



School District No. 51 (Boundary)

Box 640, 1021 Central Avenue

Grand Forks, BC V0H 1H0

PHONE: 250-442-8258 FAX: 250-442-8800

Website: www.sd51.bc.ca

2022-23 School Growth Plan

School: BCSS

Principal: Bo Macfarlane

A. Goal (One goal per page) (Please insert/attach links to any external documents)

1. Help students discover future careers.

B. Rationale

There are employee shortages in many fields. We believe students should be aware that trades and vocational activities are not a lesser option to university. High tech and well-paying jobs are available to grads. Students have several options to get started in high school from earning credit for work experience to completing college level courses and have them paid for by the ITA and the education system giving them a leg up upon graduation.

C. Action Plan (List Specific actions, school level and district level resources or structures used)

We will expose students through word of mouth, assemblies, college campus tours, trades people guest speakers and class research. As well as implementing the My BluePrint careers section in our Careers 10 and 12 courses.

We will promote Youth Work in Trades and Youth Train in Trades formerly known as ACE-It.

We will help student apprentices to attend college while in high school and to take advantage of school district and ITA sponsorship. We had 7 student apprentices (Sept 2021), 4 of whom are now in or have been recently in college. Currently we have 3 apprentices and growing. We are actively working with students and employers to find workers through our Work Experience program.

We currently have 15 students working and gaining credit for Work Experience. We have a close relationship with Vaagen who employs a number of our students, we will continue to growth this area and others.

D. Evidence/Data (How will you measure success?)

Our students will find work in skilled trades during high school.

Our students will work at jobs that they may pursue after graduation.

We will have some of our Youth Work in Trades students go to college during grade 12.

Our numbers will continue to grow in Youth Work in Trades and work experience



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2022-23 School Growth Plan

School: Boundary Central Secondary

Principal: Bo Macfarlane

Vice Principal:

A. Goal (One goal per page) (Please insert/attach links to any external documents)

Teach our students to understand, advocate for, and manage their mental health.

B. Rationale

Mental health is important for everyone and BCSS students are no different. Our students have asked for help through the BC Student Learning Survey, as well as during class discussions and school surveys. "At school I am learning how to care for my mental health. Example: anxiety, stress and relationship skills." 70% of our grade 12's said no to this question, while 50% of grade 10's said no. These numbers are from Student Learning Survey. We are trying to change this. Some of our students have shared with us that they have experienced trauma in their lives and for some, drug and alcohol use are their way of coping.

C. Action Plan (List Specific actions, school level and district level resources or structures used)

With SD 51 School Board's help we have purchased Open Parachute. Open Parachute is a mental health curriculum for each individual grade from 8 through 12. It also has a parent and teacher component which we make available. We ensure mental health is part of the curriculum through PHE and Careers 10 and 12. We offer breakfast, lunch and snacks for students who are hungry. We employ and source counsellors and mental health advocates. Jennifer Mallach, the CYCW at BCSS, sees students throughout the week. She makes referrals for counselling for more complex situations through organizations such as BFISS, as well as counsellor referrals to the Ministry's Child and Youth mental health clinicians. Holly, a drug and alcohol counsellor from Freedom Quest, sees 15 kids per week at our school. She visits once sometimes twice a week because of the large group of students in need. In addition, Carol Mitchell runs our "gay club" and meets monthly at our school as well as organizing events in GF. Indigenous Elder Joanie Holmes attends our school on Monday's and teaches our population about the Medicine Wheel, Circle of Courage and other Indigenous ways of being healthy. We are excited to welcome back sports to BCSS after a two-year halt due to COVID. Sports and a rigorous PE program are key strategies in our work towards helping kids manage their wellness. *"Exercise is really for the brain, not the body. It affects mood, vitality, alertness, and feelings of well-being. "Exercise is the single most powerful tool you have to optimize your brain function. Exercise has a profound impact on cognitive abilities and mental health." -Prof John Ratey author of Spark.*

There was a significant decline in our students' mental health as a result of not having sports teams, practices and regular competition to fulfill this aspect of their development. Students have already shown great excitement for sports by enrolling in 1 or more of the 3 fall sports offered. Fine Arts also play a significant role in mental health and offer a creative outlet for energy and passion. Choir, Musical Theatre and a new Band Club are starting up again, also gaining much interest from the students.

D. Evidence/Data (How will you measure success?)

Through observations and surveys, both formal and informal. We will monitor the impact of our strategies. Staff meetings, NID's and "on the fly" discussions of how students are doing are important ways for us to monitor our students informally on a day-to-day basis. We regularly meet with students through grade group meetings. Last year we began a Student Advisory Committee which polled students and as such we will ask them to continue with their surveys. Report cards are another important tool for us to measure as we look at Work Habits and the Core Competencies. We use several student surveys during class time which also address how students are doing and feeling. Formal measures we use include our annual LIF tool and the annual Provincial Student Learning tool



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A. Goal (One goal per page) (Please insert/attach links to any external documents)

We will offer exciting, engaging curriculum that meets the needs of all our learners.

B. Rationale

We have a refreshed curriculum. Many of us are changing the way we teach to reflect the curriculum and the 21st century learner. Adding in the impact of Covid and potential learning loss for some who were away, we are working hard to make the curriculum exciting and engaging. In addition, our assessments also need to grow with these changes. We are working with author and presenter Katie White on assessment to offer exciting, engaging curriculum that meets the needs of all our learners..

C. Action Plan (List Specific actions, school level and district level resources or structures used)

Our Moto, which, captures so much of the heart of BCSS, “together we learn, whatever it takes.” We are offering First People’s 12 for all grade 12 students. It is a very interesting and interactive course offering that goes a long way to decolonize our education system. Our English teacher Sarah Tripp went for training this summer, thanks to Anna and SD51. Our staff have done extensive work with expert Katie White on assessment practices for our new era of curriculum and education. A few staff are exploring gradeless grading, using the proficiency scale in place of traditional grading, as well as regular student self-reflection. We are thrilled to be enrolled (2022) with Katie White for more NID sessions this year to go deeper in our work and growing our assessment practices.

SD 51 has updated our computer hardware with 90 chrome books. These, along with some fixed desktops we have nearly 1 to 1 ratio of computers to students. Laptops facilitate group work by allowing students to meet at any location -- whether it's a library, classroom or a student's home -- and access all the materials they may need, including classroom notes, journal articles, online research, or software for creating videos, slide shows or other items they may need to be engaged and successful at school. All these add to a high level of interest and engagement for our students.

Our staff have embraced learning in place and outdoor education. We live and work in a beautiful area that gives us the ability to be outside at Raven Park, on the trails, in the school garden, as well as numerous places outside the traditional classroom in our communities. We believe that learning outside the classroom can further help teachers create enthusiasm for learning. Further we believe that learning outdoors, field trips visits and input by external contributors different outdoor learning experiences offer opportunities for personal and learning skills development in areas such as communication, problem solving, information technology, working with others and thinking skills. These are skills identified as keys for the 21st century learner.

D. Evidence/Data (How will you measure success?)

Teacher evaluations and observations will point to our success. Are the students doing well? Are they coming to school and on time? We know if our students are engaged in interesting learning activities then they will be excited and enthusiastic about the learning. Students will show it by attending school, arriving on time, and having a high level of engagement in class discussions and learning, and ultimately this will be reflected in their achievement in school. Report cards, honour roll standings and student surveys formally measure the impact our changes are making. While attendance and lates, as well discussions, will tell us if we are making the curriculum engaging and the students are feeling successful in a more informal manner.