



Halton
District
School
Board

Promoting a Positive School Climate: A Resource for Halton Schools

2nd Edition



Revised February 2013

Promoting a Positive School Climate: A Resource for Halton Schools

2nd Edition

What is “school climate”?

School climate may be defined as “the sum total of all of the personal relationships within a school. When these relationships are founded in mutual acceptance and inclusion, and modelled by all, a culture of respect becomes the norm.”

(From: *Safe Schools Action Team, Safe Schools Policy and Practice: An Agenda for Action, 2006, p.5*)

What are the characteristics of a positive school climate?

When a positive school climate exists:

- students, parents, and staff members feel safe, comfortable, and accepted;
- healthy and respectful relationships are promoted among all members of the school community;
- students are encouraged to be leaders and positive role models – for example, by speaking up about issues such as bullying;
- parents and community members are actively engaged;
- positive behaviour is reinforced and students are given opportunities to develop relationships that are free of racism, discrimination, and harassing behaviour;
- a culture of high expectations and the improvement of learning outcomes for all students is emphasized;
- all diversities are respected and valued.

How can schools and Safe Schools Action Teams use this resource?

Tell Them From Me survey data and data from other sources may identify challenges for schools. These resources provide practical ideas for SSATs and other members of the school community to consider when addressing some of those challenges and when developing and maintaining the type of school climate in which Developmental Assets can be built and students can thrive.

Some schools may already be involved in the kinds of activities and practices described here. Other schools may discover new ideas that can work for them. This resource is intended to support schools’ efforts to promote a positive school climate where bullying behaviour is not tolerated and where every member of the school community feels safe and knows that he or she is welcomed and belongs.

(Source: *Promoting A Positive School Climate-A Resource for Schools, Ontario Ministry of Education, 2010*)

What is new in this 2nd Edition?

This resource has been revised to support schools in implementing elements of Bill 13 related to promoting a positive school climate. Additional links have also been made to other HDSB resources and processes that may be used in concert with these strategies to foster a positive school climate. These include: a summary of Bill 13; a summary of The Tribes Process; the 7 Equity Lenses and the Cultural and Social Competencies; Making Connections: Learning Skills; Collaborative Skills and Developmental Assets; the Equity Continuum and the School Effectiveness Framework.

Positive School Climate and the 40 Developmental Assets

(Source: Search Institute. www.search-institute.org)

Why Developmental Assets? What does the research say?

- Search Institute has identified 40 assets which research has shown are critical to positive child and adolescent development.
- Studies of more than two million young people consistently show that the more assets young people have, the less likely they are to engage in a wide range of high-risk behaviours and the more likely they are to thrive.
- The Developmental Assets are grounded in research on child and adolescent development, risk prevention, and resiliency.
- Assets promote academic success and increase civic engagement; the greater the number of assets, the more likely students will be engaged, focused on achievement, have more positive mental health, and will avoid risk-taking behaviours.
- Assets have power for all young people, regardless of their gender, economic status, family, or race/ethnicity.
- Assets are better predictors of risk involvement and thriving than poverty or being from a lone-parent* family.

What are the 40 Developmental Assets?

The 40 Developmental Assets are categorized as being either external or internal assets and encompass eight broad areas of human development (see table below). These eight areas are further defined and describe the 40 positive experiences, relationships, opportunities and personal qualities that research has shown all young people need to grow up as healthy and responsible citizens (see www.search-institute.org).

The assets must be considered within the context of the diversity of each school community (i.e., view through the equity lenses, such as students' ability; race/culture; socio-economic status; First Nation, Métis, Inuit, etc.). Equity of opportunity for students to understand and develop the assets, is vital. Everyone can build assets. Building assets isn't just the work of families or schools or neighbourhoods. It requires consistent messages across an entire community.

Connections to Positive School Climate





Activities and practices that foster a positive school climate also have the potential to build Developmental Assets, the essential developmental skills that are critical to positive child and youth development. The asset icons appear in each section of the document, highlighting asset areas that are built when those activities and practices are incorporated into the learning environment.

E.g. Student Voice: School-level Activities/Practices

- Share school-based data with students to gather their input and reactions (🔴 Support/ 🟡 Empowerment/ 🟠 Positive Values)

** In this document, parent is used to refer to: parent(s), guardian(s), and in some instances, caregiver(s) and/or other family members.*

The 40 Developmental Assets:

<p style="text-align: center;"><u>External Assets</u> <i>(external structures, relationships and activities that create a positive environment for young people)</i></p>	<p style="text-align: center;"><u>Internal Assets</u> <i>(internal values, skills and beliefs that young people need to fully function and engage with the world)</i></p>
<p>Support: Young people need to be surrounded by people who love, care for, appreciate, and accept them. Support is the cornerstone to asset building by providing a solid foundation (6 assets).</p> <p>Empowerment: Young people need to feel valued and valuable. This happens when they feel safe and respected. This is the “gateway” for students to build their skills. (4 assets).</p> <p>Boundaries and Expectations: Young people need clear rules, consistent consequences for breaking rules, and encouragement to do their best. Adults need to model these expectations and help students develop strategies to meet these expectations. (6 assets).</p> <p>Constructive Use of Time: Young people need opportunities outside of school to learn and develop new skills and interests with other youth and adults. Through these activities, young people develop their unique skills and competencies. (4 assets).</p>	<p>Commitment to Learning: young people need a sense of the lasting importance of learning and a belief in their own abilities. A commitment to learning is a commitment to growing (5 assets).</p> <p>Positive Values: young people need to develop strong guiding values or principles to help them make healthy life choices. This is at the core of developing character in young people and serves as their internal compass (6 assets).</p> <p>Social Competencies: young people need the skills to interact effectively with others, to make difficult decisions, and to cope with new situations. Adults need to show the way by helping young people develop strategies to help them succeed. (5 assets).</p> <p>Positive Identity: young people need to believe in their own self-worth and to feel that they have control over the things that happen to them. A strong positive identity helps young people determine who they are and who they want to become. (4 assets).</p>
<p style="text-align: center;">External Assets</p> <ul style="list-style-type: none"> Support  Empowerment  Boundaries and Expectations  Constructive Use of Time  	<p style="text-align: center;">Internal Assets</p> <ul style="list-style-type: none"> Commitment to Learning  Positive Values  Social Competencies  Positive Identity 

Elements Contributing to a Positive School Climate

Student Voice:

Schools give students the opportunity to provide input on matters relating to their learning and school environment. Students are given opportunities to lead and/or contribute to school activities. Student perspectives and diversity are taken into account in the decision-making process, and students are encouraged to be involved at all levels. Students engage in strategies that increase student talk time.

School-level Activities/Practices	Classroom-level Activities/Practices	Student-level Activities/Practices
<ul style="list-style-type: none"> Review school-based data (e.g., “Tell Them From Me” and “Halton Youth Survey”) early in the new school year; re-administer survey as required. Share school-based data with students to gather their input and reactions. Support/ Empowerment/ Positive Values Gather student reflections, ideas, suggestions, etc. (e.g., provide “Town Hall” meetings; focus groups and student-led discussions around the safe reporting of incidences of bullying and harassment) and support implementation of student resolutions/initiatives. Support/ Boundaries/Expectations Provide LINK Crew/Tribes/ leadership opportunities. Provide support to students with disabilities for leadership opportunities. Empowerment Establish staff/student mentorship programs. Support Support student participation on School/Student Councils. Provide opportunities to address local and global issues based on students’ voice and choice. Consider Hart’s “Ladder of Student Involvement in School”. 	<ul style="list-style-type: none"> Incorporate inclusion strategies that allow students to share backgrounds/experiences, etc. Support Use disability awareness programs (e.g., Everyone Counts, JK – 6; Moving to Inclusion, JK – 12) to teach students about interacting with others with disabilities. Establish peer-mentoring programs. Ensure that learning goals and curriculum connections are explicit and in student language. Co-construct success criteria and seek input on student choice (e.g., content, process and product). Make connections to strategies that students may independently employ (e.g., anchor charts). Provide opportunities for student talk (e.g., Think, Pair, Share; Turn and Talk; Collaborative Problem Solving; Bansho; Jigsaw; Partnering; Blogs; Twitter). Positive Identity Provide differentiated opportunities for self- and peer-assessment and descriptive feedback. Co-construct class norms (e.g., “What will the learning look like?” “How will we work together?”). Social Competencies Explore opportunities to complete/share work using assistive technology. Include diverse and dual language books in the classroom library. 	<p>Students:</p> <ul style="list-style-type: none"> Engage in team-building training which will allow them to support their peers, either collectively, as a school-wide peer support group, or individually, as peer helpers or tutors (e.g., Link Crew; learning/ lunch buddies; QDF; Circle of Friends). Boundaries/Expectations/ Positive Value/ Social Competencies/ Positive Identity Engage in determining which clubs, organizations and activities are offered in the school. Empowerment/ Constructive Use of Time/ Positive Identity Organize and lead clubs, organizations and activities offered at the school. Empowerment/ Constructive Use of Time/ Positive Identity Advocate and support the participation of all students in clubs, organizations and activities. Participate actively on SSAT and other school-based teams, clubs and organizations. Boundaries/Expectations/ Constructive Use of Time/ Positive Values Participate in community circle (e.g., Tribes) and restorative conversations/practices. Involve your PSSP staff, as required. Boundaries/Expectations/ Positive Values/ Social Competencies Take part in forums or focus groups (e.g., Speak Up in a Box). Empowerment/ Constructive Use of Time

1st Edition: Prepared for Halton District School Board’s Safe Schools Action Team Fall Workshop: October, 2011 by the Safe Schools Action Team Advisory Group. Adapted from *Promoting a Positive School Climate: A Resource for Schools*, Ontario Ministry of Education. <http://www.edu.gov.on.ca/eng/parents/IntroDocEng.pdf>

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Elements Contributing to a Positive School Climate

Social-Emotional Environment:

Schools promote fairness, equity, respect for all, and a sense of belonging and connectedness. They create a safe and caring learning environment for all, ensuring that there is both equity of access and opportunity.

School-level Activities/Practices	Classroom-level Activities/Practices	Student-level Activities/Practices
<ul style="list-style-type: none"> • Focus on a school-wide approach that is developed, communicated, and sustained to support the needs identified by school-based data (e.g., Tribes; LINK Crew; Collaborative Problem Solving-CPS, etc.). Consider accessing Safe and Inclusive Schools Social Worker to support school needs. • Support/ Commitment to Learning/ Social Competencies • Conduct school climate surveys of staff, students and parents at least every two years. Empowerment/ Commitment to Learning • Ask, “How does our school-wide approach build Developmental Assets?” (e.g., Do we inquire about individual students’ projects, successes and problems and encourage their success?). • Consider the Seven Equity Lenses (see HDSB Equity Policy). Positive Values • Develop, implement, and review the school’s Bullying Prevention and Intervention Action Plan. • Develop a procedure that allows students, parents and others to safely report incidents of bullying. Empowerment/ Positive Values/ Boundaries/Expectations/ Social Competencies • Provide opportunities for engagement in restorative practices. Empowerment/ Positive Values/ Positive Identity • Establish a GSA (Gay/Straight Alliance). Positive Identity 	<ul style="list-style-type: none"> • Use Tribes activities to support the teaching of curriculum expectations and learning skills (e.g., activating prior knowledge; consolidating; reflecting; communicating). • Co-construct and reinforce class norms (“What will the learning look like?”, “How will we work together?”). Empowerment/ Commitment to Learning • Use LINK Crew team building activities. • Ask, “How do curriculum expectations and related activities build Developmental Assets?” • Use HDSB School Effectiveness Framework in all learning environments (e.g., assessment and evaluation; differentiated instruction; student engagement in higher order thinking skills; meaningful, respectful, open-ended and contextualized tasks; and co-created instructional tools). • Use the curriculum content to encourage positive and courageous conversations where students can explore their opinions and beliefs. Positive Values • Teach, practise, and model effective conflict resolution strategies and learning skills (e.g., use curriculum expectations to teach multiple perspectives; point of view; respect; appreciation). 	<p>Students:</p> <ul style="list-style-type: none"> • Participate as members of SSAT, as appropriate. Positive Values/ Social Competencies/ Positive Identity • Learn to communicate and interact positively with all members of the school community and to use language and actions that promote understanding and appreciation of diverse needs. Social Competencies • Engage in restorative conversations to repair harm. Boundaries/Expectations/ Social Competencies • Demonstrate how they can be Developmental Asset builders. Empowerment • Acquire and utilize a repertoire of effective conflict resolution strategies and/or the ability to request assistance, if needed. Boundaries/ Expectations/ Positive Values • Acquire and utilize peer mentoring skills. • Advocate and support other students who are especially at risk as targets of bullying behaviour. Social Competencies

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Elements Contributing to a Positive School Climate

Social-Emotional Environment:

Schools promote fairness, equity, respect for all, and a sense of belonging and connectedness. They create a safe and caring learning environment for all, ensuring that there is both equity of access and opportunity.

<ul style="list-style-type: none"> • Provide a diverse range of school clubs, teams and groups based on student interests and provide necessary supports to enable all students to participate (e.g., arts-based, intramural activities). Empowerment/ Positive Values/ Positive Identity • View conflicts as opportunities for learning/collaborative problem solving vs. punishment for all students involved including those who have caused harm, those who have been harmed, and witnesses. Support/ Positive Values • Engage in ongoing professional learning, which empowers staff as role models (e.g., strategies related to bullying prevention and intervention; restorative practices; creating a positive school climate; Tribes; LINK Crew; equity/inclusion; healthy schools). Support/ Boundaries/Expectations/ Social Competencies 	<ul style="list-style-type: none"> • Teach resiliency and living skills, through the Healthy Living curriculum, to support the development of positive sense of self and positive peer relationships. Positive Identity • Provide students who are involved in unhealthy relationships, or who have been involved in bullying issues, with information about in-school/community resources and agencies that can help them. Positive Identity • Connect students to mental health support services (in-school and/or community agencies) by identifying concerns to the school team, SRT, or in-school PSSP staff. Support 	<ul style="list-style-type: none"> • Lead programs such as “Beyond the Hurt” in connection with curriculum expectations to reduce bullying and provide peer leadership to address student needs. Positive Identity
<ul style="list-style-type: none"> • View conflicts as opportunities for learning/collaborative problem solving vs. punishment. Support/ Social Competencies • Include a very clear social-emotional component in transition programs and plans. Positive Identity/ Social Competencies • Review recognition practices (e.g., awards programs) to ensure that criteria are differentiated to include consideration of all students. Empowerment/ Positive Identity 		

Elements Contributing to a Positive School Climate

Learning Environment:

Schools provide students with a wide range of opportunities and ways to learn and to practice and demonstrate their learning. Students learn about and value the diversity of their world and come to understand the importance of learning

School-level Activities/Practices	Classroom-level Activities/Practices	Student - level Activities/Practices
<ul style="list-style-type: none"> Use curriculum expectations as the foundation to foster positive school climate. Ensure that curriculum materials, displays, print and electronic resources reflect the diversity as well as the individual needs and interests of the students. Support / Positive Values Address biases that may appear in resources. Positive Identity Ensure that resources reflect AODA (Accessibility for Ontarians with Disabilities) guidelines (e.g., use “people first” language). Empowerment Respect all student destinations/pathways. Empowerment / Positive Values Use technologies as learning tools to engage, support, extend, and deepen learning and make them accessible to all students. Build and foster authentic connections with all students (i.e., know their “passions”). Commitment to Learning Build an understanding of various ways of communicating with students. Support / Positive Identity 	<ul style="list-style-type: none"> Develop supportive, caring relationships with students. Support Promote a culture of high expectations for all students. (e.g., describe student learning in asset language; co-construct success criteria; provide descriptive feedback for improvement). Boundaries/Expectations / Commitment to Learning / Positive Values Use HDSB School Effectiveness Framework in all learning environments. Use the curriculum content to create opportunities to develop critical thinking skills. Differentiate instruction (i.e., instruction and assessment are differentiated in response to student strengths, needs and prior learning). Use diagnostic data to differentiate instruction. Assess as/for/of learning: students reflect on, assess, and identify what they need both academically and socially and set goals for improvement. Commitment to Learning / Positive Values Take advantage of “teachable moments” to collaboratively problem solve relationship issues that arise among students (e.g., during unstructured times). Students with disabilities may require additional consideration and support. Social Competencies Use student resources that are relevant, current, accessible and inclusive (e.g., assistive technologies). 	<p>Students:</p> <ul style="list-style-type: none"> Participate in classroom check-in activities to activate prior knowledge, and help staff assess learning needs (e.g., community circle; minds-on activities; exploration; partnering). Have a voice with respect to how curriculum expectations may be met (e.g., choice of literature; activities, etc.). Engage in tasks that are respectful, have cognitive demand and are of personal interest. Boundaries/ Expectations Participate in contextualized learning opportunities so that they understand the relationship between what they are learning, why they are learning it, and how it connects to their lives. Positive Identity Learn about their personal interests, strengths, and aptitudes related to potential careers (contextualized learning opportunities; field trips). Empowerment / Positive Identity Use descriptive feedback for goal setting and improvement. Positive Values / Positive Identity

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Elements Contributing to a Positive School Climate

Physical Environment: *The school environment, inside and outside the building, is welcoming and makes the school a safe place that is conducive to learning.*

School-level Activities/Practices	Classroom-level Activities/Practices	Student - level Activities/Practices
<ul style="list-style-type: none"> Identify unsafe areas, as reported by all members of the school community, and modify space, routines, and resources accordingly. 🟡 Empowerment / Positive Identity Co-create celebratory and positive messages, based upon the diversity of the school population; display the messages prominently. 🟡 Positive Values / Social Competencies / Positive Identity Follow accessibility guidelines (e.g., provide visuals). 🟡 Support / Empowerment / Positive Values / Positive Identity Establish environmental / healthy school committee. 🟡 Positive Values Use “Tell Them From Me” survey data to guide changes in the school’s physical environment. 🟡 Support / Commitment to Learning Communicate and practice lockdown procedures (2x/year); fire drills (6x/year). 🟡 Empowerment / Boundaries/Expectations 	<ul style="list-style-type: none"> Set up and organize classroom and outdoor spaces in ways that promote collaborative learning and student engagement in learning. 🟡 Positive Values / Social Competencies Display the work of each student in the classroom over time and in a variety of ways (e.g., gallery wall; Bansho; work samples). 🟡 Empowerment / Positive Identity Ensure that classroom displays reflect the diversity/experiences of the school’s population. 🟡 Positive Values / Social Competencies Use “Tell Them From Me” survey data to guide changes in the classroom’s physical environment. Identify and remove physical barriers to learning. 🟡 Support Use “Tell Them From Me” survey data to guide changes in their practices. 	<p>Students:</p> <ul style="list-style-type: none"> Apply curriculum-based learning by taking action (e.g., stewardship; sustainability; citizenship; responsibility; healthy lifestyle; well-being). 🟡 Boundaries/Expectations / Commitment to Learning Promote and participate in the school’s environmental program. 🟡 Constructive Use of Time Promote a healthy school environment by leading intramural activities, teams and clubs. 🟡 Empowerment / Constructive Use of Time Act as “Welcome Ambassadors” who support making the school more welcoming to visitors and to those new to the school community, including those attending special programs. 🟡 Social Competencies Promote a safe and healthy school environment (e.g., by reporting unsafe conditions in the physical environment of the school to teachers/administrators).

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Elements Contributing to a Positive School Climate

Parent* Engagement:

Schools provide parents with opportunities to learn about, support, and actively engage in their student's experience at school. (* In this document, parent is used to refer to: parent(s), guardian(s), and in some instances, caregiver(s) and/or other family members.)

School-level Activities/Practices	Classroom-level Activities/Practices	Student - level Activities/Practices
<ul style="list-style-type: none"> Share School Improvement Plan for Student Achievement (SIPSA) including school goals related to creating a positive school climate and bullying prevention. Ensure that members of School Council, other school-based committees, and parent focus groups represent the diversity of the school community. Establish a community bulletin board(s) in a location(s) accessible to parents. Provide information about SEAC and associations that support people with disabilities/ students with special education needs. Support Advise parent community of parent representatives on school committees (e.g., School Council; SSAT) via school website; use Google Translate. Actively solicit parent participation in school-wide events (e.g., via Language Line; Synervoice). Offer parents more opportunities to learn about student safety and school climate. Commitment to Learning/ Empowerment Provide parents with a choice of ways in which they can participate in school programs and activities. Use Youth Settlement Program and interpretation/ translation services (e.g., Face to Face or Language Line). Follow Accessibility Guidelines./ Social Competencies Provide books in school library that explain disabilities. Positive Values/ Social Competencies Identify and remove barriers to engagement (e.g., bus tickets; police record check process; child care). Support/ Empowerment Positive Values/ Positive Identity Utilize Epstein's six types of engagement (See SIPSA). 	<ul style="list-style-type: none"> Communicate with parents by various means (e.g., telephone; e-mail; newsletters; teacher websites; Twitter; blogs) to keep them informed about student learning. Ensure all communication allows parents to identify accessibility concerns/ needs (i.e., as outlined in the AODA customer service regulation). Provide tip sheets on how parents can support their child's learning. Support/ Boundaries/ Expectations Invite parents to volunteer in classrooms, and on field trips, observation days, portfolio sharing days, etc. Commitment to Learning Express appreciation for the support that parents, guardians, caregivers give to their student's learning. Create class photo journals, learning logs or community books for students to share with families. Commitment to Learning/ Social Competencies/ Positive Identity Invite parents and family members to share (e.g., intergenerational sharing; family experiences; celebrations; languages; disability awareness, etc.). 	<p>Students:</p> <ul style="list-style-type: none"> Participate in student-led conferences when sharing progress with parents. Empowerment/ Constructive Use of Time/ Commitment to Learning/ Positive Values/ Positive Identity Share their portfolios with family to communicate learning goals, actions, progress and reflections. Boundaries/Expectations Participate in planning and preparing for events that families attend (e.g., assemblies; concerts; drama presentations, etc.). Create photo stories, complete interest surveys, share family experiences and celebrations with their class.

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Elements Contributing to a Positive School Climate

Community Partnerships: Schools engage community groups to work with the school in a mutually beneficial way to support students and/or parents/ guardians/ caregivers.

School-level Activities/Practices	Classroom-level Activities/Practices	Student - level Activities/Practices
<ul style="list-style-type: none"> • Enlist community members or groups to participate in school activities such as breakfast or snack programs. Support / Empowerment • Implement strategies designed to engage diverse community partners (e.g., participation in assemblies and presentations that support curriculum and focus areas). • Participate in community activities outside of school. Constructive Use of Time / Social Competencies • Develop partnerships with community agencies such as: <ul style="list-style-type: none"> • ADAPT • Halton Region Health Department • Halton Regional Police Service • Our Kids Network Hubs • Halton Industry Education Council (HIEC) • Coalition for Persons with Disabilities • First Robotics • Halton Multicultural Council • Children’s Mental Health Agencies (e.g., ROCK, Halton Healthcare Services, Woodview Mental Health) <p style="text-align: right;">Support</p>	<ul style="list-style-type: none"> • Offer opportunities for community partners to support students’ learning (e.g., Public Health Nurses; Healthy Schools; DARE; Motiv8; More to Me; Give Respect/Get Respect). Support • Invite community members into classrooms to share their talents and skills, and information with students. Empowerment • Provide authentic, contextualized learning opportunities that involve community partnerships. 	<p>Students:</p> <ul style="list-style-type: none"> • Participate in local community, regional, or international leadership development opportunities (e.g., “Me to We”). Constructive Use of Time/ Positive Values/ Positive Identity • Volunteer at, and/or participate in, community initiatives/projects. Empowerment/ Constructive Use of Time/ Positive Values/ Social Competencies • Apply new curricular knowledge and skills to promote positive social or environmental action and social justice. Empowerment/ Commitment to Learning/ Positive Values/ Social Competencies/ Positive Identity • Learn about careers and real-world connections related to curriculum expectations. Commitment to Learning/ Positive Identity

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Accepting Schools Act (Bill 13)

Bill 13 requires school boards to prevent and address inappropriate and disrespectful behaviour among students in our schools. These behaviours include bullying, discrimination and harassment. The new law makes it clear that these behaviours are unacceptable in our schools. It promotes respect and understanding for all students regardless of race, gender, sexual orientation or disability or any other factor.

Student Level	Classroom/School Level	Parent Level	Community Level
<p>Bill 13 requires: Schools to provide support to students who have engaged in inappropriate behaviour or been affected by inappropriate behaviour.</p> <p>Schools to provide programs, interventions or other supports to both victims and bullies, and to those who witness the incident.</p> <p>Schools to provide ways for students to safely report incidents of bullying.</p> <p>Boards and schools to allow students to form groups at their school to raise awareness and understanding of all students on topics such as:</p> <ul style="list-style-type: none"> - anti-racism; - people with disabilities; - gender equity; - sexual orientation and gender identity. <p>These groups may include Gay-Straight Alliances (GSAs).</p>	<p>Have policies in place on progressive discipline, bullying prevention and intervention, and on equity and inclusive education.</p> <p>Provide training and information to teachers and other school staff on an annual basis about bullying prevention and promoting positive school climates.</p> <p>Include goals around positive school climate and bullying prevention in their multi-year plans and make these plans available to the public.</p> <p>Consider tougher consequences for students who bully others. This can include suspending and considering expulsion if:</p> <ul style="list-style-type: none"> - the student has already been suspended for bullying and the student's presence in the school creates an unacceptable risk to the safety of others or - the bullying was motivated by bias, prejudice or hate. <p>The bill gives principals new, specific responsibilities.</p>	<p>The bill helps parents learn more about the support available to their children through the school and the efforts the school is making to build a positive school climate.</p> <p>Boards are required to:</p> <ul style="list-style-type: none"> - set up a process for parents to follow if they have concerns about the support their child is receiving. - develop a procedure that allows students, parents and others to safely report incidents of bullying. - conduct school climate surveys of staff, students and parents at least every two years. - offer parents more opportunities to learn about student safety and school climate. 	<p>Bill 13 requires third parties, such as sports leagues and community groups, to follow standards of behaviour that are consistent with the Provincial Code of Conduct when they use space in public schools.</p> <p>The Code helps ensure that all members of the school community are treated with respect and dignity.</p> <p>The legislation builds on our Equity and Inclusive Education and Safe Schools Strategies.</p> <p>The legislation is part of a larger action plan which includes:</p> <ul style="list-style-type: none"> - introducing more mental health workers (e.g. in Halton – new Woodview mental health program staff in schools and the hiring of new CCAC nurses to work in high schools re: mental health) in schools and expanded video counselling services with a psychiatrist for kids in rural

Boards and principals will not be able to prevent students from using the name GSA or another name the students may choose for these groups.

Students may form other types of groups based on the needs of their school.

The name of the student-led group must help promote a positive school climate that is inclusive and accepting of all students.

Principals are now required to:

- investigate any incident reported by a board employee which could lead to a student being suspended or expelled, including bullying.
- notify the parent/guardians of students who have harmed another student about the incident, when the students' behaviour could lead to them being suspended or expelled. Invite the parents to discuss the supports that will be provided to their child.
- invite the parents/guardians of the student who was harmed in the incident to discuss the supports that will be provided to their child. Principals were already required to notify these parents.
- communicate with teachers and where appropriate, other board employees, who reported an incident, which could lead to a student getting suspended or expelled.

Principals will be required to inform them about the results of their investigation into the incident.

- and remote communities. finding ways to include more equity and inclusive education principles and bullying prevention strategies throughout the curriculum, building on recommendations from the Ontario Curriculum Council.
- conducting a public awareness campaign to highlight that all Ontarians have a role in preventing bullying.
- creating an Accepting Schools Expert Panel to provide advice on resources and practices that focus on a whole school approach, including bullying prevention and intervention.

The Tribes Process: An Effective Tool for Promoting A Positive School Climate

Tribes is a democratic group process whereby learners feel included, respected, safe and valued. The outcome of the Tribes process is to develop a positive environment that promotes human growth and learning. It requires learning how to build community through three stages of group development using four agreements among the learning community:

- Attentive Listening
- Appreciations/No Put-downs
- The Right to Pass
- Mutual Respect

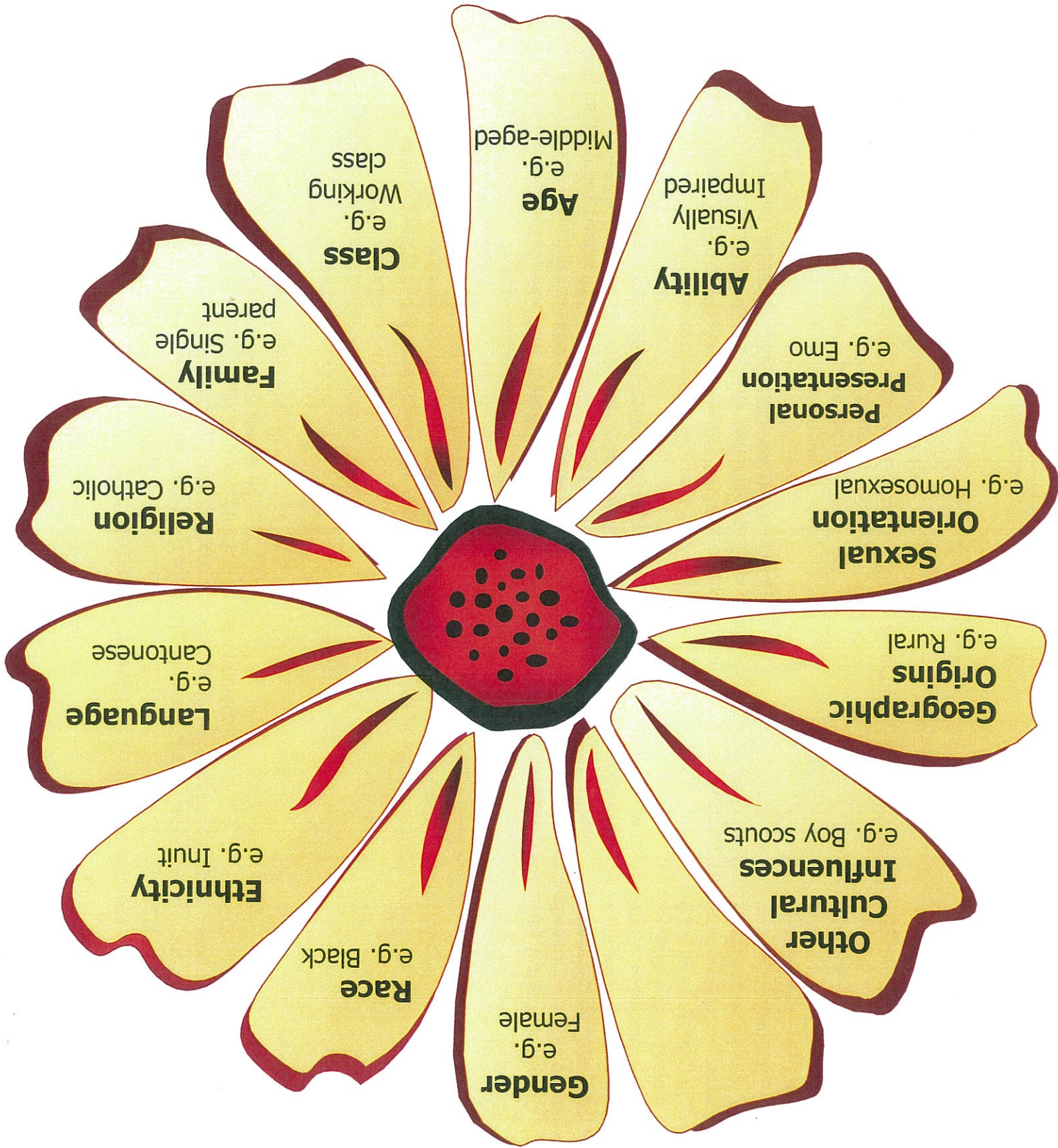
The first stage of the Tribes Trail is called ‘inclusion’: The first custom of the Tribes process is to invite people to reflect upon and share their own experiences. It establishes a caring environment for cooperative learning and provides structure for positive peer interaction in the classroom and beyond. This stage of the Tribes Trail is called ‘inclusion.’ It is a helpful stage for fostering empathy and a sense of equity amongst learners.

The second stage of the Tribes Trail is called ‘influence.’ When students feel valued they have influence. They feel safe in their environment to take risks to participate and voice their opinion in decision-making processes and to make contributions to classroom discussions. In tribal societies, people are valuable. Feeling valued as an individual and having influence helps to create resiliency in people. Attributes of resilient children are social competence, problem-solving skills, autonomy and a sense of purpose and direction. This particular stage is helpful in providing strategies for bullying prevention and helping students to resolve conflicts and work collaboratively together.

The third stage of the Tribes Trail is called ‘community.’ Having a sense of community in a learning environment is having respect for the diversity of all members. It looks like students working on tasks cooperatively; it sounds like students being respectful and encouraging of one another; and it feels like a safe place to express oneself.

Tribes synopsis provided by Dawn Lazerte based on Gibbs, J. (2006). Reaching All by Creating Tribes Learning Communities. California: Center Source Systems.

Culture and Social Identities



Adapted from: Letters to Marcia, A Teachers' Guide to Anti-Racist Education. Enid Lee, Cross Cultural Communication Centre 1985

7 Equity Lenses Components

Ability - Physical, intellectual, social/emotional, health, accessibility



Faith - Spirituality, religious beliefs



Race / Culture - Ethnic background, social and cultural groupings



First Nations, Metis, Inuit - Canada's Aboriginal people



Gender - Masculine, feminine, intersex



Socio-Economic - Financial resources, living conditions, education, employment, lifestyle



Sexual Orientation / Gender identity - Encompasses the range of human sexuality from gay, lesbian, bi-sexual to hetero-sexual; gender identity may or may not match the physical body, i.e. how we view ourselves as masculine or feminine



Making Connections

Developmental Assets (Search Institute)	Collaborative Skills (Tribes, Jeanne Gibbs)	Learning Skills (Ontario Ministry of Education)
40 Development Assets.	12 collaborative skills that foster a caring environment	6 learning skills and work habits for Grades 1 to 12
<p>Support: young people need to be surrounded by people who love, care for, appreciate, and accept them</p> <p>Empowerment: young people need to feel valued and respected</p> <p>Internal Assets:</p> <p>Commitment to Learning: young people need a sense of the lasting importance of learning and a belief in their own abilities</p> <p>Positive Values: young people need to develop strong guiding values or principles to help them make healthy life choices</p> <p>Positive Identity: young people need to believe in their own self-worth and to feel that they have control over the things that happen to them</p>	<p>Participating Fully</p> <p>Attentive Listening</p> <p>Expressing Appreciation</p> <p>Reflecting on Experience</p>	<p>Responsibility: fulfills responsibilities and commitments within the learning environment</p> <p>Self-Regulation: perseveres and makes an effort when responding to challenges</p> <p>Responsibility: fulfills responsibilities and commitments within the learning environment/takes responsibility for and manages own behaviour</p> <p>Collaboration: responds positively to the ideas, opinions, values, and traditions of others</p> <p>Self-Regulation: identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals</p> <p>Independent Work: independently monitors, assesses, and revises plans to complete tasks and meet goals</p>
<p>Empowerment: young people need to feel valued and respected</p> <p>Constructive Use of Time: young people need opportunities outside of school to learn and develop new skills and interests with other youth and adults</p> <p>Internal Assets:</p> <p>Commitment to Learning: young people need a sense of the lasting importance of learning and a belief in their own abilities</p> <p>Positive Values: young people need to develop strong guiding values or principles to help them make healthy life choices</p> <p>Social Competencies: young people the skills to interact effectively with others, to make difficult decisions, and to cope with new situations</p> <p>Positive Identity: young people need to believe in their own self-worth and to feel that they have control over the things that happen to them</p>	<p>Valuing Diversity of Culture/Ideas</p> <p>Thinking Constructively</p> <p>Making Responsible Decisions</p> <p>Resolving Conflict</p>	<p>Collaboration: responds positively to the ideas, opinions, values, and traditions of others</p> <p>Organization: devises and follows a plan and process for completing work and tasks / establishes priorities and manages time to complete tasks and achieve goals / identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks</p> <p>Independent Work: independently monitors, assesses, and revises plans to complete tasks and meet goals</p> <p>Responsibility: completes and submits class work, homework, and assignment according to agree-upon timelines / takes responsibility for and manages own behaviour</p> <p>Independent Work: Uses class time appropriately to complete tasks</p> <p>Collaboration: works with others to resolve conflicts and build consensus to achieve group goals</p>
<p>External Assets</p> <p>Empowerment: young people need to feel valued and respected</p> <p>Boundaries and Expectations: young people need clear rules, consistent consequences for breaking rules, and encouragement to do their best</p> <p>Internal Assets</p> <p>Commitment to Learning: young people need a sense of the lasting importance of learning and a belief in their own abilities</p> <p>Positive Values: young people need to develop strong guiding values or principles to help them make healthy life choices</p> <p>Social Competencies: young people the skills to interact effectively with others, to make difficult decisions, and to cope with new situations</p>	<p>Solving Problems Creatively</p> <p>Working Together on Tasks</p> <p>Assessing Improvement</p> <p>Celebrating Achievement</p>	<p>Collaboration: shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions</p> <p>Collaboration: accepts various roles and an equitable share of work in a group/builds healthy peer-to-peer relationships through personal and media-assisted interactions</p> <p>Self-Regulation: sets own individual goals and monitors progress towards achieving them / assesses and reflects critically on own strengths, needs and interests</p> <p>Organization: establishes priorities and manages time to complete tasks and achieve goals</p>
Compiled by Dawn Lazerte (2010)		

Learn, Grow, Succeed, Together

For further information, please contact:

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