

Burnaby North Secondary
Goal
2021 - 2022

CLEARLY STATED GOAL, OBJECTIVE, INQUIRY QUESTION *(What impact do we want to have? How is this connected to student learning?)*

Research is clear that students who have strong self-awareness and self-management skills will experience success in a broad range of academic, social and personal domains. Further, one of the greatest protective factors for student mental health is being exposed to a robust mental health curriculum (Kutcher).

- To build help-seeking efficacy
- To support the Mental Health Awareness student club
- To help build techniques for self-regulation and for teachers to identify when a student is having MH concerns and what they can do to help
- To help build resilience in the face of anxiety and stresses with the help of exercise to regulate
- To create a climate of care in the school through peer-to-peer mentoring, teacher lessons, classroom resources and tools

EVIDENCE *(How will we know if we are having the desired impact?)*

Students who can self-regulate, and teachers who recognize when students are dysregulated and who can help them overcome escalated behaviours, will more likely attend school, increase participation and success at school.

- Tracking students from the Vulnerable Student Database for attendance and academic success
- Fewer students dropping classes due to being overwhelmed with school/life balance
- Feedback from students in our “Mental Wellness” program
- We also have data from our PAC Parent Survey, Ministry of Education Student Learning Survey, Our community MDI data and health data from Burnaby’s Chief Medical Officer indicating that mental health is an area of high concern in our community.
- We will participate in the Youth Development Instrument Survey for Grade 11 students (survey partners are UBC, SFU and BCCDC) to see how students are faring as a baseline

ENGAGEMENT *(How will we meaningfully engage teachers, students, and parents?)*

We need to create school-wide ownership over our mental health curriculum and embed thoughtful lessons into all curricular areas. The redesigned curriculum allows for this to be a stronger part of classrooms practice. A large part of these Tier 1 supports involve the introduction of proactive strategies, structures and professional development for classroom teachers. These Tier 1 responses have also included several sessions offered at our PAC meetings by student services staff including SafeTeen Training for all Grade 8s, Reach Out Psychosis for Grade 9 students and White Hatter Social Media sessions for students and parents. At the Tier 2 and 3 levels, we have engaged a wide range of supports for specific groups of students. Over the past few years, we have offered sessions facilitated by district and community partners (see Professional development section) focussing on mental health supports for many of our most vulnerable students. Each program/support has its own progress tracking and reporting protocol and timeline. Generally, we try to build in both short term and long term monitoring systems. For example, students receiving Tier 2/3 support at the school level have daily and weekly follow-up protocols but are also tracked through longer term protocols by counsellors, case managers and SBT. Many of our mental health supports require longer-term monitoring and progress tracking.

RATIONALE *(What specifically is the problem we are trying to solve?)*

We know through research that the number of students reporting high levels of stress and anxiety is on the rise. We also know that students do not have a clear understanding of mental health and how it connects to mental illness. . These concerns have only arisen during the pandemic and present serious concerns moving forward.

Our goal is to get as many staff at Burnaby North trained in UBCs mental health curriculum and implementing the curriculum with their classrooms. We will monitor this goal through the certification of our staff, the rate of implementation into classrooms and the outcomes through the embedded assessment tools. We will be able to measure the impact on our students by comparing the data to data gathered from a control group of students who were not exposed to the mental health curriculum.

ACTIONS/STRATEGIES *(What change could we make that will result in improvement?)*

How do we embed this understanding into everyday practice in the context of students' mental wellness?

How can we ensure that all of our students and parents are aware of and able to access supports in this area in a timely fashion?

Mentorship: What role can teacher and student mentors play in embedding this into classroom practice?

Can we organize differently to allow time for students to embed these practices into their daily schedule?

COMMUNICATION *(How will we communicate our work to the school community?)*

Prior to this year, we have had a standing SEL learning team which identifies focus areas and explores research in this area. The SEL team facilitates ongoing collaboration and pro-d opportunities for staff at North. Several staff members from the committee were part of the district SEL/Self-Regulation Learning Team facilitated by Miriam Miller and Leyton Schnellert. Betwenn 2017-20, Burnaby North had school-based collaboration teams who met for facilitated discussions during collaboration time. This team worked with Peter Vandenhoogen, Brenda Laface, Sue Dorey, Bev Ogilvie, Steve Cairns, Tanya Hautala and Tracy Arron to explore research, best practice and effective supports for some of our more vulnerable learners. Two years ago, we began training select staff in Go-To Training. This opportunity was extended to all of our staff through an invitation to participate in UBC’s MOOC and/or pre-service teaching module on mental health. Staff have also received training on Anxiety and Perfectionism by “LEAP”, Reach Out Psychosis and “Safe Talk”. SEL/Mental Health continues to be a Pro-D focus at Burnaby North as a standing item on staff meeting and DH agendas. Note: The district ‘Mental Health Blitzes are a welcome and helpful resource for students and staff.