Selkirk Secondary School Positive School Culture Plan

The culture of a school is described as a collection of the feelings and experiences described by those within the system. Feelings and experiences are guided by the culture of an organization: how things are done and how people behave. Peoples' shared values, behaviours, interactions throughout the school district contribute to the culture of the school district: in classrooms, in meetings, in the community and between parents, students, education partners and staff. Through this plan, Rocky Mountain School District is committed to promoting positive experiences of acceptance, safety, and success for all people within the organization. Through supporting cultural reflection, we can create positive, safe, and orderly school community.

Essential Attributes of a Positive Climate

- Respectful relationships
- Student voice and agency
- Bias-Aware Anti-Racist policies, procedures, and instruction support diversity in the organization
- Clearly defined expectations and norms for staff, students and human interactions
- Welcoming spaces
- Responsive to promoting Truth and Reconciliation with Indigenous Peoples
- All feel welcome, safe, and secure.
- Each individual is able to meaningfully participate in the organization
- Ongoing and effective communication
- Clear avenues to process complaints, respond to conduct, and make restitution to return the community to strength
- Inter-system collaboration and cooperation

Developing Positive Climate

Positive School culture is developed through:

Clearly Communicated School Values – Positive district climate is grounded in Board of Education values shared by all trustees and district staff. These values ensure district work is always aligned toward a positive organizational climate.

Racial Equity Policy, District Practice and resources -– It is impossible for a positive culture to flourish in any organization if the systems are not linked to the objective of racial equity. Cultivating an ongoing awareness of bias through policy and education increases awareness and creates a positive climate for all.

Student Well-Being Surveys – Schools survey students related to their well-being, feelings of safety, experiences at school, and learning habits. Schools and the district use this information to plan for the creation of positive climates.

Employee Well-Being Surveys. – the feelings and experience of employees shape the quality of learning delivered to students. The school district surveys employees in relation to their feelings and experiences of employment in the organization. A positive climate is supported by employees who are well and supported at work.

Core Competency Education – Educating students in the "soft skills" of social and personal responsibility and communication supports positive interactions between students and adults in the organization.

School Codes of Conduct – School Codes of Conduct clearly communicate expected behaviours required to maintain student and staff safety and wellbeing in all school district settings.

School Vision Statements – Vision statements describe the preferred future for the climate of the school. Vision statements serve as beacons that keep staff and students on the path towards positive climate and learning success.

Progressive Discipline Models – Sometimes peoples' conduct is contrary to the codes of conduct and values of the school district. When this happens, the model of progressive discipline offers a response by the organization to return to conduct supportive of positive culture.

Inclusive Education Models – A positive culture will only exist in a school that is meaningfully inclusive of all members. Selkirk Secondary School supports classrooms and workplaces where members of the organization are supported to participate in ways that are meaningful to them. Additionally, the school seeks to remove obstacles to participation for all individuals.

Safety and Security Planning and Practice – Peoples' feelings and experiences are directly connected to their safety and security. Selkirk Secondary School supports safety planning and practice for students and employees to ensure the workplace and learning space is safe.

Advancing Truth and Reconciliation – Only through confronting the truth about Indigenous Peoples' experiences in the public school system can schools begin to support the well-being of Indigenous students and their families. Without Indigenous reconciliation, no school system will be able to achieve their potential for a positive climate.

Codes of Conduct

Codes of Conduct are essential for providing the basic expectations of behaviour within a positive climate. These codes and statements express the behavioural culture of an organization: what the organization will, and will not, tolerate. A Code of Conduct:

- Establishes the parameters for acceptable behaviour
- Is clearly shared with the public on school and district websites
- Is routinely taught to students and staff
- Aligns with the Board of Education Code of Conduct
- Describes ways to solve conflict and differences
- Aligns with the Human Rights Code and protected grounds
- Prevents specific behaviours of bullying, substance use, weapon behaviour, and violence
- Is supported by a model of progressive discipline with respect to unexpected behaviour and conduct.

Shared Responsibility

It takes everyone in an organization to cultivate, sustain, and re-generate a positive operational and behavioral culture. The positive climate will follow. It is only through everyone in the organization addressing behavioural and operational culture, that climate will change. Addressing climate specifically, does not get to the root of what influences peoples' experiences in the organization. A

positive school culture does not result from a directive, policy, or responsibility of a single person or group. Only through shared efforts, open communication, respectful relationships, and consistent practice can the organization begin shifting collective patterns of behaviour in the direction of growth. This plan lays out a beginning frame of reference for the roles and responsibilities of those in our system in building a positive climate.

Roles and Responsibilities

District Staff

- Work with the Board of Education, partners, and stakeholders to create, review, and share the Board of Education's District Code of Conduct.
- Lead routine reviews of organizational climate with system leaders.
- Provide a strategic organization umbrella to guide positive climate building at all sites.
- Develop policy and practice aligned with objectives of improving climate in the organization.
- Communicate and share Board policy and district practice in addressing problems and conflicts.
- Support school principals and vice principals in fulfilling their responsibility to create positive climate.
- Be responsible for student safety, well-being, and learning.

Principal or Vice Principal

- Work with the school team to collect data and use information to build and sustain a positive learning environment that is safe, equitable and inclusive.
- Lead yearly review of the school positive climate plan with staff, partners, and stakeholders.
- Be responsible for student and staff safety, learning, and well-being.
- Communicate the expectations in the School Code of Conduct to students, staff and parents.
- Review and revise the School Code of Conduct with staff, student leaders and members of the Parent Advisory Council on an annual basis.
- Support the school team fulfil their roles in creating a positive climate.
- Investigate incidents of student misconduct or safety concerns.
- Create, review, and support a school vision and set of shared values supporting a positive climate.
- Ensure that Bias-Aware Progressive Discipline is applied appropriately to minimize the chances that another incident will occur.
- Know and teach the shared values of the organization to all those who need to understand them.

Staff

- Participate with principals, parents, and students to cultivate a positive learning climate that is safe, equitable and inclusive.
- Be responsible for student learning, safety and well-being.
- Adhere to the School Code of Conduct and share in communicating expectations to students and parents.
- Investigate and respond to student misconduct, as appropriate, and work collaboratively with the school principal to resolve conflict.

- Ensure that Bias-Aware Progressive Discipline is applied in the classroom setting and communicated to students and parents.
- Know and teach the shared values of the organization to all those who need to understand them.
- Teach about diversity, bias awareness, and diversity in all classes.
- Ensure all students meaningfully participate in learning.

Parents

- Be responsible for student safety and conduct prior to arrival at school and after departure.
- Work with their children and school staff to cultivate a positive school climate.
- Cooperate with staff to ensure that they and their children understand, and follow, the School Code of Conduct and support progressive discipline measures.
- Promote the awareness of multiple perspectives, bias, and the value of diversity.
- Participate with school staff to support restitution and problem solving.
- Interact respectively with all district staff.
- Follow the problem-solving process with schoolteachers, principals and district staff to resolve concerns about their children.

Students

- Understand and follow the School Code of Conduct at all times.
- Participate in building positive school climate.
- Understand and apply the expectations associated with Bias-Aware Progressive Discipline
- Interact respectively with all school staff and students.
- Treat the school buildings and property with care and consideration.
- Report instances of bullying and harassment and any other significant infringement of the school code of conduct to a teacher or principal.
- Know and apply the values of the school in all interactions.
- Recognize the unique and diverse contributions of all students to positive climate.

Culture Aware Progressive Discipline

Progressive discipline is a model of teaching about expected behaviours and for providing an escalating response to behaviours. It becomes part of the operational culture. It is the response to restoring a positive culture. The goal of all progressive discipline is to return the culture to a preferred state. In models of progressive discipline, the appropriate response to unexpected behaviour is the one that compels the actor to adjust their behaviour within the expectations of the organization. Often for less serious behaviours that are new or happening for the first time, the correct response is often to raise one's awareness to the behaviour through warnings and to provide the replacement behaviour to return to the preferred culture. For more serious behaviours or for behaviours that are repeated, the response must be more serious to compel the actor to adjust their behaviour. It helps to think of progressive discipline on a spectrum where the size and frequency of the behaviour matches the strength and seriousness of the response.

Types of responses in a model of progressive discipline can be laid out in advancing stages. Each stage is designed to provide an appropriate response matched to the conduct, but also to teach and re-teach the expectations of the organization to help the individual adjust their behaviour to the expected norms.

Below is a list of some of the types of responses the district and a school may demonstrate to behaviours at certain stages of the progression. While models vary widely, with multiple stages or responses, for the ease of understanding in this plan, the responses have been broken up into 5 stages.

Stage 1 – Infrequent and Minor Conduct

Included in Stage 1 of this model are behaviours that are happening for the first time and are very minor with respect to student and staff safety, disruptions to learning, and impacts on the positive climate. In many cases, behaviours at this stage are addressed in the classroom setting. Minor learning disruptions, student conflicts, and expected minor deviations from the norm are likely for all students occasionally. These behaviours are best resolved in the classroom using the teaching model. Often, the solution involves raising awareness to the behaviour in the form of a warning of some type and then providing tools, teaching, and strategies for the student to use the next time they find themselves in a similar situation. Sometimes, this type of teaching is called Self-Regulation. Self-Regulation skills allow a student to independently make decisions about how to behave and how to respond to their emotional state. Please see Resource 1 for more information about how staff teach students about conduct at the early stages of the model.

Stage 2 – Repeated but Minor Conduct

Behaviour and conduct included at Stage 2 is behaviour that continues, despite opportunities and teaching in Stage 1, or behaviour that requires the student to be temporarily removed from learning to review their conduct. Behaviours at Stage 2 are often more obvious and "louder" in the environment. In order to maintain positive culture and order in the learning environment, an immediate response is warranted. Sometimes, this response can be handled in the classroom setting. Other times, an alternative space is required for a student to reflect on their conduct. For example, a student who has had many opportunities in Stage 1 to adjust their behaviour requires a progressively more serious response. A private conversation between them and the teacher is required. The teacher may remove the student to another supervised location in the school to reflect and then the teacher would review the behaviour with the student. The principal or other staff may monitor the class while the teacher speaks with the student about returning to the learning environment. Whenever a student has been removed from the learning environment, parents will be contacted by the principal or teaching staff.

Stage 3 – Principal Intervention

At Stage 3, the behaviour or conduct warrants a conversation with the principal or a vice principal. The behaviour is serious enough or repetitively disruptive to the learning environment that the response is escalated to the principal or vice principal. In some cases, the principal or a vice principal may have already been involved in supporting a conversation between the student, teacher, and parent/guardian. Some students will have had opportunity at Stage 1 or 2 to adjust their behaviour and have not been able to do so. Stage 3 behaviours involve serious infractions of the expected norms for conduct. At Stage 3, a student will be removed from the learning environment until such time as the principal or vice principal determine the student is able to return to the learning environment and contribute in a positive way. Prior to the student returning to the classroom, the principal may consult the parent, teacher, or other staff members for assistance. The student may need to complete some type of reflection or restitution to account for the harm their behaviour may have caused. At Stage 3, the principal will determine the outcome for the student. Should a student's conduct land in Stage 3 of the

progressive discipline process, the principal or vice principal will communicate directly with parents. The principal will take reports of student conduct seriously.

Stage 4 – Temporary Removal from the Program of Learning

Fortunately, most conduct is addressed and resolved at Stages 1-3. Sometimes, conduct is serious enough to warrant temporarily removing a student from their program of learning. This is often called a "suspension from school". A removal from the program is determined for a number of reasons:

- Communicate the seriousness of behaviour
- Maintain the integrity of the expected behaviours for everyone in the organization
- Allow time for the student to reflect on their conduct away from the potential triggers in the environment
- Allow time for the school team to adjust to the student's needs and design additional supports and responses for when the student returns

The principal or vice principal(s) of the school is the only person in the school who can make the decision to "suspend" a student from school. Even within the "suspension" model there is a progression. Depending upon the details of the conduct, the principal or vice principal may determine the "suspension" be served at school in a setting removed from other students and supervised by an adult from the team. In some cases, the principal or a vice principal may not allow the student to be at school during the term of their suspension. Depending on the seriousness of the behaviour and the context at the school, the principal will determine the length of time the student will be removed from their program of learning. This determination could range from 1-5 days. Often, a student will be required to meet with the principal and school team prior to returning to the learning environment to ensure the student is ready to contribute to a positive culture at school. In many cases, the student will be invited to a restorative meeting with the victim and others impacted by their behaviour and to discuss the school's core values and expectations.

Stage 5 - Removal from the Program of Learning or Transfer

In response to very serious behaviours, involving weapons, substances, or violence, or in response to serious behaviours that routinely detract from a positive and safe learning and working environment, Stage 5 of progressive discipline is employed. Despite the best efforts of parents, the student, and the school team, the student requires a further removal from the learning environment and possibly a transfer to a different program all together. In these extreme cases, the school district may offer a transfer to a different school, an online learning program, or enrolment in an alternate learning school. Students older than 16 years of age, in the case of ongoing violent or harmful behaviours, may be withdrawn from school in School District No. 6. This determination is very rare, but it represents the school's and district's commitment to restore safety and maintain a positive learning environment, in all cases. The determination to remove a student from a program of learning, is not taken lightly. The District Student Conduct Review Committee, which includes members of the Board of Education and Senior District Education Staff, makes the decision about the outcome for a student at Stage 5 and always communicates this decision in writing after a meeting with the school, the student, and their parents or guardians. The details of this committee are included in Board policy.

Please see link below to Selkirk's Code of Conduct, Selkirk's practices handbook, and the District Code of Conduct.

Selkirk's Code of Conduct

Selkirk's Code of Conduct provides a basic framework for common expectations for members of the Selkirk. It is formed under that principle that we will uphold our core values of belonging, generosity, mastery, and independence and that fits with being part of the Selkirk Storm community.

Safe	Team	Organized	Respectful	Mindful
We will….	We will…	Arrive to class on time, prepared to learn, and with all appropriate materials	Respect yourself and all other members of the Selkirk community.	Engage in and apply yourself to all class activities
Move through the school in a safe and orderly manner.	Create positive relationships, model positive behaviour, and cooperate with others.	Complete work in a timely manner, meeting due dates unless faced with extenuating circumstances	Respect your property, school property, and the property of others	Refrain from engaging in, encouraging, or being a bystander to intimidation, harassment, or bullying
Behave in a kind, tolerant, and inclusive manner towards others and in a manner that promotes a positive learning environment	Make all students, staff, and guests feel welcome and included	Communicate with teachers regarding class time that will be missed and make arrangements to stay caught up	Accept individual diversity	Confidentially report concerns to a staff member
Refrain from having/using drugs, alcohol, tobacco, or weapons at school or any school function.	Engage actively with staff and classmates to create a positive learning environment		Behave in a mature, responsible, and considerate manner at all times	Make appropriate decisions and use technology in an ethical manner including academic honesty and use of AI.
	Listen attentively to presenters, staff, guests, and students		Maintain a clean physical environment, cleaning up after ourselves.	Dress appropriately in the school/work environment.