



KENORA CATHOLIC DISTRICT SCHOOL BOARD

300 Student Procedures

AP 308: Safe Schools – Progressive Discipline: Pyramid of Intervention

The goal of this school policy is to support a safe learning and teaching environment in which every student can reach his or her full academic and spiritual potential.

Progressive discipline is a whole-school approach that utilizes a continuum of interventions programs, interventions, supports and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.

Schools should utilize a range of interventions. Supports and consequences that are developmentally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make good choices.

The staff uses a range of interventions, supports, and consequences that include learning opportunities for reinforcing positive behaviour while helping our students to make good choices.

1. Factors Considered When Applying Progressive Discipline

1.1 Mitigating Factors:

- (1) The pupil does not have the ability to control his or her behaviour
- (2) The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour
- (3) The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person

1.2 Other Factors:

- (1) The student's academic, discipline and personal history
- (2) Whether a progressive discipline approach has been attempted with the student, and if so, the progressive discipline approach(es) that has/have been attempted and any success or failure.

- (3) Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or harassment for any other reason.
- (4) How the suspension or expulsion would affect the pupil's ongoing education
- (5) The age of the pupil

1.3 Special Education Needs:

For students with special education needs, interventions, supports, and consequences must be consistent with the student's strengths, needs, goals, and expectations contained in his or her Individual Education Plan (IEP).

- (1) Whether the behaviour was a manifestation of the pupil's exceptionality
- (2) Whether appropriate individualized accommodation has been provided
- (3) Whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct or whether a suspension is likely to result in a greater likelihood of further inappropriate conduct.

2. Progressive Discipline Process:

- 2.1 The continuum of interventions in our progressive discipline model begins at the classroom level between the teacher and the student and then includes the student's parent/guardian.
- 2.2 A progressive discipline approach promotes positive student behaviour through strategies that include using prevention programs and early and ongoing interventions and supports, reporting incidents for which the principal must consider suspension or expulsion, and responding to incidents of appropriate and disrespectful behaviour when they occur.
- 2.3 Where inappropriate behaviour persists, ongoing interventions may be necessary to sustain and promote positive student behaviour and/or address underlying causes of inappropriate behaviour. Some examples of ongoing interventions are meeting with the parent(s), requiring the student to perform volunteer service to the school community, conflict mediation, peer mentoring, and/or a referral to counseling.
- 2.4 In considering the most appropriate response to address inappropriate behaviour, the following should be taken into consideration:
 - (1) The particular student and circumstances (e.g. mitigating or other factors)
 - (2) The nature and severity of the behaviour
 - (3) The impact on the school climate (i.e. the relationships within the school community)

3. Early and/or Ongoing Intervention Strategies:

Progressive discipline may include, but is not limited to, early and/or ongoing intervention strategies, such as:

- Contact with the pupil's parent(s)/guardian(s)
- Verbal reminders
- Review of expectations (including Code of Conduct)
- Contact with the pupil's parent(s)/guardian(s)
- Meetings with parent(s)/guardian(s), principal (and student where appropriate)
- Meetings with principal, teacher(s), student, parent(s)/guardian(s), support staff
- Work assignment with a learning component
- Detentions and/or loss of privileges
- Volunteer service to the school/community
- Peer mentoring
- Referral to counseling
- Referral to community agency for anger management, substance abuse, or other need
- Conflict mediation and resolution
- Restorative justice practices
- Consultation
- Involvement of police or school liaison office or probation and parole where appropriate
- Suspension 1-5 days - school work to be provided
- Suspension 6-20 days - student may be assigned to Safe School program
- Referral to Board for expulsion - expelled student may be assigned to a Safe Schools program

4. Range of Interventions, Supports and Consequences:

Progressive discipline may also include a range of **interventions, supports and consequences** when inappropriate behaviours have occurred, with a focus on improving behaviour, such as one or more of the following:

- Meeting with parent(s)/guardian(s), pupil and principal/vice principal
- Referral to a community agency for anger management or substance abuse counseling
- Detentions
- Withdrawal of privileges
- Withdrawal from class (time out)
- Restitution for damages
- Restorative practices
- Transfer to another school

5. Progressive Discipline Continuum:

Initial Warning ----- Suspension Next Steps

Verbal reminders	Written reflective assignments	Peer mentoring
Quiet area to work	Time-out	Removal from class
	Withdrawal of classroom privileges	
Teacher-student meeting	Meeting with parent	Meeting with parent/student/admin
	Home consequences	
Problem-solving activity	Office referral/detentions	Restitution for damages
		Conflict mediation
	Referral to counseling (school level)	Referral to community agency
	Update call to parent	
	Community service	Restorative practices

6. Ongoing Dialogue & Communication:

6.1 Ongoing dialogue with parents on student achievement and behaviour occurs through every step of our progressive discipline continuum.

6.2 It begins with the student’s classroom teacher and progresses to the school administration if needed.

6.3 Communication may take the form of:

- (1) **Student Agendas**
Expectations and key information is outlined in the opening pages of our school agenda and parents are directed to that information so that they understand the operation of the school and the rights and responsibilities of the each member of the school community, particularly the student.
- (2) **School Newsletters**
School newsletters are sent at the beginning of each month outlining key events and information necessary to keep parents and students informed.
- (3) **School Website**
School websites are frequently updated to act as a key information and communication tool for parents and all members of our school community school email address is available if parents have a general inquiry question.
- (4) **Phone Calls**
Teachers are accessible through phone calls and parents are encouraged to leave a voice mail for the teacher they wish to speak to so that their call can be returned outside of class time.
- (5) **Report Cards and Parent/Teacher Interviews**
- (6) **Face-to-Face Meetings**
Face-to-Face Meetings can be arranged with the school staff responsible for your child’s program each year (and may include resource staff and administration as well as classroom teachers).
- (7) **School Events**
Open houses, program nights, sporting events, school performances, book fairs, other special events.

7. Responding to Incidents:

- 7.1 The purpose of responding to incidents of inappropriate and disrespectful behaviour is to stop and correct it immediately so that the students involved can learn that it is unacceptable. “Behaviour that is not addressed becomes accepted behaviour”.
- 7.2 Board employees who work directly with students – including administrators, teachers, and non-teaching staff (including staff in social work, child and youth work, psychology, and related areas, and educational assistants) – must respond to any student behaviour that is likely to have a negative impact on the school climate.

- (1) Such behaviour includes all inappropriate and disrespectful behaviour at any time at school and at any school-related event if, in the employee’s opinion, it is safe to respond to it, in accordance with *Subsection 300.4 of Part XIII of the Education Act and Ontario Regulation 472/07*.
 - (2) Such inappropriate behaviour may involve swearing, homophobic or racial slurs, sexist comments or jokes, graffiti, or vandalism, and behaviour identified under sections 306 and 310 of the Education Act.
- 7.3 Responding may include asking a student to stop the inappropriate behaviour; naming the type of behaviour and explaining why it is inappropriate and/or disrespectful; and asking the student to correct the behaviour (e.g. to apologize for a hurtful comment and/or to rephrase a comment) and to promise not to do it again.
- (1) By responding in this way, board employees immediately address inappropriate student behaviour that may have a negative impact on the school climate.
 - (2) When board employees are aware that an incident involves a student with special education needs, they are expected to respond in a way that is appropriate in addressing any mitigating circumstances.

8. Reporting to Principals

- 8.1 The purpose of reporting incidents of inappropriate and disrespectful behaviour is to ensure that the principal is aware of any activities taking place in the school for which suspension or expulsion must be considered.
- 8.2 All employee reports made to the principal must be confirmed in writing, using Form #067 - *Safe Schools Incident Reporting Form – Part I*.
 - (1) Boards must specify on this form any other activities for which a student may be suspended or expelled, according to board policy.
 - (2) Boards must not make any other modifications to this form.

9. Supervised Alternative Learning (SAL)

9.1 Regulation 374/10

Although most students will attend and successfully complete secondary school, a small number of students are at risk of leaving school early for a wide variety of reasons. If the various retention and engagement strategies that schools use are not successful, *Ontario Regulation 374/10: “Supervised Alternative Learning and Other Excusals from Attendance at School”*, may be used by boards and schools to meet the needs of these students.

9.2 Reasons for Leaving Early

There are a variety of reasons why some young people leave school early:

- (1) Family reasons – they may lack parental support or have to act as caregivers in their family, or they may be parents themselves.
- (2) Economic reasons – they may be living independently and have to work to support themselves and/or their children.
- (3) Personal reasons – they may have behavioural problems, mental illness, or problems with substance abuse.
- (4) Authority issues - they may have had disagreements with individuals in authority or conflicts with the law.
- (5) Medical problems – they may have required treatment that interrupts their education.
- (6) School experience – they may not be succeeding academically, they may be bullied or may feel that they do not fit in, or they may have been absent for a long time and find re-entry difficult.
- (7) Alternative learning - Often these young people have a personal goal of obtaining credits and graduating, but many find it very difficult to do so. Some may need time away from school to deal with personal or family issues. Others may wish to continue learning, but not in a school setting.

9.3 Purpose

- (1) The Supervised Alternative Learning Committee considers applications made on behalf of students of at least fourteen years of age up to the age of school leaving.
- (2) The committee considers whether or not to approve learning programs that involve full-time or part-time employment at an approved work station; completion of a life skills course; or other studies acceptable to the committee.
- (3) The Supervised Alternative Learning Committee functions in accordance with the terms of *Ontario Regulation 374/10: “Supervised Alternative Learning and Other Excusals from Attendance at School”*.

9.4 Powers and Duties

The Supervised Alternative Learning Committee shall consider the application of any principal, parent, or student who has withdrawn from parental control to have the student participate in a S.A.L. program.

- (1) The committee shall also consider any oral or written submission made by any person in support or opposition to the application.

- (2) The committee may require the principal or any other employee of the board to report to the committee regarding the child for whom the application is made.

9.5 Membership

Every board is required to have a SAL Committee. The SAL Committee is composed of the following individuals, at a minimum:

- (1) One (1) supervisory officer who is qualified as a teacher
- (2) One (1) board trustee
- (3) One (1) community representative

9.6 Meetings

Called upon receipt of an application for a SAL program

9.7 Roles and Responsibilities

- (1) Publish SAL meeting dates in the board calendar.
- (2) Convene as a committee to review the application for SAL and the Supervised Alternative Learning Plan (SALP).
- (3) Invite attendees to the scheduled committee meeting .
- (4) Approve the application for SAL and modify the SALP if necessary or reject SAL for the student .
- (5) Ensure that all parties are notified (under the signature of the board supervisory officer on the committee) of the decision of the committee.
- (6) May suggest types or means of contact for monitoring and the preferred schedule for monitoring according to student needs.
- (7) May also choose to accept the student into SAL on a time-limited basis – e.g., for two months (This strategy is most often used when the motivation of the student to fully participate in the SALP is questionable.)
- (8) All should attend the SAL Committee meeting; principal, parent, student, and proposed primary contact.

STEPS IN SUPERVISED ALTERNATIVE LEARNING

Step	Key Actions	Details and Documentation
Procedures Preceding a Supervised Alternative Learning Application	<p>The Student Success team reviews the student's situation.</p> <p>All appropriate actions are considered.</p> <p>Information about options, including Supervised Alternative Learning, is shared with the student and parent.</p> <p>The level of the student's motivation and commitment to the program is assessed.</p>	<p>Strategies used prior to recommending Supervised Alternative Learning are documented.</p> <p>Attendance counsellor reports on the student's attendance history.</p> <p>Information on Supervised Alternative Learning is given to parent.</p>
Step 1: Application for Supervised Alternative Learning	<p>The parent, student or principal requests Supervised Alternative Learning for the student.</p> <p>The principal has 15 school days from receipt of request from parent or student to submit the application to the Supervised Alternative Learning Committee.</p> <p><i>Note:</i> The principal develops a Supervised Alternative Learning Plan only if he or she agrees with the request for Supervised Alternative Learning Plan.</p> <p>The principal files the Supervised Alternative Learning application with the Supervised Alternative Learning Committee.</p> <p>If the activity site is not at a board site, the site is visited to confirm that it is appropriate (e.g. it is checked for compliance with health and safety legislation and accessibility legislation). If the principal already knows the site is appropriate, a site visit is not required at the time.</p>	<p>Request for Supervised Alternative Learning should be in writing.</p> <p>Request includes a "Consent to Obtain/Release Information" form.</p> <p>Principal notes date of receipt on the request.</p> <p>Possible components of an application are the following:</p> <ul style="list-style-type: none"> • the Supervised Alternative Learning Plan, including a suggested primary contact • attendance report • OSR review • credit summary • employer agreement, if applicable • IEP, if applicable <p>Principal advises parent in writing that an application for Supervised Alternative Learning has been submitted.</p>
Step 2: Consideration of the Application	<p>Supervised Alternative Learning Committee schedules a meeting within 20 school days to review the</p>	<p>Parent is notified of date and time of the Supervised Alternative Learning meeting.</p>

	<p>application and invites:</p> <ul style="list-style-type: none"> • the parent • the student • relevant school and board staff • other relevant community members, with the agreement of the parent <p>The committee confirms the student's primary contact.</p> <p>Parent may request a reconsideration of the Supervised Alternative Learning Committee's decision within ten days.</p>	<p>Parent is notified of the decision of the Supervised Alternative Learning Committee.</p>
Step	Key Actions	Details and Documentation
Step 3: Implementation and Monitoring	<p>Before the student begins participating in an activity at a location that is not a board or school site (e.g., the proposed workplace, volunteer organization), the site is visited and is checked in terms of health, safety, accessibility, and other factors to ensure that it is appropriate.</p> <p>Monitoring is carried out by the student's primary contact at least once a month.</p> <p>Communication between student and primary contact is best achieved in person; however, other formats for monitoring could include telephone conversations, e-mail, teleconferences, video conferences and meetings with the student's primary contact.</p> <p>The primary contact may make minor changes to the Supervised Alternative Learning Plan over the course of the program.</p>	<p>The Supervised Alternative Learning Plan is filed in the OSR along with progress reports. Student and parent receive copies of the approved Supervised Alternative Learning Plan.</p> <p>Contacts between the student and the primary contact are documented.</p> <p>Reports on progress are issued to each Supervised Alternative Learning student following the same timelines as reporting for regular students.</p>
Step 4: Review and Transition Planning	<p>The primary contact reviews the Supervised Alternative Learning Plan fifteen school days before the plan expires; however, it is recommended that it be reviewed once per semester. The review is submitted to the principal.</p> <p>Substantial modifications to the</p>	<p>Review processes and decisions are tracked and documentation of reviews is filed in the OSR.</p> <p>If a plan is modified, the principal will provide a copy of the modified plan to the student and the student's parent.</p>

	<p>Supervised Alternative Learning Plan require the approval of the principal, a supervisory officer, the student and the parent.</p> <p>The Supervised Alternative Learning Committee may renew the Supervised Alternative Learning for a maximum of an additional academic year.</p> <p>The transition plan in the Supervised Alternative Learning Plan is further developed to support the student's transition from Supervised Alternative Learning to his or her next step.</p> <p>All Supervised Alternative Learning Plans expire June 30th of any school year.</p>	<p>Employer is notified of any changes made to the Supervised Alternative Learning Plan.</p> <p>The parent has input into the Supervised Alternative Learning Plan and receives a copy of changes to the Supervised Alternative Learning Plan and the renewal of Supervised Alternative Learning.</p> <p>The transition plan is filed in the OSR.</p>
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10. Suspension/Expulsion:

- 10.1 When a principal determines that a pupil has committed one or more infractions on school property, during school-related activities or events, and/or in circumstances off of school property, where the infraction has an impact on the school climate, a principal will consider whether that pupil should be suspended or be recommended to the Board Discipline Committee.
- 10.2 **Suspension/Expulsion Infractions:** (refer to AP 309 Safe Schools – Student Suspension & AP 310 Safe Schools - Student Expulsion)
 - (1) Uttering threats to inflict serious bodily harm
 - (2) Possessing alcohol or restricted drugs
 - (3) Being under the influence of alcohol
 - (4) Swearing at persons in position of authority
 - (5) Committing an act of vandalism
 - (6) Bullying
 - (7) Any other activity that is an activity for which a principal may suspend a pupil under a policy of the board.

10.3 Suspension, Investigation and Possible Expulsion:

The principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- (1) Possessing a weapon, including possessing a firearm.
- (2) Using a weapon to cause or to threaten bodily harm to another person.
- (3) Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
- (4) Trafficking in weapons or in illegal drugs.
- (5) Committing robbery.
- (6) Any other activity that, under a policy of a board, is an activity for which a principal must suspend a pupil and, therefore conduct an investigation to determine whether to recommend to the Board that the pupil be expelled.

Note:

If a pupil is suspended under this section s/he is suspended from his or her school and from engaging in all school-related activities.

10.4 Duration of suspension:

A principal may suspend a pupil under this section from 1 to 20 school days and, in considering how long the suspension should be, the principal shall take into account any mitigating or other factors prescribed by the regulations.

10.5 Assignment to program:

- (1) When a principal suspends a pupil under this section, s/he shall assign the pupil to a program for suspended pupils in accordance with any policies or guidelines issued by the Board (Refer to *Ontario Regulation 472/07, "Suspension and Expulsion of Pupils"*).
- (2) Students are entitled to a full disclosure of any charges against them and the nature of any evidence to support such charges. They are also entitled to present their version of the issue to the administration. **Key words during this process are respect and responsibility.**

11. Communication Strategy:

For a progressive discipline approach to be effective, it is important that all members of the school community, including teachers, students, and parents, understand and support the progressive discipline approach.

Forms Associated with this procedure:

- Form #88 – Checklist for Pre-Supervised Alternative Learning (SAL) Procedure
- Form #89 – Request for Supervised Alternative Learning (SAL) Procedures
- Form #90 - Supervised Alternative Learning Plan (SALP)
- Form #91 – Employer Agreement for a Student in Supervised Alternative Learning
- Form #92 – Letter Notifying Parents/Guardians of SAL Committee’s Decision – Granted
- Form #93 – Letter Notifying Parents/Guardians of the SAL Committee’s Decision – Not Granted
- Form #94 – Letter Notifying an Employer Whether or Not a Student Has Permission to Work – SAL
- Form #95 – Monitoring Log for a Student in SAL
- Form #96 – Request for the SAL Committee to Renew Supervised Alternative Learning
- Form #97 – Transition Plan - SAL

Legal References:

1. Education Act: Subsection 300.4 of Part XIII, Section 306 and Section 310
2. Ontario Regulation 472/07.

Appendices: **Supervised Alternative Learning**

1. Checklist of “Pre-Sal” Procedures
2. Template for a Request for Supervised Alternative Learning (SAL)
3. Template for a Supervised Alternative Learning Plan (SALP)
4. Sample of an Employer Agreement for a Student in SAL
5. Template for a Letter Notifying Parents/Guardians of SAL Committee’s Decision : Approval Granted
6. Template for a Letter Notifying a Parent of the SAL Committee’s Decision: Approval Not Granted
7. Template for a Letter Notifying an Employer Whether or Not a Student Has Permission to Work
8. Template for a Monitoring Log for a Student in SAL
9. Template for a Request for the SAL Committee to Renew Supervised Alternative Learning
10. Template for a Transition Plan

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