



WETASKIWIN REGIONAL PUBLIC SCHOOLS



Pigeon Lake Regional  
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

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### **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 Statement**

At PLRS, we are committed to all students graduating:

- With academic strong skills and personal attributes
- Prepared for post-secondary success
- As responsible citizens
- As lifelong learners
- With confidence
- Inspired

#### **Vision**

At PLRS, our policies, programs, and practices promote our mission statement. We envision a school where:

- Diversity is respected and celebrated in a safe, caring, and inclusive environment
- Students develop the characteristics of an active and responsible citizen
- Students receive timely and effective interventions from staff
- Students are at school every day with the desire to learn
- All students and staff have a passion for learning
- All staff are dedicated to our Mission Statement

#### **Values**

In order to achieve the shared vision of our school, we commit to a model where:

- We define “academic” as an acquisition of all skills, attributes, knowledge, attitudes, cross curricular competencies, and curriculum that encompasses every course that our students take
- Staff uses effective, data driven instructional methods supported by common assessments within the classroom to improve student learning
- Staff strives to establish candid, collaborative, and ongoing lines of communication with colleagues and other professionals
- Staff analyzes and evaluates school policies and procedures ensuring our actions are in line with our Mission Statement
- Staff learns from each other and supports each other in order to improve the learning environment for all
- Staff models the attitude and behaviour of a lifelong learner and an active citizen
- Staff takes the time to celebrate strengths and successes

## 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"> <li>• Through collaboration with the school community holds leadership responsibility for providing an emotionally safe environment where students have a sense of Belonging.</li> <li>• Articulates a clear philosophy regarding student code of conduct and discipline in the school</li> <li>• Brings stakeholders together for visioning, planning and evaluating progress;</li> <li>• Manages financial and material resources required to implement programming;</li> <li>• Evaluates and reports outcomes to parent community and jurisdiction.</li> </ul>
Guidance Counsellors and Family School Liaisons (FSLs)	<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"> <li>• By exploring and identifying needs, gaps and strengths in the school environment;</li> <li>• By administering and interpreting needs assessments and school culture surveys;</li> <li>• consultation/collaboration support to LSTeam and teachers;</li> <li>• liaising with community partners and organizations;</li> <li>• Helping to activate student and parent voice in the assessment, implementation and evaluation stages of Positive School Environment programming.</li> </ul>
Learning Support Teachers (LSTs)	<ul style="list-style-type: none"> <li>• Work collaboratively to develop, document, implement and monitor interventions for students identified with emotional/behavioral needs in Tier 2 and 3.</li> <li>• Consultation/collaboration support for students with complex needs</li> <li>• Liaise with school division student support personnel</li> </ul>
Classroom Teachers	<ul style="list-style-type: none"> <li>• Collaborate with administrators and school teams in implementation and evaluation of Positive School Environment programming.</li> <li>• Ensure a positive classroom environment where students feel emotionally safe, respected and a sense of Belonging.</li> <li>• Identify to the Learning Support Team those students who are not successful with tier one interventions alone.</li> </ul>
Wellness Leaders	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Support Staff	<ul style="list-style-type: none"> <li>• Support and reinforce school wide and classroom behavioral expectations;</li> <li>• Support individual students according to their Individualized program Plan (IPP).</li> </ul>
Parents	<ul style="list-style-type: none"> <li>• Provide insights into the social/emotional/developmental needs of the student body</li> <li>• Collaborate with school staff to achieve a Positive School environment</li> </ul>
Director of Support Services	<ul style="list-style-type: none"> <li>• Through collaboration with school administration, staff and parents, holds leadership responsibility for ensuring emotionally safe environments where students have a sense of Belonging.</li> <li>• Brings stakeholders together for visioning, planning and evaluating progress;</li> <li>• Reports outcomes to jurisdiction and province.</li> </ul>
Students	<ul style="list-style-type: none"> <li>• Provide insights into the social/emotional/developmental needs of the student body (having a voice)</li> <li>• Contribute to a positive classroom environment where peers feel emotionally safe, respected and a sense of belonging.</li> </ul>

## Tier 1 Triangle: Universal Supports that Benefit All Students

### Tier 1



## TIER 1: Ensuring a School Wide Positive School Environment

### Expected Outcomes in a Positive School Environment

- Students feel safe at school and will be proud of their school
- Students will indicate they have at least one adult they can identify with at school
- Students will value school outcomes
- Staff will model positive communication for students in all of their interactions
- Parents will feel welcome at Pigeon Lake Regional School
- Student attendance will increase

### 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, clear instructions, and 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 Pigeon Lake Regional School, we committed to creating a safe 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 Pigeon Lake Regional 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 accepted, comfortable, 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 want to create an environment in which all feel safe and comfortable.

***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***

Pigeon Lake School is committed to the elimination of bullying through teaching students' resiliency skills and 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 to that end, 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 computer upon signing the technology User agreement from 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 in Pigeon Lake are welcome to bring their devices to school:**

- 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 safe at school and have a sense of belonging	Students	<ul style="list-style-type: none"> <li>• Academics – looking at student as a person rather than a number</li> <li>• Anti-bullying plan – school web link</li> <li>• Develop positive staff/ students relationships through our teacher advisory groups (TAG)</li> <li>• Welcoming atmosphere – door greeting in the am</li> <li>• Teaching healthy youth relationships</li> <li>• Girls group</li> <li>• Horses of Hope</li> <li>• Student Voice Committee</li> <li>• GSA group</li> <li>• Student Representative Council</li> <li>• Mentoring groups</li> <li>• Back to School BBQ</li> <li>• Breakfast/Lunch programs (Hope Mission /Staff)</li> <li>• Cultural Room – Smudging</li> <li>• Indigenous program logic model</li> <li>• ALE program logic model</li> </ul>	FSLW Administration TAG teachers Indigenous liaison & teacher All staff	November and May TTFM  January HSRD Survey	Student survey Safe and Caring pillar (AP)  Student Voice Info
Students will value school outcomes	Students	<ul style="list-style-type: none"> <li>• Display student achievements throughout the school</li> <li>• Students are given choice through student directed learning to facilitate ownership of their</li> </ul>	Administration TAG teachers Career Counsellor SRC All staff	All Year	TTFM HSRD measures High School Completion Rates (AP) Post-Secondary



		learning <ul style="list-style-type: none"> <li>• Students have the opportunity to participate in learning opportunities that focus on community development (SRC, Leadership class, project based learning)</li> <li>• Understanding that School Leads to Career</li> <li>• Diploma / PAT prep</li> <li>• Rewrite / credit recovery</li> <li>• Program course alignments for graduation</li> <li>• REAL room</li> </ul>			Enrollments (AP)
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**OUTCOME #2**

Outcome	Target Group	Strategies	Who will Take the Lead?	Timelines	Evaluation
Staff will model positive communication in all of their interactions	Staff	<ul style="list-style-type: none"> <li>• School will provide opportunities for staff and students to interact in a non-traditional classroom environment (BBQ, TAG, Christmas Dinner, Drama Productions, and Sporting Events etc.)</li> <li>• Staff will adhere to PLRS communication guidelines</li> <li>• Staff modeling positive staff connections – health and wellness staff activities</li> </ul>	Administration TAG teachers All Staff Health and wellness leaders	All Year	TTFM – Advocacy Measure
Develop a communication plan for sharing confidential information regarding	Staff	<ul style="list-style-type: none"> <li>• (SEE ALE PLAN)</li> </ul>			

students with adverse experiences.					
Build resiliency skills of all students to promote positive mental health and wellbeing.	staff	<ul style="list-style-type: none"> <li>(SEE ALE PLAN)</li> </ul>			
Enhance awareness of Indigenous culture and the impact of intergenerational trauma.		<ul style="list-style-type: none"> <li>(SEE ALE PLAN)</li> </ul>			

**OUTCOME #3**

<b>Outcome</b>	<b>Target Group</b>	<b>Strategies</b>	<b>Who will Take the Lead?</b>	<b>Timelines</b>	<b>Evaluation</b>
Parents / Guardians will feel welcome at Pigeon Lake School	Parents	<ul style="list-style-type: none"> <li>Have parent/ guardian information nights, special events, activities to celebrate student milestones</li> <li>Welcoming new ideas and volunteers to the school</li> <li>Open House event</li> <li>Parents/ guardians included on student programming</li> </ul>	School Council Administration	All Year	Parent Involvement Pillar (AP results)

## 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)

Depending upon the age of the student, Counsellors and/or FSLs will consider completing an initial interview with a parent at the start of the intake process (except when it is not in the best interest of the student).

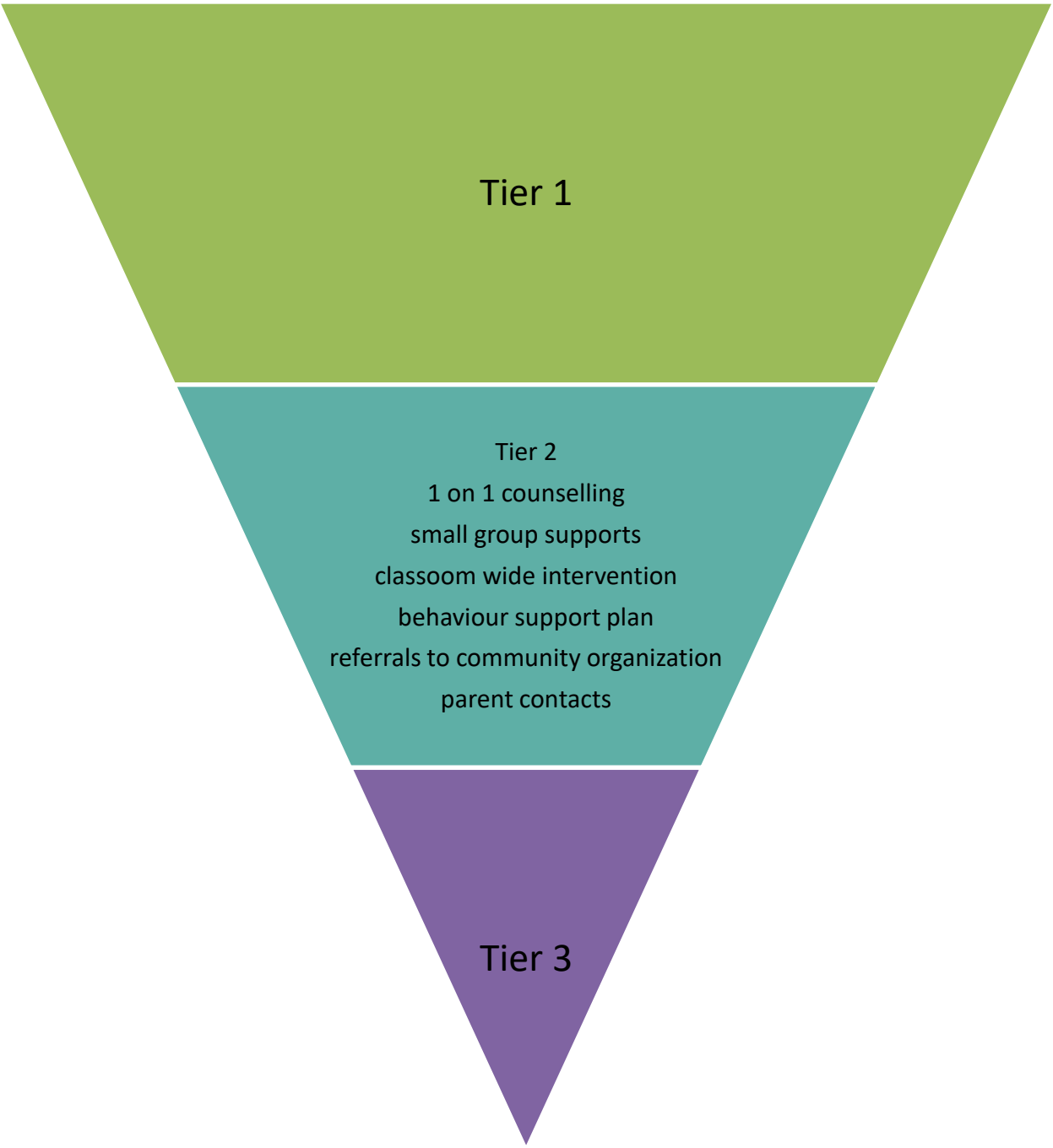
Counsellors and/or FSLs will provide direct counselling services to students exhibiting emotional and/or behavioral problems.

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.

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.

**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”.

