



NORTH SAANICH
MIDDLE SCHOOL



Rating scale for Personal and Social Responsibility

Personal Responsibility:

Aspect	Description	Rarely	Some of the time	Most of the time	All of the time
Being on Time	I arrive on time and follow classroom routines.				
Being Prepared	I use my school agenda and am well organized.				
	I bring all necessary materials and supplies to each class.				
Work Quality	I use "Page Perfect" directions for work completion.				
Meeting Deadlines	I complete and submit all forms and other assignments on time.				

Social Responsibility:

Aspect	Description	Rarely	Some of the time	Most of the time	All of the time
Contributing to the school and classroom community	I notice and care about how others are feeling.				
	I listen politely, even when I disagree.				
	I make good choices that respect myself and others.				
	I accept responsibility for my actions.				
	I show respect for the classroom environment.				

Reflection, Goal-Setting and Action-Plan
Reflection

Personal Responsibility: _____

Social Responsibility: _____

Academic Progress: _____

Goal Setting

Personal Responsibility: _____

Social Responsibility: _____

Academic Progress: _____

Action Plan

Personal Responsibility: _____

Social Responsibility: _____

Academic Progress: _____

Parent Signature: _____

Comments: _____

Sample Sentence Starters:
I can see that I have improved
in _____ because

One thing that is still difficult
for me is _____
because _____.

**** Remember****
A reflection is a look
back on your strengths and
challenges this term.

Sample Sentence Starters:
My next term goal is to

Next term I will work hard
at improving

**** Remember****
Goals must be specific and
realistic.

Sample Sentence Starters:
I can meet my goal by

I will take the following
steps to meet my goal

**** Remember****
Your action plan must list
specific things that you will
DO to meet your goal.



Rights and Responsibilities

“At Royal Oak Middle School students acknowledge their basic rights and responsibilities through their speech, their actions and their commitment to learning. They make our school the best possible place to learn and grow intellectually, socially and physically.”

Dear Parent/Guardian,

After you have read Shared Expectations and Responsibilities and the Royal Oak Code of Citizenship, please complete this activity with your child.

Describe the ways that you contribute responsibly in each of the following areas. Your sentence might begin:

“I have a right to learn, but I also have a responsibility to ...”

Learning

Respecting others

Making decisions about your school work

Expressing yourself

Socializing with others

Rights and Responsibilities



Taking breaks

Participating in physical activities

Joining extracurricular clubs and teams

Using school equipment and facilities

Using school transportation

Maintaining privacy of self and others



Parent Involvement

At Royal Oak School we value and appreciate parent involvement. We recognize the important role parents and guardians play in a child's education and the operation of our school. The following guidelines may clarify the district principles of parent involvement.

Visitors

Parents and guardians are welcome in the school at all times. To ensure that our school environment is safe, all visitors should report to the school office. If you are in our school to pick up your child for a dentist appointment, for example, we ask that you report to the office. We will avoid disturbing classes in session by having your child report to the main foyer. You can also expect that teachers or staff will approach you if they see you in the halls and check if you have visited the office.

Communications

Positive and constructive communication among parents, students, and teachers is an essential part of your child's educational program. On a regular basis, five times yearly, you will receive information concerning your child's progress. On a daily basis, your child should be using his or her personal planner. The planner can be used for communication between parents and teachers. The school encourages parents to inform teachers of children's success in community endeavours. As well, there will be regularly scheduled opportunities for parents, students, and teachers to conference together. If you wish to meet with a teacher please email to set up an appointment. This will ensure quality time can be set aside for this important and confidential activity. Parents and guardians with special interests or skills to offer our school programs are invited to call the school.

School Involvement

All parents/guardians of Royal Oak students are members of the Royal Oak Parent Advisory Council. Council meetings are scheduled monthly. Parents are encouraged to support our school programs in a variety of ways. At the beginning of each school year our Parent Advisory group will circulate requests for parent volunteers. Opportunities to volunteer or participate on committees varies throughout the year. Participation varies from discussion of educational issues to supporting operational needs such as our canteen program. Teachers may make direct requests for support from parents. Punctuality and confidentiality are expected when working around students in a volunteer capacity.

Clarifying Questions and Solving Problems

Middle School students have questions about everything. As parents and teachers we know that changes in their lives often create situations that require clarification and guidance. At home these questions often centre around responsibilities and expectations. At school, these questions, such as what was for homework or when are assignments due, are similar. Clarifying these questions can be done most effectively when parents, teachers, and students meet together. Please send a written note or telephone your child's teacher requesting a conference and indicating the topic you wish to discuss. As well, finding solutions to problems is most often successful when people work directly with each other in a supportive and constructive manner. Once again, please contact your child's teacher by phone by a note in his/her planner, or email, to set up a problem solving conference. If the problem solving conference does not achieve satisfactory results, our school's administrators will be happy to participate and lend their perspective to the situation.

Fee Waiver Policy

ROMS requires school fees for a variety of school-based needs and charges fees in accordance with District and Ministry directives. Please make cheques payable to School District #63. These funds assist our school in offering additional programs/activities that would not otherwise be funded.

Policy Statement

Our school's individual fee schedule shall conform with the principles contained in the Board's policy (2300) and the Ministry's School Board Fees Order.

- All of our students have access to required school activities or courses and shall not be denied this access due to the inability to pay our school fees.
- Our school fees shall be kept as reasonable as possible.
- Procedures for those unable to pay fees will be included in our school handbook and will also be communicated annually in our school's September newsletter.

Fee Waiver Procedure

1. If you require special consideration regarding fees please contact the principal no later than September 30 for school fees or 10 days prior to trip.
2. Subsequently, the principal will contact the parent who made the request to confirm receipt of the request.
3. If the fees cause financial hardship, ROMS will accept payment by instalments (one or more postdated cheque(s).)
4. For cases of serious need, arrangements will be made to have the fee partially or completely waived.

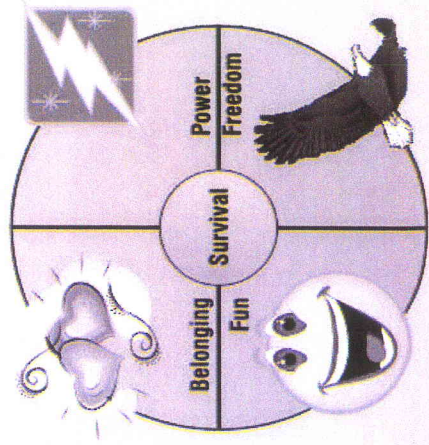


Restorative Process

Making it Right

1. What happened?
2. What were you thinking/feeling at the time?
3. What are you thinking/feeling now?
4. Who has been affected by what you have done?
In what ways?
5. What do you need? (see Basic Needs Circle)
6. What are you going to do to make things right?
7. Why is this a better plan?

Basic Needs Circle *



Glasser, W. (1988) *Choice Theory*



The "I" Message Formula

1. I feel _____
(name the feeling).
2. When _____
(describe the situation or behaviour).
3. I need or I wish _____
(state what you need to make things better).

Conflict Resolution - Talking it Out

When a problem needs to be solved

Steps

1. Agree to the ground rules of discussion.
2. Use "I" message to say what happened.
3. The second person re-states the problem for the first person.
4. Switch roles. Repeat 2 and 3.
5. Suggest possible solutions.
6. Develop an agreement that is specific, balanced and realistic.

Gibbs, J. (2001) *Discovering Gifts in Middle School Tribes*