

Positive School Culture & School Connectedness 2017-2018

Cindy McGarroch, SD60

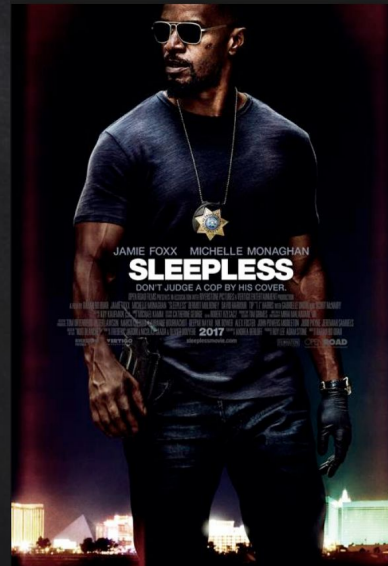
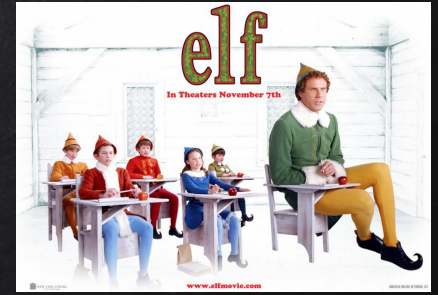
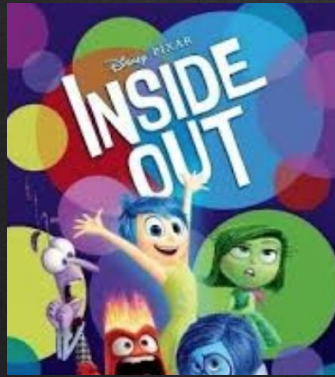
Peace River North

- District Positive School Culture Coach & Literacy Support Teacher
- SOGI District Lead
- POPEI District Partner



INTRODUCTIONS

- Name
- School
- Role
- “My life is like ... because ...”

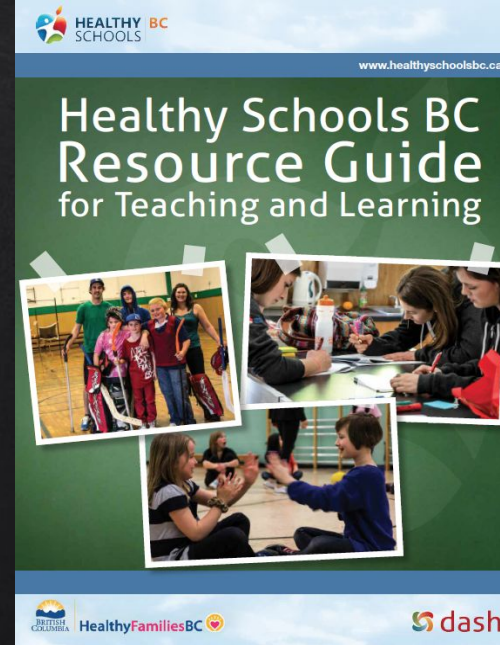


WHAT DOES A
HEALTHY SCHOOL LOOK
LIKE?

Teacher and/or Student Inquiry

Please visit www.healthyschoolsbc.ca/hsn to learn more.

- \$\$ Grants available
- Feature your school → Share your story
- Be on the Healthy Schools Map



Gather Evidence

Focus and Plan

Gather Support and Take Action

Evaluate and Reflect



QUESTIONS TO CONSIDER BEFORE YOU START:

- What makes a person healthy?
- Why are healthy schools important?
- How healthy is our school?
- What are our strengths?
- What areas can we improve?
- How can I make myself, my peers, my school, or my home environment healthier?



What Does a Healthy School Look Like?



Active Living Healthy Practices Healthy Eating Healthy Relationships



How do we get there?

PUZZLE PIECE ACTIVITY: WRITE ONE THING (OR MORE) THAT IS
RELATED TO SCHOOL CONNECTEDNESS -- ADD THIS TO YOUR
HEALTHY SCHOOL WEB

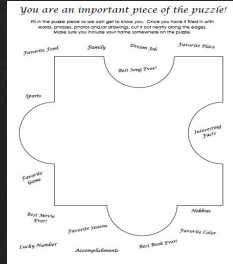
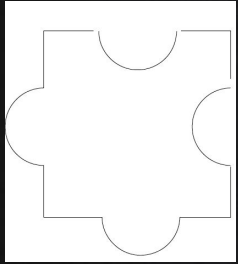


PUZZLE PIECE ACTIVITY

Objective: To build school connectedness

Description: Show the video below, created by Michael Strembitsky School students. Provide each group of 3-4 participants with a puzzle piece sheet (links to printable sheets below) and invite them to write down one thing on each piece that they feel is related to school connectedness — building relationships, having a safe and caring environment, fun, engaging, hearing student voice, healthy, happy, clean. Have each group share several ideas and for a bit of fun, have students decorate their puzzle pieces, cut them out and then tape them up on a wall.

Endless possibilities ...



Each student will receive a puzzle piece. They should fill in their puzzle piece with words, phrases, drawings, photos, and/or magazine clippings. It should represent who they are. Share, then glue the pieces together on a big sheet of paper. Corner or edge pieces are not there so new students can be added easily to our classroom puzzle. There are so many talking points regarding this activity.

- Create a discussion on how we are all different and yet are connected in some way. (Physically connecting the pieces.)
- Let students know there is always room for a new friend. (Adding pieces when new students arrive.)
- As part of a connected team (giant puzzle) we can still be individuals (small pieces)

How are you going to use the puzzle piece in your classroom? I'd love to hear your ideas!

SD60 Focus: Healthy Relationships



1. School Connectedness
2. Diversity and Equity
3. Positive Mental Health
4. Anti-Bullying
5. Healthy Relationships (general)

Active Living	Healthy Eating
Healthy Relationships	Healthy Practices

WHAT DO WE MEAN BY
SCHOOL CONNECTEDNESS –
SUPPORTING HEALTHY
RELATIONSHIPS?



School connectedness is about creating a school community where everyone feels safe, seen, heard, supported, significant and cared for. The focus in school connectedness is on building strong, positive relationships: among students, between students and school staff; between school staff, families and the larger community. The presence of caring relationships in schools — the heart of school connectedness — is increasingly recognized as a vital component of successful schools. The research is strong and consistent; students who feel connected to school do better academically and are healthier.

<http://healthyschoolsbc.ca/key-focus-areas/school-connectedness/>

OBJECTIVES:

- ✘ Why is building relationships important to staff, students and parents ... Important to the school community?
- ✘ What are some tangible ways to begin to build some relationships and open the doors to communication?
- ✘ How does building relationships support social & emotional well-being?
- ✘ How can building relationships support being connected or having a sense of connection?

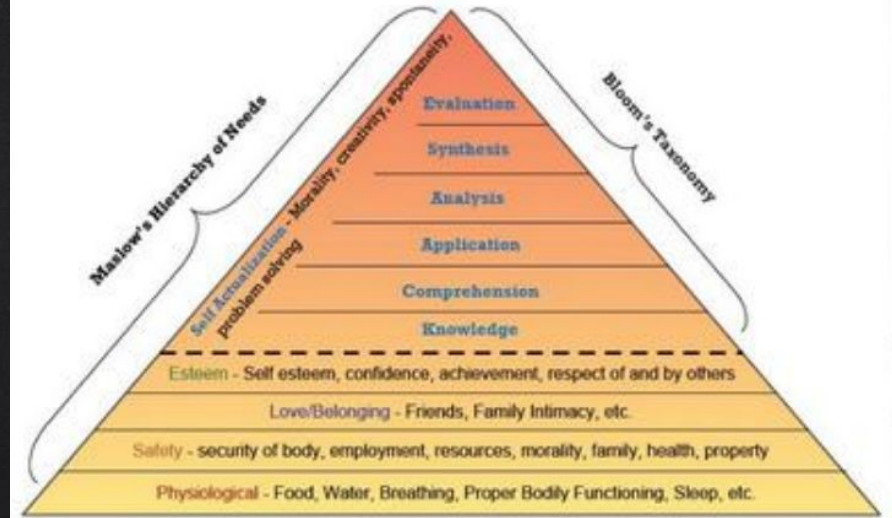
Is a sense of belonging the
same as a sense of
connection?

WHY IS THIS IMPORTANT?

- ✘ All positive mental health & well-being models include RELATIONSHIPS at the core
 - Well Aware Model, Dr John Carney
 - Social Ecological Perspective on Resilience, Ungar
 - The Tools of Encouragement, Timothy Evans
 - The Circle of Courage, Dr Martin Brokenleg
 - Teaching to Diversity, Dr Jennifer Katz
 - Comprehensive School Health

Right in the
middle of
Maslow's
hierarchy of needs
pyramid is
something
humanity craves —
the need to
BELONG.

CONTEXT BEFORE CONTENT: You gotta take care of Maslow before you can take care of Bloom.





You Have to **Maslow**
Before You **Bloom**

School Connectedness is...

There are some major elements that help kids feel that they belong and are cared for at school:

- Parents and teachers who support and care for individual students
- Good friends at school
- Students caring about current and future academic performance
- Discipline policies that are fair and efficient
- Participating in extra-curricular activities

-The Wellness Fund

Why School Connectedness?

- About feeling safe
- About building relationships
- Supporting positive mental health
- Every child has a story
- About caring environments



EVERY KID NEEDS A CHAMPION – RITA PIERSON



STRENGTH BASED APPROACH -- SEEK FIRST TO UNDERSTAND

Strengths

- at-potential
- Strengths
- Engage
- Persistent
- Understand
- Opportunity
- Celebrate
- Time-in
- Adapt
- Empower
- Support
- Inclusive
- Dynamic
- Flexible

Deficit

- At-risk
- Problems
- Intervene
- Resistant
- Diagnose
- Crisis
- Punish/discipline
- Time-out
- Reform
- Control
- Fix
- Exclusive
- Static
- rigid

Copyrighted Material

**READY-TO-USE
RESOURCES FOR**

Mindsets in the Classroom

Everything Educators Need for Building Growth
Mindset Learning Communities



Provides ready-to-use
resource pages for use
with students, administrators,
classroom teachers, and parents
for creating growth mindsets

Copyrighted Material

Mary Cay Ricci

GROWTH MINDSET
'HOT SEAT
QUESTIONS'

SEEING THE STRENGTHS -- CHRIS ULMER



WHAT ARE YOU ALREADY DOING TO SUPPORT SCHOOL
CONNECTEDNESS?



Comprehensive School Health

Comprehensive School Health (CSH) is an evidence-based* approach to supporting improvements in students' educational outcomes while addressing health in a planned, integrated, and holistic way. Simply put, CSH is about coordinating health actions across all areas of the school to ensure maximum impacts on health and learning. This distinguishes CSH from some traditional school health models, which use a “one size fits all” approach to provide individual programs that impact specific individuals or groups of students. Think about how powerful a change aimed at addressing health within your classroom or school would be if it was also supported comprehensively by other actions across the school environment as well (e.g. policies, new programs, or community supports).

COMPREHENSIVE SCHOOL HEALTH



CSH involves taking action across four distinct but inter-related pillars, or areas, that represent all the learning environments within a school (note: these pillars have been adapted* by BC educators).

- Relationships & Environments
- Teaching & Learning
- Our School Policies
- Community Partnerships

This pillar refers to provincial, district, school, or classroom policies, rules, procedures, and/or codes of conducts at all levels that help to shape a caring and safe school environment and promote student health and wellbeing.

*Active Transportation Example:
Create an active transportation policy as part of the DPA policy*

This pillar is about 1) the social environment, such as the quality of relationships and emotional well-being and 2) the physical spaces in the school, such as buildings, equipment, and outdoor areas.

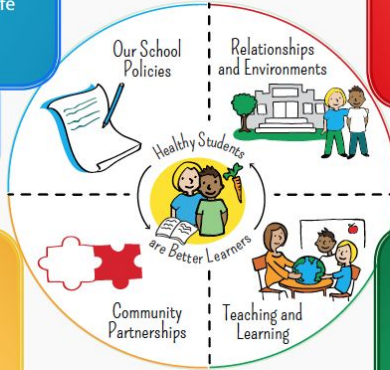
Add bicycle racks or bike lockers at schools

Referring to connections between the school and the community, including parents, other schools, community organizations, and health professionals. This pillar can also refer to partnerships within the school such as between-class partnerships.

Bring in community bike store or Police Officers to deliver bicycle safety courses

This pillar is not about “teachers” and “students” but about teaching and learning opportunities, both inside the classroom and out, that help to build knowledge and skills to improve health and wellbeing.

Learn about safe behaviours in a variety of settings including road safety

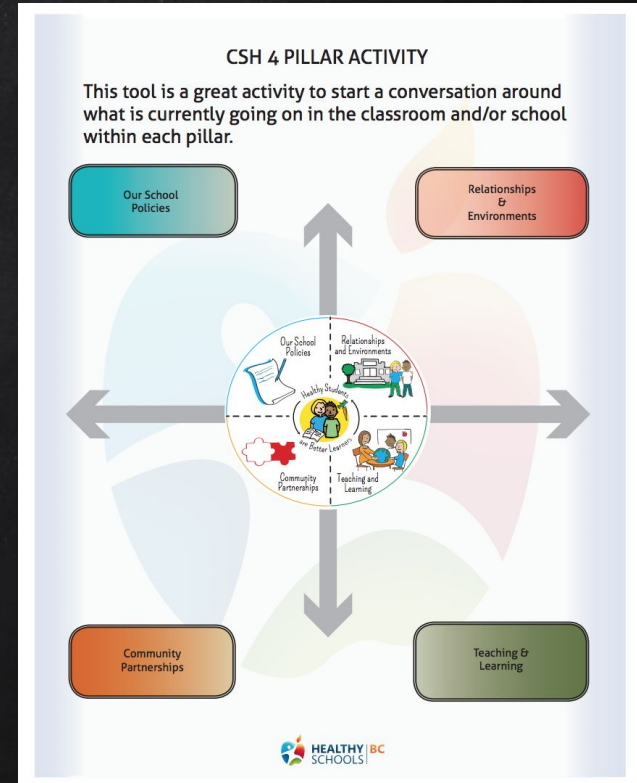


Actions in any one of these areas would have a positive impact on student wellbeing, yet when coordinating initiatives across all four pillars there is a far greater impact on both *health and learning*

4 Pillar Activity

Healthy Relationships & School Connectedness

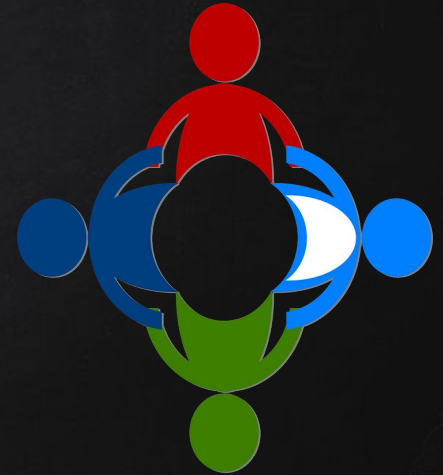
- Record what is happening in your class and/or school in the different pillars to identify which areas are currently focused on and which ones could use more attention
- This can help you to identify which pillars have a lot of action/effort and which ones may need more attention.



CONNECT THE 4 PILLAR ACTIVITY WITH SCHOOL START UP!!

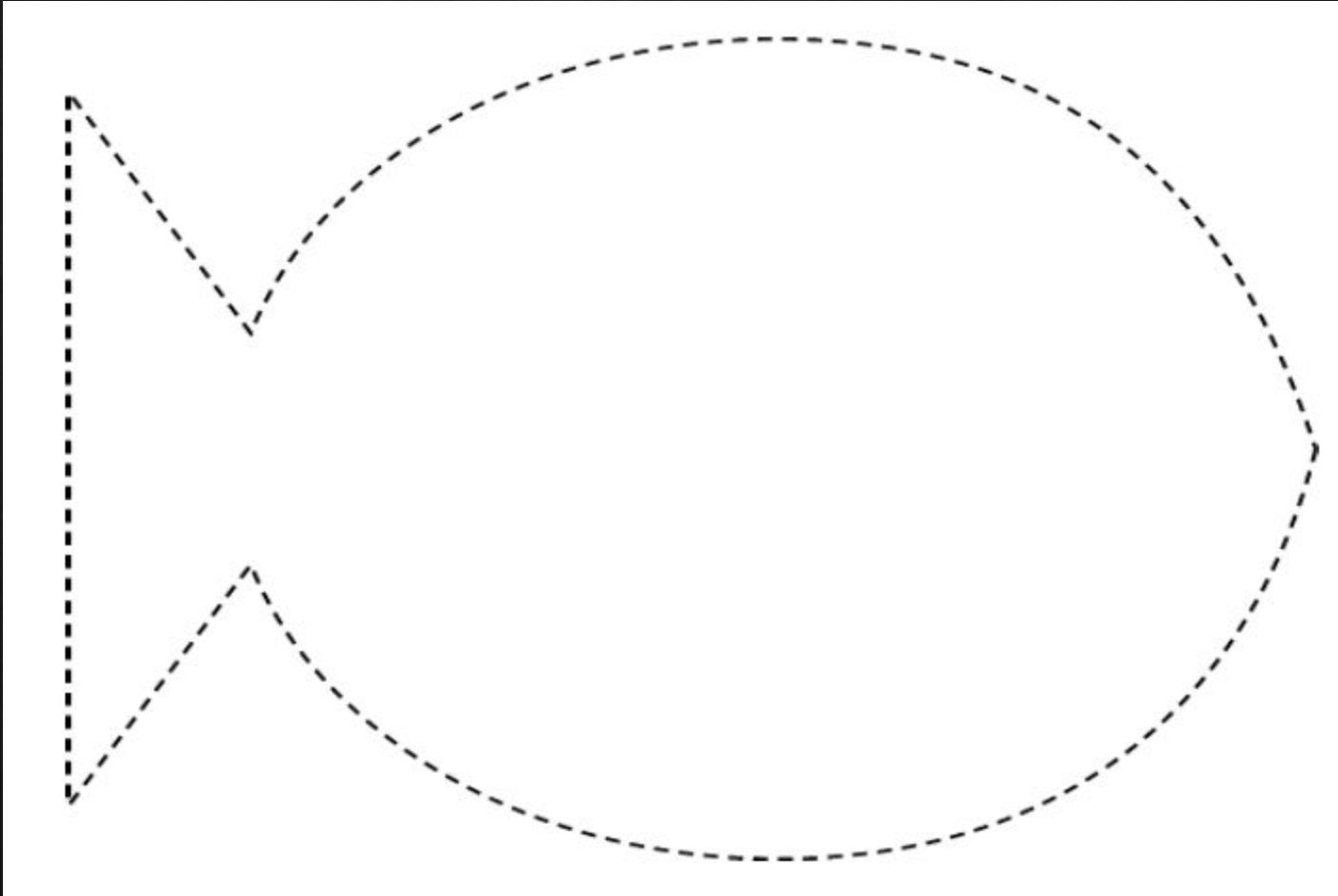


1. Please briefly describe a start up activity your school did...
2. One thing you were proud of and why...
3. One thing you would plan differently and why...



Fish out of Water

- An activity to do with the School Staff
 - Every student gets a fish to write their name & personalize
 - All fish are hung up around a room or gym
 - All staff walk through and initial the fish with names of students they have relationships with
 - Recognize the students that have 3 or less signatures
 - Appropriate staff member commits to cultivating a relationship



PSC REP SESSIONS

1. Dec. 8

1-3 pm

DDC

2. April 12

1-3 pm

DDC

3. May 17

4-6:30 pm

DDC

New School Connectedness Blog

www.prn.bc.ca/sc/

- All presentations, links, handouts, examples and information will be posted here!!

PREVIOUS PBS LINKS & RESOURCES...

- ✘ [SD60 PBS Website](#)
 - Updates
 - Examples from within the district and beyond
 - Links to other PBS websites
- ✘ [BC PBS Website](#)
- ✘ [Pbis.org](#)
- ✘ [PBIS Maryland](#)

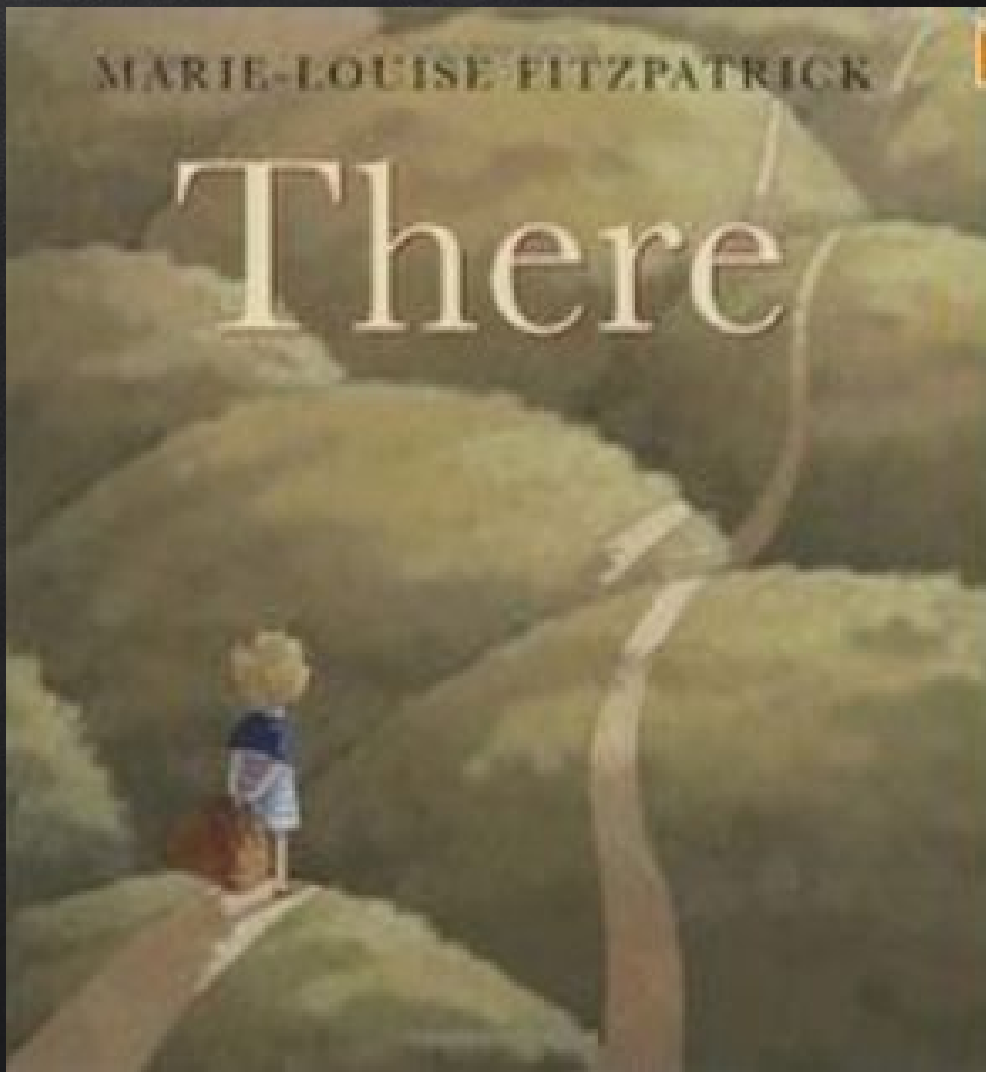
2017-2018 Learning Evidence ...

1. 4 Key Elements of Success with Action Plan (one per school) (CM)
2. ASSESS → “Incident” → Referrals & Reports (School Framework)
3. Develop & Implement a School Connectedness Survey - carry out October & May (School Framework)
4. Artifacts in Personal & Social Competencies (supported by School Rep/Team) (CM - One per school by April for District Framework)
 - How could this be represented in your School Framework?
Human-Social ...
 - Big Question is ... What do we do with this information? (Guiding our practice)

4 KEY ELEMENTS OF SUCCESS

1. Code of Conduct
2. Targeted/Explicit Teaching & Reinforcement
3. School Based Team
4. Data and Learning Evidence

Action Plan



SCHOOL CONNECTEDNESS AT BALDONNEL → SC SURVEY



October School Connectedness Survey

QUESTIONS RESPONSES 53

53 responses

SUMMARY INDIVIDUAL

Accepting responses



Pro-D Opportunities

- Shaping the Future 2018, Jan. 31 - Feb 3rd, Lake Louise → PHE Canada, DASH BC, Saskatchewan in Motion, Ophea, Pan Canadian Joint Consortium for School Health and more
- Ontario Healthy Schools Conference 2018, March 26-27, Hamilton, Ontario → Integrating Health & Learning: Roles, Relationships & Results
- NWPBIS Network 2018 Annual Conference → Connecting, Collaborating & Creating
- School Climate & Culture, Las Vegas & Orlando 2018
- Ever Active Schools → variety of locations & topics



GOOD DAYS

"The difference between a child having a good day and a child having a bad day often depends on a few extra seconds we are willing to give them."

- Jon Harper / @jonharper70bd

TOGETHER WE LEARN ...
TOGETHER WE'RE
BETTER!!



THANKS!

You can find me at
250-262-6094

cmcgarroch@prn.bc.ca

Quicker response by email!