**WETASKIWIN REGIONAL PUBLIC SCHOOLS**

# Parkdale

# Positive School

# Environment Plan

# 2018 - 2021

*Inspiring students* to become the *best* they can be.

**CORE VALUES OF PARKDALE SCHOOL**

Respect, Compassion, Commitment, Friendship, Loyalty, Integrity, and Caring

**MISSION STATEMENT**

At Parkdale School our mission is to create a safe learning environment by::
1.  Consistently evaluating and improving our instructional strategies
2.  Using programs and resources to challenge and motivate the education of the whole child
3.  Nurturing a culture that develops and promotes a strong and cooperative school community

Using these tools, we will achieve high educational standards for our learning and school community.

**VISION STATEMENT**

Parkdale School is dedicated to the recognition of the unique value of each individual. We ensure a vibrant and dynamic learning environment that is caring and responsive to identifying student needs, and where students and staff challenge themselves in a safe and supportive environment. We feel that strong partnerships between home, school and community are the foundations of our learning environment.

**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).

## SCHOOL WIDE POSITIVE SCHOOL ENVIRONMENT: A COLLABORATIVE PROCESS

| Roles | Responsibilities |
|---|---|
| School Administrator | • Through collaboration with the school community holds leadership responsibility for providing an emotionally safe environment where students have a sense of Belonging.<br>• Articulates a clear philosophy regarding student code of conduct and discipline in the school<br>• Brings stakeholders together for visioning, planning and evaluating progress;<br>• Manages financial and material resources required to implement programming;<br>• Evaluates and reports outcomes to parent community and jurisdiction. |
| Guidance Counsellors and Family School Liaisons (FSLs) | Collaborate with administrators and school teams in helping to explore and locate research based positive school environment programming that suits the unique school community;<br>• By exploring and identifying needs, gaps and strengths in the school environment;<br>• By administering and interpreting needs assessments and school culture surveys;<br>• consultation/collaboration support to LST Team and teachers;<br>• liaising with community partners and organizations;<br>• Helping to activate student and parent voice in the assessment, implementation and evaluation stages of Positive School Environment programming. |
| Learning Support Teachers (LSTs) Learning Assistant Teachers (LATs) | • Work collaboratively to develop, document, implement and monitor interventions for students identified with emotional/behavioral needs in Tier 2 and 3.<br>• Consultation/collaboration support for students with complex needs<br>• Liaise with school division student support personnel |
| Classroom Teachers | • Collaborate with administrators and school teams in implementation and evaluation of Positive School Environment programming.<br>• Ensure a positive classroom environment where students feel emotionally safe, respected and a sense of Belonging.<br>• Identify to the Learning Support Team those students who are not successful with tier one interventions alone. |
| Wellness Leaders | • 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 | • Support and reinforce school wide and classroom behavioral expectations;<br>• Support individual students according to their Individualized program Plan (IPP). |
| Parents | • Provide insights into the social/emotional/developmental needs of the student body<br>• Collaborate with school staff to achieve a Positive School environment |
| Director of Support Services | • Through collaboration with school administration, staff and parents, holds leadership responsibility for ensuring emotionally safe environments where students have a sense of Belonging.<br>• Brings stakeholders together for visioning, planning and evaluating progress;<br>• Reports outcomes to jurisdiction and province. |

**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

**Expected Outcomes in a Positive School Environment**

- Students are motivated to be at school because they have positive and healthy relationships in their school.
- Students regularly attend school because their academic and emotional needs are understood and appropriately supported.
- Students promote ambassadorship for their school and work to positively support and promote their school through leadership involvement and by taking ownership
- Students are engaged learners because their skills and interests are used to improve their areas of challenge

**Rational for targeting these outcomes:**

In order for students to have a productive life after graduation, they must participate in school to gain skills and knowledge they will need. Our goal is to help students become well-rounded citizens of the school in order to learn and apply the skills they will need to complete high school and to succeed in society.

**School Discipline Philosophy**

At our school, the focus of discipline is to improve future behaviour. We believe discipline should be fair, direct, personal and restorative. Discipline is not punitive, but is used as a means to educate the student about social relationships, natural consequences, cause and effect relationships and living in a society.

When discipline occurs, we ensure that the dignity of the child remains intact. At our school we take a team approach to support the student while helping the child understand what could have been done differently and how to make the current situation better. Consequences may occur, depending upon the situation, but they are given with the goal of restoring a relationship or improving the school environment.

Ensuring a Positive School Environment: Action Plan

<mark>OUTCOME #1 – Outstanding attendance</mark>

| Outcome | Target Group | Strategies | Who will Take the Lead? | Timelines | Evaluation |
|---|---|---|---|---|---|
| Increase number of students with >80% attendance | Tiers 1 & 2 | All staff greet students; smudging; breakfast/lunch provided; recognition at assemblies and award ceremonies; talk with parents, teacher; interview student; school initiatives for attendance (competitions between classes); emphasize the importance of attendance during morning announcements | Principal | By June | 90% of Parkdale students will have >80% annual attendance |
| Increased number of students with 0% lates | Tier 2 | Smudging; breakfast/lunch provided; positive reward plan; meet with parents/supports for family; interview student; walking school bus; morning phone reminder phone calls; early morning entrance times; homework support available before school; school spirit incentives; Student Leadership events/activities; | Principal | By June | 30% of Parkdale students will have 0% lates |
| Weak attenders will increase annual attendance to at least 80% | Tier 3 | Interview student; build supportive/positive/ plans; whole school attendance incentives; meet with parents; LST/LAT Meetings; FSL/MWL intervention; community partner involvement; attendance board | Principal | By June | All students with unacceptable attendance will improve to an acceptable rate |

**OUTCOME #2 - Improved academics**

| Outcome | Target Group | Strategies | Who will Take the Lead? | Timelines | Evaluation |
|---|---|---|---|---|---|
| Increased number of students reading at | Tier 2 and 3 | Improved teaching strategies; two hours of uninterrupted Literacy time allotted in the | LST/LAT | June 2020 | 70% of Parkdale students will be in |

| Outcome | Target Group | Strategies | Who will Take the Lead? | Timelines | Evaluation |
|---|---|---|---|---|---|
| grade level in early grades | | timetable; Division 1 collaboration meetings to plan cross-curricular practices focusing on Literacy; Literacy Action Plan; Early Literacy Packets to be sent home to increase communication of the importance of literacy with parents; LST/LAT support and programs | | | either Tier 1 or 2 in grades 1 and 2 |
| Increased number of students approaching grade level in reading | Tier 2 and 3 | Literacy Action Plan implementation; Increased frequency of student intervention opportunities; common assessments; collecting classroom data of progress; Empowering Readers programming; Levelled Literacy Intervention; Fountas and Pinnelle resources and reading assessments, use of common data-based programs; common instructional resources; common instructional language | LST/LAT Teachers | June 2020 | 80% of Parkdale students will be in tier one or two in grades 3 to 6 |
| Increased number of students working at grade level in numeracy | Tier 2 and 3 | Improved teaching strategies (embedded collaboration Professional Development Days,) LST/LAT targeted group support; Assessment Plan (common school assessments; data analysis; common instructional resources; common instructional language); push-in support model for Division 2 and 3 classes by LST/LAT; | LST/LAT Teachers | June 2020 | 70% of students will be working at grade level in math |

**OUTCOME #3 – Students will demonstrate ownership of their school through their actions and interactions**

| Outcome | Target Group | Strategies | Who will Take the Lead? | Timelines | Evaluation |
|---|---|---|---|---|---|
| Students will engage in respectful interaction with their school and school community | Tier 1 | • Staff greeting students at the door; morning announcements<br>• in-school service opportunities;<br>• positive posters; artwork; bulletin boards in hallways; | Administration FSL MWL Teachers | June 2019 | Increased number of students joining clubs, performing leadership roles |

| | | | | | |
|---|---|---|---|---|---|
| | | <ul><li>Student Leadership activities/events</li><li>Athletic events and teams at Parkdale</li><li>Classroom teams competing against other classes throughout the school for points</li><li>diversity promoted through displays; assemblies; grandfather teachings;</li><li>recognition of students through posted photos; 'caught being good';</li></ul> | | | and demonstrating positive behaviours |
| Students will engage in safe and caring behaviours | Tier 2 | <ul><li>build supportive/positive/ behavior support plans;</li><li>Collaboration between Division Behavior Support Person and school team</li><li>Collaboration of services between school team and community partners</li><li>talk with parents, teacher;</li><li>establish relationships with staff, admin, other students;</li><li>build areas of strength;</li><li>contact previous school;</li><li>identify key people in the school;</li><li>family meetings/letters</li><li>Baseline data collection of student academics</li><li>ABC data collection of student</li></ul> | LST/LAT Admin Teachers | June 2020 | Reduction in office referrals |

| | | behaviors | | | |
|---|---|---|---|---|---|
| Students will develop their behavior in order to interact in a positive manner | Tier 3 | • LST Meetings;<br>• Collaboration between Division Behavior Support Person and school team<br>• FSL/MWL intervention;<br>• ABC data collection;<br>• formal assessments; behavior contracts<br>• Behavior Support Plans<br>• threat assessment if required<br>• identify key people in the school;<br>• family meetings/letters<br>• Collaboration of services between school team and community partners<br>• Baseline data collection of student academics | LST/LAT<br>Admin<br>Teachers | June 2020 | Reduction in frequency and intensity of support required by school staff |

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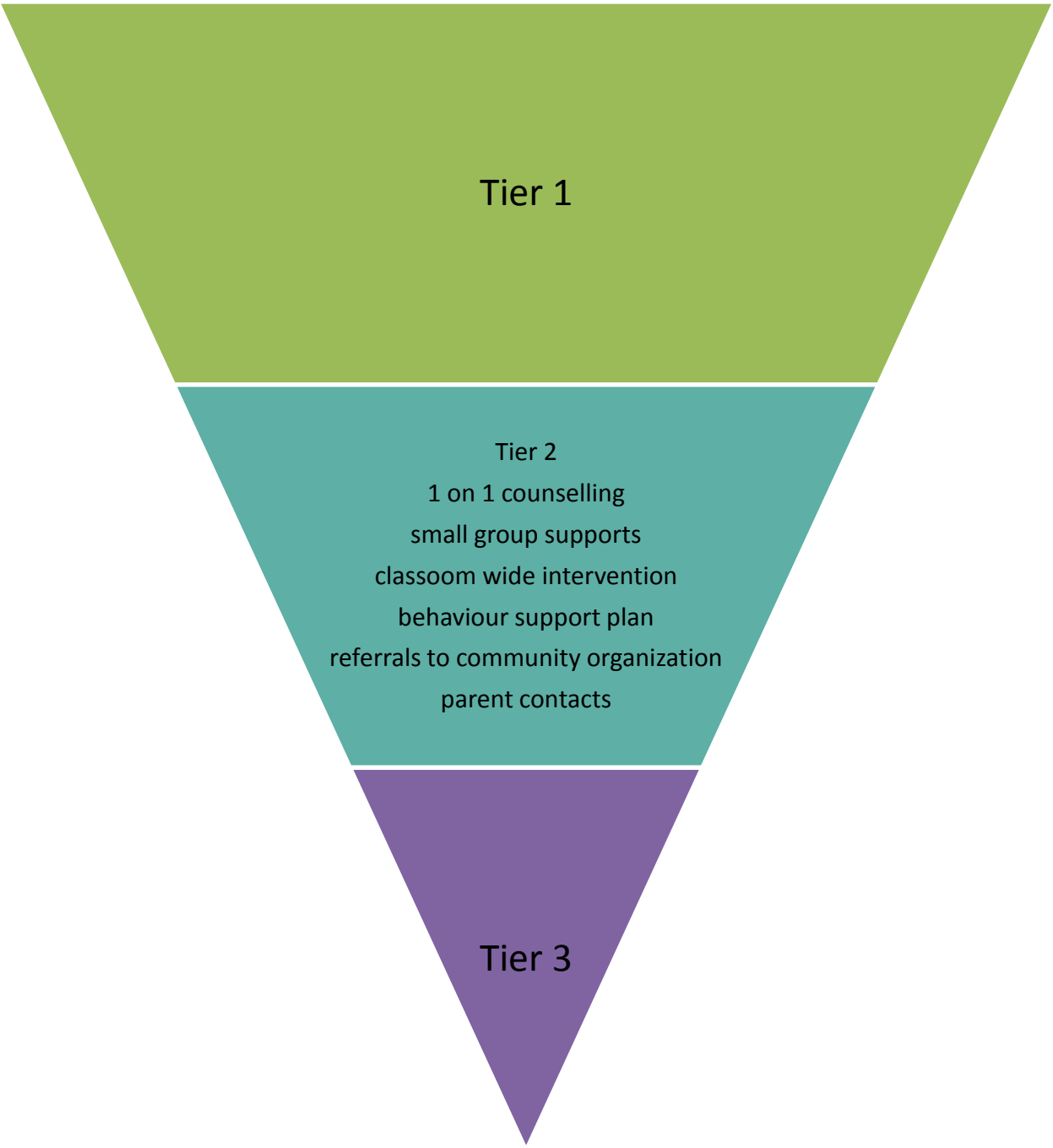
Counsellors and/or FSLs will provide direct counselling services to students exhibiting emotional and/or behavioral problems.

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

classoom 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".

Tier 1

Tier 2

Highly individualized
multiple service
providers,
coordinated