



# School District No. 51 (Boundary)

Regular Meeting of the Board of Education

October 9, 2018 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 Indigenous peoples and ancestors, including the Interior Salish peoples, who lived here and cared for these lands."

#### Presentations/Delegations

Principal Bo Macfarlane – Flex Timetable

#### 10 Minute Comment Period

#### Adoption of Agenda

#### Adoption of Minutes

September 11, 2018 – Regular Meeting Minutes

#### Report on In-Camera Meeting from September 11, 2018

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

#### Correspondence

#### Business Items

##### 1. Superintendent's Report

- Report for September 2018 (Attachment)
- Class size (Attachment)

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

- Report for September 2018 (Attachment)
- Enrolment Report (Attachment)
- Budget Considerations

##### 3. Director of Learning Report

- Report for September 2018 (Attachment)

##### 4. Talking Break

How can a flexible timetable support the intentions of the revised curriculum?

##### 5. Framework for Enhancing Student Success

- School Growth Plans (Attachments)

## 6. Committee Reports

- Indigenous Committee
- Finance Committee
- Operations Committee
- Policy Committee

## 7. Trustee Reports

Rec Commission

BISM

Okanagan Labour Relations Council

PAC Highlights

BCPSEA/BCSTA Rep Council

BCSTA Kootenay Boundary Branch

District Literacy

BCSTA Provincial Council

## 8. Around the Boundary

### Trustee Activities and Upcoming Events

- BCPSEA Symposium – November 5 and 6, 2018
- BCSTA Trustee Academy – November 29-December 1, 2018
- BCSTA Provincial Council Meeting – November 30, 2018
- Trustee Orientation with Hugh Blackman – November 22, 2018
- BCPSEA/BCSTA Joint Conference – January 25-26, 2019
- Trustee Election Timelines  
Campaign period ends October 20, 2018  
Election Day – October 20, 2018 at Dr. D. A. Perley Elementary School

### Future Agenda Items

**Next Board Meeting:**                      **November 13, 2018**  
    **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 11, 2018 at the School Board Office

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

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

Acknowledgement of the Indigenous peoples and ancestors.

### **Presentations/Delegations**

- Josh Widmann, Audit Manager for Grant Thornton, presented the Audited Financial Statements for the fiscal year 2017-2018.

MOVED Rezansoff  
2ND Riddle

“That the Board approve the Audited Financial Statements for the Fiscal Year 2017-2018, as presented.”

CARRIED

- Brenda Fitzner, District Educational Psychologist, presented on the Teacher Help project put on by Dalhousie University for students with neurodevelopmental disorders. The following motion was made:

MOVED Danyluk  
2ND Zitko

“That the Board of Education approve participation in the Dalhousie University Teacher Help Research study as presented by Brenda Fitzner”

CARRIED

### **Adoption of Agenda**

MOVED        Danyluk  
2ND            Zitko

“That the Agenda for September 11, 2018 be adopted as circulated.”

CARRIED

### **Adoption of Minutes**

MOVED        Rezansoff  
2ND            Zitko

“That the June 19, 2018 Regular Board Meeting minutes be adopted as circulated.”

CARRIED

### **Report on In-Camera Meeting from June 19, 2018**

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

### **Correspondence**

NIL

### **Business Items**

#### **1. Superintendent's/Director of Learning's Report**

The Superintendent and the Director of Learning reported on meetings in and out of the District, as well as the 2018 August Days events.

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

Secretary Treasurer Burdock presented the Operations/Transportation report. She highlighted the maintenance and IT projects completed over the summer. She also gave an update on enrolment to date.

#### **3. Framework for Enhancing Student Success**

Superintendent Minette presented on the Framework for Enhancing Student Learning.

#### **4. Talking Break**

Discussed what the term “Visible Learning” means to us.



**5. Committee Reports**

Meeting Dates for 2018/2019 and the list of school liaisons were circulated.  
Committees, chairs, and school liaisons will remain status quo until after the election.

**6. Trustee Reports**

- Rec Commission summer meeting was cancelled.
- BISM committee discussed flood impacts on various groups.

**7. Around the Boundary**

Around the Boundary was presented.

Meeting adjourned at 7:43 p.m.

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Chairperson

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Secretary Treasurer



**Ken Minette**  
**Superintendent of Schools**  
**Month-End Report September 2018**

### **School Visitations**

- Visited all schools except Big White and Beaverdell since our September Board Meeting.

### **District Planning**

- Still recruiting Teachers for TTOC list
- School Growth Plans submitted and reviewed
- Framework for Enhancing Student Learning will be updated and revised based on School Growth Plans and a review of District data

### **Learning51**

- First People's Principles of Learning – Jo-anne Chrona
- Numeracy Teaching and Learning – Carole Fullerton
- Inquiry in Action – Judy Halbert and Linda Kaser
- Inclusive Practices – Shelley Moore
- Computational Thinking – Shawn Lockhart and SD51 teachers

### **Meetings out of the District**

- Sept 14-15 -- BCSTA Regional AGM
- Oct 1 -- Kootenay Boundary Thinktank – collaboration to further develop meaningful and deep School Growth Plans & FESL
- Oct 2-3 -- BCSSA Kootenay Boundary Regional Meeting. Presentations from:
  - David Istance** - *Teachers as Designers of Learning Environments: The Importance of Innovative Pedagogies*
  - Duncan Whittick** and KBEE – Environmental Education
  - Leyton Schnellert**, UBC, Academic Advisor, UBC-West Kootenay Teacher Education Program -- *"How Do We Support leadership and innovation?"*
  - Pat Duncan**, Superintendent of Learning -Ministry Updates re: Learning Progressions, K-9 Reporting Pilot, Provincial Assessments, Grade 10-12 Curriculum

### Meetings in District

- ✓ Sept 4 First Day Of School – Visited Perley, Hutton and GFSS
- ✓ Sept 6 Meeting with Carol Mitchell about Health Promoting Schools Program  
Discussion with Principals about school start- up
- ✓ Sept 7 Interviewing TTOC candidates  
Hutton visit
- ✓ Sept 10 Interview/Reference Check TTOC Candidates
- ✓ Sept 11 Board Meeting
- ✓ Sept 12 New Website Discussions  
Visit Greenwood, Midway & WBES
- ✓ Sept 13 Shelley Moore session with new cohort
- ✓ Sept 14-15 BCSTA Regional AGM
- ✓ Sept 17 Health Promoting Schools Teleconference
- ✓ Sept 18 Meeting regarding Website
- ✓ Sept 19 Met with Hutton SPED Team
- ✓ Sept 20 Visit Christina Lake Elementary  
Greenwood School Bike Trip
- ✓ Sept 21 Joanne Chrona First People's  
Principles of Learning  
Parent Meeting regarding Indefinite Suspension
- ✓ Sept 24 Changing Results for Young Learners
- ✓ Sept 25 Meeting with BDTA President Regarding Class size and composition.  
Policy Meeting
- ✓ Sept 26 WKTEP Observation
- ✓ Sept 27 Meeting with Boundary Indigenous Education Advisory Council
- ✓ Sept 28 District Leadership Team mtg.
  - Updates on Schools to date
  - School Growth Plans
  - Growth Mindset



**School District No.51 (Boundary) Class Size Averages**  
**September 30, 2018**

**District**

<b>Kindergarten</b>	<b>15.9</b>
<b>Grades 1-3</b>	<b>17.2</b>
<b>Grades 4-7</b>	<b>18.8</b>
<b>Grades 8-12</b>	<b>19.3</b>

**GFSS**

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

**Perley**

Kindergarten	16.5
Grades 1-3	17.6
Grades 4-7	22.8
Grades 8-12	

**CLES**

Kindergarten	15
Grades 1-3	14.7
Grades 4-7	23.5
Grades 8-12	

**Greenwood**

Kindergarten	
Grades 1-3	
Grades 4-7	13.5
Grades 8-12	

BES

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

BCSS

Kindergarten	
Grades 1-3	
Grades 4-7	
Grades 8-12	17.2

Hutton

Kindergarten	16
Grades 1-3	19.6
Grades 4-7	22.8
Grades 8-12	

WBES

Kindergarten	19
Grades 1-3	15
Grades 4-7	21.5
Grades 8-12	

MES

Kindergarten	19
Grades 1-3	19.5
Grades 4-7	
Grades 8-12	

BWCS

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

## GFSS MASTER TIMETABLE September 30, 2018

	#		#		#		#
Drafting 10/11/12	13	Composition 10	16	Exploration 8	17	Calculus 11	8
Foods 10	23	Drama 9/10	25	Exploration 8	19	Calculus 12	17
Foods 10	24	English 11	23	Math 8	23	Russian 9-12	14
Metalwork 10	22	English 12	22	Numercy 8	6	Science 10	17
Woodwork 10	15	English 8	24	Math 8	22	Science 10	23
Culinary Arts 10	13	English9	17	Math 9	26	Socials 10	20
Visual Arts 10/11	28	English 9	14	Numercy 9	13	Socials 11	29
Life Skills 10/11/12	10	Foods 11/12	25	Math 9	26	Socials 11	23
PE (Strenght & Cond	20	Math 10	15	Math 9	16	Socials 8	24
Outdoor Ed	19	Math 11	19	Science 8	25	Socials 8	25
Moodle	15	French 9/10	24	Science 8	24	Socials 9	24
Psychology 12	28	French 11/12	19	Science 8	24	Socials 9	27
Visual Arts 10/11/12	22	Metal 12	13	Science 9	20	Theatre 11/12	26
Biology 11	18	Band 11/12	25	Science 9	20		
Biology 12	23	Law 12	21	Science 9	19		
Carpentry 11/12	16	Exploration 8	24	Science 9	21		
Chemistry 11	22	Exploration 8	19	Music 8	30		
Comparative Civ 12	15	Exploration 8	18	Music 9	22		
Composition 10	30	Exploration 8	23	PE 9/10/11	30		

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**BCSS MASTER TIMETABLE September 30, 2018**

	#		#		#		#
Foods 10	23	PE 12	17	English 11/12	25	PE 8	23
Computer Technology	24	Leadership 11/12	8	English 11/12	28	Science 10	23
Textiles 11	12	Socials 10	25	Math 12	10	Science 9	15
Woodwork 12	14	Biology 11	12	French 10	15	Socials 8	25
Woodwork 10	11	Biology 12	12	French 8	24	Socials 9	16
Workplace Math 11/12	10	Carpentry 11/12	10	French 9	13		
Auto 11/12	11	Chemistry 11	18	Math 9	18		
Theatre 11/12	11	Drama 9/10	23	Pre-calculus 11	23		

**Elementary Class Size  
for Classes Enrolling Elementary Students  
September 30, 2018**

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

**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	16	1							17
2	18								18
3		17							17
4		10	7						17
5			9	9					18
6			6	13					19
7				5	13				18
8					13	9			22
9						15	9		24
10							11	14	25
11							12	12	24
12							12	12	24
									0
									0
									0
									0
	34	28	22	27	26	24	44	38	243



**Elementary Class Size  
for Classes enrolling Elementary Students  
September 30, 2018**

**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>Total Enrolment</b>
1	16								16
2		11	7						18
3		10	8						18
4			6	14					20
5			6	14					20
6				12	9	1			22
7					10	11			21
8					10	12			22
9						11	12		23
10							8	14	22
11							5	22	27
									0
									0
									0
									0
	16	21	27	40	29	35	25	36	229

**Christina Lake Elementary School**

	<b>Total Headcount of students</b>								
<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	8	7							15
2		4	14						18
3				11					11
4					12	8			20
5							17	10	27
									0
									0
									0
	8	11	14	11	12	8	17	10	91

**Elementary Class Size  
for Classes enrolling Elementary Students  
September 30, 2018**

**Greenwood 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					9	6			15
2							7	5	12
									0
									0
									0
									0
	0	0	0	0	9	6	7	5	27

**Midway 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	7	12							19
2			7	14					21
									0
									0
									0
									0
	7	12	7	14	0	0	0	0	40

**Elementary Class Size  
for Classes enrolling Elementary Students  
September 30, 2018**

**West Boundary 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	9	10							19
2			7	4					11
3					10	10			20
4							9	14	23
									0
									0
									0
									0
	9	10	7	4	10	10	9	14	73

**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	2	5	1	4					12
									0
									0
									0
	2	5	1	4	0	0	0	0	12

**Elementary Class Size  
for Classes enrolling Elementary Students  
September 30, 2018**

**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	5	4	1	5							15
2					2	3	5	2	0	1	13
											0
											0
											0
											0
	5	4	1	5	2	3	5	2	0	1	28



**Miranda Burdock, CPA, CA**  
**Secretary-Treasurer's Report**  
**September 2018**

**Ministry Reporting**

The following are some of the Ministry reports due in October that we have been working on:

Form 1701 - Collection of data on FTE and Headcount, along with data on categorized Special Education students, Aboriginal students and French students. The data reported drives our operating funding for the year. The snapshot date is September 27<sup>th</sup>, with the final report due October 5<sup>th</sup>. Charlene and I worked with the secretaries, principals, SpecialED and AbEd teachers doing test downloads and running the data through the Ministry's verification software starting on September 24<sup>th</sup> to identify any errors. We are confident that the data is accurate. Great work, everyone!

Form 1530 - Collection of data on all employee positions in the District that are paid for through the operating budget. The categories include: Teachers, Principals/Vice-Principals, EAs, Support Staff, and Other Professionals. The snapshot date is September 27<sup>th</sup>, with the final report due October 31<sup>st</sup>. I have been updating this information as staffing changes occur and will be ready to submit before the deadline.

Form 1601 - Reports school demographics information including physical and mailing address, telephone and fax number, email address, name of principal/head teacher, and school organization. This information must be updated at the Ministry on or before October 5<sup>th</sup>. Charlene has worked with the school secretaries to ensure each school's information is current.

CEF (Classroom Enhancement Fund) - CEF is special purpose funding provided to the District to fund additional costs associated with ensuring we are in compliance with the reinstated 2001 language. CEF staffing information as of September 30<sup>th</sup> is due October 19<sup>th</sup>. We have been monitoring both class size and composition in each school very closely. Our enrollment is slightly lower than projected, which means we have not had to add any new classes to be in compliance with the reinstated language and will actually return some funding to the Ministry once we submit our report.

PSEC LIGER (Labour Information Gathering & Executive Reporting) - Public sector employers are required to report compensation for senior and executive employees with a base salary of \$125,000 or more. Charlene has uploaded this information for the year-ended June 30, 2018.

**Trustee Elections**

The election will be held October 20<sup>th</sup> - please encourage voter participation in the community!



The Kootenay Regional Chamber of Commerce hosted an All Candidates Forum October 4<sup>th</sup> for School Trustees. The three Area D candidates participated. Charlene has forwarded letters of acclamation to all Trustees that were acclaimed and information on election proceedings to the candidates running.

### **Maintenance & Transportation**

The 2<sup>nd</sup> new bus arrived last week; however, we are still waiting for the bus permit from the CVSE officer before we get it on a regular run.

Otherwise, maintenance has been busy focusing on work orders. We have a new maintenance request approval process being implemented October 9<sup>th</sup> whereby all maintenance requests from schools will be approved by the principal before it is submitted to maintenance. The intention is to reduce any duplicate requests, as well as help prioritize requests.

### **Technology**

The technology department has been busy with higher than normal tech requests this month, in addition to set-up of hardware and user-accounts for new staff.

### **Finance**

The audited financial statements were submitted to the Ministry.

A reminder that the Board will be presented with an expenditure report for 2018/2019 in November.

### **Operational Health & Safety**

The District OH&S Committee is meeting October 11<sup>th</sup>. The agenda will include developing Terms of Reference for this committee to clarify its role and make it as effective as possible.

### **BCSTA Branch AGM**

I attended the BCSTA Branch AGM in Trail on September 14<sup>th</sup>/15<sup>th</sup> with Ken, Cindy and Teresa. It was great to meet other SBO staff and Trustees in the region and hear updates from the other districts. Katrine Conroy (Minister of Children and Family Development) and Shelley Moore also presented to the group - great weekend!

**School District No. 51 (Boundary)**  
**Enrolment**  
**As of September 30, 2018**  
**Compared to September 30, 2017**  
**FTE**

	September 30, 2018	September 30, 2017	Increase (Decrease)
<b>Secondary</b>			
BCSS	132.125	126.5	5.6250
GFSS	344.5	361.625	(17.1250)
<b>Elementary</b>			
BES	12	9	3.0000
Big White	28	28	-
CLES	91	82	9.0000
GWD	27	28	(1.0000)
Hutton	229	266	(37.0000)
MES	40	43	(3.0000)
Perley	243	230	13.0000
WBES	73	74	(1.0000)
<b>Alternate School</b>			
Walker	31	35	(4.0000)
<b>Total</b>	<b>1250.6250</b>	<b>1283.1250</b>	<b>-32.5000</b>

**School District No. 51 (Boundary)**  
**Enrolment**  
**As of September 30, 2018**  
**Compared to September 30, 2017**  
**Head Count**

	September 30, 2018	September 30, 2017	Increase (Decrease)
<b>Secondary</b>			
BCSS	136	127	9.0000
GFSS	359	364	(5.0000)
<b>Elementary</b>			
BES	12	9	3.0000
Big White	28	28	-
CLES	91	82	9.0000
GWD	27	28	(1.0000)
Hutton	229	266	(37.0000)
MES	40	43	(3.0000)
Perley	243	230	13.0000
WBES	73	74	(1.0000)
<b>Alternate School</b>			
Walker	31	35	(4.0000)
<b>Total</b>	<b>1269.0000</b>	<b>1286.0000</b>	<b>-17.0000</b>



# September 2018 Report

Director of Learning

Doug Lacey

## Staff Learning and School Visits

- September 4<sup>th</sup> to 28<sup>th</sup> – Was part of intake meetings for various new students to Walker Development Centre – Junior and Senior Programs
- September 4<sup>th</sup> and 5<sup>th</sup> – Visited principals and classrooms at Grand Forks Secondary, Hutton Elementary and Perley Elementary
- September 6<sup>th</sup> – Visited principals and classrooms at Greenwood Elementary, Boundary Central Secondary, Midway Elementary, and West Boundary Elementary
- September 7<sup>th</sup> – Participated in learning conversation with Grand Forks Secondary junior math teachers
- September 10<sup>th</sup> – Visitation to classrooms at Christina Lake Elementary School
- September 12<sup>th</sup> – Organizing call with WKTEP coordinators regarding “in situ” program in Grand Forks and Christina Lake schools
- September 13<sup>th</sup> – Participated in first session of new Shelley Moore “Inclusive Classrooms” cohort
- September 14<sup>th</sup> – Participated in Principal/Vice Principal/Senior Leadership
- September 17<sup>th</sup> – Participated in Webinar with District teachers implementing the Athletics program
- September 19<sup>th</sup> – Visited Grade 4/5 classroom at Perley engaged in Athletics
- September 21<sup>st</sup> – Participated in Pro-D Day with Jo-anne Chrona of FNECS with school staffs at GFSS “First People’s Principles of Learning: Beyond the Poster on the Wall”
- September 26<sup>th</sup> – Visited Perley, Hutton and GFSS where classroom teachers were hosting WKTEP “in situ” Teacher and then attending the teacher candidate debriefing of their day and next steps.
- September 27<sup>th</sup> – Participated in Terry Fox Run in Midway with Boundary schools
- September 28<sup>th</sup> – Participated in Principal/Vice Principal/Senior Leadership



## Community Partnerships

- September 10<sup>th</sup> – Chaired meeting of the Boundary Integrated Services Model meeting
- September 11<sup>th</sup> – Participated in the regular meeting of the Early Years Intervention Group
- September 11<sup>th</sup> – Participated the regular monthly meetings of the School Board
- September 17<sup>th</sup> – Meeting with Health Promoting Schools Coordinator
- September 19<sup>th</sup> – Participated hiring interview for CYW at Boundary Central Secondary
- September 20<sup>th</sup> – Participated in day-long session focused on Safe Kids and Youth Coordinated Response (SKY) Program in Nelson
- September 24<sup>th</sup> – Participated in the West Kootenay Education Program (UBC) Consortium meeting in Nelson.
- September 26<sup>th</sup> – Chaired the regular meeting of the Boundary Aboriginal Education Advisory Council



# SPIRALS OF INQUIRY – Walker Development Centre (2018-19)

For Equity and Quality



## Human and Social Goal Area:

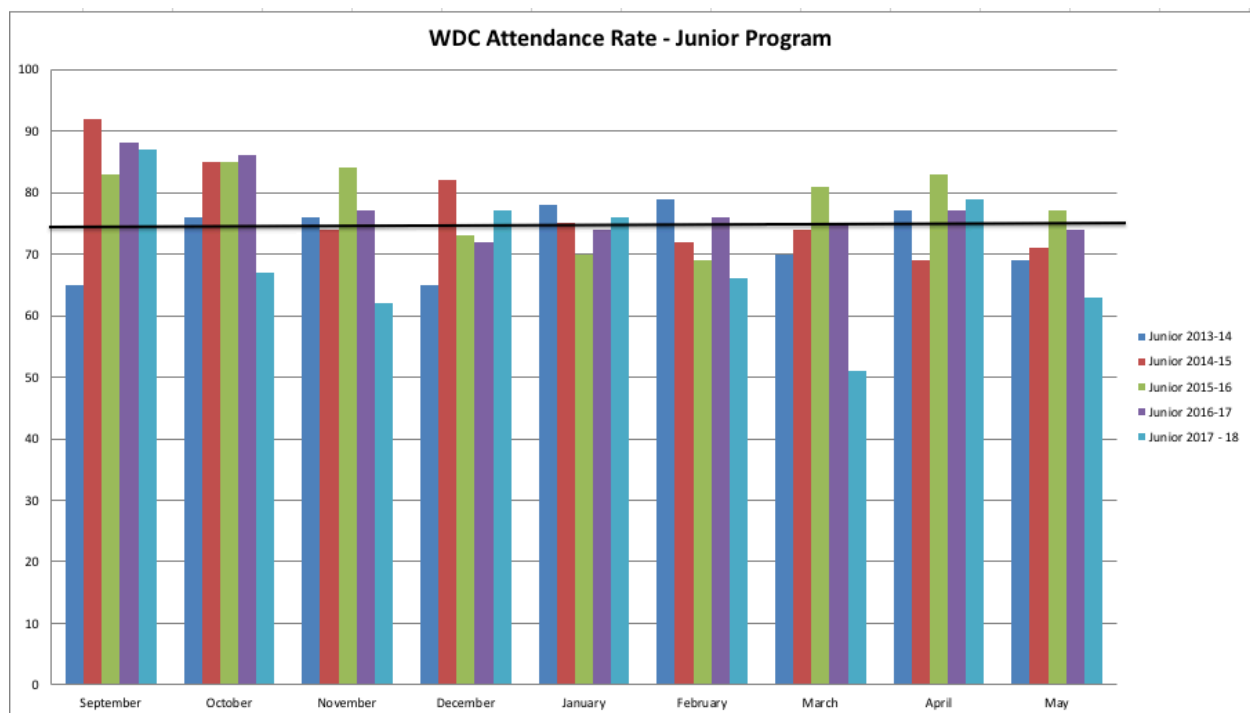
SCANNING: What is going on for our learners?

### 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.

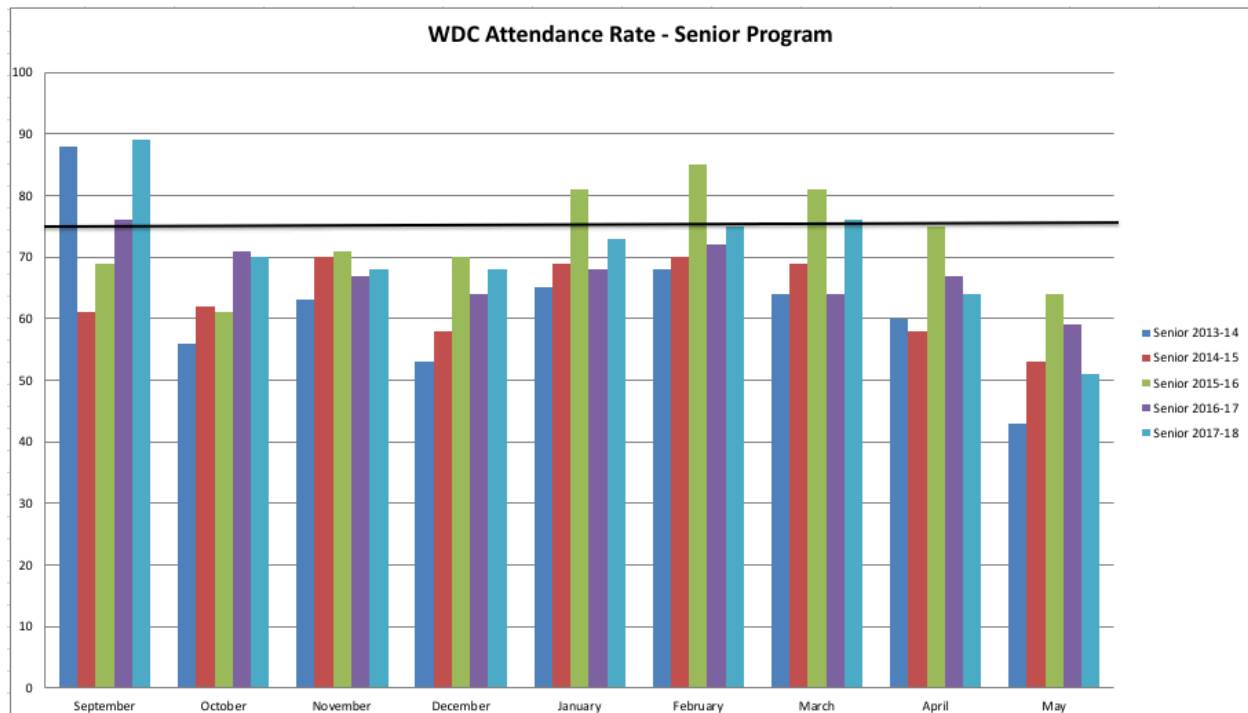
In our Junior Program we continue to find that only 55% our students in Grades 7 to 9 have a 75% or better absentee rate. There are a number of reasons for this occurring; including a population of students with high levels of stress and anxiety, and personal, social-emotional and/or health issues.

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 and down to **70%** for 2017-18 school year. Part of the reason for this is that our number of Junior students has dwindled to six students from a high of over 15 students last year. This is due to less students of this age being referred to the alternate school and the many of the juniors of last year have joined our Senior Program Our goal was to raise this to between 75 and 80%. We have not maintained this goal for the 2017-18 school year. Only the months of September (87%), December (77%), January (76%) and April (79%) was above the 75% mark for aggregate attendance rates.



In our Senior Program we have found that 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 and maintained the **69%** aggregate for 2017-18 school year. 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 26 students of which only 56% of them attained a better than 75% attendance rate individually.



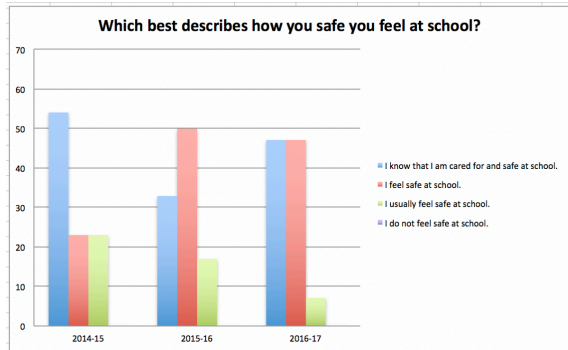
We believe that the greater the attendance rate of our students the stronger they are attached and have a sense of purpose and belonging at WDC.

#### Student Survey Data:

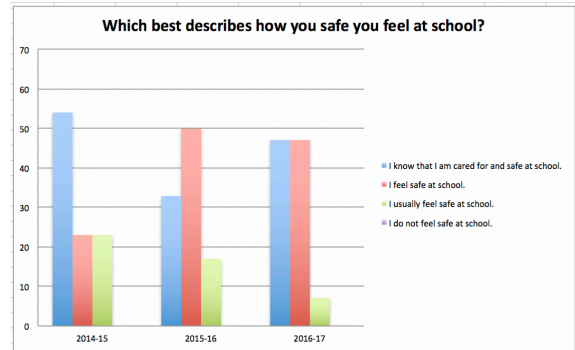
(Note we were unable to complete student survey as planned in May 2018 due to the Flooding Incident. I was difficult to get sufficient numbers after the incident to make the data complete. We, thus, used the preceding years data for scanning purposes)

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.

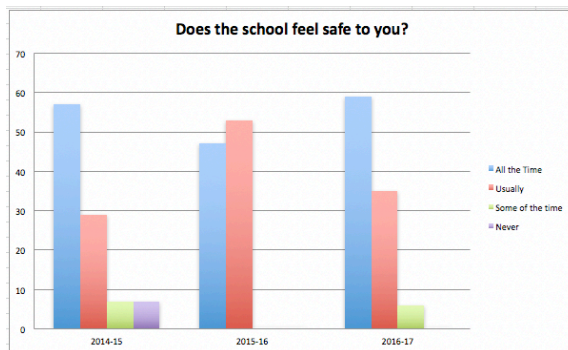
## Junior Students



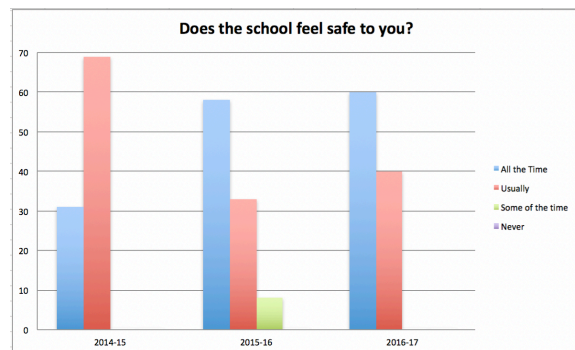
## Senior Students



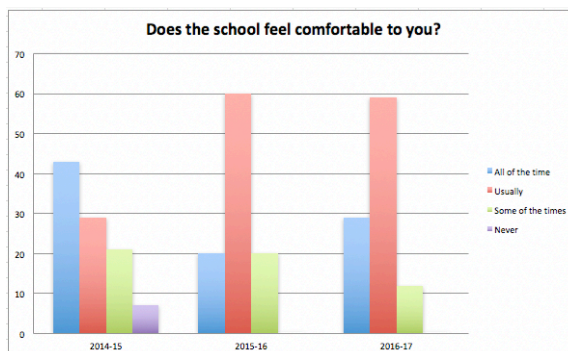
## Junior Students



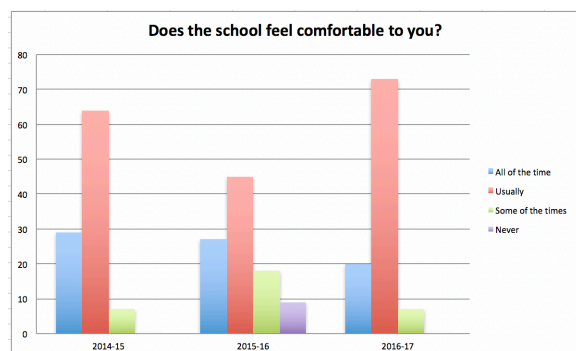
## Senior Students



## Junior Students



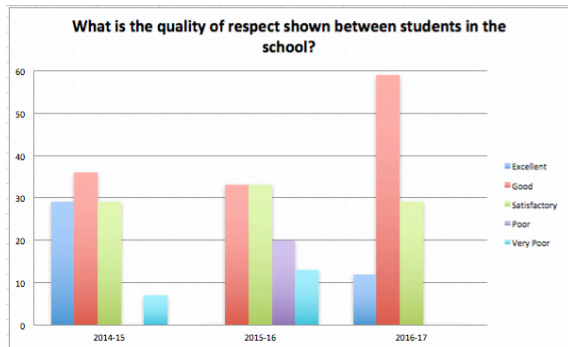
## Senior Students



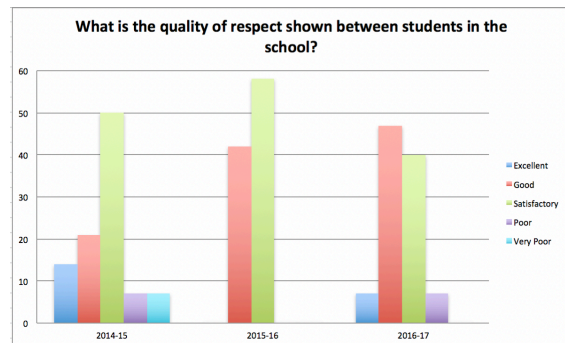
An area of some note this year is that no junior students reported poor or very poor respect shown between students, with 100% of the students reporting excellent, good or satisfactory quality of respect between students. This is a great improvement for 2016-17. Also, only 7% Senior Students reported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



### Juniors Students

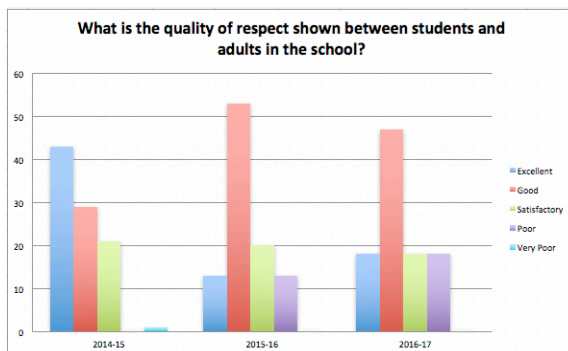


### Senior Students

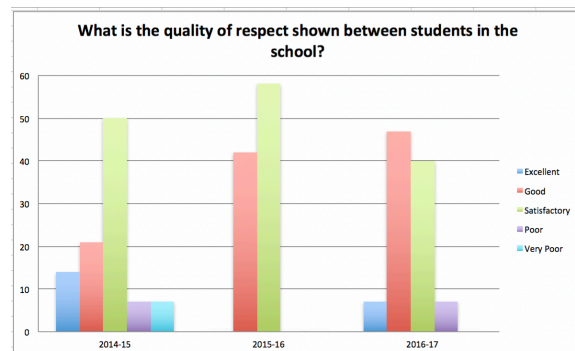


In terms of the quality of respect shown between students and staff, 82% of junior students reported that it excellent, good, or satisfactory (with over 45% reporting good), while 93% of senior students reported that the level is excellent, good, or satisfactory (with 48% reporting good). Also, very 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.

### Juniors 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?

Our goal is to conduct Dialectical Behavioural skills training for emotional problem solving with all of our students through individual and group sessions in combination with Mindfulness skills.

DBT Social-emotional learning curricula are focussed on helping students of all ages acquire and practice the skills they need for successfully navigating stressful life

events; coping with emotional dysregulations; and developing/maintaining important family, peer, school and intimate relationships. It is a proactive approach designed to help students develop appropriate skills in decision making and emotional management before they engage in problematic behavior.

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

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

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

Through regular DBT exercises and mindfulness activities in individual and group session we can foster more positive self-conceptualization in each of our students.

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

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

We have been engaging in learning sessions with Darren Pratt of Boundary Family Services for implementing The Decider program for teachers, based on the research and conceptual framework of Dialectical Behaviour Therapy (DBT).

Further, we have been engaged in Mindfulness skills training for individual student and group Mind-Up activity sessions.

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

### **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 dis-regulating effect on increasing numbers. The staff will implement a “Cell Phones on Airplane Mode” policy during the school day to see if the students notice a difference in their ability to concentrate and keep regulated.

We will have weekly “Café Sessions” group session with all in both the morning and afternoon classes focussed on community-building and mindfulness. And utilize The Decider program to support students in individual and group sessions in terms of interpersonal effectiveness skills.

We have also created a “sensory-quiet room” and a “balance and exercise room” to enable students to utilize regarding individual needs for self-regulation.

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

Attendance Data will continue to be our greatest indicator of student sense of connectedness at WDC.

Data related to number of events of negative interactions of students between each other and staff will be monitored this school year for base-line.

Staff regular monthly meeting with each individual student will allow monitoring of the impact our mindfulness and DBT skills activities on each student.

## **Intellectual Goal Area:**

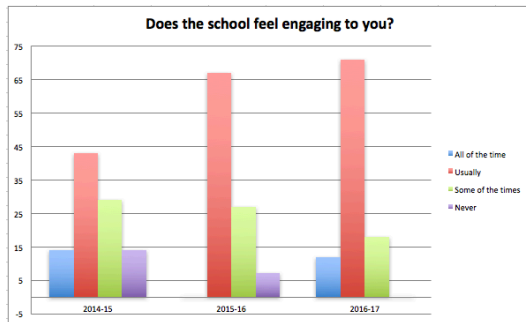
SCANNING: What is going on for our learners?

Student Survey Data

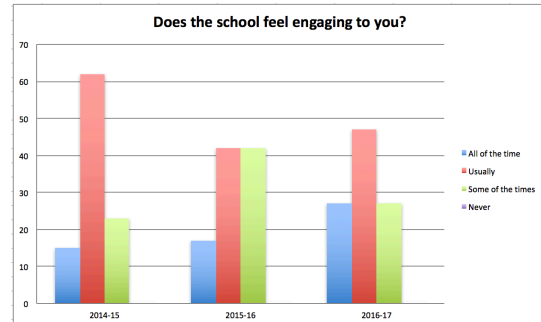
Twelve percent of Junior Students are reporting that they feel engaged at school all the time, and almost 71% are reporting that usually they felt engaged, leaving only 18% only sometimes. This is a positive trend. In the senior program 27% of students are reporting that they are feeling engaged all 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%.



## Junior



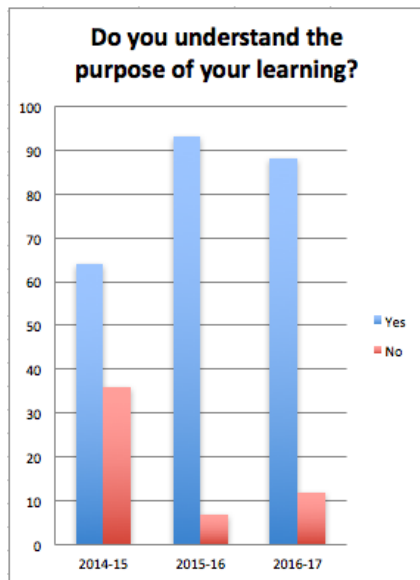
## Senior



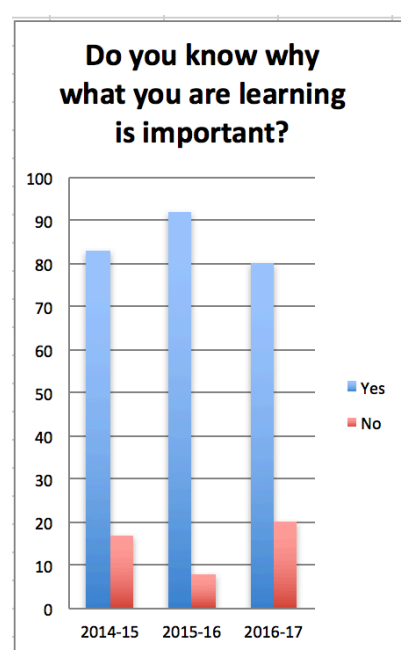
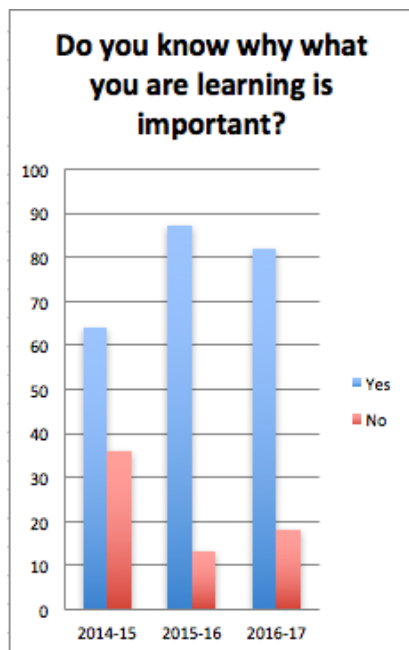
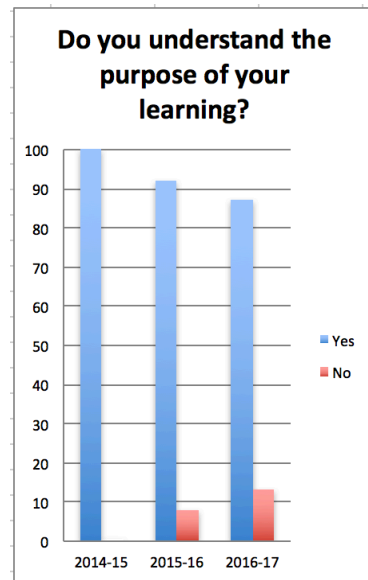
Interesting, both Junior and senior students report high levels of understanding the purpose of their learning, the importance of their learning, and feel they take great ownership of their learning. They also report high levels of having a clear sense of what good learning looks like, that they are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

When having conversations with our students, the staff is talking to them about motivation and personal connection of learning to hands-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 and completion in the Grad Program is a necessary goal, but that it is “hoop jumping” and has little personal meaning.

### Junior

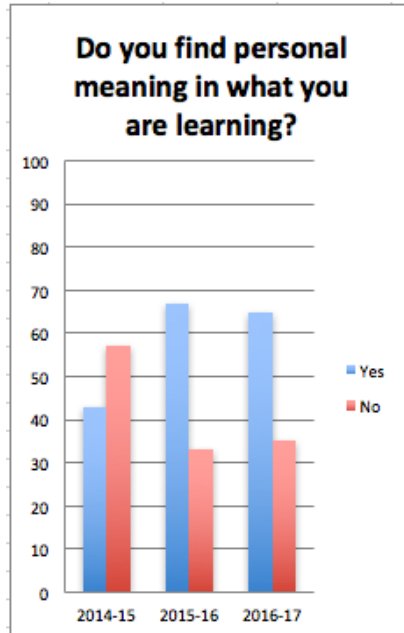


### Senior

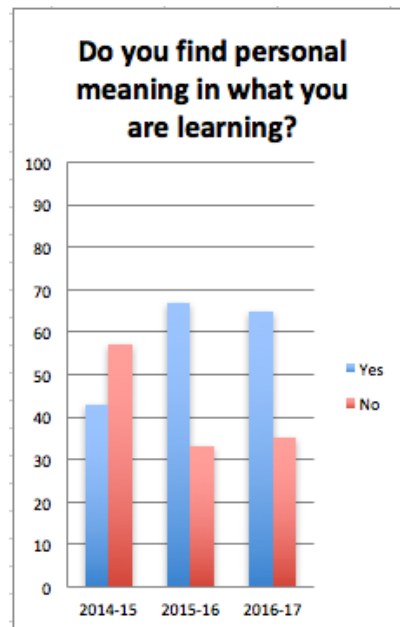


Though the trend is positive for junior students in terms of finding personal meaning in what they are learning, there is still over 30% of our junior and senior students reporting that they are not finding personal meaning in what they are learning. See the data below.

### Junior

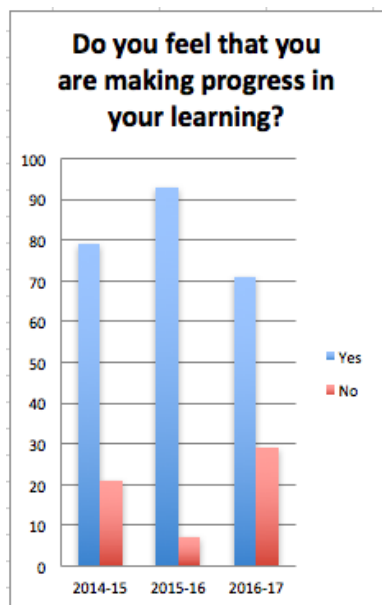


### Senior

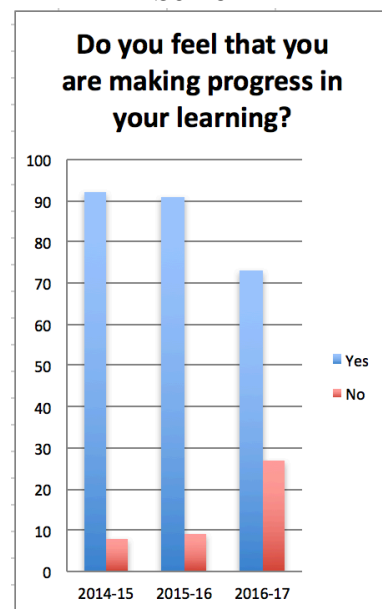


In all other aspects of student reporting their feeling of success and progress in their goals for learning, the results are also very positive.

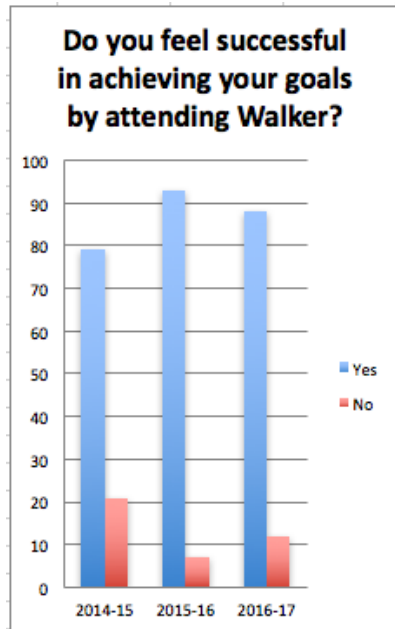
### Junior



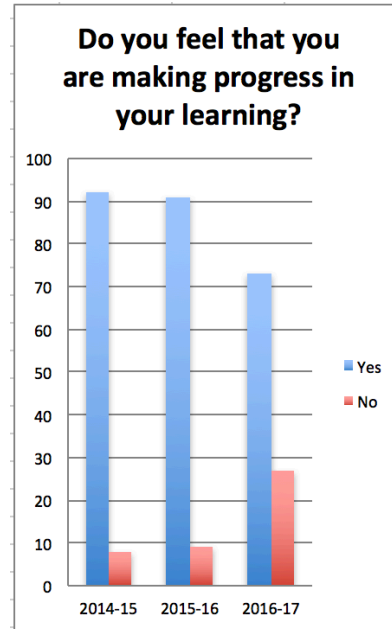
### Senior



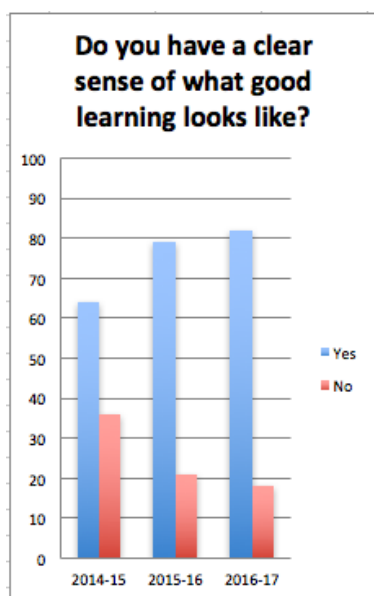
### Junior



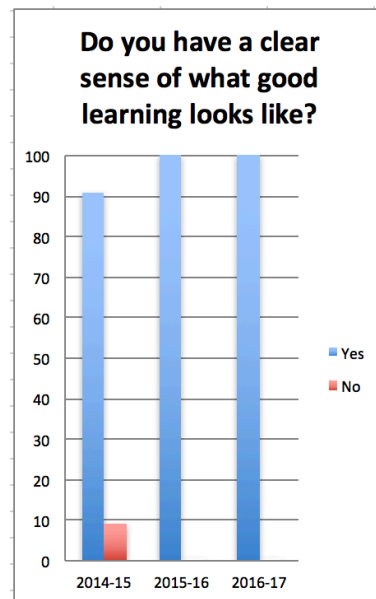
### Senior



### 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:**

**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.

## **Intellectual Goal Area:**

### **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.

Continued Actions from 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.
  - o MyBluePrint Portfolios
  - o Business letter
  - o Resume
  - o Powerpoints
- 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.)

New Actions for the 2018-19 School Year include:

- Improve the Exit Plan for all students
  - o Work effort and completion
  - o Positive inter-social behaviours

- Attendance
- Taking “hands-on Learning” activities and giving curricular credit where there are fits Big Ideas, rather than content and Curricular Competencies is action (eg. Thinking and Doing like a scientist)

## **Intellectual Goal Area:**

### **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.

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.

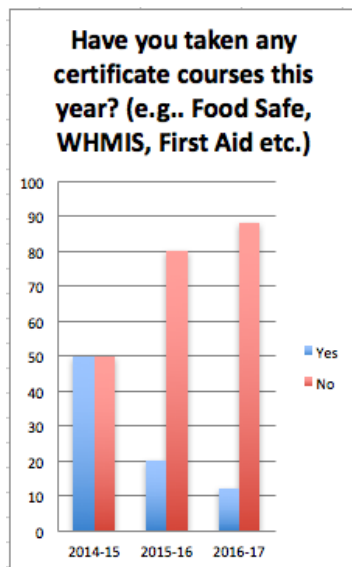
## **Career Development Goal Area:**

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

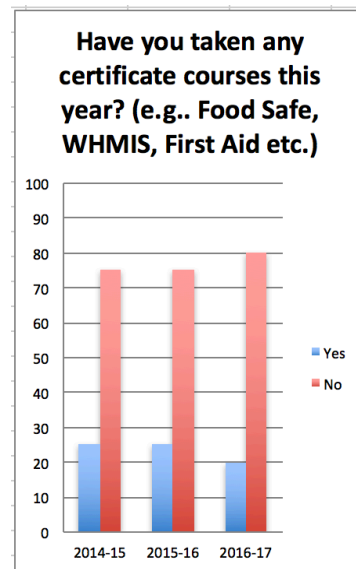
### **Student Survey Data:**

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.

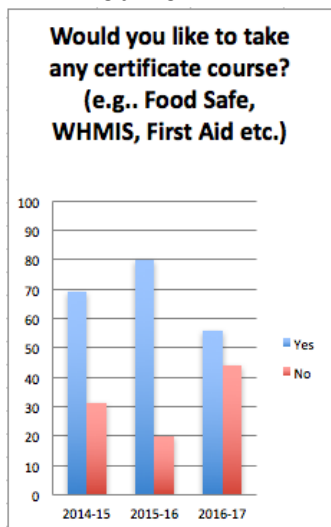
### Junior



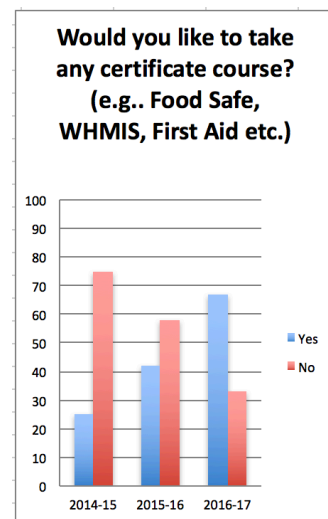
### Senior



### 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.

From this survey information, during the 2017-18 school year WDC has been able to offer these “pathways” certification training sessions during the school day in partnership with Selkirk college. This has allowed man of our students to get certified and find part-time work in our community:

Data for May 2018:

- 42% of Walker students have part-jobs.
- 40% of Walker students have Foodsafe Level 1 Certification.



- 35% of Walker students have OFA Level 1 Certification. Three of these students attained their “transportation endorsement”
- 35% of Walker students have WHMIS Certification.
- 3 students completed the two-week “Blade Runner” program at Selkirk College during Spring Break 2018 (certification training to become forest fire fighters)

### **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.

### **Career Development Goal Area:**

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

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

### **Career Development Goal Area:**

#### **TAKING ACTION – What will we do differently?**

Continue to support our students to take Work Experience programs 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 continue to design Digital Literacy opportunities 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)

We will continue to grow our connections with Selkirk College in Grand Forks, Castlegar, and Nelson and create opportunities for our students to visit College academic schooling and trade training sites in those locations.

### **Career Development Goal Area:**

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

We will be checking by measuring (by end of 2018-18 school year):

- % of Walker students have part-jobs
- % of Walker students have Foodsafe Level 1 Certification
- % of Walker students have OFA Level 1 Certification
- % of Walker students have WHMIS Certification
- # of contacts Walker students/classes have with Selkirk College and staff

- Field trips and tours of campuses
  - Connections with our Arts and Culture Program
  - Connections with our Outdoor Education Program
- # of Walker graduates enrolled in post-secondary programs (academic/trades)

# GFSS School Growth Plan 2018-19

## 1. Scanning:

- SL survey, Learning Maps project
- report cards
- 38% of students felt they didn't have control or ownership of learning
- 60% of students feel they're learning little about how humans are effecting their environment.

## 2. Focusing:

- Focus on assessment literacy to improve student ownership of learning.
- Increase student connections to the environment to improve judgement regarding decisions around health issues.
- Develop a 8-12 approach to Core competencies/Career Awareness/Capstone.

## 3. Developing a hunch:

- understanding the new curriculum and best assessment practices will improve student ownership.

- the education and changing of behaviors regarding health choices (ie. e-cigarettes and digital citizenry) can be strengthened by connecting students to their natural environment?

- creating digital portfolios will support core competencies, career awareness and the future grad requirement of a Capstone project.

## Checking:

- Student learning survey
- Discipline log
- Report cards
- Teacher survey
- 8-12 digital student portfolios
- Team conversations

## Taking Action:

- Awards ceremony
- Assembly themes
- review student code of conduct policy (vaping)
- PLC assessment project
- Exam schedule review
- Teacher mentoring Capstone
- digital citizenship

## 4. Learning:

- First nations peoples principles
- Shelley Moore
- Learning Maps
- BC curriculum
- My Blueprint

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

1. Why was this chosen by your staff and school community?

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

**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 especially by the one third who are disengaged 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?**

We have implemented a flex timetable this year  
The Hunch is that with more and varied options, choices, students will become more independent and self-directed and motivated to work hard and come to school

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

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

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

**5. Taking Action:**

**The Question:**

Agenda

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

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. In 2017-18 3 of our students were hospitalized for psychiatric illnesses.

### 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 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.

### 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?*

### 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.

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

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

**The Question:**

Agenda

**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.

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



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

**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.

**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

**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

## SCANNING

### Human and Social Development

- From the Student Learning Survey (SLS) data "At, school, I am learning how to care for my mental health" we had very inconsistent results
- Staff need more time and space to unpack the FPPL

### Intellectual Development

- Foundation Skills Assessment writing results for both Grades 4 and 7 as well as District Writes indicate we are performing below provincial averages for meeting and exceeding standards
- These results have been trending negatively for the past 5 years

### Career Development

- From the SLS several students reported negatively to questions around ownership or taking control of their learning

## FOCUSSING

### Human and Social Development

- A need for more promotion and explicit teaching of First People's Principles of Learning (FPPL)

### Intellectual Development

- A need to change focus from reading to writing with respect to school goal

### Career Development

- A need to improve overall understanding of individual student strengths and interests *and* to connect that knowledge with their goal setting

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



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

## TAKING ACTION

### Human and Social Development

- Attend Jo Chrona's 'Beyond the Poster on the Wall'
- Select a FPPL to focus on and demonstrate its connection to wellness

### Intellectual Development

- Create more meaningful writing tasks
- Celebrate student writing

### Career Development

- Use the lens of the Core Competencies and their respective profiles to connect student's strengths with their next steps

## DEVELOPING A HUNCH

### Human and Social Development

- If we connect the FPPL to wellness and best practice, will it promote clearer awareness of student mental health needs?

### Intellectual Development

- If classroom teachers create meaningful writing opportunities and we improve our culture of writing, will that result in improved student writing?

### Career Development:

- Will using the lens of the Core Competencies improve our shared language about student strengths and relevant next steps?

## CHECKING

### Human and Social Development

- Most students should be able to answer with examples "How do you care for your mental health?"

### Intellectual Development

- FSA writing results for Grades 4 and 7 and District Writes should indicate a positive trend

### Career Development

- From our selected set of SLS questions we should hope for an improvement in overall results

## LEARNING

- All goals connected via Teacher-Led Inquiry Groups, learning journals, sharing partners, common evidence-based resources and continued use of inquiry process via extra time for teachers to process what they feel their focus should be.





# Spirals of Inquiry Planning Tool

Team: CLES

Goal Area: Intellectual

<p><b>Scanning</b></p> <p>We looked at the following evidence:</p> <ul style="list-style-type: none"> <li>*District writing data and observations</li> <li>*FSA writing data</li> <li>*Teacher anecdotes and classroom samples</li> </ul>	<p><b>Focusing / Hunch</b></p> <p>Students will improve their writing mechanics by spending more time interacting with text</p>
<p><b>Learning</b></p> <p>Resources: 7 Skills for writing success in 20 Minutes a day (Judith Olsen)</p>	
<p><b>Taking action</b></p> <p>Focus on reading</p> <p>Add a weekly writing reflection where students focus on gratitude</p> <p>School wide read</p> <p>School wide write</p>	<p><b>Checking</b></p> <p>District writing data</p> <p>FSA data</p> <p>Teacher anecdotes and classroom samples</p>
<p><b>Celebration</b></p>	



## Spirals of Inquiry Planning Tool

Team: CLES

Goal Area: Human and Social

<b>Scanning</b>  Evidence from: *Teacher anecdotes and observations *Behavioural data	<b>Focusing / Hunch</b>  We will provide opportunities for new and returning students and families to feel part of the fabric of long-standing traditions and culture
<b>Learning:</b>  1. Social Skills Improvement System	
<b>Taking action</b>  SSiS implementation school-wide  Student created movies about CLES traditions and culture  Continue with school-wide breathing	<b>Checking</b>  Teacher anecdotes and observations  Student check-ins (oral and written reflections – see video and binder)  Time of breathing/sitting still – See video and reflections in binder; teacher observations  End of year social skills assessment (SSiS program)  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.)  Survey data (once a term)
<b>Celebration</b> Stretch and breathe as a group before the pancake breakfast outside the community hall on June 28 <sup>th</sup>	



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

<b>Scanning</b>  Evidence used: *Teacher anecdotes (particularly behaviour and lack of regulation during school events in 2017-18) *Student self-reflections	<b>Focusing / Hunch</b>  Students will further develop self-regulation and problem-solving skills through career activities such as computational thinking, makers' way, and indigenous skill integration
<b>Learning</b>	
<b>Taking action</b>  *Maker's Day *Expand computational thinking activities into Grade 2/3 *SSiS program *Implement feedback system for students who have their hands up in class – ask them what is working? What is not working? What's next? – they can't have help until they can answer these questions ☺ *Create a learning map for makers' day (ADST curriculum and core competencies) – students self evaluate	<b>Checking</b>  *Teacher anecdotes *Student reflection *Digital evidence from events and activities
<b>Celebration</b>	

# SD51 School Goals 2018/19

School: Big White Community School

## Goal # 1 - Human and Social Development

### Goal Statement:

To focus on Social-Emotional Learning to reduce learning anxiety and foster positive behaviors; to teach students self-regulation skills and share a universal language transferable between grades and classes

### Evidence that led you to this goal:

Younger students entering Intermediate class having anxiety

Students being able to monitor emotions and behaviour

### How will you CHECK (What evidence will you use to know if you have made a difference for students)?

- \*Self-Reflections

- \*Circle of courage interviews (Ab Ed)

- \*Students able to understand what they need to regulate throughout the day (walk, time alone, safe space)

- \*Using common language example zones of regulations and mind-up within the school

- \*Celebrating gains in individuals at assemblies and/or awards day

## Goal # 2 – Intellectual Development

### Goal Statement:

Provide direct, instruction of reading strategies for small groups or individual students who are struggling for primary students.

Implement the writing process in the classroom, emphasizing mechanics and conventions within the writing process for intermediate students.

### Evidence that led you to this goal:

- \*District writing assessments and observations

- \*FSA writing data

- \*Teacher anecdotes and classroom samples

- \*Reading Assessments

### How will you CHECK (What evidence will you use to know if you have made a difference for students)

- \*Classroom samples and work

- \*District reads and writes data

- \*FSA data

- \*School reading assessments data

### Goal # 3 - Career Development

**Goal Statement:**

Offer students opportunities to explore and develop personal interests, passions, and competencies while making connections with learning opportunities and career possibilities

**Evidence that led to the goal:**

- \*Anecdotal data
- \*Student surveys
- \*Classroom engagement

**How will you CHECK (What evidence will you use to know if you have made a difference for students)?**

- \*Student surveys
- \*Anecdotal data regarding interactions, team work, responsibility around volunteer and career experiences
- \*Pictures and visual evidence

### Scanning:

\*Hutton students are optimistic towards the future, believe they can learn, feel they have something worthwhile to contribute, and continue to feel strongly connected to the adults at Hutton!  
\*modeling respectful behavior has not transferred to the way students interact with one another:

- Significant disparity between students knowing & understanding school rules and wanting to/being able to follow school rules
- Many students continue to struggle making good choices during their unstructured, less supervised (recess/lunch) and free time.
- Many students continue to create and thrive on social drama

\*a school-wide reading focus has inspired non/struggling readers to read

### Hutton 2018/19

#### Focusing:

Hutton Staff is extremely proud of how students feel about themselves and their future, as well as how connected they are to the adults in our building – especially our most at risk students!

Unfortunately, modeling respectful behavior has not transferred to the way in which students interact with one another, so we will refocus our energies into helping students create and maintain healthy peer relationships.

We've also seen significant growth in reading school-wide and we are excited to continue that growth in reading again for the 2018/19 year as well.



### Developing a hunch:

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

-If we intentionally show the value of reading school-wide, will students become more independent, resilient, reflective readers?

### Learning:

Growth mindset

Mind Up

Adrienne Gear professional learning 2019

Reading Power by Adrienne Gear

Checking: In order to develop measurable goals based on a variety of reliable evidence Hutton will analyze the data collected from Ministry Student Learning Surveys, MDI's, district literacy assessments, FSA's, staff anecdotal feedback on learners & Office Referrals.

We will know we have made an impact when...

- student incident referrals decrease because they are regulating and problem solving in healthy ways
- all students, regardless of ability, read and participate in all school-wide reading activities to their full potential

### Taking Action:

Staff will continue to foster and model healthy and respectful relationships with students throughout the school. Staff will positively reinforce respectful behavior and manners and intervene and redirect unkind and disrespectful behavior.

Continue to foster the growth of healthy peer relationships through learning groups facilitated by CYCW's and BFISS.

Find a healthy balance between being supportive and enabling in a conscious effort to help students realize their potential as independent learners and doers.

- Model and teach growth mindset in helping students fail in healthy ways so they are able to: embrace the journey of the struggle
- keep trying when it is challenging
- realize that to fail is to learn
- value the process of learning AS MUCH AS, if not more than, the outcome/finished product.

Focus on the competencies that embrace resilience, independence and reflection.

## **2018-19 Perley Growth Plan**

### **1. Scanning**

Through our scanning process, staff and parents looked at Student Learning surveys (Ministry, grades 4 and 7), MDI results (Grade 4 and 7), teacher anecdotal comments on student learning and school-wide writing and reading assessment data. After looking at the data in small groups of teacher and parents, the whole group discussed the data and what it might mean for moving forward in our school growth plan. The issues discussed were:

- Writing results- we looked at how many students improved at least one level on the 5 point scale. 55% went up, but 6% went down with the others staying the same. Our goal was for 75% of our learners to improve at least one level. We recognize the writing assessment tool is not authentic for our learners and will endeavour to create a more meaningful assessment for our students next year.
- Writing continues to be a cause of anxiety for some students (teacher anecdotal)
- School-wide reading results are stronger than year-end writing results, yet many students indicate they do not read for pleasure
- Organizational skills have improved for many students this year (teacher anecdotal)
- Teachers identify anxiety as a challenge for many students (teacher anecdotal)
- Problem solving skills have improved (teacher anecdotal)
- 1/3 of of grade 7 students say there is not an important adult at school (MDI)
- 

### **2. Focusing**

Three goal areas:

#### **Intellectual:**

- Improving literacy skills.  
To improve our students' achievement levels in writing and to help students develop a greater love of reading. (Reading for pleasure)

#### **Human/Social:**

- Improve school climate and community

#### **Career Development:**

- Increase student opportunity and ability for goal-setting and self-assessment

### **3. Developing a hunch**

Intellectual: To improve student writing we must place a greater emphasis on writing throughout the grades. We will use staff meeting time to work specifically on writing skills. and work together as a staff to build capacity for writing instruction for all students. Also, there is a strong appetite amongst staff to develop a more efficient and meaningful writing assessment.

Human and Social: We will continue to work together as a staff to reduce student anxiety. Anxiety for some students is connected to work load

## **4. Learning and Action:**

### **Intellectual – Writing**

Our first step is to redesign our school wide writing assessment. Staff determined that the writing assessment rubric used for the Smart assessments closely mirrored the Performance Standards rubric for personal writing. Staff also like the 5-point scale for assessing writing. We will use these (grade specific) rubrics to score the writes.

The summary sheets will remain the same as they are a concise way to detail student strengths and stretches to inform instruction.

Staff worked in grade groups to create topics and committed to having their writing assessment complete by September 25<sup>th</sup>. The staff also committed to a school-wide anchor marking session on Wednesday, September 26<sup>th</sup>

At our October 2<sup>nd</sup> NID, staff will collaborate to build plans for how to improve writing for students.

Pairing staff for co-planning, assigning mentor teachers, structures to provide regular feedback to students, increased use of student self-assessment and regular learning meetings for teachers are some of the ideas to be considered. A more detailed plan will be added after the October 2<sup>nd</sup> meeting.

On the October provincial NID, staff are encouraged to focus on an area of our growth plan.

We will use staff meeting time over the course of the year to share strategies, successes, challenges, etc.

We will plan several school-wide reading activities and buddy reading activities as a way to make reading more visible, accessible and enjoyable for students.

### **Human and Social: Building School Community**

Building school culture and community started on the first day for us by grouping the students into “Family” groups as opposed to going to home rooms. We spent the first day in one of the 14 Family groups working on activities that encouraged interaction and getting to know one another. By having older and younger students grouped together at times throughout the year we hope to build a stronger sense of school community where we are all aware of and supportive of one another.

On the second day of school, staff prepared and served pancakes to all of the students. Again, this was done in their family groups so the older students were responsible for the younger ones.

We have created a committee that will meet periodically to plan school-wide activities to be done in family groups. Kindergarten students were added to the groups and took part in the September 20<sup>th</sup> activity. School-wide reading, fun afternoons, art activities, snow days, etc are some of the ideas we are planning throughout the year.



## **Career Development**

### **Goals Setting and Self-Assessment**

We began this work last year as part of our growth plan focusing on Executive Function.

We will continue to build class structures and routines that allow students to set goals and discuss these goals with their teachers.

We will use staff meeting time over the course of the year to share ideas, success and challenges.

## **5.Checking**

As we do each year, we will use a variety of measures to check how we have done.

These include:

Writing results data from school-wide writes

FSA results

MDI results (grades 4 and 7)

School based survey results (primary and intermediate results)

Teacher anecdotal surveys (learning strengths, challenges)

We will gather with parents on Wednesday, May 15<sup>th</sup> to look at data and discuss survey results.

It is at this meeting we will start to formulate goals for the following year.