

# 2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

**School:** Forest Park Elementary

**Principal:** David Cooper

## Our Story/Our Learners

Forest Park Elementary School is a Kindergarten to Grade 7 school. We acknowledge that we live, work, learn and play on the unceded and traditional territories of the Snuneymuxw peoples.

Our school is a true community. The staff work together, support one another, and welcome all guests in our school. We have a very supportive parent group that include many volunteers for a variety of school activities. We have a diverse community and we celebrate and honour this.

We have a dedicated staff that provide excellent learning opportunities. They also do many extras around the school. We have a vibrant garden, sports teams, a choir, participation in Roots of Empathy, and clubs

Our standard is to develop a strong sense of community and belonging with our students, families, and staff. As a team, everyone at Forest Park works to educate the whole child knowing that children need to develop academic skills, and also understand how they learn best, how they can regulate emotionally to support their learning, and how they can identify and meet their unique needs. As a staff we value working collaboratively and look for new ways to strengthen this skill.

Using 2025/26 school student survey data and staff anecdotal observations and conversations we found that student regulation and sense of belonging is an area students need continued support. This can affect their readiness to learn, problem solve, and be in a regulated state. This matters because although the majority of students can identify 2 adults they are connected to and/or feel welcome at school, we continue to see students needing more resiliency, independence, and problem solving skills.

Using 2024-2025 and 2025-2026 student learning survey data it was noted that many students are not feeling they are learning about Indigenous ways of knowing and being. This is affecting their journey of Truth & Reconciliation.

This matters because our district has a strategic goal of Truth and Reconciliation and for our learners to understand the history of why reconciliation is important and ongoing.

## Images to Support School Goals

| Image         |                                                                               |         |      |                                                 |         |      | Description                                                   |
|---------------|-------------------------------------------------------------------------------|---------|------|-------------------------------------------------|---------|------|---------------------------------------------------------------|
| Fall 2025     |                                                                               |         |      |                                                 |         |      | School student survey data comparison from fall of 2025-2026. |
| School Totals | Question 1: Can you identify two or more adults at school who care about you? | Results | %    | Question 4: Do you feel welcome at Forest Park? | Results | %    |                                                               |
|               | Yes                                                                           | 321     | 94.7 | Yes                                             | 285     | 84.1 |                                                               |
|               | No                                                                            | 6       | 1.8  | No                                              | 21      | 6.2  |                                                               |
|               | One                                                                           | 12      | 3.6  | Sometimes                                       | 33      | 9.7  |                                                               |
| Spring 2006   |                                                                               |         |      |                                                 |         |      |                                                               |
| School Totals | Question 1: Can you identify two or more adults at school who care about you? | Results | %    | Question 4: Do you feel welcome at Forest Park? | Results | %    |                                                               |
|               | Yes                                                                           | 339     | 97.7 | Yes                                             | 246     | 70.9 |                                                               |
|               | No                                                                            | 3       | 0.9  | No                                              | 13      | 3.7  |                                                               |
|               | One                                                                           | 4       | 1.2  | Sometimes                                       | 88      | 25.4 |                                                               |
|               | ?                                                                             | 1       | 0.3  |                                                 |         |      |                                                               |

## School Goal #1

### Board Goal:

Student and Employee Wellness

### Board Objective:

Increase the number of students who feel welcome, safe and have a sense of belonging in their school.

### Focused Improvement Goal:

We will see growth in all our students ability to independently problem solve and emotionally regulate, while still feeling connected with staff. Staff will feel they have the tools to support students.

This aligns with district strategic priorities in we are trying to increase the number of students who feel welcome, safe and have a sense of belonging in their school.

### Implementation Plan:

| School-based Action                                       | Strategy Type |
|-----------------------------------------------------------|---------------|
| Reviewing Open Parachute with staff.                      | Universal     |
| Direct teaching using NLPS Student Wellness Framework.    | Universal     |
| Introducing and implementing school wide common language. | Universal     |
| Creating a student voice group.                           | Targeted      |

### Goal Tracking:

| Metric                         | Monitoring Checkpoints                    |
|--------------------------------|-------------------------------------------|
| Fall and Spring student survey | November & April                          |
| Staff anecdotal reports        | Ongoing (monthly loops at staff meetings) |

### Ongoing Engagement:

All staff, students, district support where needed. During staff meetings, class conversations, and SBT. Key insights: Students having a feeling of belonging and having a voice. Students can problem solve using "I" statements.

## School Goal #2

### Board Goal:

Truth and Reconciliation

### Board Objective:

Create and share district-wide, Syeyutsus Principles of Teaching & Learning.

### Focused Improvement Goal:

We will see an improvement in grade 4 & 7 student learning survey data regarding indigenous learning. There will be more school indigenous activities. This aligns with district strategic priorities as it supports the district goal of truth and reconciliation.

### Implementation Plan:

| School-based Action                                                                                                                                  | Strategy Type |
|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Hulquminum word wall                                                                                                                                 | Universal     |
| Bringing in guests to the school                                                                                                                     | Universal     |
| Using key Hulquminum phrases during school events. This will include a land acknowledgement for morning announcements. Some will be student created. | Targeted      |
| Explore resources to be used in class                                                                                                                | Universal     |

### Goal Tracking:

| Metric                                          | Monitoring Checkpoints                        |
|-------------------------------------------------|-----------------------------------------------|
| Doing more indigenous activities at the school. | Ongoing (monthly check ins at staff meetings) |
| Direct teaching of indigenous learning.         | Ongoing (monthly check ins at staff meetings) |

### Ongoing Engagement:

All staff, students, district staff. Staff meetings, class conversations. Noticeable increase in Indigenous learning/activities in the school.