

MISSION STATEMENT OF THE TCDSB

In a school community formed by Catholic beliefs and traditions, our Mission is to educate students to their full potential by providing:

- A Nurturing Catholic Community: Faith Development; Safe, Inclusive and Healthy Learning Environment; Increasing Enrolment and Retention in Grades JK - 12
- Improving Student Learning and Achievement: Literacy; Numeracy; Student Success
- Building Capacity to Lead and Learn: Empowering Catholic Leadership; Professional Development

The St. Anselm code of student conduct seeks to reflect the values of the Catholic graduate expectations, creating students that are:

- ☑ **Discerning believers formed in the Catholic Faith Tradition** – integrating faith in life and action, reflecting on the Word of God and Catholic social teachings in their actions;
- ☑ **Effective communicators** – actively listening and communicating in light of the gospel values;
- ☑ **Reflective and creative thinkers** – acknowledging the fundamental grace inherent in our world and solving problems and evaluating situations with an informed, Catholic conscience focused on the common good;
- ☑ **Collaborative team members** – who fully develop their talents while respecting the rights, responsibilities, and contributions of others;
- ☑ **Caring family members** – who bring the love, compassion, and care of family life into the school community; and
- ☑ **Responsible citizens** – acting morally by witnessing Catholic social teaching and accepting responsibility for one's actions and acknowledging the need for forgiveness.

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 punctually, prepared, and ready to learn;
- ☑ attends school regularly;
- ☑ shows respect for themselves, for others and for those in authority;
- ☑ refrains from bringing anything to school that may compromise the safety of others;
- ☑ respects community members and their property while on out-of-school trips or in coming to and leaving the school;
- ☑ respects school property.
- ☑ follows the established rules, policies and local codes of conduct and takes responsibility for his or her own action.
- ☑ uses appropriate language;
- ☑ displays good manners;

Students are also expected to:

- ☑ Exercise self-discipline;
- ☑ accept such discipline as would be exercised by a kind, firm and judicious parent;
- ☑ display a positive attitude toward school;
- ☑ be courteous to fellow pupils and obedient and courteous of teachers;
- ☑ solve problems through conflict resolution and mediation
- ☑ comply with all school expectations, procedures and codes of behaviour; and
- ☑ behave appropriately during all school programs, in and out of the school building and on school transportation;

STUDENT CONDUCT

LUNCH

Students who stay for lunch are not permitted to leave the school grounds. Students who abuse this privilege may be excluded from the supervised lunch period. We do not have a lunchroom at St. Anselm School. Therefore, students who are required to stay for lunch will eat in their classrooms. If parents are at home during the day it is strongly recommended that the students go home for lunch. If a child needs to go home for lunch, but normally stays at school, please send a note to the teacher indicating this. **Students may leave only after being signed out by a supervising adult. If the supervising adult is not the child's parent, a permission note from their parents acknowledging the supervising adult, must be submitted to the teacher or the office.**

Students who remain at school have lunch from 11:45 a.m. to 12:05 p.m. and then are dismissed to the yard for supervised recess. For everyone's safety and comfort the following is expected:

- a) NO GLASS BOTTLES
- b) Lunch bags are properly labeled
- c) A litterless lunch is preferable
- d) Students should bring their own lunch to school everyday
- e) Consideration for others through good manners and behaviour
- f) Understanding that the school is an allergen aware environment.

STUDENT DRESS CODE

T.C.D.S.B. POLICY states that, "Pupils should come to school neat, clean and appropriately dressed. Short shorts/skirts, halter tops, muscle shirts, or T-shirts with vulgar sayings are not suitable attire for any student". Tops showing bare midriffs and/or low rise pants and /or showing under garments are also inappropriate. Tops with low necklines are unacceptable. Also, students from Grades 4 through 8 should not wear tops or dresses with spaghetti straps. Students should be wearing athletic footwear, specifically running shoes for Daily Physical Activity and Physical education. Skirts should be mid-thigh length. Hats, caps, bandannas etc. are not to be worn indoors. Jewellery and make up is discouraged and students will be asked to remove any that is inappropriate. Shoes should be worn at all times. With your cooperation, we can maintain a high standard of dress.

BUS SAFETY

Riding the bus is a privilege and bus privileges can be withdrawn for a period of time if students repeatedly disobey bus safety rules. Parents will receive a warning letter if exclusion from the bus is a next step. We ask students riding the bus to: line up promptly, quietly and don't push others that are also waiting; take seats quickly and remain in their assigned seats; speak quietly and respectfully to each other, the driver and community members; keep hands and heads inside the bus; not throw anything from the bus; and always make sure the driver can see them when exiting the bus; not eat or drink on the bus; and be on time.

SCHOOLYARD SAFETY

Students are not to ride their bikes, roller blades, roller shoes, scooters or any other moving or rolling vehicles in the schoolyard or in the school. Students from Grades JK to Gr.3 play in the Primary yard (south side) and those from Gr.4 to Gr.8 play in the Junior/Intermediate yard (north side).

VALUABLES

Students should not bring valuables (money, cassette and CD players, MP3 players, electronic games, cameras, radios, Yu-Gi-Oh cards, etc.) to school or on the bus or on trips etc. Personal communication devices such as cell phones are to be powered off and stored out of view in instructional spaces, washrooms, school buses or at any school-sanctioned activity. Much valuable school time is used to track down valuable lost items. We cannot assume responsibility for loss or damage to a student's personal property. Parents will be notified and asked to come to the school and pick up these valuables.

TORONTO CATHOLIC DISTRICT SCHOOL BOARD

The TCDSB strives to create school communities where a sense of belonging, of ownership and caring for one another prevails. This is clearly reflected in the Board's mission statement.

With the cooperation of family, church and school, the TCDSB endeavours to fulfil its mandate to serve all the students entrusted to its care. To this end, the TCDSB is committed to establishing a Catholic community of students, teachers, parents/guardians, support staff, parish priests and trustees who are united in working together toward a common cause.

Such a community is characterized by a safe and harmonious working environment in which the needs and well being of every individual are paramount. Therefore, discipline in the Catholic school transcends the conventional code of human ethics and behaviour. Discipline then is not just rules and regulations that must be followed, but is to be internalized self-discipline in which all present in the community are to be as St. Paul says, "confirmed in the image of (God's) Son". (Romans, 8:29)

Progressive Discipline

An effective progressive discipline plan is founded on the premise of a *welcoming teacher* with an *engaging program* meeting a student in the school.

A welcoming teacher:

- is prepared and knowledgeable about students and curriculum
- has effective classroom management strategies
- feels connected and supported by the school

An engaging program reflects:

- understanding of multiple intelligences and learning styles
- differentiated instruction
- multi-disciplinary approaches

What is Progressive Discipline?

An optimal learning environment requires good classroom management and the support provided by a school-wide progressive discipline plan.

Discipline can be defined as supporting students to make the right decisions. It refers to instruction, correction, self-control and orderly conduct. Consistent and logical consequences, rather than punitive measures are important in order for students to learn that they can control their own behaviour by making appropriate choices.

The interventions and consequences applied to instances of inappropriate behaviour must be made after consideration of a student's history, age, level of remorse and any other mitigating factors that apply. In a progressive discipline approach, consequences are designed to support the pro-social development and future behaviour of the person responsible for the action.

Consequences must have a positive effect on the student's journey through reconciliation, either formally or informally with the school community and those affected by the person's behaviour. Interventions, therefore, should be selected in direct response to individual skill development needs.

The responsibility for a safe school and the education of appropriate social behaviour that is founded on Gospel values is everyone's duty.

Failure to meet expectations may result in a variety of consequences and/or disciplinary actions and/or actions which may assist the student in understanding his/her own misbehaviour. Staff members will intervene in a fair and consistent manner, and treat each incident as an opportunity for the student to learn and grow.

Minor Incidents

Hands-on, spitting, spreading rumours, name-calling, swearing, teasing, put-downs, gossiping, embarrassing others

Major Incidents

Malicious hands-on, swearing, non-compliance

Suspendable Incidents

Physical injury, swearing at authority, possession of weapons/drugs etc.

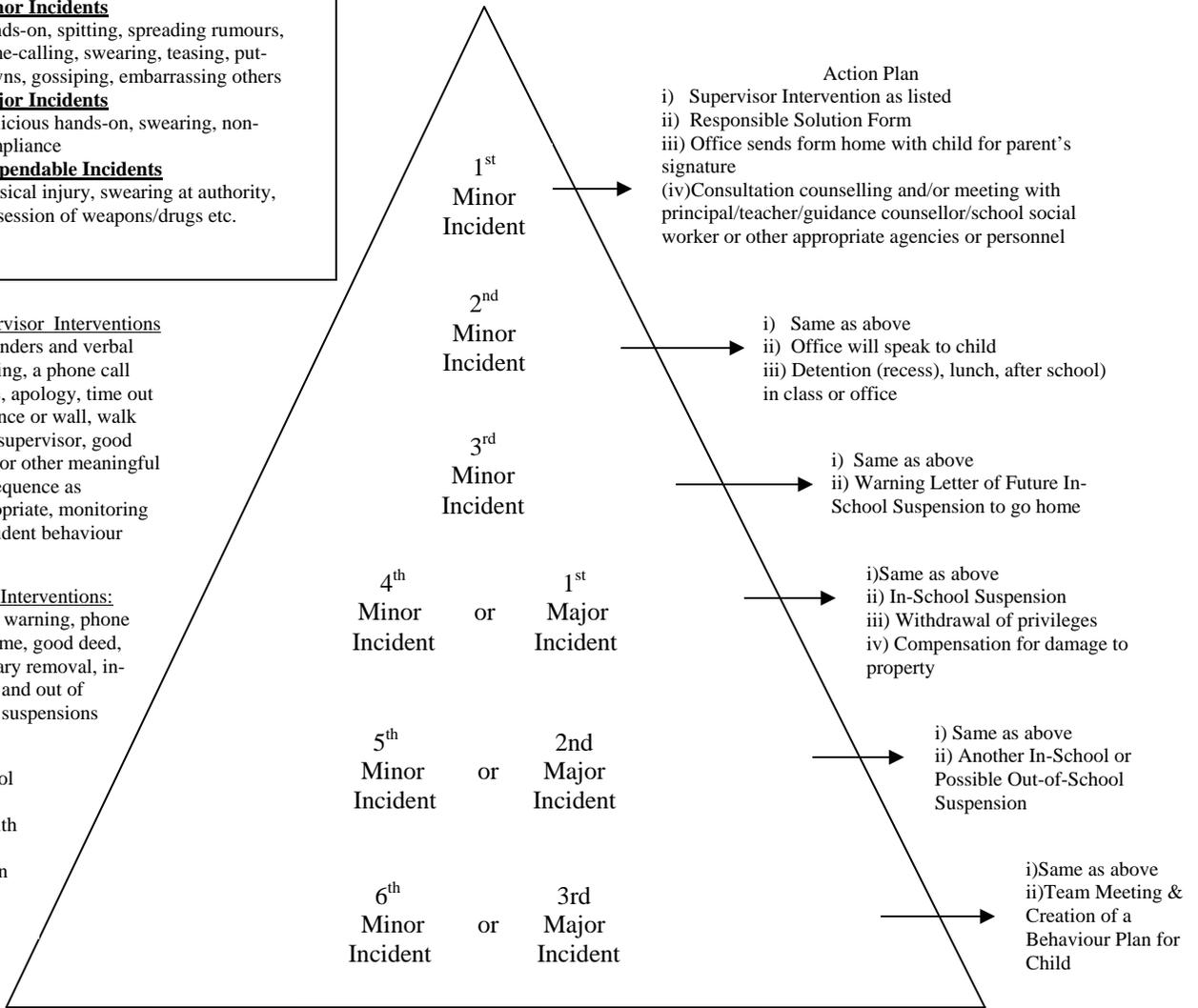
Supervisor Interventions

Reminders and verbal warning, a phone call home, apology, time out on fence or wall, walk with supervisor, good deed or other meaningful consequence as appropriate, monitoring of student behaviour

Office Interventions:

Verbal warning, phone call home, good deed, voluntary removal, in-school and out of school suspensions

Out-of School Suspensions can occur with any incident depending on the severity



The chart above provides a series of possible consequences and steps in a progressive discipline policy at our school. Parents are always our best support in dealing with ongoing or major difficulties. Parents will be contacted to discuss ongoing issues or major discipline challenges.

Behaviour and Consequences – There are a number of different responses to minor discipline issues. Each situation develops in a context with particular students. The school endeavours to deal with students in an equitable and fair manner. The structure of the process of discipline, however, is progressive.

Example: Student fails to listen to teacher in classroom (persistent opposition to authority)

Possible progressive responses:

1. Discussion and counseling by the classroom teacher;
2. Detention
3. Telephone contact with parent(s)/guardian(s)
4. Discussion with principal
5. Parent/teacher/student conference
6. Withdrawal of privileges
7. In-school suspension

At any point in the process, students may be directed to staff/Board resources, (i.e., Educational Assistants, Guidance Councillor, or school support staff). Parents will be included in this process.

Major discipline issues (such as violent incidents or consistent bullying) may accelerate responses and interventions to a more advanced level along the continuum.