

2022-23 Annual School Development Report

Pasadena Elementary



Pasadena Elementary
"Together We Soar"

Strategic Issue/Goal: *Wellness and Positive Relationships* - To implement consistent schoolwide practices that allow staff to effectively assist school community members that are experiencing anxiety and other mental health challenges throughout the school day/year.

Objective: To implement consistent practices that are applied to students with anxieties/behaviors such that they are able to effectively manage stressors and regulate behavior in a positive manner.

How did you know this was a Strategic Issue/Objective? What evidence did you have?

School Development surveys indicate that more than 50% of students reported being indifferent or that their learning was affected by other student’s behaviors as well as roughly 20% were indifferent or felt a negative energy at school; attendance data and the number of students that consistently call home is higher than usual and parents are reporting they are often not sick; parent conferences and overall student interactions show numerous students experiencing generalized or separation anxiety in all grade levels as evidenced by students crying upon entering school, refusing to enter, or refusing to leave their parents. The data also indicates that there are student concerns around the behaviors at school. Whether it is simply once in a while or almost always, nearly 50% of the students have concerns around respect, bullying, and physical altercations.

Year-end Summary of Progress. What evidence do you have to support this progress?

The staff at Pasadena Elementary easily identified Wellness and Positive Relationships as an area for improvement as each teacher in the past year has experienced student anxiety on a more severe level than in the past. As a whole the staff there were numerous actions that were decided upon to implement immediately as well as areas for continued research as to how we can improve in this area. There has been professional learning in K - 2 on SEL programming within the new Health curriculum and discretionary days have been made available to other staff to get more learning in this area; however finding presenters that can support learning in specific areas has proven challenging. A partnership with Blomindon in the Fall of 2022 was established to allow for a counselor to work with a group of families on dealing with anxiety proved to have very positive results and in these cases there was a dramatic decrease in absenteeism, lateness, crying upon arrival, wanting to call home and other indicators of anxiety. These decreases were maintained for the school year. There has been great working relationships with health professionals on a one to one basis for students; IRT and Guidance are working with specific students

in small group settings on modeling strategies to reduce anxiety; there is a large number of activities that support student well being including a high number of outside activities for all grades, access to healthy foods at all times, and a variety of programs (PATHS) and spirit days to include all students and make them feel safe and welcome at the school. We see a high rate of involvement in these activities and any student with identified challenges in SEL or specifically anxiety are documented and addressed in RTL practices.

Next Steps...

The biggest challenge that the staff are working on overcoming is finding suitable professional learning that fits specific cases. As we know, each child is different and how anxiety presents itself is varied. We recognize that there is no single presentation or learning piece that can address this and it will require continuous learning. In saying this, we hope to forge some partnerships with Western Health or other stakeholders that can provide support to teachers as well. There has been some professional learning found through the district resources as well as from outside resources like Anxiety Canada and more time needs to be provided to staff to explore this professional learning. Continued use of programs such as CPI, PATHS, and the new K-6 In the Know programs are essential for working with students in need of support. In addition specific student profiles are developed such that all staff can be aware of student challenges, triggers, and methods to support those students. A review of the PBS in schools is necessary as well as making more opportunities for parents and other stakeholders to contribute to student well being. Continued growth of student programs that promote socialization and extra-curricular activities will continue to be a major initiative for the school to increase a sense of belonging and safety at the school.