



WETASKIWIN REGIONAL PUBLIC SCHOOLS



Clear Vista School Positive School Environment Plan 2015 – 2018

November 2015

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



WETASKIWIN REGIONAL PUBLIC SCHOOLS

POSITIVE SCHOOL ENVIRONMENT AND HEALTHY RELATIONSHIPS

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 / Vision Statement

Clear Vista is a positive and supportive educational community that inspires students to do their best, celebrates achievement and encourages lifelong learning.

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 behavioural 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).

Building and maintaining a Positive School Environment is a Collaborative Process: **Roles and Responsibilities**

SCHOOL WIDE POSITIVE SCHOOL ENVIRONMENT: A COLLABORATIVE PROCESS

Roles	Responsibilities
School Administrator	<ul style="list-style-type: none"> • Through collaboration with the school community holds leadership responsibility for providing an emotionally safe environment where students have a sense of Belonging. • Articulates a clear philosophy regarding student code of conduct and discipline in the school • Brings stakeholders together for visioning, planning and evaluating progress; • Manages financial and material resources required to implement programming; • Evaluates and reports outcomes to parent community and jurisdiction.
Guidance Counsellors and Family School Liaisons (FSLs)	<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"> • By exploring and identifying needs, gaps and strengths in the school environment; • By administering and interpreting needs assessments and school culture surveys; • consultation/collaboration support to LS Team and teachers; • liaising with community partners and organizations; • Helping to activate student and parent voice in the assessment, implementation and evaluation stages of Positive School Environment programming.
Learning Support Teachers (LSTs)	<ul style="list-style-type: none"> • Work collaboratively to develop, document, implement and monitor interventions for students identified with emotional/behavioral needs in Tier 2 and 3. • Consultation/collaboration support for students with complex needs • Liaise with school division student support personnel
Classroom Teachers	<ul style="list-style-type: none"> • Collaborate with administrators and school teams in implementation and evaluation of Positive School Environment programming. • Ensure a positive classroom environment where students feel emotionally safe, respected and a sense of Belonging. • Identify to the Learning Support Team those students who are not successful with tier one interventions alone.
Wellness Leaders	<ul style="list-style-type: none"> • Shares knowledge, expertise, skills and linkages to Comprehensive School Health and Health curriculum relating to students’ social/emotional/developmental needs, Healthy Relationships and Career Explorations.
Teacher Assistants	<ul style="list-style-type: none"> • Support and reinforce school wide and classroom behavioral expectations; • Support individual students according to their Individualized program Plan (IPP).
Parents	<ul style="list-style-type: none"> • Provide insights into the social/emotional/developmental needs of the student body • Collaborate with school staff to achieve a Positive School environment
Director of Support Services	<ul style="list-style-type: none"> • Through collaboration with school administration, staff and parents, holds leadership responsibility for ensuring emotionally safe environments where students have a sense of Belonging. • Brings stakeholders together for visioning, planning and evaluating progress; • Reports outcomes to jurisdiction and province.

Tier 1 Triangle: Universal Supports that Benefit All Students

Tier 1



TIER 1: Ensuring a School Wide Positive School Environment

Expected Outcomes in a Positive School Environment

Clear Vista School's Positive School Environment Plan is dedicated to making learning a positive experience for all students, parents and staff. The collaborative stakeholders will:

- Promote communication between the school, home and outside agencies
- Support development of students' social effectiveness and ability to cope
- Promote acceptance and tolerance within the school community
- Inform the school community about available services and programs
- Monitor and evaluate the effectiveness of the programs and their relationship to the values stated in the Mission statement
- Assist students to assume responsibility and ownership for their actions and their learning
- Provide support and guidance to assist in the teaching/learning process
- Facilitate positive behavioral choices

Rational for targeting these outcomes:

The goal of the plan is to foster the development of ethical, responsible citizens engaged in lifelong learning and becoming contributing members of society. Analysis of the plan and its effectiveness will be evaluated every year through data collected from the Tell them From Me Survey and Alberta Learning Accountability Pillar Survey.

School Discipline Philosophy

In all situations, student behavior should reflect an attitude of courtesy and consideration. It is expected that all students will conduct themselves in a fashion that promote the safety of all students and creates an atmosphere of courteousness and respectfulness to themselves, the entire student body and staff. Respect for authority and respect for private and public property must be practiced at all times. The staff is dedicated to maintaining standards of conduct that are suitable to a public school setting.

More specifically, students are expected to display proper school conduct as outlined in Section 12 of the School Act.

- a) Be diligent in pursuing his/her studies, i.e. complete assignments, studying for exams.
- b) Attend school regularly and punctually;
- c) Co-operate fully with everyone authorized by the Board to provide education programs and other services (respect for authority);
- d) Comply with the rules of the school as presented by staff and School Handbook;
- e) Account to his/her teachers for his/her conduct (follow instructions first time given);
- f) Respect the rights of others.

Regulations pertaining to specific situations that will promote organization and an enjoyable atmosphere for everyone concerned are reviewed with students. At all times, students will be treated with respect and dignity and incidents that require disciplinary intervention will be used as opportunities to teach expectations and behavior. Consequences for students may include discussion and meeting with staff and/or administration; warnings; detention at noon or recess and leading up to suspensions for more serious issues. Support from the home is sought with students who are persistent offenders.

Ensuring a Positive School Environment: Action Plan

OUTCOME #1: Sense of Belonging

Outcome	Target Group	Strategies	Who will Take the Lead?	Timeline	Evaluation
Increase the percentage of students who report a positive sense of belonging.	All Students	Universal: HUB programs; Student Leadership activities – through Student Union (Student Voice) – ensure they have a real and meaningful role to play. Encourage ways for classrooms to work together: Paired/cross graded activities; Assemblies; Peer tutoring program; We Create Change; breakfast program	HUB Counselor Student Union	Ongoing	Tell Them From Me
	FMNI Students Grades 4-9	Cree Club; ANIMEE Club; tutoring support, counseling; support from FMNI Worker; cultural activities (including smudging)	HUB FMNI Worker Counselor	Ongoing	
	Grade 7 Students	Girls Circle; Orientation for those coming into grade 7 in the spring; small group counseling, 1-1 counseling	HUB & FMNI Worker Counselor	Fall/ Winter/ Ongoing	

OUTCOME #2: Anxiety & depression

Outcome	Target Group	Strategies	Who will Take the Lead?	Timeline	Evaluation
Decrease the percentage of students who report feeling depressed or anxious.	All Students	Universal: HUB programs – such as Zones of Regulation; Guest speakers/ presentations- this gives students a glimpse of what is possible and a sense of optimism for the future.	HUB Counselor	Ongoing	Tell Them From Me
	FMNI students 7-9	Zones, speakers/presentations; counselling; support from FMNI Worker; cultural activities (including smudging)	HUB FMNI Worker Counselor	Ongoing	
	Grade 7 Students	Girls Circle; small group counseling; 1-1 counseling	HUB & FMNI Worker Counselor	Fall & Winter/ Ongoing	

OUTCOME #3: Positive student relationships

Outcome	Target Group	Strategies	Who will Take the Lead?	Timeline	Evaluation
Decrease the percentage of students who feel bullied at school.	Students grades 1 – 9	Universal: HUB programming; Intentional – teach bullying vs conflict in health classes; assemblies; guest speakers	HUB Counselor Student Union	Ongoing	Tell Them From Me
	FNMI Students	Small group counseling, 1-1 counseling; support from FNMI Worker; cultural activities (including smudging)	HUB FNMI Worker Counselor	Ongoing	
	Boys grades 4-7	Boys Council; small group counseling; 1-1 counseling	HUB & FNMI Worker	Fall & Winter/ Ongoing	

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 complete a quick checklist to 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 the Guidance Counsellor and/or Family School Liaison (FSL)

Depending upon the age of the student, Counsellors and/or FSLs 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).

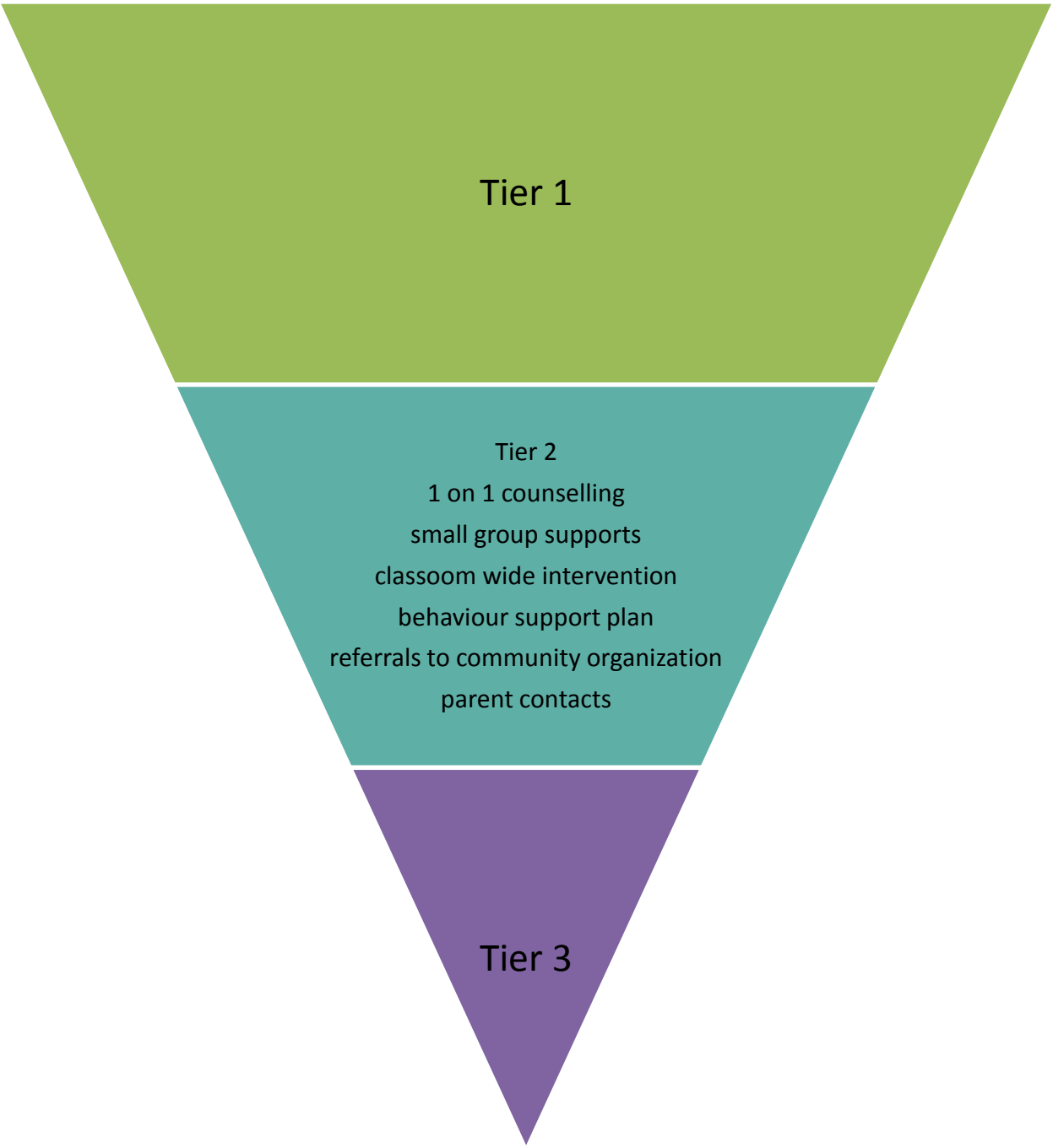
Counsellors and/or FSLs will provide direct counselling services to students exhibiting emotional and/or behavioral problems.

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 Guidance Counsellor and/or FSL 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 Guidance Counsellor or FSL 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”.

