

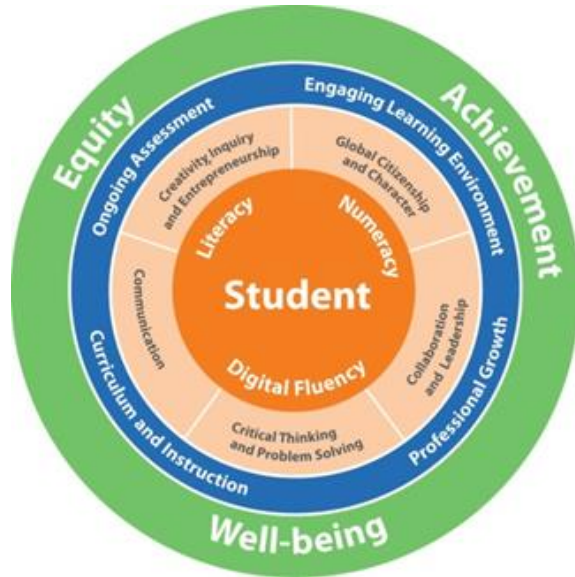
# School Improvement & Shared Solutions

Addressing Aggressive  
Student and Parental Behaviour



## Presteign ES Main Goal:

How might a focus of closing the achievement gap (students achieving 2.7-2.9) through targeted interventions and embedded CRRP impact student achievement and well-being?



- Global Citizenship and Character
- Collaboration and Leadership
- Critical Thinking and Problem Solving
- Communication
- Creativity, Inquiry and Entrepreneurship

	2017-2018	2018-2019	2019-2020
Achievement	<p>Challenge of Practice:</p> <p>If we as a teaching community work to become more knowledgeable in how to assess for, as and of learning in mathematics we will be better able to equitably identify and meet the wide range of learners in our classrooms, and ultimately support student engagement and achievement.</p> <ul style="list-style-type: none"> <li>-Leaps and Bounds</li> <li>-Focused interventions for marker students</li> <li>-LLI kits/ training</li> <li>-Mathletics</li> <li>-Kings Circle Books (guided reading)</li> <li>-STEM lab</li> </ul>	<p>If we as a teaching community work to increase visible learning in mathematics we will be better able to equitably identify and meet the wide range of learners in our classrooms, and ultimately support student engagement and achievement.</p> <ul style="list-style-type: none"> <li>-Mathology</li> <li>-CRRP</li> <li>-Literacy Games</li> <li>-Book clubs</li> <li>-Colleague walkthroughs</li> <li>-Microbits workshops</li> <li>-Heritage Clubs</li> <li>-JAYU Canada (\$7,000)</li> </ul>	<p>If we work to increase the continuity of consistent vocabulary in our math programming, as a teaching community, and increase visible learning in mathematics we will be better able to equitably identify and meet the wide range of learners in our classrooms, and ultimately support student engagement and achievement.</p> <ul style="list-style-type: none"> <li>-French Readers (x2)</li> <li>-Math Resources (Marian Small)</li> <li>-PM Readers (missing)</li> <li>-Social Skills games/ resources</li> </ul>

<p>Equity</p>	<p>Challenge of Practice:</p> <p>If we as a teaching community engage in professional dialogue and courageous conversations through our work in CRRP then we will see evidence of this in our school walls and classrooms.</p> <ul style="list-style-type: none"> <li>-FNMI Curriculum</li> <li>Heritage Months/ Learning to be empathetic/ tolerant of others</li> <li>-sharing assemblies</li> <li>-Cultural Exchanges (school visits)</li> <li>-Ballet Creole</li> </ul>	<p>If we as a teaching community reflect on our own privilege/ bias in professional dialogue and through our work in CRRP (Culturally Responsive Relevant Pedagogy) then we will see evidence of this in our school walls and classrooms.</p> <ul style="list-style-type: none"> <li>-Books for library \$10000</li> <li>-CRRP focus, Social Justice Books</li> <li>-Cultural Exchanges (school visits)</li> <li>-Eco/ Maker Clubs/ Yoga/ Me to We etc. (student voice)</li> <li>-Steel pan performance</li> <li>-focus on Viola Desmond (African Heritage Month)</li> </ul>	<p>If we as a teaching community focus on creating a shift in our school culture amongst student-led initiatives and more mentor-based programs that are geared towards improving equity amongst peers, we will experience an increase in student tolerance and inclusion.</p> <ul style="list-style-type: none"> <li>-Sam Effah</li> <li>-Sinead Zalitach</li> <li>-PALS (retraining)</li> <li>-Triple P's (leading pink day)</li> <li>-T-shirt sales</li> </ul>
<p>Well-Being</p>	<p>Challenge of Practice:</p> <p>If we work together to implement a comprehensive plan to support vulnerable students (those feeling lonely and excluded), then we will create a more inclusive, engaged, accepting school learning environment.</p> <ul style="list-style-type: none"> <li>-Right to Play assemblies/ play day</li> <li>-Caught you caring campaigns</li> <li>-Mindful moments</li> <li>-Extra curriculars</li> <li>-Cultural connections (empower, engage students)</li> <li>-pink shirt day/ pink day at the rink</li> <li>-pink t-shirt sales</li> </ul>	<p>If we work together to support all students with self-regulation, then we will create a more inclusive, engaged, accepting school learning environment.</p> <ul style="list-style-type: none"> <li>-Argonauts partnership</li> <li>-Clayton shirt (kick off)/ Orange Day</li> <li>-Pink day w/ GA Brown/ Selwyn</li> <li>-Unstoppable Tracy</li> <li>-ITLC (gr 5's)</li> <li>-Samyuktha (Asian Heritage month)</li> <li>-Snuggle Up and Read</li> <li>-Mental Health Ambassadors for Mental Health Fair/ public health nurses</li> <li>-Zones of Regulation (self-segulation)</li> </ul>	<p>If we promote waking, riding, scooting to school through various school/community initiatives, we will achieve an eco-conscious, healthy living and socially supportive school culture.</p> <ul style="list-style-type: none"> <li>-We event at Scotiabank Centre</li> <li>-All about me (myblueprint)</li> <li>-Earth rangers (eco-club)</li> <li>-jigsaw puzzle (Say Something)</li> <li>-Mental Health Ambassadors (lead Mental Health Fair in May)</li> </ul>

- **Shared Solutions for Addressing Aggressive Behaviour**

### **Finding Common Ground for a Positive School Climate**

- It is important to establish that without shared leadership and a vision for our community, we cannot effectively address aggressive behaviour. The goal of this document is to establish a collaborative approach to ensuring a positive learning environment, to promoting well-being of all children, and to ensuring consistent equity of outcomes.

This goal can be accomplished only through a **partnership between school and home** and by recognizing that successfully addressing aggressive behaviour requires a **“whole school approach.”** A whole school approach is one that ensures that we continue to build a positive and inclusive school climate which is based on healthy and respectful relationships throughout the whole school and the community. **We all have a role to play.**

Safe, inclusive and accepting schools support students to do their best in the classroom and beyond. Everyone has a role to play in achieving safe, inclusive and accepting schools, including the government, school boards, school staff, parents, students and community members.

Together we will create a positive school climate that helps all students learn, grow and thrive.

# Tier One Behaviour

## School/ Staff Responsibilities/ Response:

### Tier One:

- Implement positive school climate at every level, student, class, school, board
- Implement preventative school and classroom management strategies (i.e., classroom rules, review school code of conduct, establish acceptable norms, etc.)
- Support social development issues of children through programming/curriculum connections that apply to whole school messaging, “the child is not the problem, the behaviour is the problem.” We work with staff to curb and improve pro-social behaviours
- (See appendix p.1)
- Teacher to implement classroom management approaches to determine if situation can be ameliorated with in-house strategies, (i.e., conferencing with students, parents, distraction, redirection, loss of privileges of free time, and then offer free time as a reward for improved behaviour, etc.
- Teacher to contact parent about significant inappropriate behaviour
- Teacher exhausts all possible strategies
- to address Tier 1 behaviour(s) (see appendix p.2/3) then move to Tier 2 supports

## Parental/ Caregiver Responsibilities/ Response:

### Tier One:

- Be helpful and proactive, not reactive
- Listen actively, ask open-ended questions to understand the dynamic and facts
- Be respectful to all stakeholders, acknowledging that our child-rearing practices may differ and some behaviours are culturally based
- Review the Parent Handbook, Parental Code of Conduct in Ontario
- Build student-centred relationships with school staff to permit your child to thrive
- Be mindful that parents and educators have different responsibilities, and fulfill respective mandates by honouring the rights of each other
- Be fair and equitable, all students have a right to an education free of discrimination and harassment
- Be transparent and communicative, to support growth over time

# Tier Two Behaviour

## School/ Staff Responsibilities/ Response:

### Tier Two

- When teacher exhausts strategies within their repertoire, but interventions have not been successful, teacher attends an IST (In School Support Team) Meeting with Principal, MART (Methods and Resource Teacher) to determine next steps. (See appendix p.4)
- Further strategies are brainstormed that are student specific to support teacher and protect environment for all
- Development of IEP (Individual Learning Plan) is developed with a Self-Regulation Page to list the strategies that are being used in the classroom setting. (See appendix p.2/3)
- Request parental input via parent consultation form in the development of an IEP.
- Discuss supports for classroom as identified by teacher and if applicable support staff are available for individual strategies
- Implement Safety Plan, Track Behaviour Log, to prevent harm to self or others.
- Additional staff are assigned (SNA, Special Needs Assistant, Educational Assistant, etc. to support student(s) struggling with behaviour and self-regulation)
- Issue formal documentation via report card to be formally addressed with parent
- Re-send IEP with report card to ensure parent understands performance at school
- Conduct parent-teacher interview to re-address concerns and/ or gains
- If behaviour continues despite all these interventions move to Tier Three (See appendix p4)

## Parental/ Caregiver Responsibilities/ Response (cont'd):

### Tier Two

- Avoid being confrontational; conflicts will happen and long-term relationships should be preserved whenever possible
- Avoid reprimanding other people's children
- Allow emotions and moods to deescalate before communicating concerns
- Do not judge a person's contributions in a situation as this is counter-productive
- Do not rely on third-party information to ascertain what has transpired; communicate directly with the teacher for direct feedback
- Do not cast blame before you know all the facts; we are here to help families with parenting tips, strategies and if required professional supports.
- Accept responsibility and then follow through; poor follow through is not helpful
- Do not compromise efforts by spreading, or, listening to rumours
- Do not damage relationships by making accusations of wrong-doing; avoid assumptions instead get the facts
- Be respectful in communication with all
- Educators, teachers, and support staff, or TDSB employees or other parties; workplace violence has no place in Ontario
- Do not complain about meeting processes or outcomes; this is counter-productive
- Do not rally other parents against a teacher, or the school or against other parties/ parents; we are working to help families and need your support and trust in our professionalism and commitment to your children.



# Tier Three Behaviour

## School/ Staff Responsibilities/ Response (cont'd):

### Tier Three :

- Teacher to send home invitation to attend an SST Meeting (School Support Team), attended by Principal, Psychologist, Social Worker, Speech Pathologist, Special Education Consultant, Safe and Caring Advisors, ESL Itinerant Teachers, etc) \*not an exhaustive list\_ (relevant TDSB staff) and parents must agree
- Share strengths and needs of student profile for professional staff to be discussed.
- Discuss implemented and student-specific strategies, what is working and not working to determine next steps for intervention (appendix 5)
- Recommendations/ Referrals for professional supports are offered and made available to parents
- Outside agency supports are offered
- Outreach links for therapy/ professional services are offered
- Parenting and a culture that promotes violence as a successful way of getting what you want requires time to re-learn and educate, social services, therapy, and corrective action are required to support child in making improvements by professionals/ specialists
- Possible reasons for rehabilitation include: Poor sense of self, stunted social skill development, hyperactivity, parent embarrassment, poor parenting skills, parent hesitation to address the issue, etc.
- If behaviour continues with already all these interventions move to last phase of intervention

## Parental/ Caregiver Responsibilities/ Response (cont'd):

### Tier Three:

- Look for solutions, constructive thinking
- Focus on the problem behaviour not the child (they don't know better; too young to know how to improve)
- Take a non-adversarial approach
- Use dialogue
- Focus on the student's interests to motivate them to work towards goals
- Think that "everyone can win"
- Focus on change for improvement
- Keep an open mind and show patience and willingness to listen and work to re-establish trust
- Validate the feelings and perspectives of others
- Acknowledge and respect differences and seek common ground, when everyone is treated with respect, solutions can be found
- Act in support of a caring and respectful environment
- A positive school culture develops a sense of community and caring relationships to provide all students with greater opportunities to achieve success
- Get involved in school activities, volunteer your time, and attend meetings
- Support everyone feeling safe and secure
- Support a strong focus on prevention and early intervention in conflicts to prevent matters from escalating
- Contribute ideas and offer feedback
- Celebrate successes with us
- Minimize disruptions, and distractions to protect learning time
- Challenge all students in positive ways to meet high expectations and do their best (See appendix p.6)

# Tier Three Behaviour (cont'd)

## School/ Staff Responsibilities/ Response (cont'd):

### Tier Three

- Suspension from school 1-20 days subject to mitigating circumstances, progressive discipline and the number of office referrals/ involvement/ case by case
- Principal to conference with SSA (Safe Schools Advisor)/ SO (Superintendent of Education) to determine outside school supports if available, i.e. access to BRS (Behavioural Resource Team)
- Restorative Circles/ Practices between affected parties are offered depending on amicableness of conditions and all parties to develop an action plan to negotiate a solution for resolution
- Principal follows up with meetings to ensure progress is being made
- If progress is not being made, Principal or teacher of any parent (public) can contact CAS (Children's Aid Society) to report a case of abuse or neglect if grounded in evidence
- Dispatch additional teaching staff / TDSB Board Security to areas of school to ensure Safe School protocols are in place if aggressive parental behaviour occurs
- Issue letter of Warning of Trespass (\*breach of Code of Conduct of Parents in Ontario) if unacceptable behaviour of parents continues
- Contact police if required
- Pending a joint school/ police investigation determine next steps
- Issue a Formal Letter of Trespass with conditions of proximity to the school/ parents or students involved
- Press charges for physical assault or cause of bodily harm/ or uttering threat of harm if applicable
- School has reached the end of the intervention supports; we do not offer in-house therapy ; a treatment centre is then required

## Parental/ Caregiver Responsibilities/ Response (cont'd):

### Tier Three

- 
- Support restorative process to find shared solutions and common ground for both sides
- Review Parent Handbook and Ontario Code of Conduct for Parents
- Seek out external social services/ private options as supports for the parent/ family
- Request another parent to help you communicate your concerns as an advocate, while maintaining privacy rights
- Contact Public Health for parenting tips directly
- Familiarize yourself with the Special Education programs and services for your child if applicable
- Agree to social work services or outside agency support and follow through until therapy services rectifies inappropriate behaviour (Behavioural Therapy)
- Accept assistance with parenting skills
- Reflect on what's working and what's not
- Reference Flowchart of Communication Plan to access support(s) (See appendix p.7)





# Appendix 1

## Classroom Strategies

### Teaching Social Skills

- The goal of social skills instruction is to teach socially acceptable behaviours that will help students be accepted by their classroom peers and teachers, and provide life-long skills.
- Students may require extra attention in the development of social skills. Social skills are taught to the entire classroom, to individual students, or to small groups of students.
- Several examples of social skills are included in the list below.

### Academic Survival Skills

- Complies with teacher's requests
- Follows directions
- Requests help when needed
- Greets the teacher
- Provides appreciative feedback
- Nods or responds to communicate understanding
- Demonstrates Listening skills
- Develops play repertoire (Early Years)
- Problem Solves

### Peer Relationship Skills

- Introduces self by name
- Shares with others
- Asks permission
- Takes turns
- Invites others to participate
- Assists others
- Cares for physical appearance
- Gets attention appropriately
- Has conversation skills
- Displays control
- Negotiates

## Appendix 1 (cont'd)

### Classroom Strategies

- Gives and receives compliments
- Respects personal space
- Displays empathy toward others
- Identifies and expresses emotions in self and others
- Uses appropriate language
- 

\*Note: All of the above skills can be observed by teachers. Some students may need to be taught, prompted and reinforced in many settings and opportunities to demonstrate them effectively.



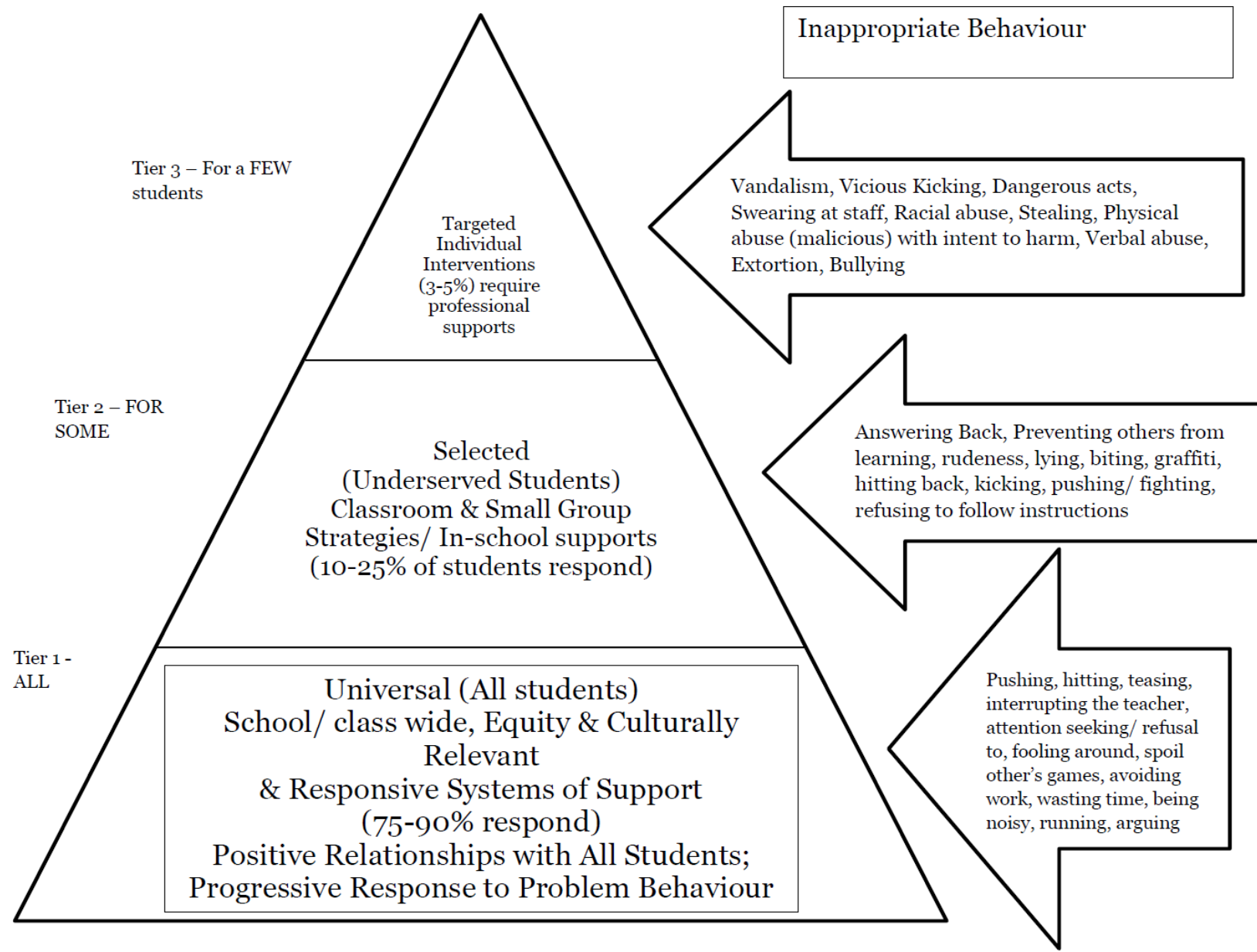
## Appendix 2

### **Behavioural Modification as Classroom Strategies**

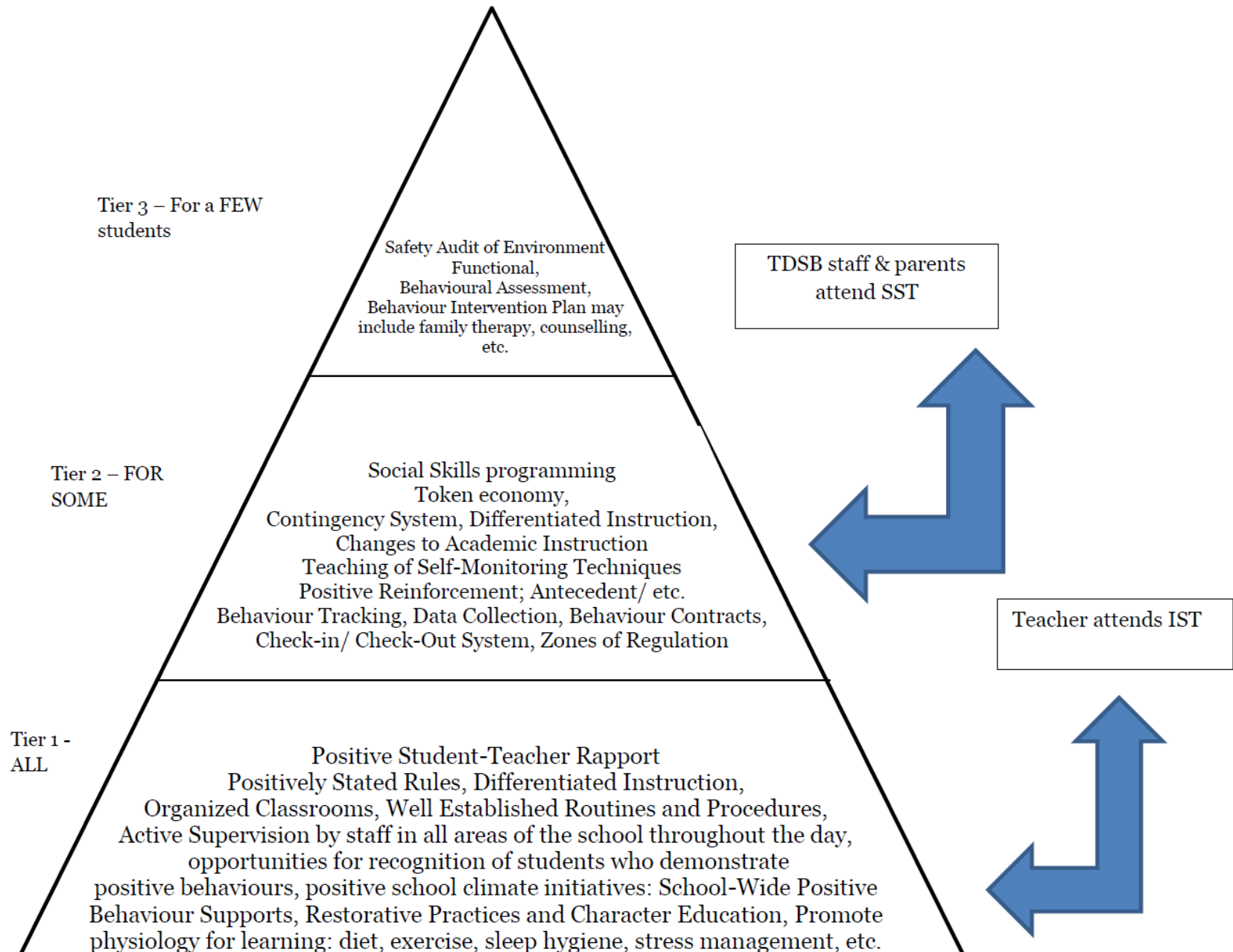
- Conference with parents
- Conference with previous teachers if possible
- Conference with student
- Preferential or strategic seating in classroom
- Daily behavioural progress reports (behaviour contract/ log)
- Removal to another quiet place/ setting
- Rule restatement and verbal feedback
- Strategic removal (errand for teacher) as part of a sensory break
- Minimize distraction and encourage redirection
- Planned ignored moment(s) and class ignoring
- Loss of privileges or free time
- Staying in during free time, recess, or after school
- Response-cost system used for minimal occurrences
- Time-out or removal from classroom to another classroom to reflect
- Free time as a reward
- Proximity control
- Allow time and space to cool down
- Immediate response to inappropriate behaviour (in all instances)
- Change or reduce assignments due to frustration level
- Special roles (teacher's helper, etc.)
- Give special responsibilities to student
- Etc.



### Appendix 3: Level of Support Required



#### Appendix 4: School Supports Available



## Student-Specific Strategies in the Classroom

- Strategies for Easing Frustration with Directions

- use concrete language (stay away from generalizations)
- keep directions short and to the point
- rephrase instructions, breaking them down into small steps
- use visual cues
- use pictures to illustrate steps in a process
- use sign prompts (eg. Red traffic light or stop sign)
- print task-related steps on a chart using short, concise sentences

- Strategies for Reducing Stimulation

- use preferential seating to create a low-distraction seating area
- keep the student's desk uncluttered
- designate a special classroom space where the student can go for quiet time
- adapt the classroom to reduce stimulation (e.g., use velcro covers for bulletin boards)
- use study carrels or work stations in the corner of the room
- use earphones with relaxing music





## List of Positive Consequences for Individual Students \*

*Enlarge this list and have students circle or highlight reinforcers that are meaningful for them.*

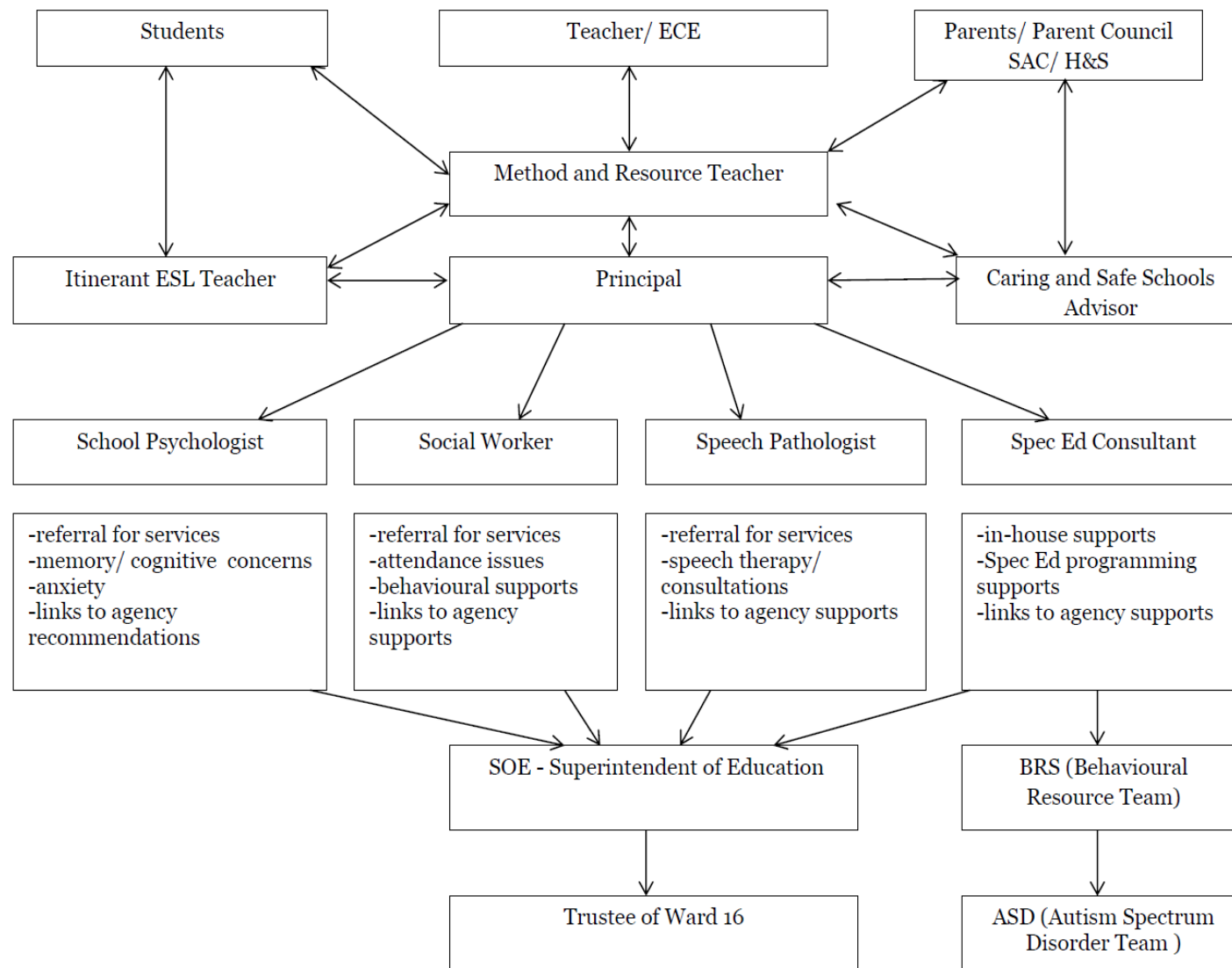
### Activities for students:

- be a group leader
- be a hall monitor
- be a teacher's assistant for \_\_ minutes (in own class / in another class)
- be a tutor in class, or with a younger student
- be dismissed 5 minutes early from class
- be excused from homework for one night
- be the teacher for a specified period
- be in a class play
- chew gum at lunch
- choose a gym game for the class
- choose a story for the teacher to read
- colour or draw
- create a picture or story on the chalkboard
- create or select an indoor recess game
- decorate the classroom
- demonstrate a hobby to the class
- do puzzles for \_\_ minutes
- draw cartoons for \_\_ minutes
- earn a field trip for the class
- earn more recess time for the class
- earn a movie for the class
- go for a swim
- go to lunch 3 minutes early
- have a free period of creative activity
- have 15 minutes of computer time
- have 5 minutes of free time
- have 10 minutes of free time in the library
- have 15 minutes of playing a sport (outdoors or indoors)
- have 15 minutes of story time
- have 5 minutes to discuss something with the teacher
- have 15 minutes with a favourite person
- have 30 minutes of music in the classroom
- have extra gym time for \_\_ minutes
- have extra recess for \_\_ minutes
- have free time to use specific equipment
- have free time to use supplies (magic markers, art supplies ...)
- have lunch with a teacher
- have the class try to make you laugh within 30 seconds
- help another teacher for \_\_ minutes
- help teach a 15 minute lesson
- help the custodian
- help the librarian
- help the teacher make a visual aid to use with a group of students
- help run the school store, before or after school, for \_\_ minutes
- lead class pantomimes
- listen to music for \_\_ minutes while working
- listen to tapes on a Walkman for \_\_ minutes
- make a phone call home to describe successes
- make a videotape over \_\_ days
- make paper airplanes
- participate in crafts, activities
- participate in an assembly
- pass out supplies
- pick out a class activity
- play a game
- play an instrument
- play with friends
- play video games for \_\_ minutes
- play with your best friend for \_\_ minutes
- read a comic book, or a magazine for \_\_ minutes
- read a story to the kindergarten class
- read to a friend or the principal
- serve as a messenger for the office
- sit at a teacher's desk for a specified period
- sit by a friend
- sit where you want to for 10 minutes
- take pictures of your peers
- teach the class for \_\_ minutes
- tell ghost stories with no lights on
- tutor another student
- use a tape recorder for \_\_ minutes
- use a stopwatch to \_\_\_\_\_
- visit the principal (planned visit) for \_\_ minutes
- visit the school library (individual or group)
- watch a video in another classroom
- wear a hat for 1 period
- work with clay
- work as a lunchroom server
- write on the chalkboard with coloured chalk

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# Appendix 7: Level of Support Required





Thank you for your  
commitment and support at  
Prestaign Heights ES