Ottawa-Carleton
DISTRICT SCHOOL BOARD

Promoting Positive Student Behaviour

Ottawa-Carleton
District School Board

Preamble

The Ottawa-Carleton District School Board Mission Statement, "Educating for Success – Inspiring Learning and Building Citizenship" reflects the Board's commitment in promoting positive student behaviour. The intent of this document is to provide the school community with a vision and the tools to support, promote, and celebrate positive student behaviour in accordance with relevant legislation.

Introduction

The purpose of this document is to provide guiding principles, tools and resources that promote positive student behaviour. These principles, tools and resources are presented as either prevention strategies or intervention techniques. These strategies and techniques are aimed at school-wide, classroom and individual levels.
Prevention of negative behaviours is the key to establishing a positive school-wide climate and an effective classroom atmosphere. Intervention techniques focus on a progressive approach to supporting individual students.

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Section A — Prevention Strategies

I. Establishing a Positive School-Wide Climate

A positive school-wide climate begins with intentionally building a solid foundation of respect, trust, care and optimism with our students, parents, colleagues and the wider community. A positive climate is about relationships first and foremost and creating an inviting atmosphere where each individual is inspired to learn and build citizenship.

1. Programs, Strategies and Resources to Establish Positive School-Wide Climate

a) Character Development

A safe and caring learning community is one that takes a holistic approach to learning and academic achievement through the infusion of character education and opportunities for character development, respect for diversity, parent and community partnerships, and citizenship development. The fundamental building blocks to a safe and caring school community are the relationships and partnerships between administrators, staff, parents, students and the community. It is through these relationships and partnerships that all individuals in the school community have the opportunity to model and practice to one another the character attributes that are at the foundation of our board operations.

The Ottawa-Carleton District School Board's "A Community of Character" is a set of attributes that were discussed and chosen by a myriad of stakeholders. These ten attributes were selected as they were the attributes deemed to be of most importance to the OCDSB and have now been built into the Board Code of Conduct Policy. It is important to acknowledge that while these attributes have been selected, the Character Committee recognizes that this list is in no way exhaustive.

The purpose of these attributes is to provide a standard of behaviour against which all individuals in the OCDSB hold themselves accountable. These attributes are what will bind us together and permeate all that we do. They are the foundation for excellence and equity in education and are the cornerstone of the vision for all school communities. In conjunction with the mission statement, "Educating for Success – Inspiring Learning and Building Citizenship," the OCDSB character attributes are the stepping stones to building a community of character.

For a list of resources and lesson plans, please visit the Safe and Caring Schools website from the OCDSB website (*www.ocdsb.ca*)

b) Bullying prevention and intervention programs – OCDSB Policy 123.SCO

The Board believes that bullying is a serious issue that has far reaching consequences for the victim, the bully, the entire school community, and the community at large. The Board also believes that bullying:

a. adversely affects students' ability to learn and function as well-adjusted individuals;
b. adversely affects healthy relationships and the school climate;
c. adversely affects a school's ability to educate its students;
d. can have long-term effects on individuals; and
e. will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.

The Board believes that students are to be provided with an opportunity to learn and develop in a safe and respectful society. Schools play an important role in establishing a safe and respectful society. Therefore, the Board shall:

a. provide bullying prevention and intervention programs consistent with a progressive discipline approach in all schools in the District;
b. support the use of practices that take into account the needs of individual students by showing sensitivity to diversity, to cultural needs and to special education needs, when implementing bullying prevention and intervention programs; and
c. provide training to all administrators, teachers, occasional teachers and all support staff to acquire the knowledge and skills necessary to address bullying, and ensure that others (e.g., school bus drivers, school bus operators, support staff, and volunteers) are trained and made aware of the policy.

Definitions

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Students may attain or maintain power over others in the school through real or perceived differences. Some areas of difference may be size, strength, age, intelligence, economic status, social status, solidarity of peer group, religion, ethnicity, disability, need for special education, sexual orientation, family circumstances, gender, gender identity, and race.

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical (e.g., hitting, pushing, tripping), verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments), or social (e.g., excluding others from a group, spreading gossip or rumors). It may also occur through the use of technology (see cyber bullying).

Children who suffer prolonged victimization through bullying, as well as children who use power and aggression as bullies, may experience a range of psycho-social problems that may extend into adolescence and adulthood.

Cyber Bullying can generally be defined as sending or posting harmful or malicious messages or images through e-mail, instant, messages, cell phones and websites and other technology.

Specific Directives
- Each school shall develop and implement school-wide bullying prevention and intervention plans as part of their School Improvement Plan.
- Each school's prevention and intervention plan shall include appropriate and timely responses to address incidents of bullying.
- Each school shall have in place procedures to allow staff, occasional teachers, students, parents/guardians and volunteers to report bullying incidents safely and in a way that will minimize the possibility of reprisal.
- Each school's prevention and intervention plan shall provide strategies and support for students who have been bullied, students who bullied others, bystanders, and others who have been affected by observing bullying.
- Each school shall establish a safe schools team responsible for school safety that is composed of at least one student (where appropriate), one parent, one teacher, one support staff member, one community partner, and the principal or designate. The team must have a staff chair.
- The Director of Education is authorized to issue such procedures as may be necessary to implement this policy.

c) Board and School Code of Conduct
According to legislation, each school will develop and annually review a school-wide code of conduct that is reflective of the Board policy while taking into consideration the needs of the individual school community.

The inclusion of students, staff, parents and entire school community in the development of the Code of Conduct & Mission Statement should be considered and then included in the Student/Parent handbook.

Ottawa-Carleton District School Board Code of Conduct
Standards of Behaviour — Respect, Civility and Responsible Citizenship
All school members must:

- Respect and comply with all applicable federal, provincial and municipal laws
- Demonstrate honesty and integrity
- Respect differences in people, their ideas and opinions
- Treat one another with dignity and respect at all times and especially when there is a disagreement
- Respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability
- Respect the rights of others
- Show proper care and regard for school property and the property of others
- Take appropriate measure to help those in need

- Respect persons who are in a position of authority
- Respect the need of others to work in an environment of learning and teaching

Physical Safety – Weapons
All school members must not:

- be in possession of any weapon, including but not limited to firearms
- use any object to threaten or intimidate another person
- cause injury to any person with an object

Alcohol and Drugs
All school members must not:

- be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs

Physical Aggression
All school members must:

- Not inflict or encourage others to inflict bodily harm on another person
- Seek staff assistance, if necessary, to resolve conflict peacefully

d) Routines and Procedures

Elements to consider
- Entering school
- Exiting School
- Lockers (if applicable)
- Washrooms
- Agendas
- Guests
- Passes
- Lates
- Announcements
- Lunch
- Fields Trips
- Assemblies
- Supply Staff
- Yard/Recess supervision
- Transitions (within school, within classroom, between subject periods)

Routines
- Must be predictable
- Need to be posted
- Announce changes as soon as possible
- Allow and plan for transitions
- Minimal down time
- Bell activities/sponge activities
- Reviewed and rehearsed frequently
- Rehearse transitions
- Decide on classroom jobs
- 2 Minute cool down throughout the school, upon entry from the school yard

e) Communication
Collaborative communication is essential to the development and sustainability of a positive school-wide climate. All stakeholders including staff, students, administration, parents and the wider community are valued contributors in the development of a system of communication. This lends consistency and a common language in establishing a positive school-wide climate.

2. Indicators of a Positive School Climate
- There is a school wide recognition system in place; expected student behaviours are recognized regularly.
- There is a clearly defined consequence system, progressive in nature, known by all, consistently applied, and reflective of school board policies and initiatives.
- There is a process for addressing, reporting, documenting, and communicating serious behaviour issues. *(Keeping Our Kids Safe At School, 2009)*
- There is a clear understanding among staff as to which behaviours are office-managed and which are classroom-managed.
- There is a documented crisis plan for responding to and reporting of extreme/emergency/dangerous situations.
- The school uses an office discipline referral form.
- There is the use of visuals to communicate expectations and routines.
- School-wide expected student behaviours are enforced and taught, by all staff, in all school settings.
- All classrooms have classroom management programs which reflect the school-wide behaviour code of conduct.

- Options exist to allow classroom instruction to continue when problem behaviour occurs.
    - Data on problem behaviour patterns are collected and summarized within an on- going system.
    - Patterns of student problem behaviour are reviewed for active decision making on a regular basis.
    - School has formal strategies for informing families about expected student behaviours at school.
    - Transitions between instructional and non-instructional activities are efficient and orderly.
    - Entry and exit routines are modeled, taught and practiced.
    - Staff escorts classes in and out of school upon arrival, recess and departure.
    - Clear communication routines are in place for: Office-Teacher, Teacher-Parent, and Office-Parent.
    - Programs promoting Character Development are established.
    - Use of Restorative Practices are encouraged.
    - A collaborative problem solving process is considered.
    - Bully prevention programming is established.
    - Programs are in place which fosters a sense of pride in the school community.
    - Parents have access to and feel welcome as a part of the school community.

II. Establishing a Positive Classroom Climate

When establishing an effective classroom climate, a variety of aspects of the classroom must be considered. These aspects include the:

a. application of engaging, mindful instructional practices
b. classroom learning environment in a physical sense
c. classroom as a community including aspects of atmosphere and relationship building, and
d. a variety of classroom management techniques.

1. Indicators of a Positive Classroom Climate
- Greet students and call them by name.
- Express interest in and develop rapport with all students.
- Establish an organized, predictable, safe learning environment.
- Establish routines for washroom use, agendas, transitions, group work, silent work, and sponge activities.
- Develop clear behaviour expectations with students that reflect the school wide code of conduct.
- Post and review behaviour expectations, reinforcement and consequence systems for visual and reference purposes.
- Model, teach and coach the use of pro-social skills, including positive behaviour when hosting guests, supply staff, attending field trips and assemblies.
- Use a variety of proactive behaviour management strategies.
- Contact parents for positive reasons.
- Contact parents when behaviour difficulties arise.
- Collect behaviour data and collaborate with administrators, board staff, and in school team to develop individual behaviour management plans.
- Coach and model entry and exit routines.
- Monitor hallway behaviour including washroom area.
- Conference with students to support the learning of positive behaviour.
- Develop a firm and fair approach.
- Support colleagues and ask for help when needed.
- Encourage students to take pride in their classroom and school by assigning classroom duties and encouraging them to volunteer within the school setting.

2. Engaging, Mindful Instructional Practices

a) Universal Design/Planning for Inclusion
Universal Design is intended to shape teaching in order to provide all students with access to the curriculum. The aim is to assist teachers in designing products and environments to make them accessible to everyone, regardless of age, skills, or situation. A classroom that uses the concept of Universal Design is specifically planned and developed to meet the special needs of a variety of students. It is flexible, supportive, and adjustable, and increases full access to the curriculum for all students. (Education for All, 2005)

In order to meet the needs of all students, educators must know the students. This can be achieved through the development of student and class profiles. Planning is then determined by the needs of the students. This planning must include a variety of teaching strategies and pedagogical materials that make use of all of the senses, technological media, assessment strategies, and ways of using space.

Within Universal Design, teachers need to avoid unnecessary complexity by communicating consistent expectations, arranging information sequentially to clarify its relative importance, breaking instructions down into small steps and providing effective feedback during and after tasks.

b) Cooperative Learning

Cooperative learning is an instructional approach that focuses on small-group work. Students with different ability levels are grouped to work on a specific task, with the expectation that the students will work together to complete the task. This approach promotes social skills such as, cooperation, active listening, accepting responsibility, conflict resolution. *(Caring and Safe Schools in Ontario, 2010).*

c) Differentiated Instruction

While Universal Design for learning provides the teacher with broad principles for planning, differentiated instruction allows for teachers to address specific skills and difficulties. Differentiated instruction requires teachers to transform their practices from a program-based pedagogy to a student-based pedagogy. Curriculum dictates what to teach, while differentiated instruction varies the teaching practices to meet the needs of a variety of learners.

The teacher can differentiate a number of the following elements in any classroom learning situation:

- The content (what the students are going to learn)
- The processes (the activities)
- The products (the accomplishment following a learning period)

These elements can be differentiated according to the students' readiness, interests and learning profile through a range of instructional and management strategies such as:

- Multiple intelligences
- Varying organizers
- Varied texts
- Varied supplementary materials
- Literature circles
- Tiered lessons

- Tiered centers
- Tiered products
- Learning contracts
- Small-group instruction
- Group investigation
- Independent study

- Varied questioning strategies
- Interest centers
- Interest groups
- Varied homework

d) Accommodations, Modifications and Alternative Learning Expectations

The term **accommodations** is used to refer to the special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade. *Accommodated only* (AC) is the term used on the IEP form to identify subjects or courses from the Ontario curriculum in which the student requires accommodations alone in order to work towards achieving the regular grade expectations.

Modifications are changes made in the age-appropriate grade-level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade-level curriculum expectations.

Modified (MOD) is the term used on the IEP form to identify subjects or courses from the Ontario curriculum in which the student requires modified expectations – expectations that differ in some way from the regular grade expectations. Generally, in language and mathematics, modifications involve writing expectations based on the knowledge and skills outlined in curriculum expectations for a *different grade level*. In other subjects, including science and technology, social studies, history, geography, and health and physical education, and in most secondary school courses, modifications typically involve changing the number and/or complexity of the *regular grade-level expectations*. Students may also require certain accommodations to help him or her achieve the learning

expectations in subjects or courses with modified expectations.

Alternative expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum. Because they are not part of a subject or course outlined in the provincial curriculum documents, alternative expectations are considered to constitute *alternative programs* or *alternative courses* (secondary school courses).

Examples of alternative programs include: speech remediation, social skills, orientation/mobility training, and personal care programs. For the vast majority of students, these programs would be given *in addition* to modified or regular grade-level expectations from the Ontario curriculum. Alternative programs are provided in both the elementary and the secondary school panels. (Ontario Ministry of Education, The Individual Education Plan, Resource Guide, 2004)

3. Classroom Learning Environment

Physical organization of learning space contributes to effective classroom management. Students will be more successful in an environment that is conducive to specific learning needs.

a) Appropriately designed space can:
- Ensure that all students have a clear line of sight
- Promote attention, structure, access and orderly movement
- Minimize distractions
- Ensure proximity of students to good role models
- Ensure proximity of teacher to student
- Make efficient use of space
- Ensure efficient transitions between activities and locations

b) Factors affecting the design of a classroom
- Number of students (affecting the necessary number of seats, books to be stored)
- Age of students (affecting the type and size of the seating, materials to be stored, areas needing to be developed for various activities)
- Size and shape of room
- Placement of non-movable items such as: door, windows (if any),bulletin
- Boards, chalk board, SMART board, bookshelves, counters, closets, height of Ceiling, electrical outlet, internet/cable outlet, drinking fountains/sinks, bathroom

Furniture Arrangement
- Accessible and functional
- Allows for clear traffic pathways
- Enhances learning activities (labs, independent work, etc.)
- Avoids physical barriers

Seating Arrangement
- Options based on the learning activity / student needs / strategic seating for positive social dynamic
- Allows teacher visual and physical access to all students
- Documented seating plan
- Assists with transitions between activities and locations
- Students have desk name signs for occasional teachers and guests

Organization of Learning Materials & Equipment
- Easy access
- Clean/orderly (labelled containers, dividers, in and out boxes)
- Prepared and set out prior to the beginning of activity

Types of lessons/activities that will take place
- Full class presentations by the teacher
- Small group work
- Large group discussions
- Individual work
- Learning centers
- How will students make use of materials/equipment?
- How will they be distributed or accessed?
- The activities to be conducted (Don't think about "math" or "phonics instruction". Kids don't math or phonic. They draw, construct, measure, role play, write, etc.)

Available furniture

- tables or desks
- bookcases

- filing cabinets
- desks and tables

AV equipment

- overhead projector-computers
- VCR/DVD/Television
- CD player/Radio/Tape player

- Smart Board
- media cart

"Decorations"/wall postings

- Informative, relevant and timely
- Includes student contribution
- Colourful, yet avoids visual distraction

- Clearly visible
- Supports organization (calendars, agenda, expectations)

Helpful hints and tips to consider when planning a classroom arrangement
- Situate recreational and computer areas away from instructional areas.
- Place materials to be accessed by students in areas away from where other students are working.
- Place materials needed for your teaching near the areas where you conduct that instruction (for easy access which avoids non-instructional moments during your lessons).
- Place hazardous or fragile items in a locked, protected, or marked-off area.
- Remember that you typically view the environment while standing. Your students usually view it from a sitting position. They can't see inside boxes that you can view. "Low" bookshelves are "high" to those who are sitting. Be sure to sit in seats in different parts of the classroom to view the classroom from your pupil's angles of sight.

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4. Classroom as Community (Atmosphere/Relationship) — *Know your students! Relationships, relationships, relationships!!*

Create an atmosphere of caring based on kindness and firmness, dignity and mutual respect. (Jane Nelsen, Positive Discipline in the Classroom, 2006)

Regular Doses of Praise + Shared Fun + Regular Doses of Forgiveness = Good Relationships

"No one cares how much you know until they know how much you care."
— Mike 'Pinball' Clemons, coach, Toronto Argonauts

a) Strategies to Establish and Maintain a Positive Classroom Environment
Think about what is done during these times:

- Before the beginning of school
- During the first day and week

- During the first month
- Continuing throughout the year

b) Class meetings
Class meetings provide the opportunity to create class cohesion and have a positive impact on behaviour, attitude, problem solving, and communication skills.

Reasons for holding class meetings:
- As a means to empower children and to give all class members the opportunity to voice their opinions and concerns so that each child can perceive him/herself as a significant member of the whole.
- To improve intrapersonal skills and to understand personal emotions in order to develop self-discipline and self-control and to learn from experiences.
- To improve academic achievement and autonomy. Studies show that one pupil characteristic has a stronger relationship to

achievement than all other school factors combine: the extent to which a pupil feels he/she has control over his/her own destiny.
- ◆ To teach mutual respect.
- ◆ To establish effective interaction between students and their teacher.
- ◆ To help children develop decision-making and problem-solving skills.
- ◆ To help develop the interpersonal skills of listening, communicating, cooperating, negotiating, sharing, and empathizing in order to obtain a "win/win" solution.
- ◆ To teach children that mistakes are opportunities to learn and to provide skills that will serve them when adults are not around.
- ◆ To establish a sense of community and cohesion in the classroom. (James, Gayle, Positive Discipline in the Classroom, 1997)

Class Meeting Format
- ◆ Compliments and appreciations
- ◆ Follow-up on prior solutions
- ◆ Agenda items
- ◆ Share feelings while others listen
- ◆ Discuss without fixing
- ◆ Ask for problem-solving help
- ◆ Future plans (field trips, parties, projects)
- ◆ Student Contribution – Class Jobs, Service Learning, Peer Mentoring
- ◆ Ice Breakers/Teambuilding

5. Classroom Management

a) Skill Development
Much behaviour is the product of inadequate skill development and/or an undiagnosed neuropsychological disorder or learning disability. Behaviour always has a reason. Behaviour communicates a need not currently being met or a skill not yet learned. Such as:

a. An undiagnosed disorder or learning disability
b. Emotional turmoil or personal stress, and a lack of skill development to allow the student to deal adequately with stress
c. Underdeveloped skills to be able to manage any of the above challenges

Exploration and identification of social and learning needs is a necessary first step in addressing problematic behaviour. Some learning problems and skill deficits can be associated with or "look like" behavioural difficulties including:

- ◆ attention skills
- ◆ anger management skill
- ◆ social skills
- ◆ self-advocacy skills
- ◆ listening skills
- ◆ organizational skills
- ◆ self-regulatory skills
- ◆ task initiation
- ◆ time management skills

Strategies and explicit instruction to encourage skill development in the areas above is important in changing difficult behaviour.

b) Communication Techniques

Inspire
Teachers need to set a positive tone in their classes. It is important to focus on the desired attitudes and behaviours. A deliberate approach combined with high but reasonable expectations works best.

Self-Esteem Building
When teachers focus on past successes and on improvement they get better results. Praising, building on strengths, encouraging, and acknowledging the difficulty of a task, enables teachers to establish a positive relationship with students. Teaching positive self-talk is also an effective approach to building self-esteem.

Modeling
Teachers need to ask themselves the following, relative to the model they set for students.

- ◆ How do you present yourself?
- ◆ Are you modeling positive behaviours when attempting to solve conflicts?
- ◆ Are you communicating respect?
- ◆ Are you separating the behaviour from the student?

Humour

Humour can be a verbal or non-verbal intervention to help the student see a lighter side of the situation.

- telling a joke
- using facial expression/exaggeration

Care must be taken not to over use humour or use it to mock, belittle or speak in a disrespectful manner.

Active Listening

Listening techniques encompass the following:

- eye contact paraphrasing (e.g. restating the student's message, mirroring)
- using listening responses
- using confrontations (* Care is emphasized when confronting a hyper-vigilant student)
- summarizing (e.g. a brief statement outlining main ideas, feelings, themes)
- using receptive body language (e.g. legs and arms uncrossed, shoulders square, facing the student)
- validation - verbal and non-verbal

Pauses

A period of silence following a verbal interaction may be used. This allows and encourages a self-directed response. It also enables the student to 'own the response' and allows the student the time needed to plan their next verbal input, as well as an opportunity to reflect upon what was just communicated.

Verbal Communication

The use of Alpha commands, which are requests that are clearly stated, concise and specific, followed by 30 seconds of silence, is an effective tool. Listen for voice-speed, cadence, volume, tone, and word choice. Sensitivity to the student's learning needs and ability to comprehend instructions must always precede intervention. These requests should reassure the student that the expectations are going to be met. Teachers should not use a question format when giving a direction. They should get close to the student when giving a command, using a quiet voice and not yell. It is important to give the student reasonable time to comply, i.e. 5 to 10 seconds. Teachers should describe the behaviour which is expected. It is important to make more start requests than stop requests and immediately reinforce compliance verbally.

Open-Ended Question

Specifically phrased open-ended questions will elicit more detailed responses. Questions usually begin with 'what…' or 'tell me what happened?' or 'how could you have done this differently?'...etc." These types of questions allow appropriate venting of anger and hostility. Open-ended questions also help non-communicative students to share or to elaborate thoughts and feelings. Avoid using 'why' to begin questions.

Direct Appeal

Teachers are most effective when they appeal to the student's feelings, values, judgment, or self-control, for the purpose of re-directing or terminating the unacceptable behaviour. The intent of the direct appeal is to allow the student to stop and reflect about their behaviour and decide if it is appropriate.

Self Disclosure

This is the sharing of a personal, relevant and meaningful experience to demonstrate a relationship to the present situation. Self-disclosure must be supportive and genuine. Its intent is to give options, resources/ examples and reveals that the student is not alone. It demonstrates to the student that the student is not the only one to experience or feel this experience. It aids in the development of trust in the relationship between the student and the teacher. Caution is highlighted to maintain professional boundaries by not sharing overly personal information.

Non-Verbal Communication

The use of eye contact (with sensitivity to cultural issues), facial expressions, hands actions, arms actions, personal space, shoulder position, head position and movement, leg stance and movement in general all contribute towards sending positive non-verbal messages to students.

Cueing

Establishing signals to be used with the student on an on-going basis provides cueing opportunities. Cueing may be used to signal the student to re-focus, and to get back on track. Supporting the student helps the student identify a specific behaviour or pattern. Cueing teaches the student how to read others, face-saving, self-learning, and it empowers. Timing is essential. The use of smiles is also a form of cueing.

Problem Solving

A problem solving approach to dealing with inappropriate behaviour helps to prevent the behaviour from re-occurring. The focus of this approach is to help the student learn positive behaviour by learning how to accept responsibility for behaviour and take responsibility for solving the initial problem. The student is encouraged to identify the problem, consider different ways of dealing with the problem and committing to a particular plan of action. By involving the student in the problem solving process, the student will be motivated to work at changing the behaviour. Collaborative Problem Solving *(Greene, 2010)* is a specific approach that relates challenging behaviour to lagging skills.

c) Restorative Practices

Restorative practices focus on working together to build and restore relationships. Conversation, conferences or restorative circles aim to bring together an offender with those who have been harmed to discuss what has happened, how they feel about it, how it has affected them and what they see as a resolution. Participants are encouraged to take responsibility for their actions, make amends and participate in developing a plan to move forward. Restorative questions include: What's happened? What was on your mind before and while it happened? What have you been thinking about since? Who has been affected by your actions? How have they been affected? What do you think can be done to make things right?

6. Classwide Behaviour Management

At the earliest level of the Progressive Discipline Continuum, lies Classroom Management Practices. The behaviour management program a teacher establishes within their classroom is essentially where the continuum begins. It is a proactive way of approaching discipline, setting the scene from which students may acquire a frame of reference. It is predictable, consistent and can be counted on to not be altered; predetermined by the teacher, and reflective of the school wide behaviour management plan.

a) Setting Expectations

Students respond positively to structure. It provides a sense of security, and removes the anxiety of the 'unknown'. The school rules need to be defined clearly at the beginning of the school year to both staff and students. School wide expectations need to be reflected in classroom expectations. Fewer, well explained expectations are easier to understand, integrate and model for staff and students.

A positively structured system consisting of predetermined classroom expectations / rules, reinforcements and consequences, provides teachers the framework to successfully manage classrooms. The benefits of planning how you will manage behaviour in the classroom are many; least of all, the provision of a consistent and predictable environment. Expectations tell students how you want them to behave, and remove any doubt as to what they should be doing. Uncertainty and ambiguity of what is expected can be very distracting and often anxiety provoking.

Power struggles can be avoided if the rules are not negotiated. If the rules have been modified for a particular student, it is important that all school staff are well informed to avoid any chance of misunderstanding; increasing the likelihood of compliance. The students should be well supported by providing them with options of what they can do, in place of what not to do. Students need to be expected to attend to all rules in the same way in all areas of the school environment. Once the plan is developed, and students are taught the expectations/rules, reinforcement and consequences, the predictability of the environment will maximize learning time, and promotes consistency within the classroom, and respect for limits.

Consider the following in the development and implementation of a structured classroom management system:

- use of common language
- school wide programs i.e., Anti-Bullying; Peer Mediation; Circle of Friends student supervision
- behaviour in hallways/cafeteria/yard/reflection room
- crisis plans i.e., fire alarms, lock downs, etc.
- student and staff connections /recognition

- assemblies supporting character education
- school newsletters; yearbook; awards; clubs; groups; student council sense of community, pride and ownership of school

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Examples of Primary/Junior Classroom Rules/Expectations
1. I listen and follow directions.
2. I keep my hands, feet and things to myself.
3. I raise a quiet hand and wait to speak.

Examples of Intermediate/Senior Classroom Rules/Expectations
1. Follow staff directions quickly and pleasantly.
2. Raise hand and wait to speak.
3. Remain in the classroom, unless given permission otherwise.
4. Use appropriate language at all times
5. Respect the belongings and personal space of others.

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b) Positive Reinforcement
- Establish a structured system that recognizes and reinforces appropriate student behaviour.
- Incentive, motivational based.
- Student input to establish 'buy-in', relevance, value meaningful to students.
- Effective and easily implemented.
- Can include individual and/or class reinforcement.
- Track if accumulative; post achievement.
- Vary reinforcements to sustain enthusiasm.
- Remember what may be reinforcing for one, may not be for another.
- Avoid removing earned reinforcers as a punishment.

Types of Reinforcement

Tangible	Social	Privilege	Class Wide
- Stickers - Edibles - Cards - Books - Learning supplies - Class currency/ coupons - Collectables - Tokens - Certificates - Personal note	- Encouraging comments and recognition - Positive attention - High 5 - Thumbs up - Smile - Head nod - Call home - Class leader - Office visit - Spend time with a peer or adult	- Free time - Computer time - Homework free night - Leading class - Runner/messenger - Activity (sport/game) - Choose movie	- Extended recess - Gym - Computers - Cooperative games - Free time

Examples of class wide reinforcement programs and strategies:
- Lottery tickets
- Stamp chart
- Class currency
- Reward wheel
- Goal setting
- 'Caught good' board
- Token Economy

c) Consequences
- Utilize natural consequences where possible (loss of part of recess for disrupting others)
- Develop a logical consequence hierarchy system
- Predetermined and fair, applied equally and consistently in a neutral, objective, respectful manner to all students

- 3 in-class/teacher steps before involving office
- Develop a serious infraction procedure including parental and principal contact.
- Refrain from carrying over/accumulating consequences from day to day
- Severe does not mean more effective
- Consider giving a visual reminder to a student (e.g. sticky note)
- Avoid centering out students

Class Wide Structured Behaviour Management Programs
Traffic Light (1,2,3 Magic)   1,2,3 Tally or Strike System

Primary/Junior Discipline Hierarchy Example:

1st Infraction — Reminder
2nd Infraction — Warning
3rd Infraction — Think chair (5 minute in-class time-out) / complete "think sheet"
4th Infraction — Referred to office / Parent contact

If documented pattern of repeated infractions staff to meet with student and parent(s).
Serious infraction procedure: Violent behaviour (physical or verbal) is referred to office immediately

Intermediate/Senior Discipline Hierarchy Example:

1st Infraction: Reminder (name recorded on tracking sheet/sticky note given to student)
2nd Infraction: 5 minute in-class time-out
3rd Infraction: Referred to office (or Reflection room)/ Complete 'Reflection' sheet / Parent contact

If documented pattern of repeated infractions staff to meet with student and parent(s).
Serious infraction procedure: Violent behaviour (physical or verbal) is referred to office immediately

When students become aware of the positive effect of the environment due to school rules being followed by all, they will be motivated to make a more positive behavioural choice. Some students may require a more tangible reinforcement such as special jobs/responsibilities within the school when they are able to demonstrate respect for the rules.

d) Routines and Procedures

Routines

Must be predictable	Minimal down time
Need to be posted	Bell activities (reviewed and rehearsed
Announce changes as soon as possible	Rehearse transitions frequently)
Allow and plan for transitions	Decide on classroom jobs

Elements to consider

Transitions	Staff Presence	Communication
-Within school; within classroom; between subject periods: -Entering/exiting school; -Classroom -Agendas -Announcements -Supply staff -Lockers -Pass system -Lunch periods -Guests -Supervision -Washrooms -Attendance/late arrivals -Field trips	-Yard/recess (tracking/reporting/follow-up; supervision package) -Halls	-Home, staff, office, student -Beginning work -Interruptions: people coming to the door -Absences/getting students caught up on missed work -Sharpening pencils -Organizing/getting out/putting away materials/classroom responsibilities -Group work -Eating/drinking in class -Fire drills, code reds, etc. -Asking questions -Finishing work early -Getting students' attention

Questions to Ask When Establishing Routines and Procedures

Entering and Exiting Classroom:

- Are there consistent activities for the students to work on as soon as they enter the class (bell work, question on the board, quiz from last class' learning, game, etc.)?
- Do students have assigned seats to sit in as soon as they enter the class? (seating plan, name tags on desk)
- Do students line up outside classroom before entering?
- Do students leave when the bell rings or wait to be dismissed by teacher?
- Do chairs need to be stacked/room rearranged upon leaving?
- Is there a procedure for putting materials away?

Transitions (activity or location)

- Do you use a visual and audible signal to alert students that the learning activity will be changing? (Time timer clocks, count downs, warnings, flicking the lights)
- Do you post and review the agenda for the class at the start?
- Do you teach and review expectations and routines prior to the beginning of a new activity providing oral and visual prompt and references?
- How are learning materials accessed and returned?

Speaking in Classroom

- Are students required to raise their hand and wait to be acknowledged before speaking?
- Does the teacher acknowledge the speaker or does the last -person speaking?
- Is there a tangible item that the speaker holds while speaking? (examples: talking piece, two pennies that are handed in when student has contributed)
- Is there a structure or guiding questions for the discussion?
- How are differing opinions respectfully acknowledged?
- Is there a preset time and purpose for the discussion?
- How will students attain a summation of the discussion for studying/evaluative purposes?

Washroom Use

- Do students have to ask and get permission from the teacher before leaving class?
- Is the name, date and time of students out of class recorded on a tracking sheet?
- How many students are permitted out of the classroom at one time?
- At what point do you contact administration/parents about frequent trips out of class?

e) Tool Box for Behaviour Management

Techniques and Strategies
- Be fair and firm
- Use positive language and tone
- Separate student from misbehaviour
- Shaping: systematic reinforcement of close approximations of the desired behaviour.
- Modeling: demonstrating the desired behaviour.
- Fading: gradual removal of external reinforcement prompts and programs.
- Planned ignoring: decrease behaviour by not giving attention to the behaviour as it occurs. Refrain from engaging in dialogue and avoid eye contact.
- Proximity: move around the room and increase proximity to restless students; position to maximize view and avoiding blind spots
- 2 minute cool down
- 5, 4, 3, 2,1 count down
- Contagion Effect: verbally acknowledge various students who are behaving positively in the proximity of a student who is misbehaving. Often this technique results in change of behaviour without a direct instruction. Establish eye contact
- Offer choices
- Use verbal and non-verbal cues to redirect student attention and focus
- Use "I" messages
- Use the broken record technique and calmly repeat expectations/consequences
- Make good use of visuals
- Provide immediate feedback
- Use active listening skills
- Provide performance feedback on an ongoing basis
- Refer to consequences to prompt for compliance – use contingent effect
- Wait quietly until everyone is on task
- "3 before me" rule
- Ask a direct question
- Clarify instructions
- Coach in the use of conflict resolution, anger management and problem solving skills
- Discipline individual students quietly and privately, avoid engaging in disciplinary conversation across the room.
- Positively reinforce at a 3:1 ratio to negative consequences
- Missed work: post class notes on teacher's web page, provide a location for extra copies of handouts, establish homework buddies, provide table of contents for note books, develop a bulletin board of assignment outlines
- Non-verbal methods for getting student attention: Clap 3 times, Turn lights on and off, Ring a bell/chime or play a few bars of music
- Verbal phrases to get students attention: "Stop, Look & Listen", "Key Point", "Eyes on Me", "Attention Please"
- Provide time for students to update their agendas to chunk work tasks for projects and/or test preparation.
- Write positive comments in student agendas for students to share with parents.
- Reward students for checking off homework
- Initial agendas on a regular basis

Helpful Hints
- Know your personal triggers to specific behaviours
- Avoid power struggles and being reactive, use NVCI techniques
- Remember the importance of empathy; know your students, use a gentle,
- supportive approach
- Establish consistency in all areas of classroom management
- Prioritize issues - 'pick your battles'
- Be patient with yourself and your students
- Keep your sense of perspective and your sense of humour
- Know when to ask for help
- Use a variety of strategies

Section B — Intervention

I. Individual Student Behaviour Management/Programming — In-school

For most students, general classroom behaviour management programming, strategies and techniques are effective means to support student behaviour. However, there may be reasons or circumstances in which individualized student behaviour management and programming are required.

1. Continuum of possible interventions — A Tiered Approach for Assessment/Consultation/Intervention

The "tiered" approach is an extremely effective approach to assessment and intervention which sequentially increases the intensity of instructional interventions (Education for All, 2005). It is a model that promotes and facilitates the early identification of students' learning abilities and needs.

Needs exhibited by students vary greatly. The model below is an outline of a sequence and possible options that are available in supporting students. There may be situations where the process proceeds quickly and higher levels of intervention are needed sooner. The development of an IEP may be considered at each of the tiers.

Tier 1
Instructional program is taught by the classroom teacher

- Implement a structured classroom behaviour management/discipline system, (i.e. – expectations/reinforcement/consequences) strategies, techniques and routines.
- Student Conference – Problem Solving
- Re-evaluation of program / teaching and behaviour management strategies, techniques
- Classroom Teacher to collect data regarding the class and individual students
- Contact Parent(s) / guardian
- Student / Parent/ Teacher Meeting
- School based team meeting including Principal, (Vice- Principal), Teacher, Learning Support Teacher and Educational Assistant
- Case conference with parents to discuss possible in-school programming. (i.e. behaviour programming, skills training, restorative practices, collaborative problem solving)
- Conduct follow up meetings(s) to discuss progress and strategies

Tier 2
Targeted and intensive instruction for 'at risk' students who have not responded to previous tier one interventions
- Consultation with multi disciplinary team (psychologist, speech and language pathologist, social worker, learning support consultant, IEA and ASD team) as needed to bring all professional resources assigned to the school together to discuss strategies and options for student.
- Develop an IEP with alternate expectations for behaviour and social skills
- Consider referral to Itinerant Educational Assistant for behaviour or to the ASD team for assistance with behaviour of students with autism as appropriate.

Tier 3
For students who do not respond to instructional efforts in Tiers 1 and 2
- Referral for more extensive assessment, intervention and support with Learning Support Services staff
- Recommendations provided to teachers and parents
- Consider a case conference with safe schools team as appropriate.

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Referral to Learning Support Services

LST, in consultation with classroom teacher and principal, may formally refer a student for support/assessment from one of the Multi-Disciplinary-Team. Include information such as educational assessment results, observation notes and student's profile.

- **Psychologist/Psychological Associate –** Referrals may request consultation, talking to parents, classroom observation, behaviour management, referral to outside agency, crisis intervention, counseling, or assessment; student's name may go on a waiting list for psycho-educational assessment; names prioritized by LST and Principal
- **Social Worker –** available for consultation/support re: attendance, suspected child abuse/neglect, mental health, behaviour interventions, referrals to outside agencies re: family and child issues, behaviour or risk assessments, crisis intervention, short-term counseling of students re: behaviour, self-esteem, emotional concerns, peer interaction, social skills, and concerns that are problematic to student and/or school or family environment
- **Speech and Language Pathologist –** available for screening and/or articulation (speech) and language difficulties, programming suggestions/materials, consultation with teachers and EA's, short term language intervention for some students (in class or with parents), referrals for outside therapy services as needed

Consent for service form *(OCDSB 371),* **must be forwarded to the family, signed by the parent(s) or guardian(s) and returned to the school prior to service**

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2. Safe Schools

If there are significant safety concerns the following should be considered:

Safe Schools Conference

Meet with safe schools team to review previous and current interventions in order to discuss and develop a safe and supportive intervention plan.

Behaviour Management Plan (BMP)

In some cases of extreme and unsafe behaviour, a behaviour management plan is developed to prevent a student from imminent injury to him or herself or others.

The BMP outlines the detailed steps involved in the use of planned physical restraint.

These steps should be a continuation of the goals outlined on the student's IEP. The BMP should be developed by the principal in consultation with teaching staff, learning support consultant and psychological services staff. The plan must be explained and agreed to by the parent/guardian. Physical interventions are not to be used in non-compliance situations. *(OCDSB PR.626.SES)* *(OCDSB722 Form on BEAM)*

Safety Plan

The safety plan is a component in the ongoing management of potential risk in students who exhibit physical aggression and violent behaviour. The safety plan is an emergency response plan developed to mitigate safety concerns and ensure safety for staff and students. The plan identifies roles and responsibilities for staff to deal with specific problem behaviour.

Critical Incident Review Committee (CIRC)

Definition: a critical incident is a serious and often violent incident which is defined by the ministry of education in regulation Section 310(1) under the Education Act.

The purpose of CIRC is to ensure consistent application, reporting and follow-up of the safe schools policies and procedures of the board as related to critical incidents and, in particular, the procedures for safe schools, student suspension, and student suspension/investigation/possible expulsion. The committee cooperates with the Ottawa Police Service and other agencies in order to provide coordinated support for handling critical incidents in schools.

CIRC provides:

- timely support and expertise to schools
- efficient, effective and consistent response to situation where there is a significant safety risk to students or staff and all

appropriate school based interventions have been explored or attempted

- ◆ a vehicle to review extreme critical situations and recommends appropriate action
- ◆ support to the school principals in the development of a student action plan (SAP) and reentry plans after a critical incident

Student Success Centre

In accordance with the Education Act legislative requirements, students who are suspended for more than 10 days or who are expelled from school will be provided with an opportunity to continue their education at the Student Success Centre sites. Sending school staff are required to prepare a Student Action Plan (SAP) that outlines academic and non-academic goals. Each site is staffed by a teacher and Child and Youth Worker.

To access the program, contact the Principal of Safe and Caring Schools.

II. Intervention Options (OCDSB and Shared Services)

1. Behaviour Support Program-Itinerant Educational Assistants (IEA)

The primary goal/purpose is to support schools in order that they may effectively address the needs of individual students, so they may remain in their home school. Both panels also support the transition process for students re-entering the regular classroom from Section 23 programs.

a) Services provided by the Elementary Panel of IEA's

- ◆ To provide immediate and practical behaviour management plans to schools, classrooms or individual students. The plan is to be implemented by relevant school staff in support of student success.
- ◆ Skills training, collaborative problem solving, restorative practices, anger management and relaxation strategies may be provided as part of the intervention.
- ◆ Types of Intervention: individual student, classroom, school wide
- ◆ The initial intervention is intensive and short-term in nature. Ongoing follow-up is provided to the schools as required.

b) Services provided by the Secondary Panel IEA's

- ◆ To provide assistance to secondary students through behaviour interventions and provision of strategies.
- ◆ Short-term intensive and longer term, behavioural interventions.
- ◆ Identify and implement practical prevention strategies and management techniques for students experiencing significant behavioural difficulties within the classroom and school environment.
- ◆ Co-facilitate anger management groups

The referral forms are found on BEAM in the Special Education Folder under Behaviour (OCDSB711-E /OCDSB711-S). Parental permission is required for IEA intervention.

2. Services provided by Autism Spectrum Disorders Team

The ASD team is a Multi-Disciplinary Team comprised of 5 Educational Assistants, a Speech Pathologist, a Psychologist, an Itinerant Teacher, and a Learning Support Consultant. School staff, on the recommendation of their Multi-Disciplinary Team, and with parental consent can make a referral to the ASD Team. The referral form is found on BEAM in the Special Education folder under Autism.

The Team:

- ◆ provides ongoing support to students with a diagnosis of Autism Spectrum Disorder
- ◆ provides direct and consultative program support to schools
- ◆ facilitates transitions for students who are both within the system and new to the OCDSB
- ◆ assists in the development and implementation of IEPs, behavioural programs and communication strategies
- ◆ provides ongoing support in the area of professional development

3. Emergency Educational Assistants

A Principal can apply for an Emergency Educational Assistant (EEA) to help address significant safety, medical and behavioural needs that a student might be presenting. The EEA is available for a short period of time, usually up to five days, to facilitate the implementation of the support plan to address the issues.

Principals and Vice-Principals can make direct referrals to the Vice-Principal of Learning Support Services. It is recommended that a referral is made and a program developed by an IEA with follow-up provided by the EEA. It is expected that the classroom teacher would have met with the In-School team and the Multi-Disciplinary team prior to requesting emergency support.

4. School Based Prevention/Youth diversion program

- Partnership among schools, YSB, Ottawa Police, Community agencies
- Designed to assist youth who are in or at risk for conflict with the law and demonstrate social and or behavioural issues.
- Intended to increase the ability of schools to manage conflict through peer mediation, enhancing school attachment and linking youth to services in the community such as addiction counseling, recreational programming etc.

5. Specialized System-based Programs

A regular class placement is considered the placement of first option however, when such a placement does not meet the student's needs and is consistent with parental preferences, specialized system based programs may be considered.

These programs are for students whose needs can best be met in a class comprised of students with similar identified exceptionalities. Classes have a lower pupil-teacher ratio than regular classes. Students may be integrated into regular classes in order to prepare for the possibility of returning to a regular classroom. These special education programs may also include support from Learning Support Services personnel.

Application Process for Specialized Programs

The parent(s)/guardian(s) of the student must be consulted and sign any application to a system-based program, prior to the completion of an application. It is recommended that parent(s)/guardian(s) are familiarized with the placement before agreeing to the application.

Schools submit applications and all required documentation to a central recommendation committee for both new applicants and for students moving from elementary to secondary school for the following system-based programs:

- Asperger's Program (ASP)
- Autism Program (AUT)
- Behaviour Intervention Program (BIP)
- Deaf/Hard-of-Hearing Program (D/HH)
- Developmental Disabilities Program (DD)
- Dual Support Program (DSP)
- General Learning Program (GLP)
- Gifted Specialized Program (Elementary/Secondary*)
- Language Learning Disability Program (LLD)
- Learning Disability Program (LD)
- Physical Support Program (PSP)
- Primary Special Needs (PSN)

Placement recommendations are made by a central recommendation committee consisting of Learning Support Consultants (LSC) and Learning Support Services personnel as appropriate. Students will be recommended for age-appropriate placement.

6. Reality Check

Reality Check is a short term, skills-based program to address the needs of students who are experiencing significant behavioual difficulties or reoccurring issues which are interfering with their success at school. The program is staffed by two teachers and two youth workers. Students can remain at Reality Check for a six to eight week placement. In order to facilitate quick access to the program, Reality Check operates on a continuous intake system. Students can begin a placement at any time throughout the school year.

The student and the family must each agree to full participation. Students who are receptive to making positive change are those who experience the greatest amount of growth. The program offers support to the family through daily phone calls.

Placement Procedures

Principals from the home school identify students who meet the criteria and who would benefit from the program. A referral is made

to the Vice-Principal at Richard Pfaff Alternate Site. A pre-placement meeting involving the parent, student, school representative and Vice-Principal will be organized. Individual contracts are signed by the student, parents and the teaching staff at Reality Check at the time of in-take and revised as required.

Transportation is provided according to the applicable OCDSB policy.

Program
Students are exposed to an affective skills curriculum. A series of modules present ideas and strategies which will help the student examine past choices and their consequences and encourage the student to consider adopting more positive coping strategies. The curriculum includes such topics as anger management, substance use and abuse, conflict resolution, communication skills, empathy skills and social skills.

During the latter few weeks of the program, the emphasis shifts to providing the student with opportunities to reintegrate gradually into the community school program. This provides the student with the support needed to begin utilizing newly acquired skills in a larger group setting. Opportunities to process the successes and pitfalls through individual and group discussions provide the opportunity to reassess and perfect the implementation of new skills.

An exit meeting is held to discuss the student's progress, successful strategies, and recommendations for continued success.

7. First Place Alternate Program
The First Place Program is designed to be an intervention for students who are not functioning well in their school but have not been identified through the IPRC process and are not currently in a specialized system program. The program is designed for students of average academic ability who are dealing with anxiety related issues. These include; school refusal, attendance issues related to anxiety and academic remediation due to personal or social circumstances. The program is not designed for students with 'acting out' behaviour.

Assessment Procedures
A current educational assessment is required for admission. A psychological assessment may be requested. Special Education team members, including the social worker and psychologist, must have been consulted as to the appropriateness of the referral to First Place. Other relevant documentation may also be considered.

Placement Procedures
Once a referral is complete, a site visit with the student and the student's parent(s)/guardian(s) occurs. This allows the opportunity for both the student and First Place staff to ask questions and address concerns. This takes place in lieu of an admissions meeting. Once admission has been offered, the student will begin attending on the next available starting date based on space in the program. Every effort will be made to offer flexible start dates.

Transportation is provided according to the applicable OCDSB policy.

Program
First Place offers an intermediate (grade 7/8) program and a grade 9 program. The intermediate students may remain for up to one academic year. Grade 9 students may stay for one or two semesters as required. The focus of the program is to develop life coping strategies. There is a greater emphasis on field trips and activities outside of class in order to improve a student's comfort level in different situations. Programs are limited in size. Students remain on the roll and responsibility of the sending school. When students leave First Place, either because they are ready to be reintegrated or because they failed to meet the expectations of the program, they will return to their home school.

8. Section 23 Programs
The Section 23 therapeutic day treatment programs are intensive interventions that may involve the child being removed from the community school and placed in a mental health/behavioural intervention program. The OCDSB requires that a continuum of interventions be demonstrated prior to submitting a referral for a Day Treatment facility.
The community school must provide evidence of a continuum of interventions.

The focus of Section 23 programs is to provide treatment services and education for students whose needs are such that they are unable to attend their community school. While treatment is the primary focus, the partnership with the M.F. McHugh Education Centre allows students to continue their education. Treatment facilities accept referrals based on the student's treatment needs, treatment protocols and the availability of treatment spaces.

Once students enter a Section 23 placement, they are considered as non-resident and are taken off the community school's register. Please note that Section 23 programs do not identify students through the Identification Placement and Review process.

The clinical partner may accept a referral without guaranteeing a student's placement in the program. Each clinical partner follows an internal screening procedure. The clinical partners are responsible for contacting parents directly with their decision.

a) The following documentation must be included in the application:
- Section 23 Application: Information Package
- Educational and Clinical Records Release Authorization- original copy
- Achenbach Child Behaviour Checklist-teacher/parent (this documentation is provided by the school psychologist)
- Psychological Assessment (less than two years old)
- Most recent report card and attendance record
- Education assessment (within past six months)

b) The following information is helpful, but not essential:
- Social history
- Speech/Language Evaluation
- Individual Education Plan

…people will forget what you said,
people will forget what you did,
but people will never forget how you made them feel.
— Maya Angelou

Section C — Appendix

a) Relevant Ministry Legislation and Documents:

Bill 157: Education amendment Act (Keeping Our Kids Safe at School Act), 2009
Ontario Schools Code of Conduct
Provincial Code of Conduct and School Board Codes of Conduct, Policy/Program Memorandum No. 128
School Board Programs for Students on Long-Term Suspension, Policy/Program No. 141
School Board Programs for Expelled Students, Policy/Program 142
Bullying Prevention and Intervention, Policy/Program No. 144
Progressive Discipline and Promoting Positive Student Behaviour, Policy/Program No. 145
Safe Schools Incident Reporting, Policy/Program 144 and 145
Individual Education Plan, Standards for Development, Program Planning and Implementation 2000
Identification, Placement and Review Committees, Special Education Monograph No. 2
Education Act, Part XIII, Behaviour, Discipline and Safety
Developing and implementing equity and inclusive education policies in Ontario schools, Policy/Program No. 119
Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy, 2009
Shaping Safer Schools: A Bullying Prevention Action Plan, 2005
Bullying: We can all help stop it: A Guide for Parents
Shaping a Culture of Respect in our Schools: Promoting Safe and Healthy Relationships, 2008
A Guide to Character Development in Ontario Schools, K-12, 2008
Character Development in Action, K-12: Successful Practices in Ontario Schools, 2008
Shared Solutions - A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs, 2007
Learning for All, K-12, 2010
Caring and Safe Schools in Ontario: Support Students with Special Education Needs through Progressive Discipline, K-12, 2010

b) Board Policies and Procedures and Documents:

School Board Code of Conduct, Policy P.125.SCO
Bullying Prevention and Intervention, Board Policy, P.123.SCO, Board Procedure PR.659.SCO
Safe Schools, Board Policy P.032.SCO, Board Procedure PR.521.SCO
Progressive Discipline and Promoting Positive Student Behaviour, Board Policy P.124.SCO, Board Procedure PR.660.SCO
Student Suspension, Board Policy P.020.SCO, Board Procedure PR.511.SCO
Student Suspension/Investigation/Possible Expulsion, Board Policy P.026.SCO, Board Procedure PR.515.SCO
Safe Schools Incident Reporting, Board Policy P.020.SCO and P.026.SCO, Procedures PR.511.SCO and PR.515.SCO
Use of Physical Restraints and Time-out Rooms, Board Procedure PR.626.SES
Antiracism and Ethnocultural Equity, Board Policy, P.098.CURR, Board Procedure PR.618.CURR
Character Development in Action, 2009
Alleged Harassment of a Student, Board Procedure: PR.543.HR

c) Relevant Education Act Regulations and Documents

Education Amendment Act (Progressive Discipline and School Safety) 2007
Ontario Regulation 472/07 Suspension and Expulsion of Students
Policy/Program Memorandum 128, the Provincial Code of Conduct and School Board Codes of Conduct, October 4, 2007
Policy/Program Memorandum 144, Bullying Prevention and Intervention, October 4, 2007
Policy/Program Memorandum 145, Progressive Discipline and Promoting Positive Student Behaviour, October 4, 2007