

# *St. Joseph's All Grade*

P.O. Box 70, Main Drive

Terrenceville, Fortune Bay, NI

A0E 2X0



*Student Code of Conduct*

*for*

*Kindergarten - Grade Six*

**Adopted: November 5, 2003.**

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## **Mission Statement**

**St. Joseph's All Grade School, commits to fostering beliefs and principles that will facilitate the physical, emotional, emotional, intellectual, social and spiritual growth of our school community to its fullest potential.**

**In collaboration with all its stakeholders (students, parents, school and religious communities), an environment will be provided which will enable our students to become adaptable, resourceful, and successful citizens.**

## **Our Vision**

**By taking into consideration the wide range of individual differences throughout our school community, St. Joseph's All Grade is committed to facilitating a safe, caring , and supportive environment for its students and staff.**

**We intend to be proactive, rather than reactive to the demands placed upon us on a daily basis. Our focus will be a child centered approach; one that empowers individuals to strive to do their best. We will continue to have high expectations for our students, parents, and staff, giving them the opportunities necessary to use their skills, talents, and knowledge.**

**We will promote “Open Lines of Communication”, so that everyone has a voice. Intellectual, moral, social, personal and physical development will be fostered; and we will encourage life long learning.**

## **COMMUNICATION:**

St. Joseph's All Grade "VISION STATEMENT" promotes open lines of communication between its parents and our school staff. Everyone has a voice. To best serve our children, it will be necessary to make a genuine effort to communicate openly and honestly and at times frequently.

Our goal is to keep all parents informed as much as possible concerning the process of their children. We do this through telephone calls, letters, memo's and formal parent-teacher meetings. It is equally important that parents/ guardians keep teachers informed of any developments which might impact your child/ren's progress/performance at school.

Everyone is welcomed at St. Joseph's All Grade. We encourage your involvement in your child/ren's education. We need your continued cooperation and support. Please contact the school if you have any questions or concerns. With clear and continuous communication the needs of all our students can be met.

## **REPORTING PERIODS:**

In accordance with Board Policy three formal reporting will be held during the school year. Report cards will be given out/ sent home to parents in November, March and June. The November and March reporting periods will have full parent-teacher conferences.

We also encourage teachers and parents to communicate with each other when necessary throughout the course of the school year.

## ***Absenteeism Policy***

School attendance is fundamental to successful student learning. Therefore, all efforts should be made to ensure acceptable attendance for all students.

Absenteeism interrupts the learning process. Most curricular content is sequential, therefore it is essential for students to attend school on a continuous basis.

Our entire school community needs to address the problem of truancy. We must develop shared values regarding the importance of regular and sustained school attendance. Students who are in regular attendance at school are more likely to benefit from schooling than those students whose attendance is erratic or irregular.

- **irregular attendance causes gaps in the student's learning which makes future learning more difficult.**

- **when students return to school after a period of absence teaching time is required to provide remedial or catch up work. This slows the pace for the whole class.**

- **school attendance is compulsory under Schools Act, 1997. Unexcused absences are a violation of provincial law.**

**The Policy is as follows...**

1. When a student is absent from school for any reason, the students's parents/ legal guardians **MUST** phone the school explaining the reason for the absence. In cases when

the household has no phone, a written letter will be acceptable. The obligation is on the parents/ guardians to notify the school.

2. All absences up to seven (7) days in the aggregate/ year will be excused by a note from the parent/ guardian. All absences in excess of 7 days will be excused upon receipt of written medical documentation at the time of the absence.

3. If for any reason an absence is not deemed valid, the parents may be asked to visit the school.

### **LASER PENS:**

In accordance with the Eastern School District Laser Pen Policy, students are not permitted to bring laser pens to school. If a student brings a laser pen to school, it will be confiscated.

### **Cell Phones / Cameras:**

Student use is prohibited unless expressed consent is given by the school principal.

### **HOMEWORK POLICY**

Homework serves an important purpose in your child's school life. It is a means of reviewing and reinforcing lessons taught in school. Homework is also a way to assist your children in developing work and study habits that will assist them throughout their years spent in school.

You can assist your children to develop some routines that will be of assistance in successfully completing homework assignments. The following suggestions are offered for that purpose:

- Ask your child if they have homework each day. Be aware that some homework is given daily and even on weekends. The only exception may be during holidays. By asking your children about homework, you are helping them remember that there is a particular assignment to do. (All Homework is posed on the school webpage and link to individual teachers names.)
  
- Parents should ask their children to show them their homework and explain to them what the completed work was about. This shows your child that you are indeed interested. Sign the homework, so that teachers know that you have checked your child's work. Looking at your child's work also keeps you informed of the progress of their work and the way in which they complete assigned work.
  
- Remember that homework is your child's work- not yours. Even though you may give pointers to assist your child in completing his/her homework, you should not do the actual work for them. You should see to it, however, that your son/ daughter makes every possible effort to do the assigned work. If your child has difficulty with an assignment and cannot complete it even with assistance, then write a note telling the teachers about the problem. It is the teacher's responsibility to make homework assignment clearly understood by each student and in most instances this is done; therefore few notes should be presented to our teachers for homework not completed.
  
- Provide your child with a quiet place to study and work, where he/ she is not disturbed by younger brothers and sisters, television, etc.

**Homework serves to....**

- Reinforce the day's lesson.
- Prepare for the next day's lesson.
- Reinforce acquired skills and develop study habits.
- Help students develop a sense of responsibility.
- Prepares students to face the demands through life.
- Teaches students independent learning.
- Incorporates available materials and media found in the home (books, magazine, newspapers, etc).

Parents and teachers should routinely verify its contents and communicate any concerns to each other. Parents should encourage the development of good study habits by checking their child's homework every night.

### **STUDENT RESPONSIBILITIES**

4. Homework is the responsibility of the student.
5. Homework/ School Agendas are mandatory.
6. Homework assignments should be written in the student's agendas.
7. Student should ensure that required materials are taken home. Completed homework should be returned to the school when due.
8. Students should allocate a time and place for homework, free of distractions.
9. Homework should be completed by the student within the assigned time frame.
10. When a student misses a class, it is his/her responsibility to complete the work assigned.

**Students who do not fulfill their homework responsibilities will be subject to the following guidelines:**

11. Homework not completed or done improperly will be reassigned.
12. Students should have a written explanation from a parent or guardian explaining why homework is not complete.
13. Parents will be contacted if the teacher deems it necessary and a parent-teacher interview will be requested.
14. Failure to complete home assignments may/ will result in detention (in school ) and in some cases; when there is continued failure to complete homework/ home assignments, suspension may/ will be considered. **(Suspensions will be at the discretion of the school's administration and will be judged on an individual basis).**

Your children come to school to receive an education that extends beyond the regular five hours they spend in school. Not completing home assignments places children at risk of not being successful at their particular grade level.

### **Maximum Time Allotments- Homework Per Night**

**Kindergarten: 15-30 minutes**

**Primary: 30-45 minutes**

**Elementary: 60-90 minutes**

**Note:**

· **The above times include Home Reading Programs. It also includes actual time on task, and not wasting time doing a variety of other things unrelated to the homework assignment(s).**

· **When a(n) quiz/exam/test is assigned, NO homework will be given the night before.**

## **Guidelines for Student Dress/ Procedures for Violation**

St. Joseph's All Grade School is committed to providing a safe, friendly, learning environment for its students. Attire is not only a reflection of the individual student but also of the general learning environment. Therefore, students have the responsibility to wear clothing that projects a positive attitude of pride in self, school and, the community. Students are required to wear appropriate, comfortable, and safe clothing that is neat, clean, and in good taste. No article of clothing shall be worn that distracts from the educational process. Our school views the dress code as a serious issue and expects parents to promote the observation of this policy. School administrators have the final decision as to the appropriateness of all clothing and attire.

### **Following are the guidelines for the students:**

15. Writing or symbols on clothing that are obscene or suggestive of obscenities are not permitted. Messages suggestive of alcohol, substance abuse, or an unhealthy attitude toward school are not productive for a positive school environment and also are not permitted.

16. Hats (or other head coverings) and sunglasses are not permitted to be worn inside the school building unless approved by the administration.

17. Low cut tops, see-through clothing, tank tops, spaghetti straps, and shorts or skirts shorter than the middle of the thigh are examples of styles that are considered unacceptable for students.

18. Sleeveless tops, blouses and shirts must have a wide shoulder strap in order to be considered acceptable.

19. See-through clothing is not permitted. Clothing that is ripped, torn, or has holes in it is not permitted.

20. All undergarments are to be covered.

21. Stomachs and navels must be covered.

### **Procedures for Violations:**

School administrators have the final decision as to the appropriateness of all clothing. Students who dress inappropriately will be sent to the office and asked to change or be provided with appropriate clothing if possible. Parents will be contacted if they need to bring clothing to a student. Parents are an important part of the school dress code and will be informed if the student is repeatedly in violation of the dress code. Administration will work with students and parents to enforce our dress code.

### **A Conduct Policy**

A Conduct Policy is a necessary part of school life, indeed everyday life. School and society, including the family unit, can enforce proper conduct by having a set of rules that must be followed, by providing negative consequences for not following these rules., etc. While there is no denying that some of these methods are necessary, it can also be argued that a gentler approach also has positive results. A combination of both may be necessary, however the question arises, **“How much of one, how much of the other?”**

The goal of St. Joseph’s All Grade will be to foster self-discipline. Through a process of proper experiences, home and school can help develop a system of self-discipline. We must try to develop in our students: **Respect for Self, Respect for Others, Respect for the Environment, and, Respect for Learning, etc.** We need to develop these characteristics by example. We should be shining examples of self-discipline. We

should be firm but fair in all circumstances. We should avoid negative comments and accentuate the positive. Look for positive things (everyone has them) and try to build on these. It is so easy to tear down walls by finding something wrong. We have to take children from where they are and work from there. It is a process that involves the child, parent, community and educator.

We are all learners, and we must “**build a learning community,**” based on cooperation and commitment. Our most important task is to build a relationship based on **Mutual Respect.**”

## **STUDENT CODE OF CONDUCT**

### *To the Students:*

St. Joseph’s All Grade’s **Code of Conduct** is based in the principle of “Mutual Respect”. We hold high expectations for our students academics and individual behaviour. We believe that students should strive for self-discipline and personal responsibility. The guidelines that follow represent the expectations that we have for our students K-6. These expectations apply to academic responsibilities, and your use and care of our school facilities, equipment, textbooks, and supplies. Every student contributes to St. Joseph’s All Grade’s well-being and success.

## **SECTION 1- ACADEMIC SUCCESS**

### **Expected Behaviour**

To be successful in school, you are expected to finish all class and homework assignments on time and to do your very best.

### **Reason for Expected Behaviour**

Hard work and wanting to do your best are the keys to success.

### **Consequences for Misbehaviour**

If your classwork and homework are not completed or properly done you will have to redo it. Also, you will have to submit a written explanation from a parent or guardian explaining why the homework wasn't done. Repeated infractions will result in the student having to serve detention.

## **SECTION 2- RESPECT FOR SELF, OTHERS AND PROPERTY**

### **Expected Behaviour**

You are expected to treat all people with consideration, kindness and respect. Fighting, pushing, tripping, kicking, rough play and bad language are student behaviours that are not allowed.

### **Reasons for Expected Behaviour**

Every person has the right to be treated with respect. Getting along with others is very important. Rough behaviour may hurt someone's feelings or injure them.

### **Consequences of Misbehaviour**

Not behaving in the proper way could result in the following consequences:

- Written account of the incident entered in student file.
- Apology to the other person involved.
- In-school detention.
- Parents will be contacted.
- Case Conference\*
- Suspension from school.

### **SECTION 3- HONESTY**

#### **Expected Behaviour**

Lying, stealing or cheating are not allowed. You are expected to pass in school work done by you and not someone else. It should be your best work.

#### **Reason for Expected Behaviour**

You will be able to get along with others only if you are honest and truthful in what you say and do.

#### **Consequences for Misbehaviour**

If you are caught cheating on a test or project, you may:

- Have to do the test or project again.
- You may be denied the chance to do the test or project again.
- You may/ can receive a 0% grade for the particular test/ project.

If you are caught stealing:

- You must return or replace the item you stolen.
- You must apologize to the person you stole from.
- Your teacher will contact your parent(s).
- A written account of the incident shall be placed in the student's file.
- A "case conference" may be called.

**\* A case conference is a special meeting arranged by the school to deal with serious and consistent infractions of school rules. The conference is usually attended by teachers, parents, psychologists, school board administrators and sometimes, Health & Community Services.**

## **SECTION 4- CARE OF SCHOOL PROPERTY**

### **Expected Behaviour**

You are expected to respect all school property (classroom, playground, gym, library, etc.) All equipment including textbooks and supplies should be used carefully. You should not mark any book or any other school property.

You should keep your desk, table and area around and under your desk neat and tidy. You should use the desks and tables to work on and not to sit on.

You are expected to treat the school and equipment in the school with the same amount of care as you would for your own personal things.

Gum chewing is not permitted because it could result in damage to school property.

### **Reasons for Expected Behaviour**

When you take care of the school property, it shows you are proud of your school.

### **Consequences of Misbehaviour**

When you damage school property (books, student desk, etc. ) or that of another person, you are expected to:

- Pay for the repair or replace the damaged item.
- Serve an in school detention.

## **SECTION 5- STUDENT MOVEMENT**

### **Expected Behaviour on Playgrounds**

While on school playgrounds, safety rules must be followed. No throwing of objects (e.g. rocks, snowballs, sticks, etc.), no pushing, tripping or fighting.

Students who choose to ride bicycles to school must wear a helmet and dismount their bicycles and secure them by the school's front entrance. You are not permitted to ride your bicycle on school property.

Skateboards and roller blades are not permitted on school grounds.

### **Inside the Building**

On entering the school, all students must remove outside clothing including caps and go directly to their classrooms/ mudroom.

When you are in the school, you must walk in a quiet, orderly manner to the right-hand side.

If you stay after school for extracurricular activities, the same rules apply for movement within the school.

### **Reason for Expected Behaviour**

These guidelines are necessary to ensure that each students has a safe environment in which to work and play.

### **Consequences of Misbehavior**

You will be reminded of the expected behaviour and asked to follow it. If the offence is repeated, your teacher may require you to:

- Write an account of the incident.
- Apologize to the other person involved.
- Inform your parent(s).
- Serve an in school detention.
- Students who continue to show disregard for school rules will be:
- Reprimanded by the principal or vice-principal.
- Required to participate in counseling sessions.
- Denied the opportunity to participate in co-curricular activities.
- Required to attend a meeting with his/ her parents, teacher and the school administration.
- Issued an out-of-school suspension.

## **STUDENT BEHAVIOUR**

One of the major aspects of a positive school climate is student behaviour which is facilitated by clear expectations within a school setting. When all students consistently demonstrate appropriate behaviour, a positive school environment is created. When student behaviour interrupts the learning process, appropriate responses are required to reestablish an effective learning environment.

Student behaviour in the classroom can be conceptualized as ranging from consistently attentive to consistently disruptive. Through the use of effective classroom management practices (Pre-referral activities), the average classroom teacher is expected to manage student behaviour that falls within the range from consistently attentive to mildly disruptive. Classroom management is defined as planned, organized activities and procedures which allow for effective teaching and learning to take place. It is characterized by but not limited to:

- **well -paced and varied lessons;**
- **minimal disruptions and disciplinary actions;**
- **calm and effective problem-solving;**
- **differentiated instruction for students with special needs;**
- **established routines for special needs;**
- **an atmosphere of respect; and**
- **consistency.**

By far the majority of student behaviours can be appropriately handled through the use of these practices. However, it is the behaviour that is often or consistently disruptive that create the most strain on the classroom. These behaviours are not well managed by classroom practices alone. Frequently students who demonstrate this level of behaviour require additional attention to support the ongoing efforts of classroom teachers. This type of special attention to support the ongoing efforts if classroom teachers. This type of special attention will vary from child to child but should include considerations such as alternate placement, personnel and program supports, and specialized interventions.

Schools need to develop a continuum of interventions to meet the needs to all students. Universal interventions, including school-wide discipline and classroom management, will elicit appropriate behaviour from approximately 80% of the student population of a school, specialized group interventions will be required for approximately 5-15% of the school population who are at risk for behaviour problems, and specialized individual interventions are required for approximately 5% of the student population who have severe/ intense problem behaviours.

In the event that a student continues to display disruptive behaviour despite attempts by the teacher to implement Pre-referral activities, then the teacher should initiate the ISSP process for the child. Prior to implementing an individual behavioural plan for a student, it is imperative that a comprehensive assessment be conducted with the student by a Guidance Counsellor and/or Educational/ Psychologist.

Meeting the needs of high-risk students requires a multi-agency, coordinated approach. To accomplish this, an ISSP must be developed and implemented based on the understanding of the characteristics of any diagnosed disability as well as the student's strengths and needs. Such a plan needs to be multifaceted and should consider academic, social, behavioural and familial factors.

***NOTE:***

***As with any school policy, there will be times when agreement will not be reached by the parties involved. Appeals will be made to the Principal. If not resolved at that point an appeal to the Director's office may be required. The director's decision made will be binding.***

