



# WETASKIWIN REGIONAL PUBLIC SCHOOLS



## Wetaskiwin Composite High School Positive School Environment Plan 2017 - 2020



*Inspiring students* to become the *best* they can be.



# WETASKIWIN REGIONAL PUBLIC SCHOOLS

## POSITIVE SCHOOL ENVIRONMENT AND HEALTHY RELATIONSHIPS

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### **WRPS Mission Statement:**

“We inspire, sustain and celebrate learning, are open to all students, and focus on service through research-based instruction so that children and youth discover, develop and act upon their potential”

### **School Mission Statement**

WCHS staff will promote the overall development of a responsible citizen by:

- Providing a place where every student, every day, learns, grows, and feels valued;
- Providing a healthy, safe environment that fosters dignity, respect, a sense of self-worth and a desire for lifelong learning;
- Providing opportunities for everyone without discrimination; and,
- Expects high standards of conduct and performance.

### **What is a Positive School Environment?**

1. The Education Act 33(1)(d) directs that a Board has responsibility to “ensure that each student enrolled in a school ... and each staff member... is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging”. (page 37).
2. The Alberta School Boards Association defines a safe and secure school culture as “one that is physically, emotionally and psychologically safe, characterized by:
  - caring
  - common values and beliefs
  - respect for democratic values, rights and responsibilities
  - respect for cultural diversity
  - respect for law and order
  - common social expectations
  - clear and consistent behavioral expectations
  - appropriate and positive role modelling by staff and students
  - respect for individual differences
  - effective anger-management strategies
  - community, family, student and staff involvement” (1994, p. 16).

**SCHOOL WIDE POSITIVE SCHOOL ENVIRONMENT: A COLLABORATIVE PROCESS**

Roles	Responsibilities
School Administrator	<ul style="list-style-type: none"> <li>• Through collaboration with the school community holds leadership responsibility for providing an emotionally safe environment where students have a sense of belonging.</li> <li>• Articulates a clear philosophy regarding student code of conduct and discipline in the school</li> <li>• Brings stakeholders together for visioning, planning and evaluating progress;</li> <li>• Manages financial and material resources required to implement programming;</li> <li>• Evaluates and reports outcomes to parent community and jurisdiction.</li> <li>• Provide opportunities to students and parents provide feedback through focus groups, surveys and an open door policy. .</li> </ul>
School Counselors	<p>Collaborate with administrators and school teams in helping to explore and locate research based positive school environment programming that suits the unique school community;</p> <ul style="list-style-type: none"> <li>• By exploring and identifying needs, gaps and strengths in the school environment;</li> <li>• Providing individual and group support for children with social and emotional needs</li> <li>• Crisis interventions as needed</li> <li>• consultation/collaboration support to LST Team and teachers;</li> <li>• liaising with community partners and organizations;</li> <li>• Helping to activate student and parent voice in the assessment, implementation and evaluation stages of Positive School Environment programming.</li> </ul>
Success Coaches	<ul style="list-style-type: none"> <li>• Visit/Engage with all FNMI families in our school community</li> <li>• Liaise with community to provide services to the school</li> <li>• Model and guide staff to strengthen community relationships</li> <li>• Work with the Principal to provide cultural learning opportunities</li> <li>• Provide support to teachers with cultural learning within classrooms</li> <li>• Support students as needed in consult with Principal and Teacher Counselors</li> </ul>
Learning Support Teachers (LSTs)	<ul style="list-style-type: none"> <li>• Work collaboratively to develop, document, implement and monitor interventions for students identified with emotional/behavioral needs in Tier 2 and 3.</li> <li>• Consultation/collaboration support for students with complex needs</li> <li>• Liaise with school division student support personnel</li> </ul>
Classroom Teachers	<ul style="list-style-type: none"> <li>• Collaborate with administrators and school teams in implementation and evaluation of Positive School Environment programming.</li> <li>• Ensure a positive classroom environment where students feel emotionally safe, respected and a sense of Belonging.</li> <li>• Identify to the Learning Support Team those students who are not successful with tier one interventions alone.</li> </ul>
Wellness Leaders	<ul style="list-style-type: none"> <li>• Shares knowledge, expertise, skills and linkages to Comprehensive School Health and Health curriculum relating to students’ social/emotional/developmental needs, Healthy Relationships and Career.</li> </ul>
Educational Assistants	<ul style="list-style-type: none"> <li>• Support and reinforce school wide and classroom behavioral expectations;</li> <li>• Model and build positive relationships with students</li> <li>• Support individual students according to their Individualized program Plan (IPP).</li> <li>• Working with small groups and individuals in Tier 2 and 3</li> <li>• Help to identify emerging student needs</li> </ul>

Parents	<ul style="list-style-type: none"> <li>• Provide insights into the social/emotional/developmental needs of the student body</li> <li>• Involve themselves in the support of the school through feedback, volunteer opportunities and helping to strengthen school/community relationships</li> <li>• Collaborate with school staff to achieve a Positive School Environment</li> </ul>
Director of Support Services	<ul style="list-style-type: none"> <li>• Through collaboration with school administration, staff and parents, holds leadership responsibility for ensuring emotionally safe environments where students have a sense of belonging.</li> <li>• Brings stakeholders together for visioning, planning and evaluating progress;</li> <li>• Reports outcomes to jurisdiction and province.</li> </ul>

**Key Initiative:**

Using the Collaborative Response Model as a guide, WCHS Student Service Department will research and collaborate to develop Response to Intervention (RTI) procedures, specific to WCHS, aimed at targeting Tier 2 and 3 students. This research will be completed to ensure implementation for 2018 – 2019 school year.

(See Page 12)

## Tier 1 Triangle: Universal Supports that Benefit All Students

### Tier 1

The emphasis of the work in this school is student-centered and considers the four pillars of student wellness: physical health, emotional well-being, social sense of belonging and academic achievement.

Ensure a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;

Ensure clear code of conduct philosophy;

Ensure a Positive Discipline Approach;

Ensure consistent, positive classroom management

Promote Ethical Citizenship

Strategies are research / data informed

## TIER 1: Ensuring a School Wide Positive School Environment

### **Expected Outcomes in a Positive School Environment**

- Students will feel safe at school and will be proud of their school.
- Improved attendance
- Increase in completion rates.
- Students will value school outcomes
- Students will utilize nutritional programs within the school when needed
- Staff will model positive communication for students in all of their interactions
- Parents will feel welcome at WCHS
- Students will lead local citizenship initiatives

### **Rational for targeting these outcomes:**

Students who are in a positive school environment will attend school regularly, have positive interactions, experience academic success and therefore be more likely to complete High School.

### **School Discipline Philosophy**

Constructive Discipline – Whenever students need corrective behavior, the preservation of their relationship with the school and their academic plan are considered. We use a model to coach and council the student through their choices to help them understand the problem, their response to the problem and possible alternatives to poor behavior.

Staff will model problem solving techniques for students by redirecting students using a calm voice, clear instructions, and good listening.

Parents will remain partners with the school when additional problem solving ideas or information is needed to support the student and the school.

Ensuring a Positive School Environment: Action Plan

Outcome	Target Group	Strategies	Who will Take the Lead?	Timelines	Evaluation
Students will feel safe at school and have a sense of belonging.	Students	-develop positive staff/student relationships through Administrative Support Model - Student Mentorship (Grade 9 TAG) -Welcoming atmosphere -Food Program	Administration Counselors Teachers Success Coaches	November TTFM January HSRD Survey	-Student Survey -Safe and Caring (AP) -TTFM
Students will Value School Outcomes	Students	-Display student achievements throughout the school. (CC TV System) -Students are given a choice through Flex Block to facilitate ownership of their learning -Students have the opportunity to participate in learning opportunities that focus on community as well as leadership development.	Administration Teachers Success Coaches TAG Teachers Students Union	All Year	-TTFM -High School Redesign Measures

<b>Outcome</b>	<b>Target Group</b>	<b>Strategies</b>	<b>Who will Take the Lead?</b>	<b>Timelines</b>	<b>Evaluation</b>
Staff will model positive communication in all of their interactions.	Staff	-School will provide opportunities for staff and students to interact in a non-traditional classroom environment (BBQ, TAG, Flex activities, Students Union activities, etc.) - Staff will adhere to the WCHS Communication guidelines.	Principal and TAG Teachers, Student Union Advisors.	ALL Year	TTFM – Advocacy Measure

<b>Outcome</b>	<b>Target Group</b>	<b>Strategies</b>	<b>Who will Take the Lead?</b>	<b>Timelines</b>	<b>Evaluation</b>
The LGBTQ community will feel comfortable, safe and welcomed in the school environment	LGBTQ students and their peer groups	- Establish time and space for groups to meet and liaise -Help to organize advertising and promotion within the school -Help to navigate healthy conversations and activities	Dawn Marshall	All Year	# of attendees and nature of the activities



## TIER 2 TARGETED OR TIER 3 SPECIALIZED INTERVENTIONS

### **When do we move to Tier 2 Targeted Interventions?**

When Tier 1 School Wide Positive School Environment supports have been insufficient to support a student's social/emotional needs and/or success, moving to Tier 2 interventions is indicated

### **How does a student access Tier 2 intervention?**

Typically the referring teacher will communicate strengths, issue, concerns, and reason for referral.

Checklists to gather good information about the students' strengths, interests and needs as well as parents' desire for involvement are located in the *Building on Success: helping students make transitions from year to year* document from Alberta Education.

### **What do Tier 2 Targeted interventions look like?**

Services for students in Tier 2 are typically provided by Teacher Counselors and the Learning support Team.

Depending upon the age of the student, Counselors will consider completing an initial interview with a parent at the start of the intake process (except when it is not in the best interest of the student).

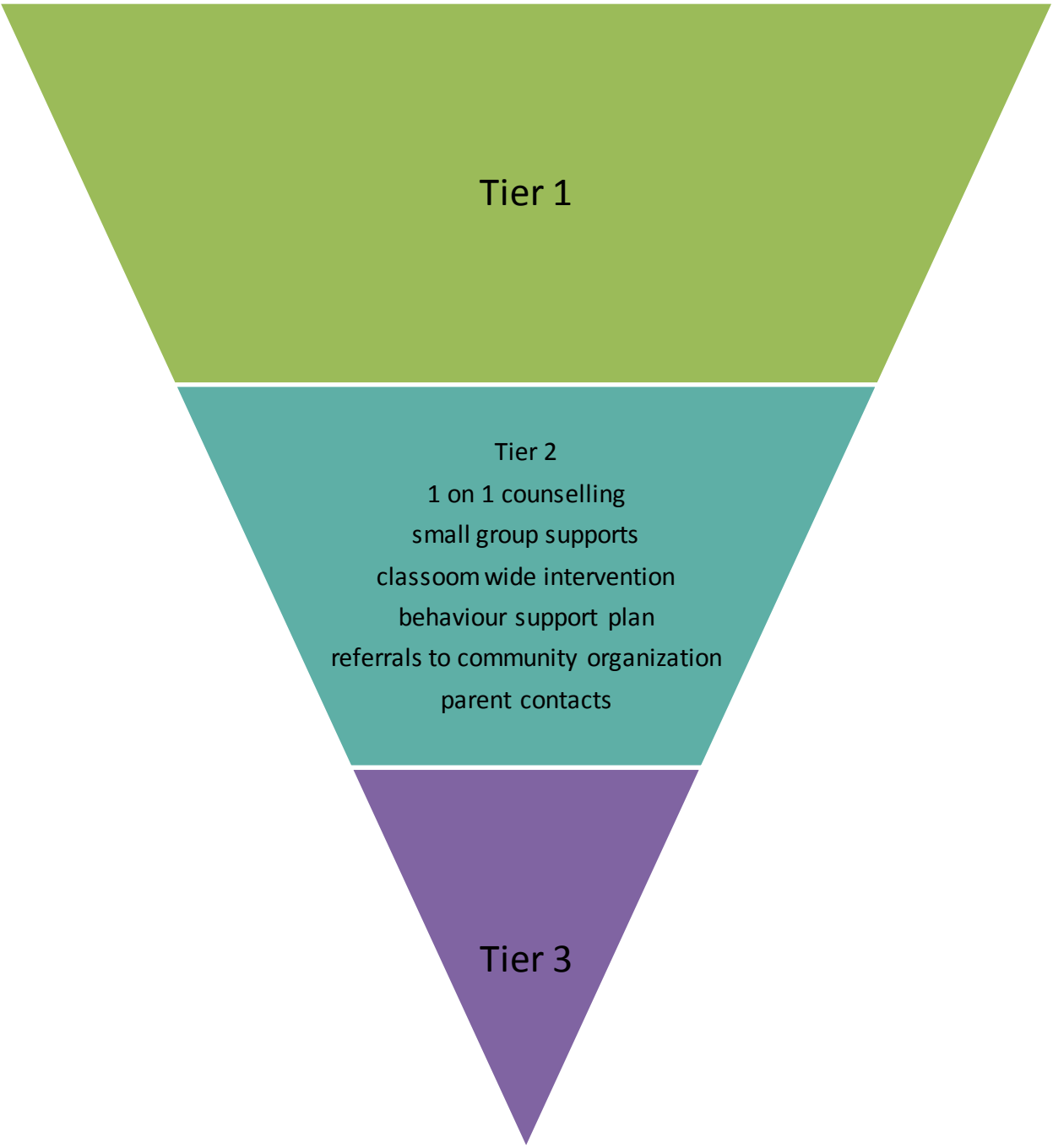
Counselors will provide direct counselling services to students exhibiting emotional and/or behavioral problems.

Supports may be provided through small (research based) groups or one on one interventions.

Through goal setting, they will build support plans for individual children, families and/or groups.

They will provide crisis intervention support/services to students and families.

The Counselors will work collaboratively with school personnel, community agencies and other professionals to advocate for children's needs, and/or remove barriers that impede learning and/or development.



**How does a student access Tier 3 Specialized intervention?**

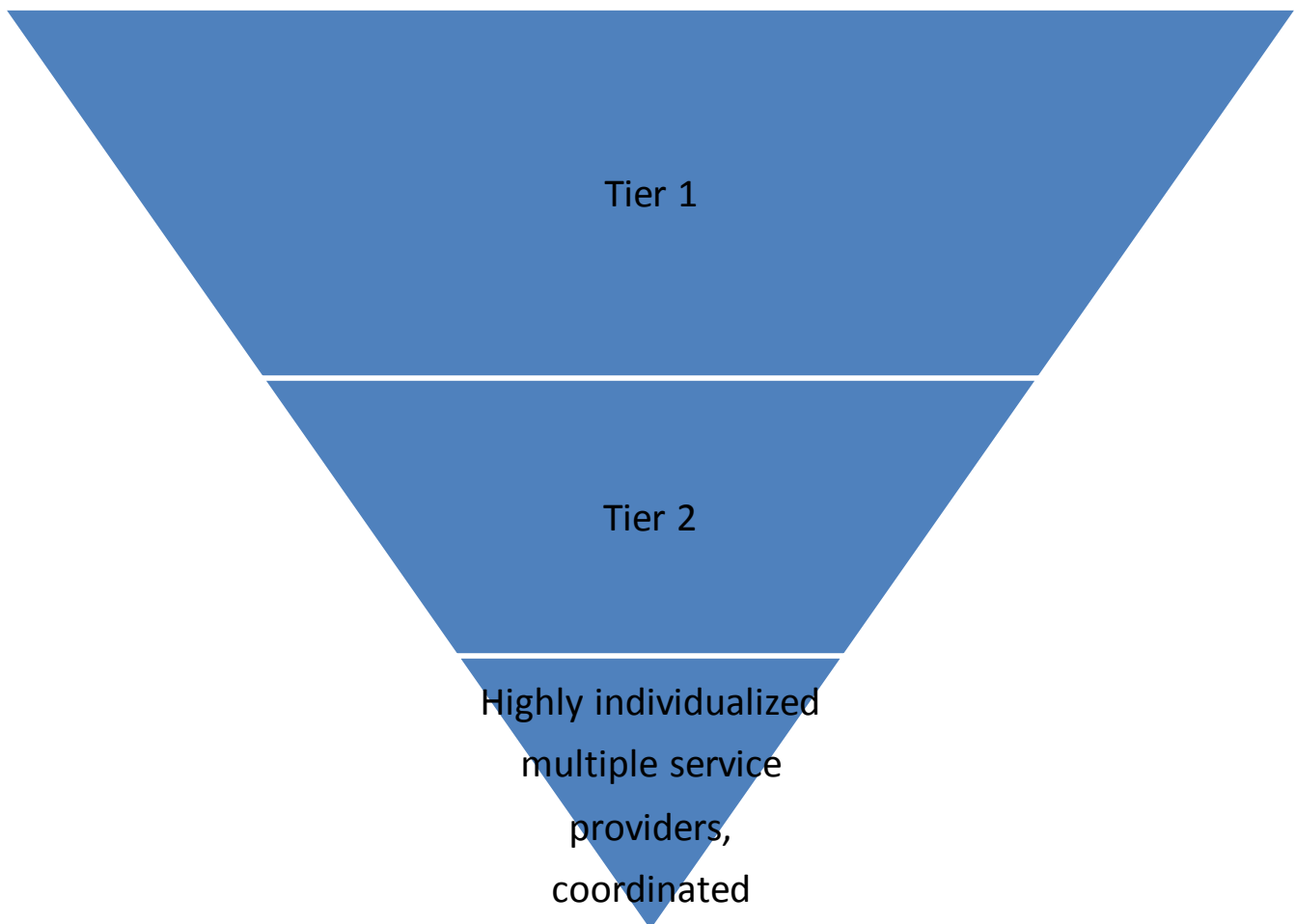
Typically the referral will come from the Learning support Team. In some cases, a student may have such significant challenges that a direct referral will be made to the Teacher Councilor to begin providing intensive interventions.

**What do Tier 3 Specialized interventions look like?**

Tier 3 interventions meet the needs of students with severe and/or chronic social/emotional/behavioral challenges that cannot be or have not been adequately addressed by Tier 2 Interventions. Typically a Behavior Support Plan has already been put in place to support the student but may not have been sufficient.

Interventions are highly individualized to meet the specific challenges of the student and typically involve community partners, services and collaboration. A support plan is typically developed to ensure that all aspects of the students’ needs and challenges are addressed.

In those cases where the student’s needs are so complex that multiple community partners are required, a case conference can be called by either the Director of Support Services or Director of Education Services. The Director would make a referral to the local Complex Needs committee to develop a “Coordinated Service Plan”.



# WCHS

## Collaborative Response Model

WHERE?

WHO?

