



Building Resilient Learners School Plan 2019/20

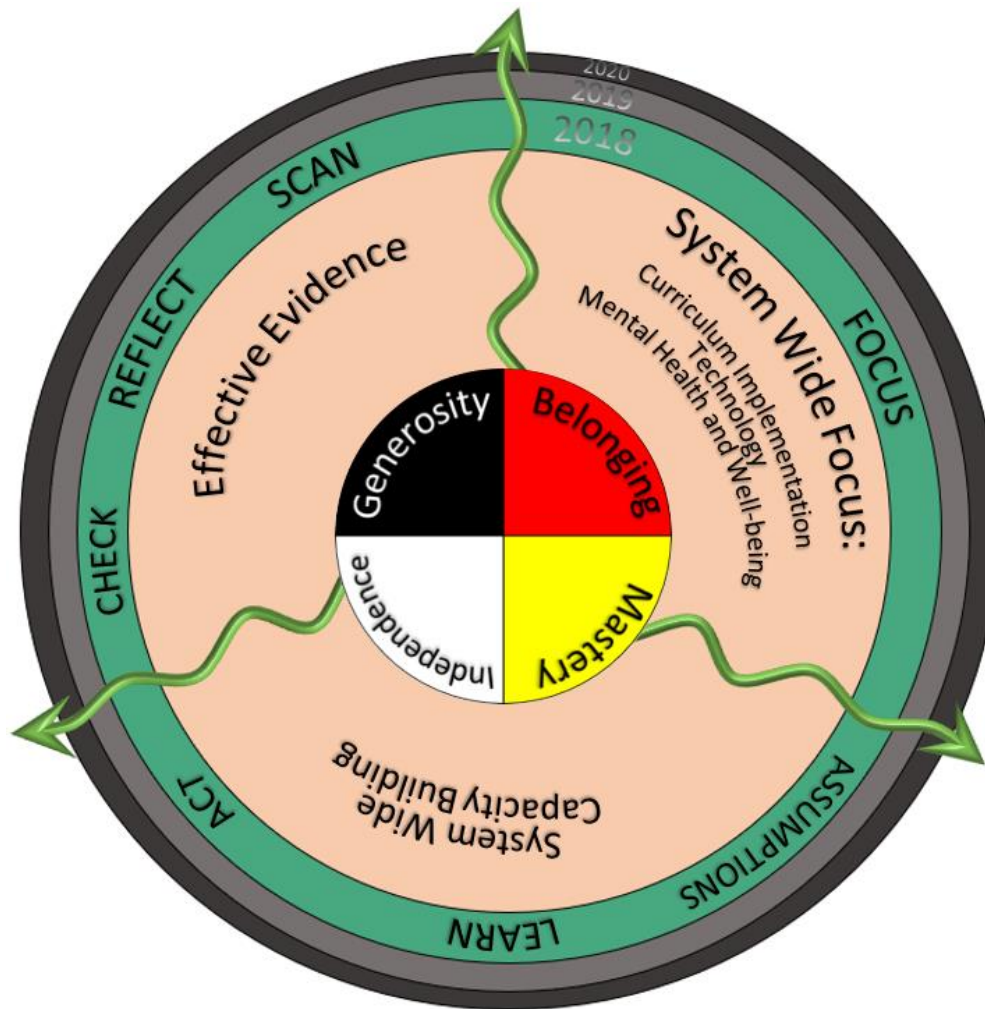
Name of School: Dog Creek Elementary/Rural Secondary

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 19, 2018; June 21, 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.

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):	Curriculum Implementation; Technology; Mental Health and Well-being
Inquiry Team Participants:	Louise Harry, Lillian Harry, Tavi Harry, Steve Carpenter
Scanning Summary:	As a staff group, we feel we have different levels of comfort with and understanding of seeing our students through a Trauma Informed lens. A consensus emerged that our students are comfortable and successful with the Belonging framework, and have a variety of skills in the Mastery, and Generosity concepts, but that concepts in Independence reflect the most challenges for our students right now. We feel that as a result of our students’ exposure to Trauma, as well as some of our own experiences may be creating road blocks for our students to fully reach Independence.
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 our students and staff?
Connection: Explain how your Focus Area links to the Overarching Inquiry Question	Our school inquiry directly aligns with the District question about Trauma Informed practice in giving us greater knowledge in dealing with our students and staff around the lived experiences of everyone in our learning community. Moving our knowledge and skill along the Trauma Informed practice continuum will help us support our students and staff for when they move into other schools in our district.
Focus Area (Inquiry Question):	How will the development of staff knowledge and skills around Trauma informed practice translate into students’ growth in becoming Independent Learners.
Focus:	During discussions at the beginning of the year staff meeting we recognized increasing levels of weariness, fatigue, impatience and unhappiness in our students, and to some extent in ourselves. Without in any way trying to replace any sort of counselling intervention, we all agreed that learning to recognize and then effectively reduce these levels of stress would support our school goals of patience, inclusiveness, kindness and successful learning.
Assumptions:	We are assuming that the main road blocks to our students’ development as Independent learners is early and ongoing exposure to trauma. We feel that if we can approach students’

	frustrations in a different way, we can help them to learn different techniques to deal with their learning frustrations as well.
New Professional Learning:	We are going to be exploring how adjusting our own perceptions around trauma, triggers, and coping mechanisms will help support our school goals .
Taking Action:	<ol style="list-style-type: none"> 1) Signing up and attending Pro-D events around Trauma Informed practices 2) We will share our learning with the students when appropriate 3) We will ensure our current CC and school policies align with our new Trauma Informed knowledge 4) We will continue our learning journey through seeking out books, articles, webinars, etc on our own time to increase our knowledge and skills around Trauma Informed practices.
Checking Plan:	
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 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:

Steve Carpenter