



ST. PETER CATHOLIC SCHOOL

MISSION STATEMENT

Our mission is to nurture the human spirit so that our school community may come to know God's will and live their Catholic faith with courage, compassion, and integrity.



PRINCIPAL'S MESSAGE

A new school year brings with it excitement, new beginnings and new opportunities! At St. Peter Catholic School, we challenge our students daily to make each day the best it can be through living out the gospel values and sharing our God-given talents. We are a vibrant school and community with a strong commitment in helping children to fully develop in all areas: faith, academic, social-emotional, artistic, and athletic. We will strive to provide a caring learning environment in which the uniqueness of every child is **respected** and valued, as we become **responsible** and self-directed problem-solvers.

We will continue to promote student success in school and in life within Jesus' image. We do this by creating strong **relationships** between home, school and St. Peter's Catholic Church. We will build on the many wonderful programs and new traditions that our staff, students, and parents have worked so hard to establish over past years. By working together, we can set new goals and open new doors that will further enhance the lives and learning of all students.

Thank you for choosing St. Peter as a part of the foundation you have laid for your child's academic and faith journey. We will work carefully to live up to your expectations. We look forward to working with you to create the leaders of tomorrow.

Thank you for your continued support of Catholic education,

G. Hackett-Desgagne
Principal



VIRTUES AT ST. PETER CATHOLIC SCHOOL

A virtue is a habit of doing good. A habit means that we have the mindset toward doing good so that it governs our actions and our way of life. These are habits of mind, will, and heart.

Our school community continues to affirm our Catholic identity through daily prayers, school masses, social justice outreach, and curriculum connections. Focusing on a particular virtue every month allows our children to understand that God invites us to use our gifts in service of others.

<u>MONTH</u>	<u>CATHOLIC GRADUATE EXPECTATION</u>	<u>CATHOLIC VIRTUE</u>	<u>I WILL STATEMENTS</u>
September	I am a life-long learner who can reach for my dreams by living my life like Jesus.	Faith	<ul style="list-style-type: none"> -I will look to the future with trust in God. -I will keep a positive attitude. -I will take risks with new learning.
October	I am thankful for what I have and can see things from another person's point of view by living my life like Jesus.	Empathy	<ul style="list-style-type: none"> -I will be sincere and truthful, even when it is difficult. -I will be considerate of others when I speak, write, and listen. -I will stand by what is right and just.
November	I have responsibilities and I know I can make a difference by living my life like Jesus.	Conscience	<ul style="list-style-type: none"> -I will be a true Steward and take care of others. -I will seek to understand others by listening. -I will say I'm sorry and ask for forgiveness.
December	I am a believer in God, Jesus, and the Holy Spirit and I will accept all challenges by living my life like Jesus.	Hope	<ul style="list-style-type: none"> -I will prepare myself during Advent by focusing on others and God. -I will be God's mouth, hands, and feet by choosing to help others. -I will fulfill God's plan for me by not giving up.
January	I am a responsible citizen who uses the gifts God has given me and living my life like Jesus.	Self-Control	<ul style="list-style-type: none"> -I will honour my commitments to my family, school, and community. -I will be patient when things don't go my way. -I will be accountable for the things I say and do.

February	I have a voice which I will use wisely so that I can live my life like Jesus.	Respect	<ul style="list-style-type: none"> -I will honour God's gift of life. -I will treat others in an equitable and unbiased manner. -I will make decisions that benefit the whole community.
March	I have a relationship with everyone I meet and I can affect others by living my life like Jesus.	Kindness	<ul style="list-style-type: none"> -I will show others I love God, myself, and my family through my words and actions. -I will follow rules and do my share. -I will ask for God's guidance to think before I speak.
April	I am an important part of my family and community who takes care of others by living my life like Jesus	Love	<ul style="list-style-type: none"> -I will celebrate the joy of Christ's resurrection. -I will appreciate the awe and wonder of God's creation. -I will show my love through service to others.
May	I am a team player who knows that "together is better" and I will live my life like Jesus.	Acceptance	<ul style="list-style-type: none"> -I will value everyone as Children of God. -I will use my words to help, not harm. -I will play by the rules, take turns, and share.
June	I am a reflective thinker who helps everyone I know feel special and appreciated by living my life like Jesus.	Fairness	<ul style="list-style-type: none"> -I will do what is right and not what will just benefit me. -I will be a peace maker. -I will be patient when things are tough.



CODE OF CONDUCT

St. Peter Catholic School promotes virtues such as responsibility, respect, and kindness well as academic excellence within a safe and caring, Christ-centered, learning environment. Students, staff, parents, and parish share the responsibility of maintaining the special spirit and character of our Catholic school by conducting themselves in a manner consistent with the beliefs and practices of the Catholic faith.

As a Catholic community, we will not tolerate behaviour that jeopardizes the emotional well-being or physical safety of any member of our school community. It is a basic tenet of our Catholic faith that all people are created in the image of God. As members of God's family, we are all deserving of respect and love. We should be secure in the knowledge that we work and live in a community which fosters love and abhors violence directed at any member. We accept the Gospel's challenge to foster healing, offer forgiveness, and work toward the restoration of relationships whenever any member of the body of Christ is hurting.

The Algonquin and Lakeshore Catholic District School Board acknowledges the roles and responsibilities for its students and staff as follows:

Parents/Guardians play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents/guardians fulfill this responsibility when they:

- show an active interest in their child's schoolwork and progress
- help their child be neat, appropriately dressed, and prepared for school ensure their child attends school regularly and on time
- promptly report to the school their child's absence or late arrival
- become familiar with our code of conduct and school rules
- assist school staff in dealing with disciplinary issues

Students have the ability to take ownership of their learning by demonstrating respect for themselves and others, taking responsibility for their actions, and persevering in their work.

Students have the responsibility:

- i) to show respect for themselves as creations of God, appreciate their special gifts, and make an effort to contribute to our school community
- ii) to understand that learning is challenging and to be diligent in their work
- iii) to help all others within our school community so they may develop according to the Christian model promoted within our Catholic school
- iv) to exercise self-discipline and take responsibility for their actions
- v) to be courteous to fellow pupils and obedient and courteous to staff
- vi) to accept such discipline as would be exercised by a kind, firm, and judicious parent
- vii) to attend classes punctually and regularly
- viii) to show respect for and follow school rules
- ix) to show respect for their own property, school property, the property of others, and the property of the community
- x) to treat one another with dignity and respect at all times, especially when there is a disagreement

Students have the right:

- i) to be treated with respect and courtesy by fellow students, teachers, support staff, parent volunteers, and administrators
- ii) to receive instruction suited to their individual learning style
- iii) to self-advocate and be provided with needed supports, including bullying prevention and intervention strategies and restorative practices, with which to overcome problems encountered in their studies, social development, and emotional well being
- iv) to participate in decisions within the school relating to student activities, athletics, and the formulation of rules of conduct
- v) to clear and effective statements regarding the levels of achievement, understanding, and skills required for satisfactory performance in each grade
- vi) to facilities that are clean, properly maintained, safe, and conducive to good health

Principals, under the direction of the school board, take a leadership role in the daily operation of the school. They provide leadership by:

- demonstrating care and commitment to academic excellence and a safe teaching and learning environment
- holding everyone under their authority accountable for their behaviour and actions
- implementing lockdown and inclement weather procedures
- communicating regularly and meaningfully with all members of their school community

School staff are committed to the needs of each child. Under the leadership of the principal, school staff maintains order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff upholds these high standards when they:

- help students work to their full potential and develop their self-worth
- prepare students for the full responsibilities of citizenship
- communicate regularly and meaningfully with parents, volunteers, and visitors

Volunteers play an important role in the life of the school community. Under the direction of the principal and teachers, volunteers contribute to St. Peter Catholic School in many different ways. Volunteers fulfill their responsibility when they:

- consider any information, to which they have access while assisting at the school, as confidential
- avoid any comments/conversations which may be harmful/hurtful to students
- use the same care and consideration that they would use with their own children
- refer any concerns or requests for student information to the school principal

Police and community members are essential partners for ensuring a safe and positive community. In addition to being a valuable teaching and learning resource, the police investigate incidents in accordance with the protocol developed by our school board which are based on the provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.



STANDARDS OF BEHAVIOUR

St. Peter Catholic School's standards of behaviour apply to all members of our school community including students, parents/guardians, volunteers, staff, board personnel, and others who may be present in our school or at school related events under the jurisdiction of the Algonquin and Lakeshore Catholic District School Board.

The standards of behaviour apply:

- on school property,
- while traveling on a school bus that is under contract to the school/board,
- in off-site school-sponsored activities such as trips and tournaments
- in circumstances where engaging in an activity could have a negative impact on the school climate (i.e. Internet)

Attendance

We believe that every school day counts as students are more likely to be successful if they attend regularly. Parents/guardians are to contact the school before 8:15 a.m. if your child is going to be late or absent. Our answering machine is in operation 24 hours a day. All absences not cleared on the day of the absence will be recorded as truancy. Students who are not in the classroom prior to the end of our morning announcements will be recorded as late. Please note that chronic concerns will result in the matter being referred to the Board's attendance counselor.

Students are expected to remain on school property. Students who walk to school may walk home for lunch, provided they have parental permission that is communicated to the classroom teacher in writing at the beginning of the year. Any change to routines should be accompanied by a note. All other students shall remain at school for lunch unless they are being picked up by a parent/guardian.

Parents/guardians are to notify the school by phone or in the student agenda if their child will be leaving school for an appointment. Parents/guardians are to meet their child(ren) at the office and inform the staff upon leaving.

Personal Appearance

It is expected that students will dress in a manner that reflects modesty, decency, and respect for self and others. Clothing must be of modest fit and length. Clothing depicting violence, racist, or immoral messages, and/or other messages that are contrary to the values taught at St. Peter Catholic School are not permitted. The discretion of the Principal will prevail and be final in all issues involving the appropriateness of student appearance and attire.

Hats are to be removed when students enter the school. Coats and outdoor footwear are also to be removed and neatly arranged upon entering the classroom. Students should have appropriate indoor footwear including gym shoes.

The St. Peter Catholic School dress code states that:

- all clothing must be free of violent, racist, and immoral pictures, symbols, brands, and messages
- chests, midriffs, and backs are to be covered
- spaghetti straps and undergarments are not to be visible
- dresses and skirts should come below the finger tips

Safe and Orderly Conduct

In the mornings students from Kindergarten to 6 will go directly to the schoolyard. Only bussed students are permitted in the bus-loading zone at arrival and dismissal times. Students will walk their scooters, skateboards, and bicycles when on school property.

Students are expected to walk in a quiet, orderly manner at all times as they move through the school and classrooms. Students are to sit while eating lunch.

In order to ensure student safety and instill independence in our students, we ask that parents/guardians who are dropping off or picking up their child(ren) during the school day do so at the office. Thank-you for your co-operation!

Preparation for Class

Students are expected to be prepared for each class by having all materials indicated by the teacher. All assignments are to be completed by due dates and students are to be prepared for assessments. Students are expected to submit their original work which is completed by them and represents their best efforts.

Use of Technology

Students are taught to be respectable, digital citizens and are to use technology for instructional purposes. Personal e-readers can be used during the school day with teacher permission.

Teachers are responsible for ensuring that all students are using the Internet to support student learning. Students are supervised at all times when given permission to access the Internet.

Personal Electronic Devices

Cellular phones and other personal electronic devices must be powered off during regular school hours. These items are not necessary for the students' educational experience and students will have access to the school telephone in the event of an emergency.

St. Peter Catholic School promotes healthy, active living. Handheld electronic games or devices are not be permitted on the school yard or in the classroom during indoor recess. In order to respect the privacy of our students and staff, students are not allowed to take photographs without permission from staff.

Failure to comply could result in the item being confiscated and parents having to come to the school to pick them up. It is recommended that electronic devices not be brought to school. The school does not assume responsibility for lost, broken, or stolen property.

Illness/ Injury

Students will not be excused from any classes (i.e. Physical Education) without a note from parents/guardians and/or a medical certificate as required.

The best place for a child who is ill is usually their home. Parents/guardians should refrain from asking that students be allowed to remain inside at recess as there we do not have supervision. Most students who are well enough to be at school are well enough to benefit from fresh air and the exercise of outdoor activities.

In cases of injury at school, appropriate first-aid will be administered. If the injury appears more serious, we will notify the parent/guardian or emergency contact in order that their child may receive the necessary medical attention. It is critical that up to date information is given to the office.

Storage and Dispensing of Medication

School personnel are not authorized to dispense non-prescribed medication. Any student bringing medication to school must report it to the office where it will be stored to ensure safety.

On occasion we have been asked by a parent to ensure their child receives a prescribed medication. Please be aware that in order to do so, we **require the completion of a Medical Information and Consent Form signed by the parent and the physician** prescribing the medication. All such medication should be clearly labeled, dated, and stored in the office. It is the parent's/guardian's responsibility to initiate this arrangement on a yearly basis.

Peanut Sensitivity

Several students at St. Peter Catholic School have severe food allergies in which exposure to traces of peanuts can cause a life-threatening reaction. To ensure student safety, St. Peter Catholic School strives to be a peanut-free zone. Please send peanut-free foods in your child's lunch and speak to your child's teacher before sending treats to share with the class.

Extra-curricular Activities

All relevant school rules and expectations apply to school trips, on buses, and during school-related activities, such as sports events and dances. On-going co-operative school behaviour, such as commitment to schoolwork, regular attendance, and positive behaviour is a prerequisite for participation in any extra-curricular activity.

It is important to remember that attendance at any such activity is a privilege which can be removed for lack of co-operation. Students should always remember that they represent St. Peter Catholic School and they are expected to show respect in both their words and actions.

Transportation

Students who qualify shall be granted the privilege of using transportation provided by the Board. School buses are an extension of the school system. As such, St. Peter Catholic School's standards of behaviour are carried over to the school bus for daily transportation as well as for excursions.



PROMOTING POSITIVE BEHAVIOUR **THROUGH PROGRESSIVE DISCIPLINE**

A partnership between our school and the home is necessary for our positive atmosphere to flourish. Parents/guardians expect the school to provide an atmosphere conducive to learning. In turn, the school expects students to be cooperative and responsive to the teaching process. Together we can help our children grow socially and emotionally as well as academically!

St. Peter Catholic School maintains high expectations for behaviour through clear and consistent rules and regulations. School staff have the responsibility to teach students to be respectful and responsible citizens within our Catholic faith community.

Progressive discipline is a whole-school approach that reflects our school mission as well as the virtues and the Catholic Graduate Expectations. A continuum of interventions, supports, and consequences are employed to address inappropriate student conduct and to build upon strategies that promote positive attitudes and behaviours. When inappropriate behaviour occurs, disciplinary measures will be applied within a framework that shifts the focus from one that is solely punitive to a focus that is corrective, restorative, and supportive. Early and ongoing interventions may include, but are not limited to, contact with parents, detentions, review of expectations, a written work assignment with a learning component, loss of privileges, or referral to community agencies.

The progressive discipline continuum is intended 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 may be deemed prudent that a step such as a suspension or expulsion, which is further along in the progressive discipline continuum, may be necessary.



LEARNING SKILLS AND WORK HABITS

The Ontario Ministry of Education emphasizes the importance of the development of six learning skills and work habits that are essential for school success:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

While the learning skills and work habits remain the same from grades 1 through 6, they will look and sound different across the grades as students develop and consolidate their learning with the support of their parents and teachers. Learning skills and work habits are formally evaluated in the November Progress Report as well as the Term one and Term two report cards.

Individual teachers will work with students to identify the success criteria that are appropriate for their grade. Below is a general overview of how students can demonstrate the learning skills and work habits which will enable them to become effective learners.

<u>Learning Skills and Work Habits</u>	<u>I can demonstrate this skill and habit when....</u>
Responsibility	<ul style="list-style-type: none">• I take ownership of my behavior and my learning by using feedback for improvement.• I complete all assignments on time and to the best of my ability.• I use appropriate and responsible language, body language and tone of voice when communicating• I ask for help when I don't understand and help others when I can.• I take care of my class, school, and community environment.• I know that my actions and decisions affect those around me.
Organization	<ul style="list-style-type: none">• I use tools (agenda, graphic organizers, rubrics) to help me organize my thoughts, plan next steps, and make the best use of my time.• I read all of the instructions before I begin my work and I use the rubric to check my work before handing it in.• I check that information is accurate and my sources are reliable.• I do not use other people's ideas as my own.• I come prepared with all of my necessary materials.

<p>Independent Work</p>	<ul style="list-style-type: none"> • I actively listen and participate. • I use the success criteria and rubrics to reflect on and assess the quality of my work. • I use feedback from others and make connections to previous learning so I can improve my work and skills. • I begin and complete tasks in a timely way that supports my own and others' learning. • I respect the dignity and welfare of others and follow school rules and expectations without reminders.
<p>Collaboration</p>	<ul style="list-style-type: none"> • I do my fair share and help others because we are all part of a learning community • I believe everyone has good ideas and invite others into the discussion so that everyone's voice is heard. • I find ways to solve problems without getting angry • I use words, actions, and images that value the dignity of others. • I share my ideas, ask questions to further my understanding, and use different strategies to make decisions.
<p>Initiative</p>	<ul style="list-style-type: none"> • I don't make excuses. I participate and take risks. • I'm not afraid to be wrong. I learn from my mistakes. • I ask relevant questions that build upon the ideas of others • I look for new ways to produce and create my work. • I recognize the needs of others and take action. • I stand up for what is right and choose to do the right thing, even when it's difficult. • I carefully select my resources to make sure my information is accurate and reliable.
<p>Self-Regulation</p>	<ul style="list-style-type: none"> • I am aware of my strengths and my areas for improvement so I can reach my goals. I accept the strengths and weaknesses of others. • I reflect on the consequences of my actions and make any necessary changes. • I set achievable yet challenging goals. • I prioritize and monitor my assignments and time to produce my best work. • I persevere with difficult tasks.

