



Centennial 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

---

### **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**

Students, parents, staff, and the community, *working together*, to achieve a safe and caring learning environment. We are committed to provide strong technology, fine arts, physical education and academic programs that develop confident, adaptable, skilled, and inquisitive students.

### **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"> <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 Staff	<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 &amp; school culture surveys</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> <li>• Developing relationships with parents and community</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>
Learning Assistant Teacher (LAT)	<ul style="list-style-type: none"> <li>• Supporting Students Tier 2 &amp; 3</li> <li>•</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 staff and students' social/emotional/developmental needs, Healthy Relationships and Career Explorations.</li> <li>• SCHEP Representative</li> </ul>
Mental Health Capacity Staff	<ul style="list-style-type: none"> <li>• Work with students and staff.</li> <li>• Program Implementation: Zones of Regulation; Go Zen; Flexible Me;</li> <li>• Working with pods of students based on identified needed supports</li> <li>• Develop capacity with teachers: coaching, supporting, sharing ideas, modeling</li> </ul>
Teacher 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>
SAFFRON Centre	<ul style="list-style-type: none"> <li>• Internet Safety &amp; Relationship</li> <li>• Programs for students / schools</li> </ul>
Centre for Suicide Education & Information / Alberta Suicide Awareness	<ul style="list-style-type: none"> <li>• Targeting K-8 students with presentations</li> </ul>

Alberta Health Services – Sexual Health Nurse	<ul style="list-style-type: none"> <li>• Supporting health programs</li> <li>• Providing students and staff information</li> <li>• LGBTQ supports</li> </ul>
RCMP School Liaison	<ul style="list-style-type: none"> <li>• Supporting schools and students</li> <li>• Education programs: DARE; Cyber-Bullying; Drug &amp; Gang Awareness</li> <li>• Admin Support</li> <li>• VITRA Support and Participation</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> </ul>
School Supporting Students and Families	<ul style="list-style-type: none"> <li>• Provision of Emergency clothing</li> <li>• Provision of supplemental snacks</li> <li>• Provision of emergency lunches</li> <li>• Supports and resources for families: targeted food hampers, etc.</li> </ul>

## 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

- ✓ Students and Staff feel a welcoming positive environment at Centennial School
- ✓ Students and Staff feel a sense of belonging at Centennial School – a friendly, safe & respectful atmosphere permeates
- ✓ Student basic social, emotional, physical, and intellectual needs are met and they are able to learn
- ✓ An environment of mutual respect and cooperation exists among all Centennial School stakeholders: Students, Staff, Parents and Community
- ✓ Students want to be at School, thus attendance rates continue to increase

### Examples:

- Students are motivated to be at school because they have positive and healthy relationships in their school.
- Students are motivated to be at school because their academic and emotional needs are understood and appropriately supported.

### Rational for targeting these outcomes:

- The Safe and Caring Schools research and the Martin Brokenleg Model of creating a sense of belonging clearly make a strong case that by meeting students' basic needs, students will achieve greater academic success.
- School survey data (Accountability Pillar and Our School) indicate public interest and support for safe and caring and character education / virtues project initiatives, as these help provide basic supports to enable effective learning.
- Research indicates that students in communities with major poverty and low socio-economic status, inner-city environments, perform better when basic needs are met and they are in a welcoming, supportive environment.
- Attendance has been an issue for a significant percentage of students during the last decade. We are striving to improve attendance rates.
- We see community trends in Wetaskiwin indicating greater concern about gang activity, drug use and bullying in general. Being aware of the larger urban community issues and concerns, we want to monitor and guard against problems emerging at our school level.

## School Behavior Philosophy

***“Let us put our hearts and our minds together and see what good we can do for our children” - Chief Sitting Bull***

Respecting oneself, respecting others, and respecting our property and surroundings are central to our expectations of our students. Our behavior expectations policies will be reinforced with Character Education & Virtues Project initiatives throughout the school year as we target good citizenship themes on a monthly basis. We also support positive behaviors through our school-wide mindfulness initiative in all classrooms. We encourage respect and kindness and promote empathy school-wide.

### **Behaviors Requiring Disciplinary Action:**

#### **There will be Zero Tolerance\* for:**

- ◆ Threatening the safety and security of others / Assault / Abusive language / Vandalism / Drugs / Theft / Willful and/or open disobedience / Inappropriate dress / Bullying\*

\* Bullying is defined as repeated negative actions that target a child over time.

Zero Tolerance refers to Policy 827.0000 of the Wetaskiwin Regional Public Schools **Policy Handbook, and states:**

- a. In Wetaskiwin regional Public Schools, “zero tolerance” shall mean that all student misbehaviors and disciplinary issues are challenged, managed, and dealt with. There is a “zero tolerance” for ignoring or avoiding student misbehavior or disciplinary issues.
- b. All inappropriate behaviors are dealt with appropriately, based on the merits of each individual case, with provision for varying consequences depending on the nature of the problem and the people involved.
- c. Common sense, discretion, and prudent professional judgment must be exercised in determining the appropriate consequence for each situation.
- d. Foresight, vigilance, and pro-active early interventions are employed in order to limit or preclude the advent or escalation of disciplinary issues.

# STUDENT RESPONSIBILITIES

## A. WE WILL DO OUR SCHOOL WORK

1. We will follow instructions and directions.
2. We will do our work neatly.
3. We will do our assignments on time.
4. We will be on time.
5. We will be prepared for class.
6. We will be ready to listen and work.
7. We will work hard and try to do our best.

## B. WE WILL RESPECT EVERYONE

1. We will use kind and polite words when we speak to others.
2. We will listen to and obey all school staff.
3. We will take turns. We will talk when it is our turn to talk.
4. We will be good listeners.
5. We will respect that others are here to learn also.
6. We will play fair.
7. We, older students, will set a good example for younger students.

## C. WE WILL RESPECT THE SAFETY & LEARNING OF ALL

1. We will be fair and play safe.
2. We will get along with others.
3. We will stay on the school grounds.
4. We will walk throughout the school.
5. We will respect the learning of others.
6. We will work and listen quietly at our desks.

## D. WE WILL TREAT THE SCHOOL, AND THE PROPERTY OF OTHERS WITH RESPECT

1. We will keep our school, and the school grounds tidy.
2. We will not touch what belongs to others, unless they give permission.
3. We will clean up after ourselves.
4. We will put things back where we found them.
5. We will take care of all school property and equipment.
6. We will help to make school a pleasant place.
7. We will use school materials and equipment in the proper intended way.



Ensuring a Positive School Environment: Action Plan

**OUTCOME #1**

Outcome	Target Group	Strategies	Who will Take the Lead?	Timelines	Evaluation
<ul style="list-style-type: none"> <li>✓ Students and Staff feel a welcoming positive environment at Centennial School</li> </ul>	<p>ALL</p> <p>Students, Parents, Staff, Community</p>	<ul style="list-style-type: none"> <li>✓ Visitors are greeted by staff &amp; students</li> <li>✓ School Ambassadors</li> <li>✓ Appealing visual displays showcasing students</li> <li>✓ Cultural displays to provide multicultural awareness</li> <li>✓ Welcome Matting – Positive Message</li> </ul>	<p>All Staff – This is an expectation of all that work at Centennial</p>	<p>Continuous</p>	<p>Feedback from Survey results</p> <p>Anecdotal comments from students</p>

**OUTCOME #2**

Outcome	Target Group	Strategies	Who will Take the Lead?	Timelines	Evaluation
<p>Students and Staff feel a sense of belonging at Centennial School – a friendly, safe &amp; respectful atmosphere permeates</p>	<p>ALL</p> <p>Students &amp; Staff &amp; School Families</p>	<ul style="list-style-type: none"> <li>✓ Safe &amp; Caring Message “Kindness” theme through-out</li> <li>✓ Centennial offers a rich menu of student programs: Use of Sharing &amp; Talking Circles, Cultural Engagement: Beading, Drumming, Dance, Arts &amp; Crafts, Sports: Intramural &amp; After-School</li> <li>✓ Communicate clear student expectations &amp; responsibilities. This is provided as a Student Agenda Insert each year &amp; classes review it throughout the year</li> </ul>	<p>ALL Staff are expected to contribute</p> <p>Some programs are led by School Assembly Team</p> <p>FSLW and FNMI Workers teach or lead with Supporting programs</p> <p>We also involve outside agencies and Elders to present and talk to students</p>	<p>Ongoing</p>	<p>Feedback from survey results</p> <p>Parent comments during PTI</p>

<p>✓ Student basic social, emotional, physical, and intellectual needs are met allowing students to better be able to learn</p>	<p>All students</p>	<ul style="list-style-type: none"> <li>✓ Students are supported verbally with encouragement, guidance, problem-solving, and given leadership opportunities</li> <li>✓ Students have multiple emotional supports: one on one with FSLW, Groups, Talking Circles, Community Agency supports are bridged via FSLW, Cultural supports are bridged with FNMI worker.</li> <li>✓ Intellectually we are meeting student needs by employing a RTI model – identifying student levels and supporting them with IPP’s, small group support, literacy support and various targetted and universal supports.</li> <li>✓ Students are supported with physical opportunities and supporting programs: noon hour physical activity via intramurals, after-school physical activity – soccer and family gym nights, etc.</li> <li>✓ Students also benefit from food and snack items donated by the school and community organizations like Hope Mission.</li> <li>✓ Implementation of Breakfast Program throughout the school year</li> <li>✓ Provision of nutritional snacks; emergency lunches, and clothing for students in need</li> </ul>	<p>All Staff</p> <p>Specific programs are led by FSLW</p> <p>Specific programs are led by FNMI Worker</p> <p>Specific programs are delivered by various community agencies: Hope Mission, etc.</p> <p>Led by FSLW and EA Support</p> <p>Funding by local business and private donors and health grants.</p>	<p>Ongoing</p> <p>Annual Updates</p> <p>Breakfast every morning</p>	<p>Feedback from survey results</p> <p>Parent comments during PTI</p> <p>Tracking of numbers by FSLW</p>
---	---------------------	--	---	---	--

		<ul style="list-style-type: none"> <li>✓ Christmas hampers for 20-30 families</li> <li>✓ Food Backpacks for families</li> <li>✓ Provision of snacks for bus students</li> </ul>			
--	--	---	--	--	--

**OUTCOME #3**

Outcome	Target Group	Strategies	Who will Take the Lead?	Timelines	Evaluation
<ul style="list-style-type: none"> <li>✓ An environment of mutual respect and cooperation exists among all Centennial School stakeholders: Students, Staff, Parents and Community</li> </ul>	ALL	<ul style="list-style-type: none"> <li>✓ Opportunities for students to have a part in decision making</li> <li>✓ Opportunities for parents to have a role in school based decision making</li> <li>✓ Opportunities for Staff Input and decision making</li> <li>✓ Opportunities for Student leadership</li> <li>✓ Provision of supports and links of resources for parents and families</li> <li>✓ Staff supports are provided – to help with contacting parents, and dealing with physical, emotional and social needs of students and families.</li> </ul>	All Staff have various roles and expectation	Ongoing	Annual Review

## 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.

Weekly LST Meetings – FSLW, FNMI, LST, Principal, VP, LAT

### 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).

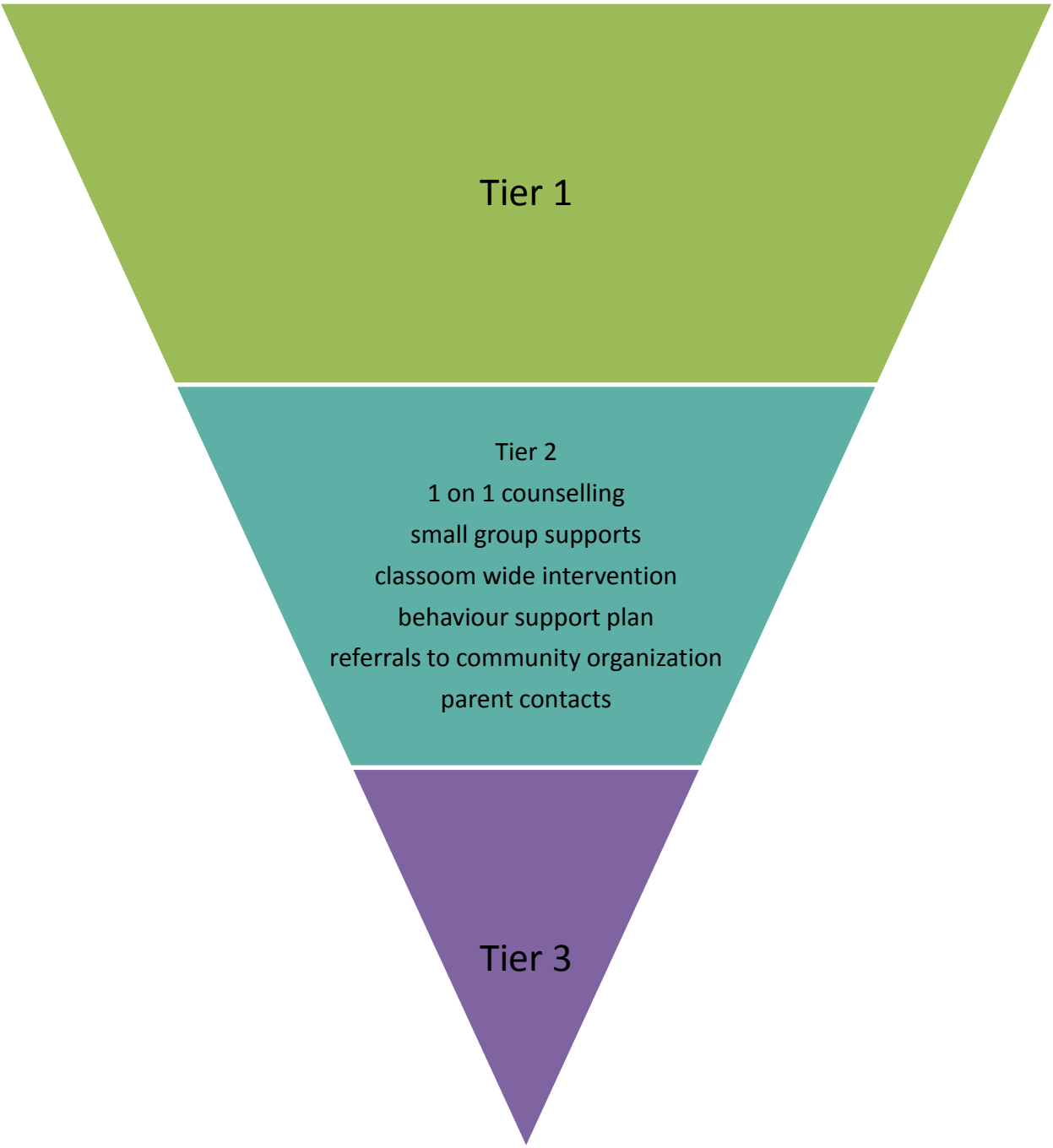
Counsellors and/or FSLs will provide direct counselling services to students exhibiting emotional and/or behavioral problems.

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 MHC 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”.

