

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: January 2022

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 have 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 and in May 2021. 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. We will take part in the Compass Survey in May 2022 during our Mental Health week.

In 2020-2021, 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 all 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 teachers. (Report cards & Comments).

Engage in teacher/student conversations around mental health, inclusion, connection and diversity. Public form/townhall.

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 Trauma Informed Practise - 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 – Unity in Diversity Committee- focus on inclusivity, diversity and anti-racism. Collaborate with Beth Applewhite, District Vice Principal of Inclusion & Diversity (Beth Applewhite).

Support our Indigenous Teacher Committee that focuses on 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

In the fall, we discovered that our grade 8 students did not feel connected. Their Grade 7 year, as well as their transition to our building, was affected by COVID health & Safety protocol. Our student body have become more involved with social media while simultaneously experiencing increased anxiety and other forms of mental illness.

More education around mental health literacy for staff, students and parents.

PHE lesson plans for grades 8-10

Counselling Team provide student presentations/education around Mental Health resources and tools.

Staff and PAC Pro D opportunities

Mental Health week

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 (fall 2021) – Suzanne Vardy, "Teaching Through a Trauma Informed Lens"

PAC will listen to Suzanne Vardy January 2022 PAC meeting as well.

Pro D (2020-21) – Dr. Linda Uyeda – Understanding Mental Health in our Youth during COVID. Presentation for staff and for PAC.

-District Survey: Dismantling Racism.

-Compass Survey from 2019 to 2022 Workshops (Pro D) with Beth Applewhite 2020 to present.

-Grade 8 Retreat (fall) – Focus on Community, Connectedness and Inclusion. Health Week (May) Mental Health Week (May).

-A focus on working with our family of schools around grade 7 transition.

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.
- ✓ Improving articulation process for gr. 7 transition to facilitate early attachment to the school community. Reaching out to more vulnerable grade 7 students/families as an extension to their transition.
- ✓ 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 and Dismantling Racism Survey at a PAC meeting - answer questions and gather feedback from parents. 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 (2020-21) & Indigenous Committee (2020-21). Committee: "Unity in Diversity Group" (starting 2022) – creating a wheel with spokes connecting to all clubs, groups and student committees that focus on Diversity and Inclusion.
- ✓ Use a comprehensive approach in teaching social emotional skills and positive mental health practices involving students, parents, staff and community partners.