

**SACRED HEART CATHOLIC ELEMENTARY SCHOOL  
WOLFE ISLAND, ON**

**2016-2017  
STUDENT AGENDA**

|               |       |
|---------------|-------|
| Student Name: | _____ |
| Grade:        | _____ |
| Teacher:      | _____ |



Box 59, Wolfe Island, Ontario K0H 2Y0  
(613) 385-2348

*We show respect for God`s word, His creation and each other. We strive to make the world a better place through our learning, words, actions and choices.*

*“Walk in a manner worthy of the Lord, fully pleasing to him, bearing fruit in every good work and increasing in the knowledge of God.” (Colossians 1:10)*

## SACRED HEART CATHOLIC SCHOOL STUDENT CODE OF CONDUCT

The Algonquin and Lakeshore Catholic District School Board is committed to providing a safe working and learning environment for students and staff. Our school of conduct applies to all school community members, whether they are on school property, school buses, school-related events or activities, or in any circumstance that might impact on the school culture.

### PURPOSE

The purposes of the Code of Conduct, in accordance with the Ontario Education Act are:

- to ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity;
- to promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;
- to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;
- to encourage the use of non-violent means to resolve conflict;
- to promote the safety of people in the schools; and
- to discourage the use of alcohol and illegal drugs.

**THE THREE R'S - "RESPECT, RESPONSIBILITY AND RELATIONSHIPS"** At Sacred Heart Catholic School, we put Christ at the centre of all of our learning and in all of our dealings with people. We strive to create a community of learners where all members master **RESPECT** for themselves and others, practice taking **RESPONSIBILITY** for their actions and discover the ways to build healthy **RELATIONSHIPS**.

**RESPECT** is the basic tenet through which all members of our community will strive to demonstrate their partnership in the apostolic mission of our Catholic Faith.

We demonstrate

**RESPECT FOR GOD** by following Christ's teaching in all we say and do for the honour and glory of God;

**RESPECT FOR SELF** by using the talents and gifts God gave us in order to embarrass or hurt ourselves and behaving in an appropriate manner so as not to embarrass or hurt ourselves;

**RESPECT FOR OTHERS** by treating all people in a positive, supportive and considerate manner, and by using our hand for helping not hurting;

**RESPECT FOR AUTHORITY** by following school rules and staff directions;

**RESPECT FOR PROPERTY** by valuing and taking care of our own belongings, the school, grounds, building, equipment and materials; and

**RESPECT FOR LEARNING** by recognizing and valuing the privilege of an education, and taking pride in our work.

At the heart of our educational purpose is character development rooted in faith and virtues.

Our Code of Conduct is founded on JUSTICE, PRUDENCE, TEMPERANCE, and FORTITUDE.

**JUSTICE:** The just person respects the rights, responsibilities and contributions of self and others and witnesses Catholic social teaching by promoting equality, democracy and solidarity for a just, peaceful and compassionate society.

**PRUDENCE:** The prudent person asks, "What is the right thing to do? And makes decisions in light of gospel values, with an informed moral conscience.

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**TEMPERANCE:** The temperate person sets appropriate goals and priorities in school, work and personal life, avoiding unhealthy habits or excesses so that he/she can live a full life, as God intended for us.

**FORTITUDE:** The person of fortitude accepts accountability for one's own actions, and seeks and grants forgiveness.

## **ROLES AND RESPONSIBILITIES**

Students, staff, parents, volunteers, visitors, parish and community partners share the responsibility of maintaining the unique spirit and character of the Catholic school. This environment depends on the cooperation and commitment of all involved. All members of the school community must conduct themselves in a manner consistent with the beliefs and practices of the Catholic faith.

At Sacred Heart, we believe that all people are created in the image and likeness of God and, as such, have the right to be treated with dignity, respect and fairness. As followers of Jesus Christ, our school community has the shared responsibility of maintaining a community of belonging that is safe, sustainable, inclusive, respectful and healthy.

We also recognize that a whole-school approach to engaging the school community will help our efforts to address inappropriate behaviour and promote a positive school climate and well-being for all.

## **PROCEDURES AND EXPECTATIONS**

### **Attendance**

Every school day counts! Students are more likely to be successful in school when they attend school on daily basis. If at any time a student experiences difficulty attending school, the principal will work with parents and relevant partners to support a plan for success.

### **Safe Arrival**

In order to ensure the safe arrival of all students, parents/guardians are asked to notify the school by phone regarding absences or late arrivals. A message may be left on the school voice mail.

### **Communication**

The school agenda is the primary communication tool between parents and teachers. Parents are asked to communicate daily busing changes through the agenda, or to call the school and leave a message. Should parents have a specific concern or information to share about their child that might not be appropriate for the agenda, they are encouraged to call the school to speak to the classroom teacher.

The school agenda is used to organize assignments, homework, tests and projects. A note from parents should accompany uncompleted homework.

### **Preparation for Class**

Students are to be prepared for class each day by arriving to school each day with homework completed and all material requested by classroom teacher.

Assignments are to be completed by due dates and student are expected to submit work which is original, completed by themselves, and represents their best efforts.

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### **Illness/Injury**

When a student is unwell, the best place for him/her is typically at home. If a child is well enough to be at school, he/she will be expected to participate in regular classroom activities and to go outside during recess and lunch hour. Only in special circumstances would a child stay in during recess or be excused from a physical education period. When a child becomes ill during the day, parents or the emergency contact will be contacted to come pick up their child.

In case of injury at school, first aid will be administered if needed. If the injury appears serious, we will notify the parents or the emergency contact to arrange necessary medical attention.

If discovered at home, cases of head lice or contagious conditions are to be reported to the school.

### **Storage and Dispensing of Medication**

School personnel are not authorized to dispense non-prescribed medication. Any student bringing medication to school are asked to report it to the classroom teacher so it can be stored to ensure safety. The student must self-administer the medication. Should a parent request that the school ensure a child receives a prescribed medication, the Medical Information and Consent Form must be signed by the parent and the physician prescribing the medication. All such medication should be clearly labeled, dated and stored in the office area. These medications will be dispensed by the principal or designate.

Emergency medications such as epipens and asthma medication shall be stored in a designated area in the classroom, in the student's personal belongings or on the student or in the office. Emergency medication will be administered by a staff member or by the student who has been trained to self-administer.

### **Personal Appearance**

Appropriate school dress is essential to maintaining a positive, respectful and stimulating learning environment. Students are expected to be neat and clean in appearance and to be dressed appropriately. Backs and midriffs should be covered and shorts and skirts should be an appropriate length (half way between top of leg and knee). Shoulders should be covered with a minimum of three finger widths of fabric. Suggestive pictures and slogans promoting profanity, alcohol or drugs on clothing are not acceptable.

All hats/head wear are to be removed when students enter the school.

Students are required to wear indoor shoes in the classrooms and in the gymnasium. Outdoor shoes should be removed once in the school.

Appropriate running shoes need to be worn on the climbers and playing sports at recesses. Flip flops are not safe footwear when playing on the climber.

Appropriate gym clothes (shorts or track pants, t- shirt) are required for all junior and intermediate students. These gym clothes should be stored in gym bags. Jewelry should not be worn in physical education classes for safety reasons.

Appropriateness of dress will be determined by the Principal.

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### **Use of Technology**

At Sacred Heart, we recognize that technology is an important and relevant educational tool in today's society. Internet access and electronic devices are provided in school for instructional purposes. Accordingly, students are expected to act as responsible digital citizens. Digital citizenship refers to the responsible behaviour related to the appropriate use of technology. We value what technologies can add to classroom learning and work with the students to help build understanding of what can be achieved.

Students and parents will be required to complete an Internet Acceptable Use policy form each year.

Personal electronic devices are not to be used during school hours, unless with the permission of school staff and/or administration, for instructional purposes, and under supervision. Inappropriate use can interrupt learning and become a safety issue.

Communication between parents and students during the instructional day will take place through the use of school telephones, and, only with permission from school staff. Parents should contact their child for any emergencies by contacting the school office.

### **Transportation**

Bus transportation is a privilege and is considered to be part of the school day. Students who display inappropriate and thus unsafe behaviour during transport may be removed from the bus for a period of time at the discretion of the principal.

### **Inclement Weather**

Bus cancellations due to bad weather are posted early morning on the Tri-board website (<https://triboard.ca>) and announced on local radio stations. If buses are not running, the school is open for students who can get there. It is the parents' decision whether or not to send their children to school on these days.

### **Fire Drills/Lockdowns**

Fire drills will be held to ensure that all students and staff are well prepared to evacuate the school should danger threaten our safety. Students will be shown and practice how to exit the building safely when the alarm sounds.

Everyone must observe:

- Silence
- Strict obedience to instruction
- Speed (in a safe and orderly manner)

Lockdown procedures are practiced in consultation with community policy agencies.

## **STANDARDS OF BEHAVIOUR**

### **Recognizing Positive Behaviour**

At Sacred Heart, we recognize that the most effective way to promote a positive school climate is to recognize appropriate behaviour. First and foremost, however, is a self-satisfaction and an intrinsic sense of contribution.

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Positive student behaviour may be recognized through:

- opportunities to carry out tasks that require trust;
- private / public recognition (verbal and written e.g. newsletter, school website);
- alternate desirable activity;
- certificates and awards;
- classroom incentives;
- parental encouragement;
- student announcements;
- reinforcement for academic, artistic/athletic achievement i.e. medallions, ribbons;
- school activities and field trips; and
- leadership opportunities.

### **Bullying**

According to the Ontario Education Act, “bullying” is defined as 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” above, behaviour includes the use of any physical, verbal, electronic, written or other means.

### **Cyber-bullying**

For the purposes of the definition of “bullying” above, 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.

### **Progressive Discipline**

Progressive discipline is a whole-school approach that utilizes a series of supports and consequences to address inappropriate student behaviour and to build upon strategies that promote positive attitudes and behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to a focus that is both corrective and supportive.

Early interventions may include, but are not limited to: contact with parents; verbal reminders; review of expectations; verbal or written apology or reflection by student; return home to change clothes; restitution for damaged property; classroom withdrawal; behaviour contract or action plan; loss of

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privileges; or referral to youth worker, attendance counsellor, other board personnel or community agencies.

Early and ongoing intervention strategies will help prevent unsafe or inappropriate behaviours in a school and in school-related activities. Intervention strategies should provide students with appropriate supports that address inappropriate behaviours and that would result in improved school climate.

The progressive discipline continuum is a stepped approach to support a positive change in behaviour. However, as indicated above, if an incident is serious in nature and after a full consideration of circumstances affecting a student's behaviour, it is recognized that a step, such as a suspension or expulsion, which is further along in the progressive discipline continuum, may be necessary.

### **Suspensions and Expulsions**

The steps of progressive discipline are an approach to support a positive change in behaviour. However, if an incident is serious in nature and after a full consideration of circumstances affecting a student's behaviour, it is recognized that a step, such as a suspension or expulsion, which is further along in the progressive discipline continuum, may be necessary.

Please refer to the ALCDSB Policy S-2011-10-3 on our board website for a list of behaviours which might lead to suspension or expulsion.

### **Supports and Follow-up**

We acknowledge that our primary mission rests in living the call of Christ each day. The call of Christ is to "love your neighbour as yourself." To live this call we must place the emphasis on building, maintaining, and restoring relationships. Under the leadership of their parents and school staff, students are expected to maintain order in the school and all are expected to hold everyone to the highest standard of respectful and responsible behaviour. We strive to support positive changes in behaviour utilizing a continuum of interventions, supports and consequences shifting from a punitive focus to a focus that is both corrective, supportive and reflective of the student profile focusing on an asset model.

Students who contravene the code of conduct will receive support which may include but is not limited to the following:

- one on one and/or group meetings;
- learning opportunities;
- restorative practice, community circles;
- contracts or behaviour plans;
- referrals to board-based supports and services; and
- referrals to community partners.

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## **PARENT INVOLVEMENT**

Our school families play an important role in the education of their children and support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students.

Parents show this support when they:

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child 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 by contacting the office (safe arrival);
- become familiar with the Code of Conduct and school rules;
- encourage and assist their child in following the rules of behaviour; and
- assist school staff in dealing with disciplinary issues.

The whole learning community works best when it works together in establishing and maintain consistent disciplinary practices in the school. Together we will identify and work to create a learning environment where we can learn, think and act guided by the love, justice and humility of Christ.

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