

Staff Report



October 22, 2024

To Board of Education (Public Meeting)

From Sean Nosek, Superintendent/CEO

Re **2024 Summer Explorers & Secondary Summer School Program Reports**

This report is presented to the Board for information.

BACKGROUND:

Abbotsford School District offers unique summer learning programs to cater to the needs of the students in Abbotsford. These programs serve around 1,400 students each year.

Since 2008, the Ministry of Education has funded summer learning in the province. Abbotsford School District uses this opportunity to provide year-round service to students in support of their learning needs. Our summer learning opportunities give students in grades K-12, as well as adult students, the chance to catch up, maintain progress, or move up in their studies.

- The Summer Explorers Program offers literacy and numeracy-based courses to students from grades K-8. Programs are provided for and open to all Abbotsford students. Courses offered include outdoor and inquiry-based learning with a Literacy focus. Students are referred to Summer Explorers by school staff or parents via online registration.
- The Secondary Summer School (grades 9-12 and adults) offers courses for upgrading or course completion. Registration is first offered to students in local area secondary schools including international students from Abbotsford schools. It also runs an Indigenous Cohort focusing on academics for Indigenous students, a Cultural Summer Cohort focusing on Indigenous students through culturally relevant skills such as weaving and carving, and the Community Access Program for students with moderate intellectual disabilities and learning challenges.

The Summer Learning Leadership Team will be in attendance to share highlights, successes, and future considerations. Tracy Kryz, Joe Frew and Gurb Mahil will present the Summer Explorers Program report. Tom van Hunenstijn and Paula Thompson will present the Secondary Summer School report.

2024 Summer Explorers and Secondary Summer School Programs Report

2024 Summer School Administrators:

- TRACY KRYS, JOE FREW, GURP MAHIL

- TOM VAN HUNENSTIJN, PAULA THOMPSON

October 24, 2024



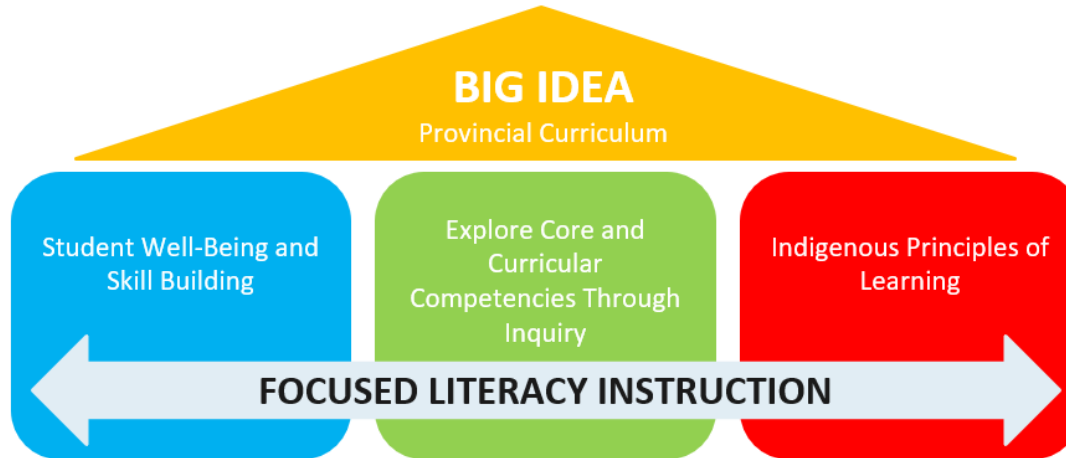
2024 Summer Explorers – Grades K-8



Summer Explorer's Mission & Vision



Your mission is to document and **ObSERVE** the world around you as if you have never seen it before. **BE CURIOUS**. Take notes, collect things you find. **CREATE** new things. Document your **FINDings**. Notice patterns. Copy. Trace. **LEARN** how to solve problems. **EXPrESS** yourself. Focus on one thing at a time! Make new **FRIENDships**. Conquer your fears. Achieve your **GOALS**. Share your **KNOWledge**.
Move your **bODY!** Don't give up. Learn **DIVERSITY**. Smile. **Be YourSelf!**



Enrolment and Staffing

PROGRAM	STUDENTS	TEACHERS	EA'S	ADMIN
K-4	553	28	23+2 (IKT)	2
5-8	218	12	8	1
Total 2024	771	+3 LSS +3 ELL= 43	33 +5 ISW	3
Total 2023	671	34	29	3
Total 2022	727	42 + 3 ELL	29 + 8 ISW	3 + 2 TIC

Summer Explorers Summer School Stats

	2021	2022	2023	2024
Starting Enrolment	1252	921	876	941
Final Enrolment	963	727	671	771
Withdrawals %	23%	21 %	23%	18%

K-4 Learning at Godson





K-4 Learning at Clearbrook



5-8 Learning at Chief Dan George



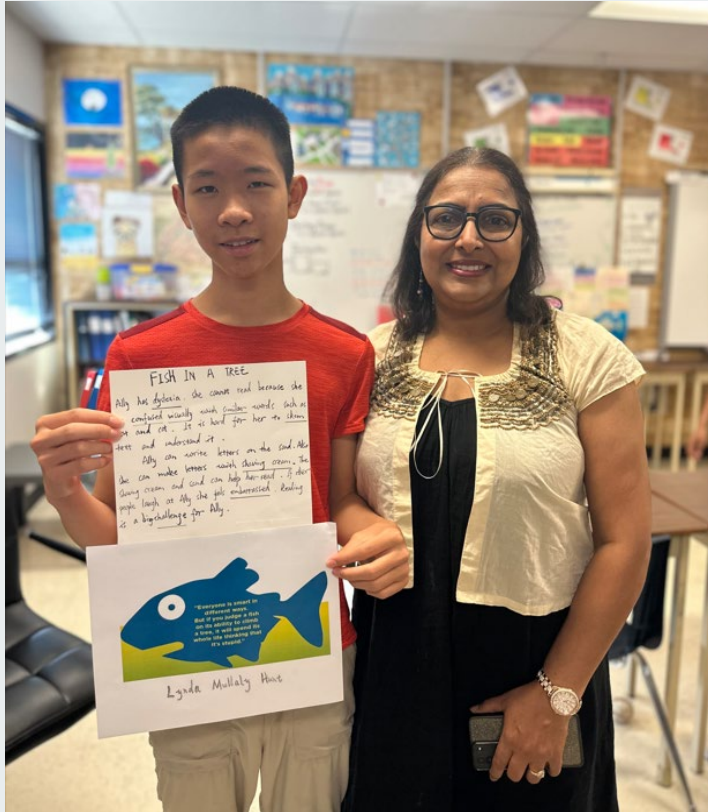
Mathxwí & IKT Annexes



Communicating Student Learning- Celebration



Future Plans



What we would like to continue:

- Literacy & Numeracy specific courses at middle level alternating with an exploration program
- Use a multi-grade class approach with a focus on student needs
- Focus on literacy & inquiry-based/play-based learning outdoors
- Early Registration
- LSS and ELL teachers to support each site
- Celebration of Learning

What we would like to be considered:

- Clarification about purpose of Summer Explorers prior to registration; School team consult
- Streamline registration process/forms
- Admin release time prior to start up
- Mathxwí and Semá:th First Nation classes be held in school with PVP if onsite
- First day training (IEPs and Safety Plans) for all EAs (later start time for students who require 1:1 support)

2024 Academic Summer Program – Grades 9-12



2024 Academic Summer Program

Secondary Academic Grades 9-12



Enrolment & Staffing

	2021	2022	2022 w/o IC & CAP	2023	2023 w/o IC & CAP	2024	2024 w/o IC, CAP, & ELL
Students	390	603	573	730	665	689	642
Teachers	18	26	24	28	25	29	25
Students: Teacher	21.7	23.2	23.9	26.1	26.6	23.8	25.7

- w/o IC & CAP: Excluding Indigenous Cohorts, Career Access Program, and Intro to English (ELL)
- 2024 saw enrolment levels similar to 2023.

Academic Secondary Summer School Stats

	Total Students July 12	Withdrawals	Enrolment July 26	Credits Earned
Student Body	689	21	668	624

- Second largest # of summer school students since 2016
- Academic Summer School was able to offer 18 unique courses and 28 sections for our students
- 22 students withdrew from classes the first two weeks.
 - This number excludes students who didn't show
 - Although many strategies utilized by teachers, some students struggled with the pace, others decided they did not need the course.

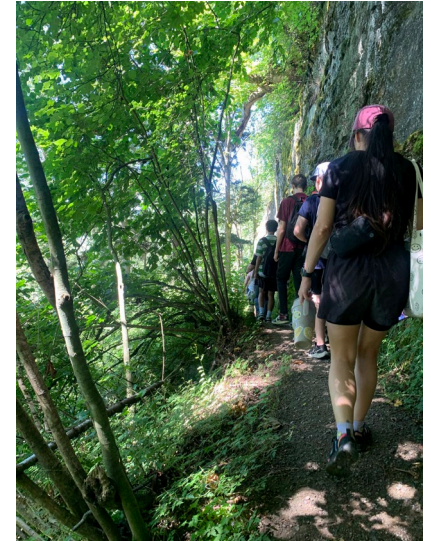
Indigenous Cohort Highlights

- Third year of program
- Cohort was actively promoted with Indigenous students across high schools
- Janelle Dick and Paula Thompson met with all TIS and ISW as a group at the Indigenous Centre
- Cohort of 22 students completed 47 courses
- Active Living component in addition to academics (credit recovery & new)
- Breakfast and lunch provided daily
- Transportation provided daily for several students

Harrison Lake Trip



Sema:th Mountain Hike



How does First Nations' art show the richness and diversity of B.C.'s First Peoples?



The richness and diversity of Indigenous traditions are demonstrated by the diverse forms and local styles of First Nations art in British Columbia. Every community has created their own unique artistic traditions reflecting their social structures, values, and surroundings. For example, the coastal First Nations use totem poles to communicate rich stories and clan histories, and the interior Salish peoples are well known for their excellent basketry and weaving. Materials used range from wood and stone to beads and animal hides, are all selected for their availability and cultural value within a specific area. Demonstrating the diversity and uniqueness of each culture.

Call to Action and Final Thoughts

To ensure art will continue in its journey of preservation and recognition, it is important for governments, institutions, and individuals to support Indigenous artists and exhibitions. This will continue to inspire the next generation of artists who will use both their traditional and modern twists on it. Public art projects, museum exhibitions, and community events all occur with the hopes to raise awareness and appreciation of Indigenous art. A step further would be to have students of all grades attend one of these things to recognize the significance of First Nations contributions to the land. Creating a more inclusive and respectful society while also learning and celebrating Indigenous art in preserving cultural heritage, resurgence, and strength with all communities.



Exploring the Importance of First Nations' Art in BC

Carissa Monds, BC First Peoples 12, Abbotsford Secondary Summer School 2024

In this assignment, we will explore why First Nations' art is so important to the richness, diversity, and strength of the First Peoples in British Columbia (B.C.). First Nations' art is not just beautiful; it has deep cultural and historical meaning. It's a powerful way for Indigenous communities to express their identity, heritage, and spirituality. We'll investigate different types of First Nations' art and see how it helps keep their culture alive and strong.

Teacher Reflection:

Reflecting on this assignment, I am very proud of how well the students understood and engaged with the topic. They explored the world of First Nations' art with great interest, appreciating its beauty and its deep cultural meaning. Students saw how this art is a powerful way for Indigenous communities in British Columbia to express their identity, heritage, and spirituality. Their reflections and discussions showed a real respect and admiration for how First Nations' art helps keep their culture alive and strong. This assignment helped students gain a deeper appreciation for the richness and resilience of First Peoples' traditions and the important role that art plays in maintaining their cultural legacy.

Student Reflection:

In our inquiry assignment, I learned about the art of B.C.'s First Nations people. This art is important because it helps us understand how Indigenous peoples have shaped British Columbia's culture. First Nations art brings communities together, showing their strength and traditions. It also helps build respect and understanding between Indigenous and non-Indigenous groups. Learning about this art teaches us about history and resilience, which is important for a respectful society. This assignment helped me appreciate the art and culture of B.C.'s First Peoples and understand the value of different cultures.

Pre-Calculus 11 Project Card

Andrew Nairn, Math 11 Pre-Calculus, Abbotsford Secondary Summer School 2024

Driving Question:

How can we use a Quadratic Function to model a 'real-life' situation that interests us?

Teacher Reflection:

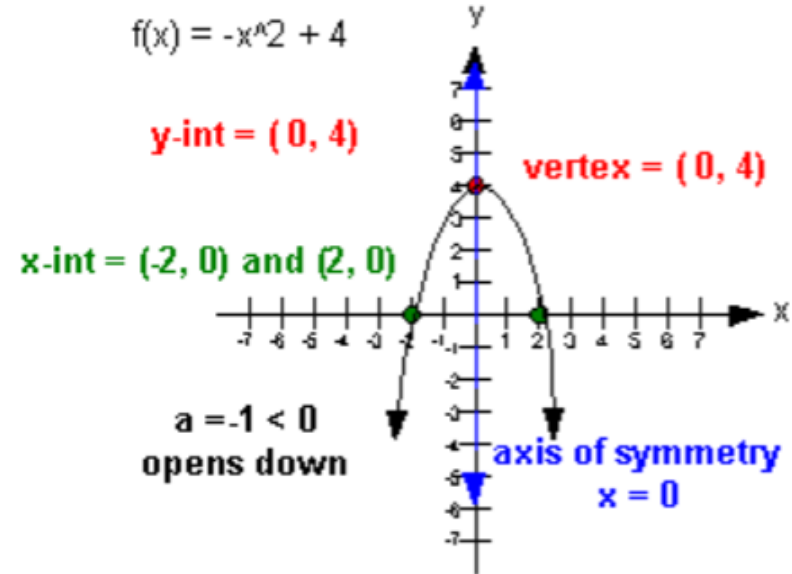
In this Inquiry Task, students chose a situation that could be modelled using a Quadratic Function. Working in pairs, they researched and investigated their scenario in depth, and presented their findings to the class in the form of a Google Slideshow presentation. They concluded the Inquiry Task by fielding challenging questions and reflective comments from classmates and their teacher.

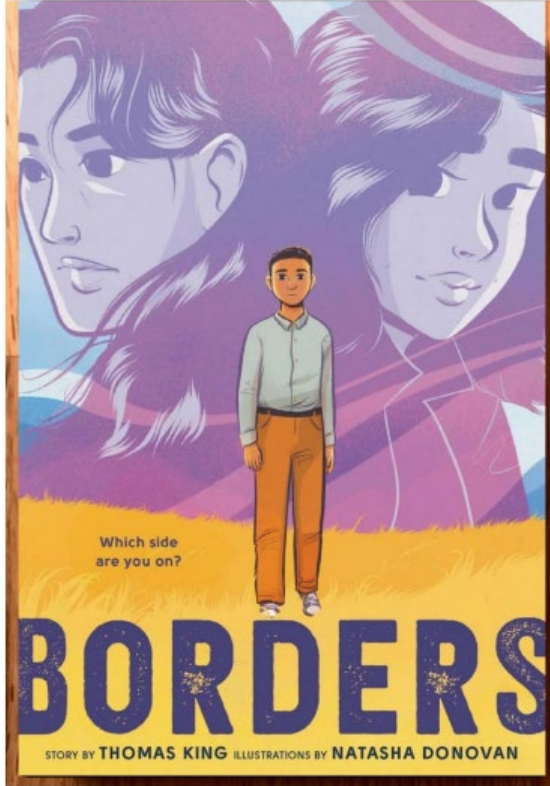
I was quite impressed by the range of topics chosen, and by the level of understanding demonstrated by students. Some groups used a pre-existing function, while others derived their own function using estimating and calculations. Within the framework developed by Trevor Mackenzie, this task would be classified as a Free Inquiry due to the latitude of choice of Inquiry topic. This freedom of choice also led to increased motivation and curiosity of learning about Math, which is another clear benefit of this Inquiry Task.

Student Reflection:

Our Inquiry Task was about the quadratic equation used to model the shape of things found in nature. We focused our inquiry on the shape of a curved leaf. We found the Inquiry Task interesting because we both like nature, and biology in general. We noticed how a quadratic equation is mirrored in the natural world. A challenging aspect of this project was finding the precise values in the formula to accurately model the situation.

We really enjoyed this inquiry project and have learned more about connections between Math and many things found in nature, such as the leaves on tree branches.





From Short Story to Graphic Novel to Film

Mandelyn Erikson, English First Peoples 10: Literature & Writing, Abbotsford Secondary Summer School 2024

Objective:

This novel study explored themes of identity and issues faced by Indigenous people. With many English Language Learners (ELL) in the class, using a graphic novel of *Borders* to support the reading of the original short story *Borders* by Thomas King, provided visuals to support the story. Core Competencies: Critical Thinking & Cultural Identity.

Teacher Reflection:

As an English teacher, getting students engaged in a novel study is always a daunting task. I decided to focus on a graphic novel in this course as an alternative. Students were able to analyze themes around identity and make connections to the world around them. Literature is ever changing so I also wanted to create an activity that evolved from the original short story to the graphic novel, and then to the students creating their own movie trailer.

Student Reflection:

"As much as I enjoy reading, I've always had a distaste for novel study work. But when we did the graphic novel study for *Borders* something was different, and I realized that pictures and images help me learn and comprehend more." - *Abiel E.*

"I was really engaged because the graphic novel had visually appealing images and was very interesting. From this graphic novel, I learned about identity and how hard it was for Indigenous people to cross the border." - *Gurbeer M.*

"When I first read the *Borders* book, I really enjoyed it, especially because it was a graphic novel. Creating a movie trailer was very fun for me. I got to draw scenes and describe them. This also taught me how to make a suspenseful trailer that does not reveal the ending and keeps viewers engaged with an urge to actually read the book." - *Eishmeet R.*

"This project was very creative and fun overall, an aspect that I value in schoolwork. In this project, we took inspiration from the *Borders* graphic novel in order to create a mock-up of a movie trailer, by drawing images and writing about their context. I enjoyed this project because it involved thinking outside of the box and using art to convey tones and messages." - *Paras G.*

Other Highlights

- Flexible registration
 - Students able to enroll late into June.
 - Counsellors and students appreciated this flexibility; it helped to improve average class size.
- Asynchronous flex-time starting at 12:35 pm: project work time, continue face to face, credit recovery, etc.
- Active promotion of summer school programs with counsellors and Teachers for Indigenous Success
- Encouraging environment where staff and students enjoy learning
- Positive feedback from staff, parents and students in survey

Recommendations and Future Plans

- Develop a BAA course for the Introduction to English program to support Level 1 and 2 ELL students
- Continue promoting alternative forms of final assessment
- Promote SEL strategies
- Promote inquiry learning and other innovative instructional strategies
- Collaborate with district counsellors, Indigenous Dept and ELL Dept in spring
- Continue asynchronous flex-time
- Continue using Abby Senior
 - Building well laid out
 - Central location for students, staff and admin



Questions?

