



## Building Resilient Learners School Plan 2017/18

Name of School: **MOUNTVIEW ELEMENTARY**

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 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>	<ul style="list-style-type: none"> <li>- Breakfast program 5 days/week</li> <li>- Farm to School Salad Bar program 2 days per week</li> <li>- Lunch food available for students without lunches on non-F2SSB days.</li> <li>- Healthy concession</li> <li>- Milk offered 5 days/week</li> <li>- More healthy versus non-healthy rewards</li> <li>- Participating in the “School Fruit &amp; Vegetable Nutrition Program” now.</li> <li>- Watch for students with poor lunches and make sure they get something good to eat on a daily basis.</li> <li>- Sponsor students who would otherwise go without our F2SSB program. This is often times about 20 students/month.</li> <li>- Promote healthy eating through the direct teaching of nutrition units linked to our F2SSB program.</li> <li>- Emphasize to parents the benefits of healthy eating, exercise, sleep, and stress the importance of a good breakfast.</li> <li>- Reduce the number of “treats” for rewards in the classrooms.</li> <li>- Monitor and control the “candy” eating that goes on around Halloween.</li> <li>- Sell healthy options in our lunchtime concession</li> </ul>	<ul style="list-style-type: none"> <li>- Friendly greetings by all staff first thing in morning.</li> <li>- Friendly greeting, welcoming, for late students.</li> <li>- Buddy Readers – all classes</li> <li>- Clubs for some ages</li> <li>- Sports for intermediate students – Intramural and extracurricular.</li> <li>- Monthly recognition of students who go “above and beyond” in each class</li> <li>- Learning Fair in 2013</li> <li>- Leadership Club hosts spirit days and dances.</li> <li>- Photos of activities posted on walls.</li> <li>- Newspaper articles and pictures on a special bulletin board.</li> <li>- Recognition of Honor Roll and Work Ethic List students on a special bulletin board.</li> <li>- Open Door Policy for parents/care givers.</li> <li>- Connecting First Nations and non-native students in all programs.</li> <li>- “Stepping Stones” teacher here once a week.</li> <li>- Students involved in community work projects like recycling, shopping, cooking, general “to do’s” at the school and in the community.</li> <li>- 2 piece garbage day every Friday at recess – instill pride in a clean and orderly school.</li> <li>- Zones of Regulation</li> <li>- Anxiety Awareness training for Gr. 6’s</li> <li>- Positive Action program</li> <li>- Action Schools BC</li> <li>- Terry Fox Run</li> <li>- Jump Rope for Heart</li> </ul>	<ul style="list-style-type: none"> <li>- Direct teaching of drugs &amp; alcohol facts to Gr. 6 students.</li> <li>- Planners for all students – emphasis on time management.</li> <li>- Units on nutrition and food linked to our F2SSB program.</li> <li>- Stressing healthy eating in classroom lessons and during recess/lunch.</li> <li>- “Pop Free” school – no pop or energy drinks.</li> <li>- Ski lessons for Grade 4 - 6 students – 2/year – PAC pays for the buses to get students to Mt. Timothy.</li> <li>- Encourage students to join clubs and sports.</li> <li>- Student monitors, referees, coordinators, buddies, canteen workers, F2SSB workers and library helpers are used. This allows students to “give back” (generosity) to their school.</li> <li>- Teaching of the following programs:               <ul style="list-style-type: none"> <li>- Positive Action</li> <li>- Canucks Autism</li> <li>- CARE Kit</li> <li>- Roots of Empathy</li> </ul> </li> <li>- Communicate often with students and have them become responsible for their actions and education.</li> <li>- Action Schools BC</li> <li>- Jump Rope for Heart</li> <li>- PHN – Hand washing</li> <li>- Interior Health – Kindie hearing and sight testing</li> <li>- Tooth care for Kindies</li> <li>- Swimming and skiing lessons</li> </ul>	<ul style="list-style-type: none"> <li>- Farmers for our F2SSB program.</li> <li>- Roots of Empathy.</li> <li>- Learning Fair for parents.</li> <li>- Parents’ Advisory Council – monthly meetings and many activities.</li> <li>- PAC fundraisers.</li> <li>- Family Fun Night in late January, outside, weather permitting.</li> <li>- Assemblies throughout the year.</li> <li>- School wide X-Mas concert</li> <li>- F2SSB volunteers and coordinators.</li> <li>- Terry Fox Run and Fundraiser</li> <li>- Jump Rope fundraiser</li> <li>- Environmental education through ENCORN – recycling.</li> <li>- Scout Island field trips.</li> <li>- Water Wise presentations.</li> <li>- Waste Wise presentations.</li> <li>- Public Health</li> <li>- Use planners to ensure reliable communication with parents</li> <li>- Waste Wise Wed. – recycling program</li> <li>- To continue to link with community agencies for any programs that help with the physical and/or emotional health of Mountview students.</li> <li>- To continue to link with community agencies that supply programs for student’s social responsibility, like recycling, farming, waste reduction, etc.</li> <li>- Advertise options in our community, for students and parents, that keep students safe and help them avoid “at risk” behaviors.</li> <li>- Grade 6 Gavin Lake trip</li> </ul>
<b>What are our future plans?</b>	<ul style="list-style-type: none"> <li>- Reevaluate items in our canteen and make sure all items match the Provincial standards.</li> <li>- Promote the drinking of milk at lunch hours through our canteen and the use of milk cards for students.</li> <li>- Obtain soy products for lactose intolerant students</li> </ul>	<ul style="list-style-type: none"> <li>- Multicultural activities featuring mainly First Nations culture.</li> <li>- More clubs offered for younger students this year.</li> <li>- Having more adults available for more intramural and extra-curricular sports.</li> <li>- Possible learning fair</li> </ul>	<p>Re-look at the new Health &amp; Career Education IRP’s to make sure we are touching on all aspects of this curricular area.</p>	<ul style="list-style-type: none"> <li>- Find others ways to promote our healthy schools initiatives and how parents can support us, and we support them, in building healthy living strategies in children.</li> </ul> <p>Idea for above is to develop a school web page and have this as part of the web page.</p>

**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/)

<b>Inquiry Question:</b>	
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**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>	<ul style="list-style-type: none"> <li>- Collaborative project based</li> <li>- Reflective journaling in classes</li> <li>- Introducing the scientific theory of problem solving in science classes</li> <li>- Behavior matrix R.O.A.R. Respect, Orderly, Appreciation, Reasonable</li> <li>- Buddy Reading</li> <li>- Using Successful Learners Traits to guide exploration of Core Competencies</li> </ul>	<ul style="list-style-type: none"> <li>- Shuswap teacher is scheduled to visit with each class in order to teach language and culture to ALL students</li> <li>- Acknowledge traditional territories at assemblies</li> <li>- Use First Nations legends/stories in regular classroom Language Arts instruction</li> <li>- First nations art incorporated into daily lessons, not necessarily local art.</li> <li>- Direct teaching of aboriginal education in curriculum</li> <li>-</li> </ul>
<b>What are our plans for this year?</b>	<ul style="list-style-type: none"> <li>- Introduce and implement a student self assessment model to reflect development of core competencies in each term and provide that assessment to parents</li> <li>- Better mesh Successful Learner Traits and Core Competencies for teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Build local art into the daily curriculum with the help of our Shuswap teacher's guidance</li> <li>- Hopefully establish an opportunity for elders to visit the school environment all the while being respectful of their history in residential school if applicable</li> <li>- Find new resources for each grade with an emphasis on more books</li> <li>- Look into fancy dancers visiting the school</li> </ul>

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

<b>Area of Inquiry (make bold):</b>	Literacy or Numeracy or Curriculum
<b>Inquiry Team Participants:</b>	Craig Munroe, Theresa Herrling, Lucinda Wittgruber, Lacey Dawn Testawich, Veronica Zwiers, Rita June Mader, Tim Horsley, Shelly Peel, Marnie Grant, Kelvin parent, Anita Davidson, Whitney Elliott-Learie, Ruri Kozuki
<b>Scanning Summary:</b>	Reviewed our student composition and reflected that many (categorized or not) are struggling to self-regulate. Many students need to take time outs during the course of a day. Time outs tend to be lengthy and student miss a lot of instructional time collecting themselves. Students seem to have few if any options to stop escalation. Many students are dealing with trauma at home and are needing better skills to deal with their reality. What is going on for our learners – many students are struggling to maintain self-control in the face of adversity, big or small. How do we know - many students openly and regularly display uncontrolled emotional outbursts. Why does it matter -it causes the students to lose instructional time, lowers self-esteem and disrupts the entire class environment
<b>Focus Area (Inquiry Question):</b>	Will implementing the Zones of Regulation program in our school assist our young learners in becoming more able self-manager/self-regulate and thus be better able to use their learning time.
<b>Focus:</b>	Quite honestly many staff members have seen it used very effectively in other schools (Marie Sharpe) and are of the mindset that this could provide Mountview School with the same type of positive impact with regards to assisting 'vulnerable' learners. We have many vulnerable learners that are struggling to self-regulate. We need to build our students skills to self-regulate as they seem not to be improving from year to year.
<b>Hunch:</b>	As professionals we have not do enough professional study into self-regulation and are therefore unable to help develop our students skill sets in self-regulation effectively. There are solid classroom programs in place but consistency throughout the school is lacking. Zones of Regulation has been introduced in small 'doses' but not in a unified manner.
<b>New Professional Learning:</b>	Using "The Zones of Regulation" book by Leah Kuypers and it's easy read chapters (6) and clear lessons (18) will build our professional knowledge base and guide our instruction throughout the year and.
<b>Taking Action:</b>	We are going to go through the process of doing professional reading and discussion on the zones of regulation theory and apply the 18 lessons supplied by the book that we are using as our guide. We hope to implement each of the lessons in order every two weeks starting a new lesson. Looking to get anecdotal feedback form the students on their experiences working with the zones of regulation and also collecting quantitative data on changes in the number of teacher office referrals or student removals from learning activities.
<b>Checking (complete in June):</b>	At this point our student surveys indicate most students have a solid grasp on what the 4-5 Zones of Regulation are and can self-identify what zone they are in upon request. Note we tried to make it more simplified, in many instances, for the lower grades (Primary) by only having 4 Zones rather than 5 Zones as yellow and orange zone could be lumped together. Given this was our first year that indicator was held as a success. Also the self-managing strategy of deep breathing was well established across all grades and is in place for most students upon request. Unfortunately for us the deep breathing self-management strategy still needs to be requested rather than being utilized after or during conflict. Another big strategy that was unexpected in helping self-regulate was having students decide what 'size' of problem they were dealing with in an effort to de-escalate. This still needs to be part

	<p>of a teacher conversation but the hope is to continue with this line of inquiry for next year to develop each student's capacity for building perspective.</p> <p>Student survey in the Winter (February) indicated approximately 35% of students were starting the day in the Blue Zone (tired, no energy) prompting us to send out parent information on sleep requirements for children and healthy eating habits in newsletters. The same survey also indicated that approximately 4-5% of students were elevated after Recess and Lunch. This data compared with our Spring (June) survey with similar %'s of students starting the day in the blue zone and students in the orange or red zones after recess and lunch. The blue zone data will lead to discussions in the Fall on how to 'wake' our students up.</p> <p>Anecdotal reports from teachers indicate that we have established a firm foundation and that we should expect to see more student self-regulation next year as they apply their knowledge. We were expecting small results as we build knowledge and skill sets both with staff and students. The chapter readings and lessons from the book, "The Zones of Regulation" book by Leah M. Kuypers were good but we did do lessons out of order to address specific requests for support. It must also be noted that many lessons had to be modified/adapted to be more applicable to Primary and Intermediate Grade students, one lesson did not fit all.</p> <p>Office referral data showed no significant change from Term1 through Term 2 and Term 3. I do not know what to make of that.</p>
<p><b>Reflection (complete in June):</b></p>	<p>We plan to continue the same inquiry for next year in the hopes of building more knowledge and skills for both staff and students. Requests for more visible and larger school based posters as well as including the Zones as part of our daily announcements. Teachers asked for more and newer resources to augment those we currently have would be great to include for next year. We need to focus some efforts on how to inquire about getting students to better utilize the self-regulation strategies and skill sets independently. This will be an area of focus for next year for our inquiry as we delve deeper. Building student independence is key for second year gains to match expectations. Question for next year - What structures and routines can we put into place to foster the independent use of self-regulating strategies in our students? Additionally, we need to have a discussion as to why office referrals did or did not change throughout the year, although incomplete at this point the data is suggesting little significant change in volume.</p> <p>Although we did not expect huge gains in the first year for student behavior we have been pleasantly surprised by the modest retention of Zones knowledge by our students. Establishing our knowledge base of what self-regulation is, what the zones are and 2 simple strategies was good for both staff and students however application and implementation needs work for both staff and students. Larger, more accessible strategy posters throughout the school will be implemented for next year to assist.</p> <p>For other schools with similar interests I would suggest patience throughout the process and a more profound presence of the self-regulation program throughout the school might facilitate implementation.</p>

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

*Craig J. Maurice*  
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PRINCIPAL SIGNATURE: