**BISHOP WHITE SCHOOL**



***Parent/Guardian***

***Information Handbook***

2019 -2020



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**Administrator’s Message**

Welcome back to a new year at Bishop White School! We hope your summer break was relaxing and fun and that you are looking forward to another exciting year at school.

Bishop White School continually strives for excellence by offering a solid curricular program while providing a variety of co-curricular opportunities for all students. As always, we welcome and encourage your partnership in your child's education and personal growth to ensure they achieve to their greatest potential.

Additionally, we value the role of volunteers in making many of our programs and activities such a huge success. If you would like to become involved as a volunteer in our school community, please contact us anytime.

We hope you find this guide very useful throughout the year as you seek information about our school's services, policies, and procedures. If you have any questions or concerns, please feel free to contact the school anytime.

On behalf of our super staff, we extend a warm welcome to everyone and wish the very best for our students in 2019-2020!

Sincerely,

Stephanie Gould Cairine House

Principal Assistant Principal

**Student Information**

If any changes occur in the registration information you have provided on your child, please contact our school secretary, Mrs. Barbara Vokey, so the changes can be made in our records. This is especially crucial if health changes occur.

**Powerschool**

Bishop White School utilizes a computer program called Powerschool to communicate with parents/guardians; the program records attendance for all students as well as assessment information, including marks/grades for students in junior/senior high. Previously, students and parents/guardians were provided with a username and password which enabled them to access and view this information online through Powerschool. If you have any questions about this program or need assistance to access online information, please contact the school.

**Student Attendance**

It is critical for students to be in regular attendance at school if they are to achieve academic success. When students are absent, they miss valuable instruction and class work which are paramount to optimal student learning and achievement. To maximize student learning, we ask for your support in ensuring that students are in regular attendance at school.

Please call the school when your child is absent and follow up with a note to your child’s homeroom teacher indicating the date and reason for his/her absence.

**School Schedule**

|  |  |
| --- | --- |
| Time | Event |
| 8:45 am | Morning Bell |
| 8:47 am - 8:50 am | Homeroom Period |
| 8:50 am - 9:50 am | Period 1 |
| 9:50 am 10:50 am | Period 2 |
| 10:50 am - 11:05 am | Recess\* |
| 11:05 am - 12:00 pm | Period 3 |
| 12:00 pm - 12:40 pm | Lunch |
| 12:40 pm | Afternoon Bell |
| 12:42 pm - 12:45 pm | Homeroom Period |
| 12:45 pm - 1:45 pm | Period 4 |
| 1:45 pm - 2:45 pm | Period 5 |

\*Primary students will have an earlier recess starting around 9:50 am.

**Early Morning Arrivals**

Teachers begin morning supervision upon the arrival of the first school bus. This is generally around 8:25 am. Parents/Guardians are respectfully asked to refrain from dropping children off at the school prior to this time to ensure the safety of all students at our school.

Please contact the school administration should special circumstances arise which require you to drop your child(ren) off at school prior to 8:25 am.

**School Staff**

|  |  |
| --- | --- |
| **Homeroom/Position** | **Staff Member** |
| Kindergarten | Ms. T. Keough |
| Grade 1/2 | Mrs. M. Butler  Ms. C. House |
| Grade 3/4 | Mrs. P. Sacrey |
| Grade 5 | Mrs. N. Miller |
| Grade 6/7 & Jr. High Science/Math Teacher | Mr. S. Bouzan |
| Grade 8/9 & English | Mrs. P. Dooley |
| Sr. High Math/Science | Mr. J. Critch |
| Music | Mrs. C. Babineau |
| French & Art | Mrs. M. Butler |
| Physical Education &  Learning Resource Teacher | Ms. J. Thomas |
| Instructional Resource Teachers | Ms. L. Dalton  Mrs. N. Miller |
| Guidance Counselor | Mrs. B. Walters |
| Principal | Mrs. S. Gould |
| Assistant Principal | Ms. C. House |
| Secretary | Mrs. B. Vokey |
| Caretakers | Mrs. J. Sheppard  Mrs. J. Fowlow |
| Student Assistant | Mrs. L. Butler |

**Breakfast Program**

Bishop White School is pleased to offer a Breakfast Program once again this year. Each Monday, Wednesday, and Friday, students will be provided with a variety of nutritious items for breakfast including toast, juice, milk, cereal, fresh fruit, cheese, and crackers. On Tuesdays and Thursdays, various snack items such as raisins, cheese/crackers, granola/fruit bars, milk, and juice will be available for students to enjoy for breakfast.

In addition to our school staff, many individuals and service groups from our local area volunteered for the past several years to help run this very worthwhile program for our students. The school hopes to further expand its list of volunteers this year. If you would like to become a volunteer with our Breakfast Program (or any other school program) please contact the school for further information. Our Breakfast Program will begin on **Monday, Sept. 9th.**

**School Canteen**

The school will be providing a canteen service once again this year. A variety of snack items are available for purchase each day, including baked chips, ice cream, milk, and water. Canteen services will be available starting on **Thursday, September 5th.**

**2019-20 School Calendar**

|  |  |
| --- | --- |
| **Date** | **Occasion** |
| Sept. 3 | Administration Day |
| Sept. 4 | School Opens for Students |
| Oct. 14 | Thanksgiving Day Holiday |
| Nov. 8 & 11 | Remembrance Day Holiday |
| Dec. 20 | Last Day Prior to Christmas Break |
| Jan. 6 | School Re-opens |
| Feb. 17 | Mid Winter Break |
| Mar. 16 | Mid Winter Break |
| Apr. 9 | Last Day Prior to Easter Break |
| Apr. 10 | Good Friday |
| April 20 | School Re-Opens |
| May 18 | Victoria Day Holiday |
| June 25 | Last Day for Students |
| June 26 | Administration Day |

**Public Announcements Regarding School Closures and Events**

In the event of an unexpected school closure, bus problems/changes, or cancellation of school events, the communication procedures outlined below will be followed:

***Unscheduled Closure During the School Day***

* The direction/information provided on the School Emergency Protocol Forms for students in Kindergarten – Grade 6 will be followed. Telephone calls will be made to parents who have indicated they wish to be called when it is necessary to close school during the school day.
* An announcement will also be made on OZ FM and VOCM, and information will be posted on Status Central located on the English School District’s website ([www.nlesd.ca](http://www.esdnl.ca)).
* A general announcement will be relayed to all homes using School Messenger (formerly Synrevoice).

***Early Morning School Closure (Prior to school opening)***

* An announcement will be made on OZ FM and VOCM. Information will also be posted on Status Central located on the English School District’s website ([www.nlesd.ca](http://www.esdnl.ca)).
* A general announcement will be relayed to all homes using School Messenger (formerly Synrevoice).

**Bus Runs**

Two bus runs transport students to and from Bishop White School. One bus transports students who live in the English Harbour – Port Rexton area. A second run transports students from Old and New Bonaventure, Trouty, Dunfield, Trinity, and Goose Cove areas.

**Bussing Guidelines**

***Preferred Bus Stops***

Transportation guidelines are in place regarding preferred bus stops for children in Kindergarten to Grade 6. These guidelines improve upon existing policy and procedures to help ensure the safety of young children traveling to and from school.

***Options for Student Bus Stops:***

* Students can avail of one bus stop on their assigned bus route.
* In extenuating circumstances, students can avail of a second stop on their assigned bus route if it is on a continuous or regular basis.
* Students can avail of one stop on a different bus if space allows and if it is on a continuous/regular basis (courtesy bussing).

**Please note: Daily/weekly requests for changes to bus stops will not be permitted due to safety concerns.**

***Guidelines for Parents/Guardians***

* Parents/Guardians must communicate in writing to the school’s administration their preferred option for bus drop-off if it is different from the assigned bus. Parents/Guardians are also requested to abide by the established procedures as it relates to choice of student bus stop options.
* Parents/Guardians must ensure that Kindergarten children are met by a responsible adult at the designated bus stop or provide written notification if a Kindergarten student is to be escorted from the bus stop by an older sibling. Any Kindergarten child not met by a caregiver at the bus stop will remain on the bus and will be returned to the school at the end of the bus run to await the arrival of a caregiver.
* Parents/Guardians should immediately inform the bus driver if a child does not get off at the designated stop, and then should proceed immediately to the school.
* Parents/Guardians are encouraged to have their Kindergarten child avail of bus service immediately to ensure final stops and routes can be confirmed in a timely manner.

If you have any questions regarding the guidelines outlined above, please feel free to contact the school administration.

**Contacting the School about Bus Changes**

For students in Kindergarten to Grade 6, parents/guardians are asked to call the school and/or send along a note to their child's teacher when it is necessary for students to avail of their second bus stop on any given day.

Parents/Guardians are also asked to contact the school if **extenuating circumstances** necessitate that their child go on a different bus and get off at a different bus stop (ie. other than their second designated stop) on a given day. This helps ensure the safety of our young students as they travel home from school.

**Baron's All Stars**

**Incentive and Rewards Program**

Bishop White School will continue with its **Baron's All Stars Incentive and Rewards Program** this year.The goal of this program is to reinforce and encourage positive behaviors among all students at Bishop White School, as reflected in our school's matrix of positive behaviors. All staff members are watching closely on a daily basis to scout students to the school's All Star Team, awarding reward cards to individuals whose positive behaviors meet the criteria of the program. Those students will then be given 'shout outs' over the intercom for their positive behavior. At the end of the week, five all stars will be drawn at random to receive a prize. Check out the Baron's All Stars bulletin board the next time you visit the school to see our latest recipients.

**Students Leaving School Property**

**Students in Kindergarten to Grade 6 are not permitted to leave school property during recess and lunchtime.** Students in Grades 7 – Level III are permitted to leave school property during recess and lunchtime without parent/guardian permission.

**Certificate of Conduct Requirement for Student Travel**

As per District Policy, adults who wish to transport students **other than their own children** to school sponsored events are required to submit an acceptable Certificate of Conduct (including a Vulnerable Sector Check) from the RCMP to the school. Applications are available at the school and if you desire, the school can assist with the processing of this application. There is no cost associated with obtaining this certificate since you would be applying as a volunteer. Please note that Certificates of Conduct are only valid for one year from the date issued. Parents/Guardians who expect that they may be transporting students other than their own children to school sponsored events at any time during the school year are strongly encouraged to obtain a new/updated Certificate of Conduct at the beginning of the school year.

**Medication for Students**

On occasion, the school may be asked by parents/guardians to administer prescribed medications. ***Please be aware that District Policy mandates the completion of forms authorizing school personnel to administer these medications.*** Please contact the office should you have any questions or concerns regarding this matter.

**Allergy Alerts**

All members of our school community are reminded that we are a scent aware school. When visiting the school, please keep this in mind and refrain from wearing scented products such as perfume, body lotion, and so on.

Additionally, there are students and staff at our school with allergies to a number of different foods. In most cases, these individuals have a reaction to these foods only if they are eaten. However, they may react to some other foods if they smell or come in contact with them. **Therefore, parents/guardians, students, and all other members of our school community are asked to refrain from bringing peanuts, peanut butter, and shellfish into our school.** Thank you in advance for your cooperation in adhering to this request.

**Book Bag Program**

Bishop White School is pleased to offer its Book Bag Program to preschool children once again this year. This program provides quality literature and activity sheets, free of charge, to preschoolers on a weekly basis. The program will begin in late September and will be available to KinderStart students of the 2019 - 2020 school year (ie. those children born in 2015), as well as children who will be attending KinderStart in October 2020 (ie. those children born in 2016). Further information will be provided to eligible preschoolers in the coming weeks.

**Safe and Caring Schools**

In order to make our building a safe environment for our staff and students, all outside entrances are locked during the school day. When visiting the school, please use the main entrance only and notify the office by pressing the security buzzer located to the left of the main doors. Please note that an automatic door is installed at the main entrance which will automatically open once you have pressed the buzzer and the office has granted you access to the school. We wish to thank you for your cooperation in maintaining a safe environment for our school community.

**Fire Drill/Secure School/Lockdown Procedures**

District policy requires schools to practice procedures related to fire drills, secure schools, and lockdowns in the event of any issues that could potentially arise related to the safety and well-being of our students and staff. In the coming weeks and months, our school will be practicing these procedures. The overall goal of such practices is to enhance the safety of all members of our school community.

**Appropriate Dress for Outdoor Play**

Students in Grades Kindergarten – 6 are permitted to play outside in the playground area at lunchtime (weather permitting). During late Fall and Winter months, students are required to wear appropriate winter clothing in order to be permitted to go outside. All primary and elementary students must wear a warm jacket, mittens/gloves, and a hat/hood in order to go outside. Once the snow arrives, primary students must also wear snow pants. Elementary students will be permitted outside without snow pants unless they wish to play in the snow.

**Gym Rental for Birthday Parties**

How about holding your child's next birthday party in our school's gym! Rental includes access to some of the school's fun and exciting gym equipment as well as the cafeteria seating area (excluding the kitchen) for snacks and refreshments. **Please note that the gym is only available for birthday party rentals on Fridays between 3 pm - 5 pm.** To obtain further information or to book the gym, please contact the school's administration.

**Student Dress and Appearance**

The NL English School District requires all students to be dressed and groomed appropriately for all school activities and programs in keeping with acceptable community standards and expectations, and consistent with health, safety and legal requirements.

Clothing which bears a message which is lewd, vulgar, obscene, or which promotes products or activities that are illegal for use by minors is not permitted at school. Similarly, clothing that displays objectionable signs, words, objects, or pictures communicating a message that is

racist, sexist, or derogatory to a minority group or suggests gang membership is not permitted.

**Non-Smoking Policy**

All schools in our school district follows a Non-Smoking Policy which states that smoking is not permitted on school grounds at any time and is in effect for all school functions, including concerts, sporting events, meetings held by outside groups, and so on. We respectfully ask that all members of our school community follow this policy.

**Student Assessment, Evaluation, and Reporting Policy**

Bishop White School recognizes the importance of ensuring that learning and teaching are focused on the provincial curriculum outcomes. Student assessment and evaluation activities must be directly tied to this teaching learning process.

As of September 2017, NL English School District has implemented a new Assessment, Evaluation, and Reporting Policy. A component of this new policy is the requirement of all schools to establish a school-wide student intervention process at the Grades 7-12 level based on Escalating Levels of Intervention (ELI). This process supports students who struggle to meet deadlines for completion of assigned work, or who miss scheduled assessments

.

Bishop White School's procedures for the new Assessment, Evaluation, and Reporting Policy are as follows:

***Assessment, Evaluation, and Reporting Policy***

***School-level Procedures***

**Late or Missed Assignments and Tests/Quizzes (Regulations 4.13-4.24)**

If assignments are to be effective, there needs to be clear communication to students related to assignment criteria and completion timelines. To ensure the academic success of all students, a two-phased approach is required:

1. **Proactive Planning and Support.**
2. **Response Protocol for assignments/assessments submitted late for valid and invalid reasons.**

**A. Proactive and Preventative Planning and Support**

We will use a number of strategies to help prevent and/or address late and missed assignments. Proactive planning and strategic support include the following components:

1. Ongoing communication by administration and teachers to students and parents/guardians regarding clear expectation of student responsibilities for the completion of assignments;
2. Explaining to students the relevance and value of completing assignments for their overall achievement and as evidence of one’s learning;
3. Ensuring teachers assign a minimum number of relevant and engaging assignments specifically targeted to key curricular outcomes;
4. Completing assignments in stages during class time where possible; with the teacher monitoring progress and providing descriptive, frequent and timely feedback support to ensure a higher level of completion.
5. Communication with parents regarding upcoming assignments/assessments.

**B. Response Protocol for assignments and assessments submitted late for valid and invalid reasons.**

* A zero **will** be used as a placeholder for the missed/late assignments/assessments.
* The teacher will inform the parent and administration that the assignment/assessment was not submitted or written on the correct date. (A template will be used to record this information at the office).
* If the reason for a missed assignment/assessment is deemed valid, the teacher will inform the student and parent of the new deadline. That deadline would be within one week of the previous assignment/assessment date. Extenuating circumstances will be considered by administration on an individual basis.
* Valid reasons for missing an assignment/assessment deadline: include, but are not limited to: illness, medical appointment, injury, hospitalization, incarceration, school sponsored trip/activity, or approved educational travel. **Documentation may be required to support valid reasons.**
* If the reason for a missed assignment/assessment is deemed invalid, the teacher will inform the student and parent on the day the assignment is not submitted or the assessment did not occur, and initiate a process of completing the assessment/alternate assessment.
* Invalid reasons for a late assignment/assessment include, but are not limited to, forgetting/ claiming to not being aware of the date of the assessment, refusal to write the assessment, unprepared for the assessment, failure to notify school of an absence, non-medical/urgent appointment or providing documentation as requested. **If the reason for a missed assignment/assessment is deemed invalid, the teacher will inform the student and parent of the new deadline. That deadline would be within one week of the previous assignment/assessment date; it is quite reasonable to expect that the new date will be within one-two days of the deadline date originally set for the assignment’s submission or scheduled date for the assessment (as determined by the teacher).**
* A student with recurring incidences of late/missed assignments, (after two, on the third incidence) will be referred for an intervention plan with parents and administration. This could include; individual student meeting with teacher, administration, parent-student-teacher meeting.
* If assignments/assessments are not completed, the 0% will stand in the evaluation scheme of the course. The 0% could still be replaced with a midterm exam, pre-public exam or, other assessments that evaluate those particular outcomes.
* If students refuse to complete/write assignments/assessments, the 0% can be applied to that assessment.

**Second Chance Opportunities (Regulations 4.29- 4.36)**

* Will be provided for only end of unit assessments. Teachers will use their discretion considering two key overall parameters:

i) Important curriculum outcomes linked to future learning, and

ii) Whether students are academically at risk of failure.

* In each circumstance, students may be required to complete prerequisites; including: completing assigned work, attending tutorials, correcting mistakes on previously assigned work, etc., as assigned by the teacher.
* The assessment provided as a second chance opportunity can be an alternate version of the original assessment or a different type of assessment as determined by the teacher. Furthermore, the new assessment may address select key curriculum outcomes from a previous assessment or may be a full assessment based on the unit of study.
* The date and time of the second chance opportunity will be determined by the teacher.
* When second chance opportunities are permitted, any improvement will be reflected in a student’s overall achievement.
* A review of a student’s program should be initiated if second chance opportunities are required on an ongoing basis in order to be successful.

Other relevant information found in the District’s Assessment, Evaluation, and Reporting Policy is outlined below:

* Students are expected to work to the best of their abilities, in an academically honest manner, while adhering to the classroom/school Code of Conduct.
* Assessment information will be obtained through a variety of means, which may include formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, developmental continua, performances, peer and self-assessments, essays, assignments and tests/quizzes.
* Students are expected to write tests/quizzes on the day and time they are scheduled and submit assignments on scheduled due dates.
* In Kindergarten to Grade 9, students will be promoted (outcomes achieved) or placed (outcomes in core subjects not achieved) in the next grade. However, in extenuating circumstances, the School Placement Team may recommend that retention or acceleration would be in the best interest of the learner.
* Levels I - III: The Senior High School Program is structured on a course credit system. Graduation requires the accumulation of thirty-six credits satisfying specific requirements as outlined in The Department of Education's High School Certification Handbook.
* Learners must receive a pass mark of 50% in courses required for graduation.
* Supplementary exams or comprehensive projects will be administered in select courses.

The District's Assessment, Evaluation, and Reporting Policy can be viewed in its entirety on the District's website at **https://www.nlesd.ca**.

**Code of Conduct**

Bishop White School is committed to providing a safe, caring and inclusive learning and work 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;
* Travelling on a school bus;
* Participating in extra-curricular activities;
* Engaging in an activity which will have an impact on the school climate.

1. **Standards of Behaviour**

All members of the school community are expected to:

* Respect and comply with federal, provincial and municipal laws;
* Demonstrate honesty and integrity;
* Respect the rights of others and treat one another with dignity and respect at all times, regardless of economic status, race, colour, national or ethnic origin, language group, religion, gender, sexual orientation, gender identity, age or ability;
* Show proper care and regard for school property and the property of others;
* Take appropriate measures to help those in need;
* Demonstrate best effort during all school-based activities;
* Complete all assigned tasks to the best of their ability.

1. **Inappropriate Behaviours**

In abiding by Bishop White School Standards of Behaviour, all members of the school community are expected to refrain from:

* Breaking federal, provincial or municipal laws;
* Any behaviour that discriminates based on economic status, race, colour, national or ethnic origin, language group, religion, gender, sexual orientation, gender identity, age or ability, such as racial, homophobic or transphobic comments;
* Any violent or bullying behaviour (physical, verbal, social, electronic) that intentionally hurts (physically, socially, or emotionally) another person;
* Making derogatory or hateful comments toward an individual or group of people;
* Threatening an individual or group of people;
* Injuring others, self, or groups of people or property;
* Using technology to intentionally abuse or bully another person;
* Using technology to interfere with the positive climate of the school;
* Using language that is violent, profane or discriminatory;
* Wearing clothes that depict violence, profanity or discrimination, or promoting products that are illegal for minors;
* Behaviour that is unsafe on the playground (see playground rules posted around the school)
* Using digital technology in class without teacher permission and following the Digital Citizenship Guidelines

**Examples of Inappropriate Behaviours: include, but are not limited to:**

|  |
| --- |
| **Level 1** |
| Rudeness  Improper use of cell phones  Inappropriate language/name calling  Leaving the classroom without permission  Disrupting class  Littering  Being rough with others  Lateness  Refusal to do assigned tasks  Smoking on school property  Profane language without malice  Intimidation/harassment  Coming to class unprepared  **\*\*\*if these are continuous they will move to Level 2** |
| **Level 2** |
| More frequent/serious rough play  Profane language with malice  Persistent rudeness  Defacing school property (walls, desks, etc.)  Lying  Defying school authority  Persistent misbehaviour  Bullying-cyberbullying |
| **Level 3** |
| Fighting  Threatening others to cause physical harm  Stealing  Bringing weapons to school  Vandalism  Action that endangers the safety/health of self and others  Pulling the fire alarm  Reckless use of vehicle  Use of drugs or alcohol during school activities  Bomb threat |

1. **Proactive Strategies**

Expected behaviours as identified in Bishop White School Standards of Behaviour will be encouraged and supported through the school-wide practices listed below.

* Behavioural expectations are discussed with all members of the school community during scheduled meetings.
* Standards of Behaviour for students are reviewed, practised and discussed on a regularly scheduled basis and as needed.
* Standards of Behaviour are applied consistently by all staff.
* Students are presented with a choice of behaviours and related consequences to enable them to make an informed choice before acting.
* Appropriate behaviours are modelled by school staff.
* Appropriate student behaviours are acknowledged by staff.
* Teachers contact parents/guardians to provide feedback on student behaviour and accomplishments.
* Curricular and extra-curricular programs that promote social skill development are available. For example: an Alternate Program, peer mentoring, a Gay Straight Alliance, Roots of Empathy, arts and athletics.
* Environmental and/or programming changes are considered.
* Referral for assessment may be considered by the Service Delivery Team.
* The student may be referred for counselling.
* Referral to district staff or outside agencies may be considered.
* Teachers consistently document inappropriate behaviour.
* Focused support is available for small groups and individual students.

D) **Reactive Strategies**

In response to inappropriate student behaviour, teachers and administrators of Bishop White School shall utilize a Reactive Strategy, depending on:

* The level of the behaviour as determined by the school Discipline Plan; the other people involved (students/staff, etc.)
  + - The environment
    - Precipitating factors
    - Special circumstances
* Past reactive strategies utilized for this student;
* Frequency of the behaviour;
* The student’s exceptionality and/or Individual Education Plan

Appropriate school response to **LEVEL 1** student behaviours (those behaviours which are responded to by the teacher witnessing the behaviour):

* Letter of apology
* Verbal reminders
* Model expected behaviour
* Re-teach the expected behaviour
* Offer choices and consequences of the choices
* Home contact
* Peer mentoring
* Peer counselling
* Parent/school conference
* Skill building
* Refer to Guidance Counsellor
* Loss of privileges
* Detention (length to be determined by teacher)

Appropriate school response to **LEVEL 2** student behaviours (student behaviours which are referred to the administration) include strategies listed for LEVEL 1 behaviours, plus:

* Natural consequences
* Self-reflective exercises
* Restitution
* Loss of privileges
* Monitor behaviour
* Mediation
* Restorative justice
* Restricted access to facilities/activities
* Behaviour contract
* Behaviour management plan
* Referral to school counsellor
* Pre-referral process
* Detention
* In-school suspension
* Out of school suspension

Appropriate school response to **LEVEL 3** student behaviours (student behaviours which are referred to the administration) include strategies listed for Level 2 behaviours, plus:

* Referral to appropriate outside agencies (eg. RCMP, Community Health, etc.)