



Framework for Enhancing Student Learning 2023-2024

Goal 1: Increase academic achievement and foster independent learners.

Goal 2: Encourage a safe, caring, and inclusive school community where members demonstrate Accountability, Integrity, and Respect.

Goal 3: Enhance Student Options Through Diverse Learning Experiences in Career Education.

Introduction

Nestled in the beautiful country of the traditional territory of the Dene-Zaa People, North Peace Secondary School is a vibrant, dynamic, and diverse school community of two campuses with more than 1300 learners enrolled as of September 2023. Included in the population of our school community are more than 200 Indigenous learners from the local First Nations communities of Doig River, Halfway River, and Blueberry River, as well as Métis, Inuit, and other First Nations communities. In addition, we have a large community of International learners and recent immigrants from outside and within Canada.

North Peace Secondary School includes a main campus that serves Grade 10-12 learners and a secondary location, the Energetic Learning Campus (ELC), that serves Grade 10. NPSS serves a population that is varied in socio-economic demographics. We offer diverse courses and programs to help learners obtain abilities using applied design, skills, and technology with a deeper connection to real-world practice to meet their life goals. Here, their educational development is focused on evolving their responsibility in the world to contribute to society in meaningful and productive ways.

Our staff will meet learners' needs through continual and collaborative professional development in a team-oriented and supportive environment to support the wider learner and school community. Staff at North Peace Secondary are focused on building strong relationships to enhance student learning and do so through collegial reflection and interaction and our district and provincial opportunities to build a professional practice.

With caregivers being a fundamental proponent of learner success, the North Peace Secondary School community will strive to offer proactive support in a learner's education as they navigate opportunities to support their dependents in the learning process through programs such as the

Senior Alternate program, Evergreen, and our Resource Room. Caregivers should feel involved and connected in a timely and action-driven way using open communication and feedback. In addition, our onsite counselors support our learners through the process of looking at future careers and applying to post-secondary institutions, as well as scholarship opportunities, while supporting a learner's mental health. Staff work with the greater community to develop the needs and skills required in society and are involved in the school process to prepare learners for the workforce through our Youth Train in Trades, Youth Work in Trades, and Work Experience programs. The number of learners participating in these programs continues to grow.

We acknowledge the individuality of the learner. There is something for everyone at North Peace Secondary School. Students can fulfill their creative outlets in a productive environment, from visual, graphic, and literary arts to band, musical theatre, and drama.

The objective of Grizzly Athletics at NPSS is to foster a healthy appreciation for competitive sports, individuals, and teams. Specifically, our Grizzlies program pursues excellence in the areas of accountability, integrity, and respect while cultivating a healthy appreciation for sportsmanship, leadership, and skill development. Our department has a wide variety of topics and specialties to provide a holistic approach to health and well-being, encouraging lifelong learners. Our extra-curricular athletics provide opportunities in multiple sports through fall, winter, and spring competitions. Go Grizzlies!

Highly specialized professionals offer a multitude of different courses. For instance, we offer instruction in 4 languages; First Peoples-focused social studies and English courses, science teachers with specialized knowledge in practical fields of study with the capacity to expand the curriculum, and professional-grade shops. In addition, staff seeks to increase interdisciplinary collaboration to enhance the cross-curricular skills set out in the Provincial Core Competencies.

Framework Development Process,

During the Planning Day of 2023-24, the NPSS staff analyzed and compared the current NPSS framework to the SD60 framework. The focus was on reviewing the school goals and identifying areas where departments can build on past practices and create new pathways. Our staff developed key indicators and strategies to achieve our three core goals. We will continue to review our framework throughout the year.

Vision

Through our guiding vision of *Peace Is In The A.I.R.*, North Peace Secondary School is a community of learners where staff, students, and caregivers abide by the principles of Accountability, Integrity, and Respect to aid in skill development to help learners transition into their role as educated, global citizens. ****NEW* After exploring the concept of Social and Emotional Learning (SEL), we have concluded that our current motto 'AIR' is outdated and no longer relevant to our school community. To address this, we have started discussions on adopting a new motto that incorporates 'Pillars' and language used at our ELC campus. We***

believe that this will better meet the needs of our community and help us move forward in a more meaningful way.

Goal 1: Increase Achievement and Foster Independent Learners

Objective 1.1: Increase Universal Design for Learning Capacity and Usage Among Staff

Key Strategies

- Promote, model, and implement common UDL language across departments.
 - Teacher-leaders will promote and model UDL within their departments.
- Using content to support curricular competencies.
 - Move from content-based to competency-based assessment practices
- Support teachers with technology.
 - Dedicated tech support teacher, Chromebooks, and Redcat speakers
- ***NEW*** Departments to focus on Numeracy Literacy within their curriculum.

Indicators

- Departments utilize Shelley Moore Curricular Grids to aid in assessment and planning.
- Include clear UDL strategies in course previews and planning.
- Increased UDL visuals in classrooms.
- ***NEW*** Math concepts demonstrated through:
 - visuals in classrooms
 - intentional lesson planning for numeracy facts within the discipline

Targets

- Increase the use of visuals in the classroom to promote common UDL language.
 - (ex. posters, word walls, and other visual resources)
 - Increase the use of manipulatives in classes

Objective 1.2 Increase Independent Learning Through Collaborative Universal Supports

Key Strategies

- Increase inclusionary measures by implementing Tier 1 universal strategies within the classroom.
- Increase the effectiveness of tutorial supports and Educational Assistants in the classroom.

- Promote collaborative structures that allow the Learning Services Department to work within classrooms to support students and classroom teachers.
- Continue to use classroom profiles, management plans, and previews to plan for all learners and effectively target support.
- Continue to use and build upon the following school structures and processes:
 - LAT/Counselors/Admin regularly monitor students on their caseloads;
 - Regular and systematic review of DVRs and student progress;
 - “High-flyer” meetings looking at academics and referral data which led to counselors/Admin RTI (plan) → referral to special programs -- Student mental health toolkit resource for teachers → counselor/Admin bi-weekly meetings
 - LAT ‘support blitz’
 - ELL group mixers to improve language acquisition
- Implementation of the NPSS Indigenous student support process based upon district Indigenous RTI. [Table 5](#)
- ***NEW*** Continue to implement strategies to improve the Indigenous graduation rate.
- ***NEW*** Increase school-wide math literacy for students through intentional teaching of mathematical understanding across disciplines.

Indicators

- ***NEW*** Track the number of students accessing tutorial support.
- Track semester pass/fail. [Table 7](#)
- Track the number of team-based meetings.
- 6-Year Completion Rate - [Table 2](#)
- ***NEW*** Analyze trends for Indigenous graduates and non-graduates.
 - Current data for BRFN, HRFN, and DRFN [Table 15](#)

Targets

- Implement Tier 1 universal strategies to reduce the number of pull-out support.
- Reduce overall failure rate across core subjects.

Objective 1.3: Support Student Self-Reflection of the Core Competencies

Key Strategies

- Continue incorporating core and curricular competency language into lesson planning and instruction.
- Model and teach student self-reflection in all classes.

Indicators

- Competency language is represented in course previews and teacher planning.
- ***NEW*** Student self-reflection of Core Competencies and Goal Setting reported on Learning Updates.
 - Developed a structure to facilitate student self-reflection of core competencies and goal setting.

Targets

- Regular usage of competency language within the classroom.
- Usage of competency language in reporting - student and teacher.

Alignment of Resource Allocations With This Goal:

- Learning Support Fund - [Table 3](#)
 - SEL Support Teachers (2.0 FTE)
 - Sr Alt Behavior Support Teacher (.6 FTE)
 - Youth Care Workers (3 x full-time)
 - Educational Assistants (22)
 - Indigenous Support Teacher (0.3140 FTE)
 - Technology - Chromebooks, Speech-to-Text, Readers, iPads, Redcats

Goal 2: Encourage a Safe, Caring, and Inclusive School Community Where Members Demonstrate Accountability, Integrity, and Respect

Objective 2.1: Improve Middle To Secondary Transitions

Key Strategies

- Established SEL Support program
- Maintain full-time hours for hall monitor
- Continue to support vulnerable students and families with food hampers and the pantry program
- LAT/Counsellors/Administrators monitor students.
- Robust middle to high-school transition processes:
 - Increased and focused information for students/families
 - Increased communication with feeder schools to ensure proper placement of students in special programs.
 - Main Campus & ELC tours for Grade 9 students.
 - Open House to build parent/school connections.

Indicators

- Students respect the school, each other, and themselves
- Survey Grade 10 students and parents to gather feedback on the transition process
- Increased success rate for Grade 10 students
- Grade-to-Grade Transition Rate - [Table 4](#)
- Student Learning Survey Results - [Table 1](#)

Targets

- Provide clearer transition communication through school visits, documentation, and video.
- Spread the transition process out over the year to better disseminate information and decrease parent and student stress.
- Increase student engagement with the course selection process.
- Decrease misinformation about school programs and campus selection.

Objective 2.2: Promote a Positive and Inclusive School Community with a Focus on Health and Well-being

Key Strategies

- Build staff knowledge of supporting student mental health and mental health literacy.
- Continued positive partnerships with outside agencies (MCFD, CYMH, RCMP)
- Foster Staff Relationships
 - Sharing meals during Pro-D
 - Celebrations of birthdays and life events
 - Staff BBQs/potlucks
- Sense of community and safety
- Foster Awareness of Health and mental Well-being
 - Counsellor Corner on the weekly Monday Morning Notes.
 - Staff functions to build community
- Positive School Culture Initiatives
 - NPSS Patio Party for staff and students
 - Assemblies/Pep Rallies
- Active Student Leadership Council
 - Activities (yard games etc.)
- Increased connections with our local First Nations communities
- An established NPSS SEL Team which is focussed on student and staff well-being through social-emotional learning initiatives.
- SEL Support Teachers:
 - ***NEW*** Investigating past trends of students who have not been successful
 - Student list derived through counseling staff, teacher recommendation, and by walk-in
 - SEL/Behavioural and academic RTI level 3 intervention
 - Work under counseling staff to deliver specific student support as required
 - Note: success indicators can be academic, social, or emotional
 - Identify students requiring support that are flying under the radar
 - e.g., In the 2023/2024 academic year five students have been identified who were moderately to severely depressed
 - Develop specific goals with the student, and support IEP goals

- Work as a team member with counselors, teachers, administration, and community-based counselors/psychologists as required.
- Create behavioral agreements (with student input) as needed
- Provide mental health literacy to the student body
- Provide SEL information through presentations
 - At the end of the 2022-23 Academic year
 - 43 Students attached to SEL
 - 3/4 of Grade 12's assigned to SEL graduated
 - 15 students revived grades on at least one course they were failing
 - 9 students revived grades on two or more courses they were failing
 - 2 students identified that moved to Sr. Alt program
 - 31 students received social-emotional support that saw direct improvement in their self-reported levels of stress/anxiety
- Help students build positive mental health strategies through meaningful connections with staff by
 - Providing opportunities in classrooms, around the school, and online for students to learn and practice positive mental health strategies.
 - Growing the connections with students by seeking out those without connections.
- Mental health activities through the arts.
<https://drive.google.com/file/d/1dTbSKJfmzVBDk0EICyEFv4Y7Vb0uplrB/view?usp=sharing>
- ***NEW*** The SOGI team is providing resources and professional development to students and staff. They will also be providing staff with SEL lesson plans

Indicators

- Student learning survey data shows that students feel safe and have people they can turn to for support. [Table 1](#)
- Positive and supportive school climate [Table 1](#)
- Regular Indigenous team meetings with school and district administration. [Table 5](#)
[Table 6](#)
- Behavior Referral Data - [Table 8](#) & [Table 9](#)
- SEL Support Teacher Caseload [Table 13](#)
- SEL Support Teacher Services by Type [Table 14](#)

Targets

- Increase 'sense of belonging' for staff and students.
- Promote and revitalize 'Peace is in the Accountability, Integrity and Respect.'
- Improve collaboration
- Improve connections with the wider school community.
- To identify the students who have no connections in the building - [Table 10](#) & [Table 11](#)
- To create a list of all the students in the school and have teachers check off which students they connect with.

- To collect data 3x a year of staff/student connectedness

Alignment of Resource Allocations With This Goal:

- Learning Support Fund [Table 3](#)
 - SEL Support Teachers (1.8 FTE)
 - Youth Care Workers (2 x full-time)
 - 2 - Full-time Hall Monitors
- Indigenous counseling, a Support Teacher, 3 Youth Care Workers, and a Transition Coach

Goal 3: Enhance Student Options Through Diverse Learning Experiences in Career Education

Objective 3.1: Our vision is for all students to explore and experience career opportunities, providing them with a greater sense of direction and purpose.

Key Strategies

- Increase communication and working relationships with Indigenous Support Workers at NPSS to connect with students
- Ongoing Career Education program presentations for Grade 10 -12 students at both campuses.
- September sign-up opportunities in:
 - Work Experience (WEX)
 - Youth Work in Trades
 - Workforce Training Certificate
 - Year-round sign-up opportunities with The Key to the above career programs
 - Year-round sign-up opportunities in Dual-Credit programs for 2023/24
- Provide ongoing, year-round opportunities for all students to engage in Career-related activities:
 - Northern Health presentations on jobs in the Healthcare industry (3 this year)
 - Natural Resource Management with COFI (October event)
 - 1-day event: exposes students to the Forestry sector and employment opportunities
 - Cutblock and Mill Tour
 - Ran in the past until COVID: hoping to restart next school year.
 - ***New*** Field Trip to NLC in Dawson (October event)
 - For students interested in a trades program
 - For disengaged students: show them what is available
 - Field Trip to NLC in Dawson (once per semester)

- For students in Food classes: presentation of the Professional Cook Training program
- ***New*** Field Trip to NLC in Fort St. John (once per semester)
 - For students in Auto Tech classes
 - Tour the Auto/HD shop + general college tour: intro to NLC programs
- ***New*** Creating Energy Careers (Sponsor visit in October, February event)
 - Students go out to work in Oilfield related jobs for 4 days
 - Students get ticketed: First Aid, H2S, CSO, + company onboarding and site orientations
 - 6 local sponsors support the event
 - Career opportunities: welding, pipefitting, environmental drilling, environmental work, surveying, heavy-duty mechanic, heavy-duty equipment operating, archeology, electrical, instrumentation, project management, and administrative roles.
- Growing our own (March event)
 - Exposes students to successful locals in a variety of career fields
- ***New*** Elevate Aviation field trip (March event)
 - Full-day tour at FSJ airport
 - Introduce women and underrepresented minorities to various career paths in aviation
- Shed Build with ELC students (May event)
 - Supported by Home Hardware
 - Will hopefully run again in Spring 2024
- Project Heavy-Duty (Spring 2024)
 - 5 days
 - Introduces students to several HD machinery
 - Students get ticketed: First Aid, H2S, CSO
- **Updated** - Dual-Credit affiliation between SD60 BC Colleges: North Island College
 - Opened new opportunities to students, notably the Parts & Warehousing program

Targets

- **'New'** career department survey: to be created in 2023-2024, to run at Term 1; early assessment of student opportunity and awareness
- UBC Youth Development Instrument Survey (completed in January, Gr.11)
 - Included careers and SEL: waiting on results
- Creating Energy Career Satisfaction Survey Results - [Table 12](#)
- SEL survey for Work Experience, Apprenticeship, and Dual-Credit students: **coming soon!**
 - Will look at the link between SEL + Career Programs
 - Louis Vaccaro and Brian Campbell are working on this

Appendix

Table 1 - Student Learning Survey

Grade 10 Learning Survey Questions:	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Do you feel welcome at school? (Many + All)	54%	52%	65%	57%	60%	55%
Do you like school? (Many + All)	30%	31%	43%	55%	30%	33%
Do you feel safe at school (Many + All)	71%	65%	73%	92%	64%	54%
Are you satisfied that school is preparing you for a job in the future?	32%	40%	33%	56%	40%	28%
Are you satisfied that school is preparing you for post-secondary education?	38%	53%	43%	62%	30%	35%
Grade 12 Learning Survey Questions:	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Do you feel welcome at school? (Many + All)	60%	53%	53%	45%	60%	57%
Do you like school? (Many + All)	41%	35%	26%	51%	30%	33%
Do you feel safe at school (Many + All)	71%	70%	65%	87%	76%	73%
Are you satisfied that school is preparing you for a job in the future?	29%	27%	23%	35%	20%	15%
Are you satisfied that school is preparing you for post-secondary education?	41%	35%	31%	40%	39%	23%

Table 2 - 6 Year Completion Rate

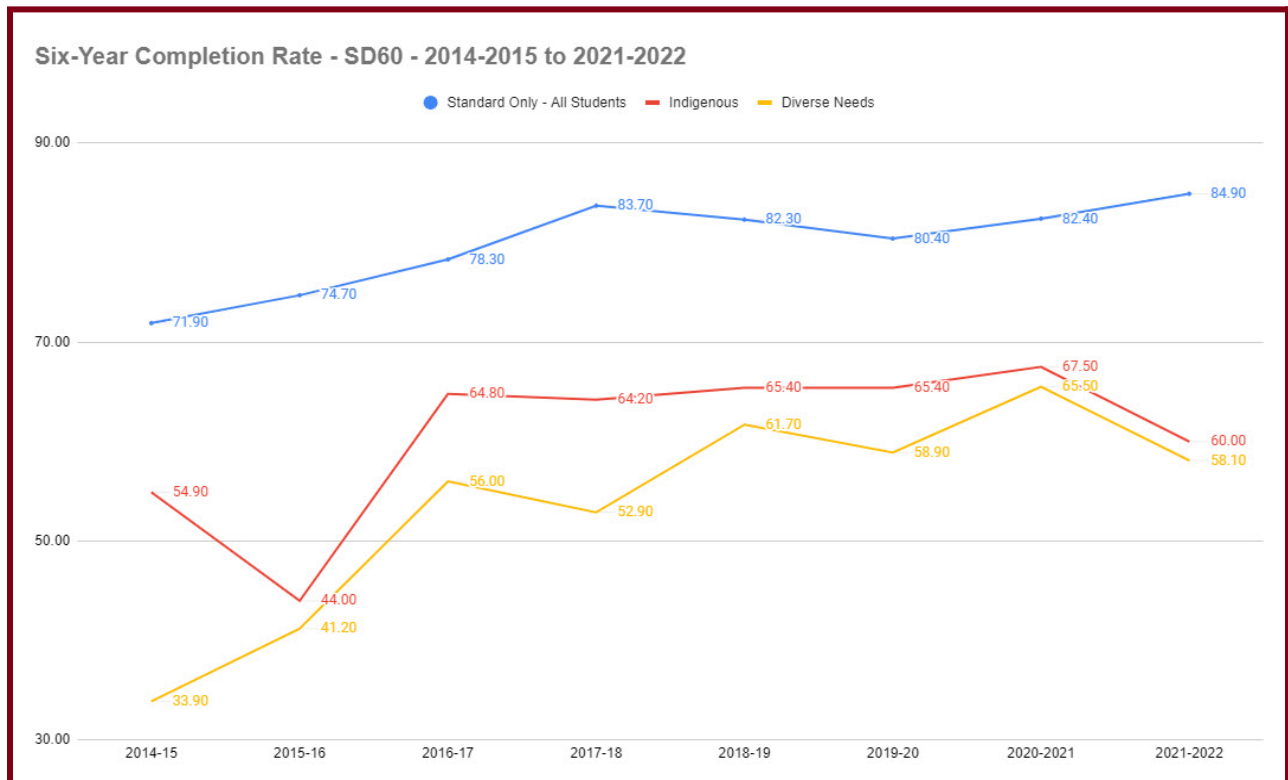


Table 3 - Learning Support Fund 2022-2023

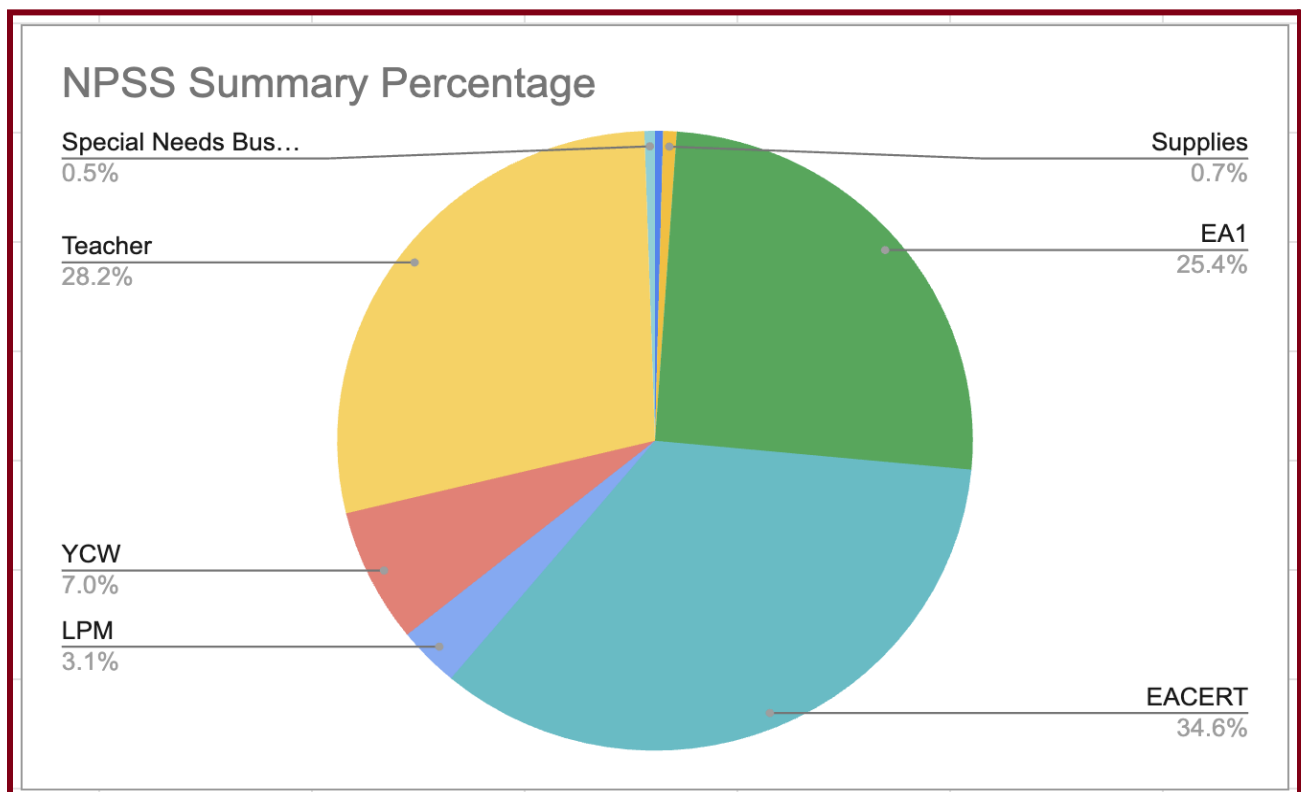


Table 4 - Grade to Grade Transition - Grade 10

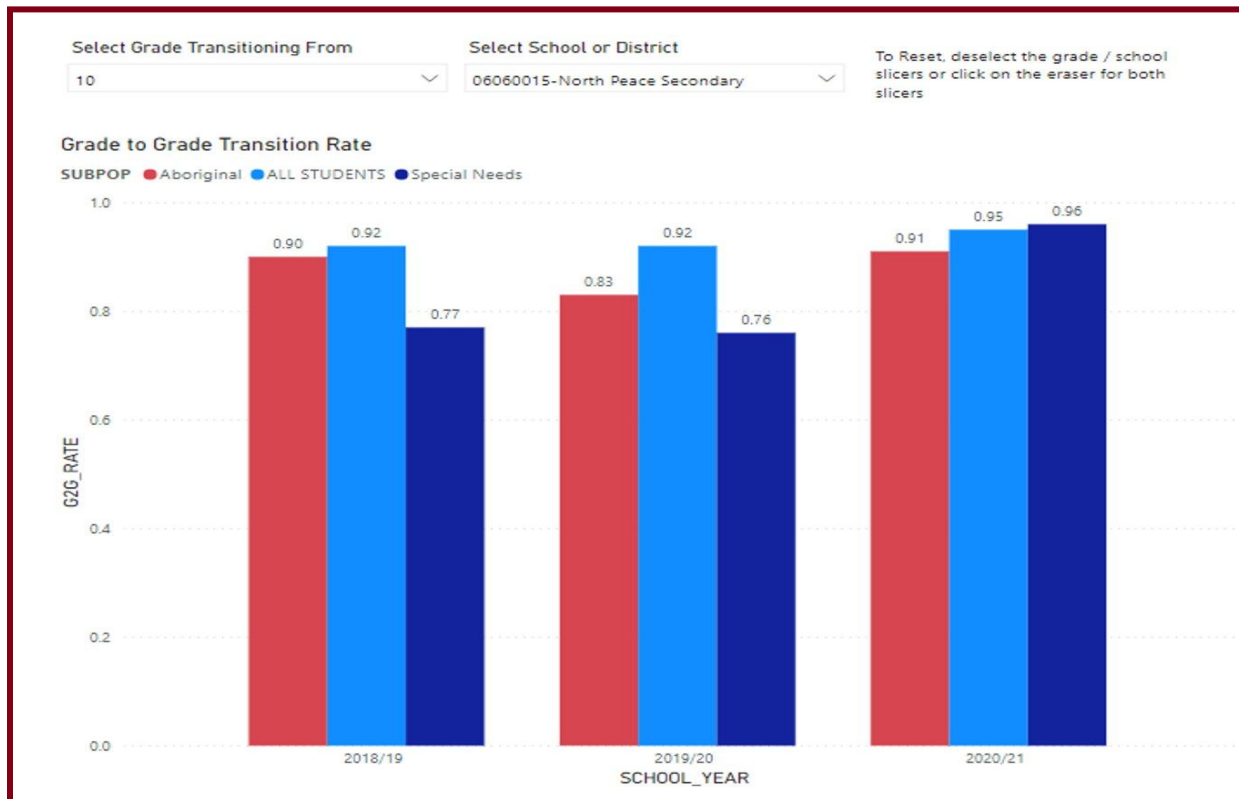


Table 4 - Grade to Grade Transition - Grade 11

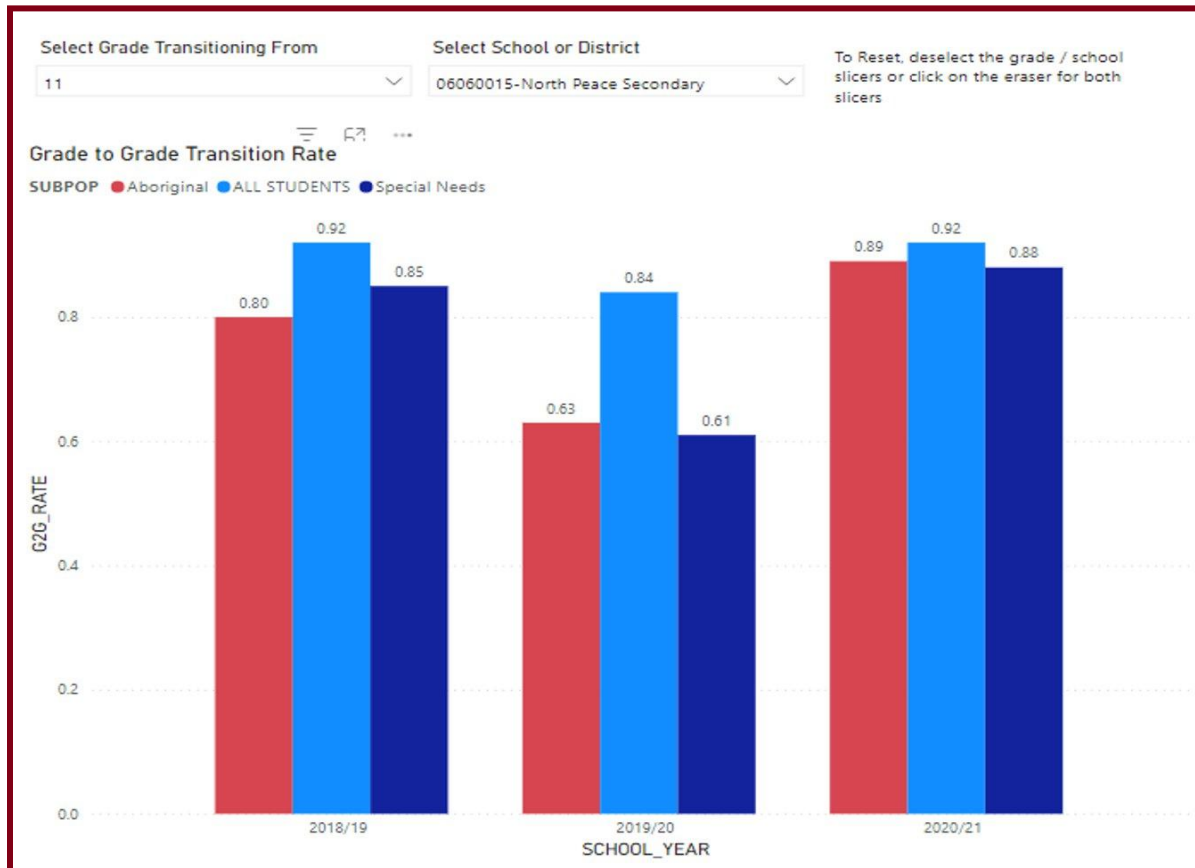


Table 5 - Indigenous Student Support Process

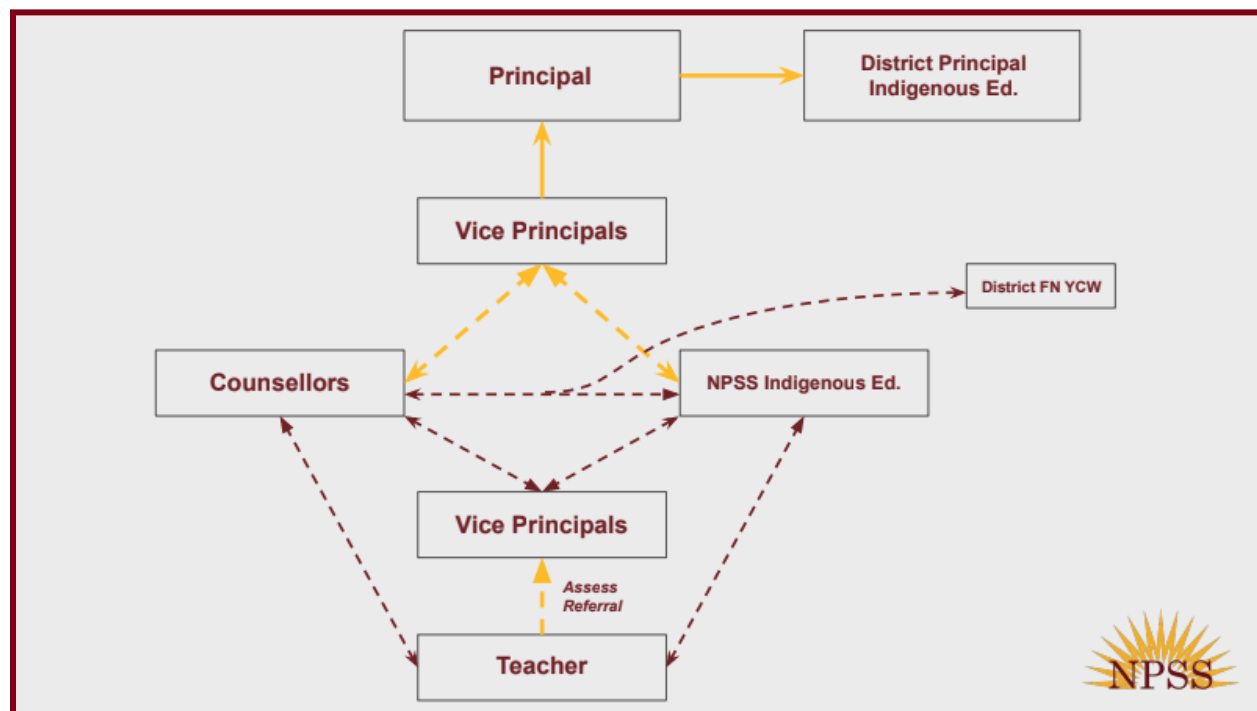


Table 6 - Indigenous Student RTI

5			M								
6			M								
7			M	Eng 12 (S2)	FND 12		PoliSt 12 (S2)	AL 12, Fitness 12 (S2)	Entrep 12		
8			F								
9			M								
10			F	FSLE 12	Pre-cal 12 (S2)	Chem 12 (S2)					
11			M								
12			M								
13			F	Span 11 (S2)	Fnds 11, Fnds 12 (S2)	Env Sc 11 (S2)		AL 12, Fitness 12 (S2)			
14	*****	*****	F	Eng 12 (S2)		Env Sc 11	BCFP 12		Film 12		
15			F	Eng 12 (S2)				AL12	Art 11, Anim 11 (S2)		
16			M								

Table 7 - "High Flyers" (At-Risk)

High Flyers - Semester 2 February 2022 .xlsx				
File Edit View Insert Format Data Tools Help Last edit was 11 minutes ago				
100% \$ % .00 123 Default (Ca... 18 B I A				
fx				
A	B	C	D	E
Name	Section	Absent Total	Decisions	Notes
	XSPBK2HFLVTUT-001S2	18		
	MENST12-005S2	11		Keep. Sporadic but works hard when here. Seeking help when needed.
	MVAC-12-001S2	13		Keep.
	MFOOD12-003S2	9		Keep.
		51	Keep	
	MWPM-10-003S2	16		Has not completed work since "I" form. Work due March 18
	MTMET11-002S2	21		pulled from metal 11 recently
	MCMP10-007S2	4		
	MCTWR10-007S2	3		
	MCLE-10-006S2	12		Getting some work done. Late most days. Wendy helping.
		56	Keep and review after Spring Break	
	XSIEP2HFLVTUT-001S2	19		
	MSC--10-005S2	15		Working w/ Roz. Some improvement recently. Missing work in class.
	MCLE-10-006S2	15		Missing a few things but does work when present. Will be fine.
	XSIEP0EFLVTUT-001S2	1		
	MSS--10-003S2	22		Dropped Social Studies,. Has two tutorial blocks.
		72	Keep	Dropped Social Studies,. Has two tutorial blocks.
	MEVSC11-003S2	15		Attending every day.
	MFOM-11-002S2	15		Nothing handed in. "I" form will be issued this week. Attends about 3 times per week. Keep
	MCMP11-005S2	17		Sitting at 15%. Does not submit a lot of work but attendance is the biggest issue. Keep.
	MCLE-10-001S2	13		Attends maybe twice a week. No work submitted. Rec =
		60	Keep and review after Spring Break	Roz talking with mom about a plan. Perhaps Sr. Alt. Would like to

Table 8 - Behaviour Incident Referrals

Incident Counts

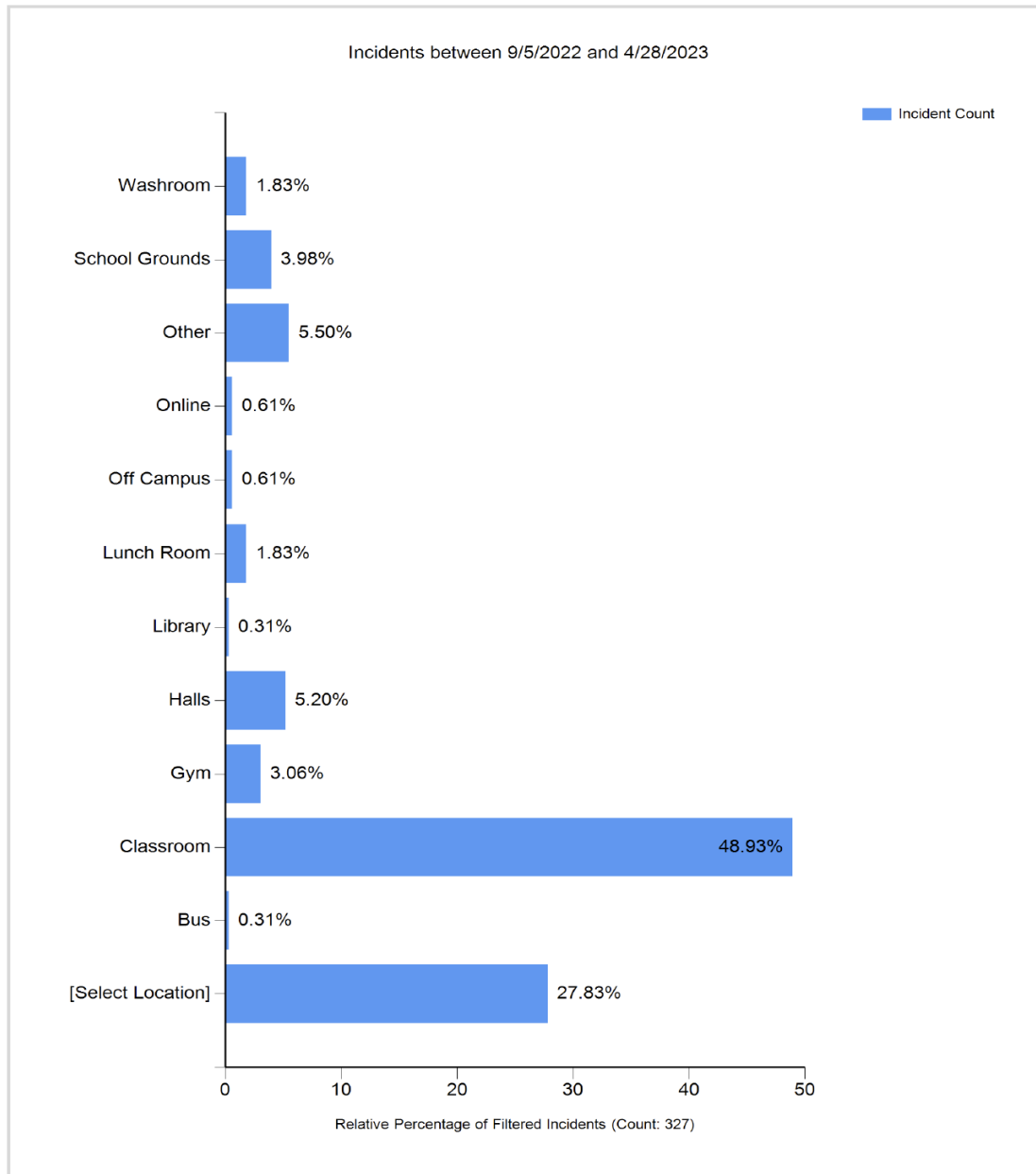


Table 9 - Behaviour Incidents - Suspensions by Type

Incident Counts

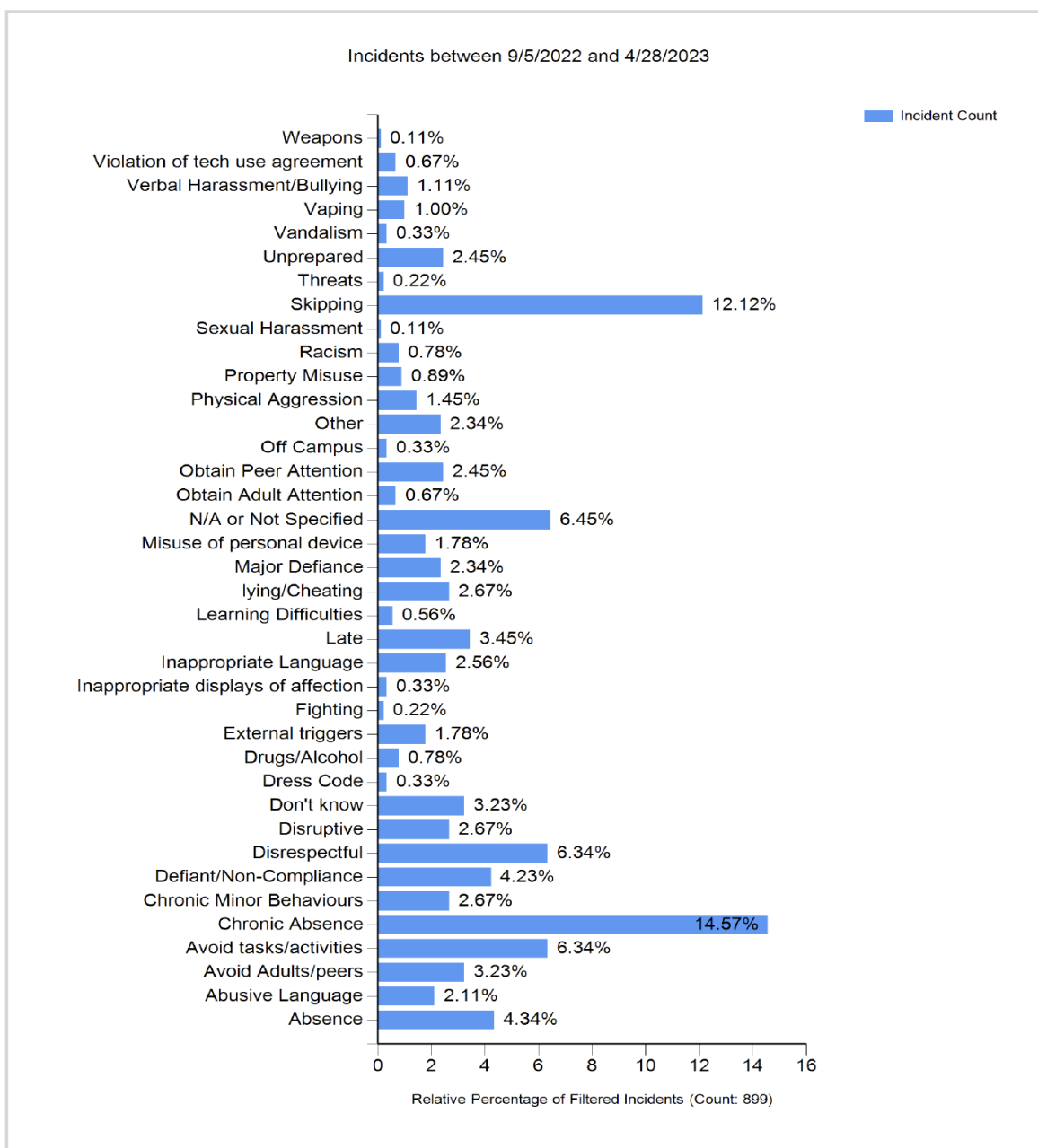


Table 10 - Student-Staff Connectedness

	A	B	C	D
1	GRADE 10	November	January	April
2	Total Connections	487	516	804
3	Connections/Student	1.8	1.9	3.06
4	# of Grade 10's without a connection	48	41	12
5	# of Grade 10's with only 1 connection	80	75	32
6				
7	GRADE 11	November	January	April
8	Total Connections	781	860	1078
9	Connections/Student	2	2.2	2.76
10	# of Grade 11's without a connection	59	42	19
11	# of Grade 11's with only 1 connection	121	117	74
12				
13	GRADE 12	November	January	April
14	Total Connections	1041	1145	1298
15	Connections/Student	2.54	2.79	3.16
16	# of Grade 12's without a connection	21	17	3
17	# of Grade 12's with only 1 connection	109	96	62

Table 11 - Student-Staff Connectedness

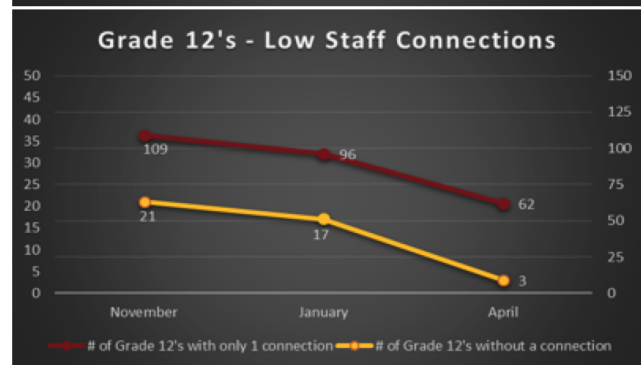
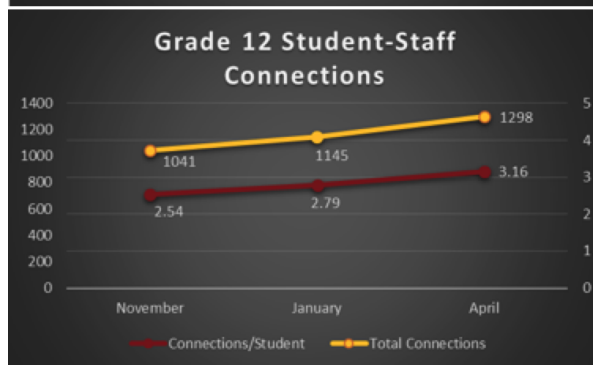
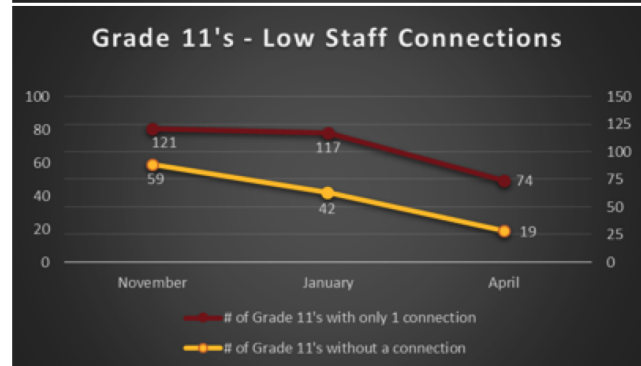
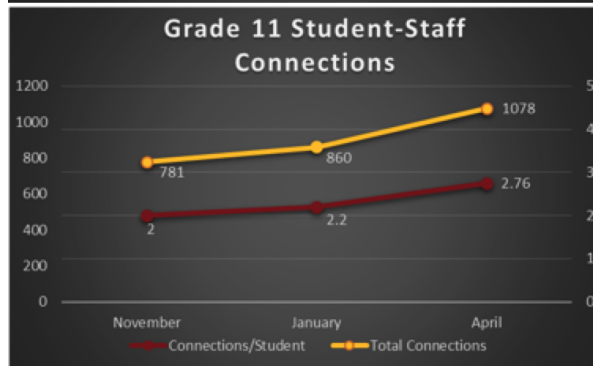
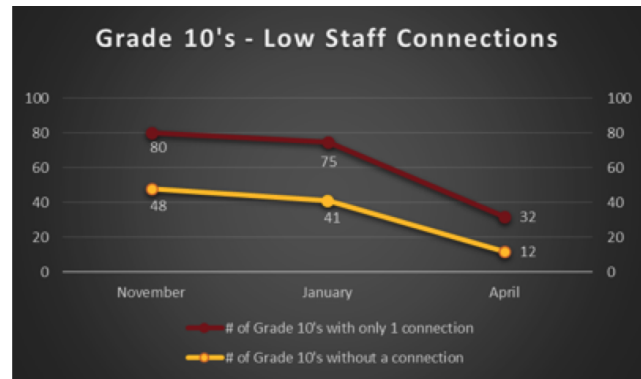
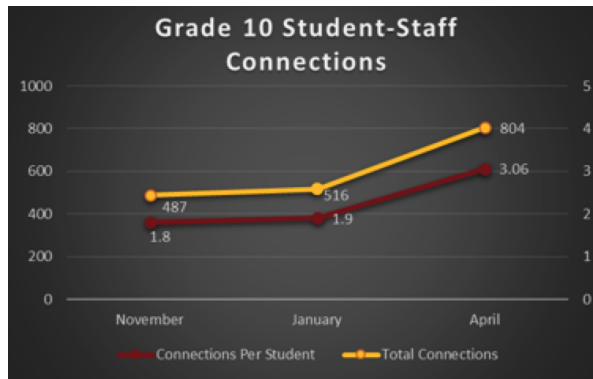
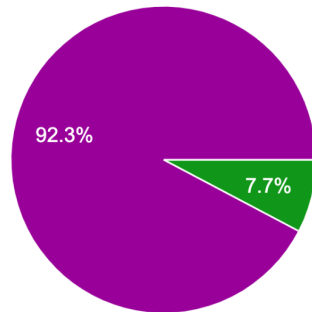


Table 12 - Creating Energy Career Satisfaction Survey Results

How would you rate your overall experience with Creating Energy Careers?

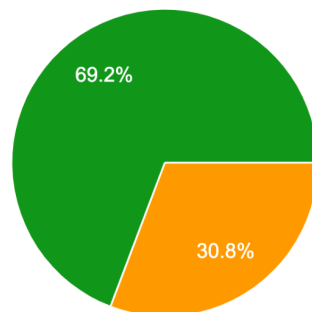
13 responses



- Terrible: I would not encourage anyone to participate in this event.
- Boring: Activities were poorly planned. I was often bored. The days were long.
- Alright: Activities were okay. It beat going to school. I had some fun.
- Decent: Activities were pretty good overall. I enjoyed myself and learned...
- Awesome: I loved my time out with the companies! I would highly recommend...

Did you find the Creating Energy Careers event helpful in understanding the careers you selected?

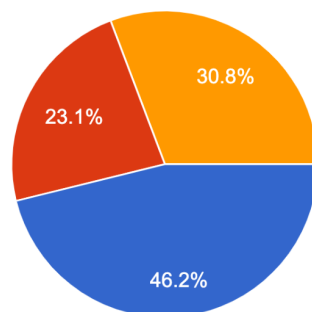
13 responses



- It was not helpful at all in better understanding the careers.
- It gave me a glimpse into the careers I selected but I still have many questions.
- I felt I got a reasonable understanding of what the careers are all about.
- I got a good understanding of what the careers are all about.

Would you be interested in pursuing further a career you explored through a Work Experience placement?

13 responses



- Yes. Can you connect with me in the next couple weeks to discuss this further.
- No. I'm good.
- Maybe. Can you come talk to me about what work experience would entail?

Table 13 - SEL Support Teacher Caseloads

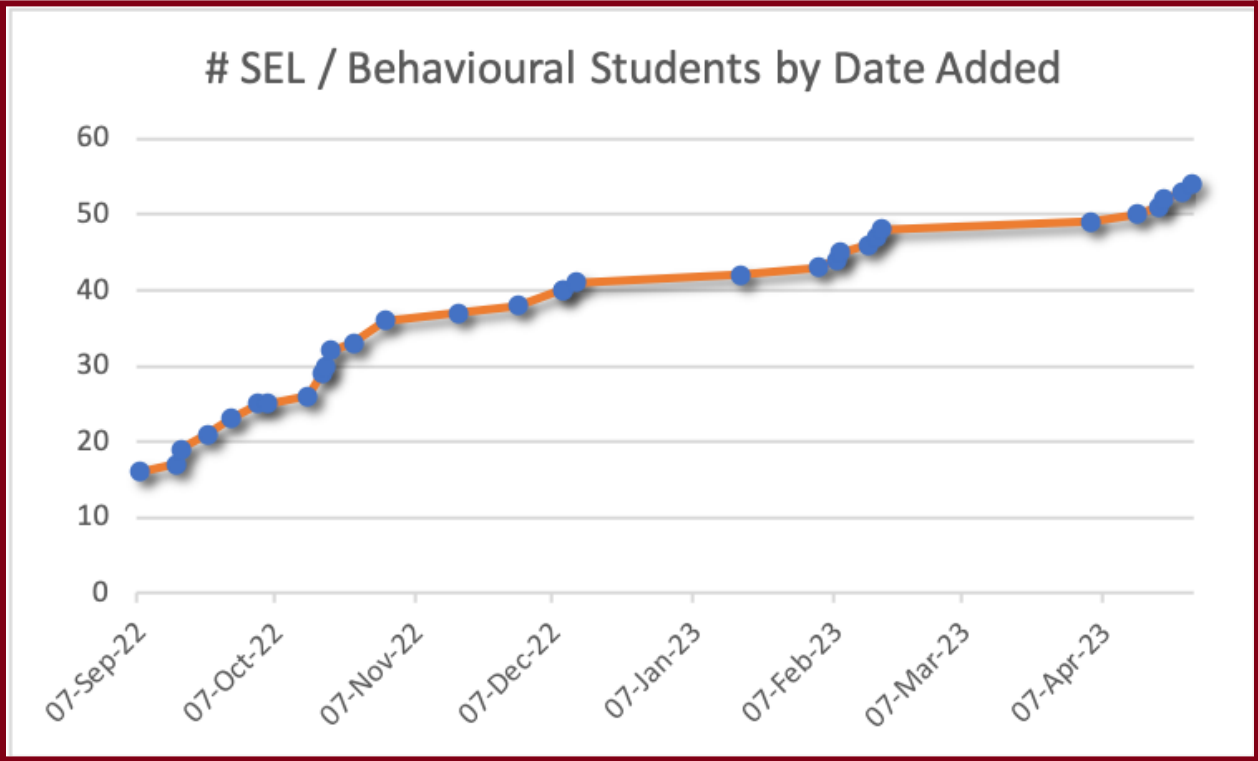


Table 14 - SEL/Behavioural Support Services Provided

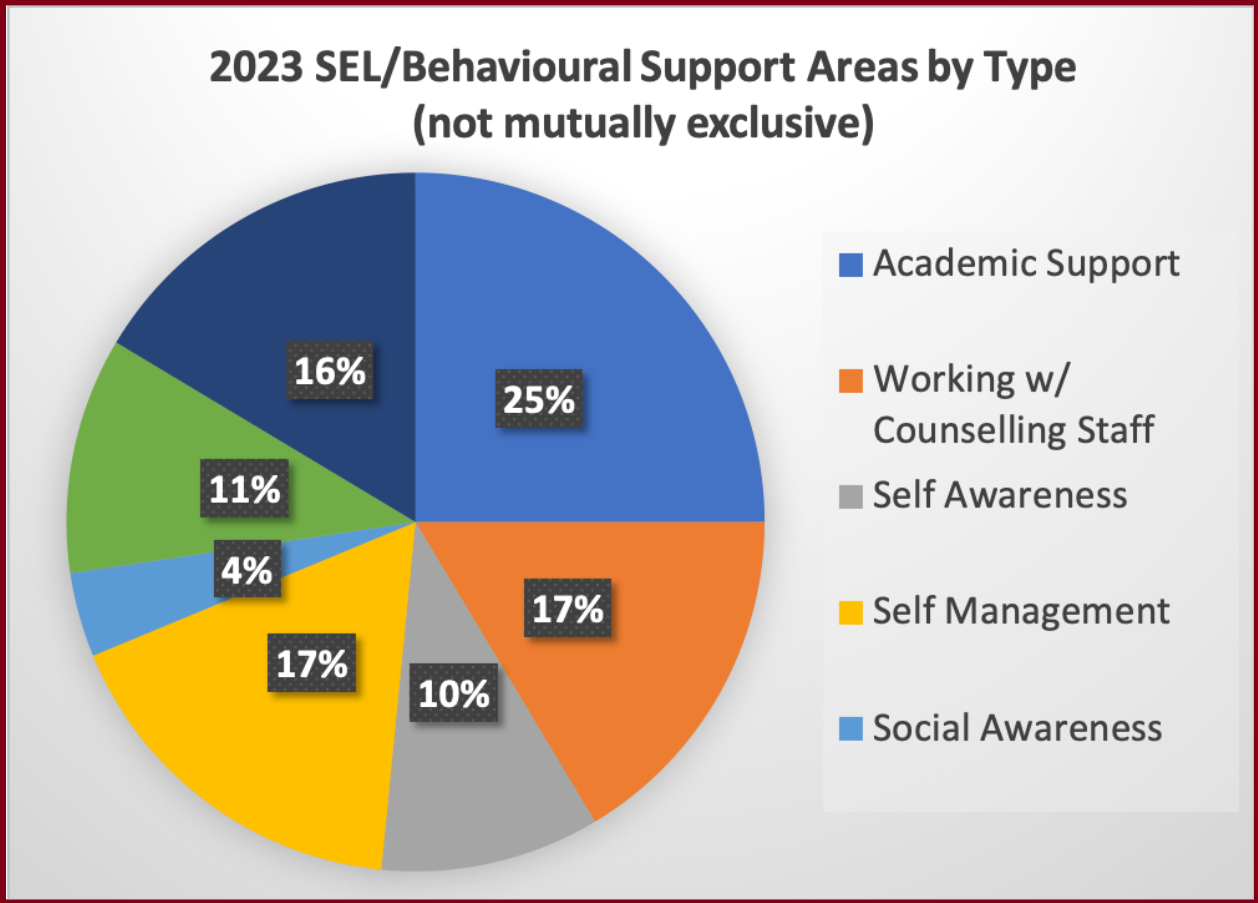


Table 15 - Indigenous Grad Data (BRFN, DRFN, HRFN) 2023

