



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

Name of School: LAC LA HACHE ELEMENTARY SCHOOL

Please submit electronically in this format to Brandy Nasuszny (brandy.nasuszny@sd27.bc.ca) October & June, and Catherine Getz (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

	Physical Environment Healthy Eating	Emotional Environment School Connectedness	Teaching and Learning Curriculum - Health, Career and Physical Activity	Parent & Community Partnerships
What are we doing?	-Daily healthy snacks available -Weekly Breakfast for Learning - Hot Lunch – community links program - Fruit/Milk program	Breakfast program – everyone eats together Time to connect during daily morning walks Orange Shirt Day Pink Shirt Day Safe Arrival program Monthly newsletters Buddy Reading Remembrance Day presentations Community lunches Student council Spirit Week Weekly news videos	Daily Physical Activity Health Nurse for immunizations and health support, as needed. Growth mindset teaching Participate in small school’s sports and south end cross-country and track and field. Terry Fox Run Friday skating Snowshoeing Jump Rope for Heart	PAC meetings LLH legion, LLH fishing derby PAC hot lunches PAC Facebook page New Year’s sleep over Christmas concert/dinner fundraiser at the community hall (PAC and school) Christmas movie night Concerts/assemblies/events open to the community PAC Easter Egg hunt Community lunches
What are our future plans?	Create a recipe book with our healthy recipes School garden program	School wide implementation of the Zones of Regulation program	Build an outdoor classroom (grant proposal)	Conduct parent surveys to help create a school vision Create outdoor classroom with community support

A2. HEALTHY SCHOOLS ASSESSMENT (completed)

(Submit once completed to Catherine Getz (catherine.getz@sd27.bc.ca) for Community LINK funding)

A3. HEALTHY SCHOOLS NETWORK (optional: inquiry) www.healthyschoolsnetwork.ca/

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

	Core Competencies	First Peoples Principles of Learning
Examples of what we are already doing to embed these.	Using posters and pictures to connect to the core competencies. Using Zones of Regulation to build personal and social responsibility Buddy Reading School news videos by students Student Council monthly events Successful Learner Traits Stream to sea salmon program Growth mindset embedding into all learning	Using our community as a place of Nature Education Exploring our school grounds (building “Nutty Island”) Supporting each other to make good choices, apologizing Parents and grandparents come in to help with reading Parents helping students cook Participate in Orange Shirt Day Buddy reading Successful Learner traits
What are our plans for this year?	Robotics unit Talking tables for Kindergartens	Identity and heritage day Hoop dance presentation

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

Area of Inquiry (make bold):	Literacy or Numeracy or Curriculum
Inquiry Team Participants:	Kristy Davis, Irena Babicky

Scanning Summary:	The entire teaching staff and most of the support staff is new this year, so the importance of scanning was heightened. First PAC meeting indicated passionate support for school by parents (8 parents representing 18 students); literacy and numeracy assessments, observations, and conversations with students, staff, and parents: students are mostly meeting or approaching expectations; survey (four questions/7 Principles of learning) indicated no specific common emergent issues; social-emotional learning/ownership of learning could be emphasized (surveys indicate this is an area which could be developed).
Focus Area (Inquiry Question):	To what extent will fully implementing the Zones of Regulation program in our school positively impact social-emotional learning?
Focus:	We have met as a teaching staff many times to discuss our students and our direction. (Note: The primary teacher recently went on leave and Irena Babicky was successful in securing this position for the remainder of the year). We decided that a focus on social-emotional learning (taking ownership of learning) would yield good results and provide a solid foundation for future growth. As a new principal/staff, exploring the vision of the school with the community is important as well and will occur concurrently.
Hunch:	Although the Zones of Regulation program was started last year, it may not have been fully implemented in all classrooms.
New Professional Learning:	Zones of Regulation program
Taking Action:	This year we focused on improving the social emotional well-being of our students. We implemented the Zones of Regulation program school wide. In addition, we did a number of other things that positively impacted social-emotional learning. We went for daily morning walks with all staff and students which allowed us to connect and build relationships. Every Monday morning we enjoyed a hot breakfast prepared by members of our PAC. Students all ate together. All other days of the week, we had breakfast available and students were provided daily healthy snacks. On Thursdays students helped prepare lunch, serve food, and clean-up afterwards. Students participated in orange shirt day and pink shirt day. We had buddy reading once per week and students participated in a number of student council led events. Students participated in a variety of field trips throughout the year and all of our intermediate students participated in the fun mud run at Mountview.
Checking (complete in June):	Overall, we noticed that many students benefitted from the implementation of the Zones of Regulation program. Students were better able to acknowledge and describe how they were feeling and which zone they were in. Students became very comfortable with the program and would often do a “zone check in” in the morning without being prompted to do so. Many students would also move their name on the check-in bulletin throughout the day to reflect their changing zones. Students became better able to monitor their emotions and some students learned to recognize their need to use “tools” to help them return to the “green zone”. At the beginning of the year, we rated how well each student was able to self-regulate and we did this again at the end of the year. Overall, we noticed improved self-regulation in about ½ of our students. Most students whom we had little or no concern regarding their self-regulation at the beginning of the year, we continued to have little or no concern with at the end of the year. There were a few students who regulated less well at the end of the year than they did at the beginning of the year. Overall, however, we noticed that students benefitted from the implementation of the Zones of Regulation Program.
Reflection (complete in June):	As a staff, we felt that the Zones of Regulation program was quite easy to implement and that it provided a common language between classes that would continue to be beneficial in coming years. Both classes were not able to get through the entire Zones of Regulation Program and have decided that it would be a good idea to review the program in the fall and then continue where they left off. We felt that it was unfortunate that the self-regulating “tools” are not taught until near the end of the Zones of Regulation program. We want to make sure that we cover this part of the program early next year so that students become aware of more strategies that can help them become even better self-regulators.

For clarification regarding **Part A**, please contact Silvia Dubray at: 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 or phone: 250-392-3845.

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

PRINCIPAL SIGNATURE: