



Building Resilient Learners School Plan 2018/19

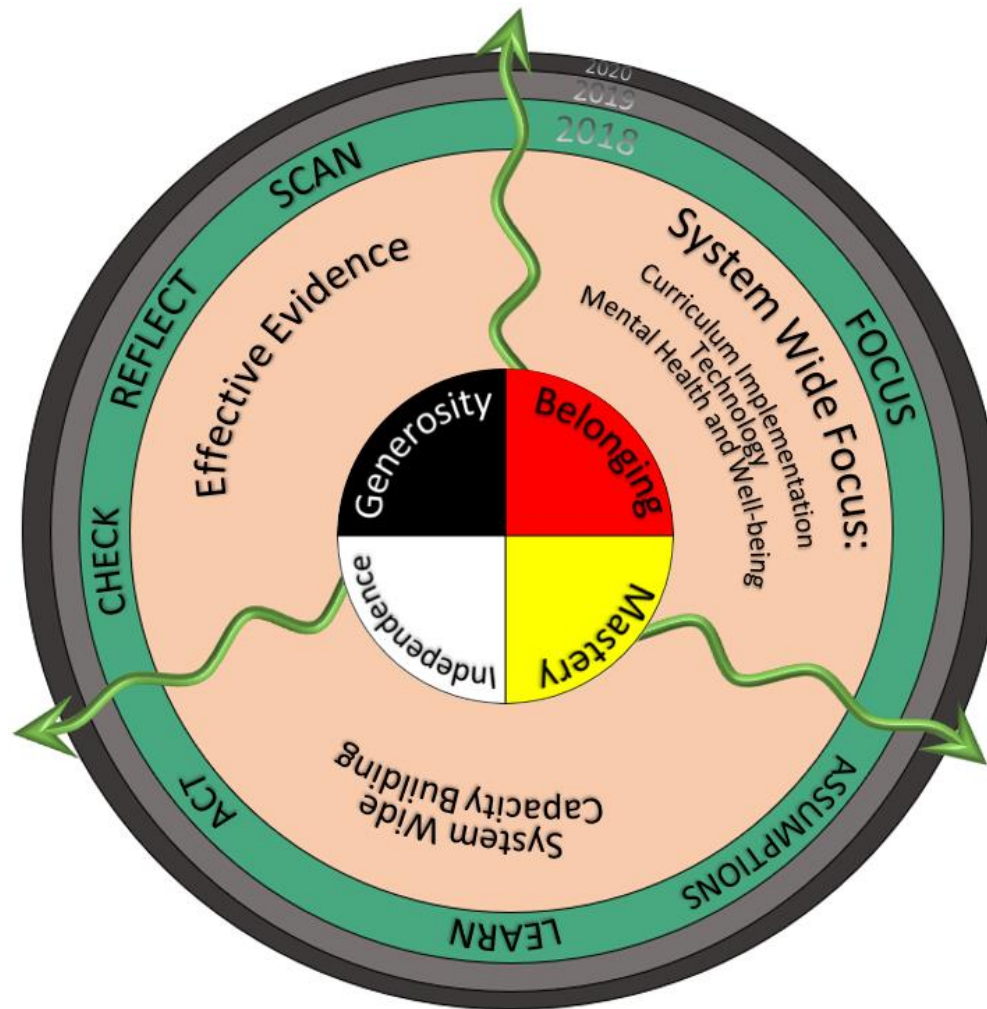
Name of School: **Tatla Lake Elementary Junior Secondary School**

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):	Mental Health and Well-being
Inquiry Team Participants:	Clare Gordon, Audra Peterson, Judan Whitehead, Cyndy Abbott
Scanning Summary:	<p>Sense of Belonging – staff and parents work well together supporting each other. At the end of last year, students were given the four questions. They all felt that they had two adults in the school who believe they will be successful in life. Most students when completing core competency self-assessments had a high positive personal and cultural identity.</p> <p>Mastery – Due to our low numbers, work is differentiated for students such that they are all being challenged. Success is celebrated and students look forward to Student of the Week awards. 71% of students are meeting or exceeding expectations in reading and writing for their grade level. 86% of students are meeting or exceeding expectations for their grade level in numeracy. Students are learning to acquire, interpret, and present information through technology. We use the Cisco Board for National Geographic Exploring by the Seat of Your Pants Google Hangouts. Students use the computers to learn French through Duolingo. Students practice math through Mathletics and Multiplication.com. Students create PowerPoint Presentations and use Microsoft Word. Students use Reading a-z as well as GetEpic to read on the computers. Our students are creative – they are able to modify or change ideas into something completely new as well as to generate original ideas. One area of focus for our students could be in thinking critically and reflecting more on their learning.</p> <p>Independence – Through student interviews at the end of June last year, we determined that students had a good understanding of what they are learning, why it is important, and how well they are learning. Many of the students lack personal awareness and responsibility. This seems to be a high need in our school and will be the focus of our inquiry. Classroom structures could be reorganized to give the students more voice and choice.</p> <p>Generosity – Students are given opportunities to practice generosity – in writing thank you letters to volunteers in the school, in baking cookies for the elderly and lonely, in noticing who is sitting on the buddy bench and asking them to play, in including others during daily physical activity time as well as recess. Community Service is built right into our time table, so that students can learn to be socially responsible. Students look after the school pet, complete class jobs, pull invasive weeds, look after the school garden, sort recycling, empty compost, and keep our schoolyard trash free.</p>

Overarching Inquiry Question (one of 10):	To what extent will the implementation of a district wide Mental Health Literacy program help our students self-regulate and learn more effectively?
Connection: Explain how your Focus Area links to the Overarching Inquiry Question	Many school in SD27 are teaching the Zones of Regulation. This means that many students in our district share a common vocabulary which is important if they change schools or once they go to high school. If many students are becoming self-regulated, then they are ready to learn and can monitor and center themselves when life's ups and downs occur.
Focus Area (Inquiry Question):	If students write about self-regulation in a reflection journal, will they become more aware of which zone they are in and which strategies they can use to get back into the Green Zone? Will students be able to support each other's learning? Will explicitly teaching the Zones of Regulation result in fewer office referrals and fewer emotional outbursts?
Focus:	Self-Regulation and Self-Awareness
Assumptions:	We are assuming that if students are having fewer emotional outbursts and fewer office referrals, then they are spending more time focused on learning which will result in students becoming more independent and learning more effectively.
New Professional Learning:	Become fluent in Zones of Regulation as well as Think Social curriculum by Michelle Garcia Winner
Taking Action:	Explicitly teaching Zones of Regulation. As students line up after breakfast to go to class, have students check in as to which zone they are in and how do they know (which feelings do they have). If students are not in the Green Zone at this time, a discussion can result with students talking about what we can do to support their learning and to help them get back to the Green Zone. Students can write in a Reflection Journal. This will help both with self-regulation as well as critical thinking. We will also use Planet Protector's Emergency Preparedness lessons to help students think ahead and plan for emergency situations. Students will start the day with Daily Physical Activity followed by breakfast to help them learn about making healthy choices. Students spend Tuesday afternoons out in Nature, going to their Thinking Trees and writing in their Nature Notebooks to ensure that they are not falling victim to Nature Deficit Disorder.
Checking (complete in June):	This year students spent time after breakfast documenting their feelings and stating what zone they were in. We graphed the results and noticed that students were predominately in the Green Zone – Ready to Learn. While working through the Zones of Regulation lessons, students spent time exploring different sensory support tools. Students decided which tools would best help them to return to the Green Zone if they found themselves in one of the other zones. We then set up a Zones Room in the corner of the library, with about 30 different sensory support tools. The students made flash cards to remind them which activities they felt would help them best. The Zones Room was also equipped with a timer and a sign in sheet. If students found themselves in a zone other than the Green Zone, they would either be asked by a teacher to go to the Zones Room, or they would ask if they could go to the Zones Room. Only one student was allowed in the Zones Room at a time. Once there, they signed in, saying what time of day it was and which zone they were in. They set the timer for 5 minutes, completed a sensory activity, and then returned to class. Students readily went to the Zones Room when asked and usually returned in a better frame of mind, ready to learn. Having students leave the room when they became upset, frustrated, sad, or excited, helped create a better learning environment for the rest of the students. Some students were able to ask to go to the Zones Room, but many times, they needed a prompt, "Would you like to go to the Zones Room?" One EA documented, "A students became very frustrated with his work. He left the room yelling out in a high pitched, angry voice. He immediately went to the tower garden which is placed in our Zone Area. He sat quietly looking at the large zucchini leaves and comparing the growth. I told him that I was going to set the timer so he could take time to get back into the Green Zone. He stood up and came over to the timer after 2 minutes and 40 seconds and said that he was ready to return to work and that he was in the Green Zone. He got distracted by the Buddha Board, so he sat and started to paint with water. He painted for the rest of the 5 minutes. When the buzzer rang, he proudly stood up and returned to his graphing, which he successfully finished.
Reflection (complete in June):	We definitely noticed a difference in the school with regards to students being more aware of their feelings and sharing a common language regarding feelings and zones. Students were able to identify what is happening to their bodies when they are in each zone. Not all of them are able to self-regulate, but with assistance, they can be directed to the Zones Room and once there, they can deal independently with their emotions. Next year we will certainly keep this system in place. As a teacher, it helps to check in with each student at least once in the morning, to know where they are emotionally and what is going on for that student. We found that after spending a lot of time making and laminating the flash cards for each student, that we didn't really use them. Students would go to the Zones Room and just pick an activity that would help them in that moment.

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

PRINCIPAL SIGNATURE: