



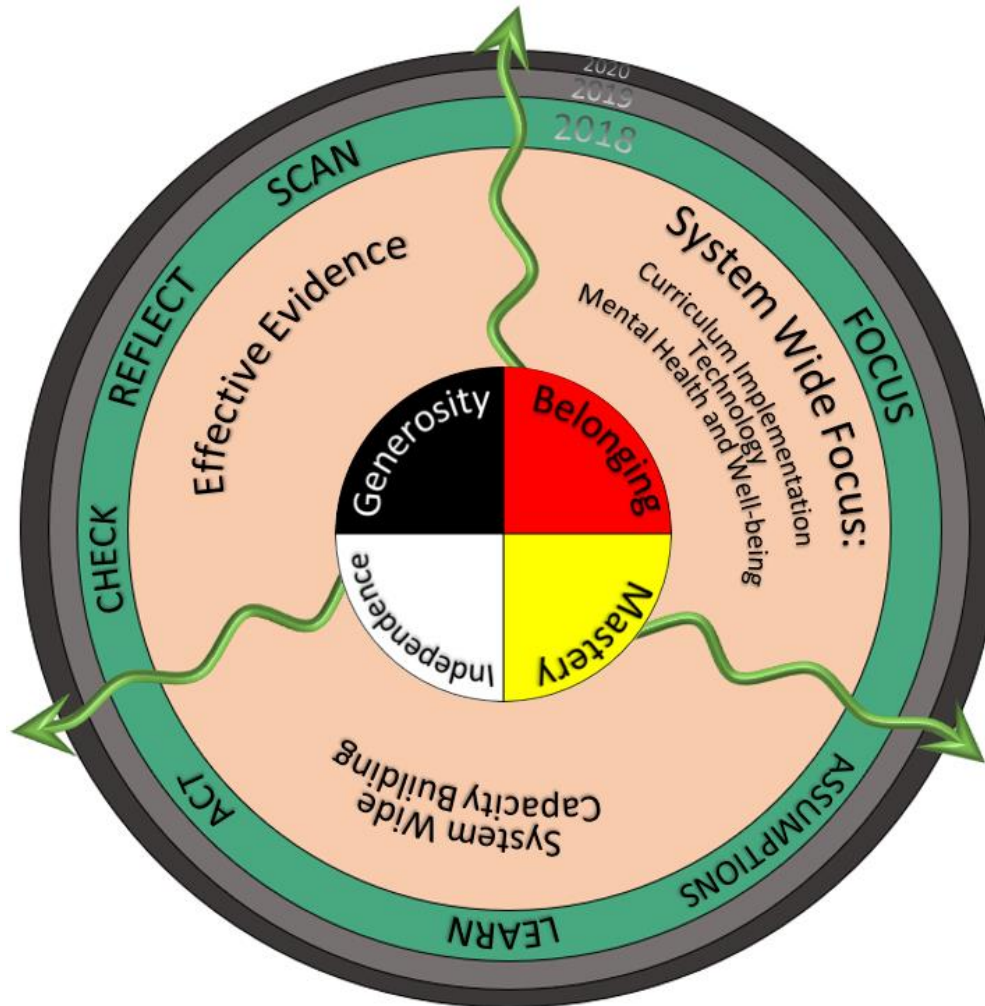
Building Resilient Learners School Plan 2019/20

Name of School: Alexis Creek Elementary and Junior Secondary 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; Technology; Mental Health and Well-being
Inquiry Team Participants:	Caitlin Currie (principal), Diana Kershaw (Teacher), Helen Wight (teacher), Barb Haskins (EA), Victoria Wiersbitzky (EA), Laurel McKay (EA)
Scanning Summary:	Within the scanning process, we noticed that many of our students struggle with self-regulation at some point during the school day. The school implements school wide programming to support students with self-regulation (Zones of Regulation). We noticed that while we share a common vocabulary for identifying our emotional well-being, students struggle to understand and implement their ‘toolbox’ to regulate. We know a number of our students are impacted by trauma at a personal, family, or community level. We also noticed that teaching and support staff are looking for strategies, supports, and other ideas to support students in their class and in the school.
Overarching Inquiry Question (one of 10):	To what extent will focusing on Trauma Informed practices district wide develop more awareness of self-care both in students and staff?
Connection: Explain how your Focus Area links to the Overarching Inquiry Question	We have some foundational understanding of trauma informed practices as a staff and are interested in exploring how further developing our knowledge and skill set will impact student well-being and learning.
Focus Area (Inquiry Question):	What impact will increasing teacher capacity around trauma informed practices have on students?
Focus:	Improving teacher capacity in two areas: (1) building knowledge base around trauma informed practice and (2) instructional knowledge and skills for implementing mental health practices and curriculum in the classroom.

Assumptions:	<p>Some assumptions we found within our school included a focus on the first half of the Zones of Regulation program which teaches and practices identifying emotional states in oneself and others and not enough emphasis and practice on the second half of the program which includes self-regulations strategies ('the toolbox').</p> <p>Our school wide practices around Zones of Regulation is several years old and needs review and refreshing at a staff level.</p>
New Professional Learning:	<p>Our teachers and administrator will engage in a book club to study <i>Ensouling our Schools: A Universally Designed Framework for Mental Health, Well-Being, and Reconciliation</i> by Jennifer Katz.</p> <p>We will engage with the Kelty Dennehy Foundation to assist us in gathering supporting resources and professional development opportunities to support our students' mental health and well-being. Teachers will engage in individual pro-d with a focus on trauma informed practice.</p>
Taking Action:	<p>We will revisit our current programs and practices as a staff and decide where further learning might be needed or where we might need to modify or let go of some practices.</p> <p>We plan to begin our book club study of <i>Ensouling our Schools: A Universally Designed Framework for Mental Health, Well-Being, and Reconciliation</i> by Jennifer Katz beginning in November. Teachers will meet monthly to discuss a chapter a month. The chapter will become the focus of school and classroom instruction for the following month.</p> <p>Initial meetings with the Kelty Dennehy Foundation occurred in October with support from the District Principal of Support Services. Focus areas have been established and in the next phase we will identify professional development opportunities and how they will be supported over the next 2 years. Focus areas included building teacher capacity to better develop and support resilience in our students and communicating student needs and strengths through transitions throughout their school years.</p>
Checking Plan:	<p>Teachers will meet to share reflections at our month book club meetings with a focus on two questions: (1) where are we at in our learning? And (2) what do we need to do next? Checking for common themes will assist us in narrowing our focus for next steps. Teacher reflections and anecdotal reports of student success with new and old self-regulation practices throughout the school will form assessment of progress.</p>
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: