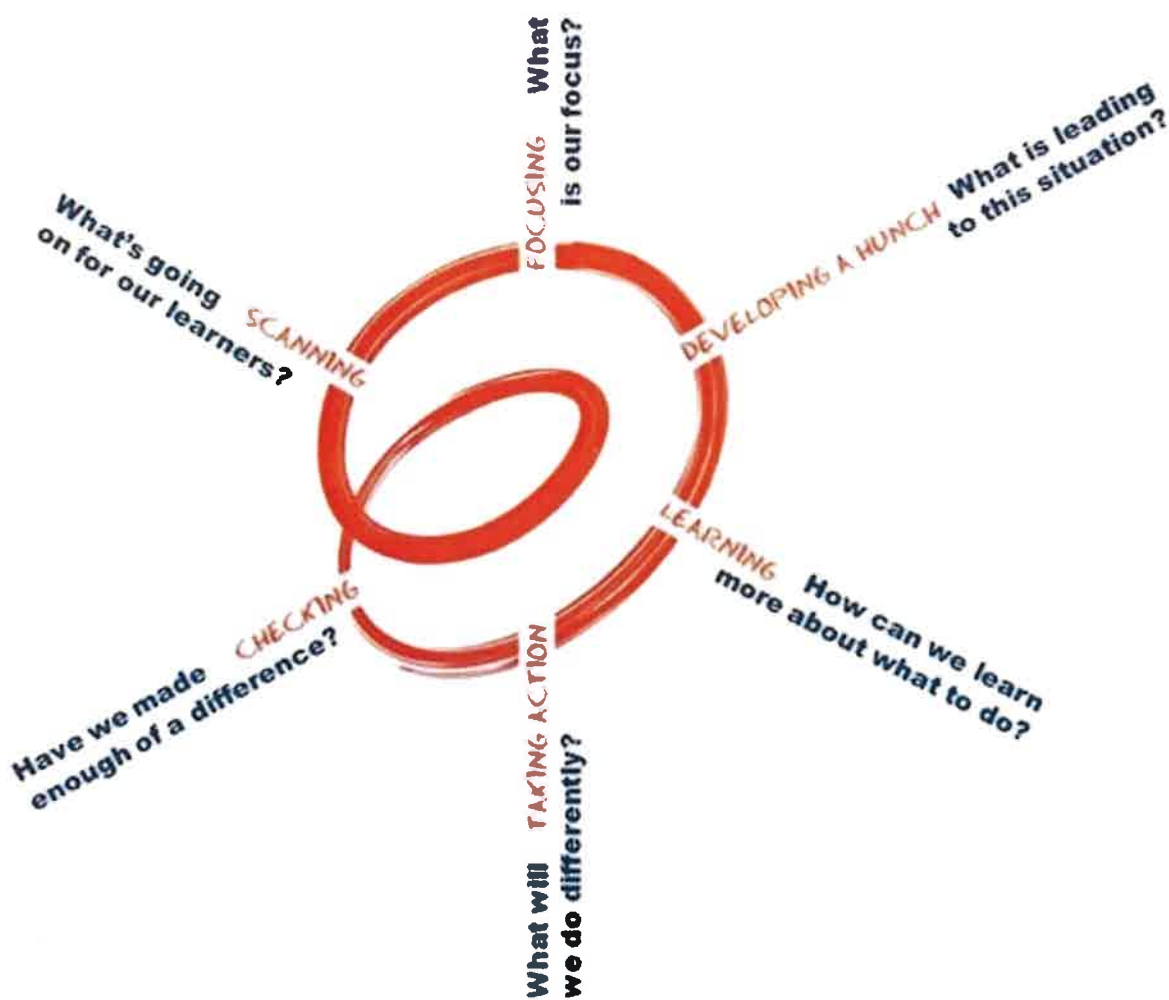




Uplands Elementary School School Growth Plan 2022 – 2023



Our Mission Statement:

Uplands Elementary School strives to develop a safe and supportive environment, enabling students to acquire the skills which will assist them to become lifelong learners and contributing members of society.

School Background

Uplands Elementary, in Coast Mountain School District, is a Kindergarten to Grade Six school that is located on Tsimshian Territory.

We currently have 294 learners and over 30 staff members including classroom teachers, resource teachers, music and art teachers, counsellor, a teacher-librarian, educational assistants, First Nation Support Worker, library assistant, secretary, custodians, noon hour supervisors, speech language pathologist, speech language assistant and administrator. In the 2022/2023 school year, we will have 14 divisions.

17% of our learners identify as Indigenous including Tsimshian, Nisga'a, Haisla, Metis and Gitksan. 3% of our learners receive additional services for ELL (English Language Learners). 6% of our learners have Ministry Designations and receive support with social/emotional, physical/health and/or learning needs. We have a significant number of students who display high levels of anxiety. Some of these students are on the school counselling caseload and others access counselling within the community.

Parents are actively involved in our school through a supportive Parent Advisory Council (PAC) that organizes school events, contributes to class and school goals and initiatives through their fundraising efforts and works as part of our school team to support academic, social and cultural growth of our learners. Parents are also visible in classrooms and on field trips, supporting the learning that happens in the building and beyond.

We have a team of caring, dedicated educators who value collaboration. Our staff works together to support our learners to reach high levels of expectations for behavior and academics with all of the staff committed to the success of our learners. We value strong connections with our learners, their families, the community, and one another.

Our outside environment consists of two large natural playground areas, a conventional playground area, three fields with goal posts, a forest bordering the back fields and a forest in the middle of the playground. These spaces are utilized for lunch and recess play as well as outdoor learning spaces throughout the day.

Scanning

We continue to look at our results in the School-Wide Write (SWW), PM Benchmarks, the CMSD82 Numeracy Assessment, Grade 4 FSA Results, Grade 4 Student Learning Survey, as well as through conversations and forums with our students, and conversations with our parents and caregivers. Our results on the assessments indicate that there are many of our students, at all grade levels, who are not succeeding at a satisfactory level, specifically in the areas of literacy and numeracy.

The impact of the COVID-19 pandemic on students has continued during the 2021/2022 school year and the impact that it has had on student's learning cannot be ignored. Over the course of the pandemic, we have had a number of students who have not attended school on a regular basis.

Our results on the Student Learning Survey indicate the following:

- 71% of students feel that three or more adults at the school care about them
- 65% of our students feel safe at school most or all of the time
- 68% of our students feel that adults treat them fairly most or all of the time
- 48% of our students feel school is a place where they belong most or all of the time

We feel that the low number of students who feel school is a place where they belong is an indication of the challenges that the COVID-19 pandemic has had on our efforts to build school culture. Unfortunately, a number of the activities and events that help build school culture (extra-curricular activities, sports teams, etc.) and improve students school belonging were not permitted as a results of the COVID-19 procedures and measures put in place.

Program Strengths

Our entire school community (teachers, support staff, parents/guardians, and volunteers) works together to ensure that each student is successful and cared for through the programs and activities that occur at Uplands, some examples of these are:

- A committed staff who work to meet the needs of all of the learners in the building.
- A strong framework for reading and writing strategies that supports our learners with a common language for literacy.
- Use of engaging mentor texts across the curriculum and throughout the school.
- Effective classroom libraries that support learners' reading goals and allow for personal choice that matches reading levels and interest levels.
- A school library that is filled with rich, engaging and culturally relevant literature. The library program supports all classes with their reading programs through weekly lessons.
- Our focus has been on providing explicit instruction focussing on 1-2 reading strategies per week school wide, using the CAFÉ Reading framework.
- Common language for literacy using the CAFÉ Reading and Writing framework.
- Classes partner to provide buddy reading opportunities, writing groups, literacy and numeracy stations.
- School-wide use of our locally developed Uplands Healthy Habits TEA framework to support social emotional learning.
- School wide focus on The Zones of Regulation.
- Common Language and explicit teaching of our Code of Conduct using our Uplands CARES Behaviour Expectations Matrix.

Adapted from Dr. Judy Halbert and Dr. Linda Kaser "Spirals of Inquiry: For Equity and Quality"

- Eagle Eye awards that support the Healthy Habits TEA and the CARES Code of Conduct characteristics as witnessed in our learners.
- Integrating technology into daily math and literacy including numerous iPad Apps, Mathletics and other programs.
- Incorporating a hands-on and games approach to math instruction and math practice, including using Power of Ten and Mathematical Thinking/Carole Fullerton.
- School wide study of the Tsimshian Seasonal Rounds that include the use of role models, plant walks, art and design lessons.
- Active involvement in the Salmonid Enhancement Program.
- A music program which includes band for our grade 6 learners, music instruction for K-5 classes and opportunities to showcase our collaborative musical accomplishments through participation in school-based performances, the Pacific Northwest Music Festival and musical theatre presentations at the REM Lee Theatre.
- Focus on healthy living with daily physical activity and movement and brain breaks in classrooms.
- Participation in the BC Fruit and Vegetable Program and the School Milk Program.
- Opportunities for learning outside of the classroom including in the forested area on our grounds, making use of the natural playgrounds, and our outside classroom
- Opportunities for learning off of the school grounds that includes trips to local trails, Northwest Trades & Employment Training Centre, Ferry Island, Kitselas Canyon, Shames Mountain to ski, forestry field trips, neighbourhood walks, swimming pool, skating rink, the Terrace Public Library, Terrace Art Gallery and Rotary Splash Park.
- Close community partnership with our RCMP liaison officer who is involved in school wide events and classroom learning opportunities.
- A culture of giving back to the community around us. We have donated food to the Food Bank and raised money for the Terry Fox Foundation, BC Children's Hospital, and the Northern Animal Rescue.
- An involved and dedicate Parent community who actively volunteer for field trips, in classrooms, during extra-curricular events.

We are hopeful that we can once again offer additional extra-curricular activities for our students and families, including:

- A strong athletics program with a focus on participation and sportsmanship. Opportunities include traditional sports such as volleyball, basketball, and badminton.
- A strong student leadership group in which many students are given opportunities to be leaders in the school.
- An effective intramurals program – offered many days at lunch, providing a fun place for students to connect during their lunch break.
- School-wide events such as movie nights, Halloween Hoot, etc.
- Field trips with parent volunteers

Indigenous Ways of Knowing - Positive Personal and Cultural Identity

- The **Tsimshian Seasonal Rounds** continued to be a focus for our school as we work on increasing the understanding of identity and the rich culture of the traditional Tsimshian territory that our school is located on.
- The **First Peoples Principles of Learning** are embedded in many of our teaching practices.

Adapted from Dr. Judy Halbert and Dr. Linda Kaser "Spirals of Inquiry: For Equity and Quality"

Learning involves patience and time – stamina building, personal goal setting, and opportunities to work at their optimal independent learning level are supported with instructional learning level in small groups and one-to-one instruction

Learning Involves recognizing the consequences of one's action – a variety of programs that foster this including our Uplands Healthy Habits TEA, Zones of Regulation, Minds Up, Second Step, and Friends. Continual focus on the Code of Conduct to positively reinforce positive attributes. Referrals to office are handled in a reflective learning manner, acknowledging behaviours and providing children with tools in order to help create positive change. Throughout the school, staff discuss the need for a growth mindset and discussions around character. Working hard is what is going to make the biggest change in your life. Passion, perseverance and grit are the qualities that we promote for lifelong learning.

Focusing

Inquiry Question:

To what extent will continued explicit teaching of social/emotional strategies using the Uplands TEA framework improve student success in literacy?

We feel that the continued development of our students social/emotional strengths, through strategies outlined in the Healthy Habits TEA and through the use of the Zones of Regulation, will improve their academic development in literacy. The better our students are able to manage their social/emotional states throughout the days, weeks, and months throughout year the better they will be able to focus on their academic development.






Uplands Healthy Habits TEA

Continued use of the school wide framework for increasing social emotional learning. This provides common language, common focus and explicit teaching around strategies for a healthy social and emotional individual.

We continue to update our Healthy Habits TEA framework this past year. We have continued to develop a teacher resource binder with lessons and visual supports. This will be available to all staff to use throughout the year. This has also been added to the Coast Mountain School District and is available for staff throughout the district to access and use.

We have communicated the Weekly Healthy Habit to Parents/Guardians through our Weekly Parent/Guardian update that is emailed home each week.

Adapted from Dr. Judy Halbert and Dr. Lindc

 Healthy Habits TEA 		
You are responsible for your thoughts, emotions and actions Be kind to yourself and others		
THOUGHTS 	EMOTIONS 	ACTIONS 
Everyone has helpful and not helpful thoughts	All emotions are okay	Everybody makes mistakes and/or poor choices
Practice daily gratitude	Which zone are you in?	When you make a poor choice: Own it Fix it Learn from it Move on from it
Get rid of the stinkin' thinkin'	Strategies to get to the GREEN:	
Which wolf do you feed? (What do you practise?)	60 Second Fix	
I can't do it YET	Count up/down	Paddle your own canoe
Don't give up	Exercise/walk it out	Match the size of your reaction to the problem
Everyone has their own point of view: I see, you see	Quiet activity	Your words have power - use them wisely
Be present	Drink water	Get enough sleep
	Sensory path	Exercise daily
	Spaghetti technique	Eat healthy

We have developed Parent TEAtime information that is shared through our Weekly Email Update to allow Parents/Guardians to be aware of the language and strategies being used at school.

Zones of Regulation

Continue to use Zones of Regulation school wide to support the work that we are doing with the Healthy Habits TEA

The language of the Zones of Regulation is used throughout the school.

The language of the Zones of Regulation will continue to be shared with parents/guardians to develop awareness of the language used at school.

The ZONES of Regulation®

BLUE ZONE		GREEN ZONE		YELLOW ZONE		RED ZONE	
Sad Sick Tired Bored Moving Slowly		Happy Calm Feeling Okay Focused Ready to Learn		Frustrated Worried Silly/Wiggly Excited Loss of Some Control		Mad/Angry Mean Terrified Yelling/Hitting Out of Control	

In addition to the use of the Healthy Habits TEA and Zones of Regulation to benefit the Social/Emotional regulation of our students, we will continue to focus on a significant number of activities and strategies that are benefitting our students in social/emotional and academic areas. These include:

- * Expanding on our outdoor learning opportunities. We are fortunate to have a large cedar picnic table on our playground as well as a new outdoor classroom space that allows for a whole class to collaborate and learn together outdoors. We also purchased several teacher resource materials to support forest school and outdoor learning opportunities. Along with these resources, we stocked our school library with picture books and nonfiction books to use as mentor texts for outdoor learning.
- * Focusing on increasing success in math with a hands-on approach to teaching and learning, increase use of math talks and providing feedback to our learners. Making sure that as a school we have a clear picture on how we are approaching math, what strategies are researched-based practise, and how do we ensure consistent language.
- * Continuing to build on the work that we did around offering alternate seating for our learners. Making sure that movement is built into time in the classroom. Use of sensory paths to provide additional movement break opportunities.
- * Continuing and expanding the use of “The Zone” sensory room for students in need of time and space for self-regulation.

Developing a Hunch

As a staff we have continued to notice and discuss some of the obstacles that are present for some of our learners including difficulty with problem solving, increased anxiety and stress and difficulties self-regulating. A review of the research emphasizes the positive outcomes of SEL interventions on learning. Systematic, programmatic attention to the teaching of social-emotional skills promotes overall development and academic achievement. We felt that the implementation of our Healthy Habits TEA framework did impact student learning by making them feel more comfortable in the school, develop a greater understanding on how they are expected to behave at school, and improve their ability to solve smaller problems on their own.

We believe that to have a true understanding of how we learn to read and write takes a lot of time. Professional dialogue and review of best research-based practice are effective ways to get a handle on these giant concepts. Our collaborative teamwork has us well on the way to fine tuning our focus on literacy. We have discussed implementation of more of the Six Traits of Writing as well as the work of Adrienne Gear to support our CAFÉ Reading and Writing framework.

Our hunch is that if we continue incorporate the Uplands Healthy Habits TEA framework, we will promote learners' positive behaviors and attitudes toward school. This will have a positive impact on their mastery of academic skills and positive mental health. We want to target literacy as our focus for collecting data and monitoring progress for this inquiry.

Professional Learning

Our goal for professional learning continues to be the development and implementation of our Healthy Habits TEA. We created resources to support the teaching of the Uplands Healthy Habits TEA framework. School-wide, we will increase our use of the habits in our daily instruction and support of our learners. We will continue to increase our understanding and use of the Zones of Regulation along with the other programs and resources that support the teaching of the strategies in our Healthy Habits TEA framework.

We will use time to explore these programs as well systematic writing programs such as The Six Traits of Writing, the work of Adrienne Gear in Reading and Writing, as well as the continued use of the CAFÉ Reading strategies to increase confidence in our learners' around writing, teach our learners how to communicate more effectively and boost the quality of their writing.

Taking Action

Common Expectations: all people moving in the same direction

- Healthy Habits TEA – providing a common language that will be shared with all of our stakeholders including all staff, students and their families.
- Zones of Regulation – providing a common language that will be shared with all of our stakeholders including all staff, students and their families.
- Collaboration focused on our inquiry. Use of time at staff meetings, monthly EA meeting and monthly noon hour supervisor meetings to plan, provide feedback and adjust.

Adapted from Dr. Judy Halbert and Dr. Linda Kaser "Spirals of Inquiry: For Equity and Quality"

- Use of the Healthy Habits TEA and Zones of Regulation when learners are referred to the office.
- Direct teaching of social skills through small groups
- Scheduling in a Life Skills Program for our learners who need explicit instruction in self-care, life skills math and life skills literacy. Incorporated into this will be small group and one-to-one instruction and practice of the SEL through use of the Healthy Habits TEA.
- Continue to incorporate student voice in our inquiry. Our students provided new habits for our updated framework. This is a living document and will continue to grow and change with input from staff and students.
- Targeted instruction of each of the strategies in the Healthy Habits TEA including use of mentor texts for focus lessons.
- Sharing the weekly focus of the Healthy Habits TEA, the Parent TEATime, the Café Reading strategies, as well as the Monthly Seasonal Round focus with parents and caregivers through the Weekly Update, the TV monitor by the office has the weekly schedule that is at the front entrance, and on the PAC Facebook page. Along with this, we will share resources that support each of the strategies.
- Eagle Eye's are handed out to students who have been observed by any staff member using the Uplands Healthy Habits TEA habits. These provide positive feedback to individual students and recognize them for their positive behavior. These Eagle Eyes will be included in weekly draws for small prizes as well as Year-end prizes. We will also recognize Eagle Eye winners in during assemblies and other events.

Eagle Eye



You have been spotted using a **CARES** or **TEA** strategy. Your act has been noticed & appreciated.

Student Name: _____

(Write your name & return this slip to be entered in the draw.)

- Highly visible framework in the hallway. At the beginning of the year this interactive sign will be a blank framework. As we focus on a strategy, this will be added to the framework.
- We will continue to communicate the events and developments at Uplands through our "This Week at Uplands" email update as well as our Uplands Parent Connect Facebook page

Checking

Our school-wide assessments will be done twice a year, once in the fall and once in the spring. We will look for specific evidence in the areas of Reading, Writing and Numeracy. We will be looking at evidence through our school-wide assessments (School-Wide Write, PM Benchmarks, and the CMSD82 Numeracy Assessment) our Grade 4 FSA results, and the Student Learning Survey. We will also continue to monitor our behavior data and our attendance data.

Adapted from Dr. Judy Halbert and Dr. Linda Kaser "Spirals of Inquiry: For Equity and Quality"

We will constantly monitor the progress of our students throughout the year to determine the need for any individual interventions. The use of classroom-based assessments will allow our staff to use the resources available to design interventions necessary to help students in specific areas of need. As students improve or struggle, we will adjust our interventions as needed.

As our learners increase their skills through use of the Uplands Healthy Habits TEA, we expect to see increased success in all academics but will focus on the progress made in literacy, improved attendance rates and fewer referrals to the office.

We will monitor progress through:

- School-Wide Write
- PM Benchmarks
- Attendance records
- Office referrals
- Feedback from all stakeholders including our learners, their families and the staff

School Principal Signature: _____

A handwritten signature in black ink, consisting of stylized, overlapping loops and strokes, positioned above a horizontal line.

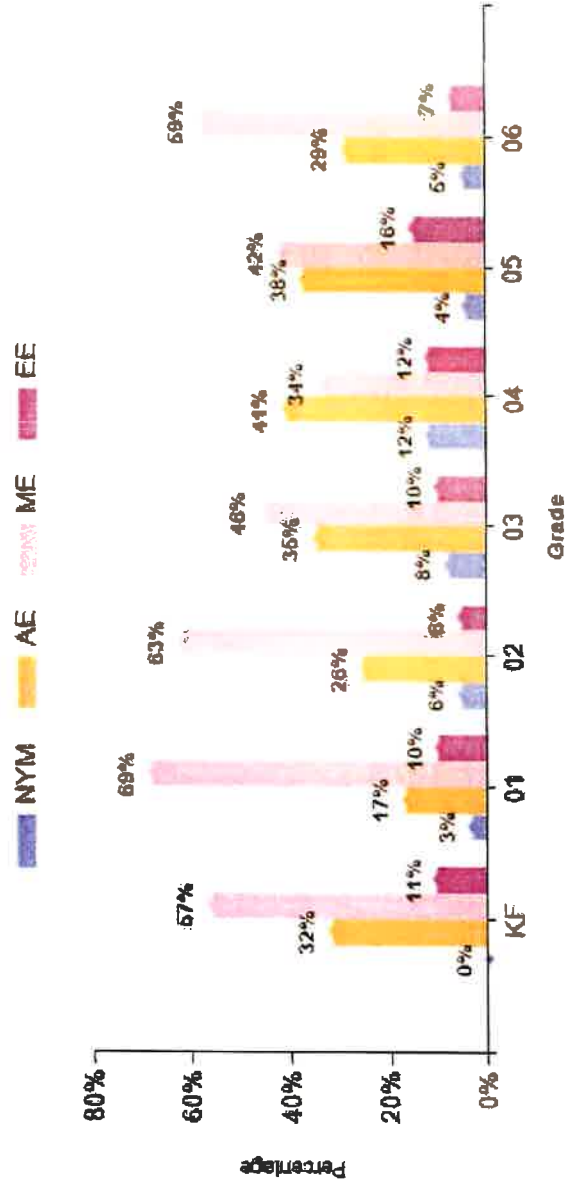
Appendix – 2021/2022 School Data

- School-Wide Write – Fall, 2021 and Spring, 2022
- PM Benchmarks – Fall, 2021 and Spring, 2022
- CMSD82 Numeracy Assessment – Fall, 2021 and Spring, 2022
- Kindergarten Screener – Fall, 2021 and Spring, 2022
- Student Learning Survey

Appendix – 2021/2022 School Data

- School-Wide Write – Fall, 2021 and Spring, 2022
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- Student Learning Survey

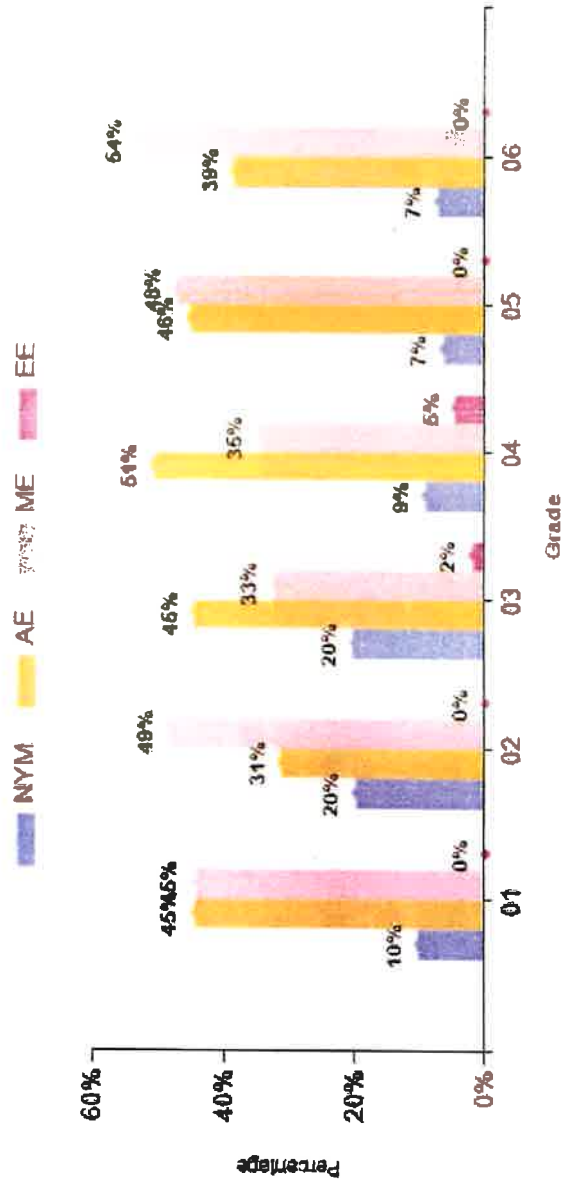
School Wide Write Spring 2022: Overall Average
All Students in Uplands Elementary



School Wide Write Spring 2022: Overall Average

Grade	NYM		AE		ME		EE	
	#	%	#	%	#	%	#	%
KF	0	0	12	32	21	57	4	11
01	1	3	5	17	20	69	3	10
02	2	6	9	26	22	63	2	6
03	4	8	17	35	22	46	5	10
04	5	12	17	41	14	34	5	12
05	2	4	17	38	19	42	7	16
06	2	5	12	29	24	59	3	7

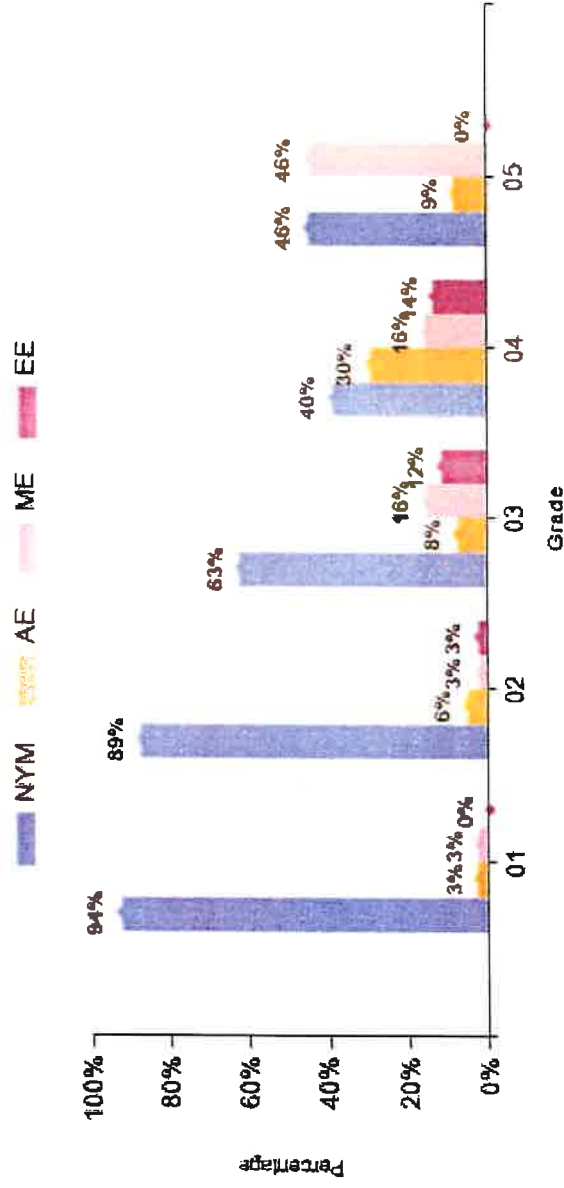
**School Wide Write Fall 2021: Overall Average
All Students In Uplands Elementary**



School Wide Write Fall 2021: Overall Average

Grade	NYM		AE		ME		EE	
	#	%	#	%	#	%	#	%
01	3	10	13	45	13	45	0	0
02	7	20	11	31	17	49	0	0
03	10	20	22	45	16	33	1	2
04	4	9	22	51	15	35	2	5
05	3	7	21	46	22	48	0	0
06	3	7	16	39	22	54	0	0

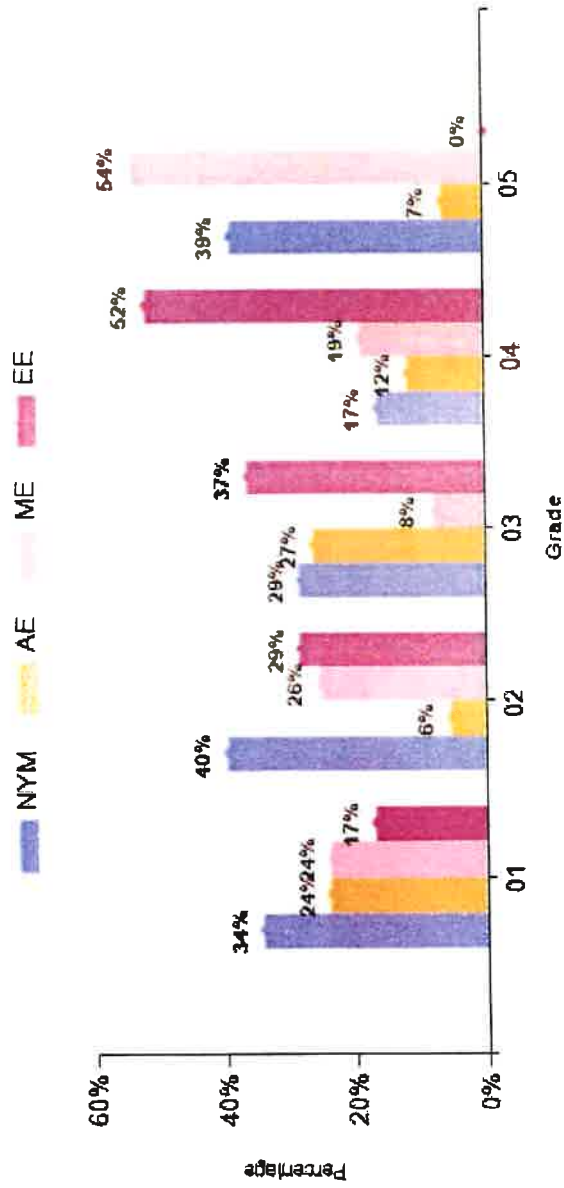
PM Benchmark Fall 2021
All Students in Uplands Elementary



PM Benchmark Fall 2021

Grade	NYM		AE		ME		EE	
	#	%	#	%	#	%	#	%
01	29	94	1	3	1	3	0	0
02	31	89	2	6	1	3	1	3
03	31	63	4	8	8	16	6	12
04	17	40	13	30	7	16	6	14
05	21	46	4	9	21	46	0	0

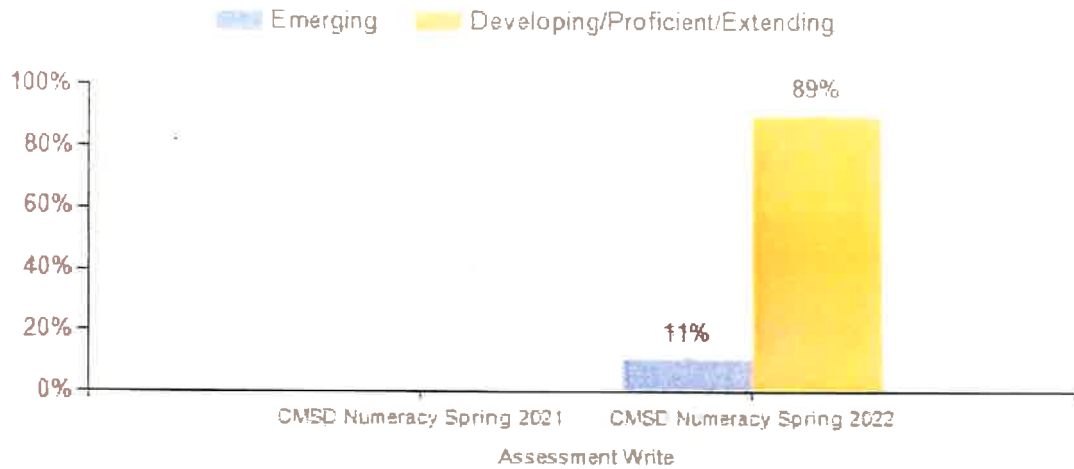
PM Benchmark Spring 2022
All Students in Uplands Elementary



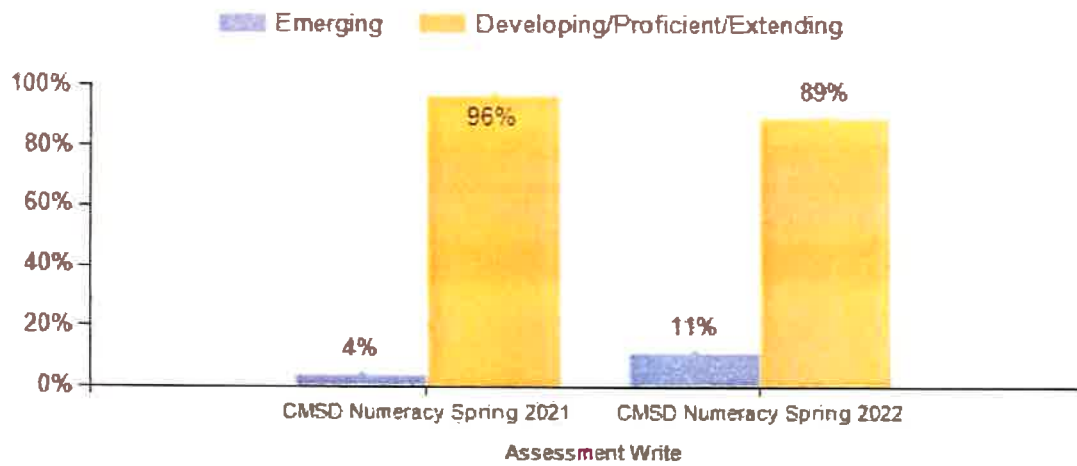
PM Benchmark Spring 2022

Grade	NYM		AE		ME		EE	
	#	%	#	%	#	%	#	%
01	10	34	7	24	7	24	5	17
02	14	40	2	6	9	26	10	29
03	14	29	13	27	4	8	18	37
04	7	17	5	12	8	19	22	52
05	18	39	3	7	25	54	0	0

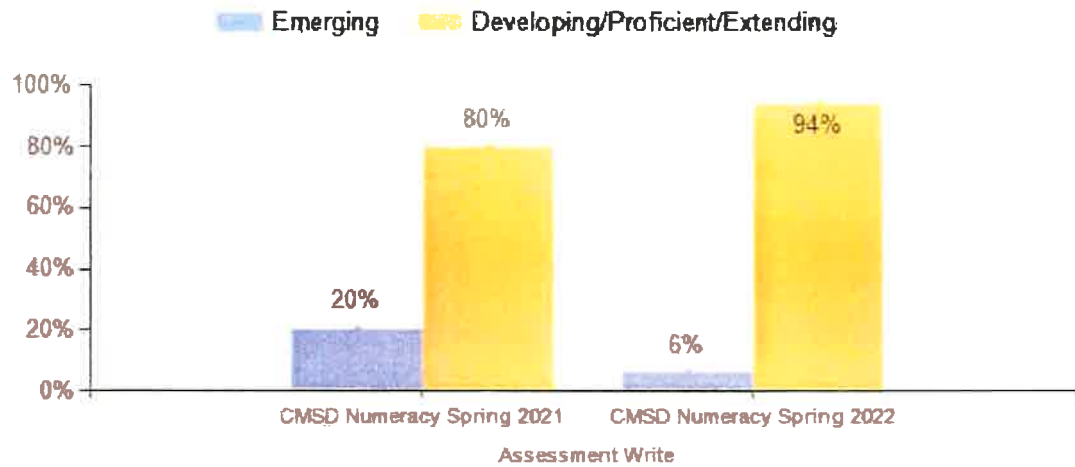
**CMSD Numeracy Assessment: Representing and Describing Numbers
All Students Currently in Grade 01
At Uplands**



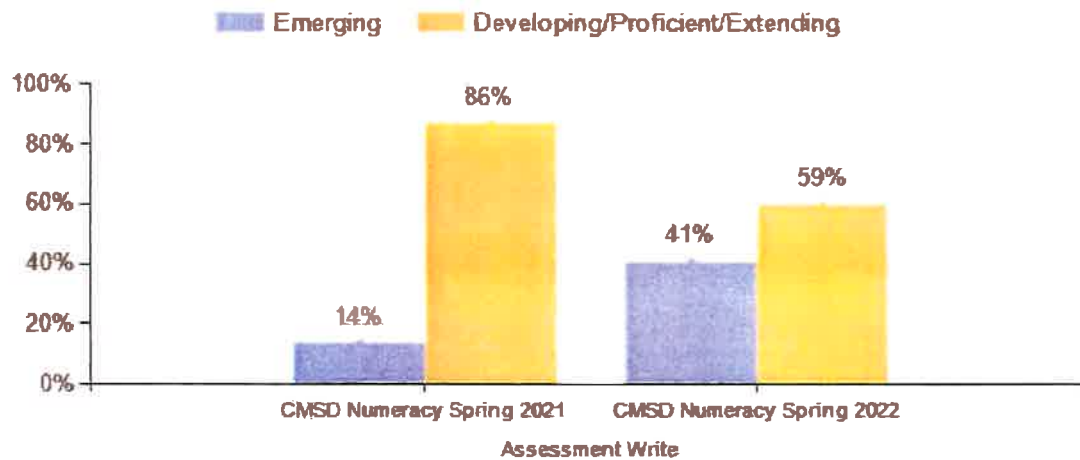
**CMSD Numeracy Assessment: Representing and Describing Numbers
All Students Currently in Grade 02
At Uplands**



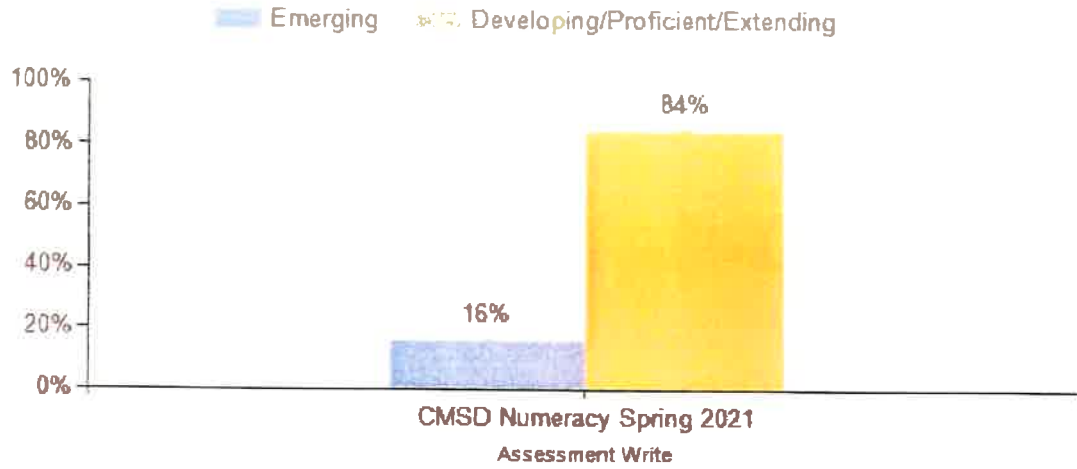
**CMSD Numeracy Assessment: Representing and Describing Numbers
All Students Currently in Grade 03
At Uplands**



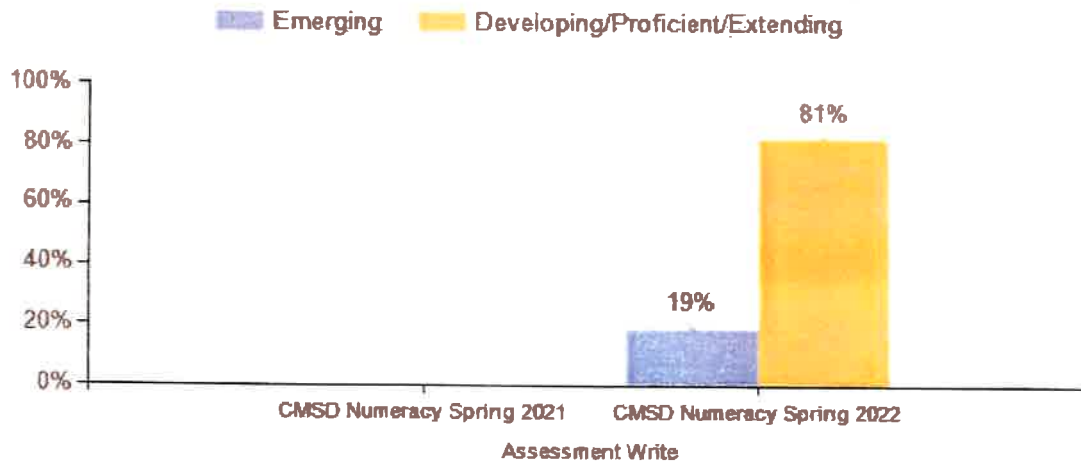
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All Students Currently in Grade 04
At Uplands**



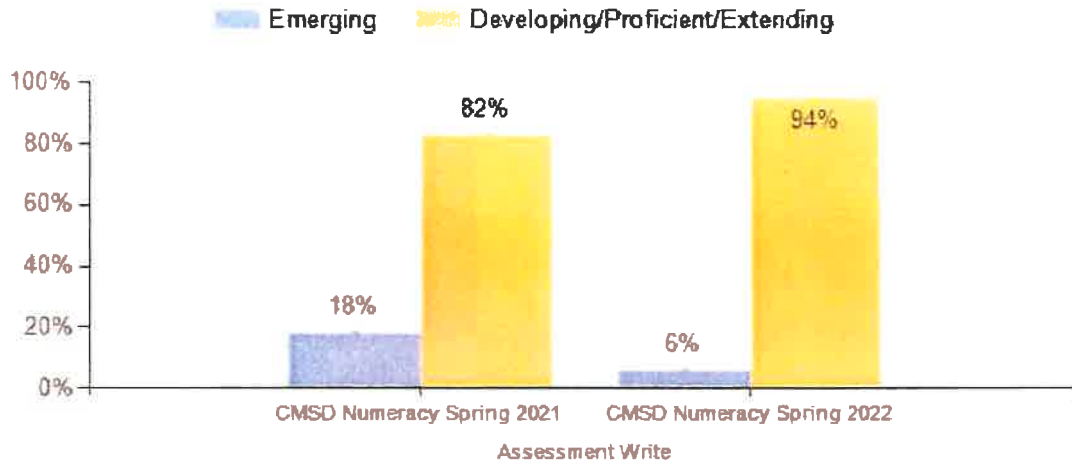
**CMSD Numeracy Assessment: Representing and Describing Numbers
All Students Currently in Grade 05
At Uplands**



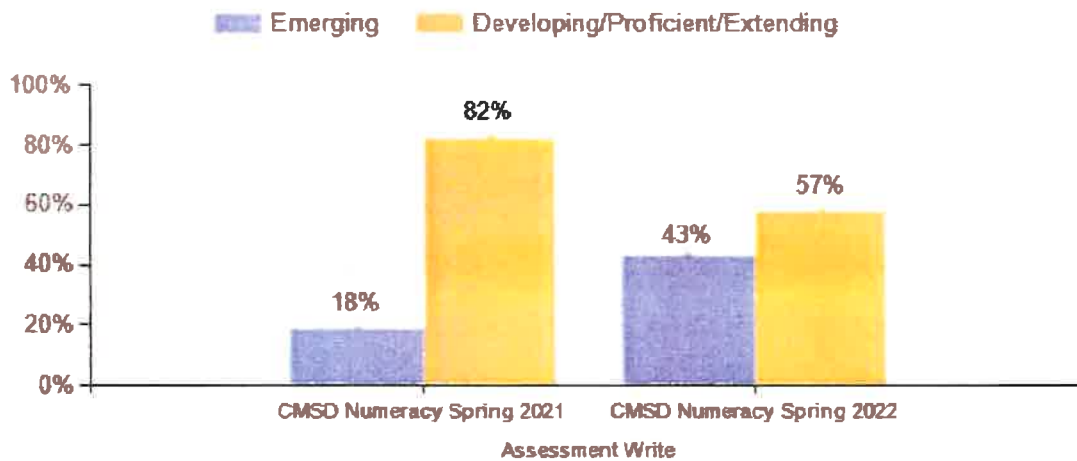
**CMSD Numeracy Assessment: Operational
All Students Currently in Grade 01
At Uplands**



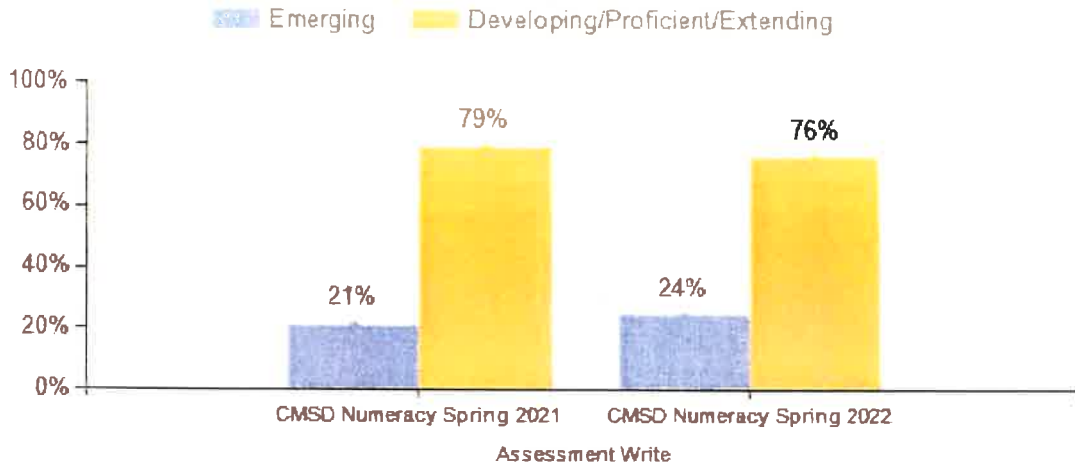
**CMSD Numeracy Assessment: Operational
All Students Currently in Grade 02
At Uplands**



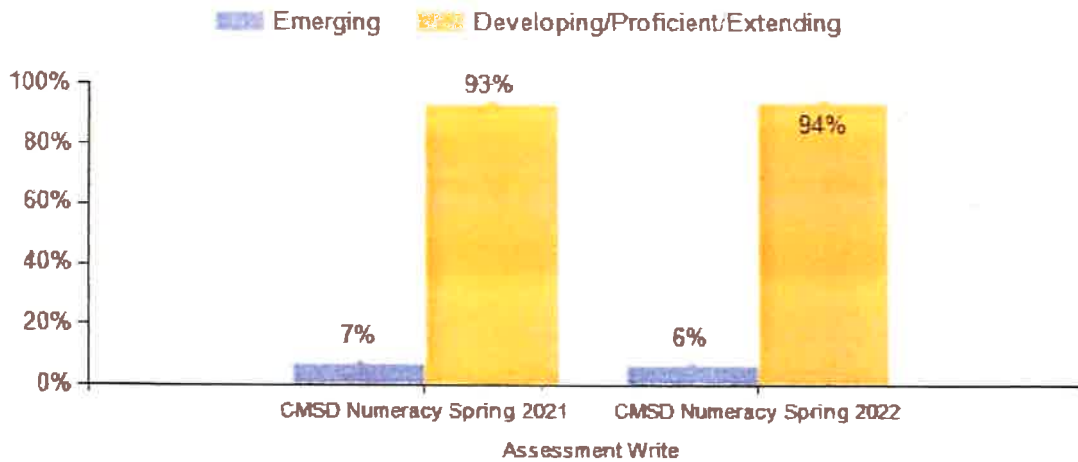
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All Students Currently in Grade 03
At Uplands**



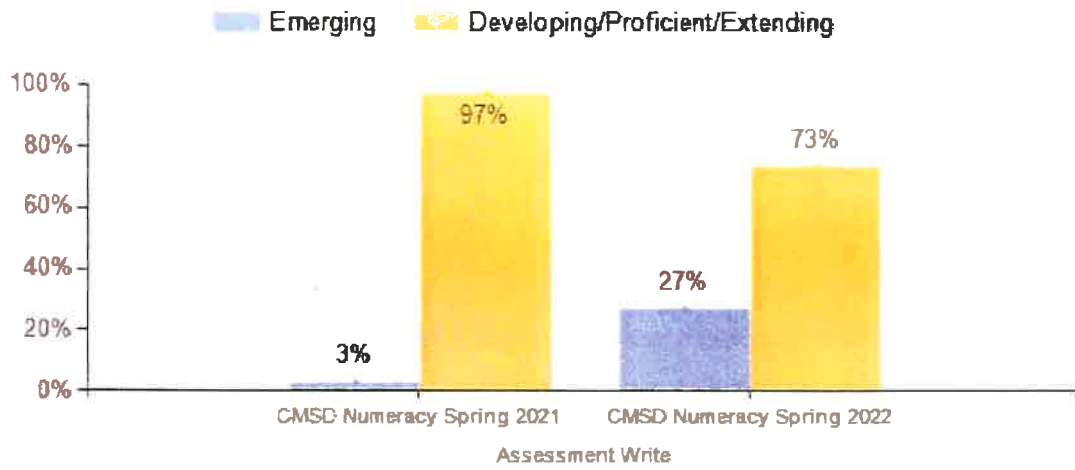
**CMSD Numeracy Assessment: Operational
All Students Currently in Grade 04
At Uplands**



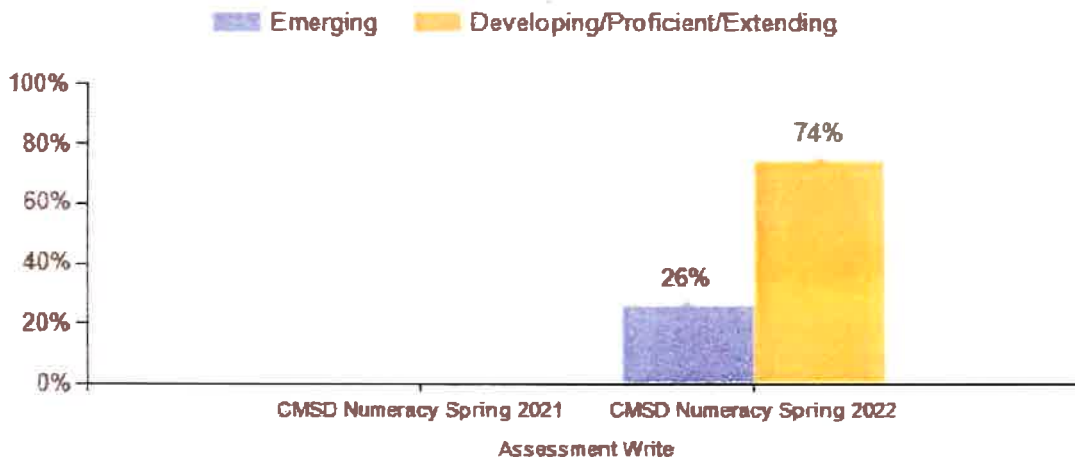
**CMSD Numeracy Assessment: Operational
All Students Currently in Grade 05
At Uplands**



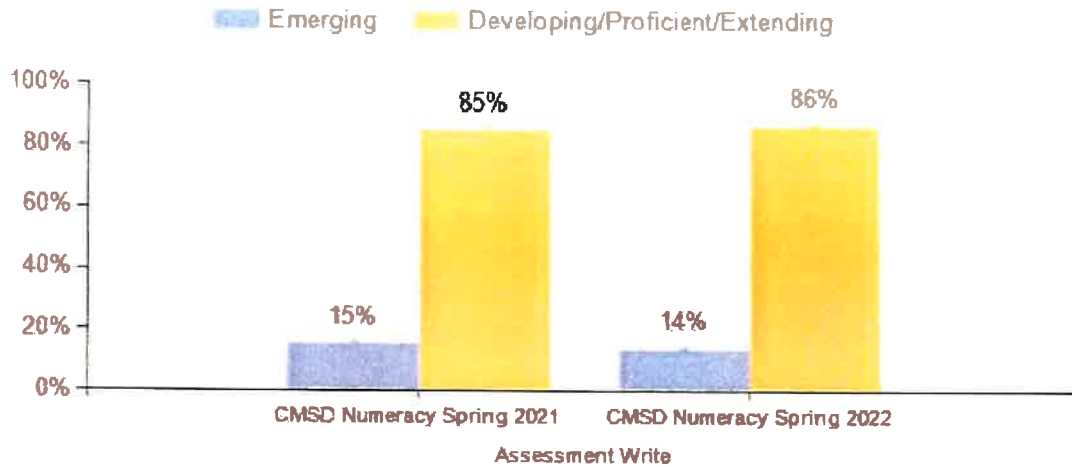
CMSD Numeracy Assessment: Operational
All Students Currently in Grade 06
At Uplands



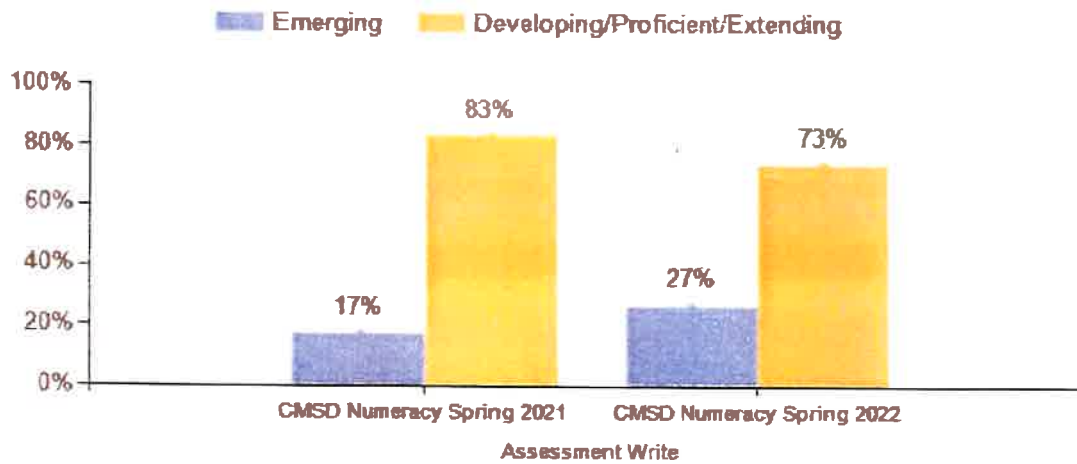
CMSD Numeracy Assessment: Partitioning
All Students Currently in Grade 01
At Uplands



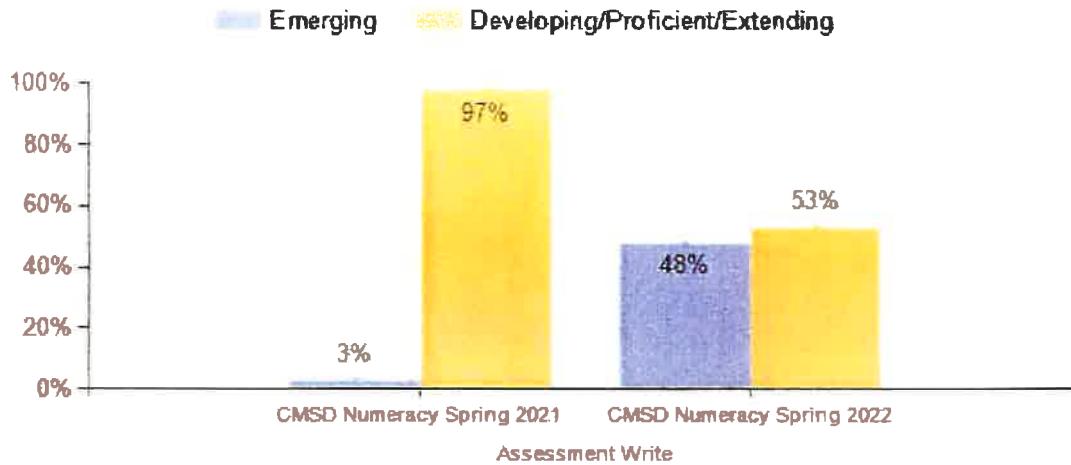
**CMSD Numeracy Assessment: Partitioning
All Students Currently in Grade 02
At Uplands**



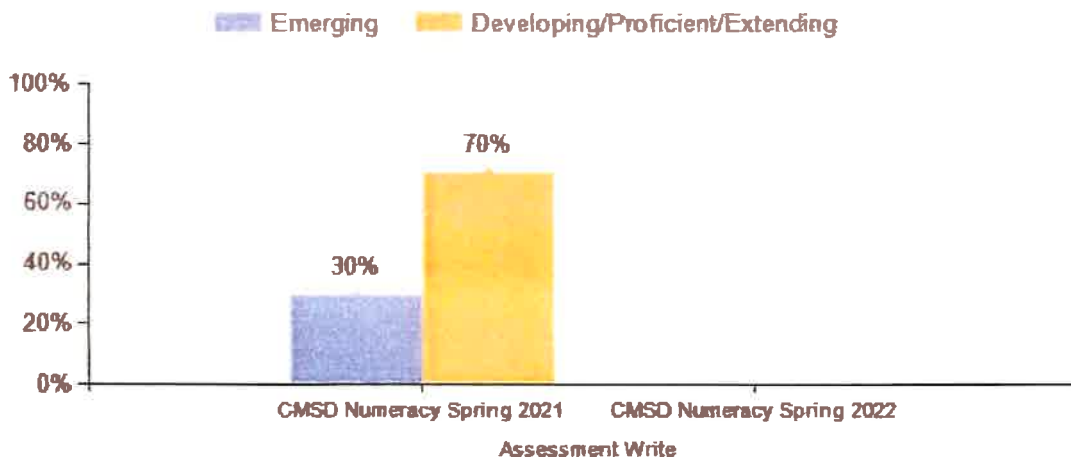
**CMSD Numeracy Assessment: Partitioning
All Students Currently in Grade 03
At Uplands**



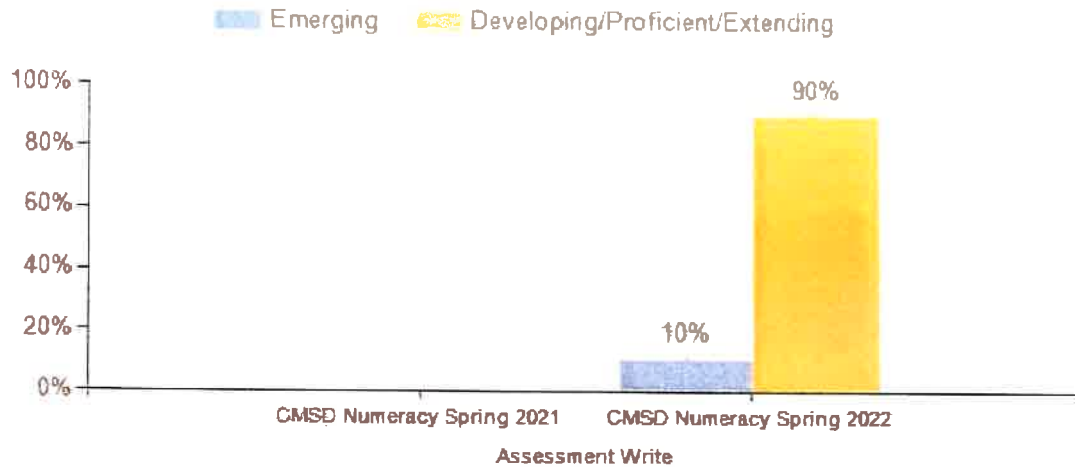
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All Students Currently in Grade 04
At Uplands**



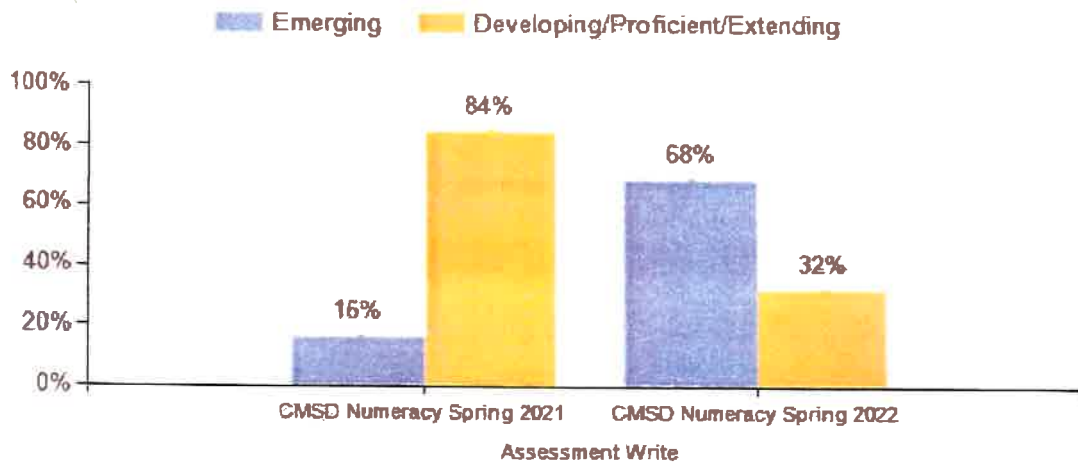
**CMSD Numeracy Assessment: Partitioning
All Students Currently in Grade 05
At Uplands**



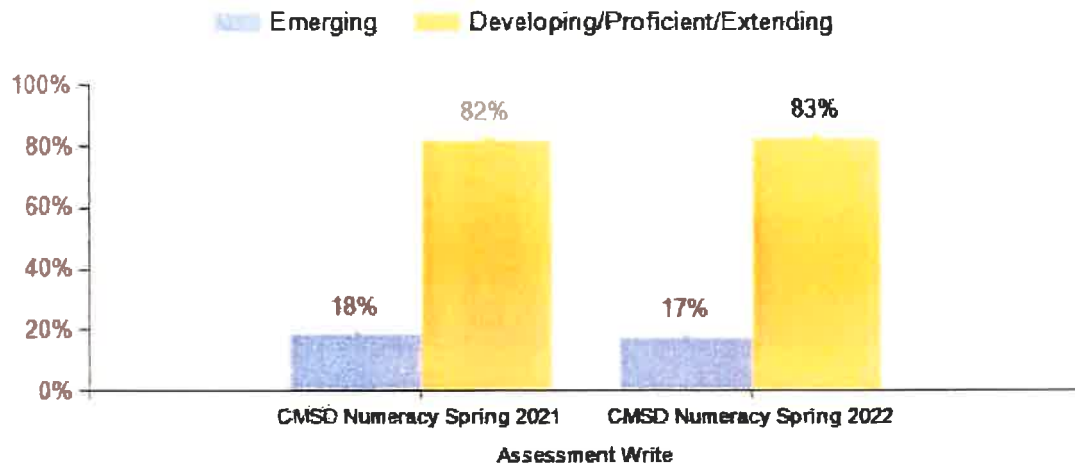
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All Students Currently in Grade 03
At Uplands**



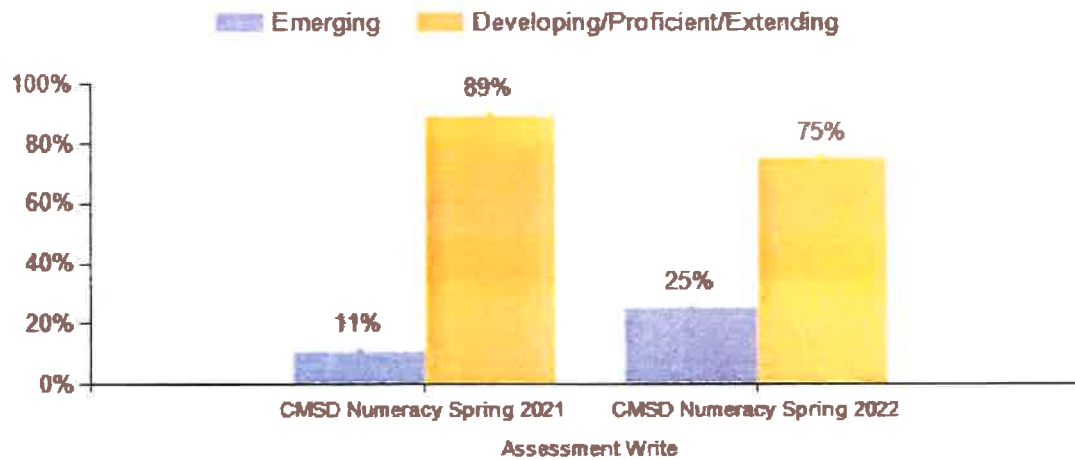
**CMSD Numeracy Assessment: Patterning
All Students Currently in Grade 04
At Uplands**



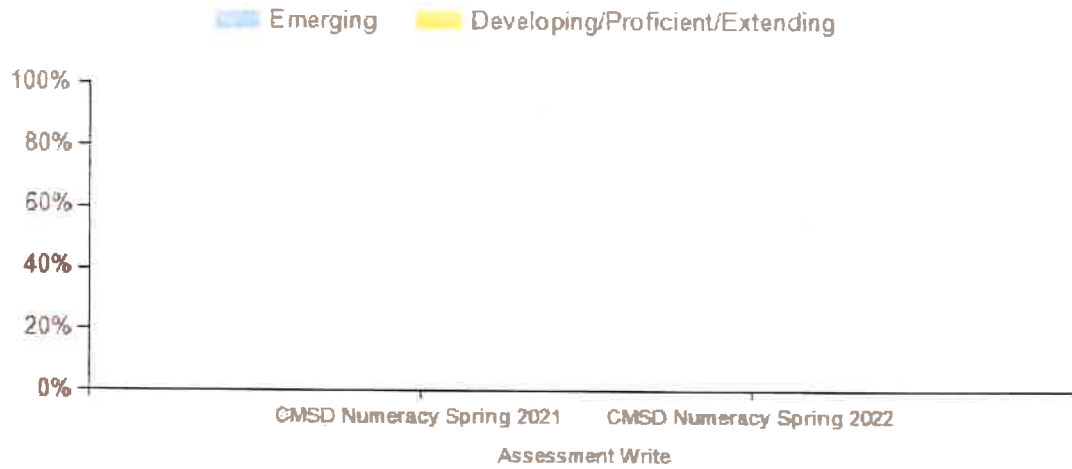
**CMSD Numeracy Assessment: Patterning
All Students Currently in Grade 05
At Uplands**



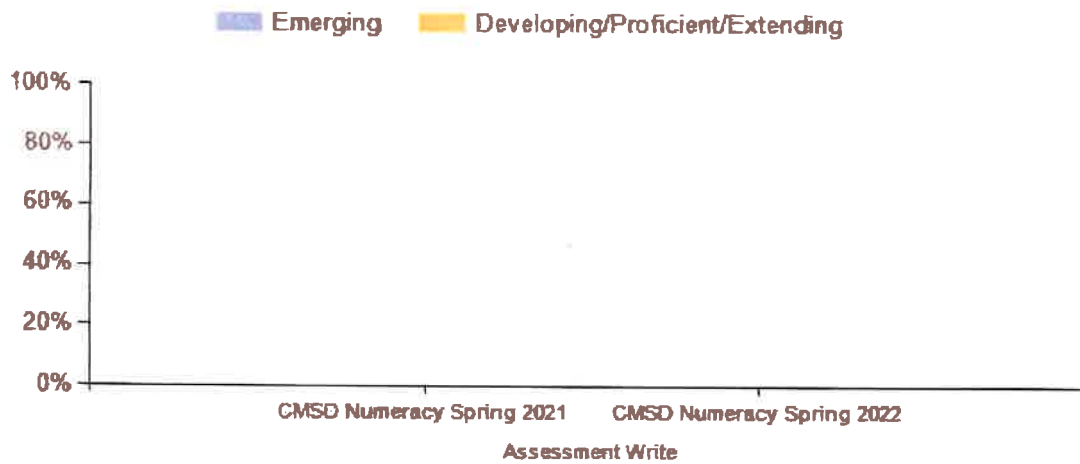
**CMSD Numeracy Assessment: Patterning
All Students Currently in Grade 06
At Uplands**



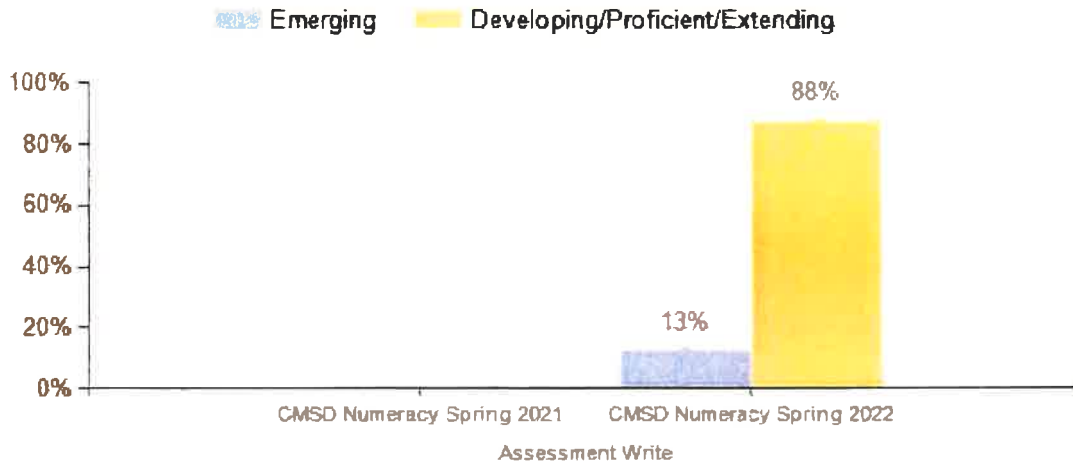
**CMSD Numeracy Assessment: Comparing and Ordering Numbers
All Students Currently in Grade 04
At Uplands**



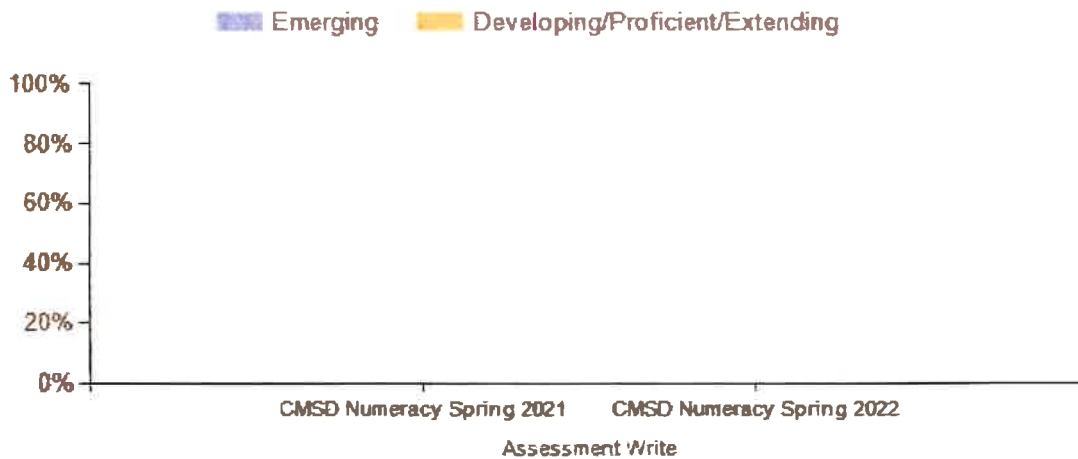
**CMSD Numeracy Assessment: Comparing and Ordering Numbers
All Students Currently in Grade 05
At Uplands**



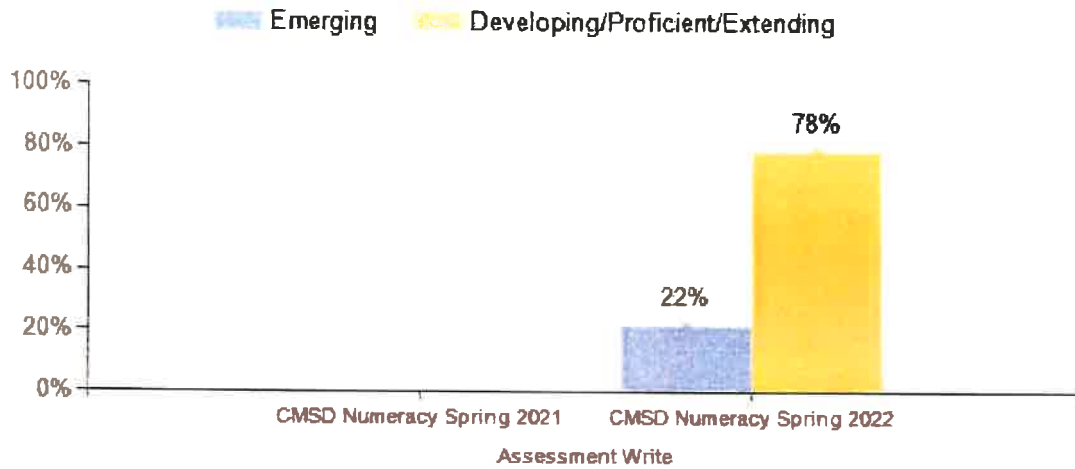
**CMSD Numeracy Assessment: Comparing and Ordering Numbers
All Students Currently in Grade 06
At Uplands**



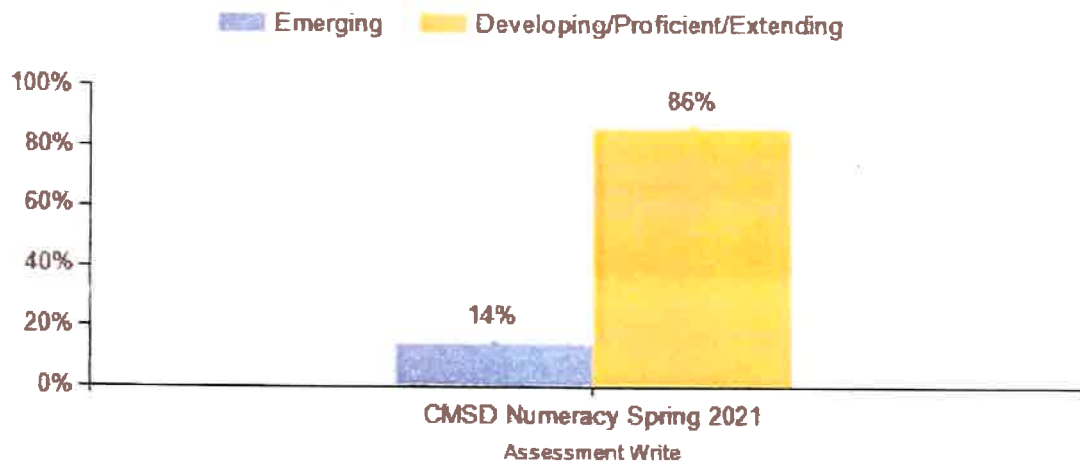
**CMSD Numeracy Assessment: Proportional Reasoning
All Students Currently in Grade 06
At Uplands**



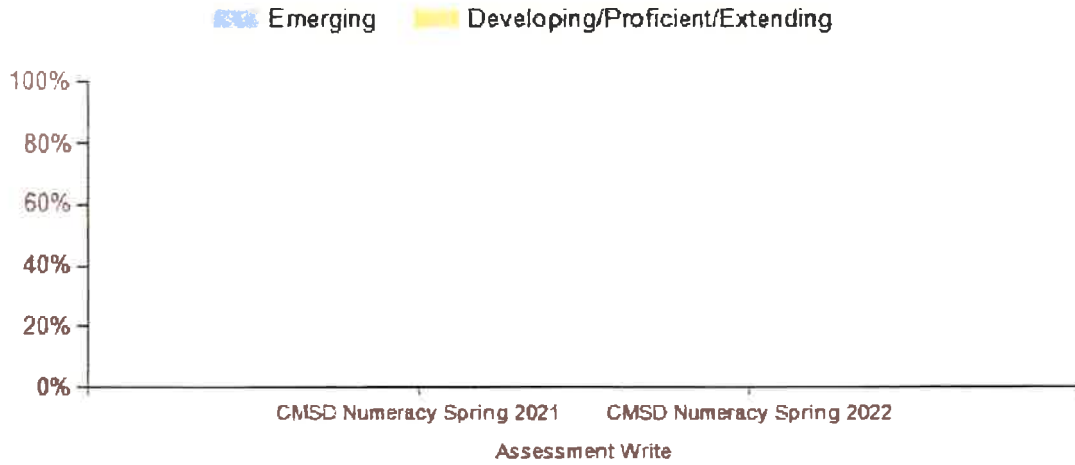
**CMSD Numeracy Assessment: Dot card Subitizing
All Students Currently in Grade KF
At Uplands**



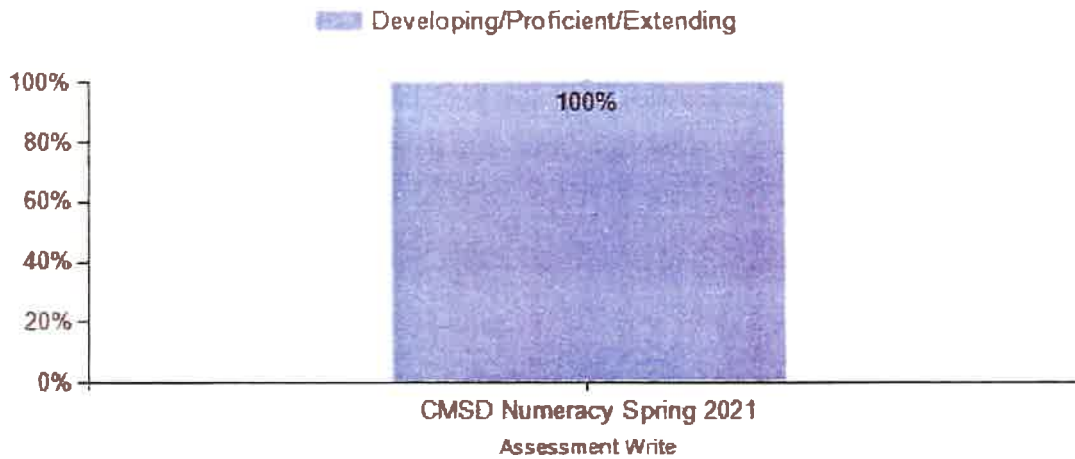
**CMSD Numeracy Assessment: Dot card Subitizing
All Students Currently in Grade 01
At Uplands**



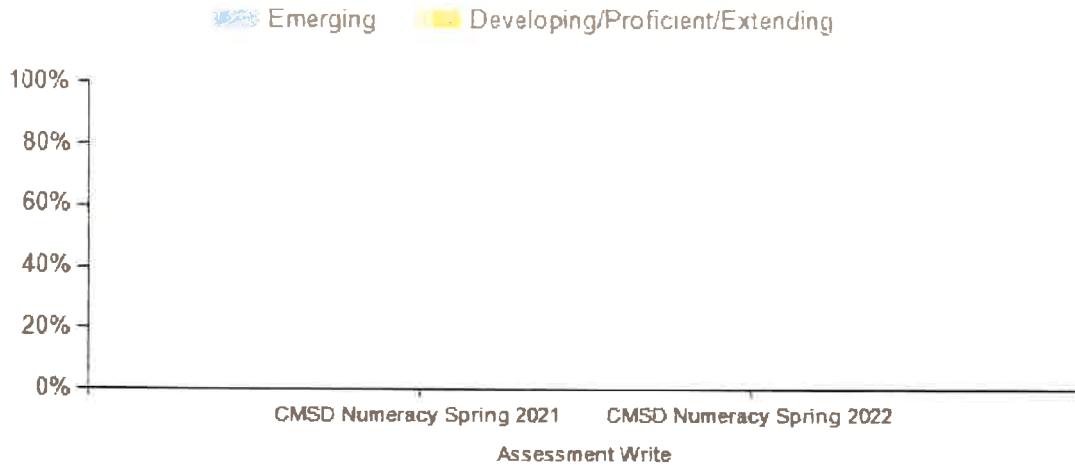
**CMSD Numeracy Assessment: Flash and Show
All Students Currently in Grade KF
At Uplands**



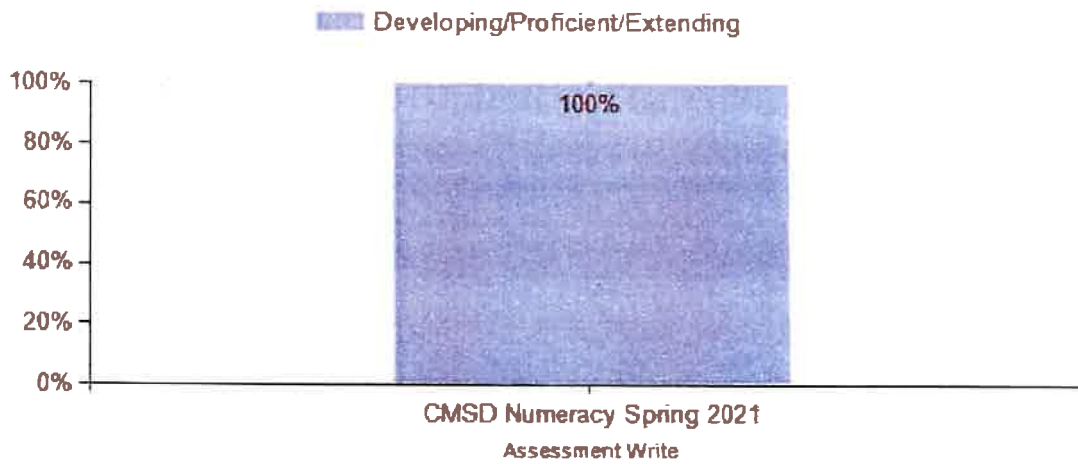
**CMSD Numeracy Assessment: Flash and Show
All Students Currently in Grade 01
At Uplands**



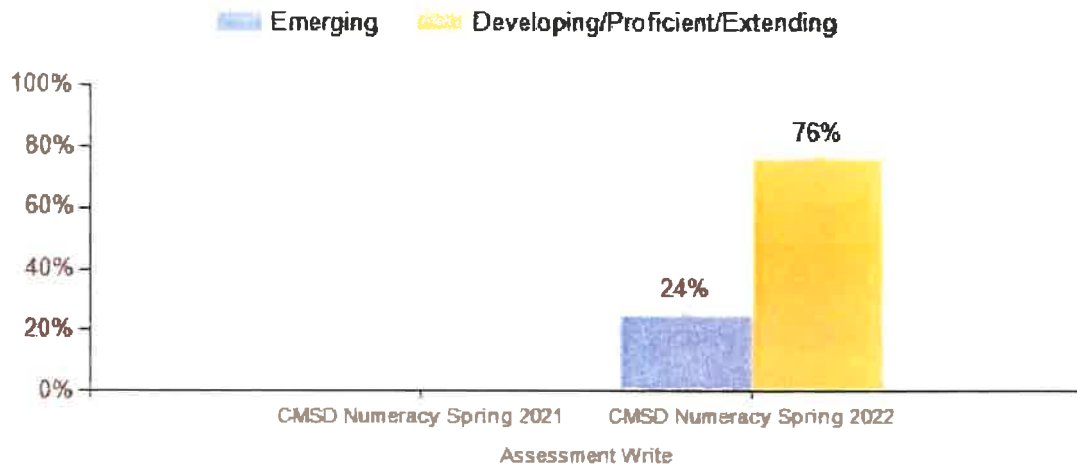
**CMSD Numeracy Assessment: Flash and Build
All Students Currently in Grade KF
At Uplands**



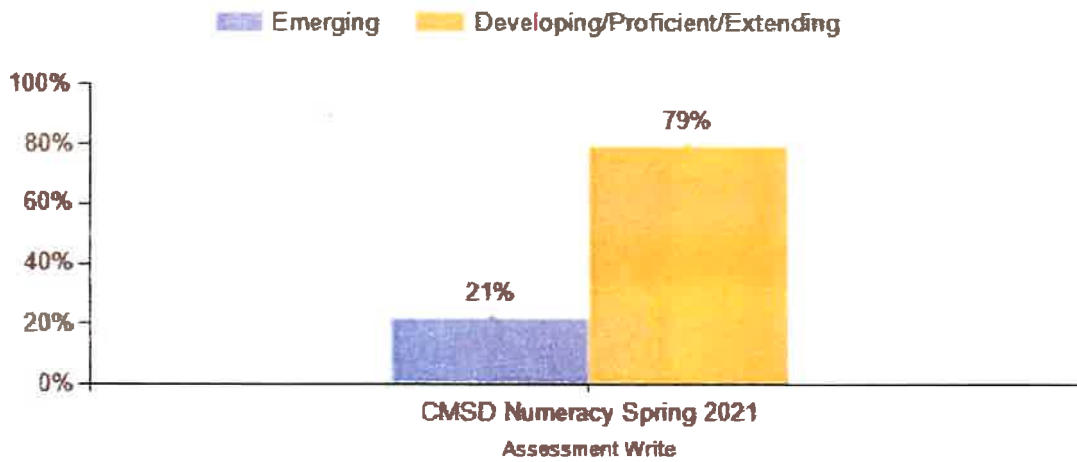
**CMSD Numeracy Assessment: Flash and Build
All Students Currently in Grade 01
At Uplands**



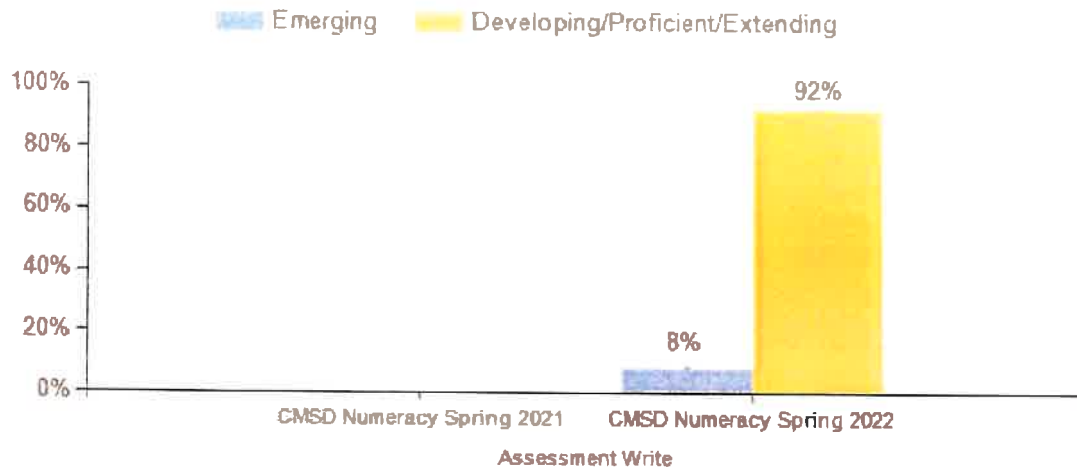
**CMSD Numeracy Assessment: Story Task Part to Whole Thinking
All Students Currently in Grade KF
At Uplands**



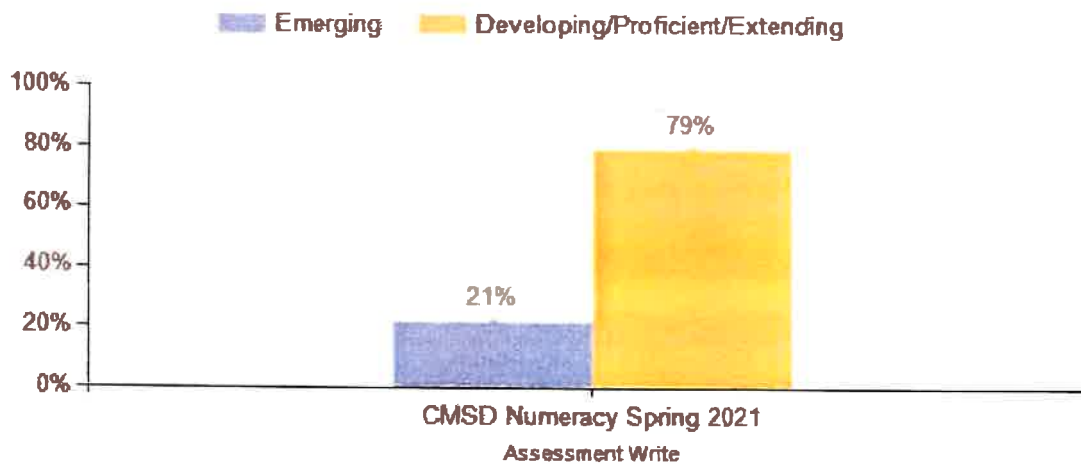
**CMSD Numeracy Assessment: Story Task Part to Whole Thinking
All Students Currently in Grade 01
At Uplands**



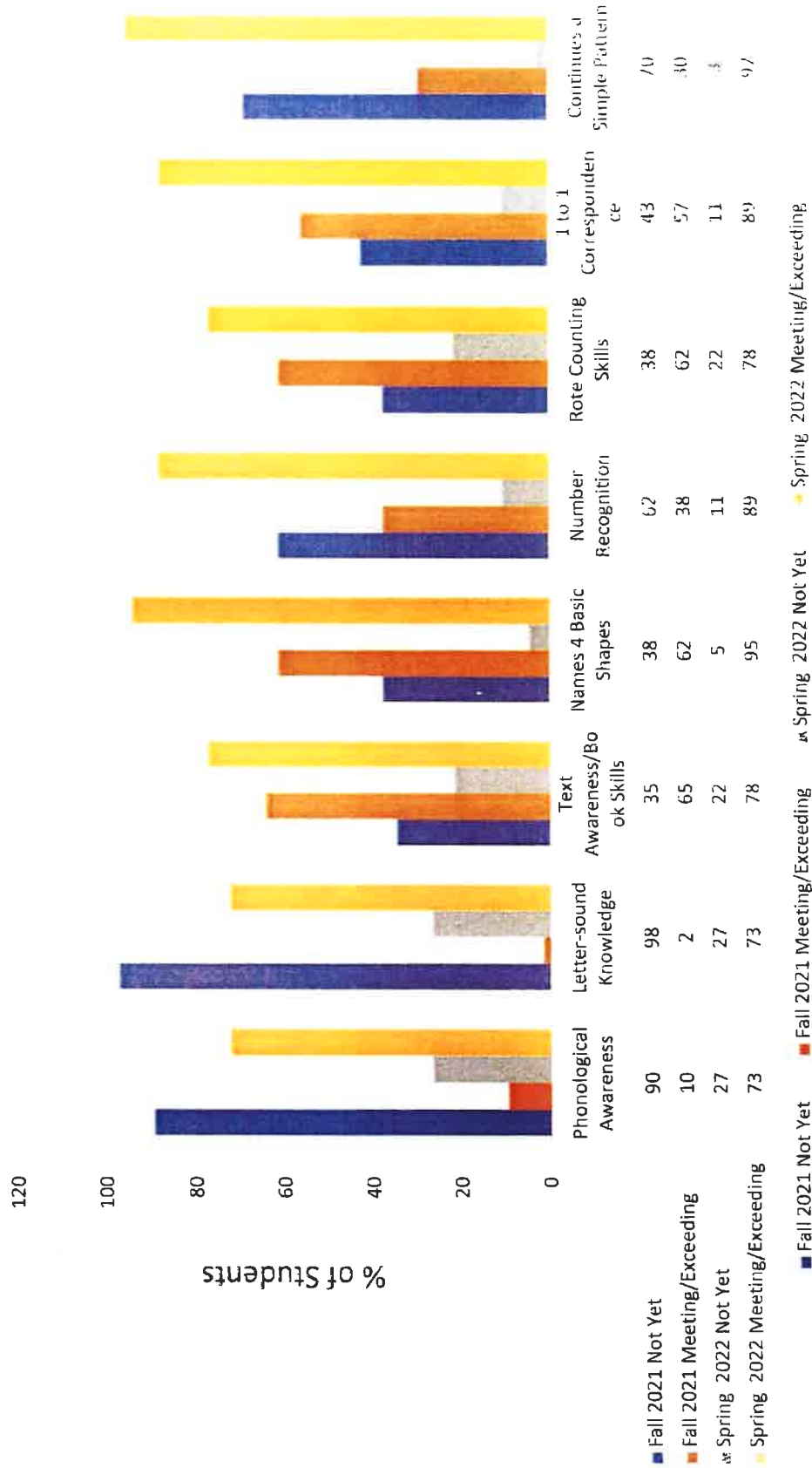
**CMSD Numeracy Assessment: Pattern task Sequencing and Extending Patterns
All Students Currently in Grade KF
At Uplands**



**CMSD Numeracy Assessment: Pattern task Sequencing and Extending Patterns
All Students Currently in Grade 01
At Uplands**



Kindergarten Screener 2021-2022



Grade 4 Student Learning Survey

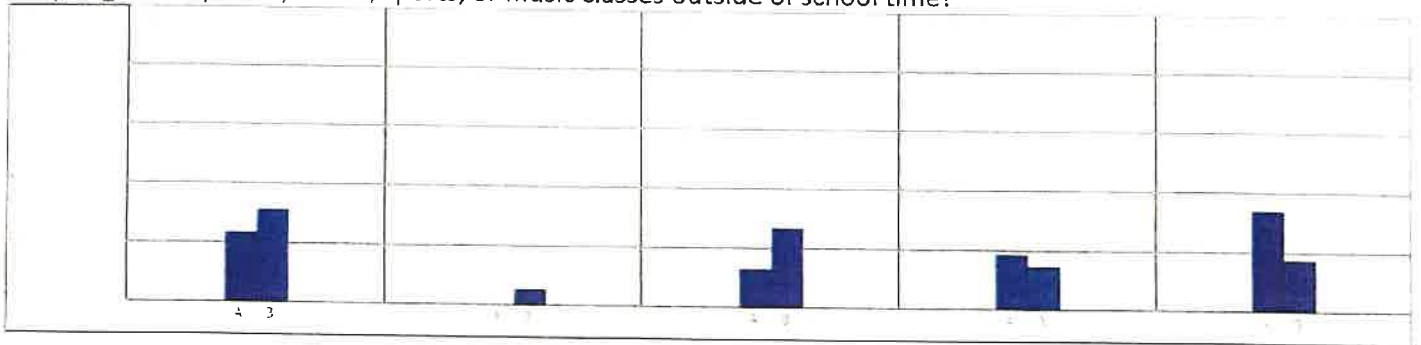
Unofficial Results

Printed on July 6, 2022

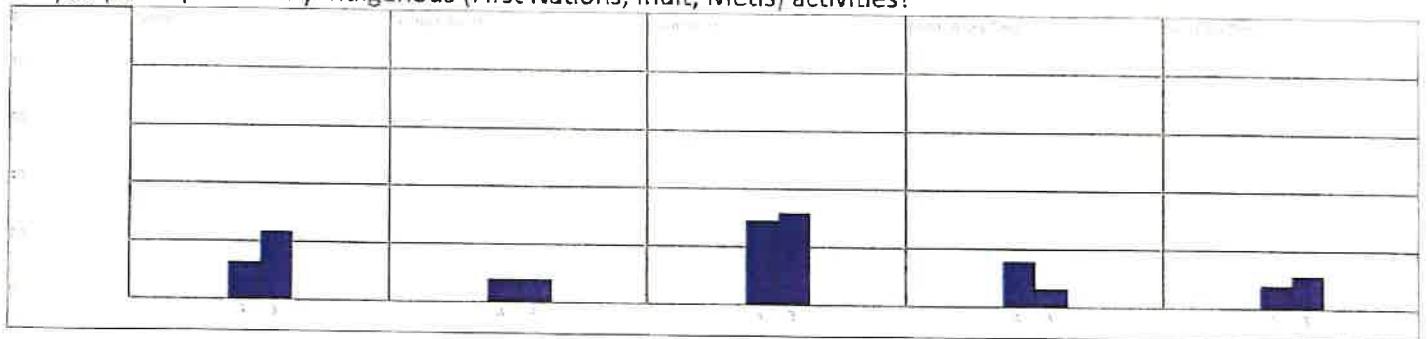
A: Uplands Elementary

B: District

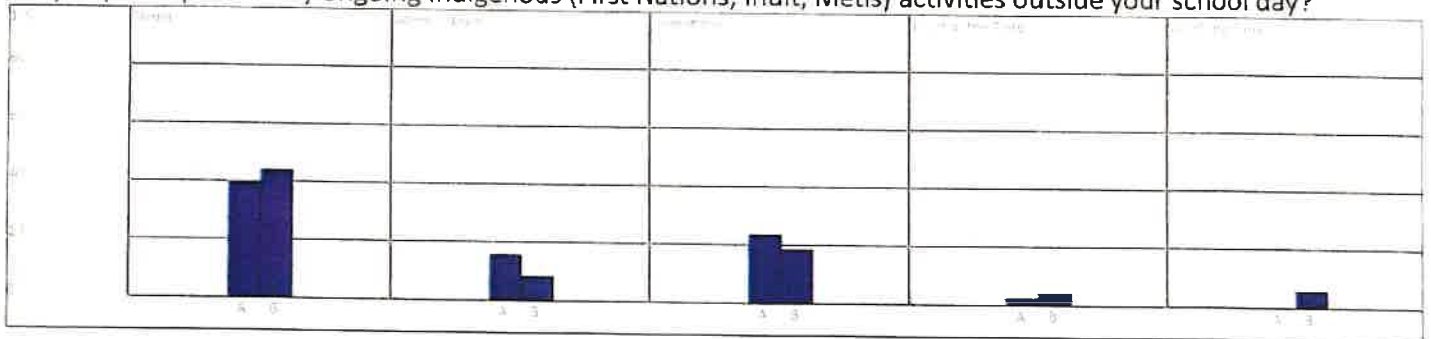
Do you go to any clubs, dance, sports, or music classes outside of school time?



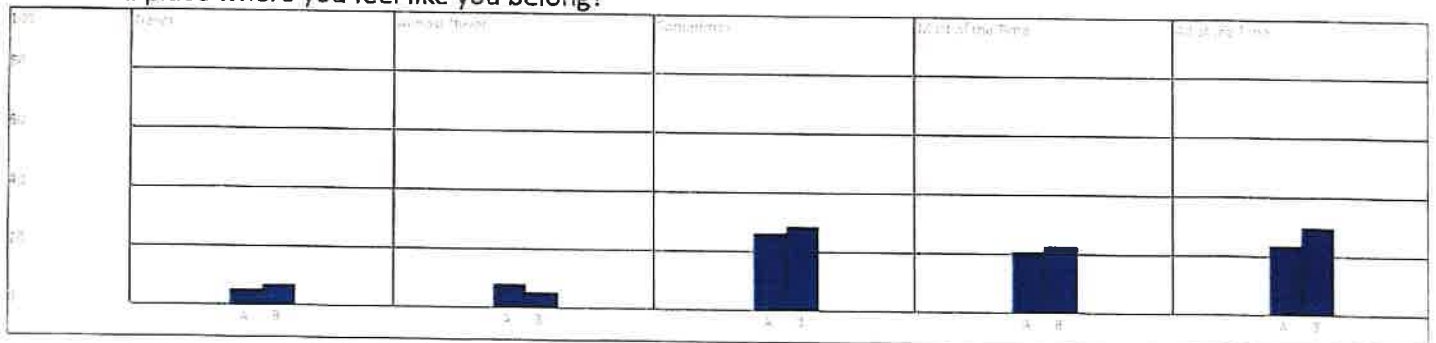
Do you participate in any Indigenous (First Nations, Inuit, Metis) activities?



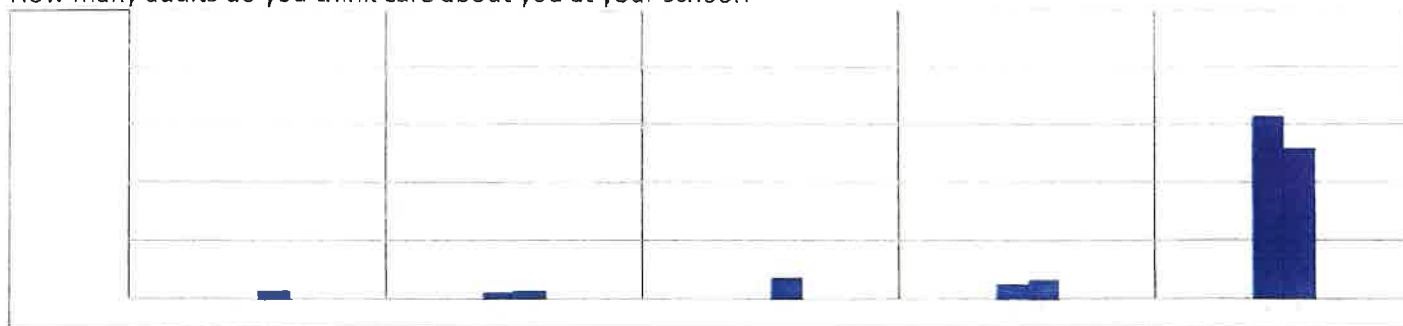
Do you participate in any ongoing Indigenous (First Nations, Inuit, Metis) activities outside your school day?



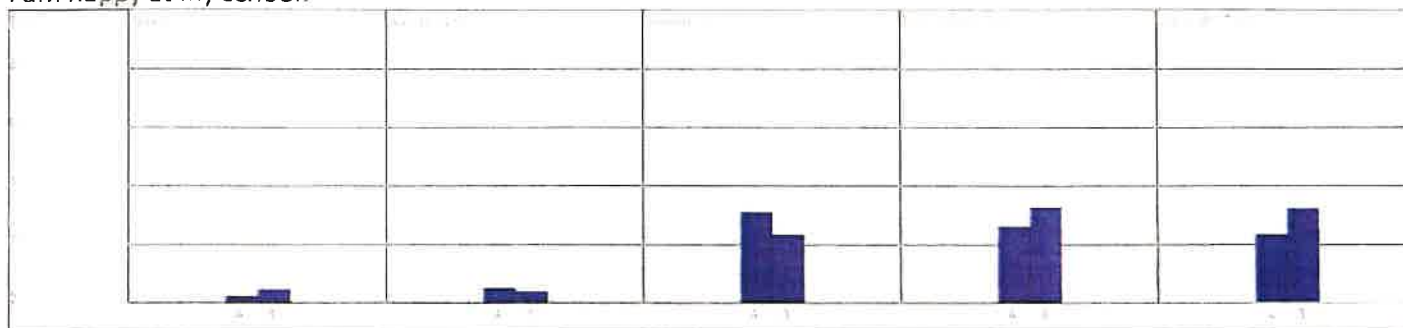
Is school a place where you feel like you belong?



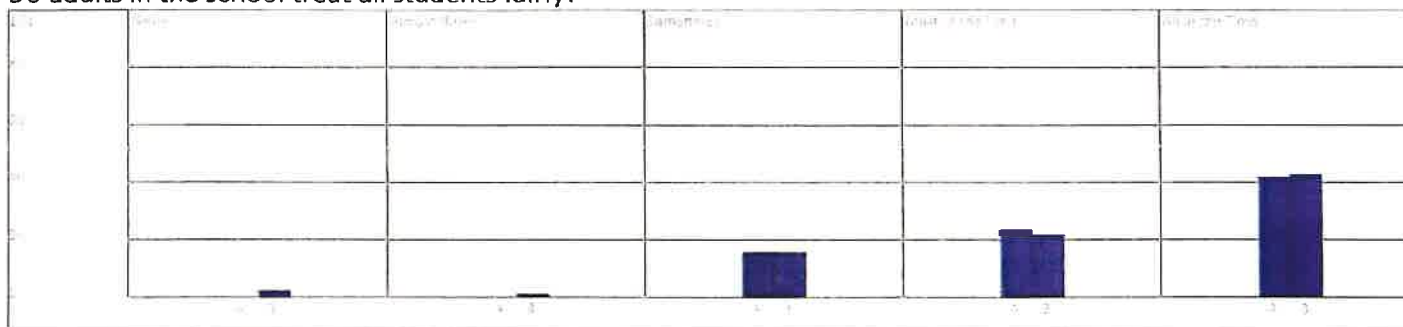
How many adults do you think care about you at your school?



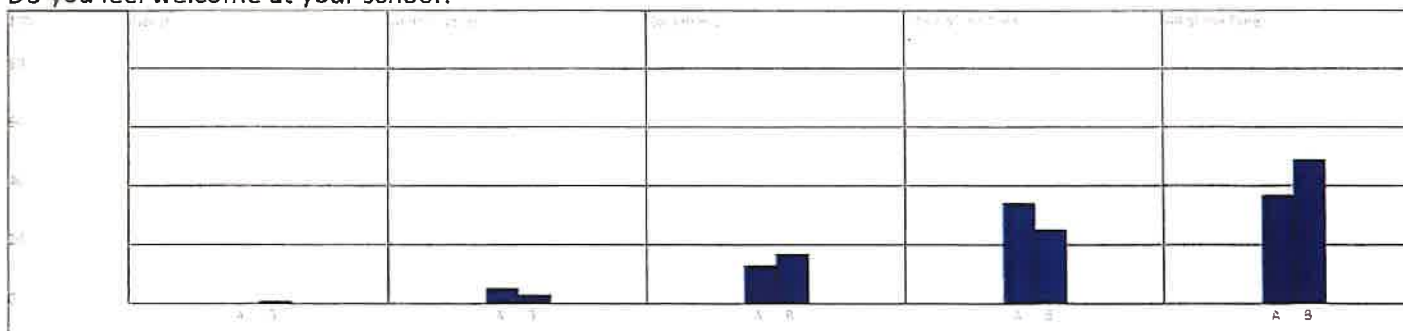
I am happy at my school.



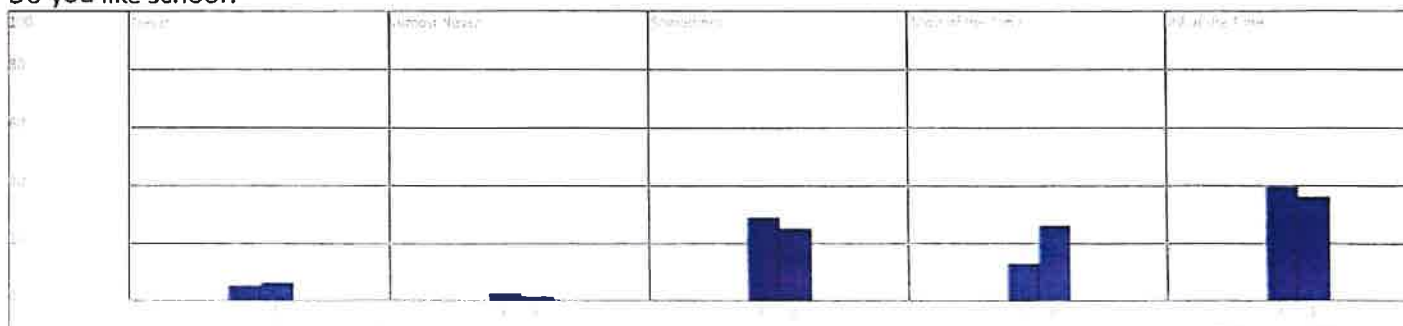
Do adults in the school treat all students fairly?



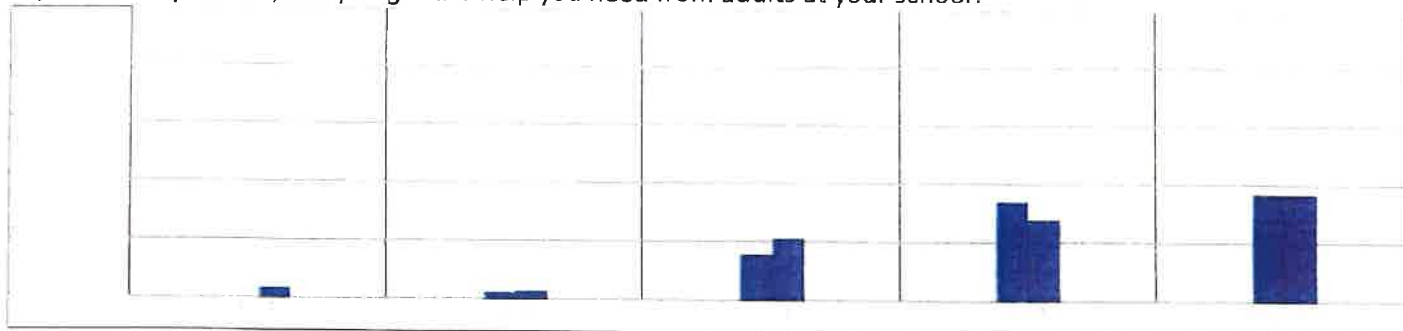
Do you feel welcome at your school?



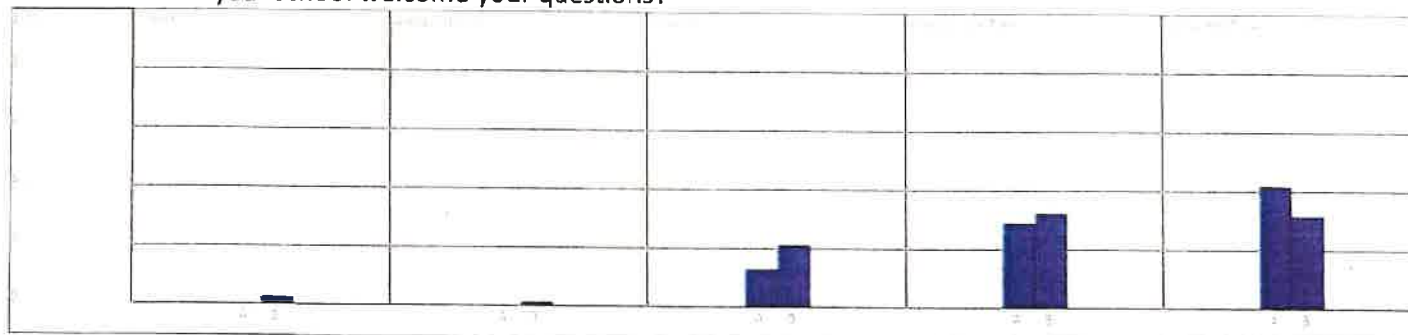
Do you like school?



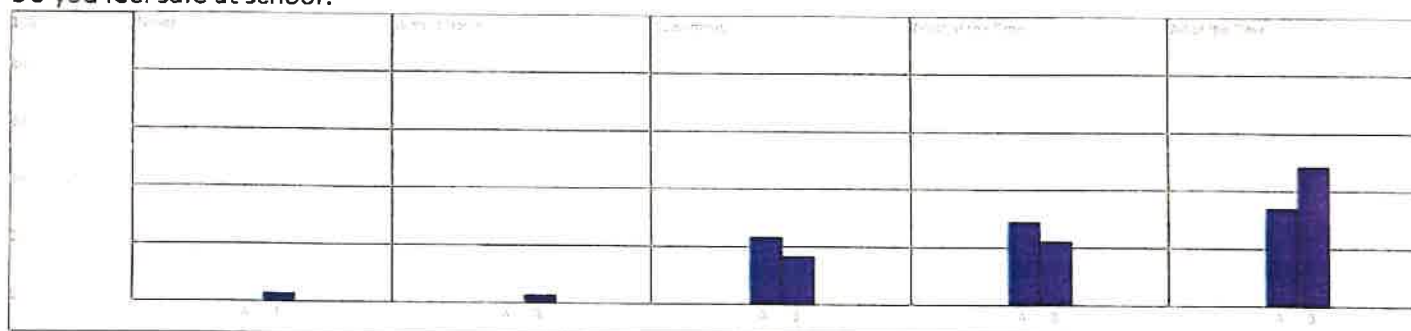
If you have a problem, can you get the help you need from adults at your school?



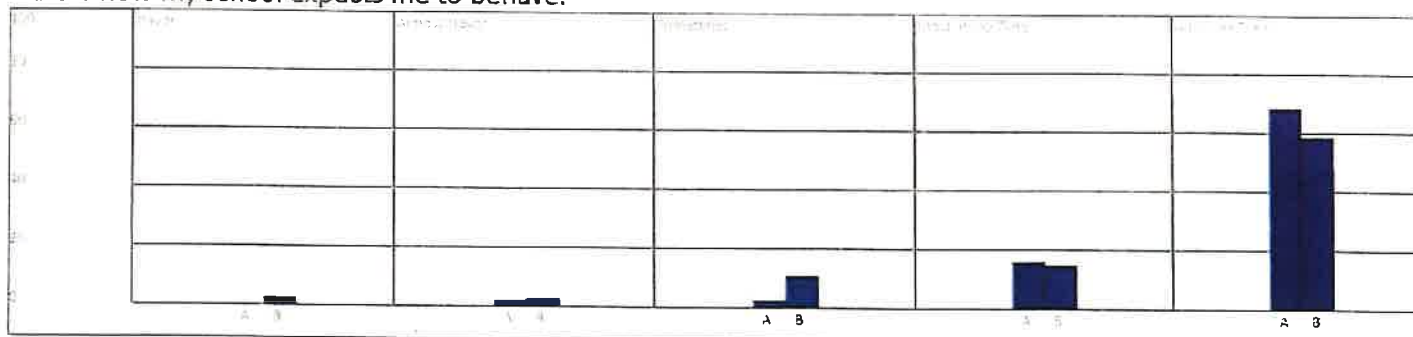
Do the adults at your school welcome your questions?



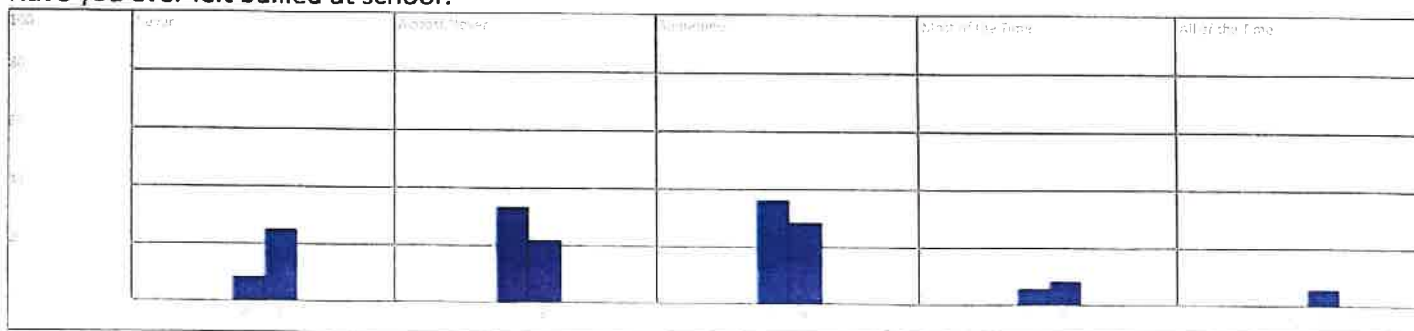
Do you feel safe at school?



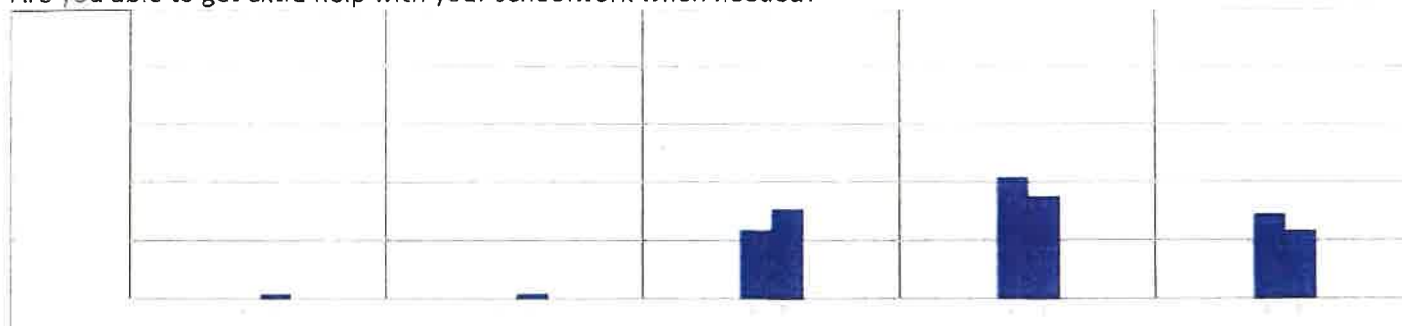
I know how my school expects me to behave.



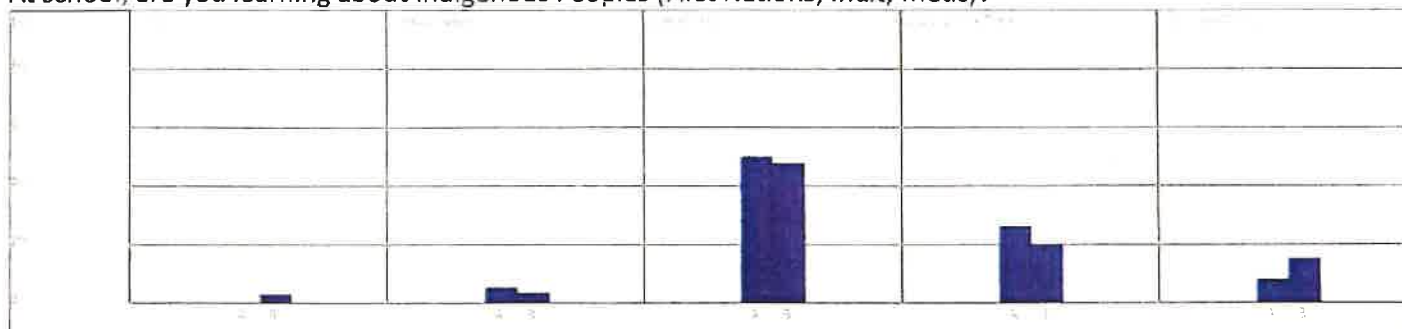
Have you ever felt bullied at school?



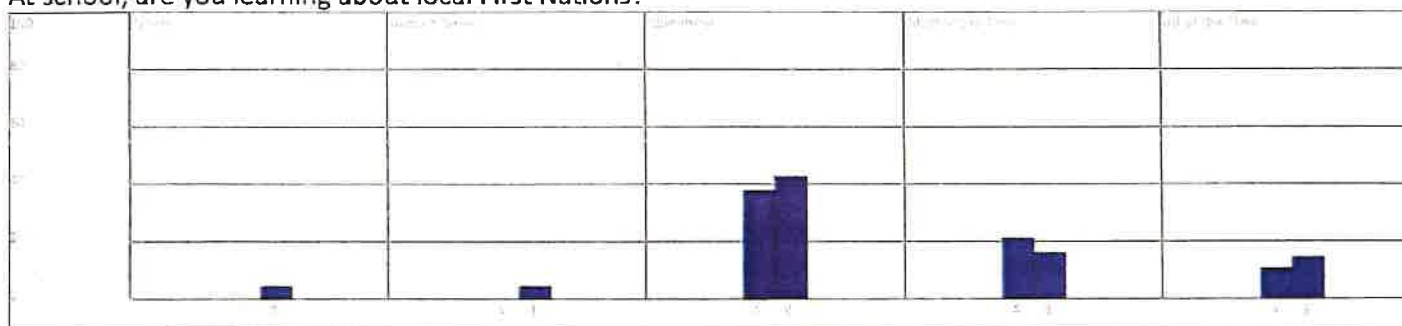
Are you able to get extra help with your schoolwork when needed?



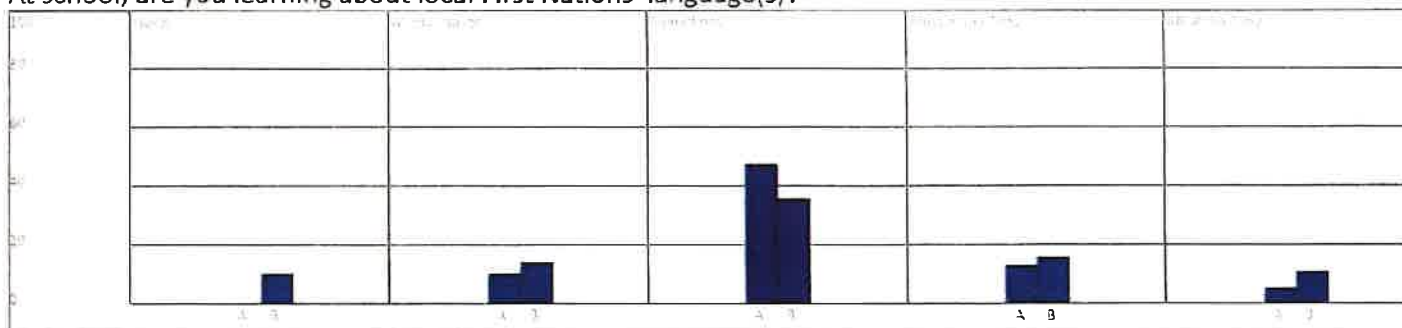
At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



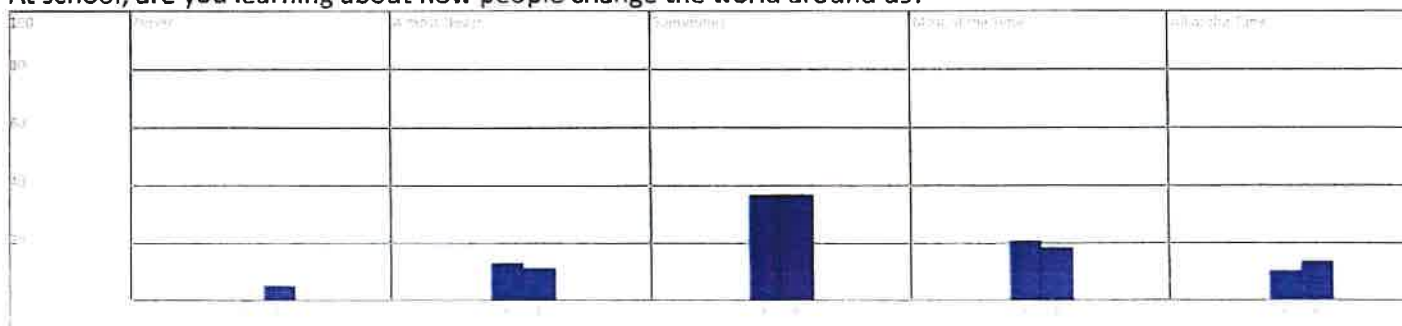
At school, are you learning about local First Nations?



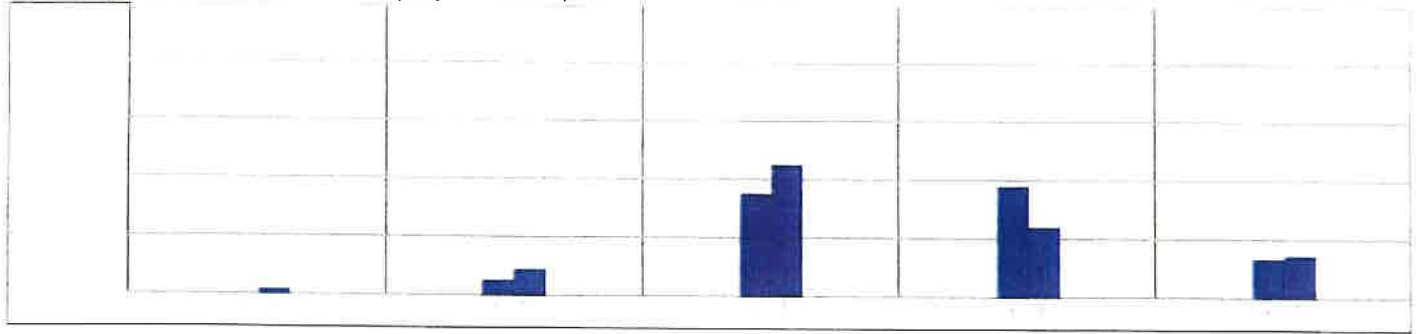
At school, are you learning about local First Nations' language(s)?



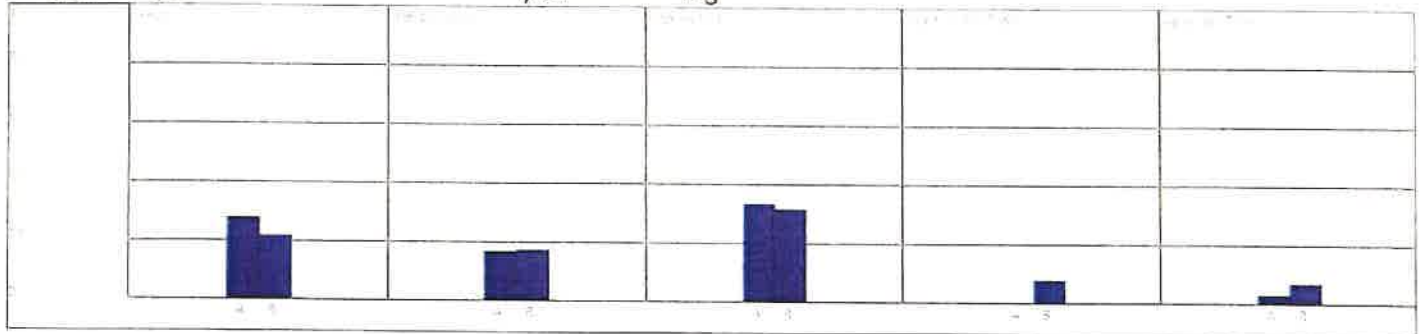
At school, are you learning about how people change the world around us?



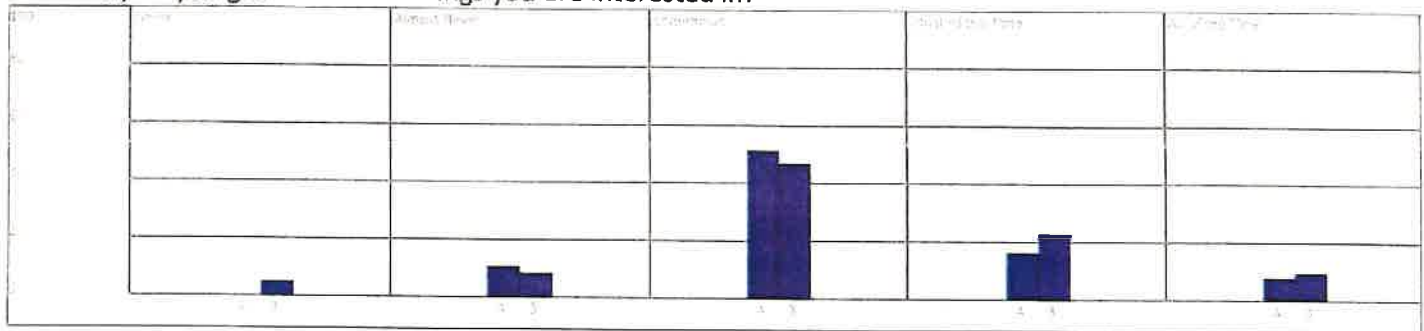
Do you get to work together on projects with your classmates?



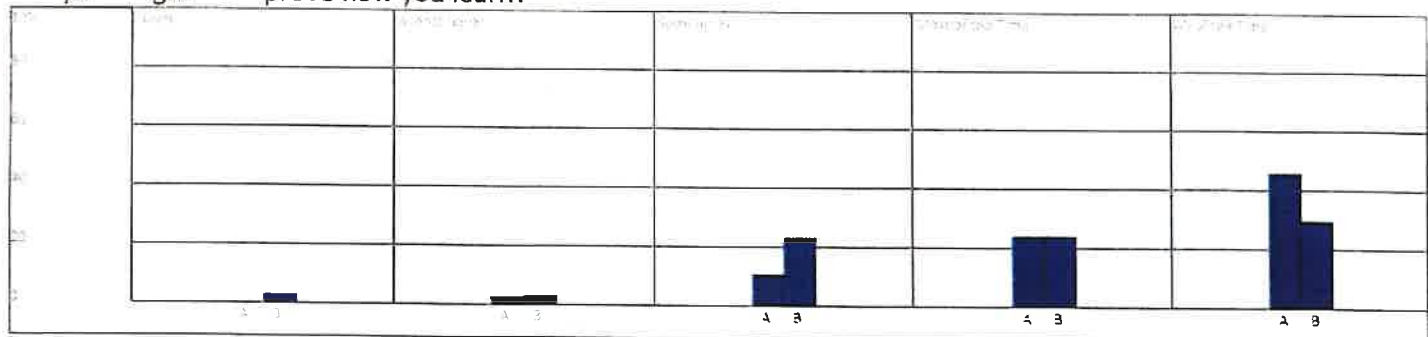
Do you feel you have a choice about what you are learning?



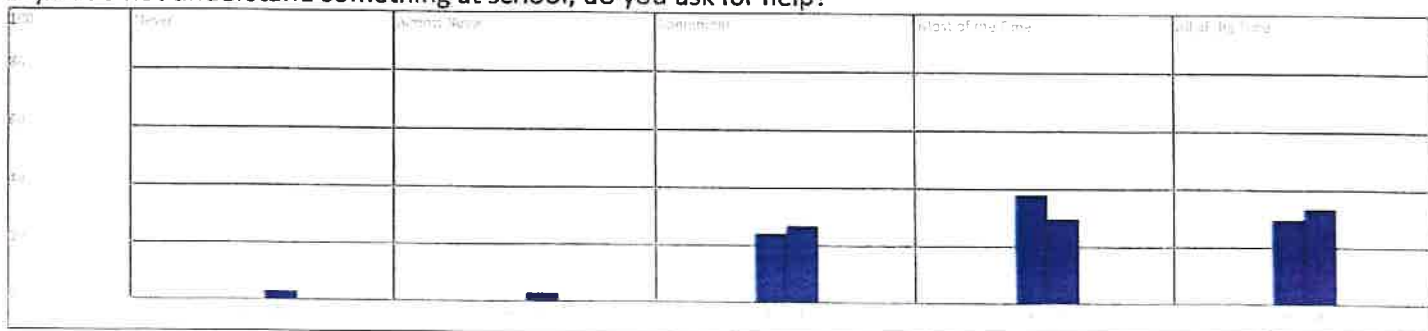
At school, do you get to work on things you are interested in?



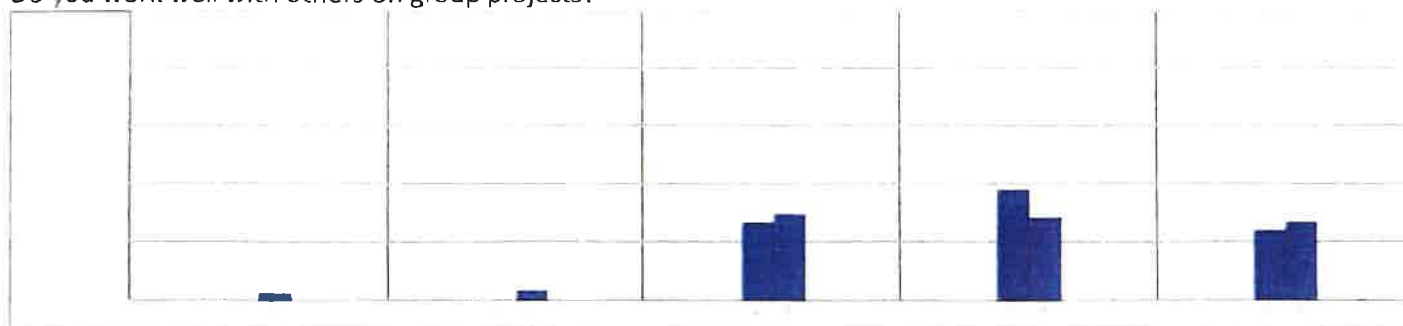
Are you taught to improve how you learn?



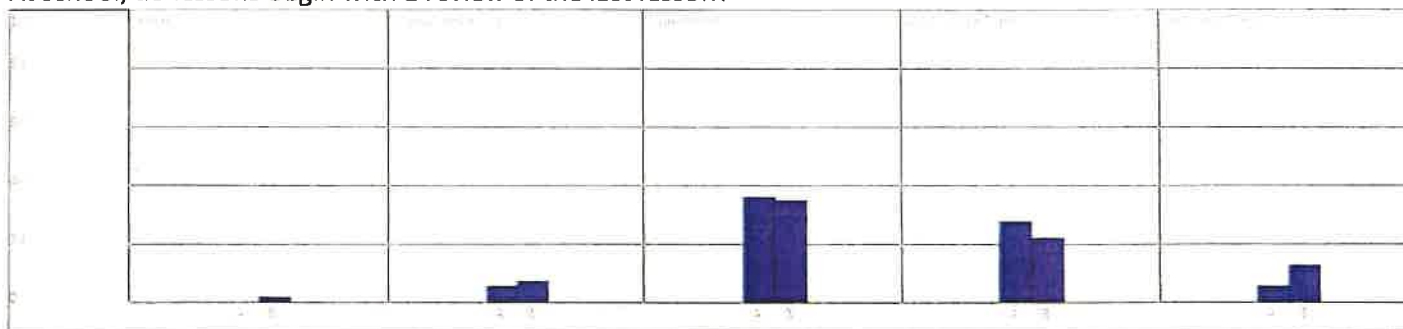
If you do not understand something at school, do you ask for help?



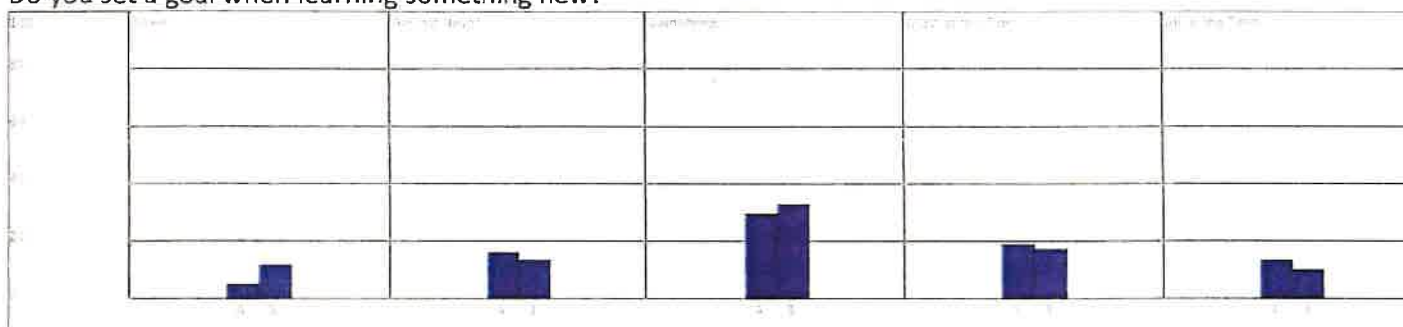
Do you work well with others on group projects?



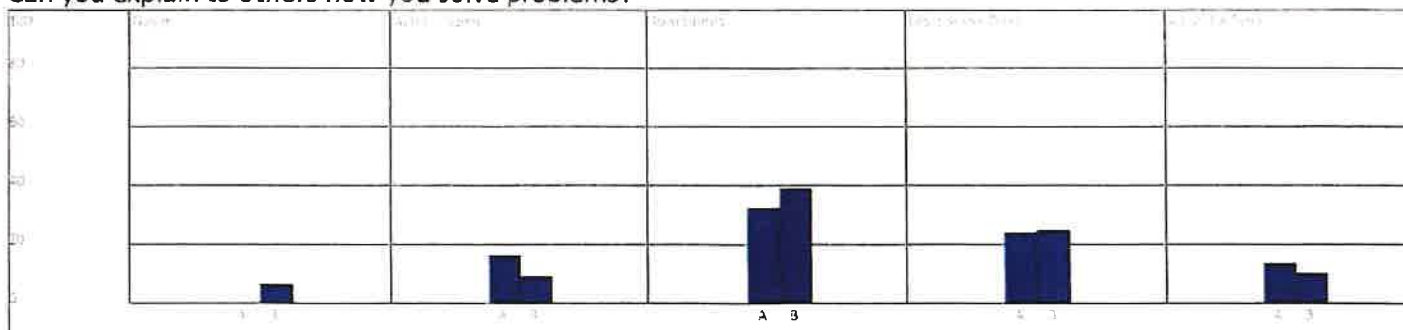
At school, do lessons begin with a review of the last lesson?



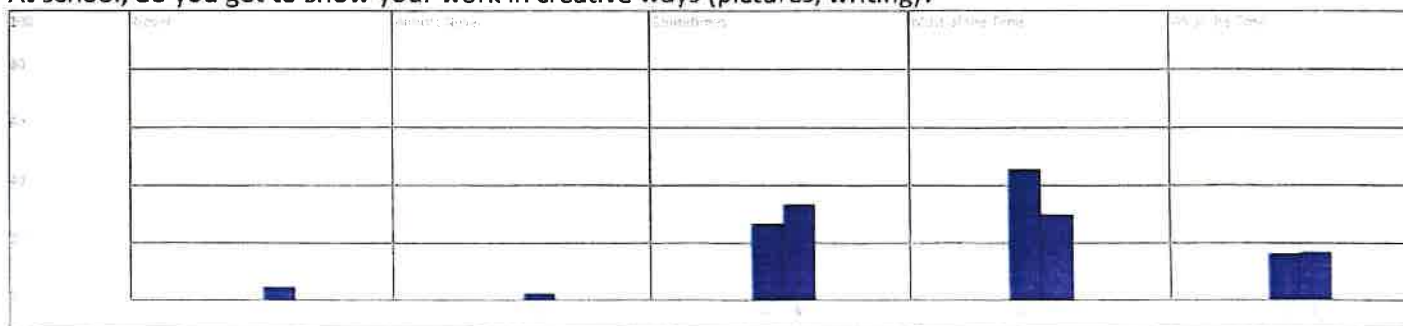
Do you set a goal when learning something new?



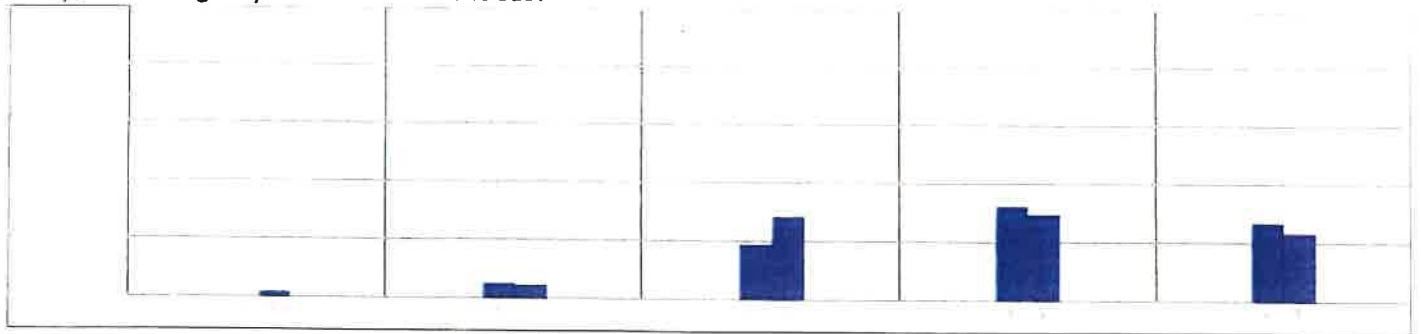
Can you explain to others how you solve problems?



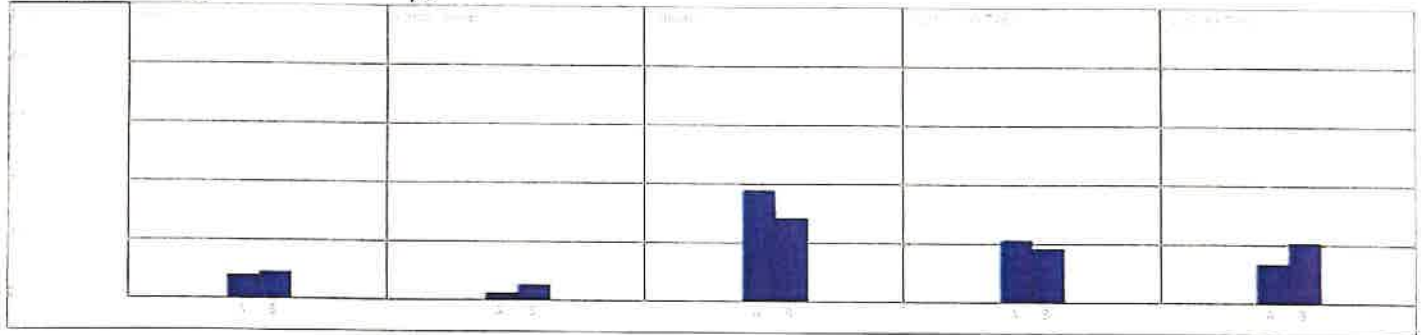
At school, do you get to show your work in creative ways (pictures, writing)?



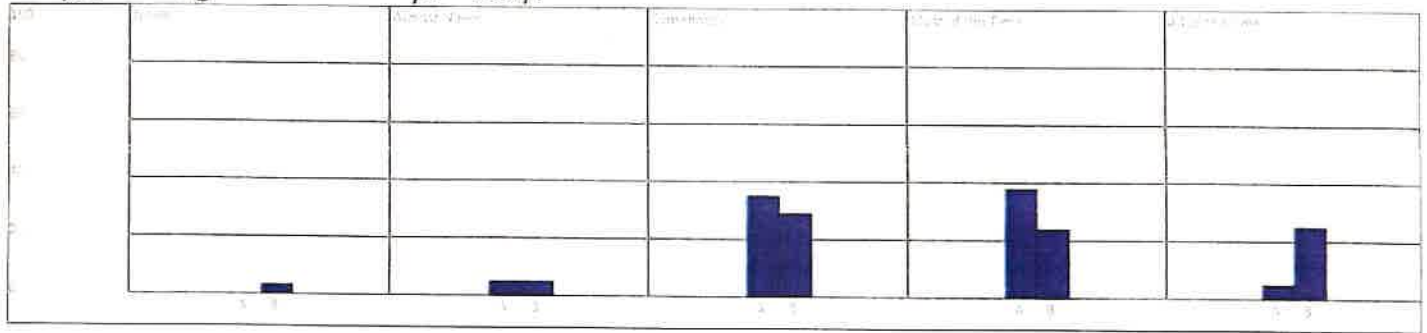
Are you learning ways to think of new ideas?



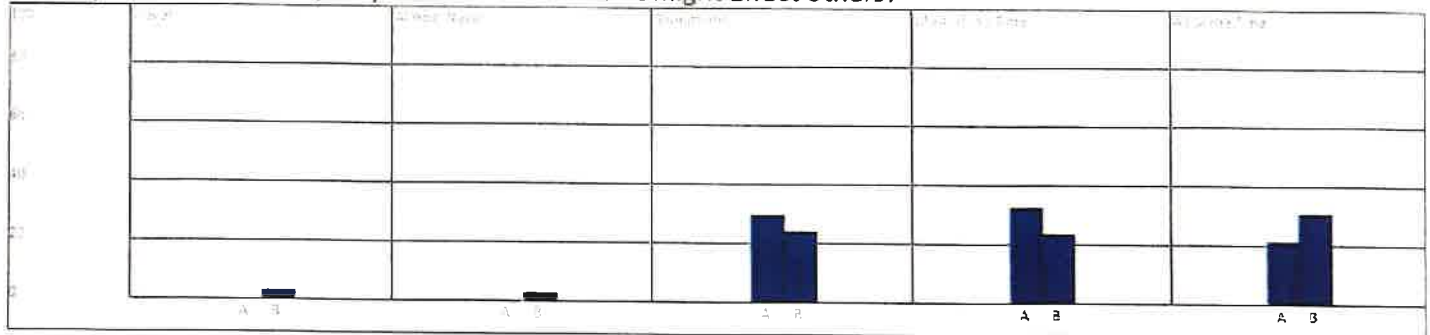
Are you learning how to care for your mental health?



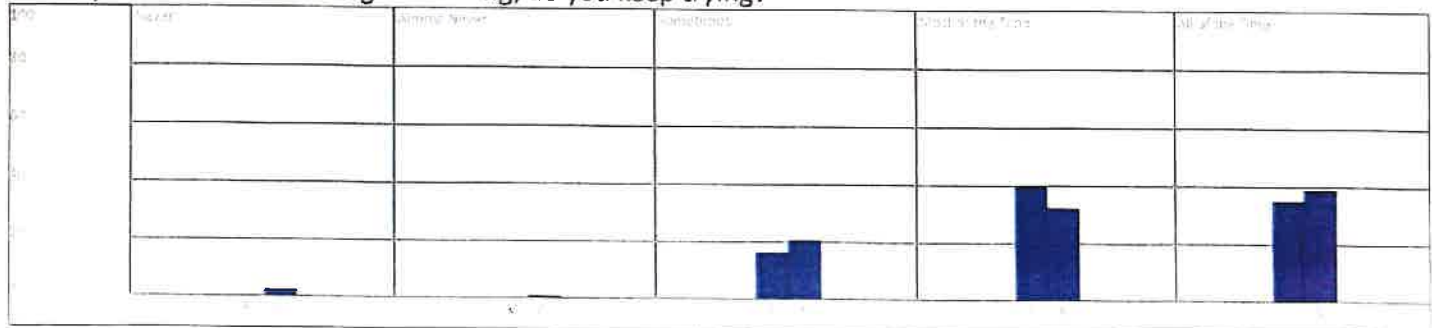
Are you learning how to care for your body?



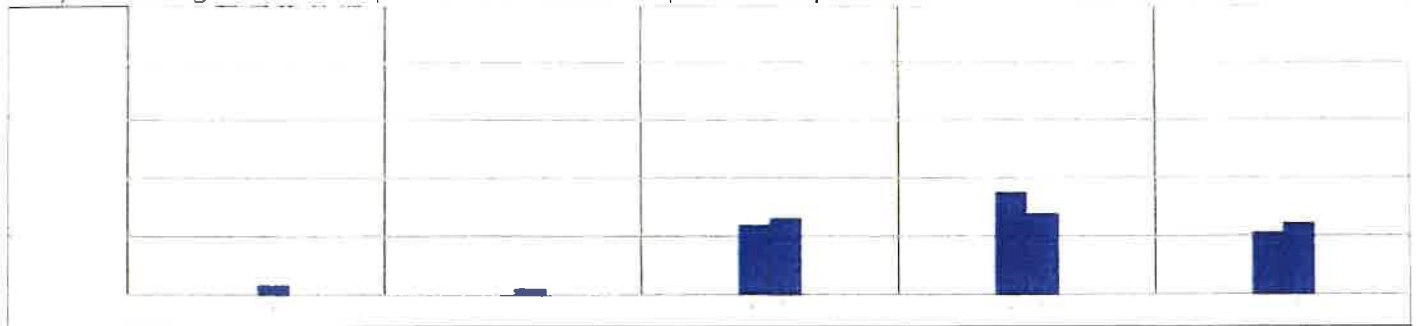
When you make a choice, do you think about how it might affect others?



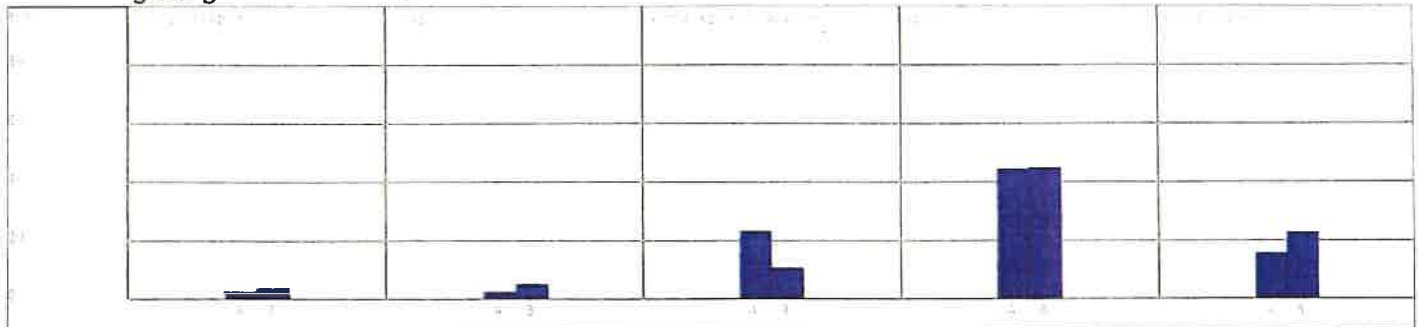
When you have trouble doing something, do you keep trying?



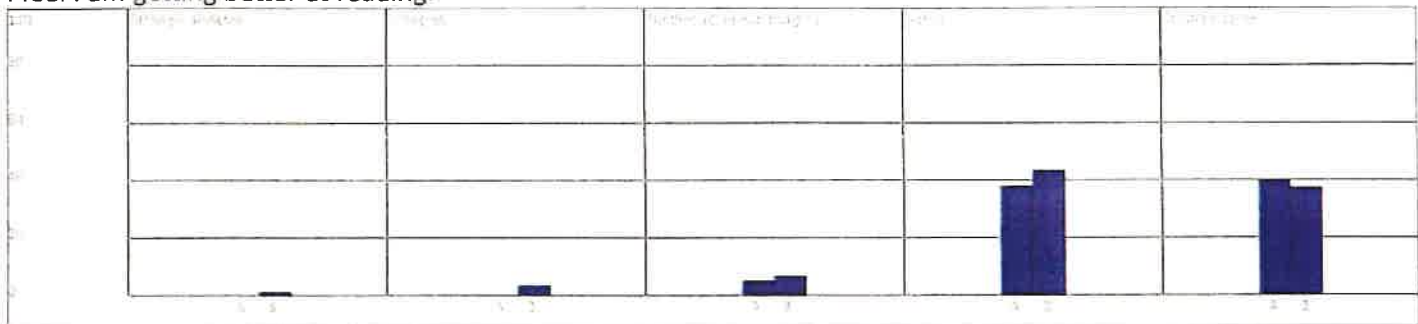
Are you learning how to solve problems with others in peaceful ways?



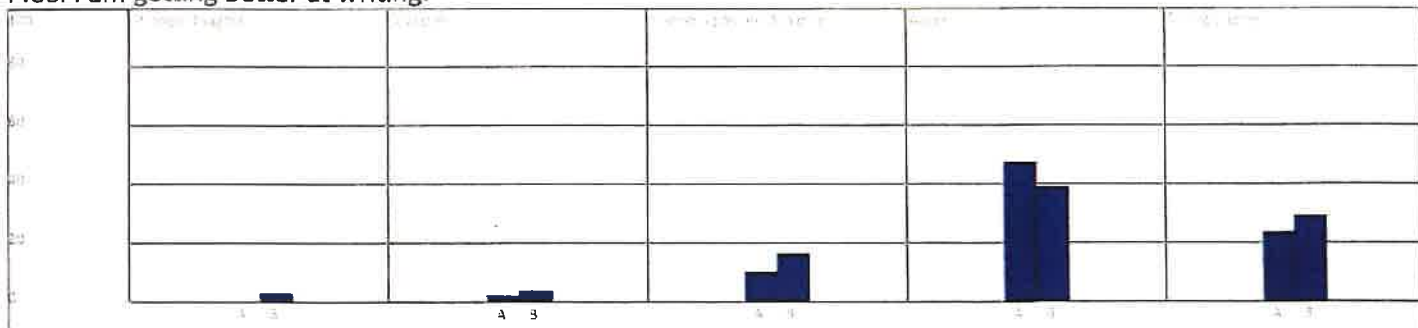
I feel I am getting better at math.



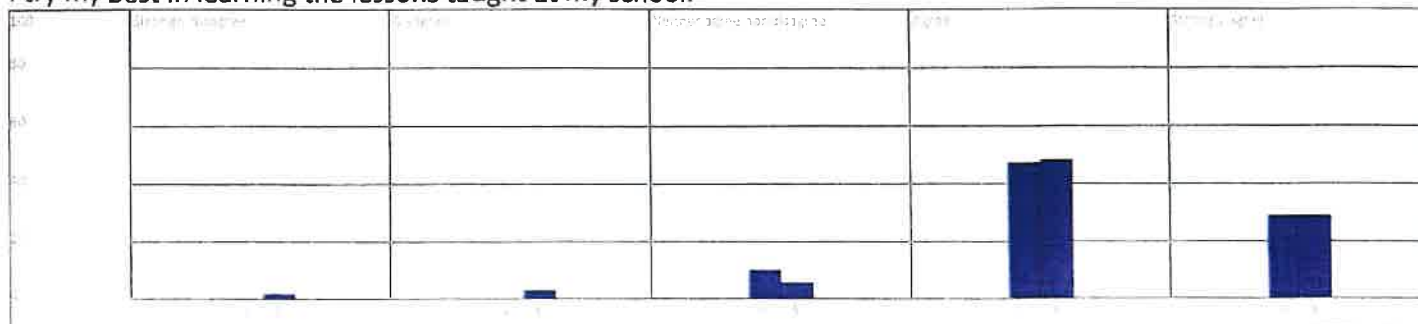
I feel I am getting better at reading.



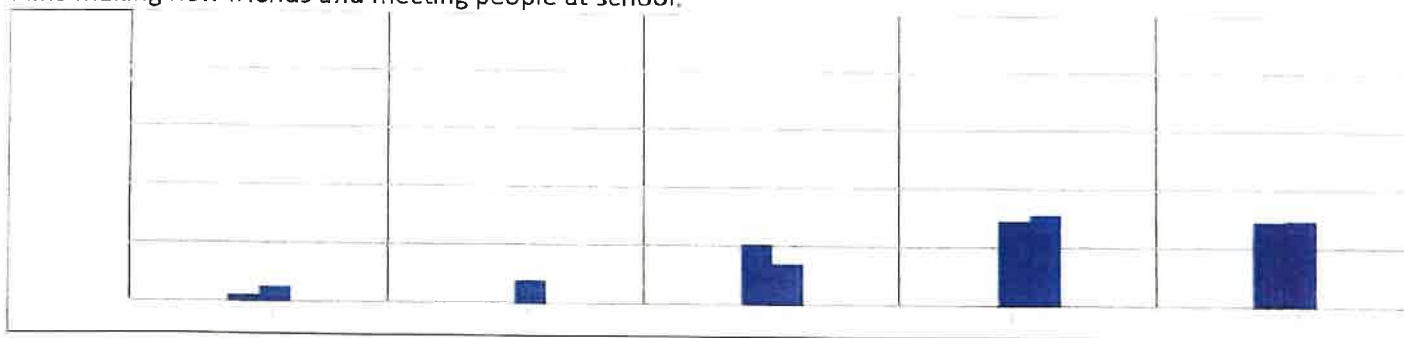
I feel I am getting better at writing.



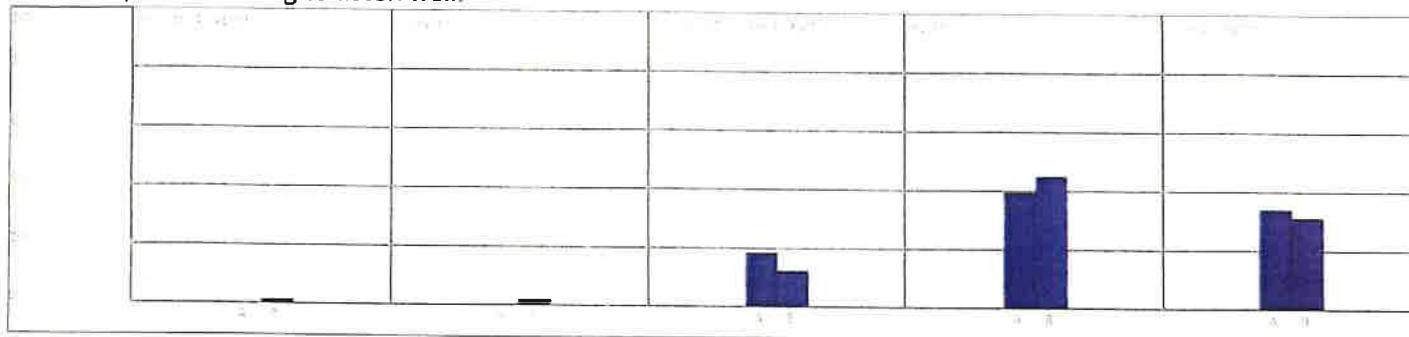
I try my best in learning the lessons taught at my school.



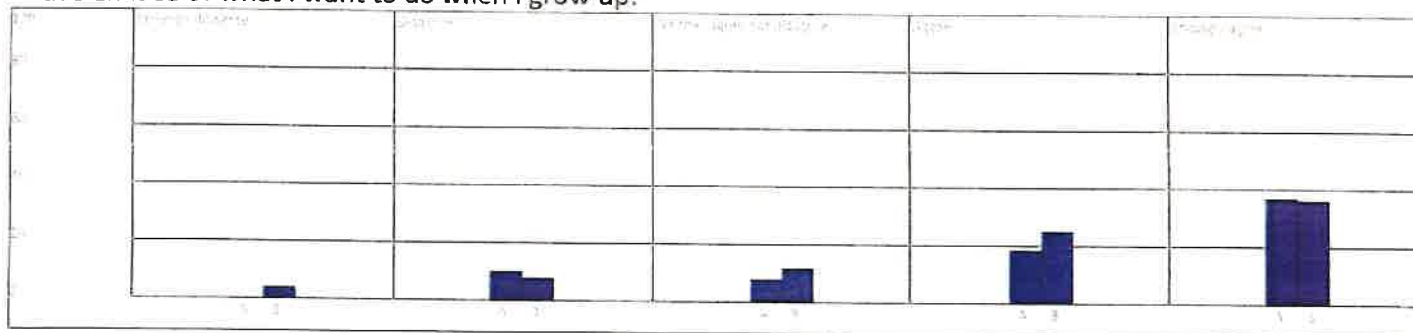
I like making new friends and meeting people at school.



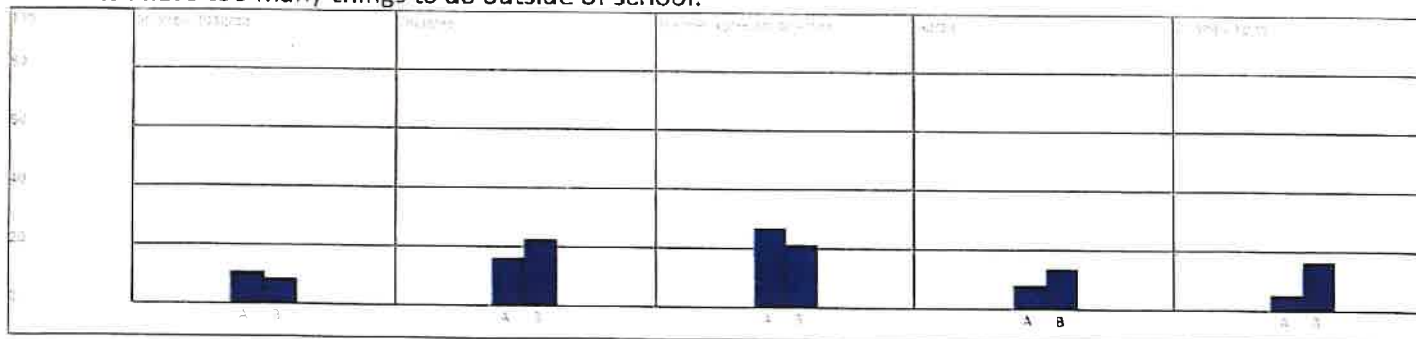
At school, I am learning to listen well.



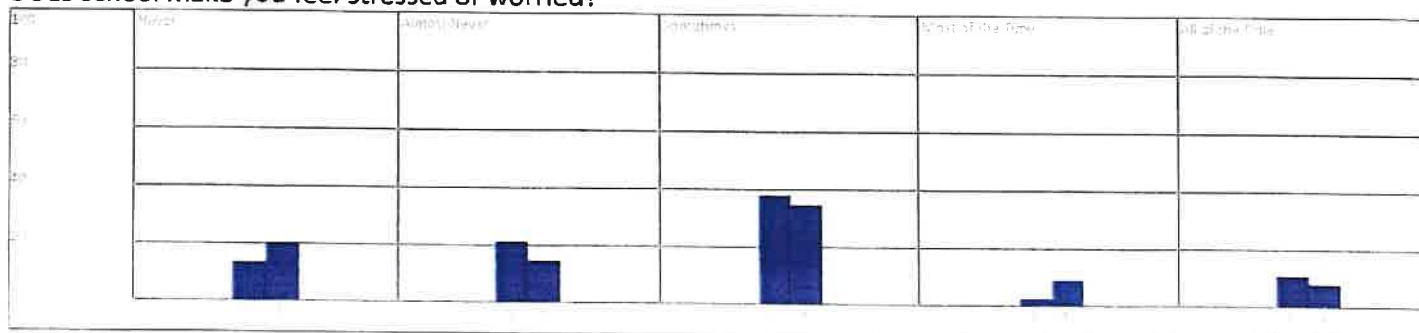
I have an idea of what I want to do when I grow up.



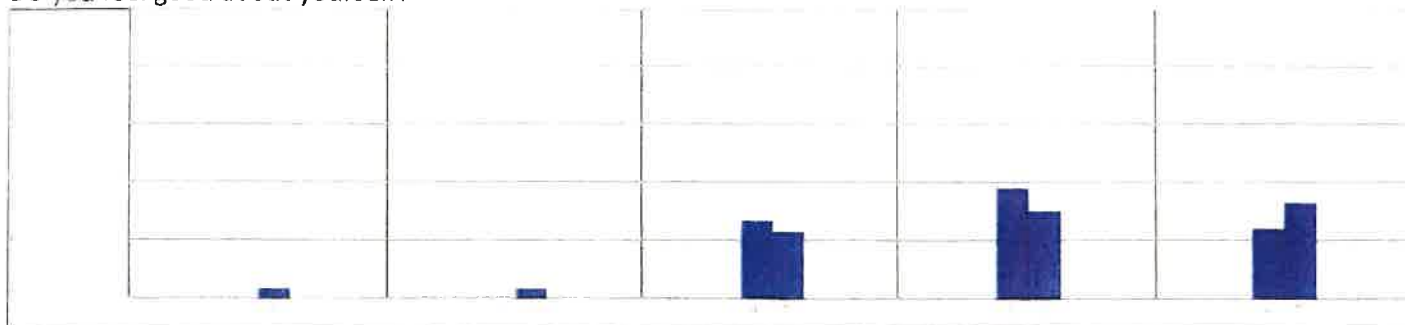
I feel like I have too many things to do outside of school.



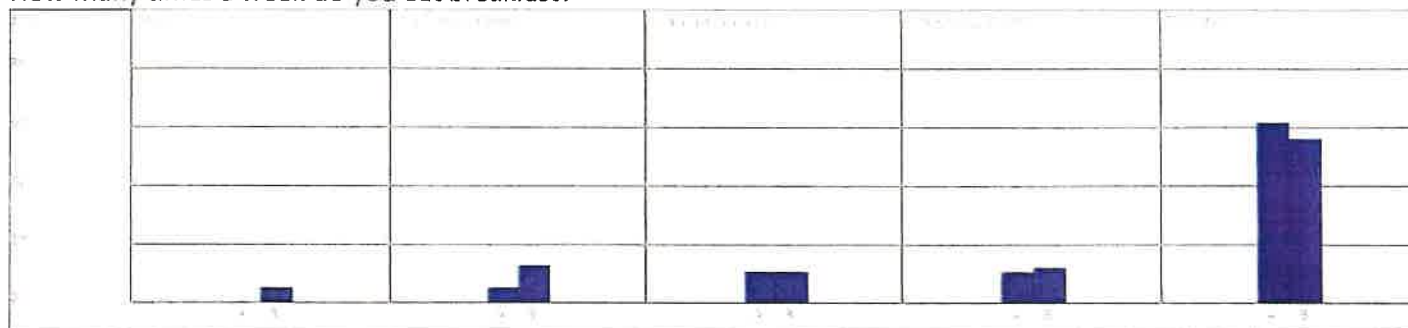
Does school make you feel stressed or worried?



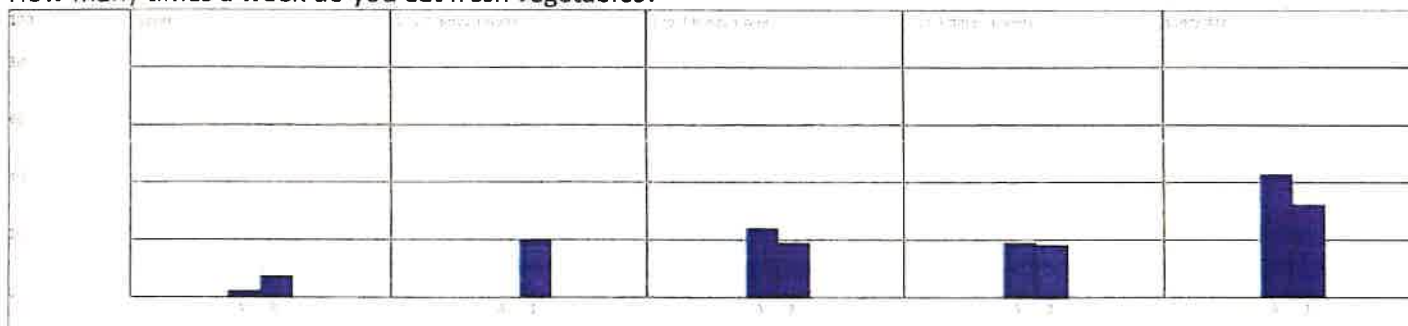
Do you feel good about yourself?



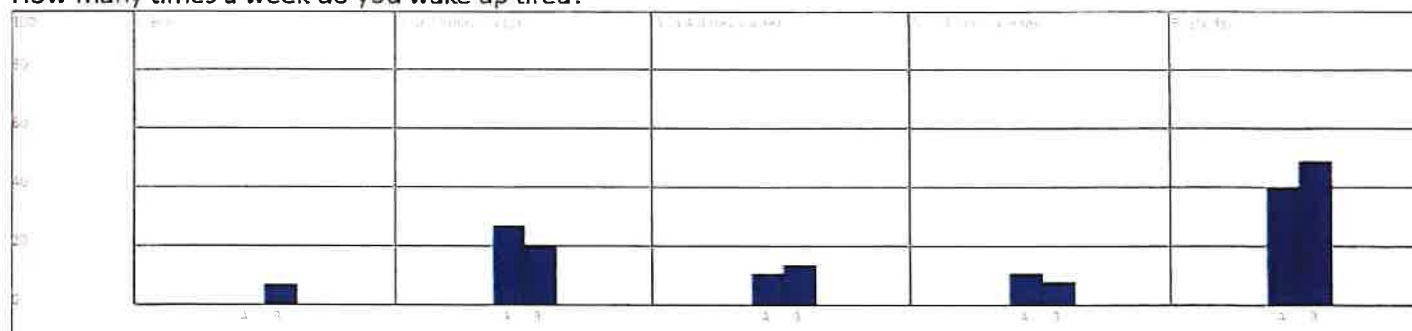
How many times a week do you eat breakfast?



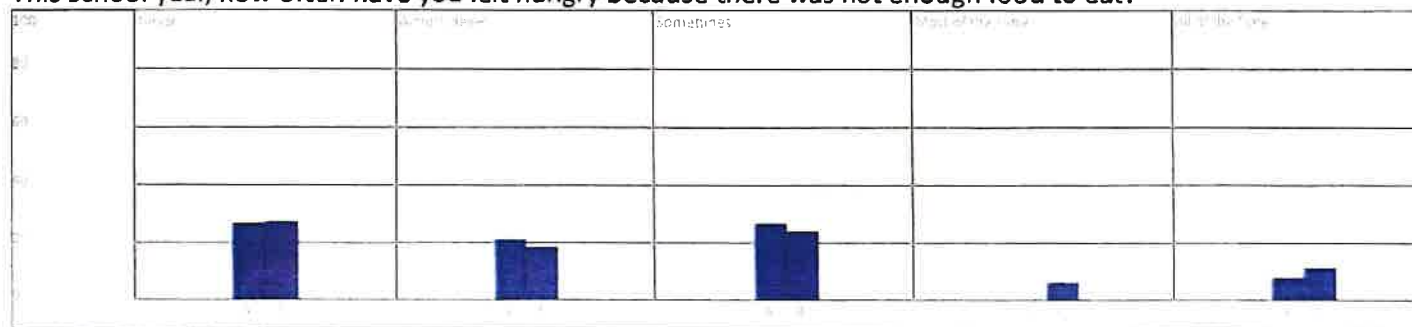
How many times a week do you eat fresh vegetables?



How many times a week do you wake up tired?



This school year, how often have you felt hungry because there was not enough food to eat?



On a normal school day, how many hours do you exercise (can include recess, lunch, P.E. class)?

