



# Fernie Secondary School (FSS)

## Growth Plan 2023-2026



We see our school growth plan as a 3-year living document that will be updated and revised as we progress in our learning and implementation stages and consider emerging priorities.

### Where We Are

This year, Fernie Secondary School (FSS) staff are excited to continue the Restorative Practice work, an identified priority and goal in our 2023-26 growth plan. Additionally, FSS staff have identified literacy as an academic priority and are focused on improving students' literacy. Over the past two years, staff have given our students assistive technology strategies that will help them break through the learning barriers, and our staff is continuing work to increase their success in literacy. Assistive technology tools cater to individual needs, thereby supporting diverse learning styles and abilities. It provides all learners with equitable access to education materials, leading to improved engagement and academic performance.

Our human and social development goal stemmed from a school planning session facilitated by former District Vice Principal, Jaslene Atwal, in June 2023. During this session, staff collectively identified *goals, dreams, and magic*. One overarching theme stemming from this session was the need for a more consistent and effective approach to student discipline. Specifically, chronic student absenteeism was identified as a major concern. Staff agreed they wanted to learn more about and implement restorative practices to shape a new approach to student discipline. Our restorative practice goal aligns with the trauma-informed approach of the Reframing Behaviour program School District 5 employees were trained on during the 2024-2025 school year.

### School Context

- Fernie Secondary School has a student population of approximately 563 students and is the only public secondary school in the town of Fernie.
- Grades 11 & 12 students from Jaffray Elementary Junior Secondary School typically come to FSS, as their school is K-10.
- We have an increasing demand for out-of-catchment students from Jaffray, Sparwood, and Elkford, wishing to attend our school.
- Of the 563 students in our school, 45 have Indigenous ancestry, 20 are English language learners, and 99 have an Individual Education Plan and receive supports through our Learning Services department.
- Our school population continues to grow every year.
- FSS offers a French Immersion program for Grade 7-12 students. Currently, 130 students are in our French Immersion program.
- We meet our students with the understanding that they have a variety of academic, social-emotional, and behaviour supports and/or needs.

## Our Strengths and Challenges

- Our students and staff value inclusion and want to grow a stronger sense of community, empowering all stakeholders: students, staff, parents and community partners.
- Many students are involved in extracurricular activities such as drama club, musical theatre, jazz band, rainbow club, student council, and a variety of school sports (rugby, volleyball, soccer, basketball, swimming, badminton, running, golf, track and field, and more).
- Our school has an active breakfast program that serves breakfast and snacks to any student in need.
- Our students are supported by 2 Administrators, 31 Teachers, 3 Student Services Teachers, 2 Counsellors filling 1.143 of a position, 1 Indigenous Education Support Worker, 8 Education Assistants, 2 Youth Care Workers, 2 School Stenographers, 1 Cook's Assistant and 4 Custodians.
- Staff want to evaluate our approach to behavioural issues to ensure it aligns with creating safe and connected environments.
- We continue to add to our technology resources (iPads, interactive boards, student laptops) to accommodate the integration of technology into our classrooms.
- Students and staff see technology as a tool in education.
- We are concerned with the outcome of unsafe behaviours and use of impolite/disrespectful language during instructional and non-instructional times (before school, lunch time, breaks, and after school).
- Some students struggle with peaceful conflict resolution and impulse control.
- Students are working on taking responsibility for their belongings, actions, and their learning.
- Some students struggle with keeping a positive attitude toward learning, as well as staying calm, alert, and focused during lessons.
- Some of our students experience anxiety.
- Some of our students report feeling bullied by others.

## Engagement Process

- Our staff focuses on our School Growth Plan goals during staff meetings, department head meetings, teacher release time, collaboration opportunities, School-Based Team meetings, and Pro-D opportunities.
- Collaborative and professional conversations occur daily in our staffroom and during other touch points between our staff members.
- Staff-initiated planning meetings provide invaluable communication and sharing opportunities.
- Our School Growth Plan is shared with our parents and community via a range of means and media (PAC meetings, school website, monthly newsletters, and open houses).
- We will organize workshops and events to engage parents and the local community in restorative practices and assistive technology use in education.
- We will strive to develop partnerships with Indigenous organizations and community leaders for guidance and support.
- Students will be engaged through the leadership of the student council and at the District Students' Advisory Council.

## **GOAL #1- Literacy: To improve our students' literacy skills by fostering their assistive**

**technology skills.** If we improve our students' access and competence with assistive technology, then we will see an improvement in our students' confidence and capacity in Literacy. Students will improve their opportunities for success in all classes.

### **Strategies:**

- Provide direct instruction to students on the use of assistive technology, including:
  - C-Pen (read aloud pen stored in APEX and the Learning Services room for use)
  - Microsoft Word speech- text and text-speech
  - [Diffit](#) (AI for modifying learning materials)
  - [Kurzweil 3000](#) (offers learners multisensory approaches to read, comprehend, synthesize, apply, and demonstrate their knowledge) – used from 2023-2024, then became unsupported
  - Microsoft Edge read-aloud (a webpage feature)
  - Google Translate
  - Seeing AI (iPad software; takes pictures of text, which is read aloud)
- Provide staff with training in assistive technology use in the classroom.
  - Learning Services Teachers presented to FSS teachers on the September 25, 2024, Professional Development Day
  - Class visits for teachers from the Learning Services team to present technology to students
  - The Learning Services team provided handouts to teachers on how to use the software
- Provide equitable access to assistive technology to support learning in all classrooms.
  - Classroom assigned laptops and/or iPads
  - Purchase more student laptops for student use in support areas such as the APEX classroom, in support classes, in the Indigenous Education Room, and in Youth Care spaces.
  - In 2023-24, we used the Student and Family Affordability Fund to purchase 4 student laptops that can be signed out by students who do not have access to one at home.
- Promote responsible student use of technology for learning and digital citizenship.
  - Use of support blocks when students have independent studies and/or online school courses
  - Digital citizenship is part of the health curriculum and is taught in Physical Education and Health courses

### **Student Performance and Data Analysis**

- We expect to see improved results in the Literacy 10 and 12 Grad Assessments during successive years.
- We expect to see an improvement in school-level report card marks in English Language Arts courses.

## Literacy 10 and 12 Grad Assessments 2022-23

### Grad Assessments



Score	Extending		Proficient		Developing		Emerging	
Category	%	#	%	#	%	#	%	#
Graduation Literacy Assessment 12			16.67%	1	33.33%	2		
LITERACY ASSESSMENT 10	19.35%	6	58.06%	18	6.45%	2	3.23%	1
LITERACY ASSESSMENT 12	24.59%	15	65.57%	40	8.20%	5		

## 2023-24

### Grad Assessments



Score	Extending		Proficient		Developing		Emerging	
Category	%	#	%	#	%	#	%	#
Graduation Literacy Assessment 10			42.86%	3	14.29%	1	14.29%	1
Graduation Literacy Assessment 12	25.00%	1						
Graduation Numeracy Assessment 10			50.00%	1	50.00%	1		
LITERACY ASSESSMENT 10	11.46%	11	59.38%	57	20.83%	20	4.17%	4
LITERACY ASSESSMENT 12	18.42%	14	56.58%	43	22.37%	17	1.32%	1

## 2024-25

### Grad Assessments



Score	Extending		Proficient		Developing		Emerging	
Category	%	#	%	#	%	#	%	#
LITERACY ASSESSMENT 10	14.94%	13	45.98%	40	27.59%	24	3.45%	3
LITERACY ASSESSMENT 12	19.05%	4	71.43%	15	9.52%	2		
NUMERACY ASSESSMENT 10	8.14%	7	38.37%	33	37.21%	32	9.30%	8

From the baseline data taken during the 2022-23 school year, our student achievement in the Literacy 10 Assessment has dropped from 77.59% to 71.29% to 60.92% of students being proficient or extending. Our student achievement in the Literacy 12 Assessment has gone from 90.16% (2022-23) to 75% (2023-24) to 90.48% (2024-25).

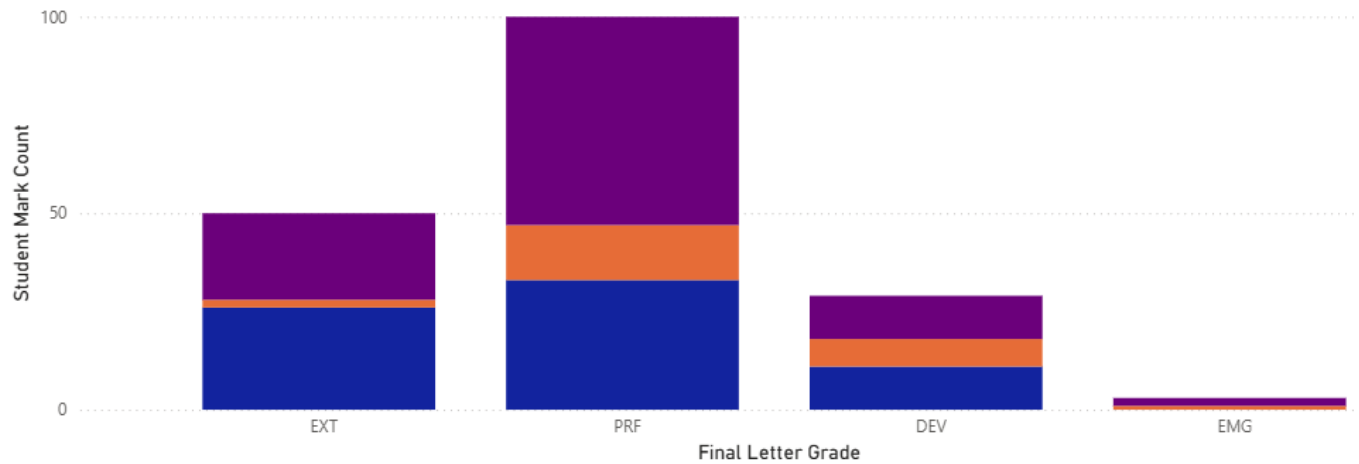
## English Language Arts Report Card Marks

Follow cohorts from blue to orange to purple to see their progression. (Ex. Grade 8 blue (2023) will be Grade 9 orange (2024) will be Grade 10 purple (2025).)

### Grade 7

#### Grade Analysis

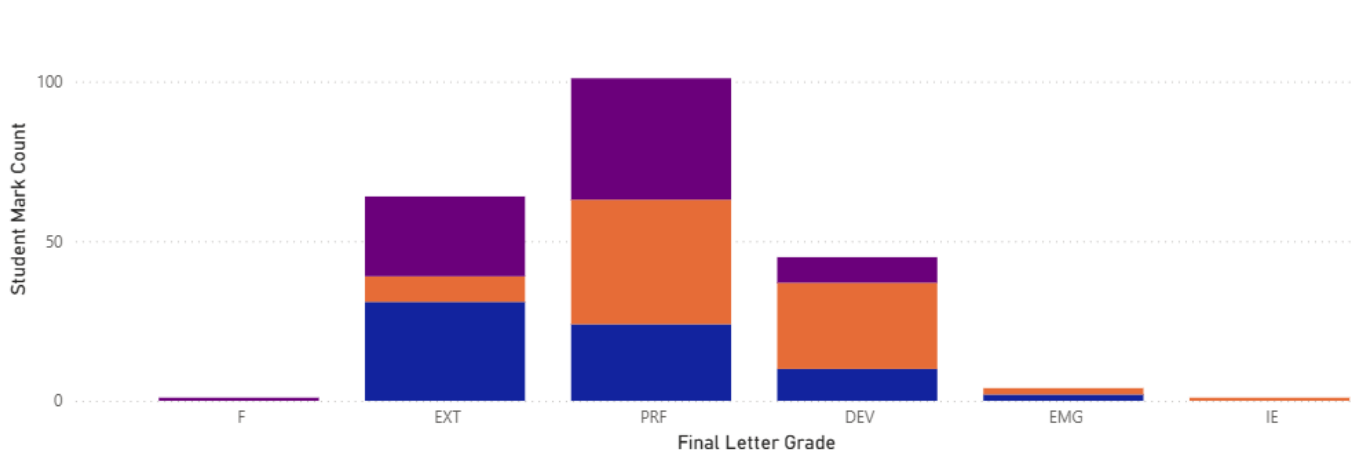
School Year ● 2023 ● 2024 ● 2025



### Grade 8

#### Grade Analysis

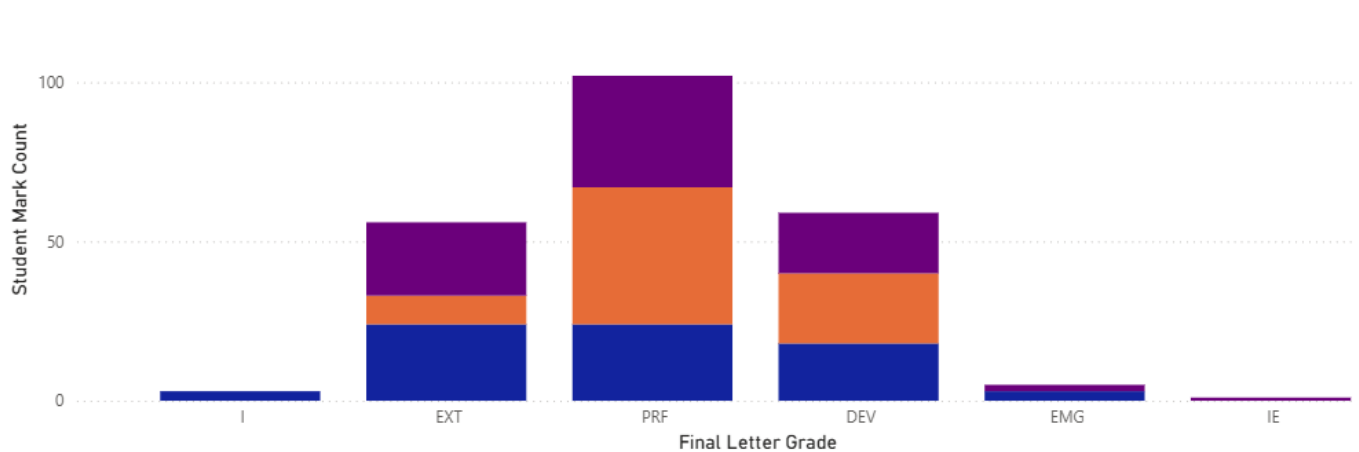
School Year ● 2023 ● 2024 ● 2025



### Grade 9

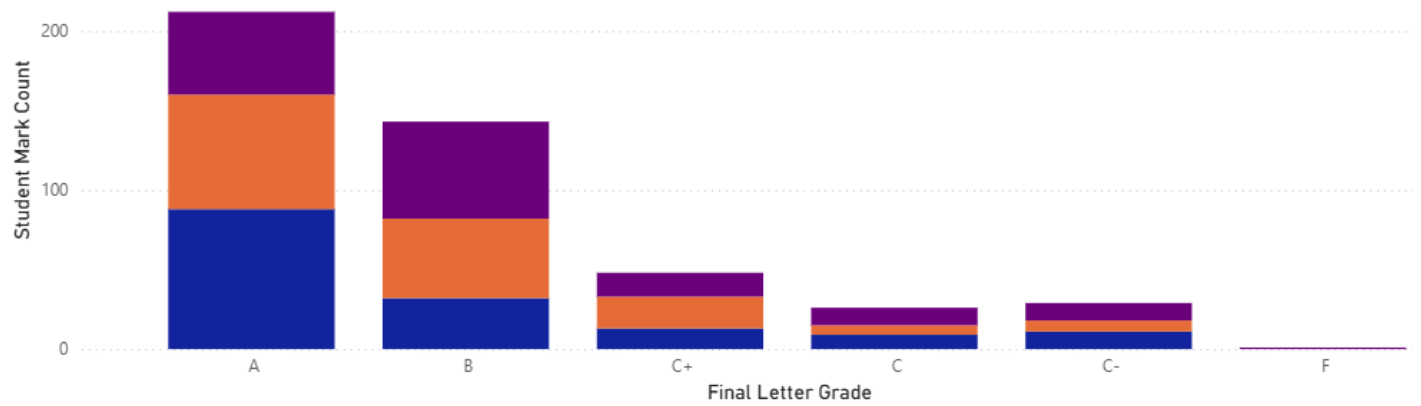
#### Grade Analysis

School Year ● 2023 ● 2024 ● 2025



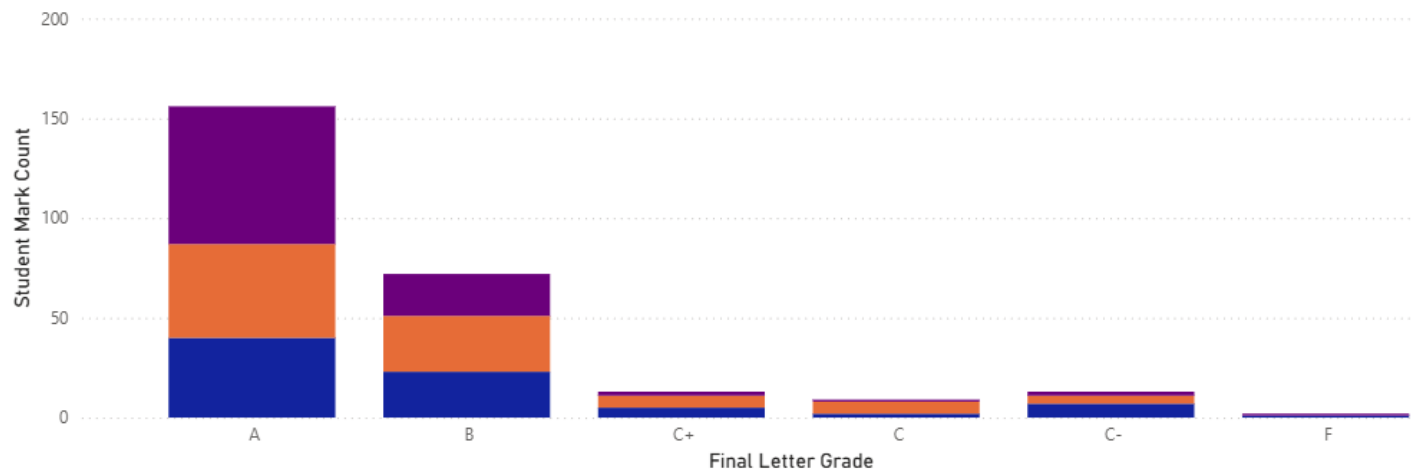
## Grade 10 Grade Analysis

School Year ● 2023 ● 2024 ● 2025



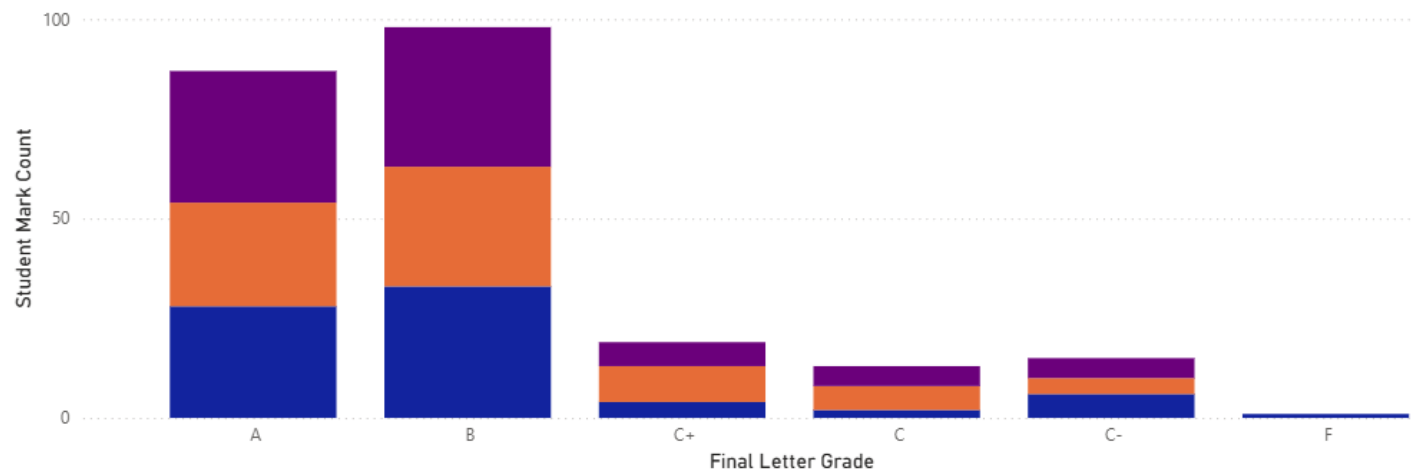
## Grade 11 Grade Analysis

School Year ● 2023 ● 2024 ● 2025



## Grade 12 Grade Analysis

School Year ● 2023 ● 2024 ● 2025



**Goal # 2- Human and Social Development: To implement restorative practices\* that are culturally responsive and tailored to the needs of Indigenous students, diverse learners, students at risk, children and youth in care, and other marginalized populations.** The measurable outcome of achieving this goal is a reduction in office referrals, disciplinary actions, and suspensions. The anticipated intangible result is a more positive and inclusive school culture with improved student behaviours. With restorative practices, students will learn about the impact of their actions, reflect upon their membership in the FSS community, and learn how to take responsibility and repair the harm that was caused.

### **Strategies**

- We will continue with our Restorative Practice Training. Last year, teaching and support staff participated in two professional development sessions facilitated by Doug and Debbie McPhee of the [Cranbrook and District Restorative Justice Society](https://cdrjsociety.ca/). (<https://cdrjsociety.ca/>)
- Provide staff with trauma-informed training through the Reframing Behaviour by the [Crisis Prevention Institute](https://www.crisisprevention.com/our-programs/reframing-behavior/). (<https://www.crisisprevention.com/our-programs/reframing-behavior/>)
- Create a staff committee to plan and implement professional development around restorative practices.
- Incorporate culturally sensitive and awareness training into professional development.
- Create restorative spaces within the school for dialogue and conflict resolution.
- Implement mentorship programs for at-risk students.
- Look for ways to support 2SLGBTQ students.
- Collaborate with community organizations to provide additional resources for students.
  - In September, the Rock-Solid program was provided to all grade 7 students. This event was facilitated by counselling staff from the East Kootenay Addiction Services, Child and Youth Mental Health and the Columbia Basin Family Resource Society.
  - Interior Health has provided us with resources regarding vaping nicotine and cannabis
- Develop and implement an attendance policy based on restorative principles.
- Collect Data from the Middle Years Development Instrument and Youth Development Instrument to inform our growth plan.
- Alternative to suspension program

### **Student Outcomes, Data Analysis**

As we are in our second year with a focus on restorative practice, we expect to see a decrease in the frequency of office referrals for behaviours and of student conduct reports. We will continue to track these (see Appendix A).

The Middle Years Development Instrument (MDI), Youth Development Instrument (YDI), and Student Learning Survey (SLS) provide valuable information on how students report on feelings and experiences in school. There are areas of the assessment where we expect to see improvement because of successfully implementing a restorative justice approach to school discipline. These areas are School Climate, Responsible Decision Making, Self-Awareness, Empathy, and Victimization and School Bullying (see Appendix B). We currently have our MDI data included in our growth plan and will incorporate our YDI and SLS data when it becomes available to us.

\*Restorative practices are a social science approach focused on building, maintaining, and repairing relationships by prioritizing dialogue and understanding over punishment.

## Appendix A

### DATA from Office Referrals/Student Conduct Reports

We plan to use our 2022-23 and 2023-24 data as baseline data. 2023-24 was our first year learning about restorative practice. We expect the impact of our learning and implementation to be reflected in the data collected in subsequent years.

Type of Referral	2022-23	2023-24	2024-25
Substance Use	6	3	16
Physical Aggression	7	20	20
Technology Misuse	2	8	25
Defiance	7	8	7
Offensive Language	7	28	14
Weapon	0	0	0
Truancy	8	4	29
Bullying	2	11	2
Vandalism	0	1	1
Admin Concern	15	12	2
<b>TOTAL</b>	<b>54</b>	<b>95</b>	<b>116</b>



## Appendix B:

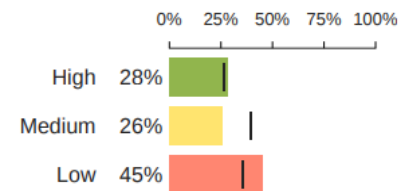
### DATA from the Middle Years Development Instrument (MDI) 2022/2023, 2023/24, 2024/25

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#### 2022-23

##### SCHOOL CLIMATE

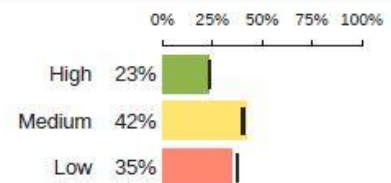
The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



#### 2023-24

##### SCHOOL CLIMATE

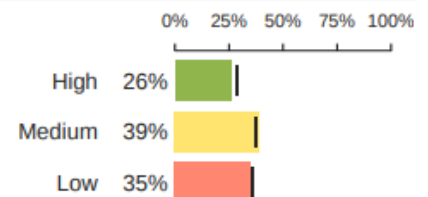
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#### 2024-25

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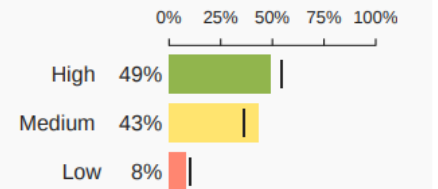


We see a trend in a greater percentage of students in 2023-24 (65%) who report a medium or high rating for school climate than we saw in 2022-23 (54%). In 2024-2025, we maintained 65% of students reporting medium or high ratings in school climate, but saw a 3% increase in students who reported a high rating of school climate.

## 2022-23

### RESPONSIBLE DECISION-MAKING

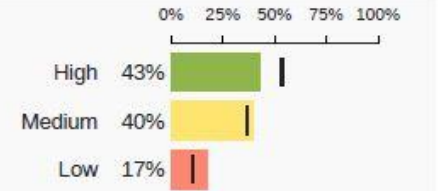
Responsible decision-making is about understanding the consequences of one's actions and making good choices about personal behaviour. e.g., "When I make a decision, I think about what might happen afterward."



## 2023-24

### RESPONSIBLE DECISION-MAKING

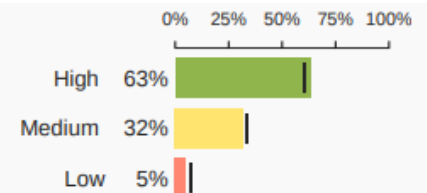
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## 2024-25

### RESPONSIBLE DECISION-MAKING

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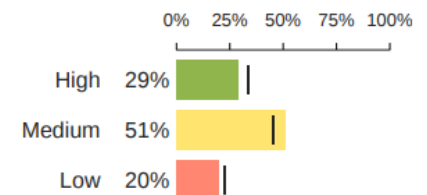


In 2024-25, we saw a large increase in students who report a high or medium rating in their abilities to make responsible decisions.

## 2022-23

### SELF-AWARENESS

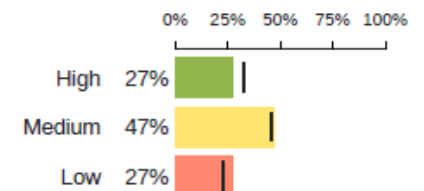
Self-awareness is the ability to recognize one's emotions and thoughts while understanding their influence on behaviour. e.g., "When I'm upset, I notice how I am feeling before I take action."



## 2023-24

### SELF-AWARENESS

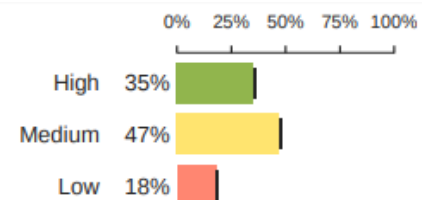
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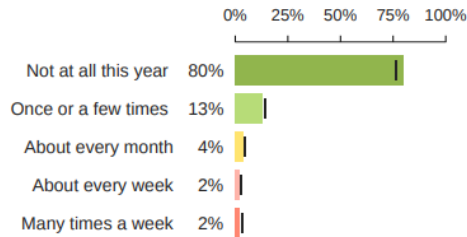


In 2024-25, we saw a large increase in students who have high self-awareness.

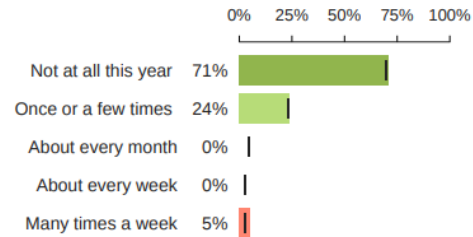
## VICTIMIZATION AND BULLYING AT SCHOOL

Children are asked: "During this school year, how often have you been bullied by other students in the following ways?":

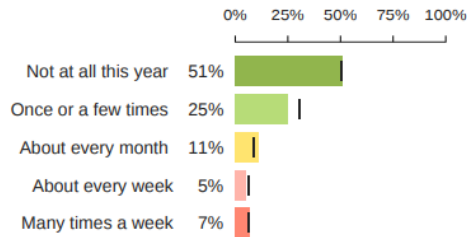
## CYBER



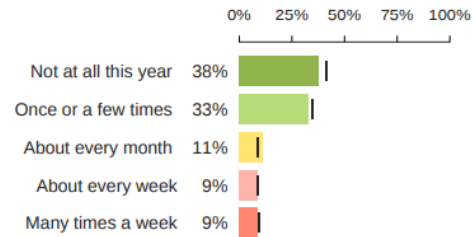
## PHYSICAL



## SOCIAL



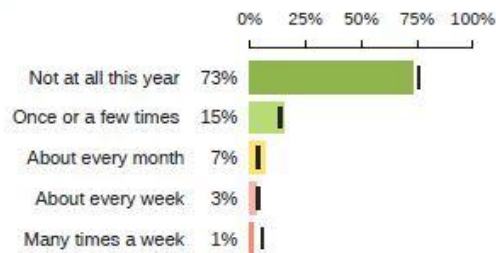
## VERBAL



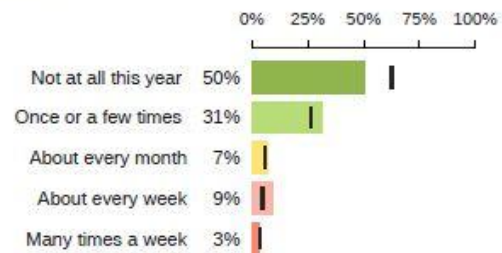
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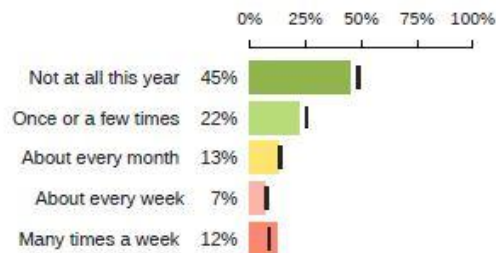
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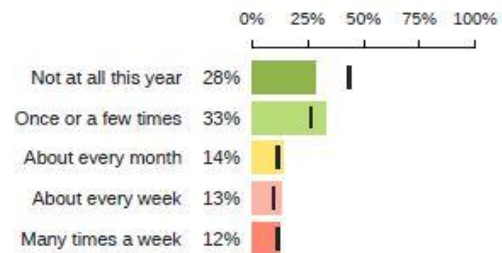
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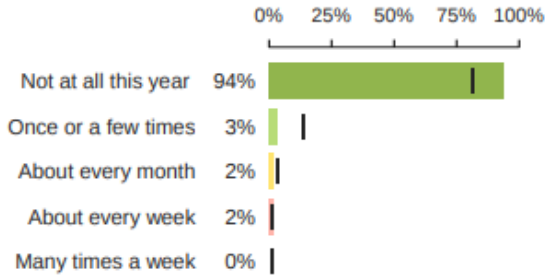
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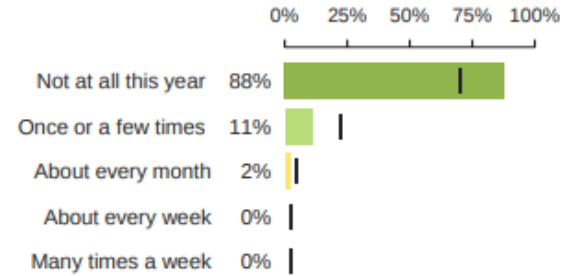
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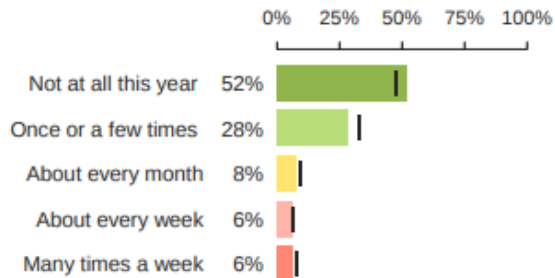
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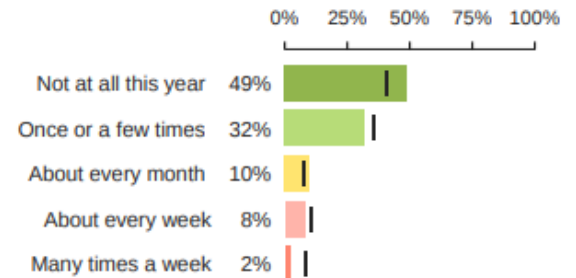
### PHYSICAL



### SOCIAL



### VERBAL



We saw a large decrease in students who reported feeling bullied during the 2024-25 school year.