



# School District No. 51 (Boundary)

Regular Meeting of the Board of Education

October 10, 2017 at 6:00 p.m.

Boundary Learning Centre, Midway

## Agenda

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### 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

- Vicki Gee, RDKB – Healthy Communities grant and the Community Centre project
- Principal Macfarlane – Alternate Timetable

### 10 Minute Comment Period

### Adoption of Agenda

### Adoption of Minutes

September 12, 2017 – Regular Meeting Minutes

### Report on In-Camera Meeting from September 12, 2017

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 2017 (Attachment)
- Class size (Attachment)

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

- Report for September 2017 (Attachment)
- Enrolment Report (Attachment)

#### 3. Director of Learning Report

- Report for September 2017 (Attachment)

#### 4. Talking Break

What changes for student learning experiences in a flex-based timetable?

**5. Board Planning for Student Success**

- School Growth Plans (Attachments)

**6. Cannabis Legalization Conversation** (Attachment)

**7. BCSTA**

- Provincial Council Motions
- Governance Structure for BCPSEA

**8. Committee Reports**

- AbEd Committee
- Finance Committee
- Operations Committee
- Policy Committee

**9. Trustee Reports**

Rec Commission

BISM

Okanagan Labour Relations Council

PAC Highlights

BCPSEA/BCSTA Rep Council

BCSTA Kootenay Boundary Branch

District Literacy

BCSTA Provincial Council

**10. Around the Boundary**

**Trustee Activities and Upcoming Events**

- 2nd Annual Partner Liaison Meeting – October 25, 2017
- BCSTA Board Chairs Meeting – October 26, 2017
- BCSTA Provincial Council Meeting – October 27-28, 2017
- BCPSEA Symposium – November 2-3, 2017
- Trustee Academy November 23-25, 2017

**Future Agenda Items**

**Next Board Meeting: November 14, 2017  
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 12, 2017 at the School Board Office

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The Chairperson called the meeting to order at 6:04 p.m.

Present:	Mrs. T. Rezansoff	Chairperson
	Mrs. C. Strukoff	Vice Chair
	Mr. M. Danyluk	Trustee
	Mrs. K. Jepsen	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: Mr. D. Reid Trustee

Acknowledgement of the Aboriginal peoples and ancestors.

## Presentations/Delegations

- Josh Widmann, Auditor with Grant Thornton, presented the Financial Statements for the 2016-2017 Fiscal Year.

MOVED Zitko  
2ND Reid

“That the Board approve the Audited Financial Statements for the Fiscal Year 2016-2017, as presented.” CARRIED

## Adoption of Agenda

MOVED Strukoff  
2ND Jepsen

“That the Agenda for September 12, 2017 be adopted as circulated.” CARRIED

## Adoption of Minutes

MOVED Riddle  
2ND Danyluk

“That the June 13, 2017 Regular Board Meeting minutes and the June 20, 2017 Special Open Meeting minutes be adopted as circulated.” CARRIED

**Report on In-Camera Meeting from June 13, 2017**

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

**Correspondence**

Nil

**Business Items****1. Superintendent's Report**

The Superintendent and Director of Learning reported on the staff hiring process, August day as well as meetings in schools and with principals to date.

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

The Secretary-Treasurer reported on projects completed over the summer and the current enrolment.

**3. Framework for Enhancing Student Success**

School Growth Plans and focus were discussed.

**4. Committee Reports**

Proposed Meeting Dates for 2017/2018 was circulated. Currently no other committee updates to report. Liaisons in the Grand Forks Area will be Trustee Jepsen at Dr. D. A. Perley, Trustee Reid at J.A Hutton, and Board Chair Rezansoff at Grand Forks Secondary.

**5. Talking Break**

The Board shared highlights from their summer adventures.

**6. Trustee Reports**

Nil

Meeting adjourned at 7:06 p.m.

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Chairperson

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Secretary-Treasurer



## **School Visitations**

- I have visited the following schools this month:
  - Perley Elementary - visited classes in the first week and observed WKTEP teacher candidates in 3 classes and met with the Principal
  - Hutton Elementary - visited classes in the first week and observed WKTEP teacher candidates in 3 classes and met with the Principal and visited staff during the Curriculum NID
  - Grand Forks Secondary - visited classes in the first week and observed WKTEP teacher candidates in 3 classes and met with the Principal and Vice-Principal
  - Midway Elementary – Visited Staff of the 4 Schools during the Curriculum NID
  - Boundary Central Secondary - Visited Staff of the 4 Schools during the Curriculum NID
  - West Boundary Elementary - visited classes in the first week and met with the Principal
  - Beaverdell Elementary - visited classes in the first week

## **District Planning**

- Completed hiring of teachers in schools
- School Spirals of Inquiry Growth Plans were submitted in preparation for meetings with Judy Halbert and Linda Kaser and Board review
- Early work completed on reviewing the Framework for Enhancing Student Learning District Plan
  - Plans to be shared with the Community and Ministry of Education in November of 2017

- Learning51
  - **SD51 August Day – Professional Learning**
  - **School Based NID's**
  - **Co-Learners – Leyton Schnellart – Doug Lacey**
  - **Building Inclusive Classrooms – Shelly Moore**
  - **Numeracy Teaching and Learning – Carole Fullerton**
  - **Inquiry in Action – Judy Halbert and Linda Kaser**
  - **Computational Thinking – Shawn Lockhart and SD51 teachers**
  - **Environmental Education – Place conscious learning**
    - **All cohorts sign up has been completed and are ready for start up**
- Planning for Aboriginal Student Success
  - Enhancement Agreements
  - SD51 Aboriginal Education Advisory Council
- Non-Instructional Day - Curriculum – September 28, 2017

## Meetings in District

- Meeting with BDTA President Debra Klockenbrink – Sept. 6<sup>th</sup>
- District Leadership Team GoTo mtg- Sept. 7<sup>th</sup>
- Meeting with Student and Parent re Indefinite Suspension – Sept. 7<sup>th</sup>
- Board of Education mtg. – Sept. 12<sup>th</sup>
- Meeting with BDTA President Debra Klockenbrink – Sept. 13<sup>th</sup>
- PVP/ SBO staff Professional Learning with Raj Dahsi – Sept. 14<sup>th</sup>
- School Staff and PVP Professional Learning with Raj Dahsi Sept. 15<sup>th</sup>
- WKTEP students in SD51 – Sept. 19<sup>th</sup>
- Amy Allen and Becky Deanne of Stepping Stones – Sept. 19<sup>th</sup>
- Meeting with BDTA President Debra Klockenbrink – Sept. 20<sup>th</sup>
- Health Promoting Schools Conference call – Sept. 21<sup>st</sup>
- Judy Halbert and Linda Kaser Planning meeting Spirals work – Sept. 25<sup>th</sup>
- WKTEP students in SD51 – Assessments – Sept. 26<sup>th</sup>
- District Leadership Team GoTo mtg – Sept. 27<sup>th</sup>
- SD51 Managers mtg – Sept. 27<sup>th</sup>
- Meeting with BDTA President Debra Klockenbrink – Sept. 27<sup>th</sup>
- Terry Fox Run at BCSS – Sept. 27<sup>th</sup>
- Curriculum NID in schools across the District
- CoLearners first cohort mtg with Dr. Leyton Schnellert – Sept. 29<sup>th</sup>

**School District No. 51 (Boundary)**  
**Class Size Averages September 30, 2017**

**District**

Kindergarten	15.5
Grades 1-3	17.7
Grades 4-7	20.2
Grades 8-12	19.8

**GFSS**

Kindergarten	
Grades 1-3	
Grades 4-7	
Grades 8-12	20.8

**BCSS**

Kindergarten	
Grades 1-3	
Grades 4-7	
Grades 8-12	17.1

**Perley**

Kindergarten	18.7
Grades 1-3	19.7
Grades 4-7	22.6
Grades 8-12	

**Hutton**

Kindergarten	19
Grades 1-3	19.2
Grades 4-7	21.4
Grades 8-12	

**CLES**

Kindergarten	12
Grades 1-3	17
Grades 4-7	18
Grades 8-12	

**WBES**

Kindergarten	17
Grades 1-3	20
Grades 4-7	19
Grades 8-12	

**Greenwood**

Kindergarten	
Grades 1-3	
Grades 4-7	14
Grades 8-12	

**MES**

Kindergarten	14
Grades 1-3	14.5
Grades 4-7	
Grades 8-12	

**BES**

Kindergarten	9
Grades 1-3	9
Grades 4-7	
Grades 8-12	

**BWCS**

Kindergarten	11
Grades 1-3	11
Grades 4-7	17
Grades 8-12	17

**Grand Forks Secondary School  
30-Sep-17**

	#		#		#		#
PE 8	26	DLC	11	DLC	12	DLC	24
Eng 10	23	SS 10	27	Eng 8	19	Science 8	21
PE 8	28	PE 11/12 VB	17	Math 8	9	Elec 9-12	23
Jr Weld	17	Metal 11/12	24	Auto 11/12	24	Fine Arts 8	17
Science 8	19	Coding 9-12	14	SS 8	18	Fine Arts 8	15
Art 9/10	26	Art 11/12	24	Photo 9-12	25	Phys 11	17
Math 8	23	Calculus	22	PE 9/10 VB	22	Science 8	18
Math 8	24	Science 10	20	Chem 11	23	AW Math 11	20
DLC	18	PC Math 12	0	F Math 10	25	Fit 9-12	19
Fds 9/10	22	Cater 10-12	13	Fds 9/10	24	Math 9	28
Sc 9	22	Math 8	23	Bio 12	23	Strength & Conditioning	13
Eng 12	24	Eng 9	24	SS 9	27	Eng 10	23
Eng 11	19	Science 10	19	Eng 8	21	French 8	20
Science 8	21	PE 9/10	27	Russian 8	15	French 10	20
Fr 11/12	24	French 8	27	SS 8	20	Num 9	12
PE 11/12	17	SS 9	19	Jr WW	21	Fine Arts 8	30
Band 10	14	Band 9	27	Band 11/12	15	Rus 9-11	12
Eng 9	18	Pe 8	26	DLC	19	Bio 11	23
SS 11	24	SS 11	27	His 12	27		

**Boundary Central Secondary School  
30-Sep-17**

	#		#		#		#
<b>SC9</b>	<b>23</b>	<b>SC8</b>	<b>14</b>	<b>HOCKEY</b>	<b>22</b>	<b>BIO 12</b>	<b>9</b>
<b>EN 8</b>	<b>14</b>	<b>EN 10</b>	<b>27</b>	<b>Planning 10</b>	<b>23</b>	<b>SS8</b>	<b>15</b>
<b>SS11</b>	<b>11</b>	<b>PE 8/9</b>	<b>19</b>	<b>Math 8</b>	<b>15</b>	<b>LS 8/9</b>	<b>21</b>
<b>FR 8</b>	<b>15</b>	<b>FR9</b>	<b>22</b>	<b>FR 10</b>	<b>16</b>	<b>PE 11/12</b>	<b>30</b>
<b>MA 11</b>	<b>24</b>	<b>Cal 12</b>	<b>7</b>	<b>AW9/10</b>	<b>8</b>	<b>AW 11/12</b>	<b>6</b>
<b>SC TECH 11/Phys12</b>	<b>6</b>	<b>LS 8/9</b>	<b>18</b>	<b>Chem 11</b>	<b>18</b>	<b>SCI 10</b>	<b>26</b>
<b>ART 10-12</b>	<b>12</b>	<b>Com 11</b>	<b>24</b>	<b>Com 11</b>	<b>19</b>	<b>LS 8/9</b>	<b>16</b>

**Elementary Class Size  
for Classes enrolling Elementary Students  
September 30, 2017**

**Dr. D. A. Perley Elementary**

**Total Headcount of students**

<b>Class</b>	<b>K</b>	<b>Gr 1</b>	<b>Gr2</b>	<b>Gr3</b>	<b>Gr4</b>	<b>Gr5</b>	<b>Gr6</b>	<b>Gr7</b>	<b>Total Enrolment</b>
1	19								19
2	9	9							18
3		19							19
4			13	7					20
5			13	6					19
6				15	8				23
7					9	14			23
8					9	15			24
9						13	9		22
10							11	10	21
11							14	9	23
									0
									0
									0
									0
	28	28	26	28	26	42	34	19	231

**Elementary Class Size  
for Classes enrolling Elementary Students  
September 30, 2017**

**John A. Hutton Elementary School**

**Total Headcount of students**

<b>Class</b>	<b>K</b>	<b>Gr 1</b>	<b>Gr2</b>	<b>Gr3</b>	<b>Gr4</b>	<b>Gr5</b>	<b>Gr6</b>	<b>Gr7</b>	<b>Ungr</b>	<b>Total Enrolment</b>
1	19									19
2		8	10							18
3		18								18
4			12	8						20
5			9	11						20
6			10	10						20
7					11	10				21
8					12	10				22
9					10	11				21
10							11	12		23
11							8	15		23
12							9	10		19
13							7	14		21
										0
										0
	19	26	41	29	33	31	35	51	0	265

**Elementary Class Size  
for Classes enrolling Elementary Students  
September 30, 2017**

**Christina Lake Elementary School**

	Total Headcount of students								Total
	Half Day								
<b>Class</b>	<b>K</b>	<b>Gr 1</b>	<b>Gr2</b>	<b>Gr3</b>	<b>Gr4</b>	<b>Gr5</b>	<b>Gr6</b>	<b>Gr7</b>	<b>Enrolment</b>
1	12								12
2		14							14
3			8	12					20
4					7	14			21
5							9	6	15
									0
									0
									0
									0
									0
									0
									0
									0
	12	14	8	12	7	14	9	6	82

**Elementary Class Size  
for Classes enrolling Elementary Students  
September 30, 2017**

**Midway Elementary School**

**Total Headcount of students**

<b>Class</b>	<b>Half Day</b>		<b>Gr 1</b>	<b>Gr2</b>	<b>Gr3</b>	<b>Gr4</b>	<b>Gr5</b>	<b>Gr6</b>	<b>Gr7</b>	<b>Total Enrolment</b>
	<b>K</b>									
1	14									14
2		6	8							14
3			6	9						15
4										0
5										0
										0
										0
										0
										0
	14	6	14	9	0	0	0	0	0	43

**Elementary Class Size  
for Classes enrolling Elementary Students  
September 30, 2017**

**Greenwood Elementary School**

Class	Half Day		Gr2	Gr3	Gr4	Gr5	Gr6	Gr7	Total Enrolment
	K	Gr 1							
1					7	8			15
2							5	8	13
3									0
4									0
5									0
									0
									0
	0	0	0	0	7	8	5	8	28

**Elementary Class Size  
for Classes enrolling Elementary Students  
September 30, 2017**

**West Boundary Elementary School**

0

**Total Headcount of students**

<b>Class</b>	<b>Half Day</b>		<b>Gr2</b>	<b>Gr3</b>	<b>Gr4</b>	<b>Gr5</b>	<b>Gr6</b>	<b>Gr7</b>	<b>Total Enrolment</b>
	<b>K</b>	<b>Gr 1</b>							
1	10	7							17
2			4	8	8				20
3						10	7		17
4							5	15	20
5									0
									0
									0
									0
									0
									0
	10	7	4	8	8	10	12	15	74

**Elementary Class Size  
for Classes enrolling Elementary Students  
September 30, 2017**

**Beaverdell Elementary School**

**Total Headcount of students**

<b>Class</b>	<b>K</b>	<b>Gr 1</b>	<b>Gr2</b>	<b>Gr3</b>	<b>Gr4</b>	<b>Gr5</b>	<b>Gr6</b>	<b>Gr7</b>	<b>Total Enrolment</b>
1	3	1	4	1					9
2									0
3									0
4									0
5									0
									0
	3	1	4	1	0	0	0	0	9

**Elementary Class Size  
for Classes enrolling Elementary Students  
September 30, 2017**

**Big White Community School**

**Total Headcount of students**

<b>Class</b>	<b>K</b>	<b>Gr 1</b>	<b>Gr2</b>	<b>Gr3</b>	<b>Gr4</b>	<b>Gr5</b>	<b>Gr6</b>	<b>Gr7</b>	<b>Gr8</b>	<b>Gr9</b>	<b>Total Enrolment</b>
1	4	1	3	3							11
2					3	3	4	1	5	1	17
3											0
4											0
5											0
											0
											0
											0
											0
	4	1	3	3	3	3	4	1	5	1	28



**Secretary-Treasurer's Report**  
**J. Hanlon, Secretary-Treasurer**  
**September 2017**

**Snapshot Date** - The snapshot date for our F.T.E. enrolment was September 27, 2017 as September 28<sup>th</sup> was a NID day in the District. Our District will be audited on our enrolment this year and therefore we worked with the schools in June to bring in training to ensure our files are up to date. We had until October 6<sup>th</sup> to verify the data and send enrolment figures into the Ministry.

**Kindergarten Enrolment** –Included below is a chart showing Kindergarten enrolment from the past to the present.

	Actual						
K's	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	30-Sep-16	30-Sep-17
Perley	37	35	25	21	21	28	28
Hutton	31	18	24	23	35	25	18
CLES	7	8	3	9	7	13	12
MES	4	13	9	11	7	9	14
WBES	13	6	7	4	6	7	10
BES	1	4	5	2	5	1	3
BWCS	2	1	3	1	3	2	4
	95	85	76	71	84	85	89

**Class Size**

During September we monitored our class size to make sure we were compliant to the reinstated 2001 language. We made sure we had room for growth and consequently we only had to add one division at Midway Elementary.

**Technology**

The Technology Department in September:

- Completed software load at Grand Forks Secondary CAD and Art labs
- Completed deployment for new and returning staff
- Completed lab setup at Christina Lake Elementary
- Implemented Apple School Manager (ASM) on iPads for Hutton, Perley and West Bondary Elementary Schools
- Reconfigured Ipads for the Special Ed
- Completed many other technology requests.

## **Maintenance and Transportation**

Maintenance continued to complete work orders. The chiller project at Grand Forks Secondary will be getting under way as we no longer require air conditioning. We received the 24 passenger bus we ordered, however the manufacturer had put on the wrong inspection sticker and therefore it did not pass D.O.T. inspection. We are hoping this will get straightened out shortly and we will be able to get the bus on the road.

**School District No. 51 (Boundary)**  
**Enrolment**  
**As of September 30, 2017**  
**Compared to September 30, 2016**  
**FTE**

	September 30, 2017	September 30, 2016	Increase (Decrease)
<b>Secondary</b>			
BCSS	126.5	126.625	(0.1250)
GFSS	361.625	349.125	12.5000
<b>Elementary</b>			
BES	9	13	(4.0000)
Big White	28	41	(13.0000)
CLES	82	76	6.0000
GWD	28	33	(5.0000)
Hutton	266	264	2.0000
MES	43	39	4.0000
Perley	230	226	4.0000
WBES	74	87	(13.0000)
<b>Alternate School</b>			
Walker	35	32	3.0000
<b>Total</b>	<b>1283.1250</b>	<b>1286.7500</b>	<b>-3.6250</b>

**School District No. 51 (Boundary)**  
**Enrolment**  
**As of September 30, 2017**  
**Compared to September 30, 2016**  
**Head Count**

	September 30, 2017	September 30, 2016	Increase (Decrease)
<b>Secondary</b>			
BCSS	127	125	2.0000
GFSS	364	356	8.0000
<b>Elementary</b>			
BES	9	13	(4.0000)
Big White	28	41	(13.0000)
CLES	82	76	6.0000
GWD	28	33	(5.0000)
Hutton	266	264	2.0000
MES	43	39	4.0000
Perley	230	226	4.0000
WBES	74	87	(13.0000)
<b>Alternate School</b>			
Walker	35	33	2.0000
<b>Total</b>	<b>1286.0000</b>	<b>1293.0000</b>	<b>-7.0000</b>



# September 2017 Report

Director of Learning

Doug Lacey

## Staff Learning and School Visits

- September 5<sup>th</sup> to 27<sup>th</sup> – Was part of intake meeting for various new students to Walker Development Centre – Junior and Senior Programs
- September 5<sup>th</sup> – Visited Grand Forks Secondary, Hutton and Perley Elementary Schools on start-up day
- September 5<sup>th</sup> – Presented at Grand Forks Secondary opening day Staff Meeting – District/Regional Environmental Education Initiatives and Redesigned Curriculum tools
- September 6<sup>th</sup> – Organizing call with Leyton Schnellert for WKTEP visits in September
- September 6<sup>th</sup> – Visitation to classrooms in Greenwood and Midway Elementary Schools and meeting with the Principal
- September 7<sup>th</sup> – participated in District Leadership Team Go-To-Meeting
- September 7<sup>th</sup> – Visitation to classrooms at Christina Lake Elementary School
- September 14<sup>th</sup> – Participated in Principal/Vice Principal/Senior Leadership Team training on “Navigating Difficult Conversations with Ease and Expertise” with Raj Dahsi of Turning Points Resolutions
- September 15<sup>th</sup> – Participated with Walker Development Centre, Hutton, Perley and Boundary Central Secondary staff pro-d on “Cooling the Flames of Defensiveness” with Raj Dhahi of Turning Points Resolutions
- September 19<sup>th</sup> – Visited Hutton Elementary and Grand Forks Secondary to observe WKTEP student teachers in classrooms with District teachers
- September 26<sup>th</sup> – Participated in the Ministry Foundation Skills Assessment Webinar
- September 28<sup>th</sup> – Visited Perley, Hutton, Walker, and Grand Forks Secondary School sites during the Redesigned Curriculum Day
- September 26<sup>th</sup> – Participated in the Ministry Webinar on Redesigned Curriculum for Grade 10 -12 Arts Education
- September 29<sup>th</sup> – Co-Facilitated first all-day session with Leyton Schnellert of the Co-Learners Inquiry Group (18 teachers participating for 2017-18 school year)
- September 29<sup>th</sup> – Participated in Terry Fox Run in Midway with Boundary schools

## **Aboriginal Education**

- September 13<sup>th</sup> – 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 13<sup>th</sup> – 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 at the school for this year.
- September 13<sup>th</sup> – Chaired the regular meeting of the Boundary Aboriginal Education Advisory Council

## **Community Partnerships**

- September 11<sup>th</sup> – Chaired meeting of the Boundary Integrated Services Model meeting.
- September 12<sup>th</sup> – Participated in the planning meeting with Amy Allen and Becky Dean regarding school mental health support
- September 12<sup>th</sup> – Attended the regular monthly meeting of the Board of Education
- September 18<sup>th</sup> – Sat on hiring team for new classroom teacher for Midway Elementary School
- September 19<sup>th</sup> – Participated in the planning meeting with Amy Allen and Becky Dean regarding school mental health support
- September 19<sup>th</sup> – Participated in the meeting of the Boundary Local Action Team for Child Youth and Metal Health and Substance Use.
- September 20<sup>th</sup> – Participated in a meeting of the Boundary Early Years Child Development Convening Team to continue planning of video to show case early years serves across the Boundary.
- September 25<sup>th</sup> – Participated in a working session of the “Opioid Dialogue” Steering Committee
- September 27<sup>th</sup> – Participated in the regular SD 51 Managers meeting
- September 27<sup>th</sup> – Participated in HELP Middle Development Years Index (MDI) Administration Webinar for 2017.

## 2017-18 GFSS Growth Plan

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

Through our scanning process, departments reviewed progress from this current year based on the following questions:

**What progress has been made on your department actions? Have you completed the tasks you set out? What impact have they had on student learning? What data do you have to measure this impact?**

Staff then identified key takeaways from our student survey (school based) and consolidated common points as a whole group:

#### **Key takeaways from student survey:**

- # of students who thought they were doing their best (too high)
- Worried about results in diversity...too low
- Safety was low...would merit further investigation...is this linked to social media?
- Student connectedness to school vs teacher (how do we get kids to buy in?)
- Liked two adult connection...positive
- Teachers doing too much pushing....kids need to push themselves
- Library as a focus was positive

Departments then reviewed our 5 year data (exam results, graduation rates, etc) and department feedback based on this years strategies.

- **Focusing** - Using information from your scan, what do you need to focus on to support your students?
- Is there compelling evidence to suggest we need to change our growth plan goals

#### **As a follow up to our meeting, here are a few of the key points:**

- Departments felt there was no compelling reason to shift away from our current goals but rather adjust some of the strategies being used
- Some concerns about wording and follow up questions from the student survey. We will go through the survey at last staff meeting in June and make adjustments/add questions while it is fresh in people's minds

#### **Key feedback regarding adjustments based on student feedback to current goal areas:**

- Work on building a clearer picture of what it looks like to be a good critical thinker (communicate descriptors to students)
- A feeling that emotional safety being impacted by social media which may have contributed to student data that raises a flag
- What does it mean to work at your best....do more around this disconnect (academic and career application)...connecting work habits to career. Better descriptors needed in areas connected to effort/work habits

**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 a school community that values diversity and demonstrates acceptance for all

**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

**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?*

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

**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?

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



Name: Bo Macfarlane

**1. Scanning: What has your school community chosen for Growth Plan topics?**

Why was this chosen by your staff and school community?

1. How do we improve our students' enthusiasm for learning?

**2. Focusing: Using information from your scan, what do you need to focus on to support the school community successfully implementing the school growth plan?**

1. 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 achievement can be improved.



**3. Developing a hunch: What is leading to this situation? How are you and your staff contributing to it?**

As a staff, we are focusing on teaching the Core Competencies and developing a self-assessment tool for students. The hunch is that when students reflect on and set goals for their learning, their motivation to be an active participant in their learning will improve.

We are exploring a "Flex Timetable". The Hunch is that with more and varied options, students will become more independent and self-directed.

**6. Checking: Did your efforts make a positive difference in the successful implementation of your schools Growth Plan?**

Did the self-assessment rubric and regular reflection have a positive effect on students desire to work to their ability?

Based on our research and discussions will we switch to a flex timetable for the 2018-19 school year and what model will we use?

**5. Taking Action:**

*We will implement the rubric for each semester.*

*All staff will be given an opportunity to visit schools using a flex timetable. As a staff, we continue to research the pros and cons of a flex timetable.*

**4. Learning: What learning will you pursue to positively mobilize the school community to successfully implement your school's Growth Plan?**

All staff are learning to use the Core Competencies through practice. We are working together to develop the student self-assessment rubric.

Teachers will visit schools using a Flex timetable and see it in action.

\* This document is based on the work of Judy Halbert and Linda Kaser

**1. Scanning:** *What has your school community chosen for Growth Plan topics?*

Why was this chosen by your staff and school community?

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

Mental health issues are pervasive at BCSS. Many of our students have experienced significant trauma in their lives. Drug and alcohol use is high. Of our 130 students, 40 are receiving some sort of counselling (more could use it but won't engage). This leads to high absenteeism, apathy and poor achievement for a number of our students.

**2. Focusing:** *Using information from your scan, what do you need to focus on to support the school community successfully implementing the school growth plan?*

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

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



**3. Developing a hunch:** *What is leading to this situation? How are you and your staff contributing to it?*

If our staff is aware of and embraces the fact that mental health issues are a reality for many of our kids, that many have experienced significant trauma in their lives, AND we are comfortable enough to adapt daily to what they present then we will be better able to support their mental wellness. We know that students cannot learn until they have reached a level of health and are not living in crisis, so building supportive relationships with our students should also support their learning.

**6. Checking:** *Did your efforts make a positive difference in the successful implementation of your schools Growth Plan?*

Are our students accounted for? Is anyone "slipping through the cracks"? Is attendance, engagement and achievement improving?  
Are the students we are concerned about connected to appropriate services?  
Are more students actively engaged in healthy opportunities provided by the school such as extra academic help, sports, independent fitness pursuits, Spirit club and Aboriginal programs & cultural support?

**5. Taking Action:**

Staff will put students' mental wellbeing at the forefront, making referrals to the CYCW for appropriate support, demonstrate empathy and model strategies.  
  
As a staff, we recognize that a healthy lifestyle is important for all - particularly activity, nutrition and rest. We will continue to value and offer healthy opportunities such as our nutrition and sports programs.  
  
New PHE curriculum will offer a jumping off point for teaching about mental health.

**4. Learning:** *What learning will you pursue to positively mobilize the school community to successfully implement your school's Growth Plan?*

Thus far, we have taken part in pro-d on suicide awareness, Cooling the flames of Defensiveness and Navigating Difficult Conversations by Raj Dhasi.  
  
We are looking to have Amy Allen from Stepping Stones provide an in-service for our staff on Trauma Informed Teaching.

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

**1. Scanning:** *What has your school community chosen for Growth Plan topics?*

Why was this chosen by your staff and school community?

1. How do we improve our students prepare our students for the work force? Especially those going into the Trades?

**2. Focusing:** *Using information from your scan, what do you need to focus on to support the school community successfully implementing the school growth plan?*

1. We need to focus on preparing our students to leave school and be prepared to enter the workforce. We need to help our students be aware of the differences of school and work and help them make connections with future employers eg.apprenticeships.

**3. Developing a hunch:** *What is leading to this situation? How are you and your staff contributing to it?*

We have a hunch that if we teach students to be intentional in their planning and understand what is available to them as far as trades, ACE-It and Work Experience they will be more successful in gaining quality (skilled trades) employment

**6. Checking:** *Did your efforts make a positive difference in the successful implementation of your schools Growth Plan?*

Are our students that do not pursue university finding work in the trades with the school's help?

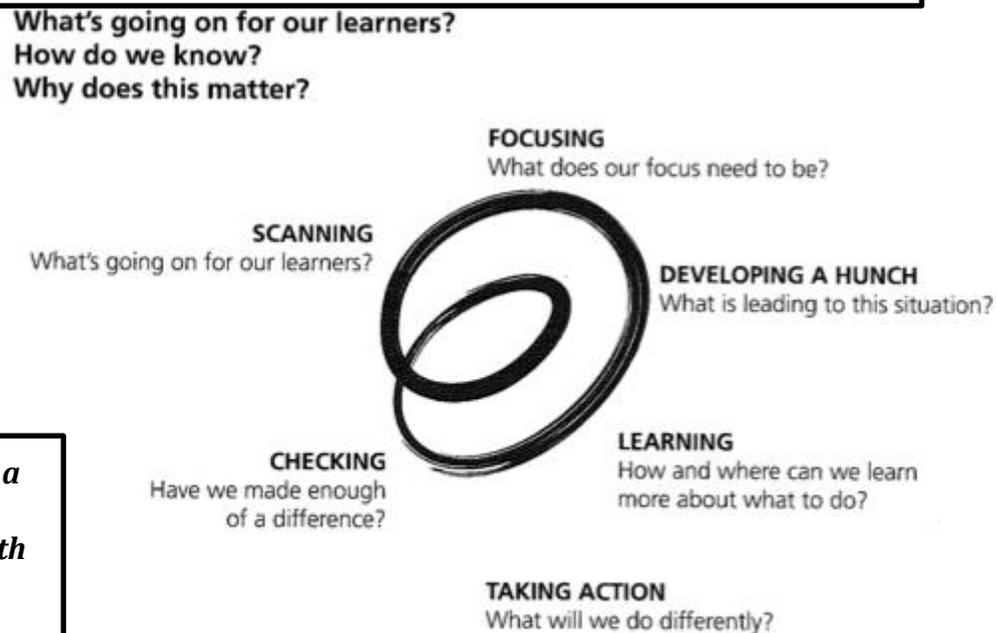
Increasing the number of students in WEX and having our first student/s in the ACE-IT program.

**5. Taking Action:**

We will encourage Trades for our kids as an alternative to university, it is not a less than alternative. We will reach out to Trades people to help with connections.

**4. Learning:** *What learning will you pursue to positively mobilize the school community to successfully implement your school's Growth Plan?*

Our learning will involve how to successfully connect students with the Ace-It program, and for staff what the best practices are to offer the program.



**The Question:**

Agenda



# Spirals of Inquiry Planning Tool

Team: CLES

Goal Area: Intellectual

<p><b>Scanning</b></p> <p>Primary: Writing work was successful last year, will make some tweaks to improve goal setting</p> <p>Intermediate: Students are not consistently demonstrating strong learning behaviours such as self-regulation and growth mindset</p>	<p><b>Focusing / Hunch</b></p> <p>Primary: Writing</p> <p>Intermediate: Learning Responsibilities including self-regulation and growth mindset (connecting effort to achievement, developing self-assessment and reflection)</p>
<p><b>Learning</b></p> <p>Primary: Writing workshop at Super Conference</p> <p>Intermediate: Self-regulation workshop or web-based learning</p> <p>Resources: 7 Skills for writing success in 20 Minutes a day (Judith Olsen)</p>	
<p><b>Taking action</b></p> <p>Primary: Work on adding primary writes to beginning, middle, and end of the year</p> <p>Intermediate: Develop a common language around leadership (involve students in this process so they will be better able to self-assess), self-assessment, and self-regulation</p> <p>Add a weekly writing reflection where students focus on gratitude</p>	<p><b>Checking</b></p> <p>Primary:</p> <ul style="list-style-type: none"> <li>*Spring Read and Writes</li> <li>*Teacher observation</li> <li>*Class work</li> </ul> <p>Intermediate:</p> <ul style="list-style-type: none"> <li>*Teacher observations</li> <li>*Classroom experiences and examples</li> <li>*Student self-assessment</li> <li>*Agenda use</li> <li>*Incidents of forgetfulness/disorganization</li> <li>*Citizenship rubric for each student at the end of the year</li> </ul>
<p><b>Celebration</b></p>	



**Spirals of Inquiry Planning Tool**  
**Team: CLES**  
**Goal Area: Human and Social**

<p><b>Scanning</b></p> <p>Primary: Need to deal with social/emotional needs of many of our students</p> <p>Intermediate: We are noticing a significant need for our students to deal with and manage their emotions and consider the needs of others alongside their own needs. A new goal in this area should focus on giving students friendship skills and helping them to manage emotions</p>	<p><b>Focusing / Hunch</b></p> <p>Primary: Managing emotions and dealing with anxiety</p> <p>Intermediate:</p> <p>CLES: Managing emotions and dealing with anxiety; developing friendship skills including reciprocity</p>
<p><b>Learning:</b></p> <ol style="list-style-type: none"> <li>1. MindUp Program – looked at this on Sept. 19</li> <li>2. TRIBES Program – looked at this on Sept. 19</li> <li>3. Amy Allen Anxiety presentation – hopefully before Christmas</li> <li>4. Art Therapy – Time TBA but we are hoping to connect with one soon</li> <li>5. Social Skills Improvement System – Toni has done ProD and will share with staff</li> <li>6. Look into Daily Circle/Morning Meeting idea (Darcy Deacon at Eagleview Elementary)</li> </ol>	
<p><b>Taking action</b></p> <p>Primary: MindUP Program, Fun Friends Program,</p> <p>Intermediate : TRIBES program for resiliency</p> <p>Whole School:</p> <ul style="list-style-type: none"> <li>- Daily breathing in classrooms (5 mins at the start of the day and again after lunch)</li> <li>- School-wide stretching and breathing on key days of the year (Oct 16, Dec. 18, Jan. 8, Feb. 19, March 12, April 3, April 9, May 28)</li> <li>- SSIS (Social Skills Improvement Program) class wide intervention programs</li> </ul>	<p><b>Checking</b></p> <p>Teacher anecdotes and observations</p> <p>Student check-ins (oral or written reflections)</p> <p>Time of breathing/sitting still – watch progress in each class over the year</p> <p>End of year social skills assessment (SSIS program)</p> <p>Ask students on regular basis – what are you learning about managing your emotions? (this could be done using random samples and video interviews; written reflections by older students; a buddy project where older students scribe for younger students etc.)</p>

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**Celebration**

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**Spirals of Inquiry Planning Tool**  
**Team: CLES**  
**Goal Area: Career Development**

<p><b>Scanning</b></p> <p>Primary: Continue to work on giving more experiences in this area</p> <p>Intermediate: Students need to focus on their day-to-day leadership skills including caring for the needs of the community. These are important aspects of career development that link to the rest of the growth plan focusing on leadership.</p>	<p><b>Focusing / Hunch</b></p> <p>Primary: Expanding Maker's Day, coding and computational thinking experiences</p> <p>Intermediate:</p> <p>CLES: Caring for the needs of the community (leadership)</p>
<p><b>Learning</b></p> <p>Primary: Lightbot training</p> <p>Intermediate: Lightbot training; Look at Albany Sr. High school in Auckland to learn about their Impact Projects</p> <p>Look at how the core competencies tie into the goal of caring for the needs of the community</p>	
<p><b>Taking action</b></p> <p>Primary: Maker's Day</p> <p>Intermediate: Maker's Day; monthly reflection on how they are doing as role models; service hours and volunteerism in the community</p> <ul style="list-style-type: none"> <li>*Earth Day clean up – assigned areas for each class</li> <li>*Noxious weed pulling in spring</li> <li>*Bottle drive participation</li> <li>*Connect with seniors in the community?</li> <li>*Food bank drive a few times a year</li> <li>*Random Acts of Kindness – brainstorm with class what they could do in school/community</li> <li>*Impact projects with 6/7s?</li> </ul>	<p><b>Checking</b></p> <p>Maker's Day Reflections (staff, students, and parents)</p> <p>Bottle Drive/volunteerism attendance</p>
<p><b>Celebration</b></p>	



**Spirals of Inquiry Planning Tool**  
**Team: Big White Community School**  
**Goal Area: Career Development**

<p><b>Scanning</b>          What do you already know about your learning and about the learners in the classes you work in or support</p> <p>Intermediate: Addressing leadership through life financial experiences using the tools of the “The Real Game”. They are very inexperienced in budgeting and career options. Real life experiences.</p> <p>Primary: Students enjoy hands on experiences in primary. Continued work with technology and career skills my blueprint, coding, foods (cooking, baking) giving kids experiences.</p>	<p><b>Focusing</b>          Choose one particular aspect of the area/issue and/or an inclusive lens or competency that you want to focus on or develop. Compose a question that you would like to explore.</p> <p>Intermediate: What are some methods to have students better understand the importance of education for a career and budgeting in all aspects of life.</p> <p>Primary: Creating more hands-on experiences and allowing students to express themselves through foods, career and technology.</p>
<p><b>Learning</b>          What do you need to learn more about in order to answer your question?</p> <p>Whole school:          Access people with business and financial experience to convey to students.          Field trips to businesses and places of work          Computational experiences through district initiatives</p>	<p>What resources/people can help or support you through your inquiry?</p>
<p><b>Taking action</b>          What steps will you take as you prepare to undertake this application of your learning to practise?</p> <p>Intermediate: Purchase the real game resource and use it to guide students thorough the program.</p> <p>Primary:</p>	<p><b>Checking</b>          How will you know that you’ve made a difference? What kinds of evidence will you gather / what will you pay attention to you to help you know the impact of your action plan/inquiry?</p> <p>In class observations          Discussions</p>

# Spirals of Inquiry Planning Tool

Team: Big White Community School  
 Goal Area: Human and Social

<p><b>Scanning</b>          What do you already know about your learning and about the learners in the classes you work in or support</p> <p>School based goal: We have a very big spread of ages of children with few students in each grade so it is difficult to create friendships and bonds. Students need ways to deal with emotions constructively and noticing conflicts between students.</p>	<p><b>Focusing</b></p> <p>We need support with emotional and feelings. Creating better sense of well-being. Creating stronger student connections within the school. Building larger learning community outside of Big White School</p>
<p><b>Learning</b>          What do you need to learn more about in order to answer your question?</p> <p>Possibility of getting in the following professionals at Big White:</p> <p>Connecting with other schools in district          Amy Allen – feelings and emotions          Leadership speaker – councillor          Possible Art therapy – Rosanna at West Boundary - When we travel          Friendship Building program (FRIENDS) / Mind up program          – Looking into these possibilities</p>	
<p><b>Taking action</b>          What steps will you take as you prepare to undertake this application of your learning to practise?</p> <p>Whole School Goal          More collaboration between classrooms (art projects, buddy reading, team building)          Events where Intermediates can be leaders for younger kids in other class and within their class.</p>	<p><b>Checking</b>          How will you know that you've made a difference? What kinds of evidence will you gather / what will you pay attention to you to help you know the impact of your action plan/inquiry?</p> <p>Observations          Parent check-ins          Verbal/written anecdotes</p>

# Spirals of Inquiry Planning Tool

Team: Big White Community School  
Goal Area: Intellectual

<p><b>Scanning</b> What do you already know about your learning and about the learners in the classes you work in or support</p> <p>Intermediate: Focused learners and struggle with mechanics, conventions and the writing process (specifically pre-write and editing). Students need more attention to detail.</p> <p>Primary: Positive and receptive group of kids. Ask lots of questions. Focus on creating math groups for a multi-level class.</p>	<p><b>Focusing</b> Choose one particular aspect of the area/issue and/or an inclusive lens or competency that you want to focus on or develop. Compose a question that you would like to explore.</p> <p>Intermediate: How to get students a stronger interest and responsibility and pre-writing and editing to produce better quality work in all areas.</p> <p>Primary: How to structure appropriate math time for 4 different levels of math ability.</p>
<p><b>Learning</b> What do you need to learn more about in order to answer your question?</p> <p>Intermediate: Involved in BCTF peer group working with other teachers to enhance teaching practice (especially with multi grade class)</p> <p>Primary: Conversing with Carole Fullerton to implement best practice for multi-level class</p> <p>Asking teachers in School district with similar class compositions</p> <p>Carole Fullerton Pro-D</p>	
<p><b>Taking action</b> What steps will you take as you prepare to undertake this application of your learning to practise?</p> <p>Intermediate: Daily editing practices, reads and writes, using 5 point writing scale within class assignments.</p> <p>Primary: Focus on Number sense using hands on manipulatives, games, iPad, while supporting with jump math text book.</p>	<p><b>Checking</b> How will you know that you've made a difference? What kinds of evidence will you gather / what will you pay attention to you to help you know the impact of your action plan/inquiry?</p>

# Dr. D. A. Perley Elementary School

## 2017-18 Growth Plan

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

Through our scanning process, staff and parents together looked at school survey results (primary and intermediate) and the ministry satisfaction surveys (for grade 7 only). They also looked at MDI results for grades 4 and 7, FSA data (5 years trends) and teacher anecdotal comments on student learning. Two questions were added to the teacher anecdotal surveys asking teachers about their learning with students around Executive Function, and the impact it did or didn't have on student learning. After looking at the data in small groups of teacher and parents, the whole group came back together to discuss the data and what it might mean for moving forward in our school growth plan. The issues discussed were:

- In the school-wide writing results, only 52% of students improved one level or more on the 5-point scale and 44% stayed the same. 4% of students dropped at least one level.
- FSA writing results (grade 4 - 76% and grade 7 - 74%) are significantly lower than the provincial writing scores for the last few years.
- Writing continues to be a cause of anxiety for many students (teacher anecdotal)
- Some students still struggle to organize themselves and their belongings (teacher anecdotal)
- Lack of organizational skills/incomplete and missing work creates anxiety (teacher anecdotal)
- Reading for fun is not rated very highly for grade 4s (65% never read or read for less than a half hour each week) (MDI)
- Both grade 4 and 7 MDI show our students are below the average in sleep and nutrition
- Problem solving skills are weak for many students (teacher anecdotal)
- 40% of grade 7 students do feel the adults at school are important to them (MDI) - this number is 1% lower than last year, and all agree it is too low.
- Student anxiety continues to be an issue for many students (teacher anecdotal, student support services and MDI surveys)
- Positively, 100% of our students indicate they will graduate and 97% feel they will go further in education/training after high school.

- 80% of grade 7s have a meal at home with an adult.

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

After looking this year's growth plan and the collected data the group agreed that there was nothing compelling in the data to indicate a shift or change in direction was necessary. We concluded that we needed to carry on with our focus on Executive Functioning skills and how we can expand our instructional strategies to develop executive functioning skills for all students when both problem solving with written or oral expression .

There was some discussion about basic math skills and the need to improve those. We agreed that there will always be a focus on basic skills (times tables, spelling, etc.), but that overall focus upon writing skills shall remain the focus for the growth plan.

**Intellectual:** We need to continue to focus on developing the Executive Functioning (EF) skills in our students. Most teachers focused on the organizational aspect of EF this past year and many report that it has made a difference for many students and was an important area of focus. This year we will make the shift to some of the other areas of EF to focus on. How do we connect EF skills to improve overall writing ability? While maintaining a focus on the organizational aspects we will need to look at areas of Initiation (starting a task or activity, generating ideas, making lists with dates, setting due dates for each step on the list, and problem-solving when challenges to the goal arise) and Working Memory (the capacity to hold information in mind for the purpose of completing a task) and Self-Monitoring (the ability to monitor one's own performance against what is needed or expected).

**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. In doing so, we will be introducing children to the skills of asking questions and self-advocacy.

**Career Development:** Critical and creative thinking, communication and social responsibility competencies are important to career development choices as students get older. We will continue to develop strategies to improve critical and creative thinking and we will continue to 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.

Intellectual: If we can provide opportunities for students to develop Executive Functioning skills ie: (identifying the problem (hunger) asking for something that addresses the problem (food) in the form of advocacy, we should see an overall improvement in self-advocacy, learning and achievement with students feeling empowered to identify what they need and how to ask for these needs to be met.

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 as they can read instructions, questions, and read of meaningful details that relate to the tasks being asked of them in their reading and writing tasks.

Human and Social: As we have done for the last few years, we need to continue to build a school community that is welcoming, kind and supportive. We know that students who face challenges in their lives rely very heavily on their schools for emotional support. We need to build a better understanding amongst our adults and student peer group of what life is like for students outside of school to better understand how to support these students at school (Emotionally and Academically). A great example of this is a grade six student who knows how a friend is always hungry. In a quiet conversation the student shares he packs extra food to give to his buddy at lunch time. And perhaps this is a hook for this grade six student to come to school himself... care of and for his friend.

Career Development: This is an area that the entire staff will need to look at to ensure we are meeting curricular and reporting obligations. The curriculum is new so we will need to spend time with it to gain an understanding of how to implement it and report on it.

**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?***

Intellectual: Last year, most staff members focused on the planning, organizing and organizing materials aspects of Executive Function. Many reported seeing improvement and felt it was important to maintain the focus on these areas. This year we need to focus on areas that will have a direct impact on improving writing. How do we help students initiate tasks (generate ideas, responses and problem solving strategies), plan and organize (manage current and future task demands) and self-monitor (the ability to monitor their own performance against some standard of what is needed or expected). If we can develop specific strategies (age/grade appropriate) for our students, writing should be an activity that improves as they are able to plan and organize, initiate their task and then self-assess to monitor their efforts. This learning will be school based starting on the September 15<sup>th</sup> NID. Individuals and grade groups will research, discuss and commit to strategies for their classes to share at our October 4<sup>th</sup> NID. All classes will take part in the school-wide writing assessments in early October. For the October provincial NID, staff will be encouraged to attend workshops that can be applied to our school goal. We will continue to use staff meeting time to share and discuss strategies, success and challenges.

Human and Social: Time at staff NIDs and staff meetings will be used to share ideas amongst the staff and grade groups about how teachers work to make their classrooms and the school a kind and supportive environment. How to reduce anxiety for students and families is important. This learning will be done as a staff and in grade teams.

Career Development: Will use our staff curriculum day to learn more about the Career Education curriculum and the Applied Design, Skills and Technology create a plan for the school to ensure the big ideas are evident in each class. This learning will be school-based in grade teams. As the year progresses we will need to determine how best to communicate student learning and understanding to parents.

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

At our NID on September 15<sup>th</sup>, staff began work on researching and planning for their classes in the areas of developing Task-Initiation, Working Memory and Self-Assessment. On October 4<sup>th</sup>, teams will report on the strategies they are implementing. We will follow up on how things are going and throughout the year during sharing sessions at Staff meetings and at our NID on February 2<sup>nd</sup>. Staff will also have the opportunity to share their learning from the Co-Learners work, Shelley Moore sessions, Carole Fullerton's math sessions and from the Inquiry cohort.

Kindergarten and Grade 1 team:

Grade 2/3 team:

Grade 4/5 team:

Grade 6/7 team:

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

School-wide writing results and FSA scores

Student surveys (School-based, MDI and Ministry satisfaction)

*What are the specific steps in writing that I can specifically teach the student to recognize, understand, plan for and implement in their writing to reach the "meeting expectations" criteria on our assessment rubrics?*

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

- 1. We will have 75% of the population showing improvements in writing based upon school wide writes by May 2018.**
- 2. Greater than 50% of our students will identify the enjoyment and value of being a strong writer, typist, or oral communicator when sharing ideas or connections to ideas, curricular topics or other literature (of personal interest or teacher directed) on MDI surveys.**
- 3. Teachers will identify two ways that they have changed their classroom management and organizational structure to support the success for students meeting daily routine deadlines and larger project deadlines to within 3 days of due dates.**

### Scanning:

- Disconnect between ability & learning \*Ma 7 \*Gr 4 Writing
- Math Anxiety (Grade 7)
- Lack of independence
  - \*"I need help" before starting
  - \*students dislike the... "struggle"
- Overwhelmed with lives (homes); kids not ready to learn; disconnected
- Weak writing \*teacher point of view but provincially higher.
- Enrichment?
- Overall tone during lunch, transitions/bells (hallway etiquette)

### Hutton 2017/18

#### Focusing:

- 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
- little depth in writing/reading (i/c)
  - \*inference and justification
- Overall tone
  - Calm; self-regulation (s/c)

### Developing a hunch:

- How will teaching Mind Up curriculum empower our learners to be more independent, reflective & resilient and thus more successful academically?
- How will teaching and modelling respectful behavior and manners influence the connectivity and thus the social/emotional well-being of all our learners including staff and students?

### Learning:

During our Collaborative Tuesdays, we will focus on:

- MindUp Curriculum
- developing our leadership opportunities for all students but significantly our grade 5/6/7's
- developing a tracking tool for our intellectual goal to measure resilience and growth mindset versus defiance and non-performance (Case Study or teacher anecdotal)

### Checking:

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

We will know we have made an impact...

- intellectually** by measuring resilience and growth mindset versus defiance and non-performance
- socially** by observing changes in personal responsibility & growth in our school culture (looking specifically for an improvement in behavior when students are not being directly supervised. We would be actively looking for a decrease in vandalism, foul lang., fighting and an improvement in hallway, library, bathroom, playground, field etiquette.
- with the **Career** goal: by monitoring the leadership opportunities with students and seeing if there is a decrease in peer conflict during play time at lunch and recess specifically in more 'hands on' play like hockey, Cops n Robbers, sharing on the apparatus...



### Taking Action:

To support our 2016-17 growth plan Hutton has purchased and will implement the MindUp books through the Goldie Hawn Foundation. We will also continue to teach behavior and manners school wide, although our focus will shift to school wide expectations 'when no one is watching' specifically teaching to office etiquette, transition expectations and behavior expectations in the library, gym, bathrooms, hallways, playgrounds, fields, etc.

We have implemented the Hawkometer, which is a natural evolution of the Principals 100 Club and a continuation of the HAWKS program. Instead of granting individual rewards for HAWK cards, the HAWKS collected per class are tallied on the Hawkometer per class and school-wide. The common goal classes are striving for will be a school wide outdoor winter &/or summer celebration. Another twist to the HAWKS program is the Grade 7's will actively distribute Hawk cards as they see positive, kind, hardworking, and resilient behavior. Not only will this increase expectations of student behavior from peers but it will also force students to look for the positive rather than the negative and be reflective in their own behavior as they distribute and receive HAWK cards.

Agenda

## 4-Schools Growth Plan 2017-2018

### **Scanning:**

Students improving their reading skills and self-efficacy, seeing themselves as readers. They are not having the same success with writing. Low confidence and no transfer to improved writing skills (FSA, Fall and Spring assessments, teacher anecdotal, student reflection).

Students continuing to struggle with self-regulation and anxiety continues to be a challenge for many of them. Students' use of self-regulation language is decreasing. Many students do not go outside by choice – prefer to be eyes on screen (MDI, teacher anecdotal, student behaviour tracking, student survey).

When students have the opportunity to work with their interests, we see increased engagement. Many students, however, feel disconnected with the learning and its application to the outside world (teacher/parent anecdotal, student survey).

### **Focusing:**

#### *Intellectual:*

How do we help students gain confidence in their writing abilities, take ownership of their learning and improve their writing performance?

#### *Human/Social:*

How do we help students connect the ability to self-regulate with their natural environment through experiential learning/First Peoples Principles of Learning?

#### *Career Development:*

How do we encourage students to make meaningful connections to their strengths and interests so as to better understand self and make goals.

### **Developing a Hunch:**

#### *Intellectual:*

Students will improve their writing when teachers use effective feedback with them (feedback is descriptive and relates to learning goals and success criteria).

#### *Human/Social:*

Students will learn self-regulations skills and understand how nature is a part of a balanced, healthy lifestyle through experiential learning (First Peoples Principles of Learning).

#### *Career Development:*

Through the use of MyBlueprint and All About Me, students will develop a sense of their strengths and interests, and begin to work on goals for themselves.

## **Learning:**

- All goals connected to monthly PLC – use of learning journals, sharing partner
- What is effective feedback? Coaching sessions on descriptive feedback, learning goals and success criteria.
- Field trip to Creston
- What is nature deficit? How does First Peoples Principles of Learning connect with this? What is experiential learning?
- Continued use of inquiry process
- 0.25 support teacher to continue
- Exploration of MyBlueprint and All About Me

## **Taking Action:**

### *Writing:*

- Fall and spring writing assessments, collaborative marking, establishing “child-driven” data of student needs – taking these needs and creating learning goals
- Writing surveys re: students’ attitudes about writing
- Using exemplars for success criteria
- Building criteria
- Structuring feedback time

### *Human/Social:*

- 4-school coach promoting/tracking getting outside into environment, biking, First Peoples’ Principles of Learning
- Survey about self-regulating and outside
- End of year presentation about what nature means – each student does a PBL project.

### *Career Development:*

- Students using MyBlueprint and All About Me, reflecting in journals, making goals, making connections to core competencies.

## **Checking**

### *Writing:*

- Assessments (District and FSA)
- Post writing attitude survey
- Portfolio of student writing – interview about process

### *Human/Social:*

- Reflection journal and presentation

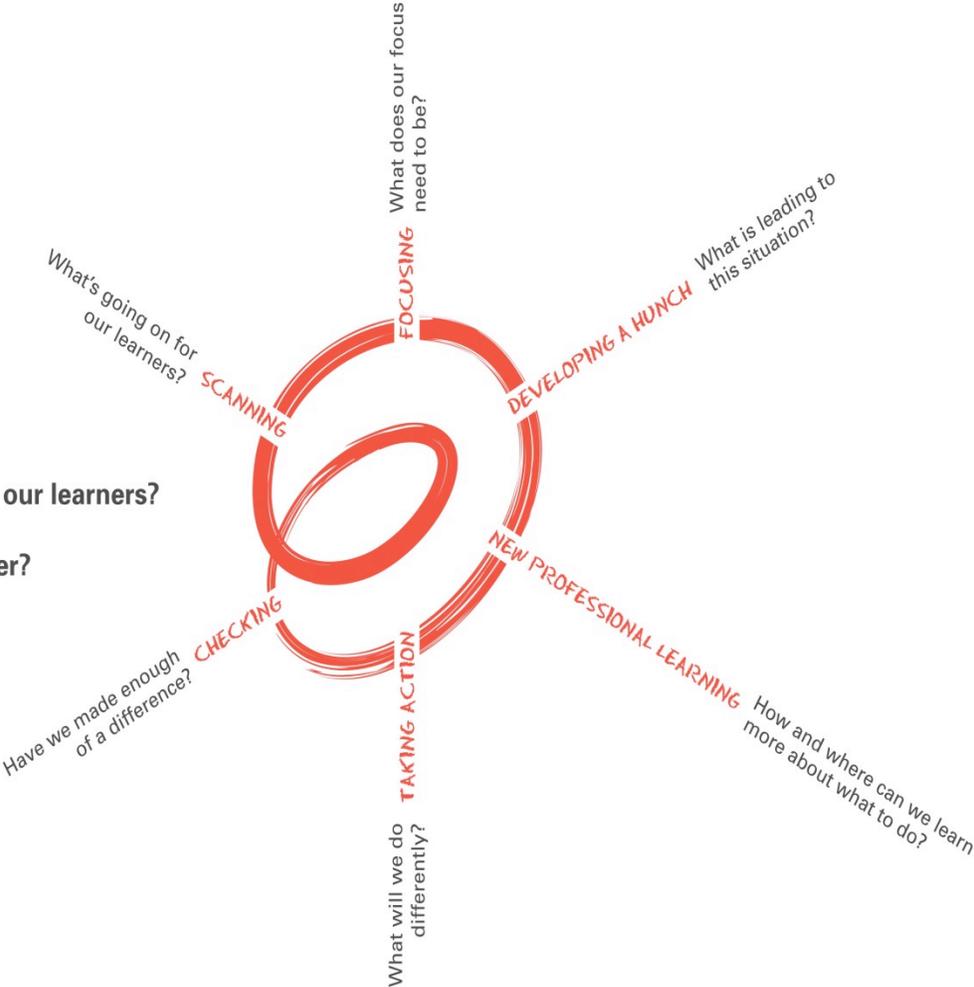
### *Career Development:*

- Student use of goal making, reflections on platform

# SPIRALS OF INQUIRY

For Equity and Quality

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



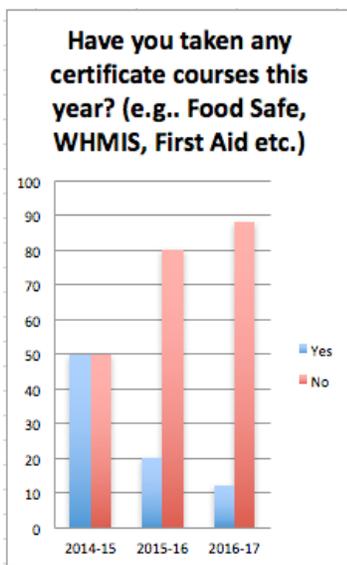
## Career Development Goal Area:

### SCANNING: What is going on for our learners?

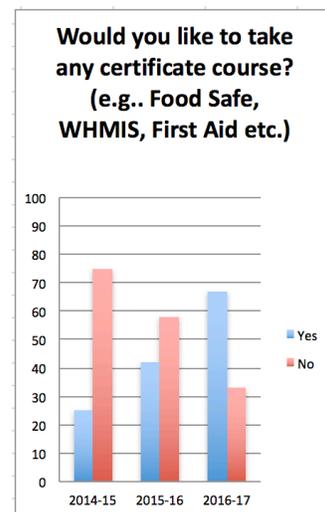
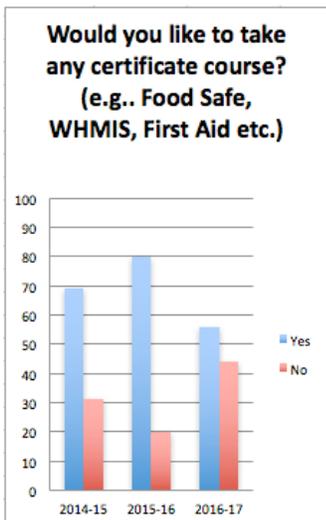
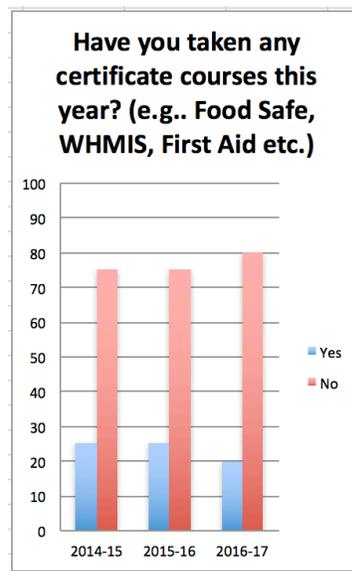
#### Student Survey Data:

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 organizations and businesses of Grand Forks.

We think that helping students to be able to make their talents, achievements, and positive attributes visible for prospective employers will allow student to become more self-aware of their strengths and self-reflective in terms of employment readiness and in terms of Core Competencies.

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

Our professional learning in this area is connected to making connections with Selkirk College to have better partnerships that facilitate WDC student connections to “Pathway” courses for greater possibilities for employment.

## TAKING ACTION – What will we do differently?

Continue to support our to take Work Experience programs and and continue to help individual students find gainful part-time employment in community.

In terms of pathways certificate courses, we are going to pursue bringing in instructors of Food Safe, WHMIS, etc. into the school during school hours to deliver courses to all our students at one time, rather than connecting students for weekend delivery at the local college.

We will continue to improve student connection to myBlueprint in order for them to make their learning, reflections and achievements visible and create digital portfolios for potential use to gain employment or further education.

We will also be designing a Digital Literacy component in which all students will complete:

- MyBlueprint online survey of their potential career “fit” and exploration of such careers
- Creation of a business letter
- Creation of a Resume (not from template)
- *More ideas to come*

## CHECKING – Have we made enough of a difference?

The data shows that our Senior Students do have a desire to take certificate courses (eg. Food Safe, etc), however they do not tend to want to commit to taking these courses during the weekends.

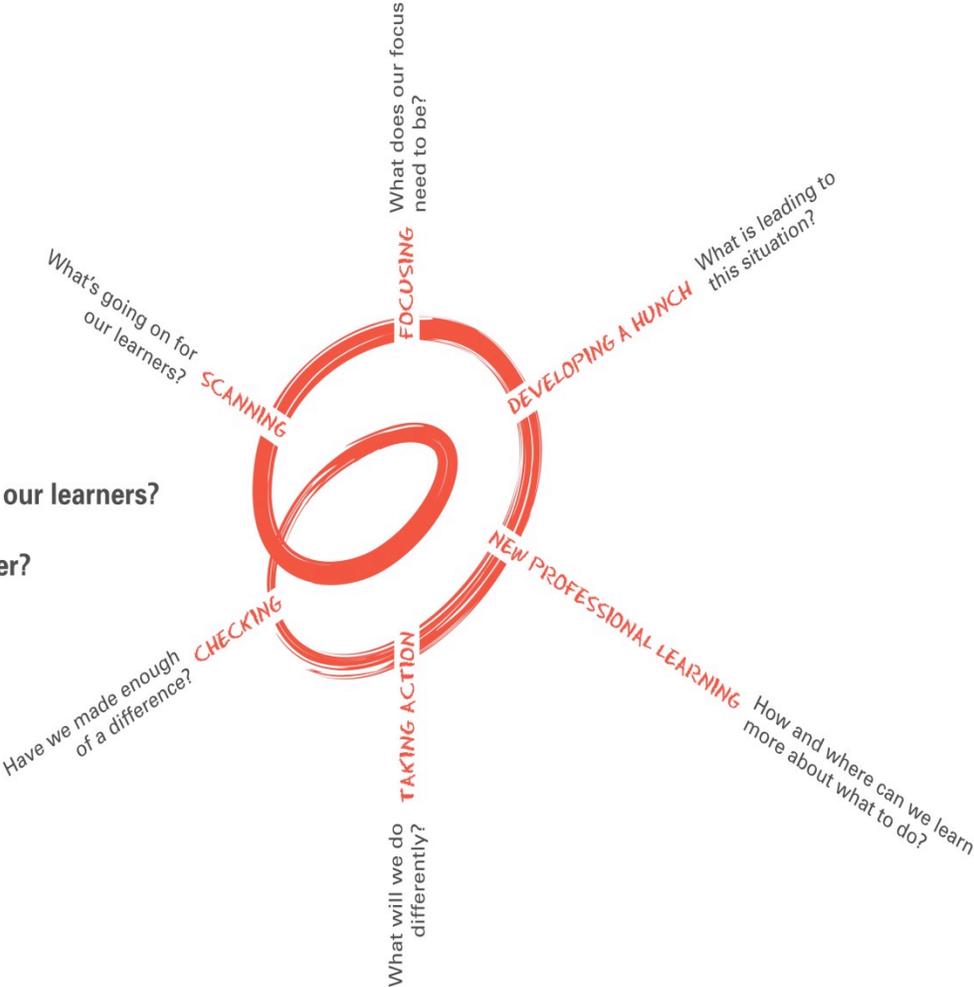
However, we have more of our students taking Work Experience (5 students) or attaining part-time jobs in community with the support and held of the Walker Staff (seven students). Those students who have taken up our offer to connect them to certification course have found gainful employment opportunities.

The data for this year shows that Junior students are less interested in taking these pathways certificate courses, we expect because so many of our Junior Students are highly involved in our Culture and Arts Program and Outdoor Education Program, and thus are being exposed to may unique opportunities.

# SPIRALS OF INQUIRY

For Equity and Quality

What's going on for our learners?  
How do we know?  
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## Human and Social Goal Area:

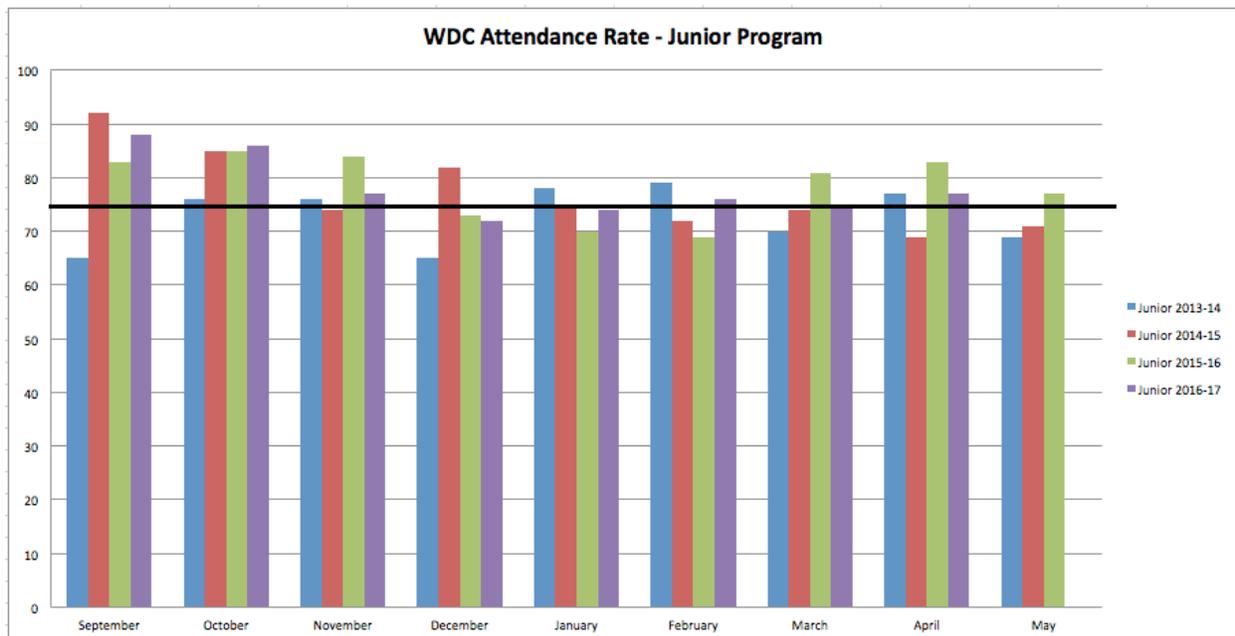
SCANNING: What is going on for our learners?

### 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.

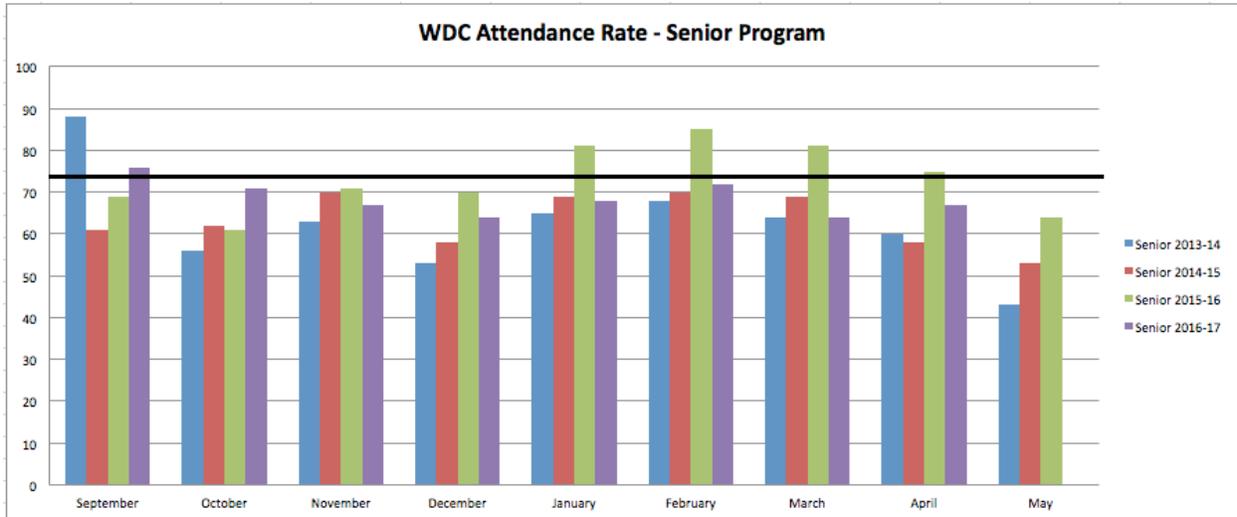
In our Junior Program we continue to find found that only several of our students in Grades 7 to 9 have high absentee rates over 40%. There are a number of reasons for this occurring; including a population of students with high levels of stress and anxiety, and personal, social-emotional and/or health 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 and **79%** for 2016-17. Our goal was to raise this to between 75 and 80%. We have attained this goal for the 2016-17 school year. Almost all months have surpassed the 75% mark for aggregate attendance rates, with only December and January 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 and **69%** in 2016-17. We have still not met our goal of **75%** aggregate attendance for

our Senior students. We have a much larger number of Senior students than normal in our program this year, with seven out of 18 students having less than 60% attendance.

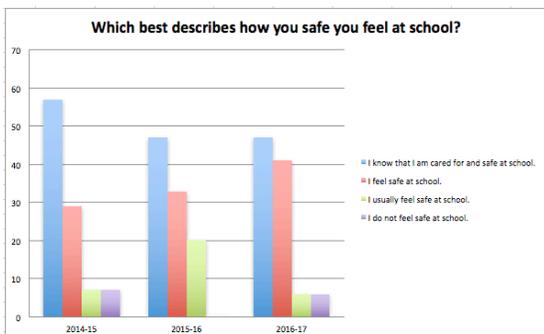


We believe that the greater the attendance rate of our students the stronger they are attached and have a sense of purpose and belonging at WDC.

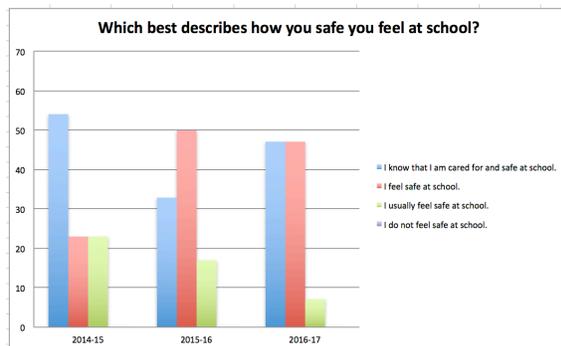
**Student Survey Data:**

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.

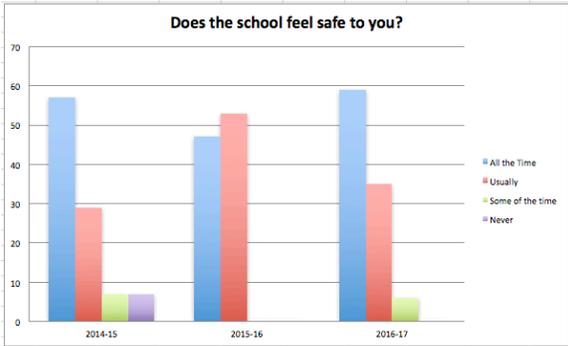
**Junior Students**



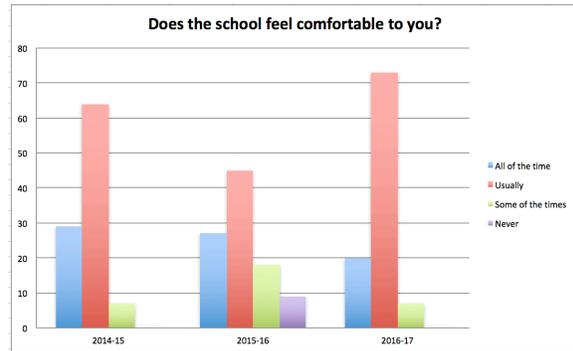
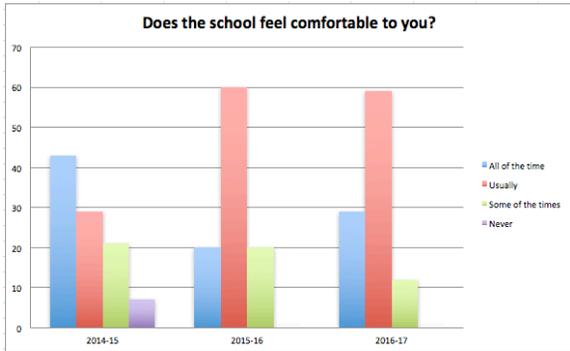
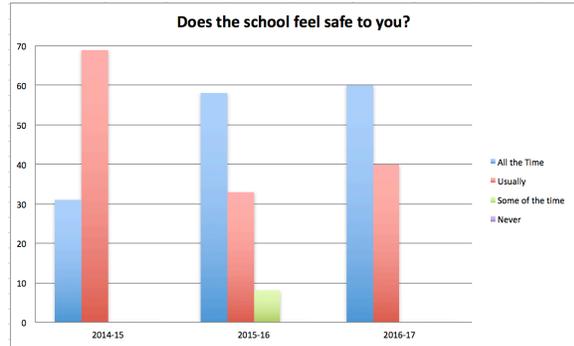
**Senior Students**



### Junior Students

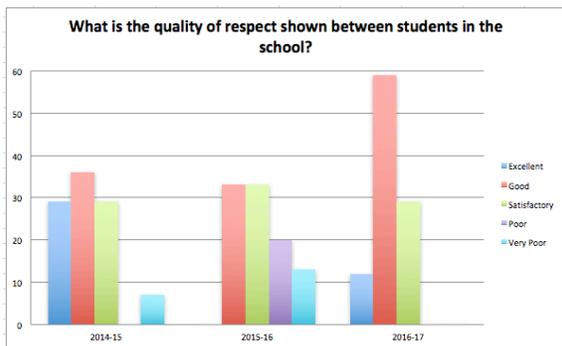


### Senior Students

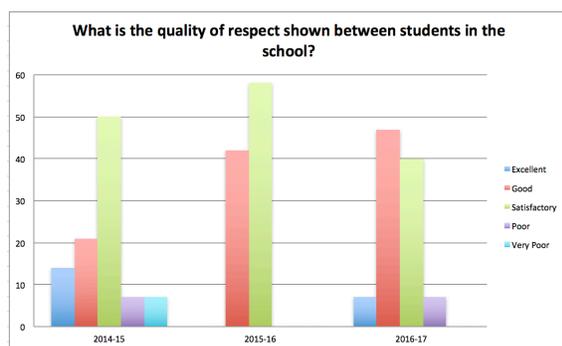


An area of some note this year is that no junior students reported poor or very poor respect shown between students, with 100% of the students reporting excellent, good or satisfactory quality of respect between students. This is a great improvement for 2016-17. Also, only 7% Senior Students reported poor level of respect between themselves. Although up from last year, the trend over all is positive.

### Juniors Students



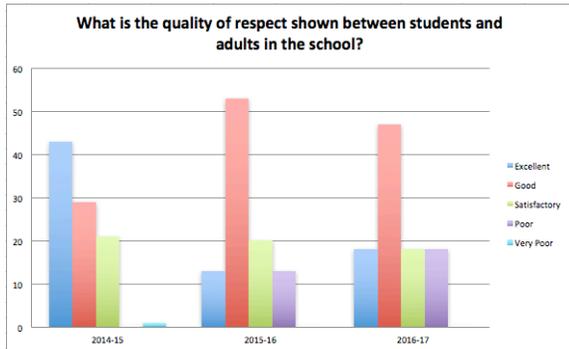
### Senior Students



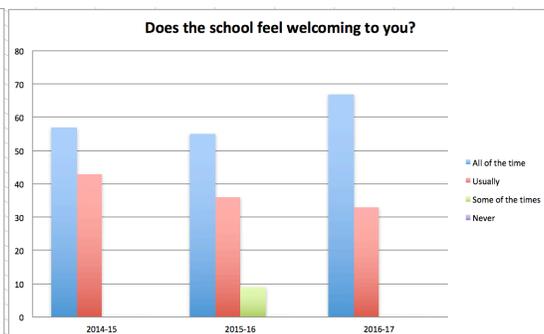
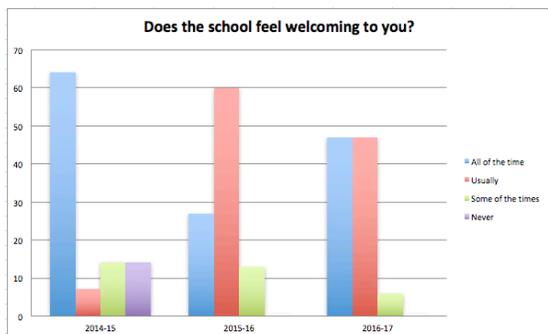
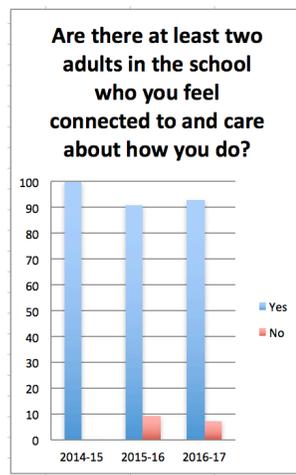
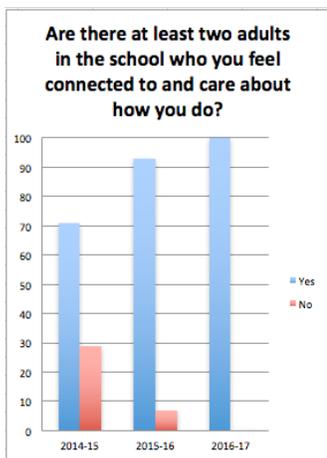
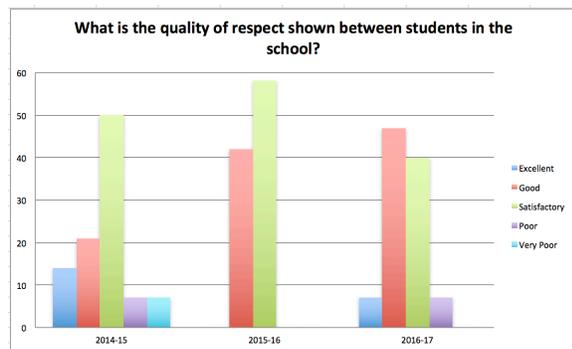
In terms of the quality of respect shown between students and staff, 82% of junior students reported that it excellent, good, or satisfactory (with over 45% reporting good), while 93% of senior students reported that the level is excellent, good, or

satisfactory (with 48% reporting good). 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.

## **Human and Social Goal Area:**

**FOCUSING – What does our focus need to be?**

We need to do more work on pro-social skills development. We have a wide spectrum of students in our small school at any one time. Though the data is saying that students are getting along better as peers, we see that they can relate to each other briefly, but over time. Some students are still prone to provoke others, which can set off our “high anxiety students.

We need to find ways to help students become metacognatively aware self-regulation techniques that works for them individually, and that tjhey must work hard not the bring the negative relationships occuring within their outside peer community and bringing issues into the school.

## **Human and Social Goal Area:**

### **HUNCH – What is leading to this situation?**

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?

As a staff, we will be reading Debra Butler and Leyton Schnellert's, Developing Self-Regulated Learners, with the hope that their concepts and ideas will inform us as we evolve our delivery of the programs discussed in the intellectual goal: Arts and Culture and Outdoor Education and Leadership.

We are also discussing how we can incorporate MindUp exercises into the morning and afternoon classrooms to support self-regulation strategies and self-awareness strategies for our students. Currently we are experimenting with a MindUp app.

## TAKING ACTION – What will we do differently?

Continuing and improving 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.

Also, increase even more the opportunities for students to interact with community members and visiting, with intent, local natural and cultural places so 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.

The Staff is becoming increasingly concerned about the use of cell phones during school time by students. This seems to have a disregulating effect on increasing numbers. The staff is interested in experimenting with the students on “No cell phone weeks” at school to see if the students notice a difference in their ability to concentrate and keep regulated.

Introduce MindUp exercises into Junior and Senior classrooms.

## CHECKING – Have we made enough of a difference?

Attendance data for our Junior program indicates that we are making a difference in student's sense of connectedness to Walker, as does the data showing an improvement in the quality of respect between students. So too, does the sense of student safety at school.

The Arts and Culture and Outdoor Education Program seems to be having the greatest positive impact on our Junior Students. Observations by staff indicate that the quality of pro-social behaviour increases markedly when students are connected to community adults in the school and in different settings.

As the student population of Walker continues to rise, the staff is very aware of the greater amount of networks of interactions that can occur between students; the demands of self-regulation and use of pro-social skills become more necessary. This is intensified by the "drama" that occurs outside of school-time. The fact that the students are reporting greater levels of respect and safety at school is remarkable.

A survey question change we want to make for next year is:

"What is the quality of respect students show staff in the school?"

"What is the quality of respect staff show students in the school?"

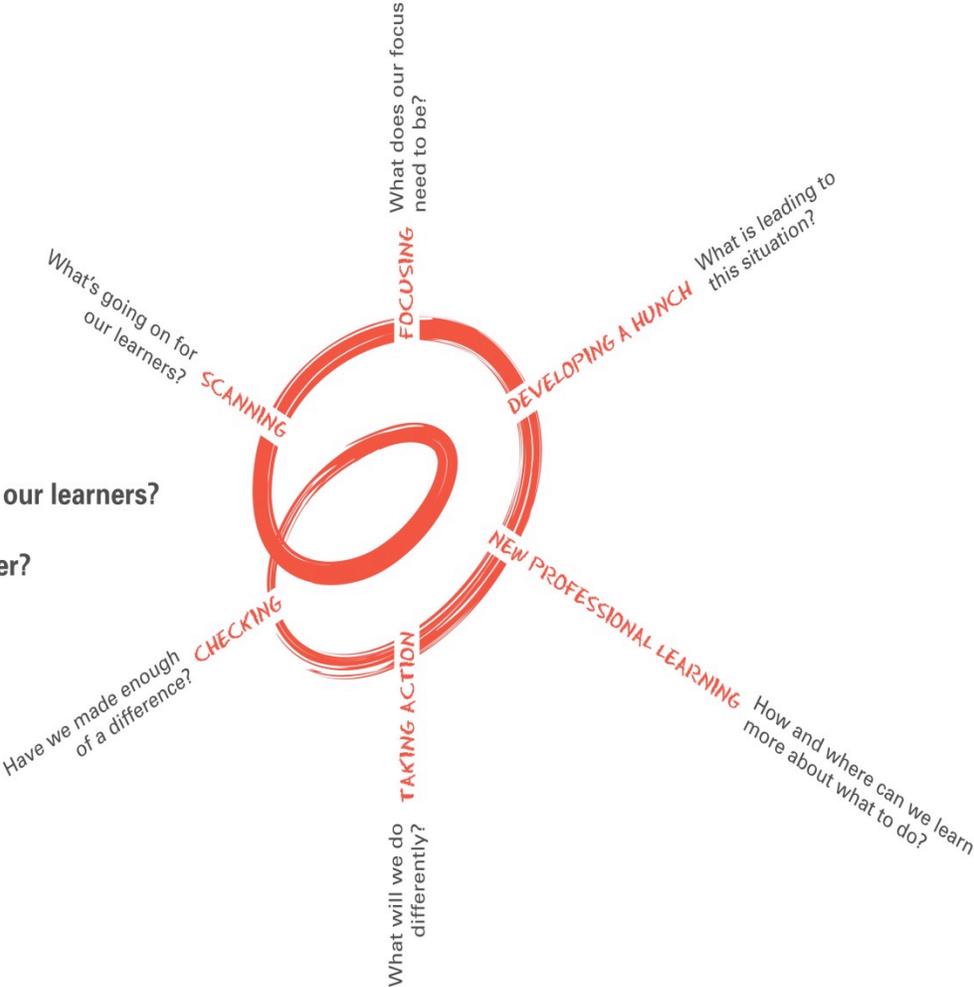
This will allow us to suss out these interactions to a better degree.

Attendance data for our Senior Students continues to be a challenge. Many of our older students are struggling with difficult life circumstances and feel the pressure to 'get to graduation'. Only about a one quarter of our Senior Students are participating regularly in our Arts and Culture and Outdoor Education Programs, thus the impact for the majority has not been as great as for our Junior Students. However, for those Senior Students choosing to participate the impact has been very positive.

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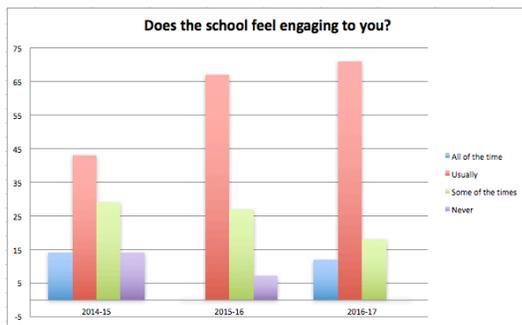
## Intellectual Goal Area:

### SCANNING: What is going on for our learners?

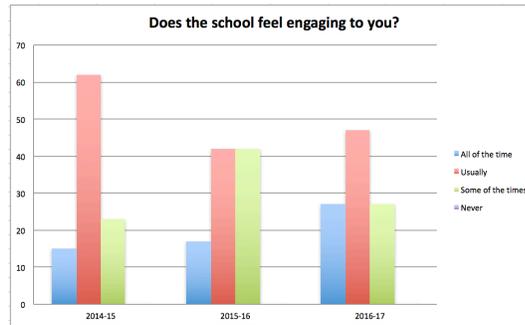
#### Student Survey Data

Twelve percent of Junior Students are reporting that they feel engaged at school all the time, and almost 71% are reporting that usually they felt engaged, leaving only 18% only sometimes. This is a positive trend. In the senior program 27% of students are reporting that they are feeling engaged all the time, and 47% most of the time. The percent of students reporting only feeling engaged some of the time has dropped from 41% to 27%. This is also a positive trend

#### Junior



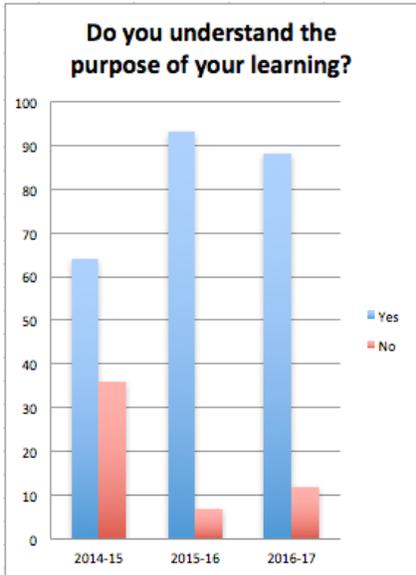
#### Senior



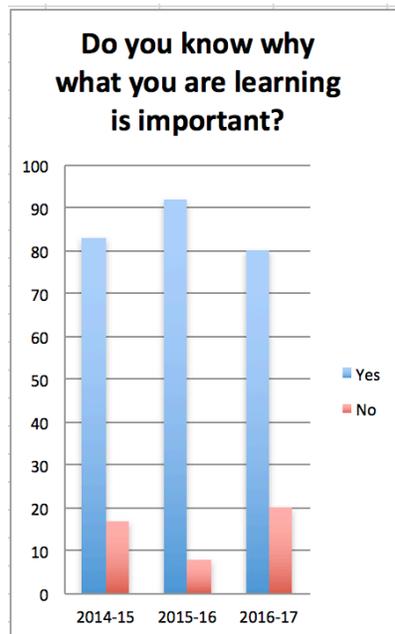
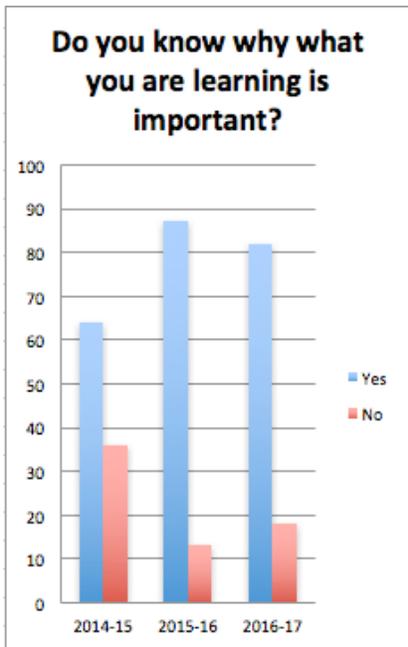
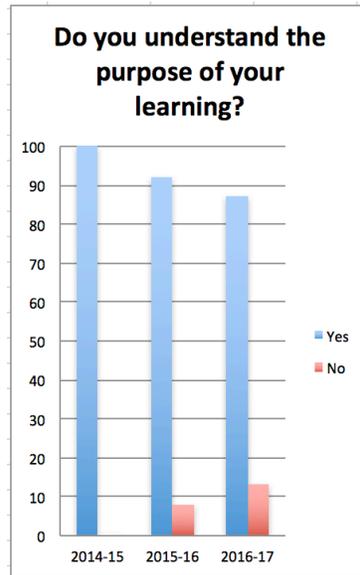
Interesting, both Junior and senior students report high levels of understanding the purpose of their learning, the importance of their learning, and feel they take great ownership of their learning. They also report high levels of having a clear sense of what good learning looks like, that they are making progress in their learning, and feel successful in achieving their goals by attend Walker Development Centre. This has come as a bit of a surprise to the staff, who are often concern 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 hand-on, experiential and authentic ways of learning.

When having conversations with our students, the staff is talking to them about motivation and personal connection of learning to hand-on activities and outdoor experiences. Junior students feel that they are achieving their goals at Walker, but that their goal is not academic learning and academic progress. However, in conversations Senior Students are telling us that the pressure to meet course requirements an completion in the Grad Program is a necessary goal, but that it is “hoop jumping” and has little personal meaning.

### Junior

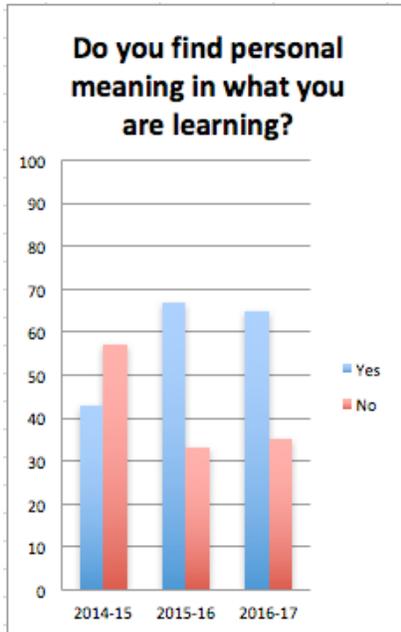


### Senior

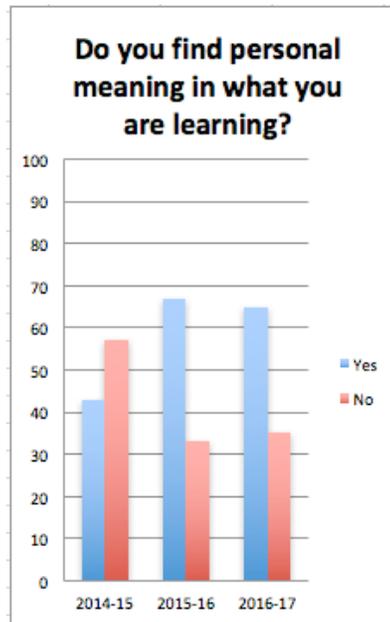


Though the trend is positive for junior students in terms of finding personal meaning in what they are learning, there is still over 30% of our junior and senior students reporting that they are not finding personal meaning in what they are learning. See the data below.

### Junior

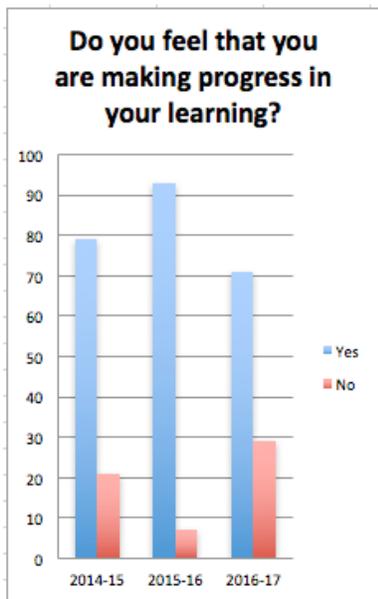


### Senior

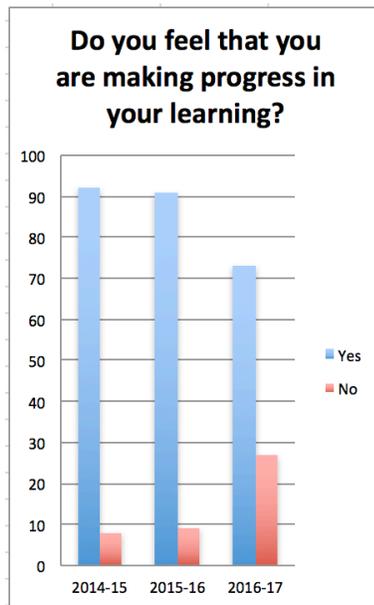


In all other aspects of student reporting their feeling of success and progress in their goals for learning, the results are also very positive.

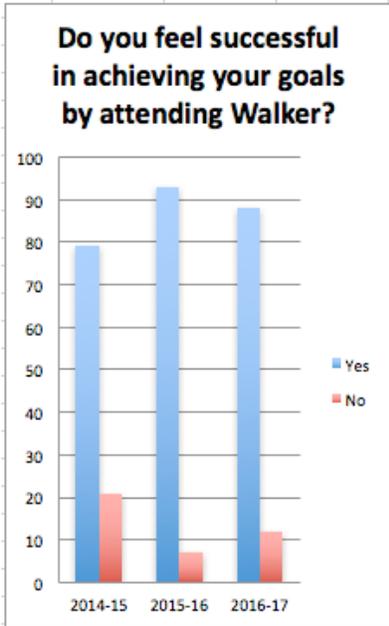
### Junior



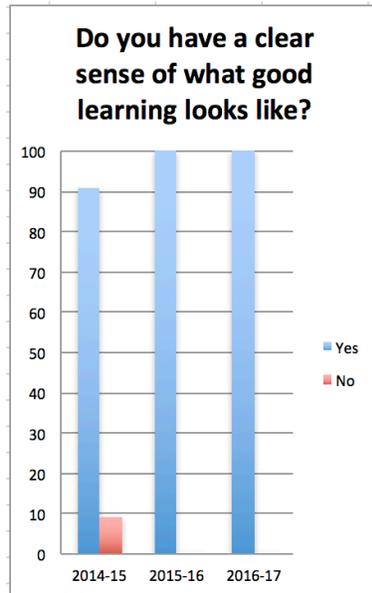
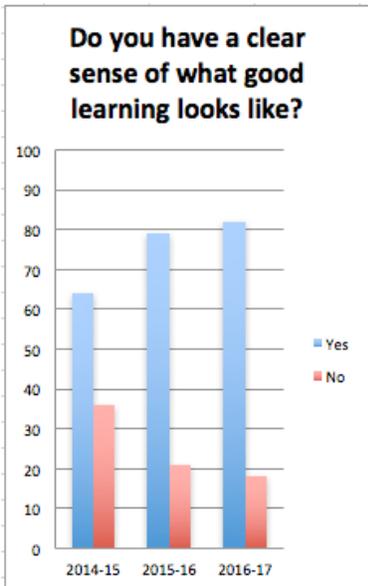
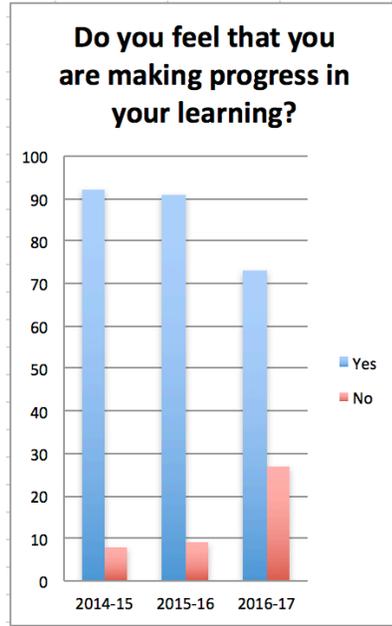
### Senior



### Junior



### Senior



## **Intellectual Goal Area:**

### **FOCUSING – What does our focus need to be?**

Our focus needs to continue 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?

Connecting the Dots: Key Strategies that Transform Learning for Environmental Education, Citizenship and Sustainability, by Stan Kozak and Susan Elliot will continue to be our guide for our Arts and Culture and Outdoor Education Programs.

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

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 and Leadership 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.

## TAKING ACTION – What will we do differently?

Continue with the Arts and Culture program that sees 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 continue to 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.

New Actions for the 2017-18 School Year include:

- Helping students to capture their experiences (guided) in digitally rich ways to make their learning more visible to others.
  - MyBluePrint Portfolios
  - Business letter
  - Resume
  - Powerpoints
- Post “I Can” posters (intermediate level) around school to facilitate more directed conversations about Core Competencies with individual students as they go about their learning.
- Invite tradespersons into the school to create more hand-on experiences that can be connected to mathematics and design thinking (eg. Carpenter framing a wall with students,etc)
- Improve the Exit Plan for all students
  - Work effort and completion
  - Positive intersocial behaviours
  - Attendance
- Taking “hands-on Learning” activities and giving curricular credit where there are fits.
  - Big Ideas, rather than content
  - Curricular Competencies is action (eg. Thinking and Doing like a scientist)

## CHECKING – Have we made enough of a difference?

All the data from the student surveys show that there are positive trends for the majority of our students in terms of their trajectory as a learner at Walker.

In terms of Learning in Depth program, presentations at the mid-point showed that students did learn a lot. Presentations were informative for all. However, students often resisted doing it at the scheduled time on Monday mornings. We are planning on moving time to mid-week.

It seems that our Arts and Culture Program and Outdoor Education Program were very good vehicles for having individual discussions of the Core Competencies and self reflection. Our observations are that the programs have been good vehicles to teach them research skills, perseverance, building passion, and other specific skills without the students even knowing it.

Our students continue, in general, to be apathetic learners and we feel it is important to continue to show them, through hand-on” experiences that they can learn in very diverse ways.

Seniors are still caught in the pressure for grad requirement course completion and the amount of time they can devote to our hand-on’ programs. Many are just focussed on graduation completion alone.



# Introduction

In 2015, the federal government committed to legalizing non-medical cannabis in Canada. On June 30, 2016, it established the Task Force on Cannabis Legalization and Regulation (the Task Force) to consult and advise on the design of a new legislative and regulatory framework. The [Task Force report](#) was released on December 13, 2016, and provides a comprehensive set of recommendations for governments to consider.

On April 13, 2017, the federal government introduced Bill C-45, the *Cannabis Act* and Bill C-46 (the Act to amend the *Criminal Code*), in the House of Commons. The Bills are currently making their way through the parliamentary process. Bill C-46 amends the *Criminal Code* to simplify and strengthen its approach to alcohol and drug impaired driving, and the federal government plans to move quickly to bring the amendments into force once the Bill receives Royal Assent.

The federal government plans to bring Bill C-45 into force in July 2018; this will make non-medical cannabis legal in Canada as of that date. Bill C-45 is largely based on the recommendations of the Task Force. It seeks to balance the objectives of providing access to a regulated supply of cannabis, implementing restrictions to minimize the harms associated with cannabis use, and reducing the scope and scale of the illegal market and its associated social harms.

The federal government's decision to legalize cannabis creates a corresponding need for provincial and territorial governments to regulate it. While the federal government intends to assume responsibility for licensing cannabis producers and regulating production and product standards, provinces and territories will be responsible for many of the decisions about how non-medical cannabis is regulated in their jurisdictions. These include, but are not limited to: distribution and retail systems; compliance and enforcement regimes; age limits; restrictions on possession, public consumption and personal cultivation; and amendments to road safety laws.

As it considers these important decisions, the BC Government wants to hear from local governments, Indigenous governments and organizations, individual British Columbians, and the broad range of other stakeholders that will be affected by cannabis legalization.

This discussion paper has been prepared to help inform this public and stakeholder engagement. It addresses a number of key policy issues for BC, including minimum age, public possession and consumption, drug-impaired driving, personal cultivation, and distribution and retail. It draws heavily from the analysis of the Task Force, and identifies policy options to consider in developing a BC regulatory regime for non-medical cannabis.

Note that this paper does not address regulation of medical cannabis. For now, the federal government has decided to maintain a separate system for medical cannabis. The Province has a more limited role in the medical cannabis system, and the policy issues and policy choices available are very different, in part because of a history of court cases related to the *Canadian Charter of Rights and Freedoms*.

## Minimum Age

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While Bill C-45 establishes a minimum age of 18 years to buy, grow, and publicly possess up to 30 grams of non-medical cannabis, provinces and territories can choose to establish a higher minimum age in their jurisdictions. This is consistent with the Task Force recommendations.

- BC could accept the federal minimum age of 18. However, the minimum age to buy tobacco and alcohol in BC is 19. 19 is also the BC age of majority, when minors become legal adults. In addition, since significant numbers of high school students turn 18 before they graduate, a minimum age of 18 could increase the availability of cannabis to younger teens.
- BC could set the minimum age at 19. This would be consistent with the minimum ages for tobacco and alcohol, and with the BC age of majority.
- BC could set the minimum age at 21 or higher. Emerging evidence suggests that cannabis use could affect brain development up to age 25. As a result, many health professionals favour a minimum age of 21.

However, as the Task Force recognized, setting the minimum age too high could have unintended consequences. Currently, persons under 25 are the segment of the population most likely to use cannabis. The greater the number of young users who cannot buy legal cannabis, the more likely that there will continue to be a robust illegal market where they can continue to buy untested and unregulated cannabis.

Finally, it's important to note that a legal minimum age is not the only tool to discourage cannabis use by young persons. As an example, public education campaigns that provide information about how cannabis use can limit academic performance and future opportunities have been found to be effective.

## Personal Possession - Adults

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Bill C-45 establishes a 30 gram limit on public possession of dried cannabis. Practically, this means that this is the maximum amount that an adult could buy and take home at any one time (for context, one joint typically contains between .33g to 1g of cannabis). The legislation also sets possession limits for other forms of cannabis (e.g. oils, solids containing cannabis, seeds) and the federal government intends to add other types of cannabis products (e.g. edibles) by regulation at a later date.

The 30 gram limit is consistent with the Task Force recommendation and with public possession limits in other jurisdictions that have legalized non-medical cannabis. The reason for public possession limits is that possession of large amounts of cannabis can be an indicator of intent to traffic, so a public possession limit can help law enforcement to distinguish between legal possession for personal use, and illegal possession for the purpose of trafficking.

Provinces and territories cannot increase the public possession limit, but they can set a lower limit. However, a consistent possession limit across the provinces and territories would be easier for the public to understand and comply with.

## Personal Possession – Youths

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While persons under 18 will not be able to buy or grow cannabis under Bill C-45, they are not prohibited from possessing up to 5 grams of dried cannabis or equivalent amounts for other cannabis products. This is consistent with the Task Force report, which took the position that youth should not be criminalized for possession of relatively small amounts of cannabis. However, provinces and territories can establish laws that prohibit possession by persons under an established provincial minimum age. Such a provincial law would not result in a criminal conviction and would be similar to how BC deals with alcohol – persons under 19 are prohibited from possessing alcohol, and a law enforcement officer can confiscate it and has the option of issuing a ticket.

## Public consumption

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Bill C-45 will amend the federal *Non-smokers' Health Act* to prohibit cannabis smoking and vaping in certain federally-regulated places (e.g. planes, trains), but regulation of public consumption of cannabis will otherwise fall within provincial and territorial jurisdiction.

BC can restrict where non-medical cannabis can be consumed, and can place different restrictions on different types of consumption (e.g. smoked, eaten). If BC does not legislate restrictions on public consumption by the time Bill C-45 comes into force, it will be legal to smoke, vape, and otherwise consume cannabis in public, including in places where tobacco smoking and vaping are forbidden.

For the purpose of considering potential restrictions on public consumption, it may be helpful to consider cannabis smoking and vaping separately from other forms of consumption.

### *Cannabis Smoking and Vaping*

The Task Force recommended that current restrictions on public tobacco smoking be extended to cannabis. In BC, both tobacco smoking and vaping are currently prohibited in areas such as workplaces, enclosed public spaces, on health authority and school board property, and in other prescribed places such as transit shelters, and common areas of apartment buildings and community care facilities.

BC has a number of options to consider:

- BC could extend existing restrictions on tobacco smoking and vaping to cannabis smoking and vaping – under provincial law, adults would then be allowed to smoke or vape cannabis anywhere they can smoke or vape tobacco. Depending on the regulatory scheme established by the Province, local governments may also be able to establish additional restrictions, such as prohibiting cannabis smoking and vaping in public parks.
- BC could prohibit public cannabis smoking altogether, but allow cannabis vaping wherever tobacco smoking and vaping are allowed. Compared to smoking, vaped cannabis has a reduced odour and is less likely to be a nuisance to passersby. In addition, banning public cannabis smoking could help avoid normalizing cannabis use.

- BC could also prohibit public cannabis smoking and vaping altogether and establish a licensing scheme to allow designated consumption areas, e.g. cannabis lounges. However, it is unlikely that such a licensing scheme could be implemented in time for legalization.

### *Other forms of consumption:*

While edible, drinkable, and topical forms of cannabis will not be commercially available immediately upon legalization, the federal government intends to regulate the production and manufacturing of these products for sale at some point. In addition, adults will be allowed to make their own edible and other products at home.

Public consumption of non-inhaled forms of cannabis would be very difficult to detect and enforce. While BC could legislate restrictions on public consumption of these forms of cannabis, it may be more practical to rely on public intoxication and disorderly conduct laws to manage intoxication issues related to public consumption.

## Drug-impaired Driving

With 17% of British Columbians reporting cannabis use within the previous year<sup>1</sup>, we know that it's very likely that a number of British Columbians are already driving with cannabis in their system, whether they are impaired or not. In 2016, drugs (cannabis or otherwise) were a contributing factor in fewer than 8% of BC road fatalities; however, legalization raises legitimate concerns about the potential for cannabis-impaired driving to increase, and make our roads less safe.

Drug-impaired driving is already prohibited under the *Criminal Code*, but Bill C-46 would overhaul existing impaired driving provisions and specifically address cannabis impairment. The amendments will provide authority for the federal government to set a blood tetrahydrocannabinol (THC) limit beyond which a person can be criminally charged with cannabis-impaired driving. This is similar to the blood alcohol limits in place for alcohol-impaired driving.

The proposed federal criminal penalties for drug-impaired driving range from a minimum of a \$1,000 fine to up to a maximum of 10 years in jail.

In BC, police who stop an alcohol-impaired driver can charge the driver criminally, but they also have the option of issuing an [Immediate Roadside Prohibition](#) (IRP) or an Administrative Driving Prohibition (ADP) under the BC *Motor Vehicle Act*. Sanctions can include licence prohibitions, monetary penalties, vehicle impoundment, and license reinstatement fees. These programs have been very effective in reducing the number of road fatalities on BC roads.

While the IRP and ADP schemes do not currently apply to drug-impaired driving, police officers in BC do have the option to issue a 24-hour roadside prohibition to a suspected drug-affected driver, with or without a criminal charge.

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<sup>1</sup> Canadian Tobacco, Alcohol and Drugs Survey, 2015

One key challenge is that unlike with blood alcohol, there is not enough scientific evidence to link a particular blood THC level with impairment. In fact, it is known that THC can remain in the blood after any impairment has resolved, particularly for frequent users. An IRP or ADP-type scheme would therefore have to rely on other ways to assess impairment, such as a Standard Field Sobriety Test (SFST) conducted by a trained police officer, or evaluation by a Drug Recognition Expert (DRE). The approval of oral fluid screening devices and/or the setting of per se limits by the federal government could also influence the introduction of an administrative regime for drug-impaired driving.

BC could consider one or more of the following to address the risk that cannabis legalization could lead to increased impaired driving:

- BC could launch a public education and awareness campaign to inform British Columbians about the risks and potential consequences of cannabis-impaired driving.
- BC could set a zero-tolerance standard in respect of blood THC content for drivers in the Graduated Licensing Program (drivers with an “L” or “N” designation) and/or for drivers under a specific age threshold.
- BC could invest in SFST and DRE training for more police officers.
- BC could expand the IRP and/or ADP programs to include drug-impaired driving.

## Personal Cultivation

Bill C-45 allows adults to grow up to 4 cannabis plants per household, up to a maximum plant height of 100 centimetres. Bill C-45 does not place restrictions on where plants can be located (indoor vs. outdoor) and does not require home growers to put any security measures in place, but it is open to provinces and territories to establish such restrictions.

In considering personal cultivation, the Task Force acknowledged concerns about risks such as mould, fire hazards associated with improper electrical installation, use of pesticides, and risk of break-in and theft. However, it noted that these concerns were largely shaped by experience with large scale illegal grow operations, and found that on balance, allowing small-scale home cultivation of up to four plants was reasonable.

The Task Force recognized the need for security measures to prevent theft and youth access, and for guidelines to ensure that cannabis plants are not accessible to children. The Task Force also suggested that local authorities should establish oversight and approval frameworks, such as a requirement that individuals be required to notify local authorities if they are undertaking personal cultivation.

In thinking about possible restrictions on personal cannabis cultivation, it may be helpful to keep in mind that it is legal in Canada to grow tobacco and to produce wine or beer at home for personal use with

very few restrictions. In particular, the law does not require specific security measures to prevent theft, or access by children and youth.<sup>2</sup>

BC has several options to consider regarding restrictions on home cultivation of non-medical cannabis:

- BC could adopt a lower limit than 4 plants per household for non-medical cannabis cultivation.
- BC could set restrictions regarding where and how non-medical cannabis can be grown at home. For example, it could: prohibit outdoor cultivation; allow outdoor cultivation but require that plants not be visible from outside the property; and/or require that any outdoor plants be secured against theft.
- BC could establish a registration requirement for persons who want to grow non-medical cannabis at home. However, there would be significant costs associated with administering a registration requirement, and the benefits may be questionable, since those who do not plan to comply with laws on home cultivation may be unlikely to register in the first place.
- If BC decides not to implement one or more of the above measures, local governments could be authorized to do so.

## Distribution Model

Under Bill C-45, each province or territory will decide how cannabis will be distributed in its jurisdiction. Distribution is the process by which goods are supplied to retailers that sell to consumers. Distributors are often called wholesalers.

There are three basic models for the warehousing and distribution of cannabis to retailers in BC: government, private, or direct.

- Government distribution – In this model, government would be responsible for warehousing and distribution of cannabis. Licensed producers would send cannabis products to a government distributor, which would then fill orders from cannabis retailers. Government distribution allows for direct control over the movement of cannabis products, but requires significant up-front investment and set-up. The Task Force heard strong support for government distribution, noting that it has proven effective with alcohol.
- Private distribution – In this model, one or more private businesses could be responsible for the physical warehousing and distribution of cannabis. However, significant government oversight would be required in the form of licensing, tracking and reporting requirements, as well as regular audits and inspections.
- Direct distribution – In this model, the province would authorize federally licensed producers to distribute their own products directly to retailers. This model would also require significant

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<sup>2</sup> Parents have a general legal duty to supervise and keep their children safe, but the law does not create specific requirements to protect children from all of the potential dangers that may be present in a home (e.g., alcohol, prescription drugs, and poisons).

government oversight and could make it challenging for smaller producers to get their products to market.

## Retail

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Under Bill C-45, each province or territory will decide the retail model for cannabis in its jurisdiction. Recognizing that the July 2018 timeline may not give provinces or territories enough time to establish their retail regimes before legalization, the federal government will implement an online retail system as an interim solution.

BC has a number of options for retail:

- BC could establish a public or private retail system, or potentially a mix of both, as currently exists for alcohol. A public system would require significant up-front investment in retail infrastructure, but there could also be additional revenue generated from retail sales. A private system would require a more robust licensing, compliance and enforcement system, but the associated costs could be recovered through licensing fees.

In a private retail system, it could be possible to allow some existing illegal dispensaries to transition into the legal system; in a public system such as that planned in Ontario, this would not be possible.

- BC could require that cannabis be sold in dedicated storefronts, or it could allow cannabis to be sold out of existing businesses such as liquor stores or pharmacies.

One public health concern about co-locating cannabis with other products is that it could expose significant numbers of people to cannabis products who might not otherwise seek them out; this could contribute to normalization or more widespread use. In addition, the Task Force strongly recommended against allowing co-location of alcohol or tobacco sales with cannabis, but recognized that separating them could be a challenge in remote communities where a dedicated cannabis storefront might not be viable.

- BC could establish a direct-to-consumer mail-order system. This could help provide access to legal cannabis for those in rural and remote locations and persons with mobility challenges.

## Conclusion

Cannabis legalization presents complex policy challenges for the Province. We expect that, as in other jurisdictions that have legalized, it will take several years to develop, establish, and refine an effective non-medical cannabis regime that over time eliminates the illegal market. The information gathered through this engagement will inform the Province's policy decisions. We appreciate your interest and feedback.



# BRITISH COLUMBIA

September 27, 2017

Dear Valued Stakeholders:

Federal legalization of non-medical cannabis is coming next year. In preparation, we are working on how to regulate the product once the Government of Canada makes it legal. The provincial government's approach is to focus on protecting young people, making health and safety a priority, keeping cannabis out of the hands of criminals, and keeping our roads safe. The views of stakeholders, like you, are essential to help us address the many issues and make the important decisions that will need to be made in the coming months.

To provide some background, in April 2017, the Government of Canada introduced two Bills in relation to the legalization of cannabis; Bill C-45 (the *Cannabis Act*) and Bill C-46 (amending the *Criminal Code* impaired driving provisions). The Bills are currently making their way through the federal parliamentary process with the goal of bringing Bill C-45 into force in July 2018, making non-medical cannabis legal in Canada as of that date. The federal government plans to bring into force the amendments related to drug-impaired driving as soon as Royal Assent is received.

While some aspects of non-medical cannabis regulation will be the responsibility of the Government of Canada, the Province of British Columbia will be responsible for other components. Under the proposed *Cannabis Act*, provinces and territories will regulate the distribution and sale of non-medical cannabis within their respective jurisdictions, subject to minimum federal conditions. Provinces and territories will also have the authority to:

- increase the minimum legal age established by the Government of Canada for purchase and possession of non-medical cannabis;
- regulate public consumption;
- establish additional restrictions on personal cultivation and possession limits; and
- address cannabis impaired driving in provincial road safety laws.

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Ministry of  
Public Safety  
and Solicitor General

Office of the Minister

Mailing Address:  
Parliament Buildings  
Victoria BC V8V 1X4

Agenda

As a result, British Columbia will have number of decisions to make regarding how we regulate non-medical cannabis within our province.

We are very interested in hearing what is important for your organization concerning the legalization and regulation of non-medical cannabis in our province. So as part of the broader engagement to support the development of the provincial regulatory framework, we will be engaging local governments, the public, Indigenous governments and organizations, and stakeholder groups. As part of this engagement, we are inviting organizations to provide written submissions to the Province. To help guide your submission, we have enclosed a discussion paper, which identifies a number of priority policy considerations for the development of a regulatory framework for non-medical cannabis in British Columbia.

Please note that in order to promote the transparency of this engagement process, written submissions will be posted on our website. Submissions can either be made by email to [cannabis.secretariat@gov.bc.ca](mailto:cannabis.secretariat@gov.bc.ca) or mailed to the Cannabis Legalization and Regulation Secretariat no later than November 1, 2017 at 4:00 pm at the following address:

Ministry of Public Safety and Solicitor General  
Attn: Cannabis Legalization and Regulation Secretariat  
PO Box 9285 Stn Prov Govt  
Victoria BC V8W 9J7

Please ensure your submission does not exceed five pages and does not include third party information or personal information, such as personal telephone numbers or stories that identify specific citizens. In addition, if you have any questions regarding your submission or any other aspect of the regulation of non-medical cannabis, please contact the Cannabis Legalization and Regulation Secretariat at [cannabis.secretariat@gov.bc.ca](mailto:cannabis.secretariat@gov.bc.ca).

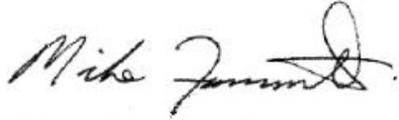
To further support the Province's cannabis engagement initiative, an online cannabis engagement site has been launched. This site provides valuable information regarding non-medical cannabis regulation and includes helpful links to cannabis related reports and publications. A feedback form on the site enables all British Columbians to share their views about non-medical cannabis directly with the Province. The engagement site is: <http://engage.gov.bc.ca/BCcannabisregulation>.

There is a lot of work ahead of us, and we look forward to a productive engagement process and to hearing from people representing a range of interests and regions of BC. Your input is valuable and the responses we receive through this engagement will help to inform the development of a regulatory framework that best represents the interests and priorities of British Columbians.

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Thank you for sharing your perspectives with us.

Sincerely,

A handwritten signature in black ink that reads "Mike Farnworth". The signature is fluid and cursive, with a large loop at the end of the last name.

Mike Farnworth  
Minister of Public Safety  
and Solicitor General

Enclosure

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