

The discipline policy is in place to minimize learning disruptions and maximize a healthy school community. The number one priority is the safety of students, staff and of anyone who is a member of the school community. As a school community we are committed to being aware of our own biases by paying attention to our thoughts and examining our beliefs to help identify the assumptions we hold.

The Pyramid of Interventions is in place to provide supports for students: to prevent incidences requiring an intervention, to provide supports throughout an intervention, and to set students up for success after an intervention.

Student Responsibilities <ul style="list-style-type: none"> To Work Hard, Be Yourself and Do the Right Thing To attend school and get caught up after absences. To reach out to staff to develop a plan before planned absences. To know and comply with the school rules. To bring all required materials. To treat students and staff with respect regardless of ethnic group, religion, gender, sexual orientation, colour, race, national origin and physical and mental ability. To respect public and private property. To follow the directions of school staff. To behave in a way that does not disrupt the learning of others and does not cause harm. To leave valuable items at home. To dress appropriately and be prepared for the weather. 	Teacher/Staff Responsibilities <ul style="list-style-type: none"> To Work Hard, Be Yourself and Do the Right Thing To build relationships with students. To post course communication and work on Teams or provide a link through Teams. To establish, post and reinforce classroom expectations for behaviour. To follow through with classroom and school rules in an equitable and consistent manner. To maintain a safe and well-organized classroom environment conducive to learning. To attempt to communicate with parents and administration when a student exhibits a pattern of concerning behaviours or unsatisfactory behavior. To treat parents, students and staff with respect regardless of ethnic group, religion, gender, sexual orientation, colour, race, national origin and physical and mental ability.
Parent Responsibilities <ul style="list-style-type: none"> To work as partners with the school. To communicate with teachers and/or staff when there is an issue, concern or idea. To communicate with students during non-class time. To encourage prompt and regular attendance at school. To notify the school when a student cannot attend. To reach out to staff to develop a plan before planned absences. To be available to school staff during the day. To cooperate with staff in supporting students with academic, social emotional, discipline or attendance problems. To know and review the school rules with students. To treat staff, students and parents with respect regardless of ethnic group, religion, gender, sexual orientation, colour, race, national origin and physical and mental ability. 	Administrator Responsibilities <ul style="list-style-type: none"> To Work Hard, Be Yourself and Do the Right Thing To inform staff, students and parents about the school rules and expectations. To form relationships with all school stakeholders. To be consistent and equitable when applying the discipline policy. To offer supports when and where needed (Pyramid of Interventions). To investigate before determining a violation has been committed. To listen to student voice. To treat staff, parents and students with respect regardless of ethnic group, religion, gender, sexual orientation, colour, race, national origin and physical and mental ability. To provide parents with information regarding the discipline process. To attempt to communicate with parents when a student exhibits a pattern of unsatisfactory behavior or concerning behaviours.

Behaviour	Expectations	Pyramid of Interventions for Infractions
Attendance	<p>WHY? Absenteeism has a negative effect on student success</p> <ul style="list-style-type: none"> Students will attend school all possible days with the exception of days when showing symptoms and/or following Public Health recommended exclusion. Students will check in at front reception with parentverification if they are late to school. Parents will either join their child at the front reception or they will call/email to verify their child’s tardiness. Parents will ensure that students attend school; in the event a child is absent for a legitimate reason (ie. appointment, illness) the parents will notify the school by phone or email (attendancehadleypw@wqsb.qc.ca). School staff will take attendance and communicate withparents in the event that there are any concerns. If a student will be away for an extended period of time for any reason – parents must request a meeting with their child’s grade level administrator a minimum of two weeks prior for approval and to outline a plan of action. Please refer to our Extra-Curricular Activity Policy. 	<p>If this is difficult for you, contact your grade level technician or the guidance department.</p> <ul style="list-style-type: none"> Parents will be notified by school staff if their child is absent or late to school and not verified. A student who has many absences and continues to be absent will have a plan-of-action meeting with school team, parent/guardian and student. Supports will be put in place for a successful re-entry. If the absences continue, a call will be made to Youth Protection. A student truant from class (absent without verification from parent or guardian). <ul style="list-style-type: none"> Possible interventions: Parent conference, detention, In school suspension, written warning, Intervention/support, exclusion from school activities, school community service Continued trancies: 1 day out of school suspension

Arrival to Class, Lates, and Class Dismissal	<p>Why? We are committed to bell to bell learning to maximize learning in class.</p> <ul style="list-style-type: none"> Students will be in class and prepared to work (i.e. sitting at their assigned location, with their required materials) before the bell rings to begin class (this includes putting away all electronics before the bell). School staff will keep records of class lates. The teacher dismisses students at the bell. Teachers will input lates with attendance 20 minutes into the class. They will indicate late slip in the comment section in MOZAIK. They will notify the student of their late slip. 	<p>If this is difficult for you, contact your grade level technician.</p> <ul style="list-style-type: none"> A student will not receive a consequence if the late is justified (late bus, parent drop off). Possible Interventions: <ul style="list-style-type: none"> warning, detention continued lates: 1 day suspension A late 20 minutes into a class is to be treated as a truancy.
Bullying (physical, emotional, cyber)	<p>WHY? Bullying behaviour has a devastating impact on all members of the school community</p> <ul style="list-style-type: none"> Students will behave appropriately, respecting individual differences and diversity. They will report and inform (parents/guardians, school staff, friends) if they are being bullied or if they see someone else being bullied. Students will help someone who is being bullied by taking a stand – reporting and supporting. Parents will watch for signs that their child may be the victim of bullying and watch for signs that their child is exhibiting bullying behaviour. They will speak to a teacher or administrator if their child is being bullied or they suspect that their child is bullying others. They will encourage open conversations with adults and encourage their children to tell a responsible adult if they are being bullied or suspect others are bullying. School staff will act as appropriate role models for all staff and students. They will take every precaution to ensure that students are always supervised. They will reinforce the message that teasing and/or bullying is not accepted or tolerated. They will be observant of signs of distress or suspected incidents of bullying. The staff will treat all reports or observed incidents of bullying seriouslyby reporting them immediately to the appropriate administrator. The staff will provide and foster an environmentwhere students feel they can speak to staff about their concerns. Please see Anti-bullying/Anti-violence Plan 	<p>If this is difficult for you, mediation is available, contact your vice-principal.</p> <ul style="list-style-type: none"> Official warning to stop offending (verbal and written) to the student(s)and parents or guardians. A student may be automatically suspended from school if the act of bullying is considered severe regardless if there have been previous issues. In the case of a serious incident of bullying, parents of both the victim and the student(s) committing the bullying-type behaviour are notified.The parents are informed of the allegations and are also informed about the student’s responses to these allegations (verbal and written). If they do not stop engaging in bullying behaviours after any warning from school staff, students will be suspended from school. Students who bully others may face one or more of the following consequences: <ul style="list-style-type: none"> Involvement in mediation Parents will be contacted by the school Recommendation for an out-of-school assessment Referral to the community officer Privileges will be withdrawn (e.g. detention, suspension, school activities,school services) In an incident where physical or emotional harm has been caused, an intake meeting will be held with an administrator. Student will also meet with a counsellor for a session to discuss restorative action strategies to move forward when appropriate.
Classroom Behaviour	<p>Why? We are committed to bell to bell learning in a safe, comfortable environment where students can learn and teachers can teach.</p> <ul style="list-style-type: none"> Students will behave in a manner that is conducive to learning for all and will respect both the school and individual classroom guidelines and standards established. School staff will model appropriate classroom behaviour and will monitor and follow up as needed. Parents will be contacted when necessary. 	<p>If this is difficult for you, contact your grade level technician or vice-principal.</p> <ul style="list-style-type: none"> The classroom teacher will engage one-on-one with the student who disrupts the learning in the classroom. The teacher may consult parents regarding student behaviour. The teacher may consult administration or a technician regarding student behaviour that disrupts learning. If student behaviour continues to disrupt the learning in one class and/or disrupting multiple classes the following interventions may take place: <ul style="list-style-type: none"> warning, detention, meeting with administrator, letter of warning continued misbehavior: 1- 3 day suspension A team conference held with the student, a parent/guardian, the technician, teacher(s) and an administrator A behaviour contract may be issued
Completion of Assignments	<p>WHY? Assignments provide opportunity for students to learn, practice and demonstrate their competency level.</p> <ul style="list-style-type: none"> Students will complete assignments to the best of their ability and hand them in as requested by their teachers. Teachers will provide students with sufficient time to complete assignments. Teachers will monitor and keep a record of assignment completion and may notify the technician for that grade level with any concerns. 	<p>If this is difficult for you, contact your grade level technician.</p> <ul style="list-style-type: none"> A student who has a pattern of not completing essential work/assessments will be referred to a technician to develop a plan. If the student’s behaviour continues, the following interventions may take place: <ul style="list-style-type: none"> Assigned work completion with technician A behaviour contract may be issued Assigned remediation or study hall In-school academic intervention Removal of extra-curricular activities A team conference may be held with the student, a parent/guardian, the technician, teacher(s) and an administrator

Dress Code	<p>WHY? To foster a sense of belonging, freedom of expression in a safe, welcoming and inclusive educational environment.</p> <ul style="list-style-type: none"> • Hadley-Philemon gear is welcome and encouraged. • Wear clothing that covers undergarments and buttocks. Undergarments must not be worn as outerwear. • Headwear and head coverings are allowed in the hallways and common areas, but the face must be visible. The teachers permission is required to wear headwear in a classroom. Eyes and ears need to be seen as engaged in learning. • Wear clothing with positive/neutral and non-violent images/messages. • Wear clothing with no references to drugs, alcohol, illegal activity, hate or discrimination, profanity, pornography; that incites violence or harassment; or threatens health and safety. 	<p>If this is difficult for you, contact your grade level technician.</p> <ul style="list-style-type: none"> • A technician will meet with a student not following guidelines to discuss the next steps – beginning with a cooperative, authentic dialogue and problem solving. • An administrator may follow up with the student and/or contact home.
<p>Drug, Nicotine or Alcohol Possession, Use and the Sale of Drugs, Nicotine or Alcohol</p>	<p>Why? It is against the law for minors to be in possession of and/or consume illicit substances.</p> <ul style="list-style-type: none"> • Students will refrain from using and/or trafficking drugs, nicotine products or alcohol when the school is responsible for the student (on the bus, on school property, during school hours and during school sanctioned events). • Students will not present themselves at school or at school events under the influence of any drug or alcohol. • The school administration reserves the right to perform any search deemed reasonable to ensure the safety of students and staff. • As per the laws in Quebec the consumption of alcohol, tobacco and cannabis are forbidden on school property by all individuals. • In addition, no individual can be in possession of illicit substances on or off campus during the school day. <p>The laws that govern us:</p> <p>L-6.2 - Tobacco Control Act (gouv.qc.ca)</p> <p>C-5.3 - Cannabis Regulation Act (gouv.qc.ca)</p> <p>I-8.1 - Act respecting offences relating to alcoholic beverages (gouv.qc.ca)</p> <p>Controlled Drugs and Substances Act (justice.gc.ca)</p>	<p>If this is difficult for you contact the school drug and alcohol technician or the guidance team.</p> <ul style="list-style-type: none"> • A student who is caught either under the influence, in possession, or trafficking any substances/items that are illegal for minors (drugs, nicotine products, alcohol, or any paraphernalia) will be suspended for 10 school days – the student will meet with the vice-principal to determine how many days will be an in-school suspension. • A technician will reach out to the student during the suspension to discuss a work completion plan. • The student can access Teams for work and communicate with teachers about school work during school hours. • A Pre-disciplinary meeting with parents, administration and a director will be held after a drug and alcohol suspension. <ul style="list-style-type: none"> ○ Expectations are made clear ○ A contract signed ○ Remediation schedule is shared ○ Any additional supports needed ○ Technician will check in on a regular basis • The school Drug and Alcohol Technician will follow up with the student upon their return from a drug and alcohol suspension. • A student who is caught trafficking drugs or with a quantity of drugs deemed to be for the purpose of sale, will be suspended for 10 school days pending a meeting with a director at the school board which may result in a discipline committee hearing. • A student who is caught a second time during their school career at Hadley/PWHS, either under the influence or in possession of illegal drugs or alcohol may attend a meeting with a director at the school board which will result in a discipline committee hearing and potential expulsion from school. • Refusal of a search is an automatic 10 day suspension pending a pre-discipline meeting with a Director at the school board.
Electronic Devices	<p>WHY? We are committed to bell-to-bell learning without distractions unless technology is being used to enhance the learning environment.</p> <p>The Minister of Education of Quebec issued a directive regarding the use of cellphones, headphones and other personal mobile devices by students.</p> <ul style="list-style-type: none"> • Phones will not be allowed on school property during school time. • Permission for use of cell phones must be given by administration for special circumstances. 	<p>If this is difficult for you, leave your device at home, or put it on airplane mode.</p> <ul style="list-style-type: none"> • If a device is seen or heard anywhere on school property during school time, it will be sent to the office for the rest of the school day. • Continued use of the device anywhere on school property during school time will result in the student’s parents being asked to pick up the device.
Failure to Serve a Detention	<p>WHY? To stop students from misbehaving and help reflect on actions.</p> <ul style="list-style-type: none"> • In the event that a student is served a detention, they will serve it as requested. • Students are aware of the consequences of their behaviour as outlined in the discipline policy. If they do not follow the code of conduct they will be given a warning, 25 min, 50 min, etc. They are responsible for verifying and attending assigned detentions. A list is posted at the office. 	<p>If this is difficult for you, discuss with your Vice-Principal</p> <ul style="list-style-type: none"> • If a student is late to a detention, they will serve the rest of the detention and one the next day. • Failure to report to a detention will result in two detentions. • If the student fails to report to these detentions, they may receive a suspension.
Leaving School Property	<p>WHY? Safety</p> <ul style="list-style-type: none"> • Hadley students are not permitted to leave school property during school hours, extra-curricular activities and school events. • Philemon students are permitted to leave school property at lunch. This is a privilege which may be revoked dependent on behaviour. 	<p>If this is difficult for you, discuss with your Vice-Principal.</p> <ul style="list-style-type: none"> • Hadley students may be suspended up to 3 days for leaving school property.

Lockers	<p>Why? Safety</p> <ul style="list-style-type: none"> Students will be assigned a school locker to use for the year. Students need to lock their locker with a lock (keep combination confidential). Students are not to share lockers. Students are responsible for the contents in their locker. Students will keep their lockers clean and organized. 	<p>If this is difficult for you, go to the main office.</p> <ul style="list-style-type: none"> If there is a concern of the contents in a locker the lock will be cut and a search will take place with two administrators. If students are in a locker not assigned to them, the lock will be cut and a gold lock will be put on the locker. The student will be relocated to their assigned locker. A technician might help a student organize and clean a locker if needed. Students may lose their privilege of using a locker if the expectations are not being met.
Respectful Behaviour	<p>Why? Mutual respect builds feelings of trust, safety and well-being</p> <ul style="list-style-type: none"> Students will treat others with respect at all times. This includes the use of respectful language and tone as well as respecting requests made by any staff member to follow school expectations. 	<p>If this is difficult for you, contact your grade level technician.</p> <ul style="list-style-type: none"> A student who is disrespectful towards others will be assigned a detention. In certain instances, for example, verbal violence, ongoing disrespectful behaviour or if racist, sexist, homophobic, transphobic, or other discriminatory slurs are made, students will be suspended from school for 3-5 days. Intentionally taking a video/picture of anyone without consent may result in 3-5 day suspension. In an incident where harm has been caused, an intake meeting will be held with an administrator. Student will also meet with a counsellor/technician for a session to discuss restorative action.
Theft	<p>WHY? Theft is a crime and causes harm</p> <ul style="list-style-type: none"> Students will respect the belongings of others. 	<ul style="list-style-type: none"> A student who steals will be required to repay the amount or dollar value of what was stolen. The police may be involved and will intervene with the student; the parents will be informed. In cases that warrant it, charges will be laid. A student who steals at school or during the school day will be suspended externally for up to 3 school days.
Possession of Weapon	<p>WHY? Safety</p> <ul style="list-style-type: none"> Students will not have any type of weapon or replica of a weapon in their possession at school. The school Administration reserves the right to perform any search deemed reasonable to ensure the safety of students and staff. Please refer to school board policy 	<ul style="list-style-type: none"> A student in possession of a weapon at school will be suspended 5-10 school days. The police will be involved and will intervene with the student. Parents will be notified; a re-entry meeting or pre-disciplinary meeting with parents will be held.
Vandalism	<p>WHY? Vandalism is a crime and causes harm</p> <ul style="list-style-type: none"> Students will be respectful of all school property. School staff will monitor and report any incidents of vandalism. 	<ul style="list-style-type: none"> A student who vandalizes school equipment or property will be required to compensate for full repair of the vandalism. Depending on the circumstances, the student may be assigned community service. A student who vandalizes at school or during the school day may be suspended externally. The parents will be advised. The police may be advised, and charges laid if appropriate.
Violence: Physical, Verbal, Psychological, Sexual, Financial	<p>WHY? Violence is a crime and causes harm</p> <ul style="list-style-type: none"> Students will respect the personal space of others. Students will refrain from any type of physical confrontation (play fighting or fighting). Students will refrain from any verbal aggression towards students and staff. Students will refrain from actions where one person asserts power over another in the form of physical, verbal, psychological, sexual and/or financial violence. 	<ul style="list-style-type: none"> Students involved in physical, verbal, psychological, sexual, and/or financial violence may be suspended for 3-10 days. Students who are involved in verbal aggression (including threats) may be suspended for 3-5 days. Students who enter into a minor physical altercation or play fighting (i.e. pushing/shoving each other) may be suspended up to 3 days. Students who are involved in a physical confrontation whereby punches or kicks are administered or any acts of sexual assault may be suspended for 5 school days and up to 10 days in the case of an assault. The police may be involved and will intervene with the student. ANY verbal violence, threat or physical violence towards a staff member may result in a 5-10 day suspension. An intake meeting will be held with an administrator. Student will also meet with a counsellor for a session to discuss restorative action.



PYRAMID OF INTERVENTIONS

Preventative Measures:

Relationships	Remediation	Parent Meetings	Level Meetings	Induction Assemblies
Code of Conduct	Target Setting	Indigenous Pedagogy/Support	At Risk tracking and Support	
Classroom Expectations	Do No Harm	Wellness	SEL	Transformational Culture Shift

Grade level
Technicians

Indigenous
Success

NAV

Ready Room

MAP/WOTP

At Risk
Technicians

Social Emotional/
Behaviour Supports

Special Education Technicians

- Caring Adult
- Social Emotional Support
- Communication with teachers
- Providing an alternative space (SAFE)
- Implementation of strategies
- Flagged to guidance counsellor
- Cooperative authentic dialogue/problem solving
- Work Completion

Resource Center

- Academic support for students not reaching their potential
- Scheduled resource groups
- Push-in model
- Support Teachers with different strategies
- Drop-ins with learning goal
- Support I.E.P. process

Guidance Counsellors/Academic Advisor

- Triage supports
- Make appropriate referrals (technician, social worker, DART, school S.)
- Mental Health Intervention
- Course selection
- Post Graduate support

Principal/VPs

- Student achievement (academic, behaviour, social emotional)
- School Organization
- Structures
- Staff Development
- Management

Resource Lead

English

Science/Math

French

Free Tutoring

Academic Supports

