

PROGRAMME MILE END HIGH SCHOOL

Charter of C.A.R.E.

The Commitments, Agreements, Rights & Expectations we uphold in school.



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OUR COMMITMENT



At Programme Mile End High School, we are committed to offering students a high-quality education in a healthy and supportive climate for learning where the fundamental dignity of students and all members of the school community is protected and nurtured.

We also strive to create an equitable school culture where students receive what they need to develop their academic, social, and civic potential, and work to foster a sense of belonging in which students and educators can bring their full selves into the learning community.

The ***PME Charter of C.A.R.E.*** describes the specific school **C**ommitments, **A**greements, **R**ights and **E**xpectations that form the basis of how we do things at PME.

Our C.A.R.E.-focused approach allows us to

- prioritize learning and instruction;
- ensure that students engage with the learning process and develop accountability for their progress;
- support the social and emotional development of students;
- teach non-violence and promote mutual respect for all members of the school community; and
- create a positive school climate and a safe environment for learning.

-The Programme Mile End School Team

OUR RESPECT AGREEMENTS

All members of the school community commit to upholding these *Respect Agreements* to ensure that our school is a safe, affirming and inclusive learning environment for all.

Respect for SELF

- We do our best to attend school daily and arrive on time.
- We stay focused, productive, and make thoughtful choices.
- We recognize that we are always learning and growing.

Respect for OTHERS

- We are part of a **COMMUNITY**: We listen to each other, respectfully disagree, and accept each other's uniqueness.
- We presume competence and positive intent in one another.
- We step up to help each other.

SELF

OTHERS

WORDS

SPACE

Respect for WORDS

- We use language that is positive, encouraging, and empowering.
- We speak to – and about – others with kindness and do not put anyone down.
- We respect privacy and do not gossip or speak about others behind their back.

Respect for SPACE

- We clean up after ourselves, keep our school tidy, help to maintain its materials and facilities, and step up to keep our school beautiful.
- We are mindful and considerate when we are in the community spaces around the school.

STUDENT RIGHTS & EXPECTATIONS

These *Rights & Expectations* align with the *PME Respect Agreements*, and are integral to ensuring that students can thrive academically and emotionally in school.

I have the right to a full education leading to a High School Diploma or a vocational program:

• I attend school daily, and I am in class on time and ready to learn.



- I recognize that attendance is a key determiner of my success in school.
- My lates and absences are validated by a parent or guardian.
- I take responsibility for what I miss in class by checking in with my teachers and catching up on assigned work.

I have the right to an education that differentiates for—and accommodates—my learning strengths & needs:

• I work hard to “STUDENT” in every class and I am accountable for my learning.



- In class, I am engaged, take risks, ask questions, and work to stay focused.
- I do not prevent teachers from teaching and other students from learning.
- I take responsibility for completing my schoolwork and to the best of my ability, I respect deadlines, and I do not compromise my academic integrity by submitting work that is not my own.

I have the right to attend a school that is inclusive and affirms diversity:

• I always communicate mindfully and respectfully, with my words and my body language.



- I use language that is uplifting, supportive and affirming of all members of our school community.
- I ensure that the language I use—both in person and online—is appropriate, humanizing and does not harm others.
- I am accountable for my words and avoid using any language that is racist, sexist, homophobic, or transphobic, or hateful or oppressive in any way.

STUDENT RIGHTS & EXPECTATIONS

continued

I have the right to attend school with students who are free from the influence of drugs & alcohol:

- **I recognize that my learning is inhibited by the use of substances.**



- I attend school with a mind that is ready to learn.
- I do not come to school in possession of—or under the influence of—drugs or alcohol.
- I do not consume drugs or alcohol during school hours.

I have the right to use technology in school for support and to enrich my learning:

- **I use technology appropriately and only when permitted.**



- I turn in my cell phone upon arriving to school, and may retrieve it upon leaving at the end of the school day.
- I do not use any other personal mobile devices, such as tablets, smartwatches or headphones, in school.
- I use the IT devices in school properly and with care, and not for personal activities or nefarious purposes.

I have the right to attend a school that is safe, pleasant and clean, and to navigate the community around the school in safety and with dignity:

- **I am respectful of school property and the larger community that surrounds the school.**



- I clean up after myself and treat school property with respect and care, including the areas outside of the school.
- I do not smoke or vape anywhere in school or on school property.
- I do not tag or draw on desks, lockers, walls, or floors. I do not throw or break any objects. I return borrowed or loaned materials in the same condition as they were received.
- I uphold the *PME Respect Agreements* when move through the spaces, and interact with the people, around the school. This includes the people with whom we share a building, the adjacent Sports Center, the metro station, and the businesses, residences and green spaces surrounding the school.

OUR RESTORATIVE/SOLUTION-FOCUSED INTERVENTION & RESPONSE APPROACH



When students fall short of the *PME Respect Agreements* and *Student Expectations*, we work with them to bring them back on track.

Our *Restorative/Solution-Focused Intervention & Response Approach* is designed to

- bring understanding to what happened, the root causes and impacts;
- include those involved and affected by the harm;
- support the needs of all involved;
- center the values of safety, empathy, choice, growth & healing;
- build mutual responsibility and constructive, solution-focused responses to problematic behavior and conflict.

This approach — aka *The Four Rs* — has four steps:







- **RESET:** During this brief intervention, the teacher or other school team member addresses the issue with the student and offers them the opportunity to self-regulate. When necessary, the student may be asked to leave class, meet with a CCW, spend time in *The Haven* or go home. The duration of the RESET depends on the severity of the infraction. Students may also request a RESET if they are having an off-day and feel that they are unable to meet *Student Expectations*.
- **REFLECT:** This step invites the student to explain the issue or incident from their perspective, and identify what led up to it and any underlying causes. They are also asked to think about the impact of their behavior on themselves and others. Often this step takes the form of a written reflection.
- **REPAIR:** The student is then asked to consider ways to repair the harm incurred by their behavior, taking into account their needs and the needs of the others impacted by the behavior. The focus here is on rebuilding relationships.
- **RESTORE:** The final step is a reintegration meeting to create a plan to move forward so that the student may resume their place in the school community and start afresh. These meetings may take place after class, at the end of the school day, or when the student returns to school, and involve key members of the school team.

Throughout these steps, the student is supported by someone from the Support Team.

OUR INTERVENTIONS & RESPONSES

These interventions and responses are solution-focused, and provide students with the opportunity to understand the impact of their actions and behaviors on themselves and others, to problem-solve and make amends, and to build skills.

 <p>TIER 1</p>	<p>MINOR INFRACTIONS: <i>Disrupting the educational process for self or others</i></p> <p>Classroom Interventions & Responses</p> <ul style="list-style-type: none"> - Verbal correction - Reminders/Redirection - Classroom RESET - Student-Teacher conference - Written or verbal reflection - Revision to IEP - Parent/Guardian collaboration <p>Support Team Interventions & Responses</p> <ul style="list-style-type: none"> - Make-up time/Service to school - Tracer - In-school RESET - Student-Teacher mediation - Solution-Focused intervention - Revision to IEP - Parent/Guardian collaboration
 <p>TIER 2</p>	<p>INTERMEDIATE INFRACTIONS: <i>Not upholding the PME Respect Agreements and/or Student Expectations</i></p> <p>Student Support Team Interventions & Responses (support from Administration)</p> <ul style="list-style-type: none"> - Restorative/Solution-Focused conference - Make-up time/Service to school - Mentoring/Scaffolding expectations - Referral to a school professional - School RESET - Parent/Guardian meeting - Alternatives to suspension
 <p>TIER 3</p>	<p>MAJOR INFRACTIONS: <i>Engaging in inappropriate, unsafe or threatening behavior that may jeopardize the wellbeing of an individual or the school community</i></p> <p>Support Team Interventions & Responses (involvement of Administration)</p> <ul style="list-style-type: none"> - Restorative/Solution-Focused conference - Behavior Intervention Plan - Behavior scaffolding/Coaching - Referral to appropriate external resources - Parent/Guardian meeting with Head Teacher - Short-term suspension
 <p>TIER 4</p>	<p>SEVERE INFRACTIONS: <i>Engaging in grievous and/or criminal activity, in or out of school, that could result in harm to members of the school community</i></p> <p>Extended Suspension and Referral Interventions & Responses</p> <ul style="list-style-type: none"> - Involvement of Administration and School Board - Formal Parent/Guardian meeting - Extended suspension - Behavior Contract - Alternative educational placement or removal from school



IT STARTS WITH M.E.

Student

Parent/Guardian

Student Advocate

Head Teacher