



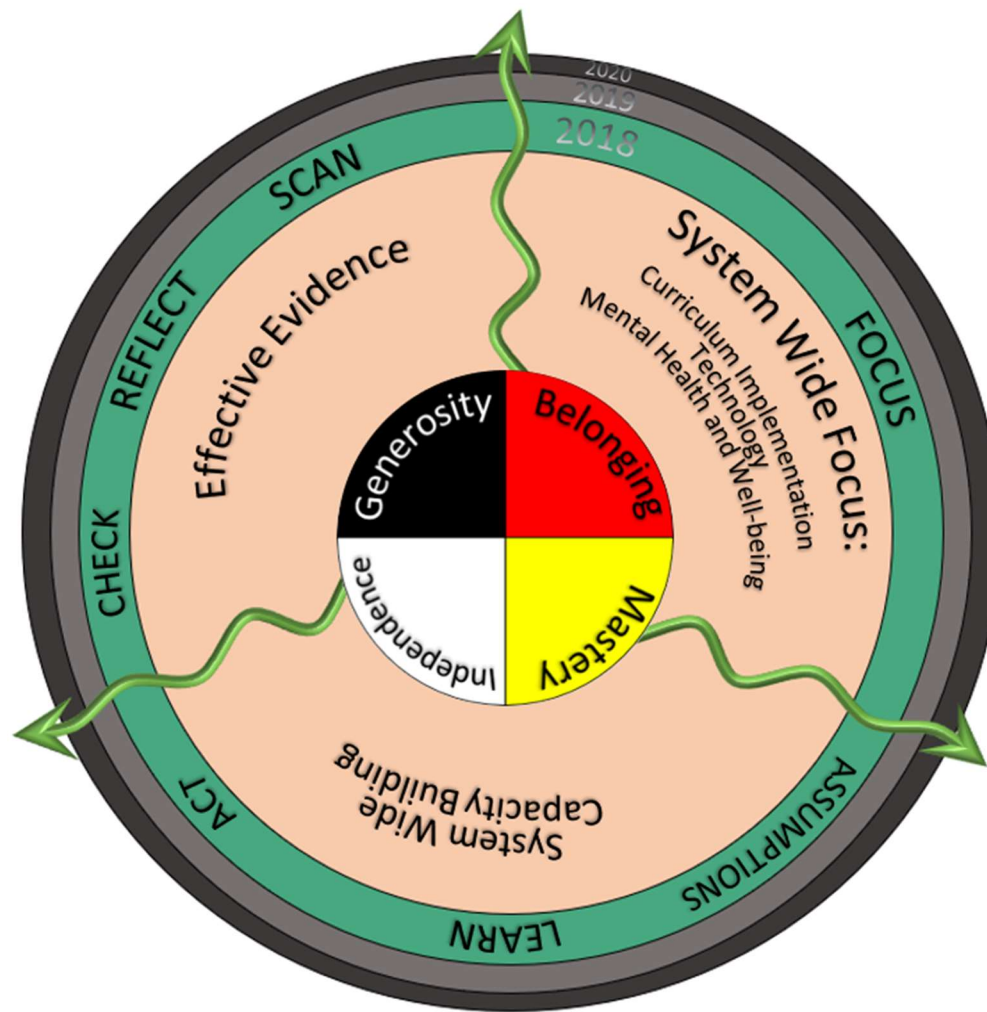
Building Resilient Learners School Plan 2019/20

Name of School: Naghtaneqed

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:	Tony Speers, Alex Poll, Sharon Baptiste, Dina Lulua, June Williams, Udetta Class
Scanning Summary:	When we met to discuss our observations about what was going on for our learners, we determined that they did not own their own learning and lacked resilience when facing challenges
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	By working on students' personal and cultural identity and learning about the local and a nearby community, we are supporting self-awareness, in a trauma-sensitive way." We will focus on positive Personal & Cultural Identity' with three aspects: relationship and culture contexts; personal values and choice; and, personal strengths and abilities. By doing a 'Cross-Cultural Exchange' we are intending to strengthen students' personal and cultural identity by learning about another culture and exchanging information about 'how we do things here' -- looking at similarities and differences.
Focus Area (Inquiry Question):	To what extent does participating in a 'Cross-Cultural Exchange' and a focused interaction with existing local cultural aspects promote students' learning and resiliency?
Focus:	We met and discussed what our scanning revealed and decided that developing student responsibility and ownership of their learning through community involvement and the exploration of interconnectedness might be an effective way to better connect students to their learning.
Assumptions:	If students value where they come from, develop a sense of pride, and foster a sense of well-being culturally, they will value performing at their potential resulting in improved learning. Through the development of a positive self-image and feelings toward others, our learning community will produce more active learners.
New Professional Learning:	Always consider how the The First Peoples Principles of Learning can be integrated with learning opportunities. Develop understanding and application of The Seven Grandfather Teachings. Cross-cultural exchange between the Xenigwet'in and the Nuxalk Nation Active involvement in community, inclusion of all resources (Denisiqi, ?Eniyud, XGFNG, XGE, Post Office, Petro Station, Info Centre, Sit'ax, drummers and singers, Chilcotin language)

Taking Action:	<p>Be community learners. Incorporating First Nations culture and traditions into all curricular areas. Integrate FPPL. Integrate The Seven Grandfather Teachings. Facilitate a cultural exchange. Enrich the school learning environment with Chilcotin drumming and singing. Explore a new winter format for our annual culture week. Take learning outside on the land whenever possible. Foster community awareness through interaction and family engagement. Implementing Indian Residential School Survivor Program in partnership with The Residential School Survivor Office. Bridge the gap between classrooms, community, and generations. Collaborate with Xeni Gwet'in First Nations Government, ?Eniyud Health Centre, Interior Health, Denisiqi, and the RCMP to incorporate specialists as guest speakers and encourage student centered activities. Utilizing community volunteers to teach students various cultural activities during culture week. Incorporate local speakers to increase cultural awareness and hands on cultural activities such as smudge ceremony, drumming, a medicine wheel. Ensuring meaningful inclusion of Indigenous content and or perspectives. Create a healthy and safe school environment. Develop knowledge and application of the oral tradition. Provide learners with opportunities to listen to and connect with the stories of others. 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. Provide a healthy hot lunch and snack program supported by the Xeni Gwet'in Band and Community Links. Encourage positive choices by applying our RAMS program.</p>
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 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: