



St. Stephen Elementary School

Positive Learning and Working Environment Plan 2018-2019

Our Mission Statement:

Collaboratively, we will promote academic excellence through authentic experiences and foster personal growth in a safe and happy community.

Our Vision Statement:

St. Stephen Elementary School ensures, enriches, and celebrates the learning and growth of everyone towards becoming responsible global citizens.

Goals

Goal #1 Mental Health (DEC Ends Policy 4)

~ To offer Staff Members and Students opportunities to learn about and experience positive mental health and extend this learning into supporting our school community at SSES.

Baseline Data <small>(How do you know action is needed? What does that data tell you? Why is this goal necessary?)</small>	Strategies/Actions	District PLEP Plan Connections	Measure of Success/Evidence/Data	Timeline	Responsibility
~TTFM Student Survey ~Student Referrals to ESST ~ ESST Team Minutes ~Parent Communication/Request ~Staff Communication ~ISD Referrals ~Access Team Referrals ~ NB Student Wellness Survey Results	~SSES Wellness Afternoon - organized by Guidance Counselor and PLEP Committee - whole school involvement. ~ Revisit and continue "Zones of Regulation" approach/concept with students, classes and Staff. ~ Professional Learning for all staff (teachers, EA, SIW) regarding Zones of Regulation and school wide implementation. ~ Development of a Zones of Regulation coalition group. ~ Purchasing resources to support with Zones of Regulation with school wide implementation. ~ PDU request for support from Respect and Diversity Lead regarding Zones of Regulation for school wide implementation. ~ Encourage staff to read Mental Health inserts included in ASD-S Southern Exposure Weekly Newsletter. ~ Explore and develop character traits as outlined in "The 7 Habits of Happy Kids" resource.	~ To offer all schools opportunities to learn about positive mental health and mental fitness in children and youth.	~ Parent and staff members will have had opportunities for learning via information sessions. ~ Fewer/more referrals for mental fitness issues. ~ Greater awareness and understanding of mental health issues. ~ Collected feedback from participants in learning sessions. ~ Increased positive mindset and positive character traits in school community members. ~ TTFM Coordinator will interpret data from the TTFM Survey and present findings to staff for further discussion and planning for our SIP. ~ Increased resiliency in students and staff. ~Increase in common language surrounding emotions. ~Frequent opportunities for Co-teaching/Coaching within Zones of Regulation. ~ Zones of Regulation coalition directing staff for implementation. ~ Staff Share has been created to place resources for all teachers to use.	2018-2019	Administration ESST Core Leadership Team PLEP Committee Staff Wellness Committee SSEC PD Committee SSES Parents Respect and Diversity Lead Zones of Regulation Coalition

	<p>~ Review, interpret and share results of TTFM survey with Staff.</p> <p>~ Continue with the implementation of Fun Friends (Kindergarten) program in classrooms.</p> <p>~ Explore with ISD Child and Youth Team, the opportunity of further learning for staff regarding Trauma Informed Practices.</p> <p>~ Continued implementation of PATHS Program in the Grades K-2 classrooms.</p> <p>~ Using "Mind-Up" Curriculum with Grades K-5 students in Guidance classes.</p> <p>~Wellness Committee will establish a "Wellness Board" in the Staff Room updated monthly.</p> <p>~ Wellness Committee initiated activities for staff throughout the year.</p> <p>~ Variety of family oriented activities throughout the year; Family Fitness Night, Family Night, Family Picnic, Family Literacy Night</p> <p>~ Offering parent information sessions to our families (Resiliency, How to Read with your Child)</p> <p>~Non-homeroom Teachers'/EAs'/SIW Book Study of book Help for Billy by Heather Forbes</p>		<p>~ Zones of Regulation will be visually throughout the school and language will be used between students and staff.</p>		
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Goal #1 Mental Health (DEC Ends Policy 4)

~ To foster respect and diversity through increased awareness, knowledge and inclusiveness within our school community.

Baseline Data (How do you know action is needed? What does that data tell you? Why is this goal necessary?)	Strategies/Actions	District PLEP Plan Connections	Measure of Success/Evidence/Data	Timeline	Responsibility
~TTFM Student Survey ~Student Referrals to ESST ~ ESST Team Minutes ~Parent Communication/Request ~Staff Communication ~ISD Referrals ~Access Team Referrals ~ NB Student Wellness Survey Results	~ Presentation to Staff from Access Team re: LBGTQ ~ Increasing Staff conscientious and consistent use of neutral gender nouns and vocabulary. ~ Develop a bulletin board that promotes the inclusiveness of everyone at SSES. ~ Emailing Professional Learning articles/autobiographies from the MY GSA curriculum Guide to all staff. ~ Celebration of Orange Shirt Day (September). ~ Celebrating "Every Child Matters" and creating hallway displays from the activity. ~ Provide opportunities for staff and students to increase awareness and to celebrate the culture of Indigenous People. ~ Increase awareness and inclusiveness of all students in our school community and recognizing the abilities and contributions each make. ~ Assembly for intermediate students that focused on Respect and Diversity. ~ Assembly for Pink Shirt Day is focused on Anti-Bullying.	~ To offer all schools opportunities to learn about positive mental health and mental fitness in children and youth.	~Staff is well informed about gender neutral terms and the sense of urgency for this. ~Staff is well informed about LBGTQ. ~We will look for an opportunity for the Access Team (Jennifer Grant) has completed a refresher session for all staff re: LBGTQ. ~ PLEP develops and creates an "Inclusive" bulletin board that welcomes All to SSES. ~Staff more consistently uses terminology that leads to a more gender neutral environment. ~Every Child Matters - Celebration Tree in hallway. ~ Celebrate Orange Shirt Day ~ Inclusiveness bulletin board on display. ~Increased awareness of Inclusivity. ~ Celebrations for World Down Syndrome Day, Pink Shirt Day.	2018-2019	Administration ESST Members Core Leadership Team PLEP Committee Staff Wellness Committee SSEC PD Committee SSES Parents/PSSC Respect and Diversity Lead Access Team

Goal #2 Behaviour (DEC Ends Policy 1)

~ Promoting social and emotional learning and self-regulation practices through Zones of Regulation school wide implementation.

Baseline Data (How do you know action is needed? What does that data tell you? Why is this goal necessary?)	Strategies/Actions	District PLEP Plan Connections	Measure of Success/Evidence/Data	Timeline	Responsibility
~ TTFM Student Survey results ~ ESST Minutes and Student Referrals ~ Power School Incident Management ~ Behaviour Tracking forms	~ Revisit and continue "Zones of Regulation" approach/concept with students, classes and Staff. ~ Professional Learning for all staff (teachers, EA, SIW) regarding Zones of Regulation and school wide implementation. ~ Development of a Zones of Regulation coalition group. ~ Purchasing resources to support with Zones of Regulation with school wide implementation. ~ PDU request for support from Respect and Diversity Lead regarding Zones of Regulation for school wide implementation. ~ Update and review the Pyramid of Intervention for Behaviour with Staff. ~ Refresher of NVCi De-escalation Strategies and understanding the reasons why these are necessary - completed with staff members working with at risk students. ~ C&Y Team to present to staff regarding trauma informed practices.	~ Schools are using their Pyramid of Behaviour Interventions.	~ 100% of staff will use the updated Pyramid of Interventions for Behaviour. ~ 100% of staff will list Pyramid strategies used to date from Tier One and Two when a student referral is submitted to ESST. ~ Video clips shared with Staff ~ Presentations to staff. ~ Frequent opportunities for Co-teaching/Coaching within Zones of Regulation. ~ Zones of Regulation coalition directing staff for implementation. ~ Staff Share has been created to place resources for all teachers to use. ~ Zones of Regulation will be visually throughout the school and language will be used between students and staff.	2018-2019	Administration ESST TTFM Coordinator Core Leadership Team Staff Zones of Regulation Coalition Team C & Y Team Respect and Diversity Lead

Goal #3 (Attendance Matters DEC ends Policy #)

~ Increased awareness of the importance of regular and on-time attendance at school.

Baseline Data (How do you know action is needed? What does that data tell you? Why is this goal necessary?)	Strategies/Actions	District PLEP Plan Connections	Measure of Success/Evidence/Data	Timeline	Responsibility
<p>~ PowerSchool Attendance Data</p>	<p>~ASD-S Attendance Matters posters distributed in our school community, and community at large. ~ SSES Parent Information letter "Make Every Day Count" is sent home. ~ Reminders in monthly Newsletters to parents. ~ Regular analysis of monthly attendance data. ~ Following established school protocols for addressing absence from school (parent contacts). ~ Sharing and monitoring school attendance data with ESST and CLT. ~ Promoting a positive school environment for engaging students. ~ Having an inclusive school environment. ~ Using Pyramid of Intervention strategies for addressing issues affecting attendance. ~Implement PBIS Strategies for Attendance. ~Term Recognition for Attendance. ~ Regular analysis of Attendance Data, as provided by Nick Munn. ~ Systematic response regarding School Tardiness.</p>	<p>~Attendance Matters Initiatives at ASD-S.</p>	<p>~ Increased regular attendance at school is reflected in Power School data. ~ Decreased amounts of School Tardiness. ~ Fewer parent contacts to be made re: absence and tardiness from school. ~ 100% of staff following Attendance Protocols. ~ Parents/Community is informed of the importance of regular school attendance and being on time for school.</p>	<p>2018-2019</p>	<p>Administration ESST Core Leadership team Staff PSSC Parents Nick Munn, ASD-S</p>

	~Provide training necessary for staff to navigate PowerSchool to retrieve the attendance data easily and regularly. (Wes?)				
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Checklist

Below is a checklist that identifies various components of the school's positive learning and working environment as per Policy 703. Please use this checklist to help you plan for what steps you need to take next to ensure that process is followed.

Positive Learning and Working Environment Checklist:

- School's Code of Conduct completed
- Policy 703 has been presented and discussed with school staff, students and parents
- Linkages to the District PLEP Plan
- Consult ASD-S Positive Behaviour Policy
- Strategies are in place for recognizing and rewarding appropriate behaviour and for monitoring progress
- Student initiatives and activities within the school that promote social and emotional skill development are in place
- Steps for monitoring and furthering successes achieved in creating a positive learning environment (eg: perception surveys, communication with families, with other staff, and with students) are identifies and used
- Strategies to help teachers, school personnel and families teach and model appropriate positive behaviours
- Strategies to create and nurture healthy relationships between staff members, between students, between staff members and students, between staff members and families and between staff members and volunteers are in place
- Strategies for fostering of a sense of belonging and inclusion for all students are identifies and evident in the school culture
- Methods are in place and used to resolve misunderstandings or disagreements between home and school
- Protocols are in place to address student behaviour with families in positive and productive ways
- Methods are used to include students and families in decisions affecting them, as a group or individually
- Ways are identified by which the Tell Them From Me survey information (or other data such as Student Wellness Survey, etc.) is used by the school to help guide future practices related to the positive leaning environment
- Clear processes for the coordinating services received by students are evident
- Strategies that create smooth transitions for students (re-entry to school, new students, EAL students, etc.)are evident
- A set of steps that administrators (as well as teachers and other support staff), families and students should follow when a bullying incident occurs (both within the school and outside the school where it directly impacts that positive learning environment) is evident. This includes reporting procedures, investigation procedures, recording of incident procedures, procedures for the maintaining of records and the supervisory and/or support measures to be provided to any student who has been bullied as well as supervisory and/or support measures for the student who bullies or anyone witnessing an act of bullying

Pyramid of Interventions for Behaviour (St. Stephen Elementary School):

Tier 1	<input type="checkbox"/> Teaching Expected Behaviours/I-Charts	<input type="checkbox"/> Delivering Appropriate Consequences	<input type="checkbox"/> 7 Habits: House Teams and/or Lessons	<input type="checkbox"/> Clubs/Activities
	<input type="checkbox"/> School Discipline Plan '3 Bees'	<input type="checkbox"/> Parent Communication	<input type="checkbox"/> 30 Minute Problem Solving	<input type="checkbox"/> Extra-curricular Activities
	<input type="checkbox"/> Behaviour Data Tracking Forms	<input type="checkbox"/> Frequent Review of Expected Behaviours	<input type="checkbox"/> Large Group Lessons	<input type="checkbox"/> Guidance Classes
	<input type="checkbox"/> Co-curricular Activities	<input type="checkbox"/> PBIS Proactive Strategies Checklist	<input type="checkbox"/> Positive Behavioural Referrals	<input type="checkbox"/> Universal Accommodations
	<input type="checkbox"/> Following Attendance Protocols	<input type="checkbox"/> Attendance Initiatives	<input type="checkbox"/> Guidance Look Fors	<input type="checkbox"/> Celebrations

Tier 2	<input type="checkbox"/> Consult with relevant EST	<input type="checkbox"/> Case Conference	<input type="checkbox"/> School Intervention Worker (SIW)	<input type="checkbox"/> 30 Minute Problem Solving
	<input type="checkbox"/> Admin. Meets with Student and Teacher	<input type="checkbox"/> Following Attendance Protocols	<input type="checkbox"/> Parent Communication	<input type="checkbox"/> Guidance Focus Groups
	<input type="checkbox"/> Office Referral	<input type="checkbox"/> SSHS Mentor	<input type="checkbox"/> Big Brothers/Sisters Referral	<input type="checkbox"/> Teacher Developed Behaviour Accommodation Plan

Tier 3	<input type="checkbox"/> IBSP	<input type="checkbox"/> ISD Referral	<input type="checkbox"/> ESS	<input type="checkbox"/> Educational Assistant	<input type="checkbox"/> Parent Communication	<input type="checkbox"/> Case Conference
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