



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 630 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 15 and 18% 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?

Students at King George have many strengths as learners and our school community fosters a strong sense of connection among students, allowing them to feel a deep bond with both their peers and the school as a whole. This connection is further enhanced by the prevalence of multi-grade interactions, creating an inclusive environment where students of all ages are accepted and respected. Diversity and inclusion are highly valued within our school, and students embrace these principles wholeheartedly. Interestingly, this strong sense of community has a profound impact on the students' choices, as they often decide to remain at our school despite being referred to other institutions for special programs.

One of the standout qualities of our students is their versatility, creativity, and innovation. They possess a remarkable ability to adapt to different situations and think outside the box, constantly coming up with fresh ideas and solutions. Their resilience shines through in the face of challenges, demonstrating a remarkable ability to bounce back and persevere. Moreover, our students are willing advocates for themselves, actively seeking opportunities to express their needs and assert their rights. A strong emphasis on community is deeply ingrained within our students, as they exhibit a genuine concern for others and actively contribute to the betterment of their surroundings. This commitment to community is further reinforced by the diverse experiences our students bring with them, enriching the overall fabric of our school. In addition to being independent learners, our students are also receptive to logical feedback, always willing to listen and improve.

Kindness and supportiveness are defining qualities of our student body. They consistently demonstrate empathy and compassion towards their peers, fostering an environment of mutual respect and care. Furthermore, our students exhibit a remarkable level of maturity and confidence when engaging in conversations with adults, showcasing their ability to articulate their thoughts and ideas with poise and clarity. Overall, our school community is characterized by a strong sense of connection, acceptance, and diversity. Our students' versatile, creative, and innovative nature, combined with their resilience and willingness to advocate for themselves, makes them exemplary members of our community. They embody the values of kindness, supportiveness, and maturity, while remaining open to feedback and embracing their independent spirits.

At King George, we place a strong emphasis on developing the skills necessary for successful self-directed learning. We believe in providing opportunities for students to take ownership of their learning and

actively engage in community service. This approach not only helps them develop a sense of responsibility but also cultivates personal accountability and time-management skills. Furthermore, we strive to support our students in becoming active stakeholders in their own learning and fulfilling their academic commitments. We recognize the importance of fostering a sense of ownership and motivation within each student, enabling them to excel academically.

We also prioritize the development of maturity in social relationships. Our goal is to create an inclusive and supportive environment that encourages students to engage in healthy interactions with their peers. We believe that building strong interpersonal skills is crucial for their personal growth and future success. Additionally, we are committed to promoting mental health and overall wellness. We provide a nurturing environment that supports students' emotional well-being and helps them develop strategies to manage stress and cope with challenges effectively. Moreover, we recognize the need to foster self-regulation in the use of personal electronics and social media. We provide guidance and support to help students develop a healthy balance in their digital lives, promoting responsible and mindful technology usage.

Our student body comprises individuals from diverse socioeconomic backgrounds. We celebrate this diversity and believe it enriches the learning experience by fostering cultural understanding and promoting inclusivity. Lastly, we prioritize the development of perseverance and resilience among our students. We understand that facing challenges is an integral part of the learning process, and we equip our students with the necessary tools and mindset to overcome obstacles, learn from failures, and grow stronger. Overall, our school aims to create an educational environment that nurtures the holistic development of our students, empowering them to become responsible, self-directed learners who are well-prepared to navigate both academic and personal challenges.

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

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:

Our educational approach is centered around supporting learning for all students, recognizing that each individual has unique strengths and challenges. We strive to encourage students to give their best effort in their academic pursuits, regardless of whether their work is being formally assessed or not. We understand the importance of providing individualized support when needed, tailoring our assistance to the specific needs of each student, in order to enhance their opportunities for academic success. Creating safe learning environments is a top priority for us, ensuring that all students feel secure, respected, and included. We are committed to supporting students who may be encountering mental health issues, prioritizing their well-being and providing them with a safe space to learn and grow. In our classrooms, common areas, and within the broader community, we actively promote respect, empathy, and decorum, fostering an atmosphere of inclusivity and mutual understanding. We celebrate and embrace diversity, valuing the rich experiences and backgrounds within our learning community. Recognizing the importance of anti-racism, we aim to deeply understand its underlying foundations and actively incorporate them into our pedagogical practices. We also prioritize supporting our staff in employing trauma-informed practices, ensuring that they are equipped to effectively address the unique needs of students who may have experienced trauma. Inclusion is a key focus for us, as we strive to create opportunities for academic success and foster positive social integration for all learners within and beyond their respective learning environments.

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”)

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?

We will add an additional inquiry question:

New question identified in 2B.

5. WHAT SUPPORTS WILL WE NEED?

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.

To support UDL (Universal Design for Learning) and foster healthy connections with students, we should leverage FIT (Flexible Instructional Time). FIT provides an opportunity for teachers to tailor instruction based on individual student needs, interests, and learning styles. By incorporating UDL principles into FIT, teachers can create a more inclusive and engaging learning environment for all students.

Furthermore, it is crucial to ensure that RISE (Response to Intervention and Support for Education) blocks continue to address the specific learning needs of our students. RISE blocks offer targeted interventions and support to students who require additional assistance. Regular assessments and data analysis should inform the development of personalized strategies and interventions during these blocks, ensuring that students receive the support they need to succeed academically.

To communicate our approach effectively, we should create a concise one-page document or graphic that outlines how and why we use UDL, RTI (Response to Intervention), and TIP (Trauma Informed Practice). This resource would be especially valuable for new staff members and substitute teachers (TTOCs), providing them with insights into our day-to-day practices and instructional strategies. By disseminating this information, we can establish a consistent and inclusive approach across the school.

To further enhance our knowledge and implementation of UDL, RTI, TIP, and Anti-Racism Education, it is essential to prioritize these topics in our professional development (Pro-D) sessions and in-

service/collaboration times. We should seek external Pro-D support to ensure we stay up-to-date with best practices and to strengthen our understanding and implementation of TIP. By dedicating time and resources to these areas, we can continuously improve our instructional practices and create an equitable and inclusive learning environment for all students.

It is also important to critically examine our discipline approaches to identify and address any potential discrimination. We must ensure that our disciplinary practices are equitable and appropriate for all students, regardless of their backgrounds or individual circumstances. Regular reviews and discussions can help us identify any biases or areas for improvement, enabling us to create a supportive and fair disciplinary system that aligns with our students' needs.

To foster a culture of sharing and modeling good practices related to UDL, RTI, and TIP, we should create more opportunities for staff to collaborate and showcase their successes. This can include structured sharing sessions, peer observations, and professional learning communities focused on these instructional approaches. By encouraging collaboration and providing platforms for sharing, we can tap into the expertise within our staff community and promote continuous growth and improvement.

Utilizing the School-Based Team and reviving grade level staff meetings can also be beneficial in addressing surfacing issues, discussing strategies, and sharing information to enhance support for our students. These platforms provide opportunities for collaboration, allowing staff members to exchange ideas, troubleshoot challenges, and develop effective strategies to meet students' diverse needs.

Lastly, it is crucial to maintain a strong focus on student mental health and Social Emotional Learning (SEL). By integrating SEL practices into our daily routines and curriculum, we can support students' emotional well-being and help them develop essential skills for managing their emotions, building positive relationships, and making responsible decisions. Regular check-ins, counseling services, and targeted interventions should be prioritized to ensure that students feel supported and are equipped with the necessary skills to thrive academically and emotionally.

6. HOW WILL WE KNOW WE'RE SUCCESSFUL?

- 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?

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?

King George has 11 students (2022-2023) who identify as Indigenous:

- Grade 8 - 4
- Grade 9 - 1
- Grade 10 - 2
- Grade 11 - 4
- Grade 12 - 0

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

Pro-D:

- Anti-Racism workshops for staff
- Indigenous Focussed Professional Development Day. "Walking Alongside Indigenous Education" Carolyn Roberts, Squamish Nation
- All English and Social Studies teachers for the workshop with Carolyn Roberts at Van Tech in the afternoon
- During the time of Halloween, reminder shared that culture is not a costume.

Special Events:

- Recognized Orange Shirt Day
- Recognized Indigenous Veterans on Remembrance Day
- Recognized Missing and Murdered Indigenous Women Day in May

Curricular Integration:

- Books, short stories and poetry by Aboriginal authors in English classes
- Bulk resource purchase to support the Indigenous Graduation requirement
- 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
- All students in Grade 11 take First Peoples English Studies

- Discussions about offering BC First Nations Studies – Social Justice has a comprehensive Canadian Indigenous unit

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
- Coast Salish anthem at the graduation ceremony

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

Continuing Initiatives:

- Staff set up outdoor display to participate in Women's Memorial March for Missing and Murdered Women and Girls
- Interact club (students) set up indoor display to participate in Women's Memorial March for Missing and Murdered Women and Girls

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

- The Indigenous success plans for each student show that we are having success with supporting our Indigenous students.