

FUNDY MIDDLE & HIGH SCHOOL

PLEP (Positive Learning Environment Plan)

The purpose of the Fundy Middle & High School Positive Learning Environment Plan is to ensure that all students, staff and volunteers have the right to work and learn in a safe, orderly, productive, respectful, harassment-free and inclusive environment.

A positive learning and working environment is one in which:

- Every person is valued and all individuals, including staff, pupils and parents are treated with respect and treat others with respect.
- Successes, appropriate behavior and accomplishments are emphasized and celebrated.
- Pupils have the right to be taught and to learn without being disrupted by others and have the responsibility not to disrupt the learning of others.
- Pupils are responsible for their behavior in accordance with their stage of development. When disruptive behavior is due to exceptional characteristics of a pupil and he/she is unable to control this behavior, solutions must take the needs of the pupil's classmates into account.
- Adults and pupils in the public school system have the right to work and to learn in a safe, orderly, productive, respectful, harassment-free and inclusive environment.
- Parents, pupils, staff and the community together have defined goals for the learning environment of the school, have agreed on a plan for reaching those goals and are communicating and applying the plan consistently at home, in school and in the community.
- Great value is placed on effective teaching so that pupils have a sense of belonging, feel they are supported by staff in their efforts to succeed and have a positive relationship with adults in the school system.
- Through instruction and example, staff and parents are jointly responsible to teach children social skills, self-discipline, compassion and ethics; and
- Administrators at the school, the district office support effective teaching and behavior management.

Roles of Parents

In accordance with **Section 13 of the N.B. Education Act** (December 29, 1997) the roles of parents are defined as follows:

1. In support of the learning success of his or her child and the learning environment at the school, a parent is expected to:
 - a) encourage his or her child to attend to assigned homework;
 - b) communicate reasonably with school personnel employed at the school his or her child attends as required in the best interests of the child;
 - c) cause his or her child to attend school as required by the Act;
 - d) ensure the basic needs of his or her child are met; and
 - e) have due care for the conduct of his or her child at school while on the way to and from school.
2. The parent of a pupil has a right to a reasonable consultation with the pupil's teacher or the principal of the school the pupil attends with respect to the education of the pupil.
3. It is the responsibility of a parent of a pupil and of school personnel to conduct themselves in a respectful manner and to follow established procedures when involved in communications concerning the pupil.

Duties of Pupils

In accordance with **Section 14 of the N.B. Education Act** (December 29, 1997) the duties of pupils are defined as follows:

1. It is the duty of a pupil to:
 - a) participate in learning opportunities to his or her potential;
 - b) accept the increasing responsibility for his or her learning as he or she progresses through his or her schooling;
 - c) attend to assigned homework;
 - d) attend school regularly and punctually;
 - e) contribute to a safe and positive learning environment;
 - f) be responsible for his or her conduct at school and while on the way to and from school;
 - g) respect the rights of others, and
 - h) comply with school policies.
2. It is the right of a pupil to be informed of his or her educational progress on a regular basis.

Expectations
Safety, Achievement; Interactions and Surroundings

Safety – students are expected to behave in a safe manner.

Achievement – students are expected to work to the best of their abilities in order to achieve the required general curriculum outcomes.

Interactions – students are expected to interact in a respectful and positive manner toward others.

Surroundings – students are expected to respect their surroundings which include personal and school property.

Automatic Suspension

Serious misconduct by students which poses an immediate threat to the safety of others will result in automatic suspension. The following are considered to be serious misconducts:

- Physical Violence
- Criminal Harassment
- Uttering Threats
- Theft of Intentional Property Damage
- Offensive and disrespectful language or behaviour directed toward staff.
- Possession/Use/Selling Weapons
- Possession/Use/Selling of illegal or dangerous substances or objects.
- Any other behavior which contravenes the criminal code of Canada.

A Proactive Approach

The administration and staff of Fundy Middle & High School place great value on proactive measures that will guide students to appropriate and proper behaviours.

- Effective teaching strategies.
- Effective classroom management techniques.
- An invitational school atmosphere.
- Comprehensive guidance curriculum.
- High expectations for the learning and behaviours of all students.
- Support services.
- Appreciation of individual student differences and inclusion of all pupils.
- Personal safety education including anti-bullying education and programs.

By teaching students social skills, by showing and modeling appropriate behaviours and based on respect, rights and responsibilities, school personnel can assist most students in leading happy, prosperous lives both in school and within their community. Students and parents are reminded that school expects three (3) basic things from all students:

- attendance at school, on time and prepared;
- proper behaviour, based on mutual respect;
- satisfactory work effort and progress, to the best of the students' abilities

Inappropriate Behaviours

In addition to the serious misconducts previously mentioned, there are other forms of inappropriate behaviours that can also affect the learning development. Examples of inappropriate behaviours are:

- defiance
- refusal of work
- refusal to comply with reasonable requests from adults within the school system (teachers, educational assistants, bus drivers, cafeteria staff, etc.)
- disrespectful language or gestures
- name calling
- ridiculing
- attendance problems
- acting out and/or physical aggression

The consequences of these behaviours will include a continuum that may involve: reprimands, timeouts, parental contacts, internal support assistance, referrals for external support assistance, administrative involvement, detentions, short term suspensions or intervention worker involvement. Should these disruptive behaviours be substantial and persistent, a formal plan of intervention should be put in place. This plan should involve the student, parents, school officials and others as invited. This intervention plan will form the basis of a contract, highlighting the responsibilities of the student and others as decided upon. The plan will also state the consequences of further inappropriate actions. Those consequences, as approved by the superintendent or his/her designate may include:

- part time attendance
- home tutoring
- schooling in our AE Program
- long term suspension with re-admittance based on specific criteria
- exclusion

Fundy Middle & High School has developed, in consultation with staff, students and parents, the following policies which are published on the school website:

- Attendance Policy
- Drug and Alcohol Policy
- Locker Policy
- Conduct Policy for Extra-curricular Activities
- Dress Code

Fundy Middle & High School has an incremental discipline program which respects the age differences represented at the school ranging from grades 6 through 12. This program is explained to students and parents.

In addition, Fundy Middle & High School has different ways to recognize students for their positive behavior and successes, including our “Mariner Awards” and recognition assemblies. We also have the “Renaissance Program” which encourages and recognizes positive student behavior and attendance.

