



PR699, Management for Risk of Injury Behaviours: Revised Procedure

To: Governance and Policy Committee

Date: 27 October, 2021

Report No.: 10-21-4180

Strategic Directions

- Create a Culture for Student and Staff Well-Being
- Allocate Human and Financial Resources Strategically to Support Student Needs
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

Recommendation

It is recommended that the revised Students with Special Needs: Management for Risk of Injury Behaviours Procedure, renamed the Management for Risk of Injury Behaviours Procedure (PR699), as presented in this report, be received for information.

Context

On September 21, 2021, Executive Council approved revisions to the Students with Special Needs: Management for Risk of Injury Behaviours Procedure (PR699) renamed to the Management for Risk of Injury Behaviours Procedure ("the Procedure") (Appendix A). The revised Procedure (see Appendix B for tracked changes version) supports the implementation of the Student Health Support Policy (P092), the Caring and Safe Schools Policy (P051) and the Workplace Violence Prevention Policy (P072); and is designed to assist school principals with meeting the safety and behavioural requirements of all pupils, including students with special education needs, while ensuring the safety of staff and students.

The Procedure has been revised to ensure TDSB commitment to providing equitable access to learning opportunities for all students is upheld. This includes our ongoing commitment to reconciliation human rights, equity, anti-racism, anti-oppression, commitment to [combating anti-Indigenous racism](#) and [combating anti-Black racism in](#)

[the TDSB](#) and all other forms of racism and discrimination as per the [Vision for Learning](#).

The Procedure has also been revised to align with the Multi-Year Strategic Plan with a focus on equity and anti-oppression. Most notably, the requirement for an Individual Education Plan (IEP) in order to have a safety plan has been removed. Language throughout the revised Procedure has been updated to reflect a responsive approach to supporting students with risk of injury behaviours. Processes and practices have been revised to move beyond identifying and capturing behaviour to the strategies and actions educators take in supporting students with risk of injury behaviours.

Please see below for additional changes made to the revised Procedure:

- Shifted the focus from solely on the student's behaviour to supporting the educator and administrator in creating an inclusive, welcoming and responsive environments to ensure all students are set-up for success
- Updated language throughout document to align with the MYSP, equity and anti-oppression
- Removed oppressive processes and practices (requirement of an IEP for a safety plan, removal of repetitive forms)
- Removed deficit language (e.g., Violent and aggressive, focus only on students with Special Education needs) and replaced with new term (e.g., risk of injury to self or others, focus on all students - including those with Special Education needs)
- ABC Chart redesigned: moving beyond educators capturing behaviour on the ABC chart into an accountable response by analyzing and implementing strategies to support students
- Safety Plans: Safety Plans are now available online through SAP with examples
- Removed requirement for a student to be on an IEP in order to develop a safety plan (if a student does require an IEP, they will still be able to access it)

The TDSB recognizes that the intersections of students' social identities and students' lived experiences within schools and between schools, add further dimensions and complexities. Therefore, we must ensure that we are cognizant of the role implicit bias plays and how it can impact students negatively and in discriminatory ways in classrooms and schools. "We will effectively integrate the voices, choices, abilities, and experiences of our students into our school programming [and] be more responsive to the strengths, interests, gifts, and lived realities of our students as we create and design our schools and classrooms." [TDSB Multi-Year Strategic Plan](#)

Action Plan and Associated Timeline

Subject to the Governance and Policy Committee's receipt, the revised Management for Risk of Injury Behaviours Procedure (PR699) will be provided to the Board of Trustees for information.

Resource Implications

No additional resources will be required for implementation of the revised Procedure at this time.

Communications Considerations

The revised Procedure has been posted on the Board's internal/external website and will be communicated to the system, including through the System Leaders' Bulletin.

Board Policy and Procedure Reference(s)

- Caring and Safe Schools Policy (P051)
- Student Health Support Policy (P092)
- Workplace Violence Prevention Policy (P072)

Appendices

- Appendix A: Management for Risk of Injury Behaviours Procedure (PR699) – Revised Clean
- Appendix B: Management for Risk of Injury Behaviours Procedure (PR699) – Tracked Changes Version

From

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