

2025-2026 School Plan – Leo Hayes High School

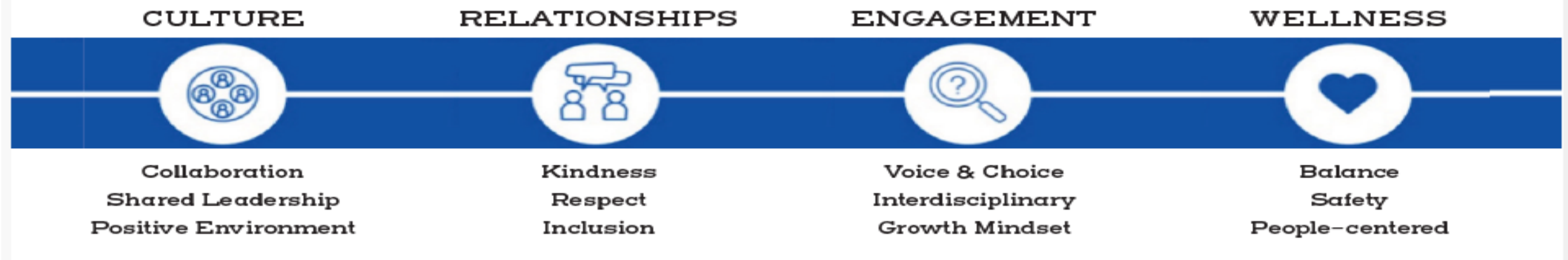
VISION

Leo Hayes High School is an inclusive community of learners committed to building relationships, valuing wellness, and igniting curiosity.

MISSION

We will inspire success of all community members through: Culture Relationships, Engagement, Wellness

VALUES



Goal(s)	Actions	Indicators of Success	Positive Learning and Working Environment Component:
By May 2026, LHHS data will show that lead actions are being implemented to support student social emotional safety and learning, and lag measures in teacher perception survey, student integrated survey, and student focus groups will show improvement in social-emotional safety and, consequentially, student engagement.	Create/refine an evidence-based anti-bullying program to be embedded in Personal Wellness 9 curriculum and delivered to all grade 9 students at LHHS	Results from Youth Check-In Surveys, Integrated Youth Survey, and Student Focus Groups will show improvements in access to mental health supports and student attendance and engagement in available programs. PS data should show improved attendance and administrative and ESS data should show increased access and interventions particular to student attendance, social-emotional well-being and	<input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Relationships <input type="checkbox"/> Teaching and Learning <input type="checkbox"/> Institutional Environment <input type="checkbox"/> Improvement Process

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		engagement. There will be more evidence of parent/guardian engagement in collaboration to support students' mental health needs.	
	Train-the-trainer Peer Mentor support program that will empower peer leaders to directly teach grade nine students how to employ anti-bullying strategies		
	Provide trauma-informed PL to all staff in August 2025: a brief overview on the impact of mental health on school attendance internationally		
	Create an ESS role dedicated to supporting all ESS teams in supporting students social emotional safety and subsequently school attendance: reengaging tier three students and families in attendance or school programming and community mental health services; tier two students in improving consistency in attendance and referrals to school counsellors and services, planning group community service sessions, etc., and finally, looking at tier one activities with PBIS committee to sustain engagement and positive mental fitness		

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	Form a partnership with feeder elementary schools to create alliances with parents and families in the early years and offer education workshops on effects of ignoring early attendance and mental health warning signs		
	All ESS teams to identify chronic absenteeism and determine function of behaviours (school counsellor) and refer to identified interventions, attendance counsellor, etc.		
	School Counselling Department to offer counselling groups for chronic non-attenders that engage in school avoidance (can't go) due to mental health challenges		
	Commit to research and learning on supporting chronic mental health and school avoidance concerns-International Conference May 29, 30 th , 2025 attended.		
	Implement a revised trauma-informed attendance and intervention policy / RTI that addresses social emotional safety and mental health; all staff to implement policy with consistency		
	Plan Monthly cross-curricular group learning themes that align with tier one education for staff and examining movement toward goals on LAG data measures		
	Plan monthly ESS to Dept themes that align with the goal of primarily social emotional safety and social emotional learning		

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	Continue student focus groups to triangulate data from student perception and wellness surveys and monitor impact of implementing school plan actions; consider using an additional survey that will allow quick results		
	Continue implementation of PBIS via the PBIS committee as a tier one initiative to improve school safety		
	Using feedback from student and teacher perception surveys and student focus groups, target physical spaces that feel less safe for duty, revision of expectations and duties, and restructuring of spaces		
	All staff will receive PL related to the School Plan and the Professional Growth Process August 2025, and all teaching staff will set at least one growth goal connected to social emotional safety		
	All Departments in the school will set an additional department goal connected to social emotional safety		
	All staff will receive a refresher PL on Self-determination theory and embedding autonomy, relatedness and competence: three basic psychological needs that are innate and universal, and their satisfaction is crucial for intrinsic motivation and psychological well-being.		

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	All staff will review the LHHS trauma-informed Cell Phone Policy and implement version 3.0 to enhance social emotional safety throughout the school day		
	Strategies implemented in 24-25 to continue: ESS teams to meet with their caseloads in Sept to offer connection, resources, and support; school-wide expectations to be reviewed with all students semester one and two with more brief reviews after natural breaks (Thanksgiving, Remembrance Day, March break, Easter)		
	All adults in the building will be more intentional with their presence in the hallways, washrooms, common areas during non-instructional times		

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