



FORT ST. JAMES SECONDARY SCHOOL

School Plan

SCHOOL OVERVIEW

FSJSS/FSJ Alternate School are the centre of Fort St. James. The fact that we are the focal point in the community makes it essential that we meet the needs of our students. The learning that students and staff take part in is critical for their future and the future of our greater community.

FSJSS is comprised of 267 diverse learners in Grade 8 to 12.

95 of our learners are case managed, 68% of the students are of Indigenous Ancestry, and 1 of every 3 students is directly involved in athletics. Our staff of 37 includes 18 teachers and 19 support staff.

DISTRICT STRATEGIC PLAN



ENHANCE CONNECTIONS

Create opportunities
and assist schools to
engage in valuable
learning activities with
community partners.



Goal:



Our students are given a variety of opportunities to engage in valuable learning opportunities with community partners.

- Work with Chuntoh Education Society and John Prince Research Forest
- Monthly meetings with Tl'azten and Nak'azdli Education Directors
- Work closely with Indigenous student mentors
- Invite local knowledge holders and elders into the school
- Community Feasts
- Fun Fridays at Enterprise Centre





Literacy Goal:

All students achieve a 3 or higher on Provincial Literacy 10 and 12 Exams

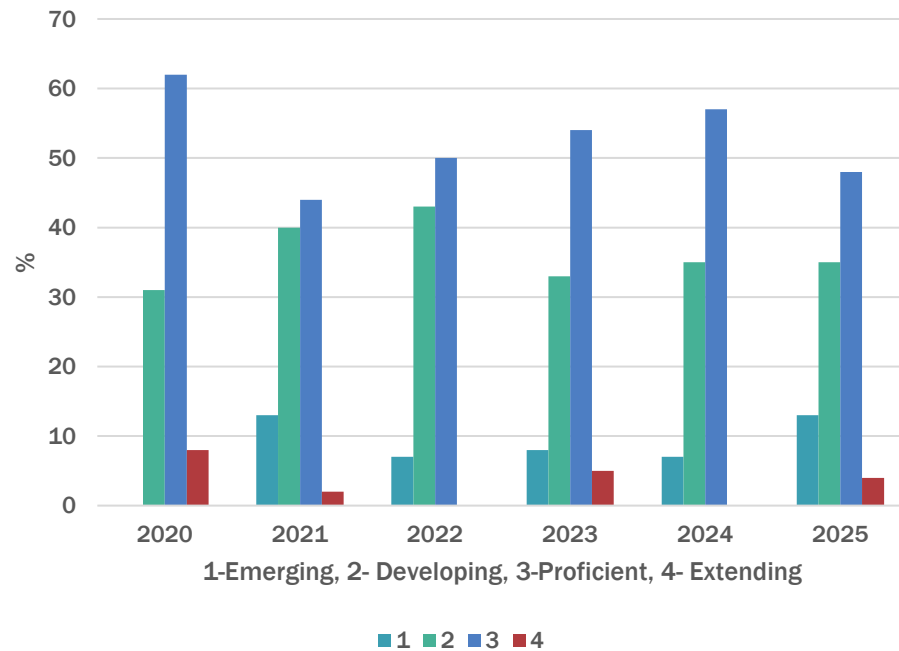
Examining the data from the last few years, RAD/CCR and Provincial Literacy Grade 10 and 12 we are seeing an increase in students moving away from a 1 (not yet meeting) to a 2 (minimally meeting) and a 3 (fully meeting). A few students are scoring a 4 (exceeding) on the exams.

Literacy Strategies

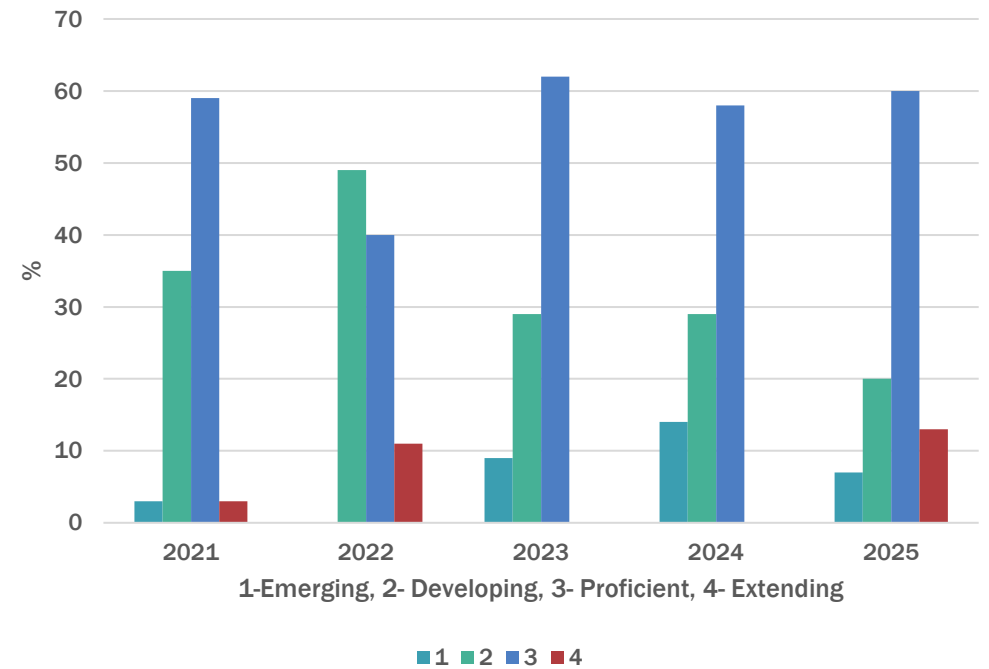
- Grade 8's linear Humanities
- Review RAD/CCR data for gaps
- Provide learning support interventions (RTI)
- Teachers working with Faye Brownlee inclusive literacy strategies, Peter Liljedahl with thinking classrooms and Richard Van Camp
- Pull-out with case managers

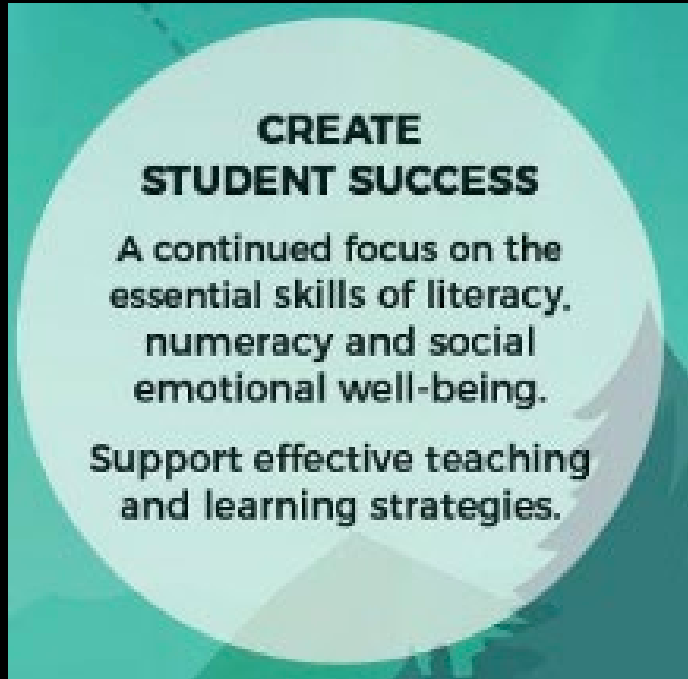
PROVINCIAL LITERACY EXAM RESULTS

Literacy 10



Literacy 12





Numeracy Goal:

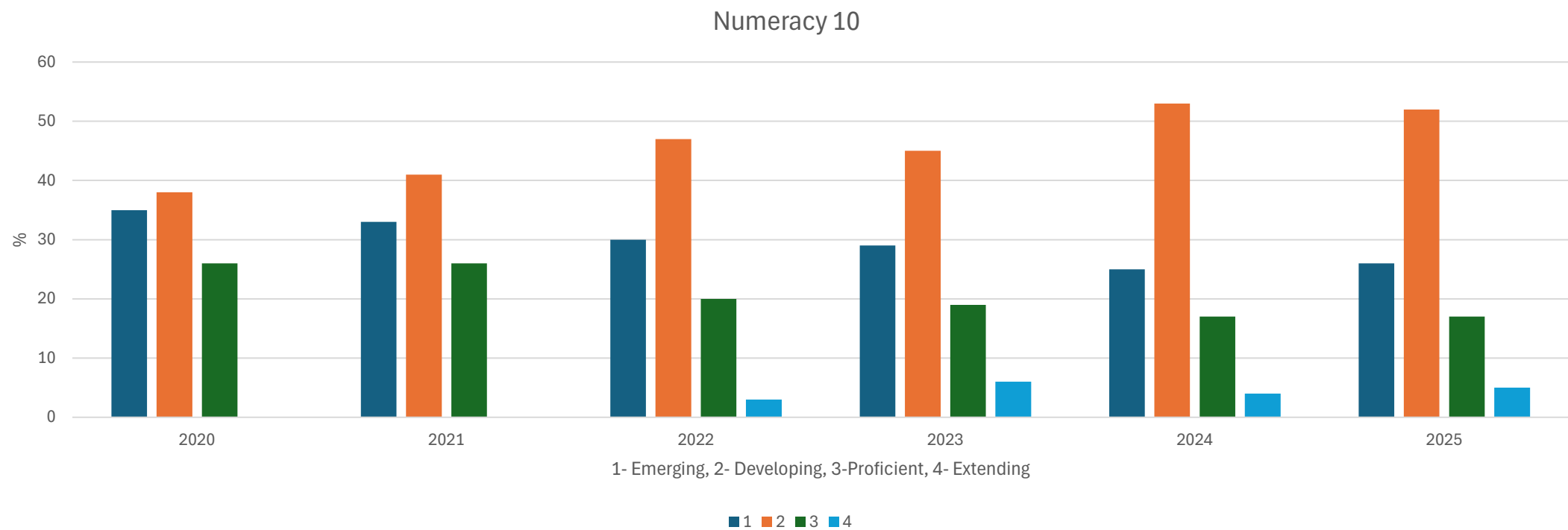
All students achieve a 3 or higher on Provincial Numeracy 10 Exam

Examining the data over the last few years, a large percentage of our students are not yet meeting expectations.

Numeracy Strategies

- Grade 8 linear Science and Math
- Grade 10 linear Science and Math
- Teachers working with Peter Liljedahl on Thinking Classrooms
- Use SNAP data to guide practices

PROVINCIAL NUMERACY EXAM RESULTS





Social Emotional Goal:

Through the 2024 “Our School Learning Survey” we know that 55% of our students have a positive sense of belonging, 69% of our students have positive relationships, 55% of our students feel safe at school, 33% felt that they have adult advocacy at school, and 64% have positive teacher-student relationships.

SEL Strategies

- Physical and Health Education (PHE) curriculum using Mental Health and the curriculum guide (teenmentalhealth.org)
- Health initiatives
- Grade 10 participates “Living Life to the full” program
- Grade 8 participates Respectful Futures and Building Healthy Relationships and sexual health education
- Grade 12 participates the “Bounce Back” program
- Increased S.O.G.I. 1,2,3 resources
- GSA Club to support learners
- Grade 8 Retreat Day

OUR SCHOOL SURVEY RESULTS

Bullying, exclusion, and harassment

Students who are subjected to physical, social, or verbal bullying, or are bullied over the internet.

- 16% of students in this school were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 19%.
- 12% of the girls and 17% of the boys in this school were victims of moderate to severe bullying in the previous month. The Canadian norm for girls is 20% and for boys is 18%.

Feel safe attending this school

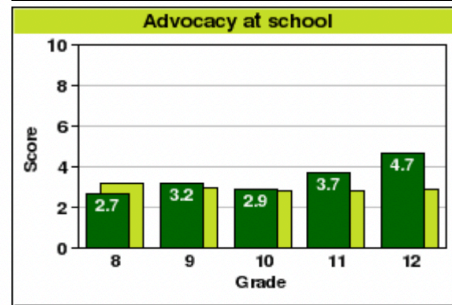
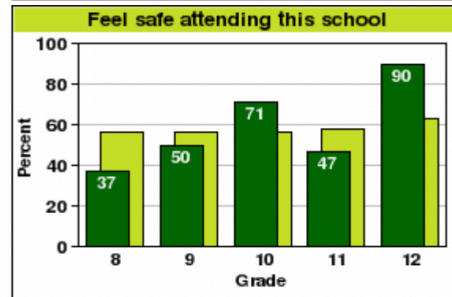
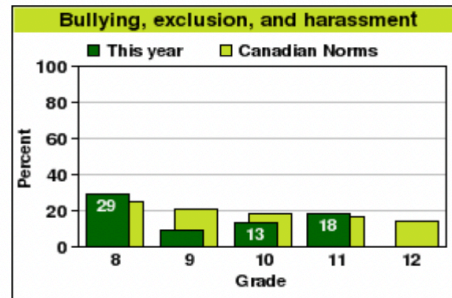
Students who feel safe at school as well as going to and from school.

- 55% of students felt safe attending the school; the Canadian norm for these grades is 58%.
- 51% of the girls and 61% of the boys felt safe attending the school. The Canadian norm for girls is 54% and for boys is 61%.

Advocacy at school

Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.

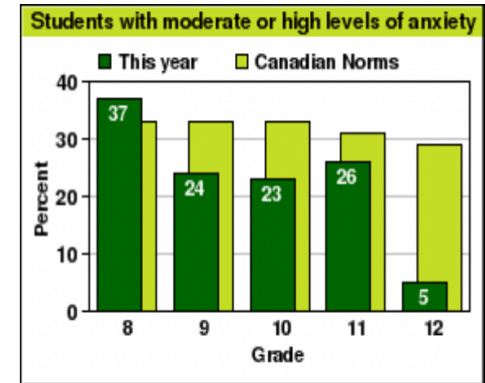
- In this school, students rated advocacy at school 3.3 out of 10; the Canadian norm for these grades is 2.9.
- In this school, advocacy at school was rated 3 out of 10 by girls and 3.6 out of 10 by boys. The Canadian norm for girls is 2.8 and for boys is 3.



Students with moderate or high levels of anxiety

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

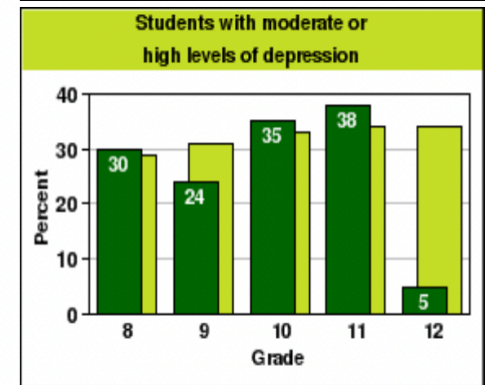
- 25% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 32%.
- 39% of the girls and 13% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 46% and for boys is 18%.



Students with moderate or high levels of depression

Students who have prolonged periods when they feel sad, discouraged, and inadequate.

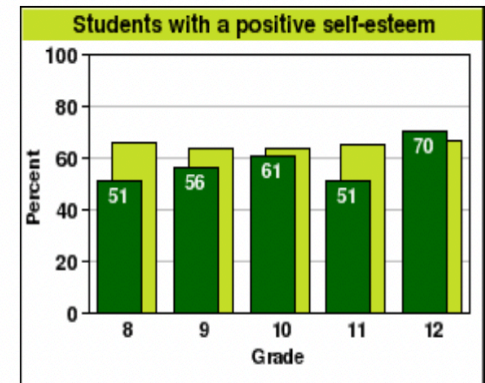
- 28% of students in this school had moderate to high levels of depression; the Canadian norm for these grades is 32%.
- 35% of the girls and 21% of the boys in this school had moderate to high levels of depression. The Canadian norm for girls is 45% and for boys is 20%.



Students with a positive self-esteem

Students who like and accept themselves, and are proud of their accomplishments.

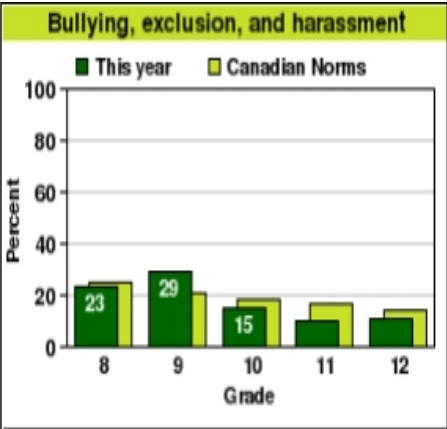
- 56% of students in this school had high self-esteem; the Canadian norm for these grades is 65%.
- 50% of the girls and 64% of the boys in this school had high self-esteem. The Canadian norm for girls is 59% and for boys is 71%.



Bullying, exclusion, and harassment

Students who are subjected to physical, social, or verbal bullying, or are bullied over the internet.

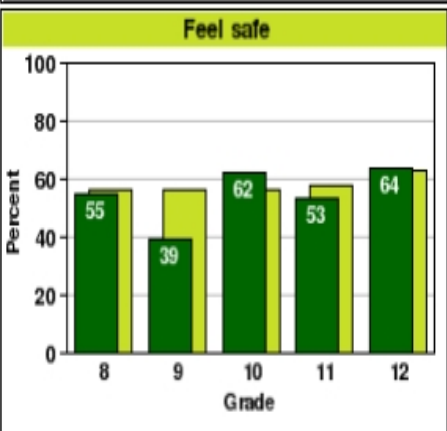
- 18% of students in this school were victims of moderate to severe bullying in the previous month; the Canadian norm for these grades is 19%.
- 16% of the girls and 19% of the boys in this school were victims of moderate to severe bullying in the previous month. The Canadian norm for girls is 20% and for boys is 18%.



Feel safe

Students who feel safe at school as well as going to and from school.

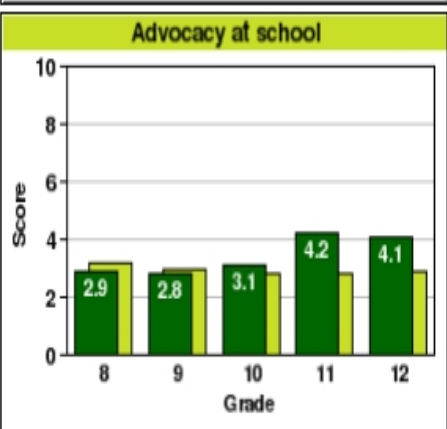
- 54% of students felt safe attending the school; the Canadian norm for these grades is 58%.
- 47% of the girls and 62% of the boys felt safe attending the school. The Canadian norm for girls is 54% and for boys is 61%.



Advocacy at school

Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.

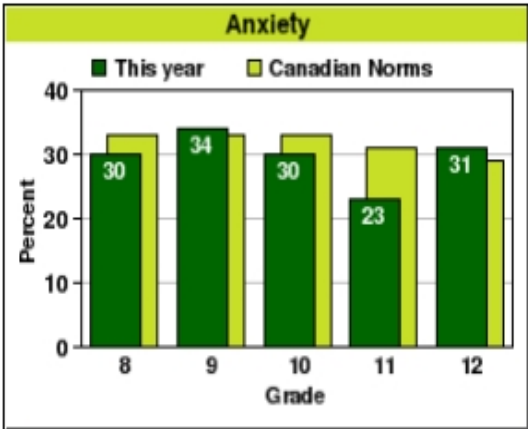
- In this school, students rated advocacy at school 3.4 out of 10; the Canadian norm for these grades is 2.9.
- In this school, advocacy at school was rated 3.1 out of 10 by girls and 3.6 out of 10 by boys. The Canadian norm for girls is 2.8 and for boys is 3.



Anxiety

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

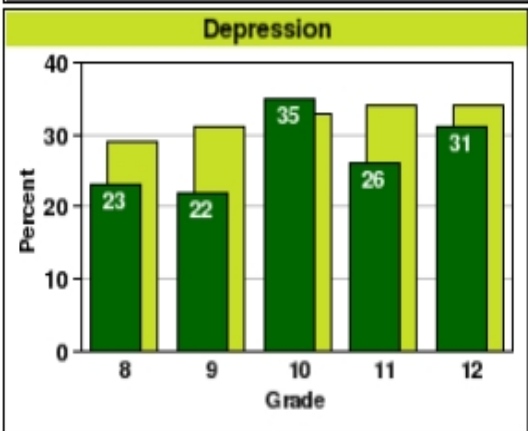
- 30% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 32%.
- 54% of the girls and 14% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 46% and for boys is 18%.



Depression

Students who have prolonged periods when they feel sad, discouraged, and inadequate.

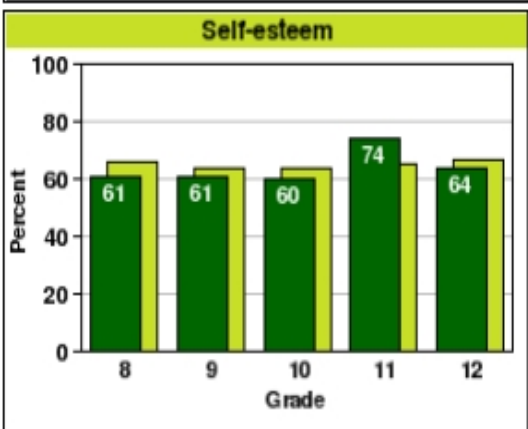
- 27% of students in this school had moderate to high levels of depression; the Canadian norm for these grades is 32%.
- 41% of the girls and 16% of the boys in this school had moderate to high levels of depression. The Canadian norm for girls is 45% and for boys is 20%.



Self-esteem

Students who like and accept themselves, and are proud of their accomplishments.

- 63% of students in this school had high self-esteem; the Canadian norm for these grades is 65%.
- 58% of the girls and 69% of the boys in this school had high self-esteem. The Canadian norm for girls is 59% and for boys is 71%.



SOGI

Goal:

The goal of SOGI is to support all learners and staff, regardless of their sexual orientation or gender identity, and provide educators with the capacity to build inclusive school environments. FSJSS is committed to make everyone feel welcome, accepted and safe within the school community.

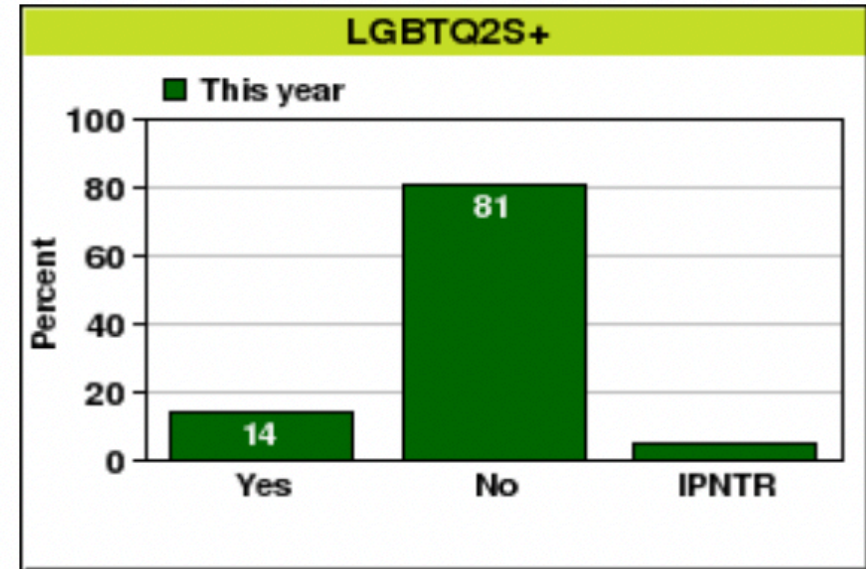
Strategies:

- Increased S.O.G.I. 1,2,3 resources for educators and learners
- GSA Club to support learners
- Share the Love Day
- Staff learning day May 2025

LGBTQ2S+

Students are asked whether they consider themselves to be Lesbian, Gay, Bisexual, Transgender, Queer and/or Two-Spirit (LGBTQ2S+).

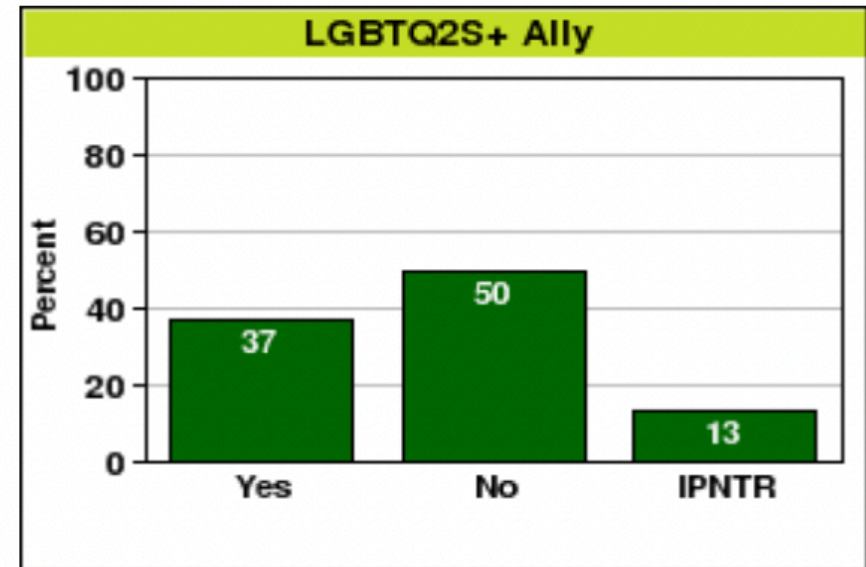
- 14% of students consider themselves to be LGBTQ2S+. 81% of students do not consider themselves to be LGBTQ2S+. 5% of students prefer not to respond.



LGBTQ2S+ Ally

Students are asked whether they consider themselves to be an Ally of the LGBTQ2S+ community.

- 37% of students consider themselves to be a LGBTQ2S+ Ally. 50% of students do not consider themselves to be a LGBTQ2S+ Ally. 13% of students prefer not to respond.



ENGAGE OUR WORKFORCE

Nurture school and district cultures that inspire and support passion-based teaching, learning and leading.

Create opportunities for every member of our organization to contribute to student success.



Goal:



Students will have a variety of opportunities to engage with the workforce while discovering and fostering their passions.

- Environmental Science class and their connections with the John Prince Research Forest and Fort St. James Search and Rescue
- Research Boat Project in partnership with Nak'azdli fish hatchery and engineer Peter Krahm
- Ice Rescue Technician Training
- Necoslie River Water Quality Project
- SD91 Career Projects
- Structure Fire and JIA





Goal:



FSJSS will honour the diversity of all students and staff. We will learn to recognize and celebrate the pluralism present in our high school and greater community.

- Teachers worked with Jo Chrona
- Full time Carrier Culture and Language teacher on staff
- Planning Carrier Culture and Language days that include feasts
- Increase First Nations resources used in classes
- Learn from Knowledge Holders and Elders
- Drumming at lunch time
- Summer Programs that involve land-based teachings and learning
- Girl's Group and trip to Pow-wow in New Mexico in 2024
- Boys and Girls Group to New Aiyansh in 2025
- Annual Grade 9 Excursion to Haida Gwaii until 2024

CONTRIBUTORS:

Contributors to our school plan include:

Craig Houghton and Shelley Leatherdale

All staff at FSJSS/FSJAS

Nak'azdli Education Manager

T'lazten Education Manager

Student Voice

PAC