



Mount Sentinel
Secondary School

Imagining The Futures of Small Secondary Schools Think Tank

May 27 & 28, 2021 - Setting our Context
Refer Back to this today/tomorrow:

<http://bit.ly/ubcthinktank2021>

We acknowledge, respect, and honor the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District #8.





Rachel Lacroix,
Intermediate English



Carly Christy,
Intermediate Science



Danny Leeming,
Teacher Librarian



Shellie Maloff,
Principal

School Planning Team



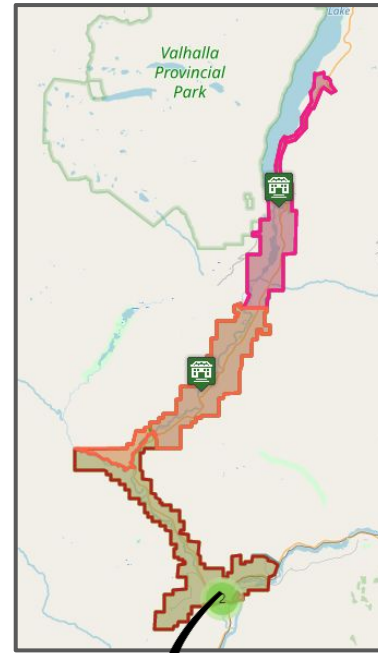
Case Study Questions

1. How can we redesign our school-wide timetable to be more flexible, inclusive, and offer opportunities for collaboration between more teachers and students?
2. With transitions into and out of the MYP in mind, how can we best structure an integrated middle years program to support literacy, numeracy, and relationship-building?
3. How can we honour kids' excitement about elective-type speciality learning and the potential for integrated learning (with access to expertise and specialized spaces)?
4. What practices and approaches can we deepen and take up that will increase inclusion, equity-centered school transformation, and learning success (literacy/numeracy, academic, and social-emotional/well-being)?



Fast Facts

- Gr 7 - 12 School of ~ 280 learners
- Opened in 1954, we are the catchment school for families in the Slocan Valley and enrol learners from Nelson, Castlegar, and surrounding rural communities
- A school at the crossroads.
 - Very few "neighbourhood" students
 - Lots of commuter kids
 - Students from a variety of places/distances



School Overview



Rural Schools Year 1 - 2019/20

Redesigning the Blocks - Pilot Project

Sarah Wick and Danny Leeming

Goals for this pilot project

- Emphasize the importance of literacy and implement literacy strategies in a non-English course
- Emphasize RELATIONSHIPS at center of teacher/student experience
- Make connections between school subjects: Blended learning = Meaningful learning
- Work together as a grade 8 cohort
 - Offer opportunities to work with other people in grade
 - Work with teachers for entire semester
- Teacher collaboration
 - Collect data to inform change and set goals for next year



2019/20

Project

Our Plan



With Intermediate learners (Grade 8), Carly + Rachel undertook, a mixed delivery of Science and English 8 within the existing timetable that provided flexibility, choice, additional support, and cross-curricular learning.

The results began to show increasing levels of student engagement with literacy and science, and a deeper understanding of applying skills across curriculum.

2020/21 Project

Our Plan

Building from last year, we are hoping to bridge transition gaps between our schools by establishing time for our teachers interested in working in the new MYP to do teacher exchanges with elementary feeder schools.

We hope to work with the students to co-create the vision for the middle years program shift at Mount Sentinel while also working with our staff to design the program and troubleshoot, analyze, and create a new structure for Middle Years learning in the Slocan Valley.

Our “Regular” Timetable

	SEMESTER 1				SEMESTER 2			
	Period 1	Period 2	Period 3	Period 4	Period 1	Period 2	Period 3	Period 4
INTERMEDIATES	EN 7/SS7	SC / MA 7	DRAMA/ART	PE/FR 7	PE/CE 7	SS 7/EN 7	FOODS/TECH	SCI / MA 7
	SS 7/EN 7	MA/ SC 7	ART/DRAMA	FR/PE 7	CE/PE 7	EN 7/SS 7	TECH/FOODS	MA / SCI 7
	PE/CE 8	EN / SC 8	FOODS/TECH	SS/ MA 8	PE/FR 8	MA/ SC 8	DRAMA/ART	EN/ SS 8
	CE/PE 8	SC/ EN 8	TECH/FOODS	MA/ SS 8	FR/PE 8	SC/ MA 8	ART/DRAMA	SS/ EN 8
JUNIORS	FIT 10	INF / PE 9	SC 9	EN 9		<u>CE</u> / PE 9	SS 9	MA 9
	DB-MX 9/10	<u>PE</u> / INF 9	SS 9	MA 9	WW 9/10	PE / CE 9	SC 9	EN 9
	FDN 9/10				FDN 9/10			
	THTR-PR 9/10	EN _(c) / PE 10	PMA 10	SC 10	ART 9-12	EN _(LT) / PE 10	OED 10	SCI 10
	ICT 9/10	PE / EN _(c) 10	AWMA 10	SS 10	FR 9/10	PE / EN _(CW) 10	CLE 10	SS 10
			CLE 10				VAMT 10	
SENIORS	THTR-PR -11/12	FDN 11/12	CLE 10 (11)	CJ 11/12	ART 11/12	FDN 11/12	CLE 10 (11)	AT 11/12
	ICT 11/12	BI 11	EN 11	PHE 11/12	FR 11	ESC 11	OED 11/12	FIT 11/12
	AWMA 11/12	VAMT 11/12	SS 11	EN 12	FOM 11/12	SS 11	VAMT 11/12	EN 11
	PH 11	HI 12	CLC 12	PSYCH 11/12	PH 12	BI 12	PREC 11	HI 12
	FIT 11/12		CLC 12				EN 12	
					ACD 10-12	ACD 10-12	ACD 10-12	ACD 10-12



Our “Regular” Daily Bells + Week Rotation

DAILY SCHEDULE

8:42–10:30 Class 1 (108 minutes)

10:30–11:00 Nutrition Break

11:00–1:00 Class 2 (110+10 minute break)

Recess: 11:55 – 12:05

1:00–1:30 Nutrition Break

1:30–3:10 Class 3 (100 minutes)

MAY 2017							JUNE 2017						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
30	1 123	2 234	3 341	4 412	5 234	6					1 412	2 123	3
7	8 123	9 234	10 341	11 412	12 123	13	4	5 123	6 234	7 341	8 412	9 341	10
14	15 123	16 234	17 341	18 412	19 412	20	11	12 123	13 234	14 341	15 412	16 234	17
21	22	23 234	24 341	25 412	26 123	27	18	19 123	20 234	21 341	22 412	23 123	24
28	29	30 234					25	26 1234	27 ---	28 ---	29 ---	30	



Sample Teaching Assignments

Revised: April 27, 2021

MOUNT SENTINEL TEACHING ASSIGNMENTS 2020/2021

Teacher Room #	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		
	1	2	1	2	1	2	1	2	
Maloff									
Konken		HI 12						(- HI 12)	
Counselling									
Library Media Centre									
Inclusion Support									
1.0	Sequoia (prep Friday)						WPM 11/12	Sequoia	
1.0	COUNS	PREP COUNS	COUNS	CLC 12	COUNS	LS/SPED	COUNS	COUNS PREP	
1.0	LS/ SPED CASE MG	LS/ SPED CASE MG	LS/ SPED CASE MG	LS/ SPED CASE MG	LS/ SPED CASE MG	LS/ SPED CASE MG	LS/ SPED CASE MG	LS/ SPED CASE MG	
1.0	COUNS	COUNS PREP	LOA (CLC 10)	LOA (CLC 12)	LOA	LOA	LOA (CLC 10)	LOA	
1.0	Aboriginal Education Program – Mt. Sentinel & Brent Kennedy			SS 10	Aboriginal Education Program – Mt. Sentinel & Brent Kennedy			LOA (L-SS10)	
1.0	EN 12	DRAMA 9/10	DR 7/8 DR 7/8	EN 11	EN 12	EN 11	PREP	DR 7/8 DR 7/8	
884	SCI 8	PREP	CH 11	SCI 10	LOA	SCI 8	SCI 10	CH 11/12	
1.0	SCI 7	HCE 8 HCE 8	WPM 10	SCI 9	GEOG 11/12	PREP	SCI 7	SCI 9	
884	LMC – MATH	LIFE SC 11	MATH 9	LOA	FR 9/12	ANPH 12	MATH 9	PREP	
1.0	EN 8	ENG 7	PSYCH 11/12	FR 7 FR 7	LMC PREP	EN 8	ENG 7	LMC PREP	
1.0	INF 9	LMC	C PR 10/12	CLC 12	VAMT 10-12	PMA	PREP	LMC	
						HCE 9	CLE 10 RM 303	LAW 12 RM 307	
						ENG 10			
1.0	PREC 11/12	MATH 7	FOM 11/12	MATH 8	PREP	MATH 7	MATH 8	FOM 10	
			CLE 10	LMC	FR 8 FR 8	LMC			
1.0	PHE 9	PHE 8 PHE 8	FIT 11/12	PREP	PHE 8 PHE 8	PHE 9	FIT 11/12	AC LV 11/12	
20 + 125	PE 10	FIT 11/12	PREP X	PE 7 PE 7	PE 7 PE 7	PE 10	OTDR 11/12 RM 307	PREP X	
							EN 9	SS 10	
1.0	ENG 10	PREP	LOA (LMC)	ENG 9	PMA	LOA (LENG 10)	PMA	PMA	
884	AT 11/12	WW 9/10	Tech 7/8 LOA	PREP	MX 9/10	SEQUOIA WPM 11/12	PREP LOA	Tech 7/8	
1.0	FDN 11/12	FDN 9/10	HEC 7/8 HEC 7/8	FDN 11/12	FDN 9/10	PREP	FDN 11/12	HEC 7/8 HEC 7/8	
563 + 35	PREP X	ART 9 – 12	ART 7/8 ART 7/8	LIFE SKILLS	ART 9 – 12	PREP X	LMC	ART 7/8 ART 7/8	
1.0	SS 7	PREP	SS 9	SS 8	HCE 7 HCE 7	SS 7	SS 8	SS 9	

1.0 FTE = 7 blocks teaching + 1 block PREP X = Part-time teacher/non-teaching block

** Two classes per block indicate two, So hour elective classes – (half a quarter)



Sample Inclusion Model

EA #1	Monday 1,2 12:45 – 1:45 Homebound Support HG-C		
	Tuesday 2,1 12:45 – 1:45 Homebound Support HG-C		
	Wednesday 1,2 12:45 – 2:00 Homebound Support HG-C		
	Thursday 2,1 12:45 – 1:45 Homebound Support HG-C		
	Friday 12:45 – 1:45 Homebound Support HG-C		
EA #2 1st half	English 7 – Lacroix 309 BB-G, MG-K, ZP-C-Q	EA #2	Tech 7/Drama 7 BB-G, MG-K, ZP-C-Q
EA #2 2nd half	Sci 7 – Edwards 202 CH-Q, AW-Q, AM-G	<i>No support</i>	Drama 7/ Foods 7 CH-Q, AW-Q, AM-G
EA #1	Math 8 – Maki 304 HG-G, SJ-G, SS-G	EA #1	Art 8/Tech 8 SS-G, NA-P-Q, SN-Q
<i>No Support</i>	Socials 8 – Sookro 305 KM-Q, SN-Q, ED-B	<i>No support</i>	Foods 8/Art 8 HG-G, SJ-G
EA #4	English 9 – Matoaka 110 AF-G, ES-D, VF-Q	EA #1 (check in)	Socials 9 – Sookro 305 AF-G
<i>No Support</i>	Math 9 – Frioud <i>IG-pending G</i>	EA #1 (check in) <i>No support</i>	Science 9 – Edwards ES-D, VF-Q <i>IG-pending G</i>
EA #3	Science 10 – Christy 200	EA #4	Socials 10 – Matoaka 308

2020-2021 School year Inclusive Education Students

20 Funded students

Category C - Moderate Intellectual Disability: 3,

Category D - Physical/Chronic Health: 4

Category F - Deaf or Hard of Hearing: 1

Category G - Autism - 12

18 Non-funded students

Category K - Mild Intellectual Disability: 1

Category Q - Learning Disability: 14

Category R - Moderate Behaviour: 3

Education Assistants: 4

Case Manager/Learning Support Teacher: 1



Where Have We Been?

- Previous experience with blended grade classes (2012-2016) - mixed 7+8
- Grade 7s currently have more teachers than any other grade (12 different classes, most transitions, no homebase or homeroom)
- Previous venture into multi-age was a decision motivated by shrinking enrollment and budget.
- Offered mixed curriculum but still in a high school timetable and semester system, no anchor adults, etc.

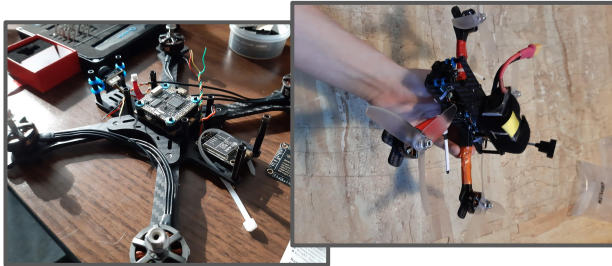
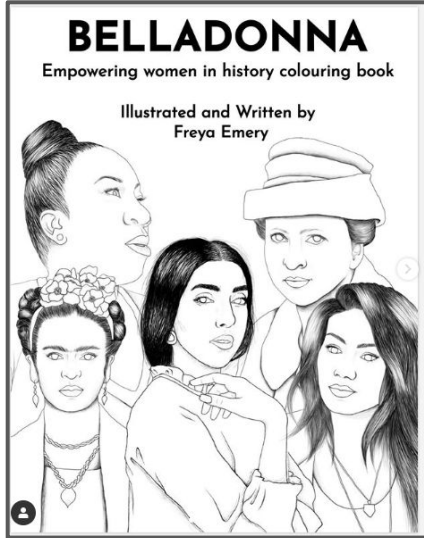


Academy for Performance and Media

- Multi-age (Grade 10-12)
- 1 semester, 2 teachers, 5 courses
- Interdisciplinary with focus on team and personal projects for an authentic audience.
- Secondary goal is focus on career preparation and exploration
- Partnerships with Vancouver Film School
- Entering its 5th year of operation



Academy for Performance and Media



Can It Work Elsewhere?

- Scienglish 8
- 35 Students studying Science and English
- Focus on passions and interests
- Passion Project a key component
- A pilot to go beyond for ALL our students
- Modelled on visitation of WL Seaton Jr Academy
- Can we build a timetable based on relationships and connection?



Teachers: Rachel Lacroix
and Carly Christy



Inquiry Project 1: How does illness affect us as individuals and as a larger community?

- **Scaffolding specific literacy skills**
 - Research, identifying reliable sources, source list, synthesizing & summarizing, representing information visually and through text, connecting topics to current events and cultural issues.
- **... through scientific content**
 - Demonstrate a sustained intellectual curiosity about a scientific topic; pathogens (including bacterial/viral infections); modes of transmission; epidemiology; immune response; prevention (vaccines) and treatment (antibiotics); epidemics and pandemics; social, ethical, and environmental implications.
- **Feedback driven assessment**

LEARNING MAP

Ex (Extending), P (Proficient), D (Developing), Em (Emerging).

Learning Goal	Self Evaluation	Teacher Evaluation
SCIENCE 1: I can make objective quantitative and qualitative observations.		
SCIENCE 2: I can thoughtfully identify and investigate questions and interpret findings. Experiment!		
SCIENCE 3: I can make hypotheses and predict outcomes to answer questions based on reason and understanding		
SCIENCE 4: I can identify, measure, and control variables (dependent and independent) in fair scientific experiments.		
SCIENCE 5: I can make and use different methods to represent patterns and relationships in data (including graphs), and to draw conclusions.		
ENGLISH 1: I can use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation		
ENGLISH 2: I can transform ideas and information to create original texts.		
ENGLISH 3: I can use writing and design processes to plan, develop, and create meaningful informational texts		
Feedback:		

Assessment

YOUR NAME: *(insert here)*PARTNER NAME: *(insert here)*TOPIC: *(insert here)*

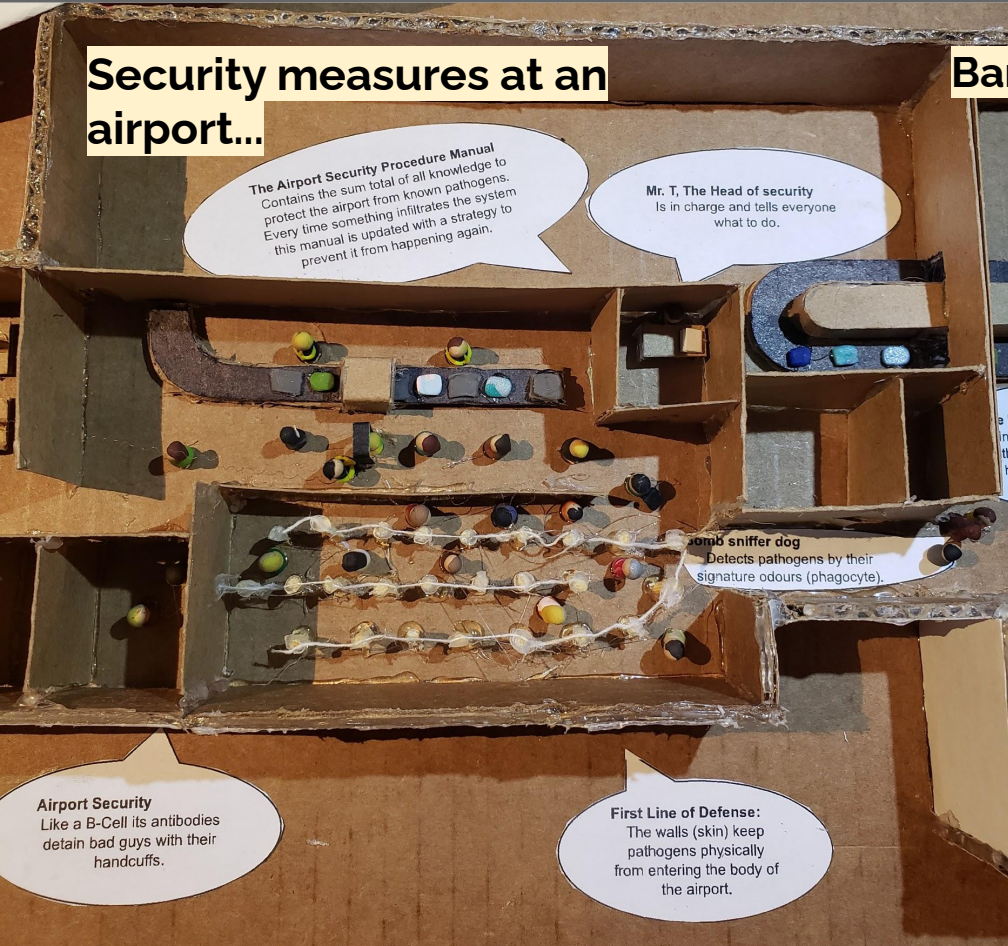
ACCOUNTING FOR YOUR LEARNING
Science/English 8 - Biology Guided Inquiry Project

Learning Goal	I Can Statement...	Student Evaluation (Checkpoint 1, 2, 3)			Christy/ Lacroix Evaluation
Biology 2	I can explain how humans and microorganisms interact both positively and negatively				
Biology 3	I can explain how the immune system works (including the jobs of all the cells and their order of attack).				
English 1	I can access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability				
English 3	I can synthesize ideas from a variety of sources to build understanding				
Personal/Social	I am organized: I can use strategies to be prepared, focus, manage stress, and accomplish my goals.				
Critical Thinking	I can give, receive, and act on/apply feedback and set goals individually and collaboratively.				

CHECKPOINT 1 (DATE TBD)		
Scientific Research Question	Summary and Synthesis of Information	Source
What is the name of your illness?		
What is the classification of your illness (virus, bacteria, auto-immune). If viral or bacterial, what virus/bacteria causes the illness?		



The Immune System Analogy Project - *The 3rd line of defense is like...*



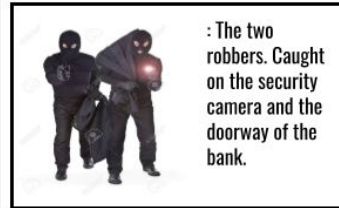
Bank security...

Imbord LOCAL News

Date: May 6th, 2019

\$1.50

Breaking News: Imbord bank gets robbed by twin robbers



: The two robbers. Caught on the security camera and the doorway of the bank.

What really happened at the Imbord bank?

Panic erupts when twin robbers rob the local bank, Imbord bank. This horrible event occurred May 5th, 2019 and made citizens scared for their personal safety and their savings. The robbers made a plan, one would attack a singular safety deposit the other the main part of the bank. This caused not only the police to arrive at the scene but also the FBI. These robbers were caught wearing ski masks and thanks to the high tech security the bank has, no money was stolen. Everyone is now safe as the robbers are behind bars but fear is still a normal reaction, even now after a week since this event.

Local police save the day

Captain Boston is the head of police and told the police officer, Officer Cruller where to fight and when. He is a very important part to the trauma. Officer Cruller took down the first robber who goes by Bob the Robber. Officer Cruller made sure that whilst fighting the robber he would use the right weapon that would apprehend this criminal. Bob the Robber was found with a ski mask robbing the main part of the bank, Cruller got there right on time and caught Bob red handed. A thank you is needed for these police and the head of police. Good teamwork by the police made this a successful save. To make sure another crime never happens again, the records of these events will be stored in the permanent criminal records of our town.

When interviewed, Fred Smith said, "My family heirlooms are in that box, when I got call about the robbery my heart dropped. I thought I would faint. I would like to thank that FBI for saving my deposit box. MY GRANDMA'S PEARLS ARE IN THAT BOX!"

FBI needed as backup as things get dangerous.

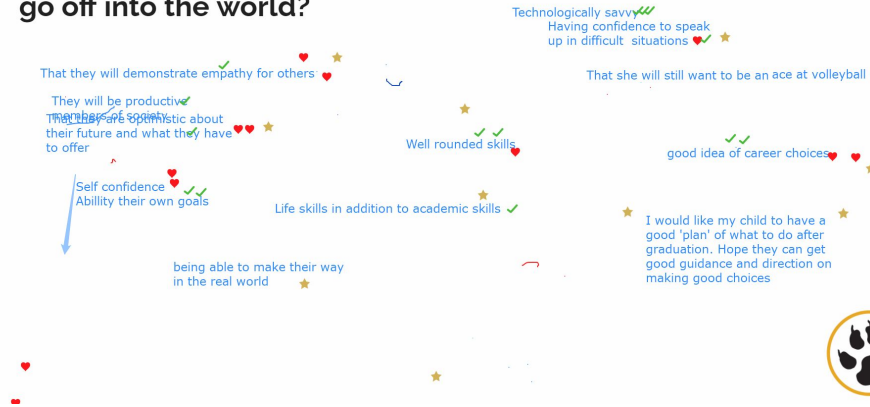
The police weren't enough, another hand was needed so they brought in the FBI. Agent Jill, the main FBI agent, was called in to capture Robber Bob (the other twin robber). Robber Bob was found stealing the safety deposit box of Fred Smith. Since Agent Jill had to act fast, she had to tackle the robber without any weapons. She went right in for the attack and

Where Are We Now?



Parent Input

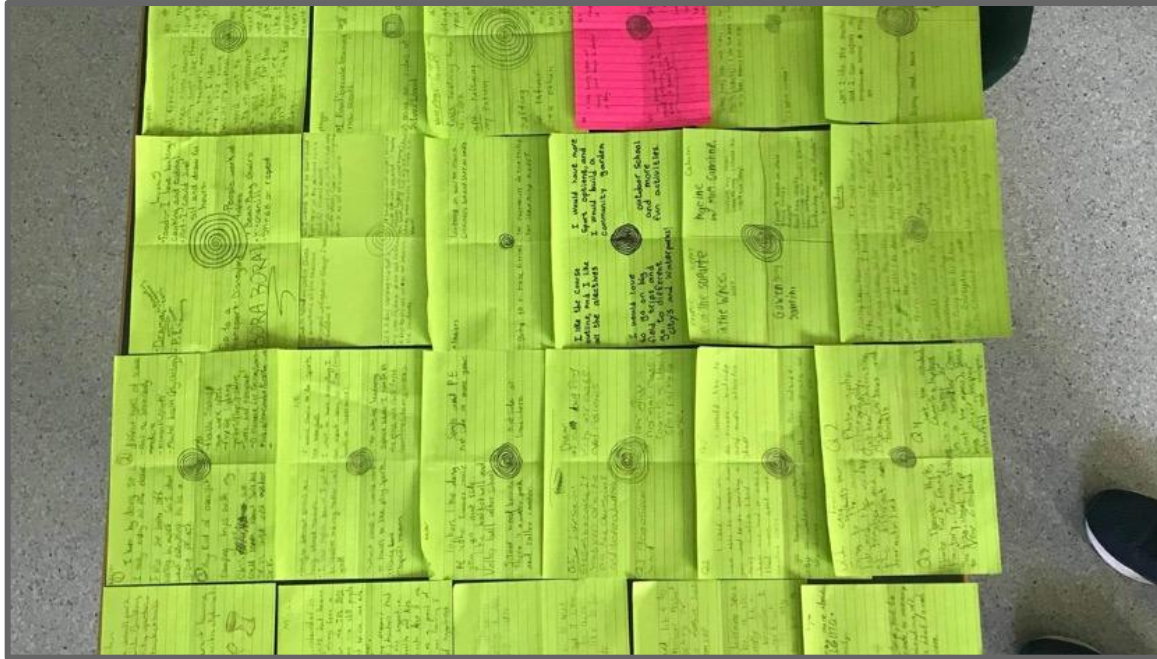
Question 1: What are the hopes and dreams we all have for our students/children/ourselves when they/we leave school and go off into the world?



Themes:

- Community
 - New opportunities
 - Experiences
 - No real mention of academics/grading
 - Inclusion
 - Kindness
- 

Grade 7 Spiral Journals



Themes:

- Experiential learning (*electives, trips, creating*)
- Inclusion, safety, caring
- Keep: New opportunities of secondary school (*speciality classes/teachers e.g. shop, art*)

Q1: What kind of learning experiences do you love and would want to keep doing next year?

Q2: If you could spend your time at school working on a big project that is meaningful to you, what could it be?

Q3: Describe your dream school trip (where would you want to go, what would you want to do?)

Q4: Design your ideal learning space... what does it have to help you be successful?



Life Maps from incoming Grade 6's



Class competency profiles... coming soon!



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Questions?

