GENERAL SCHOOL STORY:

L’École Bilingue, a single-track French Immersion school near 14th Avenue and Oak St., opened its lead class in 1973. While the majority of our students come from relatively comfortable, well-educated English-speaking households, our community is enriched by an increasingly wide variety of linguistic and socio-economic backgrounds. Entry to French Immersion, being restricted to new Kindergarten and Grade 1 students, most of our 500+ students enjoy the stability of an entire elementary education in one school and the benefits of long-standing friendships and on-going connections with the staff.

In January 2017, we moved back to our regular site, following two years at South Hill during which our school was rebuilt to be seismically upgraded. We are now in our brand new school which offers state of the art technology for students and staff to work and learn in. Our new school’s design also enhances students’ development of the core competencies described in the BC curriculum: creative and critical thinking, positive personal and cultural identity, social responsibility and communication. It allows for collaborative work with pods of classes that share a common area.

Like most early French Immersion programs, the tradition of parental involvement continues to be very strong, as does the sense of community and common purpose. In addition to the Parent Advisory Committee, parents play key roles in a wide variety of committees and other volunteer opportunities as well as providing us with funds to enhance our technology and assist us in moving towards 21st century learning.

Since our school joined the Vancouver School Board’s Early Literacy Project in 2002, our primary teachers have devoted their energy towards systematic improvement in student reading and writing. To this end, we applied for and received District funding to implement the Reading Recovery (IPLE) program in French. We are proud to announce that we have completed year 4 of this excellent program and will continue next year! Significant funds have been targeted for the acquisition of classroom and grade-level resources, particularly at the primary level as we strongly adhere to the early intervention model. We have created final base line data to track reading and writing skills development over the years. This Primary data is included in our data collection section.

As we now feel established with our literacy program, staff felt ready to start working toward a new goal, while maintaining our literacy goals. Therefore, 2017-2018 will be our first year to engage in our new social-emotional learning goal. As we notice more anxiety in our student population, staff feels strongly that it is necessary to develop various school-wide strategies to enable our students to better manage emotions, stress and anxiety. We are hoping to develop school-wide strategies and approaches to support our students’ social-emotional needs. To this end, we will engage in professional development (2 days) around issues of SEL.

We are pleased to be able to utilize technology to engage and motivate our learners with respect to improving their written communication and reading comprehension skills overall. Our teachers are energized and highly motivated to engage their learners with the redesigned B.C. Education Plan curriculum and with the focus on personalized (differentiated) learning. The teachers are also focusing on
the development of the key competency of problem solving and higher level critical thinking as well as assessment for and of learning. Our planning revolves around the three questions highlighted in the assessment for learning approach. Where are we now? How is it going? What’s next?

Teachers also want to provide more **authentic teacher assessments** rather than only focusing on the Foundation Skills Assessment (FSAs). The Intermediate team will commence with School Wide Writes and our Resource team will commence the data collection process both in September and again in late May or early June for writing and reading comprehension. We are also pleased to have Sally Boschung, District IPLE mentor working with several of our grade ones. We have also included three Literacy Professional Development and In Service days for the redesigned curriculum with a focus on reading and writing connections. To better support staff we will provide one day for multimodal (technology) literacy as well.

Teachers and administration will assess progress toward our SEL goals using anecdotal data and self-assessments from students. We will also use the grade 4 and 7 Ministry satisfaction surveys as a means to measure the level of comfort and safety our students feel in our school.

2A. WHAT DID WE SEE?

**SEL:**

- Teachers have noticed that their students are more anxious, and are therefore seeking more support from the School Counsellor and Professional Development opportunities around issues of social-emotional learning.
- For the first time in 2016-2017, we had two students participate in the district SELC program.
- Supervision Aides have reported an increase in the frequency of interventions on the playground to resolve conflicts.
- There has been an increase in the number of office referrals related to anxiety and Social-Emotional Learning, and an increase in the number of students requiring SSA and STIBBS support to navigate the social world of our school.
- A very high percentage of the school participated in activities related to the Zones of Regulation program. This resulted in students ability to articulate their emotional awareness and develop common language throughout the school.
- School reinforcement of the code of conduct through all activities (Je prends soin de moi, des autres et de mon environnement)
- Tools for cognitively diverse students were purchased and distributed in the classrooms (Widget seats, noise breakers, timers)
- SEL and SOGI were recurrent items on the school agenda.

**Complementary Programs**

- The kindergarten teachers complemented the Zones of Regulation program the Second Steps program.
A number of classes integrated lessons from the Mind Up program in the Zones of regulation school program.

One division worked with the “Friends for Life” program.

The higher intermediate team completed workshops on anxiety and homesickness with the support of our school-based councilor.

The school-based councilor contributed to many classroom communities to support the ones of regulation program.

Some Grade 7 students participated in the WE School program.

**Workshops for Students**

- Two divisions worked on SEL through the Vancouver Biennale program
- Programs were brought to the school to add more specific knowledge of SEL through other subjects such as Salema Noon (Health Education),

**Workshops for Staff**

- Presentation of SEL to the entire staff
- Presentation of the SOGI program to staff members

**Workshops for Parents**

- Presentation of SEL to the PAC
- Presentation of the SOGI program to the PAC

**Evaluation and Self-Evaluation in regards to social-emotional learning**

- Self-Knowledge activities and Self-Evaluation
- Videos using FreshGrade to explain emotions and self-regulation during classroom activities and other e-portfolios

**Conclusion:** Our students benefited in developing strategies to cope with strong emotions, stress and anxiety. Creating a common language around the school also helped students, staff and parents develop more coping skills and strategies.
2B. **WHAT DO WE NEED TO RE-ADJUST?**

**SEL (anecdotal evidence):**
- There has been an increase in the number of School Based Team referrals related to anxiety, social-emotional concerns and behavioural concerns.
- There has been an increase in the number of office referrals related to anxiety, social-emotional and behavioural issues.
- There has been an increase in STIBBS and SSA support this year for students with social-emotional and self-regulation issues.
- Teachers and administrators have reported a decrease in the instances of anxiety due to homesickness and lack of coping strategies with our older students during the Grade 7 Quebec Exchange. It is recommended that the same workshops continue for the 2018-2019 school year.

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

- **1. Social Emotional Learning (SEL):** What strategies can our staff, learners and school community develop to foster knowledge, skills, and empathy in regards to the strands of the Social Emotional Curriculum?
- **2. Indigenous Enhancement Goal:** How can we increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all students?
4. **WHAT IS YOUR NEW PLAN?**

- To include the Supervision Aides in the *Zones of Regulation* training to enhance the program during recess and lunch.
- Continue working with the *Zones of Regulation* as the common program for the entire school.
- Continue working with the school counsellor to support Social Emotional learning in the classrooms.
- To explore a common language around flexible thinking (*We Thinkers, Superflex, You Are a Social Detective*)
- To engage the community around conversation about how to create SEL spaces in the pods.
- Put in place sensory stations for students to use and teach them how to use them in the learning studios and in the pods of learning.
- Communicate with the parents the school-wide initiatives (Divisions Newsletters, School newsletters, Bulletin Board, Twitter).
- Include and “train” students so they can be buddies/mentors/peer-leaders
- Participate in ‘Buddy’ Social Responsibility activities.
- Whole-school activity stations at the beginning of the school year with a focus on the Code of Behaviour - Rights and Responsibilities - Teamwork
- Continue to organize solidarity projects in school (Student Council, Spirit Days, We Club) and extending out to the community (ie. Random Act of Kindness Day, Multicultural Day)
- Form a professional book club (book to be determined based on Year 1 results and needs)

5. **WHAT SUPPORTS WILL WE NEED?**

- Continue to have time dedicated to reporting out and discussion during Staff Committee Meetings
- To purchase furniture to support the Social Emotional Teaching in the learning studios and in the pods.
- To build a library of Social Emotional Learning resources for staff members in the following categories: French Resources related to SEL, books on mental health, picture books and SEL programs such as Superflex and Mind Up.
- To create a digital library of resources for staff members and for the community
- The Social Emotional Learning Committee will continue to lead the staff in moving forward
- To integrate Professional Development days to learn and find common language available to all staff (administrators, teachers, counsellors, SSW’s and Supervision Aides)
- Pro-D opportunities to explore the implementation of sensory stations (OT) as a tool for self-regulation; Request funds from PAC to support development of stations.
- Invite specialists for staff, students and parents (PAC meetings) to continue learning
- Regular meetings between Administration and Supervision Aides
- School Counsellor support with the most at-risk students with language and skills learning and to proactively work with classes with at-risk students and other classes beginning in September
6. **HOW WILL WE KNOW WE’RE SUCCESSFUL?**

- Engaging our District office to access more support in the areas of self-regulation, social responsibility and self-assessment

- Using Social Emotional Learning Performance Standards each term for every student
- Present report card data and results of student self-assessment of Core Competencies to staff in order to review our specific goals and achievements
- Using assemblies as a reflective tool for the school community to share our social emotional growth
- Grade 4 and 7 students will complete the Satisfaction Survey
- Social Emotional Wellness Survey to be conducted by students and staff to establish baseline and track progress over time
- Student portfolios, journal writing, and class feedback

7. **HOW WILL WE SHARE?**

- Student-led conferences, goal setting conferences, report card comments
- Using our Twitter account @LECBilingue
- School website and newsletter
- Student-led assemblies
- Document student self-assessment of Core Competencies
- PAC meetings
- Bulletin boards
- Participating in greater community outreach programs (e.g. visit a senior’s home)
District-wide Indigenous Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all students.

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

L’École Bilingue currently has 0 Indigenous learners.

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

**School Wide:**

- Used Indigenous “principes d’apprentissage” in teaching and instruction; in designing and implementing experiential hands-on learning opportunities to build connections and relations with Indigenous cultures.
- Used holistic teaching approaches to include story-telling, music, art and dance
- Connected teaching and learning to the environment and the earth
- Indigenous performance for whole school by David Bouchard
- School-wide workshops by Teddy Anderson

**Resources/Library:**

- The teacher librarian has created an aboriginal section for the library and has singificantly increased the amount of books available for our community. The new books include information from First Nations communities from Coast to Coast. The aboriginal section includes 50% of the books in French and 50% of the books in English. The resources available varies from comic books, to fiction and to non-fiction
- A early-primary guided reading collection from Eaglecrest books has been purchased and is available at the library for our community to borrow.
- The school has purchased a literature circle/guided literacy collection in French called “Les échos de l’île de la tortue”. This collection includes both fiction and non fiction books and is available from Grade 1 to Grade 6.
- The PAC has donated $2000 to increase the amount of resources and books available at our school library regarding aboriginal issues.
- Purchased grade-appropriate resources for classroom instruction

**Activities that happened in classrooms:**
A Grade 6/7 class has participated in a 3-month inquiry with aboriginal artist in residence Cease Wyss through the Vancouver Biennale program.

Many classes went on field trips to the Museum of Anthropology at UBC.

Grade 7 students visited a traditional Huron-Wendat village while in Quebec on the Grade 7 Exchange. Resources on the Huron-Wendat have been purchased at the school library to prepare the students for this trip.

The Kindergartens raised salmon, learned about the significance of salmon in Indigenous culture and released them at Spanish Banks.

Two divisions spoke about the Inuit community, learned about legends and viewed many films from NFB (ONF).

The Grade 1s and a Grade ¾ class worked on a Spirit Animal.

A Grade 6 class did the Blanket activity.

A Grade 4/5 class studied Vancouver’s indigenous community and its history linked to discrimination.

A Kindergarten class studied stories through workshops, included natural materials and Indigenous characters.

Most our primary teachers are part of a Strong Readers pilot project for French Immersion. Strong Readers is a guided reading program based on Indigenous education.

For most divisions, all social units were integrated with aboriginal content.
10. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

➔ Invite elders to present to the school and to work with our community of learners
➔ Continue to use the Indigenous “principes d’apprentissage” in teaching and instruction; in designing and implementing experiential hands-on learning opportunities to build connections and relations with Indigenous culture
➔ Continue to integrate aboriginal content in across curriculum
➔ Continue visits to the Museum of Anthropology
➔ To add indigenous plants to our garden to make stronger connections to our Science, Applied Design, Skills & Technology and Outdoor Education programs
➔ To add more resources for the learning studios and for the pods such as readings, posters, games, music and STEM manipulatives related to aboriginal learning.
➔ To access support from the District Indigenous Department
➔ To include more performance linked to aboriginal content
➔ Continue to work with Vancouver Biennale and with artist in residence Cease Wyss
➔ Continue to use holistic teaching approaches to include story-telling, music, art and dance
➔ Continue to encourage teacher Professional Development in Indigenous Education
➔ We will include Indiginous plants and traditional uses through the Earth Bite program. We work with them to create a green library for our school.
➔ Several classes plan on visiting the Learning Garden at UBC.
➔ Based on the success of the Blanket Activity for our students, we would encourage our PAC and parent community to do the activity.

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

This year we do not have Indigenous students at our school. We have supported aboriginal education through whole class instruction, whole school cultural and artistic performances. The Indigenous tool has been working well within our school as we follow the Circle Of Connectedness by creating a place of caring and belonging. Each pod also has a painting that was creating collectively that symbolizes that we recognize the land we live/work/play on and that everyone visiting these spaces would be welcomed. A techno-totem is also present in the main hall of the school. These additions to our collectivity were presented publicly to the community.