

ST. LUKE SCHOOL- 2019-2020

Working Copy

Sustaining Safe, Accepting and Welcoming School Plan

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Goal	Action (What will we do to get there?)	Evidence (How will we recognize progress?)	Monitoring (How will we measure progress?)	Responsibilities & Timeline
1. Schools and workplaces are safe, inclusive and welcoming for all, cultivating a positive sense of self	1.1 All staff recognize their individual roles in creating safe and inclusive spaces 1.2 Develop a shared understanding of key concepts related to equity and inclusion 1.3 Provide opportunities for students to share lived experiences; use culturally sensitive language to acknowledge experiences through equity lens	 Students, parents and staff feel welcomed, safe and supported. Students see themselves reflected in their learning environment. Increased educator and staff capacity to ensure an inclusive and safe learning environment Increased student-voice in student-led assemblies, presentations 	 Increased resources: library books to represent racialized students Exit ticket to reflect key learnings at pd sessions; surveys Multi-language Welcome Banner Principal walk throughs; student assemblies; school climate survey – Spring 2020 	Sept. 2019-June 2020 All staff Equity & Inclusion staff reps – division meetings: Oct – June 2020 Human Rights & Equity Officer – Fall 2019/Winter 2020 Educators, Principal, support staff, CYC, Lib Tech
2. All members of the school community actively promote positive behaviours and interactions that support a safe and inclusive learning environment Mental Health & Wellness	2.1 Staff reinforce the personal strengths of students to help them develop a sense of self-worth 2.2 Provide opportunities for students to develop their understanding of the difference between conflict and bullying through programming and parent-home communication: E.g. Continued focus on Zones of Regulation to build self-regulation skills, positive relationship attributes MindUp pilot project for grade 3/4 Kelso's Choice: K-3 PALS: Gr. 6 2.3 Increase student voice in discussions regarding conflict vs bullying and "what it looks like" and student-led presentations for assemblies (e.g.: See the Problem, Be the Solution initiative, Gr. 8 Youth Rally pres to school, school teams/clubs) 2.4 Increase awareness and understanding of Catholic Graduate Expectations and social justice issues	Students report increased understanding of the difference between peer conflict and bullying with staff, students and parents through programming, student agenda; home-school communications Staff report increased student skill and confidence for managing peer to peer conflict resolution Increased student confidence in building positive relationships Students and staff have opportunities to practice and put their faith in action	 Monthly Student Appreciation Awards; Principal Awards Principal walk throughs Safe & Accepting Schools Team feedback Behaviour incident audits – decrease in incidents School climate survey – Spring 2020 tbd Parent feedback Increased student confidence in leading grade FOF assemblies	 Educators, Principal, support staff, CYC, FOS Social Worker, Library Tech; Educational Officer Lindsay Brown CYC Educators, Principal, Mental Health partners Liturgical comm members

[&]quot;Catholic schools, which always strive to join their work of education with the explicit proclamation of the Gospel, are a most valid resource for the evangelization of culture."



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Healthy Schools	 2.5 Build connections between healthy eating practices and a healthy mind and body 2.6 Continue to encourage students to eat healthy meals and snacks 	Staff & Volunteers report regular student participation in Weekly Healthy Snack baskets, Breakfast Carts, weekly Crunch Café' Salad Bar	 Student feedback Increased student participation in Salad Bar lunch Student and staff feedback from Wellness Day: K-8 	 Principal Parent volunteers HFFT volunteers
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