



KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

ADMINISTRATIVE REGULATIONS

Section: Human Resources

- **Employee Relations**

Regulation Code: HR-4.1.2

Policy Code Reference: HR-4.1

Regulation: OCCUPATIONAL HEALTH AND SAFETY: SUPPORTING POSITIVE STUDENT BEHAVIOUR AND SAFETY FOR ALL

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This administrative regulation is written in accordance with the guiding principles in Board Policy No. HR-4.1, Occupational Health and Safety. It also reflects the guiding principles in Board Policy No. ES-3.8 *Special Education*; Board Policy No. ES-1.1 *Safe, Caring and Restorative Schools*; and Board Policy No. B-3.2 *Equity, Diversity and Inclusion*. This Administrative Regulation supersedes the *Resource Guide for Working Safely with Students with Special Needs*, revised March, 2015.

1. Application

The Kawartha Pine Ridge District School Board (KPRDSB or the Board) recognizes that safe, nurturing, positive and respectful working and learning environments are integral to achieving excellence in education. KPRDSB is committed, through shared responsibilities, effective programming and continuous improvement, to providing a secure, healthy and safe environment for its staff and students.

KPRDSB believes that students are best served in classrooms and schools that have caring and safe climates, with supportive and planned responses to address academic, social/emotional, and developmental behavioural and safety needs. KPRDSB also supports safe working and learning environments for all staff and students.

Knowing our students' histories, strengths and areas of need, is pivotal in supporting student engagement at school. Some students require instruction and support to develop self-regulation and strategies to manage their behaviour and maintain safety. For most of these students, well-planned prevention and safety intervention strategies, and an ongoing review of programs, will significantly reduce or eliminate unsafe behaviours and the risk of injury. This is a collaborative, team effort.

This administrative regulation outlines proactive approaches to supporting positive student behaviour, and provides processes to follow when a student demonstrates unsafe behaviours. Everyone has the right to work and learn in a safe environment. A safe, inclusive and accepting school environment is essential for student and staff well-being and achievement. Principals are expected to ensure a caring and safe school environment for all, while responding to the student's right to an appropriate education. The administrative procedures in this document assist school principals with meeting the safety and behavioural needs of all students, while ensuring the safety of all.

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2. Definitions

The Occupational Health and Safety Act (OHSA) defines workplace violence as:

- 2.1 *Behaviour Data Tracking* This is ongoing, targeted, consistent tracking of behaviours, including self-regulation needs. It is an important component in identifying patterns in the student's behaviour, modifying or adjusting intervention strategies, and evaluating the success of the Individual Safety Plan and the Individual Education Plan (IEP). Since it details ongoing behaviour and self-regulation needs, it is also an important tool when communicating with parents/guardians, community agency support services, school administration, and the Special Education Department involved in the management of unsafe behaviours.
- 2.2 *Individual Safety Plan* This is a predetermined plan of action developed by staff, in consultation with parents/guardians/caregivers (and may involve student feedback/voice/input). An Individual Safety Plan will be written for students whose behaviour is a safety risk for themselves and/or others. A current copy of the Individual Safety Plan is kept in the Ontario Student Record (OSR), and shared as outlined in the Section 4 - Notification of Risk.
- 2.3 *Non-violent Crisis Intervention (NVCI)* In this approach, staff uses decision-making skills to match the level of the response to the risk of the crisis, focusing on the least-restrictive response to ensure the *Care, Welfare, Safety, and Security*SM of those in their care. This includes recognizing the stages of an escalating crisis and learning evidence-based techniques to appropriately de-escalate. NVCI training emphasizes physical intervention as a last resort and appropriate to the level of risk.
- 2.4 *Physical Intervention* Physical intervention refers to a preventive procedure employed in exceptional circumstances where there is an imminent risk that a student may physically injure themselves or others. Intervention may involve the use of physical containment which limits a student from performing the injurious action.
- 2.5 *School Team* The school team refers to those staff members who are involved in a student's program, directly or indirectly. The team is lead by the principal, and the team members would include the classroom teacher(s), the Special Education Resource Teacher (SERT), and Education Workers, i.e. Educational Assistant (EA) /Child and Youth

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Worker (CYW)/Personal Care Assistant (PCA), and others as deemed appropriate by the principal.

2.6 *Unsafe Behaviours* The behaviour of a student is unsafe when:

- It presents a risk-of-injury to self and/or others;
- The behaviour is current and occurs on an ongoing basis (as documented in a behaviour data tracking tool, or pertinent anecdotal records);
- The behaviour is of such intensity that injury to self and/or others has occurred or is likely to occur;
- The behaviour is of such intensity that intervention is required to prevent or minimize injury to self and/or others.

2.7 *Violent Threat Risk Assessment (VTRA)* The overriding goal of this assessment is risk reduction and violence prevention to promote the safety of students, parents/guardians, school staff, community members, the school or other buildings or property. A VTRA is facilitated by intentional communication of relevant student information between school and community partners, as per an agreed-upon protocol. Information is shared on a confidential basis and is to be used solely for the purposes of the assessment or for actions directly related to or flowing from the assessment. The VTRA follows a three-step process:

- data collection and immediate risk reducing interventions;
- multidisciplinary risk evaluation;
- comprehensive multidisciplinary intervention.

2.8 *Workplace Violence* Under the Ontario *Occupational Health and Safety Act*, R.S.O. 1990, c. O.1 (OHSA) workplace violence is defined as the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker; an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker; and/or a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

3. Positive Behaviour Supports

KPRDSB's goal is always for all students to be in school full-time, in their designated classroom placements, with their classroom teachers and peers. Some students need more explicit instruction which assists them in self-regulation, including necessary skills to thrive in a regular classroom. Each student is unique, and the Board will support their learning based on the data which is gathered to best determine their needs.

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- 3.1 Positive behaviour supports are used as an approach to working with challenging behaviours. Using positive behaviour supports implies that the school team members:
- 3.1.1 Know their students, as documented in the Supporting Students with Special Needs Checklist, and adapt teaching strategies and students' programming accordingly;
 - 3.1.2 Employ teaching strategies that are good for all, some and few learners, implying that they differentiate instruction, use universal design for learning, and assess for learning;
 - 3.1.3 Develop positive relationships with their students to create an environment that allows them to feel safe, cared for and included, and to reach their maximum potential;
 - 3.1.4 Develop collaborative relationships with parents/guardians and external partners which support students to achieve their maximum potential;
 - 3.1.5 Model, teach and support students to adopt alternative behaviours that are more socially acceptable;
 - 3.1.6 Recognize that some students need to be taught, and given the opportunity to practice, skills in an alternate environment. The intention is that all skills taught and practiced will then transfer to the regular classroom setting, and to life;
 - 3.1.7 Understand and support students in their behaviour change process by utilizing specific teaching strategies, e.g. Applied Behavioural Analysis strategies, Social-emotional Learning strategies, Restorative Practices, as well as trauma-informed teaching strategies;
 - 3.1.8 Apply a methodical approach of observation and data collection;
 - 3.1.9 Analyze the relationship between the behaviour and the context to determine the function of (i.e. motivation behind) the behaviour;

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3.1.10 Attempt to discern the antecedents of the behaviour, and potential triggers, including how the adults' behaviours may reinforce or trigger behaviour;

3.1.11 Analyze the stressors impacting on the student's ability to self-regulate;

3.1.12 Reduce potential triggers and overall stress load on the student by adapting the student's environment to best meet their needs.

3.2 Behaviour Data Tracking

A behaviour data tracking tool is one in which entries can be recorded quickly, yet one that provides enough information for evaluation and improvement of the student's program. Tracking tools should contain basic information, such as the date and time of the incident, an analysis of the student's overall stress load, the antecedent (what occurred immediately before the behaviour), a brief description of the behaviour, the duration of the behaviour, the intervention used, who was involved, and the consequence(s) of the behaviour (what occurred immediately after the behaviour).

3.2.1 The principal will ensure that accurate, ongoing and up-to-date behaviour data tracking is maintained and analyzed. Behaviour data tracking is to be considered:

3.2.1.1 during a review/debrief after a reported incident on the Working Safely in Education Form D: Use of Non-Violent Physical Crisis Intervention;

3.2.1.2 upon submission of a Serious Student Incident Report (SSIR);

3.2.1.3 upon submission of a Workplace Violence Report or an SSIR;

3.2.1.4 on or during each reporting cycle and whenever the IEP is updated. Behaviour data tracking is essential in determining appropriate student programming (including IEPs, Education Worker allocation, Individual Safety Plans) and staff Individual Safety Planning. A history of

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behaviour data tracking should be maintained while the student remains in the school, or until the data is no longer relevant. Behaviour data tracking, including the forms and reports noted in this section, are not retained in students' respective OSRs.

- 3.2.2 When the frequency and number of Non-Violent Physical Crisis Intervention and Workplace Violence Reports per student or per school is increasing, central staff in Special Education and in Human Resources – Occupational Health and Safety will contact the principal of the school to discern the cause for the increase, and support accordingly.

3.3 Individual Safety Plan

The Individual Safety Plan is a response plan developed for students whose unsafe behaviour presents a risk of injury to self and/or others. Principals are responsible for ensuring that Individual Safety Plans are data-driven; realistic; developed collaboratively with school staff members such as classroom teachers, Special Education Resource Teachers, Student Success Teachers, Special Education Workers, and Designated Early Childhood Educators; and that consultation with parents/guardians occurs as part of the process. Consultation may also include Board professional staff, and external professionals and/or agencies involved with the child, where appropriate, and where consent has been obtained. Final decisions on IEPs, Individual Safety Plans, and school procedures remain the responsibility of the school principal to ensure implementation. Individual Safety Plans must consider:

- 3.3.1 Preventative measures which could preclude unsafe behaviours; specific training in recognizing, de-escalating and managing behaviours;
- 3.3.2 Emergency communication systems;
- 3.3.3 Design or physical layout of the work area;
- 3.3.4 Staff safety, including personal protective equipment;
- 3.3.5 Regular review of plan, which may be initiated by any staff involved in the plan, as outlined in the sections which follow;

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- 3.3.6 Initiated by the principal, existing Individual Safety Plans are to be reviewed at a minimum once in each term/semester, and concurrently with a student's IEP. Individual Safety Plans are working documents, to be revised as necessary. An Individual Safety Plan should be reviewed and updated when there is a change in behaviour that could increase the potential for violence, and when there is a violent incident involving a student. If a staff member working with the student, or the parent/guardian, feels that the student's Individual Safety Plan needs to be reviewed, they may bring that request to the attention of the lead SERT or the Principal/Vice Principal at any time
- 3.3.7 Parent(s)/guardian(s) will be consulted during the creation and/or review of the Individual Safety Plan and/or if updates are considered during the school year. **All** staff members who work regularly with the student will be involved in the development and/or review of the Individual Safety Plan.
- 3.3.8 Individual Safety Plans are no longer required where the school team has evidence that the unsafe behaviours no longer exist. The evidence would show a period of time, to be determined by the school team, without any incident of unsafe behaviour with the potential to cause a risk of injury to self and/or others, as outlined in the Individual Safety Plan. This decision is supported by the behaviour data tracking. Parent(s)/Guardian(s) will be consulted regarding the removal of an Individual Safety Plan. *While consultation is required, ultimately, it is the principal's decision to initiate, revise or remove an Individual Safety Plan.*
- 3.3.9 Principals should ensure that appropriate staff are notified when safety plans are discontinued.
- 3.4 Individual Education Plans
- 3.4.1 Each student for whom an Individual Safety Plan is developed will also have an IEP which addresses the programming needs required to address self-regulation goals. These will be developed concurrently to ensure that safety needs are addressed in a timely manner.

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- 3.4.2 Principals are responsible for ensuring that IEPs, behaviour data tracking tools, and Individual Safety Plans are developed collaboratively by all school staff involved with a student with special needs, and that consultation with centrally-based special education staff and outside agencies are included in the process where appropriate. Parent(s)/guardian(s) shall be consulted in these processes in accordance with the *Education Act*, R.S.O. 1990, c.E.2.
- 3.4.3 For a student who is demonstrating unsafe behaviours, the IEP should identify alternative curriculum expectations in one or more of the areas of social skills, self regulation and social communication, along with appropriate teaching strategies and evaluation methods. The IEP will include:
- 3.4.3.1 Articulated needs in the areas of self regulation, social-emotional skills, and/or social communication that are linked to assessment;
 - 3.4.3.2 Accommodations and/or modifications appropriate to the needs identified that support proactive strategies;
 - 3.4.3.3 The student's current level of achievement, including recurring behaviours that interfere with school achievement or success as sourced from assessment data (e.g. report cards, professional reports, etc.) and/or behaviour data tracking;
 - 3.4.3.4 Alternative learning expectations to address the areas of need identified;
 - 3.4.3.5 Positive behaviour support strategies geared to meeting the alternative goals and expectations;
 - 3.4.3.6 Assessment tools, appropriate for measuring improvement, e.g., behaviour data tracking tools.

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4. Proactive Safety Measures

4.1 Staff Absences

- 4.1.1 Prior planning for staff absences with the regular school staff is essential, particularly when it has implications for staff working with students who have behaviour needs. Occasional teachers, Special Education Workers, Registered Early Childhood Educators (RECE), Teachers in Charge (TIC) and other staff will receive plans for their assignment as written and left by those whom they are replacing. These documents contain, where applicable, copies of IEPs and Individual Safety Plans. Occasional staff should also be provided with the “important information at a glance” for those students who have Individual Safety Plans with whom the occasional staff member may come in contact.
- 4.1.2 In collaboration with the Human Resources Department, creating a Preferred List of specially qualified Occasional Teachers may be appropriate to provide consistency for students who require it.
- 4.1.3 Principals will develop contingency plans with staff for those situations in which occasional employees are not available, and this should be indicated directly on the Individual Safety Plan. This planning should be done before the student begins a program and will include alternative safety measures to be implemented in case of staff absence. Alternatives could include temporary reassignment of existing site staff, or temporarily placing the student in another classroom or safe location in the school. In planning for these situations, it would be advisable that (where possible) students who are requiring contingency plans have opportunities to interact with those staff members in the school who are part of the contingency plan, prior to enacting the plan. Contingency plans may be communicated to parents of those students who require more intensive support, as appropriate. Education Workers will maintain up-to-date emergency supply plans to be kept in a central location, such as the Main Office or the Resource Room.

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4.2 Personal Protective Equipment (PPE)

4.2.1 OHSA and the *Education Act* require that the KPRDSB, as an employer, assess risk to personal safety regularly and respond to reduce the risk for all students and staff. OHSA requires that, where safety risks can be eliminated or reduced through the use or wearing of PPE, this equipment will be provided to, and must be used by, staff, including occasional staff. PPE is used in conjunction with, not in place of, the implementation and teaching of social-emotional and self regulation skills and/or behaviour management strategies, as part of an Individual Safety Plan and an IEP.

4.2.2 The need for PPE will be determined collaboratively by the school team and central staff. When the school principal, through discussion with the staff who support a student and through examination of the behaviour tracking data, believes that the student's behaviours present a risk of injury that could be mitigated through the use of PPE, a request should be made through the Behaviour Support Assistant assigned to the school.

4.2.3 As part of the ongoing consultation process, parent(s)/guardian(s) will be informed when PPE is going to be accessed as a safety measure. If requested, parent(s)/guardian(s) will be shown the equipment and understand the purpose and circumstances in which it is being accessed.

4.3 Workplace Violence Risk Assessment

As part of ongoing safety management in the school, the principal will conduct an annual classroom and school safety audit, using the Workplace Violence Risk Assessment, Part A. This Workplace Violence Risk Assessment includes potential threats to the student's own safety, or to others in the general school environment and school yard, need to be identified by staff, and precautionary procedures established.

This Workplace Violence Risk Assessment should occur at the beginning of the school year. As unsafe behaviours emerge, either full (Part A) or partial (Part B) workplace violence risk assessments would occur more frequently in order to address potential safety concerns in a timely manner.

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- 4.4 Use of designated alternative learning spaces outside of the classroom
- 4.4.1 Self-regulation strategies in the classroom that support a variety of regulation needs, that assist students to remain in their regular classroom, should be the first approach. These strategies are best employed as part of a systematic and comprehensive program to support a safe and caring classroom environment. Where these in-class strategies are not entirely successful or where they need to be supplemented, the focus moves to providing the student with opportunities to self-regulate through activities outside of the classroom, connecting with a preferred, caring adult, or performing physical tasks. The student must be supervised during these activities. Only after these strategies have been attempted and the behaviour tracking demonstrates that they are not entirely successful should a designated alternative learning space outside of the classroom be considered as a part of a self-regulation strategy.
- 4.4.2 The use of a designated alternative space outside of the classroom is based on the concept of reducing environmental and body triggers, as well as stressors; and as a coping strategy for students in elevated and/or depressed emotional states of arousal. The main purpose of the area is to support the student in the implementation of self-regulation strategies, resulting in the reduction of challenging behaviours. The space may contain materials to assist the student in regulating methods (e.g. fidget toys, pedal bikes, visual supports that provide options/instructions, cushions/mats for reclining, calming music, etc.), or the space can be devoid of materials.
- 4.4.3 Any rooms being newly re-purposed as designated alternate spaces must be approved by the appropriate central Special Education staff involved with the student's program, such as the Behaviour Support Assistant, and it must meet Health and Safety standards.
- 4.4.4 A student in a designated alternate space must be supervised, and be watched by (eyes on), a staff member **at all times**.
- 4.4.5 The Individual Safety Plan should state when and for what purpose the designated alternate space will be used by the student. The parent(s)/guardian(s) should be informed of the use of the designated alternate space for the student; further, they should be given the opportunity to see the space if requested.

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4.6.6 The use of a designated alternate space is not necessarily a long-term strategy and needs to be re-evaluated when the Individual Safety Plan is reviewed at a minimum. The school team, in consultation with the parent(s)/guardian(s), should consider the amount of time the student uses the space, the impact on other learning goals, and the impact on social interaction.

4.5 Workers Safety Plan

The Worker Safety Plan (stand-alone version) can be completed by a worker in situations where there is not an Individual Safety Plan for a student. The Worker Safety Plan (stand-alone version) may also be best suited for workers who are auxiliary on a student safety plan and don't work directly with the student. This plan outlines the precautionary steps, procedures and other measures necessary for the worker to follow. The Worker Safety Plan (stand-alone version) maybe be requested by the worker or the worker's union/federation/association representative, based on staff incident reports or particular circumstances giving rise to the need.

4.6 Procedures for Summoning Assistance

Should a staff member or members require assistance in a particular area of the school building or grounds, they should be able to contact one another and the main office staff with ease. Schools are expected to have sufficient numbers of functioning walkie-talkies, or other effective cordless communication devices, to ensure the ability of staff who work with students who might pose a safety risk, are able to communicate. These communication tools must be tested regularly to ensure that they meet the communication needs of staff. Further, staff should ensure that they remain in communication range for these devices to function effectively.

5. Assessment of Risk

When a staff member at a school identifies unsafe student behaviours that are likely to cause a risk of injury, the following process will be followed:

5.1 The staff member communicates the details of the behaviours to the school principal, vice principal (or designate) as soon as possible;

5.1.1 If the identified behaviour meets the definition of **workplace violence** under Administrative Regulation 4.1.3, *Occupational*

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Health and Safety - Workplace Violence Prevention, then the employee will complete and file a Workplace Violence Report, and this process will be followed;

- 5.1.2 If the identified behaviour meets the definition of a **serious student incident** under Administrative Regulations 1.1.2 and 1.1.3, then the employee will complete a Serious Student Incident Report, and this process will be followed;
- 5.1.3 If the identified behaviour **required the use of a physical intervention** with the student of any kind, then the employee will complete a *Working Safely in Education Form D: Use of Non Violent Physical Crisis Intervention*, and this process will be followed;
- 5.1.4 The principal arranges for an in-school team meeting to discuss these behaviours. The meeting should include a review of any OSR documentation, including the IEP, if applicable, and relevant assessments that may support understanding of the nature and causes of the behaviour. The action items resulting from this meeting could include:
 - 5.1.4.1 contacting the student's parent(s)/guardian(s) to gather more information;
 - 5.1.4.2 procedures for staff members to summon assistance, including alternate arrangements if the first contact is not available, as well as other measures that may reduce the incidents of unsafe behaviours;
 - 5.1.4.3 some form of behaviour tracking to be put in place;
 - 5.1.4.4 the meeting should also identify positive behaviour supports, including strategies to promote self-regulation skills, which may be outlined in an Individual Safety Plan and IEP;
 - 5.1.4.5 where the behaviour causing a potential risk-of-injury is of significant frequency or intensity, the principal may determine that a formal Individual Safety Plan needs to be put in place immediately;

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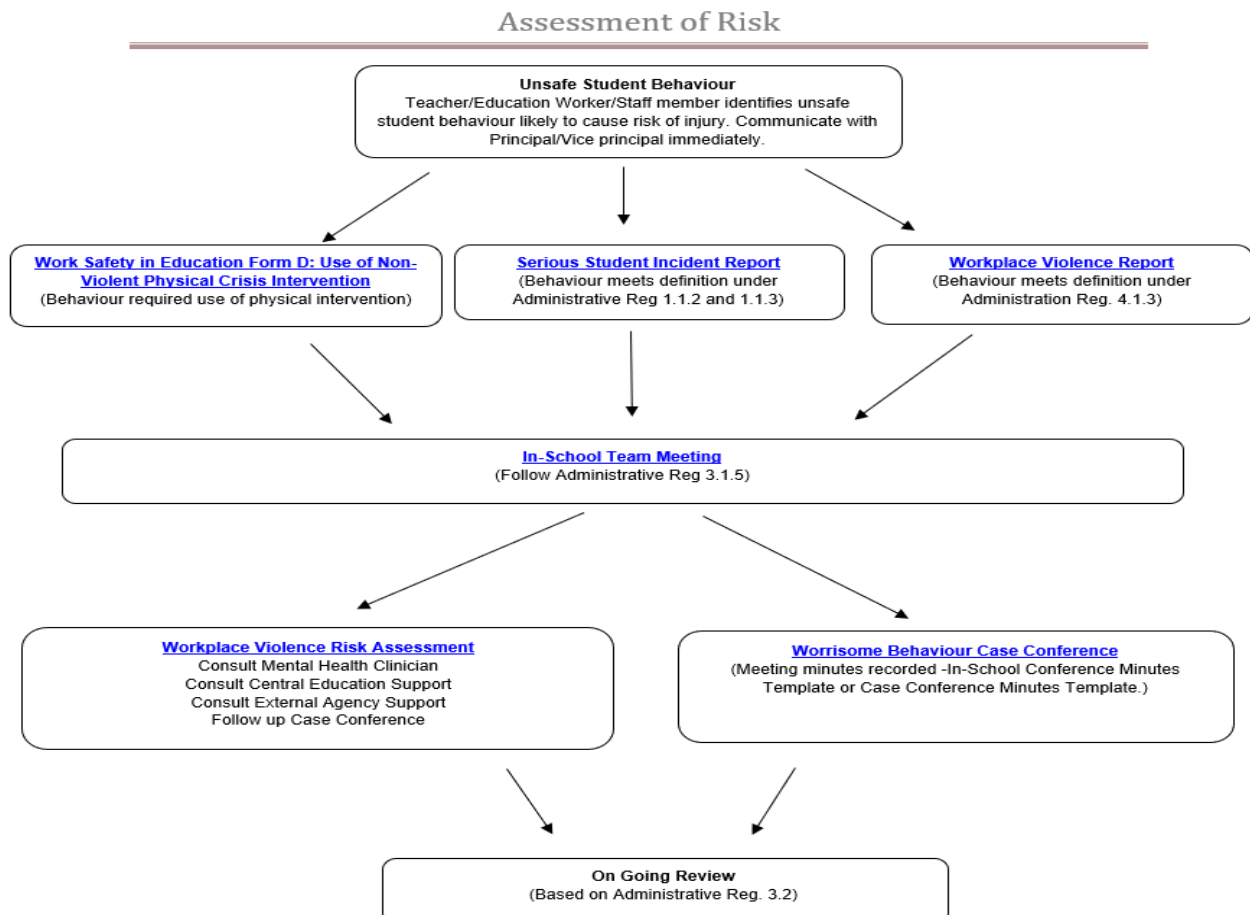
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5.1.4.6 a Workplace Violence Risk Assessment may be conducted as part of, or after, this meeting;

5.1.4.7 a referral for central special education support, and/or external agency support;

5.1.4.8 a follow-up case conference to review strategies put in place.

5.1.5 In the case of a risk to safety, the principal will consider whether a VTRA, is appropriate, and if necessary, consult with the Mental Health Clinician. If a VTRA is not necessary in the circumstances, then a Worrisome Behaviour Case Conference might be convened instead.



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- 5.1.6 Meeting minutes will be recorded on the In-School Conference Minutes Template or Case Conference Minutes Template.
- 5.2 As part of the ongoing review of student needs, the school team, led by the principal (e.g. SERT, classroom teacher(s), EA, CYW) will consider the following:
- 5.2.1 A review of existing medical/neurological/developmental professional assessment information by appropriate professionals (e.g. physicians, psychology, social work, speech-language pathology, occupational therapy, physical therapy), where available;
- 5.2.2 Whether the unsafe behaviour(s) is/are a manifestation of an identified exceptionality or diagnosed medical condition or trauma;
- 5.2.3 A review of the current IEP, if applicable, with respect to appropriate programming and accommodations;
- 5.2.4 A review of the classroom environment for triggers of the unsafe behaviour(s);
- 5.2.5 A review of the Individual Safety Plan as needed with respect to appropriate intervention and emergency response procedures;
- 5.2.6 A review of current in-school special education staffing needs to ensure a caring and safe school environment for students and staff (this includes the staff training required (e.g. NVC training, Applied Behaviour Analysis (ABA) strategies, social-emotional learning strategies, differentiated instruction), along with an analysis of whether available staff can safely carry out the necessary interventions;
- 5.2.7 A safety audit of the classroom and school environment, which also considers self-regulation supports;
- 5.2.8 A review of the protective and/or safety equipment required to ensure a safe working environment for the students and staff;
- 5.2.9 A review of community/external agency support for the student and family, or the need for parent(s)/guardian(s) referral assistance in

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obtaining support. The school might consider obtaining consent from the parent(s)/guardian(s) to communicate directly with agencies involved in order to better support the student at school.

6. Notification of Risk of Injury

- 6.1 Education programs and services are subject to the provisions of privacy legislation including, but not limited to, the *Education Act, Municipal Freedom of Information and Privacy Protection Act*, R.S.O. 1990, c. M.56 (MFIPPA), the *Child and Family Services Act*, R.S.O. 1990, c.C.11 (CFSA) and the *Personal Health and Information Protection Act, 2004*, S.O. 2004, c.3, Sched. A (PHIPA). Student information, including programs, services, and supports, is private and confidential. That may include, but is not limited to, discussions, correspondence, and meeting notes for students whose unsafe behaviours may present a risk of injury. Staff are required to obtain appropriate informed consent prior to sharing this information.
- 6.2 In the event that there is a risk of workplace violence from a person/student with a history of violence, disclosure of information may be necessary to assist in preventing incidents where there is potential for injury. The duty to inform employees is limited and applies only when: (a) the employee can be expected to encounter the person in the course of their work; and (b) the risk is likely to expose the employee to injury.
- 6.3 In this situation *the* principal will share pertinent personal information with affected employees without informed consent. OHSA, section 25(2)(a), states that, “an employer shall provide information, instruction and supervision to a worker to protect the health and safety of the worker” and, a supervisor, according to section 27(2)(a) shall, “advise a worker of the existence of any potential or actual danger to the health and safety of a worker of which a supervisor is aware”. Further to that, in compliance with section 32.0.5(4) of OHSA, neither KPRDSB nor any supervisor shall disclose more personal information than is reasonably necessary to protect the worker from injury.
- 6.4 This will include providing employees with a copy of the pertinent student Individual Safety Plans. These plans are to be kept confidential, and in a secure location at all times. Principals will determine if the employee *requires* the full safety plan, or an abridged version, depending on the extent of the possible interaction with the student(s) on safety plans. These

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plans will be provided to occasional employees as soon as they arrive at their work location in order to ensure safety for all. Principals ensure that there is a process in place to identify and review the needs of students who demonstrate unsafe behaviours with occasional staff prior to encountering these students, and that occasional staff have signed to indicate they have reviewed the information.

6.5 Students on Work *Experience* Placements

Students benefit from various forms of experiential learning opportunities *including* work experience, cooperative education, and school-work transitions. Experiential learning programs provide all students, including those with special education needs, a valuable opportunity to complement academic programming and are a valuable component of a student's comprehensive education and career/life planning program regardless of their post-secondary destination. With regard to potential safety concerns, the employer and/or supervisor will be made aware of the student's behaviour needs prior to the start of the placement. In all cases, disclosure of a student's personal information shall be limited and narrow to fulfill the stated purpose. In cases where there is a concern of sharing personal information with a student's employer and/or supervisor, school staff should consult with their principal and/or Family of Schools superintendent, as well as obtain parent(s)/guardian(s) consent permitting the sharing of personal information, prior to the start of the placement.

6.6 Transportation *Providers*

6.6.1 Students, including those at risk of unsafe behaviour, may be provided with transportation to and from school and/or as part of their academic program. The transportation provider, such as the Student Transportation Services of Central Ontario (STSCO), will be made aware of the student's known safety needs during transportation to reduce the risk of injury to self and/or others. This information will be shared **prior to** the service being provided, through a STSCO Transportation Safety Plan.

6.6.2 In all cases, disclosure of a student's personal information shall be limited and narrow to fulfill the stated purpose. The school staff will obtain parent(s)/guardian(s) consent permitting the sharing of personal information, prior to transportation being provided. If

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parents refuse to share this information, then transportation may be withheld.

6.6.3 Should students be exhibiting unsafe behaviours on student transportation, the transportation provider will provide the appropriate report to the school principal, who will address the behaviours. Parents will be contacted as appropriate. For some students, a bus monitor may be assigned. Transportation privileges may be revoked if unsafe behaviour persists.

6.7 Childcare Centres in *Schools*

Students, including those who could present a risk of injury to self and/or others, may attend a *before-* or after-school childcare program which is housed in the school building. There could be important information about the student's activities and experiences which would be beneficial to share between the settings in the interests of safety. The school and the childcare will obtain parent(s)/guardian(s) consent permitting the sharing of personal information about the child in the other setting.

6.8 Others *who are likely to encounter a student* whose unsafe behaviour could cause a risk *of injury*, such as central KPRDSB staff, and agency partners, should also be provided with the necessary information and instruction, as appropriate. Principals will need permission from parents to share safety information with parent volunteers and community coaches. The recipients of this information will be advised to keep it confidential.

6.9 From Another *School* Within KPRDSB

Ongoing, comprehensive behaviour and risk of injury management is part of the transition process, and involves collaboration among school and board professionals, along *with* parent(s)/guardian(s) and community professionals. It is essential that information about students whose unsafe behaviours pose a safety risk, be responsibly shared between administrators of sending and receiving schools/programs. When the sending KPRDSB principal is aware that a student with a history of unsafe behaviour is moving to another KPRDSB school, it is imperative that the principal of the sending school alert the principal of the receiving school before the student arrives at the new school. The receiving principal will then share the information on these behaviours with those staff who might be interacting with the student. When a student arrives to be registered

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from another school in the board, schools may contact the previous school to discern if the student had any unsafe behaviours that posed a risk of injury. If the student was on an Individual Safety Plan in the sending school, this plan should continue at the receiving school, with appropriate modifications, until it is determined that the plan is no longer necessary.

6.10 From Outside of the *Board*

Once again, our goal is for all students to be in school full-time, in their designated classroom placements, with their classroom teachers and peers as soon as possible and with no unnecessary delays. When a student is registering to attend a KPRDSB school (whether from another board, a specialized program, or is beginning school for the first time), the principal has the right to request to communicate with the previous school's administration and/or external agencies involved with the student. Successful and timely entry into the school is dependent upon the receipt of all relevant information to plan the student's program. Once the principal is aware of any behaviour needs which could impact safety, entry procedures include, but are not limited to, the following:

- 6.10.1 The principal or designate asks parent(s)/guardian(s) to complete a registration form;
- 6.10.2 The student does not begin in the classroom until the principal or designate initiates an intake meeting, which involves parent(s)/guardian(s) and may involve relevant KPRDSB central staff, such as the Instructional Leadership Consultant (ILC), or Behavioural Support Assistant (BSA), or Principal of Special Education and possibly external agency personnel;
- 6.10.3 Understanding that the request for the OSR/other student records occurs after enrolment, and that these do not always arrive in a timely manner, efforts should be made to gather information via the parent(s)/guardian(s) or the sending school via fax to include, where available:
 - i) Documentation on current/existing health information, including diagnoses and medications;
 - ii) Current behaviour tracking, Individual Safety Plan, IEP;

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- iii) Special Equipment Amount (“SEA”) equipment;
- iv) Key programming, environmental and organizational strategies to support the student;
- v) Previous Safe Schools reporting forms (suspension, expulsion, violent incidents, VTRA intervention plan);
- vi) Current Education Worker allocation, if applicable;
- vii) Current/existing assessment information from professional staff (e.g., psychology, social work, speech/language, attendance, physiotherapy, occupational therapy, Intensive Behavioural Intervention (IBI)/ ABA providers);
- viii) Current/existing assessment information from involved community agencies/services;
- ix) Identification Placement and Review Committee (IPRC) decision information, including a history of the student’s strengths and needs, if applicable;
- x) Parent(s)/guardian(s) interventions and prevention strategies;
- xi) A current safety audit of the new board classroom and school environment which also includes self-regulation supports;
- xii) Information regarding progressive discipline or probation/police, as appropriate;
- xiii) Any other information from the parent(s)/guardian(s) which the principal deems relevant in programming for the student.

6.10.3.1 Actions may include, but are not limited to:

- i) Communicating the entry timeline to staff and parent(s)/guardian(s). Entry may be reasonably delayed until an Individual Safety Plan is completed and staff is made aware of the contents of the Individual Safety Plan;

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- ii) Identifying staff needs (qualifications, training, and equipment requirements) to ensure a safe school environment;
- iii) Identifying alternative measures to be implemented in case of staff absence;
- iv) Designating the staff who are to be involved in revising/preparing the Individual Safety Plan (will include the classroom teacher and Education Worker, if applicable);
- v) Involving community agencies/services during the entry process (pre-observation, consultation, transition supports, and follow-up);
- vi) Identifying which additional central Board services, if any, could be provided or recommended to the family;
- vii) Identifying required community agency/service supports (if not already present) for the student/parent(s)/guardian(s) during the referral process.

7 **Assisting Students to De-escalate Using Physical Intervention**

The use of physical intervention by a staff member with NCVI training may be invoked only in situations when there is imminent risk, including a) a physical assault or imminent assault to self or another person; or b) a potential for destruction of property where that destruction poses a serious, imminent and acute risk of injury, and all other intervention strategies have been exhausted.

The use of physical intervention must be documented in a student's safety plan, **and requires prior consultation with central Special Education Department staff**, such as the Behaviour Support Assistant assigned to the school. However, if there is imminent risk, as described above and the student does not yet have a safety plan, then staff who are trained may proceed with NCVI physical techniques.

Tracking the data of physical intervention is very important, and frequency of this strategy should trigger a thorough review of a student's programming, organizational structures in the school, as well as the environmental conditions.

The Family of Schools Superintendent should be aware of students who have complex safety plans and/or those situations which have the potential to escalate.

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7.1 Training

The use of physical intervention on the part of appropriately trained staff may be required to protect students or themselves from behaviours which could cause injury. The principal will ensure that staff members assigned to work with students who present an ongoing risk of injury to self and/or others are adequately prepared for the assignment. Adequate preparation includes awareness of the unique behavioural needs of specific exceptionalities and diagnoses, training in prevention and intervention, and professional knowledge regarding the preparation of Individual Safety Plans and IEPs. The Special Education Department staff will support schools in this training and support.

7.1.1 Staff members who work on a regular basis with students whose unsafe behaviours present a risk of injury to themselves or others are required by KPRDSB to have up-to-date training in managing behaviours that present the risk of injury; NVCi training is the current KPRDSB-approved safety training. It focuses on the identification and prevention of behaviours that can escalate into crisis and the teaching of non-verbal, verbal, and physical intervention techniques that will enable staff to effectively defuse escalating behaviours. NVCi recertification occurs on an annual basis. Staff who have received NVCi training will respond to escalating or violent student behaviour by using the safest and least intrusive interventions first, before proceeding to more intrusive and physical interventions as the situation requires.

7.2 Safety Planning

Details involved in the use of physical intervention with a student will be identified in the student's Individual Safety Plan. An Individual Safety Plan that includes physical intervention will outline the following details/ procedures:

- 7.2.1. indicators that the student's unsafe behaviour presents an imminent safety risk and that physical intervention is required;
- 7.2.2 triggers of the unsafe behaviour;
- 7.2.3 staff response to the unsafe behaviour;
- 7.2.4 physical intervention techniques to be used, following NVCi protocols;

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- 7.2.5 who will assist in intervening with the student;
- 7.2.6 rooms or areas to be used;
- 7.2.7 planned debriefs post-incident;
- 7.2.8 a contingency plan for staff absences;
- 7.2.9 safety/personal protective equipment needed;
- 7.2.10 how the student's condition will be monitored;
- 7.2.11 how it will be determined when to discontinue the physical intervention;
- 7.2.12 communication with school administration.
- 7.2.13 Employees of the Board are not required to physically intervene in any situation if intervention would cause immediate physical harm to themselves or to a student or another person. This eventuality needs to be specifically addressed in the student's Individual Safety Plan.
- 7.2.14 Under OHSA, workers have a right to refuse work or do particular work where the worker has reason to believe that workplace violence is likely to endanger themselves. Work refusal must be reported immediately to the school administration. However, *Regulation 857 - Teachers*, made under OHSA, states that this right does not apply to teachers, where the circumstances are such that the life, health or safety of a student is in imminent jeopardy; teachers must secure the safety of the students in their care. The Board needs to take every reasonable precaution under the circumstances to protect the health and safety of teachers.

7.3 Evacuations due to unsafe student behaviour

If a student's unsafe behaviour has the potential to cause injury to others around them, then the first consideration will be to safely guide the student from the area. Only if the student cannot be safely guided from the area will evacuation of the area (classroom, library, gym, area of the school yard, etc.) be considered. When an area is evacuated, it can be very stressful for the student and the evacuees, and it can elevate the perception of the behaviour, causing negative impacts on social relationships. Areas for evacuations should be pre-determined. Staff should ensure there is a debrief with students and other staff, as appropriate, maintaining student

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privacy and focusing on the wellness of all involved. Central Special Education Department staff are available to support if additional intervention is required. The possibility of evacuating the class should be indicated on the student safety plan, and a discussion held with parents/guardians of the student on a safety plan describing the nature of the class debrief which might occur afterwards.

7.4 Calling Parent(s)/Guardian(s)

It may become necessary to call parent(s)/guardian(s) for assistance when a student's behaviour has escalated to the point of risk of safety to self or others, and the student has stopped responding to the adults around them. This assistance can take the form of speaking to the student via the phone, attending at the school to assist in helping the student to self regulate, or, as a last resort, taking the student home to self-regulate in that setting. It should be discussed with parent(s)/guardian(s) under which circumstances the school will call them for assistance and this should be a strategy outlined in the safety plan, as approved by the principal. The type of assistance required from parent(s)/guardian(s) should also be noted, and allowances made in the safety plan for travel time to the school, for example, during which other strategies will be used. Tracking the data of calls home for assistance is very important, and frequency of this strategy should trigger a thorough review of the student's programming, organizational structures in the school, as well as environmental conditions.

7.5 Calling 9-1-1

7.5.1 Calling 9-1-1 for professional assistance by police and/or emergency medical services is always a viable option in an emergency situation, such as student elopement from school property and/or school events if school staff are concerned for the student's safety.

7.5.2 Calling 9-1-1 will be given first consideration where the unsafe behaviour(s) and/or physical attributes of the student present a significant risk of injury to self and/or others, such that NVC techniques or containment, if possible, cannot alleviate the risk of injury. Staff calling 9-1-1 should articulate that there is a community safety threat when calling.

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- 7.5.3 Calling 9-1-1 will be articulated as a strategy in a student's Individual Safety Plan, if it is appropriate.
- 7.5.4 Principals will consult with Safe Schools policy, the Joint Police School Board Protocol, and possibly with their respective Family of Schools superintendents, when considering what personal information should be released to law enforcement officials.
- 7.5.5 Parent(s)/guardian(s) may wish to register their children as “vulnerable persons” with the local police service to assist police in better understanding the needs if they are called.
- 7.5.6 If calling 9-1-1 is part of a student's Individual Safety Plan, then parent(s)/guardian(s) will be aware of information which is shared with police and other emergency medical services.

8. Debriefing Incidents

- 8.1 Debriefing incidents where there was a significant safety risk is mandatory. Debriefing serves both as an immediate response and as a component in developing new prevention/intervention strategies.
- 8.2 All unsafe behaviour incidents involving students place considerable stress on staff and students. A debrief allows those involved to express their reactions, become aware of school and board-based supports, what worked well, what could be improved, and the subsequent next steps as a school team. Those involved in the incident can make the decision to have a debrief as a team.
- 8.3 Post-incident staff debriefing is most effective when:
 - 8.3.1 It is scheduled as soon as possible following the incident;
 - 8.3.2 There is a facilitator who can remain objective;
 - 8.3.3 Confidentiality is respected among team members and in the extent of information shared;
 - 8.3.4 Everyone is allowed to talk about what happened and how they felt during and after the incident, and validated;

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- 8.3.5 Everyone (staff, parent(s)/guardian(s)) is informed about what is happening with the student involved (consequences/follow-up actions);
- 8.3.6 Counselling is left to the professionals, and additional help is discussed (Board professionals, Employee Assistance Program).
- 8.4 Principals can refer to the Post-incident Staff Debrief Form at the time of the debrief for guidance. Information includes who was involved, the nature of the interventions, a description of the incident, an analysis of what worked well, and suggestions for next steps.
- 8.5 Principals should consider reviewing data trends in workplace violence reporting in their schools as part of their quarterly Health and Safety inspection meeting, and discuss ways in which they are addressing risk.

References:

Education Act, R.S.O. 1990, c.E.2.

Learning for All (2013)

Occupational Health and Safety Act, R.S.O. 1990, c. O.1

Occupational Health and Safety Amendment Act (Violence and Harassment in the Workplace), 2009, S.O. 2009, c. 23 - Bill 168

Human Rights Code, R.S.O. 1990, c. H.19

Caring and Safe Schools in Ontario – Supporting Students with Special Education Needs Through Progressive Discipline, Kindergarten to Grade 12 (2010)

Effective Educational Practices for Students with Autism Spectrum Disorders (2007)

Joint Police-School Board Protocol

Municipal Freedom of Information and Privacy Protection Act, R.S.O. 1990, c. M.56 (MFIPPA)

Child and Family Services Act, R.S.O. 1990, c.C.11 (CFSA)

Personal Health and Information Protection Act, 2004, S.O. 2004, c.3, Sched. A (PHIPA)

PPM 140 (2007) Incorporating methods of applied behaviour analysis (ABA) into programs for students with autism spectrum disorders (ASD)

PPM 144 (2021) Bullying Prevention and Intervention

PPM 145 (2018) Progressive Discipline and Promoting Positive Student Behaviour