

<b>School:</b> Adrienne Clarkson ES			
<b>Safe and Accepting School Team Members 2017-2018</b>			
<b>Chair:</b> <i>(must be a school staff member)</i>	Sue Christie	<b>Student:</b> <i>(where appropriate)</i>	N/A
<b>Principal/Vice-Principal</b>	Rich Simpson/Sue Christie	<b>Parent:</b>	Sanjiva Sondagar
<b>Teacher:</b>	Sheila Hendry	<b>Other(s):</b>	Karen Grew
<b>Non-Teaching Staff:</b>	N/A (currently reaching out)		Kylie Wilcocks
<b>Community Partner:</b>	N/A (seeking support from our SRO)		

<b>School Plan for Student Well-Being</b>	
<b>Need(s)</b> <i>(identified through assessment data, including school climate survey data)</i>	
<p>Observations from staff indicate that students have difficulty managing failure, have anxiety as a result of worrying about making mistakes, have difficulty persevering when faced with challenges. We identified, based on the OurSchool Data, that Sense of Belonging is an issue that we will delve into more deeply through student focus groups. This plan will be a partial carry forward from our last year's initiative as there is a real sense from the data (OurSchool) both with staff as articulated during our October PD and with our School Council and with some additions in the areas of MindMasters (Ottawa Public Health) and PRO Grant.</p>	
<b>Goal(s)</b> <i>(using a Theory of Action, SMART Goal, or If/Then Statement)</i>	
<p><i>Schools may have more than one student well-being goal; one goal must address the causes or impacts of bullying behaviours.</i></p> <p>If students have an opportunity to develop resiliency skills and look at failure as an opportunity for growth (develop a growth mindset), then they will be willing to take learning risks, and to persevere through challenges.</p>	
<b>Strategies (e.g. Training, Prevention, Awareness, Intervention, Support, Resources)</b>	
<i>(Students, Staff, Parents and Community)</i>	
<ul style="list-style-type: none"> <li>● Ottawa Public Health lunch and learn sessions and PD opportunities for staff have created opportunities for students to engage in the MindMasters (<a href="http://www.cyhneo.ca/mindmasters">http://www.cyhneo.ca/mindmasters</a>)</li> <li>● Growth Mindset training for teachers - pd at staff meetings, provide resources to staff to support growth mindset vocabulary in the classroom in order to establish a growth mindset as a part of the school culture.</li> <li>● Growth Mindset language to be incorporated at the school level (e.g., during assemblies or on announcements), and when communication externally (e.g., "Synervice" messages to parents).</li> <li>● Send information home to parents, with visuals to reinforce our messages here at school.</li> <li>● Bring in speaker to talk at an assembly</li> <li>● Community of Character "WE ARE ACES" based around who do we want to be and be known as here at ACES promoted in assemblies and follow up reinforcement in our daily embedding of this in our practice</li> <li>● PD during staff meetings based on the Capacity Building Series: Culturally Responsive Pedagogy and the Equity Continuum.</li> <li>● Implementation of Restorative Practices and its guiding principles for supporting students during office visit referrals</li> <li>● Ongoing support using the WITS program</li> </ul>	

**Communication, Collaboration, Outreach Strategies** *(Reaching students, parents, and the community)*

- PRO Grant successful application to be administered as a support in the areas of helping parents understand where anxieties arise from, how to support these emotions, and develop growth mindsets and resiliency in children will be promoted via literature, information sessions at Parent Council, support for staff, and an evening discussion session with Dr Ritchie from the Royal Ottawa.
- Provide teachers with vocabulary related to “Growth Mindset” during staff meetings, and lesson plans and resources that can be used in the classroom to reach students.
- Send information home with parents to encourage the use of similar strategies and vocabulary at home.
- Presentation at School Council to educate them about Growth Mindset and to let them know about our plan at the school level, and to encourage them to share these ideas within the school community.
- Staff will engage in MindMasters and with monthly character building focus initiatives based on the OCDSB Community of Character.
- We will follow up with focus group sessions with various students to find out their perspective on “Sense of Belonging”; what it means to them; what impact this has on their experiences as an ACES student; and bring in aspects of Equity Continuum: Action for critical transformation in schools and classrooms.

**Monitoring, Reflecting, Review** *(Proposed cycle for monitoring and review of data and school plan)*

- Bi-Monthly meeting of Inclusive Safe and Caring Committee to gather resources and monitor implementation of the plan.
- Begin with presentation at November staff meeting and reflect at December staff meeting.
- Collect initial student data via a “Mindset Self-Evaluation” in November and follow up with a post-assessment in May.
- Ongoing discussions with student focus groups
- Presentations and discussions with and at monthly Parent Council (Student Safety and Well Being is a “standing item” on our Parent Council agenda
- Staff meetings: each month aspects of our WBP will be shared, discussed, and promoted -- for example: we discussed and engaged as a staff at our November meeting with the CBS -- Culturally Responsive Pedagogy and in December we have our OCDSB Autism support team coming to present and discuss how we can improve our practice to support our ASD students and ensure we are responsive to their needs