

**School Learning Plan
2022-2023
Year 1**



1. GENERAL SCHOOL STORY

Sir James Douglas Elementary School is situated in the southeastern area of Vancouver, on the ancestral, traditional, and unceded Indigenous territories of the Coast Salish Peoples – the Squamish, Musqueam, and Tsleil-Waututh First Nations. Douglas Elementary is a triple track school, English, French Immersion and Late French Immersion. The school currently enrolls 523 students in our English and French Immersion programs. French Immersion students first attend Sir James Douglas Annex from Kindergarten through Grade 3 and then transfer to the main school, Douglas Elementary, for Grades 4 through 7. English track students attend Douglas School from Kindergarten through Grade 7. We are members of the David Thompson Secondary Family of Schools for our English students and the Sir Winston Churchill Secondary Family of Schools for our French Immersion students. A Strong Start Program opened in September 2014 and is a vibrant part of our school community. The school is committed to formulating strong ties with our early learning partners.

The teachers and administration are committed to providing inclusive and equitable learning experiences that are engaging for all students. Approximately 5% of our student population have identified special needs and are fully integrated into classes. About 34% of our students are learning English as an additional language and approximately 1% of our students identify as Indigenous. The school celebrates and is proud of its multi-cultural school population with families coming from countries including, China, Philippines, Vietnam, Japan, India, Sri Lanka, and Africa. Staff use a variety of authentic and formative assessment tools and strategies to support learning. We are committed to using technology to enhance student learning with iPads carts to supplement student understanding.

In November 2018, we welcomed a new before and after school care program in collaboration with the Vancouver YMCA. Additionally, our school has a strong partnership with the Fraserview Boys and Girls

Club, which is located across from the school. For example, we have access to their facility for activities for our students during the day.

Douglas provides many extra-curricular programs through David Thompson and school experiences that are designed to enhance collaboration and student learning. The school has a very active Parent Advisory Council that coordinates many social and fund-raising activities for Douglas and Douglas Annex. The strong parent participation at Douglas is a vital component in the creation of a positive school culture.

In 2013, we moved into a brand-new school from our 100-year-old school. In our new school, classrooms are arranged into six learning communities/pods named after local Indigenous animals/birds- Eagles, Wolves, Hummingbirds, Coyotes, Turtles, and Orcas. The six pods are grouped together with a common learning space for students to move beyond their classroom and engage with other students. This design fosters collaboration and cooperation amongst classroom teachers and students.

Some of the ways that we celebrate our learning that connect to the VSB Education Plan 2026 Goal of improving student achievement, physical and mental well-being, equity, and belonging include: commitment to anti-racism, restorative response to student behaviours, school-wide themes, events, activities, assemblies, parent teacher conferences, newsletters, social media, PAC meetings, open houses, and celebrations of learning.

Douglas staff strive to build a respectful community of lifelong learners. We work towards both staff and students becoming caring, accomplished, and cooperative citizens. We aim to provide an enriched environment in which children are encouraged to think, question, create and wonder. Together with our families and school community we take joy in celebrating their learning journeys!

2. **WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?**

Our students are very eager to learn and to get involved in as many activities as possible. Douglas students are kind and courteous, some can be empathetic and care about each other. Students are enthusiastically involved with our Douglas Dragon Days; the students are full of School spirit!

Some of our students can ask good questions and analyze information that is given to them but overall, we feel there is need to focus on these critical thinking skills to get all our students more involved in their learning. We would like to encourage students' questions and give them opportunities to explore different possibilities and perspectives. Additionally, it was felt by staff that students need to know why they should learn about certain topics and be shown the connections to their lives. Our students need hands-on learning experiences as well as opportunities to learn outside of the classroom. They need to hear different perspectives and critically analyze information. Our students come from diverse backgrounds and have varying levels of support from home. At school our students require different levels of support with academics, peer interactions, and their social emotional well-being. Staff have indicated that students struggle with self-regulation, identifying emotions in self and others, persistence, impulse control, anxiety, and dealing with social conflict and disappointment.

Our students have opportunities to demonstrate their learning in different ways. Next year we will use the provincial Student Learning Survey, that is conducted in the spring for Grades 4 and 7 students to inform us on what is happening and how students are feeling at home and at school. This year due to the flood at Douglas and being at three different sites, our students did not participate in this survey.

3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT THE LEARNERS?

Throughout the year staff started to scan our learners, and had discussions at primary and intermediate team meetings, staff meetings and Professional Development Days. Due to an unprecedented emergency at Douglas, we have been delayed in administering some of the assessments and surveys this year and will resume our intentional data collection in September 2023. We identified that we wanted to know more about our student’s metacognition regarding Social Emotional Learning. In May, once returning to Douglas, we surveyed students in Grades 2, 3, 6, and 7. See results of student voice survey in section 4. The survey provided students the opportunity to contribute their voices to our school plan. Students involved provided valuable insight on fifteen questions. We intended to get our baseline data by using the Devereux Student Strengths Assessment (DESSA) to gather and organize data on eight key social emotional competencies. However, we will now gather this data at the beginning of the 2023-2024 school year. The DESSA aligns with “the growing evidence that students’ social emotional competencies are essential to academic success.” (Payon et al. 2008)

As we moved throughout the school year, we continued to ask questions in class and during our staff meetings on what we are noticing in the classrooms and during unstructured time. We have worked closely with our Pro-D committee to align our professional development days with our school goals.

4. WHAT IS THE FOCUS FOR OUR COMMUNITY OF LEARNERS BASED ON THE EVIDENCE?

Sir James Douglas strives to create a safe and caring space designed for all learners and their individual learning journeys. Our goal is to nurture the social-emotional learning of our students so that they are provided with the necessary supports to be successful in school and life. We recognize that the social emotional learning of each child is as unique as every child themselves. Our school community is deeply interconnected, therefore, we must work collectively to ensure our school culture fosters a safe and caring space conducive to social-emotional learning. To foster a safe and caring school culture we need to hear from the students. Student voice plays a critical role in all aspects of the school life. We honor student voice and have included a lot of data demonstrating the thinking of some of our students. Staff will use this data to better inform themselves about how students are feeling and thinking regarding the following 15 questions. We will use this sample data as a starting place and will survey the entire school in September/October 2023, as a means of identifying specific students that require intervention, and areas and ways to support students and the school.

Primary Student Voice Survey- Grades 2 and 3 – Sample Size: 40 Students

	I feel...	Never	Sometimes	Often	Always
1.	welcome at school	2	12	9	17
2.	happy to come to school each day	1	9	12	18

3.	I have opportunities to practice being kind to others	0	8	12	20
4.	that I am treated fairly	3	13	10	14
5.	that students are kind to me	1	9	19	11
6.	Indigenous culture is valued at school	0	6	7	27
7.	that I know how to solve a small problem by myself	0	9	14	17
8.	that I know when to get help from an adult	0	9	19	12
9.	that when I make a mistake, I know how to take responsibility	0	5	11	24
10.	I have a growth mindset	2	5	20	13
11.	I pay attention to the adults at school	0	7	15	18
12.	I work well with others	0	8	18	14

Intermediate Student Voice Survey- Grades 6 and 7 – Sample Size: 38 Students

	I feel...	Never	Sometimes	Often	Always
1.	welcome at school	0	7	10	21
2.	happy to come to school each day	3	10	20	5
3.	I have opportunities to practice being kind to others	1	2	19	16
4.	that I am treated fairly	1	3	20	14
5.	that students are kind to me	0	2	25	11
6.	Indigenous culture is valued at school	0	1	10	27
7.	that I know how to solve a small problem by myself	0	2	18	18
8.	that I know when to get help from an adult	0	5	18	15
9.	that when I make a mistake, I know how to take responsibility	0	4	20	14
10.	I have a growth mindset	0	9	19	10
11.	I pay attention to the adults at school	0	4	18	15
12.	I work well with others	0	4	21	13

Primary and Intermediate written student responses to three questions:

One of my favorite things about Sir James Douglas Elementary is:

Primary: walking on rocks, the playground, being a student, there are kind and friendly kids, lunch room, swings, nice teachers, gym, lunch, PE, and outside, how it is so easy to adapt in the school and how all the teachers make you feel welcome and safe, playing on the badminton team, I love Douglas School, teachers are kind, teachers are nice, this is the best school.

Intermediate: how accepting they are at Douglas with students and staff, the whole school is active, cross country, track and PE, all the different things we get to learn, I like that we get to eat our lunch inside our class, I like that we do spirit weeks, I like talking and playing with my friends, one of my favorite things about my school are the art projects like AIRS, the teachers and adults, chess club, Hot Lunch, there is French Immersion, learning about Black history month, pride, and residential schools, group projects, the office ladies, field trips, the people, teachers are nice, all the activities we do at Douglas.

What I would like to change about Sir James Douglas Elementary is:

Primary: have a science room, water fountain should be like Moberly, need water refill station, change the taps, more swings, more monkey bars and zip line, grass field with soccer nets, make monkey bar rules safer, eat in the lunchroom, more outside equipment and bigger classroom

Intermediate: eating lunch before going outside, a bit more books in the library, no littering on playgrounds, more friends, longer recess, some people are mean to other people, I wish to change that, continue LFI program with same teachers, more fun stuff like book fairs and hot lunch, grass field to play on, to learn more about LGBTQ+ communities and the challenges they have to face, water fountain, playground, refillable water bottle station, teach more history about Canada, more than one sports day, I like it the way it is, more native plants, more after school activities, adding more emphasis on the power of words and actions are not the only thing that has consequences.

What I most want you to know is:

Primary: fix things faster, why do we not have an art teacher, so we could have art class, why are there not more guest teachers, why do people treat me unfairly, I love to go to school, I love gym, I broke my arm jumping on the monkey bars and I am scared of school shootings, I get shoved on the monkey bars, this is one of the best schools I have ever been to, I am happy to be at Douglas.

Intermediate: I like Douglas more than South Hill, that some kids outside are swearing at little kids and teachers did not do anything, sometimes I feel too ashamed to ask a peer or teacher for help, I like the school just the way it is, when it is something we learned a while ago, I just forget, I like school, that the buddy bench is not really to find a buddy but to relax in the shade, I like the LFI program and the washrooms are dirty, I love basketball and wish we could have more than a basketball club, that it is a great school and you can make lots of friends, some people don't have self-respect, should be more plants around the school, my teacher is the best teacher and I am excited to leave school next year, more bushes and flowers, I love to draw and sometimes have a hard time learning, that the teachers and adults are very kind here and the playground equipment and playground is fun to play on, Grade 7 camp needs to happen next year, that I have faced homophobia from other students because they thought it was funny, including more education on Pride month and discrimination that LGBTQ+ people have faced could help people understand the importance and impact of someone's words, that I really enjoy being at Douglas, I am happy here and enjoy going to school.

Hearing from our students contributes directly to our decision to enhance social emotional learning at Douglas. This goal directly connects to the District Education Plan goal #1 to improve student achievement, physical and mental well-being and belonging by improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families. Enhancing the social-

emotional learning of our students directly ties into their physical and mental well-being. Moreover, once we can improve the social emotional skills of our students, we can then improve their sense of belonging to their classroom community, school community, and society in general. In addition, our goal of social-emotional learning employs a whole child perspective in the growth and learning of our students. A whole child perspective is an important piece of Indigenous philosophies on children's education. Furthermore, we are planning to work with local Indigenous artists, elders, and community members to weave in Indigenous perspectives on social-emotional learning within our school. Reconciliation is visible in this process as we acknowledge the Indigenous perspectives, knowledge, and stories that can guide us on our journey of improving the social-emotional learning of our students.

Our social emotional learning goal is also directly tied to the Aboriginal Education Enhancement Agreement (AEEA). The AEEA is a commitment by all school districts to collaborate with local Indigenous communities and the Ministry of Education to improve the success of Indigenous students in our schools. Trust and mutual respect are at the cornerstone of improving the success of our Indigenous students. Emphasizing social emotional learning allows for a whole child approach to schooling in ensuring students are not just focusing on academic by also the pivotal piece of their mental well-being and social. Our school community is always working collaboratively to conduct check-ins for our Indigenous students, advocate for their needs, and ensure success as they transition into the high school setting. Furthermore, our approach to checking in on our students is not just focused on academics; instead, we aim to ensure their social and emotional needs are met through collaboration with the school counsellor, Youth and Family worker and Indigenous Education Workers.

Additionally, our goal of social-emotional learning is directly tied to the BC curriculum's core competencies. The three categories outlined are personal and social, communication, and thinking which are connected to social-emotional learning. Personal and social competency is related to a student's identity in the world. Social emotional learning for students to better understand themselves so they can formulate a positive and healthy identity as both an individual and member of society in general. The communication competency is focused on the knowledge, skill, and dispositions that we use in creating positive communications with others. Social emotional learning is directly tied to communicating thoughts, building relationships with others, and developing social awareness. The thinking competency is based upon the knowledge, skills and processes associated with intellectual ability. Thinking skills include processing information and understanding thoughts and feeling from our conscious and unconscious mind to understand the world around us. Thinking skills are crucial to our students' understanding of their thoughts and feelings, and help them to better understand themselves and the world around them.

5. INQUIRY QUESTION

If Douglas staff utilize a common language and teach strategies school wide, what impact will it have on student conflict? How will a decrease in student conflict create a better environment for students to learn? Social Emotional Learning was identified as an area of focus based on a survey completed by both teachers and students. School staff have noticed increased anxiety and mental health referrals among students since the COVID-19 pandemic. Students often seek staff support to resolve peer conflict and struggle with finding strategies to calm down in the moment, as well as finding empathy for others. The office has noticed an increase in referrals related to derogatory language including racial and homophobic slurs.

6. **WHAT IS OUR PLAN?**

This is our three-year plan for our School Learning Plan, with the inquiry question: **If Douglas staff utilize a common language and teach strategies school wide, will we see a decrease in student conflict?**

Three Year School Learning Plan

Year 1	Year 2	Year 3
2022- 2023	2023-2024	2024-2025
<p><u>Data/Evidence</u></p> <ul style="list-style-type: none"> Staff participated in a survey to determine area of focus for school plan – “Social Emotional Learning.” Staff generated a list of questions. Staff generated a list of resources that will be needed in the classroom and around our school. Staff organized and participated in a two day retreat at the Pit House in Pemberton and the Squamish Lil’wat Cultural Centre. Students in Grades 2, 3 and 6 completed a Student Voice Survey. Staff participated in Zones of Regulation workshop in September 2022 Safer Schools Together workshop for students “Restorative Response to Racism through an Educational Lens” 	<p><u>Data/Evidence</u></p> <ul style="list-style-type: none"> Utilize/teach a social learning common language and provide tools to support student skill development (Zones of Regulation) Common language can be updated in our Code of Conduct on posters in classrooms and around the school. Collect data on office referrals. Complete Student Learning Survey Complete MDI Teachers of grades 1, 3 and 5 complete Dessa September/October 2023 Teachers of grades 1, 3 and 5 complete Dessa September/October 2024 Students in grades K - 7 complete the Student Voice Survey/SEL School wide initiatives (Kindness project/Bucket Filling) Engage our PAC in conversation and support. Assemblies – Student presentations Create lesson plans criteria alongside our Area Counsellor Work closely with our area counselor and YFW to organize classroom lessons/workshops during the school day. Staff will attend Professional Development facilitated by the Zones of Regulation Teaching Team Restart Ready Bodies Learning Minds program. Reopen Sensory Room Safer Schools Together workshop for staff “Restorative Response to Racism through an Educational Lens” 	<p><u>Data/Evidence</u></p> <p>To be determined based on progress and results in Year 1 and 2</p>

7. WHAT SUPPORTS WILL WE NEED?

We will focus more heavily on conflict resolution through kindness, empathy, and leadership. As we look at our curriculum, we will be implementing a school wide initiative that focusses on recognizing one's feelings, relationship skills, and positive decision making. At staff meetings and upcoming Professional Development Days, we will work together as a staff to determine expectations for students and staff at every grade. We also want to focus on our Intermediate grades and engage them in creating school wide initiatives and working with our Primary students in helping them recognize and practice the skill set when they come across a difficult or uncomfortable situation. This can be done during our Primary and Intermediate meetings. We will also work closely with our Teacher Librarian to make sure we have the resources and books for classes to access. This will also give our staff a great opportunity to collaborate and gain even more insightful perspectives. Most importantly we need to make sure that all Grades K-7 classes are using common SEL language so it can be transferable from grade to grade. Consistency of a common language and alignment with our new School Code of Conduct will help ensure that we are creating a safe, equitable and welcoming school environment.

Our goal of social-emotional learning is linked to all three of the BC curriculum's core competencies. The three categories outlined are personal and social, communication, and thinking. The personal and social competency is related to a student's identity in the world. Social emotional learning helps students to better understanding themselves so they can formulate a positive and healthy identity as both an individual and member of society in general. The communication competency is focused on the knowledge, skill, and dispositions that we use in creating positive communications with others. Social emotional learning is directly linked to communicating their thoughts, building relationships with others, and learning social awareness. The thinking competency is based upon the knowledge, skills and processes associated with intellectual ability. Thinking skills include processing information and understanding thoughts and feelings from our conscious and unconscious mind to understand the world around us. Thinking skills are crucial for social emotional learning in our students.

Some additional resources required to support of new goal include:

- Zones of Regulation workshop for staff
- Zones of Regulations teacher resources and posters
- Consider implementing the "We Thinkers", "Open Parachute" or another Intermediate Social Thinking program for Grades 4-7
- Professional Development time to select our Social Emotional Learning common language and strategies.
- Dessa survey for select classes.
- Office referral data collection system
- Student Voice K-7 survey.
- Restorative practice resources and workshops
- Purchase of library books on kindness, conflict resolution, restorative practice, empathy etc.
- "Ready Bodies Learning Minds" refresher workshop.
- Invite District SSA to Douglas to present on how to reset and run a Sensory Room
- Organize a "Safer Schools Together" workshop for staff
- Social stories on self-regulation for some of our learners
- Specialized equipment to support self-regulation – wiggle cushions, noise cancelling headphones, wiggle stools, chair bands, tents, sensory tables in primary classrooms, and fidget tools.

8. HOW WILL WE KNOW WE'RE ON TRACK?

At the beginning of the year, we will gather baseline data through a student survey, the Dessa questionnaire, and begin to track and record office referrals. In September/October of the next school year we will redo the student voice survey and Dessa questionnaire to determine if our inquiry is making a difference. We will also know we are on the right track and successful when we notice and observe a shift in our school culture. This will be noticeable not only in the classrooms but also during recess, lunch and after school hours. We will also notice a shift in language, as our hope will be that our SEL common language is used in all of our classrooms from K-7. This will also be shared at PAC meetings and monthly emails to parents so we can all be using the same SEL terminology. We will notice students talking to each other when trying to solve small problems and taking accountability for their actions. This will take time, but we expect that all our students will be able to use the different calm down strategies with support at initially and eventually on their own when something is bothering them. Through our common language, SEL practice and use of the Zones of Regulation program, we expect that students will be able to identify what zone they are in and what strategies they can use to move to a different zone. Teachers will have conversations, teach through the different subjects, and most importantly, check-ins with students on a regular basis. We will have our leadership committee come up with different initiatives to showcase what we are doing and, most importantly to keep the consistent message and language from Kindergarten to Grade seven. We will also create opportunities during PAC meetings for parents to learn more about SEL strategies so the language that we use at school can be transferred to the home. Our PAC is fully on board and is going to support us with the resources we need to get everyone started.

9. HOW WILL WE SHARE THIS INFORMATION?

Student learning and progress will be shared with our school community through a variety of means:

- Access to School Learning Plan via our school website
- Share and discuss with students their feedback from the Student Voice Survey
- Communicate Student Voice Survey results at staff meetings and PAC meetings.
- Share the K-7 classroom Social Emotional common language with families.
- Share the Zones of Regulation program with families.
- When communicating with families about students' social emotional learning, we will use our common language and encourage families to do the same.
- Together students/staff/parents will create social emotional learning bulletin boards for the common spaces within the school.
- Student presentations
- Student Council virtue/values presentations at assemblies
- Continue to work with students on ongoing self-assessments of core competencies. These are sent home to parents with the written report cards.
- Send home the new Code of Conduct for families to read and discuss.
- Post new Code of Conduct on school website.
- Parent Teacher conferences, student IEP meetings, celebrations of learning, bulletin board displays, communicating student learning reports, and student projects



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

10. WHAT LEARNING HAVE WE DONE AT OUR SCHOOL TO SUPPORT AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE?

Indigenous students at our school are across different grade levels. As a staff we continue to work on regular attendance with families and students by maintaining respectful communication and making Douglas a welcoming and safe environment for all students to attend.

We have done a great deal of learning as a school to support and enhance our understanding of Indigenous worldviews and enact reconciliation. We have made a conscious effort to take meaningful steps towards reconciliation at the community level by slowly Indigenousizing our school. Firstly, all school announcements, meetings, and assemblies begin with an Indigenous acknowledgement. In addition, each pod within our school is named after an animal in our region and we have created Indigenous based artwork based upon this animal to embody the BC curriculum's goal to promote place-based learning within our schools. We are in talks with our Parent Advisory Council to create original Indigenous artwork for each of our pods in collaboration with a local Indigenous artist as a part of our school legacy. Furthermore, our school has hosted the AIRS program which has allowed for us to work with local Indigenous artists to foster an understanding and appreciation of Indigenous artwork. Sir James Douglas has consistently come together to celebrate Indigenous people, their stories, and their art in the creation of school wide collaborative pieces to display throughout our school.

Our school values hearing the voice of Indigenous peoples to authentically enhance our understanding of Indigenous worldviews and knowledge. We have been fortunate to host members of the Musqueam nation to engage in informative speaking opportunities. Moreover, our classrooms have hosted virtual author talks with numerous Indigenous authors on important topics such as Orange Shirt Day and Earth Day. Our school library has created a corner of the library to celebrate Indigenous stories in an accessible manner for all students in both English and French. In the past, we have been assigned an Indigenous Enhancement Worker (IEW) to come work with our school once a week. The chance to collaborate with IEW's was invaluable as they were able to guide us in our learning and teaching of Indigenous aspects of the curriculum. For instance, classes were offered informative presentations on pertinent issues such as land ownership and Indigenous stories.

Sir James Douglas Elementary staff have taken part of numerous professional development opportunities with an Indigenous focus. We have listened to speakers and engaged in group discussions on how we can be a part of reconciliation within our school. Our staff has participated in numerous Indigenous arts-based workshops which allowed them the opportunity to bring their learning back to our school to share with our students.

11. WHAT EVIDENCE OF UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE HAVE BEEN FOSTERED WITHIN YOUR SCHOOL COMMUNITY? PLEASE SHARE HOW IT IS EMBEDDED THROUGHOUT.

Sir James Douglas has ample evidence of how we have fostered understanding of Indigenous worldviews and knowledge in our school community. Firstly, our school has used art as a medium to create numerous living artifacts to demonstrate understanding of Indigenous worldviews and knowledge. For instance, each time our school honors Orange Shirt Day, Indigenous Focus Day or Indigenous History month we work collectively to continue our learning (BCTF Workshop, Pathways #2) and create collaborative art pieces to display within our school. Last year, our school came together to create a large dreamcatcher which ended up on display at the district education center. Our work with an Indigenous artist for the AIRS program has resulted in many beautiful art pieces that have been displayed within our school and at the VSB art show. Decolonizing our current educational models and incorporating Indigenous art in the very institutions that were used to eradicate Indigenous culture is a meaningful step towards reconciliation.

Sir James Douglas Elementary is currently home to 7 Indigenous students whom we take every opportunity to support in their learning journey. We work collaboratively to ensure our students needs are met and that they are supported in their their transition to high school Moreover, we are sure to advocate for specific learning needs, social-emotional needs, and appropriate programs to ensure our students are successful in school and life.

Our school's efforts on fostering understanding and appreciation of Indigenous worldviews and knowledge are visible and embedded within our school culture. Our Indigenous art pieces are always on display at our school and this theme follows throughout our hallways.

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

The Sir James Douglas community has taken meaningful steps in sustaining and further enhancing Indigenous perspectives and knowledge. We have been a host school for the AIRS program in the past and will continue to work on enhancing our understanding and appreciation of Indigenous art. Once again, our school will host an Indigenous artist to enhance our community's understanding and appreciation of Indigenous art. This year will mark the first year we are hosting an art show for our school community in which our AIRS projects will be at the forefront. This art show is a valuable opportunity to bring our student's learning directly into the community as a small step towards reconciliation effort. Our school will continue to work towards creating meaningful living artifacts that allow us to continue building our appreciation of Indigenous art.

Our school will be engaging in several Indigenous focused professional development opportunities. We organized a large professional development retreat, at the Pit House in Pemberton and the Squamish Lil'wat Cultural Centre, an opportunity over a course of twodays to participate in numerous Indigenous focused workshops, museum visits, and learning from the local community. Our staff attending the professional development opportunity made 17 drums together with an Indigenous elder and regularly utilize the drums within their classrooms. They participated in a indigenous plant workshop, visited a pit

house and spent time within the community. This multi-day professional development opportunity was an invaluable source of learning that can be brought back into our classrooms and the school community.

In addition, we applied for a collaborative inquiry book club. The book club incorporated Indigenous perspectives and reconciliation in our school's social-emotional learning program and the school goals.

Our school is continuing to work with the Indigenous communities around us to deepen our understanding of Indigenous perspectives and knowledge. For instance, we are fortunate to book a Pow Wow dancer for our school performance on National Indigenous Day. This will be a valuable learning opportunity for our students and staff as many have never had the opportunity to learn about Pow Wow dancing. Our commitment to reconciliation is evident in our school's commitment to partaking in learning opportunities such as Indigenous focused professional development, liaising with IEWs, collaborating with the AIRS program, and bringing in Indigenous presenters. We continue to create living artifacts of our learning in the Indigenous art pieces throughout our school and the ones we have shared with the District.

Next steps include:

- Student Awareness and Appreciation Survey – September/October 2023
- Learning an Indigenous song with permission, singing and drumming it at school assembly with invited Elders and VSB guests.
- Staff in conjunction with the VSB Indigenous Department are organizing a Pow Wow for National Indigenous day – June 21st.
- Continue to weave Indigenous worldviews and knowledge into our Social Emotional Learning curriculum, school wide – with the core purpose of intentionally connecting our 2 learning plan goals.
- Advocate for the continuation of AIRS for the District and request to expand the program at Douglas to include more classes.
- Attend the 2023 Indigenous Focus Day
- Continue our commitment to Reconciliation and Indigenous ways of learning.
- September 2023 Professional Development Day – Invite an Elder to speak about staff wellness, Indigenous Smudging Ritual involving the burning of medicines gathered from earth - tobacco, sage, sweetgrass and cedar.