



**Building Resilient Learners  
School Plan  
2017/18**

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)) October & June, and Catherine Getz ([catherine.getz@sd27.bc.ca](mailto:catherine.getz@sd27.bc.ca)) in October; please consult the “How to Complete the Building Resilient Learners Plan” document for completion details.

**DUE DATES: Mid-OCTOBER; Mid-JUNE (Checking and Reflection)**

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

|                                   |   |  |   |  |  |
|-----------------------------------|---|--|---|--|--|
|                                   |   |  |   | -weekly 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.<br>-continued emphasis on preparing personal healthy snacks<br>-learning how to prepare and preserve traditional Secwepemc foods | -encourage and 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.<br>(carry over from last year) | -more involvement of more community members, including elders (this is ongoing, but we make more inroads each year!).                              |  |

**A2. HEALTHY SCHOOLS ASSESSMENT** (completed )

(Submit once completed to Catherine Getz ([catherine.getz@sd27.bc.ca](mailto:catherine.getz@sd27.bc.ca)) for CommunityLINK funding)

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

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|--------------------------|--|
| <b>Inquiry Question:</b> |  |
|--------------------------|--|

**B. CURRICULUM: CORE COMPETENCIES AND FIRST PEOPLES PRINCIPLES OF LEARNING**

|  | <b>Core Competencies</b>   | <b>First Peoples Principles of Learning</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 rattle, building on the knowledge and skills we established last year with our Star Blanket project. Rattles are a part of a group of personal traditional items that are made by an individual, as part of everyone's cultural learning. |

**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>  |
| <b>Inquiry Team Participants:</b>     | <b>Mary Boston, Louise Harry, Sandra Archie, Lillian Harry, Jane Hancock</b>   |
| <b>Scanning Summary:</b>              |  |
| <b>Focus Area (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>Focus:</b>                         | <b>To increase students' engagement and pleasure in sharing ideas and thoughts through writing.</b>  |
| <b>Hunch:</b>                         | <b>We believe that if we can connect students' strong vocabulary with an easier method to express themselves, student writing amount and complexity should increase.</b>   |
| <b>New Professional 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. We will also be using some strategies and programs provided by I. MacQuarrie that use electronic and computer programs to replace written text with audio to written records.  |
| <b>Taking Action:</b>                 | We contacted community and Secwepemc elders with knowledge of traditional stories, songs and dances, and collected materials from across the territory. As a reinforcement and goal for our rattle project, we learned a traditional song which we made into our rattle song, to share on Indigenous Peoples Day on June 21, 2018. As well, we took part in Isabella MacQuarrie's Last Words project, and began the process of writing a song specifically for Xgat'temc (Dog Creek); we will complete this process next year, along with a story to support it/ |
| <b>Checking (complete in June):</b>   | There was a significant turnover of our students and staff during the year, but we had good buy in from everyone, and real enthusiasm to complete this first project in 2018-19.   |
| <b>Reflection (complete in June):</b> | We took on a large project; we now will modify our goal in the coming BRL to learn traditional songs/stories/dances in a more direct, less broad way, and study each one in more detail. Slow down, engage more deeply, integrate, move on to new material.  |

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

PRINCIPAL SIGNATURE: