



School: Samuel Robertson Technical Secondary (SRT)  
Principal: Ken Elphick  
Director/Assistant Superintendent: Ken Cober

## A. Goal (one goal per page)

Goal 1: To Increase Understanding and Implementation of UDL (Universal Design for Learning) Principles.

## B. Rationale

Samuel Robertson Technical Secondary is committed to providing an inclusive and equitable learning environment for all students. Recognizing the increasingly diverse needs of our student population, the school has identified Universal Design for Learning (UDL) as a strategic focus area to enhance teaching and learning practices. UDL is a framework that aims to remove barriers in instruction and provide multiple means of representation, engagement, and expression to meet the diverse needs of all learners.

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

A significant part of our school growth planning day was devoted to delivering a professional development session for all teaching and support staff to enhance their understanding of UDL principles.

- Members of our teaching staff are working to create repository of UDL- aligned instructional materials and resources that teachers can easily access and incorporate into their lesson plans.
- We are changing our school based team application process to include an analysis of the UDL practices in place to support students.
- Encourage collaborative lesson planning sessions where teachers share and discuss UDL strategies and success stories.

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

- Incorporate UDL activities into monthly staff meetings.
- Conduct periodic reviews of the UDL growth plan to ensure its relevance and effectiveness.
- Provide opportunities during collaboration days for staff to share their UDL practices.



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## A. Goal (one goal per page)

Goal 2: Samuel Robertson Technical Secondary School aims to establish and integrate a trauma-informed approach within the school environment, emphasizing the interconnectedness between trauma, attachment and learning, to create a supportive and nurturing atmosphere for all students.

## B. Rationale

This objective recognizes the profound influence of trauma on students' mental well-being, conduct, and academic progress. Numerous studies suggest that a considerable portion of students may have encountered traumatic events, including abuse, neglect, community violence, or family disruptions. A trauma-informed strategy acknowledges and caters to the comprehensive needs of students, fostering an atmosphere that nurtures their overall growth rather than concentrating solely on academic accomplishments. Trauma can significantly influence a student's conduct and learning capabilities. A trauma-informed approach underscores the establishment of a secure and supportive school environment. Moreover, trauma can impact a student's capacity to form healthy attachments and relationships.

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

Our counselling staff will present at our school growth planning day on Trauma Informed Practice.

Training and workshop sessions will be offered to all school personnel, encompassing teachers, administrators, counselors, and support staff. The focus will be on imparting knowledge about trauma-informed practices, attachment theory, and their influence on the learning process. To facilitate this, Andrea Chatwin, the author of "Teaching the Hurt Child," will collaborate with our staff on four occasions throughout the current school year.

We will develop and disseminate educational materials for students, staff, and parents that highlight the importance of trauma-informed practices.

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

Evaluating the effectiveness of implementing trauma-informed practices in a school involves collecting diverse forms of evidence that reflect positive changes in various aspects of the learning environment and student well-being. Attendance data will be analyzed to discern trends, with improved rates suggesting a positive impact of trauma-informed practices, indicative of students feeling more connected and supported in the school environment.

To gain insights from the perspectives of teachers and staff, feedback will be gathered regarding their experiences with trauma-informed training and implementation. This process will involve assessing whether they feel better equipped to support students, observing changes in student behavior, and noting perceived improvements in the overall school climate. Gather feedback from teachers and staff about their experiences with trauma-informed training and implementation. Assess whether they feel more equipped to support students, observe changes in student behavior, and perceive improvements in the overall school climate.