

**Safe Schools and School Improvement Plan – JG Simcoe PS – 2013-14**

**Overall Goal:** Creating a positive school climate that supports a safe learning and teaching environment in which every student can reach his/her academic potential.

**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.**

**School Specific Goal(s):**

- 1) **Strive to address student engagement through differentiated learning in the classroom and through varied leadership and participation-based initiatives during the school day and year. (focus on character education, building of self-esteem, empathy, and problem-solving)**
- 2) **While focusing on prevention and working with families and the community, strive to ensure that a progressive discipline approach is utilized and is considerate of the varied mitigating factors which our students are faced with and experience.**

Needs Assessment (Based on...)	Training Strategies & Resources for School Climate and Bullying	Prevention and Awareness-Raising Strategies for a Positive School Climate and Bullying	Intervention and Support Strategies for School Climate Concerns and Bullying	Communication and Outreach Strategies regarding School Climate and Bullying	Responsibilities & Actions	Monitoring and Review Process (Include Timelines)
<ul style="list-style-type: none"> <li>• Tell-Them-From-Me Data: Sense of belonging, BullyéVictim, and School Safety</li> <li>• School Climate</li> <li>• Suspension data</li> <li>• Ongoing Staff Monitoring and discussion</li> <li>• Parent Survey</li> <li>• Office Referrals</li> <li>• School Specific Incidents</li> <li>• Achievement Data</li> <li>• Safe Schools Team Consultation</li> <li>• Information collected from various community partners and agencies</li> <li>• Student Voice</li> </ul> <p>This information will inform the school specific goal(s).</p>	<ul style="list-style-type: none"> <li>• <b>Bill 157 Reporting &amp; Responding</b></li> <li>• Whole school approach</li> <li>• Staff professional learning</li> <li>• Conferences</li> <li>• Workshops</li> <li>• Board Training</li> <li>• Effective Interventions training</li> <li>• WITS (K-3)</li> <li>• WITS-LEADS (4-6)</li> <li>• Fourth R (7-8)</li> <li>• “Imagine a School without Bullying”</li> <li>• STEP UP (Safe Teen) initiative</li> <li>• Police or Police Foundations presentations on cyber-safety</li> <li>• KFL&amp;A Public Health Resources</li> <li>• <b>Anti-Bullying Awareness</b></li> <li>• MEND</li> <li>• BMS</li> <li>• TRIBES</li> <li>• <b>LDSB Character Education Framework (2008)</b></li> <li>• Kelso’s Choices</li> <li>• Youth Diversion REBOUND program</li> <li>• <b>Ministry anti-bullying resources</b></li> <li>• School-based PLCs</li> <li>• PEEL Region Public Health Website (Bullying Prevention)</li> <li>• Aboriginal Resource Centre</li> <li>• Threat Assessment Training</li> <li>• First Aid/CPR Training</li> <li>• Equity and Inclusion Training opportunities</li> <li>• Bullying Awareness Week Activities</li> <li>• Board Policy-Procedures: AP 350, 353, and 356</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Promotion of Healthy, Inclusive Relationships and Lifestyles</b></li> <li>• <b>Open communication between staff, students, and parents</b></li> <li>• <b>Modeling equitable and inclusive behavior and language</b></li> <li>• <b>Engagement of community supports / partners</b></li> <li>• <b>Evidence-based Bullying Prevention Programs</b></li> <li>• <b>Character Education Initiative</b></li> <li>• <b>Code of Conduct with clear expectations that are developmentally appropriate</b></li> <li>• <b>Teaching in the Classroom</b></li> <li>• <b>On-going Staff &amp; Student Training</b></li> <li>• Accessing the LDSB Human Rights Education Advisor where needed</li> <li>• <b>Respect Committees or other Social Action Committees</b></li> <li>• <b>Providing opportunities for members of the school community to increase their knowledge of issues like homophobia, gender based violence, sexual harassment, inappropriate sexual behaviour, racism, critical media literacy, and safe internet use</b></li> <li>• Mentorship/Modeling programs</li> <li>• Participation in CRNC and Junior CRNC</li> <li>• Recognition awards/assemblies</li> <li>• Kelso’s Choices</li> <li>• Use of Peer Mediators, Yard Pals</li> <li>• Character Ed. Word Wall</li> <li>• Roots of Empathy</li> <li>• Posting Classroom expectations</li> <li>• Align supervision with needs assessment</li> <li>• <b>School-wide Progressive Discipline Plan</b></li> <li>• <b>School Plan to address gender-based violence, homophobia, sexual harassment, and inappropriate sexual behaviour</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Timely, Sensitive, Proactive Response to all incidents and reports</b></li> <li>• <b>Accessing community supports</b></li> <li>• <b>Use of MEND and other restorative practices</b></li> <li>• <b>Use of Progressive Discipline</b></li> <li>• <b>Mandatory reporting from all Board Employees</b></li> <li>• <b>Mandatory responding from staff that work directly with students</b></li> <li>• <b>Disclosure Mechanism for Students</b></li> <li>• <b>Plan for supporting and protecting the Victim(s) and Perpetrators</b></li> <li>• <b>Addressing bystander behaviour</b></li> <li>• <b>Providing opportunity for improved behaviour</b></li> <li>• <b>Program modifications</b></li> <li>• Behaviour and/or Safety plans where appropriate</li> <li>• Daily/Weekly “Check-ins”</li> <li>• <b>Referral to a community partner for support (ie Pathways, KAIROS, Home Base, Sexual Assault Crisis Line, etc...)</b></li> <li>• Referral to the SSC</li> <li>• Accessing Aboriginal Education Counsellor and supports</li> <li>• Referral to Urgent Care-Consult Clinic (HDH-KGH)</li> <li>• BAT Referral</li> <li>• Ed. Services Consult</li> <li>• Kid’s Help Line</li> <li>• Peer mediation</li> <li>• Accessing the LDSB Human Rights Education Advisor</li> <li>• Case Conference</li> <li>• Community Threat Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate policies, procedures and guidelines to all school community stakeholders</li> <li>• Newsletters</li> <li>• Grade/Division Forums</li> <li>• Classroom ‘community’ discussions</li> <li>• <b>School Council</b></li> <li>• Staff Meetings</li> <li>• High-Impact assemblies (colour house and character education)</li> <li>• Anonymous tip line</li> <li>• Let’s talk, Let’s Listen</li> <li>• <b>Code of Conduct</b></li> <li>• Board Pamphlets</li> <li>• Synervoice Messages</li> <li>• School Website</li> <li>• Community Supports Gallery at a Parents’ Night</li> <li>• School Newspaper</li> <li>• Grade Forums</li> <li>• Student Assemblies</li> <li>• Guest Speakers</li> <li>• Safety Week</li> <li>• Parent Forum</li> <li>• <b>Safe Schools Team</b></li> <li>• <b>Ministry definition of bullying communicated to staff, students, &amp; parents</b></li> <li>• <b>Clear statement that bullying will not be accepted must be communicated to staff, students, &amp; parents (see the statement above, below the overall goal)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Staff will engage students, through teaching and experiences, in developing understanding around our safe schools goals.</li> <li>• Students will participate in the development of strategies which can be utilized to assist them in understanding what they need to do to be successful in meeting co-constructed goals</li> <li>• Parents and Community will assist in determining the school-based actions required to meet the safe-schools goals and help to identify community-based needs the school can assist in meeting in order for students to feel safe and successful.</li> <li>• Safe Schools Team will review TTFM data related to sense of belonging, bully-victim, and school safety measures on a yearly basis to help inform each school’s Bullying Prevention and Intervention Plan. The Safe Schools Team will also review school emergency procedures on an annual basis</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Safe Schools Team</b></li> <li>• <b>School Climate Surveys (4-8)</b></li> <li>• <b>TTFM Data (4-8)</b></li> <li>• Potential staff survey</li> <li>• Potential parent survey</li> <li>• Suspension data</li> <li>• Number of MEND conversations</li> <li>• Number of MEND circles</li> <li>• Office referrals due to student behaviour</li> <li>• Targeting areas of need based on survey results</li> <li>• Assessing reporting, response and, support</li> <li>• Evidence informed decision making for Education, Awareness, and Outreach</li> </ul>

**Ministry Definition of Bullying:** Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person’s body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance (for example: physical size, strength, age, intelligence, economic status, social status, solidarity of peer group, religion, ethnicity, disability, need for special education, sexual orientation, family circumstances, gender, and race. Bullying can be physical, verbal, or social in nature and can occur through the use of technology.