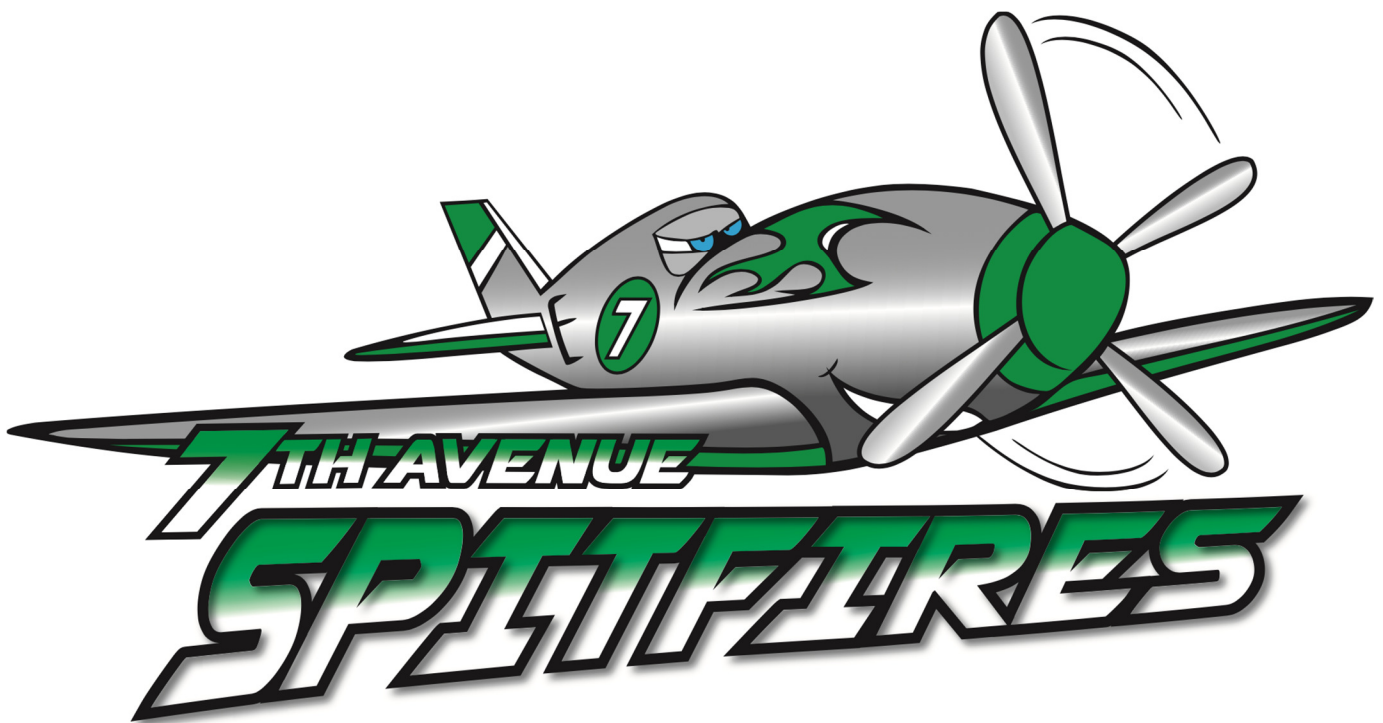


Assiniboia Seventh Avenue School Discipline Policy



Updated-September 2018

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Introduction

Over the course of the 2014-2015 school year five staff members at Assiniboia 7th Ave. School sat on a committee to develop a new discipline policy for the school. The goal of the committee was to develop a proactive discipline policy that was based on current research in the area of discipline (and successful discipline policies currently in use at other educational facilities). Much of the document was developed based on the work of Ronald Morrish; *With All Due Respect*. Components of the *Conscious Discipline* program and the *Prince Arthur School Discipline Manual* were also used to guide our new discipline policy.

The document that was created is meant to teach positive behaviours so our students and staff can interact in a safe, positive, and caring learning environment. This discipline policy is a living document; therefore, it is meant to be updated and revised on a continual basis to ensure that it is meeting the needs of our students, staff, and school community. Every student, staff member, and school community member has a stake in the discipline policy and has the right to make suggestions for continued improvement of this document. This document is for the betterment of our school community and must reflect the best interest of all stakeholders involved.

We recommend that all staff members carrying out the discipline policy read the book *With All Due Respect* to help them become familiar with the principles and underlying philosophies within the discipline policy. It will serve as an excellent foundation and support for those who are working together to serve our school community.

It is our goal to use this document to better serve our students through its implementation as we work to continue to improve our school community.

Assiniboia 7th Avenue School Staff

Underlying Philosophy

This discipline policy was created on the foundation of teaching and learning. We believe students need to be taught how to conduct themselves within the school environment. School brings forth a different set of expectations for students so it is important that they are taught how to conduct themselves within the school setting. We believe that good discipline is about developing, training and creating appropriate behaviours and not managing the behaviours students bring into the school environment. It is important that our students know what is expected of them when they come to school and are supported as they learn to meet the high expectations that have been set for them by the school.

High quality discipline requires the adults within the school building to correct inappropriate student behaviours when they occur. By learning from their actions, our students will in turn learn to make better choices in the future. It is our goal to help our students develop the skills that they need to demonstrate positive behaviour in the future, instead of punishing them for what they have done in the past. Consequences still have their place within this system, but they must focus on teaching and learning as they help students learn missing skills to make better choices. In the end, our goal is for our students to make positive choices without adult support and to own the decisions that they make each day.

We believe that it takes a team approach to effectively teach our students how to conduct themselves within the school environment. Every staff member at Assiniboia 7th Ave. School will work together in a proactive manner to provide our students with the learning, support, and consistency that they need to grow as they progress throughout their school career. By working together and sharing a vision of student growth, we will help our students to become the respectful, responsible, and courteous individuals that we strive for them to become. With this approach, the development of each student becomes the responsibility of every staff member at Assiniboia 7th Ave. School.

Staff members will be required to use their professional judgment and work together to come up with positive solutions to student behaviour. Within this system of discipline there are no set consequences for student behaviour. Instead, every student will be treated as an individual and be provided with the support that they need to demonstrate positive behaviour. That means students will be provided with learning opportunities and support when needed. Students may also be provided with supervision when they are struggling to make positive choices. By treating every student as an individual, they will be provided with the support that they need to make positive choices in the future. It is about giving students what they need, when they need it. This will require staff members to develop a positive rapport with all students so they have established the relationships and trust that they need to support each student.

Good discipline should be carried out in a quiet and confident manner. It is a process that requires a great deal of time and effort on the part of all adults within the building. It requires a team to carry out discipline effectively and should not be the responsibility of any one person. When it is done correctly, it should be invisible as it is provided to students in a manner that treats them with the dignity and respect that they deserve.

It is our goal to provide our students the best learning opportunities within our school not only in the area of academics, but also in personal and social growth. We believe that by working together with our students we can help them to develop into respectful, responsible, and courteous individuals within the school environment and out in the community.

Components of the Discipline Policy

What it is	What it is not
Teaching appropriate school behavior	Punishment/Removal from learning opportunities
Common to staff and students	Different expectations from all staff members
Built on positive rapport with students	Authoritative
Team Orientated/Belief that it takes a team to teach a school	Responsibility of classroom teacher alone
High standards and expectations	Bargaining, bribery or threats
Instruction based	Set consequences
Responsive	Static
Tailored to student's needs	Confrontational (or a power struggle)
Proactive	Reacting to problems
Promise to provide the students the support they need	Dwelling on the past
Reinforcing student expectations and reinforcing school rules	Ignoring behaviors
Believing all students can behave appropriately when taught and supported	Making excuses why students cannot do it

School Rules

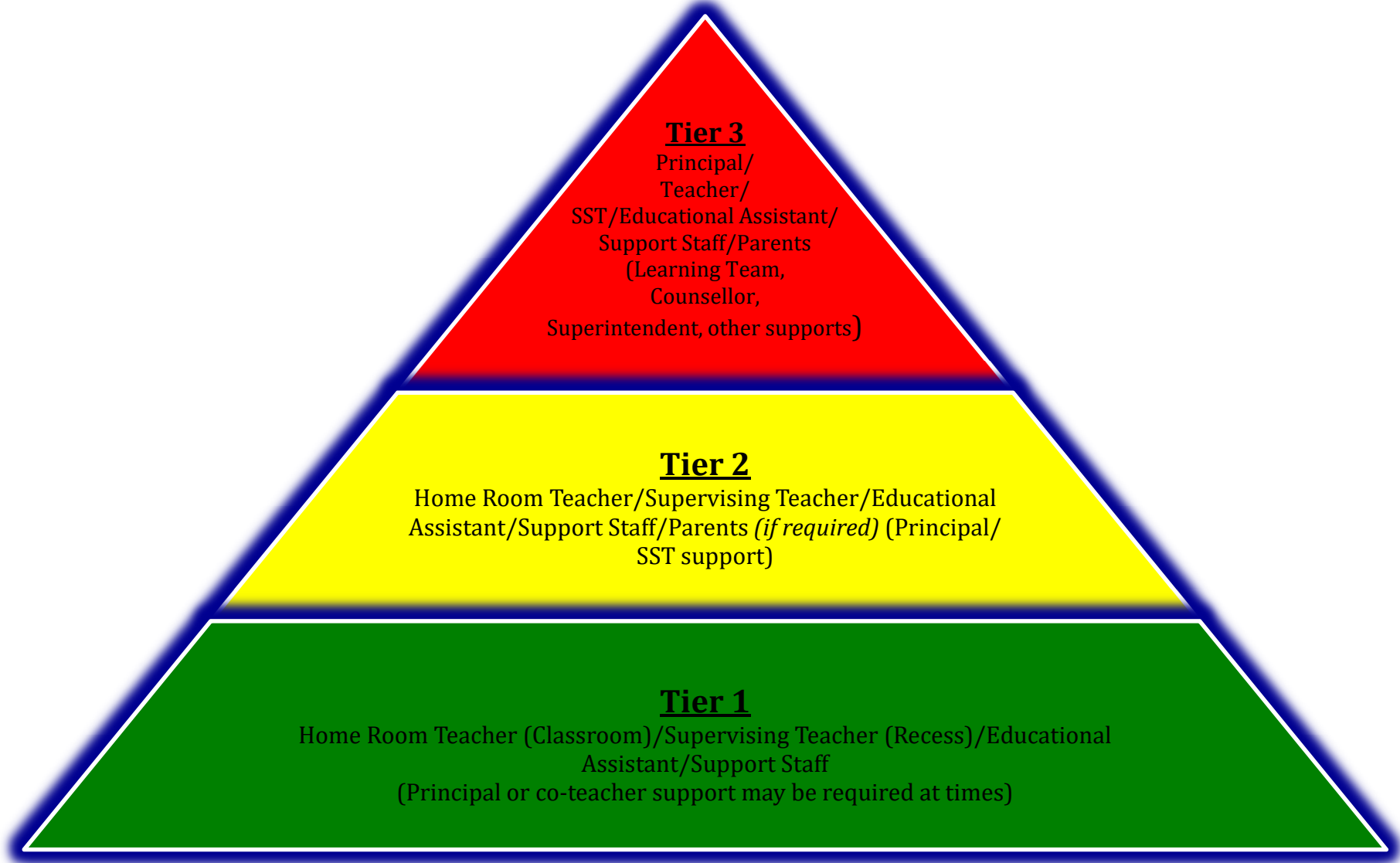
The rules and expectations at Assiniboia 7th Ave. School are based on three components of positive behavior. These three components are **respect**, **responsibility**, and **courtesy**. We believe that by modeling, training, and teaching these character traits we will help our students to become successful members of our school and the outside community.

Respect	Responsibility	Courtesy															
<p>We expect that all staff, students, and visitors entering Assiniboia 7th Avenue School demonstrate respect for the people and property within the school building and school grounds.</p> <p><i>What it looks like:</i></p> <ul style="list-style-type: none">❖ Speaking to others in a positive and supportive manner.❖ Respecting each individual’s personal safety❖ Respecting every student’s right to learn❖ Asking permission to borrow things that do not belong to them.	<p>We expect that all staff, students, and visitors entering Assiniboia 7th Avenue School demonstrate responsibility for their behaviour and their daily work.</p> <p><i>What it looks like:</i></p> <ul style="list-style-type: none">❖ Completing school work and assigned tasks to the best of your ability❖ Taking ownership of behaviours and actions.❖ Taking ownership of personal belongings❖ Being prepared for class.❖ Accepting consequences❖ Dress in a manner that is appropriate.	<p>We expect that all staff, students, and visitors entering Assiniboia 7th Avenue School demonstrate courtesy for one another.</p> <p><i>What it looks like:</i></p> <ul style="list-style-type: none">❖ Greeting others (“good morning”)❖ Giving and receiving compliments❖ Offering help (ex. holding doors for others, picking up objects that have fallen)❖ Showing gratitude (“please and thank you”)❖ Waiting to take your turn❖ Allowing others to play❖ Demonstrating sportsmanship/Playing by the rules❖ Listening to others❖ Being supportive of others❖ Sharing with others❖ Acknowledging the efforts of others															
<p>Unacceptable Behaviours at Assiniboia 7th Ave. School</p> <table><tr><td>Physical hitting</td><td>Verbal put-downs</td><td>Swearing</td><td>Bullying</td><td>Threatening others</td></tr><tr><td>Name calling</td><td>Fighting</td><td>Vandalism</td><td>Using illegal substances</td><td></td></tr><tr><td>Stealing</td><td>Sexual abuse/assault</td><td></td><td></td><td></td></tr></table>			Physical hitting	Verbal put-downs	Swearing	Bullying	Threatening others	Name calling	Fighting	Vandalism	Using illegal substances		Stealing	Sexual abuse/assault			
Physical hitting	Verbal put-downs	Swearing	Bullying	Threatening others													
Name calling	Fighting	Vandalism	Using illegal substances														
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Expectations for Students Matrix

	Library	Hallways	Porch	Gym (Club Activities)	Assembly (Gym)	Bathrooms/ Change Rooms	Bus Line	Bike Lineup	Lunch
Speed Limit	Walk	Walk	Walk/Yield to others	All speeds allowed (Depending on teacher instructions)	Walk	Walk	Walk (only run in the case of an emergency)	Walk your bike on the sidewalks	Sitting
Loudness Meter	Level 2 (Table Talk)	Level 0 or 1 (<i>Silent/ Whisper</i>)	Level 2 (Table Talk)	Level 3 (Classroom)	Level 0 (<i>Silent unless directed otherwise</i>)	Level 2 (Table Talk)	Level 3 (Classroom)	Level 3 (Classroom)	Level 2 (Table talk)
Respect Component	Ensure books are returned to shelves properly when browsing by using shelf markers.	Large groups walk on the right side of the hallway	Have patience with others in the boot room. Wait your turn as you come in and leave the boot room.	Be accepting of all partners during games and activities. Demonstrate sportsmanship and empathy during games and activities.	Face the presenter and quietly listen to them throughout the entire presentation.	Put your garbage in the garbage cans.	Respect the personal space of others. Keep the lineup safe.	Respect the personal space of others. Keep the lineup safe.	Stay in your seat.
Courtesy Component	Enter and leave the library in a organized fashion	Face the direction you are walking.	Hold the door for others who are coming in the door. Thank those who are holding the doors as you come in.	Sit and wait on the benches until the supervisor comes into the gym.	Clap in an appropriate manner (when it is appropriate).	Help the janitors keep the bathrooms clean by not making any unnecessary messes.	Stand in line on the sidewalk according to your grade level. Wait for directions from the bus supervisor	Stand in line on the sidewalk. Wait for directions from the sidewalk supervisor.	Eat politely and clean up when you are done.
Responsibility Component	Line up patiently and quietly when checking out books	Hands at your side.	Remove outdoor shoes. Put them on your shelf. Take your personal belongings with you as you leave the porch.	Take your backpack down to the gym and set them in the hallway across for the office. Take your gym clothes back to the classroom.	Sit in one spot with your hands and feet to yourself.	Flush toilets and wash your hands.	Keep your backpack on your back (not dragging on the ground)	Keep your backpack on your back (not dragging on the ground). Make sure your helmet is on.	Wash your hands prior to eating.

Tiers of Student Behaviour- Roles of Behaviour Support



Tiers of Student Behaviour- Examples of Possible Behaviours

Tier 1-2-3 Behaviour Examples

(This is not an exhaustive list. It is meant to provide insight into possible behaviours at each level.)

Tier 1

- **Not complying to school rules and expectations** (ex. running in the halls)
- Minor recess incidents (ex. rough play)
- Inappropriate language
- Excluding others
- Not completing school work
- Not complying to adult requests
- Disruptive classroom behaviour

Tier 2

- **Continued Tier 1 behaviours** (persisting despite support)
- Continually not complying to school rules and expectations (ex. running in the halls)
- Refusing to comply to school rules and expectations (short term)
- Physically harming others
- Bullying
- "Unacceptable" items in the school rules
- Threatening others

Tier 3

- **Continued Tier 2 behaviours** (based on data/persisting despite support)
- Physically harming others (with intent to cause harm)
- Continued Bullying
- "Unacceptable" items in the school rules
- Refusing to comply to school rules and expectations (Long term)

Possible Teaching Methods/ Consequences/ Interventions for Behaviour

Tier 1

- Demonstrating correct *behaviour* ("Do it until you do it right")
- Training for students
- Classroom instruction/Teaching students correct behaviours
- Compensation (*Have students do something to make up for the inappropriate behaviour*)
- Praise for positive behaviour
- Providing positive choices ("You may ____ or ____")
- Gentle Reminders
- Developing Routines (ex. Training Camp)

Tier 2

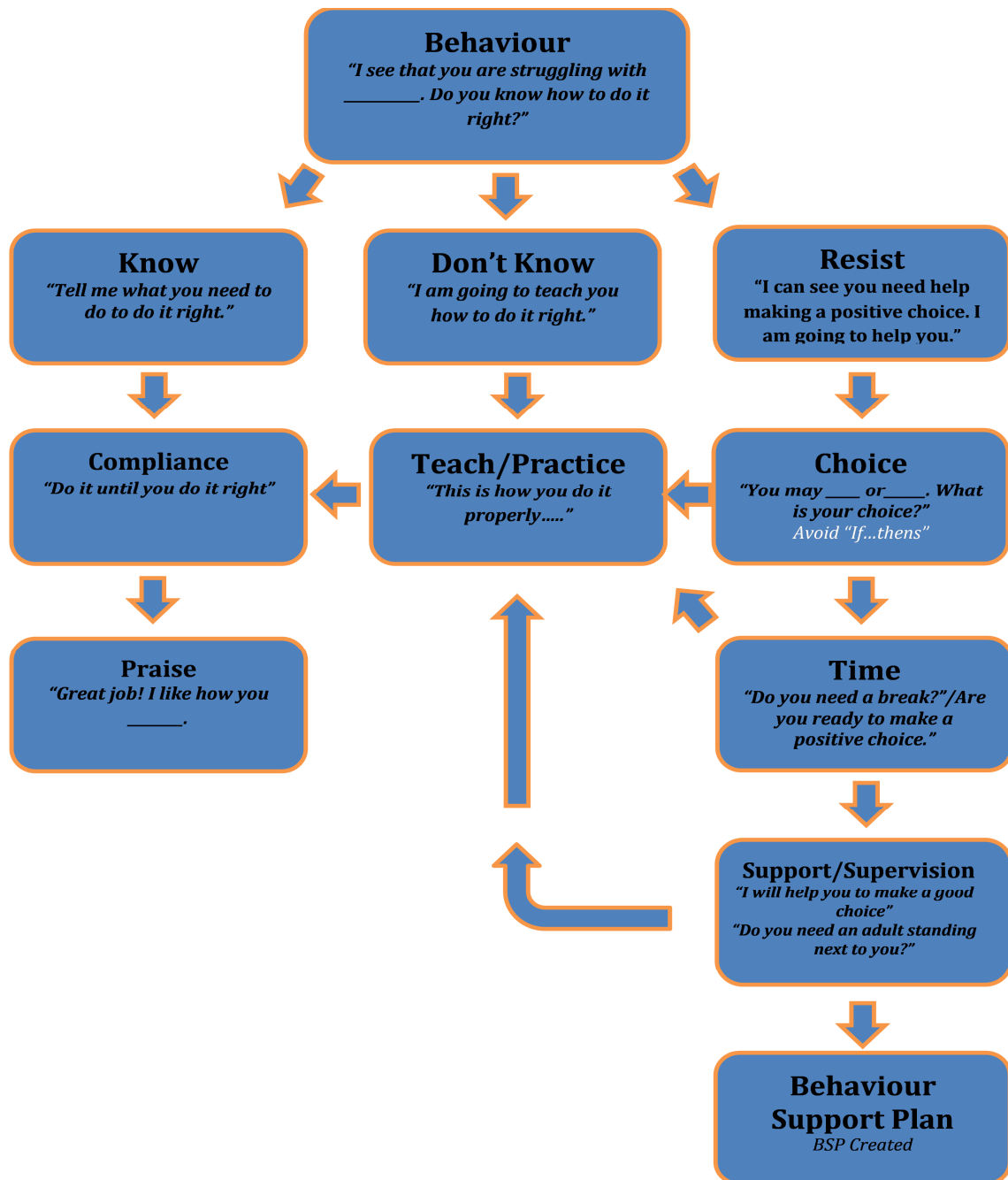
- Supervision- ex. walking with supervisor. ("Do you need an adult standing next to you")
- Pre-planning (ex. plan for recess)
- Letter Writing
- Social skill interventions
- Social stories
- Check-ins
- Behaviour monitoring
- Removal from difficult settings/situations (*Until ready to re-enter with support/training*)
- Provide time (*Do you need a break?*)

Tier 3

- **Behaviour Support Plan**
- Intensive individual supports
- Removal from difficult settings/situations (*Until ready to re-enter with support/training*)
- Intensive supervision
- Social Stories
- Outside support (*Counsellors, Learning Team members*)

Response to Student Behavior

The following flow chart provides staff members with a structure and common language to use when dealing with student behaviours. It is meant as a guideline and professional judgment must be used in conjunction with the chart.



Common Language

We believe that students can do well when they have been taught the skills needed to interact appropriately with others. To achieve this, it is essential for staff to coordinate their efforts, support each other, and be consistent with the language. This ensures that expectations and consistency is used no matter where the student is in the school.

Give Me 5

"Give me 5" with the corresponding hand signal is 7th Avenue's common signal for gathering student's attention in large or mixed group settings. All staff and visitors are asked to use this signal and action when looking to gather student's attention. We ask that each classroom teacher teaches this common signal to their students at the beginning of the year to ensure students know this school expectation.



I-Messages

Using an I –messages is a way for students to tell others how they are feeling. This is the language that teachers will teach, model, and reinforce so students will be able to use it when they are dealing with conflicts. The next page features a poster to support the use of I-messages, the poster may be changed or adapted, however, the language must remain consistent.

- *I feel _____ (tell the other person how you feel)*
- *When _____ (describe the event that caused your feelings, be specific)*
- *Please _____ (tell the other person what you need them to do)*

Let's Work It Out

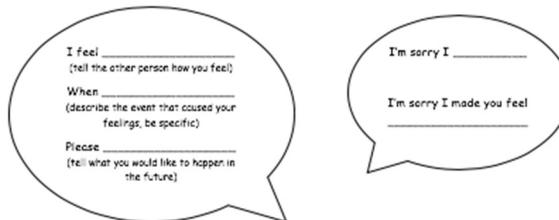
1. Stay Calm

Choose a strategy



2. Tell how you feel and why

Use "I" Messages



3. Think of possible solutions together



4. Agree on a compromise

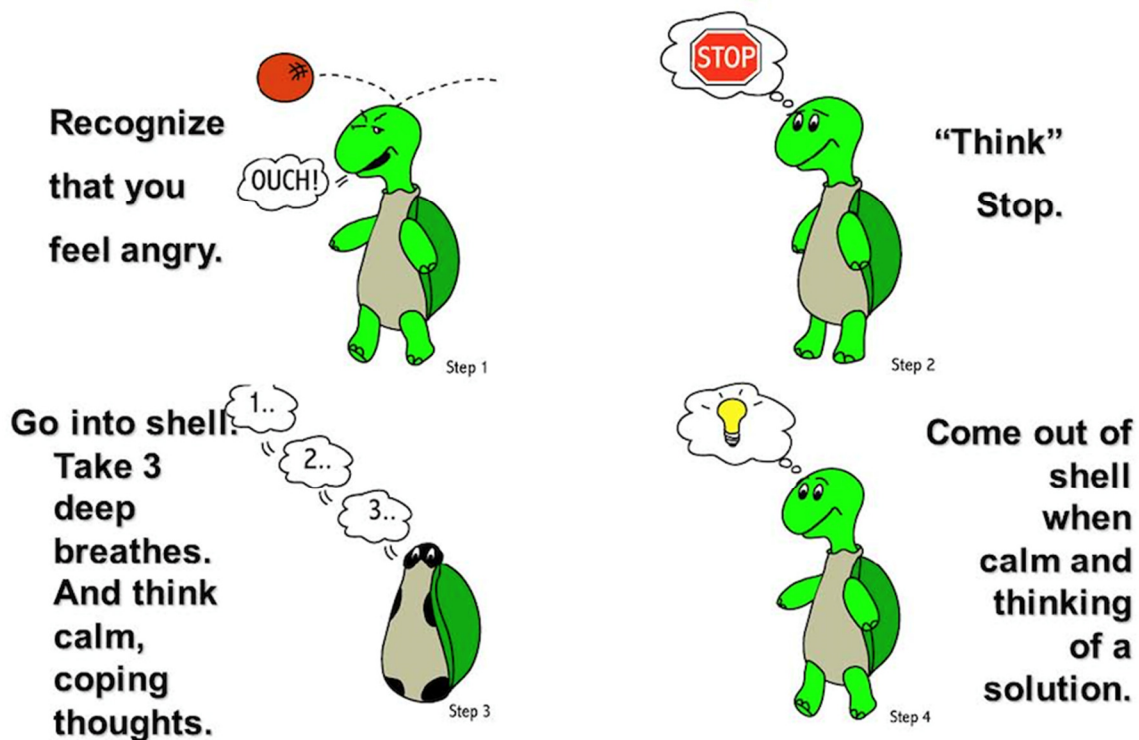


Skill Teaching

We believe that consistent language is key when teaching students new skills. When teaching students how to respond to a request, this is the language that we staff will use after a skill has been taught. The turtle technique is a technique that can be used to help students stay calm and/or ignore other's behavior when necessary. (See below for the corresponding posters)

1. "Here is my Request" (Pause- This is the signal for the students that a request is coming)
2. "First_____, Then_____" (Use simple language as much as possible). Pair an undesired with a desired request when possible.
3. When the request is completed say, "Thank you for responding to my request".

Turtle Technique



Zones of Regulation

We believe it is important to teach students how to self-regulate so that they can have self-control within our school environment.

The Zones is a systematic, cognitive behavior approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete zones. The Zones curriculum provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.

The Four Zones: Our Feelings & States Determine Our Zone

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behavior, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, one has some control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings, such as when one feels sad, tired, sick, or bored.

What zone am I in?



Use tools to get in the green zone.



Recess



Underlying Philosophy

We believe that every student has a right to the opportunity to have a recess break. Through this break, students are able to learn social skills and appropriate playground behaviors with adult assistance. This assistance is provided by the teachers who govern, model, and correct small behaviors before they become big ones. In other words, what is ignored is permitted and we want to be proactive and provide support for students during this important time in their day. We believe that through this proactive and supportive approach, all students will be able to behave properly on the playground. Recess is a time for students to be active, and therefore, be ready to learn when they re-enter the school. However, we do recognize that for some students recess is a time where some just need a break from the school routine to relax and rejuvenate.

Role of the Recess Supervisor

The supervisor is essential to a positive recess experience for all students. The supervisor is there to assist students who may need help with a variety of issues and also acts as a teacher/mentor to help students who need support socially or behaviorally during this time.

This can be done through:

- *Teaching students' positive social behaviors by acting as a role model and assisting students with "doing it right" when necessary*
- *Redirecting students when they begin to engage in activities which we have been made aware may lead to problems.*
- *Being proactive instead of reactive*
- *Encouraging and teaching positive interactions among students*
- *Moving around the playground with intent and purpose*
- *Establishing relationships with students*
- *Providing support to students who are not yet able to behave positively without direct adult supervision.*

Expectations of Recess Supervisors

In order for our playground to be a safe, fun, caring place for students to be able to interact socially and physically, the recess supervisors must:

- *Be outside as soon as the bell rings.*
- *Communicate with supervision partners to make sure all areas are supervised*
- *Carry out, with fidelity, plans that are put into place for students who need it to be successful during recess. This could include, but is not limited to, Behavior Support Plans, Student Support Plans, or IIPs.*
- *Move briskly around the entire playground*
- *Scan with eyes and ears to notice both positive behaviors and potential problems (Praise positive behaviours/provide support and teach positive behaviours)*
- *Encourage positive interaction and provide support and choices to students when they are not making positive choices.*
- *Monitor entry ways as students enter the school*
- *Clear playground and ensure all students have safely re-entered the school.*
- *Report inappropriate behaviours to the homeroom teacher for documentation.*

Role and Expectations of the Student

Students need to be a part of creating a safe, fun recess and demonstrate positive social behaviors during this time. It is the students' responsibility to take part in positive interactions and accept help from supervisors when it is necessary. They are expected to:

- *Act responsibly and treat others with respect and courtesy.*
- *Use positive solutions when dealing with conflict and take responsibility for their actions.*
- *Provide opportunities for peers to take part in games and activities*
- *Support each other by asking people to play who may look like they are not involved in an activity*
- *Respect the choices of others on the playground*
- *Seek an adult supervisor when necessary*
- *Use the playground equipment safely*
- *Come into the school as soon as bell rings*

Entering and Exiting the School at Recess time

Exiting the School at Recess

- Make sure clothing is appropriate for the weather outdoors.
- Change shoes, put indoor shoes on the shelf.
- Walk out the door in an orderly fashion/Demonstrate respect for the space of others.
- Hold the door for others/Use courtesy (“Please, Thank you, excuse me”).
- Walk until off the cement pad.
- Hold sports equipment until you are away from the entrance.

Entering the School After Recess

- When the bell rings, stop playing and head into the school immediately.
- Walk once on the cement pad.
- Hold onto equipment (ex. not bouncing balls).
- Walk in the door in an orderly fashion/Demonstrate respect for the space of others.
- Allow younger students to enter the school first.
- Change shoes, put outdoor shoes on the shelf.
- Bring equipment into the school and put it away properly.
- Head to your classroom quickly and quietly following hallway expectations.
- Get prepared for class.

Flooding the Playground

The success of our discipline policy at recess will depend on supervision. Most children will behave appropriately when supervised and many students will behave appropriately without adult supervision. Our ultimate goal is that all students learn to behave appropriately without supervision. To achieve this goal we must put forth an effort to support students on the playground early in the school year. During the first two weeks of school we will flood the playground with supervisors. We would like this flooding of the playground to involve as many of our staff members as possible to supervise at recess to help our students get off to the good start that they deserve. We ask that staff members and school community members to please consider providing assistance when requested for support in the fall.

Flooding the playground with supervisors offers the staff the opportunity to actively teach the skills involved in recess play so our students get off to a good start on the playground. Flooding the playground will also provide an opportunity to teach and reinforce the rules of the games that students play at recess times. Flooding the playground provides early assistance and the gradual release of responsibility (GRR) to ensure students know the recess expectations and how to engage in positive play. It also provides staff the opportunity to identify students who need further playground support.

Expectations of Students in Each Play Area

- **4 Square**
 - The Ball can only be struck by a player's hands
 - The ball must be hit in a similar manner to a volleyball (if a player holds, catches, bombs, or carries the ball they are "out")
 - Gr. 1 students may temporarily (1 second or slightly more) catch the ball instead of volleying it. When they throw the ball, they may not lift the ball above their head.
 - If a player hits the ball on any outside line it is still in play. If the ball goes outside of the line it is out of bounds. The last player who hit the ball is "out".
 - All inside lines are considered "out of bounds". If the ball is hit on an inside line, the last player to touch the ball is "out".
 - The ball is always served from the highest ranked square to the lowest square.
 - The server must drop and serve the ball from a bounce.
 - The ball is in play until a player makes a mistake and is eliminated.
 - Possible eliminations include
 - *Failing to hit the ball into another square.*
 - *Allowing the ball to bounce more than once in their own square*
 - *Hitting the ball out of bounds or on an inside line.*
 - *Holding, catching or carrying the ball.*
 - *Hitting the ball with a part of the body other than the hands.*
 - *Hitting the ball out of turn (poaching)*
 - All players are expected to follow the game rules. Each player is expected to make the correct call on the court. If the players are unsure of a call a "re-serve" can be given.
- **Coloured Equipment**
 - No body contact
 - Feet first and on your bum when sliding
 - One at a time on the slide (down only).
 - Stay inside the railings and do not jump off.

- Lifting little ones up to reach is not safe. They will have to wait until they grow.
 - Tag is not safe.
 - Walk and take turns.
 - Rubber stays on the ground.
 - Hang on with hands only and stay upright on monkey bars.
 - 3 students (maximum) may hang on the round spinners at a time
 - 1 student may utilize the standing spinner at a time. Other students may push the spinner.
- **Basketball Court**
 - Balls are to be thrown into the hoops not kicked.
 - Follow the rules for the game as determined by all players.
 - Play in a respectful and responsible manner (No body contact games).
 - Play on the cement (away from bike racks and parking lot).
- **Soccer**
 - Teams should be created in a manner that is fair to both sides. All players who would like to participate should be included in the game.
 - Players other than the goalie should not touch the ball with their hands (unless it is determined by all participating players that it is OK).
 - Players are expected to demonstrate sportsmanship at all times.
 - Players should respect the safety of others (body contact is not allowed).
 - The field with the blue nets is reserved for students in Grade 2 and below.
- **Sandbox**
 - Sand is for digging; please don't throw sand.
 - Fill in the holes after you dig.
 - Sand is to stay inside the sandboxes

- **Swings**
 - Swing forwards and backwards
 - Sit forward on the seat
 - Stay seated (do not jump off)
 - Keep a safe distance from swings that are being used
- **Monkey bars**
 - Only go as high as you feel comfortable
 - Do not play tag-like games
 - Do not jump off the top
- **Pergola**
 - Leave the sand in the pit
 - Sit on the benches of the tables

Guest Teachers



Rationale for Expectations of Students to Guest Teachers

Substitute teachers or guest teachers are frequent members of our learning community. We believe that all people in our community in charge of our students' learning are worthy of respect and courtesy. Guest teachers have the authority granted by the classroom teacher to carry out the lessons for the day. We believe it is important that guest teachers have the full cooperation of all individuals in their care so that learning can continue to be optimized. Students should behave just as well for a guest teacher as they would for the classroom teacher. We believe that primary children want to be helpful. Therefore, training students and reminding how to treat our guest teachers will ensure that the guest teacher and students both have good teaching and learning experiences.

Expectations for Guest Teacher

It is our expectation that guest teachers work to familiarize themselves with our discipline policy to ensure they are supporting our students and working as part of our school team. We also ask that they carry out the plans left for them by the classroom teacher to the best of their ability. This will provide them with the understanding, knowledge, and support that they need to ensure that their experience at our school is positive.

Role of the Teacher

- To provide an adequate day plan (as much as you are able to depending on the particular circumstances).
- To provide adequate information in the sub folder regarding student learning modifications/adaptations.
- To leave information on special routines that are particular to your class and to which they are particularly attached.
- Provide substitute teachers with a copy of the school discipline policy in the sub folder (a copy will be sent to regular guest teachers in the fall).
- To train students in proper etiquette pertaining to guest teachers.

How to:

- *Greet them*
- *Comply with requests the first time they are asked*
- *Designate a group of students to be the “helpers” for materials and supplies*
- *Designate several helpers to be peer tutors for students who will encounter difficulties*
- *Accept that things may be different*

Guest Teacher

Role of the Students

- Greet substitutes when entering the room for the day.

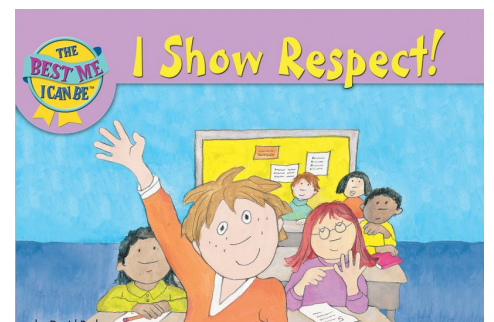


- Comply with requests the first time when asked to do something.



- Do the designated job that the teacher has assigned or help the guest teacher when asked.

- Accept that the guest teacher may do things differently than the regular teacher, comply with requests, and to refrain from saying “Mrs. _____ does it differently



Training Camp

The purpose of the training camp is to teach and reinforce the rules and expectations of the school. We acknowledge that students (especially those new to the building) may need some formal training when it comes to our school rules and expectations. Students returning to the school will also need some support as they reacclimatize themselves to the school environment.

The training camp is meant to provide all students with the support that they need to learn the behaviours expected of them throughout the first twelve days of school. All classrooms are expected to take part in the training camp to ensure all students have learned the proper school behaviours to help ensure the rest of the year goes as smoothly as possible. It is possible that portions of the training camp may need to be revisited if students need further support during the school year.

Much of the training camp is based off of the Expectations for *Students Matrix*. The training camp is meant to ensure that all of the expectations on the matrix are taught over the course of twelve days. Once an expectation has been taught to the students, all staff members will expect students to carry out that behaviour on a daily basis.

The orange boxes on the training camp schedule indicate a skill that is to be taught within each classroom. These skills correlate with our school rules and school expectations. There is no pre-determined or pre-designed method to teaching these skills. Classroom teachers are free to design these lessons in a manner that suits their student's needs. These lessons could include student/class projects, discussions, lessons utilizing picture books, etc. The only requirement is that students are provided with the opportunity to learn about and reflect on the skill listed.

Training Camp Day 1

Date	Task 1	Task 2	Task 3	Task 4	Task 5	Skill
Sept. 4	Greet students upon arrival.	Introduce school rules and expectations.	Introduce classroom rules and expectations.	Discuss lunch rules and procedures prior to lunch. Teachers are encouraged to eat lunch in their classroom.	Discuss and practice bus line-up expectations prior to dismissal. Assigned staff members will escort classrooms to bus line up to reinforce procedures. Classroom teachers will remain with their homerooms and escort students outside to provide direction and modeling of end of day procedures.	Respect- Teach lesson on positive behaviour component.

Training Camp Day 2

Date	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Skill
Sept. 5	Greet students upon arrival.	Review school rules and expectations	Review classroom rules and expectations	Review lunch rules and procedures prior to lunch. Teachers are encouraged to eat lunch in their classroom.	Review and practice bus line-up expectations prior to dismissal. Assigned staff members will escort classrooms to bus line up to reinforce procedures. Classroom teachers will remain with their homerooms and escort students outside to provide direction and modeling of end of day procedures.	Introduce and practice bike line-up expectations prior to dismissal. Assigned staff members will move from the bus line-up to bike stands and line up to assist students. Classroom teachers will walk students onto sidewalk and assist them with dismissal.	Respect- Teach lesson on positive behaviour component.

Training Camp Day 3

Date	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Skill
Sept. 6	Greet students upon arrival.	Review school rules and expectations	Review classroom rules and expectations	Review lunch rules and procedures prior to lunch. Teachers are encouraged to eat lunch in their classroom.	Review and practice bus line-up expectations prior to dismissal. Assigned staff members will escort classrooms to bus line up to reinforce procedures. Classroom teachers will remain with their homerooms and escort students outside to provide direction and modeling of end of day procedures.	Review and practice bike line-up expectations prior to dismissal. Assigned staff members will move from the bus line-up to bike stands and line up to assist students. Classroom teachers will walk students onto sidewalk and assist them with dismissal.	Introduce and discuss role of the student at recess time.	Respect- Teach lesson on positive behaviour component.

Training Camp Day 4

Date	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Skill
Sept. 7	Greet students upon arrival.	Review lunch rules and procedures prior to lunch. Teachers are encouraged to eat lunch in their classroom.	Review and practice bus line-up expectations prior to dismissal. Assigned staff members will escort classrooms to bus line up to reinforce procedures. Classroom teachers will remain with their homerooms and escort students outside to provide direction and modeling of end of day procedures	Review and practice bike line-up expectations prior to dismissal. Assigned staff members will move from the bus line-up to bike stands and line up to assist students. Classroom teachers will walk students onto sidewalk and assist them with dismissal.	Review and discuss role of the student at recess time.	Introduce, discuss and practice, porch expectations.	Respect- Teach lesson on positive behaviour component.

Training Camp Day 5

Date	Task 1	Task 2	Task 3	Task 4	Skill
Sept. 10	Greet students upon arrival.	Review and discuss role of the student at recess time.	Review, discuss and practice, porch procedures	Introduce, discuss, and practice hallway expectations.	Responsibility- Teach lesson on positive behaviour component.

Training Camp Day 6

Date	Task 1	Task 2	Task 3	Task 4	Task 5	Skill
Sept. 11	Greet students upon arrival.	Review and discuss role of the student at recess time.	Review, discuss and practice, porch procedures	Review discuss, and practice hallway expectations	Introduce and discuss bathroom expectations for students.	Responsibility- Teach lesson on positive behaviour component.

Training Camp Day 7

Date	Task 1	Task 2	Task 3	Task 4	Skill
Sept. 12	Greet students upon arrival.	Review discuss, and practice hallway expectations	Review and discuss bathroom expectations for students.	Introduce, discuss and practice, library expectations.	Responsibility- Teach lesson on positive behaviour component.

Training Camp Day 8

Date	Task 1	Task 2	Task 3	Task 4	Skill
Sept. 13	Greet students upon arrival.	Review and discuss bathroom expectations for students.	Review, discuss and practice, library expectations.	Introduce, discuss and practice, gym expectations for extra-curricular activities.	Responsibility- Teach lesson on positive behaviour component.

Training Camp Day 9

Date	Task 1	Task 2	Task 3	Task 4	Skill
Sept. 14	Greet students upon arrival.	Review, discuss and practice, library expectations	Review, discuss and practice, gym expectations for extra-curricular activities.	Introduce, discuss and practice assembly expectations. (Including "Give me 5" signal)	Courtesy- Teach lesson on positive behaviour component.

Training Camp Day 10

Date	Task 1	Task 2	Task 3	Task 4	Skill
Sept. 17	Greet students upon arrival.	Review, discuss and practice, gym expectations	Review, discuss and practice assembly expectations. (Including "Give me 5" signal)	Introduce, discuss and practice expectations for guest teachers.	Courtesy- Teach lesson on positive behaviour component.

Training Camp Day 11

Date	Task 1	Task 2	Task 3	Skill
Sept. 18	Greet students upon arrival.	Review, discuss and practice assembly expectations. (Including "Give me 5" signal)	Review, discuss and practice expectations for guest teachers.	Courtesy- Teach lesson on positive behaviour component.

Training Camp Day 12

Date	Task 1	Task 2	Skill
Sept. 19	Greet students upon arrival.	Review, discuss and practice expectations for guest teachers.	Courtesy- Teach lesson on positive behaviour component.