Sullivan, Colleen (ASD-S)

Anglophone South School District  [Company address]

Glen Falls Positive Learning and Working Environment Plan 2015-19

1. Positive Behaviours: To create healthy and safe schools

ASD-S: To create and sustain a positive learning and working environment within the school and related school activities.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Priorities | Objectives | Strategies | Timeline | Monitoring Plan |
| Consistent demonstration of positive behaviours at Glen Falls. | Continue to add to Positive Behaviour Intervention Supports | Adjust/Implement the school’s Pyramid of Interventions.  ESST  Self-Regulation Training  Classroom behavior charts  Star Citizen  Classroom incentives  Positive office referrals  Postcards Home  WITS  Super Flex  Kindness Week  Quiet areas  Sensory Room  Clubs | 2015-19 | Power School Data tracking success of school based interventions.  Behaviour journals  Assemblies  Behaviour charts  Check list for pyramid of interventions  Minutes from ESST  80% of students will have a positive office referral |
|  | Continue to develop students at Glen Falls into the leaders of tomorrow. | Noon hour activities to develop leadership and citizenship skills. (Ex. Leadership, Garden Club, Peer Helpers, Learning Commons)  Star Citizen of the month incentive assemblies targeted to celebrate those students best demonstrating the character skills of the month.  Daily Announcements  WITS  SuperFlex  Zones of Regulation  Heart Healthy Schools Pilot  CHEF’s in Training  Bee Me Kidz | 2015-19 | Student Participation data.  Teacher Write-ups  TTFM |

1. Wellness and Healthy Living: To create healthy and safe schools and engage the community.

ASD-S: To have students maintain active lifestyles socially, emotionally and physically.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Priorities | Objectives | Strategies | Timeline | Monitoring Plan |
| Consistent demonstration of healthy lifestyle behaviours. | Continue to develop nutrition programs and Physical Education program.  Engage agencies in the community to deliver information on nutrition  Continue to engage PALS in being positive role models for our students.  Heart Healthy Schools  Tobacco Grant | Offering breakfast club & Food for Thought (Consultation from a dietician)  CHEF’s in Training  Guidelines for Healthy Eating and Living given and taught to students. Students assess personal wellbeing.  Monthly Physical activity events. Jamborees and walking club.  Gardening Club  Parent sessions on Wellness   * K session * Family Evenings (Literacy night, Wellness, Fitness)   Tobacco Free Kids Program  Mentoring, Reading Buddies, attendance at special events and assemblies.  Heart Healthy Schools | 2015-2019 | Participation data  TTFM surveys  Student participation data  Family participation data (Increase in # of families involved)  Increase in # of PALS volunteers involved. |

1. Promote the importance of regular school attendance.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Priorities | Objectives | Strategies | Timeline | Monitoring Plan |
| Decrease student absenteeism. | Promote better school attendance. | Monthly assemblies  Certificates for perfect attendance  Voicemail/email messages  Notices and brochures sent home  Information on monthly newsletter | 2015-19 | Power School Data |

1. Promote good Mental Health for the school community.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Priority | Objectives | Strategies | Timeline | Monitoring Plan |
| Encourage staff to take part in District sessions. | Inform staff of any available sessions | Email  Staff Memos  ESST  Posters | 2015-19 | # of participants  Exit surveys |
| Encourage students to use self-regulation techniques. | For students to be able to regulate their own behavior. | Zone of regulation  Mindfulness  Super Flex  WITS  Fun Friends  Fit, Fun & Fierce  Bee Me Kidz  Chill out boxes | 2015-19 | Power School data  Super Flex strategy draw (number of ballots)  Participation numbers  Exit surveys |