

# Agenda

**Committee of the Whole Meeting**  
**June 13, 2017, 1:00 pm**  
**District Education Office, 33046 – 4<sup>th</sup> Avenue, Mission, BC**

1.	CALL TO ORDER		
	<i>The Board Chair will acknowledge that this meeting is being held on Traditional Territory.</i>		
2.	ADOPTION OF AGENDA		
3.	DELEGATIONS/PRESENTATIONS		<u>Page</u>
3.1	Curriculum Update: Jennifer Lane, K-12 Teacher Librarian, Curriculum Support Angie Bout, Teacher-Librarian (Silverdale Elementary)	Information	1
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6.	NEW BUSINESS		
7.	MINUTES OF PREVIOUS MEETING		
7.1	Committee of the Whole Meeting Minutes: June 6, 2017	Action	140
8.	INFORMATION ITEMS		
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8.2	District Parent Advisory Council ( <i>Standing Item</i> )	Information	
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9.	ADJOURNMENT		

**ITEM 3.1      Information**

TO:                Committee of the Whole  
FROM:            Assistant Superintendent of Schools  
SUBJECT:        Curriculum Update: Jennifer Lane, K-12 Teacher-Librarian, Curriculum Support  
                      Angie Bout, Teacher-Librarian (Silverdale Elementary)

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Jennifer Lane and Angie Bout, Teacher-Librarians, will be making a presentation on the Teacher-Librarian Curriculum and Resources.

**ITEM 4.1      Action**

TO:                Board of Education  
FROM:            Superintendent of Schools  
SUBJECT:        Draft Policy – Physical Restraint and Seclusion

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**Recommendation:**

**THAT the Physical Restraint and Seclusion policy be reviewed and forwarded to the June 20, 2017 Regular Board meeting for consideration.**

**Executive Summary:**

The final draft Physical Restraint and Seclusion policy was presented to the Board for consideration in April 2017. The draft policy was referred to the public and partner groups for final comment. No additional comments were received. The policy is now presented for final review prior to submitting it to the public board meeting for consideration.

**Background:**

Policies provide the direction and guidelines necessary to deliver governance and services, and information for all who may be interested in, or connected with, the operation of the School District.

The Province had identified issues with the use of physical restraint in schools and provided recommendations for school district's to develop an appropriate policy. Staff conducted additional research on policies being used in other school districts and the needs of the Mission Public School District, and developed a policy for the Board's consideration. Public feedback and additional staff review completed the development of the policy.

**Analysis and Impact:**

The new policy clarifies when physical restraint or seclusion may be used to ensure the safety of staff, the student, or other students.

**Strategic Priority:**

The review aligns with the direction of the draft Strategic Plan to *Review, revise and create policy and committee structures that contribute to effective governance and operational direction. Policies will be reviewed and revised ensuring transparent participation.*

**Policy, Regulation, Legislation:**

The Ministry of Education created guidelines to help Boards maintain safe learning environments for all children and adults. They were developed in consultation with an advisory committee whose members included representatives from Inclusion BC, the Family Support Institute, the BC Council of Parent Advisory Committees, the BC School Trustees' Association, the BC Association of School Psychologies and the BC Council of Administrators of Special Education. Further information is attached to the Agenda.

**Public Consultation:**

Quite a few suggested changes have been incorporated into the policy. The final draft considers all the suggested changes and feedback to-date.

**Implementation:**

MPSD Website – May 2017

Committee of the Whole – June 2017

Final Approval – Board meeting June 2017

Staff Orientation – September 2017

**Attachments:**

A. Physical Restraint and Seclusion Policy

B. Physical Restraint and Seclusion Procedure

C. Form AP180-1

<b>Section:</b>	<b>Health and Safety</b>	
<b>Title:</b>	<b>Physical Restraint and Seclusion</b>	<b>180</b>

**Purpose**

To outline the responsibility of providing a safe environment, and when necessary, to manage instances where a students’ aggressive or violent behaviour may harm the student, staff or other students.

**Policy**

The School District is responsible for providing a safe, personally secure, and respectful working and learning environment for all employees and all students. Threats or acts of aggressive or violent behaviour by students compromise this environment.

The School District will structure the learning environment and learning supports in order to prevent or minimize aggressive or violent student behaviour.

When behaviour interventions are not working, and when a student’s aggressive or violent behaviour is escalating to the point of compromising the safety of themselves or others, trained staff members may need to use physical restraint and/or seclusion to de-escalate the aggressive or violent behaviour.

There may be situations where physical restraint may be appropriate even though more moderate measures to de-escalate the behaviour have not been used (example: a student in the act of causing harm to another person).

Any employee acting reasonably (whether trained or not) may need to use reasonable force to protect students, other persons, or themselves from an imminent assault or serious physical harm.

Restraint and seclusion are to be used *only* as the last option and *only* until such time as the risk of serious harm to self or others is eliminated.

Physical restraint or seclusion is not to be used as an intervention or treatment procedure.

Respecting student’s rights, maintaining student dignity and the safety of all involved is paramount.

Appropriate School District staff, the Superintendent, and the students’ parents will be informed in a timely manner of any use of physical restraint or seclusion.

The use of physical restraint and seclusion must be handled in accordance with relevant provincial legislation and the School District’s administrative procedures.

**Date of Original Board Approval:**

**Date Amended:**

*Cross Reference:*     [Administrative Procedures: 180-1](#)

# Administrative Procedure



<b>Section:</b>	<b>Health and Safety</b>	
<b>Title:</b>	<b>Physical Restraint and Seclusion Procedure</b>	<b>180-1</b>

## Purpose

The Board established a policy outlining the responsibility of providing a safe work environment, and when necessary, to use physical restraint and seclusion where a student's aggressive or violent behaviour may harm the student, staff or other students. This procedure outlines how physical restraint or seclusion will be managed.

## General Guidelines

1. Physical Restraint and Seclusion should be used only as a last option when all other strategies for de-escalating the student's aggressive or violent behaviour have been tried.
2. *Physical Restraint* and *Seclusion* may only be used as a last option for securing safety when behaviour interventions have not worked and the harmful actions or threats continue to escalate.
3. *Physical Restraint* and *Seclusion* is only used until such time as the risk of serious harm to self or others is eliminated.
4. *Physical Restraint* and *Seclusion* may never be used as a punishment, discipline or to force compliance in an educational learning setting.

## Definitions:

*Physical Restraint* is a "method of forcibly restricting, confining or controlling another person's freedom of movement or mobility, whether by use of an intervener's body, an object, or a medication."

**Table 1: Restraints and Acceptable Use**

	<b>Not a Restraint</b>	<b>Restraint</b>
<b>Acceptable</b> if compliant with this policy	<ul style="list-style-type: none"> <li>• Handholding (person is free to let go)</li> <li>• Directing a person to stay in a position (e.g. seated) or place (e.g. in the room)</li> <li>• Blocking a person from hitting another</li> <li>• Blocking a person from self-injury (e.g. using a pillow as a barrier)</li> <li>• Directing a person to an incompatible behaviour (such as leaving the area or holding something)</li> <li>• Positioning one's self or an object between a person and a potential target</li> </ul>	<ul style="list-style-type: none"> <li>• Holding a student's hands to avoid self-injury</li> <li>• Holding a student's arms to keep them from striking someone</li> <li>• Moving a person to a safe space by physically directing his body</li> </ul>
<b>Never Acceptable</b>	<ul style="list-style-type: none"> <li>• Striking a person</li> </ul>	<ul style="list-style-type: none"> <li>• Mechanical restraints (usable only by police)</li> <li>• Use of medication against the person's will</li> <li>• Intentionally inducing pain or physical aversion</li> </ul>

*Seclusion* is the “involuntary confinement of a person alone in a room, enclosure, or space which the person is physically prevented from leaving”.

**Table 2: Seclusion and Acceptable Use**

	<b>Not Seclusion</b>	<b>Seclusion</b>
<b>Acceptable</b> if compliant with this policy	<ul style="list-style-type: none"> <li>• Student leaves a space of own accord and is not immediately permitted to re-enter</li> <li>• Student is left alone in a space (with observation from a distance) while potential targets leave</li> <li>• Student is asked to go home, in abidance with other MPSD policy</li> <li>• Student is directed to a safe/calming area</li> <li>• Student is permitted to go outside or to an open space</li> <li>• Student is directed to office, medical area or similar for additional support</li> <li>• Potential targets lock themselves down from the inside of a secure area</li> </ul>	<ul style="list-style-type: none"> <li>• Student is held in a room or space by being locked in</li> <li>• Student is held in a room by staff barring doorway or holding door knob/handle</li> <li>• Barricading a person into a space using objects</li> </ul>
<b>Never Acceptable</b>	<ul style="list-style-type: none"> <li>• Leaving a person unsupervised</li> <li>• Sending a person out of the school without abiding other MPSD policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Tying a person to an object that keeps them away from others</li> </ul>

## Procedures

The restraint or seclusion process involves four basic steps: *Physical Restraint or Seclusion, notification, debriefing, written documentation, and follow-up.*

1. *Physical Restraint or Seclusion* should:

- Be conducted using calm, reassuring verbal and nonverbal communication with the student in the student’s primary language or mode of communication by trained school personnel who are present at all times.
- Be done using the least amount of physical force to protect the student and the restrainer.
- Never be conducted in a manner that could, in any way, cause harm to a student.
- Have the least amount of disturbance to others.
- Be in the presence of another adult when practical.
- Be implemented in a space that is made as safe and dignified as possible for the student.
- Ensure any student placed in seclusion is being continuously observed by an adult who is physically present throughout the period of seclusion. This observing could be done indirectly, such as through a mirror or window, if direct supervision is not possible.
- Ensure all health and safety policies or regulations including WorkSafe BC regulations are followed.
- Be discontinued once the risk of serious harm to self or others is eliminated.

Note: Non-trained personnel may be required to use reasonable physical force to restrain a student when the student threatens serious physical harm to the student or others, and trained personnel are not immediately available.

2. Notification of the *Physical Restraint or Seclusion*:

Notification must be made to the Principal, Parents/Guardian, Director of Student Services or Assistant Superintendent, and the Superintendent or designate as soon as possible after an incident and always prior to the end of the school day on which the incident has occurred.

3. Debriefing meetings must:

- Be designed to re-establish and maintain a safe learning environment.
- Occur shortly after a student has been restrained or secluded, with the staff involved and students who witnessed the restraint or seclusion.
- Occur with concerned parents, school personnel, parents or guardians of the student and where possible with the student, to discuss the restraint or seclusion incident, to examine what happened/caused the incident, and to determine what could be changed in the future and what strategies are needed to prevent the reoccurrence – to make use of physical restraint or seclusion unnecessary.

4. Written Documentation and follow-up:

- Using the Restraint and Seclusion Report Form, provide as much information as possible on the restraint or seclusion. Note the time and location of the incident, names of all people involved or that have witnessed the incident, and written statements that lead to and describe the incident and the resolution.
- All parents/guardians of the student and, where appropriate, students must be consulted in the development of positive behaviour supports and interventions, behaviour plans, and emergency or safety plans. The student's behaviour plan, and emergency or safety plan that is developed must be attached to the student's IEP and reviewed regularly, at least annually.
- Notify the director of student services of the restraint or seclusion of a student prior to the end of the school day on which the incident occurred.
- Review and revise prevention/intervention strategies when the repeated use of physical restraint and seclusion occurs for an individual student, multiple use of physical restraint and seclusion within the same classroom, or physical restraint and seclusion is repeatedly used by an individual.
- Additional community supports and resources will be engaged whenever appropriate or available.
- The circumstances may require a further internal or external investigative process, as determined by the Superintendent or Director of Student Services.

Note: Non-trained personnel acting reasonably to physically restrain a student to contain an imminent threat of assault or serious physical harm will not be subject to discipline for their use of physical restraint.

**Approved by the Superintendent**

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**Date Approved:**



# Physical Restraint and Seclusion Report Form



<b>Student Name:</b>		<b>Date of Report:</b>	
<b>Teacher/Class:</b>		<b>School:</b>	
<b>Nature of Restraint/Seclusion:</b>		<b>Date of Incident:</b>	
		<b>Start/End of Incident:</b>	
<b>Staff Members Involved:</b>			
<b>Witnesses:</b>			
<p><b>1. Describe the antecedents that lead to the use of restraint/seclusion including: location, what happened first, who else was present, and under what social and environmental conditions.</b></p>			
<p><b>2. Describe the problem behaviour of the student that lead to the use of the restraint/seclusion. Describe the imminent physical harm to themselves, others or property.</b></p>			
<p><b>3. Describe the procedures used in the attempt to de-escalate the student prior to using restraint/seclusion.</b></p>			
<p><b>4. Describe the incident of restraint/seclusion, and the student response after the incident.</b></p>			

# Physical Restraint and Seclusion Report Form



5. What methods did or did not work in the situation?

6. Describe any follow-up with the student after the restraint/seclusion, including what was said or done?

7. Were parents/guardians informed? By Whom? What follow-up with parents is required?

8. What interventions can be used to prevent another case like this?

9. Is further follow-up required? (IEP meeting, de-briefing meeting, staff training, additional evaluation, Safety Plan)

10. Follow-up meeting date:

Date:

Time:

Location:

**Form Completed by:**

Name:

Date:

**Form Distribution: Original: Student file Copies: Superintendent, Student Services**

**ITEM 4.2      Action**

TO:                Board of Education  
FROM:            Superintendent of Schools  
SUBJECT:        Draft Policy – Recruitment and Hiring

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**Recommendation:**

**THAT the Recruitment and Hiring policy be reviewed and forwarded to the June 20, 2017 Regular Board meeting for consideration.**

**Summary:**

The attached draft Recruitment and Hiring policy was considered March 7, 2017. The revised policy includes the matrix, and adds the requirement for Board approval of short-listed candidates for the Principal and Vice-Principal positions. The policy was again reviewed at the April 4, 2017 Committee of the Whole meeting where it was approved to be presented at the April 25, 2017, Public Board meeting. The policy was then posted to the School District website for thirty (30) days for public consultation. To date, no feedback has been received.

**Background:**

The current policy provides direction for hiring exempt staff, and although authority is delegated to the Superintendent for hiring staff, the current policy directs that the Board must approve the final decision for hiring senior staff and education leaders.

The proposed policy includes the addition of the requirement for Board approval of short-listed candidates provides a procedural difficulty for recruitment that typically occurs during the summer months, when the Board does not meet. As such, the policy drafted an option for consideration to ensure the recruitment activities occur in a timely manner. In addition, as the language and direction has changed significantly with the addition of the table, the body of the policy and guidelines were updated to reflect these changes.

**Implementation:**

Committee of the Whole review – June 13, 2017  
Final Approval – Board meeting June 20, 2017

**Attachments:**

A. Draft Recruitment and Hiring Policy

<b>Section:</b>	<b>Human Resources</b>	
<b>Title:</b>	<b>Recruitment and Hiring</b>	<b>430</b>

**Purpose**

To outline the goals, roles, and responsibilities for recruiting and hiring School District employees.

**Policy**

The School District will strive to recruit and hire highly qualified employees in order to provide exceptional leadership, educational services, and support services for the School District.

The School District will not permit any discriminatory processes or practices to influence the recruitment and hiring process, and will use processes that provide for the fair and equitable treatment of all candidates.

The Board of Education is responsible for the recruitment and selection of the Superintendent, subject to the requirements for a superintendent outlined in the *School Act*.

The Superintendent is responsible for the recruitment and selection of all principals and vice-principals, and other management exempt positions.

The Board approves the short-listed candidates for senior staff positions and for principals and vice-principals, prior to interviewing.

The Superintendent is responsible for the process to recruit and select all other positions for the School District, in accordance with any collective agreements with the School District.

**General Guidelines**

**1. Senior Staff**

- 1.1. The Superintendent will report senior staff vacancies to the Board and the Board may provide input on recruitment criteria for the position, prior to the recruitment being initiated.
- 1.2. The Superintendent will request input from stakeholders on recruitment criteria for the position, including students when appropriate, prior to the recruitment being initiated.
- 1.3. The Superintendent will submit for Board approval the candidate(s) short-list.
- 1.4. The Superintendent approves the hiring of the successful candidate.
- 1.5. Whenever possible, all recruitment processes will be conducted during the school year. During the summer months, in extenuating circumstances, a special Board meeting may be called to initiate the recruitment process.
- 1.6. Senior staff includes the Assistant Superintendent, Secretary Treasurer, Director of Instruction or other similar education director position(s).

## 2. Principals and Vice-Principals

- 2.1. The Superintendent will report principal and vice-principal vacancies to the Board and the Board may provide input on recruitment criteria for the position, prior to the recruitment being initiated.
- 2.2. The Superintendent will request input from stakeholders on recruitment criteria for the position, including students when appropriate, prior to the recruitment being initiated.
- 2.3. The Superintendent will submit for Board approval the candidate(s) short-list.
- 2.4. The Superintendent approves the hiring of the successful candidate.
- 2.5. Whenever possible, all recruitment processes will be initiated during the school year. During the summer months the process may be modified in accordance with Section 3, in order to ensure positions are filled in a timely manner.
- 2.6. The Superintendent approves school assignments and will provide a report to the Board, informing of the changes in assignments.
- 2.7. The Superintendent may delegate some or all of these responsibilities to other exempt staff.

## 3. Recruitment and Reporting Process

### 3.1. Input into selection criteria

- 3.1.1. During the school year, the Superintendent will report to the Board, and the Board will have the opportunity to provide input on recruitment criteria for senior staff, and principals and vice-principals.
- 3.1.2. For principal and vice-principal positions, each June the Superintendent will report to the Board any potential vacancies anticipated over the summer months and to solicit Board input on recruitment criteria for the vacancies.
- 3.1.3. For unanticipated principal and vice-principal vacancies during the summer months, the Superintendent will gather recruitment criteria input from individual Trustees via electronic means, and the Superintendent will compile and approve the recruitment criteria. **Board approval of the recruitment criteria is waived during the summer months.** In September, the Superintendent will report to the Board on the recruitment criteria used for these unanticipated vacancies.

### 3.2. Short-list Approval

- 3.2.1. During the school year, the Superintendent will submit to the Board the candidate(s) short-list for approval.
- 3.2.2. For principal and vice-principal positions, each June the Superintendent will report to the Board on candidate(s) short-lists for interviewing in the summer months.
- 3.2.3. For unanticipated principal and vice-principal vacancies during the summer months, the Superintendent will gather input on the candidate(s) short-list from individual Trustees via electronic means, and the Superintendent will approve the short-list. **Board approval of the candidate(s) short-list is waived during the summer months.** In September, the Superintendent will report to the Board on any short-lists the Superintendent approved during the summer months.

- 3.3. The Superintendent will establish a recruitment process that provides for multiple stakeholder involvement.

- 3.4. The Superintendent will establish a recruitment process for all other positions that provides for an unbiased and objective process.
- 3.5. The Superintendent will provide a report to the Board informing of the appointment of the successful candidates for all senior staff, principal, and vice-principal positions, outlining the skills, experience and past performance of the selected candidate.
- 3.6. The Superintendent will advise the Board on all other exempt staff appointments.

**4. Hiring Matrix and Stakeholder Participation**

<b>Position Recruited</b>	<b>Recruitment Criteria Input</b>	<b>Shortlisting Approval</b>	<b>Potential Interviews</b>	<b>Hiring Approval</b>	<b>Additional Interview</b>
<b>Superintendent</b>	Board, Senior Staff, PVPA, DPAC, MTU, CUPE, Aboriginal Rep	Board	Board	Board	Senior Staff, PVPA, DPAC, MTU, CUPE, Aboriginal Rep
<b>Senior Staff</b>	Board, Superintendent, Senior Staff, PVPA, DPAC, MTU, CUPE, Aboriginal Rep	Superintendent and Board	Trustee, Superintendent, Senior Staff, PVPA	Superintendent	DPAC, MTU, CUPE, Aboriginal Rep, Direct Reports
<b>Principals, Vice Principals</b>	Board, Senior Staff, PVPA, School Staff, School PAC, Student Council, Aboriginal Rep	Superintendent and Board	Trustee, Superintendent, Assistant Superintendent, PVPA	Superintendent	School PAC MTU, CUPE, Aboriginal Rep, Student Council, Direct Reports
<b>Other Exempt Staff</b>	Superintendent, Senior Staff, Direct Reports	Senior Staff	Senior Staff, PVP	Superintendent, Assistant Superintendent, or Secretary Treasurer	Direct Reports
<b>All Other Staff</b>	Manager, other Managers	Manager	Exempt Staff, Supervisor	Manager	

**Date of Original Board Approval: September 2008 (Policy 16)**

**Date Amended: January 2012  
2017**

*Legal Reference:*

*Cross Reference:*

**ITEM 4.3      Action**

TO:              Board of Education  
FROM:          Superintendent of Schools  
SUBJECT:      Draft Policy – I.T. Strategic Plan

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**Recommendation:**

**THAT the I.T. Strategic Plan be reviewed and forwarded to the June 20, 2017 Regular Board meeting for consideration.**

**Summary:**

The Information Technology Strategic Plan 2017 – 2020 is the product from a detailed and methodical review of the Mission Public School District (MPSD) Information Technology (IT) infrastructure and software that supports the education and business processes of MPSD. The Consultants (Opus Consulting), with input from a steering committee, completed a detailed analysis of the state of MPSD information technology, a review of the current direction for information technology in the education sector, and developed a plan for improving the IT infrastructure and software to support the organization. This information is documented in the IT Strategic Plan.

The plan provides a framework for implementing the improvements over the next few years.

**Background:**

The January 2017 the School District 75 IT review began with the purpose to create an IT Strategic Plan that will eliminate the risk level and dysfunction that we are currently in and create a responsive, collaborative, multimedia environment for staff, teachers and students. This new infrastructure will deliver access to modern global education resources that support the new K-12 curriculum.

The Review and Strategic Plan was done through Opus Consulting. The review involved meetings with teachers and staff throughout the district at 9 meetings. In addition, the Technology Committee, consisting of members from CUPE, MTU, MPVPA, Senior Administration have been an active part in the creation and review of the IT Strategic Plan.

**Options:**

1. Approve the IT strategic plan in principle as presented,
2. Modify the time lines for implementing the IT strategic plan, and then approve in principle,
3. Refer the IT strategic plan back to staff for further review and analysis

**Analysis and Impact:**

The review identified significant issues with the current information technology, and recommends updates and improvements over the next 4 years, resulting in a complete change of IT infrastructure, WIFI, staff devices, and student devices. It also recommends updates to software programs and Educational environment. Supporting these physical changes will be a comprehensive IT In-service model.

**Estimated Financial impact:**

Capital Costs over 4 years	-	\$2,175,000
Increased operational Maintenance and Software over 4 years	-	\$ 343,500*

\* this is currently dispersed throughout schools and district and needs

**Strategic Priority:**

The Board's Strategic Priorities for 2016 – 2018 includes the following:

Plan for Technology

The Board recognizes the need for a plan to address the acquisition and use of technology to support the School District.

Goal:

In a fiscally responsible manner, use technology to provide more efficient support for student learning and more efficient business processes.

Action:

Develop a plan to upgrade and expand the use of technology in order to enhance student learning and improve business processes. The plan must include funding and implementation.

**Policy, Regulation, Legislation:**

A significant legislative requirement that applies to MPSDs use technology is the Freedom of Information and Protection of Privacy Act. The review identified a number of improvements needed to the SDs use of technology in order to be compliant with this legislation. In order to implement the improvement, upgrades to both IT hardware and software is needed.

In addition, IT updates are needed in order to implement elements of the new curriculum.

**Public Participation:**

The development of the IT Strategic Plan was developed in consultation with a Technology Committee that was comprised of a cross section of School District employees. The draft plan was introduced at a Committee of the Whole meeting. Once approved in principle, the plan will be put out for formal public input and feedback. Comments from the public feedback process will be returned to a Committee of the Whole for consideration prior to returning the IT Strategic Plan to the Board for final approval. In the meantime, elements of the IT Strategic Plan will be presented and discussed during the budget deliberation process.

**Implementation:**

Committee of the Whole review June 13, 2017

Final Approval, June 13, 2017

Staff Orientation, MPSD Website, PAC Notification – June/September 2017

**Attachments:**

A. Draft Information Technology Strategic Plan





## Information Technology Review

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### IT Strategic Plan 2017 to 2020

March 2017

Prepared for: Mission Public School District #75

Prepared by: OPUS Consulting Group Ltd.

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Scan Date: 2017-02-24

### ***Project Objective***

1. To perform a review of the SD75 Board's Network and Educational Information Technology Infrastructure as it pertains to:
  - a. computer hardware
  - b. system hardware
  - c. system applications
  - d. security protection
  - e. business services
  - f. software applications
2. Identify gaps and opportunities for the use of technology in a sustainable and long term manner to better support:
  - a. the delivery of educational programs
  - b. business processes
3. Identify improvements that should be made to optimize the use of technology to support educational and business processes, so that Mission Public School District becomes a leader in the use of technology that supports K-12 education in a fiscally responsible.
4. Be at the forefront of educational innovation.

### **Project Deliverables**

Documents delivered by this project will include:

1. IT Configuration and Inventory Report
2. 3 to 5 year IT Strategic Plan
3. IT Gap Analysis
4. Tactical Implementation Plan

This document is the IT Strategic Plan 2017 to 2020.

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## ***Background***

The viability of the IT Strategic Plan for 2017 to 2020 rests on using industry-standard methodologies and structures in the evaluation, planning, and implementation stages. This process ensures that all aspects of future IT Services are examined, balanced and prioritized to fit the organization. Researched based IT management models have been used to prepare this plan to ensure a solid administrative base for this changing world.

As recorded in the IT Review Configuration and Inventory Report dated 31 January 2017, most of the technology base and the software programs currently delivered by the School District internal infrastructure are several years old and at high risk of failure. Management, staff and teachers believe the delivery of services and functionality to be slow and unreliable.

Over the last 5 years, SD75 departments have taken advantage of new 'cloud applications' to upgrade functions such as HR/ Payroll and Accounting. Taking advantage of the recent BC Ministry of Education NGN upgrade, Mission Public School District has been able to deliver most of the basic administrative functions in this fashion by relegating the internal computers, systems and network to a gateway function to the Internet. The BC Government delivers the MyEdBC student information system to school districts in the same way.

In large part, capital investment has been avoided and operating costs have risen slowly from the subscriptions to those application services. This approach is not necessarily incorrect; indeed 'Cloud' applications represent very good value and also avoid the expense of a large internal staff creating and running programs as well as infrastructure.

The new IT Strategic Plan will be implemented in stages over the four year period to manage the project activities and investment required. This stepped-approach was chosen because the replacement of the central infrastructure, upgrades to software programs, and the replacement of computers in all schools is disruptive if attempted too quickly and is more expensive than can be supported in a single year. Further, the project requires extensive training and support through Professional Learning opportunities for all educational stakeholders of the Mission Public School District to facilitate the effective use of new technology and the functional changes that come with it.

## ***Executive Summary***

The primary objective, over the next 4 years, is to continue to expand the role that ‘subscribed-cloud- based’ application services play in the deliver up-to-date IT services. An emphasis will be on improving services that directly improve student learning. The District understands that not all services can be migrated to the Cloud.

In order to take advantage of new applications that will achieve the vision and goals of the organization, the current infrastructure on the school and administrative sites must first be replaced with modern systems and network technologies.

Goals for onsite improvements in schools include upgraded and universal WIFI networks serving a new population of modern workstations for use by staff and students. This creates a responsive, collaborative, multimedia environment for staff, teachers and students. This new infrastructure will deliver access to modern global education resources that support the new K-12 curriculum.

## IT Strategy

The delivery of educational and administrative services rely heavily on Information Technology in the 21<sup>st</sup> Century. The IT solutions that will be recommended as a result of this process are always changing rapidly.

A Strategic Plan is a process that:

- Assesses the needs and resources of the organization
- Defines the environment to be addressed
- Creates a prioritized list of goals and objectives
- Designs coordinated strategies to achieve those goals
- Measures and evaluates the outcome of the activities taken to achieve the goals

The IT Strategic Plan contains the following eight elements.

### 1) Vision

The Mission Public School District vision for IT Services can be stated as:

- 1) Technology is a positive component in creating a successful learning environment.
- 2) We actively promote and support the use of technology in the district at all levels.
- 3) We will provide in-service to employees in the effective use of the technological tools and software.
- 4) We will create an environment that is device friendly and allows for universal access.

### 2) SWOT Analysis

The environmental scan for February 2017 for the IT Services is shown below.

<p><b>Strengths</b></p> <p>2006 Design is Good 4 Member Technical Team NGN Network Base Student Growth New Senior Staff</p>	<p><b>Weaknesses</b></p> <p>Obsolete Equipment Old entries in AD Lack of IT Training No IT management No central IT budget Little Policy</p>
<p><b>Opportunities</b></p> <p>New Policy and Procedure New Financial Planning New Admin Support New Curriculum New Technology Apps</p>	<p><b>Threats</b></p> <p>Operational failures Lack of Belief Network Bottlenecks Electrical power</p>

### 3) IT Mission Statement

*In a fiscally responsible manner, use technology to provide more effective support for student learning and more efficient business services.*

There are four primary initiatives that ensure the Vision and Mission are achieved:

1. Modernizing classroom and school site technology that enrich the learning environment. A universal network of workstations delivering highly interactive collaborative programs connected to reliable, high speed services and applications, including the Internet will be established.
2. Standardizing the delivery of IT equipment and services across all sites reducing the complexity and cost of IT. The platform will deliver the full range of educational and administrative functions regardless of location.
3. WIFI will become the primary network connection for workstations in all district sites. All sites will have increased WIFI speed, coverage, and reliability.
4. The organization will facilitate improved IT management and services including the hiring of additional IT staff, training and in-service, resource acquisition and replacement, as well as security and the appropriate use of IT.

### 4) Priorities

The following priorities have been identified in creating the strategies and action plans.

1. Modernize and improve the internal IT infrastructure.
2. All staff are offered the opportunity to access IT In-Service on a continual basis.
3. Improve the responsiveness of all operations that deliver IT Services. This will include the automation of information updates and records management for staff and students, improved response times for physical infrastructure and staff services, and the introduction of a new Service Desk toolset and management system.
4. Development of policy and operational management of IT to ensure the long-term fiscally-responsible viability of district technology.
5. Standardize technology throughout the district.

## 5) Strategies

- 1) The new IT Service design will build on the strengths of the current design. Windows Servers and the Active Directory will control the access to, maintenance and security of the data and applications in the SD75 network.
- 2) Automated integration of the Active Directory with the applications that are the sources of staff and student identities will greatly reduce the manual effort to populate and direct the IT Services.
- 3) Use new technologies such as hyper-converged server and storage appliances to reduce operational and financial overhead and free staff resources to support the primary goal of improving student learning.
- 4) Use the power of the new NGN data network connections to reduce the complexity of IT at school sites and remove staff-movement IT usage issues.
- 5) The cost, size and timeframe to upgrade the IT Services are reduced and made manageable by centralizing, automating and standardizing application services, school IT environment and the devices used to access the IT services at all sites across the School district.
- 6) Use new WIFI technologies to replace the cabled data networks and deliver comprehensive IT Service capability at all sites.
- 7) Introduce a technology refresh cycle to ensure all components of the IT Service delivery platform are kept up to a coordinated level of compatible service function.
- 8) Design and implement a new IT in-service model within the School District. This will be available for Staff, teachers, students and IT Staff according to their requirements.

## 6) Rationale for the Strategies Chosen

- 1) The basic foundation for delivery of the modernized learning environment is the integrity and integration of the central Active Directory. The new central IT Service Windows platform will be upgraded and entries that prevent efficient Active Directory integration will be removed with all the applications including but not limited to MyEdBC, SRB AtrieveERP and security and file management functions.
- 2) All departments with an identity role must work to automate administrative processes into the integrated directory. Additional professional services and software contracts may be needed to complete this.
- 3) A new learning environment that enables personalization, flexibility, collaboration and communication through appropriate software must be identified, procured and implemented to deliver function to the new school site technology.
- 4) Improved wireless classroom networks need to be deployed along with modern computers for students, staff and teachers. The goal is to deliver a learning environment that is 'Always On – Always Available – Always Responsive'.
- 5) A new IT in-service model will improve the effective use of new Technologies. Success will not be achieved if no-one uses the new IT.



## 7. Goals and Objectives

The following goals have been set for achievement by 2020.

1) The Technology Refresh Cycle<sup>1</sup> for the IT infrastructure and peripheral devices is:

Assets	Refresh Cycle
Workstations	4 years
Servers	5 years
Wireless	6 years
Switches	10 years
Software	Updated within 1 year maintenance cycles

This cycle will be reviewed annually to ensure the refresh continues to support the goals of the IT Strategic Plan.

<sup>1</sup>Printers and Multifunctional Devices are not part of this refresh cycle as Multifunction printing is under contract to Ricoh Canada.

- 2) All school classrooms have standard workstations for students and teachers, supported by modern Wi-Fi technology that is designed for the School District's learning and administrative environment.
- 3) The IT in-service model delivers basic knowledge to all teachers and staff.
- 4) IT department provides managed services and support at all sites.
- 5) Financial resource plans that achieve the long term IT capability to support the improvement of student learning are created by the School District.
- 6) The goals of the Strategic Plan for IT will be reviewed and adjusted annually.

## 8) Evaluation Criteria

All successful IT Strategic Plans contain an evaluation process that reviews the effectiveness of both the planning process itself and the activities undertaken therein to achieve the Mission, Vision as well as Goals and Objectives of the plan in the time frame chosen.

The following guiding questions will be asked:

- 1) Are there observable differences in Student Learning?<sup>2</sup>
- 2) Has the reliability and uniformity of IT service improved?
- 3) Are IT services being optimized for automated integration?
- 4) Are there more modern workstations in classrooms for teachers and for student use as set out by the targets and refresh cycles?
- 5) Is there an improved response time for IT installations that require integration of service departments?
- 6) Do the SD75 staff and teachers know how to use IT resources?
- 7) Is their targeted ongoing IT in-service to improve participation of staff in learning IT and services?
- 8) Are there policies and procedures in place to govern IT services, purchases, security and usage?
- 9) Are the policies and procedures being regularly reviewed for effectiveness?
- 10) Is the IT service being reviewed regularly to ensure that it continues to meet the needs of the changing education system?
- 11) Are the budgetary needs the District IT being met?
- 12) Is there a consistent District IT budget to meet the refresh criteria?

<sup>2</sup>Criteria will be developed

### ***Phase 3 IT Review - Immediate Action Plan (Gap Analysis)***

The immediate actions will define the items and methodology to upgrade IT Services. This is the Phase 3 Gap Analysis of the IT Review process being conducted by Opus Consulting.

Detailed design and procurement choices are scheduled in the Opus Consulting IT Review project in Phase 4, producing the Tactical Implementation Plan.

The main elements in the immediate actions plans are infrastructure items, administrative changes, software standardization, and the integration of choice for school environments.

1. IT Infrastructure
  - a) Upgrade Data Centre servers and power
    - i) Identify options and procurement vehicle
    - ii) Prepare functional specifications
    - iii) Shortlist candidate programs and vendors
  - b) Central Windows Server Platform installed at Dlugosh IT Facilities site
  - c) Data Protection (Backups) installed - professional services
  - d) Active Directory Cleanup achieved – professional services
  - e) Centralize, expand and modernize File services for all staff and teachers
    - i) professional services to integrate
  - f) Disaster Recovery Site installed at School Board Office
    - i) professional services
  - g) eMail and Office platform
    - i) Send eMail to Cloud - Office365
    - ii) Upgrade MS Office to 2016 version
- 2) Active Directory Integration with AtrieveERP, MyEdBC, School Environment software
- 3) WIFI Network Upgrade pilot sites chosen
- 4) Policy and Procedures introduced as a management framework
- 5) Legislation and regulation compliance achieved by adding security rules
- 6) Workstation standards - Admin , School, Classroom configurations active for delivery to pilot sites
  - a) Identify options and procurement vehicle
  - b) Prepare functional specification
  - c) Shortlist candidate product and vendors
- 7) Planning completed for telephone system upgrade to Unified Communication system
  - a) Identify options and procurement vehicle
  - b) Prepare functional specification
  - c) Shortlist candidate product and vendors

IT Review Project Phase 3 gap analysis functions that will be led by Opus Consulting include:  
**Software Standardization and Integration**

- 1) List applications that work – e.g. AtrieveERP, Exchange, MS Office
- 2) List Applications that will be replaced e.g. Alexandria LMS, Adobe Contribute
- 3) For Applications that stay:
  - a) List features that need be added, can be added or improved
  - b) AD Integration and automation identified
  - c) Policy and Procedures that will help standardize processes, systems, services and use
  - d) Identify costs to upgrade
- 4) For Applications that will go:
  - i) Identify replacement options and procurement vehicle
  - ii) Prepare functional specification
  - iii) Shortlist candidate programs and vendors
- 5) Plan a new IT Training methodology and structure
- 6) Plan a new IT support structure for schools and teachers
- 7) Draft a new Service Catalogue for goal clarity

To provide an understanding of the context of the IT Strategy Plan and the Phase 3 Gap Analysis, the items and steps that will follow on from the Phase 3 work are

#### ***Phase 4 IT Review – Tactical Implementation Planning***

Planning functions that will be led by Opus Consulting include:

- 1) Design a new IT architecture to deliver IT Services to all sites
- 2) Design the new Active Directory structure
- 3) Build Project Plan to upgrade infrastructure
- 4) Build Project Plan to upgrade current applications
- 5) Build Project Plan to pilot the new school environment solutions
- 6) Build Project Plan to design the new IT Training service methodology and service

**ITEM 5.1      Action**

TO:                Board of Education  
FROM:            Secretary Treasurer  
SUBJECT:        Annual Budget Bylaw for fiscal year 2017/2018

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**THAT the Annual Budget Bylaw for fiscal year 2017/2018 be reviewed and forwarded to the June 20, 2017 Public Board meeting for consideration.**

An analysis of the draft bylaw will be presented at the meeting.

**Attachment:**

Draft Annual Budget Bylaw for fiscal year 2017/2018

Annual Budget

## **School District No. 75 (Mission)**

June 30, 2018

# School District No. 75 (Mission)

June 30, 2018

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\*NOTE - Statement 1, Statement 3, Statement 5, Schedule 1 and Schedules 4A - 4D are used for Financial Statement reporting only.

## ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 75 (MISSION) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2017/2018 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 75 (Mission) Annual Budget Bylaw for fiscal year 2017/2018.
3. The attached Statement 2 showing the estimated revenue and expense for the 2017/2018 fiscal year and the total budget bylaw amount of \$74,202,814 for the 2017/2018 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2017/2018.

READ A FIRST TIME THE 20th DAY OF JULY, 2017;

READ A SECOND TIME THE 20th DAY OF JUNE, 2017;

READ A THIRD TIME, PASSED AND ADOPTED THE 20th DAY OF JUNE, 2017;

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**Chairperson of the Board**

( Corporate Seal )

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**Secretary Treasurer**

I HEREBY CERTIFY this to be a true original of School District No. 75 (Mission) Annual Budget Bylaw 2017/2018, adopted by the Board the \_\_\_\_\_ DAY OF \_\_\_\_\_, 2017.

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**Secretary Treasurer**



# School District No. 75 (Mission)

Annual Budget - Revenue and Expense  
Year Ended June 30, 2018

	2018 Annual Budget	2017 Amended Annual Budget
<b>Ministry Operating Grant Funded FTE's</b>		
School-Age	6,128,000	6,037,375
Adult	7,000	14,625
<b>Total Ministry Operating Grant Funded FTE's</b>	<b>6,135,000</b>	<b>6,052,000</b>
<b>Revenues</b>	\$	\$
Provincial Grants		
Ministry of Education	64,348,487	58,593,485
Other	295,625	300,925
Tuition	2,164,500	2,060,500
Other Revenue	2,072,177	2,072,177
Rentals and Leases	190,000	215,000
Investment Income	110,000	110,000
Amortization of Deferred Capital Revenue	2,809,873	2,739,587
<b>Total Revenue</b>	<b>71,990,662</b>	<b>66,091,674</b>
<b>Expenses</b>		
Instruction	57,902,223	52,017,021
District Administration	2,612,848	2,461,011
Operations and Maintenance	10,918,649	10,592,412
Transportation and Housing	1,035,094	1,041,714
<b>Total Expense</b>	<b>72,468,814</b>	<b>66,112,158</b>
<b>Net Revenue (Expense)</b>	<b>(478,152)</b>	<b>(20,484)</b>
<b>Budgeted Allocation (Retirement) of Surplus (Deficit)</b>	<b>200,244</b>	<b>574,822</b>
<b>Budgeted Surplus (Deficit), for the year</b>	<b>(277,908)</b>	<b>554,338</b>
<b>Budgeted Surplus (Deficit), for the year comprised of:</b>		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(277,908)	554,338
<b>Budgeted Surplus (Deficit), for the year</b>	<b>(277,908)</b>	<b>554,338</b>

**School District No. 75 (Mission)**

Annual Budget - Revenue and Expense

Year Ended June 30, 2018

	<b>2018</b>	2017 Amended
	<b>Annual Budget</b>	Annual Budget
<b>Budget Bylaw Amount</b>		
Operating - Total Expense	<b>60,715,221</b>	58,453,722
Operating - Tangible Capital Assets Purchased	<b>734,000</b>	1,503,847
Special Purpose Funds - Total Expense	<b>7,931,812</b>	3,969,340
Capital Fund - Total Expense	<b>3,821,781</b>	3,689,096
Capital Fund - Tangible Capital Assets Purchased from Local Capital	<b>1,000,000</b>	
<b>Total Budget Bylaw Amount</b>	<b>74,202,814</b>	67,616,005

Approved by the Board

DRAFT

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Signature of the Chairperson of the Board of Education \_\_\_\_\_ Date Signed \_\_\_\_\_

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Signature of the Superintendent \_\_\_\_\_ Date Signed \_\_\_\_\_

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Signature of the Secretary Treasurer \_\_\_\_\_ Date Signed \_\_\_\_\_

# School District No. 75 (Mission)

Annual Budget - Changes in Net Financial Assets (Debt)  
Year Ended June 30, 2018

	<b>2018</b>	2017 Amended
	<b>Annual Budget</b>	Annual Budget
	\$	\$
<b>Surplus (Deficit) for the year</b>	<u>(478,152)</u>	<u>(20,484)</u>
<b>Effect of change in Tangible Capital Assets</b>		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(734,000)	(1,503,847)
From Local Capital	(1,000,000)	
From Deferred Capital Revenue	(3,444,238)	(2,445,326)
<b>Total Acquisition of Tangible Capital Assets</b>	<u>(5,178,238)</u>	<u>(3,949,173)</u>
Amortization of Tangible Capital Assets	3,821,781	3,689,096
<b>Total Effect of change in Tangible Capital Assets</b>	<u>(1,356,457)</u>	<u>(260,077)</u>
Acquisitions of Prepaid Expenses	(200,000)	(200,000)
Use of Prepaid Expenses	200,000	126,052
	<u>-</u>	<u>(73,948)</u>
<b>(Increase) Decrease in Net Financial Assets (Debt)</b>	<u><u>(1,834,609)</u></u>	<u><u>(354,509)</u></u>

# School District No. 75 (Mission)

Annual Budget - Operating Revenue and Expense  
Year Ended June 30, 2018

	2018 Annual Budget	2017 Amended Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	58,158,956	56,366,426
Other	245,625	250,925
Tuition	2,164,500	2,060,500
Other Revenue	379,896	379,896
Rentals and Leases	190,000	215,000
Investment Income	110,000	110,000
<b>Total Revenue</b>	<u>61,248,977</u>	<u>59,382,747</u>
<b>Expenses</b>		
Instruction	50,256,275	48,354,785
District Administration	2,576,496	2,424,659
Operations and Maintenance	6,847,356	6,632,564
Transportation and Housing	1,035,094	1,041,714
<b>Total Expense</b>	<u>60,715,221</u>	<u>58,453,722</u>
<b>Net Revenue (Expense)</b>	<u>533,756</u>	<u>929,025</u>
<b>Budgeted Prior Year Surplus Appropriation</b>	<u>200,244</u>	<u>574,822</u>
<b>Net Transfers (to) from other funds</b>		
Tangible Capital Assets Purchased	(734,000)	(1,503,847)
<b>Total Net Transfers</b>	<u>(734,000)</u>	<u>(1,503,847)</u>
<b>Budgeted Surplus (Deficit), for the year</b>	<u>-</u>	<u>-</u>

# School District No. 75 (Mission)

Annual Budget - Schedule of Operating Revenue by Source  
Year Ended June 30, 2018

	2018 Annual Budget	2017 Amended Annual Budget
	\$	\$
<b>Provincial Grants - Ministry of Education</b>		
Operating Grant, Ministry of Education	57,057,905	55,266,975
INAC/LEA Recovery	(156,896)	(156,896)
Other Ministry of Education Grants		
Pay Equity	725,901	725,901
Transportation Supplement	188,900	188,900
Carbon Tax Grant	50,000	50,000
Return of Administrative Savings	280,146	280,146
FSA	13,000	11,400
<b>Total Provincial Grants - Ministry of Education</b>	<b>58,158,956</b>	<b>56,366,426</b>
<b>Provincial Grants - Other</b>	<b>245,625</b>	<b>250,925</b>
<b>Tuition</b>		
Continuing Education	289,500	230,500
International and Out of Province Students	1,875,000	1,830,000
<b>Total Tuition</b>	<b>2,164,500</b>	<b>2,060,500</b>
<b>Other Revenues</b>		
LEA/Direct Funding from First Nations	156,896	156,896
Miscellaneous		
Pay for Service - Riverside	35,000	35,000
District of Mission - Clarke Theatre	110,000	110,000
Other	78,000	78,000
<b>Total Other Revenue</b>	<b>379,896</b>	<b>379,896</b>
<b>Rentals and Leases</b>	<b>190,000</b>	<b>215,000</b>
<b>Investment Income</b>	<b>110,000</b>	<b>110,000</b>
<b>Total Operating Revenue</b>	<b>61,248,977</b>	<b>59,382,747</b>

# School District No. 75 (Mission)

Annual Budget - Schedule of Operating Expense by Object  
Year Ended June 30, 2018

	2018 Annual Budget	2017 Amended Annual Budget
	\$	\$
<b>Salaries</b>		
Teachers	24,733,498	23,805,500
Principals and Vice Principals	3,486,671	3,377,983
Educational Assistants	5,622,100	5,232,000
Support Staff	6,357,620	6,039,020
Other Professionals	1,927,445	1,659,010
Substitutes	2,034,750	1,996,300
<b>Total Salaries</b>	<b>44,162,084</b>	<b>42,109,813</b>
<b>Employee Benefits</b>	<b>10,867,450</b>	<b>10,635,851</b>
<b>Total Salaries and Benefits</b>	<b>55,029,534</b>	<b>52,745,664</b>
<b>Services and Supplies</b>		
Services	1,641,093	1,750,768
Student Transportation	22,500	22,500
Professional Development and Travel	429,400	402,100
Rentals and Leases	1,000	1,000
Dues and Fees	85,100	89,800
Insurance	200,000	184,000
Supplies	2,127,004	2,069,158
Utilities	1,179,590	1,188,732
<b>Total Services and Supplies</b>	<b>5,685,687</b>	<b>5,708,058</b>
<b>Total Operating Expense</b>	<b>60,715,221</b>	<b>58,453,722</b>

# School District No. 75 (Mission)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2018

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>							
1.02 Regular Instruction	20,266,298	518,024	47,300	393,100		1,652,400	22,877,122
1.03 Career Programs	448,100	119,277	28,900	322,500		4,400	923,177
1.07 Library Services	918,300						918,300
1.08 Counselling	888,000						888,000
1.10 Special Education	1,957,400	12,000	4,576,400	410,620	124,800	183,400	7,264,620
1.30 English Language Learning	173,500		302,800				476,300
1.31 Aboriginal Education	81,900	106,832	636,500	32,700		20,656	878,588
1.41 School Administration		2,575,361		1,025,800	118,800	72,400	3,792,361
1.62 International and Out of Province Students			30,200	90,800	130,600		251,600
1.64 Other				14,000	137,700		151,700
<b>Total Function 1</b>	<b>24,733,498</b>	<b>3,331,494</b>	<b>5,622,100</b>	<b>2,289,520</b>	<b>511,900</b>	<b>1,933,256</b>	<b>38,421,768</b>
<b>4 District Administration</b>							
4.11 Educational Administration		119,277		87,800	354,700		561,777
4.40 School District Governance					86,213		86,213
4.41 Business Administration		35,900		287,800	703,966	5,000	1,032,666
<b>Total Function 4</b>	<b>-</b>	<b>155,177</b>	<b>-</b>	<b>375,600</b>	<b>1,144,879</b>	<b>5,000</b>	<b>1,680,656</b>
<b>5 Operations and Maintenance</b>							
5.41 Operations and Maintenance Administration				46,500	196,466	3,000	245,966
5.50 Maintenance Operations				2,857,800		75,200	2,933,000
5.52 Maintenance of Grounds				225,500			225,500
5.56 Utilities							-
<b>Total Function 5</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3,129,800</b>	<b>196,466</b>	<b>78,200</b>	<b>3,404,466</b>
<b>7 Transportation and Housing</b>							
7.41 Transportation and Housing Administration				29,500	74,200		103,700
7.70 Student Transportation				533,200		18,294	551,494
<b>Total Function 7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>562,700</b>	<b>74,200</b>	<b>18,294</b>	<b>655,194</b>
<b>9 Debt Services</b>							
<b>Total Function 9</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Functions 1 - 9</b>	<b>24,733,498</b>	<b>3,486,671</b>	<b>5,622,100</b>	<b>6,357,620</b>	<b>1,927,445</b>	<b>2,034,750</b>	<b>44,162,084</b>

# School District No. 75 (Mission)

Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2018

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2018 Annual Budget	2017 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
<b>1 Instruction</b>						
1.02 Regular Instruction	22,877,122	5,484,580	28,361,702	1,117,570	29,479,272	27,627,803
1.03 Career Programs	923,177	180,650	1,103,827	178,570	1,282,397	1,123,900
1.07 Library Services	918,300	222,250	1,140,550	40,000	1,180,550	1,214,400
1.08 Counselling	888,000	214,900	1,102,900	5,500	1,108,400	1,158,390
1.10 Special Education	7,264,620	1,879,340	9,143,960	145,400	9,289,360	9,630,669
1.30 English Language Learning	476,300	121,590	597,890	18,000	615,890	512,350
1.31 Aboriginal Education	878,588	219,860	1,098,448	288,632	1,387,080	1,305,752
1.41 School Administration	3,792,361	946,520	4,738,881	227,300	4,966,181	4,880,781
1.62 International and Out of Province Students	251,600	61,190	312,790	435,125	747,915	712,900
1.64 Other	151,700	22,330	174,030	25,200	199,230	187,840
<b>Total Function 1</b>	<b>38,421,768</b>	<b>9,353,210</b>	<b>47,774,978</b>	<b>2,481,297</b>	<b>50,256,275</b>	<b>48,354,785</b>
<b>4 District Administration</b>						
4.11 Educational Administration	561,777	144,160	705,937	148,500	854,437	810,570
4.40 School District Governance	86,213	27,600	113,813	60,500	174,313	167,404
4.41 Business Administration	1,032,666	248,280	1,280,946	266,800	1,547,746	1,446,685
<b>Total Function 4</b>	<b>1,680,656</b>	<b>420,040</b>	<b>2,100,696</b>	<b>475,800</b>	<b>2,576,496</b>	<b>2,424,659</b>
<b>5 Operations and Maintenance</b>						
5.41 Operations and Maintenance Administration	245,966	56,410	302,376	125,200	427,576	419,752
5.50 Maintenance Operations	2,933,000	803,990	3,736,990	1,100,100	4,837,090	4,658,280
5.52 Maintenance of Grounds	225,500	62,100	287,600	115,500	403,100	365,800
5.56 Utilities	-	-	-	1,179,590	1,179,590	1,188,732
<b>Total Function 5</b>	<b>3,404,466</b>	<b>922,500</b>	<b>4,326,966</b>	<b>2,520,390</b>	<b>6,847,356</b>	<b>6,632,564</b>
<b>7 Transportation and Housing</b>						
7.41 Transportation and Housing Administration	103,700	24,500	128,200	6,200	134,400	133,270
7.70 Student Transportation	551,494	147,200	698,694	202,000	900,694	908,444
<b>Total Function 7</b>	<b>655,194</b>	<b>171,700</b>	<b>826,894</b>	<b>208,200</b>	<b>1,035,094</b>	<b>1,041,714</b>
<b>9 Debt Services</b>						
<b>Total Function 9</b>	-	-	-	-	-	-
<b>Total Functions 1 - 9</b>	<b>44,162,084</b>	<b>10,867,450</b>	<b>55,029,534</b>	<b>5,685,687</b>	<b>60,715,221</b>	<b>58,453,722</b>



# School District No. 75 (Mission)

Annual Budget - Special Purpose Revenue and Expense  
Year Ended June 30, 2018

	<b>2018</b>	2017 Amended
	<b>Annual Budget</b>	Annual Budget
	\$	\$
<b>Revenues</b>		
Provincial Grants		
Ministry of Education	<b>6,189,531</b>	2,227,059
Other	<b>50,000</b>	50,000
Other Revenue	<b>1,692,281</b>	1,692,281
<b>Total Revenue</b>	<b>7,931,812</b>	3,969,340
<b>Expenses</b>		
Instruction	<b>7,645,948</b>	3,662,236
District Administration	<b>36,352</b>	36,352
Operations and Maintenance	<b>249,512</b>	270,752
<b>Total Expense</b>	<b>7,931,812</b>	3,969,340
<b>Budgeted Surplus (Deficit), for the year</b>	<b>-</b>	-

# School District No. 75 (Mission)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2018

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	Service Delivery Transformation	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK
	\$	\$	\$	\$	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>			100,000	36,352	587,586				
<b>Add:</b> Restricted Grants									
Provincial Grants - Ministry of Education	249,512	228,253				160,000	29,400	97,953	386,475
Other			50,000		1,600,000				
	249,512	228,253	50,000	-	1,600,000	160,000	29,400	97,953	386,475
<b>Less:</b> Allocated to Revenue	249,512	228,253	80,000	36,352	1,600,000	160,000	29,400	97,953	386,475
<b>Deferred Revenue, end of year</b>	-	-	<b>70,000</b>	-	<b>587,586</b>	-	-	-	-
<b>Revenues</b>									
Provincial Grants - Ministry of Education	249,512	228,253		36,352		160,000	29,400	97,953	386,475
Provincial Grants - Other			80,000		1,600,000				
Other Revenue									
	249,512	228,253	80,000	36,352	1,600,000	160,000	29,400	97,953	386,475
<b>Expenses</b>									
Salaries									
Teachers							12,400		
Principals and Vice Principals								40,800	
Educational Assistants		180,700							231,000
Support Staff	56,140					96,500			
	56,140	180,700	-	-	-	96,500	12,400	40,800	231,000
Employee Benefits	18,713	47,553				25,500	3,001	9,180	60,753
Services and Supplies	174,659		80,000	36,352	1,600,000	38,000	13,999	47,973	94,722
	249,512	228,253	80,000	36,352	1,600,000	160,000	29,400	97,953	386,475
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-	-	-

# School District No. 75 (Mission)

Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2018

	Coding and Curriculum Implementation	Priority Measures	Classroom Enhancement Fund	BEST	District Literacy	Riverside Electrical	TOTAL
	\$	\$	\$	\$	\$	\$	\$
<b>Deferred Revenue, beginning of year</b>	35,000	149,069		20,000	12,281	50,000	990,288
<b>Add:</b> Restricted Grants							
Provincial Grants - Ministry of Education			4,817,517				5,969,110
Other							1,650,000
	-	-	4,817,517	-	-	-	7,619,110
<b>Less:</b> Allocated to Revenue	35,000	149,069	4,817,517	-	12,281	50,000	7,931,812
<b>Deferred Revenue, end of year</b>	-	-	-	20,000	-	-	677,586
<b>Revenues</b>							
Provincial Grants - Ministry of Education	35,000	149,069	4,817,517				6,189,531
Provincial Grants - Other						50,000	50,000
Other Revenue					12,281		1,692,281
	35,000	149,069	4,817,517	-	12,281	50,000	7,931,812
<b>Expenses</b>							
Salaries							
Teachers		119,255	3,758,571				3,890,226
Principals and Vice Principals							40,800
Educational Assistants							411,700
Support Staff							152,640
	-	119,255	3,758,571	-	-	-	4,495,366
Employee Benefits		29,814	882,291				1,076,805
Services and Supplies	35,000		176,655		12,281	50,000	2,359,641
	35,000	149,069	4,817,517	-	12,281	50,000	7,931,812
<b>Net Revenue (Expense)</b>	-	-	-	-	-	-	-

# School District No. 75 (Mission)

Annual Budget - Capital Revenue and Expense  
Year Ended June 30, 2018

	2018 Annual Budget			2017 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
<b>Revenues</b>				
Amortization of Deferred Capital Revenue	2,809,873		2,809,873	2,739,587
<b>Total Revenue</b>	<b>2,809,873</b>	-	<b>2,809,873</b>	2,739,587
<b>Expenses</b>				
Amortization of Tangible Capital Assets				
Operations and Maintenance	3,821,781		3,821,781	3,689,096
<b>Total Expense</b>	<b>3,821,781</b>	-	<b>3,821,781</b>	3,689,096
<b>Net Revenue (Expense)</b>	<b>(1,011,908)</b>	-	<b>(1,011,908)</b>	(949,509)
<b>Net Transfers (to) from other funds</b>				
Tangible Capital Assets Purchased	734,000		734,000	1,503,847
<b>Total Net Transfers</b>	<b>734,000</b>	-	<b>734,000</b>	1,503,847
<b>Other Adjustments to Fund Balances</b>				
Tangible Capital Assets Purchased from Local Capital	1,000,000	(1,000,000)	-	
<b>Total Other Adjustments to Fund Balances</b>	<b>1,000,000</b>	<b>(1,000,000)</b>	-	
<b>Budgeted Surplus (Deficit), for the year</b>	<b>722,092</b>	<b>(1,000,000)</b>	<b>(277,908)</b>	554,338

# Committee Of the Whole Meeting (Public)

## June 13, 2017



### ITEM 5.2      Action

TO:                Board of Education  
FROM:            Secretary Treasurer  
SUBJECT:        2017-2018 Board Meeting Schedule

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### Recommendation

**THAT the 2017–2018 Committee/ Board Meeting Schedule be reviewed and forwarded to the June 20, 2017 Public Board Meeting for consideration.**

### Background/Rationale

Committee of the Whole meetings are typically held on the first Tuesday of each month.  
Closed and Public Board Meetings are typically held on the third Tuesday of each month.  
Some dates have been adjusted to reflect scheduled and approved school/statutory holidays.

### Committee of the Whole Meetings – Open to the Public

September 12  
October 3  
November 7  
December 5  
January 16  
February 6  
March 6  
April 10  
May 1  
June 5

### Board of Education (Closed and Public) Meetings

September 19    *Hillside Traditional Academy*  
October 17      *Fraserview Learning Centre*  
November 21    *Cherry Hill Elementary*  
December 19    *Dewdney Elementary*  
January 23      *Edwin S. Richards Elementary*  
February 20     *West Heights Community School*  
March 13        *Windebank Elementary*  
April 17         *Albert McMahon Elementary*  
May 15          *Deroche Elementary*  
June 19         *Riverside College*

**ITEM 5.3      Action**

TO:                Board of Education  
FROM:            Superintendent of Schools  
SUBJECT:        2017-2018 School Growth Plans

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**Recommendation**

**THAT the 2017-2018 school growth plans be reviewed and forwarded to the June 20, 2017 Public Board meeting for consideration.**

**Background**

Under *Section 8.3 (1) of the School Act*, “*In each school year, a board must approve a school plan for every school in the school district*”.

In order to save on printing multiple copies of large documents for the meeting, the School Growth Plans have been made into one binder that will be accessible to view at any time.

Trustee has been provided with an electronic copy of their liaison school's growth plan and they will also be posted to the School District website.

**Attachments:**

- A. School Growth Plans

# School Growth Plan



Fraserview Learning Centre

2016 - 2017

Submitted by: Kevin Watrin, Principal of Frasersview Learning Centre

**Contents**

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PART I - Overview of Fraserview Learning Centre

School Context..... 2

Measuring Success..... 3

Appendix A: FLC Staff Notes ..... 6

Appendix B: 9 Principles in Detail ..... 8

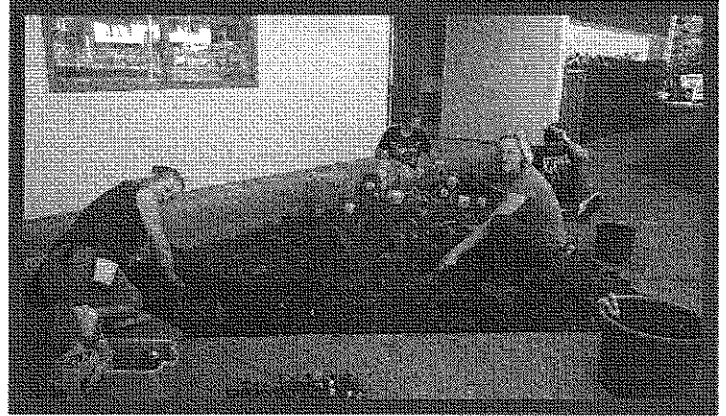


## ***PART I - Overview of FLC***

### **School Context**

Fraserview Learning Centre (FLC) is an alternate middle/secondary school where students primarily work on competency-based, individualized, and self-paced programs. Many students attend full time while others have various part time schedules. Classroom instruction is done to whole class, small group, or “side-by-side” teaching. FLC has students working on 2004 Dogwood and Adult Dogwood Diplomas.

We have benefited from numerous outside organizations and agencies here at FLC. Our students work regularly with seniors from the Lifetime Learning Centre. We hold joint functions and events that are beneficial to both groups: Easter and Remembrance Day Teas, knitting, gardening, and technology leadership are some of the occasions where our students have an opportunity for inter-generational connection and to demonstrate social responsibility. Fraser House, Mission Community Services, RCMP, Mission Fire Fighters, Fraser Health, MCFD, and the Fraser Valley Women’s Resource Society come into our building to meet with individuals and groups of students on a regular basis.



FLC students gardening with Lifetime Learning seniors

<b>Enrollment</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
September Enrollment	30	43	100	100
Peak Enrollment	60	90	120	116
Internal Referrals				24
Internal Transfers		43		2
DRC Transfers			4	6
Transfers Outside of MPSD				11
<b>Academic Success</b>				
Courses Completed		145	210	198
Graduating Students	0	11	11	12
Students Transferred to Grad		1	3	7
<b>Student Exits</b>				
Students Withdrawal				15
Student Removals				23

## Measuring Success

Quantitative and qualitative methods are both important tools to measure student success. Quantitatively, alternative programs need to work towards improving student attendance, course completions and graduation rates. These goals need to be measured against a baseline of data collected prior to the student entering the program. If a student didn't attend school previously and now is attending 50% that demonstrates success. If attendance, course completion and graduation rates are not viewed within this greater context, the data is skewed and unfair to the students who have worked hard to improve their lives but haven't reached the same level as other students in the district.

Qualitative assessment is also an important tool. How do students feel about themselves and their lives since attending the alternative program? Has their self-esteem and self-confidence improved? Have they learned to take greater responsibility for their lives and feel more in control of their lives? Has their family or social relationships improved? The literature is extremely clear that successful alternative programs offer their students a voice in their programming. Periodic staff, student, and caregiver interviews and surveys should be included as part of the overall assessment of an alternative program's success. Along these lines, we have begun to implement pre and post FLC surveys. We are working towards surveying students as they enter FLC and then as they graduate.

## 9 Guiding Principles of Alternate Education in BC

A 2016 Provincial quality review resulted in the Nine Guiding Principles of Alternate Education in British Columbia. They are:

- |                                |  |
|--------------------------------|--|
| 1. Supportive Culture          | 6. Community Supports and Partnerships |
| 2. Clear Student Transitions   | 7. Engagement                          |
| 3. Flexibility                 | 8. Food                                |
| 4. Staff Connections           | 9. Sense of Legitimacy/Viability       |
| 5. Relationship Based Programs |  |

The Fraserview staff has spent some time reflecting upon these nine principles and the extent to which they are evident at our school. Staff were also asked to rate each area. The average of staff rating is provided in the left hand column in Appendix A. For each guiding principle staff were asked to provide a self-reflective score based on the following criteria:

- 1 – Currently not a strength of the school Improvements and supports are required
- 2 – Some initial strategies have been implemented. Still requires some focus for improvements and supports
- 3 – Progressing quite well. Relatively pleased with the various strategies implemented in the school
- 4 – Very pleased with where the school is with this guiding principle

Out of this review we determined that the three we want to focus on for the 2017-2018 school year are:

1. Engagement
2. Sense of Legitimacy/Viability
3. Clear Student Transitions

Guiding Principle	What we plan to do in 2017-2018 to address these areas:
<b>Engagement</b>	
	More engaging curriculum:
	Implementation of Self-Efficacy Course
	Digital Photography and Yearbook Courses
	Maker Spaces/ Imagination Station
	New BC Curriculum for Science
	Experiential/Place-based learning opportunities
	Art/music/food teaching
	Work Experience opportunities
	Implementation of common student self-regulation language
<b>Sense of Legitimacy</b>	
	Facility improvements
	Additional spaces available for groups and outside agency
	Utilize/maximize shared spaces in the building
	Utilize change room spaces
	Improve washroom signage and access
	Update FLC website
	Continuing education of district staff
<b>Clear Student Transitions</b>	
	Connect students with Work Experience opportunities
	Connect students with Secondary School Apprentice programs
	Connecting grads or aging out students with Workplace BC case manager
	Graduation/aging-out exit interviews/survey to help transition to life beyond school

**Communication Strategies:**

- Regular updates to the PAC
- Regular updates to all parents electronically

Submitted by:

The school growth plan has been written, reviewed, and supported by:

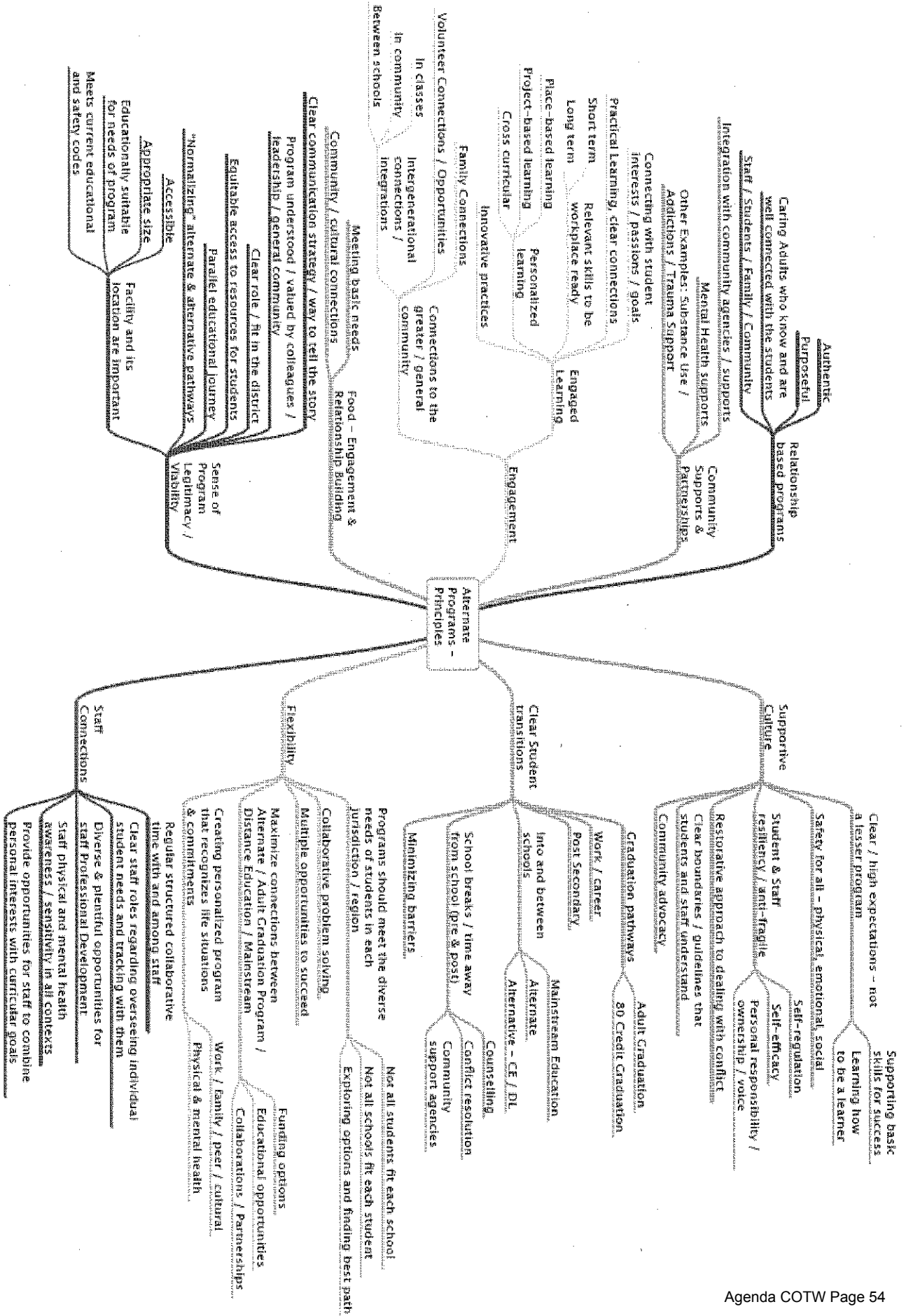
<b>Principal</b>	<b>Signature</b>	<b>Date</b>
<b>Superintendent</b>	<b>Signature</b>	<b>Date</b>
<b>Board Chair</b>	<b>Signature</b>	<b>Date</b>

## Appendix A: Notes from FLC staff review of 9 Guiding Principles

	Comment
Supportive Culture: 2.875	<p><b>Doing well</b>                      Aboriginal content                      School relationships/Staff + Student                      -Staff collaboration                      Provide students access to supports (Dan, Tami, Chris, outside agencies)                      Groups:                      -we run various groups where students feel they have a voice in a safe place                      -more outside agencies need to come and instruct or give input in groups</p> <p><b>Needs improving</b>                      -more student leadership                      -more supports as demand is large</p>
Clear Student Transitions: 1.75	<p><b>Doing well</b>                      -intakes have/are a good practice for introductions/building relationships</p> <p><b>Needs improving</b>                      -implementing life skills beyond school graduation                      -teaching coping skills for after FLC                      -create programs that recognize life situations and commitments                      -exit interview (for movement within or outward)                      -to work, post-graduation                      -grad paths                      -school breaks                      -minimizing barriers</p>
Flexibility: 3.5	<p><b>Doing well</b>                      -unlimited scheduling/placement options                      -range of paper based, computer led, whole class/ small group/individual teaching, outside activities                      -social emotional needs met                      -prioritizing mental health</p>
Staff Connections: 3	<p><b>Doing well</b>                      -debriefings 3x per week                      -staff often collaborate for betterment                      -mixing classes                      -baseline of expectations</p> <p><b>Needs improving</b>                      -staff mental/physical health</p>
Relationship Based	<b>Doing well</b>

<p>Programs: <b>3</b></p>	<ul style="list-style-type: none"> <li>-groups: Sr. Guys, Jr. Guys, Girls, LGBTQ</li> <li>-Lifetime Learnings connections with gardening, Tech Time, Knitting, Art</li> <li>-RCMP/Mission Fire Fighters play basketball every Thursday with FLC students and staff</li> <li>-Fraser House staff come in to work with clients at FLC</li> <li>-MY House staff attend term assembly</li> <li>-prioritize relationship and then focus on academics</li> <li>-buddies at West Heights and Silverdale</li> <li>-Aboriginal Department/Siwal Si'wes connections, cultural activities, and field trips</li> </ul> <p><b>Needs improving</b></p> <ul style="list-style-type: none"> <li>-more outside supports and space for them</li> </ul>
<p>Community Supports and Partnerships: <b>2.5</b></p>	<p><b>Doing well</b></p> <ul style="list-style-type: none"> <li>-LLC</li> <li>-RCMP/Mission Fire Fighters</li> <li>-Fraser House</li> <li>-MY House</li> <li>-CYMH</li> <li>-START Program</li> </ul> <p><b>Needs improving</b></p> <ul style="list-style-type: none"> <li>-would be nice to have a health nurse in more often</li> <li>-more of a SW presence in the building</li> </ul>
<p>Engagement: <b>2</b></p>	<p><b>Doing well</b></p> <ul style="list-style-type: none"> <li>-first aid/food safe courses offered to FLC students</li> <li>-intergenerational programs with Lifetime Learning</li> <li>- Weekly RCMP/Mission Fire Fighters PE activities</li> </ul> <p><b>Needs improving</b></p> <ul style="list-style-type: none"> <li>-more engaging curriculum</li> <li>-more space</li> <li>-work experience</li> </ul>
<p>Food: <b>3</b></p>	<p><b>Doing well</b></p> <ul style="list-style-type: none"> <li>-access to breakfast program</li> </ul> <p><b>Needs improving</b></p> <ul style="list-style-type: none"> <li>-more healthy options</li> <li>-skill building around food</li> <li>-students prepping and distributing food</li> <li>-foods class (to sell in store)</li> </ul>
<p>Sense of Legitimacy/Viability: <b>2</b></p>	<p><b>Doing well</b></p> <ul style="list-style-type: none"> <li>-“image” is improving in the district – people are understanding better what we are working to accomplish here</li> </ul> <p><b>Needs improving</b></p> <ul style="list-style-type: none"> <li>-facility is a major issue, both in terms of room and quality/access to facilities</li> <li>-not accessible to all students – ramps, doors</li> <li>-need more space for groups and individual supports</li> </ul>

# Appendix B: Nine Principles in Detail



2017

# MSS Growth Plan



Profe Mission Senior Secondary School

5/19/2017



# Mission Senior Secondary School

## School Information

**School Name:** Mission Secondary

**School Address:** 32939 7th Ave, Mission, British Columbia, Canada

**School Phone:** 604.826.7191

**School Fax:** 604.826.8187

**Web Address:** <http://mss.mpsd.ca/>

**Principal:** Jim Pearce

**Principal Email:** [jim.pearce@mpsd.ca](mailto:jim.pearce@mpsd.ca)

**Vice Principals:** Tom Nguyen, Linda Dickinson, Airdrie Miller

## Demographics

**Number of Students:** 1270

**Percentage of Special Education Students:** 17%

**Percentage of Aboriginal Students:** 14%

**Percentage of International Students:** 10%

## **Vision and Beliefs**

Our school staff will collectively support all learners in order to ensure high levels of learning. Students will achieve the essential learning outcomes by implementing Response to Intervention (RTI) tiers and strategies. Staff will work collaboratively in a vertical team model within the school district and with our educational partners to maximize student achievement and post-secondary enrollment. Staff will participate in a professional learning community and professional development. Effective formative and summative common assessments will form the foundation for assessment practices to drive our achievement goals.

### **Expectations:**

- Staff will work to improve attendance and lates in their classroom along with building strong relationships with their students
- Staff will work to implement Response to Intervention strategies at Tiers 1, 2, and 3
- Staff will participate in vertical teams within the school, with middle schools, with alternate education schools and with post-secondary institutions
- Staff will have a comprehensive understanding of the new curriculum, coupled with the ability to interpret curriculum appropriately to accommodate individual differences and incorporate personalized learning.
- Staff will work collaboratively with curricular partners on instructional strategies, meeting students' educational needs, and administering and analyzing common assessments.

- Staff will design and provide all students with timely formative and summative assessments that align with essential learning outcomes and monitor student progress effectively and communicate with students and parents in a timely manner.
- Staff will be involved in professional development with an ongoing commitment to learn and implement new methodologies and strategies.
- Staff will work collaboratively with students, parents and community stakeholders to enhance the school as a learning community.

### **Where we are now...Where are we going?**

As a part of reconfiguration, the district recognized that in order to ensure success and provide more learning opportunities for our students, we needed to increase enrollment at the high school level. We achieved this by creating one senior secondary school with an enrollment of 1270 students. The consistency in the course catalogue, in the learning support services, and in the common assessment practices for our school community will allow us to target specific interventions to increase graduation rates. The reconfiguration also allowed the school to offer a much more diverse course selection and provided students the opportunity to select the most rigorous academic course selection in preparation for post-secondary institutions. As we continue with the growth of our new school, we now have 520 course offerings, up from 340 prior to reconfiguration. This has also provided enriched learning opportunities for all students who have a passion for studying at a deeper level in a particular academic and/or non-academic area. Furthermore, reconfiguration provided the opportunity to implement RTI practices on a school-wide basis to ensure success for all our students including our most vulnerable learners.

**GOAL #1: We want to have a systematic approach to involve all staff in reducing drop- out rates and improving attendance of all our students.**

**Two focus areas to reach our goal as stated by the collective staff:**

- 1. Attendance/Tardiness strategies**
- 2. Building relationships**

#### **Scanning**

Using last year's data (2016 -17) to see the drop outs of our students and reasons for discontinuing their education.

#### **Focused**

Using strategies suggested by staff on a monthly basis to determine best practice for tracking attendance and notifications home as well as monthly staff meetings to support teachers in techniques for building relationships in their classroom.

### **Developing a hypothesis**

If we provide a systematic approach, then drop-out rates will improve and students will be more satisfied with their high school experience as we build strong relationships with our students.

### **New professional learning**

Continue to provide opportunities to all staff to participate in professional development on building relationships and student engagement in the classroom.

### **Taking action**

Instructional team leaders, along with their departments, will engage in monthly collaboration meetings to share best practice in building relationships and strategies to improve attendance and to ensure student success.

### **Is there a big enough difference?**

On a monthly basis we will reflect on the data provided for attendance and lates.

### **Summary**

As a professional learning community, we will always focus on four questions to ensure high levels of learning for all students. The questions are as follows:

1. What do we want students to learn?
  - curriculum
2. How do we know students are learning?
  - formative and summative assessments
3. What do we do when students are not learning?
  - Response to Interventions (RTI) tiers
4. What do we provide for students who understand the learning outcomes?
  - honours, AP and electives courses

**This school growth plan has been written and reviewed by:**

_____ Principal	_____ Signature	_____ Date
_____ Vice-principal	_____ Signature	_____ Date
_____ Vice-principal	_____ Signature	_____ Date
_____ Vice-principal	_____ Signature	_____ Date
_____ Superintendent	_____ Signature	_____ Date
_____ Board Chair	_____ Signature	_____ Date

**School Plan for Student Success**

**Hillside Traditional Academy**



**Individuals Involved:**

All Teaching Staff and Admin have agreed to and signed off on their commitment to this growth plan.

**School Context**

[hillside.mpsd.ca/](http://www.bcedplan.ca/hillside.mpsd.ca/)      <http://www.bcedplan.ca/>

**Inquiry Question**

Will an increased focus on an inquiry-based approach to teaching and learning, as a professional learning community, improve the level of teacher-rated student engagement and academic achievement?

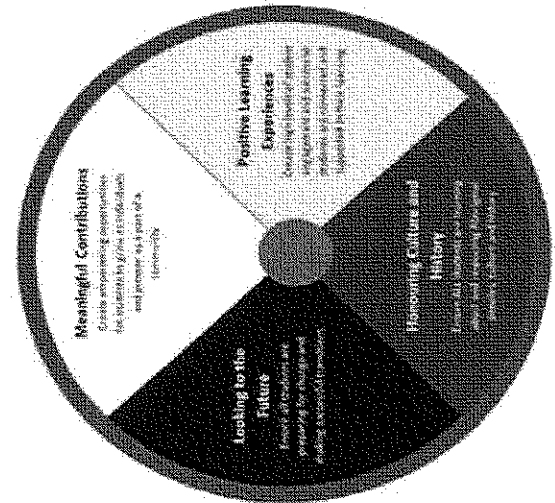
**Rationale**

Four important understandings that underline this focus are:

1. Notwithstanding the influence of factors such as socio-economic status, home, and community, student learning is strongly influenced by what and how teachers teach.
2. Teaching is a complex activity. Teachers' moment-by-moment decisions about lesson content and process are shaped by multiple factors, not just the agendas of those looking for changes in practice. Such factors include teachers' knowledge and their beliefs about what is important to teach, how students learn, and how to manage student behaviour and meet external demands.
3. It is important to set up conditions that are responsive to the ways in which teachers learn. A recent overview of the research identified the following as important for encouraging learning: engaging learners' prior conceptions about how the world works; developing deep factual and conceptual knowledge, organized into frameworks that facilitate retrieval and application; and promoting metacognitive and self-regulatory processes that help learners define goals and then monitor their progress towards them.
4. Professional learning is strongly shaped by the context in which the teacher practices. This is usually the classroom, which, in turn, is strongly influenced by the wider school culture and the community and society in which the school is situated. Teachers' daily experiences in their practice context shape their understandings, and their understandings shape their experiences.

Strategies (Include LST & ELL)	Who is responsible?	Timeline	How will effectiveness be measured?	Resources
<p>Teachers, Administrators, and Support Staff develop a critical understanding of inquiry-based model to teaching and learning</p>	<p>Administration Team Teachers E.A.s</p>	<p>September to December 2017 (Introduction Phase)  January to June 2018 (Knowledge acquisition Phase)</p>	<p>All members will participate in a study of the inquiry models including a book study.</p>	<p>Helen Timperley's "Teacher Professional Learning and Development" "Spirals of Inquiry for Equity and Quality" by J. Halbert &amp; L. Kaser</p>
<p>Develop an Inquiry based approach to teaching and learning with a specific focus on enhancing professional learning communities in a Traditional context.</p>	<p>Administration Team Teachers E.A.s</p>	<p>September 2018 to June 2019 (Discovery/Implementation Phase)</p>	<p>Create collaborative assignments and assessments Review implementation in collaboration meetings</p>	<p>Access to new curriculum Collaboration time Release time for peer teaching</p>
<p>Develop a model for best practices developed at the school level. What worked, what didn't, and especially Why?</p>	<p>Administration Team Teachers E.A.s</p>	<p>September 2019 to June 2020 (Refinement/Reflection Phase)</p>	<p>Collaboration Meetings Create collaborative assignments and assessments Ed-Talks</p>	<p>Collaboration time</p>

Measuring Success	
<p><b>Improved Student Engagement</b></p> <p>Teacher-Directed Learning Teachers will assess students who are...</p> <ul style="list-style-type: none"> <li>• Paying attention (alert, tracking with their eyes)</li> <li>• Taking notes (particularly Cornell)</li> <li>• Listening (as opposed to chatting, or sleeping)</li> <li>• Asking questions (content related, or in a game, like 21 questions or I-Spy)</li> <li>• Responding to questions (whole group, small group, A-B Partners)</li> <li>• Following requests (participating, Total Physical Response (TPR), storytelling, Simon Says)</li> <li>• Reacting (laughing, crying, shouting, etc.)</li> </ul>	<p>Student-Directed Learning Teachers will assess students who are, individually or in small groups,</p> <ul style="list-style-type: none"> <li>• Reading critically (with pen in hand)</li> <li>• Writing to learn, creating, planning, problem solving, discussing, debating, and asking questions)</li> <li>• Performing/presenting, inquiring, exploring, explaining, evaluating, and experimenting)</li> <li>• Interacting with other students, gesturing and moving</li> </ul>
<p><b>Improved Academic Achievement</b></p>	<p>FSA Results DART (or equivalent) /DRA (or equivalent) Student final marks (from PSR Data) Note: Data will follow a cohort group as a means of comparison. Primary Teacher Tracking of Reading Level (i.e. P.M. Benchmarks, Reading A-Z level) Teacher Rated Performance Improvements (anecdotal)</p>



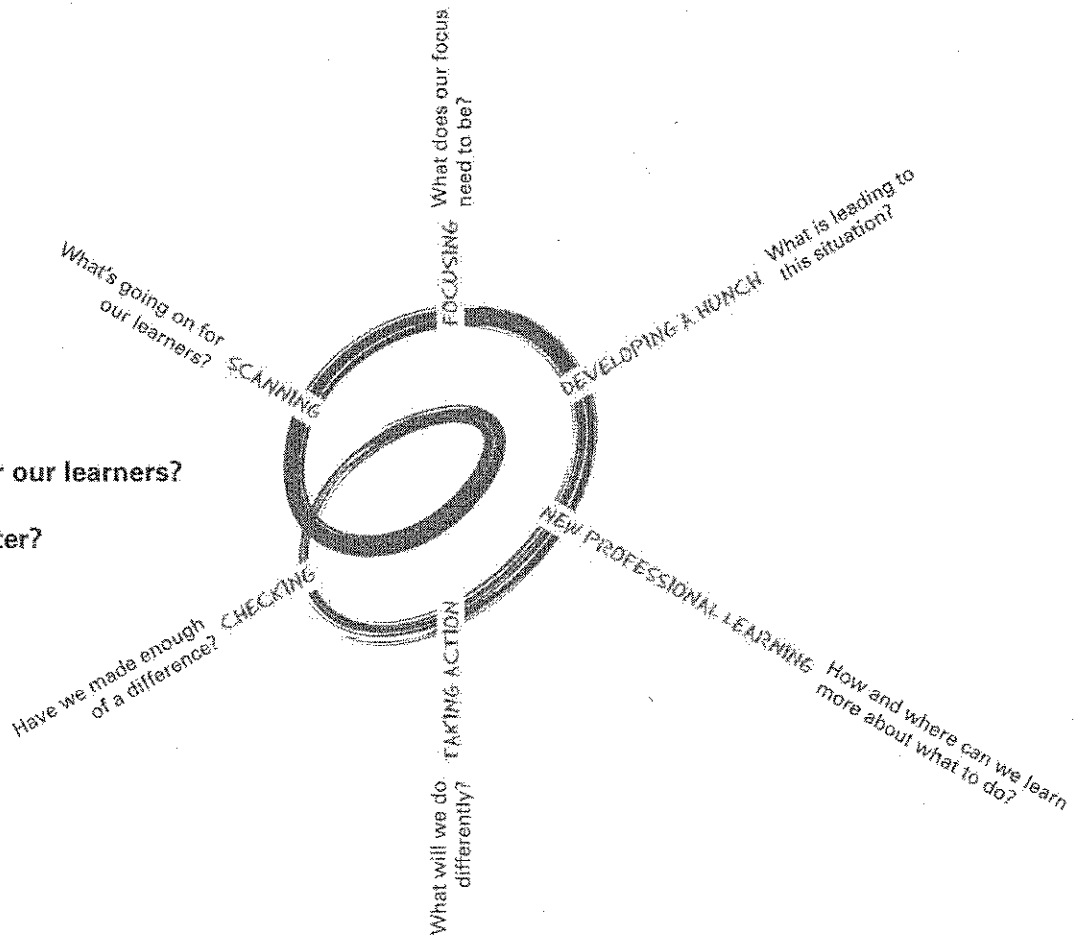
### Connection to Aboriginal Enhancement Agreement:

Creating a clear understanding of and implementing an inquiry based model will:

1. Create Meaningful Connections that all students to grow as individuals.
2. Create Positive Learning Experiences for all students.
3. Honour the Culture and History of all students.
4. Prepare all students as for successful transitions to further grades, schools, programs, and to life beyond school.

# Cherry Hill Elementary School Growth Plan 2017-2018

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



*"Spirals of Inquiry for equity and quality"* Judy Halbert and Linda Kaser



### School and Community Context:

- Cherry Hill Elementary School is a culturally, ethnically and socio-economically diverse school
- We also support student learning in innovative ways through our implementation of the use of SMART Boards and iPads
- Our school participates in basketball, volleyball, track and field, cross-country running and touch football
- Our school supports district initiatives such as Books for Bedtime
- Strong Start program, we have over 70 pre-school aged children registered with an average of 10 to 15 children attending each day which provides a warm introduction to our school community
- Our grade 5 and 6 students participate in Me to We
- School wide participation in Jump Rope for Heart
- This year we introduced a fine arts block to promote collaboration, project based learning and communication of learning in assemblies, our Remembrance Day ceremony was a great example of our school displaying student learning/initiatives based on the theme of “peace” and during the second term we focused on the theme of “Random Acts of Kindness”

**Scanning:** (What do you, as staff and community, know about your students – their successes and challenges? What’s going on for them?)

#### *Successes:*

- PM Benchmarks used to identify growth in reading abilities and we notice growth for many of our students
- Students in grade 5/6 are involved in a buddy reading program to help our younger readers
- SBT and Learning Support identify students who require more intensive reading support
- As a school we are using classroom data to identify students who need more intensive intervention in academic areas as well as social emotional competencies
- Students are engaged in Passion Projects (May 26<sup>th</sup>)
- We continue building a positive school community through our “spirit days” i.e. Crazy Hair Day, Pirate Day etc.
- Promoting social emotional competencies through displays and initiatives
- Students appreciate getting recognized for their social emotional competencies with our “Gotcha” ticket system

#### *Challenges:*

- Many students are still acquiring the ability to self-regulate and improve their social emotional competencies (self-management, self-awareness, relationship skills, decision making and social awareness)

**Focus:** (From what you know, what is the most important work you can do to improve the success for your students? What key area of learning will you focus on?)

- Promote and foster social emotional learning, research shows that explicitly teaching social emotional competencies can improve students’ academic achievement
- By focusing on the core competencies we know we will be addressing the needs of the “whole” child
- If our students have strong core competencies we know they will be more equipped for the “real world”

**Inquiry Question:** (State what your driving question will be.)

How will focusing on core competencies (Communication, Thinking and Personal/Social) improve a growth mindset for all students?

**Hunch:** (What is leading to this situation for your learners?)

- Focusing on social emotional competencies will promote a positive self-awareness and improve students' confidence in putting forth their best effort, resulting in increased academic achievement.

**New Professional Learning:** (Summarize the new areas for professional learning and how you will go about designing new learning for yourself and your staff that will impact your learners.)

- Learn more about the Spirals of Inquiry process, using "Spirals of Inquiry-For Equity and Quality" as a resource
- Introduce MindUp- Provide in-service about MindUp in staff meetings
- Introduce common language in regards to teaching students to self-manage and be more self-aware i.e. using green, yellow and red (traffic light and zones of regulation) for students to recognize their state of regulation
- Will learn more about JUMP math through Professional Development
- Invite Kate Patten back to our school to provide professional growth in understanding neuro-emotional strategies to use with our students
- Continue to integrate aboriginal perspectives into teaching

**Taking Action** (Describe the actions that you propose to take related to your inquiry. What will you do more of, less of, or do differently to improve outcomes for your students?)

- Initiate the Butterfly Project (David Suzuki Foundation)-many great opportunities to focus on the core competencies with this project
- Introduce an art club afterschool for some of our "vulnerable" students to promote positive self-awareness and give students a strategy for self-management
- Introduce an art program at lunch for social emotional learning
- Organize assemblies around the seven sacred teachings (respect, love, courage, honesty, humility, wisdom and truth) and celebrate students that are displaying characteristics of a growth mindset at these assemblies
- Experiment with MindUp
- Continue with school bulletin boards displaying gratitude, mindset, anti-bullying, positive affirmations, kindness etc.
- Continue with our Passion Projects which supports the development of Personal/Social, Thinking and Communication core competencies

## Cherry Hill Elementary School Growth Plan 2017-2018

**Checking:** (Describe how you will know what you are doing works and that you have made a difference for your students? What are you using as your baseline evidence? Please be clear on what you will be using as evidence of growth. How will you respond if you see no changes?)

- Collate information from student self-assessment of core competencies (end of the year report cards)
- PM benchmarks
- Classroom assessment- formative and summative assessment
- Student climate surveys with focus on a growth mindset
- Track “Gotcha” tickets

**Connection to the District Goals or Directions:**

Inquiry based approach supports the District’s goal of the educated citizen

District Goals	Cherry Hill’s School Connections
<ul style="list-style-type: none"> <li>• Thoughtful, able to learn and to think critically and who can communicate information from a broad knowledge base</li> </ul>	<ul style="list-style-type: none"> <li>• Passion Projects and Cherry Hill’s Passion Fair</li> </ul>
<ul style="list-style-type: none"> <li>• Creative, flexible, self-motivated and who have a positive self-image</li> </ul>	<ul style="list-style-type: none"> <li>• Our Gotcha’s promote a positive self-image</li> <li>• School bulletin boards that foster gratitude, growth mindset, and positive self-image (positive affirmations).</li> </ul>
<ul style="list-style-type: none"> <li>• capable of making independent decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Continue developing Core Competencies and student self-assessment</li> </ul>
<ul style="list-style-type: none"> <li>• skilled and who can contribute to society generally, including the world of work</li> </ul>	<ul style="list-style-type: none"> <li>• A commitment to core competencies will develop valued attributes</li> </ul>
<ul style="list-style-type: none"> <li>• productive, who gain satisfaction through achievement and who strive for physical well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Core Competencies and a growth mindset</li> </ul>
<ul style="list-style-type: none"> <li>• cooperative, principled and respectful of others regardless of differences</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on themes such as “peace” and “Random Acts of Kindness”</li> </ul>
<ul style="list-style-type: none"> <li>• Aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world</li> </ul>	<ul style="list-style-type: none"> <li>• School display boards with messages of anti-bullying, kindness etc.</li> <li>• Me to We</li> <li>• Starfish Backpack program</li> </ul>

## Cherry Hill Elementary School Growth Plan 2017-2018

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**Communication Strategies:** (How will you communicate your inquiry and your results to the school community?)

- School website
- PAC Facebook page
- PAC Meetings
- Newsletter

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

- We receive tremendous parental support for our Remembrance Day assemblies, Christmas Concerts, Sports Days, Grade 6 Farewells etc.
- PAC holds regular PAC meetings, organizes special events such as Family Dance Night, Cake Walks etc.
- Each Friday our PAC ensures each student in the school receives food at recess as part of a food program to help students who may not have a sufficient snack
- PAC, along with COBs Bread have “free” bread available for families every Friday morning
- PAC supports technology initiatives with financial support for new iPad Apps
- Cherry Hill utilizes counselors from Fraser House to provide important information about drugs and alcohol
- We maintain connections with the Mission Springs Christmas tree contest and the Mission Christmas Bureau
- We support a Christmas food drive
- Our parents help support programs such as the Terry Fox Run and Jump Rope for Heart to promote healthy active living
- We work together with Communities in Bloom to support gardening initiatives at our school

*Submitted by:*

This school growth plan has been written, reviewed and supported by:

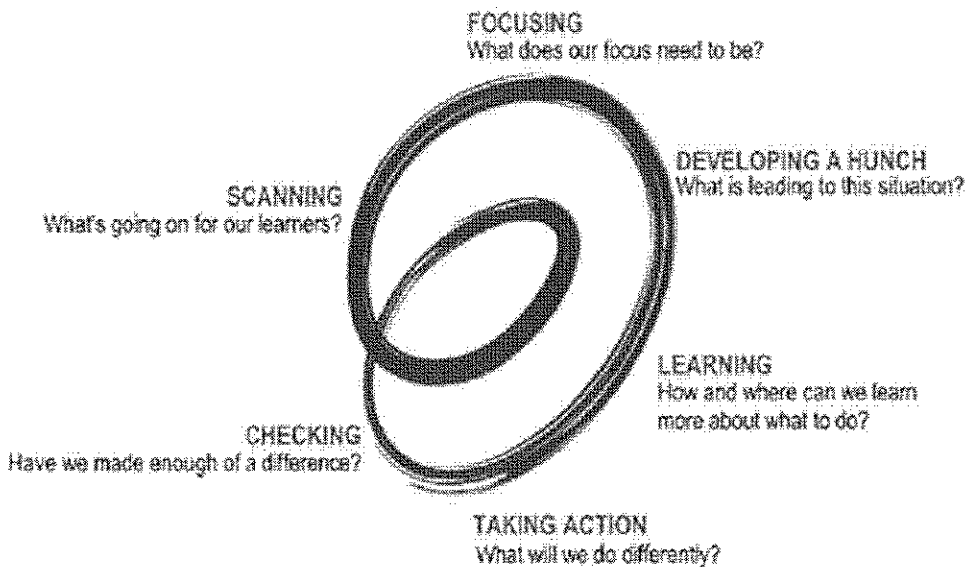
<p><u>Darran Forrest</u> Principal</p>	<p><u>Darran Forrest</u> Signature</p>	<p><u>May 29/17</u> Date</p>
<p>_____ Superintendent</p>	<p>_____ Signature</p>	<p>_____ Date</p>
<p>_____ Board Chair</p>	<p>_____ Signature</p>	<p>_____ Date</p>

# School Growth Plan - Inquiry Model

## Year One

### Hatzic Middle School

#### 2017-2018



\*Based on the book by Judy Halbert and Linda Kaser  
"Spirals of Inquiry for equity and quality"

## School Context:

- Hatzic Middle School opened in September 2015 after the Mission School District reconfigured the district to two middle schools and one high school. We are a Grade 7-9 middle school, located in rural Mission, approximately 4 km. east of the City of Mission, on the unceded Aboriginal territory of the Sto-Lo. Overlooking the Fraser River with the Westminster Abby in the background, our 651 students come from both city and rural areas with our families having a broad range of household incomes. We have students from 7 elementary schools and each year approximately one third of our students are new to HMS and one-third moves forward to Mission Secondary for their Grade 10, 11, and 12 years.
- We welcome aboriginal students from all nations but specifically Scowlitz First Nation and Leq'á:mel First Nation who comprise 18% of our population.
- HMS offers strong curricular programs in academics, applied skills, fine and performing arts and athletics as well as having specialty courses: Musical Theatre, Photography, Volleyball Leadership, and Hockey Academy: Peer Mediation and Peer Tutoring.
- Our Leadership Program gives students the opportunity to be leaders in the school and raise money for a wide variety of charities such as Free the Children, Community Dinner for the Less Fortunate, and Cops for Cancer. Leadership students give back to the school community through a variety of volunteering activities.
- The HMS Environmental Club is making huge strides with our recycling program with funds raised donated towards creating gardens with gathering places and beautifying the school environment for the HMS community. HMS is very proud to have won the Communities in Bloom award in 2016.
- Our Parent Advisory Council is very active in supporting HMS in a variety of areas including supporting our clubs, staff initiatives for our students, fundraising and consistently looking for opportunities for Hatzic Middle.
- H.M.S. is home to a variety of clubs that are run by staff and community volunteers to expose our students to a wide variety of activities and experiences outside of the classroom such as The HMS Outdoor Club, The Robotics Club, Parent and Community Coaches and The Weight room Club.

## **Scanning: (What do we as a staff and community, know about our students – their successes and challenges? What is going on for them?)**

- Classroom assessment and data from the Foundational Skills Assessment (Grade 7) show that while some students are meeting expectations in literacy and numeracy, we need to continue to focus upon these areas and increase our student's understanding in these areas. We are currently looking at implementing school-wide pre-assessments to provide data as to where the students are when they transfer into HMS. Then each September and in the spring data from these measures will continue to be tracked.
- The Response to Intervention (RTI) model was implemented in September 2015 as follows: Tier 1; Core Curriculum taught in the enrolling classrooms; Tier 2; Supplementary Interventions including weekly school wide tutorial sessions (within timetable) and teacher directed tutorials

(often at lunch or after school); and Tier 3 provides Intensive Interventions often through the SBT and School Resource Team as well as directed tutorial placement, administrative directed homework club through admin and intensive core support where needed.

- Staff requires continued support to implement the RTI program to meet the students' needs. A clearer understanding of the three Tiers and the supports for students and staff the Tiers brings is needed.
- Our team of Educational Assistants, work closely with the School Resource Team to support students with diverse learning needs.
- HMS has choices for P.E.: Girls only grades 8/9, Mixed P.E.
- HMS has late buses on Wednesday and Thursday throughout the year to allow students to remain after school for either extra-curricular activities or academic assistance.
- Our Aboriginal department has Aboriginal Youth Care workers who make connections with the students and their families as well as support student academic progress.
- We have a daily lunch program for our students, which is ran by the Aboriginal department and supported by the cafeteria.
- Our library is open before school, at lunch and after school offering the opportunity to check out books, read quietly, work on assignments and have a quiet social space.

○ **Hatzic Middle School Library Statistics  
September 2016-May 2017**

<b>Library Orientations</b>	25 Blocks
<b>Collaborative Planning Sessions with Teachers</b>	10 Blocks
<b>Book Exchanges</b>	113 Blocks
<b>Research Blocks</b>	156 Blocks
<b>Literature Circles</b>	25 Blocks
<b>Curriculum Planning Sessions</b>	8 Blocks
<b>Books checked out</b>	4106

- Our large gym is open each day at lunch for a variety of sports
- Students have access to a wide variety sports equipment to sign out over lunch.
- With the implementation of the new curriculum in September 2016, teachers have begun to investigate the inquiry-based approach through district supported Non-Instructional days and department wide collaboration meetings. This work will require continued support for their professional learning including resources to support this learning with implementing inquiry-based learning.

**Focus: (From what we know, what is the most important work we can do to improve the success of our students? What key areas of learning will we focus on?)**

- Continued focus upon foundational skills (reading, writing and numeracy) linking this through real world situations and applications.
- Strengthening our understanding and application of the new curriculum: the Core Competencies, the Big Ideas and the Learning Standards through collaboration.
- Social and Emotional learning for our students: emotional regulation and a healthy, positive, kind school environment – Hatzic Middle has H.E.A.R.T.

**Inquiry Question: (State what our driving question will be)**

“How will an inquiry-based emphasis on student learning within an RTI framework of instruction and support lead to improved student achievement and engagement and help develop a culture of learners who are self-regulated, critical thinkers?”

**Hunch: (What is leading to this situation for our learners?)**

- HMS is in its second year of transition from a high school to a middle school. The district reconfigured the three high schools to form one high school and two middle schools. Bringing student populations together from such varied school communities came with challenges and unexpected bonuses adding to the culture of Hatzic Middle School.
- Over the next two years, we establish new traditions and have the first graduating class of HMS students. This will be a cause of new celebrations, a growing Hatzic Middle School identity and what it means to go to HMS.

**New Professional Learning: (Summarize the new areas for professional learning and how we will go about designing new learning for our school community)**

- Design professional development days or parts of the P.L.C. meetings to provide staff with the tools, support and professional learning necessary to effectively investigate the new curriculum and inquiry based learning.
- Provide collaboration time within the school day throughout the year with school wide and grade group assemblies.
- Learn and share resources of self-regulation for children – identify the areas of need within these students and find/implement strategies that will allow them to learn meaningfully in a calm, thoughtful manner.



**Checking: (Describe how we will know that what we are doing works and that we have made a difference for our students? What are we using as our baseline evidence? Make certain we are clear on what we are using as evidence of growth. What will we do if we do not see growth?)**

- Within each department team there will be time for collaboration allowing for planning inquiry unit(s) to be developed. The teams will have a consistent template on which to document their instructional planning and assessment methods; minutes from collaborative sessions will be used for sharing with other departments and as a tracking process – what aspects of planning need to be revisited to strengthen?
- Developing a baseline regarding where the students are ex: mathematics – a common school wide assessment created by our staff for our students.
- Establishing as a staff, a baseline to gauge student engagement in various activities (performing arts, sports, lunch time activities).
- The Student Resource Team will keep data on how many students are seen, the reason for the assistance and the impact on the assistance.
- The SBT will be a helpful structure to monitor how the strategies are working.
- Baseline data from student surveys re: tutorial classes – what difference is the weekly class making, do we need to ensure that some are only for extension learning, deeper critical thinking?
- Office referrals, suspensions and attendance statistics

**Communication Strategies: (How will we communicate our inquiry and results to our school community?)**

- Posting our School Plan on our website as a link as well as reminders via notifications on our HMS app to all of our parents.
- Monthly newsletters on the website
- Sharing the HMS Inquiry Plan with our Parent Advisory Committee at parent evenings such as the 'Welcome to Hatzic Middle' meeting in the fall where the administrative team will highlight our inquiry question, outline where we are, where we want to be and how this will be accomplished.

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

- Regular updates to the PAC
- Regular communication with the local newspaper to highlight our students' successes
- Parent coaching volunteers

## Hatzic Middle School - Data

### Student Achievement Results

Indicator	2015-16	2016-17	2016-18	2016-19	2016-20	2016-21	2017-22
FSA - Grade 7 Reading (Percent Meeting/Exceeding)	66%	73%					
FSA - Grade 7 Writing (Percent Meeting/Exceeding)	79%	68%					
FSA - Grade 7 Numeracy (Percent Meeting/Exceeding)	50%	55%					
% of Grade 8 Students with a C+ or better in Mathematics	64%	59%					
% of Grade 8 Students with a C+ or better in Science	61%	65%					
% of Grade 8 Students with a C+ or better in Humanities	71%	60%					
% of Grade 9 Students with a C+ or better in Mathematics	62%	57%					
% of Grade 9 Students with a C+ or better in Science	61%	62%					
% of Grade 9 Students with a C+ or better in Humanities	72%	68%					

### Student Engagement Data

Percentage of Students using Student Resource Team	25%	30%					
Percentage of Students Successfully Transitioning to Grade 10 in a high school	97%	97%					
Percent of Students in Extra Curricular Activities	21%	20%					

### Discipline Data


Number of Referrals							
Grade 7	Female: 1 Male: 64	Female: 1 Male: 91					
Grade 8	Female: 9 Male: 80	Female: 6 Male: 39					
Grade 9	Female: 6 Male: 38	Female: 2 Male: 60					
Top Three Reasons for Referrals							
Grade 7	Inappropriate Behaviour, Fighting, Physical Aggression	Inappropriate Behaviour, Fighting, Physical Aggression,					

Grade 8	Female: Drug Offence, Fighting, Instigation Male: Assault, Defiance, Inappropriate Behaviour	Inappropriate Behaviour, Fighting, Physical Aggression, Defiance					
Grade 9	Female: Threatening, Defiance, Drug Offence Male: Defiance, Bullying, Disrespect	Female: Threatening, Defiance Male: Defiance, Bullying, Disrespect, Fighting					
Number of Out-of-School Suspensions							
Grade 7	6	28					
Grade 8	18	35					
Grade 9	15	33					
Number of In-School Suspensions							
Grade 7	11	16					
Grade 8	12	15					
Grade 9	9	6					
<b>Demographic Data</b>							
Overall Enrolment	613	651					
Percent Transiency	3%	3%					
Percent Special Education	12%	14%					
Percent ESL	2%	2%					
Percent Aboriginal	18%	18%					

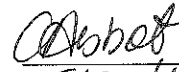
\*Data is from November 2015 and onwards due to changeover in student information system

**This school growth plan has been written, reviewed and supported by:**

Shirley Gibson, Principal  
Date

  
5/30/17

Christine Abbot, Vice-Principal  
Date

  
5/30/17

Superintendent, Angus Wilson  
Date

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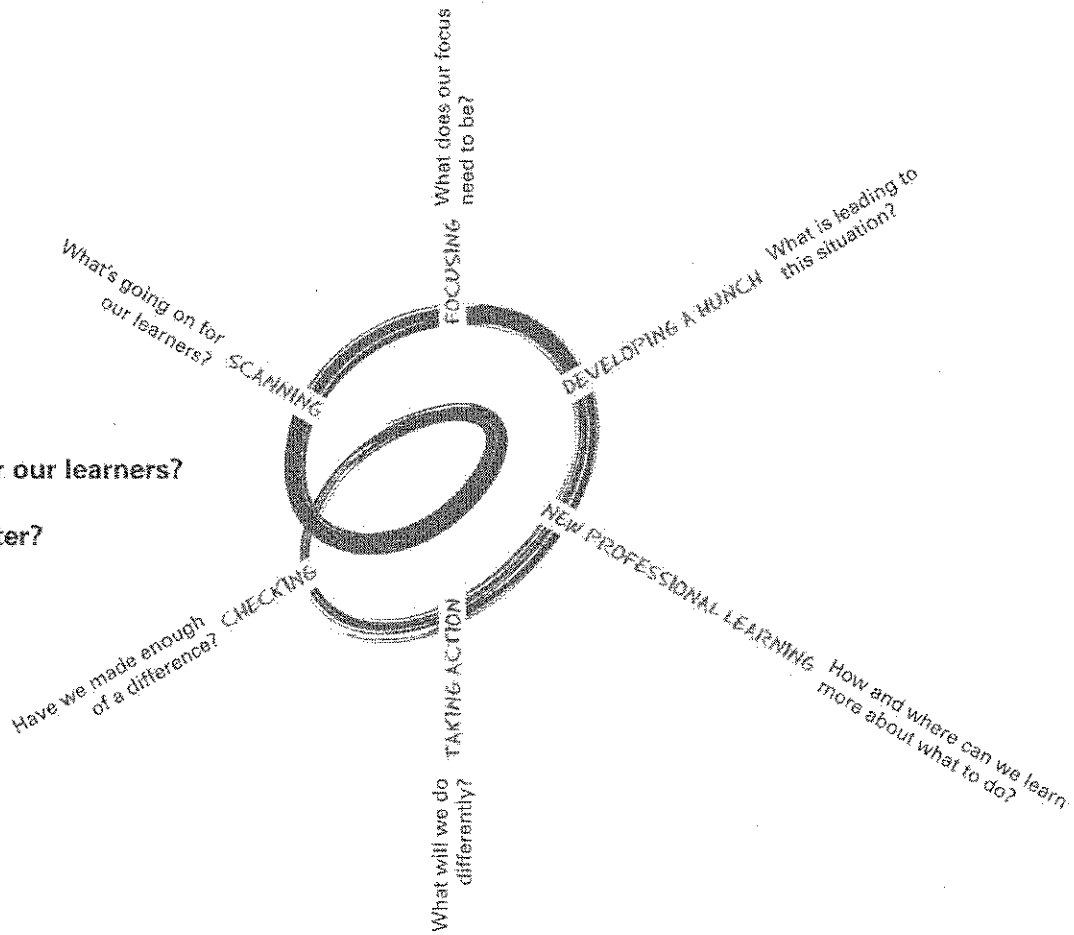
Board Chair, Rick McKamey  
Date

\_\_\_\_\_  
\_\_\_\_\_



# Ecole Mission Central Elementary Growth Plan

2016-2017



*"Spirals of Inquiry for equity and quality"* Judy Halbert and Linda Kaser



## **School and Community Context:**

- Strong sense of community with parent and non-enrolling student programs and support from partner groups
- Population of approximately 230 students from Kindergarten to Grade 6 with 29 staff in a diverse community with a variety of learning needs (academic and social/emotional)
- 67 aboriginal students makeup 30% of student population
- Parent Advisory Council volunteers and supports our school daily
- Halq'eméylem, a First Nations language, is enjoyed by our Kindergarten-Grade 6 students on a weekly basis as supported by the Aboriginal Department
- Inclusive Support Program class to support academic and social/emotional needs
- StrongStart Centre for ages 0-5 share resources and gym time with Kindergarten.
- Mission Neighborhood Learning provides: ABC program for 3-4 year olds, Food Skills programs for the community and summer camp programs partnered with Ministry of Child and Family Development
- Daily Breakfast Club supported by Breakfast Club Canada and PAC
- BC Fruit & Vegetable Program provides fresh fruit or vegetable products for our students every two weeks. Milk program provides milk or soy beverage bi-weekly for primary students
- Blessings in a Backpack program provides food for vulnerable students
- Ready, Set, Learn events connect early learners
- Welcome to Kindergarten event for new families
- Club Kids after school care program for students K-6
- School participates in adjoining Community Garden.

**Scanning:** (What do you, as staff and community, know about your students – their successes and challenges? What's going on for them?)

*Successes:*

- WITS and SUPER programs
- Many families are accessing the ISP program
- PAC creates a great sense of community through events hosted throughout the year
- Competitive Sports programs
- Student Recognition Assemblies
- School makes great use of the limited technology in the building
- Outdoor Education and Hikes
- Play based Learning in Primary
- Active/Interactive Learning
- Calm Program in Kindergarten
- Dance Club
- Mindfulness
- Brain Gym
- Weekly intermediate sports program at lunch



- Lego Club
- Knitting club
- Use of Zones of Regulation and Superflex

*Challenges:*

- Self-regulation
- Lates and absences
- Resources and Development of ISP and Sensory Room
- Access to technology and hands on activities
- More parents indicating anxiety is a concern with their child
- Challenges and anxiety connected to math.
- Mental Health Support Access

**Focus:** (From what you know, what is the most important work you can do to improve the success for your students? What key area of learning will you focus on?)

- Trauma Informed Practice – Resiliency Inventory Building
- Social and Emotional Learning
  - Zones of Regulation and Superflex
  - School wide common language and strategies
- Introduction of JUMP Math

Continue to provide opportunities for positive connections to the school through involvement in the class, between classes and with programs, volunteering, clubs and sports.

**Inquiry Question:** (State what your driving question will be.)

Will a focus on Social and Emotional Learning through programs such as Zones of Regulation, Superflex, and Resiliency Inventory Building increase the number of students properly engaged and receptive to learning. If an increased focus on Self-regulation Skills and Resiliency improves the level of student engagement then it will lead to competent independent and collaborative learning and improved academic achievement?

**Hunch:** (What is leading to this situation for your learners?)

- Referrals to the office and ISP are consisting mostly of students with behavioral challenges related to poor self-regulation or impacts from negative life experiences.
- Self-regulation skills provide the opportunity for students to be ready to focus on learning – Zones of Regulation, Superflex.
- Additionally, Resiliency Inventory Building will help to counteract the impact of adverse childhood experiences (ACE).



# Ecole Mission Central Elementary Growth Plan

2016-2017

**New Professional Learning:** (Summarize the new areas for professional learning and how you will go about designing new learning for yourself and your staff that will impact your learners.)

- Zones of Regulation including a school wide plan for implementation
- Trauma Informed Practice training during staff meetings and Pro-D
- Common language throughout the school
- Collaboration time for teachers and LST to align LA and Math goals
- JUMP Math professional development for implementation

**Checking:** (Describe how you will know what you are doing works and that you have made a difference for your students? What are you using as your baseline evidence? Please be clear on what you will be using as evidence of growth. How will you respond if you see no changes?)

- Office and School Based Team referrals
- Monitor student progress in Inclusive Support programs, Learning Support programs, English language learners and English as a Second dialect reports
- Attendance and punctuality rates
- Formative Assessment/Continuous assessment
- If no changes, explore further supports through School Based Team such as student learning or behavior plans

**Connection to the District Goals or Directions:**

Inquiry based approach supports the District's goal of the educated citizen

District Goals	Ecole Mission Central School Connections
<ul style="list-style-type: none"> <li>• Thoughtful, able to learn and to think critically and who can communicate information from a broad knowledge base</li> </ul>	<ul style="list-style-type: none"> <li>• Emotional and social regulation</li> <li>• Critical and communication competencies</li> </ul>
<ul style="list-style-type: none"> <li>• Creative, flexible, self-motivated and who have a positive self-image</li> </ul>	<ul style="list-style-type: none"> <li>• Creative competencies</li> <li>• Explore Seven Sacred Teachings</li> <li>• Develop skill sets for future learning</li> </ul>
<ul style="list-style-type: none"> <li>• capable of making independent decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Self-esteem building by developing emotional and social learning skills</li> </ul>
<ul style="list-style-type: none"> <li>• skilled and who can contribute to society generally, including the world of work</li> </ul>	<ul style="list-style-type: none"> <li>• Employing the scientific method to learn real world experience in Science</li> <li>• Critical and creative competencies</li> <li>• Develop new skills for the future such as computational thinking</li> <li>• Digital Citizenship</li> </ul>
<ul style="list-style-type: none"> <li>• productive, who gain satisfaction through achievement and who strive</li> </ul>	<ul style="list-style-type: none"> <li>• Social and emotional learning</li> <li>• Personal and Social competencies</li> </ul>



# Ecole Mission Central Elementary Growth Plan

2016-2017

for physical well-being	
<ul style="list-style-type: none"> <li>cooperative, principled and respectful of others regardless of differences</li> </ul>	<ul style="list-style-type: none"> <li>The continuous and interactive teaching of Halqemeylem as a way to introduce and develop respect for a comparative world-view</li> <li>Buddy Reading Program</li> </ul>
<ul style="list-style-type: none"> <li>Aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world</li> </ul>	<ul style="list-style-type: none"> <li>WITS program for behaviour</li> <li>SUPER program</li> <li>Recycling Program</li> </ul>

**Communication Strategies:** (How will you communicate your inquiry and your results to the school community?)

- Regular updates to the PAC
- Regular updates to all parents by email, newsletters and open houses

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

- Continued parent participation in Neighborhood Learning Food Skills program
- Engage families through pre-kindergarten programs like Strong Start, Ready Set Learn, ABC 123 and Welcome to Kindergarten
- Promote connections to the school such as school wide events like PAC Movie Night, Welcome Back Barbeque, Recognition Assemblies, Christmas Concerts and Sports Day
- Educating parents about the long term impacts of adverse childhood experiences
- Making sure parents have knowledge and support to access community support programs
- Educating parents about self-regulation strategies used in the school
- Homework Club once a week to support student learning
- Educate parents on the most effective use of technology at home





Mission  
Public Schools

# Ecole Mission Central Elementary Growth Plan

2016-2017

*Submitted by:*

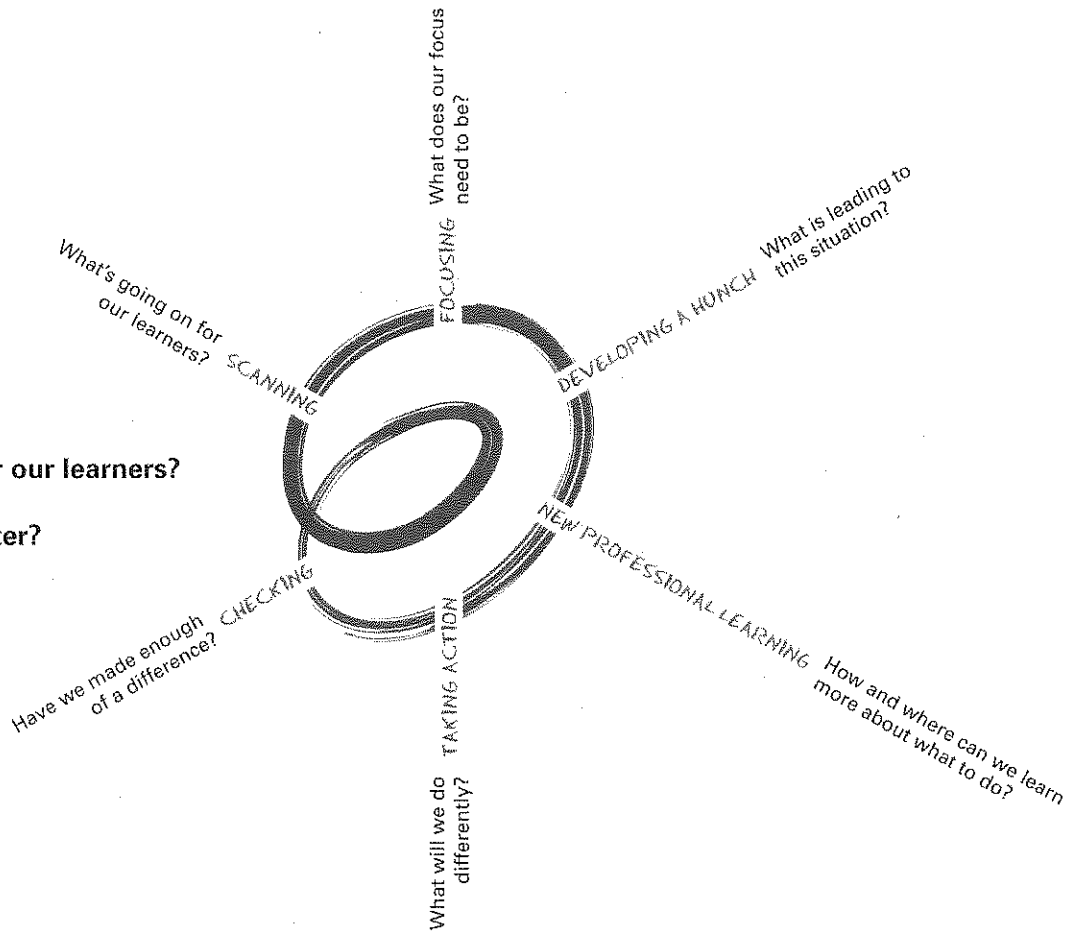
This school growth plan has been written, reviewed and supported by:

_____ Principal	_____ Signature	_____ Date
_____ Superintendent	_____ Signature	_____ Date
_____ Board Chair	_____ Signature	_____ Date

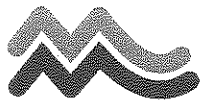


# École Heritage Park Middle School Growth Plan

2017-2018



*"Spirals of Inquiry for equity and quality"* Judy Halbert and Linda Kaser



# École Heritage Park Middle School Growth Plan

2017-2018

## School and Community Context:

*We are a middle school consisting of 640 students between Grades 7 through 9. We are a dual track school offering a French Immersion Program as well as an Intensive Core French (ICF) Program. Halq'eméylem, the language of the Sto:lo people, is enjoyed by our Grade 7 students on a weekly basis as supported by the Aboriginal Education Department Siwal Si'wes. Our school focusses on Character Education through our Advisory classes. Responsibility, Respect, Courage, Perseverance, Empathy and Integrity are the character traits we work to fully develop in our students. We have an active extracurricular athletics program. As well, many staff members sponsor clubs that foster student connectedness in our school community. We are fortunate to have a supportive Parent Advisory Council that sponsors the Daily Breakfast Club and Homework Club twice weekly. We are part of the BC Fruit & Vegetable Program provides fresh fruit or vegetable products for our students every two weeks.*

### MISSION

*(Why are we here?)*

At École Heritage Park Middle School we empower all learners to strive for success.

### VISION

*(What do we need to become in order to achieve our mission?)*

Our vision is a collaborative learning community where:

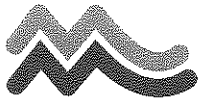
- ~Everyone feels safe, included, and valued as partners~
- ~All learners are engaged, empowered and motivated~
- ~Accomplishments are celebrated~

### VALUES

*(How do we need to behave in order to achieve our mission?)*

At École Heritage Park Middle School, we will:

- ~Set high standards for ourselves and our students~
- ~Offer a wide variety of learning opportunities~
- ~Teach and assess in a variety of ways~
- ~Engage students in activities that encourage critical thinking, collaboration and creativity~
- ~Provide a nurturing and supportive learning environment~
- ~Celebrate our diversity of learners and their learning~
- ~Communicate openly, respectfully, and professionally with students, parents and staff~



## École Heritage Park Middle School Growth Plan

2017-2018

**Scanning:** (What do you, as staff and community, know about your students – their successes and challenges? What's going on for them?)

*Successes:*

- ✓ High number of students achieving Honour/Effort Roll status each term
- ✓ Leadership Program
- ✓ Extra-Curricular Fair in September to promote clubs, activities to students
- ✓ Leadership Spirit Days and activities such as Spirit Week before Halloween and Christmas Break, Francophone Festival before Spring Break, and National Character Day Activities and Guest Speakers
- ✓ Character Education through Advisory classes
- ✓ Music Department
- ✓ Drama & Dance Department
- ✓ Counselling Department
- ✓ The Thistlestop (school store)
- ✓ Athletic Teams
- ✓ School Clubs
- ✓ Recycling & Composting Program

*Challenges:*

- Mental Health Issues
- Grief/Loss Issues
- Poverty Issues
- Peer Pressure
- Cell Phone Distraction
- Social Media Issues/Cyberbullying
- Attendance/Late Issues
- Apathy
- Learned Helplessness

**Focus:** (From what you know, what is the most important work you can do to improve the success for your students? What key area of learning will you focus on?)

- Continued focus on Foundational Skills (literacy, writing, numeracy)
- Character Education through Advisory classes Grade 7-9
- Critical and Creative Competencies using inquiry based approach
- Consider a schoolwide inquiry project
- Continue to provide opportunities for positive connections to the school through involvement in classes, participation in school clubs and athletic teams and through volunteering at school events
- Provide and recommend ongoing support for students and their families within the school and Mission community
- Adapted classes



# École Heritage Park Middle School Growth Plan

2017-2018

**Inquiry Question:** (State what your driving question will be.)

*How can we ensure that our middle school students attain the necessary academic skills, social responsibility and resiliency to successfully transition to the secondary school?*

**Hunch:** (What is leading to this situation for your learners?)

- Family generational issues with educational support/success
- Fatigue, hunger
- Lack of organizational skills
- Students need to see the relevance of their learning to real life experiences
- Many students feel that passing is good enough and are not driven to excel
- Increased distraction by technology
- Lack of specialist teachers to ignite passion in learning

**New Professional Learning:** (Summarize the new areas for professional learning and how you will go about designing new learning for yourself and your staff that will impact your learners.)

- ❖ Continued opportunity for teacher collaboration to focus on the new curriculum
- ❖ Focus on increasing staff engagement to ensure that all take an active role in ensuring learning takes place for all students
- ❖ The shift to the inquiry based approach is based on the goal of improving engagement and the creative and critical competencies
- ❖ Explore Critical Thinking Consortium [www.tc2.ca](http://www.tc2.ca)
- ❖ Explore, develop, enrich school culture and connections
- ❖ Deb McNamara and Gordon Neufeld Institutes to learn ways to strengthen connections
- ❖ Connect with other schools to explore inquiry, project based learning
- ❖ Increase knowledge of technology and its' application in the classroom
- ❖ Explore notion of eliminating letter grades – will this help or hinder motivation?
- ❖ Guest speakers at staff meetings
- ❖ Co-sponsor workshops with community groups eg. Mission Hospice

**Checking:** (Describe how you will know what you are doing works and that you have made a difference for your students? What are you using as your baseline evidence? Please be clear on what you will be using as evidence of growth. How will you respond if you see no changes?)

- On-going teacher collaboration
- Report Card Data for each term
- Numbers of students participating in extra-curricular sports teams/clubs
- Student Connectivity Surveys
- Individual Student Reflection on learning
- Core Competencies Assessments
- If no changes, explore further supports through School Based Team & Student Service

Baseline Evidence ~ Report Card Data from 2016/17 school year



# École Heritage Park Middle School Growth Plan

2017-2018

	Number of Students	MATH		SCIENCE		ENGLISH		SOCIAL STUDIES	
			%		%		%		%
Grade 7	205	143	69.8%	147	71.7%	139	67.8%	129	62.9%
Grade 8	202	98	48.5%	134	66.3%	118	58.4%	115	56.9%
Grade 9	230	126	54.8%	122	53.0%	123	53.5%	158	68.7%

**Achievement Data: Students Achieving Letter Grade of C+ or Better, Term 3 Report Card, April 2017**

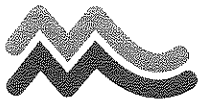
Target is to consistently achieve 75% of students achieving C+ or better in all academic courses.

**Connection to the District Goals or Directions:**

Inquiry based approach supports the District's goal of the *Educated Citizen*

District Goals	École Heritage Park Middle School Connections
<ul style="list-style-type: none"> <li>Thoughtful, able to learn and to think critically and who can communicate information from a broad knowledge base</li> </ul>	<ul style="list-style-type: none"> <li>Project research leading to beginning with an hypothesis and learning how to apply to real world by making presentations in class or school wide</li> <li>Critical and Communication Competencies</li> </ul>
<ul style="list-style-type: none"> <li>Creative, flexible, self-motivated and who have a positive self-image</li> </ul>	<ul style="list-style-type: none"> <li>Character Education through Advisory classes</li> </ul>
<ul style="list-style-type: none"> <li>capable of making independent decisions</li> </ul>	<ul style="list-style-type: none"> <li>Critical and Communication Competencies</li> <li>Personal and Social Competencies</li> </ul>
<ul style="list-style-type: none"> <li>skilled and who can contribute to society generally, including the world of work</li> </ul>	<ul style="list-style-type: none"> <li>Digital Citizenship</li> <li>Use of My Blueprint</li> </ul>
<ul style="list-style-type: none"> <li>productive, who gain satisfaction through achievement and who strive for physical well-being</li> </ul>	<ul style="list-style-type: none"> <li>Personal and Social Competencies</li> <li>Extracurricular athletic teams and clubs</li> </ul>
<ul style="list-style-type: none"> <li>cooperative, principled and respectful of others regardless of differences</li> </ul>	<ul style="list-style-type: none"> <li>Character Education through Advisory classes</li> </ul>
<ul style="list-style-type: none"> <li>Aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world</li> </ul>	<ul style="list-style-type: none"> <li>Personal and Social Competencies</li> <li>Social Justice Project in Advisory 9</li> </ul>

*~Inspire a Passion for Learning~*



# École Heritage Park Middle School Growth Plan

2017-2018

**Communication Strategies:** (How will you communicate your inquiry and your results to the school community?)

- Regular updates to the PAC
- Family/Staff BBQ during Parent/Teacher Conferences
- Regular updates to all parents electronically through school website
- Auto-dialers messages to parents
- Reader Board Messages
- Local newspaper
- Continued use of Check My Mark

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

- Ask parents for input on motivating students
- Invite parents to guest speakers presentations
- Invite parents to staff collaboration sessions

*Submitted by:*

This school growth plan has been written, reviewed and supported by:

Linda Ziefflie

Principal

L. Ziefflie  
Signature

May 30, 2017

Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

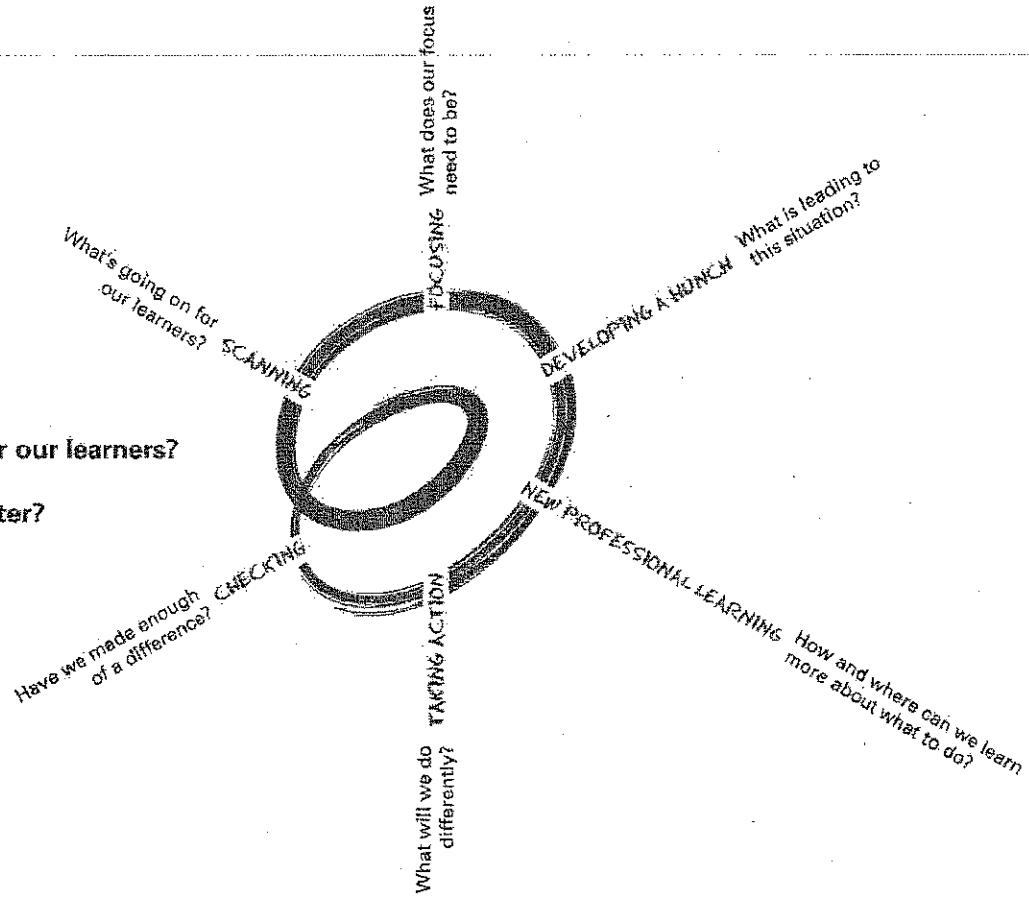


Mission Public Schools

# West Heights Community School Growth Plan



2017-2018



*"Spirals of Inquiry for equity and quality"* Judy Halbert and Linda Kaser





## School and Community Context:

- Strong sense of community with parent and non-enrolling student programs and support from partner groups
- Population of approximately 225 students from Kindergarten to Grade 6 in a diverse community with a variety of learning needs (academic and social/emotional)
- Parent Advisory Council volunteers and supports our school daily
- Halq'eméylem, a First Nations language, is enjoyed by our Kindergarten-Grade 3 students on a weekly basis as supported by the Aboriginal Department
- Inclusive Support Program class to support academic and social/emotional needs
- StrongStart Centre for ages 0-5 share resources and gym time with Kindergarten.
- Mission Neighborhood Learning (West Heights Inclusive Program-WHIN) provides ABC program for 3-4 year olds
- Daily Breakfast Club supported by donations and PAC
- BC Fruit & Vegetable Program provides fresh fruit or vegetable products for our students every two weeks. Milk program provides milk or soy beverage bi-weekly for primary students
- Rotary Midday provides Blessings in a Backpack program for vulnerable students
- Neuro Emotional Literacy Program for parents includes workshops, child-care and dinner for families on a monthly basis and prod opportunity for staff
- Ready, Set, Learn events connect early learners
- Welcome to Kindergarten event for new families
- Highly involved Me to We program

**Scanning:** (What do you, as staff and community, know about your students – their successes and challenges? What's going on for them?)

### *Successes:*

- Foundational skills in literacy and numeracy continue to improve. Data will continue to be gathered in the class to monitor gains. School based team recommend interventions. Early primary parents read in classes daily and home programs are supported
- Learning Support Team monitors assessment by using bar graphs to indicate number of words early primary students gain
- Strategies are used to support students' self-regulation skills. Encouraging connections to the building through the school wide Buddy Reading Program, volunteering for equipment sign out, Breakfast Club and office monitors have a positive effect. Participation in school sports and Me to We also provide leadership opportunities and leading assemblies
- Technology and hands on activities are interest areas



## West Heights Community School Growth Plan



2017-2018

### Challenges:

- More parents indicating anxiety is a concern with their child
- Self-regulation
- Technology and hands on activities are an interest area that need further support

**Focus:** (From what you know, what is the most important work you can do to improve the success for your students? What key area of learning will you focus on?)

- Continued focus on foundational skills (literacy, writing, numeracy)
- Social and Emotional Learning-build relationships
- Core Competencies: Communication, Thinking, Personal and Social using inquiry based approach

Continue to provide opportunities for positive connections to the school through involvement in the class, between classes and with programs, volunteering, clubs and sports.

Continue with school wide usage of Seven Sacred Teachings

Continue exploring Explore Critical Thinking Consortium [www.tc2.ca](http://www.tc2.ca)

Continue accessing district resources Siwal Si'wes Library <https://swwlibrary.com/> and sd75curric

Continue with trauma informed practice such as 'Resilience' film and Neuro Emotional Literacy program(NELP)

**Inquiry Question:** (State what your driving question will be.)

Will using a growth mindset and an increased focus on core competencies: Communication, Thinking (critical and creative), Personal and Social (positive social and cultural identity, personal awareness and responsibility, social responsibility) improve the level of student engagement, competent independent and collaborative learning and academic achievement?

**Hunch:** (What is leading to this situation for your learners?)

- Continued opportunity for teacher collaboration to focus on the direction of the curriculum transformation at the Ministry level will be a benefit. The shift to the inquiry based approach is based on the goal of improving engagement and the creative and critical competencies.
- Self-regulation skills provide the opportunity for students to be ready to focus on learning.

**New Professional Learning:** (Summarize the new areas for professional learning and how you will go about designing new learning for yourself and your staff that will impact your learners.)

- Continue with district teacher representative for curriculum/assessment
- Connect with other schools to explore inquiry, project based learning and outdoor education
- Increase knowledge of technology and its' application
- Jump Math as a foundational resource
- Joyful Literacy
- Growth Mindset for students and staff



# West Heights Community School Growth Plan



2017-2018

**Checking:** (Describe how you will know what you are doing works and that you have made a difference for your students? What are you using as your baseline evidence? Please be clear on what you will be using as evidence of growth. How will you respond if you see no changes?)

- On-going teacher collaboration
- Formative Assessment/Continuous assessment
- Engagement in learning
- Monitor student progress in Inclusive Support programs, English language learners and English as a Second dialect reports
- Learning Support Team monitors early primary students by using bar graphs with goal of 'popping' 300 words
- Attendance and punctuality rates
- If no changes, explore further supports through School Based Team such as student learning or behavior plans

**Connection to the District Goals or Directions:**

Inquiry based approach supports the District's goal of the educated citizen

District Goals	West Heights Community School Connections
<ul style="list-style-type: none"> <li>• Thoughtful, able to learn and to think critically and who can communicate information from a broad knowledge base</li> </ul>	<ul style="list-style-type: none"> <li>• Emotional and social regulation-Zones of Regulation and CALM program</li> <li>• Critical and communication competencies</li> <li>• Project research leading to beginning with an hypothesis and learning how to apply to real world by making presentations in class or school wide</li> </ul>
<ul style="list-style-type: none"> <li>• Creative, flexible, self-motivated and who have a positive self-image</li> </ul>	<ul style="list-style-type: none"> <li>• Creative competencies</li> <li>• Continue with Seven Sacred Teachings</li> <li>• Develop skill sets for future learning</li> </ul>
<ul style="list-style-type: none"> <li>• capable of making independent decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Self-esteem building by developing emotional and social learning skills</li> <li>• Me to We</li> </ul>
<ul style="list-style-type: none"> <li>• skilled and who can contribute to society generally, including the world of work</li> </ul>	<ul style="list-style-type: none"> <li>• Employing the scientific method to learn real world experience in Science</li> <li>• Critical and creative competencies</li> <li>• Develop new skills for the future such as computational thinking</li> <li>• Digital Citizenship</li> </ul>
<ul style="list-style-type: none"> <li>• productive, who gain satisfaction through achievement and who strive for physical well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Social and emotional learning</li> <li>• Personal and Social competencies</li> </ul>



Mission  
Public Schools

# West Heights Community School Growth Plan



2017-2018

<ul style="list-style-type: none"> <li>cooperative, principled and respectful of others regardless of differences</li> </ul>	<ul style="list-style-type: none"> <li>The teaching of Halqemeylem as a way to introduce and develop respect for a comparative world-view</li> <li>Buddy Reading Program</li> </ul>
<ul style="list-style-type: none"> <li>Aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world</li> </ul>	<ul style="list-style-type: none"> <li>WITs program for behaviour</li> <li>Me to We</li> </ul>

**Communication Strategies:** (How will you communicate your inquiry and your results to the school community?)

- Regular updates to the PAC
- Regular updates to all parents electronically

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

- Continued parent participation in Neuro Emotional Literacy program
- Continued parent participation in Neighborhood Learning Food Skills program
- Parent Primary reading programs
- Ready, Set, Learn events for early learners
- Promote connections to the school such as school wide events like PAC Movie Night and Sports Day

Submitted by:

This school growth plan has been written, reviewed and supported by:

Tira Phelps  
Principal

[Signature]  
Signature

May 31/2017  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Edwin S. Richards  
Integrated Arts  
Elementary School  
Mission Public School District**

**Action Plan For Learning  
2017- 2020**

## **School Context**

Edwin S. Richards Elementary School, located in Mission, British Columbia, is a designated school of choice (September 2013). Its vision is to move its students to a place where creativity, collaboration, leadership, and thinking skills go hand in hand to provide active, positive, and effective learning experiences.

Classroom teachers, while not having fine arts degrees, are actively pursuing innovative ways in which students can demonstrate their understanding with and through the arts. Professional discussions, staff collaboration, as well as partnerships with artists in residence and parents have provided the keys necessary to unlocking the door for the school's continuing arts journey. The process of using the arts to provide rich learning experiences for its students is paramount and the school celebrates with its community each spring through a presentation of its arts learning.

E. S. Richards students are respectful. It is not uncommon for presenters and visitors to the school to comment on the polite and courteous students at the school. E. S. Richards has a school code-of-conduct reviewed each year by parents, staff and students and the W.I.T.S strategies are taught school-wide. Students are consistently expected to behave in respectful, responsible and safe ways. Conflict is first approached in a restorative manner and all students experience discipline that is appropriate to their age, the context of the infraction and past issues. Suspensions from school due to behaviour are extremely rare occurrences.

Aboriginal students at the school report that they "feel proud" of their culture. All students at the school have opportunities to learn Halq'emeylem and participate in Aboriginal cultural and educational activities.

## **Scanning:**

FSA and classroom based assessments indicate that most students are meeting expectations in literacy and numeracy. However, we know that *some* students who are not meeting expectations in primary grades continue to do so as they move through the grades despite our interventions. We would like this to change. Additionally, we would like students who are "minimally meeting expectations" to move to the "fully meeting expectations" category. What we notice is that the students who struggle in the Primary Years are most often still struggling in the upper grades.

Increasingly students' social and emotional challenges negatively influence learning. Parents at ESR report high levels of anxiety in their children. These issues impact attendance, completion of school days and cognitive focus when children are in the classroom. We are wondering about the use of "mindfulness" and ways to organize the rooms and the daily schedules to calm children. Kindergarten and Primary Teachers note a significant increase in children with self-regulation challenges which is expected when we look at the results of the Early Developmental Index.

Students are offered personalized ways in which to learn and deepen their own interests through school wide Genius Hour Fairs and individual classroom learning opportunities. The Genius Hour or "Passion Project" is an inquiry based strategy that students, parents and teachers have found valuable.

## **Focus:**

- Continued focus on learning foundational skills (reading, writing, numeracy) through integration of the arts.
- 21<sup>st</sup> Century Learning skills through inquiry-based approaches to learning.
- Social and Emotional learning: focus on self-regulation skills and a healthy school climate.
- Identifying and targeting interventions to kindergarten and grade one students

## **Inquiry Question:**

Will sustaining the professional conversations, collaboration and focus on integrating the strands of the Arts into the curriculum begun during the 2016/2017 school year increase the numbers of students Meeting and Exceeding Expectations in numeracy, reading, writing. The focus of the collaboration includes is mindful of British Columbia's Mandate of the School System (see Appendix), and includes:

- Strategies for using inquiry re. teaching and learning in the 21<sup>st</sup> Century
- Increased use of technology to support teaching and learning
- Use of the Student Numeracy Assessment & Practice SNAP grades 2 – 6
- Mindfulness strategies in the classroom and Self-Regulation School-Wide
- Use of integration of the arts into the curriculum to promote engagement and learning.
- Focus on Kindergarten / Grade 1 “at risk” learners

## **New Professional Learning:**

- Meet in grade groups to collaborate on Inquiry Question
- Build in collaboration time during staff meetings
- Learn and use the Jump Math materials to support success in numeracy
- Learn and use the SNAP
- Utilize Professional Development opportunities such as: contractual Professional Development Days, School and District organized events, and by participating in District and Provincial Learning Networks such as the Early Learning Group, Network of Inquiry and Innovation.
- Build a “live binder” of teacher created resources
- Participate in opportunities offered through, NOII, and other networking groups

## **How Will We Monitor and Adjust Our Actions?**

- School wide, base line data will be collected in June 2016
  - School Wide Write & DART
  - Student Numeracy Assessment & Practice SNAP grades 2 – 6
  - Bench Mark reading Data and Standards in primary classes
- School Based Team Meetings
- Reviews of Report Cards
- Attendance
- Student surveys

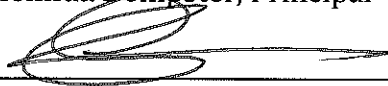
**Action Plans:**

- Continued focus on extra support for “at risk” students via School Based Team.
- Continue to use the District’s response to intervention model of support
- Use of Aboriginal literature in the school and borrowed from the District Aboriginal Library.
- Continue to integrate Aboriginal ways of knowing and culture into the curriculum by using the expertise and services of the Aboriginal liaison worker, Halqeméylem language teacher, and District cultural workers.
- Continue to collaborate on an Arts Based pedagogy and work with an Artist in Residence.
- Continue to embed the use of technology into the curriculum to engage and deepen student understanding.
- Focus on guided reading and reading recovery strategies in the primary classes.
- Increasing the time provided to students to read and write in school and encouragement to read at home.
- Continued reading programs such as: Little Readers, Reading buddies, Reading mentors, and Guided Reading
- Continued focus on identifying and teaching to struggling Early Learners
- Create and promote school-wide initiatives to promote self-regulation in all learners
- Continue to integrate the arts into the curriculum using the theme of “flight” for the 2017 / 2018 school year.

**This school growth plan has been written, reviewed and supported by:**

  
\_\_\_\_\_  
Melinda Dempster, Principal

May 18 / 17  
Date

  
\_\_\_\_\_  
Sharon Widdows, Vice Principal

May 29, 2017  
Date

\_\_\_\_\_  
Angus Wilson, Superintendant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Rick McKamey, Board Chair

\_\_\_\_\_  
Date



## Appendix

STATEMENT OF EDUCATION POLICY ORDER (MANDATE FOR THE SCHOOL SYSTEM) BC Ministry of Education Governance and Legislation Branch D-89 Authority: School Act, section 169 (3)

\*Government is responsible for ensuring that all of our youth have the opportunity to obtain high quality schooling that will assist in the development of an educated society. To this end, schools in the province assist in the development of citizens who are:

- thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;
- creative, flexible, self-motivated and who have a positive self-image;
- capable of making independent decisions;
- skilled and who can contribute to society generally, including the world of work;
- productive, who gain satisfaction through achievement and who strive for physical well being;
- cooperative, principled and respectful of others regardless of differences;
- aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.

**Riverside College**

**School Growth Plan**

**2017**



**33919 Dewdney Trunk Rd  
Mission, BC**

**School Context:**

Riverside College was founded in 2001 and was originally housed on the Lougheed Highway. Riverside College moved to its current location and opened the doors of its beautiful new facility in February 2010. Students attending Riverside College are greeted with a warm and welcoming environment which is well-equipped to meet their needs, and a talented and dedicated staff who are proud of their school and the opportunities it offers to students. *Be Remarkable* is not only Riverside College’s motto; it is the vision for the school. Riverside College is a truly unique facility in that it serves both high-school age students and adults, successfully combining essentially four distinct types of students within the school and its programs.

Who are Riverside College students? Our population is extremely diverse. Our students include high-school age students who have chosen a career path and do not want to wait until after high-school to learn about the trade or career of their choice. These students are combining high-school graduation with entry level trades or career training, known as the ‘dual-credit option’. Riverside College also meets the needs of adult non-graduates to complete graduation requirements. Adult students may also combine trades training with academic requirements, achieving both trades certification and the Adult Dogwood diploma at the same time. Finally, Riverside serves the needs of graduated adults to add secondary courses required for university or college-entrance, or to make a career change by completing a trades or career program.

Program Name	Number of Students
Automotive Service Tech. Level 1	16
Carpentry Level 1	16
CSW/EA	28
Hairstylist Level 1	20
Plumbing Foundations	14
Warehousing	13

Riverside College	2016-17
Self-Funded	26
Adult Non-Grads	6
School Age Non-Grads	65
School Age Grads	10
Totals	107

	Number	%
Aboriginal Students	17	16%
Designated Students	10	9%

Continuing Education	2016-17
School Age Non-Grads	30
Adult Non-Grads	41
Totals	71

	Number	%
Aboriginal Students	21	30%
Designated Students	6	8%

**Current Program Options:**

- ✓ Automotive Service Technician Level 1 (I.T.A.)
- ✓ Business Support Specialist Certificate
- ✓ Carpentry Level 1 (I.T.A.)
- ✓ Community Support Worker Certification
- ✓ Construction Electrician Foundation (I.T.A.)
- ✓ Cooks Level 1 (I.T.A.)
- ✓ Hairstylist Level 1 (I.T.A.)
- ✓ Plumbing Foundation (I.T.A.)
- ✓ Warehouseperson Certificate
- ✓ Esthetics Certification
- ✓ Information Technology Technician Certificate

**Inquiry Question:**

1. **How does Riverside College get the right student into the right program for the right reasons?**

**Scanning – What is going on for Riverside College students?**

Riverside College students enter the school with varying life and educational experiences. Riverside College would like to see every student be successful in their educational endeavors. It is the belief that each student's measure of success is different and that each student starts the school year wanting to attain a certificate in a Career or Trade.

Riverside College staff work hard with the students in their programs. There are numerous supports put in place to ensure student success. Unfortunately, all Riverside College programs deal with attrition. As a staff, Riverside College would like to minimize the number of students that leave our programs. Some of the variables that influence attritions are: academic rigor, attendance, program background knowledge, family and personal issues. Riverside College staff is aware that there are a number of external variables that are out of our locus of control.

**Focusing – Where will our energy be better focused? How will we check to see if we are on the right track?**

For the 2016-17 school year, Riverside College had each student apply to a Trade Program complete an assessment. The ITA Essential Skills Assessment focuses on essential skills, which are the foundation skills like reading, math and document use. Each trade requires Essential Skills, but to different degrees. For example, both

carpenters and hairstylists use math, but carpenters need trigonometry and hairstylists do not. The assessment can be challenging. The Essential Skills Assessment will give students a realistic look at the skills they need for the job. It uses examples and forms that students would find at work. There is a different assessment for each trade and it automatically adjusts to the student skill level. If the student is getting the correct answers, the assessment will automatically give the student more challenging questions. The opposite is also true. If the student is answering incorrectly, the student will get easier questions. All of the questions are reviewed by a psychometrician - a specialist in the science of testing.

The Community Support Worker / Educational Assistant Program instructor has students attend an information session and has them complete an inventory. These are used as an assessment for program entry.

Riverside College would like to look at the validity of the assessment by tracking the student success rates in their chosen Career/Trade Program with how well they did on their Essential Skills Assessment.

### **Developing a Hunch - What are our assumptions about what is contributing to the situation?**

Historically, Riverside College has struggled to fill most its programs. This past year, Riverside College had more students apply than seats available. This was a good problem to have. As the program enrolment is not based on a first-come, first-serve basis, the Riverside College staff needs to be able to evaluate each applicant for suitability in a program.

Finding the right students for each program will attract more of the right students. Prospective students who see peers excited about their learning experiences will take notice and envision themselves in that position.

### **New Learning - What research or theory is informing our learning? Why is an approach or principle important?**

Re-marketing and re-branding what Riverside College can offer students is starting to pay dividends. With most programs having waitlists, it allows instructors' choice as to who they believe may be the best fit in their class. Academics, teacher reference letters, ITA Essential Skills Assessment and answering some general questions are currently what Riverside College uses to assess student success. Unfortunately, none of these judge "readiness" for each program. Riverside College staff would like to take the guess work out of "readiness" and ensure that each student chosen to be a part of the programs is successful.

### **Taking Action - What opportunities are there for dialogue, observation and reflection with others?**

Student satisfaction with their program of study at Riverside College is key to sustaining and growing enrolment in all program areas. However, the Ministry of Education Satisfaction survey does not provide students with the opportunity to comment specifically on their experiences at Riverside College. A *Riverside Entrance and Exit Survey* have been constructed for the students to take. The survey is offered online via Survey Monkey. The survey has been completed this year and the data will be analyzed. This survey looks at numerous variables which include: job readiness, student satisfaction, education levels and educational expectations.

Riverside College staff are constantly networking with each other, administration, colleagues in their fields and industry experts to better enhance their teaching. The staff also has open dialog with their students regarding expectations in the school, program and workforce.

#### **Strategies to support Riverside College's inquiry question:**

- ✓ Riverside provides counselling support, Aboriginal Liaison support, and Education Assistant support in addition to instructor support.
- ✓ Riverside also monitors program hours and adjusts where needed to enhance student success.
- ✓ Smaller class sizes provide focused support to individuals.
- ✓ Teachers are available for help outside of the scheduled class time.
- ✓ Continue to seek options for program expansion and additions.
- ✓ Work on program articulation.
- ✓ Enhance the role of the Student Union.

### **Checking - Have we made enough difference?**

Riverside College will monitor and assess student success rate (employment or continued schooling). Riverside College staff are always asking, "What can we do better?" and are continuing to challenge the status quo.

#### **Accomplishments:**

- ✓ Riverside College will be offering Construction Electrician Level 1 (I.T.A.) in the 2017-18 school year in partnership with Camosun College. Start-up costs will be covered by the \$50,000 grant from the Ministry of Finance.
- ✓ Riverside College will be rekindling the relationship with Mission Secondary to offer the Cooks Training 1. Riverside College has been given ITA Designated Training status for this program.
- ✓ Riverside College received two grants from the ITA for a Youth Discover the

Trades. One grant was used for Hatzic Middle School grade 8 students to attend the Regional Skills Competition and the Try-a-Trade Event at the University of the Fraser Valley. The other grant was for Riverside College to host a Regional Women in Trades Conference and Trade Show at the Clarke Theatre. Over 250 young women from around the Fraser Valley attended this event.

- ✓ Riverside College hosted its 16<sup>th</sup> Annual Open House. Riverside College also toured 100 students from Mission Secondary around the facility.
- ✓ Riverside College hosted an All Candidates Meeting prior to the Provincial Election as well as a mock election.
- ✓ Riverside College is currently working with Lacey Developments, Corrections Canada and the Berezan Group on a pilot project.
- ✓ Riverside College is working with the Mission Skills Centre Society and WorkBC to create short "training" courses to be offered at its campus.
- ✓ Riverside College continues to support Community initiatives such as Mission Connect Events, the Stone Soup Initiative and Mission Mental Health Week.
- ✓ Through their work experience, Riverside College students volunteer over 25,000 hours of time in Mission and the surrounding communities.
- ✓ Riverside College has been granted Designated Trainer status from the Industry Training Authority for Plumbing Foundations Program as well as Hairstylist Level 1 Program.
- ✓ Riverside College applied and received several grants this past year. These grants include:
  - \$30,000 for Youth Work in Trades Grant (ITA)
  - \$17,500 for Shoulder Tapper Grant (MoE)
  - \$5,000 for Trades Access Grant
  - \$24,990 from Camosun College to support Plumbing Program
  - \$5,370 from Youth Trade Capital Equipment Program
- ✓ Riverside College increased its Youth Train in Trades Grant to \$64,800 with the potential to receive an additional \$54,000 if these students successful attain their Level 1 Certifications.

This school growth plan has been written, reviewed and supported by:

DAMIEN ARDEN Damien Arden May 30/17  
Student Council Member      Signature      Date

Krista Balogh Krista Balogh May 30/17  
Staff Member      Signature      Date

WADE POPE Wade Pope May 30/17  
Principal      Signature      Date



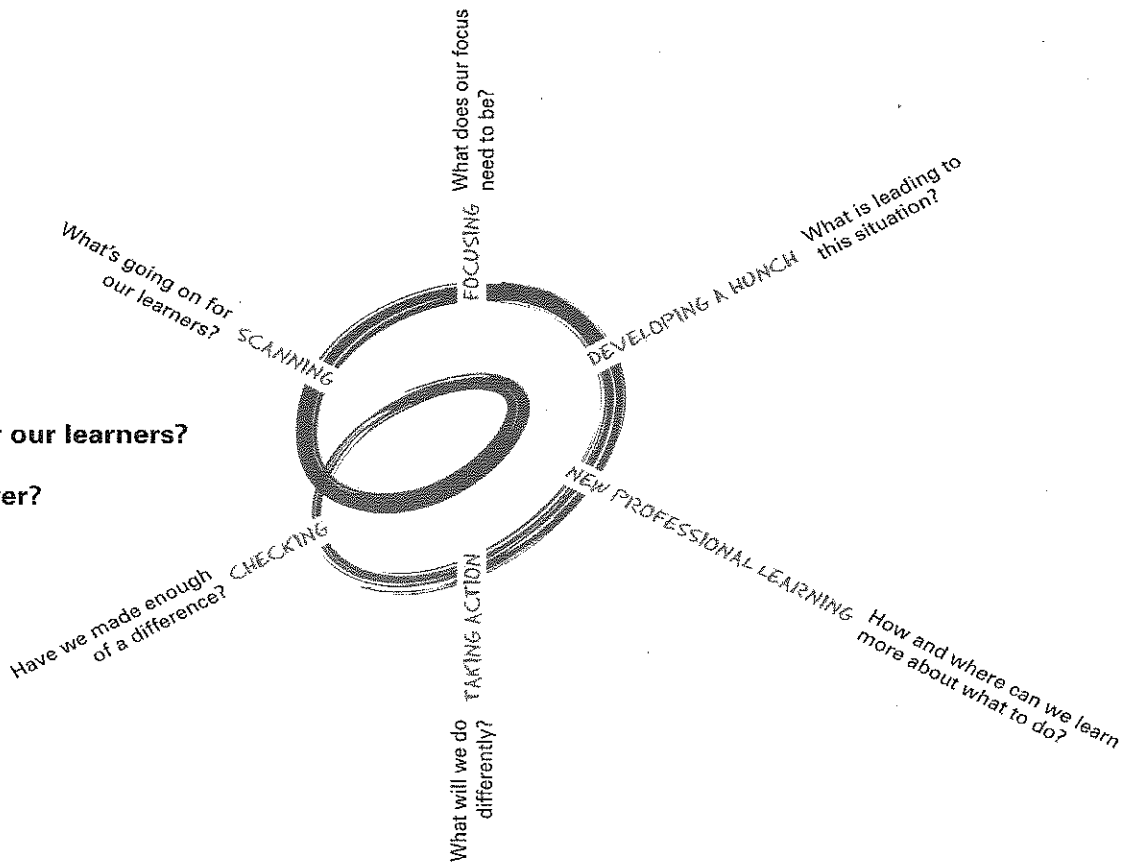




# Dewdney Elementary SCHOOL GROWTH PLAN - INQUIRY MODEL

## A multi-year plan for improvement year 2 in 2017

Dewdney Elementary School SD 75  
37151 Hawkins Pickle Road  
Dewdney, BC V0M1H0



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



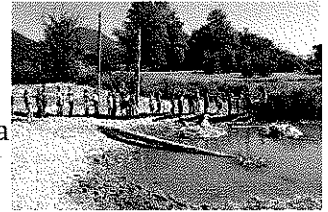
\*Based on the book by  
Judy Halbert  
and Linda Kaser:  
*"Spirals of Inquiry for  
equity and quality"*





**School Context:**

- Dewdney Elementary is a central hub for the Dewdney Community
- Dewdney has a K – 6 population enrolling approximately 135 students both in-catchment and cross boundary
- There are many diverse learning needs (cultural, academic and social/emotional)
- There is a strong relationship with our Montessori preschool educators in the school
- Families live in a rural/semi-rural setting with a broad range of household incomes
- Environmental education has been the cornerstone of our school’s mission and ultimately the school’s identity. Dewdney is a “Wild BC School”
- Dewdney implemented a school wide community outdoor recreation and environment program with the creation of the **DEN** –an educational Naturescape, a **Wetland learning Centre** located on the school field with a focus on **place-based learning**
- Dewdney enjoys multiple partnerships and support from the Dewdney community and the broader Mission/Fraser Valley community
- Our Parent Advisory Council, School Planning Council and Community School Association are all actively involved in supporting the school in a variety of ways



**Scanning: (What do you, as staff and community, know about your students – their successes and challenges? What’s going on for them?)**

- Foundational skills as reported on various measures (FSA, DART, classroom based assessments) indicate that most students are minimally meeting expectations in literacy and numeracy; data from these various measures will continue to be tracked and monitored
- The Response to Intervention (RTI) model is utilized with many Tier 1 supports/adaptations being provided in the classroom and supported by the Learning Support Team (LST, ELL, S/L,OT). Tier 2 and 3 supports are provided as recommended through the School-Based Team (SBT)
- Teachers need continued support to successfully implement the RTI model to meet students’ needs
- There is an increase of students with difficulty in regulating behaviour. Strategies that have been implemented to support students’ self-regulation skills need continued support and monitoring to ensure successful implementation; teachers need support from staff who specialize in this area. The addition of an integrated support program (ISP) is helping to support these students.
- Some parents and staff report worrisome levels of anxiety in their children
- Staff report a high percentage of positive attitudes by students and parents regarding outdoor, place based education
- Staff report concerns about the level of effort and attitude towards academic output-especially in the area of writing
- Staff are concerned about the acquisition of basic skills amongst the students-especially basic math facts
- With the implementation of the new BC curriculum, staff are needing and acquiring support in competencies and content

- Teachers have begun to embrace an inquiry-based approach to learning with some positive results. Continued support for their professional learning will be important. Seeking out additional resources to support teachers' work to extend and deepen their learning and practice will help them with the challenge of implementing inquiry based learning.
- Teachers continue to seek out professional development support, and engage in collaboration to meet curriculum mandates in an outdoor environment.
- There has been a significant increase in the number of students with special needs in the classroom which creates a unique setting for the teachers and requires extra professional development.

**Focus: (From what you know, what is the most important work you can do to improve the success for your students? What key area of learning will you focus on?)**

- Continued focus on foundational skills (reading, writing, numeracy)
- Critical Thinking skills ("Thinking Competency") through an inquiry-based approach to learning – going deeper to increase student engagement ("Head" goal)
- Social and Emotional learning: continued focus on self-regulation skills, effort and pride to develop a healthy school climate ensuring students are calm, focused and alert in a positive school environment – foundational to academic learning ("Heart" goal)

**Inquiry Question: (State what your driving question will be.)**

- Will an increased focus on inquiry-based learning that places emphasis on foundational skills, developing students' critical thinking skills and self-regulation skills improve the level of student engagement, effort and academic achievement?

Reflection 2016 – We feel the major focus of 2016-2017 has been on self-regulation so that students were better able to learn. Specific foundational skills interventions were applied, especially in the intermediate grades. In 2017, we are tweaking and building on the skills and programs we have acquired towards supporting students in self-regulation and building our focus on academic foundational skill development – especially literacy and math.

### **Hunch: (What is leading to this situation for your learners?)**

- Exploring opportunities to deepen students' engagement with their learning continues to be a challenge for all educators as we look at how we are preparing today's learners for a changing world. The shift towards an inquiry-based approach is evolving for teachers given the need to incorporate curricula into key essential understandings. Early results from our first year of working with this new model have shown benefits for students and an increased need for teacher collaboration. Our ultimate goal is to enhance students' critical thinking skills through an inquiry-based approach. This closely aligns with the current focus and direction of curriculum transformation at the ministry level (e.g., "Thinking Competencies"). Teachers are looking for tools and opportunities to deepen their own professional learning to extend this work.
- Self-regulation has become a very important focus at Dewdney. With support and guidance from our Counselling Team, we have begun to implement new self-regulation strategies that only target students in need, but which also provide clear benefits for the broader student population. We have been learning about Leah M Kuyper's **Zones of Regulation** model. Although there is still much work to be done in terms of deepening our knowledge and implementing practices related to these zones, we recognize that when students are able to better self-regulate to attain the desired green zone "calm, alert and focused" state, learning is optimized. Educators understand that this state is critical and foundational to students' academic learning.
- Developing fluency in numeracy and literacy skills is a purposeful focus this coming year as a pre-requisite to rich conversations and deep understandings in an inquiry-based classroom.
- We recognize that the quick recall of facts and fluent computational skills in numeracy build a solid foundation for higher order problem solving and hands-on math constructs. In light of the focus on math application and purposeful math life skills, the staff is committed to collaborate with parents to improve foundational math concepts and understanding.
- The ability to communicate fluently and with detail in oral and written form is imperative to expressing thoughts, reason and ideas within an academic context, but also to a broader audience. Expressing oneself clearly both individually, and as part of a team, is essential to the expectations of our changing society. Educators are aware of the need to develop and provide opportunities for meaningful, purposeful writing and oral communication in the context of the real world. We recognize that reading strategies and fluency contribute to the development of deeper understanding of text and the ability to transform thought and engage in critical thinking. We surmise that the development of capabilities in foundational skills, will lead to confidence and thoughtful, meaningful engagement in an inquiry setting.



**New Professional Learning: (Summarize the new areas for professional learning and how you will go about designing new learning for yourself and your staff that will impact your learners.)**

- Collaborate at staff meetings to engage in valuable conversations to create educational experiences that deepen learning
- Develop a systematic and school wide continuum and plan, inclusive of parents, students and teachers, to acquire, strengthen and reinforce fluency in foundational skills
- Prepare a “Network of Inquiry” focus project to address the administration of inquiry learning in the classroom
- Engage in a professional development day workshop to provide teachers with an opportunity to explore resources and tools available to develop understanding of an inquiry practice in the classroom. The remainder of the day will be collaboration time as teachers work together to infuse their new learning in the designs of units of inquiry.
- Offer coaching sessions during collaboration times so that teachers have support following workshops as they begin to implement critical thinking into their inquiry based units. This will provide ongoing and sustained support for this focused professional learning.
- Use the Counselling Team to provide ongoing support facilitated by the Primary and Intermediate Team structure (opportunities for sharing, reflecting and planning)
- Seek to include the support of a the counselling department and CYMH advice to enhance and build on the professional learning of staff to advance self-regulation practices in the classroom
- Work with other schools that have been involved in the Zones of Regulation to learn more about how we can deepen our learning and extend our practices related to self-regulation

***Year 1 Reflection – Professional Learning: How did we do?***

Every month our staff got together during staff meeting with specific learning opportunities to further our school goals. We had speakers share about ADHD and self-regulation, our district aboriginal principal shared with us, we watched videos on outdoor education in Haida Gwaii, inquiry process and using technology to support and enhance the fundamentals. Our staff members attended 2 district pro –d’s about the new curriculum – competencies, formative and summative assessment process, inclusion. Our YCW and Counselor have collaborated with staff members on the Zones of Regulation program and How Does Your Engine Run? The Integrated Support Program teacher directly teaches students about the zones and strategies that they can use to self-regulate. The district is supporting the Jump Math program in the school to address the learning of math foundational skills. One Pro-D has been offered this year and more PRO-D supporting math is scheduled in the fall.



Teachers set up inquiry boards in their classroom and have been learning as they apply it. This area needs continuous learning and perhaps an action research group would benefit the teachers. Professional Learning and application in the areas of math games, ipad apps, and makerspace opportunities have supported our critical thinking and foundational skills goals.

*2017-2018 Next Steps in Professional Learning*

- Attend Jump Math Professional Development
- Attend Professional Development around Inquiry Learning
- Initiate an Action Research Group Project with a neighbouring school
- Collaboration and PRO-D around the Daily 5 Café, Reading/Writing Power and 6+1 Traits
- Allow time and development of mentorship/coaching teacher partnerships

**Checking Up: (Describe how you will know what you are doing works and that you have made a difference for your students? What are you using as your baseline evidence? Please be clear on what you will be using as evidence of growth. How will you respond if you see no changes?)**

- Each collaborative team (typically organized by grade cohorts) will prepare a plan in the fall that will include an overview for the year outlining the inquiry units to be developed. As part of this work, a template will be developed by teachers that will document their instructional planning and assessment methods; minutes from collaborative sessions will be reviewed for sharing and tracking progress

*Reflection Checking up 2016-2017*

This is an area that we can be more intentional and strategic in our approach. Although we had many conversations around inquiry and we can state anecdotal comments about how the students were engaged in the inquiry process, we can improve on collecting data. We had staff changes throughout the year that affected the cohesiveness of the group. Inquiry projects happened but the collaboration and reflection piece did not follow as a staff. When we did set up inquiry projects, we noticed that we had to start with direct teaching on questioning and reflecting.

- Assessment (formative and summative) is embedded in these units of inquiry and plays a key role in the cycle of inquiry so student learning will be carefully monitored
- Assessment (formative and summative) of foundational skills as a complement to successful implementation of inquiry models (classroom and District)

*2016-2017 Reflection Checking Up*

Staff is committed to ongoing assessment of students in a variety of ways to inform their practice within their classroom. They share informally between themselves often, glean ideas and apply new assessment formats, but we have not yet been able to collaborate and record information.

- Developing a baseline regarding students' critical thinking skills will be part of our professional learning plan. "Assessing for Thinking" is a key component of the work we will be doing and will explore this topic through a common book study during staff meetings.

*2016-2017 Year 1 Reflection – Checking up*

As we moved to address the critical thinking competency we noticed that students had great difficulty asking great questions in order to move to critical thinking, especially in the intermediate grades. We felt we had to take a step back and spend time focusing on how to ask questions that deepen the learning....we call them "thick" questions.



We will continue this concentration as we address the critical thinking component.

In this year of implementation, we are still learning the competencies and therefore we are not confident in tackling one competency together, but rather experimenting with learning opportunities that address all the competencies within the classroom, so as to get a better handle on what it looks like.

Participating teachers will initiate work with the focus on our collective inquiry regarding student engagement (What is it? How do we know when students are authentically ‘engaged’? How do you measure it?)

- Establishing a baseline to gauge student engagement will be a focus for collaborative teams as they develop their plan for their inquiry-based units for the school year
- Develop/Utilize a School Climate Survey to provide measurable and comparable data regarding some elements related to student engagement (e.g., “Student Commitment” and “School Bonding”)

#### *2016-2017 Reflection -Checking Up*

We realized that it was ambitious to try and create a survey and was redundant when there is an aboriginal student belonging survey and the student satisfaction survey already in existence. Our thoughts were that the satisfaction survey was only for grade 4 parents and students and we hope to have one that is useful for all parents and students in our school community and give an opportunity for feedback.

- Our work related to self-regulation will also need to include plans for establishing baseline measures (e.g, tracking tools). This work will need to be done in consultation with the Counselling department.

#### *2016-2017 Reflection -Checking Up*

When it comes to self-regulation, we have noticed that students are using the language of the Zones of Regulation and trying strategies. They are saying they are in the red zone and finding a place to apply their strategy. For example, a student ran to his safe spot when he was in the “red” zone. He took the timer with him and after he had de-escalated back to the “green” learning zone, he was able to return to class. A sticker chart is monitoring good self-regulation decisions. We are hopeful that as students continue with this program they will become more able to regulate their emotions and be ready to learn. The School-Based Team (referral process) is a helpful structure and process for monitoring how well students are responding to new strategies

#### *2017-2018 Next Steps -Checking up*

- First collaboration meeting in the fall talk about an inquiry project we will do and how we will record and share information
- In May, 2017 – During our collaboration meeting, talk about the critical thinking competency –challenges and successes and how to move forward next year remembering the connection to the outdoor environment. Ask staff where they think they need to go to develop this competency in their students and record answers
- Engagement –We will look at the satisfaction survey and the Aboriginal student survey to gauge student engagement in the coming year. We do hope that eventually something will be created that all parents can respond to and is given consistently across the district.
- The SBT is much more effective this year, but we still feel we can tweak it. Time and staffing constraints of all parties have been challenging. We will continue to engage others to make it more efficient and effective.



**Communication Strategies: (How will you communicate your inquiry and your results to the school community?)**

- An important goal for our school has been to make our learning more visible and accessible to everyone. Through our website, visuals, conferencing, PAC meetings and assemblies, we will endeavor to communicate the unfolding, implementation, monitoring and success of the plan.
- Parent engagement is an important element and the PAC will continue to play a key role in developing opportunities to keep parents informed and to consult with them regarding how, when and where they would like to learn more and engage with our inquiry question
- The “Meet the Teacher” evening in September will provide the principal with an opportunity to share with the school community highlights regarding our inquiry question and Learning Plan; parents will be invited to complete a short questionnaire after the parent evening that will provide feedback to the community to help plan opportunities for parent engagement based on topics of interest
- The Dewdney Website and Parent Facebook page will continue to play an important role in telling our “story” about learning related to our inquiry question and how all members of the community are engaged with this work
- The newsletter will provide a framework for the Learning Plan and will continue to provide weekly highlights in relation to our inquiry question
- Regular updates will be provided to the PAC

***2016-2017 Reflection- Communication Strategies***

We have continued to have continuous communication with our parent and partner groups as outlined. District and DPAC workshops gave the opportunity for parents to learn about self-regulation. Family place parent support groups were continuously shared and promoted to support parents in emotional regulation strategies for their children. Parents were informed of community supports such as CYMH and how to access them. Library reading and tutoring programs were consistently shared. We did not pose the inquiry question in the newsletter.

***2017-2018 Next steps – Communication***

- We will organize our digital communication in a different way. Rather than just putting pictures of student learning, we will add captions and titles that relate to our goals. For example – Our wetland inquiry project – What effect does snow have on our wetland habitat? This will be followed by student pictures exploring the wetland and what they discovered.
- With our new Apple TV in the hallway, parents will also be able to view student learning if they do not have continuous access to internet as is so common in our rural area.

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

- Many of the Communication Strategies also serve to provide opportunities for parental and community involvement
- Students and parents will have the opportunity to complete satisfaction surveys and engagement surveys to help drive our plan
- The PAC will help to coordinate opportunities to support parental engagement by supporting workshops and sessions that are aligned to our inquiry question.
- Parents will have the opportunity to use their skills alongside the teacher to provide activities and expertise to promote critical thinking and problem solving i.e. building bird houses/wilderness survival

***Reflection 2016-2017 Parent/Community Involvement***

We are very fortunate to have a helpful, involved and generous community. With the creation of our DEN and Wetland Learning Centre we involved many parents, relatives and partner groups that we might not have involved otherwise. They relayed their expertise in planting, building garden boxes, maintaining areas, measuring for a greenhouse to our students and staff. Our aboriginal community, students and parents are heavily involved in the installation of the tipi and the education around traditional uses of the wetland flora. Parents are working with teachers and students on outdoor experiences as it relates to the curriculum. Many of our parents and partner organizations have provided the hands-on learning sessions and the applied questioning and problem solving in the outdoor context. The DPAC provided supporting workshops around the social emotional regulation for parents and the school invited parents to learn about the new curriculum together.

***2017-2018 Next Steps Parent/Community Involvement***

- *Continue to expand and engage our community in the applied skills area of our school, especially as it pertains to outdoor education*
- *Be more intentional in the purpose of the skill – i.e. critical thinking as it pertains to building a bridge over the swale. Record and share the learning outcomes alongside the photos*
- *Collaborate on the assessment piece of these learning activities in the context of the competencies*



**School Growth Plan -  
Inquiry  
Dewdney Elementary  
School  
September 2016**



## Signing Off Page

Submitted by School Planning Council:

	Name	Signature
Principal:		
Teacher:		
Parent:		
Parent:		

**Date: April 2016**

**Approval of the Board and Superintendent:**

**Board Chair**

\_\_\_\_\_  
**Signature**

**Superintendent**

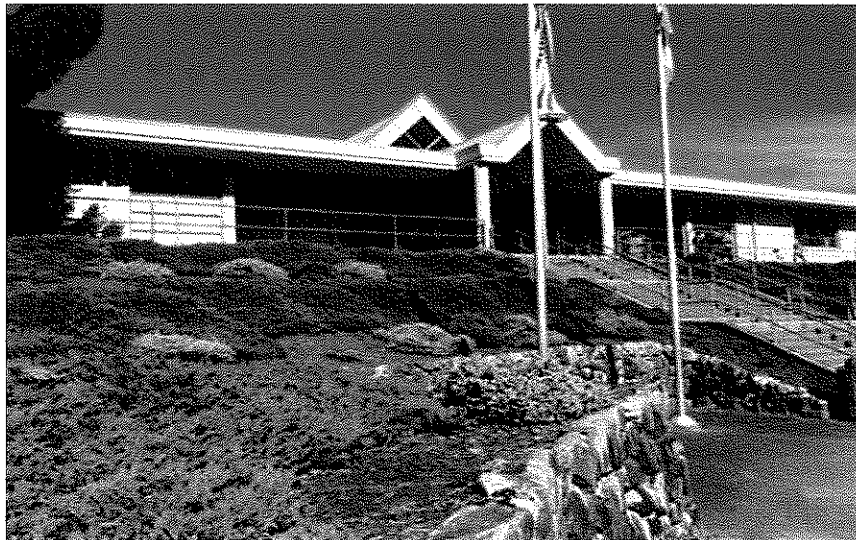
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**Signature**

# Growth Plan: 2017-2020

École Christine Morrison Elementary

"Spirals of Inquiry for equity and quality"

Judy Halbert and Linda Kaser



Ey kwese xwe'i

Bienvenue

Welcome



## École Christine Morrison Elementary Growth Plan 2017-2020



### **School Context:**

- École Christine Morrison is a dual track French Immersion elementary school with students from kindergarten to grade 6
- There are 7 divisions of English and 11 divisions of French Immersion for a total of 430 students
- There is an Inclusive Support Program class to support academic and social/emotional needs
- There are 73 First Nations students enrolled, which is 17% of the school population
- Students come from a variety of cultural and socio-economic backgrounds with many diverse learning needs (academic, and social/emotional)
- Parent Advisory Council volunteers are actively involved in the school community and support the students on a daily basis
- The Aboriginal Liaison workers provide in-class academic and cultural support as well as small group activities outside the classroom
- Halq'eméylem, the local Aboriginal language, is taught throughout most of the school
- Each assembly begins with a welcome song in three languages, Halq'eméylem, English and French

### **Scanning: (What do you, as staff and community, know about your students – their successes and challenges? What's going on for them?)**

- Students have shared values such as respect and trust
- Students enjoy hands on and active learning
- There is a community feeling from spirit days and buddy reading
- There is a sense of pride for our Aboriginal Culture
- Many students struggle with being calm, alert and self-regulating
- There is a wide learning range in classrooms
- There are many emotional needs not being met
- Some students are disengaged and have an apathy towards education



## École Christine Morrison Elementary Growth Plan 2017-2020



**Focus: (From what you know, what is the most important work you can do to improve the success for your students? What key area of learning will you focus on?)**

- Improving connections and a sense of belonging for learners within the school community
- Having a common language throughout the school around the Zones of Regulation
- Exploring ways to support vulnerable learners with active learning, technology and outdoor education
- Increasing student engagement and motivation
- Increasing opportunities for hands on and active learning, which aligns with the new curriculum
- Building generational roles and responsibilities with mixed groupings and buddies

**Inquiry Question: (State what your driving question will be.)**

How will incorporating a school wide focus on self-regulation and active learning increase student engagement in school?

**Hunch: (What is leading to this situation for your learners?)**

- Self-regulation skills provide the opportunity for students to be focused on learning, which will increase their engagement and sense of belonging in school
- Increased sense of purpose by creating opportunities for students to participate in generational roles and responsibilities, in accordance with the First Peoples Principles of Learning
- Play based learning increases engagement, which leads to a sense of belonging
- Students are learning the Core Competencies (Communication, Thinking, Social and Personal) as well as the process of self-evaluation
- Active and hands on learning experiences, including the use of technology and outdoor education will help reach disengaged learners
- Increasing staff collaboration will improve staff members feeling of belonging, which has been proven to have positive effects for learners



## École Christine Morrison Elementary Growth Plan 2017-2020



### **New Professional Learning: (How and where can we learn more about what to do?)**

- School wide Pro-D on the Zones of Regulation (Presented by ISP teacher)
- Distribution of books on the Zones of Regulation (that have already been purchased)
- Increase and create materials (e.g. posters) to support the Zones of Regulation and post these throughout the school
- Provide sample assessments for the staff to choose from in order to check for understanding of the Zones program
- Create a team to support the implementation of Wonderful Wednesdays/Mercredi magique, which will increase engagement and community through active learning
- Individual teachers will research their own passions and strategies to work with mixed grade groupings
- Use monthly collaboration meetings for sub-committees to maintain and reflect on the school wide programs and ways to increase engagement of learners

### **Taking Action: (What will we do differently?)**

The action plan will have two main pillars of action:

- 1) School wide implementation of Zones of Regulation strategies
  - Education:
    - i. Staff will receive pro-d on the program
    - ii. Students will receive in class instruction about the program in English or French from their classroom teacher who has been trained about the Zones of Regulation
    - iii. Peer counselors will have extra training with the program to help them assist younger students at recess and lunch
    - iv. Support staff (EA's and Noon hour supervisors) will be taught the program
    - v. Parents will have an opportunity to attend a workshop
  - This will provide everyone in the school community with the same common language and tool kits



## École Christine Morrison Elementary Growth Plan 2017-2020



- The colours of the zones (red, yellow, green and blue) will be taught to all students in three languages: English, French and Halq'eméylem to build more unity throughout the school

### 2) Wonderful Wednesdays / Mercredi magique

- A school wide program where students and staff interact with each other and focus on the Core Competencies (Communication, Thinking, Personal and Social)
- Students will be placed into mixed groupings (age, gender, grade, FI/English)
- Each teacher will run a workshop based on their passion (dance, coding, gardening, cooking, building etc.)
- Students will have the opportunity to circulate through the various passions
- Workshops will be held once a month for one hour (aiming for eight sessions a year)
- This will allow students to connect with various staff and members of the school community in different grades, programs and abilities
- Students will be able to explore various experiences to help them find their passion and identity, while using their competencies in communication, thinking and social responsibility

### **Checking: (Have we made enough of a difference? How do we know?)**

- A survey will be given to students in September and in April to track their sense of belonging and motivation throughout the year
- Staff will report how they themselves feel within the school community
- Students will complete a self-reflection that addresses the Core Competencies, but also provides insight into how each student feels within the school community
- Attendance will be monitored to see if there is a difference on Wonderful Wednesdays
- Staff will observe if students are using their Zones Tool Kits to help regulate their emotions in class (observational and anecdotal)
- Teacher observations will be discussed during the collaboration meetings to reflect on how things are going
  - Small adjustments can be made if needed





**École Christine Morrison Elementary  
Growth Plan 2017-2020**



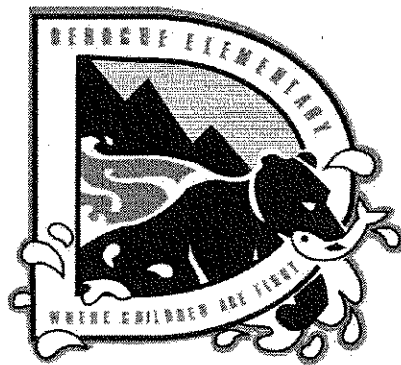
**Sharing:**

- Wonderful Wednesday bulletin board will be updated regularly
- Parent Information session for *The Zones of Regulation*
- Regular updates to the PAC
- Updates through the school newsletter and website

**Parental/Community Involvement:**

- Promote connections to the school during school wide events such as PAC Movie Nights, Sports Day and Aboriginal Running event
- Parent workshop for Zones of Regulation

**Deroche Elementary School**  
Mission Public School District (#75)



**Action Plan For Learning**  
2017- 2018

**Deroche Elementary School**  
10340 North Deroche Road  
Deroche, BC V0M 1G0



### School and Community Context

#### **Unique Features:**

Deroche Elementary is a four classroom K-6 school with a population of 75 students. Although situated in a rural setting 20 minutes east of Mission, the students are not generally from neighbourhood farms. Rather, most of the students are from two Aboriginal reserves and four trailer courts located close by. Over 70% of our students are of Aboriginal heritage.

Deroche Elementary has a small but very involved Parent Advisory Council that works hard to support the students and staff of the school. They fund a wide variety of student activities including two annual field trips per class, one hot lunch per month and some presentations by local agencies. A dedicated but small group of parents offer a Breakfast Club for any students who are hungry when they come to school. Our Breakfast Club runs between 7:50 and 8:15 am with an average student attendance of 20. Recent school wide literacy and numeracy testing indicated that over 50% of our grade 1 to 6 students are not reading or computing at grade level which was an impetus to several adult volunteers in our school community responding to an invitation to read with these students every morning, as well as several plans to engage our community and staff in numeracy remediation initiatives.

#### **Inquiry Question:**

How can Deroche Elementary School promote and inform collaborative planning to:

- Utilize Aboriginal cultural content, pedagogy and an historical inclination to oral communication to improve student reading, writing and computing skills and cultural awareness
- Utilize environmental education strategies within our outdoor education venue to improve student, reading, writing and computing skills.
- Utilize extracurricular activities, the outdoor classroom and vigorous daily physical activity programs to improve our students' self-esteem, social skills, cultural awareness, and ability to self-regulate.
- Engage our parents in improving social responsibility and academic performance in our students.

#### **2016/17 Data:**

<b>READING</b>			<b>WRITING</b>			<b>NUMERACY</b>		
% Meeting or Exceeding			% Meeting or Exceeding			% Meeting or Exceeding		
Grade	Bench- marks	FSA (17)	Grade	Classroom Assessment	FSA (17)	Grade	Jump Math Mental Computing	FSA (17)
<b>Grade 1</b>	46		<b>Grade 1</b>	35		<b>Grade 1</b>	31	
<b>Grade 2</b>	55		<b>Grade 2</b>	78		<b>Grade 2</b>	56	
<b>Grade 3</b>	43		<b>Grade 3</b>	57		<b>Grade 3</b>	25	
<b>Grade 4</b>	45	50	<b>Grade 4</b>	38	30	<b>Grade 4</b>	27	30
<b>Grade 5</b>	44		<b>Grade 5</b>	50		<b>Grade 5</b>	25	
<b>Grade 6</b>	56		<b>Grade 6</b>	55		<b>Grade 6</b>	27	
Aggregate	48		Aggregate	52		Aggregate	32	



**How will we provide for staff development and collaboration?**

- Two staff meetings per month, 3 School Wide Write marking suppers, 2 school based, professional days and a planning retreat in the Fall.
- "Superbears Fridays", organized by teachers to provide RTI, behavior modification and school wide learning to all students.
- Develop a framework for collaboration based on educational research for example, "on common ground" DuFour, Eaker, DuFour, 2005, Solution Tree Press.
- Implement and fund a process of peer instructional observation, evaluation and action research.

**How will we monitor and adjust our actions?**

- Benchmarks Reading testing, at least two times per year
- Jumpmath Mental Computing testing at least two times per year.
- Attendance and Behavior Intervention Monitoring and Measurement
- School Wide Writes, Fall, Winter and Spring
- FSA and Aboriginal Student Satisfaction Surveys
- Vancouver Island Math Assessment, once per year.

**Action Plan:**

- Continue to invest in staff professional development and remain consistent with LST and ESD reading comprehension remediation.
- Fully implement Joyful Literacy and Jumpmath programs and collaboratively develop a "3 R's" professional community minimum daily instruction and review standard.
- Engage, motivate and equip our parents to support nightly numeracy and literacy skill building with their children through our Home Reading Program and monthly community luncheons and math seminars.
- Continue to focus on reading recovery through our Intensive Daily Reading Program.
- Recruit more adult and staff volunteers to lead noon hour and after school activities (to supplement our current Aboriginal, gardening, library, tutoring, running and hockey clubs)

**This school growth plan has been written, reviewed and supported by:**

\_\_\_\_\_  
Michael Abercrombie, Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Angus Wilson, Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Rick McKamey, Board Chair

\_\_\_\_\_  
Date

# SCHOOL GROWTH PLAN 2017-2018



<p><b>SUMMIT LEARNING CENTRE</b></p>	<p><b>Team Members</b> L. Cummings, D. Cardinal, J. Baker, K. Beeby, C. Gawthorn, A. Heavenor, B. Nelson, A. Mahil, S. Morton, B. Ormond, M. Rintoul, D. Thiessen</p>
<p><b>School Context</b></p>	<p>Summit Learning Centre is a K to 12 Distributed Learning (DL) School in the Mission School District, serving K to 12 home learners, Gr. 8 to 12 cross-enrolled students, student age course upgrades, adult age course upgrades, and fully enrolled adults pursuing their high school diploma. Summit offers paper based home learning programs K to 7, and online courses Gr. 8 to 12. See: <a href="http://summitlearningcentre.mpsd.ca/">http://summitlearningcentre.mpsd.ca/</a> Note: The goals established in the Aboriginal Enhancement Agreement are integrated into the curriculum and the school and revised on an annual basis.</p>
<p><b>Inquiry Question</b></p>	<p><b>K to Grade 7</b> How do we successfully implement the redesigned BC curriculum given the nature of DL and the present staffing model in place at Summit?</p> <p><b>Grade 10 to 12:</b> How do we improve student engagement in learning, with the goal to improve student success and course completion rates in grades 8 to 12?</p>
<p><b>Rationale</b></p>	<p><b>K to Grade 7:</b> The task of implementing the redesigned curriculum given the model at Summit presents significant challenge for staff given multiple grade levels per teacher and the unique nature of a Distributed Learning environment.</p>
<p><b>Grade 8 to 12</b></p>	<p>We are concerned with the pace at which our Grade 8-12 students progress through their coursework, as inconsistent engagement with coursework results in gaps in understanding and ultimately has a negative impact on long-term student success. Addressing this issue will lead to higher rates of course completion and therefore, greater success for students in their overall educational endeavours.</p>

Strategies (Include ELL & LSS)	Who will be responsible?	Timeline for each phase	How will you assess effectiveness of strategy?	Professional Development and/or Resources
<p><b>Grades K to 9</b></p> <p>Continue with the development and implementation of the redesigned curriculum for a Distributed Learning model</p>	<p>K to 9 Summit Staff</p>	<p>Present to June 2018</p>	<p>Teacher feedback</p>	<p>Use of District curriculum days for Summit teaching staff</p> <p>Utilize support and services of District Curriculum Support Teacher</p> <p>Use of Aboriginal Library for families and students</p>
<p>Continue information sharing with home learning parents related to redesigned curriculum.</p>	<p>K to 9 Summit Staff</p>	<p>Present to June 2018</p>	<p>Parent feedback</p>	<p>Staff participation in the annual Digital Learning Conference</p> <p>Explore opportunities to collaborate with other schools</p> <p>Continue with parent information sharing sessions</p> <p>Develop a Parent Survey</p>

<p><b>Grade 8 to 12</b></p> <p>Improve screening processes to ensure that students and parents have made an informed decision prior to enrolling in DL, to ensure it is a suitable learning model ( both full time and cross-enrolled)</p>	<p>Summit Administration</p>	<p>Ongoing to June 2018</p>	<p><b>Note:</b> Collection of Baseline Data Needed</p> <p>For full time and cross-enrolled students:</p> <p>Increase in # of 'first evidence' submissions compared to enrollment</p> <p>Decrease in # of course withdrawals</p>	<p>Continue with meetings with local schools to review and improve screening processes</p> <p>Implementation of a screening tool for cross-enrolled students</p> <p>Attend Digital Learning Conference each year for the purpose of information gathering related to screening processes and tools in other DL schools</p>
<p>Continue to build on and develop opportunities for 'face to face' interaction between students and staff in Gr. 8 to 12</p>	<p>Summit Gr. 8 to 12 Staff</p>	<p>Present to June 2018</p>	<p><b>Note:</b> Collection of Baseline Data Needed</p> <p>For full time students:</p> <p>Increase in # of full time students attending tutorials.</p> <p>Increased # of students attending ArtSmarts activities</p>	<p>Continue to further develop the Learning Commons model for tutorials, as well as explore options for student work space at Summit</p> <p>Re-examine the tutorial model, and explore possibility of more staff support during tutorials to meet varied needs of students</p>

<p>Provide more opportunities for building a 'sense of community' for students in Gr. 8 to 12</p>	<p>Summit Gr. 8 to 12 Staff</p>	<p>Ongoing to June 2018</p>	<p>Increase in # of students attending 'Gym Drop In'  Increase in # of students attending ArtSmarts sessions  Student satisfaction survey results</p>	<p>Develop and implement more social interaction opportunities for students in Gr. 8 to 12</p>
<p>Continue to work with middle and high schools in the School District to improve support systems for cross-enrolled students</p>	<p>Summit Administration and Secondary Teaching Staff</p>	<p>Present to June 2018</p>	<p><b>Note:</b> Collection of Baseline Data Needed  Increase in # of first evidence submissions compared to enrollment  Increase in # of course completions</p>	<p>Continue with collaboration meetings with MSS staff  Continue with information sharing at School District Vertical Team meetings</p>
<p>Collaborate with local schools to develop a more comprehensive model for screening and addressing the needs of cross-enrolled students with IEPs</p>	<p>Summit Administration and Secondary Teaching Staff</p>	<p>Ongoing to June 2018</p>	<p>Increase in # of course completions for students considered to be 'at risk' at Summit</p>	



<p>Continue to explore options to support full time students considered to be 'at risk', with consideration given to the issue of 'Capacity to Support' in DL</p>	<p>Secondary Teaching Staff</p>	<p>Present to June 2018</p>	<p>Continue with regular SBT, and LST meetings, and weekly 'Follow-up Fridays'</p> <p>Review present LST model, with consideration given to more time, (teacher or EA) to support the growing numbers of students who have IEPs and/or who require additional support, adaptations and modifications.</p> <p>Explore the possibility of a Community Outreach Support Worker</p>
<p>Begin implementation of the redesigned BC curriculum in Gr. 10 to 12</p>	<p>Secondary Teaching Staff</p>	<p>Present to June 2018</p>	<p>Explore opportunities to collaborate with other schools</p> <p>Use of District Curriculum Days</p>

Approval of School Growth Plan for Summit Learning Centre

Principal Name: Lynn Cummings      Principal Signature: \_\_\_\_\_      Date: \_\_\_\_\_

Board Approval

Superintendent Name: Angus Wilson      Superintendent Signature: \_\_\_\_\_      Date: \_\_\_\_\_

Board Chair Person: Rick McKamey      Board Chair Signature: \_\_\_\_\_      Date: \_\_\_\_\_

School Plan for Student Success

**Silverdale Elementary School**  
 29715 Donatelli Road Mission, B.C. V4S 1H6



**Individuals Involved:**

Rob Clark, Terra Warnerdam, Judy McGowan, Jana Schelllauf, Frank Wachal, Michele McGowan, Gwen Pleccas, and Meryl Thomas.

**School Context**

[silverdale.mpsd.ca](http://silverdale.mpsd.ca)

**Inquiry Question**

Will an increased focus on metacognitive practices using an inquiry-based approach to teaching and learning, as a professional learning community, improve the level of teacher-rated student engagement and academic achievement?

**Rationale**

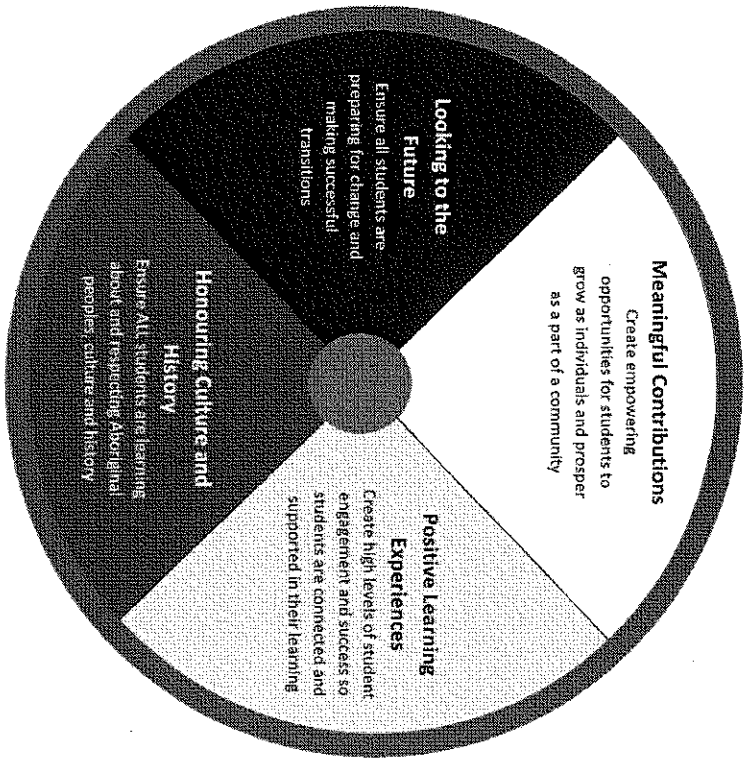
Four important understandings that underline this focus are:

1. Notwithstanding the influence of factors such as socio-economic status, home, and community, student learning is strongly influenced by what and how teachers teach.
2. Teaching is a complex activity. Teachers' moment-by-moment decisions about lesson content and process are shaped by multiple factors, not just the agendas of those looking for changes in practice. Such factors include teachers' knowledge and their beliefs about what is important to teach, how students learn, and how to manage student behaviour and meet external demands.
3. It is important to set up conditions that are responsive to the ways in which teachers learn. A recent overview of the research identified the following as important for encouraging learning: engaging learners' prior conceptions about how the world works; developing deep factual and conceptual knowledge, organized into frameworks that facilitate retrieval and application; and promoting metacognitive and self-regulatory processes that help learners define goals and then monitor their progress towards them.
4. Professional learning is strongly shaped by the context in which the teacher practices. This is usually the classroom, which, in turn, is strongly influenced by the wider school culture and the community and society in which the school is situated. Teachers' daily experiences in their practice context shape their understandings, and their understandings shape their experiences.

Strategies (Include L,ST & ELL)	Who is responsible?	Timeline	What will we do?	Resources
Teachers, Administrators, and Support Staff develop a critical understanding of inquiry-based model to teaching and learning	Administration Teachers E.A.s	September 2017 to June 2018 (Introduction and Knowledge Acquisition Phase)	All members will participate in a study of the inquiry models using a course reader. A particular focus on Metacognitive Language and Practices will shape the first days of school. Bi Weekly Assemblies that focus on student learning.	Teacher Professional Learning and Development. Timperley, H., 2008 Focus on Inquiry. Branch et al. 2004 Natural Curiosity. Chiarotto et al. 2011 Metacognition – Fountas & Pinnell, 2000 Makerspace learning lab
Develop an Inquiry based approach to teaching and learning with a specific focus on enhancing professional learning communities in the Silverdale Elementary Context.	Administration Teachers E.A.s	September 2018 to June 2019 (Discovery/Implementation Phase)	Create multi-grade collaborative assignments and assessments. Review implementation in collaboration meetings. Bi Weekly Assemblies that focus on student learning.	Teacher Librarian Release time for peer teaching Makerspace learning lab
Develop a model for best practices developed at the school level. What worked, what didn't, and especially Why?	Administration Teachers E.A.s	September 2019 to June 2020 (Refinement/Reflection Phase)	Collaboration Meetings. Create multi-grade collaborative assignments and assessments. Ed-Talks – Sharing of best practices Bi Weekly Assemblies that focus on student learning.	All Staff Members Collaboration time Makerspace learning lab

**Measuring Success**

<p><b>Improved Student Engagement</b></p>	<p><b>Teacher-Directed Learning</b> Teachers will assess students who are...</p> <ul style="list-style-type: none"> <li>• Paying attention (alert, tracking with their eyes)</li> <li>• Taking notes (particularly Cornell)</li> <li>• Listening (as opposed to chatting, or sleeping)</li> <li>• Asking questions (content related, or in a game, like 21 questions or I-Spy)</li> <li>• Responding to questions (whole group, small group, A-B Partners)</li> <li>• Following requests (participating, Total Physical Response (TPR), storytelling, Simon Says)</li> <li>• Reacting (laughing, crying, shouting, etc.)</li> </ul>	<p><b>Student-Directed Learning</b> Teachers will assess students who are, individually or in small groups,</p> <ul style="list-style-type: none"> <li>• Reading critically (with pen in hand)</li> <li>• Writing to learn, creating, planning, problem solving, discussing, debating, and asking questions)</li> <li>• Performing/presenting, inquiring, exploring, explaining, evaluating, and experimenting)</li> <li>• Interacting with other students, gesturing and moving</li> </ul>
<p><b>Improved Academic Achievement</b></p>	<p>Student final marks (from PSR Data) Note: Data will follow a cohort group as a means of comparison. Primary Teacher Tracking of Reading Level (i.e. P.M. Benchmarks/DRA) Student self-assessment of core competencies</p>	



**Connection to Aboriginal Enhancement Agreement:**

- Creating a clear understanding of and implementing metacognitive and inquiry based models will:
1. Create Meaningful Connections for all students to grow as individuals.
  2. Create Positive Learning Experiences for all students.
  3. Honor the Culture and History of all students.
  4. Prepare all students for successful transitions to further grades, schools, programs, and to life beyond school.

## Growth Plan Approval Signature Page

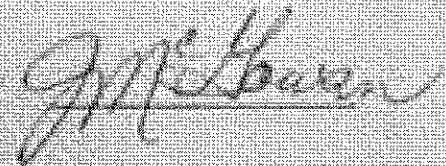
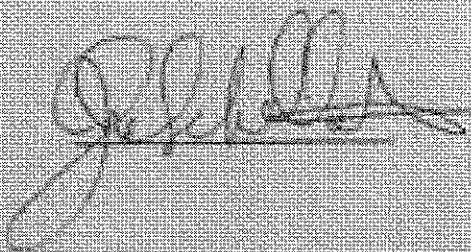


Rob Clark (Principal)

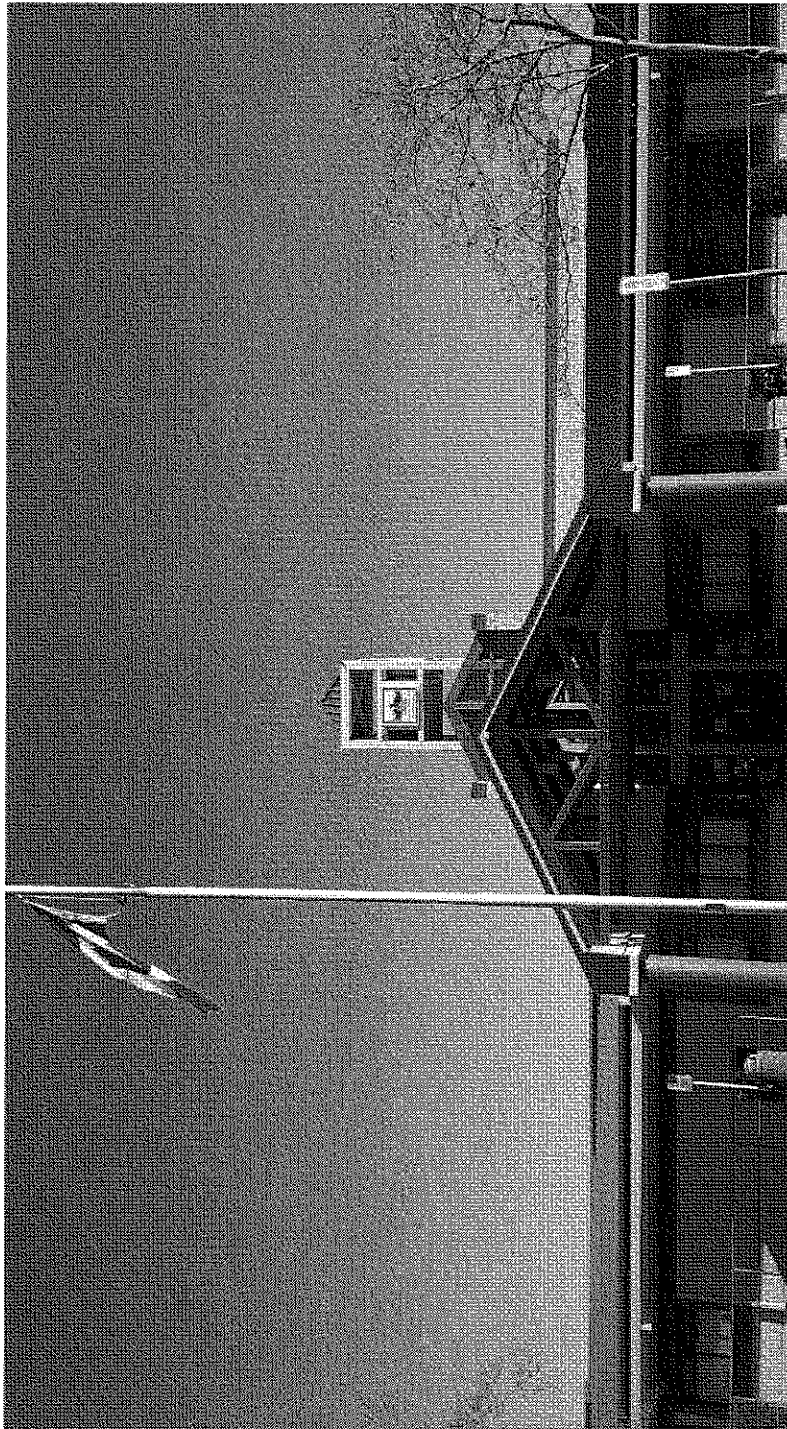
Angus Wilson (Superintendent)

Rick McKinney (Board Chair)

Staff Signatures:



**Growth Plan 2016/2017**



*The mission of Albert McMahon Elementary is to provide a safe and nurturing environment where all students are free to learn, grow and pursue their personal best.*

## School Community and Context

### **Unique Features:**

- Albert McMahan is a busy and vibrant learning environment, offering a well-rounded program of academics, fine arts and athletics to a population of 407 students from kindergarten to grade 6.
- We take pride in our inclusive school culture, and we have programs in place to meet the needs of all students.
- Albert McMahan's behaviour support program is entitled the S.H.A.R.P. Program, an acronym for Safe, Helpful, Accountable, Respectful and Positive.
- Students practicing these behaviours are recognized with S.H.A.R.P. tickets which go into a draw for prizes to be awarded at assemblies.
- Our *SWAT* (Students With an Aptitude for Teaching) grade 5 and 6 leaders can be found with their little reading buddies each day for fifteen minutes of reading tutor time.
- The Peer Counselling program involves training senior students in communication and leadership skills. The Peer Counsellors assist younger students with problem solving on the playground.
- A variety of extra-curricular sports are popular at McMahan, including basketball, volleyball, track and field

### **Community Partnerships/Initiatives:**

- McMahan has an ongoing partnership with local high schools and community volunteers supporting our athletic programs.
- Ready Set Learn events and Books for Bedtime are held each year to promote early literacy in our pre-school community.
- Me-to-We Program >> In this program, students organize fundraisers to help those who are less fortunate, locally and internationally.
- Our school has helped the local Mission Food Bank and has assisted communities around the world by organizing food drives, clothing drives, and supporting programs such as We Create Change. Grade 4-6 students partner with Fraser House in learning to make positive choices.
- Cops for Cancer kilometer club every spring to support the Cops for Cancer movement.
- Cycling for Diversity visits the school to speak with our students on an annual basis.
- Jump Rope for Heart takes place at Albert McMahan every two years
- Every year the local Sun Hang Do operation runs a two week program for all our students.
- MACL and its Club kids program that runs after school.



## Inquiry Question: Will a collaborative emphasis on developing literacy skills and self-regulation skills improve the level of student engagement and academic achievement?

- A) Objectives (Focusing – What can we do to support our students?)
- To create and use collaborative structures (PLC) for assessment development/review and continued dialogue on literacy skill development and student self-regulation.
  - *The efficacy of this approach will be measured in the number of Intermediate and Primary students meeting expectations on school, district and provincially established academic assessments.*
  - *Student discipline as related to regulation of emotions will be recorded and analyzed to determine the improvement our students are showing.*

B) Rationale (Scanning – What are we seeing? and what are we doing?)

- Although most of our students are meeting expectations on our classroom based, district based (DART) and provincial assessments (FSA) the percentage of those meeting has declined on some assessments.
- Screening of our primary students reading ability has led to effective tiered intervention (Tier 1, Tier 2 and Tier 3) for the children. LST based assessment tools used.
- Students referred to SBT receive levels of intervention that followed specific plans based on how they are presenting. These plans are reviewed regularly to determine the efficacy of the intervention.
- Members of the SBT have noted a relationship between those referred for academic concerns and those that have social/emotional needs.
- Focused teaching of emotional regulation strategies developed by ISP teacher has proven effective for many learners.

C) Connections 2016/2017 Curriculum

I) Big Idea Embedded in Language Arts Curriculum  
*“Everyone can be a reader and a writer”*

The new curriculum has put an onus of importance on developing communication skills.  
From K-6 the curriculum outlines that students are expected to know and show competency in the following Areas:

- 1- reading strategies
- 2- oral language strategies
- 3- metacognitive strategies
- 4- writing processes

At each grade level the expected proficiency of the student changes. These levels are clearly identified when examining the curriculum.

II) Core Competency: Personal Awareness and Responsibility

Key components of this core competency are to educate our students on how to regulate their emotions and manage their stress.

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/3>

#### **D) Hunch (What is leading to this initiative?)**

- Exploring opportunities for students to strengthen their literacy skills is something that our teacher's seek out on a regular basis. It has been identified through teacher observation and assessment that stronger literacy skills lead to academic success across the curriculum.
- Ensuring all students learn becomes a matter of delivering fair and equitable instruction from classroom to classroom (Dufour, Dufour, Eaker & Karhank, 2004, p.7). It becomes the responsibility of the PLC to ensure that students have opportunities for needed interventions.
- Self-regulation has become a very important focus in many schools in our district and beyond. More parents report that their child has anxiety issues every year. Our teachers are noticing elevated responses from children when they are challenged emotionally. Our ISP program has specialized much of its efforts to teaching children self-regulation skills. Our self-regulation room has become a learning environment for students and staff.

#### **F) Assessment/Checking (Describe how you know what you are doing works and that you have made a difference for your students?)**

- Each collaborative team developed a plan for teaching timelines, assessment and review.
- Assessment (formative and summative) was agreed upon by the collaborative teams. Pedagogical practice and student assessment results were discussed at PLC meetings.
- Student academic achievement was measured by teacher based on summative assessments.
- SBT referral process was used as a structure and process for monitoring how well students were responding to new strategies and approaches.

#### **E) Professional Learning**

- Staff attended Dr. Anthony Muhammad's PLC workshop in September.
- Established the framework for the development of learning teams within our school and collaboration time built within our monthly calendar.
- Each PLC collaborated and identified how to best support their initiatives with resources or professional development opportunities.
- "Effects of Brain Trauma" workshop. A 2 part workshop that was run by a district team in collaboration with FVCD and CYMH. Focus on need for regulation strategies.

#### **G) Connection to the District Goals or Directions**

- Our School district is in the process of developing the framework for student learning. The goals tied in to the ministries continued focus on Literacy, Numeracy and Social Responsibility.
- Our district achievement plan along with those of its schools will be based on a "Spiral of Inquiry Model"

##### **Principles of Learning**

1. Learners at the centre
2. Social Nature of learning
3. Emotions are integral to learning
4. Recognizing Individual differences
5. Stretching all learner
6. Building Horizontal Connections

**Communication Strategies: (How will we communicate our results to the community?)**

- Having our learning plan in front of our parent community by having it posted on the school website.
- Review of the plan at PAC meetings along with sharing the initiatives and processes engaged in by our staff.
- Monthly newsletters highlighting our successes.

**Summary of Inquiry Question:**

Will a collaborative emphasis on developing literacy skills and self-regulation skills improve the level of student engagement and academic achievement?

**Mission School District – District Achievement Contract 2014**

**Goal 1: Literacy**

Improve the literacy skills of all students.

**Goal 2: Numeracy & Mathematics**

Improve the Numeracy and Mathematic skills of all our students

Authorized Signatures

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Vice Principal

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Board Chair

## Committee of the Whole Meeting (open to the public)

# Minutes



### Committee of the Whole Meeting

June 6, 2017 1:00 pm

District Education Office, 33046 – 4<sup>th</sup> Avenue, Mission, BC

#### Members Present:

Chair Tracy Loffler  
Trustee Rick McKamey  
Trustee Randy Cairns  
Trustee Jim Taylor

#### Staff Present:

Superintendent Angus Wilson  
Secretary Treasurer Corien Becker  
Assistant Superintendent Larry Jepsen  
Assistant Secretary Treasurer Derek Welsh  
Director Student Services,Carolynn Schmor  
District Principal Technology and Innovation, Colleen Hannah  
District Principal, Aboriginal Education, Joe Heslip  
Executive Assistant Tracy Orobko

**Absent:** Trustee Shelley Carter

#### Partner Groups Present:

DPAC: Cyndi Polovina, Laura Wilson  
MTU: Amber Chung  
PVPA: Brian Barber

**Regrets:** Trustee Shelley Carter

### 1. CALL TO ORDER

The meeting was called to order at 1:00 pm by the Chairperson. The Chair acknowledged the meeting was being held on Stó:lō Territory. There are four First Nation Bands within the boundaries of the Mission School District: Leq:a'mel, Sq'èwlets, Kwantlen, and Matsqui First Nations.

### 2. Adoption of Agenda

Three Additions:

- 6.1 Riverside Electrical and Budget Implications –
- 6.2 French Immersion Balance and Cross Boundary
- 6.3 Trustee Public Communications

A concern was raised regarding the solar array item and the motion was read from the January 2017 Public Board meeting where Board gave Staff direction: ***THAT the purchase and installation of an initial solar photovoltaic electrical generation system be approved; AND THAT the Board of Education direct the Secretary Treasurer to include a line in the budget from the 2016/2017 amended budget and/or the 2017/2018 budget.*** From the motion passed there was an assumption that 1) the Board said it will purchase a solar array; 2) will be in either this budget or amended budget.

The Secretary Treasurer indicated that whatever the committee moves forward to the Board, it is still the Board's decision. The Committee of the Whole makes recommendations to the Board; not decisions. All expenditures are approved with the budget. If recommendation(s) cross over to a new Board, the new Board has to have the ability to modify and adopt a budget. At this point, the motion is not in the budget – it is 'not law'. The Board always has the ability to address issues affecting circumstances.

Concerns were raised around process. Objection was expressed that solar arrays are to be included in the 'want list' of budget items.

This is a body to make a recommendation to the Board.

The Board ensures monies are spent to the best ability for the best interests of the School District. Gives opportunity for discussion. At the next public Board meeting (June 20), the Board will move into passing the budget for 2017/18 and will make that decision as a Board of five. Options are available to ensure it maintains fiduciary responsibility.

Comments included:

- External factors beyond the School District's control (ie: Collective Agreements);
- List of items on the original draft budget - are discretionary and were highlighted;
- End of the day, this is the Board's budget and Trustees direct what is in/out;
- Ultimately the Board's decision.

There was strong objection to solar array's inclusion in the Budget presented for consideration.

The Committee reached agreement to move the solar arrays item from the budget line for consideration to be included in the budget, at a cost of \$55,000.

The Committee Chair introduced Aleksandra Zwierzchowska, Executive Assistant to the Board of Education, Secretary Treasurer and Superintendent of Schools. Aleksandra will be assisting while Tracy Orobko moves into the Human Resources department on a temporary basis.

**MOVED and Seconded that the Agenda be adopted as amended.  
CARRIED**

### **3. Delegations/Presentations**

### **4. Unfinished Business**

### **5. Staff Reports**

#### **5.1 Halq'emeylem Teachers Information**

The Superintendent provided overview of indigenous references. In particular language instruction. Referred to the report in the Agenda and opened the floor to questions.

Discussion ensued regarding the hiring of aboriginal language teachers, risk of losing existing students, culture, learning ability/opportunity. This course will bring comfort to our aboriginal kids allowing them to be in/out of classroom in their own communities.

Questions were asked regarding salaries.

Clarification was made to the positions. HMS .2 FTE Halq'emeylem for Deroche: 7 blocks - should be .714.

Discussion ensued around Halq'emeylem teachings and teacher time. Comparisons to French, Spanish classes were made. All Gr. 7 students would be exposed to the language. Language and culture is the key. The District Principal, Aboriginal Education thanked the committee for the interest in this conversation. There are two teachers with the ability to reach out to other districts already introducing these programs.

Concerns were raised around students continuing with the language at secondary level. This is not an immersive program. There is always vulnerability.

Looking at adding two teachers is a significant commitment and is in the spirit of the committee of the whole.

### 5.2 Student Input – Budget Feedback

The Superintendent has not yet received written feedback. When he attended the MSS leadership class, students provided their thoughts. Approximation as he heard it:

- Computers and computer technology, wireless;
- Experiential learning – field trips;
- Books – fiction esp. at secondary level; middle schools are great; secondary not;
- “Non-regular sports equipment” – not soccer, football, floor hockey (Physical ed.) – ‘different things to do’;
- Support levels for middle school for academics;
- Support for elementary students – counseling behavioural support; and
- Smaller class sizes at elementary to provide more academic support for students.

Next year, would like to start engaging students earlier, and at the middle school level.

### 5.3 2017-2018 Preliminary Budget

The Secretary Treasurer introduced three options. Trustee Cairns provided a handout reflecting a fourth option.

It was proposed to look at the larger items first and prioritizing.

Clarification was made around technology infrastructure. The foundation investment of \$500K is required for the work to be performed over the summer months.

Question: Is there always a surplus at amended budget? Response: No. Not always. Just to replace what we currently have: \$2.2 million.

Clarification was provided regarding facilities enhancements. The amended budget included \$175K to address backlog of work orders. It is still not addressing school demands. The current maintenance budget does not include all improvements. There are also unknown factors such as depreciation.

Ministry is proposing policy regarding contingency funds / reserves and determining suitable amounts.

There was support for a phased in move of contingency funds.

If the Board does not set aside \$500K in the budget, I.T. work will not happen over summer. Discussion ensued around purchase vs. leasing.

It was posed for the committee to consider its commitment to technology and the organization. If it is a minimalist tool, then purchase and not replace for 10 years: Security risks. Either we invest in technology and improve, or maintain status quo. The Secretary Treasurer is in favour of leasing right now as the system is in dire need of repair or replacement.

Question: If we were to lease, can we wait for part until we get to January or February and pull from contingency or go with amended budget? Response: It is about \$365K to kick off leasing plan. We could defer the next part until after the amended budget is done. This does not change the fact that we need \$500K to start the infrastructure part.

# Committee of the Whole Meeting (open to the public)

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If we enter lease agreements for the next three years, we would be committed financially.

Discussion ensued around the disposal of two properties. Sales from properties could be put back into local capital.

There is no legal requirement to have a contingency fund at this time. It is suggested from the Ministry that Boards consider having one but not a legal requirement. Conservatism comes in to protect against deficits. A proposal was put forward to pull funds from contingency to start the technology process with agreement to repay.

The committee agreed to work with Option 1 which includes already pulling \$100K out of contingency.

Classroom enhancement fund of \$400K is still unknown.

Agree to not pull white fleet from contingency and defer to amended budget discussion.

Facilities equipment – some will be required to assist with the move of facilities to Ferndale. Balance deferred to amended budget. The Secretary Treasurer proposed to do a partial: \$60K

Temporary District Admin. for Recruitment – SD has applied for funding to partly assist with this. Agreed to move \$40K (of the \$80K) for recruitment to the amended budget.

An estimate for remedies is already included in the budget. Classroom enhancement fund \$4.5 million for all new hires for class composition and size. The district has submitted a report to the Ministry. Based on preliminary math, it was included in that fund.

Today 17 TOCs shortages in the district. It is not uncommon for Principals/VPs to be in classrooms 2 – 3 days/week. Worry about wellness of the group. Emergent situations; stress is now the #1 cause of health concerns.

Supreme Court decision affects: 30 more classrooms; 60 more people coming into our system. Support teachers, EAs for the classrooms.

Agreed to reduce Facility Enhancements from \$150K to \$49K.

<u>The following items are to be included in the budget bylaw:</u>	<b>Amount</b>
Technology plan	500,000
Halq'emeylem teachers at HMS/HPMS (2 FTE)	187,500
Temporary district admin for recruiting	40,000
DP ABED to Operating (3 yr transition?)	45,000
International EA at MSS (1 FTE)	38,000
Speech/language pathologist assistant	38,000
Youth care workers - 30 to 35 hrs for 4 FTE	20,000
Program for hungry children (Deroche/Chehalis)	10,000
LGBTQ2S community needs	10,000
Additional contract occupational therapist time (.1 FTE)	10,000
Dewdney Renovations	30,000
Facilities Equipment	60,000
Facility Enhancement	49,000
	<hr/>
	1,037,500



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Funding Available for Allocation	<u>837,391</u>
Shortage	<u>(200,109)</u>

The following items are to be deferred to consider with the amended budget discussion:

Facility Enhancements	100,000
Facilities Equipment	15,000
White Fleet	60,000
Temporary Recruiting	40,000

The Budget Bylaw will be presented at the June 13<sup>th</sup> Committee of the Whole meeting.

## 6. New Business

### 6.1 Riverside Electrical Program

Concerns were raised regarding the site for the program.

The Superintendent reported on discussions held with the facilities and maintenance Dept. It is easier to last forever at Hatzic Middle. Costs incurred include moving equipment; estimated costs to return the site to an automotive shop would be \$100K.

Discussion ensued on Riverside costs/expenses and efficiencies. Staff is waiting for details of a potential move; how funded. Potentially a \$50K lease debt.

### 6.2 French Immersion Balance and Cross Boundary

Concerned that families are finding loopholes to enter either schools. The School District has sibling clauses. Discussion ensued around past and current policy and each school's culture and the need for equalization.

### 6.3 Trustee Public Communications

All parents, students, staff have the ability to speak with Trustees at any time.

## 7. Minutes of Previous Meetings

**MOVED and Seconded that the Committee of the Whole Meeting Minutes dated May 23, 2017 be approved as presented.**

**CARRIED**

**MOVED and Seconded that the Committee of the Whole Meeting Minutes dated May 30, 2017 be approved as presented.**

**CARRIED**

## 8. Information Items

Reminder of the Special Committee of the Whole meeting scheduled for this evening at Fraserview Learning Centre at 6:00 pm.

# Minutes



**9. Adjournment**

**Moved and Seconded to adjourn the meeting.  
CARRIED**

The meeting adjourned at 3:45 pm.

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Secretary Treasurer

