



## Bullying Prevention and Intervention Plan

### Overview

The Halton Catholic District School Board (HCDSB) recognizes that school communities exist to foster and exemplify Catholic values. All classroom, school, and system teaching and learning environments are committed to establishing and promoting healthy, safe, and inclusive learning spaces where all feel a positive sense of self, spirit and belonging. This forms the basis for the creation of the Bullying Prevention and Intervention Plan as required by the Ontario Ministry of Education and the Education Act. It will facilitate the implementation of comparable plans for all HCDSB schools.

This plan supports and promotes a safe, welcoming, inclusive, and accepting school environment through appropriate prevention and intervention practices. This is reinforced by the application of progressive discipline in compliance with the *Education Act*, *PPM 128 Provincial Code of Conduct and School HCDSB Codes of Conduct (2019)*, *PPM 144 Bullying Prevention and Intervention (2021)*, *the Parent's Guide to the Provincial Code of Conduct (2019)*, *PPM 119 Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools (2013)*, and the *Ontario Human Rights Code*.

### Definitions

**Bullying** - Bullying is behaviour that makes the person being bullied feel afraid or uncomfortable. It can be in the form of unwanted repeated aggression or happen one time. It can be carried out by one person or a group of people.

Repeated bullying is 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 can occur in situations where there are real or perceived power imbalances between individuals or groups, and may be a symptom of racism, classism, homophobia, sexism, religious discrimination, ethnic discrimination or other forms of bias and discrimination. Bullying can also be based on, but not limited to, body size, appearance, abilities, or other real or perceived factors. Perceptions about differences are often based on stereotypes perpetuated in broader society.

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

People sometimes confuse conflict with bullying, but they are different. Conflict between students does not always mean it is bullying.

Conflict often occurs between people who:

- have a disagreement, a difference of opinion or different views
- have roughly the same amount of “social power”
- can go back to being friends

Conflict is usually an isolated incident. Conflict becomes negative when a person behaves aggressively, says or does hurtful things, or when the power dynamic shifts.

- Over time, a pattern of aggressive behaviour can emerge and become worse. If more people support one person, or if something happens to weaken one person’s social status, the person who is on the receiving end of the aggressive conflict may feel less able to express their point of view and feel powerless. That is when negative conflict can turn into bullying.

## Types of Bullying

Bullying can take different forms. These include, but are not limited to:

- **Physical:** for example, hitting, kicking, shoving, damaging, or stealing property
- **Verbal:** for example, name-calling, mocking, put-downs and shameful, threatening, humiliating or discriminatory comments
- **Social/Relational:** for example, damaging friendships, spreading gossip, rumours or excluding others from a group including teasing, threatening, and other hurtful acts
- **Written:** for example, writing notes and graffiti that are hurtful and insulting
- **Cyber-bullying:** is the act of engaging in bullying behaviours through electronic means such as social media platforms, email, text or direct messaging, digital gaming and/or communication applications. Examples of cyber-bullying may include:
  - sending or sharing hateful, insulting, offensive, and/or intimidating electronic communication or images via text messages, emails, direct messages
  - revealing information considered to be personal, private, and sensitive without consent
  - making and/or engaging, and/or participating in fake accounts on social networking sites to impersonate, humiliate and/or exclude others
  - excluding or disrupting access to, a student on purpose from online chat groups, access to accounts and during digital gaming sessions
  - increasing the use of digital platforms enhances the threat of cyber-bullying as well as other safety risks

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 Prevention:** Is a whole school approach that heightens expectations for a safe, caring, equitable, inclusive and accepting learning environment. It includes a shared understanding about the nature and underlying causes of bullying and its effects on the lives of individual students and the school community.

**Bullying Intervention:** Is a comprehensive and effective response to a bullying incident that takes into consideration all parties involved in the bullying incident. It should provide specific supports for the student who has been bullied, interventions for the student who has bullied others and for the student who has been affected by witnessing the bullying.

**Positive Learning Environment:** Is the sum of all relationships found within the school and is a critical component of bullying prevention. A positive learning environment is accepting, equitable, and inclusive of all persons regardless of race, colour, culture, ancestry, place of origin, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, religion, family status, or disability. A positive learning environment engages the school community, including parents/guardians, as well as the broader community. A positive learning environment exists when all members of the school community feel safe, respected, and actively promote positive language, behaviours and interactions.

**Safe Schools Team:** Each school must have in place a Safe Schools Team responsible for school safety that is composed of at least one student (where appropriate), one parent, one teacher, one support staff member, one community partner and the Principal or designate. The team must have a staff chair. An existing school committee can assume this role.

The Safe Schools Team is responsible to develop a school-based Bullying Prevention and Intervention Plan to guide the practices of the school staff and administration. This team is encouraged to plan activities and launch initiatives that heighten awareness of bullying and its impact on the learning environment. By organizing bullying prevention and intervention activities throughout the year, schools will affect positive change in student achievement and sense of belonging.

**School Climate:** The collective whole of the personal relationships within a school. A positive climate exists when all members of the school community feel safe, comfortable, and accepted.

An additional Glossary of Key Terms can be found in Appendix A.

## Prevention and Awareness Raising

The HCDSB shall establish a Bullying Prevention and Intervention Plan for schools based on the model Bullying Prevention and Intervention Plan developed by the Ministry of Education. All schools shall implement the Board's plan in accordance with the *Education Act* and HCDSB policies and procedures. When establishing the plan, the Board will solicit the views of students, educators and staff of the Board, volunteers working in the schools, parents/guardians, Catholic School Councils, Safe Schools Teams, Special Education Advisory Committee (SEAC), Catholic Parent Involvement Committee (CPIC), the Indigenous Education Advisory Council, HCDSB Ad Hoc and Steering Committees, social service agencies, and community-based organizations and partners.

The plan shall include but not be limited to:

- A comprehensive prevention and awareness-raising strategy that includes expectations for appropriate student, staff and community member behaviour;
- Utilizing evidence-based strategies to support school-wide bullying prevention. This will focus on developing skills for healthy relationships by including bullying prevention strategies and highlighting equity and inclusive education principles in daily classroom teaching and/or school activities;
- Procedures to allow students, parents/guardians, staff and community members to report bullying incidents safely and in a way that discourages reprisal and threat thereof. These procedures will also define the rights, responsibilities, and roles of the principals, educators staff, students and parents/guardians;

- A comprehensive intervention strategy for principals and staff to address incidents of bullying, including appropriate and timely responses. Reporting methods include, but are not limited to, The Safe School Incident Reporting Tool for school Administrators and all staff as well as Procedure VI-102 for each student, staff, volunteer, or parent/guardian to report bullying incidents.

## **Programs, Interventions and Other Supports**

All schools will provide support for students who have been bullied, interventions for students who have bullied others, and for students who have been affected by witnessing bullying.

The HCDSB will:

- Establish and provide annual professional development programs to educate staff of the HCDSB about bullying prevention and strategies for promoting positive learning environments.
- Review its Bullying Prevention and Intervention Plan according to the HCDSB's regular policy review cycle and shall solicit the views of students, educators, the HCDSB staff, volunteers working in the schools, parents/guardians, Catholic School Councils, Safe Schools Teams, SEAC, CPIC, the Indigenous Education Advisory Council, social service agencies, and community-based organizations/ partners.
- Post its Bullying Prevention and Intervention Plan on the HCDSB website.

All schools will:

- Recognize the importance of using timely evidenced-based interventions and supports with a school-wide approach.
- Use teachable moments within a progressive discipline approach to address inappropriate behaviour and consider all mitigating factors.
- Have in place processes and strategies to identify and respond to bullying when it happens.
- Identify strategies for supporting all students involved in bullying.
- Communicate the progressive discipline approach to the school community and the procedures in place to support the student.

All principals will:

- Post the HCDSB's Bullying Prevention and Intervention Plan and the school's Bullying and Intervention Plan on the school's website.
- Post the member titles of the Safe Schools Team on the school's website.

## **Notifying Parents/Guardians**

**Notifying Parents** (as per PPM 145, s. 6)

- Section 300.3 of the Education Act specifies when principals are required to notify the parents/guardians of students who have been harmed as the result of a serious student incident. Principals shall disclose the following information:

- the nature of the activity 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 disciplinary measures taken in response to the activity; and,
  - the supports that will be provided for the student in response to the harm that resulted from the activity.
- This section of the act also specifies that Principals are required to notify the parents/guardians of students who have engaged in serious student incidents, except in certain circumstance where evidence suggests that the parents/guardians may further harm the health and safety of the student.
- The Principal shall invite the parents/guardians to discuss supports for their child. Principals shall disclose the following information:
  - the nature of the activity that resulted in harm to the other student;
  - the nature of the harm to the other student;
  - the nature of any disciplinary measures taken in response to the activity; and,
  - the supports that will be provided for the student in response to engaging in the activity.
- When notifying parents/guardians of these incidents, the principal must invite parents to have a discussion with them about the supports that will be provided for their child.

Under the authority of the Education Act and the Youth Criminal Justice Act, and protected in accordance with the Municipal Freedom Information Protection and Privacy Act, the HCDSB or any of its employees will not disclose or provide access to information about a bullying incident unless authorized to do so by written consent or as required by law.

## Reporting to the Principal

The purpose of reporting serious student incidents is to ensure that the Principal is aware of any activities taking place in the school for which suspension or expulsion must be considered and to help ensure a positive school climate. Section 300.2 of Part XIII of the Education Act states that an employee of the HCDSB who becomes aware that a student at a school of the HCDSB may have engaged in a serious student incident shall report the matter to the Principal as soon as reasonably possible. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the Principal no later than the end of the school day.

In cases where immediate action is required, an oral report to the Principal may be made. A written report must be submitted to the Principal when it is safe to do so.

All employee reports, including those made to the Principal orally, must be confirmed in writing, using the "Safe Schools Incident Reporting Form – Part I" (Appendix D) <https://kfs.theHCDSB.org/kics/formlist.php>

In all cases, the Principal must provide the employee who reported the incident with written acknowledgement, using the "Safe Schools Incident Reporting Form – Part II"(Appendix D). If no further action is taken by the Principal, they are not required to retain the report. Information that could identify the student(s) involved must not be part of the acknowledgement.

If the Principal has decided that action must be taken as a result of a serious student incident, they will file a copy of the reporting form with documentation indicating the action taken in the Ontario Student Record of the student whose behaviour was inappropriate. The names of all other students that appear on the form (both students who engaged in the activity and students who have been harmed) must be removed from the form before it is filed. Additionally, the Principal must complete all HCDSB mandated tracking of the student incident.

## **Professional Development Strategies for Staff**

The HCDSB will establish and provide annual professional development programs to educate teachers and other school staff about bullying prevention and strategies for promoting a positive school climate, in accordance with paragraph 7.1 of subsection 170(1) of the Education Act. The HCDSB will put in place curriculum-linked training strategies on bullying prevention and intervention to give all administrators, teachers, and other school staff the resources and support they need. The strategies will include ways of responding to all forms of bullying. The HCDSB shall also make resources available to other adults who have significant contact with students (e.g., school bus operators/drivers, volunteers). The HCDSB will also recognize the ongoing need to support training for new teachers.

Topics for training will include, but not be limited to, the following:

- Definitions and Understanding of Bullying
- Anti-Racism & Anti-Oppression Training
- Ontario Human Rights Code with reference to Bullying
- Dignity of the Human Person: Rights and Responsibilities
- Racism and Discrimination: Responding with Faith, Hope, and Love
- Administrator training on Steps for Discipline through the lens of Human Rights and Equity
- HCDSB Tiered Model of Intervention (Appendix F)
- Training for administrators on the collection and analysis of data for planning and implementation
- Training for staff on how to create a Positive School Climate

Each school will establish and provide ongoing professional development programs to educate academic council members, teachers, and other school staff about bullying prevention and strategies for promoting a positive school climate, in accordance with paragraph 7.1 of subsection 170(1) of the Education Act.

## **Communications and Outreach Strategies**

To support a whole-school approach, the HCDSB will actively communicate its policies and guidelines on bullying prevention and intervention to principals, teachers, school staff, students, parents/guardians, school councils, school bus operators and drivers. The HCDSB will also provide this information to its Special Education Advisory Committee, Catholic Parent Involvement Committee, Indigenous Education Advisory Council, Human Rights and Equity Advisory Committees, and other appropriate community partners. It is important that the roles and responsibilities of all members of the school community (e.g., principals, teachers, other school staff, students, and parents/guardians) be clearly articulated and understood. Parents/Guardians play a key role in the development of safe, inclusive, and accepting schools.

The HCDSB will make every effort to provide access to resources/publications for parents/guardians, considering accessibility, culturally responsive, and linguistic considerations, and to expand opportunities to support teachers in addressing bullying issues.

The HCDSB will post its Bullying Prevention and Intervention Plan on its website, accompanying other documents, such as, the Tiered Model of Intervention (Appendix F).

Each school will post the HCDSB's and the school's Bullying Prevention and Intervention Plan on its website.

## **Monitoring and Review**

The HCDSB will monitor, review, and evaluate the effectiveness of HCDSB policies and guidelines, using indicators established in consultation with teachers, other school staff, students, parents/guardians, and school councils. It will also consult with its Special Education Advisory Committee, Human Rights and Equity Advisory Committees, Indigenous Education Advisory Council, Catholic Parent Involvement Committee, and other appropriate community partners. The HCDSB will conduct a cyclical review of its policies and guidelines.

Each school will annually monitor, review, and evaluate the effectiveness of the school's Bullying Prevention and Intervention Plan in consultation with its Safe Schools Team, Family of Schools Superintendent, teachers, other school staff, students, and school councils. The Safe Schools Team will receive School Climate Survey data, and other census-related data as it becomes available, from the HCDSB and will review and analyze the data for planning and implementation.

## Appendices

### Appendix A: Glossary of Key Terms

**Ableism:** A belief system that sees persons with disabilities as being less worthy of respect and consideration, less able to contribute and participate, or of less inherent value than others.

**Anti-Black Racism:** Policies and practices rooted in Canadian institutions such as, education, health care, and justice that mirror and reinforce beliefs, attitudes, prejudice, stereotyping and/or discrimination towards people of African descent.

**Anti-Indigenous Racism:** Ongoing race-based discrimination, negative stereotyping, and injustice experienced by Indigenous Peoples within Canada. It includes ideas and practices that establish and perpetuate inequitable outcomes that stem from the legacy of colonial policies and practices in Canada. Systemic anti-Indigenous racism is evident in discriminatory federal policies such as the Indian Act and the residential school system, overrepresentation of Indigenous peoples in provincial criminal justice and child welfare systems, as well as inequitable outcomes in education, well-being, and health.

**Anti-Racism:** An active and consistent process of change to eliminate individual, institutional and systemic racism.

**Anti-racist education:** Education that is based in the notion of race and racial discrimination as being embedded within the policies and practices of institutional structures. Its goal is to aid students to understand the nature and characteristics of these discriminatory barriers, and to develop work to dismantle them.

**Antisemitism:** Latent or overt hostility, or hatred directed towards, or discrimination against, individual Jewish people or the Jewish people for reasons connected to their religion, ethnicity, and their cultural, historical, intellectual, and religious heritage.

**Colonialism:** The policy or practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically. In the late 15<sup>th</sup> century, the British and French explored, fought over, and colonized places within North America which constitutes present day Canada.

**Duty to Accommodate:** Under the Ontario Human Rights Code, people identified by Code grounds are entitled to the same opportunities and benefits as everybody else. In some cases, they may need special arrangements or “accommodations” to take part equally in the social areas the Code covers, such as education.

**Equity:** A condition or state of fair, inclusive and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

**Homophobia:** The irrational aversion to, fear or hatred of gay, lesbian or bisexual people and communities, or of behaviors stereotyped as “homosexual.”\*

**Indigenous Knowledge:** Local and indigenous knowledge refers to the understandings, skills and philosophies developed by societies with long histories of interaction with their natural surroundings. For rural and indigenous peoples, local knowledge informs decision-making about



fundamental aspects of day-to-day life.

**Intersectionality:** Intersectionality is the way in which people's lives are shaped by their multiple and overlapping identities and social locations, which, together, can produce a unique and distinct experience for that individual or group, for example, creating additional barriers, opportunities, and/or power imbalances.

**Islamophobia:** Islamophobia includes racism, stereotypes, prejudice, fear or acts of hostility directed towards individual Muslims or followers of Islam in general. In addition to individual acts of intolerance and racial profiling, Islamophobia can lead to viewing and treating Muslims as a greater security threat on an institutional, systemic and societal level.

**Ontario Human Rights Code:** The Ontario Human Rights Code is a provincial law that gives everybody equal rights and opportunities without discrimination in areas such as jobs, housing and education. The Code's goal is to prevent discrimination and harassment because of race, sex, disability and age, to name a few of the 17 grounds. All other Ontario laws must agree with the Code.

**Positive School Climate:** Is defined by the Ministry of Education as existing when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of bullying prevention.

**Racialized:** People who are seen as having a race, perceived in racial terms.

**Racism:** Racism includes ideas or practices that establish, maintain or perpetuate the racial superiority or dominance of one group over another. Racism exists at a number of levels, including individual, institutional or systemic, and societal.

**Racial Discrimination:** Racial discrimination is a legally prohibited act. It happens when any distinction, conduct or action, whether intentional or not, is based on a person's race and has the effect of imposing burdens not imposed upon others. Racial discrimination could happen when someone acts on racist beliefs and attitudes in areas covered by the Ontario Human Rights Code, such as employment, services, and housing.

**School Climate:** The school climate is defined by the Ministry of Education as the learning environment and relationships found within a school and school community.

**Social Location:** An individual's social location is defined as the combination of factors including gender, race, social class, age, ability, religion, sexual orientation, and geographic location. This makes social location particular to each individual.

**Systemic Barriers:** Institutional and instructional practices that negatively impact the achievement and well-being of students and lead to inequitable outcomes. Systemic barriers are caused by embedded biases in policies, practices and processes, and may result in differential treatment

**Transphobia:** The aversion to, fear or hatred or intolerance of trans people and communities. Like other prejudices, it is based on stereotypes and misconceptions that are used to justify

discrimination, harassment and violence toward trans people.

**White:** People whose ancestry is or is perceived to be from Europe.

**Whiteness:** The academic term used to capture the all-encompassing dimensions of White privilege, dominance and assumed superiority in society.

## Appendix B: School Bullying Prevention & Intervention Plan Template

### [SCHOOL NAME] BULLYING PREVENTION AND INTERVENTION PLAN

Date:

#### Evidence Analysis, Assessment and Evaluation

- School Climate Survey (Data regarding Bullying/Exclusion/Harassment)
- Identify the key areas of concern.
- Identify the focal point for the plan.

#### Education, Awareness and Outreach

- Identify the communication plan for awareness of bullying and related concerns (e.g., definition of bullying/cyber-bullying, roles, and actions).
- What communication/education will take place at the classroom level? School level? School community level?
- How will behaviours be addressed through Progressive Discipline?

#### Policies and Procedures

- What are the related HCDSB policies and procedures around bullying prevention and intervention?
- How will these policies be communicated at the classroom level? School level? School community level?
- How will roles of individuals in enforcing these policies and procedures be communicated? (i.e. the need for ALL staff in the building to respond to and/or report incidents of inappropriate student behaviour)

#### Prevention

- How will a Positive School Climate be promoted in the school? (i.e. Appendix F: Tiered Model of Intervention in Addressing Bullying and Positive Mental Health )
- What awareness raising strategies will be used?
- How will Bullying Prevention be tied to the curriculum?
- What will happen at the classroom level? School level? School Community level?

#### Intervention and Support Strategies

- What processes will be in place to identify and respond to bullying when it happens? (i.e. Tier 2: Response and Support, and Tier 3: Intervention)
- What supports will be in place for the aggressor? The victim? The bystanders/onlookers?

#### Monitoring and Review

- What monitoring will be in place to review year-to-date data? (e.g. Administrator review of: Safe Schools Reporting Form, school incident reporting, suspensions, anecdotal evidence)
- When will the four meeting dates be scheduled for your Safe Schools Team? (e.g. September, November, February, May)
- How will your Safe Schools Team review trends in the data from the School Climate Survey?
- When and how might your Safe Schools Team review and revise the school's Bullying Prevention and Intervention Plan?

## Appendix C: Safe Classrooms: Is It Bullying?

CONFLICT	RUDE	MEAN	BULLYING
Occasional	Occasional	Once or Twice	Is REPEATED
Not planned; in the heat of the moment	Spontaneous: unintentional	Intentional	Is planned and done on purpose
All parties are upset	Can cause hurt feelings; upset	Can hurt others deeply	The target of the bullying is upset
All parties want to work things out	Based in thoughtlessness, poor manners or narcissism	Based in anger; impulsive cruelty	The bully is trying to gain control over the target
All parties will accept responsibility	Rude person accepts responsibility	Behavior often regretted;	The bully blames the target
An effort is made by all parties to solve the problem			The target wants to stop the bully's behavior, the bully does not
Can be resolved through mediation	Social skill building could be of benefit	Needs to be addressed/ should NOT be ignored	CANNOT be resolved through mediation

Source: Jennifer Astles, DASA Newsletter, January 2014, TST BOCES

# Appendix D: PPM 145 Safe Schools Incident Reporting Forms

To be completed online using: <https://kfs.the HCDSB.org/kics/formlist.php>



Ministry of Education

## Policy/Program Memorandum No. 145

### APPENDIX 2: Safe Schools Incident Reporting Forms

Report No: _____	<b>Confidential</b> <b>SAFE SCHOOLS INCIDENT REPORTING FORM – PART I</b>
Name of School _____	
1. Name of Student(s) Involved (if known) _____	
2. Location of Incident (check one)	<input type="checkbox"/> At a location in the school or on school property (please specify) _____ <input type="checkbox"/> At a school-related activity (please specify) _____ <input type="checkbox"/> On a school bus (please specify route number) _____ <input type="checkbox"/> Other (please specify) _____
3. Time of Incident	Date: _____ Time: _____
4. Type of Incident (check all that apply)	<p><b>Activities for which suspension must be considered under subsection 306(1) of the Education Act</b></p> <input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person <input type="checkbox"/> Possessing alcohol, illegal drugs or, unless the student is a medical cannabis user,* cannabis <input type="checkbox"/> Being under the influence of alcohol or, unless the student is a medical cannabis user, cannabis <input type="checkbox"/> Swearing at a teacher or at another person in a position of authority <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school <input type="checkbox"/> Bullying <input type="checkbox"/> Any other activity for which a student may be suspended under board policy <p><i>[Note: Boards must specify on this form any other activities for which the principal may suspend according to board policy.]</i></p> <p><b>Activities for which expulsion must be considered under subsection 310(1) of the Education Act</b></p> <input type="checkbox"/> Possessing a weapon, including possessing a firearm <input type="checkbox"/> Using a weapon to cause or to threaten bodily harm to another person <input type="checkbox"/> Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner <input type="checkbox"/> Committing sexual assault <input type="checkbox"/> Trafficking in weapons or in illegal drugs <input type="checkbox"/> Committing robbery <input type="checkbox"/> Bullying (if the student has been previously suspended for engaging in bullying and the student's continuing presence in the school creates an unacceptable risk to the safety of another person) <input type="checkbox"/> Any activity listed in subsection 306(1) that is motivated by bias, prejudice, or hate <input type="checkbox"/> Giving alcohol or cannabis to a minor <input type="checkbox"/> Any other activity for which a student may be expelled under board policy <p><i>[Note: Boards must specify on this form any other activities for which the board may expel according to board policy.]</i></p>
<b>5. Report Submitted By:</b> Name: _____ Role in School Community: _____ Signature: _____ Date: _____ <b>Contact Information:</b> Location: _____ Telephone: _____	
<b>6. FOR PRINCIPAL'S USE ONLY:</b> Check if incident was a <b>violent incident</b> , as defined in Policy/Program Memorandum No. 120. <input type="checkbox"/> <b>Violent incident</b> Information is collected under the authority of Part XIII of the Education Act and in accordance with the Municipal Freedom of Information and Protection of Privacy Act, and shall be used for the purpose of student discipline. Questions about information collected on this form shall be directed to the school principal. * As defined in the Education Act, a <i>medical cannabis</i> user is a person who is authorized to possess cannabis for the person's own medical purposes in accordance with applicable federal law.	



Ministry of Education

# Policy/Program Memorandum No. 145

<p style="text-align: center;"><i>Confidential</i></p> <p style="text-align: center;"><b>SAFE SCHOOLS INCIDENT REPORTING FORM – PART II</b></p> <p style="text-align: center;"><i>Acknowledgement of receipt of report</i></p>
<p><b>Report No:</b> _____</p> <p><b>Report Submitted By:</b></p> <p><b>Name:</b> _____ <b>Date:</b> _____</p> <p><input type="checkbox"/> <b>Investigation completed</b></p> <p><input type="checkbox"/> Principal to communicate results to the teacher at a mutually convenient time*</p> <p><input type="checkbox"/> Principal to communicate results to other board employee at a mutually convenient time, as appropriate*</p> <p><input type="checkbox"/> <b>Investigation in progress</b></p> <p><input type="checkbox"/> Once investigation is completed, principal to communicate results to the teacher at a mutually convenient time*</p> <p><input type="checkbox"/> Once investigation is completed, principal to communicate results to other board employee at a mutually convenient time, as appropriate*</p> <p><b>Name of Principal:</b> _____</p> <p><b>Signature:</b> _____ <b>Date:</b> _____</p> <p><i>Note: Only Part II is to be given to the person who submitted the report.</i></p> <p><small>* In accordance with s.300.2 of the Education Act, after investigating a matter reported by an employee, the principal shall communicate the results of the investigation to the teacher or other board employee who is not a teacher, as appropriate. In accordance with the Municipal Freedom of Information and Protection and Privacy Act and the Education Act, when reporting the results of the investigation, the principal shall not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation.</small></p>

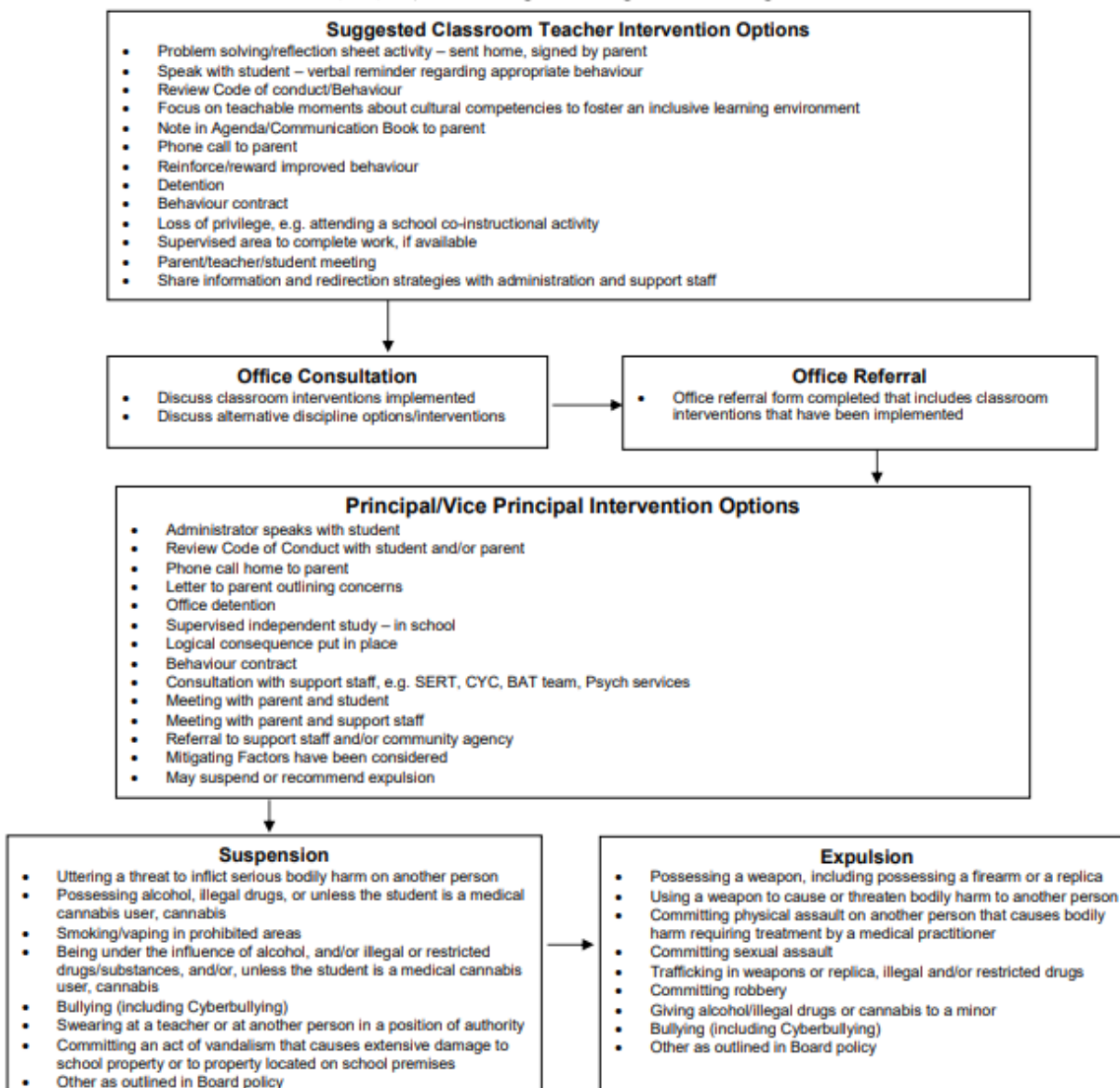
## Appendix E: Progressive Discipline & School Safety Charts



### Procedure No. VI-44 | Progressive Discipline and Safety in Schools

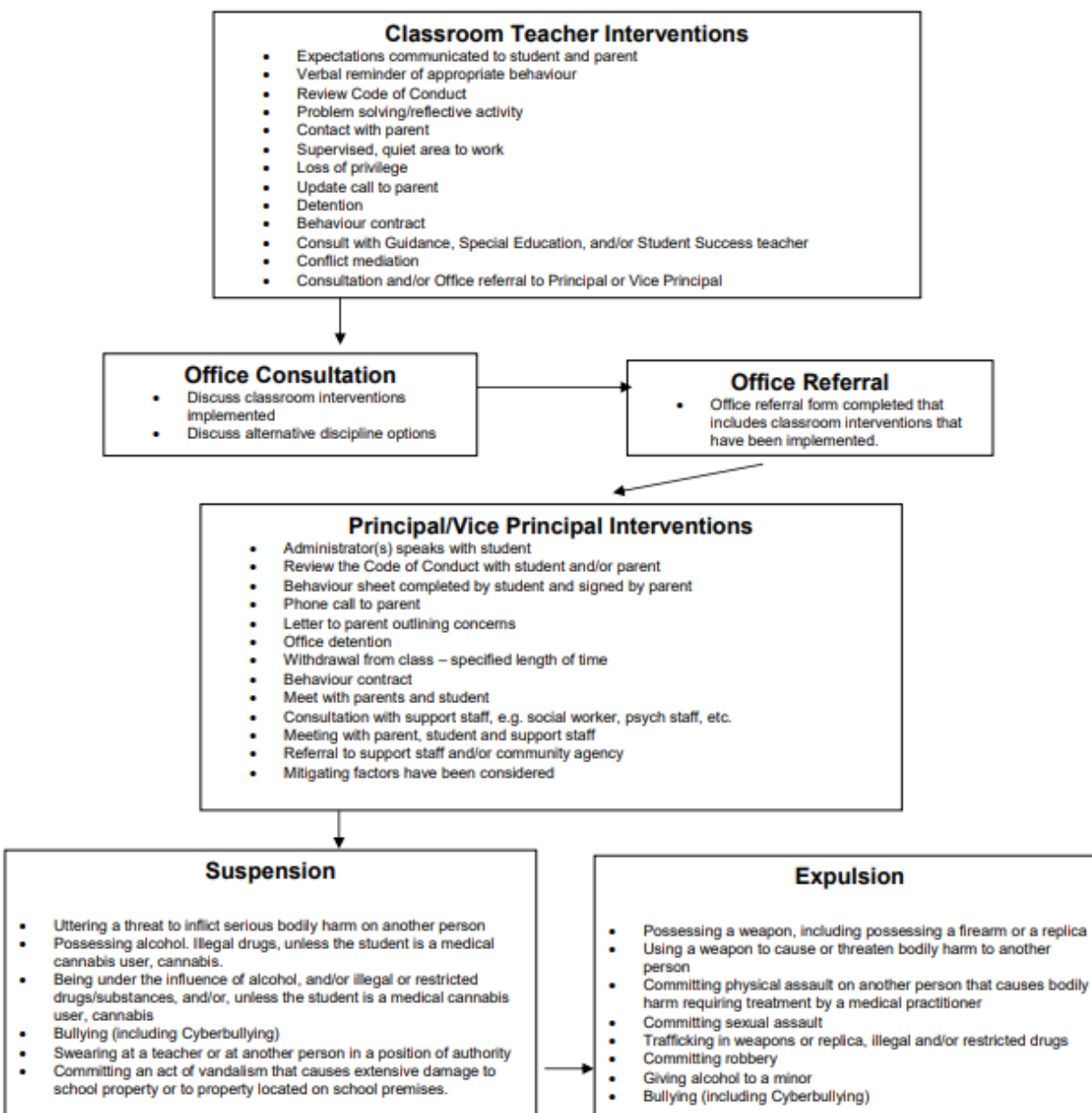
#### Elementary Progressive Discipline & School Safety Chart

Progressive Discipline is a step-by-step intervention process that is a partnership approach with administration, staff, and parents with the goal of assisting the student to change their behaviour.





## Secondary - Progressive Discipline Chart





## Appendix F: HCDSB Tiered Model of Intervention

