



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 school will continue to focus on ensuring students are on-track to graduate with the confidence and preparation to pursue a path to post-secondary education. As we continue to come out of the COVID-19 pandemic we recognize incoming students may be lacking some continuity in their grad paths, and that SEEC will need to rebuild partnerships with external organizations. We will enhance partnerships beyond our school to connect students to careers and research related to environmental science.

The Saturna Ecological Education Center prepares students to be independent, community minded individuals with a unique ability to apply environmental science to reseach, higher learning and ultimately employment.

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 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

Staff Transitions

This year at SEEC, there will be a change of the main teacher of the program. This transition will inevitably cause a shift in program connections that will have an impact on current community relationships and the partnerships that have been established over the past five years. With support, new staff will be oriented to program activities and learning experiences that have been areas of strength. An effort will be made by outgoing staff and admin to support this transition, while also, allowing for the emergence of new possibilities that are in alignment with the program’s core values.

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.

EPIC REFLECTIONS

OUR STORY (CONT'D)

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

In developing authentic learning opportunities that center on the theme of the environment, community members and local organizations, our school can provide deeper and more enriching 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 Goals: With the context of staff turnover, the overarching school goal will be continuity of programming for the 2022/2023 school year. SEEC will continue to develop program structures that support the following areas graduation and Higher learning:

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.

Higher Learning: Through increasing scientific partnerships centered on experiential learning, students will have exposure to a career focus and feel ready to engage with a transition towards post-secondary schooling.

EPIC REFLECTIONS

DATA RATIONAL

Graduation

Regarding the 5-year graduation track in 2020/21, all students were able to make a successful grade-to-grade transition. Nine out of eleven students will make a transition back to their home schools and two students will be returning. Based on the progress reports, an on-going awareness for the program is ensuring that students are appropriately supported to complete their Math requirements in Grade 10 and 11.

For 2022/23 SEEC did not have any Grade 12 students. Through individual review of course credits all students completed their year “on track” for 5-year graduation. One area of concern continues to be students with outstanding Math 10 or Math 11 credits. While each student is still able to complete these courses after our school year is complete, it was an outstanding grad requirement when they left our program.

Students who are attracted to SEEC often come from varying backgrounds and are on *alternative pathways towards graduation and careers*. For example, some students have no formal schooling and come from a home school background, while others are entering from specialized alternative programs such as TREK, and from traditional public schools. *Students will hone and their personal strengths implement them into this educational experience.*

Qualitative and quantitative learning achievement from previous years will be considered through teacher and undergraduate mentoring for each students pathway towards graduation and post graduation. Experiences at SEEC involving self sustained living and the use of technology in real-world research will help directly prepare students for a variety of post secondary experiences while giving them a unique understanding of environmental issues that are increasingly valuable employment skills.

DATA RATIONAL (CONT'D)

We have objective evidence from transcripts and anecdotal evidence from intake interviews that students entering SEEC are often missing key courses for graduation. With an integrated credit model, an area for continuous improvement is to support students in understanding graduation requirements throughout the year.

Higher learning:

In 2021, we engaged in applied research to gather evidence of whether alumni successfully transition in post - secondary programs. 10% of previous alumni students responded to a survey regarding post-secondary transitions. Comments from three students are noted below:

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(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)

At the end of the 2022 school year, we found that students were surprised at how exciting it was to connect with university professors. In an end of year exit survey students commented:

"I really liked when we had guest speakers.... It was interesting to have passionate experts teach us."

"I am more inspired and have a passion for learning now"

EPIC REFLECTIONS

**EPIC
REFLECTIONS**

DATA RATIONAL (CONT'D)

“In listening to professors talk about space, I learned about the process of exploration and what it takes to get projects funded in the real world”

“I used to think that university was terrible; but now I think that it could be fun, depending on the subjects I wanted to study”

In order to actualize the Mandate of the Educated Citizen, efforts will be made to connect students to pathways leading to post-secondary education, all through a lens of environmental programming.

ASSOCIATED ACTIONS

Graduation:

Course Selections: SEEC offers a core set of courses that are integrated through the lens of environmental learning. In the 2022/23 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. If students already have credit for the courses we offer, a learning plan will be established to ensure their courses are contributing to their graduation pathway.

Gradation - Recovery: Furthermore, in attending a mixed grade program there is a possibility of fast tracking 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 (eg. Remotely Operated Vehicles 12, Outdoor Ed 12). This allows students are who are short/missing credits to regain their status of “on-track” for graduation.

Intake/Out-going Meetings: Each year, our staff team will engage in an intake process to identify the courses that students have, and what they need to graduate. Admin will also hold individual meetings with each student at March break to support them in determining an outgoing plan for a return to their home schools after their year at SEEC.

ASSOCIATED ACTIONS(CONT'D)

Formative assessment on Math Progress- an area for improvement has been supporting students to take distance learning credits in Math on the remaining two days of the week. The teacher and administration will send out a series of surveys to canvas progress throughout the year. For the coming school year students will be setup through 64GO for their Grade 10 or 11 math credit rather than out of district programs(eg. SIDES or NIDES). This will allow closer monitoring (and support) of math progress and further confidence that students are on an effective graduation path when they leave our program.

Higher learning: To promote higher learning, SEEC will seek to provide authentic partnerships centered on the program's core value of environmental and citizen science. In connecting students to high quality learning opportunities we propose they are more likely 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 experiences:

- Parks Canada: Complete and sign an official organizational partnership agreement.
 - Work on a Salmon 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
- UVIC Speaker's series: explore opportunities to engage with post-secondary professors based on student's interest
 - canvass students' interest in topics offered
 - 5+ presentations from UVIC professors
- Inter school collaboration:
 - Invite other SD64 Environmental Science students to participate in innovative learning at SEEC. Provide direct connection for Pender Jr. Secondary students to improve in district recruitment for the following year.
- Recognizing the importance connecting with regional partners such as the Coast Salish First Nation. Contact the Tsawout, Tsartlip, and Tsyum and Band Office
- Connect with research through the Tula Foundation (Hakai) to

EPIC REFLECTIONS

HOW WILL WE KNOW WE ARE SUCCESSFUL?

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.

Post-Secondary Transition

- Continuing to seek feedback from SEEC alumni to determine if and when they attend post-secondary.
- 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.

STUDENT VOICE

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

EPIC REFLECTIONS