



SEEC/SATURNA SCHOOL

EPIC SCHOOL PLAN

SUMMARY

At Saturna School, we work to develop a culture that supports strong foundations for academic success while specifically attending to each student’s learning needs. We value the involvement of community and the integral role our students have within it. This year, our schools focus will be on ensuring our learners are on-track to graduate with the confidence and preparation to pursue a path to post-secondary education.

SIGNATURES:

PRINCIPAL _____

PAC CHAIR _____

TEACHER _____

STUDENT _____



SEEC/SATURNA SCHOOL

SCHOOL IDENTITY/CONTEXT

The SEEC program has an overnight/live aboard component, where students live and learn on Saturna Island for three days a week. They live at an off-grid location near the school. Students have a dedicated high school classroom in a school shared with the Saturna Elementary class. The SEEC students come to Saturna Island from school districts across BC, leading to a great opportunity to share knowledge, experience and worldviews.

Each year, SEEC has new students entering the program with a great variety of prior school experiences. Some students seek out the program because they want to go beyond the learning in their former school, while other students are looking for something different due to prior challenges. This leads to a great variability in graduation standing. For all learners, Saturna School is a vibrant location for learning with substantial community involvement.

OUR STORY

Student Success

At Saturna School, we recognize that for students to be successful, they benefit from flexibility and choice of how, when, and where their learning takes place. Despite its relatively small size, students who attend SEEC come from a variety of previous educational experiences and there are often differences in academic proficiency.

We believe that, with an inclusive approach to education, all students – regardless of ability or background – should benefit from a learning environment tailored to maximize their potential by offering a greater variety of pathways to graduation and more opportunities for hands-on learning.

Future orientations

We know that the pace of social and economic and environmental change is increasing rapidly. At Saturna School, SEEC students are given an immersive opportunity to learn about deep environment understanding through conceptual lessons and experiential hands-on activities. The SEEC program works to develop ecological literate youth who can think in systems, adapt to complexity, working collaboratively and solve real world problems.

This unique educational context cultivates skills that are central to meaningful career development. Our school vision is an inclusive program that provides opportunities for students to

- Become increasingly self-directed, responsible individuals who can set and meet their goals.
- Develop skills required to work effectively and collaboratively in a workplace
- Have a knowledge of a range of career choices, and actions needed to pursue those choices

EPIC REFLECTIONS

OUR STORY (CONT'D)

In developing authentic learning opportunities that center on the theme of the environment, community members and local organizations, our school can provide deeper and richer learning. These place-based partnerships add value to the student experience and prepare SEEC students for lifelong learning, applications of technology relevant to post-secondary, and practical expectations of potential employers.

PURPOSE

SEEC’s goal statements have been developed with the following provincial and district level frameworks:

SD 64 Strategic Plan

- **Objective 2.1:** Encourage connection to and individual responsibility for the natural environment.
- **Objective 3.1:** Cultivate connections that enhance intellectual, human & social, and career development for our students.
- **Objective 3.2:** Engage families and community in public education.

Framework for Enhancing Student Learning (FESL)

- **Measure:** Students will graduate and will be measured by the number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8.
- **Measure:** Students will have the core competencies to achieve their career and life goals as measured by the number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years

SD64 aboriginal Enhancement agreement

In the spirit of Reconciliation, School District 64 commits to further strengthening relationships and partnerships with parents, families, caregivers, and local Indigenous communities to support all aspects of Indigenous student success.

GOAL STATEMENTS

SEEC Goal 1 - Graduation: Regardless of their academic history, students who attend SEEC will be on-track to graduate for a 5-year graduation period when they leave our school.

SEEC Goal 2 - Higher Learning: Through increased scientific partnerships centered on experiential learning, students will have connections to a career focus and be prepared to engage with a transition towards post-secondary schooling.

EPIC REFLECTIONS

DATA RATIONAL

SEEC is a program that is designed for one year cohort experience of mixed grades from Gr. 10 and 11 students. When in the best academic interest of the student, some exceptions are made to allow students to return for a second year.

In the 2020/21 school year, due to some extenuating circumstances with the Covid 19 pandemic, there was a cohort of five returning Gr. 12 graduating students. This scenario gave our program an insight into the trajectory of how SEEC students graduate at the end of their learning experience.

Graduation



Regarding the 5-year graduation track in 2020/21, 100 percent of students (5/5) were able to graduate on a five year trajectory.

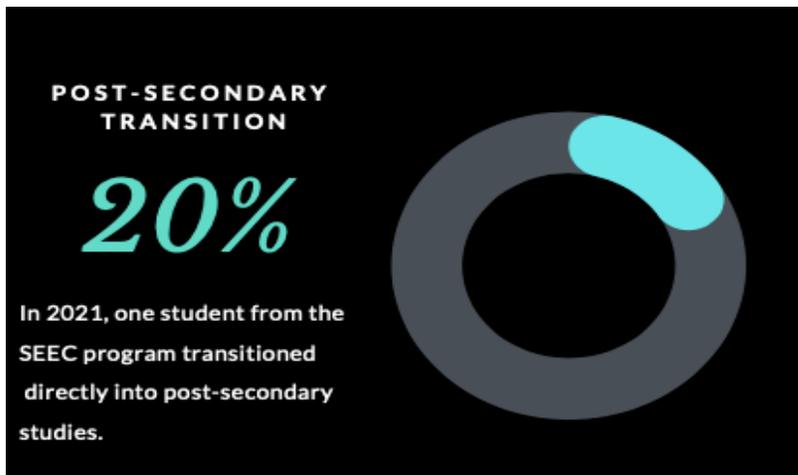
Courses: With students who arrive at SEEC, we have objective evidence from transcripts and anecdotal evidence from intake interviews that students entering SEEC are often missing key courses for graduation.

Math Course : An on-going awareness that students need appropriate supports to complete their Math requirements in grade 10 and 11.

EPIC REFLECTIONS

DATA RATIONAL

Higher Learning:



Regarding a transition to post-secondary options 20% of students (1 in 5) have chosen to transition immediately upon graduating. It should be noted that the FESL measure of successful transition into post-secondary is a period of three years, and this 20% does not represent that time scale.

At SEEC we have engaged in applied research to gather evidence of whether or not alumni successfully transition in post - secondary programs. Although the sample size was small, 10% of graduating students responded to a survey regarding post-secondary transitions. Here is what three students have shared about their experience.

I am studying Environmental Science mostly in French at the University of Ottawa... SEEC gave me the confidence study in Hong Kong for a year. I just did a field course, and it was basically like SEEC all over again, with cabins and food groups but sadly not the same camaraderie and closeness among students. (Alumni # 1)

I am currently at UBC in my second year, on a full scholarship. I am taking my Major in Environment and Sustainability and a minor in Philosophy. (Alumni #2)

I just started studying at UNBC last fall, where I am pursuing a degree in Environmental Studies. I still want to be a teacher, and it is thanks to SEEC that I realized my passion for environmental and experiential education. (Alumni #3)

EPIC REFLECTIONS

ASSOCIATED ACTIONS

SEEC Goal 1 - Graduation rates:

Intake: Each year our staff team will engage in an intake process to identify the courses that students have, and what they need to graduate. If students have prior credits in courses typically offered by SEEC, a learning plan will be established to ensure that courses taken are directly contributing to graduation requirements.

Course Selections: SEEC offers a core set of courses that are integrated through the lens of environmental learning. In the 2021/22 school year the program will continue to refine it's set of courses that are offered so that students who attend for the year will remain on a 5 year graduation track.

Gradation - Recovery: Furthermore, in attending a mixed grade program there is a possibility of fast tracking for credit recovery towards a graduation pathway. . Grade 10 students are able to take some Grade 11 credits (Environmental Science 11, Outdoor Ed 11). Grade 11 students are able to take some Gr.12 credits (Remotely Operated Vehicles 12, Outdoor Ed 12). Students are who are short/missing credits can regain their status of on-track for graduation.

Math Credits - an area for improvement for graduation has been supporting students to take distance learning credits in Math on the remaining 2 school days of the week (ie. Thursdays and Fridays).

To further support this, teachers at SEEC develop a relationship with the organization through which distance learning is offered. Tests are proctored/adjudicated by a SEEC teacher to help directly track progress.

Communication will be increased and an unofficial/internal report card will be produced that offers a statement of progress for students in Math. This ongoing reporting between the home school, student and families will ensure this graduation requirement remains on track through their time at SEEC.

EPIC REFLECTIONS

ASSOCIATED ACTIONS

SEEC Goal 2 - Higher learning:

SEEC will seek to provide authentic partnerships centered on the program's core value of environmental understandings. This will allow us engage learners on a deeper level and help them better visualize the path and value of the pursuit of post-secondary studies.

In involving students in high quality scientific learning they are more likely to be prepared to engage with post-secondary studies in the field of the environment. The following place-based organizational partnerships will be a key strategy to:

Re-orient existing partnerships towards post-secondary and career experience

Parks Canada: Complete and sign an official organizational partnership agreement.

- Work on a Salmonid Enhancement monitoring system to produce university level data collection, analysis and evaluation
- Connect with visiting Parks Canada staff to explore career opportunities. For example career talks from parks rangers, grounds/facilities attendants, ecological monitoring team.

SIMRES - an organization that works on local citizen science projects

- Co-present a Sea-talk – engage in a project that will allow students to co-present a public environmental seminar

Develop new partnerships

Post-secondary: explore opportunities to engage with post-secondary institutions

- 2-3 presentations from UVIC speakers series

Inter school collaboration:

- Invite other SD64 and GISS Environmental Science students to participate in innovative learning at SEEC

Recognizing the importance connecting with regional partners such as the Coast Salish First Nation

- o Contact the Tsawout, Tsartlip, and Tsyicum and Band Office

Connect with PHD research through the Tula Foundation (Hakai) to showcase post-secondary pathways related to environmental research.

EPIC REFLECTIONS

ACCOUNTABILITY

HOW WILL WE KNOW WE ARE SUCCESSFUL?

1. Graduation
 - Tracking: Students will be tracked in the 2021/22 school year to ensure they re-integrate into their home schools for graduation. This process will be directly share among school staff, parents and students.
2. Post-Secondary Transition
 - On-going Partnerships: Throughout the year a documented timeline of the key events and key contacts that have been established for enhanced learning partnerships will be maintained.
 - Students will be surveyed at the beginning of the year and at the end to determine growth in confidence in student preparedness for the future.
 - Continued survey's with SEEC alumni will allow tracking of enrollment in post-secondary programming.

STUDENT EXPERIENCE EVIDENCE

With the help of reflections and surveys, students will see learning progress, set manageable goals, and see themselves as not only Educated Citizens, but as Ecologically literate and capable of engaging with a career in community. As a staff team we will look to celebrate moments of challenge and moments of success.

EPIC REFLECTIONS