

CONDUCT POLICY

PREAMBLE

As a school community, the students and staff of Wood Street Centre have the opportunity to achieve to the best of their ability and to develop a strong positive sense of self-worth. This self-worth is related to one's achievement on a daily basis. It is the responsibility of the individual to maximize the development of her/his self-worth. This is enhanced with the help of the student's support network, which includes parents, friends, teachers and other people in our larger community.

Rights and Responsibilities

I have a right:

Therefore, I have a responsibility to:

To be recognized as a worthwhile individual.

To conduct myself in a manner worthy of the respect of others. This includes using appropriate language.

To live and study in an atmosphere of mutual respect and courtesy.

To treat others in a friendly, considerate manner and avoid participation in activities that disturb others.

To be safe and secure from threatening or abusive behavior on the part of others.

To avoid endangering or hurting others through fighting, the use of abusive language, or the exhibition of belligerent behavior.

To be secure in the feeling that my personal possessions will be free from willful damage or theft.

To properly secure my own property and avoid taking things which are not mine.

To utilize school materials, equipment, and furniture.

To recognize that these items are school property, purchased for the responsible use of present and future students and staff. Willful damage or theft constitutes an unreasonable infringement upon the rights of others.

To live and learn in an environment free from litter.

To properly place all litter in garbage or recycle containers.

Rights and Responsibilities

I have a right:

Therefore, I have a responsibility to:

To live in an environment where the school building, with its walls and floors, lockers, windows, washrooms, and outdoor landscaping is free from vandalism.

To refrain from engaging in acts of vandalism to the building in which we live and learn.

As a student, to receive an educational program.

As a student, to actively participate in learning activities at the school, and come to class on time, prepared with all the appropriate materials.

As a teacher, to deliver an educational program.

As a teacher, to engage students in the appropriate activities, which support the curricular outcomes of the course.

As a student, to freely engage in communication with the staff and administration of the school.

Communicate ideas and opinions in a respectful and constructive manner.

As a teacher, to freely engage in communications with students, parents, or guardians.

Communicate ideas and opinions in a respectful and constructive manner. Communicate academic progress to students, parents or guardians in a professional manner.

INAPPROPRIATE STUDENT BEHAVIOUR

Generally, when a student's inappropriate behavior interferes with the *rights of other students in the class, or interferes with the instructional process*, the following progression applies.

1. The teacher deals with the student by:

a) *discussing the problem privately with the student.* This would be an informal interview with the objective of establishing a basic understanding of the problem and formulating a plan of action to prevent further occurrences.

b) *contacting the parents.* A parent or guardian is contacted by the teacher to discuss specific concerns about the student's behaviour. The parent is informed of the actions taken to date, or of the present problem. The purpose of this conference is to share information and ideas to determine present and future actions necessary to address the problem raised.

c) *involving the guidance counsellor.* The teacher may refer the student to the school counsellor for a conference or series of conferences with the specific goal of developing a plan for changing inappropriate behavior or attitudes that are a concern to the teacher or other students.

When the teacher is unable to deal satisfactorily with the problem, the student is referred to a member of the administrative team, usually the vice-principal designated to that specific grade level or program.

2. The administrator deals with the student by:

a) determining in an interview with the student whether the student is capable of providing a satisfactory solution to the problem.

b) attempting to mediate a solution in a formal interview with the teacher, student, and parent. If necessary, the guidance counsellor would be involved.

c) soliciting parent help for the student where a student refuses to participate in the solution of the problem. This generally involves a dismissal or suspension from the school.

Dismissal: Under the authority of The Yukon Education Act, a student may be dismissed from school for a period not exceeding two school days. The parents or guardians will be notified of the dismissal. Prior to being reinstated to regular classes, a conference will be held with the student, parents, and school administration in attendance. A dismissal from school is not subject to appeal.

Suspension: Under The Yukon Education Act, a principal may suspend a student for a maximum of 10 days for any breach by the student of the duties specified in the Act. It is possible for the administration to recommend to School Council that a student be suspended for a period longer than 10 days. Any suspension can be appealed by a parent and/or the suspended student, under the guidelines set out in The Yukon Education Act.

The most fundamental expectation of students at Wood Street Centre, is that they *respect* their fellow students, staff, and visitors to the school.

The Wood Street Centre Conduct Policy applies to incidents on school campus, field trips, and on school buses. **This policy also applies to incidents that start on school campus and are completed off school campus. In addition, acts that occur completely off campus but have direct and immediate effect on either the welfare or safety of students, fall under the School Conduct Policy. When appropriate In-School Suspension and restorative measures will be used.**

ASSAULT

Assault is defined as intentionally or recklessly threatening or causing physical injury to another person, or placing another person in fear of imminent physical injury. Threats that pose imminent physical injury to an individual or group will not be treated as a prank. They will be taken seriously and dealt with seriously. The consequence to such an event would be a suspension from school for the balance of the semester. The Administration will contact the RCMP as needed.

ACADEMIC HONESTY

Plagiarism and cheating are an unacceptable practice. It includes a variety of forms such as: cheating on an examination, the copying of another student's homework or assignments, or the copying or borrowing of materials from a book, article, internet or other published source without proper recognition. When cheating occurs, the student will be advised, the parents informed, and a student may incur a zero on the assignment or test.

DRESS CODE

Wood Street Centre believes that a student's personal appearance has an impact on his/her attitude as well as behavior. Respect for both the individual and the school is manifested in an attitude of "dressing appropriately" for school. Items of clothing displaying or insinuating vulgar or profane language, overtly racist or sexual images, violence or instruments of violence, alcohol, drugs or drug paraphernalia in either written or graphic form or other offensive images are not acceptable. Students may not wear clothing on campus that is part of an organizational initiation.

If school administration finds clothes too revealing or inappropriate they will ask students to change into appropriate clothing if available or will send students home to change. Students unable to meet the dress code will have their parents/guardians contacted to address the situation.

DRUGS AND ALCOHOL

Our young people are precious and we must ensure that they have a safe environment in which to learn and develop to their full potential. The use of, or possession of intoxicating liquor, illegal drugs or drug paraphernalia while under the jurisdiction of the school shall be subject to school consequences. When a student has been caught for the first time with drugs or alcohol on them or deemed to be under the influence, they receive a three day combination of in and out of school suspension as deemed appropriate. Students must also see the drug and alcohol counsellor. If caught a second time, they will receive a five day suspension and must have three mandatory sessions with the drug and alcohol counselor. After a 3rd infraction, they will receive a ten day suspension and must appear before School Council if they wish to return to class. Upon re-entry into school, the student, along with his/her parent will meet with an administrator.

In school suspensions are used as a deterrent for this behavior and allow the monitoring of a student more closely. Students supplying or selling drugs and alcohol will be recommended to School Council for suspension for the remainder of the school year. Students are subject to arrest for all drug/alcohol related activities. The school administration, regardless of whether or not criminal charges or prosecution result, shall take disciplinary action.

For more information, please refer to the Department of Education Substance Abuse Policy.

http://www.education.gov.yk.ca/about/education_policies.html

Electronic Devices

Students are not allowed to use any electronic device that may interrupt a learning environment or violate the privacy rights of students or staff. Administration may restrict or prohibit any device for individuals or a group that affects an effective learning environment or safety of staff and students.

Exam Policy

Students must write all exams during regular exam schedules. Exemptions or date changes will not be made for predictable circumstances (travel, student employment, truancy, etc.) without prior administrative approval for exceptional circumstances.

Unpredictable situations will be reviewed by administration on a case-by-case basis (all reasonable accommodations will be made; however, some changes are not possible, as exam sittings cannot be changed for provincial exams.)

FIGHTING

Fighting is defined as verbal harassment, or a physical act of striking, kicking, shoving, pushing or any other physical violence being used against another person.

A significant concern in altercations between students is bystanders, who verbally or physically encourage fighting. Students who encourage fighting will be considered active participants and may be suspended.

Students are encouraged to seek staff help in preventing or stopping a fight. Counsellors, teachers, administrators, and other staff are available to help students resolve difficulties in ways other than fighting. When two or more students are involved in any verbal or physical altercation, all parties may be suspended.

Self-defense can be claimed only when the student claiming it uses the minimum force necessary to escape injury. Active participation in a fight will result in suspension, even if the second party can be demonstrated to have started the fight.

Leaving school property to participate in a fight will not absolve the participants or bystanders from school discipline measures.

HARASSMENT

Harassment is a form of discrimination. Harassment is prohibited by the Canadian Charter of Rights and Freedoms and by human rights legislation in every province and territory in Canada.

Wood Street Centre is committed to an environment free of harassment based on race, national or ethnic origin, color, religion, age, sex, sexual orientation or disability. Types of behavior, which constitute harassment, include but are not limited to:

- written or verbal abuse or threats;
- displaying visual material which is offensive or age-inappropriate;
- unwelcome remarks, jokes, comments or innuendoes;

- condescending or patronizing behavior which undermines self-esteem, or adversely affects the working or learning environment;
- unwanted physical contact.

Acts of harassment will be dealt with immediately by the counsellors and administrative team.

OBSCENITY/PROFANITY

Students, teachers, and other staff are to use discretion in their choice of language. Profane and/or obscene language and/or gestures will not be tolerated. Obscenities include spoken or written profanities, obscene or sexual messages. If profane or obscene actions are used, disciplinary action will be taken.

REFUSAL TO IDENTIFY SELF

All students in our school building, on school buses, school grounds or at school-sponsored events must, upon request by teacher, or administration, identify themselves. Failure to do so, or providing a false name, will result in disciplinary action.

SMOKING

Wood Street Centre is a smoke and vaping free site for all students, staff and external users. A person must not smoke or use tobacco/e-cigarettes, or possess tobacco/ e-cigarettes or vaping products in or on school property.

Students are not allowed to smoke anywhere on school property or adjoining sidewalks.

Students may be dismissed for the duration of the day or the next day if they are found smoking, vaping or using tobacco products on school property. Parents will be requested to accompany the student's return to school at the end of the dismissal.

TAMPERING WITH FIRE ALARM

Activating or tampering with a fire alarm is a criminal offence and will result in disciplinary action.

TRESPASSING

A student who has been dismissed, suspended, or removed from the school roll is considered to be trespassing if he/she enters or remains on school property without permission. If after an official warning this behavior persists, the situation will be referred to the police and charges will be laid under the Territorial School Trespass Act.

STUDENT ATTENDANCE POLICY

The responsibility for regular attendance rests with the student and parent(s) or guardians. However, any attendance policy will only succeed when all concerned parties (the student, the parents or guardians, and the school) work together.

Regular attendance is important in order for students to participate in class activities and to be exposed to the full range of knowledge and experiences necessary to successfully meet course objectives. Course work also instills self-discipline and develops skills by group interactions. Many class presentations and discussions are important to hear and participate in, and therefore, cannot be "made-up".

This policy emphasizes the involvement of all concerned parties. Please contact the school if you have any questions or concerns regarding attendance.

Grade 8 and 9 Students

Since the students enrolled in grades 8 and 9 are generally under the age of 16, they are subject to very stringent attendance requirements. The Education Act (22.1) states that every child younger than 16 in September of a given school year, is mandated to attend a school operated by the Minister or a School Board. There is a clear expectation for parents to ensure attendance at a school, unless excused under Section 22.2 of the Act. Although the attendance policy process is consistent across all grade levels, an added layer of reporting absenteeism to parents of grade 8 and 9 students has been instituted:

ATTENDANCE POLICY PROCESS

The school wants to ensure that parents are notified of absences for the obvious safety and academic performance issues. The school follows the following procedures to notify parents.

How we need you to inform us of student absences:

If a student has a valid reason to miss class, we would like parents to phone the school at 667-8413 so teachers can be informed. As a follow-up, parents are encouraged to also send a note with the student when he/she returns to classes.

How we inform Parents of student absences:

Parents will not be called if they have already contacted the school. We ask that parents contact the school by 8:30 a.m. to inform us of excused absences.

What happens when a student returns from an absence?

Whenever a student returns to class after an absence, it is the student's responsibility to meet with the teachers to get work, assignments or tests that were missed.

It is not the teacher's responsibility to pursue a student in these matters.

If the student's absences are a result of truancy, the teacher may deny accepting missed assignments or the writing of missed quizzes or tests.

School Staff Promotion of Good Attendance:

Setting a proper example of promptness and regular attendance;
Expecting students to attend school every day and arrive promptly
Encouraging student attendance through teaching methods, which motivate student involvement and participation in the learning process;
Conducting periodic discussions centered on the value of punctuality and the relationship between good attendance habits and future career goals;
Counseling with a parent or guardian and student when a student's absence is interfering with a successful classroom experience;

School policy on student absenteeism:

Parents will be called daily by administration or an automated calling service.

Within two absences, the teacher will attempt to contact the parents, identifying the problem.

- Teachers will inform parents of their concerns and seek support to address the absences.
- Students and parents will develop strategies with cooperation of the teacher and possibly seek the help of a school counselor in addressing concerns.

After four absences, the teacher will submit a referral form to the administrator.

- The administrator will interview the student to discuss issues and develop strategies for success.
- The administrator will inform parents of any attendance concern and seek supports to address the absences.
- Students will be encouraged to use the study hall to complete missed assignments
- A letter will be sent to the parents documenting the absence issue.

4. After six absences, the teacher will submit a referral form to the administrator, who will attempt to re-contact the parent to pursue possible alternatives.

- The student, parent and administrator will meet to discuss solutions, which may include:
- Study hall to catch up on missed work
- Using a youth worker or CELC to monitor home and school activities
- Referral to an external agency for support

5. After eight absences, the administrator will attempt to re-contact the parent to pursue a final resolution:

- Adjust a student timetable where course credit is no longer achievable
- Allowing the student to remain in the course, with no further pursuit regarding attendance,
- Look at alternate programs that may better suit the student's attendance pattern
- A letter will be sent to the parents documenting the absence issue.

ON TIME POLICY:

The school believes that regular school attendance relates directly to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and encourage promptness while not being punitive.

Definition:

A student is considered tardy if he/she is not in the classroom when the bell to start class sounds. If a student knows in advance that he/she will be tardy due to hindrances beyond his/her control, the parent/guardian must call, write a note or come to the school to have his/her tardiness documented. Students that miss more than 30 minutes of a class will be marked absent but are encouraged to attend.

Responsibilities:

1. Student's Responsibility

It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes promptly when school is in session and to be aware of and follow the correct procedures when tardy to an assigned class. It is the student's responsibility to complete any consequences provided by staff.

2. Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

3. Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to start the class promptly after the tardy bell. Finally, it is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

4. Administrator's Responsibility

It is the administrator's responsibility to require students to attend all assigned classes. It is also the administrator's responsibility to be familiar with all procedures governing attendance, to apply these procedures uniformly within school to all students, and to maintain accurate records on student

attendance. It is the administrator's responsibility to excuse absences or tardiness, if appropriate. Finally, it is the administrator's responsibility to work with parents and the student to solve attendance problems.

Consequence philosophy

It is understood that all discipline related to attendance problems will be "progressive", that is, disciplinary action will move from less severe penalties to more severe penalties as patterns of behavior warrant.

Check In Policy

When checking in late at school, report immediately to your scheduled class. Tardy notes or call from a parent will be required if the tardy is to be excused.

Check Out Policy

Students leaving for a legitimate reason must sign out through the office. Those under the age of 16 will require parental permission to sign out.

Disciplinary Consequences

Unexcused tardiness or early departure will result in disciplinary action consistent with the schools Code of Conduct. Such disciplinary consequences could include, but are not limited to:

- Verbal/written notifications of attendance problems to parents and students.
- Parent/student conferences with administrators and counselors related to attendance problems.
- In-school or after-school detention.
- An attendance contract that includes student, and/or parent, and school responsibilities to work to improve attendance.
- Referral to youth skills provider.
- In school or out of school suspension.

Sequence of Notification

- (a) Teaching staff will notify parents of tardiness as it occurs in the school year. Teachers will use rewards and consequences at the classroom level to encourage promptness.
- (b) Students who receive 4 lates will have their parent notified by administration by mail or phone call. (Administrators may use rewards and consequences such as detentions, contracts and ISS to encourage promptness).
- (c) Students who receive 6 lates will have to meet with an appropriate school administrator before returning to class. (Administrators may use rewards and consequences such as detentions, contracts and ISS to encourage promptness).
- (d) Students who receive 8 lates will have to meet with an appropriate school administrator and their parent/guardian before returning to class. (Administrators may use rewards and consequences such as contracts, ISS, referral to youth skills provider or suspension to encourage promptness).

