



School District No. 51 (Boundary)

Box 640, 1021 Central Avenue

Grand Forks, BC V0H 1H0

PHONE: 250-442-8258 FAX: 250-442-8800

Website: www.sd51.bc.ca

2024-25 School Growth Plan

School: Walker Development Centre

Principal: Tom Eccleston

Vice Principal: Jon Dowswell

A. Goal (One goal per page) (Please insert/attach links to any external documents)

Intellectual Development

How can we know what service is missing from traditional schools so that students receive the personalized attention they need when they need it?

B. Rationale

- As an alternate school each student has a unique learning profile but, in common, is a need to experience intellectual growth and successful positive accomplishments
- Elevated rates of vulnerable groups of priority students
 - students with special educational needs
 - students with Indigenous ancestry
 - students identifying as LGBTQ2S+

C. Action Plan (List Specific actions, school level and district level resources or structures used)

- Increase enhancements and opportunities from community members and role models
- Augmented differentiated instruction and assessment.
- Specialized, personalized delivery
- Innovative pedagogy (teacher professional growth and delivery evolution)
- Review referral and intake processes for improvement

D. Evidence/Data (How will you measure success?)

- Course completion and partial completion rates
- Demographic rates of students
- Empathy interviews with students
- Responsive, program adjustments according to the needs of students



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Human and Social Development

How can students experience social and emotional growth and develop necessary resilience skills for age-appropriate community functioning?

B. Rationale

- Vulnerable population, disproportionate numbers of children in very challenging life-circumstances and with a history of trauma
- Success is critical with this impressionable group (ages 11-19).

C. Action Plan (List Specific actions, school level and district level resources or structures used)

- enhanced counselling services,
- appropriately high supervisor/student ratio
- trauma-informed practices
- Indigenous pedagogies and anti-racist education – professional development and practices (Jo Chrona)
- adaptive and personalized social skills development experiences

D. Evidence/Data (How will you measure success?)

- Participation rates in pro-social activities
- Growth in full attendance and positive relations while at WDC (anecdotal)
- Review data of conduct violations



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Career Development

What will it take to increase the number of successful student transitions (or return) to traditional high school or the wider community through graduation?

B. Rationale

- Elevated rates of adult grad may impact life-chances
- Very limited cross-enrolled students – inhibits social and experiential learning opportunities

C. Action Plan (List Specific actions, school level and district level resources or structures used)

- Review transition rates (full or partial return to high school and/or graduation)
- Increase successful cross-enrolment rate with Grand Forks Secondary School (CYCW)
- Networking with local employers, Work Experience
- Certifications (1st Aid, Food Safe, WHMIS, Driving Licencing)

D. Evidence/Data (How will you measure success?)

- Student transition tracking
- Successful networking between schools and community partners