



## School Formation 2023 - 2024 - A Return the Linear System

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As you may know, 2 secondary schools in the district Garibaldi Secondary has the IB program models specifically designed to run on a linear schedule.

We return to the linear model is a necessity. A common timetable across the school district will continue to allow students to cross-enrol at other secondary schools in the district (e.g. for trades, hockey academy, fine arts, etc.).

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<https://gss.sd42.ca/>

### Upcoming Events:

- Feb 15** Open Day Ballers Cup - Intramurals
- Feb 16** Sr Winter Formal
- Feb 20** Family Day No School
- Feb 21** Non School Day
- Feb 23** Link Crew event
- Feb 27 - Mar 3** recommended I Reports
- Feb 28** ICBC Speaker Gr 12 - Flex
- Mar 3** Am Collab
- Mar 7** Music Concert
- Mar 8** PAC Meeting 7PM
- Mar 10** Alt Cal day school event
- Mar 13- 24** Spring Break
- Mar 27** School Reopens

### Pending Dates TBD:

- Sr Drama Production Romeo and Juliet
- Auditions for Something Rotten!

### Parent Communication:

Maintaining contact with parents and students is important to us. We rely upon email, the parent portal, Facebook, Twitter and the planner app to keep families a breast of what's going on? The Gazette on the school website is updated daily.

If you haven't been receiving emails this year, you'll need to resubscribe to the parent portal. Information is linked to: <https://www.sd42.ca/forms-payments-portal/>

We strongly encourage parents to do this by logging onto the parent portal and subscribe.



## About Attendance and Punctuality

Being late can have a significant impact on a student's academic progress and overall learning experience. The learning activities/discussions that are missed when students are late cannot be replicated by a worksheet. Students arriving late to class can also disrupt the learning environment impacting the experience of other students. Regular attendance and punctuality are crucial for student success and helps to establish positive habits for the future.

Here are some tips to support your student in learning:

- **Build regular routines** for evenings and mornings.
- Talk about the importance of regular attendance and about how your child feels about school.
- If your teenager seems anxious about going to school, **talk to teachers, school counsellors, or other parents** for advice on how to make them feel comfortable and excited about learning. As well, student mental/physical health services are available through Foundry Maple Ridge <https://foundrybc.ca/ridgemeadows/> You can watch a webinar on supporting students with anxiety in developing healthy attendance patterns here: <https://keltymentalhealth.ca/school-attendance-webinars>
- **If possible, develop back-up plans** for getting to school if something comes up. Ask a family member, neighbour or another parent for help.
- **Seek support** from school staff if you are really struggling to get your teenager to school.
- **Monitor the use of technology**- There is no doubt that video games and social media can prevent good sleep habits which can have a devastating effect on attendance and mental health. Please help your teen monitor the use of electronic devices as they are sometimes unable to do so on their own.

## Notifying the School of an Absence:

If your student is ill or otherwise not at school, attendance notification can be added to the parent portal. This will push all the teachers directly after data input by the main office. Failing that you can contact the office to report an absence.

<https://parents.sd42.ca/Parents/ParentLoginPage.aspx>

Absence reports are collected every morning and added to the daily attendee data. Once the absence is recorded by the office all the teachers will see the "excused absence". There is no need to contact individual teachers.

## Attendance Notifications

Most of our teachers take attendance at the beginning of class by logging into their MyClass accounts and registering absences and lates digitally. If a teacher has already taken attendance when a student arrives, it is important for the student to check in with the teacher later in the lesson so that attendance can be updated. For example, "Mr. Smith, sorry I was late, can you please mark me present when you get the chance?" Students can log in to their MyClass accounts later if they want to confirm that attendance was changed.

If a student arrives after the majority of the lesson is completed, the teacher may feel the class has been missed and mark the student absent. In this case, it is important for the student to gather as much information as possible from the teacher and fellow students and attend that class during the next flex block so that missing work can be addressed.



## Scholarships and Bursaries

Grade 12 students should begin to work on application packages for the many scholarships and bursaries that are available. The District Scholarship and Bursary applications are due in early March in the Career Centre.



Students are encouraged to visit the grad webpage of the website to review the criteria and specifics for each award. SD42's Scholarship Book and application forms can be downloaded by visiting the Career Centre webpage at:

<https://gssccareercentre.wordpress.com/> or the SD 42 Webpage student tab.

Drop by the Career Centre if you have any questions.

## Report Card Follow up:

Report cards are issued Feb 8th 2022. Please be sure to **download** the report card in its digital format from the MyClass System. A how-to video is posted at: <https://myedbc.sd42.ca/MyClass>.

**Complete timetables for students are also accessed in the MyClass system.**

We do care about each student's pace and progress at school. Please feel free to contact teachers via email, or if you have a concern that is greater than a single teacher or subject, be sure to be in contact with the grade counsellor or grade administrator as necessary.

Grade counsellors or grade administrators can support conversations in support of learning. Their contact information can be found at: <https://secondary.sd42.ca/gss/staff-contacts/>

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## Clubs and Teams:

We continue to offer a wide variety of activities. A complete list of clubs including meeting times, locations, and adult leadership are located at: <https://secondary.sd42.ca/gss/clubs>

## Inclement Weather:

The decision whether or not to close schools due to inclement weather conditions is the responsibility of the Superintendent who must balance safety with the need to provide learning. The Superintendent will use their best judgement to make a school closure decision. The decision making process is complicated by the fact that weather conditions can vary significantly between neighbouring communities, may change and may differ from original forecasts. A final decision is made by 6:00am so that a timely communications process can be initiated. The decision is posted on the district website <https://www.sd42.ca> and sent to major radio and television outlets such as All News 1130 and CKNW 980.







### **International Baccalaureate Website and Diploma Information Session.**

In February 2020 we launched a new website for Garibaldi Secondary School International Baccalaureate Diploma Programme. We hope to be able to share some of the highlights of our programming including student work, course offerings and updates.

GSS hosted an IB Diploma Programme information session. Information was presented to support intake of Grade 11 students in the Fall of 2023.

Information is now posted to the GSS Webpage include the powerpoint slides

## **School Formation 2023 - 2024 - A Return the Linear System Continued**

As most of our secondary students will only have had experience with the quarter system and the semester structure, I have included a table originally created by BCSTA that outlines some of the key differences between the semester and linear models, on pages 7 and 8.

Although both systems have advantages and disadvantages, in the linear system, students have the entire school year to complete the learning outcomes for each subject. This means the curriculum is delivered more slowly than in the semester system. Because classes run all year, there is also less learning loss. As an example, a student taking a math course in the first semester may not have math again until the following school year, which disrupts continuity of learning.

The concern some students have voiced about the linear model involves workload, particularly as it relates to the scheduling of assignment due dates and course assessments. We are committed to working collaboratively with school staff to develop systems and schedules that maximize the even distribution of workload for students.

Where it makes sense for the overall school timetable and subject to district approval, we will also be able to run select classes in semester format. This year, as an example, we were able to run some classes in linear format. I am confident that we can support student success in the linear system.

If, in the future, the district determines there is a need to revisit the timetable schedules, any potential changes will be considered on the basis of school community feedback and within the greater context of collective agreement provisions, staffing shortages, provincial assessment schedules, district infrastructure, and other key considerations.



### **STUDENT TRANSFER GUIDELINES**

#### **School Transfer Process.**

Current Gr 8 - 11 Students:  
Students applying for transfer in Phase 1 (prior to Mid March) must complete the online form. Students in grades 9-12, Phase 1 requests must be submitted on time. The best chance to transfer schools is during Transfer Phase 1. Students whose transfer request was not successful in Transfer Phase 1 will be considered again in Transfer Phase 2.

More information is online at: <https://www.sd42.ca/assets/media/Secondary-Transfer-Guidelines-2023-24.pdf>





## MYP Report Cards:

**For grade 8 - 10 report cards,** A total score of 8 on Criteria A-D is needed to receive credit for a Grade 10 course (keep this in mind for “I”s)

Criteria A - D (This is on front page of report card)

### Emerging

Level 0

The student has not submitted work and/or the student does not reach a standard described by the descriptors of the MYP criteria.

Level 1

The student is not yet meeting expectations for the course.

Level 2

The student is beginning to achieve expectations for the course.

### Developing

Level 3 - 4

The student is developing competency and is meeting expectations for the course.

### Proficient

Level 5 - 6

The student is applying knowledge/skills and is proficient in the course.

### Extending

Level 7- 8

The student is extending further than expectations for the course.

## DEL F (Diplôme d'études de la langue française)

Last November, a group of grade 11 and 12 students challenged themselves and completed a very challenging French language exam. DELF (Diplôme d'études de la langue française) is one of the most demanding international examinations where students are asked to demonstrate their proficiency in French reading, writing, speaking and listening.

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## School Calendar for 2022 - 2023 And Planner App

The school calendar always undergoes a few changes over the balance of the year. The master calendar found at: <https://secondary.sd42.ca/gss/calendar-bell-schedule/>

Collaboration days, and the irregular pattern of Fridays is important to note. The best plan to stay

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## Digital Awareness

There are increasing concerns about the challenges of digital activity in children. I believe that the "Isolation of the Pandemic" has changed the pattern of youth communication. Youth are moving increasingly to the digital framework for most of their communication. We are seeing increasing conflict, and highly at risk behaviour for younger and younger children. Threatening, aggressive and increasingly sexualized behaviour is becoming more common with younger and younger children. The number of RCMP files relating to evening or late night teen digital conflict is increasing. This is specifically concerning as with these files there can be a connected to the "legal" owner of the phone contract.

Today I encourage you to talk with your children about the dangers and the permanence of sharing, posting, and viewing inappropriate, or abusive content on social media platforms such as Instagram,

TikTok, Snapchat, Discord and others. Once something is posted to social media, even to a private account, the content is permanently captured, easily shared, and extremely difficult to remove. We are asking that you remind your child of the following:

- Students are ultimately responsible for the content they post and need to consider the potential harm to the mental and physical health of other students.
- Students need to be aware that the police can charge minors who distribute, share inappropriate photos or produce criminal content.
- Any other concerns you have about your student's social media use: screen time, time of day it is used (ie. late into the night), etc.

In addition to these social media concerns, students are speaking and acting disrespectfully to each other. This includes using racist, transphobic, and other discriminatory language, which is never appropriate, even if students feel they are "just joking" with friends.

In every school staff, address any discriminatory language as they become aware of it. Please speak with your children about the importance of using language that is inclusive and supportive of our school and greater community.

## Literacy and Numeracy Assessments

The literacy and numeracy assessments were scheduled for the last week of January. We focussed on ensuring that all grade 12 students have completed their required assessments for graduation.

In the next cycle of assessments, in April, we will work to ensure that all grade 10 and 11 students are complete. Last year was a great challenge in supporting the assessment expectations for graduation, however, I'm very confident that every student will complete their assessment in a timely manner.

### More Info About Assessments:

The Grade 10 and 12 Literacy Assessment is a provincial assessment that assesses student proficiency in literacy. It is a graduation requirement and students take the assessment in their Grade 10 and 12 year.

The Literacy Assessments assesses student ability to use critical thinking and analysis to make meaning from a diverse array of texts. It also assesses the ability of students to communicate their ideas.

The Grade 10 Numeracy Assessment is a provincial assessment that assesses student proficiency in numeracy. It is a graduation requirement and students take the assessment in their Grade 10 year.



TOPIC	LINEAR	SEMESTER
Entry/Exit points	September only	September/February
Reporting for students	Students traditionally receive three or four formal report cards per course.	Students traditionally receive two formal report cards per course.
Quality vs. quantity of student learning	Anecdotally seen as best meeting the needs of students and programs with an academic focus. Seen as providing the best overall quality of learning.	Anecdotally seen as the reasonable compromise between a linear system and a quarter system to meet the needs of all students and programs.
Overall academic performance (continuity of learning)	<p>Positive impact on student learning in courses that are best done over time (e.g. music, fine arts, languages, mathematics, physical education). Limited-to-no learning loss.</p> <p>Limitations on the length of classes so does not accommodate practical arts and lab-based courses well (especially at the senior level).</p>	<p>Significant negative impact on courses that benefit from learning over time (e.g. languages, fine arts, music, reading, physical education). Higher potential that learning loss will occur.</p> <p>Can more easily accommodate longer classes (e.g. 2.5 hours) which may benefit practical arts and lab-based courses.</p>
Course acceleration	Little opportunity for advancement within the school year. Acceleration in schools with linear timetables is usually accomplished through programs such as online learning and summer learning.	Allows students to advance in specific discipline areas (e.g. MA 11 and MA 12 in Grade 11).
Absences and learning loss	Provides students and teachers the greatest flexibility (timewise) to deal with unforeseen absences, although they must deal with the greatest number of courses in doing so.	Provides students and teachers a balance of flexibility (timewise and current courses) to deal with after unforeseen absences.
Co-curricular courses and school culture	Curricular performing arts, recreational leadership, physical education, and other courses are held throughout the year.	Specific programs such as performing arts, recreational leadership, and physical education courses may be limited to a single semester (especially in smaller schools).
Learning assistance / remedial help for students	Available throughout the school year within a single block. Offers the most time to 'catch up'.	Scheduling year-long support for learning assistance and ELL is a challenge for some students and may only be available in one semester.





<b>Accessing programs at other schools during the year</b>	There is no advantage of one timetable over another for students who transfer schools during the year (e.g. accessing hockey academy, etc.) IF both schools are on the same form of timetable. We are implementing a standard calendar at all our secondary schools to ensure that students can continue to access these programs.	
<b>Extra-curricular activities</b>	During extended absences (provincial championships, tours, etc.), students miss the least amount of time per course.	During extended absences (provincial championships, tours, etc.), students miss more time per course than on a linear system, but course selection and scheduling can sometimes be adjusted to match absences.
<b>AP and IB considerations</b>	Articulates best with AP and IB programs as the majority of class time is completed before exams. The IB Middle Years Program requires a linear system.	While articulation with AP and IB programs is possible, it still provides some challenges especially in the second semester. The IB Middle Years Program requires a linear system.
<b>Course selection / change opportunities</b>	Initial course selection and timetabling done before September with little or no opportunity for change during the school year.	Initial course selection and timetabling done before September but can accommodate mid-year changes in January (assuming staffing availability and flexibility).
<b>Staffing challenges</b>	Keeping all secondary schools on the same schedule provides better ability to fill part-time positions.	The frequency of classes under the semester system does not allow for a teacher to work at multiple school sites.
<b>Time to get to know each other</b>	Teachers and students have a 10-month timespan to get to know each other.	Teachers and students have a 5-month timespan to get to know each other.
<b>Teacher to student contacts</b>	Teachers will have 7 classes for the full year (approximately 175 students usually).	Teachers will have 3 or 4 classes during each semester (75-100 students usually).
<b>Student grade completion and graduation</b>	Although very few students take advantage of this opportunity, students may complete course, grades, and graduation requirements at either of two times through the school year.	All students generally complete course, grade, and graduation requirements at the same time.

