

Council Meeting, Wednesday November 28th 2018
Draft Minutes – to be approved in January 2019

1. Attendance (Quorum = 22) 22 present, quorum was reached.
 2. Approval of November Agenda
Approval of Agenda: Moved by Catherine, seconded by Elli.
 3. Approval of October Minutes
Minutes: Moved by Christine, seconded by Sarah.
 4. Chair's report: PRO Grant update
500\$ instead of 1000\$ this year
Idea: put it in the bank or book a seminar
Elli: ideas from ISCS committee
-Growth Mindset seminar;
-Bridge the gap between what tools are being used in the classroom and toolkits for parents at home.
 5. Principal, Teaching and Support Staff Reports
Mrs. Anderson
Thank you to the Council:
-From the Ambassadors: thank you for the shirts, 60 members (6 groups).
-From Grades 7-8: Thank you for Paint Day.
-From Grade 2: thank you for Raz Kids.
- Other:
- Primary Choir: 81 members to sing at a 67's game.
Intermediate: visit HS on December 6th.
- Chris:
- Parents-staff meeting was very successful.

- PJ Day tomorrow.
- Listen Up: students doing composition and poetry.

Where do CV students go to HS?

- Large majority of students go to Osgoode HS, but some at Colonel By, Intermediates to visit HS on December 6th.
- Grade 3: meeting a zookeeper from Toronto Zoo, very exciting.
- Primary Choir and Kinders Concerts coming up, Elli: announcement for concerts? 2 dates on website/emails.
- Superintendent meeting was host at Castor Valley All Principals were impressed with students' kindness and politeness 😊.
- Gym project: frustrating endeavour...
- Chris is getting some quotes, answer to come shortly.

6. Treasurer's Report: Financial Reports and Ad Hoc requests

- Reconciliation with school is done.
- Teachers has been submitting their receipts.
- What do we have left in AdHoc: approx. 7000\$.

7. Fundraising/Programs/Events Report

- Christmas Shopping Day: over 30 volunteers with the help of the Ambassadors, 6 volunteers to set up.
- Tara: few Tim Hortons gift cards left from last year.
- Paint Day is going ahead.
- Movie Night: went well
- Melissa: 230 attendees, good turn out, profits of 2nd movie to the Ambassadors.
- Fun Night (what to keep or to remove), talk with Kim if you want to volunteer.
- Hot Lunches:
Tara: not possible to order more.
Sarah: Possible to have 2 terms?
Tara: would be difficult to deal with 2 terms (lots of work),

*but cash online is really helpful.

Q.: what happens when kids are sick? Email directly Tara, it's possible to get it at school.

-Vero:

Milk: it's going well, good volunteers,
2 terms, form coming.

*Eleanor's update: Chocolate milk update.

Reids Dairy: new product development is on hold until the Revised Canada's Food Guide is released. There is no word of when that will be, very political. Does not look like the new food guide will be ready by March 2019 as was previously stated and unfortunately the reason for early implementation of removing chocolate milk from the program this year. Thus, Reids Dairy is waiting to make sure their new product will comply with the new nutritional standards.

I will keep in contact with them. Unfortunately, we were hoping for more students to order white milk this year but instead there is a decrease from 400 white milks per week last year. Many students that ordered a combination of white and chocolate milk are simply not ordering anything at all.

Parade: Saturday Dec. 8th

Who wants to help to decorate early afternoon?

Send a message to Maryam (email, Facebook),
2 floats.

Question about safety?

Elli: Daytime parade, signs to stay on the sidewalk, need to supervision and vigilance.

8. Inclusive, Safe, and Caring Schools Committee

Cynara: Meeting ISCS on November 27th:

-Good information on Well-being and ISCS Plans,

-Provincial regulation to have a school plan/focus on mathematics /EQAO results,

- Ability to handle conflicts,
- Working with students to be able to solve some problems.

Ideas/summary:

- Meeting with teachers, be aware of what's happening at different levels,
- Toolkits for families, same language, zones of regulations.
- Bus monitors? Leadership roles, bus champion, assigned seats.
- Peer to peer, take the lead in plan, teacher champion.
- More communication back to parents from school by email (clubs, well-being).

Chris: **Progressive Discipline**

<http://edu.gov.on.ca/eng/safeschools/discipline.html>

Part of Ontario's approach to making schools safe places to learn

A safe and accepting learning environment is essential for student achievement and well-being.

Positive School Climate

A positive school climate means everyone – students, parents, staff and community members – feels safe, welcome and respected. Everyone has a role to play in promoting healthy relationships and a school climate which encourages appropriate student behaviour.

Ontario's "Whole School" Approach

Ontario's approach to making schools safe and accepting involves the whole school and focuses on:

- collaboratively promoting positive student behaviour through a code of conduct
- building healthy and respectful relationships throughout the whole school community
- preventing inappropriate behaviour through initiatives like bullying prevention programs
- addressing inappropriate behaviour through progressive discipline.

Schools are also encouraged to build partnerships with community agencies to support prevention and early intervention.

What is Progressive Discipline?

Every school in Ontario is required to have a progressive discipline policy.

Through progressive discipline, principals determine appropriate consequences and/ or supports to help students improve their behaviour, while taking into account their individual circumstances. The goal is to help prevent inappropriate student behaviour from happening again.

When schools use progressive discipline, the following should be taken into consideration:

- the students' stage of growth and development
- the nature and severity of the behaviour
- the impact of the behaviour on the school climate.

Within this context, more serious consequences may be considered for inappropriate behaviour that escalates or is repeated. Providing students with the opportunity to reflect on their own actions and the impact of these actions is essential to student learning.

What Does This Mean in Practice?

Principals will consider a **range of options** to determine the most appropriate way to respond to each situation and help the student learn from his or her choices. These will include different supports and consequences.

Supports could include:

- a conversation with the student
- a review of expectations for the student's behaviour
- counselling from a social worker, for example, life skills coaching or anger management.

Consequences could include:

- an assignment
- a detention
- a suspension or an expulsion.

Principals will make these decisions after looking at individual circumstances and **mitigating factors** like the student's age, stage of social development, special education needs, history and the circumstances of the behaviour.

Behaviour occurs in a broader context and can be changed over time. Each decision on discipline is unique for each student. It will depend on the strengths and challenges of that student.

How do schools address inappropriate behaviour?

Intervention can come through different supports (such as counselling) and consequences (such as a detention). Ongoing discussion with students and their parents/guardians will inform the principal's choice of the supports and/or consequences that will help the student improve their behaviour and make good choices. For a student with special education needs, the interventions, supports and consequences must be consistent with the information in the student's **Individual Education Plan**.

There are a variety of resources to support school leaders, including "Supporting Bias-Free Progressive Discipline in Schools: A Resource Guide for School and System Leaders" and "Caring and Safe Schools in Ontario: Supporting Students with Special Needs through

Progressive Discipline, Kindergarten to Grade 12." These resources enhance understanding among members of school communities about key areas and topics related to progressive discipline including: consideration of mitigating and other factors; bias and barriers to equity; human rights principles; and the unique needs of some students receiving special education programs and services as they relate to progressive discipline.

In some cases, a **suspension or an expulsion** may be necessary. Students who are suspended for more than five school days, or who are expelled from all schools in the school board, will be offered a board program to give them opportunities to keep learning. For students who are suspended for one to five school days, schools are expected to give them a homework package to allow them to continue their education.

How are parents involved in a progressive discipline approach?

Parents have a primary role to play in their children's education. Schools actively engage parents in the progressive discipline approach by involving them in ongoing conversations about their children's achievement, well-being and behaviour. When schools and parents are partners, there are many positive results. These include improved student well-being, reduced absenteeism, positive student behaviour, improved student achievement and increased confidence among parents in their children's schooling. The approach behind progressive discipline is the result of listening to the feedback and advice of parents, students and educators and incorporating their perspectives.

More Resources

Parents:

- **Bullying: We Can All Help Stop It.** This is a resource for parents and is available in multiple languages. Do you know how to help prevent bullying? Learn what to watch for and what you can do at edu.gov.on.ca/eng/parents/bullying.html.
- **We All Belong: A Multimedia Toolkit for Parents and Schools.** Developed by Centre ontarien de prévention des agressions (COPA) and is available in multiple languages at <http://infocopa.com/capsules-en.html>
- **Parent Toolkit. What Parents Can Do to Help their Child Succeed in School.** Developed by the Council of Ontario Directors of Education and is available at ontariodirectors.ca/Parent_Engagement/PA%20Downloads/CODE%20Parent%20Toolkit.pdf
- **Parent Tool Kit (Teen Edition): What Parents Can Do to Help Their Teens Succeed.** Developed by the Council of Ontario Directors of Education and is available at ontariodirectors.ca/Parent_Engagement/PA%20Downloads/34963_CODE_Teen_Tool_Kit-ENG_sm.pdf
- **Parents' Guide to the Ontario Code of Conduct.** Available at edu.gov.on.ca/eng/safeschools/code.pdf
- **Responding to and Reporting Incidents.** Available at edu.gov.on.ca/eng/safeschools/KeepKidSafeSchool.pdf
- Mitigating factors refers to *mitigating and other factors* as set out in Ontario Regulation 472/07. **Behaviour, Discipline and Safety of Pupils.** Available at e-laws.gov.on.ca/html/regs/english/elaws_reqs_070472_e.htm
- **Suspension and Expulsion: What Parents Need to Know.** Available at edu.gov.on.ca/eng/safeschools/NeedtoKnowSExp.pdf
- **What else is Ontario doing to help make schools safe and accepting?** Visit ontario.ca/safeschools to learn more.

Understanding youth from 12 to 25:

- **Stepping Stones: A Resource on Youth Development.** Detailed overview about the stages of youth development from the Ministry of Children and Youth's Services available at ontario.ca/steppingstones.

Schools:

- **Supporting Bias-Free Progressive Discipline in Schools: A Resource Guide for School and System Leaders.** A resource to help foster a bias-free approach to progressive discipline, prevention, and early intervention – available at edu.gov.on.ca/eng/policyfunding/discipline.html. The **illustrated poster** depicting the views of members of the Minister's Student Advisory Council (MSAC) about bias-free progressive discipline is available as a **PDF**.
- **Caring and Safe Schools in Ontario: Supporting Students with Special Needs through Progressive Discipline, Kindergarten to Grade 12.** Available at edu.gov.on.ca/eng/general/elemsec/speced/Caring_Safe_School.pdf

Students:

Need someone to talk to? Visit kidshelpphone.ca or call 1-800-668-6868 to find out how Kids Help Phone can help you. This confidential service is available 24/7.

Learn More

For information on making Ontario's schools safe and accepting, and bullying prevention, visit ontario.ca/acceptingschools.

Promoting well-being is one of the four key goals outlined in *Achieving Excellence; A Renewed Vision for Education in Ontario*. Learn more at: ontario.ca/eduvision.

School learning Plan: Academic, well-being, Inclusive, safe and caring plans.

-Direction looks into: EQAO Surveys, Climate Surveys, School Surveys.

-Skills sets, toolkits to deal with math problem resolutions, and link it to daily problem resolution, build self-confidence on conflict resolution.

-Other ideas depending on various levels, such as meditation, clubs, students focus groups on different topics.

-Progressive Discipline: strategy implemented at school to allow personal growth and learning at all time for every student.

-Goal: students can grow and learn from their mistakes, a student at CV will always be a student at CV and we have to respect that.

-Obviously if repeated and linked events happen, the consequences will increase, and that looks very different at various level or age (class-based and yard-based consequences).

-Suspension: not the best tool for younger kids, but can sometimes be a good tool for older kids.

-Lots of conflicts don't need to be addressed by direction (students and/or kids dealt with them): give the students the tools to experience conflict in a productive way.

-Conversion based on restorative model, Relational conflict = relational solution.

BUILD, LEARN and GROW

-Possibility of removal from programs, safe places, jobs assignment (to increase self-confidence).

Toolkits: Targeted zones of regulation, safe places to go or safe persons to talk to, targeted clubs (chess, cards, etc.), social thinking groups (scenario and skills when facing a challenge), social services, safety plans, work with family, gradual release (to build up, organized playdates, etc.).

Busses

Complaints come from:

1-Bus driver report to Direction

2-Info from parents

Some solutions: Assigned seating, preferred activities, temporary removal, ongoing conversation between parents, administration present in selected bus.

The normal climate vs outlying behavior (deviation of the norm):
at CV, students are kind and polite, that's the norm. It's a unique place, it's important to understand that and be grateful.

Why do we get so passionate from unresolved conflicts: because it's outside the norm.

Q. Radam

Meaning of "a student at CV will always be a student at CV?"

Parents want to hear: things the Direction can't tell them.

For example: "this kid has no place here" that's not possible

Privacy: can't tell details about a kid.

Q.

Who do you follow up with?

Yes with both parents (when it's serious)

Q. Radam

"Suspension is not a good tool" is it based on science?

Chris: Science and Board Policy

Q. Billy

Small issues sometimes don't need to be escalated to the Office, teachers will send an email to the parents.

Chris: sometimes, if the teachers have no time, small issues might be sent to the Office for a quick discussion.

Q. Radam

In case of severe conflicts, what action is taken by the Direction?

Chris: usually more a case of bad decision/behavior than bullying, because bullying involves targeting. Sometimes removal of the students from their class or schoolyard, etc.

Q.

Ideas like bus monitor

Concern: safety of all students (everyone should be seated)

Hard to have good volunteers, because it's a tricky job

Ideal situation: all students should be bus monitors so they would report any conflict asap, and it would be addressed right away,

*Importance of communication.

Nath

Difference between bullying and bad behaviour

Chris: kids will go home with their perception of a situation

Responsibility of a situation

Bullying

Elli: if a young kid is called a bully for the wrong reasons, it might be affecting him/her in the future.

Chris 5-6: bullying implies the ability of manipulating (intentionality and targeting), which is less probable for younger kids.

Billy: Facebook venting

Difference between bullying vs disruptive behaviour

Chris: upset parents can call the school when there is an issue, I am available.

Danger of divisive communication in Facebook, danger of becoming the norm.

Lori: suggestion of keeping the Council Website informative.

Tina: Facebook was a positive place and now it's becoming a complaining forum.

-Please contact the program coordinator if you need assistance.

Q. How can we keep our kids safe when there is disruptive behaviour, where is the line drawn?

-Chris: progressive discipline

The importance of working with kids to help them grow and build their skill sets. At recess, if there are students of concerns, the teachers on duty are aware.

The office needs to know if something happens, parents need to communicate it to the office if the child didn't say anything to the teacher.

-Elli: As parents, there is a lot that we can do at home, use good language for example.

Q. Stephanie: What are the school's mechanisms to deal with conflicts?

Chris: we have to use different approaches depending on the situation and age.

Opportunity: School Climate Survey: parents input

Data: Our School Survey (2 versions: 1 year for parents, 1 year for students).

Average of parents' participation is very low in the Board: approx. 10%.

Q. Daily basis disruptions in the classrooms, some situations caused stress and anxiety to kids, some parents worry some situations won't get better, what can we do?

Chris: staff works tiredly to work with these situations, sometimes a 4-year progression, it's a journey for the kids.

Nath: What do you do when parents are not on board?

Chris: it's really rare but the teachers and the direction are not the parents (they can act like guardians at school but they are not the parents).

Lori: it's important to empower the kids, give them the tools to deal with different situations.

Chris: also give them responsibility and make them accountable.

Maryam: possibility of giving tools to the parents, not everyone is aware of all these tools.

Billy: Bring your parents to school day?

Tina: look for support when needed, Chris will listen.

Amber: we could reiterate the importance of calling/emailing Chris or teachers when something is happening, maybe at the same time as the information/tool kits.

Idea: put all the program contact information on the Facebook

Amanda: Facebook Page to be information only?

Tina: maybe we should be more clear about the expectations on the Facebook Page to avoid unnecessary venting and bad comments

Nikki: Lost and Finds – Chris will put it in the email when the clothes are displayed in the lobby. 😊

Elli: Class reps? Not recently but could be an idea.

9. OCASC – Alka Moorjani (see Kim's email)

10. No New Business

11. Important Dates

Shopping Day: Tuesday December 11th 😊

12. Adjournment - Moved by Sarah, seconded by Elli