

# Harbour View High School Conduct Policy

**(A) = Attendance**    **(B) = Behavioural**

- A.** Attendance policy/guideline standards in this policy apply to all students. School attendance in New Brunswick is compulsory. All participants in the system have a role to play in ensuring student success at school and ensuring that interventions are in place to effectively problem-solve cases of irregular attendance.
- B.** Behaviour policy standards/guidelines in this policy apply to all students. All members of the Harbour View community are expected to behave in a manner that demonstrates and warrants respect. The behaviour standards (outlined below) apply in school, during co/extra-curricular activities and while travelling to and from school. The foundation of this school policy is *The Positive Learning and Working Environment Policy* of the [Education Act](#).

The responsibilities of the partners in education are briefed below; for a complete list refer to the ASD-S website Policy numbers 365 and 732.

## Administrator responsibilities

- Collaboratively implement and monitor the ASD-S Attendance Policy/Guidelines and the Positive Learning and Working Environment Plan
- Ensure policy/guidelines are communicated to the school community

## ESST responsibilities

- Assist in developing a plan of intervention for both school-wide and individual student concerns
- Ensure that parents/guardians are contacted if irregular attendance patterns develop
- Ensure Positive Behaviour Interventions and Supports are in place to protect the safety of all individuals within the school system, and to take appropriate action whenever that safety is threatened or compromised

## Teacher responsibilities

- Monitor student attendance regularly, contacting parents if irregular patterns develop.
- Teach, model, review and reinforce positive school behavior, and hold everyone to the highest standard of respectful, responsible behavior
- Ensure that Tier 1 of the Pyramid of Intervention strategies are used as a preventative means of dealing with student attendance or behavior concerns

## Student responsibilities

- Come to school prepared, on time and ready to learn
- Show respect for: themselves and others, rules and authority, learning and teaching, school and property, and the school and community
- participate in learning opportunities to their potential
- assume increasing responsibility for their own learning
- accept responsibility for their conduct at school or on the way to and from school
- be dressed appropriately as outlined in the school guidelines
- be accountable for personal actions and the positive resolution of the problems

**Reporting Behaviour Incident(s)** When the above behaviours are ignored or chronically disregarded, the following phases of intervention will be implemented:

### Phase One:

- (A)** - The parent or guardian will be contacted by the **homeroom teacher** after **five unexcused absences**. The attendance concern and home contact will be noted in PowerSchool.
- (B)** - The parent or guardian will be informed of the problem by the classroom teacher if a student's behaviour is considered a pervasive threat to the positive learning environment or an incident has occurred that warrants parental involvement.
  - The HVHS Conduct Policy is explained and, if necessary, reviewed with the student again. Appropriate sanctions or remediation, (ex. noon detentions to reflect, complete missed work, etc.) may be imposed at this time.
  - Not adhering to the assigned intervention is considered defiance. The student may be suspended from school or directed to the In-School Alternate Setting (ISAS) if available.
  - The teacher will inform the appropriate VP and the details of the incident will be entered into Power School.

### Phase Two:

- (A)** - After **6-10 unexcused absences** an administrator is to make contact with the parent or guardian to inquire about the reasons for missing time. Parent/guardian will be informed that ESST may be consulted on possible interventions from Tier 2 of the Pyramid of Interventions to address the non-attendance.
  - If an administrator cannot make direct contact with home a letter will be sent.
  - The continued attendance concern, and details of the home contact, will be entered into PowerSchool.
- (B)** - The teacher informs the administration of the student's continued misconduct. The parent or guardian is contacted by an administrator. Discussion will focus on the behavioural standards and expectations that are not being met. ESST will be consulted to review possible interventions from Tier 2 of the Pyramid of Interventions. Each situation will be handled with regard to both the student's needs and the learning environment of the remaining pupils in the class. Prior interventions will be taken into account to determine an appropriate course of action.
  - Not adhering to assigned interventions is considered defiance. The student may be assigned to our In-School Alternate Setting (ISAS), suspended, or sent home until a meeting can be arranged to determine how schooling can resume.
  - The administrator will enter the details of each incident onto the student's incident file in Power School.
  - The administrator will take action to support the assigned intervention(s) and to assist the student in understanding appropriate behaviours expected for the future.
  - A Guidance referral will be made at this time to assist the student in devising a plan for appropriate behaviour change.

### Phase Three:

- (A)** - After **11 unexcused absences** the administrator will confer with the ESST to determine appropriate action. Tier 3 of the Pyramid of Interventions will be activated.
  - The VP will meet with the student and call the home to explain how things will proceed.
  - A Performance Contract may be drawn up and signed.
  - If direct contact with parent or guardian cannot be made an excessive absence letter will be sent with a copy of the contract and an attendance report.
  - The interventions will be recorded in PowerSchool.
- (B)** - The teacher informs the administration of the student's continued misconduct; the teacher and VP will consult regarding possible solutions. ESST is enlisted to review and recommend appropriate measures to follow.
  - The VP contacts the home to discuss the situation, explain the sanctions being imposed and sets conditions of the Performance Contract. Should the student not comply with the conditions set, s/he will be sent home until a meeting with the parent or guardian can be arranged to sign the contract.
  - Interventions/contract will be recorded in PowerSchool.

### Phase Four:

- (A)** - Continued unexcused absences will result in suspension for the remainder of the semester with the right to appeal.
- (B)** - Where possible, the parent or guardian, teacher(s), guidance counselor and administration will confer to determine if any further interventions are appropriate before imposing a suspension. The student does not return to school from the time of notification until the meeting.