



Vancouver School District

School Plan for King George Secondary

Year 1 of 3 Year Plan: 2021– 2022

1. GENERAL SCHOOL STORY:

- In the heart of Vancouver's downtown West End, King George Secondary School is in the midst of the city's most densely populated and diverse community. Founded in 1914, the original King George building was situated at the corner of Burrard and Nelson. In 1963, the school was moved to our current location at Barclay and Denman, adjacent to the West End Community Centre. The original site is now home to the Wall Centre where there is a plaque on the grounds acknowledging the former building's site and history.
- King George has a diverse population of approximately 600 students with the majority coming from our Downtown Family of elementary schools including Elsie Roy, Lord Roberts, Lord Roberts Annex and Crosstown. King George has one of the most culturally diverse student populations in the Vancouver School Board with over forty languages spoken. With such a diverse population, we pride ourselves in providing a safe, caring, inclusive, and supportive environment for our students.
- King George Secondary is a school that captures not only the cultural diversity but also the neurodiversity and economic spectrum of the City of Vancouver. King George Secondary benefits from having between 12 and 15% of the school population identified with diverse learning needs, helping to foster a community of inclusivity amongst our students.
- In 2006, King George Secondary, along with Lord Roberts Elementary and Elsie Roy Elementary, became accredited International Baccalaureate (IB) schools hosting the Middle Years Programme (MYP). This program spans elementary to secondary including all students from grades six to ten. The philosophy for teaching and learning of the IB MYP is: Holistic Learning, Intercultural Awareness, and Communication. The IB Programme's Global Contexts provide a framework for learning and connections between courses. The programme uses the IB Approaches to Learning and the IB Learner Profiles to model and encourage global citizenship among our students.
- In addition to the MYP and regular programming offered to our students, King George offers specialized programming: KG Mini School and City School. The KG

Mini program focuses on leadership, service-in-action and enriched academics. City School is a district secondary program that focuses on experiential and project-based learning while making the most of outside-the-classroom learning opportunities. The mandate of the program is "to use the city as our classroom."

- With a proud tradition and family feel to the school, King George hosts a variety of community building events to enhance a sense of belonging. Yearly events include the Terry Fox run, a spring drama production, musical performances, Math and Science competitions, the MYP Personal Project Fair, Fine Art projects in cooperation with the Vancouver Art Gallery, a school-wide triathlon and a year-end community celebration at Second Beach.
- King George works in cooperation with our numerous community partners and outside agencies, including the Community Schools Team (CST), the West End Community Centre (WECC), Vancouver Coastal Health (VCH), School Aged Children and Youth (SACY), and our King George Alumni Association. We believe strongly that working closely with our community partners greatly enhances our school's culture and provides valuable opportunities for student success and well-being.
- Our vision of success continues to include community learning, student engagement, critical thinking, lifelong learning, international-mindedness, development of communication skills, knowledge, passion and compassion. In short, our school community's purpose is to provide a positive, inclusive learning environment for all students.
- King George does not offer any special programs within the building, however, the school has gone to great lengths to ensure that the diverse learning styles and needs of all our students are met and celebrated. Using a pedagogical and researched based approach referred to as Universal Design for Learning (UDL), the staff at King George have invested time, energy and resources to develop a learning environment, where all students are successful, engaged in their learning and feel safe.

2A. WHAT DID WE SEE?

- Describe the overall strengths as well as the needs of the learners.
- What is going on for them?

Students at King George have many strengths as learners, including the following :

- Most students feel connected to the school community and to one another
- Many multi-grade interactions and acceptance of students of all ages
- Accepting of diversity and inclusion
- Students' sense of community results in them choosing to remain at our school despite being referred to other schools for special programs.
- Versatile, creative and innovative
- Resilient
- Willing to advocate for themselves
- Community focused
- Come from diverse experiences
- Independent
- Open to logical feedback
- Kind and supportive
- Mature and can speak confidently with adults

Like most or all learners, students at King George have the following needs:

- Develop the skills needed for successful student-directed "service in action"
- Opportunities to develop personal accountability and time-management skills
- Support in becoming active stakeholders in their own learning and fulfilling academic commitments
- Support in developing maturity in social relationships
- An environment that supports mental health and overall wellness
- Diverse socioeconomic backgrounds
- Increase self-regulation around the use of personal electronics and social media
- Develop perseverance and resilience to overcome challenges

2B. WHAT DO WE NEED TO RE-ADJUST?

- Outline any changes or adaptations from previous plan. Be sure to include rationale for why these changes should be made and how you believe that it will help.

Inquiry Question:

How can we use Universal Design for Learning (UDL), Response to Intervention (RTI) models, Trauma Informed practices and Anti-Racism education to create a more inclusive environment at King George Secondary?

Rationale:

- Supporting learning for all students
- Encouraging students to give their best effort regardless if it is being assessed or not
- Focusing on individualized support for students when needed at the level needed to enhance opportunities for academic success
- Creating safe learning environments for all students
- Supporting students encountering mental health issues and creating safe learning environments for them
- Improving respect and empathy and decorum in classrooms, common areas and in the community
- Celebrating diversity
- Understanding the underlying foundations of anti-racism and why it is important to entrench in our pedagogical practices
- Supporting staff to employ trauma informed practices
- Ensuring inclusion of all of our learners in order to create opportunities for academic success and feel positive about social integration within and outside their respective learning environment

Our focus on student learning over the past two years has moved from digital citizenship to incorporating UDL planning and RTI implementation. Moreover, embracing trauma informed practices provides a safe space for student learning and allows our students to be acknowledged on a personal level. Developing and expanding anti-racism education allow our students to better understand the complexities of the global world through their own lenses.

3. INQUIRY QUESTION (previously known as “Goal”)

- Does the original question need to be readjusted/continued/changed given the results outlined above?

We have changed the original question to a new one identified in Section 2B:

Based on our focus of utilizing the UDL and RTI in greater depth and consistency throughout all subject areas, it was a collective decision to change our inquiry question. This question reflects our work over the past two years and captures the day-to-day work of our ongoing teaching practices.

New Inquiry Question:

How can we use Universal Design for Learning (UDL), Response to Intervention (RTI), Trauma Informed Practice (TIP) and Anti-Racism education to create a more inclusive environment at King George Secondary?

4. WHAT IS YOUR NEW PLAN?

- Explain plan (i.e. specific activities for year 1) and any changes from previous plans

We will add an additional inquiry question:

New question identified in 2B.

5. WHAT SUPPORTS WILL WE NEED?

- Review and revise support plans for this year

As a staff, we will need to continue educating ourselves, the district and our parent community about inclusion at King George and how it enriches and supports teaching and learning. As a staff, we will continue to engage in professional development and dialogue to educate ourselves on the full scope of inclusion. We will continue to learn how other schools are implementing Universal Design for Learning and Response to Intervention and training and supporting staff. Specifically, we will continue to engage in professional development around the implementation of UDL, RTI and TIP. We will continue to meet as a staff to discuss and share our thoughts and strategies on how to create a more inclusive school environment.

Throughout this process, we will look to seek student, parent and community feedback.

- Use “FIT – Flexible Instructional Time” to support UDL and to make healthy connections with students
- Ensure RISE blocks continue to support the specific learning needs of our students
- Create a one-page document and/or graphic stating how and why we use UDL/RTI/TIP, especially for new staff and to make TTOCs aware of our day to day practices
- Ensure that our Pro-D and In-Service/Collab Times focus on UDL/RTI/TIP/Anti-Racism Education and MYP; ensure we get external Pro-D support to support our knowledge and implementation of TIP
- Use the Sept. 24th Pro-D to build on the District’s Sept. 7 Anti-Racism Workshop
- Create monthly inclusion/diversity focus months in addition to the Black History month in February
- Look at our discipline approaches and how they discriminate to ensure they are equitable and appropriate for our students
- Need to create more opportunities for staff to share and model good practice with respect to UDL/RTI/TIP.
- Use School-Based Team and revive grade level staff meetings to discuss surfacing issues/strategies and information to enhance support for our students
- Ensure we maintain a focus on student mental health and Social Emotional Learning (SEL)

6. HOW WILL WE KNOW WE’RE SUCCESSFUL?

- Revise (If necessary) or repeat indicators from previous plan
 - We will continue to discuss our challenges and successes at staff meetings and collaborative times throughout the year.
 - We will seek student and parent/guardian feedback through student focus groups, PAC Meetings and through the design of questions specific to King George Secondary for the Ministry of Education Student Learning Survey.

7. HOW WILL WE SHARE?

- How will we make parents, students and other members of the community aware and involved?

We will continue to share our ideas and initiatives with PAC, students and staff at assemblies and routine meetings. We will also look to use other communication platforms, such as the website, school wide email communications and Teams to share and promote our learning and successes.



District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

8. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

- Include numbers of students, grade levels, etc.

King George has 24 students (2020-2021) who identify as Indigenous:

- Grade 8 - 4
- Grade 9 - 3
- Grade 10 - 3
- Grade 11 - 7
- Grade 12 - 7

9. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS AS THEY WORK TOWARDS THIS GOAL?

- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.

Pro-D:

- Anti-Racism
- Viewed live streamed panel of senior students, including one from King George, from Museum of Anthropology, focussing on Indigenous Art for Grades 8-12
- During the time of Hallowe'en, created a bulletin board and showed clips of videos that culture is not a costume.

Knowledge Keeper:

- Amanda White: Blanket Exercise: Interactive exercise with students and staff that goes through the history of Indigenous Peoples in Canada.

Special Events:

- Recognized Orange Shirt Day
- Recognized Indigenous Veterans on Remembrance Day
- Created a bulletin board display, including a video and acknowledging an Indigenous Veteran

Curricular Integration:

- Books, short stories and poetry by Aboriginal authors in English classes
- Walking Field trip to Lost Lagoon through the Science Department for Grade 8s and did a land acknowledgement and history of the ancestral territories
- Mythology unit for English 8, including Aboriginal Legends
- Regular integration of Indigenous artists in the curriculum in Leadership, Social Studies, English, Clothing and Textiles, Science, Library Resource Centre, Woodwork, and School-Based Team
- Regular integration of Indigenous artists in the Leadership and Resilience Program (LRP), School Age Children and Youth (SACY) Program, and the City School Program.
- Indigenous Teachings: - Beading and Weaving with students and staff
- Cedar Gift – Gift from the land

Routines and Customs:

- Indigenous perspective to the planning of the school garden
- Indigenous voice to the discussion through school-based anti-racism committee
- Indigenous land acknowledgement
- Posters of Indigenous ways of Learning in most rooms in the school

10. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives

Continuing Initiatives:

- Indigenous teachings and cultural activities with Maureen Black
- Continue with beading group

New initiatives:

- Create smudge boxes with students
- Work with an Indigenous artist to create a mural for the “Gathering Space”
- Staff and students to participate in Women’s Memorial March for Missing and Murdered Women and Girls
- Cedar woven roses
- Drum making workshop (Sept 2021)

11. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- Include both data-driven and anecdotal examples
 - Give opportunities for student, staff and parent voice
- This year, we are very proud to have all seven of our Grade 12 Indigenous students graduating.
 - The Indigenous success plans for each student show that we are having success with supporting our Indigenous students.
 - This year, our seven Grade 12 Indigenous students are being recognized through the VSB Indigenous Education Department with a Yearbook