

THURSDAY FEBRUARY 9, 2012

5:45 pm

1. Call to Order J. Bishop
2. Approval of the Agenda

**Scoping Reports:**

3. 21<sup>st</sup> Century Learning Policy P. Joshua

**Draft Policy Development:**

N/A

**Stakeholder Consultations:**

N/A

**Draft Policy Revisions:**

N/A

**Policy Reviews:**

4. Safe Schools: P. Reinholdt
  - A. Bullying Prevention and Intervention Policy
  - B. Code of Conduct (School) Policy
  - C. Progressive Discipline Policy
5. Naming Of Schools Policy K. Bain
6. Policy Review Development Process – follow up
7. Next Policy Meeting: Thursday March 1 2012
8. Adjournment

# Scoping Report Template




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## 21st Century Learning Policy

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*\*The Scoping Report should not be more than two pages\**

### **Part A – Research**

Does the proposed policy fall within the mandate of HWDSB?

- Yes  
 No

Is the proposed policy consistent with HWDSB's Mission, Vision, Values, and Strategic Directions?

- Yes  
 No

Through your research, is the proposed policy absent from any current Policy, Policy Directive, Administrative Memo, or Legislation?

- Yes  
 No – Please provide the name of Policy, Policy Directive, Administrative Memo, or Legislation

If you answered **yes** to all of the above, please proceed to Part B  
 If you answered **no** to any of the above, no action may be necessary.

If this report is Board initiated, or part of the review process, please be prepared to provide the policy/policy directive, administrative memo (see question 3 above) as rationale for taking no further action.

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### **Part B –Recommendation**

Does the proposed policy have a policy or operational focus?

- Policy  
 Operational

My recommendation to the Board of Trustees is:

- Take no further action  
 Rescind the current Policy\*  
 Rescind the current Policy and create a new Policy  
 Rescind the current Policy and update/create a Policy Directive, or Administrative Memo  
 *Develop a new Policy\*\**  
 *Review existing Policy\*\**

\*Staff may choose to create an Administrative Memo when asking to rescind a Policy

\*\*If you are developing a new Policy, or reviewing an existing Policy, please proceed to Part C

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# Scoping Report Template

## **Part C: - The Development of the Policy**

### **Purpose:**

The Hamilton-Wentworth District School Board is committed to promoting and creating 21st century learning conditions where students have equitable access to learning experiences that are engaging, real-world and authentic, and that develop their critical and creative thinking, problem solving, collaboration and communication skills.

The purpose of the 21st Century Learning Policy is to demonstrate the Hamilton-Wentworth District School Board's commitment to ensuring that all students and staff use technology, tools and social media ethically, competently and effectively.

HWDSB believes that citizenship in the 21st century has a digital dimension where there are long-lasting implications to how one participates and contributes online. Digital citizenship is a key component to creating the conditions of a respectful working and learning environment and includes responsible and safe personal conduct within the online environment.

### **Suggested Policy Directives:**

- Acceptable Use Agreement (Board Technology & Personal Devices)
- Social networking and emerging technologies

### **Intended Outcome:**

Through its strategic directions of Achievement matters, Engagement matters and Equity matters, the Hamilton-Wentworth District School Board is committed to:

- Providing teaching and learning strategies that incorporate 21st Century content, global perspectives, learning skills, resources and technologies for all students.
- ensuring that all users are using technology, technology services and the Board's network in a responsible and ethical manner consistent with the educational, informational and recreational purposes for which they are provided

### **What are the specific outcomes from this Policy?**

- Increased student achievement
- Increased student engagement
- Increased equity of outcomes for all learners
- Increased level of integration and use of technology to further student learning
- enhanced teacher instruction, educational research, and professional development
- development of 21st century learning skills of all students and staff

### **Matters to be included in the scope of the proposed policy:**

- staff and student appropriate use of technology, tools and social media to enhance their working and learning environment
- teaching and learning strategies including social networking that support collaboration and the development of critical thinking for all learners
- acceptable use of board and personal devices to enhance the working and learning environment for all staff and students
- staff professional learning to enhance comfort and use of technology, tools and social media as part of the 21<sup>st</sup> century classroom
- developing directives to address the responsible, safe and ethical conduct of staff and students within an online environment

# Scoping Report Template

Alignment with board and ministry documents and policies (see below\*)

## **Matters falling outside of the scope of the proposed policy:**

Digital Citizenship and acceptable use of technology by students and staff outside of the purview of the Board.

## **Impact and Implications:**

- need to address legal concerns
- need to address Copyright and Creative Commons
- need to review Privacy Information Management
- need to align with Assessment, Evaluation and Reporting Policy: cheating and plagiarism policy directive

## **\*Alignment with Board and Ministry Documents**

### **HWDSB Strategic Directions**

Achievement Matters  
Engagement Matters  
Equity Matters

### **Documents:**

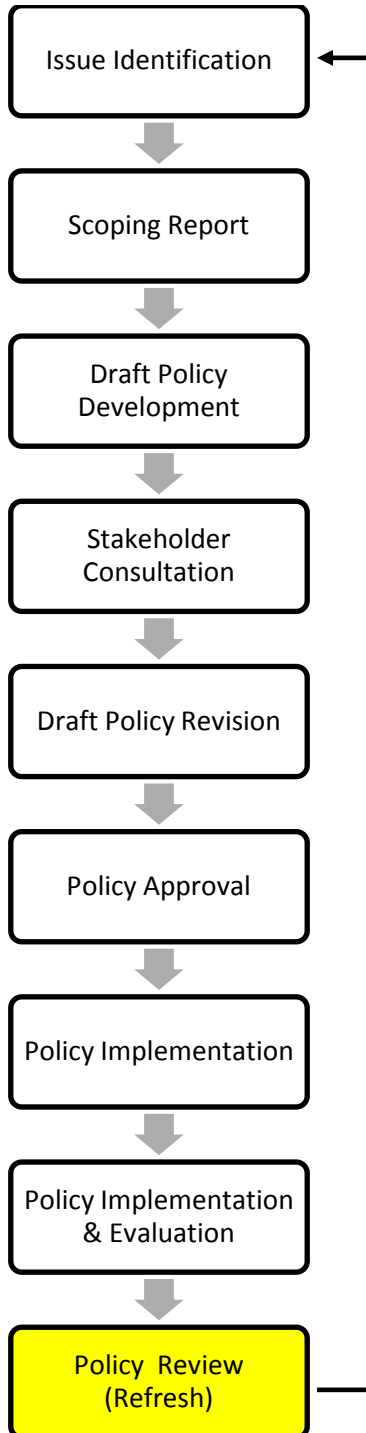
- Education in HWDSB
- Program Strategy
- Character Builds
- 21st Century Fluencies Strategic Plan

### **HWDSB Policies:**

Equity Policy  
Diversity & Equity Policy  
Safe Schools Pillar Policy  
Code of Conduct  
Information Technology  
Personal Electronic Devices  
Environment Policy  
School Library Information Centre Policy  
Respectful Working & Learning Environments  
Student Achievement Pillar Policy  
Assessment, Evaluation and Reporting

### **Ministry Documents:**

Growing Success  
School Effectiveness Framework  
Learning for All

Title: **Bullying Prevention and Intervention Policy****Recommended Action:**

That the Bullying Prevention and Intervention Policy be recommended for presentation to the Committee of the Whole.

**Rationale:**

The Bullying Prevention and Intervention Policy promotes healthy relationships and a positive school climate to create a safe and caring environment for all members of the school community.

**Background:**

The Bullying Prevention and Intervention Policy was presented to PWSC in May, 2011. The public consultation process ran from May, 2011 to June 2011. The policy was also sent to members of PIC and School Councils for feedback. A face-to-face consultation was held with PIC in September, 2011. A total of twenty-six responses were received by E-Best. Three broad areas emerged from the feedback related to equity issues (religious bullying(6)), training and implementation issues (lack of details in the policy related to implementation), procedural issues (term 'bystander'). The strengths of the policy were the training provided to a wide range of staff, well written, focus on prevention and intervention, and identification of bullying.

Other comments related to implementation, which are addressed in the policy directive. There were comments that also included more consistency in the application of the policy, and these will be addressed as we continue with further training on the policy.

The most recent changes recommended by PWSC in October have been incorporated into this revised version of the policy.

<b><u>Bullying Policy -Section Reference</u></b>	<b><u>Requested Change (s)</u></b>
Thru out the document	Replace 'accepted' with 'tolerated'
Definitions	Move to Policy from sections 2.0 to 3.08 of the Directive Reference social and electronic media in the cyber definitions Separate sexual and sexual orientation, and add social / emotional reference
Action Required	Include components of (beginning with 5.0), and reference to, the policy directive
Training and Communications	Divide according to policy and directive
Progress Indicators	Redefine
Communication	Remove reference to 3 <sup>rd</sup> week of November as Bullying Awareness week –this is identified in the MOE memo

<b><u>Bullying Policy Directive - Section Reference</u></b>	<b><u>Requested Change (s)</u></b>
Include Intended Outcome Section	Include responsibility of all
3.0 Move all to Policy	3.3 Social or Electronic Media 3.7 Sexual Bullying/Sexual Orientation Bullying to be separated 3.8 add reference to assistive technology or devices
4.1	Move first two bullets to Policy  Bullet 11 : Replace 'labelling' with 'identify the type of bullying'
4.2	Move first 3 bullets to policy
4.3	Move bullets
5.0	Include 1 <sup>st</sup> statement on Policy as well as Directive



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## Bullying Prevention and Intervention Policy

(reference: PPM 144)

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Date Approved: October 2011

Projected Review Date: October 2014

### **Purpose**

The purpose of this policy is to reinforce that The Hamilton-Wentworth District School Board recognizes the importance of healthy relationships and a positive school climate to create a safe and caring environment. Bullying will not be tolerated on school property, at school related activities, on school buses, or in any other circumstance (eg.on-line), where engaging in bullying will have a negative impact on the school climate, or adversely affects a student's ability to learn.

### **Intended Outcomes**

The Hamilton-Wentworth District School Board promotes a safe, caring, and orderly environment through the shared understanding of the definition of bullying, communicated to all within the school environment.

The intended outcomes of this policy are to:

- foster a positive school experience for all students
- acknowledge that it is everyone's responsibility to stop bullying from happening within their school communities
- set guidelines for prevention and intervention of bullying behaviour, and
- share a common understanding of the definition of bullying behaviour.

### **Responsibility**

All Staff within the Hamilton-Wentworth have a responsibility to:

- model caring, respectful interactions
- respond to incidents of bullying
- raise awareness of bullying behaviour and help to reduce its long-term effect on all students.
- treat everyone with dignity and respect;
- raise their awareness and understanding of bullying behaviour and its long-term effects;
- realize that bullying behaviour is never acceptable;

### **Definition of Bullying**

**Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) 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 are learning to use power and aggression to control and distress others
- Students who are victimized become increasingly powerless and find themselves trapped in relationships in which they are being abused
- Students use power in many ways:
  - Size, strength, intelligence, age
  - Social status
  - Economic status
  - Knowledge of another person's vulnerability
  - Membership in a dominant group

### **Types of Bullying**

**Physical:** Repeated hitting, kicking, shoving, beating up, stealing, or damaging another person's property

**Verbal:** Repeated name-calling, mocking, humiliating, teasing, threatening, racist comments, sexual harassment

**Social:** Repeated rolling of the eyes, excluding others from the group, gossiping, spreading rumours, making another person or persons look foolish, and damaging another person's friendships

**Electronic/Cyber:** The repeated use of any social or electronic media such as email, cell phones, text, internet and web sites to threaten, harass, embarrass, socially exclude or damage reputations or friendships, or any other type of social bullying using electronic media

**Racial:** Repeated aggression, or repeatedly saying negative things, or repeated name calling directed to a person or persons because of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religious beliefs or background

**Religious:** Repeated aggression, exclusion, or negative comments directed to a person or persons because of their religious beliefs, background, dress code, or observances; repeatedly calling a person or persons names or making fun of their religious beliefs, background, dress code, or observances

**Sexual:** Repeatedly leaving a person or persons out or treating them badly because of their gender; repeatedly making sexist comments or jokes, touching, or grabbing someone in a sexual way; repeatedly spreading sexual rumours about a person or persons;

**Sexual Orientation:** Repeatedly leaving a person or persons out or treating them badly because of their sexual orientation; repeatedly making crude comments about a person or persons' sexual behaviour; repeatedly calling a person or persons gay, fag, lesbian, or other inappropriate names

**Disability:** Repeatedly excluding a person or persons or treating them badly because of a disability or need for special education; repeatedly making comments or jokes to hurt a person or persons with a disability

### **Action Required**

**Develop a Policy Directive to support the implementation of this policy that would include:**

- Responding by board employees to Incidents that may lead to Bullying
- Reporting By board Employees to Bullying Incidents
- Principals Response to Reports
- Notice to Parents/Guardians of Victims
- Disclosure to Parents/guardians of Victims
- Supports for Victims of Serious Student Incident
- Prevention Strategies

### **Inclusion in Code of Conduct:**

- Schools will incorporate into their Code of Conduct, the stipulations of this policy and associated procedures.
- Schools will incorporate into their Code of Conduct, the responsibilities for staff, students, and parents/guardians as outlined in this policy.

### **Training:**

A plan will be developed to ensure all staff affected by this policy receive appropriate training. The plan should be reviewed annually, and updated as needed.

### **Communication Strategies**

The Board and/or schools will develop communication strategies that will:

- Inform parents, students, and staff of the policy
- Promote partnerships and the development/update of protocols with community partners
- Provide updates of Bullying Prevention and Intervention initiatives on an on-going basis

**Progress Indicators**

Key Areas	Component
Promoting Positive School Climate	School Climate Surveys indicate an increase in positive school climate
Continuous training (school staff, caretakers, casual staff, bus drivers)	Superintendents monitor implementation of in-service on an annual basis
Reduce incidents of bullying	<ul style="list-style-type: none"> <li>· Recorded, and monitored through data collection of safe schools surveys, suspensions and expulsions, and school data collection.</li> <li>· Appropriate supports put into place as identified through data collection.</li> </ul>

**Resources:**

- Part XIII of the Education Act
- An Act to Amend the Education Act (Progressive Discipline and School Safety), 2007
- Policy/Program Memorandum 144
- Safe Schools: Creating a Positive School Climate,
- Caring and Safe Schools in Ontario (Supporting Students with Special Education Needs Through Progressive Discipline K-12),
- Realizing the Promise of Diversity, Ontario's Equity and Inclusive Education Strategy
- Ontario Regulation 472/07
- Access to School Premises -Trespass Act
- OCT Standards of Teaching Practice
- Ontario Human Rights Code
- Ontario Criminal Code

**HWDSB Strategic Directions**

- Creating Safe and Equitable Learning Environments

**HWDSB Policies**

- Progressive Discipline and Promoting Positive Student Behaviour Policy
- Code of Conduct Policy
- Suspension of Pupils Policy
- Expulsion of Students Policy
- Information Technology Policy
- Equity Policy (PPM 119)
- Respectful Working and Learning Environments Policy
- Harassment Policy
- Progressive Discipline Procedures (employees)
- Collective Agreements for all employee groups
- Purchasing/Procurement Policies
- Municipal Freedom of Information and Protection of Privacy Act
- Safe Schools Pillar Policy
- Partnership Policy
- Volunteer Policy



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## Bullying Prevention and Intervention Policy Directive

(reference: PPM 144)

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Date Approved: October 2011

Projected Review Date: October 2014

### **Schools will incorporate the following procedures/guidelines into their School Bullying Prevention and Intervention Strategies**

Principals are required by legislation to review annually with all staff the duty to respond to all incidents of bullying, as well as the duty to report serious incidents of bullying. Serious incidents of bullying include, but are not limited to, racist, sexual, sexist, and homophobic remarks slurs, jokes, or graffiti, prolonged or repeated social and cyberbullying, as well as incidents that could lead to suspensions and/or expulsions.

#### **1.0 Rationale**

The Hamilton-Wentworth District School Board believes that every student has the right to be treated with dignity and respect, and to feel safe within the school environment. The research concerning the safe and orderly correlate of effective schools, currently being implemented by Hamilton-Wentworth schools, supports this belief. Students who are free from bullying are able to give their education the full attention and effort needed for success.

Bullying behaviour negatively impacts not only the learning environment of a school but can lead to more serious violence, as well as long-term social and emotional problems not only for those powerless individuals who are the victims of repeated aggression, but for those who perpetrate it and also for those who see it happening.

Bullying will not be tolerated on Hamilton-Wentworth District School Board property, at school related activities, on school buses, or in any other circumstances where engaging in bullying behaviour will have a negative impact on healthy relationships and the school climate.

At the Hamilton-Wentworth District School Board we believe that it is everyone's responsibility to stop bullying behaviour within the school community.

#### **Intended Outcomes**

The Hamilton-Wentworth District School Board promotes a safe, caring, and orderly environment through the shared understanding of the definition of bullying, communicated to all within the school environment.

The intended outcomes of this policy are to:

- foster a positive school experience for all students
- acknowledge that it is everyone's responsibility to stop bullying from happening within their school communities
- set guidelines for prevention and intervention of bullying behaviour, and
- share a common understanding of the definition of bullying behaviour.

**Responsibility**

- Responsibility of all employees of the board

**2.0 Definition of Bullying**

**Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) 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 are learning to use power and aggression to control and distress others
- Students who are victimized become increasingly powerless and find themselves trapped in relationships in which they are being abused
- Students use power in many ways:
  - Size, strength, intelligence, age
  - Social status
  - Economic status
  - Knowledge of another person's vulnerability
  - Membership in a dominant group

**3.0 Types of Bullying Behaviours**

**Physical:** Repeated hitting, kicking, shoving, beating up, stealing, or damaging another person's property

**Verbal:** Repeated name-calling, mocking, humiliating, teasing, threatening, racist comments, sexual harassment

**Social:** Repeated rolling of the eyes, excluding others from the group, gossiping, spreading rumours, making another person or persons look foolish, and damaging another person's friendships

**Electronic/Cyber:** The repeated use of any social or electronic media such as email, cell phones, text, internet and web sites to threaten, harass, embarrass, socially exclude or damage reputations or friendships, or any other type of social bullying using electronic media

**Racial:** Repeated aggression, or repeatedly saying negative things, or repeated name calling directed to a person or persons because of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religious beliefs or background

**Religious:** Repeated aggression, exclusion, or negative comments directed to a person or persons because of their religious beliefs, background, dress code, or observances; repeatedly calling a person or persons names or making fun of their religious beliefs, background, dress code, or observances

**Sexual:** Repeatedly leaving a person or persons out or treating them badly because of their gender; repeatedly making sexist comments or jokes, touching, or grabbing someone in a sexual way; repeatedly spreading sexual rumours about a person or persons;

**Sexual Orientation:** Repeatedly leaving a person or persons out or treating them badly because of their sexual orientation; repeatedly making crude comments about a person or persons' sexual behaviour; repeatedly calling a person or persons gay, fag, lesbian, or other inappropriate names

**Disability:** Repeatedly excluding a person or persons or treating them badly because of a disability or need for special education; repeatedly making comments or jokes to hurt a person or persons with a disability

#### 4.0 **Staff, Student, Parental Responsibilities**

All members of the school community have responsibility for bullying prevention and for addressing bullying when it occurs. Although this responsibility rests with all members of the school community, some members have responsibility to provide leadership in specific areas/ situations.

##### 4.1 **STAFF**

**All staff members within the Hamilton-Wentworth District School Board will:**

- recognize that creating a positive environment is key in the prevention of bullying behaviours in schools;
- develop and share on a regular basis a clear and developmentally appropriate definition of bullying behaviour, based on the definition in this policy directive;
- include bullying prevention as a regular item on staff meeting agendas;
- provide support to new students to ensure that they understand expectations and routines;
- provide opportunities for positive student leadership for all students;
- encourage students to report bullying behaviours. Teach students the difference between **tattling/rattling** (getting someone into trouble) and **telling** (helping someone who is in trouble);
- develop a safe and anonymous way for students to report bullying (drop box, phone line, and website);
- take every report of bullying seriously;
- respond to all incidents of bullying, if it is safe to do so in their opinion, by identifying the type of bullying, and intervening quickly to any bullying behaviour of which they are aware;
- engage bystanders – teach skills needed to deal with bullying situations positively and safely;
- work with students and parents/guardians to resolve bullying issues in a timely and developmentally appropriate manner;
- teach students pro-social behaviours and prompt and reinforce them throughout the school day;
- provide intervention and support to assist students who engage in bullying behaviours to change their behaviours;
- communicate to students and parents/guardians that a student who is engaged in bullying conduct will be subject to a range of interventions, including suspension;
- develop a safe intervention plan for students who are victims of bullying;
- report incidents of bullying to the Principal if the bullying may lead to suspension or expulsion.

##### 4.2 **STUDENTS**

**All students within the Hamilton-Wentworth District School Board will:**

- report incidents of bullying behaviour whenever they see it;
- engage in positive leadership opportunities;
- provide support to new students or students who are alone/friendless;
- endeavour to disengage from being a bystander to bullying behaviours;
- actively support their school's bullying prevention and intervention programs;
- support a positive school climate.

##### 4.3 **PARENTS/GUARDIANS**

**All parents/guardians of students within the Hamilton-Wentworth District School Board will:**

- treat everyone with dignity and respect;
- report incidents of bullying behaviour whenever they see it;
- raise their awareness and understanding of bullying behaviour and its long-term effects;
- in partnership with the school staff, work to address and rectify incidents of bullying behaviour (whether the parent/guardian of the student who is victimized, engaging in bullying behaviour, or bystander to bullying incidents);
- create awareness among their children/youth that bullying is never acceptable;
- endeavour to get appropriate social/emotional help for their child if necessary;
- support their school's anti bullying initiatives;
- encourage their children/youth to report incidents of bullying behaviour;
- model caring and respectful interactions;
- teach their children/youth to be respectful and caring individual.

## 5.0 **Responding by Board Employees to Incidents that may lead to Bullying**

All Board employees who work directly with students must respond to all student behaviours that may lead to bullying.

Board employees who work directly with students include administrators, teachers, and non-teaching staff (including staff in social work, child and youth, psychology, and related areas, educational assistants, etc).

Responding may include: asking a student to stop the behaviour, naming the behaviour and explaining why it is inappropriate and /or disrespectful, and asking the student to correct the behaviour eg. apologize for a hurtful comment and/or to rephrase a comment).

**\*Note:** Board employees are not required to respond to incidents when, in their opinion, responding would cause immediate physical harm to themselves, a student, or to another person.

## 6.0 **Reporting by Board Employees to Bullying Incidents**

All Board employees who work directly with students must report all incidents of bullying to the Principal.

Board employees who work directly with student include administrators, teachers, and non-teaching staff (including staff in social work, child and youth, psychology, and related areas, educational assistants, etc). Bus drivers must also report incidents of bullying.

**Verbal Reports:** A verbal report must be made to the Principal for incidents for which suspension or expulsion would not be considered. The verbal report is to be made as soon as possible following the incident.

**Written Reports:** For incidents of bullying for which suspension or expulsion must be considered, Board employees must report to the principal no later than the end of the school day and confirm their report in writing using the Ministry Safe Schools Incident Reporting Form Part 1. The written report is to be submitted within 24 hours of the incident.

## 7.0 **Principals Response to Reports**

### 7.1 **After a report is submitted, the Principal must:**

- provide a written acknowledgement of the receipt of the report using the Ministry Safe Schools Incident Reporting Form-Part II to the employee who reported. Information that could identify the student(s) involved must not be part of the acknowledgement;
- identify if action\* has been taken or no action is required.

\*Possible actions taken can include anything on the progressive discipline continuum eg. warning, contacting parent/guardian, removal of privileges, suspension.

7.2 **If no further action** is taken by the Principal, there is no requirement to retain the report and it should be destroyed. The report is not to go in the Ontario School Record (OSR).

7.3 **If action is taken**, the form and documentation must be kept in the students Ontario School Record (OSR) for a minimum of one year, and,

- The names of all the other students appearing on the form (aggressors and victims) must be removed except the name of the student in whose OSR the form is going;
- Nothing about the incident is to go into the victim's OSR unless the victim or parent/guardian of the victim specifically request that this is done.

***Note: This formal report does not replace conversations between the employee and the Principal. The Principal and the employee are encouraged to talk about the incident regardless of action taken.***

**8.0 Notice to Parent/Guardians of Victim**

(Section 300.3(3) Ed. Act)

- 8.1** Principals are required to inform parents/guardian of students who have been harmed as a result of any incident for which suspension/expulsion must be considered.
- 8.2** Principals are not permitted to inform the parents/guardians of a victim when, in the Principal's opinion, doing so would put the victim at risk of harm from the parent/guardian. If the Principal decides not to notify the parent/guardian, the Principal must:
- consult with the manager of student services for further advice;
  - document the rationale for the decision not to notify the parent/guardian of the pupil;
  - inform the school Supervisory Officer of this decision;
  - if a teacher reported the harm to the principal, inform the teacher of the decision;
  - if it is determined it is appropriate to do so, inform other Board employees of the decision not to notify a parent/guardian of the pupil;
- 8.3** If a staff person has any reasonable grounds to suspect that a student, who is under the age of 16, is or may be in need of protection from the person having charge of him or her, the staff person must report this directly to the CAS, and not rely on any other person to report on his or her behalf.

**9.0 Disclosure to Parents/Guardians of Victims**

(Education Act: Subsection 300.3(1),(2),(3))

- 9.1** When notifying the parent/guardian of a victim, Principals must disclose the following:
- the nature of the incident that resulted in harm to the student;
  - the nature of the harm to the student;
  - the steps taken to protect the student's safety, including the nature of any discipline in response to the incident (eg. suspension given, parents/guardians called).
- 9.2** Principals must not share the name of the aggressor or any other identifying or personal information with the parents/guardians of the victim beyond what is listed above (eg. referral to counselling or any other personal information).

**10.0 Supports for Victims of Serious Student Incidents**

(Incidents leading to suspension or expulsion: Education Act Subsection 306(1) or 310(1))

- 10.1** All Board employees must take allegations of gender-based violence, homophobia, sexual harassment, and inappropriate sexual behaviour (PPM145) and bullying (PPM144) seriously and act in a timely, sensitive, and supportive manner.
- 10.2** Board employees working directly with students must support all students, including those who disclose/report such incidents by:
- providing contact information about professional supports (eg. community agency)
  - developing specific student plans to protect the student (eg. safe intervention plans);
  - making this information readily available to students who may wish to discuss issues of healthy relationships, gender identity, and sexuality (eg. public health)
  - provide parents/guardians with student services pamphlet if they are not satisfied with the supports their child receives;
  - contact the manager of student services for assistance in referring students to a community agency for confidential support when his/her parents/guardians are not notified (eg. Sexual Assault Centre, Kids Help Phone, LGBT Youth Line).
- 10.3** When the Board (in consultation with the Principal) determines that it is necessary to separate students to preserve school safety or to protect a student, it is preferable that the victim not be moved, unless the victim or parent/guardian makes a specific request to do so.

## **11.0 Prevention Strategies**

### **11.1 Positive School Climate:**

A positive school climate is defined by the Ministry of Education 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. A positive school climate exists when all members of a school community feel safe, comfortable, and accepted.

All schools will develop programs that actively promote and support positive behaviours and reflect the Hamilton-Wentworth District School Board's Character Education development initiatives.

### **11.2 Teaching Strategies:**

Teaching strategies will be used that focus on developing healthy relationships including bullying prevention in daily classroom teaching.

### **11.3 Code of Conduct:**

All members of the school will become familiar with and demonstrate understanding of the Board's and School's Code of Conduct which sets out expected standards for behaviour.

### **11.4 Safe School Committee (an existing school committee can assume this role):**

Each school shall have a Safe Schools Committee. The school's Safe Schools Committee shall be composed of at least one student where appropriate, parent/guardian, teacher, support staff, community partner, and administrator. The Safe Schools Committee monitors and reviews the school climate, including data from the mandatory safe schools survey administered every two years, and recommends appropriate interventions/preventions as needed. The Chair of the committee must be a staff member.

The Safe School Committee should use data related to bullying behaviours to monitor and review the effect of school bullying prevention programs. Data may include safe school survey information, suspension and expulsion data, student comments, parental input, etc.

### **11.5 Training:**

The Hamilton-Wentworth District School Board will continue to provide bullying prevention and intervention training to staff and students. Training will include a focus on cultural sensitivity, respect for diversity and special needs.

Locally, schools are encouraged to provide programs for parents/guardians on bullying prevention and intervention.

- Training will be focused on the following aspects of this policy:
  - promoting the principles of prevention by creating a positive school climate;
  - providing formal and informal instruction to promote the Board's Character Education attributes and the Board's Equity Policy;
  - responding to and reporting of procedures for incidents of bullying.
- Training will be provided for school bus drivers;
- Training requirements for school bus drivers to be included in transportation contracts;
- A resource document to be developed for Principals, staff, volunteer orientation sessions, etc, with suggestions for responding to incidents of bullying.
- Schools are encouraged to use Restorative Practice strategies where applicable;
- All staff, including caretakers and bus drivers, are required to receive annual training on reporting of and responding to incidents of bullying.

### **11.6 Partnerships with Community Agencies and Businesses:**

The Hamilton-Wentworth District School Board actively pursues community partnerships that will assist schools and communities to work toward eliminating bullying in all of our environments.

## **12.0 Monitor and Review**

The Board will establish a monitoring and review process to determine the effectiveness of this Policy. The Safe and Equitable Schools survey is to be completed by each school every other year. The safe schools committee is to review the results of the school survey and implement plans in the school improvement plan to address areas of concern.

## **13.0 School Plans**

Each school shall develop and implement school-wide bullying prevention and intervention plans as part of the school improvement planning.

These plans must include:

- the definition of bullying
- prevention strategies
- intervention strategies
- communication strategies (see section 14.0)
- monitoring and review process, including data from the school climate surveys to be completed every two years
- involvement with School Council and staff
- and, where applicable, consultation with student council, Home and School, community members if available

## **14.0 Communication of School Bullying Intervention and Prevention Plan**

- Principals must review annually with all school based staff, and no later than the first month of the school year, the duty to respond to incidents of bullying and the duty to report serious incidents of bullying
- Ensure each staff member, and new staff each year, are provided with a copy of the school Bullying Prevention and Intervention plan
- Include highlights of the school Bullying Prevention and Intervention plan in student and staff agendas
- Ensure volunteers, occasional teachers, and visitors are aware of the school Bullying Prevention and Intervention plan.
  - developing protocols and partnership agreements to assist with the needs of students;
  - posting the Bullying Prevention and Intervention Policy on the Board Website
  - ensuring that parents/guardians, students, teaching and support staff are aware of the Bullying Prevention and Intervention Policy through school newsletters, student agendas, School Council meetings, Home and School Association meetings and publications, and staff meetings;
- School and board personnel will be encouraged to support Bullying Awareness Week (3<sup>rd</sup> week of November) and to participate in other bullying prevention strategies such as 'pink shirt day';
- Schools will adhere to the policy in day-to-day operations.

## **15.0 References**

### **Government Documents**

- Part XIII of the Education Act
- Bill 157- Keeping our Kids Safe at School Act
- An Act to Amend the Education Act (Progressive Discipline and School Safety), 2007
- Policy/Program Memorandum 144
- Safe Schools: Creating a Positive School Climate,
- Caring and Safe Schools in Ontario (Supporting Students with Special Education Needs Through Progressive Discipline K-12),
- Realizing the Promise of Diversity, Ontario's Equity and Inclusive Education Strategy
- Ontario Regulation 472/07
- Access to School Premises – Ontario Regulation 474/00
- Trespass Act
- OCT Standards of Teaching Practice
- Ontario Human Rights Code
- Ontario Criminal Code

### **HWDSB Strategic Directions**

- Creating Safe and Equitable Learning Environments

### **HWDSB Policies**

- Progressive Discipline and Promoting Positive Student Behaviour Policy
- Code of Conduct Policy
- Suspension of Pupils Policy
- Expulsion of Students Policy
- Information Technology Policy
- Equity Policy (PPM 119)
- Respectful Working and Learning Environments Policy
- Harassment Policy
- Progressive Discipline Procedures (employees)
- Collective Agreements for all employee groups
- Purchasing/Procurement Policies
- Municipal Freedom of Information and Protection of Privacy Act
- Safe Schools Pillar Policy
- Partnership Policy
- Volunteer Policy

**Appendix A****SUGGESTED RESOURCES FOR SCHOOL USE****Intervention Strategies****Aggressive Incident \_\_\_\_\_ Bullying**

Usual disciplinary process
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**Perpetrators confirmed:**

- Protection of victimized student is first priority
- Victimized student and/or parents should be part of the problem-solving re safety
- Ask student if this is first time/how long has been going on
- Inform parents of both/all students involved
- Serious talk with student(s) who is engaging in bullying behaviour
- Developmentally appropriate consequence for student engaged in bullying behaviour
- Create a contract with student(s) engaging in bullying behaviour. List specific things they are going to do to change behaviour
- Review this at suitable interval
- Share this with the parent(s) of this student
- Share with the target student and their parents
- Serious talk and problem-solving with bystanders re what they can do to support student who is being targeted.
- Let bystanders know that they will also be held accountable if bullying behaviour is repeated

**Perpetrators unconfirmed:**

- Take every report seriously
- Protection of the student reporting that they have been bullied is the first priority
- Ask student 'Has this happened before and how often?'
- Student who has reported the incident/s should be part of the problem-solving re safety.
- Parents of this student should be informed of incident(s) and should also be involved in problem solving re safety
- Are there other students who may be able to help keep this student safe? (i.e. sit with in cafeteria, play with at recess, walk home with, sit on bus with)
- Inform teachers on playground duty to watch out for this student
- Inform peer mediators to watch out for this student and approach to assist or report to teacher on duty if they see aggression directed at this student.
- Encourage student to develop friendships
- Provide a teacher/peer mentor
- Check in with student and parents on a regular basis

**Appendix B****Bullying Prevention Strategies and Interventions****Elementary Bullying Intervention Benchmark Check List**

This checklist has been developed from the research literature on bullying prevention and intervention. It highlights the most important elements of a school anti-bullying program.

**Interventions at the School Level**

- Questionnaire/Survey
- Staff in-service (include all staff in the building)
- Formation of a coordinating committee which must include at least one teacher, parent/guardian, student (where appropriate), support staff, community partner
- Develop clear and developmentally appropriate definition of bullying behaviour
- Take every incident seriously
- Develop clear rules and post (should be developed with the participation of all stakeholder groups and stated positively)
- Develop clear and consistent consequences
- School Assembly to introduce topic (may use play or inspirational speaker)
- Increased adult presence at high risk times/places
- Develop a way for students to report bullying anonymously (drop box which is checked daily)
- Provide a safe place/person for students to go if being bullied or harassed
- In-service for parents/guardians to raise awareness and facilitate discussion
- Regular agenda item at Staff, Divisional or Department Meetings
- Parent/Guardian Support Groups for parents/guardians of students who are victims and/or parents/guardians of students who engage in bullying behaviour
- Whole School Social Skills Programs
- Peer Mentoring and Peer Mediation programs to prevent repeated aggression
- Use of Restorative Justice practices to repair harm and promote positive social skill development

**Interventions at the Classroom Level**

- Class rules developed by students and teacher (should follow clearly from school-wide rules)
- Class develops levels of non-punitive consequences for bullying behaviour
- Regular class discussion of bullying issues
- Role playing/Practice of appropriate interactions (social skills program)
- Cooperative Learning
- Common Positive/Fun Activities (to build classroom/team cohesion)
- Parent/Guardian/Teacher/Student meetings when necessary

**Interventions at the Individual Student Level**

- Serious talks with bullies/victims
- Take every report seriously
- Serious talks with parents/guardians of both victims and students engaging in bullying
- Non-punitive, developmentally appropriate, consequences for engaging in bullying behaviour
- Help from 'neutral' students (pairing isolated students with more popular peers to carry out tasks in the classroom or school)
- Groups for students who are isolated/anxious/withdrawn
- Discussion groups for parents/guardians of victims

## **Secondary Bullying Intervention Benchmark Check List**

This checklist has been developed from the research literature on bullying prevention and intervention. It highlights the most important elements of a school anti-bullying program.

### **Interventions at the school level**

- Build awareness and involvement of all staff and parents/guardians
- Survey school population
- Co-coordinating committee must include at least one teacher, parent/guardian, student, support staff, community partner and administration
- School conference day
- Develop and share a clear definition of bullying
- Develop clear and consistent consequences
- Effective adult presence during break times
- Provide anonymous reporting format (drop box or phone line) checked daily
- Provide a safe place for students to go if they are being bullied or harassed.
- Regular agenda item at staff meetings
- Regular agenda item at school council meetings
- Regular agenda item at student council meetings
- In-service for parents/guardians to raise awareness and facilitate discussion
- Social Skills/Substance Abuse programs
- Peer Mediation/Peer Mentoring programs to prevent repeated aggression
- Use of Restorative Justice practices to repair harm and promote positive social skill development

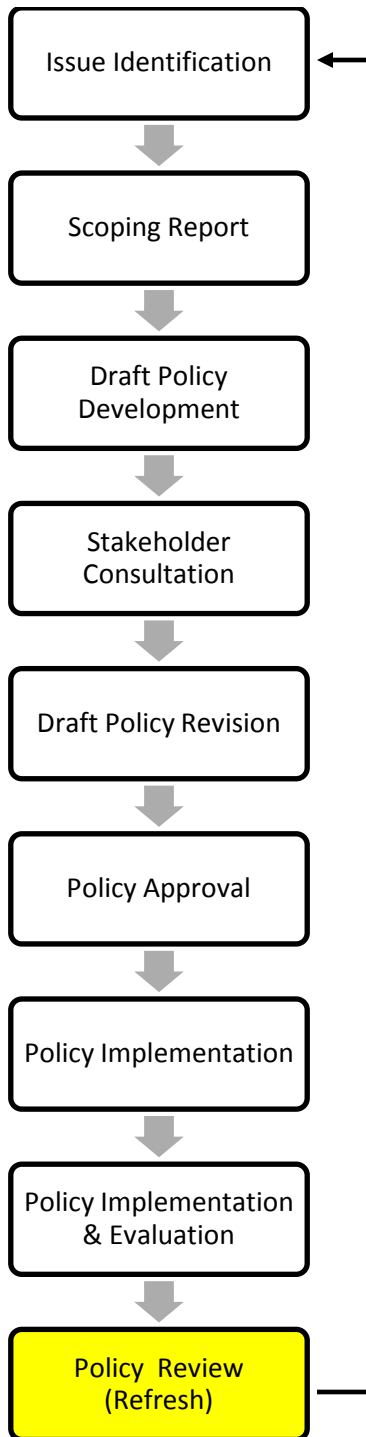
### **Interventions at the class level**

- Class rules against bullying developed by teachers and students
- Label bullying when you see it and make it clear that it is not acceptable behaviour
- Watch out for students who are alone, shy, anxious and try to pair with more outgoing students for projects etc.
- Encourage students to befriend (look out for) those who may be isolated
- Consequences for bullying behaviour developed by students and teachers
- Regular class discussions around bullying
- Meeting with parents/guardians of students who are being victimized or are engaging in bullying behaviour

### **Interventions at the individual student level**

- Serious talks with students who engage in bullying behaviour
- Serious talks with the parents/guardians of students who bully
- Consistent and appropriate consequences for bullying behaviour
- Provide place of safety for students who are being victimized
- Development of individual intervention plan

Title: **Code of Conduct Policy**



**Recommended Action:**

That the Code of Conduct Policy be presented to Committee of the Whole for approval.

**Rationale:** This policy guides Principals in safe schools related issues, and informs the public regarding expectations and processes related to safe schools.

**Background:**

The Code of Conduct Policy was presented to PWSC in May, 2011. The public consultation process ran from May 13, 2011 to June 13, 2011. The policy was also directed to members of PIC and School Councils for feedback. Both policies garnered four responses through E-Best.

Code of Conduct Feedback: The identified strengths were that it is written in a positive tone, positive that the board is interested in having such a policy, ensuring that all HWDSB community members are treated with respect and dignity, and maintenance of discipline, respect, citizenship, and honesty. Areas for improvement: " Intended Outcomes " replace the word 'encourage' with the word 'expect', and some suggestions to be included in further training.

The most recent changes recommended by PWSC in October have been incorporated into this revised version of the policy.

## 4B-2

<b><u>Code of Conduct Policy - Section Referenced</u></b>	<b><u>Requested Changes by PWSC</u></b>
Title of Policy	Add "Board"
Intended Outcomes	2 typos: insert ' is' in line ,Bullet 4: change 'expect' to 'promote' Include Standards of Behaviour
Action Required	Reference Headings in Policy Directive
Add statement to indicate where readers can find more info	Refer to Directive in 'Action Required'

<b><u>Code of Conduct Policy Directive – Section Referenced</u></b>	<b><u>Requested Changes by PWSC</u></b>
Question for PWSC: do we include Standards in Directive as well as policy?	



## School Code of Conduct Policy

(reference: PPM 128)

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Date Approved: October 2011

Projected Review Date: October 2014

### **Purpose:**

The purpose of this policy is to provide all members of the school community with the right to be safe and to feel safe in their school community by establishing standards of behaviour consistent with the Provincial Code of Conduct. All members of the school community are expected to create a positive school climate in schools and at the school board, in which responsibility, respect, and civility are modelled and promoted.

### **Intended Outcomes:**

The Hamilton-Wentworth District School Board recognizes that it is the responsibility of all individuals to contribute to a positive school climate. It is also recognised that everyone has the right to be safe and to feel safe in their school community. The standards of behaviour which include respect, civility, responsible citizenship, and safety apply to individuals involved in the Hamilton-Wentworth District School Board. Relationships founded in mutual acceptance and inclusion foster a culture of respect when modelled by all, as outlined in the Equity Policy of the Hamilton-Wentworth District School Board. Through a shared understanding of expectations of standards of behaviour, consistent with the Provincial Code of Conduct, all stakeholders are expected to follow the Code of Conduct outlined in the policy.

The intended outcomes are to:

- ensure that all members of the school community are treated with respect and dignity
- promote responsible citizenship by encouraging appropriate participation in the civic life of the school community
- maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility
- promote non-violent means to resolve conflict
- promote the safety of people in schools
- provide clear expectations of the standards of behaviour and applicable consequences if inappropriate behaviours exist (see policy directive)

### **Standards of Behaviour**

#### **Respect, Civility, and Responsible Citizenship**

All members of the school community, including trustees, Board employees, students, parents/guardians, Home and School, School Council, visitors, volunteers, contractors, community members on school premises, while on school buses, at school related events or activities, or in any other circumstances that could have an impact on the climate of the school must:

## 4B-4

- (i) respect and comply with all applicable federal, provincial, and municipal laws;
- (ii) respect and model HWDSB Character Education attributes and comply with the Equity Policy and other Board policies;
- (iii) demonstrate honesty and integrity;
- (iv) respect differences in people, their ideas, and their opinions;
- (v) treat one another with dignity and respect at all times, and especially when there is disagreement;
- (vi) respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- (vii) respect the rights of others;
- (viii) show proper care and regard for school property and the property of others;
- (ix) take appropriate measures to help those in need;
- (x) seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- (xi) respect all members of the school community, especially persons in positions of authority;
- (xii) respect the need of others to work in an environment that is conducive to learning and teaching; and/or
- (xiii) not swear at a teacher or at another person in a position of authority.

### **Safety**

All members of the school community must not:

- (i) engage in any bullying behaviours including cyber-bullying;
- (ii) commit sexual assault;
- (iii) traffic weapons or illegal drugs;
- (iv) give drugs or alcohol to a minor;
- (v) commit robbery;
- (vi) be in possession of any weapon, including firearms;
- (vii) use any object to threaten or intimidate another person;
- (viii) cause injury to any person with an object;
- (ix) be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;
- (x) inflict or encourage others to inflict bodily harm on another person;
- (xi) engage in propaganda and other forms of behaviour motivated by hate or bias; and/or commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

Violations of the Code of Conduct shall be addressed through other relevant Hamilton-Wentworth District School Board Policies and provincial legislation. In addition to this Code of Conduct, reference to these specific policies and legislation, including specific roles and responsibilities, is found in the Code of Conduct Policy Directive (Section 4.0).

### **DEFINITION OF SCHOOL CLIMATE**

School climate may be defined as the sum total of all of the personal relationships within a school. These relationships must be founded in mutual acceptance, inclusion, respect, responsibility, and civility, and must be modeled by all.

**Responsibility:**

- Safe Schools Lead Superintendent
- Members of Executive Council
- School Administrators

**Action Required:**

The Code of Conduct Policy applies to persons on school or Board property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on school climate. Principals have a legislated responsibility to maintain proper order and discipline of pupils in the school, and the organization and management of the school (Reg. 298.11 (1a, b)).

Under the leadership of the Principal, in conjunction with School Councils and the Safe Schools Team, schools will develop a School Code of Conduct (see Section 6.0 of the Code of Conduct Policy Directive) which reflects the board and provincial Codes of Conduct governing the behaviour of all persons in the school,. The Board and School policies are to be reviewed every three years.

All individuals attending on Board or school property, on school buses, or at school-related events or activities, will adhere to the policy.

The Board and/or schools will develop communication strategies that will include but are not limited to:

- developing protocols and partnership agreements to assist with the needs of students;
- posting the Board Code of Conduct Policy on the Board website; and,
- ensuring that parents, guardians, students, Parent Involvement Committee, Student Senate, Special Education Advisory Committee and other appropriate Board committees, and teaching and support staff are aware of the Code of Conduct Policy through school newsletters, student agendas, School Council meetings, Home and School Association meetings, publications, and staff meetings.

A Policy Directive to support the implementation of this policy will be developed. It will include :

- Principal Roles and Responsibilities
- Teacher and Staff Roles and Responsibilities
- Student Responsibilities
- Parent/Guardian Roles and Responsibilities

**Progress Indicators:**

Key Areas	Components
Communication of the Policy	<ul style="list-style-type: none"> <li>· Regular communication with employees through staff meetings; review of policy by department or school at the beginning of each school year.</li> <li>· Review of the policy with School Councils, Home and School, and Student Senate annually</li> </ul>
Conflict Prevention	<ul style="list-style-type: none"> <li>· Incorporate conflict resolution/management into leadership training.</li> </ul>

**References:**

**Government Documents**

Part XIII of the Education Act  
An Act to Amend the Education Act (Progressive Discipline and School Safety), 2007  
Ontario Regulation 472/07  
Trespass Act  
Access to School Premises – Ontario Regulation 474/00  
OCT Standards of Teaching  
Ontario Human Rights Code  
Ontario Criminal Code

**HWDSB Strategic Directions**

Creating Safe and Equitable Learning Environments

**HWDSB Policies**

Progressive Discipline and Promoting Positive Student Behaviour

**Policy**

Bullying Prevention and Intervention Policy

Suspension of Pupils Policy

Expulsion of Students Policy

Information Technology Policy

Appropriate Dress Policy

Equity Policy

Respectful Working and Learning

**Environments**

Harassment Policy

Progressive Discipline Procedures (employees)

Collective Agreements for all Employee Groups

Purchasing/Procurement Policies

Trustee Code of Ethics

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## Code of Conduct Policy Directive

(reference: PPM128)

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Date Approved: October 2011      Projected Review Date: October 2014

### 1.0 **Background Information**

On June 4, 2007, the Education Amendment Act (Progressive Discipline and School Safety), 2007 was passed, amending Part XIII of the Education Act dealing with behaviour, discipline, and safety. The Code of Conduct establishes standards of behaviour that are consistent with the Provincial Code of Conduct and apply to all members of the school community. The Code of Conduct promotes respect within the learning and teaching environment, and sets clear provincial and board standards of behaviour.

The Hamilton-Wentworth District School Board believes that all individuals attending on Board or school property, on school buses, or at school-related events or activities, should be treated with dignity and respect.

The Code of Conduct promotes a positive school climate which is a contributing factor to a safe and orderly environment. It also supports the Hamilton-Wentworth District School Board's commitment to Character Education.

Violations of the Code of Conduct shall be addressed through other relevant Hamilton-Wentworth District School Board Policies and provincial legislation. (see *Key Roles and Responsibilities*)

Boards are required to revise their Codes of Conduct and require Principals to engage in reviews of School Codes of Conduct to incorporate the changes in the Provincial and Board Codes of Conduct.

### 2.0 **Definition of School Climate**

School climate may be defined as the sum total of all of the personal relationships within a school. These relationships must be founded in mutual acceptance, inclusion, respect, responsibility, and civility, and must be modeled by all.

### 3.0 **Standards of Behaviour**

#### **Respect, Civility, and Responsible Citizenship**

All members of the school community, including trustees, Board employees, students, parents/guardians, Home and School, School Council, visitors, volunteers, contractors, community members on school premises, while on school buses, at school related events or activities, or in any other circumstances that could have an impact on the climate of the school must:

- i. respect and comply with all applicable federal, provincial, and municipal laws;
- ii. respect and model HWDSB Character Education attributes and comply with the Equity Policy and other Board policies;
- iii. demonstrate honesty and integrity;
- iv. respect differences in people, their ideas, and their opinions;

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- v. treat one another with dignity and respect at all times, and especially when there is disagreement;
- vi. respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- vii. respect the rights of others;
- viii. show proper care and regard for school property and the property of others;
- ix. take appropriate measures to help those in need;
- x. seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- xi. respect all members of the school community, especially persons in positions of authority;
- xii. respect the need of others to work in an environment that is conducive to learning and teaching; and/or
- xiii. not swear at a teacher or at another person in a position of authority.

### **Safety**

All members of the school community must not:

- i. engage in any bullying behaviours including cyberbullying;
- ii. commit sexual assault;
- iii. traffic weapons or illegal drugs;
- iv. give drugs or alcohol to a minor;
- v. commit robbery;
- vi. be in possession of any weapon, including firearms;
- vii. use any object to threaten or intimidate another person;
- viii. cause injury to any person with an object;
- ix. be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;
- x. inflict or encourage others to inflict bodily harm on another person;
- xi. engage in propaganda and other forms of behaviour motivated by hate or bias; and/or commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

## **4.0 Key Roles and Responsibilities**

All members of the school community have a responsibility to uphold the Hamilton-Wentworth District School Board code of Conduct. Violations of the Code of Conduct will be addressed through relevant policy and legislation.

- i. For Board personnel, including Executive Council, examples would include:;
  - Respectful Working and Learning Environments,
  - Harassment Policy
  - Ontario Human Rights Code
- ii. For parents/guardians, examples would include:
  - A verbal request to stop the offending behaviour,
  - A letter of warning advising them to stop the inappropriate behaviour and advising them that if they offending behaviour persists, they may be issued a trespass notice,
  - Or a trespass notice issued in relation to any of the following: Access to School Premises (Ont. Reg.474/00), Trespass Act, Ontario Human Rights Code.
- iii. Examples for violations by students would include:
  - Promoting Positive Student Behaviour and Progressive Discipline Policy
  - Suspensions
  - Expulsions
  - Ontario Human Rights Code
- iv. For Trustees, examples would include:
  - Trustee Code of Ethics,
  - Ontario Human Rights Code
- v. modeling respect, responsibility, and civility and ensuring these are taught as part of the curriculum;
- vi. maintaining consistent standards of behaviour for all students; and

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- vii. modeling the character attributes of the Hamilton-Wentworth District School Board.

### **Principal Roles/Responsibilities**

Principals will hold everyone to the highest standard of respectful/responsible behaviour and will take a daily leadership role in the school by:

- i. demonstrating care and commitment to academic excellence in a safe teaching and learning environment;
- ii. holding everyone, under their authority, accountable for their behaviour and actions;
- iii. empowering students to be positive leaders in their school and community;
- iv. communicating regularly and meaningfully with all members of their school community;
- v. modeling respect, responsibility, and civility and ensuring these are taught as part of the curriculum;
- vi. maintaining consistent standards of behaviour for all students; and
- vii. modeling the character attributes of the Hamilton-Wentworth District School Board.

### **Teacher and Staff Roles/Responsibilities**

Teachers and school staff will hold everyone to the highest standard of respectful/responsible behaviour by:

- i. helping students work to their full potential and self-worth;
- ii. empowering students to be leaders in class, school, and community;
- iii. communicating regularly and meaningfully with parents/guardians;
- iv. maintaining consistent standards of behaviour for all students;
- v. demonstrating respect for all members of the school community;
- vi. preparing students for the full responsibilities of citizenship; and
- vii. modeling the character attributes of the Hamilton-Wentworth District School Board.

### **Student Roles/Responsibilities**

Students demonstrate respect and responsibility when they:

- i. come to school prepared, on time, and ready to learn;
- ii. show respect for themselves, others and those in authority;
- iii. refrain from bringing anything to school that may compromise the safety of self or others;
- iv. demonstrate responsibility for actions or behaviour off school property or outside of the school day that would have an impact on the school climate;
- v. follow the established rules and take responsibility for their own actions;
- vi. model the character attributes of the Hamilton-Wentworth District School Board
- vii. demonstrate appropriate participation in the civic life of the community.

### **Parent/Guardian Roles/Responsibilities**

Parents/Guardians support a safe and respectful learning environment when they:

- i. show an active interest in their child's school work and progress;
- ii. communicate regularly with the school;
- iii. help their child be neat, appropriately dressed and prepared for school;
- iv. ensure that their child attends school regularly and on time;
- v. promptly report to the school their child's absence or late arrival;
- vi. become familiar with the Code of Conduct and school rules;
- vii. encourage and assist their child in following the rules of behaviour; and
- viii. assist school staff in dealing with disciplinary issues involving their child.

### **Trustees and Executive Council Roles/Responsibilities**

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Trustees and Executive Council members will model behaviour consistent with the Code of Conduct and character attributes of the Hamilton-Wentworth District School Board.

### **5.0 Community Partners, Police, Volunteers, Board retained Contractors and Consultants, and Visitors Roles/Responsibilities**

All community partners, police, volunteers, Board retained Contractors and Consultants, and visitors should be made aware of the Code of Conduct to enable them to model it when in schools or at school related events, or on school property.

### **6.0 Development of School Codes of Conduct**

Under the leadership of the Principal, the development of the School Code of Conduct shall include the School Council and the Safe Schools Team. The following shall also be considered when developing the School Code of Conduct;

- i. Involve staff, student councils/students where appropriate, Home and School, and community members if available;
- ii. Ensure the School Code of Conduct is consistent with the Board Code of Conduct and the Provincial Code of Conduct
- iii. The School Code of Conduct shall include:
  - the definition of school climate
  - the standards of behaviour identified as respect, civility, and responsible citizenship
  - the key roles and responsibilities for staff, students, and parents/guardians
- iv. School Codes of Conduct should be reviewed every three years

### **7.0 Communication of School Codes of Conduct**

- i. Ensure each staff member, and new staff each year, are provided with a copy of the School Code of Conduct
- ii. Provide each student with a copy of the code of conduct to be sent home each year. (the student responsibilities may be included in the student agenda with a reference to the full policy on the HWDSB website, and the availability of the full policy in the school)
- iii. Direct and/or facilitate visitors, volunteers, etc. to view the HWDSB Code of Conduct on the Board website

## 8.0 References

### Government Documents

- Part XIII of the Education Act
- An Act to Amend the Education Act (Progressive Discipline and School Safety), 2007
- Ontario Regulation 472/07
- Access to School Premises – Ontario Regulation 474/00
- Ontario Human Rights Code
- Ontario Criminal Code

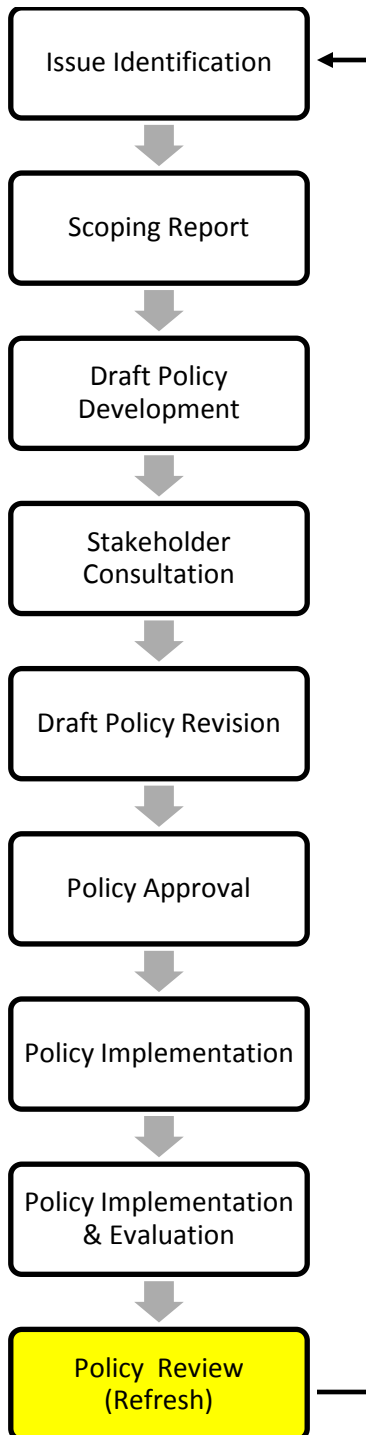
### HWDSB Strategic Directions

- Creating Safe and Equitable Learning Environments

### HWDSB Policies

- Progressive Discipline and Promoting Positive Student Behaviour Policy
- Bullying Prevention and Intervention Policy
- Suspension of Pupils Policy
- Expulsion of Students Policy
- Information Technology Policy
- Visitors to Schools and Trespass to Property Admin Memo
- OCT Standards of Teaching Practice
- Equity Policy
- Respectful Working and Learning Environments
- Harassment Policy
- Progressive Discipline Procedures (employees)
- Collective Agreements for all employee groups
- Purchasing/Procurement Policies

Title: **Promoting Positive Student Behaviour and Progressive Discipline Policy**



**Recommended Action:**

That the Progressive Discipline Policy be presented to Committee of the Whole for approval.

**Rationale:** This policy guides Principals in safe schools related issues, and informs the public regarding expectations and processes related to safe schools.

**Background:**

The Promoting Positive Student Behaviour and Progressive Discipline Policy were presented to PWSC in May, 2011. The public consultation process ran from May 13, 2011 to June 13, 2011. The policy was also directed to members of PIC and School councils for feedback. Both policies garnered four responses through E-Best.

Promoting Positive Student Behaviour and Progressive Discipline Feedback: The identified key strength of the policy is "building a supportive learning environment through appropriate interactions between all members of the school community is the responsibility of all staff". Suggestions for improvement were primarily procedural in nature, and most are related to the details that are in the policy directive. There was also a comment regarding the on-going need to engage parents to help promote positive student behavior. One comment indicated that the document needs to be implemented, not just live as a document.

The most recent changes recommended by PWSC in October have been incorporated into this revised version of both the policy and the policy directive.

Promoting Positive Student Behaviour and Progressive Discipline Policy - Section	Requested Changes by PWSC
Title	Call MOE re: dividing this policy into 2 policies: 1) Promoting Positive Student Behaviour 2) Progressive Discipline (Response: no, intentionally together- I will provide info at PWSC meeting <i>No...The Policy is issued as one policy to ensure consideration is given to balancing intervention that will change/correct behaviour with consequences. The Policy title reinforces the direction.</i>
Intended outcomes	Add “safe to first bullet; 2 <sup>nd</sup> paragraph Capitalize ‘Discipline’
Action Required	Include ‘ develop a policy directive to support implementation of this policy’ Include ‘develop strategies to address inappropriate student behavior ‘
Action Required (Communication)	Include sentence to indicate purpose of communication, and add the two current sentences as examples
Definitions	To be added to policy to provide more information
Purpose	Add ‘full potential’ statement currently in the Policy Directive to the Policy .

Promoting Positive Student Behaviour and Progressive Discipline Policy Directive – Section	Requested Changes by PWSC
Rationale – 3 <sup>rd</sup> paragraph	Change Rationale to reflect two key points: positive student behaviour and to correct and change behaviour



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## Promoting Positive Student Behaviour and Progressive Discipline

### Policy Directive

(reference: PPM 145)

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Date Approved: October 2011

Projected Review Date: October 2014

### 1.0 RATIONALE

On June 4, 2007, the Education Amendment Act (Progressive Discipline and School Safety), 2007 was passed, amending Part XIII of the Education Act dealing with behaviour, discipline, and safety. The Progressive Discipline and Promoting Positive Student Behaviour Policy supports these changes, which more effectively combines discipline with opportunities for students to continue their education.

The Education Amendment Act (Keeping Our Kids Safe at School) 2009, further amends Part XIII of the Education Act dealing with behaviour, discipline, and safety, effective February 1, 2010. (Bill 157). Significant changes are found in the reporting of, and responding to, issues related to bullying and other student behaviours that may have a significant impact on school climate. A new section addresses the Delegation of Authority Regarding Discipline.

The Hamilton-Wentworth District School Board recognizes the importance of actively promoting and supporting appropriate and positive student behaviours that contribute to and sustain a safe learning and teaching environment in which every student can reach his or her potential. The Board supports using the curriculum as an integral support for students in developing positive behaviours. Initiatives such as character development, Student Success Strategy, and the equity and inclusive education strategy are key in promoting and supporting appropriate and positive student behaviours.

Progressive Discipline is a whole-school approach that utilizes a continuum of prevention programs, interventions, and supports, and consequences to address inappropriate behaviour and to build upon strategies that promote and foster positive student behaviours. The Hamilton-Wentworth District School Board recognizes that when inappropriate behaviour occurs, appropriate action must consistently be taken to address behaviours that are contrary to the provincial and Board Codes of Conduct. The action should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. The Hamilton- Wentworth District School Board is committed to a progressive discipline approach that builds and sustains a positive school climate for all students to support their education.

### 2.0 DEFINITIONS

**School Climate:** School Climate may be defined as the sum total of all of the personal relationships within a school. These relationships must be founded in mutual acceptance, inclusion, respect, responsibility, and civility, and must be modeled by all.

**Progressive Discipline:** Progressive Discipline is a whole-school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and builds upon strategies that promote both positive student behaviours and positive school climate. The approach to student discipline must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices.

### 3.0 Principles of Prevention

An enhanced school climate promotes the tone or prevailing attitude which encompasses the physical attributes of the school as well as the levels of order, satisfaction, and productivity. The following factors contribute to an enhanced school climate and the reduction of security and discipline problems:

- *Positive Academic Environment*
  - ✓ ensure a creative a stimulating learning atmosphere
  - ✓ communicate academic expectations clearly
  - ✓ flexible timetables to promote quality learning time, establish routines, etc.
- *Values/Skills and Character Education Curriculum*
  - ✓ provide formal and informal instruction to promote concepts of respect, caring for self and others, conflict resolution, concern for the environment, and principles of law and citizenship
  - ✓ focus on ethno-cultural sensitivity and the need to address gender role stereotypes
- *Physical Environment*
  - ✓ promote an enhanced physical environment that fosters pride and caring about surroundings
  - ✓ encourage actions to remodel school areas that are prone to problems, i.e., enhanced lighting, flexible use of space
- *Supportive Climate for Students and Staff*
  - ✓ promote programs to enhance personal wellness
  - ✓ establish peer programs to provide support, encouragement, awareness, and education
  - ✓ provide access to counselors, resources, and teachers to assist with social/emotional problems, school and career issues
  - ✓ establish purposeful staffing and supervision models
- *Codes of Conduct*
  - ✓ prepare school Code of Conduct in collaboration with students, staff, school council and parents/guardians, and communicate them clearly to all involved
  - ✓ enact firm, fair and consistent discipline
  - ✓ encourage staff as role models for effective communication, mutual respect, and problem solving resolution
- *Parent/Guardian/School Collaboration*
  - ✓ foster a welcoming school environment to encourage increased participation by parents/guardians in their child's education, school activities and school policy-making
  - ✓ involve parents/guardians in activities to assist children with academics
- *Community Partnerships*
  - ✓ promote community awareness and participation in the school to enhance cohesiveness, support, and effective use of resources
  - ✓ increase involvement of students in community service activities to create a climate of caring, respect and trust
- *Student Participation*
  - ✓ involve students in problem-solving, school enhancement, and policy direction to enable them to feel valued and respected and to create a sense of ownership of and responsibility for the school community

## 4C-5

### ➤ *Staff Development*

- ✓ create an awareness of the origins and impact of violence and other anti-social behaviour
- ✓ promote creative methods of discipline and school management
- ✓ devise positive school climate enhancement activities
- ✓ provide in-service to staff on managing violent and aggressive student behaviour
- ✓ provide in-service to address 'best practice' for working with students with specific exceptionalities

### **4.0 Addressing Inappropriate Student Behaviour:**

Disciplinary measures should be applied within a framework that shifts the focus from solely punitive to both corrective and supportive.

Schools should utilize a range of interventions, supports and consequences as well as include opportunities for students to focus on improving behaviour. ***A Pyramid of Strategies for Secondary Schools*** and ***Progressive Discipline for Elementary Students*** provide suggestions of several interventions that may lead to success for all students within a positive school climate. The suggested lists may also include interventions and strategies that are developed and implemented from now until the next review period.

The following must also be taken into consideration:

- i. particular student and related circumstances (mitigating and other factors);
- ii. nature and severity of the behaviour;
- iii. impact on the school climate;
- iv. the involvement of student services and other support personnel;
- v. for students with special education needs, disciplinary interventions, supports and consequences must be consistent with the student's strengths, needs, goals and expectations contained in the Individual Education Plan (IEP);
- vi. Homophobia, gender based violence, sexual harassment and inappropriate sexual behaviours must be addressed.
- vii. opportunities for the student to learn from the choices he or she makes; and
- viii. appropriateness and availability of parental involvement in discussions concerning disciplinary action

### **4.1 A Pyramid of Strategies for Secondary Schools** (adapted from Westdale Secondary School's Pyramid of Intervention)

#### **SYSTEM PROGRAMS**

System Alter Ed  
Summer School  
Night School  
SALEP

Turning Point  
N-Gage  
U-Turn

Diagnostic Testing  
E-Learning  
ILC Program

# 4C-6

## IN-SCHOOL INTERVENTIONS

Restorative Justice	Study Hall
Timetable Change	Social Worker
Co-op Placement	Tracking Sheet
Credit Recovery	Student Contract
OSSLC	Diagnostic Testing
Alter Ed	Code of Conduct Consequences
Parent Conference	Credit Substitution
Student Success Team Meetings	Guidance Counsellor/Student Success
Walk-In Closet	

### IN-CLASS SUPPORTS

Differentiated Instruction  
Resource Room Support  
Review IEP/Accommodations with LRT  
Extra Time for Assignments/Tests  
Credit Rescue  
Home Contact  
One-on-One Conferencing  
Tracking Sheet  
Assessment Tracking Strategies  
EA Support  
Caring Adult/ Peer Mentoring

### ATTENDANCE SUPPORTS

Teacher-Student Conference about Attendance as concerns arise, contact home if student absent for prolonged period  
  
Home Contact by Classroom Teacher-contact includes discussion between parent/guardian and teacher, discussion is documented for VP referral if required  
Attendance Letter Sent Home  
Classroom Incident Tracking/ Result Tracking  
Referral to Vice-Principal

The Pyramid of Interventions begins with the classroom teacher.

### 4.2 HWDSB Progressive Discipline Strategies for Elementary Schools

*(adapted from a model developed by the Safe Schools Advisory Team in January, 2008)*

#### ***Achieve, Believe, Care*** **Prevention/Foundation**

#### **Clear and Transparent Communication**

#### **Comprehensive Literacy/ Differentiated Instruction/ Early Identification**

Student Success	Safe Schools (includes Bullying Prevention)	Character Development	Boys to Men G.O. Girls
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Physical School Environment and School Climate  
Classroom Management / Student Engagement  
Caring / "Go-to" Staff Member

#### **School-wide and In-class Preventions and Strategies**

Staff Development/ Professional Learning Communities  
Special Education—Individual Education Plans/ Safe Intervention Plans/NVCI  
Educational Assistants, Social Workers, Special Education Services  
Student/Instruction centered timetable  
School Code of Conduct  
Communication Tools (e.g. Student agendas)  
Award Systems, Assemblies, Celebrations of Success  
Extra-curricular activities, Student leadership/ Peer Mentors/ Co-op students  
Student/Peer Mediation  
Empowerment Opportunities  
Parental Participation  
Social Models/ Restorative Justice  
Programs of Choice

#### **In-School Interventions and Strategies**

## 4C-7

Problem Solving Model Reflection Activity  
1:1 Conference with student or group  
Contract  
Temporary Break  
Attendance Support Strategies  
Alternative Learning Environment  
Loss of Privileges  
In-School Community Service  
Restorative Justice Strategies  
Family Strategies  
HWDSB Student Support Services  
Referral to a community or medical agency/ program

### **Board Intervention Programs and Services**

Special Education Services  
Communication Services, Psychological Services, Social Work Services,  
Care Treatment and Correctional Facilities  
Alternative Education Programs

Suspension  
Expulsion

## **5.0 Delegation of Authority Regarding Student Discipline**

Whenever possible, at least one administrator is to be present on school property.

The Education Act provides a Principal with the authority to delegate power, duties, or functions under Part XIII – “Behaviour, discipline and Safety” as outlined below.

### **5.1** The Principal must ensure:

- that the delegate (Vice-Principal or Teacher ) are provided with the cell phone and office numbers of the appropriate Supervisory Officer of the school, plus the cell phone and office number of a minimum of one other Supervisory Officer
- if no administrator is present on school property, staff must be notified who has administrative responsibilities, and for what duration;
- the delegation of authority to a teacher is in writing outlining what the teacher delegate can, and cannot do.

### **5.2** ***Delegation to the Vice-Principal:*** Delegation may include all authority of the Principal under Part XIII of the Education Act except :

- the final decision regarding a recommendation to the Board to expel a student;
- suspensions for more than six school days.

### **5.3** ***The Delegation to Teachers:*** The Principal’s authority may be delegated to a teacher under Part XIII of the Education Act:

- the delegation must respect all collective agreements
- the delegate may have the authority to initially deal with situations involving activities that must be considered for suspension or expulsion, with the most important consideration being given to safety of those involved;
- delegate may undertake an initial investigation according to board direction;
- the delegate must report all details of the initial investigation to the Principal or Vice-Principal as soon as possible;
- the delegate must report to the Principal or Vice-Principal any activities that must be considered for suspension or expulsion reported to them by other staff members during the Principal’s absence(suggest a ‘log’ be kept);
- the delegate may be given limited authority to contact the parents/guardians of a student who has been harmed as the result of an activity for which suspension or

## 4C-8

expulsion must be considered; only the nature of the harm to the student and the nature of the activity that resulted in the harm may be shared.

- If the teacher is not sure if he/she should call the parents/guardians, the teacher should contact the Principal or supervisory Officer for direction. The Principal is responsible for following up with the parent/guardian as soon as possible;
- **teachers may not be delegated authority regarding suspension decisions or recommendations regarding expulsion;**

### 6.0 **Responding by Board Employees to Bullying Incidents**

**Responding:** All board employees who work directly with students must respond to all student behaviour that negatively impacts on school climate.\*

Board employees who work directly with student include administrators, teachers, and non-teaching staff (including staff in social work, child and youth, psychology, and related areas, educational assistants, etc, and bus drivers).

Responding may include: asking a student to stop the inappropriate behaviour, naming the inappropriate behaviour and explaining why it is inappropriate and /or disrespectful, and asking the student to correct the behaviour eg. apologize for a hurtful comment and/or to rephrase a comment).

**\*Note:** Board employees are not required to respond to incidents when, in their opinion, responding would cause immediate physical harm to themselves, a student, or to another person.

### 7.0 **Reporting by Board Employees of Bullying Incidents**

All board employees who work directly with students must report to the Principal all student behaviour for which suspension or expulsion may be considered.

Board employees who work directly with student include administrators, teachers, and non-teaching staff (including staff in social work, child and youth, psychology, and related areas, educational assistants, etc, and bus drivers).

**Verbal Reports:** A verbal report must be made to the Principal for incidents for which suspension or expulsion would not be considered. The verbal report is to be made as soon as possible following the incident.

**Written Reports:** For incidents for which suspension or expulsion must be considered, board employees must report to the principal no later than the end of the school day and confirm their report in writing using the Ministry Safe Schools Incident Reporting Form Part 1. The written report is to be submitted within 24 hours of the incident.

### 8.0 **Principal Response to Reports**

After a report is submitted, the Principal must:

- Provide a written acknowledgement of the receipt of the report using the Ministry Safe Schools Incident Reporting Form-Part II to the employee who reported. Information that could identify the student(s) involved must not be part of the acknowledgement;
- Identify if action has been taken or no action is required
  - \*Possible actions taken can include anything on the progressive discipline continuum eg. warning, contacting parent/guardian, removal of privileges, suspension.

If no further action is taken by the Principal, there is no requirement to retain the report and it should be destroyed. The report is not to go in the Ontario School Record (OSR).

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If action is taken, the form and documentation must be kept in the students Ontario School Record (OSR) for a minimum of one year, and,

- The names of all the other students appearing on the form (aggressors and victims) must be removed except the name of the student in whose OSR the form is going;
- Nothing about the incident is to go into the victim's OSR unless the victim or parent/guardian of the victim specifically request that this is done.

**Note: This formal report does not replace conversations between the employee and the Principal. The Principal and the employee are encouraged to talk about the incident regardless of action taken.**

### 9.0 **Notice to Parent/Guardian of Victims** (Section 300.3(3) Ed. Act)

Principals are required to inform parents/guardians of students who have been harmed as a result of any incident for which suspension/expulsion must be considered.

Principals are not permitted to inform the parents/guardians of a victim when, in the Principal's opinion, doing so would put the victim at risk of harm from the parent/guardian. If the Principal decides not to notify the parent/guardian, the Principal must:

- consult with the manager of student services for further advice
- document the rationale for the decision not to notify the parent/guardian of the pupil;
- inform the school Supervisory Officer of this decision;
- if a teacher reported the harm to the principal, inform the teacher of the decision;
- if it is determined it is appropriate to do so, inform other board employees of the decision not to notify a parent/guardian of the pupil;

If a staff person has any reasonable grounds to suspect that a student, who is under the age of 16, is or may be, in need of protection from the person having charge of him or her, the staff person must report this directly to the CAS, and not rely on any other person to report on his or her behalf.

### 10.0 **Disclosure to Parents of Victims:**

(Education Act: Subsection 300.3(1),(2),(3))

When notifying the parent/guardians of a victim, Principals must disclose the following:

- the nature of the incident that resulted in harm to the student;
- the nature of the harm to the student;
- the steps taken to protect the student's safety, including the nature of any discipline in response to the incident (eg. suspension given, parent's/guardian's called);

Principals must not share the name of the aggressor or any other identifying or personal information with the parents/guardians of the victim beyond what is listed above (eg. referral to counselling or any other personal information).

### 11.0 **Supports for Victims of Serious Student Incidents**

(incidents leading to suspension or expulsion: Education Act Subsection 306(1) or 310(1))

All Board employees must take allegations of gender-based violence, homophobia, sexual harassment, and inappropriate sexual behaviour (PPM145) and bullying (PPM144) seriously and act in a timely, sensitive, and supportive manner.

Board employees working directly with students must support all students, including those who disclose/report such incidents by:

- providing contact information about professional supports (eg. community agency)
- developing specific student plans to protect the student (eg. safe intervention plans);
- making this information readily available to students who may wish to discuss issues of healthy relationships, gender identity, and sexuality (eg. public health)

## 4C-10

- provide parents/guardians with student services pamphlet if they are not satisfied with the supports their child receives;
- contact the manager of student services for assistance in referring students to a community agency for confidential support when his/her parents/guardians are not notified (eg. Sexual Assault Centre, Kids Help Phone, LGBT Youth Line)

When the Board (in consultation with the Principal) determines that it is necessary to separate students to preserve school safety or to protect a student, it is preferable that the victim not be moved, unless the victim/parent/guardian makes a specific request to do so.

### **12.0 Progressive Discipline Implementation Strategy**

Each school will develop, with their School Council, student, teachers, and other staff members, a continuum of interventions, supports, and consequences that reflect the direction of this policy. These should be developmentally appropriate and focus on improving student behaviour. Consequences may include, but are not limited to, meeting with student, parent/guardian, principal, or guidance counsellor, or detentions and loss of privileges. In some cases, a referral to a community agency may be necessary for substance abuse, anger management, grief counselling, etc.

### **13.0 Partnerships**

The Hamilton-Wentworth District School Board works in collaboration with community agencies to address the needs of students. Building these partnerships will be ongoing.

### **14.0 Resources**

#### **Government Documents**

Part XIII of the Education Act

An Act to Amend the Education Act (Progressive Discipline and School Safety), 2007

Policy/Program Memorandum 144

Bill 157

Ontario Regulation 472/07

Access to School Premises – Ontario Regulation 474/00

Trespass Act

OCT Standards of Teaching Practice

Ontario Human Rights Code

Ontario Criminal Code

#### **HWDSB Strategic Directions**

Creating Safe and Equitable Learning Environments

#### **HWDSB Policies**

Progressive Discipline and Promoting Positive Student Behaviour Policy

Code of Conduct Policy

Suspension of Pupils Policy

Expulsion of Students Policy

Information Technology Policy

Personal Electronic Devices Policy

Equity Policy (PPM 119)

Respectful Working and Learning Environments Policy

Harassment Policy

Progressive Discipline Procedures (employees)

Collective Agreements for all employee groups

Purchasing/Procurement Policies

Municipal Freedom of Information and Protection of Privacy Act

Safe Schools Pillar Policy





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## Promoting Positive Student Behaviour and Progressive Discipline Policy

(reference: PPM 145)

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Date Approved: October 2011

Projected Review Date: October 2014

### **Purpose**

The purpose of the Promoting Positive Student Behaviour and Progressive Discipline Policy is to promote positive learning environments to support the building of healthy relationships and appropriate behaviours. Positive learning environments are key to the prevention of disruptions to the learning and teaching setting.

### **Intended Outcomes**

The goal of the Promoting Positive Student Behaviour and Progressive Discipline Policy is to:

- support a safe learning and teaching environment in which every student can reach his or her full potential.
- create an awareness that building a supportive and safe learning environment through appropriate interactions between all members of the school community is the responsibility of all staff
- build understanding and support of the Progressive Discipline Policy by all stakeholders
- create a supportive learning environment for all students with a focus on academic achievement and building healthy relationships.

The Promoting Positive Student Behaviour and Progressive Discipline Policy reflects the Ministry of Education's focus regarding disciplinary measures from one that is solely punitive to one that is both corrective and supportive. Progressive Discipline:

- supports appropriate and positive student behaviours to sustain a safe and orderly teaching and learning environment
- recognizes that Progressive Discipline is part of the continuum of strategies, including character development, student success initiatives, and early childhood identification
- recognizes that progressive discipline provides a basis for creating a positive school climate
- recognizes that progressive discipline supports positive student behaviour and the implementation of the Code of Conduct, while the Code of Conduct promotes respect within the learning and teaching environment and sets clear provincial standards of behaviour

- recognizes that Principals have a legislated responsibility to maintain proper order and discipline of pupils in the school, and the organization and management of the school (Reg. 298.11 (1a,b))
- promotes a positive school climate.

## **Responsibility**

- Lead Superintendent for Safe Schools
- School Administrators

## **Action Required**

**Develop a Policy Directive** to support the implementation of this policy. It will include:

- Responding and Reporting by Board Employees of Bullying Incidents
- Principal Response to Reports
- Notice to Parents/Guardians of Victims
- Disclosure to Parents of Victims
- Supports for Victims of Serious Student Incidents
- Progressive Discipline and Implementation Strategy

**Safe Schools Survey:** Development and tracking of a safe schools survey to be done by every school every two years.

**Communication:** To promote awareness of this policy, The Hamilton-Wentworth District School Board will post the Progressive Discipline Policy on the Board Website. As well, schools are to ensure that parents/guardians/students/staff are aware of the Progressive Discipline Policy and have the Safe and Caring Pamphlet for parents/guardians available at the school.

**Training:** Training will be provided as identified by individual schools.

**Resources:** Resources for school staff (eg. books) and students (eg. posters) that promote positive student behavior and HWDSB Character Attributes will be available.

## **Progress Indicators**

<b>Key Areas</b>	<b>Components</b>
Students feel safe in the learning environment.	Student Voice: Safe and Equitable Schools Survey shows improved student sense of safety.
Students demonstrate fewer inappropriate behaviours.	Decrease in suspensions, expulsions. Fewer incidents of bullying leading to suspension.

## **Resources**

### **Government Documents**

- Part XIII of the Education Act
- An Act to Amend the Education Act (Progressive Discipline and School Safety), 2007
- Policy/Program Memorandum 144
- Bill 157
- Ontario Regulation 472/07
- Access to School Premises – Ontario Regulation 474/00
- Trespass Act
- OCT Standards of Teaching Practice
- Ontario Human Rights Code
- Ontario Criminal Code

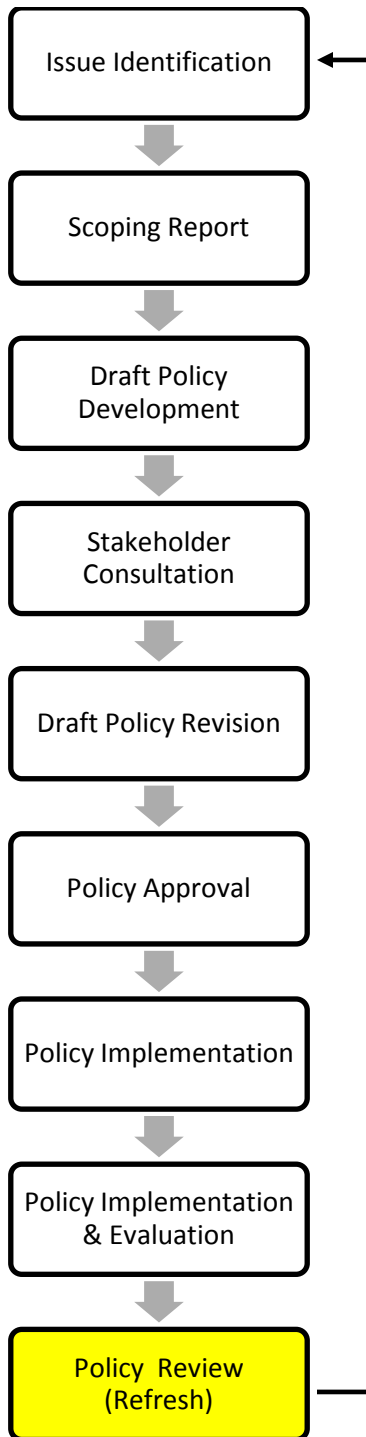
### **HWDSB Strategic Directions**

- Creating Safe and Equitable Learning Environments

### **HWDSB Policies**

- Progressive Discipline and Promoting Positive Student Behaviour Policy
- Code of Conduct Policy
- Suspension of Pupils Policy
- Expulsion of Students Policy
- Information Technology Policy
- Personal Electronic Devices Policy
- Equity Policy (PPM 119)
- Respectful Working and Learning Environments Policy
- Harassment Policy
- Progressive Discipline Procedures (employees)
- Collective Agreements for all employee groups
- Municipal Freedom of Information and Protection of Privacy Act
- Safe Schools Pillar Policy
- Partnership Policy
- Volunteer Policy

Title: Naming of Schools Policy



**Rationale:**

On May 12 2011, members of the Policy Working Sub-Committee requested that a review of the current Naming of Schools policy take place. The following comments by committee members were to be considered in the review:

- Home and School Association – member is a voting member where they exist in a school
- Meetings of the committee are open to the public (observation or comments)
- Community consultation – press release to all appropriate media outlets to make community aware that a consultation is taking place on the web, in public meeting etc
- Voting members are too staff-orientated, need more community members
- Increase community members to 2 reps from school council
- Remove SOSA as voting member – make non-voting member, still remain as co-chair
- Remove Director, Associate Director from membership
- Remove Student trustees – consider replacing with Student Senate reps or student leaders to represent student voice (grades 5-8)
- Representatives from teachers' organization to read elementary **OR** secondary (not both)
- Outline that meetings may be longer than 1 evening – consider having the names brought forward and then narrow them down to 5 choices, have a community meeting to hear public opinion (find a way to test names with community acceptance) and then bring forward 3 names to Board of Trustees
- Ensure board receives names in alphabetical order, not in an “unranked” order on report that comes from steering committee
- Extend public consultation to 45 or 60 days
- Consider having delegate presentations at steering committee meeting
- Consider starting the naming process at the beginning of the construction phase
- Outline qualifications for name submissions to include names from an equity lens (under-represented groups – race, class, gender etc)
- Outline a process for a library to be names differently than the school




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## Naming of Schools

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Date Approved:

Projected Review Date:

**Purpose:**

Hamilton-Wentworth District School Board recognizes that naming schools provides a unique opportunity to further develop an identity for the Board and its schools. The Board also recognizes that the naming of a school is a matter of considerable interest to the community.

This policy will guide Board personnel and school communities in the development of a name for the school that supports the Board's mission, vision and values and meets the best interests of the school's students.

**Intended Outcomes:**

The chosen name for a school shall:

- Promote a positive image of HWDSB
- Reflect HWDSB's vision, mission, commitments and community composition
- Have community and district acceptance
- Be appropriate for the whole district
- Have local community, district, provincial, Canadian, or international significance
- Provide inspiration to students
- Address underrepresented groups in the names of other HWDSB schools

**Responsibility:**

Director of Education

**Action Required:**

When naming a school, the Superintendent of Student Achievement shall establish an Ad Hoc committee called the "School Naming Advisory Committee", that at the end of the process will recommend up to three names to the Board.

**Progress Indicators:****Intended Outcome**

- Has community and district acceptance

**Assessment**

Will be assessed through feedback from public consultation

- |  |  |
|--|--|
| • Is appropriate for the whole district  | Will be assessed through feedback from public consultation |
| • Has local community, district, provincial, Canadian, or international significance | Will be assessed through feedback from public consultation |
| • Addresses underrepresented groups in the names of other HWDSB schools              | Will be assessed through the names being recommended       |

**References:**

**Government Documents**

N/A

**HWDSB Strategic Directions**

Achievement Matters  
Engagement Matters  
Equity Matters

**Related HWDSB Policies**

Public Consultation Policy




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## Naming of Schools Policy Directive

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**Date Approved:**

**Projected Review Date:**

### **RATIONALE**

Hamilton-Wentworth District School Board recognizes that naming new schools provides a unique opportunity to further develop an identity for the Board and its schools. The Board also recognizes that the naming of a school is a matter of considerable interest to the community. Naming of a school should support the Board's mission, vision and values and meets the best interests of the school's students.

### **SCHOOL NAMING ADVISORY COMMITTEE**

#### **Committee Membership**

Non-voting members of the committee shall consist of:

- Two trustees (the ward trustee of the school, who will act as co-chair of the Advisory committee; and one other trustee)
- Superintendent of Student Achievement who will act as co-chair of the Advisory Committee
- Manager of Corporate Communications or Designate
- President of the HWDSB Archives

Voting members of the committee shall include:

- Principal(s) of the affected school(s)
- Two School Council representatives from any school in whole or in part affected by a name change or new school construction
- One Home and School Association representative, whereas they may exist.
- Representative from Hamilton Public Library and/or local historical society
- One elementary or secondary teacher (whichever is applicable to the school)
- Two student representatives (Student Senate, or student leaders)

#### **Terms of Reference**

The Committee Terms of Reference shall be:

- Quorum, for the purpose of convening an official meeting, shall be defined as the majority of voting members.
- The selection process will be considered and determined by those in attendance
- Ideally, the committee will use consensus to reach a decision on the recommended names. Majority voting will be used if the committee cannot reach consensus.

#### **Mandate**

The mandate of the School Naming Advisory Committee is to meet to determine up to three names for the presentation in alphabetical order to the Committee of the Whole by completing the following tasks:

- Review the current names of schools in HWDSB and categorize them according to the criteria/guiding principles within the intended outcomes
- Receive and review the suggestions from stakeholders
- The School Naming Advisory Committee Chair will contact the individual or a representative of the individual whose name is being recommended to ensure their agreement to having his/her name submitted for Board consideration
- Provide a report to the Committee of the Whole listing the three names in alphabetical order and a summary report from the Evidence-Based Education and Services Team (E-BEST) providing the rationale that reflects the following criteria:
  - Reflect HWDSB's vision, mission, commitments and community composition
  - Have community and district acceptance
  - Be appropriate for the whole district
  - Have local community, district, provincial, Canadian, or International significance
  - Provide inspiration to students
  - Address underrepresented groups as determined by the review of current names of schools in HWDSB

### **CONSULTATION**

When a name for a school is required, the Board will solicit suggestions for a name from all stakeholder groups. The stakeholder will include, but not be limited to:

Group Classification
Staff
<ul style="list-style-type: none"> <li>• Trustees</li> <li>• Executive Council</li> <li>• School Administrators</li> <li>• Managers</li> <li>• Hamilton-Wentworth Elementary Teachers' Local (HWETL)</li> <li>• Ontario Secondary School Teachers' Federation (OSSTF)</li> <li>• Canadian Union of Public Employees, Local 4153 (CUPE)</li> <li>• Canadian Union of Public Employees, Local 4977 (CUPE)</li> <li>• Canadian Office and Professional Employees Union (COPE)</li> <li>• Hamilton-Wentworth Occasional Teachers' Local (ETFO)</li> <li>• Hamilton-Wentworth Principals Council (HWPC) - Elementary</li> <li>• Hamilton-Wentworth Principals Council (HWPC) - Secondary</li> <li>• Professional Administrative Support Staff (PASS)</li> </ul>
Parents
<ul style="list-style-type: none"> <li>• Home &amp; School Associations</li> <li>• Parent Involvement Committee</li> <li>• School Councils and School Council Chairs</li> <li>• Special Education Advisory Committee (SEAC)</li> <li>• Parent Involvement Committee</li> <li>• City/School Board Liaison Committee</li> </ul>

<ul style="list-style-type: none"> <li>• Interfaith Advisory Committee</li> <li>• Aboriginal Advisory Council</li> <li>• Rural Schools Committee</li> <li>• French Immersion Advisory Committee</li> </ul>
<b>Students</b>
<ul style="list-style-type: none"> <li>• Student Senate (Student Councils)</li> </ul>
<b>Community</b>
<ul style="list-style-type: none"> <li>• Dundas Valley Historical Society</li> <li>• Dundas Heritage Association</li> <li>• Hamilton-Wentworth Heritage Association</li> <li>• Ancaster Historical Society</li> <li>• Beverly Heritage Society</li> <li>• Glanbrook Heritage Society</li> <li>• Hamilton Heritage Foundation</li> <li>• Hamilton Mountain Heritage Society</li> <li>• Head of the Lake Historical Society</li> <li>• Stoney Creek Historical Society</li> <li>• City of Hamilton Status of Women</li> <li>• City of Hamilton Advisory Committee for Persons with Disabilities</li> <li>• City of Hamilton Centre for Civic Inclusion</li> <li>• City of Hamilton Gay, Lesbian, Bisexual, Transgender &amp; Queer Advisory Committee</li> <li>• City of Hamilton, Veterans Committee</li> <li>• City of Hamilton Historical Board</li> <li>• City of Hamilton</li> <li>• City of Hamilton Committee Against Racism</li> <li>• City of Hamilton Aboriginal Advisory Committee</li> <li>• City of Hamilton's Youth Advisory Committee</li> </ul>

Corporate Communications will issue a media release to all appropriate media outlets to make the community aware that consultation is taking place. The consultation will also be displayed on the Board's website, where dates of meeting will be advertised. E-BEST will receive and collate all names suggested as a result of the consultation process and forward to Corporate Communications.

### **TRUSTEES**

Will consider at the Committee of the Whole, the report of the School Naming Advisory Committee and will take one of two actions:

1. Recommend the name to the next regularly scheduled Board Meeting;

OR

2. Refer the report of the School Naming Advisory Committee to administration, whereby the Superintendent of Student Achievement as co-chair will reconvene the Naming of Schools Advisory Committee to prepare a revised report for the earliest possible regularly scheduled meeting of the Committee of the Whole.




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## Naming or Renaming a Section of a School Policy Directive

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**Date Approved:**

**Projected Review Date:**

### **RATIONALE**

Hamilton-Wentworth District School Board recognizes that the naming or renaming of a section of a school can be a matter of considerable interest to the community. Naming or renaming a section of a school could involve areas such as the library, auditorium, gymnasium, track, or theatre.

Naming or renaming a section of a school should support the Board's mission, vision and values and meets the best interests of the school's students.

Upon being approached by a member of the community with a suggested name for a section of the school, the steps outlined in this Directive will begin.

### **IN-SCHOOL ADVISORY COMMITTEE**

In order to name or rename a section of a school, an in-school advisory committee shall be established.

#### **Committee Membership**

- Principal who will act as Chair of the committee
- Vice-Principal (if applicable)
- Two teachers
- Two School Council representatives
- One Home and School representative, where they may exist
- Three student representatives from the school
- Two non-teacher representatives

#### **Terms of Reference**

The Committee Terms of Reference shall be:

- Quorum, for the purpose of convening an official meeting, shall be defined as the majority of members
- The selection process will be considered and determined by those in attendance
- Ideally, the committee will use consensus to reach a decision on the potential name. Majority voting will be used if the committee cannot reach consensus

#### **Mandate**

The mandate of the in-school advisory committee is to meet to determine a potential name for the specified section of the school. This will be achieved by:

- Using the same intended outcomes as outlined in HWDSB's Naming of School Policy.

- The Chair of the committee will contact the individual or a representative of the individual whose name is being recommended to ensure their agreement to having his/her name submitted for Trustee consideration.
- The Chair will forward a written request to Trustees for approval with the proposed name or name change and the reason for the name or name change.

### **TRUSTEES**

Will consider at the Committee of the Whole, the request for a name or name change for a section of the school and will take one of two actions:

1. Recommend the name to the next regularly scheduled Board Meeting;

OR

2. Refer the request by the in-school advisory committee to the Superintendent of Student Achievement to reconvene the in-school advisory committee and bring forth another suggested name.



## **NAMING OF SCHOOLS**

### ***Policy Working Sub-Committee Consultation Plan***

Prepared By: Mark Taylor  
 Superintendent Responsible: Ken Bain  
 Department: Associate Director

Date Prepared: February 3, 2012

#### **Policy Statement**

Hamilton-Wentworth District School Board recognizes that naming schools provides a unique opportunity to further develop an identity for the Board and its schools. The Board also recognizes that the naming of a school is a matter of considerable interest to the community.

The policy will guide Board personnel and school communities in the development of a name for the school that supports the Board's mission, vision and values and meets the best interests of the school's students.

#### **Communications Strategy**

To inform various stakeholders that the 30 day consultation period has begun and now is their opportunity to provide comments and feedback on the draft Naming of Schools Policy.

\*The Superintendent, dependent on scheduling, will attend internal committees to present the Draft Policy and gather feedback from the group.

#### **Target Audience**

##### **Audiences**

- Trustees
- Executive Council
- Hamilton-Wentworth Elementary Teachers' Local
- Ontario Secondary School Teachers' Federation
- Canadian Union of Public Employees, Local 4153
- Canadian Union of Public Employees, Local 4977
- Canadian Office and Professional Employees Union, Local 527
- Hamilton-Wentworth Occasional Teachers' Local
- Hamilton-Wentworth Principals' Council
- Special Education Advisory Committee
- Supervised Alternative Learning Committee
- Parent Involvement Committee
- Interfaith Advisory Committee
- Rural Schools Committee

- Hamilton-Wentworth Home & School Association
- French Immersion Advisory Committee
- School Councils
- Student Senate
- Ainslie Wood/Westdale Community Association of Resident Homeowners Inc.
- Allison Park Community Association
- Ancaster Community Council
- Beasley Neighbourhood Association
- Berrisfield Community Council
- Bonnington, Buchanan, Mohawk, Southam Neighbourhood Association
- Central Neighbourhood Association
- Corktown Neighbourhood Association
- Crown Point Community Planning Team
- Delta West Community Association
- Dundas Community Council
- Durand Neighbourhood Association
- Eastmount Community Council
- Eleanor Community Council
- Federation of Urban Neighbourhoods of Ontario
- Flamborough Community Council
- Friends of the Eramosa Karst
- The Friends of Gage Park
- Gilkson Park Community Associations
- Gourley Park Community Association
- Hamilton Beach Community Council
- Hamilton East Mountain Community Association
- Kirkendall Neighbourhood Association
- Landsdale Area Neighbourhood Association
- McQuesten Community Planning Team
- North Central Community Council
- North End Neighbours
- Pleasant View Rate Payers Association
- Red Hill Valley Neighbourhoods Association
- Riverdale Hub
- Robert Land Community Association
- Rosedale Community Council
- Scenic Woods Neighbourhood Association
- The SOOT Group
- South Centre Community Council
- South Sherman Community Planning Team
- South Stipeley Neighbourhood Association
- Spring Valley Community Association
- Stinson Community Association c/o Central Memorial Rec Centre
- Strathcona Community Council
- Templemead Community Council
- Waterdown South Residents' Association
- Citizens for Citizens Ward Three

- Neighbourhoods
- Community Action Program for Children
  - Environment Hamilton
  - Friends of Rural Communities and the Environment (FORCE)
  - Glanbrook Conservation Committee
  - Hamilton Industrial Environmental Association
  - Hamilton Community Foundation
  - Hamilton Waterfront Trust
  - Wever Community Hub
  - Ancaster Township Historical Society
  - Ancaster Historical Society
  - Hamilton Historical Board
  - Dundas Valley Historical Society
  - Head of the Lake Historical Society
  - Stoney Creek Historical Society
  - Hamilton's Black History Committee
  - Beverly Heritage Society
  - Dundas Heritage Association
  - Glanbrook Heritage Society
  - Hamilton Mountain Heritage Society
  - Hamilton-Wentworth Heritage Association
  - Hamilton Public Library
  - City of Hamilton - Community Services Department - Culture Division
  - Community at large

**Tactics**

<b>Audience</b>	<b>Activity</b>
All Groups	Email directing to website for consultation, and/or * presentation of policy
Community at large	Media Release