

Caring and Safe Schools

Forest Run P.S.
School Council Presentation
January 16, 2020



Focus for Presentation

- Student Discipline
 - Legislation
 - Progressive Discipline
 - Prevention
 - Intervention
 - Duty to Respond and to Report
 - PMIR
 - Consulting Process
- Feedback and Collaboration Opportunities

Legislation

YRDSB - Caring and Safe Schools

- 668.1 - Student Suspensions
- 668.2 - Student Expulsions
- 668.5 - Student Progressive Discipline
- 668.7 - Code of Student Conduct

Ministry of Education

- Policy/Program Memorandum 144:
- PPM 145: Progressive Discipline and Promoting Positive Student Behaviour
- PPM 120: Reporting Violent Incidents to the Ministry of Education
- PPM 141: School Board Programs for Students on Long Term Suspension
- PPM 142: School Board Programs for Expelled Students
- Ontario Regulation 472/07, Behaviour, Discipline and Safety of Pupils
- Supporting Bias-Free Progressive Discipline in Schools: A Resource Guide for School and System Leaders
- Workplace Violence in School Boards

Progressive Discipline

“Whole school approach that utilizes a continuum of **prevention programs, interventions, supports,** and **consequences** to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours.”

Specifically, this means that “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**.”

Prevention Programs - Mattering and Belonging

- Roots of Empathy
- Restorative Practices
- Classroom Expectations, Tribes Agreements, Norms of Collaboration, Talk Communities
- Zones of Regulation
- “First 20 Days”
- Social-Emotional Learning (2 periods/week Primary, Community Circle Daily) Second Step, Social Skills Continuum
- Play Leaders

Managing and Addressing Student Behaviours

“**Punishment**” is something we do to students and it causes more conflict. It only appears to be effective in the moment.

“**Discipline**” is something we do with students: its goal is a resourceful, compassionate, resilient human being (the student) who takes full responsibility for their behaviour... who ultimately changes their behaviour”

- Barbara Coloroso in Professionally Speaking, March, 2016



Restorative Practices is a proactive and reactive approach to support student mental health, well-being and achievement (it's more than just the questions!)

Through this process, we aim to strengthen relationships and address conflict and tensions by repairing harm as a way of building community, and teaching important social & problem solving skills.

[How Restorative Practices Can Improve School Climate](#)

- **VIP Program**

- Delivered to Grade 6s, with supporting lessons in Grades 7-8
- Topics include bullying, social media use, healthy relationships and human rights
- 2018 revamping, including consultation with Caring and Safe Schools and Human Rights

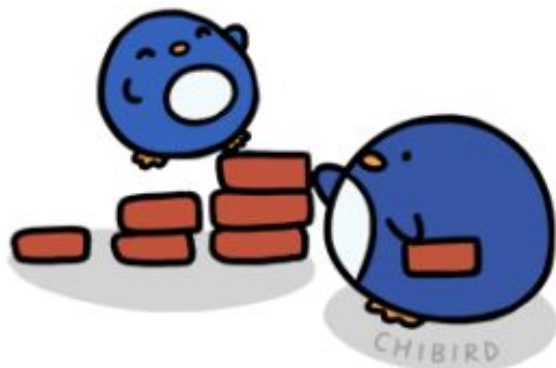
Community Partnerships



caring and safe school climates that are inclusive, enhanced sense of community and essential supports for students.

be someone who builds people up
instead of tearing them down.

I really needed that!



Intervention - Responding

As staff who work directly with students, we all must **respond** to incidents that have a negative impact on school climate.

These could include racist or sexist comments, vandalism, bullying, aggressive behaviour – incidents that are unacceptable in our schools, as well as incidents that can lead to suspension or expulsion.

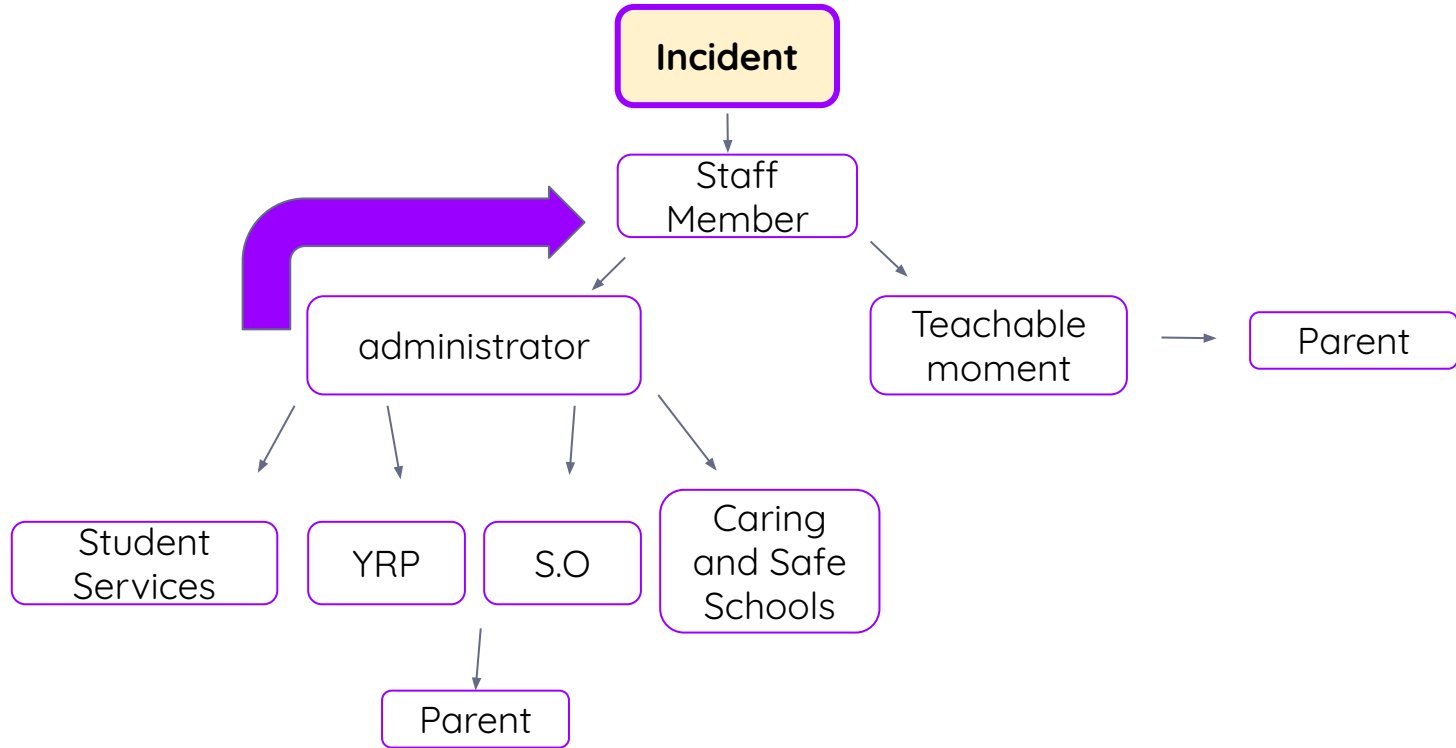
These are our “teachable moments”

Intervention - Responding

Strategies may include...

- Identify
- Ask to stop
- Explain
- Support change (through direct structures, instruction, responsive measures)

Consulting Process



Intervention - PMIR

Progressive Discipline

Mitigating Factors

Impact on victim/school community

Response from aggressor

Progressive Discipline

- First time offence?
- Different behaviours from other discipline situations?
- Supports that have already been tried?
 - SSW, Special Education, Teacher Liaison, CYW, outside counselling
- Previous learning opportunities?
 - Reflective
 - Restorative

Progressive Discipline

Strategies include, but are not limited to:

- Consultation with parents
- Verbal reminders
- Review expectations
- Assignments requiring reflection on behavior
- Detentions
- Informal counselling
- Restorative Conversations
- Board and/or community supports and resources (i.e.social worker)
- Suspension
- ACCESS placement
- Mediation/Expulsion

Mitigating Factors

- Whether the activity for which the student may be or is being suspended or expelled was related to any harassment of the student because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment
- How the suspension or expulsion would affect the student's ongoing education
- Whether a progressive discipline approach has been used with the student
- The age of the student
- The student's academic and personal history
- Socio-economic status/homelessness and/or housing insecurity
- Student does not have the ability to understand the consequences of behaviour
- ELL Status
- The student has the ability to control behaviour
- Student's presence does not create an unacceptable risk to safety of others

Mitigating Factors - For students with an IEP

- the behaviour was a manifestation of a disability identified in the student's IEP
- appropriate accommodations were provided
- whether the suspension or expulsion is likely to result in an aggravation or worsening of the student's behaviour or conduct

Impact on victim/school community

- Was it a public event?
- Were people fearful?
- Did it impact the greater community?

Response from aggressor

- Willing to take responsibility
- Willing to cooperate
- Remorseful or apologetic
- Willing to repair the harm that they have done
- Willing to engage in different supports needed to prevent the behaviour from reoccurring

Things to Consider

◆ PMIR

- ◆ **P**rogressive Discipline
- ◆ **M**itigating Factors
- ◆ **I**mpact on victim/school community
- ◆ **R**esponse from Aggressor

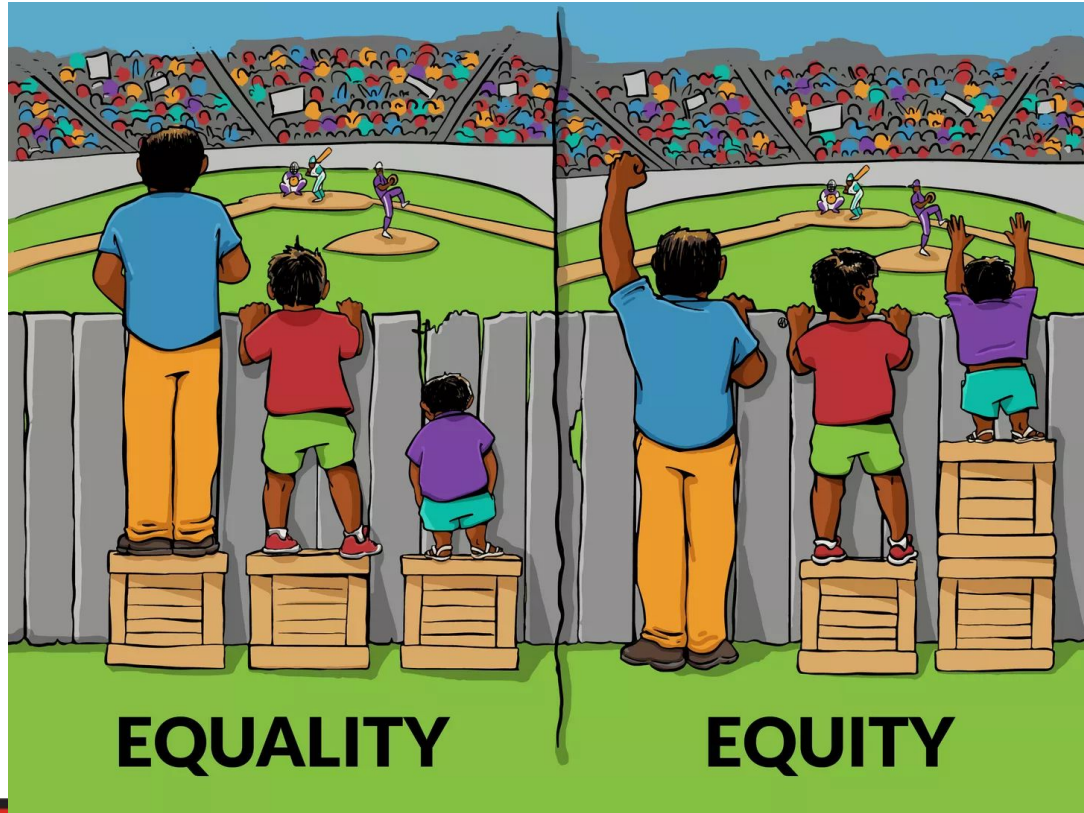
- ◆ Threat Assessment
- ◆ Special Education Consult
- ◆ Victim Supports

- ◆ Police and School Board Protocol

Progressive Discipline Activity

1. In groups, please review the assigned scenarios in [Bias-Free Progressive Discipline](#) (p. 24-29)
2. Answer questions 1-5
3. Share findings to the whole group.

Not same for everyone, but fair to everyone



Just as we know that students are individual learners with strengths, needs and interests, each case of discipline is individual and may look different for different students