

The Right to Learn and The Right to Teach

Level	What Happens	Initiated by...	Who is Involved?	Goal	Natural Consequence
Classroom Support EF support Social skills	Universal support we all offer.	Ideally the student. Likely the teacher/ EA	Classroom staff	Use the multitude of strategies at our disposal to support student success	Student may be given a strategic seating placement, or receive small group &/or occasional one to one support.
Classroom Plan Work completion, attendance, social conflict, participation, focus, activation, improper use of materials, leaving classroom without permission, refusal to comply	Additional support in the classroom. Bring concerns to the team to collaborate. Could involve an action plan	Classroom staff	VP is aware and begins tracking: Look at blue file, parent input, meds, <u>psych team</u> observe, OT/SLP consult, action plan, ALSUP	Collaboration amongst the team to ensure all avenues are explored. All questions answered (diagnoses, medication, current changes to circumstances...)	The student receives consistent modifications to their learning environment across the team. The student may be required to meet during homeroom, lunch or after school with the teacher or homeroom teacher about student expectations and the right to learn/right to teach.
Behaviour Plan Right to learn/right to teach has been violated. Risk to safety, disruption to classroom community. Consider contagion of behaviour. Non-malicious physical contact, unintentional damage of property, disruptive outburst.	Has violated the right to learn &/or the right to teach. Go to admin with Behaviour Plan paper/ASAP. Student does not return until speaking with the teacher. Must make up for missed work.	Classroom staff	The VP tracks the student situation and follows up with parents. Note: if a student is sent to the VP, the parents need to know from the VP.	To allow “the right to learn and the right to teach” to continue in the classroom. For administration to supervise the process of getting the student back into the classroom - when the teacher is ready.	<ul style="list-style-type: none">• Student has to take the ASAP (Administrative Student Assessment Plan) to the VP/is escorted by staff member• The student works with VP• The VP communicates to the teachers (team chat, email)• The VP communicates with home (email, phone call)• The student goes back to class when the teacher permits and is satisfied that the right to learn and the right to teach will not be breached by the student• The student is required to catch up on missed work; or to meet with the teacher to review the code of conduct and expectations: after school, during lunch or at another time determined by the teacher (homeroom, etc)• VP schedules follow up to review the behaviour plan with the student & teacher
Reintegration Plan Violence, repeated offensive language, abusive language, intentional property damage, hiding/running from the building.	Behaviour plan has not met with success or there has been a serious violation of the code of conduct. Admin calls home, meeting with family & structured plan before returning to the classroom program.	Classroom staff		To ensure the right to learn and the right to teach is consistent in the classroom. All support will be explored to help the student and family. Goal is successful reintegration into the classroom and adherence to the code of conduct. Identification of appropriate school placement and exploration of alternative school programming will be the final step.	<ul style="list-style-type: none">• Family is called into the school to meet with the principal and appropriate staff• The meeting is documented and outcomes are shared with the family and the teaching staff concerned• The student is on a structured behaviour plan which will be reviewed weekly by the team and tracked by the VP• The student will be required to complete supportive work to reintegrate into the classroom - to be shared with all relevant staff• Any subsequent family meetings due to ongoing incidents will result in the principal and relevant staff (administration, leadership, support, professionals) to meet with final supports we can provide, and begin the conversation about alternative programming

Policies:

[Suspension and Expulsion](#)

[Welcoming, Respectful, Safe and Caring Learning Environment \(WRSCLE\)](#)

[School & Personal Devices and Social Media](#)