

# PIGEON LAKE REGIONAL SCHOOL ALE PLAN

## Why

- Through supportive and positive relationships we foster resiliency which enhances academic engagement.
  - Resiliency includes but is not limited to social, emotional, mental, spiritual, academic, physical, etc.

**Outcome 1:** Develop a communication plan for sharing confidential information regarding students with adverse experiences.

Strategy	Action/Practice	Evidence	Results	Who
1. Staff will share confidential information with Principal first and a communication plan will be developed.	<ul style="list-style-type: none"> <li>• Review confidential information sharing policies and procedures.</li> <li>• Staff that become aware of pertinent student information will                             <ul style="list-style-type: none"> <li>i. Share the information with administrator</li> <li>ii. check</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Emails</li> <li>• Staff feedback</li> <li>• LST meetings</li> <li>• Staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Staff awareness</li> <li>• IPP's</li> <li>• BSP's</li> </ul>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>

	<p>with the student first if the information can be shared with other staff (except limits to confidentiality)</p> <ul style="list-style-type: none"><li>• Administrator will determine how best to share information with other staff.</li><li>• All staff working with the student will receive communication regarding adverse experiences and student's needs.</li><li>• The school will implement a universal approach to supporting</li></ul>			
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	<p>students.</p> <ul style="list-style-type: none"> <li>● Restorative practices will be used when appropriate. <ul style="list-style-type: none"> <li>○ Peacekeeping circles</li> <li>○ Healing circles</li> </ul> </li> </ul>			
2. Friday Focus	<ul style="list-style-type: none"> <li>● Extra communication/reminder about students' needs and required supports will be included in the Friday Focus.</li> </ul>	<ul style="list-style-type: none"> <li>● Emails</li> <li>● Staff feedback</li> <li>● LST meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Staff awareness</li> </ul>	<ul style="list-style-type: none"> <li>● All staff</li> </ul>
3. Parent communication	<ul style="list-style-type: none"> <li>● Staff will create a sense of community that welcomes open communication.</li> <li>● School open house</li> <li>● Teachers make first contact with parents. <ul style="list-style-type: none"> <li>○ Communication should include</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Phone calls</li> <li>● Emails</li> <li>● Letters home</li> <li>● Parent feedback</li> <li>● Google classroom</li> </ul>	<ul style="list-style-type: none"> <li>● Parents open to two way communication with school.</li> </ul>	<ul style="list-style-type: none"> <li>● All staff</li> </ul>

	<p>informati on about positive student behavior, achieve ments, etc.</p>			
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**Outcome 2:** Build resiliency skills of all students to promote positive mental health and wellbeing.

Strategy	Action/Practice	Evidence	Results	Who
<p>1. Providing safe opportunities for students to try new things, step outside of comfort zone and to make mistakes.</p>	<ul style="list-style-type: none"> <li>● Introduce new activities to students. <ul style="list-style-type: none"> <li>○ Yoga and dance in P.E. class</li> <li>○ Staff participate in activity with students and provide modelling.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Teaching staff collaborating about best practices.</li> <li>● School providing new opportunities to students.</li> </ul>	<ul style="list-style-type: none"> <li>● Student engagement and willingness to participate in new activities.</li> </ul>	<ul style="list-style-type: none"> <li>● All staff</li> </ul>

	<ul style="list-style-type: none"> <li>○ Environmental context supportive of student regulation.</li> <li>● Teach strategies to cope with situation. <ul style="list-style-type: none"> <li>○ Regulation and calming strategies.</li> <li>○ Emotional literacy</li> </ul> </li> </ul>			
2. Positive role modeling of healthy behaviors and relationships.	<ul style="list-style-type: none"> <li>● Peer mentoring</li> <li>● Community service</li> <li>● Staff present in hallways</li> <li>● Positive relationships among staff.</li> <li>● TAG</li> <li>● Panther Project</li> <li>● Restorative practices</li> </ul>	<ul style="list-style-type: none"> <li>● Positive school environment plan</li> </ul>		<ul style="list-style-type: none"> <li>● All staff</li> </ul>
3. Consistency with	<ul style="list-style-type: none"> <li>● Consistent</li> </ul>	<ul style="list-style-type: none"> <li>● Students are</li> </ul>		

<p>school and classroom routines and structure.</p>	<p>schoolwide routine within classroom.</p> <ul style="list-style-type: none"> <li>● Opportunity to sit in collegial groups and discuss consistency in routine and develop schoolwide plan.</li> </ul>	<p>aware of school expectations.</p>		
<p>4. Social emotional literacy programming</p>	<ul style="list-style-type: none"> <li>● Learning team will develop a plan for school social emotional learning.</li> <li>● Classroom sensory kits. <ul style="list-style-type: none"> <li>i. One kit per classroom.</li> <li>ii. Clear expectations regarding use of sensory tools.</li> </ul> </li> <li>● Restorative practices</li> <li>● Emotional</li> </ul>	<ul style="list-style-type: none"> <li>● School social emotional literacy plan</li> <li>● IPP's</li> <li>● BSP's</li> </ul>	<ul style="list-style-type: none"> <li>● Students using regulation strategies.</li> <li>● Staff using regulation strategies.</li> <li>● Staff supporting students with co-regulation.</li> </ul>	<ul style="list-style-type: none"> <li>● All staff</li> </ul>

	regulation strategies will be taught within the classroom			
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**Outcome 3:** Enhance awareness of Indigenous culture and the impact of intergenerational trauma.

Strategy	Action/Practice	Evidence	Results	Who
1. Education for staff and students about Indigenous cultural beliefs, traditions, and ceremonies.	<ul style="list-style-type: none"> <li>• Elder teachings</li> <li>• Celebrations</li> <li>• School feast at beginning of the year.</li> <li>• Powwow</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous program plan</li> </ul>	<ul style="list-style-type: none"> <li>• Staff awareness</li> <li>• Student awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school</li> <li>• Community members</li> <li>• Parents</li> <li>• Families</li> <li>• Elders</li> </ul>
2. Wahkotowin Teacher will support classroom teachings by being present in classroom and bringing in community resources and knowledge keepers to the school.	<ul style="list-style-type: none"> <li>• Land based learning</li> <li>• Elders</li> <li>• Community Members</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous program plan</li> </ul>	<ul style="list-style-type: none"> <li>• Staff awareness</li> <li>• Student awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Wahkotowin teacher</li> <li>• Learning support team</li> <li>• Administrators</li> <li>• Elders</li> <li>• Community Members</li> </ul>
3. Professional development for	<ul style="list-style-type: none"> <li>• Collaboration days</li> </ul>	<ul style="list-style-type: none"> <li>• Professional growth plans</li> </ul>	<ul style="list-style-type: none"> <li>• Staff awareness</li> </ul>	<ul style="list-style-type: none"> <li>• All staff</li> </ul>

<p>all staff</p>	<ul style="list-style-type: none"> <li>i. World Views with Lisa</li> <li>ii. Community guests</li> <li>• Friday Focus</li> <li>• Email <ul style="list-style-type: none"> <li>i. Share relevant articles and videos with all staff</li> </ul> </li> <li>• Book study or documentary study</li> <li>• Staff meetings</li> <li>• Intergenerational trauma</li> <li>• Epigenetics</li> <li>• Residential Schools</li> <li>• 60's scoop</li> </ul>	<ul style="list-style-type: none"> <li>• Guiding Coalition</li> </ul>		
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