



WETASKIWIN REGIONAL PUBLIC SCHOOLS



**Buck Mountain  
Positive School  
Environment Plan  
2016 - 2019**



*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 / Vision Statement**

Respect - Responsibility - Results!

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

#### Example

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"> <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> </ul>
Guidance Counsellors and Family School Liaisons (FSLs), FNMI Worker	<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>• By administering and interpreting needs assessments and school culture surveys;</li> <li>• consultation/collaboration support to the Learning Support 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>
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 Explorations.</li> </ul>
Educational Assistants	<ul style="list-style-type: none"> <li>• Support and reinforce school wide and classroom behavioral expectations;</li> <li>• Support individual students according to their Individualized Program Plan (IPP).</li> </ul>
Parents	<ul style="list-style-type: none"> <li>• Provide insights into the social/emotional/developmental needs of the student body</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> <li>• Tools from HUB</li> </ul>
Students	<ul style="list-style-type: none"> <li>• Provide insights into the social/emotional/developmental needs of the student body (having a voice)</li> <li>• Contribute to a positive classroom environment where peers feel emotionally safe, respected and a sense of belonging.</li> </ul>

**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 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**

1. To improve excellence (all students are capable of excellence and our goal is to ensure all students achieve at their highest individual excellence).
2. To develop a culture of excellence to ensure that students feel safe and secure in the classrooms and in the school in general.

The counseling program at Buck Mountain is concerned with three elements:

- Educational
- Career
- Personal and Social Development

#### **Educational**

1. Increase student achievement
2. Program planning and course selection
3. Develop student skills in classroom self-management
4. Improve student engagement in classroom learning activities
5. Developmental leadership skills in students
6. High School Redesign (flex blocking, teacher advisory groups, credit recovery, extensional activities)
7. Exam Prep
8. Math skills (IXL)
9. CORE – literacy program
10. Precision Reading

#### **Career Development**

1. Provide opportunities for career education and exploration
2. Develop career awareness and self-knowledge
3. Assisting students in relating career plans to interests, abilities, achievement, values and goals
4. Assist with student transition from high school to post-secondary or into the work force
5. My Blueprint

#### **Personal/Social**

1. Staff will work together to assist students to develop and utilize important social needs (self-esteem, coping with anxiety, citizenship development and communication skills).
2. Establish good relationships with First Nation families and encourage student and parent participation within the educational community.
3. Develop students' skills in building positive personal relationships.
4. Develop students' skills in understanding, recognizing and dealing in a positive way with harassment and bullying.
5. Provide students with the knowledge and skills to maintain a healthy and active lifestyle.
6. Ensure all students have the opportunity to start each school day with a nutritional breakfast.
7. Provide guidance related information to students and teachers.
8. Improve parent capacity, by providing parental support.
9. Teacher advisory groups – getting to know our student better, creating connections.

10. Ensure all students have access to lunch.
11. Cultural Teachings by Elders.
12. School wide peer mentoring program.
13. Anti-Bullying Collaborative – student driven action based program focused on developing a positive school atmosphere.
14. Student Voice – Opportunity for student representatives to discuss topics put forth by the student body
15. Students union / leadership class – student driven group that provides social / community building opportunities
16. Small life skills flex groups
17. Confidential referral services (online referral form)
18. Anti-bullying online reporting

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

These priorities were based upon staff input, parent input, and various surveys conducted during the school year – including the Accountability Pillar Survey and the Tell Them From Me survey.

### **Key concerns from Survey's Include:**

#### **Safe caring went down:**

- Percentage of student who feel safe at school went down
- Percentage of students who feel safe on the way to and from school has decreased
- Percentage of students who feel they are treated fairly by adults at my school went down
- Percentage of students who reported moderate or high levels of anxiety has stayed the same
- Percentage of students who reported moderate or high levels of depression same
- Percentage of students who plan to finish high school decreased
- Percentage of students who plan to go to college or university decreased
- Percentage of positive homework behaviors decreased in grades 9-11
- Percentage of students interested and motivated decreased in grade 9

### **School Discipline Philosophy**

#### **1) Academic Expectation of Buck Mountain Central Students**

The expectations of a student are rigorous. Students are expected to display the highest standards of academic diligence, effort and ability.

- Be diligent in pursuing their studies
- Attend school regularly and punctually
- Always use proper grammar and complete sentences when answering questions – in all subject areas.
- Keep their notebooks and lockers neat and organized.
- Use a pencil for mathematics work.
- Use a blue or black pen for regular schoolwork.
- Complete assignments promptly and ON TIME.
- Do homework on a regular basis
- Teaching students to be responsible for their learning

*Students can expect to be graded on*

- The Course Outcomes set up by Alberta Education

## **2) Behavior Expectations of Buck Mountain Central Students**

- Be diligent in pursuing their studies;
- Attend school regularly and punctually;
- Cooperate fully with everyone involved in providing education programs and services;
- Comply with the rules of the school;
- Be accountable to their teachers/other staff for their conduct;
- Respect the rights of others;
- Respect and care for personal and public property; and
- Be polite and display good manners.
- Take responsibility for their actions

In order to ensure a safe, secure and undisturbed school and learning atmosphere, the following behaviors will not be accepted:

- (a) Open opposition or willful disobedience to the request of any member of the staff;
- (b) Verbally abusive behavior including loud, profane, or threatening language, towards any staff member or to any other student;
- (c) Physically abusive behavior, including pushing, shoving, fighting, or any type of threatening gesture, towards any staff member or to any other student;
- (d) Willful destruction or damage of property; students will be charged for willful damage to school property;
- (e) Behavior (verbal or physical) that persistently disturbs teaching in classrooms;

It is best if behavioral problems can be dealt with by the teacher rather than fixed at the office. If a student must be sent to the office, the Office Referral Form must be completed by the staff member.

All staff need to work together in maintaining student behavior and school expectations. This means all staff addressing students.

## **3. Anti-Bullying Policy**

Buck Mountain Central School community is committed to the elimination of bullying through the positive involvement and ongoing education of students, parents and staff. It is the belief of the Buck Mountain Central School community that students are not inherently bullies but rather that bullying is a learned behavior and the behaviors of the bully, the bullied and the bystanders can be changed.

The Buck Mountain Central School community is committed to the creation of a safe and caring environment for all students which promotes respect for all and to that end, has zero acceptance of bullying behavior. A disciplinary process will be used to address any incidents of bullying behavior while still leaving the dignity of all students intact.

## **4. Internet Safety**

All students will have access to WiFi and computer use upon signing the Technology User Agreement form 140-1. Students must adhere to the WRPS user agreement expectations. Other school expectations are listed below:

- Regular calculator needed
- Devices cannot be used during testing – leave in locker or teacher’s desk.

School will have extra calculators

- Is a “privilege,” your teacher will decide when, how or if your device can be used in their class.
- Device on the desk or in view
- Teacher can see what you are doing – refusal to let teacher see –taken to office
- No expectation of privacy
- FOIP not allowed to take photos/record videos
- Sound – sound/vibrate off
- Texting – no texting during class time
- Student is responsible for device at all times – expectation to leave in locker when not in use.
- Digital citizenship – safety online

Ensuring a Positive School Environment: Action Plan

**OUTCOME #1**

Outcome	Target Group	Strategies	Who will Take the Lead?	Timelines	Evaluation
Increase positive interactions	School wide	Anti-bullying policy & schools expectations Anti-bullying Collaborative and Student Union Positive connections committee, Teacher advisory groups, peace keeping circles Incentive programs (attendance / Citizenship) Open house Athletic Banquet Mentorship program Leadership class ( random acts of kindness) Student voice (empowering students) Teachers Advisory Groups (activities, pep rallies) Universal washrooms	All staff Student leaders	ongoing	Student survey TTFM Online reporting Student voice Student feedback

**OUTCOME #2**

Outcome	Target Group	Strategies	Who will Take the Lead?	Timelines	Evaluation
Increase awareness of anxiety and depression and how to manage it.	School wide	Teacher Advisory groups (TAG) Teri small group counselling One-on-one counselling Information in the newsletter Flex block (one-to-one time with teachers, small group collaboration) Health curriculum (emphasis on anxiety and depression outcomes)	FSLW Teacher Advisory All Staff	2 years	Student surveys TTFM Student feedback/progress # of students seeking services

		Mental Health to Go education		
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**OUTCOME #3**

Outcome	Target Group	Strategies	Who will Take the Lead?	Timelines	Evaluation
Improve excellence	School wide	Flex Block Credit recovery TAG Student mentoring Precision reading (ELA) CORE Math skills (IXL) Exam prep Teacher collaboration / PD Incentive programs (attendance / citizenship) Awards ceremonies Math focused PD Assist student in goal setting and career planning	All staff - LST - Career counsellor	ongoing	Student surveys TTFM Accountability Pillar PAT/DIP results High school Redesign data Teacher feedback

**OUTCOME #4**

Outcome	Target Group	Strategies	Who will Take the Lead?	Timelines	Evaluation
Develop excellence in our FNMI students	School wide (FNMI students)	Flex Block Credit recovery TAG (focus on culture) Student mentoring Precision reading (ELA) CORE Communication with parents Learn and appreciate FNMI culture and tradition Support cultural activities	All staff - LST - Career counsellor - FNMI liaison	3 years	Student surveys TTFM Accountability Pillar PAT/DIP results Attendance Student feedback

		Math skills (IXL) One-to-one pull out Cultural reading program with Alder flats Incentive programs (attendance / Citizenship) Assist student in goal setting and career planning Recognition of orange shirt day Smudging			
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**OUTCOME #5**

<b>Outcome</b>	<b>Target Group</b>	<b>Strategies</b>	<b>Who will Take the Lead?</b>	<b>Timelines</b>	<b>Evaluation</b>
Increased wellness	Staff and students	Be healthy and keep fit – weekly physical activity Staff appreciation Staff collaborative work Breakfast and lunch program for students Afterschool activities Fine arts programs Team building activities (aka library meetings)	- All Staff	ongoing	Staff feedback Leaves of absence Student 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.

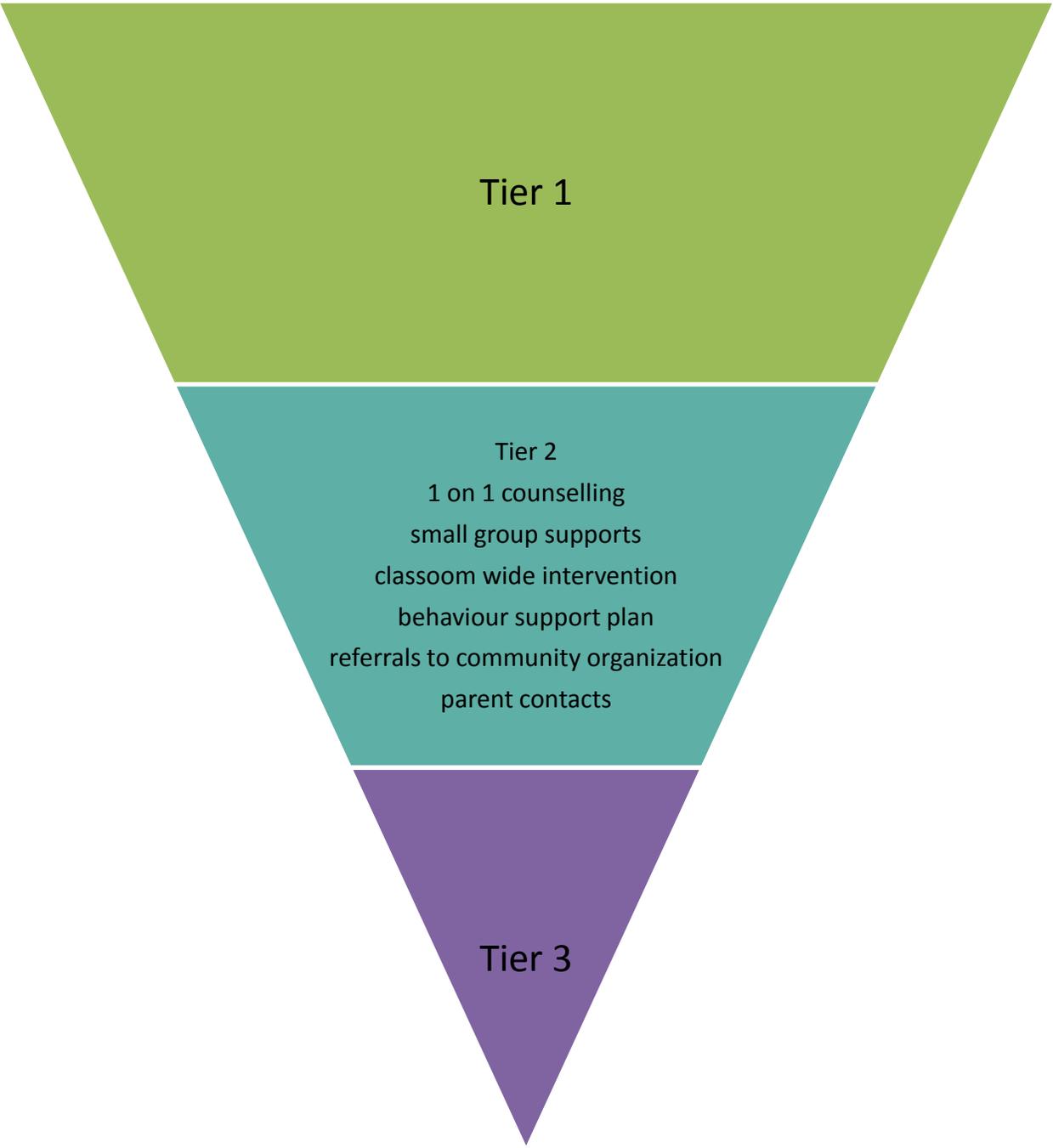
### What do Tier 2 Targeted interventions look like?

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

Counsellors and/or FSLs will complete an initial interview 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. Division personnel will become involved in writing the behavioural plan and consult on strategies. 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. Further interventions could include: community agencies, IBSW, Threat assessments, central office or more specialized services (RCMP).

**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”.

