

Staff Report



December 5, 2023

To Board of Education (Public Meeting)

From Sean Nosek, Superintendent/CEO

Re **2023 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 1-12, 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 1-8. 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. Melanie Trudeau, Gurb Mahil and Shannon Thiesen will present the Summer Explorers Program report. Tom van Hunenstijn will present the Secondary Summer School report.

2023 Summer Explorers and Secondary Summer School Programs Report

- MELANIE TRUDEAU, SHANNON THIESEN, GURP MAHIL
- TOM VAN HUNENSTIJN, BALJEET GILL, BO SIDHU

2023 Summer School Administrators
December 5, 2023



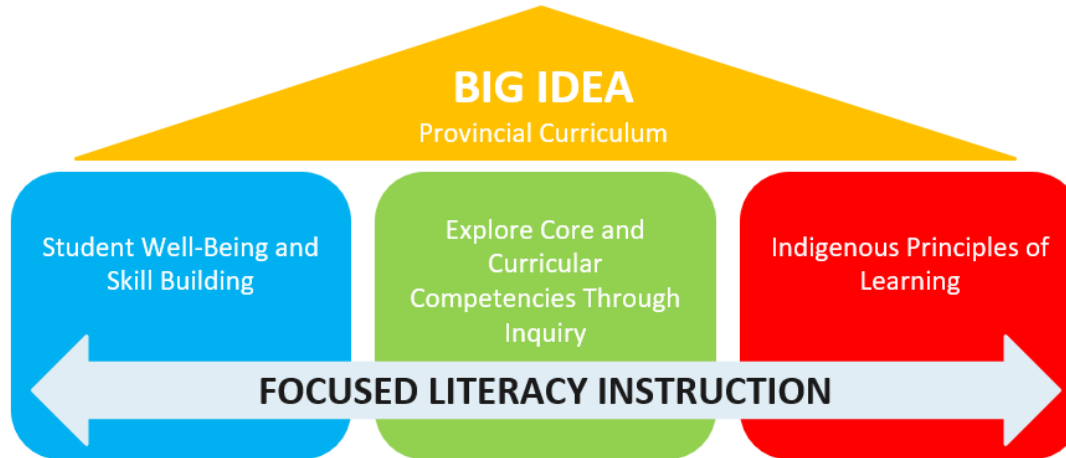
2023 Summer Explorers – Grades K-8



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!**



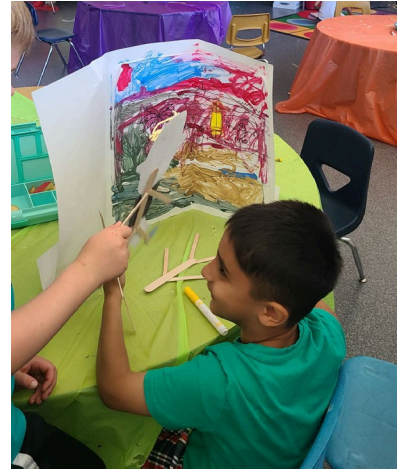
Enrolment and Staffing

PROGRAM	STUDENTS	TEACHERS	EA'S	ADMIN
K-4	492	26	21	2
5-8	179	8	8	1
Total 2023	671	34	29	3
Total 2022	727	42 + 3 ELL	29 + 8 ISW	3 + 2 TIC

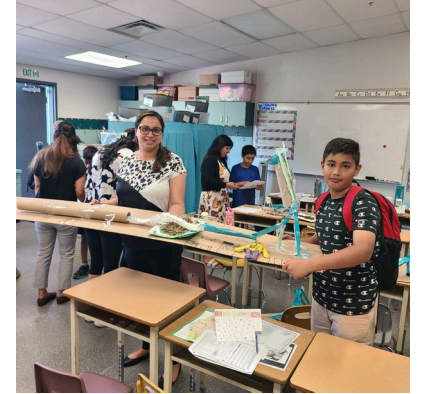
Summer Explorers Summer School Stats

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

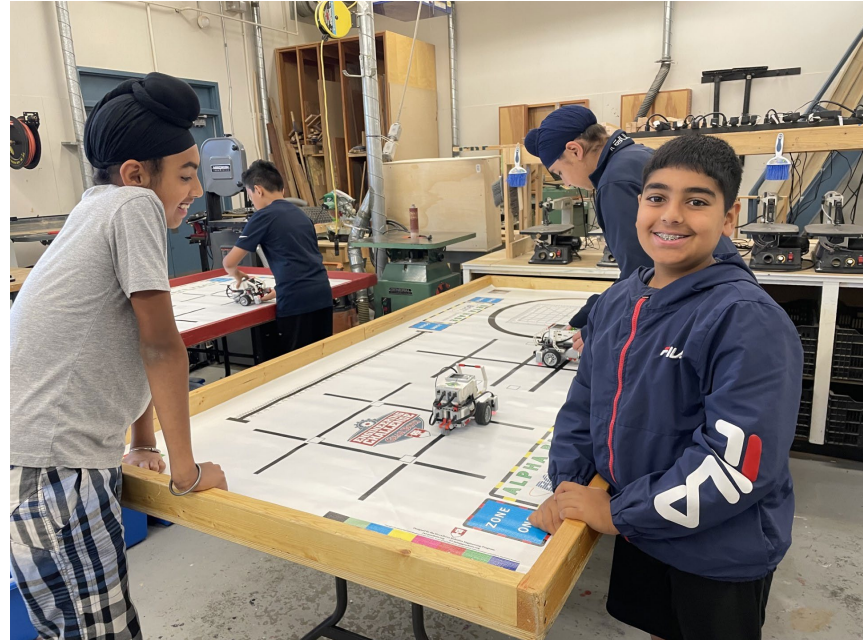
K-4 Learning at Godson



K-4 Learning at Harry Sayers












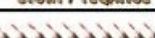
5-8 Learning at Colleen & Gordie Howe Middle




Mathxwí & Semá:th Annexes



NUMBERS / SKWAXYEM

 ONE / LÉTSÉ	 TWO / USÁLE
 THREE / LAHÁKW	 FOUR / XE'Ó:THEL
 FIVE / LAHÉQ:Á:TOSS	 SIX / TYEM
 SEVEN / TH'Ó:KWS	 EIGHT / TEO:Á:TSÉ
 NINE / TÓ:KW	 TEN / Ó:PEL



Future Plans



What we would like to continue:

- Use a multi-grade class approach with a focus on student needs
- Interactive Literacy as an offsite collaboration with Matsqui and Sumas First Nation
- Focus on literacy & inquiry-based/play-based learning outdoors
- STEM & Arts Explorers for grades 3 & 4
- Early Registration

What we would like to be considered:

- Earlier hiring timeline for teachers
- Admin release time prior to start up
- Literacy & Numeracy specific courses at middle level alternating with an exploration program

2023 Academic Summer Program – Grades 9-12



Enrolment and Staffing

	2020	2021	2022	2022 w/o ICC & CAP	2023	2022 w/o ICC & CAP
Students	301	390	603	573	730	665
Teachers	15	18	26	24	28	25
Students/ Teacher	20.0	21.7	23.2	23.9	26.1	26.6

- w/o ICC & CAP = Excluding Indigenous and Cultural Cohorts, and Career Access Program
- 2023 saw enrolment levels increase approximately 21%.

Academic Secondary Summer School Stats

	Total Students July 15	Withdrawals	Enrollment July 28	Credits Earned
Student Body	730	33	697	93.8%

- Largest number of summer school students since 2016
- Academic Secondary Summer School was able to offer 18 unique courses and 26 sections for our students
- 33 students withdrew from classes the first two weeks
 - This number excludes students who didn't show at all
 - Although many strategies were utilized by teachers, some students were overwhelmed with the pace while others decided they did not need the course.

Cultural Summer Cohort Highlights

- Pilot this year
- Located at Mamele'awt
- Designed for grade 9-12 students who were short credits to graduate
- 21 students completing the program
- Woodworking, Weaving, Tourism, Socials 10, and BC First Peoples 12
- 10 students graduated in July that otherwise wouldn't

Making Sto:lo Cedar hats



Indigenous Cohort Highlights

- Second year of program
- Cohort was promoted and students were actively communicated with
- Indigenous cohort of 29 students run by two teachers
- 29 students completed 42 courses
- Active Living component in addition to academic
- Breakfast and lunch provided daily

Sema:th Mountain Hike



Inquiry Highlights

- Building on previous years, inquiry was implemented by teachers
- Students could be dismissed at 12:35 pm to work asynchronously on inquiry projects
- Some utilized this time regularly while other teachers kept instructional time till 1:25 pm

Student work:

$$y = -0.42\sqrt{x^2} + 12.6 \{-33.1 < y < -11.3\}$$

$$y = 0.67\sqrt{x^2} - 13.6 \{22.5 < y < 55\}$$

$$y = -0.67\sqrt{x^2} + 13.6 \{-53.7 < y < -22.2\}$$

$$(x-0)^2 + (y-0)^2 \leq 88$$

$$r = \cos(\theta^3) + 8.36$$

$$0 \leq \theta \leq 2\pi$$

$$y = 0.2 \sin x - 33 \{-6.65 < x < 4\}$$

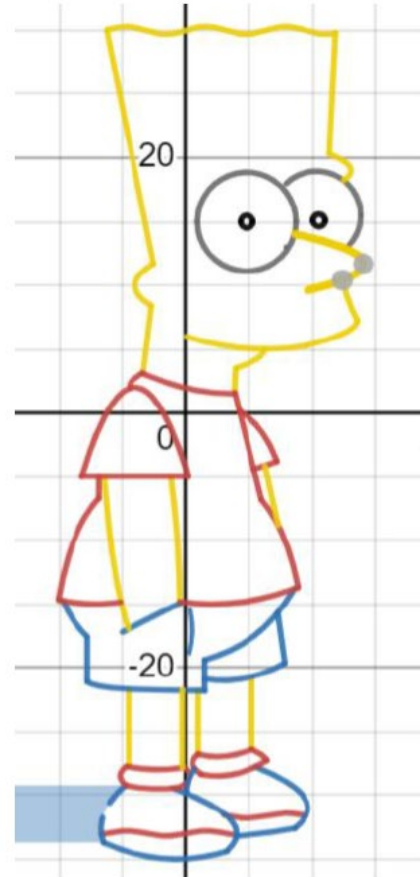
$$y = 0.2 \sin x - 31.6 \{3 < x < 9.46\}$$

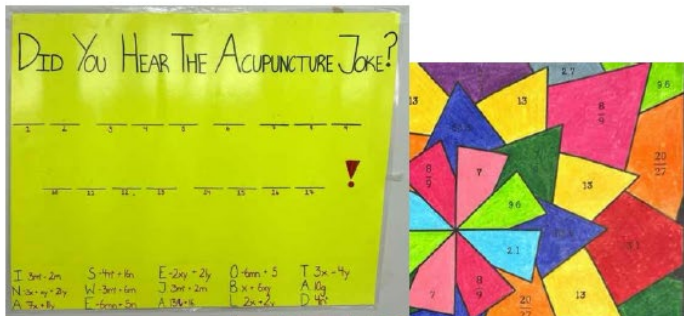
$$(y-10)^2 = x + (8+x) \{8.388 < y < 11.71\}$$

$$(y-11.7)^2 = -x + 14 \{9.6 < y < 14.03\}$$

$$y + 22 = \frac{22}{x+12.7} \{-17.56 < y < -14.75\}$$

$$y + 21.9 = \frac{1}{x+9} \{-21.1 > y > -21.805\}$$

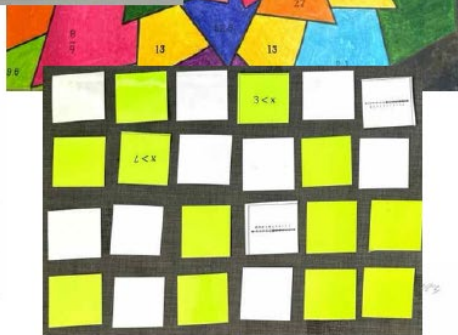
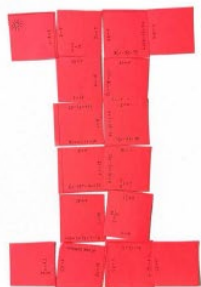




Mathematical Art Fusion: Uniting Numbers and Creativity

Amandeep Dhillon, Math 9, Abbotsford Summer School

Big Idea: Our big idea is to unleash the potential of the union of Math and Arts, harnessing the elegance of mathematics to elevate artistic expression and infusing art with the precision and wonder of numbers. Showcasing the profound interplay between math and art, we aim to kindle curiosity, ignite the imagination, and cultivate a deeper appreciation for both disciplines.

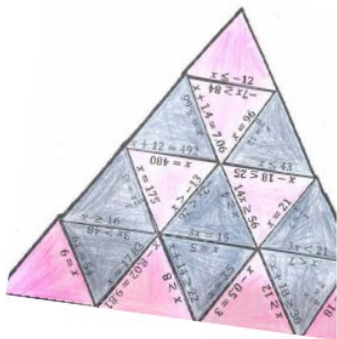


Teacher Reflection

Students were able to gain a deeper understanding with the help of visuals and teamwork. Certain activities, such as the triangle puzzle and the riddle poster, allowed students to see if they were heading in the right direction. They could then trace back, figure out what they had missed, and ask for help. They helped each other understand the concepts and I was happy to see their cooperation and excitement to learn. I could see they were becoming more confident in their abilities. The art activities helped students challenge their thinking and provided a deeper understanding of the concepts after they had completed the exercises.

Student Reflection

Doing math with art helped give a really good visual of what was happening. Projects, like the puzzles, challenged me to solve them instead of taking the easy way out. I became more confident throughout the semester as my understanding got better with the activities. They were enjoyable and fun to learn from and most of them required group work which I liked. The colouring triangle assignment showed me a different way to learn inequalities rather than worksheets. Overall, I learned better and enjoyed learning math through art.





Summer Tea Medicine and Se:Math Xotsa
Kelsey Ross and Janelle Dick, Active Living 11/12,
Abbotsford Summer School

The Big Idea presented from Active Living:

1. Finding enjoyable recreational activities can motivate people to participate more regularly in physical activity.

The Indigenous Big Ideas presented included:

- A. The Land/Physical part of the Medicine wheel. Medicines come from the land.
- B. The sacred teachings of Respect and Bravery. Trying something new/difficult.

Teacher Reflection: Day 1 teachings about Land and medicine were provided during a smudge circle. Day 2 Students watched iSparc's Food as medicine (Tea with Fi) video and were invited to make and taste teas made from Nettle, Rose and Peppermint. Day 3 students went on a 3.5 km hike on Se:Math Mountain. They were reminded of the teachings while looking out over the place Se:Math Xotsa once was. Belonging and Cultural pride are the underpinnings of these linked lessons. Students enjoyed trying the teas (especially Stinging Nettle!) and completing what they saw as a challenging hike. The framework of the Medicine wheel teachings deepened the learning experience.

Student Reflection: The hike and the view was worth it. I liked the viewpoint because you could see all of the flats. Going on the hike was an amazing way to connect with nature and the land of my ancestors. Also spending time with friends outside was the best! When I got to the top, the view was amazing. Being in nature and seeing other people on the trail and the dogs was really cool. It was a chill environment. I liked it that I could navigate the way back as a leader. The walk back was also such a relief.

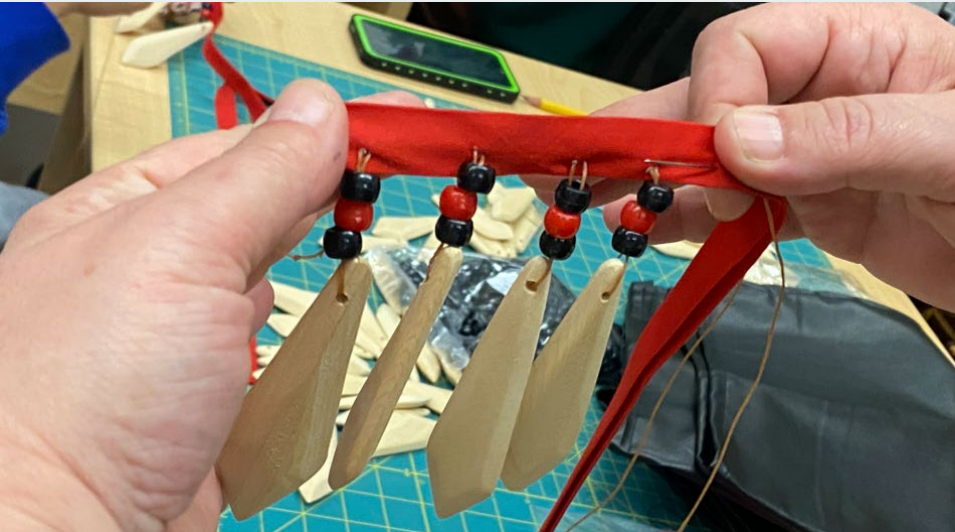


Other Highlights



- Flexible registration, students able to enroll late into June.
 - Counsellors and students appreciated this flexibility and it helped to improve our average class size.
- Asynchronous flex-time
 - Teachers had the flexibility to run flex-time starting at 12:35pm
- Active promotion of summer school programs with counselors and teachers for Indigenous success
- Encouraging environment where staff and students enjoyed learning together
- Positive online feedback from staff, parents and students

Recommendations and Future Plans



- Continue Indigenous Cohort
- Continue promoting alternative forms of final assessment
- Promote SEL strategies
- Promote inquiry learning and other innovative instructional strategies
- Meet with district counsellors in early April
- Continue asynchronous flex-time
- Continue using Abby Senior
 - Building well laid out
 - Central location for students, staff and admin

Questions?

