



SEAWOOD ELEMENTARY SCHOOL'S POSITIVE LEARNING ENVIRONMENT PLAN

Vision Statement

It is our vision that when children attend and leave Seawood School they:

- *employ values of honesty, good judgment, understanding, and hard work
- *learn and use a complement of basic skills in numeracy, literacy
- *value learning and seek knowledge

“We value the partnership that exists between school, parent and community and the part it plays in realizing this vision”

Mission Statement

Seawood School respects the individual needs of children and encourages and establishes an environment that promotes caring, creativity and most importantly learning.

Seawood School Code of Conduct
Student's Rights & Responsibilities

I have the right to be safe; therefore I have a responsibility not to harm anyone.

I have the right to be heard; therefore I have a responsibility to listen to others.

I have the right to learn; therefore I have a responsibility not to disrupt others.

I have the right to participate; therefore I have the responsibility to cooperate.

I have the right to be respected; therefore I have a responsibility to respect others.

Our Student Conduct is based on the Provincial Standard:**PROVINCIAL CODE OF CONDUCT**

AS A STUDENT, I AM RESPONSIBLE FOR MY OWN BEHAVIOUR TO THE BEST OF MY ABILITIES.

Provincial and School Code of Conduct:

- I will be responsible for my own personal choices.
- I will respect others' differences, ideas and opinions and treat everyone fairly.
- I will not tolerate bullying of any kind and I will report bullying when I have knowledge of it.
 - I will do whatever I can to help those around me who may be struggling.
 - I will respect the school's rules.
 - I will attend my classes, do my homework, and be prepared and on time.
- I will behave in a way that is empathetic, responsible and civil to those around me.
 - I will resolve my conflicts in a constructive manner.
 - I will treat school property and the property of others with respect.

School Wide Interventions/Plans



(K-2) The Bucket-Filling program has several **CURRICULUM GOALS:**

1. To teach children how to reach out and express love, respect and appreciation to others
2. To help children become other-centered rather than self-centered
3. To help children express their feelings (good and bad) in a healthy manner
4. To help children understand where feelings originate and how to protect their feelings from being hurt

CONCEPTS LEARNED:

Bucket Filling (showing love and respect for others)

Bucket Dipping (bullying)

The Super Flex Program (K-5)

As a school we are implementing this program. This program will address and provide a necessary intervention for a specific targeted group and for our entire student body. Below is a brief description of the program:

Good social skills can be defined as "adapting efficiently in each context," meaning we have to read the hidden social rules in each social situation and then regulate our physical presence, eyes, language, emotions, reactions.

This requires highly flexible thinking. While some children learn to do this somewhat effortlessly, students with autism spectrum disorders, including Asperger Syndrome, ADHD, NLD and even advanced, so-called normal-thinking students, have challenges in recognizing and applying these concepts needed for social cooperation. "Social smarts" only occur when students incorporate all this information and regulate their bodies and minds to show he or she can effectively adapt to others across environmental contexts, demonstrating they are considering other people.

Students who do not learn this information intuitively, but who function with emerging language-thinking skills, need to be taught these core concepts more explicitly. *Superflex and the Team of Unthinkables* shows students when they are using their own "social smarts" versus when their brains are getting side tracked in less social ways, as illustrated in the dominant thinking in the Team OfUnthinkables. Kids enjoy being superheroes in training, flexing and building their social thinking and social skills.

WITS/LEADS

The WITS Programs bring together schools, families and communities to help children deal with bullying and peer victimization and to help adults learn how to respond effectively to children's requests for help. WITS has two parts:



WITS Primary Program

Kindergarten to Grade 3



WITS LEADS Program

Grades 4 to 6

Both components are literature-based, providing lesson plans based on popular [children's books](#). These lesson plans are designed to easily integrate across the curriculum and help initiate discussions with children about peer victimization and WITS strategies.

PEER HELPER PROGRAM

The Peer Helper program at Seawood School teaches its members leadership skills and how to be a friendly helping person who can help other children resolve issues through conflict resolution skills. The Peer Helper responsibilities generally involve helping younger students at recess and/or noon hour and working under the supervision of teachers to support their peers whenever the need occurs, this benefits not only the Peer Helpers but the entire school community.

Sunshine Awards

Is an incentive award program that recognizes students doing good deeds. A child can be nominated by teachers, Educational Assistants, other students and even community members for doing what we call the “right thing”.