

NECHAKO VALLEY SECONDARY SCHOOL



NVSS School Plan To Enhance Student Learning 2021/2022

Plan Contents

- School Introduction and Overview
- Plan Rationale
- Goals:
 - **Creating Student Success**
 - Literacy
 - Numeracy
 - Social Emotional Learning
 - **Honour Diversity, Enhance Connections, Engagement of the Workforce**

The NVSS School Plan and further information can also be found on the [school website](#).

School Introduction and Overview

Nechako Valley Secondary School (NVSS) was established in 1955 and proudly serves grades 7 to 12 in the Vanderhoof area. Known as the "Geographical Centre of Beautiful British Columbia," we are part of School District No.91 - Nechako Lakes. We acknowledge that we live, work and play on the Traditional Territory of the Saik'uz First Nation.

NVSS 2021/2022 Quick Stats:

Principal: Ken Young	Vice-Principal: Denise Dowswell
FTE: 588 students	23% Indigenous Students
Staff: 67 (Teaching and Non-Teaching)	Special Programs: Middle Years (MYNVSS), Alt Ed, Inclusive Ed

Our students travel from many outlying smaller communities, rural farms/ranches and Saik'uz First Nation to attend school. Our enrollment is approximately 610 students. Students, staff and parents all strive towards our school motto "Learning is the Focus," and it is the reason for the school's success in many areas. NVSS offers opportunities for students to be involved in Drama, Band, Athletics, Art, Applied Skills as well as a variety of academic and work experience programs. We also welcome exchange students from various countries and enjoy sharing our Vike Nation spirit.

Plan Rationale

Our school plan aims to:

- Develop and communicate a shared vision that builds commitment
- Build consensus about school goals and priorities
- Build a productive learning environment

Our goals are based on the [SD91 Strategic Plan](#), particularly focusing on creating and enhancing student success as well as honouring diversity. Our goals also work in conjunction with the SD91 Board of Education Mission statement, including but not limited to the belief that:

- All individuals can learn;
- The success of learners is enhanced by a partnership of family, school and community;
- Relevant programs, services and teaching enhance learning;
- All individuals need to feel connected through a sense of belonging;
- Education is more than academics;
- Students are unique learners their individual needs must be addressed.

NVSS Social Emotional Learning Plan

Introduction

Social Emotional Learning is anchored in the belief that students need to learn about their identity in the world, both as individuals and as members of their community and society. Personal and Social competencies encompass what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

Definition

The BC Ministry of Education defines the personal and social core competency based on three subcategories:

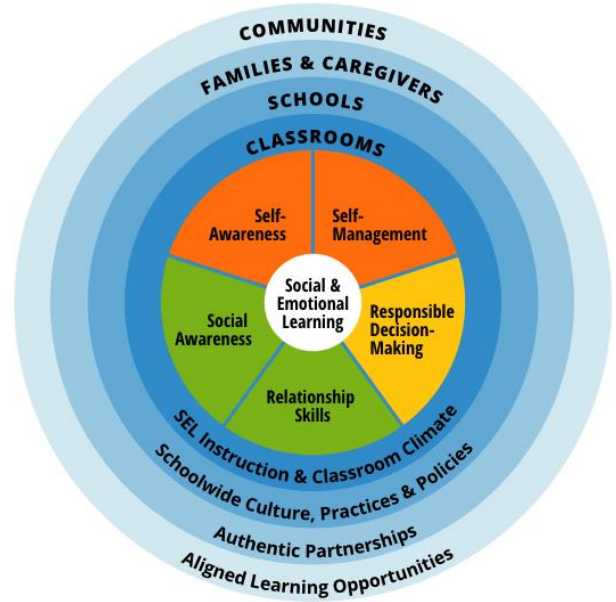
- Personal Awareness and Responsibility involves understanding the connections between personal and social behaviour and well-being; it encourages people to make constructive and ethical decisions and act on them.
- Positive Personal and Cultural Identity involves the awareness, understanding, and appreciation of the factors that contribute to a healthy sense of oneself; it includes knowledge of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society.
- Social Awareness and Responsibility involves the awareness, understanding, and appreciation of connections among people, including between people and the natural environment. Social Awareness and Responsibility focuses on interacting with others and the natural world in respectful and caring ways.

Our Priority

Based on this definition, NVSS is committed to support learner and staff learning in regard to creating structures that focus on mental health and well-being. The on-going challenges created by the COVID-19 pandemic have amplified the need to focus on ways to increase well-being both individually and as a community.

Our Actions

NVSS aims to build a community of learners that honors diversity and encourages positive relationships. We strive to recognize students as individuals and honour everyone's learning journey, acknowledging successes, promote self-awareness and provide support where needed. We value Indigenous ways of knowing and learning through outdoor learning in MyNVSS, cultural activities lead by the Indigenous Support workers and promoting hands-on, cross-curricular activities. All Grade 8 students are enrolled in a locally developed course called "Honouring Diversity."



For All (Whole School)	For Some (Opportunities for Student Engagement)	For Few (Supports and interventions)
Access to medical appointments and mental health counselling <ul style="list-style-type: none"> - Promote NVSS clinic days (2 per week) on announcements, physical signage and virtual communications 	Invitation to presentation by expert speakers <ul style="list-style-type: none"> - CLE 10 and PE 9 inclusive curriculum - Mental Health/Sexual Health/SOGI learning opportunities 	Referrals to in-school counselling services <ul style="list-style-type: none"> - SD 91 counsellors in the building on a regular basis - Utilize SBT referral system to identify and follow up with concerns brought forward by staff - Develop and monitor student safety plans
Foster student and staff mental health and wellness <ul style="list-style-type: none"> - Promote professional learning opportunities and district initiatives - Intentionally develop and support positive relationships - Mental Health Awareness program presented by counsellors 	Clubs and targeted support networks <ul style="list-style-type: none"> - CARES leaders* - Student Council* - Student Voice* (district-level) - NVSS Queer Alliance Club - CREW* in MYNVSS program 	External Supports <ul style="list-style-type: none"> - BC Employee and Family Assistance program (free confidential counselling) - Community liaison with ConnexUs for student counselling - Equine Therapy
<u>Promote physical well-being and healthy habits</u> <ul style="list-style-type: none"> - Breakfast Program (every day) - Hot Lunch (every day) - Hot breakfast (once a week) - Physical activity as part of student programming 	Clubs and community involvement in organized physical activity <ul style="list-style-type: none"> - Variety of after-school sports clubs** - Community bookings of facilities 	District Level Support <ul style="list-style-type: none"> - Speech therapist sessions for identified students - Deaf and Hard of Hearing accommodations - Visually impaired accommodations

For All (Whole School)	For Some (Opportunities for Student Engagement)	For Few (Supports and interventions)
Practice self-reflection and advocacy for learning <ul style="list-style-type: none"> - School-wide surveys - Learning celebrations in MyNVSS 	Include learner self-reflections and learner created content in communications with caregivers <ul style="list-style-type: none"> - Update report cards/interim reports - Consult new ministry guidelines for reporting 	Provide targeted workshops and learning opportunities to enhance self-reflection <ul style="list-style-type: none"> - Invite/Provide expert presentations - Promote learner input into school programming (Student Voice)
Accessibility		
<ul style="list-style-type: none"> - Gender-neutral washrooms - Morning announcements available in visual and auditory mediums 	<ul style="list-style-type: none"> - Wheel-chair accessible building - Wheel-chair accessible water fountains - Inclusive Education Program (Life Skills) 	

***NVSS Specific Clubs, Acronyms and Programs:**

- MyNVSS: Middle Years Program (grades 7 and 8) at NVSS
- Crew: Middle Years Morning Circle Check in with Students
- Cares: Cares Leaders support younger peers by providing a person to talk to about problems or assisting with other school transition related issues.
- Sports Clubs/Athletic Programs: Basketball, Volleyball, Soccer, Curling, Badminton, Football, Swim Club at the Vanderhoof Aquatic Centre, Wrestling, Cross Country Running, Track and Field, Golf, Rugby, Ski, Bike
- Fine Arts Programs: Drama and Community Theatre Productions, Musicals, Band

Gabby (Gr 11): "Student Council is a group of students from any grade that tries to boost school spirit and unity within the school. Student Council is important because we promote participation in school-wide events which makes everyone feel included, welcome and safe."

Isaac (Gr 10): "Student voice is a collaborative group between students in NVSS, FLESS, LDSS and FSJSS. It ensures students have a place and time to voice concerns and suggestions as we move forward in our district. The student voice group's goal is to make the schools within district 91 safe, welcoming and provide necessary resources for students to perform at their full potential."

Resources

The following stakeholders in the NVSS school social emotional learning plan have been identified:

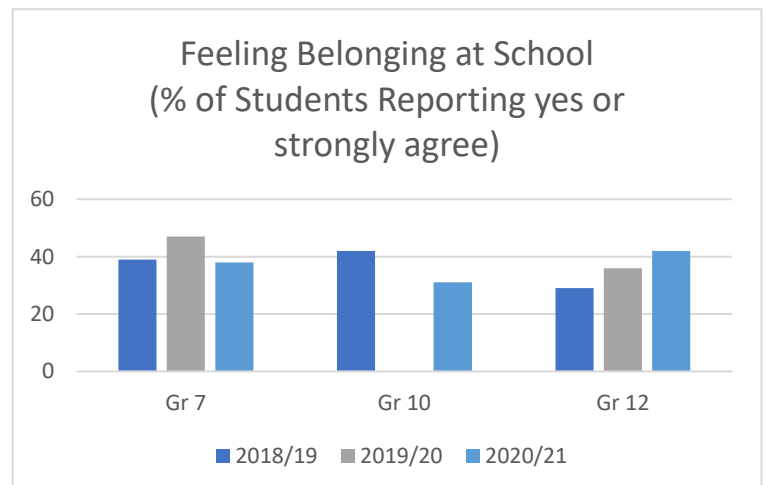
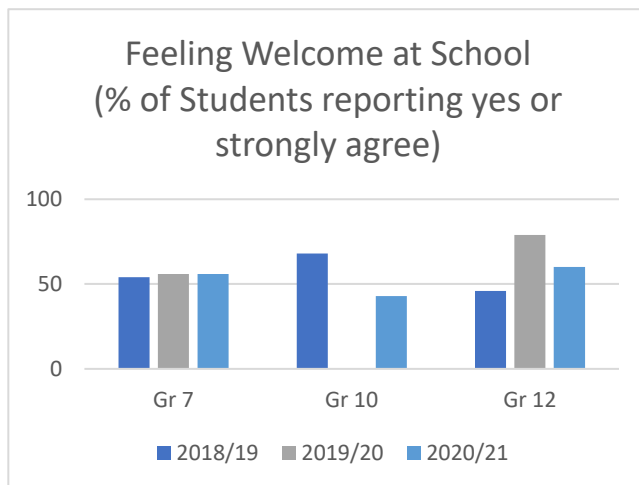
- Learners and Families
- Administrators
- Teaching staff
- Learning support workers
- NVSS and SD 91 Counselling Services Team
- Professional development instructors
- Professional health services providers (Omineca Medical Clinic/ConnexUs staff)

Evidence of Improvement

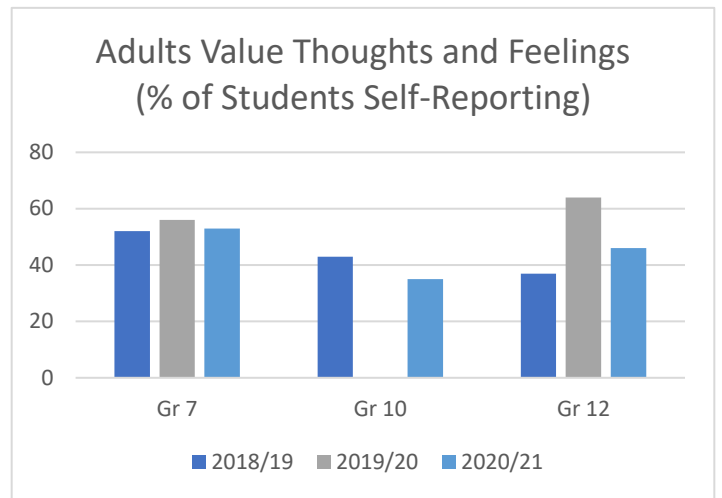
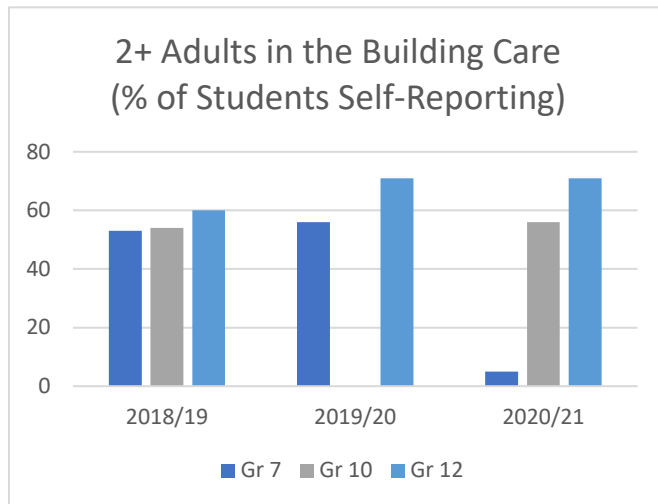
NVSS students will complete a school-wide survey covering various aspects of social-emotional well-being and self-reflection every school year. Results will be reviewed annually and be used to monitor and guide the implementation of additional measures to the school social and emotional learning plan.

Results

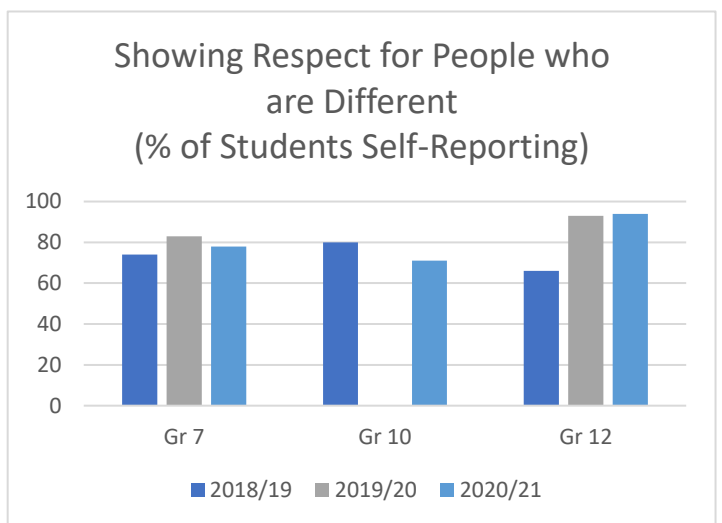
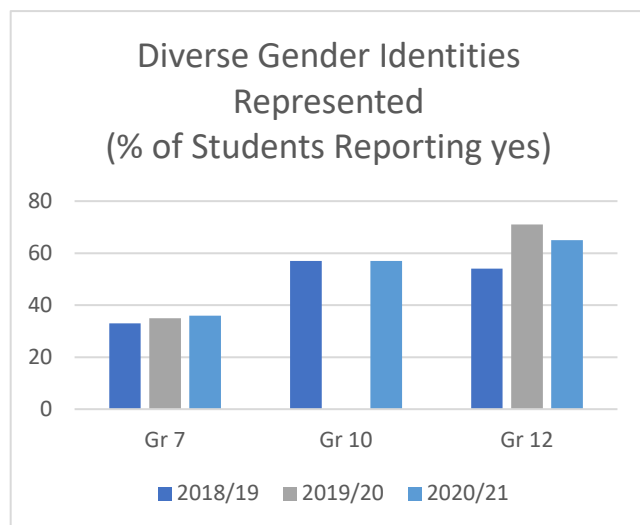
Survey Focus I: Sense of Belonging



Survey Focus II: Positive Relationships



Survey Focus III: Honouring Diversity



Further Links and References

- [B.C. Core Competencies in the Curriculum](#)
- [B.C. Graduation Program Policy Guide](#)

NVSS Literacy Plan

Introduction

Student ability in literacy is considered cross-curricular and applies to a variety of contexts and situations. Literacy skills include analyzing graphs or data commonly found in Social Studies or Science contexts, interpreting statistics presented in infographics and responding to a variety of written, visual and digital texts.

Definition

The BC Ministry of Education defines literacy as “the ability to critically analyze and make meaning from diverse texts and to communicate and express oneself in a variety of modes and for a variety of purposes in relevant contexts.”

Our Priority

Based on the definition above, NVSS is committed to increasing the number of students who meet or exceed expectations on provincial and school-wide assessments. NVSS also strives to close the equity gap for all grades and increase students’ ability to use literacy skills to advocate in meaningful ways.

Our Actions

NVSS staff are engaged in course development that meets diverse learner needs, utilizing professional development to support staff learning. In MyNVSS, teams of teachers are responsible for embedding literacy in all curricular areas. This is achieved through teacher-led course development supported by webinars.



The Reading Process

Before Reading Preview the Text to:

- Set a purpose/goal
- Survey features & vocabulary
- Make a plan



After Reading Return to the Text to:

- Reflect
- Remember
- Extend

Data collected is reviewed by staff periodically to adjust instructional strategies and plan interventions as needed. Additionally, teacher teams work with district support teachers and other schools in the marking of RAD and the collection, distribution, and use of data.

For All (Whole School)	For Some (Classroom Instruction and Practice)	For Few (Supports and interventions)
School-wide Assessments <ul style="list-style-type: none"> - RAD (Gr 7-9) - GLA (Gr 10 & Gr 12) 	Classroom Assessments <ul style="list-style-type: none"> - Formative and summative assessment - Shared rubrics for grades 9-12 ELA instruction - Self and peer assessment - Shared final assessment resources 	Individual assessments <ul style="list-style-type: none"> - (HIP/Basic Reading Inventory) or District Reading Assessment (DRA) on a case by case basis as identified in School-Based Teams meetings
Reading Materials		
<ul style="list-style-type: none"> - Library accessible to students for loaning books (assigned and leisure reading) - Infusion of First People's practices and literature in all courses (7-12) - Assistive technology can be loaned through the library as needed (chrome books, reading pens) - Library challenges open to entry from all students 	<ul style="list-style-type: none"> - Best practice approach to instruction based on current research - Flexible grouping and leveled texts to support student growth - Material read aloud option - Choice in reading selection - Use of hands-on activities and visuals to supplement reading - Digital literacy resources including audiobooks 	<ul style="list-style-type: none"> - LSWs provide one on one support and targeted interventions to identified students - Speech to text software available for identified students
Accommodations and Adaptations		
<ul style="list-style-type: none"> - Student accommodations and learning plans are accessible in MyEd to all teachers for every class 	<ul style="list-style-type: none"> - Access to AMS allows teachers to view their class or individual student literacy data to inform instruction - Access to assisted technology 	<ul style="list-style-type: none"> - Peer tutor coaching, support, and encouragement for targeted learners - LSW readers and scribes for identified learners

Resources

The following stakeholders in the NVSS school numeracy plan have been identified:

- Learners and Families
- Administrators
- Teaching staff
- Learning support workers
- SD 91 Curriculum Services Team
- Professional development instructors

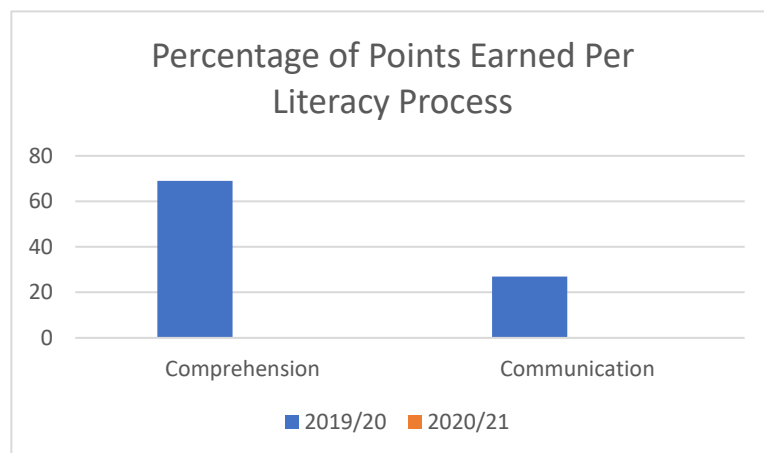
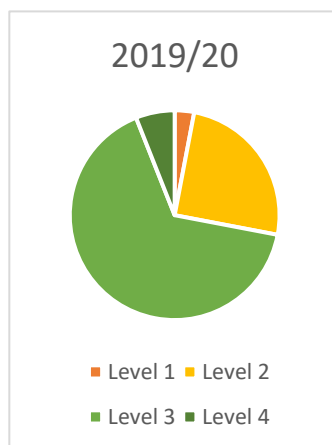
Resources also include physical resources, current technology, and literacy integration into learning activities as well as the physical surroundings of NVSS for place-based learning opportunities.

Evidence of Improvement

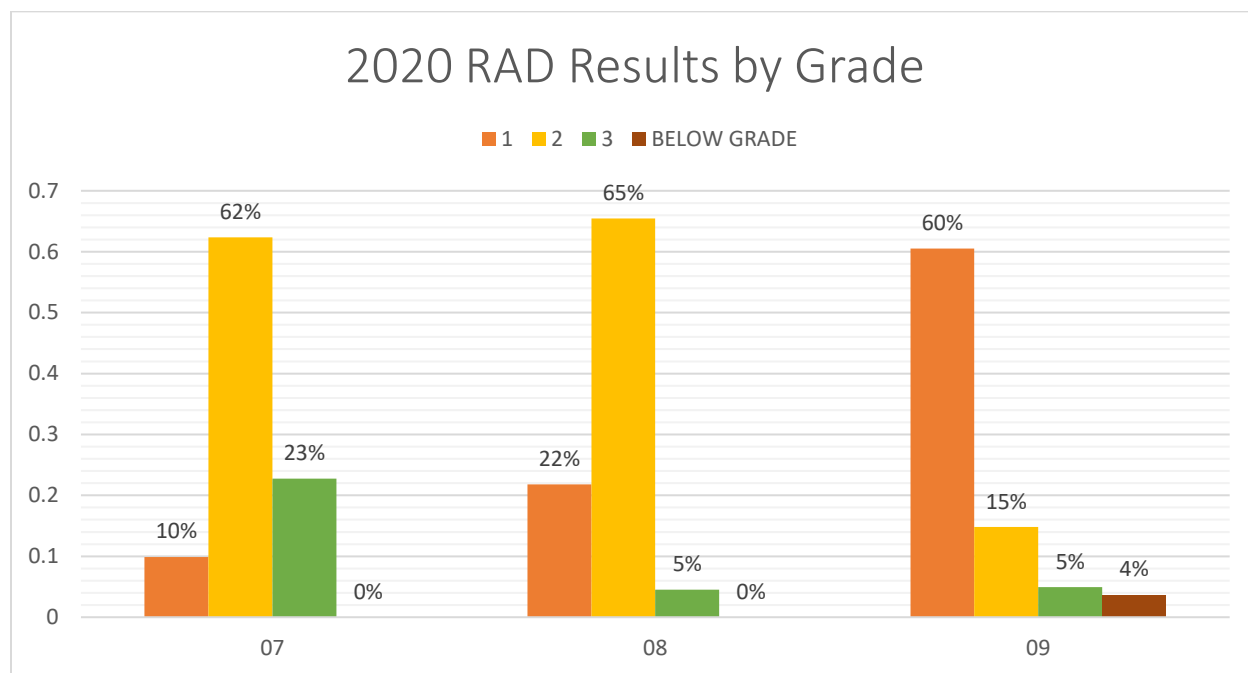
NVSS students will complete a district-wide assessment (RAD) in grades 7-9. All students will also write the Provincial Graduation Literacy Assessments in Grade 10 and 12. Results will be reviewed annually and be used to monitor and guide the implementation of additional measures to the school literacy plan.

Results

The following charts highlight the Provincial Graduation Literacy exam results obtained by NVSS students. This data is considered part of a living documentation process and will be updated as more current data becomes available.



NVSS students in grades 7-9 also complete the RAD assessment that focuses on reading comprehension, decoding and fluency.



Further Links and References

- [Grade 10 Literacy Assessment](#)
- [Grade 12 Literacy Assessment](#)
- [B.C. Graduation Program Policy Guide](#)

NVSS Numeracy Plan

Introduction

Student ability in numeracy is developed throughout the curriculum and applies to a variety of contexts and situations. The processes used to solve a numeracy task can be summarized as shown.

Definition

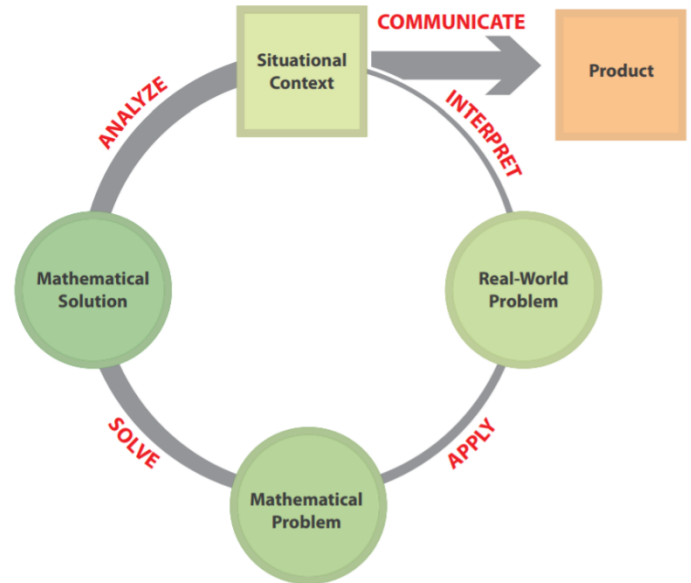
The BC Ministry of Education defines numeracy as “the ability to interpret information within a given situation, apply mathematical understanding to solve an identified problem, and to analyze and communicate a solution.” Based on this definition, NVSS is committed to support student learning in regard to decision-making, flexibly using mathematical thinking, as well as interpreting and communicating successful strategies as part of the numeracy task solving process.

Our Priority

NVSS is committed to build and improve a culture of numeracy for all learners and staff. The intention is to make problem-solving processes embedded in curricular content more visible and empower learners to see the connections between mathematics and all aspects of daily living.

Our Actions

NVSS aims to build knowledge and capacity for enhanced understanding of the numeracy processes as outlined by the BC Ministry of Education. Teaching, learning and assessments, as well as targeted interventions are designed and reviewed to create a school community that recognizes numeracy as an important aspect of being educated citizens.



For All (Whole School)	For Some (Classroom Instruction and Practice)	For Few (Supports and interventions)
Highlight numeracy processes across content areas <ul style="list-style-type: none"> - Promote numeracy-based resources in the library for “anytime” access 	Utilize professional learning opportunities and collaboration to create cross-curricular content <ul style="list-style-type: none"> - Use collaboration to create school-wide content 	Encourage staff mentorship to create unified approach to numeracy instruction <ul style="list-style-type: none"> - Utilize NTU mentorship program - Organize peer/administrator observations
Increase student confidence in numeracy processes <ul style="list-style-type: none"> - Promote positive dialogue about numeracy processes and math - Integrate culturally appropriate content 	Integrate problem-solving using numeracy processes throughout regular class instruction <ul style="list-style-type: none"> - Promote teacher dialogue about instructional strategies and opportunities to stimulate creative thinking 	Address math anxiety and provide targeted counselling/interventions to learners <ul style="list-style-type: none"> - Provide resources to counsellors - Provide individualized student supports and programming
Highlight leadership in numeracy <ul style="list-style-type: none"> - Retain and promote math specialist teaching and support worker positions - Peer tutoring opportunities during class time/outside of class time 	Provide resources including manipulatives and learning experiences that enhance problem-solving <ul style="list-style-type: none"> - Include “take home” resources in newsletters, mailouts and online presence - Inventory resources available at NVSS 	Highlight student participation and achievements on a school and district wide level <ul style="list-style-type: none"> - Promote math contests problem-solving fairs within school/cross school
Practice self-reflection and advocacy for learning <ul style="list-style-type: none"> - School-wide surveys - Make daylong student “pro d” day 	Include learner self-reflections and learner created content in communications with caregivers <ul style="list-style-type: none"> - Update report cards/interim reports - Consult new ministry guidelines for reporting 	Provide targeted workshops and learning opportunities to enhance self-reflection <ul style="list-style-type: none"> - Invite/Provide expert presentations - Promote learner input into school programming (Student Voice)

Resources

The following stakeholders in the NVSS school numeracy plan have been identified:

- Learners and Families
- Administrators
- Teaching staff
- Learning support workers
- SD 91 Curriculum Services Team
- Professional development instructors

Resources also include physical resources and manipulatives, current technology, and its integration into learning activities as well as the physical surroundings of NVSS for place-based learning opportunities. NVSS is proud to introduce its Library Scientific Calculator Loan Program for the 21/22 school year to provide equitable access to learning resources.

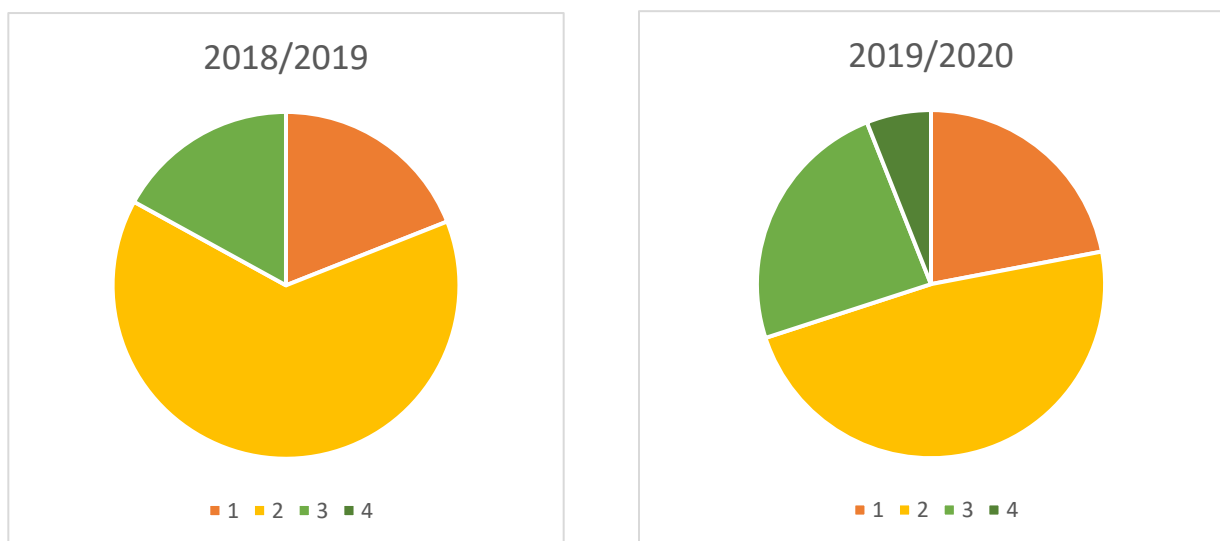
Evidence of Improvement

NVSS students will complete a district-wide number sense and problem-solving assessment in Grade 9. All students will also write the Provincial Graduation Numeracy Assessment in Grade 10, with the opportunity to re-write the assessment in the senior grades. Results will be reviewed annually and be used to monitor and guide the implementation of additional measures to the school numeracy plan.

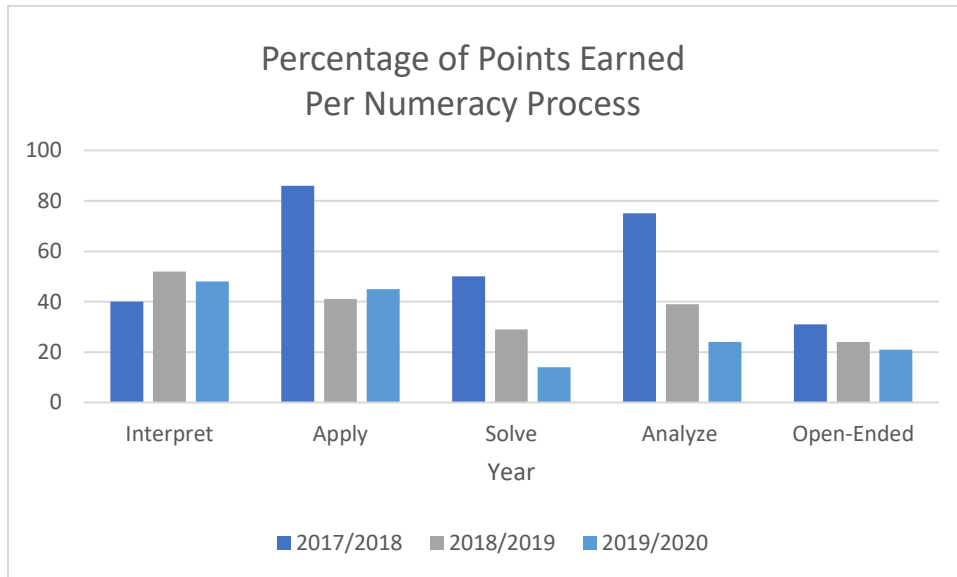
Results

The following charts highlight the Provincial Graduation Numeracy (GNA) exam results obtained by NVSS students. This data is considered part of a living documentation process and will be updated as more current data becomes available.

GNA Year over Year Comparison:



GNA Results by Numeracy Process



Grade 9 students also write the district-wide Numbers Sense Assessment (SNAP) at the beginning and end of their math semester. This assessment is new to the district in 2021/22, replacing the DNA assessment. Data will be provided when available.

Further Links and References

- [Grade 10 Graduation Numeracy Assessment Specifications](#)
- [B.C. Graduation Program Policy Guide](#)

HONOURING DIVERSITY - ENGAGE OUR WORKFORCE - ENHANCE CONNECTIONS

A few examples of initiatives which align with the goals from the Strategic Plan above:

We are Honouring Diversity at NVSS by being fully engaged in the new District 91 Honouring Diversity Course for all Grade 8s. Staff has dedicated hours of extra time to plan and construct lessons based on the new curriculum. The curriculum will not be “buried” but taught as a focus at the Grade 8 level. 4 teachers have invested extra time to collaborate together to roll out this curriculum in a manner that it deserves as it comprises so many rich topics of diversity and truths. NVSS staff is committed to continue the work started prior to COVID-19 of growing a stronger connection with the community of Saik’uz.

Last year, work began on a project with the sister of a local man from Saik’uz, WW2 hero Dick Patrick, collaborating with students from NVSS to share his life story in the NVSS virtual Remembrance Day Assembly. The assembly was shared with the entire school as well as the communities of Saik’uz and Vanderhoof (and elsewhere) online. Planning has begun to create a wall of recognition for Mr. Patrick in the school. Although the pandemic had paused the project somewhat – we hope to complete the plan by the end of June 2022.

NVSS is looking to have an “Elder in Residence”. At the start of the year, a discussion with an elder was held and the person was very committed. Unfortunately, as some health issues arose from the current pandemic, the initiative was put on hold until later in the year.

Staff and students working to gather items for families (both in Saik’uz and Vanderhoof) to create hampers during the difficult times of the pandemic has had a positive impact and with the additional of partner funding, we are expanding into ongoing support for more families.

NVSS has taken over a local thrift store in the community. This is giving our students a new opportunity to transition to the workforce. Students are able to gather an understanding of a retail business and how to work in such a setting, but also in a secure and supportive environment.

NVSS also continues to run a recycling station known as the NVSS Bottle Depot. This is another opportunity for our students to interface with the community as well as gaining funds to support extracurricular events and programs at the school.

Currently NVSS is collaborating on a plan to create up to 4 Outdoor Learning classrooms. We are looking to have them tied to properties in the municipality and RDBN which will include ecosystems tied to wetlands, creeks, the Nechako River and the possibility of a small lake. These projects will connect our students to the land on which they live, learn

and play. Students will be exposed to local knowledge from both members of Saik'uz as well as those from Forestry and Farm/Ranching communities.

Local contractors have been consulted with as NVSS built an Outdoor Learning Spaces on the sports field. We have also started our much discussed "Tiny Home" building option in Construction 11/12. These opportunities to engage beyond the classroom to plan and build structures for the community will be an exciting opportunity to expand our community interaction.

The YELL (Entrepreneurship 12) program has completed 3 years at NVSS. This program has connected students to many key components to understand the business world while students are still in high school. Business leaders and entrepreneurs have inspired students and mentored their progress. A solid community connection has been made through this option for students.

Please refer to our Visual Story on the NVSS School Webpage in Spring of 2022 in order to view more visual evidence to accompany the written school plan