



## St. James Major Catholic School

### Positive School Climate and Well-Being Plan-2019/2020

*Guided by the Holy Spirit, our mission at St. James Major is to instill the joy of lifelong learning while encouraging our development as contributing members of the community.*



### Igniting Hope

#### Goal from our SIPSAW

1. Nurture student-centered learning communities of faith that are safe, caring, inclusive, respectful and healthy.
  - Educators and Support Staff at St. James Major Catholic School, through caring adult relationships, will model and explicitly teach social emotional learning skills and self-advocacy, using self-regulation resources and strategies from The Mehrit Centre, School Mental Health, Minds Up, and the Catholic Graduate Expectations.
  - **Equity Goal-** Create a culture of high expectations for *ALL*, while honouring the dignity of each student and his/her family.

Elements Contributing to a Positive School Climate	School-Level Activities/Practices	Classroom-Level Activities/Practices	Student-Level Activities/Practices
<b>Student Voice</b>	<p>-Engage students as partners in conversations about their own learning and about the school's learning environment. Ask for their ideas about how best to support their achievement and well-being, to inform school improvement planning.</p> <p>-Showcase and support students' unique strengths, talents and interests through clubs (choir), sports teams, Student Council, and Social and Environmental Justice.</p>	<p>-Classes have weekly/daily helpers to do jobs in the classroom.</p> <p>-Echo Reading Program- Students in K-2 have a buddy from 3-5, and 6-8.</p> <p>-Students' are actively engaged in their learning by using relevant, authentic and inclusive classroom materials and curriculum resources that reflect diverse communities and experiences.</p> <p>-K-8 weekly participation in Makerspace.</p>	<p>-Engage students in activities that support character development and citizenship (Everfi).</p> <p>-Provide opportunities for all students to develop their leadership potential (Mind Up sessions, Student Council).</p>
<b>Parent Engagement</b> Our school recognizes and supports parents and guardians as partners in their children's learning at home and at school.	<p>-Foster and sustain a positive, welcoming school climate in which all parents'/guardians' perspectives are encouraged, valued and heard.</p> <p>-Create a welcoming environment and invite parents/guardians to participate in school events such as Open House, Interviews, Terry Fox Walk, Jingle Bell Walk, The Christmas Concert, and The Christmas Luncheon.</p> <p>-Review and expand ongoing communication and outreach strategies to support learning at home and at school (Remind, weekly Messenger, newsletters,</p>	<p>-Communicate with parents/guardians on a regular basis by various means (weekly Messenger, newsletters, school website, Twitter, meetings)</p> <p>-Invite parents/guardians/community members into the K-2 classroom as reading mentors</p> <p>-Invite parents/guardians/community members to volunteer for special events and class trips.</p>	<p>-Provide support for students to talk with their parents/guardians about what is happening at school (activities, programs, what they are learning, and their goals as featured on FreshGrade and Remind).</p> <p>-Have students use the prompt, "Ask me about..." as a communication tool to</p>

	<p>student agendas, Twitter, school website, social justice parent nights).</p> <ul style="list-style-type: none"> <li>-Support new students and families as they become part of the school and faith community.</li> <li>-Engage parents/guardians through Catholic School Council Meetings and fundraising initiatives and the Christmas Concert.</li> </ul>		<p>use between home and school.</p>
<b>Community Partnerships</b>	<ul style="list-style-type: none"> <li>-Host a school “Open House” in September for families and community members, where students can present and talk about their work and their classroom learning space.</li> <li>-Participation in a variety of community activities and events such as Bus Patroller Training, Bus Safety Presentation, The Terry Fox Walk, Remembrance Day Ceremony at the Cenotaph in Sharbot Lake, The Jingle Bell Walk.</li> <li>-Collecting food and raising money for the Foodbank in Sharbot Lake.</li> <li>-Continue to strengthen the home, school, parish partnership through monthly school masses and the Advent Mass and Christmas Luncheon.</li> </ul>	<ul style="list-style-type: none"> <li>-Create opportunities in the classroom for students to “give back” to the local, national and international communities.</li> <li>-Teachers invite local public health unit representatives to visit classrooms during the school year to discuss topics such as bullying prevention</li> <li>-Local support groups are invited to share programing and services E.g. OPP kids, school community nurse, children’s mental health</li> <li>-Participate in workshops led by Indigenous Community Members.</li> </ul>	<ul style="list-style-type: none"> <li>-Invite positive role models from the community to form a support group for students that can help them with issues relevant to their lives.</li> </ul>
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>-Provide relevant opportunities for students and staff to learn about diverse histories, cultures and perspectives through interactions with Indigenous Community Members, the Parish Priest, and School Community Members.</li> <li>-Review and analyse the results of school climate surveys and other data to inform school and classroom practice.</li> <li>-Review and reflect on EQAO data.</li> </ul>	<ul style="list-style-type: none"> <li>-Promote a culture of high expectations for ALL students (see SIPSAW goal).</li> <li>-Differentiate instruction and assessment to meet the individual learning needs of ALL students.</li> <li>-Teach positive social skills through modelling, role play, restorative circles, social stories, Christian Meditation, and morning meetings.</li> <li>-Practise positive behaviour and give positive feedback when a student behaves well.</li> <li>-Take advantage of “teachable moments” to promptly address issues that may arise in interactions between students or in student relationships using restorative circles and morning meetings.</li> <li>-Create a shared positive learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>-Create opportunities for students to model the values and principles of equity and inclusive education to foster respectful interactions and caring and supportive relationships.</li> <li>-Establish classroom routines, such as a daily check-in, to benefit students who require support.</li> <li>-Provide opportunities for students who are preparing for secondary school to explore career options.</li> </ul>

<p><b>Physical Environment</b></p>	<ul style="list-style-type: none"> <li>-All staff use beginning and end of day greetings when welcoming and saying goodbye to students.</li> <li>-Use data from the school climate surveys to identify and address issues such as bullying and to support a positive school climate.</li> <li>-Organize school and community clean-up and beautification days.</li> <li>-Regularly communicate and practise lockdown and evacuation procedures, as well as fire drill and bomb threat procedures.</li> </ul>	<ul style="list-style-type: none"> <li>-Set up and organize the classroom in a way that promotes collaborative learning, flexible seating, student engagement, using the UDL Framework.</li> <li>-The work of ALL students is displayed in the classroom and hallways.</li> </ul>	<ul style="list-style-type: none"> <li>-Have a group of students act as Environmental Ambassadors on the Eco Team. Organize events such as lights out lunches, a student-led recycling program, waste reduction, zero waste/boomerang lunches.</li> </ul>
<p><b>Social-Emotional Environment</b></p>	<ul style="list-style-type: none"> <li>-Promote our school theme of “Igniting Hope,” by having each class say the Catholic Education Week Igniting Hope Prayer as part of the morning routine.</li> <li>-Empower students to take responsibility for their actions. This includes thinking about their choices and decisions as upstanders.</li> <li>-Participate in events such as Bullying Awareness and Prevention Week.</li> <li>-As requested by the Safe and Caring School Student representatives, have the CYW led activities for students to participate in.</li> <li>-Build an understanding of mental illness and help reduce the stigma attached to it, by posting information about emotional and social well-being through posters and information sheets, throughout the school.</li> <li>-Participate in Bell Let’s Talk Day on January 29, 2020.</li> </ul>	<ul style="list-style-type: none"> <li>-Promote belonging and connectedness in the classroom through “getting to know you” activities (teacher-to-student, staff-to-student, and student-to-student).</li> <li>-Promote positive relationship building through peer mediation, conflict resolution and restorative circles)</li> <li>-Encourage students to notice when they are experiencing learning as fun.</li> <li>-Encourage students to demonstrate respectful, empathetic behaviour that promotes emotional well-being among their classmates. Ask them to notice any improvement in their own sense of well-being as a result.</li> <li>-Integrate learning opportunities across the curriculum to teach students about building caring, supportive and healthy relationships using Minds Up.</li> <li>-Monitor attendance and promote “Every School Day Counts” as well as “Strive for Five.”</li> </ul>	<ul style="list-style-type: none"> <li>-Support students who are involved in unhealthy relationships or who have been victims of bullying by providing information about agencies that can help them.</li> <li>-Provide students with tools to help them gain insight into building self-esteem, healthy body image and resiliency through discussion, surveys, and Medicine Wheel Teachings.</li> <li>-Develop supportive relationships with students by spending time with them individually, when possible.</li> <li>-Establish behaviour management plans that have built-in incentives that promotes positive behaviours.</li> </ul>

## **Bullying Prevention Plan**

<b>Areas of Focus</b>	<b>Strategies Being Used</b>
Education, Awareness and Outreach	<ul style="list-style-type: none"> <li>● Use a whole school approach and the importance of a positive school climate for student achievement and well-being.</li> <li>● Develop awareness and understanding of the factors that contribute to a safe, inclusive, caring and accepting school climate.</li> <li>● Identify ways to make students aware of how they can help prevent and address bullying using the Everfi: Compass Project.</li> <li>● Reach out to parents and the broader school community.</li> <li>● Become knowledgeable and make visible the community partners and resources available in the community.</li> </ul>
Data Driver Bullying Prevention and Intervention Plan	<ul style="list-style-type: none"> <li>● Results of school climate surveys from 2018-2019 will be analyzed by school staff and Catholic School Council.</li> <li>● Classroom observations.</li> <li>● Observations on the school yard and hallways.</li> </ul>
Communication of Policy and Procedures	<ul style="list-style-type: none"> <li>● Actively communicate policies, procedures and guidelines and the Code of Conduct to the school community</li> <li>● Review policies, procedures and guidelines and include the school community in this process in order to build upon and sustain a positive school climate.</li> <li>● Review guidelines and procedures to address discrimination and harassment as they may apply to students, staff, parents and community members.</li> </ul>
Prevention Strategies	<ul style="list-style-type: none"> <li>● Identify bullying prevention and intervention strategies or activities (Everfi, Minds Up) that are evidence-informed and that address the needs identified by the Board or school.</li> <li>● Raise awareness of social emotional learning, mindfulness, growth mindset, empathy, developing self-regulation skills for ALL students.</li> <li>● Link to curriculum resources and day to day learning.</li> <li>● CYW to provide regular check-ins and early intervention and prevention for students at risk of engaging in bullying, and those who have witnessed or been affected by bullying. (Conducting restorative circles, mending, and restorative practices, leading Minds Up)</li> <li>● Establish and maintain respectful and caring classrooms (model equitable and inclusive behaviour and language).</li> </ul>
Intervention and Support Strategies	<ul style="list-style-type: none"> <li>● Use “teachable moments” within a progressive discipline approach to address inappropriate behaviour. Provide students with an opportunity to “Make it Right.”</li> <li>● Consider mitigating factors like the student’s age, the circumstances of the behaviour, and the student’s history when determining the most appropriate way to respond to each situation. Consider a range of options to address the behaviour and help the student learn from his or her choices.</li> <li>● Identify processes and strategies to respond to bullying when it happens.</li> <li>● Identify strategies for supporting students who engage in bullying, who have been bullied, and others who may have witnessed or been affected by bullying while respecting privacy. These strategies could include school-based resources and/or referrals to community agencies, e.g., mental health services, public health or Maltby.</li> <li>● Communicate to the school community, through the Code of Conduct, the progressive discipline approach to address inappropriate behaviour and procedures that are in place to support students.</li> <li>● Share relevant information with staff as needed concerning at risk students through Student Review (informally throughout the day and formally at staff meetings).</li> </ul>