



Procedure Section: **School Administration**

**300**

Procedure Name: **Character Development**

**330**

## **PROCEDURE**

# Character Development

## **Roles and Responsibilities**

1. The Keewatin-Patricia District School Board (KPDSB) will:

- a) Ensure that the Character Development Initiative is aligned with, and becomes an integral part of, Board and School Improvement plans;
- b) Continually support a collaborative Board-wide process for engaging students, staff, parents/guardians, and School Councils, as well as a diverse cross-section of community representatives and the Native Education Advisory Council (NEAC), in the development and implementation of the initiative, with local Trustees playing a key role;
- c) Ensure that students play a key role at all stages in the development of this initiative;
- d) Collaborate with the Character Development Resource Committee to develop the processes and practices necessary for successful implementation;
- e) Include partnerships with local organizations and the Ministry of Education, to provide programs which further engage students and the community. The KPDSB will continue to support these partnerships through the Aboriginal Advisor;
- f) Ensure that the Character Development Initiative reflects the guiding principles and goals that have been set out in the Equity and Inclusive Education Strategy; and
- g) Monitor and collect data on the effectiveness of this initiative.

2. School Administration will:

- a) Ensure that the Character Development Initiative is aligned with, and becomes an integral part of, the School Improvement Plan.

- b) Ensure that all members of the school community (i.e., students, teachers, families, and support staff, etc.) are engaged in school-wide implementation of the initiative;
- c) Provide a key role for School Councils to play, in reaching out to and engaging community members in this initiative;
- d) Support the integration of Character Development in all subject areas and in all classrooms, extra-curricular, and school-wide programs;
- e) Ensure that the student leadership in schools reflects the diversity of the school demographics, and has a voice in providing meaningful input into plans and decisions regarding the Character Development Initiative;
- f) Ensure that there are a variety of opportunities to engage all students in the Character Development Initiative;
- g) Provide professional learning opportunities in the area of Character Development;
- h) Expand access to, and opportunities for, civic engagement by all students; and
- i) Ensure that leadership development opportunities are available for all students.

3. Teachers will:

- a) Model the character attributes agreed upon by the Board-based community constitution process and exemplified in the Standards of Practice for the Teaching Profession;
- b) Use the adopted attributes and developmentally appropriate ways to set classroom behavioral expectations in collaboration with students and as reinforced by all Ministry of Education support documents;
- c) Ensure that there are opportunities to engage students in the creation of a classroom learning environment that is collaborative, caring, and characterized by high expectations for learning;
- d) Embed character development in their subject areas and in all classrooms, extra-curricular, and schoolwide programs; and

e) Promote and develop a school culture that values caring relationships between teachers and students, fosters a sense of belonging, nurtures democratic principles, and encourages student voice in decision making.

4. All Staff will:

- a) Model the character attributes adopted by the Keewatin-Patricia District School Board in their workplace practices and interactions with others; and
- b) Assist in creating a school and Board culture that values positive relationships and service to others.

5. Students are expected to:

- a) Provide a voice in providing meaningful input into plans and decisions for implementation of the Character Development Initiative in their schools;
- b) Recognize and engage the voices and use of diverse members of student demographics in the Character Development Initiative;
- c) Engage students who are disengaged and who feel marginalized in the life of the school; and
- d) Identify additional opportunities for meaningful local community involvement and civic engagement.