

PERSONAL RESPONSIBILITY

Broad Outcome: <i>By June 2019, students will demonstrate increased personal RESPONSIBILITY skills across subject areas.</i>		
Required STUDENT knowledge, skills & dispositions	Actions, Roles & Responsibilities (who will do what, how and by when?)	Monitoring Systems How will we know?
<p>Using the categories of learning behaviours from the provincial report card, students will acquire the knowledge of and demonstrate expected behaviours and skills to use in school and in their personal lives:</p> <p>Personal Management Skills</p> <ul style="list-style-type: none"> - Consistent attendance and punctuality - Organization – binders, schedule - Be prepared for class - Clean up after self - Acquire and demonstrate Study Skills - Complete homework and assignments on time within assigned deadlines. - Listen attentively to everyone - Acquire and demonstrate Emotional Regulation (self-control) & Stress Reduction skills - Use class time productively, works independently - Persists when faced with challenges - Seeks help when needed <p>Active Participation in Learning</p> <ul style="list-style-type: none"> - Self-directed learners - Acquire and demonstrate note taking skills - Takes initiative to ask for help when needed e.g. come in for extra help - Willing to take risks - Accepts and uses feedback to continue improvement - Will persevere when not successful <p>Social Responsibility</p> <ul style="list-style-type: none"> - Demonstrate Academic honesty at all times - Respect peers & staff, school policies, values and routines including appropriate language - Adhere to dress code, this includes no hats - Volunteer in the school and community - Demonstrate citizenship - Demonstrate humility - Use personal electronic devices only with teacher permission. 	<p>ALL</p> <p>A consistent message outlining the expected behaviours and skills to practice will be given from all staff in all classes at the beginning of each semester and will be reiterated to all students at grade level meetings by admin. Visual poster will be created and posted around the school, in classrooms and on the school website. When dealing with behavior issues, document is referenced.</p> <p>Classroom staff will reference said document frequently when addressing expectations and behaviours in classes and look for natural opportunities to skill build in class (organization, study skills, encouraging asking for help, encouraging opportunities “risk take and possibly fail” for the greater good of building resiliency, etc.</p> <p>Encourage 24 hour rule</p> <p>Encourage the use of personal time out</p> <p>Students may only use phones with teacher permission. Once warnings have been given, if the phone is a disruption then make an office referral.</p> <p>No hats or hoods may be worn in the school until after 3:30.</p> <p>Academic Honesty:</p> <ul style="list-style-type: none"> Post policy on academic integrity in course outline. Automatic zero on the assignment/assessment Teacher contacts parents and documents the incident Assignment/assessment must still be completed (may be an alternate assessment) Repeated offences = office referral. <p>Attendance: When students arrive 20 minutes late, this counts as an absence. If teachers have concerns about attendance:</p> <ol style="list-style-type: none"> 1. Teacher to speak with student. 2. Teacher to call parent. 3. Teacher to speak to administration. 4. Administration will send attendance letters. 5. Administration will call parents. 6. Administration will meet with students and collaborate with teachers to develop interventions (may include contracts). 	<p><i>Comments speaking directly to these expectations on the provincial report card including frequency of the skill used.</i></p> <p><i>Teachers will comment specifically on the learning behaviours required at each reporting period. (Fall, Winter, Spring, June)</i></p> <p><i>Increased amount of on-task behaviours, questions and clarification coming from students, due dates met, etc.</i></p> <p><i>Reduction in anxious and avoidant behaviours</i></p> <p><i>Increased sense of community</i></p> <p><i>Teachers and admin will continue to monitor.</i></p> <p><i>Teachers will follow classroom intervention processes.</i></p> <p><i>Admin will follow next steps intervention processes. Fewer attendance letters and student meetings for intervention.</i></p> <p><i>Visible decrease in lates and absenteeism.</i></p> <p><i>Fewer students making appointments with guidance/admin.</i> <i>Less requests to make up time/missing work. Less mark bumps up to 50%. Fewer students requesting to write assessments in alternative settings.</i></p>

	<p><u>Student Services/Clinicians</u> One-to-one support or small group for students who require significant support in these emotional regulation, stress reduction, study skills.</p> <p><u>Students</u> Students will complete assignments by due date and if students miss classes they are responsible for completing missed work.</p> <p>Students are expected to come to class prepared to learn (class notes, pencil, textbook etc.) and must be punctual.</p> <p>In groups, attempt all problems collaboratively. Individually, complete practice questions, assist a peer, update your study sheet or work on a puzzle</p> <p>Students will only submit their own work in their own words. Any information taken from a website will be properly cited and homework cannot be copied from the textbook or peers. During summative assessments, students will not communicate with others.</p> <p>Students will attend classes regularly and be on time. School policies will intervene when attendance and lates become an issue.</p> <p>Students will adhere to dress codes, cell p hones, teacher deadlines and academic honesty, which follow WW’s policies.</p> <p>Students will be responsible to participate in active listening, group discussions or projects as well as responsibility towards classes missed (pick up work, reschedule tests etc.)</p> <p><u>ALL</u> All staff will be diligent and consistent in reminding, correcting and modeling proper behavior.</p> <p>Admin team will have consistent approach in dealing with “serious” issues. Develop the “Westwood Collegiate – 10 Hints to Being a Good Citizen” document in the future.</p> <p>Coping strategies taught as part of grade 9 health. Coping strategies/skills are posted in classrooms and referenced regularly. Teachers are supported to challenge students, even when they are uncomfortable.</p>	
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