



School District 70
EJ Dunn Elementary
School Plan 2017 – 2018: Wellbeing

System Goal: All students will develop and apply social and emotional learning strategies to become resilient, flourishing, self-aware individuals.

School Goal: To improve students’ social and emotional wellbeing through increased resiliency.

2017-2018 Objectives:

1. Students will use a variety of optimism, self-esteem and happiness strategies to help to overcome tough situations now or in the future.
2. Both whole school and individual classroom structures will support resiliency skill development.

Rationale:

Social and emotional well-being is associated with greater motivation and achievement in school, as well as positive outcomes later in life including post-secondary education, employment, healthy lifestyles and physical and psychological well-being. Resiliency is the ability to bounce-back with inner strength from challenges and adversity. As a social and emotional competency, resiliency:

- enables students to respond efficiently and effectively to the everyday challenges faced in school, and
- enhances students’ capacity to learn and develop the skills necessary to deal with life’s adversities and challenges
- fosters engagement in school, increased written output and effort
- supports less office referrals and school-wide behaviour disruptions

Evidence:

Key Indicator:

Middle Years Development Instrument (MDI): Grades 4 &7

Other indicators:

Childhood Experiences Questionnaire (CHEq)
Early Years Development Instrument (EDI)
Provincial Satisfaction Survey Results
Student Behaviour Reporting PBIS
Student Self Reflecting on Core Competency of Self-Awareness

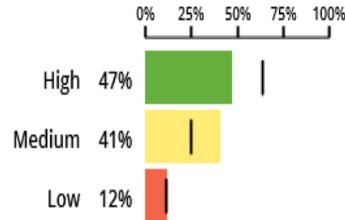
Success/Results

Evidence shared with PAC, staff and students

Grade 4

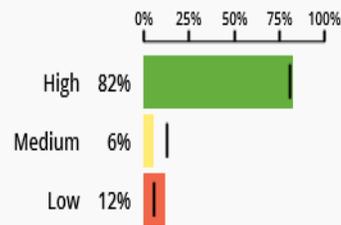
OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g. "I have more good times than bad times."



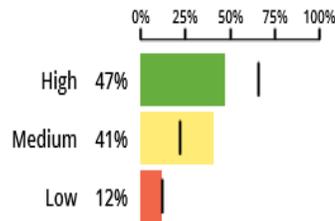
SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g. "A lot of things about me are good."



HAPPINESS

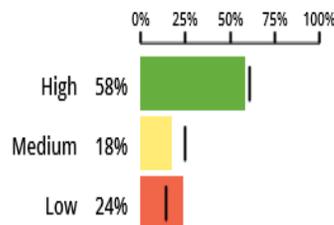
Happiness refers to how content or satisfied children are with their lives. e.g. "I am happy with my life."



Grade 7

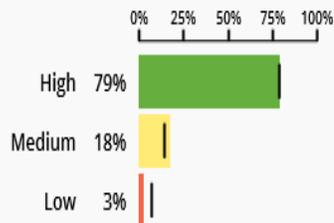
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SELF-ESTEEM

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2017/18 Targets

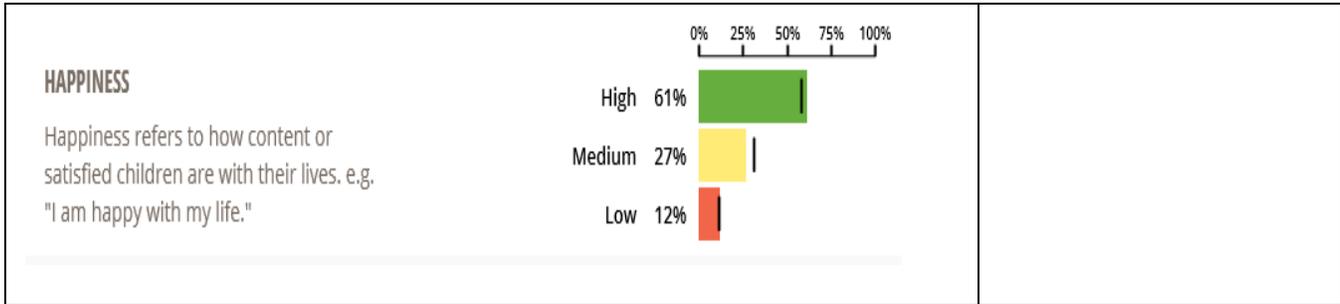
Expected results

1. **Increase the number of Grade 4 students reporting medium to high levels of optimism, self-esteem and happiness on the annual MDI**

2. **Increase the number of Grade 7 students reporting medium to high levels of optimism, self-esteem and happiness on the annual MDI.**



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Organizing for Improvement

Strategies and Structures

In 2017/18, we are focussing on developing resiliency skills and strategies that can be taught at EJ Dunn. All students will benefit from good Tier 1 instruction. Some students will benefit from focussed Tier 2 and 3 supports.

We will maintain a strength-focused approach. What are students doing well? What are their strengths? What are their assets? What are their resources? How do we build on strengths?

STRATEGIES to Support Resiliency:

Strategies taught at EJ Dunn to support Resiliency:	Resiliency at EJ Dunn looks like:
<p>Positive Future Story</p>	<ul style="list-style-type: none"> • With a positive future story students change their narrative around their self-determination as they open the door to possibilities in their lives. With self-determination they see that they are in charge of their attitudes and have resources. They become a “driver” in life rather than feeling like life is doing something to them. • A positive future story is documented through bright North Stars or future goals, journal entries about the future, and shifting to a YET growth mindset where they have optimism around their potential. They are not in the survival mode of getting through today and instead see a larger picture view that there can be a positive tomorrow.
<p>Mindset- shared understanding and common language</p>	<ul style="list-style-type: none"> • Growth Mindset vs. Fixed Mindset • Using the word YET while thinking, speaking and completing work

Individually looking at areas of strength or assets

- Check perceptions
- Include training to better regulate emotions
- Protective factors: the elements of an individual's background or personality that could enable success despite the challenges they face
- Positive social orientation to use skills they have
- Belief that they, and not their circumstances affect their achievement
- Ability to orchestrate their own fates

Core Competencies: Self-Awareness

- Self-Evaluations: Students can reflect on strengths and challenges ie. Two stars and a wish and I'm thinking about...

Innovative School Projects and Career Exoration

- Grade 7 My Blue Print E Portfolio
- Class presentations and speeches around career exploration
- Hands on project-based learning and student presentations around key themes related to future goals, success ingredients, career paths, etc.
- Overcoming adversity literacy units in classes
- A Resiliency Wall of famous or even EJ Dunn created quotes around resiliency
- Discussions around role-models of strength, optimism, self-esteem, etc. Public talks on sharing resiliency stories with the Alberni Valley Bulldogs and other role-models.
- Resiliency Posters (My keys to success thinking ie. power words or phrases that I use as motivation)

Additional *staff* strategies

- Training to change explanatory styles from internal to external ("Bad events are not my fault") and from global to



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We believe the social-emotional competency of both adults and children are closely linked to social-emotional wellness.

specific (“This is one narrow thing rather than a massive indication that something is wrong with my life”)

- Frame adversity as a challenge and become more flexible and able to deal with it, move on, learn from it and grow
- Teachers changing their personal stories around challenges to one of victory and resiliency. Fostering an overall can-do attitude and not getting lost in story around the enormity of situations.
- Building community, accessing resources, and not asking Why? Instead, focusing on How? How to overcome? How to rebuild? How to gain strength in the midst of challenge etc.

How People Learn to Become Resilient by Maria Konnikova
The New Yorker Feb. 11, 2016

STRUCTURES to Support Resiliency:

When our students are faced with obstacles, stress and other environmental threats, we want resiliency to emerge. At our school, we implement structures to enable social-emotional growth. Indicators of flourishing and self-awareness include regular discussion/talks, a school based culture and social coaching language to support resiliency.

Obstacles, stress and other environmental threats for students at EJ Dunn include:

Structures at EJ Dunn to support resilience:

Self-regulation and positive peer relationships

- The Gathering Place is open at recess and lunch for students that are looking for a teacher supervised room to play games, do art and spend time with friends. (Services 100 students per week)

- The POD (named after our ORCA Expectations: **O**ur Best, **R**esponsible, **C**aring and Kind, **A**ll Together) is a self-regulation space where our Special Education Teacher and Educational Assistants support students.

- We use the POD to create self-regulation or resiliency objectives. At the beginning of the year there was a tour for each class about self-regulation and how the POD works. Number of office referrals should decrease around school-wide incidences. Also regular office referral students should be able to have language for their feelings and initiate sensory breaks. Teachers use Tier One in-class sensory breaks, sensory bins, soft starts/check-ins within the classrooms. We are changing practices to incorporate self-regulation into their core teaching

- Students complete “All About Me” units in class to learn more about self-regulation or Mind UP etc.

Low socioeconomic status

- Clothing room for families to help themselves
- Donated school supplies
- Utilizing funds to help with fieldtrips and special events

Challenging home conditions including exposure to violence or poor treatment, problematic divorce, maternal stress in utero or attachment in the early years, abuse or addiction

- Supportive adults at school
- Strong relationships with students and staff
- Connecting students and their families with organizations such as PEACE, Transition House, PACCL, Ministry of Children and Families, ADAPS, Island Health, USMA, NTC and the Alberni Valley Early Years Centre

Food security

- Daily breakfast program (25% of our students)



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Safe and stable housing needs

- Daily lunch program (40% of our students)
- Backpack Program run by volunteers (30+ backpacks are filled with food weekly to go home with students)
- Special whole family meals shared throughout the year including September BBQ and Turkey Luncheon in December
- Although, we may not be able to directly help with finding housing, we can connect families to organizations that can.
- Picture books and novels have been gathered by our librarian about resiliency. Staff can easily select a book to use with students. Many of the books are stories of families that have overcome challenging situations with resiliency.

Additional staff implications:

We are aware of personal and **vicarious trauma** (the empathic engagement of educators and staff in their support of individuals with trauma where the countertransference of this engagement causes educators and other staff to lose their meaning, optimism, and hope)

Before vicarious trauma there can also be **compassion fatigue** where individuals are emotionally-drained from giving and supporting complex circumstances without enough attention to regenerating their own energy or engaging in self-care practices to replenish their own well-being

- This year we plan to learn more about personal and vicarious trauma, compassion fatigue and self-care.
- Staff strategies may include a wellness board filled with strategies, motivational posters in the staffroom, a wellness committee, staff socials and community-building, debriefing after critical incidences and other stressors, wellness workshops and webinars and creating a resource list
- Being aware of levels of sharing of information. Examining information (trauma details) on a need-to-know basis so that there is not oversharing during meetings. We may share meetings and contact history through One Note amongst key team members.

- Anchors: Ensuring staff check-ins, debriefs, working with Student Support Services for staff support and follow-up from critical incidence, violence in the workplace, ensuring awareness of EFAP supports and availability of information regarding this resource.

Reading Professional Material

[When Students Are Traumatized, Teachers Are Too](#) by Emelina Minero Edutopia Oct. 4, 2017

[10% Happier](#) by Dan Harris

[The Happiness Project](#) by Gretchen Rubin

[Mindset: The New Psychology of Success](#) by Carol S. Dweck

We also intend to introduce and implement:

Every Monday morning, we come together as a school community in our gym. We intend to ask teachers and classes to share new learning or success stories. We hope to have volunteers from all grade levels demonstrate learning about optimism, happiness and resiliency.

We plan to collect ideas that have been successful in classrooms. Compiling lesson ideas and showcasing learning may be shared electronically.

Each staff has a binder with a school plan section. The binder is a spot to keep track of the work that has been done and will document asset development throughout the year. We also hope staff will find good articles, You-Tube videos and Ted Talks etc. to share with each other and their students.

During the fall, we explored Social Emotional Learning (What We Are Proud of at Dunn for SE Learning and Wouldn't It Be Cool If We Could...), data (including MDI, FSA, Diagnostic Math Assessment, Report Card Marks, Performance Standards and Satisfaction Surveys) and Class Reviews (academic and social-emotional separated).

During the winter, we will share our school goals with the Board of Education, host a staff meeting at the Early Years Centre to better learn about partners and social-emotional supports for families.

We hope to investigate utilizing self-regulation journal sheets similar to the ones EALC has implemented. Students learn how to up-regulate, down-regulate and track the strategies that work for them.



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Our Student Support Services Team are very skilled and a wealth of information. We hope they can guide our work with our students and present to staff and parents.

We are interested in a school-wide focus on resiliency toolbox. What tools do you need in your toolbox to create resiliency? Tools for the resiliency toolbox ie. hope (knowing there can be positive outcomes), faith- trusting in good results that you cannot necessarily see yet, thought-flipping (turning negatives into positives), leaning into the pain and having learning lessons, social coaching around turning big deals into little deals etc.

Greg Smyth, our Superintendent, has been speaking to large groups in North America about the importance of Social - Emotional Learning. We will request a staff presentation.

“Grit” How to make Grit recipes.

Communication of Progress

We will share our learning with parents and families, partners at the Early Years Centre and our PAC. Presentations, newsletters, Facebook and websites are opportunities that will be utilized.

Report cards, learning conferences and direct communication with parents will highlight growth, learning and next steps for individual students.

Staff Meetings will include sharing around resiliency practices and anecdotal success stories.

We hope to utilize School Based Pro-D Days to incorporating a staff show and share around classroom self-regulation practices. We will invite student support services staff to share Tier One self-regulation practices and systems as well as implementing trauma-informed practices.