



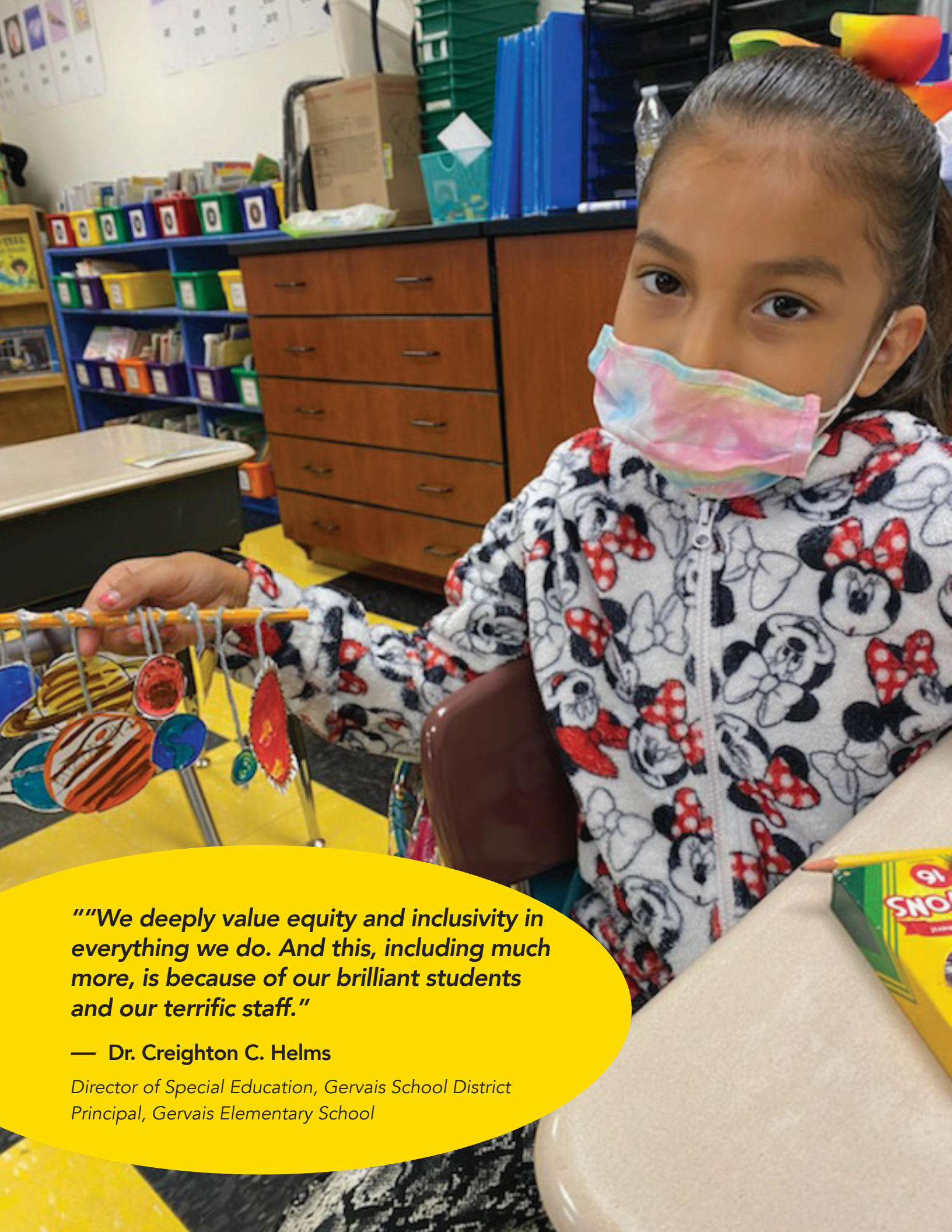
Gervais Elementary School

Guide for Nurturing the Whole Child

Ensuring that each child, in each school, in each community is healthy, safe, engaged, supported, and challenged.

2021-2022 School Year





“We deeply value equity and inclusivity in everything we do. And this, including much more, is because of our brilliant students and our terrific staff.”

— Dr. Creighton C. Helms

*Director of Special Education, Gervais School District
Principal, Gervais Elementary School*



Our Gervais Elementary School team is actively and passionately working to incorporate a Whole Child Approach to teaching and learning in our school. This means ensuring that each child, Kindergarten through 5th-grade, is healthy, safe, engaged, supported, and challenged.

Over the last several years, Gervais Elementary School has received several impressive accolades for our attentiveness to Whole Child education. During the last year that the statewide standardized test was scored for achievement, we earned a LEVEL 5, the highest score possible, for both reading and math growth (the first time ever)! We were recognized by the Imagine Learning company as a Beacon School, which is awarded to the top 1.5% of over 16,000 schools nation-wide. We were honored by the Oregon Department of Education as one of two schools, state-wide, to be named a Wellness Award winner. We are transitioning into becoming a STE(A)M-focused school, which includes a redesigned library and modern-learning MakerSpace. Currently we are one of only a handful of Title 1 elementary schools in the state to undertake such a comprehensive initiative. We deeply value equity and inclusivity in everything that we do. And all of this, including much more, is because of our brilliant students and our terrific staff.

We hope this guidebook provides you with a simple and visual overview of our Whole Child strategies and how they work together to help our students thrive, support families, and bring a unified voice to our team.

We welcome your questions, ideas, and feedback as we work together to move our strategies forward.

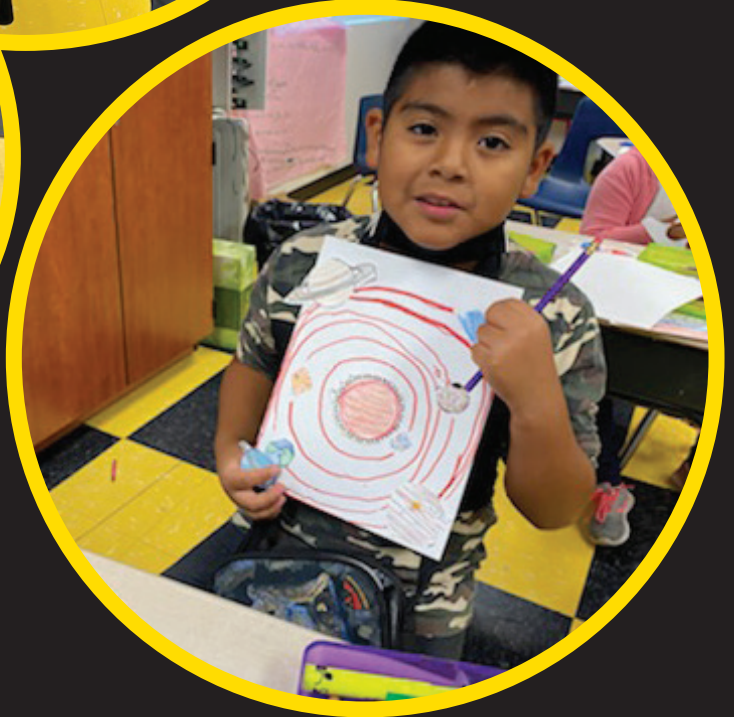
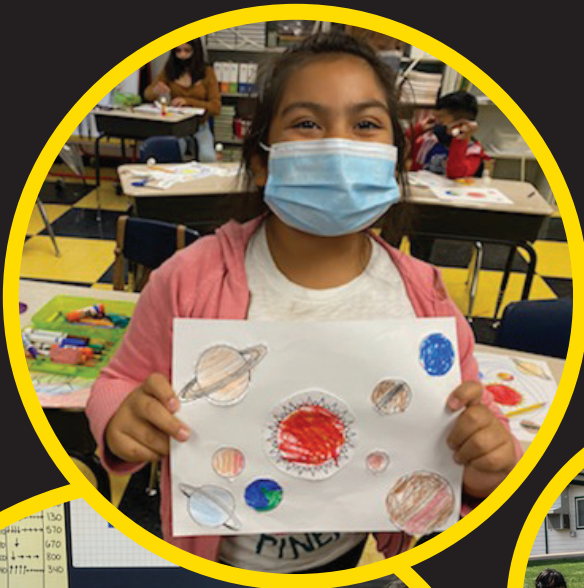
Enjoy!

Dr. Creighton C. Helms

*Director of Special Education, Gervais School District
Principal, Gervais Elementary School*

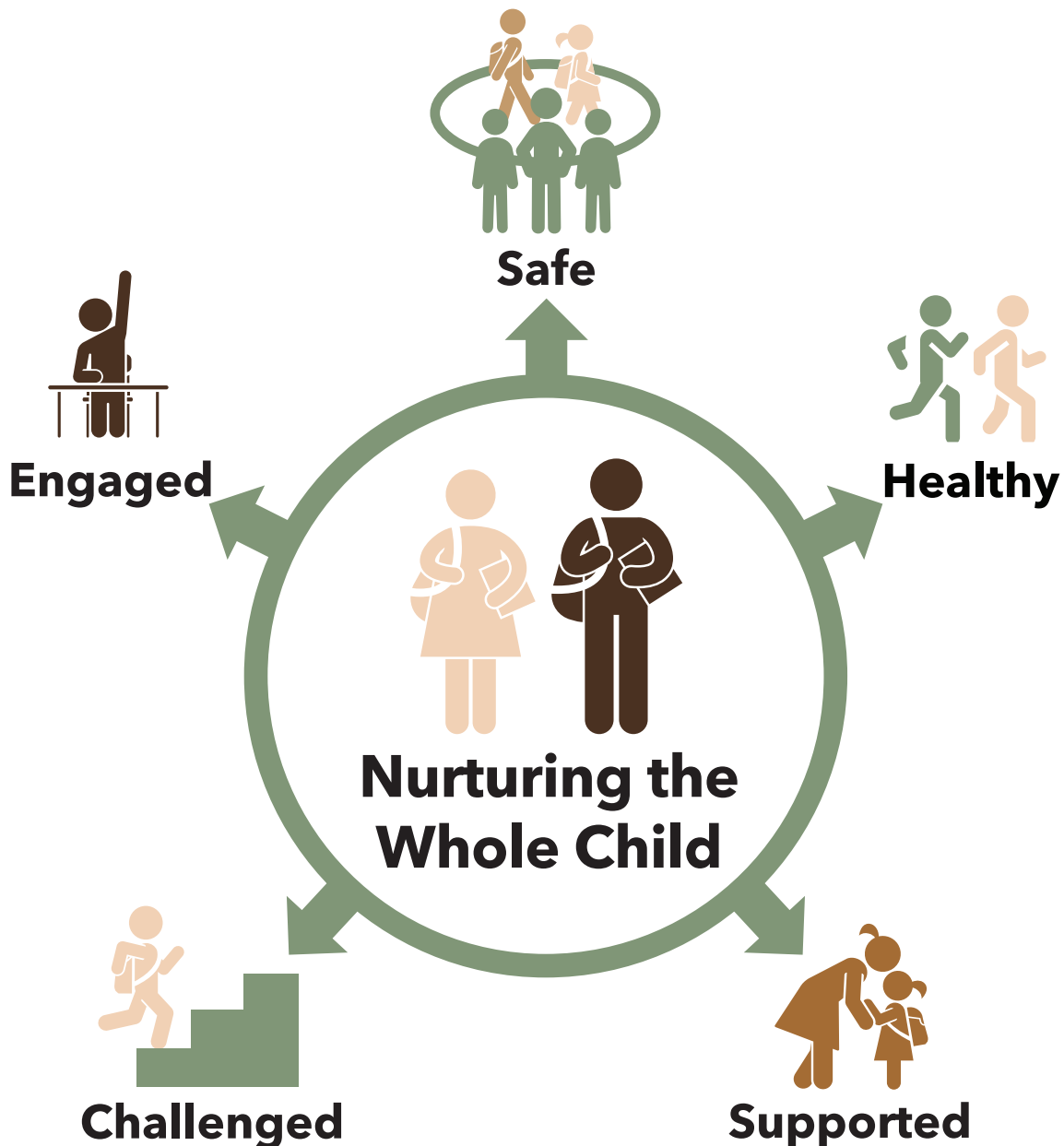
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Ensuring that each child is healthy, safe, engaged, supported, and challenged.





Safe

Each student learns in an environment that is physically and emotionally safe.

SEL (Social Emotional Learning)

At Gervais Elementary School, we embrace strategies to help students build and the skills and attitudes they need to:

- understand and manage emotions
- set and achieve positive goals
- feel and show empathy for others
- establish and maintain positive relationships
- make responsible decisions

BASE is a social emotional learning curriculum rooted in mental health and wellness (impacting lives, changing behaviors, creating honest relationships between adults and children). BASE is replacing Sanford Harmony as our school wide SEL program. GES teachers use a pacing schedule, established by the BASE teaching-team, that includes guidance on what and when to implement this curriculum.

Our GES team will use **RULER** as a secondary tool to compliment BASE. RULER is a systemic approach to SEL developed at the Yale University Center for Emotional Intelligence. RULER aims to infuse the principles of emotional intelligence into the immune system of pre-K to 12 schools, informing how leaders lead, teachers teach, students learn, and families support students. The RULER team provides staff with a document that clearly defines our RULER strategies. RULER is an acronym for the five skills of emotional intelligence.

- Recognizing
- Understanding
- Labeling
- Expressing
- Regulating

The development of these five RULER skills relies on four core tools: the Charter, Mood Meter, Meta-Moment, and Blueprint. These skills and tools are introduced to all stakeholders in the school community—school leaders, teachers, staff, students, and families.

SEL Behavior Strategies

PAX is a set of behavior strategies that promote self-management skills, collaboration and a peaceful and productive learning environment. PAX is based on science from the youth violence prevention program Peacebuilders. We use specific PAX strategies for different school settings:

Classroom Strategies

- Voice Levels and Hand Gestures
- OK, Not OK Sign
- PAX Quiet/Harmonica
- Universal hand symbol
- Granny's Wacky Prize
- PAX Leader language
- Spleems for Good Behavior Game
- PAX vision (new for each year; made by students and teachers together)

Required:

- Posters
- OK, Not OK Sign on lanyards or card is easily accessible at all times

Optional:

- OK, Not OK Sign on desks

Hallway Strategies

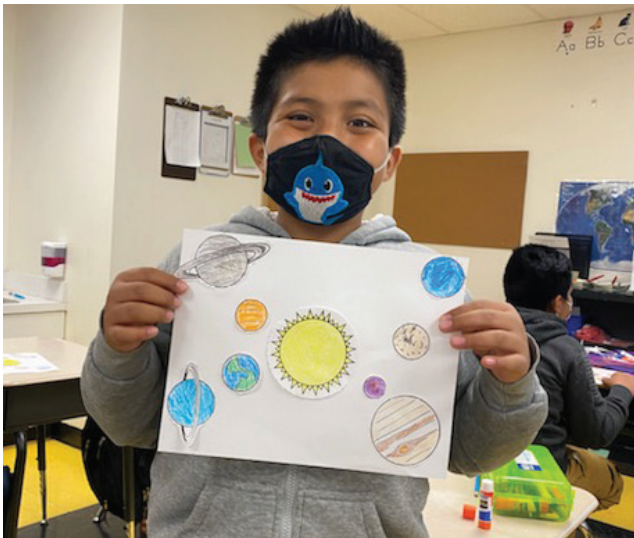
- Voice Levels and Hand Gestures (OK, Not OK Sign)
- Tootle Bulletin Boards
- PAX Leader Language

Required:

- Posters
- Tootle boards
- OK, Not OK Sign Sign on lanyards

Cafeteria Strategies

- Voice Levels and Hand Gestures (OK, Not OK Sign Sign)
- PAX Quiet/Harmonica
- Universal hand symbol
- PAX Leader language



Required:

- Posters
- IA's have harmonicas
- IA's have OK, Not OK Sign on lanyards

Playground Strategies

- OK, Not OK Sign
- PAX Quiet/Harmonica
- Universal hand symbol
- Granny's Wacky Prize (if they line up from recess quickly)
- PAX Leader language

Required:

- IA's have harmonicas
- Teachers and IA's have OK, Not OK Sign on lanyards

Our GES team will use the **7 GEMS of ENVoY** in classrooms, K-5, to enhance PAX using non-verbal classroom management practices. We provide training on these Gems at our staff training meetings during early-release Wednesdays. It is equally critical that we use ENVoY Gems consistently to reinforce our SEL behavior strategies.

7 GEMS of ENVoY

1. Freeze Body
2. Above (Pause) Whisper
3. Raise Your Hand to Speak Out
4. Exit Directions
5. MITS;
6. Influence Approach
7. Off/Neutral/On.

Other SEL efforts

Other SEL efforts to enhance the culture and climate for students and support a healthy social-emotional-behavioral school-wide learning environment include:

Attendance Team

Our attendance team works to:

- Coordinate multi-tiered strategy to reduce chronic absence
- Use qualitative and quantitative data to understand attendance challenges
- Use trend data to identify students most vulnerable to absenteeism
- Connect families and students to need-based resources
- Monitor progress

Assemblies

Our quarterly assemblies bring everyone together for fun, laughter, and connection. We aim to get students thinking, and engaging, and giving them space to reflect.

Culture and Climate

We believe that student academic achievement and growth is an indicator of positive and healthy culture and climate. When we support the social, emotional and behavioral needs of our students, we create high-quality learning environments and conditions for effective teaching and learning.

Comprehensive Counseling Program

Our school counselors strategically design and deliver comprehensive programs that are broad in scope, preventative in design, and developmental in nature.

Our school counseling programs are:

- driven by student data
- focused on addressing equity and opportunity gaps
- based on college and career readiness student standards

Our school counselors:

- work closely with students to individualize and personalize their educational pathway
- develop the essential knowledge, skills, and mindsets for mastering student standards
- support their required self-directed goals, plans, and accomplishments towards graduation and successful transition to postsecondary opportunities



Supported

Each student has access to personalized learning and is supported by qualified, caring adults.

Professional Learning Communities (PLCs)

When teachers, administrators and other caring adults take a personal interest in each student and in the success of each student, we create supportive learning environments that help:

- Improve academic performance
- Reduce feelings of isolation
- Prevent violent behavior
- Support suicide prevention
- Reduce the number of students who drop out of school

At Gervais Elementary School, we guard early release Wednesdays as sacred time for our Professional Learning Communities. During PLC time, we use data to help us:

- Understand which students are consistently failing or underperforming
- Understand which students are excelling beyond grade-level standards and strategizing how to engage them at their interest levels.
- Collaboratively develop proactive teaching and support strategies to help students who may be struggling academically

English Language Development (ELD)

Many American school children speak a first language other than English. Gervais Elementary School students whose heritage language is one other than English or who are not yet proficient in English Language Development standards are members of our ELD community. We unequivocally believe that the success of our ELD students is a reflection on the performance of our entire school community. That's why our ELD program is more than just a "block" on the schedule. Our practice is to genuinely and regularly reflect on our daily pedagogy with respect to objective ELD best practices.



Behavior Intervention Practices

We use proactive positive behavior interventions strategies to improve student behavior so that all students in our school can achieve social, emotional and academic success.

These behavioral standards help clarify the habits we believe a student must have to be successful, and how staff can be consistent in addressing them:

Tier I Behavioral Practices and Support: strong school values, policies, and healthy practices to support all students in the classrooms, playgrounds, and other common areas.

Tier II Behavioral Practices and Support: targeted support to individuals or groups of students who need temporary alternative strategies to support their behavioral success.

Tier III Behavioral Practices and Support: targeted support to individual students who need sustained alternative strategies to support their behavioral success.

Our behavior practices and support are rooted in team-based, data-driving decisions. We are committed to growing our positive behavior intervention skills so we can be exceptional at intervening early and often. We also work diligently to differentiate our approach to all students in need so they can find success in all Whole Child elements at Gervais Elementary School.



Challenged

Each student is challenged academically and prepared for success in their current and future grade levels, as well as when they successfully promote to middle school, so they can become valuable contributors in their expanding sphere of influence.

Core Curriculum

At Gervais Elementary School, we seek to excel in teaching core curriculum at all levels. We embrace every opportunity to incorporate Science, Technology, Arts and Math -- STE(A)M -- into all of our core curriculum because we recognize that students MUST leave us as ready-readers and critical thinkers with a strong foundation of skills to learn. Our core curriculum is centered on:

- Reading (National Geographic's Reach for Reading)
- Writing
- Math (Bridges in Mathematics)
- Science (Inspire Science)
- Social Studies

STE(A)M

STEAM Education is an approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking. We believe that our students need a "WHY" and that the STE(A)M approach brings together tactile learning and application of concepts learned. Our goal is to make learning relevant and fun by giving students a chance to create, explore and imagine.

Genius Time

"Genius" time provides students a choice in what they learn during a set period of time during school. We build "genius" time into the weekly master schedule for every grade to allow students to explore their own STE(A)M passions and encourage creativity in the classroom. We believe this dedicated time is critical*

**Genius time varies by grade and is not a daily requirement.*



Other efforts to challenge our students

Just as we use Professional Learning Communities, English Language Development and behavior intervention strategies to help our students feel supported, we also use these opportunities to make sure each of our students has the opportunity to reach higher and achieve their full potential.

"At Gervais Elementary School, we seek to excel in teaching core curriculum at all levels at all times."



Engaged

Each student is actively engaged in learning and is connected to the school and broader community.

Science, Technology, Engineering, Arts, and Mathematics: STE(A)M

STE(A)M is a common thread that weaves through much of what we do at Gervais Elementary School to engage students in the joy of learning. Our 5 pillars of STE(A)M inspire students to:

- Take thoughtful risks
- Engage in experiential learning
- Persist in problem-solving
- Embrace collaboration
- Work through the creative process

5 Pillars of STE(A)M

MakerSpace

We are proud to have augmented our school library to also become a MakerSpace where students have space to explore their interests, learn to use tools and materials (physical and virtual), develop creative projects and solve problems.

Our Gervais Elementary makerspace includes:

- 3D printers
- Codable robots and robot stage
- An A/V Zone with a green screen
- Engineering challenge kits
- Chromeboxes for Coding, Minecraft for Education, and more

Mobile Maker Carts

Each of our grade levels has access to their own Mobile Maker Cart which has tools and supplies for hands-on tinkering and prototyping.

Curriculum Integration

We integrate STE(A)M concepts into classroom reading, writing and math lessons whenever possible.



School Garden

Our indoor and outdoor school garden spaces and greenhouses expand student learning with hands-on relevant learning experiences.

School Clubs

We have a number of STE(A)M-focused clubs that provide students with hands-on learning activities including:

- KidsWhoCode
- LEGO Robotics
- Art Club
- Gardening Club

We are engaging kids and growing the innovators, educators, leaders, and learners of the 21st century through our STE(A)M-centered teaching and learning!



Healthy

Each student enters school healthy and learns about and practices a healthy lifestyle.

Physical Education

At GES, we partner with Playworks and use their strategies to help view recess-based activities each month, which allow students get a good grasp of many different athletic options. Various health topics are also taught in Phys-Ed class to students, including oral hygiene, personal hygiene, personal safety, body movement and body systems (for example the respiratory system, the nervous system, the digestive system), all based on appropriate elementary physical education and health standards.

Playworks at Recess

At GES, we partner with Playworks and use their recess-based strategies, which help us view recess-based activities through the lenses of safety, engagement, and empowerment.

Playworks content utilizes games and play-based practices to support the mental health and well-being of Gervais Elementary School students. Playworks games are modified for any age, group size, or location such as:

- Outdoor recess/play on the playground
- Indoor recess/play in the classroom
- Use within distance learning curriculum
- Physical and social distancing

Playworks also includes mini-games to help students, staff, and parents stay focused and engaged and a other resources which will help educators and families get in the game, reduce stress, and build a connection.

Nutrition Services

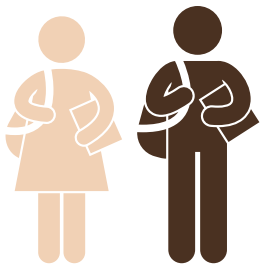
Gervais Elementary School participates in U.S. Department of Agriculture (USDA) child nutrition programs, administered through the Oregon Department of Education (ODE), including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Fresh Fruit & Vegetable



Program (FFVP), Summer Food Service Program (SFSP), After School at Risk (CAFP) or others. Our school also operates additional nutrition-related programs and activities including Farm-to-School programs, Breakfast in the Classroom, Mobile Breakfast carts or Grab 'n' Go Breakfast.

Each year, the Oregon Department of Education, the Nutrition Council of Oregon, and the Oregon Dairy and Nutrition Council team up to reward two exemplary schools for activating their local wellness policies and creating and sustaining a culture of wellness for students and staff. In the 2020, Gervais Elementary School was honored to be recognized as one of two statewide Wellness Schools. We deeply believe in the important link between health and academic achievement. We value our approach to health and wellness and our efforts to implement practices to improve nutrition and physical activity, which creates a healthy school environment for GES students and staff.

“We believe that students who eat a balanced diet and who are physically active perform better in school.”



Nurturing the Whole Child

Ensuring that each child is healthy, safe, engaged, supported, and challenged.

Nursing at GES

The school-based nursing program at GES is a holistic approach to student health and wellness, recognizing the impact student health has on students' academic success and overall wellbeing. GES nurses provide emergency care, assessment, and intervention of a variety of student health conditions, both addressing immediate health concerns and managing chronic conditions. Our nurses provide referral to primary care, communicable disease control measures, and manage health related barriers to student learning, and they work collaboratively with school administration and counselors to not only to support physical health, but mental health needs such as counseling and social services. Our nurses work to bridge gaps between our schools and communities.

Music at GES

GES students attend music class several times each week with a certified music teacher. They are challenged to perform music from around the world, create their own musical compositions, and find connections between core subjects and the arts. Music gives students the opportunity to grow their creative skills and showcase their talents. In addition to music class, 4th and 5th grade students have the opportunity to participate in the GES Choir which helps them to grow their performance skills as they prepare music to share with the community.



"Music gives students the opportunity to grow their creative skills and showcase their talents."



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