

SELKIRK SECONDARY SCHOOL COMMUNITY ENGAGEMENT FEEDBACK

MAY 23, 2023- 6-8PM

Our Community Engagement Event started with a food prepared by Mrs. Deeney and our Senior Foods program followed by:

- A brief welcome and presentation from Clint Dolgopol, Principal. Clint shared the school planning cycle starting with how the Framework for Enhancing Student Learning (FESL) Agreement, which became legislation in August of 2021, guides districts in continuous growth in a variety of areas and requirements for sharing our growth in those key areas. He then shared the key priorities identified by the Rocky Mountain School District Board of Education in their Four-Year Strategic Plan- 2023-2027 and Selkirk's key goals under those priorities for the current school year and draft goals for 2023-2024.

Selkirk's Draft School Success Plan- 2023-2024- <https://sss.sd6.bc.ca/download/416512>

Framework for Enhancing Student Learning-

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/enhancing-student-learning>

- The larger group was then divided into 6 smaller groups. Each group rotated to the following six stations to hear about our goals, how they went this year, and ideas for next year. Each group discussed each key priority and provided feedback that is in the summary below. The groups were:
Priority 1- *Equity, Diversity and Inclusion*
Priority 2- *Success for all Learners*
Priority 3- *Growing the Capacity of Self and Others*
Priority 4 (new this year)- *Stewardship for the Future*
Station 5- Driving Questions-
What are some creative suggestions for things we can do in our school to continue to improve? What are some examples of things you think our students should be able to experience or accomplish to enhance their learning, that they currently do not have access to?
Station 6- Driving Question-
What are some examples of key things you appreciate, or think are working well in our school?
- 48 in attendance- 6 students, 13 staff, 1 Trustee, 3 District Senior team, 25 parents/guardians and family.

PRIORITY 1: EQUITY, DIVERSITY, AND INCLUSION- FEEDBACK SUMMARY

GOAL: TO INCREASE THE SOCIAL AND EMOTIONAL WELL-BEING OF OUR STUDENTS

- **Concept Focus-** Use the Circle of Courage Framework, with a particular focus on belonging and generosity to increase student empathy and social-emotional well-being.
- **Strategic Inquiry-** To what extent will a focus on belonging and generosity lead to an increase in student belonging and social-emotional well-being?
- **Feedback-**

- Strong support for smaller surveys which showed a strong increase in student belonging.
- Strong support for using the smaller surveys to identify key areas to focus on like safety of washrooms and the blue stairs. Helps identify what to focus on- digging deeper beyond belonging to generosity being a key area to focus on.
- Storm Time, Peer Tutoring, Peer Mentoring all seen as positive steps in creating a strong school community that promotes cross-grade connections and student leadership.
- Embedding of the Circle of Courage in each class seen as a great platform to use, even better than Core Competencies. Suggestion to embed Core Competencies within structure of the Circle of Courage.
- Continue with smaller surveys, Student Focus group and Leadership class led initiatives, and sharing of results with staff and students followed by meaningful discussions.
- Racial equity and moving further on our journey towards Truth and Reconciliation fits within this goal.

PRIORITY 2: SUCCESS FOR EACH LEARNER- FEEDBACK SUMMARY

GOAL: TO INCREASE STUDENT ACHIEVEMENT IN NUMERACY AND LITERACY

- **Concept Focus-** Across the curriculum, we will understand and apply common vocabulary in relation to the performance standards.
- **Strategic Inquiry-** To what extent will all teachers focusing on common performance standard language improve student achievement in numeracy and literacy?
- **Feedback-**
 - On the right track
 - How much do foundational skills play a factor in results on literacy and numeracy assessments?
 - Support of continuing to move instructional practices to promote use of skills through broader tasks that support thinking skills.
 - Parents/guardians wondered- what can we do to support this goal?
 - Suggestion for continued and even great collaboration with McKim, sharing and discussing results and aligning our planning based on those results.

PRIORITY 3: GROWING THE CAPACITY OF SELF AND OTHERS- FEEDBACK SUMMARY

GOAL: TO GROW OUR CAPACITY AS EDUCATORS THROUGH COLLABORATIVE OPPORTUNITIES.

- **Concept Focus-** Growing teacher capacity through collaborative practices and observations.
- **Strategic Inquiry-** To what extent will reflective collaborative opportunities positively impact our collective capacity as educators?
- **Feedback-**
 - Educators collaborating and observing each other is positive for collective growth and alignment.
 - Data points in September to follow-up in June- what specifically do we want to learn? How many times one participated or do we want to dig more into how those opportunities impacted their capacity? Suggestion to move more in that direction in the next years as this becomes more and more just what we do.
 - Two unassigned teacher positions in Zone help make this happen and led to increase in these opportunities in 2022-2023; plan to have those positions next year again is positive.
 - Barriers exist for support staff in collaboration as the Unassigned teachers cover teachers, is the goal focused mainly on teachers or is it for all educators? If it's for all staff, how do we support our non-teaching staff with additional opportunities to collaborate?

- Challenge at secondary of having Unassigned teachers qualified to cover certain areas (i.e. shops); need to plan for additional coverage to keep those classes moving forward and to involve those teachers as much as possible
- Co-teaching/co-planning is hugely positive, growth and alignment.
- Developing structures and protocols for observations is important- non-judgmental and non-threatening is critical for creating a safe environment for everyone.

PRIORITY 4: STEWARDSHIP FOR THE FUTURE- FEEDBACK SUMMARY

GOAL: TO IMPROVE STUDENT STEWARDSHIP THROUGH STEWARDSHIP EDUCATION AND CONNECTION TO THE LAND.

- This is a new priority area in the district strategic plan.
- **Concept Focus-** Empowering students through stewardship education and connection to the land.
- **Strategic Inquiry-** To what extent will stewardship learning activities that connect students to the land empower them to be positive stewards for the future?
- **Feedback-**
 - Support of the goal and it's importance in general.
 - Barrier to field trips and getting students into several areas in the region- field trip policy and risk-assessment. Suggestion was to bring a team of invested and varied professionals to the table to discuss further and bring a real-life application to the trips and the risk assessment; possible to do much of what we had done in the past safely.
 - Assess connection to the land- needs to dig deeper than a three-question survey but be separate from the Student Learning Survey
 - Focus on history of the area and the history of Kimberley.
 - Encourage connection with natural world through intergenerational thinking.
 - How is what we are doing now helping us move towards better stewardship and towards Truth and Reconciliation?
 - The importance of valuing land-based learning, without as many barriers, and the importance of connecting to the natural world to "care" (care comes through connection).
 - Need to provide students with hope on this topic- without that it's hard for them to invest in it. Hope will provide the courage to care to act.
 - Develop and share local initiatives that the students can engage in and provide real-world examples.
 - Promote Indigenous ways and principles of learning.
 - Collaborate with the Kimberley Youth Action Network.
 - Develop daily habits within the school and area- recycling, garbage clean-up etc...
 - Selkirk's diverse course offerings seen as a significant positive in helping with this goal.
 - Connecting awareness to action; lots of hands-on projects. Move beyond just a lesson or unit- applies to everything.
 - More focus in classrooms on stewardship education
 - Share career opportunities in this area (i.e. the solar energy presentation beginning of May- increase those type of presentations)
 - Access Leadership class, Student Focus Group, Physical and Health Education, and Social Studies department to help move this goal forward in terms of local initiatives. Cafeteria-water stations; bring own mug/plates.
 - Compost program and small garden; continued connection to Healthy Kimberley and the food recovery program

STATION 5 AND 6- GUIDING QUESTIONS- FEEDBACK SUMMARY

- What are some creative suggestions for things we can do in our school to continue to improve?
 - Start a peer mentorship beyond the Passport Transition program (currently planning underway)- work on a “you are not alone” culture in the building so everyone knows they aren’t alone and have a strong support network and community.
 - Mental health strategy learning for all staff- taught and learned more in classes.
 - Add a variety of smaller clubs beyond the larger programs we already have.
 - Increase volunteering options based on passions and career options and increased leadership out of classroom.
 - Continue with and increase multi-grade connections.
- What are some things students should accomplish and experience within the school they do not currently have access to?
 - An increase in counseling time is needed.
 - Volunteer and work experience in the community- a broader inventory of opportunities and connections
- What are some examples of key things you appreciate, or think are working well in our school?
 - Belonging and support in general is strong.
 - Addressing and efforts to reclaim unsafe spaces.
 - Communication from school to home
 - Indigenous Education program and room
 - Indigenous ways of knowing/learning are visible in classes and has had benefits for students.
 - Guest speakers and field trip opportunities
 - Opportunities and variety of choices and supports for all students- dual credit programs with COTR, academics, fine arts, applied skills etc., Storm Time, Clubs, field trips, music program, and counseling/learning services team/programming. Effort and care to meet the needs of all students is clear.
 - Peer tutoring program in Library Learning Commons afterschool. Suggestion to include something fun to attract even more gr. 8’s and 9’s.
 - Staff connections to students- greetings, Storm Time, extracurricular and general interactions
 - Any Gender Bathroom; rainbow stairwell
 - Lots of field trips within community and within curriculum

The following feedback supported the direction of our goals and inquiry questions and will be used to help shape the specific language in Selkirk’s 2023-2024 School Success Plan. We thank all those who provided this valuable feedback!

Sincerely,

Clint Dolgopol, Principal

