

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

ADMINISTRATIVE REGULATIONS

Section: Human Resources

Regulation Code: HR-4.1.2

• **Employee Relations**

Policy Code Reference: HR-4.1

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

Page 1

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

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.

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self-regulation and strategies to manage their behaviour and maintain safety. For many 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

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: Human Resources

Regulation Code: HR-4.1.2

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: Human Resources

Regulation Code: HR-4.1.2

• Employee Relations

Policy Code Reference: HR-4.1

Regulation: OCCUPATIONAL HEALTH AND

Page 3

SAFETY: SUPPORTING POSITIVE STUDENT

BEHAVIOUR AND SAFETY FOR ALL – continued

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

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KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: Human Resources

Regulation Code: HR-4.1.2

• Employee Relations

Policy Code Reference: HR-4.1

Regulation: OCCUPATIONAL HEALTH AND

Page 4

SAFETY: SUPPORTING POSITIVE STUDENT

BEHAVIOUR AND SAFETY FOR ALL – continued

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 (support)-50

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KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: Human Resources

Regulation Code: HR-4.1.2

• Employee Relations

Policy Code Reference: HR-4.1

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

Page 5

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

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KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: Human Resources

Regulation Code: HR-4.1.2

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KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: Human Resources

Regulation Code: HR-4.1.2

• Employee Relations

Policy Code Reference: HR-4.1

Regulation: OCCUPATIONAL HEALTH AND

Page 7

SAFETY: SUPPORTING POSITIVE STUDENT

BEHAVIOUR AND SAFETY FOR ALL – continued

- 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.

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: Human Resources

Regulation Code: HR-4.1.2

• Employee Relations

Policy Code Reference: HR-4.1

Regulation: OCCUPATIONAL HEALTH AND

Page 8

SAFETY: SUPPORTING POSITIVE STUDENT

BEHAVIOUR AND SAFETY FOR ALL – continued

3.4.2 Principals are responsible for ensuring that IEPs, behaviour data

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KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: Human Resources

Regulation Code: HR-4.1.2

• Employee Relations

Policy Code Reference: HR-4.1

Regulation: OCCUPATIONAL HEALTH AND

Page 11

SAFETY: SUPPORTING POSITIVE STUDENT

BEHAVIOUR AND SAFETY FOR ALL – continued

4.4 Use of designated alternative learning spaces outside of the classroom

4.4.1 Self-

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: Human Resources
• **Employee Relations**

Regulation Code: HR-4.1.2

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: Human Resources

Regulation Code: HR-4.1.2

• Employee Relations

Policy Code Reference: HR-4.1

Regulation: OCCUPATIONAL HEALTH AND

Page 13

SAFETY: SUPPORTING POSITIVE STUDENT

BEHAVIOUR AND SAFETY FOR ALL – continued

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;

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: Human Resources

Regulation Code: HR-4.1.2

• Employee Relations

Policy Code Reference: HR-4.1

Regulation: OCCUPATIONAL HEALTH AND

Page 14

SAFETY: SUPPORTING POSITIVE STUDENT

BEHAVIOUR AND SAFETY FOR ALL – continued

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

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: Human Resources

Regulation Code: HR-4.1.2

• Employee Relations

Policy Code Reference: HR-4.1

Regulation: OCCUPATIONAL HEALTH AND

Page 15

SAFETY: SUPPORTING POSITIVE STUDENT

BEHAVIOUR AND SAFETY FOR ALL – continued

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

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: Human Resources

Regulation Code: HR-4.1.2

• Employee Relations

Policy Code Reference: HR-4.1

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

Page 16

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



KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: Human Resources

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: Human Resources

Regulation Code: HR-4.1.2

• Employee Relations

Policy Code Reference: HR-4.1

Regulation: OCCUPATIONAL HEALTH AND

Page 19

SAFETY: SUPPORTING POSITIVE STUDENT

BEHAVIOUR AND SAFETY FOR ALL – continued

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

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: Human Resources

Regulation Code: HR-4.1.2

• Employee Relations

Policy Code Reference: HR-4.1

Regulation: OCCUPATIONAL HEALTH AND

Page 20

SAFETY: SUPPORTING POSITIVE STUDENT

BEHAVIOUR AND SAFETY FOR ALL – continued

- 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;

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: Human Resources

Regulation Code: HR-4.1.2

• Employee Relations

Policy Code Reference: HR-4.1

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

Page 21

- 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)

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: Human Resources

Regulation Code: HR-4.1.2

• Employee Relations

Policy Code Reference: HR-4.1

Regulation: OCCUPATIONAL HEALTH AND

Page 22

SAFETY: SUPPORTING POSITIVE STUDENT

BEHAVIOUR AND SAFETY FOR ALL – continued

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;

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

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 – continued

Page 23

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 ()

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: Human Resources

Regulation Code: HR-4.1.2

• **Employee Relations**

Policy Code Reference: HR-4.1

Regulation: OCCUPATIONAL HEALTH AND

Page 24

SAFETY: SUPPORTING POSITIVE STUDENT

BEHAVIOUR AND SAFETY FOR ALL – continued

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.

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: Human Resources

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: Human Resources