Student Welfare and
Code of Fair Discipline Policy
Beauty Point Public School provides quality primary education in a positive and safe learning environment. We promote equity and excellence for all students, as we prepare them to be successful leaders and learners.

Staff Responsible for Welfare Issues

The school's executive team oversees all areas of Student Welfare. The Executive team consists of the:

Principal
Assistant Principal (K-2)
Assistant Principal (3-4)
Assistant Principal (5-6)

In addition, the following staff responsibilities support the Student Welfare Policy:

Anti-racism Contact Officer
Anti-discrimination Officer
Gender Equity Co-ordinator
School Counsellor
Student Representative Council
Student Welfare Officer

Year Six Representatives

Every year at Beauty Point Public School, students from Year Two to Year Six select the leadership team for the following year. These include our two School Captains, two Vice Captains and two Prefects. We also have 8 Sport Captains and 2 Flag Monitors.
BPPS EXPECTATIONS MATRIX

The following student expectations are based on the 7 Habits from *The Leader in Me Program*, which underpins the student welfare and curriculum programs within the school.

<table>
<thead>
<tr>
<th>Expectation</th>
<th>All Settings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>We show Leadership</strong></td>
<td><strong>Expected Actions</strong></td>
</tr>
<tr>
<td><strong>thought …</strong></td>
<td></td>
</tr>
<tr>
<td>Be Proactive</td>
<td>• I have a “Can Do Attitude”</td>
</tr>
<tr>
<td>• You’re in charge</td>
<td>• I do the right thing without being asked, even if nobody is looking.</td>
</tr>
<tr>
<td>Begin With the End In Mind</td>
<td>• I plan ahead and set goals</td>
</tr>
<tr>
<td>• Have a plan</td>
<td>• I look for ways to be a good citizen.</td>
</tr>
<tr>
<td>Put First Things First</td>
<td>• I am organised</td>
</tr>
<tr>
<td>• Work First, Then Play</td>
<td>• I actively participate in all learning opportunities</td>
</tr>
<tr>
<td>Think Win-Win</td>
<td>• I help others achieve success</td>
</tr>
<tr>
<td>• Everyone Can Win</td>
<td>• When a conflict arrives, I help brainstorm a solution.</td>
</tr>
<tr>
<td>Seek First To Understand, Then to be Understood</td>
<td>• I respect the opinions and feelings of others</td>
</tr>
<tr>
<td>• Listen Before You Talk</td>
<td>• I listen courteously to others without interrupting</td>
</tr>
<tr>
<td>Synergise</td>
<td>• I am a cooperative team member</td>
</tr>
<tr>
<td>• Together is Better</td>
<td>• I value other people’s strengths and differences</td>
</tr>
</tbody>
</table>

**FOUNDRATION:** Sharpen the Saw – Balance Feels Best
Specific Behaviour Guidelines

Our students will:

- walk quietly in school buildings, keeping to the left
- be on time for school and bring a note if they are late or absent.
- sign in and collect a late note if they arrive after 9.00 am.
- stay in wet weather areas when it is raining.
- keep well clear of any vehicle in the school grounds.
- arrive at school between 8.35-9.00 am
- play in the correct area.
- K-4 students are allowed on the equipment at recess and lunch time when supervised by a teacher.
- wear a hat in the playground at all times.
- do the right thing (e.g. put rubbish in the bin, put recycled material in correct bin).
- take care of equipment and return it to the right place.
- sit in the lunch area until dismissed by a teacher.
- stop play when the bell rings and go straight to lines.
- behave responsibly on public transport and cross roads safely.
- wear correct school uniform at all times, including black school shoes.

Our students are not allowed to:

- arrive at school before 8.35 am, unless accompanied by an adult, attending OOSH or extra-curricular activities. If this occurs, students must wait at the school office.
- play on school grounds without supervision after 3pm. Students who have not been picked up by 3.10pm will be sent to the school office or OOSH. Students who remain on school grounds must be accompanied by an adult, attending OOSH or extra-curricular school activities.
- be on the Government Rd oval or Play Equipment before 9am.
- bring chewing gum or glass bottles to school.
- enter buildings and classrooms before school, at recess or lunchtime unless supervised by a teacher.
- leave the school premises during school time without adult supervision, notification to the class teacher and signing out at the office.
- interfere in other students' games or activities.
- use abusive language to any student, teacher, parent or community member.
- throw food, stones or any other objects (eg balls) at other students or school property.
- vandalise school property eg drawing, scratching, breaking, damaging or defacing school property.
- climb trees or fences in the school grounds.
- play in toilets or washrooms.
- no wheels (eg bikes, skateboards, roller blades, scooters etc.) on the school grounds between 8.30am and 3.30pm daily. Children who ride bikes, scooters or skateboards must wear helmets to and from school.
- bring valuables, sharp or bladed toys, costly toys or unnecessary money to school.
- use the Monkey bars inappropriately e.g. jumping from one bar to the next
- play with large balls before school – only handball games are allowed during all playground duties.
- tackle, wrestle or use rough play in the playground.
Practices Designed to Recognise Student Achievement

Positive Behaviour Practices
* A system of Merit card rewards is implemented inside and outside of the classroom. Student results are recorded and white, silver, gold and banner awards are given at school assemblies. Our award systems incorporate the Leader in Me program. Students are also named in our weekly newsletter.
* A house points system is also implemented throughout classrooms and school to reward positive behaviour by individuals and groups. Results are recorded weekly and reported at school assemblies.
* Each year, on Speech Day, a citizenship award is given to students who achieve a record of outstanding positive behaviour.
* Positive reinforcement is an important teaching strategy used at Beauty Point Public School, used both informally and formally in the classroom and playground.
* We focus on developing the values and conflict resolution skills of students through the Leader In Me program. Each week, students are taught to develop specific skills and values which promote intrinsic motivation and positive behaviour.

Positive Academic Achievement Practices
* Each week the following certificates are given out to students in class to acknowledge students who have displayed outstanding academic achievement or citizenship: 3-4 White Merit certificates (depending on class size), Reading certificates (multiples of 25) and Silver Certificates (achieved by receiving 4 Whites).
* At school assemblies, the following certificates are given out: Silver Certificates (1 per class each week), Gold Certificates (when 4 Silvers have been achieved), Reading certificates (multiples of 100), Stage Citizenship Awards and external awards.
* Teachers record all awards given to students in Sentral Welfare. Students are also named in the weekly newsletter.
* Banner Assemblies are held each term, awarding students who show outstanding behaviour and achievement of 4 Gold merit cards.
* Annual awards are presented to students for outstanding achievement at Speech Day.
* Recognition of School Captains on the Honour Board.

**Awards Key:**
4 White Cards = 1 Silver Certificate
4 Silver Cards = 1 Gold Certificate
4 Gold Cards = 1 Banner Award

Student Participation Practices
* Election of School Prefects, Vice Captains and School Captains by the student body (Yrs 2-6).
* House Captains to be elected by their houses.
* Nomination of Year 6 members for the school’s News Team
* A School Student Council is made up of class representatives to make decisions related to the life of the school, as well as to seek information from and report back regularly to their classes.

Sports Achievement Practices
* Sports ribbons are awarded at school assemblies for achievement in sport carnivals or special events. Teachers record awards on Sentral Welfare.
* Best and fairest for interschool sport named in weekly newsletter.
Strategies for dealing with Unacceptable Behaviour

BPPS - DECISION MAKING PROFORMA

**OBSERVE PROBLEM BEHAVIOUR**

**WARNING or VERBAL CONFERENCE WITH STUDENT**

**TEACHER MANAGED**
(Level 1)

**Repeat behaviour – 2nd warning**
- Verbal conference with student/s using Restorative Practices conversation.
- Correct all behaviour with positive language and set behaviour goal for student to achieve within set time frame.
- Time out option – according to age e.g. 5 minutes K-2, 10 min 3-6.

**Repeat behaviour/non achievement of behaviour goal – 3rd warning**
- If a student has received 3 Warnings by 2.30pm in class and has shown no improved behaviour, then give time-out (please give chance to reduce 3 warnings throughout the day by using ‘Catch Them Being Good’ strategies)

3 Restorative Practices Sheets - Level 1 record
- 3 Restorative Practices sheets received within a 10 week period is a Level 1. (Note: each RP valid for 10 weeks - not including holidays).
- Level 1 recorded on Sentral Welfare and Exec notified.
- Meeting with parents, student and class teacher. Discussion of explicit behaviour required. Positive reward for meeting set behaviour goal within time frame.
- 1 week Behaviour Passport focusing on explicit positive behaviour goal is given. Student Welfare update communicated to staff.
- Resolution meeting with parents, student and class teacher.

If Level 1 Behaviour Goals are not achieved, refer to Stage Executive for Level 2.

**BEHAVIOUR CONSEQUENCES**

**EXECUTIVE MANAGED**
(Levels 2-4)

Level 2 – Serious Behaviour (and when Level 1 behaviour goals are not achieved)
- AP interviews student and asks them to fill in a Restorative Practice sheet.
- Meeting with parents, student, class teacher and exec. Behaviour goals decided for Behaviour Passport. If needed, discuss Community Service, loss of badge or PSSA.
- 2 week Behaviour Passport focusing on explicit positive behaviour goals is given.
- Positive reward for meeting set behaviour goal within time frame. Student Welfare update communicated to staff.
- Resolution meeting with parents, student, class teacher and exec.
- Record kept on Sentral Welfare.

Level 3 - Critical Behaviour (and when Level 2 behaviour goals are not achieved)
- AP interviews student and asks them to fill in a Restorative Practice sheet. Principal notified.
- Meeting with parents, student, class teacher, exec & Principal. Discuss discipline consequences as per Level System eg removal of badges, exemption from PSSA/excursions, short suspensions.
- 4 week Behaviour Passport given – signed at each session by teacher/student. Parent and AP sights Passport daily. Update communicated to staff.
- Community Service negotiated and decided at parent/teacher/student conference.
- Resolution meeting with parents, student, class teacher and exec.

Level 4 – Illegal Behaviour
- Principal interviews student and asks them to fill in a Restorative Practice sheet.
- SED or Police contacted for advice on the incident.
- Meeting with parents, student, class teacher, exec & principal. Discipline consequences discussed (eg Behaviour passport, Community Service, detention, suspension or expulsion) and decided as per DEC policy guidelines and SED advice.
- Record of students who are suspended or expelled on Census register.
- Resolution meeting with parent, student, class teacher, exec and principal.
## BEAUTY POINT PUBLIC SCHOOL DISCIPLINE LEVEL SYSTEM (based on Decision Making Proforma)

<table>
<thead>
<tr>
<th>Levels</th>
<th>Examples</th>
<th>Disciplinary Response Options</th>
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<tbody>
<tr>
<td><strong>0. Student is cooperative. Every student starts at this level.</strong>&lt;br&gt;NB: Positive reinforcement regardless of placement on any level.</td>
<td>Student is following the school rules and values.&lt;br&gt;Care, respect and compassion for others is shown in the playground and classroom.&lt;br&gt;Following 7 Habits &amp; The Leader In Me program</td>
<td>Positive reinforcement of desired behaviour through verbal interaction and response options to support the development of intrinsic and extrinsic motivation e.g. Praise&lt;br&gt;Rewards&lt;br&gt;Merit cards and Reading certificates&lt;br&gt;Opportunity for school representation&lt;br&gt;Special privileges&lt;br&gt;Banners&lt;br&gt;House points&lt;br&gt;Positive incident entry on Sentral Welfare</td>
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| 1. Minor misbehaviour on the part of the student due to breaking of school or class rules:<br>- impeding classroom procedures or interfering with the orderly operation of the school<br>- usually handled by class teacher | * Three warnings<br>* Persistent misbehaviour<br>* Improper comments<br>* Backchat / Calling Out<br>* Off-task/ Disruptive behaviour<br>* Inappropriate behaviour, tone or attitude<br>* Out of bounds<br>* Minor physical contact<br>* Refusal to follow a reasonable request<br>* Uniform | 1. Immediate intervention by the staff member supervising the student.<br>2. In Playground, identification and discussion of the rule that was broken. Restorative Practices conversation or Time Out if needed.<br>   In Class, a Restorative Practices conversation is conducted. Discussion of positive behaviour goal and what can be done to make things right within a set timeframe. Teachers reduce ‘3 warnings’ when children show positive behaviour.<br>3. 3 warnings leads to a Restorative Practices sheet.<br>4. 3 Restorative Practices Sheets within a 10 week period leads to Level 1 record.<br>5. Parent asked to attend a Level 1 behaviour meeting with AP, class teacher and student to discuss the incident.<br>   Discussion of quality behaviour goals for student.<br>6. Student given a 1 week quality Behaviour Passport to achieve behaviour goals. Teacher, students and parents sign & sight daily.<br>7. Follow-up with resolution meeting with parents, student and teacher.<br>A proper and accurate record is maintained of the offence and disciplinary action on Sentral Welfare.<br>Staff kept informed. |

| 2. Serious Behaviour which, because of its frequency or seriousness, disrupts the learning climate of the school:<br>- these infractions require the intervention of an Assistant Principal | * Non-achievement of Level 1 Behaviour Goals<br>* Misbehaviour on school excursions<br>* Bullying, fighting or aggressive behaviour<br>* Spitting at others<br>* Abusive and/or racist language<br>* Leaving school grounds<br>* Inappropriate behaviour | 1. Immediate intervention by supervising staff member.<br>2. Assistant Principal meets with student and/or teacher and initiates Restorative Practices discussion and reflection sheet.<br>3. Parents asked to attend Level 2 behaviour meeting with AP, class teacher and student to discuss the incident and decide positive behaviour goals for quality Behaviour Passport.<br>4. Referral to Counsellor or ISTB team if needed.<br>5. Discussion on whether Community Service, loss of badge, exclusion from school excursions or removal from Banner Assembly are needed.<br>6. A 2 week Behaviour Passport is given to the student to achieve behaviour goals in set timeframe.<br>7. AP, teacher, parent & student sign and sight the passport daily.<br>8. Follow-up with resolution meeting with parents, student and teacher.<br>A proper and accurate record is maintained of the offence and disciplinary action on Sentral Welfare.<br>Staff kept informed. |
### 3. Critical Behaviour

**Acts directed against persons or property but consequences do not seriously endanger the health or safety of others in the school**

* Non-achievement of Level 2 Goals
* Recurring acts of malicious bullying
* Deliberate fighting or physical acts that compromise the safety of others
* Deliberate vandalism of school property
* Stealing
* Abusive and/or threatening language
* Repeated intended unexplained absences

**Student has not made sufficient effort to improve his/her behaviour, which results in continued deterioration in student’s behaviour.**

1. Principal initiates disciplinary action by investigating the incident with the student. A Restorative Practices sheet is filled in by student.
2. Principal confers with staff on the extent of consequences.
3. If needed, advice from School Education director is gained.
4. Parents are requested to attend a level 3 behaviour meeting with the student, class teacher, AP and Principal to discuss the incident and decide positive behaviour goals for quality Behaviour Passport.
5. Discussion on whether Community Service, loss of badge, exclusion from school excursions, removal from Banner Assembly or a short suspension is needed.
6. Referral to Counsellor or ISTB team if needed.
7. A 4 week Behaviour Passport is given to the student to achieve behaviour goals within set timeframe.
8. AP, teacher, parent & student sign and sight the passport daily.
9. Follow-up with resolution meeting with principal, parents, student and teacher.

#### For Short Suspensions (up to 4 days):
1. Parent notification of Suspension verbally and in writing
2. School Education Director informed
3. Suspension register filled in
4. Suspension resolution meeting with principal, parents, student and teacher.
5. Agreed quality behaviour passport (4 weeks) is decided before student returns to school

**A proper and accurate record is maintained of the offence and disciplinary action on Sentral Welfare, Staff kept informed.**

### 4. Illegal Behaviour

**Acts of violence deliberately directed at another person or person’s property, or which pose a direct threat to the safety of others in the school.**

* Deliberate acts of physical violence that cause injury or harm
* Extortion
* Possession and use of a weapon with dangerous intent
* Severe vandalism that damages school property and grounds
* Arson
* Possession/sale of stolen goods
* Dangerous threats of violence towards members of the school community

**Behaviour is intolerable, despite school’s effort to manage student behaviour.**

Principal verifies offence, confers with the staff involved and meets with student. If possible, Restorative Practices discussion and reflection sheet is conducted.

Principal may contact police.

On advice from the School Education Director, the student is immediately removed from the school environment.

Parents are notified and a Level 4 behaviour interview is requested.

#### For Long Suspensions (over 4 days) or Expulsion:
1. Parent notification of Suspension or Expulsion verbally and in writing
2. School Education Director informed and advice sought
3. Counsellor and Regional ISTB notification
4. Suspension or Expulsion register filled in
5. Resolution meeting with principal, parents, student and teacher.
6. Agreed quality behaviour passport (4 weeks) is decided before student returns to school

For repeated Suspensions/Expulsions:

1. If appropriate, discuss alternative program, long out-of-school suspension or alternative school placement with parents
2. Ensure Counsellor, Regional ISTB team and SED are kept informed
3. Police intervention may be needed
4. Ensure risk assessments and management plans are up-to-date

**A proper and accurate record is maintained of the offence and disciplinary action on Sentral Welfare, Staff kept informed. A complete and accurate report is submitted to Dee Why Regional Office and the SED.**
Restorative Practices I (Student Reflection sheet):

When Things Go Wrong ...

Student: ___________________________  Year: _______  Date:_______

1. What happened?

2. What were you thinking of at the time?

3. What have you thought about since?

4. Who has been affected by what you have done? In what way?

5. What do you think you need to do to make things right?
Restorative Practices II (Student Reflection sheet):

When Someone Has Been Hurt ...

Student: ___________________________ Year: ______ Date: 

1. What did you think when you realised something had happened?

2. What impact has this incident had on you and others?

3. What has been the hardest thing for you?

4. What do you think you need to do to make things right?
Dear ___________________

I wish to provide you with information about ____________________ of class ________.
Recently I have become concerned regarding the following aspect/s of his/her education/welfare indicated below:

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Y/N</th>
<th>Effort</th>
<th>Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arriving late in the morning</td>
<td>Y/N</td>
<td>Inappropriate Behaviour</td>
<td>Y/N</td>
</tr>
<tr>
<td>Homework</td>
<td>Y/N</td>
<td>Uniform</td>
<td>Y/N</td>
</tr>
<tr>
<td>Coming to school without lunch</td>
<td>Y/N</td>
<td>Academic Achievement</td>
<td>Y/N</td>
</tr>
</tbody>
</table>

Comment:

At this stage, I request that you discuss this aspect of your child’s schooling with him/her in the hope that a more positive outcome may result. If the area of concern does not improve, I will advise you in a further letter.

If this happens, it is possible an interview will be conducted to discuss further action for the benefit of your child’s education.

Teacher: _____________________________     Principal: ________________________

____________________________________________________________

____________________________________________________________

Beauty Point Public School – Notice of Concern

I acknowledge receipt of this Notice of Concern in reference to my son/daughter ____________________ and will discuss the issue with him/her.

Signed: _____________________________     Child’s Name: __________________    Class ___

Parent/Caregiver
Date

Dear {Parents}

In line with our school discipline policy, {FirstName} has been given a Level 1 notice due to the issue/s outlined below.

Incident Description:

{Incident Description}

As part of our discipline policy, I would like to organise a meeting with yourself and {FirstName} to address this issue of concern.

Could we please meet on _________________ at _____________ am/pm to discuss the incident and strategies we can implement to prevent this from recurring.

At the meeting, I would like to discuss the incident in detail and help set positive behaviour goals for {Student Name} to implement. As part of a Level 1 notice, students set target goals to achieve in the classroom and playground over a period of one week.

I look forward to meeting with you and discussing collaborative ways we can support {FirstName} in being proactive and achieving {his/her} personal goals at school.

Sincerely,

{Class Teacher}

_______________________________________________________________________________________________

Beauty Point Public School – Level 1 Notice

I acknowledge receipt of this Level 1 notice in reference to my son/daughter ___________________________ and we will attend the meeting on:

Signed:_____________________________  Child’s Name:____________________  Class ___

Parent/Caregiver
Dear {Parents},

In line with our school discipline policy, {FirstName} has been given a Level 2/3/4 notice due to the issue/s outlined below.

Incident Description:

{Incident Description}

As part of our discipline policy, I would like to organise a meeting with yourself and {FirstName} to address this issue of concern.

Could we please meet on _______________ at _____________ am/pm to discuss the incident and strategies we can implement to prevent this from recurring.

At the meeting, I would like to discuss the incident in detail, disciplinary consequences and help set positive behaviour goals for {FirstName} to implement. As part of a Level 2/3/4 notice, students set target goals to achieve in the classroom and playground over a period of 2/4 weeks.

I look forward to meeting with you and discussing collaborative ways we can support {FirstName} in being proactive and achieving {HisAndHer} personal goals at school.

Sincerely,

____________________

date

Shanti Clements, Principal

Assistant Principal

Teacher

{TodaysDateDMY}  {TodaysDateDMY}  {TodaysDateDMY}

___________________________________  __________________________________  __________________________

Beauty Point Public School – Level 2/3/4 Notice

I acknowledge receipt of this Level 2/3/4 notice in reference to my son/daughter ____________________________

and we will attend the meeting on __________________ at ______________ am/pm.

Signed: ______________________  Child’s Name: ______________________  Class _____

Parent/Caregiver
Beauty Point Public School
Quality Behaviour Passport K-2

Name: _____________________  Week: _________  Term: ___________

Target behaviours:
- Working together in a non-violent way
- Following teacher instructions
- Speaking politely and appropriately at all times

<table>
<thead>
<tr>
<th>CODES</th>
<th>Q - Quality behaviour</th>
<th>MBB - My best behaviour for now</th>
<th>CDB - I could do better</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>![Smiley Face]</td>
<td>![Smiley Face]</td>
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</tbody>
</table>

<table>
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<tr>
<th>Times</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Before School</td>
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<tr>
<td>Morning Session</td>
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<td>Recess</td>
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<td>Mid Session</td>
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<td>Lunch</td>
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<td>Last Session</td>
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<tr>
<td>Daily Teacher</td>
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<tr>
<td>Summary</td>
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</table>

Teacher Comment (Weekly Summary):

Parent Comment (Weekly Summary):
Beauty Point Public School
Quality Behaviour Passport 3-6

Name: _____________________  Week: _________  Term: ___________

Target behaviours:
- 
- 
- 

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<tr>
<td>Daily Teacher Summary</td>
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**Teacher Comment (Weekly Summary):**

**Parent Comment (Weekly Summary):**