

Chinook Cyber School Student Presentation

Principal Shelby Budd and Chinook Cyber School students from around the division shared examples of elective course options with the board, including some of the projects they have been working on throughout this semester.



Blaid Snedden from SCCHS presented a video about Crop Production live in person with the board. Blaid recently won a silver medal at the Skills Canada competition in April. Mollie Black from Consul talked about Information Processing via a recorded video on Flipgrid. Sarah Coakley from Maple Creek (in photo) joined via live Google Hangouts to share her thoughts on her Computer Science class and invited the trustees to try playing the computer games she designed.

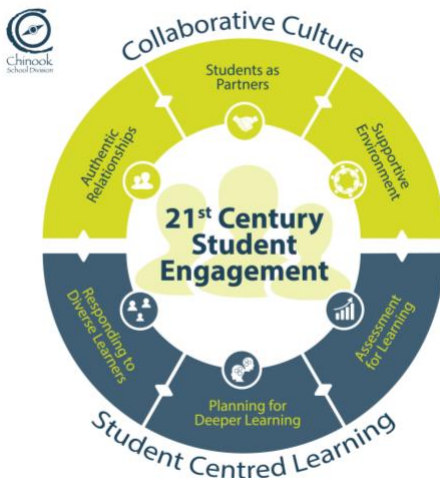
These presentation methods are all examples of the way Chinook Cyber School works with students to build connections and assess learning.

21st Century Student Engagement Status Report

Dan Kerlake, Superintendent of Schools and Sharon Mayall, Curriculum Coordinator

Creating engaging learning environments for our students is a priority for our schools. We are creating a Culture of Collaboration and implementing Student Centred practices in instruction and assessment.

To strengthen teacher voice and collaboration with a goal of focusing on improving the high school experience for students, committees were formed that included representation from principal and teacher school teams, central office staff and technology support personnel. These include the Grad Rate and Engagement Working Committee, Grad Rate and Engagement Steering Committee, and a High School Coaching Team.



An Engagement Framework was developed that includes six overarching principles of student engagement, based on our research and focus group feedback, that make up the components. The top half is focused on developing a Collaborative Culture and includes: Authentic Relationships, Students as Partners, and Supportive Environment. The bottom half is focused on Student-Centred Learning and includes: Responding to Diverse Learners, Planning for Deeper Learning, and Assessment for Learning.

Student engagement is a student's frame of mind towards learning, working with others, and functioning in a social institution. It includes a student's sense of belonging at school, the extent to which they value schooling, and their investment in the learning process. Measures of these

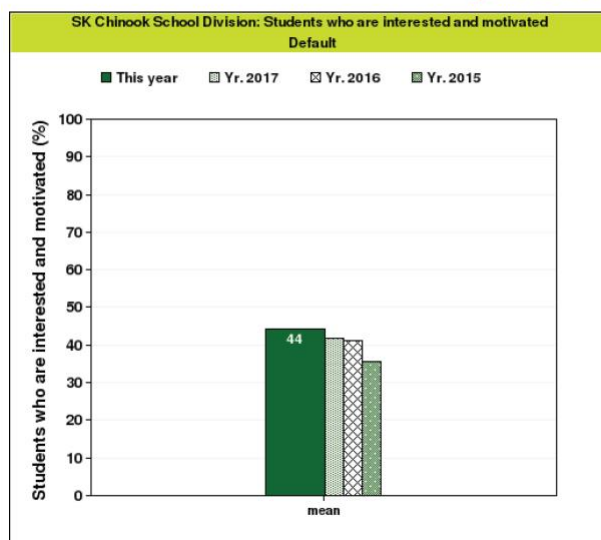
aspects of engagement can be classified into 3 categories: Social Engagement, Institutional Engagement, and Intellectual Engagement.

Students who are enrolled in semester 1 ELA, Science and/or Math completed questions determining their level of interest and motivation in the **OurSCHOOL Student Survey** during 2016-2018. Students responded to questions regarding their interest or motivation in three subject areas – language arts, mathematics, and science. Students are only asked about subjects in which they are currently enrolled.

OurSCHOOL Student Survey questions for each subject area:

1. I spend a lot of time day-dreaming, socializing, or pretending to pay attention.
2. I enjoy learning new concepts and ideas.
3. I enjoy our class projects so much that often I do not want to stop.
4. I wish we did not have to take [the subject area].
5. I enjoy [the subject area] classes so much that I lose track of time.
6. I find myself thinking about what we are learning even after the lesson is over.

Interest and Motivation



High School Course Feedback - Semester One 2017-18 to Semester One 2018-19

Division results from the course feedback survey students complete in each high school course they are enrolled each semester:

Survey Questions (often/regularly)	Semester 1 2017-2018	Semester 2 2017-18	Semester 1 2018-19
What I learned in this course was relevant (purposeful and meaningful) to me	58%	74%	74%
In this course I had choice in the way I demonstrated my learning	71%	76%	75%
In this course the content was provided in a variety of ways	73%	74%	74%
In this course the feedback I received inspired me to do my best	71%	75%	74%
During this course there were opportunities for me to work with other students	72%	75%	74%
During this course my teacher checked in with me during a lesson or unit to get feedback on my level of understanding and engagement	41%	72%	71%
During this course I had a respectful relationship with my teacher	85%	85%	87%
Overall	67%	76%	76%

Future planning for High School Student Engagement includes a 2019-2020 Course Feedback Target of 80%. The Division focus will continue to be on the components of a Collaborative Classroom Culture and will also include Assessment for Learning, Instructional Leadership and supporting the work of Professional Learning Communities. There will be an increase of coaching at the high school level with the addition of two High School Engagement Coaches.

Transportation Services and School Attendance Policy Revisions

In order to better support and maintain healthy enrolments to ensure viability of all local schools, the Chinook Board of Education has approved revisions to division transportation and attendance policies. The board believes it is important for students to attend school in their assigned catchment areas.

There will be more rigor around the enrolment process and changes to the level of transportation support for students wanting to attend schools out of their catchment area:

- Families wishing to access alternate school locations must have the support of the sending and receiving principals and endorsement from the area superintendent.
- Families approved to attend alternate school locations must meet the existing bus route.

The impact of the changes will be very minimal within the division. The board's intention is to create consistency of policy respecting attendance and transportation support for students.

