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Each one called by name...(Isaiah 43:1)

CARING *and* SAFE SCHOOLS *in* ONTARIO

SUPPORTING STUDENTS

WITH SPECIAL EDUCATION NEEDS

THROUGH PROGRESSIVE DISCIPLINE,

KINDERGARTEN TO GRADE 12



reach every student

 Ontario

**Caring and Safe Schools
Resource**

**Dufferin-Peel
Catholic District
School Board**



**Promoting a Caring and
Safe School Culture**

**Dufferin-Peel's Safe, Caring,
Inclusive and Healthy School
Communities**

**Understanding Student
Behaviour**

**Supportive Resources to
Promote Student Achievement
and Well-Being**

**Investigating Strategies,
Tools, and Resources**

**Evidence-Informed
Strategies, Tools, and
Resources**

Progressive Discipline

**Progressive Discipline
Response Protocol**

Each one called by name...(Isaiah 43:1)

Caring and Safe Schools in Ontario....

Supporting Students with Special Education Needs
Through Progressive Discipline, Kindergarten to
Grade 12: Promoting Positive Behaviour Through....

Each one called by name...(Isaiah 43:1)

Caring and Safe Schools.... Framework for Promoting Positive Student Behaviour

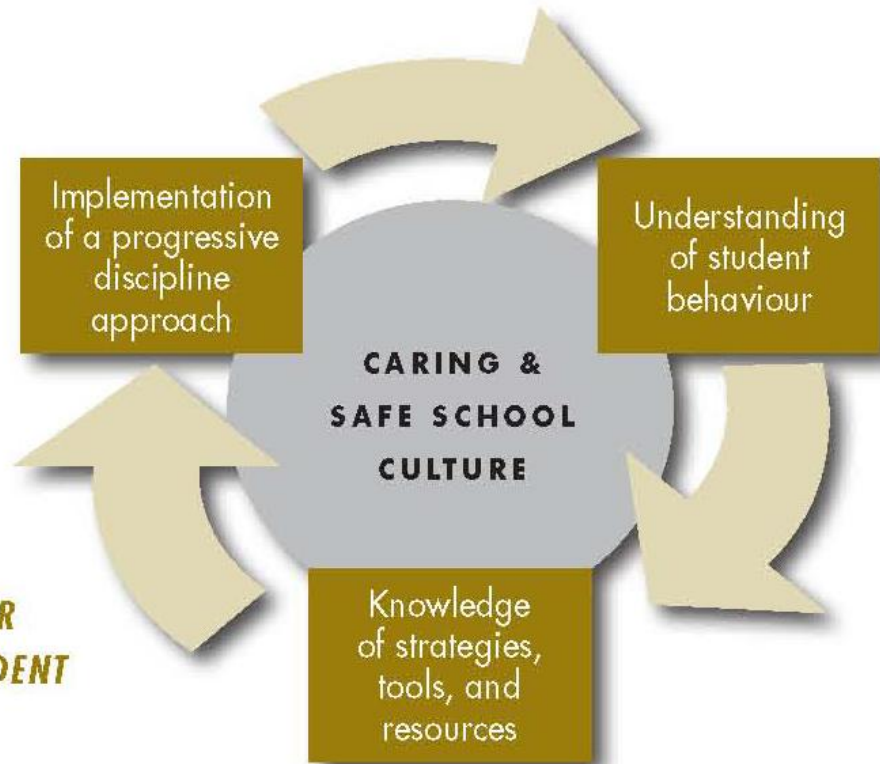


FIGURE 1. FRAMEWORK FOR PROMOTING POSITIVE STUDENT BEHAVIOUR

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Caring and Safe....

A Checklist for Assessing School Culture p. 15

- ▶ All members of the school community feel safe, comfortable and accepted.
- ▶ The learning environment is healthy and safe and orderly.
- ▶ The school atmosphere is positive, friendly, and welcoming.
- ▶ Morale among the students and staff is high.
- ▶ Teachers students and parents feel the environment is favourable for learning.
- ▶ Diversity is acknowledged, accepted and respected.
- ▶ The school mission or vision promotes student achievement.
- ▶ There are high expectations for all students.
- ▶ Students have opportunities to enhance their self-esteem and develop respect for themselves and others.
- ▶ Expectations for student behaviour are clear and effectively communicated, and students are supported in their efforts to meet those expectations.
- ▶ School leaders actively promote initiatives to strengthen instructional skills and techniques....
- ▶ And so on.

Each one called by name...(Isaiah 43:1)

Catholic Board Learning Plan

Dufferin–Peel’s
Safe, Caring,
Inclusive and
Healthy School
Communities

*Catholic
Community
of Culture
and Caring
Pillar*

Dufferin-Peel Catholic District School Board



2010–2011
Catholic Board Learning Plan

Program and Special Education &
Support Services Departments

November 2010
Each one called by name... (Isaiah 43:7)



Each one called by name...(Isaiah 43:1)


Catholic Board Learning Plan

Catholic Community of Culture and Caring Pillar

Smart Goal

- ▶ By the end of June 2013, 75% of Dufferin–Peel students will feel a sense of belonging, inclusion, support, and safety as determined through the use of the 2010–2011 Catholic Community, Culture, and Caring Survey to be implemented Year I of the Catholic Board Learning Plan.

CCCC– Foundational Principles

- ▶ All schools have a CCCCAT (Catholic Community of Culture and Caring Action Team);
 - ▶ All schools implement the CCCCAT survey once every two years;
 - ▶ All schools integrate the Virtues program;
 - ▶ All school integrate high yield strategies (e.g.–cooperative learning, shared solutions);
 - ▶ All schools embrace social justice projects;
 - ▶ All schools develop and maintain positive school – parish relationships;
 - ▶ All schools maintain positive school–community engagement, partnerships and collaboratives.
- 

Virtues

- ▶ Faith
- ▶ Hope
- ▶ Love
- ▶ Empathy
- ▶ Conscience
- ▶ Self-control
- ▶ Respect
- ▶ Kindness
- ▶ Acceptance
- ▶ Fairness



We reflect: How do the celebration of the virtues support our school culture to involve all students within our Catholic community?

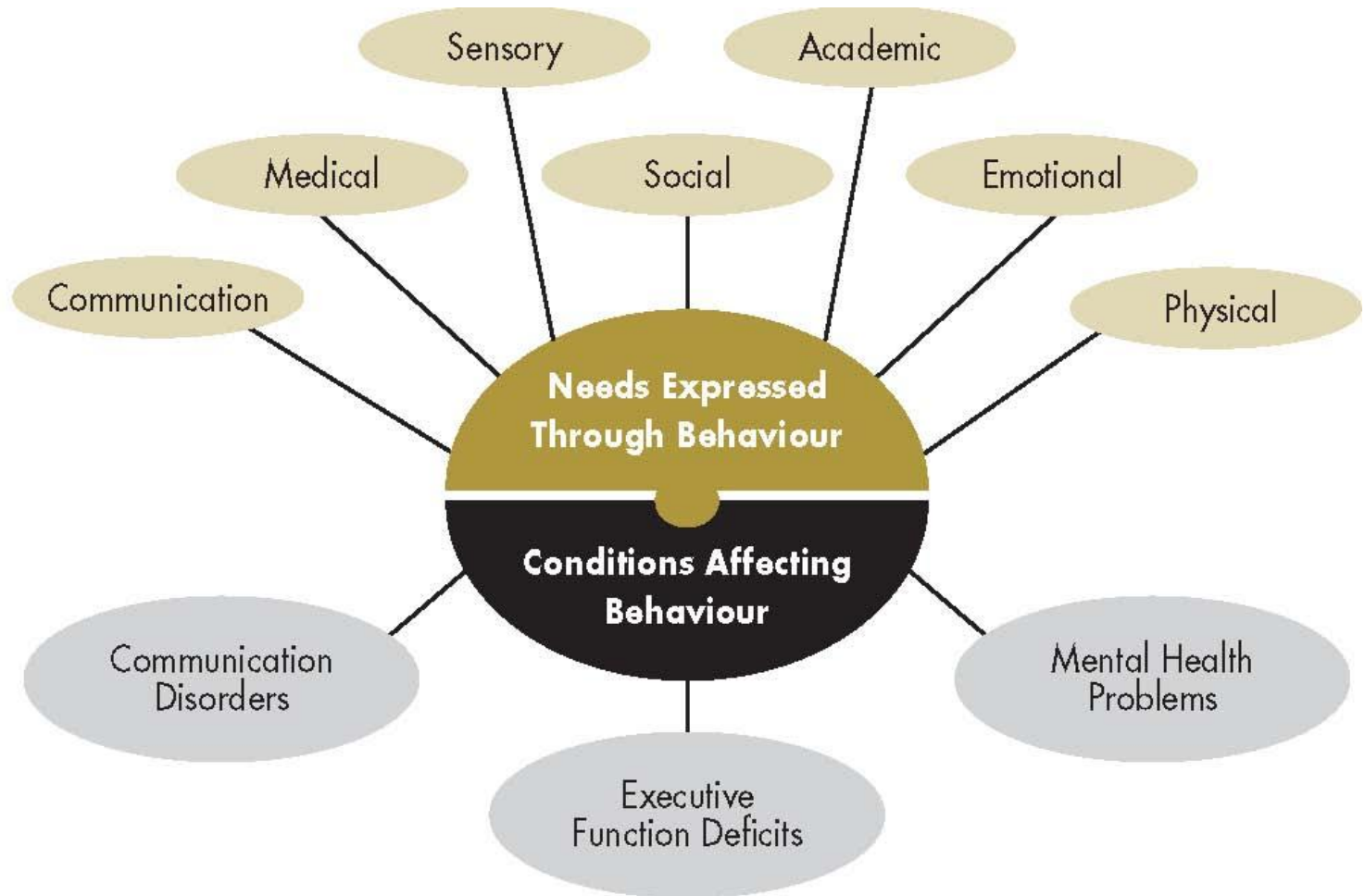
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Caring and Safe Schools in Ontario....

Supporting Students with Special Education Needs
Through Progressive Discipline, Kindergarten to Grade 12:
Understanding Student Behaviour and Investigating Tools,
Strategies and Resources

Each one called by name...(Isaiah 43:1)

Caring and Safe... Conditions Affecting Student Behaviour



Each one called by name...(Isaiah 43:1)

Caring and Safe Schools Resource....

- Prevention
- Early and On-going Intervention (e.g. – Character Development)
- Assessment
- Planning
- Programming and Instruction
- Communication and Collaboration
- Capacity Building


Safe Caring Inclusive and Healthy School Communities



- Prevention
- Early and On-going Intervention (e.g. – The DP **Virtues** Program)
- Assessment
- Planning
- Programming and Instruction
- Communication and Collaboration
- Capacity Building

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Dufferin–Peel Catholic District School Board



Response to Needs
Aligned to the
CBLP and System
Directions

- Cooperative Learning
- Differentiated Instruction
- Universal Design for Learning
- Tiered Approach

Deepened
Proactive Supports
for Student
Achievement and
Well-Being

- **Focus on Prevention and Proactive Practice:**
 - Young Minds At Play
 - SNAP
 - Student Support Leadership Initiative
 - *Connections for Students*

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Progressive Discipline and Response Protocol

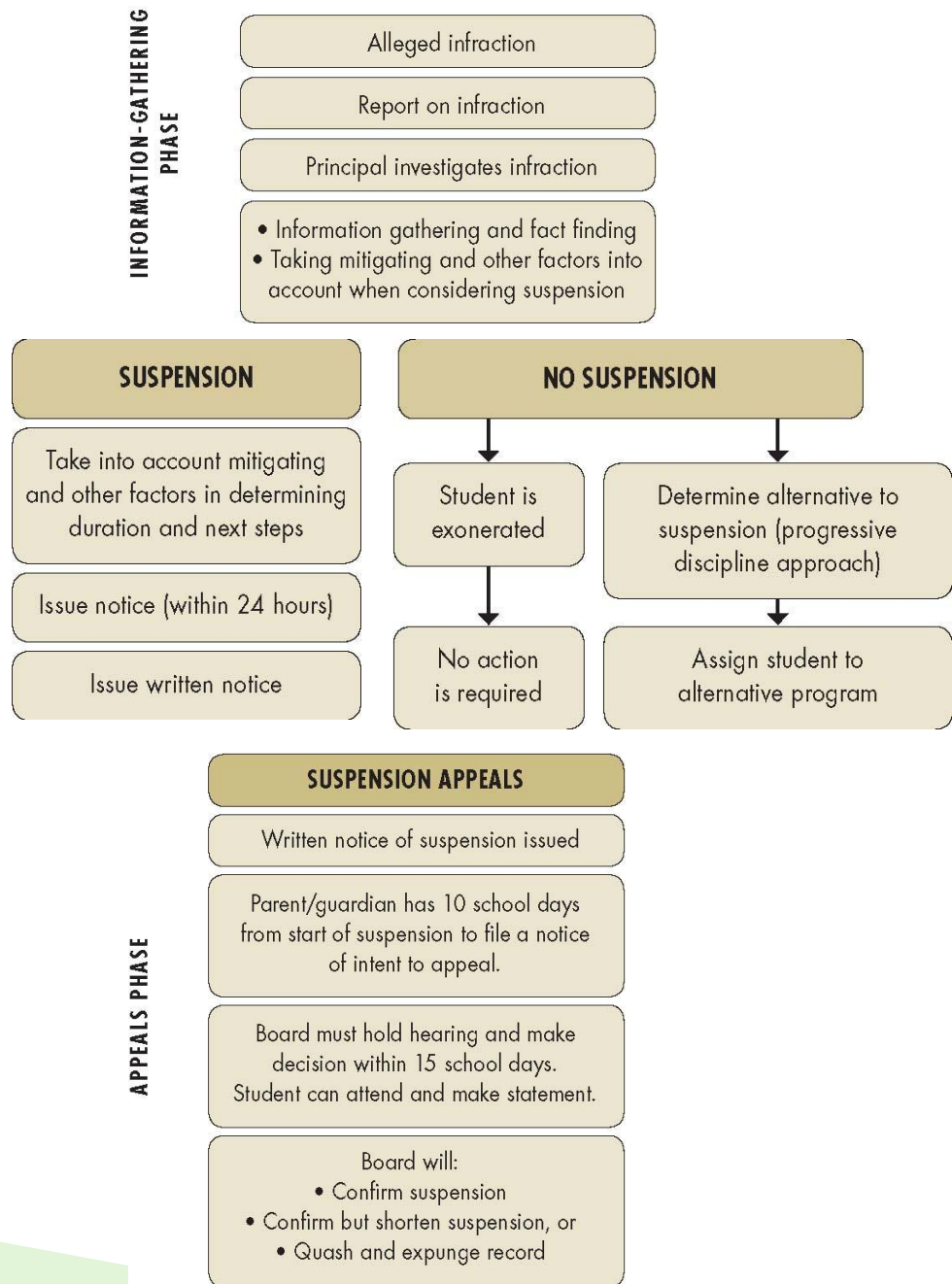
The Dufferin–Peel Catholic Board Learning
Plan and System Strategic Directions

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FIGURE 16. **SUSPENSION PROCESS**

Caring and Safe Schools Resource

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Dufferin–Peel Catholic District School Board's Response Protocol

Progressive Discipline Response Protocol



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Aligned Supports in Dufferin–Peel

- ▶ Aligned Supports in Safety in Special Education: An Administrator's Resource
- ▶ Includes Safety Plans
- ▶ See Health and Safety Portal

- ▶ Links to Proactive Practice in Bill 168

- ▶ Additional alignments through Safe Schools Resources on board website
- ▶ <http://www.dpccdsb.org/CEC/Schools/Safe+Schools/>

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Sample Special Education PA Day Session

Topic	Caring and Safe Schools In Ontario
Brief Description of PA Day Session	One example - Special Education and Support Services Department teams reviewed the resource as part of a Professional Activity Day.
Resources	<ul style="list-style-type: none"> - Caring and Safe Schools in Ontario - Draft Learning for All - DPDCDSB Safe Schools policy and practice http://www.dpcdsb.org/CEC/Schools/Safe+Schools - Other local board resources
Audience	One sample of how the resource was shared was a staff meeting with the Special Education and Support Service department team of itinerant teachers, child and youth workers and educational workers. Highly specialized in their elementary and secondary expertise in the areas of behaviour, ASD, deaf/hard of hearing, blind/low vision, assistive technology, transitions, augmentative communication and so on, this team was able to communicate the key messages for local administrators and the staff with whom they work "...each one called by name." Adapted from <i>Isaiah 43:1</i>
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