

**KELOWNA CATHOLIC INDEPENDENT
SCHOOL COUNCIL
REPORT
MARCH 2010**

**RESPONSE TO:
PARENT QUESTIONS SUBMITTED
AT THE
FEBRUARY 2010
SCHOOL COUNCIL MEETING**

KELOWNA CATHOLIC
Independent School Council



ST. JOSEPH
Catholic Elementary School



IMMACULATA
Catholic Regional High School

1. What does the school consider its purpose?

Whether it is the BC Bishops, the diocese or the schools, the general purpose of our schools is *to provide the best possible education within a Catholic faith tradition.*

Find below the mission statement of the BC Bishops, the diocese, Immaculata and St. Joseph Schools.

Philosophy of Education for Catholic Schools in the Province of BC - A Policy Statement by the Catholic Bishops of British Columbia

I. THE CATHOLIC SCHOOL SHARES IN THE MISSION OF THE CHURCH

At the beginning of the third millennium, all those involved in Catholic education are called to build communities of faith and holiness. In partnership with the family and the parish, the Catholic school participates in the saving mission of the Church. By evangelization, catechesis and works of service, the Catholic school builds up both the family of faith and human community.

The Catholic school provides religious and moral reference points to help students critically examine the culture around them and build a society enlightened by the values of the Gospel:

- in a world that ignores the human thirst for God, it shares the living waters of our faith;
- in a time when there is little reverence for the image of God in the human person, it gives an unequivocal witness to the dignity of human life;
- in an age marked by relativism and a crisis of meaning, it evangelizes our culture's ways of thinking, standards of judgment and norms of behaviour with the truth of the Gospel;
- in a culture in which communication and relationships are often reduced to utilitarian ends, it proclaims a life of communion with God and others;
- in a world disfigured by poverty, oppression and war, it promotes justice and peace;
- in a society marked by personality cults, it bears witness to Jesus Christ, our Saviour and Lord, as the model for the fullest human life;
- in a time that often seems to be without goals and fearful of the future, it gives an account of the hope that is within us (cf. I Peter 3:15).

II. CHARACTERISTICS OF CATHOLIC SCHOOLS

Christ is the foundation of the whole educational enterprise in a Catholic school (*The Catholic School*, #34). His teaching and life inform the school's identity and characteristics, which include:

- a belief in the inviolable dignity of every human person;

- a sacramental sense that leads us to recognize God manifested by His creation;
- a recognition of God’s sanctifying presence in Word and Sacrament;
- a love for encounter with God in prayer;
- a Gospel spirit of freedom and love;
- a spirituality of communion marked by mutual respect, accountability and caring;
- a concern for justice leading to a critical analysis of society;
- a sense of solidarity and commitment to the marginalized.

These core elements of Catholic faith provide a framework for Catholic Education.

A. Teaching the Whole Person

The Church “establishes her own schools because she considers them a privileged means of promoting the formation of the whole man, since the school is a center in which a specific concept of the world, of [humanity], and of history is developed and conveyed” (*The Catholic School*, #8).

Catholic education goes beyond the purely technical and practical aspects of schooling and aims at an integration of all knowledge within a vision of the world and the human person. It focuses on the physical, emotional, moral and spiritual dimensions of human development, leading to a personal synthesis of faith and life in each student. Growth in all areas prepares students for a meaningful life of service as committed Christians, building the Kingdom of God in a pluralistic society.

B. Faith Lived in Christian Community

The New Testament word for Christian community is “koinonia”, which means a communion or life-sharing relationship with Christ and others. Living Christian community means living in relationship with Jesus, the Head of the Church, and the members of His Mystical Body. Communion with Christ and others leads to relationships characterized by mutual love, honest communication and commitment to serve each other’s needs, to rejoice together, to mourn together, and to delight in each other. “A spirituality of communion indicates above all the heart’s contemplation of the mystery of the Trinity dwelling with us, and whose light we must also be able to see shining on the faces of the brothers and sisters around us” (*At the Beginning of the Third Millennium*, #43).

Catholic education is committed to developing communities of faith. Those involved in Catholic education are called to create a faith community in the school and to link it to the wider Church community.

C. Commitment to Justice and Compassion

Catholic educators nourish in their students a relationship with Jesus that leads to awareness of those Christ loves, namely, all of humanity, and inspires a spirit of solidarity and service.

III. PARENTS AS EDUCATORS

“Parents have a particularly important part to play in the educating community, since it is to them that the primary and natural responsibility for their children’s education belongs” (*The Catholic School on the Threshold of the Third Millennium*, #20). The school exists to complement the work of parents as the first teachers of their children. Parents should be involved with the life of the school by participating in school councils and committees and through regular collaboration with teachers.

IV. PASTORS

The priest is a necessary and integral member of the school community. He has a specific role and responsibility, particularly in the religious instruction given and in all matters that affect the Catholic character of the school. Pastors should promote Catholic education especially for those who are poor, those deprived of the benefits of family life and those weak in faith.

V. STAFF AS LIVING WITNESSES

Catholic educators are called to do much more than share religious knowledge. “Professionalism is marked by, and raised to, a supernatural Christian vocation” (*Lay Catholics in Schools: Witnesses to Faith*, # 37). It is the personal witness and holiness of the teacher that will have the greatest impact on the students. Catholic educators should model collaboration, love of the faith, communion with the Church and concern for the poor and marginalized. They must be committed to leading their students to encounter Jesus and develop a relationship with Him that expresses itself in witness and service.

VI. RELIGIOUS FORMATION IN THE CATHOLIC SCHOOL

“The special character of the Catholic school and the underlying reason for its existence, the reason why Catholic parents should prefer it, is precisely the quality of the religious instruction integrated into the overall education of the students” (*The Religious Dimension of Education in the Catholic School*, # 66) This catechesis should be spiritual, liturgical, moral, sacramental and apostolic (*The Religious Dimension of Education in the Catholic School*, #69), so that the student may experience the transforming power of the Gospel in an integral way.

VII. THE CATHOLIC SCHOOL AND NEW EVANGELIZATION

As the Catholic Bishops of British Columbia, we emphasize the Catholic school’s central role at the beginning of the third millennium in the Church’s work of evangelization, which must be new in ardor, methods and expression (*Church in America*, # 6). In setting forth principles to direct the Catholic schools of our province, we call for the commitment of students and parents, teachers and administrators, pastors and religious, trustees and committee/council members, and the whole Catholic community to this great work.

VIII. REFERENCES

Congregation for Catholic Education, *Lay Catholics in Schools: Witnesses to Faith*, 1982.
Congregation for Catholic Education, *The Catholic School*, 1977.
Congregation for Catholic Education, *The Catholic School on the Threshold of the Third Millennium*, 1997.

Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School*, 1988.

Pope John Paul II, *At the Beginning of the Third Millennium*, 2001.

Pope John Paul II, *The Church in America*, 1999.

The Catholic Bishops of British Columbia: January, 2005

Most Rev. Raymond Roussin, S.M. (Archbishop of Vancouver)

Most Rev. Richard Gagnon, D.D. (Bishop of Victoria)

Most Rev. David Monroe (Bishop of Kamloops)

Most. Rev. Eugene Cooney (Bishop of Nelson)

Most Rev. Gerald Wiesner, OMI (Bishop of Prince George)

Diocesan Mission Statement

The Catholic Schools of Nelson Diocese, in partnership with the home and Church, strive to educate the whole child with the Gospel message of Jesus Christ as their foundation. By priests, administrators, teachers, support staff, parents, and parish members all working together, the students of CISND will reach their maximum potential spiritually, intellectually, physically, emotionally, and morally in a faith-filled community and become life-long learners and fine contributing Christian members of society.

St. Joseph School Mission Statement

Our mission is to foster the development of the total child in spirit, mind and body. through Jesus, we encourage the pursuit of excellence in a community of love and respect. IN FAITH AND UNITY WE LOVE, LEARN AND LEAD!

Immaculata High School

As a result of our strategic planning session in August 2008, the staff of Immaculata came up with a Mission Statement (which reinforces the statement developed in August 1995). The 2 day session identified the following purpose statements which we use as guidelines to develop and support the programs we deliver at Immaculata and to provide direction when we develop goals each year.

Mission Statement:

We are an educational community pursuing excellence and developing the whole person while striving to see and bring forth Christ in others.

Purpose Statements:

Immaculata Regional High School provides a:

- **Catholic Atmosphere that...**
 - Inspires a deeper understanding of our Catholic heritage
 - Instills a spirit of service
 - Respects the dignity of the individual
 - Promotes involvement in parish life

in order to:

- **Develop the Whole Person...**
 - Intellectually
 - Challenge and support students to reach their full potential
 - Spiritually
 - Cultivate a prayer life
 - Encourage active participation in the Sacraments
 - Emotionally
 - Support students' emotional well-being and self-worth
 - Physically
 - Promote healthy lifestyle choices
 - Socially
 - Encourage students to form positive relationships

to:

- **Foster leadership:**
 - In our world
 - In our city
 - In our Catholic community
 - In our school
 - In our homes

2. How do the schools measure their performance with respect to achieving that purpose?

Both schools use a variety of information to assess school performance. Some of these include:

- Review of report card marks
- Performance on standardized tests
- FSA (Foundation Skills Assessment) results
- Graduation rates
- Provincial exam marks
- Ministry of Education External Evaluations every six years and monitoring visits every two years
- Exit surveys once a year
- Personal comments made to us by others
- Acts of Charity and required Community Service hours of students
- Participation rates in extra curricular activities (drama, team sports, etc)
- Religious requirements (Mass attendance, reconciliation, retreats, etc)

It is important to note that with all of these measuring tools, student demographics can not be taken into account.

In addition, though schools do not consider Fraser Institute ratings a *direct* measure of school performance, others certainly view these rankings as important.

Additional questions in this area:

Over the last 3-4 years, what percentage of students who entered IRHS in grade 8 has graduated from grade 12? What is the retention rate per grade?

This is not tracked formally but we are aware that we lose students in grades 10 to 12 for lack of vocational options and some for the International Baccalaureate (IB) and Advanced Placement (AP) programs.

Do we keep track of the reasons students give for leaving the school? What are the most frequent reasons given?

Yes we do. We send exit surveys home in September of each year, once we know who has not returned in the fall. The response rate this year was 25% for Immaculata and 40% for St. Joseph School. The most frequent reason given for leaving the school is that the student has graduated from the school. The next most frequent reason, is course options or moving out of the city.

Academic performance, how does the school compare our students' results to others:

- **All schools in province** - generally both schools are above the provincial average in FSA, provincial exam results (grades 10-12), Fraser Institute results. Please

note that some grade 12 provincial exams are no longer mandatory though many of Immaculata students choose to write these for scholarship and university entrance purposes.

The following is a tracking of the provincial exam marks of subjects taken by all students in British Columbia.

English 12

Year	2009	2008	2007	2006	2005	2004	2003
School %	67%	70%	73%	72%	72%	78%	73%
Province %	65%	69%	68%	69%	69%	68%	68%

Communications 12

Year	2009	2008	2007	2006	2005	2004	2003
School %	79%	76%	64%	59%	70%	71%	77%
Province %	60%	69%	65%	64%	66%	65%	67%

Social Studies 11

Year	2009	2008	2007	2006
School %	78%	76%	72%	75%
Province %	68%	70%	69%	68%

English 10

Year	2009	2008	2007	2006	2005
School %	80%	77%	73%	76%	75%
Province %	73%	71%	71%	71%	71%

Mathematics 10

Year	2009	2008	2007	2006	2005
School %	69%	68%	70%	69%	68%
Province %	68%	67%	66%	66%	68%

Essentials of Mathematics 10

Year	2009	2008	2007	2006	2005
School %	81%	75%	67%	69%	65%
Province %	61%	61%	61%	60%	60%

Science 10

Year	2009	2008	2007	2006	2005
School %	79%	73%	69%	69%	68%
Province %	72%	68%	62%	63%	65%

Academic performance, how does the school compare our students' results to others:

- **Other private schools? Schools of similar size? By size of community?**

Other than the Fraser Institute Report, we do not track this. Catholic Schools are not private schools, they are independent schools; entrance/academic exams are not required.

FSA Results for St. Joseph School

2006

Grade 4	District #23	Province	St. Joseph School
Reading	86	79	86
Writing	91	89	81
Numeracy	89	86	76
Grade 7			
Reading	72	72	96
Writing	86	87	94
Numeracy	79	83	92

As a follow up to the 2005-2006 results, as a staff we discussed how we teach numeracy in the primary grades. Results in numeracy in the following years have been good.

2007

Grade 4	District #23	Province	St. Joseph School
Reading	81	75	88
Writing	91	90	93
Numeracy	90	85	93
Grade 7			
Reading	72	71	77
Writing	82	85	100
Numeracy	78	80	84

In **2008**, school results were not published because it was the first year for students to take a major portion of the FSA online. The Ministry of Ed opted to begin anew with the 2009 tests. The format for reporting has changed.

2009

Grade 4	District #23	Province Public & Independent	St. Joseph School	All Independent Schools
Reading	82	69	90	82
Writing	81	68	93	80
Numeracy	79	66	81	81
Grade 7				
Reading	71	67	85	82
Writing	74	66	89	82
Numeracy	62	63	80	81

Writing has been a school and diocesan focus for several years and our results are very good.

The results for the 2009-10 school year, are not yet available.

Fraser Institute Results for St. Joseph School

In 2009, St. Joseph School ranked #1 in Kelowna and #55 out of 990 schools in the province according to the Fraser Institute. Comparison to International Reading Benchmark: “Your school’s FSA Grade 4 Reading results have been aligned with the most recent Progress in International Reading Literacy Study (PIRLS). Your school performed at or above the International Benchmark.”

Fraser Institute Results for Immaculata High School

The Fraser Institute report for the last 2 years has shifted its focus to the mandatory exams all students have to write. The data for the report is based on Grade 10 Science, English and Mathematics, Grade 11 Social Studies and Grade 12 English. This report gives a better academic picture with the inclusion of exam results from three grade levels providing a more complete picture of our school’s performance in academics. The Fraser Institute has focused on this new set of indicators because they provide systematic insight into a school’s performance.

IRHS has **ranked #1** for high schools in the Okanagan Valley for the past 2 years. In addition, IRHS has been ranked **#15 and #27** in the whole province for the past 2 years.

On a five year average, Immaculata is academically ranked **37th out of 316** high schools in British Columbia.

Academic Performance	2000	2001	2002	2003	2004	2005	2006	2007	2008
Average Exam Mark	67.4	65.1	67.8	66.4	69.0	66.1	70.0	71.6	72.8
Percentage of Exams Failed	11.9	17.2	17.9	12.9	9.7	16.4	5.6	1.3	2.1
School vs Exam Mark Difference	9.0	8.3	6.2	5.9	6.1	7.4	3.6	3.3	1.0
English 12 Gender Gap	M 5.6	F 0.5	F 3.4	F 0.6	M 2.7	M 0.4	E	M 0.2	F 2.1
Math 12 Gender Gap	n/a	M 4.1	F 3.8	F 5.9	F 1.8	M 4.9	M 4.5	M 0.9	F 5.9
Exams Taken per Student	3.3	3.9	3.8	3.8	3.9	4.1	3.9	--	--
Graduation Rate	93.3	96.9	100	100	100	97.7	100	100	98.5
Delayed	12.5	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.3

Advancement Rate									
Sports Participation Rate	n/a	n/a	n/a	n/a	62.0	1.1	62.0	--	--
Overall Rating out of 10	6.3	6.6	7.0	7.2	7.7	6.4	8.0	8.8	8.4

Academic performance, how does the school compare our students' results to others?

- **Other?**

Our students win numerous awards in science and math contests. They are also recognized annually for scholarships, bursaries and civic awards.

Athletically, the Sports program at Immaculata has seen major growth over the past 15 years as a result of committed players, coaches and parents. Teams often make it to provincials and have won their fair share of provincial titles. **On March 30, of this year, school administration was notified that IRHS will be recognized in May at the B.C. School Sports AGM for receiving the *British Columbia School Sports' Outstanding School Award.***

3. Relative to the factors the school uses to measure its performance, how are we doing?

For the most part, the schools are achieving above average results; we are happy with their performance. This does not mean that we do not strive to do better each year.

Each year, the diocesan administrators as well as each school staff formalize annual goals which are worked on throughout the year. Please see them attached.

4. Does the school ever ask the students or parents for feedback, what we could do better, what we are doing well at, what they would like to see more of etc.? (when last done, results, any actions items identified and addressed)

The last time satisfaction surveys were formally completed was 6-7 years ago. Exit surveys have been completed annually for the past three years. The compiled results are shared with the principals and school council.

Two years ago we sent surveys to families that attend the public school system and are registered in the afterschool Religious Education Program (CCD) to find out why they were not sending their children to the Catholic schools. There were 256 surveys sent out

and 98 were returned and the major reasons (86%) were transportation, tuition, and program needs.

Satisfaction surveys were sent out in late March 2010 to all students in grades 4-12, as well as all parents and all staff. Results will be forthcoming.

5. How are our teachers supported to enable them to contribute to achieving the schools' missions? (coaching, professional development, performance measurement and reviews, resolving performance issues when they arise)

There are 6 mandatory days and 2 optional days set aside for professional development. Funds are provided and are used for the annual diocesan conference, BC Catholic Educator's conference as well as spiritual retreat days throughout the year. As well funds are available for further education and development for curricular pro-d opportunities in the form of workshops, university courses and in-services. Spiritual development is further enhanced through daily Morning Prayer; Professional Development is further enhanced through monthly/weekly staff meetings.

All staff members undergo performance reviews as mandated by Diocesan policy (in year 1 and 2 and at least every 6 years thereafter). Teachers are strongly encouraged to develop yearly personal growth plans.

Coaching/mentoring of new staff is ongoing.

Teachers can be supervised for ongoing performance at any time.

All teachers are certified through the BC College of Teachers (BCCT) or the Office of the Inspector of Independent Schools (OIIS) which allows them to teach in BC. Note: both agencies have the same requirements.

6. As parents, how can we assist the school to achieve its goals?

Parents can help the school achieve its goals by being informed about the school by: reading the newsletters, visiting the school and diocesan websites, visiting the schools, attending interviews, getting to know the staff, and supporting school and council events/activities.

If parents have concerns, they should follow proper protocols (these can be found on the school and diocesan websites).

Parents can also be involved by being on School Council (or on a subcommittee of council) or on the Parent Support Group (PSG) or by volunteer at the school and/or in the classroom.

2009 - 2010 CISND ADMINISTRATIVE GOALS

GOAL	STRATEGY	OUTCOME
<p>For students and staff to continue to grow in their understanding of our Catholic mission.</p>	<p>FOR STAFF</p> <ul style="list-style-type: none"> • Provide faith formation and retreat opportunities for all staff. • Provide pro-d or discussion opportunities for teachers to help them develop strategies to authentically integrate our Catholic Faith into the curriculum. • Principals to share names of effective presenters. <p>FOR STUDENTS</p> <ul style="list-style-type: none"> • Invite pastors into classrooms on a regular basis to give faith perspective on various topics. • Invite priests to attend school celebrations. • Teachers will look for authentic ways of integrating faith into the curriculum. • Teachers to access and use resources that are faith based (i.e. Catholic agendas). 	<p>STAFF</p> <ul style="list-style-type: none"> • Set the number of faith formation and retreat opportunities and determine how many were achieved by the end of the year • Get feedback from teachers about these through a survey. • Database of effective presenters exists. <p>STUDENTS</p> <ul style="list-style-type: none"> • Using developed schedule, determine the frequency that pastors/priests visited the classrooms. • Survey teachers and/or students on their use of the Catholic agendas. • Evidence that faith is integrated into the curriculum and incorporated use of core materials.
<p>Overall school improvement</p>	<ul style="list-style-type: none"> • Send out exit surveys. • Send out satisfaction surveys. • FSA and provincial exams written by all students. • Analyze surveys and test scores at individual school level • At admin meeting, analyze overall results for diocesan plan. • Develop growth plan at both school and diocesan levels. • If needed, complete further study to clarify and assist with growth plans. 	<ul style="list-style-type: none"> • Improvement in areas noted on the growth plan. • Resurvey to measure improvements. • Improved test scores on FSAs and provincial exams.

<p>To work towards maintaining and enhancing academic currency in our schools</p>	<p>PRINCIPALS WILL:</p> <ul style="list-style-type: none"> • Connect with the local public system to develop a link to local conferences or on-line opportunities. • Piggy back whenever possible on school district pro-d events. • Promote mutual cooperation and promotion of professional development events in the diocese. • Encourage staff to actively seek technology/webinars as a tool for professional development. • Choose facilitators in 2011 to develop goal areas (2010 is the BC Catholic Educators' Conference in Kelowna). • As a group actively engage in a webinar and at principals' meetings discuss how we can incorporate and benefit by utilizing topic area. • Review teacher evaluations to assess usage of current practices. • Effectively communicate what pro-d opportunities are going on. • Use our own employees in the diocese to access internal expertise. • Schedule prep time to provide opportunities to collaborate and share new practices. • Require that every staff member develop a yearly professional growth plan. 	<ul style="list-style-type: none"> • Evidence of regular staff conversations reflecting academic currency. • School staff will demonstrate collegial sharing. • Principals will have made contact and ensured that they are on the local School District email lists for pro-d days. • Principals will distribute pro-d opportunities regularly to staff. • Each principal will participate in a webinar or electronic pro-d event. • Each staff member will attend professional development. • Evidence of current practices is directly noted in teacher planning and assessment. • Teacher professional growth plans are submitted to the principal, who reviews them. • Database of effective academic presenters exists (people from both inside and outside the diocese).
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2009-10 Goals for Immaculata High School

1.

Present Practice	2009-10 Goals
<ul style="list-style-type: none"> • Daily Prayer (pray also at beginning of classes) • Monthly Masses • Sacrament of Reconciliation • Encourage student prayer groups 	<ul style="list-style-type: none"> • Invite parish priests to speak to classes (2 per semester) • Promote ‘teaching masses’ for religion classes • Encourage student volunteers for parish activities • Explore ways in which we can highlight our faith in all subject areas (explore Bishop’s document for permeation of faith in the classroom) • Encourage the formation and support of a student-led prayer group

2.

Present Practice	2009-10 Goals
<ul style="list-style-type: none"> • Math contests • Science and Computer contests • Tutorial sessions for provincial exams • Extra-curricular programs • Promote positive self-image and positive peer relationships 	<ul style="list-style-type: none"> • Promote healthy nutrition and fitness choices • Implement the Daily Fitness Activity objectives by the Ministry of Education (Implement Intramurals and DPA Logs) • Explore opportunities to promote cross-curricular learning • Promoting positive self image and positive peer relationships: <ul style="list-style-type: none"> - Trust exercises – Drama - HACE teambuilding - Curricular - Lord of the Flies - Outsiders • Outside Presentations <ul style="list-style-type: none"> - Cst. McKinnon - Eating disorders - Cliques - Acceptance of minorities

3.

Present Practice	2009-10 Goals
<ul style="list-style-type: none"> • Mexico Mission • GO team • St. Vincent de Paul • Terry Fox run • Mayor's Youth Forum • Missionary work • Parish ministry • Student council • Yearbook team 	<ul style="list-style-type: none"> • Celebrate and communicate our accomplishments more effectively <ul style="list-style-type: none"> ○ Newspaper coverage <ul style="list-style-type: none"> - Invite internet coverage as well (Castanet, Courier, Kelowna.com, Capital News) ○ Weekly e-mails (replacing newsletter) ○ Parish bulletins ○ Involve the staff and students in the Courier Teen Scene page • Set up teams for the Millennium Development Goals program to promote and support social justice • Develop new website • Promote our school through hosting the Provincial Volleyball Championships

St. Joseph School Goals for 2009-2010

Goal: To improve student respect

Goal is seen to encompass spiritual and curricular needs. It incorporates the need for teaching and modelling behaviour which should enhance the school culture and student learning environment. It will build on the individual child's self esteem and improve empathy and awareness of others. Respect is an all encompassing word that includes having respect for oneself and for others and in behaviour towards others.

Issues and Rationale: Concern with increased displays of anger, hitting, pushing, rudeness to adults or peers, lack of common courtesy, inappropriate language, not taking responsibility for own actions, confusion through different standards being set. Key times seem to be transitions, playground, line-ups and after school. Incidents often set the tone for the next classroom session.

Objectives: To establish clear expectations for what is acceptable behaviour.
To establish consistency throughout the school for acceptable behaviour.
To teach and model acceptable behaviour through a planned whole school approach.
To focus on positive reinforcement of respectful behaviour.

Outcome: The school body demonstrates a noticeable respectful atmosphere and attitude.
Greater awareness demonstrated of what is and is not acceptable social behaviour.
Improved student self-esteem.
All students feel comfortable in the learning and social environments.
Efficient communication from supervisor/teacher to the office regarding behaviour issues.

Strategies:

Monthly staff meeting: Establish the focus strategy or target behaviour for the month.

Weekly meetings: Review developments and adjust strategies as needed.

Establish clear expectations for acceptable behaviour: What does it look like/sound like?

Model/Teach mini-lessons. Teach and reinforce regularly.

Discipline protocol: Focus on positive correction –teaching to the age.

Create and use a teacher/supervisor form/checklist for easy completion of student discipline issues.

Find opportunities for class 'family' or 'team' building early in the year.

Use classroom meetings to 'clear the air'.

Keep all supervisors (CEA and hired) informed.