

## REGULAR BOARD MEETING

### AGENDA

**Monday, March 25, 2019**

**7:30 p.m.**

Catholic Education Centre  
650 Rossland Road West  
Oshawa, ON L1J 7C4

Main Telephone Number: (905) 576-6150  
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Main Fax Number: (905) 576-0953

Board Web Site: [www.dcdsb.ca](http://www.dcdsb.ca)



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## REGULAR BOARD MEETING

Monday, March 25, 2019

7:30 p.m.

Durham Catholic District School Board

Catholic Education Centre

650 Rossland Road West, Oshawa

## OPEN SESSION AGENDA

### A. CALL TO ORDER

### Page

- a.1 Motion to Move In Camera (7:00 p.m.)
- a.2 National Anthem (7:30 p.m.)
- a.3 Acknowledgement of Traditional Territory
- a.4 Memorials and Prayer
- a.5 Roll Call and Apologies

St. Joseph Catholic School Choir

Student Trustees

### B. APPROVAL OF AGENDA

- b.1 Changes to printed Agenda
- b.2 Approval of Agenda

### C. ANNOUNCEMENTS

- c.1 Announcements from the In Camera Session of the Board Meeting

### D. NOTICES OF MOTIONS

### E. DECLARATIONS OF INTEREST

- e.1 Declaration of Conflict of Interest

### F. ACTIONS TO BE TAKEN

- f.1 Approval and Signing of Minutes of the Open Session of the Regular Board Meeting of February 25, 2019
- f.2 Business Arising from the Open Session of the Regular Board Meeting of February 25, 2019

**G. PRESENTATIONS**

- g.1 ShareLife – Michael Penafiel, ShareLife Coordinator of Schools and Employee Campaigns
- g.2 Outdoor Education – Tracy Barill, Superintendent of Education
- g.3 Ministry Funding Announcement – Ryan Putnam, Superintendent of Business

**H. DELEGATION**

**I. CONSIDERATION OF MOTION**

- I.1 Motions to be read in Open Session from the In Camera Session of the Board Meeting of March 25, 2019

**J. UNFINISHED BUSINESS FROM PREVIOUS MEETINGS**

**K. COMMITTEES**

**k.1 Committee Reports**

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- k.1.2 Special Education Advisory Committee Meeting – March 5, 2019 19
- k.1.3 Changes in Representation on the Special Education Advisory Committee (SEAC) 30

**k.2 Matters Referred from Committee**

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- I.6.1 Strategic Plan Update 110
- I.6.2 Trustee Code of Conduct 112
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- I.6.4 Director's Verbal Report

**I.7 Chair's Report**

- I.7.1 Chair's Verbal Report
- I.7.2 Student Trustees' Verbal Report

**M. CORRESPONDENCE**

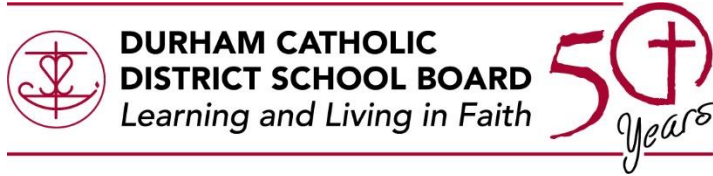
- m.1 Correspondence 122

**N. INQUIRIES AND MISCELLANEOUS**

**O. PENDING ITEMS**

**P. ADJOURNMENT**

**Q. CLOSING PRAYER**



**MINUTES** of the **OPEN SESSION** of the Regular Board Meeting of the Durham Catholic District School Board which was held in the Catholic Education Centre, 650 Rossland Road West, in Oshawa on Monday, February 25, 2019.

Trustees Present

J. Rinella, Chair  
T. Chapman, Vice Chair  
M. Forster  
K. LeFort (via teleconference)  
J. McCafferty  
J. Oldman (via teleconference)  
P. Pulla (via teleconference)  
M. Ste. Marie

Staff Present

A. O'Brien, Director  
T. Barill  
J. Bastarache  
J. Bowyer  
B. Camozzi  
M. Gray  
S. Grieve  
M. Hammond

T. Keay  
R. Leclair  
L. Morgulis  
J. McVeigh  
G. O'Reilly  
R. Putnam  
R. Rodriguez  
J. Wilson

Student Trustees

J. Cara  
S. Zamorano

**A. OPEN SESSION CALL TO ORDER**

Chair Rinella called the Open Session to order at 7:10 p.m.

**a.1 MOTION TO MOVE IN CAMERA**

Motion No. B2019-02-25-01

Motion to Move In Camera

Moved by M. Ste. Marie seconded by M. Forster

"THAT the Durham Catholic District School Board Meeting move into In Camera Session."

Carried

**RESUMPTION OF OPEN SESSION (7:30 p.m.)**

Chair Rinella reconvened the meeting to order and welcomed all in attendance.

**a.2 NATIONAL ANTHEM – O CANADA**

Students from Msgr. Philip Coffey Catholic School opened the meeting with O Canada.



**a.3 ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY**

Chair Rinella acknowledged Traditional Lands and Territory.

**a.4 MEMORIALS AND PRAYERS**

Student Trustees Zamorano and Cara offered the opening prayer.

**a.5 ROLL CALL AND APOLOGIES**

Trustees Pulla, LeFort and Oldman attended by teleconference.

**B. APPROVAL OF AGENDA**

**b.1 CHANGES TO THE PRINTED AGENDA**

None

**ITEM b.2 APPROVAL OF AGENDA**

Motion No. B2019-02-25-02

Approval of Agenda

Moved by M. Ste. Marie seconded by J. McCafferty

“THAT the Durham Catholic District School Board approve the agenda of the Monday, February 25, 2019 Regular Board Meeting as printed.”

Carried

**C. ANNOUNCEMENTS**

**c.1 ANNOUNCEMENTS FROM THE IN CAMERA SESSION OF THE REGULAR BOARD MEETING OF FEBRUARY 25, 2019**

Vice Chair Chapman made the following announcements:

**APPOINTMENTS TO ELEMENTARY VICE PRINCIPAL ROSTER**

Effective: February 26, 2019

Name:

Corrie-Lyn Plommer

Current Placement:

Student Services Coordinator, Student Services Dept.

Jennifer VanHezewk

Program Support Teacher, St. Wilfrid C.S.

**c.1 ANNOUNCEMENTS FROM THE IN CAMERA SESSION OF THE REGULAR BOARD MEETING OF FEBRUARY 25, 2019 (Cont'd)**

**APPOINTMENT AND PLACEMENT OF INTERIM VICE PRINCIPAL**

Effective: March 1, 2019

<u>Name:</u>	<u>Current Placement</u>	<u>New Placement</u>
Corrie-Lyn Plommer	Student Services Coordinator Student Services Dept.	Interim Vice Principal Msgr. John Pereyma CSS

**CONVERSION OF INTERIM ELEMENTARY VICE PRINCIPAL TO PERMANENT PROBATIONARY ELEMENTARY VICE PRINCIPAL**

Effective: March 1, 2019

<u>Name</u>	<u>Current Placement</u>	<u>New Placement</u>
Jennifer Principe	Interim Elementary Vice Principal St. Wilfrid C.S.	Permanent Probationary Elementary Vice Principal St. Wilfrid C.S."

**APPOINTMENTS TO SECONDARY PRINCIPAL ROSTER**

Effective: February 26, 2019

<u>Name:</u>	<u>Current Placement:</u>
Shawn O'Hare	Secondary Vice Principal, St. Mary C.S.S.
Stacey Ritchie	Vice Principal, Archbishop Anthony Meagher Catholic Continuing Education Centre

**APPOINTMENT TO SECONDARY VICE PRINCIPAL ROSTER**

Effective: February 26, 2019

<u>Name:</u>	<u>Current Placement:</u>
Janel Langstaff-Mullett	Experiential Learning Coordinator Teaching & Learning Department

**APPOINTMENT OF INTERIM SECONDARY VICE PRINCIPAL**

Effective: March 1, 2019

<u>Name</u>	<u>Current Placement</u>	<u>New Placement</u>
Janel Langstaff-Mullett	Experiential Learning Coordinator Teaching & Learning Department	Interim Secondary Vice Principal, Arch. Denis O'Connor CHS

**c.1 ANNOUNCEMENTS FROM THE IN CAMERA SESSION OF THE REGULAR BOARD MEETING OF FEBRUARY 25, 2019 (Cont'd)**

**APPOINTMENT OF ACTING SECONDARY VICE PRINCIPAL**

Effective: March 1, 2019

<u>Name</u>	<u>Current Position</u>	<u>New Position</u>
John Neundorf	Secondary Teacher St. Mary CSS	Acting Secondary Vice Principal St. Mary CSS

**CONVERSION OF INTERIM SECONDARY VICE PRINCIPAL TO PERMANENT PROBATIONARY SECONDARY VICE PRINCIPAL**

Effective: March 1, 2019

<u>Name</u>	<u>Current Placement</u>	<u>New Placement</u>
Michelle Kettrick	Interim Secondary Vice Principal All Saints CSS	Permanent Probationary Secondary Vice Principal All Saints CSS

**SECONDARY VICE PRINCIPAL TRANSFERS**

Effective: March 1, 2019

<u>Name</u>	<u>Current Placement</u>	<u>New Placement</u>
Shawn O'Hare	St. Mary CSS	Notre Dame CSS
Kathryn Remiz	Msgr. John Pereyma CSS	Notre Dame CSS

**RESIGNATION**

<u>Name</u>	<u>Current Position</u>	<u>Effective</u>
Jonathan Di Ianni	Vice Principal, Notre Dame CSS	February 28, 2019

**RETIREMENTS**

<u>Name</u>	<u>Current Position</u>	<u>Effective</u>
Martin Drobot	Teacher, Archbishop Denis O'Connor CHS	May 31, 2019
Jo-Anne McKeag	Teacher, Good Shepherd C.S.	June 28, 2019

**c.2 RECOGNITION OF ST. CHRISTOPHER CATHOLIC SCHOOL – FINALISTS FOR THE ONTARIO CATHOLIC SCHOOL TRUSTEES' ASSOCIATION SHORT VIDEO CONTEST 2018**

- Students from St. Christopher Catholic School were recognized as finalists to the Ontario Catholic School Trustees' Association's (OCSTA) short video contest along the theme of "Community Builders." The video highlights the school community's commitment to renewing the promise to bring joy and be the face of Christ for others.

**c.3 STAND UP TO BULLYING PINK T-SHIRT LOGO CONTEST**

- The Board of Trustees recognized winners of the Pink Shirt Day Logo contest. Congratulations were extended to Gemma Porter, student at St. Theresa Catholic School for her winning logo: "You have the Power to Stop Bullying" and to runner up Misha Wilson, student at St. Josephine Bakhita Catholic School whose design was turned into a poster to be displayed in all schools.

**D. NOTICE OF MOTIONS**

None.

**E. DECLARATION OF INTEREST**

**e.1 DECLARATION OF CONFLICT OF INTEREST**

None.

**F. ACTIONS TO BE TAKEN**

**f.1 APPROVAL AND SIGNING OF MINUTES OF THE OPEN SESSION OF THE REGULAR BOARD MEETING OF JANUARY 28, 2019**

Motion No. B2019-02-25-03

Approval and Signing of Minutes

Moved by M. Forster seconded by J. McCafferty

"THAT the Durham Catholic District School Board approve the Minutes of the Open session of the January 28, 2019 Regular Board Meeting."

Carried

**f.2 BUSINESS ARISING FROM THE OPEN SESSION OF THE REGULAR BOARD MEETING OF JANUARY 28, 2019**

- Trustee LeFort acknowledged Superintendent Camozzi's retirement. She thanked him for his hard work and dedication and wished him all the best in his retirement.

**f.3 APPROVAL AND SIGNING OF MINUTES OF THE OPEN SESSION OF THE REGULAR BOARD MEETING (POLICY) OF FEBRUARY 4, 2019**

Motion No. B2019-02-25-04

Approval and Signing of Minutes

Moved by J. McCafferty seconded by M. Ste. Marie

“THAT the Durham Catholic District School Board approve the Minutes of the Open session of the February 4, 2019 Regular Board Meeting (Policy).”

Carried

**f.4 BUSINESS ARISING FROM THE OPEN SESSION OF THE REGULAR BOARD MEETING (POLICY) OF FEBRUARY 4, 2019**

None.

**G. PRESENTATIONS**

**g.1 SAFE AND ACCEPTING SCHOOLS UPDATE**

- Superintendent Bowyer shared an overview of the Board’s Safe and Accepting Schools initiatives which fall under the four pillars of the Well-being Strategy: Equity and Inclusive Education; Safe and Accepting Schools; Healthy Schools; and Positive Mental Health. Initiatives include:
  - School Improvement Planning
  - Aligned and Integrated Model (AIM) for School Mental Health and Well-Being
  - Living as Joyful Disciples to Promote a Positive School Community
  - Stand Up to Bullying Pink T-Shirt Logo Contest
  - System Level Training
  - Responding to Critical Incidents and Traumatic Events
  - Cannabis Legislation
  - Safe and Inclusive School Survey
  - Teaching and Reinforcing Pro-social Skills
- Superintendent Bowyer shared results from the Safe and Inclusive Schools Survey completed in November 2018. Some of the data reported includes two sections on Equity and Inclusive Education and Bullying Prevention
- Trustees inquired about the need for continuous intervention for students who have been bullied, and also for clarification on Behaviour Management Systems. Superintendent Bowyer responded with strategies principals and educators can use to provide ongoing contact and support. She also explained how the Board uses the Behaviour Management System in all of its schools as a proactive and intervention tool for behavior management.
- Student Trustees asked if there were any specific strategies for secondary schools. Superintendent Bowyer responded that schools have ongoing professional learning around strategies, and that teaching relationship skills is integrated continuously in the daily program.

## **g.2 MULTI-YEAR BUDGET FRAMEWORK**

- Superintendent Putnam presented the updated Multi-Year Budget Framework. The framework projects the board's overall financial position for the next five years. Significant factors incorporated in the framework include Ministry funding, student enrolment, staffing, benefits, multi-year contracts, absence related costs and legislative requirements such as the Employment Standards Act.
- He provided overviews in the following areas:
  - Current Financial Position
  - Enrolment and Utilization
  - Provincial Outlook
  - 2018/2019 Revised Estimates
  - 2018/2019 Mid-Year Forecast
  - Multi-Year Framework
  - Exposures and Risks
  - Opportunities and Efficiencies
  - Moving Forward
- Superintendent Putnam noted that following consultation with the broader community, staff will present the first draft of the budget in May with final approval by the Board of Trustees being sought at the June Board meeting.
- Trustees asked for more details around the sick leave and related supply costs. Director O'Brien indicated that the sick leave plan is a provincially bargained plan and boards are required to budget for actual utilization. She added that sick leave costs are a pressure for all Boards and it is hoped that this will be a consideration provincially as we move forward.

## **g.3 COMMUNITY USE OF SCHOOLS RATES 2019-2020**

- Superintendent Camozzi and Manager of Planning, Admissions and Partnerships, Lewis Morgulis, presented an overview of Community Use of Schools Rates for 2019-2020.
- In their presentation they discussed the following issues:
  - Last rate increase 2014/2015
  - Board is not recovering custodial overtime for weekends and holidays
  - Ministry subsidy does not cover the rate reductions offered to users
  - Board needs to set rates for AMP space before it is made available
  - A rate increase that results in a smaller Board subsidy to users is preferred
- Rate changes will be communicated at the Community Use of Schools and Partnership meeting in June 2019, and to all renewing groups and users in time for September 2019 implementation.
- Vice Chair Chapman inquired if the rate increase would affect usage. Director O'Brien indicated rates are still highly competitive and the Board is expected to offset the financial pressure in this area.
- Chair Rinella acknowledged Claudia Henry, Community Use of Schools and Partnership Development Services Coordinator, for all her work.

## **H. DELEGATION**

None.

## **I. CONSIDERATION OF MOTION**

### **I.1 MOTIONS TO BE READ IN OPEN SESSION FROM THE IN CAMERA SESSION OF THE BOARD MEETING OF FEBRUARY 25, 2019**

Motion No. B2019-02-25-05

Motions Read

Moved by M. Forster seconded by P. Pulla

“THAT the Durham Catholic District School Board accept the Motions as read from the In Camera session of the February 25, 2019 Regular Board Meeting.”

Carried

## **J. UNFINISHED BUSINESS FROM PREVIOUS MEETINGS**

None

## **K. COMMITTEES**

### **k.1 COMMITTEE REPORTS**

#### **k.1.1 IPRC REPORT FOR JANUARY 2019**

Motion No. B2019-02-25-06

IPRC Report for January 2019

Moved by T. Chapman seconded by J. McCafferty

“THAT the Durham Catholic District School Board accept the I.P.R.C. report for the month of January 2019.”

Carried

#### **k.1.2 FINANCE COMMITTEE MINUTES – FEBRUARY 11, 2019**

Motion No. B2019-02-25-07

Finance Committee Minutes – February 11, 2019

Moved by T. Chapman seconded by J. McCafferty

“THAT the Durham Catholic District School Board receive as information the minutes of the February 11, 2019 Finance Committee meeting.”

Carried

**k.1.3 SCHOOL YEAR CALENDAR COMMITTEE MINUTES – FEBRUARY 11, 2019**

- Director O'Brien provided updated School Year Calendar Committee minutes.

Motion No. B2019-02-25-08

School Year Calendar Committee Minutes –  
February 11, 2019

Moved by M. Ste. Marie seconded by P. Pulla

“THAT the Durham Catholic District School Board receive as information the minutes of the February 11, 2019 School Year Calendar Committee meeting.”

Carried

**k.2. MATTERS REFERRED FROM COMMITTEE**

None

**L. STAFF REPORTS**

**I.1 STUDENT SERVICES/SAFE SCHOOL**

**I.1.1 SAFE AND ACCEPTING SCHOOLS UPDATE**

Motion No. B2019-02-25-09

Safe and Accepting Schools Update

Moved by M. Forster seconded by M. Ste. Marie

“THAT the Durham Catholic District School Board receive and file as information the Safe and Accepting Schools Update.”

Carried

**I.2 BUSINESS SERVICES**

**I.2.1 MULTI-YEAR BUDGET FRAMEWORK**

Motion No. B2019-02-25-10

Multi-Year Budget Framework

Moved by M. Ste. Marie seconded by K. LeFort

“THAT the Durham Catholic District School Board receive as information the Multi-Year Budget Framework as presented by staff on February 11, 2019.”

Carried



### **I.2.2 2019/2020 SCHOOL YEAR CALENDARS**

Motion No. B2019-02-25-11

2019/2020 School Year Calendars

Moved by M. Ste. Marie seconded by M. Forster

“THAT the Durham Catholic District School Board receive as information the 2019/2020 School Year Calendar report dated February 25, 2019.”

Carried

Motion No. B2019-02-25-12

2019/2020 School Year Calendars

Moved by M. Ste. Marie seconded by M. Forster

“THAT the Durham Catholic District School Board approve the 2019/2020 School Year Calendars for elementary and secondary schools, subject to final approval by the Ministry of Education.”

Carried

### **I.3 FACILITIES SERVICES**

#### **I.3.1 COMMUNITY USE OF SCHOOLS RATES 2019/2020**

Motion No. B2019-02-25-13

Community Use of Schools Rates 2019/2020

Moved by P. Pulla seconded by M. Forster

“THAT the Durham Catholic District School Board receive as information the report entitled Community Use of Schools Rates 2019-2020 dated February 25, 2019.”

Carried

Motion No. B2019-02-25-14

Community Use of Schools Rates 2019/2020

Moved by P. Pulla seconded by M. Forster

“THAT the Durham Catholic District School Board approve the Community Use of Schools Rates effective September 2019.”

Carried

**I.3.2 ST. CHRISTOPHER CATHOLIC SCHOOL AND ST. THOMAS AQUINAS CATHOLIC SCHOOL BOUNDARY REPORT**

Motion No. B2019-02-25-15

St. Christopher Catholic School and St. Thomas Aquinas Catholic School Boundary Report

Moved by K. LeFort seconded by T. Chapman

“THAT the Durham Catholic District School Board receives, for information the St. Christopher Catholic School and St. Thomas Aquinas Catholic School Boundary Report dated February 25, 2019.”

Carried

Motion No. B2019-02-25-16

St. Christopher Catholic School and St. Thomas Aquinas Catholic School Boundary Report

Moved by K. LeFort seconded by T. Chapman

“THAT the Durham Catholic District School Board approves ‘In Principle’ the proposed boundary revisions for St. Christopher Catholic School and St. Thomas Aquinas Catholic School outlined in the report dated February 25, 2019.”

Carried

**I.4 FAITH FORMATION**

**I.4.1 RECOMMENDED NAMES FOR THE NEW UNNAMED OSHAWA CATHOLIC SCHOOL**

Motion No. B2019-02-25-17

Recommended Names for the New Unnamed Oshawa Catholic School

Moved by J. McCafferty seconded by M. Forster

“THAT the Durham Catholic District School Board approve the recommendation of the Naming of Schools Committee to name the New Unnamed Oshawa Catholic School St. Anne Catholic School.”

Carried

**I.4.1 RECOMMENDED NAMES FOR THE NEW UNNAMED OSHAWA CATHOLIC SCHOOL** (Cont'd)

Motion No. B2019-02-25-18

Recommended Names for the New Unnamed  
Oshawa Catholic School

Moved by J. McCafferty seconded by M. Forster

“THAT the Durham Catholic District School Board accept the written report of the February 19, 2019 Naming of Schools Committee Meeting.”

Carried

**I.5 DIRECTOR’S REPORT**

**I.5.1 TRUSTEES ATTENDANCE – JANUARY TO DECEMBER 2018**

Motion No. B2019-02-25-19

Trustees Attendance – January to December  
2018

Moved by J. McCafferty seconded by M. Ste. Marie

“THAT the Durham Catholic District School Board receive and file as information, Trustees Attendance Report for the period January to December 2018.”

Carried

**I.5.2 DIRECTOR’S VERBAL REPORT**

- Director O’Brien acknowledged and thanked students and staff for hosting Black History Month celebrations and activities.
- The Director noted this week is Stand Up to Bullying Week in our schools. In connection with our Year of Joy, the theme is *Living as Joyful Disciples to Promote a Positive School Community*.
- She acknowledged the Employee Wellness Committee for initiating the Keeping the Elephant in the Room Campaign Alive with a contest to ensure we continue to open up stigma-free zones in our schools and offices when it comes to talking about mental health. Contest winners were announced on January 30 on Bell Let’s Talk Day. She extended congratulations to Father Leo J. Austin CSS and All Saints CSS.
- The Director announced that tickets for the Annual Foundation Gala on May 2 can be purchased at [durhamcatholicfoundation.ca](http://durhamcatholicfoundation.ca). She said that we look forward to celebrating Our Most Reverend Bishop Vincent Nguyen and our 2018 Distinguished Catholic Alumni. This year’s Gala will be hosted at the Ajax Convention Centre.
- The Director mentioned the June 2, 2019 50<sup>th</sup> Anniversary Community Picnic at Lakeview Park and Jubilee Pavilion in Oshawa. Details will be announced soon at [dcdsb.ca](http://dcdsb.ca).

**I.5.2 DIRECTOR'S VERBAL REPORT** (Cont'd)

- Director O'Brien advised that over the next few months, DCDSB is embarking on a new strategic plan to build on the goals and actions that emerged from Discovery 2020, the board's 2014-2019 strategic plan. Trustees, students, staff and members of the community will be invited to participate in the consultation process which will launch after March Break.

**I.6 CHAIR'S REPORT****I.6.1 CHAIR'S VERBAL REPORT**

- Chair Rinella noted that he was recently joined by community partners, fellow trustees and staff at the Annual Heart to Heart Gala, for Catholic Family Services of Durham. The funds raised support members of our community, including victims of domestic violence, with counselling and programs to aid in their psychological, relational, emotional, and spiritual healing - regardless of religious beliefs or ability to pay.
- The Chair commented that on behalf of the Durham Catholic District School Board of Trustees, he hopes everyone across the system had a peaceful and memorable Family Day last week. He said that while we are committed to our roles as Catholic educators and leaders, we firmly believe in the strength and power of family connections, and he encourages everyone to celebrate their milestones and successes together, and support one another through pain or hardship.
- Chair Rinella mentioned St. John XXIII Catholic School's 50<sup>th</sup> Anniversary celebration tomorrow. He said he looks forward to reuniting with many past and present students, staff and family members from St. John XXIII – a school with a long and endearing history in our school board.
- The Chair said as we enter the season of Lent with Ash Wednesday next week on March 6, may our prayerful reflections strengthen our relationship with God as we remain true to our calling as leaders in Catholic education.

**I.6.2 STUDENT TRUSTEES' VERBAL REPORT**

- Student Trustees Cara and Zamorano provided an update on the student voice forum. The student senators are reviewing applications that were received from the elementary schools and selecting students to attend the forum.
- The Student Trustees are creating a handbook with the student senate. The handbook would include the roles and responsibilities of both senators and student trustees. It would also include the governance and goals of the Senate Committee.
- The Student Trustees provided an update on the Ontario Student Trustee Association's Board Council Conference in Ottawa. They have been invited to attend a walk for the "Walk to Fundraise" initiative from the Share the Journey Campaign of Development and Peace. The walk will take place in March at Nathan Philips Square.
- The Student Trustees commented that the Catholic Board Council is partnering with an organization called Raise the Roof that works hand in hand with municipalities to set up safe homes in school communities. The Student Trustees will be getting in touch with each municipality to see how this information can be advertised to students in need.

### **M. CORRESPONDENCE**

- Chair Rinella reminded Trustees of OCSTA's memo on Bill 68 Municipal Conflict of Interest. As of March 1, 2019, all boards must establish a registry of conflict of interest declarations from trustees that is open to the public; all boards require a written declaration of conflict of interest from trustees at all committee and board meetings.
- Chair Rinella advised Trustees of the EQAO Web Conferences in March.

### **N. INQUIRIES AND MISCELLANEOUS**

None

### **O. PENDING ITEMS**

None.

### **P. ADJOURNMENT**

Motion No. B2019-02-25-20

Adjournment

Moved by J. McCafferty seconded by T. Chapman

“THAT the Durham Catholic District School Board adjourn the Regular Board Meeting of Monday, February 25, 2019.”

Carried

### **Q. CLOSING PRAYER**

The Student Trustees offered the closing prayer.

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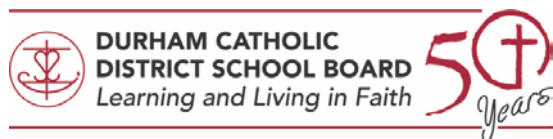
John Rinella, Chair of the Board  
Durham Catholic District School Board

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Anne O'Brien, Director of the Board  
Durham Catholic District School Board

(9:24 p.m.)

L. Beckstead, Recording Secretary



## Memorandum

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: March 25, 2019

Subject: **I.P.R.C. Report for February 2019**

Origin: Janine Bowyer, Superintendent of Education – Student Services

### **RECOMMENDATION**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_

“THAT the Durham Catholic District School Board accept the I.P.R.C. report for the month of February 2019.”

### **RATIONALE**

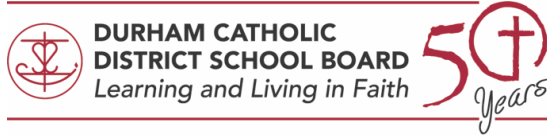
#### **I.P.R.C. REPORT FOR FEBRUARY**

Number of Pupils Referred to I.P.R.C.:	0
Number of Pupils Identified as Exceptional:	0
Number of Pupils Reviewed by I.P.R.C.:	0

#### **FROM SEPTEMBER 2018 TO JUNE 2019**

Total Number of Pupils Referred to I.P.R.C.:	0
Total Number of Pupils Identified as Exceptional:	6
Total Number of Reviews:	12
Total Number of Parent Requested Deferments:	0

AOB:JB:cc



# Memorandum

To: Board of Trustees

From: Special Education Advisory Committee

Date: March 25, 2019

Subject: **Special Education Advisory Committee Meeting –  
March 5, 2019**

Origin: Janine Bowyer, Superintendent of Education – Student Services

## RECOMMENDATION

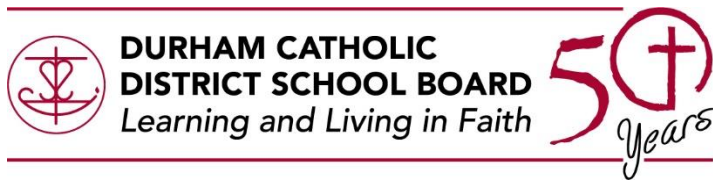
Moved by \_\_\_\_\_ seconded by \_\_\_\_\_

“THAT the Durham Catholic District School Board accept the report of the March 5, 2019 Special Education Advisory Committee meeting.”

## RATIONALE

As per attached minutes.

AOB:JB:cc  
Attach.



**MINUTES** of the **SPECIAL EDUCATION ADVISORY COMMITTEE** meeting of the Durham Catholic District School Board which was held in the North Board Room of the Catholic Education Centre, 650 Rossland Road West, in Oshawa on **Tuesday, March 5, 2019.**

<b>Present</b>	<b>Staff</b>	<b>With Regrets</b>	<b>Absent</b>
V. Adamo (Chair)	J. Bowyer	D. Lojet	
C. Nossier	T. Ezquerra	K. Burke	
L. McLellan (teleconference)	D. Lood	T. McGarry	
J. McCafferty	S. Phoenix		
M. Ste. Marie	D. Mullane		
H. Mendela			
C. Pegler			
M. LePage			

**S.E.A.C. Representatives**

T. Robertson, APSSP  
K. Boyer-Miller, OECTA Elementary  
P. Sorhaitz, Principal/Vice Principal Association

**CALL TO ORDER**

**Item a.1 Land Acknowledgment**

**Item a.2 Memorials and Prayer**

Superintendent Bowyer called the meeting to order at 7:32 p.m. and offered the opening prayer. She welcomed everyone to the meeting.

**APPROVAL OF AGENDA**

**Item b.1 Changes to Printed Agenda**

None

**Item b.2 Approval of Agenda**

Motion No. SS-2019-03-05-01      Approval of Agenda

Moved by J. McCafferty, seconded by V. Adamo

“THAT the Special Education Advisory Committee approve the agenda of the Tuesday, March 5, 2019 meeting.”

Carried



**ANNOUNCEMENTS****Item c.1**      **Trustee Membership**

Following the inaugural Board meeting on December 3, 2018, Trustee Committees were confirmed. Superintendent Bowyer announced that Trustees Morgan Ste. Marie and Jim McCafferty will serve on SEAC for the 2019 year.

**Item c.2**      **Community Representative Member**

Chair Adamo and Superintendent Bowyer held interviews in December to fill the Community Representative vacancy following the completion of the current representative's term. Superintendent Bowyer advised that Diana Lojet was the successful applicant for the position. Unfortunately Diana was unable to attend the meeting and sent her regrets.

**ELECTIONS FOR THE POSITION OF CHAIR OF THE SPECIAL EDUCATION ADVISORY COMMITTEE**

Superintendent Bowyer opened the floor for nominations for the position of chair of S.E.A.C. for the period March 5, 2019 to December 31, 2019.

<b><u>Nominee</u></b>	<b><u>Moved by</u></b>	<b><u>Seconded by</u></b>	<b><u>Willing to Stand?</u></b>
V. Adamo	J. McCafferty	C. Pegler	Yes

Superintendent Bowyer called three times for further nominations. Nominations were declared closed.

**Motion No. SS-2019-03-05-02**                      **Close Nominations**

Moved by J. McCafferty, seconded by C. Pegler

“THAT the Special Education Advisory Committee close nominations for the position of Chair of S.E.A.C for the period from March 5, 2019 to December 31, 2019.”

**Carried**

Superintendent Bowyer announced that Valerie Adamo, representative for VOICE for the Hearing Impaired was acclaimed to the position of Chair of S.E.A.C. Valerie Adamo assumed the position of Chair.

**ELECTIONS FOR THE POSITION OF VICE CHAIR OF THE SPECIAL EDUCATION ADVISORY COMMITTEE**

Chair Adamo opened the floor for nominations for the position of Vice Chair of S.E.A.C. for the period of March 5, 2019 to December 31, 2019.

<b><u>Nominee</u></b>	<b><u>Moved by</u></b>	<b><u>Seconded by</u></b>	<b><u>Willing to Stand?</u></b>
M. LePage	J. McCafferty	M. Ste. Marie	Yes

Chair Adamo then called three times for further nominations. Nominations were then closed.

<b><u>Motion No. SS-2019-03-05-03</u></b>	<b><u>Close Nominations</u></b>
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Moved by J. McCafferty, seconded by M. Ste. Marie

“THAT the Special Education Advisory Committee close nominations for the position of Vice Chair of S.E.A.C for the period from March 5, 2019 to December 31, 2019.”

**Carried**

Chair Adamo announced that Mitch LePage, representative for Cystic Fibrosis Canada – Durham Chapter, was acclaimed to the position of Vice Chair of S.E.A.C. Mitch accepted the position of Vice Chair.

**CONSIDERATIONS OF MOTIONS**

None

**DECLARATIONS OF INTEREST**

<b><u>Item g.1</u></b>	<b><u>Declaration of Conflict of Interest</u></b>
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None

**ACTIONS TO BE TAKEN**

<b><u>Item h.1</u></b>	<b><u>Approval of Minutes of the Special Education Advisory Committee Meeting of December 4, 2018</u></b>
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<b><u>Motion No. SS-2019-03-05-04</u></b>	<b><u>Approval of Minutes</u></b>
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Moved by J. McCafferty, seconded by C. Nosseir

“THAT the Special Education Advisory Committee approve the Minutes of the December 4, 2018 meeting as submitted.”

**Carried**

**Item h.2**      **Business Arising from the Special Education Advisory Committee Meeting of December 4, 2018**

None

**Item h.3**      **Changes in Representation – Autism Ontario**

Correspondence was received on January 25, 2019 advising that Shona Casola would be the new representative of Autism Ontario on SEAC and that Christine Pegler would move the alternate position.

Motion No. SS-2019-03-05-05

Changes in Representation – Autism Ontario

Moved by J. McCafferty, seconded by C. Nosseir

“THAT the Special Education Advisory Committee approve the appointment of Shona Casola as representation for Autism Ontario and the appointment of Christine Pegler as alternate representation for Autism Ontario.”

Carried

**PRESENTATIONS**

None

**DISCUSSION ITEMS**

**Item j.1**      **Review Terms of Reference**

Superintendent Bowyer provided a brief review of the current SEAC Terms of Reference with specific focus on committee representative absences and required notice, responsibilities and the SEAC annual calendar.

**Item j.2**      **Review of Director’s Annual Report**

Superintendent Bowyer provided the SEAC Committee with copies of the Director’s Annual Report and provided a summary overview of the sections with special emphasis on Celebrating Inclusion. Members of the Committee commented that it was well put together and easy to read. Trustee McCafferty advised the Committee that the report could also be found on the Board website.

**Item j.3      Impact of Government Changes to Autism Services**

Superintendent Bowyer advised the Committee of government changes coming to the Ontario Autism Program on April 1, 2019 noting that the lack of information provided from the Ministry of Education, makes planning difficult. The Committee discussed whether they should write a letter to the Minister of Education expressing their concerns regarding the anticipated impact of the changes on the Durham Catholic District School Board with respect to the Ontario Autism Program. The Committee agreed to draft a letter.

Motion No. SS-2019-03-05-06

Impact of Government Changes to Autism Services

Moved by M. LePage, seconded by C. Nosseir

“THAT the Special Education Advisory Committee approve the writing of a letter to the Minister of Education regarding the changes to the Ontario Autism Program.”

Carried

**DELEGATIONS**

None

**NOTICES OF MOTIONS**

None

**UNFINISHED BUSINESS FROM PREVIOUS MEETINGS**

None

**STAFF REPORTS****Item n.1      Coordinator's Report – T. Ezquerro**

On March 7<sup>th</sup>, 16 Program Support Teachers, two classroom teachers and an ESL teacher will participate in initial training for the Lexia Reading Program. Lexia produces two digital reading programs – Core5 for grade 5 and under and PowerUp for grades 6-12. Lexia provides reading development in a game-based environment that targets students' specific reading needs. At the same time, it provides teachers with data to inform direct and explicit instruction in reading. During this pilot program, PSTs will work with five students the school team has identified as struggling readers. Additionally, Student Services will pilot the program in a grade 3 classroom and a grade 9/10 Locally Developed English class.

On March 4 and 5<sup>th</sup>, 2019 all PSTs were trained on the new electronic referral process for Student Services. eRAID, or the Electronic Referral, Assessment and Intervention Documentation system is an electronic record system that has been used by CYC's, Social Workers, Psychological Services Staff and Speech Language Staff for the past three school years for maintaining their confidential case notes. This system will now be used by Program Support Teachers to create School Team Meeting Reports and to make referrals for Student Services. The level of access to the system is based on the staff member's role and it is fully compliant with all applicable privacy laws.

**Item n.1**      **Coordinator's Report – T. Ezquerra (cont'd)**

Teresa Ezquerra, Student Services Coordinator provided a detailed overview of the Special Education AQ Courses being offered by DCDSB in partnership with UOIT. She explained the topics that each part covers and the positions associated with each level.

**Item n.2**      **Mental Health Report – D. Mullane****Jan/Feb report:**

In December, a package of resources from School Mental Health ASSIST was rolled out to Administrators. This package included fact sheets on various topics, as well as a **Reflection Tool** that was designed to be used by school leadership teams to reflect on core elements of mentally healthy schools to support overall school improvement planning and to monitor progress over time.

Staff professional development in January and February included a safeTALK session and an introduction to mindfulness for Elementary Educational Assistants, as well as a session on supporting students with mood and attention problems for Secondary EAs. On Feb 5, we hosted a MindUP café, with many participants leaving with a resource and a commitment to run this social-emotional learning program in their classroom. On February 7 and 8, we offered a Mental Health First Aid session for 25 educators. The Behaviour Resource Team is well into the second round of our Professional Learning Series for educators who are currently involved with BRT. These sessions focus on functional behavioural assessment and intervention, self-regulation strategies, collaborative problem solving, and the role of communication in behaviour. On January 25, Student Services hosted a "Let's Talk" conversation café at the board office. CEC staff had an opportunity to hear a brief presentation on stigma, and to participate in some activities. The official Bell Let's Talk day was on January 30. Schools were sent a resource package with activities to be used with staff and/or students. Many schools participated in raising mental health awareness on this day.

In mid-January, School Mental Health ASSIST finally received confirmation for funding for the 2018-2019 school year and have been scrambling to align their initiatives with provincial priorities. On February 12 and 13, members of our Mental Health Leadership team attended a two-day provincial meeting to learn more about alignment with provincial priorities.

As part of our effort to keep the Elephant in the Room campaign alive, the Staff Wellness committee launched a contest. Schools were asked to share any initiatives that they had developed around the campaign. The winning schools were Fr. Leo J Austin and All Saints. Both were awarded with a certificate and a gift card for coffee and donuts for staff. Most recently, two elephant costumes have been purchased by the board to be shared with schools as part of our efforts to keep the campaign alive for both staff and students.

**March updates:**

Our mental health leadership team has begun work on developing our self-injury protocol to support staff and parents in knowing what to do when a student is engaging in self-injurious behaviour.

The Supporting Minds Mental Health Literacy Series (part of the optional Sharing of Excellence after-school workshops) will be running at the end of March, as well as two safeTALK sessions, open to all staff, and a MindUP Café for staff who live and work in the north. Finally, the TAMI coalition is in the process of planning a parent mental health, open to all Durham parents on May 7 at Notre Dame Catholic Secondary School.

**Item n.3 Superintendent's Report - J. Bowyer**

Superintendent Bowyer welcomed Morgan Ste. Marie and Jim McCafferty as the trustee representatives on SEAC. She also welcomed Kimberley Boyer-Miller as the OECTA Elementary Representative.

Superintendent Bowyer advised of staffing changes in the Student Services department. She noted that Corrie Plommer, Student Services Coordinator was promoted to Vice Principal and Michelle Meraw will be taking over her Family of Schools and the other coordinators will share her portfolio responsibilities. Jennifer McPhee, a long time PST at St. John XXIII retired and Jennifer Principe, PST at St. Andre was promoted to Vice Principal so the Board had to do a small shuffle of PSTs and placed two new PSTs off the roster into the system.

Superintendent Bowyer shared that in February Student Services co-hosted another in-service for PSTs and French Immersion teachers on using accommodations and modifications in a French Immersion program that will allow second language learning to be accessible to all.

Superintendent Bowyer also announced some good news. The PRO grant was approved and the Board has \$7000 to spend on parent initiatives this year. The Board is going to have to really think about how to proceed since all planning was put on hold when it was cancelled in the fall. The Board will continue to look at small group parent opportunities.

Superintendent Bowyer shared that in late February, the Ministry of Education was seeking feedback on class size and Bill 274 – hiring practices; both of which have significant impact on special education. The Board is to get some type of announcement from the Ministry of Education on March 15.

Superintendent Bowyer advised that the budget for the 2019-2020 school year should be released at the end of March. At the April SEAC meeting, Ryan Putnam, CFO, will be attending to share about the Board budget priorities and Superintendent Bowyer will share the budget and any announcement for Special Education.

Superintendent Bowyer noted that on March 21, schools will be celebrating Down Syndrome Awareness Day. On April 2, schools will be celebrating Autism Awareness Day.

Motion SS-2019-03-05-07

Approval of the March 5, 2019 Verbal Coordinator, Mental Health Leader and Superintendent Reports

Moved by C. Pegler, seconded by M. Ste. Marie

“THAT the Special Education Advisory Committee accept the verbal Coordinator, Mental Health Leader and Superintendent Reports at the March 5, 2019 Meeting.”

Carried

**ASSOCIATION REPORTS****C. Pegler – Autism Ontario - Durham**

Medication for Use for Autism Spectrum Disorder Webinar on Friday March 22 from 12:00-1:00pm. This webinar will help parents, caregivers and people on the spectrum to better understand the prevalence of psychiatric medication use in individuals with ASD.

Registration is required: <http://bit.ly/MediASD>

Facilitator Training: Children's Friendship Training (CFT) – Various dates based on location from 9:30am-4:00pm. Facilitator training covers conversational skills, how to make a good first impression, how to “play detective” to find common interests, how to join a group of kids at play, how to handle rejection, teasing and bullying, how to be a good sport and how to show respect to adults. For more details:

[http://www.autismontario.com/client/aso/ao.nsf/docs/d61c5244120814e9852580d5005ebdfa/\\$file/cft+all+bil+feb21.pdf](http://www.autismontario.com/client/aso/ao.nsf/docs/d61c5244120814e9852580d5005ebdfa/$file/cft+all+bil+feb21.pdf)

Raise the Flag campaign has begun. By raising the flag, you are uniting families, schools, communities, government in recognizing World Autism Awareness Day on April 2<sup>nd</sup>. Our campaign also features educational toolkits for educators from primary through to post-secondary school that can be accessed online. Registration closes March 12. All information including toolkits can be found at: [www.raisetheflagforautism.com](http://www.raisetheflagforautism.com)

Movie Morning at Landmark Cinemas on March 24<sup>th</sup> starting at 9am for Wonder Park.

Registration is required: <https://www.eventbrite.ca/e/autism-ontario-durham-movie-morningautism-ontario-matinee-cinema-film-a-laffiche-wonder-park-tickets-56508968847>

Purple Woods Maple Syrup Festival on Saturday March 30<sup>th</sup> from 12:00-2:00pm. Registration is required: <https://www.eventbrite.ca/e/autism-ontario-durham-purple-woods-maple-syrup-festival-festival-du-sirop-derable-tickets-56931900848>

**C. Nosseir – Grandview Children's Centre**

Spring Into Literacy – May 4 2019 - <https://www.eventbrite.ca/e/durham-spring-into-literacy-conference-tickets-53310944470>

There are multiple OAP Parent Training workshops taking place in March with spaces left. Dates and registration info can be found on the main page calendar at [www.grandviewkids.ca](http://www.grandviewkids.ca)

Grandview Children's Centre is pleased to have partnered with Ontario Shores, who will be providing eligible Grandview PARENTS with the opportunity to access the Cognitive Behavioural Therapy Demonstration Project in two locations: Ajax and Oshawa. In order to be eligible for Cognitive Behavioural Therapy at Grandview Children's Centre:

1. A member of your family must be receiving services from Grandview Children's Centre.
2. Individuals must reside in Ontario and be 18 years of age or older.
3. Individuals with mild to moderate anxiety and/or depression will be eligible for this project.

Contact the Service Navigation Team at 905-728-1673 x2468

**ASSOCIATION REPORTS (cont'd)**

**Heather Mendela – Learning Disabilities Association Durham Region**

March 28/19 at 7 PM Trent University Durham Campus Hello Highschool An Evening for Grade 8 students with Learning Disabilities and their parents as they prepare to transition to HighSchool.

April 25/19 at 7 PM Trent University Durham Campus Jeff Hockins from Sagonaska will present on LD's and Math as well as the Sagonaska Program.

**Lori McLellan – Durham Down Syndrome Association**

Please join us in celebrating World Down Syndrome Day. The celebration is on Sunday March 24, 2019 at the Abilities Centre (Theatre Room) 55 Gordon Street, Whitby from 2 p.m. to 4 p.m. Hot and cold beverages and a cake will be served. Please bring a nut-free snack to share.

Play group is taking place 9:30 to 11:30 at Embassy Church, 416 Taunton Road East in Oshawa on Saturday, March 9. The play group usually takes place the first Saturday of every month but will be moved to the second Saturday for March.

**Mitch LePage – Cystic Fibrosis Canada – Durham Chapter**

Strokes for Life Golf Tournament – Oshawa Golf and Curling Club, Thursday, June 6. For more information contact Mitch LePage at [mitchlepage56@gmail.com](mailto:mitchlepage56@gmail.com)

**Jim McCafferty – Trustees**

Bob Camozzi, Superintendent of Facilities Services will be retiring at the end of July. See Board website for the Long Term Accommodation Plan. Currently undergoing a Boundary Review for St. Christopher CS and St. Thomas Aquinas CS.

**CORRESPONDENCE**

- p.1 Correspondence from Windsor-Essex Catholic District School Board dated October 24, 2018
- p.2 Correspondence from Brant Haldimand Norfolk Catholic District School Board dated November 21, 2018
- p.3 Correspondence from Peel District School Board dated January 16, 2019
- p.4 Correspondence from PAaC to the Minister of Education dated February 19, 2019

**INQUIRIES AND MISCELLANEOUS**

None

**PENDING ITEMS**

None



**ADJOURNMENT**

The meeting adjourned at 8:56 p.m.

Motion No. SS-2019-03-05-08      Adjournment

Moved by C. Pegler, seconded by M. Ste. Marie

“THAT the Special Education Advisory Committee meeting of  
March 5, 2019 adjourn.”

Carried

**CLOSING PRAYER**

The closing prayer was offered by Chair Adamo

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Valerie Adamo  
Chair, Special Education Advisory Committee

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Janine Bowyer  
Superintendent of Education

Recording Secretary: Candice Cavalier

To: Board of Trustees

From: Special Education Advisory Committee

Date: March 25, 2019

Subject: **Changes in Representation on the Special Education Advisory Committee (SEAC)**

Origin: Janine Bowyer, Superintendent of Education – Student Services

## 1. Autism Ontario - Durham

Moved by \_\_\_\_\_ seconded by \_\_\_\_\_

“THAT the Durham Catholic District School Board approve the appointment of Shona Casola as the representative from Autism Ontario – Durham and Christine Pegler as alternate representative from Autism Ontario – Durham.”

On January 25, 2019 the SEAC Committee received correspondence from Autism Ontario – Durham advising that Shona Casola would be representing their agency going forward and Christine Pegler would now be the alternate representative on the SEAC Committee for Autism Ontario – Durham. At the March 5, 2019 SEAC meeting, the SEAC Committee approved these appointments.

AOB:JB:cc

# Memorandum

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: March 25, 2019

Subject: **Ministry Funding Announcement**

Origin: Ryan Putnam, Superintendent of Business & CFO

# Memorandum

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Date: March 25, 2019

**Subject: Ministry Funding Announcement**

Origin: Ryan Putnam, Superintendent of Business & CFO

## RECOMMENDATION

Moved by \_\_\_\_\_ seconded by \_\_\_\_\_

“THAT the Durham Catholic District School Board receive as information the Ministry Funding Announcement overview as presented by staff on March 25, 2019.”

## RATIONALE

The Ministry of Education announced its New Vision for Education on March 15, 2019. Attached is the memorandum from the Ministry outlining the main themes and related funding and/or programming considerations. Although many of the adjustments are intended to be cost neutral there are a number of funding changes that will have a significant financial impact on the Board's operating budget. Staff is in the process of analyzing the information and will provide an overview as to the anticipated financial implications at the March 25, 2019 Board meeting.

AOB:RP/dm  
Attachment

**Ministry of Education**

Deputy Minister

Mowat Block  
Queen's Park  
Toronto ON M7A 1L2

**Ministère de l'Éducation**

Sous-ministre

Édifice Mowat  
Queen's Park  
Toronto ON M7A 1L2



**2019:B08**

**Date:** March 15, 2019

**Memorandum to:** Directors of Education  
Secretary/Treasurers of School Authorities

**From:** Nancy Naylor  
Deputy Minister

**Subject** New Vision for Education

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Today, the government released its new vision for education, [Education that Works for You](#). I am writing to provide you with an overview of the vision and its key elements.

**MODERNIZING CLASSROOMS IN ONTARIO**

As you know, the ministry has been consulting with education partners to seek feedback on class size considerations.

The ministry held in-person meetings in January 2019 with the teachers' federations, trustees' associations and education worker unions to gather feedback. School boards, principals/vice-principals' associations and other education sector partners were also invited to provide written feedback between January 23 and February 22, 2019.

The ministry received almost 500 written submissions from the public, including parents, teachers and early childhood educators. While the prior phases of the consultation are now complete, the ministry has invited partners to continue this important dialogue through the next [consultation](#).

This consultation will ensure partners can provide feedback on the government's proposed plans.

The consultation period will continue until May 31, 2019. To provide families, staff, and school boards with certainty on the government's direction, the government will move

forward on next steps, including any required legislation, in time for the next school year.

### **Class Size**

The government is committed to supporting students and families as education funding is modernized in a responsible manner.

The government looks forward to the continued consultation with education partners to help shape the government's plans. The proposed changes for 2019-20 are as follows:

- Kindergarten – There are no proposed changes to either the caps or the average class size requirements. Funded average class sizes would remain at the current level of 25.57 and there would be a minimal reduction to funded Registered Early Childhood Educators (RECEs) from 1.14 to 1.0. This will not change the educator to student ratio. The ministry will also introduce new funding to assist with RECE supply costs.
- Primary (grades 1 to 3) – hard caps remain in place. There are no proposed changes to either the caps or the average class size requirements.
- Intermediate (grades 4 to 8) – all school boards would be required to maintain a board wide average class size of 24.5 or less, while the funded average class size would be minimally increased from 23.84 to 24.5. This would standardize funding and class sizes across the province as historically, there has been variability for these grades.
- Secondary (grades 9 to 12) – average class size requirements adjusted from 22 to 28 students to align secondary class sizes more closely with other jurisdictions across Canada. School boards would be required to maintain a board wide average class size of 28 or less and the funded average class size would be increased to 28 to support this change. In addition, school operations funding would be adjusted accordingly.

The consultation period will continue until May 31, 2019. To provide families, staff, and school boards with certainty on the government's direction, the government will move forward on next steps, including any required legislation, in time for the next school year.

### **E-learning**

The government is committed to modernizing education and supporting students and families in innovative ways that enhance their success. A link to e-learning courses can be found here: [www.edu.gov.on.ca/elearning/courses.html](http://www.edu.gov.on.ca/elearning/courses.html)



Starting in 2020-21, the government will centralize the delivery of all e-learning courses to allow students greater access to programming and educational opportunities, no matter where they live in Ontario. The average class size would be adjusted to an average of 35.

Secondary students will take a minimum of four e-learning credits out of the 30 credits needed to fulfill the requirements for achieving an Ontario Secondary School Diploma. That is equivalent to one credit per year, with exemptions for some students on an individualized basis. These changes to graduation requirements will be phased in, starting in 2020-21.

With these additional modernizations, the secondary programming amount in the Pupil Foundation Grant will no longer be provided, effective September 2019.

### **Attrition Protection**

The government is committed to achieving greater financial sustainability in the education system without involuntary front line lay-offs. The proposed changes to class sizes may have implications for teacher staffing in Ontario school boards.

The ministry plans to introduce a new funding allocation that will top-up school boards where the change in funded teachers exceeds the actual attrition and other voluntary leaves. With this support in place, it is expected that boards will not be required to initiate lay-offs of teachers associated with the proposed changes in class sizes. The ministry will provide attrition protection for up to four years, allowing boards to phase in the proposed class sizes.

The attrition protection would apply to the proposed class size policy changes, including e-learning. Regarding declining enrolment, school boards should follow their normal processes, but should account for teacher retirements, voluntary departures, and their declining enrolment allocation to avoid lay-offs. Some Ontario school boards may be in this position, as in previous years.

School boards are advised to exercise restraint in hiring to replace retiring teachers or teachers leaving voluntarily.

### **Hiring Practices**

Ontario Regulation 274/12, under the *Education Act*, established mandatory processes that all English-language school boards must follow when hiring long-term occasional and permanent teachers.

However, since its implementation in 2012, stakeholders, including parents, principals, directors of education and teachers, have raised concerns about the regulation – such as increased principal workload and classroom teacher turnover.

The ministry held in-person meetings in January 2019 with the teachers' federations, trustees' associations and education worker unions to gather feedback. Stakeholders were also invited to provide written feedback. The ministry received 80 written submissions from stakeholders and the public. The majority of submissions were supportive of increased teacher mobility. While the prior phases of the consultation are now complete, the ministry has invited partners to continue this important dialogue through the next [consultation](#).

To address these concerns, the government's objective is to work with its education partners to improve teacher mobility while increasing transparency, fairness, consistency, and accountability in teacher hiring across all school boards. The government's goal is to ensure that students are supported by qualified teachers and that principals are able to hire teachers based on merit who are a good fit for the role.

### **Grants for Student Needs Funding**

There will be limited changes made to the GSN in the following areas:

#### Local Priorities Fund

The Local Priorities Fund (LPF), first established in 2017-18 during the last round of collective bargaining, expires on August 31, 2019. Whether the funding for staffing is extended is an issue subject to the upcoming central collective bargaining process. The increases related to salary will continue as well as the principals' and vice-principals' funding which is not set to expire until August 31, 2020.

#### Cost Adjustment Allocation

Historically, the base amount of the Cost Adjustment Allocation was providing supplemental funding for education worker benchmarks. As school boards have flexibility through other grants in the GSN to address their staffing needs, this amount has been discontinued for the 2019-20 school year.

#### Human Resource Transition Supplement

The Human Resource Transition Supplement was intended to be a temporary support to assist school boards with the negotiated 2017-19 agreements. This temporary transitional supplement amount has been discontinued for the 2019-20 school year.

#### Classroom Loading Factors

To reflect the proposed secondary class size changes, the factors that determine the amount of funding for the operation of school facilities will be adjusted.

#### Utilities Funding

As in previous years, funding will be increased to support increased costs associated with the heating and lighting of school facilities.



#### Student Transportation Funding

As in previous years, funding will be increased to support higher costs associated with student transportation. Also, additional funding supports are planned for school boards that run efficient transportation operations but for which the costs of student transportation exceed the funding provided for that purpose.

Finally, the ministry intends to undertake a review of the student transportation funding formula in order to achieve a more efficient and accountable student transportation system in Ontario.

#### Continued Implementation of 2017-19 Central Labour Agreements

As in previous years, funding will be increased to reflect the salary adjustments related to the 2017-19 Central Labour Agreements.

#### Timing of Annual Grant Announcement

More details, including board-by-board allocations, will be available as part of the annual funding formula announcement planned for later this spring. The summarized information in Appendix A is intended to guide school boards about key policy changes to assist in upcoming planning and budgeting cycles prior to the funding announcement planned to be released prior to the end of April.

### **Technology (Broadband)**

Broadband is foundational for supporting modernized, digital learning in the classroom.

Ontario students and educators will have access to reliable, fast, secure and affordable internet services at school at a speed of one megabit per-second per-student in all regions of the province. The project will be completed by 2021-22 and will include all boards, schools and students.

To complete this project, the needs of each school will be individually assessed, and then individual technical solutions will be implemented. Broadband expansion is already underway at a majority of northern and rural schools. Thirty-two per cent of northern schools have completed their upgrades, and 35 per cent of rural schools have been completed.

### **Cellphones**

During the government's consultation on education reform in fall 2018, parents, students and teachers expressed the view that cell phones have the potential to be useful learning tools – but too often they are a distraction from learning and have a negative impact on the classroom experience.

In response to this feedback, the Provincial Code of Conduct will be updated to prohibit cell phone use in schools during instructional time as of September 2019.



Use of personal mobile devices (e.g. cell phones) during instructional time will be permitted under the following circumstances:

- For educational purposes, as directed by the educator
- For health and medical purposes
- To support special education needs.

Boards and stakeholders will be consulted to ensure students and parents are clear on the new guidelines, including exceptions.

### **Education Quality and Accountability Office**

Student achievement is one of the keys to success in a competitive global economy. The Education Quality and Accountability Office (EQAO) can provide vital data and research to reinvigorate education in Ontario, help improve student learning at the provincial, board and school level, and help identify achievement gaps to promote greater equity in the publicly funded education system.

Therefore, the government is committed to working with EQAO to modernize the agency and its processes while using data to build better assessment and evaluation models that have a greater focus on equity.

### **MODERNIZING LEARNING IN ONTARIO**

The government's new vision for education will modernize learning throughout the province's education system.

Following the feedback from the consultation on education held last fall, the province will be moving forward with changes in the following areas:

#### **Math**

The government has announced a new four-year math strategy to ensure students have a strong understanding of math fundamentals and how to apply them. This strategy will:

- Improve student performance in math
- Help students solve everyday math problems
- Increase students' employability into the jobs of tomorrow.

The strategy will feature a new math curriculum for all students in all grades phased in over four years. The curriculum will emphasize basic concepts and skills contributing to students' future success and be accompanied by parent and teacher resources. The first elements of the new curriculum will be available in September 2019.

In addition to an improved curriculum, online resources will be available to support student learning. The government has also introduced legislation that will require new

teachers to pass a math content knowledge test before they enter the classroom in a professional capacity. If passed, this legislation will ensure teachers are confident and capable in teaching math and by the spring of 2020, will be required to pass the test in order to be certified by the Ontario College of Teachers.

For teachers already in the system, the government will provide funding to support additional qualification courses in math.

### **Science, Technology, Engineering and Math**

The government is committed to preparing Ontario students for success by equipping them with the skills they need in Science, Technology, Engineering and Math (STEM).

The new STEM Education Strategy will enable Ontario to become a global leader in STEM learning. By partnering with educators, students, parents, post-secondary institutions as well as industry leaders, the government will create new and enriched learning experiences in STEM.

An immediate step will be a revised mandatory Career Studies Grade 10 course. This revised course will explore high-growth industries, including STEM, which will reflect new mandatory learning for students. This course will be released in late May for implementation in September 2019.

The strategy will also include revised Business Studies and Computer Studies curricula focused on developing job skills such as entrepreneurial skills, computational thinking and coding. In 2019-20, the ministry will begin research and benchmarking against other jurisdictions as a foundation for revisions to these curricula.

### **Skilled Trades**

Ontario students have experienced significant success through the Specialist High Skills Major and Dual Credit programs, which have provided opportunities for students to experience skilled trades and apprenticeships. The Ministry of Education will work closely with the Ministry of Training, Colleges and Universities to increase student and parent exposure to skilled trades, technology and apprenticeship training, and focus on promoting this high-demand career pathway.

We want to ensure that students are exposed to:

- A broad range of opportunities that will offer exposure to skilled trades and technology careers, and that they are exposed to these opportunities starting in elementary school.
- Experiential, hands-on learning through community partnerships and co-op placements.



## **Financial Literacy**

Financial literacy learning is essential to student success to build a well-educated responsible workforce and prepare Ontarians for a more prosperous future.

Financial literacy will be a major component of the mandatory learning in the revised Grade 10 Career Studies course which will be released in late May for implementation in September 2019.

It will also be an area of focus in the revised math curriculum being phased in for all grades.

## **Indigenous Education**

A revised First Nations, Métis, and Inuit Studies curriculum for Grades 9-12 will be released in late May for implementation in September 2019. The curriculum was developed in collaboration with Indigenous partners to increase learning about Indigenous perspectives, cultures, contributions and histories.

Building on this, the government will continue to work with Indigenous partners to develop an approach for more curriculum revisions across subjects, grades and courses, to strengthen Indigenous content and learning.

## **Health and Physical Education (HPE)**

Following feedback from the largest provincial consultation on education, the government heard the need for an HPE curriculum that is age-appropriate and relevant. The revised elementary HPE curriculum will be released in late May for September 2019 implementation. From now until the end of the 2018-2019 school year, educators will continue using the 2018 curriculum, their professional judgement, and age-appropriate resources to teach the students in their classroom.

To ensure parents are respected, the ministry will provide an opt-out policy similar to other jurisdictions. The ministry will also be introducing online modules for parents who may want to introduce topics at home whenever their child is ready. Both of these options will be available for the 2019-20 school year.

## **Digital Curriculum**

A new digital platform will be phased in to modernize access to Ontario's curriculum. This new digital space will help educators, parents and students access curriculum and learning resources in a user- and mobile-friendly manner and will become increasingly interactive over time. The first phase of the new platform will be launched in September 2019 and will grow steadily with more content and features, in line with user needs and feedback.

The initiatives set out in this memorandum would be supported by proposed changes to the GSN regulation, and other legislation, where necessary. The ministry will provide further information about any legislative changes as they are brought forward.

We want to thank school boards for their ongoing dedication to providing programs and supports to all students. We look forward to continued consultation with education partners and collaboration on the government's priorities for education.

*Original signed by*

Nancy Naylor  
Deputy Minister

## Appendix A: Planning Assumptions

To support board planning, the table below summarizes the changes that boards can plan for with respect to funding subject to consultations, negotiations and potential legislative changes.

The ministry anticipates the annual funding formula to be released in late April.

Description	Funding Changes *
Kindergarten	<ul style="list-style-type: none"> <li>Funded Early Childhood Educators (ECE) classroom staffing ratio change from 1.14 FTE to 1.0 FTE</li> </ul>
Grades 1 to 3	<ul style="list-style-type: none"> <li>Funded average class sizes remains at 19.8</li> </ul>
Grades 4 to 8	<ul style="list-style-type: none"> <li>Funded average class size adjusted from 23.84 to 24.5</li> </ul>
Grades 9 to 12	<ul style="list-style-type: none"> <li>Funded average class size adjusted from 22 to 28</li> </ul>
E-learning	<ul style="list-style-type: none"> <li>Funded average class size adjusted to 35 starting in 2020-21 school year</li> </ul>
Secondary Programming amount in Pupil Foundation Grant	<ul style="list-style-type: none"> <li>Funding to end August 31, 2019</li> </ul>
Local Priorities Fund	<ul style="list-style-type: none"> <li>Funding to end August 31, 2019</li> </ul>
Cost Adjustment Allocation	<ul style="list-style-type: none"> <li>Base amount to end August 31, 2019</li> </ul>
Human Resource Transition Supplement	<ul style="list-style-type: none"> <li>Funding to end August 31, 2019</li> </ul>
Classroom Loading Factors in School Facility Operations and Renewal Grant	<ul style="list-style-type: none"> <li>Five-year phase-in of a new Supplementary Area Factor for school facility operations to reflect proposed secondary class size changes.</li> </ul>
School Facility Operations and Renewal Grant (Utilities)	<ul style="list-style-type: none"> <li>A 2 per cent update to the non-staff portion of the operating cost benchmark under the School Facility Operations and Renewal Grant (School Operations Allocation) to assist in managing increases in commodity prices (electricity, natural gas, facility insurance, and other costs).</li> </ul>
Student Transportation	<ul style="list-style-type: none"> <li>A 4 per cent cost update adjustment, net of previous years' transportation surplus, if any.</li> <li>Funding for school boards running transportation deficits and have demonstrated efficient consortia operations.</li> </ul>
Attrition Protection for Teachers for Class Size Changes (including e-Learning)	<ul style="list-style-type: none"> <li>Funded class sizes and staffing parameters in the Pupil Foundation Grant as well as other related components in the GSN would be adjusted to reflect the above proposed changes to class sizes.</li> <li>If the reduction in the funded teacher FTE amount after these changes exceeds attrition, a top-up in funding will be provided so that the funded change does not exceed attrition.</li> </ul>

Description	Funding Changes *
	<ul style="list-style-type: none"> <li>• Attrition is the sum of actual retirements and other voluntary leaves. This calculation will be done for each panel separately. Declining enrolment is not covered by attrition protection.</li> <li>• With this support in place, boards can avoid teacher lay-offs.</li> </ul>
Salary Benchmarks	<ul style="list-style-type: none"> <li>• To be adjusted by 1 per cent to support previously negotiated central collective agreements, as well as the amount for the provincial terms and conditions agreement for Principals and Vice-Principals.</li> </ul>

\* Proposed funding changes are subject to consultations, negotiations and potential legislative changes.



To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: March 25, 2019

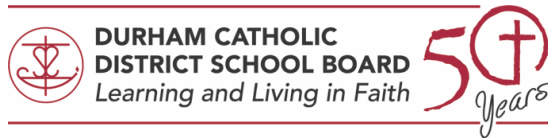
Subject: **ShareLife**

Moved by \_\_\_\_\_ seconded by \_\_\_\_\_

## RATIONALE

- Silent Voice; an agency that does great work in our deaf community
- Catholic Family Services of Durham; an agency that provides counselling services to individuals, to couples and to families
- Rose of Durham; an agency that provides support, counselling and educational services for young parents and their children throughout the Durham Region.
- St. Augustine's Seminary; helping to prepare candidates for ordained priesthood and the permanent diaconate in the Catholic Church

AOB:eb



## Memorandum

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: March 25, 2019

Subject: International Student Fees 2019/20

Origin: Michael Gray, Superintendent of Education, Human Resources/Administrative Services and International Education

Lewis Morgulis, Manager of Planning, Admissions and Partnerships

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### **RECOMMENDATION**

Moved by seconded by

"THAT the Durham Catholic District School Board receive and file, for information, the International Student Fees 2019/2020 Report dated March 25, 2019."

Moved by , seconded by

"THAT the Durham Catholic District School Board establishes International Student Fees in the amount of \$13,250 for an elementary student and \$14,250 for a secondary school student for the 2019/2020 school year".

### **PURPOSE**

In accordance with provisions of the *Education Act*, a Board must charge tuition fees to International students to cover the cost of education. During the 2018/19 school year, the Board had 41 elementary and secondary International students. The purpose of this report is to review the current fee amount and recommend International Student Fees for the 2019/20 school year.



To: Board of Trustees  
 Re: International Student Fees 2019/20  
 Date: March 25, 2019

Page 2

## **RATIONALE**

At the regular Board meeting held on March 19, 2018 the Board of Trustees approved an International student fee of \$12,500.00 for elementary students and \$13,750.00 for secondary students. In addition to the fee amounts, the Board charges a one-time registration fee amount of \$250 for each International student. This fee amount has been in use since 2015.

The fees include a \$1,500.00 ESL component which the parents/guardians are required to pay. If the school determines that the student did not require ESL programme the \$1,500.00 will be refunded to the parent/legal guardian.

In determining an appropriate fee amount staff reviewed the fees charged to international students at eight (8) school boards in the surrounding geographical area. The table below indicates the fee amounts for elementary and secondary school students.

<b>Board</b>	<b>Elementary</b>	<b>Secondary</b>
Toronto DSB	\$13,000.00	\$14,500.00
Toronto Catholic DSB	\$12,500.00	\$13,500.00
York Region DSB	\$13,000.00	\$14,000.00
Dufferin Peel Catholic DSB	\$14,000.00	\$14,000.00
Peel DSB	\$13,540.00	\$14,540.00
Halton Catholic DSB	\$13,000.00	\$14,000.00
Halton DSB	\$13,000.00	\$14,000.00
Durham DSB	\$13,800.00	\$15,000.00
Average	<b>\$13,230.00</b>	<b>\$14,192.50</b>

Based on the foregoing and considering the Board's operating budget, Staff recommends that the fees be set at \$13,250 for elementary students and \$14,250.00 for secondary students for the 2019/20 school year. This fee amount is consistent with the tuition charged by neighboring boards and covers the cost of education as required by the Act.

AOB: MTG/LM/MP

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: March 25, 2019

Subject: **Policies and Administrative Procedures**

## Roster of Policies and Administrative Procedures

“THAT the Durham Catholic District School Board receive and file as information the Current Roster of Policies and Administrative Procedures – March 25, 2019.”

Moved by \_\_\_\_\_ seconded by \_\_\_\_\_

“THAT the Durham Catholic District School Board approve the Second Reading of the revised Equity and Inclusive Education Policy (PO216).”

Moved by \_\_\_\_\_ seconded by \_\_\_\_\_

“THAT the Durham Catholic District School Board receive and file as information the revised Equity and Inclusive Education Administrative Procedure (AP216-1).”

Moved by \_\_\_\_\_ seconded by \_\_\_\_\_

“THAT the Durham Catholic District School Board approve the Second Reading of the Disease Management and Prevention Policy (PO408).”

## Disease Management and Prevention Administrative Procedure

Moved by \_\_\_\_\_ seconded by \_\_\_\_\_

“THAT the Durham Catholic District School Board receive and file as information the Disease Management and Prevent Administrative Procedure (AP408-1).”

## Bullying Prevention and Intervention Policy

Moved by \_\_\_\_\_ seconded by \_\_\_\_\_

“THAT the Durham Catholic District School Board approve the Second Reading of the revised Bullying Prevention and Intervention Policy (PO612).”

## Bullying Prevention and Intervention Administrative Procedure

Moved by \_\_\_\_\_ seconded by \_\_\_\_\_

“THAT the Durham Catholic District School Board receive and file as information the revised Bullying Prevention and Intervention Administrative Procedure (AP612-1).”

AOB/BC/eb  
Attach.



## Current Roster of Policies and Administrative Procedures 2018-2019

DEPARTMENT	TITLE	POLICY/ADMIN. PROCEDURE	IDENTIFIED	DRAFTING	ADMIN. COUNCIL	BOARD -1 <sup>st</sup> READING (P) -FOR INFO. (AP)	BOARD -2 <sup>ND</sup> READING (P) -FOR INFO. (AP)	LEGAL COUNSEL INPUT	BOARD -3 <sup>rd</sup> READING (P) -FOR INFO (AP)	DISTRIBUTION
						COMMUNITY INPUT				
BUSINESS & FINANCE	Hospitality Expenses	PO107	X							
	Hospitality Expenses	AP107-1	X							
	Financial Accounting Procedures in Schools	AP200	X							
GOVERNANCE	Board Award of Merit	PO209	X							
	Board Award of Merit	AP209-1	X							
	Equity and Inclusive Education	PO216	X	X	X	X				
	Equity and Inclusive Education	AP216-1	X	X	X	X				
	Religious Accommodation	AP216-2	X	X						
	Student Groups	AP216-3	X							
OPERATIONS	Records Management	AP	X	X						
	Anti-Spam	PO444	X	X						
	Anti-Spam	AP444-1	X	X						
	Ontario Student Record (on hold pending MOE direction)	PO418	X							
	Ontario Student Record (on hold pending MOE direction)	AP418-1	X							
	Modified Calendar		X							
	Disease Management and Prevention	PO408	X	X	X	X				
	Disease Management and Prevention	AP408-1	X	X	X	X				
	Fire Safety	AP414-1	X	X	X	X	X		X	
	Pupil Accommodation Review (on hold pending MOE direction)	PO430	X							
	Pupil Accommodation Review (on hold pending MOE direction)	AP430-1	X							

DEPARTMENT	TITLE	POLICY/ADMIN. PROCEDURE	IDENTIFIED	DRAFTING	ADMIN. COUNCIL	BOARD -1 <sup>st</sup> READING (P) -FOR INFO. (AP)	BOARD -2 <sup>ND</sup> READING (P) -FOR INFO. (AP)	LEGAL COUNSEL INPUT	BOARD -3 <sup>rd</sup> READING (P) -FOR INFO (AP)	DISTRIBUTION
						COMMUNITY INPUT				
OPERATIONS (Cont'd)	Community Planning and Partnerships (on hold pending MOE direction)	PO435	X							
	Community Planning and Partnerships (on hold pending MOE direction)	AP435-1	X							
	Smoke and Tobacco Free Environment (Interim)	PO407	X	X	X	X	X			
	Smoke and Tobacco Free Environment (Interim)	AP407-1	X	X	X	X	X			
	Accessible Student Transport.	AP434-10	X	X	X	X				
	School Boundary	PO415	X							
	Exceptions to School Attendance Areas	PO428	X							
	Exceptions to School Attendance Areas	PO428-1	X							
PROGRAM & INSTRUCTION	Catholic Curriculum and Education	PO517	X	X	X	X				
	Catholic Curriculum and Education	AP517-1	X	X	X	X				
	Family Life Education	AP517-2	X	X						
	Student Excursions and/or Exchanges for Educational Purposes	PO512	X	X	X	X	X			
	Student Excursions and/or Exchanges for Educational Purposes	AP512-1	X	X	X	X	X			
HUMAN RESOURCES	Substance Abuse Prevention/Intervention	AP312-2	X	X	X	X	X	X	X	
	Employee Conflict of Interest	PO317	X	X	X	X	X	X	X	
	Employee Conflict of Interest	AP317-1	X	X	X	X	X	X	X	
	Application to the Leadership Position of Curriculum Chair	AP325-1	X	X						

DEPARTMENT	TITLE	POLICY/ADMIN. PROCEDURE	IDENTIFIED	DRAFTING	ADMIN. COUNCIL	BOARD -1 <sup>st</sup> READING (P) -FOR INFO. (AP)	BOARD -2 <sup>ND</sup> READING (P) -FOR INFO. (AP)	LEGAL COUNSEL INPUT	BOARD -3 <sup>rd</sup> READING (P) -FOR INFO (AP)	DISTRIBUTION
HUMAN RESOURCES (Cont'd)	Application to the Leadership Position of Consultant/Coord.	AP325-2	X	X	X	X	X	X	X	
	Workplace Harassment and Workplace Sexual Harassment (Annual Review)	PO320	X							
	Workplace Harassment and Workplace Sexual Harassment (Annual Review)	AP320-1	X							
	Workplace Violence (Annual Review)	PO324	X	X	X	X	X			
	Workplace Violence Prev - General (Annual Review)	AP324-1	X	X	X	X	X			
	Workplace Violence Prev – Students	AP324-2	X	X	X	X	X			
	Occupational Health and Safety (Annual Review)	PO318	X							
	Hearing Protection	AP318-1	X	X	X	X	X	X	X	
	Indoor Environmental Quality (IEQ)	AP318-7	X	X	X	X	X	X	X	
	Teacher Recruitment and Hiring	AP328-2	X	X	X	X	X	X	X	
	Employees Running for, and/or Elected to Public Office	PO301	X	X	X	X	X	X	X	
	Teacher Transfers	AP328-3	X	X	X	X	X	X	X	
	Allocation of Teaching Staff	AP328-4	X	X	X	X	X	X	X	
	Modified Work Program	AP328-6	X	X	X	X	X	X	X	
	Vacation Requests and Approvals: CEC Staff and School Secretarial Staff	AP328-7	X	X						
	Change in Teaching Time	AP328-8	X	X						
STUDENT CONDUCT & SAFETY	Student Attendance (Annual Review)	PO613	X	X						
	Student Attend. – Elementary (Annual Review)	AP613-1	X	X						

DEPARTMENT	TITLE	POLICY/ADMIN. PROCEDURE	IDENTIFIED	DRAFTING	ADMIN. COUNCIL	BOARD -1 <sup>st</sup> READING (P) -FOR INFO. (AP)	BOARD -2 <sup>ND</sup> READING (P) -FOR INFO. (AP)	LEGAL COUNSEL INPUT	BOARD -3 <sup>rd</sup> READING (P) -FOR INFO (AP)	DISTRIBUTION
						COMMUNITY INPUT				
STUDENT CONDUCT & SAFETY (Cont'd)	Student Attend. – Secondary <i>(Annual Review)</i>	AP613-2	X	X						
	Safe Arrivals – Elementary	PO603	X							
	Exceptional Health Conditions	PO606	X							
	Student Protection (Interim)	PO607	X	X	X	X	X		X	
	Student Protection (Interim)	PO607-1	X	X	X	X	X		X	
	Code of Conduct (Interim)	PO610	X	X	X	X	X			
	Code of Conduct (Interim)	AP610-1	X	X	X	X	X			
	Student Discipline (Interim)	PO611	X	X	X	X	X			
	Student Discipline (Interim)	AP611-1	X	X	X	X	X			
	Bullying Prevention and Intervention	PO612	X	X	X	X				
	Bullying Prevention and Intervention	PO612-1	X	X	X	X				
STUDENT SERVICES	Incorporating Applied Behavioural Analysis Methods for Students with Autism Spectrum Disorder	AP804-2	X	X	X	X	X	X	X	
	Safe Physical Interventions For Student Behaviours Causing a Risk of Injury	AP804-3	X	X	X	X	X			
	Health Support Services in School Settings	PO800	X							
	Health Support Services in School Settings	AP800-1	X							



## Durham Catholic District School Board

"The Board"

# Policy

No changes

Title: <b>Equity and Inclusive Education</b>	Policy #: <b>PO216</b>
Policy Area: Governance	
Source: Superintendent of Education: Equity and Inclusive Education	
Date Approved: November 22, 2005	
Date of Amendments:	

## 1.0 Introduction

The Durham Catholic District School Board recognizes that an equitable, inclusive education system is fundamental to achieving its core priorities of Excellence, Equity and New Evangelization. The Board recognizes that any form of discrimination is incompatible with Catholic values and is in violation of the Ontario Human Rights Code.

Equity and Inclusive Education aims to understand, identify, address, and eliminate the biases, barriers, and power dynamics that limit students' prospects for learning, growing, and fully contributing to society. Barriers may be related to race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, socio-economic status or disability/level of ability. It is also recognized that several factors may intersect to create additional barriers for some students. These barriers and biases, whether overt or subtle, intentional or unintentional, need to be identified and addressed.

The Board is committed to identifying and eliminating discriminatory practices, systemic barriers and bias from our schools and classrooms to support the potential for all students to succeed. The Board also recognizes that the school system gives pre-eminence to the tenets of the Catholic faith, congruent with the protection afforded in the Ontario *Human Rights Code* (the Code), the *Constitution Act, 1982* and confirmed in the *Canadian Charter of Rights and Freedoms*.

## 2.0 Definitions

**Acceptance** - an affirmation and recognition of people whose Race, Ancestry, Place of Origin, Colour, Ethnic Origin, citizenship, Creed, Sex, Sexual Orientation, Age, Gender Identity and expression, Marital Status, Family Status, abilities, or other, similar characteristics or attributes are different from one's own. Acceptance goes beyond tolerance, in that it implies a positive and welcoming attitude.



## 2.0 Definitions (Cont'd)

**Barrier** - an obstacle to equity that may be overt or subtle, intended or unintended, and systemic or specific to an individual or group, and that prevents or limits access to opportunities, benefits, services or advantages that are available to other members of society.

**Bias** - an opinion, preference, prejudice, or inclination that limits the ability to make fair, objective, or accurate judgements. Biases may be held by an individual, group, or institution and may be either conscious/ explicit or unconscious/ implicit. Unconscious/ implicit biases are social stereotypes about certain groups of people that individuals form outside their own conscious awareness.

**Code grounds** - the grounds of Discrimination under the Ontario Human Rights Code: race, Ancestry, Place of Origin, Colour, ethnic origin, citizenship, Creed (Religion), Sex, Sexual Orientation, Gender Identity, Gender Expression, Disability, Age, Marital Status (including same-sex partners), Family Status, receipt of public assistance (in housing Accommodation only), and record of offences (in employment only). People are also protected from Discrimination based on intersecting grounds (see *Intersectionality*), or association with someone who identifies with a Code ground, or when they are perceived to be a member of a group identified by a Code ground.

**Disability** - a broad range and degree of conditions, some visible and some not visible. A disability may have been present from birth, caused by an accident, or developed over time. These include physical, mental and learning disabilities.

**Discrimination** – unequal or different treatment or harassment that causes harm.

**Diversity** - the presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, Race, Colour, Creed, Culture, Ethnicity, Linguistic Origin, Disability/ Level of Ability, Socio-economic Class, Age, Ancestry, Nationality, Place of Origin, Religion, Sex, Gender Identity, Gender Expression, Sexual Orientation, Family Status, and Marital Status.

**Equity** - a condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

**Harassment** - a form of discrimination. It can include sexually explicit or other inappropriate comments, questions, jokes, name-calling, images, email and social media, transphobic, homophobic or other bullying, sexual advances, touching and other unwelcome and ongoing behaviour that insults, demeans, harms or threatens a person in some way. Assault or other violent behaviour is also a criminal matter.

**Human Rights** - rights that recognize the dignity and worth of every person, and provide for equal rights and opportunities without Discrimination, regardless of Race, Ancestry, Place of Origin, Colour, ethnic origin, citizenship, Creed, Sex, Sexual Orientation, Gender Identity, Gender Expression, Age, Marital Status, Family Status, Socio-Economic Status or Disability/level of ability, as set out in the Ontario Human Rights Code, or other similar factors.

## 2.0 Definitions (Cont'd)

**Inclusion** - a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners. It is an attitude and approach that embraces diversity and learner differences and promotes equitable opportunities for all learners.

**Inclusive Education** - education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

**Intersectionality** - the overlapping, in the context of an individual or group, of two or more prohibited grounds of Discrimination under the Ontario Human Rights Code, or other factors, which may result in additional, compounded biases or barriers to equity for that individual or group.

**Ontario Human Rights Code (“the Code”)** - a provincial law that gives everyone equal rights and opportunities, without Discrimination, in specific areas such as education, jobs, housing, and services. The goal of The Code is to address and prevent discrimination and harassment.

**Oppression** - prolonged, systemic, abuse of power or control by one group of people (the Dominant Group) at the expense others (the oppressed) and maintains a cultural imbalance of Power which socially supports mistreatment and exploitation of all groups of ‘less powerful’ individuals. This results in unjust advantages, status and benefits for one group over the other and is maintained by social beliefs, economic and institutional structures and subtle and overt cultural practices. Because oppression is institutionalized in our society, target group members often face Barriers and limitations in many aspects of social participation i.e. school, health care, social services, employment, parenting, housing, etc. Oppression actively provides unearned Privileges and protections to some members of our community, allowing them to ignore the presence of Discrimination and or Barriers to fair and equal access and opportunity such as Classism, Racism, Ableism, Sexism, Homophobia, Transphobia.

**Positive School Climate** - 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.

**Prejudice** - the pre-judgment (usually negative) of groups or individuals, or preconceived notions about them, based on misinformation, bias, or stereotypes.

**Progressive discipline** - a Whole-school approach that uses a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour, as well as a variety of strategies to promote and foster positive behaviours. Disciplinary measures are applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.

## 2.0 Definitions (Cont'd)

**Racism** - an ideology that either directly or indirectly asserts that one group is inherently superior to others.

**School Climate** - the learning environment and relationships found within a school and school community.

**Stereotype** - a false or generalized, and usually negative, conception of a group of people that results in the unconscious or conscious categorization of each member of that group, without regard for individual differences. Stereotyping may be based on Race, Ancestry, Place of Origin, Colour, ethnic origin, citizenship, Creed, Sex, Sexual Orientation, Gender Identity, Gender Expression, Age, Marital Status, Family Status, or Disability/level of ability, as set out in the Ontario Human Rights Code, or on the basis of other factors.

**Systemic Discrimination** - a pattern of discrimination that arises out of apparently neutral institutional policies or practices, that is reinforced by institutional structures and Power Dynamics, and that results in the differential and unequal treatment of members of certain groups.

**Systemic Racism** - when institutions or systems create or maintain racial inequity, often as a result of hidden institutional Biases in policies, practices and procedures that Privilege some groups and disadvantage others.

**Undue hardship** - under the Ontario Human Rights Code, undue hardship is the measure for any limitations to provision of Human Rights Accommodations. Accommodations need not be provided if it causes undue or excessive hardship. However, some degree of hardship is acceptable. Undue hardship is assessed in terms of overall cost, outside sources of funding (if any) and health and safety factors. Evidence must be objective, real, direct and in the case of cost, quantifiable and so substantial it would alter the essential nature of the enterprise. Other 'bona fide' requirements of an organization, such as legislative requirements may also account for undue hardship factors to consider, as long as the said requirement is adopted in good faith and reasonably meant to fulfil a necessary goal, purpose or function of the organization.

**Whole-School Approach** - an all-inclusive approach to building a positive and inclusive School Climate that is based on healthy and respectful relationships throughout the whole school and community which includes everyone and their role to play in achieving safe, inclusive and accepting schools. A whole-school approach includes the government, school boards, school staff, parents, students and community members.

## 3.0 Purpose

The purpose of the Equity and Inclusive Education Policy is to support the aims of the guiding principles and goals set out in *Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation*, and *Ontario's Education Equity Action Plan Strategy (the Strategy)* including:

- the shared and committed leadership by all members of the school community to eliminate discrimination through the identification and removal of biases and barriers;

### 3.0 **Purpose** (Cont'd)

- equity and inclusive education practices to support positive learning environments that are respectful and welcoming to all; and
- accountability and transparency with ongoing progress demonstrated and communicated to the ministry and the community.

### 4.0 **Application/Scope**

This Policy applies to all members of the Durham Catholic District School Board community including students, parents/guardians, educators, administrators, board staff, trustees and community members. The requirements of this policy and administrative procedure apply to all Board practices, policies, procedures and other forms of information. The policy provides a framework designed to meet the needs of all, with a particular focus to remove exclusionary practices and advocacy for marginalized individuals in the system.

### 5.0 **Principles**

- 5.1 The Board believes that every person shall be entitled to a respectful, positive and Christ-centred learning and working environment, free from all forms of discrimination and harassment.
- 5.2 The guiding principles of equity and inclusive education shall be consistent with Catholic denominational rights and shall be incorporated into all aspects of Board policies, programs, procedures, and practices to ensure an equitable and inclusive learning and working environment for all.
- 5.3 The Board supports the establishment and maintenance of partnerships with all members of our diverse Catholic community so that the perspectives and experiences of all students are recognized and their needs are met.
- 5.4 The Board is committed to establishing and maintaining partnerships with all members of our diverse Catholic community so that the perspectives and experiences of families, and employees are recognized.
- 5.5 The Board supports the implementation of culturally responsive and relevant pedagogy that is inclusive of all members of our school community, so that all students may reach their learning potential.
- 5.6 The Board shall take all reasonable steps to provide religious accommodations to staff, students and families in accordance with the Board's Religious Accommodation procedures.
- 5.7 The Board is committed to providing the school community, including students, with opportunities to acquire the knowledge, skills, attitudes, and behaviours needed to identify and eliminate discriminatory biases and systemic barriers under the *Code*.

## 5.0 Principals (Cont'd)

- 5.8 The Board is committed to assessing and monitoring its progress in implementing this policy and will report on its goals and progress in the areas of policy review, school improvement planning and the implementation of the *Ontario's Equity and Inclusive Education Strategy*.

## 6.0 Requirements

- 6.1 Through cyclical policy reviews, the Board will embed the principles of equity and inclusive education in all other policies, programs, guidelines, and practices, so that an equity and inclusive education focus is an integral part of the operations of the Board and permeates everything that happens in all schools.
- 6.2 The Board should make every effort to identify and remove discriminatory biases and systemic barriers that may limit the opportunities of individuals from diverse communities for employment, mentoring, retention, promotion, and succession planning in all board and school positions. The Board's work force, within the context of the denominational rights of Catholic schools should reflect the diversity within the community so that students, parents, and community members are able to see themselves represented. The Board's work force should also be capable of understanding and responding to the experiences of the diverse communities within the Board's jurisdiction.
- 6.3 In accordance with the principles of the ministry's Ontario Leadership Strategy, the Board and school leaders will promote the development of collaborative environments in which participants share a commitment to equity and inclusive education principles and practices. This collaborative approach includes and supports the active engagement of students, parents, parish priests, federations and unions, colleges and universities, professional associations, service organizations, and other community partners.
- 6.4 The Board and all schools will regularly review the structures of existing committees and partnerships to help ensure that they reflect the principles of Equity and Inclusive education. The Board will seek opportunities to expand upon its outreach efforts in order to foster new partnerships that engage a cross-section of diverse students, parents, staff, community members, and various organizations, including business groups (e.g., business education councils).
- 6.5 The Board and all school will use inclusive curriculum and assessment practices and effective instructional strategies that reflect the diverse needs of all students and the learning pathways that they are taking. Schools must provide students and staff with authentic and relevant opportunities to learn about diverse histories, cultures, and perspectives. Students should be able to see themselves represented in the curriculum, programs, and culture of the school.
- 6.6 The Board and school will support and promote a Christ-centred whole-school approach to foster positive student behaviour reflective of Catholic values in support of student well-being and achievement. The principles of equity and inclusive education will also be applied in progressive discipline, particularly when it is necessary to take into account mitigating and other factors.

## 6.0 Requirements (Cont'd)

- 6.7 The Board will also put procedures in place that will enable students and staff to report incidents of discrimination and harassment safely, and that will enable the Board to respond in a timely manner.
- 6.8 The Board will monitor every two years school climate through school climate surveys, as outlined in Policy/Program Memorandum No. 144, "Bullying Prevention and Intervention", to help identify inappropriate behaviours, barriers, or issues that should be addressed.
- 6.9 The Board will ensure that professional learning activities are ongoing, evidence-based, and focused on positive outcomes. The Board will provide opportunities for all educators, support staff, administrators, and trustees to participate in training on topics such as antiracism, antidiscrimination, and gender-based violence, and will provide information for students and parents to increase their knowledge and understanding of equity and inclusive education.

## 7.0 Roles and Responsibilities

- 7.1 The Director of Education shall:
  - 7.1.1 oversee compliance with the Equity and Inclusive Education policy and procedures.
- 7.2 The Principal shall:
  - 7.2.1 implement the Board's Equity and Inclusive Education Policy and the components of the three-year Equity and Inclusive Education Action Plan to meet the needs of the diverse school population;
  - 7.2.2 develop and promote a Christ-centred whole-school approach to foster positive student behaviour reflective of Catholic values in support of student well-being and achievement;
  - 7.2.3 develop School Improvement goals and practices that that are aligned with the Board's policy on Equity and Inclusion;
  - 7.2.4 provide regular and on-going professional learning opportunities to all staff members on the principles of Equity and Inclusive education;
  - 7.2.5 promote student leadership opportunities and actively engage students in initiatives with a focus on equity, social justice, inclusion and diversity;
  - 7.2.6 implement procedures that will enable students and staff to report incidents of discrimination safely and ensure a timely and appropriate response; and
  - 7.2.7 ensure that all required accommodations for students are in compliance with the policy and procedures.

## 7.0 Roles and Responsibilities (Cont'd)

### 7.3 Educators shall:

- 7.3.1 ensure that instructional resources, strategies, as well as, assessment and evaluation practices are in accordance with the Board's Mission and Vision, Church teachings and the principles of Equity and Inclusive Education;
- 7.3.2 develop and promote initiatives that support and promote diversity of student voice and experience;
- 7.3.3 encourage and support students in their efforts to promote social justice, equity, inclusion and diversity in schools and classrooms; and
- 7.3.4 address discrimination and harassment issues immediately and help all students identify and respond appropriately to such incidents.

### 7.4 Employees shall:

- 7.4.1 be knowledgeable about and comply with the expectations of the Equity and Inclusive Education policy and procedures as required.

### 7.5 Parents/Guardians & Students shall:

- 7.5.1 support the principles of the Equity and Inclusive Education policy and procedures; and
- 7.5.2 inform the Principal of the need for accommodations (including, but not limited to, medical, educational or religious accommodation requests) as required by this policy.

### 7.6 Third Party Providers shall:

- 7.6.1 comply with the Equity and Inclusive Education policy and procedures in all interactions with agents of the Durham Catholic District School Board.

## 8.0 Sources

- Ontario Human Rights Code
- PPM 119 – Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools, 2013
- Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation, 2014
- Ontario's Education Equity Action Plan, 2017
- Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010
- Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013

## 9.0 **Related Policies and Administrative Procedures**

- Bullying Prevention and Intervention Policy PO612
- Bullying Prevention and Intervention Policy and Administrative Procedure AP612-1
- Code of Conduct Policy PO610
- Code of Conduct Administrative Procedure AP610-1
- Equity and Inclusive Education Policy PO216
- Workplace Harassment and Workplace Sexual Harassment Policy PO320
- Workplace Harassment and Sexual Harassment Administrative Procedure AP320-1
- Inclusion Policy PO804
- Religious Accommodation Administrative Procedure AP216-2
- Student Discipline Policy PO611
- Student Discipline Administrative Procedure AP611-1
- Accessibility Policy PO434





Durham Catholic District School Board

"The Board"

## Administrative Procedure

No changes

Title: <b>Equity and Inclusive Education</b>	Procedure #: <b>AP216-1</b>
Administrative Area:	Governance
Policy Reference:	Equity and Inclusive Education (PO216)
Date Approved:	November 22, 2010
Date of Amendments:	

### 1.0 Purpose

The purpose of the Equity and Inclusive Education Administrative Procedure is to support the implementation of the Board's Equity and Inclusive Education Policy whereby it advocates the goals and pedagogical strategies required to reach all students and to do so in a manner that respects the denominational rights of Roman Catholic schools as set out in Section 93 of the Constitution Act, 1867 and the Education Act.

### 2.0 Definitions

**Acceptance** - an affirmation and recognition of people whose Race, Ancestry, Place of Origin, Colour, Ethnic Origin, citizenship, Creed, Sex, Sexual Orientation, Age, Gender Identity and expression, Marital Status, Family Status, abilities, or other, similar characteristics or attributes are different from one's own. Acceptance goes beyond tolerance, in that it implies a positive and welcoming attitude.

**Barrier** - an obstacle to equity that may be overt or subtle, intended or unintended, and systemic or specific to an individual or group, and that prevents or limits access to opportunities, benefits, services or advantages that are available to other members of society.

**Bias** - an opinion, preference, prejudice, or inclination that limits the ability to make fair, objective, or accurate judgements. Biases may be held by an individual, group, or institution and may be either conscious/ explicit or unconscious/ implicit. Unconscious/ implicit biases are social stereotypes about certain groups of people that individuals form outside their own conscious

## 2.0 Definitions (Cont'd)

**Code grounds** - the grounds of Discrimination under the Ontario Human Rights Code: race, Ancestry, Place of Origin, Colour, ethnic origin, citizenship, Creed (Religion), Sex, Sexual Orientation, Gender Identity, Gender Expression, Disability, Age, Marital Status (including same-sex partners), Family Status, receipt of public assistance (in-housing Accommodation only), and record of offences (in employment only). People are also protected from discrimination based on intersecting grounds (see *Intersectionality*), or association with someone who identifies with a Code ground, or when they are perceived to be a member of a group identified by a Code ground.

**Disability** - a broad range and degree of conditions, some visible and some not visible. A disability may have been present from birth, caused by an accident, or developed over time. These include physical, mental and learning disabilities.

**Discrimination** – unequal or different treatment or harassment that causes harm.

**Diversity** - the presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, Race, Colour, Creed, Culture, Ethnicity, linguistic origin, Disability/ level of ability, Socio-economic class, Age, Ancestry, Nationality, Place of Origin, Religion, Sex, Gender Identity, Gender Expression, Sexual Orientation, Family Status, and Marital Status.

**Equity** - a condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

**Harassment** - a form of discrimination. It can include sexually explicit or other inappropriate comments, questions, jokes, name-calling, images, email and social media, transphobic, homophobic or other bullying, sexual advances, touching and other unwelcome and ongoing behaviour that insults, demeans, harms or threatens a person in some way. Assault or other violent behaviour is also a criminal matter.

**Human Rights** - rights that recognize the dignity and worth of every person, and provide for equal rights and opportunities without Discrimination, regardless of Race, Ancestry, Place of Origin, Colour, ethnic origin, citizenship, Creed, Sex, Sexual Orientation, Gender Identity, Gender Expression, Age, Marital Status, Family Status, Socio-Economic Status or Disability/level of ability, as set out in the Ontario Human Rights Code, or other similar factors.

**Inclusion** - a way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners. It is an attitude and approach that embraces diversity and learner differences and promotes equitable opportunities for all learners.

**Inclusive Education** - education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

## 2.0 Definitions (Cont'd)

**Intersectionality** - the overlapping, in the context of an individual or group, of two or more prohibited grounds of Discrimination under the Ontario Human Rights Code, or other factors, which may result in additional, compounded biases or barriers to equity for that individual or group.

**Ontario Human Rights Code (“the Code”)** - a provincial law that gives everyone equal rights and opportunities, without Discrimination, in specific areas such as education, jobs, housing, and services. The goal of The Code is to address and prevent discrimination and harassment.

**Oppression** - prolonged, systemic, abuse of power or control by one group of people (the Dominant Group) at the expense others (the oppressed) and maintains a cultural imbalance of Power which socially supports mistreatment and exploitation of all groups of ‘less powerful’ individuals. This results in unjust advantages, status and benefits for one group over the other and is maintained by social beliefs, economic and institutional structures and subtle and overt cultural practices.

**Positive School Climate** - 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.

**Prejudice** - the pre-judgment (usually negative) of groups or individuals, or preconceived notions about them, based on misinformation, bias, or stereotypes.

**Progressive discipline** - a Whole-school approach that uses a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour, as well as a variety of strategies to promote and foster positive behaviours. Disciplinary measures are applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.

**Racism** - an ideology that either directly or indirectly asserts that one group is inherently superior to others.

**School Climate** - the learning environment and relationships found within a school and school community.

**Stereotype** - a false or generalized, and usually negative, conception of a group of people that results in the unconscious or conscious categorization of each member of that group, without regard for individual differences. Stereotyping may be based on Race, Ancestry, Place of Origin, Colour, Ethnic Origin, Citizenship, Creed, Sex, Sexual orientation, Gender Identity, Gender Expression, Age, Marital Status, Family Status, or Disability/level of ability, as set out in the Ontario Human Rights Code, or on the basis of other factors.

## 2.0 Definitions (Cont'd)

**Systemic Discrimination** - a pattern of discrimination that arises out of apparently neutral institutional policies or practices, that is reinforced by institutional structures and power dynamics, and that results in the differential and unequal treatment of members of certain groups.

**Systemic Racism** - when institutions or systems create or maintain racial inequity, often as a result of hidden institutional Biases in policies, practices and procedures that privilege some groups and disadvantage others.

**Undue hardship** - under the Ontario Human Rights Code, undue hardship is the measure for any limitations to provision of human rights accommodations. Accommodations need not be provided if it causes undue or excessive hardship. However, some degree of hardship is acceptable. Undue hardship is assessed in terms of overall cost, outside sources of funding (if any) and health and safety factors. Evidence must be objective, real, direct and in the case of cost, quantifiable and so substantial it would alter the essential nature of the enterprise. Other 'bona fide' requirements of an organization, such as legislative requirements may also account for undue hardship factors to consider, as long as the said requirement is adopted in good faith and reasonably meant to fulfil a necessary goal, purpose or function of the organization.

**Whole-School Approach** - an all-inclusive approach to building a positive and inclusive School Climate that is based on healthy and respectful relationships throughout the whole school and community, which includes everyone and their role to play in achieving safe, inclusive and accepting schools. A whole-school approach includes the government, school boards, school staff, parents, students and community members.

## 3.0 Procedures

### 3.1 Board Policies, Programs, Procedures and Practices

- 3.1.1 In order to support the principles of Equity and Inclusive Education, every school and Board department will implement the procedures and practices, based on the Board's Equity and Inclusive Education Policy, this administrative procedure and the Board's Equity Action Plan.
- 3.1.2 All schools and departments within the Board should collect information needed to monitor the effects of the implementation of the Equity and Inclusion Education policy by the Board.
- 3.1.3 Ensure all persons with disabilities are appropriately accommodated and, in a manner consistent with The Code.
- 3.1.4 The Board should provide opportunities for the diverse school community, including students, staff, parents, trustees and community members, to provide active input into Board policies and improvement plans on an ongoing basis.

### 3.0 Procedures (Cont'd)

- 3.1.5 School teams must continually review existing school policies (e.g., Code of Conduct) and practices (e.g., participation in school events) to ensure that they are reflective of the principles of Equity and Inclusive Education.
- 3.1.6 The Board and all of its schools should extend, develop, and implement strategies to actively engage students, parents, families, and the wider community in the review, development, and implementation of initiatives to support and promote Equity and Inclusive Education.
- 3.1.7 The Board and all of its schools should implement Board Equity and Inclusive Education policies, programs and school improvement plans consistent with the *Code* and that reflect the needs of their diverse Catholic school community.

#### 3.2 Shared and Committed Leadership

- 3.2.1 The Board will share in the life and mission of the Catholic Church by developing a system plan to build and sustain Board and staff capacity in the areas of Equity and Inclusive Education in curriculum and instruction, human resources and governance.
- 3.2.2 The Director will designate a contact person (e.g., Superintendent responsible for Equity and Inclusive Education) to liaise with the Ministry of Education and other Boards to share challenges, promising practices and resources.
- 3.2.3 The Superintendent responsible for Equity and Inclusive Education will work with the Equity and Inclusive Education Committee of the Board to support the implementation of Policy/Program Memorandum No. 119, this Administrative Procedure, the Board's Equity Action Plan and any other Ministry of Education initiatives or directions.
- 3.2.4 In accordance with the principles of the Ministry of Education's Ontario Leadership Strategy, the Board and school leaders will promote the development of collaborative environments in which participants share a commitment to equity and inclusive education principles and practices. This collaborative approach includes and supports the active engagement of students, parents, unions, employee group representatives, colleges and universities, service organizations, and other community partners.
- 3.2.5 In accordance with the principles of the Ministry of Education's Ontario Leadership Strategy, the Board will establish and implement selection criteria for leadership positions that prioritizes demonstrated commitment, knowledge and skills related to the principles of Equity and Inclusive Education.

### 3.0 Procedures (Cont'd)

- 3.2.6 Every school and Board department should make every effort to identify and remove discriminatory biases and systemic barriers that may limit the opportunities of individuals from diverse communities for employment, mentoring, retention, promotion, and succession planning in all board and school positions in accordance with the denominational rights afforded to the Catholic school system.
- 3.2.7 The Board should provide training for school and system leaders to facilitate equitable recruitment and hiring to reflect Ontario's diverse society
- 3.2.8 The Board and all of its schools should include members of underserved communities, particularly those who identify as marginalized, in shared leadership opportunities.
- 3.2.9 Schools will promote equity-minded student leadership relating to issues of social justice, the principles of human rights and their role in developing and promoting an equitable and inclusive school environment.

#### 3.3 School – Community Relationships

- 3.3.1 The Board and all schools should review the structures of existing committees and partnerships to help ensure that they reflect the principles of Equity and Inclusive Education.
- 3.3.2 The Board and all schools should expand upon their outreach efforts in order to foster new partnerships that engage a cross-section of diverse students, parents, staff, community members, and various organizations, including business groups to meet the diverse needs of their students and provide new and relevant learning opportunities.
- 3.3.3 The Board will work with the Ministry of Education and community partners to develop a consistent approach to the collection of identity-based student data.
- 3.3.4 The Board and all of its schools will establish processes to identify and address systemic barriers that limit or prevent all sectors of the school community from benefiting from enhanced opportunities for Board representation and greater access to Board initiatives.
- 3.3.5 The Board and all of its schools will identify and include members of underserved communities, particularly those who identify as marginalized, and facilitate their participation and involvement in Board and school committees and activities.
- 3.3.6 Schools should establish a collaborative culture where the capabilities and voices of all stakeholders are used to develop and implement Equity and Inclusive Education goals.

### 3.0 Procedures (Cont'd)

- 3.3.7 The Board and all of its schools will regularly engage stakeholders in system and school-level community forums to listen and address concerns and suggestions.

#### 3.4 Inclusive Curriculum and Assessment Practices

- 3.4.1 The Board and all schools must ensure that assessment and evaluation support growth and learning, based on the belief that each student can achieve and be successful when given the appropriate time and support.
- 3.4.2 The Board and all schools must use evidenced-based inclusive curriculum and assessment practices and effective instructional strategies that reflect the diverse learning needs of all students and the learning pathways that they are taking.
- 3.4.2 Schools must provide students and staff with authentic and relevant opportunities to learn about diverse histories, cultures, and perspectives.
- 3.4.3 Schools must use evidence-based Inclusive curriculum and assessment practices and effective instructional strategies so that students are able to see themselves represented in the curriculum, programs, and culture of the school.
- 3.4.5 In order to help ensure that assessment and evaluation are valid and reliable and lead to improvement of student learning, teachers must use assessment and evaluation strategies outlined in the assessment and evaluation section of the curriculum policy documents, in Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, Learning for All and the Board's Assessment Framework and evaluated should be identified and addressed.
- 3.4.6 In consideration of a student's specific learning profile (e.g., Individual Education Plan (IEP), English Language Learners (ELL)) all needed accommodations and modifications must be in place to assist the student in accessing the curriculum.
- 3.4.7 Educators must engage students as active participants in their learning (e.g., students seeing and hearing themselves in the curriculum; gender specific teaching practices; culturally relevant and responsive pedagogy; research-based practices in assessment and evaluation).
- 3.4.8 Educators must review and reflect upon classroom practices and revise them as needed to help ensure that they are aligned with school-wide Equity and Inclusive Education policies and practices.

### 3.0 Procedures (Cont'd)

3.4.9 Educators must make certain that resources and instructional strategies are in accordance with Catholic social teachings and values; are in compliance with the provisions of the *Code* with respect to the prohibited grounds of discrimination; show people of different races, genders, and ages in non-stereotypical settings, occupations, and activities; explore the roles and contributions of all peoples in Canada, and the factors that shaped these roles; and encourage open discussion of the prohibited grounds of discrimination under the *Code* (e.g., race, gender, disability) in society, the community, and the school.

#### 3.5 School Climate and Prevention of Discrimination and Harassment

- 3.5.1 All members of the school community must support the development of a positive school climate that is free from discriminatory or harassing behaviour. A positive and inclusive school climate is one where all members of the school community feel safe, included, welcomed, and accepted.
- 3.5.2 The principles of equity and inclusive education support a whole-school approach to foster positive student behaviour. All staff members must apply these principles in progressive discipline, particularly when it is necessary to take into account mitigating and other factors.
- 3.5.3 Schools must put procedures into place that will enable students and staff to report incidents of discrimination and harassment safely, including but not limited to the promotion of the Board's anonymous Safe Schools Reporting Tool and to have confidence that they will receive a timely and appropriate response;
- 3.5.4 Schools must implement programs, which will proactively alleviate the negative impact of suspensions and exclusions on students.
- 3.5.5 Schools must foster a climate in which excellence is continually strived for and respect for every human being permeates the environment.
- 3.5.6 The Board must communicate that administrators are expected to use progressive discipline and professional discretion, and are to understand the duty to accommodate students with disabilities.
- 3.5.7 Schools will enable staff, students and parents to participate in the School Climate Survey which is to be completed every two years.
- 3.5.8 Administrators and members of each school's Safe Schools Team are to use the results of the School Climate Survey to can help identify inappropriate behaviours, barriers, or issues that should be addressed



### 3.0 Procedures (Cont'd)

3.5.9 The Board and its schools will ensure that Codes of Conduct:

3.5.9.1 address all forms of racism, discrimination, and harassment;

3.5.9.2 reflect the needs of the diverse Catholic community served by the school;

3.5.9.3 are developed with the active consultation and involvement of students, staff, parents, and a representative cross-section of community members; and

3.5.9.4 facilitate the use of the progressive discipline continuum when dealing with student issues of discrimination or harassment.

#### 3.6 Professional Learning

3.6.1 All staff must be provided with on-going professional learning activities that are evidence-based, and focused on positive outcomes, including topics such as antiracism, anti-discrimination, and gender-based violence.

3.6.2 Schools should provide information for students and parents to increase their knowledge and understanding of equity and inclusive education, by using existing expertise within their own organization, other boards, and their own community partners and agencies.

3.6.6 The Board and all schools should ensure that the goals of Equity and Inclusive Education and the Board's three year Equity Action Plan are modelled and incorporated into all professional learning opportunities.

#### 3.7 Accountability and Transparency

3.7.1 The Board will actively communicate the Equity and Inclusive Education policy to students, teachers, parents, staff, trustees, school councils, community partners, and volunteers in a variety of ways (e.g., post it on the Board's website).

3.7.2 The Board will establish processes to monitor progress, assess effectiveness and seek feedback on policies, programs, and procedures.

3.7.3 The Board will use a variety of opportunities and forums to report on the progress of implementation of the Board's Equity Action plan and its impact on student achievement using specific criteria.

#### 3.8 Religious Accommodation

3.8.1 The Board will revise and implement a Religious Accommodation Administrative Procedure, consistent with denominational rights, which prohibits discrimination on the grounds of creed and other *Code*-protected grounds, and provides a duty to accommodate.

### 3.0 Procedures (Cont'd)

3.8.2 The Board will inform students and their parents/guardians and staff of their right to request accommodation for religious beliefs and practices.

3.8.3 The Board will provide religious accommodation for students and staff where consistent with *the Code*.

### 4.0 Sources

- Ontario Human Rights Code
- PPM 119 – Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools, 2013
- Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation, 2014
- Ontario's Education Equity Action Plan, 2017
- Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010
- Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013

### 5.0 Related Policies and Administrative Procedures

- Bullying Prevention and Intervention Policy PO612
- Bullying Prevention and Intervention Policy and Administrative Procedure AP612-1
- Code of Conduct Policy PO610
- Code of Conduct Administrative Procedure AP610-1
- Equity and Inclusive Education Policy PO216
- Workplace Harassment and Workplace Sexual Harassment Policy PO320
- Workplace Harassment and Sexual Harassment Administrative Procedure AP320-1
- Inclusion Policy PO804
- Religious Accommodation Administrative Procedure AP216-2
- Student Discipline Policy PO611
- Student Discipline Administrative Procedure AP611-1
- Accessibility Policy PO434



Durham Catholic District School Board

"The Board"

# Policy

No changes

Title: <b>Disease Management and Prevention</b>	Policy #: <b>PO408</b>
<p>Policy Area: Operations</p> <p>Source: Superintendent of Education - Policy Development</p> <p>Date Approved:</p> <p>Date of Amendments:</p>	

## 1.0 Introduction

Consistent with our Gospel values, it is the responsibility of the Board to respect the dignity and worth of students and staff and to support their overall well-being irrespective of their personal circumstances, including their medical condition. The Board is committed to providing a safe and healthy work environment in accordance with the Education Act, Health Protection and Promotion Act, Municipal Freedom of Information and Protection of Privacy Act, Ontario Human Rights Code and the Occupational Health and Safety Act

## 2.0 Definitions

**Communicable Disease** - an infectious disease spread from one person or organism to another typically by direct contact.

**Diseases of Public Significance** - diseases that are reportable to the Durham Regional Health Department Medical Officer of Health governed by the Health Protection and Promotion Act (see appendix A).

## 3.0 Purpose

The purpose of this policy is to highlight that the health and safety of all students and staff is the foremost priority of the Board and to provide a framework for board staff who support the management and prevention of infectious diseases in the workplace including schools and board office spaces. Additionally, this policy will identify which diseases are 'reportable' as mandated by the Durham Regional Health Department under the authority of the local Medical Officer of Health.

## **4.0 Application/Scope**

This policy applies to all students and staff of the board.

## **5.0 Principles**

5.1 The Board believes that:

- 5.1.1 All students have the right to be educated in an environment that is as safe as possible and that they have access to their medication as needed;
- 5.1.2 Parents/guardians and school staff must work together by communicating regularly and at least annually to review the medical needs of students.
- 5.1.3 All staff are entitled to work in a safe and healthy environment; and
- 5.1.4 Current and up-to-date information shared by parents, guardians and students and staff are essential in supporting a safe and healthy school and work environment and to support an emergency response in rare cases when a risk to public health is identified by Health authorities that requires immediate action.

## **6.0 Requirements**

6.1 The Board shall:

- 6.1.1 Work in partnership with the Durham Region Health Department to support a healthy and safe learning and working environment for students and staff;
- 6.1.2 Promote 'Healthy Schools' initiatives to support the management of prevention of communicable diseases identified and known to exist in school settings as supported by the Durham Region Health Department;
- 6.1.3 Support mandatory immunization programs in schools offered by the Durham Region Health Department;
- 6.1.4 Support the role of the public health nurses who visit all Board schools; and
- 6.1.5 Cooperate with the Medical Officer of Health in the case of an emergency directive.

6.2 The Director of Education or designate shall:

- 6.2.1 Issue administrative procedures to support this policy and to amend them thereafter as the need may arise.

6.3 Superintendents shall:

- 6.3.1 Support the school principal with Durham Region Health Department contacts and resources as needed or requested;

- 6.3.2 In coordination with the Human Resources Department, and subject to any relevant provisions under the applicable Collective Agreements and Terms and Conditions of Employment, reassign staff who for safety reasons (i.e., Exposure to communicable disease that could put an employee at risk) need to be re-assigned to a different school setting; and
  - 6.3.3 Work closely with the Durham Region Health Department and Medical Officer of Health in the case of an emergency situation that requires relocation of students and/or staff or the temporary closure of the school site
- 6.4 Principals shall:
- 6.4.1 Become familiar with the 'Diseases of Public Health Significance' that list 'reportable diseases' (see appendix 1);
  - 6.4.2 Notify the Durham Region Health Department of diseases that are deemed 'reportable' (*'who is of the opinion that a pupil in the school has or may have a communicable disease shall, as soon as possible after forming the opinion, report thereon to the medical officer of health unit in which the school is located'*) (RSO 1990, c.H7, s.28);
  - 6.4.3 Work in partnership with public health nurses assigned to their school to assess the needs of the school, develop strategies to meet the school's identified health needs and link school curriculum to healthy living and disease prevention;
  - 6.4.4 Promote healthy school initiatives (e.g., Durham Region Health Department's Healthy Schools: A Toolkit for creating a Healthy School Environment) to support the prevention of the spread of disease;
  - 6.4.5 Work in collaboration with elementary and secondary school administrative assistants so that clear lines of communication are established between the school and the local health authority for the reporting of applicable communicable diseases, the scheduling of immunization clinics and for public health information sessions for students, parents and the greater community;
  - 6.4.6 Follow a directive or order from the Medical Officer of Health or local authority related to a disease outbreak in their school when such officer or authority has determined that there is risk to health associated with the outbreak for students or staff; and
  - 6.4.7 Confidentially notify their Family of Schools Superintendent if they have contracted a communicable disease that could put students or staff at risk (e.g., Fifth disease, Measles).
  - 6.4.8 Post the current diseases of public health significance as updated annually by the Durham Regional Health Department on the school website.
  - 6.4.9 Share best practices with parents/guardians in relation to disease management and prevention.
- 6.5 Teachers shall:
- 6.5.1 Communicate regularly with parents/guardians to promote open lines of communication related to their students' health and well-being;

- 6.5.2 Report to the principal or designate details of any medical disclosures from students or their parents/guardians of any reportable communicable diseases;
  - 6.5.3 Collaborate with the local health nurse assigned to their school to promote the health and wellness of their students;
  - 6.5.4 Confidentially notify their principal or designate if they have contracted a communicable disease that could put students or staff at risk (e.g., Fifth disease, Measles);
  - 6.5.5 Participate in 'Healthy Schools' initiatives and teach the applicable Health and Physical Education curriculum if required for their teaching assignment;
  - 6.5.6 Encourage students to wash their hands as part of a daily routine;
  - 6.5.7 Become familiar with Lyme disease prevention especially if working in an outdoor environment.
  - 6.5.8 Post handwashing resource poster in their classroom as provided by the Board.
- 6.6 Parents/Guardians and adult students shall:
- 6.6.1 Inform school officials forthwith of any diagnosis of illness and/or communicable disease contracted by their child(ren) or themselves; and
  - 6.6.2 Follow directives from the local Officer of Health if it deemed that their child has been requested to remain at home because of a diagnosis of a communicable disease.
  - 6.6.3 Seek resources from the Durham Regional Health Department as needed to support disease management and prevention at <https://www.durham.ca/en/health-and-wellness/fact-about.aspx>

## 7.0 Sources

- Health Protection and Promotion Act- (Ontario Reg.135/18)
- Immunization of School Pupils Act
- Education Act., sec 265 –Duties of Principal
- Regulation 298 s20 – Duties of Teachers
- Occupational Health and Safety Act
- Municipal Freedom of Information and Protection of Privacy Act
- Durham Regional Health Department [www.durham.ca](http://www.durham.ca) (Appendix A used with permission)
- Durham Regional Health Department <https://www.durham.ca/en/health-and-wellness/resources/Documents/SchoolHealth/schoolToolkit.pdf> (Healthy Schools Toolkit)
- Durham Regional Health Department <https://www.durham.ca/en/health-and-wellness/fact-about.aspx>

# Diseases of Public Health Significance

The following diseases are reportable to the local Medical Officer of Health (Ontario Reg. 135/18) under the Health Protection and Promotion Act. **Bolded** diseases must be reported **immediately**. All other diseases may be reported on the next work day.

## Report diseases listed below to:

### Population Health Division

605 Rossland Road East, 2nd Floor  
PO Box 730  
Whitby, ON L1N 0B2  
Phone: 905-668-7711 ext. 2996 or 1-800-841-2729  
Fax: 905-666-6215  
After Hours: 905-576-9991 or 1-800-372-1104

Acquired Immunodeficiency Syndrome (AIDS)

Acute Flaccid Paralysis (AFP)

Chancroid

Chickenpox (Varicella)

*Chlamydia trachomatis* infections

### Diphtheria

Encephalitis, including:

1. Primary, viral
2. Post-infectious
3. Vaccine-related
4. Subacute sclerosing panencephalitis
5. Unspecified

Gonorrhea

**Group A Streptococcal disease, invasive**

Group B Streptococcal disease, neonatal

**Haemophilus influenzae** disease, all types, invasive

Hepatitis, viral:

1. Hepatitis B
2. Hepatitis C

### Measles

Meningitis, acute:

1. bacterial
2. viral
3. other

**Meningococcal disease, invasive**

Mumps

Ophthalmia neonatorum

Pertussis (Whooping Cough)

Pneumococcal disease, invasive

**Poliomyelitis, acute**

Rubella

Rubella, congenital syndrome

**Severe Acute Respiratory Syndrome (SARS)**

**Smallpox**

Syphilis

Tetanus

Tuberculosis

## Report diseases listed below to:

### Health Protection Division

101 Consumers Drive, 2nd Floor  
Whitby, ON L1N 1C4  
Phone: 905-723-3818 or 1-888-777-9613  
Confidential Fax: 905-666-1833  
After Hours: 905-576-9991 or 1-800-372-1104

Amebiasis

**Anthrax**

Blastomycosis

**Botulism**

**Brucellosis**

*Campylobacter* enteritis

**Carbapenemase-producing *Enterobacteriaceae* (CPE), infection or colonization**

Cholera

***Clostridium difficile* Infection (CDI) outbreaks in public hospitals**

**Creutzfeldt-Jakob Disease, all types**

Cryptosporidiosis

**Cyclosporiasis**

*Echinococcus multilocularis*

**Food poisoning, all causes**

**Gastroenteritis, institutional outbreaks and public hospitals**

Giardiasis, except asymptomatic cases

**Hantavirus pulmonary syndrome**

**Hemorrhagic fevers, including:**

1. Ebola virus disease
2. Marburg virus disease
3. Lassa Fever
4. Other viral causes

**Hepatitis A**

Influenza

**Legionellosis**

Leprosy

**Listeriosis**

Lyme Disease

**Paralytic Shellfish Poisoning**

Paratyphoid Fever

**Plague**

Psittacosis/Ornithosis

**Q Fever**

**Rabies**

**Respiratory infection outbreaks in institutions and public hospitals**

**Salmonellosis**

**Shigellosis**

Trichinosis

**Tularemia**

Typhoid Fever

**Verotoxin-producing *E. coli* infection indicator conditions, including Hemolytic Uremic Syndrome (HUS)**

**West Nile Virus Illness**

**Yersiniosis**



Durham Catholic District School Board

"The Board"

## Administrative Procedure

No changes

Title: <b>Disease Management and Prevention</b>	Procedure #: <b>AP408-1</b>
Administrative Area:	Operations
Policy Reference:	Disease Management and Prevention (PO408)
Date Approved:	
Dates of Amendments:	

### 1.0 Purpose

The purpose of this administrative procedure is to support the Disease Management and Prevention policy PO408 and provide a framework for staff to manage and prevent the spread of infectious diseases in the learning and work environment. Additionally, the purpose of the administrative procedure is to provide a guideline for school staff related to mandatory reporting of diseases in school settings.

### 2.0 Definitions

**Communicable Disease** – an infectious disease spread from one person or organism to another typically by direct contact.

**Diseases of Public Significance** – diseases that are reportable to the Durham Regional Health Department Medical Officer governed by the Health Protection and Promotion Act (see appendix A).

### 3.0 Procedures

3.1 The Board shall:

- 3.1.1 Work in partnership with the Durham Region Health Department to support a healthy and safe learning and working environment for students and staff;
- 3.1.2 Promote 'Healthy Schools' initiatives to support the management of prevention of communicable diseases identified and known to exist in school settings as supported by the local health authority;
- 3.1.3 Support mandatory immunization programs in schools offered by the Durham Region Health Department;
- 3.1.4 Support the role of the public health nurses who visit all Board schools; and



- 3.1.5 Cooperate with the Medical Officer of Health in the case of an emergency directive.

### 3.2 Superintendents shall:

- 3.2.1 Support the school principal with local health authority contacts and resources as needed or requested;
- 3.2.2 In coordination with the Human Resources department, reassign staff who for safety reasons (i.e., Exposure to communicable disease that could put an employee at risk) need to be re-assigned to a different school setting;
- 3.2.3 Work closely with the Durham Region Health Department and Medical Officer of Health in the case of an emergency situation that requires relocation of students and/or staff or the temporary closure of the school site; and
- 3.2.4 Contact relevant school Principals if the Director or designate has been notified by the Durham Regional Health Department if a positive rabies identification has been made in their school area.

### 3.3 Principals shall:

- 3.3.1 Become familiar with the 'Diseases of Public Health Significance' that list 'reportable diseases' (see appendix 1);
- 3.3.2 Notify the Durham Region Health Department of diseases that are deemed 'reportable' (*'who is of the opinion that a pupil in the school has or may have a communicable disease shall, as soon as possible after forming the opinion, report thereon to the medical officer of health unit in which the school is located'*) (RSO 1990, c.H7, s.28);
- 3.3.3 Work in partnership with public health nurses assigned to their school to assess the needs of the school, develop strategies to meet the school's identified health needs and link school curriculum to healthy living and disease prevention;
- 3.3.4 Promote healthy school initiatives (e.g., Durham Region Health Department's Healthy Schools: A Toolkit for creating a Healthy School Environment) to support the prevention of the spread of disease;
- 3.3.5 Work in collaboration with elementary and secondary school administrative assistants so that clear lines of communication are established between the school and the Durham Regional Health Department for the reporting of applicable communicable diseases, the scheduling of immunization clinics and for public health information sessions for students, parents and the greater community;
- 3.3.6 Follow a directive or order from the Medical Officer of Health or Durham Regional Health Department authorities related to a disease outbreak in their school when such officer or authority has determined that there is risk to health associated with the outbreak for students or staff;
- 3.3.7 Confidentially notify their Family of Schools Superintendent if they have contracted a communicable disease that could put students or staff at risk (e.g., Fifth disease, Measles);

- 3.3.8 Ensure that parents/guardians and the Durham Regional Health Department have been notified if a student has been bitten by an animal and Health department notified;
  - 3.3.9 Notify parents/guardians if they have been informed by the Durham Regional health department that rabies has been confirmed in the school area;
  - 3.3.10 Inform a local Animal Control officer if wild or domestic animals are located on school property during regular school hours; and
  - 3.3.11 Communicate Lyme disease prevention strategies to staff by referring to the Durham Regional Health Department link at:  
<https://www.durham.ca/en/health-and-wellness/fact-about.aspx>
  - 3.3.12 Post the current diseases of public health significance as updated annually by the Durham Regional Health Department on the school website.
  - 3.3.13 Share best practices with parents/guardians in relation to disease management and prevention.
- 3.4 Teachers shall:
- 3.4.1 Communicate regularly with parents/guardians to promote open lines of communication related to their students' health and well-being;
  - 3.4.2 Report to the principal or designate details of any medical disclosures from students or their parents/guardians of any reportable communicable diseases;
  - 3.4.3 Collaborate with the Durham Regional Health Department health nurse assigned to their school to promote the health and wellness of their students;
  - 3.4.4 Confidentially notify their principal or designate if they have contracted a communicable disease that could put students or staff at risk (e.g., Fifth disease, Measles);
  - 3.4.5 Participate in 'Healthy Schools' initiatives and teach the applicable Health and Physical Education curriculum if required for their teaching assignment;
  - 3.4.6 Encourage students to wash their hands as part of a daily routine (see Appendix B - Facts About Handwashing) and post the handwashing resource poster in their classroom as provided by the Board.
  - 3.4.7 Become familiar with Lyme disease prevention especially those working outdoors. Please refer to the Durham Regional Health Department link at <https://www.durham.ca/en/health-and-wellness/fact-about.aspx> and
  - 3.4.8 Report to their principal or designate if a student discloses that they have been bitten by animal.
- 3.5 School Administrative Assistants shall:
- 3.5.1 Under the direction of the principal cooperate with the local health authority related to Immunization protocols;
  - 3.5.2 Collaborate with the principal to establish lines of communication with the local health authority in regards to mandatory reporting of diseases in the timely manner as identified on the Diseases of Public Health Significance list (see appendix A); and

- 3.5.3 Refer parents/guardians to the Durham Region Health Department website to access the communicable disease *fact sheets* upon request at <https://www.durham.ca/en/health-and-wellness/fact-about.aspx>
- 3.6 Parents/Guardians and adult students shall:
- 3.6.1 Inform school officials forthwith of any diagnosis of illness and/or communicable diseases contracted by their child(ren) or themselves; and
- 3.6.2 Follow directives from the local Medical Officer of Health or Durham Regional Health Department if it deemed that their child has been requested to remain at home because of a diagnosis of a communicable disease.
- 3.7 Human Immunodeficiency Virus (HIV)/Acquired Immune Deficiency Syndrome (AIDS), Hepatitis B, Hepatitis C: Prevention of Blood-borne Infections
- 3.7.1 When School/Board staff have been notified that a student or employee of the Board is infected with HIV, Hepatitis B or C, the Board shall seek recommendations from the Durham Region Medical Officer of Health where it has been determined by the Medical Officer of Health that the student or employee poses a potential risk to themselves or others. Communication between the Board and Medical Officer of Health is to be done in a strictly confidential manner.
- 3.7.2 Students infected with HIV, Hepatitis B or C shall have the right to attend regular classes, and the identity and health information relating to such students shall be strictly confidential.
- 3.7.3 Where an employee who has contracted HIV/AIDS, Hepatitis B or C and is unable to work due to illness as supported by medical documentation from a Health Practitioner, he or she will be entitled to all benefits under his/her collective agreement or terms and conditions of employment and will be offered support through the Board's Disability Management policy and Administrative Procedure.
- 3.8 Prevention of Blood-borne Infections
- 3.8.1 Blood-borne infections are very rare in children and the risk of transmission in school settings remains extremely low. However, it is important to assume that all blood is potentially infectious and use the following practices when there is a possibility of contact with blood or blood-tinged body fluids:
- 3.8.1.1 school staff that come into contact with blood or other potentially infectious body fluids in the course of providing first aid or caring for a student with a bleeding nose, cut etc., should follow the key steps in handling blood or other body fluids that contain visible blood or any objects that have been contaminated with blood as follows:
- 3.8.1.1.1 Wash Your Hands - Hand washing remains the best defense against any infection, including blood-borne

infections. If at all possible, wash hands before and after exposure to blood or any other body fluids and before and after removing gloves. Washing with plain soap and water or alcohol-based hand rub is effective;

3.8.1.1.2 Wear Gloves - Wear disposable gloves whenever applying first aid or cleaning up blood or body fluid spills from surfaces. Clean, non-sterile vinyl or latex gloves protect any open areas on hands that could be exposed to blood. It is important to wash hands well after removal of gloves;

3.8.1.1.3 Cleaning Contaminated Surfaces - School custodial staff, wearing gloves, immediately wipe up spills of blood with paper towels and dispose of them into a plastic lined garbage receptacle. Wash the area according to Board cleaning protocols;

3.8.1.1.4 Disposal of Contaminated Articles- Dispose of any blood-soiled articles into a plastic bag and then tie it at the top. Dispose of bag into the garbage;

3.8.1.1.5 Sharps - Any object that could break, cut or puncture the skin can be considered a “sharp”. Examples are needles, blades, knives or broken glass. Any object that has caused a puncture of a person’s skin must be considered contaminated and handled with caution. Remember to:

- Wear gloves when handling sharps
- Dispose of sharps in a puncture resistant container.
- Dispose of any sharps according to custodial workplace protocols
- Diabetic syringes and lancets must be disposed of in approved biohazard containers

### 3.9 Response to Serious Illnesses in School Settings

3.9.1 A sudden and serious illness or death within the school community due to an infectious disease is very rare. When such cases do happen though, there is a natural concern around whether classmates or staff may also become ill or at a risk of carrying or acquiring the infection. In these cases the Durham Regional Health Department under the direction of the Medical Officer of Health will work closely with Board staff in these situations to provide information and assist in the development of any communication if needed.

## 4.0 Sources

- Health Protection and Promotion Act- (Ontario Reg.135/18)
- Immunization of School Pupils Act
- Education Act., sec 265 –Duties of Principal
- Regulation 298 s20 – Duties of Teachers
- Occupational Health and Safety Act
- Municipal Freedom of Information and Protection of Privacy Act
- Durham Regional Health Department (Appendices A-P used with permission)
- Durham Regional Health Department <https://www.durham.ca/en/index.aspx>
- Durham Regional Health Department <https://www.durham.ca/en/health-and-wellness/fact-about.aspx>
- Durham Regional Health Department <https://www.durham.ca/en/health-and-wellness/resources/Documents/SchoolHealth/schoolToolkit.pdf> (Healthy Schools Toolkit)

## 5.0 References

- Disease Management and Prevention Policy (PO408)

## 6.0 Appendices

- Appendix A - Durham Health Department - Diseases of Public Significance
- Appendix B – Durham Health Department – Facts About Handwashing

# Diseases of Public Health Significance

The following diseases are reportable to the local Medical Officer of Health (Ontario Reg. 135/18) under the Health Protection and Promotion Act. **Bolded** diseases must be reported **immediately**. All other diseases may be reported on the next work day.

## Report diseases listed below to:

### Population Health Division

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Phone: 905-668-7711 ext. 2996 or 1-800-841-2729  
Fax: 905-666-6215  
After Hours: 905-576-9991 or 1-800-372-1104

Acquired Immunodeficiency Syndrome (AIDS)

Acute Flaccid Paralysis (AFP)

Chancroid

Chickenpox (Varicella)

*Chlamydia trachomatis* infections

### Diphtheria

Encephalitis, including:

1. Primary, viral
2. Post-infectious
3. Vaccine-related
4. Subacute sclerosing panencephalitis
5. Unspecified

Gonorrhea

**Group A Streptococcal disease, invasive**

Group B Streptococcal disease, neonatal

**Haemophilus influenzae** disease, all types, invasive

Hepatitis, viral:

1. Hepatitis B
2. Hepatitis C

### Measles

Meningitis, acute:

1. bacterial
2. viral
3. other

**Meningococcal disease, invasive**

Mumps

Ophthalmia neonatorum

Pertussis (Whooping Cough)

Pneumococcal disease, invasive

**Poliomyelitis, acute**

Rubella

Rubella, congenital syndrome

**Severe Acute Respiratory Syndrome (SARS)**

**Smallpox**

Syphilis

Tetanus

Tuberculosis

## Report diseases listed below to:

### Health Protection Division

101 Consumers Drive, 2nd Floor  
Whitby, ON L1N 1C4  
Phone: 905-723-3818 or 1-888-777-9613  
Confidential Fax: 905-666-1833  
After Hours: 905-576-9991 or 1-800-372-1104

Amebiasis

**Anthrax**

Blastomycosis

**Botulism**

**Brucellosis**

*Campylobacter* enteritis

**Carbapenemase-producing *Enterobacteriaceae* (CPE), infection or colonization**

Cholera

***Clostridium difficile* Infection (CDI) outbreaks in public hospitals**

**Creutzfeldt-Jakob Disease, all types**

Cryptosporidiosis

**Cyclosporiasis**

*Echinococcus multilocularis*

**Food poisoning, all causes**

**Gastroenteritis, institutional outbreaks and public hospitals**

Giardiasis, except asymptomatic cases

**Hantavirus pulmonary syndrome**

**Hemorrhagic fevers, including:**

1. Ebola virus disease
2. Marburg virus disease
3. Lassa Fever
4. Other viral causes

**Hepatitis A**

Influenza

**Legionellosis**

Leprosy

**Listeriosis**

Lyme Disease

**Paralytic Shellfish Poisoning**

Paratyphoid Fever

**Plague**

Psittacosis/Ornithosis

**Q Fever**

**Rabies**

**Respiratory infection outbreaks in institutions and public hospitals**

**Salmonellosis**

**Shigellosis**

Trichinosis

**Tularemia**

Typhoid Fever

**Verotoxin-producing *E. coli* infection indicator conditions, including Hemolytic Uremic Syndrome (HUS)**

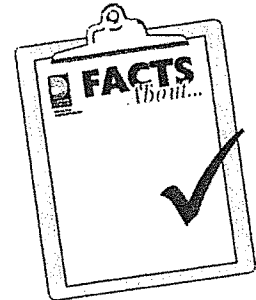
**West Nile Virus Illness**

**Yersiniosis**



# FACTS

## About...



HEALTH DEPARTMENT

# Handwashing

## Why is handwashing so important?

Handwashing is the simplest and MOST important thing that you can do to stay healthy and not spread germs to others. Washing your hands with liquid soap and warm water will loosen dirt, oils, and germs off your skin.

## What happens if you do not wash hands frequently?

Handwashing removes germs you picked up from other people, dirty surfaces, or from animals. If dirty hands are not washed properly, these germs can make you sick or cause an infection when you touch your eyes, nose, mouth or open sores. Your dirty hands can also spread germs to other people or to the surfaces that you touch.

## When should you wash your hands?

Germs are too small to be seen with the naked eye. So, frequent and proper handwashing is strongly recommended:

- After using the washroom, changing a baby's diaper or helping someone with toileting
- After contact with blood or body fluids, sneezing, coughing or blowing your nose
- After handling garbage, animals or animal waste
- After removing single-use gloves (gloves are not a substitute for handwashing)
- When you get home from being away or outside
- Before, during and after food handling or preparation
- Before eating or feeding someone
- Before and after touching eyes, nose or mouth
- Before and after providing first aid, direct care or personal service to someone
- More frequently when someone in your home is sick
- Whenever hands are visibly dirty or feel dirty

Note: Alcohol-based hand sanitizer with 70-90% alcohol can be used when water and soap are not available and when your hands are not visibly dirty.

over . . .

**For more information**

**Durham Region Health Department**

**905-666-6241 1-800-841-2729 [durham.ca](http://durham.ca)**

**If you require this information in an accessible format, contact 1-800-841-2729.**



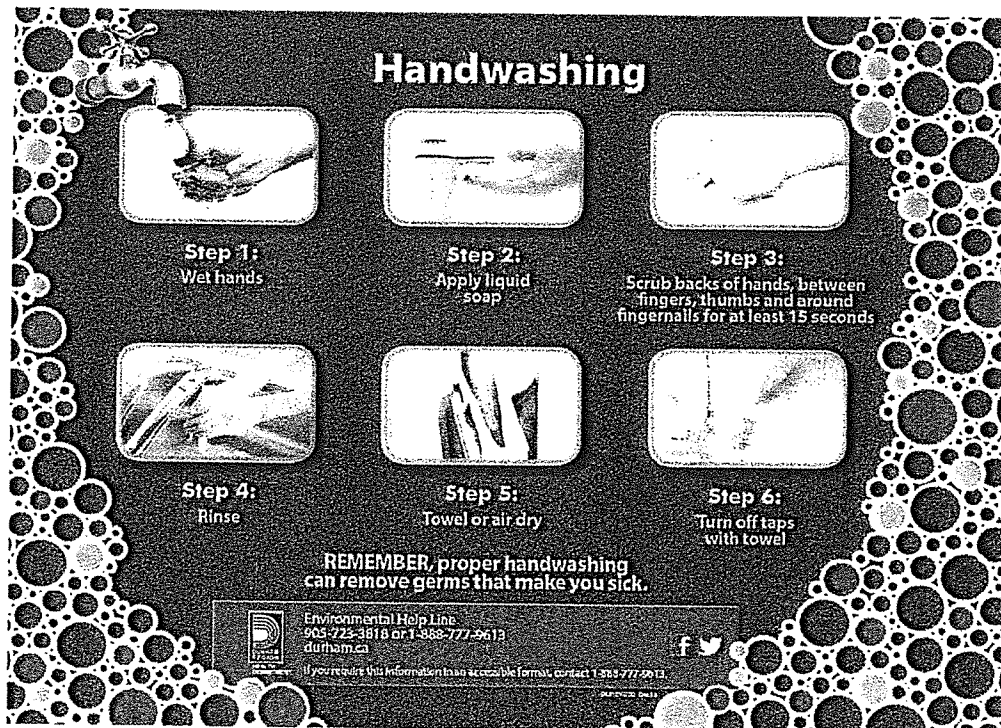
## Handwashing



### What is the correct way to wash your hands?

1. Wet hands with warm running water.
2. Apply soap.
3. Rub hands together and scrub all surfaces of the hands for at least 15 seconds to loosen dirt and germs. Don't forget finger tips, between fingers, back of hands, and base of thumbs.
4. Rinse hands under water using a rubbing action to remove everything.
5. Dry hands with a clean towel, paper towel or an air dryer.
6. Taps should be turned off using the towel, if available.

Wash your hands properly and frequently!  
**Handwashing poster available upon request**  
 8 1/2" x 11" and 5 1/2" x 8 1/2" posters available



### More information can be obtained from

Durham Region Health Department, Environmental Help Line  
 905-723-3818 or 1-888-777-9613

July 2017

**For more information**  
**Durham Region Health Department**  
 905-666-6241 1-800-841-2729 durham.ca  
**If you require this information in an accessible format, contact 1-800-841-2729.**





Durham Catholic District School Board

"The Board"

# Policy

**No changes**

Title: <b>Bullying Prevention and Intervention</b>	Policy #: <b>PO612</b>
Policy Area:	Student Conduct and Safety
Source:	Superintendent of Education – Safe Schools
Date Approved:	June 23, 2008
Dates of Amendment:	November 11, 2013 (Interim); May 12, 2014

## 1.0 Introduction

Providing students with an opportunity to learn and develop in a safe, inclusive and accepting school climate is a shared responsibility in which the Durham Catholic District School Board and its schools play an important role. Schools that have bullying prevention and intervention plans foster a positive learning and teaching environment that supports student achievement and well-being and helps students reach their full potential.

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 as well as our Catholic Graduate Expectations and Catholic Social Teachings 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.

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

## 2.0 Definitions

**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

## 2.0 **Definitions (cont'd)**

- (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; and
- (c) bullying behaviour includes the use of any physical, verbal, electronic, written or other means.
- (d) Cyber-bullying –bullying includes bullying by electronic means (commonly known as cyber-bullying), including:
  - (i) creating any social media site in which the creator assumes the identity of another person or an institution;
  - (ii) impersonating another person as the author of content or messages posted on the internet; and
  - (iii) 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).

**Harassment** is a form of discrimination. It can include sexually explicit or other inappropriate comments, questions, jokes, name-calling, images, email and social media, transphobic, homophobic or other bullying, sexual advances, touching and other unwelcome and ongoing behaviour that insults, demeans, harms or threatens a person in some way. Assault or other violent behaviour is also a criminal matter.

**Harm** – can be experienced in a number of ways, including physical, mental, emotional and psychological.

**Impact of School Climate** - an incident or activity which has a negative impact on the school community.

## 2.0 **Definitions (cont'd)**

**Individual Education Plan (IEP)** – a written plan describing the special education program and/or services required by a particular student. It identifies learning expectations that are modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course, and/or any accommodations and special education services needed to assist the student in achieving his or her learning expectations.

- For students with the possibility of unsafe behaviours, an IEP should include:
  - Program modifications and/or accommodations that support proactive strategies.
  - Alternative learning expectations outlining skills the student will learn which are more socially acceptable. The learning expectations will be found in one more of the areas of social skills, self-regulation and social communication.
  - Appropriate teaching strategies, behaviour management strategies and assessment/evaluation methods related to each behavioural learning expectation.

**Mitigating and Other Factors** – circumstances that must be considered by the board and school administrators in situations involving suspension and/or expulsion of a student, as required by the *Education Act* and as set out in Ontario Regulation 472/07.

(a) *Mitigating Factors*

- i) The pupil does not have the ability to control his or her behaviour.
- ii) The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.

(b) *Other Factors*

- i) The pupil's history.
- ii) Whether a progressive discipline approach has been used with the pupil.
- iii) Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
- iv) How the suspension or expulsion would affect the pupil's ongoing education.
- v) The age of the pupil.
- vi) In the case of a pupil for whom an individual education plan has been developed:
  - i. Whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan;
  - ii. Whether appropriate individualized accommodation has been provided, and
  - iii. Whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

**Positive Practices** - the Board supports the use of positive practices such as: program modifications or accommodations; class placement; positive encouragement and reinforcement; individual peer and group counselling; conflict resolution; anti-bullying and violence prevention programs; sensitivity programs; and School, Board, and Community Support Programs.

## 2.0 **Definitions (cont'd)**

**Progressive Discipline** - Progressive Discipline is a whole school approach that utilizes a continuum of interventions, supports and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours. Progressive Discipline may include, but not limited to, consultation; school community service; withdrawal of privileges; withdrawal from class; detention; restitution for damages; peer mediation; restorative practice; suspension; and/or expulsion.

**School Activity** - any Board or school sponsored activity, included but not limited to field trips, bus trips, sporting activities and dances.

**School Climate** is the sum total of all of the personal relationships within a school. When these personal relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. A positive school climate exists when all members of the school community feel safe, comfortable, and accepted. A positive school climate is a crucial component of bullying prevention

**School Community** - the school community is composed of staff, pupils and parents of the school, and associate schools, as well as the community of people and businesses that are served by or located in the greater neighbourhood of the school.

## 3.0 **Purpose**

3.1 The purpose of this Policy is to:

- 3.1.1 ensure that all members of the school community are treated with respect and dignity;
- 3.1.2 ensure that the school environment is one of respect, dignity and trust, consistent with the Gospel Values;
- 3.1.3 to develop and implement comprehensive board-wide bullying prevention strategies;
- 3.1.4 to develop and implement comprehensive board-wide intervention strategies to address incidents of bullying; and
- 3.1.5 to empower all students and entire school community to create schools free from bullying.

3.2 Research and experience show 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, one third of students are being bullied at school and almost a third of students report having bullied someone else.

3.3 Bullying adversely affects students' ability to learn.

3.4 Bullying adversely affects healthy relationships and the school climate.

3.5 Bullying adversely affects a school's ability to educate its students.

### **3.0 Purpose (cont'd)**

- 3.6 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.
- 3.7 This policy provides direction for Durham Catholic District School Board to assist and ensure that every elementary and secondary school develops, implements and maintains a Bullying Prevention and Intervention Plan. This policy emphasizes the importance of addressing bullying, which can have a significant impact on student safety, learning and school climate.

### **4.0 Application/Scope**

- 4.1 This policy is commensurate with the Education Act, the Municipal Freedom of Information and Protection of Privacy Act, the Ontario Human Rights Code, the Provincial and Board Code of Conduct, and the Board Student Discipline Policy which creates expectations for behaviour for all persons on school property, during a school related activity or event, and/or in circumstances where a behaviour has an impact on the school climate. The policy supports that Ministry of Education Well-Being Strategy which places an emphasis on prevention strategies that promote and support positive student behaviour and early and ongoing intervention.

### **5.0 Principles**

- 5.1 The Board recognizes and accepts the authority of the Magisterium of the Catholic Church in respect of matters of faith and morals, as it is entitled to do under section 93(1) of the Constitution Act, 1867 and sections 52 and 247.52.1a of the Education Act. The teachings of the Church will be taken into account in the interpretation of this policy and any subsequent procedures emanating from it.
- 5.2 The Board recognizes the behaviour within our school communities should be in accordance with the Gospel values of Jesus Christ, the Board's Mission Statement, the Curriculum expectations, and the requirements set forth by the Education Act and the applicable regulations.
- 5.3 The Board recognizes that all forms of bullying are unacceptable behaviours.
- 5.4 The Board recognizes that bullying adversely affects a student's well-being and ability to learn.
- 5.5 The Board recognizes that bullying adversely affects the school climate, including healthy relationships.
- 5.6 The Board recognizes that 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.

## 5.0 **Principles (cont'd)**

- 5.7 The Board recognizes that in some circumstances, bullying prevention practices might not be effective or sufficient to address inappropriate behaviour. In such circumstances, the Board supports the use of the full continuum of progressive discipline consequences as referred to in the Board's Student Discipline Policy be applied, if appropriate.
- 5.8 The Board recognizes and supports the use of suspension for bullying, as outlined in the Education Act, where a pupil has persistently committed one or more bullying infractions on school property, during a school related event and/or in circumstances where the infraction has had an impact on the school climate. The Board recognizes the importance of consistency across the system in disciplining students for serious breaches of conduct.
- 5.9 The Board recognizes the authority of the principal and the teaching staff in discharging their powers and duties as defined by the Education Act and Regulations and respective Board Policies and Procedures.
- 5.10 The Board recognizes that the school community is comprised of students, parents or guardians, teachers, other staff members, volunteers, visitors and that all should be involved in the development of the Bullying Prevention and Implementation in cooperation with the Catholic School Council.

## 6.0 **Requirements**

- 6.1 The Director of Education shall:
  - 6.1.1 issue an administrative procedure to support the implementation of this Policy.
  - 6.1.2 ensure that the Board establishes a Bullying Prevention and Intervention Plan for the schools of the Board, which all schools must implement.
  - 6.1.3 ensure that in establishing the plan or revising the plan, the Board:
    - 6.1.3.1 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 public;
    - 6.1.3.2 consult with the Special Education Advisory Committee, the Indigenous Education Advisory Council, social service agencies, mental health agencies, and other appropriate community partners;
    - 6.1.3.3 consult with the Durham Catholic Parent Involvement Committee;
    - 6.1.3.4 make the plan available to the public on the board's website and on the school websites; and
    - 6.1.3.5 review the bullying prevention and intervention plan at least once every two years.

## 6.0 Requirements (cont'd)

- 6.1.4 ensure that a comprehensive bullying prevention strategy is developed and implemented that includes expectations for appropriate student behaviour;
- 6.1.5 ensure that a comprehensive intervention strategy is developed and implemented to address incidents of bullying, including appropriate and timely responses. Intervention should be done in ways that are consistent with a progressive discipline approach as set out within Board Policy Student Discipline;
- 6.1.6 ensure that procedures are developed and implemented that allow students to report bullying incidents safely and in a way that will minimize the possibility of reprisal;
- 6.1.7 ensure that support is provided for students who have been bullied, for students who have bullied others, and for students who have been affected by observing bullying;
- 6.1.8 put in place training strategies for members of the school community, including all administrators, teachers, and educational assistants on bullying prevention and intervention, including training on cultural sensitivity and on respect for diversity and special education needs;
- 6.1.9 recognize the ongoing need to support training for new teachers;
- 6.1.10 actively communicate this policy and procedure on bullying prevention and intervention to students, parents, teachers and other school staff, school councils, volunteers, and school bus operators/drivers; and
- 6.1.11 determine the roles and responsibilities of all members of the school community to be clearly articulated and understood.

## 6.2 Monitoring and Review Process

- 6.2.1 The Durham Catholic District School Board has established a monitoring and review process to determine the effectiveness of our bullying prevention and intervention policies and procedures. This process includes the following:
  - 6.2.1.1 Every two years, an analysis of the school climate through anonymous surveys of students, staff members, and parents shall be conducted to:
    - 6.2.1.1.1 **assess** the current extent and nature of bullying and the perceptions around the issue
    - 6.2.1.1.2 **determine** the effectiveness of existing practices
    - 6.2.1.1.3 **identify** needs
    - 6.2.1.1.4 **prioritize** goals and create a bullying prevention action plan
    - 6.2.1.1.5 **evaluate** progress and celebrate successes

## 6.0 **Requirements (cont'd)**

- 6.2.1.2 Use of established performance indicators for monitoring reviewing, and evaluating the effectiveness of the board's bullying prevention and intervention policies.

### 6.3 **Safe School Teams**

- 6.3.1 Each school in the Durham Catholic District School Board must have in place a Safe Schools Team responsible for school safety that is composed of at least one student (where appropriate), one parent, one teacher, one support staff member, one community partner, and the Principal. The Team must have a staff chair. An existing school committee (e.g., Healthy Schools Committee) can assume this role.

## 7.0 **Sources**

- Education Act
- Safe and Accepting Schools Act, 2012
- Ontario Regulation 472/07 Suspension and Expulsion of Pupils
- PPM 128 - Provincial Code of Conduct
- PPM 144 - Bullying Prevention and Intervention Policy
- PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour Policy
- Ontario Human Rights Code

## 8.0 **Related Policies and Administrative Procedures**

- Code of Conduct Administrative Procedure (AP610-1)
- Student Discipline Administrative Procedure (AP611-1)
- Bullying Prevention and Intervention Administrative Procedure (AP612-1)





Durham Catholic District School Board

"The Board"

## Administrative Procedure

**No changes**

Title: <b>Bullying Prevention and Intervention</b>	Procedure #: <b>AP612-1</b>
Administrative Area:	Student Conduct and Safety
Policy Reference:	Bullying Prevention and Intervention (PO612)
Date Approved:	June 23, 2008
Dates of Amendment:	November 11, 2013 (Interim); May 12, 2014

### 1.0 Purpose

The purpose of this Administrative Procedure is to ensure that all members of the school community are treated with respect and dignity through the implementation of the Board Bullying Prevention and Intervention Plan in all elementary and secondary schools. It is the expectation that schools develop and use a whole school approach to provide students with the opportunity to learn and develop in a safe, inclusive and accepting school community. This procedure emphasizes the importance of addressing bullying, which can have a significant impact on student safety, learning and school climate.

### 2.0 Definitions

**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;

For the purposes of the definition of "bullying", behaviour includes the use of any physical, verbal, electronic, written or other means.

## 2.0 **Definitions** (Cont'd)

### **Bullying** (Cont'd)

Cyber-bullying – for the purposes of the definition of cyber-bullying, this includes bullying by electronic means (commonly known as cyber-bullying), including,

- (a) creating any social media site in which the creator assumes the identity of another person or an institution;
- (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).

**Harassment** is a form of discrimination. It can include sexually explicit or other inappropriate comments, questions, jokes, name-calling, images, email and social media, transphobic, homophobic or other bullying, sexual advances, touching and other unwelcome and ongoing behaviour that insults, demeans, harms or threatens a person in some way. Assault or other violent behaviour is also a criminal matter. Trans people and other persons can experience harassing behaviour because of their gender identity or expression (gender-based harassment) and/or their sex (sexual harassment).

**Harm** – can be experienced in a number of ways, including physical, mental, emotional and psychological.

**Impact of School Climate** - an incident or activity which has a negative impact on the school community.

**Individual Education Plan (IEP)** – a written plan describing the special education program and/or services required by a particular student. It identifies learning expectations that are modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course, and/or any accommodations and special education services needed to assist the student in achieving his or her learning expectations.

- For students with the possibility of unsafe behaviours, an IEP should include:
  - Program modifications and/or accommodations that support proactive strategies.
  - Alternative learning expectations outlining skills the student will learn which are more socially acceptable. The learning expectations will be found in one more of the areas of social skills, self-regulation and social communication.

- Appropriate teaching strategies, behaviour management strategies and assessment/evaluation methods related to each behavioural learning expectation.

**Mitigating and Other Factors** – circumstances that must be considered by the board and school administrators in situations involving suspension and/or expulsion of a student, as required by the *Education Act* and as set out in Ontario Regulation 472/07.

(a) *Mitigating Factors*

- i) The pupil does not have the ability to control his or her behaviour.
- ii) The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.

(b) *Other Factors*

- i) The pupil's history.
- ii) Whether a progressive discipline approach has been used with the pupil.
- iii) Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
- iv) How the suspension or expulsion would affect the pupil's ongoing education.
- v) The age of the pupil.
- vi) In the case of a pupil for whom an individual education plan has been developed:
  - i. Whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan;
  - ii. Whether appropriate individualized accommodation has been provided, and
  - iii. Whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

**Positive Practices** - the Board supports the use of positive practices such as: program modifications or accommodations; class placement; positive encouragement and reinforcement; individual peer and group counselling; conflict resolution; anti-bullying and violence prevention programs; sensitivity programs; and School, Board, and Community Support Programs.

**Progressive Discipline** - Progressive Discipline is a whole school approach that utilizes a continuum of interventions, supports and consequences to address inappropriate student behaviour and builds upon strategies that promote positive behaviours. Progressive Discipline may include, but not limited to, consultation; school community service; withdrawal of privileges; withdrawal from class; detention; restitution for damages; peer mediation; restorative practice; suspension; and/or expulsion.

**School Activity** - any Board or school sponsored activity, included but not limited to field trips, bus trips, sporting activities and dances.

**School Climate** is the sum total of all of the personal relationships within a school. When these personal relationships are founded in mutual acceptance and inclusion, and

modeled by all, a culture of respect becomes the norm. A positive school climate exists when all members of the school community feel safe, comfortable, and accepted. A positive school climate is a crucial component of bullying prevention.

**School Community** - the school community is composed of staff, pupils and parents of the school, and associate schools, as well as the community of people and businesses that are served by or located in the greater neighbourhood of the school.

### 3.0 **Procedures**

#### 3.1 Prevention and Awareness Raising

- 3.1.1 Each school will actively promote and communicate its School Code of Conduct which includes expectations for appropriate student behaviours.
- 3.1.2 The Board and the schools will participate in on-going education in the area of bullying prevention and intervention in order to keep up to date on current research and teaching practices including but not limited to:
  - 3.1.2.1 Identifying different types of bullying, including cyber-bullying;
  - 3.1.2.2 Understanding the myths and realities of bullying behaviour;
  - 3.1.2.3 Identifying bullying and how it is different from conflict, aggression and teasing;
  - 3.1.2.4 Understanding power, peer dynamics and relationships;
  - 3.1.2.5 Identifying how biases, prejudice and hate can lead to bullying; and
  - 3.1.2.6 Identifying different signs and underlying factors of bullying, such as body image, racism, sexism, homophobia, disability, etc.
- 3.1.3 School staff should participate in on-going professional development and learning to:
  - 3.1.3.1 Understand the “whole school approach” to developing a positive school climate for student achievement and well-being;
  - 3.1.3.2 Understand the factors that contribute to a safe, inclusive, and accepting school climate;
  - 3.1.3.3 Identify ways to teach students how they can help prevent and respond to bullying;
  - 3.1.3.4 Identify strategies that students and parents can use to safely report incidents of bullying;
  - 3.1.3.5 Identify ways to engage parents in preventing bullying and promoting a positive school climate;
  - 3.1.3.6 Become knowledgeable about community partners and resources available in the community;

3.1.3.7 Understand the principles of Equity and Inclusive Education.

3.1.4 Board Bullying Prevention and Intervention Plan

3.1.4.1 All schools of the Board must implement the Board's Bullying Prevention and Intervention Plan. The Board plan will be available on the Board's website and on the individual school websites.

3.1.5 Safe and Accepting Schools Teams

3.1.5.1 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.

3.1.6 School Climate Survey

3.1.6.1 As part of the monitoring and evaluation of safe schools practices, each school must participate in the anonymous school climate survey of students, staff and parents at least once every two years.

3.1.7 Bullying Awareness and Prevention Week

3.1.7.1 All schools must participate in the Bullying Awareness and Prevention Week established by the Ministry of Education as beginning on the third Sunday in November of each year with the purpose is to heighten awareness and understanding of bullying and the impact it can have on the overall school environment.

3.2 Progressive Discipline Approach to Bullying

3.2.1 Progressive Discipline is a whole school approach that involves all members of the school community and uses a continuum of prevention programs, interventions, supports and consequences to promote and support positive behaviours and address inappropriate behaviour including bullying. When bullying occurs, disciplinary measures may be applied. The Progressive Discipline Continuum includes creating a positive school and classroom climate, early, ongoing and collaborative intervention, Suspension or Expulsion, restoration and reconciliation are both corrective and supportive and not simply punitive.

3.2.2 Consistent with the Student Discipline Administrative Procedure (AP611-1) and the Ontario Human Rights Code, schools are required 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. Plans should utilize a range of interventions, supports and consequences that are developmentally appropriate and include learning opportunities for reinforcing and fostering positive behaviour and supporting students in making good choices.

- 3.2.3 For students with special education needs, the interventions, supports and consequences must be consistent with the expectations outlined in the student's Individual Education Plan, (e.g., behaviour goals) and Safety Plan.
- 3.2.4 Creating a positive school and classroom climate
- 3.2.4.1 Catholic school communities strive to create positive school and classroom climates by promoting the dignity and worth of all members of the school community. All members of the school community demonstrate accountability and responsibility for their thoughts, words and deeds. Opportunities for contemplation, reconciliation and forgiveness are created when harm has been done to a member of the school community.
- 3.2.4.2 Strategies for creating a positive school climate may include, but are not limited to:
- 3.2.4.2.1 fostering a safe and accepting school environment by establishing rules and routines that can be implemented by all members;
  - 3.2.4.2.2 reviewing and explaining the School Code of Conduct to the students at the beginning of the school year as needed;
  - 3.2.4.2.3 engaging all parents/guardians in the school community;
  - 3.2.4.2.4 implementing relationship building and community building programs at the individual, small group, classroom and school level (e.g., social-emotional learning, self-regulation strategies);
  - 3.2.4.2.5 implementing school improvement goals to address all aspects of the well-being strategy:
    - 3.2.4.2.5.1 Safe and Accepting Schools;
    - 3.2.4.2.5.2 Equity and Inclusive Education;
    - 3.2.4.2.5.3 Positive Mental Health;
    - 3.2.4.2.5.4 Healthy Schools;
    - 3.2.4.2.5.5 ongoing communication with parents/guardians.
- 3.2.4.1.6 Strategies for creating a positive classroom climate may include, but are not limited to:
- 3.2.4.1.6.1 fostering a safe and accepting environment;
  - 3.2.4.1.6.2 utilizing a restorative mindset;
  - 3.2.4.1.6.3 co-constructing, communicating and reinforcing classroom and school expectations;
  - 3.2.4.1.6.4 recognizing and celebrating the accomplishments of all students;

- 3.2.4.1.6.5 focusing on developing positive relationship skills;
- 3.2.4.1.6.6 implementing proactive management of stress behaviours;
- 3.2.4.1.6.7 using community/restorative circles;
- 3.2.4.1.6.8 ongoing communication with parents/guardians.

### 3.2.5 Early, ongoing and collaborative intervention

3.2.5.1 Progressive Discipline includes the use of early and ongoing prevention and intervention strategies to address inappropriate behaviour and maintain a positive school environment. Intervention strategies should provide students with the necessary supports to address inappropriate behaviour. Parents/Guardians should be actively engaged in developing and implementing the prevention and intervention strategies.

3.2.5.2 Early, ongoing and collaborative intervention strategies may include, but are not limited to:

- 3.2.5.2.1 using positive reinforcement and encouragement;
- 3.2.5.2.2 collecting and analyzing data to determine the function of the behaviour;
- 3.2.5.2.3 making program modifications or accommodations;
- 3.2.5.2.4 development and on-going review of IEP by school team;
- 3.2.5.2.5 development and on-going review of alternate expectations to address lagging skills in behaviour;
- 3.2.5.2.6 reviewing of Code of Conduct and/or classroom expectations;
- 3.2.5.2.7 using verbal and non-verbal reminders;
- 3.2.5.2.8 meeting with student;
- 3.2.5.2.9 loss of privilege;
- 3.2.5.2.10 providing reflection sheet;
- 3.2.5.2.11 initiating or reviewing Behaviour Contracts.

### 3.3 Suspension and Expulsion for Bullying

- 3.3.1 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.
- 3.3.2 Under 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.
- 3.3.3 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).
- 3.3.4 The Education Act gives the principal the sole responsibility to suspend or expel a student based on the list of infractions in the Student Discipline Policy (PO611) and the Code of Conduct Policy (PO610). The principal must consider the mitigating and other factors as listed in the Safe Schools Act prior to making the decision to suspend or expel a student. Decisions regarding appropriate discipline should be unique to each student. Based on the individual factors, and mitigating other factors associated with each student, the principal must decide on the appropriate consequences and supports for each student.

### 3.4 Notifying Parents

- 3.4.1 Decision to Notify the Parent/Guardian of the victim
  - 3.4.1.1 Following an incident for which the principal will be considering imposing a suspension or making a recommendation for expulsion, he/she shall provide information to the parent/guardian of the victim, unless in the opinion of the principal or vice-principal providing information to the victim's parent/guardian would put the victim at risk of harm and would not be in the victim's best interest. Where the victim is an adult student, the principal or vice-principal shall inform the parent/guardian only with the victim's consent.
  - 3.4.1.2 When notifying the parent/guardian of the student who has been the victim of an incident, the principal or vice-principal shall identify:
    - 3.4.1.2.1 the nature of the incident that caused the student harm;



- 3.4.1.2.2 the nature of the harm to the student;
- 3.4.1.2.3 its impact on the student to the degree known by the principal or vice-principal;
- 3.4.1.2.4 the steps being taken by the school to protect the student's safety including any disciplinary measures taken in response to the activity and supports being provided.
- 3.4.1.3 In addition, where the victim has been harassed, bullied, or suffered violence because of any grounds protected by the Ontario Human Rights Code, or has been sexually assaulted, the principal or vice-principal shall share contact information about professional supports available in the Board and in the community in a form accessible to the parent/guardian. A written list of community contacts will be made available to the victim and/or the victim's parent/guardian.
- 3.4.1.4 The principal or vice-principal may communicate to the victim and the victim's parent/guardian:
  - 3.4.1.4.1 any school-wide initiatives or preventative measures that have been or will be implemented as a result of the incident and/or other similar incidents;
  - 3.4.1.4.2 confirmation that the student(s) disciplined will no longer be attending the same school as the victim, if this is the case.
- 3.4.1.5 The Principal or Vice-Principal Shall Not:
  - 3.4.1.5.1 identify the names of the student(s) disciplined or confirm the identity of the student(s) disciplined;
  - 3.4.1.5.2 provide other personal information about the student(s) disciplined such that his/her personal identity might be determined or confirmed;
  - 3.4.1.5.3 disclose the specific disciplinary measures that might have been imposed.
- 3.4.1.6 The principal or vice-principal shall also inform that parent/guardian that, if the parent/guardian is not satisfied with the measures being taken to protect and support the victim, the parent/guardian may contact the Family of Schools Superintendent to request a review of the measures being taken by the school.

### 3.4.2 Decision to Not Notify a Parent/Guardian

3.4.2.1 Where, in the opinion of the principal/vice-principal, providing information to a student's parent/guardian would put the student at risk of harm, such that notification would not be in the student's best interests, or where the student is an adult student and does not consent to his/her parent/guardian being informed, the principal/vice-principal shall not inform the student's parent/guardian.

3.4.2.2 The principal or vice-principal shall:

- 3.4.2.2.1 consider, as a result of the student's disclosure, whether or not the student is a child in need of protection and, if so, make a report to the Children's Aid Society, and if in doubt, the principal or vice-principal shall make an anonymous consultation call to CAS to inquire about the appropriateness of making a report;
- 3.4.2.2.2 document why the parent/guardian was not notified;
- 3.4.2.2.3 inform his/her superintendent that the parent/guardian was not informed and why;
- 3.4.2.2.4 inform the teacher or whichever individual informed the principal or vice-principal of the potential for harm, that the parent/guardian was not informed and why; and
- 3.4.2.2.5 inform other staff working to support the student, as appropriate.

### 3.5 Reporting to the Principal

3.5.1 Schools must consistently take the appropriate action to address behaviours that are contrary to provincial, Board and school Codes of Conduct. In order to ensure a consistent school-level application of Progressive Discipline consequences, the principal shall review each year with all staff members their duty to report breaches to the school Code of Conduct. This review shall include instructions regarding the process for reporting of incidents both in person and by using the Safe Schools Incident Reporting tool on MyDCDSB.

3.5.2 Provided that there is no immediate risk of physical harm to the employee, Board employees who work with students are expected to:

- 3.5.2.1 respond to any inappropriate or disrespectful behaviour;
- 3.5.2.2 respond to any behaviour that could have a negative impact on school climate;

- 3.5.2.3 respond to any behaviour for which a suspension or expulsion may be imposed. This includes any behaviour that an employee may have observed or heard during the course of his/her duties, while on school property or during a school related event;
  - 3.5.3 Staff response should be timely and supportive in an effort to stop and correct the behaviour in a manner that is developmentally appropriate and takes into consideration any special and/or disability related needs that the student might exhibit or about which the employee might be aware. Responses may include one or more of:
    - 3.5.3.1 asking the student to stop the behaviour;
    - 3.5.3.2 identifying the behaviour as inappropriate and disrespectful;
    - 3.5.3.3 explaining the impact of the behaviour on others and the school climate;
    - 3.5.3.4 modelling appropriate communication;
    - 3.5.3.5 asking the student to correct his/her behaviour by restating or rephrasing the appropriate response;
    - 3.5.3.6 asking the student to acknowledge his/her behaviour as being inappropriate; and
    - 3.5.3.7 asking the student to explain why and how a different choice or decisions would have been more appropriate and respectful.
  - 3.5.4 A response by a staff member to the incident shall not prevent or preclude the principal from imposing appropriate consequences up to and including a recommendation for expulsion from all schools.
- 3.6 Communication and Outreach Strategies
  - 3.6.1 To support a whole-school approach, schools must actively communicate the Board policies and guidelines on bullying prevention and intervention to teachers, and other school staff; students; parents; school councils; and school bus operators and drivers and other appropriate community partners.
  - 3.6.2 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.
  - 3.6.3 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.

### 3.7 Monitoring and Review

3.7.1 Each year, as part of the Student Well-Being and Achievement School Improvement Plan, Bullying Awareness and Prevention should be reviewed and goals determined by:

- 3.7.1.1 Assessing the current strengths and concerns about bullying and the perceptions around the issue;
- 3.7.1.2 Determining the effectiveness of existing practices;
- 3.7.1.3 Identifying needs;
- 3.7.1.4 Prioritizing goals and creating a bullying prevention action plan;
- 3.7.1.5 Evaluating progress and celebrating successes.

### 3.8 Possible Goals for Bullying Prevention and Intervention as Part of the School Improvement Plan might address:

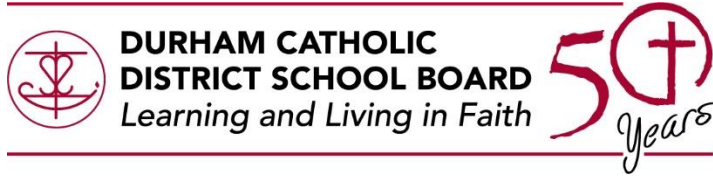
- 3.8.1 Roles and responsibilities of the school's Safe and Caring School Team  
Implementation and review of the Code of Conduct;
- 3.8.2 Bullying awareness and prevention training for staff, students and parents;
- 3.8.3 Bullying Prevention and Intervention Curriculum implementation and ways to link anti-bullying initiatives to curriculum and day-to-day learning;
- 3.8.4 Relationship Skills Development;
- 3.8.5 Awareness raising strategies for students: e.g., social emotional learning, empathy, developing self-regulation skills;
- 3.8.6 Equity and Inclusive Education training for staff;
- 3.8.7 Positive mental health strategies;
- 3.8.8 Restorative Practice Learning;
- 3.8.9 Enhanced Student Voice opportunities;
- 3.8.10 Strategies for Reporting Bullying.
- 3.8.11 Strategies to address the results of the Safe Schools Climate Survey (e.g., focusing supervision of students on where and when bullying happens)

#### 4.0 **Sources**

- Education Act
- Safe and Accepting Schools Act, 2012
- PPM 128 - Provincial Code of Conduct
- PPM 144 - Bullying Prevention and Intervention Policy
- PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour Policy
- PPM 141 – School Board Programs for Students on Long - Term Suspension
- PPM 142 – School Board Programs for Students Expelled
- Ontario Human Rights Code

#### 5.0 **References**

- Code of Conduct Administrative Procedure (AP610-1)
- Student Discipline Administrative Procedure (AP611-1)
- Bullying Prevention and Intervention Policy (PO612)



## Memorandum

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: March 25, 2019

Subject: **Outdoor Education Projects and Partnerships**

Origin: Tracy Barill, Superintendent of Education, Teaching and Learning

---

### **RECOMMENDATIONS**

Moved by , seconded by

"THAT the Durham Catholic District School Board receive as information the verbal report regarding Outdoor Education Projects and Partnerships dated March 25, 2019.

### **Purpose**

The purpose of this verbal report is to share information with the Board of Trustees regarding Outdoor Education Projects and Partnerships currently underway in the Durham Catholic District School Board.

### **Background**

Recognizing the importance of students having the knowledge and skills associated with adopting active, healthy lifestyles, in 2012 the Ministry of Education introduced funding to school boards to support student engagement in outdoor education. Since that time, the vision of outdoor education has evolved from simple participation in daytime field trips and/or overnight excursions to a more complex understanding of how space outside of the classroom can provide for rich, experiential learning opportunities that are strongly connected to environmental education and our Catholic calling to be stewards of creation.

In 2019, primary goal of outdoor education in Durham Catholic is to provide students with an out-of-doors learning opportunity that encompasses a variety of curriculum areas as well as the Catholic Graduate Expectations in order to increase student achievement.

To: Board of Trustees  
 Re: **Outdoor Education and Partnerships**  
 Date: March 25, 2019

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Based on research, it is clear that outdoor education is no longer just about adventure or field studies, nor is it the sole responsibility of geography or biology teachers. The possible locations of outdoor learning for schools include schools' grounds, urban spaces, rural or city farms, parks, gardens, woodlands, coasts, outdoor centres, wilderness areas and more. In this context, outdoor education is as much about a teaching approach for all teachers as about discrete specialist provision. (Robbie Nicol et al, 2007)

The benefits of being outdoors include:

#### Spirit

- Decreased stress; children's stress levels fall within minutes of seeing green spaces.
- Positive emotional development; play protects children's emotional development whereas loss of free time and a hurried lifestyle can contribute to anxiety and depression.
- Nature makes you nicer, enhancing social interactions, value for community and close relationships.

#### Mind

- Research suggests that exposure to natural settings may be widely effective in reducing symptoms of Attention Deficit Disorder
- Schools with outdoor education programs score higher on standardized tests in math, reading, writing and listening.
- Exposure to environment-based education significantly increases student performance on tests of their critical thinking skills.

#### Body

- Outdoor activity increases fitness levels and builds active, healthy bodies, an important strategy in helping the one in three kids who are obese get fit.
- Spending time outside raises levels of Vitamin D, helping protect children from future bone problems, heart disease, diabetes and other health issues.
- Being out there improves distance vision and lowers the chance of near sightedness

#### **Programs and Partnerships**

Two programs that exemplify the partnerships which are being developed in support of rich outdoor education learning opportunities for our students are highlighted below:

To: Board of Trustees  
Re: **Outdoor Education and Partnerships**  
Date: March 25, 2019

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### Foggy River Farm Design

Foggy River Farm Design started working with Durham Catholic District School Board in 2014 at Good Shepherd Catholic School. During that time the Foggy River team worked with students to facilitate the design and installation of 2 vegetable gardens and various fruiting trees, shrubs and vines. The approach has, and always will be student driven from the start of the design process, through concept, detailing and materials acquisition. Supervised by Durham Catholic teachers and Foggy River staff students were also engaged in the construction of the design elements.

The ultimate goal of projects undertaken at schools across the Durham Catholic District School Board is to create Outdoor Learning Environments on Board property that are envisioned and constructed by students. Having this opportunity leads to more empowered students who feel a sense of ownership for the landscape elements they designed and therefore increased ownership of the learning that takes place within those outdoor spaces. The hope is that using outdoor education funds to create experiential learning opportunities at schools is a long-term and higher quality investment that will provide valuable learning and reduce the need for costly off-site, isolated excursions.

Foggy River and Durham Catholic staff have worked at 7 schools since 2014 designing more gardens, food forests, outdoor learning classrooms, benches, sandboxes, wetland habitats, and educational obstacle courses. They are currently working with Durham College, to assist in the design and installation of miniature greenhouses, to be used as content for newly developed Green Technologies course at St. Mary's Catholic, and are also working with the Social Justice Team at St. Francis de Sales Catholic School, to design and build vegetable gardens to assist local low-income families secure healthier food and hopefully grow more food in their own backyards or balconies.

The vision is that these projects will continue into the future, so more and more educators are comfortable taking students outside the four walls of the classroom and using student design landscape elements, as content for learning across the curriculum, and encouraging more genuine peer-to-peer learning experiences.

### St. Mary Catholic Secondary School and Enactus Durham College

Grassroots is a project conceived by the Enactus Durham College (DC) team that seeks to feed, educate and create opportunities related to food, farming and urban agriculture development within the Durham Region. The goal of Enactus is to work in partnership to establish garden and greenhouse environments across various schools that will address many of the needs in our collective area related to food security, food education, food sovereignty, and food safety while also valuing, respect for people, land and our environment, regeneration and resilience of our landscapes and communities.



To: Board of Trustees  
Re: **Outdoor Education and Partnerships**  
Date: March 25, 2019

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## **History & Needs Assessment**

In 2016, the Enactus DC team sought to develop a project for sustainable food & farming solutions which fostered education and community development. This project was initiated by a core group of students within Enactus DC majoring in horticulture food and farming who were inspired to make a difference related to food and farming in their community. During an extensive outreach and needs assessment process, their team recognized that conventional agriculture, climate change and urban development have had serious effects on both local and global food systems. Challenged to learn more about viable solutions, the team attended conferences and workshops, visited farms and community gardens, and interviewed local farmers, chefs and leaders in food policy asking them about issues related to:

- Local self-reliance;
- Food safety and security; and
- New paradigms in food & farming.

Enactus DC established the 'Grassroots' initiative. The goal of this project was to build sustainable food communities through:

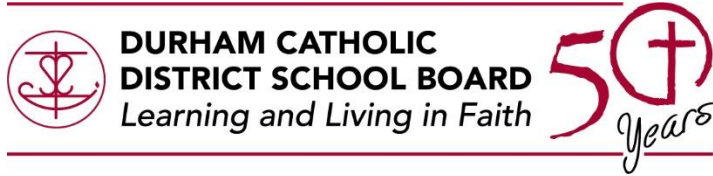
1. Education;
2. Research;
3. Food & Farming Solutions and
4. Collaborative Community Partnerships with Grassroots Organizations.

To realize the benefits of the project, Enactus DC partnered with local schools to develop 'outdoor education' and experiential learning environments related to food production and landscape regeneration while also educating students on food related issues and creating entrepreneurial opportunities to enact social change.

Through productive planning and discussions with the Durham Catholic District School Board (DCDSB), a partnership has been formed. This initiative seeks to establish and scale the Grassroots project to schools across the board.

Together we have identified St. Mary Catholic Secondary School as the first build site. Working closely with staff advisors and the students from the St. Mary Catholic Secondary School Outdoor Education team, a plan has been developed with priorities for building a garden and greenhouse on the school grounds.

AOB/TB



## Memorandum

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: March 25, 2019

Subject: **Strategic Plan Update**

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### **RECOMMENDATION**

Moved by \_\_\_\_\_ seconded by \_\_\_\_\_

<p>"THAT the Durham Catholic District School Board receive and file as information the Strategic Plan Update."</p>
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### **RATIONALE**

It is with tremendous optimism and anticipation that we begin a new strategic plan and a new journey together as colleagues in our vocation as Catholic educators and members of the Durham Catholic community. As we work together, we possess a treasured gift to enrich the spiritual and faith formation of our students through excellence in Catholic education.

In January of this year, the Director's Annual Report to the Community was presented, outlining all the accomplishments and achievements of the Discovery 2020 Strategic Plan. At our February 25, 2019, Board Meeting, we introduced that our new strategic plan is in the process of launching its strategy, and will be developed over the next six months. In the weeks ahead, we plan to meet with staff, clergy and the broader community to dialogue about the Durham Catholic District School Board. These conversations will help form the foundation of the Board's new strategic plan.

See attached 2019 Strategic Planning Timelines.

AOB:eb  
Attach.

## 2019 Strategic Planning Timelines

<b>Planning Stage</b>	
February 25	Introduced Strategic Plan to the Board of Trustees; to be developed over the next six months
March 1	Numbered Memo DRTR18-19009 Naming of Strategic Plan
March 5 March 22	Save the Date Strategic Planning Meetings-email to staff Numbered Memorandum DRTR18-19011 Strategic Planning Employee Consultation Meetings, Staff Survey
<b>Focus Consultation Sessions</b>	
March 7	The Most Reverend Bishop Vincent Nguyen
April 15	Union Presidents and Chairs
April 29	DCDSB Learning Council
May 23	Durham Catholic Partners
June 5	Clergy
<b>Employee Consultation Sessions</b>	
March -June	Monday, March 25 Tuesday, April 23 Tuesday, May 21 Tuesday, June 11
<b>Student Voice Forums</b>	
March 27	Fr. Leo J. Austin CSS
March 28	Msgr. Paul Dwyer CHS
April 2	Arch. Denis O'Connor CHS
April 9	Notre Dame CSS
April 18	Msgr. John Pereyma CSS
April 24	St. Mary CSS
May 8	All Saints CSS
<b>Consultation Session Committees</b>	
January-June	Board of Trustees
April 8	Audit Committee
April 29	Student Senate
May 7	SEAC
June 6	DCPIC
June 14	Indigenous Circle
<b>Public Consultation Sessions</b>	
May 8	West - Notre Dame CSS
May 9	East - Msgr. Paul Dwyer CHS
June-August	<b>Strategic Plan Consolidation</b>
September	<b>Launch</b>

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: March 25, 2019

Subject: **Trustee Code of Conduct**

Moved by \_\_\_\_\_ seconded by \_\_\_\_\_

Moved by \_\_\_\_\_ seconded by \_\_\_\_\_

AOB:eb  
Attach.

## ARTICLE 3 MEETINGS

### 3.1 TRUSTEE Code of Conduct

The TRUSTEES commit themselves to promoting gospel values and providing faith based Catholic education in the best interests of students of the Durham Catholic District School Board.

The TRUSTEES commit themselves to ethical, professional and lawful conduct.

The TRUSTEES commit themselves to loyalty to the interests of students, parents, staff and ratepayers of the Durham Catholic District School Board rather than personal loyalties or interests.

The TRUSTEES commit themselves to an open, transparent governance model, to respect the distinctive role of the Board, its individual TRUSTEE members and staff of the Durham Catholic District School Board and to comply with the TRUSTEE Code of Conduct attached at **Appendix 4** of these By-laws.

### 3.2 Conflict of Interest

The TRUSTEES agree to comply with the provisions of and their obligations pursuant to the *Municipal Conflict of Interest Act* (as amended from time to time). At any time a TRUSTEE considers him/herself to be in a conflict of interest with respect to a matter, s/he is expected to identify that conflict and refrain from participation in decision making regarding that matter.

### 3.3 Seating at MEETINGS of the BOARD / COMMITTEES

The Chair of the BOARD or the COMMITTEE (as the case requires) shall, at the commencement of the YEAR, determine the seating for MEETINGS during the YEAR.

### 3.4 Regular MEETINGS of the BOARD and COMMITTEE of the WHOLE BOARD

Unless otherwise ordered by motion, regular MEETINGS of the BOARD shall be held at the business office of the BOARD commencing at 7:30 o'clock in the evening on the fourth (4<sup>th</sup>) Monday in each month and MEETINGS of the COMMITTEE of the WHOLE BOARD on the second (2<sup>nd</sup>) Monday of the month scheduled quarterly on dates approved by the Board. The MEETINGS of the COMMITTEE of the WHOLE BOARD on the quarterly scheduled dates shall be for the sole purpose of developing and reviewing Policy. If any regular MEETING of the BOARD or COMMITTEE of the WHOLE BOARD fall on a statutory or civic holiday, such MEETING shall be held commencing at the same hour on the following day.

3.4.1 Provided however that the COMMITTEE of the WHOLE BOARD IN CAMERA shall be held on the same day as the regular MEETING of the BOARD commencing at 7:00 o'clock, or (as determined by the CHAIR) on the same day before or after the regular MEETING of the BOARD.



## Durham Catholic District School Board

### Trustee Code of Conduct

#### Appendix 4

Board General Working By-Law 3.1

#### Our Mission

The Durham Catholic District School Board (the "Board"), as a follower of Jesus, is a Catholic Learning Community committed to educating students to contribute their God-given talents in service to others.

#### Catholic Faith, Community and Culture

Each Durham Catholic District School Board Trustee ("Trustee") as an extension of the Church's ministry shall, within the duties prescribed in the Education Act, Regulations and other applicable statutes:

- i. recognize and affirm that Catholic schools are an expression of Catholic Church teachings;
- ii. model in word and deed their commitment to the teachings of the Church;
- iii. provide a Catholic education consistent with programs approved by the Canadian Conference of Catholic Bishops and the provincial Minister of Education;
- iv. defend the constitutional right of Catholic education and the democratic and corporate authority of the Board;
- v. respect the confidentiality of the Board;
- vi. conduct the affairs of the Board are conducted with a spirit of collaboration, openness, justice and compassion;
- vii. commit to improve personal knowledge of current Catholic educational research and practices subject to Board policy;
- viii. affirm the development of Christian Catholic Community; and
- ix. provide support, encouragement and prayer for the efforts of all persons engaged in the ministry of Catholic Education.

#### Integrity and Dignity of Office

Holding positions of public trust and confidence Trustees shall:

- i. discharge their duties and responsibilities professionally, ethically and in a manner that is consistent with Gospel Values, the teachings of the Catholic church, the Education Act and Regulations, the Municipal Freedom of Information and Protection of Privacy Act and Regulations, the Municipal Conflict of Interest Act, the Board's By-Laws, Policies and any other applicable statutes;
- ii. act in the best interests of the public they serve and at all times represent the interest of all rate-payers and stakeholders of the Board;
- iii. commit to excellence in Catholic education by promoting student achievement and well-being through the delivery of effective and appropriate education programs and effective stewardship of the Board's resources;
- iv. provide strategic direction, oversight and evaluation to ensure the development and delivery of quality education programs in order to maximize the achievement

- v. and well-being of all students;
- vi. advocate, inform and influence public perceptions and provincial education law and policy within the scope of their duties and responsibilities;
- vii. engage within the community to build understanding, guidance and active support for publicly funded Catholic education.

### **Civil Behaviour**

Sharing in the responsibility to create a positive environment that is safe, harmonious, comfortable, inclusive and respectful Trustees shall:

- i. act with decorum and be respectful of other trustees, the Director of Education, staff, all members of the Durham Catholic School Board community and the public;
- ii. serve as role models of exemplary behavior reflective of the values articulated in the Ontario Catholic School Graduate Expectations including but not limited to,
  - respecting all applicable federal, provincial and municipal laws,
  - demonstrating honesty and integrity, respecting differences in people, their ideas, and their opinions, treating one another with dignity and respect at all times, and especially when there is disagreement,
  - respecting and treating others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability and
  - expecting the rights of others;
- iii. be prepared for meetings, avoiding at all times unnecessary disruptions and refrain from engaging in conduct that contributes to a tone of sarcasm or denigration;
- iv. adhere to the Acceptable Use Policy with respect to on-line communications and demonstrate professionalism in their communication with stakeholders and other community members;
- v. comply with all policies of the board ;
- vi. notwithstanding the right of individual trustees to disagree with a decision of the Board, a Trustee shall uphold Board resolutions and decisions and at all times refrain from making disparaging or offensive remarks.

### **Complying with Legislation**

Required subject to Resolution to act on behalf of the Board, individual trustees shall:

- i. refrain from acting on behalf of the Board or convey representing the Board or its interests;

- ii. have a basic understanding of all applicable statutes, policies and procedures with respect to their duties and role and shall comply with the duties of Board members including but not limited to those set out in section 218.1 of the Education Act which state that:

*A member of a board shall,*

- (a) carry out his or her responsibilities in a manner that assists the board in fulfilling its duties under this Act, the regulations and the guidelines issued under this Act, including but not limited to the board's duties under section 169.1;*
- (b) attend and participate in meetings of the board, including meetings of board committees of which he or she is a member;*
- (c) consult with parents, students and supporters of the board on the board's multi-year plan under clause 169.1(1)(f);*
- (d) use appropriate communication protocols to bring concerns of parents, students and supporters of the board to the attention of the board;*
- (e) uphold the implementation of any board resolution after it is passed by the board;*
- (f) entrust the day-to-day operations and management of the board to its staff through the Board's Director of Education;*
- (g) maintain focus on student achievement and well-being through the development of policies; and*
- (h) comply with the Board's code of conduct.*

### **Upholding Decisions**

Understanding their role as a corporate body and the expectation that as such they may deliberate with many voices but must act as one, Trustees shall:

- i. accept that authority rests with the Board and that they have no individual authority other than that delegated by the Board;
- ii. uphold the implementation of any Board resolution after it is passed by the Board;
- iii. comply with Board policies and procedures; and
- iv. refrain from speaking on behalf of the Board unless authorized to do so.

### **Avoidance of Personal Advantage and Conflict of Interest**

Expected to comply with the provisions of the Municipal Conflict of Interest Act, which requires that Trustees declare and disclose the general nature of their interest for all direct and indirect pecuniary conflicts of interest and abstain from making a decision Trustees shall:

- i. abstain from voting on or discuss matters in which they have a direct or indirect pecuniary interest in respect of a parent, spouse or child as referenced in Section 3(1) of the Act .

*For the purpose of this Act, the pecuniary interest, direct or indirect, of a spouse...or any child of the member shall, if known to the member, be deemed to be also the pecuniary interest of the member." Any direct or indirect financial interest on the part of the Trustee may raise a conflict of interest. A direct conflict of interest will arise where the Trustee himself or herself stands to benefit or suffer financially by a decision of the Board. Where a Trustee, either on his or her own behalf or while acting for, by, with or through another, has any pecuniary interest, direct or indirect, or any other conflict of interest in any matter and is present at a meeting of the Board at which the matter is the subject of consideration, the Trustee shall:*

- *prior to any consideration of the matter of the meeting, disclose the interest and the general nature thereof;*



- *not take part in the discussion of, or vote on any question in respect of the matter;*
- *not discuss the issue with any other person;*
- *not attempt in any way whether before, during or after the meeting to influence the voting on such question; and*
- *leave the meeting or the part of the meeting during which the matter is under consideration.*

Where the interest of the Trustee has not been disclosed by reason of the Trustee's absence from the meeting, the Trustee shall disclose the interest and otherwise comply with the above requirements of the first meeting of the Board attended by the Trustee after the meeting referred to above. When the meeting is open to the public, every declaration of interest shall be recorded in the minutes of the Board meeting. When the meeting is not open to the public, every declaration of interest shall be recorded in the minutes of the next meeting of the Board that is open to the public.

It is an expectation of the Board that Trustees will not only comply with the requirements of the Municipal Conflict of Interest Act, but also avoid conflicts of interest as defined by this Code of Conduct.

Every Trustee is responsible and accountable for exercising good judgment and avoiding situations that might present a conflict of interest or the appearance of a conflict of interest, and where a conflict of interest might exist each Trustee has an affirmative duty to disclose such conflict when it becomes apparent. No Trustee shall use his or her position, authority or influence for personal, financial or material gain or personal business purposes or for the personal, financial or material gain or business purposes of a relative, friend and/or business associate.

Every Trustee shall uphold and enhance all Board business operations by:  
 maintaining an unimpeachable standard of integrity in all their relationships, both inside and outside the Board;  
 fostering the highest standard of professional competence amongst those for whom they are responsible;  
 complying with and being seen to comply the letter and spirit of the laws of Canada and the Province of Ontario, contractual obligations applicable to the Board; and rejecting and denouncing any business practice that is improper or inappropriate or may appear to be improper or inappropriate;  
 not use his or her position, authority or influence to give any person or organization special treatment that might, or might be perceived to, advance the interests of the Trustee, or the interests of a relative, friend and/or business associate of the Trustee.

not participate in any decision or recommendation in which he or she or a relative, friend or business associate may have a financial, commercial or business interest. All Trustees shall disclose a conflict of interest and/or the general nature of the interest, to the Board of Trustees.

### **Lobbying**

In the interest of fair and transparent procurement practices and in compliance with the Public Sector obligation to operate within the scope of expected standards Trustees shall:

- ii. report any inquiries or communications for the purpose of influencing the procurement of goods and services and the awarding of contracts to the Director of Education.
- iii. refrain from communicating with anyone during a procurement process and abstain from exercising their influence to gain or advance the interests of any individual or group during such a process.

## **Respect for Confidentiality**

Recognizing that respecting confidentiality is an expectation of every Trustee, each Trustee shall abide by the confidentiality agreement attached as Appendix A of this trustee Code of Conduct.

## **Board Resources**

Trustee shall not use Board resources for personal gain. No Trustee shall permit relatives, friends and/or business associates to use Board resources for personal gain. Trustees recognize that such inappropriate use of Board resources, directly or indirectly, for their benefit may constitute a breach of trust contrary to section 122 of the Criminal Code (Canada). All Trustees shall comply with Board Policies and General Administrative Procedures regarding the use of Board resources, including information technology resources.

## **Enforcement of Code of Conduct and the Municipal Conflict of Interest Act**

In accordance with the provisions of section 218.3 of the Education Act, a breach of this Code of Conduct by a Trustee may be dealt by the following procedures:

A Trustee who has reasonable grounds to believe that another Trustee has breached this Code of Conduct may bring the alleged breach to the attention of the Board through the Committee of the Whole. If an alleged breach is brought to the attention of the Board, the Board shall make inquiries into the matter and shall, based on the results of the inquiries, determine whether there has been a breach. If the Board determines that a Trustee has breached this Code of Conduct, the Board may impose one or more of the following sanctions:

- (a) Censure of the Trustee in accordance with Board Policy and Procedures
- (b) Bar the Trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board.
- (c) Bar the Trustee from sitting on one or more committees of the Board, for the period of time specified by the Board. A Trustee who is barred from attending all or part of a meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting that are not available to the members of the public. In appropriate circumstances, the Board may also resolve to disassociate the Board from any action or statement of a Trustee.

If a Board determines that a Trustee has breached this Code of Conduct, the Board shall give the Trustee written notice of the determination and of any sanction imposed by the Board. The notice shall inform the Trustee that he or she may make written submissions to the Board in respect of the determination or sanction by the date specified in the notice that is at least 14 days after the notice is received by the Trustee. The Board shall consider any submissions made by the Trustee and shall confirm or revoke the determination within 14 days after the Trustee's submissions are received. If the Board revokes a determination that a Trustee has breached this Code of Conduct, any sanction imposed by the Board is also revoked. If the Board confirms a determination that a Trustee has breached this Code of Conduct, the Board shall, within 14 days after the Trustee's submissions were received, confirm, vary or revoke the sanction(s) imposed by the Board. If a sanction is varied or revoked, the variation or revocation shall be deemed to be effective as of the date the original determination about the alleged breach was made by the Board.

Despite subsection 207(1) of the Education Act which requires meetings of the Board to be open to the public, but subject to the requirements below for specific resolutions of the Board to be made in public, the Board may close to the public the part of the meeting during which a breach or alleged breach of this Code of Conduct is considered when the breach or alleged breach involves any of the following matters:

- (a) the security of the property of the Board;
- (b) the disclosure of intimate, personal or financial information in respect of a Trustee or committee, an employee or prospective employee of the Board or a student or his or her parent or guardian;
- (c) the acquisition or disposal of a school site;
- (d) decisions in respect of negotiations with employees of the Board; or
- (e) litigation affecting the Board.

The Board shall do the following things by resolution at a meeting of the Board, and the vote on the resolution shall be open to the public:

- (f) Make a determination that a Trustee has breached this Code of Conduct.
- (g) Impose a sanction on a Trustee for a breach of this Code of Conduct.
- (h) Confirm or revoke a determination regarding a Trustee's breach of this Code of Conduct.
- (i) Confirm, vary or revoke a sanction after confirming or revoking a determination regarding a Trustee's breach of this Code of Conduct.

A Trustee who is alleged to have breached this Code of Conduct shall not vote on any of the resolutions listed above. When a resolution listed above is passed, the resolution shall be recorded in the Minutes of the meeting.

The Statutory Powers Procedure Act does not apply to any of the enforcement provisions under section 218.3 of the Education Act. Nothing in this Code of Conduct prevents a Trustee's breach of the Municipal Conflict of Interest Act from being dealt with in accordance with that Act. A trustee who is subject to a Board inquiry to determine whether the trustee has breached the Code of Conduct has a right to retain and be represented by legal counsel throughout the process. Legal expenses will not be paid unless extraordinary circumstances are determined by Board motion.

## Appendix A

## Confidentiality Agreement

I \_\_\_\_\_, Trustee of the Durham Catholic District School Board for  
\_\_\_\_\_ understand that, as part my duties as a Trustee that:

I may be privy to private, confidential and/or legally privileged financial, business and/or commercial information belonging to the Board that may provide a financial, business, commercial or competitive advantage, and that they I may be privy to private and confidential student and personnel information, and/or legal matters and opinions. Such information may include, but is not limited to, information relating to the Board's organizational structure, operations, business plans, technical projects, business costs, research data results, inventions, trade secrets or other work produced, developed by or for the Board.

I further understand that except as required by law, I agree not to use, directly or indirectly, for my benefit or the benefit of any person, organization, firm, or other entity, the Board's proprietary or confidential information disclosed or entrusted to me, and recognize that such inappropriate use of confidential information for personal benefit or disclosed to others may constitute a breach of trust contrary to section 122 of the Criminal Code (Canada).

I will respect the confidentiality of personal/educational student and family information received in the course of my duties. I further understand that Information received should not be discussed or reviewed in public or where another student, parent, employee or member of the school community or public could accidentally overhear or read such information.

Except as required by law, and in accordance with the Education Act and Municipal Freedom of Information and Protection of Privacy Act, I agree not to use or disclose the personal and/or educational information of students and their families and the personal and/or employment information of Board employees and their families that may come to my attention as a Trustee.

I further understand and acknowledge that my Trustee's duty of confidentiality with respect to private and confidential financial, business and/or commercial information, personnel information, student information, and legal matters and opinions survives my term as Trustee.

\_\_\_\_\_  
Trustee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Date



## Memorandum

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: March 25, 2019

Re: **Out of Province Travel – Recruitment Fairs/Newfoundland**

Origin: Michael T. Gray, Superintendent of Education - Human Resources/  
Administrative Services and International Education

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### **RECOMMENDATION**

Moved by \_\_\_\_\_, seconded by \_\_\_\_\_

<p>“THAT the Durham Catholic District School Board approve three (3) staff members to attend a French Teacher Recruitment Fair at Memorial University, Faculty of Education in St. John’s, Newfoundland on behalf of the Board from May 14 - 16, 2019.”</p>
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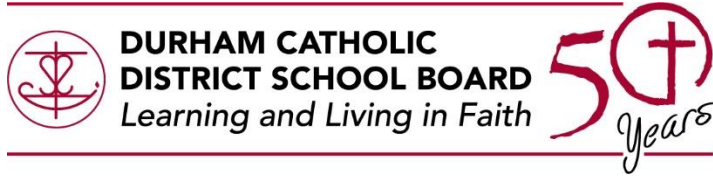
### **RATIONALE**

The Attendance of Board Employees at Conventions, Conferences and Seminars policy (PO 319) and its attendant Administrative Procedure (AP 319-1) requires that out of province travel be brought by the Director to the Board for approval.

To meet the Board’s staffing requirements to support its French Immersion Programming and schools, staff need to attend various recruitment fairs in Ontario and other jurisdictions. Given the limited availability of qualified French teachers in Ontario and the competition among Ontario School Boards to recruit and retain French first language teachers, staff deem it necessary to attend this recruitment fair so as to meet the Board’s system demands for qualified French teachers.

While at the recruitment fair, staff will interview teacher candidates with a view of making job offers.

AOB:MTG:MP



## Memorandum

To: Board of Trustees

From: Anne O'Brien, Director of Education

Date: March 25, 2019

Subject: **Correspondence**

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### **RECOMMENDATION**

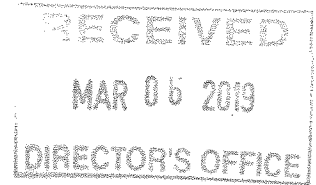
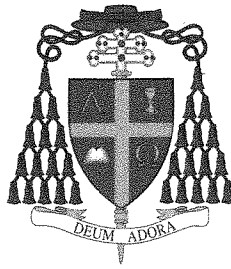
Moved by \_\_\_\_\_ seconded by \_\_\_\_\_

<p>"THAT the Durham Catholic District School Board receive and file as information correspondence from His Eminence Thomas Cardinal Collins dated March 4, 2019."</p>
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### **RATIONALE**

As per attached.

AOB:eb  
Attach.



March 4, 2019

Ms. Anne O'Brien  
Director of Education  
650 Rossland Road West  
Oshawa, ON L1J 7C4

Dear Ms. O'Brien,

Thank you for your letter of February 26, which requests approval that a new elementary school in the Durham Catholic District School Board be named St. Anne Catholic School. I am pleased to approve the suggested name for the new school, which will open later this year.

May Our Lord bless you always.

Yours sincerely in Our Lord,

*+Thomas Card. Collins*

Cardinal Thomas Collins,  
Archbishop of Toronto

cc: Most Rev. Vincent Nguyen