

Code of Conduct



St. Michael's Regional High School's mission is to empower students to reach their full potential by fostering integrity, diversity, and lifelong learning. St. Michael's Regional High, and its feeder school St. Augustine's Elementary, serves the communities of Wabana, Lance Cove, and Freshwater on Bell Island. We are committed to providing a safe, caring and inclusive learning and working environment by promoting respect, responsible citizenship and academic excellence. A positive school climate exists when all members of the school community feel safe, comfortable and accepted.

The Standards of Behaviour outlined apply to all members of the school community, including students, parents and guardians, school staff, volunteers and visitors when:

- On school property.
- Traveling on a school bus that is under contract to the school and/or school board.
- Participating in extra-curricular activities.
- Participating in off-site school-sponsored activities.
- Engaging in an activity which will have an impact on the school climate.

A) Standards of Behaviour

All members of the school community are expected to:

- Respect the rights of others and treat one another with dignity and respect at all times, regardless of economic status, individual differences, national or ethnic origin, religion, culture, body image, gender, sexual orientation, gender identity, age or ability.

School Zone

- St. Michael's Regional High School is a smoke free grounds and facility. Visitors, staff and students are reminded that all buildings, grounds and properties under the jurisdiction of the Newfoundland and Labrador English School District are smoke-free. Please respect our smoke-free policy and support us in our efforts to create a safe and healthy environment for everyone. We thank you for "butting out" before you come onto school grounds.
- The parking lot and front entrance area is quite busy during drop-off and pick-up times. Utmost caution should always be used when driving in the vicinity of

schools. Please proceed with caution on the school parking lot and roadway. Adhere to the speed limit on and around St. Michael's Regional High.

- o Approximately 75% of our students avail of our bus service.
- o Please keep the bus lane clear for efficient bus drop-offs and pick-ups.
- o When you are dropping your child/children off, unload as safely and quickly as possible using the following procedure:
 - Drive in.
 - Stop and safely drop your child/children off.
 - Drive out with no turning around.
 - Please avoid cutting around cars, as students may not be visible.
 - Be cognizant of students walking.
- o Please adhere to these procedures during the Lunch Bus Run, which is offered by contractors as a service to the families of the community. Lunch Bus requires a fee of \$1.00 which is collected by the drivers and is not a part of the school contract.

School Entrance Times and Procedures

- The doors of St. Michael's Regional High opens at 8:15 a.m. At this time there will be a teacher on duty to supervise students.
- Academic success begins with attendance. Students who miss class instruction often encounter difficulty in keeping up with their schoolwork. Classroom instruction begins in the morning at 8:50 a.m. and after lunch at 1:00 p.m.
 - o Students must be in their respective classrooms before these times. A student who is late is required to present a note to their teacher stating the reasons for lateness.
- During the start of the instructional day, parents/guardians and visitors are asked to enter St. Michael's Regional High School through the main entrance located on the front of our building – 84 Memorial Street, during the school day. The door is locked for safety purposes.
 - o Please ring the bell/intercom to enter the school.
 - o Identify yourself by stating your full name and your business at St. Michael's.
 - For example, "Hi, my name is Anita Rose, I am Susan Rose's mom and I'm dropping off Susan's glasses". The item must be clearly labeled before being dropped off in the office.
 - o Once inside, please go to the office for assistance.
 - o For safety reasons it is important that we are aware of visitors in our school at all times.
 - o Parents and visitors are not permitted in the classroom areas unless permission is given by the administration.

- o District policy requires all NLESD schools to maintain security by having the school doors locked.
- o Please ensure that individuals (grandparent, aunt, uncle, etc.) picking up your child, or entering the school, are familiar with this entrance and routine.
- If a student must go home during school hours (appointments, sick, etc.), and the parent/guardian has entered St. Michael's Regional High, office personnel will page the appropriate classroom and request that the student come to the office to meet the parent/guardian there. Cooperation in this area creates security, independence and good order for all.
 - o If there is a scheduled appointment, etc., taking place during the instructional day, please provide these details to the secretary through a note, email, telephone call, etc.

Student Emergency Information Sheet, Closures and Contact

- The parent/guardian should complete a student emergency information sheet. This information is particularly helpful for situations such as unscheduled school closures due to weather or electrical failure. Phone use in emergencies may not always be possible so this information should be as up-to-date as possible. It is important that the parent/guardian informs the school of any changes in their daytime contact numbers. **Please ensure that telephone numbers provided for Synervoice, our automated calling system, are direct lines.** Notification of any changes in this information must be given immediately to the school secretary or the classroom teacher.
- In the event of an unscheduled school closure, there will be notifications sent to local radio stations, the NLESD web site and through Synervoice. This automated call home system will attempt to either e-mail or telephone a parent/guardian in the event of an unscheduled school closure. Please make arrangements to ensure your child has a safe destination in the event of a school closure.
- Weekly, messages will be sent out through Synervoice. If you receive a call after school hours, chances are it is a recorded message. Please make every effort to obtain the information being delivered on the phone. If you call the school to ask someone what the message is it is not guaranteed you will receive an answer as the messages are often done remotely though the SMRH phone number.

Allergies

- St. Michael's Regional High is an allergy aware school. We do have a student in our school that has an allergy to shellfish. Bringing this product to school may result in this student having a life threatening allergic reaction. We ask for parent/guardian cooperation in keeping this item out of school.

- Scented products can be harmful to many people, and can make those who have allergies, migraines, environmental sensitivities and chronic heart and lung diseases very sick. Please refrain from wearing scented products in the school due to allergies which result in breathing difficulty in the presence of strong smelling fragrances. This includes items such as colognes and aftershaves like Axe, scented shampoo and conditioners, hairspray, scented deodorants, perfumes, lotions, creams, etc. Pets are not permitted inside the school building for this reason.
- If your child has any specific medical needs of which we should be aware, we ask that you notify the school office immediately.

Medication

- All medication is to be registered at the main office and taken under the supervision of the school administration. Students are not permitted to carry prescription or over-the-counter medication to/from school. Doctor prescribed medication is administered at the school *only* when absolutely necessary. For medication to be administered, parental and medical forms must be completed. The parent/guardian is required to bring any prescription medication to the office where it can be secured. This regulation is in keeping with district and provincial policies.

The Instructional Day

- **Any student who wishes to be excused from school for illness or medical appointment must report to the office for permission to leave the school.**
 - The office must have contact with a parent or guardian in the form of a note or phone call before an early dismissal will be granted.
 - Any student who wishes to be excused from class for a medical or other appointment *should bring a note* from his or her parent/guardian to the office to simplify this process.
 - Students are encouraged to make any appointments after school.

Miscellaneous

- **Lost and Found:** St. Michael's Regional High has a Lost & Found located in our office. We also have a new student run mercantile, St. Michael's Mercantile that offers members of the student body and beyond new and gently used apparel and accessories.
 - We offer a Prom Dress exchange at the "merc" as well.
- **Absenteeism:** When a student is absent from school, the student must provide an explanation (note, email or phone call) from the parent/guardian explaining the absence. If an explanation is not provided on the day of the absence,

Synervoice will be used to inform parents of the absence and the student will be recorded as absent unexcused.

- **Dress Code:** Students are expected to wear clothing which is clean and appropriate to the school setting:
 - **Images and Words:** Clothing which displays such things as alcohol, drugs, offensive words, slogans or images is not permitted.
 - **Shirts:** Spaghetti straps are not permitted. Tanks with wide straps that cover the bra strap are permitted.
 - **Pajamas:** Students are not permitted to wear pajamas to school.
 - **Leggings:** Leggings worn underneath tunics, long sweaters etc., must be opaque. Tights *are not acceptable for a school setting*.
 - **Hats/Caps:** Caps are to be removed in the building and placed in the locker during instructional time. An exception will be on the first Friday of the month when students may wear hats. The hat cannot display such things as alcohol brand names, drugs, offensive words, slogans or images.
 - **All outside clothing must be kept in lockers.**
 - The dress code is in effect every school day including exams and at school related functions that take place outside the physical school building.

Specific Standards for the Classroom Educational Environment

- My success begins with attendance. I arrive to school on time. Doors are unlocked at 8:15 a.m. and I enter the school at that time using the main entrance. I am expected to be on time for **all** scheduled classes. If I arrive after 8:50 a.m. or 1:00 p.m. (after lunch). I know that I am late.
 - **I am deemed late if I arrive after the bell for the start of any class.**
 - I will go to the office for a late slip and then to my classroom.
 - If I bypass the office, I know that my parent/guardian will receive a Synervoice message stating that I am not in school. This is why it is important to “check-in” at the office before I go to class.

Lockers

- I go to my locker and keep it clean and organized. This keeps the hallway safe and uncluttered. I take out items I need for the morning or day, close my locker and move promptly to my class. I understand that visiting lockers between classes is prohibited. I can visit the locker before school begins and during lunch. I respect the school bells and respond appropriately and promptly. I am considerate to others and speak and act respectfully.
 - I understand that lockers are the property of St. Michael's Regional High and can be explored at any time.

- o I know that outdoor jackets are not to be worn in class and must be stored in the locker.
- o I know that lockers should be visited prior to homeroom, during recess and lunch and at dismissal time.
- o I keep my locker locked at all times and I don't share my combination with anyone.
- o ***My book bag, handbag, purse, etc., must be*** kept in my locker.

Classroom Learning

- When I enter the classroom, I am neat, organized and prepared for my class subjects with schoolwork and supplies on my desk. I know that I must have supplies (pencils, exercise books and textbooks, etc.), for my classes ready. I always ask before I borrow any items or materials, as this is a respectful thing to do.
- I demonstrate best effort during all school-based activities. I follow all directions given to me and take pride in my work and myself. I will always try to do my best in all of my activities by listening attentively in class and seeking help when needed.
- I will make good choices. I will complete assigned tasks to the best of my ability, do my homework, study in advance for quizzes and tests, complete and submit all school work teachers assign on its due date, catch up on missed work when absent from class and participate in all school activities.
- I respect the feelings, opinions, abilities and learning of others. I will take appropriate measures to help those in need as this shows good character. I ask for assistance when I am in need of help.
- I treat others, as I would like to be treated. I show this by speaking and acting respectfully using appropriate language. I understand that swearing, vulgarities, derogatory comments, gestures, etc. is unacceptable. I use proper manners (please, thank-you, excuse me, pardon me, etc.) and positive language (great job, you can do it, etc.) because it shows that I have good character.
- I am aware of my surroundings and always walk in my classroom. I keep my hands and feet to myself and use my hands for helping others. I know that even if I act like I'm about to throw items (eraser, book, fist, etc.), I am breaking this school expectation. This is an intimidating act.

- I show proper care and regard for school property and the property of others. I keep each classroom clean by making sure the area around the desk I use is clean.
- I respect and comply with federal, provincial and municipal laws. I understand that once I turn 12, I can be legally charged with breaking laws. I demonstrate honesty and integrity.
- I understand that SMRH has a policy on appropriate clothing
- If I need to leave St. Michael's Regional High during the school day due to illness, appointments, etc., I must sign out at the office before I leave the building. Understand that a parent/guardian will be contacted to confirm that they are aware of this situation.

Specific Standards during Physical Education

Students must have a change of footwear appropriate for the gym. Outside footwear will carry in small rocks and debris which will cause damage the gym floor. High Heels are not to be worn in the gym.

- On physical education days, I wear appropriate footwear and clothing to class. Suitable clothing includes shorts or sweat pants, t-shirts and sneakers.
- I respect the belongings left in the change room.
- I participate in all activities showing good sportsmanship, following the rules of the activity. I play fair and keep my hands and feet to myself.
- I include others when I can, working with a partner, group or team.
- I take care of the equipment by using it appropriately.
- When the teacher is talking, I keep the equipment quiet (e.g. hold basketball, etc.) because it's the right thing to do.
- I return the school equipment when I am finished using it.

Specific Standards during Music Class

- I come to class in a quiet manner prepared and ready to participate.
- I sit properly in my assigned place.
- I am considerate toward others, work together and respect all efforts.
- I follow instructions given to me.
- I exit the class in a quiet orderly manner.

Specific Standards in the Learning Resource Centre – LRC

- I speak and act respectfully when I talk.
- I respect equipment and space. It's everyone's responsibility to treat the equipment and area with great care and use it properly.
- I work in designated locations and keep this working space clean and tidy.
- I work cooperatively with others and help others when I can. I respect other students' work and opinions.
- I return the material I use to its appropriate place.
- If I borrow material, I return books by the due date and in good shape.
- I push in chairs at the tables when I am finished because it's the right thing to do.

Specific Standards in the Technology Room

- I always handle the electronic equipment with care.
- I share the electronics if I can and always patiently wait my turn if there is no computer available to use.
- I always follow teacher's instructions and use the Internet only with adult supervision. If I need help, I raise my hand.
- I use appropriate research sites. In the event that I find myself accidentally in an inappropriate site, I will inform the teacher.
- I understand that there is never any food or drink in this environment.
- I log off the electronics and push my chair in when I am finished.

Specific Standards in the Hallway and Stairwell

- I am mindful of younger/smaller students when I am traveling in the hallway and stairwell.
- I am aware and respectful of others when traveling through the halls.
- I walk quietly to the right, respecting the personal space of my peers.
- I keep my hands and feet to myself.
- I go directly to my destination in an appropriate manner.
- When I travel in the stairwell, I keep right, hold the rails and walk.

- When leaving the classroom during the instructional day, I return to class without delay.

Specific Standards in the Washroom

- I only ask when necessary.
- I walk to the washroom quietly.
- Once inside the washroom, I respect the privacy of others.
- I flush after each use and make sure I wash and dry my hands, turning the tap water off when finished.
- I keep the area clean by putting all trash in the garbage container.
- I return to class as soon as I'm finished.
- I inform a staff member if there is an issue in the washroom.

Specific Standards during Lunch Time in the Cafeteria

- I follow the school allergy policy.
- Include others – no one should eat alone.
- I am respectful towards staff and volunteers.
- I follow the instructions of supervising staff.
- I am respectful of others' food choices.
- I keep my lunch area clean.
- If I spill something, I will clean up my mess.
- I place garbage in the appropriate container and recycle when I can.
- I line up correctly.
- I leave the cafeteria in an orderly fashion.

Specific Standards during Lunch Time outside

- I always use respectful language and behaviour.
- I respect neighborhood and community property.
- I practice sportsmanship.
- I am positive with my classmates.
- I promote safety.

Specific Standards for Assemblies

- I follow the seating directions given to me by the teacher and stay in my own space.
- I respect the speaker/performance by listening and looking at the speaker or group.
- I keep hands and feet to myself and understand there is no food or drink permitted in this area.
- I take part as needed and ask questions when it is appropriate to do so.
- I show appreciation by applauding appropriately.
- I remain seated until dismissed by the teacher.

Specific Standards for the Bus

Riding the bus is a privilege, not a right. It is an extension of the school day. All in-school rules and expectations apply when traveling on the bus.

- I safely walk and wait for the bus in the designated area.
- I enter and exit the bus in single file when it's parked.
- I remain appropriately seated at all times while on route.
- I keep hands, feet and knapsack to myself.
- My head and arms inside the bus at all times.
- I keep food and drinks in my book bag.
- I use manners and appropriate language on the bus.
- I follow driver instructions and practice good behaviour.

Standards of Behaviour for Digital Citizenship

- I keep personal devices in a secure place. Electronic devices are not to be used during the instructional day.
- I keep personal photos and information, including passwords, private.
- I am not permitted to take photos, voice recordings, or video clips at any point of the school day and/or on school property without permission from administration.
- I am not permitted to use electronic devices during exams, tests or quizzes, unless specified in my Individual Education Plan.

- I am respectful in the online environment and will report any online activities that are not in keeping with this respect.
- I will tell a trusted adult about activities that cause me to be uncomfortable.
- I will follow teacher directives to place electronic devices in designated areas.
- I will use technology for learning as directed by the teacher.

B) Inappropriate Behaviours

In abiding by **St. Michael's Regional High School** Standards of Behaviour, all members of the school community are expected to refrain from:

- Any behaviour that discriminates based on economic status, national or ethnic origin, individual differences, religion, culture, body image, gender, sexual orientation, gender identity, age or ability.
- Any violent or bullying behaviour (physical, verbal, social, electronic) that intentionally causes harm (physically, socially, or emotionally) to another person.
- Making derogatory or hateful comments toward an individual, group of people, idea, opinion or belief.
- Threatening an individual, group of people or property.
- Injuring an individual, group of people or property.
- Use of technology that intentionally abuses or bullies another person or interferes with the positive climate of the school. Examples of violating this code include:
 - **Instant Messaging Harassment** – sending hateful threatening messages, warning wars, creating a screen name similar to another person's name (adding an "e" or one less "l") and then saying embarrassing or inappropriate things on it.
 - **Taking passwords** - impersonating a person online, changing a person's profile and/or locking a person out of their account.
 - **Profiles or blogs** – using these to damage another person's reputation or invade their privacy (writing about a person's private home life).
 - **Websites** – creating a page specifically designed to insult someone, posting someone's private information online.
 - **Sending pictures through IM's, TM's or Emails** – these include degrading pictures, sending pictures of students in compromising situations (doing something illegal, private pictures, etc.).
 - **Internet polling** – who's popular? Who's not?
 - **Sharing secrets, spamming**, etc.
- Using language that is violent, profane or discriminatory.
- Wearing clothes that depict violence, profanity or discrimination.
- Breaking federal, provincial or municipal laws.
- Etc.

Inappropriate behaviours also include the following represented through the PBIS three tier approach:

Tier 1 Student Behaviours (Minors)		
Minor	Conduct	Content
Subject teachers will manage these incidents. Multiple minor incidents that happen frequently will become middle or tier 2 incidents	<ul style="list-style-type: none"> ✓ Teasing/Name calling ✓ Talking out of turn ✓ Disrespecting other students ✓ Inappropriate clothing ✓ Personal electronic devices ✓ Personal items ✓ Pushing ✓ Skipping line ✓ Disrespecting teacher's personal space/desk 	<ul style="list-style-type: none"> ✓ Homework incomplete ✓ Not prepared for class ✓ Frequently off task
Tier 2 Student Behaviours		
Middle	Conduct	Content
Managed by the teacher with possible office follow-up	<ul style="list-style-type: none"> ✓ Late ✓ Lying ✓ Sexual harassment ✓ Demographic harassment ✓ Chronic minor behaviours ✓ Continued minor behaviours 	<ul style="list-style-type: none"> ✓ Homework incomplete ✓ Not prepared for class ✓ Frequently off task ✓ Academic integrity ✓ Absenteeism
Tier 3 Student Behaviours		
Majors	Conduct	Content

<p>Managed by the teacher with direct office follow-up</p>	<ul style="list-style-type: none"> ✓ Fighting ✓ Defiance ✓ Smoking ✓ Drugs and/or alcohol use ✓ Weapons ✓ Sexual behavior/harassment ✓ Physical aggression ✓ Vandalism ✓ Serious threats/intimidation ✓ Theft (serious) ✓ Inappropriate Internet sites ✓ Continued minor behaviours ✓ Inappropriate representation of the school ✓ Bullying 	<ul style="list-style-type: none"> ✓ Homework incomplete ✓ Not prepared for class ✓ Frequently off task ✓ Academic integrity ✓ Absenteeism
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C) Proactive Strategies

Expected behaviours as identified in **St. Michael's Regional High School** Standards of Behaviour will be encouraged and supported through the following school-wide practices:

- Behavioural expectations are communicated with all members of the school community through a variety of methods which may include hard copy handouts, school newsletters, parent/guardian –teacher night, school web-site postings, and/or emails.
- Standards of Behaviour for students are reviewed, practiced and discussed as needed.
- Standards of Behaviour are applied consistently by all staff.

- Students may be offered choices, so that they can make an informed decision before acting.
- The resulting consequence of each choice is up to the professional judgment of the attending staff member.
- On-going modelling of appropriate behaviours by school staff.
- Maintaining the acknowledgement of appropriate student behaviours through a variety of methods which may include positive verbal feedback, positive non-verbal gestures, and/or contact with parent/guardian, etc.
- Parents/guardians may be contacted by teachers for feedback on student behaviour and accomplishments.
- The following are some curricular and extra-curricular programs that St. Michael's Regional High offers to promote social skill and academic development and are examples of the vibrant life of our students as school, home and community work together for our students:

Academic events:

- Radio Bell Island Students continue to lead the way provincially as the only school with a full time Radio Station immersed throughout the curriculum, The Lego Robotics / Skills Canada Competition, ELA Speak-off, Heritage Fair, Intermediate Enrichment Program, Language Arts Fair, Science Fair, Wellness Week, College and University tours and presentations, Field trips to various Theatre Arts activities, Visiting Artists, Tutoring for Tuition

Athletic events:

- Cheerleading, Community Hockey, Junior & Senior Girls Volleyball, Girls Softball, Boys Floor Hockey, Girls Ball Hockey

Extra-curricular events:

- Junior and Senior High Drama, Student Council, "Word on the Track" Student Newspaper, Yearbook, Team Teen –Social Justice Group, Community cleanups, School Prom, School dances, Girls' Club, Green Team Arborists Day Tree Planting and Tulip Planting, Games Club, Film Club

School / Community Partnerships:

- St. Mike's Life Long Learners Club, 50+ Age Friendly club and students of SMRH collaborative club for cooking and crafts, Wabana Boys & Girls Club Community Cook off, RCMP "Trunk or Treat", Annual Terry Fox Run, Senior's Home Christmas Visit with Cookies & Carols from SMRH Choir, Dr. Walter Templeman Hospital Christmas Visit with Cookies & Carols from SMRH Choir, Annual Kiwanis Club Santa Claus Parade participants in numerous floats, St. Michael's Roman Catholic Parish Annual Dinner theatre, Bell Island Community Food Sharing Christmas Hampers .
- Environmental and/or programming changes are considered.

- Teacher uses the pre-referral process to determine and/or meet a student's needs.
- Referral for assessment may be considered by the service delivery team.
- Referral for counselling.
- Referral to district staff or outside agencies.
- Consistent teacher documentation of inappropriate student behaviour.
- Focused support for small groups and individual students.
- Etc.

D) Reactive Strategies

In response to inappropriate student behaviour, teachers and administrators of **St. Michael's Regional High School** shall utilize a Reactive Strategy, depending on:

- The level of the behaviour.
- Circumstances of the behaviour:
 - The other people involved (students/staff/etc.)
 - the environment
 - precipitating factors
 - special circumstances
 - etc.
- Past reactive strategies utilized for this student and the students resulting behaviour.
- The frequency of the behaviour.
- The student's exceptionality and/or Individual Education Plan (IEP).
- Etc.

Appropriate school response to Tier 1, 2 and 3 student behaviours (which are responded to by the teacher witnessing the behaviour):

Tier 1 - Minor Interventions/Consequences

The intervention/consequence used will be determined by the professional judgment of the attending staff member.

- **Non-verbal reminders**
 - o Close proximity
 - o "The Look"
 - o Number gesture with fingers (5,4,3,2,1)
 - o Use of sticky notes for positive ticks
 - o Visual reminders (signs, class expectations)

- o Finger to the lips
- o If you're listening then hand up
- o "Lights out" to get attention
- o Stand/sit and wait (with possible consequence)
- o App – "Too Noisy"
- **Verbal reminders**
- shhhhh!
- Talk s-l-o-w-l-y (Slow speech down)
- Stop in mid-sentence, then wait
- Ring Bell (Teacher will ring or will ask a student to ring)
- Sound for attention (tune, etc.)
- Singing direction to the students
- Lower voice to get attention (whisper and then raise voice to normal level)
- State, "I'm just going to wait..."
- Model expected behaviour / re-teach Matrix
- State, "If I'm an alien and I drop from outer space, who can show me how to ..."
- Student Nominations – acknowledging positive behaviour
- Gotcha's
- Grandma's Law – "When – Then", "First- Then"
- Music in the class - instrumental
- Humour - Staff generated ideas
- Ignore the behavior (could be an isolated event)
- Monitor behavior
- Redirect the positive behaviours in the class (I like the way "Sue" is listening or placing sticker on a desk, pylon on desk for good behaviour, etc...).
- Redirect by pulling them into a conversation/activity.
- Consult with other teachers working with the student
- Praise the positive behaviours the child makes
- Use the student's name in a positive manner instead of a negative (don't use the child's name in negative examples)
- Peer mentor (student buddy to help model behavior)
- Buddy system
- Change student seating plan
- Provide breaks to do task
- Break card
- Apology / correct misbehaviour /natural consequences
- Student driven consequences
- Offer choices and consequences
- Removal from group (Island)
- Time out
- Restitution (i.e. mess up the classroom then clean it up)

- Using magic – “Read my mind” when a student misbehaves, they can tell what behavior they should change.
- Self-reflection - **written** (What did you do? How would you change it?)
- Common Behaviour Reflection Sheet (Primary/Elementary versions)
- Self-reflection – verbal (What did you do? How would you change it?)
- Loss of privileges
- “Heads Up” – after three disrespectful behaviours (towards others, self, learning, environment, etc.) the student communicates this to their parent/guardian with a “plan” for the future
- Child communicates their ‘behaviour’ to their parent/guardian (written or verbal)
Example – child writes letter to parent/guardian and teacher signs this (teacher involvement). The student creates a plan for what they will do if they are faced with a similar situation.
- Contact parent/guardian (note in agenda or phone call, etc...)

Tier 2 - Middle Interventions/Consequences

- All Minor interventions/consequences
- Possible removal of child from situation (written documentation). This could be an intervention or consequence.
- Sit out from play time/Shadow teacher on duty (e.g. not playing outdoors with possible restitution)
- Loss of privileges such as computer, etc.
- Teacher directed detention
- Meeting with parent/guardian and/or child
- Team problem solving
- Conflict resolution
- Consult guidance, SSS and other outside professional services (i.e. Janeway)
- Consult the administration (complete incident report)
- Office Discipline Referral

Tier 3 - Major Interventions/Consequences

- **All middle interventions/consequences**
- Remove child from the situation
- Evacuate the class
- Student / Parent / School Conferences / Guidance
- Educational program change if academic and grounded in exceptionality (P2,3,4,5) – team consultation
- Consult District personnel
- Contact with child protection (medical professionals)

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- CPI
- Behaviour management plan (BMP) / contract
- In-school suspension
- Suspension
- Reduced day(s)
- Contain classes on floor (secure school or lockdown)
- Consult with medical or emergency personnel
- Police involvement
- Other

Note: The Bullying Intervention Protocol will be used in appropriate situations as determined by policy.

