Ontario

Ministry of Education

Policy/Program Memorandum No. 144

Date of Issue: December 5, 2012

Effective: Until revoked or modified

Subject: BULLYING PREVENTION AND INTERVENTION

Application: Directors of Education
Supervisory Officers and Secretary-Treasurers of School Authorities
Principals of Elementary Schools
Principals of Secondary Schools
Principals of Provincial and Demonstration Schools
Chairs of Special Education Advisory Committees

Reference: This memorandum replaces Policy/Program Memorandum No.144, October 19, 2009.

INTRODUCTION

The purpose of this memorandum is to provide direction to school boards[1] on required revisions to their existing policies and guidelines on bullying prevention and intervention. The revised policies and guidelines must be in place by February 1, 2013.

School boards are required to establish their policies and guidelines on bullying prevention and intervention in accordance with subsection 302(3.4) of Part XIII of the Education Act.

Providing students[2] with an opportunity to learn and develop in a safe, inclusive, and accepting school climate is a shared responsibility in which school boards and schools play an important role. Schools that have bullying prevention and intervention policies foster a positive learning and teaching environment that supports academic achievement for all students and that helps students reach their full potential.

The school climate may be defined as the learning environment and relationships found within a school and school community. A positive school climate exists 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.

1. In this memorandum, *school board(s)* and *board(s)* refer to district school boards and school authorities.
2. *Student*, as used in this memorandum, refers to *pupil*, as used in the Education Act.

Building and sustaining a positive school climate is a complex challenge requiring evidence-informed solutions. A whole-school approach[3] involving all education and community partners is needed to bring about necessary systemic change.

The following are some characteristics of a positive school climate:[4]

- Students, staff members, and parents feel safe, and are safe, included, and accepted.
- All members of the school community demonstrate respect, fairness, and kindness in their interactions, building healthy relationships that are free from discrimination and harassment.
- Students are encouraged and given support to be positive leaders and role models in their school community.
- Open and ongoing dialogue takes place between the principal,[5] staff members, parents,[6] and students. All partners are actively engaged.
- The learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners.
- Every student is inspired and given support to succeed in an environment of high expectations.
- Bullying prevention and awareness-raising strategies for students and staff are reinforced through curriculum-linked programs.

Boards are expected to support and maintain a positive school climate in their schools.

In recognition of the importance of addressing bullying, which can have a significant impact on student safety, learning, and the school climate, bullying is one of the activities for which suspension must be considered.

Under recent amendments to the Education Act, principals must suspend a student for bullying and consider referring that student for expulsion if (1) the student has previously been suspended for bullying, and (2) the student's continuing presence in the school creates, in the principal's opinion, an unacceptable risk to the safety of another person. When both of these conditions are met, the principal must suspend the student and consider referring the student for an expulsion hearing.

Principals must also suspend a student, and consider referring that student for expulsion, for any incident under subsection 306(1) of the Education Act, including bullying, that is motivated by bias, prejudice, or hate based on 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 (e.g., socio-economic status, appearance).

3. For a description of the "whole-school approach", see Policy/Program Memorandum No. 145, "Progressive Discipline and Promoting Positive Student Behaviour", December 5, 2012.
4. Based on Safe Schools Action Team, *Safe Schools Policy and Practice: An Agenda for Action* (Toronto: Queen's Printer for Ontario, 2006), p.7.
5. In this memorandum, *principal* refers to the principal or to a person designated by the principal or by the board.
6. In this memorandum, *parent(s)* refers to parent(s) and guardian(s). For the purposes of Part XIII of the Education Act, students who are 18 years of age or older, and students who are 16 or 17 years of age but have withdrawn from parental control, are to be treated as adults.

Bullying Awareness and Prevention Week has been established in subsection 300.0.2(1) of the Education Act as beginning on the third Sunday in November of each year. Its purpose is to heighten awareness and understanding of bullying and the impact it can have on the overall school environment.

RESEARCH

Research shows that bullying is a serious issue that has far-reaching consequences for individuals, their families and peers, and the community at large. According to the Centre for Addiction and Mental Health, almost one-third of students are being bullied at school and more than one-fifth of students report having bullied someone else.[7] Research indicates that a clearly articulated school-wide bullying prevention policy is the foundation of effective bullying prevention programming.

Research reveals significant findings, including the following:

- Experts call for early intervention for both the child who is a victim of bullying and the child who bullies. Without support, children who bully appear to learn how to use power and aggression to dominate others.[8]
- A safe and positive learning environment is essential for student success. The impact of bullying can be severe, and can include anxiety, physical ailments, absenteeism, diminished academic performance, and depression.[9]
- The effectiveness of a school involves more than students' achievement of academic success; it involves the development of relationships among staff, among students, and between staff and students to promote a safe environment and a positive school climate.[10]

If students who are bullied, who bully others, or who witness bullying receive the necessary support, they can learn effective strategies for interacting positively with others and for promoting positive peer dynamics. Research also shows that administrators, teachers, and other school staff[11] need to be provided with opportunities to acquire the knowledge and skills necessary to address bullying through school-level bullying prevention and intervention strategies that focus on building skills for healthy relationships.

7. Angela Paglia-Boak, Edward M. Adlaf, Hayley A. Hamilton, Joseph H. Beitchman, David Wolfe, and Robert E. Mann, *The Mental Health and Well-Being of Ontario Students, 1991–2011: Detailed OSDUHS Findings*. Ontario Student Drug Use and Health Survey, CAMH Research Document Series No. 34 (Toronto: Centre for Addiction and Mental Health, 2012), p. 68.
8. Wendy M. Craig, Debra J. Pepler, Ashley Murphy, and Heather McCuaig-Edge, "What Works in Bullying Prevention?", in Eric M. Vernberg and Bridget K. Biggs, eds., *Preventing and Treating Bullying and Victimization* ([U.S.A.]: Oxford University Press, 2010), pp. 215–42.
9. Office of the Auditor General, Ontario, *2010 Annual Report* (Toronto: Queen's Printer for Ontario, 2010), pp. 272–87.
10. See Peter G. Jaffe, Lynn C. Watson, and Claire V. Crooks, *Creating Safe School Environments: From Small Steps to Sustainable Change* (London, Ont.: The Althouse Press, 2010).
11. Other school staff include, but are not limited to, staff in social work, child and youth work, psychology, and related areas; early childhood educators; educational assistants; attendance counsellors; and Aboriginal education counsellors. Even though the term *school staff* is used in this memorandum, it is understood that staff at the school are employed by the board.

DEFINITION OF *BULLYING*

For the purposes of policies on bullying prevention and intervention, school boards must use the following definition of *bullying*, given in subsection 1(1) of the Education Act:

> "bullying" means aggressive and typically repeated behaviour by a pupil where,
>
> (a) the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
>
> (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
>
> (ii) 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 pupil 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;
>
> **Bullying**
>
> (1.0.0.1) For the purposes of the definition of "bullying" in subsection (1), behaviour includes the use of any physical, verbal, electronic, written or other means.
>
> **Cyber-bullying**
>
> (1.0.0.2) For the purposes of the definition of "bullying" in subsection (1), bullying includes bullying by electronic 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; and
>
> (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Aggressive behaviour may be intentional or unintentional, direct or indirect. It can take many forms, including physical, verbal, and social. If aggressive behaviour is physical, it may include hitting, pushing, slapping, and tripping. If it is verbal, it may include name calling, mocking, insults, threats, and sexist, racist, homophobic, or transphobic comments. If it is social, or relational, aggression, it is more subtle and may involve such behaviours as gossiping, spreading rumours, excluding others from a group, humiliating others with public gestures or graffiti, and shunning or ignoring. Social aggression may also occur through the use of technology (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet websites, social networking, or other technology).

Harm, as used in this memorandum, means harm that can be experienced in a number of ways, including physical, mental, emotional, and psychological.

In the course of a day, there are many "teachable moments" when issues appear to arise. Prompt intervention with a few moments of coaching and support at these critical times can help all children and youth, including those who may be at risk, to develop the skills and understanding that they need to

maintain positive relationships with others. Such interactions that students have with their teachers, other school staff, and fellow students, as well as with principals, vice-principals, their parents, and others, can be used to help them improve their social skills.

SCHOOL BOARD BULLYING PREVENTION AND INTERVENTION PLANS

Every board must establish a bullying prevention and intervention plan for the schools of the board, and must require that all schools implement the board's plan in accordance with subsection 303.3(1). When establishing their plan, boards must solicit the views of students, teachers, principals, and other staff of the board, volunteers working in the schools, parents of the students, school councils, and the local community, in accordance with subsection 303.3(3) of the Education Act. They should also consult with their Special Education Advisory Committee and with community partners, including social service agencies, mental health agencies, members of First Nations, Métis, and Inuit communities, and other appropriate community groups. Boards may also choose to consult with their Parent Involvement Committees. The plan must be consistent with the policies in this memorandum and with the policies and procedures of the board.

The board's plan must be made available to the public either on the board's website or, if the board does not have a website, in another appropriate manner. Principals must also post the board's plan on the school website or, if the school does not have a website, must make it available to the public in another appropriate manner.

Boards must review their bullying prevention and intervention plan periodically (e.g., at least once every two years). Boards must solicit the views of those listed above when reviewing their plan.

SCHOOL BOARD POLICIES ON BULLYING PREVENTION AND INTERVENTION

Policy Development

In revising their policies and procedures on bullying prevention and intervention, boards have the flexibility to take into account local needs and circumstances, such as geographical considerations, demographics, cultural needs, and availability of board and community supports and resources.

Boards should draw upon evidence-informed practices that promote positive student behaviour. In revising their policies, boards must consult with students, teachers, principals, other school staff, volunteers working in the schools, parents, their school councils, and the public, as outlined in subsection 302(9) of the Education Act. They should also consult with their Special Education Advisory Committee and with community partners, including social service agencies, mental health agencies, members of First Nations, Métis, and Inuit communities, and other appropriate community groups. Boards may also choose to consult with their Parent Involvement Committees.

Board policies must be aligned with the requirements in Policy/Program Memorandum No. 119, "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools", June 24, 2009; in Regulation 181/98, "Identification and Placement of Exceptional Pupils"; and in the Ontario curriculum policy documents.

Board policies should also be aligned with strategies and initiatives outlined in related ministry documents, including *Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs through Progressive Discipline, Kindergarten to Grade 12, 2010*; *Ontario's Equity and Inclusive Education Strategy, 2009; Ontario First Nation, Métis, and Inuit Education Policy Framework, 2007*; and *English Language Learners: ESL and ELD Programs and Services, 2007*. Board policies should also be aligned with other relevant ministry strategies and initiatives, such as Student Success and character development, as well as with Ontario's mental health and addictions strategy.[12]

Boards are required to adhere to all applicable legislation – including the Municipal Freedom of Information and Protection of Privacy Act, the Ontario Human Rights Code, Accessibility for Ontarians with Disabilities Act, and the Education Act and regulations made under the Education Act – in the development and implementation of their policies. Board policies must respect all applicable collective agreements. Boards should consult with their legal counsel and freedom of information coordinators to ensure that they are fulfilling their legal responsibilities.

Policy Components and Implementation Strategies

The following components must be incorporated as part of each school board's bullying prevention and intervention policy.

1. Policy Statement

Board policies must include the following statements:

- Bullying adversely affects a student's ability to learn.
- Bullying adversely affects the school climate, including healthy relationships.
- Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.

***2. The Definition of* Bullying**

Boards must use the definition of *bullying* outlined in subsection 1(1) of the Education Act (quoted on page 4 above).

3. Prevention and Awareness Raising

Board policies must include a comprehensive prevention and awareness-raising strategy that includes expectations for appropriate student behaviour. The provincial Code of Conduct sets clear provincial standards of behaviour.[13]

12. *Open Minds, Healthy Minds: Ontario's Comprehensive Mental Health and Additions Strategy* (2011), available at www.health.gov.on.ca.

13. See Policy/Program Memorandum No. 128, "The Provincial Code of Conduct and School Board Codes of Conduct", December 5, 2012.

Board policies should include teaching strategies that support the school-wide bullying prevention policies. These policies should focus on developing skills for healthy relationships by including bullying prevention strategies and highlighting equity and inclusive education principles throughout the curriculum in daily classroom instruction and school activities.

School boards should provide opportunities for all students to participate in equity and inclusive education, bullying prevention, and leadership initiatives within their own school.

As part of the monitoring and evaluation of their policies, school boards must conduct anonymous school climate surveys of students, staff, and parents at least once every two years. These surveys must include questions on bullying/harassment related to sexual orientation, gender identity, and gender expression, as well as questions on sexual harassment.

Boards are required to inform parents that these surveys are voluntary and that they can choose not to have their child participate. Boards shall not collect any name or any identifying number, symbol, or other particular assigned to a person, in accordance with subsection 169.1(2.2) of the Education Act. Boards should consult with their legal counsel and freedom of information coordinators to ensure that they are fulfilling their legal responsibilities.

4. Programs, Intervention, and Other Supports

Boards are required under subsection 170(1)7.2 of the Education Act to provide programs, interventions, and other supports for students who have been bullied, students who have witnessed incidents of bullying, and students who have engaged in bullying. The programs, intervention, and other supports may be provided by social workers, psychologists, or other professionals who have training in similar fields, as determined by the board.

Board policies must include a comprehensive strategy to address incidents of bullying, including appropriate and timely responses. Programs, intervention, and other supports should be curriculum-linked and consistent with a progressive discipline approach. Supports may be provided by school-based employees of the board, through board programs and resource personnel, or through community-based service-providers,[14] including social service agencies and mental health agencies. A range of supports should be available – from early prevention to more intensive interventions in cases of persistent bullying, with possible referral to community-based service providers. Ongoing intervention and support may be necessary to sustain and promote positive student behaviour. For a student with special education needs, interventions, supports, and consequences must be consistent with the student's strengths and needs, as well as with the program goals and learning expectations documented in his or her Individual Education Plan (IEP).

Employees of the board must take seriously all allegations of bullying behaviour and act in a timely, sensitive, and supportive manner when responding to students who disclose or report bullying incidents.

14. Community-based service providers include a range of community service agencies, mental health agencies/services, local organizations, and community programs.

Board employees who work directly with students – including administrators, teachers, and other school staff – must respond to any student behaviour that is likely to have a negative impact on the school climate. Such behaviour includes all inappropriate and disrespectful behaviour at any time at school and at any school-related event if, in the employee's opinion, it is safe to respond to it, in accordance with subsection 300.4 of Part XIII of the Education Act and Ontario Regulation 472/07. Such inappropriate behaviour may include bullying.

Boards must also put in place procedures to allow students to report bullying incidents safely and in a way that will minimize the possibility of reprisal. These procedures should define the responsibilities and roles of the principal, teachers, other school staff, parents, and students.

Boards must outline in their policies the procedures regarding bullying that are in place to support students and their parents. These policies and procedures must outline what schools are required to do to support these students, including the development of specific plans to protect students who have been harmed, and must outline a process for parents to follow if they are not satisfied with the supports that their children receive. In Policy/Program Memorandum No. 145, "Progressive Discipline and Promoting Positive Student Behaviour", the ministry provides further direction to boards regarding supports for students who have been harmed as a result of a serious student incident.[15]

5. Notifying Parents

Section 300.3 of the Education Act specifies when principals are required to notify the parents 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[16] 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
- the supports that will be provided for the student in response to the harm that resulted from the activity

This section of the act now also specifies that principals are required to notify the parents of students who have engaged in serious student incidents. 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
- the supports that will be provided for the student in response to his or her engagement in the activity

When notifying parents of these incidents, the principal must invite parents to have a discussion with him or her about the supports that will be provided for their child.

15. *Serious student incidents* are activities for which suspension or expulsion must be considered, as set out in subsections 306(1) and 310(1) of the Education Act.
16. *Harm*, as used in this memorandum, means harm that can be experienced in a number of ways, including physical, mental, emotional, and psychological.

Under subsection 300.3(3) of the Education Act, a principal shall not notify a parent of a student if, in the opinion of the principal, doing so would put the student at risk of harm from a parent of the student, such that notification is not in the student's best interest. Under subsection 301(5.5) of the Education Act, when principals have decided not to notify the parents that their child was involved in a serious student incident, as described above, they must, in accordance with Ontario Regulation 472/07, document the rationale for this decision and notify both the teacher who reported the incident and the appropriate supervisory officer of this decision. Principals shall also, if they determine it is appropriate to do so, inform other board employees of this decision. In addition, principals should refer students to board resources or to a community-based service provider that can provide the appropriate type of confidential support when his or her parents are not called (e.g., counselling; a sexual assault centre; Kids Help Phone; Lesbian, Gay, Bisexual, Transgendered Youth Line[17]).

In circumstances where board employees have reason to believe that a student may be in need of protection, board employees must call a Children's Aid Society according to the requirements of the Child and Family Services Act.[18]

6. 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 board who becomes aware that a student at a school of the board 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 an immediate action is required, a verbal report to the principal may be made. A written report must be made when it is safe to do so.

In certain situations, members of the College of Psychologists of Ontario or the Ontario College of Social Workers and Social Service Workers who are engaged in a clinical relationship with a student shall report incidents of behaviour for which suspension or expulsion must be considered to the principal as soon as it is, in their professional opinion, reasonably possible to do so without having a negative impact on the nature of the clinical relationship, in accordance with section 300.2 of Part XIII of the Education Act. They shall also report, in a manner that is consistent with the code of ethics and the standards of practice of their respective professions, matters that could result in the student's doing physical, emotional, or psychological harm to him- or herself or to others.

All employee reports made to the principal, including those made verbally, must be confirmed in writing, using the "Safe Schools Incident Reporting Form – Part I". This form may be modified by

17. In this memorandum, references to lesbian, gay, bisexual, and transgendered persons should be understood to include persons who identify themselves as queer, transsexual, two-spirited, intersexed, or questioning.
18. See Policy/Program Memorandum No. 9, "Reporting of Children in Need of Protection", August 10, 2001.

boards, but must retain the elements set out in the Appendix to this memorandum. Where the principal is the sole witness to an incident, the principal is similarly required to use the reporting form to confirm in writing what he or she witnessed. Boards must specify on this form any other activities for which a student may be suspended or expelled, according to board policy. Each report should be assigned a number for filing and retrieval purposes.

Boards are expected to provide information to board employees on completing the safe schools incident reporting forms. For example, employees who are reporting an incident must submit the "Safe Schools Incident Reporting Form – Part I" to the principal in a timely manner.

The principal must investigate all reports submitted by board employees, as outlined in subsection 300.2(3) of the Education Act. Once the investigation is complete, the principal must communicate the results of the investigation to the teacher who made the report. If a board employee who is not a teacher made the report, the principal will communicate the results of the investigation to that employee if the principal considers it appropriate. Communication between the principal and school staff about the investigation and the results of the investigation is a shared responsibility, and is an important factor in meeting student needs and fostering collaboration in the school.

The principal must not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation, in accordance with subsection 300.2(5) of the Education Act. This information must be provided in a timely manner so that school staff can work with the principal to best meet the needs of students, support a positive school climate, and help prevent future inappropriate behaviour from taking place.

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". This form may be modified by boards, but must retain the elements set out in the Appendix to this memorandum, and must specify whether the investigation has been completed or is still in progress. If no further action is taken by the principal, the principal is not required to retain the report. Information that could identify the student(s) involved must not be part of the acknowledgement.

In addition to employees of the board, third parties, specified below, who are under contract or agreement with the board are required to report such incidents in writing to the principal of the school. The requirements for boards are as follows:

- Boards are required to include reporting requirements for school bus drivers in their transportation policies and contracts.
- Boards are required to include reporting requirements for employees and contractors as a condition in their agreements with third-party operators who are providing before- and/or after-school programs for Full-Day Kindergarten on the school site in accordance with Ontario Regulation 221/11, "Extended Day and Third Party Programs", made under the Education Act.

Early childhood educators in board-operated extended-day programs, as well as employees and contractors of third-party operators as described above, must report to the principal as soon as reasonably possible. Boards are expected to provide information to these third-party operators on how to complete the "Safe Schools Incident Reporting Form – Part I".

Boards may also put policies in place to require other individuals who are not employees of the board and who come into direct contact with students on a regular basis, as outlined in subsection 302(3.1) of the Education Act, to report such matters to the principal (e.g., outdoor education instructors).

If the principal has decided that action must be taken as a result of an incident of bullying, he or she will file a copy of the reporting form with documentation indicating the action taken in the OSR[19] of the student whose behaviour was inappropriate. The names of all other students that appear on the form – both students who have engaged in bullying and students who have been harmed – must be removed from the form before it is filed in the student's OSR.

Where the principal has taken action in the case of more than one student, a copy of the reporting form with documentation indicating the action taken must be filed in the OSR of each student whose behaviour was inappropriate. The names of all other students that appear on the form – both students who have engaged in bullying and students who have been harmed – must be removed from the form before it is filed.

In the case of the student who has been harmed, no information about the incident must be placed in his or her OSR, unless that student's parents expressly request that it be placed in the OSR.

In situations where the student who has been bullied has also engaged in a serious student incident, information regarding the incident and the action taken will be placed in the student's OSR.

The form and documentation must be kept in the OSR for a minimum of one year.

7. Professional Development Strategies for Administrators, Teachers, and Other School Staff

Boards are required to 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 subsection 170(1) of the Education Act.

Boards must 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 should include ways of responding to all forms of bullying. Boards may also make resources available to other adults who have significant contact with students (e.g., school bus operators/drivers, volunteers). Boards should also recognize the ongoing need to support training for new teachers.

8. Communications and Outreach Strategies

To support a whole-school approach, boards must actively communicate their policies and guidelines on bullying prevention and intervention to principals, teachers, and other school staff; students; parents; their Special Education Advisory Committee; school councils; and school bus operators and drivers. Boards should also provide this information to their Parent Involvement Committees and other relevant groups.

19. The "Safe Schools Incident Reporting Form – Part I" must be filed in the OSR documentation file.

It is important that the roles and responsibilities of all members of the school community (e.g., principals, teachers, other school staff, students, parents) be clearly articulated and understood.

Parents play a key role in the development of safe, inclusive, and accepting schools. When parents are engaged and involved in their children's education, everyone benefits, and our schools become increasingly rich and positive places to teach, learn, and grow.

Boards should make every effort to provide access to appropriate board resources/publications for parents (taking into account linguistic, ethnocultural, and accessibility considerations) and to expand opportunities to support teachers in addressing bullying issues.

9. Monitoring and Review

Boards should monitor, review, and evaluate the effectiveness of board policies and guidelines, using indicators established in consultation with teachers, other school staff, students, parents, school councils, their Special Education Advisory Committee, and community-based service providers. Boards may also consult with their Parent Involvement Committees. Boards will also conduct a cyclical review of their policies and guidelines in a timely manner.

SAFE AND ACCEPTING SCHOOLS TEAMS

Each school must have in place a safe and accepting schools team responsible for fostering a safe, inclusive, and accepting school climate that should include at least one student and must include at least one parent, one teacher, one non-teaching staff member, one community partner, and the principal. An existing school committee (e.g., the healthy schools committee) can assume this role. The chair of this team must be a staff member.

APPENDIX: SAFE SCHOOLS INCIDENT REPORTING FORMS

Report No: _____	***CONFIDENTIAL*** **SAFE SCHOOLS INCIDENT REPORTING FORM – PART I**
Name of School	
1. Name of Student(s) Involved (if known)	_____
2. Location of Incident (check one)	☐ At a location in the school or on school property (please specify) _____ ☐ At a school-related activity (please specify) _____ ☐ On a school bus (please specify route number) _____ ☐ Other (please specify) _____
3. Time of Incident	Date: _____ Time: _____
4. Type of Incident (check all that apply)	**Activities for which suspension must be considered under subsection 306(1) of the Education Act** ☐ Uttering a threat to inflict serious bodily harm on another person ☐ Possessing alcohol or illegal drugs ☐ Being under the influence of alcohol ☐ Swearing at a teacher or at another person in a position of authority ☐ 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 ☐ Bullying ☐ Any other activity for which a student may be suspended under board policy [*Note: Boards must specify on this form any other activities for which the principal may suspend according to board policy.*] **Activities for which expulsion must be considered under subsection 310(1) of the Education Act** ☐ Possessing a weapon, including possessing a firearm ☐ Using a weapon to cause or to threaten bodily harm to another person ☐ Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner ☐ Committing sexual assault ☐ Trafficking in weapons or in illegal drugs ☐ Committing robbery ☐ 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) ☐ Any activity listed in subsection 306(1) that is motivated by bias, prejudice, or hate ☐ Giving alcohol to a minor ☐ Any other activity for which a student may be expelled under board policy [*Note: Boards must specify on this form any other activities for which the board may expel according to board policy.*]

5. Report Submitted By: Name:_____

Role in School Community: _____

Signature:_____ Date: _____

Contact Information: Location: _____ Telephone: _____

6. FOR PRINCIPAL'S USE ONLY: Check if incident was a **violent incident**, as defined in Policy/Program Memorandum No. 120.

☐ **Violent incident**

Information is collected is under the authority Part XIII of the Education Act 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.

SAFE SCHOOLS INCIDENT REPORTING FORM – PART II

ACKNOWLEDGEMENT OF RECEIPT OF REPORT

Report No: _____

Report Submitted By: Name: _____ Date: _____

☐ **Investigation completed**

- ☐ Principal to communicate results to the teacher at a mutually convenient time*
- ☐ Principal to communicate results to other board employee at a mutually convenient time, as appropriate*

☐ **Investigation in progress**

- ☐ Once investigation is completed, principal to communicate results to the teacher at a mutually convenient time*
- ☐ Once investigation is completed, principal to communicate results to other board employee at a mutually convenient time, as appropriate*

Name of Principal: _____

Signature: _____ Date: _____

Note: Only Part II is to be given to the person who submitted the report.

***** 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.