



School Plan 2023



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:

- Percentage of students working at the 'Emergent' level remains high at all grades
- Half of our grade 1's completed the assessment and close to 70% of those are in the Emergent category.
- The grade 9 cohort shows an increase from last year in the emergent category.
- Participation rates at k-6 range from 50 -66%.

Actions

- 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 to guide student learning plans / goals.
 - Promote the use of Lexia (include in student learning plans)
- Middle Years –continue to analyze cohort data and implement Dora recommendations in Moodle courses
- Elementary - Focus on emerging students and promote activities, strategies and resources to improve reading comprehension

| 2022-2023 | September | Participation | Above | Proficient | Emergent | At or Above |
|-----------|------------|---------------|---------------------------|----------------------------|----------------------------------|--|
| Grade | 1701 Count | Rate | 1+ Year above Grade Level | At or Close to Grade level | 1 or more Year below Grade level | At or Above Grade level (Composite of Above & Proficient) |
| 1 | 30 | 15 | 33 | 0 | 67 | 33 |
| 2 | 25 | 16 | 56 | 19 | 25 | 75 |
| 3 | 33 | 20 | 55 | 10 | 35 | 65 |
| 4 | 15 | 9 | 67 | 11 | 22 | 78 |
| 5 | 31 | 21 | 71 | 5 | 24 | 76 |
| 6 | 41 | 23 | 74 | 9 | 17 | 83 |
| 7 | 44 | 42 | 69 | 12 | 19 | 81 |
| 8 | 46 | 41 | 63 | 7 | 29 | 71 |
| 9 | 83 | 78 | 54 | 9 | 37 | 63 |

| 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 expanded to include grade 1 and 2 students 2022-23. It is designed to have parents involved so they can learn how to instruct early readers. Teachers do a virtual lesson that models to the parents how to teach the basics of reading. It has also provided the added benefit of a social learning environment for primary learners.

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

Various V-classes are offered to engage readers including: Primary Aboriginal Stories, Reader's Theater and Intermediate Novel Studies.

Middle Years

Courses are continually revised to support development of literacy skills.

- DORA to help develop literacy IEP goals for gr. 8/9 learners who struggle with reading
- 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.

Secondary

Department collaboration has identified strategies and alternative ways to help students access content in their on-line courses:

- Keyword forums to discuss key concepts from the course readings
- Forum discussions for poetry and novel study to examine aspects of the readings.
- Use of prompts that are but not words
 - eg have icons represent hand in boxes
- Transcripts for some videos
- Audio books and audio files / videos to follow along
- Assign DORA to some gr. 10-12 students to track progress and assist with goal-setting

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
 - Welcome emails, check ins, territorial acknowledgment,
 - infuse gender neutral language in communications (reports cards)
 - Including the SOGI (Sexual Orientation and Gender Identity) flag at the top of courses
 - Monthly SEL (Social Emotional Learning) message in padlet
- Identify and continue to implement strategies that promote student to teacher connections
 - Using Bitmoji's in feedback and emails to promote friendly and fun connections with learners.
- Continue to offer activities that increase student sense of belonging to the EBUS Community
- Add EBUS-made **Exit Surveys** for students to LMS (Learning Management System) course checklist
 - Work on model for obtaining parent exit survey
- Continue to scan courses and improve accessibility, and diversity
 - culturally responsive/ diverse texts
 - Portraying a variety of ethnicities, cultures, in videos, texts, etc
- Encourage students to be involved in their IEPs (Individual Education Plans)
 - invite them to IEP meetings and asking them what goals they have for themselves
- 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
- GSA (Gay Straight Alliance) club

Dialogue

Starting September this school year we have been working school wide, focusing collectively each month on Wellness Topics taken from our school planners. Monthly topics are regular agenda items at all department and staff meetings. Ideas are shared and successes and non successes are shared purposefully. This collaborative approach has brought wellness and mental health to the forefront in ways that engage and support both our full time EBUS students and our cross-enrolled students.

2022-2023 marks the third year of EBUS Student Council. Membership has increased and now includes students from grades six through to twelve. The group's focus is on increasing their leadership skills while providing inclusive activities for all students and promoting school spirit, belonging and learning about other cultures.

Welcome to The WELLNESS Project

Caring for your mental wellness is a big project.
You can work on it all year!

| | |
|---|-----|
| Your Planner | 2 |
| Goal-Setting | 3 |
| August: MENTAL WELLNESS | 4 |
| September: GROWTH MINDSET | 10 |
| October: GRATITUDE | 24 |
| November: RESILIENCE | 36 |
| December: FEELINGS | 48 |
| January: WORRY | 62 |
| February: FRIENDSHIP | 74 |
| March: PHYSICAL HEALTH | 86 |
| April: COMMUNICATION | 100 |
| May: ASKING FOR HELP | 112 |
| June: TECHNOLOGY | 124 |
| July: SELF-CONFIDENCE | 138 |
| 10 Ways to Support Your Mental Wellness | 144 |
| Resource Pages: Spelling, Math, Science, and More | R-1 |

Primary

Welcome to The WELLNESS Project

Caring for your mental wellness is a big project.
You can work on it all year!

| | |
|---|-----|
| Your Planner | 2 |
| Goal-Setting | 3 |
| August: MENTAL WELLNESS | 4 |
| September: GROWTH MINDSET | 10 |
| October: GRATITUDE | 24 |
| November: RESILIENCE | 36 |
| December: FEELINGS | 48 |
| January: WORRY | 62 |
| February: FRIENDSHIP | 74 |
| March: PHYSICAL HEALTH | 86 |
| April: COMMUNICATION | 100 |
| May: ASKING FOR HELP | 112 |
| June: TECHNOLOGY | 124 |
| July: SELF-CONFIDENCE | 138 |
| 10 Ways to Support Your Mental Wellness | 144 |
| Resource Pages: Spelling, Math, Science, and More | R-1 |

Elementary

Welcome to THE WELLNESS project!

Caring for your
mental well-being
is a **project you can
work on all year!**

| | |
|---|-----|
| Get to Know Your Planner | 2 |
| Ways Planning Supports Your Mental Wellness | 3 |
| August: MENTAL WELLNESS | 4 |
| September: GROWTH MINDSET | 10 |
| October: GRATITUDE | 24 |
| November: RESILIENCE | 36 |
| December: EMOTIONS | 48 |
| January: ANXIETY | 62 |
| February: RELATIONSHIPS | 74 |
| March: PHYSICAL HEALTH | 86 |
| April: COMMUNICATION | 100 |
| May: ASKING FOR HELP | 112 |
| June: SOCIAL MEDIA | 124 |
| July: SELF-CONFIDENCE | 138 |
| 10 Ways to Support Your Mental Wellness | 144 |
| Resource Pages: Language Arts, Math, Science, and More | R-1 |

Middle Years

WELCOME TO THE WELLNESS project!

This year, you've got an important project—
caring for your **body, brain, heart, and soul!**



| | |
|---|-----|
| Ways Your Planner Supports Your Mental Wellness | 2 |
| August: MENTAL WELLNESS | 3 |
| September: GROWTH MINDSET | 10 |
| October: GRATITUDE | 24 |
| November: RESILIENCE | 36 |
| December: EMOTIONS | 48 |
| January: ANXIETY | 62 |
| February: RELATIONSHIPS | 74 |
| March: PHYSICAL HEALTH | 86 |
| April: COMMUNICATION | 100 |
| May: ASKING FOR HELP | 112 |
| June: SOCIAL MEDIA | 124 |
| July: SELF-CONFIDENCE | 138 |
| 10 Ways to Support Your Mental Wellness | 144 |
| Resource Pages: Language Arts, Math, Science, and More | R-1 |

High School

Minga

Minga is a powerful student engagement platform that will help you create student engagement and ensure safety outside the classroom.



minga.io
Student Engagement Platform - Minga



EBUS - Primary (K-3)
Class
A Group for primary students (K to Grade 3) to connect with each other.

EBUS - Secondary
Class
A place for grade 10 students and above to connect...

EBUS GSA
Club
You are welcome and valued here!

EBUS Middle Years
Class
Grades 7 - 9

Elementary Rainbow Room
Club
A group for celebrating diversity, abilities, and identities of all kinds and c. [More](#)

Grub Club
Club
Grub Club is a place for middle years students to cook and bake together. We wi. [More](#)

Intermediate (Gr. 4-6)
Class
A social gathering and school event information hub for Gr. 4-6 students!

KOALA
Club
A group for people who are interested in raising money and awareness for animal. [More](#)

LEGO Club
Club
A group for LEGO fans - discuss and share your creations!

Minecraft Club
Club
This is a school-wide club, for Minecraft players.

Music Club
Club
Music appreciate of all kinds, whether you play an instrument, sing, or just en. [More](#)

Science Fair
Other
For those who are interested in participating in the School Science Fair.

Sport Space
Club
Share your sporty interests and activities, whether you play, compete, watch, a. [More](#)

Student Council
Club

Textile Crafts (knitting, crochet, cross-stitch, sewing, etc.)
Club
A place to enjoy and share your love of textile crafts (knitting, crochet, cro. [More](#)

Writers Nook
Club
A place for budding writers to share work, get feedback from others and discuss. [More](#)

Anime Club
Club
A place to discuss and share around Anime!

Artist Nook
Club
A place for artists to chat and share about everything art related.

Book Nook
Club
A place to share and discuss books of all kinds!

Chess Club
Club

Coding & Robotics Club
Club
Bunch of people passionate about coding, robots and other things.

Cooking VClass (K - 6)
Club

Debate Club (Grades 5-9)
Club
The Debate Club is a place for Gr. 5 - 9 students to learn more about public sp. [More](#)

Earth Club (Grades K - 6)
Class

V-Class Valley - Listings of current synchronous opportunities

Current & Upcoming Vclasses

| | |
|--|---|
|  | |
|  <p>Readers Theatre Vclass Host Teacher: Geneva Standbridge Mondays @ 10:30 am PT</p> |  <p>Airborn Novel Study Vclass Gr. 4+ Thursdays @ 2:00 pm PST Host Teacher: Geneva Standbridge Class Dates: Jan. 12, 19, 26, Feb. 2, 9, 16</p> |
|  <p>Animated Literacy Vclasses Audience: Early Literacy Learners and Parents Monday & Wednesday @ 10:00 PST Host Teachers: Sharon Foll & Martina Jones</p> |  <p>Welcome to Art Vclass With Maryam Aykut Thursdays @ 5:00 am PT</p> |
|  <p>Cooking Vclass Grade K-6 Host Teacher: Josh Elke Next Vclass: TBA</p> |  <p>Next Assembly: Jan. 12 @ 10:30 am PT (K-12) Click on Image above to go to the page with meeting/recording/homework links</p> |
| <p>Aboriginal Stories Vclass Series With Nikki Arnold and Debbie Stephen</p>  <p>Specific Wednesdays 11:00-11:30 AM</p>  <p>Jan. 18 Feb. 1, 15 March 1, 15 April 12, 26 May 10 Vclass/Meeting Link HERE</p> |  <p>SIGN UP BEFORE JAN. 19! SD91 Info Package Email: EBUSscience@sd91.bc.ca for more info Dec. 12, Jan. 9, 16 @ 1:00-3:00 Support Session</p> |
| <p>Aboriginal Hands-On Vclass Series</p> <p><u>Soap Carving for Beginners with Artist Clayton Gauthier</u></p> <p>Date: Wednesday January 18, 2023 Time: 1 pm</p> <p>Supplies needed: A bar of soap (preferably Ivory) and a butter knife</p> <p>Link: https://bit.ly/3jLvuwN</p> <p>For more information email Nicole Arnold narnold@sd91.bc.ca EBUS Academy Aboriginal Education Advocate.</p>  <p>Vclass/Meeting Link HERE</p> | |

Padlet - Interactive Sharing Platform



Winter Wonderland Events presented by the EBUS...
EBUS Academy • 8d



COUNTDOWN TO WINTER BREAK!
EBUS Academy • 20d



EBUS KINDNESS WEEK
EBUS Academy • 1mo



Its All about Gratitude
EBUS Academy • 1mo



Drop Everything and Read!
EBUS Academy • 2mo



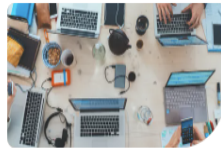
EBUS Students' Territorial Acknowledgements
EBUS Academy • 3mo



EBUS Assembly: June
EBUS Academy • 6mo



May Assembly Padlet: Self-Confidence
EBUS Academy • 7mo



April Assembly: Elementary
EBUS Academy • 7mo



EBUS National Indigenous Peoples Day, June 21, 2022
EBUS Academy • 7mo



EBUS HAS TALENT
EBUS Academy • 7mo



Trashy April
EBUS Academy • 9mo



February Assembly: Resilience
EBUS Academy • 9mo



REAL ACTS OF CARING WEEK
EBUS Academy • 10mo



January EBUS Assembly K-12
EBUS Academy • 11mo



EBUS Staff on Winter Break
EBUS Academy • 1yr



Winter Wonderland Week
EBUS Academy • 1yr



EBUS Elementary December Assembly: Friendship
EBUS Academy • 1yr



EBUS Middle Years December Assembly: Relationships
EBUS Academy • 1yr



EBUS Senior Secondary Assembly: Relationships
EBUS Academy • 1yr



In Remembrance...
EBUS Academy • 1yr



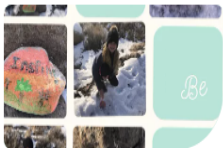
Remembrance Day Cenotaph
EBUS Academy • 1yr



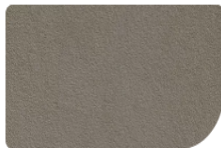
National Indigenous Peoples Day 2021
EBUS Academy • 2yr



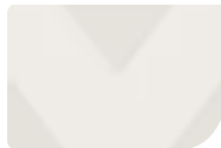
PINK SHIRT DAY 2021
EBUS Academy • 2yr



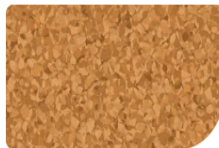
2021 RANDOM ACTS OF KINDNESS CHALLENGE
EBUS Academy • 2yr



My sublime padlet
EBUS Academy • 2yr



My distinguished padlet
EBUS Academy • 2yr



1.5 Outside the Box Examples of Exposition
EBUS Academy • 2yr



May Madness
EBUS Academy • 3yr



PINK SHIRT DAY 2020
EBUS Academy • 3yr



Weekly Check In
EBUS Academy • 3yr



EBUS Gratitude Wall
EBUS Academy • 3yr

Anecdotes from the Journey

By the way, I wanted to tell you that I really appreciated your cheerful personality during your presentation. I was having a rough day and watching and listening to you reminded me that attitude is a mindset and we are in control. What we portray can directly affect those around us. So thank you for your positive demeanor!

Kindly, Cheryl

I want to thank you for the parent/teacher meeting you had with Sam. We got some great ideas and a better understanding of how to move forward with his teaching. His writing is really improving. I find it really exciting. We are really loving the writing classes! I have definitely seen an improvement in his writing. It's wonderful to see. 😊

Thank you so much for the AL classes! In September I wouldn't have thought Rhegan would be reading by now, thank you so much! We appreciate your efforts so much!
Jessie

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.

Questions and stuff

- I had to figure out what identity means to me , is it my experiences, appearance , culture , value or beliefs. I decided to do this project to represent what I am now how I feel my experiences and decisions have affected me because my identity is who I am now. My mind set and head space. I discovered what I consider important while deciding what is my identity. I need to work on making my people drawings represent who I am drawing and look like them.
-

Dear Miss D, Me and my sister Danica really appreciated your comment! It is true that we are having fun with your assignments because they are very creative! We love how the videos you show are short and interesting to watch :D tysm too!

I hope you're doing well!

So as of recently, my physical health has declined a lot and I am working with multiple new specialists and looking at a new treatment plan which is very time-consuming. My stress levels have been through the roof and at the rate this new health issue is growing, I won't have a lot of time to focus on school.

I don't know when I'll be able to submit again, I just figured I would give you a heads up that I am just taking a bit of time to piece myself together and taking a step back from school.
Thanks,

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.

I listened in on the last 10 min of class for the wonderful writers club yesterday and really like how you and Bonnie teach creative writing. I will be using your strategies with my son (G3) who is working on his creative writing skills. Thank you for inviting Rachel to this class, as it has been helping me as well! 😊 Cheers, Shosha

I have just finished the Unit 4 test for history, that is my final assignment in the classes that I've had you for and I just wanted to tell you that I've genuinely enjoyed my time in them and I have appreciated all your feedback as it has helped me in numerous ways. I haven't had many teachers who have given me helpful feedback so I am grateful to you for that. You have been a great teacher and I wish you all the best, take care!

I added a new assignment this year where students keep a 'worry diary' for two weeks and I'm pleased with the number of students who find the process helpful. Students do not submit their private worry diary to me, but submit their reflections on the process. Thought I'd share a few snips from their reflections:

- *I felt better about writing down my concern. I could see that it wasn't so bad and I could show my mom and dad and they talked to me and I felt better.*
- *At first, I thought it was really silly to write down my worries but near the end of the second week, it started helping me. It felt like something had been taken off of my shoulders.*
 - *It feels good to write down my worries. I felt tranquility and it helped get rid of the bottled up anger, sadness and anxiety.*
 - *I enjoyed Journaling. I liked that I could see my worries on paper.*
- *writing down my biggest worries for two weeks in row was really really helpful. It enabled me to realize what, in my life, mattered most and more than others and to appreciate them a lot better.*
 - *I found that once I wrote everything down I didn't think about it anymore. I was free.*
- *It felt good to get all my worries off my chest and if it was something that was worrying me for weeks that i didn't want to tell anyone then I was able to stop thinking about it all the time by writing it down.*

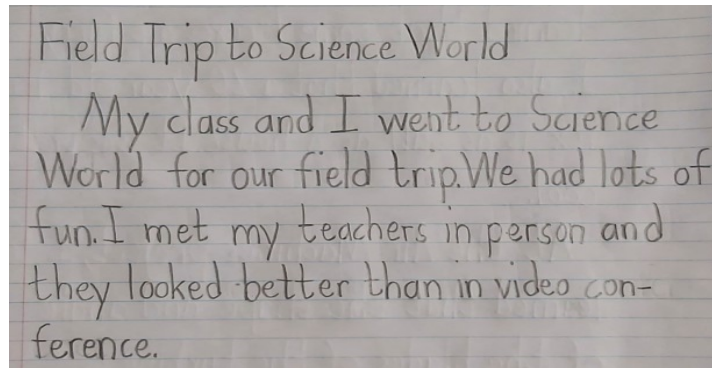
*I hope you are doing well! I wanted to take time to say WOW, what a wonderful, extensive Mental Health Support list you provided. I work in Mental Health and was so impressed to see the mention of it in the Newsletter and then so many tools easily offered to families. Well Done!!! Well Done! Keep up all the great work you do.
Michelle*

The one component of this course that I enjoyed the most, above all, was the transparent marking and rubric given for each assignment. I want to do well, and I want to succeed - having clear communication on how to do that is invaluable. You were also incredibly quick with marking and returning my work (but not in a way where I felt that the work was skimmed or that I was overlooked). Thank you for making me feel valued and respected while taking your course. If I had to do it all over again, I would not change a thing.

It's almost exactly one year since we connected with you to inquire about coming to EBUS for Alex's Grade 7 year. It felt like we were taking a huge jump into the unknown....

...I'm so glad we did. We have had the most fantastic year with EBUS. The teachers have been P H E N O M I N A L and the course work challenging and interesting. Alex has improved in leaps and bounds over the course of the year and I feel confident that he is now ready academically for our local high school next year.

Did I mention how impressed we've been by the teachers? They respond so quickly to questions, they provide helpful feedback and have created some really powerful and insightful courses. We have never had such a positive experience in the public school system.



Thanks, being a very thorough nerd, I appreciate your detail and your organized delivery of answers! Not to mention, I feel like you always teach me more than what I ask for. You're a teacher that goes beyond (insert heart emoji here because I don't have one). Just have a couple quick changes to make tomorrow, then I'll look everything over again and submit tomorrow!

I liked how much I grew throughout this experience. It is crazy for me to think that in September I was so scared to post on Instagram, and now it doesn't bother me at all. I liked that I was given the opportunity to grow in ways that I wanted to grow in, not the ways that teachers think I should.

I just wanted to thank you for your kind comments. Working two jobs all through the pandemic while the kids are homeschooling and making sure everything is going smoothly has been a little difficult. Your comments really made my day. Thank you!

The kids and I appreciate all that you do for your students and all the time you take to give feedback. You're an amazing teacher and we wish there were more teachers like you in the world.

Hope you have a great day, Christyl

Had I known how great EBUS was all along and how wonderful all the teachers have been I think Autumn would have much preferred her entire high school to be online. The last 3 years have been brutal - she loves to learn and does well but hated going to the actual school. Your program is exceptional and works with the individual student. And meets their needs. This is a game changer for kids who don't meet that "standard" student profile.

Again- thank you for all the support for Autumn during this class. Amber

Lisa Howes was enrolled in your online school for the school year 2020-2021. Lisa was in Grade 6 while at EBUS, and yesterday she graduated from Grade 7 at her local school. She had missed her friends terribly, which is why we returned to public school. However, she took the lessons learned at EBUS with her. Lisa was always a good student, but working through EBUS assignments at home made a significant impact on her study habits, scheduling, and presenting her best work. Lisa was presented with an Academic Award at her graduation and is going into an Honours English class in Grade 8. And so she goes on to her next adventure! Thank you for all that you did to help her on her journey to reach for her dreams!

Kind regards, Brenda Howes

Awesome! I cannot thank you enough for all the help and support you provided. Although I missed out on many assignments, all the things I did in this class were very interesting and showed me how important it is to know about our world and the people we live with. I also loved how you did not make it seem like we were learning remotely, you made this learning experience feel real. I have never chatted with you in person yet I never felt as if there was a wall between. I felt very comfortable in this class, like I can talk about my struggles without feeling scared of judgement. I know you will continue to be a great teacher with the level of support you have provided us all with.

Thank you for everything!

I wanted to thank you for your encouragement and support in helping make Emily feel part of the Ebus school community over these past two years. The many opportunities that you have provided for additional learning, interaction, and fun events to look forward to has made such a positive impact on Emily's school experience.

It was also so nice to meet you and Fynn at the field trip in Kelowna and spend some time getting to know you. Emily is hopeful that she will still be able to keep in touch and even continue to work with you in the coming years.

Your welcoming smile and compassionate, positive personality are so greatly appreciated! Thank you 💕💕

I am writing this on behalf of Wynne and me her mom lol.

I want you to know how grateful I am for having the ability to have EBUS as an option for students like Wynne. She has done a few courses now with you BUT she (and I) really enjoyed the Foods 11 course. It was very informative but not boring!! We did a lot of cooking while away at Ronald McDonald house and even made some of the other parents laugh at our antics and cooking! Trudy was a gem and was always so pleased with how well Wynne was doing despite all that was going on.

So thank you again for supporting Wynne and students like her!

Cathy

Just wanted to respond to your email regarding E. I don't think that she has watched that, we will need to go take a peek. You have been wonderful for her, she said her comment was just more of a forewarning to teachers as they get to know her.

Thank you for so promptly responding to her email, it's a goal to have her connect and advocate independently to teachers. Emailing you was her first independent teacher email ever. She was so happy that you connected right away.

Have a great day, Aimee

"Moving from other online learning to EBUS has already been so wonderful! We have noticed a huge improvement already. Our former US online prep school did not provide the communication nor were they willing to engage in understanding our child as an individual. With EBUS staff, we can speak freely about our needs and our child's learning."

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 remain focused on presenting curricula in engaging ways paying attention to communication (with students, parents and home schools), on implementing tried and proven practices for checking on students' learning and well being, and on being reflective and responsive with student feedback.

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.

2022 shows completion rates similar to previous years and perhaps a leveling of any significant gains. One success area is reduction in withdrawals prior to becoming active. We believe that our efforts to make connections with students from day one, and in some cases even prior or during registration, is helping improve student engagement. 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.
 - check in with students by email and phone calls
- 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
 - understanding of life events that cause disruption to student engagement.
- collaborating to explore ways to prepare learners for online learning,
 - study data obtained from SIM (Student Information Management system)

| 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 | 66 | 83 |
| 2020-2021 Sept 30 | 4719 | 171 | 4044 | 942 | 68 | 89 |
| 2021-2022 Sept 1 | 4428 | 103 | 3428 | 606 | 65 | 79 |
| 2021-2022 Sept 30 | 4428 | 103 | 3584 | 679 | 67 | 83 |

| | |
|----------------------------|---|
| A | # of course instances with a start date (Actual Start Date) between May 1, 2021 and March 1, 2022 |
| B | Number of course instances that did not become active |
| C | Number of starts that completed by September 1, 2022 or September 30, 2022 (including W's) |
| W/D | Number of Active Starts who withdrew by September 1, 2022 or September 30, 2022 |
| Completion % | $C - WD / A - B$ = Completion rate for Active Students who started between May 1 and March 1st not including W's. |
| Completion % including W's | $C / A - B$ = Completion rate for Active Students who started between May 1 and March 1st not including W's. |

Anecdotes

I really enjoyed this course; it was fun and really refreshing from my other courses. I live on a small farm and the things I learnt were relevant to me so, it actually stayed in my head. I thought the format of the course was really good. I especially liked the labs, there were informative, and I always learnt so many new and interesting things.

This course was definitely my favourite, and possibly opened a career choice of becoming a vet for me. I always wanted to learn more and couldn't wait to get to the next unit. Thank you so much for letting me have this opportunity to learn more about animals and the care that makes them happy and strong!

Dear Miss D,

Me and my sister Danica really appreciated your comment! It is true that we are having fun with your assignments because they are very creative! We love how the videos you show are short and interesting to watch :D tysm too!

Hello,

Just wanted to thank you so much for being my instructor throughout this course.

As I mentioned in my showcase, I absolutely loved this course and it made me push myself more than any other course that I have taken before. It was quite refreshing to being able to focus on an area of study which you are really interested and passionate about.

I am really happy that I chose to take this course in my final year of high school, and I hope EBUS continues to offer it for students to come.

All the best, LM

Overall I think the thing that stood out to me the most was the fact that whoever created this course anted the person who engages in it to have fun and enjoy the work they actually do. Another thing that stood out to me was the variety of the projects I had to do. A lot of the time in an English course you end up with a lot of the same content, or most of the projects are alike, and in this case this course was not like that , so it was well done.

I truly like your approach to learning. Royal was very excited when he first saw it and I know he was mulling the ideas for a few days about how to portray himself for the first assignment.

From Royal's perspective, it looks like your gamified approach was received with excitement and has been successful, soliciting his creativity and facilitating recovery of his joy (re: colours). Thank you Shannon. I applaud your creativity and ability to go above and beyond.

I could break down my experience for each unit here, but I feel that my feedback for each would be the same: at every part of the course, I felt reasonably challenged to create, inspired to dig deeper than the original topic, and had great feedback to either implement for future work or positive reinforcement to encourage me to keep moving. I truly can't thank you enough for that. The one component of this course that I enjoyed the most, above all, was the transparent marking and rubric given for each assignment. I want to do well, and I want to succeed - having clear communication on how to do that is invaluable. You were also incredibly quick with marking and returning my work (but not in a way where I felt that the work was skimmed or that I was overlooked). Thank you for making me feel valued and respected while taking your course. If I had to do it all over again, I would not change a thing.

I really enjoyed this course and the variety of the projects, for example, the video digital detox, and podcast assignments. This course introduced me to new media presentation tools, and widened my interests in regards to English assignments. I like how the projects covered a range of different topics, from classic novels like Frankenstein, to graphic novels, residential school, and social media. I found the course very easy to navigate, and believe that the amount of assignments was just right. The feedback you gave was always helpful, and I found the projects very inspiring and enjoyable. There wasn't one assignment or project in this course that I didn't like. Each project was unique, interesting, and engaging, and to me many of the assignments didn't even feel like homework; rather, I genuinely liked working on them. Overall I found this course very interesting; however, I just wish that there was a New Media 12 course!

...thank you for creating such a wonderful ADST program this year. I would never have imagined that home based ADST could have been so good.

I spent over two weeks on this quest. I set 1-2 hours a day but it takes a long time for me to put everything together. I liked learning about design and principles. I spent too much time, having too much fun on the projects. I also liked learning about artists and analyze art work. Thank you for this quest, it was very interesting.

I spent approximately two weeks on this quest. Before I would set 1.5 - 2 hours a day, Monday through Friday, but I learned that I took more time than I scheduled. Once I go on the quest I get trapped in it!), and it's hard to stop after 2 hours. So I keep reading, researching, and exploring anything that relates to the quest. I like it but I don't know how much actual time I spend on the quest. I enjoy it very much and wish I could do Quests all day long every single day. THANK YOU for that. I really like your Quests.

I chose new media for my year 11 English Studies because I took it last year and found that I thoroughly enjoyed it. Throughout the entire new media 10 course I was engaged and grew as a writer as I completed my assignments one by one. No course I have ever taken in the past has taught me and let me express myself like new media 10 did and I hope to continue that this year for new media 11.

I just wanted to thank you for your kind comments. Working two jobs all through the pandemic while the kids are homeschooling and making sure everything is going smoothly has been a little difficult. Your comments really made my day. Thank you!

The kids and I appreciate all that you do for your students and all the time you take to give feedback. You're an amazing teacher and we wish there were more teachers like you in the world.

Hope you have a great day, Christyl

Awesome! I cannot thank you enough for all the help and support you provided. Although I missed out on many assignments, all the things I did in this class were very interesting and showed me how important it is to know about our world and the people we live with. I also loved how you did not make it seem like we were learning remotely, you made this learning experience feel real. I have never chatted with you in person yet I never felt as if there was a wall between. I felt very comfortable in this class, like I can talk about my struggles without feeling scared of judgement. I know you will continue to be a great teacher with the level of support you have provided us all with.

Thank you for everything!

Thank you so much for teaching First Peoples 12! I really enjoyed taking this course and I am so grateful to have learned so much about some of the diverse cultures in BC. I had limited knowledge of anything to do with Indigenous peoples before entering this course and after taking it I am happy to know what I learned but also shocked and ashamed of how Canada could have let such awful things happen to the First Nations. Thank you for being there to answer all my questions, it was very helpful to have an online teacher who actually cared to talk to me:).

To conclude, I am grateful for the difficult and rewarding experience of learning about the uglier side of Canadian colonialism while being taught the complex methods of in text citation, the importance of accuracy when building a works cited page, and essay writing in general. Also, I can now recognize the unique vocal characteristics of that famous poet, Gord Downie, and reflect on the path of reconciliation that he walked as an example to us all near the end of his life.

I wanted to inform you that I have successfully completed the French 11 Online Course, Thank you for all of your support and guidance throughout the course. I have learned a lot and feel much more confident in my understanding of the course and material. I appreciate your time and effort in helping me to succeed .