FRANCES KELSEY SECONDARY SCHOOL
NEW STAFF ORIENTATION

About Frances Kelsey

Honouring the memory of Dr. Frances Oldham Kelsey

Born in Cobble Hill on July 14, 1914, she went to school in Victoria and then went to the USA to further her education. She was a medical doctor before moving to Washington to join the US Food Drug Admin in 1960… an opportunity she got because of the way her first name was spelled, they thought she was a man!

Her first assignment was the drug Thalidomide, which was already being used in Europe, to prevent morning sickness in pregnant women. Even though the drug companies and other government officials were pressuring her, she did not feel it had been proven to be safe and refused to approve it in the USA, against much pressure. By 1961 evidence coming in from Europe and Britain about how the drug was causing birth defects. She had prevented thousands of lives being affected in the USA… and unfortunately Canada continued to allow it for a few more months until 1962.

In 1962 she was put in charge of the new branch of FDA that regulated and tested drugs and this lead the way for the modern laws that govern pharmaceuticals and how they are used. She had a distinguished 45-year career with the FDA as she retired in 2005.

She died at her daughter's home in London, Ontario August 7, 2015 at the age of 101. We are proud to have our school named after such a remarkable woman.

School Mission Statement:
Frances Kelsey Secondary School, in partnership with the students,
parents and the community, is dedicated to developing the individual
potential of each student. By providing a co-operative, safe and caring environment, we
encourage students to be self-motivated,
self-directed, responsible citizens and life-long learners.

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www.fkss.sd79.bc.ca

 Find us on Facebook and Instagram @ Frances Kelsey Secondary School – FKSS

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School Profile and Goals

The Educated Citizen

- thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;

- creative, flexible, self-motivated and who have a positive self image;

- capable of making independent decisions;

- skilled and who can contribute to society generally, including the world of work;

- productive, who gain satisfaction through achievement and who strive for physical well-being;

- cooperative, principled and respectful of others regardless of differences;

- aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.

The Principles of Learning

People learn in a variety of ways and at different rate
Learning is both individual and a group process
Learning requires active participation of the learner

Framework for Enhanced Student Learning (FESL) for Frances Kelsey
- This is a working document found in the appendix at the end of this document that will be updated throughout the next years

Structural & Pedagodical Practices

- Linear, teamed academics for both Grade 8 and 9
- Linear exploratory (elective) for Grade 8, rotating cycle
- Semester elective for Grade 9
- Semester academic and elective for Grade 10-12
- FKSS web page includes all links to MyEd, provincial assessment information, individual teacher's webpages, pay online and much more.
- Daily Advisor System - siblings are placed with the same advisor unless parent/guardian specifies otherwise
- Q block: this is a block on Wednesday mornings, scheduled between first and second block. Teams of teachers work with each grade. This time is partnered with the advisor and flex time to meet curricular hours.

> Grade 8 – CORE 8
> Grade 9 – HACE 9
> Grade 10 – CLE 10
> Grade 11 – Leadership 11
> Grade 12 – CLC 12

Data Based Conversations

- District Reading and Writing Assessments through SSDAS - Grades 8 and 9 yearly assessments. Reading for meaning and organizing information from text was an area needing improvement in 2022.
- Our school's FESL (Framework for Enhanced School Learning) is available on request

Subpop	8	9	10	11	12	Others	Total
All Students	188.0	201.0	188.0	168.0	183.0	45.0	973.0
Diverse Needs	39.0	35.0	43.0	24.0	33.0	msk	174.0
Indigenous	32.0	23.0	28.0	19.0	12.0	msk	114.0

Timetable and Daily Block Schedule

2024-25 Bell Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Advisor 9:00 - 9:10	Advisor 9:00 - 9:10	Advisor 9:00 - 9:10	Advisor 9:00 - 9:10	Advisor 9:00 - 9:10
A Block 9:12 - 10:30	B Block 9:12 - 10:30	C Block 9:12 - 10:17	D Block 9:12 - 10:30	A Block 9:12 -10:17
		Q Block 10:19 - 11:09		Flex 10:10 -11:09
B Block 10:33 - 11:51	A Block 10:33 - 11:51	D Block 11:12 - 12:17	C Block 10:33 - 11:51	B Block 11:12 -12:17
Lunch 11:51 - 12:36	Lunch 11:51 - 12:36	Lunch 12:17 - 1:02	Lunch 11:51 - 12:36	Lunch 12:17 - 1:02
C Block 12:36 - 1:54	D Block 12:36 - 1:54	A Block 1:02 - 2:07	B Block 12:36 - 1:54	C Block 1:02 - 2:07
D Block 1:57 - 3:15	C Block 1:57 - 3:15	B Block 2:10 - 3:15	A Block 1:57 - 3:15	D Block 2:10 – 3:15

www.fkss.sd79.bc.ca

Code of Conduct

It is expected that all members of the FKSS community abide by the BC Human Rights Code by promoting a climate of understanding and mutual respect where all are equal in dignity and rights.

AT FRANCES KELSEY WE VALUE **ORCAS**

ORGANIZATION:

· Attend school regularly
· Arrive on time with all necessary materials

RESPECT:

· Behave in a manner that ensures the health, safety, and well-being of yourself and others
· Treat others with respect both at school and in the community
· Use polite language
· Use personal electronic devices only at discretion of staff, and it must not interfere with the learning environment or personal safety of students or staff; this includes not photographing or recording anyone without their explicit permission

CITIZENSHIP:

· Build and sustain healthy relationships within the school and community
· Represent FKSS in a positive manner at all times
· Solve problems in peaceful ways
· Respect the rights and property of others

ACCOUNTABILITY:

· Behave in a manner that respects the learning environment
· Adhere to individual classroom rules and all school, district, and community rules and expectations
· Demonstrate personal responsibility in maintaining the physical environment of the school; keep our school clean
· Inform an adult in a timely manner of incidents of bullying, harassment, or intimidation
· Be honest and don't cheat or plagiarize
· Dress and appearance shall include footwear, but NOT include items, logos, or slogans that display vulgar language; that relate to the use of controlled substances (including but not limited to drugs, alcohol, or tobacco); are disrespectful to others' race, colour, religion, creed, national origin, gender orientation, gender identity, gender expression, or disability

SUCCESS:

· Ask for adult help when needed
· Put forth your best effort and be your best self, everyday

Suspicion of Cheating

The younger the student, the less aware they may be of the expectations. Teachers adjust their response according to the situation and age of the student. There is currently no school-wide policy on how to handle cheating so each teacher should make their expectations clear at the beginning of the course. Discussion with your fellow teachers and department head is recommended first, and then admin if it continues or if your chosen consequence is challenged.

Procedures to follow if cheating is suspected

Speak to the student privately about your concerns, never in public. State the reasons. Ask specific questions for clarification without being overly accusatory or intimidating. Listen carefully and sympathetically to the student's response. If the student admits to cheating or if he or she does not, but you believe your evidence to be conclusive, report to a vice-principal, Penny Butler or Colleen Mullin.

AI or artificial intelligence "cheating" is becoming a concern with classroom assignments. Software solutions are being developed to detect AI generated responses, such as the Chrome extension from GPTZero, but there is not a lot out yet available for us that works well and is affordable. You are encouraged to work with colleagues, examine your pedagogy, and perhaps open up the conversation with students about AI while making your expectations very clear. We are only in the beginning of this journey and will have to work on it as a staff.

Practices and Educational Supports

Teacher Responsibilities

- Gradebooks: Use of MyEd gradebook or MS Teams is supported by the district, all others are personal choice and may or may not be supported by the District Tech Team.

- Attendance/progress issues – the ultimate responsibility lies with the subject teacher to have communicated issues to parents in a timely fashion. This means in the first few weeks of the course and then follow up. Late students report directly to class and teachers decide on consequences. Discuss lateness privately with students first and then reach out to counsellors and admin if it continues or there is a further concern. Please CC emails or communication home to the student's advisor as we always try to work together as a team to support success.

- Contacting home: It is suggested you check with the advisor before contacting home as sometimes they have historical family information that may be relevant or helpful having possibly had older siblings in the group and known the family for longer. CC any contact to the student's advisor.

- The Code of Ethics states general rules for all members of the BCTF for maintaining high standards of professional service and conduct toward students, colleagues, and the professional union. Please be familiar with and follow all 10 general rules.

Advisor Responsibilities

There is a committee examining Advisor that started in 2023-24 to reflect on current effectiveness. Your advisor students stay with you from Grade 8 through to graduation and usually siblings are in the same advisor group. Every student needs to have an adult who knows him or her well. Teachers change every semester but Advisors stay the same. It is better if every student has a friend or familiar face in their group as it encourages better attendance on a long term basis so noting if that is the case is helpful. The most important function of the advisor is to encourage each individual advisee to become responsible for their own education and for their own personal and social well-being, and for you to be a consistent and welcoming presence over their years at FKSS in the hopes of building a mutually beneficial relationship. Be an advocate for the student where you can. Teachers, advisors, and parents act as resources together. If students are not attending advisor or are routinely coming late, advisors may notify the family to explain the importance of advisor time, and the school requirement that students be in attendance.

- Locker and all other information for their advisees at the start of the year
- Encourage the use of the agenda for organization
- Read out notices such as the daily Newsbreaker and Week at a Glance
- Have group and individual one on one conversations to build relationships
- Suggest students to the admin or counsellors who seem suitable for particular roles such as DSAC (District Student Advisory Committee) members, peer tutors, etc.
- Stay in touch with teachers via emails cc'd to home regarding progress and behaviour as supporting role
- Sometime in September, FKSS hosts an opportunity for parents to meet with their child's advisor and teaching staff at school in the evening. Voluntary for staff although strongly encouraged

The Role of the Department Head

Each staff is placed in a primary department. This is also the structure for the emergency phone tree contact. Department Heads for 2023-25 are as follows:

English – Rebecca Steele
Math – Terry Abbott
Science – Stu Hillyard
Socials – Mike Cosford
PE – Adrian Achurch
Practical Arts - Anna Roberts
Technology – Ian Grbavec
Transitions – Sarah Simmons
Inclusive Education – Alana Baker

Department Heads meet once a month with the administration and then distribute information to members either through a department meeting or emailed minutes. The function of the department head is to work as a team member in providing service, leadership, and staff development, direction with and between specific subject areas, and consistent with the School Act and the Collective Agreement. Questions about assessment, supplies ordering, room assignments, and resources used for particular grade levels should all be directed to your department head.

The Role of the Education Assistant

Summary: Under the general supervision of the Principal, Kevin vanderLinden, or his delegate, provides assistance in classrooms, resource rooms and to individual students defined by the Ministry of Education as having a designation with an IEP (Individual Education Plan). General duties include assisting the teacher with the supervision of students and in the delivery of special programs to designated students and classes; monitoring students' behaviour; conferring with the school-based team regarding IEPs; and assisting teachers to gather resource materials that support a student's IEP.

Current EAs for the 2024-25 year (subject to change):

Christine Anderson
Judith Belton
Tricia Carder
Brooke Chapman
Emma Croasdale
Annette Dawes
Beth Eacott
Chelsea Hasanen
Helena Taggart
Tarina Lewis
Christine Lidston
Matt Schuetze - ISW
Shona Shadlock
Caitlin Whittaker – Science Kiosk
Bonnie Williams – Kelsey Kafe

Student Support

A counsellor is assigned to students based on the student's last name. Students with any concerns are urged to contact their advisors, the counsellors or administrator.

Counsellors (across from Front Office)

Counsellors, Rob Wright , Mary Kirchner, or Nic Schofield, are able to assist students in a variety of ways. Parents can also contact the counsellors. They also refer students to community partners, who may visit the school, and professional services when appropriate. They are not involved in disciplining students and information shared with them is kept confidential.
Resources available:
- Career Education in the Career Centre (back of Counselling) with Mary Brinkman
- Health Nurse – On site once a week in Counselling area. Students book an appointment through the Counselling or Career Center secretary.
- Indigenous Support Workers – Indigenous support based out of Room 124
- Learning Assistance – based out of Room 126 to support those with IEPs
- Peer Counsellors –students in need can be connected confidentially to a peer counsellor
- Peer Mentors – check with counsellors if you want to set this up
- School District resources such as Occupational or Physiotherapists, Speech/Language, Vision, and Hearing itinerant teachers
- "The Grove" (District online learning) and Alternate Education programs

GRADE 7 to 8 TRANSITION

- Counsellors/Administration visit grade 7 classes. Often bring older students to join the meetings (April)
- Indigenous-Ed Department meeting with FKSS Admin about indigenous students of concerns. Toured students at FKSS site (April)
- Grade 7 Parent/Student evening information session (April) at FKSS – teachers encouraged to attend
- Grade 7 cohort (all elementary schools) visit FKSS for Showcase and Tours (May)
- Opportunities for FKSS student volunteers to work within schools and at extra events (Fun Fairs, Big Brothers, Track Meets, classrooms, band, etc) (mostly May)
- release time provided usually for Grade 7 teachers to meet with FKSS counsellors (June)
- FKSS Counsellors share those notes with Grade 8 teachers and meet to build homeroom groups (June)

School Based Team – currently meets two Monday mornings at 8am in the library

What is School-Based Team?	The Student Success/ SBT is a formal problem solving group that meets weekly and consists of a core group of teachers and staff, including the Admin team. The core team includes: Administration, Counsellors, Education Assistants, Aboriginal Support Workers, Alternate Program teachers, Resource teachers, Learning Assistance teachers, and the Department Head of Inclusive Education.
Who participates in SBT?	Members serve a supportive role in the school; itinerant specialists in the district or from outside agencies may also be involved depending on the needs of the student and the team. Subject teachers and advisors are invited by email/ note by the Inclusive Ed Department Head who usually chairs the meeting.
What function does the Team serve?	The team serves four functions: -professional support and collegial problem solving -recommendation of strategies or actions to support student success -referral to extra support services or outside agencies or resources -decision-making: in terms of resource allocation, referrals, assessment
How do I refer to the SBT?	There is an **MS Form** linked on the **school website** on the top yellow action bar under the "Staff" drop-down menu. We encourage teachers to collaborate with the student's advisor and other teachers for gathering information for a referral.
How are decisions made?	Input from all participants results in an action plan with a follow-up, as defined by the chair and recorded in the minutes. Minutes are shared with participants and educational staff who work with the student.

Student experiences consistent difficulties with learning or behavior

Teacher observes, adapts instruction, gathers information about strengths/needs and adjusts/monitors

Student continues to struggle even with classroom intervention and parent involvement

Teacher consults with advisor, counsellor, casemanager, and further information gathered

Referral to School-Based Team

Alternate Education and "The Grove" - Distance or Distributed Learning

There is an alternate education program run out of Portable 1 for select students who are sometimes referred by the SBT and depending on space available. CJ Smith is the current teacher. Students who are unable to attend school for a variety of medical or other reasons have the opportunity to enroll at "The Grove" and complete on-line courses. This is separate from Kelsey and run by the District. There are CVTU teachers assigned to Grove courses and FKSS teachers are not required to assist students in these on-line courses.

Learning Centre (Room 126)

Teachers with IEP students needing accommodation can arrange help for them with the learning assistance teachers or case managers in Room 126. Every IEP student is assigned a case manager at the beginning of the year. A list of students and their case managers is usually found in the Entire Staff MS Team. If you have students that need assistance outside of your classroom accommodations, you should first approach the case manager for that student who will help arrange a plan for further assistance. As the Learning Centre time is in high demand, please do not send students without prior arrangement in the timetable block in which your student(s) require assistance. See the Teacher Locator (usually distributed at the start of each semester and posted on the website) for teaching schedules of case managers and resource teachers.

Course Changes and Withdrawals

Changes

Students wanting to make a course change should see a counsellor as soon as possible. Every effort will be made to complete the change before the course commences. Changes to programs are made for educational reasons only and require the approval of advisors and parents/guardians.

Withdrawal from a course

Students must complete a Course Withdrawal Form, which they get from their counsellor or the counselling secretary, and it must be signed by parents, teacher, advisor, and the counsellor, before any changes are made.

Grading and Assessment Practices

Curriculum Delivery and Marks Management

Departments and teachers can choose appropriate methods of curriculum delivery depending on the students in the class. Project work, inquiry and cross curricular opportunities are encouraged. Questions about assessment and grading should be directed to your Department Head first and then Administration if needed.

MyEd Gradebook is available. Any questions regarding the gradebook can be directed to Tech Dept Head, Ian Grbavec. Any general questions/concerns regarding MyEd at the school level can be directed to the data clerk, Christa Webb, who will direct questions to the district level if necessary.

Microsoft Teams is also available. Any questions regarding Teams can be directed toward Tech Dept Head, Ian Grbavec, or Teacher Librarian, Alana Baker.

We post four (4) report cards on the MyEd Parent Portal: November (Q1), January (Q2 – end of semester one), April (Q3), and June (Q4 – end of semester two).

Grading

Grade 8 and 9 students are assessed on a proficiency scale set by the Ministry: **Emerging, Developing, Proficient, Extending**. Grades 10-12 are assessed with percentage and letter grade using the Ministry standard scale.

Grade 10-12 students are assessed with letter grades and percentage. Following is a list of the Ministry-authorized letter grades.

A	(86 - 100%)
B	(73 - 85%)
C+	(67 - 72%)
C	(60 - 66%)
C-	(50 - 59%)

F **(Failed or Failing)** The student has not demonstrated, or is not demonstrating, the minimally acceptable performance in relation to the expected learning outcomes for the course or subject and grade. "F" (Failed) may be used as a final grade if an "IE" (Insufficient Evidence of Learning) grade has been previously assigned.
IE **(Insufficient Evidence)** The student has not provided sufficient evidence of learning in relation to the learning outcomes for the course.
W **(Withdrawal)** upon request of the parent and student, the counsellors and administration may grant permission to a student to withdraw from a course or subject.

Final Reports Only
SG **(Standing Granted)** Standing granted may be used in cases of serious illness, hospitalization, late entry or early leaving, but may only be granted by an adjudication process authorized by the administrative officer in charge of the school.
TS **(Transfer Standing)** May be granted by the administrative officer in charge of a school

Work Habits

E	Excellent
G	Good
S	Satisfactory
N	Needs improvement

General Assessment Practice

Parents or teachers can initiate an interview at any time and are encouraged to do so at appropriate times. Involving the advisor is a suggestion to support the student.

"IE" (Insufficient Evidence) Reports – informal reports in the form of email or phone call are encouraged at any point when the student is at-risk. Parents and counsellors also appreciate contact when performance drops more than a letter grade. Contact the parents of the students and indicate what is required for the student to "PASS" the course and what date the work is required to be completed.

*You are required to give the student opportunity to demonstrate learning outcomes, but you are not required to accept the same assignment given to other students after your published due date; an alternate assignment that allows the student to demonstrate the same outcomes may discourage future lateness and up the accountability once they realize the work they procrastinated on is no longer acceptable and they have to complete additional work to prove their competency.

Monitoring Attendance

General Guidelines
- **Daily MyEd input/ attendance** at the start of class. This helps when a counsellor is seeking a student or there is an emergency and we need to know if the student is in-class. This also helps office staff dealing with a parent call.
- **Parent contact is required for reason for an absence**. A parent call-in or email must be given to the office to have the absence excused in the system. If the absence is not excused it will result in the automated call-out to the home. Contact parents of students missing more than a few hours of your classes via email and/or phone, and cc the student's advisor.

Parents need to be reminded to contact the school office at (250) 743-6916 (press "1") as soon as possible to report any absences. This can be done AFTER the absence as well, so we can have an accurate record of attendance.

> **If you notice a phone number or contact for a parent is wrong, please inform the counselling secretary or the data secretary. It is important information is updated as soon as possible in the system.**

Excusing an Absence
Parents call in and leave a message or email Julie at the front desk to indicate a student is absent. The front office inputs this information into MyEd as soon as possible. If, as an advisor, you receive information that a student has an excused absence for that day, communicate that with the front office as soon as possible.

Field trip guidelines

- Lists of field trip participants, including those who are attending 'in-school' field trips such as performances or contests must be submitted to the front desk secretary for recording. They may also be posted on the Staff Whiteboard in the staffroom by the mailboxes.

Prior arrangements
Because it is critical that evidence of learning be demonstrated for successful completion of a course, students should arrange with teachers and parents and inform the office of an upcoming absence. While regular attendance is essential, it is understood that on occasion, an unavoidable absence of several days occurs due to a family emergency, medical problem, illness or injury. It's best that arrangements are made well before a planned absence or following an extended absence due to medical reasons.

Late Arrivals
Students who arrive late to school go directly to their class and are to be recorded as late in MyEd by the teacher. Teachers should try to determine from the student the reason for consistently late arrivals and should refer to either the counsellor or administration, depending on the student's reasons.

Early release
Students who need to leave the school during the day must have permission from a parent prior to dismissal. The office staff will make the necessary arrangements, and sign and stamp the agenda book. **Students must not leave the school before the regular dismissal times without signing out through the office staff.**

Library Learning Commons

The Library is the information hub of the school and the only on-demand bookable tech lab. Our library currently curates the physical book collection, the audiobook collection, the webpage, the social media accounts, and helps with printing from mobile devices.

If you want the space for teaching or class wide computer use, you can request by sending an email to our current library clerk, Heather Sutherland, at fksslibrary@sd79.bc.ca or Alana Baker, the Teacher Librarian, specifying the date, block and whether it is your whole class or only some students. You will receive a confirmation email when it has been added to the calendar or one giving other options if your request is not possible.

To book collaborative research or inquiry projects, either in the library or your classroom, using the resources available, see or connect with Alana Baker, fksslibrarian@sd79.bc.ca. Online through the school website under the heading "Library Commons" you can find free access for students to the Digital Classroom research databases (Focused Ed) that the district pays for which are helpful for supporting both course and personal inquiry projects. Other more local and topical resources are linked on our online research source page which the Teacher Librarian updates regularly.

Destiny Discover (Follett/Titlewave) is our library software and under the "Collections" ribbon, you will see theme or class-based collections that include in-house books, weblinks, and uploaded documents. If you are looking for a visual way to store a collection of resources for a project, let the Teacher Librarian know and she can help you create your own linked collection that students can access from anywhere.

Laptops are also available for either TTOC or **limited** student sign out during class time but must be returned by the end of each day. Please DO NOT leave instructions for your TTOC to show a movie from Netflix or a streaming service for which you have a personal account as often it will not mirror or connect properly from our devices due to new copyright practices put in place by those services. The library does have a drive for borrowing that will play a CD or DVD if you have a physical disc.

School Webpage Links
- check out the school webpage if you need to buy a staff Kelsey Kafe lunch card, to find a link to MyEd, to access online databases like CBC Curio, and much more! The top yellow menu bar is mostly for staff.
- have your own website? We can link it through the school's page for easy navigation. One stop shopping for students!

Your own personal web curator
- have or want to have a series of online resources, or a themed mixture of PDFs, library books and online resources for a unit or club in one place? *Collections* is a great feature through *Destiny Discover* made just for this! Send me a list of links and docs, or ask me to create one, and I can upload to create a visually appealing collection! Check out the Indigenous one I've already done! Click on "Library Catalogue" in the top yellow menu

Resource Reservations
- you can browse and reserve ALL district resources such as lit circle novel sets, Coast Salish knitting kits, posters, etc. through *Destiny Discover*, our library software. Head to the Kelsey website and click on "Library Catalogue" in the top yellow menu bar. Browse what we have on site without signing in, or sign in, go to "Back Office" and click "District Learning Commons" to see what you can order from our SD79 shared resources

Need more space or digital access for your whole class?
- book the library space for a block or a series of blocks. We have a large screen TV, 28 desktops and access to laptops. If you need to send a student or group of students down to work, please phone ahead or write in their agendas for permission
- we lend out laptops to students also

Seminars for Students!
- Take a break and let Ms. Baker teach your class plagiarism, citing, fake news/information pollution, or how to use the apps and features of Office 365 (Teams, Outlook, Word, PowerPoint, etc.). I can team teach with you too!

How Can I Support You?

Tech Trouble
- Mr. G and I work together to solve these! Come to the library or I can come to you

Colour Printing for Teachers Only!
- have reference pics you need in colour to show students? Sponsor a club and need posters printed? I can create a poster for you too! Specify letter or legal size, copy number, and email to fksslibrarian@sd79.bc.ca.

Social Media Promotion!
- doing a lesson that is interesting or newsworthy we can share with our community? Student complete a project that shows initiative? Take a pic with your phone, jot down some point form details, and send it to fksslibrarian@sd79.bc.ca to be posted on our social media accounts - or give me a heads up and I can come take photos! (We always verify media permission first)

And of course we have books!
- come browse for your own reading pleasure or bring your class to find that perfect silent reading book!

Kelsey Kafe

A cafeteria service is available at lunchtime offering a nutritious and varied menu at reasonable prices. Ashley Lee runs our culinary kitchen. Teachers can pre-order by filling out an order slip and tacking it onto the bulletin board in the staff room. $30.00 punch cards are available for purchase online under the "Staff" drop-down menu on our website. Pizza is also sold as a fundraiser for clubs on Tuesdays. There are also separate punch cards available for pizza through the same drop-down menu as the Kafe cards. They are NOT interchangeable due to accounting practices as they are two separate budgets.

Student Engagement

Kelsey Administration, Staff and Student Parliament support student clubs at the school. Clubs exist for many purposes, but all add to the positive environment of Kelsey. They also provide an opportunity for leadership and a means to give back to our community through volunteering and fundraising.

Club Sponsor or Starting a new club

Teachers or students can fill out the Kelsey Club form in the front office. A teacher sponsor must sign it and then it is submitted for administrative approval. Already established clubs that are likely to continue can be found on the school website.

A list of the clubs that includes the names of the clubs, the staff sponsor (s), meeting day and time, and room number or area where the club meets will be published on the school website and posted within the school, usually in the main hall on the bulletin board just down from the office photocopier.

Fundraising and Advertising Opportunities

Club leaders can apply for start up funds or to supplement their own fundraising from the Student Parliament. To avoid "fundraising fatigue" and multiple clubs competing with each other, Parliament offers clubs the opportunity to help on pizza days to raise money. There is an MS Form to fill out and when Student Parliament meets, the Minister responsible reviews the request and schedules volunteers.

PA announcements: announcements are for special events only (ie contest, fundraiser, trip reminders). They occur at the start of lunch and at the end of the day. Submit requests, with sponsor approval, to the front office via email or the form available from the front office.

Facebook**/Instagram Posts**: email a photo and write up to Alana Baker, the Teacher Librarian.

Posters: Submitted to administration for approval first. Remember - What goes up must come down! Any posters you have put up you must take down when the event is over.

Club members: Teams is a great way to make sure you communicate with club members internally so everyone in the club knows of changes and updates.

Messages to families: the Week at a Glance bulletin goes to the entire Kelsey community so email the front desk secretary with your info or most families are also hooked into our social media so email the librarian who can post it for you.

Athletics

Contact the current PE Department Head, Adrian Achurch, to volunteer for coaching a BC school sport. Regularly offered sports can be found listed on the school website.
Teams will be organized for all ages of athletes. Games are usually played after school or on weekends. Junior and Senior, Service, and Sportsperson Athletic Awards are also given at our June Awards assembly.

Awards

There are 5 Major awards nominated yearly, by the whole school staff so keep note of those students you teach who show themselves to extending level in any area. These are awarded in mid-June. Self-Directed, Leadership, Service, Most Improved, and Citizenship. There is also a Frances Kelsey Community Award for an outstanding community member. Nomination forms come out in May. Department Awards (subject awards) are discussed and chosen by teachers in each department. The 5 Major awards as well as school awards, are acknowledged at a day-time assembly where all parents of students nominated are also invited. On the evening of the same day, there is a Scholarship and Bursary event for grade 12s.

Scholarships and Bursaries

Students will be provided with additional information and help regarding eligibility for each scholarship and bursary in their CLC 12 class. In general, bursaries are presented on the basis of citizenship and need for financial assistance, scholarships on academic achievement and community leadership. Applications are made in the spring and usually require references, a resume and an indication of an educational goal. All local scholarships and how to apply can be found at our website under the Graduation drop-down menu.

The Ministry of Education sponsors several District Scholarships of $1250 based on excellence in fields other than academics.

Assemblies

Students are continuously learning how to be a good audience. We sometimes still conduct virtual gatherings. Teachers can be tremendous assistance at assemblies by supervising students as they would in their classrooms. Please remind students of expectations before the assembly, especially about phones on silent and out of sight. On Remembrance Day, we have traditionally expected students to remove outdoor hats as a show of respect but are not as strict otherwise. Assemblies will be conducted and organized in the following manner:
- Students report to class for attendance and a reminder from the teacher about audience manners.
- A P.A. announcement will call classes to the theatre or gym.
- Teachers lead classes to the assembly.
- Teachers remain near their class. Talk to the administrator if you have a mixed grade class.
- Monitor students during the assembly. Be prepared to remind students of inappropriate behaviour and putting phones away if necessary.

Teacher Professional Learning

Non-Instructional Days (NID) and Pro D

There are traditionally six in all non-instructional days. Three of these are for the purpose of Teacher-organized Professional Development: the October province-wide PSA (Provincial Specialists' Association) Day, one in February and one in May. Three NIDs are District-designed. Professional development is not time spent with students for the purpose of instruction, observation or supervision and is not meant to be used for marking or assessment.

Over the year there are five PLC or Professional Learning Community days. On these days there are 2-hour early dismissals - for the purpose of professional collaboration, for example for school inquiry and school initiatives to benefit students.

Reporting Teacher Absence

Notify the School District by using the EasyConnect Dispatch online submission (Make a Future – Careers in BC Education). You will receive email confirmations for all submissions and/or updates. This link can also be found under the Staff dropdown on our school website or under Staff-Human Resources-EasyConnect on the district website.

It is also helpful to let the front office know you will be away by sending your TTOC plan in an email to the head secretary, Wendy Lawless, who can print it out in the event your TTOC does not have it upon arrival. Any absences **for same day AFTER 7:00 AM – MUST be reported directly to the   head secretary.** You can do this either through email or leave a message 250-743-6916 ext. 225. Otherwise the school at start up may not be aware of your absence and due to shortages we may not have a TTOC.

Preparing for a TTOC
- Reminder to let the Head Secretary know if you are going to be away and also email lesson plans.
- Each teacher has a TTOC folder in the main office and your plans will be added to it and given to your TTOC when they arrive.
- The TTOC folders include: Advisor and class lists; bell schedule/map of school/teacher locator; bus supervision schedule; staff list of rooms and extension numbers; emergency placard for drills; pink emergency drill advisor attendance list; field layout for emergencies or drills. If you would like to leave anything more specific in the folder, please bring to the main office.

Forms from Individual Teachers:
- Your teaching schedule
- Your routines and procedures
    - Location of your prep area/office
    - For a planned absence, please leave your keys in your mailbox.
    - Your schedule
    - Bus supervision and other duties
    - Advisor routines – e.g. announcements, attendance, agenda books
- An emergent lesson plan (for use when you are unable to make a lesson plan) is recommended but not required

Textbook Distribution and Ordering

*It is important to have all textbooks signed out through Destiny (library software). Accountability and follow up for replacing lost books is impossible without it and a significant budget concern in the last few years.

Students pay a $25 textbook deposit when they first come to Frances Kelsey. If there is nothing outstanding when students graduate, this fee will be used to defray graduation expenses. If they leave before graduation, the fee is refunded once textbooks are handed in. Further charges will be assessed for lost or damaged books or pieces of equipment.

Distribution

Math and Science: The Science Kiosk (inside the science lab) is open to both students and teachers to sign out Math and Science textbooks, calculators, and science supplies during regular school hours. Caitlin Whittaker is the current Kiosk clerk.

Humanities and Languages: Humanities Kiosk/Bookroom (top of the stairs/back door off Room 212) is *only open for set hours during the first and last week of each semester* for class sign out of textbooks. Socials, English, and Language teachers are encouraged to either bring classes or send students during this time. After the first week, teachers need to arrange with Heather Sutherland, the library clerk or Alana Baker (Teacher Librarian) usually via email, what block they would like to sign out class sets of books. The library tries to keep at least 5 copies of each book on hand for students who were absent during class sign out or who need to switch books; so they can be directed to the circulation desk in the library after class sign outs. **Caitlin Whittaker also helps out with Humanities sign out sometimes – it is an ongoing process since the library clerk position was cut in half.

Ordering

Teachers wishing to order new textbooks should go through their Department Head who, on approval, will put in an order through either Wendy in the front office if it is order-ready, or through Alana in the library if it requires requesting a desk copy, price searching for cost efficiency, or any other related task before ordering.

Supervision and Staff Meetings

Staff Meetings

These take place on the second Wednesday of each month starting at 3:30pm in the library.

Supervision Duties

Ministry Assessment Supervision

Assessment invigilation schedules are prepared by the data clerk, currently Christa Webb, and usually supervised by the administrator responsible, Penny Butler, however, teachers may be asked to cover. Ministry assessments take place 4 times a year, for one week, in the library (November, January, April, and June), except for students who require an alternate space as specified in their IEP. The library is closed for booking and computer use during these periods.

Bus/Building Supervision

All teachers are required to perform 30 minutes of supervision a week either before or after school as per union contract. A schedule of bus and building supervision is produced at the beginning of each year and each teacher is assigned supervision either out the front or back of the school for bus pick up and drop off or inside the building where students may congregate. If you wish to change your day or time for supervision, see Penny Butler, the vice-principal responsible for the schedule.

Emergency Procedures

First Aid

Board Policy and regulations in case of illness to persons on school premises:
1. Notify the office immediately- request an ambulance if needed
2. First Aid-trained member of staff will be dispatched by the office to the accident site
3. Accidents resulting in any injury to ANY STAFF MEMBER must be reported as soon as possible (within 3 days) to Worksafe BC. See Wendy in the front office.
Students who become ill during the school day should report to the office. Julie, the front office secretary, or Norma, the counselling secretary, will make arrangements for students to use the medical room, be driven home or in the case of an emergency, taken to a doctor's office or the hospital. Students wishing to go home must call for parent permission from the main office and the secretary will complete sign-out procedures. All accidents resulting in injury must be reported to a staff member immediately. First-aid treatment and emergency services will be provided as required.

Health and Safety

The FKSS team consists of reps for the teachers, currently Stu Hillyard, CUPE and USW along with an Admin. Forward any concerns to the reps for the monthly meetings.

Fire or Earthquake

- Lead or follow your class out onto the top front field
- Line up in alphabetical groupings by teacher last name – you should have a placard to hold up
- Beside Macleod Court is where the alphabet starts – Abbott, for example
- Take attendance and send to office staff up on hill by parking lot
- Do not go back in until all clear is sounded

Intruder Alert/Lockdown

- Follow protocols for closing and locking windows, doors, etc.
- Tell students not to use cell phones to call home while threat is in progress
- Stay silent and hidden
- Wait for all clear to resume or exit building

Clerical Duties

Head Secretary ([Wendy](#)) 8:00- 3:30
1. Accounts and budgets
2. Keys
3. Monitor main office and provide support
4. Work Orders
5. TTOCs
6. Front Desk Support
7. Lockers

Front Desk ([Julie](#)) 8:30 – 4:00
1. Attendance – enter excused and TTOC attendance in MYED
2. Sign Out of Students/ Field trip excused in system
3. Newsbreaker
4. Weekly Memo and TV monitor
5. MYED autodial Valet procedures
6. Student Parking
7. Lockers
8. New club forms, collection of various teacher/club info
9. Suspension Forms

Counselling ([Norma](#)) 8:30 – 4:00
1. Counsellor appointment management
2. 1701 upload
3. Student Demographics
4. Student Registrations
5. Course Selection – collects forms
6. Scholarship and Bursary
7. SPED files – organization and maintenance

Data Secretary ([Christa](#)) 8:30 – 4:00
1. Learning Updates (Report Cards)
2. Ministry Uploads – TRAX
3. MyEd Parent Portal – uploads and manual course changes, passwords (staff too!)
4. Provincial Graduation Assessments
5. Awards
6. MyEd – Grade 8 scheduling, print out of all grade attendance sheets
7. Course Selection – creation of booklet and forms

Careers - ([Anne](#)) 8:15 – 3:15
1. Applications and Careers data management
2. University Liaison Days
3. Curricular Support - Take Kids to Work, PARTY trip, DPA
4. Grad Gowns, Write Ups and Seating Charts

Library ([Heather](#)) 9:00 – 1:00 Mon-Wed & Fri, 9:00 – 2:00 Thurs
1. Circulation management – Destiny (Follett), book processing
2. Technology management – Ipads, library laptops and desktops
3. Textbooks – management and distribution
4. Agenda Book
5. External Scholarships – post and record

Office Procedures

Keys

All teachers will have classroom keys and prep room keys for most of the building. The shops, theatre, labs, and some storage/smaller admin areas are keyed separately. See Wendy to get keys.

Front desk

Switchboard is open from 8:00 – 3:45 daily.
During class time, office staff will put messages through to staff members' extensions. Please check for messages and respond when convenient. We try to limit PA announcements but may request a staff member to call the office in emergent situations.

If you have an **emergency** in your classroom please call the office "0" and if it is a medical emergency call **911 as well as report the emergency to the office.**

Daily Newsbreaker

Items for the next day bulletin are to be submitted to Julie for typing by no later than **12:00 noon**. The preferred method is to e-mail the front desk (fkssfrontdesksecretary@sd79.bc.ca) your notice or use the forms available in the office. Usually, **notices are for two days maximum.** The *Newsbreaker* will be emailed to staff each afternoon to read to your Advisory group the next morning.
The *Week at a Glance* weekly bulletin is posted to the school website and is in place of the *Newsbreaker* on Mondays.

Daily PA announcements

PA Announcements are made as rarely as possible, but typically 1-2 minutes before the lunch bell and again before the last bell of the day. *We would like to restrict announcements to this time only, so please DO NOT submit announcements at other times.* Due to volume, notices put into the bulletins are not usually read over the P.A.

Staff Room Whiteboard (right side wall before the mailboxes when you walk in)

Any updates are made on this board regularly and there is a weekly table for staff on the left side to check upcoming events. Education Assistants absences are also posted in the morning on the right side of the board.

SD79 District Internal Mail

The *Interschool Mail* bin is in the small copier room and the *external mail* bin*(Canada Post Mail - needs postage)* is on the counter behind the head secretary desk. Personal mail must have postage on it. The interschool mail is picked up/delivered **Monday before noon**.
Courier Service - please see the Head Secretary if you require courier service

FAX/SCAN/PRINT

Incoming faxes will be placed into staff members' letterboxes. Staff members use any of the Konica Minolta copiers to scan, print, email and/or fax. If you require assistance, please ask one of the office or library staff for help.

Mail Boxes

Each staff member has a mail box located in the staffroom. Students are not allowed access to staff mail boxes and should not be allowed into the staffroom as confidential information is often present.

Supplies

Office supplies for teacher's personal desk use can be requested through Wendy. Supplies for students and specific department resources are ordered through the Department Head on behalf of department teachers.

Photocopiers

On the main floor, two photocopiers are located in the office area, one in the library, and one in counselling. On the second floor, one photocopier is in the Humanities Kiosk and one is in Room 229. Each staff member logs in to Papercut using their employee ID or email and password. Please see the office or library staff for assistance on photocopier use. *Please inform the office immediately if the photocopiers are not working properly.* The library photocopier is a colour copier, but the colour option is not available to students or through some teacher laptops; if you require colour copying, see Wendy (front office), Heather (the library clerk) or Alana (Teacher Librarian).

Laminating

The school has a small laminator but most requests are sent to the District Learning Centre (DLC). Please see the front office regarding laminating.

Lost and Found (Office)

The school has a lost and found area outside of the office in a canvas cart. The office keeps valuable items (phones, wallets, etc.) in a drawer in the office. Belongings not picked up by the end of a semester are usually taken to the Salvation Army.

Locks and lockers

Locks and lockers are assigned to students through their Advisors. Lockers or locks may not be changed without permission from the main office. Report problems with locks or lockers to Julie in the main office.

Motor Vehicle Insurance

Staff members should have third party liability insurance if using a personal vehicle to transport students. Call or go online to contact ICBC for your driver abstract; this and a copy of your drivers' license and valid insurance is needed by the office annually.

Student files (red folders)

All permanent records and files are in the counselling office. Teachers can access confidential files but **MUST NOT** remove any confidential file (red) from the counselling offices area. See Norma for access.

Field Trips

- **Teachers discuss and submit a "Field Trip Plan**" at least two weeks prior to the field trip. This is important if you are planning on arranging a TTOC for example.
- **Teachers post a list of names of students** participating in field trips of one period or more on the Staff White Board in the staffroom. (If it is one period the students are missing, and it is the sponsor teacher's class, this is not necessary.) It is not necessary to post names in the bulletin.
- **Teachers will submit an attendance form of planned field trip participants with their student # to the front office the day of the trip.** If some students on the day are NOT present for the trip, mark them "absent" as you leave. Teachers will see the absences in MyEd.
- **Students shall not be prevented from participation** in a class field trip for financial reasons. Students unable to meet the costs of a field trip must inform their teachers prior to the trip. Teachers report to the administrator students who are unable to meet these expenses.
- **As an important part of a student's educational program**, teacher-sponsors of field trips expect students to attend planned field trips as authorized by the parent. In those rare occasions when a teacher has a concern about a student missing another class to attend a field trip, the teacher with the concern should contact the field trip sponsor to discuss his/her concerns. If consensus cannot be reached on the student's participation in the field trip, the matter should be referred to the administrator.
- **All students taking part in a trip** must submit a completed Field Trip Form to the teacher.
- **Field trip forms must contain space for parents/guardians** to list any medical concerns.
- **Teachers will mark students on field trips as 'absent'.** The front desk secretary will have already entered the names excusing the absence in MyEd, so the parent will not receive a call re the absence if names have been submitted.
- **Satisfactory arrangements must be made** for the instruction of any students not participating in the trip and other classes taught by the teacher involved in the field trip.
- **If the point of dismissal is not the school,** parents/guardians must be informed of the time and place of dismissal on the parent consent form. If the point of dismissal is the school, arrangements must be made to supervise the groups while classes are in session if students do not return to regular classes.
- **For 'high risk' and overnight trips,** please see the detailed district policies and procedures on the district website. Note that any trip involving water activities is considered high risk.
- **If it is necessary to hire School District buses,** be aware of cost. Complete the form for arranging bus service well in advance through the Head Secretary.
- Notify the office of the time of arrival and the contact person for the bus driver.

Staff Reps and Staff Committee

Staff reps for 2024-25 are Mary Brinkman, Alana Baker, and Brianne Melnyk. Any concern about your contract or questions about union business, talk with your rep. Staff Committee, chaired by Mike Cosford meets on the Monday of the Staff Meeting week (2nd week of month usually). We usually invite an administrator to attend every second meeting to allow for a balance between open communication amongst union members and collaboration with administration. Student behaviour/consequences and Advisor time were the main topics of 2023-24. We pride ourselves in being a positive, solution-focused group.

Outgoing Communication

Method	Main Audience	Purpose	
Web Page & Social Media (Facebook & Instagram)	Parents, Community, Students	Repository: teacher webpage links, pay-online, district info, scholarships and bursaries, registration for new students, research databases	
~~Whales Tale Newsletter~~	~~Parent and school community~~	*has not been active in the last year – social media (Facebook/Instagram) has replaced	
Dome TV	Students	upcoming student events	
Week at a Glance	Advisors and Parents	**Overview of Week's events**. M-F ex. Report cards, assemblies, early dismissals, team acknowledgements, thank yous.	Get items to Julie by noon Fridays.
Daily Newsbreaker	Students and Staff	Daily info sheet, last minute/immediate items not regularly scheduled *Max 2 days due to volume-limit length where possible*	Get items to Julie by noon daily for the next day.
Reporting Systems • MyEd • MyEd Parent Portal	-All school staff / attendance to parents. -Parent/student must sign in to see report cards.	**Teachers report** attendance in MyEd (all teachers and staff then can see who is absent) **Parents receive a call** re MyEd absence so they know same day. Block # identified. **Teachers input report card info** and data secretary posts for parents, advisors, students to view.	
0365 MS Office • Outlook • Calendar • Teams • Word • PPT • Forms	All district staff and students	District messages, department sharing, individual queries, direct teacher/parent communication, administrative memos, assessment and communication of assignments between teacher and student, email calendar that is shared with our school site staff	
Teacher Locator	Teachers and Students	Published for each semester, lists all teachers for every block, gives room numbers	
Public Address (PA)	Noon Announcements/ Between class PA On-the-day for Students and Staff	Messages from parents for students, office items and reminders for all ex. re lunch/afternoon. Limited use during class time unless urgent.	
Agenda book	Student, parents, teachers, advisors, office.	Goal planning, communication between home and teachers mainly in Grade 8, communication between teachers for flex block, planning for families with school calendars and block order for the year, resources of periodic table/wifi connection info, etc.	

Student Cards

All students and staff will have a colour photograph taken for an ID card. The date for taking photographs will be in early September. Re-takes are in October. Teachers are encouraged to participate in the photo day as our staff composite is posted in the office and it can be very helpful in identifying your colleagues.

Student Parking

All students must complete a registration form (available in front office) and display a valid decal for parking on Kelsey property. Student parking for cars is in the lower parking lot and in the far east lot at the side of the building on a first come first serve basis. Vehicles that are not properly registered or improperly parked may be subject to tow away. Students may only leave the property in a vehicle during instructional time after signing out of the Main Office with parent permission.

Graduation Information

Grad behavior

It is extremely important that Grade 12 students take a leading role in demonstrating responsible behaviour both as a graduating class and as individuals within the graduating class. Any student who violates the Code of Conduct may lose the privilege of participating in the banquet, the graduation ceremony and other graduation activities. Only students who are "citizens in good standing" may participate in graduation activities.

Grad Class Committee

The Grad Class Committee organizes the grad fundraising activities and other grad social activities. It is made up of volunteer council members and is sponsored an administrator. Grads are urged to get involved. This committee is completely separate from the Parent Dry Grad Committee but often helps out with communication notices.

Graduation

The FKSS graduation commencement ceremony is traditionally held on the second to last Friday in June. Students must have met all the requirements for graduation and have a minimum of 80 credits to be part of the ceremony. A list of potentially eligible candidates will be decided before the ceremony by administration and counsellors. Staff are encouraged to attend and wish our grads well as they go on to the next stage of their lives.

The "Red Carpet" or banquet (prom) is organized by a parent group that establishes itself at the beginning of each year. All graduating or "almost graduating" students are welcome as it is a general celebration with their peers. Staff are welcome to attend the red carpet arrival, and are sometimes asked to help out, and this takes place at the school entrance approximately 2 hours before the students get on buses to head to their banquet venue. It is always entertaining.

Administrative Responsibilities and Board Policies

The administrative team work together to support all learners. Responsibilities are shared.

Kevin	Penny	Colleen
Advisor Committee	Athletics	Awards
Buildings & Grounds	Behaviour Solutions/Flex Committee	Behaviour Solutions/Flex Committee
CLC 12	Bus Supervision	Clubs
Communication & Student Learning	Careers/TASK/WEX	HCE 9 & CLE 10
Grad – grad/grad comments	Ministry Assessments	Immunizations
INED	Emergency Drills	Literacy & Numeracy Inventories and Intervention
PAC	Health & Safety	Mental Health/Wellness
Remembrance Day	Leadership 11	SPED – EAs, case managers, paperwork
Scheduling	Nourish Cowichan	
Student Parking Lot	Photo Day	
	Scholarships & Bursaries	
	Surveys	
	Technology	

ADMIN Team

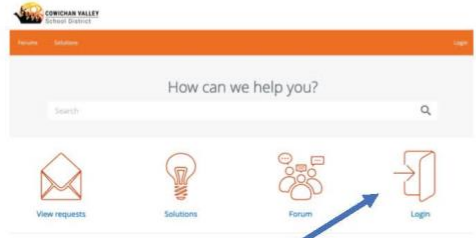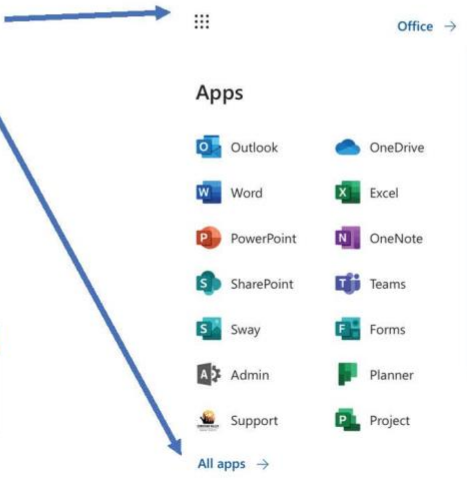| Assemblies	Community Relations	Long Term Planning	Report Cards	Student Enrollment & Withdrawal
Attendance	Curriculum & Assessment	Ministry of Education Forms	School Based Team	Student Evaluation & TRAX
Behaviour	Department Head Meetings	PAC/SPC	School Culture	
Budget Allocation & Ordering	Emergency Procedures	Parent Nights & Communication	Staff Handbook	
Code of Conduct	FESL	Personnel Contract & Implementation	Staff Meetings	
Committees	Grad Program	Rentals	Student Agenda	

Administrative Procedures can be found on the SD 79 website. Some forms related to policies are available from the front office.

# APPENDIX

COWICHAN VALLEY
School District

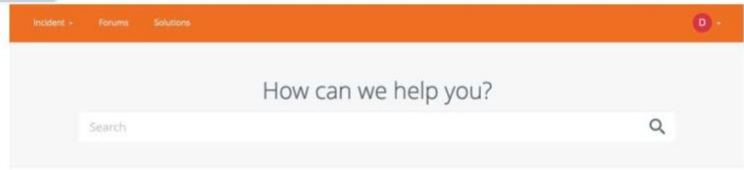# Submitting a Technology Support Ticket Request

1. In Office 365 click on the App Launcher (looks like a waffle on the top left).

2. Click **All apps** and locate **Support** from the list.

3. Click **Support**

4. This will take you to the Ticket System.

Office →

Apps

Outlook	OneDrive
Word	Excel
PowerPoint	OneNote
SharePoint	Teams
Sway	Forms
Admin	Planner
Support	Project

All apps →

5. Once there click the login button and then
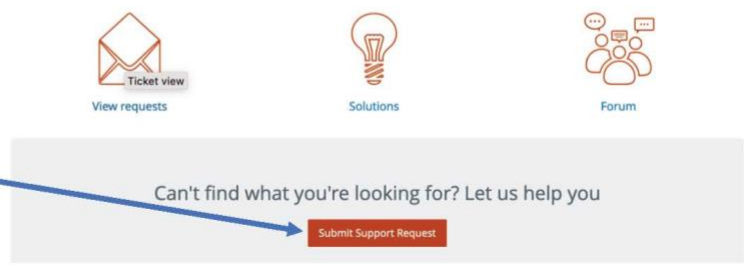
6. click the SSO icon and you will automatically authenticate.
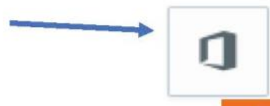
You can search for support documents before submitting a ticket. The search also searches for open incident tickets you have submitted.

How can we help you?

View requests   Solutions   Forum

7. Click on **Submit Support Request**

Can't find what you're looking for? Let us help you

Submit Support Request

COWICHAN VALLEY
School District

How can we help you?

Search

⌂ Home / Submit Support Request

Submit Support Request

Department	Technology Services
Priority	Low
Category	Select
Subcategory	Select

School Information

Schools	Alex Aitken
Room *	

Names

First Name *	
Last Name *	
Subject *	
Message *	

Attach file

Submit

8. Complete the fields with a clear description of the issue.

9. Click Submit. You will receive an email with a ticket identifier in subject line.

Help Desk Software by Vision Helpdesk

A member of the Technology Services Team will respond to your request as soon as possible.

Priority Guidelines

Low: Little impact on daily work, but would like an answer. eg unable to print to a specific printer, but other printers are accessible.

Medium: Moderate impact on daily work. Resolution needed in 3-5 days. eg unable to connect 3 of 12 robots for a lesson next week.

High: Big impact on daily work. Resolution needed within a day. eg wifi not working in classroom.

Critical: Health and safety concern or issue impacts most of a building. eg network down across entire school with no MYED or phone access and no online resource access for students.

** Your preferred network connection for staff is FKSS Staff – this one has priority usage over the FKSS BYOD student one (students will be kicked off before staff if bandwidth is over-subscribed)

Connect to BYOD Wireless Android

This network in is intended for personal devices

Please use the following steps to connect an Android device to the Bring Your Own Device (BYOD) Network.

Select the BYOD network at your school
e.g. CSS BYOD
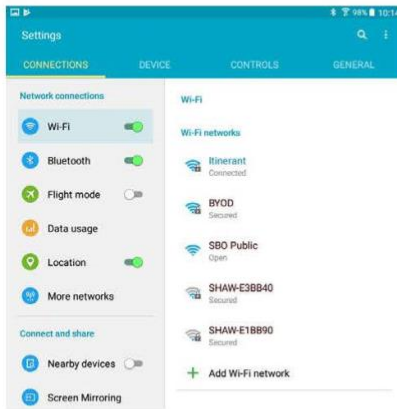
Match the setting below in the authentication window that pops up

EAP Method: PEAP

Phase 2 Authentication: MSCHAPV2

CA Certificate: Unspecified

Identity: Enter your username it is the same as you use for Printing and OwnCloud

Annonymous Identity: Leave this blank

Password: Enter your password it is the same as you use for Printing and OwnCloud

Click Connect
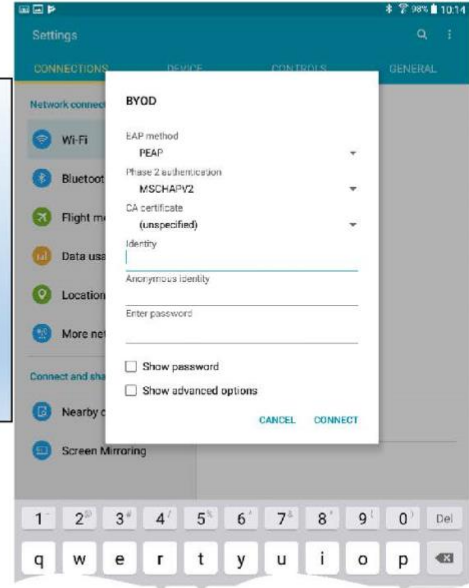
Welcome the to the BYOD network!

Your device should now remember the network and automatically rejoin in the future.

Connect to BYOD Wireless MacOS

This network in is intended for personal devices

Please use the following steps to connect a MacOS computer to the Bring Your Own Device (BYOD) Network.

Select the BYOD network at your school e.g. CSS BYOD

Enter your username and password. This is the same as you use for Printing and OwnCloud

Click the Continue button to accept the certificate.

Welcome the to the BYOD network!

Your device should now remember the network and automatically rejoin in the future.

Connect to BYOD Wireless iPhone/iPad

This network in is intended for personal devices

Please use the following steps to connect an iPhone/iPad device to the Bring Your Own Device (BYOD) Network.

Select the BYOD network at your school
e.g. CSS BYOD

Enter your username and password. This is the same as you use for Printing and OwnCloud

Click the Trust button to accept the certificate.

Welcome the to the BYOD network!

Your device should now remember the network and automatically rejoin in the future.
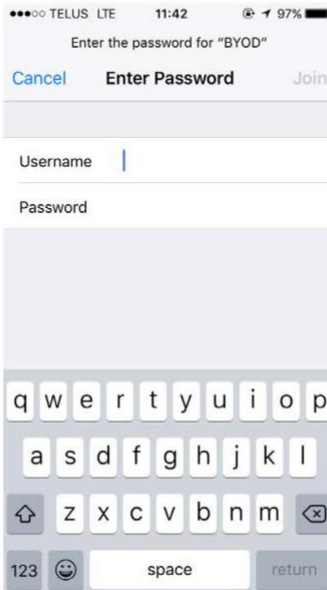
Connect to BYOD Wireless Windows 8/10

This network in is intended for personal devices

Please use the following steps to connect a Windows 8/10 computer to the Bring Your Own Device (BYOD) Network.
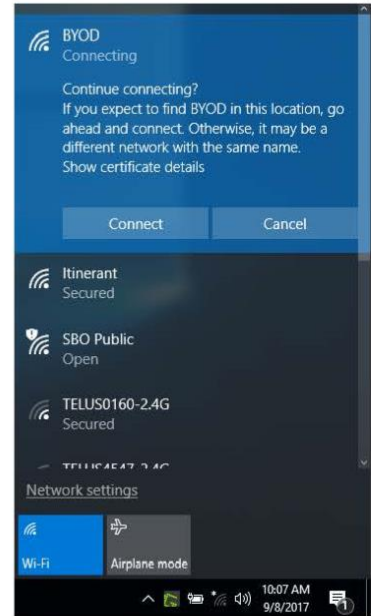
Select the BYOD network at your school e.g. CSS BYOD

Enter your username and password. This is the same as you use for Printing and OwnCloud

Click the Connect button to accept the certificate.

Welcome the to the BYOD network!

Your device should now remember the network and automatically rejoin in the future.

How to access audiobooks for students from Overdrive/SORA

This is a shared SD 79 DLC account, but each school has a local Advantage account run by the librarian. We have copies of books bought in our Advantage account that only FKSS students have access to. When logged in and searching, FKSS students should see all the shared district books as well as the ones only available to those with a FKSS student login. Please see the librarian if you don't see a book you are wanting for a student.

**We also have an Audible account, but this can be problematic as it is not intended to be a multi-user platform and Audible has yet to create such access. Please see the librarian for more info.

FESL 2024-25

3 KEY AREAS OF FOCUS:

1. **MEANINGFUL LEARNING EXPERIENCES**
   Sub-Categories: Literacy and Numeracy, Engagement
2. **INDIGENOUS CULTURE AND WAYS OF KNOWING**
3. **MENTAL HEALTH**
4. **INCLUSION**
   Sub-Categories: SOGI, Cultural Inclusion, Positive School Culture

Please note that data (in blue) will continue to be updated as we gain access to our networks / systems

GOAL # 1: MEANINGFUL LEARNING EXPERIENCES

SUB CATEGORY: LITERACY AND NUMERACY

WHAT THE DATA IS TELLING US:

- 13% of students in Grades 8 have been identified as struggling readers in at least one of the following domains: comprehension, vocabulary use, and word choice. Tier 1, 2, and 3 reading interventions are needed.
- Only 21% of students in Gr 10 are achieving at the proficient level on their Numeracy 10 provincial assessment, and 76% of students in Math 10 are Developing or Emerging
- We need a diagnostic assessment for Grade 8 and 9 Numeracy

WHAT IS GOING WELL:

We are successfully screening and identifying students who require literacy intervention in grades 8 and 9

Staffing dedicated to targeted tier 3 literacy intervention using UFLI program

More EAs and teachers being trained in Lexia and UFLI

Staff is working with the District Literacy Framework

At beginning stages of exploring District Numeracy Framework as a whole staff

Opportunities for silent reading in all grades

Choice and adaptations in academic classes

STRATEGIES TO ENHANCE STUDENT LEARNING / EXPERIENCE

LITERACY:

Continue to work with the district literacy framework as a whole staff and provide more opportunities for in-service for all teachers around literacy and literacy strategies (tier 1 and tier 2)

Continue to build capacity for more non-enrolling teachers to learn how to deliver tier 3 literacy intervention

NUMERACY:

Implement a numeracy diagnostic / screening assessment to determine students' baseline and identify individuals who require tier 3 intervention

Staff development around tier 1 and 2 numeracy intervention

Development and delivery of a tier 3 numeracy intervention plan

WAYS IN WHICH TECHNOLOGY CAN SUPPORT THIS GOAL:

- Adaptive Learning Software: Implement software that adapts to each student's learning pace and

	style to provide personalized literacy and numeracy interventions. - Digital Diagnostic Tools: Use digital assessments to better identify areas where students struggle and track their progress over time. - Interactive eBooks and Learning Apps: These can provide engaging, multimedia content for literacy development and mathematical problem-solving.

SUB-CATEGORY: ENGAGEMENT

WHAT THE DATA IS TELLING US:

- Not all students engaging in a meaningful way during Flex Block
- Students want to feel that their learning is relevant to their interests
- Students want to feel that their learning is relevant to real world experiences
- Students appreciate and want feedback

WHAT IS GOING WELL:	STRATEGIES TO ENHANCE STUDENT LEARNING / EXPERIENCE:
Clubs that reflect so many interest areas Academies and TASK Varied elective courses Frequent science labs Performances at school and outside of school time Student choice during Flex	Design and implement showcases where students can display and show off their academic learning and be celebrated by a larger school community Explore ways to provide students with opportunities to engage in more project work Dedicated time for interdisciplinary conversations about strategies that are working to engage students in classes Establish a Flex committee that includes students to develop an inquiry around Flex (why is it not working for everyone and what can be done to make it more meaningful for more learners) Development of consistent learning standards and common assessments in courses to enhance professional sharing and collaboration to increase student outcomes, as per "A Time For Change" learning that has been shared with department heads and staff in 2023-24 ***WAYS IN WHICH TECHNOLOGY CAN SUPPORT THIS GOAL:*** - Virtual Reality (VR) and Augmented Reality (AR): Introduce VR and AR to make learning more immersive, particularly during Flex Block, allowing students to explore real-world applications of their learning. - Gamification: Implement educational games and challenges to enhance student engagement and make learning more fun and relevant.

GOAL # 2: INDIGENOUS CULTURE AND WAYS OF KNOWING

WHAT THE DATA IS TELLING US:

- 12% of our Indigenous Learner were identified as struggling in one or more of the following domains in the Fall of 2022: academics, attendance, social-emotional well-being
- 8.3 % of our Indigenous Learner were identified as struggling in one or more of the same domains in the Spring of 2023
-Our indigenous learners indicate that they value having a support room, an Indigenous Support teacher and an Indigenous support worker
-Students indicate that they value indigenous content in subject areas and that they value special cultural events
-There is a need for language instruction

WHAT IS GOING WELL:

INED teacher supports all teachers in implementing content across the curriculum

Métis CTA visiting school and doing presentations twice a year

Carving class has tripled in size this year

Indigenous Support Room provides a safe place with familiar adults, and offers indigenous students other opportunities for academic supports

Journey of the Generations went well with the Grade 10s in Semester 1 (it was cancelled in Semester 2)

Monthly check-ins with Malahat Nation and regular visits (admin / INED teacher) to the nation

Currently working with Malahat on the Vignette Project – coming to fruition this July

STRATEGIES TO ENHANCE STUDENT LEARNING / EXPERIENCE:

Provide opportunities for teaching staff to connect with Malahat Nation on a more regular basis

Increase the frequency of Indigenous presenters in classroom

Staff will plan and model actionable reconciliation

Build time into classroom routines so that students can take advantage of Hul'q'umi'num' lessons from the district

School-wide Hul'q'umi'num' word and teaching of the week and month

Create an Indigenous plant garden as part of horticulture class or as a club. Invite Malahat to help develop this project

Hul'q'umi'num translations in hallways and in classrooms

Enhance school-wide teachings and activities around Orange Shirt, Red Dress, Moose Hide and National Indigenous People's Day

Teach all students how to do a proper land acknowledgement

Encourage staff, student, and family participation in the community walk on National Day for T&R

WAYS IN WHICH TECHNOLOGY CAN SUPPORT THIS GOAL:

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- Digital Storytelling Tools: Use apps and software to allow students to create digital stories that incorporate Indigenous languages, histories, and cultures.

- Virtual Tours and Field Trips: Offer virtual field trips to significant Indigenous sites and cultural events, enhancing understanding and appreciation of Indigenous cultures.

- Online Collaboration Platforms: Facilitate more frequent interactions with the Indigenous communities, like Malahat Nation, through virtual meetings and project collaborations.

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GOAL # 3: MENTAL HEALTH

WHAT THE DATA IS TELLING US:

- Most students report feeling connected to an adult in the school
- Many students struggle with mental health
- Students would like to see more presentations about mental health
- Students report that they want opportunities to make connections through clubs and teams

WHAT IS GOING WELL:	STRATEGIES TO ENHANCE STUDENT LEARNING / EXPERIENCE:
Staff has been familiarized with the Mental Health Literacy Plan Mental Health Survey was updated and readministered this year CLE 10 Mental Health Module being taught to all Grade 10s Offerings of Yoga, Walking Group, Meditation, Outdoor Education, academies of choice Staff practice uses a trauma-informed lens	Continue to address places that seem unsafe: washrooms, buses. Continue collaborating with the student anti-vaping committee on next steps to help support these spaces. Implement school-wide lessons with guest presenters on topics related to mental health and include student input in the planning of presentations Address cell phone usage in the building and develop policy as per ministry mandate

The Learning Centre provides a safe space for students to receive help and use an alternate learning space	Create more spaces in the timetable for Social Emotional Learning. Help create and practice shared language in our building for all.
Recognizing and talking about it openly (students and teachers)	Schedule ongoing staff development around trauma-informed instruction
Advisor as support and "go to" adult	Re-establish the Mental Health Committee and include students
Many clubs	Develop advisory activities to enhance and teach Social Emotional Learning strategies
Rooms open at lunch/before school	Any new staff to complete Social Emotional Learning module
Breakfast program / nourish cowichan	
	WAYS IN WHICH TECHNOLOGY CAN SUPPORT THIS GOAL:
	- Wellness Apps: Introduce apps that offer guided meditations, breathing exercises, and tracking of mental health.

- Online Support Networks: Develop platforms where students can anonymously discuss their mental health issues and gain support from peers and professionals.

- Digital Presentations and Workshops: Use webinars and virtual guest speakers to educate about mental health topics, allowing for broader access and participation. |

GOAL # 4:   INCLUSION

SUB-CATEGORY: SOGI

WHAT THE DATA IS TELLING US:

- Many students have preferred names and pronouns and would like to be addressed properly
- Not all students are provided with opportunities to engage in and learn SOGI curriculum
- Representation at GSA is proportionately low given the population of our school. Some students chose not to attend GSA, and we need a mechanism for these students to have a voice
- A worry that GSA members are mostly grade 12s, how can the group ensure survival of group? How to get younger students to join?
- Not all members of our queer community feel safe in all areas of the school (this is addressed in the 'school culture' area of development)

WHAT IS GOING WELL:	STRATEGIES TO ENHANCE STUDENT LEARNING / EXPERIENCE:
Active GSA that meets weekly with teacher sponsors	Provide an opportunity for students, in confidence, to let us know their preferred name and pronouns.
Student voice and support for SOGI initiatives	Compassion Week – Planned by students with staff support. Lots of lead time and lots of build up ahead of time. Creating opportunities for students to understand why we have compassion week, and why it is important to us as a school.
GSA participated in development of the Mental Health Literacy Survey	Dedicated time for staff to engage in SOGI related professional development
English dept. book room growing with 2SLGBTQiA+ characters, issues, content	Learning activities around SOGI topics for students at different times throughout the year
Library includes 2SLGBTQiA+ content (some recommended by GSA in past years)	Admin to attend GSA meetings on a regular basis
Compassion week	Continue to repaint the Rainbow Crosswalk as often as required
Staff using preferred pronouns when asked (apologizing when slipping up)	***WAYS IN WHICH TECHNOLOGY CAN SUPPORT THIS GOAL:***
	- Inclusive Digital Resources: Provide access to a curated digital library of inclusive content that represents diverse identities and experiences.

	- Virtual Safe Spaces: Create online forums or virtual environments where students can explore and discuss SOGI topics safely and respectfully.

SUB-CATEGORY: CULTURAL INCLUSION

WHAT THE DATA IS TELLING US:

- Not all students see themselves reflected in our school (mental health survey)

WHAT IS GOING WELL:	**STRATEGIES TO ENHANCE STUDENT LEARNING / EXPERIENCE:**
Wide variety of clubs and groups that hold appeal to a wide range of students	Install images around the school to reflect our multicultural society
Vibrant International Program	Acknowledge cultural celebrations from different cultures as they occur throughout the year (make the multicultural calendar more public and enhance each celebration with information for students)
Variety of books in library about different cultures	School wide learning around big theme times of the year – Holocaust Memorial Day, Black History Month, Asian Heritage Month, National Indigenous Peoples Day, etc
	Acknowledge the countries and cultures that are represented by all of our International students
	WAYS IN WHICH TECHNOLOGY CAN SUPPORT THIS GOAL:
	- Interactive Cultural Exchange Platforms: Develop platforms where students can share and learn about different cultures through multimedia presentations and interactive discussions.

	- Digital Calendars and Notifications: Use technology to highlight and educate about various cultural celebrations throughout the year, integrating this into the school's routine.

SUB-CATEGORY: POSITIVE SCHOOL CULTURE

WHAT THE DATA IS TELLING US:

- Staff and students see a need for more events that bring everyone together
- Staff has identified a need for a common approach to addressing concerns and working with students
- Not all students feel safe in our washrooms

WHAT IS GOING WELL:	STRATEGIES TO ENHANCE STUDENT LEARNING / EXPERIENCE
Regular school check-in via Zoom and time for dialogue Washroom surveys have given us a huge amount of feedback and student voice has provided many suggestions around how to mitigate issues in washrooms, and we are seeing a slight decrease in washroom issues (with much work still to be done) Many coaches and sports teams 25 Lunch Clubs BBQ/Meet the Advisor Meeting for Grade 7 parents Special guests	Hold Showcases of Learning and invite parents Advisor groups dividend into House/School Colours/Teams and design regular House activities and challenges throughout the year More whole school activity days - or by dept., grade, etc. Staff and students continue to work together to develop norms that aim to see all spaces in the school as safe spaces. Include parent voice Staff development in the area of Restorative Justice Revisit our school vision and work to co-create a stronger definition of who we are

School dances	Even more whole school events to bring people together
Special events such as Terry Fox Run are always very successful	Clubs Days where all students chose a club to participate
School performances (drama/band)	School Mascot
Lunch/breakfast program	
Grad activities	***WAYS IN WHICH TECHNOLOGY CAN SUPPORT THIS GOAL:***
Teacher Advisor program	
Whole school end of year celebration	
Student run intramurals every day at lunch has been hugely successful	- Social media and Communication Tools: Leverage these tools to promote events that bring the school community together and share successes and positive stories.
	- Digital Feedback Mechanisms: Implement systems where students and staff can give real-time feedback on school culture initiatives, allowing for rapid adjustments and improvements.