



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

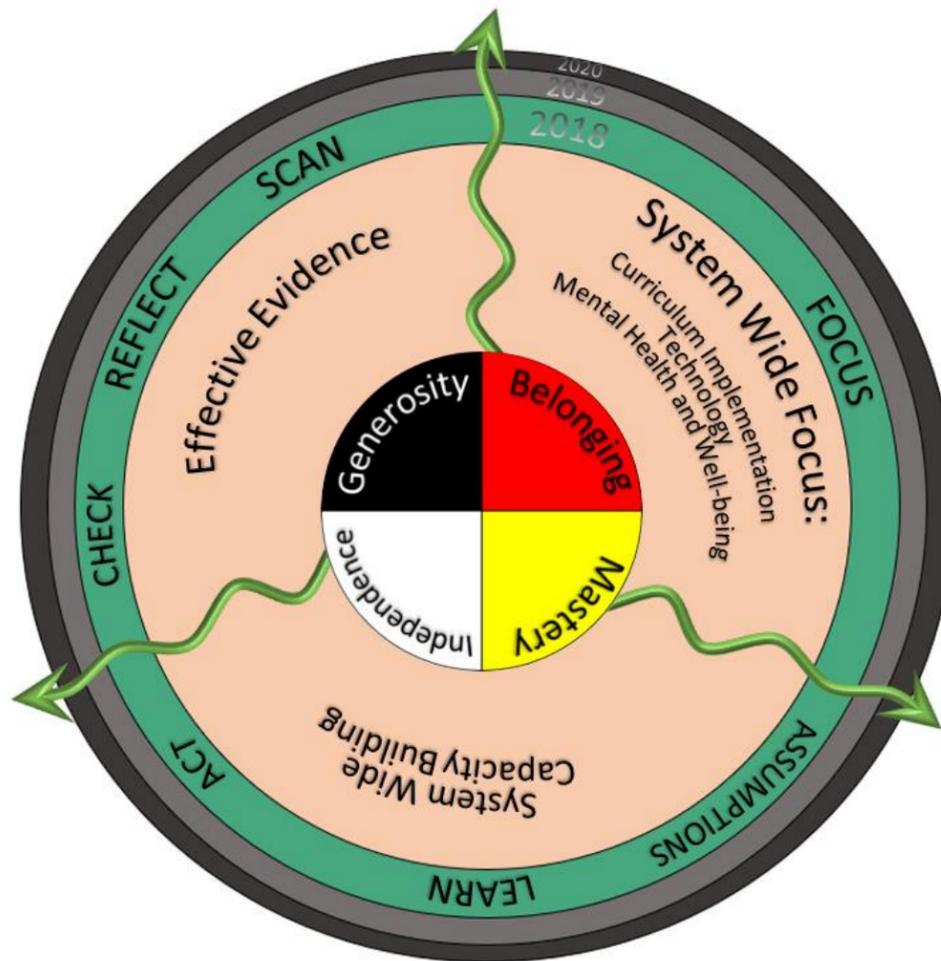
Name of School: **MOUNTVIEW ELEMENTARY**

Please submit electronically in this format to Adrianna Durrant (adrianna.durrant@sd27.bc.ca) and Catherine Getz (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)

Area of Inquiry (make choice bold):	Curriculum Implementation; Technology; Mental Health and Well-being
Inquiry Team Participants:	Craig Munroe, Theresa Herrling, Lucinda Wittgruber, Lacey Dawn Testawich, Veronica Zwiers, Rita-June Mader, Tim Horsley, Shelly Peel, Marnie Grant, Kelvin Parent, Anita Davidson, Meagan Vandekerckhove, Ruri Kozuki
Scanning Summary:	<p>Reviewed our student composition, office referral reports and students identified as behaviorally challenged and reflected that many (categorized or not) are struggling to self-regulate. Many students need time outs, teacher imposed or self-requested, during the course of a day. However, time outs tend to be lengthy and those students miss a lot of instructional time regrouping. Unregulated students seem to have few skills to stop themselves from escalating and are needing better skills to deal with adversity or de-escalate.</p> <p>What is going on for our learners – many students are struggling to maintain self-control in the face of adversity, big or small.</p> <p>How do we know - many students openly and regularly display uncontrolled emotional outbursts and need to leave or be removed from their class.</p> <p>Why does it matter – Emotional outbursts cause our students to lose instructional time, disrupts the class environment and potentially lowers their self-esteem. Students need these skills to make better use of their instructional time at school.</p>
Overarching Inquiry Question (one of 10):	To what extent will the implementation of a district wide Mental Health Literacy program (awareness) help our students self-regulate and learn more effectively?
Connection: Explain how your Focus Area links to the Overarching Inquiry Question	<p>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.</p> <p>As professionals we have to do more professional study into self-regulation in order to help them develop their skill sets in self-management. There are classroom efforts/programs in place but consistency throughout the school is lacking.</p>

	Zones of Regulation has been introduced into the school in a unified manner last year. We need to continue the effort to build common language and practice. This self-regulation plan (Zones) is in place in many SD #27 schools and, in our view, linked to the overarching district focus on health and well-being.
Focus Area (Inquiry Question):	Will implementing the Zones of Regulation program, supported by the Collaborative and Proactive Solutions (CPS) problem solving model, in our school assist our students in becoming more able to self-manage/self-regulate and thus better able to use school instructional time.
Focus:	After reflecting on our efforts last year, on the CI Day, we realized that we need to tackle the issue of behaviour in a more tangible way. While 'Zones' points us in the right direction, the results were not as visible/effective as we had hoped, especially for our more challenging students. This realization coupled with my recent professional development opportunity looking at Ross Greene's CPS model seemingly provides us a way to support self-regulation in a concrete fashion. We will continue to teach students about 'Zones of Regulation' while introducing the CPS model and the ALSUP to teachers to facilitate student involvement in behavior management.
Assumptions:	Through the continuation of the Zones of Regulation model and the introduction of the CPS problem solving model we will create a comprehensive behavior management process to assist our students who are most challenged with self-regulation.
New Professional Learning:	Having just completed the Dr. Ross Greene workshop on the collaborative and proactive solutions (CPS) on helping children with behavior problems staff learned the basic premises behind Dr. Greene's philosophy. The first 3 understandings were the highlights 1) kids do well if they can, 2) doing well is preferable 3) the important issues are upstream. The other learning was using the ALSUP to narrow down challenging student behavior to very specific conditions. This learning allowed us to step away from the use of language that highlights students as being challenging 'all of the time' and allowed us to see their behavior as more predictable.
Taking Action:	We continued doing professional reading and discussion on the Zones of Regulation theory supplemented by the work of Dr. Ross Greene (CPS & ALSUP). We reintroduced the Zones lessons supplied by the book, 'The Zones of Regulation' by Leah Kuypers, with new Zones material. We implemented some new lessons in place of the ones from last year that were not effective. The lesson cycle started every two weeks. Staff continued with student surveys on their experiences working with the zones of regulation and collected both qualitative and quantitative data on student responses. As PLC leader I introduced the CPS model, after my Ross Greene workshop, and the ALSUP to teachers to assist problem solving. As a staff we reviewed specific segments of the book, 'Lost & Found' to provide concise professional reading materials to support teacher learning of the CPS model and the ALSUP checklist.
Checking (complete in June):	After the completion of one staff and two student surveys we have come to some conclusions about what might be challenging some of our more vulnerable learners (i.e. the ones that would struggle to self-regulate). A student survey indicated that approximately 40% of our students arrive at school in the blue zone each day. This finding was supported by a follow up survey that found approximately 50% of our students indicated they don't feel like they get enough sleep. Additionally, 40% of our students indicated that our school day starts too early. We have and will continue to communicate these findings to our parents in an effort to increase awareness about the sleep needs of our students. Added to that data students 35% are reporting that they do not have enough time to get ready and wake up in the mornings. The surveys also asked students why they found themselves going into the elevated yellow or red zones. Data indicated hurtful words 30% and improper playing of games 25% as the two biggest contributing factors. We shall continue to build on these findings for the remainder of this year and for next year. 65% of the students indicated that they very much liked the Zones of Regulation Lessons that were conducted throughout the year and indicated that these lessons helped them be more successful in class. However, that being said our students are very capable of identifying what zone they are in and can link what incident/action got them there very easily when talking with an attending adult. The staff survey data indicates the time spent teaching our about the Zones of Regulation is time well spent, the fact that students are very capable of self-identifying their emotional state and multiple strategies for moving towards the preferred 'Green' zone indicate this was PLC time well spent. Post interview discussions, had us reflect that the interview went well. We found that we collected significant new information about the student that we hope will lead to a better support plan for classroom behavior. The interview lasted about 30 minutes and displayed many qualities that we viewed on the training videos, information/ insights were passed along to the student's classroom teacher who participated in the ALSUP but not the interview. This CPS area of focus was new and the time spent on it was significant – staff survey responses indicated that the information was very informative and useful in understanding challenging student behavior but that we needed still more time and training. The goal of trying to get an interview done following the Ross Greene protocol was set for the Spring so we were happy to have met that goal, additionally the information gained was useful as well in helping us better understand a challenging student. The unfortunate timing piece in all of this was that it took us a lot longer than anticipated to feel comfortable with the Ross Greene philosophy/protocol in order to undertake the interviewing process. We talk to students all the time but following the ALSUP and associated interview protocols/strategies were specific and required accuracy and comfort. We did not want the interview to be stilted and cumbersome lest it produce an uncomfortable environment for the student and staff, so we took our time to get very familiar

	<p>and comfortable with the format of the ALSUP, hence the delay. We did not do enough student interviews using the ALSUP protocol. I think we could have done more.</p> <p>In conclusion, I would say that by implementing the Zones of Regulation program and supported by the Dr. Ross Greene - Collaborative and Proactive Solutions (CPS) problem solving model, we were able to assist our students in becoming more able to self-manage/self-regulate and thus better able to utilize instructional time for learning.</p>
<p>Reflection (complete in June):</p>	<p>A staff survey on the Zones of Regulation learnings suggests that we continue to conduct ‘Zones’ lessons with students again next year but with a little less frequency for Grades 3 and above. This will allow our school to maintain our momentum in the Zones protocol and help our students better self-regulate through identifying what zone they are in and what strategy(s) to use to move them towards the Green Zone.</p> <p>Teachers have indicated that they very much like the Ross Greene philosophy of managing student behavior because it targets identifying the specifics of the behavior. This leads us as teachers to better find a workable solution(s) to the reason behind the behavior. Staff have become very understanding of the fact that knowing a designation behind a student, .i.e. autism, does not help manage that behavior, but rather knowing what triggers are causing the behaviors as much more useful information. This learning, although seemingly obvious, was a very profound reminder of what is truly ‘useful’ information. The follow up interview from the ALSUP proved awkward at moments but overall when we debriefed we felt it went well. The potential for an awkward student interview, because we were new to the specific Ross Greene language, did not seem to surface so as to reduce the effectiveness of the interview. Plainly stated – it went better than anticipated – it was successful!</p> <p>One piece of feedback indicated on teacher responses was trying to seek out an opportunity to apply Ross Greene principles in a class format rather than individually as the time involved for individual student meetings seemed very time intensive, bordering on inhibitive. This aspect was covered by Ross Greene in his discussions – “how much time do you use dealing with the behavior?” to counter the time intensive interviewing piece so I think we need to better tackle that ideology in order to shift our mindsets. As a staff we might need to read/re-read and then discuss more of the book, ‘Lost & Found,’ to better understand this area of concern.</p> <p>The last pieces of our student data collection indicated that our students 25% wanted more support in reading, 40% wanted more support in writing and 30% wanted more support in numeracy. This data will be presented at our year end PLC meetings and possibly lend itself to a new inquiry question for the upcoming school year. Do student struggles in writing cause challenging behavior? Teacher preferences for where they would like to focus professional learning for the upcoming school year indicated a 90% interest rate in numeracy, followed by an interest rate of about 50% for writing. A quick connection seems to identify a potentially common area of <u>writing</u> for staff and students to investigate together.</p>

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

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

Craig Munroe
 PRINCIPAL SIGNATURE: