

ERASE Bullying Strategy (Expect Respect and A Safe Education)

School: Steveston-London Secondary Principal: Carol-Lyn Sakata Date: November 28, 2016

Goal <i>What are we trying to do?</i>	Cultivating A Safe and Caring Environment That Promotes A Culture of Student Connectedness
School-Wide & Classroom-Based Activities <i>Do we have a process that ensures all students know what is expected of them? Does this process involve all staff?</i>	<p>A core value of Steveston-London Secondary School is: “Demonstrating care, respect, empathy, integrity and social responsibility is expected of all members of our community”. Since the amalgamation of the two schools, Steveston and London, the ethos of “care” and “respect” has been consciously developed, enacted upon and reinforced. Care and Respect are school-wide expectations of how students, staff and other members of the school community conduct themselves in the school, in the community and globally. Care and Respect are also the values that form the basis of how decisions are made and problems are resolved at SLSS.</p> <p>There are numerous processes and structures in place for ensuring that all members of the school community know what is expected. We review the school code of conduct with all staff at the opening staff meeting in September, with the understanding that this will also be shared with students and parents by publishing it in the student agenda booklet and school calendar which all families receive.</p> <p>School-wide expectations of care and respect are also reviewed at grade-wide opening assemblies. These expectations encompass care and respect for yourself, for others, including those who are different than you, for our school and for the larger local and global community. Additionally, for Grade 8 students, Care and Respect are explicitly taught, practiced and modeled at the three day “Grade 8 Camp” held both at Camp Stillwood and “in house” held in September. This September, 32 student leaders and 10 staff accompanied our Grade 8s at the three-day Camp. Grade 8 Camp is organized and facilitated by Grade 11 and 12 student leaders. Leadership training is provided by our school counsellor and a teacher who has one block designated as Grade 8 Support. The purpose of this training is not only to support students who are already in leadership roles, but to also develop capacity in those students who express an interest in developing those essential skills. These students are then able to mentor our younger students in their role as leaders.</p> <p>The Grade 8 Support teacher also works in conjunction with the school Literacy Leader. Together they provide opportunities for our grade 8 students to develop their social responsibility skills. In January 2017 a Social Responsibility day for grade 8 and 9 students is being planned which will include a guest speaker and smaller breakout sessions.</p> <p>New this year is the introduction of a Grade 8 Games Club. Under the direction of a teacher sponsor, the purpose of this club is to provide a fun, safe and inclusive place for grade 8 students who may need additional support to form positive social connections with peers.</p>

	<p>Other opportunities to promote connectedness and school community are a wide range of athletic and extra-curricular activities. SLSS fields a full range of athletic teams for all seasons and for all grade levels. Extra-curricular clubs connected to music, drama, visual arts and other special interest areas also have a high participation rate. The Clubs Day in September attracted hundreds of students as they learned more about the 40 club offerings at SLSS. School staff sponsor all of the extra-curricular activities at SLSS.</p> <p>In these ways, the ethos of “care and respect” is reinforced constantly and consistently with staff, students and families who are reminded of this at various meetings and events throughout the year.</p>
<p>Evidence of Success <i>What does our school data tell us about the level of student connectedness?</i> <i>How will we know if we are achieving our goal?</i></p>	<p>With the introduction of the <i>Framework for Enhancing Student Learning</i>, SLSS is committed to “building an inclusive and respectful community that fosters curiosity, engagement and creativity for all with a strength-based approach to teaching and learning”.</p> <p>The annual Ministry Satisfaction Survey items is a source of school data used to provide information about the level of student connectedness and progress of the social responsibility goal.</p> <p>The five-year trend of the Satisfaction Survey indicates consistent responses in grade 10 and grade 12 and is evidence of the efforts over the years of the staff and students to continue to develop and maintain the ethos of care and respect at SLSS. The following are the results of the 2015-2016 Satisfaction Survey stated as a percentage of students reporting “Many Times” and “All of the Time”. In parenthesis is the Richmond School District average. It is noted that SLSS percentages are higher in almost all the items.</p> <p>Do you feel safe at school? Grade 10: 88% (D=78%) Grade 12: 92% (D=78%)</p> <p>At school, are you bullied, teased, or picked on? Grade 10: 3% (D=5%) Grade 12: 4% (D=5%)</p> <p>Do you know what your school’s expectations are for student behavior? Grade 10: 79% (D=74%) Grade 12: 79% (D=73%)</p> <p>At school, do you respect people who are different from you (think, act or look ...)? Grade 10: 90% (D=89%) Grade 12: 92% (D=88%)</p> <p>At school, do you participate in activities outside of class hours (sports teams clubs)? Grade 10: 49% (D=48%) Grade 12: 50% (D=43%)</p> <p>Do you like school? Grade 10: 57% (D=48%) Grade 12: 63% (D=44%)</p> <p>Do your teachers help you with your schoolwork when you need it? Grade 10: 71% (D=65%) Grade 12: 76% (D=66%)</p> <p>Does staff treat all students fairly at school? Grade 10: 60% (D=48%) Grade 12: 62% (D=48%)</p> <p>How many adults at your school care about you? (% responding to 2 adults or more) Grade 10: 75% (D=76%) Grade 12: 80% (D=81%)</p> <p>Do you feel welcome at your school? Grade 10: 78% (D=66%) Grade 12: 81% (D=65%)</p>

	<p>Based on the information provided by the school data, staff and students continue their efforts to develop and maintain a culture of care and respect at SLSS resulting in a safe school that promotes student connectedness.</p>
<p>Continuous Improvement <i>What do we have in place to assess the effectiveness of our practice? What will we do to maintain a school – wide focus on this goal?</i></p>	<p>Building positive relationships and nurturing a feeling of belonging and sense of community continue to be a central focus. The introduction of a new BC curriculum provides a helpful framework for an increased awareness of “Positive Personal & Cultural Identity”, “Personal Awareness & Responsibility” and “Social Responsibility”. Incorporating these “core competencies” into all curricular areas, compliments an emphasis on creating a positive, safe and welcoming learning environment that is based on care and respect. We will continue to speak with and survey students, individually, in small focus groups and across entire grades to gather evidence on how safe and connected they feel at SLSS.</p> <p>As the demographic of our school population continues to change and evolve, we recognize the importance of providing additional supports for our grade 8 students who have a wide range of skills and abilities. Grade 8 students are explicitly taught social responsibility and the ways of being respectful and caring from the first day of school and intensively at the Grade 8 Camp. The ethos of care and respect is reinforced in subsequent grade levels along with students developing leadership skills. It is the expectation that older students model caring and respectful actions around the school and also in their leadership roles. The framed school mission statement is prominently displayed throughout the school. There are Care and Respect signs throughout the school and a large painted sign in the Sea Lounge – “Care and Respect Today and Every Day”.</p>
<p>Communication Plan <i>How are we communicating our process to our:</i></p> <ul style="list-style-type: none"> - <i>students</i> - <i>staff</i> - <i>parents</i> 	<p>Students learn about or are reminded about our baseline expectations of care and respect at the opening grade assemblies each year. We are very explicit in our expectations with all students, especially Grade 8s and Grade 9s. There is a three-day retreat at the start of the year for the grade 8s with our student leaders to teach and reinforce these important expectations. This is followed up with the Grade 8 Social Responsibility Day in January where students and older student leaders discuss a variety of case studies and then complete a self-assessment on their own understanding of being responsible. There is a similar day held in April. The code of conduct is published in the student agenda and the recurring ethos of care and respect are included in the September PAC and Meet the Teacher nights, the student agenda, parent calendar, newsletters, website and in our school mission statement. All teachers begin each semester with a detailed course outline that includes behavioural expectations and the outline to be read and signed by parents. Throughout the year in the parent newsletter are outlined articles on school behavioural expectations, prevention of bullying, keeping yourself safe at school and other reminders and useful links for parents and students. We remind parents to contact the school at any time they have questions or concerns about bullying or related issues. This document will be published on the school website.</p>

The annual **School Planning Tool** is to be emailed to Erin Hodder before December 1, 2016