

### End-of-Year Evaluation

2023

School:	<u>Laurentian Elementary</u>	Shared with Governing Board	<u>June 13, 2023</u>
Principal / Centre Director:	<u>Bessie Tsatoumas</u>	Shared with Teacher Council	<u>June 13, 2023</u>
		Shared with Parents	<u>June 14<sup>th</sup> 2023</u>
		Submitted to Director of Pedagogical Services and Director General	<u></u>



### Priorities

1. Social Emotional Support (SEL) for a Trauma Informed School. While the Canadian norm for anxiety is 22%, our school averages indicates 35%, therefore more work is needed for this trauma-informed school. To encourage social and emotional development, and lower generalized anxiety, our students are being taught mindfulness tools, the whole school is using the zones of regulation as a school wide SEL indicator, with all support staff and teachers as well as students introduced to this program. Social groups have also been developed to support social emotional regulation including a Grade 2 Drawing Club, a Cycle 2-3 Feelings Club, a Grade 3 Board Game Club, a Grade 4 Conflict Resolution Club, a Grade 5-6 Lego club, and a Cycle 3 Girls Talk Club, facilitated by our Special Education Technicians. As a school team, LES offers many ECA's at lunch to support social emotional growth and enjoyment at school. Finally, a special luncheon by Tami L. Supports some of our special needs students with nurture and socializing at lunchtime.
2. One key area of note is that 72% of our students feel high anxiety in the school bus, with one large factor being that our transportation is shared with the high school. We are establishing strong communication with LRHS to reduce bullying on the bus, have developed a stronger follow up with the bus drivers, and have reinforced bus safety through the Bus Safety program.
3. For playground safety, we are a. increasing games and activities for play outdoors b. deploying student playground leadership teams under direction of A Smith and C Smith, 3. ensuring strong communication that Kindness is the Rule of our school and modelling the expectations to all members of our school community and 4. Providing consistent discipline practices based on a restorative model which includes parent feedback and in school suspensions if possible for the students to have opportunity to give back and reconnect to the school.
4. Given our index of 9 as a NANS School, hunger and poverty are elements which affect a large population of our school. To reduce violence due to hunger, we have established Breakfast Clubs of Canada, providing healthy daily snacks to all students, beginning the last week of November, five days a week. We have also supported our needy families with groceries, toiletries, winter clothing and hot lunches as needed.

## Actions / Initiatives to Maintain or Let Go

1 -	Increased school presentations by the SQ including the Unité Sans Violence program for the Grade 6 students, Shine (Missing Kids) for the Grade 5 students and Cyberbullying workshops for all Cycle 3 students. - MAINTAIN
2 -	Social clubs to support regulation and conflict regulation for Grade 1- 6 students, including Draw Club (Gr. 2), Board Games (Gr. 3), Boys Club (Gr. 4), Lego Club (Gr. 5), Girls Talk Club (Gr. 5-6) and Feelings Club (Gr 3-5), as facilitated by Lindsay P. and Debbie S., Spec Ed Technicians. -MAINTAIN
3 -	Extra-Curricular activities at lunch and after school using Covid safety measures and ensuring groups remain in Cycle (when possible) by participating teachers. - MAINTAIN
4-	Kindness Corp Playground Leadership program facilitated by Cheryl S. and Amanda S. to support K and Cycle One students both outdoors as recess and during rain days in the classroom. - MAINTAIN
5 -	Kids in the Know program for sexual education and ethics curriculum to support understanding and inclusion of all students regarding gender, orientation, personal boundaries and safety for all students. - MAINTAIN
6 -	Breakfast Club daily, supported by teachers, students and volunteers, to reduce hunger in the school. Leadership by Grade 5 students with Breakfast Club and Composting to support whole school engagement, as facilitated by Tracy P., Brian MH and Julie C. MAINTAIN
7 -	Zones of Regulation and Chill Zone classroom is established to support social emotional regulation and healthy student interactions, affecting both the classroom and on the playground. All staff and students have been trained on the zones to identify and support emotional awareness and self-regulation. - MAINTAIN
8 -	Immediate intervention with incidents of bullying or violence, by Special Ed Technician, Noon-hour Supervisors, Attendants or teachers followed by restorative intervention by Principal, with feedback to parents and teachers to ensure reflection and restoration, in order to reduce further incidents and support all parties involved. MAINTAIN
9 -	Increased communication and implementation of strategies with the Transport Department and the Laurentian Regional High School to reduce incidents of bullying on the bus. Bus Safety will include the Community Police Officer to reinforce safe practices on buses for all. MAINTAIN

## Actions / Initiatives to Develop

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1. Love the Skin You're In Campaign by Grade 6 Student leadership Social Club and Student Council, promoting diversity, inclusion and highlighting the cultural beauty at LES, facilitated by Jenn H., Melissa B. and Debbie M., with additional support by Daniel J. – IMPLEMENT NEXT YEAR
  2. One Spec Ed Techs, one to staff the Chill Zone and another for social groups and interventions, that students may access the room for social emotional regulation with adult support on as needed basis. DEVELOP
  3. RAINBOWS 1:5 grief support program, facilitated by trained moderators for identified students with family loss in the school for 10 week modules. – began in Spring 2022 and will continue CONTINUE
  4. Trauma-informed PLC continues in the fall for the Staff for interventions, understanding and strategies with our student population. CONTINUE
  5. Parenting Workshop offered next year again for our parent community to discover support and strategies with discipline and routines at home. CONTINUE
  6. Continue to add items for the Classroom SEL Kits provided for student and teacher use with sensory toys etc. CONTINUE
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