

WELCOME

to

ROBERT SERVICE SCHOOL

Serving students from
Kindergarten to Grade Twelve

HOME OF THE KNIGHTS

SCHOOL MOTTO
“The Very Best I Dare to Hope”

SCHOOL COLOURS
Green and White

2008 - 2009

School Phone No.: 1 - 867 - 993 - 5435

Fax: 1 - 867 - 993 - 6112

E-mail: Philip.cull@gov.yk.ca

Website: www.yesnet.yk.ca/schools/robertservice

PRINCIPAL: Dr. Philip Cull

VICE-PRINCIPAL: Ms. Liz Woods

Vision

We envision Robert Service School as a learning community of national renown in pursuit of excellence and success for all learners.

Mission

All learners will be enabled to develop to their potential within a safe, positive learning environment, in partnership with parents, staff and the community at large.

Guiding Principles

1. Parents and the community will be meaningfully engaged in the education of their children which enhances learning;
2. Learners will be guided in their development of a positive self-concept and self-esteem, these are pillars for personal growth and success;
3. Learners will be taught the importance of respecting and celebrating the differences and successes of others and themselves which contributes to good citizenship in a pluralistic and multicultural society.

Our Aims

1. To uphold standards of academic excellence;
2. To nurture the whole child through every aspect of school culture;
3. To promote literacy in all domains of learning;
4. To provide alternative strategies for teaching and learning to ensure success for the greatest number of students;
5. To cultivate a safe and supportive school environment where differences are respected and achievement is celebrated;
6. To foster a strong, accountable school community in which all members are expected to meet clearly defined standards of responsible behaviour; and
7. To foster active and open lines of communication among all stakeholders in the success of Robert Service School, including students, parents, staff and the community at large.

Principal's Message

Welcome to another rewarding year at Robert Service School. This year will be an exciting journey filled with a wealth of educational opportunities for students and parents.

Robert Service School fosters a learning environment that is a collaborative effort between home and school. Students are provided with a variety of learning experiences that are designed to build a solid academic foundation and a strong sense of self. Parents and other caregivers can assist in this journey by monitoring student learning, giving encouragement, participating in the learning of students, being informed about daily activities at school, and by frequently communicating with the school. Each of us must embrace the important responsibility of modeling the behaviours we seek in our students. By modeling and mentoring as adults, our attitudes and actions will help each learning opportunity to be a positive life experience.

Sincerely,
Philip Cull, Principal

Welcoming Message from Robert Service School Council

On behalf of all School Council members, it is my pleasure to welcome all returning and new students to Robert Service School. It is our hope that this year will be exciting and filled with creative learning experiences.

As School Council members we realize how important it is to have an open and respectful relationship with the principal, teachers, students, parents and community. Each of us on School Council have committed to working toward being a voice of the community when it comes to Robert Service School. In order to do this we welcome parents and those interested in fostering a strong education environment in Dawson City to attend School Council meetings.

Some of the ways School Council can influence positive community involvement in education is to review school programming and discipline policies, help with problem-solving and decision-making, approve school plans for activities and priorities, recommend how the school budget should be spent and propose locally developed courses for students. School Council advises on the length of the school year, staffing needs, school renovations and student transportation.

Students learn best when there is a partnership between the home, community and school. We hope to do our best to foster and strengthen this partnership to give our students and school the advantages of strong community support and parental involvement.

In unity,
Joanne E. MacDonald
Chair

ELEMENTARY BEHAVIOUR PLAN

A. STUDENTS

Students will be responsible for:

- attending school regularly and on time
- being prepared for all classes by bringing required material and completed homework assignments
- notes and worksheets missed due to absence
- developing self-discipline
- showing courtesy and respect for self for all people in the school community and for property
- making the most of education opportunities through active classroom participation and involvement in other school activities
- taking pride in their work and in the accomplishment of others
- resolving interpersonal conflicts and difficulties through discussion with the other person or through seeking assistance from school personnel
- taking pride in their school and helping to foster this feeling in other students
- respecting and observing all general school rules and their classroom rules of conduct

Students have the right to expect:

- to participate in clear, relevant and timely feedback
- to receive timely feedback and evaluation that is fully explained and fair (tests, reports)
- that they will be able to work in a school atmosphere which is safe, pleasant, orderly, respectful and conducive to learning
- to be able to participate in a wide range of activities
- extra help concerning school and/or personal matters
- school administrators to monitor programs and instructions in the school
- to be considered as individuals

B. STAFF

Staff will be responsible for:

- planning and teaching assigned courses
- establishing and maintaining a learning environment which is safe, pleasant, orderly, respectful, and conducive to students' learning
- evaluating student achievement and explaining the evaluation procedures
- communicating information about student progress, attendance, and behaviour to students, parents and administrators
- providing an environment that will promote self esteem
- providing role models in establishing a positive tone in the school
- ensuring that students are referred to special services when necessary

Staff has the right to expect that:

- students will come to school with appropriate materials and supplies
- students will attend classes regularly and on time, with homework assignments completed
- students will respect and observe all school rules of conduct on school property and at school activities and will not interfere with the learning and rights of others
- school administrators will provide leadership and support
- they will have the constructive support and cooperation of students, parents and colleagues in the performance of their duties
- everyone associated with the school will be treated with courtesy

C. PARENTS OR GUARDIANS

Parents and Guardians will be responsible for:

- providing role models in order to reflect positive attitudes concerning achievement, respect for fellow students, school personnel and property
- maintaining regular communication with their child(ren) about school matters
- requiring their child(ren) to attend regularly and punctually, and to complete all school assignments
- providing a time, encouragement and an area for doing homework
- contacting the teacher if there are areas of concern
- attempting to attend school events and meetings and give positive input and support to the school
- ensuring proper nutrition, adequate sleep, personal hygiene, healthful activities and weather-wise clothing for their children
- raising issues of concern with staff in a respectful way

Parents and Guardians have the right to expect that:

- teachers will provide effective instruction and evaluation for students
- teachers will show respect for others and for property
- staff will communicate with home
- administrators will exhibit leadership, provide support, and monitor programs and instruction in the school

THE FOUR GOLDEN RULES:

Everyone, child or adult, in this school, has the right to be safe and happy so that we can work and learn. The following Four Golden Rules have been adopted by the students, staff and parents of the Robert Service Elementary in an effort to ensure the maintenance of an environment conducive to developing competence, creativity, cooperation, confidence and caring in all members of our learning community:

- Respect yourself and others
- Follow instructions the first time
- Use appropriate language
- Keep hands and feet to yourself

Every year, each class will also develop its own set of rights and responsibilities reflecting developmental understanding and setting out classroom rules in a way which is meaningful and relevant.

PLAYGROUND RULES:

- play safely
- share equipment
- treat everyone as you wish to be treated
- dress appropriately (kids may ask if they can remove their coats in warmer weather , the teacher can decide)
- stay in the fenced area (ie: boardwalks, parking lots and bootrooms are not supervised areas)
- one person goes to get a ball over the fence
- bikes are not allowed in playground area
- no snowball throwing as well as rocks, sand, sticks, etc.
- no play fighting or rough play
- use washrooms by gym doors (ask first - this avoids groups of kids hanging in the foyer to keep warm)
- provide a permission note from home before leaving the playground area
- skateboards and scooters are not allowed

ELEMENTARY LUNCH ROUTINES:

Students who live in town are expected to go home for lunch unless parents have made arrangements with the office. After students arrive back at school, they are required to remain in the playground until the bell.

Students who remain at the school for lunch will:

- Clean up their area after eating
- Play quietly until the lunch recess dismissal bell
- Remain in the class or designated area until the teacher on duty dismisses them
- Go to the playground and remain there until the 12:55 bell

Students who continually disregard the lunch-at-school routines will lose the privilege to eat lunch at school. Parents will have to make alternate arrangements for them if they live out of town.

OTHER RULES:

- walk down the hallways
- students enter and exit building by their assigned bootroom doors (gr. 1&2 by portables, gr. 3&4 by parking lot)
- indoor shoes must be worn in the school at all times for safety, physical education and fire drill purposes
- outdoor footwear is carried through the hallways to the class or left in the bootrooms and put on the shelf
- hats, MP3, etc. are not worn in class but may be worn in the hallways
- no gum in school
- office phone: each class has a phone pass. The office phone is for emergencies (not play dates or to chat) so ask kids why they want to call before allowing them.

SERIOUS OFFENSES:

A school must provide a safe environment for its students. Consequently, certain actions will be dealt with severely by the school. Violence is considered to be any act which violates, denigrates or hurts another person (ie. Bullying, insulting, hitting, pushing, etc.). Acts of violence will be dealt with reasonable and proportionally. Serious offenses include:

- the use of foul or offensive language towards staff or other students
- the use of physical violence or verbal threats
- the wilful disobedience towards teachers and other school personnel
- the setting off of a fire alarm or making prank calls
- the causing of vandalism or wilful damage to school property, the property of teachers or other students
- being under the influence of, or in the possession of alcohol or drugs while at school or at a school function
- being in possession of a weapon

APPROACHES TO BEHAVIOUR MANAGEMENT AND BUILDING SELF DISCIPLINE:

Our practice at Robert Service School is to inform our students and parents about our philosophy regarding school discipline, our expectations of students and the process of intervention we tend to follow.

Our approach has been designed based on a belief that all students have control over their own behaviour and that consequences and self-discipline are a part of the learning process. AT times all students will make inappropriate choices which will diminish rather than enhance the desired classroom or school climate. The following plan has been designed to allow students the opportunity to make choices to self-correct and to learn from their error in judgment. The plan is incremental allowing the student to move forward or backward along the continuum of consequences. If the needs of the child and/or the school indicates a need to vary from the plan other action may be taken. There is no corporal punishment used at the school.

INTERVENTION STRATEGIES

LEVEL I – Classroom Plan

1. If an infraction of a rule occurs, the students will be given feedback on the behaviour and given the opportunity to self correct, with one reminder.
2. If the student chooses not to self correct and has to be addressed on the same behaviour, one of the following intervention strategies may be used:
 - in class time out: 10 to 15 minutes or until end of period
 - loss of privileges
 - detention after school or during recess breaks
 - informal interview with the teacher
 - parent involvement: telephone call home, interview
 - involvement of support service team for ongoing intervention, i.e. individual behaviour plan
 - withdrawal from classroom: see School Plan following

LEVEL II – School Plan

1. If classroom intervention strategies are unsuccessful, the student will move from the classroom plan to the school plan.
2. If the student is removed from the classroom to an alternative learning environment, he/she will be asked to reflect on the incident either in writing or verbally, under supervision of either the teacher, the principal or other school personnel. Parents may be notified. If staffing does not permit the necessary supervision, parents will be asked to take the child home.
3. Following an independent time for reflection, the student will debrief the situation with a member of the support service team, the classroom teacher or the principal or designate, as time permits. The debriefing will follow the format of negotiating an agreement by:
 - factual description on what occurred
 - identifying emotional state
 - identifying goals and outcomes
 - identifying pivotal points of decision making, intents and outcomes
 - identifying alternative problem solving strategies
 - identifying actions to restore relationships
 - identifying natural/logical consequences, i.e. apologies, making up out of class time, making up work, time out (in school, at home for a prescribed period of time), contact with the parent,

- involvement of support service team for ongoing intervention such as behaviour plan, individual, small or whole group counselling or Family Group Conferencing
- setting an evaluation period

LEVEL III

If Level I and Level II plans are followed on more than two occasions, a one to three day in school suspension may follow the third debriefing. Duration of the in school suspension will be determined by the principal or designate. Parent will be notified and parent input may be sought.

The range of consequences outlined in Levels I, II and III may include the development of a personal contract or behaviour plan. The goal of the contract will be to help the student make better choices to improve his or her problem behaviours. There will, however, be certain situations involving dangerous or long term disruptive behaviours where suspension from school may be necessary.

LEVEL IV

If Level I, II and III procedures occur on two occasions within a one month period, an out of school suspension may occur. Debriefing will occur with the parent and an individual behaviour plan will be implemented if one is not already in place.

Suspensions:

Suspension is considered to be a very serious step. The decision to remove a student from his or her classmates is only made when:

- other problem solving steps have not helped the student make better decisions about his or her behaviour which seriously jeopardizes the learning of other students
- a student's behaviour jeopardizes the health or safety of others

A student who physically abuses another individual or commits any action on school property which is viewed by the Principal or designate as being extremely serious may be removed from the school premises immediately without following the steps outlined in Level I, II and III interventions. In these cases, suspension will provide the school and parents with the time to develop a plan to prevent a recurrence of the serious problem behaviour.

The principal may suspend a student for up to ten school days. A longer suspension (up to 30 days) must be approved by the School Council. In all cases, parents will be notified immediately and asked to pick up their child.

A letter will be sent to the parents outlining the reason for suspension, the length of suspension and indicating a date for a parent-student conference with the principal prior to the student's return to school for all suspensions which are greater than part of a day.

Family Group Conferencing may be used as an intervention when students reach Level II. A Family Group Conference is designed to assist the offender in recognizing how his/her behaviour has impacted on others. The victim and the victim's family, the offender and his/her family, the teachers involved and a member of administration and any other party involved may participate in the process. Participation in the process is completely voluntary. Family Group Conferencing may be used as an alternative to suspension or in conjunction with it.

Timeout:

Timeout may appear similar to suspension but it is intended for a different purpose. Suspension is a consequence earned for inappropriate behaviour. Timeout is preventative. It can be suggested by either the teacher or the student, if the student is unable to focus or to participate appropriately. The duration for the timeout will generally be determined with the student. At times, children are unable to cope with the demands of the classroom and need quiet and privacy in order to get focused again.

Intervention for suspected child abuse:

Where the Principal or any teacher suspects that a student is the victim of child abuse or neglect, the case shall be reported in accordance with the **Children's Act**.

HIGH SCHOOL BEHAVIOUR PLAN

RIGHTS AND RESPONSIBILITIES

<i>I Have a Right:</i>	<i>Therefore I Have a Responsibility:</i>
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 behaviour on the part of others.	To avoid endangering or hurting others through fighting, the use of abusive language, or the exhibition of belligerent behaviour.
To be secure in feeling that my personal possessions will be free from wilful 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 and avoid taking or misusing things which are not mine.
To live and learn in an environment free from litter.	To place all litter in garbage bins, all recyclables in the proper recycle containers, and to clean up after myself.
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.	As a student, to 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 and parents/guardians in a professional manner.

INTRODUCTION

As a rural academic institution, Robert Service School has the unique opportunity to address individual needs and respond to each student's abilities, strengths and weaknesses. With the support of the larger community, our students will learn skills and behaviours appropriate for modern society.

Proper behaviour in school and on school grounds is essential to a quality education. While it is expected that each student understands the difference between acceptable and unacceptable behaviour, the following policies are set as standards for behaviour.

GENERAL POLICIES

Academic Honesty

Plagiarism and cheating are unacceptable practices. This includes but is not limited to: cheating on an examination; copying another student's homework or assignment; and the copying or borrowing of materials from a book, journal, internet or other published source without proper recognition.

Dress Code

Robert Service School believes that a student's personal appearance has an impact on his/her attitude as well as behaviour. Respect for both the individual and the school is manifested in an attitude of attire. Items of clothing displaying or insinuating vulgar or profane language, racist or sexual images, violence or instruments of violence, alcohol, drugs or drug paraphernalia and other offensive images are not acceptable.

Hats and/or Head-coverings

Hats and/or head-coverings are not permitted in any learning environment inside the school. Non-compliance will result in the hat or head-covering being confiscated. Exceptions to this policy must be approved by the Administrator after discussions with the student's parent or guardian.

Electronic Devices

The use of electronic devices such as cell phones and pagers or entertainment devices such as I-Pods and MP3 players is not permitted in any learning environment inside the school. Exceptions to this policy may be granted on an individual basis when warranted by extenuating circumstances.

Exam Policy

Students are expected to 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 such circumstances.

Internet Use

School Internet is a publicly funded resource to be used for educational purposes only. Students are prohibited from personal e-mail, instant messaging, chat rooms, peer to peer file sharing, and personal blogs/ social network sites. Students are reminded to follow Canadian Copyright Guidelines when using Internet resources for class projects or reports.

Obscenity/ Profanity

Students, teachers, and other staff are to use appropriate, respectful language. Profane and/or obscene language and/or gestures will not be tolerated.

Trespassing

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

The library falls under the jurisdiction of Robert Service School premises during joint-use hours. The public librarian will report a trespass to the school administration.

SUSPENSION POLICIES

Dismissal

All dismissals will be in accordance with the Yukon Education Act. Students suspended from one teacher's class must still attend all other assigned classes. The teacher must find a supervised area for the student to work during the suspension.

A reasonable effort must be made to contact the student's parent/ guardian. The administration will be immediately notified. Before the student returns, LEVEL B steps are to be started.

Suspension

Under The Yukon Educational Act, a principal may suspend a student for a maximum of 10 days for any breach by the student of the school policies. The administration may recommend to School Council that a student be suspended for a period longer than 10 days.

The parent/ guardian of a suspended student and/or the suspended student may make representations to the School Board, School Council, or the superintendent with respect to a suspension or the recommendation for a suspension for a period exceeding 10 school days.

RESPONSE TO INAPPROPRIATE STUDENT BEHAVIOUR

When a student's inappropriate behaviour interferes with the rights of other students in the classroom or on school grounds, and/ or interferes with the ability of teachers to instruct, the following progression of responsibilities will be applied.

LEVEL A: Teacher's Responsibility

STEP #1: The teacher deals directly with the student.

The teacher will address the situation with the student. This would be an informal and private discussion with the objective of establishing a basic understanding of the problem and formulating a plan of action to prevent further occurrences.

STEP #2: The teacher contacts a parent/ guardian.

A parent or guardian is contacted by the teacher to discuss the specific concerns about the student's behaviour. The parent is informed of the actions taken to date.

The purpose of this contact is to share information and discuss ideas to determine present and future actions necessary to address the issue.

STEP #3: The teacher involves another professional.

This could be the principal, vice principal, guidance counsellor, another teacher, or an educational assistant or learning assistant. The purpose here is to seek the advice of peers about methods of addressing the situation.

The Department of Education has created a teacher conference section of the First Class Application. This is an excellent place for teachers to log their interpretation of the issue, for administrative and peer acknowledgment.

If an agreement cannot be reached at this stage, or if any of the individuals wish, a group conference will be booked to further discuss the situation. If an agreement still cannot be reached, the school's administration accepts responsibility for resolving the conflict.

LEVEL B: The Administrator's Responsibility

STEP #1: The administration books an information meeting.

The principal is informed of all LEVEL A steps in an informal meeting with the teacher. The student is invited to attend this meeting, as is anyone else involved in LEVEL A (parents, counsellors, etc.).

STEP #2: The administration determines action(s) to be taken.

Based on the circumstances, and in accordance with the Yukon Education Act, the principal will decide on the course of action to be taken.

Conferencing: An alternative to suspensions

Community Group Conferencing allows students to “repair the harm” by asking for a forum to discuss the issue with all caregivers, teachers, and other concerned individuals. Depending on the offense, a student may avoid further suspensions by working with all involved to make up for their behaviour.

A conference may be conducted:

- prior to a Level A suspension, if a teacher feels this to be the best option in determining Level A responses.
- after a teacher's suspension of up to two classes, but before an administrative suspension of up to 10 days.
- after the first 10 day administrative suspension, if further suspensions are pending.

The decisions of the conference group will be presented to the administration for consideration as an alternative to suspension.