Positive Learning Environment Plan



Miramichi Valley High school

*Mission:* Miramichi Valley High School will prepare all students to be life-long learners, responsible citizens and open-minded adults by providing, in a safe and inviting learning environment, the knowledge and skills necessary for success in the world of tomorrow*.*

*Vision:* To provide a positive learning environment where staff, parents and community support eager and engaged students to reach their potential resulting in a strong educational foundation for all learners.

*Rationale:* This plan is based on the belief that students will learn to their greatest potential in “environments where they feel safe, nurtured and respected: (McFarland-McDaniels, 2009). A positive working environment should also ensure that staff members be content and therefore more productive.

*Identified Goals for MVHS’s Positive Learning and Working Environment Plan*

**Goal # 1- To provide a safe, nurturing learning and working environment that fosters respect.**

STRATEGIES AND ACTIONS:

- hold a Boomerang Day the first school day of each year where senior student orientate the grade 9 students to MVHSand take part in follow up activities throughout the year

**-** continue with Best Buddies Club which has some of our school leaders meet with an mentor students who have some physical, social or emotional issues or may be feeling some anxiety towards attending school

HOW GOAL IS RELATED TO POLICY 703:

Section 5.1: Good citizenship and civility are modeled and reinforced throughout the school community. Every person is valued and treated with respect.

MEASURE OF SUCCESS:

* Student attendance tracked in PowerSchool
* Student responses on Tell Them From Me Survey
* Teacher Perception Surveys
* Behavior Tracking Forms

**Goal # 2- To promote a sense of belonging for all students.**

STRATEGIES AND ACTIONS:

- continue with our NEAT Committee which has First Nation students share their ideas and give their feedback which allows them take ownership of their educational experience at MVHS

**-** continue with information booths early in the school year which has students and staff give out information of the clubs, teams and programs offered at MVHS outside of the classroom

- continue with Mentorship Program for First Nations Students where students who are in grade 9 or new to the building are paired with a staff member who serves as a mentor.

HOW GOAL IS RELATED TO POLICY 703:

Section 5.3: Students have a sense of belonging and connection, feel they are supported by school personnel, and have a positive relationship with at least one adult in the school system.

MEASURE OF SUCCESS:

* Student attendance tracked in PowerSchool
* Student responses on Tell Them From Me Survey
* Teacher Perception Surveys
* Behavior Tracking Forms

In order to maintain a safe and discipline environment MVHS School rules are clearly outlined on our website and discussed by homeroom teachers at eh beginning of every school year.

**Our Rules are as follows:**

1. Every student is expected to have his/her homework done.

2. Neither alcoholic beverages nor illegal drugs are allowed at school or at school functions.

3. Students are asked to cooperate with all school personnel in a polite and mature manner.

4. Students are not to damage any school property. Those who do will have to pay for the damages.

5. Fighting, threatening, harassment and profanity are not acceptable conduct in our school or during any school function.

6. Students who request early dismissal or who arrive late for school must bring a note to the office where they will sign in or out. Students who have to leave school unexpectedly will contact their parents for permission.

1. All students who are absent must bring a note the following school day to their homeroom teacher.
2. Students are not allowed to wear hats at MVHS. Students may not wear other inappropriate attire in school except when an activity demands it.
3. Hazing, a form of ridicule as in initiation infringes on the rights, safety and well-being of fellow students and is not allowed.

a) on the school premises

b) in connection with school activities on or off the school premises

c) or to and from school

10. Student initiations of any kind are not to be undertaken in any form. This practice is a form of assault and will be dealt with accordingly**.**

11. Gambling of any kind is strictly forbidden. Engaging in such activity may result in suspension.

12. Exams (midterms and finals) are to be written as scheduled. Teachers are not expected to make up another exam to accommodate students who have arranged appointments or are participating in other activities, etc. during the scheduled exam time.

13. Scooters, skateboards, ghetto blasters, laser pens should be left at home.

14. Electronic devices such as cell phones, iPods, cd players, etc. are not to be used during class time.

15. Students may not sell any goods that are not approved by the principal.

**THE POSITIVE LEARNING ENVIRONMENT POLICY AND DISCIPLINE AT MVHS**

*WHAT IS THE POSITIVE LEARNING ENVIRONMENT POLICY?*

The Positive Learning Environment Policy is a tool designed to help school staff, students, and parents build a safe and peaceful environment where people feel accepted and respected, and where learning is the main focus.

A positive learning and working environment is one in which:

* Pupils have the right to be taught and learn in a safe, orderly, productive, respectful and harassment-free environment; this right not to be disrupted by others implies the responsibility not to disrupt the learning of others.
* Adults within the public school system also have the same rights in regards to their working in a safe, orderly, productive, respectful and harassment-free environment.

The Positive Learning Environment Policy directs all schools, in consultation with its parents, students, PSSC, teachers, administrators, resource and support staff and volunteers to develop a school plan to ensure a positive environment. Each plan will reflect the school community's vision for the environment it wishes to achieve.

The school plans will have a great deal of commonality, but there will be differences of emphasis. In the case of each individual school, the principal will hold overall responsibility for developing and implementing the School Plan, but it will be reviewed by the PSSC prior to implementation and every two years thereafter.

As the Positive Learning Environment Plan for each school is reached by consensus, there may well be individual stakeholders who will take certain exceptions. However, the plan is based on a community vision, and will therefore hold sway. Parents and/or students will retain a right of appeal in regards to specific instances or interpretations.

In support of the Positive Learning Environment Policy, a new support structure will include intervention mentors and intervention workers. These personnel will be working within the schools to assist individual students in acquiring the appropriate skills to function within a classroom setting.

**ACTIVE APPROACH**

The administration and district staff place great value on proactive measures that will guide students to appropriate and proper behaviors.

* Effective teaching strategies
* Effective classroom management techniques
* An individual school atmosphere
* Comprehensive guidance curriculum
* High expectations for the learning and behaviors of all students
* Support services
* Appreciation of individual student differences, and inclusion of all pupils
* Personal safety education

By teaching students social skills, by showing and modeling appropriate behaviors 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 schools expect three (3) basic things from all students:

* Attendance at school, on time and prepared
* Proper behaviors, based on mutual respect
* Satisfactory work effort and progress, to the best of the student's abilities

**UNACCEPTABLE BEHAVIOURS** (what kinds of conduct behaviour are identified as unacceptable?)

The following behaviors will not be tolerated from any student (or other person) in the New Brunswick school system. This means intervention, as agreed upon in the School Positive Learning Environment Plan, is consistently and uniformly required when these behaviors occur. In addition, some of these behaviors are deemed to be of such a serious nature that they may be dealt with by the imposition of automatic penalties. They may also be forwarded to the local police authorities.

* Harassment, intimidation and violence
* Discrimination based on gender, race, color, national or ethnic origin, religion, culture, language group, sexual orientation, disability, age or grade level
* Dissemination of hate propaganda including hate literature
* Use or possession of alcohol or illegal drugs
* Possession/ use/ selling of illegal substances or weapons
* Theft or intentional property damage
* Any behavior which threatens the health or safety of any person (e.g. arson, bomb threats, and tampering with safety equipment such as fire alarms)
* Accusations involving falsehood or malicious intent
* Creating or attempting to create a disturbance, using threatening or abusive language and speaking in such a way as to impair the maintenance of order and discipline on school property

**INAPPROPRIATE BEHAVIOURS**

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

Examples of inappropriate behaviors are:

* Defiance
* Refusal to work
* Refusal to comply with reasonable requests from adults within the school system (teachers, teacher assistants, bus drivers, kitchen staff, etc.)
* Disrespectful language or gestures
* Name-calling
* Ridiculing
* Attendance problems
* Acting out and/or physical aggression

The consequences to these behaviors will include a continuum that may involve: reprimands, time-outs, parental contacts, internal support assistance, referrals for external support assistance, administrative involvement, detentions, short-term suspensions, or intervention worker involvement.

Should these disruptive behaviors 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 at an alternative educational site
* Long-term suspension with re-admittance based on specific criteria
* Exclusion

The above arrangements or conditions will be in keeping with the staffing and financial resources of the individual districts within the superintendency.

MVHS PYRAMID OF INTERVENTIONS

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| **Title:** | **MVHS Academic Pyramid** | **Focus:** |  |

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| **TIER I- Core Instruction** |
| Best classroom practice with clearly established posted rules and expectations  **Student, parent, teacher consultations (call home**)  Seating plan  Universal Accommodations  Cum Card Review  Develop rapport and connections with students  Course selection meetings  Extra Help – I.S. Help  Enrichments  Peer mentors  Differentiated instruction  EA Support – if already assigned to classroom  Review of best classroom practice and established rules and expectations |

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| **TIER II b- Strategic or Supplemental Instruction & Intervention** |
| **SST Referral for** -  Resource Support (pull-out, testing,)  Request EA Support  Accommodations/Modifications Implemented or Changed  Outside services (mental health) student services |

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| **TIER II a- Strategic or Supplemental Instruction & Intervention** |
| **Regular Parent and Student Contact**  Contact with Resource Teacher  Involve District Leads if possible  Schedule Adjustments  Resource IS |

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| **TIER III- Intensive Instruction & Intervention** |
| SEP Revision  Reduce Course Load  Alternate Education Program  PLATO  Off site with Academic Support |

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| **Title:** | **Behavior Pyramid** | **Focus:** |  |

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| **TIER I- Core Instruction** |
| Best classroom practice with clearly established posted rules and expectations  **Student, parent, teacher consultations (call home)**  Cum Card Review  Develop rapport and connections with students  Differentiated instruction  Monitor and discuss attendance issues  Provide positive incentives  Maintain school wide communication regarding discipline  Detentions  Behavior tracking forms  Celebrate perfect attendance  Course selection meetings  Promote positive learning environment  Peer mentors  EA Support – if already assigned to classroom  Review of best classroom practice and established rules and expectations |

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| **TIER II a- Strategic or Supplemental Instruction & Intervention** |
| Guidance referral  Attendance plans  **Regular Parent and Student Contact**  Suspensions  Loss of school privileges  Admin referrals  Anti-Bullying program  Attendance plans  Student involvement in behavior decisions  STEP program |

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| **TIER II b- Strategic or Supplemental Instruction & Intervention** |
| SST Referral for -  Outside services (mental health) student services  Request EA Support |

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| **TIER IIl- Intensive Instruction & Intervention** |
| Reduce Course Load  Alternate Education Program  PLATO  Apply for Intervention Worker  Long Term Suspension  Referrals to district psycho-Ed |