



Vancouver School District

School Plan for Franklin School

Year 2 of 3 Year Plan, 2017 - 2021

Due to the Covid-19 pandemic, current school plans have been carried forward to the 2021/22 school year.

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.

Last year all students were introduced to a program called The Zones of Regulation. Students were taught to understand and identify their emotions: red zone, yellow zone, blue zone and green zone. We also implemented the WITS program. **W**alk away, **I**gnore, **T**alk with someone and **S**eek help. Students were taught to use WITS to solve playground issues.

When we reviewed our plan at the end of the school year, we decided we needed ways to supplement the social emotional learning tools that we used with students. One teacher on the Social Emotional Committee came across the Heart-Mind Well-Being framework developed by the Dalai Lama Center for Peace + Education. Heart-Mind Well-Being aims at developing Five inter-connected human qualities in children: Compassionate and Kind, Gets along with others, Alert and Engaged, Secure and Calm, Solves Problems Peacefully. We feel that fostering these qualities in students aligns with our goal: increase students engagement and belonging. In September 2018, we became one of the pilot schools to pilot the Heart-Mind Well-Being project.

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

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

We are continuing the Inquiry question from last year: Does social and emotional learning increase student engagement and belonging, and decrease unexpected behaviors?

4. WHAT IS YOUR NEW PLAN?

- Explain plan (i.e. specific activities for year 2) and any changes from previous plans

This year we continue to explore tools and programs to expand our knowledge of Social Emotional Learning in students. During Year 2 we became a Pilot School for the Heart-Mind Well-Being project developed by the Dalai Lama Centre for Peace + Education. The Center has provided us with two training workshops for teachers and parents. Teachers have implemented the Five Qualities in Heart-Mind Well-Being (Compassion and Kindness, Gets along with others, Alert and Engaged, Secure and Calm, Solves Problems Peacefully) in their classroom discussions and teaching using the Heart-Mind Well-Being framework. We will continue to work with the facilitators from the Dalai Lama Centre for Peace + Education next year.

5. WHAT SUPPORTS WILL WE NEED?

- Review and revise support plans for this year

The Social Emotional Learning Committee will continue to look for ways to support students' social emotional learning needs. Currently, all teachers incorporate mindfulness breathing in their daily routine. We would like to expand this practice by teaching mindfulness lessons to students. We will look at mindfulness resources. We will continue to be a Heart-Mind Well-Being pilot school next year. Staff will receive professional development training from the educators at the Dalai Lama Center for Peace + Education. Yoga is a great activity for kids. It promotes mindfulness and encourages mind-body connections. To support students' social emotional learning, we would like to look at a school-wide yoga lessons for students.

6. HOW WILL WE KNOW WE'RE SUCCESSFUL?

- Revise (If necessary) or repeat indicators from previous plan

- We are involved in Heart-Mind Well-Being data collection. Intermediate students filled out a survey regarding their perspective of student well-being.
- Data from the Ministry's Student Learning Survey (Grades 4 and 7)
- Data collected from teachers: Heart-mind Well-being staff survey and the monthly logs that document their teaching and practice about social emotional learning in students
- We will continue to track office referrals and see if the referrals have decreased (or increased). We will also keep track of the number of "Problem Solving Sheets" sent home with students after debriefing at the office.



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

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

- Include numbers of students, grade levels, etc.

- The number of our Aboriginal Learners has increased over the past year. This year we have 14 Aboriginal students across grades K to 7 (specific)
- Our Aboriginal learners are fully engaged in our school's academic, cultural, physical, artistic and social learning opportunities and experiences. This year we reported AIMS success plans on students in Grade 1, 4 and 6. They are meeting expectations in all subject areas.
- We have five indigenous students in the district class.

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

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

Throughout the 2018-2019 school year, we incorporated a variety of indigenous-focused learning experiences into our classrooms and our school community.

- We held an Orange Shirt Day assembly in September. Students had an opportunity to engage in conversations regarding the Residential Schools and made a banner to demonstrate their understanding of Residential Schools
- Collaborative teaching with Teacher Library on legends and discuss different indigenous legends
- First Nations unit in social studies – connections to land, water and spiritual beliefs (Grade 4/5)

- Exploration of Aboriginal cultural groups in British Columbia and ResidenField trip to the PNE to look at indigenous plant with an aboriginal herbalist, Lori Snyder
- Burnaby Museum outreach program to teach students print making based on BC Indigenous art exploration
- Lessons with IEW around cultural awareness, celebrations and weaving (Grade 2/3)
- Lessons with IEW on button blankets and discuss the book "Secret of the Dance" (Grade 4/5)
- Created Indigenous art and tied in with storytelling (Grade 4/5)
- Acquired 20 new books for our library with Aboriginal content
- At Sir John Franklin Elementary, we begin the daily announcement, each assembly and school-wide gathering with an Aboriginal Acknowledgement
- We expanded our school garden to incorporate Indigenous plants and Indigenous way of knowing in the natural environment

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

- List continuing and new initiatives

We will continue to provide a diverse range of learning experiences to enhance our students' knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions. This may include, but is not limited to: participating in district-sponsored professional development opportunities and events, integrating Indigenous content throughout the curriculum, exploring Indigenous art, sharing books written by Indigenous authors, including Indigenous content in literature circles, learning about well-known Indigenous leaders and personalities in Canada and engaging in experiential learning, outdoor-based field studies in Vancouver and North Vancouver.

10. 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

A number of activities were incorporated into classroom activities and the whole school this year, including indigenous welcomes at all meetings, school gatherings and daily announcements by Grade 7 students. There has been an increased circulation of books on Aboriginal topics and legends signed out by both students and teachers. We have continued to plan, identify current practices and access district support. Parents were invited into the classrooms and to several activities to celebrate student learning. We communicate student success through report cards, monthly assemblies, newsletters and the AIM plans and reported out at PAC meetings and Staff Committee Meetings. Indigenous art work made by students is displayed in the hallways and in classrooms.

11. HOW WILL WE SHARE?

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

We continue to educate and inform parents of our progress and of the ongoing social emotional programs that we use in our classrooms. We will advertise our findings in newsletters, monthly school assemblies and PAC meetings as well as hallway posters made by students to remind the community of our school goals.