



WETASKIWIN REGIONAL PUBLIC SCHOOLS



**Alder Flats
Elementary
Positive School
Environment Plan
2017 - 2019**



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



WETASKIWIN REGIONAL PUBLIC SCHOOLS

POSITIVE SCHOOL ENVIRONMENT AND HEALTHY RELATIONSHIPS

WRPS Mission Statement:

"We are dedicated to improving the academic success of all students. The combined efforts of our teachers and staff ensure we are "Inspiring students to become the best they can be"- both in the classroom and in life"

School Mission / Vision Statement

Alder Flats Elementary agrees with and supports the School Division mission statement above.

What is a Positive School Environment?

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).

School Discipline Philosophy

Students will be able to learn from their mistakes by receiving logical consequences that link to a restorative measure to repair damaged relationships, property or work.

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.

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 LSTeam 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

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

Ensure a calming, positive classroom environment

Ensure a consistent, positive classroom management

Ensure clear code of conduct philosophy;

TIER 1: Ensuring a School Wide Positive School Environment

Expected Outcomes in a Positive School Environment

- Students and staff look forward to spending the school day at Alder Flats Elementary School because of the friendly and respectful atmosphere they encounter.
- Students are engaged in their education since their academic and emotional needs are understood and appropriately supported.
- There is mutual respect and a cooperative relationship between all members of the Alder Flats Elementary Community

Rational for targeting these outcomes:

- Tell them for me surveys and School initiated surveys indicated issues about consistent expectations and general attitude about school especially with division two students.
- Olweus student surveys (2) show that conflicts exist in the school.
- Concerns from parents that some staff do not share the same level of compassion and student focus as others.

School Discipline Philosophy

The **Olweus Programme** is used as a template for positive school wide behaviour.

There are four main expectations that are posted around the school and on every student desk:

1. Respect others
2. Include others in activities
3. Help others that are not being respected
4. If you are being bullied, tell two adults; one at school and one at home.

School wide expectations regarding playground and common area behaviours are clearly explained to all students and staff and posted at key areas in the school.

It is expected that all students follow these expectations and that staff consistently encourage and reinforce these expectations.

Students that choose not to follow the school expectations are given sequential consequences that vary from short time outs to suspensions depending on the frequency and severity of the issue. Problem solving and mediation is used to correct the issue and teach positive interactive skills.

The **Zones of Regulation Program** was piloted in the 2015/16 year and was fully implemented in the 2016/17 year. This program supports and extends the Olweus program by helping students and staff identify which behavior “zone” they are currently in and whether that zone is appropriate for the current situation. It also teaches skills that allow people to move themselves form one zone to the next in order to be more successful both academically.

Ensuring a Positive School Environment: Action Plan

OUTCOME #1 Positive and respectful environment (Safe)

Outcome	Target Group	Strategies	Who will Take the Lead?	Timelines	Evaluation
Increase positive interactions	School wide	Olweus Anti Bullying Programme	Olweus support team All staff	3 years	Olweus student survey
	School wide	Continued use of the Zones of Regulation program (Resiliency training held in 2016 and 2017)	All Staff Mental Health Capacity Building agency.	2 years	Noon room playground and school discipline data
		Establish a proactive grade 6 leadership programme with support from CIS grant	Support staff		Student and staff feedback.
	School Staff	ALE Training	J. Matia	1 year	Staff feedback ACOL survey info
	School community	Handbook on schoolwide expectations	S. Madill	1 year	Parent feed back. discipline statistics

OUTCOME #2 Emotional needs met (Caring)

Outcome	Target Group	Strategies	Who will Take the Lead?	Timelines	Evaluation
Positive attitude about school and staff	Div 2	Create positive events (fun days) Work with all staff about positive discipline and expectations versus rules.	Learning support team School Council	Spring survey	Tell them from me survey
		Creating a calming classroom environment	Classroom teachers		Parent feedback

OUTCOME #3 Positive community interaction

Outcome	Target Group	Strategies	Who will Take the Lead?	Timelines	Evaluation
People feel comfortable in identifying and solving issues	Parents	Olweus information. Increased communication and follow-up	Principal – all staff	Spring survey	Tell them from me survey
		Parent meetings	LST / FSLW team Parents	3x year	Parent feedback
					Olweus survey

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?

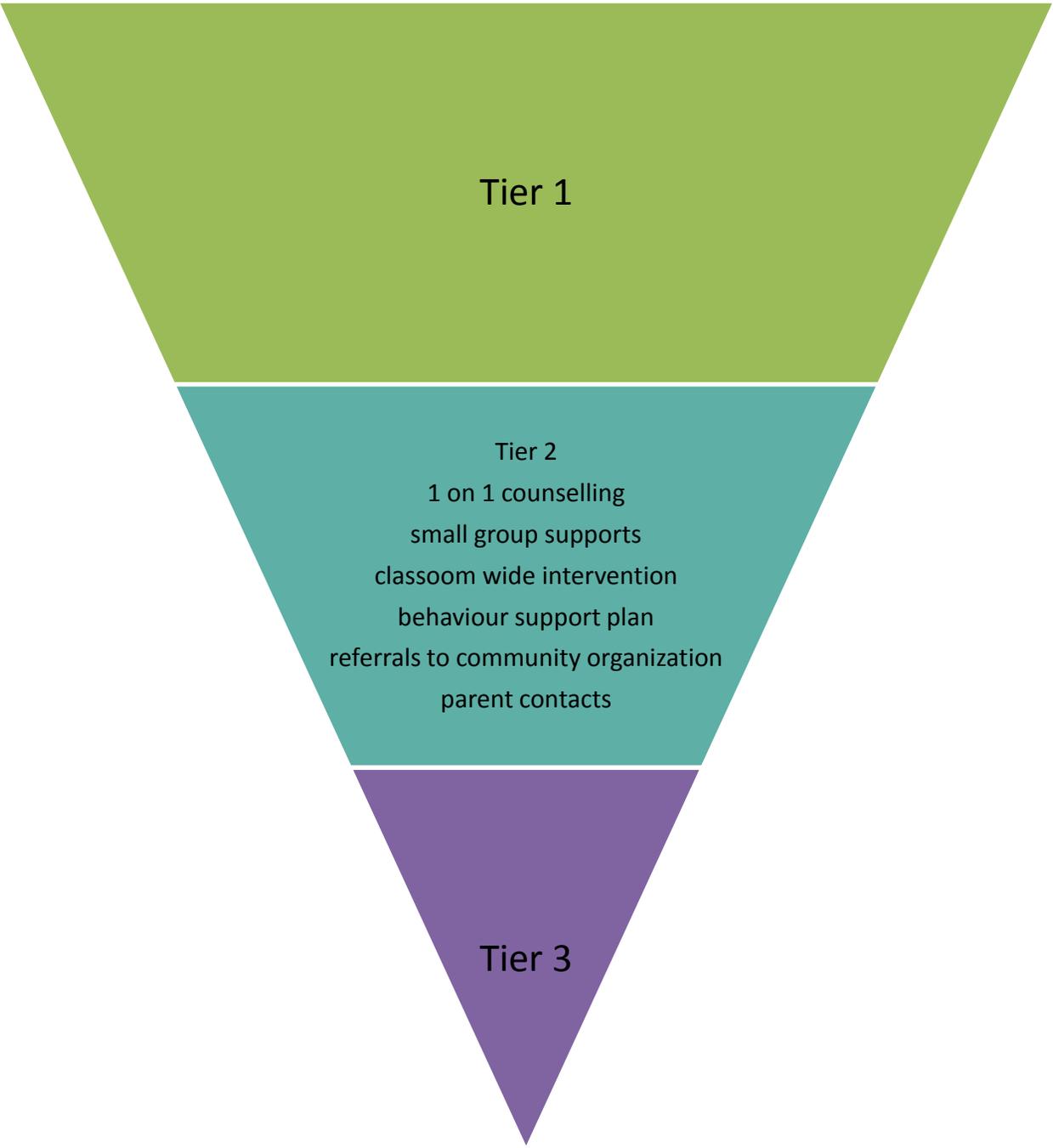
Services for students in Tier 2 are typically provided by the Guidance Counsellor and/or Family School Liaison (FSL)

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”.

