

1. What is the Code of Conduct at Duke of Connaught?

Please refer to the first 7 pages in our *Student Agendas* for information re: school specific information, (eg. “THE CODE OF CONDUCT” page 7, “Shared Responsibilities”, “School Expectations”, etc.), and then the 2nd Section of pages 1-13, for TDSB messages and specific context addressing conduct, behaviour and achievement, both of which are consistent with the Education Act.

<http://ppf.tdsb.on.ca/uploads/files/live/98/1714.pdf>

2. What is taken into consideration when deciding consequences?

We follow the Education Act, Sections 306 and 310 and mitigators and other factors. Progressive Discipline is applied as per 306, and following the suspensions applied as per 310, once mitigating circumstances are applied, we could be using progression discipline once the investigations are completed. Basically, we consider the most appropriate response to address the inappropriate behaviour, considering the following:

- The particular student and circumstances.
- The nature and severity of the behaviour.
- The impact on the school climate, including the impact on students and other individuals in the school community.

Mitigating factors

2. For the purposes of subsections 306 (2), 306 (4), 310 (3), 311.1 (4) and clauses 311.3 (7) (b) and 311.4 (2) (b) of the Act, the following mitigating factors shall be taken into account:

1. The pupil does not have the ability to control his or her behaviour.
2. The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.
3. The pupil’s continuing presence in the school does not create an unacceptable risk to the safety of any person.

Other factors

3. For the purposes of subsections 306 (2), 306 (4), 310 (3), 311.1 (4) and clauses 311.3 (7) (b) and 311.4 (2) (b) of the Act, the following other factors shall be taken into account if they would mitigate the seriousness of the activity for which the pupil may be or is being suspended or expelled:

1. The pupil’s history.
2. Whether a progressive discipline approach has been used with the pupil.
3. Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
4. How the suspension or expulsion would affect the pupil’s ongoing education.
5. The age of the pupil.
6. In the case of a pupil for whom an individual education plan has been developed,
 - i. whether the behaviour was a manifestation of a disability identified in the pupil’s individual education plan,
 - ii. whether appropriate individualized accommodation has been provided, and
 - iii. whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil’s behaviour or conduct.

Mitigating and Other Factors inform our decision making. This often includes consultation with our Special Education and Caring and Safe Schools staff, as well as our Superintendent.

3. At what point are parents notified when a “serious occurrence” happens? (i.e. significant injuries, gender-based violence, physical injury by another child, verbal bullying, classroom evacuations.) How can these be communicated more effectively?

We notify parents as necessary and as soon as reasonably possible as per Section 300.3 of the Education Act.

4. What supports are in place for children who continually violate the Code of Conduct?

There are various supports available for students of the TDSB. Some supports are offered by employees of the board, through board programs and resource personnel, or through community based service providers, including social service agencies and mental health services.

5. What are the consequences for children who continually violate the Code of Conduct?

We follow progressive discipline, mitigating and other factors, as laid out in the Education Act under Section 306 and 310.

6. What supports are in place for students who have been on the receiving end of the aggressive behaviour?

There are various supports available for students of the TDSB. Some supports are offered by employees of the board, through board programs and resource personnel, or through community based service providers, including social service agencies and mental health services.

7. How are incidents being tracked?

Incidents are tracked in a variety of ways depending on what is taking place. We use Caring and Safe Schools Suspension tracking via software, and we use Caring and Safe Schools Reporting Forms as per Bill 157.

8. Is there an increase in negative incidents/classroom meltdowns this year versus previous years?

We don't specifically track “negative incidents/classroom meltdowns”, and children's needs change all the time. We are dealing with issues that every TDSB school deals with.

9. What is the cafeteria evacuation route?

All fire evacuation routes are followed according to our fire evacuation plan that is reviewed each year. We have two fire exits from our cafeteria which are clearly marked as such.

10. What is the ratio to students to supervisors in the cafeteria?

We have a formula or ratio that is set centrally: 1 for 1, 2 for 100, 4 for 450, 6 for 950, etc.

We are actually up overall, according to our current enrollment (not including our students in FDK for whom we have 5 additional lunch room supervisors). This year, we have 6 lunch room supervisors in total for our gr. 1-8 students. All of our lunch room supervisors assist with supervision/monitoring of washroom exits/entries from the lunch spaces. We use 3 in the main cafeteria/side cafeteria area, and 3 in the Woodfield Gym.

189 Primary
310 Junior
256 Intermediates

for lunch: 189 Primary Students + 40 Jr +20 Sr Hot Lunch
for lunch: 260 in the Woodfield Gym

Other Questions and Comments 1-7:

(Follow up to discussion at School Council, Apr 2019)

1. Apologies are an important part of restorative conversations, when appropriate. Just as it is important to be able to present an authentic apology, it is also important to help those involved to receive an apology and restate what their expectations are for future interactions.
2. Progressive Discipline can take many forms, most of which begin in the classroom. Depending on the mitigating and other factors, progressive discipline could be a call to a parent, an office referral for follow up, opportunities to reflect on your choices or actions, as well as a broad range of ideas that can be generated with school staff depending on the circumstances. You can find more information regarding examples of progressive discipline in our student agenda (THE CODE OF CONDUCT, page 7)
3. Empathy can definitely be taught and developed. Empathy is demonstrated, taught and reinforced in a variety of ways, ranging from the books or texts available for children, to the learning opportunities explored and provided, as well as the conversations or dialogues with others which would include those of even how teams and clubs are formed. This year, we had *The Kindness Program* join us in many of our classrooms, which included an interactive visit with Pheonix, who is a Chocolate Labrador, to learn about being kind to our animal friends. Along with empathy, other key traits or themes such as fairness, perseverance, honesty, etc., are regularly explored and reinforced.
4. We follow the Code of Conduct and intervene accordingly. This type of occurrence is not condoned. Incidents should be reported to an adult, starting with your child's teacher. There are a number of factors that are taken into consideration as we process concerns of this nature, but having the information to begin with, is the first step.
5. Terms such as 'evacuation' are usually used for fire or other heightening safety issues. Much more empathetic, compassionate or less anxiety provoking terms are better suited for situations regarding children and learning environments. Other terms or phrases that are also used are, "let's move to the library, as we need to give our classmate some space", "relocate", "Let's give her some space for now", "let's regroup in Rm 31" or "Let's continue our reading in the library for now". Providing reassurance such as 'adults are here to help' or 'you are safe', during any move or change in space is key.
6. There are many different factors taken into consideration during the making of decisions and determining outcomes for discipline, suspensions are just one outcome. We are inclusive, and support a learning environment for all. While we do not publish individual suspension data, the TDSB does create reports such as this one from Caring and Safe Schools, which can be accessed on our Board website:
https://www.tdsb.on.ca/Portals/0/docs/Caring%20and%20Safe%20Schools%20Report%202017-18%2C%20TDSB%2C%20Final_April%202019.pdf
7. Aside from our **SAC –Official Site**, Need to Read, our Monthly Newsletters, which are a combined effort on the part of students, staff, administrators and parents, teaching and learning updates from our classrooms, are effective ways to receive information as it relates to your child's learning environment. Updates, successes and activities are regularly provided in a variety of ways. Please see our TV screen in our front lobby area for general information daily.