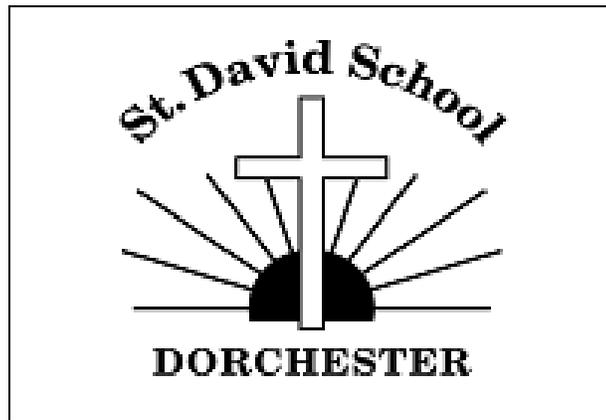




# ST. DAVID CATHOLIC SCHOOL STUDENT AGENDA 2018-2019



**Student Name:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

Principal: Suzanne Terpstra  
Secretary: Laurie DaCosta-Tavares

Telephone: 519-660-2779 Fax: 519-660-2744

@StDavidWildcats #stdavidcares

## A GUIDE FOR PARENTS

Learning skills and work habits are essential for success in learning at school and beyond. They are described as "tools" to help your child reach his or her academic potential, and can be demonstrated in all subject areas and homework tasks. The six learning skills and work habits as seen on the Provincial Report Card are: responsibility, organization, independent work, collaboration, initiative and self-regulation. Developing learning skills and work habits will prepare your child for lifelong learning as well as foster independence, critical thinking, decision-making, and social problem-solving. Later in your child's life, they translate into employability skills which are deemed essential in the workplace.

In your child's Catholic school community, the journey of learning is guided by The Catholic Graduate Expectations. These expectations are described not only in terms of knowledge and skills, but also in terms of values, attitudes and actions informed by reason and faith. (Institute for Catholic Education, 2011) They articulate the vision of self-directed lifelong learning, collaboration, responsible citizenship, and empathy in community with others. Thus, learning skills and work habits are developed in ways that integrate spiritual and academic growth.

As your child moves through the grades, you play a critical part in the development and consolidation of these learning skills and work habits. Your active involvement and supportive efforts which includes ongoing communication with your child's classroom teacher will help to nurture success and lifelong learning.

As a parent, there are many ways you can support your child in developing his or her learning skills and work habits. Discussions with your child's classroom teacher may generate additional suggestions.

Teachers and parents are important partners who work together to ensure the acquisition of learning skills and work habits. When significant adults approach learners with an abiding attitude of affirmation, an unconditional respect of their dignity and a deep rooted acceptance of their uniqueness and potential, they help to plant the seeds for success.

For more information, please contact your child's school.

## A GUIDE FOR PARENTS (cont'd)

### Responsibility

- Discuss on a daily basis your child's day ("How was your day?")
- Check and sign your child's agenda every day
- Set up "homework rules" that both you and your child agree to follow. Rules provide structure and include such things as when, where and how homework should be done. These rules can be posted and referred to when needed
- Help your child set homework goals
- Monitor your child's completion of homework and offer positive feedback when homework progress is evident
- Encourage responsibility for actions and respect for others at home, school and in the community

### Independent Work

- Establish a routine for studying and completing homework at the same time each day.
- Encourage your child to study 2-3 days before a scheduled test
- Assist your child in using study strategies which best suit his/her learning style
- Promote independent decision-making skills by setting plans and encouraging their completion
- Discuss assignment criteria and/or rubrics to ensure understanding of learning tasks
- "Check-in" regularly by asking questions to see how the work is going
- Encourage your child to review descriptive feedback from his/her teacher to help with next steps

### Initiative

- Encourage curiosity, learning, and exploration of the world outside the classroom
- Model a positive attitude when challenges and new opportunities arise
- Reinforce and reward when appropriate choices are made independently
- Provide opportunities to experience diversity (e.g., different cultural experiences, vacations, volunteering, etc.)

### Organization

- Help your child decide on a quiet space, free of distractions for the completion of school work
- Make easily accessible the necessary materials/resources to complete homework (e.g., computer access, pencil, pen, calculator, paper, ruler, etc.)
- Establish with your child a routine for organizing binders and backpacks, and sharing information (e.g., agenda)
- Encourage the daily use of the agenda to keep track of what needs to be done at home and at school
- Help your child use time management skills (e.g., prioritizing tasks, making 'To Do Lists', finding a balance between school work and other activities, etc.)

### Collaboration

- Provide opportunities for your child to participate in activities outside of school involving peers (e.g., clubs, teams, Youth Ministry, volunteering, etc.)
- Engage in family activities which foster caring and cooperation (e.g., cooking, playing board games, clean up, movie night, etc.)
- Allow your child to engage in different roles and responsibilities (e.g., daily chores, meal and activity planning, pet care, etc.)
- Build cooperation skills (e.g., listen to or read stories in which characters benefit from cooperation, model working with others, share chores or hobbies, and play indoor and outdoor games together, etc.)

### Self-Regulation

- Encourage your child to take ownership for his/her learning and behaviour
- Help your child set goals for improving learning skills
- Recognize and promote strategies that suit your child's unique learning style (e.g., visual, auditory and/or tactile)
- Motivate your child to persevere when difficulties arise by offering affirmative comments and constructive feedback
- Help your child view mistakes as opportunities for growth
- Model and encourage the use of strategies to exercise self-control during conflict situations or when facing challenges

## LEARNING SKILLS & WORK HABITS

The development of learning skills and work habits is an integral part of your child's learning. Strong learning skills and effective work habits are often an indicator of future success in school, at home and in life in general. These learning skills and work habits begin early in life. As students move through the grades, they develop and consolidate these critical skills in preparation for post-secondary education and the world of work.

Students are encouraged to use the self-assessment pages provided in the agenda to help them understand and reflect on their personal development of the learning skills and work habits, by setting goals and identifying next steps for improvement.

Parental involvement is an important component for student success. Parents are encouraged to review the Learning Skills pages in this agenda. Once students complete the self-assessment pages, parents can discuss strengths and provide support for next steps.

E - Excellent    G - Good  
 S - Satisfactory    N - Needs Improvement

<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>- Fulfills responsibilities and commitments within the learning environment.</li> <li>- Completes and submits class work, homework, and assignments according to agreed-upon timelines.</li> <li>- Takes responsibility for and manages own behaviour.</li> </ul>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>- Devises and follows a plan and process for completing work and tasks.</li> <li>- Establishes priorities and manages time to complete tasks and achieve goals.</li> <li>- Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.</li> </ul>
<p><b>Independent Work</b></p> <ul style="list-style-type: none"> <li>- Independently monitors, assesses, and revises plans to complete tasks and meet goals.</li> <li>- Uses class time appropriately to complete tasks.</li> <li>- Follows instructions with minimal supervision.</li> </ul>	<p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>- Accepts various roles and an equitable share of work in a group.</li> <li>- Responds positively to the ideas, opinions, values, and traditions of others.</li> <li>- Builds healthy peer-to-peer relationships through personal and media-assisted interactions.</li> <li>- Works with others to resolve conflicts and build consensus to achieve group goals.</li> <li>- Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.</li> </ul>
<p><b>Initiative</b></p> <ul style="list-style-type: none"> <li>- Looks for and acts on new ideas and opportunities for learning.</li> <li>- Demonstrates the capacity for innovation and a willingness to take risks.</li> <li>- Demonstrates curiosity and interest in learning.</li> <li>- Approaches new tasks with positive attitude.</li> <li>- Recognizes and advocates appropriately for the rights of self and others</li> </ul>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>- Sets own individual goals and monitors progress towards achieving them.</li> <li>- Seeks clarification or assistance when needed.</li> <li>- Assesses and reflects critically on own strengths, needs, and interests.</li> <li>- Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals.</li> <li>- Perseveres and makes an effort when responding to challenges.</li> </ul>

## LEARNING SKILLS: SUCCESS CRITERIA

The success criteria listed provides examples of associated behaviours and attitudes which will guide the students' progress in their development of the learning skills and work habits.

### Responsibility

I am responsible when I...

- come to class prepared with all necessary materials
- follow rules and routines independently
- complete work thoroughly and on time
- take care of my classroom, school and community environments
- take ownership of my behaviour

### Organization

I am organized when I...

- keep my desk and belongings neat and in order
- am ready to start lessons on time
- use my class time well to plan and complete my work
- have all required notes and handouts in order and dated in my notebooks/duotangs
- use my agenda to remember what I have to do at home and at school

### Independent Work

I am an independent worker when I...

- follow instructions and understand what I have to do
- remain focused on a task without direct teacher direction
- am not distracted by others or objects in the classroom
- know what to do when I finish a task
- use feedback and look for ways to improve my work

### Collaboration

I am an effective collaborator when I...

- take turns sharing roles and responsibilities with others
- listen to and respect the opinions of others
- offer my ideas in respectful ways
- complete my share of the work when working with others
- resolve conflicts with others by using positive problem-solving strategies

### Initiative

I show initiative when I...

- have a positive attitude about learning
- start my work or follow routines without being told
- am willing to take risks and try new things on my own
- connect ideas from one subject to another
- ask questions when I don't understand what to do

### Self-Regulation

I self-regulate when I...

- exercise self-control when completing learning tasks or interacting with others
- set my own goals and work towards achieving them
- persevere when learning or social situations are challenging
- know my strengths and I reflect on areas where I need to improve
- take ownership for my learning and ask for help when I need it

## SCHOOL DAY

Office Hours: 8:00 a.m. – 4:00 p.m.

School Day: 8:55 a.m. – 3:30 p.m.

Supervision of the schoolyard begins at **8:40 a.m.** **We ask that students not arrive prior to 8:40 a.m.** During inclement weather conditions, students enter upon arrival. Otherwise, **students enter at their designated door with their class at 8:55 a.m.**

8:40-8:55 - Supervised Yard

8:55-9:00 Opening Announcements

9:00-10:20 - First Teaching Quarter

10:20-10:35 - Recess

10:35-11:55 - Second Teaching Quarter

11:55-12:55 - Supervised Lunch

12:55-2:15 - Third Teaching Quarter

2:15-2:30 - Recess

2:30-3:30 - Fourth Teaching Quarter

3:30 - Dismissal

During the first fifteen minutes of the lunch hour, students eat their lunch in their classrooms. At 12:10 p.m. students are dismissed for the lunch recess on the yard. No food is permitted on the schoolyard. Students remaining for lunch are under the care of adult supervisors. They are NOT permitted to leave the school premises without written permission from their parents and confirmation with the office.

At the end of the day, bussed students and non-bussed students exit through their assigned door. To eliminate hallway congestion at the end of the day, parents are asked to wait for students outside, or in the foyer of the school.

## ATTENDANCE AND SAFE ARRIVAL

Good attendance and punctuality is one of the foundations to success in school. Being punctual is a life-long skill and should be developed early. Please assist us in the following ways:

For children 6 years of age and older, daily attendance at school is required by law. Parents may take their children out of school for a short time due to appointments or illness, but it is necessary to explain the absence by means of a **note** to the homeroom teacher and/or principal. Students are responsible for the work they miss during their absence.

1. **Children are expected to be on time for entrance into the school at 8:55 a.m. with their classroom teacher and classmates.**
2. Students who arrive at school after the bell has rung are recorded as arriving late.
3. Parents are expected to telephone the school before 8:30 a.m. if their child will be absent or late. **A reason for the absence is required.** Messages can be left at anytime on the school's voicemail before, during or after office hours. Attendance is completed each morning at 9:00 a.m. and each afternoon at 1:00 p.m. As required by our Safe Arrival Procedures, unexplained student absences are responded to by: i) phoning parents at home/work, ii) phoning emergency contact person and iii) notifying the police.
4. No child shall leave the school premises at any time other than regular dismissal times. Once students arrive at school for the day, they are expected to remain on school property at all times. If a student will be leaving at any time during the school day (e.g., appointment), the parent or adult guardian is asked to come to the office to sign the student out for the remainder of the day. If a designate is picking up a child, a written note must be sent to the homeroom teacher or principal indicating the adult's name and relationship. So as not to disrupt the classroom-learning environment, the child will meet the parent at the office. Your child's safety and security is our concern.
5. Parents will be contacted by the teacher, then the principal (as outlined in the LDCSB protocol for student attendance) if there are any attendance or punctuality concerns. Attendance is monitored and if improvement does not occur, a referral to a Social Worker will be made.

## EXTENDED EXCUSED ABSENCES

As per Ministry of Education Regulation 298, if your child(ren) is (are) going to be absent from school for an extended period of time for a vacation or family obligation, the parent or guardian of the student must submit a letter to the principal requesting that the student be excused for the specified period of time. The reason for the absence and the time frame must be included in the letter. The Ministry of Education requires us to file this information in the Ontario Student Record. ***Students who are absent for more than five days in a row, without written notification, may be removed from the school register which could affect student bus transportation.***

## DROP OFF AND PICK UP

Students who are not bussed to school are encouraged to walk or ride a bike to school. Parents picking children up from school are asked to park their vehicle and wait for their child. Please do not enter or exit the parking lot during busy bus times (between 8:40 a.m. and 9:00 a.m., nor between 3:00 p.m. and 3:45 p.m.).

## INDOOR FOOTWEAR

It is an expectation that all students must have and wear indoor footwear for their personal comfort, well-being, safety, and in the possible event of emergencies. Footwear is also required outdoors in the school yard.

## RECESS

Recess time is an opportunity for students to gather with friends and take part in self-initiated play. Recess periods are monitored by school staff to ensure safe and courteous behaviour. Failure to abide by the playground rules may result in a loss of recess time or other consequences as outlined in the School Code of Conduct.

Except for conditions of inclement weather or on the advice of a physician's note, **all students are expected to go outside during recess periods.** If students are too ill to go outside, they are too ill to be at school. Please help us prevent the spread of illness by keeping students home until they are completely well.

## LUNCH ROUTINES

Students who stay at school for lunch are expected to:

- Remember that staying for lunch is a privilege based on mannerly and co-operative behaviour.
- Remain on the school property unless they are picked up and signed out of school by a parent or designate.
- Respect the authority of the lunch hour supervisor.
- Eat all food inside the classroom.

**Families are to indicate on their Family Verification Form whether their child regularly eats lunch at school or goes home for lunch. Please notify the school of any changes to routine.**

## PLAYGROUND SAFETY

To help ensure students are safe at school some specific reminders are provided:

- No hockey sticks of any size, baseball bats, lacrosse sticks, etc. are permitted on the school yard unless direct teacher/adult supervision is provided.
- Students are to stay clear of doorways to avoid contact with doors and people using the doorways.
- Hard bouncy balls are not safe and therefore not permitted at school.
- Students wearing open-toed shoes or shoes without ankle support will be asked to refrain from running activities during recess and are not permitted to use the Creative Playground Equipment.
- Safe play is expected at all times. Hands-on, rough play is not allowed at school.
- Students are encouraged to play within their own age group, which can include the grade above and below their own.

## BIKES/IN-LINE SKATES/HEELYS

With parent permission, "Personal transport items" (i.e., bicycles, skateboards) may be ridden to and from school. Bicycles should be locked to the bike racks provided. Skateboards and scooters may be kept in the

office during the school day. **To ensure pedestrian safety, "personal transport items" are not to be used on the school property.**

### **CREATIVE PLAYGROUND EQUIPMENT**

Students are expected to use the equipment in the way it was designed: sit while sliding down feet first, no walking up the slide, walk up the steps, no playing at the top of the slide, before sliding down be sure the landing area is clear, etc.

Avoid unsafe behaviour while on the equipment including: pushing, running, playing games, perching on the top of the climber.

Respect the rights and space of others playing on the equipment.

All other play equipment (i.e., balls, skipping ropes) is not permitted on the play structures. Long scarves and drawstrings are not to be worn on the equipment.

*Note: The playground equipment is inspected regularly to maintain the integrity of the structure and to guard against possible safety hazards. Playground equipment may be off limits in rainy or snowy weather.*

*Damaged equipment or injury should be reported to the yard supervisor immediately. Students who ignore safe practices on the play equipment will lose the privilege to participate.*

### **BUS SAFETY**

It is a privilege to have bus transportation to and from school. All students are expected to conduct themselves in a safe and orderly manner while riding on the school bus. Expectations for behaviour on the bus are not different from those at school.

Specific expectations include:

- Always be courteous and follow the instructions of the bus driver.
- Remain in your seat.
- Keep arms and head inside the bus.
- Keep noise level low.
- No eating or drinking on the bus.

Unsafe behaviour while riding the bus may result in suspension of bus privileges and/or consequences as outlined in the School Code of Conduct.

Students may not take a bus for which they are not assigned.

### **INTERNET USE**

Internet access through our school network is a privilege and is granted to students within the context of specific guidelines. Students may not:

- Transmit unacceptable material, download or display inappropriate material.
- Provide personal information about themselves or others through the Internet.

### **FIELD TRIPS**

Field trips are recognized as a source of worthwhile learning activities that broaden student's experiences. Planning for class trips is done cooperatively by teaching staff and the principal. Class field trips should contribute substantially to the achievement of desirable educational and faith development goals. Trips that have a main purpose of providing a common enjoyable social experience are appropriate on a very limited basis and should be designed for maximum participation.

Information regarding an upcoming field trip will be communicated to students and parents in advance and include a parent consent form. In most cases, field trips requiring transportation will use school buses provided by a licensed carrier. No child will be denied access to a field trip due to financial constraints. Parents in need of financial support for field trips are asked to contact the school principal.

### **TEXTBOOKS AND SCHOOL PROPERTY**

It is the shared responsibility of the teacher, pupil and parents to see that textbooks and school materials are treated with the proper respect and care to maximize their lifespan. The textbooks, supplies, and furniture are on loan to the students without charge. If books or furniture are lost or damaged beyond usual wear, the

student will be held responsible and will be billed by the school for the same. This is in accordance with LDCSB Policy and Procedure.

## **HOMEWORK**

All students in grade 1 to 8 could anticipate having homework on a regular basis. The purpose of homework is to reinforce and enrich concepts taught in class and to complete unfinished assignments. The "10 minute rule" has been widely accepted as a guideline for homework time allotment. For example, homework for a student in grade one should be approximately 10 minutes, a student in grade 8 should expect an hour per night.

### Effective Homework Routines

- Plan and organize homework and materials before you leave school.
- Review homework and assignments with parents.
- Study in a quiet location with adequate lighting.
- Assemble all required materials before you begin working.
- Create a "To Do" list.
- Complete all assignments on time.

### Teacher's Role

- Assigns and monitors the homework on a continuous and regular basis.
- Provides the structure for students to acquire independence in the management of their homework.
- Communicates expectations regarding homework to both students and parents.
- Provides feedback on how well the student has met the expectations.

### Parental Role

- Review the STUDENT AGENDA and/or class website daily.
- If a parent judges that the homework is taking too long, s/he is encouraged to send a note to the teacher explaining why the homework was not completed. If this continues the parent is encouraged to contact the teacher.
- Cheer from the sideline. Give time and space. Congratulate students on their achievement. It is not the parents' responsibility to complete the homework.
- Stay positive about homework, no matter what you might think privately. Seek solutions at school. If you find a constant overload of homework, contact the classroom teacher. We are partners in your child's education.

## **USE OF TELEPHONES**

**Telephones:** School telephones are not available for students to make personal/social calls. If a call to parents is required, a staff member will help to make contact. Arrangements for after school rides or activities should be arranged prior to coming to school in the morning.

**Messages:** Messages coming into the school will be forwarded to the teacher or student at an appropriate time. Only emergency messages will be forwarded immediately. **Please limit phone messages to students to emergency situations only.**

***Under Policy J 3.7 of the LDCSB, the use of Electronic Devices, including cell phones, is strictly prohibited unless a teacher/staff member provides direct permission and supervision.***

## **SCHOOL VISITORS**

For security purposes, the LDCSB's policy and procedures requires all parents and visitors to check in at the main office and **sign in** and **sign out** in the Visitor's Book located in the front office. Parents dropping off items or picking up children are asked to remain at the main office. Students will meet parents at the main office. Our goal is to maintain and protect the student learning environment of the classroom and reduce the number of classroom interruptions.

## **CATHOLIC SCHOOL CODE OF CONDUCT**

The London District Catholic School Board Code of Conduct, Policy J 5.5 was revised and implemented effective February 2018. This is the basis for the development of the School Code of Conduct.

## ST. DAVID CATHOLIC SCHOOL CODE OF CONDUCT

St. David Catholic School is concerned with the education of the whole person. The school recognizes that it exists to encourage the spiritual, intellectual, aesthetic, physical and social growth of all students, enabling them to live and contribute as responsible Roman Catholics in society.

In order to achieve this goal, the school strives to strengthen the partnership of the family, the Church and the school. The parents have the primary responsibility for the education of the children, a responsibility they share with the Church and the school.

It is recognized that the school has an obligation to ensure that an effective learning environment exists for the students and to assist students to carry out their responsibilities in developing as mature and responsible Roman Catholics. It is the function of the family and the student to be responsible for appropriate behaviour and self-discipline.

This Code of Conduct is provided to assist in the partnership of home, school and Church in educating children. It reflects the self-worth and dignity of each individual and attempts to ensure that the rights of both the individual and the school community are respected.

**Everyone has the right to learn in a safe and supportive environment.**

### Standards of Behaviour

The standards of behaviour apply to all members of the school community, including students, parents and guardians, teachers or other school staff members, volunteers and visitors.

The standards of behaviour apply: on the school property, while travelling on a school bus, in-school sports activities, in off-site school-sponsored activities, or in circumstances where engaging in an activity could have a negative impact on the school climate.

### RESPECT, CIVILITY, AND RESPONSIBLE CITIZENSHIP

Under the Provincial Code of Conduct, all members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching; and/or

- not swear at a teacher or at another person in a position of authority.

### SAFETY

All members of the school community must not:

- engage in bullying behaviours;
- commit sexual assault;
- traffic weapons or illegal drugs;
- give alcohol to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias; and/or
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

**Bullying** – means aggressive and typically repeated behaviour by a pupil where,

(a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,

(i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or

(ii) creating a negative environment at a school for another individual, and

(b) the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education; ("intimidation")

For the purposes of the definition of "bullying" in subsection (1), bullying includes bullying by electronic means (commonly known as cyber-bullying), including,

(a) creating a web page or a blog in which the creator assumes the identity of another person;

(b) impersonating another person as the author of content or messages posted on the internet; and

(c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Reference: London District Catholic School Board Safe Schools procedures J 5.10

### **Personal Electronic Devices and Communications, and Media Devices**

Students' use of a PED is permitted on school premises under limited conditions as authorized by the Principal to enhance academic achievement while respecting the dignity and safety of all members of our school community.

Reference: London District Catholic School Board "Appropriate use of Personal Electronic Devices and Online Social Networking" Policy Code: J 3.7

### **Progressive Discipline**

As set out in PPM 145, progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. When inappropriate behaviour occurs, disciplinary measures are applied within a framework that shifts the focus from one that is solely punitive to a focus that is both corrective and supportive. A range of interventions, supports, and consequences are used that include learning opportunities for reinforcing positive behaviour while helping students to make good choices.

Early and ongoing interventions may include, but are not limited to:

- Verbal reminders;
- Receive an immediate interview with a staff member;
- Receive an immediate interview with the principal;
- Contact with parents (verbal or written);
- Detentions;
- Lunch or recess privileges removed or suspended;
- Removal from the classroom;
- Review of expectations;
- Written work or assignment with a learning component;
- Meetings with parents;
- Volunteer service to the school community;
- Conflict mediation;
- Peer mentoring;
- Sensitivity programs;
- Safety plans; and/or
- Referral to counselling.

In some circumstances, short-term suspension may be a useful tool. In the case of a serious incident, long-term suspension or expulsion, which is further along the continuum of progressive discipline, may be the appropriate response.

Reference: London District Catholic School Board "Safe School Procedures" Policy Code: J 5.10

### **Modification of School Day / Alternative Learning Environment**

Under some circumstances it may be appropriate for the Principal and parent to agree to either a modified school day or the re-direction of the pupil to an alternative learning environment that could include the pupil's home. These intervention strategies will point out the seriousness of the situation while providing an opportunity for either behaviour modification or a cooling off time, avoiding the use of the suspension strategy.

### **Dress Code**

Students are expected to dress in a manner appropriate for our Catholic School. Clothing should be neat, comfortable and modest, not drawing undue attention to the wearer. Students are expected to come to school dressed to participate in a range of school activities including Physical Education classes and outdoor recess breaks. In warm weather, clothing should protect the child from harmful ultraviolet radiation. Shirts should cover the shoulders. Students are expected to wear running shoes or sandals with heel straps.

Some examples of **unacceptable** school clothing are:

- Articles of clothing or accessories with inappropriate logos, sayings and pictures.
- Overly revealing clothing (e.g. halter tops, sheer tops, string straps, short shorts, etc.).
- Bare midriffs or droopy pants.
- Undergarments that are visible.
- Short shorts, skirts and short shirts. Shorts and skirts should be of a modest length/mid-thigh. Capri pants may be a chosen alternative.
- Hats or any other head covering, sunglasses, chains, and extreme jewelry shall NOT be worn in the school.

Students who choose to dress inappropriately for the school environment will be advised of their indiscretion and may be asked to change their clothing or they may be removed from the classroom to an alternate supervised setting within the school until arrangements can be made to change into more suitable clothing.

All students are expected to wear shoes at all times while at school. Shoes that have a strap across the ankle reduces the risk for tripping or slipping.

Reference: London District Catholic School Board "Appropriate Dress Code/Uniform" Policy Code: J 3.2

### **Suspension of Pupil**

Under subsection 306 (1) of the Education Act, a principal **shall consider whether to suspend** a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

When a principal believes that a pupil has committed one or more infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate, the principal shall consider whether that pupil should be suspended, taking into account any mitigating and other factors that might be applicable in the circumstances.

The principal will also contact the police consistent with the Police/School Board Protocol if the infraction the pupil is suspected of committing requires such contact.

The infractions for which a principal must consider imposing a section 306 suspension are:

1. Uttering a threat to inflict serious bodily harm on another person;

2. Possessing alcohol, illegal and/or restricted drugs;
3. Being under the influence of alcohol;
4. Swearing at a teacher or at another person in a position of authority;
5. Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;

If a student is suspended for engaging in an activity described above, the student is suspended from his or her school and from engaging in all school-related activities.

**The minimum duration of a suspension is one school day and the maximum duration is 20 school days. In the event a parent wishes to appeal a suspension they should contact the principal.**

### **Mitigating Factors**

In considering whether to suspend a pupil or whether to recommend to the Board that a pupil be expelled, a principal will take into account mitigating factors.

1. Whether the pupil has the ability to control his or her behaviour;
2. Whether the pupil has the ability to understand the foreseeable consequences of his or her behaviour; and
3. Whether the pupil's continuing presence in the school does not create an unacceptable risk to the safety of any other individual at the school.

### **Other Factors to be Considered**

1. The pupil's history;
2. Whether a progressive discipline approach has been used with the pupil;
3. Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment;
4. How the suspension or expulsion would affect the pupil's ongoing education;
5. The age of the pupil;
6. In the case of a pupil for whom an individual education plan has been developed,
  - a) Whether the behaviour was a manifestation of the pupil's disability identified in the pupil's individual education plan;
  - b) Whether appropriate individualized accommodation has been provided; and
  - c) Whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct

As indicated, the principal must take into account the mitigating and other factors to determine whether to impose the suspension and if so, to determine its duration. In circumstances where the principal determines not to impose a suspension as a form of discipline for the pupil, the principal may consider whether other progressive discipline and/or other intervention is appropriate in the circumstances.

### **Roles and Responsibilities**

The LDCSB Code of Conduct recognizes that all members of the school community, including pupils, teachers, principals, parents, other school staff, board personnel, superintendents, and trustees have an obligation to comply with the standards of behaviour outlined in this policy. Each member of the school community has the following roles and responsibilities:

## **Principals**

Under the direction of the Board, principals take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
- holding everyone under their authority accountable for his or her behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community;
- ensuring the communication of local codes of conduct includes a communication plan that outlines how these standards will be made clear to the entire school community, including school communities who have a significant number of parents whose first language is not English; and
- providing an example of respect and civility for all members of the school community.

Principals have a duty to maintain proper order and discipline within the school. Local codes of conduct are a key component of that duty. Principals shall develop local codes of conduct that are expressly tailored for their schools.

Under the provisions of the *Education Act*, principals are responsible for suspending students and for referring expulsions to the school board in appropriate circumstances. Principals will conduct investigations in accordance with the *Guidelines for Conducting a Disciplinary Investigation*.

## **Teachers and Other School Staff Members**

Under the leadership of their principals, teachers and other school staff members maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and school staff uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, parents, volunteers, and the members of the school community;
- prepare students for the full responsibility of citizenship and followers of Christ.

Teachers shall also assist principals in maintaining close co-operation with the school community and in establishing and maintaining consistent disciplinary practices in the school. Under the provisions of the *Education Act*, teachers do not have the authority to suspend. In addition, teachers must assist the principals by reporting incidents and assisting the principal in conducting an investigation.

## **Students**

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time, ready to learn, and with assignments completed;
- shows respect for himself or herself, for others, and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others; and
- follows the established rules and takes responsibility for his or her own actions.

Students are also expected to fulfill the Ontario Graduate Expectations and live the Gospel message by:

- adhering to the teachings of the Roman Catholic Church;
- exercising self-discipline;
- accepting such discipline as would be exercised by a kind, firm and judicious parent;
- being courteous to fellow pupils and obedient and courteous of teachers, staff and visitors to the school;
- showing respect for school property;
- complying with their school dress code/and uniform policy; and
- understanding and complying with the Board's Code of Conduct, "For the Good of All".

## **Parents**

As primary caregivers and original role models for their children, and as partners in Catholic Education, parents play an important role in the education of their children and have a responsibility to support the school community in maintaining a safe and respectful learning environment for all members. Parents fulfill their role when they:

- are actively engaged in their child’s learning, social development and faith development;
- regularly engage in two-way communication with their child’s teacher(s) and support staff;
- read and familiarize themselves with information provided by the school regarding Ministry, Board, and School Policies;
- support and model behaviour outlined in the Provincial, Board and School Code of Conduct;
- help their child to be neat, appropriately dressed and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child’s absence or late arrival;
- work with the school community to prevent, address, and correct discipline issues involving their child.

Parents also play a supportive role through representation on local Catholic School Councils and participation in establishing and maintaining the school’s Code of Conduct and Safe School’s Policy.

*"Take up the challenge of growing into a sense of who you are as Christians so that you can develop the talents you have been given and bring the best of yourself to the society in which you will be living".*

**This Moment of Promise**

Ontario Conference of Catholic Bishops



I have read and reviewed the Student Agenda Information pages.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date



Note: Intermediate (Grade 7 and 8) students are asked to review this information with their parent(s) and return this section to her/his homeroom teacher before October 1<sup>st</sup>. Intermediate students will use the classroom websites to monitor events and homework assignments. A copy of these Student Agenda Information pages is also available on the classroom websites.

Any questions regarding the information provided in the Student Agenda Information pages should be directed to your child’s Homeroom Teacher and/or the Principal.