

Kehila Jewish Community Day School **Progressive Discipline Policy**

March 2013

Introduction:

The Kehila Board "...acknowledges and supports the importance of actively promoting and supporting appropriate and positive student behaviours that contribute to and sustain a safe, inclusive, and accepting learning and teaching environment in which every student can achieve to his or her full potential."
(Policy/Program Memorandum No. 145, 2)

It is important that all members of the school community work cooperatively together to make sure that Kehila is safe, inclusive and accepting. This involves respectful and caring relationships between staff, between students, between staff and students, and between parents and staff. It takes a whole community to educate a child and this is most effectively accomplished within a positive school climate.

The Ontario Ministry of Education defines school climate as, "The learning environment and relationships found within a school and school community." (ibid., 2) This positive school climate can only exist and be nurtured when all school community members feel safe, included, and accepted and are active proponents of positive behaviours and interactions.

Progressive Discipline

Progressive discipline is a school-wide approach that makes use of prevention programs, interventions, supports, and consequences to address inappropriate behaviours and builds upon strategies that promote positive actions. In the event that an inappropriate behavior occurs, disciplinary measures should be applied that shifts the focus from a punitive approach to one that is corrective and supportive and invites parents to become actively involved within the problem-solving process. Kehila will utilize a range of reactions and consequences for inappropriate behaviours, including consequences that are appropriate for the individual and include learning opportunities for reinforcing positive behavior.

Our progressive discipline approach will focus on prevention and early intervention as the key to maintaining a positive school-learning environment. Intervention strategies should provide students with appropriate supports to address inappropriate behavior that will result in an improved school climate. These strategies will include ongoing communication with parents, verbal reminders to the student and/or written assignments with a learning component that require the students' reflections about the issue. If these interventions are not successful, parental involvement will be invited. To ignore unacceptable behaviours at school (1) does not provide the person with the guidance that is needed to correct the situation and (2) serves to reinforce those behaviours.

Responding to Incidents

In order to reduce incidents that can have a negative impact on school climate, such as disrespectful behavior and inappropriate behaviours, all Kehila staff members must respond to these incidents. Responding may take the form of asking the student to stop the inappropriate behavior, naming the specific behavior, as well as explaining why it is unacceptable and/or disrespectful; and asking the student to correct the behavior. If a Kehila staff member feels that by responding they will be placed at physical risk, they are to refrain from addressing the concern and to report the incident to the school principal. When this type of incident occurs, the principal will notify the parent(s), disclosing the following:

- the nature of the activity
- the nature of the harm to the students, as appropriate
- the steps taken to protect the students' safety, including the nature of any disciplinary measures taken in response to the students' activity
- an invitation to meet with the student's teachers to cooperatively develop a plan

Relationships that include both school staff and parents, help to nurture a positive school environment and support the progressive discipline approach.

The Role of Principals

The Kehila Board of Directors encourages its school to actively involve parents in the progressive discipline approach. The school is developing strategies for dealing with inappropriate behaviours. When these behaviours do arise, a range of interventions, supports and consequences will be employed to correct the behaviours.

Consequences for inappropriate behaviour will follow the sequential steps below if misbehaviours are repeated:

- Step 1: a discussion with the student to correct the behavior;
- Step 2: loss of privileges, as appropriate;
- Step 3: a notification to parents that there are concerns;
- Step 4: an invitation to the parents to cooperatively develop an action plan for the student's improvement, with school staff; and in ongoing misbehaviours and/or for serious situations
- Step 5: removal from school/class for a period of time

Principals play a critical role in the implementation of progressive discipline and the use of effective early stage intervention strategies. Principals provide leadership in the daily operation of their school, which is evident in their care for the school community and by holding everyone under their authority accountable for his or her behavior. The response in each case will be in line with each child's behaviour and may differ from child-to-child. In addition, it is the principal's responsibility to share concerns with parents and to suggest possible community supports that may be considered.

Reporting Parent Concerns and Follow-up About Inappropriate Teacher Behaviour

In the event that a parent is concerned about the inappropriate behaviour of a staff member, the procedure will usually be as follows:

- The parent will first discuss the concern with the teacher; in the event that the relationship is such that this cannot occur, the parent will approach the principal for follow-up and resolution of the issue;
- Prior to the principal becoming involved, he or she will arrange for a 1:1 meeting to clarify that the parent has first attempted to deal directly with that staff member or is unable to do so;
- If the teacher has been approached or the parent feels unable to discuss the issue with the teacher, the principal will then follow-up collecting information about the incident involved;
- The principal will then communicate with both the parent and the teacher regarding his or her findings and recommendations regarding follow-up;
- If the parent is dissatisfied, they may submit a formal complaint to the Board;
- If the staff member in question is the principal, the parent will report their concerns directly, in writing, to the board with a copy to the principal

Once the Kehila Board receives the formal written complaint, selected members of the Education Committee will investigate the situation within 10 school days, as possible. They will first meet 1:1 with the parent to hear about the complaint and then 1:1 with the principal to hear the school's response and perspective. A final report, including recommendations to resolve the issue, will be shared with both parties within 20 school days of the meetings.

Reporting Concerns and Follow-up About Inappropriate Parent Behaviour

In the event that a staff member is concerned about the inappropriate behaviour of a parent, such as harassment, the procedure will be as follows:

- Notify the principal of the issue;
- The principal will determine if the issue is such that the staff member is unable to discuss this with the parent;
- If the teacher has attempted to resolve the issue with the parent, without success, the principal will then follow-up by collecting information about the incident;
- the principal will then investigate the facts about the stated concern and arrange for a 1:1 meeting with the parent to listen to their concern;
- The principal will then try to arrange for a meeting with both parties to communicate his or her findings and recommendations;
- If the staff member who has the concerns is the principal, he or she may decide to submit a formal written complaint to the Kehila Board.

Once the Kehila Board receives a formal written complaint, on the correct form (see attached) a subcommittee of the Education Committee will investigate the situation within 10 school days. They will first meet 1:1 with the principal to hear about the complaint and then 1:1 with the parent to listen to their response and perspective. A final report, including recommendations to resolve the issue, will be shared with both parties within 20 school days of the meetings.

Appendix i
Reporting Form

<input type="checkbox"/> Parent submission	<u>Submission date:</u>
<input type="checkbox"/> Staff submission	<u>Submission date:</u>
<u>Explanation of Concern/Timelines</u>	
<u>Explanation of Attempts to Solve the Problem</u>	
<u>Education Committee Response/Recommendations</u>	
Date:	

Please feel free to use the reverse side of this form if necessary

Reporting Form Explanation

- Step 1:** The person submitting the report will check off the submission as either a parent or a staff member
- Step 2:** The person submitting the report/complaint will outline the issue, including any pertinent dates
- Step 3:** The person submitting the report will outline the steps that have been taken to solve the problem prior to submitting the complaint to the Kehila Board.
- Step 4:** A subgroup of the Education Committee will meet on behalf of their committee to investigate the concerns expressed within 10 school days of receiving the written complaint.
They will meet first with the complainant and then with the person who has allegedly created the problem. The goal of this investigation will be to assess the efforts made at mediating the concern as well as the depth of concern about the incident(s). Once their investigation has been completed, the committee will render a decision with recommendations to the Board for follow-up within 20 school days of their meetings.

