

Student Success Handbook

2024-2025



PROGRAMME MILE END HIGH SCHOOL

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<http://www.pmehs.com>

Our Commitment



At Programme Mile End High School, we are committed to promoting educational equity and excellence for all of our students. As a school community, we also affirm and nurture our students' intersecting identities and actively strive to denounce all forms of discrimination and hate.

Our program is for students in Secondary 3, 4 and 5 who have not been successful in other high schools, who are looking for a fresh start to get back on track academically.

We offer the regular Quebec Education Program, as well as a variety of activities and projects that reflect the varied interests of our students.

Our teaching methods are adapted to the strengths and needs of each student, and our small class sizes allow us to continuously support the engagement of each student in school.

We stress the importance of mutual respect between all members of our school community to ensure that our school is a safe, caring, and inclusive space where students feel good about who and where they are.

We also offer a variety of supports for our students with on-site professionals such as childcare workers, a guidance counsellor, a youth counsellor, a CLSC social worker and nurse, and adult mentors.

PME's CODES OF RESPECT

To ensure that our school is a respectful and inclusive learning environment where students can thrive academically and emotionally, students are expected to follow and uphold the following **CODES OF RESPECT**.



Respect for SELF looks like ...

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

Respect for OTHERS looks like ...

- ✓ We are part of a community, we listen to each other attentively, we respectfully disagree, and we accept each other's uniqueness.
- ✓ We treat others as they would like to be treated.
- ✓ We step up to help each other and recognize that we co-create our learning space.

Respect for WORDS looks like ...

- ✓ We use a tone of voice and language that are positive, encouraging, and empowering.
- ✓ We use respectful language, address each other by name, and do not put each other down.

Respect for SPACE looks like ...

- ✓ We clean up after ourselves, keep our shared space tidy, and step up to keep our space beautiful.
- ✓ We recognize that this is a shared space of learning, and we all contribute to its success.
- ✓ We keep the school space organized and safe, do not take or touch things without asking, and help maintain school materials and facilities.

Personal & Community Expectations

*These expectations align with the **CODES OF RESPECT** and are integral to living in community with others and to ensure that students are successful in school.*

We attend school daily, and are in class on time and ready to learn



We recognize that attendance is a key determiner of our success in school.

All lates and absences must be validated by a parent or guardian, and we take responsibility for the classes we miss by checking in with our teachers and catching up on assigned work.

We work hard to “STUDENT” in every class



In class, we are engaged, take risks, and ask questions. We work to stay focused. We do not prevent teachers from teaching and other students from learning.

We take responsibility for completing our schoolwork on time and to the best of our ability, and we do not compromise our academic integrity by submitting work that is not our own.

We recognize that learning is a right and privilege that is inhibited by the use of substances



We attend school with minds that are ready to learn. Students are not allowed to be in possession of or under the influence of drugs or alcohol during school hours.

We always communicate respectfully, with our words and our body language



We use language that is uplifting, supportive, and affirming of all members of our school community.

We ensure that the language we use—both in person and online—is appropriate and humanizing and does not harm others. We are accountable for our words and avoid using any language that is racist, sexist, homophobic, or transphobic, or hateful or oppressive in any way.

We use technology appropriately and only when permitted



We turn in our cell phones at the beginning of the advisory periods and may retrieve them at the beginning of lunch and at the end of the school day.

The technology we use in school is meant to provide support and enrich our learning. We use IT devices properly and with care, and not for personal activities or nefarious purposes.

We are respectful of our school property



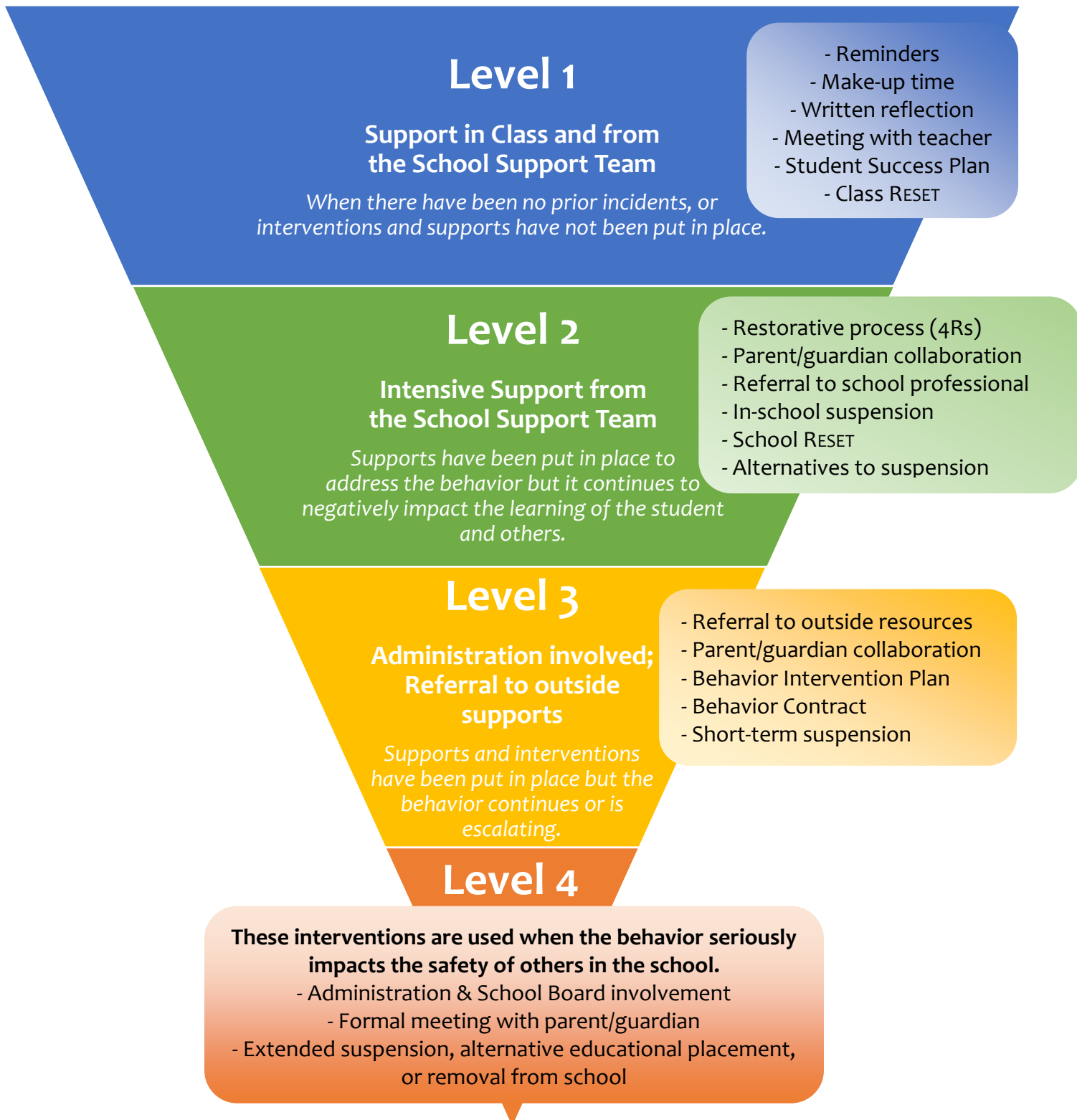
We clean up after ourselves and treat school property with respect and care, including the areas outside of the school building.

We do not smoke or vape anywhere in school or on school property. We do not tag or draw on desks, lockers, walls, or floors. We do not throw or break any objects. We return borrowed or loaned materials in the same condition as they were received.

School Supports & Interventions

When students fall short of the **CODES OF RESPECT**, relevant members of the school team will work with that student to bring them back on track.

The level of support and types of interventions are determined by the frequency and severity of the infraction.



Our Restorative & Solution-Focused Approach



While we strive to create a school community in which all students experience a sense of safety, belonging, and connectedness, we recognize that there are times when students may fall short of the **CODES OF RESPECT**.

When students make mistakes, we follow an educational and restorative process—**RESET, REFLECT, REPAIR, REINTEGRATE** (aka **THE FOUR RS**)—that involves students taking responsibility for their behavior, understanding the impact of their behavior on others and themselves, working to repair the harm done by their behavior, and returning ready to move forward. Through this process, students learn to problem-solve and make responsible decisions.



- ✓ **RESET:** The behavior is called out. The student may be asked to leave class, meet with a CCW, spend time in the resource room—*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 a bad day and feel they cannot uphold the **CODES OF RESPECT**.
- ✓ **REFLECT:** For this step, the student is asked to name what they did, how it contravenes the **CODES OF RESPECT**, and to think about how it impacts themselves and others in our school community. Often this takes the form of a written reflection.
- ✓ **REPAIR:** The student is then asked to consider and implement ways to **REPAIR** the harm incurred by their behavior. Sometimes the student will participate in a restorative circle when other students are involved.
- ✓ **REINTEGRATE:** The final step is a reintegration meeting to discuss the incident, what conditions will allow the student to do better, and ways the school can further support them moving forward. The purpose of these meetings is so 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 all steps of the process of **THE FOUR RS**, the student is guided and supported by someone from the School Support Team.

Our Academic Program & School Hours

Secondary 3:

English Language Arts
French Second Language
Mathematics
History of Quebec & Canada
Science & Technology
Personal Orientation Project
Physical Education & Health
Visual Arts
Electives

Secondary 4:

English Language Arts
French Second Language
Mathematics
History of Quebec & Canada
Science & Technology
Culture & Citizenship in Quebec
Physical Education & Health
Visual Arts
Electives

Secondary 5:

English Language Arts
French Second Language
(de base or enrichie)
Mathematics CST or SN
Contemporary World
Financial Education
Culture & Citizenship in Quebec
Physical Education & Health
Visual Arts
Electives

MONDAY

• 8:50 am – 3:00 pm

TUESDAY

• 8:50 am – 3:00 pm

WEDNESDAY*

• 9:40 am – 3:00 pm

THURSDAY

• 8:50 am – 3:00 pm

FRIDAY

• 8:50 am – 3:00 pm

Everything about this school should support your learning and wellbeing, but we are not in your shoes, and we can't do better if we don't know there's a problem.

*When things aren't working, find a trusted adult and talk to us.
You can also let us know what you're thinking anonymously:*

