



COMMISSION SCOLAIRE SIR-WILFRID-LAURIER
SIR WILFRID LAURIER SCHOOL BOARD

Anti-Bullying and Anti-Violence Plan



PHOENIX ALTERNATIVE
HIGH SCHOOL

End-of-Year Evaluation

2022

School:	Phoenix Alternative	Shared with Governing Board	NA
Principal / Centre Director:	Darlene W. Miller	Shared with Teacher Council (entire staff)	May 2022
		Shared with Parents	May 2022
		Submitted to Director of Pedagogical Services and Director General	May 27 2022

Priorities

Introduction

Phoenix is a secondary 3, 4, and 5 alternative school with a population of 50-60 students. This population changes by 50% each year. Because of our student turnover, we prefer to set our goals for the year based on the needs of our student population each September. To this end, we conduct the Tell Them From Me survey twice a year: once in Fall, to establish needs, priorities, to set goals, and to plan intervention strategies, and a second time in Spring, to evaluate the success of our interventions. This year our data directed us to set four main priorities:

1. Increase the Secondary Three overall sense of belonging by integrating students into the Phoenix Family.
Specific Goal: increase the secondary three sense of belonging from 50% to that of the Canadian norm of 63%
2. Increase positive relationships at Phoenix Alternative.
Specific Goal: Increase students reporting a positive relationship at Phoenix to a minimum of 76% (Canadian Norm) in each grade. Specifically, the Secondary 3 from 50% to 76%, an increase of 26%.
3. Reduce the level of anxiety for our current cohort.
Specific Goal: Our goal is to reduce the levels of anxiety of our student body (39%) to that of the Canadian Norms by the end of the year (27%). This represents an overall reduction of 12%
4. Currently 71% of students feel safe at Phoenix Alternative High School. Our goal is to increase this number to 90% of students feeling safe at school.

It is important to note we have a small population with frequent absenteeism. We also have students enter and leave during the year. This somewhat complicates the interpretation as the students who wrote the survey in Fall 2021, may not be the same students writing the survey in Spring 2022. Thus, the data generated by the survey, while a sampling, may not be an accurate representation of the evolving situation within the school.

September survey	May Survey
Secondary 3: 9/12 students	Secondary 3: 10/14 students
Secondary 4: 12/ 16 students	Secondary 4: 12/18 students
Secondary 5: 17/ 17 students	Secondary 5: 14/18 students

Overview of the Data and General Discussion

In the charts below, data from the Snapshot 1 (dark green) was gathered in September of 2021. Data from Snapshot 2 (light green), was gathered in late May of 2022. As mentioned there was some movement of students into and out of Phoenix, and not all of the students completed each snapshot.

The general trend in the data indicates a decrease in belonging, relationships, and safety with a particular decrease in our Secondary 5 students. This is consistent with our qualitative observations this year regarding our group of students. In general, we have observed a growing apathy with regards to school with many of our students, particularly those in Secondary 5. This is not what we have observed in previous years.

This year we also recorded a record number of bullying incidents perpetrated by a small number of students who were repeat offenders. This too is not what we have observed in the past.

I asked some secondary 5 students to help me understand the decrease in belonging, positive relationships, and safety. All of the students asked said that they did indeed feel safe and that they belonged but offered the following as possible causes for the data:

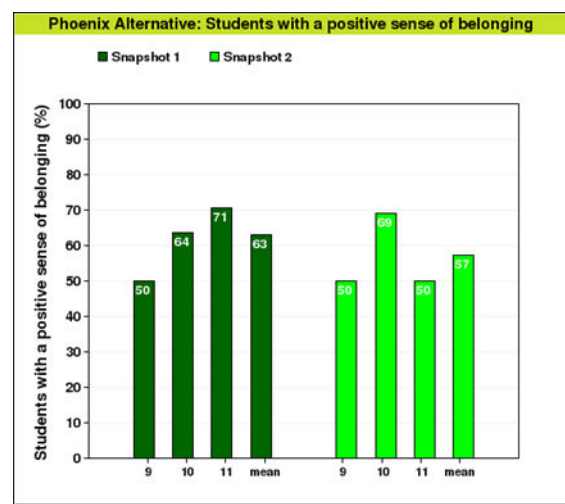
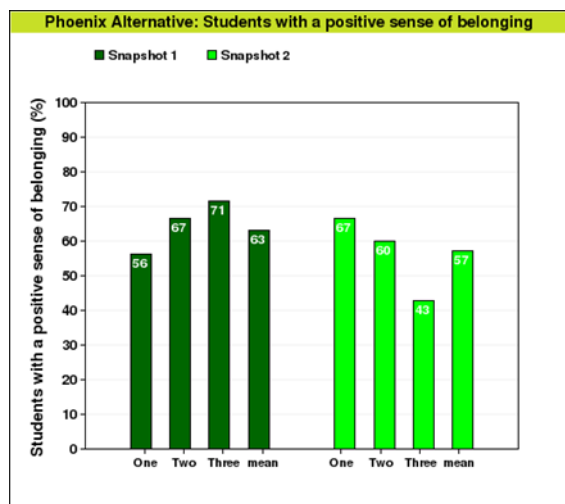
In the beginning of the year the Sec 5 group was strong and close. However, there was “big drama” during the year which caused a scattering of students.

Many students were absent for large periods of time due to personal and mental health issues.

Some students admitted that they chose random responses and did not read the questions.

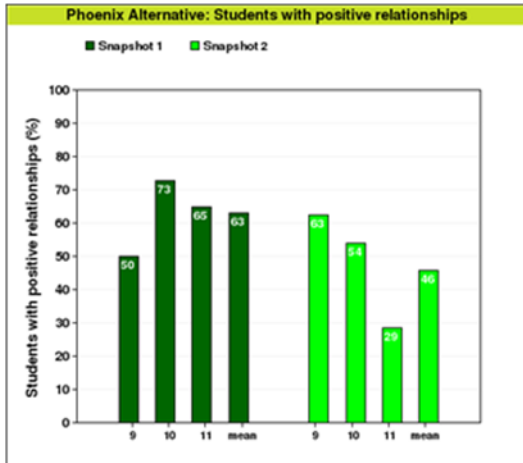
Priority 1: Increase the Secondary Three overall sense of belonging by integrating students into the Phoenix Family.

Specific Goal: Increase the secondary three sense of belonging from 50% to that of the Canadian norm of 63%.



June Report: Goal not achieved. The first chart above indicated the sense of belonging in the beginning of the year as compared to the end of the year. The independent variable being the number of years at Phoenix. The students who were in their first year at Phoenix had an increase of belonging of 9%. Students who were in their third year, decreased their sense of belonging by 28%.

The second chart indicates belonging with respect to grade level from the beginning of the year to the end of the year. There was no change in belonging from the beginning of the year for Sec 3, a slight increase of 5% for Sec 4, and a decrease of 21% for Sec 5.



Priority 2: Increase positive relationships at Phoenix Alternative.

Specific Goal: Increase students reporting a positive relationship at Phoenix to a minimum of 76% (Canadian Norm) in each grade. Specifically, the Secondary 3 from 50% to 76%, an increase of 26%.

June Report: Goal not achieved.

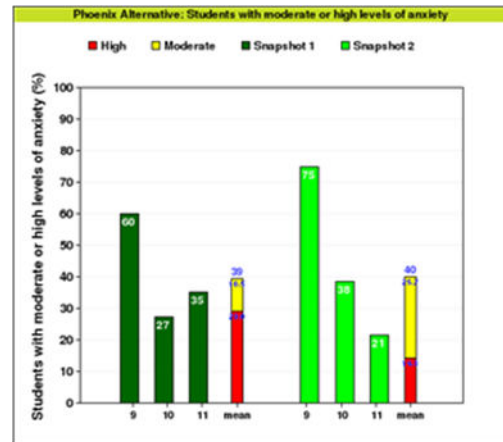
Students in Sec 3 increase positive relationships from 50% to 63%. Students in Sec 4 decreased from 73% to 54% and in Sec 5 from 65% to 29%.

Priority 3: Reduce the level of anxiety for our current cohort.

Specific Goal: Our goal is to reduce the levels of anxiety of our student body (39%) to that of the Canadian Norms by the end of the year (27%). This represents an overall reduction of 12%.

June Report: Goal partially achieved

Anxiety levels reported in Secondary 3 and 4 increased by 15% and 11% respectively. Secondary 5 students decreased reported anxiety levels by 14%. The overall severe anxiety reduced by 15%.



Priority 4: Increase the number of students who report feeling safe attending Phoenix Alternative.

Specific goal: Increase this number of students feeling safe at school from 71% to 90%.

June Report: Goal not achieved. The number of students reporting that they felt safe at school, on the way to and from school decreased to 51% in May 2022.



ISM DATA

This year we saw an increase in bullying and violence events at Phoenix. Specifically, over the academic year we recorded 23 incidents which involved 8 perpetrators/co-perpetrators and 13 victims. Of concern, is students who repeatedly act in an anti-social and aggressive manner towards their peers and staff. Of the 23 incidents, 18 were from two perpetrators.

Actions / Initiatives to Maintain

Continue to provide opportunities of socialization that we have had in past years.: Shared lunches, pet therapy, grade level mixing.

Continue to promote the Phoenix Family culture by continuing our Phoenix Family Feast, creating an environment that feels less institutional and more like a home.

Continue Multi grade mixing of all appropriate classes.

Maintain a private art therapist for students requiring additional support.

Maintain Pet Therapy sessions.

We will continue to develop conflict resolution and coping skills through the interventions of our two Special Education Technicians.

Actions / Initiatives to Develop

Next year we have scheduled one day per 12 day cycle (day 3) where we will leave the school as a group. All of the PE periods have been scheduled for that day, and attendance is mandatory. During a portion of that day, we will work on Social and Emotional learning objectives, Career Exploration objectives, as well as our PE objectives. By leaving the school on a regular basis as a group, we hope to increase a sense of belonging.

In the beginning of the year we will meet as a staff and plan for how we will address situations of repeated bullying for which our usual restorative and non-punitive approach prove unsuccessful.

We will also meet with the repeat perpetrators to explain and make explicit our expectations and boundaries. We will work with both the Director of Schools as well as local police when needed.

Prior to TTFM survey completion I will speak with the students regarding the seriousness of this survey and it's data.