



School: Garibaldi Secondary School

Principal: Ian Liversidge

Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Social Emotional Learning and Personal Wellness: Staff will continue their work towards empowering school community members to achieve their full potential as resilient, compassionate, and thoughtful citizens through resources, mentorship, trauma-informed practice, and positive relationships.

B. Rationale

Strong social emotional health enables an individual to integrate their thoughts, emotions, and behaviours in a way that supports greater health and well-being in life. Students who have an understanding of mental health and wellness support can not only utilize this knowledge for themselves, but also be of support to their peers. Students demonstrate higher rates of engagement and achievement in classroom settings where social-emotional learning and wellness are embedded into the curricular activities.

C. Action Plan (list specific actions, school level and district level resources or structures used)

In and out of the classroom, our staff will foster compassion and respect by teaching and practicing positive social and emotional norms and addressing concerns surrounding mental health and wellness in an authentic and meaningful way. To help facilitate this action plan, GSS will work to provide resources to staff and students, support wellness initiatives, strive to further connect students to outside resources, create awareness of mental health and support amongst students, and normalize conversations about mental health and wellness.

D. Evidence / Data (how will you measure success?)

- Regular check-ins at monthly staff meeting surrounding staff attitudes and social-emotional wellness
- More publication and aware of resources in school-based newsletters, in washrooms and other general spaces, in classrooms and assemblies
- Purposeful, on-going counsellor visits to classrooms
- Create opportunities for students to engage in learning about the benefits of compassion, peer support and wellness through school-life balance
- Mindfulness will continue to be supported with the introduction and support of yoga, both in class time and extracurricular
- Mindfulness/wellness/Compassionate Systems learning for staff and students (PE health units, CLE 10, CLC 12, embedded in MYP approaches to learning).

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A. Goal (one goal per page)

Garibaldi Secondary will continue to increase awareness of anti-racism initiatives within the school and district, and to foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit, and Metis as outlined in the 9th Professional Standard for BC Educators

B. Rationale

From the October 2022 Growth Planning Day, the staff identified the need for actionable steps towards Truth and Reconciliation, and towards increasing awareness of anti-racism education, internalized bias, and to meaningfully and authentically celebrate and acknowledge all members within our school learning community. Together we came to a renewed understanding that we have an incredibly diverse community with an increasing range of diverse needs based on cultural/ethnic identities.

C. Action Plan (list specific actions, school level and district level resources or structures used)

First Peoples Principles' of Learning will be shared regularly in staff meetings, newsletters, and classroom graphics linking to curriculum, for example the Link Crew Aboriginal Games event and engagement of the Aboriginal Support Worker in classrooms focusing on First Nations cultural experiences. With guidance from the Anti-Racism Committee, the school will provide more awareness and engagement in anti-racism learning through self-reflection and anti-bias activities. Students will continue their development of the core competencies/approaches to learning, specifically around the personal and social competencies and awareness of identity in their various courses, such as English First Peoples, careers, capstone, and the personal planning project.

D. Evidence / Data (how will you measure success?)

- Regular check-ins at monthly staff meetings surrounding staff attitudes and anti-bias reflections.
- More publication and awareness of resources, supports, and equity education in school-based newsletters, in general spaces, in classrooms and assemblies.
- Feedback from the school sub-committee focusing on anti-racism and equity, which includes voices from staff and students.
- Year-over-year data collections of the number of students selecting courses with Indigenous curricular foundation.
- Inclusion of Indigenous voices in school-wide celebrations/cultural activities (i.e. Truth and Reconciliation Day, Remembrance Day).
- Increasing the visibility for Indigenous voices through school displays, artwork, and curricular connections.

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GSS staff are committed to creating an inclusive school community that creates opportunity for all people to exist as contributing members of the community, while being valued for their abilities and uniqueness.

B. Rationale

An inclusive school community is important for student dignity, security, and opportunity to best achieve their potential. In the past several years, participation in the Rainbow Rebels Club has increased with a greater number of GSS students willing to acknowledge their gender and/or sexual identity journey. Year over year, the GSS community has and continues to become a more ethnically diverse community and it is important for us to be culturally aware and continue the pathways of inclusion for all students.

C. Action Plan (list specific actions, school level and district level resources or structures used)

Individual staff and departments have already been exploring inclusion in the classroom and now, as a collective staff, we are looking to coordinate initiatives and activities both inside and outside of the classroom. We will work to add organizations to the many groups working on this process. Our staff has already begun coordinating initiatives and activities around themes of inclusion. We are developing a common dialogue for pathways of support for students.

D. Evidence / Data (how will you measure success?)

- National flags from around the world representing the countries of origin for GSS community members on display in the front hallway
- Cultural guest speakers for classrooms, grade groups, and school-wide presentations
- Curricular integration — meaningful, subject-specific lesson plans modeling and encouraging inclusion.
- Recommendations and actions coming out of the work of our anti-racism committee

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