St. James Major Catholic School
Positive School Climate and Well-Being Plan-2020-2021
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.

"All Are Welcome in This Place"

Goal from our SIPSAW

1. Nurture student-centered learning communities of faith that are welcoming, safe, caring, inclusive, equitable, respectful and healthy.

- All staff, 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, EOCCC, School Mental Health, Minds Up, Kids Have Stress Too, The Inside Out Program, and the Ontario Catholic School Graduate Expectations (OCSGE's).

- **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
Student Voice	-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 and include their voice and work in choosing items for the SIPSAW Audit Trail. -Showcase and support students' unique strengths, talents and interests in their learner profiles.	-Classes have weekly/daily helpers to do jobs in the classroom/outside. -Students' are actively engaged in their learning by using relevant, authentic and inclusive classroom materials and curriculum resources (mentor texts, prayers, songs) that reflect diverse communities and experiences. -Give students the opportunity share their feedback on zones, outside equipment, COVID protocols and ways to keep our school safe and welcoming.	-Engage students in activities that support faith and character development. -Provide opportunities for all students to develop their leadership potential (Mind Up, Kids Have Stress Too, The Inside Out Program).
Parent Engagement Our school recognizes and supports parents and guardians as partners in their children's learning at home and at school.	-Foster and sustain a positive, welcoming school climate in which all parents'/guardians' perspectives are encouraged, valued and heard. -Invite parents/guardians to participate in virtual school events when they can't come to the school in person due to COVID-19 health and safety protocols (Interviews, Remembrance Day Ceremony, Advent Celebration, The Christmas Concert). -Promote ongoing communication and outreach strategies to support learning at	-Educators communicate with parents/guardians on a regular basis through various means (D2L, newsletters, Twitter, phone call and virtual meetings on Teams)	-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 through their D2L Portfolio and D2L learning platform.

	home and at school (weekly School Messenger newsletters, Twitter, the school website). -Support new students and their families as they become part of our school and faith community. -Engage parents/guardians through Catholic School Council Meetings done either outside (fall and spring) or virtually.		
Community Partnerships	-Participate in the Legion's Remembrance Day Poster Contest and make a donation towards a wreath. -Support The KL&A United Way Campaign through a spirit week and a financial donation. -Collect food, personal care items and hats/mittens for the Foodbank in Sharbot Lake as well as Rural Frontenac Community Center at Christmas. -Continue to strengthen the home, school, parish partnership through monthly school masses by classroom cohort starting during Advent (Tuesdays)	-Create opportunities in the classroom for students to "give back" to the local, national and international communities. -Participate in monthly workshops led by our Indigenous Community Member, Danka Brewer.	
Learning Environment	-Provide relevant opportunities for students and staff to learn about diverse histories, cultures and perspectives through Orange Shirt Day, Treaties Week and interactions with an Indigenous Community Member (Danka Brewer). -Review and analyze data to inform school and classroom practice (EQAO, PASS, PAST, PRIME, Lexia data). -Participate in MDI in January and February.	-Promote a culture of high expectations for ALL students (see SIPSAW goal). -Differentiate instruction and assessment to meet the individual learning needs of ALL students. -Teach positive social skills through modelling, role play, restorative circles, social stories, Christian Meditation, and morning meetings. -Practise positive behaviour and give positive feedback when a student behaves well (Caught Welcoming Sheet and Responsible Team Player Yard Reports) -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.	-Create opportunities for students to model the values and principles of equity and inclusive education to foster respectful interactions and caring and supportive relationships. -Establish classroom routines, such as a daily check-in, to benefit students who require support.

Physical Environment	-All staff use beginning and end of day greetings when welcoming and saying goodbye to students. -Use data from the school climate surveys to identify and address issues such as bullying and to support a positive school climate. -Regularly communicate and practise lockdown and evacuation procedures, as well as fire drill and bomb threat procedures.	-The work of ALL students is displayed in the classroom and hallways.	-Students acknowledge beginning and end of day greetings from staff and then also say hello and goodbye to staff and their peers.
Social-Emotional Environment	-Promote our school theme of "All Are Welcome in This Place," by having each class use the prayer and song as part of their morning routine. -Empower students to take responsibility for their actions. This includes thinking about their choices. -Participate in events such as Bullying Awareness and Prevention Week. - Participate in Bell Let's Talk Day on January 27, 2021. Build an understanding of mental illness and help reduce the stigma attached to it, by posting information about emotional and social well-being throughout the school. -CYW led programing in each classroom to support self-regulation and social/emotional learning (Minds Up, Kids Have Stress Too, The Inside Out Program)	-Promote belonging and connectedness in the classroom through "getting to know you" activities (teacher-to-student, staff-to-student, and student-to-student). -Promote positive relationship building through peer mediation, conflict resolution and restorative circles. -Encourage students to notice when they are experiencing learning as fun. -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. -Integrate learning opportunities across the curriculum to teach students about building caring, supportive and healthy relationships using Minds Up. -Monitor attendance and promote "Every School Day Counts."	-Support students who are involved in unhealthy relationships or who have been victims of bullying by providing information about agencies that can help them. -Provide students with tools to help them gain insight into building self-esteem, healthy body image and resiliency through discussion and restorative circles. -Develop supportive relationships with students by spending time with them individually, when possible. -Establish behaviour management plans that have built-in incentives that promotes positive behaviours.

Bullying Prevention Plan

Areas of Focus	Strategies Being Used
Education, Awareness and Outreach	- Use a whole school approach and the importance of a positive school climate for student achievement and well-being. - Develop awareness and understanding of the factors that contribute to a welcoming, safe, inclusive, caring and accepting school climate. - Identify ways to make students aware of how they can help prevent and address bullying through discussion, dialogue and restorative circles. - Reach out to parents and the broader school community, while highlighting the community partners and resources available in the community.
Data Driver Bullying Prevention and Intervention Plan	- Results of school climate surveys will be analyzed by school staff. - Observations on the school yard, in the hallways and in the classrooms.
Communication of Policy and Procedures	- Actively communicate policies, procedures and guidelines and the Code of Conduct to the school community. - Review policies, procedures and guidelines and include the school community in this process in order to build upon and sustain a positive school climate. - Review guidelines and procedures to address discrimination and harassment as they may apply to students, staff, parents and community members.
Prevention Strategies	- Identify bullying prevention and intervention strategies or activities (Minds Up, Kids Have Stress Too) that are evidence-informed and that address the needs identified by the Board or school. - Raise awareness of social emotional learning, mindfulness, growth mindset, empathy, developing self-regulation skills for ALL students. - Link to curriculum resources and day to day learning. - CYW to provide support in classrooms (leading restorative circles/practices, Minds Up, Kids Have Stress Too) - Establish and maintain respectful and caring classrooms (model equitable and inclusive behaviour and language).
Intervention and Support Strategies	- Vice Principal visits classes regularly to talk about school rules/expectations, activities and equipment that is appropriate in the various zones, being a responsible team player as per the yard slips, and ways to show positive welcoming behaviours. - Use "teachable moments" within a progressive discipline approach to address inappropriate behaviour. Provide students with an opportunity to "Make it Right." - 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. - Identify processes and strategies to respond to bullying when it happens. - 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. - 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. - Share relevant information with staff as needed concerning at risk students through Student Review (informally throughout the day and formally at staff meetings.