



2017-2018 Annual School Development Report

Pearson Academy

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<http://www.pearsonacademy.k12.nf.ca/>

Our Mission:

*Pearson Academy, as a Professional Learning Community,
will improve academic achievement, while maintaining a safe, caring, and healthy school
environment.*

Our Core Values:

Pearson Academy ...

- ★ *Provides a safe, welcoming and positive environment*
- ★ *Celebrates diversity and respect for others*
- ★ *Is fair, supportive and open minded*
- ★ *Strives to provide an inclusive environment*
- ★ *Implements diversified teaching practices to engage all learners*
- ★ *Promotes teacher collaboration*
- ★ *Supports high expectations*
- ★ *Consistently implements policies and practices*
- ★ *Is goal driven; student achievement focused*

Be an Astro... Aim for the Stars! 

Principal's Message

For the 2017-2018 year Pearson Academy was in year two of the three year school development plan. In May of 2017 we reviewed our plan and reaffirmed our two school development goals. These goals align with the NLESD Strategic Plan 2014-2017 and through the specific objectives outlined, we have a strong model to effectively support teaching and learning at Pearson Academy:

Goal 1: *To improve student achievement within an inclusive and collaborative environment*

Objective:

- 1.1 Enhance collaborative structures within school and across grade levels*
- 1.2 Strive to ensure our school is based on an "Inclusionary Model" that facilitates the delivery of programming in an inclusive environment*
- 1.3 Use internal and external assessment data to identify and respond to needs with timely and effective interventions*
- 1.4 Enhance school-wide structures to respond to at-risk students*

Goal 2: *To create an enhanced school environment to ensure students learn in safe, caring and healthy settings*

Objective:

- 2.1 Continue to promote and implement school-wide PBIS strategies*
- 2.2 Create a safe and meaningful learning environment for our school community*
- 2.3 Provide enhanced opportunities that promote wellness for students and staff through a healthy and active lifestyle*

Early in the 2017-2018 school year we also worked to establish the framework for a strong school council and succeeded in this cause. Our council had 11 members and we worked throughout the year to put policies and procedures in place to allow for the growth of function going forward. While it took much of the year to learn and understand our niche in the Pearson Academy community, by the end of the school year our school council identified a clear need for increased transparency in all aspects of school development.

One new goal with objectives has been added for 2018 - 2019 which will align our school development plan with the new NLESD Strategic Plan 2017-2020. As we will outline throughout the remainder of this document, we are proud of our work to date and acknowledge there is much left to do. We are excited for the challenges of 2018-2019.

Sincerely,

Gordon Melindy
Principal

School Council Message

The School Council has been focused on rebuilding its membership over the past year. With a renewal of members comes a time of learning and adjustment. The council has worked hard to strengthen its relationship with the Pearson Administration and the help its members understand their roles to maximize the effectiveness of this body.

This year the Council hopes to continue the membership renewal, encourage more cooperation with community groups and to further enhance the Parental and Community engagement. The Council sees its role as the connection point between the community and the school and hopes to engage all constituents in the issues that influence the learning environment. School safety and security are also issues that the Council will address this year

Sincerely,

Theodore O'Connor
School Council Chair

Overview of School

Pearson Academy is a Kindergarten to Level III school located in Wesleyville on Newfoundland's rugged and beautiful north-east coast. Serving eleven communities from Deadman's Bay to Greenspond we encompass a wide geographic area with students from Lumsden Academy joining us for their Level I to Level III education. For the 2017-2018 school year we had an enrollment of 275 students with class sizes ranging from 16 to 35.

Our 2017-2018 staff consisted of 22.25 teaching units, 1.25 administration units, 1.0 guidance units (shared with Lumsden Academy), 3 student assistants, 5 bus drivers, 3 janitors and 1 custodian. Pearson Academy staff worked closely with various district personnel to assist in an array of programs and initiatives. During the year we availed of the Central Regions: Visual/Deaf and Hard of Hearing Itinerant, Technology/PowerSchool Itinerant, Speech Language Pathologist, Educational Psychologist, Program Itinerant - Autism Consultant, and Program Itinerant - Safe and Inclusive Schools. The level of involvement from district personnel ranged from individual student support services to school wide initiatives such as anti-bullying.

As well, we worked in collaboration with multiple Program Specialists most notably: CDLI, Reading - K-6, and Student Support Services. It has been through the utilization of Program Specialists that Pearson Academy was able to offer advanced programs to high school students, implement reading programs in Primary/Elementary, as well as provided for individualized programming for students with exceptionalities. There is little doubt that Pearson Academy is a dynamic learning community that makes full use of all available resources to provide our families with a safe and inclusive environment in which our student can grow.

Internal Assessment Data June 2018

1. Kindergarten – Grade 6

For 2017 – 2018 Pearson Academy directed efforts on improving student achievement in English Language Arts (ELA) in Primary/Elementary through focused PLC meetings aimed to identify and improve reading with assistance from the Program Specialist Reading - K-6. The K-6 ELA curriculum is divided into five strands in each grade level for a total of 35 strands reported on across 7 classes. Analysis of the data shows that after Term 1 (November 2017) 13 of the 35 strands were reported as requiring focus, while at the end of Term 3 (June 2018), 9 of the 35 strands were reported as requiring focus. This tells us that the percentage of strands in K-6 requiring focus in 2017-2018 fell from 37% for term 1 to 26% in June representing a significant improvement in ELA achievement throughout the year. In Mathematics, which did not receive the same level of attention as ELA in terms of PLC and Program Specialist support, 6 of 35 (17%) of strands reported as being a focus for Term 1. This compares to 2 of 35 (6%) being reported as focus in June. This tells us that interventions throughout the year in both ELA and Mathematics have contributed to improving student achievement in K-6 and should be maintained or built upon for 2018-2019.

2. Secondary

In 2017 – 2018 Pearson Academy had a population of 157 students, enrolled in 71 courses in Grades 7-12. Within this cohort, 37 students (24% of the population) ended the year failing one or more courses and looking deeper, 14 students (9% of the population) failed a Mathematics and/or an English course. There was a distinct difference in Junior High and Highschool in these results with 23 of 76 (30%) students in Grades 7-9 failing one or more courses compared to 14 of 81 (17%) students in Grades 10-12. These results indicate a need to focus on timely and effective interventions, primarily in Grades 7-9.

Report on School Development Plan for 2017-2018

In this section we will revisit the School Development Plan for 2017-2018 and evaluate the objectives.

Goal 1: To improve student achievement within an inclusive and collaborative environment			
Objective 1.1 Enhance collaborative structures within school and across grade levels	Objective 1.2 Strive to ensure our school is based on an “Inclusionary Model” that facilitates the delivery of programming in an inclusive environment	Objective 1.3 Use internal and external assessment data to identify and respond to needs with timely and effective interventions	Objective 1.4 Enhance school-wide structures to respond to at-risk students
<p>Strategies:</p> <p>1.1.1 Continue to develop collaborative meeting structures for staff</p> <p>a. Continue with monthly staff meetings (consistent meeting time established at the beginning of school year).</p> <p>b. Continue to develop collaborative meeting structures for student support services</p> <p>c. Create and meet as divisional “Professional Learning Communities” to enhance programming and achievement once a cycle for 7-12 and twice a cycle for K-6. - establish a digital space for planning divisional PLC meetings.</p> <p>d. work with program specialists to establish literacy initiatives in K-6</p> <p>1.1.2 Continue to develop effective means of communication for the entire school community</p>	<p>Strategies:</p> <p>1.2.1 Develop a consistent understanding of the inclusion model with all staff</p> <p>1.2.2 Develop school based inclusionary policies and procedures.</p> <p>1.2.3 Revisit the Service Delivery Model to ensure enhanced implementation across all grade levels</p> <p>a. Implement a template to track and continually update information for all students with a diagnosed exceptionality</p> <p>b. creating effective alternate, modified programming</p> <p>c. review of pre-referral strategies</p> <p>1.2.4 Increase the understanding of Differentiated Assessment</p> <p>a. Increase the amount of Differentiated Assessments</p> <p>b. Provide opportunities for professional development of Differentiated Assessment</p>	<p>Strategies:</p> <p>1.3.1 Continue with the literacy focus ensuring K-6 are building literacy blocks in daily teaching</p> <p>a. continued professional development for K-6 in literacy</p> <p>b. Analyze and use the data from the BAS kits to inform instruction</p> <p>c. focus on small group, whole group instruction and mini lesson instruction in reading and writing</p> <p>1.3.2 Focus on Literacy Portfolio expectations for K-6</p> <p>a. Create/administer a portfolio pieces and create suitable assessment tool rubric for K-6 to inform instruction.</p> <p>b. make assessment data available for PLC meetings to direct planning</p>	<p>Strategies:</p> <p>1.4.1 Engage in a school wide approach to identify “at risk” students</p> <p>a. Regularly review internal and external assessment data for all grade levels (i.e. BEV, reading records etc.)</p> <p>1.4.2 Initiate a process for staff to regularly and consistently review and share interventions for at risk students</p> <p>b. Complete School Based Intervention Form for 7-12 after reporting periods</p> <p>c. Create similar Intervention form for K-6</p> <p>d. Track “at-risk” students using intervention forms</p> <p>e. implementation of an academic alert system</p> <p>1.4.3 Explore responsive strategies to address identified needs</p> <p>a. Pre-referral/referral implemented and documented</p>

<p>a. Continue with Pearson Academy “Twitter Feed” and School Website/Events Calendar as a communication tool.</p> <p>b. implementation of digital memos</p>			<p>b. SDT meetings (collaboration with admin, guidance, IRT and teachers)</p>
<p>1.1 Strategies Evaluation: Both 1.1.1 and 1.1.2 strategies have been effectively implemented and, in some cases, extended. For example, 1.1.2a has been broadened to include the successful implementation of a Facebook page linked to the School Messenger telephone system allowing for a significantly broadened reach of general school announcements. We do, however recognize a need to revisit 1.1.1c in order to allow for uninterrupted PLC meetings.</p>	<p>1.2 Strategies Evaluation: All strategies have been effective to varying degrees for this objective. It has been determined that to fully achieve all four strategies, there is a need to offer more professional learning and to further consult with district personnel – particularly with respect to differentiated assessment.</p>	<p>1.3 Strategies Evaluation: We are extremely pleased with the school progress with this objective and would consider the strategies to have been achieved.</p>	<p>1.4 Strategies Evaluation: The strategies for objective 1.4 have been implemented and effective. Data has been widely used to identify at risk students and communication with parents of at-risk students as well as an assortment of interventions have been occurring. We do recognize a need to develop the tracking form outlined in 1.4.2d to efficiently monitor the interventions being used.</p>

Goal 2: To create an enhanced school environment to ensure students can learn in safe, caring and healthy settings

<p>Objective 2.1 Continue to promote and implement school-wide PBIS strategies</p>	<p>Objective 2.2: Create a safe and meaningful learning environment for our school community</p>	<p>Objective 2.3: Provide enhanced opportunities for students and staff to engage in a healthy and active lifestyle</p>
<p>Strategies: 2.1.1: Review Department of Education's Safe and Caring policy with all staff a. Assemblies to occur each term b. Communicate program through all channels (announcements, website, twitter, etc.) c. Consistently develop and implement school wide Behavior matrix and reactive strategies d. Establish Bullying Protocols using school wide consistency Note: This has been a major focus in the second half of 2017-2018 and district is on board with enhanced support for 2018-19. e. Communicate Bullying Protocols to all stakeholders f. Analyze Review 360 data to inform practice</p>	<p>Strategies: 2.2.1: Continue to promote school wide activities to create a respectful and caring learning environment 2.2.2: Increase awareness and foster acceptance of and respect for diversity a. GSA group to be established at Pearson 2.2.3: Encourage increased parental involvement in the school a. Communicate possible ways for parents to become involved in school activities. 2.2.4 Promote and advocate practices to becoming digitally responsible a. Continue with digital lessons regarding media and RCMP visits b. Review Acceptable Use of Technology Policy with all stakeholders c. Consider parent/family session facilitated by outside agency (RCMP) on becoming digitally responsible</p>	<p>Strategies: 2.3.1: Communicate healthy school's initiative to all members of the school community a. Provide activities that promote student and staff wellness and healthy living (i.e. dart outdoors, Terry Fox, etc.) 2.3.2: Provide opportunities to increase awareness of mental health issues a. Consider parent/family session facilitated by outside agency on mental health awareness b. Consider a mental health event (i.e. wellness café) • Central health held presentations around self-esteem and coping strategies</p>

<p>2.1 Strategies Evaluation: We have identified the need to revisit and fully implement the SW-PBS program due to an inconsistent application. This has been identified as a priority for 2018-2019.</p>	<p>2.2 Strategies Evaluation: We have done well in successfully applying the strategies for Objective 2.2. It has been determined that there is a need to continue and broaden strategies aimed at digital citizenship.</p>	<p>2.3 Strategies Evaluation: We have successfully applied all strategies under Objective 2.3. It is important to maintain this success as we move forward and also to look for opportunities to expand.</p>
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Operational Issues Report 2017-2018

Year	Issue	Action	Evaluation
2017-18			
Report	Proper signs are required to mark fire lanes as "No Parking"	Order Fire Lane signs through SIEMS	Completed and signs installed
	Muster station signs are needed outside	Order signs through SIEMS	Completed and signs installed
	Safe flow of traffic through parking lot	<ul style="list-style-type: none"> Review the current flow and adjust plan as necessary Communicate with all stakeholders regarding parking lot plan and safety 	Some adjustments have been made to our dismissal to ensure the safety of students being picked up by parents. "Pickups" are now dismissed first so that students are safely boarded in parents vehicles before buses and other traffic begins to move

School Development Plan Actions for Change 2017-2018

In this section we reflect the School Development Plan for 2017-2018 and made changes based on its success.

Goal 1: To improve student achievement within an inclusive and collaborative environment			
Objective 1.1: Enhance collaborative structures within school and across grade levels	Objective 1.2: Ensure our school is based on an “Inclusionary Model” that facilitates the delivery of programming in an inclusive environment	Objective 1.3: Use internal and external assessment data to identify and respond to needs with timely and effective interventions	Objective 1.4: Enhance school-wide structures to respond to at-risk students
<p>Strategies:</p> <p>1.1.1 Continue to develop collaborative meeting structures for staff</p> <p>1.1.2 Continue to develop effective means of communication for the entire school community</p> <p>a. Implement consistent use of assessment calendar</p>	<p>Strategies:</p> <p>1.2.4 Increase the understanding of Differentiated Assessment</p> <p>a. Provide subject teachers opportunities for PD/PLC with teachers who teach the same subject in different schools</p>	<p>Strategies:</p> <p>1.3.1 Continue with the literacy focus ensuring K-6 are building literacy blocks in daily teaching</p> <p>a. Continue to focus on small group, whole group instruction and mini lesson instruction in reading and writing.</p> <ul style="list-style-type: none"> It would be beneficial to continue implementing these strategies in elementary. (Ind. centres such as Daily 5) Provide opportunities for Elementary teachers to avail of “Go & Grow” o aid in the successful implementation of a literacy block (independent centers such as Daily 5) 	<p>Strategies:</p> <p>1.4.1 Engage in a school wide approach to identify “at risk” students</p> <p>a. Continue PLC meetings held for K-3 one period a cycle, 4-6 one period a cycle</p> <p>b. SDT meetings two periods per cycle for K-12</p> <p>1.4.2 Initiate a process for staff to regularly and consistently review and share interventions for at risk students</p> <p>a. Create a school-based intervention and tracking form for K-12 “At Risk” students</p> <p>b. Continue the academic alert system</p>

		<p>b. Provide K-6 teachers with PD on LLI</p> <p>c. Purchase additional texts/equipment to support literacy block:</p> <ul style="list-style-type: none"> • Non-fiction texts • Levelled readers • Laptops/iPads for listening center • Professional Books (e.g. Writing Strategies) <p>1.3.2 Focus on Literacy Portfolio expectations for K-6: Continue to utilize rubrics/checklists as assessment tools and to guide instruction.</p> <p>a. Continue to use data to direct our instruction frequently</p> <p>b. Continue Primary literacy events to promote and celebrate achievements in literacy</p> <p>c. Utilize BAS results to assist with instruction.</p>	<ul style="list-style-type: none"> • upload the academic alerts to a google doc so it can be more easily monitored/tracked <p>c. Create a home communication checklist document for</p> <ul style="list-style-type: none"> • alerting parents/guardians of academic concerns • behaviour concerns • attendance, etc. <p>1.4.3 Explore responsive strategies to address identified needs</p> <p>a. Review Pre-referral/referral implementation and documentation</p>
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Goal 2: To create an enhanced school environment to ensure students can learn in safe, caring and healthy settings

Objective 2.1: Implement and promote school-wide PBIS strategies

Objective 2.2: Create a safe and meaningful learning environment for our school community

Objective 2.3: Provide enhanced opportunities for students and staff to engage in a healthy and active lifestyle

Strategies:

2.1.1: Review Department of Education’s Safe and Caring policy with all staff

- a. Implement the PBIS model consistently and effectively
- b. PBIS assemblies to occur each month
- c. Communicate PBIS through all channels (announcements, website, twitter, etc.)
- d. Consistently develop and implement school wide Behavior matrix and reactive strategies
- e. Consistently use Review 360 to document student behavior
 - o Analyze Review 360 at staff meetings

Strategies:

2.2.1: Continue to promote school wide activities to create a respectful and caring learning environment:

- a. Continue mental health week, LGBTQ presentations, RCMP presentation (drug use/law, bullying), school spirit days and “The MAZE”
- 2.2.2: Increase awareness and foster acceptance of and respect for diversity
- a. GSA group to be established at Pearson
 - Consider rename to Diversity Club, Social Justice League
- 2.2.3: Encourage increased parental involvement in the school
- a. Communicate possible ways for parents to become involved
 - Continue to promote School Council during “Curriculum Night”, Parent-Teacher Interviews, etc
 - Send home a memo in Sept. to recruit volunteers for different task
 - o explain requirements such as Police check, teacher requested activities/needs. (The “Many Hands Make Light Work” Concept)
- 2.2.4 Promote and advocate practices to becoming digitally responsible

Strategies:

2.3.1: Communicate healthy schools initiative to all members of the school community

- a. Provide activities that promote student and staff wellness and healthy living
 - Dart Outdoors day
 - Terry Fox
 - Continue with “Out Days”
 - b. Continue with the KES breakfast program
 - Expand the KES breakfast program from 3 to 5 days
 - KES program must be cognizant of lost instructional time.
 - c. Continue to utilize Central Health presentations on nutrition and healthy living
 - d. Implement district's policy on healthy eating and review Chartwells menu options (possibly reducing serving sizes of desert portions)
- 2.3.2: Provide opportunities to increase awareness of mental health issues
- a. Continue with mental health events
 - b. Provide Central health presentations around self esteem and coping strategies

	<p>a. Continue with digital lessons regarding media and RCMP visits</p> <ul style="list-style-type: none"> • Begin digital citizenship initiatives early in the year <p>b. Establish an Acceptable use of Technology contract</p> <ul style="list-style-type: none"> • Consider a school wide technology ban until signed contracts are returned • Consider tech free days during which personal electronics are not permitted (Ex. "Tech-free Tuesday") <p>2.2.5 Provide opportunities for Students and Staff to avail of learning in Safety related areas:</p> <p>a. Provide opportunities for First Aid training</p> <p>b. Provide opportunities CPR and Defibrillator Training</p>	<p>c. Continue to enhance awareness of mental health issues by completing Mental Health Awareness Week activities including:</p> <ul style="list-style-type: none"> • Wellness Day • Building Bridges • Pink Shirt Day <p>d. Continue to promote staff mental health and wellness</p> <ul style="list-style-type: none"> • Provide PL opportunity from NLTA
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School Development Plan for 2018-2019

Goal 1: To improve student achievement within an inclusive and collaborative environment			
Objective 1.1: Enhance collaborative structures within school and across grade levels	Objective 1.2: Ensure our school is based on an “Inclusionary Model” that facilitates the delivery of programming in an inclusive environment	Objective 1.3: Use internal and external assessment data to identify and respond to needs with timely and effective interventions	Objective 1.4: Enhance school-wide structures to respond to at-risk students
<p>Strategies:</p> <p>1.1.1 Continue to develop collaborative meeting structures for staff</p> <p>a. Continue with monthly staff meetings (consistent meeting time established at the beginning of school year).</p> <p>b. Continue to develop collaborative meeting structures for student support services</p> <p>c. Create and meet as divisional “Professional Learning Communities” to enhance programming and achievement once a cycle for 7-12 and twice a cycle for K-6.</p> <ul style="list-style-type: none"> o Continue and consistently use digital 	<p>Strategies:</p> <p>1.2.1 Develop a consistent understanding of the inclusion model with all staff</p> <p>1.2.2 Develop school based inclusionary policies and procedures.</p> <p>1.2.3 Revisit the Service Delivery Model to ensure enhanced implementation across all grade levels</p> <p>a. Implement a template to track and continually update information for all students with a diagnosed exceptionality</p> <p>b. creating effective alternate, modified programming</p>	<p>Strategies:</p> <p>1.3.1 Continue with the literacy focus ensuring K-6 are building literacy blocks in daily teaching</p> <p>a. continued professional development for K-6 in literacy</p> <p>b. Analyze and use the data from the BAS kits to inform instruction</p> <p>c. Continue to focus on small group, whole group instruction and mini lesson instruction in reading and writing.</p> <ul style="list-style-type: none"> • It would be beneficial to continue implementing these strategies in elementary. (Ind. centres such as Daily 5) • Provide opportunities for Elementary teachers to avail of “Go & Grow” o aid in the successful implementation of 	<p>Strategies:</p> <p>1.4.1 Engage in a school wide approach to identify “at risk” students</p> <p>a. Regularly review internal and external assessment data for all grade levels (i.e. BEV, reading records etc.)</p> <p>b. Continue PLC meetings held for K-3 one period a cycle, 4-6 one period a cycle</p> <p>c. SDT meetings two periods per cycle for K-12</p> <p>1.4.2 Initiate a process for staff to regularly and consistently review and share interventions for at risk students</p> <p>a. Create a school-based intervention and tracking form for K-12 “At Risk” students</p>

<p>space for planning divisional PLC meetings</p> <ul style="list-style-type: none"> ○ Continue to work with program specialists to establish literacy initiatives in K-6 <p>1.1.2 Continue to develop effective means of communication for the entire school community</p> <ul style="list-style-type: none"> a. Continue with Pearson Academy "Twitter Feed" and School Website/Events Calendar as a communication tool. b. Continue with the use of digital memos c. Consistently and consistently use This Week @ Pearson d. Implement consistent use of assessment calendar 	<ul style="list-style-type: none"> c. review of pre-referral strategies <p>1.2.4 Increase the understanding of Differentiated Assessment</p> <ul style="list-style-type: none"> a. Increase the amount of Differentiated Assessments b. Continue to provide opportunities for professional development of Differentiated Assessment c. Provide subject teachers opportunities for PD/PLC with teachers who teach the same subject in different schools 	<p>a literacy block (independent centers such as Daily 5)</p> <ul style="list-style-type: none"> d. Provide K-6 teachers with PD on LLI e. Purchase additional texts/equipment to support literacy block: <ul style="list-style-type: none"> • Non-fiction texts • Levelled readers • Laptops/iPads for listening center • Professional Books (e.g. Writing Strategies) <p>1.3.2 Focus on Literacy Portfolio expectations for K-6: Continue to utilize rubrics/checklists as assessment tools and to guide instruction.</p> <ul style="list-style-type: none"> a. Continue to use data to direct our instruction frequently b. Continue Primary literacy events to promote and celebrate achievements in literacy c. Utilize BAS results to assist with instruction. 	<ul style="list-style-type: none"> b. Continue the academic alert system <ul style="list-style-type: none"> • upload the academic alerts to a google doc so it can be more easily monitored/tracked c. Create a home communication checklist document for <ul style="list-style-type: none"> • alerting parents/guardians of academic concerns • behaviour concerns • attendance, etc. <p>1.4.3 Explore responsive strategies to address identified needs</p> <ul style="list-style-type: none"> a. Review Pre-referral/referral implementation and documentation b. Continue SDT meetings and improve collaboration with admin, guidance, IRT and teachers <ul style="list-style-type: none"> • Include a teacher representative from primary, elementary, junior, and senior high to attend SDT meetings.
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Goal 2: To create an enhanced school environment to ensure students can learn in safe, caring and healthy settings

Objective 2.1: Implement and promote school-wide PBIS strategies

Objective 2.2: Create a safe and meaningful learning environment for our school community

Objective 2.3: Provide enhanced opportunities for students and staff to engage in a healthy and active lifestyle

Strategies:

2.1.1: Review Department of Education’s Safe and Caring policy with all staff

- a. Implement the PBIS model consistently and effectively
- b. PBIS assemblies to occur each month
- c. Communicate PBIS through all channels (announcements, website, twitter, etc.)
- d. Consistently develop and implement school wide Behavior matrix and reactive strategies
- e. Continue with anti-bullying initiatives using school wide consistency
- f. Communicate Bullying Protocols to all stakeholders
- g. Consistently use Review 360 to document student behavior
 - o Analyze Review 360 at staff meetings

Strategies:

2.2.1: Continue to promote school wide activities to create a respectful and caring learning environment:

- a. Continue mental health week, LGBTQ presentations, RCMP presentation (drug use/law, bullying), school spirit days and “The MAZE”
- 2.2.2: Increase awareness and foster acceptance of and respect for diversity
- a. GSA group to be established at Pearson
 - Consider rename to Diversity Club, Social Justice League
- 2.2.3: Encourage increased parental involvement in the school
- a. Communicate possible ways for parents to become involved
 - Continue to promote School Council during “Curriculum Night”, Parent-Teacher Interviews, etc
 - Send home a memo in Sept. to recruit volunteers for different task
 - o explain requirements such as Police check, teacher requested activities/needs. (The “Many Hands Make Light Work” Concept)
- 2.2.4 Promote and advocate practices to becoming digitally responsible

Strategies:

2.3.1: Communicate healthy schools initiative to all members of the school community

- a. Provide activities that promote student and staff wellness and healthy living
 - Dart Outdoors day
 - Terry Fox
 - Continue with “Out Days”
 - b. Continue with the KES breakfast program
 - Expand the KES breakfast program from 3 to 5 days
 - KES program must be cognizant of lost instructional time.
 - c. Continue to utilize Central Health presentations on nutrition and healthy living
 - d. Implement district's policy on healthy eating and review Chartwells menu options (possibly reducing serving sizes of desert portions)
- 2.3.2: Provide opportunities to increase awareness of mental health issues
- a. Consider parent/family session facilitated by outside agency on mental health awareness
 - b. Continue with mental health events

	<p>a. Continue with digital lessons regarding media and RCMP visits</p> <ul style="list-style-type: none"> • Begin digital citizenship initiatives early in the year <p>b. Consider parent/family session facilitated by outside agency (RCMP) on becoming digitally responsible</p> <p>c. Review Acceptable Use of Technology Policy with all stakeholders</p> <p>d. Establish an Acceptable use of Technology contract</p> <ul style="list-style-type: none"> • Consider a school wide technology ban until signed contracts are returned • Consider tech free days during which personal electronics are not permitted (Ex. "Tech-free Tuesday") <p>2.2.5 Provide opportunities for Students and Staff to avail of learning in Safety related areas:</p> <p>a. Provide opportunities for First Aid training</p> <p>b. Provide opportunities CPR and Defibrillator Training</p>	<p>c. Provide Central health presentations around self-esteem and coping strategies</p> <p>d. Continue to enhance awareness of mental health issues by completing Mental Health Awareness Week activities including:</p> <ul style="list-style-type: none"> • Wellness Day • Building Bridges • Pink Shirt Day <p>e. Continue to promote staff mental health and wellness</p> <ul style="list-style-type: none"> • Provide PL opportunity from NLTA
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