



ADMINISTRATIVE PROCEDURE	
<i>Approval Date</i> 2016	<i>Replacing</i> All previous procedures
<i>Review Date</i> 2021	<i>Page</i> 1 of 3
<i>Contact Person/Department</i> Director of Education	<i>Identification</i> BD-2004

CHARACTER DEVELOPMENT

1.0 PURPOSE

Trillium Lakelands District School Board believes that character, both taught and learned, contributes to overall student achievement and well-being. Character development is a shared responsibility between the home, school, and community. The Board recognizes, honours, and supports initiatives, programs, and activities that contribute to positive character development.

2.0 REFERENCES AND RELATED DOCUMENTS

- 2.1. Finding Common Ground: Character Development in Ontario Schools
- 2.2. BD-2080 Accessible Customer Service Policy
- 2.3. OP-6020 Code of Conduct Policy
- 2.4. BD-2100 Equity and Inclusive Education Policy
- 2.5. HR-4010 Employee Discrimination and Harassment Policy

3.0 TERMS AND DEFINITIONS

- 3.1. **RESTORATIVE PRACTICE** – a philosophy that supports the idea that when a wrong is committed in a school community, the incident needs to be dealt with by all individuals directly involved.
- 3.2. **SERVICE LEARNING** – a form of project-based learning in which academic goals are accomplished through community service. This is neither an add-on nor a diversion from the curriculum. It is a powerful approach to teaching that provides students with authentic learning experiences in which they learn academic content in a real-life, real-world context. Properly implemented, service learning develops citizenship, responsibility, and many other positive character virtues.
- 3.3. **BOARD IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT (BIPSA)** – a plan developed by senior administrators to improve student learning and achievement and well-being.
- 3.4. **SCHOOL IMPROVEMENT PLAN FOR STUDENT ACHIEVEMENT (SIPSA)** – a plan developed by the school principal and staff, based on the BIPSA to improve student learning and achievement.

- 3.5. SCHOOL CLIMATE SURVEY - An anonymous survey conducted on a regular basis that can help schools assess perceptions of safety from students, parents, and school staff. The survey results can inform school plans about programs that prevent bullying and promote safe and accepting schools in order to build and sustain a positive school climate.

4.0 ADMINISTRATIVE PROCEDURE

4.1 CHARACTER DEVELOPMENT ATTRIBUTES

Trillium Lakelands District School Board has adopted the following character attributes:

- Goal Setting
- Perseverance
- Responsibility
- Compassion
- Trustworthiness
- Honesty
- Fairness
- Citizenship
- Respect
- Self-Control

4.2 SENIOR ADMINISTRATION

Members of Senior Administration will:

- 4.2.1 ensure that character development is aligned with and becomes an integral part of the Board Improvement Plan;
- 4.2.2 model character attributes in work place practices and interactions with others;
- 4.2.3 ensure that character development is promoted through Feed All Four as the TLDSB way of being, valuing positive relationships and service to others;
- 4.2.4 ensure that character development initiatives are shared through Feed All Four reports at the Board Healthy Schools Advisory Committee.

4.3 SCHOOL ADMINISTRATION

School administrators will:

- 4.3.1 ensure that character development is aligned with and becomes an integral part of the School Improvement Plan for Student Achievement (SIPSA);
- 4.3.2 model character attributes in work place practices and interactions with others;
- 4.3.3 ensure that character development is embedded in all subject areas and in all classrooms, extra-curricular and school-wide programs;

- 4.3.4 seek and support opportunities for civic engagement and citizenship development of all students;
- 4.3.5 ensure school climate surveys are completed as required;
- 4.3.6 consider Feed All Four as a way to promote character development in the school.

4.4 SCHOOL AND CENTRAL OFFICE STAFF

School staff members are expected to:

- 4.4.1 model character attributes in work place practices and interactions with others;
- 4.4.2 assist in creating a school culture that values positive relationships, fosters a sense of belonging, nurtures democratic principles, and encourages student voice in decision making.