



ANGLOPHONE WEST SCHOOL DISTRICT

**D**ISTRICT **P**ositive **L**earning  
**A**nd **W**orking **E**nvironment **P**LAN

**2014-2017**

**August 2016 Update**



## Department of Education and Early Childhood Development

### Provincial Education Plan

#### Mission Statement

"Working together, in inclusive learning environments, to support each child and student in reaching their fullest potential."

#### Vision

*Excellence and Equity*

#### - Priorities – 2013-2016 -

- Improve achievement in language, mathematical and scientific literacies
- Improve inclusive learning environments and instructional practices to ensure equity
- Increase opportunities for learners to develop entrepreneurial competencies and to engage in active citizenship
- Integrate the early childhood and K-12 school sectors



## Anglophone West School District

### District Positive Learning and Working Environment Plan

*EECD Policy 703 requires the Superintendent to develop a District Positive Learning and Working Environment Plan (PLWEP). The plan aligns with the District and Provincial priorities. The goals are established to guide the efforts of educators in achieving district priorities, set strategies and actions, and outline processes for monitoring, making adjustments and evaluation of goals.*

*A Positive Learning and Working Environment (PLWE) is described as a culture that provides a caring, supportive, safe and academically robust environment for students and staff to learn and work. Five components influence the creation of such a culture:*

1. Safety (physical, emotional, social and intellectual)
2. Relationships (between staff, students and parents)
3. Teaching and learning (quality of instruction)
4. Institutional Environment (appearance and arrangement)
5. School Improvement Process

*All five components should be considered when developing strategies and actions to create the positive learning and working environment that will allow students and staff to reach their potential.*

#### Mission

**Excited. Involved. Prepared.**

#### Vision Statement

*All individuals engaged within our system are empowered to assist in building resilient, confident and contributing members of our communities.*

#### Core Values

1. Pursuit of Excellence
2. Trust, Openness and Transparency
3. Collaborative Relationships
4. Support and Recognition
5. Shared Leadership
6. Engagement

### Priorities for 2014-2017 Within an Inclusive Setting

**Priority 1: Focus on Assessment for, as and of Learning to Improve Student Achievement**

**Priority 2: Enhance Positive Learning and Working Environment**

**Priority 3: Augment Shared Leadership Capacity**

### Message from the Superintendent

The Anglophone West School District (ASD-W) is home to more than 22,000 students and 3,000 employees who learn and work in 69 schools and a district office setting scattered across one-third of our province. While we are guided by many policies, practices and curriculum, we are also influenced daily by a set of core values that focus on leadership, engagement, collaboration, support, recognition, trust, transparency, openness and a pursuit of excellence. We need to create positive learning and working environments that are welcoming, safe and inclusive. Not only is this legislated and expected by policy, it is simply the right thing to do! As a district, we need to support school leaders, teachers and staff so that they can create these conditions. If we don't, learning will be jeopardized...student wellness will be jeopardized. While it can be a challenge to create such a climate, it can also be extremely rewarding. A plan such as this helps guide us through the challenges while maintaining an eye on the end results. We know the biggest impact on a student's learning will be the presence of an engaging, professional teacher...let us keep this in mind as we continue to do our part in the teaching of our young New Brunswick citizens.

# ASD-W District Positive Learning and Working Environment Plan

## ASD-W PRIORITY 2

**2016-2017 Goal/Focus 1: Anglophone School District West will strengthen the learning and working environment by enhancing conditions to promote student connectedness.**  
*School Connectedness is defined as “an academic environment in which students believe that adults in the school care about their learning and about them as individuals.” (ASCD)*

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Students understand these and teachers maintain high expectations that they can be followed. <i>*Results are based on a 10 point scale.</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Elem</th> <th>Cdn Norm</th> <th>Secondary</th> <th>Cdn Norm</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>7.7/10</td> <td>7.6/10</td> <td>5.9/10</td> <td>6/10</td> </tr> <tr> <td>2013-14</td> <td>8/10</td> <td>7.6/10</td> <td>6.1/10</td> <td>6/10</td> </tr> <tr> <td>2014-15</td> <td>7.4/10</td> <td>7.6/10</td> <td>6.1/10</td> <td>6/10</td> </tr> <tr> <td>2014-15</td> <td>7.4/10</td> <td>7.6/10</td> <td>6.2/10</td> <td>6.0/10</td> </tr> </tbody> </table>	ASD-W Results					Positive Teacher Student Relations- Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.					*Results are based on a 10 point scale.						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Survey participation is optional though encouraged.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th></th> <th>I feel close to people at my school.</th> <th>I feel I am part of my school.</th> <th>I am happy to be at my school.</th> <th>I feel the teachers at my school treat me fairly.</th> <th>I feel safe at school.</th> <th>I feel my learning needs are met at my school.</th> </tr> </thead> <tbody> <tr> <td rowspan="2">2010-11</td> <td>Elem</td> <td>78.0%</td> <td>84.0%</td> <td>82.0%</td> <td>85.0%</td> <td>88.0%</td> <td>N/A</td> </tr> <tr> <td>SDW</td> <td>77.0%</td> <td>83.0%</td> <td>79.0%</td> <td>85.0%</td> <td>87.0%</td> <td>N/A</td> </tr> <tr> <td rowspan="2">2012-13</td> <td>Elem</td> <td>76.0%</td> <td>74.0%</td> <td>68.0%</td> <td>75.0%</td> <td>79.0%</td> <td>76.0%</td> </tr> <tr> <td>SDW</td> <td>78.0%</td> <td>76.0%</td> <td>73.0%</td> <td>77.0%</td> <td>81.0%</td> <td>79.0%</td> </tr> <tr> <td rowspan="2">2011-15</td> <td>Elem</td> <td>88.0%</td> <td>86.0%</td> <td>88.0%</td> <td>90.0%</td> <td>92.0%</td> <td>N/A</td> </tr> <tr> <td>SDW</td> <td>90.0%</td> <td>88.0%</td> <td>88.0%</td> <td>90.0%</td> <td>93.0%</td> <td>N/A</td> </tr> </tbody> </table> <p>High levels of mental fitness are linked to the following: more pro-social behaviors, fewer oppositional behaviours, lower susceptibility to smoking, engagement in competitive physical activities and higher levels of school connectedness. Mental fitness is fostered in environments and relationships that address three interrelated psychological needs; relatedness, autonomy and competency. (Morrison &amp; Peterson, 2010)</p>	Strong Level of School Connectedness				*Responses based on a 20 point scale with students scoring 10 or above						ASD-W	Provincial Results	2010-11	Elementary	85.0%	83.0%	2013-14	Secondary	87.0%	89.0%	2014-15	Elementary	87.0%	88.0%	2015-16						I feel close to people at my school.	I feel I am part of my school.	I am happy to be at my school.	I feel the teachers at my school treat me fairly.	I feel safe at school.	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### Resources

- [www.tellthemfromme.com](http://www.tellthemfromme.com)
- [EECD Perception Surveys](#)
- <http://PBIS.org>
- <http://Casel.org>
- [www.nasponline.org](http://www.nasponline.org)
- [EECD Policy 703: Positive Learning and Working Environment](#)
- [EECD Policy 322: Inclusive Education](#)
- [Healthy School Planner](#)
- *Pyramid of Behavior Interventions Seven Keys to a Positive Learning Environment* by Tom Hierck
- *Teaching to Diversity The Three-Block Model of Universal Design for Learning* by Jennifer Katz
- *Positive Behavior Support in Secondary Schools A Practical Guide* by Ellie L. Young

## ASD-W PRIORITY 2

**2016-2017 PLEP Goal/Focus 2: Anglophone School District West will strengthen the collective understanding of positive learning and working environments.**

Outcome Measures	Indicators of Success	Targeted Research-Based Strategies / Actions	District Monitoring and Accountability (Plan/Do/Check/Act)	District Responsibility / Timeline																																																																																																																																																																																																																	
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Students understand these and teachers maintain high expectations that they be followed. *Results are based on a 10 point scale.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Elem</th> <th>Cdn Norm</th> <th>Secondary</th> <th>Cdn Norm</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>7.7/10</td> <td>7.6/10</td> <td>5.9/10</td> <td>6/10</td> </tr> <tr> <td>2013-14</td> <td>8/10</td> <td>7.6/10</td> <td>6.1/10</td> <td>6/10</td> </tr> <tr> <td>2014-15</td> <td>7.4/10</td> <td>7.6/10</td> <td>6.1/10</td> <td>6/10</td> </tr> <tr> <td>2014-15</td> <td>7.4/10</td> <td>7.6/10</td> <td>6.2/10</td> <td>6.0/10</td> </tr> </tbody> </table> <p>Students who are victims of bullying- Students are subjected to physical, social, or verbal bullying, or are bullied over the internet.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Elem</th> <th>Cdn Norm</th> <th>Secondary</th> <th>Cdn Norm</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>23.0%</td> <td>28.0%</td> <td>23.0%</td> <td>23.0%</td> </tr> <tr> <td>2013-14</td> <td>24.0%</td> <td>28.0%</td> <td>23.0%</td> <td>23.0%</td> </tr> <tr> <td>2014-15</td> <td>26.0%</td> <td>28.0%</td> <td>22.0%</td> <td>23.0%</td> </tr> <tr> <td>2015-16</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Feeling Safe Attending School-</b> Students feel safe at school as well as going to and from school.</p> <table border="1" style="width: 100%; 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transform: rotate(180deg);">Behaviours Not Tolerated</td> <td>Disorderly Conduct</td> <td>2225</td> <td>1828</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Defiance</td> <td>1471</td> <td>1282</td> <td>1581</td> <td>1511</td> </tr> <tr> <td>Disrespect</td> <td>1161</td> <td>1277</td> <td>1638</td> <td>1613</td> </tr> </tbody> </table>		Physical	Verbal	Social	Cyber	2012-13	15.0%	26.0%	28.0%	6.0%	2013-14	17.0%	30.0%	27.0%	5.0%	2014-15	18.0%	30.0%	30.0%	7.0%	2015-16	19.0%	33.0%	30.0%	6.0%	2016-17						Physical	Verbal	Social	Cyber	2012-13	13.0%	33.0%	28.0%	13.0%	2013-14	14.0%	31.0%	27.0%	15.0%	2014-15	9.8%	28.1%	25.0%	13.9%	2015-16					Suspension Rates	In School Suspension	Suspension	Yearly Enrolment	2012-13 WinSchool	1411	2511	23,802	2013-14 WinSchool	950	1658	23,543	2014-15 PowerSchool	924	1966	23,273	2015-16 PowerSchool	808	1639	22,876	Conduct Summary		2012-13	2013	2014	2015	<b>Total Incidences Reported</b>		13	-14	-15	-16	Serious Misconduct	Physical Violence	698	723	1272	1069	Disrupting School Operations	671	229	N/A	N/A	Physical Bullying	494	451	128	134	Behaviours Not Tolerated	Disorderly Conduct	2225	1828	N/A	N/A	Defiance	1471	1282	1581	1511	Disrespect	1161	1277	1638	1613	<p>District staff will develop a shared understanding of the components of positive learning and working environments; Safety, Relationship, Teaching and Learning, Institutional Environment, School Improvement Planning.</p> <p>District staff will collaborate to develop the PLWE framework.</p> <p>District staff will provide professional learning on the PLWE framework to all staff (education and operational).</p> <p>District staff will collect evidence of effective decision making in the development of positive learning environment plans to inform district priorities.</p>	<p>Survey district staff (pre and post) to develop a baseline understanding of positive learning and working environments.</p>	<p>Directors and Subject Coordinators / Core Leadership Team / Administrators' Meetings</p> <p>DIP/SIP/PLWEP Monitoring Plans posted to <a href="#">ASD-W Portal Site</a> Oct. 30<sup>th</sup> and Jan 31<sup>st</sup></p> <p>District DIP/PLWEP Monitoring Committee meets 6 times per year.</p> <p>Meeting Dates:</p> <ul style="list-style-type: none"> <li>September 29, 2016</li> <li>November 15, 2016</li> <li>February 14, 2017</li> <li>April 20, 2017</li> <li>May 25, 2017</li> </ul>
Student Participation Rate	Elementary	Secondary																																																																																																																																																																																																																			
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2013-14	93.0%	76.0%																																																																																																																																																																																																																			
2014-15	91.3%	75.6%																																																																																																																																																																																																																			
2015-16																																																																																																																																																																																																																					
	Elem	Cdn Norm	Secondary	Cdn Norm																																																																																																																																																																																																																	
2012-13	7.7/10	7.6/10	5.9/10	6/10																																																																																																																																																																																																																	
2013-14	8/10	7.6/10	6.1/10	6/10																																																																																																																																																																																																																	
2014-15	7.4/10	7.6/10	6.1/10	6/10																																																																																																																																																																																																																	
2014-15	7.4/10	7.6/10	6.2/10	6.0/10																																																																																																																																																																																																																	
	Elem	Cdn Norm	Secondary	Cdn Norm																																																																																																																																																																																																																	
2012-13	23.0%	28.0%	23.0%	23.0%																																																																																																																																																																																																																	
2013-14	24.0%	28.0%	23.0%	23.0%																																																																																																																																																																																																																	
2014-15	26.0%	28.0%	22.0%	23.0%																																																																																																																																																																																																																	
2015-16																																																																																																																																																																																																																					
	Elem	Cdn Norm	Secondary	Cdn Norm																																																																																																																																																																																																																	
2012-13	86.0%	86.0%	80.0%	85.0%																																																																																																																																																																																																																	
2013-14	89.0%	86.0%	79.0%	85.0%																																																																																																																																																																																																																	
2014-15	87.0%	86.0%	79.0%	85.0%																																																																																																																																																																																																																	
2015-16*																																																																																																																																																																																																																					
	Physical	Verbal	Social	Cyber																																																																																																																																																																																																																	
2012-13	15.0%	26.0%	28.0%	6.0%																																																																																																																																																																																																																	
2013-14	17.0%	30.0%	27.0%	5.0%																																																																																																																																																																																																																	
2014-15	18.0%	30.0%	30.0%	7.0%																																																																																																																																																																																																																	
2015-16	19.0%	33.0%	30.0%	6.0%																																																																																																																																																																																																																	
2016-17																																																																																																																																																																																																																					
	Physical	Verbal	Social	Cyber																																																																																																																																																																																																																	
2012-13	13.0%	33.0%	28.0%	13.0%																																																																																																																																																																																																																	
2013-14	14.0%	31.0%	27.0%	15.0%																																																																																																																																																																																																																	
2014-15	9.8%	28.1%	25.0%	13.9%																																																																																																																																																																																																																	
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Suspension Rates	In School Suspension	Suspension	Yearly Enrolment																																																																																																																																																																																																																		
2012-13 WinSchool	1411	2511	23,802																																																																																																																																																																																																																		
2013-14 WinSchool	950	1658	23,543																																																																																																																																																																																																																		
2014-15 PowerSchool	924	1966	23,273																																																																																																																																																																																																																		
2015-16 PowerSchool	808	1639	22,876																																																																																																																																																																																																																		
Conduct Summary		2012-13	2013	2014	2015																																																																																																																																																																																																																
<b>Total Incidences Reported</b>		13	-14	-15	-16																																																																																																																																																																																																																
Serious Misconduct	Physical Violence	698	723	1272	1069																																																																																																																																																																																																																
	Disrupting School Operations	671	229	N/A	N/A																																																																																																																																																																																																																
	Physical Bullying	494	451	128	134																																																																																																																																																																																																																
Behaviours Not Tolerated	Disorderly Conduct	2225	1828	N/A	N/A																																																																																																																																																																																																																
	Defiance	1471	1282	1581	1511																																																																																																																																																																																																																
	Disrespect	1161	1277	1638	1613																																																																																																																																																																																																																

### Resources

- [www.tellthemfromme.com](http://www.tellthemfromme.com)
- [EECD Perception Surveys](http://www.eecd.ca/EECD/Perception_Surveys)
- [http://PBIS.org](http://www.pbis.org)
- [http://Casel.org](http://www.casel.org)
- [www.nasponline.org](http://www.nasponline.org)
- [EECD Policy 703: Positive Learning and Working Environment](#)
- [EECD Policy 322: Inclusive Education](#)
- Teaching to Diversity The Three-Block Model of Universal Design for Learning* by Jennifer Katz
- Positive Behavior Support in Secondary Schools A Practical Guide* by Ellie L. Young
- Pyramid of Behavior Interventions Seven Keys to a Positive Learning Environment* by Tom Hierck

## APPENDIX I: Positive Learning and Working Environment Planning Monitoring Guidelines

*Continuous Improvement means adjustments are made when data becomes available. The following table provides a guideline for schools to monitor their Positive Learning and Working Environment Plans.*

Due Date	Activity	Explanation
During Month of September	Administrators will update staff on ASD-W PLWEP goals for 2016-2017.	Administrators should revisit the 2016-17 PLWEP with staff. Schools should analyze data sources and begin PLWEP updates for the 2016-2017 school year.
October 15 <sup>th</sup>	Schools will upload to the <a href="#">ASD-W DIP/PLWEP school portal site</a> – drafts, monitoring documents and a development of actions of the PLWEP.	Schools will begin to align school goals with District PLWEP.
January 9 <sup>th</sup>	One Day Professional Learning Session focused on SIP / PLWEP Upload to the <a href="#">ASD-W DIP/PLWEP school portal site</a> the revised / completed PLWEP for 2016-2017.	Schools will monitor progress and make adjustments to the PLWEP.
January 31 <sup>st</sup>	Progress Notes uploaded to the <a href="#">ASD-W DIP/PLWEP school portal site</a> .	Schools will monitor progress and make adjustments to the PLWEP.
June	Reflect on the past year, update progress notes, and develop drafts for review in August.	Schools will monitor progress and make adjustments to the PLWEP.

### Sample Tool / Activity for Continuous Improvement of Positive Learning and Working Environment Plan.

Goals identified in PLWEP	Where are we now?	Where do we want to be?	What evidence will inform us that we are there?	What do we have to do differently?	Who can help us?	Monitoring – When? What? by Whom?
1.						
2.						
3.						