



WETASKIWIN REGIONAL PUBLIC SCHOOLS



Gwynne School Positive School Environment Plan 2019 - 2022



Wetaskiwin Regi
Public Schools

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

At Gwynne school we strive to embrace individual differences, focus on student strengths and value the importance of learning.

What is a Positive School Environment?

1. 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.
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.
Intensive behavioral support	<p>Establish a helping relationship with students that provides an emotional , social , cognitive support . Develop and assess strategies</p>
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 Workers	<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: 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 Gwynne because of the safe and caring atmosphere they encounter.
- Students are engaged in their education and roles as positive citizens as all needs are understood and appropriately supported.
- Students share in positive community service and involvement

Rationale for targeting these outcomes:

Gwynne school is blessed with skilled enthusiastic supporters of student wellness. This dedication is reflected throughout the school by all staff and community members. These outcomes are multi-dimensional and encompass our desire to provide an environment of support where students can realize their maximum potential and develop lifelong learning and citizenship skills.

School Discipline Philosophy

The discipline philosophy of Gwynne School is one based upon logical consequences with support of restorative practices.

Effective discipline comes from the belief that teaching students to take responsibility for their behavior is more important than simply enforcing the rules.

With students at Gwynne School displaying respectful behavior throughout the school day, focuses of all stakeholders can be placed upon academic excellence in the classroom, and developing and maintaining a sense of moral integrity with all.

If discipline is to be administered, it will be done so in a low-key manner respecting the dignity of the student(s) involved in the incidents for discipline.

All stakeholders will be informed and included in the disciplinary process in order to better educate our students to become self-disciplined.

We hope that students learn the art of self-discipline and, thus, display leadership by example to their peers. This will result in students developing 21st century skills to become valuable members of society.

Ensuring a Positive School Environment: Action Plan

OUTCOME #1 Students and staff look forward to spending the school day at Gwynne because of the safe and caring atmosphere they encounter.

Outcome	Target Group	Strategies	Who will Take the Lead?	Timelines	Evaluation
Increase in positive student and/or staff interactions	School wide	<ul style="list-style-type: none"> - Providing leadership opportunities - Providing a variety of extra-curricular activities 	All staff	Yearly basis and review	TTFM
					Accountability pillar

OUTCOME #2 Students are engaged in their education and roles as positive citizens as all needs are understood and appropriately supported.

Outcome	Target Group	Strategies	Who will Take the Lead?	Timelines	Evaluation
Strategic Focus on lifelong learning and positive citizenship	All students	<ul style="list-style-type: none"> - Family group activities - Positive discipline - Clear and concise expectations - Providing leadership opportunities 	All staff	Yearly basis	Our School survey Student focus groups
					Parent feedback

OUTCOME #3 Students share in positive community service and involvement

Outcome	Target Group	Strategies	Who will Take the Lead?	Timelines	Evaluation
Increase number of service initiatives in the school	All students	Leadership group	Staff and Students	Three years	Parent feedback
					Number of times students identify community needs

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.

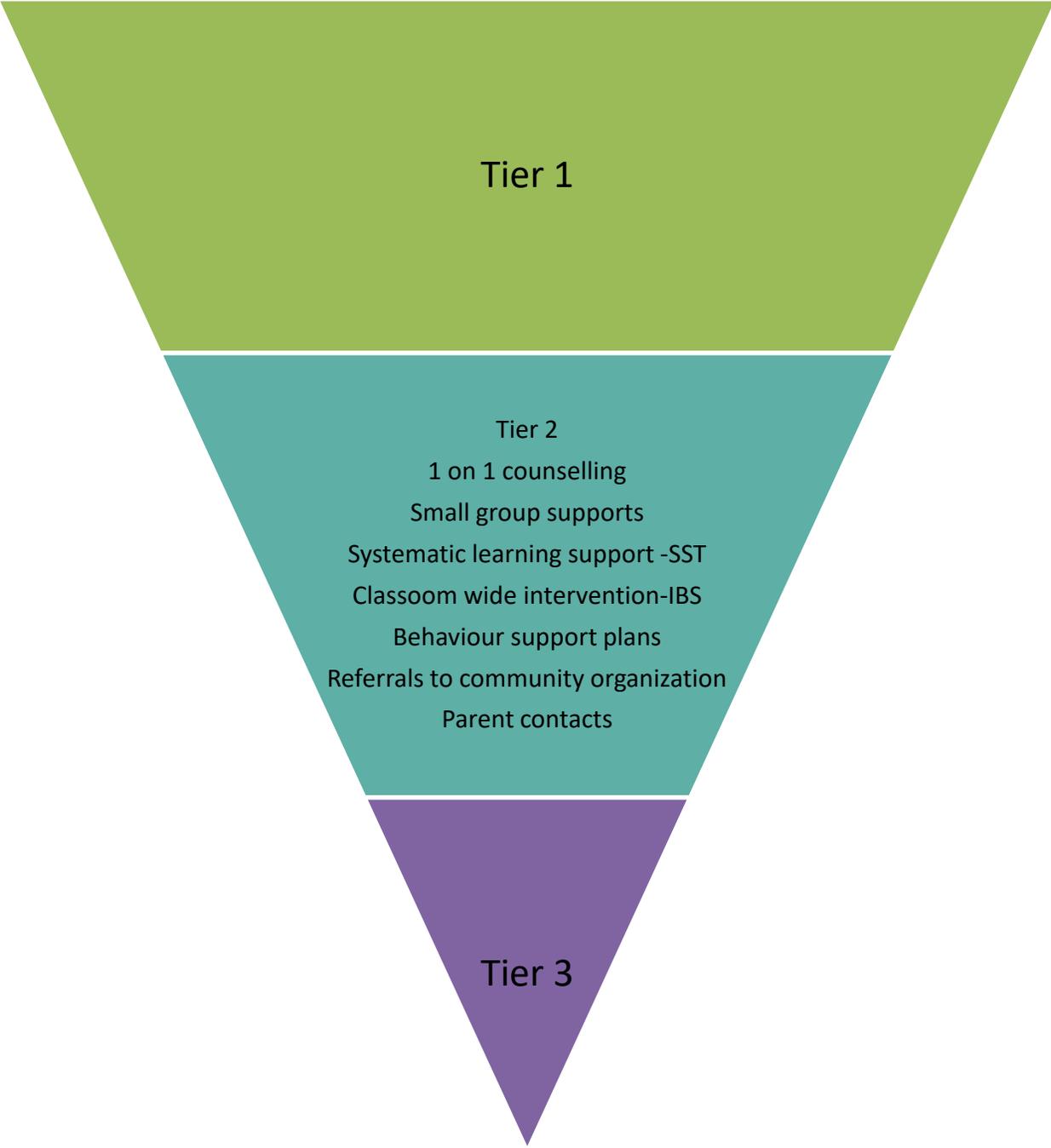
They will provide crisis intervention support/services to students and families.

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

Examples of services for Tier 2 and Tier 3:

Tier 2- DARE, Roots of Empathy, Superflex, Girls Group, Variety of OT and SLP programs, Success in Schools, Zones of Regulation for students and parents, RTI –Literacy /Numeracy focus, Zones of regulation

Tier 3- PALS, Mental Health



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”.

