



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

Name of School: Naghtaneqed

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?	<p>K-4 45 min P.E block Promoting healthy eating through “hands on” scientific activity</p> <p>5-10 60 Min P.E.block</p> <p>K-10 Healthy Snacks</p> <p>Healthy Snacks for prizes for RAMS. Water Only</p> <p>Enrolled in BCFV and Dairy Program Hot (Healthy) Lunch Program (4 Food Groups)</p> <p>Outdoor medicine walks, connecting ourselves to nature.</p> <p>Fall & Spring community dinners including potluck.</p>	<p>K-4 Stations/Centers – (Hands on and student centered learning with a focus on First Nations Cultural) Continual positive implementation of RAMS</p> <p>Daily use essential oil and traditional music throughout the day.</p> <p>Outline and implementation of seven sacred teachings.</p> <p>5-10 Implementing the 9 First Peoples Principles of Learning, including a monthly review of one of the principles.</p> <p>Collectively (between the students and staff) develop a self-governance model. Outline and understand the teachings of Martin Broken Leg</p> <p>K-10 Work closely with the Denisiqi staff, school district counsellor, ELL support, and support staff. Blanket exercise</p> <p>Reading buddy program, weekly.</p> <p>Weekly assembly, community invited.</p> <p>Develop and implement a disaster awareness program</p>	<p>K-4 A strong focus on mathematics, reading and written work.</p> <p>Daily Physical Activity</p> <p>Work closely with ELL to enhance student reading and written work.</p> <p>5-10 Work closely with Denisiqi to learn about positive self-awareness and stages of life including puberty, parenthood, and social skills.</p> <p>K-10 Directed independent learning Implementing and incorporating First Nations culture and traditions into all curricular areas.</p> <p>Implementing Indian Residential School Survivor program in partnership with the Residential School Survivor Office.</p> <p>All subjects are taught in cross-curricular modules.</p>	<p>K-10 Collaborate with Xenigwet’in First Nations Government, ?Eniyud Health Centre, Interior Health, Denisiqi, and the RCMP to incorporate specialists as guest speakers and encourage student centered activities Culture week utilizing community volunteers to teach students various cultural activities. Incorporate local speakers to increase cultural awareness and hands on cultural activities such as smudge ceremony, drumming, a medicine wheel.</p> <p>Monthly calendar, created during staff meetings and finalized by principal.</p>
What are our future plans?	To make a healthy and safe school environment.	More frequent and meaningful community involvement.	Work toward bridging the gap between classrooms, community, and generations.	Encourage participation in band and community meetings.

A2. HEALTHY SCHOOLS ASSESSMENT (completed)

(Submit once completed to Catherine Getz (catherine.getz@sd27.bc.ca) for Community LINK funding)

A3. HEALTHY SCHOOLS NETWORK (optional: inquiry) www.healthyschoolsnetwork.ca/

Inquiry Question:	Will the use of traditional foods throughout curriculum, the lunch program, and community functions, bring a cultural sense of belonging to our students? And connectedness to food?
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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.	<p>Providing learner with appropriate levels of autonomy and choice in their learning. This might include some choice in what they learn, in how they learn, and in how they represent what they have learned. How this looks will depend on the age and skill sets of the learner.</p> <p>Helping learners become aware of the natural consequences (to themselves and others) of their actions. This might include letting learners make mistakes and then helping them to learn from those mistakes (as long as those mistakes do not cause harm to themselves or others).</p> <p>The willingness of educators to see themselves as learners, and seek to develop their own understandings first.</p> <p>Understanding the education systems are not value neutral. Instead what is taught, and how it is taught reflects cultural values. Helping learners understand this may help them navigate through differing cultural beliefs.</p> <p>Ensuring meaningful inclusion of Indigenous content and/or perspectives in all curricular areas (without appropriation)</p> <p>Recognizing that Indigenous knowledge is connected to specific contexts.</p> <p>Starting local. When deciding upon content that will be incorporated into the school or classroom, begin by checking with any local First Nations communities or Aboriginal organizations. Some may be able to help provide resources that are appropriate.</p> <p>Recognizing that local Aboriginal people can also be effective resources. This can be facilitated by developing relationships with the local community or Aboriginal organizations.</p> <p>Using story and narrative to teach across curricular areas.</p> <p>Providing learners with opportunities to share their stories, and their voices.</p> <p>Understanding the oral tradition, as well as its value and legal implications in Canada.</p> <p>Providing learners with the opportunities to listen to and connect with the stories of others.</p> <p>Understanding that all education systems are constructs based on specific sets of cultural values; what is considered important to learn is based on sets of the cultural values in a particular context, including the place (land) where the learning occurs.</p> <p>Thinking critically about what we consider important for students to learn and about how we choose to structure their learning experiences.</p>	<p>Learning involves recognizing the consequences of one's actions</p> <p>Learning recognizes the role of indigenous knowledge</p> <p>Learning is embedded in memory history and story</p>
What are our plans for this year?	Share with community about the core competencies through oral, written, and electronic communications.	We will focus on one principle a month school-wide and create community awareness

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

Area of Inquiry (make bold):	Literacy or Numeracy or Curriculum
Inquiry Team Participants:	Sharon Baptiste, Udetta Class, David DeRose, Dancing Water Lulua, Dinah Lulua, June Williams, Tony Speers
Scanning Summary:	
Focus Area (Inquiry Question):	Will the development of respect and responsibility build more resilient learners in the school and community?
Focus:	Develop respect and responsibility through community involvement and the exploration of interconnectedness
Hunch:	Through the development of a positive self-image and feelings towards others our learning community will produce more active learners.
New Professional Learning:	Active involvement in community, inclusion of all resources (Denisiqi, ?Eniyud, XGFNG, XGE, Post Office, Petro Station, Info Centre, Sit'ax)
Taking Action:	Be community learners.

A.) Comprehensive School Health Plan

Cultural Component

- We implemented cultural component across all curriculum throughout the entire year. This practice brought about higher student engagement.

Physical Environment & Healthy Eating:

- Awareness around physical goals and limitations.
 - Learners were able to discuss how our bodies react to physical challenges and what we can do to train our bodies for physical fitness.
- What is food? Where does it come from? How do we prepare food?
 - During Science and PE we answered these questions repeatedly. We processed food in many ways in our classroom such as canning tomatoes, baking low fat/low sugar recipes, dehydrating fruit & vegetables.
 - We belong to the BC Fruit and Vegetable & Dairy program.
 - We dry meat and do traditional cooking during culture week.

Emotional Environment & School Connectedness

- Extra-curricular activities
 - The whole school was well behaved, respectful, and adhered to the expectations.
- RAM
 - Slips had a lot to do with student role within the community and reflect the student's ability to make that choice rather than being instructed to fill that role. This is good evidence.
- Staff Support
 - Students are able to use their own learning strategies to gain assistance through selected staff that they connect to. Staff is flexible and provide support.
- Peer Support
 - Given any opportunity students are ready and willing to support other learners social, emotionally, and academically, and physically.
- Circle Meeting
 - Recovered one student focus and commitment to her education. She demonstrated resilience and began engaging in her responsibilities.
- Learning Stations
 - This year we did learning stations in Math & LA, divided among: individual learning, group learning, & incorporating technology.
 - Students were challenged in all areas as we promoted independence in learning, which was uncomfortable at first but created a sense of individual pride once tasks were completed.
- Seven Sacred Teachings
 - We explored a sacred teaching each month and linked them to current lessons across all subjects. The benefit was that all students had a common language to use for communication.
 - Daily infusion of cultural awareness.
- Music & Essential Oils
 - Students chose which essential oil they wanted during the morning learning and afternoon learning.
 - Students chose between all forms of music to be played during appropriate learning opportunities. They often chose classical cello.

Checking (complete in June):

Teaching and Learning Curriculum

- Daily Physical Activity
 - We did "Boot Camp Style" training each morning and set the goal of being better than ourselves yesterday. Students took pride in their fitness and strengths.
- Strong Focus on Mathematics & LA
 - Each of these subjects was presented for an hour a day everyday. Primary Learners are still below grade level in reading but have made considerable progress in confidence & completion of written work.
 - Senior Learners demonstrate a strength in reading and writing and continue to be challenged by mathematical thinking.
 - The issue continues to reflect, "How do we make Math relevant to our learners?"
- ELL
 - We chose not to pull students from their learning community and our ELL support staff seamlessly embedded this learning into classroom support. This prevented the learner from feeling different than others and included.
 - Support includes looking up words, reading aloud instructions, finding key ways to maintain focus and be on task.
 - Positive support around meeting students with where they are at in their development along with encouraging the direction and goals towards future learning opportunities.
 - Evidence to support this show that learners do not let their challenges, to deny them the opportunity to have a positive relationship with assignments and completed works.
- Public Speaking
 - Many opportunities were available for students to engage in public speaking. Some of the students chose to participate voluntarily during community events.

Parent & Community Partnerships

- XGFNG
 - Provide funding for our healthy hot lunch program
 - Provide funding and staff hours for our cultural week program.
 - Linked us to food donations to the community by Punky Lake Wilderness Society for our Science program. Such as canning tomatoes.
 - The entire school participated wholeheartedly in the community clean-up! The school benefits from the found recycling being brought to the depot.
 - Land Title rangers had a presence at the school, discussing land stewardship.
 - Provide valuable school supplies each year!

	<ul style="list-style-type: none"> • Provided opportunity for youth ages 10-14 an opportunity to apply and gain employment over the summer holidays. • Parents <ul style="list-style-type: none"> • Our parents constructed the outdoor arena for the ice skating unit in our PE. • Our parents helped to develop the classroom library in the primary class. • We have a consistent handyman who comes to our school each week to assist in whatever we requested. • Extended family was present to facilitate teachings such as lahal. • During culture week many parents and extended family attended and facilitated & assisted in the delivery of cultural activities showcasing their knowledge and talents. • Parents were involved in the medicine gathering activities throughout the year by providing transportation and traditional knowledge. • Evidence of parental & extended family involvement in our school activities promote resilient learners by providing an opportunity for learners to take pride in their accomplishments and work hand in hand with their family members. • Denisiqi <ul style="list-style-type: none"> • We formed a partnership with this agency resulting in the sharing of medicinal resources and teachings, including the gift of a dehydrator for valuable lesson around healthy foods. • The society often brought healthy snacks as outlined for the students to share. • Facilitated the Fun Friends program, and gave completion certificates at the awards ceremony along with a fun prize. • They had a large presence at cultural week, including evening group facilitation and daily assistance to facilitators during the many workshops throughout the week. • ?Eniyud <ul style="list-style-type: none"> • We scheduled monthly meetings with the elders in the community to do crafts, share teachings, share traditional foods, and have students do a presentation for the elders. We also harvested traditional medicines. • We planted all of the community gardens for the different groups to utilize. • The youth program brought our youth to many field trips addressing such issues as digital identity, sexual orientation, and personal health. In addition to community participation. • Mens group, developed and groomed trails for us during the winter cross country skiing season. They hosted our entire school to go ice fishing. • We benefitted from Daycare staff attending to our school and providing supports during the last month of school. <p>B.) Curriculum: Core Competencies & FPPL</p> <ul style="list-style-type: none"> • We set the goal of focusing on one FPPL per month. We decided to focus on one principle per subject per term. This was a more consistent and broader examination of the principles. We reported on these principles in each report card. • Consistent use of Tsilhqot'in language during classroom conversation is an active and living implementation of all seven FPPL on a daily basis. • Including core Tsilhqot'in beliefs and elder teachings during class time, outdoor play, and individually consistently throughout the year has given students the opportunity to engage in the FPPL in a nation specific way.
<p>Reflection (complete in June):</p>	<p>#7 Reflection/Advice: Finish by sharing what you learned from this inquiry, where you plan to go next. And what advice you would offer other schools with similar interest.</p> <ul style="list-style-type: none"> • Sharing: <ul style="list-style-type: none"> • We learned that community has been looking forward to the opportunity to be a more active contributor to the school. • We learned that exciting things could happen when we make learning timely and relevant to our learning community. • Our youth have risen to the challenge of creating a healthy learning environment. • The older grades have demonstrated some resistance towards learning community structure with regards to how to conduct oneself respectfully including issues such as bullying, listening, and expressing oneself. • We plan: <ul style="list-style-type: none"> • To develop and further unpack the Indian Residential School Survivor Program in a more nation specific way rather than a broader spectrum with the goal of deeper engagement from both learners and community. • Develop a consistent language and expectations school wide. With a consistent response to deviations from this way of being. Development, Implementation, & Consistency! Need to do this as a team exercise at the beginning of the next year utilizing development funding offered by Brian's department of Building Resilient Learners Program. • Speak more conversational Tsilhqot'in language across the staff and students. This role modelling will gain experience in daily conversation and encourage participation. • Including more guest speakers internal and external with a focus on language and culture. • PA & daily Musical inclusion, eventually focusing on cultural music & presentation. • Advice: <ul style="list-style-type: none"> • Begin with everyone on the same page! Start with a strong strategy. • Involve extended community to first assembly with teachings presented to expose everyone to the language and way of being. This will help with consistency. • Keep evolving; do not become complacent or stagnant! There is always a way to build on what your doing.

For clarification regarding **Part A**, please contact Silvia Dubray at: 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 or phone: 250-392-3845.

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

PRINCIPAL SIGNATURE: