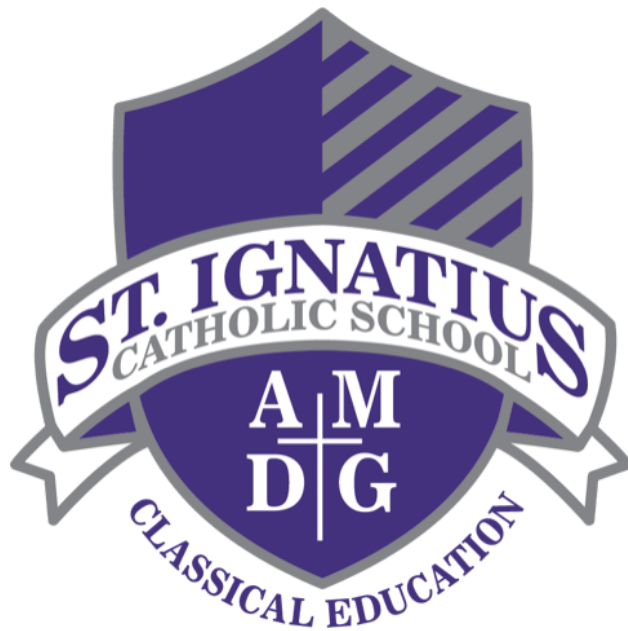


St. Ignatius Catholic School
Middle School
Grades 7-8

Supplement to St. Ignatius Catholic School Family Handbook



Mission: *We will meet the unmet demands of our students and families for a Catholic classical education to form a community of Disciples of Christ.*

Vision: *We will increase the number of virtuous leaders, thinkers and intentional Disciples of Christ working to rebuild our culture.*

Core Values: *Faith, Academic Excellence, Social Responsibility, Integrity, and Innovation*

Purpose

St. Ignatius middle school teachers make intentional and daily efforts to model and instill the Catholic theological and cardinal virtues. **Virtues are developed through intentional Christ-centered instruction, through regular practice, and through loving correction and guidance toward gospel values and away from vices.**

“As the ancient philosopher Aristotle suggested, a person can improve his or her character by practicing self-discipline, while a good character can be corrupted by repeated self-indulgence.” *Issues in Ethics V1 N3 (Spring 1988)*

Virtue-based foundational relationships are designed to grow students in virtue and to provide every student with opportunities for success. A Christian approach to discipline cultivates virtue and provides a foundation for growing in faith both at home and at school.

In addition to our attention to virtue, students are also introduced to the schoolwide program, Conscious Discipline, to help them increase awareness of their emotions and behavior.



Incorporating the Logic Stage with the Grammar Stage of Classical Instruction

As middle school students acquire the logic stage, they are in the process of transitioning from concrete thinkers to abstract thinkers. This is a gradual process that can occur for different students at different times. Thus, maturing into individuals who respond and decide according to logic and reasoning also occurs for different students at different times. As middle school teachers, we do our best to help students through this time period. Our virtue-based classroom management is instrumental in providing concrete and logical feedback according to each situation.

St. Ignatius Middle School Principles to Live By

- 1. We dedicate ourselves to living virtue.***
- 2. We will support others in living virtue.***
- 3. We will commit to constructive thoughts, words, and deeds.***
- 4. When faced with challenges or conflict, we will find solutions that cultivate virtue for ourselves and for one another.***

Jesus told us that we must love and forgive one another. This program helps students to live the love of Christ by:

- Identifying injustice.
- Restoring equity.
- Enabling students to make positive changes.

Virtue/Vice Cards

Students benefit from concrete and immediate reminders of their behaviors. In order to assist in the transition from the grammar to incorporating the logic stage, students will be receiving virtue and vice cards which will be utilized to keep track of student conduct and progress. These cards will be issued to all students in grades seven and eight and will be utilized to keep track of each student's progress. All students are expected to carry these cards with them to class. Staff will record virtues (credits) and vices (debits) on the cards. Homeroom teachers keep a record of each vice/virtue.

Credits (on the Virtue Card)

It is our desire that students make choices that help them grow in virtue. We want to recognize and celebrate these occasions. Therefore, when a teacher witnesses a student being virtuous, he or she earns a credit. Credits do not cancel out debits. Students who acquire credits may "purchase" incentives. Credits can be used to purchase incentives.

Parent Involvement - Virtue Cards

Parents are encouraged to review their child's card and praise the virtuous actions for which they earned a credit. It is our hope that parents support the school in our efforts to help our students grow into logical and virtuous individuals.

Debits (on the Vice Card)

Sometimes students act out of thoughtlessness, fear and other emotions and need concrete reminders that their actions affect others. We strive to help students step out of such emotions and bad habits. Sometimes they need a concrete reminder that their actions did not reflect love and charity as Jesus teaches. Therefore, when a student chooses to demonstrate an act which results in a repeated Low-Level or single High-Level Incident, he/she will earn a debit. One warning may be given prior to the student receiving a debit.

Parent Communication - Debits

Parents will be notified via phone or email in the event that their child receives a debit. It is our hope that parents support the school in our efforts to help our students grow into logical and virtuous individuals.

Debits: Low-Level Incidents

Low-level incidents are actions that minimally affect others. Low-level incidents will involve conversation about expectations. Repeated low-level incidents may warrant the issue of a debit. Some examples of these incidents include, but are not limited to:

- Minor disruptive behavior to the learning environment
- Minor disrespectful behavior
- Minor inappropriate language
- Minor uncooperative behavior
- Loitering in unsupervised areas
- Chewing gum, eating at inappropriate times

Debits for Repeated Low-Level Incidents

1-2 Debits	Parent notification
3 Debits	Parent notification and meeting with administration
4 Debits	Parent contact and detention
5 Debits	Meeting with parent, administration, and teachers involved along with two detentions, completion of a reflection assignment (parent signature will be required upon viewing), and discussion of reflection with detention advisor
6 Debits	Parent contact and after school detention
7 Debits	Parent meeting with administration and teachers involved to develop a behavior contract
8 Debits	Possible suspension (in school or out)

Debits: High-Level Incidents

In addition to receiving a debit, high-level incidents warrant more serious attention. Such matters will always involve the administration. Some examples of high-level incidents include, but are not limited to:

- Bullying
- Harassment
- Dress code violation
- Continual or serious disregard for general behavioral expectations/classroom disruptions/disrespect
- Damage to or misuse of property
- Disregard for privacy
- Improper use of technology
- Major violations including the involvement of a weapon, serious threats, intent to harm, or other crime

High level incidents will automatically result in writing a “Behavioral Incident Report” which will go to administration and a form will be sent home. Examples of action taken by administration following a high-level incident may include:

- Noon or after school detentions
- Meeting with those involved, apology letter, service or other action
- Loss of co-curricular privileges
- Suspension (In school or out of school)
- Involvement of law enforcement
- Expulsion

In order to help students better understand the virtues of mercy and forgiveness, *new debit cards will be issued each quarter.*

St. Ignatius Catholic School institutes a “Behavior Incident Reporting Procedure” as well. Middle school teachers will use their discretion to determine when a behavioral incident report will be used in conjunction with the above debit system.