

Exemplary Strategies/Programs/Practices to Support Equity, Diversity, Inclusion and Human Rights in School Boards



ONTARIO PUBLIC
SCHOOL BOARDS'
ASSOCIATION

Leading Education's Advocates

School Board: Hastings and Prince Edward District School Board

Contact Person and Email Address: Superintendent Ken Dostaler (kdostaler@hpedsb.on.ca)

Name of Program/Initiative/Strategy: HPEDSB Safe School Program

Hyperlinks to Documents or Website(s) Describing this Program/Initiative/Strategy:

Procedure 378 – Progressive Discipline and promoting Positive Student Behaviour

(http://www.hpedsb.on.ca/wp-content/uploads/2016/12/Procedure-378-Progressive-Discipline-and-Promoting-Positive-Student-Behaviour-Final-September_19.pdf)

Description of Program/Initiative/Strategy

The focus is on exemplary strategies/programs that increase student confidence, achievement, engagement and retention and reduce systemic barriers. In the brief description below please provide answers to the following questions: Where the program/initiative/strategy is delivered (school/board locations)? Who is responsible for delivering and monitoring the program/initiative/strategy? Who is the target audience? Are there any community partnerships involved? Are there any staffing or budget implications? Are there any special resources required? What are your indicators of success, etc.?

At Hastings and Prince Edward Districts School Board (HPEDSB), we are continuing to work as a system to shift our culture of discipline from a punitive to a supportive learning stance focused on ensuring students are supported to access the services they require to enable them to be successful. HPEDSB has developed Procedure 378: Progressive Discipline and Promoting Positive Student Behaviour, to promote a safe learning and working environment in all schools of the district and to assist students in recognizing the behaviours required for optimal learning, achievement, good citizenship and well-being. Progressive discipline uses a continuum of preventative measures, corrective and supportive interventions and responses to address inappropriate behaviour, and to build upon strategies that promote positive behaviours.

Honouring our board commitment to prioritizing equity and to support our system in the transition to a restorative practices mindset, the Safe Schools team (composed of a superintendent, system lead, and two Safe Schools coordinators) has endeavored to support schools in opportunities to reflect at the individual student level.

The focus of the Safe Schools Team has shifted to working more integratively with schools to support students who require access to alternative education learning

opportunities and/or non-academic supports. The team also works in collaboration with various community agencies to support students who require alternative programming such as Quantum Learning Space, The John Howard Society, PASS (Positive Alternative Student Support), St. Leonard's Community Support, Prevention and Residential Services.

What has been the impact on student learning, retention and engagement? Please share any data to support impact.

We are continuing to work as a system to shift our culture of discipline from a punitive to a supportive learning stance focused on ensuring students are supported to access the services they require to enable them to be successful. Already this year, working collaboratively with school leaders using a 'students first' lens, more than 10 students have been diverted from expulsion using creative solutions and engaging supports to address both academic and non-academic learner needs. This shift in practice has enabled rich conversations and collaboration between school teams and Student Services team members, helping us better understand individual learner needs and prospective supports to improve educational outcomes.

Bias Free and Progressive Discipline is built on a foundation of positive practices used to develop a safe school climate in which all students can reach their full potential. Student Services learning support coordinators, system leads, and respective superintendents work collaboratively to support school teams as required to address complex student profiles in order to improve educational outcomes. Mid-year suspension and expulsion report data has shown a drastic reduction in suspensions and expulsions and has assisted program staff in planning forward to access supports from various community partners, consider strategic classroom and program placements, as well as the allocation of various internal supports (Psychological Services, Behaviour Support Services, Mental Health supports, etc.).

The Student Services team also works with the Information and Technology Services team to develop suspension and expulsion reports that connect student census and progressive discipline data in order to enhance practices and successful outcomes for pupils.