

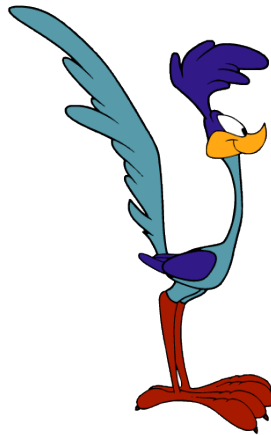
Boundary Central Secondary School

Growth Plan 2022-2023

Picture

Our three school goals are:

1. Improving everyone's wellness
2. Academic excellence for all
3. Careers: helping kids discover future careers



Our School Story:

Who are we?

“The mission at BCSS is to provide all our students with the equal opportunity to grow and develop into caring, intelligent, and productive citizens by: achieving academic excellence to the best of their abilities; fostering student physical, social and emotional wellness; encouraging students to pursue diverse

pathways based on their passions and interests; embracing and working with change; learning to live and work with others; and developing and maintaining respect for the environment. We believe this mission can be achieved together through collaboration with students, family, community, and a highly professional staff in a safe and caring school environment.”



Our Motto:

“Whatever it Takes”

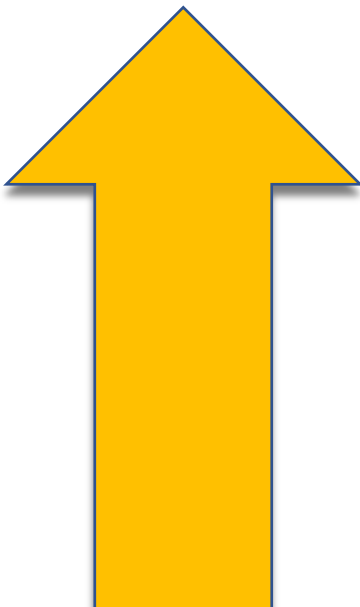
WHAT ARE THE UNIQUE, POSITIVE CHARACTERISTICS OF OUR SCHOOL?

BCSS serves a large rural geographic area from Eholt to the East, to Carmi Junction and Christian Valley to the North, to Sidley Mountain to the West. 90% of our students are bussed in to Midway. In this school year, we have approximately 140 students from grade 8-12.

Boundary Central has two feeder schools, West Boundary Elementary and Greenwood Elementary. BCSS parents have opportunity to become involved in our school through volunteer coaching, classroom volunteering and an active Parent Advisory Council.

BCSS offers a complete program of studies to enable rural students to move into post-secondary, with a complement of specialty programs in the Emergency Fire Services area. We have strong visual and performing arts, trades and physical education courses and, for a small school, are able to offer a variety of elective courses in response to student interest such as: Leadership, Sustainable Resources, Strength and Fitness Leadership and Entrepreneurship

Students from this school have performed consistently well on provincial exams and on report cards. Our Honour Roll assembly celebrations are always impressive with the amount of students making one of the rolls. Many go on to Post Secondary.

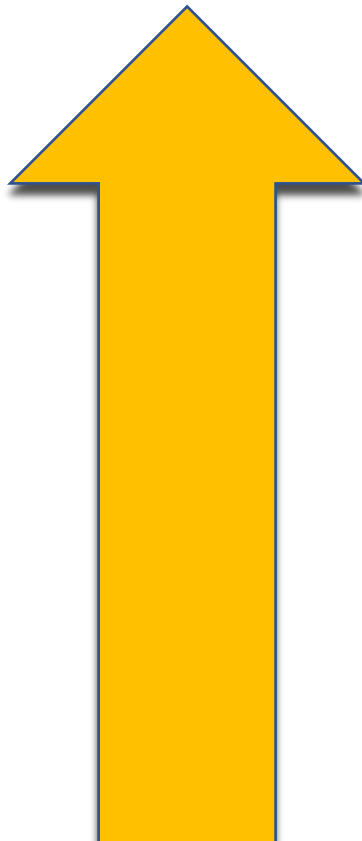




Goal #1 Human and Social

Everyone at BCSS will understand, advocate for and manage their mental health.

All our students will be supported. We will closely monitor their mental health and provide assistance. No child will "fall through the cracks." We need to know all of our students' stories, help them understand what mental health is, model and teach coping strategies to normalize the ups and downs of life. Continue with professional development in the mental health arena.





WHAT WILL TEACHERS LEARN AND DO TO SUPPORT OUR GOALS?

Human and Social Goal #1

Our entire teaching staff and school are using now trained and using “Open Parachute.” Open Parachute is mental health curriculum for each individual grade from 8 though 12.

We feed kids everyday though our 2 nutrition rooms. 50% eat at one of our nutrition rooms on daily basis.

Child and youth care worker Jenn Mallach. 19% of students meet with Jenn on a weekly basis. (LIF Data)

Drug and alcohol counsellor, Holly sees 15 kids per week at our school. She visits one and sometimes 2 times a week because of such a large group of students in need

Carol Mitchell SAGA club meets monthly at our school. SAGA

Our Foods department does regular hot lunches for hungry students.



Spirit club is an inclusive club for grades 8-12. This is a service club for the school and beyond. The club does service projects within our school, our community (Food drives) and around the world, "KIVA" (micro loans around the world and as the money is repaid it gets relent). The website is kiva.org. Giving back and serving others is a key aspect of improving everyone's mental health.



This year Spirit club is working towards improving “student voice.” The students will work with the school, Board office Staff and Provincial Mental Health curriculum for our students. Mental health taught in PHE classes, Careers 10 and Leadership.

Our team participated in Mental Health First Aid, for both personal and event situations (Emergency First Aid Relief)

Our staff participated in Trauma Informed video series purchased by SD 51 and will be continuing in 2020-21.

Our entire staff trained in Mandt concepts and CPI NVCI concepts. We will also continue this work.

Recently, our staff and students were part of an amazing presentation on Obsessive Compulsive Disorder and how this can impact our students in its many guises.

Goal #2 Intellectual

We need to improve students’ academic social responsibility. Absences are high, lates are too common and approx. 30-35% of our kids or one third have reported on satisfaction surveys they “don’t try their hardest while at school.”

WHAT WILL TEACHERS LEARN AND DO TO SUPPORT OUR GOALS?

Intellectual Goal #2

Our Staff have fully embraced the “New Curriculum” We have changed the way we teach. We are giving students maximum “voice and choice” on what and how they learn. We have teachers giving choice on the way students wish to be assessed. Example some students choose quizzes and tests others oral reports and project-based learning. Teachers are evaluating based on the core competencies, curricular competencies and content areas.



We implemented a new hybrid timetable which merges the best of the Semester system and the Quarter system as described by our students, parents and staff. Our morning classes are longer at 110 which enhances learning that involved projects and hands on activities. Our afternoon blocks are shorter which help for courses that need frequency and time. We are constantly reviewing and adapting. There is much learning left on how best to use this structure to get the maximum benefits.

New English Course offering: English First People's! First time ever.

New course, Entrepreneurship 12.

Student/teacher communication through Microsoft Teams is integral part of instruction and assessment. Absent students are able to receive notes and work through Teams. Student also have access to out of school support during non-school hours.

Shelley Moore sessions 8 of 10 teachers have participated in and incorporated Shelley's best practices.

The Thinking Classroom with Peter L revamped the teaching practices of several staff members. Using random seating, vertical learning spaces... A number of staff are interested in learning more about the work SD10 has done around Rethinking Assessment and communicating student learning. Our question and learning here are to do with if we change how we assess and report with this empower more license to engage in the New Curriculum strategies.

New computer programming and technology courses were offered.

Careers 10 becoming highly individualized with self-directed and student led options.

Social Studies students using an online interactive package (Maps as History)

Goal #3 Careers

WHAT WILL TEACHERS LEARN AND DO TO SUPPORT OUR GOALS?

We need to help our students be aware of the differences of school and work and help them make connections with future employers eg: apprenticeships, work experiences. Help students explore options in college/university, trades, tech and entrepreneurial skills/opportunities.



To expose students to opportunities in Trades and vocational occupations. Youth Work in Trades and Youth Train in Trades formerly known as ACE-It and Work Experience they will be more successful in gaining quality (skilled trades) employment. An extension for this goal will be to have some apprentices attend college while in high school and to take advantage of school district and ITA sponsorship.

We have 7 student apprentices at this time (Sept 2021)!

We have 3 heavy duty mechanics, 2 electrician and 2 plumbing apprentices.

We currently have 15 students working and gaining credit for Work Experience.

We are launching a new process as part of our grade 12's transition to post high school life through Career Life Connections. Students will choose a mentor teacher that will be their person to help guide and answer questions about scholarships, post-secondary, trades, jobs etc etc. This will also lead into the culminating grade 12 activity called Cap Stone. The mentor teacher that student has chosen will help grade 12's prepare for this formal presentation that is the exit activity from high school.

When continue to offer Fire Suppression 12. This year we are expanding to include are grade 11's. This course offers our students real life job ready skills in Wild Land firefighting. Many of our students have found

employment in the fire service and a few have even chosen to make this a career. This course continues to prepare them for these opportunities.

Careers 10 and 12 is mandatory real-life course offered at BCSS. Students learned explore all manner of real-life topics such as career exploration, job search and applications, resume writing and volunteerism to name a few.

Return and successful implementation of Automotive 11 + 12 course.

Collaborative initiatives, specifically the Senior Scavenger Hunt.



First annual Woodshop 11/12 ADST Design Challenge

The new computer courses will be expanded to offer Java.

Highlights:

New things we've added for our kids and what we will continue to grow.

School Growth Plan Highlights/Goals from Staff

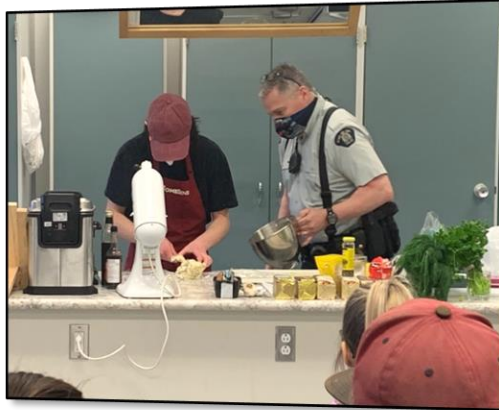
- We maintained Spirit Club and provided events and activities within learning cohorts. Students in the school were able to participate in events that were socially distanced and/or separated into cohorts.

- Math students worked within the thinking classroom structure using vertical surfaces with student chosen groups that still allowed students to have feelings of safety during COVID restrictions.
- Student/Teacher communication through Microsoft Teams became an integral part of the math classroom. Absent students received notes and work through Teams. Students also received out of school support during non-school hours.
- Students began working with newly developed Notes packages in some of the math courses,
- Social Studies was offered with a large student choice component. Students had input on curriculum and evaluation options throughout the course.
- New computer programming and technology courses were offered.
- Careers 10 became highly individualized with self-directed and student led options.
- Social Studies students began using an online interactive package (Maps as History)
- Spirit Club will be reintegrating the two cohorts. Grade 11 and 12 students will become leaders for the junior students and will begin running more of the events.
- We will be attempting to increase the scope of issues covered by Spirit Club
- The math students will continue to be using thinking classroom concepts and working on vertical surfaces. Groups will continue to be created by student choice.
- The use of Microsoft Teams will continue in the math courses. The plan is to try and use Teams to front load some of the material for the senior students. Absent students will receive missed notes and work packages through their Teams account. Students will continue to receive out of school hours support through Teams.
- The newly developed notes packages that were tried in some of the math courses last year worked extremely well and will be expanded to other math courses.
- Social Studies will continue to increase the student choice component of the courses with more input into evaluations, curriculum, and projects.
- The new computer courses will be expanded to offer Java.
- Careers 10 students will be challenged to make a deeper exploration of alternative careers in their area of interest. They will receive more exposure to career choices that are not readily visible to rural students.

- Return and successful implementation of Automotive 11 + 12 course.
- Collaborative initiatives, specifically the Senior Scavenger Hunt.
- First annual Woodshop 11/12 ADST Design Challenge
- Integration of Indigenous building styles into the woodworking program.
- Establish a CAD/Digital Drafting Program with this year's grade 8's in ADST.
- Creation of extracurricular shop programs/teams/clubs.
- Reach out to local trades/technical skills companies to create career exploration pathways for senior shop students.
- Mental Health curriculum with grade 9 PHE with lots of self-reflection.
- Promoting healthy eating (concerns grade 9 girls body image)
- Pine needle baskets and drums with Joanie in Mrs. Tripp's art class



- Utilizing the Open Parachute program
- Cross Country Running team will resume.
- Teaching French using mindfulness vocab and activities.
- More conferencing with students this year in both semesters.
- Looking forward to learning how to go gradeless
- Working with Monique Grey-Smith's practice and the blankets of resilience, promoting identity, family bonds, community and culture.
- Arrange more presenters.
- Looking forward to helping students find their passion, perhaps take some ideas from rural schools thinktank around passion blocks or deep dives.
- Partnership with Constable Bentley for "Cooking with Constable"



- Utilizing Teams to provide that accountability piece for students
- Provide more “experiences” : Tea at the Empress, Cowboy Cookout , Maritimes Kitchen Party
- Outdoor ed / PINES
- Return of our Hot Lunch Program
- Go gradeless in PHE and ADST
- Use Open Parachute Program for Mental Health
- Community Outreach – Musical Theatre 9/10 class performed outdoors for the residents at the Manor



- Community Connection- Student Art Show at Riverside Centre
- Performing Arts Adaptions – Musical Theatre 11/12, Filming Grease, then turned into live show
- Collaboration/Cross Curricular Literacy and Numeracy Scavenger Hunt with grades 11/12 with Mr. Steer
- Art Outside – Sr Art did a photography unity and enjoyed a fieldtrip to Son Ranch and Gallery 2



- Aboriginal Education- Art 8/9 did Basket Weaving and Art 11/12 did Soapstone Carvings
- New English Course offering: First People's English
- Team Teaching: with Ms. Slaney for First People's English, with Mr. Steer to combine PHE 11/12 with First People's English in some kind of outdoor capacity
- The return of live public performances to the BCSS stage



- Have/take students to info sessions on campus for nearby post secondary institutions
- Created a nutrition room for each cohort and continued to serve a variety of healthy foods while working within the guidelines for being COVID safe
- Reduced waste in nutrition rooms by using dishes instead of plastic packaging.
- Utilized getting outdoors as much as possible while meeting with students, going for walks or simply sitting at the picnic tables.
- Was able to continue helping Holly Hume from Freedom Quest connect with students 1 day a week in the school.
- Coordinated with Carol Mitchell with the Foods for Families Program.
- Interactive bulletin board in mail hallway for Mental Health Awareness month in May.
- Pride/LGBTQ2S awareness Bulletin board display in main hallway in June for Pride month
- Continue to offer a variety of healthy foods with our Nutrition Program
- More educational bulletin boards to build awareness on important issues
- Continue to utilize getting outdoors with students as much as possible.



- Coordinate with teachers using the Open Parachute program, be available to sit in their classrooms on days they are utilizing it.
- Get back to offering some small, short term groups to target specific social-emotional learning components (Another round of the Cooling Down Teen Stress, etc)
- Look into creating a Zen Den for our school

- Wendell Shuster, an astronomer at While Lake Observatory consented to meet with both Science 10 classes, at two different times, to present information and answer questions about the observatory and space in general, using Zoom. He was very well-received by the Science 10 students, and we were all so grateful to him for doing that, especially since it was free of charge!
- The English 10 teacher (Mr. Johnson) and I got together and planned a science/English field trip for the last day of school. We went to Son Ranch, and received an excellent tour from Shiloh, and then to the Grand Forks Art Gallery, where we experienced a unique story-telling exhibit. The field trip was very well-attended. The students seemed to have a wonderful time, just being together. It was a wonderful way to end the year!
- I also thought that intramurals were very successful last year. The fact that we had a staff team that played against the students made them even better. Such teacher interactions with students infuses school spirit, creates excitement, fosters student-teacher, teacher-teacher and student-student relationships, which helps us bind together as a community.



- I want to focus even more about finding ways to help every single student in every one of my classes to be successful in the course, and to be healthier, more grounded and wiser person as a result. Being flexible and adaptable; keeping standards high, yet attainable for all my students is my goal

- If at all possible, I wish to infuse “real life” learning into my classroom, using as many field trips and guest speakers as is feasible.
- I would love to be a part of a staff intramural team again this year.
- Facilitated a student-led Provincial Student Election 2020 / and organized an In-Person Candidate Debate



- Community Partnerships to explore active & healthy living in PHE: Village of Midway Arena, Mt. Baldy, Grand Forks Aquatic Centre
- Incorporation of local arts and culture in learning opportunities: including Indigenous learning, Kettle Valley Museum, Gallery 2 in Grand Forks, Raven's Park
- Facilitated student-led Ted Talk presentations on authentic passions that promoted the life skills of public speaking



