



**ELSS Progressive Discipline and  
Promoting Positive Student Behaviour Guideline  
2009 - 2010**

**Teacher/Student/Parent  
Interventions and Options**

**Teacher deals with behaviour at the classroom level**

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| <ul style="list-style-type: none"> <li><input type="checkbox"/> Expectations Communicated to Student and/or Parent</li> <li><input type="checkbox"/> Verbal reminder of appropriate behaviour</li> <li><input type="checkbox"/> Review Code of Conduct</li> <li><input type="checkbox"/> Problem-solving/reflection activity</li> <li><input type="checkbox"/> Contact with parent</li> <li><input type="checkbox"/> SERT consult (IEP'd)</li> <li><input type="checkbox"/> Quiet area to work / change seating</li> <li><input type="checkbox"/> Loss of privilege</li> <li><input type="checkbox"/> Detention (classroom teacher)</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Update call to parent</li> <li><input type="checkbox"/> Behaviour contract / Agenda book</li> <li><input type="checkbox"/> Reward/reinforce improved behaviour</li> <li><input type="checkbox"/> Consult with Guidance, SST, Department Head</li> <li><input type="checkbox"/> Parent/teacher/student conference</li> <li><input type="checkbox"/> Consultation with Administration</li> <li><input type="checkbox"/> Referral to Administration/Special Education or Guidance</li> <li><input type="checkbox"/> Home Consequences</li> </ul> |
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**Minor**

**Office Consultation**

- Discuss classroom interventions implemented
- Discuss alternative discipline options/interventions

**Office Referral**

- "Yellow Sheet" completed which includes classroom interventions that have been implemented

**Administration/Student/Teacher/Parent  
Interventions and Options**

- Administration speaks to student
- Agenda book
- Review ELSS Code of Conduct with student and/or parent
- Phone call to parent
- Letter to parent outlining concerns
- Office detention
- Logical consequence
- Behaviour contract
- Consultation with support staff (i.e., social work, psychological services)
- Meeting with parent
- Meeting with parent and student
- Meeting with parent, student and teacher
- Meeting with parent, student, teacher and support staff
- Referral to support staff and or community agencies

**Major**

**Suspendable Behaviours**

**Requires principals to take into account mitigating and other factors**

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 any 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 student's school or to property located on the premises of the student's school\*.
- Bullying
- Any other activity for which a principal may suspend a student under Algoma District School Board policy

\*Require police involvement as outlined in the Police/School Board Protocol.

**Suspendable**

**Return from Suspension Meeting and  
Documentation of Plan**

**Expulsion**