



“Together we l grow”

# Positive Learning Environment Plan

Our Code of Conduct

We support and maintain a secure, positive, non-discriminatory learning place in which the rights of both the individual and the entire community are respected and within which both personal and communal responsibility are fostered and maintained.

**All Students have the right to:**

- Enjoy a positive environment that supports learning
- Feel safe and secure while they learn
- Be treated with fairness, dignity and respect

**All Students are expected to:**

- Treat everyone with fairness, dignity and respect
- Respect the rights of everyone to learn
- Be courteous, cooperative and friendly to everyone
- Respect school property and the environment
- Be honest
- Do their personal best
- Take responsibility for their actions and accept the consequences for their behavior

**In support of our Student rights and responsibilities, it is expected that Staff will:**

- Support the above rights and expectations
- Accept responsibility for all students
- As needed, reinforce and clarify school expectations, consequences, rights and responsibilities
- Model appropriate behaviors

**In support of our Students rights and responsibilities, it is expected that Parents will:**

- Support the school's effort to educate and maintain a positive learning place
- Ensure students understand school expectations

**Basic School Rules**

- Students play and move around the school safely at all times, keeping hands, feet and objects to themselves.
- Students care for their own belongings and respect the property of others and the school.
- Students are kind, respectful, and courteous.
- Students talk to each other and try to resolve problems in a fair, sensible and calm manner.
- Students care for their environment.
- Students treat each fairly regardless of gender, race, or ability.

**Consequences:**

Students are expected to understand and follow school and classroom rules. Inappropriate behavior results in a logical consequence, which may include:-

- Discussion of action followed by a warning/rule reminder.
- Referral to guidance.
- Verbal and/or written apology.
- Withdrawal from an activity and/or privileges.
- Time-out
- Alternate location within the school - -buddy room
- School community service.
- Making good any damage or mess.
- Completing or repeating set task to an appropriate standard.
- Referral to Principal/ Vice Principal.
- Parent Contact and/or meeting with parent(s).
- Behavior agreements/contracts.
- Referral

These measures will be used with discretion depending on the nature of the misdemeanor.

Serious and continued breaches of Student Code of Conduct/School Rules and Positive Learning Environment Policy (Policy 703) may result in suspension as per District and Provincial policies.

**Positive Learning Environment**

**Goal:** To decrease the rate of discipline problems by encouraging a positive learning environment.

**Target:** Over the three year period, to show a decline in the number of discipline referrals by promoting a community of respect and student accountability.

<b>Focus</b>	<b>Strategies &amp; Actions</b>	<b>Indicators of Success</b>	<b>Time Line</b>	<b>Responsibility</b>
A Community of Respect	<p>Community time in the class – teachers and students conference as a group to develop a community in their classroom.</p> <p><i>Positive recognition (i.e. Bucket Fillers)</i> – students are recognized for their good behavior/choices.</p> <p>Pyramid of Interventions – to provide interventions for students struggling with behavior.</p> <p>Community partners to develop positive behaviors (i.e. TRC in the middle school, community police officer, tutoring program, mentors, etc).</p> <p>Buddy system within the grade systems – having middle school students work with the lower grades.</p> <p>Creation of student community leaders to develop citizenship and leadership skills within.</p>	<p>Decrease in student behavior (as per win school data)</p> <p>Increase in student learning (data collected from common and provincial assessments)</p> <p>Positive feedback on perception surveys (as reported by parents and students).</p> <p>Every student participates in at least on enrichment activity throughout the school year.</p>	<p>Year 1 – creation of student community leaders, buddy system established between classes, increase in # of mentors for at-risk students (10% increase), increase student participation in enrichment activities (50% of school population participating) pyramid of intervention in place and staff in-serviced on the pyramid.</p> <p>By year 3, 90% of our students will be participating in an enrichment activity during the school year; to have 20 student community leaders actively involved in their school and community.,</p>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Resource</li> <li>• Administration</li> <li>• Community coordinator</li> <li>• Students</li> <li>• Parents</li> <li>• Volunteers</li> <li>• Community police</li> <li>• Boys and Girls Club</li> <li>• Early learning Centre</li> </ul>

	<p>Promotion/support of positive learning environment through programming/information sessions. (<i>Put Bullies to Bed Day, Super Flex (social skills), Buddy system, etc.</i>)</p> <p>After school enrichment activities to promote and foster positive behavior (in collaboration with Boys' and Girls' Club &amp; Early Learning Centre)</p>			
--	---	--	--	--