

BOARD OF
EDUCATION



Comox Valley Schools

A Community of Learners

INNOVATIVE • INQUISITIVE • INCLUSIVE

Strategic Plan

Annual Report

2019-2020

School District No. 71
607 Cumberland Road
Courtenay, B.C. V9N 7G5
www.comoxvalleyschools.ca



A Community of Learners

INNOVATIVE • INQUISITIVE • INCLUSIVE

The Board of Education acknowledges that we are on the traditional territories of the K'omoks First Nation. We would like to thank them for the privilege of living on their land and the gift of working with their children.



VISION

An inclusive learning community that embraces diversity, fosters relationships and empowers all learners to have a positive impact on the world.

MISSION

To inspire engaged, compassionate,
resilient lifelong learners and cultivate
a collaborative community together.



VALUE STATEMENT

We Value and Believe In

Trusting relationships based on respect, integrity and ethical behaviour

A commitment to Truth and Reconciliation with Indigenous peoples

Equity, inclusion, dignity, and acceptance for all

Global awareness and environmental stewardship

Innovation, creativity, problem solving, and critical thinking

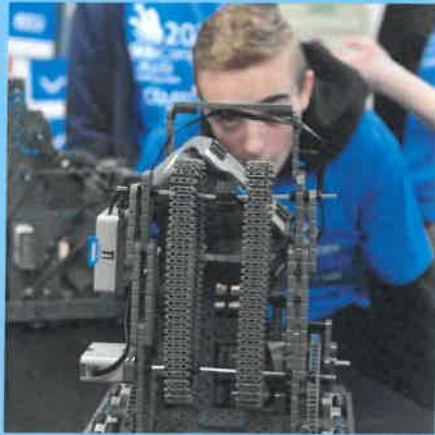
Accountability and shared responsibility

Open and engaging communication

Celebration of learning



STRATEGIC PRIORITY



Educational Excellence

Goals

Optimize innovative practices and learning opportunities

Actions

Provide ongoing professional development

Encourage and support staff innovative practices in education

Foster a climate that supports real-world connections with learning

Include Indigenous knowledge and perspectives into teaching and learning

EDUCATIONAL EXCELLENCE

GOAL: OPTIMIZE INNOVATIVE PRACTICES AND LEARNING OPPORTUNITIES

Airport Elementary

To continue to hone our skills related to student inquiry and problem-based learning

- Teachers continued to promote inquiry and project-based learning remotely
- Inquiry learning means learning in different ways and with different people
 - Teachers created flexible learning spaces which allowed students to position themselves in different places in the room for different purposes: sometimes sitting at a table, sometimes in a beanbag, sometimes sitting on the floor and even outside
- Inquiry Project on Indigenous Truth & Reconciliation "What is the truth?"
 - Airport staff will collaboratively plan a school-wide inquiry project around the question "what is the truth?"

Arden Elementary

How will a continuity of staff collaboration and the Response to Intervention Model enhance student learning, with a focus on Literacy

- R.T.I. to allow same grade teachers, L.S.T. and E.A.s to coordinate 30-minute blocks of time to work together to support our students within a tiered system

A plan for teachers to provide explicit phonetic instruction to students during Response to Intervention activities including intermediate (grades 4-5) students

- Did not continue in consideration of distancing protocols

New Boost Teacher will be targeting specifically intermediate students with literacy skills (To increase reading performance)

- Continue to focus on reading interventions in September 2020

Aspen Park Elementary

Engage in Inquiry Learning

- Environment and Sustainability
- Fostering the needs of our school community by increasing a sense of belonging
- What will a SOGI-sensitive Physical Education Curriculum look like and what resources will we need to truly engage our LGBTQ2+ students with healthy lifestyle choices



Primary Reading groups

- Reading data was collected again in September 2019 and approximately 47% of our students in grades 1 - 3 were reading below grade level
- Targeted reading skills were taught in these small groups. Movement of students within these groups is done as the need arises

Showcase Learning

- Celebration of Success assemblies were held in October, November, January, and February
- Orange Shirt Day
- Secret Path
- Student Led Conferences
- Winter Concert
- DPAC Meeting
- Kindergarten Dance

Brooklyn Elementary

Healthy Community: Support and foster collaborative teacher teamwork that emphasizes improved learning outcomes, increased student engagement and/or positive parental involvement

Goal of Brooklyn teachers is to engage in teamwork that emerges through the year and in response to teacher ideas and initiatives. This is a practice that supports a healthy school

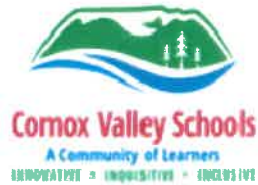
- Growth here through the Brooklyn Way assemblies and certificates where parents were invited to attend and be a part of the student celebrations
- Information is shared with students to keep them involved with our school goals and even model collaboration with students on group work or buddy projects

Brooklyn Way

- Our greatest successes this year
- Students on board to lead and encourage others to follow. staff created a poster that encouraged behaviours that were all part of the Brooklyn Way. we started monthly award assemblies to recognize students for ways they were successful the Brooklyn Way

Teacher teams that are wanting to explore collaboration to improve practice

- Ross Greene's ALSUP and Collaborative Problem Solving
- Team working on RTI operations
- Working on a media plan for the district, particularly around screen time and use of personal technology. A cross school team working on reconciliation through literacy kits about outdoor and health-related learning



Invite sharing to include evidence-based practice to promote measurement of the impact made and to consider next steps

Healthy School: Refine and Clarify our school identity “The Brooklyn Way” and Build collaborative and shared ownership of our school identity.

- “The Brooklyn Way” to inform the code of conduct, which teachers would co-construct and teach to the students

How might we clarify and build shared ownership of Brooklyn’s identity, for a strong healthy school culture that embraces diversity and fosters rich learning for all?

- Brooklyn teachers is to engage in teamwork that emerges through the year and in response to teacher ideas and initiatives

Courtenay Elementary

Build positive and clear communication by speaking, listening, viewing, sharing, questioning, and representing across subjects

- Develop the Courtenay Way Expected Behavior- PBIS
 - Friendly criteria that focus on being Respectful, Responsible and Safe. Co-created with students and reviewed at staff meetings
- Link the Courtenay Way to 6 Cedars
 - Teachers are using 6 Cedars in their classrooms and have tied the animals in the story to the Indigenous ways of knowing, the Core Competencies and the Courtenay Way
- 'We Thinkers' Social Thinking resources and teachers (including our SLP, LST and BOOST) are teaching students the group plan language
- Use the Common Language embedded in AFL. being taught self assessment using 'I can' statements
- Regular check in with students on participation and engagement. Music and Drama Dance teachers decided that regular check in with students would help them understand how students were doing as they entered class
- The Bear's Den. Pull out morning program for a few early years students to enhance school readiness skills
 - Used it to support small groups of K students with regulation and school readiness
- Developing AFL strategies to promote self assessment and curiosity through questioning. Teachers are using inquiry in classrooms and have embedded AFL strategies particularly around self assessment and using I Can statements
 - Students at all levels were able to gather main ideas and details from a variety of text
 - Students and Teachers, at all levels, worked on using non-fiction text to gather main ideas and details
 - Their language is moving from 'I can't' to 'I can' - becoming so confident and engaged
- Winter Concert - two main goals: one was to create a strong caring community by working together and the other was to empower all of our students. We accomplished both goals

Denman Island Elementary

How can we integrate indigenous ways of knowing into daily practise?

- Students in grades 2, 3 and 4 have created woven bags and are beginning to collect items of significance to them
- Barb Whyte an Indigenous elder met with each class on Wed. Feb. 5 to discuss the use of native plants in indigenous food sources and medicine
- Use indigenous talking circles in daily practise

Ecole Puntledge Park

How can a focus on oral language help increase overall literacy achievement?

Ensure appropriate infrastructure for staff and student learning

- After school tutoring clubs
- Outdoor classroom seating area – source and prepare logs for seats
- Update/refresh Sensory Path
- Bike shelter construction
- All classes have at least 1 Outdoor Education period per week with our Specialist Teacher
- Concours d'art oratoire - intermediate French Immersion students
- French Immersion Conversation groups during home-learning
- French Language Conversation Groups facilitated by EA
- C.L.I.P. classroom work led
- Create Chatterboxes and deploy for use
- Oral Language Collaborative Inquiry Group

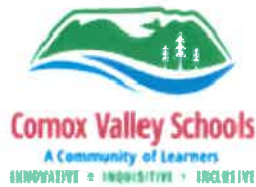
Ecole Robb Road

Inviting the broader community into the school to learn together – Community Events

- We put a lot of effort into also keeping students and families connected to the school community through fun videos, daily announcements and read-alouds on the school VIMEO page and FLIPGRID account
- Family Literacy Day (January 27) we had a school-wide read in, guest storytellers visiting classes and a "teddy bear" reading night in the evening to share literacy resources with our parents

Build our ERR Community through 6 Cedars, reconciliACTION and teaching to the heart

- With the help of local artist Jason Craft, each student created a square in the mural below. Jason drew the wolf and cedars as a reminder to "travaillons ensemble" - WORK TOGETHER
- Grade 6 students will volunteer 3 times at the sonshine lunch club soup kitchen program in Courtenay
- Creating 1000 origami ravens for reconciliation
- Michael Bortolotto spoke to all 20 classes and ~40 parents about social inclusion



Focus on French as a norm for academics and fun

- The library learning commons is the hub of learning in our school
- Teachers created plans for implementing the oral language rubric in their classes

Hornby Island Community School

Which of our current online/offline resources for Literacy and Numeracy instruction meet the needs of our K-8 multi-age groupings and demonstrate the growth in learners we wish to see?

- The at home learning and blended learning opportunities this year due to COVID-19 will help us in further determining which of our resources are most beneficial in supporting learners both in face to face and blended learning environments. Both paper based and online resources are being explored as we work through this goal area
 - We looked at Mathletics for our students
- Continue to provide ongoing assessment for learning to inform next steps for individual learners regardless of their grade level (e.g. a child in Grade 4 could be working at a Grade 6 level in Mathematics and vice versa)
 - Meet with families to design student learning plans. We also assess learner skills with our District Math Assessment and Reading Assessments two or three times a year

Huband Park Elementary

How does developing a common language and collaboration across the grades for SEL, Numeracy and Literacy impact teaching practices and improve student learning?

- Our school met as an entire team over two days this year using Evergreen funds to help carry this conversation forward, and then the pandemic offered the tipping point to open up hearts and minds of our school team. Not back to normal, but back to better

Continue to improve teaching and learning for Social Emotional Learning (SEL) through study and use of the book "The Third Path"

- Developing relationships and attachment to school with our boys' group
- A book club to discuss the Chapters of the Third Path. planning for do work around bring a more trauma informed school

Continue to improve teaching and learning for Literacy through the use of Story Grammar Marker (SGM) and the 6 Traits of Writing

- Pre and formative and end of year assessment using the same tool (a free write) is key to this work
- Intermediate teachers will continue to support student learning in literacy by focusing writing on the 6 traits – ideas, organization, voice, word choice, fluency, and conventions

Continue to improve teaching and learning for Numeracy through the use of stand-up Numeracy and other grouping strategies

- A core group of teachers is working on improving math teaching and learning using constructionist and inquiry techniques, as well as differentiation using flexible ability groupings
- Teachers will continue to investigate and support student learning in math through the use of a variety of different strategies including numeracy tasks, group work, and multi-class flexible groupings
- 3 lead teachers in this group will now work with three relatively new teachers next year to expand the work

Miracle Beach

Literacy: As a school community how are we improving and expanding students' knowledge, skills and attitudes in the area of literacy (reading)?

- Our number one priority is literacy. Literacy encompasses many areas such as reading, writing, comprehension

How does the learning reflect authentic ways of reading, writing, thinking and reasoning as identified in the curricular competencies?

- Focused reading strategies used by all Primary teachers
- Jolly Phonics
- Common Decoding Strategies
- Reading Groups 3 x a week
- Writing Folders

How are we making literacy an experience that is relevant to students' interest, everyday life or important current events?

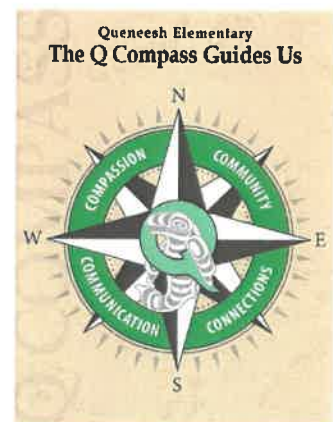
- Buddy Reading
- Raz Kids for students who need reading support- School and home
- Be Better Readers with Toolkits to self monitor and self correct
- Time to read daily

Queeneesh Elementary

Establish a School Wide Common Language

To build on our identified values ("The Q Compass - Guiding us on our journey) with the student body and the broader school community to embody the common values we want our students to exhibit.

- Launch assembly and reflecting on communication strategies as part of their assigned tasks
 - When I communicate I can ...
 - When others communicate I can ...
 - My behaviour communicates ...





Through the continuation of the roll out of the Q Compass

- Celebration of the completion of the Compass roll out

Foster emotional capacity in our students

Through Environment (classroom, school and community)

- Calm/comfortable places in classroom
- Best practices to support inclusion (an inclusive classroom)
- Improve common spaces
- Review of Trauma Informed Practice
- Purchase and installation of a Sensory Pathway at the school entrance
- Empowering individual students to take control of emotional sensitive events and topics (Orange Shirt day and Terry Fox Run)

Through Opportunities (classroom, school and community)

- Fluid movement based on abilities/passion areas (ex. mini electives)
- Celebration/Acknowledge efforts and their journey-increase visibility
- Deepen integration into indigenous ways of knowing
- Build on parent understanding
- Environmental stewardship
- Launch of connections challenge between classes - bridging relationships kids to kids, kids to staff and staff to staff

Literacy: To increase our students' abilities, confidence, and independence with literacy

Connect to families to importance of reading – expert for parents

- Continuation and celebration of Connecting with the Q. Weekly read alouds by VanderRee. Student submissions on the website of children sharing their read alouds
- Remote learning
- Books for Bikes launch

Creating and use a uniform system of data collection that moves on with the student

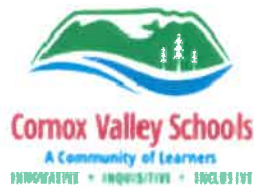
Royston Elementary

Will focus on inquiry learning increase student engagement, foster curiosity, deepen understanding and generate good questions in the classroom?

- These puzzle pieces have been made into two giant puzzles on display for our school. An interesting theme emerged: Outer space is very popular

Will having a common approach to teaching improve our students' quality of writing?

- Using the writing continuum and district writing criteria
- introduced the writing continuum to their students. Students are self assessing their work



Valley View Elementary

Numeracy: How can we build number sense to give our students the basics needed for future grades?

- Real life situations for Mathematics to engage students. Using word problems to learn number sense
- Continue working on 10 Frames and skip counting
- Fun Challenges with order of operations
- Continue to work with students to learn the basic facts

Continued Professional Development specifically in number sense

- Teachers provided and received training on Teams and Mathletics in developing their online programs

To incorporate Inquiry into our practice in a variety of disciplines.

- Classroom Inquiries - Gr 2. Life Cycle, Gr. 3/4+7 Garbage, environment, sustainability, Gr. 3 Daily Life First Peoples
- Inquiry Fair - 5 divisions had planned on going
- Outdoor play
- Idea: Loose Parts

Lake Trail Middle

How can we make each student's life better by developing effective, lifelong learners?

Develop Community: skills, practice, and inclusion

- Installed gender neutral restrooms and painted one rainbow colours on the outside to help raise awareness of the need of respect for all people
- Ross Greene's recommended approaches to supporting student behaviour learning – proactive collaborative solutions
- Applying our trauma informed learning to our practices

Life Skills Program moved to LTCMS

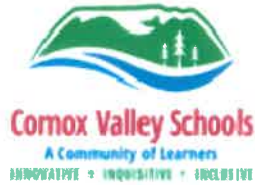
- Students have increasingly spent time in classes, have increased their capacity, and we have added one more student. Considering some of these students have never been in school, having them in our school regularly and functioning well is a great accomplishment

Actively seek and embrace opportunities to improve our Indigenous ways of learning and being

- Have an Indigenous Leadership Group – Namwayut
- The first three staff meetings have been focused on Indigenous ways of learning
- Participating in the Downie-Wenjack Project in multiple ways

Part of a SETBC pilot program to improve our inclusive practices

- Helped create a playbook with SET BC to help others move toward more inclusive practices
- SET BC to help others move toward more inclusive practices



- Created an Inclusion Team that includes site-based teachers, district support personal, and teachers with SET BC
- Improving our understanding and application of UDL (Universal Design for Learning)

Continue to learn and use Collaborative and Proactive Solutions to support student success

- New teachers received a copy of Ross Greene's Book *Lost and School* which has been the anchor for our work in this area

Develop our understanding, use, and proficiency of Universal Design for Learning

- Staff recognized the need to personalize instruction and to co-create curriculum with their students
- Through remote learning we are learning more ways to meet student needs 5 collaborative inquiry projects: Collaborative and Proactive Solutions; Waste Management Program; Engaging Math - Jo Boaler; Continuous Reporting - e-portfolios; and Integrating Curriculum through Inquiry

What is an LT student and what do we take pride in?

is active
is aware
is creative
is open-minded
works well with others
is kind, caring, and honest
is curious and likes to learn
supports others and diversity
recognizes the importance of a healthy environment
takes pride in themselves, their school, and their community

Working within a community

- Family of Schools work was active throughout the year. Lake Trail staff led four Collaborative Inquiry Projects, 3 of which involved teachers from our feeder schools (Numeracy; Collaborative and Proactive Solutions; Environmental Sustainability)

Improve Executive Functioning Skills

- Working remotely has increased our awareness and prioritizing of Executive Skills

We will have an active Environmental Club

- Taking care of our recycling and have created bees-wax covers to get away from single use plastics
- "Pen Cemetery" project for dead pens to be recycled
- "Climate Crew" club that leads many awareness initiatives around our school

Mental Health

- Most staff have taken courses connected to mental health and have participated in webinars

Cumberland Community School

Focus on phonemic Awareness in Kindergarten

- Purchase Heggerty Phonemic Awareness Curriculum
 - Copy of Kindergarten teaching book purchased for each Kindergarten class and 1 for LST
 - Heather Williams - came in and did demo

To improve literacy competencies

- Create 2 book clubs
 - Book: Do I Really Have To Teach Reading, Grade 6-12 - 5 teachers participating
 - Book: Catching Readers Before They Fall, Grade K-4 - 12 teachers participating
- To increase reading fluency
 - Tracking reading levels for Kindergarten to Grade 4
 - Grade 1-4 track September/March/June
 - Kindergarten track March/June (letter sounds)

Glacier View Secondary Centre

Conducted a student survey to determine what factors are inhibiting academic progress at Glacier View Secondary

Factors Hindering Academic Success	Percentage of students selecting this factor
<i>Mental health challenges</i>	75%
<i>Poor sleep patterns</i>	73%
<i>Poor attendance</i>	59%
<i>Students not asking for help</i>	51%
<i>Cell phone distraction</i>	37%
<i>Substance Use</i>	37%

Design strategies to support students with cell phone distractions

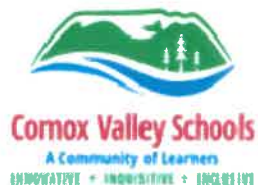
- Wi-Fi Turned Off
- Students hand in their phones to their teacher at the start of instructional time
- Lock it & Dock it

Design strategies to support students with poor sleep patterns

- Strategize ways to help students embrace better sleep patterns as this issue does have a negative impact on the academic progress of our students

Construction of trauma sensitive learning environments in the classroom

- Students to work quietly out of sight of other students, provides the low anxiety comfort some of our students require to be successful



Implement a new attendance policy

- New attendance policy was designed in an attempt to improve student attendance as well as to provide consistency among our classroom teachers

Increase Indigenous knowledge and educational opportunities for Glacier View students

- Indigenous Island Health Career Fair on Nov. 20, 2019
- An Indigenous student art project was completed by 81 Glacier View students

Provide important and current information to students on career and trade options

- Invited Dawn Anderson and Steve Claassen: Career (Trades & ADST) Coordinators to speak to Glacier View students on Feb. 4, 2020

Highland Secondary

Central concern is to continue to enhance and develop student-learning opportunities that engage, challenge, and prepare students for their chosen future.

Continue to develop and support Blended-Learning opportunities in our classes

- 100% of Highland staff will be using Canvas for the 2020-2021 school year
- Learning support in Blended Learning expanded as LSTs and EAs were added to courses in Canvas to support students in their respective classes

Develop and offer new courses in response to student interest and curriculum change

- Digital Art Media 9-12
- Career 9-12 & Capstone
- Literature Studies 11 & New Media 11
- Human Geography 12
- Improv 9-12
- Makerspace 9-12

Embed and support Mental Health and Sexual Health curriculum

- Weekly Anxiety Awareness Group
- Highland is now registered with the mental health organization
- Counsellor made scheduled visits to all PHE 8-10 classes to give Mental & Sexual Health presentations

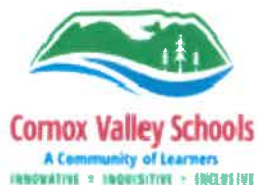
Embed inquiry projects into academic classes 8-10

Increase the number of our students taking ACE-IT, Apprenticeship and Work Experience

- 12 students doing Trade Samplers in 2021
- 20 students doing Dual Credit at NIC 2nd semester of 2020/2021 year

Use Flex Block model to provide enriching and choice-driven learning experiences

- Regular meeting of her Model United Nations Team
- Math teachers run Math club (Mathletes) during Flex to prepare students for a variety of math contests



Use Flex Block model to support learning through tutorial, seminars, work completion

- Flex Block was used to deliver the Careers 11 and Careers 12 program in a blended format. This allowed students more course options within their timetables

Mark R. Isfeld Secondary

To incorporate the core competencies at all levels so that they manifest themselves uniquely in all disciplines

Increase core competency literacy in all grades through direct discussion

- Mini core explanatory competency lessons in specific subject areas
- Look to develop a grade 8 explorations course that enables the teacher the time to explain and implement the self-evaluation process
- Look to develop a grade 9 explorations course that provides the teacher the time to further develop and grow the self-evaluation process
- Mini core explanatory competency lessons in specific subject areas

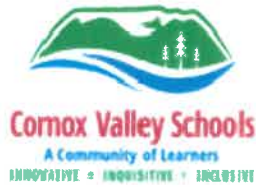
G.P. Vanier Secondary

To positively impact the culture at Vanier - Celebrating accomplishments, fostering positive relationships, and recognizing diversity

- Each staff meeting starting with Kudos - often started by admin and continued by fellow staff members. Students were recognized in a variety of ways - volunteer recognition night, spirit assemblies, embedded in classroom practice
- Worked with Shelley Moore, who modeled differentiation and inclusive methods of teaching. Release time was provided for staff to work together. Students in grade 8 and 9 were targeted with these supports. Analyzing term 2 report cards showed a drop of approximately 8% in students at risk or failing a class compared to January 2019
- Grade 8 assemblies were run by the Community Events and Planning Class

To provide opportunities for students to grow as global citizens through curricular and extra curricular activities

- provide many extra-curricular opportunities for students - Vanier had 30+ teams for the year, and almost as many clubs and opportunities for participation
- New clubs were started this year - Random Acts of Kindness, Magenta/Flash, Book club, while others continued to draw new members - Improv, weightlifting, GSA, etc.



Navigate/NIDES

Support students through personalization of learning delivered with integrity

- Grade 10 to 12 curriculum has been re-written to focus on competencies and big ideas. Each course offers "voice and choice" for students, giving them opportunities to express what is important to them about what they are learning, and providing a variety of options to meet learning outcomes
- Due to closed testing sites have forced teachers to create new assignments to demonstrate learning
- Students form a genuine bond with their online teacher
- Clerical will now report to admin any suspicious cases of students completing courses in a very short span of time
- Academic Integrity Committee struck to investigate incidents of cheating by students

To increase sharing of individual passions and project learning, to increase student engagement in their own learning

- FAe program went ahead with their year end talent show, opting to make this one a virtual event
- HLC teachers report that more students, particularly older students, have posted their own work, rather than relied on their parents to do it.
- Students created projects during the pandemic and shared them online using Teams and Zoom



STRATEGIC PRIORITY COMMUNITY ENGAGEMENT

Goals

Deepen integration of
Indigenous
ways and knowing

Actions

Work in partnership with IEC to
implement and celebrate the
Indigenous Education Agreement

Embed TRC recommendations
throughout district

Display tri-language signage at all
sites and facilities

Increase communication with IEC

Embrace established Indigenous
protocols

Goals

Foster relationships
with community,
parents and
educational partners

Actions

Continue the Re-Imagine
Organizational Culture

Continue to foster a
positive working
relationship with
Community Collaborative
and Early Learning
Partners

COMMUNITY ENGAGEMENT

GOALS: DEEPEN INTEGRATION OF INDIGENOUS WAYS AND KNOWING

FOSTER RELATIONSHIPS WITH COMMUNITY, PARENTS AND EDUCATIONAL PARTNERS

Arden Elementary

How can we enhance our sense of school community through developing positive relationships and authentic connections between students, staff, parents, and our local community?

- During Covid19 donations in the form of \$100 dollar gift cards were handed out to Arden families in need

Connecting with our local R.C.M.P. through programs such as "Life Outside the Box"

- Many of these connections did not continue after COVID-19

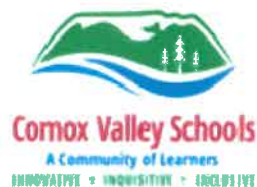
Aspen Park Elementary

Build School Culture by Participating in School Community Events

- All students in grades 1 to 7 placed in multi-aged teams for the first week
- Reviewed the 7 Habits as well as taught about our school roles and responsibilities
- Terry Fox Run
- Tour de Rock
- Orange Shirt Day
- Chanie Wenjack
- Exploratories
- Aspen Park Spelling Bee
- Musical Showcase of Learning
- St. Paddy's Day BBQ

Community Connections

- The Views
- Berwick
- Tour de Rock Cops for Cancer
- Terry Fox Foundation
- Lions Monarch Service Group
- Comox Valley Public Health
- Comox Legion
- CV Therapeutic Riding
- JumpStart Charities
- Dr. Clair Vanston



- Parent education around healthy families
- School wide, multi age events

Courtenay Elementary

Can we empower vulnerable students and create a strong, caring, engaged community by using fine arts?

- Music and Drama Dance teacher have worked together to promote a very engaging yet caring culture. Students have fun, take some risks in communication, and find some strength in performance
- Before and after school clubs and classes - Breakfast club and before school clubs started the second day of school. After school clubs started towards the end of September

Denman Island Elementary

How can we develop understanding and empathy for the historical perspective of indigenous peoples who have been affected by residential schools?

Shi-shi -etko and make woven bags with students which they fill with meaningful items

- Activity was completed by grades 2,3 and 4

Including indigenous ceremony, knowledge, and language into our planting of our native plant species

- participated in planting indigenous species of plants and we did a drum ceremony to encourage the seeds to grow

Indigenous community member to make a drum with students

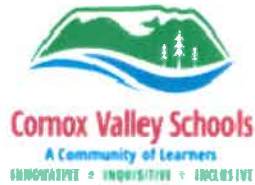
- An indigenous community member has visited about 5 times to drum with students at all age levels

Ecole Puntledge Park

To provide opportunities and reinforce the relationships between staff members, students, parents, and the community

- Courtenay and Councillor visit to discuss UN Tress for Cities Challenge
- Cabane à sucre
- Supporting Terry Fox Cancer Research Fundraising Campaign
- Filling and delivering Christmas Hampers
- The Way to School campaign - supporting sister school in Uganda
- Everybody Deserves a Smile (EDAS) school wide initiative to bring comfort to the homeless
- RECONCILIATION Food Bank Walk

Hornby Island Elementary



- As a small school, connecting with local organizations will provide our learners with greater opportunities to diversity learning
- Started several great community collaborations this year
 - Planted bulbs in the fall with the Natural History Stewards
 - Worked with a UBC Education Professor with ties to Hornby on a plan to create a labyrinth
 - The Hornby Island Arts Council (HIAC) also has begun to offer more opportunities that we can take part in

Huband Park Elementary

PAC and Parent Engagement

- PAC parent group and really focused on improving communication to the community
- Welcome back breakfast and reading program in September
- Parent teacher interview day with Scholastic book fair
- Santa's breakfast community building event
- Salad bar and hot lunch volunteer drives
- The school closure we organised a community drive through "wave parade."

Miracle Beach

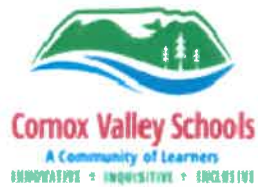
School Culture: How do we develop a school culture of inclusiveness that encourages a sense of Self Belonging and that improves student Health and Wellness

Embedding Indigenous Education in the classroom/school

- To increase the use of accurate, authentic, and relevant Indigenous resources in the classroom
- Introduction to the Wellness Wheel.
- 6 Cedars and Traits
- Class set of drums made by 5/6 class
- Metis Week- Story tellers
- Bead Timeline created specific to Miracle Beach
- Teaching District Indigenous song in music classes
- To integrate reconciliation and Indigenous ways of knowing across all grades for all learners
 - Downie Wenjack Project- Residential School Tiles project

Environmental Stewardship

- To educate and empower students to embrace an environmentally healthy and socially just lifestyle
 - Student lead and run composting program.
 - Hay bail garden
- To reduce the schools carbon footprint in the short term and achieve carbon neutrality in the long term



- Environmental Sustainability Committee formed with teacher, support staff and parent
- Starting in March we did not provide one use utensils from the office
- Cloth Library Bag program started
- School wide Composting program

Health and Wellness

- Develop educator understanding of the inter- connectedness of Well Being and Achievement - 1. Safety 2. Regulation 3. Belonging 4. Positivity 5. Engagement 6. Identity 7. Mastery 8. Meaning
 - Staff completed Book Study on the Third Path in February

Sense of Belonging

- How are we as a staff making the school environment welcoming to students and families?
 - Lessons on body language, adjusting tone, voice a chosen word
 - Creation of a grade 7 leadership program
 - Diorama Project to create teamwork
 - Starting a boards game club for students with social interaction issues
 - Classroom lessons on Empathy

Queneesh Elementary

School Culture Community Engagement Practices. As part of our school culture we do the following:

- Paint night
- Games night
- Geo-cache
- Weekly Newsletters
- Volunteer coordinator
- Community partners (living hope, hospital foundation)
- Treasure Sale

Valley View Elementary

Held a Grade 7 Celebration for students only (with social distancing)

- Students received a Valley View pen, a certificate, a chocolate medallion, and a cupcake
- A collage of the ceremony was mailed out to them

Welcome to Kindergarten event. WTK was held at the front of the school with the two kindergarten teachers as well as the music teacher and one administrator

- We took their pictures
- They picked up their Welcome to Kindergarten bags

- A PowerPoint and video were sent home

Completed Community Links Form – Used Community Links money to support school programs

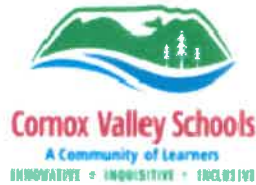
- Coffee and Muffins for the Open House at the beginning of the year taken from Community links funds
- Our tea trolley program provided real life experience for our special needs students
- Supported families through Thrifty's gift certificates and Lush Valley Recommendations
- Supported one family specifically with breakfast, lunches school supplies and clothing

Cumberland Community School

- Connect with Cumberland businesses
 - Classes access the museum for history on the village
 - Film year end award announcement for Grade 9 All Around - Lamp winner in the museum with Mayor Baird
- Access the public library
 - Kindergarten and Grade 1 classes visit the public library and get their own library card
 - School advertises and encourages the summer reading program at the public library
- Connecting to the Cumberland Bakery
 - Class visits to the bakery
- Connection to Firehall
 - Fire department participates in one fire drill a year
 - Classes visit fire hall
- Cumberland Wilderness Society
 - Provided "Bear Safety" training for classes using the community forest
- Invite entrepreneurs from the community to share their experiences with Grade 7
 - Entrepreneurs from Cumberland came and shared their experiences of taking a passion and making it a business
- Programs with Cumberland Recreation
 - Grade 2/3 classes used CRI gym
 - After school programs
- Connect with Cumberland Lodge
 - Classes spend time with residence of Cumberland Lodge

Connect with Preschools and Day Cares for smoother transitions to school

- Dinner meeting with Cumberland and Royston Preschool Educators, StrongStart Facilitator and School Kindergarten Staff
 - Make connections with Early Year Educators to create smooth transitions to school – Kindergarten



- Kindergarten teachers, StrongStart facilitator and local daycare/preschool educators met over dinner to generate ideas of how to work together for smooth transition to Kindergarten
- Invite Preschool and Day Care Educators to Welcome to Kindergarten
 - Have Cumberland Daycare and Preschool Facilitators help/join Welcome to Kindergarten event to help families and students feel comfortable and supported in the transition to meeting school staff
- Participate in Climate Change BBQ
 - Invite all Cumberland residence to participate in the Climate Change BBQ hosted by our Community Leadership class. Great turnout
 - Sold environmentally friendly shopping bags designed by the class
- Share food with the community
 - Provide families and community members with left over food from Turkey Lunch
 - Snow Day - open school for community members to come get salad
 - When extra food is accumulated in lunch programs it is shared out to families in the community
- Learn from an Elder in Residence
 - Weekly visits from Sheila Buchanan - Elder assigned to CCS
- Work with Cumberland Mayor and Council
 - Have Mayor and Council members at events and accessible to students and staff
 - Mayor and Council to support Climate Change event with seed money
 - Mayor and Council will attend BBQ
 - Mayor and Council will help advertise event
 - Mayor and Council members are invited to serve turkey lunch and eat with classes.
 - Mayor and 2 Council members judge school spelling bee
 - Community Leadership class meets monthly with the Mayor of Cumberland to talk about student involvement in the community

Glacier View Secondary Centre

Embrace invitation from Courtenay Rotary to celebrate Glacier View's Student of the Month

- Accepted 2 invitations during the school year to honour Glacier View's Student of the Month

Seek a supportive relationship between Cobb's Bakery in Courtenay and Glacier View

- Reached an agreement with Cobb's Bakery whereby their bakery would donate 'day old' baked goods to our school for our students

Seeking a supportive relationship with Value Village to provide free clothing to students in need

- Every 2 weeks a staff member stops by Value Village to pick up a few boxes of clothing



Highland Secondary

Build partnerships with North Island College to better assist students transition to post secondary school

- NIC counselor on site every couple of weeks to meet individually with our students

Mark R. Isfeld Secondary

Ensuring Sustainability is a priority in our school

- Climate Change lessons provided to all teachers
- Organized District Environment and Sustainability club
- Created a Mark Isfeld School Sustainability Team
- Oceans plastics unit district committee
- Youth Climate Action Conference

Providing extra supports to ensure students are successful

- Homework club
- French Immersion Tutoring
- Case management was discussed during the COVID environment to ensure regular contact

Peer tutoring program

- Peer tutors created a mental health support

G.P. Vanier Secondary

To provide opportunities for students to grow as global citizens through curricular and extra curricular activities (Contributing to Community Engagement)

- Globally, students planned international trips, embraced our ISP students, hosted a global lunch.
- Locally, students went on work experience in the community, the senior band played in the Remembrance Day ceremony in Cumberland as well as a Christmas concert in Comox, formed partnerships with feeder schools to share expertise, etc
- Visited the daycare as part of the curriculum and did small practicums
- Continued the tradition of supporting the Terry Fox Run, and Christmas Hampers

Navigate/NIDES

Learning that is promoted through the personal passions of the child (sparks) and collaboratively guided by the parent and the teacher

- Parent Workshop series provided by staff and organized through PAC to support parents during COVID-19 and beyond

- How to support your home learner in Math. How to support your home learner in Language Arts. How to support the mental health of your home learner. How to provide good nutrition to your home learner

Interventions for students who are not progressing: Patient, persistent, wraparound support; Ensure student feels safe, respected, and valued

- Took several steps to enroll students with significant special needs in our Compass and ENTER programs. Two of three of these students were successful
- LSTs were just starting to contact more frequent and more pro-active SBT meetings for students

Transitioning from our program successfully

- Transition from FAe program is ad hoc and risky for parents. We have moved ahead with reducing grade range of the FAe program to K-7 so that these students may transition consistently to Vanier as their catchment school in grade 8

STRATEGIC PRIORITY

ORGANIZATIONAL STABILITY & ENVIRONMENTAL STEWARDSHIP

Goals

Optimize infrastructure to support learning

Actions

Ensure long range facilities plans are aligned with 21st Century practices

Maximize the use of school and community facilities to support learning

Goals

Foster environmental stewardship

Actions

Align outdoor and environment learning opportunities for long-term sustainability

Reduce carbon emission and environmental footprint

Support the establishment and augmentation of school garden projects

Reduce the use of single-use plastics throughout district

Implement strategies for zero waste by increasing recycling and composting efforts in all facilities

Augment the Active Travel Program and public transit commute initiatives

ORGANIZATIONAL STABILITY & **ENVIRONMENTAL STEWARDSHIP**

GOALS: OPTIMIZE INFRASTRUCTURE TO SUPPORT LEARNING

FOSTER ENVIRONMENTAL STEWARDSHIP

Arden Elementary

How can we foster a sense of environmental awareness and stewardship in our school community?

- Adopting a composting program supported by our PAC – will continue
- Banned Juice Boxes from school due to single use plastics
- School initiated a "Pack Everything Home" policy for student lunches – 80% of classrooms are doing the "pack in" and "pack out" successfully with students
- Single use plastic spoons and forks are no longer provided at our school for student use. More challenging than we expected. We will continue to encourage our students to bring their own utensils!

Brooklyn Elementary

Healthy Planet: Students will make more sustainable choices around their ecological footprint and reduce garbage

- pack in / pack out has been practiced since the beginning of the year
- We refuse single use plastic cutlery from our hot lunch vendors and have acquired metal cutlery to borrow for hot lunch or if forgotten
- Re-usable napkins to provide an alternate medium

Courtenay Elementary

How can we develop students understanding ownership and participation in environmental stewardship?

- Focusing on 'Pack it in, Pack it out' - se water bottles and reusable lunch containers
- Started to use metal utensils for all meals and events



Denman Island Elementary

How can we care for our environment?

Grades 5-7 students contribute to the school environment by taking on a variety of jobs

- K/1 students in 'Big Buddies, managed recycling, were lunch monitors, and organized spirit days

Participate in the Marine Stewardship annual Beach Clean-up

- The entire school participated in the annual Marine Stewards Beach Clean up

Take part in climate actions in a positive, proactive manner

- Whole school and 40 community members took part in climate action walk and group outdoor art activity and speeches

Work with the Conservancy, Denman Community Programs and the PAC towards the United Nations A Decade of Ecosystem Restoration by clearing invasive species from Conservancy Lands and repopulating the land with indigenous species

- School planted Garry Oaks, Oregon Grape, native roses, crabapple, snowberries, and camas in pots ready to be transplanted in the spring

Ecole Puntledge Park

Instill environmental stewardship

- Outdoor Education classes for all students
- Re-planting of Riparian Zone around Morrison Creek on school grounds
- Marker recycling initiative
- Replace late paper slips with wooden "Welcome" sticks
- Earth Week Celebrations
- Replace disposable utensils with metal reusable utensils
- Pack it in / Pack it out Initiative
- Collaborative Inquiry group focusing on Outdoor Education / Nature-Based Learning

Huband Park Elementary

Increased awareness and processes to reduce our footprint

- We are composting every day, and this has reduced our overall garbage to the dumpster by about 25%
- We are recycling regular blue bin items more, taking recyclables back through the Return-It program and recycling other materials like Styrofoam, batteries, and lights
- Reduction of plastic and garbage – removed plastic cutlery from all the areas of the school

Miracle Beach

Environmental Stewardship

- Student lead and run composting program.
- Hay bail garden.
- School garden MS Teams created

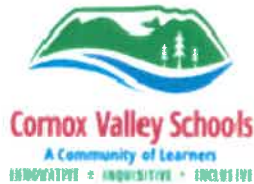
Valley View Elementary

Increasing Awareness and taking actions toward Sustainability and Environment Stewardship

- Frozen Sponges instead of Ice Packs - to be washed and reused
- Instead of Plastic Cutlery - use metal cutlery with painted tips to be returned to the office - to be washed and reused
- Colored popsicle sticks instead of paper plate slips - to be reused
- Pack in and pack out - take home garbage and recyclables (moving toward litter less lunches)
- Helping Hands group - Cleaning the playground of trash and recycling
- Garden Program
- Climate change challenge - using less hot water (BC Sustainable Energy Assoc.)
- Gr.3/4+7 Buddy classes - Ongoing inquiry into watershed management, landfill, compost, making beeswax wraps, Reusing, Waste - "Where does it go?"
- We asked families to bring their own dishes and water bottles for the Family Dance

Cumberland Community School

- Climate Action BBQ
 - Community Leadership Class: host a community BBQ to raise awareness to issues currently threatening our planet.
 - Event to spark conversation through speakers during the BBQ
 - Donations for food
- Grade 8/9 Leadership students attend "We Day Vancouver"
 - We Day Vancouver at Rogers Arena for an unparalleled event bringing together world-renowned speakers, A-list performers, and tens of thousands of youth to celebrate a year of action
- Participate in District Climate Change Conference
 - 20 students and 1 teacher attended School District 71 Climate Change Conference on February 13, 2020
- Teaching about Environmental Issues and Stewardship in class
 - Every teacher provide opportunity for learning, presentations and projects around Environmental issues
 - Regular nature walks and talks in Cumberland Community Forest
 - Recycle in classroom
 - Design and build wind turbines
 - Cumberland lake programs



- To increase global awareness and global stewardship
 - Each month a new way to help the earth will be introduced as a school wide effort
 - School will not purchase, sell or provide single use water bottles
 - change from paper plates to "Welcome Sticks"
 - Environmental club: Presentation at November Assembly on making good environmental choices during the Christmas Season
 - No longer provide any plastic cutlery
 - Community School Society lunches - no longer using plastic cutlery
 - Community School Society lunches - using reusable dishes

Glacier View Secondary Centre

Decrease the energy footprint of Glacier View Secondary

- Sourced and installed a 4th large blue recycling bin in the school.
- Continued with a robust and successful recycling program in all classrooms.
- Installed a set of highly efficient LED lights in 2 different classrooms.
- The school's breakfast & snack program uses glass plates, bowls and cups and metal cutlery which are washable and reusable

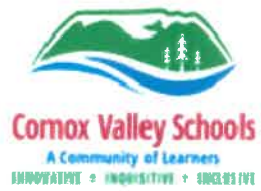
Revitalize the school garden

- School garden had already provided some nice fresh produce taken home by our community volunteers. They have committed to maintaining the school garden over the summer months

G.P. Vanier Secondary

To provide opportunities for students to grow as global citizens through curricular and extra curricular activities

- Students at Vanier embraced environmental stewardship this year. The Environment club grew in membership and activity. Students participated in Climate Marches and Protests in September/October. Some of the changes brought about at Vanier included -
 - Garbage Awareness (A day at Vanier produced this much garbage which could be reduced/reused/recycled)
 - Increased Composting for the school
 - Spearheading a district compost program
 - Reducing plastics in our cafeteria
 - Decreasing the temperature in classrooms
 - Towhee Creek clean up
 - Removing the brush around the property
 - Decreasing photocopying by posting assignments online.
 - Bring your own cutlery campaigns
 - Positive Posters around the school to increase recycling awareness
 - Investigating new containers for the cafeteria to compost and recycle
 - Increase recycling containers for beverage containers around the school



Navigate/NIDES

Pack in - Pack out lunch program for all FAe students

- Initial resistance from a small but vocal group of parents, the pack in/pack out program was implemented and ran successfully until spring break

STRATEGIC PRIORITY



PHYSICAL HEALTH & MENTAL WELL-BEING

Goals

Invest in the holistic well-being of our people

Actions

Implement a district-wide mental health initiative

Continue the Work to Wellness program

Continue to build capacity in sexual health education

PHYSICAL HEALTH &

MENTAL WELL-BEING

GOALS: INVEST IN THE HOLISTIC WELL-BEING OF OUR PEOPLE

Airport Elementary

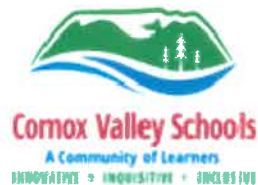
To implement trauma invested practiced throughout the school

- Our overarching goal during this time was to focus on student well-being
- Focused on the importance of reading, writing and math as well as the importance of students' emotional health
- Trauma-invested practices to meet students' needs. We looked at students' emotional needs, their need for a relational connection, their physical needs
- Adapt strategies described in Souers and Hall's book in order to implement them at the classroom level
 - Everything teachers did was trauma-informed because students and their families (as well as teachers and support staff) were and are living through the trauma of the pandemic
 - Staff did this by supporting students' emotional needs, relational needs, physical needs and their need for control

Arden Elementary

How can we support our students with challenging behaviours through developing our capacity as a staff to understand and implement trauma informed practices and strategies?

- All kindergarten and grade one students participate in an online Mindfulness lesson five days a week, for 90% of the time
- Book study from Ross Greene's trauma-informed practice to build capacity in our staff.
- Reduce the number of school suspensions by 50%, from 14 to 7 students (or less)
- Reduce the number of students referred to the office by 50%
- Started a yoga class for students once a week at lunch time
- Students spent the first hour in the morning (rain or shine) walking through the nearby forest and return to the school for an outdoor Mindfulness session (approximately 10 minutes)



Brooklyn Elementary

Healthy Self, Healthy Community: Continue to build our shared understanding and teaching repertoire of social emotional learning through the POPEY SEL Framework

- Students to internalize effective SEL and recognize that we could benefit from better understanding of SEL teaching strategies

Attend the POPEY SEL session for teachers, in August, with Aspen Elementary

- Staff participated well with POPEY learning and has received another cache of books around Bucket Filling

Courtenay Elementary

- Increase hallway greetings and positive adult presence - PBIS plan staff decided that we need to greet students and take the time to be in the hallways when students are moving

Denman Island Elementary

- Hosted the Roots of Empathy program in the grades 5-7 class

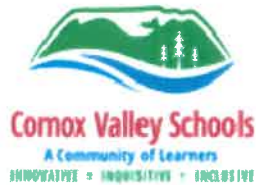
Ecole Puntledge Park

- Wellness Warriors Teacher collaboration group - workshops for staff on June admin day
- Social Emotional Boost Teacher position
- Dr. Ross Greene's Lost and Found Book Club
- Daily use of Sensory Path
- Daily use of Inner Explorer and other self regulation tools by multiple classes

Hornby Island Elementary

What impact will providing additional opportunities for arts education have on our learners' social emotional growth in relation to core competencies?

- We were off to a great start to offering a greater variety of arts experiences e.g. adding direct drawing and process painting to our weekly schedule
- During planning stages for our school wide themes, we will plan for ways to greater integrate the arts into our day to day instruction
 - One notable project was our multi-aged shadow puppet project where learners worked in small groups to create a shadow puppet show



- We have an arts teacher at our school one day a week. He will be a resource for us as we find ways, we can incorporate more arts-based learning into our daily teaching
 - Becoming more effective at diversifying our arts offerings to learners at our school
 - Older students were also enjoying some improv type drama activities
- We hold 3 student showcases per year
 - Held two successful Showcase of Learning events this year.

Huband Park Elementary

Continue to improve teaching and learning for Social Emotion Learning (SEL) through study and use of the book "The Third Path"

Royston Elementary

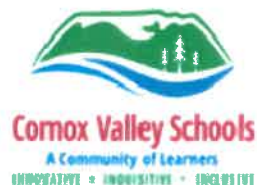
How can we develop a common language around personal and social responsibility and common approaches to support all students' emotional well being?

- Staff continues to use Whole body listening, size of the problem, expected/unexpected behaviours, WITS, Inner Explore, Zones of Regulation and engage their students in discussions around the effect of their behaviours in others
- Counsellor has introduced Zones of Regulation to 2 classes out of 4
- Staff identify students in their classes that are emotionally vulnerable
 - All students have been identified and staff have attached themselves to these vulnerable students
- Staff members sign up to 'check in' with these students weekly throughout the year
 - We had an extensive team checking in on our vulnerable students during COVID-19.
 - Staff continue to check in with their vulnerable students on a weekly basis
- We will continue working with the program, Inner Explore, for a calming strategy
 - Any staff are using Inner Explore in their classrooms
 - Inner explore is used daily by many of our classrooms

Valley View Elementary

How can working on building self-regulation and social thinking skills help develop a sense of community? ('Me' versus 'We' thinking)

- Learning to self regulate more efficiently by learning about the brain
- Go noodle- calm breathing being used in classrooms
- Body Breaks- Dance, games, and physical activity
- Continue to read the We Thinker books



- Talking about anxiety, nervousness, and getting worked up (acknowledgement) Help students understand their impact on others

Sensory Path

- Permission was granted to continue with the sensory path. Laid down stickers as of July 7th. Custodial staff will re-wax the floors when they have completed this task

Social Emotional Learning: How can working on building self-regulation and social thinking skills help develop a sense of community? ('We' versus 'Me' thinking)

- Looking at the size of the problem which will help those students that get frustrated
- Community Building: Every Child Deserves A Smile, Christmas Hampers
- Winter concert

Cumberland Community School

- Divide staff and students into 4 House Teams
- Host Be Active Be You for Grade 6 - 9 Girls
- Learn proper handwashing
- Open Gym at lunch for grade 6-9 students
- Participate in Boys Day - Grade 8 boys
- Participate in Cross Country Ski Lessons
- Participate in Reach Out - Speak Out program
- Participate in Snowboard (dryland) lessons Grade K -3
- Bike Rodeo for Grade 4 and 5
- Encourage students and staff to participate in Bike to Work week
- iRide program for Grade 4

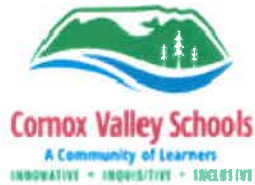
Glacier View Secondary Centre

Deliver strategies to support students with mental health challenges

- Riding the Wave – Anxiety Group: Small group work for students with a focus on breaking down the stigma of mental health and on personal skill development
- Started a social group for a select group of students. The Social Group was designed to support students who struggle significantly with initiating and maintaining social contact with their peers and as a result, these students feel quite socially isolated

Provided targeted support for senior students interested in reducing their substance use

- Youth & Family Worker leads a group of senior gr. 10-12 students who are interested in reducing their substance use



Mark R. Isfeld Secondary

Bullying and Harassment / Social Media

- Ana Homayoun: Social Media Wellness: Helping Tweens and Teens thrive in an Unbalanced Digital World
 - Discussed in all grade meetings
- 3 presentations for gr 6-11 and parents/community on Cyber use
- Kindness Anti Bullying Projects between Puntledge Elem & Mark Isfeld
- Public Health Nurse presented the McCreary report to staff
- Respect Ed curriculum with Shannon Pickering. Students teach it to younger students in a Peer to Peer education type model
- Tad Milmine, "Bullying Ends Here"
- White Hatter presentation - social media, online etiquette, safety and legality

Developing Healthy Student Relationships

- "Innocent Eyes" display that is coming to our school from the Alberni Project Museum.
- 21 students trained by the Red Cross in "Healthy Relationships".
- Facilitated the Special Olympics basketball tournament
- SOGI
- Interact was involved with "Scare for Hunger"
- Kindness Anti Bullying Projects with Puntledge Elementary
- New document supporting BC P&H curriculum entitled Supporting Student Health
- We for She: "Connecting for Change" creating diversity in leadership roles and create a more equal and shared future

G.P. Vanier Secondary

- Jack.Org organizing mental wellness supports
- Incorporating Mindfulness teaching into several classrooms
- Inner Explore Platform used in classrooms and with individuals
- Developing a calm room next to the Options classroom
- Ross Green Reading group by 20+ staff members (Lost at School)
- Psychology 11 and Inquiry 8 classes gave students resources for self and others
- PHE 8-10 classes had guest speakers

To increase awareness of the health risks of vaping, and decrease student population numbers who vape

- Vaping Awareness Campaign started in March
- A School-wide presentation was held in October, raising awareness of the impact of vaping.
- Signage increased around the building, declaring the campus a vape-free zone.
- A district drug awareness presentation was held in January. Parents and students were invited by email.
- The school nurse came in and did presentations in PHE classes.



**INTERNATIONAL
STUDENT PROGRAM**
COMOX VALLEY

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