

Healthy Schools Year-End Story Template

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School Name: North Cedar Intermediate

School District: SD68 (Nanaimo-Ladysmith)

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

We also partnered up with Vancouver Island University and our local Cedar High School. One of our teachers was district based.

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

Our story this year was to develop a comprehensive school culture around personal well-being and enhanced interpersonal skills. Listening to the stories of previous years (we had a 70% staff turnover including the principal) we perceived that the implementation of a Positive Behavior Intervention System of expectations, teaching and practice would acknowledge the importance and enhance capacity in emotional intelligence (EQ) for a fulfilling, productive, healthy and happy life. Our inquiry question was: Will the introduction of a formal PBIS program at NCI increase positive student attitudes and behaviors at school while decreasing negative interpersonal student interactions? We addressed the 4 Pillars of comprehensive school health in the following ways:

Teaching and Learning

Students brainstormed the components of a PBIS matrix based on the school behavioral expectations around the acronym PACK. Our school mascot is the timber wolf so our community is the pack. PACK stands for problem solver, accountable, cooperative and kind. These are lifelong skills and attributes. Teachers taught a series of team planned lessons around each expectation of PACK. Monthly assemblies reinforced and unpacked PACK further.

Social and Physical Environment

A system of reinforcing desired behaviors and recognizing practice of them was implemented including a monthly draw of a dozen students from PACK Pat coupons to have a provided school lunch with the principal.

Partnerships and Services

We partnered with the local high school that provided student led anti-bullying Red Cross sessions. We sent an enrichment art group to the high school to develop our PACK logos as our brain is equally attuned to visual symbols to focus our attention and intentions. We also partnered with Vancouver Island University (VIU) with students from their Aboriginal Education program coming down for 5 weeks to teach us about elder protocols, Aboriginal storytelling and dance. It culminated in a mini-feast and celebration according to Aboriginal protocols. Our Instructional Coordinator planned and guided lesson instruction in PBIS.

Healthy School Policy

We have collaborated as a school community to develop a mission, values, and vision to frame what we believe, intend and do. Our goal this year was to develop a PBIS system here at the school to help facilitate the EQ growth of our school culture.

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One of our composite P.A.C.K. posters developed by our own art enrichment students. Each puzzle piece is also a separate poster with a bit more detailed commentary.

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

We developed and utilized a system reporting system for office referrals. We developed a Survey Monkey questionnaire to provide to all of our students. Survey questions with responses on a Likert scale included:

1. I use problem solving strategies to figure out difficulties with my peers
2. I use problem solving strategies to figure out difficulties with my school work.
3. At school I am accountable for my behavior
4. At school I am accountable for my behavior
5. I am cooperative towards students at my school.
6. I am cooperative towards adults at my school.
7. I am kind towards others at my school

Results indicate for example that 11% of our students rarely or never (1%) use problem solving strategies with their school work while peer problem solving results are 19% rarely (need improvement) or 2% never. 78% of students always and usually are accountable for their school work. 89% say they are usually kind towards others and so on. We combine these results with our referrals to think about how we are doing around emotional EQ.

We are generally quite pleased with the results of our teaching and partnerships. We intend to increase the frequency of social responsibility assemblies next year to weekly ones for each grade to further teaching interpersonal skills. Our intentions are to get 95% of our students indicating always or usually to our behavioral expectations according to self-reports about their actions and reducing referrals to the office for behavior as another measure of progress.

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****Remember writing a story is just one way to share what you've done. If you have photos or videos, those are also great ways to share your healthy school story!**