

AGENDA: 6:00 p.m.

1. Call to Order/Roll Call
2. Land Acknowledgment
3. Approval of the Agenda
4. [Consent Items: updates to procedures under the Communications and Community Engagement policies](#)

Policy Review:

5. [Student Fees](#)
6. [Community Involvement Activities](#)
7. [Staff Progressive Discipline](#)
8. [Bullying Prevention & Intervention](#)

9. Adjournment

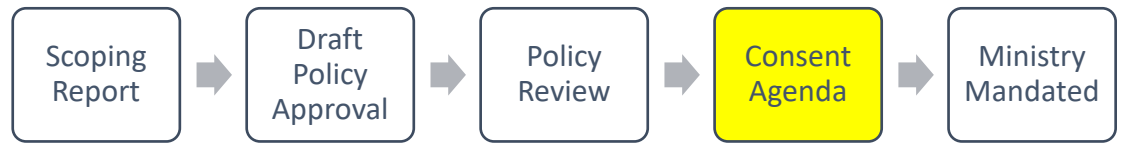
We acknowledge our presence on ancestral Anishinaabe and Haudenosaunee Confederacy land as determined by the Dish with One Spoon treaty.

The intent of this agreement is for all nations sharing this territory to do so responsibly, respectfully and sustainably in perpetuity.

We respect the longstanding relationships with the local Indigenous communities, the Mississaugas of the Credit First Nation and the Six Nations of the Grand River.

Subject: Communication and Community Engagement Procedures

Executive Council Member Responsible: Sue Dunlop
Associate Director, Learning Services



The following chart updates Trustees on the changes made to the procedures attached to the policies, under the Communications and Community Engagement Pillar policy.

The policies and procedures under this pillar include:

1.1 Barrier-Free Learning Environments

- Barrier-Free Learning Environments Procedure

1.2 Community Engagement

- Establishing Working Relationships with Third-Party Professionals/Paraprofessionals Procedure
- Flag Display Procedure

1.3 Copyright Fair Dealing

- Fair Dealings Procedure

1.4 Integrated Accessibility Standards

- Accessibility in Employment Procedure
- Accessibility Plans Procedure
- Accessibility Standards for Information and Communication Procedure
- Accessibility Standards for Student Transportation Procedure
- Monitoring and Feedback on Accessible Customer Service Procedure
- Notification of Disruption of Service Procedure
- Use of Assistive Devices by the General Public Procedure
- Use of Service Animals by the General Public Procedure
- Use of a Support Person by the General Public Procedure

1.5 Parent Engagement

1.6 Privacy

- Canada's Anti-Spam Legislation Procedure
- Electronic Monitoring Procedure
- Privacy Procedure
- Privacy Breach Procedure

- Records and Information Management Procedure

1.7 Visual Identity

- Visual Identity Manual

1.8 Volunteer

- Volunteer Procedure

Consent Agenda: A consent agenda groups the routine, procedural, informational and self-explanatory non-controversial items typically found in an agenda. These items are then presented to the committee allowing anyone to request that a specific item be pulled out for discussion.

Listed below is a summary of the changes to all procedures under the Communication and Community Engagement Pillar.

1.1 Barrier-Free Learning Environments (policy review date: 2020)

Last reviewed in 2016 *under review with the Government – waiting on Framework to be provided to Boards

Procedure Name	Changes Made
Barrier-Free Learning Environments Procedure	None

1.2 Community Engagement (policy review date: 2018)

Last reviewed in 2018

Procedure Name	Changes Made
Establishing Working Relationships with Third-Party Professionals/Paraprofessionals Procedure	None
Flag Display Procedure	None

1.3 Copyright Fair Dealing (policy review date: 2021)

Last reviewed in 2017

Procedure Name	Changes Made
Fair Dealings Procedure	None

1.4 Integrated Accessibility Standards (policy review date: 2021)

Last reviewed in 2017 *under review with the Government – waiting on Framework to be provided to Boards

Procedure Name	Changes Made
Accessibility in Employment Procedure	None
Accessibility Plans Procedure	None
Accessibility Standards for Information and Communication Procedure	None
Accessibility Standards for Student Transportation Procedure	None
Monitoring and Feedback on Accessible Customer Service Procedure	None
Notification of Disruption of Service Procedure	None
Use of Assistive Devices by the General Public Procedure	None
Use of Service Animals by the General Public Procedure	None
Use of a Support Person by the General Public Procedure	None

1.5 Parent Engagement (policy review date: 2022)

Last reviewed in 2018

Procedure Name	Changes Made
No procedure exists for this policy	None

1.6 Privacy and Information Management (policy review date: 2022)

Last reviewed in 2018

Procedure Name	Changes Made
Canada's Anti-Spam Legislation Procedure	None
Electronic Monitoring Procedure	NEW
Privacy Procedure	None
Privacy Breach Procedure	None
Records and Information Management Procedure	NEW

1.7 Visual Identity (policy review date: 2021)

Last reviewed in 2017

Procedure Name	Changes Made
Visual Identity Manual	None

1.8 Volunteer (Policy review date: 2023)

Last reviewed in 2019

Procedure Name	Changes Made
Volunteer Procedure	None

Subject: Student Fees

Executive Council Member Responsible: Sue Dunlop
Associate Director



BACKGROUND

The Student Fees Policy has been reviewed by staff as part of the 4-year policy review. Minor changes to the policy have been made including updated language throughout the policy for consistency and alignment with the recently passed Human Rights policy.

RECOMMENDATION(S)

That the Student Fees Policy be recommended for approval.



Student Fees

Date Approved: XXXX

Projected Review Date: XXXX

Page 1 of 3

PURPOSE:

The purpose of this policy is to ensure that when activities with a fee are offered, a student's financial or socio-economic circumstances is neither a barrier to nor an enabler of exclusive access to that activity.

Schools may offer curriculum or extracurricular activities (e.g., enhanced programming or materials, optional programs, excursions, athletics, clubs, activities) that are financed wholly or in part by student fees; however, individual financial circumstances should not prevent a student from participating in these activities. Schools may have student activity fees or team fees, and these fees should be voluntary and as low as possible.

GUIDING PRINCIPLES:

- Every student has the right to attend a school, where they are a qualified resident pupil, without payment of a fee.
- Each student should have access to the activities in their school community without paying a fee.
- Student fees are only appropriate in cases where schools choose to offer enhanced programming or materials, optional programs, or activities beyond the core curriculum.
- Schools will limit the number of activities that require fees and, to the greatest extent possible, rely on alternatives to student fees (e.g., school budget, grants, fundraising, etc.) to finance these opportunities.
- Where fees are appropriate, they should be developed with the involvement of the school community, be minimized as much as possible, and spent in the current fiscal year.
- Successful completion of a required grade or course leading to graduation cannot be dependent on the payment of any course fee.
- Staff will honour the dignity of every student and family when requesting, collecting, and/or waiving a fee.

INTENDED OUTCOMES:

- Students will be able to participate in school activities without paying a fee.
- The number of activities provided by schools that charge a fee will be limited, and the cost to students and families will be as low as possible.
- No student fees will replace public funding for education, and they may not be used to support items that are funded through provincial grants such as classroom learning materials and textbooks, facility repairs, maintenance, or upgrades outside of enhanced or optional materials.
- Student fees and their disbursement will be clearly communicated to each school community.



Student Fees

Date Approved: XXXX

Projected Review Date: XXXX

Page 2 of 3

RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

Enhanced Programming and Materials: Enhanced programming and materials are voluntary enrichments or upgrades to the curriculum, voluntary courses or co-curricular activities beyond what is necessary to meet the learning expectations for a particular grade or course. For example, students may wish to use a superior product or consumable than that provided by the school, in which case they may be asked to pay the additional cost of the upgrade.

Where students choose not to access these enhanced programs or materials, alternatives must be available as essential course materials required to meet the learning expectations of the course or grade are to be provided at no cost.

Qualified Resident Pupil: An international student studying at HWDSB on a Visitor Visa and a study permit is required to pay fees according to the Education Act 49(6).

Student Activity Fees: Student activity fees are voluntary amounts that are used to supplement a student's school experience through materials and activities such as student agendas, student recognition programs, yearbooks, extracurricular activities, school dances, or theme days.

Team Fee: A specific fee for each sport played based on the needs of the team and used to fund tournaments/exhibition games, uniform deposit and/or upgrades, travel, first aid (non-funded sports), referees (non-funded sports) and athletic supplies (tape, wrap, etc.) The fee will be waived or subsidized for students who are experiencing financial hardship.

ACTION REQUIRED:

- Implement procedures that support the guiding principles of this policy and any related Ministry policy
- Communicate the requirements of this policy and related procedures to school principals annually.
- Principals will work with and communicate to school and program staff, parents/guardians, and students about the development of any fees.



Student Fees

Date Approved: XXXX

Projected Review Date: XXXX

Page 3 of 3

PROGRESS INDICATORS:

Intended Outcome	Assessment
Students will be able to participate in school activities without paying a fee.	Hamilton Foundation for Student Success Grant usage Parent Voice Survey
The number of activities provided by schools that charge a fee will be limited, and the cost to students and families will be as low as possible.	Annual School Financial Reports
No student fees will replace public funding for education, and they may not be used to support items that are funded through provincial grants such as classroom learning materials and textbooks, facility repairs, maintenance, or upgrades outside of enhanced or optional materials.	Annual School Financial Reports
Student fees and their disbursement will be clearly communicated to each school community.	School communication: website, newsletters, messages to parents, school council reports. Parent Voice Survey

REFERENCES:

Government Documents

Education Act

Ministry Guideline: Fees for Learning Material and Activities

Subject: Community Involvement Activities

Executive Council Member Responsible: Bill Torrens
Superintendent, Programs



BACKGROUND

The Community Involvement Activities policy has been reviewed by staff as part of the four-year cycle. Staff note that the policy is not required by the Ministry of Education and is better served as a procedure under the 21st Century Learning Policy.

RECOMMENDATION(S)

That the Community Involvement Activities Policy be revoked as the recommended action.



Community Involvement Activities

Date Approved: 2016

Projected Review Date: 2020

Page 1 of 4

PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to a healthy and meaningful service experience for students as they complete their community involvement hours. HWDSB encourages students to develop an awareness and understanding of civic responsibility, while learning what role they can play and the contributions they can make in supporting and strengthening the Hamilton community.

GUIDING PRINCIPLES:

- Promote and encourage civic responsibility
- Promote community values
- Develop student interests and skills
- Guide and support students' career explorations
- Introduce and nurture the importance of volunteering
- Reinforce the importance of volunteering

INTENDED OUTCOMES:

- Ensure students are completing their required 40 hours of community service to achieve their Ontario Secondary School Diploma.
- Provide guidance and encourage students to volunteer across various sectors so that they develop an awareness and understanding of the contributions students can make in supporting and strengthening their community.

RESPONSIBILITY:

Director of Education
 Members of Executive Council
 Principals or designate

TERMINOLOGY:

Civic Responsibility: Civic responsibility is the responsibility of citizens in a society to exhibit certain attitudes and actions related to participation in society and democratic governance. Civic responsibility is associated with involvement community organizations and memberships with voluntary associations. Actions and attitudes relating to civic responsibility are displayed through political, civil, environmental and economic advocacy.



Community Involvement Activities

Date Approved: 2016

Projected Review Date: 2020

Page 2 of 4

Ineligible Activities: Ineligible Activities are activities that may not be included as volunteer hours towards a student's Community Involvement Hours, as outlined by both the Ministry of Education and Hamilton-Wentworth District School Board.

Eligible Activities: Eligible Activities are activities that may be counted towards a student's 40 community involvement hours, which must be accumulated as a graduation requirement.

Non-profit: Non-profit is a type of organization that does not earn profits for its owners. All of the money earned by or donated to a non-profit organization is used in pursuing the organization's objectives.

Volunteer: Someone who chooses to act in recognition of a need, with an attitude of social responsibility and without concern for monetary profit. It should be noted that students will not be paid for performing any community involvement activity. Volunteer activities and hours cannot be accumulated during scheduled class time.

ACTION REQUIRED:

Develop a list to guide and encourage students to volunteer across various sectors. All secondary students must complete their 40 hours of community service as part of the requirements for an Ontario Secondary School Diploma. Community involvement activities can begin on July 1st the summer before going into Grade 9.

Eligible Activities

The following list is intended to assist students, parents/guardians in determining whether a planned activity is within an approved area. These volunteer activities may take place in the community or be school-based.

- An event or activity designed to benefit the community in general.
- An event or activity to support a non-profit agency, institution or foundation that aligns with HWDSBs Strategic Directions and meets the ethical standards of the Ministry of Education.
- Any program that promotes tutoring, mentoring, visiting or coaching, or assists others in need.
- Participation in an event or activity that supports ethical work of a global nature or that promotes positive environmental awareness.
- Participation in an event or activity that contributes to the health and well-being of others.
- Participation in an event or activity that is affiliated with a club, religious or political organization, arts or cultural association that seeks to make a positive and ethical contribution in the community.



Community Involvement Activities

Date Approved: 2016

Projected Review Date: 2020

Page 3 of 4

Examples of Eligible Volunteer Activities

If the activity that a student wishes to volunteer in does not appear on the list of eligible activities, the student must receive written permission from their secondary school principal before completing any Community Involvement Hours.

- Supporting Sports e.g. timekeeping, managing a team or coaching
- Fundraising
- Charity Walk-a-thons or Runs
- Community Events, Festivals or Fairs
- Community Projects e.g. tending a community garden
- Environmental Projects e.g. a community clean-up
- Youth Programs or Mentorship Programs
- Work with Seniors
- Camp Leader or Counsellor
- Office Work for a non-profit organization
- Committee Work e.g. the Literacy Committee at your local library
- Advisory Board
- Campaigning for Municipal, Provincial or Federal elections

List of Ineligible Activities

The ministry has developed a list of activities that may not be chosen as community involvement activities and that are therefore ineligible activities. These are referenced within the Community Involvement Activities Procedure.

Hamilton-Wentworth District School Board has also determined that the following are ineligible activities.

- Campaigns for the office of school board trustee

PROGRESS INDICATORS:

Intended Outcome	Assessment
Ensure students are on track towards completing their required 40 hours of community service to achieve their Ontario Secondary School Diploma.	This will be measured through analysis of data (time) submitted by students.



Community Involvement Activities

Date Approved: 2016

Projected Review Date: 2020

Page 4 of 4

Intended Outcome	Assessment
Provide guidance and encourage students to volunteer across various sectors so that they develop an awareness and understanding of the contributions students can make in supporting and strengthening their community.	This will be measured through analysis of data (activity type) submitted by students to ensure this is happening.

REFERENCES:

Government Documents

Policy/Program Memorandum No. 124a - Ontario Secondary School Diploma Requirement: Community Involvement Activities in English-Language Schools
 Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements, 2011

HWDSB Policies

Community Engagement
 Student Engagement

REVIEW

Subject: Staff Progressive Discipline Policy

Executive Council Member Responsible: Jamie Nunn
Superintendent, Human Resources



BACKGROUND

The Staff Progressive Discipline Policy has been reviewed by staff and has updated the language throughout the policy for consistency and alignment with the recently passed Human Rights policy.

RECOMMENDATION(S)

That the Staff Progressive Discipline Policy be recommended for approval.



Staff Progressive Discipline

Date Approved: XXXX

Projected Review Date: XXXX

Page 1 of 4

PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) employees are expected to maintain appropriate behaviour and carry out their duties responsibly, effectively, and diligently. The purpose of this policy is:

- to affirm HWDSB's commitment to foster and maintain positive working relationships and learning in all HWDSB environments;
- to ensure members of the HWDSB employees understand their roles and responsibilities in upholding appropriate behaviour where they work, learn, access or provide services;
- to put in place accountability measures and procedures to address misconduct; and,
- to ensure compliance of the HWDSB's workplace policies and standards.

This policy applies to all HWDSB employees (union and non-union), including HWDSB Leadership.

GUIDING PRINCIPLES:

- HWDSB is obligated to provide the highest quality of education possible to our students.
- HWDSB must protect and maintain public trust.
- HWDSB must consider bias, prejudice and discrimination that may influence the issuing of employee discipline. This involves considering the impact of all beliefs and actions that may enter a situation and taking steps to ensure discipline is issued in a consistent but unbiased manner in accordance with the degree of the misconduct.
- When issuing discipline HWDSB must consider mitigating circumstances for all employees.
- HWDSB employees must carry out their responsibilities in a co-operative and professional manner;
- HWDSB employees must comply with HWDSB policies and procedures, the *Education Act*, and other related legislation.
- HWDSB employees must share the commitment in protecting and maintaining public trust.
- HWDSB employees must reaffirm the Board's principles of equality through inclusive programs, curriculum, services and operations;
- HWDSB employees have the right to learn and work, access or provide inclusive services in an environment that is free from discrimination and harassment.

INTENDED OUTCOMES:

To address, where appropriate, employee misconduct through a progressive discipline approach.



Staff Progressive Discipline

Date Approved: XXXX

Projected Review Date: XXXX

Page 2 of 4

Maintain a positive and supportive working and learning environments for all employees and students where they are treated with dignity and respect, and where employees act in compliance with HWDSB's policies, procedures and applicable legal obligations.

RESPONSIBILITY:

Director of Education
 Members of Executive Council
 HWDSB Employees

TERMINOLOGY:

Bias: the attitudes and stereotypes that influence our understanding, actions, and decisions in an unconscious way.

Discrimination: any form of unequal treatment based on a protected ground under the *Human Rights Code* (the "*Code*"), whether imposing extra burdens or denying benefits. It may involve direct actions that are discriminatory on their face, or it may involve rules, practices or procedures that appear neutral, but have the effect of disadvantaging certain groups of people. It can be direct or indirect, individual, or systemic. It may be intentional or unintentional, and it may take obvious forms (direct), or occur in very subtle ways (indirect). In any case, even if there are many factors affecting a decision or action, if discrimination is one factor, that is a violation of this policy. Hate activities and harassment are forms of discrimination. Putting measures to correct, relieve or remedy hardship or systemic discrimination experienced by persons or groups in an attempt to achieve equity, is not discrimination.

Harassment: engaging in a course of vexatious comment or conduct that is known, or ought reasonably to be known to be unwelcome.

The *Code* also protects employees from harassment in employment by the employer, agent of the employer or by another employee because of the following prohibited grounds: Race, Colour, Ancestry, Creed (religion), Place of Origin, Ethnic Origin, Citizenship, Gender Identity, Gender Expressions, Sex (including pregnancy and breastfeeding), Sexual Orientation, Age, Marital Status, Family Status, Disability, and Record of Offences (in employment only). It is important to note that there is potential for more than one protected ground to intersect, where an employee is protected under multiple identified grounds simultaneously. Further, the *Code* protects employees from discrimination because of association, relationship, or dealings with another person identified by a protected ground.

Workplace Sexual Harassment: engaging in a course of vexatious comment or conduct against a workplace because of sex, sexual orientation, gender identity, or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome. This could also



Staff Progressive Discipline

Date Approved: XXXX

Projected Review Date: XXXX

Page 3 of 4

include making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

The Code offers protection for workers against harassment because of sex or sexual solicitation by a person in a position to confer benefits. Every person who is an employee has a right to freedom from harassment in the workplace because of sex, sexual orientation, gender identity or gender expression by their employer or agent of the employer or by another employee.

Every person has a right to be free from sexual solicitation or advance made by a person in a position to confer, grant or deny a benefit or advancement to the person where the person making the solicitation or advance knows or ought reasonably to know that it is unwelcome; or a reprisal or threat of reprisal for the rejection of a sexual solicitation or advance where the reprisal is made or threatened by a person in a position to confer, grant or deny a benefit or advancement to the person.

Harassment (including sexual harassment) can involve words or actions that are known or should be known to be offensive, embarrassing, humiliating, demeaning, or unwelcome. More than one event may need to take place to constitute harassment. However, one incident could be significant or substantial enough to amount to harassment. The following is a non-exhaustive list of behaviour that constitutes harassment: name-calling, unwelcome remarks, jokes, slurs, displaying derogatory or offensive messages, and bullying.

HWDSB environment: means Board property, schools, school buses, virtual or digital learning and working environment, social media, school or work-related events or activities, before- and after-school programs, extracurricular activities, co-instructional activities, excursions, and may include any other locations outside HWDSB that may have an impact on the school or work and learning climate.

HWDSB Leadership: Senior administration, including Director of Education, Members of Executive Council, Principals, Vice Principals, Managers, Supervisors.

Prejudice: Preconceived opinion that is not based on reason or actual experience.

Progressive discipline: Is an approach that utilizes interventions, supports, and consequences to address job related misconduct that does not meet expected and communicated standards and/or that are a violation of HWDSB policies, procedures, or any applicable legal obligation. This approach builds upon strategies that promote both positive employee behaviours and positive workplace culture. The approach to employee discipline where appropriate, will include learning opportunities for employees in order to reinforce these positive behaviours. It involves increasingly severe steps of discipline where it is appropriate to provide an employee with the opportunity to improve their behaviour.



Staff Progressive Discipline

Date Approved: XXXX

Projected Review Date: XXXX

Page 4 of 4

ACTION REQUIRED:

- Create and maintain a progressive discipline procedure that outlines the HWDSB's expectations with respect to the level of discipline, including termination, for employee misconduct. The procedure also includes a process for employee misconduct that the HWDSB considers severe enough to skip levels of progressive discipline and/or warrants immediate termination of employment.
- Provide training to HWDSB Leadership about the policy and any related procedure, including the stages and steps of progressive discipline:
 - STAGE 1 – PRE-DISCIPLINARY
 - Coaching conversation
 - Letter of Expectation
 - STAGE 2 – DISCIPLINARY
 - Step 1 – Verbal Warning (Documented)
 - Step 2 - Letter of Discipline (Written Warning)
 - Step 3 - Suspension (Without Pay)
 - Step 4 - Additional Day(s) Suspension (Without Pay)
 - Step 5 - Termination

PROGRESS INDICATORS:

Intended Outcome	Assessment
To address inappropriate behaviour by employees through a progressive discipline approach.	A reduction in the number of times progressive discipline steps are required. A reduction in the number of investigations related to job related misconduct
Maintain a positive and supportive working and learning environment for all employees and students where they are treated with dignity and respect	Employee voice survey Student voice survey

REFERENCES:

Government Documents

Education Act
 Employment Standards Act
 Occupational Health and Safety Act
 Collective Agreements, where applicable
 Ontario Human Rights Code

Subject: Bullying Prevention and Intervention Policy

Executive Council Member Responsible: Sharon Stephanian
Superintendent, Safe Schools Action Plan, and Student Well-Being



BACKGROUND

The Bullying Prevention and Intervention policy was further reviewed by staff following feedback provided at the January Policy Committee meeting.

RECOMMENDATION(S)

That the Bullying Prevention and Intervention Policy be recommended for approval.

Bullying Prevention and Intervention for Students

Date Approved: XXXX

Projected Review Date: XXXX

Page 1 of 8

PURPOSE:

Bullying, including cyber-bullying, is a serious issue that is **not acceptable and will not be tolerated** on or off school property (including virtual), in a Board or school-related activity, or in any other circumstances that will have an impact on the school climate (e.g., off school property). The intent of this policy is to prevent and intervene effectively when bullying occurs amongst students. The approach to responding to bullying is addressed in greater detail in the Student Behaviour and Discipline Policy (5.7).

Every student has a right to a safe and nurturing learning environment that is free from exploitation, exclusion, harassment, discrimination, bullying and violence. Bullying adversely affects a student's well-being, ability to learn, attendance, safety, sense of self-worth and may be a violation of their human rights. It adversely affects the school climate, including healthy relationships.

All Board employees have a responsibility to respond to and report behaviour that may lead to or be described as bullying. It is the responsibility of all individuals within a school, as part of a school community, to contribute to a positive school climate that is inclusive and accepting of all students and staff, and that promotes the prevention of bullying.

Note: This policy aligns with Ministry of Education PPM 144: Bullying Prevention and Intervention

GUIDING PRINCIPLES:

Hamilton-Wentworth District School Board (HWDSB) is committed to creating safe, inclusive and caring school environments through a focus on healthy relationships and development of positive school climates.

HWDSB is committed to:

- a relentless focus on building positive and inclusive cultures in all classrooms and schools (including virtual) so that students feel a sense of belonging and safety within the conditions to achieve their full potential;
- creating student-centred learning environments where identity, voice and lived experience are affirmed and honoured as an essential part of learning;
- listening and responding to student voice;
- fostering relationships that are positive, supportive, caring and respectful;
- proactively addressing bullying throughout the school year as part of daily practice;
- protecting students from harm, peer victimization, including bullying;
- informing and engaging students and parents/guardians/caregivers when incidents of bullying have occurred;
- investigating and responding to incidents of bullying using a clear and transparent process;
- working alongside students and families impacted by incidents of bullying and/or bullying-like behaviour;
- providing supports to students impacted by bullying and/or bullying-like behaviour;
- building trust through our actions – listening, documenting, responding and being accountable



Bullying Prevention and Intervention for Students

Date Approved: XXXX

Projected Review Date: XXXX

Page 2 of 8

at the school and system-level for improvement in student safety and well-being through the monitoring and review of school-based data and communicating outcomes to the community.

INTENDED OUTCOMES:

Through this policy, HWDSB will ensure effective prevention, intervention and response to bullying:

Prevention:

- student-centred learning environments where identity, voice and lived experience are affirmed and honoured, contributing to belonging, safety and the development of positive, caring and respectful relationships;

Intervention:

- consistent approaches to addressing bullying;
- reducing the incidence of bullying;

Response:

- working alongside students, families and staff impacted by incidents of bullying and/or bullying-like behaviour including considering the most appropriate supports;
- accountability and transparency in communication and process when an incident of bullying is reported

RESPONSIBILITY:

Director of Education Members of
Executive Council

Bullying prevention, intervention and response requires all members of the school community to have roles and responsibilities. The Director of Education and Members of Executive Council are directly responsible for the operationalizing and monitoring of this policy.

TERMINOLOGY:

Bullying is defined as aggressive and typically repeated behaviour by a student where:

- a) the behaviour is **intended**, by the student to have the effect of, or the student ought to know that the behaviour would be likely to have the effect of,
 - a. causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation, harm to the individual's property,
 - b. or creating a negative environment at a school for another individual, **and**
- b) the behaviour occurs in a context where there is a real or perceived **power imbalance** between the



Bullying Prevention and Intervention for Students

Date Approved: XXXX

Projected Review Date: XXXX

Page 3 of 8

student and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability, or the receipt of special education.

For the purposes of the definition, “bullying” behaviour includes the use of any physical, verbal, electronic, written or other means.

For the purposes of the definition of “bullying” it includes bullying by **digital means** (commonly known as cyber-bullying), including,

- a) creating a web page or a blog in which the creator assumes the identity of another person;
- b) impersonating another person as the author of content or messages posted on the internet;
- c) communicating material digitally to more than one individual or posting material on website that may be accessed by one or more individuals.

Types of Bullying:

Physical: may include hitting, pushing, slapping, tripping, kicking, shoving, beating up, stealing, damaging another person’s property or physical intimidation.

Verbal: may include name-calling, mocking, insults, threats, teasing.

Social (or Relational)/Mental/Emotional/Psychological: demeaning rolling of the eyes, excluding others from the group, gossiping, spreading rumours or images, humiliating others, making hurtful comments verbally or electronically, and/or damaging another person’s friendships, treating someone badly based on their appearance.

Digital/Cyber: including (see definition of Bullying) and:

- a) sending or sharing hateful, insulting, offensive, and/or intimidating digital communication or images via text messages, emails, direct messages
- b) revealing information considered to be personal, private, and sensitive without consent
- c) making and/or engaging, and/or participating in fake accounts on social networking sites to impersonate, humiliate and/or exclude others
- d) excluding or disrupting access to, a student on purpose from online chat groups, access to accounts and during digital gaming sessions

Bullying, including cyber-bullying, may intersect with other forms of sexual exploitation including, but not limited to, sextortion and the non-consensual sharing of intimate images. Traffickers and other sexual predators are increasingly using fake accounts to pose as acquaintances or friends of children and youth to lure, groom and recruit them into engaging in sexual acts or services. Children and youth who experience bullying are at increased risk for being sex trafficked.

Bullying, including cyberbullying, may include intentional aggression, exclusion, saying negative things, telling a joke that may cause harm, treating someone badly or name calling directed to a person or persons because



Bullying Prevention and Intervention for Students

Date Approved: XXXX

Projected Review Date: XXXX

Page 4 of 8

of one or more of the protected areas under the Ontario Human Rights Code (i.e., race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor). In these situations, the bullying might also be considered an act of discrimination or harassment based on a protected human rights ground and an act motivated by bias, prejudice or hate requiring a response under section 310 of the Education Act (suspension pending expulsion process).

Intervention: the strategies and approaches used when children and youth experience bullying.

Prevention: the strategies used to promote healthy relationships and working together for a safe, inclusive and accepting school.

Response: The expectations of the school when investigating and applying progressive discipline in situations of bullying. This includes student and family supports.

ACTION REQUIRED:

The Board shall establish, maintain and review a comprehensive *Bullying Prevention and Intervention Strategy* and a *Bullying Prevention Plan (updated every two years)* which includes:

Engaging Students/Parents, Guardians, Caregivers and Families

Student engagement is a necessary condition for learning and achievement. Through student voice and engagement, students and adults collaborate to ensure their schools become a place where everyone is safe, inclusive and caring.

Parent/guardian/caregivers play a critical role in the lives of their children and as partners in the education of their children. It is vital that parent/guardian/caregivers are confident with the measures in place to protect students from harm. Parent/guardian/caregivers of students involved in bullying must be notified of the incident and be engaged in discussion of supports.

The Board and/or schools will develop communication and outreach/engagement strategies for student and parent/guardian/caregivers as part of the *Bullying Prevention and Intervention Strategy* that:

- communicate the policy, including who to contact with questions or concerns, where information is available and how to report bullying;
- establish ongoing processes to meaningfully engage as partners in education;
- support an understanding of roles and responsibilities with respect to policies and practices related to bullying prevention, including cyber-bullying prevention;
- adjust practices as necessary to address any barriers that might prevent understanding of roles and responsibilities;
- provide access to appropriate board supports, resources and publications.



Bullying Prevention and Intervention for Students

Date Approved: XXXX

Projected Review Date: XXXX

Page 5 of 8

Prevention and Awareness Raising

Bullying prevention and awareness raising is a critical responsibility of the board and schools which includes:

- a school-wide approach with a focus on healthy relationships, equity, inclusion and Indigenous Cultural Safety principles;
- a safe, inclusive and accepting school climate through a school team in every school which includes students and parents/guardians/caregivers;
- safe supports available in schools including affinity groups, clubs, chillout spaces etc., which reflect the identities of students who access them;
- daily awareness-raising practices, which includes expectations for appropriate student behavior and make support that are available to students more visible and accessible;
- recognition of *Bullying Awareness and Prevention Week* on the third Sunday in November of each year
- student and staff learning, engagement and leadership related to bullying, particularly its connections to identity, system of oppression and discrimination;
- engaging with community partners to support bullying prevention and awareness raising.

Programs, Interventions and Other Supports

All allegations of bullying will be taken seriously and the process of responding and providing support will be transparent and follow the progressive discipline process (see Progressive Discipline and Promoting Positive Student Behaviour Procedure). Programs, interventions and supports developed will include:

- a clear and accessible process when incidents of bullying occur including appropriate and timely responses and ways to report safely and in a way that will minimize the possibility of reprisal;
- a plan to protect students who have been harmed and a process for parent/guardian/caregivers to follow up if they are not satisfied with the supports;
- programs, interventions and other supports for students who have experienced bullying behaviour, witnessed incidents of bullying, or engaged in bullying behaviour;
- consequences and learning for students who engage in bullying, based on progressive discipline;
- students with special education needs are considered in the development of interventions, supports and consequences are consistent with the child's strengths and needs, as well as with the program goals and learning expectations documented in their Individual Education Plan (IEP);
- clearly defined roles and responsibilities for staff, students, parent/guardian/caregivers and community partners.

Reporting to the Principal

While the principal is responsible for school operations and must respond to all reports of bullying, students and families are encouraged to report bullying concerns to a trusted adult within the school as soon as possible.

HWDSB will maintain a clear and transparent process that allows for the following:

- various pathways and timelines to report bullying, particularly for Indigenous, Black, Racialized, Two Spirit and LGBTQIA+ students and students with disabilities;
- students and parents to report incidents of bullying to a caring adult/the principal
- staff report incidents of bullying to the principal immediately when they witness it or have it



Bullying Prevention and Intervention for Students

Date Approved: XXXX

Projected Review Date: XXXX

Page 6 of 8

reported to them;

- the principal to adjust practices as necessary to address barriers that might prevent students, parents and staff from understanding their reporting roles and responsibilities;
- the principal to respond to reports of bullying in ways that honour and support the unique identities and lived experiences of students and families;
- the principal to provide access to appropriate board resources/publications for students, parents and staff.

Suspensions and Expulsions for Bullying

HWDSB is committed to sharing with students, families and staff, a clearly defined process aligned with the Education Act and related Regulations (e.g., Reg. 440/20) for incidents of bullying as defined within this Policy. This process will consider a progressive discipline approach, including mitigating factors, interventions, suspension and expulsion. Communication with families will be timely and transparent.

Progressive discipline, as outlined in Ministry of Education PPM 145, is a whole-school approach that utilizes a continuum of prevention and intervention strategies to provide support in teaching appropriate behaviours as well as consequences to address inappropriate behaviour. This approach is meant to shift the focus from one that is solely punitive to one that is both corrective and supportive.

Professional Development for School Staff

To support awareness and understanding by those who have regular contact with students, HWDSB will:

- establish and provide annual professional development programs to educate educators and other staff about bullying prevention and strategies for promoting a positive school climate;
- put in place curriculum-linked culturally responsive and relevant pedagogy training strategies on bullying prevention and intervention to provide administrators, educators, and other school staff the resources and support they need to disrupt and dismantle systemic barriers and to address all forms of bullying and
- make learning resources available to other adults who have significant contact with students (e.g., parents, volunteers, early learning and childcare, partners).

Communication and Outreach

Communication and outreach are critical components of bullying prevention and intervention. HWDSB will:

- actively communicate policies and procedures on bullying prevention and intervention to principals, educators, and other school staff, students, parents, Special Education Advisory Committee, Indigenous Education Circle, school councils, Parent Involvement Committee, other Board Advisory Committees, Early Learning and Childcare partners and school bus operators and drivers;
- articulate roles and responsibilities of all members of the school community (such as, principals, educators, other school staff, students, parents).



Bullying Prevention and Intervention for Students

Date Approved: XXXX

Projected Review Date: XXXX

Page 7 of 8

Monitor and Review

Monitoring and reviewing the policy will occur on a regular basis including:

- establishing indicators to support monitoring, reviewing and evaluating the effectiveness of the Policy and Procedure, using an anti-racist, anti-oppressive framework;
- tracking of all incidents of bullying including regularly reviewing all bullying related suspensions and expulsions to identify and mitigate patterns related to identity, discrimination and systems of oppression;
- establishing approaches to gather student, parent/guardian/caregivers and staff voice, in addition to surveys;
- surveys administered to students, parents/guardians/caregivers and staff every two years;

PROGRESS INDICATORS:

Intended Outcome	Assessment
Student-centred learning environments where identity, voice and lived experience are affirmed and honoured, contributing to belonging, safety and the development of positive, caring and respectful relationships	School Climate Surveys/Other youth engagement approaches
Consistent approaches to addressing bullying in schools	Recorded and monitored through data collection of School Climate Surveys/Other youth engagement approaches, parent/guardian/caregiver surveys (or other engagement methods)
Reducing the incidence of bullying in schools	Student Information System Data, including suspension and expulsion data
Working alongside students, families and staff impacted by incidents of bullying and/or bullying-like behaviour and considering the most appropriate supports	Recorded and monitored through data collection of School Climate Surveys/Other youth engagement approaches, parent/guardian/caregiver surveys (or other engagement methods), staff voice/engagement



Bullying Prevention and Intervention for Students

Date Approved: XXXX

Projected Review Date: XXXX

Page 8 of 8

Accountability and transparency in communication and process when an incident of bullying is reported.	Recorded and monitored through data collection of School Climate Surveys/Other youth engagement approaches, parent/guardian/caregiver surveys (or other engagement methods), staff voice/engagement
--	---

REFERENCES:

Government Documents

Part XIII of the Education Act
 Accepting Schools Act (Bill 13), 2012
 An Act to Amend the Education Act (Progressive Discipline and School Safety), 2007
 Policy/Program Memorandum 144 (Nov. 25, 2021)
 Safe Schools: Creating a Positive School Climate
 Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs Through Progressive Discipline K-12
 Ontario's Equity and Inclusive Education Strategy, 2009
 Ontario First Nation, Metis, and Inuit Education Policy Framework, 2007
 English Language Learners: ESL and ELD Programs and Services, 2007
 Ontario Regulation 472/07
 Access to School Premises -Trespass Act
 OCT Standards of Teaching Practice
 Ontario Human Rights Code
 Ontario Criminal Code
 Municipal Freedom of Information and Protection of Privacy Act
 All applicable curriculum guidelines