



Vancouver School District

School Plan for Grandview /ḡuuqinak'uuh

Year 2 of a 3 Year Plan, 2021-2022



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

GENERAL SCHOOL STORY:

Grandview/ḡuuqinak'uuh Elementary School, located in the Grandview Woodlands community in East Vancouver, currently enrolls 149 students in grades Kindergarten through 7. We are proud to have a diverse student population represented by many Indigenous, Caucasian, Chinese, Vietnamese, Spanish, and Filipino families. Statistics Canada for the Grandview Woodlands neighborhood indicates that we have 26.1% single parent families, 35.2% low income, and 7.8% unemployment.

The 2013 EDI (Early Development Index through HELP UBC) demonstrates 39% vulnerability associated with socioeconomic disadvantage. The vast majority of our students at Grandview (70%) identify as Indigenous. 20% of our students have a recognized Ministry Designation for learning differences, and all instruction is adapted to the unique learning style of each student. Grandview uses a tiered level of support to ensure that students who are struggling have access to small group and, or individualized support as needed.

Grandview school has diverse learners with a wide range of learning styles, various cultural and language backgrounds, and a healthy acceptance of others. It is our diversity that has led to a uniquely inclusive culture, one that celebrates and welcomes our families and community.

Each student has proven their resiliency to their individual situations, be it regarding home life, food security, or navigating social relationships. Our students respond well to structured routines and to the adults with whom they can develop a relationship of trust. Changes in daily routine can be hard for some. Grandview students demonstrate strength in art and athletics and have a powerful sense of community. Our students feel safe here at the school, and connections between home and school are building with each passing year. There is a strong sense of community among the students, including cross grade interactions. Our students care for and look out for one another. When dealing with staff, the students need strong relationships built on trust to foster learning. They enjoy learning about each other's cultural background and appreciate personalized learning. Grandview students enjoy our community-based connections and the learning opportunities they receive from family members, elders, and community mentors.

2A. WHAT DID WE SEE?

Our students possess many strengths. Resiliency continues to play a crucial factor in their day to day success, allowing our students to face many challenges and rise above them. They are capable learners, especially when they learn in ways that include visual/artistic/multi-sensory/active and experiential learning. Many of our students are relied upon to be independent in their daily lives and bring a strong sense of self-advocacy and independence to their learning.

The structured nature of the school setting can be a challenge for many of our students. Lack of sleep and food security can make learning in a scheduled 9:00 – 3:00 environment challenging. Some of our students lack self-confidence and have learned helplessness. They crave strong adult role models. A large number of students have parents/grandparents who have attended the residential school system, and therefore, many of our students are living with multi-generational trauma.

Self-regulation, particularly in less structured times such as recess and lunch and during transitions, can be a challenge for our students. Our students often need extra time and space to debrief social conflicts and problems. Our staff are flexible and always willing to adapt to the needs of our students, but this time and space can take away from classroom instruction, which may exacerbate some of our students' learning challenges.

Based on office referral data, 60% of incidents needing administrative support occur during or just after the lunch period. The high majority of issues needing support comes from our intermediate classes. 85% of office discipline referrals come from either Grades 6 and 7.

90% of incidents requiring administrative support have to do with students getting attention from other peers, indicating that maintaining peer friendships and social status is a strong motivator for our students.

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

Our goal for the current school year (2018-2019) was to investigate what programs and methods of teaching would best support our students in the area of social and emotional health. We examined ways of how we could encourage and enhance practices that support cultural and social-emotional, physical, and mental well-being in a proactive school-wide unified manner to help students reach their potential. During professional development days, the staff met to review our current Code of Conduct and reflect on how effective this is as a foundation for teaching and positively affecting student behavior and school culture. The agreement by staff was that the current code of conduct was not resonating with our learners and that we need to do a re-visioning of school values. To do this, we meet with staff and community representatives to brainstorm fundamental values that would resonate with our students, staff, and families, and would also respect and acknowledged the importance of Indigenous ways of knowing and learning. As a staff we looked at the work of Martin Brokenleg, in "Reclaiming Youth" and Jenifer Katz in "Ensouling Schools," and the reference to the importance of the 'Circle of Courage.' We used the circle to help us identify characteristics that students need to flourish and have courage: "Belonging, Mastery, Independence and Generosity." (Brendtro, Brokenleg, Van Bocken 2002) The next step will be to get student feedback on how to incorporate the circle into a new Code of Conduct, which we will use as the foundation for proactive behavioral support and teaching. In year 2, our school plan will focus on redeveloping this Code of Conduct, as well as using specific Social and Emotional Curriculum to support students with the development of these behavioral values.

1. INQUIRY QUESTION (previously known as "Goal")

The question moving forward will be: Will a redesign of the code of conduct, one that considers Indigenous ways of knowing and learning, better resonate with students, staff, and families, in such a way that behavioral outcomes for students improve?

WHAT IS YOUR NEW PLAN?

Grandview will engage in a five-year commitment to a School Wide Positive Behaviour Support Model. The school community will review the Code of Conduct, proactive lesson regarding behavioral expectations, role modeling and role-playing positive behaviours, and celebrating and reinforcing positive behaviours. staff, parents, and guardians will continue to train and provide input into this model, and we will use data via office referrals and staff, parent, and student feedback to inform our strategies moving forward. Grandview will also offer specific staff training on social and emotional programming that aligns with the foundation of the Positive Behaviour Support Model and culturally Informed teaching. Workshops will include but not be limited to the following:

- Trauma-Informed Decolonizing Practices
- POPFSAD – workshop on with Students with FASD
- Promoting Alternative Thinking Strategies For K- 2 teachers
- To specifically address behavioral concerns at the Gr. 6 and 7 levels: We will work as an intermediate team to get student input on the Code of Conduct. The staff will work with the Gr 6-7 to be role models in the delivery and teaching of the Code of Conduct. We will continue to reach out to the community and cultural facilitators to bring in specific programming that supports intermediate aged students.

WHAT SUPPORTS WILL WE NEED?

We will continue to use Professional Day time to collaborate as a staff and train in specific social and emotional programs and school-wide systems of support. We will continue to encourage teachers to apply for funding for Collaborative Inquiry Projects to enhance more in-depth learning. We will use Enhanced Services and Community Link Funding to help with resources and student training opportunities.

HOW WILL WE KNOW WE'RE SUCCESSFUL?

Feedback from staff, parents, and guardians, as well as students, will be gathered through the use of surveys, with particular attention to school safety, belonging, and culture. Office referral data, providing information on times, location, grade, and function of behaviour will help the staff narrow specific supports and training.

HOW WILL WE SHARE?

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

This information will be shared in our school plan document as well as at regular staff meetings and PAC meetings.



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?

We have a high proportion of Indigenous students at our school. Of the 149 students, 70% identify as indigenous. Grandview /ɬuuqinak'uuh has the largest concentration of Indigenous student population in Vancouver. Grandview /ɬuuqinak'uuh has a proud history of representing the Indigenous community in Vancouver, and our students feel connected to the school and the community. The students are proud of their culture and appreciate the direct links to the community through curricular support from our community members.

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

At Grandview, we are proud of the depth and breadth of activities that service not only Indigenous students but honor Indigenous culture as well. We have and continue to bring in members of our community and special guests to bring the learning to life. The areas covered include music, fine arts, carving, painting, and drawing, language, ceremony, residential schools, self-regulation (what it means to be Indigenous and Indigenous peoples and their place in our society), biology and nature.

Through our entire staff and particularly our Indigenous Support Teacher and Indigenous Enhancement Worker, we bring additional knowledge to our students through various activities such as stories, beading,

and weaving. To honor the acknowledgment that we live work and play on the traditional sk̓wx̓wú7mesh (Squamish), selííwítulh (Tsleil-Waututh), and x̓m̓əθk̓w̓əy̓əm (Musqueam) nations, we begin every assembly and event with this acknowledgment, followed by having student drummers and singers lead us through the Coast Salish Anthem.

We continue to be thankful for our parents and community member volunteers who dedicate their time, skills, and knowledge to help teach our students.

In addition to the day to day cultural support and teachings that our students receive, we reached out to community facilitators and elders to offer the following sessions:

- Circle of Sisters – for self-identified Indigenous girls, age 12-13 (mentees), to connect with Indigenous community, culture and tradition with the help of young self-identified Indigenous women (mentors) and skilled facilitators.
- Loretta Williams – cedar weaving with Gr 5 and 6
- Tradition Drumming with Red Fox – Gr 4-7
- HumanEyes – Personal Cultural Identity Workshops with JB The First Lady and KimMortal Gr 6-7
- Visit from Melanie Mark – Local Indigenous MLA – to speak to our students about options and careers for Indigenous role models in Vancouver.
- Gr 5-7 Field Trips to Urban Native Youth Association with GR. 5-7
- Visiting the Carving Pavilion to witness the Reconciliation Pole.
- Creation of our Pollinator Carving with Art Bolton
- Coast Salish Harvest Feast and celebration with visiting Australian Educators.

WHAT WILL WE CONTINUE TO DO IN THIS AREA?

All the initiatives mentioned are carried forward into next year with the addition of a continued focus by staff on Trauma Informed and Decolonizing Practices as well as a report out and planning by staff members who attended this year's Missing and Murdered Indigenous Women Inquiry.

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

We aim to gather information from several sources to determine our success including our annual student survey and anecdotal remarks from parents (through PAC) and staff.