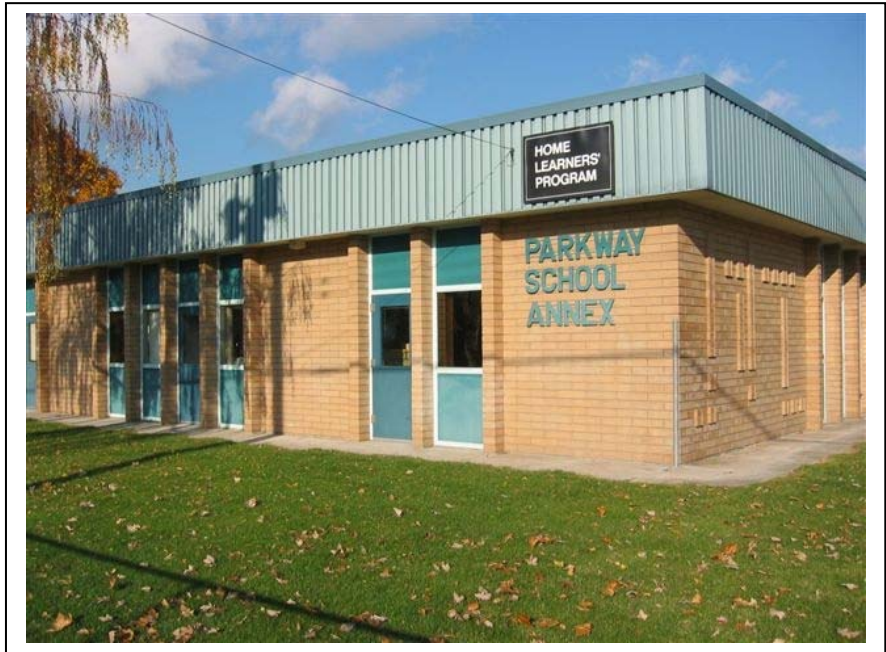
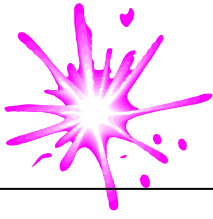


# S.D. 67 Home Learners' Program






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*Appendix A:*





# Part A: Introduction

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## Home Learners' Program Mission Statement

*The Home Learners' Program strives to create a rich learning environment that meets the individual needs of students. We believe that students need to be supported and encouraged by a community involving their families, educators and others within their network.*

### Introducing... the 2008-09 Program Progress Report

This report to the public reflects our commitment to improving our performance. It provides students, parents, staff and the general public with an overview of how we are doing and where we are headed.

The School Progress Report tries to achieve that in two ways:

- 1) By identifying and monitoring a select number of improvement targets that we are pursuing;  
and
- 2) By tracking key indicators of success in those areas identified in the report.

It is a work in progress. Changes will be made to this document throughout the year.

The school report will provide a framework for setting goals for improving student achievement, monitoring progress and consulting and informing our partner groups.

If you would like more information, please contact the Home Learners' Program at 770-7718, or visit our website at [www.sd67.bc.ca/homelearnersprogram/index.html](http://www.sd67.bc.ca/homelearnersprogram/index.html).

## HIGHLIGHTS FROM PREVIOUS YEAR

- A primary focus for the Home Learners' Program has been to develop a framework for a sustainable program that would allow it to grow and be strong in the years to come
- Staff worked towards the provision of an educational program that offers support and opportunities for learning for students working from their homes
- Created a partnership with the Penticton Indian Band to better serve their students' educational needs
- Partnered with district discipline to provide schooling for at risk students
- Created learning space and opportunities for senior high students
- Added a special education teacher to staff to better serve students' needs
- Planned collaboratively with district high schools to offer DL courses outside the timetable for all local students
- Initiated teaming with the coordinator of career programs to create a system to support students interested in apprenticeship programs
- Staff acted on input from parents regarding ideas for program design, learning resources, and ideas for student activities and events
- HLP staff continued to focus on developing quality reading and writing programs for students.
- Staff took part in professional development opportunities and training sessions which focused on integrating technology into the distributed learning curriculum.
- Increased collaboration between HLP teachers and other district schools in order to facilitate transitions between programs, creating blended programs and graduation programs
- Continued to increase amount of teacher-student contact in a variety of ways.
- Blended student programs at middle and high school levels to aid student transitions and school completion
- Added a hospital home bound teacher for one of our students
- Created a partnership with middle schools to help at risk students

## HOME LEARNERS' PROGRAM GOAL

GOAL	OBJECTIVE
<b>To improve student success in course completion.</b>	To achieve a higher percentage of courses successfully completed by students. The intent of this goal is to show a positive correlation between transition/completion rates, at HLP and schools that HLP partners with. The learning community that we create through our partnership with; students, parents, SD # 67 schools effective teaching, and curriculum, supports student achievement. We want all of our students to feel connected to their school (s).



# Part B: School Context

## Description of the Home Learners' Program

The Home Learners' Program is a teacher-led distributed learning program that provides options for families who prefer to have their students educated in the home, or who require time-tabling flexibility. Students are enrolled at HLP, which is a public school, and the student program is the responsibility of HLP.

Each student's learning is supervised by a teacher certified in British Columbia (parents are not teachers, but may help facilitate their child's learning). We also have 8 students with special education designations and 7 students identified as gifted. Support is provided through our special education teacher and district gifted program.

Each student must be assessed on a regular basis, and receive provincial letter grades, report cards and a permanent student record – just the same as they would in any B.C. neighbourhood school.

Upon meeting requirements for graduation, students will receive a British Columbia Dogwood certificate.

We offer families:

- resources, support, and instructional assistance needed to plan and deliver a quality educational program reflective of individual needs, values and philosophies
- ongoing communication between families and our staff, using a variety of modes
- teacher-led ongoing assessment and evaluation, linked directly to provincial learning outcomes
- options in methods of course delivery, such as paper-based or online, determined after consultation with teachers
- unique opportunities for students to work with peers on an ongoing basis through a variety of activities

### HOME LEARNERS' PROGRAM STUDENT ENROLMENT

	2004/05	2005/06	2006/07	2007/08	2008/09
<b>Total Enrolment (Headcount) Not including stand-alone courses</b>	100	105	100	95	100
<b>Kindergarten</b>	9	6	7	10	7
<b>Grade 1</b>	14	10	8	10	11
<b>Grade 2</b>	6	14	6	14	9
<b>Grade 3</b>	8	7	11	5	11
<b>Grade 4</b>	11	8	8	10	5
<b>Grade 5</b>	9	9	4	4	9
<b>Grade 6</b>	6	7	6	7	5
<b>Grade 7</b>	9	9	11	8	6
<b>Grade 8</b>	7	10	9	13	9
<b>Grade 9</b>	6	12	15	5	12
<b>Grade 10</b>	2	7	8	7	10
<b>Grade 11</b>	9	5	4	2	4
<b>Grade 12</b>	4	1	3	0	2
<b>Stand-alone courses</b>	n/a	n/a	62 students	90 students	133 students

## HOME LEARNERS' PROGRAM OPTIONS FOR STUDENTS

The Home Learners' Program offers students and parents the resources, support and instructional assistance needed to plan and deliver a home program reflective of their own individual needs, values and philosophies. The role of the parent and degree of district involvement varies in each program, and reflects the educational goals selected by the parent.

### **Option I**                      ***Distance Education (Grades K-12)***

This option is designed to allow a student in kindergarten through grade 12 to work on an educational plan in the home setting, with a parent facilitating the learning. In this option, a teacher from the Home Learners' Program and the parent work together to develop the learning plan for the student. The plan includes brief descriptions of subjects, approximate timelines, and instructional methods and resources that will be used. Student work is submitted on an ongoing basis in order for the HLP teacher to complete the assessment and evaluation of the work.

In Option I, the school district provides students with copies of approved learning resources (textbooks, applicable workbooks and online materials where appropriate). The use of a computer and internet services are available if needed. All students in the Home Learners' Program have access to an array of educational activities, including optional weekly classes, field trips, and a variety of music, drama, art, and sports opportunities to enhance learning in the home.

### **Option II**                      ***Blended Education Program (Grades 6 - 9)***

This option is similar to the district's distance education program described in Option I with a notable difference being that students in the Blended Education Program are able to complete some of their educational courses at one of the schools in the district. The option of attending classes at a district middle school or high school is dependent on space available within the requested class.

### **Option III**                      ***Stand-Alone Courses (Grades 10-12)***

Students in grades ten through twelve have a unique educational option. As of September 2006, students were able to register at more than one institution. This gives students the option of enrolling at the Home Learners' Program for a full course load, or taking just one or two courses that they are not able to fit into their timetable. This allows for greater flexibility and opportunities for students.

### ***Special Programs and Activities Offered:***

#### **For students:**

1. Optional weekly classes focusing on the following subject areas: Language Arts, Science, Fine Arts, French, and PE
2. Optional weekly classes for Kindergarten students, focusing on group interaction, learning through play, calendar and language development
3. Weekly online and face-to-face tutoring and support for high school students
4. Field trips or group activities (for example, the Trout hatchery, Snow Shoeing, Penticton Museum)
5. Fine Arts participation opportunities such as HLP band class (weekly), primary violin classes, high school art classes, attending various traveling performances and local high school performances, and talent showcases within the school year
6. Physical education opportunities such as downhill skiing, cross-country skiing, skating, and snowshoeing
7. Seasonal craft activity workshops
8. Optional weekly classes for Penticton Aboriginal Education Students.

#### **For parents:**

1. Access to teacher support and guidance with regards to curriculum, assessment, diagnostic tools
2. Access to resources to support education at home, including teaching resources, supplemental tools, science and math manipulatives
3. Opportunities to network with other parents (social activities, PAC meetings, field trip participation)

# Part C: Improvement Framework

## Leadership for Learning Framework

The vision of 'improving achievement of all students' deepens each year as schools and communities explore and develop the concepts of:

- *A collaborative, student focused (Learning Community) culture;*
- *Assessment for Learning practices; and*
- *Differentiated instruction strategies to meet student's varying needs.*

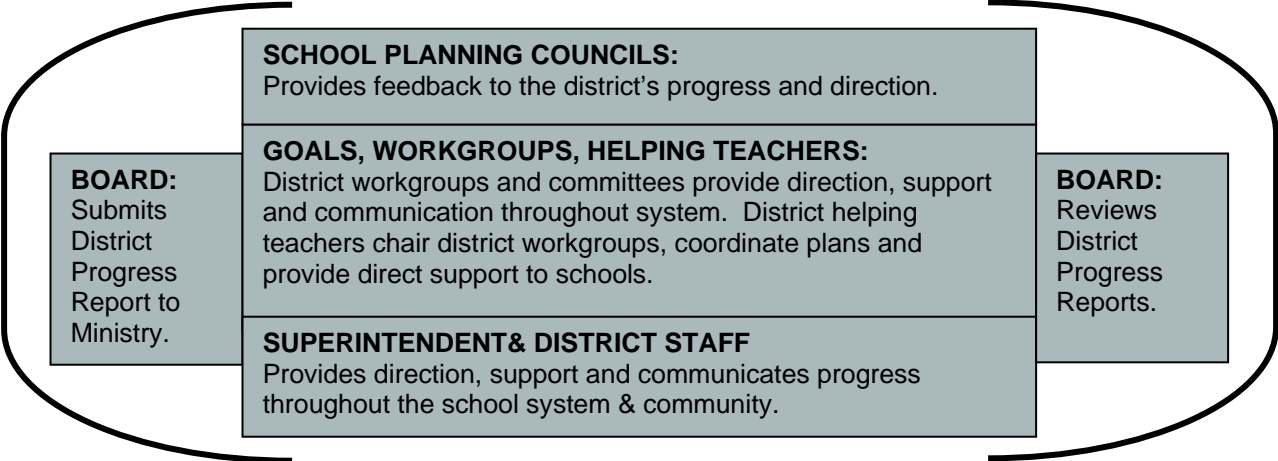
The critical elements (vision, mission, goals, capacity building and values) are reflected in the 'leadership for learning' framework.



# DISTRICT & SCHOOL CONNECTIONS

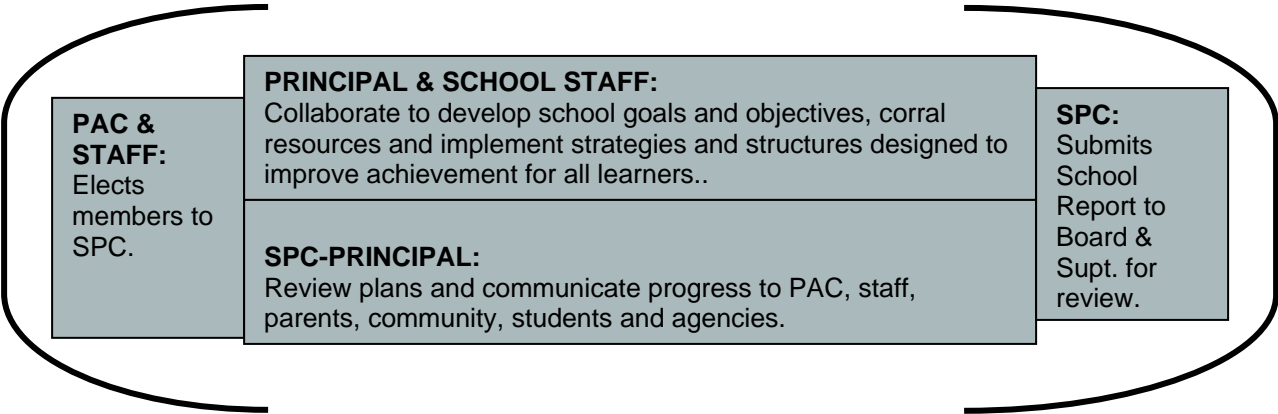
The diagram illustrates the integrated working relationship among all partner groups in SD67, the common efforts to improve student achievement and the process used to approve and support school plans.

## DISTRICT PROGRESS REPORT



<b>DISTRICT STAFF &amp; SCHOOL ADMIN :</b> Meets to review progress in each school.	<b>SCHOOL ADMINISTRATION GROUPS:</b> Collaborates with colleagues.
<b>SCHOOL PLANNING COUNCIL (SPC):</b> Each of the 3 School Zones organize a Fall and Spring session each year. <b>LIAISON SCHOOL TRUSTEES:</b> Attends a SPC meeting in each school.	
<b>ABORIGINAL STUDENT SUCCESS:</b> Aboriginal Planning Council works towards implementing the goals of the enhancement agreement. District and school plans reflect the need to improve success of all aboriginal students. District VP (Aboriginal) provides support to schools, district, aboriginal community and district workgroups.	
<b>CELEBRATION:</b> Showcase student and staff achievements.	

## SCHOOL PROGRESS REPORT



## RESOURCE ALLOCATION

This resource allocation template is used to delineate the many programs and services provided in the school system and its linkages with the overall priorities. This document has been particularly useful for planning and budget consultation purposes.

# IMPROVING THE ACHIEVEMENT OF ALL LEARNERS

*“Working Together for Student Success”*

## LITERACY - NUMERACY SOCIAL RESPONSIBILITY

### LEADERSHIP - INSTRUCTIONAL - ORGANIZATIONAL CAPACITY BUILDING

#### Learning Community

- Compelling vision
- Collaborative culture
- Focus on improvement

#### Leadership development

- All levels
- All roles

#### Teamwork/Collaboration

- District/Community
- District/Partners
- District/DPAC/SPC
- District/School
- School/SPC/PAC
- School/Community

#### Accountability

- District Progress Report
- School Progress Report
- Ministry Review
- Board Review

#### Board Governance

- Leadership
- Stewardship
- Relationship

#### Curricular Programs

- Resources
- Instructional practices
- Interventions & Initiatives

#### Assessment Practices

- Personalized learning

#### Transitions

- Grade to grade
- School to school
- School & home
- School, work & post sec.

#### Support Services

- Library services
- Special Education
- ESL
- Gifted
- Aboriginal Education
- Counseling
- Learning Centres
- Home Learners
- International Ed
- Technology
- Administrative support

#### Extra-curricular Programs

- Resources

#### Human Resource Management

- Resource planning
- Enlistment
- Capacity development

#### Maintenance/Custodial

- Schools
- Grounds
- Delivery system
- Equipment & Supplies

#### Transportation system

- Buses & routes
- Access

#### Financial Management

- System requirements
- Budget development
- Transactions
- Reporting

#### Technology system

- Hardware
- Software
- Support
- Infrastructure

### RELEVANCE - EQUITY - ALIGNMENT - SUSTAINABILITY

## DISTRICT GOALS (2002 - 2009)

GOAL	OBJECTIVES
<b>Improve student success in reading.</b>	<p>To increase the percentage of students who meet/exceed the expectations for reading proficiency by the end of grades 3 and 8</p> <p>To continue to improve the ability of our high school student to read with comprehension and fluency across the curricular areas</p>
<b>Improve students' transitions and success in completing school.</b>	<p>To provide focused support for students</p> <p>To enhance the relevance of programs and learning options for students</p> <p>To develop and implement approaches to instruction that are supportive of learning</p> <p>To increase students' understanding, practice, and recognition of socially responsible behaviour</p>
<b>To improve student success in numeracy.</b>	<p>To increase the percentage of students who meet/exceed the expectations for numeracy proficiency by the end of Grade 3, 5, 8 and 12.</p>



# Part D: School Goal

## HOME LEARNERS' PROGRAM GOAL

GOAL	OBJECTIVE
To improve student success in course completion.	To achieve a higher percentage of courses/grades successfully completed by students.

### RATIONALE:

The intent of this goal is to show a positive correlation between transition/completion rates, at HLP and schools that HLP partners with. The learning community that we create through our partnership with; students, parents, SD # 67 schools effective teaching, and curriculum, supports student achievement. We want all of our students to feel connected to their school (s).

However, analysis of district Provincial Satisfaction survey results, school completion rates and grade to grade transition rates indicate room for improvement in these areas. (16% not completing) Additionally, results from the Adolescent Health Survey (AHS) III by the McCreary Society indicate a growing number of students expressing a sense of being disconnected from both their families and their schools.

We are concerned about the future of these students who appear to be facing greater challenges. Who are they? Why are they not meeting with success? Why are they feeling disconnected? Why have they left school? What can we do differently to ensure that each and every student is supported so that they can be successful?

This concern is especially true for our Aboriginal students. While available data indicates an improvement trend from a low of 25% in 2000 to 56% last year (PMSS data) in the Dogwood Completion Rate, there are still a significant number of Aboriginal students who are failing to complete their education program. The transition rates show an even more interesting pattern. Female aboriginal students seemed to be the most at risk up until this past year. The completion rate for females was 56% as compared to the males at 64% and many of the female students were leaving school during high school particularly after grade 10.

It is imperative that we focus increased effort on helping **every** student forge stronger connections to school that will better support them in successfully completing their education programs and to successfully transition from level to level in the school system and to lives beyond.

### TARGET:

To be developed: information below as reported to DL administrators in September 2009, target will be developed with this and year end data from 2008-2009 school year

#### K-7 Cohort (October 16, to February 29, 2008 DL Achievement Summary at April 30, 2009)

All Students Enrolled	Courses Enrolled Count	Total courses failed	Withdrew with Reason	Total Withdrew	Over all Course Success Rate
5	34	0	0	0	100%

#### 8-9 Cohort (October 16, to February 29, 2008 DL Achievement Summary at April 30, 2009)

3	4	1	0	3	0
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#### 10-12 Cohort (October 16, to February 29, 2008 DL Achievement Summary at April 30, 2009)

29	35	0	0	9	74%
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<b>K-7 Cohort year end data from 2008-2009 school year June 2009</b>					
<b>All Students Enrolled K-7 All Courses 8-12</b>	<b>Completed</b>	<b>Withdrew</b>	<b>In progress</b>	<b>Failed</b>	<b>Over all Course Success Rate not including in progress</b>
63	63				100%
<b>8-9 Cohort year end data from 2008-2009 school year June 2009</b>					
153	82	20	37	13	53%
<b>10-12 Cohort year end data from 2008-2009 school year June 2009</b>					
212	154	28	30	2	73%

## Student Success in course completion

To provide focused support for students

Action Plan (2008/09)	Ongoing Progress To Date
<p>We will.... Improve grade completion rates by developing critical connections between students and their schools through clearly articulated student learning plans in grades K - 12</p>	<ul style="list-style-type: none"><li>• Continue to develop student learning plans which focus on students needs to complete courses.</li><li>• Develop online courses for middle school students.</li><li>• Develop partnerships with elementary and middle school to allow students to do blended programs</li><li>• Work with middle schools to develop alternative education plans for at risk students,</li></ul>
<p>We will.... Improve course completion rates by developing critical connections between students and their schools through clearly articulated transition plans in grades 8/9 and 10/11/12</p> <ul style="list-style-type: none"><li>• Continue to facilitate professional education opportunities for HLP teachers to further develop their skills such as attending the Virtual School Society spring conference.</li><li>• Investigate alternative ways to support students to succeed academically</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Sister Circle (aboriginal females) project at Princess Margaret and Penticton Secondary School utilizing the Futures Course through Distance Learning. Course focuses on building positive relationships and a strong understanding and pride in their culture. This is a credited course.</li><li>• Join the B.C. Learning Network join with them in the creation of shared province wide online courses</li><li>• Down load courses on to the district "Moodle" allowing for course development and creation</li><li>• Meetings with the PIB</li><li>• Establish a pilot project for Planning 10 online</li><li>• Establish teaming with high schools to offer more on line courses</li><li>• Establish Social Studies 11 First Nations course online</li></ul>

### Funding

By increasing enrollment at the high school level we will be able to offer support blocks at high schools as well as time for teachers to develop courses.

### Analysis

Our parents, staff, district staff and the staff at our partner schools are very supportive of the following initiatives which enable our students to connect with their learning.

- Monday classes for grades 1 – 7
- Wednesday online math tutorials for high school students
- Thursday morning classes for high school students.
- Special presenters, field trips and productions that bring the students and families together to support learning
- Creation of online courses and access to a greater variety of courses. (B.C. Learning Network)

### Questions for Further Study

- As school staff members change, how do we maintain and improve initiatives?
- How do we develop structures in the future so that Middle and High School staff members have the time to discuss online courses and course development with our staff?
- How do we best utilize our technology, Moodle server, to best serve students in the classroom and at a distance?
- How do we develop a district goal for the program?



