

Calvary Christian School
Standards of School Behaviour
Training Camp Procedures

The staff of Calvary Christian School is committed to giving our students the best training and teaching possible. We strive to provide an atmosphere that is free from anxiety and conducive to learning. Our goal is to partner with parents and families to foster Christ-like character in all of our students. We endeavor to teach, train, and practise all of the behaviours necessary to accomplish this goal. Our expectation is not perfection, but a heart that is willing to learn and grow in Christ-like attitudes and behaviours. We will work with students to see them accomplish these goals. The following represents the intensive teaching and training that takes place during our two-week training camp in September and our one week training camps in January and March. This teaching and training continues on a daily basis throughout our school year.

This procedures checklist is meant to be used along with the detailed Training Camp Manual. It is meant as a support to guide teachers in covering the material in the detailed training manual.

Training Camp Two Week Implementation Plan
Calvary Christian School

Day #1

- Lining up outside (where and how to line up, by class, in teams)
- Entry
- Hallways (quietly walk on right side, where to put jackets, boots, etc.)
- Washroom Procedure (use hall pass, ask permission, etc.)
- School Boundaries (pylons, stairs, doorway, corners, tree-line, etc.)
- Recess Expectations (behaviour, playing with others, respecting teachers and patrollers, use of equipment)
- Dress Code (uniform, dress down, gym, special occasions)
- Classroom rules (determine, discuss, post)
- Signal to quickly get attention of class
- Lunch expectations
- Working up to potential (have students complete assignments to the best of their ability and file to measure future work)
- No electronics or personal items at school unless specified by teacher (music players, video games, etc.)
- Exiting at recess (lining up quietly in hall, waiting for teacher, no pushing, holding the door for others, etc.)
- Dismissal procedures (grades 1-4 on wall, 5-8 close to building, walking to cars, no toys, etc.)
- Communication books (signed, checked, etc.)

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Day #2

- Review and practise items from day one
- Bell work to complete upon entry into classroom (quick: 2-5 min.)
- Gym expectations (upon first gym class - uniform, safety, signal for attention)
- On-task work (what it looks like, sounds like)
- Seatwork (how it looks, sounds, where things are stored)
- Transitions (teach, train, and practise for speed)
- Snack routine
- Taking turns to speak (raising hand, waiting patiently to be called)
- Tidy/clean up at the end of a period (how the room should look, where to put things, helping others)
- Homework expectations (communication books)
- Handing out/collecting things
- "Sponge" activities (what to do if finished early)
- Addressing all staff in respectful manner
- Apologizing and accepting apologies (even for accidents)
- Computer rules and routines (upon first computer class)

Notes about the day:

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Day #3

- Review days one and two and practice as needed
- Arriving on time and late procedure (wait at office, late slip to teacher, etc.)
- School as community (picking things up, keeping things tidy, helping others, etc.)
- Chapel behaviour expectations (National Anthem, Lord's Prayer, singing, actions to songs, sitting, answering questions, etc.)
- Working and playing cooperatively (using words carefully, joining games, getting out of games you no longer want to play, showing compassion for others, including others)
- Use gym times to teach games that students can play at recess
- Indoor recess expectations (take turns in the gym, quiet classroom games and activities, etc.)
- Guest teacher procedures (consider having students responsible for jobs, handing out and collecting work, explaining procedures, etc.)
- Welcoming new students to class (what to do, how to get to know and include them)
- How to treat guests, parents, and volunteers (welcome them, offer assistance, use best manners - pizza/sub days)
- Obedience (how to respond to staff when asked to do something)
- Office (office passes, delivering items or a message, using the phone, speaking to the principal, etc.)

Notes about the day:

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Day #4

- Review days one through three and practise items as needed
- Using courteous behaviour and manners (opening doors for others)
- Using appropriate words (no bad language or substitutions)
- Practise indoor recess session (getting items out, working and playing cooperatively, cleaning up when asked, etc.)
- Practice having a "guest" teacher in the classroom (switch classes with another teacher for 15 minutes and see how students handle having a "guest" teacher)
- Cooperative learning (how to work together in class, use role playing, work in pairs to complete an assignment or activity)
- Conflict resolution (recognizing and getting rid of anger - deep breaths, walk away, count to ten)
- Staying focused on assigned work (strategies)
- Respecting the property of others
- Library rules, routines, and expectations

Grades 5 - 8:

- Train Yard Patroller expectations

Notes about the Day:

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Day #5

- Review days one through four and practice items as needed
- Conflict resolution (discuss steps to talk it out, review ground rules, role play scenarios in groups of 2 - 4)
- How to help peers without giving them the answer
- Cooperative learning (working in groups of three or four, focus on sharing the workload, and solving disputes that arise)
- Water fountain expectations (all students to have water bottles, quiet line, no pushing, safety)
- Bathroom routines and expectations (keep water in the sink, give people privacy in the washroom, flush toilets and ensure they are clean for the next person, wash hands with one squirt of soap, dry with one or two paper towels, put paper towels in the garbage, return promptly without stopping to chat or play)

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Day #6

- Continue reviewing and practising items from week one
- Cooperative playing - how to invite others to join a game (role play scenarios)
- How to behave when a teacher leaves the room (expectations don't change, behave with integrity)
- Cooperative learning (working in groups of four or five)

Notes about the day:

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Day #7

- Review items from first six days and practise as needed
- Conflict resolution (review ideas and role play scenarios)
- Cooperative learning (working in groups of four to six)
- Review chapel and assembly expectations

Notes about the day:

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Day #8

- Review days one through seven
- Cooperative learning - how to discuss in a group setting (how to agree or disagree politely, taking turns, listening to others, respecting others, asking for proof or a reason why, how to sit to have a good discussion)
- Conflict resolution - review and role play
- Review guest teacher expectations

Notes about the day:

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Day #9

- Review items from the first two weeks of school that need to be practised (remember to set a high standard)
- Conflict resolution - review plans to talk things out, role play through scenarios in groups of 2 - 4
- Review chapel and assembly expectations - setting an example
- Cooperative learning - working in groups of 3 - 6 (focus on solving disputes, compromising)

Notes about the day: