



ROBERT SERVICE SCHOOL

The Very Best I Dare to Hope

School Growth Plan

2016-2017

Last updated: May 27, 2016

PART 1: Context, Priorities, and Response to School Review Recommendations, Processes and Connections

Context

At Robert Service School we foster a collaborative learning environment where the school, in partnership with homes and Tr'ondëk Hwëch'in Education, seek for our students the best possible educational experiences. Our students are provided with a variety of learning opportunities that are designed to build a solid academic foundation and a strong sense of self.

Robert Service School (RSS) is a K-12 school in Dawson City, Yukon in the heart of the Klondike. Dawson City and the Klondike region is the traditional land of the Tr'ondëk Hwëch'in First Nation. Approximately 35% of the 230+ students registered in 2015/2016 are of First Nations ancestry. There are also a significant number of French-speaking families in the community. In practice, RSS is a community school sharing the school facility with Yukon Public Libraries and the Dawson City Recreation Department. The shared space draws members of the community into the school building seven days a week. Other partnerships exist with local organizations such as: Klondike Institute of Art and Culture (KIAC), Yukon College, School of Visual Arts (SOVA), Tr'ondëk Hwëch'in Heritage Department, Dänojà Zho Cultural Centre, Tr'ochëk National Historic Site, Dawson City Museum and Historical Society, Conservation Klondike Society, Centre de la Francophonie de Dawson, and CFYT Radio. These provide rich learning opportunities that extend the boundaries of the school out into the community and contribute to a diverse and dynamic school culture. The economic base of the community is mining and tourism. There is enthusiasm in the community about the planning for the new Kaminak Coffee Gold Project site. It was recently announced by Kaminak an acquisition transaction took place with Goldcorp. Dawson will be a transfer hub for the mine.

The school values cultural inclusion and is working with Tr'ondëk Hwëch'in Education to integrate culturally inclusive practices into each of the grades and is also implementing restorative practices and talking circles. Our full staff participated in the "Blanket Activity" in the fall. Currently elementary teachers work collaboratively with the Han Language teacher to plan their cultural activities and lessons. RSS staff members have embraced implementing restorative justice practices that are based on traditional practices of many First Nation Cultures. In order to help support Han language revitalization, RSS will have a trainee to help with the development of Han language programming. As this year's School Growth Planning meetings took place, Elders joined the School Growth Team meetings and shared the concept of Tr'uhude: Living in a good way".

RSS is in dire need of a facelift and requires structural work as well. The last major building construction occurred in 1989. The new school structure was added to the gym and changing rooms that were originally constructed in 1974. The school is currently working with Tr'ondëk Hwëch'in Education and the School Council to improve the school facility and create a more welcoming and positive learning environment. A proposal for a Cultural Education Centre has been put forward to Capital Planning in order to support the growing Cultural Education programming at the school and provide a gathering and feasting location that will welcome Elders, RSS students and staff, and provide teaching and working space for TH Education.

RSS continues to support Self-Regulation strategies, Cultural Camps, the Education Outreach Classroom, Cultural Inclusion programming, Rural Experiential Models (REM) for Junior-High and High School, Deep Dives in carpentry, project-based learning with the 3-d printer, Castle Café Foods program and other opportunities in which all students can experience success. The school will carry on with the Blended Learning initiative. This coming year we will implement Positive Behaviour Implementation and Support (PBIS) a staff member will be our internal RSS coach and we will also have an increase in our administration in the office to help better support restorative approaches and practices (RAP) as well as PBIS. The administration team is also building more connections with the Dawson community to support PBIS and RAP outside of school hours. We are proud of the strong working relationships that we have with our partners and School Community.

Priorities

“Building a Larger Sense of School Community”

In the same way that a contemporary, modern community is diverse compared to 50 years ago, a modern school community is equally diverse.

In 2015-2016 Robert Service School started a multi-year initiative to create an integrated restorative philosophy and program. The intent is to create healthy conditions for personal and academic success within classrooms and the school at large.

Today’s classroom demands students have:

1. Strong, self-directed learning skills largely facilitated by the use of computer and wireless devices.
2. Team skills to participate in group work and a belief that they are entitled to a safe, productive classroom.
3. Empathy skills brought on by the complex social conditions some students live in, the introduction of Residential Reconciliation curriculum and a responsibility to be aware of world affairs.
4. Belief in high academic standards in a world where skilled workers are in high demand and there are limited career opportunities for unskilled citizens.

Today’s classroom demands teachers who:

1. Work seamlessly in both analogue and digital technologies.
2. Value student personal growth equally with academic and athletic growth.
3. Find time to build working relationships with families and the community at the same pace as the work place outside of the school.
4. Deliver much of the work in a cross-curricular, experiential manner.

Although restorative practices are being implemented as a new approach to support school growth, the following complimentary approaches will continue to be a focus of the school:

1. Self-regulation.
2. First Nations programming, philosophy, world-view, ways of doing, collaboration-in ways of operating and in special and ongoing programming.
3. Choice in programming for high school students (REM, Blended Learning, etc.).
4. Literacy and numeracy growth.

RSS, Tr’ondëk Hwëch’in First Nation, and the School Council have worked collaboratively on these initiatives.

Response to School Review Recommendations

The School Review Team visited RSS in the spring of the 2013-14 school year. The Review Team recognized several areas of success and certain areas that required growth within the school. The growth areas have already been incorporated into the 2015-16 school year. These areas include but are not limited to the following:

1. Work together as a school and with community partners to develop agreed-upon, positive behavioural expectations/supports for students and the consistent messaging of them. A common language and an understanding of how behaviours are addressed would be helpful to students, staff, and community, and further enhance the school's climate (Worked at in staff meetings and in partnership). For 2016-2017, we will implement PBIS: Positive Behaviour Implementation and Support and develop school-wide positive expectations and align the behaviour management with restorative practices.
2. Building upon the partnerships already in place, identify resources that the school is not able to offer (for example, mental health, family counselling) that can help students and families in need and to develop processes for their supportive engagement (Involved new counselor and community agencies). For 2016-2017, we will continue to reach out to the families, TH community and inter-agencies to create a wraparound for our students.
3. Give thought and attention to the communication tools and channels that would best serve RSS and its community. For example, a short, regular newsletter may best communicate upcoming events while a bi-monthly or quarterly magazine-style newsletter may best showcase student work and learning (Circulated Sourdough newsletter). For 2016-2017 we will improve the frequency of circulation of the newsletter.
4. Continue to embed First Nations learning into classroom practice using CELCs, Elders, and other resource persons as supports (Further development of programming, deriving from Cultural Inclusion Day for all staff, full day of Orientation for all new staff, surveying teachers on results). For 2016-2017, we will continue to work collaboratively to develop culturally inclusive lessons and become more aware of culturally responsive practices in the classroom.
5. Give thought and attention to the communication tools and channels that would best serve RSS and its community well. (New focus on newsletter). For 2016-2017 we will add more educational information for parents.
6. To strengthen the connection with the Education Classroom by scheduling regular dialogue between the Education Outreach program teacher, school administration, and the TH Education Manager (We now hold monthly meetings; the program moved into the building in 2015-16 to better support the clientele). For 2016-2017 the team will meet bi-weekly.
7. Continue to give focus and attention to development of blended learning instruction as a model that supports all students and in particular those who may leave to go to Whitehorse and then return to RSS (Started in 2014-15; made changes for 2015-16 based on experience and feedback from meetings and surveys. Parents have access to student's MOODLE accounts.) For 2016- 2017, we will continue to strengthen blended learning with support for staff and students.
8. Continue to work with community partners to identify resources outside the school that can help meet the needs of students and families at risk (focus of new school counselor and SBT). For the 2015-2016 year a CARE wraparound team was formed to help support students, relationships with interagency supports were strengthened. For 2016-2017 we will continue to expand the community support network and build on strategies to help support and work with families at risk.
9. The blended learning model being implemented at RSS should be monitored closely with respect to the learning needs of students (e.g. one-on-one learning support) and its potential effect on student behaviour (Started in 2014-15; made changes for 2015-16 based on experience and feedback. Students have requested more teaching from their class teachers and support with meeting timeline goals). For 2016-2017, we will we will continue to strengthen blended learning with support for students and parents.

10. Continue the systematic use of data to continually learn more about students' needs and the use of common strategies and language to address the learning needs of students, particularly in literacy and numeracy (Continued to collect qualitative and quantitative data from assessments and surveys). For 2016-2017, we will continue to collect qualitative and quantitative data and look more closely at implementing school-wide strategies and language.

The Team also expressed verbal concerns about the wisdom of having three major goals. The Team wondered if focusing on the social emotional aspects as a full school would enable other important work to align itself under one umbrella. The plan for 2015-16 incorporated this focus.

For 2016-2017 the goal will be approached from the Tr'ondëk Hwëch'in First Nation philosophy referred to as Tr'uhude which means "Living in a Good Way". The Han word Tr'uhude was expressed during conversations at Team building workshop that took place with the Student Lead Team and again at the School Growth Planning Meeting, by the Tr'ondëk Hwëch'in First Nation Elder, Percy Henry. This means that the School Growth Plan goal will be approached from this holistic philosophy that it is important to approach our goal and consider the social, emotional, academic, and physical domains.

Processes and Connections:

In order to monitor and adjust the 2015-2016 School Growth Plan, the data from 2013-2014, and 2014-2015 were analyzed. Steps used to engage all members of the school community include the following:

1. Examination of data to determine areas for future growth, to identify strengths, and to draw conclusions.
2. Brainstorming strategies to discuss best practices, develop goals, and create action plans.
3. Documentation of information on templates and revisions based on relevant feedback from stakeholders.

This work was implemented largely over Semester 2. The steps above were undertaken at the following events and activities:

1. Monthly staff meetings incorporating use of both small and large groups.
2. Staff Professional Development sessions.
3. Monthly School Council meetings.
4. Regular meetings (twice monthly) with the Tr'ondëk Hwëch'in First Nations' Education manager.
5. Team meetings with School Council and Administration.
6. Monthly Lead Team Meetings (February, March, April) & Survey Team Meeting (May)
7. Student Lead Team Workshop (April)
8. Three School Growth Team Planning Days (September, April, May)

For 2015-2016, members involved with School Growth Planning Team were:

Department of Education Support: Restorative Justice Facilitators (RSS Staff PD: Sept. 14 & 15, 2015)

Liza Manolis: School Community Consultant and Christine Klaassen-St. Pierre: Vice-Principal

School Community Members:

Elders: William Henry, Ron Johnson, Angie Rear, Clara Van Bibber, Percy Henry.

Tr'ondëk Hwëch'in Heritage: Georgette McLeod,

Tr'ondëk Hwëch'in Traditional Knowledge Specialist: Jody Beaumont.

School Council Member: Donna Michon and Ashley Doiron

RCMP: Corporal Jeff Myke.

RSS Lead Team: Ashley Bower (Elementary CELC), Nicole Cook (High School CELC), Ashley Doiron (Tr'ondëk Hwëch'in Education Manager), Cecelia Griffiths (Elementary Counselor/LAT), Melissa Hawkins (Han Language), Nijen Holland (EA), Craig Hunter (Grade 1), Donna Lozancic (Grade 5 Intensive French), Helen McCullough (Grade 7 & Vice Principal), Peter Menzies (Shop & Science), Hilary Skilnyk (Principal), and Heidi Warren (Outreach Teacher).

RSS Student Lead Team:

Grade 6: Eric Morin, Jania Popadynech, Noah Robbins, & Kaitlyn Sollosy

Grade 7: Jack Foran-Taylor, Oliver Flegel

Grade 8: Kate Crocker, Jolie Holmes

Grade 9: Jack Amos, JP Favron

Grade 10: Sam Crocker, Erin Hilliard, & Scotta Masters

Grade 11: Olivia Holmes Grade 12: Emma Morin

The RSS School Growth Lead Team met September 15 to implement the work plan for 2015-2016. The School Growth Planning Team worked together again on the goal for the School Growth Plan on April 18 and May 10, 2016. Elders spoke to the School Growth Planning team about bringing Tr'uhude: "Living in a Good Way" to support the goal. The Team discussed how the implementation of restorative practices was working, and it was agreed to continue with implementation of restorative practices at RSS.

The Team agreed to work more closely on deepening the understanding of the goal, discussing the concept of community and sharing our common values, embedding culturally inclusive goal domains stemming from Tr'uhude. The Han term, Tr'uhude: "Living in a Good Way" is about sharing our common values and understanding how our interactions with one another reflect on the whole health of the community. Tr'uhude is embedded in the concept of reciprocity that by giving and helping others in need, those that have been helped will in time give back to the group and in return help the whole community. Every person was responsible for his/her own wellbeing and was also responsible for the care of the whole community. Tr'uhude was an important teaching because it helped ensure the survival of the whole community. The Team reviewed existing surveys and gave input for creating more inclusive surveys. Surveys were created, edited, and administered. Survey results were collected, collated and discussed. The surveys were analysed, reviewed. The survey results informed the School Growth Team about student needs. The School Growth Team aligned the focus of the plan for 2016-2017 while being mindful of the student needs. The trends in the survey results are included in the completed written report. School Growth Team planning activities and group work with RSS Student Lead Team challenged us to look at the goal more closely and begin aligning the objectives from a social, emotional, academic and physical perspective into the 2016-2017 plan.

PART 2: Focus

Progress and Evidence;

Looking Back at 2015-2016:

During the Cultural Orientation Day in September, RSS staff members were introduced to Restorative Principles and they learned strategies of restorative approaches and practices (RAP) to use in the classroom. A School Growth Lead team was established to move the learned restorative approaches and practices into action. Three committees formed to support the staff and implementation of RAP and the committees met monthly. The committee that focussed on Talking Circles and Restorative Language formed to research restorative practices and put together teacher resources including strategies for facilitating talking circles, clipboards and harmed/been harmed reflection sheets for students and a talking feather.

By understanding the cultural relevance of restorative approaches and practices, and by learning how to implement these restorative practices, our staff was able to begin using RAP when students had harmed or been harmed and students were able to repair the harm and their relationship with each other. Daily talking circles were implemented in most of the elementary classrooms and served as opportunities for teachers to check in with their students, for students to share with one another, and to help build deeper teacher-student relationships. In the classes where talking circles were implemented, there was a decrease in inappropriate classroom behaviour and a reduction in the frequency of office referrals for that grade over the school year.

This committee also received feedback from staff about how restorative practices were working. Feedback was heard at monthly staff meetings, elementary staff meetings, secondary staff meetings, and informally through RAP committee members. There is a strong buy in from staff however some staff communicated that they needed more training and support with talking circles. Staff would like to see school wide expectations and common language being used by elementary and high school staff and students. We are currently working together as a staff to implement Positive Behaviour Intervention and Support (PBIS). The RSS discipline policy will need to be updated to be more culturally inclusive and reflect the positive approaches to managing inappropriate behaviour. This policy will be written in collaboration with staff, School Council and TH Education. At times some staff felt frustrated by trying to handle challenging inappropriate behaviours of students who were not buying into RAP. These students were identified as disengaged with school and had not bought into the concept of school as a community. They are tier 2 and 3 students who require more intensive behaviour management and support. A team consisting of administration, counselor, Educational Psychologist, CELCs, Outreach teacher and TH Education Manager formed to work with these students and created a wraparound support with parent and community members. Behaviour and transition plans were put in place and these students were supported through the Outreach classroom and by a daily check-in with the Outreach teacher. Each student in Outreach has been supported with transition planning that included parents/guardians and the student, and the CELC.

A second committee focussed on organizing and supporting more fun assemblies, acknowledging students and staff, sharing and celebrating good news, bringing students, staff, and community closer together. The assemblies were inclusive K -12 and very successful because they were engaging, funny, ridiculous at times, student-centred, positive and upbeat. The assemblies were well received and attended by students, staff, parents, and community members. Overall there was good participation by elementary and high school students.

A third committee formed to research a "Time-In = Peace" room for cooling off and a space for in-school suspensions. This space was identified however there would need to be facility changes to free up the space. An alternate location for high school will temporarily be located by the counselor's office.

Direct support from administration with facilitating talking circles and problem solving with students was successful for a lot of students, and over time, students became more articulate, empathetic and were able to communicate about how to repair the harm. RAP helps students to have a voice and be able to repair harm. Parents /guardians whose students were involved with RAP were supportive of the approach and in some cases participated in the circles with their children. CELCs, the Outreach teacher, and school counselor also helped facilitate restorative circles, support students, and helped connect to community support for students.

RSS students live in a close, tightly knit community. Some of the inappropriate behaviours demonstrated by students are well established and as a result, students were not initially very respectful to each other. Students' feelings were hurt. Sometimes there is a lot of history of negative interactions between students (going back years). By helping to repair the harm and rebuild relationships, this is where Talking circles, and restorative approaches and practices have been more successful in comparison to the traditional approach to discipline that tends to isolate students.

Survey results reported that fighting at RSS is not common. Students typically use put downs to hurt one another. Most bullying occurs before and after school and when there is less direct supervision. Playground incident reports reflected inappropriate language and rough / aggressive play which often stems from poor self-regulation when frustrated with a game or not sharing playground equipment. Inappropriate language and rough / aggressive play are the most common forms of bullying reported by students. Inappropriate behaviour needs to be acknowledged and unlearned. Students need to have the opportunity to work through the harm that has been done with each other and repair the harm. Office referrals have been addressed using RAP. It takes a lot of time to work through the problem with students. But students learn a lot from the process. For 2015-2016 there has been a decrease in office referrals. Grades 1, 2, 3, 4, and 5 participate in daily talking circles in their classrooms. Over the course of the year, the frequency of office referrals dropped for grades 2, 3, 4, and 5. SEE APPENDIX EVIDENCE

Community Outreach: In order to align RAP with school and the Dawson Community, Hilary Skilnyk, the principal, has started introductory meetings about RAP with the School Council, Recreation Dept., Youth Centre and with some coaching staff.

Counselor support and facilitating talking circles with groups of students in class and in small groups, along with one-to-one student support were strategies used in teaching restorative approaches and practices to students. The counsellor also offered supports to students through the Yarn Club: Grades 2 and 5, Co-teaching the "Be Cool Program": Grades 2 – 4, and direct counselling Support: K – 12. The counsellor also assisted the School Based Team to write Behaviour Support Plans for Tier 2 and 3 students.

Survey results suggest that there has been some improvement in feelings of depression and anxiety at the high school level. More high school students are motivated at school. However the comment areas of focus inform that more engagement, understanding, and relevance in academics are needed. Students also want to see an improvement in Blended Learning. They need help with building self-confidence, goal setting and want less bullying (put downs). For Social and Physical they want more fun, clubs, a sense of belonging, and a place to eat.

Survey results for elementary show fewer students are engaged and motivated however there has been improvement in anxiety and in bullying. The elementary students want their academic learning to be more fun, more outdoor activities and less work! The student engagement numbers support these comments. Emotionally, they would like students to be more calm and have less teasing. Socially, students would like less bullying, show more care for each other and more time with friends. Physically, they would like to get outside more and have recess playground equipment for older students.

Looking Forward

Rationale for goals and objectives:

During the 2015-2016 school year Robert Service School started implementing Restorative Approaches and Practices (RAP) as a proactive and more Culturally Inclusive approach to managing inappropriate school behaviour. Overall the implementation of restorative approaches and practices (RAP) was successful. Administering RAP as an alternative behaviour management tool for discipline allowed for building more positive, respectful relationships between all parties involved. Students took more ownership and responsibility for their actions that caused harm. There is support from staff to continue to implement RAP and to align it with the implementation of Positive Behaviour Intervention and Support (PBIS). We will work towards bringing our school community closer by working together as a staff to develop school wide expectations using PBIS, use positive language with students, and teach PBIS lessons to all students.

Based on the data from 2013-2016, and the internal and external background research on elementary and high school culture, it is evident that RSS needs to continue to focus on building a stronger sense of community. Research has shown that by building a stronger school community students have a greater sense of belonging and that there is a direct correlation with a reduction in antisocial behaviour. PBIS and RAP are positive approaches that help support the building of a positive school atmosphere.

Our school priority is to work towards **“Building a Larger Sense of School Community”** The idea of building a larger sense of community relates directly to the philosophy behind the Han term: Tr’uhude.

Tr’uhude: **“Living in a Good Way”** is about sharing our common values and understanding how our interactions with one another reflect on the whole health of the community. " The Tr’ondëk Hwëch’in people traditionally lived in small groups where everyone contributed respectfully and responsibly towards the well being of ones self as well as the group. " Tr’uhude is embedded in the concept of reciprocity that by giving and helping others in need, those that have been helped will in time give back to the group and in return help the whole community. Every person was responsible for his/her own wellbeing and was also responsible for the care of the whole community. Tr’uhude was an important teaching because it helped ensure the survival of the whole community. We would like to see the staff and students at RSS feel that they belong to their School Community and that they have a responsibility to help contribute the success of the building of the School community. Everyone will benefit if we all help each other.

Goal(s):

For all students and staff at Robert Service School to feel interested, motivated and included.

Objective(s) to support the goal:

The objectives are to continue with implementation of Restorative Approaches and Practices (RAP) and to start implementing Positive Behaviour Interventions and Support (PBIS). These, in turn, will lead to “Building a Larger Sense of School Community”

Target(s):

- Will suspensions, incident reporting and disciplinary meetings be reduced by 20% in 2016-17 by implementing proactive and more Culturally Inclusive approaches to managing inappropriate school behaviours and where administrators and teachers engage and support students?
- If talking circles are embedded into every classroom, will we see a dramatic reduction of harm and restore a sense of community in the school?

PART 3: ACT

Goal(s):

For all students and staff at Robert Service School to feel interested, motivated and included.

Objective(s) to support the goal:

The objectives are to continue with implementation of Restorative Approaches and Practices (RAP) and to start implementing Positive Behaviour Interventions and Support (PBIS). These, in turn, will lead to “Building a Larger Sense of School Community”

Actions: Strategies/Interventions	Evidence to Track Progress	Person (s) Responsible
PBIS Training Session for RSS PBIS Team in Whitehorse (2 day session) <ul style="list-style-type: none"> RSS present staff survey results CARE acronym created for RSS Training in creating school matrix Strategies to support staff with identifying school wide expectations 	May 2 and 3, 2016	Dept. of Ed Coach: Alison Borden PBIS Coach: Steve Laszlo Principal Vice Principal CELC High School Staff member
PBIS External Coach meeting with RSS PBIS Team in Dawson, May 2016 <ul style="list-style-type: none"> RSS Implementation meeting PBIS Resource Support PBIS Strategy Support 	May 17, 2016	Dept. of Ed Coach: Alison Borden PBIS Coach: Steve Laszlo PBIS Team
PBIS Staff Input on positive school expectations	May 25, 2016 Monthly Staff Meeting	PBIS Coach and Team Staff and CELCs
PBIS PD Planning <ul style="list-style-type: none"> Major vs Minor referrals Activity planning 	May 26, 2016 Monthly Meeting	PBIS Coach and Team
Apply to Innovation Fund for Drin Hozo! Breakfast Program: Building Community <ul style="list-style-type: none"> Grant written and reviewed with School Council and TH Education Manager 	May 2016 Report written and Submitted May 27, 2016	RSS School Council Chair TH Education Manager Principal Foods Teacher Outreach Teacher CELC Han Language teacher

<p>Outreach Class Review</p> <ul style="list-style-type: none"> Identifying strengths of program Identifying needs of program Transition planning for students 	<p>May 2016 Planning for 2016-2017 Supports in place Report submitted</p>	<p>Administration TH Education Manager Outreach Teacher CELCs</p>
<p>PD: PBIS Identifying/ Managing Student Behaviours</p>	<p>June 2, 2016 Draft Office Referral Sheet Created</p>	<p>PBIS Team PBIS Coach: Steve Laszlo Principal Staff and CELCs</p>
<p>School Wide PBIS Matrix</p> <ul style="list-style-type: none"> Check-ins / relationships Positive language 	<p>Staff Input Class expectations</p>	<p>Teachers Principal PBIS Coach</p>
<p>PBIS School Start-up</p> <ul style="list-style-type: none"> PBIS Posters Created PBIS Matrix Created PBIS Lessons prepared Office Referral Forms 	<p>PBIS Resources are handed out to staff on first day of school</p>	<p>PBIS Team Administration</p>
<p>K-12 Counselor</p> <ul style="list-style-type: none"> Support and facilitate RAP and PBIS Work with community interagency Work with Tr'ondëk Hwëch'in 	<p>Counselor is hired by August 16, 2016</p>	<p>Administration Tr'ondëk Hwëch'in Education</p>
<p>Han Language Trainee</p> <ul style="list-style-type: none"> Work with Han Language teachers 	<p>Trainee is hired by August 16, 2016</p>	<p>Administration TH Education</p>
<p>PD: Tr'ondëk Hwëch'in Education Cultural Orientation Day</p> <ul style="list-style-type: none"> Tr'uhude Culturally Responsive Teaching Culturally Inclusive Curriculum 	<p>August 26, 2016 Collaborative activities</p>	<p>TH Education Administration RSS Staff</p>
<p>School Growth Lead Team and PBIS Team</p> <ul style="list-style-type: none"> Review School Growth Plan Goal Review PBIS and RAP approaches 	<p>Communication Action Items are identified</p>	<p>Administration TH Education Manager RSS Staff School Council</p>
<p>Teacher Long Range Plans</p> <ul style="list-style-type: none"> Include PBIS lesson Include Culturally Inclusive curriculum Include Assessment for Learning strategies 	<p>Long Range Plans are submitted Meeting with administration to review long range plans</p>	<p>RSS Teachers Administration Han Language Teacher CELCs Dept. of Ed. FNPP</p>
<p>Drin Hozol! Breakfast Program</p> <ul style="list-style-type: none"> High school breakfast program Equipment ordered 	<p>Grant funding secured Early breakfast at RSS</p>	<p>Administration TH Education School Council Foods Teacher/students</p>

Actions: Strategies/Interventions	Evidence to Track Progress	Person (s) Responsible
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<p>Monthly assemblies with a new structure</p> <ul style="list-style-type: none"> • Focus: PBIS, CARE, good news, team work, more Culturally inclusive, celebrating success 	<p>Determine new structure Monthly events</p>	<p>Fun Assembly Committee RSS Staff RSS students</p>
<p>Multi-class projects with a emphasis on high school students volunteering with the elementary students</p> <ul style="list-style-type: none"> • Take your buddy to school day • Joint science fair projects • Elementary school to participate in mini-REM 	<p>Evaluate at year's end</p> <p>Collaborative Time and projects identified and implemented</p>	<p>Administration Teachers High School LAT Elementary LAT Han Language Teacher CELCs</p>
<p>Playground time be considered as much a learning time as a recreational time.</p> <ul style="list-style-type: none"> • PALS Program -- Senior Phys Ed students lead play for elementary students with proper supervision 	<p>Monthly monitoring Office Referral Forms Grade 10 – 12 PE trained and implement PALS program</p>	<p>PBIS Team Leader Administration PE Teacher Elementary staff Counselor</p>
<p>Blended Learning Committee</p> <ul style="list-style-type: none"> • Survey feedback • Review framework • Identify strengths • Identify needs 	<p>Regular meetings Collaborative day to prepare a work plan to support needs</p>	<p>Grade 10 – 12 Teachers Administration High School LAT Dept. of ED. Chris Stacey Dept. of ED. Tanya Lanigan</p>
<p>Assessment for Learning Professional Development</p> <ul style="list-style-type: none"> • Identify strengths • Identify needs • Focus: Self-Assessment • Teacher Feedback • Student Samples/Exemplars 	<p>Elementary and Secondary Staff Meetings Identified in Long range plans and discussed with Administration</p>	<p>Administration Teachers High School LAT Elementary LAT</p>
<p>Restorative Justice Facilitator Training</p> <ul style="list-style-type: none"> • 3 day PD • Facilitate Restorative Circles 	<p>PD through Youth Justice, Facilitaor Certification</p>	<p>Val Binder TH Justice Coordinator RSS Staff CELCs</p>

Target(s)

Establish a work plan by September 30, 2016

The plan will likely look at further decreases in the following areas by 20%:

1. Incident reports
2. Dismissals/ suspensions
3. Use of inappropriate language
4. Anxiety
5. Depression
6. Subjected to bullying

The plan will likely look at further increases in the following areas by 20%:

1. Interest and motivation
2. Engagement
3. Student involvement

For 2016-2017 we will be tracking office referrals with the Positive Behaviour Intervention and Support (PBIS) spreadsheet. With the implementation of PBIS there is a PBIS Team who will be meeting bi-weekly to track incidents and offer support.

PART 4: Monitoring and Adjusting the Plan

Dates for Monitoring Progress

The School Growth Plan is an ongoing working document which the RSS Lead Team committee will and will be revisited throughout the school year. The first actions for 2016-2017 will be discussed and planned for at the PD day in June. The focus will be PBIS implementation planning for August 2017. The RSS Lead Team committee will meet regularly over the school year. The School Growth Planning Team will meet twice over the school year. PBIS Data will be collected monthly, and staff will be included in monthly discussions and help inform strategies and actions. School Council will be involved with the monthly reporting and the creation of the new School Behaviour (discipline) policy.

Communications Plan:

Staff will be kept informed of School Growth Plan action items at monthly staff meetings. The PBIS coach will work closely with administration to communicate feedback from staff and to help support staff training and strategies. The community will be informed through the Sourdough newsletter and school website of updates and educational pieces that reflect actions from the School Growth Plan. Communicating on our School Growth plan action items will occur through the monthly Principal reports provided to School Council and to the Superintendent. Bi-weekly meetings with TH Education will allow for open communication with respect to School Growth Plan actions.

Evidence will be collected through tracking office referrals on a monthly basis and from the RSS "Tell Them From Me" Student Surveys that take place at the beginning of May. Anecdotal evidence will be collected from the student comments and from feedback from staff and students with regard to the restorative approaches and practices.

APPENDIX A: Evidence

External

1. There are numerous examples of how restorative practices have positively changed the interactions between students and teachers across Canada and the North: children meeting in impromptu restorative circles, informal restorative interventions, and formal restorative conferences. Restorative practices address harm in facilitated restorative circles. Restorative questions posted throughout schools can be used as a way to guide and influence language and thinking.
2. All indications are that a paradigm shift is occurring, as school administrators, teachers, students and parents across the territory move from addressing harm in a punitive way to thinking of restorative solutions. Restorative practices also support a paradigm shift for dealing with withdrawn, suspended and expelled students. Instead of dealing with problem student behaviour by getting rid of the student, the goal is to reintegrate the suspended or expelled student as well as to effectively deal with others who are negatively affected by the incident including the larger school community.

Internal

Data collected at RSS reveals the following:

1. When teachers are asked about what students they are concerned about, well over half of the student population is listed.
2. Over half of high school students are on student learning plans.
3. Over half of elementary students are on student learning plans.
4. Incident report data available.
5. The Outreach (independent learning) teacher will be relocated to the school to work with younger students in a preventative way.
6. Counselor caseload is overwhelming.
7. Attendance concerns.

Secondary School

The following issues have helped create this priority:

1. Swearing and inappropriate language have risen to unacceptable levels. Staff efforts to mentor students on respectful language have reached an impasse. There is generational disconnect between what is and what isn't acceptable language. For example, elementary students and elders will hear inappropriate language from teenagers in the hallway during the high school lunch hour. The teens were unaware of their language and when confronted didn't care that their swearing surprised young students and insulted elders. Swearing is becoming part of acceptable language in students as young as Grade 5.
2. Too much classroom, instructional and work time is lost due to interruptions or outbursts from a number of students. These students don't understand the impact of their behaviours nor do the majority of students request that these students stop their disruptive behaviour.
3. Blended learning and the laptop program have highlighted that the majority of high school students do not have sufficient self-directed, independent learning skills. Wireless technologies have yet to be utilized effectively to support classroom work – they remain a barrier to learning. Students required significantly higher teacher and EA support than anticipated and class times are being reduced to 60 minutes to help students cope.
4. There is a concern that academic success is not a top priority for many students. Rather, these students are only interested in doing the least amount of work possible to simply pass and graduate.

5. There is a disconnection in perception between staff and students about how 'good' the school experience is at RSS. By staff measures, the experiences are amazing (i.e. field trips, cultural experiences, THFN support, hunting trips, extensive volleyball events, etc.). For too many high school students, school needs to be 'fun' and 'exciting' and 'easy' which relegates the RSS menu of activities as 'old' and 'done that'.

Elementary School

Classroom dynamics include too many hurtful comments and inappropriate behaviours. Staff are concerned that too many children are demonstrating negative interpersonal behaviours that one wouldn't expect to observe until Grade 10.

Every classroom has unique social emotional support requirements. The level of support is significant and requires considerable efforts on the part of all staff.

Playground interactions contain too much aggressive behaviour.

In 2014-15, the major school goal focused on Social Emotional growth. Over the next few pages, please find the report from that Goal Team, which identifies the work accomplished and results attained.

RSS School Goal # 3: Social Emotional Learning (SEL) Final Report 2014-2015

Objective: Increase empathy in students leading to increase feelings of self-worth and motivational learning. Further develop relationships and connectedness in school and the community. Increase resiliency and engagement in learning. Increase opportunities for the Outreach Classroom to be connected.

Goal: For all students and teachers at Robert Service School to feel interested, motivated and included.

The Social Emotional Learning Committee met monthly to work on our section of the School Growth Plan. Eleven strategies, as outlined in the plan, were worked upon with the following results:

1. Three members of the SEL team went to a workshop in Whitehorse with Dr. Martin Brokenleg to explore the Medicine Wheel approach to learning/discipline.
 - a. The Gotcha system of acknowledging students was again successful. Two bulletin boards were dedicated to displaying the good deed tickets.
 - b. A High school Student Council was formed this year ranging from 2-4 students in attendance. They were keen on organizing the mural for the gym, intermural sports and gave feedback on the electronic policy.
 - c. One Good News assembly occurred this school year.
2. RSS just finished the first year of the Moodle approach to independent blended learning. This allowed the high school timetables to be more flexible and better meet the needs of all high school students.
3. SEL sent representatives to a School Council meeting to communicate our student growth plan. SEL updates were posted in the RSS newsletter.
4. The continued use of self-regulation tools in the classroom, including new bikes and the introduction of stand-up desks. A self-regulation program started in elementary with its dedicated space. Common self-regulation language has been adopted and used by staff. Reverse lunches in elementary continue to be successful as proved by the decrease in incident reports (see data below).
5. CELC continued to allow RSS to thrive as a culturally inclusive school. Many elders were welcomed into the classrooms. Classes visited R22, Cache Creek, Hide Tanning, and took jigging classes. The partnership with Heritage thrived this year.

6. The High School Social Skills program was developed this spring, which proved to be very valuable and have high impact on the interpersonal relationships of high school students. This programming is fostering an inclusive environment at RSS.
7. Working towards a common language. RSS revised the hat and electronic policy. More self-regulation tools were purchased for movement breaks.
8. Public Health is holding weekly drop-ins for students. A full-time school counselor was hired this year. The Mentorship Program is still going strong and a Boys and Girls program started at the school this year. Restorative Justice Circles with TH participation were held this year. RSS continued to build community partnerships already in place such as the RCMP facilitating the DARE program in grade 5.
9. The RSS website is in the process of being revised. The Sourdough Newsletter was published every other month.
10. RSS participated in two REM's session; one was in Dawson and the other in Watson Lake. We also had a mini-REM this spring just for RSS high school students.
11. See 2

In addition to these eleven strategies, we also administered the "the "Tell Them for Me Survey" was administered for 2013 - 2015. RSS collected and analyzed data using the survey. This was done in March throughout grades 4 – 12. Questions were personalized for the 2014-2015 year to revolve around students at RSS.

Behavioural Incidents:
Reported between August through April each year

Aug.- April	2013/2014	2014/2015	2015/2016
Total # of incidents	376	198	117
Total # of dismissals	34	8	7
Total # by grade	K=6, 1=12, 2=68, 3=31, 4=36, 5=24, 6=55, 7=7, 8=46, 9=16, 10=32, 11=45, 12=0	K=1, 1=3, 2=0, 3=5, 4=9, 5=15, 6=13, 7=9, 8=42, 9=20, 10=30, 11=41, 12=10	K=6, 1=0, 2=7, 3=2, 4=15, 5=11, 6=30, 7=9, 8=19, 9=10, 10=3, 11=3, 12=2

Note: 2013/2014: Some outliers have made some figures quite large.

2014/2015: Grades 2 and 3 (in which the two elementary subjects are in) have significantly decreased since their previous grade in number of behavioural incidents reported to the school office. Self-regulation schedule strategy and possible explanation for the decrease of incidents in report: One and a half years ago, the elementary school team decided to separate the K-6 recess and lunchtime into two groups for the lunch hour. One group is out at recess while the other is eating and vice versa. Each group has a ratio of an average of 50 students for two adults, compared to the original group of 100 students for two supervisors. Supervisors are better able to attend to social and emotional needs of the students on the playground.

2015/2016: This data includes all behavioural incidents reports that were file copies and referred to the office by RSS staff, TOCs, parents, and students. At the Elementary grades, the majority of incidents reported to the office were inappropriate recess behaviours (such as rough housing with peers / physical altercations). At the High School level the majority of incidents reported were inappropriate classroom and hallway behaviours (such as students swearing at peers or at staff / verbal altercations). Restorative Approaches and Practices (RAP) were implemented between the person(s) who caused harm and the person(s) to whom harm was done. RAP is an effective process however it requires a lot of time to follow up completely with the incident, interview the students involved and help the students to work through the problem together, and ultimately repair the harm. Talking Circles have been implemented as a strategy for opening conversation between students and staff and in Grades 1, 2, 3, 4, 5 talking circles with check-ins occur daily.

2015-2016: Student Incident Reports By Month

Grade	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Total
K					2	2	2			6
1										0
2		1	2	1	2				1	7
3						2				2
4					3	6	4	1	1	15
5	1*	4*	1*, 1	2		1*	1			11
6		2	2	4		1	3	8	10	30
7			2		1		1	3	2	9
8		2		1	5	4	3		4	19
9			4	2	1		1		2	10
10							2		1	3
11						1			2	3
12				1	1					2
Total	1	9	12	11	15	17	17	12	23	117

SURVEY RESULTS: 2013 - 2016

Primary Results (1-3)	Dec 2013	April 2014	April 2015	May 2016
Interested & motivated in school	X%	X%	X%	94%
Mod-High levels of anxiety	X%	X%	X%	26%
Subjected to bullying	X%	X%	X%	33%
Elementary Results (4-6)	Dec 2013	April 2014	April 2015	May 2016
Interested & motivated in school	71%	62%	82%	59%
Mod-High levels of anxiety	34%	24%	24%	16%
Subjected to bullying	68%	55%	42%	36%
High School (7-12)	Dec 2013	April 2014	April 2015	May 2016
Interested & motivated in school	38%	36%	34%	43%
Mod-High levels of anxiety	18%	14%	29%	13%
Subjected to bullying	32%	19%	30%	31%
Mod-High levels of depression	20%	29%	25%	12%
“Tell Them For Me” Survey Results 2013 to 2015				
“School Growth Team” Survey Results 2015/2016				

The School Growth Team personalized the survey for 2015-2016 and the survey was administered in May. There was input from Grades 1 – 12. The School Growth Planning Team analyzed the survey results, the areas of focus were reviewed, and the top student priorities were identified under the following domains: academic, social, emotional, physical.

Elementary School Survey: Grades 1-6: Areas of Focus

Academic
<ul style="list-style-type: none"> • More Fun Activities • More Outdoor Activities (field trips, camping etc.) • Less Work
Emotional
<ul style="list-style-type: none"> • Less Teasing • More Calm People • 93% Feel Safe
Social
<ul style="list-style-type: none"> • Respect/care about each other • No Bullying • More play time with friends
Physical
<ul style="list-style-type: none"> • More Physical Activities • Playground Equipment for Grades 4 - 6 • Winter and Summer Recess activities

High School Survey: Grades 7-12: Areas of Focus

Academic
<ul style="list-style-type: none"> • More Engagement • More Relevant courses • More Understanding of what is taught • Improve Blended Learning
Emotional
<p>SELF-AWARENESS:</p> <ul style="list-style-type: none"> • Perception: not worry what others think • Self-Regulation Support: Stressed/Anxious • Reciprocity /caring / give hope • Help students Set Personal goals <p>BUILDING CONFIDENCE:</p> <ul style="list-style-type: none"> • True to self: Same at school/away • Support for students who feel lonely and sad • Feeling good about looks <p>BULLYING:</p> <ul style="list-style-type: none"> • No Verbal abuse/ No Put Downs • 75% FEEL SAFE
Social
<ul style="list-style-type: none"> • More Fun!! More students engaged in activities • More Clubs • More Accountability • Belonging/acceptance • <u>More Safety for Personal Property</u> • Respect/caring Teachers & Students • Cafeteria/Comfortable Eating Area
Physical
<ul style="list-style-type: none"> • Improve Gym Area: bigger, cleaner, more sports equipment • More Getting Outside for Classes

