

## Healthy Schools Year-End Story Template

**Date: June 10, 2013**

**School Name: Carmi Elementary School**

**School District: SD 67 Okanagan Skaha**

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**Tell us about your Healthy Schools Team (i.e. who was on it? How many students? Other teachers? Partners?):**

**All staff, intermediate leadership students (20 of them) and our PAC Chair**

**Share Your School Story! Tell us about what happened and how it went!**

**If we identify specific students K – 5 who we are worried about, and we put specific strategies in place to connect with those students, will students demonstrate an increased sense of belonging?**

Inherent in our approach is our belief that negative social behaviour is reduced. We are completing one inquiry as a whole school. We are embedding our work throughout all we do throughout the school. Our focus weaves social responsibility throughout all subject areas, throughout our dealings with students, parents and each other (staff). Our inquiry involves all staff and students. Intermediate students and students who are in student leadership provide direct feedback that informs our actions. Following are some of our strategies that worked.

- We have determined school wide EBS areas to focus on within the school.
- Students and staff use the WITS program to deal with social issues that arise.
- We use the Friends program and a TRIBES model at grades 4 and 5.
- We use social stories as a teaching tool with students who experience difficulty and in our primary classes.
- We have trained student peer mediators/ambassadors.
- We have many staff reading the books *Lost at School* and *the Explosive Child* by Ross Greene.
- We follow our school's Code of Conduct and work to ensure understanding by students.
- We use Success Clubs to help work with students who need extra coaching and support after school.
- We use Restorative Justice with students who have negative social interactions with peers.
- We have a robust student leadership and school spirit program.
- We use the Mind Up curriculum and accompanying books for classes.
- We connect regularly as individuals with students who are identified as at risk.
- We offer a daily breakfast club (between 15 – 20 students per day).
- We use strategies with kids to reduce social issues (like purposeful play, purposeful placement in line-ups, transitions in hallways, and at assembly etc...).
- We discuss strategies as a group for how to address specific areas of concern with specific students.
- We have framed our summer pro.d days to address our focus of building connections: child to child; adult to adult; adult to student.
- We have developed staff norms to guide us in our actions to support building connections.
- We revisit our norms and discuss areas of focus monthly to assess our progress and to shift our actions as needed.
- We discuss vulnerable / at-risk learners at Carmi and how we can examine our own approaches and establish meaningful connections with our students while they are at school.

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### **Reflections (what worked well, what would you do differently next year?)**

One key learning so far, is that common language and school wide approaches yield the most promising result when trying to change a culture. We discuss regularly as a staff, the challenging circumstances of some of our students. We have taken a pro-active approach as a staff to look at ways that we can help foster building connections - child to child; adult to adult; adult to student. Inherent in our approach is our belief that negative social behaviour is reduced because of the connectedness.

Next year we plan to start at the beginning with our summer pro.d to ensure that our focus is understood by all and that we chart our course together regarding school wide approaches. The approaches themselves may be different in order to reflect the context of the building at that time.



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