

2019 - 2020

# Family Handbook

(for SHCS parents & students)



*Sacred Heart Catholic School*

*Educating the whole child:  
mind, heart, body, and soul*

# Table of Contents

<b>Introduction.....</b>	<b>2</b>
<b>MISSION STATEMENT.....</b>	<b>2</b>
<b>PHILOSOPHY OF THE SCHOOL .....</b>	<b>2</b>
<b>BACKGROUND .....</b>	<b>2</b>
<b>Expectations &amp; Responsibilities .....</b>	<b>3</b>
<b>RIGHTS .....</b>	<b>3</b>
<b>RESPONSIBILITIES.....</b>	<b>3</b>
<b>THE BIG SIX .....</b>	<b>4</b>
<b>Code of Conduct .....</b>	<b>4</b>
<b>Discipline Policy .....</b>	<b>6</b>
<b>RESTORATIVE JUSTICE .....</b>	<b>6</b>
<b>MINOR INFRACTIONS.....</b>	<b>6</b>
<b>MAJOR OFFENSES .....</b>	<b>7</b>
<b>Dress Code .....</b>	<b>9</b>
<b>Busing.....</b>	<b>9</b>
<b>After-School Care .....</b>	<b>10</b>
<b>Personal Electronic Devices .....</b>	<b>10</b>
<b>Library Books .....</b>	<b>10</b>
<b>School/Home Communication.....</b>	<b>10</b>
<b>Supervision Guidelines (for parent volunteers) .....</b>	<b>11</b>

# Introduction

This handbook is intended both as a source of information and a general guide to the educational services available at Sacred Heart School. It is also designed to deal directly with topics concerning student, parent, teacher and administrative responsibility and performance standards at our school. It is to be used to guide staff and act as a valuable resource for the entire school community with regard to the enforcement of the rules and regulations currently in place.

## Mission Statement

To deliver a high-quality education aimed at excellence in academics, athletics, religion and music within the framework of the BC School Curriculum, the teachings of the Catholic Church, and the resources available to us to ensure happy, well-rounded Children of God.

## Philosophy of the School

“Motivated by a Christ-centered vision of humanity and human history, our school promotes the formation of the whole person. Such formation embraces not only intellectual, but also physical, emotional, moral and spiritual dimensions of human growth. Intellect, emotions, creative ability and cultural heritage have a place in the life of the school. Human knowledge and skills are recognized as precious in themselves, but find their deepest meaning in God’s plan for creation.”

*From 'Philosophy of Education for Catholic Schools  
in the Province of BC' by Catholic Bishops of BC*

## Background

Catholic Education is, above all, a question of communicating Christ, and of helping to form CHRIST in the lives of others. Catholic schools in the Diocese of Kamloops strive to achieve this goal by educating the child spiritually, intellectually and morally.

In 1997, after 40 years of incorporation as the Catholic Public Schools of Kamloops Diocese, the name changed to The Catholic Independent Schools of Kamloops Diocese (CISKD). The society is the governing body (Board) of the six schools located in the diocese. The schools are located in the cities of Kamloops, Vernon, Williams Lake and Quesnel and through Ascend online. Each Parish school has a local School Council consisting of the pastor, parents of the students and parishioners. This group is responsible for each local Catholic School. They also have representation on the Diocesan School Board.

The Office of the Superintendent and the Office of the Central Bookkeeping Administrator are located in the Diocese’s Chancery office in the city of Kamloops.

The Independent School Act regulates Catholic Independent Schools. In order to receive government grants independent schools must employ BC Certified teachers, teach the BC curriculum and operate a facility that is adequate for instructional purposes.

# Expectations & Responsibilities

## Rights

### Parents have a right to expect that:

- their children are in a safe environment
- their children are receiving the best instruction in a positive learning environment
- they be informed of any discipline matters involving their children

### Students have a right to expect:

- fair and consistent treatment
- an opportunity to learn to their maximum potential
- that personal property will be respected
- an environment free from physical, emotional, and social harassment

### School Staff have the right to expect:

- respect, courtesy, and consistent effort from students
- support from parents, principal, school council, and pastor in efforts on behalf of students
- that school and personal property will be respected
- an environment free from physical, emotional, and social harassment

## Responsibilities

### Parents have a responsibility to:

- provide spiritual guidance
- ensure students are consistently and properly fed, clothed appropriately, and well-rested
- ensure students arrive at school on time with necessary supplies and assignments complete
- ensure students attend regularly
- teach responsible behavior
- teach socially acceptable values such as honesty, respect for others, and work ethic
- show concern for their child's progress
- be supportive of the school

### Students have a responsibility to:

- make a consistent effort in all their work
- treat students, adults, and property with respect
- behave responsibly and appropriately
- come to school prepared with necessary supplies and assignments completed
- report behavior that is harmful to themselves or others

### **School Staff has a responsibility to:**

- provide spiritual guidance
- treat students fairly, consistently, respectfully
- provide the best possible learning environment for each student
- act on behalf of each child's well-being
- keep parents adequately informed (of their children's progress and of any discipline issues involving their children)
- be a positive role model for students
- be supportive of the home

### **The Big Six**

Expectations for how we might best live together as members of the Sacred Heart Catholic School community are summarized by "The Big 6" and are posted around the school as reminders for all community members.

These expectations are:

1. Show respect to every student and every adult.
2. Use words that compliment, help, and support people.
3. Settle differences peacefully, together.
4. Take care of the school, your belongings, and the belongings of others.
5. Always be where you are supposed to be.
6. Always try to do better than you did yesterday.

## **Code of Conduct**

This Code of Conduct helps describe what "The Big 6" looks like in a school; it is based on **respect, responsibility, cooperation, kindness, and safety.**

### **Respect means that the student:**

- Treats others as he/ she would like to be treated.
- Has respectful regard and listens to the Teacher/Principal at all times.
- Uses courteous language and good manners at all times.
- Demonstrates sportsmanlike behavior at all times.
- Follows classroom rules.
- Moves around the school quietly without distracting others.
- Leaves his/her work or eating area clean and tidy.
- Follows entrance/exit procedures.
- Follows bus rules.

### **Responsibility means that the student:**

- Comes to school prepared to work by:
  - Arriving on time.
  - Bringing necessary supplies.
  - Having assignments completed.
- Uses appropriate language by talking to others respectfully.
- Uses appropriate actions by treating school property and that of others with respect.
- Dealing with problems in a positive manner.
- Cleaning up after oneself.

### **Cooperation means that the child:**

- Is willing to problem solve with others.
- Is understanding of the value of sharing with others.
- Is willing to take turns and work with others.
- Is understanding that everyone is entitled to be different.
- Recognizes that there are often many ways to reach a goal.

### **Kindness means that the child:**

- Is willing to be friend, offering first the hand of friendship.
- Is positive towards others:
  - No put-downs, name calling, teasing.
- Hands-off
- Includes and involves others day to day (e.g. during playtime).
- Uses polite words and actions.
- Helps others.
- Is willing to share.

### **Safety means that the child, in all areas and at all times:**

- Always applies a hands-off policy and approach to situations.
- Follows the playground rules and listens to the playground supervisor.
- Plays safely on the playground.
- Asks permission before leaving teacher-supervised areas such as:
  - Classroom, playground, gym, music room, library, computer room, etc.
- Follows bus rules.
- In the event that a student is unable/unwilling to modify his/her behavior, the principal or designate (Teacher in Charge) and another staff member will physically lift and remove a student, or evacuate the class or area, when that student threatens the safety of other students.

### **Role of Parents**

The underlying premise of parents' role in the Code of Conduct is that parents want to work in partnership with school staff in a united fashion to guide each child as needed.

This Code of Conduct applies in a wide range of circumstances including:

- anywhere in the school building or on school grounds,
- in the community, if the conduct directly impacts on the reputation or integrity of the school,
- at any time during the school day, including on the way to and from school,
- on field trips organized by the school, and
- towards school staff and their property at any time or place.

This policy will be reviewed after the first year and every five years thereafter.

When there are infractions to the Code of Conduct there will be consequences. In deciding upon the appropriate consequence, a staff member(s) will assess the situation and use discretion. In general, students whose conduct adversely impacts on the welfare of staff, parents, other students or the learning atmosphere of the school may be subject to the discipline process (see next section).

## **Discipline Policy**

The goal of the SHCS Discipline Policy is to provide a safe and cooperative environment under which the students can grow to Christian maturity and complete self-discipline.

### **Restorative Justice**

Whenever possible, restorative justice practices will be used to help students repair any harm that they may have caused, whether intentionally or inadvertently. Restorative justice practices are non-adversarial and provide those involved with the opportunity to learn about the consequences of their actions and to make appropriate amends. All SHCS staff are at least passingly familiar with restorative justice practices including the use of restorative language, classroom groups, mediation, and forums. Use of any of these practices requires that students accept responsibility for their actions and are willing to work together to come up with appropriate consequences. Minor infractions in particular will be initially dealt with using restorative practices.

Individual classrooms will have their own rules and procedures that are based on and connected to our discipline policy, but are tailored to specific class needs.

### **Minor Infractions**

**A minor infraction includes:**

- not following school rules
- misuse of playground equipment
- rough or unsafe behavior
- vulgar language
- fooling around in the building
- derogatory comments and gestures/put downs towards others
  - taunting and teasing
  - disruptive behavior
  - disrespect/ rudeness towards or arguing with staff.

Consequences for minor infractions will be jointly determined by all those involved and will focus on making restitution for the infraction (i.e. natural consequences that help to fix what was broken and/or make things better).

These mutually agreed upon consequences may include:

- scheduled times for the student(s) to help in/around the school (during what would otherwise be free time)
- time-limited loss of privilege
- time out in a supervised area
- detention at school (parents will be notified of any after school detention prior to it being served)
- other appropriate consequences

In situations where students choose not to take part in restorative practices, the teacher and/or supervisor and/or principal will decide on consequences (i.e. the ways that restitution might be made).

**Regardless of the specifics of an incident or its consequences, a Minor Infractions Report will be completed and a copy will be sent to the parents, teacher, and office.**

**Three minor infractions within 2 weeks will add up to a major offense.**

**Breach of school expectations for students participating in school teams, groups, and other opportunities to represent the school may result in students missing the opportunity to take part in activities where they are representing the school.**

## **Major Offenses**

A major offense includes:

- use of drugs or alcohol or weapons
- theft or dishonesty
- gross insubordination or willful disobedience or defiance
- verbal abuse including gestures
- intentional physical violence
- irresponsible actions causing bodily harm including for example: spitting and biting (not exhaustive list of examples).
- truancy and leaving the school grounds without permission
- vandalism
- three minor infractions within a 2-week period

**A Major Offense Discipline Report is completed for each major offense. Major offenses are recorded from September to June and accumulate during the school year.**

Consequences for major offenses are as follows:

1. First incident:

After the first offense, the student is reported immediately to the Principal who meets with the student and contacts the parents. The student is sent home for the remainder of the day.

Prior to the student's return to school, there will be a meeting with the student, parent(s) and Principal to create an action plan, which may include a restorative justice forum. This forum will determine appropriate consequences for making restitution and suggestions for what will happen if a second offense occurs.

If the student is not willing to participate in a forum, consequences will be at the discretion of the school staff and may include up to five days of at-school detentions.

All students who are disciplined for a first offense will receive the warning that a second major offense will result in a suspension.

2. Second incident:

The second time the student is reported for a major offense, the parents will be called to take the student home and the student will be suspended for three days.

While suspended, the student may not participate in any school events. Prior to returning to school there will be a meeting with the student, parent and Principal to create an action plan, which may again include a restorative justice forum. This forum will determine appropriate consequences for making restitution and will include a consideration of those recommendations that arose from the first forum.

If the student is not willing to participate in a forum, consequences will be at the discretion of the school staff and may include up to five days' loss of free time and/or five days of at-school detentions.

All students who are disciplined for a second offense will receive the warning that a third major offense will result in an expulsion.

3. Third incident:

A third offense will result in expulsion where parents will be called to take the student home and a meeting will take place with the student, parent and Principal.

Expulsion means that the student will be removed from the school permanently; they may be appealed to the School Council.

In extraordinarily serious situations, the Principal may summarily suspend a student and parents will be notified to pick up the child at the school. Prior to returning to school there will be a meeting with the student, parent and Principal to create an action plan. Appropriate consequences will follow.

## Dress Code

Students are required to wear proper school clothing unless informed otherwise by the school (e.g. for theme days or special events). Proper school clothing includes:

Tops: collared polo shirts, long sleeve polo shirts, dress shirts, crew neck sweaters, zip-up hooded sweatshirts, hooded sweatshirts. **All shirts must be navy blue, white, or maroon – all maroon clothing must be purchased from the school supply (to ensure that the colour matches).**

Bottoms: skorts, jumpers, dresses, dress shorts (Bermuda length), dress pants (“khakis”), cargo pants. **Pants must be navy or khaki and must not have elastic cuffs – no athletic wear (e.g. sweats, wind pants, warmup pants, etc.) please.**

If sweatshirts, hoodies or zip-ups are removed, suitable attire (dress code) must be underneath. No logos or designs other than SHCS logo is allowed on school uniform clothes. Gym strip is at teachers’ discretion. All students must have and wear non-marking **indoor runners** for PE classes and for in-school use.

### Enforcement of the dress code

Parents are responsible for having their child in dress code appropriate clothing. If a student is at school but not appropriately attired, the following steps will be taken:

1. Teacher will send a note home to parent informing them that their child was not in dress code.
2. Teacher will call parent and send home a copy of the dress code to be reviewed.
3. Principal will contact parent and a meeting will be called to establish a plan of action.
4. Any further action will be at the discretion of Sacred Heart School administration.

## Busing

Please note that after dismissal, all bus students must go promptly to the bus line at the sidewalk on the upper field. When the bus line bell rings there is a supervisor to lead the students to Marie Sharpe school bus pick up area.

Students walking to Marie Sharpe on the bus line are expected to:

- Walk in twos.
- Stay together.
- Walk on the sidewalk only.
- Follow the instructions of the supervisor.

These rules are for the safety of all students who are walking to Marie Sharpe School to catch their bus home or students who are walking down to join the Rec and Roll program. The bus line is considered an extension of the school and all school rules apply.

**Failure to follow these rules can result in the student being suspended from traveling on the bus and/or with the bus line.**

## **After-School Care**

Before a child may attend the ASC program, he or she must be enrolled through the school office. Students enrolled in the After-School Care (ASC) program are expected to follow the same rules as during the school day. Students who are regularly unruly or disruptive in the ASC program may be suspended or unenrolled from the ASC program.

## **Personal Electronic Devices**

To promote respect for the dignity of all members of our school and to enhance student achievement and safety, the use of a personal electronic device (PED) is strictly prohibited in the school during school hours, or during school related activities (such as the bus line, retreats, field trips, sports events, etc.). Failure to comply with this policy may result in the confiscation of the PED and/or disciplinary action. The school assumes no responsibility for the loss, recovery, repair or replacement of any PED brought onto school property. PEDs are to be kept out of sight, turned off and not used within school premises or during school-sanctioned events. To prevent the loss or damage of PEDs, the school encourages students to leave their PEDs at home.

## **Library Books**

Students are allowed to borrow up to two books per visit as long as they do not have any overdue books. Once a book is two months overdue, an invoice for the fair market price of the book will be sent home so that the book may be replaced in the school library.

## **School/Home Communication**

SHCS uses two pieces of software to facilitate communication between school and home.

1. To enable our schools to quickly contact parents/guardians in the event of an emergency (e.g. an evacuation situation), all CISKD schools have commissioned school-specific apps. The SHCS app will be available for download on iOS and Android devices and will allow for rapid, mass communications to supplement our current email/phoning system (which is not always efficient or reliable – especially in high stress situations). This app is currently (in the 2019/2020 school year) in the process of being implemented at Sacred Heart.

2. Freshgrade is a Kelowna-based online portfolio program that will comprise a substantial portion of SHCS's reporting for the current year and those to come. This program has been widely adopted by independent and public schools across BC (including entire school districts) and the world. Teachers, parents/guardians, and students appreciate the ability to provide a window into the classroom wherein work is presented in real time rather than through reports done after supports might be implemented. No personal student data is provided to or stored by this program and all data remains in Canada.

See Mrs. Giroux if you have questions or concerns about either of these items.

Regular, meaningful home/school communication is an important part of children's educational progress, whether it is done electronically or face to face. Please help us facilitate this communication by ensuring that we have up-to-date contact information for you and at least one other responsible adult who is allowed to pick up your child(ren).

Parents and other family members are always welcome at Sacred Heart. We regularly rely on volunteers from our wider school community to help with lunch-time supervision, special activities at the school, field trips, and fundraising. Much of this work is done with through our Parent Support Group (PSG) – a vital and active part of our school community. All parents and guardians of SHCS students are automatically a part of the PSG and are welcome to attend meetings or connect with the PSG Executive to learn how to get involved with this fun, dynamic group of school supporters.

See Mrs. Sherlock in the office to get contact info for our current PSG Executive.

## **Supervision Guidelines (for parent volunteers)**

Supervision is an active yet unobtrusive monitoring of the play environment. Supervision is more than “watching;” watchers of activity passively observe and do little. In contrast, an active supervisor moves through the environment and scans frequently in order to help ensure safety and promote injury prevention. Supervision means paying attention to hazardous situations. Supervision includes supervisors providing support and responding to emergencies on the playground.

Good supervision includes what is described as the ABC's of supervision:

Anticipating the potential dangers and problems (recognize foreseeable harm)

Behavior, monitoring the children's behavior

Context, assessing the context or environment in which supervision takes place

Effective supervision includes:

- interacting positively and getting to know the names of students,
- circulating while on supervision,
- not engaging in conversations with other staff or parents (stay focused on the task at hand),
- anticipating possible accidents or mishaps and intervening, for example, too many students on the playground; tackle sports; use of bats, tag or ball games in crowded areas; wrestling; etc.,
- applying conflict resolution strategies to settle minor playground differences (serious problems should be referred to the school administrator), and
- knowing what to do if a child is physically hurt and requires first aid.

*Thank you for choosing Sacred Heart!*