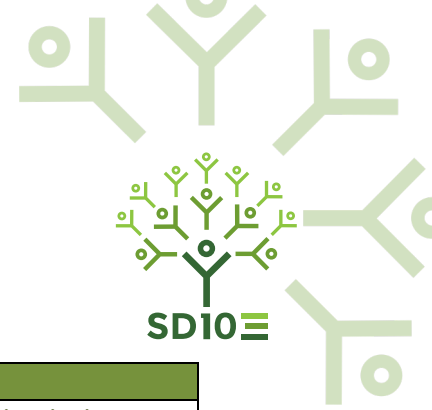


Lucerne Elementary Secondary School
K-12 Health School Growth Plan 2026-2027



School Context
Lucerne Elementary Secondary School is in New Denver, BC. We are a Grade K-12 school whose student population ranges from 90 -100 per school year. We have a strong sense of community among staff and students because of our school's nature. Although we are a small school, we offer a full suite of courses and opportunities for all students. We feel there is always a need to build student engagement and interest in learning, school-related activities and initiatives. We want students to take ownership and pride in their work in all subjects, while ensuring we, as teachers, always provide rigour and relevance. We have 90 students this year: 33 vulnerable students, 19 Indigenous students, and 19 students with diverse abilities. The 2026-2027 focus will be on numeracy. The other focus will be on building connectedness through relationships between our students and their trusted adults as a top priority.
Strategic Plan Priority:
Safety: (social-emotional) Relationships (with adults; connectedness). Competency: students are challenged to build their competence and character at every grade level. Encouraged to build relationships with at least two trusted adults in our building. This goal supports the district's Health priority by building the emotional self-awareness that underlies the mindfulness and conflict-resolution skills which is a focus for student wellness and resiliency.
Health Inquiry and Goal:
By June 2027, 90% of our students will demonstrate proficiency in solving problems in peaceful ways and be able to identify two or more adults they feel connected to. Create meaningful opportunities for K-12 students to build their capacity to advocate for themselves.
Strategies and Actions:
Support students in developing respectful and inclusive peer relationships by explicitly teaching problem-solving, conflict resolution, empathy, perspective-taking, kindness, and respect for differences. Encourage students to use their words to communicate needs, resolve disagreements, and seek support rather than respond physically, emphasizing finding a trusted adult at school for help. Evidence and Monitoring Progress can be monitored through: • Tracking the number of office referrals and documenting the frequency and nature of incidents. • Creating charts or other visual records to identify patterns and changes over time. • Incorporating teacher observations of peer interactions, problem-solving, and social participation.



- Monitoring changes in **friendship groups and peer relationships**.
- Reviewing the effectiveness of **Tier 2 interventions** and targeted supports rather than relying primarily on whole-class interventions.

SD10

Targeted Strategies

Possible supports include:

- An **open-parachute approach**, providing a safe and supportive opportunity for students to share concerns and seek help.
- Individual or small-group **conversations with students about peer interactions**, focusing on what happened, how others may have felt, and possible ways to respond differently.
- **30-minute problem-solving sessions** to work through recurring social or behavioural concerns.
- Sharing observations and ideas with staff to develop consistent approaches across settings.
- **Morning circles** to build community, connection, empathy, and respectful communication.
- **Visual supports** and **social stories** to explicitly teach expected behaviours and social problem-solving.
- Opportunities for **connection with Elders** and culturally responsive practices, including **smudging where appropriate and guided by local Indigenous protocols and community relationships**.
- Reinforcing students' strengths and helping them develop practical strategies for navigating differences and repairing relationships after conflict.

The overall goal is to create an environment where students feel included, understand different perspectives, have the language to solve problems, and can build positive and respectful relationships with their peers.

Assessment Questions for Students:

Who are two adults at school you would go to if you needed help, support, or someone to talk to?

Students could periodically assess themselves:

When I have a disagreement, I can...

- explain what happened;
- listen to the other person's perspective;
- stay calm;
- use my words;
- think of possible solutions;
- ask for help when I need it;



- repair the relationship afterward.

SDIO

Data to Inform/ Support Goal:

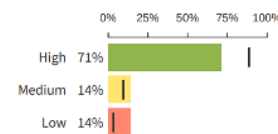
Looking at MDI/YDI data we want to continue to strengthen social and emotional development, physical health and well-being, and connectedness with adults at school and community.

Measure.	Baseline	Mid-Year	June 2027
Students who can identify 2 trusted adults	%	%	90% target
Students demonstrating peaceful problem-solving	%	%	90% target
Students reporting a sense of belonging/connectedness	%	%	Increasing trend

Grade 4

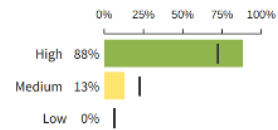
ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



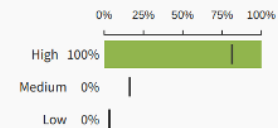
PEER BELONGING

Measures children's feelings of belonging to a social group. e.g., "When I am with other kids my age, I feel I belong."



FRIENDSHIP INTIMACY

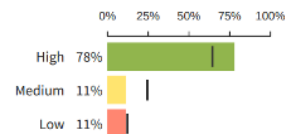
Assesses the quality of relationships children have with their peers. e.g., "I have a friend I can tell everything to."



Grade 7

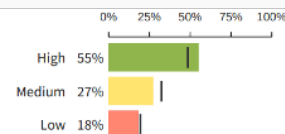
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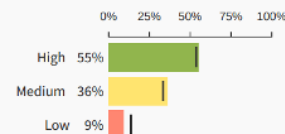
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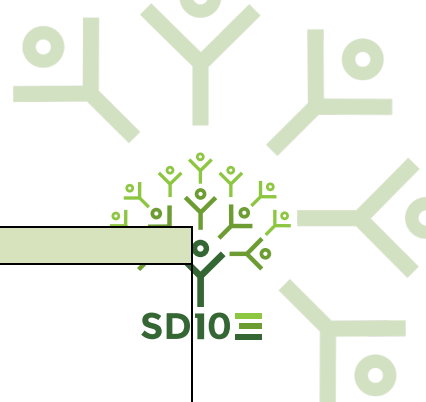
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Data Analysis Review and Reflection:

Data Analysis will include:

- Student self-assessment, teacher baseline observations
- Monthly check-ins at staff meetings

Reflection questions will be:

- Which strategies are students using most independently?
- How has our own practice shifted as a result of this plan?
- What will we carry forward into next year's plan?

