



# Calgary Changemaker School

Critical Thinking + Empathy + Creativity = Changemaking

## Tiers of Behavior Response Plan

Tier	The Behaviors <i>(What we see or hear)</i>	The Work <i>(Holding students accountable)</i>	Rationale
Tier 1	<ul style="list-style-type: none"> <li>● Minor disruptions to instructions or class learning times.</li> <li>● Minor teasing.</li> <li>● Minor lashing out towards another with words when frustrated.</li> <li>● Off-task during work periods.</li> <li>● Negative self-talk.</li> <li>● Accidental swearing or poor language use <b>not</b> directed at others.</li> <li>● Work refusal.</li> <li>● Emotional dysregulation.</li> <li>● Occasional mean moments, excluding others, or minor peer conflicts.</li> </ul>	<p>Teachers and outdoor supervisors are responsible for managing the learning environment with a focus on teaching pro-social behaviors, managing emotions and conflict resolution through <b>one or more</b> of the following:</p> <ul style="list-style-type: none"> <li>● Address directly with offending student with a firm voice.</li> <li>● Ensure all parties are 'ok'.</li> <li>● Connect privately with the student to find out <i>why</i> the student is struggling.</li> <li>● Student is coached how to use regulation strategies/toolkit or ask for a break where appropriate.</li> <li>● Facilitated peace talks.</li> <li>● Conflict resolution steps.</li> <li>● Work with class on social-emotional skills.</li> <li>● Read stories in class related to problems.</li> <li>● Projects/activities that encourage empathy-building and social-emotional skills.</li> <li>● Changemaker Town Hall.</li> <li>● Classroom expectations reviewed.</li> <li>● Natural or connected consequences.</li> <li>● Community service.</li> <li>● Privileges revoked.</li> </ul>	<p>Focus on teaching pro-social behaviors, helping students learn to manage emotions and work through the steps of conflict resolution.</p> <p><b>Parents informed if necessary or if a pattern begins to emerge but not always.</b></p> <p><b>IMPORTANT NOTE:</b> <i>Due to privacy and confidentiality laws and an ethical responsibility to protect all children in our care, teachers are never allowed to discuss anything about another person's child.</i></p>



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<p><b>Tier 2</b></p>	<ul style="list-style-type: none"> <li>● Repeated, consistent and escalating Tier 1 behaviours.</li> <li>● Aggressive actions such as throwing or kicking things but <b>not</b> directed at any particular individual.</li> <li>● Running away/hiding</li> <li>● Persistent refusal to follow instructions.</li> <li>● Severe emotional dysregulation.</li> </ul>	<ul style="list-style-type: none"> <li>● Call for support from available Educational Assistant.</li> <li>● Teachers inform parents.</li> <li>● Teachers document behavior and discuss as a team.</li> <li>● Success plan may be initiated by admin when more consistency is needed and/or significant support is necessary.</li> </ul>	<p>Repeated patterns of behaviors are emerging and there is now a need for teachers to document and report behaviors to admin, support staff and parents.</p> <p><b>We work with parents as partners to help support their student.</b></p>
<p><b>Tier 3</b></p>	<p><b>Serious Breach of the Student Code of Conduct:</b></p> <ul style="list-style-type: none"> <li>● Physical aggression towards another person (spitting, pushing, hitting, punching, biting, kicking, throwing objects.</li> <li>● Repeated swearing or angry words directed at peers or teachers without an obvious cause OR seems out of control.</li> <li>● Severe defiance and disrespectful behaviour that is continuing to disrupt the learning of others despite all other efforts in Tier 1-2.</li> <li>● Power struggles or signs of dysregulation that are immediate threats to the wellbeing or safety of the student or others.</li> <li>● Acts of racism, homophobia, repeated</li> </ul>	<p><b>Admin support:</b> Check on the victim. Investigate thoroughly, get all sides of the story and interview witnesses.</p> <p><b>Admin will:</b></p> <ol style="list-style-type: none"> <li>1) Remove the offending student OR move others to a safe place.</li> <li>2) Initiate a connection talk or peace talk to find out the root cause of behaviours where appropriate.</li> <li>3) Contact parents.</li> <li>4) Put student on a behaviour success plan OR work through an existing plan.</li> <li>5) Determine seriousness of offense and appropriate <b>consequences</b> based on student age/abilities and their behaviour history at our school.</li> </ol> <p><b>Step 1:</b> Community service/loss of privilege/restorative action.</p>	<p><b>Safety and/or wellbeing of the student or their peers is now the main concern and a member of the admin team is called in.</b></p> <p><b>Parents are notified of Tier 3 behaviors and next steps.</b></p>



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	<p>harassment or abuse, swearing or threatening language towards innocent bystanders/guests, destroying school property.</p> <ul style="list-style-type: none"> <li>• Repeated issues with safety boundaries/ expectations.</li> </ul>	<p><b>Step 2:</b> In-school suspension in the office for ½ day or up to a max of 3 days.</p> <p><b>Step 3:</b> Parents are called to pick up child from school immediately with an at-home suspension and plan in place for a successful return including mandatory therapy/counseling/psych-ed assessment and/or a modified school day plan, and/or team meeting with admin/parents/teachers.</p>	
<p><b>Tier 4</b></p>	<p>Repeated Tier 3 behaviors with limited or no response to interventions.</p>	<p>The <b>principal</b> can recommend to the Board that the student be expelled.</p> <p>Board will do a formal review and make a decision that will be communicated to the parents of the student.</p> <p>Parents and school are responsible for the home-education of an expelled child until June <i>or until they register with another school or official homeschool board.</i></p>	<p><b>Severe behavior is compromising the integrity of the program.</b></p> <p><b>Documentation</b> is brought to the <b>Board</b> for review.</p> <p><b>Student begins an at-home educational program</b> until they register with a new school.</p>