

HARBOUR VIEW HIGH SCHOOL DISCIPLINE POLICY

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Discipline Policy

All members of the Harbour View community are expected to behave in a manner that demonstrates and warrants respect. These behaviour standards (as outlined below) are for in school, co and extra curricular activities and travelling to and from school.

Student Responsibilities:

The Positive Learning Environment Policy of the Education Act is included in the student handbook. Each of the following responsibilities is explained on an ongoing basis in the classroom.

- 1.) Students are to participate in learning opportunities to his or her potential.
- 2.) Students are to accept increasing responsibility for his or her own learning
- 3.) Students are to complete assigned homework
- 4.) Students are to attend regularly and punctually.
- 5.) Students are to contribute to a safe and positive learning environment.
- 6.) Students are to accept responsibility for his or her conduct at school or on the way to and from school.
- 7.) Students are to respect the rights of others and comply with all school policies.

Teacher Responsibilities:

- 1.) Teachers are to encourage all students to work to their potential.
- 2.) Teachers are to promote a positive learning environment in school and during co and extra curricular activities.
- 3.) Teachers are to be the primary source of classroom discipline.
- 4.) Teachers are to define and enforce consistently the basic code of acceptable behaviour.
- 5.) Teachers are to ensure that students understand their expectations.
- 6.) Teachers are to respect students and comply with all school policies.

Unacceptable Behaviours:

When the above behaviours are ignored or chronically disregarded, the steps of the following formal plan will take place.

- Step One:** Parent (s)/Guardian(s) are to be contacted and informed of the problem(s). Teacher informs student that his or her behaviour has become a pervasive threat to the positive learning environment. The Discipline Policy for Harbour View High School is explained. Student may be assigned to three(3) noon hour detentions. **Not reporting for detention is considered defiance and the student may be suspended.** The form will be placed in the appropriate Vice Principals mailbox for review. The V.P. will file the form in the office STEP box.
- Step Two:** Parent(s)/guardian(s) are contacted to discuss intervention for the student's continued disruptive behaviour. Teacher informs parent of student's unwillingness to cooperate. Student may be assigned five(5) noon hour detentions. **Not reporting for detention is considered defiance and the student may be suspended.** The form will be placed in the appropriate Vice Principals mailbox for review. The V.P. will file the form in the office Step box.
- Step Three:** Teacher informs administration of the student's continued disruptive behaviour and suggests appropriate consequences. Behavior Contract signed and student is given a minimum of five noon detentions. Student monitored more closely by administration. A Guidance referral will be made at this time.
- Step Four:** Parent(s) /guardian(s), teacher(s), guidance counsellor and administration confer to determine consequence or suspension. Student does not return to school from the time of notification until the meeting.
- Step Five:** Parent(s)/guardian(s) and student meet with administration and Guidance to determine probation or removal.

All incidents of belligerence, defiance, loud offensive language, head coverings (both genders) , snowball throwing, smoking in prohibited areas, and disrespect will be dealt with promptly and could result in suspensions ranging from one to five days.

All incidents of suspension will result in being placed on step three(3), or four (4) dependant upon present step status(excluding the detention).

Physical violence, criminal harassment, uttering of threats, vandalism, weapons, and the possession or use of alcohol or drugs will result in **IMMEDIATE SUSPENSION** from school. If student is reinstated to HVHS they will immediately be placed at Step Three.

Use of cell phones and pagers during class time (between 8:55 – 12:30 and 1:20 – 3:30) is strictly prohibited. They should be turned off .

Behaviour on buses will be dealt with according to **Student Bussing Behaviour Guidelines and Consequences.**

Harbour View High School Discipline Procedure

Student Name _____ HR _____

Phone _____

Parent/Guardian _____

Work # _____

In accordance with the Positive Learning Environment Policy 703, a teacher shall use the following procedure when behaviour becomes substantial or persistent.

Step One: It is important that the teacher staple this paper to all documentation on poor behaviour and/or incidents that lead to Step One.

_____ defiance

_____ name calling

_____ refusal to work or comply

_____ ridiculing

_____ disrespectful language and/or gestures

_____ physically acting out

_____ disruption

_____ not prepared for class

_____ other _____

Talk to student about all unacceptable behaviours. Call and talk to the parent, **Review Discipline Policy with home.** Indicate parent response/comments below.

Student assigned to three noon detentions. yes or no

Date _____ Student's signature _____ Teacher's Signature _____

Submit to appropriate Vice Principal for review and filing. Detention dates : _____

Step Two:

_____ defiance

_____ name calling

_____ refusal to work or comply

_____ ridiculing

_____ disrespectful language and/or gestures

_____ physically acting out

_____ disruption

_____ not prepared for class

_____ other _____

Contact parent(s)/guardian(s) again. Explain on going discipline. Review with student and parent incidents resulting in Step One as well as the incidents moving the student to Step Two. Attach further documentation to this sheet. Indicate parents response/comments below

Student is to serve five noon detentions.

Date _____ Student's signature _____ Teacher's Signature _____

Submit to appropriate Vice Principal for review and filing. Detention dates: _____

BEHAVIOUR CONTRACT

(Step 3)

I, _____ agree to the following terms.

_____ To attend all my assigned classes, to arrive on time for each class, with all necessary equipment to participate.

_____ To show respect to both teachers and peers by allowing teaching and learning to occur without disruption.

_____ To do all assigned work with pride and to the best of my ability.

_____ To follow all individual classroom rules that have been posted and explained.

_____ Seek extra help as needed or as directed by my teacher(s).

In other words, I **agree to accept my responsibilities** as a student as outlined the **Positive Learning Environment Policy of the Education Act.** (see reverse)

I **understand** that failure on my part to follow the Policy and fulfill my contract will result in being sent home until a meeting can be arranged with my parents/guardians as outlined in Step Four.

I **understand** that this document serves as a warning toward suspension.

I further **understand** that should none of the strategies recommended in Step Four produce the needed results, I **will** be removed from school on either a short term or permanent basis.

Signature of Student _____

Date _____

Administrator _____

PC: Student

Parent

Classroom Teachers

Guidance

Step Four Procedure for HVHS Discipline Policy

(Format for Administrator)

_____ has reached step four of the Discipline Policy at HVHS.

Date: _____

The purpose of this meeting is to:

1. Identify student behaviour patterns.
2. Devise strategies for _____ to implement appropriate behaviour.
3. Establish specific consequences if the behaviour persists.

Procedure:

1. Introduction of participants to parent(s)/guardian(s). (Administrator, guidance counsellor, teachers)
2. Administrator presentation: Review of discipline procedure form, behaviour contract and other pertinent information.
3. Teacher(s) presentation(s). Behavioural progress report.
4. Guidance Counsellor presentation: (Information on behalf of the student and/or parent. Guidance counsellor will have previously met with student to discuss relevant issues. Guidance counsellor will also have helped student devise a plan for appropriate behaviour change.
5. Student and/or parent presentation. Final comments worth noting.
6. Five minute recess. Parent and student will be excused in order for the committee to determine recommendations.
7. Committee analyzes information presented and reviews strategies for student to implement.
8. Student and parent returns to the meeting. Strategies are reviewed with student.
9. Student agrees to implement strategies and sets up an appointment with the guidance counsellor to analyze behaviour and strategies in greater detail.
10. Administrator outlines the consequences if no behavioural change. (Step Five: Suspension, probation or removal.

Guidance Counsellor will document events of the meeting. Administrator, student and parent will sign the document. The signed document will be placed on file for the remainder of the school year. Documentation will be removed at year's end.

STEP FOUR CONFERENCE

Name _____

Date: _____

In attendance:

“Steps” Summary:

Strategies:

Positives:

Student signature _____

Copy will be given to each subject teacher and sent home.

Step Five Procedure for HVHS Discipline Policy
(Format for Administrator)

_____ has reached step five of the Discipline Policy at HVHS.

The purpose of this meeting is to establish specific consequences for student behaviour.

Procedure:

1. Introduction of participants to parent(s)/guardian(s). (Administrator, guidance counsellor, teachers)
2. Administrator presentation: Review of discipline procedure form, behaviour contract and other pertinent information.
3. Guidance Counsellor presentation: (Information as to why the student has not been able to meet the conditions established at step four of the discipline procedure, suggestions for help beyond the school environment.)
4. Student and/or parent presentation. Final comments worth noting.
5. Committee questions, clarification etc.
6. Five minute recess. Parent and student will be excused in order for the committee to determine recommendations.
7. Committee analyzes information presented and determines consequence.
8. Student and parent return to the meeting. Consequence is discussed with student.