



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

Name of school **LIKELY ELEMENTARY**

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?	<ul style="list-style-type: none"> Daily recess Snack Monthly hot lunch Breakfast Program - twice a week Monday cooking 	<ul style="list-style-type: none"> Orange Shirt Day Pink Shirt Day Core Competencies: connected to Successful Learner traits– notice, name, nurture Breakfast Program 	<ul style="list-style-type: none"> Morning walk (DPA) Daily PE Terry Fox Run Jump Rope for Heart Swimming Lessons Indoor curling Nature Education 	<ul style="list-style-type: none"> Likely Community School PAC – monthly hot lunch UNBC Quesnel River Research Center Partnerships with Big Lake and Horsefly Schools RSL – preschool community group
What are our future plans?	Have some form of healthy snack first think in the morning daily Outdoor classroom	<ul style="list-style-type: none"> Mindup Program Roots of Empathy Zones of Regulation 	School Garden - Spring	<ul style="list-style-type: none"> Likely District Chamber of Commerce – applied for a grant to build an outdoor learning area at the school <p>Should be put in this Spring</p>

A2. HEALTHY SCHOOLS ASSESSMENT (completed)

(Submit once completed to Catherine Getz (catherine.getz@sd27.bc.ca) for CommunityLINK 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.	<ul style="list-style-type: none"> Using posters based on the Successful Learning Traits to connect to the core competencies Sept. – Oct. - Personal and Social Responsibility – building community of learners Nov. – Positive Personal and Cultural Identity – Heritage Day Dec. – Jan. – Creative Thinking Feb. – March – Communication Critical Thinking & Problem Solving- ADST activities April – June - Critical Thinking & Problem Solving- ADST activities 	<ul style="list-style-type: none"> Sept. – Oct. – Building community - Sense of belonging and sense of place Learning is holistic, reflexive... Nov. – Dec. – Learning requires the exploration of one’s identity. Learning involves generational roles and responsibilities. Learning is embedded in memory, history, and story. Jan. – Mar. – Learning recognizes the consequences of one’s actions. Apr. – June – Learning recognizes the role of indigenous knowledge. All year – Learning ultimately supports the well-being of the self, the family, the community, the land... Learning involves patience and time.

