



Annual School Development Report 2020-21

*Corner Brook Regional High
12 University Drive
Corner Brook, NL
A2H 5G4*

Message from Principal

Corner Brook Regional High is an English/French Immersion School that serves students in Corner Brook and the surrounding communities. Our School is focused on academics and encourages students to achieve their maximum potential in an inclusive environment. We make every effort to meet the needs of all students in a safe and caring environment. We partner with many outside groups to make our School an integral part of our community. Our goal is to create a vibrant learning community where students learn and develop and mature while discovering their gifts and talents and developing personal goals.

This was our second year of semesterization and, like last year, we believe it was an excellent decision for our students on many levels. Students settled into the semesterized system fluidly and seamlessly. Students, teachers, and parents felt the decision to move in this direction went well. The main benefits were that students completed 4 courses per semester (instead of 7 at once in our previous format), the course was over in February and that students could repeat a course if they were unsuccessful. While semesterization generally increases class size, we felt this tradeoff continues to be worth it to the value it provides to students.

Our School goals around Student Achievement, Safe and Caring School and Communication align well with the District goals and we have referenced these at every opportunity. Our School District goals include *Student Achievement, Safe and Caring Schools, Leadership Development and Organizational Effectiveness*. We have placed a significant focus on School-wide interventions and working with students to maximize learning and achievement. Using our Internal and External Data allows us to identify areas of need and work with students to maximize their learning and meet success in their courses.

School again this year was challenging as we maneuvered our way through the Covid-19 Pandemic. Various models of instruction we implemented until we finally settled on a split school model with live and online instruction. Learning was supported by Google Classroom where students could access materials, notes and other important material.

We don't know what the future will bring in terms of School and instruction but our learning curve around technology including Google Meet, Google Classroom and other online tools has and continues to grow exponentially. We have learned to conduct staff meetings, parent/teacher meetings and offer instruction to students using the Google suite and hope to continue to grow professionally in this area.

Before Covid-19 our students and staff were involved in many activities and participated in school related activities. Some of those include:

- Annual Remembrance Day Ceremony, November 2019
- PARTY Program with RNC, RCMP & Western Health
- Guidance Counselor Gerard Lowe awarded *National Guidance Counselor of the Year*
- Hosted *Titan's Got Talent*, November 2019
- Hosted Annual *Rock-a-thon*. Over \$11,000 raised for charity
- Host for weekly *MedQuest* information sessions Jan-March 2020

- Students in OHS course receive certificates in First Aid, Power Line Hazards, OHS Committees, and WHMIS
- Collected Food during Thanksgiving for Local Food Bank and *Halloween for Hunger*
- PASS Teacher (Positive Actions for Student Success) enhanced focus with Student Mentors
- Hired 1 Tutoring Work Experience Program (TWEP) tutors
- ...many of the festivals, sporting events and tournaments, fundraisers, and other activities we traditionally participate in were either cancelled or postponed this year.

We offer this school report as a balanced and genuine account of our school's achievements and areas of future growth and development. While encouraging students to become TRUE Titans we all promote the values of ***Tolerance, Respect, Unity and Excellence.***

On behalf of the administration at ***Corner Brook Regional High*** we want to extend thanks to all students, staff, and parents and the school community at large.

Steven Barrett
Principal

Message from School Council

September 2020-June 2021

Message from School Council

The school Council of ***Corner Brook Regional High*** had a successful and productive year. The committee functioned under the guidelines as outlined by the Schools Act, 1997 Section 25(2). Several parent members returned for a third year.

Membership was as follows:

Teacher Representative: Gerard Lowe

Student Representatives: Mira Buckle, Daniel Higdon

Parent Representatives: Natasha Barker, Stephanie Buckle, Josephine Titterington, Susan Morgan, Aimee Pennell, Kelly Shears, Trevor Finlay

CBRH Principal, Steve Barrett

Monthly meetings were held with satisfactory participation and attendance. Highlights of the meetings are discussed below.

Covid-19

Covid-19 continued to cause disruption for this school year. Teachers and Administration continued to focus on Connection and did their best to maintain contact with students. Students rotated attendance between in-school and online instruction.

School Profile

753 students, 48.25 teachers including 2 Administrators and 2 Guidance

September 2021 Enrolment Projections

The enrolment projection for 2021 is 718 students (which includes 16 international students). Teacher allocation will be at 44.5

School Focus 2020-21

Student Learning, Safe and Caring school, Leadership development, organizational effectiveness

School Development Plan

We continue to operate under the current School Development Plan. This is year 7 of this plan. In September of 2021 will be involved in a new School Development Process. This process involves identifying determinants that meet the needs of our School and then setting goals to meet those needs.

Public Exam Information

Public Exams were cancelled in June of 2021

Semesterization

This was our second year of Semesterization and, like last year, we believe it has been an excellent decision for our students on many levels. Students settled into the semesterized system fluidly and seamlessly. Students, teachers, and parents felt the decision to move in this direction went well. The benefits were the students completed 4 courses per semester and the ability to repeat a course if a student were to be unsuccessful. It also provided students with a greater opportunity to graduate if they ran into some difficulty during their High School time. In the Semesterized system, students typically do 48 credits. They need 36 to graduate. This “safety net” ensures successful graduation.

An ongoing challenge in Semesterization, and one that we expected, continues to be a marginal increase in class sizes. Class size was a discussion point in our initial conversations to staff and the community but a trade-off that was deemed acceptable. We continue to find ways to mitigate this and work with our staff to maximize learning for all.

Parent Teacher Conferences

Parent/Teacher interviews were held in November and in February. This year however we used OPTIS (Online Parent Teacher Interview Schedule). This is a system where parents register their preferred interview time online. This went extremely well and will certainly be used in the future as we consider ways to be more efficient and effective.

Fundraising

All fundraising efforts followed the CBRH Fundraising Policy that was established last year. All fundraising requests were approved but many were canceled because of Covid-19

Donations

Again last year there was a \$5000 donation to our school from one of our parents. (**...this parent has insisted their name remain anonymous and we have honored that request**) This was the fourth such donation from this parent and we are very appreciative and thankful for their generosity. These funds will continue to be used at our discretion to assist students in need.

Student School Council Activities

Student representatives gave reports on the various projects of the Student Council. Their activities focused on increasing school spirit, community involvement and fundraising. Student Council was very busy and their impact on the student body as well as the greater Corner Brook area and beyond was reflected in their activities. They gave reports of ongoing Student Council activities such as the following:

- Spirit Days that earn points for the House Teams
- Pajama Days
- Titans Got Talent Competition
- Costume Day

- Flannel Day
- Rock-a-Thon
- Spirit Week
- Relay For Life
- Student Choice Awards

Graduation 2020-2021

Fortunately this year we held an in-school graduation event in our school gymnasium. This event was live-streamed to parents and relatives and was a wonderful success. Students had a celebration with gowns, speeches and music in a safe environment that was well organized and appreciated.

School Times/Busing

Start times for the 2020-2021 school were at 9:25 am and ended at 3:25 pm. This will continue for the next school year. Busing Evacuation exercises are now required once per year and will be coordinated through student transportation. Two new signs are in place indicating there is no exit from the parking lot onto University Drive.

Sharing our Cultures

Sharing our Cultures is the brainchild of Lloydetta Quaicoe. This organization has a long history in our province and we are proud to be active participants in our community. Lori George was the Sharing Our Cultures Coordinator this year. She put significant planning into this event but unfortunately it was also shut down by Covid-19 for a second straight year.

In conclusion, CBRH School Council had a productive and successful year.

Sincerely,

School Council

Overview of our School

Corner Brook Regional High is the only High School in the City of Corner Brook and serves the citizens of this city and the surrounding communities. The feeder schools who provide students to this School include Corner Brook Intermediate (CBI), Immaculate Heart of Mary (...private school), and St. Peter's Academy in Benoit's Cove. Doors opened to the redeveloped *Corner Brook Regional High* in February 2009. The school is located at 12 University Drive.

Corner Brook Regional High is in the Western Region of the Newfoundland and Labrador English School District (NLESD). The student population at CBRH in September of 2020 was 783 with no International Students this year (Travel was restricted because of Covid-19).

Corner Brook Regional High is fortunate to have a professional, highly motivated, and caring staff who work collaboratively to support and promote student learning and the overall goals and priorities of the school. Our staff consists of 48.25 professional educators including one principal, and two vice-principals. We have 2 secretaries, 5 student assistants and 7 caretakers associated with our school. CBRH provides opportunities for all students as you will see throughout this report. At all times students are encouraged to do their best, take pride in their work, develop self discipline, and show respect for themselves, staff, and each other.

Corner Brook Regional High is an extremely busy and active school that serves students and the community at large. The professionalism of staff and the friendly attitude of the students and their families make our school a welcoming and supportive environment. We sponsor a wide variety of curricular and extra - curricular programs within a carefully maintained setting of support and inclusion. We encourage students to help each other meet the academic challenges at school and pursue their vision for their life after High School Graduation.

School Mission Statement

The School's Mission focuses on the acronym TRUE. The following represents what this means to staff and students as we go about our daily learning.

Tolerance	...towards others
Respect	...for yourself
Unity	...in caring for your school
Excellence	...in learning

Department Reports

2020-2021

Mathematics Department

Introduction

What follows is a synopsis of the structure and design of the math department. Also contained in this summary are notices of events, achievements, and changes in personnel. Delivering a high quality mathematics education to all of our students continues to be both challenging and rewarding for our department members. We are fortunate that our department is fully staffed with math specialists, each with more than 20 years' experience teaching mathematics

Mathematics Department Staff

- Reuben Austin
- Dennis Colbourne
- John French
- Perry Hann
- Chris Hillier (Department Head)
- Jim Hughes
- Jonathan Payne

Course Evaluations 2020 – 2021

The evaluation schemes are based on two sets of criteria; the percentage of instructional time spent on each unit as dictated by the curriculum guide from the Dept. of Education, and the weights of the different categories into which each assessment falls. The categories are In-Class Assignments, Tests, and Final Exams. There is no category for final exams in Level III courses as these are public exam courses and the school does not administer a final exam.

Please note that the pandemic response has eliminated the administration of both public exams and school based final exams for the 2020-2021 school year.

The category weights for each unit of instruction are determined by the Department of Education. For all of our math courses the weights of formative assessments vs summative assessments in any particular unit is 1:1; further no more than 50% of a final grade can be determined using summative assessments.

All of the course evaluation schemes are posted on the school's website.
<http://www.cbhs.k12.nf.ca/>

Comment

As a department, we continue to be committed to delivering a quality product to our students. The course descriptors are well developed and the timelines for delivery of instruction are well established. Mathematics enjoys clear and precise curriculum outcomes.

However, there are obstacles to overcome when teaching mathematics. As always, we find that the greatest obstacles are poor student attendance, weak student work ethic, and weakness of rote learning in some areas (i.e. times tables). Many of our students continue to struggle with the operations of fractions, and throughout high school the most difficult skill to master seems to be factoring. However, this is not all that surprising as a great deal of mastering factoring relies upon a strong knowledge of times tables and operations with fractions. Frequently, areas of weakness in mathematics can be traced longitudinally back through the years of a student's math education.

In large measure, mathematics is a high priority in the students' minds. However, matching that priority to the understanding of what is required to be successful in math remains a problem. It is no mystery that increased communication between teachers and parents is key to improving a student's achievement in mathematics. When that occurs a student will generally improve their effort and their attendance.

To that point, all of the teachers in the math department maintain a Google classroom for each slot of math that they teach. These classrooms are updated as frequently as daily, and are an excellent way for parents to stay up to date on the content and pace of any particular course.

This year was the second year of delivering our courses in a semesterised model. The math department has embraced this change and we feel that we have made improvements based on our observations from the first year of semesterisation. The greatest challenge, for teachers and students, continues to be the accelerated pace of instruction and assessment. The timelines have been finetuned and we will continue to adjust as need dictate.

Covid-19 has impacted the delivery of our math curriculum in a profound manner. It has forced us into using several models of delivery to our students and many students have had struggles of varying degrees with some, or all of, the models that we utilized. As a department we recognize this, and have tried very hard to keep this thought foremost in our minds when both teaching and assessing. The challenges have proven at times to be daunting, but as a department we would work through them together and strive to maintain consistency in all things.

During semesterization we will continue to maintain the goals found below;

- Keep an emphasis on the basics; fractions, rational expressions, algebraic skills, factoring, etc.
- Continue to deliver common assessments and pacing in ALL courses.
- Active, and constant, interventions for students who demonstrate academic concerns.

- Attempt to instill in the students the value that attendance is critical to them achieving their best in mathematics.
- Consistent, and expedient, scoring of assessments will remain a priority for our department. Further, quick posting of scores to PowerSchool will continue. Promote the use of the online resources made available through CDLI and YouTube. These instructional resources are proving to be quite valuable for many students.

Science Department

Introduction

This year once again has been one for the history books. While we started out the year in a fairly normal manner with new Covid-19 regulations, our school year quickly and abruptly changed in February when the pandemic began to affect schools on the East coast of the province. We changed our teaching and learning model three different times throughout the school year to best follow mandated health pandemic protocols. Once again our Science teachers faced these changes with optimism and an open mind and changed their teacher styles and assessments practices to best accommodate distance learning and the needs of our students.

The new Biology 2201 curriculum was started in the fall and the Biology teachers were involved in a province wide PL session to prepare. While we were semesterised we finished the course for the first time in January and then got a second opportunity in semester 2. The course was quite different from the old one and much more lengthy, both times it was difficult to cover all required material and with many interruptions we struggled to complete everything in detail in semester 2. While there are subtle changes in content, substantive changes in delivery are at the forefront of the revisions. There is a renewed focus on experiential learning and student directed lab activities, which makes the coverage of material slower and more difficult in the situation of online learning. Next year will see changes in Biology 3201 and teachers began course preparations for this new course in the spring.

A with the previous year the decision was made to cancel all public exams and in school final exams this year. Teachers were also encouraged to assess students in a manner that could be completed from at home and asynchronous if needed. Our Science teachers were very creative with new activities and learned many new ways to assess students digitally using Google Classroom, Google Forms, and other online methods. Students overall did very well

academically this year. The compassion and professionalism demonstrated by our Science team was exceptional during this global pandemic.

Science Department Staff

- Tracey Payne
- Dennis Colbourne
- Aubrey Sanders
- Sean Dwyer
- Janice Spencer
- Gerald Ford
- Shannon Sweetland
- John French (retired in semester2)
- Angelina Thornhill
- Dale Froud (Melissa Pretty for most of the year on replacement)
- Shelly Hicks (Department Head)
- Danica Jackson (permanent substitute)
- Nicole Davis (replacement for Victoria Bryne)

Course Evaluations 2020 – 2021

Evaluation for all science courses now follow the new guidelines set forward by the department of education. Evaluation is now unit based with weightings assigned to various types of evaluation within the unit. Evaluations consisted of lab activities, projects, presentations, and Google Forms, Google Docs in groups, etc. These sources allowed for both summative and formative evaluation of student achievement. Science teachers have utilized student whiteboards, online evaluation tools, Kahoots, Google Forms, posters, as well as traditional pen and paper projects to conduct both formative and summative assessments. Several science teachers are now using software to score multiple choice items using their Smartphones.

The number of 'Do-Overs' requests is lower when compared to previous years because of the types of assessments and the excellent results students were receiving. Therefore, teachers have been using professional judgements and allowing do-overs in different ways by including questions about labs on assignments to override lower marks.

Late assignments and incomplete work was however an issue as we often did not see students on a daily basis depending on what scenario of teaching and learning we were in. Students were not assigned zeroes as a temporary grade as in previous years but their overall grade was changed or UTE was used (when over half the work was missing) and the comment that outstanding work was yet to be submitted was placed in Power Teacher to encourage students to complete work.

Extra Department Services Provided to Students

On-demand tutorials occur frequently during lunch or after school. Non-instructional periods were used to provide interventions for students that were at risk or missing core course evaluations. Most science teachers maintain a website or Google Classroom which provides course information for students who have missed regular classes.

Students that missed the Chemistry Unit of 1206 from the previous year because of the shut down were identified and were given tutorials with another Science teacher during one slot to catch them up and ensure they had all prerequisite knowledge for their Chemistry 2202.

Various Activities Led by Our Teachers

Due to Covid restrictions there were no extra curricular activities given to students.

Special ‘Evaluative’ Circumstances

As in previous years, teachers were informed about the special learning needs of some students in their classes. While many of these students were in Science 2200, Science 3200, and Environmental Science support was also provided in Science 1206, Biology, Chemistry, Physics, and Earth Systems. Teacher collaboration with IRT’s was ongoing throughout the year. This collaboration has the potential to provide needed help and guidance to enable all students to reach their academic potential.

Course Recovery

Students who need to recover lost credits have the opportunity to work with one of our PASS teachers who can better meet the needs of individual students. Some Science students in 1206 switched to the general program and teachers worked with them during their 1206 class to ensure completion of the Science 2200 outcomes so they could receive credit for that course. A few students began the process of recovering courses during semester 2 from a missed opportunity in semester 1 while the courses were fresh, however our online shut down in February prevented this opportunity for some.

School Development Action Plan

Some future actions for teachers based on the School Development Action Plan:

Revisit and carefully plan timelines for course progress.

- Stress the importance of attendance in student achievement
- Complete interventions to ensure students complete all assigned tasks

- Use non-instructional periods to team teach with colleagues and provide interventions
- Share instructional repertoire and evaluations
- Formal planning sessions on PD days with CBRH teachers, and teachers in other schools
- Continue the use of formative assessments in spite of condensed timelines
- Utilize formative and summative assessment data for analysis and planning
- Use PowerSchool and Gradebook to monitor and inform progress
- Use common evaluations with common correcting when possible

English Department

Introduction

Meaningful teaching and learning are naturally rooted in optimism. An ancient proverb asserts that it is always darkest before the dawn, and this maxim applies to some of the obstacles posed by the global reality of 2020-2021. There were indeed some challenging moments as we pivoted and re-pivoted to meet the learning needs of our students, but the dawn did arrive, and with it much brilliance. We were called to reach within to find our optimism and hope as we guided our students through another unique year. Adaptability, flexibility, compassion, and resiliency formed the foundation for teaching and learning as students and teachers worked together to navigate the challenges posed by a school year set against the backdrop of the Pandemic. The school year commenced in September 2020 in as normal a manner as possible, but by early winter 2021, we found ourselves rising to the ever-increasing challenges posed by Covid-19. It is to the credit of students and teachers that we faced all obstacles with open minds, and we persevered to attempt to deliver as “normal” a school year as possible. Our teaching was grounded in an ongoing focus on Social Emotional Learning, as we acknowledged the potential toll that the Pandemic could exact upon students’ mental wellness. “Relationships First” continued to be our mantra as we sought to be a safe harbour for our students. For years, educators have spoken of the interconnectedness of the global village. In 2020-2021, we experienced the true meaning of this. Paradoxically, even when we were separated from our students physically as we met them virtually, we experienced a unique bond with them as we worked together to meet course outcomes in an especially supportive and encouraging environment.

The English language Arts curriculum revolves around six strands, which are Speaking, Listening, Reading, Viewing, Writing, and Representing. The school year saw all of us working together to meet our learning goals in extraordinary ways. Our ways of assessing changed as we adapted to our reality.

Our curricula focuses on works of fiction and non-fiction, as well as visual and aural selections. Recognizing the value of the student connecting with text, we attempt to provide meaningful opportunities to engage with texts that truly resonate with all students. Our Department Head has been working with the ELA Annotated Bibliography Committee as it updates our current list of authorized texts to include relevant and engaging contemporary texts that treat such topics

as multi-cultural awareness, inclusion of historically marginalized groups, and awareness of current events and the role of literature in unpacking political and social movements.

English Department Staff

Our teachers of English and Drama are dedicated mentors who are committed to being effective leaders in learning as they strive to continue our own learning journeys.

TEACHER	ASSIGNMENT
Tracy Crane	English 1201, Writing 2203
Patrick Duke	English 2201, English 3201, English 3202
Paula Grudich	Dept. Head, World Literature 3207, English 1201, English 1202, English 2201, English 3201
Colleen Huxter	English 1201, Learning Resource Teacher in Learning Resource Centre
Paula Maynard	English 3201
Mellanie Simms	English 2201, English 2202
Jordan Stringer	Literacy 1204, English 2201, Drama 2206

Enrichment and Special Opportunities for Students:.

Extra-curricular activities were unfortunately cancelled due to public health measures. However, we look forward again to participating in the events that make school a more joyful place for students. The Royal Canadian Legion's Remembrance Day Art and Writing Contest, the Lion's and Rotary Clubs' Speaking Contests, The Provincial Arts and Letters Contest, and the Regional High School Theatre Festivals are but four opportunities that have always been of special significance to us, and we look forward to taking part in them again in the future.

Extra Help and Tutorials: We continue to offer tutorials on an on-going basis, based on student need.

Assessment and Evaluation

Authentic and meaningful assessment is both art and science, and the 2020-2021 school year saw teachers grow in terms of implementing their understanding of how assessment had to evolve in response to not just the Pandemic, but to a deeper understanding of Standards Based Learning, one of the most exciting shifts in assessment in recent times. Michael Fullan stresses the importance of personalizing learning, and this includes the notions of flexibility, choice, equality, differentiation of instruction, and recognition of the Student as

Individual. Our priority is that all students be afforded every possible opportunity to experience success in English. Assessment is both formative and summative. We strive to help each and every one of our English students. Our assessment is founded on the six “strands” of ELA – Listening, Speaking, Reading, Writing, Viewing and Representing. In adherence to District directives, we continued to uphold the assessment policy to encourage students to meet deadlines. We are learning better ways of doing that enhance learning and we strive to give students every chance to succeed. Our Course Descriptors are prescribed by the Department of Education.

Common Examinations Cancelled in Response to the Pandemic

As with the previous school year, examinations, both school-based and Provincial (Public) were cancelled. As the movement towards rich and meaningful assessment continues to flourish, we saw more of a focus on assignments, projects, writing activities, literature circles, presentations, portfolios, creation of text, and student selection of text, and less dependency on traditional tests. We are very receptive to the philosophy that effective assessment is inherently positive and motivating to students, as we regard assessment in a more enlightened way, as espoused in Standards Based Learning and Assessment, where students have many opportunities to demonstrate their learning. We view this as the wave of the present and the future.

Credit Recovery, PASS, and other Opportunities

The PASS program has continued to be a valued forum through which our students can access opportunities to succeed. We worked with the PASS teachers to provide our students with a chance to successfully complete courses when students have experienced struggles in demonstrating mastery of course content.

An Exciting New Initiative, To be considered in the Future

In collaboration with Grenfell College of Memorial University of Newfoundland, Paula Grudich worked with Dr. Ken Jacobsen in 2019 to develop a syllabus and seek approval for a “Dual Credit” English 3201 course. This proposal was discussed with stakeholders at various levels. We hope to be able to offer this great opportunity to future students, as we look forward to the return to a “new normal”.

Our Goals

We recognize the impact upon learning due to the Pandemic, and we seek to achieve the following goals:

- To continue to focus on embedding the “6-Cs” in our activities
- To broaden the breadth of texts available to students, balancing the classics with cutting edge, authorized contemporary texts.

- To continue to teach the practice and value of clear and effective communication.
- To use literature as a tool for fostering respect for divergent opinions.
- To continue to help students improve in the fundamentals of communication.
- To prepare our students for post secondary studies or the workforce.

Final Observations

Our English Department continues to create meaningful and engaging learning opportunities for all students. We hope to instill a love of learning in all students through the texts we study together. Our love of sharing literature will continue to be founded on a solid platform of Social-Emotional Learning and human compassion and respect, balanced with rigour and intellectual curiosity.

French Immersion and Français

This year has been a significant one for French teaching and learning at CBRH.

In October, we welcomed replacement teacher Courtney Patey. She taught Français 2202 and 3202. A certified Google Educator, she has been an invaluable new resource to our department and school, with a breadth of knowledge, skills and experience. Our students and teachers have been fortunate to have worked with her. We also welcomed French monitrice Dominique Lebel to our school. She proved to be skilled above and beyond the traditional role of a monitrice and was truly exceptional in her role.

Our incoming grade 10 students now combine the previous grade 9 Late and Early Immersion cohorts. They were the first to complete the new Sciences Humaines program at the 2000-level, which proved to be academically rigorous but successful. In September 2020, we offered Sciences Humaines 1231, which is proving to be a better transition course from grade 9.

Unsurprisingly, the suspension of in-school classes due to COVID-19 impacted some specific French teaching and learning opportunities. Most significantly, our students could not participate in *Secondaire en Spectacle* in Gatineau, Québec. Much planning and organization had gone into this trip and experience. As well, our senior students did not write the AP French exam, for example, nor did they participate in French bursary programs in Québec.

However, DELF certificates for our first group of students to complete the program were sent to us in March and we successfully distributed them to the now-university-age students over the summer. We hope to encourage student participation in the bursary programs, the AP exam and the DELF program in the spring.

Introduction and Course Evaluations

This year continues our work in delivering a high quality French education with rigor and integrity. In Français (Immersion) courses, we continue to work along the evaluations schemata of the four strands of listening, reading writing and speaking, which the evaluations reflect. This new Français program focuses on "La Littératie" (literacy) and has met with success for our teachers and students.

Department Staff

- Michelle Park: Histoire du Canada 1231, Histoire Mondiale 3231
- Erin Murphy (half time - on leave for this school year) : Français 2202, Français 3202
- Karen Skinner: French 1200, French 2200, French 3200, Français 1202, Vie et Carrières 2231
- Courtney Patey (replacement for Erin Murphy)

Enrichment and Special Opportunities for Students:

We continue to offer the DELF exam to both our Core French and French immersion students who are interested in partaking in this level- based exam. We also offer the AP French exam for grade 12 Immersion students who wish to gain AP credits towards university credits.

Goals

Our goals for next year include, but are not limited to,

- Continue developing resources for the new Sciences Humaines course
- Continuing support for early and late immersion students
- Maintaining our DELF offerings, enabling our students to become certified in their bilingual skills by an international standard
- Continue Working through semesterization in September
- Maintain, if not increase, our enrollment
- Working with a French assistant assigned to the school in September

Student Services

This school year, the collective focus of our Service Delivery Team at Corner Brook Regional High is social and emotional learning. Responsive to the evolving needs of our students, we work to connect and engage, while supporting the improvement of student outcomes. Aligning our goals with the Standards of Practice for Instructional Resource Teachers, we engage in ongoing professional development to enhance the professional competencies required to best meet student needs.

Instructional Resource Teachers	Student Assistants
Angela Ford	Denise Fewer

Denise Dewling	Donna Power
Janesta McCarthy	Janet Pardy
Jeff McCarthy	Shelley Luther
Jill Oxford Thomas	Tracy Matthews
John Dennison	Vicki Drover
Karen Goodey	
Lana Johnston	
Nadine Hutchings	
Nikki Carter	
Paul Riley	
Paula Bradbury Department Head	

Student Services Data

Instructional Resource Teacher Units – 10.5
Students with Student Assistant Support -21
Student Assistant Hours Allocated – 27
Students with Identified Exceptionality and receiving IRT support – 192

Service Delivery Team Goals

- Adapt individualized curriculum content; including alternate programs, alternate courses, and alternate curriculum, in order to meet student programming needs.
- Expand school and community-based work experience opportunities as part of the transition process for students with pervasive needs.
- Continue ongoing collaboration with subject area teachers to facilitate differentiated instruction and assessment to improve student outcomes.
- Continue to foster independence for students with Specific Learning Disorders through the use of Alternate Format Materials and Assistive Technology.
- Create opportunities for participation and engagement of students on alternate programming in subject area enrichment activities relevant to their interests and abilities.

Social Studies Department

Introduction

A reflection on the past few months proved to see many challenges and new strategies while we navigated through COVID. We feel, over the shortened year, that our department has grown and continued to strive toward collegiality and improved student achievement. We have created a professional learning community among members in our department and the sense of respect and fairness is our motive.

There has been significant improvements with respect to teacher collaboration and assessments throughout the department, and with most subject areas. This year has certainly seen improved development of outcome-based learning, the implementation of both summative and formative assessments, and the importance of learning about and delivering differentiated instruction within the classroom. With respect to courses within the department, many teachers have taken advantage of collaboration time to improve and develop lesson plans, assessments and improve their PLP to create a dynamic learning experience.

One new approach that has been in development is the concept of standard based assessments. Many teachers in our department have taken the initiative to learn more about this practice and implementation of it is currently being developed. Further discussions and decision making will continue as we further our education on this topic and to effectively integrate it in our program.

Reflecting back, there was a consistent concern about how to deliver the curriculum and administer formal assessments. That said, as district policies emerged, and the focus of assessments was not a key priority, mental health for students and teachers emerged to the forefront. With recent changes in our evaluation policies, many teachers have seen an improvement with submission of work and a reduction of late assignments and assessments. With that, it is hoped that continued PD around curriculum collaboration and the efficient use of our new PowerSchool with respect to grading and communication with parents will continue into the upcoming school year. It is also hoped that further research and conversations will begin at the district and provincial levels surrounding the importance of attendance and academic achievement. We are hopeful that with the recent policy changes towards evaluations will also expand into policy creation and implementation linking student academics to student attendance. Course credit linked with consistent attendance would certainly strengthen and potentially improve academic success.

There were certainly some challenges this year around the implementation of the new Social Studies 3201/3202 program. The department certainly feels that professional development should be a priority by the district to ensure proper implementation and instruction of the new curriculum. It is expected that with students moving toward a “new normal” in our school and routine being established, this new program will improve in its delivery and assessment. Also, there is some renewed expectation that the new Career Education 2202 program will enhance the learning experience for all students and deliver an improved “life-based learning” program that engages students toward their future endeavours.

With these new changes in the social studies department, it is hoped that in the coming years that new graduation requirements will include all students being required to complete all three levels of social studies in both the academic and general program. Looking forward to the upcoming year, the challenges of COVID, a new semesterization plan and the implementation of proper pacing and assessment practices are certainly going to test the department. Nonetheless, our department supports any changes that would improve the roles and responsibilities of both teachers and students and will strive toward student responsibility and accountability. In the end, with continued changes within the classroom environment, our department is certainly up to the challenges that lie ahead for the 2020 - 2021 school year.

Social Studies Department Staff

- Glenn Gillard (Department Head)
- Michelle Park
- Paula Maynard
- Shawn Bradbury
- Clarence Connolly
- Glen Simms
- Sephen Moulard
- Denise Dewling

Course Evaluations 2020 – 2021

The Social Studies department courses were evaluated as per the English School District Evaluation and Assessment Policy. However, with the sudden removal and cancellation of exams, final assessments were purely based on limited work and the students' historical grades. Extra Department Services Provided to Students

Provisions were implemented for some courses to allow students access to tutorials. Also, many members of the department had taken personal initiatives toward their subject area in improving student achievement in the form of tutorials and one on one learning opportunities. These efforts are going to continue into the 2019/20 year.

Special ‘Evaluative’ Circumstances

Accommodations in the social studies department were given to those students demonstrating learning difficulties in specified courses and or were designated with special support services. Also, the implementation of differentiated instruction was a priority to improve student learning within the department. The department worked very closely with the special services department to provide those students the necessary help and guidance required to achieve their maximum academic achievement. As well, the department availed of the PASS program. This program is an integral part of our program to meet the needs of students who require extra help or credit recovery.

Supplementary Examinations Administration

With the sudden removal and cancellation of exams, final assessments were purely based on limited work and the students' historical grades.

School Development Plan

The Action Plan for Corner Brook Regional High has seen many objectives completed and even more in the “ongoing” stages as we strive to improve student achievement and assessment practices.

As per goal number 3 (to improve student learning in all levels of the curriculum) the department feels that they have completed many of the objectives set out in 3.1 and 3.2. However, a new school development plan will be implemented in the 2021 - 2022 school year.

Guidance Department

Introduction

The Guidance department is committed to providing a comprehensive program to address student needs whether it is academic, career or personal. We facilitate opportunities for students to access a wide variety of services both in the school and in the community. We offer support to staff, students and parents to help them realize their goals of personal wellbeing and academic success and to reinforce the school goals.

Guidance Department Staff

Our school has two Guidance Counsellors: Mr. Gerard Lowe who is responsible for students whose surnames begin with A - L and Ms. Lori Chynn is responsible for students whose surnames begin with M - Z. Guidance. Students can sign up on the door of the guidance office or email if they want a personal appointment.

Community Partnerships

Our guidance department actively seeks to bring in guest speakers on a wide variety of topics to enhance curriculum objectives and student wellbeing. As a result we have built good relationships with many community partners. This year we are inviting virtual guest speakers through Google meet. Our community partners include:

- Academy Canada
- Atlantic Universities
- Addiction Prevention Services
- Blomidon Place
- Canadian Armed Forces
- Careers in Medicine – First year MUN medical students

- Canadian Mental Health Association
- College of the North Atlantic
- Community Youth Network
- Conservation Corps
- Corner Brook Status of Women Council
- Encounters with Canada
- Indspire
- Janeway
- LGBTQ
- Local psychiatrists
- Mary Fisher – suicide prevention
- Memorial University/Sir Wilfred Grenfell College
- Newfoundland International Studies LTD
- Newfoundland International Student Education Program
- Peer Tutors
- Qalipu
- Royal Newfoundland Constabulary
- Royal Canadian Mounted Police
- St. Mary's University
- Student Aid
- TWEP
- Various local volunteer organizations
- Western Health
- Western Coalition to End Violence
- West Rock Community Center
- YMCA
- Youth Ventures
- Youth Oceans – Marine Institute

Special Projects

- Information sessions will be offered to students this year on Scholarships; post-secondary options; anxiety and financial planning/student aid.
- Information sessions will be offered to students this year on Mental Health issues related to Anxiety/Depression.
- Information was requested by staff and provided on the following topics through emails on various topics such as how to encourage teens with autism to develop friendships; how to deescalate an angry student; how to help students choose their courses; what are the current admission requirements for some post-secondary institutions; transgender students; sarcasm; anti-bullying and anxiety.
- Partnership will continued this year with local Western Health & RNC.
- Partnership with the junior high feeder schools to develop an orientation program for the Grade Nine students to increase awareness about the high school program, ease transition into high school and to encourage better decision making when selecting courses.

- Social Media will be used to increase communication with and distribute information to parents and students through the use of Facebook; Twitter; CBRH website; email and school bulletin.
- Kindness Club will be operating to offer a more inclusive school environment.

School Development Plan

The Guidance Department has continued to enhance the school development goals by expanding on past practices.

Goal 1: To create and maintain a school climate and culture that fosters a safe and caring environment where students become responsible, engaged life-long learners.

These strategies were actions this year:

- Expanded resources contained in “Guidance” section of the school webpage. Guidance continues to add resources that are proving to be very helpful to parents and students. This is an ongoing initiative.
- Utilize Twitter, parent e-mails, and Facebook to provide students and parents with relevant information (i.e scholarship opportunities).
- Guidance continues to promote LGBTQ students at our school with participation in Pink Day and other initiatives. The Gender Neutral washroom is well maintained.
- Guidance is involved in coordinating Student Recognition activities during the year. It is important to take the time to acknowledge student achievement in various co-curricular activities and academics during the school year if we wish to engage learners we must be willing to take the time to acknowledge their achievements.
- Guidance promotes a Jack.org chapter at CBRH this year that is run by students and Teacher Sponsor Ms. Paula Grudich. The group’s focus is promoting positive mental awareness. They started in January and have had dog therapy on a monthly basis during lunch time. Art relax sessions; nutritious breaks; positive messages; newsletters to staff & parents have all been a part of their approach. Awareness posters about depression, suicide, healthy relationships and mental health have been purchased by the school and displayed in many of the student bathrooms to encourage the conversation about mental health
- Guidance (Mr. Lowe) acts as teacher sponsor for the Kindness Club. Initiative undertaken to promote kindness, mental health, friendship, etc.

Retirements

Mr. John Dennison - PASS Teacher (Positive Actions for Student Success)

Mr. Jim Hughes - Mathematics Teacher

Mr. John French - Mathematics Teacher



Internal and External Results and Analysis

2020-2021

Note: Our Internal and External results are for Semester 1

Provincial External Assessment Data

Public Exam data (Multi-Year trend data (average final mark))

Course	2018/19			2019/20			2020/21			2021/22		
	School	Region	Province	School	Region	Province	School	Region	Province	School	Region	Province
Français 3202	81	79	79	NA*	NA*	NA*	NA	NA	NA			
Mathematics 3200	78	78	80	NA*	NA*	NA*	NA	NA	NA			
Mathematics 3201	67	69	68	NA*	NA*	NA*	NA	NA	NA			
World Geography 3202	73	74	74	NA*	NA*	NA*	NA	NA	NA			
World History 3201	73	72	72	NA*	NA*	NA*	NA	NA	NA			
Histoire Mondiale 3231	77	76	76	NA*	NA*	NA*	NA	NA	NA			
Biology 3201	60	70	75	NA*	NA*	NA*	NA	NA	NA			
Chemistry 3202	73	73	77	NA*	NA*	NA*	NA	NA	NA			
Physics 3204	77	82	80	NA*	NA*	NA*	NA	NA	NA			
Earth Systems 3209	64	67	70	NA*	NA*	NA*	NA	NA	NA			
English 3201	71	61	74	NA*	NA*	NA*	NA	NA	NA			

***NA – No data Covid-19**

External Data- Public Exams

What does the data tell us?

With the sudden removal and cancellation of exams, final assessments were purely based on limited work and the students' historical grades.

School Internal Assessment Data

What does the data tell us?

Social Studies – Non public courses

With the sudden removal and cancellation of exams, final assessments were purely based on limited work and the students' historical grades.

Francais 3201

Math 3201/3200

At all three levels (school, district, and province) the 3200 results were down by approximately five points from the previous year; more data is required before informed comments can be made about this result. However, in both Math 3200 and Math 3201 the public exam means were above both the district and the provincial means; we are pleased with these results.

The real differences in scores on the 3200 public exam compared to the district and the province means were statistically similar to the differences of the previous year. In 3201 CBRH improved on the comparisons to the district and the province from the previous year.

Note again, that CBRH scored higher than the province and the district on the 3200 and 3201 public examinations.

The unit by unit analyses in these courses indicate that our efforts towards addressing our goals are working, as scores are improving in these identified units. We will keep these identified units as our priority as they continue to indicate the perennial need for attention: refer to the Mathematics Department Goal section of this report to see the goals in detail.

World Geography 3202 (Last year for this course)

Overall, 100 students participated in the public examination. Although there were very slight variations with percentages with the region, students outperformed all provincial averages in every unit except unit 4 and 6. Generally, the unit by unit averages were up over the provincial average from the previous year. Student average was 72%, one percent lower than the provincial average. However, it is important to note that our school average was aligned with the students' overall average whereas the provincial average had a 4% differential. Overall, students improved with the selected response section of the examination this year compared with the province. This may be attributed to the acquisition and studying of geographic terminology. The constructed response section was completed very well and above provincial averages with a minor drop in Unit 6. Much focus has been given to how to write in the constructed response section, and continued time and effort will continue to improve the selected response section.

World History 3201 (Last year for this course)

Overall, 91 students participated in the public examination. The unit by unit averages were up from the previous year. Our school average was above the region by 1 ½% and the school average of 72% was slightly below the provincial average of 73%. Students struggled slightly with the selected response section of the examination, specifically outcome 5.1 and the Challenges of the Modern Era section. This may be attributed to the acquisition and studying of historic concepts and sources. However, the other curriculum outcomes were completed very well as the remaining outcomes were above provincial averages. Much focus has been given to how to write in the constructed response section, however, more time and effort is necessary to improve the selected response section.

Histoire Mondiale 3231 (Last year for this course)

Overall, 44 students participated in the public examination. The data reported that students in this subject exceeded all aspects of the selected response section as well as the constructed response section compared to the region. One minor exception was on the Cold War which was a 2% differential with the province. The overall school mark was equal to the provincial average 76%; up by 1% from last year. This would signal an improvement in the academic success of students in this subject. However, there is still room for improvements in the last sections (ie: Challenges in the Modern Era unit) shown in the data. This may be attributed to time dedicated to this section. Nonetheless, there has been significant improvements overall in this subject.

Science

Our students continued to perform very well in Science courses this year. While there were no public exams or school lead final exams our students were assessed in different ways. While data analysis highlights the success of our students, it also gives direction for future instruction and learning.

English Department

With the cancellation of exams at the school, regional and provincial levels, we have entered a new era in assessment.

I continue to refer to the whitepaper, “New Pedagogies for Deep Learning: Education PLUS,” where authors and professors Michael Fullan and Geoff Scott present their “6 C’s of Education”. They discuss how the 21st Century must aim to educate students who are critical thinkers, collaborative, good communicators, show strong citizenship, are creative, and develop their character and sense of connectedness to others and the world. The world is changing more rapidly than ever, and we owe it to our students, and ourselves, to focus on acquisition of the skills that will enable all to find their place in the global arena. Now, more than ever, as the world has become a true global village, where interdependence is paramount more than ever, these foci are of fundamental importance.

School Internal Assessment Data

English

(NOTE: Our students have not written common exams, including Public exams, since January, 2020.)

It appears that we are at a turning point in how we assess, as high stakes examinations have been replaced with other instruments through which students can demonstrate their learning. It remains to be seen how this will impact learning in the future. As Standards Based Assessment gains a footing, we hope to see students benefit in many ways.

Our students and teachers are now well-accustomed to the Evaluation Scheme introduced in 2016, whereby each “strand” (Listening, Speaking, Reading, Writing, Representing, and Viewing) is assessed. It is interesting to note that the Listening Strand is as important as is the Writing Strand.

Math

While we always perform year-to-year comparisons when looking at achievement data, it is important to bear in mind that there are many reasons why achievement results can differ on an annual basis. Every factor must be considered, foremost among them being attendance.

Historically attendance in general math courses has been an obstacle to student achievement. We continue to keep our goals in Levels I and II the same as the past several years, for the reason that the identified areas of weakness remain the same.

Social Studies

Overall, there were many successes in the social studies program. Many courses had an extremely high pass rate with overall averages at or above the eighty-five percentile. Of the seventeen nonpublic exam courses offered in the program, the overall average for students came in at 77.4% with a student pass rate of 94.8%. It is the expectation of the department that this trend continues and that the department will strive to improve overall academic success and differentiated instruction to further this success.

Science

Our students continue to perform very well in public exam courses. While data analysis highlights the success of our students, it also gives direction for future instruction and learning.

The item analysis provided for each public exam continues to be a valuable tool as we plan future teaching and learning. While only January (semester1) public exams were completed last year we only received the overall results with no breakdown of units or topics to evaluate this fall. Our focus this fall has been more to reintroduce students back into school after an extended break from the building and to ensure the emotional well-being of our students while still continuing to achieve our best with academics.

Biology 3201

The students in Biology 3201 had a great academic year with a 96% pass rate. The students performed really well on their public exams and were d-factored up. The upcoming year will be the last year for this course as the new course will start in fall of 2021.

Chemistry 3202

This course was only offered in semester 2 and was only 25% completed when we shut down due to the Coronavirus. However, teachers continued to work with students online and many students availed of online classes and completed the course. Teachers

also continued to work through the new curriculum and developed resources for the full course which are now adaptable for online learning.

Physics 3204

This course was only offered in semester 2 and was only 25% completed when we shut down due to the Coronavirus. The second time moving through this course teachers were well aware of which topics to highlight in their weekly engagements with students online. Teachers continued to work with students online and some students availed of online classes.

Earth Systems 3209

Our students have again had a very successful year. Exam results were also all higher than the provincial score and our students were all d-factored up. New resources and hands on labs were developed for this course in the fall.

Graduation Rate and Status

Percentage of Eligible Graduates that Graduate and Percentage of Graduates with Honours, Academic, or General

High School Enrolment = 803

	2018/19			2019/20			2020/21			2021/22		
	School	Region	Province	School	Region	Province	School	Region	Province	School	Region	Province
Graduation Rate	94	-	92	99	-	-	-	-	-			



School Development Plan

One Year Plan

****Note: We will be initiating a new School Development Plan in September of 2021.***

2020-2021

Goal 1: To enhance communication and collaboration among all stakeholders in the school community.

Objective 1.1: Increase opportunities for teacher collaboration

Strategies:

1.1.1: Utilize online collaboration for in-school and other-school working groups as a means to supplement face-to-face traditional collaboration

1.1.2: Increase collaboration with common subject teachers from other schools

Action Plan:

1.1.1/1.1.2:

- October 3, 2019 central closeout was provided for teachers to work collaboratively with other teachers in the same subject area within the school or from other schools.
- Continue to arrange collaboration during the work-week including Prep Periods
- To spend a portion of Department meetings on collaboration and communication

Indicators of success:

1.1.1: Teachers have collaborated using online resources

1.1.2:

- Teachers continue to work collaboratively during Prep Periods

- Teachers use Professional Development Days provided by the School to work together on curriculum development
- Teachers continue to collaborate teachers from other schools in the same subject area

Objective 1.2: Improve home/school communication to provide parents with information about students' learning and school activities/opportunities

Strategies:

1.2.1: Improve the use of current technologies to enhance communication with parents/guardians i.e. Twitter, Facebook, School Webpage, Google Classroom, Google Meet

1.2.2: Increase knowledge of PowerSchool as a tool for parent/guardian communication

Action Plan:

1.2.1:

- Teachers and support staff will continue to use Social Media including Twitter, Facebook, and the School Webpage as a means of communication with the school community
- Continue to use traditional Media including radio and newspaper to communicate

1.2.1:

- Secretaries will continue to use emails on a consistent basis to inform parents/students
- Add section on School Registration Form for parents to add emails

1.2.2:

- PowerSchool usernames and passwords will be distributed to parents/guardians during Curriculum night, Parent Teacher evenings with instructions on how to use the software
- Discuss Power School and it's effectiveness during School Council Meetings

Indicators of success:

1.2.1: The school continues to use social media to communicate with parents/guardians

1.2.1: Collect emails of parents during registration process and more parents using Social Media

1.2.2: Feedback from Parents/Guardians indicates that many are using PowerSchool to monitor their children's progress on a regular basis

Objective 1.3: Enhance internal communication to ensure all policies, practices and procedures are effectively implemented

Strategies:

1.3.1: Develop an electronic, updated, concise, simplified handbook with focusing on policies, practices and procedures

Action Plan:

1.3.1:

- Continue to work through policy and practice in 2015/16 Handbook. Completed several drafts of new policy to reflect current practice
- The administrative team will continue to update the handbook and present it to Department Heads for review in June 2019.

1.3.1: Review current policies to ensure they align with NLESD policies

Indicators of success:

1.3.1: The Student Handbook has been updated to contain the latest policy, practices and procedures

1.3.1: New NLESD policies are reviewed

Goal 2: To enhance student achievement through teacher professional development and student engagement in an inclusive learning environment *with a focus on literacy and numeracy.*

Objective 2.1: Improve student achievement through active engagement and participation in the learning process

Strategies:

2.1.1: Explore ways to increase student completion of learning activities

2.1.2: Increase knowledge and awareness of diverse instructional and learning strategies to support student learning

Action Plan:

2.1.1: Teachers will use intervention checklists to ensure that students are completing learning activities

2.1.1: Participate in Phase 6 of the Inclusive Model

2.1.2: Teachers will be provided opportunities to be in-serviced on differentiated instruction and different types of assessment

Indicators of success:

2.1.1: Students are completing more learning activities

2.1.1: Inclusive Model (IM) is activate, Inclusive team is put in place, Professional Development Days are used to support IM, and funding is requested

2.1.2: Differentiated instruction is being used and students are learning

Objective 2.2: Enhance student learning through analysis of achievement data

Strategies:

2.2.1: Teachers will examine internal/external data to improve student learning

2.2.2: Use interventions to support student learning

Action Plan:

2.2.1: Teachers will analyze achievement data on the strategic planning day and provide a summary of strengths and needs of each department to all staff

2.2.2: Teachers will use intervention checklists to assist with student learning

Indicators of success:

2.2.1: Data has been analyzed and reports provided to staff

2.2.2: Interventions have been used and students are completing assessments

Objective 2.3: Effectively use professional development to meet the identified learning needs of staff and students

Strategies:

2.3.1: Increase professional development opportunities and participation for teachers

Action Plan:

2.3.1: Teachers will participate in professional development to meet identified learning needs and submit plans for their PD for each session they attend. Teachers identify PD they can attend throughout the year. Teachers complete a Professional Growth Plan (PGP)

Indicators of success:

2.3.1: Teachers are actively engaged in professional development. Teachers submit detailed plans/itinerary for PD. PGP is submitted on or before the end of September.

Goal 3: To enhance culture and climate within a safe, caring, and inclusive environment that promotes respect for all members of our school community.

Objective 3.1: Create an environment where the school community is free from bullying, intimidation, and discrimination, and where individuals show respect and caring for each other.

Strategies:

3.1.1: Teach and model positive social behaviors to develop positive and supportive relationships.

3.1.2: Strengthen our school *Positive Behavior Supports (PBS) Model* to promote a code of conduct with consistent expectations and consequences.

Action Plan:

3.1.1: Continue to review the PMF data. Identify ways to promote a safe school environment including renewed focus on fostering positive relationships and modeling good behavior.

3.1.2: Focus on restorative justice as a means of working with students when faced with conflict/difficult situations.

Indicators of success:

3.1.1: A safer and more inclusive school environment

3.1.2: Reduced behaviors and successful resolution of conflict situations.

(Note: Goal 3 was updated in October 2014. It was identified in our September Professional Development Days as a goal that needs to be adjusted and updated. In consultation with staff in September 2014 and in reference to the Provincial Safe and Caring Schools document/Policy, we spent significant effort redefining this particular goal)

Operational Issues 2020-2021

Operational Issue	Intended Action
Bathrooms	Boys bathroom on main level is without urinals. Is a pressure issue with city. Shut off of water needs to be coordinated during summer to fix
Rails in front Entrance	Rust and rough edges were grinded and the rail was repainted after years of requesting work.
Wheel Chair Ramp	Surface is rough and needs to be resurfaced
Fitness center	Continue to refurbish Fitness Centre with new equipment
Smart Boards - professional development request	Provide professional development to ALL Staff. Many new arms, new boards replaced and ongoing replacement of bulbs.
Doors (security)/Cameras	Contractors have upgraded cameras and operating system.
Gymnasium (dust/lights/banners)	On the summer maintenance list.
Painting and Plastering	Continue to paint and plaster walls as necessary throughout the building. Much of this work was done during March – June while students were out for Covid-19

Fire Door Hinges. Bathroom stall doors.	Much of this work has been completed
Other...	Other issues/concerns as identified throughout the year.