



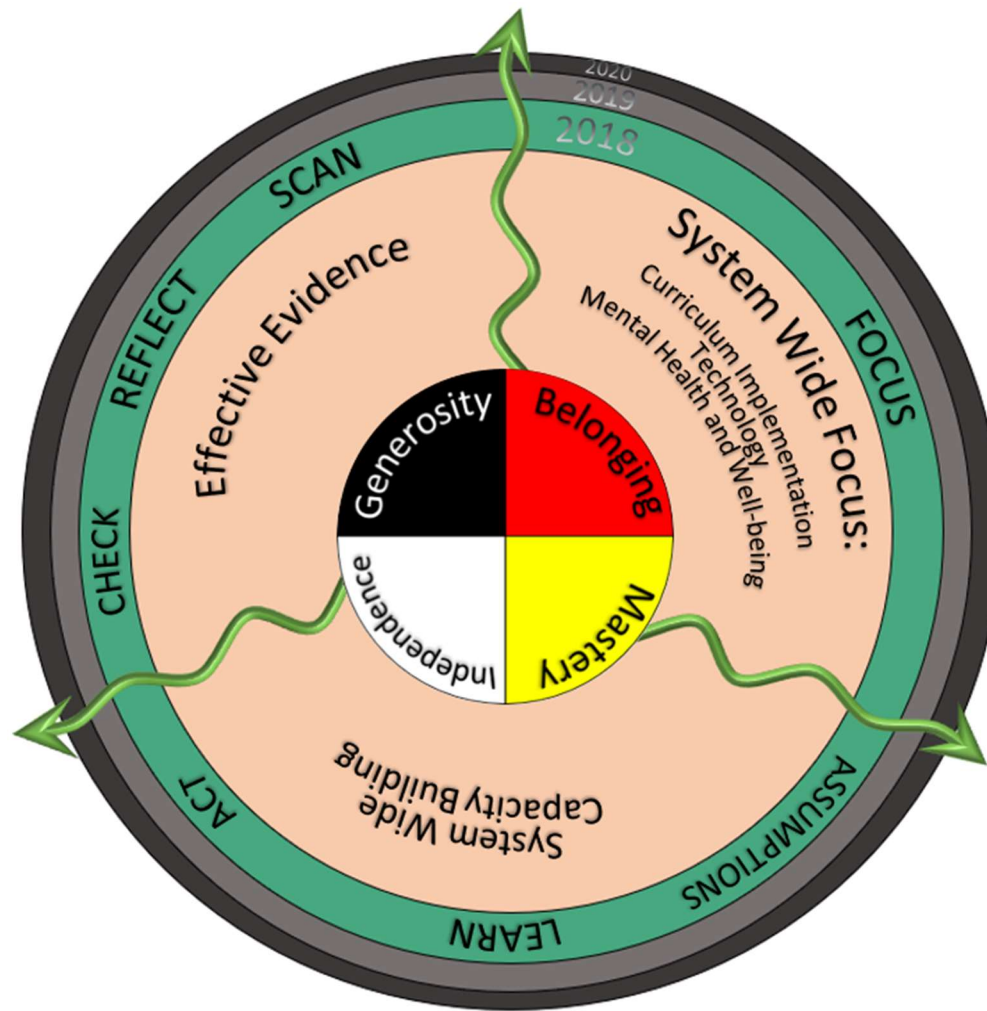
Building Resilient Learners School Plan 2019/20

Name of School:

Please submit electronically in this format to Tracy Becker (tracy.becker@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 18, 2019; June 19, 2020 (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. 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; Mental Health and Well-being
Inquiry Team Participants:	Staff as a whole
Scanning Summary:	Carrying on from last year, we have recognized that student mental health is critical to learning and the student’s attitude to school is directly connected to their degree of comfort they have in being in school. Mental health issues vary greatly but increasing opportunities for students to engage with adults in a meaningful way thereby contributing to an increased sense of belonging is important. Each student is one component of the school as are staff but their combined experience with school forms the culture of the building and as such addressing issues with students will contribute to the positive culture of the school as a whole.
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	If one believes that ‘Begin with the end in mind’ is a valid approach to defining goals, it is imperative that staff define the objectives they wish to pursue with respect to teaching student behavior and processing skills. One would not expect students’ pick up study skills or math skills by osmosis. Neither should staff expect improvements in student mental health and self-regulation skills direct intervention.
Focus Area (Inquiry Question):	To what extent will focusing on classroom practices designed to address student mental health and self-regulation improve student and staff stress levels thereby leading to improved school culture as a whole.
Focus:	Developing classroom instructional materials that focus on teaching skills and attitudes that will improve student mental health and self-regulation.
Assumptions:	There are increasing numbers of students suffering from mental health issues as well as those who are able to self-regulate.
New Professional Learning:	<ol style="list-style-type: none"> 1. Continue the work around Trauma and stress started last year and continued by Dr. Stuart Shanker through staff and department meetings. 2. Investigate curriculums that focus on building social and emotional skills at the grade 8/9 level.
Taking Action:	<ul style="list-style-type: none"> ➤ Continue the staff school culture committee. ➤ Work with the Student Government group to help identify school issues and to prioritize. ➤ Refine the student survey focusing on school culture questions derived from school culture committee and Student Government priorities. ➤ Access student government expertise and interest in pursuing mental health related interventions at a peer level.

	<ul style="list-style-type: none"> ➤ Staff will examine ways to promote student and staff engagement through a variety of strategies including pancake breakfasts and barbecues for students, grade 10 riot activity. ➤ Investigate options to promote and pursue teacher learning through collaborative models of in-service. ➤ Engage the local service providers to assist with mental health awareness and support ie. CYMH and Cariboo Family Enrichment Center.
Checking Plan:	<ol style="list-style-type: none"> 1. Establish a committee to investigate appropriate curriculum and instructional options by the end of October. 2. Have curriculum materials ready for staff for semester 2. 3. Monthly grade meetings during the 3rd week of every month to discuss mental health initiatives. 4. Reconfigure Department Head group as a teacher leader/school improvement group as a conduit for promoting, coordinating and monitoring group for school based initiatives. November meeting. 5. Student government developed mental health survey completed by the end of October. Distribution date TBA. 6. Complete teacher based student vulnerability index and disseminate a collated list to staff to be aware of classes with significant concentrations of student need. Completed for the November staff meeting.
Checking (complete in June):	
Reflection (complete in June):	

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 Seibert-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

PRINCIPAL SIGNATURE: