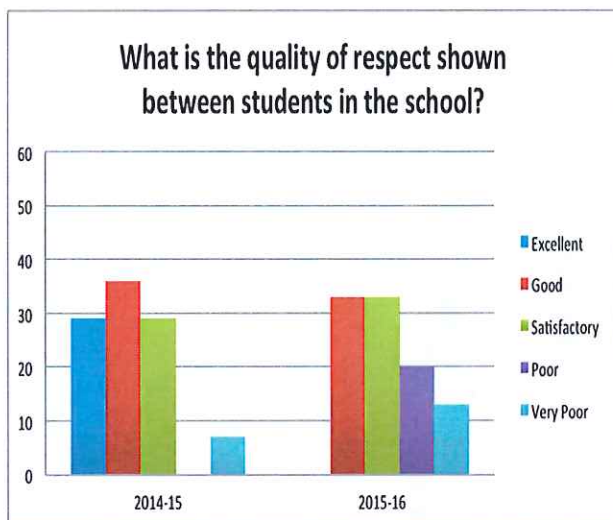


Senior Students

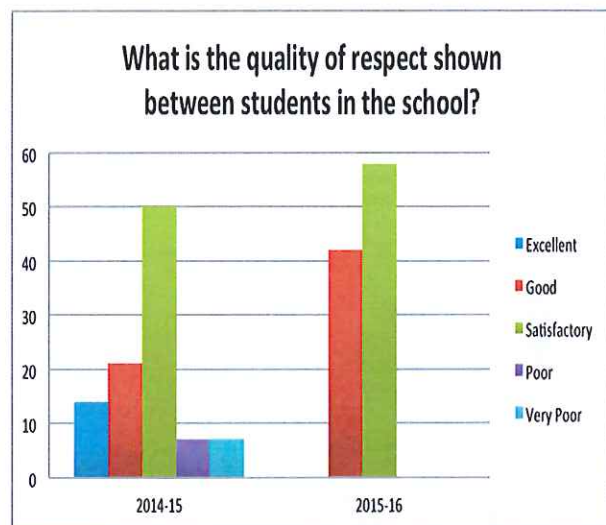


An area of some note is that no junior students reported an excellent quality of respect shown between students, with only 64% of the students reporting good or satisfactory quality of respect between students. Also, no senior students reported excellent level of respect between themselves, although 100% of the student said the level of respect was good or satisfactory.

Juniors Students

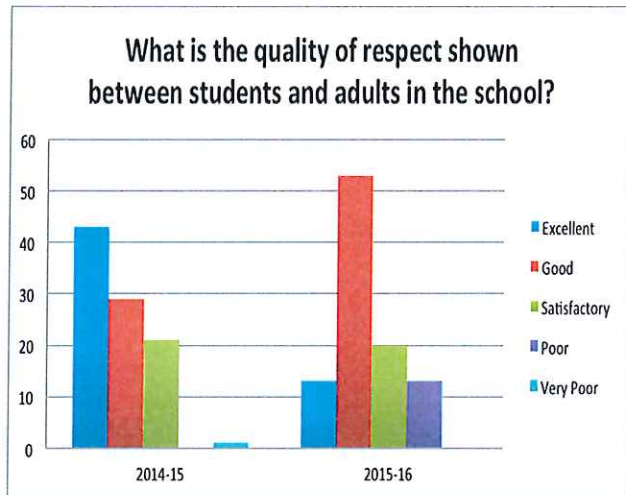


Senior Students

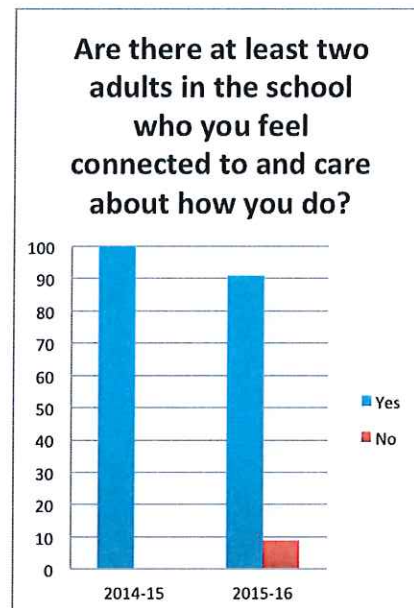
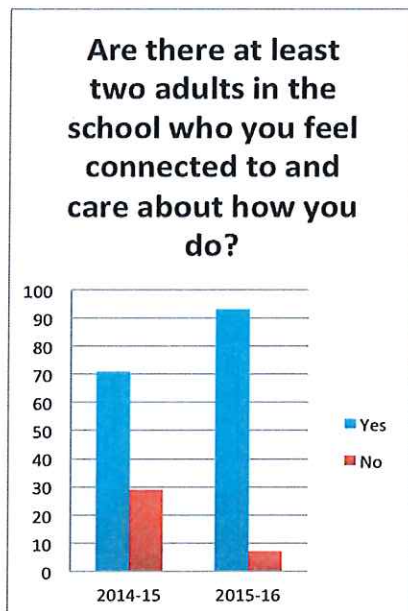
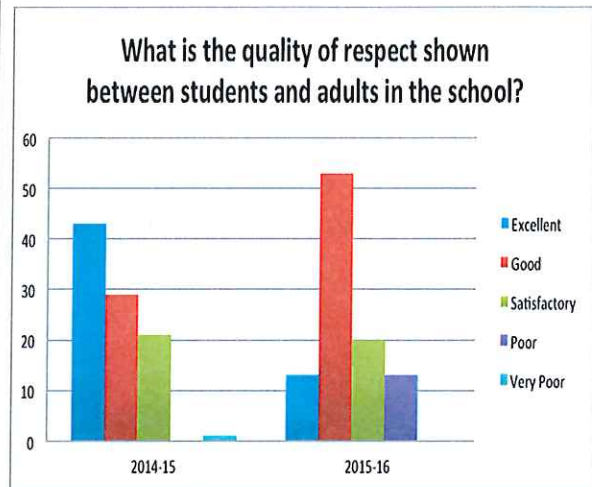


In terms of the quality of respect shown between students and staff, 88% of junior students reported that it excellent, good, or satisfactory (with over 50% reporting good), while 100% of senior students reported that the level is excellent, good, or satisfactory (with 50% reporting excellent). Also very high is the percentage of students in both programs who report and that there at least two adults in the school who they feel connected to and care about how they do.

Junior Students



Senior Students



Our students are reporting a very positive level of connectedness at Walker Development Centre, and sense of Quality of respect shown between students and adults in the building is very satisfactory or better, An area of improvement can be in terms of the quality of respect shown between students within the school, especially for our students in the Junior Program.

Human and Social Goal Area:

FOCUSING – What does our focus need to be?

An area of improvement can be in terms of the quality of respect shown between students within the school, especially in the Junior Program.

Our focus in the Senior program still needs to be attaining a higher aggregate attendance rate consistently above 75%.

Human and Social Goal Area:

HUNCH – What is leading to this situation?

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

Many of the same out-side of school at-risk behaviours are playing out for quite a number of our Junior Students. For some of our students, their difficulty of sustaining positive relationships outside of school impact their behavior towards each other while in school.

We believe that through positive relationship building between staff and individual students, and consistent positive role modeling of showing caring and concern dampens supports the safety that students feel while at school. This, and a focus on pro-social skills development for individual students will have the greatest impact in this area.

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

During our August day discussion regarding our focus and hunch, we staff ended up spending some time re-familiarizing ourselves with Stuart Shanker's book, Calm, Alert, and Learning: Classroom Strategies for Self-Regulation, especially the chapters devoted to co-regulation and pro-social regulation. As we were discussing these chapters and its implications for our students, we began envision how easily they fit experientially into the two new programs discussed in the intellectual goal: Arts and Culture and Environmental education.

TAKING ACTION – What will we do differently?

By developing and carrying out the Arts and Culture and Environmental Education programs we feel that these will necessitate students working and learning together collaboratively and as a team. This will allow us to subtly develop skills of co-regulation and pro-social regulation with our students.

Further, by interacting with community members and visiting, with intent, many local natural and cultural places, our hope is that students will develop a deeper appreciation of their local community and the positive impact it can have on their lives.

Also, we are hoping that these programs lead to a higher level of students engage and desire to attend school well above 75% of the time. Also, that by engaging in these authentic experiences with their peers and teachers that their sense of belonging as valued members of the school community will increase.

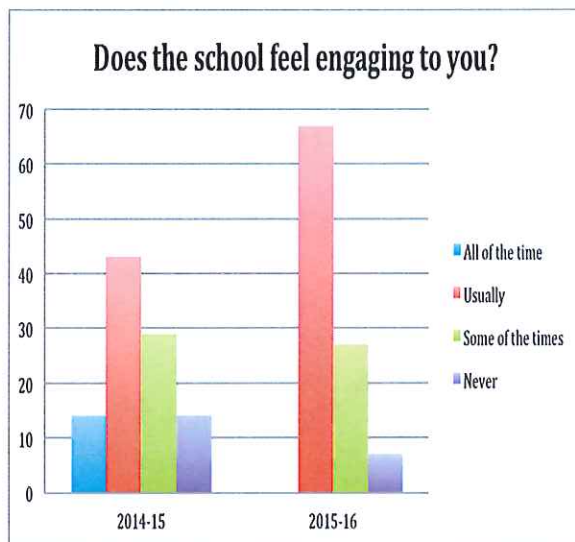
Intellectual Goal Area:

SCANNING: What is going on for our learners?

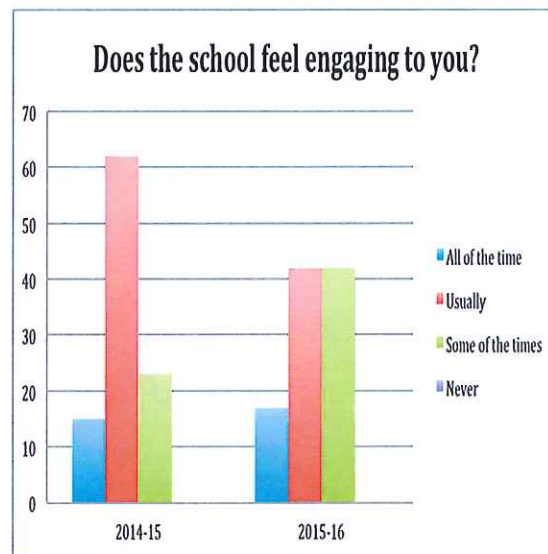
Student Survey Data

No Junior Students are reporting that they feel engaged at school all the time, though almost 70% are reporting that usually they feel engaged, leaving 33% only sometimes engaged or never engaged. In the senior program 41% of students are reporting that they only sometime feel engaged at school and less than 20% state they are engaged all of the time.

Junior



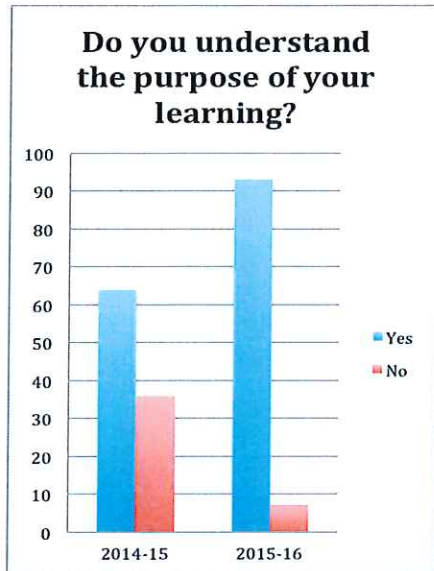
Senior



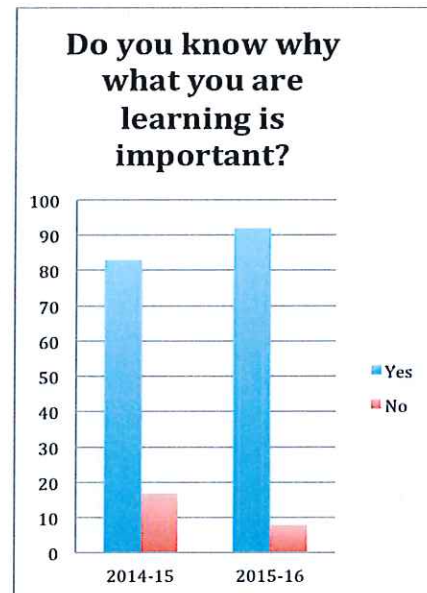
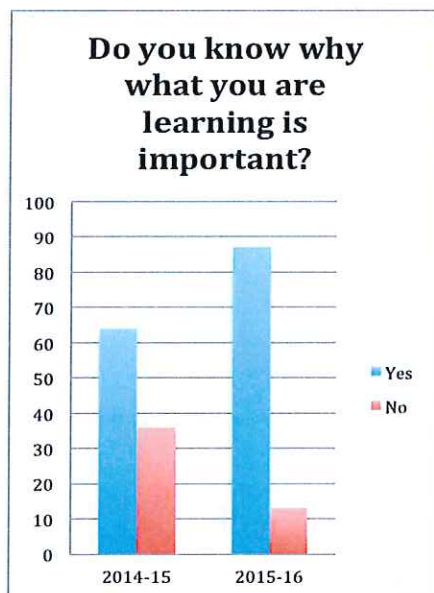
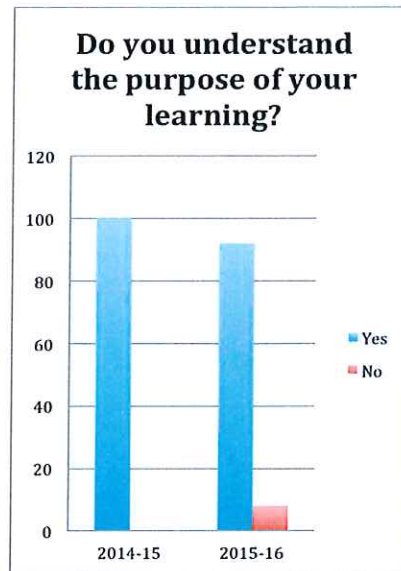
Interesting, both Junior and senior students report high levels of understanding the purpose of their learning, the importance of their learning, and feel they take great ownership of their learning. They also report high levels of having a clear sense of what good learning looks like, that they are making progress in their learning, and feel successful in achieving their goals by attending Walker Development Centre. This has come as a bit of a surprise to the staff, who are often concerned about the relatively slow rate of course completion, compared to the regular high-school. It remains true that most of our students continue to take great comfort in paper-based, textbook-based learning and assessment and the great majority show little interest or excitement about learning in more hands-on, experiential and authentic ways of learning.

In terms of the student reporting their feelings about their learning, the results below show that there is a positive trend, especially in the Junior program.

Junior

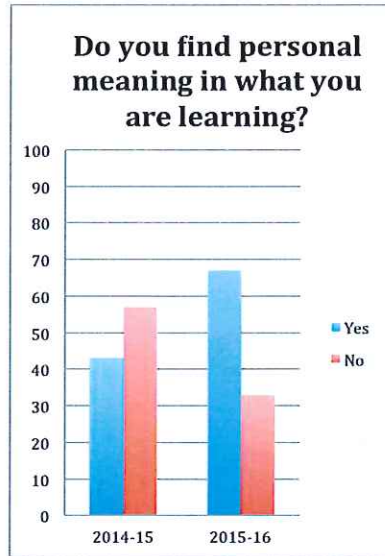


Senior

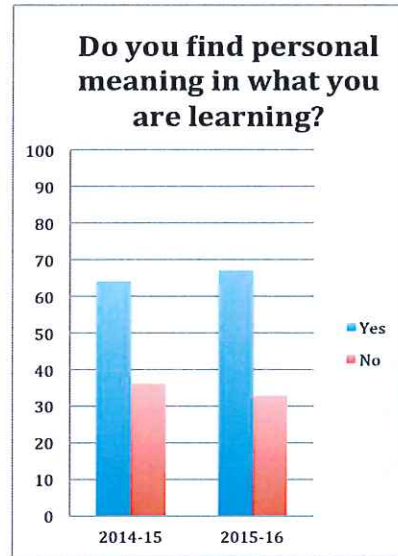


Though the trend is positive for junior students in terms of finding personal meaning in what they are learning, there is still over 30% of our junior and senior students reporting that they are not finding personal meaning in what they are learning. See the data below.

Junior

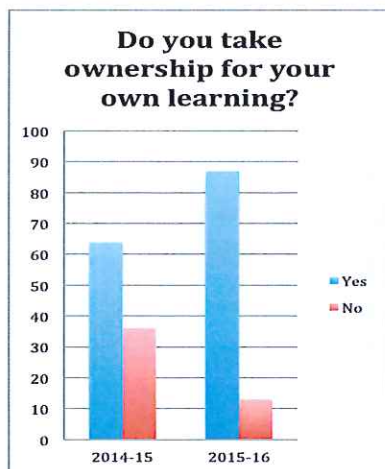


Senior

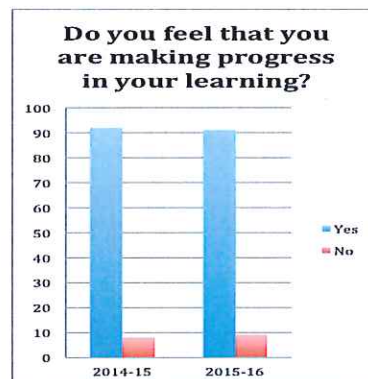
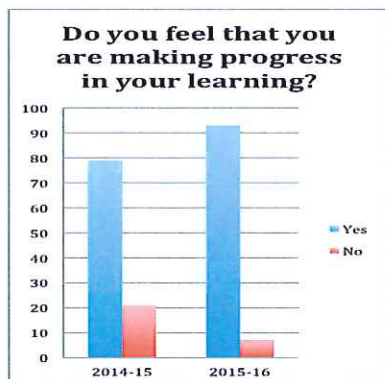
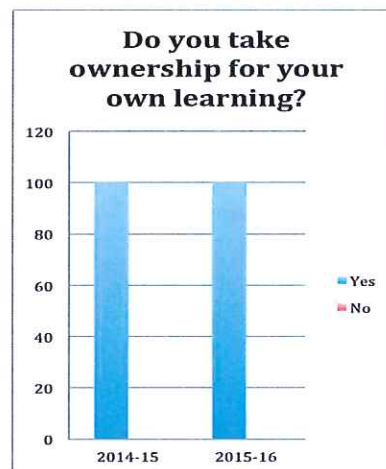


In all other aspects of student reporting their feeling of success and progress in their goals for learning, the results are also very positive.

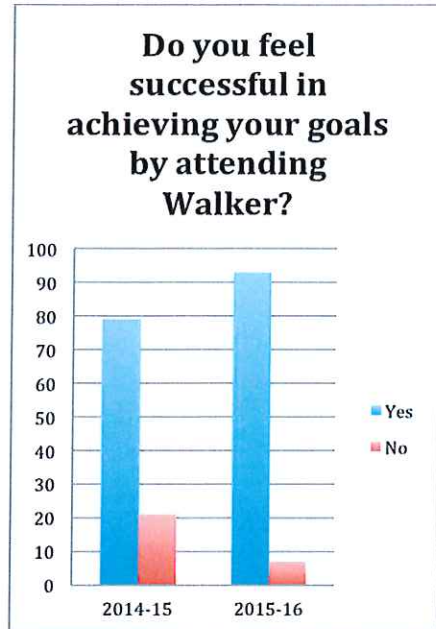
Junior



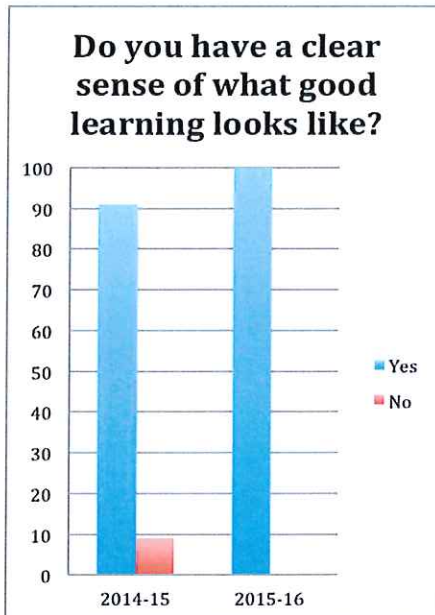
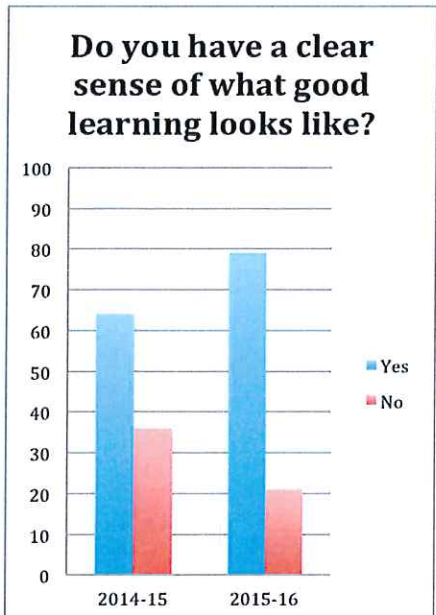
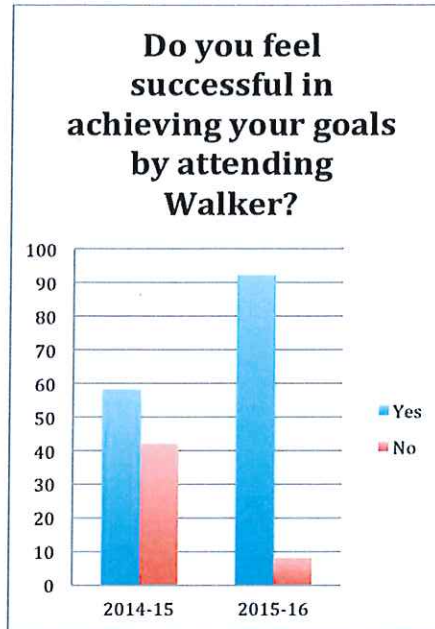
Senior



Junior



Senior



Intellectual Goal Area:

FOCUSING – What does our focus need to be?

Our focus needs to be helping students finding greater personal meaning in what they are learning. We need help our students learn to find more comfort in hand-on, experiential learning away from textbooks and worksheets, which will align more with the Redesigned BC Curriculum and allow student more ways of developing their skills in the Core Competencies.

Intellectual Goal Area:

HUNCH – What is leading to this situation?

Walker's commitment to connection with students is a necessary first step to re-engaging learners in school. We feel that this is a strength of our program, and the school provides a safe, welcoming environment for students based on strong personal relationships. However, overcoming students' discouragement towards learning, their belief that learning is simply a means to an end of which they feel they are unable to achieve, and their general sense of not fitting in school settings, is a difficult task. They often feel comfort in paper and pencil tasks which often do not challenge them to extend their thinking and demonstrate their learning and talents in more diverse ways.

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

Over the summer the teaching staff and administration committed to reading the book, Connecting the Dots: Key Strategies that Transform Learning for Environmental Education, Citizenship and Sustainability, by Stan Kozak and Susan Elliot.

We chose this resource because it fits with the outcomes the WDC staff envisions for a transformed education at our School regard students more authentically engaging with their learning in experiential ways. These outcomes include:

- Link environmental, economic and social issues within subjects and across subjects
- Link knowledge, skills and perspectives through student engagement and action
- Provide a meaningful context to address numeracy, literacy, character and other educational expectations.

The Key strategies include:

- Learning Locally
- Integrated Learning
- Acting on Learning
- Real-world Connections
- Considering Alternative Perspectives
- Inquiry
- Sharing Responsibility for Learning

This summer reading led us to begin to formulate two new programs that we are going to integrate into our alternate school for the 2016-17 school year. See the programs in the taking action segment.

The first is an Arts and Culture program that will see our students interacting with local artists invited into the school to share their talents and work with our interested students. Part of this program will be regular visits to local galleries, museums, and cultural centres. Students will be expected to keep regular journal entries of their reflections, learnings, thoughts, etc.

The second program is an Outdoor Education program which will have participating students regularly moving their learning into the natural environment within and around Grand Forks. Components of these local experiences will be interdisciplinary in nature with physical education, developing students' deeper consciousness of interacting within and with nature, and environmental sustainability.

Both programs will enable staff to observe students during authentic learning experiences and help students to self-reflect on their core competency strengths and challenges and set goals for growth.

Our small school staff has also become intrigued and excited by Kieran Egan's text, Learning in Depth: A Simple Innovation That Can Transform Learning. We are currently become more familiar with his processes for bringing LID alive in the classroom, and have begun having conversations with our students about the concept.

TAKING ACTION – What will we do differently?

The first program is an Arts and Culture program that will see our students interacting with local artists invited into the school to share their talents and work with our interested students. Part of this program will be regular visits to local galleries, museums, and cultural centres. Students will be expected to keep regular journal entries of their reflections, learnings, thoughts, etc.

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CHECKING – Have we made enough of a difference?

CHECKING – Have we made enough of a difference?