Schools Logo

Positive learning and Working Environment Plan 2017 – 2018

To promote intellectual, social, emotional, and physical growth within

our school while nurturing meaningful partnerships within our community

To develop students’ character and integrity by providing encouragement and opportunities for student success.

**Goals** for (Macdonald Consolidated School) Positive Learning and Working Environment Plan

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| **Goals** | **Baseline Data** (How do you know action is needed? What does that data tell you? Why is this goal necessary?) | **Strategies/Actions** | **District PLEP Plan Connections** | **Measure of Success/Evidence/Data** | **Timeline** | **Responsibility** |
| **Goal #1**  **To reduce student behavior issues by 10%** | TTFM, Powerschool,  Teacher referrals, Esst team minutes, Behaviour tracking forms, Parent requests. | To do preventative training/collaborating with staff. Re-visit Zones of regulation with staff for strategies for specific behaviors.  Planned practice with specific students or whole class. | to build capacity in schools in the area of Behavior Planning. Review MCS intervention plan and request for service.  ASD-S Website  MCS Code of Conduct | A list of core team members/Regular meeting dates and norms/Data to be collected from 2017-2018 ttfm, parent surveys, student wellness surveys, powerschool on a quarterly basis | June 2018 | Principal, guidance, classroom teachers, resource |
| **Goal #2**  **To build capacity and resiliency for children in grades K-8 to develop skills related to a safe learning environment** | TTFM,Powerschool, PBIS,  Verbal reports, WITS, Peer Helpers | EST-G will prepare peer helpers for resolving conflicts.  Data will show 10% reduction in reporting at the office level. Students will give presentations to younger students. Add school related questions to TTFM to assist with PLEP. Add items to pyramid of interventions. Positive Presentations and consistent WITS language throughout the year. View Ring Bells Video Alex’s Story presentation | Schools are using their Pyramids of Interventions Review PLEP yearly to meet current concerns. Review MCS Code of Conduct | 10% reduction in reporting of issues related to unsafe school/learning environment. Student use of WITS language and strategies at school. Data to be collected from TTFM, Parent surveys, student wellness surveys and Powerschool on a quarterly basis. | June 2018 | Guidance, Core leadership, Peer Helpers, Classroom teachers, other school staff, Resource, Principal |
| **Goal #3**  **To build capacity and resiliency for those students feeling moderate to high levels of anxiety** | TTFM, PowerSchool,verbal reports, Incident reports, parent letters/phone calls/emails, self referrals. | Mental Health First Aid, Thinking group, Girl's Circle, Zones of Regulation, Newsletters, Parent information. Mindful Mondays, Kids in The Know , Mind-Up, Yoga and individual programming/ ANTS | To offer schools opportunities to learn about positive mental health and mental illness in children and youth. | Less than 15% of students report or show signs of moderate to high levels of anxiety. Data collected from TTFM, Student Wellness Surveys, parent surveys and individual reporting on a quarterly basis. | June 2018 | Guidance, resource, Principal, Core leadership |

**Checklist**

Below is a checklist that identifies various components of the school’s positive learning and working environment as per Policy 703. Please use this checklist to help you plan for what steps you need to take next to ensure that process is followed.

Positive Learning and Working Environment Checklist:

* school’s Code of Conduct completed
* Policy 703 has been presented and discussed with school staff, students and parents
* linkages to the District PLEP Plan (provide url)
* consult ASD-S Positive Behaviour Policy (provide url)
* strategies are in place for recognizing and rewarding appropriate behaviour and for monitoring progress
* student initiatives and activities within the school that promote social and emotional skill development are in place
* steps for monitoring and furthering successes achieved in creating a positive learning environment

(eg: perception surveys, communication with families, with other staff, and with students) are identifies and used

* strategies to help teachers, school personnel and families teach and model appropriate positive behaviours
* strategies to create and nurture healthy relationships between staff members, between students, between staff members and students, between staff members and families and between staff members and volunteers are in place
* strategies for fostering of a sense of belonging and inclusion for all students are identifies and evident in the school culture
* methods are in place and used to resolve misunderstandings or disagreements between home and school
* protocols are in place to address student behaviour with families in positive and productive ways
* methods are used to include students and families in decisions affecting them, as a group or individually
* ways are identified by which the Tell Them From Me survey information (or other data such as Student Wellness Survey, etc.) is used by the school to help guide future practices related to the positive leaning environment
* clear processes for the coordinating services received by students are evident
* strategies that create smooth transitions for students (re-entry to school, new students, EAL students, etc.)are evident
* a set of steps that administrators (as well as teachers and other support staff), families and students should follow when a bullying incident occurs (both within the school and outside the school where it directly impacts that positive learning environment) is evident. This includes reporting procedures, investigation procedures, recording of incident procedures, procedures for the maintaining of records and the supervisory and/or support measures to be provided to any student who has been bullied as well as supervisory and/or support measures for the student who bullies or anyone witnessing an act of bullying

**Pyramid of Interventions:** [can be in pyramid form]

List all specific behavior interventions/activities.

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| **Tier 1**  oral testing  extra time  alternate seating  chunk questions  reduce questions  give choice questions  visual assessment schedule  pretest, review, rewrite  1-1 Testing  colour coding  oral & written or taped  directives  designated movement area  Teaching:  buddy pairing  chunking outcomes  cross curricular connections  weekly/Monday homework  assignment accountability  extra help during school hours  read to students  read responses  word walls  personal dictionaries  copied notes  phone a friend  multiple intelligence  flexible grouping  positive work environment  Language/Teaching Tools:  first/next language  terms for subject taught  AB choices  CPR – courtesy, politeness,  respect  go for green  do overs  visual schedule  technical support/computers  timers  lighting  FM systems  Manipulatives  Assistive learning tools |

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| **Tier 2**  Specific study notes  Brain breaks  Alternate seating/location  Visual schedules, visual prompts  Esst recommendations  sos/referral  Behavior observation/data  collection  AB choices  Fidget toys  Hokie stools  20 minute problem solving  meeting  Different photocopied paper  Special groups – Literacy,  guidance groups, social skills  groups, speech therapy, ot  consult/student tools, etc. |

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| **Tier 3**  plp  “Task Breaks”  Individual guidance consulting  Zach White Tutoring  Enrichment  ESST follow-up  Functional behavioral  assessments  District student support services  Resource support  School psychology  In/Out of school suspension  External referrals supports |