

Creating A Positive Climate At Drayton Heights P.S.

“It takes a village to raise a child”

The staff at DHPS are constantly going “Above and Beyond” to support students socially, emotionally, and academically. This posting has been created to give you a vision of what happens at Drayton Heights P.S.

The team at Drayton Heights P.S. (The Village) consists of the following: teachers, education assistants (EAs), early childhood educators (ECEs), office coordinator, child and youth counsellor (CYC), principal, parents/guardians, noon-hour supervisors (NHS), and volunteers.

Our vision has three focuses: **BEING / BELONGING / CONTRIBUTING**

BEING... *We will help students build self-esteem and develop a positive identity.*

BELONGING... *We will help students create friendships, feel accepted and build positive relationships.*

CONTRIBUTING... *We will teach students how to contribute to help others and support our school community. By contributing students build a sense of belonging and improved self-esteem (being).*

The staff at Drayton Heights provide a tremendous amount of opportunities for school engagement (**Belonging**). Here's a list of the extra-curricular clubs and teams:

Sports: badminton / soccer / basketball / cross-country running / floor hockey / track and field / mini stick hockey/ volleyball / sledge-hockey / 3-Pitch / Wheelchair basketball

Clubs: Big Kid/Little Kid / Guitar club / Tone chimes / Makerspace / Robotics / Art Club / Dance Club / Yoga / Gymnastics / School Play & Choir / Games Club / ECO Club / Skills Canada

Year long programs which build opportunities for **contributing** include the following:
Students Create Change: Planning and implementing ‘Empowerment Day’
Me2We: Supporting local and world charities

STUDENT SUPPORT (Which may reduce inappropriate behaviours)

Our Special Education Resource Teacher (SERT), provides frequent support for students’ academic and physical needs. She coordinates services with outside agencies (OT/PT referrals for physical needs and sensory and stimulation). She also ensures students with particular needs receive SEA technology and training.

IST: In-school team meetings are held weekly. The teacher, SERT, administration, and Child and Youth Counsellor (CYC) if needed, meet to discuss strengths and needs. An action plan which includes strategies and supports is developed.

CST: Consultant Support Team meets four or five times per year. This support includes specialized staff: board psychologist, speech and language, special education consultant, SERT, and administration. Supports are reviewed and suggestions for additional board or community supports are discussed and planned.

Education Assistants (E.A.s): We have a team of four EAs who provide support for students to ensure their physical needs and behavioural needs are met. Support is provided in the classroom and on the school yard.

Noon-hour Supervisors (NHS): We have three paid positions, covered by four adults. They provide support during eating time and yard supervision.

Child and Youth Counsellor (CYC): our CYC, Mrs. Hope, works at DHPS all day Tuesday and Thursday mornings. She is available for social/emotional support. She provides 1:1 and small-group counselling. Mrs. Hope also works with classroom teachers to teach Zones (self-regulation).

CREATING A SAFE ENVIRONMENT

A number of systems are in place to ensure a safe environment. This is a team approach: teachers, EAs, and principal. Teachers build respectful classrooms and teach self-regulation and problem-solving skills all year.

In the office, Mr. McNamara, follows *'progressive discipline.'* This means consequences are given depending on the incident, as well as history of the student's behaviour. Inappropriate behaviour is tracked on a detention sheet and significant incidents are recorded on the board's computer system. Consequences include the following: time-outs, recess detentions, in-school suspensions and out-of-school suspensions.

The goal of any inappropriate behaviour is to ensure the student(s) learn(s) from mistakes and don't make the same mistake again. Furthermore, restorative justice is important (fixing it with the other student or staff through an apology or act of kindness).

Peace Plans: These are plans the principal frequently uses to build mutual respect. Students, with support from Mr. McNamara, built a list of agreements to ensure both students are respectful (not friends but respectful).

Moving Forward Form: This form has four parts: Accept / Impact / Next Time / Fix It. This is a reflection sheet. The student is asked to **accept** their actions. Then consider the **impact** of their actions on others, parents, school staff and themselves. **Next time** is planning a better way to deal with the situation in the future. **Fix it** is an apology or planning of an act of kindness.

On-line Bully Report: We do have an online bully report web-site:
www.ugdsb.on.ca/reportbullying.

SUPPORTIVE PARENT COMMUNITY

We are really fortunate at Drayton Heights to have an incredibly positive and supportive parent community. Lots of time is given by volunteers who support student learning in the classroom and on field trips. Numerous parents help with fundraising events. Several parents help every week to offer hot lunches to students. Most importantly, parents frequently communicate with teachers to provide support and next steps for their children. We are grateful. **THANK-YOU!**

We truly believe a positive school climate is developed through teamwork and good communication. If you have any questions or concerns, please contact teachers or Mr. McNamara.