



Dauphin Regional Comprehensive Secondary School (DRCSS)



SCHOOL COMMUNITY REPORT

2017-2018

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School Mission Statement

DRCSS is dedicated to supporting students in maximizing their potential to become contributing members of society by providing high quality, relevant, engaging, and inclusive education in a safe, caring environment.

School Profile

Dauphin Regional Comprehensive Secondary School is a grade 9-12 school in Dauphin, Manitoba. The school has an enrolment of approximately 640 students with a teaching staff of 40.5 FTE including administration, resource, and guidance. Educational assistants, custodians, office staff, library assistants, computer technicians, and cafeteria personnel increase the school's staffing to approximately 77 FTE.

The student population is comprised of students from Dauphin and surrounding feeder communities. Students from the outlying communities with high schools choose to come to DRCSS because of the choice of programs available (vocational and academic) and the wide variety of extra-curricular and social activities.

Purpose of Report

- To celebrate the success of students within their learning environments.
- To monitor school growth (strengths and weaknesses).
- To inform parents and communities.
- To contribute to continual school planning.

All the Best - We wish the following staff the best as they move on to new and exciting opportunities outside of DRCSS: Mrs. Hanna, Mrs. Agnew, Mrs. Merasty, Mrs. Yates, Mr. Carriere, Miss McGurry, Mr. Barkman, Miss Fendick, Miss Jenkins, and Mrs. Windsor-Burdeny

Welcome - The following new staff will be joining us in the fall: Mrs. Coombs, Mrs. Mitchell, Ms. Fyk, and Ms. Warrian.

Message from the Principal

As the Principal of Dauphin Regional Comprehensive Secondary School, I am so proud to be a part of our educational team. Our essential priorities for the school have continued to be the following: To support our staff in their commitment to meeting the needs of all Clipper students; to develop and sustain strong communication with our community, and value input, questions, and assistance from all; to ensure the safety of our students by providing a clean, orderly, and nurturing learning environment; and finally, my most essential priority is to do all I can to see that every Clipper student develops to their potential so they may become productive citizens. I am convinced that with your help, along with our high expectations for these priorities, our students will continue to succeed! I would like to extend thanks to the parents/guardians and community for your continued support of the school. The active involvement of our community makes a significant difference in ensuring a safe, positive environment that enhances student learning. It truly has been an honour to serve as your principal this year. I love being part of this educational community and I look forward to the privilege of working together again next year in our combined efforts for continuous growth.

Take care!

Mr. N. Casavant, Principal
Principal
Dauphin Regional Comprehensive Secondary School

Believe * Achieve * Succeed

School Staff 2017-2018

Our hard-working and dedicated 2017-18 staff included:

Agnew, Lindsay	Klyne, Frank
Alf, Jason	Love, Jeremy
Allen, Alice	Love-Chubka, Sandra
Balanyk, Melanie	Lucas, Crystal
Barkman, Paul	Luke, Kris
Baumung, Jodi	Maguet, Lisa
Bennet, Cam	Mathe, Cindy
Bernat, Allan	Matskiw, David
Bessi Kama, Bading	McGurry, Taylor
Byckal, Dave	Merasty, Kim
Carriere, Richard	Michaluk, Kristjana
Casavant, Norman	Molnar, Kim
Cherepak, Gage	Moss, Yvonne
Chersak, Jerry	Patterson, Magferti
Cote, Steven	Pasloski, Carla
Coombs, Andrew	Pasternak, Kayla
Dalziel, Jill	Paziuk, Ryan
Davies Thiele, Shannon	Rea, Ted
Delaronde, Kara	Robinson, Valerie
Desroches, Don	Rudkavich, Denise
Dzikowski, Linda	Rudkavich, Jason
Fendick, Sam	Sanderson, Ray
Flett, Clifton	Schmidt, Taylor
Forbes, Jill	Shankaruk, Carole
Gamache, Melanie	Sheldon, Don
Genik, Anna	Smendziuk, Darlene
Glesmann, Rosanna	Smendziuk, Elwyn
Goodine, Patricia	Smigelski, Matt
Graham, Brandi	Smith, Aynsley
Graham, Mark	Sochan, Steff
Graham, Raven	Souch, Phillip
Gray, Lynette	Stadnyk, Kelt
Hanna, Mary	Stashko, Sheldon
Hannibal, Bryan	Swedlo, Joyce
Henderson, Chance	Szabo, Mandy
Hlady, Carri	Tymchuk, Marian
Houle, Wade	Wellborn, Wendy
Hupalo, Lori	White, Lynn
Huska, Kim	Windsor-Burdeny, Shelley
Iftody, Brian	Wood, Gord
Jaddock, Stephen	Yaciuk, Rodney
Jansen, Heather	Yates, Laura
Jenkins, Brittany	Zurba, Susan
Kenler, Joyce	

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School Improvement Plan

Planning for Continuous Improvement



Background Information

The priorities in this school plan were established in the 2016-2017 school year and staff began to work on implementing the revamped outcomes under each priority area. The outcomes were given a five year time frame with completion in June 2021. The Department of Education requires that each school develop a school plan. To create our school improvement plan for 2017-2021, we gained input from students, staff, and the Parent Advisory Council. The first step in identifying our priorities for our school plan was to review the data collected. The data that was collected came from three large sources. This data was correlated and from it themes were established. In knowing the Mountain View School Division priorities, it was critical to align our school plan with MVSD's priorities. Through this planning process, representatives from Student Council and Parent Advisory Council offered input into the plan. In summary, there was meaningful involvement from all stakeholders of DRCSS. Reflection and planning will continue to occur with our stakeholders at monthly meetings; the School Improvement Plan will be the basis of all decisions.

Priority #1: Enhance Student Numeracy

Outcomes (What We Wanted)

DRCSS students will improve foundational numeracy skills and results on grade 12 Essential exams by 17% by 2020.

Strategies (What We Did)

- Create a consistent, full time department of Math teachers with a Math background trained in using best teaching practices.
- Limit all Math classroom sizes to a maximum of 25 students.
- Develop a consultation process that includes students, parents, and teachers to determine placement for grade 10.
- Determine essential outcomes within Essential Math, at each grade level.
- Unpack curriculum to ensure teachers use consistent assessment and instructional practices in the same course.
- Develop explanatory questions to be included as part of assessment in all streams, at each level.
- Assemble common exam questions, unpack them, and integrate them in all 9-12 Math planning.

Indicators of Success (What We Accomplished/Measured)

- Mr. Rea, Mr. Love, Mr. Bessi Kama, Ms. Tymchuk, Mr. Matskiw, Mrs. Luke, & Mr. Smigelski have all been assigned to serve in the Math department.
- Average class size in Math for 17-18 was below 25.
- All teachers have had experience unpacking curriculum as part of a PLC.
- Math teachers have developed consistent instructional practices and assessment tools for a sampling of grade 9 math outcomes.
- Teachers unpacked verbs from specific learning outcomes to create consistent understanding of expectations for instruction, student learning, and assessment.
- All grade 9 teachers are utilizing a common pacing outline.
- Grade 9 Math time has doubled to provide an opportunity for more thorough learning. Increased time and reach back of skills at the grade 9 level help build foundational skills to assist students with later grades.
- Explanatory questions have been developed.
- Participation on Divisional Strategic Directions Cohort for Numeracy with the Gr. 12 Essential Math being a focus.

		<ul style="list-style-type: none"> • Grade 9 teachers utilized the Manitoba Learning Resource Consortium Math Final Assessment. • Assessment practices have been reviewed and a commercial assessment tool (Exam View) has been used to help make all testing more consistent. • We are exploring making Math Essentials a mandatory course for Graduation.
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Priority #2: Enhance student positive mental health.

Outcomes (What We Wanted)	Strategies (What We Did)	Indicators of Success (What We Accomplished/Measured)
<p>By June 2021, there will be an increase in students who report positive mental health.</p>	<ul style="list-style-type: none"> • Educate students and staff on Mental Health awareness and understanding • Engage the divisional Social Worker in supporting students who may have Mental Health needs. • Establish a student advocacy group that meets monthly with the Response To Intervention team. • Respect and Celebrate Diversity • Continue to strengthen transitions for students both in and out of DRCSS. 	<ul style="list-style-type: none"> • We have hired a social worker to serve the needs of our students exclusively. • We have increased our Youth Support Worker position to full-time. • CREW (Create Relationships, Enhance Wellness) Mentor Group: This year we created a mentor group, which joined forces with Henderson Elementary school and Whitmore Elementary school to do as our title states (Create Relationships, Enhance Wellness). Throughout the school year, we visited these schools and engaged with the students by focusing on the seven teachings/virtues and encouraging students to practice them in everyday life. We engaged in many fun activities and enjoyed lunches together, which help to create healthy trusting relationships that benefit both the mentors and the mentees. We hope to continue with this program as we move into the next school year. • Girls Group -Roots of She Empowerment (ROSE): This year we formed a girls group, which focused on empowering young women at our school. This group was led by Elder Bev Harvey, who shared her story, history, wisdom, and talents as we engaged in group circles and many crafty activities where the girls became more and more at ease in sharing their stories. We hope that through this group, our students will discover who they are, what their purpose is, and where they are going in their journey that lies ahead with confidence and pride. • We took a team of students to the Stomp Out Stigma summit and held a follow up meeting to build capacity in creating mental health awareness in our building. • Constable Nadia Matwaychuk spoke about Mental Health awareness to students.

- Attendance incentives
- Teachers have been incorporating Mental Health awareness in their courses (Grade 11 ELA, PE).
- Referrals and consultation with divisional Social Worker. The divisional social worker meets with many of our students and families regularly.
- Increased team support meetings for new students and to prepare students for life after the DRCSS.
- Alternative Education students have the opportunity to work on mental health help workbooks to address their needs.
- We developed a mentorship program for students in our school. This program focussed on leadership by example while demonstrating the qualities of the seven teachings.
- Student Council focused on diversity and have been designing activities that include all.
- Murals are being displayed throughout the school.
- We have utilized the expertise of our social worker in supporting diversity and inclusiveness.
- We have had PD that gives us a better understanding of the issues faced by a significant number our students that has helped us build relationships which help them discover where they come from, what their purpose is, and where they are going.
- We have had assemblies to recognize the accomplishments and great citizenship of our students (first mate award).
- We promote diversity and have great activities which include and engage the entire student body.
- Celebration of learning
- Staff PD in developing healthy relationships
- RCMP presentation on sexting
- Val Caldwell presentation on appropriate social Media use.

Priority #3: Enhance the climate and culture by building strong relationships and an inclusive environment.

Outcomes (What We Wanted)	Strategies (What We Did)	Indicators of Success (What We Accomplished/Measured)
<p>By June 2021, there will be an increase in the percentage of students feeling a strong sense of safety and belonging.</p>	<ul style="list-style-type: none">• Increased active supervision in hallways & outside area near Kerr Street and Daycare• Expand our camera system in the locker bays & outside• Gender neutral washrooms• Increasing class space to access natural light• Education for staff & students regarding social media and bullying• Increased consequence for premeditated violent behaviours and drug use• Engage students in mandated intervention for violent behaviour as well as drug use• Establish a risk assessment / intervention team• Educate staff on characteristics of drug use and response	<ul style="list-style-type: none">• We have enhanced supervision protocols within the hallways. A supervisor has been assigned prior to school and at breaks to increase supervision by the daycare and Kerr street.• We are working with the school division to address the lack of cameras within our locker bays as well as outside. We hope to have a plan in place to address this need by no later than the end of the 18-19 school year.• We are currently in discussions with the School Division to support us in the establishment of two gender neutral washrooms.• Flags of the origin of all of our students are hung in the cafeteria.• The DR has undergone an extensive renovation to address the natural light in classrooms.• Staff greet students at the entrance every AM and PM. This gives recognition to the students and also the staff presence helps create a safe environment.• The RCMP ICE (Internet Child Exploitation Unit) unit presented to the DR student body on the appropriate use of social media and the consequences for offenders.• Any premeditated violent behavior received a 5 day suspension with the recommendation that the suspension be extended to 6 weeks. Violent behaviors have significantly been reduced.• We offer different avenues for learning and demonstrating understanding of outcomes in and outside the classroom to meet the diverse needs of the students i.e. Project based etc.• Many school wide activities that we do, such as tie-dying, assemblies, grade wars etc., build a sense of community and unity amongst our student body.

Priority #4: Enhance Student Literacy**Outcomes
(What We
Wanted)**

DRCSS students will improve foundational literacy skills and results on grade 12 ELA exams by 7.1% by 2021.

**Strategies
(What We Did)**

- Create a consistent, full time department of ELA teachers with an ELA background and trained in using best teaching practices.
- Match students with the ELA stream that meets their needs, interests and to build the skills that the student requires.
- Limit all ELA classroom sizes to a maximum of 23 students.
- Schedule grade 9 ELA for every day, all year (ELA10F + Reading is Thinking) to ensure essential skills are mastered to reduce future credit recovery or failures.
- Schedule ELA credit recovery as part of the daily schedule with a teacher trained in ELA who can support and monitor ELA learning.
- Use a commercial assessment tool to identify literacy skills that need to be intensively taught.
- Determine priority strategies for grade 9, 10, 11, and 12.
- Assemble common exam questions, unpack them, and integrate them in all 9-12 ELA planning.
- Identify an app/extension for dictation to be used for students struggling with reading/writing.
- Train teachers to use and teach the app/extension for dictation.

**Indicators of Success
(What We Accomplished/Measured)**

- Mr. Alf, Mrs. Gamache, Mrs. Graham, Mrs. Hlady, Mr. Houle, Miss Glessman, and Mr. Paziuk have been assigned to the ELA department.
- Teachers provide information to students regarding the three different focuses of ELA with specific tailored recommendations for their plans after graduation.
- The average ELA class size for 17-18 was under 23.
- Grade 9 ELA has been assigned all year by the introduction of RIT semester 1 and ELA 10 semester 2.
- Grade 9 RIT priority outcomes and strategies were established to build reading and thinking strategies across core curriculum areas. Grade 9 ELA outcomes established to focus common assessment tools to collect data on student literacy skills.
- Reading is Thinking to develop critical thinking skills and reading strategies across content areas
- Common assessments in RIT, ELA10F, and ELA20F monitored throughout the year to determine priority areas for teacher instruction (data informed decisions)
- Create consistent expectations for strategies taught at ELA10F and ELA20F (double entry journal, paragraph response)
- PLC determined common questions that appear on the provincial exam to be introduced in grade 10 (related to main idea)
- Literacy across content areas PD from Charlene Helgeson at staff meetings (shared reading strategies)
- The ELA PLCs created common exam question themes including identifying main ideas, explaining main ideas, and developing written texts using a specific audience, purpose, and form for grade 9 ELA, with an emphasis on direct teaching of visual analysis/reading visual text for grades 9-12.
- Followed the Divisional direction of using Kurzweil to support students struggling with reading/writing.

Priority #5: Enhance awareness and skill development for career opportunities

**Outcomes
(What We Wanted)**

By June 2021, there will be an increase in the number of students who will report knowledge of available career opportunities for them.

**Strategies
(What We Did)**

- 100% of Gr. 9-12 students will have completed the appropriate level within career cruising
- 100% of 9-12 students will have participated in a career awareness activities.
- All Grade 9 students will have completed a resume and Grade 10 students will have started an employability skills portfolio.

**Indicators of Success
(What We Accomplished/Measured)**

- Career development awareness activities were provided for 100% of our students. This included in class sessions, "Career Conversations" event hosted by DRCSS, attendance at Post-secondary Day sessions, Take Our Kids to Work, as well as job shadowing opportunities within the community.
- Resumes were completed by students in three grade twelve ELA classes; due to the switch from Career Cruising to Xello more than ½ way through the first semester it was determined at a Divisional career meeting that DRCSS would focus on grade 9-10 Xello for 2017-2018.
- 521 students (81%) participated in a group career awareness activity, and 157 met with Career Guidance individually regarding career/education plans.
- 46 grade nine students completed resumes and 27 have completed a framework; 28 grade ten students have started an employability skills portfolio. These components were introduced following the completion of the Xello activities this year and will be examined by the grade nine and ten ELA cohorts.
- To date 16 Credit for Employment, 18 High School Apprenticeship Program, 23 Life Works, and 10 Dual Credit courses have been achieved; current registrations are 74 Life Works and 30 Dual Credit.
- Grade nine spent 2-3 70-minute periods completing the appropriate Xello activities, and grade ten students have spent 2-5 35-minute periods; according to Divisional data 57 grade nine students completed all four quizzes and both activities and 18 started the activities, and 31 grade 10 students completed all four activities and 34 have started the activities.

- This year the majority of our students were connected to career PowerSchool accounts and Career Cruising/Xello. We did this for all of our students. 476 of our students have logged into Career Cruising/Xello and many of these students have had an introductory session on the program as well as have completed assessments such as matchmaker (matches occupations to skills/interests of students). Students are familiar with the program and will be ready to begin building profiles.

Plans for 2018-2021

- 2013-2017 were years of change. Our goal was to reaffirm the expectations for our Mission and the level of expectation for our learning community.
- 2018-2021 will see us continue to focus on strengthening our Numeracy and Literacy results. It will be a time where we put emphasis on building a stronger sense of belonging for our students and strengthening everyone's sense of security. Lastly, we will pay particular attention to ensuring our students have the supports necessary for their positive mental well-being.



The team at DRCSS looks forward to the challenges and celebrations that will occur during this time. There are exciting times ahead at DRCSS.

Celebrating Learning 2017-2018

2017-2018 proved to be a very successful year with many celebrations at DRCSS:

- 135 students graduated in June.
- Four Pep Rallies celebrated everything that is awesome at the DRCSS!
- Jessika Anderson won provincial skills in Workplace Safety and Health and went on to Nationals in Edmonton.
- The nutrition program served approximately 6000 breakfasts to students.
- University of Waterloo Math Contest- All winners at each grade level obtained high enough scores to be awarded a medal: Grade 9 Levi Seale, Grade 10 Sammi Rea, Grade 11 Novo Vuksanovic. Students finishing in the top 25% in North America were awarded certificates of distinction: Grade 9 Levi Seale and Caleb Weiler, Grade 10 Sammi Rea
- Track and Field- Justice Gabriel achieved a provincial record in Special Olympic/Para-intellectual girl's shot put and received the gold medal. She also earned bronze medals in both 100m and 200m (same category). Sandi Chief earned a silver medal in Special Olympic/Para-intellectual girl's shot put. Ethan Thacker earned a bronze medal in Varsity Boys Pentathlon
- Rueben Houle finished in fourth place in Varsity boys shot put and earned a tryout with the Tri-Provincial team from athletics Manitoba.
- Mr. Stashko received the Manitoba Educational Assistant of the year award.
- DRCSS Clipper girls curling were finalists at 2017-18 MHSAA curling provincials in Winkler.
- Celebration of learning: We ended the year with a bang as usual for our 2017/2018 student body. We had a fun filled afternoon on June 8 where we played many games, shared free food, and listened to our student's band perform some great music. To end the day, we recognized our students' accomplishments for excellent attendance, which requires tremendous commitment and dedication on their behalf, by giving out many prizes, which included our grand prize (a 2004 Chevy Avalanche) donated by Twin Motors of Dauphin. We would like to thank our many community sponsors for supporting us throughout the year, in this very important initiative.
- Six teachers at DRCSS received their Masters in Education from Brandon University.
- Girls Soccer: The Clippers girl's soccer team was a fairly small group this year, having only 17 players. We lost a few experienced players while we welcomed some new talent to the team. We hosted four exhibition games in total, three against Gilbert Plains and one against Swan River. We won each game with scores of 1-0, 6-0, 6-1, and 1-0. We attended two tournaments. We placed 4th at the Swan River tournament and 3rd at the Minnedosa tournament. A challenging part of our season was going into zones not knowing what to expect from a team we've never played before: McCreary. We also faced our team's rival Swan Valley. We won both games. We beat McCreary 5-1. Swan was a close game, but we beat them 1-0. This earned us a place at the MHSAA Provincials held in Niverville where we ended our season. We went two and out. We first lost to Northlands Parkway 5-0 then lost again to Niverville 8-1. We'd like to say congratulations and good luck to our seniors: Ryse Lehky, Amber Fidierchuk, Lane Prokopowich, Megan Brunen, Anneke Wesselius, Megan Quesnel and Marley Quesnel. Also a big thanks to our coaches Mr. Byckal, Ms. Agnew, Miss Jenkins and Coach Wesselius for yet another wonderful soccer season.
- DRCSS Band 2017-2018 Highlights- Winnipeg Wind Ensemble @ the DR! The DRCSS was very excited to welcome the Winnipeg Wind Ensemble (WWE) to Dauphin on Saturday May 12th, 2018. Under the direction of University of Manitoba's very own Mrs. Jacquie Dawson the WWE had invited the DRCSS Senior Concert Band to do a joint concert right here at the DRCSS in the MPR! The DRCSS Senior Band had the opportunity to share the stage with the WWE where they performed Second Suite in F March by Holst, Foundry by Mackey, and a very special joint performance of Transcendent Light by Kristofferson which the WWE premiered back in October!
- Optimist Festival 2018- A humongous congratulations to the DR Senior, Grade 10, and Grade 9 Concert Bands for their outstanding performances at the Optimist Festival in Winnipeg this past February. The Grade 9 and Senior Concert Band received the highest score possible at the festival three 5 Star ratings, and received a Superior Performance Achievement Award. The Grade 10 Band received two 3 Star and one 4 Star rating, and worked extremely well with Dr. Haberman in their adjudication. The Grade 9 and Senior Band received an invitation to the National Festival MusicFest! BRAVO! The WWE finished off the concert by performing some amazing music from all over the world! Thank you WWE for an unforgettable concert!

- Little Mermaid was sold out for 4 nights!
- CREW (Create Relationships, Enhance Wellness) Mentor Group: This year, the DRCSS created a mentor group, which joined forces with Henderson Elementary School and Whitmore Elementary School to do as our title states (Create Relationships, Enhance Wellness). Throughout the school year, we visited these schools and engaged with the students by focusing on the seven teachings/virtues and encouraging students to practice them in everyday life. We engaged in many fun activities and enjoyed lunches together, which help to create healthy trusting relationships that benefit both the mentors and the mentees. We hope to continue with this program as we move into the next school year.
- All four grade 12 Hairstyling students who took their government exam were successful and will receive their Level 1 Hairstyling Certification at graduation.
- Clipper football wins another RMFL championship, this time in dramatic fashion. This is our eighth league title in the last nine years.
- Student Council received the Student Citizenship Award from the Manitoba School Boards Association.
- DRCSS is a diverse school with the following languages spoken in addition to English. The number beside the language indicates how many speak the language: French-95, Ukrainian-37, Ojibwe-24, Spanish-13, German-12, American Sign Language-9, Vietnamese-6, Tagalog-6, Japanese-5, Russian-4, Illonggo-3, Bisaya-3, Korean-3, Serbian-3, Italian-3, Croatian-2, Greek-2, Cree-2, Cantonese-2, Kurdish-2, Arabic-2, Chao-1, Urdu-1, Yoruba-1, East Indian-1, Mandarin-1, Macedonian-1, Gaelic-1, Swedish-1, Igbo-1, Tsan-1, Yoruba-1, Hausa-1, Columbia-1, Chinese-1, Norwegian-1, Polish-1, Portuguese-1
- The Clipper Cove had sales nearing \$46,070.
- Girls Group -Roots of She Empowerment (ROSE): This year the DRCSS also formed a girls group, which focused on empowering young women at our school. This group was led by Elder Bev Harvey, who shared her story, history, wisdom, and talents as we engaged in group circles and many crafty activities where the girls became more and more at ease in sharing their stories. We hope that through this group, our students will discover who they are, what their purpose is, and where they are going in their journey that lies ahead with confidence and pride.
- The welding program completed an order from the RM of Dauphin for 50 fire pits.
- The DRCSS was approved to become a testing facility by the Canadian Welding Bureau (CWB). This year, five grade 12 students successfully achieved their CWB tickets in various welding positions.
- The Graduation Powwow was hosted by DRCSS.
- Students participated in the Tell Them From Me Survey (Government of Manitoba) which provided the school with feedback on areas such as student engagement, advocacy, and bullying.
- We had 7 students compete in the Skills Canada Manitoba Competition. Our competitors won Gold in Workplace Safety and Health, Silver in Outdoor Power and Recreation Equipment, and Silver in Cabinetry. Our Gold medalist qualified to participate in the Skills Canada National Competition in Edmonton, Alberta as part of Team Manitoba.
- Student extra-curricular involvement was honored at the Awards Ceremony on June 26th.
- Student curricular awards will occur at our Welcome back evening on September 5th at 6:00 p.m.