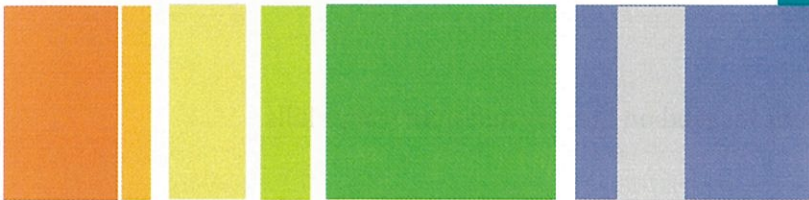




WETASKIWIN REGIONAL PUBLIC SCHOOLS



Buck Mountain
Central
Positive School
Environment Plan
2018 - 2019



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

Mission

At BMC, we passionately engage our diverse students every day by genuinely connecting and supporting them on their journey towards high school completion and life beyond our doors.

Vision

Buck Mountain Central is a school community where all learners feel safe, supported, and celebrated. Relationships form the foundation of what we do, empowering individuals to reach their full potential as lifelong learners.

Values

To enact our vision, the staff of BMC

- engage with families and surrounding communities in support of student learning
- model the behaviours of a lifelong learner and a responsible citizen
- communicate candidly, collaboratively, and continuously
- cultivate genuine relationships
- foster learning beyond the classroom (for example by providing enrichment opportunities and access to extracurricular activities)
- respond to the diverse needs of our students
- celebrate strengths and successes
- respond to challenges by modeling resiliency
- recognize and respect cultural diversity
- provide timely, effective academic interventions focused on literacy and numeracy skills

What is a Positive School Environment?

Example

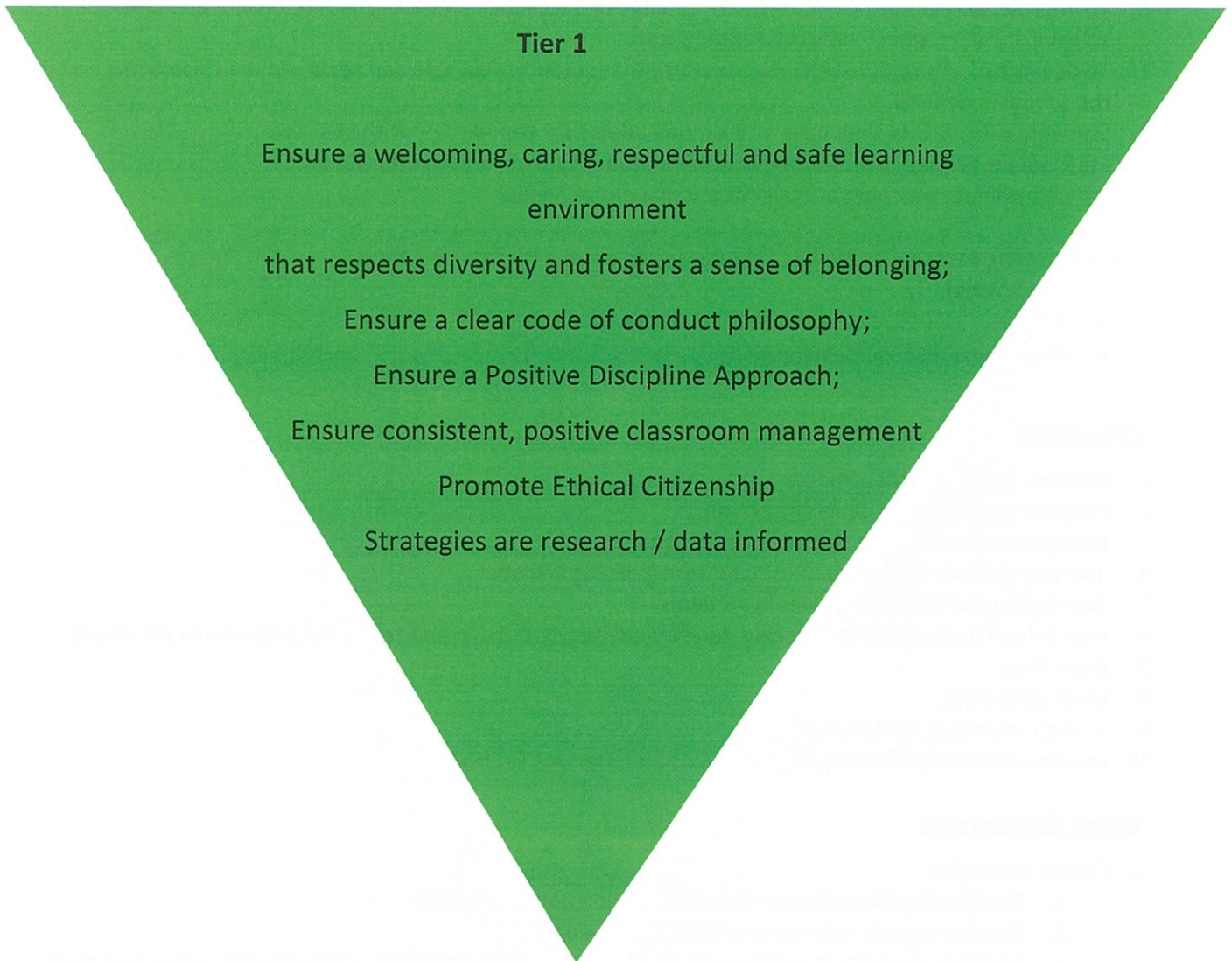
1. The Education Act 33(1)(d) directs that a Board has responsibility to “ensure that each student enrolled in a school ... and each staff member... is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging”. (page 37).
2. 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 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), FNMI Worker	<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 the Learning Support Team 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.
Educational 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. • Tools from HUB
Students	<ul style="list-style-type: none"> • Provide insights into the social/emotional/developmental needs of the student body (having a voice) • Contribute to a positive classroom environment where peers feel emotionally safe, respected and a sense of belonging.

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

1. To improve excellence (all students are capable of excellence and our goal is to ensure all students achieve at their highest individual excellence).
2. To develop a culture of excellence to ensure that students feel safe and secure in the classrooms and in the school in general.
3. Students will indicate they have at least one adult they can identify with at school.
4. Staff will model positive communication for students in all of their interactions.
5. Parents will feel welcome at Buck Mountain Central School.

The counseling program at Buck Mountain is concerned with three elements:

- Educational
- Career
- Personal and Social Development

Educational

1. Increase student achievement
2. Program planning and course selection
3. Develop student skills in classroom self-management
4. Improve student engagement in classroom learning activities
5. Developmental leadership skills in students
6. High School Redesign (flex blocking, teacher advisory groups, credit recovery, extensional activities)
7. Exam Prep
8. Math skills (IXL)
9. Jr. High literacy & numeracy classes
10. Fountas & Pinnell/STAR Reading intervention programs (Jr. High)

Career Development

1. Career Counselor
 - a. Provide opportunities for career education and exploration
 - b. Develop career awareness and self-knowledge
 - c. Assisting students in relating career plans to interests, abilities, achievement, values and goals
 - d. Assist with student transition from high school to post-secondary or into the work force
 - e. My Blueprint

Personal/Social

1. Staff will work together to assist students to develop and utilize important social needs (self-esteem, coping with anxiety, citizenship development and communication skills).
2. Establish good relationships with First Nation families and encourage student and parent participation within the educational community.
3. Develop students' skills in building positive personal relationships.
4. Develop students' skills in understanding, recognizing and dealing in a positive way with harassment and bullying.
5. Provide students with the knowledge and skills to maintain a healthy and active lifestyle.
6. Ensure all students have the opportunity to start each school day with a nutritional breakfast.

7. Provide guidance related information to students and teachers.
8. Improve parent capacity, by providing parental support.
9. Teacher advisory groups – getting to know our student better and creating connections.
10. Ensure all students have access to lunch.
11. Cultural Teachings by Elders
12. School wide peer mentoring program
13. GSA – opportunity for students to support and be supported in gender-identity areas
14. Student Voice – Opportunity for student representatives to discuss topics put forth by the student body
15. Students union / leadership class – student driven group that provides social / community building opportunities
16. Small life skills flex groups
17. Confidential referral services (online referral form)

Rational for Targeting These Outcomes

Students who are in a positive school environment will attend school regularly, have positive interactions, experience academic success and therefore be more likely to complete high school.

School Discipline Philosophy

- Students will be able to learn from their mistakes by receiving logical consequences that work toward restorative measures.
- Staff will model problem-solving techniques for students by redirecting students, using a calm voice, providing clear instructions, and exhibiting good listening.
- Parents will remain partners with the school when additional problem-solving ideas or information is needed to support the student and the school.
- At Buck Mountain Central School, we are committed to creating a welcoming, safe, respectful, and supportive learning environment where every student can experience success and achieve at a high level.
- To attain this, we believe it is essential that our students:
 1. Be diligent in pursuing their studies;
 2. Attend school regularly and punctually;
 3. Cooperate fully with everyone involved in providing education programs and services;
 4. Comply with the rules of the school;
 5. Respect the rights of others;
 6. Respect and care for personal and public property; and
 7. Be polite and display good manners.
- It is assumed that students attending this school desire to learn, wish to attend the classes in which they are enrolled, know how to behave in a reasonable manner, and have a strong sense of self-discipline and self-respect. The staff's wish is to see students develop the feeling that Buck Mountain Central School is their school, and that they have a role and responsibility for the culture and environment of the school. The primary objective of requiring appropriate student behavior and self-discipline is to produce a positive and safe learning atmosphere in which there will be no interruption of the learning environment. All students will assume personal responsibility for their behavior and actions, develop appropriate self-control, exhibit self-discipline, and accept the responsibility and consequences of any inappropriate behavior. This objective requires a cooperative effort from students, staff, and parents.

The following general rules of conduct indicate the expected acceptable behaviors:

Behavior Towards Students

Students should show respect for their fellow students. It is every student's right to feel welcome, respected, and safe within the school. No discourteous, racial or ethnic slurs, mistreatment, bullying, or intimidation of any student will be tolerated. Students will demonstrate appropriate interactions at all times. We aim to create an environment in which all feel welcome, respected, and safe.

Conduct Towards Teachers and Support Staff

Students will treat teachers and support staff with courtesy and respect at all times. Inappropriate language and defiance will not be tolerated under any circumstances.

Conduct Towards the School and Its Environment

Students should treat the school grounds, school building, its interior, and facilities with a sense of civic pride.

Anti-Bullying

Buck Mountain Central School community is committed to the elimination of bullying through the positive involvement and ongoing education of students, parents, and staff. We are committed to the creation of a safe and caring environment for all students which promotes respect for all and has zero acceptance of bullying behavior. A disciplinary process will be used to address any incidents of bullying behavior while still leaving the dignity of all students intact.

Internet Safety

All students will have access to Wi-Fi and computers/Chromebooks upon signing the technology User agreement form 140-1. Students must adhere to the WRPS user agreement expectations and school expectations as such:

- No displays of or disrespect and defiance online
- No taunting/teasing/name calling
- No swearing/ use of profane and /or offensive language

Students at Buck Mountain are welcome to bring their devices to school:

- To access to the internet as an educational tool
- It is at the discretion of the teacher as to whether a device maybe used in class
- The internet will be filtered the same as when students use WRPS devices
- Personal devices should be used in a respectful and appropriate manner at all time and should not be detrimental to the learning environment.

Ensuring a Positive School Environment: Action Plan

OUTCOME #1

Outcome	Target Group	Strategies	Who will Take the Lead?	Timelines	Evaluation
Students will feel welcome, respected, safe and supported at school and have a positive sense of belonging	Students	<ul style="list-style-type: none"> ➤ Anti-bullying policy & school expectations ➤ Breakfast/Lunch programs ➤ Open House ➤ Athletic Banquet ➤ Peer Mentorship program ➤ Classroom Circles – Safe/Equal opportunity to share ➤ Random Acts of Kindness ➤ Student voice (empowering students) ➤ Teachers Advisory Groups (activities, pep rallies) ➤ GSA ➤ Universal washroom ➤ Adverse Life Experiences training ➤ Life Skills program ➤ Community Service ➤ Sense of Belonging Collaborative Team ➤ Daily staff greeting at the front door 	<p>FSLW TAG Teachers All staff Student leaders Tina Hutchinson Sense of Belonging Collaborative Team MHCB Team ALE Support Team</p>	<p>Job-Embedded Collaboration Days November and May OurSCHOOL survey February HSRD survey</p>	<p>Student survey OurSCHOOL Accountability Pillar Online reporting Student voice Student feedback</p>

OUTCOME #2

Outcome	Target Group	Strategies	Who will Take the Lead?	Timelines	Evaluation
Build self-regulation and resiliency skills of all students to promote	School-Wide	<ul style="list-style-type: none"> ➤ Teacher Advisory groups (TAG) ➤ Small group counselling ➤ One-on-one counselling 	<p>FSLW TAG Teachers Carly Ganske</p>	<p>Ongoing</p>	<p>OurSCHOOL Student feedback/progress</p>

positive mental health and well-being.			<ul style="list-style-type: none"> ➤ Flex block (one-to-one time with teachers, small group collaboration) ➤ Health curriculum (emphasis on self-regulation and resiliency) 	All Staff Administration Health and Wellness leaders	
Staff will model positive communication in all of their interactions	School-Wide	<ul style="list-style-type: none"> ➤ School will provide opportunities for staff and students to interact in a non-traditional classroom environment (Open House, TAG, Christmas Dinner, Band/Drama performances, and Sporting Events) ➤ Staff will adhere to PLRS communication guidelines ➤ Staff modeling positive staff connections – health and wellness staff activities 			

OUTCOME #3

Outcome	Target Group	Strategies	Who will Take the Lead?	Timelines	Evaluation
Students will value school outcomes	Students	<ul style="list-style-type: none"> ➤ Celebrate student achievements ➤ Students are given choice through student FLEX block to facilitate ownership of their own learning ➤ Students have the opportunity to participate in learning opportunities that focus on community development ➤ Indigenous programming ➤ Exam Prep ➤ Rewrite opportunities ➤ Credit Recovery ➤ Program course alignments for 	All staff Career Counselor Life Skills Coach Administration	Ongoing	OurSCHOOL HSRD measures High School Completion Rates PAT/DIP results Accountability Pillar

			<ul style="list-style-type: none"> ➤ graduation ➤ Peer Mentoring ➤ Teacher Advisory Groups ➤ Awards Ceremony ➤ Parent Communication 			
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OUTCOME #4

Outcome	Target Group	Strategies	Who will Take the Lead?	Timelines	Evaluation
Parents / Guardians will feel welcome at Buck Mountain Central School	Parents	<ul style="list-style-type: none"> ➤ Invite parents/ guardians to special ➤ Events and activities to celebrate student milestones ➤ Welcome new ideas and volunteers to the school ➤ Open House ➤ Parents/ guardians included on student programming 	Administration Parent Advisory Staff	Ongoing	Accountability Pillar Parent feedback

OUTCOME #5

Outcome	Target Group	Strategies	Who will Take the Lead?	Timelines	Evaluation
Increased wellness	Staff and Students	<ul style="list-style-type: none"> ➤ Be healthy and keep fit – weekly physical activity ➤ Staff appreciation ➤ Staff collaborative work ➤ Breakfast and lunch program ➤ Afterschool opportunities ➤ Fine arts programs ➤ Life Skills Program ➤ PD Team Building 	All Staff	Ongoing	Staff feedback Leaves of absence Student survey

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)

Counsellors and/or FSLs will complete an initial interview 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.

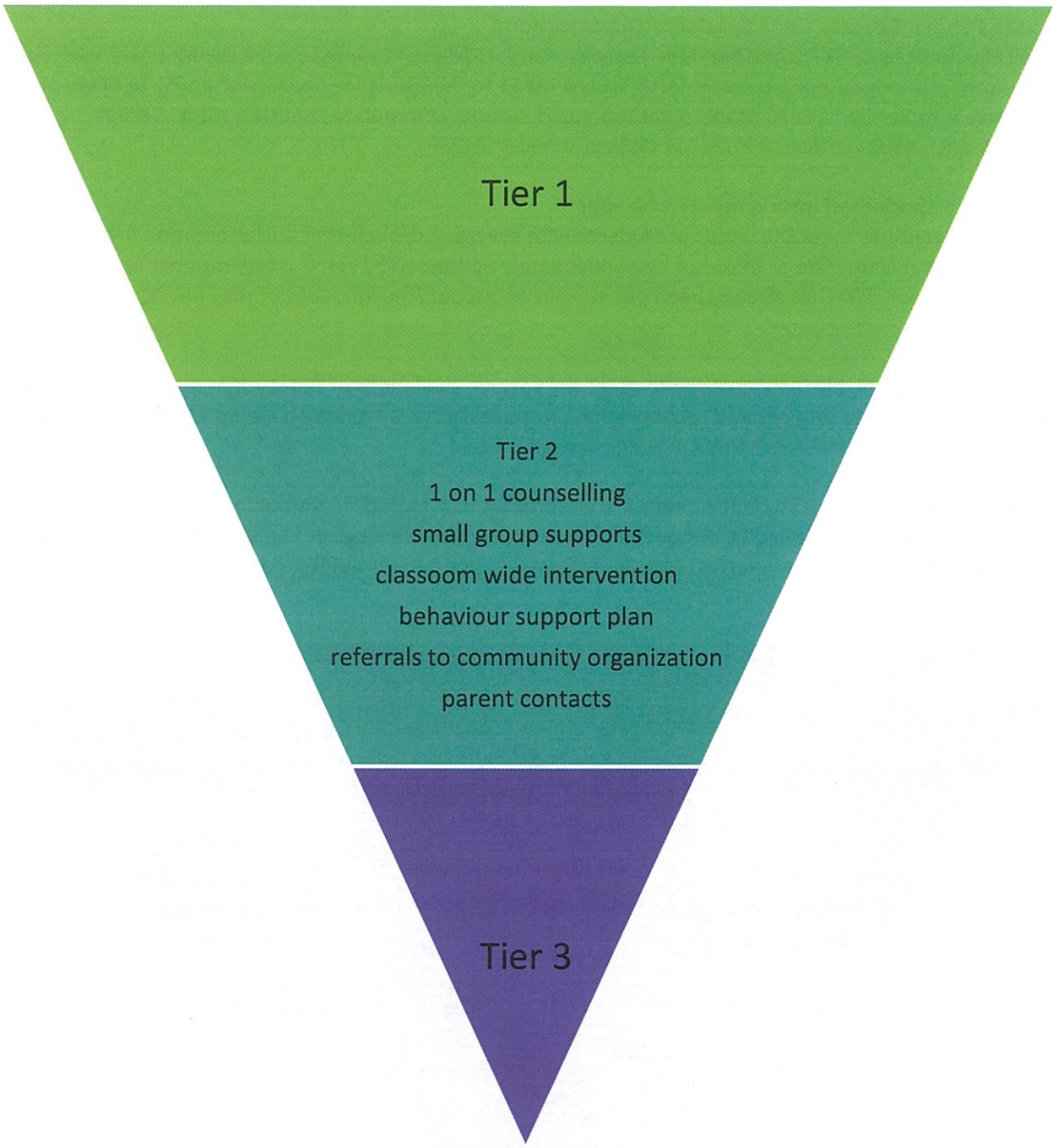
Supports may be provided through small (research based) groups or one on one interventions.

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.

Division personnel will become involved in writing the behavioural plan and consult on strategies.

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.



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. Further interventions could include: community agencies, IBSW, Threat assessments, central office or more specialized services (RCMP).

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”.

