



KENORA CATHOLIC DISTRICT SCHOOL BOARD

300 Student Procedures

AP 308: Progressive Discipline: Promoting Positive Student Behaviour

All students are welcomed, respected, valued and supported in their learning and inspired to succeed in a culture of high expectations for learning. We believe at Kenora Catholic District School Board that students who have strong relationships and a positive sense of self – and who can understand and manage their own health and emotions – are in a better position to succeed.

To help students and their families, school and other members of the school community will:

- conduct anonymous school climate surveys of students, staff, and parents/guardians at least once every two years.
- respect individuals' dignity and diversity;
- ensure that every person receives fair and equitable treatment based on individual strengths and needs;
- consider the root causes of student behavior;
- improve strategies that focus on prevention and early intervention to resolve behavioural issues;
- enhance the school's approach to student discipline;
- support student achievement and prepare students for their role as engaged, productive, and responsible citizens.

1. Factors Considered When Applying Progressive Discipline

1.1 Mitigating Factors

These should be considered when applying progressive discipline.

A student specific plan may be developed if:

- (1) The student does not have the ability to control his or her behaviour
- (2) The student does not have the ability to understand the foreseeable consequences of his or her behaviour
- (3) The student'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 history.
- (2) Whether a progressive discipline approach has previously been used with the student.
- (3) Whether the activity for which the student may be or is being disciplined (including suspension or expulsion) was related to any harassment of the student because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or other harassment-
- (4) How the suspension or expulsion would affect the student's ongoing education
- (5) The age of the student.

1.3 Special Education and Mental Health Needs

For students with special education and mental health needs, interventions, supports, and consequences must be consistent with the students' strengths, needs, as well as program goals, and learning expectations documented in his or her Individual Education Plan (IEP).

The following must be taken into account when considering discipline measures:

- (1) Whether the behaviour was a manifestation of a disability identified in the student's Identification and Placement Review Committee (IPRC) and/or Individual Education Plan.
- (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 student's behaviour or conduct.

2. Progressive Discipline Process:

2.1 Communication Strategies:

The continuum of interventions in our progressive discipline model includes teachers, administrators and other school staff who play an important role in supporting students. A positive school climate also includes the participation of the school community, including parents/guardians and the broader community. Ongoing dialogue with parents/guardians on student achievement and well-being occurs through every step of our progressive discipline continuum.

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

Communication may take the form of:

- (1) **Student Agendas**
- (2) **School Newsletters**
- (3) **School Website**
- (4) **Phone Calls and Email**
- (5) **Report Cards and Parent/Teacher Interviews**
- (6) **Face-to-Face Meetings**
- (7) **School Events**

2.2 Intervention Strategies

A progressive discipline approach promotes positive student behaviour through a range of prevention programs, interventions, supports, and consequences, including circumstances in which short-term suspension, long-term suspension, or expulsion may be the response required.

Progressively more serious consequences should be considered for inappropriate behavior that is repeated, taking into account mitigating factors

The Kenora Catholic District School Board has embraced a **Tiered Model** of intervention for the purpose of encouraging appropriate student behaviour, as follows:

Tier 1: Intended for all students, these are prevention or early intervention strategies within the classroom that encourage pro-social behaviour and attainment of the Ontario Catholic Graduate Expectations.

Tier 2: Intended for some students who require additional student specific support to achieve continued success.

Tier 3: Intended for those few students who are involved in incidents that required intense or immediate consequences.

The Tiers are not necessarily sequential, and decisions will be made based on the best interests of the students.

In considering the most appropriate response to address inappropriate behaviour, the following should be taken into consideration:

- (1) The particular student and circumstances.
- (2) The nature and severity of the behaviour.

- (3) The impact on the school climate, including the impact on students or other individuals in the school community.

3. The Tiers of Intervention

Progressive discipline is a whole-school approach that utilizes a continuum of interventions, programs, 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 tiered framework that shifts the focus to one that promotes healthy and supportive relationships.

3.1. Tier 1: Classroom Preventative Intervention Strategies:

Progressive discipline at Tier 1 may include, but is not limited to strategies, such as:

- Providing universal design for learning, differentiated instruction, and a tiered approach to prevention and intervention
- Establishing and communicating classroom expectations that align with school code of conduct
- Teaching and reminding students of appropriate behavior and problem solving/reflection strategies
- Making use of effective classroom management strategies such as:
 - Quiet area to work
 - Built in breaks
 - Peer mentoring
 - Conflict mediation and resolution
 - Modification of privileges/behaviour contract
 - Reinforce appropriate behaviour
 - Develop transition plans
 - Refer to Board supports
- Communicating with parents/guardians (agenda, phone call, conference)

3.2 Tier 2: Interventions, Supports and Consequences:

Progressive discipline is an educational strategy that focuses on promoting positive behaviour using proactive steps, to address the causes and applying appropriate and proportional responses to negative behavior. When Tier 1 interventions alone are ineffective in promoting the appropriate behaviour, interventions, supports and consequences in Tier 2 could include:

- Speak with student and state expectations for behavior (as reflected in the school code of conduct, the seven grandfather teachings, the Catholic graduate expectations)
- Reflection sheet completed by student and sent home to be signed by parents/guardians
- Communicate with parents/guardians (phone call, letter, meeting)
- Supervised independent study
- Conflict mediation
- Peer mentoring
- Modification of privileges
- Creation and implementation of behaviour success plan, transition plan, and/or safety plan
- Volunteer service to the school/community
- Restitution for damages
- Referral to the In school Diagnostic and Prescriptive Team (IDAPT)
- Restorative practices

3.3 Tier 3: Personalized and/or Intensive Interventions and Consequences

There are times when Progressive Discipline requires more intensive and/or immediate intervention. This could include, but is not limited to:

- Restorative Practices
- Principal Investigation
- Suspension or referral to Board for expulsion
- Legal consultation
- Alternative programming
- Referral to In School Diagnostic and Prescriptive Team (IDAPT)
- Supervised Alternative Learning (see Appendix 1)
- School Transfer
- Consultation with Senior Administration

4. Roles and Responsibilities for ALL staff:

4.1 Reporting of Incidents

All Board employees who work directly with students – including administrators, teachers, and other school staff must respond to any student behaviour that is likely to have a negative impact on the school climate.

- (1) Such behaviour includes serious student incidents and 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 s300.4 of Part XIII of the Education Act and Ontario Regulation 472/07*.

Such inappropriate behaviour may involve bullying, swearing, homophobic or racial slurs, sexist comments or jokes, graffiti, or vandalism.

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).

When board employees are aware that an incident involves a student with special education needs, they are expected to respond in a way that takes into account information in the student's IPRC/IEP

4.2 Reporting in Unsafe Conditions

Ontario Regulation 472/07 specifies that board employees are not required to respond to incidents when, in their opinion, responding would cause immediate physical harm to themselves or to a student or another person.

4.3 Reporting Suspension/Expulsion related incidents

Incidents that may result in suspension must be reported to the principal and confirmed in writing (see Section 5).

4.5 Communication

A clear line of communication with parent/guardian should be maintained at all times.

4.6 Confidentiality

Confidentiality must be adhered to at all times.

4.7 Supports for Students

The Kenora Catholic District School Board provides supports for all students who are affected by serious student incidents and all inappropriate behaviour, and for those who engage in these types of incidents, to assist them in developing healthy relationships, making choices that support continuing their learning, and achieving success.

Supports may be provided by employees of the board, through board programs and resource personnel, or through community-based service providers, including social service agencies and mental health services.

In responding to any incident, board employees who work directly with students must act in a timely, sensitive, and supportive manner. They are expected to support students – including those who disclose or report incidents and those who wish to discuss issues of healthy relationships, gender identity, and sexuality – by providing them with contact information about professional supports (e.g., public health units, community-based service providers, Help Phone lines).

4.8 Reporting to Principal

The purpose of reporting serious student incidents (as described in sections 306 and 310 of the Education Act) is to ensure that the principal is aware of any activities taking place in the school for which suspension or expulsion must be considered and to help ensure a positive school climate.

In cases where an immediate action is required, a verbal report to the principal may be made no later than the end of the school day. The employee must consider the safety of others and the urgency of the situation in reporting the incident. A written report must be made when it is safe to do so. Where the principal is the sole witness to an incident, the principal is similarly required to use the reporting form to confirm in writing what he or she witnessed.

In certain situations, members of the College of Psychologists of Ontario or the Ontario College of Social Workers and Social Service Workers who are engaged in a clinical relationship with a student shall report incidents of behaviour for which suspension or expulsion must be considered to the principal as soon as it is, in their professional opinion, reasonably possible to do so without having a negative impact on the nature of the clinical relationship, in accordance with section 300.2 of Part XIII of the Education Act. They shall also report, in a manner that is consistent with the code of ethics and the standards of practice of their respective professions, matters that could result in the student's doing physical, emotional, or psychological harm to him- or herself or to others.

All employee reports, including those made to the principal verbally, must be confirmed in writing, using Form #067 - *Safe Schools Incident Reporting Form – Part I, to the principal in a timely manner.*

- (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.

5. Roles and Responsibilities for Principals

5.1 Disclosure of Students' Personal Information

Given their obligation to respond to serious student incidents and all inappropriate and disrespectful student behaviour that is likely to have a negative impact on the school climate, board employees (including occasional employees) who work directly with students may need to know, for any particular student, those behaviour(s) that may present a potential risk of physical harm to school staff or students as documented as part of progressive discipline in the student's Ontario Student Record (OSR).

Principals are only permitted to share information documented in the OSR with board employees who do not have access to the OSR, if disclosure is necessary, so that employees can carry out their duties, including their duty to respond to inappropriate and disrespectful student behaviour. In such cases, principals may share only the necessary information pertaining to behaviour that may present risk of physical harm.

The Kenora Catholic District School Board has clear procedures in place for both teaching and non-teaching staff regarding the confidentiality of student information. Prior to disclosure, the principal must inform staff that they must treat any information disclosed about a student or incident as confidential.

5.2 Notifying Parents

Principals are required to notify the parents of students who have been harmed as the result of a serious student incident (Section 300.3 of the Education Act). Principals shall disclose the following information:

- the nature of the activity that resulted in harm to the student
- the nature of the harm to the student
- the steps taken to protect the student's safety, including the nature of any disciplinary measures taken in response to the activity
- the supports that will be provided for the student in response to the harm that resulted from the activity

Principals are required to notify the parents of students who have engaged in serious student incidents (Section 300.3 of the Education Act). Principals shall disclose the following information:

- the nature of the activity that resulted in harm to the other student
- the nature of the harm to the other student
- the nature of any disciplinary measures taken in response to the activity
- the supports that will be provided for the student in response to his or her engagement in the activity

A principal shall not notify a parent of a student if, in the opinion of the principal, doing so would put the student at risk of harm from a parent of the student, such that notification is not in the student's best interest.

Under subsection 301(5.5) of the Education Act, when principals have decided not to notify the parents that their child was involved in a serious student incident, as described above, they must, in accordance with Ontario Regulation 472/07, document the rationale for this decision and notify both the teacher who reported the incident and the appropriate supervisory officer of this decision.

Principals shall also, if they determine it is appropriate to do so, inform other board employees of this decision.

Principals should refer students to board resources or to a community-based service provider that can provide the appropriate type of confidential support when his or her parents/guardians are not called (e.g., counselling; a sexual assault centre; Kids Help Phone; Lesbian, Gay, Bisexual, Transgendered Youth Line).

In circumstances where board employees have reason to believe that a student may be in need of protection, board employees must call a Children's Aid Society according to the requirements of the Child and Family Services Act.

5.3 Incident Reports

The principal must investigate and document all reports submitted by *board* employees or third parties upon receipt of Form #067 *Safe Schools Incident Reporting Form – Part II*.

- (1) Each report should be assigned a number for filing and retrieval purposes.
- (2) The principal will provide the employee who reported the incident with written acknowledgement normally within two school days, using the Form #068 *Safe Schools Incident Reporting Form – Part II*.
- (3) Once the investigation is complete the principal will communicate the results of the investigation to the board employee or third party who made the report, normally within five school days. Communication between the principal and school staff about the investigation and the results of the investigation is a shared responsibility, and is an important factor in meeting student needs and fostering collaboration in the school.
- (4) If no further action is taken by the principal, the principal is not required to retain the report. Information that could identify the student(s) involved must not be part of the acknowledgement.
- (5) The principal must not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation, in accordance with subsection 300.2(5) of the Education Act. This information must be provided in a timely manner so that school staff can work with the principal to best meet the needs of students, support a positive school climate, and help prevent future inappropriate behaviour from taking place.
- (6) Monthly reports of all Safe School Incident Reporting Forms will be provided to the health and safety committee.

5.4 Ontario Student Record (OSR):

If the principal has decided that action must be taken as a result of a serious student incident the or she will file a copy of the reporting form with documentation indicating the action taken in the OSR of the student whose behaviour was inappropriate.

The names of all other students that appear on the form – both students who engaged in the activity and students who have been harmed – must be removed from the form before it is filed.

Where the principal has taken action in the case of **more than one student**, a copy of the reporting form with documentation indicating the action taken must be filed in the OSR of each student whose behaviour was inappropriate. The names of all other students that appear on the form – both students who have engaged in the activity and students who have been harmed – must be removed from the form before it is filed.

In the case of the student who has been harmed, no information about the incident must be placed in his or her OSR, unless that student's parents expressly request that it be placed in the OSR.

In situations where the student who has been harmed has also engaged in a serious student incident, information regarding the incident and the action taken will be placed in the student's OSR.

The form and documentation must be kept in the OSR for a minimum of one year.

If the principal has identified the incident as violent, and if the student engaged in the incident is a student of the school, the reporting form must be retained in that student's OSR for:

- one year, if the student's suspension was quashed or withdrawn and the record of suspension expunged. Documentation of any other action taken (other than suspension or expulsion) must also be retained for this period;
- three years, if the student was suspended for the violent incident;
- five years, if the student was expelled for the violent incident.

For non-violent incidents, if no further action is taken by the principal, the principal is not required to retain the report.

6. Roles and responsibilities of Third Party Agencies

In addition to employees of the board, third parties, specified below, who are under contract or agreement with the board are required to report such incidents in writing to the principal of the school. The requirements for boards are as follows:

- school bus drivers in their transportation policies and contracts.
- employees and contractors as a condition in their agreements with third-party operators who are providing before- and/or after-school programs for Kindergarten on the school site in accordance with Ontario Regulation 221/11, "Extended Day and Third Party Programs", made under the Education Act.
- other individuals who are not employees of the board who come into direct contact with students on a regular basis, as outlined in subsection 302(3.1) of Part XIII of the Education Act, to report such matters to the principal (e.g., outdoor education instructors).

7. Definitions of Key Terms: Suspension

- 7.1 A principal shall consider whether to 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:

- Uttering a threat to inflict serious bodily harm on another person.
- Possessing alcohol or illegal drugs.
- Being under the influence of alcohol.
- Swearing at a teacher or at another person in a position of authority.
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school.
- Bullying.
- Any other activity act considered to be injurious to the moral tone of the school and/or to the physical or mental well-being of others
- Any act considered to be injurious to the physical or mental well-being of any member of the school community
- Any act considered to be a serious violation of the requirements for the student behavior and/or a serious breach of the Catholic Code of Conduct

7.2 Factors principal must consider

In considering whether to suspend a pupil, a principal shall take into account any mitigating or other factors prescribed by the regulations.

7.3 Suspension, Investigation and Possible Expulsion:

A 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:

- Possessing a weapon, including possessing a firearm.
- Using a weapon to cause or to threaten bodily harm to another person.
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
- Committing sexual assault.
- Trafficking in weapons or in illegal drugs.
- Committing robbery.
- Giving alcohol to a minor.
- Bullying, if,
 - i. the pupil has previously been suspended for engaging in bullying, and
 - ii. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.
- Any activity listed in subsection 306 (1) of the Education Act that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.

7.4 Duration of Suspension:

In determining how long a suspension should be, the principal shall take into account any mitigating or other factors prescribed by the regulations.

Program Requirements for less than six days:

Homework packages for these students will be provided to ensure that progress can be made on their academic requirements

Program Requirements for six to ten school days:

Student Action Plan (SAP) must include an academic component to support the student in continuing his or her education.

Program Requirements for eleven to twenty school days:

The program provided for in the SAP will consist of both an academic and a non-academic component to support the student on a long-term suspension of eleven to twenty school days in continuing his or her education. The Kenora Catholic District School Board must also consider continuing any types of support that may have been in place for the student prior to the suspension. In the case of students with special education needs, boards are required to provide appropriate support consistent with the student's IEP.

Programs for students pending an expulsion:

If a student on a long-term suspension pending an expulsion hearing is expelled, and the student makes a commitment to attend a board program for expelled students, the SAP should be carried forward into the new program.

7.5 Components of Programs for Students on Long-Term Suspension:

The Kenora Catholic District School Board will:

- determine the content and balance of the program for each student for both the academic and non-academic components of the program.
- the content and balance of the program for a student will depend on the needs of the student, the length of the suspension, and the nature and severity of the behaviour that led to the suspension, including any mitigating or other factors.

Academic Component

- All students on a long-term suspension (more than five school days) have the opportunity to continue their education.
- Students will have the opportunity to continue or complete programs of study, including assignments, homework, and any other work evaluated in their regular classes.
- In all cases, every effort must be made to maintain the student's regular academic course work throughout the suspension period.
- The academic component must follow the curriculum outlined in the Ontario curriculum policy documents, unless the student has an IEP that provides for modifications to the Ontario curriculum or an alternative program.
- The academic component may include, but is not limited to, the provision of distance learning, e-learning, remedial help in literacy and numeracy, individual instruction, and/or opportunities within the board.

Elementary school students must be supported in continuing to acquire the necessary knowledge and skills outlined in the Ontario curriculum policy documents for elementary

schools. Secondary school students must be supported in continuing to earn credits towards their Ontario Secondary School Diploma.

Non-academic Component

- Students on a long-term suspension of more than ten school days must be given opportunities to work on the development of positive attitudes and behaviours. Identifying and addressing the underlying causes of the student's behaviour will help reduce the risk that the student might be given a suspension or expulsion in the future.
- Students may require a range of services and types of support that may include access to culturally appropriate support.
- Appropriate support and/or a student's referral to community-based service providers and/or support through other methods, such as remote access to resources (e.g., video conferencing, telepsychiatry) will be made as needed.
- To meet the alternative programming requirements of a student with special education needs, the student's IEP will be used.

7.6 Definition of Key Terms: School Transfers Related to School Safety

In cases where students are being transferred to another school in order to preserve school safety there will be a transfer meeting between the school from which the student is being transferred and the receiving school. The purpose of the transfer meeting is to put in place a transition strategy to identify any additional supports and resources that the student may require. Prior to the start of the transfer meeting, the principal must inform all staff in attendance that they must treat any information about the student and the incident disclosed at the meeting as confidential.

- In cases where the transfer is necessary to protect a student, it is preferable that the student who has been harmed not be moved.
- The transfer meeting must include the teachers and other school staff that will have regular direct contact with the student.
- The student that is being moved and his or her parents should also be invited to the transfer meeting. Schools must make reasonable efforts to accommodate parent participation at this meeting.
- The transfer meeting must occur prior to the day or on the day the student is transferred. When the meeting occurs on the day the student is transferred, it must occur before the student attends class.
- The receiving school must also be in possession of the student's OSR prior to the occurrence of the transfer meeting, and the OSR must be available to be consulted at the meeting.

7.7. Definition of Key Terms: Developing and Implementing the Student Action Plan (SAP)

The Kenora Catholic District School Board will ensure that:

- The SAP will be developed by the principal in cooperation with appropriate staff, the student, and his or her parent(s). It is important that parents participate in the development and implementation of the SAP on an ongoing basis.
- A SAP is developed for every student on long-term suspension who agrees to commit to the plan.
- The SAP will outline the objectives for students and be tailored to meet the specific needs of the student.
- The student and/or his or her parent(s) must notify the principal verbally or in writing that the student is committed to attending the program. Once the principal has received this notification, development of the SAP must begin immediately.
- The SAP will be implemented as soon as possible in order to facilitate the continuation of the student's learning during the suspension period.
- Every effort will be made to provide an opportunity for the student to maintain his or her regular academic course work throughout the suspension period.
- The types of support required to assist the student in continuing his or her learning are coordinated.
- For students with special education needs appropriate support consistent with the student's IEP will be provided.
- For students on a long-term suspension pending expulsion, a homework package will be provided until the SAP is in place
- In the case of an expelled student who attended a program for students on long-term suspension, the student's SAP should be carried forward into the program for expelled students.

7.8. Definition of Key Terms: The Planning Meeting:

The Kenora Catholic District School Board will:

- Hold a planning meeting that will include school and board staff and the student, where possible, the student's parent(s) or other significant family member(s), as well as the student's teacher(s).

The purpose of the planning meeting is to:

- identify the needs of the student;
- identify the student's risk factors and protective factors;
- clearly identify any types of support that the student may need to continue his or her learning;
- establish the objectives of the SAP.

7.9. Definition of Key Terms: The Re-entry Meeting:

- The principal shall hold a meeting with school and board staff, the student, and, where possible, the student's parent(s) before the student returns to school.

- The purpose of this meeting is to facilitate the student’s transition back to school.

8. Building Partnerships

The Kenora Catholic District School Board will, wherever possible, collaborate to provide coordinated prevention and intervention programs and services and, where possible, share effective practices. (Please also refer to Policy AP 209.)

9. Professional Development Strategies for Administrators, Teachers and Other School Staff

The Kenora Catholic District School Board will establish and provide annual professional development programs to educate teachers and other school staff about the prevention of inappropriate behaviour and strategies for promoting a positive school climate, in accordance with subsection 170(1) of the Education Act.

The Kenora Catholic District School Board will ensure that members of the school community are aware of the board’s policy on progressive discipline, including students, parents, school secretaries, custodians, volunteers, community-based service providers, school bus operators and drivers, early childhood educators, and employees and contractors of third-party operators of before- and/or after-school programs supporting the Full-Day Kindergarten program on the school site.

10. Communication Strategy

To support a whole-school approach the Kenora Catholic District School Board communicates this procedure to:

- all students
- parents/guardians
- staff members
- the Special Education Advisory Committee
- Catholic School Council members
- Catholic Parent Involvement Committee

11. Monitoring and Review

The Kenora Catholic District School Board will direct schools to evaluate the effectiveness of their safe schools policies and programs through the use of school climate surveys of students, parents, and staff, which must be undertaken every two years at a minimum.

12. Delegation of Authority Regarding Discipline

Changes to the Education Act provide a principal with the authority to delegate, please refer to “AP 115: Delegation of Authority regarding Discipline”.

Legal References:

Subsection 302(2) of Part XIII of the Education Act
Sections 306 and 310 of the Education Act.
PPM 145
AP 115
AP 209

Forms:

067 Safe Schools Incident Reporting Form – Part 1
068 Safe Schools Incident Reporting Form – Part II
057 Violent Incident Reporting Form

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Appendix One

Supervised Alternative Learning (SAL):

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.

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.

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”*.

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.

Membership

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

Meetings

Called upon receipt of an application for a SAL program

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</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>

	<p>legislation and accessibility legislation). If the principal already knows the site is appropriate, a site visit is not required at the time.</p>	
<p>Step 2: Consideration of the Application</p>	<p>Supervised Alternative Learning Committee schedules a meeting within 20 school days to review the 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 date and time of the Supervised Alternative Learning meeting.</p> <p>Parent is notified of the decision of the Supervised Alternative Learning Committee.</p>
<p>Step</p>	<p>Key Actions</p>	<p>Details and Documentation</p>
<p>Step 3: Implementation and Monitoring</p>	<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, email, 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</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>program.</p> <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 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>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>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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Forms Associated with this appendix:

- 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.