“Together we learn, together we 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.
**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.

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| A Community of Respect | Community time in the class – teachers and students conference as a group to develop a community in their classroom.  
Positive recognition (i.e. Bucket Fillers) – students are recognized for their good behavior/choices.  
Pyramid of Interventions – to provide interventions for students struggling with behavior.  
Community partners to develop positive behaviors (i.e. TRC in the middle school, community police officer, tutoring program, mentors, etc).  
Buddy system within the grade systems – having middle school students work with the lower grades.  
Creation of student community leaders to develop citizenship and leadership skills within. | Decrease in student behavior (as per win school data)  
Increase in student learning (data collected from common and provincial assessments)  
Positive feedback on perception surveys (as reported by parents and students).  
Every student participates in at least one enrichment activity throughout the school year. | 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.  
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., | Classroom teachers  
Resource  
Administration  
Community coordinator  
Students  
Parents  
Volunteers  
Community police  
Boys and Girls Club  
Early earning Centre |
Promotion/support of positive learning environment through programming/information sessions. (*Put Bullies to Bed Day, Super Flex (social skills), Buddy system, etc*).

After school enrichment activities to promote and foster positive behavior (in collaboration with Boys’ and Girls’ Club & Early Learning Centre).