

Student Handbook



Chetwynd Secondary School

5000 46th St NE,
Chetwynd
BC, Canada
V0C 1J0

www.sd59.bc.ca/schools/chetwynd-secondary

CSS Vision

Education that inspires our community to be kind, connected, and resilient for a changing world.

Academic Information

The B.C. Certificate of Graduation or "Dogwood Diploma" is awarded to students who successfully complete the provincial graduation requirements.

Students require a minimum of **80 credits** to graduate.

Of these 80 credits:

- At least 16 credits must be at the Grade 12 level, including a required Language Arts 12 and Career Life Connections
- At least 28 credits must be elective course credits
- 52 credits are required from the following:
 - Career-Life Education (4 credits), and Career-Life Connections (4 credits)
 - Physical and Health Education 10 (4 credits)
 - Science 10 (4 credits), and a Science 11 or 12 (4 credits)
 - Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits)
 - A Math 10 (4 credits), and a Math 11 or 12 (4 credits)
 - A Language Arts 10, 11 and a required 12 (12 credits total)
 - An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits total)

In addition, students must also complete three graduation assessments:

- The Grade 10 Numeracy Assessment was introduced in 2018
- The Grade 10 Literacy Assessment was introduced in 2019/20
- The Grade 12 Literacy Assessment will be introduced in 2021/22

Accessible Education

Students are entitled to learn in an environment that respects the differences and individual learning needs which will help them succeed. The school recognizes that accessibility issues can prevent students from doing their best and can create feelings of difference and inadequacy which is unfair for students. The school will strive to maintain accessible learning environments for all students and will strive to accommodate unique individual circumstances to provide the best resources for students. All classrooms should have assistive hearing devices, can accommodate physical space modifications, and we can assist with any reasonable requests for accommodations related to health, safety, learning, and wellbeing.

Daily Schedule

832 – warning bell

835 - block A

955 - Recess

1002 – warning bell

1005 – Block B

1125 – lunch

1157 – warning bell

1200 – Block C

120 – Recess

125 – Block D

2:46 - Dismissal

First Peoples Principles of Learning

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations

CSS CODE OF CONDUCT

Students and parents shall be informed of the School's expectations for student behavior within the school, on the school grounds and during school related activities. Having consistent expectations for interacting in respectful, compassionate, and understanding ways helps to create an environment where all students learn to engage in meaningful and productive ways. We consider these expectations to be reasonable and fair and reflect the conduct desired for individuals within a successful school community.

At Chetwynd Secondary School all students have the right to:

1. Be treated with dignity, respect and fairness by other students and staff regardless of their sexual orientation, gender, race, religious beliefs, color, ancestry, place of origin, political belief, family status, physical or mental disability.
2. Learn in an environment free from physical, emotional and social abuse;
3. Privacy and their own personal spaces;

THREE R'S FOR CSS Students ~ AN ONGOING EXPECTATION!

BE READY ~ Be prepared for class and ready to learn. Assignments and homework are completed and handed in on time. Work is done to the best of one's ability. On-task. Participates in activities, pays attention and makes the effort to do well.

BE RESPECTFUL ~ Attitude is positive, kind and considerate. Care, accept and encourage classmates and friends. Be polite, understanding and thoughtful of others.

BE RESPONSIBLE ~ Behavior is appropriate and cooperative. Solve problems in peaceful ways. Take responsibility for actions and lead by example in class and around the school. Help to create a safe and positive environment at CSS.

It is expected that Chetwynd Secondary School students will:

1. Be aware that student behavior outside of the school environment that negatively affects the safe and orderly operation of the school will be addressed as a school related issue;
Recognize and respect the rights of all students to learn and teachers to teach;
2. Respect the authority of all adults affiliated with and employed by the school;
3. Not possess any weapon or dangerous goods in the school or on school property including drugs and alcohol;
4. Refrain from inappropriate use of school internet and networks.
5. Use technology (such as cell phones, MP3 players, etc.) in a responsible manner. Students will be responsible digital citizens, and refrain from any unwelcome photography especially with intent to cause harm to another.

Students shall be responsible and accountable for their behavior and conduct:

1. While involved in school sponsored or related activities;
2. While on school property;
3. During breaks or on or off school property;
4. While traveling to or from school;
5. Beyond the hours of school operation if the behavior or conduct detrimentally affects the climate and efficiency of the school.
6. While interacting with others in cyber space (places like Facebook, My Space, Twitter, etc.).

All students are responsible for following behavior expectations. A variety of responses will be administered for failure to comply with expectations.

Considerations may apply to students with special needs who may be unable to comply with expectations due to having a disability of an intellectual, physical, sensory, emotional or behavioral nature.

Discrimination, Harrassment, and Assault

The school recognizes the importance of safe spaces for overall student satisfaction and achievement. It is necessary that we all strive to create a welcoming environment free from discrimination, harrassment, assault, intimidation, and abuse will Students will not discriminate against others on the basis of appearance, capacity, disability, color, ethnicity, religion, real and/or perceived sexual orientation, gender identity or expression, or for any other reason set out in the Human Rights Code of British Columbia. Neither will a student make gestures, publish, or display anything that would indicate an intention to discriminate against an individual or group, or expose them to contempt or ridicule.

DEFINITIONS ~

Conflict: is a disagreement or difference in opinion between peers who typically have equal power in their relationships.

Assault: a harmful physical, verbal or non-verbal attack, slur, or demeaning gesture directed against another individual or their property.

Discrimination:

a : prejudiced or prejudicial outlook, action, or treatment racial discrimination

b : the act, practice, or an instance of discriminating categorically rather than individually

Harassment:

(1) : to annoy persistently

(2) : to create an unpleasant or hostile situation for especially by uninvited and unwelcome verbal or physical conduct

Grounds for disciplinary action that could lead to a change of academic programming or suspension from school exist where a student has demonstrated unacceptable behavior:

1. Conduct which threatens the safety of students and/or staff;
2. Possession of a weapon that is dangerous to students and/or staff (NB. a 'weapon' is anything designed to be used to cause injury, threaten or intimidate another person);
3. Fighting or instigating a fight on the school grounds or property;
4. Possession of or reasonable suspicion of use of illegal drugs, alcohol or other illegal substances in school or on school property;
5. Theft;
6. Non-compliance of school and school district policies and regulations related to student harassment, smoking, student attendance and students' rights and responsibilities;
7. Willful disobedience and/or open opposition to authority;
8. Use or display of improper or profane language;
9. Willful damage to school or other's property;
10. Interfering with the orderly conduct of class(es) within the school and on school property (i.e. fire alarms)

ATTENDANCE

All absences from classes potentially affect the student's capacity to achieve academic success in individual classes. Excused absences are approved at the school level for school related curricular and extra-curricular activities. Parents will need to call or email the school in order to verify/confirm the reason for the absence. Classroom teachers will be informed of approved absences in advance of the student missing the class. Approved absences will be reviewed through the data collection process.

*Student athletes, in particular, must constantly inform their teachers, in advance, of the purpose of their absence(s). Athletes will be expected to share their approval documentation with teachers.

Absenteeism:

The school recognizes that regular attendance correlates with student success while recognizing that many times, there are life circumstances that prevent students from attending school regularly. We strive to recognize and accommodate the students that are unable to attend by offering online resources for learning, regular communication with educators, and having late and absentee policies that reflect our desire to accommodate student needs.

- The school recognizes that students having issues with attendance are many times dealing with other struggles in life that prevent them from having regular patterns of attendance.
- The school seeks to build a safe, supportive, and caring environment for all students to want to be in school.
- The classroom teacher will provide information regarding the student's academic standing in the class.
- If attendance is interfering with learning, achievement, or the students' wellbeing then there will be a supportive structure in place to discuss, plan, and work to support a more positive connection to school, learning, and succeeding.
- Data collected through the **Structures To Promote Attendance** process will be used during a **meeting** between the **student, school administrator, school based team** member and/or **classroom teacher** to assess the student's capacity to successfully complete the individual course.
- An individual plan (and /or contract) will be created with the student and parent outlining specific next steps for the student.
 - o **NEXT STEPS** may include:
 - o
 - A collaborative discussion with parents of the student, staff, and admin
 - A collaborative action plan through a school-based team meeting
 - Collaboration with the learning assistance staff.
 - Expectation of make-up time at the school where the student works to complete outcome work for the individual class.

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- An individual plan will be created with the student and parent outlining specifically next steps for the student.
 - o **NEXT STEPS** may include:
 - A schedule review and potential removal from the individual class.
 - New assessments with the Learning Assistance staff.
 - Expectation of make-up time at the school where the student works to complete outcome work for the individual class.

SAFE and CARING EDUCATIONAL ENVIRONMENT

Chetwynd Secondary School operates with the focus and vision that all students deserve to be comfortable, safe, and supported on their learning journey towards individual success. We strive to do this through all of our work, while recognizing that all members of the school community have a responsibility for the wellbeing of the overall environment. In recognizing this, we expect all members to play an active role in advocating and supporting a safe, comfortable, and productive environment for all. The behavior of all members of the student body should display common sense, good taste and a sense of purpose and should reflect concern and consideration for the rights of others.

***The school and the Board of Education will take all reasonable steps to prevent retaliation against a student who has made a complaint of a breach of the Code of Conduct.**

Those students who, during the school day or at school functions, disrupt the learning environment, consume drugs or alcohol, steal, are willfully disobedient, are continually truant, vandalize, carry dangerous weapons or items, including laser pointers, use or display vulgarity, extort or display hatred, will be subject to suspension from school and/or referral to the Board of Trustees for dismissal from school.

The school day is defined from the time a student leaves directly for school in the morning until the time that student has had sufficient time to directly return home after school. *Student behavior outside of the school environment that negatively affects the safe and orderly operation of the school will be addressed as a school issue.

Potential outcomes as a result of the Disciplinary Process



Informal/Formal Communication



Restorative Practices

As part of our consequence options, we use Restorative Practices as a way for students to be responsible for their own behaviors, understand the affect that their behavior has on others and to be able to make restitution for their actions. This process is educational, honors all parties and results in growth of all involved in the process. There is a more formal process for severe infractions and a less formal for the less severe infractions.

Potential consequences as a result of Restorative Practices:



Behavioral Referrals

Step 1- Parent Communication

Step 2- School-Based Team

Step 3- Administration

Step 4- Outside Agencies

→ teacher, counselors, admin

→ wider in-school support

→ Behaviour contract, parent-interviews

→ Discussion with outside agencies if necessary



Informal Suspension

-> Generally an in-school suspension with various restrictions placed upon the student.



Formal Suspension

-> Out of school suspension for a period of one to five days.



Change of Educational Program



Referral to the Peace River South Board of Education

STUDENTS UNDER SUSPENSION

While under suspension, the student is responsible for any work that is assigned to him/her as homework. If the student runs out of work to do he/she may come back to get more and may write major exams or tests in the office area while under suspension. Appointments must be made prior to the student arriving at the school.

*School officials may have the responsibility to advise other parties of serious breaches of the code of conduct. Other agencies will generally include the RCMP and District School officials.

Smoking/Tobacco Use and Personal Vaporizers

The responsibilities of teachers include safeguarding students' physical well-being. The administration is also charged with the elimination of potential hazards to everyone in the building and to the building itself. Therefore, in view of the fact that smoking and 'vaping' presents a direct threat to health and potential indirect fire hazards, students are not permitted to smoke or 'vape' in the building, or on the school grounds.

Students may receive a 3-day suspension for a vaping/smoking/tobacco use infractions on school property.

Students who chew tobacco are expected to follow the same expectations for tobacco use on school property.

Alcohol and Drugs

Legal, moral, health and common sense rules prohibit the use of intoxicants and drugs within the school, during school time or during all school related activities (including extracurricular activity). Violations of this prohibition will result in a five-day suspensions from school.

Drugs ~ Includes the distribution, possession of or use of any illegal drug, misuse of prescription drugs, or consumption/possession of alcohol.

Suspensions

1st offence: 1 or 3 day suspension

Student is recommended to contact a drug and alcohol counselor to make an appointment, and a meeting with a counselor at school will be provided.

2nd offence: 3 or 5 day suspension

Fighting: On school time, **on and off** school property.

1st offence: 1-3 day suspension

Students involved must meet together with principal and parents prior to being allowed back into regular classes. This meeting will follow a restorative practices format. Student may be given a work package including a written assignment outlining the problem, a solution and a plan for the future.

2nd offence: 3 or 5 day

Watching or Instigating a Fight: The consequences may be the same as above.

Cell Phone and Hand-held Technology Responsible Use

Cell Phone and Hand-held Technology is permitted in hallways. Use of electronic devices in classes, during class time will be discussed by each teacher and outlined within expectations of the individual classroom environment. Teachers may ask students to hand in their technology for the duration of a class where the technology is not being used appropriately. A progressive discipline approach will be implemented if needed.

STUDENT DRESS

Students are expected to make their best efforts to be wearing clothes that are appropriate for the learning activities at school. It is necessary that clothing, hair, or accessories do not present a safety hazard in science laboratories, and physical education class, for instance. Recommendations for specific classes, field trips, or extracurricular activities will be communicated prior to the event.

Further to this, it is expected that students refrain from wearing clothing that may offend, discriminate, or otherwise negatively impact with a students' learning, and likewise our goal is to ensure that our dress code policy does not offend, discriminate, or negatively impact students' learning. (ie. no random robot/dinosaur costumes). Clothing displaying alcohol, drugs, or inappropriate messages are not acceptable in a learning environment.



Appendix 1:

Strategies and Structures to Promote Attendance: Positive Prevention and Intervention for Potential Attendance Problems.

1. Positive / Welcoming Classroom Environment – Regular, ongoing communication between the classroom teacher and the student.
2. Teachers will discuss late policy for their class.
3. Daily Administration Walks - Each Block of instruction.
 - a. Documentation and tracking of Hallway traffic.
 - b. Admin will create a list of ‘Common Hallway Wanderers.’ -> students who are regularly found in the hallway or out of class without a valid purpose and without a hall pass.
 - i. Process for Common Hallway Wanderers:
 1. Review of current educational program.
 - a. Review may determine a change in program is required.
 2. Direct communication with *Wanderer’s* parent or guardian.
 3. Potential In-school suspension – removal from the social environment.
4. Hallway traffic: All staff will take responsibility for communicating with students in hallways regarding their attendance routines.
 - a. Staff will monitor and track absences.
 - b. First block **late slip** check in with the office.
5. Electronic Call-out and Email-out System for daily attendance.
6. Communication between classroom teachers and parents via telephone, email, or other.
7. Weekly Attendance Data Pull:
 - a. Phone calls home from the Office Admin Staff – Human (personal) contact.
 - i. Parental awareness of attendance.
 - ii. Provide information about support at the school:
 1. Classroom Teacher
 2. Learning Services Team
 - a. Counselors
 - b. Aboriginal Education Team
 - c. Learning Assistance
 - d. Intervention Worker
 3. Administration
 - iii. Checking of up-to-date contact information.
 - iv. Admin staff will share information gathered from phone calls with individual teachers.

- b. Admin Team to assess attendance data to look for trends, burgeoning individual student issues, etc.
 - i. Assessment of Attendance Response:
 - 1. Conversations with individual teachers to determine the academic and behavioural standing of the student.
 - 2. Support plan development with student, teacher and/or members of the Learning Services Team.