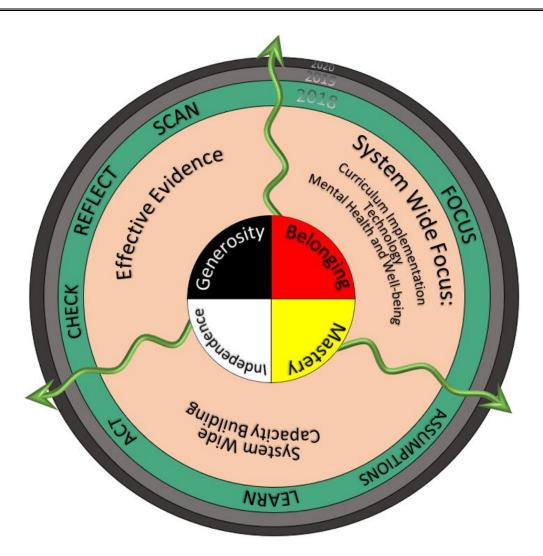# Building Resilient Learners
School Plan
2018/19

Name of School: **Peter Skene Ogden Secondary**

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.*
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> *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:	Staff as a whole (geoffrey.butcher@sd27.bc.ca)
Scanning Summary:	Staff have noticed that students seem to have less empathy and concern for their peers and staff. This seems to be manifest at the lower grades but is also noticeable at the grade 10-12 level. Coupled with ongoing concerns about the prevalence of mental health related issues implications for school health or culture as a whole are becoming an important consideration. Our investigation will focus on identifying grade level, gender and ethnic issues that are in most need of addressing.
Overarching Inquiry Question (one of 10):	To what extent will the implementation of a district wide Mental Health Literacy program (awareness) help our students self-regulate and learn more effectively?
Connection: Explain how your Focus Area links to the Overarching Inquiry Question	Student mental health is critical to learning and the student's attitude to school is directly connected to their degree of comfort they have in being in school. Mental health issues vary greatly but increasing opportunities for students to engage with adults in a meaningful way thereby contributing to an increased sense of belonging is important. Each student is one component of the school as are staff but their combined experience with school forms the culture of the building and as such addressing issues with students will contribute to the positive culture of the school as a whole.
Focus Area (Inquiry Question):	To what extent will focusing on classroom practices designed to recognize, address and manage student stress lead to improving school culture.
Focus:	The focus for the BLRP evolved through discussions with the school culture committee last year and through the 2018 CI Day. We have long known that mental health issues are increasing but the degree of student conflict has been noticeable as well.
Assumptions:	PSO is still learning what it is to be an 8-12 school. Moving from a grade 10-12 school has required staff to rethink how the needs of younger students are met and identified.
New Professional Learning:	The following areas are of interest to staff at this time. ➢ Implementing positive behavior systems ➢ Ross Greene's approach to dealing with challenging students ➢ Increased awareness of Trauma Informed classroom practice. ➢ Developing and accessing technology to gather survey data.

Taking Action:	➢ Reestablish the staff school culture committee. ➢ Create a student school culture committee to help identify school issues and to priorize. ➢ Develop and distribute a student survey focusing on school culture question derived from school culture committee priorities. ➢ Provide funding for the group Change it Up (formerly Yes Camp) to come to PSO for a week from February 4th – 8th to work with all grades to address empathy, tolerance, diversity school belonging. ➢ Staff will develop pre and post Change It Up materials to support the Change It Up agenda. ➢ Staff will examine ways to promote student and staff engagement through a variety of strategies including pancake breakfasts and barbecues for students, grade 10 riot activity. ➢ Staff will develop pre and post Change It Up materials to support the Change It Up agenda. ➢ Distribute a follow up student survey to assess the effectiveness of staff and student initiatives to improve school culture and thereby student mental health. ➢ Send a group of staff to the Ross Greene advanced training session in Nanaimo in February. ➢ Establish a working committee dedicated to becoming more proficient in Ross Greene's Proactive and Collaborative Systems model.
Checking (complete in June):	Of all the bullets above that were areas of focus during this year the only ones not addressed are listed below. ➢ Implementing positive behavior systems ➢ Create a student school culture committee to help identify school issues and to priorize. ➢ Staff will develop pre and post Change It Up materials to support the Change It Up agenda. This has been a year of initiating programs and new learning as we look to carry on initiatives such as Ross Greene and Trauma informed practice into the next year. The largest initiative was related to bringing in a school culture improvement group, for lack of a better description, to address concerns and initiate discussion about the culture of the school. The week the team was here was fantastic with lots of positive feedback with hopes for improvement going forward. The message was geared towards inclusion, acceptance, empowerment with a goal of pledging acts of service to others and the school. (See 'Free Zone" attachment).
Reflection (complete in June):	The overall impact of the initiatives we took on were not as effective as hoped, if the second survey results are to be believed. 60% of students felt the Change It Up message was effective with 47% believing there was some impact positively. The data on the effectiveness of the Change IT Up group varied by grade with the majority seeing a change in the climate of the school. The degree to which there has been a change depends on the grade with the most positive results coming from the grade 12s. The original survey identifying the need to address school culture and the number of students citing anxiety and stress as major factors in their lives was the determiner of the need to bring in the Change It Up group. The follow up survey reflected the need to embed activities and actions in the day to day life of the school and not use 'one off' activities as the primary driver of the change. To this end we have discussed with staff and students the need to establish a robust student government system that is diverse and geared to creating change that is systemic and involves students in creating the change and not change imposed by staff. Additionally, embedding mental health awareness through the classroom teachers was once again discussed with the need to continue and extend the initial work started by the Ross Greene working group. Anxiety continues to be issues we are going to be dealing with but focused programs to extend the work have started by Jessie Sviatko and Crystal Dawn Langton. The most interesting information on what is causing the most stress came in the December survey which indicated that academic related stressors and classroom issues were the most prominent. There needs to be further investigation into what the 'classroom' stressors actually are. Workload is one but there is a generalized stress related to classrooms which needs to be investigated. The staff culture committee will continue with students being added to the discussion via the student government body. Sub committees of that government structure will most likely be established with the representatives of school culture being present on the committee of the whole. Decision making and how it is done was identified and it has become plain that we need to involve students more in all aspects of the schools functioning and to empower them to be involved in areas that fall within their purview. Establishing a form of positive behavior support would be another area for student government to tackle in conjunction with staff in order to find ways to recognize and reward students for acts of citizenship primarily.

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

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PRINCIPAL SIGNATURE: