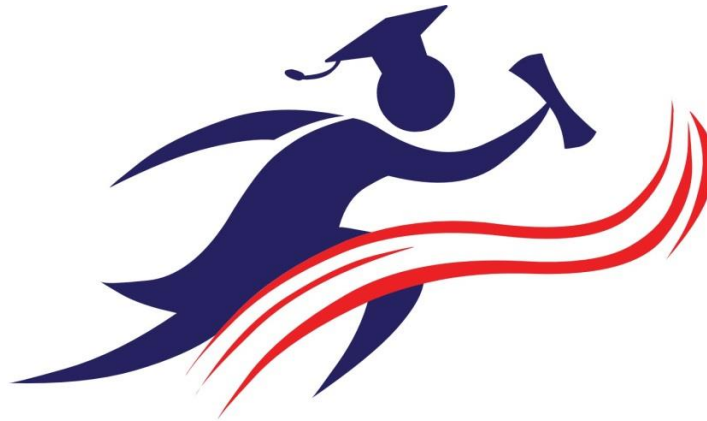




WETASKIWIN REGIONAL PUBLIC SCHOOLS



# Wetaskiwin Outreach

Positive School

Environment Plan

2017-2019

*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**

School Mission:

Together, we will support, empower and engage students on their own learning path.

### **Vision Statement:**

Together, we will remove barriers so our students will learn and find success.

### **Motto:**

Outreach-discovering our own potential.

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

- 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).
- 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).

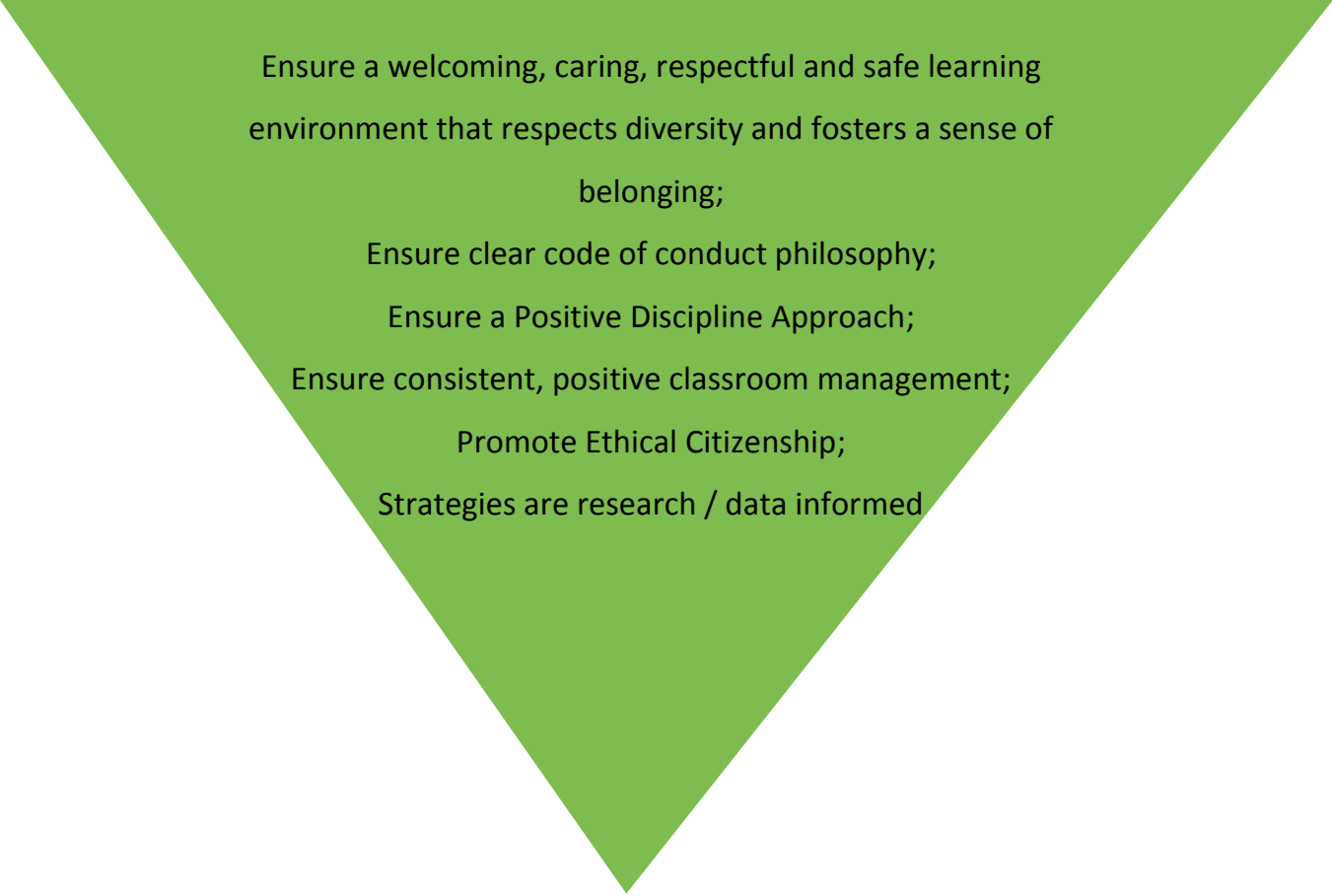
Building and maintaining a Positive School Environment is a Collaborative Process: **Roles and Responsibilities**

**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)/Wellness Leader	<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 LSTeam 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)	
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> <li>•</li> </ul>
Teacher Assistants	
Parents/Guardians/Caseworkers/Kinship	<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>

## 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 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

“In the absence of belonging, there is always suffering.” Bene Brown

### **Expected Outcomes in our Positive School Environment**

- Students feel welcomed, accepted and safe to be at school because they have developed positive and healthy relationships with adults in the Outreach setting.
- Students are motivated to be at school because their academic and emotional needs are understood and appropriately supported by identifying and removing barriers that had blocked them from being successful in a traditional school environment.
- Fostering a strong sense of community and safety for our site

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

Our expected outcomes were developed based on recognizing the diverse needs of our learners and that for many of them this is their last hope for success in an educational setting. We determined we would focus on the following two areas;

- Connectiveness
- Academic voice

### **Connectiveness**

“The ability to feel connected is the most important physical trait we have. Shame is the fear of disconnection. Blocking vulnerability and blocks joy, gratitude, and happiness.” Bene Brown

1. Foster a strong sense of community and safety
2. Create opportunities for dialogue in an environment of trust and respect
3. Establish support networks
4. Focus on both prevention and intervention
5. Encourage and reinforce behaviours that are valued, while discouraging those behaviours that are unwanted
6. Teach that even if a mistake is made, you possess the tools to repair the harm that has been done  
Build connectiveness among students and evokes respect for different cultures, preferences and opinions
7. Recognize achievements and strengths
8. Prevent minor problems from escalating

9. Teach that accountability and actions affect others

**Academic Voice**

1. We meet with each student to go through their individual needs, passions, strengths and areas of challenge. Together we design a program that allows students to work at a reasonable pace and maximize their opportunity to experience success in course work.
2. We design a program that allows students to work at a reasonable pace and maximize their opportunity to experience success in course work.
3. We provide choice and voice by allowing students to choose their timetable, schedules and the order in which they complete their courses
4. Students begin with a smaller course load and build into more classes, if they prove themselves capable of being successful with a larger course load.
5. Flexibility allows students to master one or two subjects at a time and gain a deeper understanding of the content as they move at their own pace within a suggested completion framework.

**School Discipline Philosophy**

At Outreach, we believe in being restorative. Being restorative at Outreach means that we strive to;

- Treat everyone with dignity
- Meet everyone's needs from where they are currently at
- Set every student up for success, if they are open and willing
- Give students another chance when they make a misstep
- Engage in restorative conversations
- Adults at Outreach are committed to supporting students
- Students are committed to being responsible for their actions

This does not mean that at Outreach there are no consequences, rather, we consequence appropriately and teach our students how to make better choices for success.

## **TIER 2 TARGETED OR TIER 3 SPECIALIZED INTERVENTIONS**

At Wetaskiwin Outreach, we work in a comprehensive support model from the time we accept students into our program. We currently serve the most vulnerable at risk student demographic in our school division. These individuals often have had traumatic life experiences that have left them unable to engage in educational settings in the traditional sense. Our students have extreme complex needs, and require highly individualized programming which require multiple service providers in order to meet their needs.

### **Action Plan**

We have broken our action plan into the following sub-categories;

### **Physical Environment**

We have established very flexible, non-threatening learning environments. We have two classrooms available with multiple learning areas, which include “flower” style group tables and chairs, couches and individual computer stations. We also have a common area that contains couches, rocking chairs and small table groupings for students who require more space. We have a small room inside the front office for those individuals who have high anxiety and safety concerns. We have established a “baby” room for our young parents so that they may continue in their academic endeavours.

Students are allowed to take breaks as required. Moreover, we encourage them and each other to go outside and grab a breath of fresh air. We provide students with a safe, understanding and empathetic learning environment.

### **Nutrition**

At Outreach, we have partnered with Salvation Army, Hope Mission, FCSS, and Food Security in order to have food available for our students throughout the day along with weekend bags when available. Many of our students rely on food being available to them as often this may be the only time they get sustenance in the day. There is over whelming research that supports that when we feed the body, students will be more prepared to learn. This is also a wonderful way to build relationships with adults and peers. Our students are on the first level of Maslow’s Hierarchy of Needs which states; “the psychological level incudes, food, water and shelter.” That is why we provide this service.

### **Wellness**

We as a team at Outreach, work collaboratively with students and their supports, which include; families, support workers, government workers, including Social Services, parole, addictions, sexual health, RCMP and other community agencies as necessary. At Outreach, we believe that students, who are physically and mentally well, are better able to achieve the goals of education. Educational research recognizes this connection, and acknowledges the school systems role in creating and supporting healthy school communities as a foundation for optimal learning.

Mental and emotional well-being is a struggle for students here at Outreach. We work intentionally to assist students in acknowledging, understanding, managing and expressing thoughts and feelings in a constructive manner. We understand that students need to be able to recognize their potential and acquire the necessary skills that will contribute to a positive self-worth.

### **Collaboration**

At Outreach, we have scheduled weekly team meetings. These meetings include; administration, teaching staff, FSLW and administrative assistant. At the meetings, we discuss and update students' progress, their mental health, support plan needs and what services are being accessed etc. This collaboration provides the best support opportunities for our students.

“Because true belonging only happens when we present our authentic, imperfect selves to the world, our sense of belonging can never be greater than our level of self-acceptance.” Bene Brown