

POSITIVE LEARNING ENVIRONMENT PLAN TERRY FOX ELEMENTARY

Mission and Belief Statements:

**Terry Fox Elementary School's mission is to
strive to inspire our school family to reach their true potential; fostering respect,
responsibility, and a sense of belonging.**

Policy 703, the Positive Learning Environment Policy, is a tool designed to help school staff, students and parents to build a safe and peaceful environment where individuals feel accepted, respected and where learning is the primary focus. Under this policy and in accordance with the Education Act, each school is responsible to develop a plan in collaboration with its partners.

Goals:

- To have an orderly and well managed school and classrooms.
- To have students develop the attributes of cooperation, respect and responsibility so that they are able to learn to the best of their ability.
- To have parents, students and staff work together to create a safe and nurturing environment conducive to learning.

Rationale:

A Positive Learning Environment Plan is in place to ensure that students are able to learn, and teachers are able to teach, in a safe, respectful and productive environment.

If a child doesn't know how to read, we teach
If a child doesn't know how to swim, we teach
If a child doesn't know how to multiply, we teach
If a child doesn't know how to drive, we teach
If a child doesn't know how to behave, we...teach? ...punish?
Why can't we finish the last sentence as automatically as we do the others?
John Herner

Proactive Programming and Services:

Terry Fox Elementary has the following programs and services in place to foster and promote a safe, positive learning environment:

- Terry's Peace Pals
- Back On Track Room
- Behavior Intervention Worker
- Guidance Counselor
- Citizenship Ballots
- Sunny Yellow Zone Ballots
- School Assistance Team Meetings
- School Student Services Team Meetings

- Organized Recess & Noon Activities
- R.I.S.K. (Reaching Individual Students with Kindness)
- Monthly Assemblies
- DinoBus Safety
- Lines to Live By
- Common Area Procedures and Routines
- “Blue Zone” Problem Solving Meetings

Celebratory Practices:

Our school recognizes those that contribute in a positive way to a caring learning environment with strategies and programs such as:

- “Students of the Month”
- Sunny Yellow Zone Celebrations - Classroom & School Wide
- Classroom Celebrations
- “Heroes of the Week” and “Bucket Fillers”
- Sunny Yellow Zone Prize Draws
- TFES Guest News Anchors

Code of Conduct:

Honesty and integrity!

Everyone is accountable!

Respectful words and actions!

On task!

Interventions and Consequences:

- 123 Magic
- Walk with a Teacher/Time out
- Playground passes
- Back On Track
- Social Skills Playground Program / ISS Program with Behavior Interventionist
- Chart for Consequences
- School to Home Communication
- Loss of Privileges
- Winschool Actions: Eg: In (Out of) School Suspensions

Crisis Response:

In case of emergency, the procedures and protocols as outlined in the District Crisis Response manual will be followed.

Communication:

Communication of the School's PLEP is essential to its success. The communication plan includes classroom discussions, school wide assemblies as well as:

- Agendas
- Term Newsletters
- School Website
- School Connect Voicemail
- Parent Information Nights
- Winschool
- PLPs
- BSAPs
- IBSPs
- TFES News Broadcast
- Cafeteria Conversations

Monitoring and Sharing:

Our school's PLEP is a component of our School Improvement Plan. It has been developed collaboratively with educational stakeholders and will be reviewed and shared with relevant stakeholders annually.

Teaching Commitment:

As teachers we are committed to:

- planning engaging, purposeful and meaningful lessons which consider exceptionalities, learning styles and differentiated instruction so that students are motivated to be, and capable of, being engaged and on task.
- establishing classroom routines and procedures that are predictable, allowing students to know, learn and understand the framework of what is expected in the classroom.
- investigating with the student, colleagues and parents, when the previous two commitments and other behavioral support strategies indicate that it has become crucial to develop a plan so that learning is able to take place for the student and the classroom

School Wide Behavior Management Protocol

Note: *Extreme behavioral difficulties may constitute an immediate move to the Red Zone.*



Step 1:

Excessive Time Outs/Behavioral Concerns in One Day

- Non-Homeroom Teachers Consult Homeroom Teacher
- Teacher or Non-Homeroom Teacher calls home (& documents) to discuss concern and strategies being put in place to support student.

Step 2:

2 Phone Calls Home in 1 Week

- *Teacher warns home (& documents) that student is at risk of moving to the “Blue Zone”.

Step 3:

Further Excessive Time Outs in 1 Day within 2 Weeks

- Teacher notifies (with documentation) Vice Principal and Homeroom Teacher via email that the student has moved to the Blue Zone.
- Vice Principal completes a Winschool Behavior Tracking Form (attaches teacher documentation) with copies to be sent to: Parent, Homeroom Teacher, Referring Teacher, Office Behavior File & Guidance Counselor. A phone call home is made by the referring teacher to alert parents of this move to the Blue Zone. A school based Blue Zone Solutions Meeting will be scheduled.
- Guidance Counselor works with referring teacher and Vice Principal to set up a Team Meeting to look at what further supports can be put in place to help the student/classroom and what will constitute a move back to Yellow or a move to Red. The Guidance Counselor is responsible to forward minutes of this meeting.

Step 4:

Further Excessive Time Outs/Behavioral Concerns in One Day

- Referring teacher and vice principal consult. Referring teacher provides documentation.
- A phone call home is made by the vice principal informing parents that their child is now in the Red Zone. A Red Zone Winschool Behavior Tracking Form is completed by vice principal.
- Guidance Counselor works with referring teacher and Vice Principal to set up a Parent Meeting to discuss concerns and look at what further supports can be put in place to help the student and to determine what will constitute a move back to yellow.
- The Guidance Counselor is responsible to forward minutes of this meeting.