



**Building Resilient Learners  
School Plan  
2018/19**

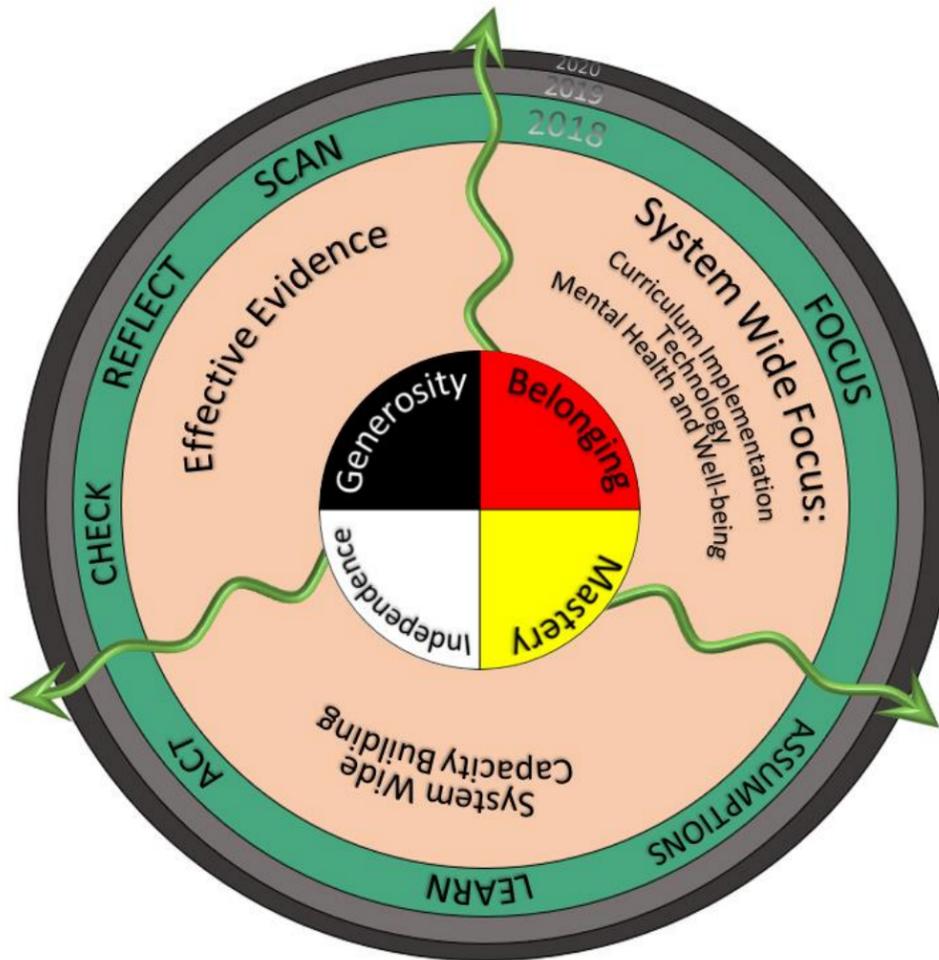
Name of School:     **Dog Creek Elementary/Rural Secondary**    

Please submit electronically in this format to Adrianna Durrant ([adrianna.durrant@sd27.bc.ca](mailto:adrianna.durrant@sd27.bc.ca)) and Catherine Getz ([catherine.getz@sd27.bc.ca](mailto:catherine.getz@sd27.bc.ca)) in October & June; please consult the “How to Complete the Building Resilient Learners Plan” and the “Scanning with the Circle of Courage” documents for completion details.

**DUE DATES: October 19, 2018; June 21, 2019 (Updates and Checking and Reflection Parts)**

*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.*

*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.*



**INQUIRY (NOTE: copy/paste a new box for each inquiry)**

<b>Area of Inquiry (make choice bold):</b>	Curriculum Implementation; Technology; <b>Mental Health and Well-being</b>
<b>Inquiry Team Participants:</b>	<b>Louise Harry, Lillian Harry, Mary Boston, Tavi Harry, Jane Hancock</b>
<b>Scanning Summary:</b>	As a staff group we each read the questions. A consensus emerged that our students are conversant and successful with the Belonging framework, and have a variety of the Mastery, Independence and Generosity concepts, but that concepts in Independence reflect the most challenges our students are facing right now. We felt that it is effecting how much and how successfully students are able to learn; conversely, by dealing proactively and positively with some of the background issues through learning self-understanding, -monitoring and strategies to successfully deal with their personal feelings we feel that student learning, and, equally important, student self-esteem, independence and resilience will improve.
<b>Overarching Inquiry Question (one of 10):</b>	Students (and staff) will benefit from recognizing, and learning to respond positively to, the stressors and difficulties of life. This is a fundamental trait of resiliency, and all learners will benefit from this process.
<b>Connection: Explain how your Focus Area links to the Overarching Inquiry Question</b>	We have had Ellen Paynton, an accredited yoga and wellness instructor, come to the school to demonstrate and teach some of the basic strategies for de-stressing and reinforcing a person’s inner strengths and wellness. She has first worked with staff, who will now (November) begin to teach and practice these daily with students. We expect to have Ms. Paynton return in early 2019 to reinforce our own efforts, and guide us into some new strategies.
<b>Focus Area (Inquiry Question):</b>	Students (and staff) will benefit from recognizing, and learning to respond positively to, the stressors and difficulties of life. This is a fundamental trait of resiliency, and all learners will benefit from this process.
<b>Focus:</b>	We have all noticed increasing levels of weariness, fatigue, impatience and unhappiness in our students, and to some extent in ourselves. Without in any way trying to replace any sort of counselling intervention, we all agreed that learning to recognize and then effectively reduce these levels would support <b>our school goals of patience, inclusiveness, kindness and successful learning.</b>
<b>Assumptions:</b>	We have always been explicit about modeling, reinforcing and celebrating our school goals (see above), but it is sometimes hard to attain these goals if a person is feeling overwhelmed,

	tired, depressed, etc. We wanted to look at ways to for students to be able to be pro-active about their emotions and behaviours around them, so we looked for something that reinforced First Nations Principles and that was also available to us in our remote location. Starting in November we will see if our assumptions are in any way accurate.
<b>New Professional Learning:</b>	We are going to be exploring how slightly expanding the focus of learning from engagement to a deeper personal commitment to be ready to engage will help student learning, create a more positive learning culture and support of <a href="#">school goals</a> .
<b>Taking Action:</b>	We will begin implementing with students the strategies that Ms. Paynton taught us in November, 2018. We will start with one or two strategies, practicing twice daily, and then increase the frequency of practice and include new strategies as we all (students and staff) become familiar and successful with the first few.
<b>Checking (complete in June):</b>	Our students have gradually learned to implement the strategies we have practiced this year, particularly individuals who have not only used these methods to deal with emergent situations, but also as a way of being able to plan longer term from a stable and calm place. There have been much broadened discussions and lines of support used throughout this year (Three Corners support, consultations with care-practitioners and other support services, initiated by individual students after using our destressing protocol, discussion and their own follow through). In particular, and in the last three months, secondary students have actively used and discussed the strategy and protocol, and related it to their own feelings and actions.
<b>Reflection (complete in June):</b>	We are feel that this has been a very positive and worthwhile first step in building personal resiliency skills, and intend to continue and expand this process in 2019/20.

For clarification, please contact Jerome Beauchamp ([jerome.beauchamp@sd27.bc.ca](mailto:jerome.beauchamp@sd27.bc.ca) or 250-392-3845), Dean Coder ([dean.coder@sd27.bc.ca](mailto:dean.coder@sd27.bc.ca) or 250-398-3810) or Silvia Dubray ([silvia.dubray@sd27.bc.ca](mailto:silvia.dubray@sd27.bc.ca) or 250-398-3851)

For clarification regarding inquiry work, 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:

Jane S. Hancock