



School District No. 51 (Boundary)

Box 640, 1021 Central Avenue

Grand Forks, BC V0H 1H0

PHONE: 250-442-8258 FAX: 250-442-8800

Website: www.sd51.bc.ca

2024-25 School Growth Plan

School: Greenwood Elementary School

Principal: Angela Bragg

Head Teacher: Jennifer Eaton

A. Goal (One goal per page) (Please insert/attach links to any external documents)

What can we do as a staff to further our school communities progress towards Truth and Reconciliation using the Circle of Courage?

B. Rationale

We believe that a first step for our school is to use the Circle of Courage consistently throughout classroom practice and begin to create a comfort in its use with staff, students, and our larger school community. We know that students will build greater self-awareness through the consistent use of the model at all grade levels and that a common language used through the school will aid in better buy in. We also wonder how we can engage our pre-kindergarten clientele in its use with the help of the Strong Start facilitator also collaborating with us and offering opportunities for students with Indigenous heritage to engage in planned activities with Strong Start children and their families.

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

1. Incorporating the Circle of Courage into our daily teaching practices, assessment, and creating lesson plans that are specific to the context of our school community.
2. Collaborating with Indigenous Culture and Student Success facilitator, Indigenous Elders, and knowledge keepers to help us build lesson plans that are respectfully addressing
3. Building strong collaborative practices from pre-Kindergarten to grade 7 facilitators and teachers to ensure that all students/clientele within our school begin to use the Circle of Courage as a tool.
4. Taking inventory of the resources we have already that can help guide the work with using the Circle of Courage and identifying materials that could benefit us as we begin to take our first steps.

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

We will be engaging in structured listening experiences and surveys with our school community to better understand their knowledge of the Circle of Courage, it's uses, and the benefits that they are seeing both inside our school and in the home environment as students grow their self-awareness as they use it more regularly.



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A. Goal (One goal per page) (Please insert/attach links to any external documents)

How can we regularly offer land-based learning that is rooted in strong, inclusive teaching practices, and provide opportunities for students to build their environmental literacy skills, connection to the land, and wellness?

B. Rationale

Our school community has expressed an interest, through the World Café and surveys, in us focusing on outdoor learning and providing opportunities for students to develop greater connections to the land. We know that there are great benefits to mental, emotional, and physical health when students are engaged in learning from the land. We have a wonderfully rich 'backyard' that we would like to learn to use intentionally for the benefit of all students.

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

Our approach to our goal will focus on these items (please see attached):

1. Best Practices in the Classroom
2. Equity, Inclusion, and Belonging
3. Collaboration and Community Connectedness
4. Wellness and Resilience

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

We will measure success through observation, conversations, surveys of our staff/students/families, throughout the year.

Action Plans:

Best Practices in the Classroom

- We have successfully applied to become a Wild School. It is a three-year commitment with an HCTF Wild School Educator providing professional development to teaching staff and resources to implement an environmental literacy-based program.
- Staff will engage in regular sessions with the HCTF Educator and try out shared ideas in their classroom practices.
- All classes will commit to outdoor learning on a regular basis
- Teachers will be encouraged to collaborate and explore questions around the best way to approach specific topics, themes, or activities
- Teaching team meetings will occur with the principal to determine how they can best be supported
- Create a space for sharing ideas and resources using the Destiny Library program
- Creating a resource library of outdoor learning activities

Equity, Inclusion, and Belonging

- Pairing or grouping students when going on learning adventures to build collaboration and a sense of belonging
- Regularly engaging in opening and closing activities (i.e. talking circles) to debrief strengths and stretches
- Developing a repertoire of strategies to support diverse learners in outdoor learning situations and field study assessment practices.
- Supporting students in safely engaging in outdoor learning activities with the provision of appropriate clothing, footwear, or gear if families are unable to provide these items
- Leaving no students behind on field study trips and understanding that everyone can participate when activities are appropriately planned and executed with diverse learners in mind
- Beginning to build equitable, formative assessment practices based on forest school models.

Collaboration and Community Connectedness

- Creating opportunities for community involvement with outdoor learning activities to help students begin to identify a variety of careers that work with the environment and how Syilx or Sinixt people utilize the land.
- Involving and collaborating with the Indigenous Culture and Student Success Facilitator in classes learning from the land
- Empowering students to work together in meaningful ways on real world activities and problem solving to build teamwork and leadership skills

- Regular and frequent communications celebrating the work done by staff, students and community members when outdoor learning activities occur
- Connecting with the district outdoor learning teacher to build collaborative activities that align with our purposes and using district equipment for field study where needed

Wellness and Resilience

- Collaborating with the Child and Youth Care Worker to build mindfulness practices that are situated on the land
- Using the Oximeters to demonstrate how pulse rates change with different situations
- Helping students grow their ability to deeply reflect on the growth (mental, physical, emotional, academic) that occurs for them as they build comfort with outdoor learning and opportunities to connect with the land. To this end we will be teaching them how to reflect on their outdoor learning experiences in intentional ways through journals (writing or sketching), surveys, and talking circles. All learners and staff will provided with a journal that they can use for this purpose.



Our Wild Schools Plan

Wild Schools Program Goals are as Follows:

- Provide schools with professional development and resources to support environmental teaching and learning
- Engage schools in outdoor place-based learning to help connect students with nature
- Foster school participation in stewardship of B.C.'s biodiversity

How would you describe what environment and or outdoor learning looks like at your school?

In previous school years, it has looked like isolated activities that are focused on recreational opportunities (skiing games, snowshoeing, etc.) and more purposeful one-day adventures that are guided by the district outdoor education teacher with limited connections to curriculum. We have seen success with students engaging in plant walks with the Indigenous Culture and Student Success facilitator, talking circles with the Elder in Residence, and cultural activities that take place outside. There is parent, student, and staff support in growing our outdoor learning repertoire and we have easy access to settings that have biodiversity and community members willing to help us on our journey of becoming a Wild school.

What overall goals are in place to guide your school?

This year we have a school growth plan goal that asks the following question: How can we regularly offer land-based learning that is rooted in strong, inclusive teaching practices and provide opportunities for students to build their environmental literacy skills, connection to the land and wellness?

What outdoor learning goals do you have for the school?

Ultimately, we want outdoor education to be as normalized as learning within the indoor classroom space and all learners to be engaged, comfortable in participating, and building skills that translate beyond school life.

Teaching staff have indicated that they would like to work on practices that benefit the local environment, focus on helping students become stronger environmental stewards who appreciate and identify the biodiversity that their surrounds offer, and helping all members of our school community develop a stronger understanding of place.

Additionally, there have been discussions around the feasibility of creating an Indigenous plant garden, exploring the building of a fire pit, connecting with local community groups that need help trail building, taking camping trips, and finding ways to also increase caregiver involvement as we take on learning adventures in the outdoors.

Professional Development

Wild Schools provide schools with professional development and resources to support environmental teaching and learning.

What are your top Pro-D needs to support your school's goals?

We are committed to finding ways to build comfort in outdoor learner for all learners. There will be challenges with figuring out how to best support students with diverse needs who have sensory or mobility issues and helping those who may not have a lot of experience with outside time build comfort. There have also been concerns around how to respectfully integrate Indigenous protocols/sharing of knowledge of the traditional rights holders (Siylix and Sinixt) when we are working with learning from the land. We are also new to purposefully utilizing outdoor learning regularly and would benefit from starting ideas or activities that could begin to help our entire school community see the meaningfulness of being engaged with environmental teaching.

Professional Development Selections

Every year of the Wild Schools program, schools as can select up to 10 hours of professional development (PD) options per school year. If you are not sure what to select, here are some of our recommendations:

Not sure what to select?

Check out our Wild Schools Program Pathways for ideas, or here are some of our recommendations:

RECOMMENDED FOR ALL SCHOOLS IN YEAR 1

- Exploring Place with Inquiry

RECOMMENDED FOR SCHOOLS NEW TO OUTDOOR LEARNING

- Outdoor Learning Engages Everyone
- Close Counts: School Grounds as a Place for Learning

RECOMMENDED FOR ALL SCHOOLS

- Beyond the School Grounds: Nature Nearby
- Biodiversity in the School Grounds
- Exploring Biodiversity with Project-Based Learning

Foundation

The foundation workshops are recommended sessions to support and build a strong foundation for environmental teaching and learning.

- Biodiversity in the School Grounds
- Beyond the School Grounds: Nature Nearby
- Close Counts: School Grounds as a Place for Learning
- Connections to Competencies & Assessment Strategies
- Exploring Place with Inquiry
- Outdoor Learning Engages Everyone

Topic or Theme

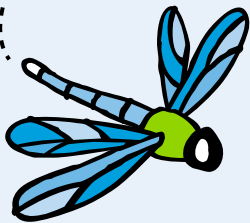
There are many topic or theme- based workshops customized based on your school's needs. Here are a few ideas below:

- Biodiversity in BC
- Climate Change: Impacts & Adaptations on Water, Trees, and Wildlife
- Let's Go on A Field Trip
- DIY Outdoor Learning Kit
- Math and Literacy Outdoors
- Naturescaping
- People Assisting Learning in Schools (PALS)
- People and Plants
- Watersheds

Activity Guide

These are activity guide workshops based on resources HCTF Education delivers for Project WILD, Project WET and Project Learning Tree.

- Below Zero
- Exploring Your Environment
- Discover a Watershed
- Get Outdoors
- Getting Little Feet WET
- Growing Up WILD
- Project WET
- Project WILD
- Trees & Me
- Wetland Wonders



Connecting With Nature

Wild Schools engage schools in outdoor place-based learning to help connect students with nature.

What are some general activities that your school plans will do to connect students with nature? Select all that apply.

- School yard experiences
- Connecting beyond the school yard (green spaces adjoining the school and/or neighbourhood)
- Nature observation in different seasons
- Citizen science project(s)
- Community project(s)
- Create a kit of tools and resources for outdoor learning
- Other, please specify: _____

For each activity selected, describe what is planned.

Even at this beginning stage, every class sounds as if it has a different focus. In our primary classes, students have been building familiarity with the biodiverse nature of the school yard through the use of magnifying glasses and opportunities to free explore. Our K-2 class, has started learning about grasshoppers and exploring their environment while also using literature to help them understand about lifecycles and seasons.

Our older learners, have begun to explore nature through the lens of art (where can you find letters in the school yard?) and hopefully soon coming to the conclusion that nature doesn't often have straight lines and wondering why. As a first week, we have had success and as we begin to explore beyond the confines of our school yard we are planning to work with sit spots, developing plant walk guides, engaging with traditional rights holders to build our collective knowledge of Indigenous names for plant medicines and their uses, and also engage with the larger community on service projects such as tree planting and trail building. We are excited to also be flexible in how we learn from the land as student's curiosity guides the work that we do.

Supporting BC's Biodiversity

Wild Schools foster school participation in stewardship of B.C.'s biodiversity.

How will the activities you have planned support this goal of the Wild Schools program?

The diversity of classroom activities and the anticipated school-wide projects will support the goal of enhancing students' understanding and appreciation of biodiversity through hands-on exploration, learning about species and ecosystems, creative activities, building cultural and ecological understanding and also giving back to the community through conservation efforts.

For Year 2 and Year 3 only: If you have a biodiversity project in mind for your school, describe what's planned and how it includes the student voice.

Not yet applicable to us but we look forward to it.

* For more ideas, see HCTF Education's resource called [Ideas for Supporting Biodiversity on School Grounds](#).