

Community Lunch Behaviours

- Friday lunch is a privilege and failure to follow the expectations set out below can result in a temporary loss of this privilege
- Respectful of the community we are in
- Be mindful/respectful of your behaviours around other members of the community, the shoppers in the stores and Gerrard Square, and of the employees working in them
- Respect property and do not treat the merchandise in a way that is other than "shopping" manner
- Remain calm
- Be a positive reflection of the school and of your peers your age
- Make sure that everyone is in a safe setting/group
- Don't exclude members of our community, we are encouraging travelling invite others to join you, this is a way to get to know people
- Be aware of your belongings and money, make sure you count your change
- Respect the personal space of others
- Be responsible for your waste and be tidy
- Remember the employees of the stores are humans as well - don't make demands, be patient, positive, and respectful of the humanity

Student to teacher conflict

- 1) Verbal or nonverbal correction to alter behaviour
- 2) If behaviour is not correct call the students name out in class or one on one if that is possible and identify the behaviour that needs to stop
- 3) If behaviour continues explain to the student how the behaviour is impacting the community's ability to sustain a growth mindset learning environment and support self-regulation
- 4) After these four steps have been done - students will complete a reflection identifying
 - a) What the behaviour is?
 - b) Who it is impacting and why it is impacting the learning environment?
 - c) Identify what struggles you are having in the classroom environment and how can you be supported to resolve this struggle to reduce interruptions in the learning environment
 - d) What strategies are you going to attempt?
 - e) What strategies would you like the teacher to attempt?
 - f) How will we determine if the strategies have been successful and in what time frame?
- 5) If the behaviour continues - the reflection sheet will be sent to your family by email for them to acknowledge

6) If the behaviour continues after parent contact, there will be a meeting with teachers, family, and the student - to further identify strategies to be implemented agreed to

7) If the behaviour continues - a meeting with teachers, principals, family, and the student will be scheduled - to review the situation

Bathroom Sign-out

- 1) One person at a time - students can use either gender or gender neutral washrooms
- 2) Log name, departure time and return
- 3) Bathrooms not to be used during the launch or wrap-up of the lesson
- 4) Students that abuse the procedures or spend too long in the washroom will need to check-in with a teacher
- 5) Washroom is not a break space to deal with anxiety - students can use the quiet space to have alone time with teacher approval

Technology Policy in Students' Words

- School computers and Ipads are for educational purposes only
- No phones in class, unless approved by an agreement between the student and teachers with specific rules
- Phones or personal devices can be used at break or during lunch, except on the Wednesday placemat lunch
- Social Media behaviour must show respectful/responsible at all times whether at school, home, other places
- Students can bring their own technology to school, students are responsible for this technology, if they want to lock it they can use their lockers or discuss options with teachers
- Remember that your online behaviour can be tracked - it is not easily erased
- If students do not follow the phone policy/rules it will be taken away and kept until the end of the day
- Some students may be given permission to use technology to listen to music as distraction blockers

Travelling at East

- Builds inclusion
- The goal is to connect with lots of different groups of students
- Build relationships with a variety of different people
- Encourages you to work with a variety of peers, so you are exposed to a variety of points of view, a variety of strategies, and variety of strengths

- It encourages you to take risks on a social emotional level
- It builds a closer community and encourages growth mindset, risk taking, and becoming a thinking community
- It helps build social emotional skills that can help to deal with issues of anxiety, depression, exclusion, a community of inclusion helps to protect your social emotional balance
- Because we are small community we can feel conflict in more ways because there are so few of us

What does a diverse group of thinkers look like?

- Mixed grades when possible
- Different points of view/perspectives
- Different backgrounds - family, social class, economics, physical location in the city
- Genders or gender identity
- Students from different schools
- Students that have different interests, hobbies, experiences, and skills
- Students that have different strengths

What behaviours build growth mindset in the classroom? Classroom conduct standards

- Speaking in a reasonable volume and tone
- Being respectful of the speaker so that you don't interrupt and wait to speak
- No fooling around
- If you have a fidget toy ensure that it is quiet, doesn't disrupt others, and will ensure that you are also learning
- Be respectful of others space, belongings, and bodies
- Let people share their opinions freely with no judgement
- Avoid arguing
- Be aware of body language and what it is communicating to others
- Respectfully disagree with others by listening to their point of view, and listening to understand, versus listening to respond
- Don't be afraid to ask questions to seek clarity
- Have a positive attitude
- Quietly exit and re-enter the room so as to not disrupt work/speaker
- Respect that everyone is in a different spot in learning and be supportive of their learning needs (don't make noises, comments, or faces)
- Support and encourage each other (push people up, not put downs)
- Think about how others might receive or perceive your words

- Accept and listen to others and be open to input
- Be accountable for behaviour and work (correct your behaviour and quietly correct it when asked without argument - discussion can be had at another time)
- NO peer correction of classroom behaviour
- Be ready to compromise and be flexible when working with groups
- Know that we will be working together as pairs, small groups, and as a community
- Listen to listen and understand, not to just respond
- Remember that all behaviour and interactions with our peers also impacts the learning environment
- Be understanding when someone is having a difficult time

Peer to Peer Restorative Justice

Before beginning this process a twenty to thirty minute 'space' break is required. Ensure that you are open to listening to your peer before you respond.

- 1) What happened?
 - 2) What were you thinking about at the time?
 - 3) What thoughts have you had since?
 - 4) Who has been affected by what you have done? In what way?
 - 5) How/what can you do to make things right? Ensure it is an open honest reflection or if you are struggling more reflection may be required.
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- 1) Complete reflection sheet and successfully reach an agreement with peer
 - 2) First time reflection sheet is filed
 - 3) Second time within a same time period - the reflection sheet will be sent to your family by email for them to acknowledge
 - 4) If the behaviour continues after parent contact, there will be a meeting with teachers, family, and the student - to further identify strategies to be implemented agreed to
 - 5) If the behaviour continues - a meeting with teachers, principals, family, and the student will be scheduled - to review the situation