

**NETWORKS OF INQUIRY AND INNOVATION
2011-2012**

**LAKES DISTRICT SECONDARY
#91 Nechako-Lakes**

Leadership Team

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Contact

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School Context/Community Involvement

Lakes District Secondary School (LDSS), part of School District No. 91, is located in Burns Lake. The school serves students from grade 8 to 12 in a modern and well equipped facility featuring a permanent drama stage, multi-purpose lunchroom, large gym/fitness area and full service industrial shops.

Our student enrolment of 407 is comprised of 43% with Aboriginal ancestry compared to the provincial average of 10%. We are proud to serve six local First Nations bands (Burns Lake, Lake Babine, Cheslatta Carrier, Wet'suwet'en, Skin Tyee and Nee Tahi-Buhn).

The LDSS staff consists of 25 teachers, 18 support staff, four custodians, three home-school coordinators, principal and vice-principal. A dedicated and experienced staff works hard to ensure that students receive a quality education.

School Inquiry and Action

At the present time, educators can embark on formal inquiry projects through the Networks of Inquiry and Innovation (NOII) that are focused on: reading, writing, numeracy, social responsibility, healthy schools, and Aboriginal education. Although these categories are broad and relevant, I wanted to explore the impact inquiry might have on the learning of exceptional students. Specifically, I wanted to expand the categories of inquiry to include a unique and diverse population of learners: exceptional students in a life skills program.

As a special education teacher, I believe that all students can learn and deserve a quality education. The students in a life skills program have challenging goals that differ from the traditional umbrella of education. Their learning needs may consist of a combination of goals in the communication, physical, functional academics, social, and behavioral domains. Many exceptional students will graduate with an evergreen certificate and 'walk the stage with dignity' as they become responsible and independent adults to the best of their ability. This school inquiry explored the power of formative assessment strategies with exceptional students.

School Question

Will an increased focus on using regular, thoughtful feedback and criteria for success improve the learning of personal safety as measured by the Performance Standards for Life Skills Programming (2010)?

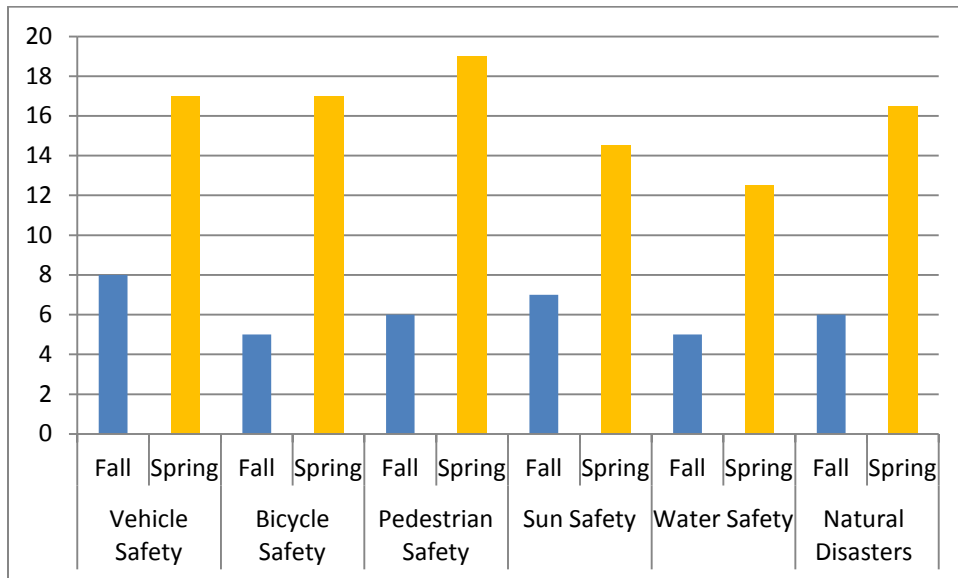
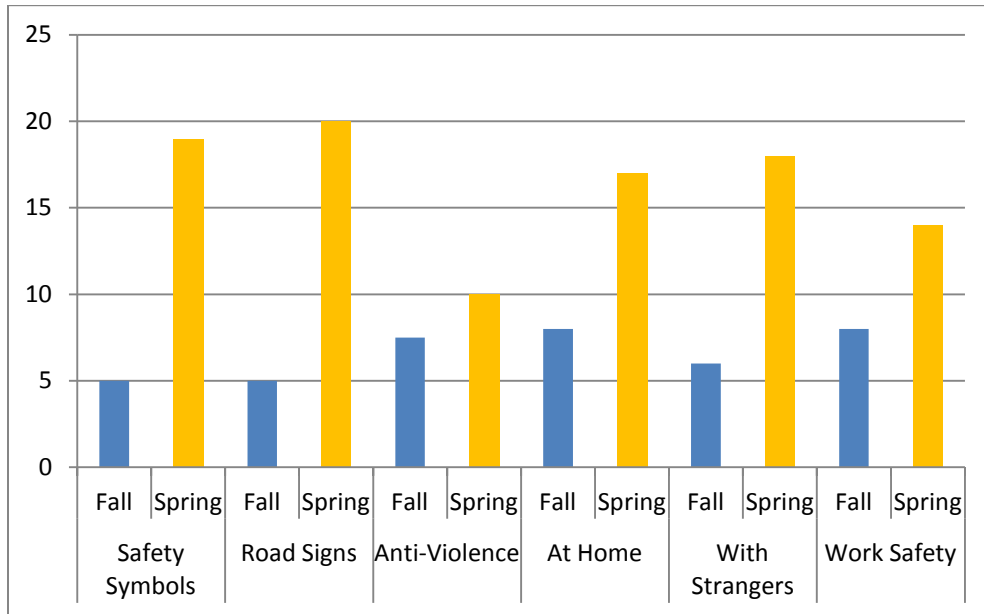
Strategies

For this project, I used the Performance Standards for Life Skills Programming (School District No. 91, 2010). To narrow my focus, I referred specifically to a section under Personal Development titled "Personal Safety." Fall testing served as the baseline from which I determined their direction of learning in the spring.

Throughout the course of the school year, students were provided with regular, thoughtful feedback and the criteria for success. By working together, students were challenged to meet the expectations.

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School Findings



School Plans for 2012-2013

To continue exploring this avenue next year, I will select a different category from the Performance Standards for Life Skills Programming. Using criteria for success and regular feedback, I will determine the impact these strategies will have on exceptional students.

Reflections, Advice

Although the sample size of this inquiry is small, the data indicate that there was a noticeable improvement in their learning. Missing from the graphs, however, was the sense of excitement and motivation expressed by students as they made improvements in their learning.