

St. George Elementary School

Positive Learning Environment Resource



“An Inspiring Community of Learners Striving to be **Excellent, Compassionate,** and **Supportive** in all that we do.”

St. George Elementary PLEP Resource

The PLEP PLAN consists of several components including: Beginning of school training and teaching of expectations curriculum, daily/weekly review of expectations, a school wide pyramid of interventions for responding to misbehaviour, a school wide incentive program for recognizing appropriate behaviours/accomplishments, school wide code of conduct and rules/expectations, as well as monthly themes and lessons targeting elements of Character Development (WITS and Leader in me). This process is based on three main ideas:

1. Children need to know what is expected of them.
2. Children need to be directly taught the correct way to behave.
3. Appropriate behaviors need to be encouraged and acknowledged.

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.

Our school rules of conduct are:

"Give me five!"

- Be Respectful
- Be Responsible
- Be there, be ready
- Follow directions
- Hands and feet to self

Our school-wide behavior expectations

Universal norms (all areas)

- Walk
- Inside voices
- Use your manners

Cafeteria

- Raise hand for help
- Sit quietly at your assigned table
- Look and listen when an adult is under the clock
- Take care of garbage and recycling when dismissed

Playground

- Move safely
- Take turns
- Go feet first
- Enter and exit promptly and quietly
- Play in designated areas

Hallways

- Walk quietly and safely
- Keep to the right
- Keep a tidy personal space

Washrooms

- Flush
- Wash hands properly
- Waste in its place
- Leave promptly

Model, Teach, Reteach, Reinforce!

- Expectations (with visuals) posted throughout building
- Reviewed in homerooms
- Reviewed on the morning school news.

SGES also focuses on manners:

WELL MANNERED PEOPLE...

- smile when they greet
- step back when they meet someone in a doorway and let that person pass through first
- hold doors open and let people pass through in front of them
- say “excuse me” if they have to interrupt people talking
- say “excuse me” if they have to walk between people talking
- apologize if they accidentally bump into someone and stop to make sure that person is not hurt
- always remember to say “please” and “thank you”
- rarely lose their temper, and when they do, make sure they don’t hurt anyone
- use a quiet voice in conversation
- listen when someone is talking to them

Model, Teach, Reteach, Reinforce!

- Model and teach good manners
- Reinforce (“catch them being nice”)
- Quality of the week, throughout the school year.
- Tickets and draws

SIW
Atl Setting
Suspension
ISD Referral
Behaviour Plan

TIER 3

Mentors
Blue Forms
Guidance
Phone Calls
ESST Referral
Reward System
Case Conference
Loss of Priviledges
Behaviour Checklist
SIW Postive Reinforcement
Individual Behaviour Plan
30 Minute Problem Solving Session

TIER 2

Communication with parents

Give Me 5	WITS / LEADS
Classroom Clothespin Chart	ESST consult
Catching students being "Good"	Phone call home
Model Students / PKPM	Dragons Awards monthy
Apology of Action	Guidance Classes
7 Habits of Healthy Kids	Blue Forms
Progress Reports	SIW positive behaviour
Problem Solving Conversation	

TIER 1

UNIVERSAL-- ALL STUDENTS

LEVEL 1

Behaviors that:
 Primarily impact the student
 Do not require administrator involvement
 Do not significantly interfere with the educational environment
 Do not appear chronic

Behaviors may include:	Consequences may include:
Not prepared Not following directions Off task Not doing class work Damaging materials Sleeping Not in designated area	Timeout in room/on wall Note/call home Moving seat Loss of privileges Problem solving discussion Reteach/practice expectation Repairing/cleaning/replacing Clothespin chart

LEVEL 2

Behaviors that:
 Interfere with the educational environment
 Put others at risk or harm
 May require administrator involvement
 Are chronic Level 1 behaviors

Behaviors may include:	Consequences may include:
Disrespect to adults or peers (talking back, gestures, etc) Leaving assigned area without permission Talking Inappropriate language/noises Throwing things Cheating Lying Vandalism/Destruction/Minor theft Not keeping hands, feet, and other objects to yourself	Parent Contacted Problem solving discussion Send discipline note home Lunch detention/time after school Loss of privileges Apologize (must be sincere-know child)/letter Time out in another teacher's room Restitution Reteach/practice expectation Possible guidance referral

LEVEL 3

Behaviors that:
 Are Chronic Level 2 Behaviors
 Require administrative involvement

Behaviors may include:	Consequences may include:
Actions that cause physical harm Having or using Weapons Having or using Drugs Major theft/Major vandalism Bullying Inappropriate abusive or discriminatory language Leaving the building without permission Verbal/nonverbal intimidation Sexual harassment Spitting Other behaviors that may be deemed unsafe/illegal	Parent contacted & discipline note home Parent/student/principal conference ISS (In school suspension) OSS (Out of school suspension – last resort) Parents come sit by child in class Time-out in another room Loss of privilege Loss of field trip Possible referral to ISD Restitution/letter of apology Report filed with police Dept. Report to police community officer

Character Education Themes:

Monthly Themes	Corresponding Habit
September – Respect	Habit 1: Be Proactive
October – Responsibility	
November – Perseverance (Career Awareness)	Habit 2: Begin With the End in Mind
December- Integrity	Habit 3: Put First Things First
January- Fairness	Habit 4: Think Win-Win
February – Empathy & Kindness (Random Acts of Kindness) (Anti-Bullying Day)	Habit 5: Seek First to Understand, Then be Understood
March – Gratitude & Thankfulness	
April- Cooperation & Teamwork (Earth Day)	Habit 6: Synergize
May – Honesty	
June - Playing it Forward	Habit 7: Sharpen the Saw

Model, Teach, Reteach, Reinforce!

- 7 Habits will be discussed in Guidance classes with the guidance teacher.
- Teachers will read a book or do an activity related to the 7 habits with their classes, each month.
- Use and reinforce common language throughout the school.

WITS:

The WITS Programs bring together schools, families and communities to create responsive environments that help elementary school children deal with bullying and peer victimization.

The WITS Primary Program teaches children in Kindergarten to Grade 3 to make safe and positive choices when faced with peer conflict. The WITS acronym - *Walk away, Ignore, Talk it out, and Seek help* - provides a common language that children and the adults in their environments can use to talk about and respond to peer victimization.

The WITS Primary Program was created by educators for educators with an understanding that effective peer victimization prevention programs should enhance learning environments - not workloads. Program resources are designed to weave comfortably into the daily life of the learning environment

WITS LEADS is a more grown-up version of WITS designed for students in Grades 4 to 6. The LEADS Program teaches five problem-solving strategies to help children deal with conflict and keep safe: *Look and listen, Explore points of view, Act, Did it work? and Seek help*

The WITS LEADS Program was created to provide developmentally appropriate strategies and resources to older elementary students so that they may become WITS Leaders in their school. Like the WITS Program, WITS LEADS is a literature based program with interactive activities that may be integrated throughout a variety of subject areas

Model, Teach, Reteach, Reinforce!

- Swearing in ceremony and Tug of Help
- Monthly visits from community partners
- Monthly literacy-based lessons
- Reviewed on the morning school news
- Use and reinforce common language with students
- Be-kind PKPM tickets and monthly bracelet draws

Celebrating Success!

- Monthly assemblies
- Recognize Dynamite Dragons (staff selected- a student who has demonstrated the positive qualities and behaviours outlined within the PLEP plan)
- Leadership awards – Recognition of leadership initiatives within the school.
- PKPM ticket draws – PKPM bracelets, Making a difference T-shirts.
- School songs – Peace Keepers, Peace Makers/ What I Am
- Class/grade level incentives and rewards.

Actions:

- Staff and students are familiar with the School Code of Conduct: “Give me 5”
- Staff recognizes and acknowledge children who are following the code of conduct.
- Staff knows and implements responses to behaviours, according to the behaviour pyramid.
- Code of conduct and school wide expectations are posted and visible (classrooms/common areas).
- Behaviour expectations, routines and procedures are taught during the first two weeks of school and reviewed regularly (homerooms/morning news). There are checkpoints during the school year where staff will re-teach and practice routines with their students.
- Staff celebrates the successes of students and recognize positive behaviours as often as possible.