



SAFE, CARING, AND INCLUSIVE SCHOOLS

○ Goals:

- To promote a positive and inclusive school climate - where everyone feels physically, emotionally, and psychologically safe
- To provide students an opportunity to learn and develop in a safe, caring and respectful society

○ Recognizing that:

- There is a direct link between student success and the school environment in which learning takes place
- A positive, safe learning environment (with a variety of prevention and intervention strategies in place) allows schools to educate optimally and students to achieve and reach their full potential
- A positive school climate is a crucial component of prevention

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- Characteristics of a positive school climate:
 - Healthy, caring, and respectful relationships among all members of the school community
 - Students are encouraged to be leaders and positive role models, and to speak up about important issues
 - Positive behaviour is reinforced
 - A culture of high expectations emphasizing improvement of learning outcomes for all
 - Students, families, and community members are actively engaged
 - All cultures are respected and valued, and as a result students, staff, and families feel safe, comfortable, accepted

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◉ Whole School Approach

- Building and sustaining a positive school climate is a shared responsibility – a complex challenge requires complex solutions
- Everyone has a role to play:
 - Administrators
 - School staff
 - Parents/caregivers
 - Students at every grade
 - Community members
- All aspects of school life are included:
 - Curriculum
 - Culture
 - Extracurricular
 - Teaching practices
 - Policies and procedures
- At four levels: School, classroom, individual, community

SAFE, CARING, AND INCLUSIVE SCHOOLS TEAMS (SCIS TEAMS)

- Purpose: To support the promotion of a positive school climate within the school and community
- Membership:
 - School administrator - Principal (Helmut Tinnes)
 - Teacher (Eugenia Schatz)
 - Other school professional (e.g. CYW, E.A.) (Leslie Shields)
 - Parent representative (Jill Magazine, Karen MacLeod)
 - Community member (Christa O'Connor)
 - At least one student
- Meets a minimum of four times per year
- Activities to be monitored by the Assistant Superintendent (Equity & Inclusion) and Superintendent of Education for the family of schools

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◉ Role/Mandate:

- To discuss broader issues regarding school climate - NOT specific incidents or individuals
- To provide ideas and suggestions for developing and maintaining a school climate where everyone feels welcome and safe
- To assess current school climate to identify areas for improvement - e.g. by interpreting School Climate Survey Data and making practical suggestions to address challenges
- To consult with stakeholders and experts to inform planning and goal setting
- To set goals and priorities, identify indicators of success, determine appropriate implementation strategies and resources, and assign responsibilities
- To track progress and results, adjust goals and actions as required
- To identify resources within the school community to help achieve goals
- To assist in creating strategies to engage students, caregivers, and community members