

School Name: Burnaby Central Secondary

School Goal: To increase student and staff mental health literacy

Sub goal: Creating Space for all Voices: Focus on inclusion, connection and diversity.

Date: September 2020

Principal: Dianne Carr

### SCANNING

What's going on for your learners in relation to your goal?  
How are you supporting the diverse learning needs of your school population in relation to the goal?

Our previous goal was to strengthened connectedness in our school community, our scanning indicated that staff and students maintained or increased their level of connectedness to school community. Since the start of the pandemic, our lives and the school system has shifted, and students and staff are self-reporting feeling disconnected from others and having overall concerns around their mental health.

We conducted the Compass Survey in November 2019. Through this survey, 85% of our students expressed having positive relationships with their teachers and staff. Yet, in the area of Mental Health, this survey indicated a need for us to focus on supporting mentally healthy youth.

In the Fall of 2020, through teacher observation and conversation, we identified a significant increase in students' self-reporting and self-identifying with mental health issues. Staff have noticed an increase in the effects of stress and anxiety on our students. Compass results indicated that 28% of our students report feeling, "nervous, anxious, or on edge most days in the last two weeks.

We can support all of our diverse learning needs by focusing on Mental Health literacy. "Mental health literacy for education is a process built on the foundations of self-awareness, reflective practice, capacity building, and advocacy. The process requires us to notice, to learn, to ask and to be present." (PHE Canada, 2020)

### CHECKING

Have we made enough of a difference? Feedback, data collection, data sharing, data analysis. How is the data informing / modifying practice? What has changed for your target groups?

Monitor the progress of Grade 8 students. Reviewing data around attendance, academic success and behavior.

Parent feedback- Having counsellors and teachers checking and gathering information of concern from parents.

Collect anecdotal feedback from Grade 8 teachers. (Report cards & Comments).

Engage in teacher/students conversations around mental health, inclusion, connection and diversity.

Track school based referrals through our Counsellors and School-based team.

### WHAT DOES OUR FOCUS NEED TO BE?

What evidence identifies the focus? What targeted groups are addressed?  
Where will concentrating your energies yield the greatest effect?

School staff have gathered a great deal of qualitative data in this area over the past several years. These observations are supported by several sources of qualitative data such as: discussions at Pro-D, referrals through Learning Services and Students Services. School connectedness has strengthened at Central.

We are focusing on these guiding questions in relation to this goal:

Do all students feel safe, connected, supported and respected at Burnaby Central?

Do staff feel safe, connected, supported and respected Burnaby Central?

What can we do right away that would contribute to a more safe, connected, supported and respected community for students (think about systems, structures and practises)

What can we do right away that would contribute to a more safe, connected, supported and respected community for teachers/staff (think about systems, structures and practises).

How can we foster and support foundations of self-awareness, reflective practice, capacity building and advocacy?

### NEXT STEPS:

What requires further attention? Where to next?

More of a focus on inclusion, diversity and anti-racism - November Pro-D.

Continue the growth and expansion of our, "Health and Wellness," committee and the promotion of health and wellness initiatives and resources.

Start up of a new working group – BIPOC Committee- focus on inclusivity, diversity and anti-racism. Collaborate with Beth Applewhite, District Vice Principal of Inclusion & Diversity.

Support our Indigenous Teacher Committee that focuses supporting the mental health and well being of our Indigenous Students'.

Target Grade 8 students and their transition to Secondary school.

Mental Health Literacy & BIPOC to be a standing item on Staff and Department Head Meetings.

### SPECIFIC GOAL YOU ARE ADDRESSING:

How does your data inform next steps? What is contributing to this area of focus? How will students benefit academically, personally, socially?

To increase student/staff literacy around Mental Health awareness through presentations, professional development/In-service training for staff/students

We are aware through research, evidence and reports from our Chief Medical Officer, Dr. Bonnie Henry that stress and anxiety are on the rise amongst youth.

Research is clear that mentally healthy youth are better able to learn and manage life's challenges. "Positive mental health is characterized by engagement and motivation, self-awareness, self-efficacy, hope for the future, and a sense of purpose and belonging." (Compass Survey)

In the fall, many grade 8 teachers were reporting that many of our grade 8 students did not feel connected. Although, there were many positive responses, we heard that students were concerned with themselves and peers being disconnected due to the following: Cohorting due to COVID-19, not being able to meet new friends, not understanding the curriculum, not feeling comfortable with asking for support in both academic and social areas, students who look lonely, and/or who eat lunch alone. This informs us that we must look for opportunities to connect our students in different, unique and safe ways.

### HOW AND WHERE CAN WE LEARN MORE?

What professional learning has taken place and what is needed/ planned?  
What resources and school/ district supports are you using?

Pro D (Sept 2020) – Dr. Linda Uyeda, "Back to School in the era of Covid-19: Riding the Waves of Uncertainty."

Staff & Student Survey followed by Student Forum around Diversity, Inclusion and Belonging.

Pro D (Nov 2020) - Creating Space for all Voices: Focus on inclusion, connection and diversity.

District Survey: Dismantling Racism

Grade 8 Retreat (Dec 2020) – Focus on Community, Connectedness and Inclusion.

Health Week (May 2020) Mental Health Week (May 2020)

P.A.W.S group- running several events around supporting positive relationships and positive mental health.

### TAKING ACTION / WHAT ARE WE DOING DIFFERENTLY?

What is your implementation plan? Roles of key stakeholders? How are all 3 tiers supported? How will you monitor progress?

- ✓ Work with a school team to collaboratively plan initiatives, resources around inclusion, connectedness and diversity for both staff and students.
- ✓ Target Grade 8 students and focus on school connectedness and community through a Grade 8 Retreat in December.
- ✓ Use qualitative & quantitative data from student survey and attendance, behaviour and academic achievement to inform and educate staff.
- ✓ Support and role model wellness with both staff and students through resources, information, events pro-d etc.
- ✓ Present results of the Compass Survey at a PAC meeting (October 2020) and answer questions and gather feedback. Continue to revisit this throughout the school year with PAC.
- ✓ Prioritize educating staff and students around Mental Health Literacy throughout the school year.
- ✓ Formation of new committees – BIPOC & Indigenous Committee.
- ✓ Use a comprehensive approach in teaching social emotional skills and positive mental health practices involving students, parents, staff and community partners.

2020/21

SCHOOL TEAM VISIT SUMMARY REPORT  
(to be completed by Visiting Team)

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

PROMISING PRACTICES

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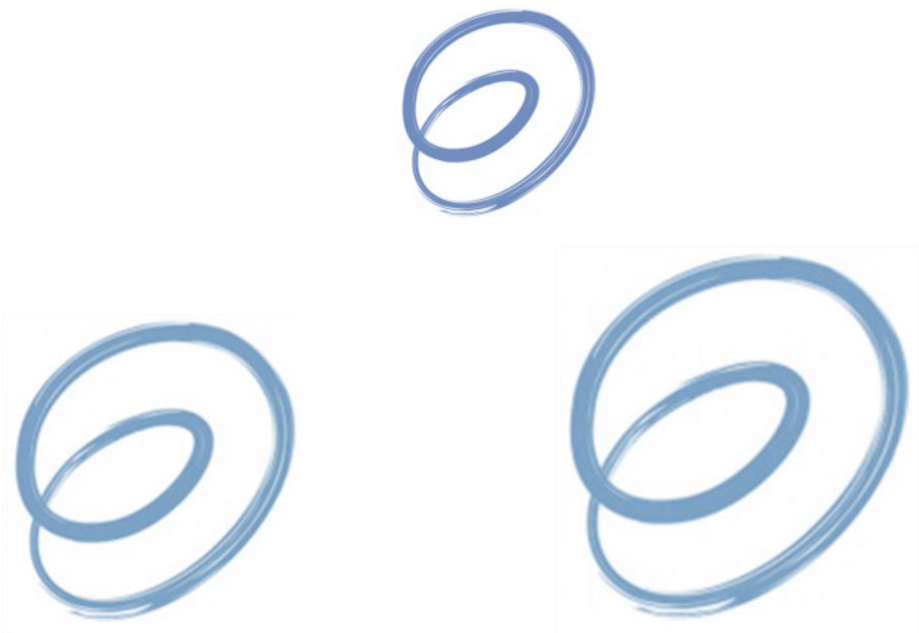
RECOMMENDATIONS

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NAMES OF VISITING TEAM MEMBERS:

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A SPIRAL OF INQUIRY  
APPROACH TO SCHOOL PLANNING



SCHOOL PLANS GUIDELINES:

- 1) School Goal(s) – must be clearly stated and include an academic / intellectual focus (such as Reading or Writing).  
SEL may be an additional goal or incorporated in your academic goal.
- 2) Your goal should focus on student learning based on evidence both qualitative and quantitative.  
Examples below:
  - a. Goal – To improve student skills in writing  
Target – Group of Level 3 ELL students at Grade 8 not meeting expectations
  - b. Goal – To strengthen student comprehension skills K – 7.  
Target – Group of grade 3 students / (male) not meeting expectations in comprehension.
- 3) This target group should be monitored for progress and this data should be included in your plan. If progress is not occurring, what are your next steps?
- 4) How are you involving parents in meaningful conversation around the school plan?
- 5) School Plans template
  - a. RTI