



WETASKIWIN REGIONAL PUBLIC SCHOOLS



Griffiths-Scott School
Positive School
Environment Plan
2017 - 2018



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

Vision

To strive to be a supportive learning community, committed to a caring respectful environment that celebrates diversity and excellence.

Mission

To provide a respectful, caring environment valuing quality-learning experiences that result in individual growth for all members of our community.

Motto

Pursuing Excellence

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)

Note: One of the priorities for Griffiths-Scott School is to provide a safe and caring learning environment for all students. That goal is explained further in the GSS Three Year Strategic Education Plan. The above characteristics will be reflected in the culture of GSS as we strive to achieve our goal.

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



TIER 1: Ensuring a School Wide Positive School Environment

Expected Outcomes in a Positive School Environment

- GSS will encompass a positive school culture as a K – 8 school based on the four pillars of Education for UNESCO.
- Students will participate in school sports and clubs.
- Students will develop a positive sense of belonging and positive peer relationships at school.
- Students will feel they have an advocate at school and develop positive teacher-student relations.

Rational for targeting these outcomes:

These outcomes are based on data from the following documents:

- a) Accountability Pillar Results for Annual Education Results Report (AERR) Oct. 2017
- b) Our School Surveys (October 2016 and April 2017)

School Discipline Philosophy

The discipline philosophy at GSS is based on the foundation of respect for self, others and property. Clear, consistent expectations are communicated to students. The rights and responsibilities of students are in place to ensure effective teaching and learning can happen. Those rights and responsibilities are reviewed so that students are aware of what that “looks like” and “sounds like” in the learning environments.

Respect of Self

Students understand their needs as a learner and citizen at GSMS. They follow the school expectations and communicate their needs in a positive way to support their academic, behavioural, social and emotional success. Students will think for themselves, make responsible decisions and take responsibility for their actions.

Respect of Others

Students understand the needs of others to be successful learners and citizens at GSMS. They follow the school expectations to ensure their behaviour does not interfere with the teaching and learning of others during instructional time. They cooperate with others and participate positively in school events and activities. Students will think about others and consider how their actions impact those around them.

Respect of Property

Students take pride in their school building. They demonstrate care and respect for school property and the property of others. They follow school expectations to keep the school clean and well cared for. Students will think about how their decisions affect the learning environment of all.

If students have difficulty following the above expectations there are clear, consistent and logical procedures that will be followed. Those procedures may include the teachers, support staff and principal. Parents will be notified when necessary to ensure open communication is in place between school and home. It is important for students to understand that we are all working together to have a positive school environment for all students, staff and families.

Educational Goal - Griffiths-Scott School is a safe and caring place of learning.

Outcome #1: GSS will encompass a positive school culture as a K - 8, school based on the four pillars of Education for UNESCO.

Strategy		Practice / Action		Evidence / Result
	<p>→</p> <p>→</p>	<ul style="list-style-type: none"> • Continue the Annual Christmas Giving Project. • Bring in speakers and presentations for students. (author, Concrete Theatre, Ian Porteous' Cultural Wheel, etc.) • Rocks and Rings (curling demo) in February. • World Read Aloud Day in February (buddy reading school wide) • Field trips • Artist in Residence program (printmaking) in April. • Wellness Day for all students in spring • Year End Barbecue sponsored by the PAC. • Griffin Pride Night in June. • Wellness Support Worker will be providing programming for all students this year (learning about anxiety and how to manage it.) • Teachers ensure that each student in grades 6, 7 and 8 has at least one adult at school who they feel is an advocate for them. • There is a Positive School Environment Committee which meets to review data, discuss ideas and plan accordingly. • The school connects with Hope Mission for extra curricular programs for students. 	<p>→</p> <p>→</p>	<ul style="list-style-type: none"> • Accountability Pillar Results for Safe and Caring Schools will remain at an overall rating of Excellent. • Our School Survey data will meet or exceed the Canadian norms in the number of students participating in school sports and clubs, students with a positive sense of belonging and positive relationships. • Our School Survey data will meet or exceed the Canadian norms in the number of students who feel they have an advocate at school and have positive teacher-student relations • Our School Survey data will meet or be lower than the Canadian norms in the number of students with moderate or high levels of anxiety and are victims of bullying.
<p>Provide direct teaching of social skills and behavioral expectations to students.</p>		<ul style="list-style-type: none"> • EBS lessons beginning in January for gr. K - 5. • Small group Health lessons (study skills, behavioral expectations, social skills) for 		<ul style="list-style-type: none"> • Our School Survey data will meet or exceed the Canadian norms for the number of students who follow school rules. • Accountability Pillar Results for Safe and Caring Schools

		<ul style="list-style-type: none"> grades 6 - 8, beginning in January. • Programming by Wellness Support Worker • Support from Family Liaison Worker 		<ul style="list-style-type: none"> remains at an overall rating of Excellent. • Decreased office referrals.
Provide a welcoming and open school environment for parents and families.		<ul style="list-style-type: none"> • Open House and Awards night in September • Organize Parent Nights throughout the year. • Invite parents to assemblies and special events. • Monthly newsletter • Regular email updates about upcoming events • Parent -Teacher-Student conferences in November and March • Teachers provide regular communication to parents (agendas, emails, etc.) • School website is current and informative • Texting is available to parents through school cell phone. 		<ul style="list-style-type: none"> • Parents attending the events. • Good (80% or higher) attendance rates and participation in Conferences • Accountability Pillar Parental Involvement measure and Continuous Improvement measure remain at an overall rating of Excellent.

The following strategies are also being used at Griffiths-Scott School during 2017-2018 to promote and develop a safe and caring place of learning.

- Our school (grades K - 6) is part of the Provincial Nutrition project.
- Snack bowls with breakfast items and healthy snacks are provided each day for all students to access.
- As we transition to a K - 8 school, there is a school wide focus on helping students understand what it means to “be a Griffin”. The students complete a variety of activities.
- We are making a strategic effort to include clubs and activities for all students. (Kids in Action, UNESCO Club, Photo Booth, Board Games, Intramurals at noon, etc.)
- We have a Wellness Support Worker at GSS this year. She is working with students and teachers in all grades.
- The Wellness Support worker organized Yoga for all students at break times during the fall.
- The Wellness Support worker and FSLW ran a noon club for grade 8 girls requiring extra emotional support.
- The staff participated in the Blanket Exercise in October to develop better understanding of Truth and Reconciliation.
- All teachers will complete at least one lesson of the newly developed Truth and Reconciliation lessons with their class to become familiar with and prepare for the new Teacher Quality Standard
- Success in School meetings continue.
- The sign outside of the school is used to advertise upcoming events.
- The administration works closely with the Parent Advisory Committee.

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).

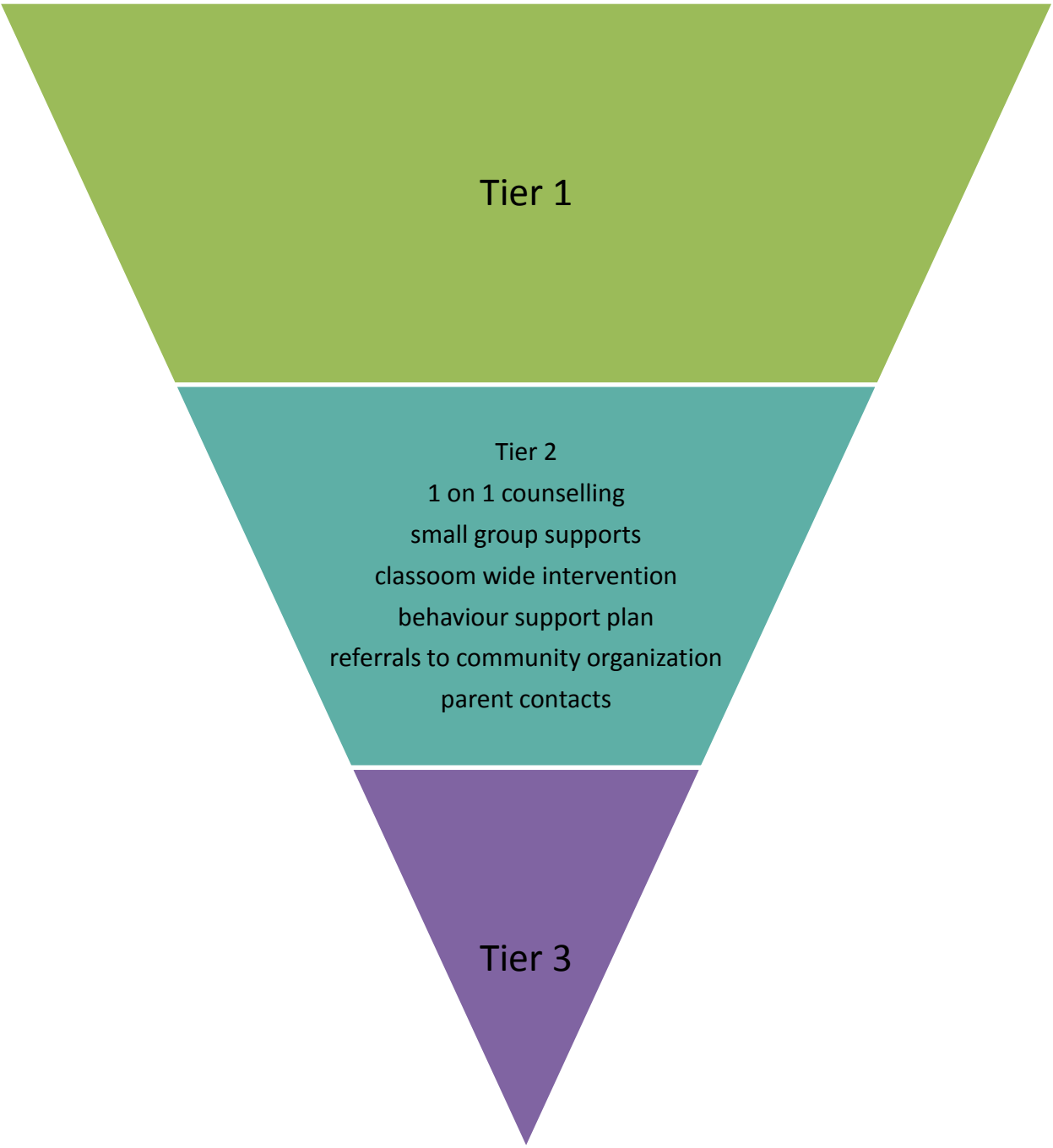
Counsellors and/or FSLs will provide direct counselling services to students exhibiting emotional and/or behavioral problems.

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.



Tier 1

Tier 2

- 1 on 1 counselling
- small group supports
- classroom wide intervention
- behaviour support plan
- referrals to community organization
- parent contacts

Tier 3

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”.

