

Discipline Policy Manual



*“Building Caring
and
Respectful Schools”*

October 2006

RIGHTS AND RESPONSIBILITIES:

A. Students

1. Students have the **right** to a quality education.
Students have the **responsibility** to attend school regularly, to follow school and classroom guidelines, to listen to instruction, and to work co-operatively.
2. Students have the **right** to be treated with respect and courtesy.
Students have the **responsibility** to treat adults and students with respect and courtesy.
3. Students have the **right** to a safe school environment.
Students have the **responsibility** to follow school rules and to refrain from threatening or hurting others by actions or by words.
4. Students have the **right** to hear and to be heard.
Students have the **responsibility** to listen attentively and courteously to others.
5. Students have the **right** to privacy, personal property, and personal space.
Students have the **responsibility** to respect the privacy of others and the personal property and personal space of others.

B. Teachers

1. Teachers have the **right** to be treated with respect by students and parents.
Teachers have the **responsibility** to treat students and parents with respect.
2. Teachers have the **right** to expect students to be in class, to have a positive attitude, and to be prepared to learn.
Teachers have the **responsibility** to have a positive attitude and to be prepared to teach.
3. Teachers have the **right** to expect the classroom to be a place of learning where all students participate in the process of learning.
Teachers have the **responsibility** to actively involve all students in the learning process and to instruct and to evaluate students as deemed necessary.
4. Teachers have the **right** to feel safe in their classrooms and in the school.
Teachers have the **responsibility** to provide a safe environment for students and others and to address any situation that is a threat to others.
5. Teachers have the **right** to expect parental or guardian support in matters relating to the education of their child(ren).
Teachers have the **responsibility** to encourage parental involvement and collaboration between home and school.

C. Parents

1. Parents have the **right** to expect the school climate to be safe and supportive. Parents have the **responsibility** to teach and to model appropriate behaviour for their child(ren).
2. Parents have the **right** to expect the school to consistently promote a positive attitude towards learning for every child. Parents have the **responsibility** to reinforce that school is a learning environment, to encourage home study, and to monitor their child(ren)'s progress.
3. Parents have the **right** to receive regular communication about the school and their child(ren)'s progress and to be informed promptly of any serious concerns involving their child(ren). Parents have the **responsibility** to be informed about the school and their child(ren)'s progress and to inform the school of any serious issues concerning their child(ren).
4. Parents have the **right** to expect the school to operate in an orderly and effective manner. Parents have the responsibility to encourage respectful behaviour and to support school discipline efforts.
5. Parents have the **right** to expect a quality education for their child(ren). Parents have the **responsibility** to ensure regular attendance, adequate rest, and good nutrition.

CODE OF CONDUCT

The Northwest School Division expects that students will adhere to their school's rules of conduct, and co-operate with corrective actions taken by authority as a result of conduct violations. The rules of conduct are applicable during the school day *as well as during any school activity conducted on or off campus.*

Actions which will not be tolerated by the Northwest School Division are the following:

- possession or use of alcohol
- possession or use of illegal drugs
- possession or use of illegal weapons
- physical or verbal assault, or the threat thereof
- malicious damage to the school or the personal property of students, school employees, or visitors.

Consequences will include intervention and/or referral for counselling. Consequences will be at the discretion of the principal and will include documentation (Code of Conduct - Reporting Form). Code of Conduct forms will be retained by the Principal of the school and forwarded to Division Office only in cases where a discipline hearing is required. At this time all Code of Conduct forms that have lead to the hearing will be forwarded. Other consequences may follow. These shall include any one of the following:

- exclusion
- suspension
- expulsion
- or other measures

Appendix A: Best Practices

**BEST
PRACTICES**

Disciplinary Interventions

Rules are necessary to allow schools to be a safe, protected environment where a student can come to learn without fear. Rules are most effective when there are consequences to enforce them.

1. Teacher / student conference
2. Parent phone call
3. Student / counsellor conference
4. Pro-active conference with administration
5. Time-out
6. Behavioural contracts / behaviour management plans
7. Incentives / positive reinforcers
8. Peer mediation
9. Seating change
10. Classroom meeting
11. Temporary or permanent alternative placement (another class)
12. Anger management intervention
13. Conflict Resolution
14. Parent / guardian visitation to the classroom
15. Teacher / student / administrator conference
16. Parent / guardian and student conference with teachers and administrators
17. Financial restitution for property damage
18. Detention
19. Assigned school service
20. Restriction of privileges
21. Suspension from extra curricular activities, homebound program, in-school suspensions
22. Out-of-school suspensions
23. Referral to outside agency or authority
24. Meeting with the Board of Education

Organizing Classrooms for Excellence

I. The Learning Environment:

The effective teacher:

1. expects students to pay attention to instruction and to be on task
2. exhibits a spirit of co-operation
3. has high expectations for academic achievement and behaviour
4. ensures that disciplinary actions demonstrate fairness, consistency and equality
5. is confident and enthusiastic
6. engages students in private, one-to-one discussions about problems
7. runs an orderly business-like classroom
8. remains calm and objective in disciplining situations
9. communicates caring and respect for students
10. often involves students in decision making and rule and consequence setting
11. often supports students outside the classroom
12. provides good organization, preparation and planning for instruction
13. has class meetings to discuss problems and issues
14. hold students responsible for their behaviour
15. recognizes that praise, reward and recognition are powerful motivators
16. see him/herself as a powerful role model
17. recognizes that privileges are earned and that with rights come responsibilities
18. separates the child from the behaviour
19. does not accept bad manners from students and constantly reinforces the use of good manners
20. develops a sense of pride in the student and the school and the community
21. draws attention to those students who are behaving appropriately
22. enforces classroom rules promptly and consistently
23. creates a warm, inviting atmosphere

II. Classroom Administration:

The effective teacher:

1. clearly communicates behaviour expectations, rules, routines and procedures as well as consequences for misbehaviour
2. has classroom rules, routines and procedures that are consistent with the philosophy of the school's discipline plan
3. is in the classroom as the students enter
4. is aware that changes in seating arrangements may eliminate some discipline problems
5. constantly monitors students while they are working
6. uses eye contact and gestures to alleviate potential problems

7. informs and involves parents with any behavioural or academic concerns
8. uses logical consequences when dealing with inappropriate behaviours. These may include reprimands, warnings, loss of privilege, detention, apology, restitution, isolation, exclusion, counselling, referral, etc. Consequences should be immediate.
9. uses his/her proximity to a troublesome student to alleviate potential problems
10. uses contracts, plans, or agreements to help change behaviours
11. keeps a record of persistent or serious discipline problems - documents date, incident and description of action taken
12. sometimes uses peer mediation to help student solve conflicts
13. keeps rules to a minimum; most expectations fall under routines and procedures
14. uses well-researched methods for dealing with misbehaviour

III. Classroom Instruction:

The effective teacher:

1. gains students' attention before teaching
2. sets the stage for learning by laying out objectives for the lesson
3. provides a good motivational set for the lesson
4. provides clear instruction and allows for smooth transitions
5. presents material in small steps in a logical sequence, and is aware of previous student knowledge
6. is continually monitoring instruction and is aware of pacing
7. tries to meet each child's individual needs and cognitive abilities
8. begins the school year with instruction regarding social skills, which provides the school with a common language to deal with behaviour. Programs such as *Second Step*, which deals with conflict resolution and anger management should be taught at the beginning of the year.
9. has students actively involved with little down time
10. provides interesting, relevant and appropriate curriculum and instruction
11. adjusts the pacing of lessons to allow for little down time for students
12. is able to deal with most behavioural problems without interrupting the flow of the lesson

Caring and Respectful School Environment

Caring and respectful school environments are centered on an unconditional commitment to all children and youth. They are open, inclusive and culturally affirming and built on community education principles and practices. Caring and respectful school environments see parents and guardians as essential partners in the education of their children. They are family-friendly and provide ways for working together that support work-family issues. Such environments value diversity and all members grow in their

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knowledge and respect for the cultures-traditions, languages, and worldviews – of all students and their families. Caring and respectful school environments ensure that all students have access to a barrier-free learning environment and benefit equally from a variety of learning experiences and

needed supports and services in the classroom, the school and the community. School personnel work together with students, families, community members and human service providers to support all students to achieve their full potential. Caring and respectful school environments create the atmosphere necessary to promote the wellbeing and educational success of all children and youth.

The key elements of a Caring and Respectful School Environment are:

1. Collaborative Relationships
2. Personal and Social Development
3. Comprehensive Services and Supports
4. Comprehensive Crisis Response Plan

1. Collaborative Relationships

- Caring and respectful environments promote and model collaborative relationship that link people at the classroom, the school and the community level to a shared vision and a common purpose.
- Collaborative relationships are family-friendly and promote and model ways of working together that support work-family issues.
- Teaching practices in caring and respectful school environments are strengthened and students' learning is improved when educators promote and model collaborative relationships, teamwork and shared leadership, responsibility and decision making with colleagues, parents, students and community partners.
- Community engagement and development is the first step in an evolving process that brings community members and organizations together as active participants in creating a shared vision and commitment to joint planning around issues of mutual concern.
- Collaborative problem solving is the foundation of successful collaboration and helps people constructively explore differences and search for solutions that support individual and group needs.
- Cooperative alliances with neighbourhood and community agencies and organizations.

2. Personal and Social Development

- Focused attention to students' social and emotional learning is critical for school success and assists students to make positive contributions to their classroom, their school, their family and their community.

- The provincial curricula, together with school-wide initiatives such as cooperative learning, service learning projects, character education programs, violence-prevention and conflict resolution programs, peer mediation, and bullying prevention provide daily opportunities for social and emotional learning and contribute to the social and emotional well being of all students.

3. Comprehensive Services and Supports

- Caring and respectful school environments support the delivery of a comprehensive array of programs and services that support the social and personal needs of students.
- Caring and respectful school environments invest in collaborative prevention and early intervention practices and support students with intense needs.
- Caring and respectful school environments define, model, teach and consistently reinforce reasonable behavioural expectations.
- Caring and respectful school environments see student discipline as part of the teaching learning process.
- Such environments promote restorative discipline practices that engage individuals in collaborative problem solving to resolve conflict and to take responsibility for making things right.
- Caring and respectful learning communities see student discipline as part of the teaching learning process and promote practices that are restorative in nature.
 - School code of conduct based on the schools mission or statement of beliefs
 - Adaptive classroom instruction (Adaptive Dimension of Core Curriculum)
 - Parental/guardian collaboration
 - Individualized positive behavioural programming
 - Assessment and ancillary support services
 - Integrated school-linked services and supports
 - Integrated case management
 - Community-based approaches to providing individualized plans of support and care
 - Wraparound process
 - Democratic approaches to discipline
 - Restorative approaches to conflict and discipline issues
 - Accountability and conferencing Circles
 - School-based peer mediation

4. Comprehensive Crisis Response Plan

- A comprehensive crisis response plan is a key component of a caring and respectful school environment.
- A comprehensive crisis response plan includes crisis response teams working in partnership with professional and community-based agencies.

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- The plan involves establishing communication plans and a clear protocol for dealing with the media.

- A comprehensive crisis response plan provides 1) the development of specific interventions for various crises situations and 2) the training and professional development necessary to ensure a fully operational response plan consistent with school division procedures and protocol.
- Debriefing, follow-up support and scheduled reviews and updates are a part of a comprehensive crisis response plan.

School Level Rubric: Caring and Respectful School Environment

<p>Key Elements:</p> <ul style="list-style-type: none"> Promote open, inclusive and culturally affirming principles and practices; Promote collaborative relationships, which link people at the classroom, school and community level to a shared vision; Provide a variety of classroom and school-wide opportunities for social and emotional learning; Support the delivery of a comprehensive array of integrated services and supports that meet the social and personal needs of students; Model, define, teach and consistently reinforce a set of reasonable behavioural expectations; Plan for the physical and emotional safety needs of students and staff. 		
<p>Planning Stage:</p> <ul style="list-style-type: none"> The School conducts a review to gather information from school and community members to determine perceptions of effectiveness, areas for improvement and suggestions for collaborative action for division and school improvement. Teachers acknowledge the need to work with parents to support classroom instruction. Teachers seek parental support to meet student's learning needs within the context of classroom instruction. School personnel seek parental support to reinforce behavioural expectations at the classroom level. A majority of school personnel acknowledge the need for procedures to deal with crisis situations and respond to them as they arise. 	<p>Progressing Stage:</p> <ul style="list-style-type: none"> All staff, students, families and community members create a shared vision of what they want to accomplish as partners to ensure caring and respectful school environments that are open, inclusive and culturally affirming and where all students belong and valued. Most school personnel have established a number of partnerships among and between educators, families, students, community and human service providers. Most teachers use some instructional strategies and programs that foster personal and social skill development and target issues related to enhancing caring and respectful school environments. School staff, students, families and community members collaboratively develop positive and reinforce behavioural expectations for the school. Most school personnel are aware of procedures to deal with a variety of crisis situations. 	<p>Actualizing Stage:</p> <ul style="list-style-type: none"> All staff, students, families and community members demonstrate a commitment to open, inclusive and culturally affirming learning communities and share the belief that all students belong and are valued. All school personnel integrate collaborative relationships and partnerships among and between educators, families, students, community, and human service provider into their daily practice. All school personnel use a variety of instructional strategies and programs that promote personal and social development of students and target issues related to creating caring and respectful school environments. The school is organized around a core set of clearly defined and consistently reinforced, positive behavioural expectations developed in collaboration with the larger community and all school staff use positive approaches to discipline. The school personnel are prepared to deal with a variety of crises in a manner consistent with school division policies and procedures.

Effective Practice Survey – Parent **Caring and Respectful School Environment**

We would like to know what you think about your school. Please place an X in the appropriate box to correspond with your answer. Use only one rating per statement.

		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1.	Collaborative relationships exist in the school which link people at the classroom, school and community level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	The school and the home work together to ensure that parents' work commitments are considered when scheduling school events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	The community is involved in the creation of a shared vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	The community is involved in planning of activities of mutual interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Collaborative problem solving is used to search for solutions that support individual and group needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	I feel welcome in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	The school has a caring atmosphere.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Teachers respect students in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Students show respect for one another at the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Sufficient attention is paid to students' learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	The school helps students get along with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	School-wide initiatives contribute to the personal and social development of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	The school has reasonable behavioural expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Behavioural expectations have been developed collaboratively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	The school consistently reinforces behaviour expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	The school's discipline practices encourage students to take responsibility for their actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
17.	Students are taught alternative ways of dealing with conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	My child feels safe at the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Effective Practice Survey – Students
Caring and Respectful School Environment

We would like to know what you think about your school. Please place an X in the appropriate box to correspond with your answer. Use only one rating per statement.

		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1.	The community is involved in the creation of a shared vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	The community is involved in planning of activities of mutual interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Collaborative problem solving is used to search for solutions that support individual and group needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	I feel welcome in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	The school has a caring atmosphere.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Teachers respect students in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Students show respect for one another at the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Sufficient attention is paid to student's learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	The school helps students get along with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	School-wide initiatives contribute to the personal and social development of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	The school has reasonable behavioural expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Behavioural expectations have been developed collaboratively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	The school consistently reinforces behaviour expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	The school's discipline practices encourage students to take responsibility for their actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Students are taught alternative ways of dealing with conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	I feel safe at the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Effective Practice Survey – Staff Caring and Respectful School Environment

We would like to know what you think about your school. Please place an X in the appropriate box to correspond with your answer. Use only one rating per statement.

		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1.	Collaborative relationships exist in the school, which link people at the classroom, school and community level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	The school and the home work together to ensure that parents' work commitments are considered in scheduling school events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Teachers use collaborative practices to support student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	The community is involved in the creation of a shared vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	The community is involved in planning of activities of mutual interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Collaborative problem solving is used to search for solutions that support individual and group needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Students feel welcome in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Parents feel welcome in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	The school has a caring atmosphere.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Teachers respect students in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Students show respect for one another at the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Sufficient attention is paid to student's learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	The school helps students get along with each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	School-wide initiatives contribute to the personal and social development of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	The school has reasonable behavioural expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Behavioural expectations have been developed collaboratively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	The school consistently reinforces behaviour expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
18.	The school's discipline practices encourage students to take responsibility for their actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Students are taught alternative ways of dealing with conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	Students feel safe at the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Effective Practice Survey – Community **Caring and Respectful School Environment**

We would like to know what you think about your school. Please place an X in the appropriate box to correspond with your answer. Use only one rating per statement.

		Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1.	Collaborative relationships exist in the school, which link people at the classroom, school and community level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	The community is involved in the creation of a shared vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	The community is involved in planning of activities of mutual interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Collaborative problem solving is used to search for solutions that support individual and group needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	I feel welcome in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	The school has a caring atmosphere.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Teachers respect students in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Students show respect for one another at the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Sufficient attention is paid to student's learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	The school has reasonable behavioural expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Behavioural expectations have been developed collaboratively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	The school consistently reinforces behaviour expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	The school's discipline practices encourage students to take responsibility for their actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Students are taught alternative ways of dealing with conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix B: Resources Available in the NWSD

**Resources Available
in the
Northwest School Division
(partial list)**

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Meadow Lake Office

Title	Author
1, 2, 3, Magic	
2nd Step Program	
ADD Quick Tips – Effective Management	Crutsinger, C., Moore, D.
Anti-Bullying Strategy	Sask Learning 2005
Building Moral Intelligence	Borba, Michelle
Character Builders	Borba, M.
Character Development	Borba, M.
Choice Theory	Glasser, W.
Classroom Discipline & Control – 101 Practical Techniques	Chernow, F.
Comic Strip Conversations	
Day Treatment Program – Skills for School Success	Ekstrad, M.
Discipline with Dignity	Curwin R., Mendler, A.
Discipline Without Tears	Dreckurs, R., Cassel, P.
Don't Feed the Monster on Tuesday – Children's Self Esteem	Moser, Adolph, Molton, D.
First Days of School	Wong, Harry
Orchestrating Positive and Practical Behaviour Plans	Reithaug, D.
Peer Counselling Project	University of Victoria
Please Don't Site on the Kids	Cherry, C.
Positive Attitudes – Peace Making	
Power Parenting for Children with ADD/ADHD	Flick, G.L.
Social Skills Strategies Books A & B	
Social Skills Training Manual	Wilkinson, J., Carter, S.
Strategies for Teaching Students with Hearing and Behaviour Problems	Bos, C., Vaugh, S.
Talking Circles	STF – Stewart Resource Centre
Teaching Behavioural Self Control to Students	Workman, E.
Teaching Effective Classroom Routines	Witt, J., Gilbertson, D
The Answer is No – Saying No and Sticking to It	Whithan, C.
With All Due Respect – Keys for Building Effective School Discipline	Moorish, R
Working with Challenging Behaviours	

Appendix C: Resources Available in Schools

**Resources Available
in Schools within the
Northwest School Division
(partial list)**

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Title	Author	School
1, 2, 3 Magic – Training your Children to do What you Want! (Kit)	Phelan, Thomas W.	Lakeview Elementary
21 st Century Discipline – Teaching Students Responsibility and Self-Control	Bluestein, Jane	Lakeview Elementary
A Kid’s Guide to Getting Along with Others (Video recording)		Lakeview Elementary
A Multiple Intelligences Road to a Quality Classroom	Berman, Sally	Lakeview Elementary
A Teacher’s Guide to Cooperative Discipline	Albert, Linda	Lakeview Elementary
A Treasure Chest of Behavioural Strategies for Individuals	Fouse, Beth	Jubilee
A Volcano in My Tummy - Helping Children to Handle Anger	Whitehouse, Elaine Pudney, Warwick	Lakeview Elementary
Am I in Trouble?: Using discipline to teach young children responsibility	Durwin, R.	Goodsoil
Anger Management for Youth	Eggert, Dr. Leona	St. Walburg
As Tough as Necessary	Curwin, Richard L.	Jonas Samson
As Tough as Necessary: Countering Violence, Aggression, and Hostility in Our Schools	Curwin, Richard L. Mendler, Allen N.	Lakeview
Assertive Discipline - A Take-Charge Approach	Canter, Lee	Goodsoil
Awards for Reinforcing Positive Behaviour	Canter, Lee	Lakeview Elementary
Back-To-School Book	Mailbox	Pierceland
Battling the School-Yard Bully	Zarzour, Kim	Lakeview
Before You Can Discipline: Vital professional foundations for	Debruyne, Robert L.	Jubilee
Behavior Management: A Practical Approach for Educators	Walker, James	Goodsoil
Bill Rogers Managing Behavior - Positive Correction		Ernie Studer
Building Moral Intelligence	Borba	Neilburg Composite
Bully Proofing for Children	Brookman, Beverly	Lakeview
Bully Proofing Your School: A comprehensive approach for elementary schools	Gairity / Jens / Portes / Sager / Short-Cmilli	Lakeview
Calm Down (Audio recording)	Wardle, Nancy	Lakeview Elementary
Can We Talk?: Effective learning in the classroom	Debruyne, Robert L.	Jubilee
Catch Them Being Good!	Shapiro, Lawrence	Lakeview Elementary
Character Education (kit)	Burch, Regina G.	Lakeview Elementary
Character Education Set	Burch, Regina G.	Lakeview Elementary
Classroom Behavior From A to Z	Rice, Dale L.	Goodsoil

Title	Author	School
Classroom Discipline Problem Solver	Watson	Neilburg Composite
Classroom Management	Bennett, Barrie Smilanich, Peter	Carpenter
Classroom Management	Mathews, W.D.E.	Goodsoil
Classroom Management – Grade One		Lakeview Elementary
Classroom Management for Substitute Teachers	Collins, S. Harold	Carpenter
Classroom Management: A Thinking & Caring Approach	Bennett, Barrie	Jonas Samson
Classroom Management: A Thinking and Caring Approach	Bennett, B.	Goodsoil
Classroom Management: Grade one	Debruyn, Robert L.	Jubilee
Classroom Quickies	Harnadek, Anita	Carpenter
Classroom Rituals for At-Risk Learners	Phillips, Gary	Goodsoil
Community Building in the Classroom	Debruyn, Robert L.	Jubilee
Connecting with Students	Mendler, Allen N.	Jonas Samson
Coping	Sanders, Corinne	Lakeview Elementary
Creating an Inclusive Classroom		Carpenter
Creating the Competence Based Classroom	Glasser, William	Lakeview Elementary
Creative Conflict Resolution	Kreidler, William J.	Lakeview Elementary
Dealing with Feelings (Kit - 2)		Lakeview Elementary
Defanging a Bully	Motlar, A.	Jonas Samson
Discipline and the Disruptive Child	Karlin, Maria Schoenbrun	Goodsoil
Discipline Book: A Complete Guide	Curwin, Richard	Goodsoil
Discipline With Dignity	Curwin, Richard L. Mendler, Allen N.	Lakeview
Discipline with Dignity	Curwin, Richard L.	Jonas Samson
Discipline: Winning at Teaching	Coloroso, Barbara	Goodsoil
Esteem Builders (K-8)	Borba, Dr. Michele	St. Walburg
Every Time I Blow My Top I Lose My Head!	Slap-Shelton, Laura	Lakeview Elementary
Excuse Me! Self-control in a Box	Moses, Brian	Lakeview Elementary
Feelings	McElmurry, Mary Anne	Lakeview Elementary
Feelings: Grade 3	Jurca, Marsha Elyn	Lakeview Elementary
Free to Feel Great, Teaching Children to Excel at Living	Orlick, Terry	Lakeview Elementary
Getting out of a Stress Mess!	Mundy, Michaelene	Lakeview Elementary
Gossiping, Taunting, Bullying (Student Workshop)	Sunburst Media	St. Walburg

Title	Author	School
Great Big Wonderful Me! Kindergarten and grade one	Tremblach, Vera	Lakeview Elementary
Growing Stronger: Teaching and learning responsibility	Bennet, Barrie	Jubilee
HELP!	Paterson, Kathy	Lakeview Elementary
Helping Children Who are Anxious or Obsessional	Sunderlad, Margot	Lakeview Elementary
Helping Children with Locked in Rage or Hate	Sunderland, Margot	Lakeview Elementary
Helping Children with Low Self-esteem	Sunderland, Margot	Lakeview Elementary
How to Differentiate Instruction in Mixed-Ability Classrooms	Tomlinson, Carol Ann	Jonas Samson
How to Implement and Supervise a Learning Style Program	Dunn, Rita Stafford	Carpenter
How You Can be a Super Successful (cassette)	Wong, Harry	Lakeview Elementary
How You Can Be Super Successful (4 cassettes)	Wong, Harry	Lakeview
I don't Care!	Moses, Brian	Lakeview Elementary
I Feel Angry	Moses, Brian	Lakeview Elementary
I Feel Bored	Moses, Brian	Lakeview Elementary
I Feel Happy	Bryant-Mole, Karen	Lakeview Elementary
I Feel Jealous	Moses, Brian	Lakeview Elementary
I Feel Lonely	Moses, Brian	Lakeview Elementary
I Feel Sad	Moses, Brian	Lakeview Elementary
I'll do It!	Moses, Brian	Lakeview Elementary
Ideas for Behavior Management		Jonas Samson
Integrating the Pieces	Mills, Sheryl	Jonas Samson
Interventions - Collaborative Planning for Students at Risk - Book & Video	Sprick / Garrison	Lakeview
Interventions, collaborative planning for students at risk		Lakeview Elementary
Interventions, collaborative planning for students at risk, audio tape		Lakeview Elementary
It wasn't Me!	Moses, Brian	Lakeview Elementary
It's a Girl's Word – CD Set	CBC Audio	St. Walburg
Jumpin' Johnny Get Back to Work (Video recording)	Gordon, Michael	Lakeview Elementary
Kids Are Worth It!	Coloroso, Barbara	Pierceland
Kids are Worth It!	Coloroso, Barbara	Jonas Samson
Kids are Worth It! (2 copies)	Colorosa, Barbara	Lakeview Elementary

Title	Author	School
Kids are Worth It! (cassette)	Colorosa, Barbara	Lakeview Elementary
Learning to Teach . . . Not Just for Beginners	Shalaway, Linda	Lakeview Elementary
Living Colour		Lakeview Elementary
Mad isn't Bad	Mundy, Michaelene	Lakeview Elementary
Management and Treatment of Youth with Significant Behavioural	Shamsie, Jalal, Dr.	Lakeview Elementary
Managing Behaviours - A Therapist's Guide	Warger, Cynthia L. Heflin, L. Juane	Lakeview Elementary
Mentoring New Teachers	Portner, Hal	Carpenter
Misbehavin': Solving the disciplinary puzzle for educators	Dubelle, Stanley T.	Jubilee
More Moving Experiences, Connecting Arts, Feelings, and Imagination	Benzwie, Teresa	Lakeview Elementary
My Secret Bully	Ludwig, Trudy	St. Walburg
New Approach to Discipline: A Logical Consequences	Dreikurs, Rudolph	Goodsoil
No More Misbehavin	Borba	Neilburg Composite
No More Moneky Shines	Shapiro, Lawrence E.	Lakeview Elementary
Nobody Likes Me, Everybody Hates Me	Borba	Neilburg Composite
Nonviolent Crisis Intervention for the Education: Volume II The Disruptive Adolescent	Wyka, Gene T.	Jonas Samson
Nonviolent Crisis Intervention for the Educator: Volume II: The Disruptive Adolescent	Wyka, Gene T.	Jonas Samson
Opening Exercises, grade 1		Lakeview Elementary
Peace in the Classroom	Adams, Hetty	Jubilee
Peace in the Classroom (2 copies)	Adams, Hetty	Lakeview Elementary
Planning Together		Carpenter
Planning Together: Positive classroom environments	Adams, Hetty	Jubilee
Positive Classroom Discipline	Jones, Fredric H.	Jonas Samson
Positive Classroom Management	DiGiulio, Robert	Carpenter
Positive Discipline	Nelsen, Jane	Lakeview Elementary
Positive Discipline (2 copies)	Nelsen, Jane	Pierceland
Positive Discipline in the Classroom	Nelsen, Jane	Pierceland
Positive Discipline in the Classroom	Nelsen, Lott, & Glenn	Neilburg Composite
Positive Measures	MacWilliam, Carol	Lakeview Elementary
Restitution	Gossen, Diane Chelsom	Carpenter

Title	Author	School
Sad isn't Bad	Mundy, Michaelene	Lakeview Elementary
Secrets of Discipline	Morrish, Ronald G.	Pierceland
Secrets of Discipline	Morrish, Ronald G.	Jonas Samson
Secrets of Discipline for Parents & Teachers Video	Morrish, Ronald G.	Pierceland
Secrets of Discipline for Parents and Teachers	Morrish, Ronald G.	Jonas Samson
Self-Discipline	Kerr, Robb	Neilburg Composite
Seven Ways of Teaching	Lazear, David	Lakeview Elementary
Stop Picking On Me! (Student Workshop)	Sunburst Media	St. Walburg
Successful School Discipline	Walch, J. Weston	Jonas Samson
Teacher Smart	Watson	Neilburg Composite
Teacher Smart! 125 Tested Techniques for Classroom Management and Control	Watson, George	Jonas Samson
Teacher Smart!: 125 tested techniques for classroom management and control	Watson, George	Jonas Samson
Teaching Self-Control	Henley, Martin	Lakeview Elementary
Teaching Self-Control - A Curriculum for Responsible Behavior	Henly, Martin	Lakeview
Teeth are not for Biting	Verdick, Elizabeth	Lakeview Elementary
The Art of Problem Solving	Posamentier, Alfred S.	Carpenter
The Bully, the Bullied, and the Bystander	Coloroso	Neilburg Composite
The Challenge of Counselling in Middle Schools		Jonas Samson
The Discipline Advantage: Elementary discipline learning	Bennett, Barie	Jubilee
The First Days of School	Wong, Harry K.	Jonas Samson
The First Days of School	Wong, Harry K.	Lakeview Elementary
The First Days of School (How to be an Effective Teacher)	Wong, Harry K.	Lakeview
The Healing Curriculum	Phillips, Gary	Carpenter
The Healing Teacher: Transformational teaching techniques for children of poverty	Phillips, Gary	Carpenter
The Healing Teacher: Transformational teaching!	Phillips, Gary L., Dr.	Jonas Samson
The Laughing Classroom	Loomans, Diane	Carpenter
The Little Book of Lifestyle Artistry	Collins, Martin	Lakeview Elementary
The Milestones Project	Steckel, Dr. Richard	St. Walburg
The Prepare Curriculum	Goldstein, Arnold	St. Walburg
The Quality School Teacher	Glasser, William	Jonas Samson

Title	Author	School
The Superhero Game	Shapiro, Lawrence E.	Lakeview Elementary
The Teacher and the Troublemaker	Altman & Jrove	Ernie Studer
The Tough Kid Book		Lakeview Elementary
The Virtues Project (3 copies)	Popov, Linda Kavelin	Lakeview Elementary
Tips for Managing Your Classroom	Burke, Kay	Jonas Samson
Tools for Teaching for Transformation	Phillips, Gary	Goodsoil
Tools for Teaching for Transformation	Phillips, Gary L., Dr.	Jonas Samson
Virtues Cards (4 sets)		Lakeview Elementary
What Does Peace Feel Like?	Radinsky, V.	St. Walburg
What to do with the Kid Who...	Burke, Kay	Jonas Samson
Winning at Parenting Without Beating your Kids (cassette)	Colorosa, Barbara	Lakeview Elementary
Winning at Teaching Without Beating your Kids (video)	Colorosa, Barbara	Lakeview Elementary
With All Due Respect	Morrish, Ronald G.	Pierceland
With All Due Respect	Morrish, Ronald G.	Neilburg Composite
With all Due Respect	Morrish, Ronald G.	Jonas Samson
Working with People with Challenging Behaviours	Ory, Nathan	Lakeview
You can Handle Them All	DeBruyn, Robert L.	Jubilee
You Can Handle Them All	DeBruyn & Larson	Neilburg Composite

Appendix E: Curricular Info about Bullying

Curricular Information for Teachers about Bullying

[Caring and Respectful Schools](#)

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