



HHA Code of Conduct Bullying Prevention & Intervention Policy

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Preface

The HHA is a place of care and principled values and an environment driven by the diversity of needs, collaboration and innovation. As a community of parents, teachers and students, we embody a rich and inclusive culture representing individuals with varied skills, experiences and creative gifts. As a collective, we come together to identify outstanding needs, problem solve based on our unique knowledge and implement solutions that are efficient, effective and sustainable. Finally, the HHA is led by an innovative mindset that sees challenges as opportunities for increased collaboration and creative interventions. In the process, we develop new insights, tools and strategies that inform classroom instruction, optimal uses of school spaces and programs that encourage the development of social skills, while fostering social emotional and academic growth.

Student Success Team

One of the frontiers of growth in our school is the Student Success Team (SST) which strives to meet the needs of students in a comprehensive way acknowledging and accommodating their academic, social emotional, developmental and physical challenges. The SST, a diverse team of educators and other professionals, has also been supporting teachers and parents in their efforts to understand and approach their students and children in a holistic way. Through collaborative efforts, we have set up the children for success, by collecting a wide range of observations, identifying and assessing key factors impinging on optimized potential and pursuing integrated and innovative solutions. The SST has implemented a social, emotional behavioural tracking platform that will enable our educators to make informed data driven decisions in supporting our students.

Our school believes that children will succeed if they can. We champion social and emotional learning (SEL) as the process through which we acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



School Counsellor

The HHA School Counsellor will work within the school to help our students succeed socially, and emotionally and behaviorally. Collaborating with educators, parents, and other professionals, the School Counsellor will contribute to a successful learning environment for our students and become a vital link between the school and home.

1. Our School Counsellor will support teachers by:
 - Model and guide teachers in the use of ZONES teaching
 - Model and guide our “lead team” and teachers in the use of the Ross Greene Collaborative & Proactive Solutions approach
 - Serving as a link between the school and the school’s Child Psychologist for specific guidance in challenging social, emotional, areas.
 - Upon invitation, observing students and group social dynamics, providing feedback and support to staff
 - Helping teachers design and implement interventions for behavioral challenges
 - Participating in grade team meetings upon request

2. Our School Counsellor will help students by:
 - Designing and implementing programs based on student and school needs via social skill groups and other groupings
 - Modelling, promoting and teaching problem solving, anger management, self-regulation, and prosocial behaviour
 - Integrating developmental, preventative, and therapeutic programs.

3. Our School Counsellor will work with HHA students and their families to:
 - Identify and address behavior problems that interfere with school success
 - Support students' social, emotional, and behavioral health
 - Enhance home – school collaboration
 - Make referrals and help coordinate community support services

HHA Partnership Triangle

As partners in our school community, the staff, students and parents must work together to foster an environment that is respectful, nurturing, and conducive to growth and achievement. The HHA believes that every member of the school community has the right to be treated with dignity and respect and to feel safe within the school environment.

Our belief is that a positive school culture is fostered by an effective “Partnership Triangle” consisting of our staff, our students, and our parents. As a Jewish school we subscribe to the belief of “*Derech erez kadma l’Torah*” - respect for others precedes, and provides the basis for, spiritual matters. Our mission is to cultivate a congenial learning environment that is characterized by mutual respect, tolerance, and cooperation.

Partnership Agreement

The following Code of Conduct (COC) outlines our school’s goals and expectations to be signed by all parties of the Partnership Triangle, including parents and students. Please review these guidelines with your children and return the signed “Partnership Agreement” to the school office by the first day of school.

Rights & Responsibilities

At the HHA our students have the right to:

- Learn in a positive, inviting environment that is free from disruptive behaviour;
- Be treated as unique learners with differing needs and learning styles;
- Be treated with respect by all staff and students;
- Be disciplined in a caring and appropriate manner;
- Feel secure from all forms of harassment; and
- Receive support regarding academic and social concerns.

At the HHA our students have the responsibility to:

- Be in class on time and with the required equipment;
- Understand that teachers will develop classroom rules which are specific to the teaching and learning needs of each situation;
- Participate in all learning experiences to the best of their abilities;
- Respect the rights, feelings, and property of students, staff, and school premises;
- Show respect for Jewish values and traditions;
- Act in a polite and courteous manner using appropriate language and action;
- Comply with school rules and routines, both in school and during school-sponsored activities and field trips;
- Act safely;
- Accept responsibility for their own actions;
- Follow the expectations for appropriate dress; and
- Refrain from all forms of harassment.

At the HHA our staff members have the right to:

- Be treated professionally;
- Be treated courteously and respectfully;
- Receive support from parents and administration;
- Feel secure from all forms of harassment;
- Expect students to be rested, on time, and ready for class;
- Expect students to complete all assignments in a timely manner; and
- Work in a clean, safe, and congenial environment.

At the HHA our staff members have the responsibility to:

- Teach and provide a nurturing environment for their students;
- Treat all students as unique individuals by providing a range of effective educational strategies and learning experiences;
- Be a solid role model for appropriate behaviour and conduct;
- Model and develop the importance of a strong work ethic and effective organizational skills;
- Encourage each student to work to the best of his/her abilities;
- Respond constructively to the needs and concerns of students; and
- Encourage respect and pride for the HHA and its community.

At the HHA our parents have the right to:

- Have their children educated in a caring, stimulating, and safe environment that promotes Jewish learning, excellence, and participation;
- Involve themselves as partners in the social, emotional, and academic growth of their children;
- Be informed about learning, behavioural, and attendance concerns, and to receive feedback on progress and successes; and
- Be informed of any stern disciplinary action.

At the HHA our parents have the responsibility to:

- Model and instill respect, and encourage a positive attitude for the school and its community;
- Ensure that their children attend school daily, on time, in appropriate clothing, and are nutritiously fed;
- Make every effort to be active participants in their children's school life.

Strategies to Ensure an Ideal Learning Environment

A positive school climate is defined by the Ministry of Education of Ontario as "the sum total of all the personal relationships within a school." When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. In an effort to cultivate a school environment where all members of the school community feel safe, comfortable, and accepted, the HHA has initiated the following preventive programs:

- The school year is launched with an assembly for the students which explains the details of the School's Social Contract (see below)
- Each student in grade 3 and older signs the Social Contract
- The Social Contract is posted in all grades;
- Teachers facilitate class meetings, focusing on social interactions and problem solving of social situations, specific to that particular class;
- Prevention of bullying is introduced in kindergarten and continued throughout elementary and middle school;
- Curriculum units are developed in each grade to promote social skills, anger management and conflict resolution;
- Anti-bullying themes and activities are incorporated into the curriculum with discussions of how bullying affects everyone, ways students can help one another, and assertiveness training;
- Intervention with individual students on interpersonal issues, which may include anger management, conflict resolution, and appropriate responses to frustration;
- A "Suggestion Box" in the school office, to enable students to report aggressive or abusive behavior;
- School wide themes, which emphasize the impact of our words and actions on others (ie. Goodness Footprint, Circle of Friends, etc.)
- Professional development workshops for teachers that support the social skill development of students;
- Heightened staff awareness of student interactions during group games and recess play, with a minimum presence of two staff members at all times;
- Including COC issues as a regular agenda item at staff meetings;
- Encouraging students to befriend students who may be isolated;
- Circle of Friends – peer mentoring programs to prevent repeated aggression;
- Participation in Hamilton Wentworth programs on bullying prevention; and
- Community partnerships.

Behavioural Expectations of Students

The development of self-discipline in each of our students is an important aspect of growth towards adulthood. The following list includes essential elements to assist students towards that goal.

- Students are expected to show kindness, consideration, and respect for others;
- Physical or verbal abuse will not be tolerated (hitting, kicking, fighting, bullying, teasing, excluding others etc.);
- Respect for school staff must be shown at all times. Defiance will not be tolerated;
- Rudeness, foul language, gestures, and name calling are not acceptable behaviours;
- Students must respect both school and personal property (no vandalism, littering, gum chewing, graffiti, or taking anything without permission);
- The uniform policy will be strictly followed;
- No food or drinks other than water will be permitted in the classrooms during teaching time;
- Classrooms will be kept neat and tidy with no garbage or materials on the floor
- No throwing of snowballs or other objects. No hardballs; and
- No contact sports or games that involve tackling or rough play will be tolerated (i.e. Red Rover, British Bulldog, wrestling, play fighting). Expected behaviours are encouraged, taught, and reinforced at the HHA.

HHA Progressive Discipline Continuum

Every effort will be made to guide students in a fair and consistent manner. All discipline will be determined by an Incident Investigative Process (See below VI. d) in accordance with the HHA Progressive Discipline Continuum.

a. The HHA Progressive Discipline Continuum (PDC) includes:

- Conference with student;
- Requiring the student to make restitution where appropriate;
- School community service;
- Written assignment;
- Removal of privileges;
- Conference with parent;
- Detention;
- Behaviour, attendance, or performance contract;
- Temporary supervised withdrawal (in school suspension);
- Recording infraction in a student's OSR;
- Suspension; and
- Expulsion.

b. Conduct which warrants immediate suspension or expulsion:

- Incidents of unprovoked physical aggression or violence (the length and type of suspension will depend on the age of the child and the nature and severity of the incident);
- Willful damage to school property (also requiring full restitution); and
- Bullying offenses not resolved by the PDC.

Repeated misbehavior in these areas may include recommendation for expulsion. At any time the school may recommend intervention by a professional such as a psychologist, social worker, or family physician.

c. Process for Addressing Parental Concerns and Issues:

It is our goal to maintain a positive partnership with the parents of our students. To that end, if you have a concern, please address your concern with the appropriate teacher of the class.

If, after speaking with the teacher, your concern remains unresolved, please forward your matter to the Principal. If, after speaking with the Principal, your concern still remains unresolved, please forward your matter to the Head of School.

d. COC Incident Investigative Process (IIP)

The IIP is a standardized process which addresses all breaches of the Code of Conduct. The process includes formalized documentation of the investigative process conducted by the Principal or a designated staff member trained in handling COC incidences. In cases where a designated staff member completes the IIP, the Principal will be presented with all findings.

An IIP can be initiated through information provided by a staff member, student, parents concerned about the well-being of their own child, or witness to an incident. All incidents of a serious nature must be reported by staff members to the Principal no later than the end of the school day.

Each IIP will include two elements:

An interviewing process of all children involved, as well as any relevant staff member or witness; and
The completion of a standardized Incident Report Form that will include:

- The nature of the incident;
- Relevant background information;
- The initial source of information;
- Details of all interviews; and
- All resolutions or consequences in accordance with the HHA Progressive Discipline Continuum.

e. Confidentiality & the IIP

All Incident Report Forms will be filed in the school office and will be treated with the highest level of confidentiality. As part of the IIP, it may be required to provide identifying information regarding students involved in Code of Conduct issues to the relevant parties. In such instances, the information will be specific to the Code of Conduct incident only.

f. Principal's Notice to Parents

The Principal will inform the parents of a student who has been intentionally hurt as a result of a physical, sexual or emotional incident of a concerning nature, or any other action listed above (#b) for which suspension or expulsion must be considered.

When notifying the parent, the Principal must disclose:

- The nature of the incident;
- The nature of the harm to the student; and
- The steps taken to protect the student's safety.

Code of Conduct Roles

a. Principal

- Maintaining proper order and discipline within the school;
- Overseeing the IIP and its implementation by all staff members;
- Establishing and maintaining consistent disciplinary practices in the school; and
- Holding each person under the Principal's authority accountable for his or her behaviour and actions.

b. Teachers & Staff

Teachers must assist the Principal in maintaining order in the school by:

- Serving as the initial contact for parents with general issues relating to their children;
- Fostering close cooperation with the school community;
- Establishing and maintaining consistent disciplinary practices in the school; and
- Reporting incidents and assisting the principal in conducting investigations.

c. School Counselor

For the academic year 2020-21, the HHA will retain a school counselor who will assist the school in the following areas:

- To provide support to the school in regard to fostering a positive school culture, as well as the needs of individual students;
- To provide counseling, guidance and support to individual students when referred by the Principal or teachers;
- To assist in the ongoing review of school policies, including the Code of Conduct, and those related to Bullying Intervention and Prevention; and
- To support the ongoing education of staff and students specifically relating to COC issues and bullying.

Social and emotional learning (SEL) is the process through which we acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

HHA Bullying Prevention & Intervention Policy

Every student has the right to be treated with respect and dignity. Bullying behavior can have lifelong adverse effects on its victims, bystanders as well as perpetrators. The HHA Bullying Prevention and Intervention Policy has been developed by the Principal and Student Success Team and is reviewed on an annual basis.

What is Bullying?

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals, which causes fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance. Students who bully use power to control and distress others. The victim becomes increasingly powerless and finds himself, or herself, trapped in an abusive relationship.

Through the shared understanding of the definition of bullying, communicated consistently to all within the school environment, the HHA strives to identify and address instances of bullying in an effective and expeditious manner.

Bullying will not be tolerated on school property, at school-related activities, on school trips, or via any form of electronic devices, web or media.

Bullying tactics may include:

- **Physical Acts:** Repeated hitting or shoving, stealing, or damaging another person's property;
- **Verbal Statements:** Repeated name-calling, mocking, humiliating, teasing, or threatening comments;
- **Social Damage:** Repeated and deliberate attempts to exclude others from the group and/or damage another person's friendships; and
- **Electronic/Cyber Abuse:** The repeated use of e-mail, cell phones, text, internet images and websites to threaten, harass, embarrass, spread rumours socially, exclude or damage reputations or friendships.

Partnership Triangle: A Systemic Approach to Bullying

A positive school climate is defined by the Ministry of Education of Ontario as "the sum total of all the personal relationships within a school." When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. Our belief is that a positive school culture is fostered by an effective "Partnership Triangle" consisting of our staff, our students, and our parents.

All members of the school's Partnership Triangle have a responsibility for the prevention of bullying and for addressing bullying when it occurs. The following details the roles of all members of the school community.

The HHA staff will:

- Model caring, respectful interactions;
- Raise awareness of bullying behaviour and its long-term effect on all students;
- Take every report of bullying seriously;
- Encourage students to report bullying behaviours and teach students the difference between "tattling" (getting someone into trouble) and "telling" (helping someone who is in trouble);
- Respond to all incidents of bullying;
- Provide support to new students to ensure that they understand expectations and routines;
- Provide opportunities for positive student leadership;
- Report incidents of bullying to the Principal;
- Work with students and parents to resolve bullying issues in a timely and developmentally appropriate manner;

- Teach students that all forms of aggression are unacceptable and develop an understanding of the definition of bullying.
- Teach students pro-social behaviours. Prompt and reinforce them throughout the school day; and
- Provide intervention and support to assist students who engage in bullying to change their behaviours.

The HHA school administration will:

- Implement resolutions for students who are bullied;
- Communicate to students and parents that a student who is engaged in bullying conduct will be subject to a range of interventions, including suspension;
- Provide professional development and training for teachers to support anti-bullying policies and programs;
- Provide a “Suggestion Box” in the school office where students can discreetly report bullying; and
- Make students aware that they can e-mail the school with any concerns that they may have.

All students at the Hamilton Hebrew Academy will:

- Sign a Social Contract at the onset of the school year outlining expected behaviour and consequences
- Treat everyone with dignity and respect;
- Increase their awareness and understanding of bullying behaviour and its long-term effects;
- Realize that bullying behaviour is never acceptable;
- Report incidents of bullying behaviour whenever they see it;
- Engage in positive leadership opportunities;
- Provide support to new students or students who are in need of friends;
- Endeavour to disengage from being a bystander to bullying behaviours;
- Actively participate our school’s bullying prevention and intervention programs; and
- Contribute to a positive school climate.

All parents of students at the Hamilton Hebrew Academy will:

- Sign a Social Contract at the onset of the school year outlining expected behaviour and consequences;
- Treat everyone with dignity and respect;
- Report incidents of bullying behaviour to the school and refrain from contacting the parents of the other student(s) directly;
- Raise their awareness and understanding of bullying behaviour and its long-term effects and how it differs from isolated acts of aggression;
- Create awareness among their children that bullying is never acceptable;
- Endeavour to get appropriate social/emotional help for their child if necessary;
- Encourage their children to report incidents of bullying behaviour;
- Monitor social networking interactions as needed;

The School will:

- Promote pro social behavior and approach issues using the Ross Greene methodology, thereby ensuring that a broader scope of social issues is addressed, not just the obvious symptoms
- Incorporate curriculum units in each grade which promote social skills, anger management and conflict resolution;

- Incorporate anti-bullying themes and activities into the curriculum with discussions of how bullying affects everyone, ways students can help one another, and assertiveness training;
- Provide a “Suggestion Box” in the school office that will enable students to report incidents anonymously;
- Provide workshops for teachers that support the social skill development of students;
- Encourage students to befriend those who may be isolated with the use of a *friendship bench*

Reporting

- Every effort will be made to guide students in a fair and consistent manner. The incident (s) will be investigated by the Principal and /or an administrative team. Listed below are the general guidelines for the reporting and investigation process.
- All teachers must report incidents of bullying to the Principal
- A verbal report must be made to the Principal for incidents for which suspension or expulsion would be considered as soon as possible following the incident
- For incidents of bullying where suspension or expulsion must be considered, teachers must report the incident (s) as soon as possible and submit a written report of the incident within 24 hours.

Principal Response to Reports of Bullying

- According to the Education Act (subsection 306), Principals must suspend or expel a student for any incident, including bullying, that is motivated by bias, prejudice or hate based on national or ethnic origin, appearance, religion, gender, age, mental or physical orientation or any other similar factor.
- After a report is made to the Principal, the Principal records the incident
- Investigate reported incidents and communicate results of investigation to teacher or staff who reported the incident; and
- Notify the parent/guardian of the student believed to be harmed as a result of the incident ; and
- Notify the parent/guardian of the student believed to be engaged in the bullying incident reported.
- All behaviour deemed by the principal to be bullying will result in at-home or in-school suspension, or expulsion. In addition, a plan for social/emotional intervention, which may include counselling and efforts at reconciliation, will be instituted.

Confidentiality

All Incident Report Forms will be filed in the school office and will be treated with the highest level of confidentiality. As part of the investigation process, it may be required to provide identifying information regarding students involved in Code of Conduct issues to the other relevant parties. Confidentiality pertains to all parties involved. Information about one student cannot be shared with the parents of another student. Parents can be informed that next steps, as per this document, are being acted on. This includes, measures taken for the well-being off all students involved in the situation.

Parental Rights & Responsibilities

It is a parental right to report incidents of bullying of their child to the Principal. All reports from parents to the Principal regarding bullying must be presented by the parent in writing, detailing the incidents with dates. If the Principal perceives that the student is in imminent danger, the Principal will take immediate action to secure the safety of that student. In all instances, the matter will be investigated in a timely manner within three business days of the Principal receiving the documentation. Within that time frame the parent who has filed the bullying complaint will receive a response from the school as to what action, if any, is being taken and the reasons for it. The parent of the child against whom the complaint has been brought, will be informed promptly should the claim be substantiated.

If your child has been bullied:

- Talk with your child to gain more information;
- Listen to their description of their day, including trip to and from school and any events happening at school;
- Do not contact the child or the parents of other children involved. Instead, speak directly to the school yourself.
- Speak to the teacher or Principal if you think your child is being bullied;
- Teach your child to trust adults who can help stop the bullying;
- Encourage your child to be independent;
- Teach your child social skills, including confidence, needed to make new friends; and
- Seek help if you are concerned about your child's psychological or emotional wellbeing. (The school can provide recommendations.)

If you suspect that your child is bullying:

- Take the problem seriously to prevent your child from having challenges in relationships with others;
- Talk to your child about bullying behaviour, keeping in mind that children who bully often place the blame on others;
- Tell your child that you will not accept this type of behaviour and arrange for non-violent consequences which fit the seriousness of what your child has done;
- Discuss the negative impact this behaviour has on others;
- When dealing with others, model positive behaviour. Show your children the importance of being considerate, kind & courageous and how to take responsibility for one's actions;
- Teach them ways to resolve conflict without violent words or actions;
- Do not let them witness violent behaviour between family members;
- Spend time with your child.
- Avoid activities that promote violence or aggression (ie. in the media);
- Increase your supervision when your child is with friends;
- Speak to the teacher or Principal if you think your child is having difficulty accepting responsibility for his/her behaviour;
- Seek help if you are concerned about your child's mental health;
- Explain the long term negative social effects that the bullied child will have if the bullying does not stop;
- Encourage your child to make friends with others who are respectful and kind.

2020-21 HHA SOCIAL CONTRACT

Building a Positive School Culture filled with Acts of Love and Kindness!

How I can be kind to my friends and those around me:

- I do not tease my friends or call them names.
- I speak kind words to my friends and teachers
- I ask myself if what I am going to say or do is 'helpful' or hurtful'. If it is hurtful I do not say or do it.
- I think about people's feelings before I take any actions, this will help me practice kindness.
- I make sure to include all my classmates whenever I can, this is an act of kindness.
- I think about my body language and how it is affecting those around me.
- I will practice kindness whenever I can at the HHA
- If my actions or words embarrass someone, I will stand up and say a positive thing about them.

How I can be kind to myself :

- Speaking in a positive way about myself and others at all times.
- I am proud of my accomplishments and will not put myself down.
- I will ask for help when I need it

- Complete my work and follow classroom expectations so that I can feel good about my accomplishments.

- I tell my friends when I am uncomfortable with what they are doing and stand up for myself respectfully, because I will not lose control.

These are some of the ways that the social contract can be broken.

- If I purposely hit or shove someone
- If I make fun of someone (by name calling, teasing, or threatening)
- If I bully someone: repeatedly and purposely targeting an individual by using words or physical harm.
- If I repeatedly exclude others from group activities
- If I damage school property
- If I use inappropriate language
- If my actions endanger the safety of me and those around me
- If I do not follow the technology policy guidelines:
 - *Technology is for educational purposes (not for entertainment:games, videos, browsing unrelated to class work.)*
 - *No technology should be used at Breakfast Club or Recess.*
 - *Cell phones should be turned off and stored in school bags during school (unless told otherwise by teachers)*
 - *Sign-in to Chromebooks with your own school email only.*

I recognize that if I do not follow this contract, based on the situation, I will receive an appropriate consequence from teachers or admin. Please refer to school website for further information on the bullying policy at the HHA.

Student Name: _____

Signature: _____

Parent Signature: _____

Grade: _____

Date: _____

Student Success Team Roles

Aly Ostrowski is the lead resource staff responsible for the academic well being of students as it pertains to General Studies. She is a master's graduate with additional qualifications in special education. She has experience in conflict resolution, facilitation and progressive pedagogical approaches. Aly works closely with staff to support children who identify with exceptionalities and those who don't have a diagnosis, but who may require remedial and enriched curricular supports either in class, or in her small group sessions. She is also responsible for facilitating school-wide assessments, working with the LHIN and other agencies to provide specific services (OT, PT, speech therapy) and she works collaboratively on developing and updating Individual Education Plans (IEPs), while assisting teachers in their implementation.

Mary-Martha is a special education consultant for our school. She has been involved with the HHA for at least 20 years and is known for her vibrant and loving personality. She is admired and respected by staff and students. With her expertise, Mary-Martha works closely with Aly and the rest of the school staff to create new IEPs based on a wide range of evidence including psycho-educational reports, reviews them regularly and equips teachers as they seek to find the appropriate accommodations for students who need a range of supports to succeed. As an educator, she runs 1:1 reading, writing and math programs, and hosts "Lunch and Learns" to help teachers hone their skills in areas such IEP implementation, targeted accommodations and executive functioning.

Libby Holmes is our child and youth worker. She has extensive experience as a CYW in the TDSB, and has also served as a professor at Humber College teaching courses in child development and counseling. She brings with her a wealth of progressive approaches including Ross Green's CPS model, CBT and the Zones of Regulation. Libby is especially concerned with the behavioural and social emotional well being of our students. She will be working closely with the team to tease apart the root of the issue a student is facing in class or in school, in general. She will help to identify challenges that the teacher or student are having, problem solve with the participants, and based off of her insights, she will collaboratively establish a plan to help address the source of stress impacting the child. Libby will also run groups on topics that are most relevant to the needs of our students like, coping with anxiety, family changes and relational aggression. Libby has unique skills in working closely with teachers, and will help support the staff facilitate learning around various topics like, impulsivity and self regulation, making and keeping friends and a growth vs. a fixed mindset. She will direct parents to resources for support, to mirror and add to what is being implemented in the school.

George Mantik is a special education consultant for our school. He has 30 years of experience as a teacher and has working in special education for the HWDSB. George has championed the CPS approach, believing that every child wants to succeed if they can. If they're not succeeding, it is important to identify the lagging skill and support its development using targeted strategies. Based off of his unique experience, George has an interest in observing our classes to identify the students who have unmet needs. He can work with the teacher to create accommodations that will help the child progress to their potential. What's more, with a commitment to the universal design for learning (UDL), he can provide insights on how to modify the factors of instruction, environment and assessment to accommodate not just the one student, but a whole catchment of students that can also benefit from these adjustments. Equipped with best practices and a firm belief in process that empowers teachers, George also has begun to lead the school's professional development.

Dr. Ben Klein is a developmental pediatrician and medical director at Landsdowne Children Centre, which is a resource hub for children with physical, developmental and communication needs. He is an asset to the team because he not only performs assessments and generates holistic recommendations for teachers to implement, but he also helps to create what he calls the, "child's day schedule", a timetable with built in accommodations tailored to the unique needs of the child. In addition, Dr. Klein has generated an individualized screener that collects information from past teachers' reports, OSRs and current observations and depicts the child's performance in distinct categories such as, executive functioning, visual processing and listening skills. There is also a component that measures how well a child functions independently, in small groups and during free play. This tool will be very useful to inform the intake process for the school and also guide the direction of UDL and development of IEPs.