



# School Plan 2022



# Literacy

Goal: To have all students' reading comprehension at or above grade level

## Inquiry

Can we improve student reading comprehension by using the recommendations from the DORA (Diagnostic Online Reading Assessment) to guide student learning plans?

## Dialogue

From our data we note the following observations:

- The percentages of students demonstrating reading comprehension more than 1 year above grade level seems high and is not supported by evidence from student course work.
- Percentage of students working at the 'Emergent' level is concerning.
- Percentages of students reading at or above grade level is stagnant or even decreasing K-5 while the percentages for grades 6-9 remain consistent with slight increases over time.
- Participation rates remain lower K-5 than we would like but the data continues to mirror what teachers are observing in day to day student work.

## Actions

- Primary – The nature of online learning k -6 puts parents / guardians front and center in the development of student learning plans and in the delivery / support of daily instruction / learning. We will continue to work with parents to help them support reading instruction at home.
- Promote usage of Dora diagnostic report and intervention strategies
- Promote the use of Lexia (include in student learning plans)
- Middle Years – build time for literacy into weekly schedules
- Elementary and Middle Years - Departments will dig deeper into the data and look at cohorts, grade levels, and individual students to set goals and analyze the impact of the strategies used for these students over the past five years.

2021-2022		Above	Proficient	Emergent	At or Above
Students Participating	Grade	1+ year	At or close to grade level	1+ years below	Grade Level
14	1	43	7	50	50
17	2	59	6	35	65
21	3	57	10	33	67
18	4	67	6	28	72
24	5	38	17	46	54
42	6	64	7	29	71
51	7	65	2	33	67
76	8	63	5	12	68
81	9	70	11	19	81

2020-2021 Comprehension		Above	Proficient	Emergent	At or Above	
Students Participating	Grade	1+ year	At or close to grade level	1+ years below	Grade Level	
21	1	24	33	43	57	
21	2	28.5	28.5	43	57	
22	3	50	5	45	55	
24	4	42	4	54	46	
43	5	60	0	40	60	
40	6	67.5	7.5	25	75	
74	7	66	11	23	77	
80	8	66	10	24	76	
79	9	52	28	20	80	
2019 – 2020 Comprehension	Grade	Above	Proficient	Emergent	At or above	Notes:
Students Participating		1+ year	At or close to grade level	1+ years below	Grade Level	
1	K					Switched to phonemic awareness
8	1		100	0	100	Note: 9 students took this assessment. 8 Did not complete the Comprehension Section
8	2	75	25		100	Note: 13 students took this assessment. 5 Did not complete the Comprehension Section

17	3	25	37.5	37.5	62.5	Note: 11 students took this assessment. 3 Did not complete the Comprehension Section
20	4	41	0	59	41	Note: 21 students took this assessment. 4 Did not complete the Comprehension Section
31	5	65	5	30	70	
31	6	77	0	23	77	Note:32 students took this assessment. 1 Did not complete the Comprehension Section
43	7	71	10	19	81	
53	8	51	16	33	67	
	9	58	21	21	79	

2018-2019 Comprehension		Above	Proficient	Emergent	At or above	Notes:
Students Participating	Grade	1+ year	At or close to grade level	1+ years below	Grade Level	
	K					Switched to phonemic awareness
9	1	60	10	30	70	Note: 18 students took assessment. 9 Did not complete the Comprehension Section
9	2	78	11	11	89	Note: 13 Students took assessment. 4 Did not complete the Comprehension Section
26	3	50	19.2	30.8	69.2	Note: 28 Students took assessment. 2 Did not complete the Comprehension Section
23	4	65.2	0	34.8	65.2	
28	5	70.4	3.7	25.9	74.1	Note: 30 Students took assessment. 2 Did not complete the Comprehension Section
25	6	56	8	36	64	
57.1	7	57.1	14.3	28.6	71.4	
55	8	47.2	7.3	45.5	54.5	
65	9	64.6	10.8	24.6	75.4	

2017-2018 Comprehension		Above	Proficient	Emergent	At or above
Students Participating	Grade	1+ year	At or close to grade level	1+ years below	Grade Level
4	K	25	75	0	100
14	1	7.1	7.1	85.7	14.2
13	2	30.9	23.1	46.2	54
12	3	50	41.7	8.3	91.7
17	4	82.4	11.8	5.9	94.2
10	5	70	10	20	80
12	6	66.7	16.7	16.7	83.4
11	7	63.6	9.1	27.3	72.7
36	8	63.9	19.4	16.7	83.3
54	9	63	11.1	25.9	74.1

2016-2017 Comprehension		Above	Proficient	Emergent	At or above
Students Participating	Grade	1+ year	At or close to grade level	1+ years below	Grade Level
3	K	33.3	66.7	0	100
23	1	43.5	21.7	34.8	65.2
31	2	61.3	19.4	19.4	80.7
38	3	71.1	7.9	21.1	79
30	4	66.7	6.7	26.7	73.4
28	5	75	7.1	17.9	82.1
32	6	65.6	12.5	21.9	78.1
44	7	70.5	13.6	15.9	84.1
69	8	43.5	37.7	18.8	81.2
84	9	50	16.7	33.3	66.7

## The Journey

### Elementary

Data and recommendations collected from the DORA assessment is used to develop individual learning plans. Parents are provided with DORA Action reports that give specific strategies that target the needs of struggling readers.

Animated Literacy Vclass program. From parental feedback and looking at primary reading levels, a need for more support in early primary was established. The Animated Lit Vclass program focuses on kindergarten learners. It is designed to have parents involved so they can learn to teach early readers to read. Teachers do a virtual lesson that models to the parents how to teach the basics of reading. It also provided the added benefit of a social learning environment for primary learners.

Literacy support programs such as LEXIA Core 5, HearBuilders, RAZ Kids and Reading Eggs are used to target reading skills and strategies that struggling readers need to build.

Various Vclasses are offered to engage readers; Primary Aboriginal Stories, Reader's Theater, Intermediate Novel Study and others.

### **Middle Years**

Courses are continually revised to support development of literacy skills. Some ways that this has happened include:

- Use of a variety of texts (Videos, surveys, infographics, poems, social media posts, website articles, academic articles, personal narratives).
- Students can select texts that are meaningful for them in different forms.
- Students make personal meaning through text through:
  - Predicting, summarizing, questioning, inferring, responding creatively and critically and connecting to themselves, other texts and the world.
- Videos use Closed Captioning.
- Students are provided with a variety of ways to practice communicating.

Students who have been identified as needing extra support in their reading are provided with access to technologies and instruction to support their skill development ( i.e.. LEXIA, Assistive technology such as Google Read and Write). Parents are provided with the DORA action reports to assist in ways in which to develop skills.

# Social Emotional Learning

**Goal:** To ensure that all EBUS programming provides a safe inclusive learning environment.

## Actions

- Continue improving courses / homerooms to authentically reflect and honour the diversity of learners
- Identify and continue to implement strategies that promote student to teacher connections
- Continue to offer activities that increase student sense of belonging to the EBUS Community
- Add EBUS-made **Exit Surveys** for students to LMS course checklist
  - Work on model for obtaining parent exit survey
- Continue to scan courses and improve accessibility, and diversity
- Continue offering Student Council leadership opportunity
- Offer monthly assemblies k-12
  - Focus on the 'Wellness Project' taken from student agendas
- Use Minga to provide a virtual gathering area

## Dialogue

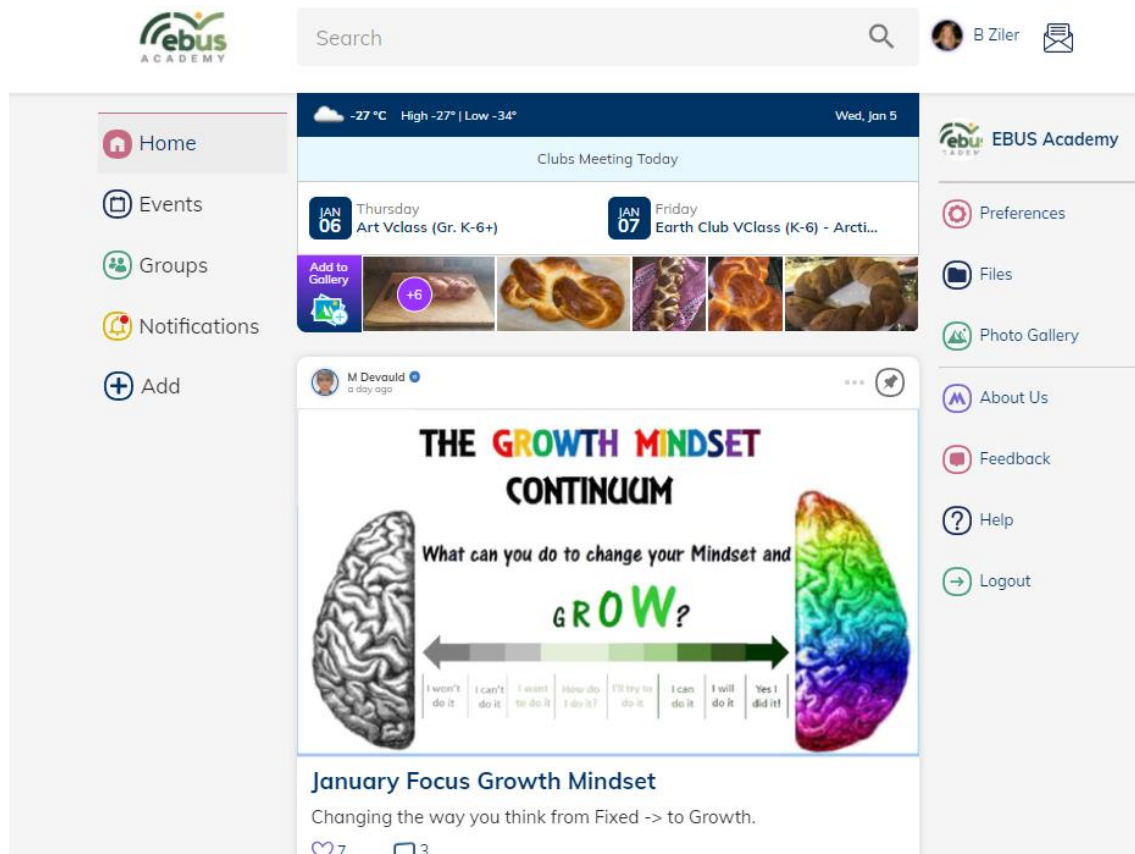
Through department and school staff meetings our SOGI team continues to lead, provide inservice, help staff to create a safe and welcoming learning environment for all students and more specifically to make our courses / online activities and extra-curricular offerings more inclusive by scanning courses for: Gender neutral language; Examples / assignments with cultural diversity; Opportunities for students to demonstrate their learning in a variety of ways; Executive functioning strategies; strategies that help students to be a part of the course.

Our Primary staff continues to offer a 'successful learning traits' series of live virtual classes attended by students from all primary grades. The classes have been well received with a regular following (attendance averages 15-20 students) who are engaging with the topics.

Across the elementary the **Big Life Journal resource** has been made available via homerooms as a guide to assist families in the exploration of SEL topics.

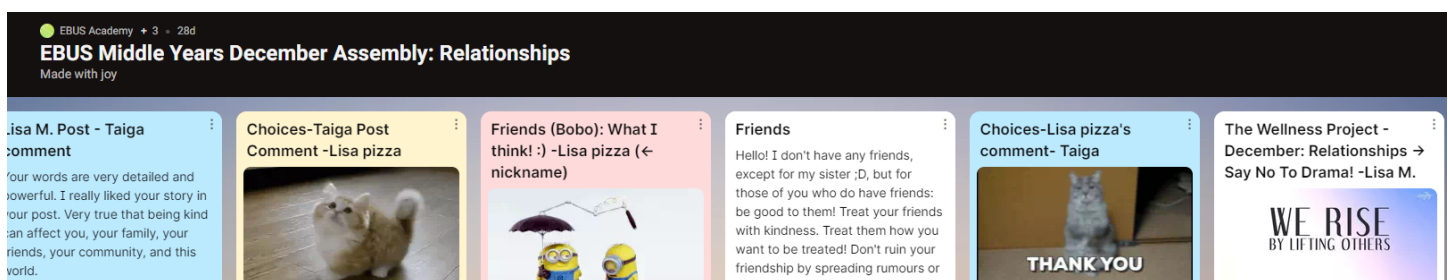
The Middle Years team launched MY Voice in 2020-2021 and it was successful in building a strong sense of community among the 7,8 and 9's. The MY team offered online clubs from cooking to robotics to chess and undertook their first 'Identity Fair', both initiatives have been very well received by students and parents and are making a difference. This year, the platform for MY Voice was shifted to Minga and the work to build community continues. Minga provides a place for a "one stop shop" for club notices, ideas on our monthly SE Theme, events and other announcements are also posted.





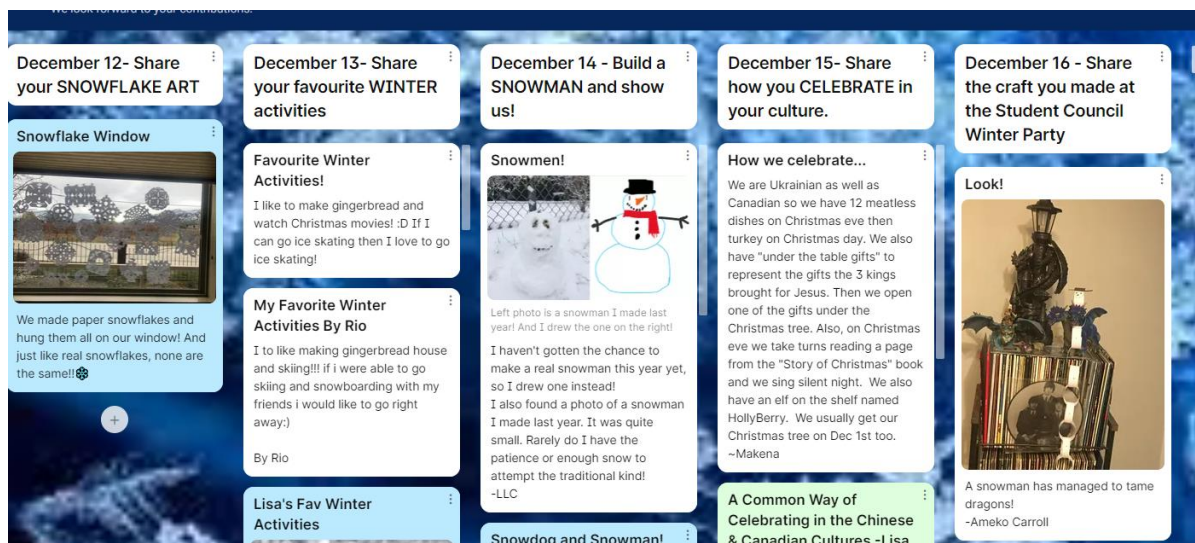
Administration continues to host monthly Assemblies, some school wide others by grade groups, where students gather virtually alongside parents and staff. Participation continues to grow.

The theme for December was relationships and friendships and our Padlet wall had a number of students K-12 sharing their thoughts about how to be a good friend and strive for healthy relationships



EBUS Student Council is in its second year and has increased membership this year. Students from grades K-12 are leading our student body, old and young, organizing inclusive activities and promoting important themes and messages relevant for our whole community... truly making a difference.

Last year, monthly themes promoted kindness and inclusiveness Random Act of Kindness (RAK) challenges, Pink Shirt Day activities, and other events that promote belonging. During the month of December, a week long set of activities encouraged students to participate, share about their own cultures and learn about others.



## Anecdotes from the Journey

There is a rare quality in certain teachers that allow students to rise to a much higher resonance. My Canadian English 12 teacher was an astounding teacher who left a great impression on me. I would like to share 11 lessons I learned throughout the course.

- 1- Don't underestimate your power to create and don't worry about being perfectionist. Just do it!
- 2- **Your voice is important**, without it, there is no music. Your voice can uplift or destroy others, be careful how you use it.
- 3- Don't let your weaknesses dictate your life, learn to overcome them with your strengths
- 4- If you are open to learn, you can never be bored in your life. **Learning is exciting!**
- 5- We must grow large enough to contain our wounds **and our successes**
- 6- Failure is giving up. Success is working at it.
- 7- Fear and insecurities are **powerful distractions** that keeps you away from your own excellence.
- 8- Empathy is learned and must be cultivated daily.
- 9- Don't be shy to ask for help when you need.
- 10- **Just because you don't like it, doesn't mean it doesn't have any value**
- 11- You are capable more than you think you are. **Trust your capacity to grow.**

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Hi, Jayden went and checked the mail tonight and came back to the apartment and asked why me and his dad get packages in the mail and he doesn't. I read the name on them and they were both for him. He did not see the part where it said For Jayden. We opened them up and he almost started to cry when he saw the Ebus pencils.

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Thank you so much for all the effort you put into the classes! You make the girls feel so special.  
Jessie

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This email truly made my day. It means a lot to hear those nice comments. The teachers I have encountered at EBUS are like no other. They truly care about their students and their well-being. Joining EBUS was such a great decision and has made a huge impact on me and the way my education was going (it was going in a very bad direction). Thank you for hearing me.

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I just wanted to say thank you for all your help. I can't describe how much it means to me that you let me keep working on my course. I've had a lot of ups and downs this year (like I know everyone had!) but I was able to finish my Math 10 and it made me incredibly motivated and happy. High school was not the best time for me and I had a lot of academic anxiety due to not feeling smart enough. I wanted to retry because I would love to go to post-secondary, now more than ever.  
All in all, I wanted to thank you for showing me I can do it.

Thank you for being a great teacher and I wish you the best.

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I felt inspired. Every P.E class that I have had for the past 3-4 years that I can remember have been pretty bad. At the beginning of this school year, I was really excited that this was going to be my last year of P.E, for, unless you want to be an athlete, it is NOT required for one to take P.E 11 and/or 12. Now, as I am completing this course, I am wondering if I should take P.E next year and the year after, because I really enjoyed it! (Only if I continue learning online.) I seriously LOVED it.

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My daughter Maggie is a Grade 9 student in her first year at Ebus. I wanted to say thank you for offering clubs as an option for students this year. Maggie is participating in the Grub Club with Ms. Pippy, and the Drama Club with Ms. Burgener, and she loves them both. These clubs have really helped to create a positive experience for her at Ebus. Also, thanks for the fantastic aprons for the Grub Club members! She wore hers happily today while making the chocolate roll cake during the club hour.

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What I mean to say though, is that this is one of the first times in a required course that I've been rewarded for enjoying myself and being creative, which easily makes it one of my favorite courses I've had in a long time.

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Wow. Uh, yeah. Yeah that would be very nice. Thank you for bearing with me as I dragged this course out, obviously I am a little distracted. Thank you as well for a fun course, coming into the course surprised me, so good job on making learning fun, as it should be.

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Can I just say best thing this year is finding you. Thank you so much for not giving up on me when I was at my busiest. Noah is really liking his group and one on one time. He is finally putting some missing puzzle pieces together and feeling right at home there. What a gift!

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THANK YOU so much from the den Ouden family for the White Hatter workshop today. We learnt so much even if I have been "living under a rock" :) It was hugely informative, educational for each of the kids and especially the parent's (evening seminar).

We are entering the discussions for our teen to have a phone and a social presence (Aydin is against having a social presence), etc. so this was very timely and a good way to present and show the teen that it's not all bad.

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Throughout the duration of this course, I have learned so much and had my eyes opened to the complexity of psychology and what it is all about. I learnt about the multiple different fields of psychology and the main goals of psychology. I learnt a lot about and was greatly intrigued by the different types of personality. I learnt about eating and sleeping disorders, which I never knew had so much association with psychology. I learnt about different psychoactive drugs and different learning techniques. My interest in psychology only continued to grow throughout the course. Of all the high school courses I have taken, this one most definitely intrigued me the most and always had me thinking. But, with everything I have learned through the course, the biggest thing I will be taking away, is how this course was able to teach me so much about myself and improve not only my learning but even my sleep. This course has helped better me and my lifestyle.

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I have learned so much from this course! There are so many important topics we have been learning about. In my opinion the most important units was equality vs equity and aboriginal rights. I learned so much about aboriginal people and their backgrounds, as well I learned about the constant struggles they are still facing. With all the information I have learned from this class I feel as if I can be an even better and more confident activist. My next steps are to be a better activist(standing up for what right and voicing my

opinion ) , and do my best to spread my knowledge. Knowledge is power and I couldn't agree more with this! The information I have learned in SJ12 has given me power.

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Andrea and I also would like to let you know that Luke had a fantastic year during grade 8. The entire faculty at EBUS has worked very hard during these challenging times to provide a quality education for our kids. The communication between ourselves, Luke and his teachers has been excellent and always prompt. Our family is very grateful for the work that you all do and we want to thank you for this.

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Dear Brigitte,

Jessie told me with great enthusiasm and appreciation about your decision to issue a final mark for her in French 12. I would like to extend my personal gratitude to you. You really helped my daughter through a very tough time. Your sense of compromise and compassion were a light of hope and, I believe, you singlehandedly created enough breathing room for Jessie at a time when she was floundering.

Again, I thank you! I recall your child was a graduate. I hope he/she is doing well. Have a great summer.

Cheers!

Dan & Jen Sterling, mom and dad to Jessie Sterling

# Student Engagement

Goal: Maintain completion rate of students Including withdrawals to 80%.

## Actions

- Analyze data to determine completion rate by department / course
- Identify effective practices / features of courses with high completion rates
- Use collaboration to evaluate strategies and adopt best practices
- Increase usage of exit surveys to determine reasons for withdrawal

## Dialogue

With the learning and collective experience of EBUS Secondary teachers our online courses are continuing to be among the best offered in this province. We have focused on presenting curricula in engaging ways but at the same time know that 'how' it is offered online is equally as important. Paying attention to communication (with students, parents and home schools), developing new ways to check on students' learning and well being, and being reflective and responsive with student feedback is making a difference.

We believe that each step of the student experience, from searching for an online school to registration to completion affects student success. As our front office staff continue to learn, and to implement improved processes they too have played a significant role in improving student completion.

2021 data continues to show growth in completion rates and we believe this increase is strongly correlated to our actions. Work continues school wide to make our courses (Moodle activities) and school in general more accessible, inclusive and personalized.

Teachers remain focussed on:

- Making personal connections with students and being more than just a computer screen.
- Providing formative assessment that encourages 2 way relevant communication
- Creating Learning spaces and courses that are:
  - Engaging and honour students individualized learning paths
  - Honour First Peoples Principles of Learning
  - Inclusive and representative of all students and their cultures

Year	A	B	C	W/D	Completion %	Completion % Incl w/d
2016-2017 Sept 1	4197	167	2319	680	58	74
2016-2017 Sept 30	4197	167	2448	727	61	79
2017-2018 Sept 1	4459	345	2349	504	57	69
2017-2018 Sept 30	4459	345	2506	598	61	75
2018-2019 Sept 1	4292	206	2892	589	56	71
2018-2019 Sept 30	4292	206	3119	645	61	76
2019-2020 Sept 1	4920	667	3532	565	70	83
2019-2020 Sept 30	4920	667	3761	619	74	88

2020-2021 Sept 1	4719	171	3792	789	83	80
2020-2021 Sept 30	4719	171	4044	942	89	86

## Anecdotes

*In high school I was actually told not to enroll in physics by a teacher because I struggled with math at the time. I have regretted not trying ever since and now realize it would have helped me with my math skills. You have put together an amazing course that was easy to follow and learn from. Thank you for helping me fill this gap in my education.*

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*Thank you for explaining what [was] in the assignment. You were correct in that I did not understand the assignment. Would you be willing to let me resubmit one photo from each category to show that I know understand the assignment...*

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*While Pierce and I were in his Math today, he submitted something that seems to have unlocked another. He's now looking at you as a genius hero because you've created a math program that is like a video game. To level up, one must complete the one before it. You've really made his day and, perhaps, have given new life to a subject for him. :)*

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*I really liked how each module had a review video at the end, it really helped to refresh my memory before the quizzes, and I enjoyed the general setup of it, how you watch the videos and then do a quiz, before performing a song. I honestly can't think of anything that needs to be improved.*

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*This email truly made my day. It means a lot to hear those nice comments. The teachers I have encountered at EBUS are like no other. They truly care about their students and their well-being. Joining EBUS was such a great decision and has made a huge impact on me and the way my education was going (it was going in a very bad direction). Thank you for hearing me.*

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*Great teachers are like great conductors that see potential where there was none and bring out the best from each instrument to create a melody for all to hear! For these reasons, I am deeply grateful to my teacher xxxxxxxx. Thank you for being a role model, a great teacher and for making me a better human being. **I will never forget you xxxxx.** You taught me so much. I never expected this course to open my eyes and heart the way it did. Thank you for being so conscientious and for believing in me.*

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*I just want to say a huge Thank You for all your encouragement and support in getting Liam through Math 10 this summer. I very much appreciated your phone call, the time you took to check up on Liam and listen to the details of his situation. Your encouragement helped him to believe that he could finish the course.*

*I'm very proud of him for working through the course and not giving up. It was a confidence building experience and will hopefully serve him well as he approaches Pre-Calculus 11 this school year. Hopefully, we won't need a redo next summer but, if we do, we know it will be a positive experience.*

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*EBUS goes beyond the academic learning provider role. It offers extracurricular opportunities such as a number of clubs for peers of same interests to team up and have fun. It mailed out a student ID card and a planner, which gives my daughter a sense of belonging. These efforts offset the isolated feeling my daughter might have due to being physically away from school.*

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*Awe Thank you so much Shannon, I'm crying happy tears now, thinking of my dad and how proud he would be of me for finally completing grade 12. It was tough but I had to do this for my kids and grandkids, they are my world. I will continue to be a role model for them and my community. Thanks again. I will stay in touch, take care.*

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*Thank you so much for your support and flexibility in science this year. Taking the time to connect with him 1:1 at the beginning of the year when he was feeling discouraged really helped Elliott to refocus and realize there was a 'real person' behind the course. A person he could email, ask questions of and give feedback to if he found funny test questions. The opportunity to pursue topics of interest for projects helped him apply the content in meaningful ways. (Not to worry, a fire extinguisher was always nearby. He does understand the importance of lab safety and proper PPE!)*

*I appreciated the ease of accessing adaptations such as being open-ended for time or using a scribe during tests. He has certainly solidified his core science skills and knowledge and is looking forward to Physics 11 (hopefully with you!) next year.*

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*I just wanted to say thank you, in highschool I became very sick and it put me very behind and I felt like I was never going to graduate. English has always been my worst subject and this year thanks to your curriculum, teaching and feedback I have learned so much and learned that I can indeed write an essay and be successful and Enjoy English studies!*

*Thank you so much words cannot express how happy I am right now.*

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*I want to take a moment to thank you for your feedback on my assignments. I don't know how to respond to your comments on the ebus platform, but I wanted to let you know that your positive feedback is valued in the highest regard, it makes me a better student and motivated to keep trying to raise the bar for myself both academically and personally. So, thank you for that.*

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*Thank you for the feedback and I am proud of myself. I am also surprised in myself, that my writing is as good as you comment it is. I'm starting to think of the many possibilities, of working towards something more than I've ever imagined. I'm looking forward to completing my Gr.12 and maybe I'll go on from there to something more. Thank you very much for the support,*



# EBUS Departments

## Aboriginal Education

**Focus:** Strengthening connectedness and relationships as well as supporting students in accessing traditional learning opportunities.

### **Actions**

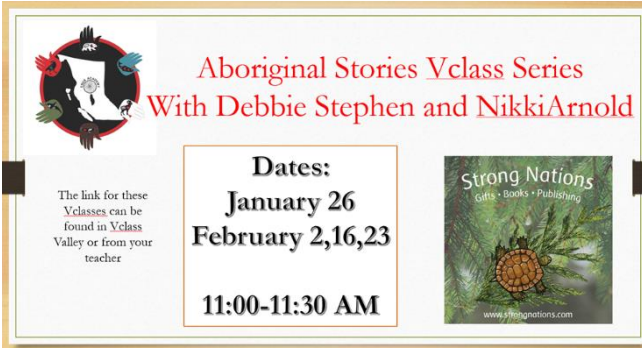
- Hosting Hands-On cultural Vclasses with local indigenous artists and authors.
- Offer virtual classes to support literacy at elementary, middle years and secondary grades selecting books by First Nations authors
- Secondary speaker series featuring Brandon Nolan, Dr. Todd Alec and Lisa Sam and Jordan Mathieu (Canadian Army), BC RCMP First Nations Liaison officer Susan Boyes. Focusing on careers, overcoming hardship, choices...the list goes on!
- Indigenous winter games event
- National Indigenous Peoples Day
- Aboriginal Student Role Models (Grade 8-12)
- Aboriginal Support funding: academic supports and cultural learning opportunities.

### **The Journey**

Attendance at our cultural presentations and hands on V-classes has been excellent.

Students are engaged, interacting with presenters, and creating some amazing items.

- Paddle Painting
- Beading
- Soap Carving
- Painting
- Story / Book Reading
- Carrier Language & Culture
- Talking Circles
- Moose Antler Keychains



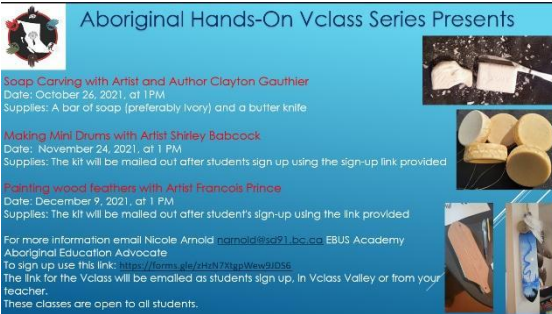
**Aboriginal Stories Vclass Series**  
**With Debbie Stephen and Nikki Arnold**

**Dates:**  
**January 26**  
**February 2, 16, 23**

**11:00-11:30 AM**

The link for these Vclasses can be found in Vclass Valley or from your teacher

**Strong Nations**  
Gifts • Books • Publishing  
www.strongnations.com



**Aboriginal Hands-On Vclass Series Presents**

**Soap Carving with Artist and Author Clayton Gauthier**  
Date: October 26, 2021, at 1 PM  
Supplies: A bar of soap (preferably Ivory) and a butter knife

**Making Mini Drums with Artist Shirley Babcock**  
Date: November 24, 2021, at 1 PM  
Supplies: The kit will be mailed out after students sign up using the sign-up link provided

**Painting wood feathers with Artist Francole Prince**  
Date: December 9, 2021, at 1 PM  
Supplies: The kit will be mailed out after student's sign-up using the link provided

For more information email Nicole Arnold [narnold@sd21.bc.ca](mailto:narnold@sd21.bc.ca) EBUS Academy Aboriginal Education Advocate  
To sign up use this link: <https://forms.gle/jh4N78tqgWew9i056>  
The link for the Vclass will be emailed as students sign up. In Vclass Valley or from your teacher.  
These classes are open to all students.



Hi Nicole,

I wanted to share some feedback with you about the artist classes. We've really enjoyed them and the opportunity to expose our twins in Kindergarten to Indigenous arts, culture and stories.

The favourite class of my kids was today's wood feather painting class. They loved to hear Francois' many stories and participate in the painting. My son often cannot sit still for a whole online class but was so interested in the stories he told that he sat and listened throughout the class. I think this today's class was the most accessible for the younger kids of the classes.

The soap carving one was too challenging for my two and I was worried about them cutting themselves so we ended up mostly watching that one but they thought it was pretty cool to watch!

The drum class they enjoyed but it quite a bit of adult help to string the hides onto the drum frame. They were very excited to decorate and play their mini drum though and thought it was very cool and enjoyed the experience.

For the feather painting, they were very excited. I was glad to see the feathers were nice and large to work on and knew the kids would enjoy this one. I thought that we'd modify it a bit and skip using the tracing paper and that intricate designs might be too challenging so we were just going to paint the feathers freestyle but the kids really wanted to try it out and they actually did amazing. They are both so proud of what they have created. My son has some fine motor challenges and it was amazing to see how well he did with tracing the eagle drawing in particular. He also does not usually like to talk in class videos because of his speech delay and he shared his piece with the class. This is a big win and we are very proud of him. I've attached a photo of each child "in progress" and their finished paintings. We are just waiting for them to dry before we hand them and add the beads.

What a wonderful experience. Thanks so much for offering these programs!

Best,

Katie



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Just wanted to show you Reija's feather she painted.

Lk



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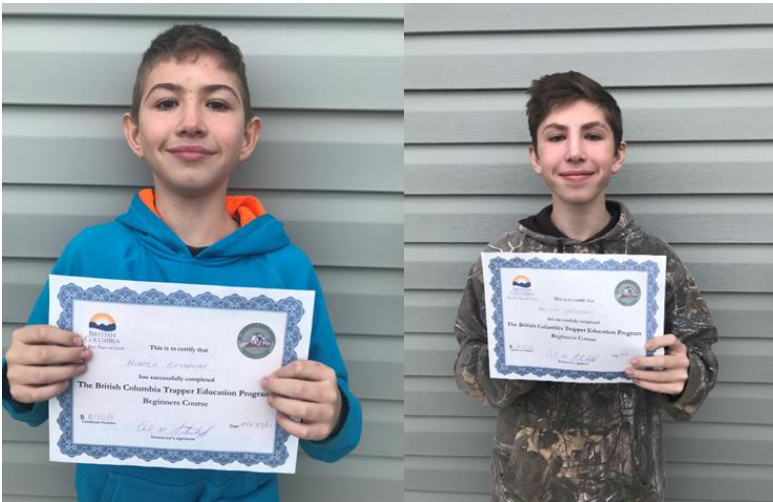
Hi Nicole,

My two kids, 8 and 5 love these classes!! Thank you for organizing them as I know my kids enjoy listening to the stories behind each project and working on them together with the class.

Happy holidays!

Cheers, Shosha

Aboriginal Support funding cultural learning opportunities.



BC Trappers Course graduates

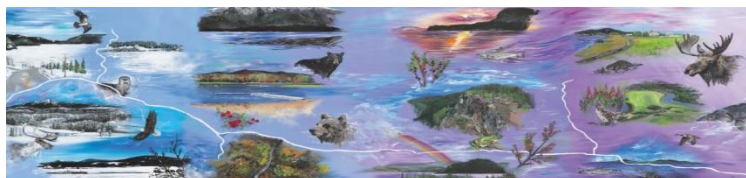
Hi Nicole,

This is the finished product.

In the first picture I am wearing a parka made of wool that I have had since I was 9 and the moccasins(I just made). I was very toasty. And then there is an up close image of the moccasins in the snow. I also added a little bead work even though it was not in the instructions. I looked up how to bead the traditional way. It was an awesome project!

I hope you are having a great day.

Samara H



Grade 8 to 12 Aboriginal Student Role Model  
Nomination and Information Form  
2020-2021

We will feature and nominate EBUS Academy Aboriginal Student Role Models (SD91) in the SD91 Aboriginal Educations monthly newsletter.

Hello EBUS Families,

If you have any questions, please reach out to Nikki Arnold [narnold@sd91.bc.ca](mailto:narnold@sd91.bc.ca) or Josh Elke [jelke@sd91.bc.ca](mailto:jelke@sd91.bc.ca).





**You are invited to Moose Hide Campaign Day  
on February 10, 2022**

**A free virtual event open to all Canadian schools!**

We have registered EBUS for The Moosehide event in February.

# Elementary Department

## GOALS:

- Provide a variety of learning opportunities for students to engage in activities and lessons focusing on SEL
- Increase number and variety of Vclass offerings to promote student participation and engagement with EBUS

## Action

- Create/curate resources in Moodle
- Link to Diversity/Aboriginal and other resources throughout Homerooms, classrooms, courses
- Continue Equity Scans, with a partner, of their homerooms focused on incorporating more diversity.
- Parent surveys to gather feedback on current v-class offerings
- Increase student engagement/connection with EBUS and build better relationships between families and teacher
- Reporting/SIM data
- Checklist, track engagement/participation
- Track engagement with Moodle courses/resources

## The Journey – What we currently do

- Wide variety of Vclasses for all students
- Homeroom Cohort Vclasses and newsletters for connecting and sharing
- Homeroom Challenges and Contests to increase student participation and engagement
- Regular Homeroom Cohort Padlet Challenges for connecting & sharing
- Kahoots, Jamboard activities, games, etc. in Vclasses
- Weekly Checkins with students
- Instant access to teacher through Teams meetings, calls, chat, email, Moodle
- Promotion of Canva, Mingo, and Teams tools for connection and engagement
- Send-outs at Start of Year (Agendas, Heart Smart, EBUS swag bags)
- Audio/video feedback to students (rather than strictly typed/emailed feedback)
- Timely responses to email questions and resource requests (within 24 hours)
- Sharing resources that are vetted and meaningful/purposeful geared towards the unique learning needs of each student (that focus on SEL and Literacy development)

## Evidence

[The Elementary Team Journey - Click Here](#)



# Inclusive Education Department

## 2021-22 Goals:

- To develop competency-based IEPs for each of our students.
- To extend our knowledge and skills in creating competency-based IEPs.
- To develop a process for creating curricular goals with teachers.

## Actions

- Align our IEP template with district MyEd focus
- Use learner profile and parent input forms for IEP information gathering
- Invite/encourage learner participation/engagement in every aspect of the process (where possible)
- Regularly revisit IEP with parents, students, teachers, and support workers
- Focus on competency-based IEPs during collaboration time and professional development opportunities
- Review Shelley Moore sessions and attend District Resource Teacher meetings
- Collaborate with admin to establish a plan for introducing competency-based IEPs to teachers, including the teacher's role in curricular goal development and evidence gathering

## The Journey

### 2020-2021 Goals:

- **By the end of June 2021, each case manager will continue to work on building professional capacity in competency-based IEPs.**

#### ✓ Achieved

- Completed Shelley Moore CBIEP sessions
- Attended weekly District Resource Teacher meetings
- Revised student and parent input forms to align with Shelley Moore information
- Collaborated to develop common formatting for IEPs
- Began shifting all IEPs to competency-based format and language
- **As a department, we will create universal design template/resources to help ensure coursework is accessible to ALL students.**

#### ✓ Achieved

- Collaboration blocks and curriculum development days dedicated to reviewing/discussion of resources on universal design for learning (UDL), and built a UDL guide to help teachers incorporate these principles into their teaching and course development
- A resource that provides inclusions in every aspect of course development was developed and shared with our LMS support teachers

## 2019-20 Goal:



**Each case manager will implement one competency-based student IEP**

### Achieved

- positive feedback from parents
- The change to student centered goals was welcomed by parents; all were happy to move away from SMART goals to more realistic language i.e. not show 3 out of 5 times...
- find competency-based IEPs more authentic
- hope to promote student involvement/agency in the future, especially middle years and secondary years, but must bear in mind changing demographics and that not all IEP students will be able to participate at the same level
- we like the idea of meeting with students to complete the student forms, and are hoping that, as students become more familiar with this IEP process, they will become more active participants; this could even form an IEP goal/objective for some
- consider having long-term service providers contribute to the Student Profile forms
- discuss/share samples of competency-based IEPs completed by colleagues


Time


This lesson and quiz should take you approximately 30 minutes to complete.

## ● Evidence of School Plan Goals - 2020-2021

### Example 1: Student Emotional Learning and Engagement

Kelly's 8 check-ins to have students-teacher interaction to either mark where they are in the course, need support moving forward or to share personal experiences. Example questions shown below:

	Out Of	Item Name
1	100	Activity 1 Hand in Box
2	10	Check-In 1
3	100	Activity 2 Hand in Box
4	100	Activity 3 Hand in Box
5	10	Check-In 2
6	100	Activity 4 Hand in Box
7	100	Activity 5 Hand in Box
8	10	Check-In 3
9	10	Check-In 4
10	100	Activity 6 Hand in Box
11	100	Activity 7 Hand in Box
12	100	Activity 8 Hand in Box
13	10	Check-In 5
14	100	Activity 9 Hand in Box
15	10	Check-In 6
16	10	Check-In 7
17	100	Activity 10 Hand in Box
18	100	Activity 11 Hand in Box
19	100	Activity 12 Hand in Box
20	100	Formal Business Plan Hand in Box
21	10	Check-In 8

Question 2  
Complete  
Mark 8.00 out of 8.00  
 Edit question

Think about an ad that is currently sticking or has really stuck with you. Now make sure it's appropriate, that if you showed it to your parent(s)/guardian(s) that you wouldn't blush. If you are an adult, think about what you would show to someone at the age of 17 or 18.

Avoid full nudity and racist content.

Locate the ad online, either a visual like a poster or a YouTube video. Copy and paste the URL below and answer the following 5 questions:

Label the question number clearly in your response below.

- 1) What about this ad had an impact on you?
- 2) Has this ad influenced you in any way? To spend, do something, act a certain way, etc...
- 3) Do you remember telling anyone about the ad or sharing it on social media?
- 4) Do you like watching or reading ads, or do you skip them?
- 5) If you put out an ad and wanted people to watch or read it, what is one thing you could do or include, to keep your audience engaged? Not looking for a right answer, just what appeals to you or what you think appeals to others.

<https://poshmark.com>

- 1) When I first heard about poshmark, I was immediately interested. I had always wanted to get rid of the clothes I never wore. I had always donated them instead, but this way, I could earn commission on their website. This ad impacted me as it lead me to finding something I enjoy-marketing and selling things! I started up my own account and began posting.
- 2) This ad influenced me to start up my own account and begin minimizing. I wasn't really interested in the money receiving part and found it satisfying to drop packages off in the mail. It was like online thrift store shopping and helping save the planet by re-using clothes that were in good condition. It also influenced me to buy things on their website. I loved looking for things that would be quite expensive bought new, but were half the price and never worn!
- 3) Yes, I told all of my friends and family about it and urged them to get accounts as well. Some of my friends do have accounts and are loving it!
- 4) For me it really depends what the ad is on. I don't like annoying ads about medicine and arthritis because it gets repetitive. I usually won't skip ads that involve clothing, vegan food or travel clips because I am always engaged. I'll also skip ads that are fast-food, meat/dairy ads and baby ads.
- 5) If I put out an ad and wanted people to watch or read it, I would find someone relevant to be in the ad. I would avoid receptive speech and/or annoying sounds, but I would also come up with a catchy phrase that would be distinguished from others that people could name my brand if they had heard it. I wouldn't want the ad to be too long, but briefly explain what it is, what I stand for and how it could help them. A long ad could result in skipping, loss of engagement and frustration. I want to keep it short, informative and relevant!

Question 1

Correct

Mark 2.00 out of 2.00



Edit question

After having prepared notes or a rough copy of my Products & Services section for my business plan, I feel:

Select one:

- ☐ a. Like I am on top of things and feel confident moving forward.
- ☒ b. Like I am doing okay, and have no real concerns at this time. ✓
- ☐ c. Like I am struggling, and will message my instructor for help soon.

Question 3

Complete

Mark 6.00 out of 6.00



Edit question

Provide one of your sources by copying and pasting the link below. If your source is a person, provide their name and relevance to what your business idea is about.

What was this source used for and why did you decide this was a good and/or reliable source to use?

If you did not do any research, type in "none" below.

Source of reference: Individual business owner (family member)

Relevance: Even Dotsdall (my uncle)- Founder & Owner of Invision Creative, a partnership business which designs logos and business slogans, helping companies to start up and gain exposure.

This source was used to help me describe my product professionally, including the target audience, why my product differentiates from others and pricing everything out. I also used this source to help me create a simple and professional logo to match my business venture idea.



## Exit reflection example:

List 1 thing you learned that was either most interesting, relevant, or meaningful to you.  
Explain briefly.

The course is designed in an open manner, meaning a framework is given but you research and construct your learning on your own a lot. Did you find this allowed you to be more creative or explore your own interests, or would you prefer more guidance and limitations?  
Explain briefly.

List 1 aspect of the course you thought was done well.  
Explain briefly.

List 1 aspect of the course you thought needed improvement.  
Explain briefly.

1. One thing I learned that was most interesting, relevant, or meaningful to me was examining direct and indirect competition. I hadn't thought of this before: to compare every source of competition (both direct and indirect), to determine how I could make my business or product stand out from the rest. I found it the most relevant when researching how many companies actually offered similar products or services, and found that it helped guide me towards how I could protrude my goal of offering the best product out there.

2. I found that this open manner style of course allowed me to be more creative and explore my own interests. If this were a class I took in a much younger grade, I would prefer more guidance and limitations, but being a senior it allowed me to set my own expectations as well as develop my learning and growth independently. This idea of working on my own, but still having those unlimited resources, including asking the teacher whenever needed was something that I really enjoyed most about this course.

3. One aspect of the course that I thought I did well on was the Competitive Analysis. This was one of the assignments that took the longest. I really thought it through and attempted to go beyond what was expected which resulted in one of the highest grades I had received. I added as much detail as possible, used examples and was very clear when explaining my competitive strategy.

4. One aspect of the course that I thought I needed improvement on was the Market Analysis. The reason I did not complete my best work on this assignment was because I rushed it. I forgot to add certain demographics for each location, percentages or number of people who actually consumed coffee/tea as well as summarizing visual representations. I learned from this mistake as I took my time and followed instructions as well as added my own learning style in to each assignment which got me back on track.

Student focused more on their-self than the course, but the reflection on the 2<sup>nd</sup> point was well thought out 😊 and this information can be used to make changes and target the older students based on this type of feedback.

## Ray's Goals that address Literacy and SEL:

- in each case, students are using language that was learned from the applicable unit in their video/audio clip
- they felt comfortable sharing their thoughts with me either visually or auditorily. Afterall, they could have easily said that I'm not comfortable doing this and would have preferred to complete the assignment on paper where they would be 'hiding' behind the screen

[Student example Self Reflection Part A \(Ray Wong\)](#)

[Student Example Part 1 \(Things I've Learned" \(Ray Wong\)](#)

[Student Example Part 2 \(B\) \(Ray Wong\)](#)

[Student Example Part 3 \(B\) \(Ray Wong\)](#)

## Goal 1: Literacy: To have all students' reading comprehension at or above grade level (I.e., K-9 DORA data)

- Shannon's Studio Arts 2D 11 Example: learners listen to an audio art critique, then summarize the key points (keepers), then generate questions (queries) for the presenter or about the topic:

Link: <https://www.moma.org/audio/playlist/296/44>

Artist: Vincent van Gogh

Artwork: The Starry Night

Keepers

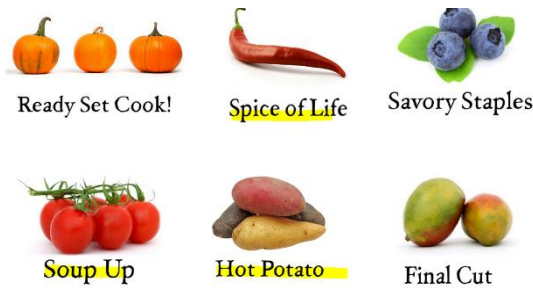
- Represents the turmoil in artist's imagination
- Artwork is well-known because of van Gough's ability to touch people's emotions
- Painting depicts and intensely agitated, turbulent and vibrant night sky unlike what is seen in reality

Queries

-What part of van Gough's life influenced the emotion portrayed in this work?

-How would van Gough re-create the emotions in this painting if it wasn't a part of the Post-impressionism movement which inspires the brushwork used to portray the vibrant feelings?

- Shannon's Food Studies 12 Example: using idioms as names for units in the course:



**Goal 2: Social Emotional Learning:** To ensure that all EBUS programming provides a safe inclusive learning environment. (for example: frequent check ins or promoting a growth mindset)

- Shannon's Food Studies 12 Example- one of three check in's scattered throughout the course



**Goal 3: Student Engagement:** Maintain completion rate of students Including withdrawals to 80%. (I.e., check ins, exit surveys, building a learning community or providing examples or scenarios)

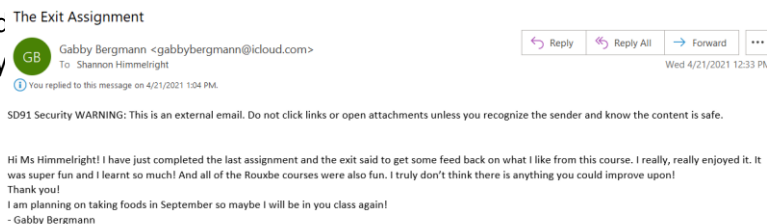
- Shannon's Studio Arts 2D 11 Example-learners choose and create their own animated video story:

Why did you choose this story?

I recalled the times I'd listen to the school librarian reading *The Very Hungry Caterpillar* by Eric Carle when I was in elementary school, so when I got the opportunity to find a story to make an artwork video for, I used **sensory inspiration** of listening to that story many years ago to decide my story choice for the project since it made me feel more connected with the assignment and made it a lot more fun and pleasurable.

Link to the video: [The Very Hungry Caterpillar](#)

- Shannon's Food Studies 12 Example- The Exit Assignment improved, what they learned on the course, what could be improved, what they learned

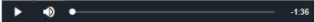


## **French 10 – Read and/or listen**

**Tasks**


1. **Read** the following conversation had by Marc et Jean.

You can also listen to the conversation here.



2. **Answer** the following questions by completing an **audio file** to describe what they are talking about. The words in parenthesis are there to help you if you are not sure how to answer in complete sentences. Think of it as retelling someone you know about what you overheard them talking about.

1. Qui sont les deux personnages? (Ces 2 personnages sont...)
2. Quelle est la place spéciale de Marc? (Marc a une place spéciale. Sa place spéciale est...)
3. Quelle est la place spéciale de Jean? (Jean a une place spéciale. Sa place spéciale est...)
4. Nomme une activité que Marc aime faire. (Marc aime...)
5. Nomme une activité que Jean aime faire. (Jean aime...)



**Jean :** Quel temps magnifique ! L'été est ma saison préférée.

**Marc :** Moi aussi, j'adore l'été. Quand il fait beau et doux aujourd'hui, j'ai tout à coup une foule de souvenirs. Tu te souviens de nos passions tous les étés dans une villa au bord de la mer ?

**Jean :** J'allais à vélo, chaque matin, acheter une baguette française et aller faire des dégustations dans le jardin. Nous passions l'après-midi sous des châteaux de sable et à nager.

**Jean :** Moi, j'allais tous les étés chez mes grands-parents à la mer. C'est là que j'ai découvert l'odeur du bon poisson et du bon soleil.

**Marc :** Mais on est bien, là aussi, à cette terrasse. C'est ça que j'aime l'été, avoir une vue sur la mer et pouvoir vivre dehors.

**Jean :** Tu es originaire du Midi toi ?

**Marc :** Oui, j'y ai toujours vécu et, crois-moi, j'aurais du mal à vivre ailleurs !

**French 10, 11 and 12 have check ins as well as a survey at the end of the course.**


# CHECK IN

## SERVICE

Bonjour! I am checking in to see how you are doing so far. Please answers to the following questions.

1. In the [questionnaire](#), I ask what you wanted to work on in the course. Have you improved? Why? Why not? Has your focused changed.
2. In the Flipgrid, I asked you about a dream that you have. What are you doing to reach that dream and make it a reality?

Merci!

 Check in

☐

### FR 10, 11 and 12 Survey questions

(4) Is the marking criteria for assignments clear to understand?

☒ Not selected

☐ Excellent

☐ Above average

☐ Average

☐ Below average

☐ Very poor

⛶

(5) How efficient was I with communication (emails, Moodle messages, phone calls)

☒ Not selected

☐ Excellent

☐ Above average

☐ Average

☐ Below average

☐ Very poor

⛶

(6) Was the feedback provided clear and specific?

☒ Not selected

☐ Excellent

☐ Above average

☐ Average

☐ Below average

☐ Very poor

⛶

(7) Where the tasks engaging?

☒ Not selected

☐ Excellent

☐ Above average

☐ Average

☐ Below average

☐ Very poor

⛶

(8) Which tasks did you prefer? Why?

⛶

(9) Which tasks did you not enjoy? Why?

⛶

(10) What else would you like me to know about your experience in this course?

⛶


## Electives Goals

- By June 2021, all electives' courses will have clearly marked times attached to all assignments to allow all students to plan for timely completion of activities and course completion.

### French 11 example of time suggestion

#### Jeune et franco

Intro



(Image from Unsplash by Zachary Nelson)

Apprends à connaître des jeunes francophones dans la province de l'Ontario. Ils ont tous des différentes histoires.

Tâches

1. Visionne la vidéo. (25 minutes) / Watch the video. <https://www.tv5unis.ca/videos/jeune-et-franco/saisons/1/episodes/5>

2. Considère les participants. Répondre aux questions suivantes: / Think about the participants. Answer the following questions:

1. Quel est le nom des participants et quelle province habitent-ils?

2. Qu'est-ce qui est important pour chaque personne? (2 choses par personne)

3. Avec quelle personne t'identifies-tu? Pourquoi? Donne des exemples. (Which person do you relate to? Why? Give examples) Think about what they do.

(Answer in French or English)

Temps

60 minutes +

Soumettre

Ajoute tes réponses dans la boîte de commentaires de Moodle.

- By June 2021, all electives' courses will have a variety of tools available to allow students to express themselves according to their creative abilities such as offering choice and accommodations to meet their interest/hobby in a supported educational setting to encourage their personal growth.

### French 12 option of creating a recording or making a podcast to present a historical Canadian or American Black citizen

#### Citoyens noirs

Intro

Apprends à propos de certains canadiens et américains noirs qui ont marqué l'histoire.

Tâches

1. Lis les informations du site suivant : <https://ici.radio-canada.ca/nouvelle/703955/histoire-noirs-canada-personnalites>

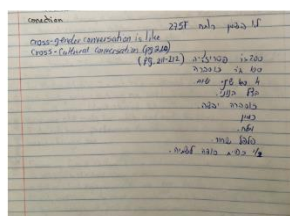
2. Écoute le podcast de l'histoire de Joséphine Baker, une américaine (<https://soundcloud.com/lapuceloreille/josephine-baker>)

-Fais un podcast/audio (approx. 1 minute à 1:30) de Joséphine ou d'une autre personne noire que tu veux partager. Parle des points importants de leur vie.

- By June 2021, all electives' courses will have presence of a variety of diverse populations, cultures, age, gender, abilities, in the form of images, videos, and content to promote inclusion and acceptance.

Shannon's example: Food Studies 12 Cultural Cuisine (Learners are encouraged to prepare a meal/food that connects to their culture/heritage. This is a recipe for falafel). +

#### 5. Link or photo of the recipe.



(My mom wrote it down in her notebook while on the phone with her brother (he gave us the recipe), so that's why it's in Hebrew and looks like that)

## French 12 – First Nations story about maple syrup.

### Le sirop d'érable Atikamekw

#### Intro

Le sirop d'érable est un produit canadien qui est consommé au travers le monde. Il est disponible en beurre, en sirop, en sucre et aussi dans les produits de santé. Il est fabriqué dans l'est canadien avec les érables. Découvrez son origine et la culture qui l'a enseigné aux nouveaux arrivés au Canada.

Verbes au présent, passé et future

<https://www.the-conjugation.com/>

#### Tâches

1. Regarde les vidéos suivantes:



(1:05)

Du sirop d'érable à la manière de Atikamekw (1:38)

# Humanities

## Focus:

- Student engagement will continue as the focus for the Humanities Department, with new action steps building on the developments in this area from the previous year.

## Action:

- *STUDENT VOICE*: actively invite, share, and discuss student feedback.
- *STUDENT WORK*: actively invite, share, and celebrate student exemplars.
- *ENGAGING ASSIGNMENTS*: actively invite, share, and collaborate re: assignments that engage traditional learning competencies in new ways.

The Humanities Journey presentation is a representation of the action steps intentions listed above.

[Humanities Journey - click here](#)

# Middle Years Department

## School wide Focus

- Literacy
- Social Emotional Learning
- Student Engagement

LITERACY	SOCIAL EMOTIONAL LEARNING	STUDENT ENGAGEMENT
Humanities	PHE Careers	Minga

## Middle Years focus for 2021-2022:

- Increase student engagement by encouraging participation in Vclasses, clubs, and connection among the Middle Years community.
  - Minga – connection, clubs
  - Live Voice
  - Some students attend course related Vclasses, but often not enough to make the time commitment for prep and delivery worthy. How to encourage participation?
  - Students are more comfortable calling teachers independently.

## The Journey



Grub Club Highlights  
2020-21.pdf



Elise Convince Me!  
An Argument Paragra

- A convincing paragraph from a student arguing why clubs and student interaction is important. Elise has given permission for her paragraph, name and initial to be shared.



- A picture of one of the student-created posters for the Drama Club.

- comments from the chess club:
  - Thank you for hosting the chess club, Fred really enjoys it.
  - My son would love to join the chess club and attend both sessions! He is extremely excited to hear there are two club meetings each week.
  - I think this is really great for the students to learn and i'm so happy there's a chess club!



Coding, Robotics, and  
Minecraft Clubs.docx

- Some highlights and photos from the Coding, Robotics, and Minecraft clubs.
- Writer's Workshop – there were about 15 kids participating but not all there on the last day when I did the feedback form. (see above)
- Live Voice posters - the 'mini-Ted Talks' by Grade 9 students showcasing their passions and design journeys. Always had around 12 – 15 students from Middle Years show up to be the audience. They came because they shared the same passions and wanted to learn more! Always different students for the audiences.
- **In Live Voice last year:**
  - Grade 9 Students showcased their learning process and final results in the following:
  - \*creating and coding an original computer game
  - \*designing and making an original music video
  - \*designing and decorating a multi-layer cake (professional looking!!)
  - \*research and passion for black holes



# Math / Science

## Goals:

- Expand thinking classrooms pedagogy in other math courses as well as in Chem, Physics and Biology.
- Increase fluency in tech teaching tools.
- Increase participation in UNBC Science Talks
- Indigenizing courses.
- Increase course completion rates particularly for adults.

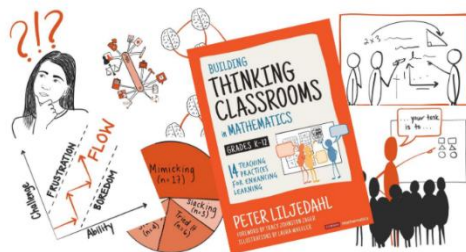
## Actions

- Collaboration group: thinking classrooms
- Collaboration group: tech teaching tools
- Book Club: Modifying Your Thinking Classroom for Different Settings
- District Professional Development Series: Liljedahl and Chrona
- Fixing Moodle errors from server upgrade
- Continue to build our relationship with UNBC through regular meetings with Dennis Stark and opening Science Talks up to SD91 students
- Development of 'Specialized Science' course?
- Creating a variety of touch points in courses to encourage students and build relationships: intro videos, how to videos, etc

## The Journey

We continue to reflect on improve our course offerings and ways that we connect with students and parents. We reviewed our Study Forge courses and are addressing the school wide approach to working through these courses.

- We have also been creating competency projects and assessments for our moodle courses.
- Collaboration with UNBC continues and plans for Science talks are ongoing with a thought to expand the offerings to include areas outside of the traditional math / science areas.
- The work with Thinking Classrooms is based on the book: Thinking Classrooms in Mathematics by Peter Liljedahl.
  - The hope is that we can find ways to encourage 'Thinking' in our on-line classrooms. A pilot project is under way with our Workplace Math 11 course.
- We are adding a territorial acknowledgment in email signatures and courses.



## From the Field

- xxxxxxx has had an amazing year. I think he found his niche in the sciences. Last year he did computer sciences which he received 90% computer 10, 91% for computer 11 udemy 2d design, 96% in AP computer science and now has a 3d printer ;printing 3d face shields which he cannot keep up to the demand of people buying them from him. This, all because you believed in xxxxxx and gave him the chance to feel success. For that there is a star in heaven with your name on it.