



Vancouver School District

School Plan for Carleton Elementary

Year 3 (2020) of 3 Year Plan, 2018 - 2020

1. GENERAL SCHOOL STORY:

Carleton is a thriving community of 93 students enrolled from Kindergarten to Grade 7. Carleton Elementary continues to be a culturally diverse community with many different languages represented. English, Vietnamese and Spanish are the top three languages spoken. Carleton students are part of the Windermere and Killarney catchments for high school.

Carleton has a very long and historically-significant story, as it has been part of the Collingwood community for over 120 years. The school began as a two-room school house. The school site, located at the corner of Kingsway and Joyce in East Vancouver, now houses four Heritage buildings, each steeped in history and emotion and embraced by a very strong community. Carleton has also seen its share of hardship. It has experienced two fires (2008 & 2016) and was recommended for closure twice due to declining enrollment. The 740 students once on site in 2000 slowly decreased to 380 students in 2010 before falling to 274 students in 2016. After the fire, enrollment fell even further. We are currently looking at an enrollment of less than 90 students for the 2021-2022 school year.

The extensive smoke and water damage of the 2016 fire resulted in the school's relocation to Cunningham Elementary. The Cunningham and Carleton students, staff and parent community are working as a single school for organizational purposes. Combined, there are approximately 400 students enrolled.

Students know and follow our school's Code of Conduct and our motto, Cunningham/Carleton CARES: Considerate, Accepting, Responsible and Respectful, Enthusiastic, and Safe. Our Code of Conduct presents information in a child-friendly format and clearly outlines behaviour expectations, including online and out-of-school behaviour that can impact the learning environment at school.

The unique personal qualities of each child are recognized, valued and celebrated. Our students feel a sense of common purpose and belonging. This recognition and these values support Carleton's vision for student success as we continue to diligently work to ensure students reach their intellectual, social, emotional, aesthetic and physical potential.

Our school supports food insecure students with a box lunch from the Food4School program and the Backpack Buddies program. KidsSafe provides once a week after school and break time programming for vulnerable students. We are also supported with a Youth and Family Worker from the Community Schools Team.

This year our PAC merged with Cunningham's PAC. Our dedicated parents meet once a month and plan for events that help enrich our students experience at school. Our PAC has supported classroom teachers by purchasing playground equipment, attended parent/teacher conferences, virtual assemblies and concerts.

2. WHAT DID WE SEE?

Students are increasing their level of leadership and independence by trying new experiences and engaging in self-reflection and self-assessment. Co-Vid restrictions have put on hold some of the independent thinking and life skill learning opportunities planned for this school year. However, students at the school were still able to participate in bike programs, neighbourhood walks, social skills groups, design challenges, and modified play days. This year, we were fortunate to have several artists at our school. By watching and helping an artist paint murals and observing the carving of a school House Post, students have been able to engage in experiences that promote a sense of identity and self-awareness. Zones of Regulation, Whole Body Listening and EASE have been taught to equip students with skills to become more independent and self-aware.

3. WERE WE SUCCESSFUL?

The school inquiry question was: ***“Does providing learning opportunities that reinforce independent thinking and life skills result in increased student self-awareness, leadership, identity and independence?”***

It has been a difficult year to measure success with respect to independence and life skills, as the scope of possible activities has been limited. Staff have been creative to provide oppprtunities where possible.

A socials skills group meets once a week with a focus on providing students with experiences that provide them with life skills and promote independence. They have learned about topics such as road safety, using money and calculating change, building and maintaining friendships and personal hygiene.

Some classes have been working on ways to promote connectedness within our school and the wider community. Students have shown independent thinking skills by problem solving and working creatively to make their ideas work. Students have been able to develop their leadership skills through these activities by taking on specific responsibilities in their groups.

We have had a carver at our school, carving a Welcome Post and a visual artist painting murals. Students have had the opportunity to help with the projects, speak with the artists and learn from them. Although confined to the Co-Vid health regulations, our staff has been finding ways to help students develop self-awareness, identity, leadership and independence through learning experiences.

3. HOW HAVE WE SHARED?

We have shared our experiences with the community via PAC meetings, Twitter and weekly eNews. We have a comprehensive and developed school Microsoft Teams site with channels for staff sharing. Each of our classrooms also have a Teams site where students can communicate with their peers and teachers. We are looking to expand our involvement with community partners next year.

4. WHAT ARE OUR NEXT STEPS?

We have seen an increase in the levels of anxiety in our students over the past year. As a result, we are planning a new multi-year goal which will serve to help build social emotional learning capacity in our students. Our inquiry question will be, “Does improving our physical environment, allowing for more outside time, and direct teaching of SEL techniques reduce the anxiety levels of our students?”

We will be examining how space and our physical environment affect our student and staff social emotional well being. We will be exploring more outside time and ways to bring the outdoors in – more natural light, plants, working with natural products. Akin to the daylighting streams project happening in Vancouver, we will begin to daylight classrooms and our school.

We will explicitly teach students techniques to develop their social emotional capacity. As a staff, we are committing to participate in four workshops over two years hosted by the Dalai Lama Centre for Peace and Education. The science-based Heart-Mind Well-Being Framework introduces participants to the five positive human qualities that promote Heart-Mind well-being: secure and calm, alert and engaged, gets along with others, compassionate and kind and solves problems peacefully. We will create lessons, host assemblies and organize school activities using the HMWB framework.



District-wide Indigenous Focus (worldviews): To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all learners.

5. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS FOCUS?

Collectively we have worked on incorporating Indigenous ways of knowing into all facets of our school. From indigenous acknowledgments to all school wide functions to incorporating ways of knowing into our lessons. Our Indigenous Enhancement Worker helps support classes with lessons and works with small groups of students.

We had the pleasure of having a Welcome Post carved on-site in our courtyard by a Squamish nation artist. The students were able to learn about the artist, the meaning of the pole and the history of carving from the artist. The pole will be raised in our Peace Garden overlooking the new outdoor classroom.

6. HOW WILL WE SUSTAIN AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS PERSPECTIVE AND KNOWLEDGE?

We will continue to incorporate, promote and celebrate indigenous culture in our school community. We will listen to the needs of our indigenous parents and take action on their specific concerns. We

will increase our collection of indigenous literature, and art. Next year, our hope is to provide our students with out of school opportunities for learning.