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June 2/21

GENERAL SCHOOL STORY:

- Update school context if necessary
- Review inquiry question and where the need for this goal came from (evidence, etc.)

Due to the Covid-19 pandemic current school plans have been carried forward to the 2020/21 school year.

Sir Matthew Begbie is a school of 14 divisions, K to 7 with a significant ELL population, currently enrolling 308 students.

Begbie families represent a wide-range of cultural and linguistic groups with many multi-generational families with grandparents often helping with child-care and participating in the life of the school. Parents are involved and supportive of the school and consistently endeavour to work closely and productively with teachers. We have a strong Parent Advisory Committee with a full executive team and well-attended monthly meetings.

Teacher's work to enrich the experience of students beyond the classroom to include a range of field studies, student sports including volleyball, basketball, badminton, cross-country, student leadership and service to the school including Student Council, Class Buddies, caring for the school grounds, school garden and the Growing Chefs program, and Morning Announcers. We have a well-attended and growing school choir which participates in school assemblies, concerts and in the community. This makes for enriching, busy days at Sir Matthew Begbie Elementary. Of particular note is a strong core curriculum delivery as well as a strong resource team and support staff team.

Teacher professional development, teacher-lead innovation and inquiry are highly valued at Begbie, reflected by the various projects being undertaken to support student learning including Communicating Student Learning Pilot, Artist-in-Residence Inquiry Project, Lancaster research project, Fountas and Pinnell Literacy Inquiry, Technology/ASDT Inquiry and SET-BC Classroom-based Solutions Project.

Our Inquiry questions:

To what extent does the implementation of classroom-based, school wide skills-based program such as Zones of Regulation, improve students' ability to manage their behaviour and regulate their emotional state?

To what extent does a better understanding of student mental health, social-emotional learning and self-regulation improve our ability to engage in proactive classroom-based, school-wide and prevent the severity and frequency of disruptive behaviour?

2A. WHAT DID WE SEE?

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

Teachers report the following indicators:

- Wide range of inconsistent and difficult to explain cohort differences with some divisions requiring a great deal of support in this area while others report few or no incidents.
- Disruptions may occur on a weekly basis and often daily depending on the activity or the division.
- Incidents occur daily in some divisions, weekly in others, rarely still in others.
- Often the same few students require the most time and attention.
- Incidents are often described as moderate to severe in terms of the impact on student learning and the ability of the teacher to focus on teaching.
- Teachers indicate that as much as 10% of their time is devoted to reacting to these incidents.
- Roughly 5% of the population is described as requiring extensive support for emotions and behaviour beyond a class-based, school-wide program. These students required district and community-based support as their needs are greater than what is possible for the classroom teacher to address.
- Progress with respect to the SEL goal in the school plan was discussed at regularly held staff meetings throughout the year. Teachers reported out and worked in small groups to brainstorm and support each other. This is reflected in many of the strategies, supports and activities listed below.
- Will need to continue tracking our progress in an explicit and objective manner in order to answer the question: "Is what we are doing having a positive impact".

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.

Teachers reported the following:

- More systematic procedures for gathering data in order to answer the question: Is what we are doing having an impact?
- Work more closely with Professional Development Committee to determine staff needs in this area and plan activities for the next school year.
- Do an inventory of school-based resources, plan for systematic teaching of curriculum, update resources as necessary.
- While respecting differences in classroom culture, teacher autonomy teachers identified the need for consistent, school-wide implementation of whole-school strategies such as the School Code of Conduct

INQUIRY QUESTION (previously known as "Goal")

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

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It was strongly felt that the questions were useful and needed to be continued at this point. Adjustments required were reflected in the activities planned for next year and focused mostly on getting a better idea of where students are as a group and the need to improve our understanding of the impact our activities are having.

WHAT IS YOUR NEW PLAN?

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

- Expand the understanding and use of the Zones of Regulation throughout the school.
- Teachers explore the use of class meetings, student self-reflection and quiet thinking spaces.
- Student mindfulness will continue to be an important part of our school culture with yoga, mindfulness and Mind Up activities being taught in many classrooms.
- Continue to expand the use of preventative strategies such as regular body breaks, focus on hydration and nutrition, and use of the Sensory room are used in most classrooms on a daily basis.
- Class-wide positive behaviour support strategies continue to be used and tailored to the needs of individual students and teachers.
- School-wide positive behaviour support will be practiced with significant and meaningful communication and cooperation between teachers, parents and administration with restorative strategies being the main focus.
- The consistent and explicit teaching of the Begbie Code of Conduct will continue to be taught, shared and modeled in the classroom and at whole-school assemblies.
- Continue the collaborative teaching that happens along side the school counsellor to work on student leadership, friendship skills and conflict resolution.
- Explore the expanded use of tools for self-regulation through the use of fidget toys, sensory cushions, rocking chairs, regular body breaks and access to sensory room activities
- Expanded use of the 'Sensory Room' as well as the programme Ready Bodies Learning Minds. This was facilitated by a lead resource teacher and district occupational therapist.
- Continue to include the SSW team by working closely, daily and intensively with teachers to adjust program delivery to students to maximize progress.
- Maintain a strong focus on basic curriculum to ensure students are experiencing success consistent with their abilities, strengths and capacities.
- Increase attention on strategies to address learning needs with respect to writing
- Strong feelings indicating this is a good focus that should remain in place for a few years.
- Since social-emotional learning has an impact on academics it is a fundamental focus.
- Continued focus on outdoor education, gardening, being in nature.
- Focus on fine arts education including the Artist-in-Residence program.
- Time with Pro D committee to review options and routines.
- Establish school-wide behaviour and model for staff and students.
- Explore more systematic, objective measures to reflect back the progress students are making.

WHAT SUPPORTS WILL WE NEED?

- Review and revise support plans for this year

Teachers identified the following:

- continue to build capacity with in our school by focusing on the talents, skills and experience of our staff and sharing during Pro D time, staff meeting time and in other informal ways
- utilize SBT and the Levels of Intervention: Tiers of Support model more effectively to
- a wider sharing of information and strategies. This resulted in specific successes with individual students but also a broadening of school-wide capacity through sharing of information and successes.

HOW WILL WE KNOW WE'RE SUCCESSFUL?

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

Teachers report the following:

- difficulty getting a sense of the big picture with respect to school wide trends.
- guests to our school consistently remark on how wonderful the feeling in the school is, how lovely the students are and what a pleasant place Begbie is to visit.
- anecdotal evidence is largely impacted by what could be described as a cohort effect with groups of students often presenting with significant challenges when compared to their peers in another division.

HOW WILL WE SHARE?

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

Teachers will continue the consistent use of the following to share with parents:

- Digital portfolios such as FreshGrade or other online options such as Instagram (private groups).
- Whole school events such as concerts, open-house, art show, Celebration of Learning
- Reports to PAC from Principal and from teachers.
- Student agendas as communication tools for home-school communication and student reflection.
- Parent-teacher conferences two times each school year.

- Invitations to share in our learning through celebrations, bulletin boards, conversations, newsletters and report cards.
- Letters home to highlight curriculum taught such as Social-Emotional Learning.

The consistent use of a positive, strength-based philosophy to focus on student learning and communicate progress to parents.



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

WHAT DO WE KNOW ABOUT THE INDIGENOUS LEARNERS IN OUR SCHOOL?

- Include numbers of students, grade levels, etc.

We have four students identified as aboriginal learners in grades three, four, five and six. These students have attended Begbie consistently and along with their families are a vital part of our school community.

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.
 - Numerous activities to enhance Aboriginal awareness have been arranged for our students, including whole-school performances, theatre projects as well as visiting guests and elders. Many classes are involved with the Vancouver Art Gallery where artists Sonny Assu, Emily Carr, and Susan Point have been studied. The Artist-in-Residence programme focused this year on trees as elders and explored the visual arts while emulating the Indigenous Principles of Learning.
 - Students continue to study ideas such as the role of indigenous peoples on our history, and the long-term effects of residential schools through picture books
 - The Teacher-Librarian has been actively increasing our aboriginal learning resources for both students and staff. The Museum of Anthropology has been a frequent and valuable field trip for our students. The museum's Northwest Coast collections have been of particular interest. Many primary divisions celebrated indigenous principles of learning through the Talking Stick Festival.

WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives

We will continue on as described above while actively looking to expand the use of performers and elders to share their experiences in the classroom specifically:

- performers scheduled through ArtStarts
- integrate Indigenous Principles of Learning through increased awareness and understanding
- Expand use of fine arts education, outdoor education in addition to the basic academic areas to support learning in this area
- devote targeted Professional Development time to the area of building our skills and capacities
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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

- teachers are continuing to work together to plan professional development in order to support their understanding in this area
- teachers actively include indigenous ways of knowing or an historical connection to many subject areas
- students are more aware of First Nations in Canada
- as a school community we acknowledge we are, in many ways at the beginning of our learning

