



WETASKIWIN REGIONAL PUBLIC SCHOOLS



Winfield
Elementary
Positive School
Environment Plan
2014 – 2017 revised 2017



Inspiring students **best** 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”

Winfield School Common Purpose Statement:

“We serve the families of the Winfield community by educating, guiding, supporting, and nurturing their children to help develop the attitudes and skills necessary to achieve their child’s fullest potential, today and into the future.”

What are the legislative requirements for 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 Principal	<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.
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.
Teaching 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, engaging, and safe learning environment

supporting diversity and fostering a sense of belonging;

Ensure clear philosophy around The Big 5 and The Dino-Mites' DEN;

Maintain a positive and solution-based approach to discipline;

Ensure consistent and positive classroom management.

TIER 1: Ensuring a School Wide Positive School Environment

Expected Outcomes in a Positive School Environment

All students attending Winfield Elementary will feel comfortable and engaged within the school.

- Students have positive and healthy relationships in their school;
- Students' academic and emotional needs are understood and appropriately supported;
- Students take ownership in the school because they care about the building, its atmosphere, and its people.

Rational for targeting these outcomes:

Winfield Elementary School has been blessed with skilled and enthusiastic supporters of student wellness who have established a tradition of focused devotion to the needs of our students. This dedication is reflected throughout the school building by all staff.

These outcomes are multi-dimensional and intersect with our classroom Health programming and the Character Education program utilized during Library classes. Using a selection of programs, students will learn to recognize and appreciate the people and activities that support young people, as well as develop the skills and commitments that kids possess while developing understandings of feelings and empathy necessary to implement the skills of friendship. An important component is helping children understand conflict as a natural part of life and learning skills to deal with natural conflict.

We also need to continue to help our students to develop resiliency in the face of conflict and learn the difference between tattling to get someone *into* trouble and reporting a situation to get someone *out* of trouble. This is a very fine line that requires a commitment from all staff members to actively engage with students who habitually tattle while also recognizing that these students may need other supports.

Our School Council has expressed continued support for positive citizenship activities within the school, and we address this through our Character Education program which includes:

- use of The Big 5 and The Dino-mite's DEN, providing a consistent and concise school-wide focus for all Character Education programming;
- weekly mini-lessons during library classes, focused on The Big 5 and The Dino-mite's DEN, utilizing storytelling, literature, and discussion
- The Big 5 and The Dino-mite's DEN signage in all classrooms and throughout the building
- with the support of the School Fundraising Committee, attract performers and presenters who emphasize positive, inclusive, and anti-bullying messages to the students;
- emphasize an element of The Big 5 and The Dino-mite's DEN for monthly school-wide focus and recognition at celebration assemblies

By pursuing these goals, we will continue to provide an environment of support where students can realize their maximum potential and develop a desire for lifelong learning. Students will demonstrate the attitudes and behaviours that allow all to learn in a safe and caring environment. These goals must be integrated into the daily lessons and routines of all staff members.

Winfield Elementary School ensures that staff members are kept abreast of concerns and developments that may impact our school and its students. The school guidance and counseling team is comprised of the

principal, the learning support teacher, the family school liaison worker, and all staff members, depending on the issue under discussion.

Continuing for the 2016-2017 school year will be an emphasis on recognizing the academic, behavioural, and athletic/ physical accomplishments of students year-round. At each month's celebration assembly, teachers will be asked to recognize students to receive Dino-mite Awards, Dino-mite P.E. Awards, and Dino-mite Character Education awards. By providing students with more frequent recognition, we hope to encourage ongoing positivity in a manner that is more immediate and suitable for the students' cognitive development.

Year-end awards will continue to occur. Using a wide range of assessments at their disposal, including those which do not include percentages, students will be recognized annually for achieving Academic Excellence. As well, to celebrate each child's achievements, all monthly award winners will be brought on stage at the year-end awards ceremony to be recognized by the community.

School Discipline Philosophy:

Winfield Elementary staff takes a reasonable, common sense approach toward student discipline. We very clearly hold the highest expectations for student behaviour, and this is reinforced in a proactive manner regularly through class conversations, individual coaching, and recognition through Dino-mite Character Education and Dino-Mite Awards at our assemblies.

Our goal is to help students learn appropriate social skills so that negative behaviors do not occur at our school. However, students who consistently misbehave, who are rude or disrespectful, cause hurt or harm, or are physically aggressive with others will be disciplined according to WRPS procedures and school practice. This may involve detention or alternate recess, school community service, or suspension of various types and lengths. Parents will be contacted by either their child's teacher and/or the principal as situations warrant.

At Winfield Elementary, we believe in maintaining a positive, helpful school atmosphere, and in the interest of continuing to develop this, we have adopted The Dino-Mites' DEN and The Big 5.

Ensuring a Positive School Environment: Action Plan

OUTCOME #1

Outcome	Target Group	Strategies	Who will Take the Lead?	Timelines	Evaluation
Students have positive and healthy relationships in their school.	All students	Emphasis on the school's Big 5 and Dino-mites' DEN	Mr. Teplyske	All year including library lessons and monthly assemblies	Conversations with students, staff, and parents; review of Tell Them From Me and Accountability Pillar Data; review of discipline notes
		Character Education lessons in Library and Health	Mr. Teplyske (and Miss Kandice)	All year including weekly lessons	
		Positive, solution-based approach to discipline	Mr. Teplyske and all staff	All year	

OUTCOME #2

Outcome	Target Group	Strategies	Who will Take the Lead?	Timelines	Evaluation
Students' academic and emotional needs are understood and appropriately supported.	All students	Targeted LST supports in all classrooms	Mr. Teplyske and Ms. Gaboury with input from all staff members	All year	Conversations with students, staff, and parents; review of Tell Them From Me and Accountability Pillar Data; review of FSLW records
		Targeted FSLW interventions by parent and teacher request including "Girls' Group" and others as required which include focus on resiliency. Also, Zones of Regulation in classes as need appears.	Ms Wynia	All year	
		Have The Canada Goal visit the school on Oct. 4 with a presentation emphasizing healthy thinking and actions, focus, and	Mr. Teplyske	Oct. 4 and continuing to emphasize	

		self-awareness.		message through rest of year.	presentation ('Stop/Think/Focus' and "Growth Midset' statements) later in the school year? Are students aware of these elements and demonstrating them in times of stress?
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OUTCOME #3

Outcome	Target Group	Strategies	Who will Take the Lead?	Timelines	Evaluation
Students take ownership in the school because they care about the building, its atmosphere, and its people.	All students	Grade Five/Six Leadership Group involvement in daily and special school activities	Ms Young	All year	Conversations with students, staff, and parents; review of Tell Them From Me and Accountability Pillar Data
		Character Education lessons during library	Mr. Teplyske	All year including weekly lessons	
		Ensuring students have play equipment, learning materials, and library resources that are in good repair, appealing, and appropriate to student needs	Mr. Teplyske with input from all staff members	Continual awareness and 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.

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.

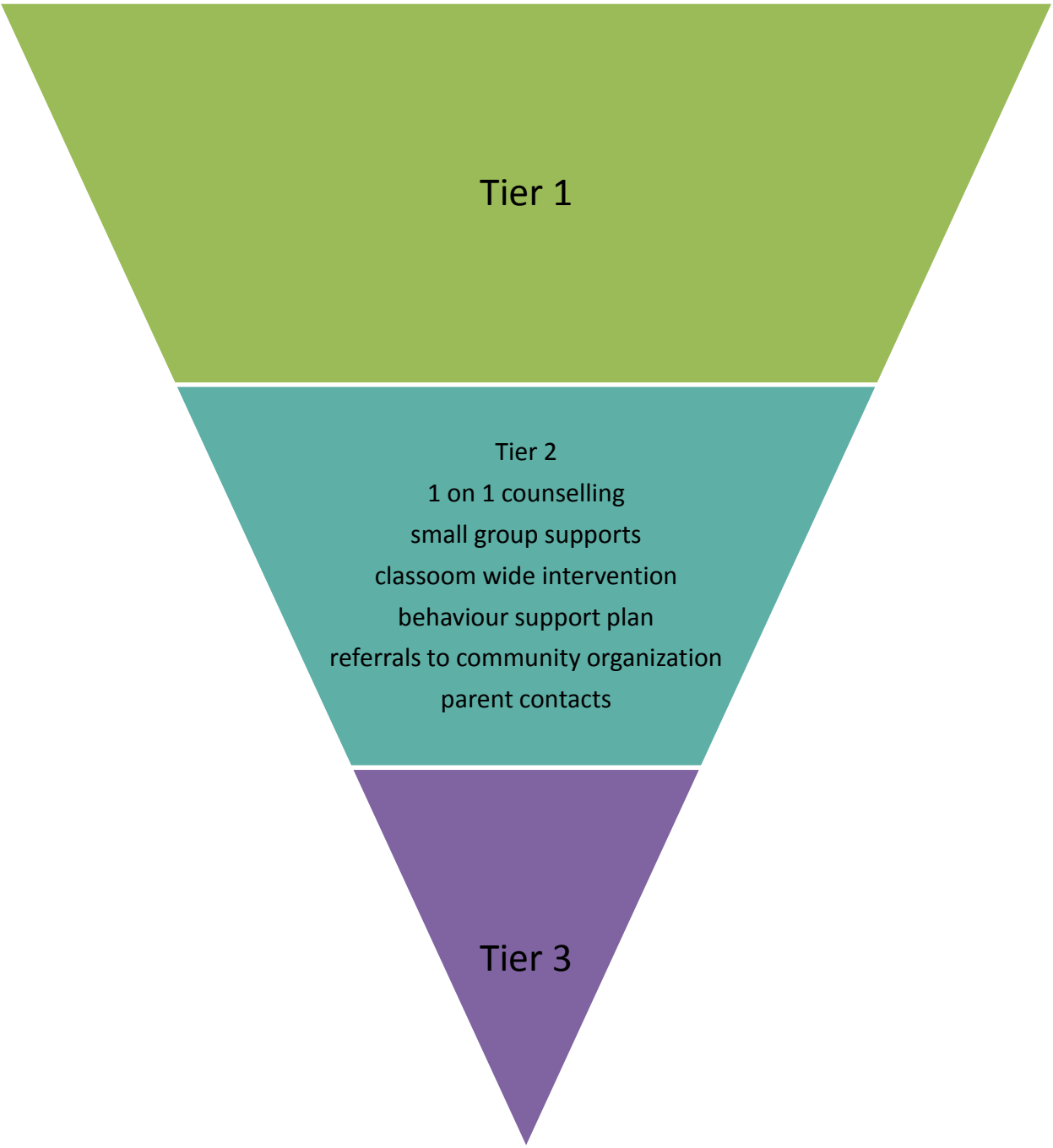
Supports may be provided through small (research based) groups or one on one interventions.

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.

The number of students who will benefit from support of our FSLW appears to be continually increasing although there are not that many referrals. As a team, we discuss student needs on an ongoing basis, and work with Miss Kandice to ensure students needing support receive such.



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”.

