



Honesty  
Empathy  
Achievement  
Respect  
Teamwork



## Byrne Creek Community School: School Plan 2022/2023



### Goal

**WHOLE CHILD and SEL as EMPOWERMENT and success for students.**

### Objectives

- Continue to build staff knowledge of Social Emotional Learning Competencies and Mental Health Literacy through Professional development and resources provided during Pro-D days, staff meetings, and collaboration time.
- Provide strategies to address SEL competencies with our students, and track progress when strategies are applied.
- Use student voice/student forum data to inform our practice and continued learning.
- Implement targeted supports for tier 2 and 3 students. (Boys group, Girls Group, G.S.A., A.R student group and continued work with specialized community agencies.)
- To teach the Social Emotional Learning Competencies using an Indigenous and Anti-Racism lens.

**Rationale:** We have shaped our focus on SEL & Wellness using an Anti-Racism and Indigenous lens. It became very clear that the challenges we have observed with student attendance, disengagement, behavior, wellness, and learning progress were complex and our SEL and learning approach needed to **include very intentional work with Anti-Racism and Indigenous Education**. As we gathered data that included significant **student voice** (Student Forum, YDI survey, Compass survey) it highlighted the need to build staff capacity to strengthen students' social emotional learning competencies. The competencies of Self Awareness, Self-Management, Responsible Decision Making, Social Awareness and Relationship Skills are essential to the successful development of the Core Competencies in students. These competencies must be taught and shaped with an Anti-Racism and Indigenous lens. The goal of **strengthening students' SEL competencies and attending to the WHOLE CHILD** is part of creating an inclusive and caring **community** where we implement a **strength-based approach to learning** that meets diverse student needs.

**Evidence:** **Anecdotal reports** from staff (Counsellors, Community School Coordinator, Learning Support teachers, and Classroom teachers) as well as **school data** (attendance reports, report cards) indicated that students' progress and performance in school is being impacted by a number of issues that include a lack of healthy development of self-regulation skills. It has also become evident from **data gathered in our Student Forum (2022 & 2023)** our SEL focus must have an **Anti-Racism and Indigenous lens**. These observations have been made at all grade levels and clearly identify a need to implement some focused learning and understanding with respect to social emotional learning, mental health, anti-racism, Indigenous education and how it impacts our students. We also have the results of the **Compass Survey** administered to our students (2019) and the **YDI Survey (2022)** that indicate there is a need to focus in these areas.

**Actions / Strategies:** We will provide **staff** with **professional development** regarding **Social Emotional Learning** and the **strategies** that can be implemented to support students in developing these competencies. The SEL teacher lead has presented at our school Pro-D days. The teacher lead has also invited **teachers** to **meet during collaboration time to discuss specific strategies** that can be implemented. They will **track their progress monthly** with specific students / classes in mind. We will continue to **provide Mental Health Literacy education** to staff and students through presentations, distribution of resources and group discussions. We are implementing **targeted tier 2 and 3 supports** for students including: Boys group, G.S.A., Girls Group, A.R student group, and continued work with specialized community agencies. We will continue to **embed an Indigenous World lens and Anti-Racism in our work with SEL**. At Pro-d Days we spent time learning about the **Medicine Wheel and how to explicitly make connections to SEL and mental wellness**. We **continue to deepen our learning of Anti-Racism** spending dedicated time during Pro-D and staff meetings. We are **engaging all staff with our student forum data** and having that shape our work. (see next page)

**Engagement:** During collaboration time there are 12-14 teachers engaging in the Social Emotional Learning and Wellness discussion and implementing strategies in their classrooms. In addition, we have an Anti-Racism Dialogue Group and an Indigenous Ed. Group that are actively engaged in learning and changing practice. We are engaging students in developing SEL competencies through active teaching and implementation of the strategies. Parents are being engaged by communication from school staff, presentations at parent evenings, and resources being sent through the parent portal. We are planning to engage families in a **parent forum**.

**Communication:** We will continue to discuss our SEL and Wellness initiatives with staff at staff meetings, department meetings, school pro-d days, collaboration time and learning groups. We will continue the conversation with students through student forums. We will also continue to engage our parent community in the conversation and the learning through regular communication, and parent evenings.



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### Social Emotional Learning

- Focus at School **Professional Development** Days – Defining SEL, importance of connected students, understanding behavior and the goals of misbehavior, and self-regulation.
- **Collaboration Group** – Safe space to dialogue, brainstorm, initiate ideas in the classroom and report back to one another.
- **Mindfulness** – “How am I showing up as an educator?”, mindfulness strategies learned and practiced.
- **Strategies Implemented** – Physical breaks in class, brain breaks, tech breaks, use of the “Zen Den” (quiet room), hallway check-ins (no door required).
- **Boys Group** – group meets regularly throughout the year – opportunity to connect, participate in dialogue with guest presenters, talk about topics and issues to promote healthy development.
- **Girls Group** – group meets regularly throughout the year – engage with topics and issues to promote healthy development.
- **G.S.A.** – group meets regularly throughout the year – supporting students and our school with LGBTQ+ inclusive practices.

### Anti-Racism Dialogue to Action

- **Youth Racial Justice Conference** – conference centered on youth to explore anti-racism and racial justice issues. Opportunity to discuss, learn, celebrate identities. Keynote speakers included: Dacious Richardson and Ruby Smith-Diaz.
- **Anti-Racism Dialogue Series** – teacher facilitated dialogue group exploring what it means to be anti-racist, discussing practice, sharing resources, taking actionable steps.
- **Global Issues Club Survey** - to learn about race and racism in our school community. Invitation to staff, students and families to share their experiences with race and racism.
- Development of **Microaggressions Student Support Resource** – defining microaggressions, how to respond, support and resources.
- **Collaborative Discussion** – Anti-Racism dialogue group and Admin team discussing approaching student discipline with an Anti-Racism lens.
- **Student Forum** – Honouring student voice and using data to inform our learning and our practice. Continuing the conversation by reporting back to students our work and our action.

### Indigenous Education

- Focus at School **Professional Development** Days – Indigenous Ways of Knowing, Medicine Wheel and making connections to SEL and mental wellness.
- **Indigenous Education Circle Group** – meet regularly throughout the year – listen, learn, connect, explore what it means to decolonize practice and what action steps can be taken.
- **Gathering Place** – Dedicated space for building community amongst Indigenous students. It has become a real hub for Indigenous students and their friends to work, socialize, and connect.
- **Collaborative Art Project with the City** – students created banners of Indigenous art with the support of Elder Latash to be displayed in the city.
- **Drumming Group** – Indigenous students met on a regular basis to work on drumming songs.
- **Development of Indigenous Student Leadership** – Indigenous students taking on leadership roles in the school. For example: leading us in learning about Indigenous culture and taking a leadership role in the development of “SkateHers” club.
- **Indigenous Student Leadership** – students participating in this student leadership course.