

## Sample Special Education PA Day Session

<b>Topic</b>	CARING AND SAFE SCHOOLS: Supporting Students With Special Education Needs Through Progressive Discipline, Kindergarten to Grade 12
<b>Brief Description of PA Day Session</b>	<p>This session was designed specifically for elementary and secondary principals and vice principals. The identified outcomes were to:</p> <ul style="list-style-type: none"> <li>• Develop awareness of the key messages in <i>“Caring and Safe Schools in Ontario”</i></li> <li>• Model “Visible Thinking’...a high yield strategy</li> <li>• Integrate information learned into local School Improvement Plan</li> </ul> <p>This session was intended to be replicated with school staff.</p> <p>In total approximately 2-2 1/2 hours are needed, depending on the size of the group.</p>
<b>Resources</b>	<p><b><i>“Caring and Safe Schools: Supporting Students With Special Education Needs Through Progressive Discipline., Kindergarten to Grade 12” Ministry of Education</i></b></p> <p><b>Link to “Making Thinking Visible Resource”</b>  <a href="http://www.metiri.com/alberta/RitchhartPerkinsVisibleThinking.pdf">http://www.metiri.com/alberta/RitchhartPerkinsVisibleThinking.pdf</a></p> <p><b>Other Thinking Resources:</b>  <a href="http://www.pz.harvard.edu/vt/visibleThinking_html_files/06_AdditionalResources/06a_AdditionalResources.html">http://www.pz.harvard.edu/vt/visibleThinking_html_files/06_AdditionalResources/06a_AdditionalResources.html</a></p>
<b>Audience</b>	Elementary and Secondary Principals (for use with their staff)
<b>Board Name</b>	London District Catholic School Board
<b>Designated Contact (Contact Name / E-mail / Phone Number)</b>	<p>Tamara Nugent, Superintendent  <a href="mailto:t.nugent@ldcsb.on.ca">t.nugent@ldcsb.on.ca</a>            510 663-2088 x40007</p>

# CARING *and* SAFE SCHOOLS *in* ONTARIO



LONDON DISTRICT  
Catholic School  
BOARD

SUPPORTING STUDENTS  
WITH SPECIAL EDUCATION NEEDS  
THROUGH PROGRESSIVE DISCIPLINE,  
KINDERGARTEN TO GRADE 12

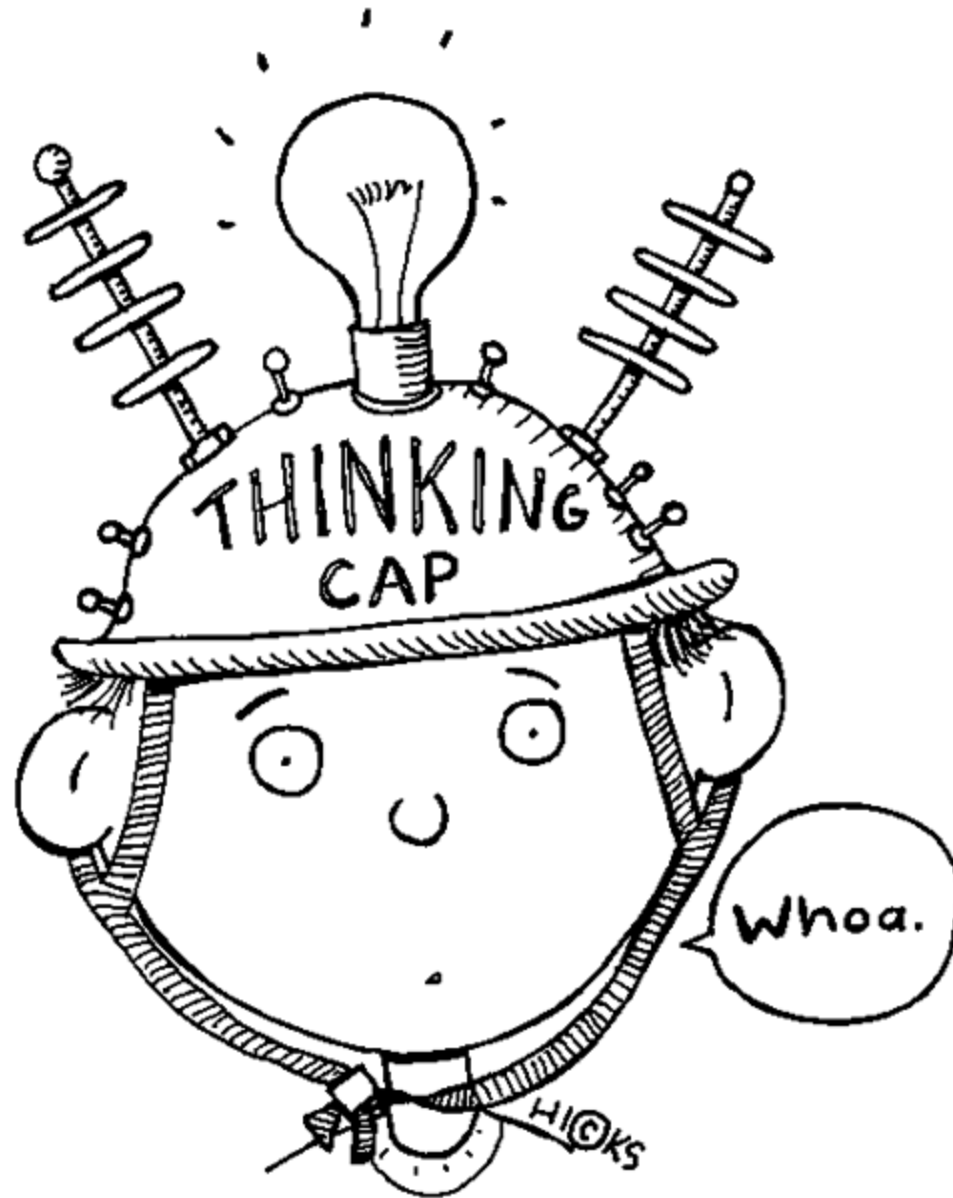


# Outcomes

- Develop awareness of the key messages in “Caring and Safe Schools in Ontario”
- Model “Visible Thinking” ...a high yield strategy
- Integrate information learned into local School Improvement Plan

## Making Thinking Visible

“When learners speak,  
write or draw their ideas,  
they deepen their  
cognition.”



# *Introduction*



# Thinking Routine Activity #1

- Read pages 3-8
- Create a headline, blogspot or tweet for this topic or issue right now, that captures the most important aspects of this Chapter.

- How does your headline, blogspot, tweet, differ from what you might have said yesterday?



# Purpose of the Document

- practical resource to promote and support a safe, caring, inclusive, Christ-centered school culture
- Provide information about appropriate strategies and resources to help address behavioural challenges for students.

# 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.

## KEY MESSAGE

**Progressive Discipline is a shift from solely punitive approach to one that is both corrective and supportive.**

# Mitigating Factors

- The student does not have the ability to control his or her behaviour
- The student does not have the ability to understand the foreseeable consequences of his or her behaviour
- The student's continuing presence in the school does not create an unacceptable risk to the safety of any person

## KEY MESSAGE

**Principals must take into account mitigating and other factors when considering the suspension or expulsion of a student.**

# Other factors

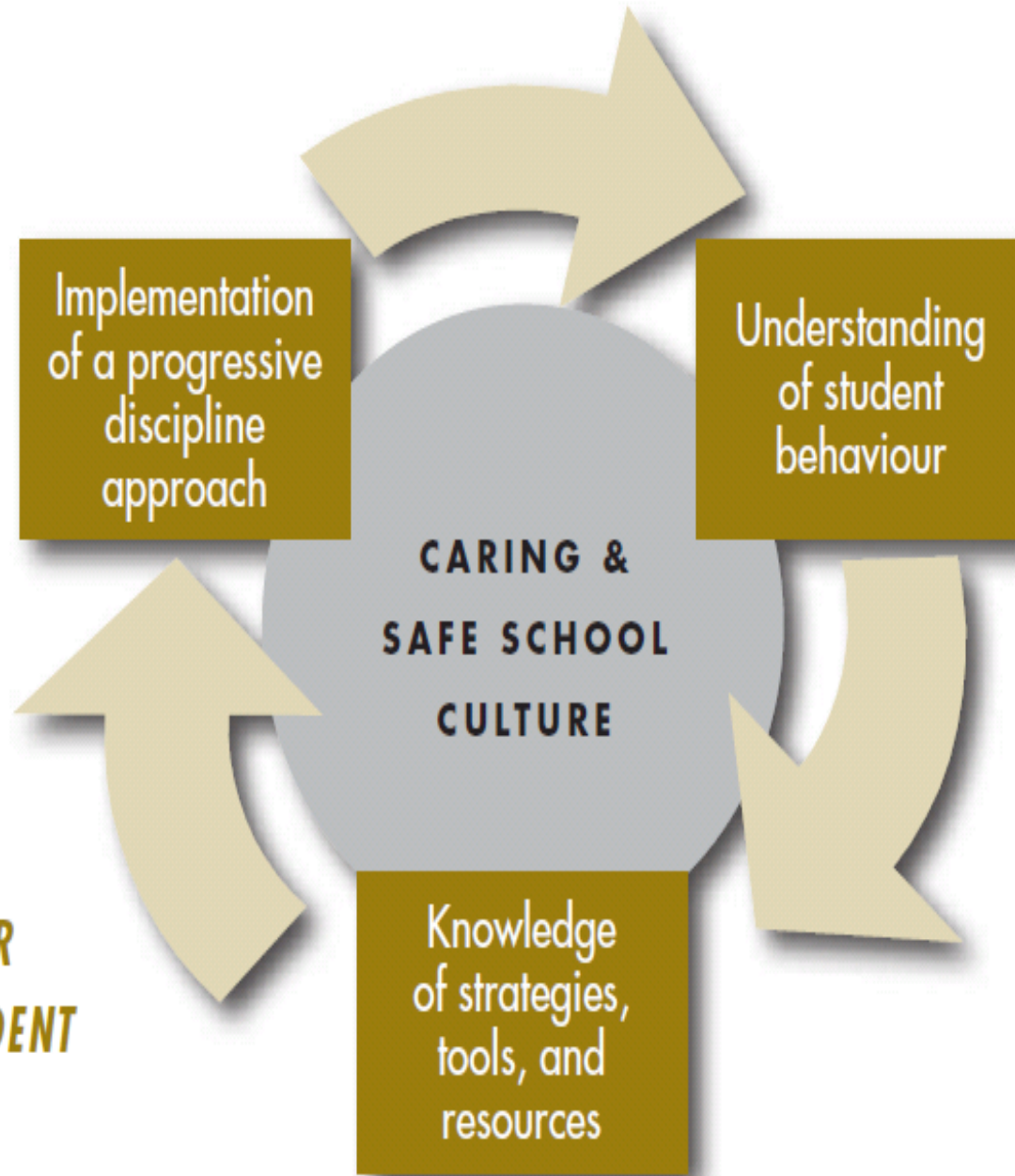
- Student's history;
- Whether a progressive discipline approach has been used with the student;
- Whether the activity for which the student may be or is being suspended or expelled was related to any harassment of the student because of his her race, ethnic origin, religion, disability, gender or sexual orientation or any other harassment;

- How the suspension or expulsion will affect the student's ongoing education;
- The age of the student;



In the case of a student for whom an IEP has been developed:

- i. whether the behaviour was a manifestation of a disability identified in the student's IEP
- ii. whether appropriate individual accommodation has been provided;
- iii. whether the suspension or expulsion is likely to result in an aggravation or worsening of the student's behaviour or conduct.



**FIGURE 1. FRAMEWORK FOR PROMOTING POSITIVE STUDENT BEHAVIOUR**

*Promoting Positive  
Behaviour*

*Through a Caring and  
Safe School Culture*



**Equity:** A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

(Ontario Ministry of Education, 2009, PPM 119, p.4)

**Inclusive education:** Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

(Ontario Ministry of Education, 2009, PPM 119, p. 4)

Thinking through issues  
is not  
a solo endeavour.

# *Understanding Student Behaviour*



# Understanding Student Behaviour

## Needs Expressed Through Behaviour

- Communication
- Medical
- Sensory
- Social
- Academic
- Emotional
- Physical

## Conditions Affecting Behaviour

- Communication Disorders
- Executive Functioning Deficits
- Mental Health Problems  
(may experience singly or in combination)

# Thinking Routine Activity #2

## Compass Points Activity

- **E= Excited.** What excites you about this idea?
- **W= Worrisome.** What do you find worrisome about this idea?
- **N = Need to Know.** What else do you need to know or find out about? What additional information would help you?
- **S= Stance, Steps or Suggestions moving for Moving Forward.** What is your current stance on this the idea?
- What steps might you take to increase your understanding of the issue?

# *Investigating Strategies, Tools, and Resources*



*Addressing Behavioural Issues  
Through a Progressive  
Discipline Approach*



# LDCSB Resources and Supports

- “Safe Schools Resources and Procedures” Binder
  - Positive Behavioural Supports
  - Behaviour Plan
  - Safety Plan
  - “Progressive Discipline” Binder
- Resiliency Demonstration Project - SSLI
- Behaviour Management Systems Training
- Creating Safe School Environments - Jaffe et. al.
- “Shared Solutions”