

Aggression & Complexity in Schools

Action Team Report

Facilitated by Joanne Pitman
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✓ **Building Effective Relationships**

✓ **Modeling Commitment to Professional Learning**

✓ **Visionary Leadership**

✓ **Leading Learning**

✓ **Ensuring First Nations, Métis and Inuit Education for All Students**

✓ **School Authority Operations and Resources**

✓ **Supporting Effective Governance**

✓ **Fostering Effective Relationships**

✓ **Modeling Commitment to Professional Learning**

✓ **Embodying Visionary Leadership**

✓ **Leading a Learning Community**


✓ **Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit**

✓ **Providing Instructional Leadership**

✓ **Developing Leadership Capacity**

✓ **Managing School Operations and Resources**

✓ **Understanding and Responding to the Larger Societal Context**

A red flag on a silver pin is stuck into a map of a city street grid. The flag is positioned on the left side of the map, pointing towards the right. The map shows a dense network of streets and some green spaces.

Where are we now?

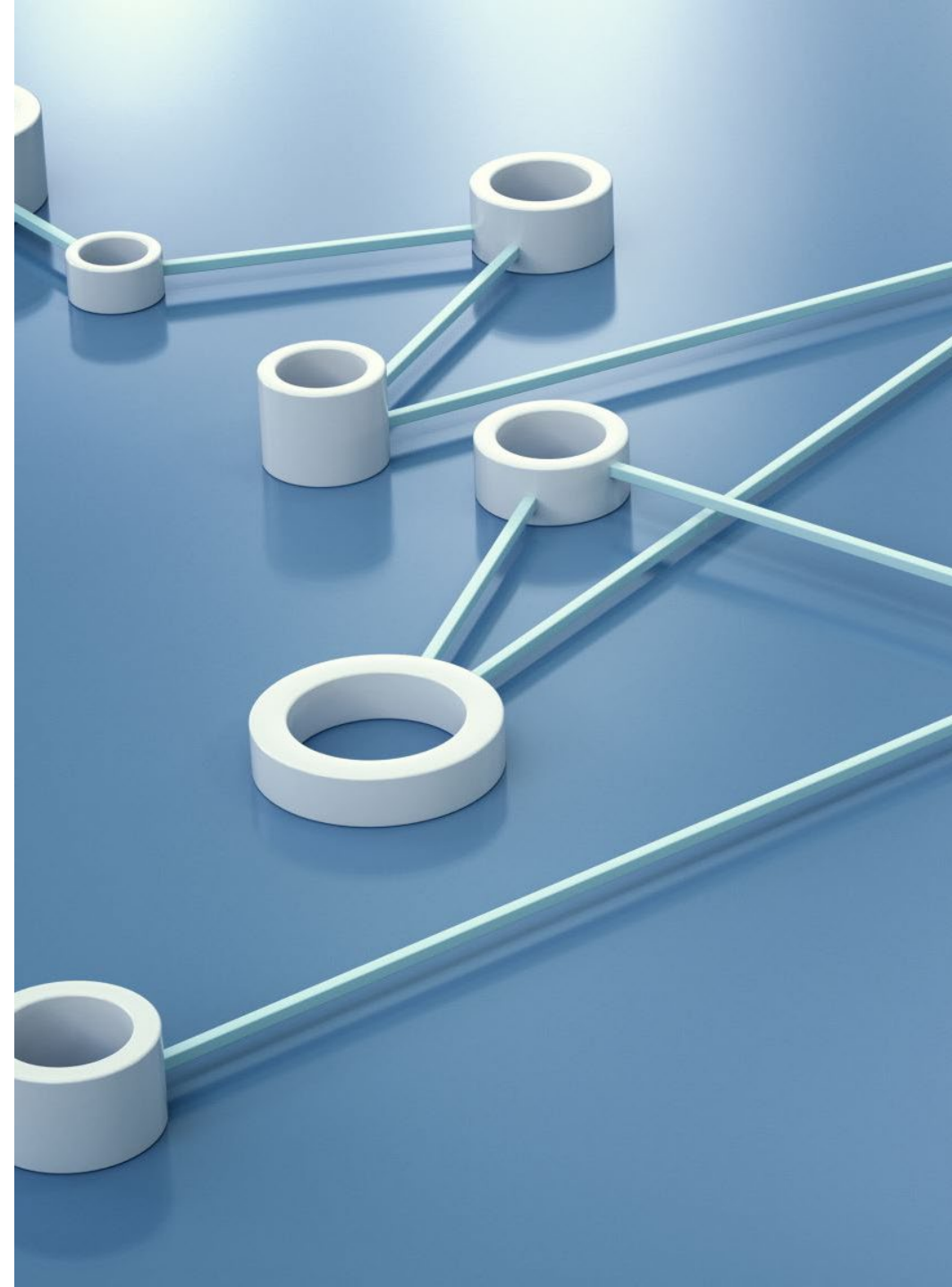
**Aggression & Classroom
Complexity Report**

Outcomes

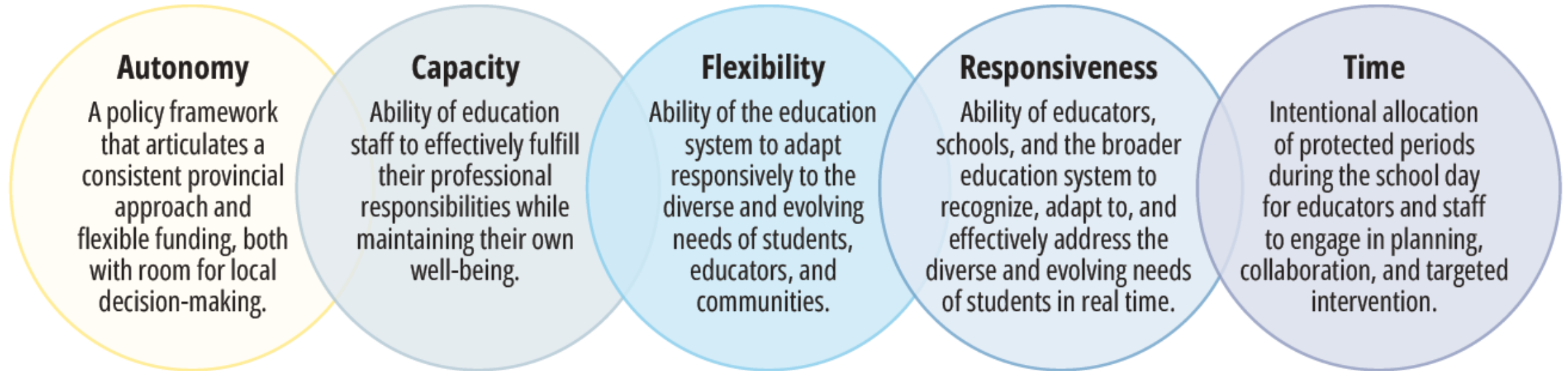
- Explore assumptions and questions about the report
- Consider possible impact and opportunity in your local context
- Provide feedback to Ministry of Education and Childcare in development of possible common definitions of incidents of moderate and severe aggression

System Challenges

- **Growing student complexity** - Rising numbers of students with diverse and severe needs are outpacing available supports at both school and school authority levels.
- **Reactive school environments** - Schools are increasingly operating in crisis mode, with frequent behavioural incidents disrupting learning and safety.
- **Educator well-being and capacity** - Teachers and staff are facing emotional exhaustion, safety risks, and unsustainable workloads, contributing to high turnover and burnout.
- **Insufficient training, resources and collaboration** - Gaps in professional learning and limited access to qualified professionals hinder educators' ability to manage complex student needs.
- **Relationships between schools and families** - Communication breakdowns, cultural barriers and inequitable access to services are eroding trust between schools and families.



Enabling Principles



As you reflect on the enabling principles, which of these principles are most clearly applied within your system? What actions have you taken to develop these?

Strategic Framework

VISION: All children and students in Alberta are equitably supported by a trusted education system that prepares them for successful futures. Their growth is guided by dedicated staff (including educators, educational assistants, system leaders) and reinforced by public confidence in the value and impact of education.

GOAL: Families, schools and communities work together to build safe and respectful learning environments where children and students thrive.

SAFE & INCLUSIVE LEARNING ENVIRONMENTS

Inclusive education as a broader policy, supports environments for staff and children/students to be physically and emotionally safe.

CONTINUUM OF SUPPORTS & SERVICES

Clear roles and a coordinated continuum of supports ensure all efforts focus on child/student success.

CROSS MINISTRY COLLABORATION

An integrated system of child and youth serving ministries where roles and responsibilities are defined and understood.

EARLY INTERVENTION AND ECS SUPPORTS

All children/students receive timely access to quality and responsive supports and services.

PROFESSIONAL LEARNING & CAPACITY BUILDING

Effective pre-service programs and ongoing training enhance staff competence and confidence to support safe and inclusive learning environments.

ENABLING PRINCIPLES: **AUTONOMY** • **FLEXIBILITY** • **TIME** • **CAPACITY** • **RESPONSIVENESS**

Recommendations

SAFE & INCLUSIVE LEARNING ENVIRONMENTS	CONTINUUM OF SUPPORTS & SERVICES	CROSS-MINISTRY COLLABORATION	EARLY INTERVENTION AND ECS SUPPORTS	PROFESSIONAL LEARNING & CAPACITY BUILDING
<p>1. Design and implement a comprehensive Inclusive Education Policy Framework that includes a full continuum of supports, services and programming. This framework must have consistent provincial guidance to foster safe and inclusive learning environments.</p>	<p>2. Ensure children and students have timely access to a continuum of supports and services that promote positive learning and health outcomes.</p> <p>3. Facilitate collaboration and service delivery between staff, families and multidisciplinary teams to address students' medical, clinical, and therapeutic needs within inclusive learning environments.</p>	<p>4. Establish and sustain integrated, cross-ministry wraparound service models that enable seamless transitions and timely supports for children, youth, and families, while promoting secure and effective information sharing among child- and youth-serving ministries.</p>	<p>5. Expand and adapt early intervention programs to be accessible and responsive to the evolving developmental and educational needs of children and students through collaborative partnerships with families and community organizations.</p>	<p>6. Strengthen pre-service programs.</p> <p>7. Enhance ongoing professional learning and capacity building.</p>

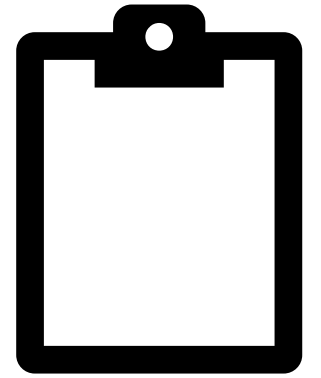
Table Exploration

- Safe & Inclusive Learning Environments
- Continuum of Supports & Services
- Cross Ministry Collaboration
- Early Intervention and ECS Supports
- Professional Learning & Capacity Building

As you consider each domain:

- what practices within your system are reflective of promising practices?
- what practices may be areas of concern?
- what actions might you prioritize as a system leader?

Alberta Classroom Insights Survey



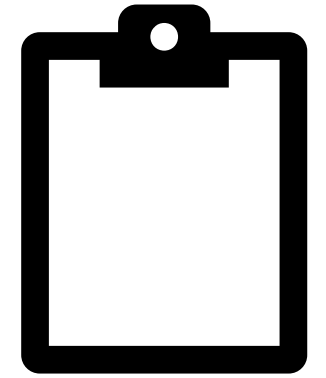
Students waitlisted for assessment (sample)

- Students being assessed for a mild, moderate, or severe disability, but not yet diagnosed, may be counted in this category if there is a strong likelihood that they will be diagnosed.
- This can include assessments by physician, psychologists, or other professionals such as OTs, PTs or SLPs if the assessment may lead to a diagnosis.

Other students with complex needs (sample)

- Refers to students excluded from Severe (40's), Mild/Moderate (50's), Gifted/Talented (code 80), EAL, FNMI, and Refugee categories.
 - Child in care (Success in Schools plan)
 - Medical health plan
 - Student learning plan
 - Student support plan
 - Safety plan
 - Attendance improvement plan

Alberta Classroom Insights Survey



Incidents of moderate and severe aggression (sample)

Moderate Risk

- Continual or chronic activities that might be tolerable on their own but in total are intended to intimidate
- Personal property damage
- Threatened physical aggression with or without a weapon
- Bullying such as any nonphysical behaviour intended to cause harm to one or more people

Severe Risk

- Actual or attempted physical aggression with or without a weapon
- Threatened, attempted or actual aggression directed against a teacher or students
- Stalking (repeated acts of threatening/harassing nature that creates safety concerns)
- Violence such as any threatened, attempted or actual harmful behaviour directed against one or more people

Current Data Collection Approach

- PowerSchool?
- PublicSchool Works?
- Other reporting tools?

Alberta Classroom Insights Survey

- When we consider definitions that support accurate and consistent data collection across school authorities, what is most important to ensure?
- Survey to provide feedback
 - Open until Monday, March 20
 - Results shared with Ministry for consideration



[Ministry Data Definition Considerations – Fill out form](#)



Finding a path

- Communication
- Collaboration
- Checking in

learning | **as unique** | as every student



**Calgary Board
of Education**