

School Level Plan

School: Click here to enter text.

School Year: 2022-2023

FOUNDATIONAL ITEMS

Division Motto, Mission, Vision, Values, & Aspirational Statements	School Mission, Vision, Values, & Compelling Why
<p>Motto – Students Come First</p> <p>Mission – “Building Strong Foundations to Create Bright Futures”</p> <p>Vision – “Learning Without Limits ... Achievement for All”</p> <p>Values – Belonging, Respect, Responsibility, Learning, Nurturing, Perseverance and Diversity</p> <p>Aspiration Statements - High Quality Teaching and Learning, Engagement of All Students, Families, and Communities, Effective Policy Healthy, Sustainable Physical and Social Environments</p>	<p>Motto - Excellence, Honour, Spirit</p> <p>Mission - Learning today for tomorrow’s success</p> <p>Vision - To learn and work in a respectful environment where each student is challenged to prepare for their future and develop to their highest potential.</p>

ASPIRATIONAL STATEMENTS INTO ACTION

High Quality Teaching and Learning

- Provincial curricula and related resources that are developmentally appropriate and culturally responsive.
- Employ play-based learning experiences that support a sense of personal competency, self-efficacy, and social responsibility; and,
- A wide range of opportunities to learn, practice, experience and demonstrate understanding, confidence, and motivation for a healthy and balanced life.

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Division Outcomes	School Level Work Plans (What is the School Doing?)	Tell Your Story (What Products, Observations, Conversations & Stories will the School Gather to Illustrate Progress?)	Most Responsible Person	Budget
By June 30, 2023, there will be 2% more students writing at or above grade level in Grades 4, 7, & 9 compared to the June 2022 data.	Grade 6 to 9 ELA teachers will: <ul style="list-style-type: none"> - grade partners will collaboratively implement the Writing Outcome Plan to meet the writing needs of students. - use formative assessment to determine which students require more classroom-based intervention and use responsive teaching and TAG to meet the writing needs of students. - Use the writing process from Gr. 6 – 12 in all ELA classes as discussed at the Aug. inservice with Charlotte and Kendra 	Ministry Holistic Writing Rubrics Compose & Create Report Card Outcomes	All ELA teachers	Inservice with Charlotte & Kendra & writing resources recommended were purchased for teachers.

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	<p>TP will use a scaffold approach in ELA A30 to work from small pieces to large pieces to explore persuasive/expository writing in formal APA format for required research paper and narrative/descriptive writing for Visual Essay project.</p> <p>TP will introduce (during work periods) more mandatory conferences rather than voluntary; especially at the beginning of the writing process in ELA A30.</p> <p>SZ will coordinate some writing practices and goals: historical persona/historical perspective, eye-witness accounts, journal entries, researched issues during ELA 10</p> <p>SZ will focus on teaching students how to work research into writing and cite it properly to avoid plagiarism.</p> <p>AU & DH will focus on writing in Gr. 6 by:</p> <ul style="list-style-type: none"> - incorporating "quick writes" as a daily routine to assist in the comfort, interest, and general practice of writing. - having students follow the writing process using before, during and after strategies while teachers continue using the "I do, We do, and You do" strategy - mentor texts will be used to explore the variety of forms, purposes, language and tone that we cover in grade 6 <ul style="list-style-type: none"> o descriptive o narrative o expository o persuasive <p>KW will use free writes in Gr. 7 ELA. Students will use given prompts to write about if they can't think of anything to write about. They are given five minutes to write as much as they can and teacher will work on their writing stamina as the year progresses and work up to writing for longer periods of time.</p> <p>RH will focus heavily on the writing process and the seven traits of writing, exploring different ways to pre-write/brainstorm to create ideas using different writing strategies. When drafting we'll focus on specific, detailed</p>	<p>Student writing samples throughout the school year</p> <p>Collecting student work as exemplars to share</p> <p>Posts of activities supporting writing on school Facebook page to communicate work on goal and in stories gathered for GSSD as evidence.</p> <p>Holistic Writing Rubric Results</p>		

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	<p>writing teaching concept such as: Writing a lot about a little vs. a little about a lot, show don't tell, etc. We will also explore mentor texts that us the writing trait we are focusing on then use it in our own writing.</p> <p>MF will focus on writing in ELA 8, 9, 10 through:</p> <ul style="list-style-type: none"> - interactive reading notebooks where students record anything that stands out during their daily independent reading and make predictions about what is going to happen in the novel as new info is garnered - reviewing the writing process with a focus on proofing work for capitalization, grammar, etc. to support preparation for higher education. - Gr. 8 quick writes where students are given a story line or topic or word and then they have 15 minutes to write a quick story with no spelling or grammar corrections made by teacher. <p>Other subject teachers will build in more opportunities for writing in their activities. For example, BD uses a legend in science that combines writing skills with first nations perspectives and ecosystems concepts, with students writing their own legend and can voluntarily share their legend with the class.</p>			
<p>By June 30, 2023, there will be 2% more Grade 2, 5, & 8 students at or above grade level in math compared to the June 2022 data.</p>	<p>In Oct., Gr. 6 – 9 teachers will review math screeners for “vertical” and “horizontal” trends and apply class, large group and small group interventions.</p> <p>Teachers will utilize Math Common Assessments to drive their instruction within math unit plans.</p> <p>Teachers will utilize the Number Strand Rubrics to determine which students require more support to achieve a 3 and intervene in class and during TAG if required.</p> <p>Gr. 6 and 7 teachers will use Knowledgehook to provide responsive instruction and practice. Gr. 6 teachers will use Knowledgehook for enrichment to challenge higher level students. The remediation portion of the platform and the teacher support section will be used for students struggling with specific skills to provide more support.</p>	<p>Screener Results Pre & Post Assessment results Number Strand Rubric Results Students’ Knowledge Hook Progress</p>	<p>DH, AU, KW, RH, CSK, TC</p>	<p>Knowledgehook K-9 Screeners GSSD Data Warehouse Number Talks Resource Common Assessments GSSD Portal Resources</p>

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	Gr. 6 teachers will incorporate math centers frequently into instruction. Math stations provide an opportunity for the teacher to work with smaller groups of students. Flexible groupings allow for differentiation.			
<p>By June 30, 2023, the number of students in Grades 4 to 12 reporting high levels of anxiety will reduce by 2% from June 2022 data.</p> <p>By June 30, 2023, students and staff will develop strategies for identifying emotions and accessing supports to enhance mental well-being.</p>	<p>RTI team to meet weekly and reach out to students (& sometimes parents) brought forward at Wed. morning meeting to come up with a plan of support</p> <p>TH to continue Teen Wellness activities yoga/mindfulness/meditation, etc. to support developing resilience, social/emotional learning, coping skills, and connections to school.</p> <p>TH will organize weekly Warrior Whistle announcements/celebrations (all staff will participate and share message of hope, inspiration, resilience, empathy, kindness, T&R, mental health, etc.)</p> <p>TH to organize Big Daddy Taz to speak to students about stigmas, mental health, suicide, being kind, and supporting others – occurred Sept 7th</p> <p>Continue having Wanda Buckberger, Nurse Practitioner, available for EHS students twice per month and school counsellor/admin will team with her on complex cases.</p> <p>All Gr. 11 students will complete Mental Health First Aid in spring 2023 – TH to apply for RBC grant to fund this.</p> <p>CM will run a session for all Gr. 12’s in spring focusing on tools and skills to support mental wellness/health in transition to life beyond high school</p> <p>Staff will review SOSQ data to get to know their students and who needs check-ins, additional SEL support – this was completed in August PD days.</p>	<p>Posts of activities supporting mental health/wellness on school Facebook page to communicate work on this goal and in stories gathered for GSSD as evidence.</p>	<p>JK, AC, TH, GE, CM</p>	<p>Ensouling our School FRIENDS SWIS Worker BB&S Program Nurse Practitioner RBC Mental Health Grant GSSD CSCH Grant to fund yoga/mindfulness Various resources for MHA 10 and MW30 purchased through RBC grant.</p>

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	<p>RTI team (CM, GE, CH, JS, TH) to reach out to students in the orange/red areas of SOSQ and determine supports required once new SOSQ results are received.</p> <p>CH and TH to take ASIST training – occurred Sept 14/15th in Regina – rest of RTI team has ASIST training. New staff members (JK, TC, RH, new EA) will complete Mental Health First Aid if it is offered during this school year. All other staff members were previously trained.</p> <p>Admin will connect with Irma from BB&S to discuss students who would benefit from Mentors, Club Connect after school program.</p> <p>Grades 6 to 9 Health teachers will continue using components of the FRIENDS program to address relevant health outcomes regarding resilience and CBT concepts such as red vs. green thoughts.</p> <p>Gr. 6 to 9 Health teachers will implement lessons from the Ensouling Our Schools book that align with their health outcomes.</p> <p>TH and MF will offer Mental Health and Addictions 10L and Mental Wellness 30 through LEAP for any Gr. 10 to 12 students interested.</p> <p>The RTI team will connect EHS students new to Canada with the SWIS Worker for transition to Canada support.</p> <p>JK will build more yoga practices into her junior and senior PE classes</p> <p>KW will set up ‘Counsellor in the Classroom’ Kids Help Phone session with Gr. 7 and 8 health classes on Sept 27 – call will take place between class and a Kids Help Phone counsellor. The counsellor will introduce Kids Help Phone and will briefly discuss the topic of mental health. School Counsellor (CM) will join this session.</p>			

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	<p>SC will create a mental health channel on teams and upload resources for staff to use with students in classes – already started this.</p> <p>SC (CM) will create Counselors Corner monthly newsletter for mental health and addictions information for parents.</p> <p>SC (CM) will attend health classes through invites from teachers to co-facilitate mental health and addictions curriculum from grades 6-12</p> <p>SC (CM) will run use the ‘Tell it Like it Is’ program with a group of vulnerable students to enhance learning around healthy relationships, boundaries, sexual health, etc.</p> <p>SST (CH) build in sensory time for students who require it and ensure students know they are welcome to decompress in the junior or senior sensory rooms</p> <p>SST (CH) will build heavy lifting exercises into daily activities/programming for students who need movement to regulate and/or reduce anxiety (drink machines, stacking the canteen, emptying paper boxes)</p> <p>SST (CH) will build learning in nature into programming – connection to the land on the grass, under a tree, or in the tipi to relieve tension that comes from traditional classroom environments.</p>			
<p>By June 30, 2023, the three-year graduation rate will increase by 2% from the June 2022 data.</p> <p>By June 30, 2023, the three-year graduation rate for self-declared</p>	<p>By June 2023, EHS will graduate 95% or more Grade 12 students.</p> <p>By June 2023:</p> <ul style="list-style-type: none"> - 95% of EHS students in grade 10 will obtain a minimum of 8 credits. - 95% of EHS students in grade 11 will obtain a minimum of 16 credits. - 95% of EHS students in grade 12 will obtain a minimum of 24 credits, including the necessary courses to fulfill graduation requirements. 		GE, JL, TP, TH	

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<p>Indigenous students will increase by 5% from the June 2022 data.</p> <p>By June 30, 2023, the five-year graduation rate will increase by 2% from the June 2022 data.</p> <p>By June 30, 2023, the five-year graduation rate for self-declared Indigenous students will increase by 5% from the June 2022 data</p>	<p>Through the year, the Career Counsellor (JL) will:</p> <ul style="list-style-type: none"> - have 2 meetings with each Gr. 12 student and 1 with each Gr. 11 student to monitor credit attainment and discuss career plans - by Feb, create a TEAMS group to record discussions of career plans with students accessible to admin. - ensure each student has a myBlueprint account and has completed the activities outlined in the GSSD Graduation Support Plan for Gr. 9 – 12. - In October, JL will host the EHS Career Fair for Gr. 10 – 12 students from EHS (was virtual last year but previously we hosted CPS and LCS as well). <p>Administration (GE) & CC (JL) will:</p> <ul style="list-style-type: none"> - update the EHS Excel Credit Tracking forms for each Gr. 10 – 12 student at the end of each semester to eliminate any credit tracking errors and to ensure students have the necessary credits to graduate. - Carefully monitor student progress in DL classes with the help of our teacher librarian and career counsellor. - Run LEAP 5 periods a day to support credit attainment and school connectedness/success for students with barriers to attendance and/or achieving credits. (Sept – June) - Ensure all Gr. 10 students complete Career Work Exploration 10. - The RTI team, with input from teachers, will carefully monitor students not on track to graduate and implement credit rescue and recovery plans when required. (Sept – June) - Network with Indigenous students to discuss their status and if support is available for post-secondary education funding <p>The RTI team will meet each week and discuss students at risk of not attaining credits/graduating and discuss actions to intervene/support.</p> <p>In ELA 30, TP will continue using the ‘Leave no Student Behind’ motto by ensuring accommodations for individual students to support their mental health challenges, attendance challenges and learning deficits. TP conferences and make plans together with students who are struggling to support credit attainment.</p>			

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<p>By June 30, 2023, students in Grades 7 to 12 will report a 2% increase in student intellectual engagement from spring 2022 data.</p>	<p>Teachers will share how they are engaging students in their learning and instruction and TH will document this on our EHS Facebook page to inform/engage parents and community.</p> <p>Throughout the year, teachers will post classroom learning/resources on Google Classroom, Edsby, or TEAMS to blend learning and to support engagement in learning in the event students miss school.</p> <p>Commercial Cooking students will gain food safety certification which allows them opportunity to gain employment opportunities outside of school. (TC)</p> <p>Students are given choices with PAA projects to connect skills in the world outside of school to curricular-based content. (TC)</p> <p>TC will resurrect the hot lunch program in October so students can use the skills developed in Commercial Cooking class to prep and serve their peers and staff members lunch. (TC)</p> <p>JW will continue to use games in MF20 (eg. toothpick game) to build thinking skills and inductive reasoning so students have to employ many problem-solving strategies such as working backwards, drawing diagrams, and using patterns.</p> <p>TC will incorporate ‘Building a Thinking Classroom’ into Math 9 from the Aug. PD session, and continue to use labs and hands-on activities in science to foster engagement.</p> <p>TP will continue to blend outcomes in Social 8 so that one assignment can be used in multiple ways to teach learnings from the 4 different units.</p> <p>GE and RH will set up series of TVs placed throughout the school to inform students, celebrate student success, and encourage engagement in various school activities.</p>	<p>Facebook posts will be made throughout the school year to show parents/community how students are engaged in learning in the classroom. This info. will help parents see how school has changed since they were in high school, and the importance of regular attendance as it is hard to recreate the learning, collaboration and connections that happen in the classroom.</p>	<p>All teachers</p>	<p>Teachers will be supported if there are materials they require to carry out activities that promote engagement in the classroom.</p>

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	<p>CH and KW will foster learning on the land through Treaty 4 Field Trip for all Grade 7 students.</p> <p>CH will support engagement in learning about government though a field trip to the Legislature for all Gr. 7 students.</p> <p>CH will foster Gr. 7 student connections with seniors and learning about the past through care home visits.</p> <p>CH will have the SK Advocate for Children and Youth present to all Gr. 7 students on Self Advocacy, Knowing Yourself, and Knowing your Rights and Responsibilities.</p>			

ASPIRATIONAL STATEMENTS INTO ACTION

Engagement of All Students, Families and Communities

- Efforts are aligned to promote student, family, staff and community health and well-being.
- School Community Councils and First Nations Education organizations are involved in School Level Plans.
- School Leadership values cooperation, effective interpersonal communication and shared decision making.
- Schools, families, and communities engage in ongoing discussions and shared efforts to promote and support the health and well-being of staff, students, and the community; and,
- Reciprocal relationships share resources and services within the school and community.

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By June 30, 2023, there will a 2% increase in student attendance based on the June 2022 data.	<p>Student attendance will continue to be reviewed regularly during the school year (attendance reports from GSSD) and concerns brought forward at Wed. Morning Meetings and RTI discussions.</p> <p>Teachers will connect with parents/guardians (and inform admin) to communicate concerns regarding attendance. If that hasn't helped, teachers will involve administration to discuss a plan with students to improve attendance and decide whether the student's circumstances warrant a more individualized plan to achieve credits.</p> <p>School Counsellor will connect with families and carry out a home visits to support attendance if deemed necessary by administration.</p> <p>When students fall behind as a result of continued absenteeism, and other strategies are not working, the RTI team will determine whether student would benefit from LEAP programming, and classroom teachers will ensure the use of a blended learning model to support student success in achieving credits.</p>	Attendance reports – GSSD Credit attainment	All Staff RTI team Administration	
By June 30, 2023, GSSD will deepen relationships with families and communities by increasing our understanding of Indigenous identities, histories, and worldviews.	<p>All staff will acknowledge that we are on Treaty 4 Territory at all school gatherings and through school communications – eg. Monday Morning Warrior Whistle announcements, assemblies, awards programs, etc.</p> <p>CH and KW will foster learning on the land and further learning about Truth and Reconciliation through Treaty 4 Field Trip for all Grade 7 students.</p> <p>Grade 6 to 9 teachers will utilize new resources (Under One Sun & Take Action for Reconciliation) in ELA and Social. These were recommended by Chorlice and Jess during a presentation for EHS staff last school year. PD to be provided by GSSD on Oct. 11th.</p>	<p>Pictures posted on Facebook of Treaty 4 Gathering to inform/engage parents.</p> <p>Pictures posted to Facebook of infusing FNIM resources, T& R lessons, and treaty teachings to help educate parents and community as well.</p>		We received a \$1500 grant from SK lotteries to purchase Under the Sun resource. The other one was purchased by GSSD.

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	<p>Admin will work with BBBS to continue running “Club Connect” after school programming for Gr. 6 to 8 students which demonstrates a commitment to reconciliation. (GE, TH)</p> <p>Admin will continue our SEL learning goal and support T&R by using the 7 Indigenous values/teachings (Honesty, Humility, Wisdom, Truth, Love, Courage, and Respect) displayed in our school. Teachers will infuse these values into their classroom learning.</p> <p>Teachers will create opportunities for GSSD Indigenous consultants and elders to facilitate learning opportunities (Blanket Exercise, Indigenous Games, class presentations)</p> <p>SZ’s History & Law courses will utilize the following when understanding Indigenous identities, histories, and worldviews:</p> <ul style="list-style-type: none"> • A discussion of differing worldviews (Indigenous vs European worldviews) - identifying differences • Discussing topics of colonization, colonialism, First Contact, Treaties past and present, the Indian Act, residential schools, intergenerational trauma, the pass system, land claims, reserves, issues on reserves in past and present and of course the Truth and Reconciliation Commission of Canada and moving forward (unit 1 of History 30) • In October, complete a blanket exercise in the classroom in History 30 (engagement as well as Ind. knowledge/histories) • Geography - use of Indigenous People of Canada tiled map - comparing our modern geography to a past geography of the tribes of Canada • Indigenous story telling • Indigenous governance and government models compared to the European style government systems (History 10) • Discussing correct language and terminology for Indigenous peoples • Indigenous law and healing practices for rehabilitation (Law 30) 			

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<p>By June 30, 2023, GSSD will deepen relationships with families and communities by engaging in authentic opportunities to promote student intellectual, physical, social-emotional, spiritual, and physical well-being.</p>	<p>Admin have worked hard to establish a close relationship with local RCMP and will continue fostering a relationship between RCMP and students in the school – this year RCMP have asked if they can carry out ‘Coffee with Cops’ sessions in the classrooms to connect with and build relationships with students.</p> <p>The Career Counsellor (JL) will involve community members and parents in presentations and panels for Career Day.</p> <p>The Career Counsellor (JL) will involve parents in career counselling sessions with students as requested.</p> <p>Parent engagement in Transition to High School Orientation where students choose classes for Gr. 10 (had a very high attendance rate of parents last year at this event).</p> <p>Staff and student will continue to support and show appreciation for parents and community members who coach and support our various sports teams, as many of these teams would not function without the contributions and volunteerism of parents/community people.</p> <p>JD to work with another parent on a grant application to replace basketball court equipment for outside and include benches for students as this is a popular hangout place for students to enjoy basketball together after school.</p> <p>TH will arrange a few teen yoga sessions with parents to join their child to support their involvement in wellness activities with their child.</p> <p>TH will continue posting thank you’s to parents/community members who donate resources, money, sensory items, toys, food, produce etc. to our school. Donors are recognized on our Facebook page.</p>	<p>Facebook posts to tell classroom/school stories and acknowledge support/donations we receive from parents/community</p> <p>Career Day feedback</p> <p>Upgraded basketball area by playground</p>		

ASPIRATIONAL STATEMENTS INTO ACTION

Effective Policy and Procedures

- Protocols for collaboration on policy development and related protocols practices for health and well-being.
- Ongoing evaluation and monitoring of needs and effectiveness of efforts to improve well-being.
- Promising practices that enhance well-being.
- Clear practices, procedures, protocols and regulations regarding health and safety in children and youth (e.g., nutrition, anti-bullying, physical activity, pandemic planning, air quality).

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<p>By June 30, 2023, each school within GSSD will demonstrate improvement in services through the development, review, and revision of processes/practices that reduce barriers and enhance student success.</p>	<p>The RTI team will continue meeting once per week to review students brought forward at the Wed. morning meeting, and decide on action plans to address concerns. To ensure follow-through, we review last week's meeting notes to discuss status of action items.</p> <p>GE, TH, and MF will continue to run the LEAP program runs 5 periods per day to support student success</p> <p>CH will arrange tutorial support rather than French for junior students who struggle academically.</p> <p>CH will collaborate with teachers to create/update ROAs for students who require more support/adaptations to access curriculum and demonstrate knowledge/understanding of outcomes.</p> <p>All staff to lead their TAG groups ensuring it is used as intervention/academic support, time for homework, reading, peer mentoring, and time to build connections among students and with staff. Students are empowered to ask for TAG passes to see teachers they require more support from.</p> <p>RTI team members will refer students/families to Mental Health, Addictions Services, GSSD Addictions Counsellor, CFS, RCMP, SIGN when further intervention is necessary for wellness and will advocate for the needs of the student (and/or family).</p>			

ASPIRATIONAL STATEMENTS INTO ACTION

Healthy, Sustainable Physical and Social Environments

- Access to and support for healthier options.
- A welcoming, caring, and inclusive environment.
- Healthy relationships among and between students, staff, and the community.
- Responsive and inclusive leadership of students, staff, and community.
- Relationships that influence and are influenced by families, cultural perspectives, and the community.
- Responsible infrastructures are built and maintained to current standards, with practices and procedures in place to plan for a strong and vibrant future.
- External and internal efficiencies will be implemented to ensure appropriate resources are targeted to key focus areas such as school buildings, grounds, materials, equipment, and routes to and from school.

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<p>By June 30, 2023, students and staff will report feeling welcomed, safe, and included at school.</p>	<p>Staff will continue to show extra care for students by bringing concerns forward at Wed. Morning meetings.</p> <p>Staff will collaborate to host special school-wide TAG activities throughout the year that encourage collaboration and friendly competition among TAGS to support team building/connections/joy - eg. TAG wars competitions, games, etc.</p> <p>The RTI team will reach out to students who identify as struggling on the SOSQ data and come up with a plan to help them feel more connected/supported at school.</p> <p>All staff will focus on continuing to celebrate and acknowledge staff during our Wednesday morning meetings by completing a celebration leaf to add to the tree.</p> <p>Admin will support and celebrate staff through PGP conversations, school walk-throughs, acknowledging efforts, and checking in with staff</p> <p>Admin will utilize staff wellness survey results once shared by GSSD to identify areas to further support staff wellness and a positive culture among staff.</p> <p>TH will arrange fall and spring yoga sessions to support self-care, regulation, wellness, and staff connections</p> <p>The ESA (Student Association) will continue to plan and host activities that build and maintain school spirit, and work towards causes that make a difference. Last year they sold cookies to raise money for Ukraine and wrapped trees with</p>			

ASPIRATIONAL STATEMENTS INTO ACTION

Healthy, Sustainable Physical and Social Environments

- Access to and support for healthier options.
- A welcoming, caring, and inclusive environment.
- Healthy relationships among and between students, staff, and the community.
- Responsive and inclusive leadership of students, staff, and community.
- Relationships that influence and are influenced by families, cultural perspectives, and the community.
- Responsible infrastructures are built and maintained to current standards, with practices and procedures in place to plan for a strong and vibrant future.
- External and internal efficiencies will be implemented to ensure appropriate resources are targeted to key focus areas such as school buildings, grounds, materials, equipment, and routes to and from school.

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	<p>Ukrainian flag colours, sold ribbons for breast cancer, etc. Their focus is community building, connections with others, and building school spirit.</p> <p>In Sept., SST (CH) will individually connect with new students and families on her caseload to establish a supportive connection.</p> <p>SST will continue building staff rapport and communication within our EA Team through group messages and positive acknowledgement for the work they do.</p> <p>All staff to focus on building connections with students while on morning, noon, or bus supervision.</p> <p>Admin Assistants, SST, and noon supervisors will ensure students have lunch or snack provided to any students who require a lunch/food.</p> <p>Staff will continue their generous spirit donating clothes, school supplies, sporting items, food, etc. for vulnerable students to have their needs met or to be able to participate and feel included in school activities.</p>			

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<p>By June 30, 2023, schools will follow established processes when responding to identity-based harassment involving students and staff.</p>	<p>The school counsellor (CM) will rekindle our GSA by hosting meetings and establishing visibility within the school. The GSA will create a safe and nurturing environment for all students to attend.</p> <p>Classroom teachers and administration will address any issues of harassment and contact parents of those harassing others.</p> <p>Admin will continue to follow up with students/parents reporting issues of bullying or harassment and provide advice, even when it does not occur during the school day if it is affecting our students.</p> <p>Admin and/or school counsellor will work students who bully/harass others by providing empathy training, counselling, consequences; and GSSD’s AP on harassment will be adhered to and students will be encouraged to report serious issues to the RCMP.</p>			

PLAN REVIEW & REVISION

Three times per year, the school team should unpack their School Level Plans. Emphasis should be placed on progress. The following questions may be used as prompts for discussion.

- What is on and off target?
- What do we need to adapt in our plan?
- What can we do to be more effective as a team?
- What can I do to be a more effective team member?

COMMUNICATION STRATEGY

How will the plan and progress be communicated to the school community?

School goals and progress will be communicated on the EHS Facebook page in short informal posts to engage students, parents and our community....please refer to Esterhazy High School Facebook page for examples. The signed plan will be posted on the school website and stories with associated pictures will be shared with GSSD and our SCC.

October 27, 2022

In-School Administrator(s) Signature

Date

October 28, 2022

School Community Council Chairperson Signature

Date