



Enhancing Learning Plan

School: S.C.I.D.E.S.

School Year: 2025/26

Principal: Dan Duncan

Nicola-Similkameen School District

GOAL AREA 1

Mental Health

Determine how we can best support Mental Health and Wellness, and remove barriers, for our online learners.

Rationale

As our students are joining us from a distance, it is more difficult to identify mental health and wellness challenges in our student population and also more difficult to fill in any mental health and wellness gaps that might be occurring.

Evidence

- Responses to surveys and interviews
- Students' submissions to Mental Health related assignments
- Student – Teacher communication

Review Dates

November, January and May

Strategies

- Utilize features in Brightspace that allow for timelier and more relevant communication with students
- Embed this 'info gathering' in initial course assignments
- Utilize surveys and interviews

<u>GOAL AREA 2</u> <u>Anti-Racism</u>	SCIDES will be an anti-racist school committed to equity for its Indigenous learners and their families and will hold all students and staff accountable for all racist acts and incidents.
<u>Rationale</u>	Ministry: - Anti-Racism Action Plan B.C. students achieve their full potential in an education environment that is equitable, free of racism and systemic barriers, and where all students, staff, and families feel welcome, safe, respected, and valued SD58: -<u>Equity Scan</u> clearly indicated that this is a top priority of our local Indigenous communities. -<u>Strategic Plan</u> students and their families need to feel physically and emotionally safe
<u>Evidence</u>	- Teachers receive fewer assignment submissions that are of a racist nature - Our website explains how to report incidents of racism - Our updated Code of Conduct will be up on our website - Racist Incident or Incident form - Completion rates of Indigenous students
<u>Review Dates</u>	November, January and May
<u>Strategies</u>	- Our Code of Conduct will reference anti-racist expectations in alignment with the District Plan - All assignment submissions or communications of an anti-racist nature will be reported to Administration - Racism reporting mechanism will be posted on our website and here at SCIDES - All reports submitted to Principal (and ISA if appropriate) - ISA will follow up with family if appropriate - ISA will track connections made with Indigenous families.

<u>GOAL AREA 3</u> <u>Academic</u>	SCIDES will decrease the number of students who withdraw from courses.
<u>Rationale</u>	Withdrawing from educational situations severely decreases students' future opportunities and earning potential.
<u>Evidence</u>	Over a three-year period we will track the following: - Enrollment to Active rates - 'Activation Assignment' completions ("One point Os") - Timely course completions (5 months) - Reduced withdrawals
<u>Review Dates</u>	November, January and May
<u>Strategies</u>	-More frequent connection between Teacher/Advisor and student -Utilize BrightSpace tools and course design features to ensure accessibility and manageability of courses for all students -Intelligent Agents set up properly to ensure more frequent communication from teacher to student -Exit interviews / surveys -Data from exit interviews compiled and discussed with staff -Improvement plan devised based on that data -Proper use of D2L's "Progress + Pacing" tool

<u>GOAL AREA 4</u> <u>Academic</u>	Increase the percentage of Activated Learners who complete the course within 5 Months.
<u>Rationale</u>	We want our Cross-Enrolled students to stay aligned with Face-to-Face schools' semestered timetables We want our learners to be successful We want our learners to stay on track regarding their Grad plan and increase both grade-to-grade transitions rates as well as completion rates. We want our learners to gain a sense of accomplishment We want prospective learners and their families to know that SCIDES has a high rate of successful completions
<u>Evidence</u>	BrightSpace logins tracked Pacing and Progress tool used and monitored Decreased withdraws and drops Exit surveys of learners who withdraw or drop
<u>Review Dates</u>	Weekly using the Intelligent Agents and SMS
<u>Strategies</u>	Analyze data to determine completion rate by course Identify effective teacher practices Mandatory use of key features found in courses with high completion rates Develop exit survey to determine reasons for withdrawal Use IAs to frequently remind students of the 4 week DROP and 6 week WITHDRAW policy

Date Submitted	September 17, 2025
Signed Principal	
Signed Superintendent	