



**École William McDonald Middle School
Handbook and Behavioural Policy for
Staff, Students, Parents and Guardians
2022-2023**



École William McDonald Middle School

Mission Statement

École William McDonald Middle School:
An Effective Community of Learners

École William McDonald Middle School promotes
and develops:

Respect and Responsibility
+
Meaningful Relationships and Experiences
=
Learning and Growing Together



École William McDonald Middle School

SCHOOL GOALS

1. To nurture character in each individual.
2. To develop positive self-esteem within each student.
3. To provide opportunities for students to develop creative/critical thinking skills
4. To provide meaningful and enjoyable learning experiences.
5. To encourage the lifelong pursuit of academic excellence.
6. To assist students in dealing with the social and emotional stresses of adolescence.

EDUCATIONAL PROGRAMS

The school program consists of a curriculum that is challenging, integrative, and specific to young adolescents. It includes those classes designed to advance academic skills and knowledge, as well as school-wide services such as counselling, exploratories (woodworking, art, technology, cooking, and outdoor education), music, and sports. The programs are offered in the French Immersion, Intensive French, as well as the English stream. Exploratories are 5-6 week sessions that students complete in each area. All students rotate through each Exploratory throughout the year so they do each program.

INDIGENOUS LANGUAGE AND CULTURE PROGRAMMING

YK1 is committed to providing Indigenous Language and Culture programming at all grade levels. Grade 8 students participate in a canoeing day, Grade 7 students fish camp, and Grade 6 students moose camp. Details of events are communicated through the homeroom teachers as the event dates are finalised. Throughout the year there will be cultural activities organised by the ILC coordinator and teachers/administrators in each class.

CHARACTER-BASED EDUCATION

Schools have the obligation to foster in their students personal and civic virtues. We strongly affirm parents as the primary moral educators of their children and we believe schools should build a partnership with the home. The school is a community in which virtues such as respect, responsibility, honesty, kindness and patience are modelled, taught, expected, celebrated and continually practised. We believe that character-based education is a fundamental component of quality instruction leading to the emotional, social and intellectual growth of the individual.

Definitions

- Character-based education: the study & practice of the virtues that make up a good person.
- Virtue: an intrinsic moral value, the highest form of a value.
- Character-based support program: the process of developing self-discipline, empowering students to strengthen their work ethic while doing academics.

POSITIVE BEHAVIOUR INTERVENTIONS AND SUPPORTS

PBIS stands for Positive Behaviour Interventions and Supports. It is a school-wide organisational system that helps school staff and students build better working relationships. This happens by making sure expectations throughout school settings are clear. Routines and structures are set up in such a way as to allow the expectations to be adopted and followed by all.



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HOME/SCHOOL COMMUNICATIONS

- Parent/Teacher Interviews (P/S/T Interviews) are held at the end of the 1st and 2nd term.
- Newsletters are sent home at the beginning of each month. They are also posted on the YK1 website. Weekly updates are posted online and homeroom teachers have weekly contact with parents.
- Assemblies are held monthly and are a great opportunity to learn about effective behaviour systems and character virtues.

Protocols for school contact:

- Our staff strive to be clear in the communication that is sent home. Email, Paper, Facebook, Week at a Glance, and student meetings are all ways in which communication goes to parents. It is very important that parents seek out clarity through the communication provided. Should that not help with any questions that you may have, please contact the office to confirm that we have appropriate email and contact information for you. We encourage parents to be involved and “up to date “ with the activities and programming at ÉWMMS.
- We recognize that at times there may be some student/teacher conflict. Parents are expected to contact teachers prior to administration to deal with classroom and student concerns first. Teachers and parents should have the opportunity to work out any differences in a respectful and appropriate manner. Most often there is a simple break in communication. If no resolution can be found, then, teachers and parents are invited to contact the administration to support a resolution.

HOMEWORK

We believe the purpose of homework is to reinforce and to enhance the skills, attitudes and processes that will enable the student to become responsible, independent learners.

- Homework strengthens and facilitates the connection and communication between home and school. It can be a vehicle to open conversations with children about what they are learning and how they are feeling about their learning in school. It is a way to bring families together in a positive way.
- Homework assignments are intended to contribute to the educational growth of the student and should not require the use of materials not readily available to the student.

Roles and Responsibilities

Homework is one strategy for enhancing and broadening the home/school partnership. As partners in education, teachers, students and parents have roles and responsibilities to support success with homework. École William McDonald Middle School students will be expected to help facilitate two-way communication between home and school.

The Teacher:

- will establish a homework routine.
- will regularly communicate classroom homework expectations to students and parents.
- will provide a variety of learning activities that are appropriate for both the class and the individual student.
- will regularly communicate, discuss and review expectations and evaluation methods for work assigned e.g., research and term projects.
- will give clear, explicit instructions and feedback in a timely fashion.
- will teach the necessary skills required to complete homework.



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The Student:

- will ensure that s/he knows what is expected and ask questions if unsure of assignment or how to do it.
- will complete assignments to the best of his/her ability.
- will submit homework on time.

The Parent:

- will provide an environment that is conducive for work to be done at home.
- will check the student homework assigned and discuss the tasks with the child.
- will assist the student in developing time management skills so work is completed in manageable time blocks.
- will communicate directly with the teacher when concerns arise.
- will encourage and support the student to complete homework independently.

Important: It is important to understand the role of the teacher is not to provide make-up lessons or homework packages to students when they go away on holidays or last minute travel during the school year. Teachers provide information on next areas of study and use Google Classroom to keep parents and students informed. Teachers should not be expected to give detailed instructions or work assignments a mere 2 or 3 days before a departure. Students/Parents will be expected to provide ample notice of departure and if time permits and the resources are available, teachers may provide some level of support while the student is away. Also, students can seek additional support from teachers upon return from travel and will make arrangements directly with the teachers for said support.

COUNSELLING SERVICES

There is a school Child and Youth Care Counsellor (CYCC), employed by the GNWT (joint program between Health and Social Services (HSS) & Education, Culture and Employment (ECE), offering counselling services at École William McDonald Middle School.

Some of the services offered include psychotherapeutic services to youth with social/emotional/behavioural issues, supporting school staff around strategies in working with mental health concerns, and facilitation in integrated care for delivery of services for youth with complex needs (with a focus on mental health) and their families.

PROMOTION/REPORT CARDS

A student's scores/grades are based on how well he/she is able to achieve the outcomes as mandated by the NWT-approved curriculum. Teachers use a variety of tools to calculate this achievement (for example, observation, tests, projects, portfolios, presentations, alternative assignments, etc.). It is important for the student to work to their best ability throughout the entire year.

École William McDonald Middle School's year is divided into three terms. Report Cards will be sent home at the end of each term; approximately the middle of November, the middle of March and the end of June. Parents are encouraged to regularly communicate with teachers regarding their child's progress.



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SPECIAL AWARDS

Special awards give an opportunity to recognize students who consistently exhibit a high level of academic standing in all core academic subjects: Mathematics, Science, Social Studies, English Language Arts, and French Language Arts. Teachers collaborate in the selection process prior to the end of the school year. Students will be acknowledged through the issuing of a certificate, along with recognition at a farewell ceremony in the evening for Grade 8's and an assembly on the last day for the Grade 6 and 7 students. In addition to academic awards, there are also numerous sports and character awards given throughout the year and at the year-end assembly.

SCHOOL ROUTINES- 2022/2023

École William McDonald Middle School runs on a Monday to Friday timetable.

Monday – Friday

Daily Class Rotation Schedule (8 periods / day)

8:20-8:30.....	Entrance Bell & Locker
8:30—8:45.....	Morning Wakeup /HR Advisory
8:45-8:50.....	Homeroom/Announcements
8:50-9:30.....	Period 1
9:30-10:10.....	Period 2
10:10—10:15.....	Morning Break
10:15-10:55.....	Period 3
10:55--11:35.....	Period 4
11:55—12:00	Activity Period
12:00-12:25.....	Lunch Period
12:25-1:05.....	Period 5
1:05-1:45.....	Period 6
1:45—2:00.....	Afternoon Break
2:00-2:40.....	Period 7
2:40-3:20.....	Period 8
3:20	Dismissal and Buses



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LUNCH HOUR

We are a closed Campus. Students will not be permitted to leave the school grounds unless picked up by a parent or guardian. During extreme weather, students are permitted to stay indoors. The school does offer a **healthy lunch program** in the canteen for a nominal fee. Sandwiches, granola bars, and juice boxes are available. Punch passes can be purchased for \$20.00 and can be left in the canteen for the students to use on a regular basis. Fast food items are not to be purchased and brought into the classroom. Parents are advised to sign their child out of the school, should they wish to provide a fast food treat.

****Please note that we are a nut aware school, as we cannot guarantee that students or adults have not brought nuts or traces of nut items to the building. If a student has a severe allergy to nuts, their homeroom classroom will be nut-free****

ATTENDANCE

Regular attendance is extremely important for success in school. **We appreciate parents phoning (873-5814) between 8:00 am and 9:15 am if students will be absent or late.** Students must remain on school property for the entire school day. Any students who leave during the school day, for such things as lunch, medical appointments or family matters, must sign out at the office and be picked up by a parent. If returning during that same day, students must sign in at the office.

SCHOOL SERVICES

Student Support: As outlined in our NWT Inclusive Schooling Directive, École William McDonald Middle School strives to ensure that students have access to quality education for all of our students. We aim to meet the diverse needs of all of our students. In the area of inclusive schooling, our school based support team consists of our administrators, program support teachers and Child and Youth Care Counsellor (CYCC). The school based support team works with classroom teachers, educational assistants, and parents to meet the needs of students in our school community. The students may need assistance for the entire year, a block of time, or periodically throughout the year.

Library: The École William McDonald Middle School Library has over 20,000 print items in both English and French, with current information files and magazine subscriptions. As well, the library is “on-line” with computers and the Internet. Students may use the library for quiet leisure activities and research when appropriately supervised. Students are allowed to sign out a total of two books at any given time for a ten-day loan period. When doing special projects students may be able to sign out more than 2 books. Students are responsible for lost or damaged books and textbooks. There are two (2) book fairs throughout the year.

SCHOOL DANCES

École William McDonald Middle School generally hosts 3 sports dances throughout the year and 2 closed dances (guests by invitation only). *****These are subject to cancellation due to the current expectations surrounding the pandemic and safety protocols



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October - Junior Spike It Dance
December - Christmas Formal
February - Junior Basketball Cager Dance
April - Junior Super Soccer Dance
June - Grade 8 Farewell (Only Gr. 8's may invite a special guest)

Students who are absent or sick on the day of a dance are not permitted to attend the dance.

A minimum of 6 supervisors (parents and teachers) are required, or dances will be cancelled. Parental involvement in chaperoning is welcomed and encouraged.

Either the Principal or Assistant Principal (or both) attend all dances. Dances usually begin at 7:00 pm and no student may enter the dance after 7:30 pm without prior permission. The dances end at 9:15 pm and the school doors will be locked at 9:30pm. All students **MUST** be picked up by 9:30pm.

Students may not use their lockers on the evening of the dances. A designated area will be provided for bags, hats, coats, boots, and shoes. These items are not allowed in the gym. Students who leave the dance, at any time, are not allowed to return without special permission.

No food or pop is allowed in the gym. However, the canteen and lunch room will be open and snacks, drinks and other food items may be available for purchase.

Students smoking/vaping or under the influence of alcohol and/or other drugs at a dance will be suspended from school, have dance privileges removed for the remainder of the school year and not be allowed to represent the school in any "city-wide" activity (ie. sporting events, cultural events or school related events) for a specific amount of time as determined by administration.



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WEATHER POLICY

Students are required to go outdoors during morning wake-ups and lunch activity time. If however, the temperature is -30 degrees or colder, students will remain indoors and will be supervised in various areas of the school. There are circumstances that occur where temperatures slightly colder than -30 arise but it is still safe and outside play is still expected (March, April).

In alignment with this, students are expected to remain outdoors in the morning until 8:20 am unless the temperature is - 30 degrees or colder. On these days, students will be invited into the school at 8:05am, when regular supervision begins.

PARENTS ADVISORY COUNCIL (PAC)

The Parents Advisory Council meets the third Wednesday of every month at 6:30 pm in the library of École William McDonald Middle School. (This may need to go online due to the current situation). All parents are welcome to attend these meetings to learn more about their student's school. PAC meetings are attended by school administration, teachers (as required), and a designated school trustee. Past projects and interests of the PAC have included: input into a school coaching philosophy for sports; procuring additional band instruments through fund-raising activities; planning for Grade Eight Farewell ceremonies; providing duty-free lunches for staff; and representing our children's priorities and needs. There are a variety of ways to become involved if you would like to support and know more about your child's school. Anyone looking for information regarding the PAC is invited to contact the Principal. All are welcome.

DISCIPLINE

Please refer to the "Behavioural Policy" that is included in this document.

OTHER INFORMATION:

Visitors: All visitors to the school must check into the office. Please do not walk into the hallways to your child's classroom. While we do encourage parental involvement, it is important that we make sure that those entering the building are approved to do so. Signing into the office and receiving a visitor tag will be an expectation for everyone. As of this publication no parents/guardians are allowed to be in the school unless it is for an approved meeting by administration.

Student Illness: Students who are not feeling well at school are allowed to rest in our first aid room. If the sickness is severe or continues, they, or a staff member will contact the parents.

Buses: The bussing schedule and issue of passes is handled by First Student Canada, (867) 873-4693.

School Photographs: Our School Photo Day will be determined at a later date as of this publication.. Payment for photographs must be made in advance, and satisfaction is guaranteed (by the photographer). Retakes will be taken at a date to be determined. Due to the current situation around Covid-19, school photos are being reviewed.

Telephones: All teachers have telephones in the classroom. Should a student need to use a phone they should request the use from the homeroom teacher first before coming to the office to use the phone. Phone calls to



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students will not be put through to classrooms. A message will be taken and the student will be called down to the office to receive the information. Should this be of an urgent nature, the student will be called to the office to receive the phone call.

Personal Needs: From time-to-time, students may experience personal emergencies. Office staff members and support staff members are available to assist and have a variety of emergency items. These include: first-aid items and personal hygiene items. Students are also welcome to call home as needed.

Valuables: Students should only bring essential items to school. The school is not responsible for lost or stolen articles, although we will assist students in attempting to locate lost/stolen items. If a student must have valuables at school (ie. rings, money, watches, iPods, mp3 players, etc.), they must leave these valuables in their lockers. Students should remember to keep their locker combination private.

Cell Phones/ Electronics (including but not limited to phones, iPods, tablets, etc): Students are permitted to use their cell phones/electronics while on school grounds before school begins and after school. There will be **no cell phone use during the regular school hours**. Cell phones must remain in student lockers from 8:20-3:20 each day. Any student who uses a cell phone during class time must hand over the phone to the teacher and will be able to claim the phone at the end of the school day. Should there be repeated instances by the same student the phone will be submitted to the office and a parent/guardian will be required to claim the phone.

Smoking/Vaporizers/Illegal Substances: All École William McDonald Middle School students are under the legal age for purchasing cigarettes/e-cigarettes. Smoking/vaping is not permitted on or within sight of school property at any time. Lighters and cigarettes are also not permitted. Smoking/Vaping on or in view of school property during school hours may result in an out-of-school suspension. This also applies to other illegal substances such as drugs and alcohol.

Physical Contact: École William McDonald Middle School is a “hands-off” school. All activities occurring on school grounds and school activities off school grounds must reflect this. Inappropriate contact (of any kind) will be dealt with by teachers and the administration through the application of the discipline policy.

Bikes and Skateboards/Scooters: These are not to be driven on the sidewalks on school grounds. Students are reminded to follow proper traffic and safety rules while riding bikes. Scooters and bicycles not locked are NOT the responsibility of the school and should a theft occur, the school will not be held liable. Scooters are not to be placed inside the school as there is no space available for them. IF they can not be locked they should not be rode to the school.

Fidget Spinners/Slime/Tools: There will be no fidget spinners/tools allowed in the classroom unless there is a meeting held with the parent/teacher/PST and it is determined that a support plan is to be put in place that will allow for such a tool to be used. ÉWMMS strives to meet the needs of all individuals and as such has many alternative strategies that can be used in the classroom to support our diverse learners.



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ÉWMMS DRESS CODE

Because ÉWMMS...

- is committed to providing students with learning environments that are safe, positive, and inclusive
- respects students' rights to express themselves in the way they dress
- empowers students to make decisions that promote a positive sense of self and contribute to a respectful community

ÉWMMS will...

- respect a student's right to fairness, dignity, and respect
- NOT discriminate against students based on race, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, socio-economic status or body type

ÉWMMS expects that student attire will...

- Be functional (example: Indoor gym shoes vs flip flops)
- Be comfortable (example: wearing clothes that allow you to move about freely)
- Be safe (example: wearing warm clothing in the winter)
- Be positive (example: wearing clothes free from discriminating hateful messages or illegal activities)
- Be private (example: wearing clothing that does not show private areas)

PUBLIC HEALTH NURSE

“The Public Health Nurses of Yellowknife offer a variety of services throughout the school year, as part of the Yellowknife Public Health Unit’s Child and Adolescent Health (previously “School Health”) Program. Please do not hesitate to contact the nurse, or any of the Child and Adolescent Health Team (CAT), if you have any questions or concerns. The Public Health Clinic phone number is 867-767-9120; and the fax number is 873-0158. **The direct CAT/School Team cell phone is: 867-445-9319 (calls/texts accepted) and email: YKPHschools@gov.nt.ca . The hours of operation are Monday to Friday, 8:30am to 4:30pm.**

- **Immunizations:** Immunizations are offered to students in JK/Kindergarten, grades five, seven, and twelve, as per the NWT Routine Immunization Schedule.
- **Communicable Disease Control:** Public Health Nurses (PHNs) are available to provide follow-up for suspected and confirmed cases of any communicable diseases (i.e.: chickenpox, whooping cough, measles, and mumps). If you suspect that your child has a communicable disease, please call your family physician/contact the doctor’s office, and notify Public Health – who will follow-up as soon as possible. (Please do not enter these facilities without prior permission/direction from staff, to minimize spread of the communicable disease.)



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- **Sexual Health Clinic:** Public Health Nurses do run Sexual Health Clinics out of Yellowknife Primary Care Clinic (with their home base being the Yellowknife Public Health Unit). Services include sexually transmitted infections (STIs)/HIV testing and treatment, birth control, pregnancy testing, emergency contraception, health information, support and counselling, and referrals to other agencies. The sexual health clinic cell phone number (for phone calls and text messages) is : 867-446-5113 and email is: YKSTI@gov.nt.ca
- **Health Education:** Public Health Nurses support health promotion and injury prevention activities within the schools. We welcome the opportunity to become involved in any of these activities, whether it be providing resources or an invitation to speak to classes about health topics. Health education topics may include puberty, sexuality, hygiene, hand washing, and healthy lifestyle choices.
- **Head Lice:** Head lice are very common in schools. Parents have an important role in early detection and management of head lice. Parents should be checking their child's hair for nits (eggs) or live lice once a week. Nurses support schools by providing information on head lice detection and treatment to staff, parents, and students. Pamphlets on the prevention and treatment of head lice are available at the school, from the Public Health Unit, and from the website at https://caringforkids.cps.ca/handouts/health-conditions-and-treatments/head_lice “

PHYSICAL EDUCATION/ATHLETICS

All students have Physical Education class. Students must change for all gym activities (shorts or sweatpants and t-shirt). All gym clothing should be kept in a small bag, well-labelled with your child's name. All individual pieces of clothing need to also be labelled. Students should also have an indoor pair of running shoes for Physical Education.

All students are required to participate unless they have a written note from their parents explaining why they may be excused from physical activity. Such students are expected to participate by either assisting with refereeing, scorekeeping, or by working on a written report related to a Physical Education topic.

WILDCATS ACADEMY

We believe individuals who are physically literate move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person. The Wildcats' Academy is one avenue where we support this belief. Students who are eligible have an opportunity to participate in one of three sport specific programs (Dance, Futsal, Hockey- these are subject to change) Applications occur at the beginning of the school year and the program runs until March. In April, the Athletics Academy resumes with a focus on track and Field. **The Wildcat Academy will be reinstated for the 2022-2023 School year.**



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OUR COACHING PHILOSOPHY

École William McDonald Middle School is a Grade 6-8 school and as such, the students, staff and administration believe that participation on school teams is important in the overall education of students. We believe it is important for all students on teams to show commitment to their team by making a strong effort to attend all practices and games. Students who endeavour to do so deserve a regular opportunity to play.

We believe:

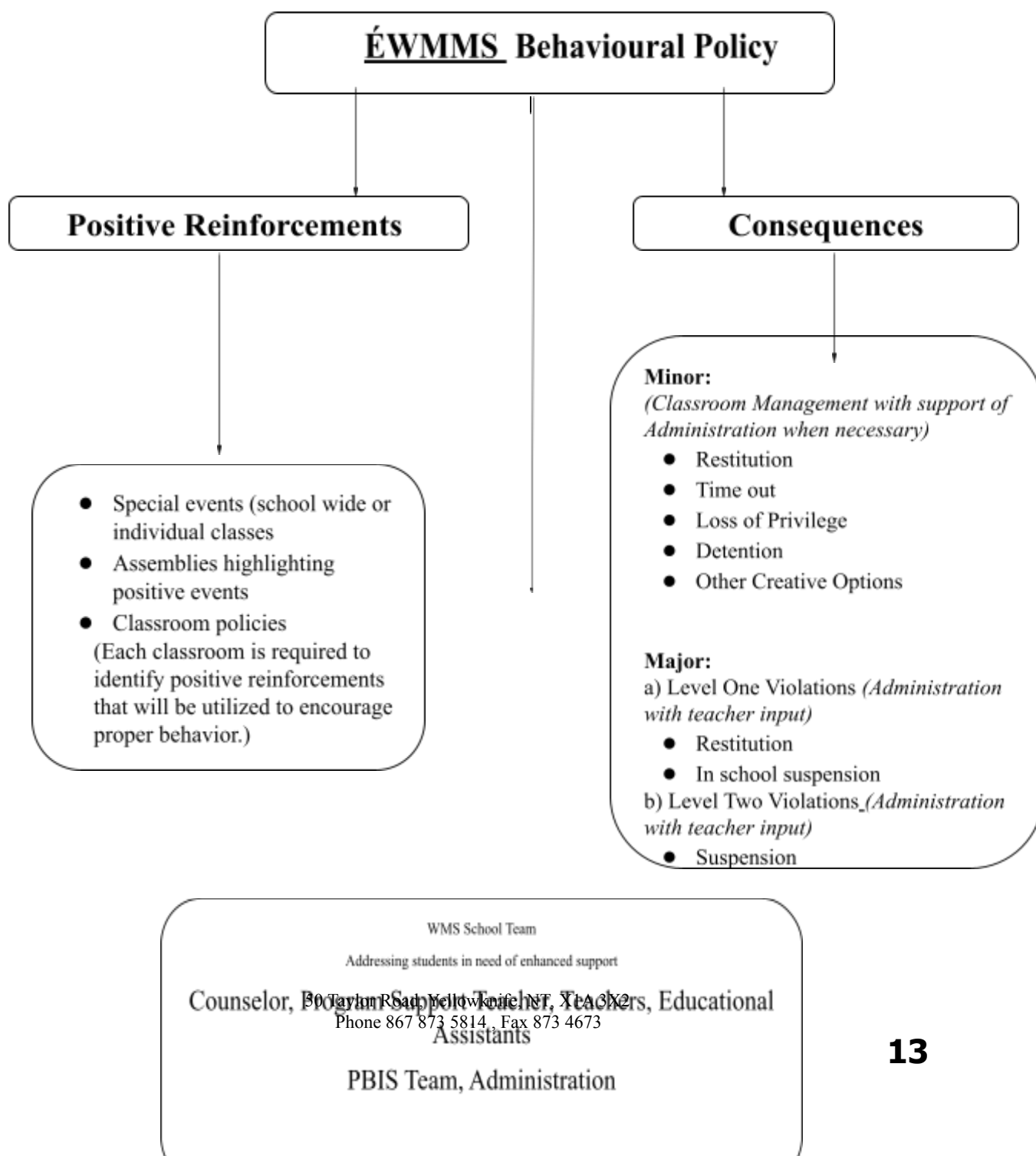
- Maximum participation and opportunity in school sports and athletics is essential.
- Students will play on teams with other students at the same grade level (as rules permit).
- There will be a “no cut” rule if the “Expectations for Players” are upheld.
- Good sportsmanship and having fun is important when participating on a team.
- Each coach (or designated staff member if the coach is not a staff member) will make the final decision on team composition based on the needs and goals of the students involved.

Expectations for Players:

- Behave in a safe and responsible manner during school practices and games.
- Maintain positive behaviour during the regular school day.
- Keep up with their school work to their teachers’ satisfaction.
- Demonstrate a positive effort to learn game skills.
- Demonstrate a positive attitude during practices.
- Attend practices on a regular basis.
- Learn to win and lose gracefully.

This information should be explained and discussed with the team at the beginning of the coaching term, and all questions and concerns discussed to the satisfaction of all players, parents, students and coaches.

The above are important guidelines developed by École William McDonald Middle School staff and parents. If these expectations do not apply directly, as in track and field when numbers are limited by travel, efforts to maintain the spirit of the guidelines will be implemented.





ÉWMMS Behavioural Policy

The ÉWMMS behavioural policy is two-fold consisting of positive reinforcements and consequences with the aim of fostering a safe and effective learning environment at ÉWMMS. Every student and staff member at ÉWMMS has the right to learn and work in a safe environment that is conducive to the learning process. School administration maintains a code of conduct at ÉWMMS that strives to establish an environment where both students and staff are safe from physical harm, and able to learn and work in a safe environment. At ÉWMMS this goal is accomplished in compliance with the duties of a principal as prescribed under subsection 69 (2) (j) & (k) and subsection 45 (1) (h) & (i) of the *Education Act*. The ÉWMMS code of conduct adheres to the fundamental requirements as outlined in the *Education Act* of the Northwest Territories:

- Ensure that students understand the school rules, code of conduct and consequences
- Keep parents/guardians informed of the students' behaviour
- Refer for a suspension any student who committed a suspendable offence under subsection 35 (1) of the *Education Act*
- Develop a positive learning environment
- Ensure to the best of one's ability the safety of all students and staff.

The above five fundamental elements of the *Education Act* in reference to student discipline require both the principal and the teachers to utilise a variety of strategies from positive reinforcements to the issuing of suspensions in order to foster a safe and effective learning environment for the students of this school.

Positive Teaching & Reinforcement:

A combined teaching of proper conduct in various areas of the school as posted on our matrix combined with classroom expectations help to provide positive reinforcement. Students are encouraged and reminded to display and practice appropriate school behaviour. The cornerstones of our school code of conduct are **RESPECT & RESPONSIBILITY** of **Self Others Learning Environment** are taught both directly or indirectly by all staff and administration at our school. The values are reinforced with assemblies to recognize students



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who display proper conduct. In addition to this, each classroom is required to have a set of positive protocols implemented to encourage proper student conduct in the classroom. Teachers are expected to post classroom expectations, and to review them with the students. The matrix posters and the requirements of classroom management ensures that students understand school rules as well as encourage them through positive reinforcement to adhere to the required code of conduct.

Consequences

Minor Offence:

While positive reinforcements are a vital part of developing a safe and effective school culture, consequences are needed to respond to inappropriate student behaviour. Each teacher is required to have a set of consequences in place to respond to minor student misconduct, such as:

- Lates
- Minor disruptions of class
- Rough housing / wrestling
- Minor teasing
- Lying (as determined by the teacher)
- Minor defiance
- Inappropriate language
- Minor abuse of property
- Inappropriate dress/non adherence to the dress code
- Using electronics during restricted hours

Each teacher is expected to address each minor level offence three times (whether three separate types of misconduct or three incidents of the same type) and contact the home once, before referring a student to administration. The teacher must make every effort to address the problem at the classroom level and work with the parents to change the behaviour. Teachers may contact the parent at any time during this process (possibly before the third incident).

Major Level One Offence:

When a minor behaviour (can be any of the minors) occurs three times and the teacher has held or attempted to hold at least one parent-teacher meeting, administration becomes involved, and the misconduct moves to a major level category. As well, the following first time offences are considered automatic major level one offences:



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- Minor level one repeated three times in a short period of time
- Intimidation and threats
- Stealing
- Unsafe conduct
- Skipping school
- Inappropriate representation at a school trip/event
- Severe lying (as determined by teacher to refer to administration)
- Major disrespect
- Major disruption of class
- Major defiance
- Inappropriate use of technology/electronics
- Fighting
- Vandalism
- Major bullying or repeated minor bullying
- Major abuse of school property
- Smoking, use of drugs or alcohol

In response to the first major level offence, a student is sent to administration. The school principal investigates the offence, and develops a restitution plan. For a first time major level offence, the teacher or administrator calls the parents/guardians and explains the problem and the restitution plan. For a repeat major level offence, the school principal conducts an investigation, and if appropriate, issues an In-School Suspension (ISS) or an Out of School Suspension (OSS). The principal calls the parents/guardians and explains the problem and the reason for issuing the suspension.

In compliance with the Education Act, suspensions may be issued after a Major level one offence has been repeated within a reasonable length of time. In such a case, during the previous offences, attempts must have been made to work with the parents and student to modify the student's behaviour. After several referrals of a particular Major level one offence, a suspension may become necessary, in order to maintain an effective and safe learning environment for all of the students and staff at ÉWMMS.

Major Level two Offence:

In compliance with subsection 35 (1) of the *Education Act*, suspensions are issued for students that interfere with the personal safety of students and staff and whom interfere with the delivery of the curriculum. Subsection 35 (1) of the *Education Act* states the following:

35. (1) A principal may suspend a student from school for:
- (a) persistent opposition to authority;
 - (b) habitual neglect of his or her responsibility under this Act or the regulations;



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- (c) the intentional damage or destruction of school property;
- (d) the use of profane or abusive language;
- (e) consuming or being under the influence of alcohol or non-medicinal drugs on school premises; or
- (f) conduct that, in the opinion of the principal,
 - (i) interferes with the work of other students or school staff,
 - (ii) is injurious to the physical or mental well-being of other students or school staff, or
 - (iii) creates a situation that constitutes a seriously harmful influence on other students or school staff.

The length of a suspension, in compliance with subsection 35 (2) of the Act, is issued in accordance with the severity of the offence and the history of the particular student.

In compliance with the *Education Act*, a suspension is issued for each major level two offence committed in order to maintain an effective and safe learning environment for all the staff and students at ÉWMMS. The following are major level two offences:

- Major assault
- Serious theft
- Major vandalism
- Severe unsafe conduct
- Defamation of character
- Use of weapon
- Inappropriate sexual behavior

The above violations interfere with the maintenance of a safe school environment, and are responded to with the issuing of a suspension. For repeat offences, referrals are made to outside counsellor intervention.

Suspensions Protocols

The following protocols are followed for each suspension:

- Collect information from staff (Behavioural Tracking)
- Interview all students involved in the incident.
- If appropriate and in compliance with the *Education Act* and school protocols, issue a suspension.
- Call parents.
- Write a letter of suspension.
- File suspension letter in the suspension binder.



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- Give mailing copies to the school secretary for the parents or send home parent copies with the child, if parents are told that the child will have the letter.
- Staff involved and homeroom teachers will be informed of the suspension.
- Upon return to school from an out of school suspension a re-entry meeting with the child and parent must take place before the child returns to the class.

Appeals

Principal

Students have the right, under law, to natural justice. The Superintendent has established the following procedure whereby appeals on educational matters that cannot be resolved at the school level may be further reviewed at the District level.

1. Every decision must be directed toward the educational interests of the student and must consider the impact of the decision on the total population of students served and the availability of resources.
2. All Appeals will first be directed towards the Principal in writing.
 - a. The party making the appeal shall first meet with the Principal of the school where the student attends.
 - b. The parent and/or student shall make their case to the Principal.

Should this process not result in an agreeable resolution, parents/guardians can proceed to procedure # 3 and seek Superintendent involvement.

Superintendent

3. An appeal at the District level may be initiated by any party directly involved in the matter under dispute. However, such appeals shall be initiated only after all attempts resolving the problem at the school level has proven unsuccessful.
4. Appeals shall be filed with the Superintendent within seven (7) days of any final attempts to resolve the matter at the school level.
 - a. The appeal shall be in writing, and shall state the nature of complaint, and outline the steps that have been taken to attempt to resolve it.
 - b. A copy shall be provided to the Principal, and to any other parties directly involved in the grievance.
5. Within fourteen (14) days of the receipt of a District appeal, the Superintendent shall review all relevant information pertaining to the matter. This may include any or all of the following:
 - a. An examination of marks/records/reports;
 - b. Consultation with parties who may have information relevant to the case;
 - c. A personal interview with the person lodging the appeal;
 - d. Consultation, as required, with external agencies.
6. The Superintendent shall bring the Principal and parent/student together to try and effect a solution to the problem.
7. If the Superintendent cannot arrange for a mutually acceptable solution, the



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Superintendent shall make the final decision.

8. The decision of the Superintendent shall be conveyed to all parties concerned, in writing, as soon as possible.

9. Students and/or their parents may have the right of appeal to the Board, and ultimately, the Minister under the Education Act.

Bullying Protocols

In order for any instance to be considered bullying, the behaviour must include one or both of the following:

- An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Any incident reported to a school staff member that appears to fit the bullying definition will need immediate attention. This should follow the steps outlined in the École William McDonald Middle Discipline Policy.

In the end, the victim needs to be assured the incident was taken seriously and a consequence was given that would deter the offender from repeating the offence. It is not necessary or always advisable to have victim and offender reconcile. This may be a long process.

Administration will work with other school staff and parents to monitor the situation for any future occurrence and to give support.

The school counsellor will establish regular contact with both victim and offender to help each understand the incident, their involvement in it and how to prevent future bullying incidents.

Conclusion

Behaviour modification strategies under the NWT Inclusive Schooling Policy are another tool utilised to address the needs of students who are unable to comply with the school rules and the required code of conduct. The program outlined in the document identifies a method for addressing the specific needs of students who are unable or unwilling to comply with the school expectations and the required code of conduct. For further information on our



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behaviour modification program, please refer to the NWT Inclusive Schooling Policy document.

The actual code of conduct of ÉWMMS is only one small fragment of the methodology utilised at ÉWMMS in order to establish a safe and effective learning environment for the students of this school. The staff at ÉWMMS utilises a variety of positive reinforcements and consequences to help students to understand and comply with school expectations and the required code of conduct, in order to maintain ÉWMMS as a safe environment for the students and staff.

Please keep the document for your perusal and sign this page and return to your Homeroom teacher indicating that you have read it and discussed with your parent/guardian the contents of ÉWMMS's Parent Handbook and Discipline Policy

Student Name: _____

Homeroom: _____

Student Signature: _____

Parent/Guardian Name/s: _____

Parent/Guardian Signature: _____

Date: _____



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