



**Building Resilient Learners  
School Plan  
2016/17**

Name of School: **Dog Creek Elementary/Rural Secondary**

Please submit electronically in this format to Brandy Nasuszny ([brandy.nasuszny@sd27.bc.ca](mailto:brandy.nasuszny@sd27.bc.ca)) and Rayna Carpenter ([rayna.carpenter@sd27.bc.ca](mailto:rayna.carpenter@sd27.bc.ca))

**DUE DATES: OCTOBER 14, 2016; JUNE 9, 2017 (Analysis, Reflection and Next Steps)**

*The focus of our School Plan is to work together as a school community, to increase the protective factors and decrease the risk factors to build strong, capable, resilient learners. We know that the two risk factors that have been identified for the children of School District 27 are a low commitment to school and academic failure. Our schools will detail our plans, journeys and successes as we work together as a school community to address these concerns and build connections and relationships in as many creative directions as we can.*

**Each school plan will focus on the following:**

*A. Comprehensive School Health Plan B. Core Competencies/Aboriginal Perspectives C. Literacy, Numeracy, and/or Curriculum Inquiry\* Please refer to the explanatory "How to complete the Building Resilient Learners School Plan" handout for details about each section. It is intended that this document be co-created with staff and that it be facilitated through Professional Learning Communities/CI Day conversations. Please copy/paste additional inquiry boxes for each inquiry. \*Note: There must be an inquiry in at least one of those areas.*

**A1. COMPREHENSIVE SCHOOL HEALTH PLAN**

	<b>Physical Environment Healthy Eating</b>	<b>Emotional Environment School Connectedness</b>	<b>Teaching and Learning Curriculum - Health, Career and Physical Activity</b>	<b>Parent &amp; Community Partnerships</b>
<b>What are we doing?</b>	Physical Environment Healthy Eating  -Healthy Breakfast program -Healthy recess snacks and juice -broader school recycling and composting programs -Healthy hot lunch program - Student involvement in the serving and cleaning up of healthy meals -daily DPA activities, with a variety of formats (pairs, talk and walk, imagine you're a ..., etc.)	-continuing school-wide theme of Caring – for self, family, community, others beyond our circle, the world. -daily meeting circles in the morning - weekly smudge -Buddy Reading -seasonal and traditional celebrations (Aboriginal Day, Mary's Lunch, picnics and outing in the territory, etc.). -gathering and preparation of traditional food and medicines (changes from year to year, including balsam, whoosem, red willow, etc.) -school wide project of each student making a star-blanket to be given away (the first blanket is always a gift) -school wide daily focus on conflict resolution, empathy and positive caring behavior, connecting to the Caring theme.	-annual field trip (First Nations House of Learning at UBC, Britannia Mine museum, Science World, etc.) - annual school wide swimming lessons -DPA -daily modeling, discussion and reinforcement of healthy eating and lifestyle. -RSL -star-blanket project (see left) -working with Band staff to learn more about community – see right -working with Health Station staff – see right -frequent walks/hikes (or meetings, depending on the weather) to document changes in our local environment/seasonal changes, with a community member - school/community field trips -frequent (8x/year) community/school meals -rural tournaments -gathering medicine (sage, balsam, etc.) with elders, students and parents -harvesting of community garden and harvest meal, with parents and community members. -working with Band staff to learn more about community accomplishments, history, opportunities -working with Health Station staff and parents to improve and inform student understanding of healthy living and healthy personal choices. -weekly walks/hikes (or meetings, depending on the weather) to document changes in our local environment/seasonal changes, with a community member	-school/community field trips -frequent (8x/year) community/school meals -rural tournaments -gathering medicine (sage, balsam, etc.) with elders, students and parents -harvesting of community garden and harvest meal, with parents and community members. -working with Band staff to learn more about community accomplishments, history, opportunities -working with Health Station staff and parents to improve and inform student understanding of healthy living and healthy personal choices. -frequent walks/hikes (or meetings, depending on the weather) to document changes in our local environment/seasonal changes, with a community member

<b>What are our future plans?</b>	-continue running FoodSafe program for older students. -continued emphasis on preparing personal healthy snacks -learning how to prepare and preserve traditional Secwepemc foods	-increase school-wide focus on personal growth and responsibility, to self and community	-support after school healthy cooking club for interested students and parents, with help from Health Station staff. (carry over from last year)	-more involvement of more community members, including elders (this is ongoing, but we make more inroads each year!).
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**A2. HEALTHY SCHOOLS ASSESSMENT** (completed )

(Submit once completed to Rayna Carpenter ( [rayna.carpenter@sd27.bc.ca](mailto:rayna.carpenter@sd27.bc.ca) ) for CommunityLINK funding)

**A3. HEALTHY SCHOOLS NETWORK** (optional: inquiry) [www.healthyschoolsnetwork.ca/](http://www.healthyschoolsnetwork.ca/)

<b>Inquiry Question:</b>	
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**B. REDESIGNED CURRICULUM: CORE COMPETENCIES AND ABORIGINAL PERSPECTIVES**

	<b>Core Competencies</b>	<b>Aboriginal Perspectives</b>
<b>Examples of what we are already doing to embed these.</b>	Our lessons and projects emphasize and revolve around Personal and Social Competencies.	We already use the FNPL throughout our daily teaching.
<b>What are our plans for this year?</b>	We will be continuing to expand and concretely connect these competencies with how we see ourselves as individuals, as successful learners, as part of a long tradition of learning, knowledge and care, and how this conveys a responsibility upon us to be models and mentors to others.	We are undertaking a school-wide project where each student will create a traditional star blanket for someone they love, to be given away during Aboriginal Day celebrations. The whole process of understanding and choosing the colours, forms and finish of the blanket will be individual, but the process will be done as a group, with students learning from our expert and helping, sharing and teaching each other all along the way.

**C. LITERACY, NUMERACY AND/OR CURRICULUM INQUIRY (NOTE: copy/paste a new box for each inquiry)**

<b>Area of Inquiry (make bold):</b>	<b>Literacy</b> or Numeracy or Curriculum
<b>Inquiry Team Participants:</b>	Mary Boston, Sandra Archie, Louise Harry, Jane Hancock, Lillian Harry
<b>Evidence Based Rationale:</b>	<b>Majority of students reflect that writing is their least favourite literacy pursuit, and very little written material is at grade-level; not reflective of students' individual reading levels.</b>
<b>Goal:</b>	<b>To increase students' engagement and pleasure in sharing ideas and thoughts through writing.</b>
<b>Inquiry Question:</b>	<b>Can we use traditional stories and story-telling to increase student written output and their engagement in writing and text?</b>
<b>Success Criteria:</b>	<b>Students will write more easily, with greater output; they will reflect on how they perceive their written work and the act of writing in a positive way.</b>
<b>Assessment Plan:</b>	Student work samples over the year, performance standards, observation, student self-assessment, reference to FNPL concepts.
<b>Focus for Teacher Learning:</b>	Use of a collaborative format to review, compare and assess student work, with an view to planning next steps in exploring written work – story club, story circles, community and parent involvement, etc.
<b>Analysis:</b>	Looking back at the entire process of our school-wide star blanket project, we see a number of points where we might have modified or rearranged some of the activities. For instance, we might have introduced the planning and choosing process earlier in the year, so that the completion of the blankets wasn't as busy – even an extra week would have made a difference. We are developing a scope and sequence document that will help with timing and give a much clearer idea of how long each step may take.
<b>Reflection:</b>	This very long and involved project, involving all students and staff members, was a huge undertaking for our small school. There were moments when the expense of the materials, the seemingly endless measuring, cutting, pinning, sewing and 'adjusting' (seam ripping, redoing of some strips, etc.) became daunting and intimidating. However, we referred back to our core goals of cooperation, mutual help and learning, persistence and all the many First Nations Principles of Learning values that were being demonstrated and practiced every day, and knew that we were on the right track. In the end, all the challenges and doubts were a big part of the ultimate and thorough success of this project, and everyone involved has come through the process with a much clearer idea of how much they learned themselves and from each other, and how something so personal and important can also be a moment to receive help, patience and learning from someone else. We are all thrilled and deeply happy with the outcome of this project.
<b>Next Steps:</b>	We have agreed to bring two ideas each for another year long project to our staff meeting in July, in which FNPL are similarly emphasized and practiced, and where students can further practice the skills, both physical and personal, that they gained this year in the Star Blanket project.

For clarification regarding **Part A**, please contact Silvia Dubray at: [silvia.dubray@sd27.bc.ca](mailto:silvia.dubray@sd27.bc.ca) or phone: 250-398-3855.

For clarification regarding **Part B**, please contact Jerome Beauchamp at [jerome.beauchamp@sd27.bc.ca](mailto:jerome.beauchamp@sd27.bc.ca) or phone: 250-392-3845.

For clarification regarding **Part C**, please contact Brian Davidson at [brian.davidson@sd27.bc.ca](mailto:brian.davidson@sd27.bc.ca) or phone: 250-398-3842

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PRINCIPAL SIGNATURE: